



# **Planning NEXT**

***Survey Data***

# Community-wide Survey

- 1. Open from April 16-20**
- 2. Contained 6 questions (2-3 demographic and 3 redistricting-focused)**
- 3. Received 3,484 responses**

# Results: Demographic

## 1. How are you connected to the school district?

- a) Parent/guardian of a current student – 81.9%
- b) Community member without school-age children – 16.7%
- c) Business owner or employer in the school district – 2.5%
- d) Other – 2.2%
  - Other responses include student, grandparent, teacher, staff

*Note: Respondents could select multiple options; counts may exceed 100%.*

# Results: Demographic

## 2. What grade level is your student(s) in?

- a) Kindergarten – 14.1%
- b) Grades 1-3 – 29.9%
- c) Grades 4-5 – 24%
- d) Grades 6-8 – **41.5%**
- e) Grades 9-12 – 37.4%

*Note: Respondents could select multiple options; counts may exceed 100%.*

# Results: Demographic

## 3. Which high school attendance area do you currently live in?

- a) Jerome – 61.4%
- b) Coffman – 32%
- c) Scioto – 5.9%
- d) Not sure – .7%

# Results: Redistricting

## 1. Which redistricting approach do you support?

- a) Prioritize proximity (even if it requires a "domino effect") – 53%
- b) Minimize the total number of students moved – 47%

# Results: Redistricting

- 2. Rank these considerations for defining proximity to a school building (1 = most important).**
  - a) Travel time to a school building ranked #1 - 54.6%
  - b) Mileage to a school building ranked #1 - 44.9%

# Summary of Open-Ended Comments

## Proximity & Transportation

- Students should attend the nearest school; walk/bike access cited in 18.8% of comments
- Transportation safety is a top concern (23.0%), dangerous crossings, heavy traffic on Riverside Dr., risks for young drivers
- Bus ride length and commute time are closely related (18.3%); commenters urge district to minimize travel time

## Growth, Overcrowding & School Capacity

- Nearly 1 in 5 comments (18.9%) talk about residential development driving redistricting need, think newer communities should be reassigned before established neighborhoods
- Respondents comment that housing was approved without considering capacity in the schools

# Summary of Open-Ended Comments

## Community & Social Impacts

- Strong theme around keeping neighborhoods and peer groups together (20.3%)
- Concern about social disruption of separating children from friends, especially in middle and high school
- Feeder pattern continuity (same elementary to middle to high school) raised in 7.4% of comments
- Many advocate for grandfathering current students so they can finish at their current school

# Summary of Open-Ended Comments

## Fairness & Balance

- Calls for socioeconomic diversity across all three high schools, do not concentrate lower-income populations at one school
- Comments discuss prioritizing what is best for students overall, not catering to the loudest voices

## Process & Trust

- Commenters ask the district to be transparent, use data from the engagement process, and follow through on decisions

**Thank you**

# Community Input: Multiple Avenues



**Focus Groups**



**Fallon Public  
Opinion Poll**



**Community-wide  
Survey**