School Start and End Times Survey Analysis

Prepared for New Canaan Public Schools

May 2018
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Introduction

In this report, Hanover Research analyzes and summarizes the results from New Canaan Public Schools’ Start Time Survey. The survey was administered online in April 2018. The report includes results from 1,312 middle and high school students, 1,126 parents/guardians, 379 school staff members, and 7 community members.

**Survey Goals:**

- Determine stakeholders’ perceptions of current school start and end times;
- Determine stakeholders’ perceptions of potential school start and end times; and
- Determine perceived impact of changing school start and end times on district stakeholders.
Introduction

Which of the following best describes your relationship with New Canaan Public Schools? (n=2,824)

- Student: 46%
- Parent or guardian of a student currently enrolled in New Canaan: 40%
- Staff member: 13%
- Community member: 0% (n=7)

Note: Respondents who are both parents and staff were instructed to proceed as a parent.

What is your current role in New Canaan Public Schools? (n=379)

- Certified Staff: 78%
- Non-Certified Staff: 16%
- School Administrator: 4%
- School nurse: 2%

Note: Only staff answered this question.

The majority of respondents are students or parents/guardians and are affiliated with the middle or high school.
Methodology Notes

- Questions vary by respondent type (e.g., stakeholder group). Questions shown in figures contain all variations of the question stem (e.g., For me/my child/my students, the current elementary/middle/high school start times...). However, respondents only saw question stems that pertain to their group (e.g., For my students, the current high school start times...).

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.

- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.

- For full aggregate and segmented results, please consult the accompanying data supplement.

- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
Recommendations

- New Canaan Public Schools should continue researching a schedule with slightly later start and end times for middle and high school, and slightly earlier start and end times for elementary school. Respondents indicate that these times are of greatest interest.

- New Canaan Public Schools should prioritize student sleep and time for homework in making scheduling decisions. Respondents most frequently select these two items as the most important factors that New Canaan should consider when researching school start and end times.

- New Canaan Public Schools should explore how other school districts have supported staff while instituting scheduling changes. Of the stakeholder groups surveyed, staff seem to indicate the greatest degree of perceived negative impact.

- New Canaan Public Schools should consult further with stakeholders to determine what goals the district should focus on when considering school schedules. Respondents indicate that earlier school start times may give students more time for homework, activities, or employment and be better for staff schedules. However, later start times may work better for parents’ work schedules and give students additional time for sleep, schoolwork, and extra classroom help.
Key Findings – Stakeholder Priorities

- Respondents recommend continued research into later start and end times for middle and high school, and earlier start and end times for elementary school. Most respondents recommend that the district continue researching a "Slightly" or "Much Later" start and end time for middle and high schools (69% and 80% respectively). Fifty-six percent of respondents recommend that the district continue researching a "Slightly" or "Much Earlier" start and end time for elementary schools.

- Respondents place the highest priority on student sleep and time for homework. When asked to select the three most important factors that New Canaan should consider when researching school start and end times, the most frequently selected factors were research on child/adolescent sleep (67%) and time for homework (52%). The next most frequently selected factor was timing of extracurricular activities (39%), with no other factors selected more than 20 percent of the time.

- Respondents generally do not hold positive views of the current school start and end times. Two-thirds of respondents disagree that the current school start and end times positively impact students’ sleep (66%). Similarly, more respondents disagree (50%) than agree (25%) that the current school start and end times positively impact students’ academic performance.
Key Findings – Earlier Start and End Times

- Respondents perceive the benefits of earlier start and end times to be time for homework and activities outside of school. Approximately 50 percent of respondents indicate that an earlier school start and end time would positively impact the time students have for homework (53%) and participation in activities outside of school (49%). Further, 42 percent of high school respondents believe that earlier start and end times would positively impact student part-time employment.

- Respondents perceive the drawbacks of earlier start and end times to be work schedules for parents/guardians and before-school care. Approximately 50 percent of respondents indicate that an earlier school start and end time would negatively affect the work schedules of parents/guardians (47%) and before-school care (45%).

- Earlier start and end times would likely have the greatest negative impact on students’ participation in school-sponsored publications and school-sponsored performing arts. For both activities, 30 percent of participants indicate that they/their child would be less likely to participate if school started and ended earlier.
Key Findings – Later Start and End Times

- Respondents perceive the benefits of later start and end times to be before-school care and work schedules for parents/guardians. A plurality of percent of respondents indicate that later school start and end times would positively impact before-school care (47%) and work schedules for parents/guardians (39%).

- Respondents perceive the drawbacks of later start and end times to be time for homework and participation in activities outside of school. Approximately 50 percent of respondents indicate that later school start and end times would negatively impact students’ time for homework (47%) and participation in activities outside of school (47%).

- If school started later, at least 50 percent students and parents indicated that they/their child would likely spend that time sleeping longer (87%), doing schoolwork (57%), or getting extra classroom help (50%).

- Later start and end times would likely have the greatest negative impact on students’ participation in social activities with friends and holding a job. Thirty-two percent of students and parents indicate that they/their child would be less likely to engage in social activities with friends, and 31 percent indicate that they/they child would be less likely to have a before- or after-school job if school started and ended later.
Key Findings – Staff Schedule Impacts

- School staff generally have more positive views of earlier school start and end times than other stakeholder groups, and much more negative views of later school start and end times than other stakeholder groups. Please refer to the data supplement for details on the by-group comparisons.

- Forty-five percent of staff indicate an earlier start and end time would positively impact their work schedule, whereas 66 percent of staff respondents indicate that a later school start and end time would negatively impact staff work schedules. For reference, 60 percent state that the current school schedule has a positive impact on staff work schedules.

- Over 50 percent of staff members indicate that a later school start time would negatively impact their ability to have a second job (84%), their ability to provide or find child care (72%), their ability to commute from school (68%), their ability to be an advisor for a non-sport extracurricular activity (63%), their ability to attend continuing education (62%), their ability to coach sports (61%), their ability to commute to school (59%), and their ability to attend professional development programs (58%). In contrast, more than 50 percent of staff report that earlier school start and end times would have a negative impact on only one of the items (ability to provide or find childcare, 52%).

Note: Only staff who indicated that they have a second job or childcare commitments answered questions related to how changes to school start and end times would affect those commitments.
Key Findings - Childcare

- **School start time changes may have a greater impact on students’ childcare responsibilities than parents’**. The majority of parents indicate that neither an earlier nor later school start and end time would change their child care needs (74% and 81% respectively). However, of those whose child care needs would change, 70 to 73 percent indicated that it would be difficult to find suitable care for their child at the needed times.

- **Seventy percent of students indicate that they help take care of younger children after school**. Of those, 48 percent state that school ending earlier would not change their ability to take care of younger children in the afternoon, with fewer respondents indicating that it would be more difficult (12%) or easier (40%). If school ended later, 45 percent of respondents indicate that it would be more difficult to take care of younger children in the afternoon.
Key Findings - Transportation

- An earlier start time would likely reduce the need for busses in the morning, while a later start time would likely increase the need for busses in the morning. Currently, 54 percent of students and parents/guardians indicate that they/their child take(s) the bus to school at least once per week in the morning. Fewer respondents indicated that they/their child would need to take the bus at least once per week in the morning if school start times were earlier (39%), but more respondents indicated that they/their child would need to take the bus at least once per week in the morning if school start times were later (57%).

- Both earlier and later end times may decrease the need for busses in the afternoon. Currently, 59 percent of students and parents/guardians indicate that they/their child take(s) the bus to school at least once per week in the afternoon. Both earlier and later school end times show a decrease in the number of respondents indicating that they/their child would need to take the bus at least once per week in the afternoon (52% and 50% respectively).
SECTION I: PERCEPTIONS OF CURRENT SCHOOL SCHEDULES
Perceptions of Current School Schedules

For me/my child/my students, the current elementary/middle/high school start times...

- ...reduce students' tardiness. (Staff only; n=337)
  - Strongly Disagree: 12%
  - Disagree: 27%
  - Neither Disagree nor Agree: 32%
  - Agree: 21%
  - Strongly Agree: 9%

- ...reduce the number of times my child is late to school. (Parents/guardians only; n=1,065)
  - Strongly Disagree: 24%
  - Disagree: 16%
  - Neither Disagree nor Agree: 33%
  - Agree: 15%
  - Strongly Agree: 12%

- ...positively impact my/my child's/students' academic performance. (n=2,738)
  - Strongly Disagree: 23%
  - Disagree: 26%
  - Neither Disagree nor Agree: 25%
  - Agree: 16%
  - Strongly Agree: 9%

- ...positively impact my/my child's/students' physical health. (n=2,724)
  - Strongly Disagree: 26%
  - Disagree: 27%
  - Neither Disagree nor Agree: 24%
  - Agree: 15%
  - Strongly Agree: 8%

- ...positively impact my/my child's/students' mood. (n=2,758)
  - Strongly Disagree: 31%
  - Disagree: 29%
  - Neither Disagree nor Agree: 17%
  - Agree: 14%
  - Strongly Agree: 9%

- ...positively impact my/my child's/students' sleep. (n=2,753)
  - Strongly Disagree: 42%
  - Disagree: 24%
  - Neither Disagree nor Agree: 12%
  - Agree: 13%
  - Strongly Agree: 9%

- ...positively impact my/my child's/students' emotional health. (n=2,719)
  - Strongly Disagree: 25%
  - Disagree: 26%
  - Neither Disagree nor Agree: 28%
  - Agree: 14%
  - Strongly Agree: 8%

- ...reduce the number of times I am late to school. (Students only; n=1,248)
  - Strongly Disagree: 34%
  - Disagree: 27%
  - Neither Disagree nor Agree: 25%
  - Agree: 9%
  - Strongly Agree: 0%

Note: Only students, parents/guardians, and staff members answered these questions.
Please indicate the impact that the current New Canaan elementary/middle/high school schedule has on each of the following aspects of your life.

- Work schedules for staff (Staff only; n=325)
  - Very Negative: 10%
  - Negative: 26%
  - Neutral: 34%
  - Positive: 26%
  - Very Positive: 26%

- Participation in activities outside of school (n=2,618)
  - Very Negative: 11%
  - Negative: 31%
  - Neutral: 30%
  - Positive: 23%
  - Very Positive: 23%

- Availability of transportation to/from school (n=2,420)
  - Very Negative: 11%
  - Negative: 40%
  - Neutral: 25%
  - Positive: 19%
  - Very Positive: 19%

- Time for homework (n=2,647)
  - Very Negative: 10%
  - Negative: 17%
  - Neutral: 30%
  - Positive: 28%
  - Very Positive: 15%

- Family routines (n=2,587)
  - Very Negative: 8%
  - Negative: 16%
  - Neutral: 36%
  - Positive: 24%
  - Very Positive: 15%

- Safety (n=2,434)
  - Very Negative: 9%
  - Negative: 48%
  - Neutral: 23%
  - Positive: 17%
  - Very Positive: 17%

- After-school care (n=1,888)
  - Very Negative: 10%
  - Negative: 48%
  - Neutral: 24%
  - Positive: 13%
  - Very Positive: 13%

- Student part-time employment (High school only; n=869)
  - Very Negative: 7%
  - Negative: 12%
  - Neutral: 46%
  - Positive: 23%
  - Very Positive: 12%

- Work schedules for parents/guardians (Parents/guardians only; n=903)
  - Very Negative: 8%
  - Negative: 17%
  - Neutral: 45%
  - Positive: 17%
  - Very Positive: 13%

- Before-school care (n=1,783)
  - Very Negative: 13%
  - Negative: 19%
  - Neutral: 46%
  - Positive: 14%
  - Very Positive: 8%

- Traffic congestion at the end of the school day (n=2,389)
  - Very Negative: 19%
  - Negative: 24%
  - Neutral: 39%
  - Positive: 12%
  - Very Positive: 6%

- Traffic congestion at the beginning of the school day (n=2,470)
  - Very Negative: 27%
  - Negative: 24%
  - Neutral: 29%
  - Positive: 29%
  - Very Positive: 10%

Note: Only students, parents/guardians, and staff members answered these questions.
Perceptions of Current School Schedules

**Please indicate the impact that the current New Canaan elementary school schedule has on each of the following.**

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning of the school day (n=2)</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety (n=2)</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traffic congestion at the end of the school day (n=2)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who live or work near East School, South School, or West School or most of the students who participate in their activity are in elementary school answered this question.

**Please indicate the impact that the current New Canaan middle school schedule has on each of the following.**

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning of the school day (n=1)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traffic congestion at the end of the school day (n=1)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety (n=1)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How much business you do after school ends Only community members who own or run a business (n=1)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who live or work near Saxe Middle School or most of the students who participate in their activity are in middle school answered this question.
Perceptions of Current School Schedules

Please indicate the impact that the current New Canaan high school schedule has on each of the following.

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning of the school day (n=2)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traffic congestion at the end of the school day (n=2)</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety (n=2)</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Work schedules for high school students</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Only community members who employ high school students (n=1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Only community members who live or work near New Canaan High School, or most of the students who participate in their activity are in high school, or employ high school students answered this question.

Please indicate the impact that the current New Canaan school schedules have on each of the following.

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning of the school day (n=3)</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traffic congestion at the end of the school day (n=3)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety (n=3)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who do not live or work near any New Canaan schools, do not have elementary, middle school, or high school students participate in their activity, and do not employ high school students answered this question.
SECTION II: PERCEPTIONS OF POTENTIAL SCHOOL SCHEDULES
If elementary/middle/high school started and ended earlier, what do you think the impact would be on each of the following aspects of your/your child's life or your students' lives?

- **Time for homework (n=2574)**
  - Very Negative: 13%
  - Negative: 10%
  - Neutral: 24%
  - Positive: 33%
  - Very Positive: 20%

- **Participation in activities outside of school (n=2548)**
  - Very Negative: 13%
  - Negative: 10%
  - Neutral: 29%
  - Positive: 30%
  - Very Positive: 19%

- **Work schedules for staff (Staff only; n=318)**
  - Very Negative: 13%
  - Negative: 21%
  - Neutral: 21%
  - Positive: 28%
  - Very Positive: 17%

- **Student part-time employment (High school only; n=990)**
  - Very Negative: 17%
  - Negative: 9%
  - Neutral: 31%
  - Positive: 29%
  - Very Positive: 13%

- **Family routines (n=2,533)**
  - Very Negative: 18%
  - Negative: 15%
  - Neutral: 29%
  - Positive: 24%
  - Very Positive: 15%

- **After-school care (n=1,973)**
  - Very Negative: 15%
  - Negative: 15%
  - Neutral: 35%
  - Positive: 21%
  - Very Positive: 14%

- **Availability of transportation to/from school (n=2,337)**
  - Very Negative: 16%
  - Negative: 15%
  - Neutral: 43%
  - Positive: 16%
  - Very Positive: 10%

- **Traffic congestion at the end of the school day (n=2,322)**
  - Very Negative: 17%
  - Negative: 13%
  - Neutral: 45%
  - Positive: 16%
  - Very Positive: 9%

- **Traffic congestion at the beginning of the school day (n=2,341)**
  - Very Negative: 22%
  - Negative: 17%
  - Neutral: 37%
  - Positive: 15%
  - Very Positive: 9%

- **Safety (n=2,361)**
  - Very Negative: 14%
  - Negative: 13%
  - Neutral: 49%
  - Positive: 13%
  - Very Positive: 11%

- **Before-school care (n=1,934)**
  - Very Negative: 27%
  - Negative: 18%
  - Neutral: 32%
  - Positive: 13%
  - Very Positive: 9%

- **Work schedules for parents/guardians (Parents/guardians only; n=899)**
  - Very Negative: 26%
  - Negative: 21%
  - Neutral: 37%
  - Positive: 10%
  - Very Positive: 6%

Note: Only students, parents/guardians, and staff members answered these questions.
## Perceptions of Potential School Schedules

### If elementary school started and ended earlier, what do you think the impact would be on each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning of the school day (n=1)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Traffic congestion at the end of the school day (n=1)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Safety (n=1)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who live or work near East School, South School, or West School or most of the students who participate in their activity are in elementary school answered this question.

### If middle school started and ended earlier, what do you think the impact would be on each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning of the school day (n=1)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traffic congestion at the end of the school day (n=1)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety (n=1)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who live or work near Saxe Middle School or most of the students who participate in their activity are in middle school answered this question.
# Perceptions of Potential School Schedules

**If high school started and ended earlier, what do you think the impact would be on each of the following?**

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning of the school day (n=2)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traffic congestion at the end of the school day (n=2)</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety (n=2)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Work schedules for high school students Only community members who employ high school students (n=1)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who live or work near New Canaan High School, or most of the students who participate in their activity are in high school, or employ high school students answered this question.

**If New Canaan schools started and ended earlier, what do you think the impact would be on each of the following?**

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning of the school day (n=3)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traffic congestion at the end of the school day (n=3)</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety (n=3)</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who do not live or work near any New Canaan schools, do not have elementary, middle school, or high school students participate in their activity, and do not employ high school students answered this question.
If elementary/middle/high school started and ended later, what do you think the impact would be on each of the following aspects of your/your child's life or your students' lives?

- **Very Negative**
- **Negative**
- **Neutral**
- **Positive**
- **Very Positive**

**Before-school care (n=1,908)**
- Very Negative: 9%
- Negative: 11%
- Neutral: 33%
- Positive: 25%
- Very Positive: 22%

**Work schedules for parents/guardians (Parents/guardians only; n=868)**
- Very Negative: 11%
- Negative: 13%
- Neutral: 37%
- Positive: 22%
- Very Positive: 17%

**Safety (n=2,312)**
- Very Negative: 7%
- Negative: 11%
- Neutral: 52%
- Positive: 21%
- Very Positive: 17%

**Availability of transportation to/from school (n=2,297)**
- Very Negative: 10%
- Negative: 16%
- Neutral: 44%
- Positive: 21%
- Very Positive: 16%

**Family routines (n=2,473)**
- Very Negative: 11%
- Negative: 24%
- Neutral: 28%
- Positive: 19%
- Very Positive: 19%

**After-school care (n=1,943)**
- Very Negative: 10%
- Negative: 16%
- Neutral: 39%
- Positive: 20%
- Very Positive: 15%

**Traffic congestion at the beginning of the school day (n=2,321)**
- Very Negative: 10%
- Negative: 16%
- Neutral: 42%
- Positive: 18%
- Very Positive: 13%

**Time for homework (n=2,509)**
- Very Negative: 16%
- Negative: 31%
- Neutral: 23%
- Positive: 16%
- Very Positive: 14%

**Participation in activities outside of school (n=2,492)**
- Very Negative: 16%
- Negative: 31%
- Neutral: 25%
- Positive: 14%
- Very Positive: 14%

**Student part-time employment (High school only; n=973)**
- Very Negative: 13%
- Negative: 31%
- Neutral: 32%
- Positive: 11%
- Very Positive: 13%

**Traffic congestion at the end of the school day (n=2,286)**
- Very Negative: 12%
- Negative: 20%
- Neutral: 45%
- Positive: 12%
- Very Positive: 12%

**Work schedules for staff (Staff only; n=314)**
- Very Negative: 25%
- Negative: 40%
- Neutral: 18%
- Positive: 11%
- Very Positive: 11%

**Note:** Only students, parents/guardians, and staff members answered these questions.
### Perceptions of Potential School Schedules

If elementary school started and ended later, what do you think the impact would be on each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>of the school day (n=2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traffic congestion at the end of the</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>school day (n=2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety (n=2)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who live or work near East School, South School, or West School or most of the students who participate in their activity are in elementary school answered this question.

If middle school started and ended later, what do you think the impact would be on each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>of the school day (n=1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traffic congestion at the end of the</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>school day (n=1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety (n=1)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who live or work near Saxe Middle School or most of the students who participate in their activity are in middle school answered this question.
Perceptions of Potential School Schedules

If high school started and ended later, what do you think the impact would be on each of the following?

<table>
<thead>
<tr>
<th></th>
<th>VERY NEGATIVE</th>
<th>NEGATIVE</th>
<th>NEUTRAL</th>
<th>POSITIVE</th>
<th>VERY POSITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning of the school day (n=2)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traffic congestion at the end of the school day (n=2)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety (n=2)</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Work schedules for high school students Only community members who employ high school students (n=1)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who live or work near New Canaan High School, or most of the students who participate in their activity are in high school, or employ high school students answered this question.

If New Canaan schools started and ended later, what do you think the impact would be on each of the following?

<table>
<thead>
<tr>
<th></th>
<th>VERY NEGATIVE</th>
<th>NEGATIVE</th>
<th>NEUTRAL</th>
<th>POSITIVE</th>
<th>VERY POSITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic congestion at the beginning of the school day (n=3)</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traffic congestion at the end of the school day (n=3)</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety (n=3)</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members who do not live or work near any New Canaan schools, do not have elementary, middle school, or high school students participate in their activity, and do not employ high school students answered this question.
If the elementary/middle/high school started later, how likely would you/your child be to spend that time in the morning on the following? (n=2,211)

- Sleeping longer: 6% Extremely Unlikely, 14% Somewhat Unlikely, 14% Neutral, 39% Somewhat Likely, 74% Extremely Likely
- Doing schoolwork: 16% Extremely Unlikely, 16% Somewhat Unlikely, 13% Neutral, 39% Somewhat Likely, 18% Extremely Likely
- Extra classroom help: 18% Extremely Unlikely, 16% Somewhat Unlikely, 16% Neutral, 38% Somewhat Likely, 12% Extremely Likely
- Exercising: 25% Extremely Unlikely, 18% Somewhat Unlikely, 17% Neutral, 29% Somewhat Likely, 12% Extremely Likely
- Attending a school-based activity (if offered): 30% Extremely Unlikely, 20% Somewhat Unlikely, 19% Neutral, 24% Somewhat Likely, 7% Extremely Likely
- Spending time with friends: 43% Extremely Unlikely, 22% Somewhat Unlikely, 14% Neutral, 14% Somewhat Likely, 6% Extremely Likely
- Attending a non-school-based activity (e.g., piano lesson): 44% Extremely Unlikely, 21% Somewhat Unlikely, 16% Neutral, 13% Somewhat Likely, 6% Extremely Likely
- Working at a job: 59% Extremely Unlikely, 17% Somewhat Unlikely, 15% Neutral, 13% Somewhat Likely, 6% Extremely Likely
- Other: 14% Extremely Unlikely, 59% Somewhat Unlikely, 10% Neutral, 13% Somewhat Likely, 6% Extremely Likely

Note: Only students and parents/guardians answered these questions.
For each of the following, what change to start and end times would you recommend the district continue researching?

- Elementary schools (n=2,086)
- Middle schools (n=2,191)
- High schools (n=2,356)

Bars represent the percentage of respondents for each school level:
- Much Earlier
- Slightly Earlier
- Slightly Later
- Much Later
- No Further Research

- Elementary schools:
  - Much Earlier: 21%
  - Slightly Earlier: 35%
  - Slightly Later: 51%
  - Much Later: 18%
  - No Further Research: 18%

- Middle schools:
  - Much Earlier: 2%
  - Slightly Earlier: 11%
  - Slightly Later: 46%
  - Much Later: 18%
  - No Further Research: 13%

- High schools:
  - Much Earlier: 26%
  - Slightly Earlier: 11%
  - Slightly Later: 51%
  - Much Later: 18%
  - No Further Research: 13%
Important Factors

In your opinion, what are the three most important factors that New Canaan should consider when researching school start and end times? (n=2,417)

- Research on child/adolescent sleep: 67%
- Time for homework: 52%
- Timing of extracurricular activities: 39%
- Traffic congestion at the beginning and/or end of the school day: 20%
- Students' family routines: 20%
- Work schedules for parents/guardians: 18%
- Student safety during commute: 14%
- Work schedules for staff: 13%
- Availability of transportation to/from school: 12%
- Cost to the district: 11%
- Before- and after-school care for students and/or younger siblings: 11%
- Other: 6%
SECTION III: STAFF SCHEDULE IMPACT
Staff Schedule Impact

In your opinion, how would starting and ending elementary/middle/high school earlier impact the following?

- **Very Negative Impact**
- **Somewhat Negative Impact**
- **No Impact**
- **Somewhat Positive Impact**
- **Very Positive Impact**

Your ability to have a second job (Only staff who indicate they have an additional job; n=89)

- Very Negative Impact: 11%
- Somewhat Negative Impact: 10%
- No Impact: 19%
- Somewhat Positive Impact: 26%
- Very Positive Impact: 34%

Your ability to commute from school (n=300)

- Very Negative Impact: 6%
- Somewhat Negative Impact: 9%
- No Impact: 34%
- Somewhat Positive Impact: 30%
- Very Positive Impact: 21%

Your ability to attend continuing education (n=269)

- Very Negative Impact: 7%
- Somewhat Negative Impact: 45%
- No Impact: 25%
- Somewhat Positive Impact: 19%

Your ability to commute to school (n=304)

- Very Negative Impact: 10%
- Somewhat Negative Impact: 12%
- No Impact: 36%
- Somewhat Positive Impact: 25%
- Very Positive Impact: 16%

Your ability to be an advisor for a non-sport extracurricular activity (n=247)

- Very Negative Impact: 8%
- Somewhat Negative Impact: 45%
- No Impact: 25%
- Somewhat Positive Impact: 17%

Your ability to attend professional development programs (n=288)

- Very Negative Impact: 6%
- Somewhat Negative Impact: 10%
- No Impact: 46%
- Somewhat Positive Impact: 24%
- Very Positive Impact: 14%

Your ability to coach sports (n=202)

- Very Negative Impact: 6%
- Somewhat Negative Impact: 6%
- No Impact: 50%
- Somewhat Positive Impact: 20%
- Very Positive Impact: 17%

Lesson planning (n=262)

- Very Negative Impact: 8%
- Somewhat Negative Impact: 12%
- No Impact: 48%
- Somewhat Positive Impact: 15%
- Very Positive Impact: 17%

Grading (n=255)

- Very Negative Impact: 8%
- Somewhat Negative Impact: 56%
- No Impact: 16%
- Somewhat Positive Impact: 15%

Your ability to provide or find child care (Only staff who indicated that they have childcare commitments; n=139)

- Very Negative Impact: 24%
- Somewhat Negative Impact: 27%
- No Impact: 24%
- Somewhat Positive Impact: 10%
- Very Positive Impact: 14%

Other (n=147)

- Very Negative Impact: 13%
- Somewhat Negative Impact: 7%
- No Impact: 54%
- Somewhat Positive Impact: 10%
- Very Positive Impact: 16%

Note: Only staff answered these questions.
In your opinion, how would starting and ending elementary/middle/high school later impact the following?

- **Very Negative Impact**
- **Somewhat Negative Impact**
- **No Impact**
- **Somewhat Positive Impact**
- **Very Positive Impact**

### Your ability to have a second job (Only staff who indicate they have an additional job; n=89)
- Very Negative Impact: 47%
- Somewhat Negative Impact: 37%
- No Impact: 11%
- Somewhat Positive Impact: 8%
- Very Positive Impact: 1%

### Your ability to provide or find child care (Only staff who indicated that they have childcare commitments; n=137)
- Very Negative Impact: 42%
- Somewhat Negative Impact: 30%
- No Impact: 17%
- Somewhat Positive Impact: 8%
- Very Positive Impact: 2%

### Your ability to commute from school (n=296)
- Very Negative Impact: 38%
- Somewhat Negative Impact: 30%
- No Impact: 27%
- Somewhat Positive Impact: 8%
- Very Positive Impact: 1%

### Your ability to be an advisor for a non-sport extracurricular activity (n=240)
- Very Negative Impact: 28%
- Somewhat Negative Impact: 35%
- No Impact: 34%
- Somewhat Positive Impact: 3%
- Very Positive Impact: 2%

### Your ability to attend continuing education (n=275)
- Very Negative Impact: 29%
- Somewhat Negative Impact: 32%
- No Impact: 36%
- Somewhat Positive Impact: 1%
- Very Positive Impact: 1%

### Your ability to coach sports (n=210)
- Very Negative Impact: 34%
- Somewhat Negative Impact: 28%
- No Impact: 37%
- Somewhat Positive Impact: 3%
- Very Positive Impact: 1%

### Your ability to commute to school (n=298)
- Very Negative Impact: 33%
- Somewhat Negative Impact: 27%
- No Impact: 32%
- Somewhat Positive Impact: 6%
- Very Positive Impact: 1%

### Your ability to attend professional development programs (n=283)
- Very Negative Impact: 24%
- Somewhat Negative Impact: 35%
- No Impact: 39%
- Somewhat Positive Impact: 11%
- Very Positive Impact: 1%

### Lesson planning (n=263)
- Very Negative Impact: 16%
- Somewhat Negative Impact: 24%
- No Impact: 46%
- Somewhat Positive Impact: 11%
- Very Positive Impact: 1%

### Grading (n=251)
- Very Negative Impact: 16%
- Somewhat Negative Impact: 22%
- No Impact: 52%
- Somewhat Positive Impact: 8%
- Very Positive Impact: 2%

### Other (n=139)
- Very Negative Impact: 25%
- Somewhat Negative Impact: 9%
- No Impact: 56%
- Somewhat Positive Impact: 8%
- Very Positive Impact: 2%

Note: Only staff answered these questions.
SECTION IV: TRANSPORTATION TO AND FROM SCHOOL
Transportation to School

What is the method of transportation used most often by you/your child to get to school in the morning? (n=2,201)

- School bus: 48%
- Driven by own parent: 26%
- Drive: 17%
- Walk: 6%
- Carpool with other students/families: 3%

Do you/does your child currently take the bus at least once per week in the morning? (n=2,192)

- Yes: 46%
- No: 54%

If your/your child's start time were earlier, would you/your child take the bus at least once per week in the morning? (n=2,192)

- Yes: 39%
- No: 33%
- Don't know: 14%

If your/your child's start time were later, would you/your child take the bus at least once per week in the morning? (n=2,192)

- Yes: 57%
- No: 33%
- Don't know: 10%

Note: Only students and parents/guardians answered these questions.
Transportation from School

What is the method of transportation used most often by you/your child to get from school in the afternoon? (n=2,189)

- School bus: 51%
- Driven by own parent: 18%
- Drive: 17%
- Walk: 10%
- Carpool with other students/families: 4%

If your/your child's end time were earlier, would you/your child take the bus at least once per week in the afternoon? (n=2,181)

- Yes: 52%
- No: 36%
- Don't know: 12%

If your/your child's end time were later, would you/your child take the bus at least once per week in the afternoon? (n=2,181)

- Yes: 59%
- No: 41%

Do you/does your child currently take the bus at least once per week in the afternoon? (n=2,181)

- Yes: 41%
- No: 59%

Note: Only students and parents/guardians answered these questions.
SECTION V: EXTRACURRICULAR INVOLVEMENT
Extracurricular Involvement

Do you/does your child have a job before or after school hours? Please select all that apply. (n=1,102)

- No: 77%
- Yes, after school: 22%
- Yes, before school: 1%

Note: Only high school students and parents/guardians answered this question.

In which type(s) of non-school-sponsored extracurricular activities do you/does your child currently participate? Please select all that apply. (n=2,162)

- Athletics: 67%
- Volunteer work/community service: 33%
- Religious group: 30%
- Performing arts: 22%
- Service clubs: 15%
- Other: 10%
- None of the above: 10%

In which type(s) of school-sponsored extracurricular activities do you/does your child currently participate? Please select all that apply. (n=2,166)

- Athletics: 66%
- Performing arts: 21%
- Service clubs: 19%
- Academic clubs and honor societies: 18%
- Publications: 4%
- Student Coalition: 3%
- Other: 12%
- None of the above: 16%

Note: Only students and parents/guardians answered this question.
Would earlier start and end times make you/your child more or less likely to participate in the following?

- Much Less Likely
- Somewhat Less Likely
- No Impact
- Somewhat More Likely
- Much More Likely

### Other non-school-sponsored extracurricular activity that the student currently participates in (n=207)

- **Other non-school-sponsored extracurricular activity that the student currently participates in (n=207)**
- **Non-school-sponsored athletics (n=1,385)**
- **Academic clubs and honor societies (n=363)**
- **Non-school-sponsored volunteer work/community service (n=682)**
- **School-sponsored performing arts (n=438)**
- **Student Coalition (n=65)**
- **A before/after school job (n=238)**
- **School-sponsored service clubs (n=382)**
- **Non-school-sponsored service clubs (n=316)**
- **Religious group (n=610)**
- **Social activities with friends (n=2,059)**
- **School-sponsored athletics (n=1,342)**
- **Other school-sponsored extracurricular activity that the student currently participates in (n=245)**

**Other school-sponsored extracurricular activity that the student currently participates in (n=245)**

- **School-sponsored publications (n=87)**
- **Non-school-sponsored volunteer work/community service (n=682)**
- **Non-school-sponsored service clubs (n=316)**
- **Religious group (n=610)**
- **Social activities with friends (n=2,059)**
- **School-sponsored athletics (n=1,342)**
- **Other school-sponsored extracurricular activity that the student currently participates in (n=245)**

Other non-school-sponsored extracurricular activity that the student currently participates in (n=207)

- **Other school-sponsored extracurricular activity that the student currently participates in (n=245)**
- **Non-school-sponsored performing arts (n=439)**
- **Academic clubs and honor societies (n=363)**
- **Non-school-sponsored volunteer work/community service (n=682)**
- **School-sponsored athletics (n=1,342)**
- **Other school-sponsored extracurricular activity that the student currently participates in (n=245)**

Other non-school-sponsored extracurricular activity that the student currently participates in (n=207)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Much Less Likely</th>
<th>Somewhat Less Likely</th>
<th>No Impact</th>
<th>Somewhat More Likely</th>
<th>Much More Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social activities with friends (n=2,046)</td>
<td>12%</td>
<td>20%</td>
<td>39%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>A before/after school job (n=233)</td>
<td>15%</td>
<td>16%</td>
<td>38%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Non-school-sponsored performing arts (n=442)</td>
<td>10%</td>
<td>21%</td>
<td>45%</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>Other non-school-sponsored extracurricular activity (n=207)</td>
<td>8%</td>
<td>23%</td>
<td>44%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>Other school-sponsored extracurricular activity (n=245)</td>
<td>9%</td>
<td>20%</td>
<td>48%</td>
<td>7%</td>
<td>16%</td>
</tr>
<tr>
<td>Academic clubs and honor societies (n=361)</td>
<td>12%</td>
<td>17%</td>
<td>45%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Non-school-sponsored athletics (n=1,386)</td>
<td>10%</td>
<td>19%</td>
<td>47%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>Student Coalition (n=64)</td>
<td>16%</td>
<td>13%</td>
<td>42%</td>
<td>20%</td>
<td>9%</td>
</tr>
<tr>
<td>Non-school-sponsored service clubs (n=315)</td>
<td>10%</td>
<td>16%</td>
<td>46%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Non-school-sponsored volunteer work/community service (n=674)</td>
<td>9%</td>
<td>15%</td>
<td>47%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>School-sponsored athletics (n=1,338)</td>
<td>10%</td>
<td>14%</td>
<td>51%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>School-sponsored service clubs (n=382)</td>
<td>8%</td>
<td>15%</td>
<td>50%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Religious group (n=601)</td>
<td>9%</td>
<td>13%</td>
<td>52%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>School-sponsored performing arts (n=443)</td>
<td>8%</td>
<td>13%</td>
<td>50%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>School-sponsored publications (n=85)</td>
<td>11%</td>
<td>9%</td>
<td>53%</td>
<td>16%</td>
<td>11%</td>
</tr>
</tbody>
</table>
SECTION VI: CHILDCARE
In your family, do the parent(s) or guardian(s) have any flexibility to change work schedules in response to changing school or activity times for children? (n=851)

- Yes, my family’s work hours are very flexible: 23%
- Yes, my family’s work hours are somewhat flexible: 31%
- Yes, but with some difficulty: 16%
- Yes, but with a lot of difficulty: 8%
- No, there is no flexibility: 22%

Note: Only parents/guardians answered this question.
**Childcare**

If your child’s start time and end time were earlier, how would it change your child care needs? (n=986)
- It would not change my child care needs: 74%
- Need additional afternoon child care: 19%
- Need additional morning child care: 7%
- Other: 4%

If your child’s start time and end time were later, how would it change your child care needs? (n=984)
- It would not change my child care needs: 81%
- Need additional morning child care: 14%
- Need additional afternoon child care: 3%
- Other: 3%

If your child’s start time and end time were _____, how difficult or easy would it be to find suitable care for your child?
- Very difficult
- Somewhat difficult
- Neither difficult nor easy
- Somewhat easy
- Very easy

Earlier (n=253)
- Very difficult: 35%
- Somewhat difficult: 34%
- Neither difficult nor easy: 20%
- Somewhat easy: 6%
- Very easy: 6%

Later (n=184)
- Very difficult: 48%
- Somewhat difficult: 25%
- Neither difficult nor easy: 16%
- Somewhat easy: 8%
- Very easy: 8%

Note: Only parents/guardians answered these questions.
**Childcare**

Do you help take care of younger children after school?  
(n=1,192)  
*Note: Only students answered this question.*

![Pie chart showing 30% Yes and 70% No responses.]

If school ended ______, how would it change your ability to take care of younger children in the afternoon? (n=356)  
*Note: Only students who answered “Yes” to the top question answered this question.*

![Bar chart showing responses to the time school ends question.]

- **Earlier**  
  - Much more difficult: 6%  
  - Somewhat more difficult: 6%  
  - Neutral: 48%  
  - Somewhat easier: 19%  
  - Much easier: 21%  

- **Later**  
  - Much more difficult: 20%  
  - Somewhat more difficult: 25%  
  - Neutral: 38%  
  - Somewhat easier: 9%  
  - Much easier: 8%
SECTION VII: HOMEWORK
Homework

In general, do you think students at your/your child’s school have a reasonable amount of homework? (n=2,408)

- Yes, students have about the right amount of homework: 44%
- No, students have too little homework: 4%
- No, students have too much homework: 52%

Note: Only students, parents/guardians, and staff answered this question.

How often does your child in elementary/middle/high school do homework on the weekends? (n=953)

- Never: 18%
- 1-2 times per school year: 4%
- 1-2 times per semester: 6%
- 1-2 times per month: 24%
- Every week: 49%

Note: Only parents/guardians answered this question.

<table>
<thead>
<tr>
<th>Time Spent on Homework Each Weeknight (Monday through Friday)</th>
<th>Time Spent on Homework Each Weekend (Saturday and Sunday combined)</th>
<th>Time Spent on Homework Per Night</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-30 minutes</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>31-60 minutes (1 hour)</td>
<td>15%</td>
<td>23%</td>
</tr>
<tr>
<td>61-90 minutes (1.5 hours)</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>91-120 minutes (2 hours)</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>121-150 minutes (2.5 hours)</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>151-180 minutes (3 hours)</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>181-210 minutes (3.5 hours)</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>211-240 minutes (4 hours)</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>More than 4 hours</td>
<td>11%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Note: Only students and parents/guardians answered these questions. Students answered the two questions on the left and parents/guardians answered the question on the far right. Darker shading indicates higher percentages.
Homework

Please rate your level of agreement with the following statements. (n=1,132)

- I stay up beyond my normal bedtime to finish my homework.  
  - Almost Never: 11%
  - Sometimes: 22%
  - Often: 24%
  - Almost Always: 43%

- Homework causes me excess/unhealthy stress.  
  - Almost Never: 13%
  - Sometimes: 24%
  - Often: 25%
  - Almost Always: 38%

- I have enough time to do all of my homework.  
  - Almost Never: 21%
  - Sometimes: 38%
  - Often: 25%
  - Almost Always: 16%

- My homework is too hard.  
  - Almost Never: 22%
  - Sometimes: 50%
  - Often: 18%
  - Almost Always: 10%

- I get up earlier than I normally would to finish my homework.  
  - Almost Never: 50%
  - Sometimes: 26%
  - Often: 26%
  - Almost Always: 12%

Please rate your level of agreement with the following statements for your child. (n=945)

- My child can complete his/her homework independently.  
  - Almost Never: 14%
  - Sometimes: 22%
  - Often: 59%

- My child has enough time to do all of his/her homework.  
  - Almost Never: 8%
  - Sometimes: 26%
  - Often: 35%
  - Almost Always: 31%

- My child stays up beyond his or her normal bedtime to finish his/her homework.  
  - Almost Never: 33%
  - Sometimes: 31%
  - Often: 17%
  - Almost Always: 19%

- Homework causes my child excess/unhealthy stress.  
  - Almost Never: 32%
  - Sometimes: 35%
  - Often: 16%
  - Almost Always: 16%

- My child gets up earlier than he or she normally would to finish his/her homework.  
  - Almost Never: 66%
  - Sometimes: 26%
  - Often: 26%

Note: Only students answered these questions.

Note: Only parents/guardians answered these questions.
# Homework

## On average, how much time do you expect your students to spend on homework for your class per night?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Kindergarten (n=6)</th>
<th>Kindergarten (n=49)</th>
<th>Grade 1 (n=46)</th>
<th>Grade 2 (n=48)</th>
<th>Grade 3 (n=49)</th>
<th>Grade 4 (n=46)</th>
<th>Grade 5 (n=36)</th>
<th>Grade 6 (n=37)</th>
<th>Grade 7 (n=36)</th>
<th>Grade 8 (n=41)</th>
<th>Grade 9 (n=81)</th>
<th>Grade 10 (n=80)</th>
<th>Grade 11 (n=87)</th>
<th>Grade 12 (n=83)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>83%</td>
<td>88%</td>
<td>54%</td>
<td>38%</td>
<td>33%</td>
<td>35%</td>
<td>42%</td>
<td>35%</td>
<td>33%</td>
<td>29%</td>
<td>20%</td>
<td>16%</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>20 minutes</td>
<td>0%</td>
<td>8%</td>
<td>37%</td>
<td>25%</td>
<td>12%</td>
<td>9%</td>
<td>22%</td>
<td>38%</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
<td>31%</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>30 minutes</td>
<td>0%</td>
<td>2%</td>
<td>4%</td>
<td>27%</td>
<td>18%</td>
<td>9%</td>
<td>8%</td>
<td>11%</td>
<td>22%</td>
<td>24%</td>
<td>22%</td>
<td>28%</td>
<td>28%</td>
<td>22%</td>
</tr>
<tr>
<td>40 minutes</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>8%</td>
<td>22%</td>
<td>33%</td>
<td>14%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>12%</td>
<td>16%</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>50 minutes</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>9%</td>
<td>11%</td>
<td>3%</td>
<td>8%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>60 minutes</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>4%</td>
<td>0%</td>
<td>5%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>70 minutes</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>80 minutes</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>90 minutes</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 90 minutes</td>
<td>17%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>6%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Note: Only certified staff answered these questions.
## Homework

How often do you assign homework to be completed on the weekends for students?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Kindergarten (n=6)</th>
<th>Kindergarten (n=49)</th>
<th>Grade 1 (n=48)</th>
<th>Grade 2 (n=49)</th>
<th>Grade 3 (n=46)</th>
<th>Grade 4 (n=46)</th>
<th>Grade 5 (n=36)</th>
<th>Grade 6 (n=36)</th>
<th>Grade 7 (n=41)</th>
<th>Grade 8 (n=81)</th>
<th>Grade 9 (n=80)</th>
<th>Grade 10 (n=87)</th>
<th>Grade 11 (n=87)</th>
<th>Grade 12 (n=83)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>67%</td>
<td>82%</td>
<td>78%</td>
<td>79%</td>
<td>80%</td>
<td>76%</td>
<td>67%</td>
<td>49%</td>
<td>44%</td>
<td>24%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>23%</td>
</tr>
<tr>
<td>1-2 times per school year</td>
<td>0%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>17%</td>
<td>11%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
<td>8%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>1-2 times per semester</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
<td>5%</td>
<td>11%</td>
<td>12%</td>
<td>12%</td>
<td>6%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>1-2 times per month</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>14%</td>
<td>19%</td>
<td>22%</td>
<td>30%</td>
<td>36%</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>Every week</td>
<td>33%</td>
<td>6%</td>
<td>17%</td>
<td>15%</td>
<td>12%</td>
<td>13%</td>
<td>11%</td>
<td>22%</td>
<td>19%</td>
<td>37%</td>
<td>27%</td>
<td>25%</td>
<td>31%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Note: Only certified staff answered these questions.
SECTION VIII: SLEEP
Sleep

When do you/does your child usually go to bed on a school night? (n=2,071)

<table>
<thead>
<tr>
<th>Time</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 10:00 PM</td>
<td>29%</td>
</tr>
<tr>
<td>10:00-10:29 PM</td>
<td>18%</td>
</tr>
<tr>
<td>10:30-10:59 PM</td>
<td>16%</td>
</tr>
<tr>
<td>11:00-11:29 PM</td>
<td>13%</td>
</tr>
<tr>
<td>11:30-11:59 PM</td>
<td>10%</td>
</tr>
<tr>
<td>12:00-12:29 AM</td>
<td>6%</td>
</tr>
<tr>
<td>12:30-12:59 AM</td>
<td>4%</td>
</tr>
<tr>
<td>1:00 AM or later</td>
<td>4%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0% (n=4)</td>
</tr>
</tbody>
</table>

When do you/does your child usually wake up on a school day? (n=2,071)

<table>
<thead>
<tr>
<th>Time</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 5:00 AM</td>
<td>2%</td>
</tr>
<tr>
<td>5:00-5:29 AM</td>
<td>4%</td>
</tr>
<tr>
<td>5:30-5:59 AM</td>
<td>16%</td>
</tr>
<tr>
<td>6:00-6:29 AM</td>
<td>50%</td>
</tr>
<tr>
<td>6:30-6:59 AM</td>
<td>19%</td>
</tr>
<tr>
<td>7:00-7:29 AM</td>
<td>8%</td>
</tr>
<tr>
<td>7:30 AM or later</td>
<td>1%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0% (n=1)</td>
</tr>
</tbody>
</table>

On a typical school night, how many hours of sleep do you/does your child get? (n=2,075)

- Fewer than 5 hours: 7%
- 5-6 hours: 32%
- 7-8 hours: 42%
- 9-10 hours: 16%
- More than 10 hours: 3%
- Don’t know: 0% (n=2)

Note: Only students and parents/guardians answered these questions.
SECTION IX: DEMOGRAPHICS
Demographics

**Current school (n=2,811)**

- New Canaan High School: 50%
- Saxe Middle School: 36%
- East School: 5%
- South School: 4%
- West School: 4%
- District office: 1%

Note: Only students, parents/guardians, and staff answered this question.

**How many of your children currently attend a New Canaan school? (n=1,126)**

- 1: 31%
- 2: 46%
- 3: 19%
- 4 or more: 4%

Note: Only parents/guardians answered this question.

**Do you currently work any jobs in addition to your job with New Canaan Public Schools? (n=372)**

- Yes: 31%
- No: 69%

Note: Only staff answered this question.

**Do you have childcare commitments, either for your children or others? (n=372)**

- Yes: 53%
- No: 47%

Note: Only staff answered this question.
Demographics

Which of the following do you do in the community? Please select all that apply.

<table>
<thead>
<tr>
<th>Activity</th>
<th># of Respondents (n=7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live near one of the schools in the district</td>
<td>4</td>
</tr>
<tr>
<td>Own or run a business</td>
<td>1</td>
</tr>
<tr>
<td>Employ high school students</td>
<td>1</td>
</tr>
<tr>
<td>Work near one of the schools in the district</td>
<td>1</td>
</tr>
<tr>
<td>Organize or run a non-school-sponsored extracurricular activity for students</td>
<td>0</td>
</tr>
<tr>
<td>None of the above</td>
<td>3</td>
</tr>
</tbody>
</table>

When do most of your student employees work? Please select all that apply.

<table>
<thead>
<tr>
<th>Time Period</th>
<th># of Respondents (n=1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the week, before school</td>
<td>0</td>
</tr>
<tr>
<td>During the week, after school</td>
<td>1</td>
</tr>
<tr>
<td>During the week, during school</td>
<td>0</td>
</tr>
<tr>
<td>On the weekends</td>
<td>1</td>
</tr>
</tbody>
</table>

Do you have any flexibility to change students’ work schedules in response to changing school times?

<table>
<thead>
<tr>
<th>Flexibility</th>
<th># of Respondents (n=1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, there is no flexibility</td>
<td>0</td>
</tr>
<tr>
<td>Yes, but with a lot of difficulty</td>
<td>0</td>
</tr>
<tr>
<td>Yes, but with some difficulty</td>
<td>0</td>
</tr>
<tr>
<td>Yes, the schedules are somewhat flexible</td>
<td>1</td>
</tr>
<tr>
<td>Yes, the schedules are very flexible</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Only community members answered these questions.
Cate Keller
Content Director
202-499-6728
ckeller@hanoverresearch.com
www.hanoverresearch.com
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