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Nonmetropolitan Nebraskans' Perceptions of Local Schools: 2016 Nebraska Rural Poll Results

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NEBRASKA RURAL POLL

A Research Report

Nonmetropolitan Nebraskans' Perceptions of Local Schools

2016 Nebraska Rural Poll Results

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All of the research reports detailing Nebraska Rural Poll results are located on its webpage at <http://ruralpoll.unl.edu>

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Executive Summary

Each year in the Rural Poll, most rural Nebraskans report being satisfied with K – 12 education in their community. However, discussion on how to finance schools and still provide property tax relief frequently occurs among residents of the state. Given these challenges, what priorities do rural Nebraskans have for their local school? How satisfied are they with these same characteristics at their local school? This paper provides a detailed analysis of these questions.

This report details 1,746 responses to the 2016 Nebraska Rural Poll, the 21st annual effort to understand rural Nebraskans' perceptions. Respondents were asked a series of questions about their local schools. Comparisons are made among different respondent subgroups, that is, comparisons by age, occupation, region, etc. Based on these analyses, some key findings emerged:

- **Most rural Nebraskans have elementary, middle and high schools in their community or nearest community.** Most of the schools available are public but many rural Nebraskans report having both public and private schools of each grade level. Over one-half (53%) of rural Nebraskans report having a public elementary school in their community or nearest community and over four in ten (44%) have both a public and private elementary school. Six in ten (60%) rural Nebraskans report having a public middle school in their community and 65% report having a public high school.
- **Persons living in or near larger communities are more likely than persons living in or near smaller communities to have each level of school in their community.** And, persons living in or near the larger communities are more likely than persons living in or near smaller communities to have both public and private schools available. As an example, almost three-quarters (73%) of persons living in or near communities with populations of 10,000 or more have both public and private elementary schools, compared to 19 percent of persons living in or near communities with less than 500 residents. Over seven in ten (71%) of persons living in or near the smallest communities have only a public elementary school, compared to one-quarter (25%) of persons living in or near the largest communities.
- **Rural Nebraskans give highest priority to providing a safe environment for students at their local school.** At least three-quarters of rural Nebraskans rate the following characteristics as a high priority: safe environment for students (80%), high graduation rate (78%), high quality teachers (77%), teaching problem solving or critical thinking skills to students (76%) and preparing students for college (75%). The items that respondents were least likely to rate as high priority include teaching foreign languages, providing community social events/local entertainment, and teaching English as a second language.
- **At least four in ten rural Nebraskans are very satisfied with the following characteristics at their local school: safe environment for students (45%), graduation rate (43%), quality school buildings (43%), and opportunities for physical activities/sports (43%).** Less than two in ten respondents are very satisfied with standardized test scores and teaching English as a second language. However, many rural Nebraskans are unsure how to assess the details of their local schools since at least two in ten answered don't know when asked to rate the characteristics. In fact, four in ten answered

don't know in regards to providing courses for advanced placement and standardized test scores. And, over one-half answered don't know when asked to rate their satisfaction with teaching English as a second language.

- ***Persons living in or near smaller communities are more likely than persons living in or near larger communities to be very satisfied with many of the characteristics at their local school.*** As an example, at least one-half of persons living in or near communities with populations under 5,000 are very satisfied with the safe environment for students, compared to 34 percent of persons living in or near communities with populations of 10,000 or more. And, 43 percent of persons living in or near communities with populations under 1,000 are very satisfied with class sizes, compared to 20 percent of persons living in or near communities with populations of 10,000 or more.
- ***Satisfaction levels with four items increase as community size increases.*** Proportions very satisfied with providing courses for college credit, providing advanced placement courses, teaching foreign languages, and teaching English as a second language are greatest for persons living in or near the larger communities.
- ***For many of the items listed, residents of the Panhandle were the regional group least likely to report being very satisfied.*** As one example, at least 44 percent of residents of the other four regions of the state are very satisfied with the graduation rate at their local school, compared to 28 percent of the Panhandle residents. Even though the Panhandle residents are less likely to report being very satisfied with many of the items listed, it does *not* mean they are necessarily more dissatisfied with those items than the other groups. For many of the items, the Panhandle residents were more likely to answer “don't know.”
- ***The differences between the characteristics that people expect from their local school and those with which they are very satisfied are rather large.*** For almost all of the characteristics listed, the proportions that feel each is a high priority are larger than the proportions very satisfied with each. The characteristic of teaching problem solving or critical thinking skills to students represents an extreme example of the large differences. Seventy-six percent of rural Nebraskans say teaching these skills to students is a high priority. However, only 22 percent say they are very satisfied with that characteristic in their local school.
- ***When examining the differences between the proportions viewing the characteristics as high priorities and the proportions very satisfied with each by community size, the differences for most of the items are larger for persons living in or near larger communities as compared to persons living in or near smaller communities.*** For example, when asked about the graduation rate at their local school, 78 percent of the persons living in or near communities with populations of 10,000 or more think a high rate is a high priority. But only 27 percent are very satisfied with the graduation rate at their local school. For the persons living in or near communities with populations under 500, 77 percent think a high graduation rate is a high priority and 51 percent are very satisfied with the rate at their local school.
- ***For a few items, the gaps are somewhat larger for persons living in or near smaller communities: providing courses for college credit, preparing students for technical/trade school, and providing advanced placement courses.***

Introduction

Each year in the Rural Poll, most rural Nebraskans report being satisfied with K – 12 education in their community. However, discussion on how to finance schools and still provide property tax relief frequently occurs among residents of the state. Given these challenges, what priorities do rural Nebraskans have for their local school? How satisfied are they with these same characteristics at their local school? This paper provides a detailed analysis of these questions.

This report details 1,746 responses to the 2016 Nebraska Rural Poll, the 21st annual effort to understand rural Nebraskans' perceptions. Respondents were asked a series of questions about their local schools.

Methodology and Respondent Profile

This study is based on 1,746 responses from Nebraskans living in 86 counties in the state.¹ A self-administered questionnaire was mailed in April to 6,115 randomly selected households. Metropolitan counties not included in the sample were Cass, Douglas, Lancaster, Sarpy, Saunders, Seward and Washington. The 14-page questionnaire included questions pertaining to well-being, community, internet services, education, and housing. This paper reports only results from the education section.

A 29% response rate was achieved using the total design method (Dillman, 1978). The sequence of steps used follow:

¹ In the spring of 2013, the Grand Island area (Hall, Hamilton, Howard and Merrick Counties) was designated a metropolitan area. To facilitate comparisons from previous years, these four counties are still included in our sample. In addition, the Sioux City area metropolitan counties of Dixon and Dakota were added in 2014 because of a joint

1. A pre-notification letter was sent requesting participation in the study.
2. The questionnaire was mailed with an informal letter signed by the project director approximately ten days later.
3. A reminder postcard was sent to the entire sample approximately ten days after the questionnaire had been sent.
4. Those who had not yet responded within approximately 20 days of the original mailing were sent a replacement questionnaire.

Appendix Table 1 shows demographic data from this year's study and previous rural polls, as well as similar data based on the entire nonmetropolitan population of Nebraska (using the latest available data from the 2010 U.S. Census and the 2010 - 2014 American Community Survey). As can be seen from the table, there are some marked differences between some of the demographic variables in our sample compared to the Census data. Thus, we suggest the reader use caution in generalizing our data to all rural Nebraska. However, given the random sampling frame used for this survey, the acceptable percentage of responses, and the large number of respondents, we feel the data provide useful insights into opinions of rural Nebraskans on the various issues presented in this report. The margin of error for this study is plus or minus two percent.

Since younger residents have typically been under-represented by survey respondents and older residents have been over-represented, weights were used to adjust the sample to

Metro Poll being conducted by the University of Nebraska at Omaha to ensure all counties in the state were sampled. Although classified as metro, Dixon County is rural in nature. Dakota County is similar in many respects to other "micropolitan" counties the Rural Poll surveys.

match the age distribution in the nonmetropolitan counties in Nebraska (using U.S. Census figures from 2010).

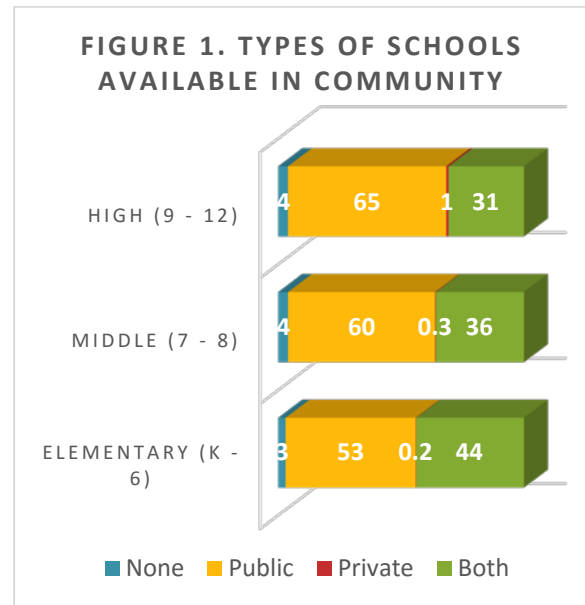
The average age of respondents is 51 years. Sixty-nine percent are married (Appendix Table 1) and 68 percent live within the city limits of a town or village. On average, respondents have lived in Nebraska 42 years and have lived in their current community 27 years. Fifty-nine percent are living in or near towns or villages with populations less than 5,000. Ninety-seven percent have attained at least a high school diploma.

Thirty-three percent of the respondents report their 2015 approximate household income from all sources, before taxes, as below \$40,000. Fifty-six percent report incomes over \$50,000.

Seventy-six percent were employed in 2015 on a full-time, part-time, or seasonal basis. Seventeen percent are retired. Thirty-three percent of those employed reported working in a management, professional, or education occupation. Twelve percent indicated they were employed in agriculture.

Types of Schools Available in Community

Respondents were first asked if various types of schools are located in their community or nearest community. Most rural Nebraskans have elementary, middle and high schools in their community or nearest community. Most of the schools available are public but many rural Nebraskans report having both public and private schools of each grade level. Over one-half (53%) of rural Nebraskans report having a public elementary school in their community or nearest community and over four in ten (44%) have both a public and private elementary school (Figure 1). Six in ten (60%) rural



Nebraskans report having a public middle school in their community and 65% report having a public high school.

The types of schools available in the community are examined by community size, region and various individual attributes (Appendix Table 2). Persons living in or near larger communities are more likely than persons living in or near smaller communities to have each level of school in their community. And, persons living in or near the larger communities are more likely than persons living in or near smaller communities to have both public and private schools available. As an example, almost three-quarters (73%) of persons living in or near communities with populations of 10,000 or more have both public and private elementary schools, compared to 19 percent of persons living in or near communities with less than 500 residents. Over seven in ten (71%) of persons living in or near the smallest communities have only a public elementary school, compared to one-quarter (25%) of persons living in or near the largest communities.

Residents of the Northeast region of the state are more likely than residents of other regions to have both public and private elementary schools in their community (see Appendix Figure 1 for the counties included in each region). Over one-half (55%) of Northeast residents report having both public and private elementary schools in their community or nearest community, compared to 37 percent of Southeast region residents. The Northeast region was also most likely to have both public and private middle and high schools, while the Panhandle region was the group *least* likely to have both types.

Persons with the highest household incomes and persons with the highest education levels are more likely than persons with lower incomes and less education to have both public and private schools of each level in their community or nearest community. When comparing responses by occupation, persons with healthcare support or public safety occupations are the group most likely to report having both public and private elementary and middle schools in their community. However, persons with food service or personal care occupations are the group most likely to say they have both public and private high schools in their community or nearest community.

Priorities and Satisfaction with Characteristics of Local School

Next, respondents were given a list of conditions or outcomes that they may expect from their local high school and were asked to rate the priority they would assign to each. Rural Nebraskans give highest priority to providing a safe environment for students. At least three-quarters of rural Nebraskans rate the following as a high priority: safe environment for students (80%), high

graduation rate (78%), high quality teachers (77%), teaching problem solving or critical thinking skills to students (76%) and preparing students for college (75%) (Table 1). The items that respondents were least likely to rate as high priority include teaching foreign languages, providing community social events/local entertainment, and teaching English as a second language.

These priorities are explored by community size, region and age (Appendix Table 3). When examining responses by community size, several interesting findings emerge. Safe environment for students was viewed as the highest priority characteristic for all community sizes except the smallest ones. Persons living in or near communities with populations under 500 view a high graduation rate as the highest priority for their local school.

The relative ranking of several of the characteristics (based on the proportion rating each as a high priority) varied considerably across the five different sizes of communities. One example involved the ratings of high quality teachers. This characteristic was ranked somewhat lower in priority by respondents living in or near the smaller communities (with populations under 500) as compared to respondents living in or near larger communities. Teaching leadership skills to students was ranked higher by respondents living in or near communities with populations ranging from 500 to 999 than respondents living in or near communities of different sizes. Preparing students to use new technologies was a characteristic ranked higher by persons living in or near smaller communities than by persons living in or near larger communities.

A couple differences in the rankings of the priorities for local schools are found by region. Residents of the Panhandle ranked teaching

Table 1. Priorities of Conditions or Outcomes for Local School

	Not a Priority	Low Priority	Medium Priority	High Priority	Don't Know
Safe environment for students	1	1	7	80	12
High graduation rate	1	1	11	78	9
High quality teachers	1	2	9	77	11
Teaching problem solving or critical thinking skills to students	1	2	10	76	11
Preparing students for college	1	2	13	75	9
Values taught in school	2	4	11	72	12
Quality school administration	2	2	14	72	11
Teaching science, technology, engineering & math	1	1	14	72	11
Preparing students to use new technologies	1	1	18	70	10
Teaching leadership skills to students	1	2	17	69	10
Preparing students for technical/trade school	1	3	17	69	10
Up to date technology for student use	1	3	19	67	10
Quality school buildings	1	2	25	64	9
Preparing students for jobs/the workforce immediately out of high school	1	5	24	60	10
Providing support resources (counselors or tutors)	1	3	24	60	12
School culture	2	4	24	57	14
Providing courses for college credit	2	4	25	56	12
Providing extracurricular opportunities for students	2	5	29	55	9
Teaching agricultural sciences	1	5	28	55	11
Teaching music and arts	2	6	29	54	10
Providing advanced placement courses	2	4	28	51	15
Opportunities for physical activities/sports	2	7	31	51	9
Small class sizes	1	6	35	47	11
High standardized test scores	3	8	32	45	12
Providing an economic base for the community	3	8	32	43	14
Teaching foreign languages	3	12	38	36	11
Providing community social events/local entertainment	3	13	39	35	10
Teaching English as a second language	16	20	24	26	14

science, technology, engineering and math as a higher priority than did persons living in other regions of the state. And, up to date technology for student use was ranked higher by persons living in the Southeast region of the state than it was by residents of other regions.

Many differences in the rankings of the characteristics occur by age. High graduation rate was the highest ranked characteristic for both persons age 30 to 39 and persons age 50 and older. However, it was ranked slightly lower for persons age 19 to 29 and persons age 40 to 49. And, persons age 40 to 49 and persons age 65 and older rank preparing students to use new technologies as a higher priority than do persons in other age groups. Teaching leadership skills to students is ranked higher by persons age 30 to 39 than persons of different ages. Providing extracurricular opportunities for students is ranked higher by the youngest persons as compared to older persons.

Next, respondents were given the same list of characteristics and were asked to rate how satisfied they were with each at their local school. At least four in ten rural Nebraskans are very satisfied with the following characteristics: safe environment for students (45%), graduation rate (43%), quality school buildings (43%), and opportunities for physical activities/sports (43%) (Table 2). Less than two in ten respondents are very satisfied with standardized test scores and teaching English as a second language. However, many rural Nebraskans are unsure how to assess the details of their local schools since at least two in ten answered don't know when asked to rate the characteristics. In fact, four in ten answered don't know in regards to providing courses for advanced placement and standardized test scores. And, over one-half answered don't know when asked to rate their satisfaction with teaching English as a second language.

The satisfaction levels with the list of characteristics are examined by community size, region and age (Appendix Table 4). Many differences in satisfaction levels by these three attributes are found.

When examining satisfaction by community size, persons living in or near smaller communities are more likely than persons living in or near larger communities to be very satisfied with many of the items listed. As an example, at least one-half of persons living in or near communities with populations under 5,000 are very satisfied with the safe environment for students, compared to 34 percent of persons living in or near communities with populations of 10,000 or more (Figure 2). And, 43 percent of persons living in or near communities with populations under 1,000 are very satisfied with class sizes, compared to 20 percent of persons living in or near communities with populations of 10,000 or more.

For five of the items listed, persons living in or near mid-sized communities (populations ranging from 1,000 to 4,999) are the group most likely to report being very satisfied: opportunities for physical activities/sports, technology for student use, teachers, support resources (counselors, tutors, etc.), and school administration.

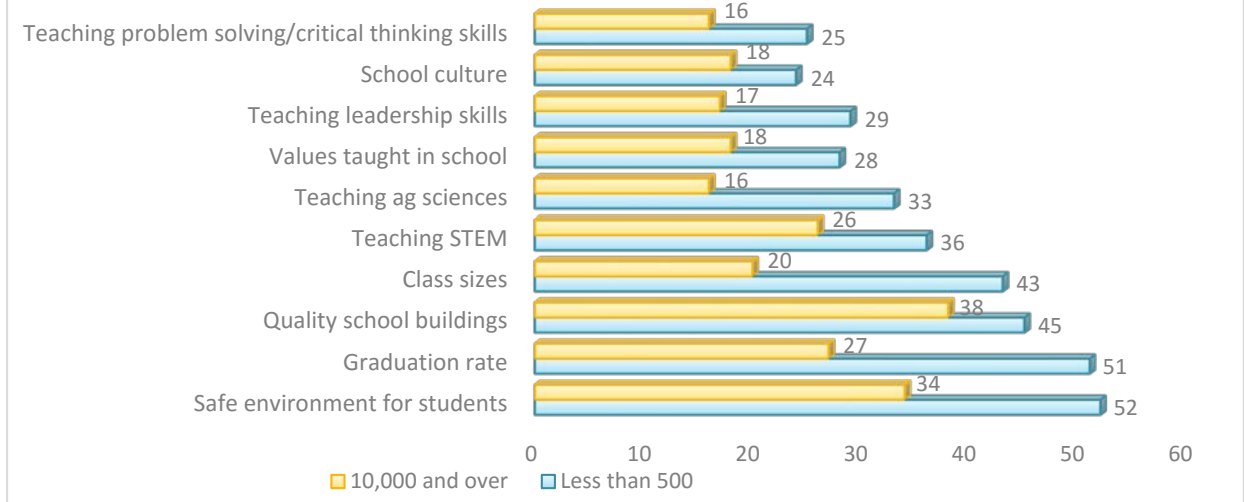
And, satisfaction levels with four items increase as community size increases. Proportions very satisfied with providing courses for college credit, providing advanced placement courses, teaching foreign languages, and teaching English as a second language are greatest for persons living in or near the larger communities.

Many differences also occur by region. For many of the items listed, residents of the Panhandle were the regional group *least* likely

Table 2. Satisfaction with Characteristics of Local School

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Don't Know
Safe environment for students	2	6	25	45	23
Graduation rate	1	4	22	43	30
Quality school buildings	1	5	29	43	22
Opportunities for physical activities/sports	2	4	29	43	23
Providing extracurricular opportunities for students	1	6	29	39	26
Technology for student use	1	5	26	39	30
Class sizes	2	6	31	34	27
Teaching science, technology, engineering & math	2	6	28	33	31
Teachers	3	8	31	33	25
Preparing students to use new technologies	1	4	32	33	30
Preparing students for college	2	6	29	32	31
Teaching music and arts	2	8	30	32	29
Teaching agricultural sciences	2	8	26	29	35
Support resources (counselors or tutors)	4	7	30	28	31
Preparing students for technical/trade school	2	8	29	27	34
Providing courses for college credit	2	7	28	27	36
Values taught in school	4	12	30	26	28
School administration	5	11	32	26	25
Teaching leadership skills to students	2	12	33	24	30
Providing community social events/local entertainment	2	9	36	24	29
School culture	3	11	32	23	30
Teaching problem solving or critical thinking skills to students	3	12	32	22	31
Providing advanced placement courses	2	9	27	21	40
Preparing students for jobs/the workforce immediately out of high school	3	12	30	21	35
Teaching foreign languages	4	9	30	21	36
Providing an economic base for the community	2	8	35	20	35
Standardized test scores	2	7	33	18	40
Teaching English as a second language	6	7	21	15	51

FIGURE 2. SCHOOL CHARACTERISTICS WITH INCREASED SATISFACTION IN SMALLER COMMUNITIES



to report being very satisfied. As one example, at least 44 percent of residents of the other four regions of the state are very satisfied with the graduation rate at their local school, compared to 28 percent of the Panhandle residents. Even though the Panhandle residents are less likely to report being very satisfied with many of the items listed, it does *not* mean they are necessarily more dissatisfied with those items than the other groups. For many of the items, the Panhandle residents were more likely to answer “don’t know.”

For a few items, the residents of the Southeast region are the group most likely to say they are very satisfied: quality school buildings, opportunities for physical activities/sports, school administration, teaching agricultural sciences and school culture. In some items, the residents of the South Central region join those in the Southeast region as the groups most likely to report being very satisfied: preparing students to use new technologies; teaching science, technology, engineering and math; teachers; and teaching music and arts. And, in a few instances, the Northeast area residents join

the South Central and Southeast residents as the groups most likely to say they are very satisfied: providing extracurricular opportunities for students, support resources (counselors or tutors), providing advanced placement courses, teaching foreign languages and teaching English as a second language. The proportion reporting they are very satisfied with providing community social events/local entertainment was greatest by the residents of the Southeast, South Central and the Panhandle residents.

Many differences in satisfaction levels are also found by age. For most of the items, persons age 40 to 49 are the group most likely to say they are very satisfied with the item. As an example, 44 percent of persons age 40 to 49 are very satisfied with their local schools preparing students to use new technologies, compared to 21 percent of persons age 19 to 29.

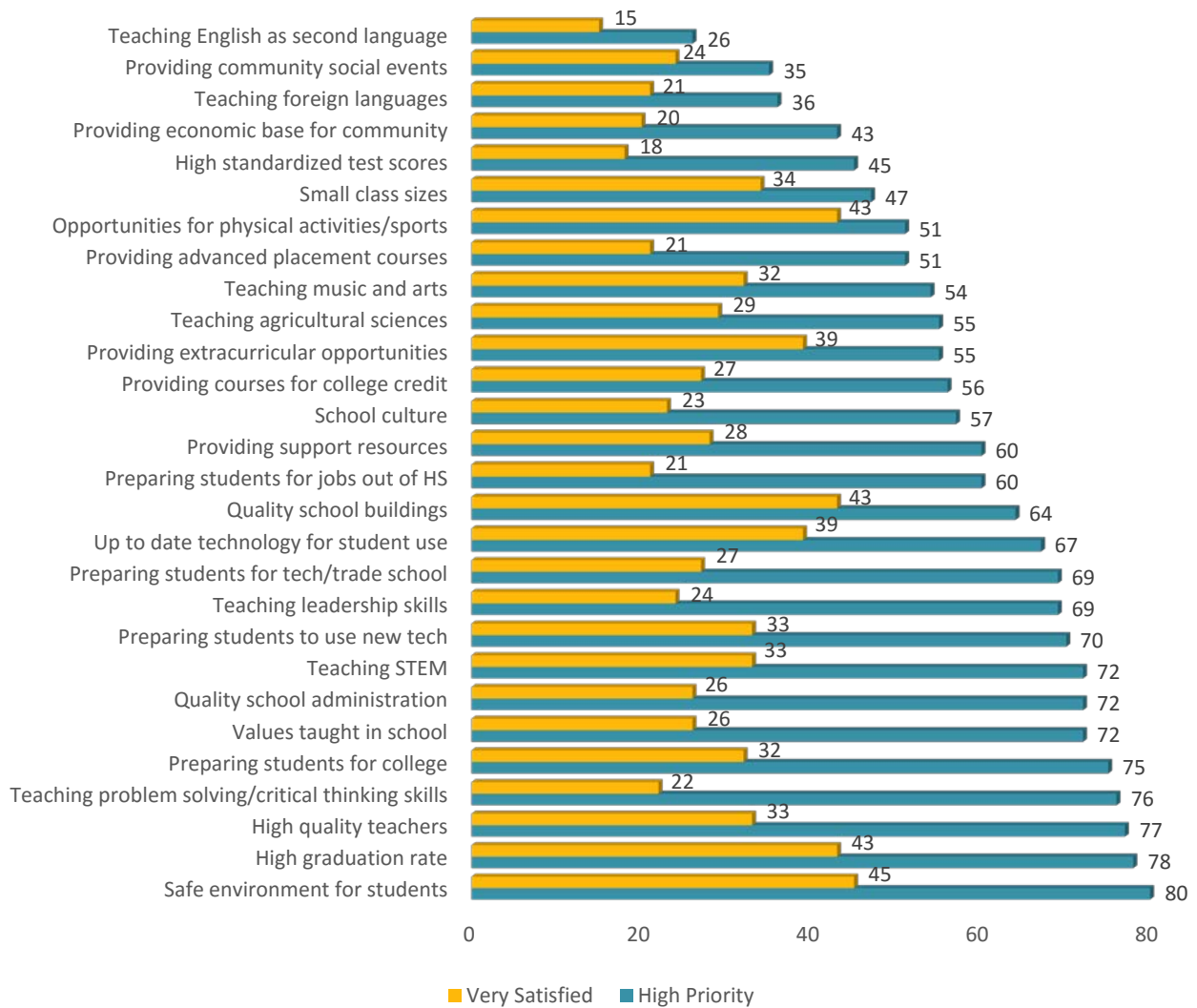
The oldest persons are the group most likely to report being very satisfied with the following: quality school buildings, teachers, teaching music and arts, providing courses for college credit, school administration, and providing

advanced placement courses. The oldest persons join persons age 40 to 49 as the groups most likely to be very satisfied with: preparing students for college, school culture, teaching problem solving or critical thinking skills to students, and providing an economic base for the community.

The differences between the characteristics that people expect from their local school and

those with which they are very satisfied are rather large. Comparing the numbers in Appendix Table 3 and Appendix Table 4 reveals these differences. For almost all of the characteristics listed, the proportions that feel each is a high priority are larger than the proportions very satisfied with each (Figure 3). The characteristic of teaching problem solving or critical thinking skills to students represents an extreme example of the large differences.

FIGURE 3. GAP BETWEEN PRIORITIES AND SATISFACTION WITH LOCAL SCHOOL CHARACTERISTICS



Seventy-six percent of rural Nebraskans say teaching these skills to students is a high priority. However, only 22 percent say they are very satisfied with that characteristic in their local school.

When examining the differences between the proportions viewing the characteristics as high priorities and the proportions very satisfied with each by community size, the differences for most of the items are larger for persons living in or near larger communities as compared to persons living in or near smaller communities. For example, when asked about the graduation rate at their local school, 78 percent of the persons living in or near communities with populations of 10,000 or more think a high rate is a high priority. But only 27 percent are very satisfied with the graduation rate at their local school. For the persons living in or near communities with populations under 500, 77 percent think a high graduation rate is a high priority and 51 percent are very satisfied with the rate at their local school.

For a few items, the gaps are somewhat larger for persons living in or near smaller communities: providing courses for college credit, preparing students for technical/trade school, and providing advanced placement courses.

When examining the differences by region, the Panhandle residents are the group most likely to have the largest differences between the proportion saying each characteristic is a high priority and the proportion very satisfied with each. As an example, 80 percent of Panhandle residents rate safe environment for students as a high priority. However, only 33 percent are very satisfied with the safe environment for students at their local school. In comparison, 75

percent of Southeast residents think this is a high priority and 49 percent are very satisfied with the safe environment at their local school.

For some characteristics, the residents of the North Central join the Panhandle residents as the regional group with the largest differences: preparing students to use new technologies, providing courses for college credit, values taught in school, teaching problem solving or critical thinking skills to students, teaching leadership skills to students, teaching foreign languages, and preparing students for jobs/the workforce immediately out of high school.

The differences in ratings for teaching music and arts, school administration, providing community social events/local entertainment and providing an economic base for the community are largest for the residents of the North Central region.

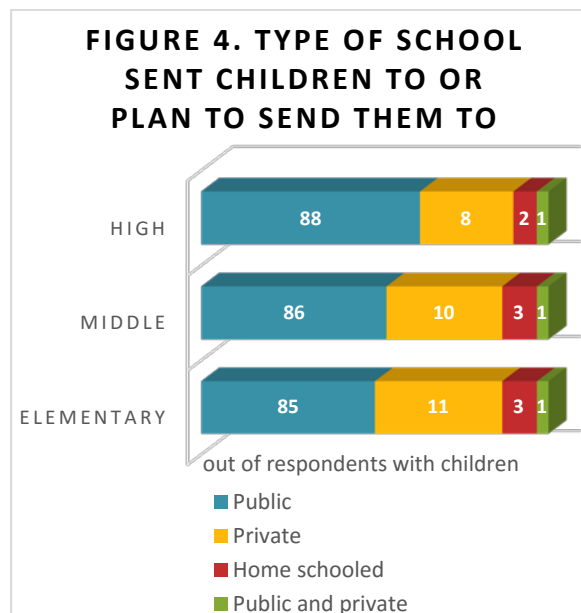
For many of the characteristics, the differences between the proportions rating each as a high priority and the proportion very satisfied with each are largest for the youngest respondents and least for persons age 40 to 49. As an example, 67 percent of persons age 19 to 29 rate teaching leadership skills to students as a high priority. But, only 13 percent are very satisfied with their local school's teaching of leadership skills. In comparison, 67 percent of persons age 40 to 49 rate this characteristic as a high priority and 30 percent are very satisfied with it.

For a couple characteristics, persons age 50 to 59 are the age group with the largest differences - providing advanced placement courses and preparing students for jobs/the workforce immediately out of high school.

Where Sent Children to School or Plan to Send Them

Finally, respondents were asked where they send their children to school or where they plan to send them for each grade level of school. Most rural Nebraskans sent, currently send or plan to send their children to public school for all grade levels (elementary, middle and high school). Of the respondents with children, 85 percent sent them or plan to send them to public elementary school, 86 percent to public middle school and 88 percent to public high school (Figure 4).

The types of schools that the respondents' children attend or plan to attend are examined by community size, region and individual attributes (Appendix Table 5). Persons with children living in or near larger communities are more likely than persons with children living in or near smaller communities to have sent their children or plan to send their children to private



schools of all grade levels. As an example, 19 percent of persons living in or near communities with populations of 10,000 or more have sent or plan to send their children to private elementary school, compared to 4 percent of persons living in or near communities with populations under 500.

When examining differences by region, the residents of the Northeast region with children are the group most likely to have sent or plan to send their children to private schools of all levels. Panhandle residents with children are the group most likely to have home schooled or plan to home school their children.

Persons with children with higher incomes are more likely than persons with children with lower incomes to have sent their children or plan to send them to private schools.

Persons with children with higher education levels are more likely than persons with children with less education to have sent their children or plan to send their children to private elementary school.

Conclusion

Most rural Nebraskans have elementary, middle and high schools in their community or nearest community. Most of the schools available are public but many rural Nebraskans report having both public and private schools of each grade level. Persons living in or near larger communities are more likely than persons living in or near smaller communities to have each level of school in their community. And, persons living in or near the larger communities are more likely than persons living in or near smaller communities to have both public and private schools available.

When asked about priorities for their local school, rural Nebraskans give highest priority to providing a safe environment for students. Other top priorities for local schools include: high graduation rate, high quality teachers, teaching problem solving or critical thinking skills to students and preparing students for college. The items that respondents were least likely to rate as high priority include teaching foreign languages, providing community social events/local entertainment, and teaching English as a second language.

At least four in ten rural Nebraskans are very satisfied with the following characteristics at their local school: safe environment for students, graduation rate, quality school buildings, and opportunities for physical activities/sports. Less than two in ten respondents are very satisfied with standardized test scores and teaching English as a second language. However, many rural Nebraskans are unsure how to assess the details of their local schools since at least two in ten answered don't know when asked to rate the characteristics. In fact, four in ten answered don't know in regards to providing courses for advanced placement and standardized test scores. And, over one-half answered don't know when asked to rate their satisfaction with teaching English as a second language.

Satisfaction levels with many characteristics differ by community size. Persons living in or near smaller communities are more likely than persons living in or near larger communities to be very satisfied with many of the characteristics at their local school. However, satisfaction levels with four items increase as community size increases: providing courses for college credit, providing advanced placement courses, teaching foreign languages, and teaching English as a second language.

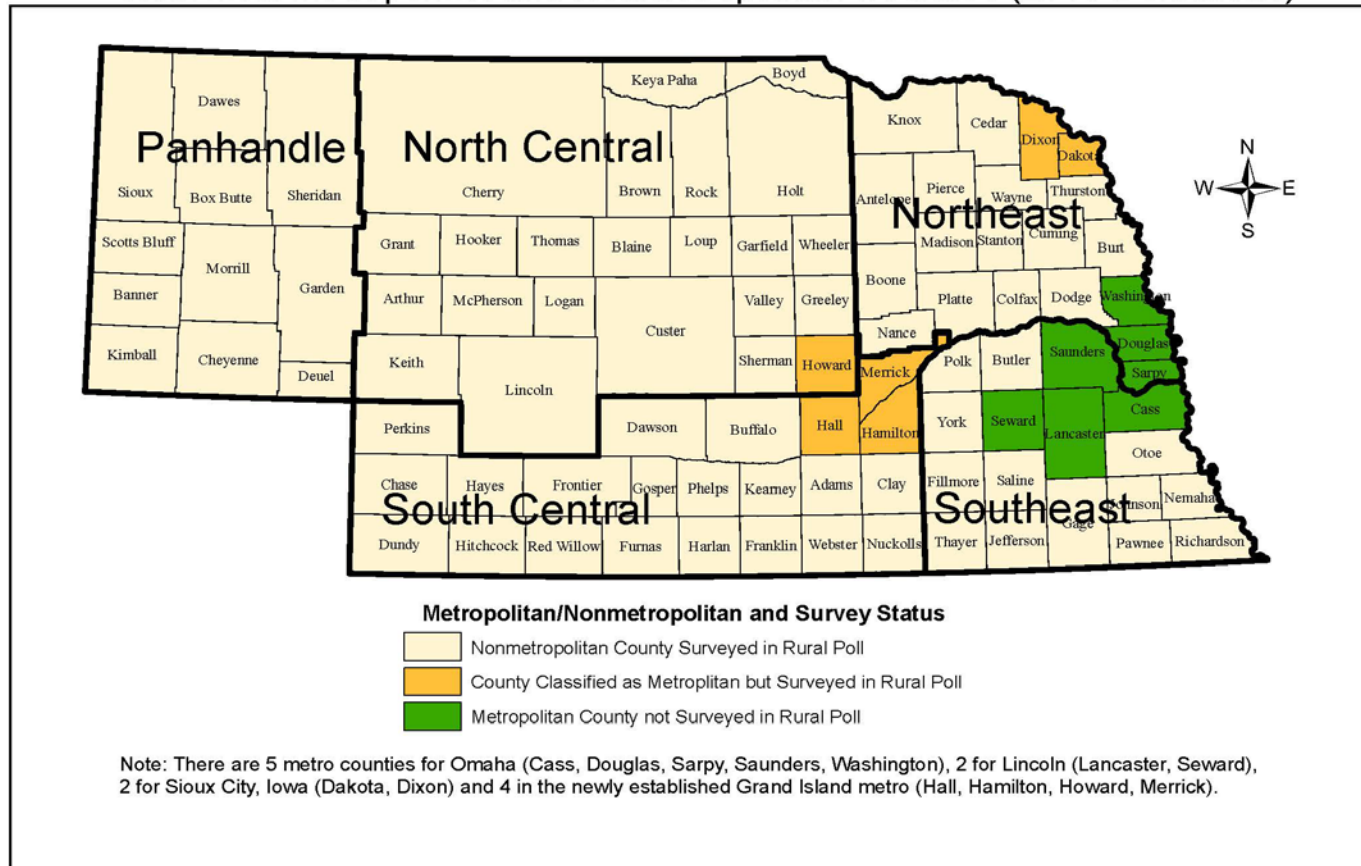
Regional differences also exist. For many of the items listed, residents of the Panhandle were the regional group least likely to report being very satisfied. However, even though the Panhandle residents are less likely to report being very satisfied with many of the items listed, it does *not* mean they are necessarily more dissatisfied with those items than the other groups. For many of the items, the Panhandle residents were more likely to answer "don't know."

The differences between the characteristics that people expect from their local school and those with which they are very satisfied are rather large. For almost all of the characteristics listed, the proportions that feel each is a high priority are larger than the proportions very satisfied with each.

For many of the characteristics, the differences between the proportions viewing the characteristics as high priorities and the proportions very satisfied with each are larger for persons living in or near larger communities as compared to persons living in or near smaller communities. For a few items, the gaps are somewhat larger for persons living in or near smaller communities: providing courses for college credit, preparing students for technical/trade school, and providing advanced placement courses.

Appendix Figure 1. Regions of Nebraska

Nebraska Metropolitan and Nonmetropolitan Counties (2013 Definitions)



Source: 2013 Metropolitan and Micropolitan Definitions, Office of Management and Budget, released 2-28-13
 Prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska at Omaha - August 11, 2014

Appendix Table 1. Demographic Profile of Rural Poll Respondents¹ Compared to 2010 – 2014 American Community Survey 5 Year Average for Nebraska*

	2016 Poll	2015 Poll	2014 Poll	2013 Poll	2012 Poll	2011 Poll	2010 - 2014 ACS
Age : ²							
20 - 39	31%	31%	32%	31%	31%	31%	31%
40 - 64	45%	45%	46%	44%	44%	44%	45%
65 and over	24%	24%	23%	24%	24%	24%	24%
Gender: ³							
Female	59%	58%	57%	51%	61%	60%	51%
Male	41%	42%	43%	49%	39%	40%	49%
Education: ⁴							
Less than 9 th grade	1%	1%	1%	1%	1%	1%	5%
9 th to 12 th grade (no diploma)	2%	2%	3%	3%	3%	3%	7%
High school diploma (or equiv.)	21%	22%	18%	23%	22%	26%	33%
Some college, no degree	21%	23%	23%	25%	25%	23%	26%
Associate degree	19%	15%	16%	15%	15%	16%	11%
Bachelors degree	23%	24%	24%	22%	24%	19%	13%
Graduate or professional degree	14%	13%	16%	12%	11%	12%	5%
Household Income: ⁵							
Less than \$10,000	3%	5%	5%	5%	6%	6%	6%
\$10,000 - \$19,999	8%	7%	7%	7%	10%	10%	12%
\$20,000 - \$29,999	11%	9%	8%	13%	11%	13%	12%
\$30,000 - \$39,999	11%	9%	14%	10%	10%	14%	11%
\$40,000 - \$49,999	11%	12%	12%	15%	12%	11%	10%
\$50,000 - \$59,999	11%	11%	13%	10%	13%	12%	10%
\$60,000 - \$74,999	14%	15%	13%	11%	14%	12%	11%
\$75,000 or more	32%	32%	29%	29%	25%	22%	27%
Marital Status: ⁶							
Married	69%	68%	68%	70%	70%	66%	62%
Never married	11%	13%	12%	12%	10%	14%	17%
Divorced/separated	10%	10%	12%	9%	11%	11%	12%
Widowed/widower	9%	8%	8%	9%	10%	10%	8%

¹ Data from the Rural Polls have been weighted by age.

² 2010-2014 American Community Survey universe is non-metro population 20 years of age and over.

³ 2010-2014 American Community Survey universe is non-metro population 20 years of age and over.

⁴ 2010-2014 American Community Survey universe is non-metro population 18 years of age and over.

⁵ 2010-2014 American Community Survey universe is all non-metro households.

⁶ 2010-2014 American Community Survey universe is non-metro population 20 years of age and over.

*Comparison numbers are estimates taken from the American Community Survey five-year sample and may reflect significant margins of error for areas with relatively small populations.

Appendix Table 2. Types of Schools Available in Community by Community Size, Region and Individual Attributes

	<i>Elementary School (typically K – 6)</i>				<i>Chi-square (sig.)</i>
	<i>None</i>	<i>Public</i>	<i>Private</i>	<i>Both</i>	
Total	3	53	0.2	44	
<u>Community Size</u>			(n = 1520)		
Less than 500	10	71	0	19	
500 - 999	4	70	0	27	
1,000 - 4,999	1	67	0.2	32	
5,000 - 9,999	1	43	0	57	$\chi^2 = 342.61^*$
10,000 and up	1	25	0.4	73	(.000)
<u>Region</u>			(n = 1603)		
Panhandle	1	60	0	39	
North Central	2	53	0	44	
South Central	4	55	0.2	42	
Northeast	3	42	0.2	55	$\chi^2 = 35.07^*$
Southeast	3	60	0.4	37	(.000)
<u>Income Level</u>			(n = 1440)		
Under \$20,000	6	67	0	27	
\$20,000 - \$39,999	2	60	0.3	38	
\$40,000 - \$59,999	2	51	0.3	46	$\chi^2 = 40.98^*$
\$60,000 and over	3	46	0.2	51	(.000)
<u>Age</u>			(n = 1611)		
19 - 29	0	53	0	47	
30 - 39	2	50	0	48	
40 - 49	4	52	0	44	
50 - 64	3	53	0.4	44	$\chi^2 = 19.58$
65 and older	4	56	0	40	(.075)
<u>Gender</u>			(n = 1607)		
Male	3	53	0.3	44	$\chi^2 = 3.80$
Female	2	53	0	45	(.284)
<u>Marital Status</u>			(n = 1588)		
Married	3	52	0.2	45	
Never married	2	49	1	49	
Divorced/separated	4	58	0	38	$\chi^2 = 11.22$
Widowed	3	60	0	37	(.261)
<u>Education</u>			(n = 1546)		
H.S. diploma or less	3	65	0.3	32	
Some college	3	53	0.2	44	$\chi^2 = 37.50^*$
Bachelors degree	2	45	0.2	52	(.000)
<u>Occupation</u>			(n = 1222)		
Mgt, prof or education	3	46	0.2	51	
Sales or office support	2	56	0	43	
Constrn, inst or maint	3	52	0	45	
Prodn/trans/warehsing	4	52	0	45	
Agriculture	3	65	1	32	
Food serv/pers. care	0	71	0	29	
Hlthcare supp/safety	1	45	0	54	$\chi^2 = 38.21^*$
Other	4	49	0	47	(.012)

* Chi-square values are statistically significant at the .05 level.

Appendix Table 2 continued.

	<i>Middle School (typically 7 – 8)</i>				<i>Chi-square (sig.)</i>
	<i>None</i>	<i>Public</i>	<i>Private</i>	<i>Both</i>	
<u>Total</u>	4	60	0.3	36	
<u>Community Size</u>			(n = 1524)		
Less than 500	13	71	0.4	15	
500 - 999	2	79	0	18	
1,000 - 4,999	1	75	0	24	
5,000 - 9,999	2	58	0	40	$\chi^2 = 365.14^*$
10,000 and up	1	33	1	65	(.000)
<u>Region</u>			(n = 1605)		
Panhandle	4	74	0	22	
North Central	4	64	1	32	
South Central	3	57	0.2	41	
Northeast	5	49	1	46	$\chi^2 = 59.31^*$
Southeast	3	71	0.4	26	(.000)
<u>Income Level</u>			(n = 1446)		
Under \$20,000	9	70	1	20	
\$20,000 - \$39,999	2	68	0.3	30	
\$40,000 - \$59,999	3	61	1	36	$\chi^2 = 53.43^*$
\$60,000 and over	3	54	0	43	(.000)
<u>Age</u>			(n = 1615)		
19 - 29	2	60	0	38	
30 - 39	3	53	0.4	44	
40 - 49	4	58	0	38	
50 - 64	3	62	0.4	35	$\chi^2 = 20.20$
65 and older	5	65	1	30	(.063)
<u>Gender</u>			(n = 1610)		
Male	4	61	1	35	$\chi^2 = 1.15$
Female	4	60	0.2	37	(.766)
<u>Marital Status</u>			(n = 1593)		
Married	3	60	0.3	37	
Never married	2	53	1	44	
Divorced/separated	3	64	0	33	$\chi^2 = 15.24$
Widowed	5	69	1	26	(.085)
<u>Education</u>			(n = 1550)		
H.S. diploma or less	5	72	0.3	23	
Some college	4	59	0.3	37	$\chi^2 = 42.57^*$
Bachelors degree	2	55	0.2	43	(.000)
<u>Occupation</u>			(n = 1226)		
Mgt, prof or education	4	53	0	43	
Sales or office support	3	65	0	32	
Constrn, inst or maint	3	58	0	39	
Prodn/trans/warehsing	6	59	0	35	
Agriculture	2	72	1	25	
Food serv/pers. care	0	71	2	27	
Hlthcare supp/safety	1	53	0	46	$\chi^2 = 50.58^*$
Other	4	57	0	39	(.000)

* Chi-square values are statistically significant at the .05 level.

Appendix Table 2 continued.

	<i>High School (typically 9 – 12)</i>				<i>Chi-square (sig.)</i>
	<i>None</i>	<i>Public</i>	<i>Private</i>	<i>Both</i>	
Total	4	65	1	31	
Community Size			(n = 1522)		
Less than 500	15	73	1	11	
500 - 999	4	83	1	12	
1,000 - 4,999	1	80	0	20	
5,000 - 9,999	1	82	2	16	$\chi^2 = 503.07^*$
10,000 and up	1	32	1	66	(.000)
Region			(n = 1602)		
Panhandle	4	90	1	6	
North Central	2	70	1	26	
South Central	4	55	0.4	41	
Northeast	5	52	1	43	$\chi^2 = 151.73^*$
Southeast	4	80	0.4	16	(.000)
Income Level			(n = 1443)		
Under \$20,000	8	70	2	20	
\$20,000 - \$39,999	2	70	1	28	
\$40,000 - \$59,999	3	67	1	30	$\chi^2 = 31.42^*$
\$60,000 and over	4	60	0.3	36	(.000)
Age			(n = 1616)		
19 - 29	2	63	0	35	
30 - 39	2	61	2	35	
40 - 49	5	65	0.4	30	
50 - 64	4	65	1	31	$\chi^2 = 15.56$
65 and older	4	67	1	28	(.212)
Gender			(n = 1610)		
Male	4	66	1	30	$\chi^2 = 1.45$
Female	4	64	1	32	(.694)
Marital Status			(n = 1593)		
Married	4	64	1	32	
Never married	2	57	1	40	
Divorced/separated	4	70	0	25	$\chi^2 = 14.33$
Widowed	4	70	0	26	(.111)
Education			(n = 1548)		
H.S. diploma or less	4	72	1	23	
Some college	4	64	1	31	$\chi^2 = 19.25^*$
Bachelors degree	3	61	0.4	36	(.004)
Occupation			(n = 1226)		
Mgt, prof or education	5	57	1	37	
Sales or office support	3	66	0	31	
Constrn, inst or maint	3	63	0	34	
Prodn/trans/warehsing	6	56	0	38	
Agriculture	3	80	2	16	
Food serv/pers. care	2	58	0	40	
Hlthcare supp/safety	2	61	1	37	$\chi^2 = 44.49^*$
Other	4	68	0	29	(.002)

* Chi-square values are statistically significant at the .05 level.

Appendix Table 3. Priorities for Local School by Community Size, Region and Age

	<i>Community Size</i>					Total
	Less than 500	500 - 999	1,000 - 4,999	5,000 - 9,999	10,000 & over	
	<i>Percent Rating Each as "High Priority"</i>					
Safe environment for students*	76	80	83	83	79	80
High graduation rate	77	78	77	81	78	78
High quality teachers*	72	74	81	79	76	77
Teaching problem solving or critical thinking skills to students	75	77	79	74	75	76
Preparing students for college	76	71	76	80	74	75
Values taught in school*	73	69	78	69	69	72
Quality school administration	68	69	77	73	71	72
Teaching science, technology, engineering and math*	69	69	75	77	72	72
Preparing students to use new technologies*	73	71	71	72	69	70
Teaching leadership skills to students	70	71	72	66	69	69
Preparing students for technical/trade school*	74	70	69	79	65	69
Up to date technology for student use	66	67	69	73	66	67
Quality school buildings	62	59	67	67	63	64
Preparing students for jobs/the workforce immediately out of high school	62	61	62	61	59	60
Providing support resources (counselors or tutors)	58	59	62	65	59	60
School culture	61	55	57	58	58	57
Providing courses for college credit*	56	49	60	65	55	56
Providing extracurricular opportunities for students*	57	54	58	51	56	55
Teaching agricultural sciences*	61	58	60	59	47	55
Teaching music and arts*	51	47	58	58	56	54
Providing advanced placement courses*	51	44	48	63	53	51
Opportunities for physical activities/sports	51	48	52	51	52	51
Small class sizes	48	51	49	49	43	47
High standardized test scores	45	44	47	49	42	45
Providing an economic base for the community	44	43	41	40	46	43
Teaching foreign languages*	31	29	36	46	38	36
Providing community social events/local entertainment*	29	37	35	33	37	35
Teaching English as a second language*	18	12	26	34	35	26

* Chi-square values are statistically significant at the .05 level within each row.

Appendix Table 3 continued.

	<i>Region</i>					Total
	Panhandle	North Central	South Central	Northeast	Southeast	
	<i>Percent Rating Each as "High Priority"</i>					
Safe environment for students	80	83	81	79	75	80
High graduation rate	76	77	79	78	75	78
High quality teachers	75	82	78	76	72	77
Teaching problem solving or critical thinking skills to students	73	82	77	75	71	76
Preparing students for college	74	76	76	73	73	75
Values taught in school	67	79	72	72	69	72
Quality school administration	67	77	70	72	74	72
Teaching science, technology, engineering and math	75	73	72	73	67	72
Preparing students to use new technologies*	65	76	72	68	69	70
Preparing students for technical/trade school	70	76	66	70	69	69
Teaching leadership skills to students*	66	76	70	68	68	69
Up to date technology for student use*	63	72	68	65	69	67
Quality school buildings	60	67	66	59	67	64
Preparing students for jobs/the workforce immediately out of high school	60	67	61	58	56	60
Providing support resources (counselors or tutors)	59	60	60	60	61	60
School culture	55	58	57	57	58	57
Providing courses for college credit	52	57	57	58	56	56
Teaching agricultural sciences	58	58	55	54	55	55
Providing extracurricular opportunities for students	56	54	58	54	52	55
Teaching music and arts	52	59	56	51	51	54
Providing advanced placement courses	53	45	51	50	54	51
Opportunities for physical activities/sports	57	50	50	50	49	51
Small class sizes*	44	49	49	42	50	47
High standardized test scores*	48	46	42	45	44	45
Providing an economic base for the community	42	46	41	43	42	43
Teaching foreign languages	36	34	36	35	36	36
Providing community social events/local entertainment	33	36	35	36	32	35
Teaching English as a second language*	24	15	30	29	24	26

* Chi-square values are statistically significant at the .05 level within each row.

Appendix Table 3 continued.

	<i>Age categories</i>					Total
	19 - 29	30 - 39	40 - 49	50 - 64	65 and older	
	<i>Percent Rating Each as "High Priority"</i>					
Safe environment for students*	81	82	82	78	77	80
High graduation rate*	71	82	74	80	79	78
High quality teachers*	79	78	79	75	75	77
Teaching problem solving or critical thinking skills to students*	77	80	79	75	70	76
Preparing students for college*	73	80	78	74	71	75
Values taught in school*	69	72	72	73	71	72
Quality school administration*	73	74	70	72	70	72
Teaching science, technology, engineering and math	70	76	74	72	70	72
Preparing students to use new technologies*	65	71	75	70	70	70
Preparing students for technical/trade school*	62	70	71	72	70	69
Teaching leadership skills to students*	67	78	67	70	67	69
Up to date technology for student use*	58	72	71	68	67	67
Quality school buildings*	63	69	57	62	66	64
Providing support resources (counselors or tutors)*	61	65	54	59	61	60
Preparing students for jobs/the workforce immediately out of high school*	52	58	57	67	62	60
School culture*	56	55	53	59	60	57
Providing courses for college credit*	44	58	58	59	59	56
Providing extracurricular opportunities for students*	69	58	57	47	52	55
Teaching agricultural sciences*	52	56	53	56	58	55
Teaching music and arts*	52	61	53	54	52	54
Providing advanced placement courses*	44	56	43	54	54	51
Opportunities for physical activities/sports*	63	58	50	42	48	51
Small class sizes*	44	51	47	46	47	47
High standardized test scores*	38	34	44	50	49	45
Providing an economic base for the community*	38	44	42	44	45	43
Teaching foreign languages*	37	40	35	34	34	36
Providing community social events/local entertainment*	35	38	34	32	37	35
Teaching English as a second language*	26	25	27	24	29	26

* Chi-square values are statistically significant at the .05 level within each row.

Appendix Table 4. Satisfaction with Characteristics of Local School by Community Size, Region and Age

	<i>Community Size</i>					Total
	Less than 500	500 - 999	1,000 - 4,999	5,000 - 9,999	10,000 & over	
	<i>Percent Rating Each "Very Satisfied"</i>					
Safe environment for students*	52	50	51	44	34	45
Graduation rate*	51	43	54	38	27	43
Quality school buildings*	45	45	49	38	38	43
Opportunities for physical activities/sports*	44	42	50	43	34	43
Providing extracurricular opportunities for students	43	36	43	40	33	39
Technology for student use*	41	41	46	40	30	39
Class sizes*	43	43	41	33	20	34
Teaching science, technology, engineering and math*	36	34	38	29	26	33
Teachers*	34	28	40	32	30	33
Preparing students to use new technologies*	38	30	37	30	27	33
Preparing students for college	32	31	34	34	28	32
Teaching music and arts*	32	27	38	26	29	32
Teaching agricultural sciences*	33	35	38	28	16	29
Support resources (counselors or tutors)*	27	25	33	30	24	28
Preparing students for technical/trade school*	29	29	27	28	25	27
Providing courses for college credit*	25	23	29	28	27	27
Values taught in school*	28	28	30	22	18	26
School administration*	25	27	31	29	20	26
Teaching leadership skills to students*	29	22	25	23	17	24
Providing community social events/local entertainment	25	20	24	28	22	24
School culture*	24	22	27	25	18	23
Teaching problem solving or critical thinking skills to students*	25	23	24	21	16	22
Providing advanced placement courses*	16	19	21	26	23	21
Preparing students for jobs/the workforce immediately out of high school	22	21	21	21	17	21
Teaching foreign languages*	16	15	24	24	21	21
Providing an economic base for the community	22	20	22	20	16	20
Standardized test scores	17	19	19	20	15	18
Teaching English as a second language*	10	9	16	12	19	15

* Chi-square values are statistically significant at the .05 level within each row.

	<i>Region</i>					Total
	Panhandle	North Central	South Central	Northeast	Southeast	
	<i>Percent Rating Each "Very Satisfied"</i>					
Safe environment for students*	33	46	47	47	49	45
Quality school buildings*	27	46	46	43	50	43
Graduation rate*	28	46	44	44	47	43
Opportunities for physical activities/sports*	36	41	43	42	49	43
Technology for student use*	25	39	42	42	42	39
Providing extracurricular opportunities for students*	33	35	41	39	43	39
Class sizes*	25	35	34	38	38	34
Preparing students to use new technologies*	20	31	37	33	39	33
Teaching science, technology, engineering and math*	25	26	37	33	37	33
Teachers*	20	33	39	30	38	33
Teaching music and arts*	25	27	36	30	37	32
Preparing students for college*	23	33	34	32	32	32
Teaching agricultural sciences*	24	32	30	27	35	29
Support resources (counselors or tutors)*	20	24	31	29	30	28
Providing courses for college credit*	21	26	30	29	28	27
Preparing students for technical/trade school	17	28	30	29	27	27
Values taught in school*	14	27	26	28	31	26
School administration*	18	23	29	24	35	26
Providing community social events/local entertainment*	25	19	27	22	28	24
Teaching problem solving or critical thinking skills to students*	13	21	25	23	25	22
Providing advanced placement courses*	17	19	24	22	22	21
Teaching leadership skills to students*	15	24	25	24	27	24
School culture*	16	24	25	22	30	23
Teaching foreign languages*	17	15	25	20	23	21
Preparing students for jobs/the workforce immediately out of high school*	17	22	22	21	23	21
Providing an economic base for the community	21	20	21	20	21	20
Standardized test scores*	13	22	17	19	21	18
Teaching English as a second language*	6	8	19	18	16	15

* Chi-square values are statistically significant at the .05 level within each row.

	<i>Age categories</i>					Total
	19 - 29	30 - 39	40 - 49	50 - 64	65 and older	
	<i>Percent Rating Each "Very Satisfied"</i>					
Safe environment for students*	40	44	52	45	45	45
Graduation rate*	28	41	52	46	43	43
Quality school buildings*	35	38	43	47	48	43
Opportunities for physical activities/sports*	40	40	48	41	44	43
Technology for student use*	32	39	51	38	36	39
Providing extracurricular opportunities for students*	31	42	46	38	37	39
Class sizes*	26	35	43	35	32	34
Teaching science, technology, engineering and math*	33	31	37	30	34	33
Teachers*	26	35	33	33	37	33
Preparing students to use new technologies*	21	35	44	32	34	33
Preparing students for college*	19	31	38	32	36	32
Teaching music and arts*	23	32	35	31	37	32
Teaching agricultural sciences*	25	27	37	27	32	29
Support resources (counselors or tutors)*	23	31	31	26	30	28
Providing courses for college credit*	25	24	31	25	33	27
Preparing students for technical/trade school*	15	25	36	28	31	27
Values taught in school*	21	25	31	23	29	26
School administration*	23	28	27	23	30	26
Teaching leadership skills to students*	13	24	30	22	28	24
Providing community social events/local entertainment*	25	25	24	23	25	24
School culture*	17	23	27	23	26	23
Teaching problem solving or critical thinking skills to students*	15	21	29	20	27	22
Providing advanced placement courses*	19	23	21	18	26	21
Preparing students for jobs/the workforce immediately out of high school*	13	21	26	21	23	21
Teaching foreign languages*	23	17	25	20	21	21
Providing an economic base for the community*	17	19	23	19	23	20
Standardized test scores*	9	18	25	19	18	18
Teaching English as a second language*	8	15	21	13	17	15

* Chi-square values are statistically significant at the .05 level within each row.

Appendix Table 5. Type of School Sent Children to or Plan to Send Children to by Community Size, Region and Individual Attributes.**

Elementary School (typically K – 6)					
	<i>Public</i>	<i>Private</i>	<i>Home Schooled</i>	<i>Public and Private</i>	<i>Chi-square (sig.)</i>
Total	85	11	3	1	
Community Size			(n = 907)		
Less than 500	91	4	4	1	
500 - 999	91	8	2	0	
1,000 - 4,999	89	8	1	1	
5,000 - 9,999	82	10	8	1	$\chi^2 = 49.17^*$
10,000 and up	76	19	2	3	(.000)
Region			(n = 956)		
Panhandle	90	2	8	1	
North Central	87	8	3	2	
South Central	88	8	2	2	
Northeast	75	23	1	1	$\chi^2 = 69.47^*$
Southeast	89	8	2	1	(.000)
Income Level			(n = 866)		
Under \$20,000	92	5	2	2	
\$20,000 - \$39,999	85	7	8	0	
\$40,000 - \$59,999	83	14	2	2	$\chi^2 = 29.39^*$
\$60,000 and over	85	12	2	2	(.001)
Age			(n = 964)		
19 - 29	87	9	4	0	
30 - 39	81	12	4	3	
40 - 49	83	12	3	2	
50 - 64	85	12	2	1	$\chi^2 = 14.80$
65 and older	90	8	1	1	(.253)
Gender			(n = 961)		
Male	85	11	2	2	$\chi^2 = 0.32$
Female	85	11	3	1	(.957)
Marital Status			(n = 948)		
Married	84	11	3	2	
Never married	79	17	4	0	
Divorced/separated	93	6	1	0	$\chi^2 = 10.26$
Widowed	87	11	0	2	(.330)
Education			(n = 927)		
H.S. diploma or less	91	7	1	1	
Some college	84	12	2	1	$\chi^2 = 13.28^*$
Bachelors degree	82	12	4	2	(.039)
Occupation			(n = 782)		
Mgt, prof or education	83	12	3	3	
Sales or office support	87	10	4	0	
Constrn, inst or maint	85	10	5	0	
Prodn/trans/warehsing	88	8	3	0	
Agriculture	88	8	4	0	
Food serv/pers. care	91	9	0	0	
Hlthcare supp/safety	77	16	3	3	$\chi^2 = 22.03$
Other	78	20	0	2	(.398)

* Chi-square values are statistically significant at the .05 level.

** Persons who answered none were excluded from this analyses.

Appendix Table 5 continued.

	<i>Middle School (typically 7 – 8)</i>				<i>Chi-square</i>
	<i>Public</i>	<i>Private</i>	<i>Home Schooled</i>	<i>Public and Private</i>	<i>(sig.)</i>
	<i>Percentages</i>				
Total	86	10	3	1	
Community Size	(n = 863)				
Less than 500	92	5	3	0	
500 - 999	91	8	1	0	
1,000 - 4,999	91	6	2	1	
5,000 - 9,999	83	9	9	0	$\chi^2 = 55.10^*$
10,000 and up	77	19	2	2	(.000)
Region	(n = 913)				
Panhandle	90	0	10	0	
North Central	90	6	3	2	
South Central	86	9	3	2	
Northeast	79	20	0.4	0	$\chi^2 = 66.71^*$
Southeast	88	9	2	1	(.000)
Income Level	(n = 817)				
Under \$20,000	87	6	5	2	
\$20,000 - \$39,999	84	8	8	0	
\$40,000 - \$59,999	87	12	1	1	$\chi^2 = 27.31^*$
\$60,000 and over	86	11	1	1	(.001)
Age	(n = 916)				
19 - 29	85	10	5	0	
30 - 39	81	13	4	2	
40 - 49	85	12	2	1	
50 - 64	88	9	2	0.4	$\chi^2 = 13.45$
65 and older	89	8	2	1	(.338)
Gender	(n = 915)				
Male	88	9	2	1	$\chi^2 = 2.11$
Female	85	11	3	1	(.549)
Marital Status	(n = 902)				
Married	86	10	3	1	
Never married	76	22	3	0	
Divorced/separated	88	10	1	1	$\chi^2 = 7.72$
Widowed	89	7	2	2	(.562)
Education	(n = 879)				
H.S. diploma or less	91	7	1	1	
Some college	85	12	3	1	$\chi^2 = 12.20$
Bachelors degree	83	11	4	2	(.058)
Occupation	(n = 737)				
Mgt, prof or education	86	10	2	2	
Sales or office support	86	11	4	0	
Constrn, inst or maint	85	10	5	0	
Prodn/trans/warehsing	89	10	2	0	
Agriculture	90	7	3	0	
Food serv/pers. care	90	10	0	0	
Hlthcare supp/safety	81	17	1	1	$\chi^2 = 27.07$
Other	77	14	2	7	(.169)

* Chi-square values are statistically significant at the .05 level.

** Persons who answered none were excluded from this analyses.

Appendix Table 5 continued.

	<i>High School (typically 9 – 12)</i>				<i>Chi-square (sig.)</i>
	<i>Public</i>	<i>Private</i>	<i>Home Schooled</i>	<i>Public and Private</i>	
	<i>Percentages</i>				
Total	88	8	2	1	
Community Size	(n = 866)				
Less than 500	94	3	3	1	
500 - 999	94	6	0	0	
1,000 - 4,999	93	5	2	0.4	
5,000 - 9,999	87	5	8	0	$\chi^2 = 53.65^*$
10,000 and up	80	16	2	2	(.000)
Region	(n = 915)				
Panhandle	91	0	9	0	
North Central	91	5	2	3	
South Central	88	9	2	2	
Northeast	85	14	0.4	0.4	$\chi^2 = 52.51^*$
Southeast	92	7	2	0	(.000)
Income Level	(n = 824)				
Under \$20,000	92	2	5	2	
\$20,000 - \$39,999	87	6	6	1	
\$40,000 - \$59,999	88	11	1	1	$\chi^2 = 26.82^*$
\$60,000 and over	89	9	1	1	(.001)
Age	(n = 922)				
19 - 29	85	10	5	0	
30 - 39	83	11	4	2	
40 - 49	88	9	2	2	
50 - 64	92	7	1	0	$\chi^2 = 20.91$
65 and older	92	6	1	1	(.052)
Gender	(n = 921)				
Male	90	8	2	1	$\chi^2 = 2.68$
Female	87	9	3	1	(.444)
Marital Status	(n = 905)				
Married	88	8	3	1	
Never married	75	23	3	0	
Divorced/separated	93	6	0	1	$\chi^2 = 16.39$
Widowed	93	4	2	2	(.059)
Education	(n = 886)				
H.S. diploma or less	93	5	1	1	
Some college	88	10	2	1	$\chi^2 = 11.77$
Bachelors degree	86	9	4	1	(.067)
Occupation	(n = 742)				
Mgt, prof or education	88	8	2	1	
Sales or office support	86	9	4	2	
Constrn, inst or maint	87	11	3	0	
Prodn/trans/warehsing	89	9	2	0	
Agriculture	91	7	2	0	
Food serv/pers. care	96	4	0	0	
Hlthcare supp/safety	87	12	1	0	$\chi^2 = 17.58$
Other	76	20	2	2	(.675)

* Chi-square values are statistically significant at the .05 level.

** Persons who answered none were excluded from this analyses.

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