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Item Disaggregation for: Student Behavior from Web Survey Public Education Engagement South Carolinians Speak Out

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Item Disaggregation for:

Student Behavior

from Web Survey Public Education Engagement

South Carolinians Speak Out

Prepared for the Education Oversight Committee

by

Clemson University

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July 2009

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Item Disaggregation: Control over Behavior

School Level: Extrapolated from Grade Level Responses Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000 Ethnicity: Responses to Demographic Questions Poverty Level: estimated from Zip codes/US Census 2000 July 2009

Question:

...a number of factors ... may be important in determining if a school is doing well. How important is control over student behavior?

				lev	ما		
			Preschool	Elementary	Middle	High School	Total
Control over student behavior	Critical	Count	61	507	337	605	1510
	United	% within level	59.2%		55.3%	ľ	57.3%
	Very Important	Count	36	256	190		801
	very important	% within level	35.0%		31.2%		30.4%
	Important	Count	6	106	77	107	296
	·	% within level	5.8%		12.6%	ľ	11.2%
	Not Very Important	Count	0	6	5	6	17
		% within level	.0%	.7%	.8%	.6%	.6%
	Not at All Important	Count	0	0	0	4	4
		% within level	.0%	.0%	.0%	.4%	.2%
	Don't Know	Count	0	1	0	4	5
		% within level	.0%	.1%	.0%	.4%	.2%
Total		Count	103	876	609	1045	2633
		% within level	100.0%	100.0%	100.0%	100.0%	100.0%

Web Survey Crosstab – School Level Note

Note: School level was extrapolated from responses to questions about specific grades. The levels were created based on the following formula:

- Preschool = Preschool/4K
- Elementary = K-5
- Middle=6-8
- High=9-12

Item Disaggregation: Control over Behavior

School Level: Extrapolated from Grade Level Responses Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000 Ethnicity: Responses to Demographic Questions Poverty Level: estimated from Zip codes/US Census 2000 July 2009

			rura	al		
			Non-rural	Rural	Total	
Control over student behavior	Critical	Count	2723	390	3113	
		% within rural	59.3%	61.2%	59.5%	
	Very Important	Count	1350	185	1535	
		% within rural	29.4%	29.0%	29.3%	
	Important	Count	480	55	535	
		% within rural	10.4%	8.6%	10.2%	
	Not Very Important	Count	27	5	32	
		% within rural	.6%	.8%	.6%	
	Not at All Important	Count	4	2	6	
		% within rural	.1%	.3%	.1%	
	Don't Know	Count	10	0	10	
		% within rural	.2%	.0%	.2%	
Total		Count	4594	637	5231	
		% within rural	100.0%	100.0%	100.0%	

Item Disaggregation: Control over Behavior

School Level: Extrapolated from Grade Level Responses Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000 Ethnicity: Responses to Demographic Questions Poverty Level: estimated from Zip codes/US Census 2000 July 2009

				ethnicity		
			White	African American	Other	Total
Control over student behavior	Critical	Count	2389	328	30	2747
		% within ethnicity	59.6%	60.9%	68.2%	59.9%
	Very Important	Count	1201	139	9	1349
		% within ethnicity	30.0%	25.8%	20.5%	29.4%
	Important	Count	383	68	4	455
		% within ethnicity	9.6%	12.6%	9.1%	9.9%
	Not Very Important	Count	23	4	0	27
		% within ethnicity	.6%	.7%	.0%	.6%
	Not at All Important	Count	3	0	0	3
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	7	0	1	8
	Dontraiow	% within ethnicity	.2%	.0%	2.3%	.2%
Total	-	Count	4006	539	44	4589
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Item Disaggregation: Control over Behavior

School Level: Extrapolated from Grade Level Responses

Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000

Ethnicity: Responses to Demographic Questions

Poverty Level: estimated from Zip codes/US Census 2000

July 2009

		-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Control over student	Critical	Count	195	985	781	358	182	113	2614
behavior		% within povertygrp	54.9%	60.2%	59.2%	64.6%	64.1%	57.1%	60.1%
	Very Important	Count	111	485	398	146	76	54	1270
		% within povertygrp	31.3%	29.6%	30.2%	26.4%	26.8%	27.3%	29.2%
	Important	Count	45	157	130	48	24	26	430
		% within povertygrp	12.7%	9.6%	9.9%	8.7%	8.5%	13.1%	9.9%
	Not Very Important	Count	3	7	7	2	2	5	26
		% within povertygrp	.8%	.4%	.5%	.4%	.7%	2.5%	.6%
	Not at All Important	Count	0	0	3	0	0	0	3
		% within povertygrp	.0%	.0%	.2%	.0%	.0%	.0%	.1%
	Don't Know	Count	1	2	0	0	0	0	3
		% within povertygrp	.3%	.1%	.0%	.0%	.0%	.0%	.1%
Total		Count	355	1636	1319	554	284	198	4346
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Item Disaggregation: Control over Behavior School Level: Extrapolated from Grade Level Responses Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000 Ethnicity: Responses to Demographic Questions Poverty Level: estimated from Zip codes/US Census 2000 July 2009

Question:

Now, think about the school your oldest child attends [where you teach]...Student behavior is a barrier to learning.

		sstab – Community	Type		
	-		rura	al	
			Non-rural	Rural	Total
Now, think about the school your oldest child attends [where you teach] Student behavior	Strongly Agree	Count	1204	230	1434
	07 0	% within rural	34.5%	44.7%	35.8%
	Agree	Count	1036	145	1181
is a barrier to learning.		% within rural	29.7%	28.2%	29.5%
	Disagree	Count	895	106	1001
		% within rural	25.6%	20.6%	25.0%
	Strongly Disagree	Count	359	33	392
	6,7 6	% within rural	10.3%	6.4%	9.8%
Total		Count	3494	514	4008
		% within rural	100.0%	100.0%	100.0%

Item Disaggregation: Control over Behavior

School Level: Extrapolated from Grade Level Responses Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000 Ethnicity: Responses to Demographic Questions Poverty Level: estimated from Zip codes/US Census 2000 July 2009

			,			
	-	-		ethnicity		
			White	African American	Other	Total
Now, think about the school	Strongly Agree	Count	1087	193	15	1295
your oldest child attends [where you teach] Student behavior is a barrier to learning.		% within ethnicity	34.5%	41.2%	39.5%	35.4%
	Agree	Count	900	154	13	1067
		% within ethnicity	28.6%	32.9%	34.2%	29.2%
	Disagree	Count	833	89	4	926
		% within ethnicity	26.5%	19.0%	10.5%	25.3%
	Strongly Disagree	Count	329	32	6	367
		% within ethnicity	10.4%	6.8%	15.8%	10.0%
Total		Count	3149	468	38	3655
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Item Disaggregation: Control over Behavior

School Level: Extrapolated from Grade Level Responses Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000 Ethnicity: Responses to Demographic Questions Poverty Level: estimated from Zip codes/US Census 2000 July 2009

	-	-							
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	81	432	389	165	102	59	1228
school your oldest child		% within povertygrp	28.0%	33.3%	36.2%	38.3%	45.7%	39.3%	35.5%
attends [where you teach] Student behavior	Agree	Count	74	383	332	126	63	37	1015
is a barrier to learning.		% within povertygrp	25.6%	29.6%	30.9%	29.2%	28.3%	24.7%	29.3%
	Disagree	Count	89	334	264	104	41	42	874
		% within povertygrp	30.8%	25.8%	24.6%	24.1%	18.4%	28.0%	25.2%
	Strongly Disagree	Count	45	147	90	36	17	12	347
		% within povertygrp	15.6%	11.3%	8.4%	8.4%	7.6%	8.0%	10.0%
Total		Count	289	1296	1075	431	223	150	3464
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Pag Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question: Students are often given the grades of A, B, C, D, and F. What grade would you give the public schools in <u>your community</u>: A, B, C, D, or F?

web Survey Crosstab – Community Type									
			rura	al					
			Non-rural	Rural	Total				
Students are often given the grades of A, B, C, D, and F. What grade would you give the public schools in <u>your</u>	A	Count	1260	113	1373				
		% within rural	26.5%	17.7%	25.4%				
	В	Count	1936	257	2193				
		% within rural	40.7%	40.2%	40.6%				
	С	Count	1035	164	1199				
<u>community</u> A, B, C, D, or F?		% within rural	21.7%	25.7%	22.2%				
	D	Count	318	73	391				
		% within rural	6.7%	11.4%	7.2%				
	F	Count	127	24	151				
		% within rural	2.7%	3.8%	2.8%				
	Don't know	Count	85	8	93				
	Dontiniow	% within rural	1.8%	1.3%	1.7%				
Total		Count	4761	639	5400				
		% within rural	100.0%	100.0%	100.0%				

Additional Analyses July 2009

Responses by

Community Type [rural/non-rural] estimated by Zip code/US census 2000

Ethnicity [African American, White, Other] based on demographic responses

Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	=	web Survey Crosstat			г	
				ethnicity		
			White	African American	Other	Total
Students are often given the grades of A, B, C, D, and What grade would you give the public schools in <u>your community</u> A, B, C, D, or F?	A	Count	1077	103	13	119
		% within ethnicity	26.8%	19.0%	29.5%	25.9
	В	Count	1667	225	18	19 ⁻
	В	% within ethnicity	41.5%	41.4%	40.9%	41.5
	С	Count	872	122	6	100
		% within ethnicity	21.7%	22.5%	13.6%	21.7
	D	Count	266	49	4	3′
		% within ethnicity	6.6%	9.0%	9.1%	6.9
	F	Count	91	25	1	1
		% within ethnicity	2.3%	4.6%	2.3%	2.5
	Don't know	Count	47	19	2	(
		% within ethnicity	1.2%	3.5%	4.5%	1.5
Total		Count	4020	543	44	46
		% within ethnicity	100.0%	100.0%	100.0%	100.0

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Sulvey Clossiab - Poverty Lever									
					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Students are often given the	A	Count	166	482	274	121	36	30	1109
grades of A, B, C, D, and		% within povertygrp	46.2%	29.4%	20.6%	21.8%	12.6%	15.2%	25.4%
What grade would you give the public schools in <u>your</u>	В	Count	136	683	586	247	106	61	1819
community A, B, C, D, or F?		% within povertygrp	37.9%	41.7%	44.2%	44.4%	37.2%	30.8%	41.7%
	С	Count	40	321	319	125	94	62	961
		% within povertygrp	11.1%	19.6%	24.0%	22.5%	33.0%	31.3%	22.0%
	D	Count	11	103	97	36	32	27	306
		% within povertygrp	3.1%	6.3%	7.3%	6.5%	11.2%	13.6%	7.0%
	F	Count	1	30	30	21	13	14	109
		% within povertygrp	.3%	1.8%	2.3%	3.8%	4.6%	7.1%	2.5%
	Don't know	Count	5	18	21	6	4	4	58
	-	% within povertygrp	1.4%	1.1%	1.6%	1.1%	1.4%	2.0%	1.3%
Total		Count	359	1637	1327	556	285	198	4362
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now think about the public schools in the state of South Carolina. What grade would you give to the <u>public schools in the state</u>: A, B, C, D, or F?

	web Survey	Crosstab – Commur	птутуре		
			rura	al	
			Non-rural	Rural	Total
Now think about the public	A	Count	138	34	172
schools in the state of South Carolina. What grade would you give to the <u>public schools in</u> <u>the state</u> : A, B, C, D, or F?		% within rural	2.9%	5.3%	3.2%
	В	Count	1082	202	1284
	-	% within rural	22.8%	31.6%	23.8%
	С	Count	2054	257	2311
	0	% within rural	43.2%	40.2%	42.8%
	D	Count	973	93	1066
		% within rural	20.5%	14.6%	19.8%
	F	Count	228	22	250
		% within rural	4.8%	3.4%	4.6%
	Don't know	Count	281	31	312
		% within rural	5.9%	4.9%	5.8%
Total		Count	4756	639	5395
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

-	-	Web Sulvey Clossian	,		Т	
				ethnicity		
			White	African American	Other	Total
Now think about the public	A	Count	109	28	3	140
schools in the state of South		% within ethnicity	2.7%	5.2%	6.8%	3.0%
Carolina. What grade would you give to the <u>public schools in</u> <u>the state</u> : A, B, C, D, or F?	В	Count	952	149	9	1110
		% within ethnicity	23.7%	27.5%	20.5%	24.1%
	С	Count	1761	205	13	1979
		% within ethnicity	43.8%	37.8%	29.5%	43.0%
	D	Count	810	98	10	918
		% within ethnicity	20.2%	18.1%	22.7%	19.9%
	F	Count	176	31	3	210
		% within ethnicity	4.4%	5.7%	6.8%	4.6%
	Don't know	Count	211	31	6	248
		% within ethnicity	5.3%	5.7%	13.6%	5.4%
Total		Count	4019	542	44	4605
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Now think about the public	A	Count	5	35	40	27	9	9	125
schools in the state of South Carolina. What grade would you give to the		% within povertygrp	1.4%	2.1%	3.0%	4.9%	3.2%	4.5%	2.9%
	В	Count	70	330	347	164	91	45	1047
public schools in the state:		% within povertygrp	19.6%	20.2%	26.2%	29.5%	31.9%	22.6%	24.0%
A, B, C, D, or F?	С	Count	147	721	586	220	123	83	1880
		% within povertygrp	41.1%	44.0%	44.2%	39.6%	43.2%	41.7%	43.1%
	D	Count	100	380	219	98	43	45	885
		% within povertygrp	27.9%	23.2%	16.5%	17.6%	15.1%	22.6%	20.3%
	F	Count	21	85	54	22	8	9	199
		% within povertygrp	5.9%	5.2%	4.1%	4.0%	2.8%	4.5%	4.6%
	Don't know	Count	15	86	80	25	11	8	225
		% within povertygrp	4.2%	5.3%	6.0%	4.5%	3.9%	4.0%	5.2%
Total		Count	358	1637	1326	556	285	199	4361
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

How about the public schools in the nation as a whole? What grade would you give the <u>public schools</u> <u>nationally</u>: A, B, C, D, or F?

	_	-	rura	al	
			Non-rural	Rural	Total
How about the public schools in	A	Count	128	25	153
the nation as a whole? What grade would you give the <u>public</u> <u>schools nationally</u> : A, B, C, D,		% within rural	2.7%	3.9%	2.8%
	В	Count	1601	207	1808
		% within rural	33.7%	32.4%	33.5%
or F?	С	Count	2071	283	2354
		% within rural	43.5%	44.3%	43.6%
	D	Count	421	57	478
		% within rural	8.9%	8.9%	8.9%
	F	Count	69	13	82
		% within rural	1.5%	2.0%	1.5%
	Don't know	Count	466	54	520
		% within rural	9.8%	8.5%	9.6%
Total		Count	4756	639	5395
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

-	-		,		-	
				ethnicity		
			White	African American	Other	Total
How about the public schools in	А	Count	100	30	о	130
the nation as a whole? What		% within ethnicity	2.5%	5.5%	.0%	2.8%
grade would you give <u>the public</u> <u>schools nationally</u> : A, B, C, D,	В	Count	1393	151	19	1563
or F?		% within ethnicity	34.7%	27.8%	43.2%	33.9%
	С	Count	1781	239	19	2039
		% within ethnicity	44.3%	44.0%	43.2%	44.3%
	D	Count	346	61	2	409
		% within ethnicity	8.6%	11.2%	4.5%	8.9%
	F	Count	42	15	о	57
		% within ethnicity	1.0%	2.8%	.0%	1.2%
	Don't know	Count	357	47	4	408
		% within ethnicity	8.9%	8.7%	9.1%	8.9%
Total		Count	4019	543	44	4606
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	_			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
How about the public	А	Count	4	37	35	26	5	7	114
schools in the nation as a		% within povertygrp	1.1%	2.3%	2.6%	4.7%	1.8%	3.5%	2.6%
whole? What grade would you give the <u>public schools</u>	В	Count	110	553	458	181	105	69	1476
nationally: A, B, C, D, or F?		% within povertygrp	30.6%	33.8%	34.5%	32.6%	37.0%	34.7%	33.8%
	С	Count	175	750	575	235	122	82	1939
		% within povertygrp	48.7%	45.8%	43.4%	42.3%	43.0%	41.2%	44.5%
	D	Count	38	138	120	50	26	20	392
		% within povertygrp	10.6%	8.4%	9.0%	9.0%	9.2%	10.1%	9.0%
	F	Count	2	18	16	8	7	5	56
		% within povertygrp	.6%	1.1%	1.2%	1.4%	2.5%	2.5%	1.3%
	Don't know	Count	30	141	122	56	19	16	384
		% within povertygrp	8.4%	8.6%	9.2%	10.1%	6.7%	8.0%	8.8%
Total		Count	359	1637	1326	556	284	199	4361
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Consider the following set of skills that may be important for young people leaving school in the 21st century. How important are Math skills?

		sstab – Community	Туре		
			rura	al	
			Non-rural	Rural	Total
Consider the following set of	Critical	Count	3591	484	4075
skills. How important are Math		% within rural	75.3%	75.6%	75.4%
skills?	Very Important	Count	956	128	1084
		% within rural	20.1%	20.0%	20.0%
	Important	Count	208	24	232
		% within rural	4.4%	3.8%	4.3%
	Not Very Important	Count	7	2	9
		% within rural	.1%	.3%	.2%
	Not at All Important	Count	1	2	3
		% within rural	.0%	.3%	.1%
	Don't Know	Count	4	0	4
		% within rural	.1%	.0%	.1%
Total		Count	4767	640	5407
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-					
				ethnicity		
			White	African American	Other	Total
Consider the following set of	Critical	Count	3008	438	35	3481
skills. How important are Math		% within ethnicity	74.8%	80.5%	79.5%	75.5%
skills?	Very Important	Count	831	89	7	927
		% within ethnicity	20.7%	16.4%	15.9%	20.1%
	Important	Count	175	15	1	191
		% within ethnicity	4.4%	2.8%	2.3%	4.1%
	Not Very Important	Count	4	2	0	6
		% within ethnicity	.1%	.4%	.0%	.1%
	Not at All Important	Count	3	0	0	3
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	1	0	1	2
		% within ethnicity	.0%	.0%	2.3%	.0%
Total		Count	4022	544	44	4610
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Consider the following set	Critical	Count	269	1272	971	420	213	155	3300
of skills. How important		% within povertygrp	74.9%	77.6%	73.1%	75.7%	74.5%	77.9%	75.6%
are Math skills?	Very Important	Count	74	308	290	110	57	39	878
		% within povertygrp	20.6%	18.8%	21.8%	19.8%	19.9%	19.6%	20.1%
	Important	Count	15	57	62	25	16	5	180
		% within povertygrp	4.2%	3.5%	4.7%	4.5%	5.6%	2.5%	4.1%
	Not Very Important	Count	1	1	4	0	0	0	6
		% within povertygrp	.3%	.1%	.3%	.0%	.0%	.0%	.1%
	Not at All Important	Count	0	2	1	0	0	0	3
		% within povertygrp	.0%	.1%	.1%	.0%	.0%	.0%	.1%
Total		Count	359	1640	1328	555	286	199	4367
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Consider the following set of skills that may be important for young people leaving school in the 21st century. How important are Reading skills?

F	-	y Crosstab – Comm		ſ	
			rura	al	
			Non-rural	Rural	Total
Consider the	Critical	Count	4271	570	4841
following set of		% within rural	89.7%	89.2%	89.6%
skills. How	Very Important	Count	428	63	491
important are		% within rural	9.0%	9.9%	9.1%
Reading skills?	Important	Count	58	4	62
		% within rural	1.2%	.6%	1.1%
	Not Very Important	Count	2	0	2
		% within rural	.0%	.0%	.0%
	Not at All Important	Count	1	2	3
		% within rural	.0%	.3%	.1%
	Don't Know	Count	4	0	4
		% within rural	.1%	.0%	.1%
Total		Count	4764	639	5403
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

web Survey Crosstab - Ethnicity							
				ethnicity			
			White	African American	Other	Total	
Consider the	Critical	Count	3617	494	39	4150	
following set of		% within ethnicity	90.0%	90.8%	88.6%	90.1%	
skills. How important are	Very Important	Count	356	43	4	403	
Reading skills?		% within ethnicity	8.9%	7.9%	9.1%	8.7%	
	Important	Count	41	6	О	47	
	·	% within ethnicity	1.0%	1.1%	.0%	1.0%	
	Not Very Important	Count	1	1	0	2	
		% within ethnicity	.0%	.2%	.0%	.0%	
	Not at All Important	Count	3	0	0	3	
		% within ethnicity	.1%	.0%	.0%	.1%	
	Don't Know	Count	1	0	1	2	
		% within ethnicity	.0%	.0%	2.3%	.0%	
Total		Count	4019	544	44	4607	
		% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				rcy 01033tab = 1					
					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Consider the	Critical	Count	323	1504	1188	502	259	170	3946
following set of		% within povertygrp	90.0%	91.9%	89.5%	90.3%	90.9%	85.4%	90.4%
skills. How important are	Very Important	Count	31	116	123	48	23	28	369
Reading skills?		% within povertygrp	8.6%	7.1%	9.3%	8.6%	8.1%	14.1%	8.5%
	Important	Count	5	15	14	6	3	1	44
		% within povertygrp	1.4%	.9%	1.1%	1.1%	1.1%	.5%	1.0%
	Not Very Important	Count	0	0	2	0	0	0	2
		% within povertygrp	.0%	.0%	.2%	.0%	.0%	.0%	.0%
	Not at All Important	Count	0	2	1	0	0	0	3
		% within povertygrp	.0%	.1%	.1%	.0%	.0%	.0%	.1%
Total		Count	359	1637	1328	556	285	199	4364
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Consider the following set of skills that may be important for young people leaving school in the 21st century. How important are Writing skills?

-		ey crossiab – com	1	Г	
			rura	al	
			Non-rural	Rural	Total
Consider the	Critical	Count	3384	447	3831
following set of skills. How		% within rural	71.2%	70.1%	71.0%
	Very Important	Count	1092	146	1238
important are		% within rural	23.0%	22.9%	23.0%
Writing skills?	Important	Count	260	43	303
		% within rural	5.5%	6.7%	5.6%
	Not Very Important	Count	15	0	15
		% within rural	.3%	.0%	.3%
	Not at All Important	Count	1	2	3
		% within rural	.0%	.3%	.1%
	Don't Know	Count	4	0	4
		% within rural	.1%	.0%	.1%
Total		Count	4756	638	5394
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

F	-	Web Survey Cross		y	т	
				ethnicity		
			White	African American	Other	Total
Consider the	Critical	Count	2823	420	31	3274
following set of		% within ethnicity	70.4%	77.6%	70.5%	71.2%
skills. How important are	Very Important	Count	935	102	10	1047
Writing skills?		% within ethnicity	23.3%	18.9%	22.7%	22.8%
	Important	Count	242	17	2	261
		% within ethnicity	6.0%	3.1%	4.5%	5.7%
	Not Very Important	Count	8	2	0	10
		% within ethnicity	.2%	.4%	.0%	.2%
	Not at All Important	Count	3	0	0	3
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	1	0	1	2
	_	% within ethnicity	.0%	.0%	2.3%	.0%
Total		Count	4012	541	44	4597
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

								1	
					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Consider the	Critical	Count	273	1187	912	406	203	142	3123
following set		% within povertygrp	76.3%	72.7%	68.8%	73.2%	71.2%	72.1%	71.7%
of skills. How important are	Very Important	Count	70	368	320	115	69	41	983
Writing skills?		% within povertygrp	19.6%	22.5%	24.2%	20.7%	24.2%	20.8%	22.6%
	Important	Count	14	73	87	34	13	14	235
		% within povertygrp	3.9%	4.5%	6.6%	6.1%	4.6%	7.1%	5.4%
	Not Very Important	Count	1	3	5	0	0	0	9
		% within povertygrp	.3%	.2%	.4%	.0%	.0%	.0%	.2%
	Not at All Important	Count	0	2	1	0	0	0	3
		% within povertygrp	.0%	.1%	.1%	.0%	.0%	.0%	.1%
Total		Count	358	1633	1325	555	285	197	4353
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Consider the following set of skills that may be important for young people leaving school in the 21st century. How important are skills to succeed in the workplace?

		sstab – Community	1) po		
			rura	al	
			Non-rural	Rural	Total
Consider the following set of	Critical	Count	3642	489	4131
skills. How important are skills to succeed in the workplace?		% within rural	76.5%	76.6%	76.5%
	Very Important	Count	901	114	1015
		% within rural	18.9%	17.9%	18.8%
	Important	Count	196	31	227
		% within rural	4.1%	4.9%	4.2%
	Not Very Important	Count	13	2	15
		% within rural	.3%	.3%	.3%
	Not at All Important	Count	4	2	6
		% within rural	.1%	.3%	.1%
	Don't Know	Count	6	0	6
		% within rural	.1%	.0%	.1%
Total		Count	4762	638	5400
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				ethnicity		
			White	African American	Other	Total
Consider the following set of	Critical	Count	3056	449	36	3541
skills. How important are skills to succeed in the workplace?		% within ethnicity	76.1%	82.5%	81.8%	76.9%
	Very Important	Count	771	80	7	858
		% within ethnicity	19.2%	14.7%	15.9%	18.6%
	Important	Count	174	14	0	188
		% within ethnicity	4.3%	2.6%	.0%	4.1%
	Not Very Important	Count	12	1	0	13
		% within ethnicity	.3%	.2%	.0%	.3%
	Not at All Important	Count	2	0	0	2
		% within ethnicity	.0%	.0%	.0%	.0%
	Don't Know	Count	2	0	1	3
		% within ethnicity	.0%	.0%	2.3%	.1%
Total		Count	4017	544	44	4605
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				rosstab- Poverty					
					pove	rtygrp			
			0 to 5 porcont	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
		-	0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	TULAI
Consider the following	Critical	Count	284	1249	1003	434	226	150	3346
set of skills. How		% within povertygrp	79.1%	76.3%	75.7%	78.1%	79.3%	75.8%	76.7%
important are skills to succeed in the	Very Important	Count	63	325	253	101	43	36	821
workplace?		% within povertygrp	17.5%	19.8%	19.1%	18.2%	15.1%	18.2%	18.8%
	Important	Count	12	58	64	19	14	12	179
		% within povertygrp	3.3%	3.5%	4.8%	3.4%	4.9%	6.1%	4.1%
	Not Very Important	Count	0	4	4	2	2	0	12
		% within povertygrp	.0%	.2%	.3%	.4%	.7%	.0%	.3%
	Not at All Important	Count	0	1	1	0	0	0	2
		% within povertygrp	.0%	.1%	.1%	.0%	.0%	.0%	.0%
	Don't Know	Count	0	1	0	0	0	0	1
		% within povertygrp	.0%	.1%	.0%	.0%	.0%	.0%	.0%
Total		Count	359	1638	1325	556	285	198	4361
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Consider the following set of skills that may be important for young people leaving school in the 21st century. How important are Science skills?

	TTCD OULVE	ey Crosstab – Comn			
			rura	al	
			Non-rural	Rural	Total
Consider the	Critical	Count	2045	276	2321
following set of		% within rural	43.1%	43.2%	43.1%
skills. How	Very Important	Count	1687	227	1914
important are		% within rural	35.6%	35.5%	35.6%
Science skills?	Important	Count	888	119	1007
	·	% within rural	18.7%	18.6%	18.7%
	Not Very Important	Count	114	13	127
		% within rural	2.4%	2.0%	2.4%
	Not at All Important	Count	4	4	8
		% within rural	.1%	.6%	.1%
	Don't Know	Count	5	0	5
		% within rural	.1%	.0%	.1%
Total		Count	4743	639	5382
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	Web Survey Crosstab - Ethnicity									
				ethnicity						
			White	African American	Other	Total				
Consider the	Critical	Count	1678	267	19	1964				
following set of skills. How important are Science skills?		% within ethnicity	41.9%	49.5%	43.2%	42.8%				
	Very Important	Count	1467	167	16	1650				
		% within ethnicity	36.6%	31.0%	36.4%	35.9%				
	Important	Count	768	88	8	864				
		% within ethnicity	19.2%	16.3%	18.2%	18.8%				
	Not Very Important	Count	86	16	0	102				
		% within ethnicity	2.1%	3.0%	.0%	2.2%				
	Not at All Important	Count	7	1	0	8				
		% within ethnicity	.2%	.2%	.0%	.2%				
	Don't Know	Count	2	0	1	3				
		% within ethnicity	.0%	.0%	2.3%	.1%				
Total		Count	4008	539	44	4591				
		% within ethnicity	100.0%	100.0%	100.0%	100.0%				

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Consider the	Critical	Count	167	716	519	233	114	108	1857
following set of		% within povertygrp	46.6%	43.8%	39.3%	42.0%	40.0%	55.1%	42.7%
skills. How important are	Very Important	Count	123	588	482	189	119	59	1560
Science skills?		% within povertygrp	34.4%	36.0%	36.5%	34.1%	41.8%	30.1%	35.9%
	Important	Count	62	288	280	122	46	29	827
		% within povertygrp	17.3%	17.6%	21.2%	22.0%	16.1%	14.8%	19.0%
	Not Very Important	Count	6	36	39	10	5	0	96
		% within povertygrp	1.7%	2.2%	3.0%	1.8%	1.8%	.0%	2.2%
	Not at All Important	Count	0	4	2	1	1	0	8
		% within povertygrp	.0%	.2%	.2%	.2%	.4%	.0%	.2%
	Don't Know	Count	0	1	0	0	0	о	1
		% within povertygrp	.0%	.1%	.0%	.0%	.0%	.0%	.0%
Total		Count	358	1633	1322	555	285	196	4349
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Consider the following set of skills that may be important for young people leaving school in the 21st century. How important is ability to be a knowledgeable citizen?

				1	
			rura	1	
			Non-rural	Rural	Total
Consider the following set of	Critical	Count	3186	415	3601
skills. How important is ability to be a knowledgeable citizen?		% within rural	66.9%	65.5%	66.7%
	Very Important	Count	1231	163	1394
		% within rural	25.8%	25.7%	25.8%
	Important	Count	316	51	367
		% within rural	6.6%	8.0%	6.8%
	Not Very Important	Count	21	2	23
		% within rural	.4%	.3%	.4%
	Not at All Important	Count	5	3	8
		% within rural	.1%	.5%	.1%
	Don't Know	Count	5	0	Ę
		% within rural	.1%	.0%	.1%
Total	-	Count	4764	634	5398
		% within rural	100.0%	100.0%	100.0%

Wah Cumun Crosstah Community Tyme

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	VV	eb Survey Crosstab - E	thnicity					
				ethnicity				
			White	African American	Other	Total		
Consider the following set of	Critical	Count	2648	383	36	3067		
skills. How important is ability to be a knowledgeable citizen?		% within ethnicity	66.0%	70.5%	81.8%	66.6%		
	Very Important	Count	1059	127	6	1192		
		% within ethnicity	26.4%	23.4%	13.6%	25.9%		
	Important	Count	283	30	1	314		
		% within ethnicity	7.0%	5.5%	2.3%	6.8%		
	Not Very Important	Count	19	3	0	22		
		% within ethnicity	.5%	.6%	.0%	.5%		
	Not at All Important	Count	4	0	0	4		
		% within ethnicity	.1%	.0%	.0%	.1%		
	Don't Know	Count	2	0	1	3		
		% within ethnicity	.0%	.0%	2.3%	.1%		
Total		Count	4015	543	44	4602		
		% within ethnicity	100.0%	100.0%	100.0%	100.0%		

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Consider the following	Critical	Count	247	1089	851	388	184	136	2895
set of skills. How		% within povertygrp	68.8%	66.4%	64.2%	70.0%	65.0%	68.7%	66.4%
important is ability to be a knowledgeable	Very Important	Count	92	422	353	129	85	54	1135
citizen?		% within povertygrp	25.6%	25.7%	26.6%	23.3%	30.0%	27.3%	26.0%
	Important	Count	19	118	110	37	12	8	304
		% within povertygrp	5.3%	7.2%	8.3%	6.7%	4.2%	4.0%	7.0%
	Not Very Important	Count	1	8	9	0	1	0	19
		% within povertygrp	.3%	.5%	.7%	.0%	.4%	.0%	.4%
	Not at All Important	Count	0	1	2	0	1	0	4
		% within povertygrp	.0%	.1%	.2%	.0%	.4%	.0%	.1%
	Don't Know	Count	0	1	0	0	0	0	1
		% within povertygrp	.0%	.1%	.0%	.0%	.0%	.0%	.0%
Total		Count	359	1639	1325	554	283	198	4358
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 2 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

All in all, do you think the public schools in South Carolina are providing young people with the key knowledge they need?

			rura	al	
			Non-rural	Rural	Total
All in all, do you think the public schools in South Carolina are providing young people with the key knowledge they need?	Yes	Count	2328	345	2673
		% within rural	49.5%	53.9%	50.0%
	No	Count	2022	259	2281
		% within rural	43.0%	40.5%	42.7%
	Don't know	Count	355	36	391
		% within rural	7.5%	5.6%	7.3%
Total		Count	4705	640	5345
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

		Web Survey Crosstal	5 - Ethnicity			
				ethnicity		
			White	African American	Other	Total
All in all, do you think the public schools in South Carolina are providing young people with the key knowledge they need?	Yes	Count	2012	286	15	2313
		% within ethnicity	50.1%	52.5%	34.1%	50.2%
	No	Count	1723	223	26	1972
		% within ethnicity	42.9%	40.9%	59.1%	42.8%
	Don't know	Count	282	36	3	321
		% within ethnicity	7.0%	6.6%	6.8%	7.0%
Total		Count	4017	545	44	4606
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			1105 00110	y Crossian – Po					
					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
All in all, do you think the	Yes	Count	190	764	703	300	153	80	2190
public schools in South		% within povertygrp	52.9%	46.7%	53.0%	54.0%	53.7%	40.4%	50.2%
Carolina are providing young people with the key	No	Count	146	755	538	221	117	98	1875
knowledge they need?		% within povertygrp	40.7%	46.1%	40.6%	39.7%	41.1%	49.5%	43.0%
	Don't know	Count	23	118	85	35	15	20	296
		% within povertygrp	6.4%	7.2%	6.4%	6.3%	5.3%	10.1%	6.8%
Total	_	Count	359	1637	1326	556	285	198	4361
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is [the factor of] rates of promotion to the next grade?

	Web Survey Cros	sstab – Community	Туре		
	-	-	rura	al	
			Non-rural	Rural	Total
Listed below are a number of	Critical	Count	810	116	926
[school] factors that may be important … Rates of promotion to the next grade		% within rural	17.6%	18.2%	17.7%
	Very Important	Count	1529	208	1737
	· ·	% within rural	33.2%	32.6%	33.1%
	Important	Count	1616	213	1829
		% within rural	35.1%	33.4%	34.9%
	Not Very Important	Count	503	77	580
		% within rural	10.9%	12.1%	11.1%
	Not at All Important	Count	107	20	127
		% within rural	2.3%	3.1%	2.4%
	Don't Know	Count	43	4	47
		% within rural	.9%	.6%	.9%
Total		Count	4608	638	5246
		% within rural	100.0%	100.0%	100.0%

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Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	VV	eb Survey Crosstab - E	thnicity			
				ethnicity		
			White	African American	Other	Total
Listed below are a number of	Critical	Count	631	155	12	798
[school] factors that may be		% within ethnicity	15.7%	28.7%	27.3%	17.3%
important Rates of promotion to the next grade	Very Important	Count	1294	202	13	1509
		% within ethnicity	32.2%	37.3%	29.5%	32.8%
	Important	Count	1462	139	15	1616
		% within ethnicity	36.4%	25.7%	34.1%	35.1%
	Not Very Important	Count	485	37	1	523
		% within ethnicity	12.1%	6.8%	2.3%	11.4%
	Not at All Important	Count	108	6	1	115
		% within ethnicity	2.7%	1.1%	2.3%	2.5%
	Don't Know	Count	35	2	2	39
		% within ethnicity	.9%	.4%	4.5%	.8%
Total		Count	4015	541	44	4600
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

		-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Listed below are a number	Critical	Count	. 56		246		. 44		769
of [school] factors that may		% within povertygrp	15.6%	17.8%	18.6%	16.0%	15.4%	22.3%	17.7%
be important Rates of promotion to the next	Very Important	Count	114	551	416	184	101	55	1421
grade		% within povertygrp	31.8%	33.6%	31.4%	33.4%	35.3%	27.9%	32.6%
	Important	Count	128	570	471	194	97	70	1530
		% within povertygrp	35.8%	34.8%	35.6%	35.2%	33.9%	35.5%	35.1%
	Not Very Important	Count	45	174	154	69	28	22	492
		% within povertygrp	12.6%	10.6%	11.6%	12.5%	9.8%	11.2%	11.3%
	Not at All Important	Count	11	43	28	10	12	5	109
		% within povertygrp	3.1%	2.6%	2.1%	1.8%	4.2%	2.5%	2.5%
	Don't Know	Count	4	10	9	6	4	1	34
		% within povertygrp	1.1%	.6%	.7%	1.1%	1.4%	.5%	.8%
Total		Count	358	1639	1324	551	286	197	4355
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is [the factor of] annual standardized tests?

	-	sstab – Community	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
			rura	al	
			Non-rural	Rural	Total
Listed below are a number of	Critical	Count	262	38	300
[school] factors that may be important Annual standardized tests		% within rural	5.7%	6.0%	5.7%
	Very Important	Count	764	95	859
		% within rural	16.7%	14.9%	16.5%
	Important	Count	2017	300	2317
		% within rural	44.0%	47.1%	44.4%
	Not Very Important	Count	1188	164	1352
		% within rural	25.9%	25.7%	25.9%
	Not at All Important	Count	337	39	376
		% within rural	7.4%	6.1%	7.2%
	Don't Know	Count	16	1	17
		% within rural	.3%	.2%	.3%
Total	-	Count	4584	637	5221
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-			ethnicity		
			White	African American	Other	Total
Listed below are a number of	Critical	Count	185	56	10	251
[school] factors that may be		% within ethnicity	4.6%	10.4%	22.7%	5.5%
tests	Very Important	Count	596	125	11	732
		% within ethnicity	14.9%	23.1%	25.0%	16.0%
	Important	Count	1818	229	14	2061
		% within ethnicity	45.5%	42.4%	31.8%	45.0%
	Not Very Important	Count	1091	99	5	1195
		% within ethnicity	27.3%	18.3%	11.4%	26.1%
	Not at All Important	Count	294	31	3	328
		% within ethnicity	7.4%	5.7%	6.8%	7.2%
	Don't Know	Count	11	0	1	12
		% within ethnicity	.3%	.0%	2.3%	.3%
Total		Count	3995	540	44	4579
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-				pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
	-		0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Listed below are a number	Critical	Count	27	86	76	26	18	15	248
of [school] factors that may		% within povertygrp	7.6%	5.3%	5.8%	4.7%	6.3%	7.6%	5.7%
be important Annual standardized tests	Very Important	Count	66	256	204	91	47	30	694
		% within povertygrp	18.5%	15.7%	15.5%	16.5%	16.5%	15.2%	16.0%
	Important	Count	154	749	604	227	134	86	1954
		% within povertygrp	43.3%	45.9%	45.9%	41.3%	47.0%	43.7%	45.1%
	Not Very Important	Count	86	422	338	148	70	52	1116
		% within povertygrp	24.2%	25.8%	25.7%	26.9%	24.6%	26.4%	25.7%
	Not at All Important	Count	22	117	91	56	16	14	316
		% within povertygrp	6.2%	7.2%	6.9%	10.2%	5.6%	7.1%	7.3%
	Don't Know	Count	1	3	2	2	0	0	8
		% within povertygrp	.3%	.2%	.2%	.4%	.0%	.0%	.2%
Total		Count	356	1633	1315	550	285	197	4336
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is control over student behavior?

	web Survey Cros	sstab – Community	Гуре		
	-	-	rura	al	
			Non-rural	Rural	Total
Listed below are a number of	Critical	Count	2723	390	3113
[school] factors that may be important Control over student behavior		% within rural	59.3%	61.2%	59.5%
	Very Important	Count	1350	185	1535
		% within rural	29.4%	29.0%	29.3%
	Important	Count	480	55	535
		% within rural	10.4%	8.6%	10.2%
	Not Very Important	Count	27	5	32
		% within rural	.6%	.8%	.6%
	Not at All Important	Count	4	2	6
		% within rural	.1%	.3%	.1%
	Don't Know	Count	10	0	10
		% within rural	.2%	.0%	.2%
Total		Count	4594	637	5231
		% within rural	100.0%	100.0%	100.0%

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Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				ethnicity		
			White	African American	Other	Total
Listed below are a number of	Critical	Count	2389	328	30	2747
[school] factors that may be		% within ethnicity	59.6%	60.9%	68.2%	59.9%
important Control over student behavior	Very Important	Count	1201	139	9	1349
		% within ethnicity	30.0%	25.8%	20.5%	29.4%
	Important	Count	383	68	4	455
		% within ethnicity	9.6%	12.6%	9.1%	9.9%
	Not Very Important	Count	23	4	0	27
		% within ethnicity	.6%	.7%	.0%	.6%
	Not at All Important	Count	3	0	0	3
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	7	0	1	8
		% within ethnicity	.2%	.0%	2.3%	.2%
Total		Count	4006	539	44	4589
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Listed below are a number	Critical	Count	195		781	358	182	113	2614
of [school] factors that may		% within povertygrp	54.9%	60.2%	59.2%	64.6%	64.1%	57.1%	60.1%
be important Control over student behavior	Very Important	Count	111	485	398	146	76	54	1270
		% within povertygrp	31.3%	29.6%	30.2%	26.4%	26.8%	27.3%	29.2%
	Important	Count	45	157	130	48	24	26	430
		% within povertygrp	12.7%	9.6%	9.9%	8.7%	8.5%	13.1%	9.9%
	Not Very Important	Count	3	7	7	2	2	5	26
		% within povertygrp	.8%	.4%	.5%	.4%	.7%	2.5%	.6%
	Not at All Important	Count	0	0	3	0	0	0	3
		% within povertygrp	.0%	.0%	.2%	.0%	.0%	.0%	.1%
	Don't Know	Count	1	2	0	0	0	0	3
		% within povertygrp	.3%	.1%	.0%	.0%	.0%	.0%	.1%
Total		Count	355	1636	1319	554	284	198	4346
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 4 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is high school graduation rate?

i i i i i i i i i i i i i i i i i i i	,		51		
			rura	al	
			Non-rural	Rural	Total
Listed below are a number of	Critical	Count	2166	294	2460
[school] factors that may be important High school graduation rate		% within rural	47.0%	46.1%	46.9%
	Very Important	Count	1634	230	1864
		% within rural	35.5%	36.1%	35.5%
	Important	Count	710	94	804
		% within rural	15.4%	14.7%	15.3%
	Not Very Important	Count	68	15	83
		% within rural	1.5%	2.4%	1.6%
	Not at All Important	Count	17	5	22
		% within rural	.4%	.8%	.4%
	Don't Know	Count	13	0	13
		% within rural	.3%	.0%	.2%
Total		Count	4608	638	5246
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				ethnicity		
			White	African American	Other	Total
Listed below are a number of	Critical	Count	1810	317	24	2151
[school] factors that may be		% within ethnicity	45.1%	58.4%	54.5%	46.8%
important High school graduation rate	Very Important	Count	1482	160	13	1655
		% within ethnicity	36.9%	29.5%	29.5%	36.0%
	Important	Count	631	60	6	697
		% within ethnicity	15.7%	11.0%	13.6%	15.2%
	Not Very Important	Count	68	4	0	72
		% within ethnicity	1.7%	.7%	.0%	1.6%
	Not at All Important	Count	15	2	0	17
		% within ethnicity	.4%	.4%	.0%	.4%
	Don't Know	Count	7	0	1	8
		% within ethnicity	.2%	.0%	2.3%	.2%
Total		Count	4013	543	44	4600
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp			
			0 to 5 porcept	6 to 10 percent	11 to 15	16 to 20	21 to 25	over 25 percent	Total
Listed below are a number	Critical	Count	167	772	percent 626	percent 264	percent 131	98	2058
of [school] factors that may		% within povertygrp	46.8%		47.2%	47.7%	46.0%	50.0%	47.3%
be important … High school graduation rate	Very Important	Count	129	592	485	180	112	63	1561
		% within povertygrp	36.1%	36.1%	36.6%	32.5%	39.3%	32.1%	35.8%
	Important	Count	51	243	192	96	34	31	647
		% within povertygrp	14.3%	14.8%	14.5%	17.3%	11.9%	15.8%	14.9%
	Not Very Important	Count	8	24	17	12	6	3	70
		% within povertygrp	2.2%	1.5%	1.3%	2.2%	2.1%	1.5%	1.6%
	Not at All Important	Count	1	6	4	2	1	1	15
		% within povertygrp	.3%	.4%	.3%	.4%	.4%	.5%	.3%
	Don't Know	Count	1	1	1	0	1	0	4
		% within povertygrp	.3%	.1%	.1%	.0%	.4%	.0%	.1%
Total		Count	357	1638	1325	554	285	196	4355
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is [the factor of] scores for college admissions tests (such as SAT or ACT)?

			rura	al	
			Non-rural	Rural	Total
Listed below are a number of	Critical	Count	875	117	992
[school] factors that may be important Scores for College Admissions tests (such as SAT or ACT)		% within rural	19.0%	18.3%	18.9%
	Very Important	Count	1766	243	2009
		% within rural	38.3%	38.0%	38.3%
	Important	Count	1479	216	1695
		% within rural	32.1%	33.8%	32.3%
	Not Very Important	Count	395	54	449
		% within rural	8.6%	8.4%	8.6%
	Not at All Important	Count	78	10	88
		% within rural	1.7%	1.6%	1.7%
	Don't Know	Count	15	0	15
		% within rural	.3%	.0%	.3%
Total		Count	4608	640	5248
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-			ethnicity		
			White	African American	Other	Total
Listed below are a number of	Critical	Count	701	132	19	852
[school] factors that may be		% within ethnicity	17.5%	24.4%	43.2%	18.5%
or ACT)	Very Important	Count	1559	209	17	1785
		% within ethnicity	38.8%	38.6%	38.6%	38.8%
	Important	Count	1329	150	5	1484
		% within ethnicity	33.1%	27.7%	11.4%	32.3%
	Not Very Important	Count	349	42	2	393
		% within ethnicity	8.7%	7.7%	4.5%	8.5%
	Not at All Important	Count	67	9	0	76
		% within ethnicity	1.7%	1.7%	.0%	1.7%
	Don't Know	Count	10	0	1	11
		% within ethnicity	.2%	.0%	2.3%	.2%
Total		Count	4015	542	44	4601
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Listed below are a number	Critical	Count	80	314	252	98	51	40	835
of [school] factors that may		% within povertygrp	22.4%	19.2%	19.0%	17.7%	17.8%	20.3%	19.2%
be important Scores for College Admissions tests	Very Important	Count	132	648	519	197	116	74	1686
(such as SAT or ACT)		% within povertygrp	37.0%	39.6%	39.1%	35.5%	40.6%	37.6%	38.7%
	Important	Count	112	528	412	185	93	58	1388
		% within povertygrp	31.4%	32.3%	31.1%	33.3%	32.5%	29.4%	31.9%
	Not Very Important	Count	29	120	112	63	20	23	367
		% within povertygrp	8.1%	7.3%	8.4%	11.4%	7.0%	11.7%	8.4%
	Not at All Important	Count	3	23	29	12	5	2	74
		% within povertygrp	.8%	1.4%	2.2%	2.2%	1.7%	1.0%	1.7%
	Don't Know	Count	1	3	2	0	1	0	7
		% within povertygrp	.3%	.2%	.2%	.0%	.3%	.0%	.2%
Total		Count	357	1636	1326	555	286	197	4357
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is offering advanced coursework (such as Advanced Placement or International **Baccalaureate)?**

	Web Survey Cros	sstab – Community	Туре		
			rura	al	
			Non-rural	Rural	Total
Listed below are a number of	Critical	Count	1546	194	1740
[school] factors that may be important Offering advanced coursework (such as Advanced Placement or International		% within rural	33.5%	30.4%	33.2%
	Very Important	Count	1798	250	2048
		% within rural	39.0%	39.1%	39.0%
	Important	Count	1015	157	1172
Baccalaureate)		% within rural	22.0%	24.6%	22.3%
	Not Very Important	Count	193	27	220
		% within rural	4.2%	4.2%	4.2%
	Not at All Important	Count	26	11	37
		% within rural	.6%	1.7%	.7%
	Don't Know	Count	31	0	31
		% within rural	.7%	.0%	.6%
Total	-	Count	4609	639	5248
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-			ethnicity		
			White	African American	Other	Total
Listed below are a number of	Critical	Count	1329	199	23	1551
[school] factors that may be important Offering advanced coursework (such as Advanced Placement or International Baccalaureate)		% within ethnicity	33.1%	36.7%	52.3%	33.7%
	Very Important	Count	1559	205	15	1779
		% within ethnicity	38.8%	37.8%	34.1%	38.7%
	Important	Count	914	111	4	1029
		% within ethnicity	22.8%	20.5%	9.1%	22.4%
	Not Very Important	Count	164	19	1	184
		% within ethnicity	4.1%	3.5%	2.3%	4.0%
	Not at All Important	Count	32	3	0	35
		% within ethnicity	.8%	.6%	.0%	.8%
	Don't Know	Count	16	5	1	22
		% within ethnicity	.4%	.9%	2.3%	.5%
Total		Count	4014	542	44	4600
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Listed below are a number	Critical	Count	. 123	. 585	427	. 190	. 92	. 64	1481
of [school] factors that may		% within povertygrp	34.4%	35.7%	32.3%	34.3%	32.2%	32.7%	34.0%
be important Offering advanced coursework	Very Important	Count	139	641	529	197	108	77	1691
(such as Advanced		% within povertygrp	38.8%	39.1%	40.0%	35.6%	37.8%	39.3%	38.8%
Placement or International	Important	Count	78	334	295	137	70	42	956
Baccalaureate)		% within povertygrp	21.8%	20.4%	22.3%	24.7%	24.5%	21.4%	21.9%
	Not Very Important	Count	15	62	61	23	10	7	178
		% within povertygrp	4.2%	3.8%	4.6%	4.2%	3.5%	3.6%	4.1%
	Not at All Important	Count	0	9	8	5	5	5	32
		% within povertygrp	.0%	.5%	.6%	.9%	1.7%	2.6%	.7%
	Don't Know	Count	3	8	4	2	1	1	19
		% within povertygrp	.8%	.5%	.3%	.4%	.3%	.5%	.4%
Total		Count	358	1639	1324	554	286	196	4357
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Ethnicity [African American, White, Other] based on demographic responses

Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Given what you know about public elementary and high schools in the state, how great are the differences in achievement between students from advantaged backgrounds vs. students from disadvantaged backgrounds across the state?

	-	-	rura	al	
			Non-rural	Rural	Total
Given what you know about	Very Large Differences	Count	1728	271	1999
public schools how great are differences in achievement between students from advantaged backgrounds vs. students from disadvantaged		% within rural	38.1%	42.6%	38.7%
	Large Differences	Count	2123	292	2415
		% within rural	46.8%	45.9%	46.7%
	Small Differences	Count	441	51	492
backgrounds across the state?		% within rural	9.7%	8.0%	9.5%
	No Differences	Count	51	10	61
		% within rural	1.1%	1.6%	1.2%
	Don't Know	Count	190	12	202
		% within rural	4.2%	1.9%	3.9%
Total		Count	4533	636	5169
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-		ethnicity		
			White	African American	Other	Total
Given what you know about	Very Large Differences	Count	1473	307	16	1796
public schools how great		% within ethnicity	36.9%	57.0%	37.2%	39.2%
are differences in achievement between students from	Large Differences	Count	1907	199	19	2125
advantaged backgrounds vs. students from disadvantaged		% within ethnicity	47.7%	36.9%	44.2%	46.4%
	Small Differences	Small Differences	Count	413	24	5
backgrounds across the state?		% within ethnicity	10.3%	4.5%	11.6%	9.7%
	No Differences	Count	47	2	0	49
		% within ethnicity	1.2%	.4%	.0%	1.1%
	Don't Know	Count	154	7	3	164
		% within ethnicity	3.9%	1.3%	7.0%	3.6%
Total		Count	3994	539	43	4576
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009

Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			····· · · · · · · · · · · · · · · · ·	Jostab – Poverty L					
					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Given what you know	Very Large Differences	Count	144	661	451	237	120	113	1726
about public schools		% within povertygrp	40.9%	40.7%	34.2%	42.8%	42.1%	57.7%	39.8%
how great are differences in	Large Differences	Count	157	738	650	245	134	62	1986
achievement between		% within povertygrp	44.6%	45.4%	49.2%	44.2%	47.0%	31.6%	45.8%
students from	Small Differences	Count	35	143	154	51	22	18	423
advantaged		% within povertygrp	9.9%		11.7%		7.7%	9.2%	9.8%
backgrounds vs.			9.9%	0.0%	11.770	9.2%	1.170	9.2%	9.0%
students from	No Differences	Count	2	15	21	4	3	0	45
disadvantaged		% within povertygrp	.6%	.9%	1.6%	.7%	1.1%	.0%	1.0%
backgrounds across the state?	Don't Know	Count	14	69	44	17	6	3	153
		% within povertygrp	4.0%	4.2%	3.3%	3.1%	2.1%	1.5%	3.5%
Total		Count	352	1626	1320	554	285	196	4333
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Ethnicity [African American, White, Other] based on demographic responses

Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Given what you know about public elementary and high schools in the state, how great are the differences in achievement between students from advantaged backgrounds vs. students from disadvantaged backgrounds across the state?

	-	-	rura	al	
			Non-rural	Rural	Total
Given what you know about	Very Large Differences	Count	1728	271	1999
public schools how great are differences in achievement between students from advantaged backgrounds vs. students from disadvantaged		% within rural	38.1%	42.6%	38.7%
	Large Differences	Count	2123	292	2415
		% within rural	46.8%	45.9%	46.7%
	Small Differences	Count	441	51	492
backgrounds across the state?		% within rural	9.7%	8.0%	9.5%
	No Differences	Count	51	10	61
		% within rural	1.1%	1.6%	1.2%
	Don't Know	Count	190	12	202
		% within rural	4.2%	1.9%	3.9%
Total		Count	4533	636	5169
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-		ethnicity		
			White	African American	Other	Total
Given what you know about	Very Large Differences	Count	1473	307	16	1796
public schools how great are differences in achievement between students from advantaged backgrounds vs. students from disadvantaged		% within ethnicity	36.9%	57.0%	37.2%	39.2%
	Large Differences	Count	1907	199	19	2125
		% within ethnicity	47.7%	36.9%	44.2%	46.4%
	Small Differences	Count	413	24	5	442
backgrounds across the state?		% within ethnicity	10.3%	4.5%	11.6%	9.7%
	No Differences	Count	47	2	0	49
		% within ethnicity	1.2%	.4%	.0%	1.1%
	Don't Know	Count	154	7	3	164
		% within ethnicity	3.9%	1.3%	7.0%	3.6%
Total		Count	3994	539	43	4576
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009

Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			····· ··· · · · · · · · · · · · · · ·	Jostab – Poverty L					
					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Given what you know	Very Large Differences	Count	144	661	451	237	120	113	1726
about public schools		% within povertygrp	40.9%	40.7%	34.2%	42.8%	42.1%	57.7%	39.8%
how great are differences in	Large Differences	Count	157	738	650	245	134	62	1986
achievement between		% within povertygrp	44.6%	45.4%	49.2%	44.2%	47.0%	31.6%	45.8%
students from	Small Differences	Count	35	143	154	51	22	18	423
advantaged	Small Differences	% within povertygrp	9.9%		11.7%		7.7%	9.2%	9.8%
backgrounds vs.			9.9%	0.0%	11.770	9.2%	1.170	9.2%	9.0%
students from	No Differences	Count	2	15	21	4	3	0	45
disadvantaged		% within povertygrp	.6%	.9%	1.6%	.7%	1.1%	.0%	1.0%
backgrounds across the state?	Don't Know	Count	14	69	44	17	6	3	153
		% within povertygrp	4.0%	4.2%	3.3%	3.1%	2.1%	1.5%	3.5%
Total		Count	352	1626	1320	554	285	196	4333
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Question:

Given what you know about public elementary and high schools in the state, how great are the differences in achievement between Native English speaking students vs. students who have English as a second language across the state?

			rura	al	
			Non-rural	Rural	Total
Given what you know about	Very Large Differences	Count	963	164	1127
public schools how great		% within rural	21.3%	25.9%	21.8%
are differences in achievement between Native English speaking students vs. students who have English as a second	Large Differences	Count	2085	273	2358
		% within rural	46.0%	43.1%	45.7%
	Small Differences	Count	959	135	1094
language across the state?		% within rural	21.2%	21.3%	21.2%
	No Differences	Count	75	10	85
		% within rural	1.7%	1.6%	1.6%
	Don't Know	Count	448	52	500
		% within rural	9.9%	8.2%	9.7%
Total		Count	4530	634	5164
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-		ethnicity		
			White	African American	Other	Total
Given what you know about	Very Large Differences	Count	836	159	8	1003
public schools how great are differences in achievement between Native English speaking students vs. students who have English as a second		% within ethnicity	20.9%	29.6%	18.6%	21.9%
	Large Differences	Count	1831	255	15	2101
		% within ethnicity	45.9%	47.4%	34.9%	45.9%
	Small Differences	Count	859	84	16	959
language across the state?		% within ethnicity	21.5%	15.6%	37.2%	21.0%
	No Differences	Count	70	4	1	75
		% within ethnicity	1.8%	.7%	2.3%	1.6%
	Don't Know	Count	396	36	3	435
		% within ethnicity	9.9%	6.7%	7.0%	9.5%
Total		Count	3992	538	43	4573
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009

Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				Jostab – Poverty L					
					pove	rtygrp	1		
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Given what you know	Very Large Differences	Count	72	371	269	127	54	48	941
about public schools		% within povertygrp	20.5%	22.8%	20.4%	22.9%	19.1%	24.5%	21.7%
how great are differences in	Large Differences	Count	157	750	606	242	131	89	1975
achievement between		% within povertygrp	44.7%	46.1%	45.9%	43.6%	46.5%	45.4%	45.6%
Native English	Small Differences	Count	79	334	287	126	56	41	923
speaking students vs.		% within povertygrp	22.5%	20.5%	21.7%	22.7%	19.9%	20.9%	21.3%
students who have English as a second	No Differences	Count	10	20	30	8	6	0	74
language across the		% within povertygrp	2.8%	1.2%	2.3%	1.4%	2.1%	.0%	1.7%
state?	Don't Know	Count	33	151	128	52	35	18	417
		% within povertygrp	9.4%	9.3%	9.7%	9.4%	12.4%	9.2%	9.6%
Total		Count	351	1626	1320	555	282	196	4330
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Given what you know about public elementary and high schools in the state, how great are the differences in achievement between students with a disability vs. students without a disability across the state?

-	web Survey Crosstab – Community Type								
			rura	al					
			Non-rural	Rural	Total				
Given what you know about public schools how great are differences in achievement between students with a disability vs. students without a disability across the state?	Very Large Differences	Count	1109	182	1291				
		% within rural	24.5%	28.7%	25.0%				
	Large Differences	Count	1861	266	2127				
		% within rural	41.1%	42.0%	41.2%				
	Small Differences	Count	993	126	1119				
		% within rural	21.9%	19.9%	21.7%				
	No Differences	Count	103	19	122				
		% within rural	2.3%	3.0%	2.4%				
	Don't Know	Count	464	41	505				
		% within rural	10.2%	6.5%	9.8%				
Total		Count	4530	634	5164				
		% within rural	100.0%	100.0%	100.0%				

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-	· ·			
				ethnicity		
			White	African American	Other	Total
Given what you know about	Very Large Differences	Count	947	190	9	1146
public schools how great are differences in achievement between students with a disability vs. students without a disability across the state?		% within ethnicity	23.7%	35.4%	20.9%	25.1%
	Large Differences	Count	1671	212	16	1899
		% within ethnicity	41.9%	39.6%	37.2%	41.5%
	Small Differences	Count	881	90	10	981
		% within ethnicity	22.1%	16.8%	23.3%	21.5%
	No Differences	Count	102	8	0	110
		% within ethnicity	2.6%	1.5%	.0%	2.4%
	Don't Know	Count	391	36	8	435
		% within ethnicity	9.8%	6.7%	18.6%	9.5%
Total		Count	3992	536	43	4571
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			Web Survey Cro	osstab – Poverty I	Level				
					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Given what you know	Very Large Differences	Count	88	400	326	143	75	56	1088
about public schools		% within povertygrp	25.0%	24.6%	24.8%	25.8%	26.5%	28.9%	25.1%
how great are differences in	Large Differences	Count	145	676	537	244	118	70	1790
achievement between		% within povertygrp	41.2%	41.5%	40.8%	44.0%	41.7%	36.1%	41.3%
	Small Differences	Count	84	349	278	116	62	45	934
disability vs. students without a disability		% within povertygrp	23.9%	21.4%	21.1%	20.9%	21.9%	23.2%	21.6%
across the state?	No Differences	Count	5	38	45	7	4	2	101
		% within povertygrp	1.4%	2.3%	3.4%	1.3%	1.4%	1.0%	2.3%
	Don't Know	Count	30	165	131	45	24	21	416
		% within povertygrp	8.5%	10.1%	9.9%	8.1%	8.5%	10.8%	9.6%
Total		Count	352	1628	1317	555	283	194	4329
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Children entering first grade this fall [2008] will be graduating in the year 2020. What do you think is an acceptable graduation rate?

		-	rur	al	
			Non-rural	Rural	Total
Children entering first grade this	70% or below	Count	323	72	395
fall will be graduating in the		% within rural	7.1%	11.3%	7.6%
year 2020. What do you think is an acceptable graduation rate?	75%	Count	324	51	375
		% within rural	7.1%	8.0%	7.2%
	80%	Count	702	98	800
		% within rural	15.5%	15.3%	15.5%
	85%	Count	898	126	1024
		% within rural	19.8%	19.7%	19.8%
	90%	Count	1181	155	1336
		% within rural	26.0%	24.3%	25.8%
	95%	Count	786	93	879
		% within rural	17.3%	14.6%	17.0%
	100%	Count	323	44	367
		% within rural	7.1%	6.9%	7.1%
Total		Count	4537	639	5176
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009

Responses by

Community Type [rural/non-rural] estimated by Zip code/US census 2000

Ethnicity [African American, White, Other] based on demographic responses

Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-			ethnicity		
			White	African American	Other	Total
Children entering first grade this	70% or below	Count	269	54	6	329
fall will be graduating in the		% within ethnicity	6.7%	9.9%	13.3%	7.2%
year 2020. What do you think is an acceptable graduation rate?	75%	Count	290	44	2	336
		% within ethnicity	7.2%	8.1%	4.4%	7.3%
	80%	Count	653	57	2	712
		% within ethnicity	16.3%	10.5%	4.4%	15.5%
	85%	Count	811	103	10	924
		% within ethnicity	20.2%	19.0%	22.2%	20.1%
	90%	Count	1058	125	8	119 ⁻
		% within ethnicity	26.4%	23.0%	17.8%	25.9%
	95%	Count	667	103	8	778
		% within ethnicity	16.6%	19.0%	17.8%	16.9%
	100%	Count	259	57	9	32
		% within ethnicity	6.5%	10.5%	20.0%	7.1%
Total		Count	4007	543	45	459
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

ſ	-	-			,				
					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Children entering first grade	70% or below	Count	18	93	95	57	33	21	317
this fall will be graduating in		% within povertygrp	5.1%	5.7%	7.2%	10.3%	11.6%	10.7%	7.3%
the year 2020. What do you think is an acceptable	75%	Count	29	109	92	38	31	17	316
graduation rate?		% within povertygrp	8.2%	6.7%	6.9%	6.8%	10.9%	8.6%	7.3%
	80%	Count	54	258	210	97	38	24	681
		% within povertygrp	15.2%	15.8%	15.9%	17.4%	13.3%	12.2%	15.6%
	85%	Count	73	301	298	115	46	38	871
		% within povertygrp	20.6%	18.4%	22.5%	20.7%	16.1%	19.3%	20.0%
	90%	Count	108	441	325	138	72	42	1126
		% within povertygrp	30.4%	27.0%	24.5%	24.8%	25.3%	21.3%	25.9%
	95%	Count	50	330	198	81	43	36	738
		% within povertygrp	14.1%	20.2%	15.0%	14.6%	15.1%	18.3%	17.0%
	100%	Count	23	103	106	30	22	19	303
		% within povertygrp	6.5%	6.3%	8.0%	5.4%	7.7%	9.6%	7.0%
Total		Count	355	1635	1324	556	285	197	4352
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? - As a source of community pride

		sstab – Community	Туре		
			rura	al	
			Non-rural	Rural	Total
Along with educating individual	Critical	Count	1584	251	1835
students, schools also serve As a source of community pride		% within rural	35.0%	39.2%	35.5%
		Count	1978	269	2247
		% within rural	43.6%	42.0%	43.4%
	Important	Count	777	82	859
		% within rural	17.1%	12.8%	16.6%
	Not Very Important	Count	148	25	173
		% within rural	3.3%	3.9%	3.3%
	Not at All Important	Count	30	9	39
		% within rural	.7%	1.4%	.8%
	Don't Know	Count	15	4	19
		% within rural	.3%	.6%	.4%
Total		Count	4532	640	5172
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-		ethnicity		
			White	African American	Other	Total
Along with educating individual	Critical	Count	1389	231	19	1639
students, schools also serve		% within ethnicity	34.5%	42.4%	42.2%	35.5%
As a source of community pride	Very Important	Count	1777	219	20	2016
		% within ethnicity	44.2%	40.2%	44.4%	43.7%
	Important	Count	692	69	4	765
		% within ethnicity	17.2%	12.7%	8.9%	16.6%
	Not Very Important	Count	122	22	0	144
		% within ethnicity	3.0%	4.0%	.0%	3.1%
	Not at All Important	Count	32	2	0	34
		% within ethnicity	.8%	.4%	.0%	.7%
	Don't Know	Count	9	2	2	13
		% within ethnicity	.2%	.4%	4.4%	.3%
Total		Count	4021	545	45	4611
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Along with educating	Critical	Count	129		467	210		79	
individual students,		% within povertygrp	36.0%	35.3%	35.2%	37.8%	37.4%	39.9%	36.0%
schools also serve As a source of community pride	Very Important	Count	162	709	585	220	128	76	1880
		% within povertygrp	45.3%	43.2%	44.1%	39.6%	44.8%	38.4%	43.1%
	Important	Count	59	297	220	89	34	32	731
		% within povertygrp	16.5%	18.1%	16.6%	16.0%	11.9%	16.2%	16.7%
	Not Very Important	Count	6	44	41	28	12	11	142
		% within povertygrp	1.7%	2.7%	3.1%	5.0%	4.2%	5.6%	3.3%
	Not at All Important	Count	2	8	11	7	4	0	32
		% within povertygrp	.6%	.5%	.8%	1.3%	1.4%	.0%	.7%
	Don't Know	Count	0	3	4	2	1	0	10
		% within povertygrp	.0%	.2%	.3%	.4%	.3%	.0%	.2%
Total		Count	358	1641	1328	556	286	198	4367
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? -As a place for community members to meet

		sstab – Community	Турс		
			rura	al	
			Non-rural	Rural	Total
Along with educating individual	Critical	Count	712	125	837
students, schools also serve As a place for community members to meet		% within rural	15.7%	19.7%	16.2%
	Very Important	Count	1528	208	1736
		% within rural	33.8%	32.7%	33.7%
	Important	Count	1418	190	1608
		% within rural	31.4%	29.9%	31.2%
	Not Very Important	Count	706	88	794
		% within rural	15.6%	13.8%	15.4%
	Not at All Important	Count	127	19	146
		% within rural	2.8%	3.0%	2.8%
	Don't Know	Count	30	6	36
		% within rural	.7%	.9%	.7%
Total		Count	4521	636	5157
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				ethnicity		
			White	African American	Other	Total
Along with educating individual	Critical	Count	574	149	13	736
students, schools also serve As		% within ethnicity	14.3%	27.3%	28.9%	16.0%
a place for community members to meet	Very Important	Count	1323	194	19	1536
		% within ethnicity	33.0%	35.6%	42.2%	33.4%
	Important	Count	1313	128	6	1447
		% within ethnicity	32.8%	23.5%	13.3%	31.5%
	Not Very Important	Count	652	61	2	715
		% within ethnicity	16.3%	11.2%	4.4%	15.6%
	Not at All Important	Count	122	7	3	132
		% within ethnicity	3.0%	1.3%	6.7%	2.9%
	Don't Know	Count	23	6	2	31
	-	% within ethnicity	.6%	1.1%	4.4%	.7%
Total		Count	4007	545	45	4597
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Along with educating	Critical	Count	65		202	90	47	45	712
individual students,		% within povertygrp	18.2%	16.1%	15.3%	16.3%	16.4%	22.7%	16.4%
schools also serve As a place for community	Very Important	Count	116	533	438	181	110	60	1438
members to meet		% within povertygrp	32.5%	32.6%	33.1%	32.8%	38.5%	30.3%	33.0%
	Important	Count	101	534	428	171	86	52	1372
		% within povertygrp	28.3%	32.6%	32.3%	31.0%	30.1%	26.3%	31.5%
	Not Very Important	Count	62	252	212	86	34	37	683
		% within povertygrp	17.4%	15.4%	16.0%	15.6%	11.9%	18.7%	15.7%
	Not at All Important	Count	13	39	38	19	8	4	121
		% within povertygrp	3.6%	2.4%	2.9%	3.4%	2.8%	2.0%	2.8%
	Don't Know	Count	0	15	6	4	1	0	26
		% within povertygrp	.0%	.9%	.5%	.7%	.3%	.0%	.6%
Total		Count	357	1636	1324	551	286	198	4352
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? -As a location for recreational activities

	Web Survey Cros	sstab – Community	туре		
			rura	al	
			Non-rural	Rural	Total
Along with educating individual	Critical	Count	664	111	775
students, schools also serve As a location for recreational activities		% within rural	14.7%	17.3%	15.0%
	Very Important	Count	1318	203	1521
		% within rural	29.1%	31.7%	29.5%
	Important	Count	1507	187	1694
		% within rural	33.3%	29.2%	32.8%
	Not Very Important	Count	806	106	912
		% within rural	17.8%	16.6%	17.7%
	Not at All Important	Count	203	30	233
	·	% within rural	4.5%	4.7%	4.5%
	Don't Know	Count	26	3	29
		% within rural	.6%	.5%	.6%
Total	-	Count	4524	640	5164
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				ethnicity		
			White	African American	Other	Total
Along with educating individual	Critical	Count	536	138	12	686
students, schools also serve As		% within ethnicity	13.3%	25.4%	27.3%	14.9%
a location for recreational activities	Very Important	Count	1137	182	15	1334
		% within ethnicity	28.3%	33.5%	34.1%	29.0%
	Important	Count	1365	148	9	1522
		% within ethnicity	34.0%	27.2%	20.5%	33.1%
	Not Very Important	Count	768	59	5	832
		% within ethnicity	19.1%	10.8%	11.4%	18.1%
	Not at All Important	Count	191	14	2	207
		% within ethnicity	4.8%	2.6%	4.5%	4.5%
	Don't Know	Count	20	3	1	24
	_	% within ethnicity	.5%	.6%	2.3%	.5%
Total		Count	4017	544	44	4605
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

[pove	rtygrp			
			0 to 5 porcept	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Along with educating	Critical	Count	62		195		47	39	667
individual students,		% within povertygrp	17.4%		14.7%		16.5%		15.3%
schools also serve As a location for recreational	Very Important	Count	101	478	379	148	99	53	1258
activities		% within povertygrp	28.3%	29.2%	28.5%	26.6%	34.7%	26.9%	28.8%
	Important	Count	101	546	462	198	80	57	1444
		% within povertygrp	28.3%	33.3%	34.8%	35.6%	28.1%	28.9%	33.1%
	Not Very Important	Count	73	311	228	91	42	42	787
		% within povertygrp	20.4%	19.0%	17.2%	16.4%	14.7%	21.3%	18.0%
	Not at All Important	Count	20	61	59	26	16	6	188
		% within povertygrp	5.6%	3.7%	4.4%	4.7%	5.6%	3.0%	4.3%
	Don't Know	Count	0	7	5	5	1	0	18
		% within povertygrp	.0%	.4%	.4%	.9%	.4%	.0%	.4%
Total		Count	357	1639	1328	556	285	197	4362
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? -As a symbol of community values

	Web Survey Cros	sstab – Community	Type		
			rura	al	
			Non-rural	Rural	Total
Along with educating individual	Critical	Count	1709	278	1987
students, schools also serve As a symbol of community values		% within rural	37.8%	43.6%	38.5%
	Very Important	Count	1721	219	1940
		% within rural	38.0%	34.3%	37.6%
	Important	Count	805	95	900
		% within rural	17.8%	14.9%	17.4%
	Not Very Important	Count	203	22	225
		% within rural	4.5%	3.4%	4.4%
	Not at All Important	Count	66	18	84
		% within rural	1.5%	2.8%	1.6%
	Don't Know	Count	20	6	26
		% within rural	.4%	.9%	.5%
Total	-	Count	4524	638	5162
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				ethnicity		
			White	African American	Other	Total
Along with educating individual	Critical	Count	1502	247	22	1771
students, schools also serve As		% within ethnicity	37.4%	45.6%	50.0%	38.5%
a symbol of community values	Very Important	Count	1543	188	14	1745
		% within ethnicity	38.4%	34.7%	31.8%	37.9%
	Important	Count	713	77	5	795
		% within ethnicity	17.8%	14.2%	11.4%	17.3%
	Not Very Important	Count	179	19	1	199
		% within ethnicity	4.5%	3.5%	2.3%	4.3%
	Not at All Important	Count	61	8	1	70
		% within ethnicity	1.5%	1.5%	2.3%	1.5%
	Don't Know	Count	17	3	1	21
		% within ethnicity	.4%	.6%	2.3%	.5%
Total		Count	4015	542	44	4601
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

[-	-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Along with educating	Critical	Count	139		511	221	. 116	. 84	1690
individual students,		% within povertygrp	38.8%	37.8%	38.5%	39.9%	40.7%	42.6%	38.8%
schools also serve As a symbol of community	Very Important	Count	134	656	490	188	108	62	1638
values		% within povertygrp	37.4%	40.1%	37.0%	33.9%	37.9%	31.5%	37.6%
	Important	Count	67	277	237	94	41	36	752
		% within povertygrp	18.7%	16.9%	17.9%	17.0%	14.4%	18.3%	17.3%
	Not Very Important	Count	13	59	60	33	11	13	189
		% within povertygrp	3.6%	3.6%	4.5%	6.0%	3.9%	6.6%	4.3%
	Not at All Important	Count	5	19	21	14	9	2	70
		% within povertygrp	1.4%	1.2%	1.6%	2.5%	3.2%	1.0%	1.6%
	Don't Know	Count	0	7	7	4	0	0	18
		% within povertygrp	.0%	.4%	.5%	.7%	.0%	.0%	.4%
Total		Count	358	1637	1326	554	285	197	4357
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 7 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Since 2004, South Carolina schools have had to improve their performance in order to earn higher ratings. What do you think of this practice?

			rura	al				
			Non-rural	Rural	Total			
Since 2004, South Carolina	Fair	Count	1458	202	1660			
schools have had to improve their performance in order to earn higher ratings. What do		% within rural	32.6%	31.9%	32.5%			
	Unfair	Count	2627	383	3010			
you think of this practice?		% within rural	58.8%	60.5%	59.0%			
	Don't know	Count	384	48	432			
		% within rural	8.6%	7.6%	8.5%			
Total		Count	4469	633	5102			
		% within rural	100.0%	100.0%	100.0%			

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

		Web Survey Crossta	b - Ethnicity			
				ethnicity		
			White	African American	Other	Total
Since 2004, South Carolina	Fair	Count	1211	228	19	1458
schools have had to improve		% within ethnicity	30.3%	42.6%	43.2%	31.9%
their performance in order to earn higher ratings. What do	Unfair	Count	2478	250	20	2748
you think of this practice?		% within ethnicity	62.0%	46.7%	45.5%	60.1%
	Don't know	Count	308	57	5	370
		% within ethnicity	7.7%	10.7%	11.4%	8.1%
Total		Count	3997	535	44	4576
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	_				pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Since 2004, South Carolina	Fair	Count	100	588	434	151	77	65	1415
schools have had to		% within povertygrp	28.1%	36.0%	32.9%	27.6%	27.1%	33.3%	32.7%
improve their performance in order to earn higher	Unfair	Count	227	922	771	360	179	116	2575
ratings. What do you think		% within povertygrp	63.8%	56.5%	58.5%	65.8%	63.0%	59.5%	59.4%
of this practice?	Don't know	Count	29	122	113	36	28	14	342
		% within povertygrp	8.1%	7.5%	8.6%	6.6%	9.9%	7.2%	7.9%
Total		Count	356	1632	1318	547	284	195	4332
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who <u>do not perform</u> at grade level?

		, , ,			
			rur	al	
			Non-rural	Rural	Total
In a school rated 'Excellent' in	0% - all should be performing at	Count	242	37	279
South Carolina, what would be an acceptable percentage of students who <u>do not perform</u> at grade level?	grade level	% within rural	5.4%	5.8%	5.5%
	under 10%	Count	2610	348	2958
		% within rural	58.6%	54.5%	58.1%
	10%-25%	Count	1191	194	1385
		% within rural	26.7%	30.4%	27.2%
	26% or more	Count	155	25	180
		% within rural	3.5%	3.9%	3.5%
	Don't know	Count	256	34	290
		% within rural	5.7%	5.3%	5.7%
Total		Count	4454	638	5092
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Γ	-					
				ethnicity		
			White	African American	Other	Total
In a school rated 'Excellent' in	0% - all should be performing at	Count	186	53	1	240
South Carolina, what would be	grade level	% within ethnicity	4.6%	9.8%	2.3%	5.2%
an acceptable percentage of students who <u>do not perform</u> at	under 10%	Count	2374	295	26	2695
grade level?		% within ethnicity	59.2%	54.3%	59.1%	58.7%
	10%-25%	Count	1138	109	10	1257
		% within ethnicity	28.4%	20.1%	22.7%	27.4%
	26% or more	Count	111	40	1	152
		% within ethnicity	2.8%	7.4%	2.3%	3.3%
	Don't know	Count	199	46	6	251
		% within ethnicity	5.0%	8.5%	13.6%	5.5%
Total		Count	4008	543	44	4595
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009

Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				stab - Poverty Le					
					pove	rtygrp	I		
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
In a school rated	0% - all should be performing	Count	16	77	81	32	13	13	232
'Excellent' in South	at grade level	% within povertygrp	4.5%	4.7%	6.1%	5.8%	4.6%	6.6%	5.3%
Carolina, what would be an acceptable	under 10%	Count	224	1002	759	287	167	113	2552
percentage of students		% within povertygrp	62.4%	61.4%	57.3%	52.0%	58.6%	57.1%	58.7%
who <u>do not perform</u> at	10%-25%	Count	92	427	367	183	72	49	1190
grade level?		% within povertygrp	25.6%	26.2%	27.7%	33.2%	25.3%	24.7%	27.4%
	26% or more	Count	9	48	45	23	12	7	144
		% within povertygrp	2.5%	2.9%	3.4%	4.2%	4.2%	3.5%	3.3%
	Don't know	Count	18	78	73	27	21	16	233
		% within povertygrp	5.0%	4.8%	5.5%	4.9%	7.4%	8.1%	5.4%
Total	-	Count	359	1632	1325	552	285	198	4351
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 3 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who <u>do not improve</u> their performance from one year to the next?

			rura	al	
			Non-rural	Rural	Total
In a school rated 'Excellent' in	0% - all should be performin	g at Count	434	53	48
South Carolina, what would be	grade level	% within rural	9.8%	8.3%	9.6%
an acceptable percentage of students who <u>do not improve</u>	under 10%	Count	2227	317	2544
their performance from one		% within rural	50.2%	49.9%	50.2%
vear to the next?	10%-25%	Count	1140	184	1324
		% within rural	25.7%	29.0%	26.1%
	26% or more	Count	333	38	37
		% within rural	7.5%	6.0%	7.3%
	Don't know	Count	300	43	343
		% within rural	6.8%	6.8%	6.8%
Total		Count	4434	635	5069
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-		ethnicity		
			White	African American	Other	Total
In a school rated 'Excellent' in	0% - all should be performing at	Count	336	85	6	427
South Carolina, what would be	grade level	% within ethnicity	8.4%	15.8%	13.6%	9.3%
an acceptable percentage of students who <u>do not improve</u>	under 10%	Count	2040	247	24	2311
their performance from one		% within ethnicity	51.1%	46.0%	54.5%	50.5%
year to the next?	10%-25%	Count	1072	127	6	1205
		% within ethnicity	26.8%	23.6%	13.6%	26.3%
	26% or more	Count	293	35	3	331
		% within ethnicity	7.3%	6.5%	6.8%	7.2%
	Don't know	Count	252	43	5	300
		% within ethnicity	6.3%	8.0%	11.4%	6.6%
Total		Count	3993	537	44	4574
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					pove	rtygrp		-	
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
In a school rated	0% - all should be performing	Count	25	159	134	46	20	26	410
'Excellent' in South	at grade level	% within povertygrp	7.0%	9.8%	10.2%	8.4%	7.0%	13.3%	9.5%
Carolina, what would be an acceptable	under 10%	Count	188	829	653	265	146	96	2177
percentage of students		% within povertygrp	52.7%	51.0%	49.5%	48.4%	51.2%	49.0%	50.3%
who <u>do not improve</u>	10%-25%	Count	94	420	364	158	75	41	1152
their performance from one year to the next?		% within povertygrp	26.3%	25.8%	27.6%	28.9%	26.3%	20.9%	26.6%
	26% or more	Count	29	119	91	49	15	12	315
		% within povertygrp	8.1%	7.3%	6.9%	9.0%	5.3%	6.1%	7.3%
	Don't know	Count	21	100	78	29	29	21	278
		% within povertygrp	5.9%	6.1%	5.9%	5.3%	10.2%	10.7%	6.4%
Total		Count	357	1627	1320	547	285	196	4332
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 8 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

As people across South Carolina think about spending on schools, do you think funds should be targeted toward schools that have the lowest test scores or schools where test scores show little or no improvement over time?

			rura	al					
			Non-rural	Rural	Total				
As people across South	Low test scores	Count	532	66	598				
Carolina think about spending		% within rural	11.9%	10.3%	11.7%				
on schools, do you think funds should be targeted toward schools that have the lowest	Low improvement in scores	Count	326	52	378				
		% within rural	7.3%	8.1%	7.4%				
test scores or schools where	Both equally	Count	3340	496	3836				
test scores show little or no improvement over time?		% within rural	74.7%	77.6%	75.0%				
	Don't know	Count	276	25	301				
		% within rural	6.2%	3.9%	5.9%				
Total		Count	4474	639	5113				
		% within rural	100.0%	100.0%	100.0%				

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	Web	Survey Crosstab - Ethni	City			
				ethnicity		
			White	African American	Other	Total
As people across South	Low test scores	Count	481	65	8	554
Carolina think about spending		% within ethnicity	12.0%	12.0%	18.2%	12.1%
on schools, do you think funds should be targeted toward	Low improvement in scores	Count	301	33	4	338
schools that have the lowest		% within ethnicity	7.5%	6.1%	9.1%	7.4%
test scores or schools where	Both equally	Count	2989	418	28	3435
test scores show little or no		% within ethnicity	74.7%	77.3%	63.6%	74.9%
improvement over time?	Don't know	Count	231	25	4	260
		% within ethnicity	5.8%	4.6%	9.1%	5.7%
Total		Count	4002	541	44	4587
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009

Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

		-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
As people across	Low test scores	Count	46	184	164	61	38	24	517
South Carolina think		% within povertygrp	12.8%	11.3%	12.4%	11.0%	13.3%	12.2%	11.9%
about spending on schools, do you think	Low improvement in scores	Count	27	114	100	34	18	17	310
funds should be		% within povertygrp	7.5%	7.0%	7.6%	6.1%	6.3%	8.7%	7.1%
targeted toward	Both equally	Count	262	1229	994	428	215	145	3273
schools that have the lowest test scores or		% within povertygrp	73.2%	75.3%	75.1%	77.4%	75.2%	74.0%	75.3%
schools where test	Don't know	Count	23	105	65	30	15	10	248
scores show little or no		% within povertygrp	6.4%	6.4%	4.9%	5.4%	5.2%	5.1%	5.7%
improvement over									
time?									
Total		Count	358	1632	1323	553	286	196	4348
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 8 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends... The school climate promotes academic achievement

			rura	al	
			Non-rural	Rural	Total
Now, think about the school your oldest child attends The school climate promotes academic achievement	Strongly Agree	Count	1786	234	2020
		% within rural	51.0%	45.6%	50.3%
	Agree	Count	1416	220	1636
		% within rural	40.5%	42.9%	40.8%
	Disagree	Count	237	42	279
		% within rural	6.8%	8.2%	7.0%
	Strongly Disagree	Count	60	17	77
		% within rural	1.7%	3.3%	1.9%
Total		Count	3499	513	4012
		% within rural	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009

Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

		leb Survey Crosstab -	Ethnicity			
				ethnicity		
			White	African American	Other	Total
Now, think about the school	Strongly Agree	Count	1582	246	21	1849
your oldest child attends The school climate promotes academic achievement		% within ethnicity	50.2%	52.6%	55.3%	50.5%
	Agree	Count	1291	187	14	1492
		% within ethnicity	40.9%	40.0%	36.8%	40.8%
	Disagree	Count	220	28	3	251
		% within ethnicity	7.0%	6.0%	7.9%	6.9%
	Strongly Disagree	Count	61	7	0	68
		% within ethnicity	1.9%	1.5%	.0%	1.9%
Total		Count	3154	468	38	3660
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009

Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			-		-				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	180	661	499	221	110	73	1744
school your oldest child		% within povertygrp	62.3%	50.9%	46.4%	51.2%	49.3%	49.0%	50.3%
attends The school climate promotes Agree	Agree	Count	88	541	454	184	93	61	1421
academic achievement		% within povertygrp	30.4%	41.6%	42.2%	42.6%	41.7%	40.9%	41.0%
	Disagree	Count	18	75	95	22	16	11	237
		% within povertygrp	6.2%	5.8%	8.8%	5.1%	7.2%	7.4%	6.8%
	Strongly Disagree	Count	3	22	28	5	4	4	66
		% within povertygrp	1.0%	1.7%	2.6%	1.2%	1.8%	2.7%	1.9%
Total		Count	289	1299	1076	432	223	149	3468
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...When someone at the school does a good job it is properly recognized.

			rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	1015	138	1153
your oldest child attends When someone at the school does a good job it is properly recognized.		% within rural	29.1%	27.1%	28.8%
	Agree	Count	1735	244	1979
		% within rural	49.7%	47.9%	49.5%
	Disagree	Count	644	109	753
		% within rural	18.5%	21.4%	18.8%
	Strongly Disagree	Count	94	18	112
		% within rural	2.7%	3.5%	2.8%
Total		Count	3488	509	3997
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	V	Veb Survey Crosstab - I	Ethnicity			
				ethnicity		
			White	African American	Other	Total
Now, think about the school your oldest child attends When someone at the school does a good job it is properly recognized.	Strongly Agree	Count	876	162	17	1055
		% within ethnicity	27.9%	34.6%	44.7%	28.9%
	Agree	Count	1582	216	15	1813
		% within ethnicity	50.4%	46.2%	39.5%	49.7%
	Disagree	Count	598	77	6	681
		% within ethnicity	19.0%	16.5%	15.8%	18.7%
	Strongly Disagree	Count	85	13	0	98
		% within ethnicity	2.7%	2.8%	.0%	2.7%
Total	-	Count	3141	468	38	3647
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			-		-				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	105	369	279	125	72	49	999
school your oldest child	% within povertygrp	36.5%	28.5%	26.0%	29.3%	32.4%	32.9%	28.9%	
attends… When someone at the school does a good	Agree	Count	135	656	543	208	114	69	1725
job it is properly		% within povertygrp	46.9%	50.7%	50.5%	48.8%	51.4%	46.3%	49.9%
recognized.	Disagree	Count	43	240	212	82	33	26	636
		% within povertygrp	14.9%	18.5%	19.7%	19.2%	14.9%	17.4%	18.4%
	Strongly Disagree	Count	5	29	41	11	3	5	94
		% within povertygrp	1.7%	2.2%	3.8%	2.6%	1.4%	3.4%	2.7%
Total		Count	288	1294	1075	426	222	149	3454
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 9 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Teachers have the preparation needed for the subject they are teaching.

	-	-	rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	1223	157	1380
your oldest child attends Teachers have the preparation needed for the subject they are teaching.		% within rural	35.1%	30.4%	34.5%
	Agree	Count	1838	282	2120
		% within rural	52.7%	54.7%	52.9%
	Disagree	Count	345	62	407
		% within rural	9.9%	12.0%	10.2%
	Strongly Disagree	Count	83	15	98
		% within rural	2.4%	2.9%	2.4%
Total		Count	3489	516	4005
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity										
				ethnicity						
			White	African American	Other	Total				
Now, think about the school	Strongly Agree	Count	1088	149	18	1255				
your oldest child attends Teachers have the preparation needed for the subject they are teaching.		% within ethnicity	34.5%	32.2%	47.4%	34.4%				
	Agree	Count	1665	258	14	1937				
		% within ethnicity	52.8%	55.7%	36.8%	53.0%				
	Disagree	Count	324	42	5	371				
		% within ethnicity	10.3%	9.1%	13.2%	10.2%				
	Strongly Disagree	Count	74	14	1	89				
		% within ethnicity	2.3%	3.0%	2.6%	2.4%				
Total		Count	3151	463	38	3652				
		% within ethnicity	100.0%	100.0%	100.0%	100.0%				

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp		-	
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	122	456	334	146	76	54	1188
school your oldest child		% within povertygrp	42.5%	35.2%	31.1%	33.8%	34.1%	36.0%	34.3%
attends Teachers have the preparation needed for	Agree	Count	134	677	602	231	118	75	1837
the subject they are		% within povertygrp	46.7%	52.2%	56.1%	53.5%	52.9%	50.0%	53.1%
teaching.	Disagree	Count	26	131	107	44	25	17	350
		% within povertygrp	9.1%	10.1%	10.0%	10.2%	11.2%	11.3%	10.1%
	Strongly Disagree	Count	5	32	30	11	4	4	86
		% within povertygrp	1.7%	2.5%	2.8%	2.5%	1.8%	2.7%	2.5%
Total		Count	287	1296	1073	432	223	150	3461
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 9 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Students have the preparation needed for the subject they are learning.

			· 7]• •		
			rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	959	123	1082
your oldest child attends Students have the preparation needed for the subject they are		% within rural	27.5%	24.0%	27.1%
	Agree	Count	1829	264	2093
learning.		% within rural	52.5%	51.5%	52.4%
	Disagree	Count	608	107	715
		% within rural	17.5%	20.9%	17.9%
	Strongly Disagree	Count	87	19	106
		% within rural	2.5%	3.7%	2.7%
Total		Count	3483	513	3996
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				ethnicity		
			White	African American	Other	Total
Now, think about the school	Strongly Agree	Count	847	127	16	990
your oldest child attends Students have the preparation needed for the subject they are learning.		% within ethnicity	27.0%	27.3%	42.1%	27.2%
	Agree	Count	1657	248	14	1919
		% within ethnicity	52.8%	53.2%	36.8%	52.6%
	Disagree	Count	560	79	6	645
		% within ethnicity	17.8%	17.0%	15.8%	17.7%
	Strongly Disagree	Count	77	12	2	91
		% within ethnicity	2.5%	2.6%	5.3%	2.5%
Total		Count	3141	466	38	3645
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009

Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-		10351ab - 1 0vei	·) =••••				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	108	367	253	101	60	45	934
school your oldest child		% within povertygrp	37.6%	28.4%	23.5%	23.4%	27.0%	30.2%	27.0%
attends Students have the preparation needed for	Agree	Count	138	661	582	253	113	67	1814
the subject they are		% within povertygrp	48.1%	51.2%	54.1%	58.7%	50.9%	45.0%	52.5%
learning.	Disagree	Count	38	231	207	65	44	33	618
		% within povertygrp	13.2%	17.9%	19.3%	15.1%	19.8%	22.1%	17.9%
	Strongly Disagree	Count	3	33	33	12	5	4	90
		% within povertygrp	1.0%	2.6%	3.1%	2.8%	2.3%	2.7%	2.6%
Total		Count	287	1292	1075	431	222	149	3456
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 10 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Student behavior is a barrier to learning.

	-	-	rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	1204	230	1434
your oldest child attends… Student behavior is a barrier to learning.		% within rural	34.5%	44.7%	35.8%
	Agree	Count	1036	145	1181
		% within rural	29.7%	28.2%	29.5%
	Disagree	Count	895	106	1001
		% within rural	25.6%	20.6%	25.0%
	Strongly Disagree	Count	359	33	392
		% within rural	10.3%	6.4%	9.8%
Total		Count	3494	514	4008
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity											
				ethnicity							
			White	African American	Other	Total					
Now, think about the school	Strongly Agree	Count	1087	193	15	1295					
your oldest child attends… Student behavior is a barrier to learning.		% within ethnicity	34.5%	41.2%	39.5%	35.4%					
	Agree	Count	900	154	13	1067					
		% within ethnicity	28.6%	32.9%	34.2%	29.2%					
	Disagree	Count	833	89	4	926					
		% within ethnicity	26.5%	19.0%	10.5%	25.3%					
	Strongly Disagree	Count	329	32	6	367					
		% within ethnicity	10.4%	6.8%	15.8%	10.0%					
Total		Count	3149	468	38	3655					
		% within ethnicity	100.0%	100.0%	100.0%	100.0%					

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	81	432	389	165	102	59	1228
school your oldest child		% within povertygrp	28.0%	33.3%	36.2%	38.3%	45.7%	39.3%	35.5%
attends… Student behavior is a barrier to	Agree	Count	74	383	332	126	63	37	1015
learning.		% within povertygrp	25.6%	29.6%	30.9%	29.2%	28.3%	24.7%	29.3%
	Disagree	Count	89	334	264	104	41	42	874
		% within povertygrp	30.8%	25.8%	24.6%	24.1%	18.4%	28.0%	25.2%
	Strongly Disagree	Count	45	147	90	36	17	12	347
		% within povertygrp	15.6%	11.3%	8.4%	8.4%	7.6%	8.0%	10.0%
Total		Count	289	1296	1075	431	223	150	3464
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 10 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Parents and families do not provide support at home for academic achievement.

			rura	al				
			Non-rural	Rural	Total			
Now, think about the school	Strongly Agree	Count	652	137	789			
your oldest child attends Parents and families do not provide support at home for academic achievement.		% within rural	18.7%	26.7%	19.7%			
	Agree	Count	1031	182	1213			
		% within rural	29.6%	35.5%	30.3%			
	Disagree	Count	1291	143	1434			
		% within rural	37.0%	27.9%	35.8%			
	Strongly Disagree	Count	515	51	566			
		% within rural	14.8%	9.9%	14.1%			
Total		Count	3489	513	4002			
		% within rural	100.0%	100.0%	100.0%			

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	V	Veb Survey Crosstab -	Ethnicity			
				ethnicity		
			White	African American	Other	Total
Now, think about the school	Strongly Agree	Count	628	77	8	713
your oldest child attends Parents and families do not provide support at home for academic achievement.		% within ethnicity	20.0%	16.5%	21.1%	19.5%
	Agree	Count	940	146	12	1098
		% within ethnicity	29.9%	31.2%	31.6%	30.1%
	Disagree	Count	1146	169	9	1324
		% within ethnicity	36.4%	36.1%	23.7%	36.2%
	Strongly Disagree	Count	433	76	9	518
		% within ethnicity	13.8%	16.2%	23.7%	14.2%
Total	-	Count	3147	468	38	3653
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	_	-			pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	35	220	216	110	57	27	665
school your oldest child		% within povertygrp	12.2%	17.0%	20.1%	25.6%	25.6%	18.0%	19.2%
attends… Parents and families do not provide	Agree	Count	67	362	340	135	86	49	1039
support at home for		% within povertygrp	23.3%	28.0%	31.6%	31.4%	38.6%	32.7%	30.0%
academic achievement.	Disagree	Count	121	482	397	150	53	53	1256
		% within povertygrp	42.0%	37.3%	36.9%	34.9%	23.8%	35.3%	36.3%
Str	Strongly Disagree	Count	65	228	122	35	27	21	498
		% within povertygrp	22.6%	17.6%	11.3%	8.1%	12.1%	14.0%	14.4%
Total		Count	288	1292	1075	430	223	150	3458
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 10 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The community environment does not support academic achievement.

	····· ····, ····	SSIAD – Community	- 71		
			rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	359	68	427
your oldest child attends The community environment does not support academic achievement.		% within rural	10.3%	13.3%	10.7%
	Agree	Count	720	136	856
		% within rural	20.7%	26.5%	21.4%
	Disagree	Count	1757	235	1992
		% within rural	50.4%	45.8%	49.8%
	Strongly Disagree	Count	649	74	723
		% within rural	18.6%	14.4%	18.1%
Total		Count	3485	513	3998
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity										
				ethnicity						
			White	African American	Other	Total				
Now, think about the school	Strongly Agree	Count	308	65	9	382				
your oldest child attends The community environment does not support academic achievement.		% within ethnicity	9.8%	13.9%	23.7%	10.5%				
	Agree	Count	657	104	4	765				
		% within ethnicity	20.9%	22.2%	10.5%	21.0%				
	Disagree	Count	1617	204	14	1835				
		% within ethnicity	51.4%	43.6%	36.8%	50.3%				
	Strongly Disagree	Count	562	95	11	668				
		% within ethnicity	17.9%	20.3%	28.9%	18.3%				
Total		Count	3144	468	38	3650				
		% within ethnicity	100.0%	100.0%	100.0%	100.0%				

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	20	119	105	51	40	20	355
school your oldest child		% within povertygrp	7.0%	9.2%	9.8%	11.8%	17.9%	13.3%	10.3%
attends The community environment does not	Agree	Count	36	244	240	107	57	35	719
support academic		% within povertygrp	12.5%	18.9%	22.3%	24.8%	25.4%	23.3%	20.8%
achievement.	Disagree	Count	155	647	575	210	93	69	1749
		% within povertygrp	54.0%	50.1%	53.5%	48.7%	41.5%	46.0%	50.6%
	Strongly Disagree	Count	76	281	154	63	34	26	634
		% within povertygrp	26.5%	21.8%	14.3%	14.6%	15.2%	17.3%	18.3%
Total		Count	287	1291	1074	431	224	150	3457
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The school lacks the books, equipment and other instructional material needed in the classroom.

			,, 		
			rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	293	62	355
your oldest child attends The school lacks the books, equipment and other		% within rural	8.4%	12.1%	8.9%
	Agree	Count	626	103	729
instructional material needed in		% within rural	18.0%	20.0%	18.2%
the classroom.	Disagree	Count	1759	253	2012
		% within rural	50.4%	49.2%	50.3%
	Strongly Disagree	Count	809	96	905
		% within rural	23.2%	18.7%	22.6%
Total		Count	3487	514	4001
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity										
				ethnicity						
			White	African American	Other	Total				
Now, think about the school	Strongly Agree	Count	246	62	3	311				
your oldest child attends… The school lacks the books, equipment and other		% within ethnicity	7.8%	13.3%	7.9%	8.5%				
	Agree	Count	562	90	4	656				
instructional material needed in		% within ethnicity	17.8%	19.4%	10.5%	17.9%				
the classroom.	Disagree	Count	1648	189	16	1853				
		% within ethnicity	52.3%	40.6%	42.1%	50.7%				
	Strongly Disagree	Count	697	124	15	836				
		% within ethnicity	22.1%	26.7%	39.5%	22.9%				
Total		Count	3153	465	38	3656				
		% within ethnicity	100.0%	100.0%	100.0%	100.0%				

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			1		.,				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	19	107	90	37	33	24	310
school your oldest child		% within povertygrp	6.6%	8.2%	8.4%	8.6%	14.7%	16.4%	9.0%
attends… The school lacks the books, equipment	Agree	Count	27	239	192	86	45	22	611
and other instructional		% within povertygrp	9.4%	18.4%	17.9%	20.0%	20.1%	15.1%	17.6%
material needed in the	Disagree	Count	139	635	571	225	102	72	1744
classroom.		% within povertygrp	48.3%	48.9%	53.1%	52.2%	45.5%	49.3%	50.4%
	Strongly Disagree	Count	103	317	222	83	44	28	797
		% within povertygrp	35.8%	24.4%	20.7%	19.3%	19.6%	19.2%	23.0%
Total		Count	288	1298	1075	431	224	146	3462
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 11 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Too much time is spent on testing and not enough time on teaching.

	····· ····,		- 76 -		
			rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	1086	160	1246
your oldest child attends Too		% within rural	31.1%	31.3%	31.1%
much time is spent on testing and not enough time on	Agree	Count	1224	201	1425
teaching.		% within rural	35.0%	39.3%	35.6%
	Disagree	Count	966	129	1095
		% within rural	27.6%	25.2%	27.3%
	Strongly Disagree	Count	220	22	242
		% within rural	6.3%	4.3%	6.0%
Total		Count	3496	512	4008
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	Web Survey Crosstab - Ethnicity										
				ethnicity							
			White	African American	Other	Total					
Now, think about the school	Strongly Agree	Count	1012	122	9	1143					
your oldest child attends Too much time is spent on testing and not enough time on teaching.		% within ethnicity	32.1%	26.1%	23.7%	31.2%					
	Agree	Count	1122	168	8	1298					
		% within ethnicity	35.6%	35.9%	21.1%	35.5%					
	Disagree	Count	835	146	15	996					
		% within ethnicity	26.5%	31.2%	39.5%	27.2%					
	Strongly Disagree	Count	184	32	6	222					
		% within ethnicity	5.8%	6.8%	15.8%	6.1%					
Total		Count	3153	468	38	3659					
		% within ethnicity	100.0%	100.0%	100.0%	100.0%					

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	75	386	338	158	71	43	1071
school your oldest child		% within povertygrp	26.0%	29.7%	31.4%	36.7%	31.8%	28.9%	30.9%
attends Too much time is spent on testing and not	Agree	Count	99	465	394	144	72	57	1231
enough time on teaching.		% within povertygrp	34.3%	35.8%	36.6%	33.4%	32.3%	38.3%	35.5%
	Disagree	Count	91	352	293	99	69	44	948
		% within povertygrp	31.5%	27.1%	27.2%	23.0%	30.9%	29.5%	27.3%
	Strongly Disagree	Count	24	95	52	30	11	5	217
		% within povertygrp	8.3%	7.3%	4.8%	7.0%	4.9%	3.4%	6.3%
Total		Count	289	1298	1077	431	223	149	3467
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 11 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The school keeps raising requirements so some children will never be able to succeed.

		SSIAD – Community	71: -		
			rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	625	95	720
your oldest child attends The		% within rural	18.0%	18.6%	18.0%
school keeps raising requirements so some children will never be able to succeed.	Agree	Count	923	151	1074
		% within rural	26.5%	29.5%	26.9%
	Disagree	Count	1525	213	1738
		% within rural	43.8%	41.6%	43.6%
	Strongly Disagree	Count	405	53	458
		% within rural	11.6%	10.4%	11.5%
Total		Count	3478	512	3990
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	V	Veb Survey Crosstab - E				
				ethnicity		
			White	African American	Other	Total
Now, think about the school your oldest child attends The school keeps raising requirements so some children will never be able to succeed.	Strongly Agree	Count	566	87	5	658
		% within ethnicity	18.0%	18.7%	13.2%	18.0%
	Agree	Count	841	128	11	980
		% within ethnicity	26.8%	27.5%	28.9%	26.9%
	Disagree	Count	1375	208	15	1598
		% within ethnicity	43.7%	44.7%	39.5%	43.8%
	Strongly Disagree	Count	361	42	7	410
		% within ethnicity	11.5%	9.0%	18.4%	11.2%
Total		Count	3143	465	38	3646
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					-				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	41	228	198	90	40	21	618
school your oldest child		% within povertygrp	14.3%	17.7%	18.4%	20.9%	17.9%	14.4%	17.9%
attends The school keeps raising requirements	Agree	Count	64	343	291	108	67	39	912
so some children will never		% within povertygrp	22.3%	26.6%	27.0%	25.1%	29.9%	26.7%	26.4%
be able to succeed.	Disagree	Count	147	552	471	183	94	70	1517
		% within povertygrp	51.2%	42.8%	43.8%	42.5%	42.0%	47.9%	43.9%
	Strongly Disagree	Count	35	167	116	50	23	16	407
		% within povertygrp	12.2%	12.9%	10.8%	11.6%	10.3%	11.0%	11.8%
Total		Count	287	1290	1076	431	224	146	3454
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 11 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The principal provides appropriate leadership.

		Sstab – Community	.) 0		
			rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	1213	159	1372
your oldest child attends The principal provides appropriate leadership.		% within rural	34.8%	30.9%	34.3%
	Agree	Count	1654	247	1901
		% within rural	47.5%	48.1%	47.5%
	Disagree	Count	401	64	465
		% within rural	11.5%	12.5%	11.6%
	Strongly Disagree	Count	216	44	260
		% within rural	6.2%	8.6%	6.5%
Total		Count	3484	514	3998
		% within rural	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009

Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity									
				ethnicity					
			White	African American	Other	Total			
Now, think about the school	Strongly Agree	Count	1083	169	19	1271			
your oldest child attends The		% within ethnicity	34.4%	36.4%	50.0%	34.8%			
principal provides appropriate leadership.	Agree	Count	1507	206	13	1726			
		% within ethnicity	47.9%	44.4%	34.2%	47.3%			
	Disagree	Count	359	58	3	420			
		% within ethnicity	11.4%	12.5%	7.9%	11.5%			
	Strongly Disagree	Count	200	31	3	234			
		% within ethnicity	6.4%	6.7%	7.9%	6.4%			
Total		Count	3149	464	38	3651			
		% within ethnicity	100.0%	100.0%	100.0%	100.0%			

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					-				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	118	463	360	129	84	49	1203
school your oldest child		% within povertygrp	41.1%	35.8%	33.5%	29.9%	37.5%	32.9%	34.8%
attends… The principal provides appropriate	Agree	Count	122	616	499	229	106	67	1639
leadership.		% within povertygrp	42.5%	47.6%	46.5%	53.0%	47.3%	45.0%	47.4%
	Disagree	Count	26	137	139	49	23	24	398
		% within povertygrp	9.1%	10.6%	12.9%	11.3%	10.3%	16.1%	11.5%
s	Strongly Disagree	Count	21	77	76	25	11	9	219
		% within povertygrp	7.3%	6.0%	7.1%	5.8%	4.9%	6.0%	6.3%
Total		Count	287	1293	1074	432	224	149	3459
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 14 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ... These tests help individual students learn.

-			rura	al	
			Non-rural	Rural	Total
These tests [state achievement	Strongly Agree	Count	93	14	107
tests] help individual students learn.		% within rural	2.8%	2.9%	2.8%
	Agree	Count	548	93	641
		% within rural	16.7%	18.9%	17.0%
	Disagree	Count	1549	234	1783
		% within rural	47.3%	47.7%	47.3%
	Strongly Disagree	Count	981	139	1120
		% within rural	29.9%	28.3%	29.7%
	Don't Know	Count	107	11	118
		% within rural	3.3%	2.2%	3.1%
Total		Count	3278	491	3769
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

-	-		,			
				ethnicity		
			White	African American	Other	Total
These tests [state achievement	Strongly Agree	Count	58	24	10	92
tests] help individual students learn		% within ethnicity	1.9%	5.4%	26.3%	2.6%
learn.	Agree	Count	454	119	7	580
		% within ethnicity	15.1%	26.7%	18.4%	16.6%
	Disagree	Count	1475	193	12	1680
		% within ethnicity	48.9%	43.4%	31.6%	48.0%
	Strongly Disagree	Count	942	93	7	1042
		% within ethnicity	31.3%	20.9%	18.4%	29.8%
	Don't Know	Count	85	16	2	103
		% within ethnicity	2.8%	3.6%	5.3%	2.9%
Total		Count	3014	445	38	3497
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			Web Our vey O		,				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
These tests [state	Strongly Agree	Count	15	27	28	6	7	4	87
achievement tests] help		% within povertygrp	5.6%	2.2%	2.7%	1.5%	3.3%	2.9%	2.6%
individual students learn.	Agree	Count	47	212	166	68	44	24	561
		% within povertygrp	17.5%	17.1%	16.0%	16.5%	20.7%	17.1%	17.0%
	Disagree	Count	123	583	526	181	109	64	1586
		% within povertygrp	45.7%	47.0%	50.8%	44.0%	51.2%	45.7%	47.9%
	Strongly Disagree	Count	73	377	289	144	50	45	978
		% within povertygrp	27.1%	30.4%	27.9%	35.0%	23.5%	32.1%	29.6%
	Don't Know	Count	11	42	26	12	3	3	97
		% within povertygrp	4.1%	3.4%	2.5%	2.9%	1.4%	2.1%	2.9%
Total		Count	269	1241	1035	411	213	140	3309
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Teachers who do a good job are properly recognized.

			71		
			rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	658	92	750
your oldest child attends… Teachers who do a good job are properly recognized.		% within rural	19.0%	18.0%	18.8%
	Agree	Count	1731	243	1974
		% within rural	49.9%	47.5%	49.6%
	Disagree	Count	891	140	1031
		% within rural	25.7%	27.3%	25.9%
	Strongly Disagree	Count	189	37	226
		% within rural	5.4%	7.2%	5.7%
Total		Count	3469	512	3981
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity										
				ethnicity						
			White	African American	Other	Total				
Now, think about the school	Strongly Agree	Count	573	99	15	687				
your oldest child attends… Teachers who do a good job are properly recognized.		% within ethnicity	18.3%	21.2%	39.5%	18.9%				
	Agree	Count	1595	211	15	1821				
		% within ethnicity	50.9%	45.3%	39.5%	50.1%				
	Disagree	Count	803	122	6	931				
		% within ethnicity	25.6%	26.2%	15.8%	25.6%				
	Strongly Disagree	Count	161	34	2	197				
		% within ethnicity	5.1%	7.3%	5.3%	5.4%				
Total		Count	3132	466	38	3636				
		% within ethnicity	100.0%	100.0%	100.0%	100.0%				

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	71	256	183	68	44	32	654
school your oldest child		% within povertygrp	24.9%	19.8%	17.1%	15.9%	19.8%	21.8%	19.0%
attends Teachers who do a good job are properly	Agree	Count	144	639	543	224	107	65	1722
recognized.		% within povertygrp	50.5%	49.5%	50.7%	52.2%	48.2%	44.2%	50.0%
	Disagree	Count	50	330	282	113	61	40	876
		% within povertygrp	17.5%	25.6%	26.3%	26.3%	27.5%	27.2%	25.4%
	Strongly Disagree	Count	20	65	63	24	10	10	192
		% within povertygrp	7.0%	5.0%	5.9%	5.6%	4.5%	6.8%	5.6%
Total		Count	285	1290	1071	429	222	147	3444
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 12 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends... Teachers can do a poor job and nothing is done about it.

			<i></i>		1
			rura	al	
			Non-rural	Rural	Total
Now, think about the school	Strongly Agree	Count	624	112	736
your oldest child attends… Teachers can do a poor job and nothing is done about it.		% within rural	18.0%	21.9%	18.5%
	Agree	Count	1120	163	1283
		% within rural	32.2%	31.9%	32.2%
	Disagree	Count	1321	190	1511
		% within rural	38.0%	37.2%	37.9%
	Strongly Disagree	Count	411	46	457
		% within rural	11.8%	9.0%	11.5%
Total		Count	3476	511	3987
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	Web Survey Crosstab - Ethnicity									
				ethnicity						
			White	African American	Other	Total				
Now, think about the school	Strongly Agree	Count	583	77	8	668				
your oldest child attends Teachers can do a poor job and nothing is done about it.		% within ethnicity	18.6%	16.5%	21.1%	18.3%				
	Agree	Count	1039	127	8	1174				
		% within ethnicity	33.1%	27.1%	21.1%	32.2%				
	Disagree	Count	1181	192	11	1384				
		% within ethnicity	37.7%	41.0%	28.9%	38.0%				
	Strongly Disagree	Count	332	72	11	415				
		% within ethnicity	10.6%	15.4%	28.9%	11.4%				
Total		Count	3135	468	38	3641				
		% within ethnicity	100.0%	100.0%	100.0%	100.0%				

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					•				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Now, think about the	Strongly Agree	Count	46	225	201	92	39	34	637
school your oldest child		% within povertygrp	16.0%	17.4%	18.8%	21.3%	17.6%	22.8%	18.5%
attends… Teachers can do a poor job and nothing	Agree	Count	83	426	365	137	61	40	1112
is done about it.		% within povertygrp	28.9%	33.0%	34.1%	31.8%	27.6%	26.8%	32.3%
	Disagree	Count	113	484	392	156	103	58	1306
		% within povertygrp	39.4%	37.5%	36.6%	36.2%	46.6%	38.9%	37.9%
	Strongly Disagree	Count	45	155	112	46	18	17	393
		% within povertygrp	15.7%	12.0%	10.5%	10.7%	8.1%	11.4%	11.4%
Total		Count	287	1290	1070	431	221	149	3448
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 1 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Using the A, B, C, D, and F scale again, what grade would you give the school your oldest child attends?

			rura	al					
			Non-rural	Rural	Total				
Using the A, B, C, D, and F	A	Count	1112	119	1231				
scale again, what grade would you give the school your oldest child attends?		% within rural	32.4%	23.5%	31.2%				
	В	Count	1363	198	1561				
		% within rural	39.7%	39.1%	39.6%				
	С	Count	571	104	675				
		% within rural	16.6%	20.5%	17.1%				
	D	Count	145	43	188				
		% within rural	4.2%	8.5%	4.8%				
	F	Count	66	19	85				
	-	% within rural	1.9%	3.7%	2.2%				
	Don't know	Count	179	24	203				
		% within rural	5.2%	4.7%	5.1%				
Total		Count	3436	507	3943				
		% within rural	100.0%	100.0%	100.0%				

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

F	-				ſ	
				ethnicity		
	-		White	African American	Other	Total
Using the A, B, C, D, and F	A	Count	1003	120	19	1142
scale again, what grade would		% within ethnicity	32.3%	26.0%	48.7%	31.7%
you give the school your oldest child attends?	В	Count	1235	188	13	1436
		% within ethnicity	39.8%	40.7%	33.3%	39.9%
	С	Count	520	85	5	610
		% within ethnicity	16.8%	18.4%	12.8%	16.9%
	D	Count	135	26	1	162
		% within ethnicity	4.4%	5.6%	2.6%	4.5%
	F	Count	63	10	о	73
		% within ethnicity	2.0%	2.2%	.0%	2.0%
	Don't know	Count	145	33	1	179
		% within ethnicity	4.7%	7.1%	2.6%	5.0%
Total		Count	3101	462	39	3602
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-			pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
Using the A, B, C, D, and F	A	Count	128	435	284	124	55	47	1073
scale again, what grade		% within povertygrp	44.6%	34.1%	26.7%	29.5%	25.0%	31.8%	31.4%
would you give the school your oldest child attends?	В	Count	103	519	445	174	83	53	1377
		% within povertygrp	35.9%	40.7%	41.9%	41.4%	37.7%	35.8%	40.3%
С	С	Count	34	200	204	71	45	23	577
		% within povertygrp	11.8%	15.7%	19.2%	16.9%	20.5%	15.5%	16.9%
	D	Count	7	49	57	18	17	11	159
		% within povertygrp	2.4%	3.8%	5.4%	4.3%	7.7%	7.4%	4.7%
	F	Count	1	24	22	9	7	5	68
		% within povertygrp	.3%	1.9%	2.1%	2.1%	3.2%	3.4%	2.0%
	Don't know	Count	14	49	51	24	13	9	160
	<u>.</u>	% within povertygrp	4.9%	3.8%	4.8%	5.7%	5.9%	6.1%	4.7%
Total		Count	287	1276	1063	420	220	148	3414
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 1 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests... These tests produce unnecessary child stress.

Web Survey Crossiab - Community Type						
			rura	al		
			Non-rural	Rural	Total	
First, think about ongoing	Strongly Agree	Count	527	67	594	
subject-based classroom tests These tests produce unnecessary child stress.		% within rural	15.3%	13.0%	15.0%	
	Agree	Count	892	124	1016	
		% within rural	25.8%	24.1%	25.6%	
	Disagree	Count	1612	266	1878	
		% within rural	46.7%	51.7%	47.3%	
	Strongly Disagree	Count	334	44	378	
		% within rural	9.7%	8.5%	9.5%	
	Don't Know	Count	90	14	104	
		% within rural	2.6%	2.7%	2.6%	
Total		Count	3455	515	3970	
		% within rural	100.0%	100.0%	100.0%	

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

F	-		, <u> </u>			
				ethnicity		
			White	African American	Other	Total
First, think about ongoing subject-based classroom tests These tests produce unnecessary child stress.	Strongly Agree	Count	477	65	2	544
		% within ethnicity	15.1%	13.8%	5.3%	14.8%
	Agree	Count	789	151	7	947
		% within ethnicity	25.0%	32.1%	18.4%	25.8%
	Disagree	Count	1507	204	20	1731
		% within ethnicity	47.7%	43.3%	52.6%	47.2%
	Strongly Disagree	Count	310	35	8	353
		% within ethnicity	9.8%	7.4%	21.1%	9.6%
	Don't Know	Count	76	16	1	93
		% within ethnicity	2.4%	3.4%	2.6%	2.5%
Total		Count	3159	471	38	3668
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
		_	0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
First, think about ongoing	Strongly Agree	Count	34	188	149	74	40	25	510
subject-based classroom		% within povertygrp	11.7%	14.5%	13.8%	17.2%	17.9%	16.7%	14.7%
tests These tests produce unnecessary child	Agree	Count	67	308	289	114	59	41	878
stress.		% within povertygrp	23.1%	23.8%	26.7%	26.5%	26.3%	27.3%	25.3%
	Disagree	Count	147	633	520	187	103	63	1653
		% within povertygrp	50.7%	48.8%	48.1%	43.4%	46.0%	42.0%	47.6%
	Strongly Disagree	Count	35	131	98	46	15	16	341
		% within povertygrp	12.1%	10.1%	9.1%	10.7%	6.7%	10.7%	9.8%
	Don't Know	Count	7	36	26	10	7	5	91
		% within povertygrp	2.4%	2.8%	2.4%	2.3%	3.1%	3.3%	2.6%
Total		Count	290	1296	1082	431	224	150	3473
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 1: Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests... These tests help individual students learn.

	-		rur	al	
			Non-rural	Rural	Total
These tests [classroom tests]	Strongly Agree	Count	334	47	381
help individual students learn.		% within rural	9.7%	9.1%	9.6%
	Agree	Count	1577	262	1839
		% within rural	45.7%	51.0%	46.4%
	Disagree	Count	947	124	1071
		% within rural	27.4%	24.1%	27.0%
	Strongly Disagree	Count	494	72	566
		% within rural	14.3%	14.0%	14.3%
	Don't Know	Count	99	9	108
	_	% within rural	2.9%	1.8%	2.7%
Total		Count	3451	514	3965
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	v,	Veb Survey Crosstab - I				
				ethnicity		
			White	African American	Other	Total
These tests [classroom tests]	Strongly Agree	Count	275	63	14	352
help individual students learn.		% within ethnicity	8.7%	13.4%	36.8%	9.6%
	Agree	Count	1467	204	13	1684
		% within ethnicity	46.5%	43.4%	34.2%	46.0%
	Disagree	Count	859	138	8	1005
		% within ethnicity	27.2%	29.4%	21.1%	27.4%
	Strongly Disagree	Count	477	49	2	528
		% within ethnicity	15.1%	10.4%	5.3%	14.4%
	Don't Know	Count	77	16	1	94
		% within ethnicity	2.4%	3.4%	2.6%	2.6%
Total		Count	3155	470	38	3663
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			,		,				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
These tests [classroom	Strongly Agree	Count	41	119	95	49	16	18	338
tests] help individual		% within povertygrp	14.1%	9.2%	8.8%	11.4%	7.1%	12.1%	9.7%
students learn.	Agree	Count	133	628	502	185	106	59	1613
		% within povertygrp	45.9%	48.5%	46.5%	42.9%	47.3%	39.6%	46.5%
	Disagree	Count	63	325	334	105	68	41	936
		% within povertygrp	21.7%	25.1%	31.0%	24.4%	30.4%	27.5%	27.0%
	Strongly Disagree	Count	42	190	124	78	29	28	491
		% within povertygrp	14.5%	14.7%	11.5%	18.1%	12.9%	18.8%	14.2%
	Don't Know	Count	11	34	24	14	5	3	91
		% within povertygrp	3.8%	2.6%	2.2%	3.2%	2.2%	2.0%	2.6%
Total		Count	290	1296	1079	431	224	149	3469
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 1 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests...These tests promote better school achievement.

	-				
			rura	al	
			Non-rural	Rural	Total
These tests [classroom tests]	Strongly Agree	Count	354	38	392
promote better school		% within rural	10.3%	7.4%	9.9%
achievement.	Agree	Count	1618	254	1872
		% within rural	46.9%	49.3%	47.2%
	Disagree	Count	963	154	1117
		% within rural	27.9%	29.9%	28.2%
	Strongly Disagree	Count	380	54	434
		% within rural	11.0%	10.5%	10.9%
	Don't Know	Count	138	15	153
		% within rural	4.0%	2.9%	3.9%
Total		Count	3453	515	3968
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	v	Veb Survey Crosstab -	Ethnicity			
				ethnicity		
			White	African American	Other	Total
These tests [classroom tests]	Strongly Agree	Count	283	66	14	363
promote better school achievement.		% within ethnicity	9.0%	14.0%	36.8%	9.9%
achievement.	Agree	Count	1509	206	15	1730
		% within ethnicity	47.8%	43.8%	39.5%	47.2%
	Disagree	Count	889	135	7	1031
		% within ethnicity	28.1%	28.7%	18.4%	28.1%
	Strongly Disagree	Count	357	44	1	402
		% within ethnicity	11.3%	9.4%	2.6%	11.0%
	Don't Know	Count	121	19	1	141
		% within ethnicity	3.8%	4.0%	2.6%	3.8%
Total	•	Count	3159	470	38	3667
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			,						
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
		_	0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
These tests [classroom	Strongly Agree	Count	43	129	100	48	17	17	354
tests] promote better		% within povertygrp	14.9%	10.0%	9.2%	11.1%	7.6%	11.3%	10.2%
school achievement.	Agree	Count	135	623	526	184	105	58	1631
		% within povertygrp	46.7%	48.1%	48.6%	42.6%	46.9%	38.7%	47.0%
	Disagree	Count	66	360	312	126	71	45	980
		% within povertygrp	22.8%	27.8%	28.8%	29.2%	31.7%	30.0%	28.2%
	Strongly Disagree	Count	28	132	110	57	22	25	374
		% within povertygrp	9.7%	10.2%	10.2%	13.2%	9.8%	16.7%	10.8%
	Don't Know	Count	17	51	34	17	9	5	133
		% within povertygrp	5.9%	3.9%	3.1%	3.9%	4.0%	3.3%	3.8%
Total	-	Count	289	1295	1082	432	224	150	3472
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 14 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests...These tests help the principal evaluate teachers.

	-	-	rura	al	
			Non-rural	Rural	Total
These tests [classroom tests]	Strongly Agree	Count	163	20	183
help the principal evaluate teachers.		% within rural	4.7%	3.9%	4.6%
	Agree	Count	955	135	1090
		% within rural	27.7%	26.2%	27.5%
	Disagree	Count	1341	214	1555
		% within rural	38.9%	41.6%	39.2%
	Strongly Disagree	Count	664	108	772
		% within rural	19.3%	21.0%	19.5%
	Don't Know	Count	324	38	362
		% within rural	9.4%	7.4%	9.1%
Total		Count	3447	515	3962
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

1		veb Sulvey Clossiab - I	•		r	
				ethnicity		
			White	African American	Other	Total
These tests [classroom tests]	Strongly Agree	Count	136	27	4	167
help the principal evaluate		% within ethnicity	4.3%	5.8%	10.5%	4.6%
teachers.	Agree	Count	845	144	13	1002
		% within ethnicity	26.8%	30.8%	34.2%	27.4%
	Disagree	Count	1249	183	14	1446
		% within ethnicity	39.6%	39.1%	36.8%	39.5%
	Strongly Disagree	Count	643	66	3	712
		% within ethnicity	20.4%	14.1%	7.9%	19.4%
	Don't Know	Count	284	48	4	336
		% within ethnicity	9.0%	10.3%	10.5%	9.2%
Total		Count	3157	468	38	3663
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			Web Our vey O		,				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
These tests [classroom	Strongly Agree	Count	15	57	51	17	11	9	160
tests] help the principal		% within povertygrp	5.2%	4.4%	4.7%	3.9%	4.9%	6.0%	4.6%
evaluate teachers.	Agree	Count	80	367	283	122	55	39	946
		% within povertygrp	27.6%	28.4%	26.2%	28.2%	24.6%	26.2%	27.3%
	Disagree	Count	117	483	446	177	96	52	1371
		% within povertygrp	40.3%	37.3%	41.3%	41.0%	42.9%	34.9%	39.5%
	Strongly Disagree	Count	50	249	206	87	46	33	671
		% within povertygrp	17.2%	19.2%	19.1%	20.1%	20.5%	22.1%	19.3%
	Don't Know	Count	28	138	93	29	16	16	320
		% within povertygrp	9.7%	10.7%	8.6%	6.7%	7.1%	10.7%	9.2%
Total		Count	290	1294	1079	432	224	149	3468
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 14 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ... These tests produce unnecessary child stress.

	-	_	rur	al	
			Non-rural	Rural	Total
Next think about state	Strongly Agree	Count	1110	149	1259
achievement tests in South Carolina. These tests produce unnecessary child stress.		% within rural	33.8%	30.4%	33.4%
	Agree	Count	1220	186	1406
		% within rural	37.2%	38.0%	37.3%
	Disagree	Count	744	125	869
		% within rural	22.7%	25.5%	23.1%
	Strongly Disagree	Count	109	16	125
		% within rural	3.3%	3.3%	3.3%
	Don't Know	Count	97	14	111
		% within rural	3.0%	2.9%	2.9%
Total		Count	3280	490	3770
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-		ethnicity		
			White	African American	Other	Total
Next think about state	Strongly Agree	Count	1027	134	8	1169
achievement tests in South Carolina. These tests produce unnecessary child stress.		% within ethnicity	34.1%	30.0%	21.1%	33.4%
	Agree	Count	1127	183	10	1320
		% within ethnicity	37.4%	41.0%	26.3%	37.7%
	Disagree	Count	685	101	12	798
		% within ethnicity	22.7%	22.6%	31.6%	22.8%
	Strongly Disagree	Count	91	16	7	114
		% within ethnicity	3.0%	3.6%	18.4%	3.3%
	Don't Know	Count	84	12	1	97
		% within ethnicity	2.8%	2.7%	2.6%	2.8%
Total		Count	3014	446	38	3498
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			-		-				
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Next think about state	Strongly Agree	Count	73	406	332	172	61	53	1097
achievement tests in South		% within povertygrp	27.1%	32.7%	32.1%	41.6%	28.6%	37.9%	33.1%
Carolina. These tests produce unnecessary child	Agree	Count	91	458	425	123	95	52	1244
stress.		% within povertygrp	33.8%	36.9%	41.1%	29.8%	44.6%	37.1%	37.6%
	Disagree	Count	81	293	219	99	47	25	764
		% within povertygrp	30.1%	23.6%	21.2%	24.0%	22.1%	17.9%	23.1%
	Strongly Disagree	Count	12	44	31	12	6	7	112
		% within povertygrp	4.5%	3.5%	3.0%	2.9%	2.8%	5.0%	3.4%
	Don't Know	Count	12	41	27	7	4	3	94
		% within povertygrp	4.5%	3.3%	2.6%	1.7%	1.9%	2.1%	2.8%
Total		Count	269	1242	1034	413	213	140	3311
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ... These tests promote better school achievement.

	Web Survey Cro	,			
			rura	al	
			Non-rural	Rural	Total
These tests [state achievement	Strongly Agree	Count	114	18	132
tests] promote better school achievement.		% within rural	3.5%	3.7%	3.5%
	Agree	Count	901	125	1026
		% within rural	27.5%	25.5%	27.2%
	Disagree	Count	1355	227	1582
		% within rural	41.3%	46.2%	42.0%
	Strongly Disagree	Count	767	100	867
		% within rural	23.4%	20.4%	23.0%
	Don't Know	Count	141	21	162
		% within rural	4.3%	4.3%	4.3%
Total		Count	3278	491	3769
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-		ethnicity		
			White	African American	Other	Total
These tests [state achievement	Strongly Agree	Count	76	31	9	116
tests] promote better school		% within ethnicity	2.5%	7.0%	23.7%	3.3%
achievement.	Agree	Count	803	133	15	951
		% within ethnicity	26.6%	30.0%	39.5%	27.2%
	Disagree	Count	1288	183	9	1480
		% within ethnicity	42.7%	41.2%	23.7%	42.3%
	Strongly Disagree	Count	719	80	4	803
		% within ethnicity	23.8%	18.0%	10.5%	23.0%
	Don't Know	Count	129	17	1	147
		% within ethnicity	4.3%	3.8%	2.6%	4.2%
Total		Count	3015	444	38	3497
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			, ,		,				
					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
These tests [state	Strongly Agree	Count	19		33		10		111
achievement tests]		% within povertygrp	7.1%	2.3%	3.2%	2.9%	4.7%	5.7%	3.4%
promote better school achievement.	Agree	Count	85	334	308	96	48	34	905
		% within povertygrp	31.6%	26.9%	29.8%	23.3%	22.5%	24.3%	27.3%
	Disagree	Count	95	529	439	175	106	54	1398
		% within povertygrp	35.3%	42.6%	42.5%	42.5%	49.8%	38.6%	42.2%
	Strongly Disagree	Count	59	285	219	116	41	40	760
		% within povertygrp	21.9%	22.9%	21.2%	28.2%	19.2%	28.6%	23.0%
	Don't Know	Count	11	65	35	13	8	4	136
		% within povertygrp	4.1%	5.2%	3.4%	3.2%	3.8%	2.9%	4.1%
Total		Count	269	1242	1034	412	213	140	3310
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 15 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ... These tests help the principal evaluate teachers.

			rura	al	
			Non-rural	Rural	Total
These tests [state achievement	Strongly Agree	Count	134	25	159
tests] help the principal evaluate teachers.		% within rural	4.1%	5.1%	4.2%
	Agree	Count	787	111	898
		% within rural	24.1%	22.7%	23.9%
	Disagree	Count	1273	202	1475
		% within rural	39.0%	41.4%	39.3%
	Strongly Disagree	Count	835	123	958
		% within rural	25.6%	25.2%	25.5%
	Don't Know	Count	239	27	266
		% within rural	7.3%	5.5%	7.1%
Total		Count	3268	488	3756
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-		ethnicity		
			White	African American	Other	Total
These tests [state achievement	Strongly Agree	Count	111	27	5	143
tests] help the principal evaluate		% within ethnicity	3.7%	6.1%	13.2%	4.1%
teachers.	Agree	Count	704	121	12	837
		% within ethnicity	23.4%	27.4%	31.6%	24.0%
	Disagree	Count	1174	172	15	1361
		% within ethnicity	39.1%	38.9%	39.5%	39.1%
	Strongly Disagree	Count	803	90	3	896
		% within ethnicity	26.7%	20.4%	7.9%	25.7%
	Don't Know	Count	212	32	3	247
		% within ethnicity	7.1%	7.2%	7.9%	7.1%
Total		Count	3004	442	38	3484
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			-		, ,				
					pove	rtygrp			
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	over 25 percent	Total
These tests [state achievement tests] help	Strongly Agree	Count	10		45	•	13		135
		% within povertygrp	3.8%	3.8%	4.4%	2.9%	6.2%	5.7%	4.1%
the principal evaluate teachers.	Agree	Count	76	281	260	90	50	32	789
		% within povertygrp	28.6%	22.8%	25.2%	21.8%	23.7%	22.9%	23.9%
	Disagree	Count	96	473	413	173	92	50	1297
		% within povertygrp	36.1%	38.3%	40.0%	42.0%	43.6%	35.7%	39.3%
	Strongly Disagree	Count	60	331	248	116	47	41	843
		% within povertygrp	22.6%	26.8%	24.0%	28.2%	22.3%	29.3%	25.6%
	Don't Know	Count	24	103	67	21	9	9	233
		% within povertygrp	9.0%	8.3%	6.5%	5.1%	4.3%	6.4%	7.1%
Total		Count	266	1235	1033	412	211	140	3297
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 18 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Finally, think about college admissions tests such as SAT/ACT ... These tests produce unnecessary child stress.

			rur	al	
			Non-rural	Rural	Total
Finally, think about college	Strongly Agree	Count	765	117	882
admissions tests such as SAT/ACT These tests produce unnecessary child stress.		% within rural	22.9%	23.5%	23.0%
	Agree	Count	1191	172	1363
		% within rural	35.7%	34.6%	35.5%
	Disagree	Count	1084	162	1246
		% within rural	32.5%	32.6%	32.5%
	Strongly Disagree	Count	148	25	173
		% within rural	4.4%	5.0%	4.5%
	Don't Know	Count	151	21	172
		% within rural	4.5%	4.2%	4.5%
Total		Count	3339	497	3836
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

-						
				ethnicity		
			White	African American	Other	Total
Finally, think about college	Strongly Agree	Count	708	105	5	818
admissions tests such as SAT/ACT These tests produce unnecessary child stress.		% within ethnicity	23.0%	23.0%	13.2%	22.9%
	Agree	Count	1087	174	12	1273
		% within ethnicity	35.3%	38.2%	31.6%	35.6%
	Disagree	Count	998	148	14	1160
		% within ethnicity	32.4%	32.5%	36.8%	32.5%
	Strongly Disagree	Count	142	12	6	160
		% within ethnicity	4.6%	2.6%	15.8%	4.5%
	Don't Know	Count	142	17	1	160
		% within ethnicity	4.6%	3.7%	2.6%	4.5%
Total		Count	3077	456	38	3571
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
Finally, think about college	Strongly Agree	Count	58	286	232	97	56	41	770
admissions tests such as		% within povertygrp	20.6%	22.5%	22.1%	23.0%	26.0%	28.1%	22.8%
SAT/ACT These tests	Agree	Count	82	433	397	154	75	53	1194
produce unnecessary child stress.		% within povertygrp	29.2%					36.3%	35.3%
50055.		/within povertygip	20.270	04.170	01.070	00.070	04.070	00.070	00.070
	Disagree	Count	110	427	321	139	69	42	1108
		% within povertygrp	39.1%	33.6%	30.5%	33.0%	32.1%	28.8%	32.8%
	Strongly Disagree	Count	16	62	48	19	8	3	156
		% within povertygrp	5.7%	4.9%	4.6%	4.5%	3.7%	2.1%	4.6%
	Don't Know	Count	15	61	53	12	7	7	155
	-	% within povertygrp	5.3%	4.8%	5.0%	2.9%	3.3%	4.8%	4.6%
Total		Count	281	1269	1051	421	215	146	3383
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 18 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Finally, think about college admissions tests such as SAT/ACT ... These tests help individual students learn.

			rura		
			Non-rural	Rural	Total
These tests [SAT/ACT] help	Strongly Agree	Count	104	17	121
individual students learn.		% within rural	3.1%	3.4%	3.2%
	Agree	Count	695	119	814
		% within rural	20.8%	23.9%	21.2%
	Disagree	Count	1717	244	1961
		% within rural	51.5%	49.1%	51.2%
	Strongly Disagree	Count	643	97	740
		% within rural	19.3%	19.5%	19.3%
	Don't Know	Count	177	20	197
		% within rural	5.3%	4.0%	5.1%
Total		Count	3336	497	3833
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				ethnicity		
			White	African American	Other	Total
These tests [SAT/ACT] help	Strongly Agree	Count	77	18	10	105
individual students learn.		% within ethnicity	2.5%	4.0%	26.3%	2.9%
	Agree	Count	620	124	11	755
		% within ethnicity	20.2%	27.3%	28.9%	21.2%
	Disagree	Count	1607	214	10	1831
		% within ethnicity	52.3%	47.1%	26.3%	51.3%
	Strongly Disagree	Count	603	80	6	689
		% within ethnicity	19.6%	17.6%	15.8%	19.3%
	Don't Know	Count	168	18	1	187
		% within ethnicity	5.5%	4.0%	2.6%	5.2%
Total		Count	3075	454	38	3567
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				1055tab - Fover					
					pove	rtygrp			
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
These tests [SAT/ACT]	Strongly Agree	Count	12	41	24	14	11	3	105
help individual students		% within povertygrp	4.3%	3.2%	2.3%	3.3%	5.1%	2.1%	3.1%
learn.	Agree	Count	61	270	231	87	51	30	730
		% within povertygrp	21.9%	21.3%	22.0%	20.6%	23.7%	20.7%	21.6%
	Disagree	Count	137	619	561	207	112	72	1708
		% within povertygrp	49.1%	48.8%	53.4%	49.1%	52.1%	49.7%	50.5%
	Strongly Disagree	Count	53	262	175	97	34	33	654
		% within povertygrp	19.0%	20.7%	16.7%	23.0%	15.8%	22.8%	19.3%
	Don't Know	Count	16	76	60	17	7	7	183
		% within povertygrp	5.7%	6.0%	5.7%	4.0%	3.3%	4.8%	5.4%
Total		Count	279	1268	1051	422	215	145	3380
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SC Public Education Engagement Web Survey Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Finally, think about college admissions tests such as SAT/ACT ... These tests promote better school achievement.

			rura		
			Non-rural	Rural	Total
These tests [SAT/ACT] promote	e Strongly Agree	Count	137	15	152
better school achievement.		% within rural	4.1%	3.0%	4.0%
	Agree	Count	990	157	1147
		% within rural	29.7%	31.6%	30.0%
	Disagree	Count	1457	217	1674
		% within rural	43.7%	43.7%	43.7%
	Strongly Disagree	Count	539	81	620
		% within rural	16.2%	16.3%	16.2%
	Don't Know	Count	209	27	236
		% within rural	6.3%	5.4%	6.2%
Total		Count	3332	497	3829
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

			,			
			White African A		Other	Total
These tests [SAT/ACT] promote	Strongly Agree	Count	104	27	9	140
better school achievement.		% within ethnicity	3.4%	5.9%	23.7%	3.9%
	Agree	Count	899	147	12	1058
		% within ethnicity	29.3%	32.2%	31.6%	29.7%
	Disagree	Count	1357	194	13	1564
		% within ethnicity	44.2%	42.5%	34.2%	43.9%
	Strongly Disagree	Count	508	67	2	577
		% within ethnicity	16.5%	14.7%	5.3%	16.2%
	Don't Know	Count	202	21	2	225
		% within ethnicity	6.6%	4.6%	5.3%	6.3%
Total		Count	3070	456	38	3564
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

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			povertygrp						
					11 to 15	16 to 20	21 to 25		
			0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
These tests [SAT/ACT]	Strongly Agree	Count	19	53	35	18	9	3	137
promote better school		% within povertygrp	6.8%	4.2%	3.3%	4.3%	4.2%	2.1%	4.1%
achievement.	Agree	Count	97	379	313	123	63	48	1023
		% within povertygrp	34.5%	29.9%	29.8%	29.3%	29.4%	32.9%	30.3%
	Disagree	Count	107	542	468	174	106	57	1454
		% within povertygrp	38.1%	42.8%	44.6%	41.4%	49.5%	39.0%	43.1%
	Strongly Disagree	Count	42	203	158	85	29	30	547
		% within povertygrp	14.9%	16.0%	15.0%	20.2%	13.6%	20.5%	16.2%
	Don't Know	Count	16	89	76	20	7	8	216
		% within povertygrp	5.7%	7.0%	7.2%	4.8%	3.3%	5.5%	6.4%
Total		Count	281	1266	1050	420	214	146	3377
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

mson SC Public Education Engagement Web Survey Page 16 Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Finally, think about college admissions tests such as SAT/ACT ... These tests help the principal evaluate teachers.

			rural		
			Non-rural	Rural	Total
These tests [SAT/ACT] help the	Strongly Agree	Count	77	14	91
principal evaluate teachers.		% within rural	2.3%	2.8%	2.4%
	Agree	Count	426	71	497
		% within rural	12.8%	14.3%	13.0%
	Disagree	Count	1606	232	1838
		% within rural	48.3%	46.7%	48.1%
	Strongly Disagree	Count	877	138	1015
		% within rural	26.4%	27.8%	26.5%
	Don't Know	Count	341	42	383
		% within rural	10.2%	8.5%	10.0%
Total		Count	3327	497	3824
		% within rural	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

	-	-				
			White	African American	Other	Total
These tests [SAT/ACT] help the	Strongly Agree	Count	56	23	3	82
principal evaluate teachers.		% within ethnicity	1.8%	5.1%	7.9%	2.3%
	Agree	Count	371	78	8	457
		% within ethnicity	12.1%	17.3%	21.1%	12.8%
	Disagree	Count	1485	210	18	1713
		% within ethnicity	48.3%	46.5%	47.4%	48.1%
	Strongly Disagree	Count	841	100	7	948
		% within ethnicity	27.4%	22.1%	18.4%	26.6%
	Don't Know	Count	319	41	2	362
		% within ethnicity	10.4%	9.1%	5.3%	10.2%
Total		Count	3072	452	38	3562
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Additional Analyses July 2009 Responses by Community Type [rural/non-rural] estimated by Zip code/US census 2000 Ethnicity [African American, White, Other] based on demographic responses Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

				iussian - ruvei	.,				
			povertygrp						
					11 to 15	16 to 20	21 to 25		
	-		0 to 5 percent	6 to 10 percent	percent	percent	percent	over 25 percent	Total
These tests [SAT/ACT]	Strongly Agree	Count	10	26	19	12	8	4	79
help the principal evaluate		% within povertygrp	3.6%	2.1%	1.8%	2.9%	3.7%	2.8%	2.3%
teachers.	Agree	Count	44	165	129	49	28	27	442
		% within povertygrp	15.7%	13.0%	12.4%	11.6%	13.0%	18.6%	13.1%
	Disagree	Count	128	584	518	198	121	56	1605
		% within povertygrp	45.6%	46.1%	49.6%	47.0%	56.3%	38.6%	47.6%
	Strongly Disagree	Count	69	338	271	129	48	41	896
		% within povertygrp	24.6%	26.7%	26.0%	30.6%	22.3%	28.3%	26.6%
	Don't Know	Count	30	153	107	33	10	17	350
		% within povertygrp	10.7%	12.1%	10.2%	7.8%	4.7%	11.7%	10.4%
Total		Count	281	1266	1044	421	215	145	3372
		% within povertygrp	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%