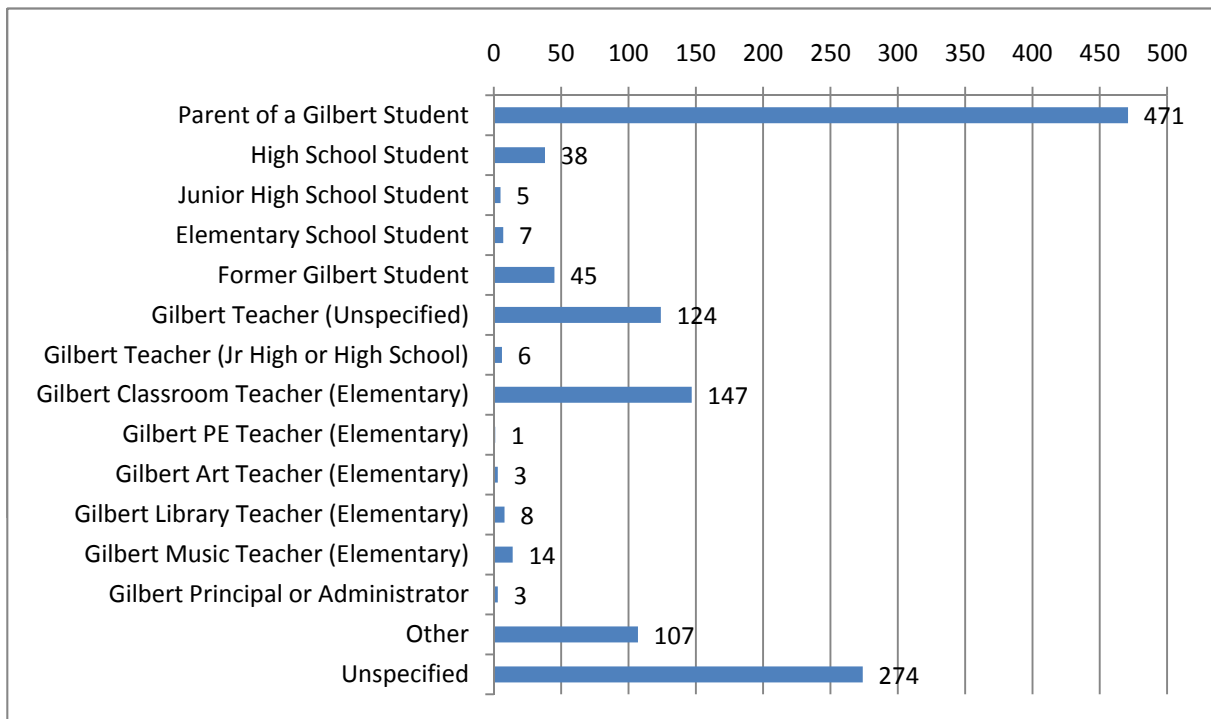


## Elementary Scheduling and Music Survey Results

### Who are you? Respondent Types.

Parent of a Gilbert Student			471
High School Student			38
Junior High School Student			5
Elementary School Student			7
Former Gilbert Student			45
Gilbert Teacher (Unspecified)			124
Gilbert Teacher (Jr High or High School)			6
Gilbert Classroom Teacher (Elementary)			147
Gilbert PE Teacher (Elementary)			1
Gilbert Art Teacher (Elementary)			3
Gilbert Library Teacher (Elementary)			8
Gilbert Music Teacher (Elementary)			14
Gilbert Principal or Administrator			3
Other			107
Unspecified			274
<b>TOTAL</b>			<b>1253</b>



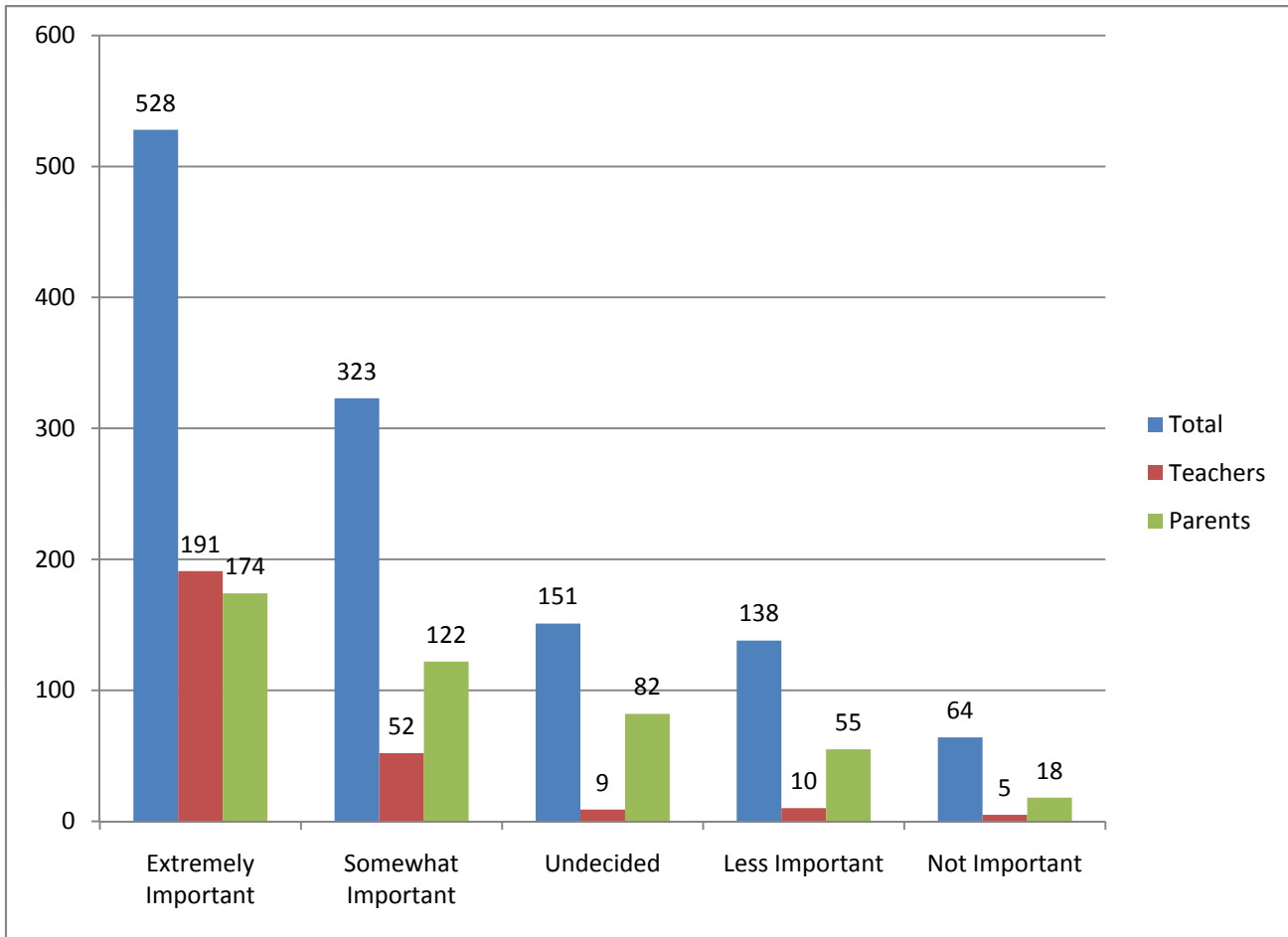
## Elementary Scheduling and Music Survey Results

**1. The district is seeking to achieve the following goals with the existing schedule:**

- Create schedule consistency.
- Reduce the inefficiency of study hall downtime.
- Create a common prep time for classroom teachers.
- Allow for longer periods of instructional time in the classroom (chunking).

**Do you believe it is important to improve the schedule in these areas?**

	Total	Teachers	Parents
Extremely Important	528	191	174
Somewhat Important	323	52	122
Undecided	151	9	82
Less Important	138	10	55
Not Important	64	5	18
<b>TOTAL</b>	<b>1204</b>	<b>267</b>	<b>451</b>

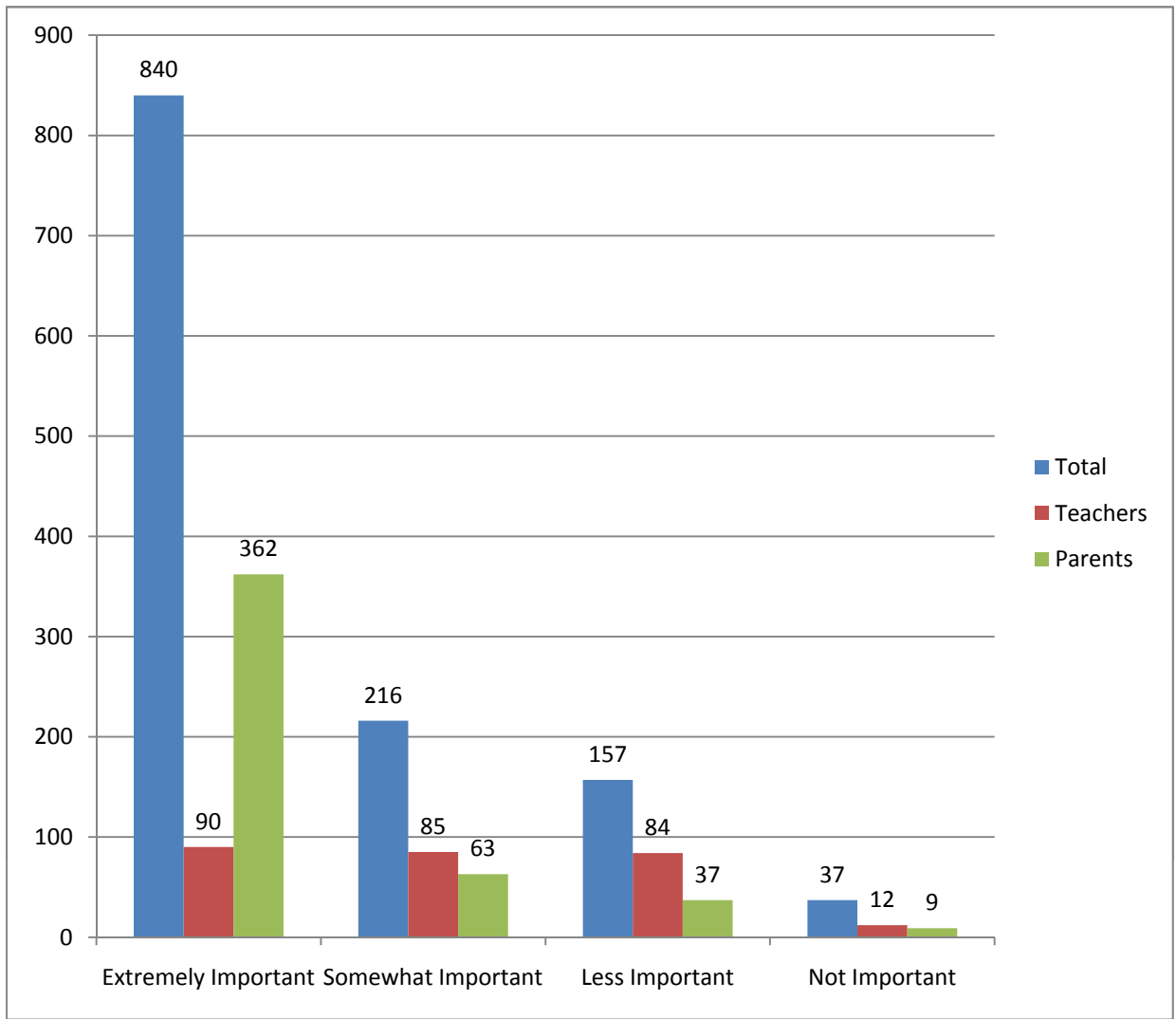


## Elementary Scheduling and Music Survey Results

2.b How important is music to the overall educational/academic experience in Gilbert?

### Elementary Band and Strings

	Total	Teachers	Parents
Extremely Important	840	90	362
Somewhat Important	216	85	63
Less Important	157	84	37
Not Important	37	12	9
<b>TOTAL</b>	<b>1250</b>	<b>271</b>	<b>471</b>

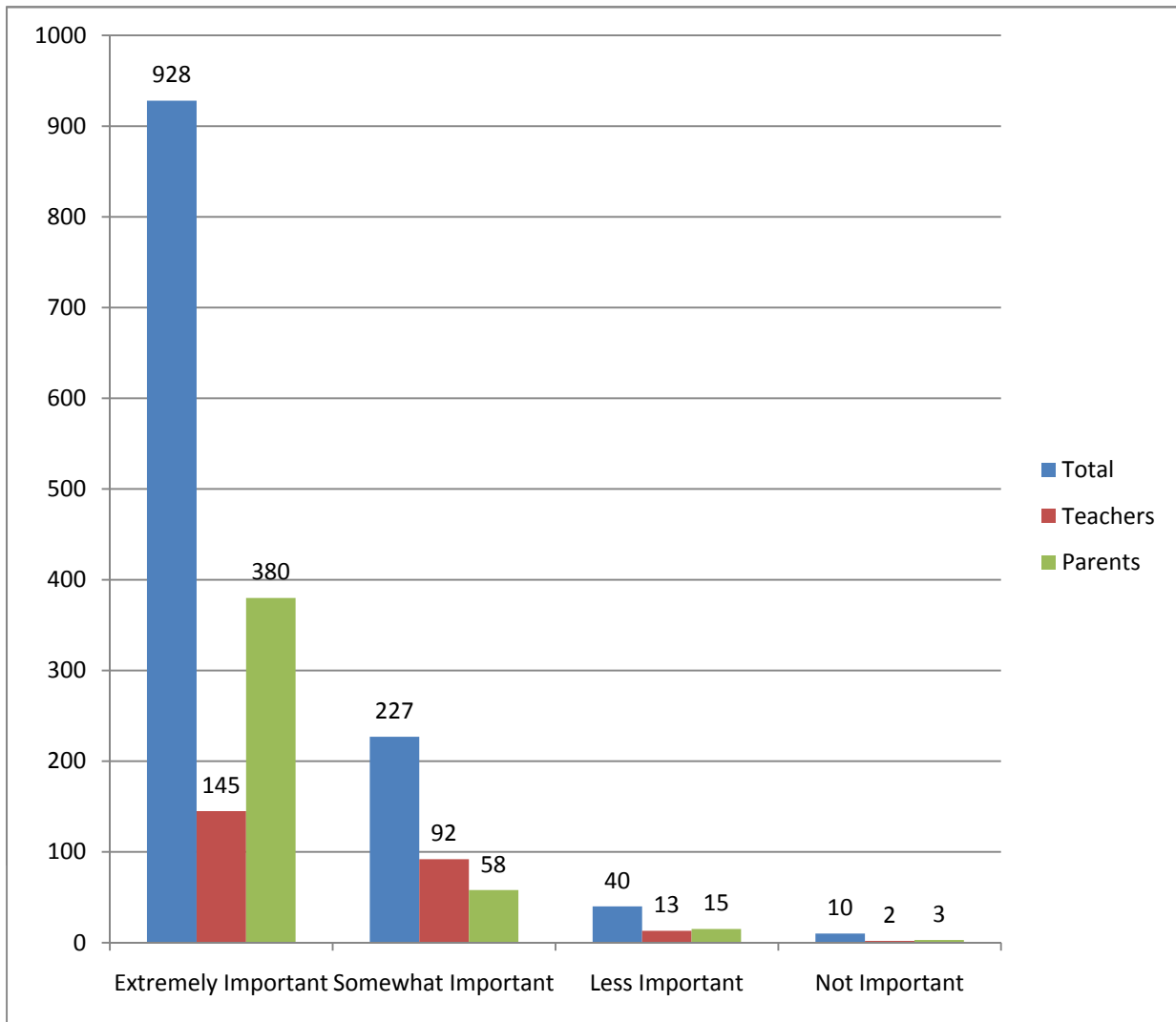


## Elementary Scheduling and Music Survey Results

2.b How important is music to the overall educational/academic experience in Gilbert?

### Junior High and High School

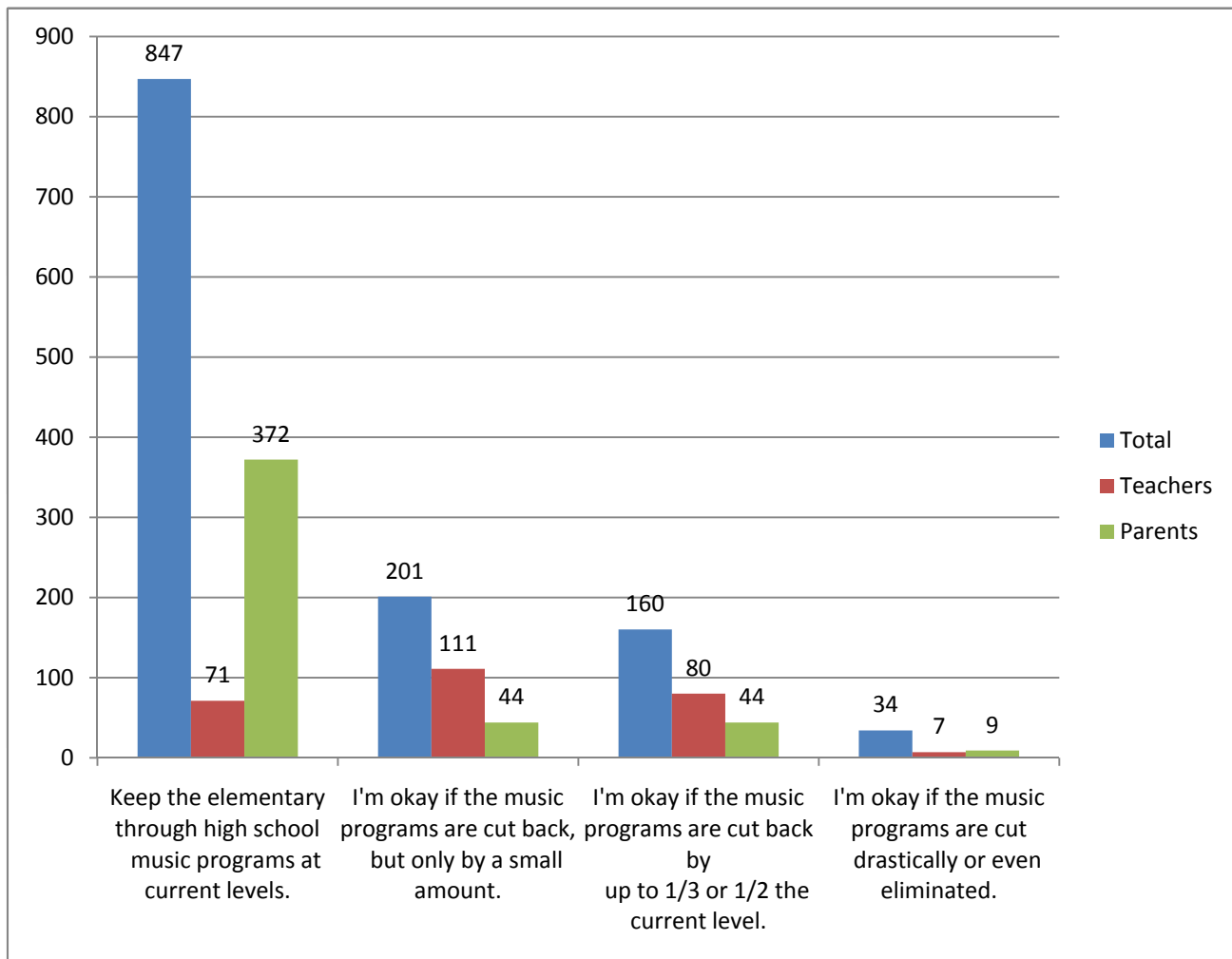
	Total	Teachers	Parents
Extremely Important	928	145	380
Somewhat Important	227	92	58
Less Important	40	13	15
Not Important	10	2	3
<b>TOTAL</b>	<b>1205</b>	<b>252</b>	<b>456</b>



## Elementary Scheduling and Music Survey Results

**3. Do you want to see the elementary through high school music programs in Gilbert stay at the current level of achievement, quality, emphasis, etc.?**

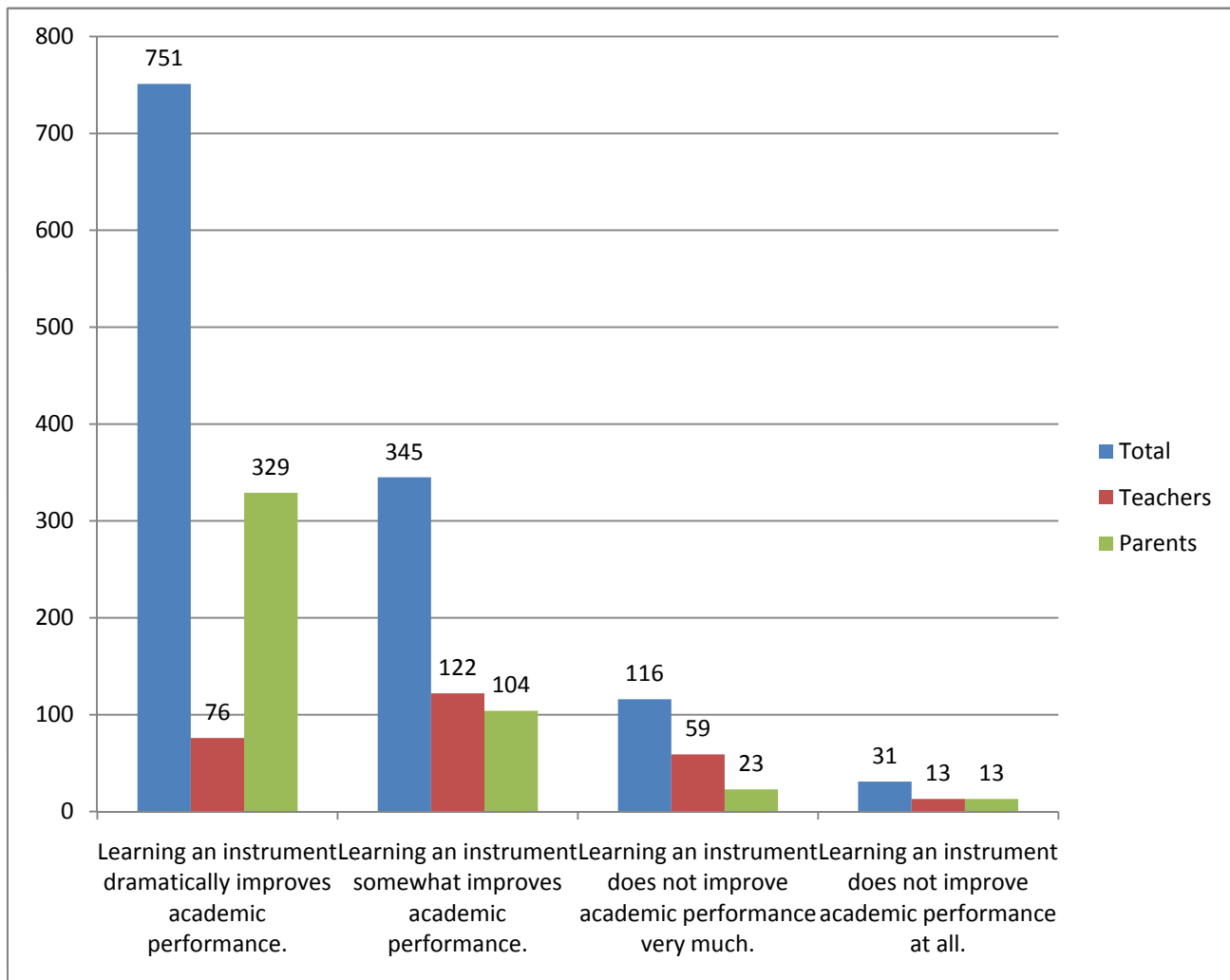
	Total	Teachers	Parents
Keep the elementary through high school music programs at current levels.	847	71	372
I'm okay if the music programs are cut back, but only by a small amount.	201	111	44
I'm okay if the music programs are cut back by up to 1/3 or 1/2 the current level.	160	80	44
I'm okay if the music programs are cut drastically or even eliminated.	34	7	9
<b>TOTAL</b>	<b>1242</b>	<b>269</b>	<b>469</b>



## Elementary Scheduling and Music Survey Results

5. How much do you believe that learning an instrument in elementary school contributes to a student's academic performance (grades, test scores, etc.)?

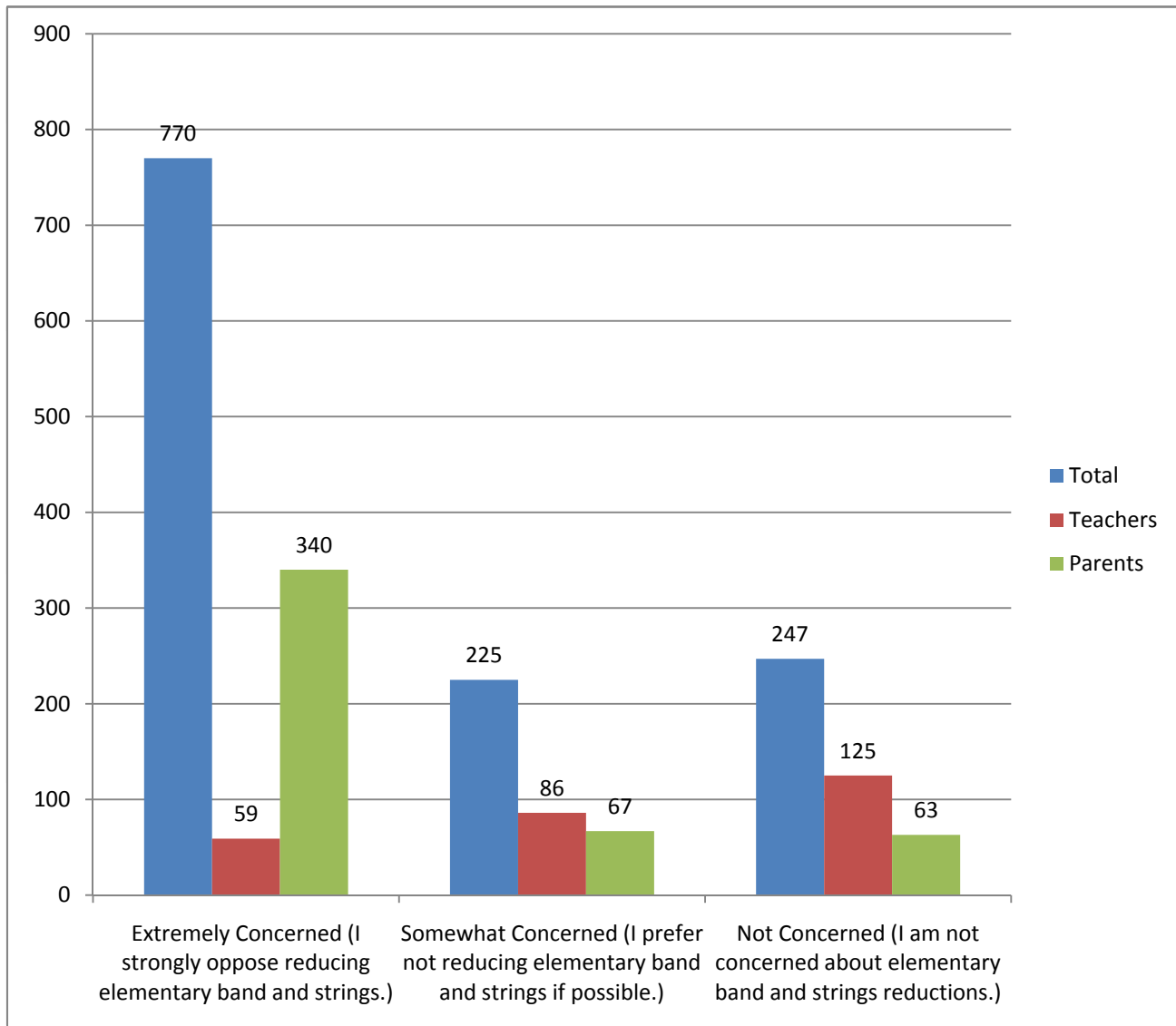
	Total	Teachers	Parents
Learning an instrument dramatically improves academic performance.	751	76	329
Learning an instrument somewhat improves academic performance.	345	122	104
Learning an instrument does not improve academic performance very much.	116	59	23
Learning an instrument does not improve academic performance at all.	31	13	13
<b>TOTAL</b>	<b>1243</b>	<b>270</b>	<b>469</b>



## Elementary Scheduling and Music Survey Results

### 6. How concerned would you be if elementary band and strings instructional time was reduced?

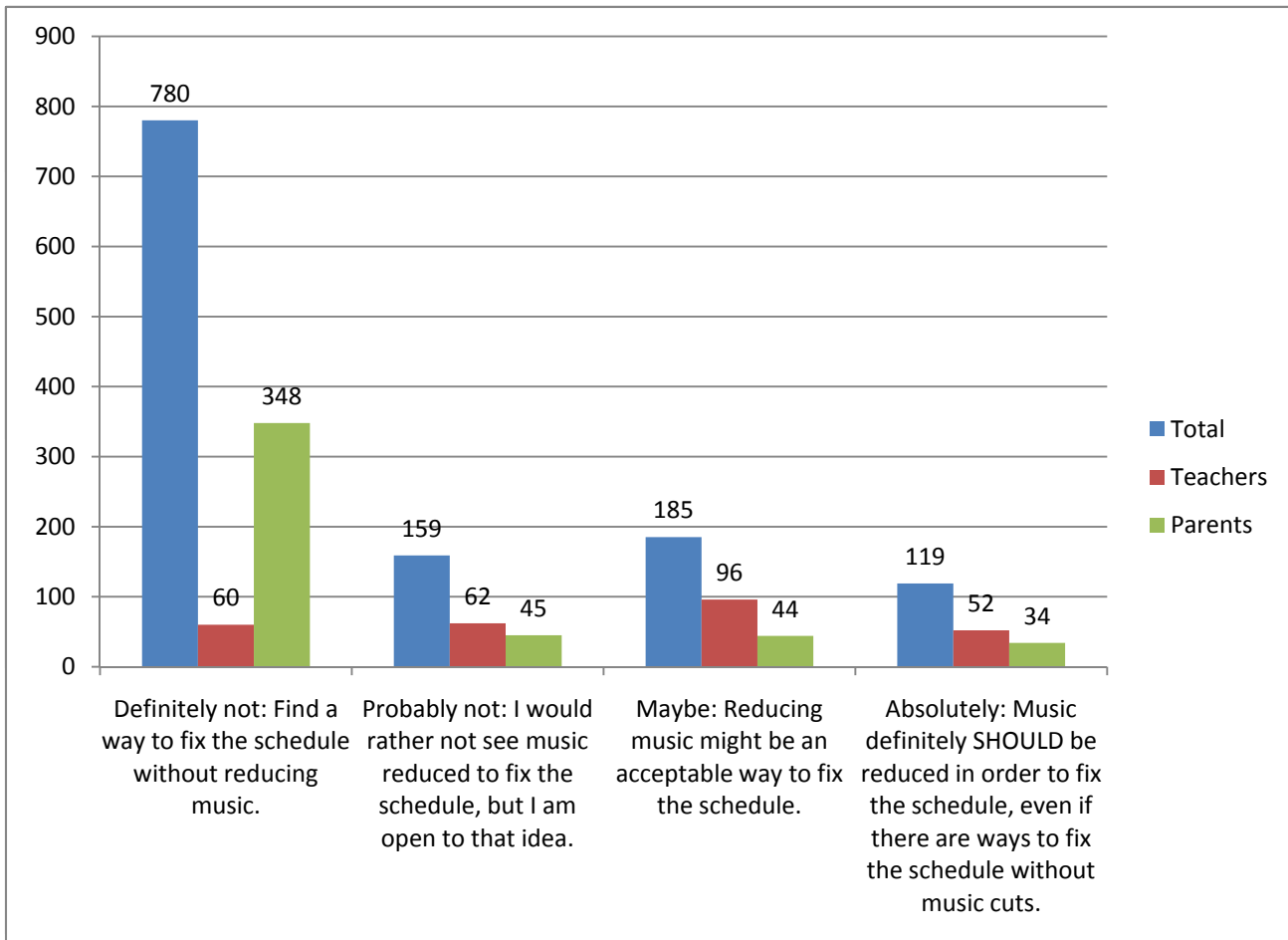
	Total	Teachers	Parents
Extremely Concerned (I strongly oppose reducing elementary band and strings.)	770	59	340
Somewhat Concerned (I prefer not reducing elementary band and strings if possible.)	225	86	67
Not Concerned (I am not concerned about elementary band and strings reductions.)	247	125	63
<b>TOTAL</b>	<b>1242</b>	<b>270</b>	<b>470</b>



## Elementary Scheduling and Music Survey Results

### 8. Is reducing elementary music instructional time an acceptable approach to fixing scheduling problems?

	Total	Teachers	Parents
Definitely not: Find a way to fix the schedule without reducing music.	780	60	348
Probably not: I would rather not see music reduced to fix the schedule, but I am open to that idea.	159	62	45
Maybe: Reducing music might be an acceptable way to fix the schedule.	185	96	44
Absolutely: Music definitely SHOULD be reduced in order to fix the schedule, even if there are ways to fix the schedule without music cuts.	119	52	34
<b>TOTAL</b>	<b>1243</b>	<b>270</b>	<b>471</b>

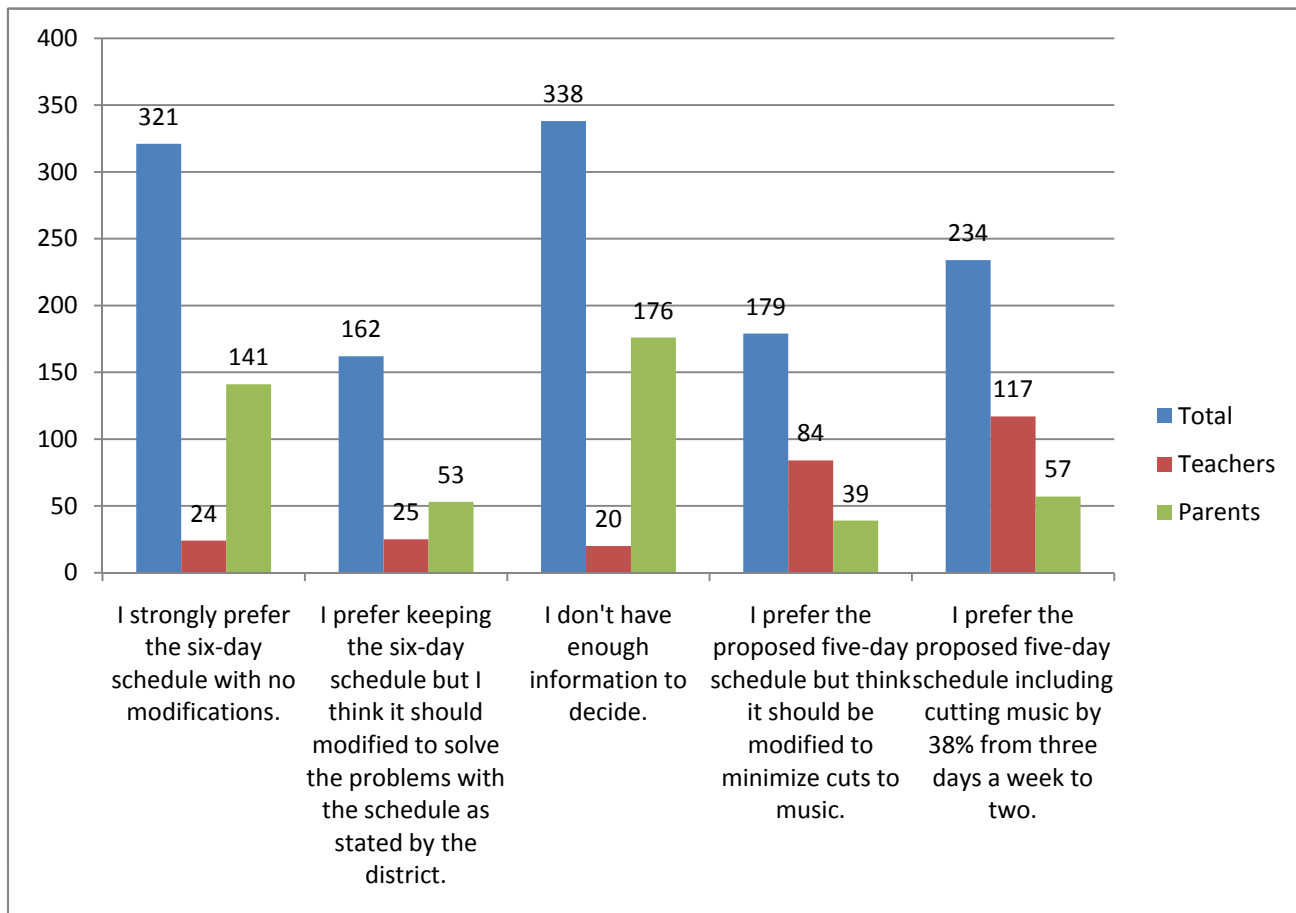




## Elementary Scheduling and Music Survey Results

### 9. Do you have a preference between existing six-day schedule versus the proposed five-day schedule?

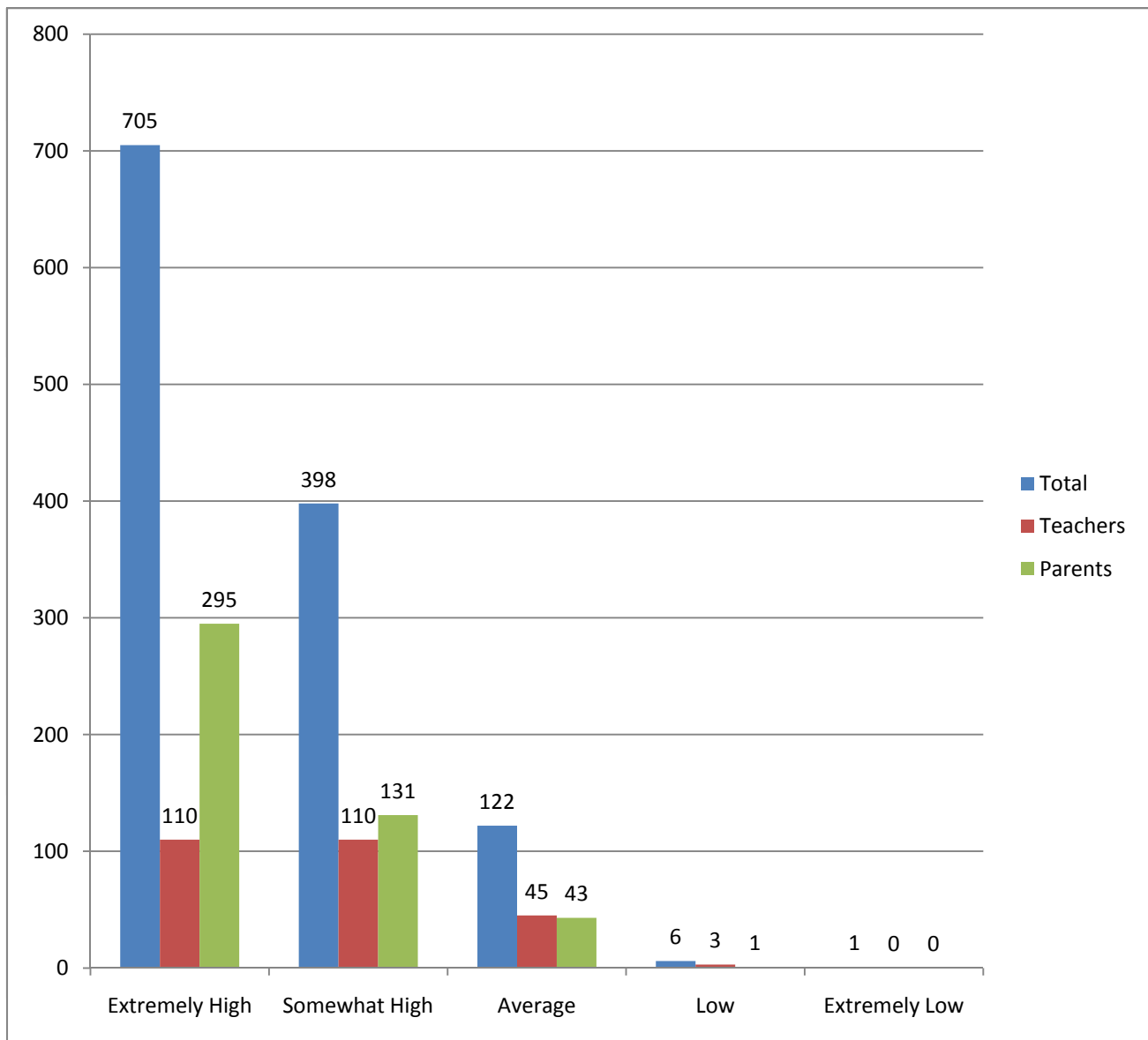
	Total	Teachers	Parents
I strongly prefer the six-day schedule with no modifications.	321	24	141
I prefer keeping the six-day schedule but I think it should be modified to solve the problems with the schedule as stated by the district.	162	25	53
I don't have enough information to decide.	338	20	176
I prefer the proposed five-day schedule but think it should be modified to minimize cuts to music.	179	84	39
I prefer the proposed five-day schedule including cutting music by 38% from three days a week to two.	234	117	57
<b>TOTAL</b>	<b>1000</b>	<b>153</b>	<b>409</b>



## Elementary Scheduling and Music Survey Results

**11. How do you rate the current quality of music education in the Gilbert District from elementary through high school?**

	Total	Teachers	Parents
Extremely High	705	110	295
Somewhat High	398	110	131
Average	122	45	43
Low	6	3	1
Extremely Low	1	0	0
<b>TOTAL</b>	<b>1231</b>	<b>268</b>	<b>470</b>



## Elementary Scheduling and Music Survey Results

**12. How important do you think the elementary music programs are to the success of Junior High and High School music programs in Gilbert?**

	Total	Teachers	Parents
Extremely High	884	105	371
Somewhat High	241	118	66
Average	91	42	24
Low	22	4	8
<b>TOTAL</b>	<b>1238</b>	<b>269</b>	<b>469</b>

