# 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

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[^0]Question:
...a number of factors ... may be important in determining if a school is doing well. How important is control over student behavior?

Web Survey Crosstab - School Level ${ }^{\text {Note }}$


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
- $\mathrm{High}=9-12$

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

Web Survey Crosstab - Community Type

|  |  |  |  |  |  |
| :--- | :--- | :--- | ---: | ---: | ---: |

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

Web Survey Crosstab - Ethnicity


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
Web Survey Crosstab - Poverty Level

|  |  |  | povertygrp |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $21 \text { to } 25$ <br> percent | over 25 percent | Total |
| Control over student behavior | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 195 \\ 54.9 \% \end{array}$ | $\begin{array}{r} 985 \\ 60.2 \% \end{array}$ | $\begin{array}{r} 781 \\ 59.2 \% \end{array}$ | $\begin{array}{r} 358 \\ 64.6 \% \end{array}$ | $\begin{array}{r} 182 \\ 64.1 \% \end{array}$ | $\begin{array}{r} 113 \\ 57.1 \% \end{array}$ | $\begin{gathered} 2614 \\ 60.1 \% \end{gathered}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 111 \\ 31.3 \% \end{array}$ | $\begin{array}{r} 485 \\ 29.6 \% \end{array}$ | $\begin{array}{r} 398 \\ 30.2 \% \end{array}$ | $\begin{array}{r} 146 \\ 26.4 \% \end{array}$ | $\begin{array}{r} 76 \\ 26.8 \% \end{array}$ | $\begin{array}{r} 54 \\ 27.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 1270 \\ 29.2 \% \end{array}$ |
|  | 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\% |

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


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

Web Survey Crosstab - Ethnicity

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

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

| Web Survey Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | $\begin{aligned} & 11 \text { to } 15 \\ & \text { percent } \end{aligned}$ | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| Now, think about the school your oldest child attends [where you teach]... Student behavior is a barrier to learning. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 81 \\ 28.0 \% \end{array}$ | $\begin{array}{r} 432 \\ 33.3 \% \end{array}$ | $\begin{array}{r} 389 \\ 36.2 \% \end{array}$ | $\begin{array}{r} 165 \\ 38.3 \% \end{array}$ | $\begin{array}{r} 102 \\ 45.7 \% \end{array}$ | $\begin{array}{r} 59 \\ 39.3 \% \end{array}$ | $\begin{array}{r} 1228 \\ 35.5 \% \\ \hline \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 74 \\ 25.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 383 \\ 29.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 332 \\ 30.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 126 \\ 29.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 63 \\ 28.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 37 \\ 24.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 1015 \\ 29.3 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 89 \\ 30.8 \% \end{array}$ | $\begin{array}{r} 334 \\ 25.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 264 \\ 24.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 104 \\ 24.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 41 \\ 18.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 42 \\ 28.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 874 \\ 25.2 \% \\ \hline \end{array}$ |
|  | 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\% |

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 your community: A, B, C, D, or F?



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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Students are often given the grades of $A, B, C, D$, and What grade would you give the public schools in your community A, $B, C, D$, or $F$ ? | A | Count <br> \% within ethnicity | $\begin{array}{r} \hline 1077 \\ 26.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 103 \\ 19.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 13 \\ 29.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 1193 \\ 25.9 \% \\ \hline \end{array}$ |
|  | B | Count <br> \% within ethnicity | $\begin{array}{r} 1667 \\ 41.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 225 \\ 41.4 \% \end{array}$ | $\begin{array}{r} 18 \\ 40.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 1910 \\ 41.5 \% \end{array}$ |
|  | C | Count <br> \% within ethnicity | $\begin{array}{r} 872 \\ 21.7 \% \end{array}$ | $\begin{array}{r} 122 \\ 22.5 \% \end{array}$ | 13.6\% | $\begin{array}{r} 1000 \\ 21.7 \% \end{array}$ |
|  | D | Count <br> \% within ethnicity | 266 $6.6 \%$ | 49 $9.0 \%$ | 4 $9.1 \%$ | $\begin{array}{r}319 \\ 6.9 \% \\ \hline\end{array}$ |
|  | F | Count <br> \% within ethnicity | 91 $2.3 \%$ | 25 $4.6 \%$ | 1 | $\begin{array}{r}117 \\ 2.5 \% \\ \hline\end{array}$ |
|  | Don't know | Count <br> \% within ethnicity | 47 $1.2 \%$ | 19 $3.5 \%$ | 2 $4.5 \%$ | $\begin{array}{r}68 \\ 1.5 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 4020 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 543 \\ 100.0 \% \end{array}$ | 44 $100.0 \%$ | 4607 $100.0 \%$ |

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


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 public schools in the state: A, B, C, D, or F?


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

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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Now think about the public schools in the state of | A | Count <br> \% within povertygrp | $\begin{array}{r} 5 \\ 1.4 \% \end{array}$ | $\begin{array}{r} 35 \\ 2.1 \% \end{array}$ | $\begin{array}{r} 40 \\ 3.0 \% \end{array}$ | $\begin{array}{r} 27 \\ 4.9 \% \end{array}$ | $\begin{array}{r} 9 \\ 3.2 \% \end{array}$ | $\begin{array}{r} 9 \\ 4.5 \% \end{array}$ | $\begin{array}{r} 125 \\ 2.9 \% \end{array}$ |
| South Carolina. What grade would you give to the public schools in the state: | B | Count <br> \% within povertygrp | $\begin{array}{r} 70 \\ 19.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 330 \\ 20.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 347 \\ 26.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 164 \\ 29.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 91 \\ 31.9 \% \end{array}$ | $\begin{array}{r} 45 \\ 22.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 1047 \\ 24.0 \% \\ \hline \end{array}$ |
| A, B, C, D, or F? | C | Count <br> \% within povertygrp | $\begin{array}{r} 147 \\ 41.1 \% \end{array}$ | $\begin{array}{r} 721 \\ 44.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 586 \\ 44.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 220 \\ 39.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 123 \\ 43.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 83 \\ 41.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 1880 \\ 43.1 \% \\ \hline \end{array}$ |
|  | D | Count <br> \% within povertygrp | $\begin{array}{r} 100 \\ 27.9 \% \end{array}$ | $\begin{array}{r} 380 \\ 23.2 \% \end{array}$ | $\begin{array}{r} 219 \\ 16.5 \% \end{array}$ | $\begin{array}{r} 98 \\ 17.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 43 \\ 15.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ 22.6 \% \end{array}$ | $\begin{array}{r} 885 \\ 20.3 \% \\ \hline \end{array}$ |
|  | F | Count <br> \% within povertygrp | 21 $5.9 \%$ | $\begin{array}{r} 85 \\ 5.2 \% \end{array}$ | $\begin{array}{r} 54 \\ 4.1 \% \end{array}$ | $\begin{array}{r} 22 \\ 4.0 \% \end{array}$ | 8 $2.8 \%$ | 9 $4.5 \%$ | 199 $4.6 \%$ |
|  | 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\% |

Question:
How about the public schools in the nation as a whole? What grade would you give the public schools nationally: $\mathrm{A}, \mathrm{B}, \mathrm{C}, \mathrm{D}$, or F ?


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


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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| How about the public schools in the nation as a whole? What grade would you give the public schools nationally: $\mathrm{A}, \mathrm{B}, \mathrm{C}, \mathrm{D}$, or F ? |  | Count <br> \% within povertygrp | $\begin{array}{r} 4 \\ 1.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 37 \\ 2.3 \% \end{array}$ | $\begin{array}{r} 35 \\ 2.6 \% \end{array}$ | $\begin{array}{r} 26 \\ 4.7 \% \\ \hline \end{array}$ | 5 $1.8 \%$ | $\begin{array}{r} 7 \\ 3.5 \% \end{array}$ | $\begin{array}{r} 114 \\ 2.6 \% \\ \hline \end{array}$ |
|  | B | Count <br> \% within povertygrp | $\begin{array}{r} 110 \\ 30.6 \% \end{array}$ | $\begin{array}{r} 553 \\ 33.8 \% \end{array}$ | $\begin{array}{r} 458 \\ 34.5 \% \end{array}$ | $\begin{array}{r} 181 \\ 32.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 105 \\ 37.0 \% \end{array}$ | $\begin{array}{r} 69 \\ 34.7 \% \end{array}$ | $\begin{array}{r} 1476 \\ 33.8 \% \end{array}$ |
|  | C | Count <br> \% within povertygrp | $\begin{array}{r} 175 \\ 48.7 \% \end{array}$ | $\begin{array}{r} 750 \\ 45.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 575 \\ 43.4 \% \end{array}$ | $\begin{array}{r} 235 \\ 42.3 \% \end{array}$ | $\begin{array}{r} 122 \\ 43.0 \% \end{array}$ | $\begin{array}{r} 82 \\ 41.2 \% \end{array}$ | $\begin{array}{r} 1939 \\ 44.5 \% \end{array}$ |
|  | D | Count <br> \% within povertygrp | 38 $10.6 \%$ | $\begin{array}{r} 138 \\ 8.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 120 \\ 9.0 \% \end{array}$ | $\begin{array}{r} 50 \\ 9.0 \% \end{array}$ | $\begin{array}{r} 26 \\ 9.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ 10.1 \% \\ \hline \end{array}$ | $\begin{array}{r}392 \\ 9.0 \% \\ \hline\end{array}$ |
|  | F | Count <br> \% within povertygrp | . 2 | $\begin{array}{r} 18 \\ 1.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 1.2 \% \end{array}$ | $\begin{array}{r} 8 \\ 1.4 \% \end{array}$ | 7 $2.5 \%$ | 2 $\begin{array}{r}5 \\ 2.5 \%\end{array}$ | 56 $1.3 \%$ |
|  | 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\% |

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 $21^{\text {st }}$ century. How important are Math skills?

| Web Survey Crosstab - Community Type |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-rural | Rural |  |
| Consider the following set of skills. How important are Math skills? | Critical | Count <br> \% within rural | $\begin{array}{r} \hline 3591 \\ 75.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 484 \\ 75.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 4075 \\ 75.4 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within rural | $\begin{array}{r} 956 \\ 20.1 \% \end{array}$ | $\begin{array}{r} 128 \\ 20.0 \% \end{array}$ | $\begin{array}{r} 1084 \\ 20.0 \% \end{array}$ |
|  | Important | Count <br> \% within rural | 208 $4.4 \%$ | 24 $3.8 \%$ | $\begin{array}{r}232 \\ 4.3 \% \\ \hline\end{array}$ |
|  | Not Very Important | Count \% within rural | 7 $.1 \%$ | 2 $.3 \%$ | $\begin{array}{r}9 \\ .2 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within rural | 1 | 2 $.3 \%$ | $\begin{array}{r}3 \\ .1 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 4 $.1 \%$ | 0 $.0 \%$ | $\begin{array}{r}4 \\ .1 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} \hline 4767 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 640 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 5407 \\ 100.0 \% \\ \hline \end{array}$ |

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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Consider the following set of skills. How important are Math skills? | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 269 \\ 74.9 \% \end{array}$ | $\begin{array}{r} 1272 \\ 77.6 \% \end{array}$ | $\begin{array}{r} 971 \\ 73.1 \% \end{array}$ | $\begin{array}{r} 420 \\ 75.7 \% \end{array}$ | $\begin{array}{r} 213 \\ 74.5 \% \end{array}$ | $\begin{array}{r} 155 \\ 77.9 \% \end{array}$ | $\begin{array}{r} 3300 \\ 75.6 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 74 \\ 20.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 308 \\ 18.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 290 \\ 21.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 110 \\ 19.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 57 \\ 19.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 39 \\ 19.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 878 \\ 20.1 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 15 \\ 4.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 57 \\ 3.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 62 \\ 4.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 25 \\ 4.5 \% \end{array}$ | $\begin{array}{r} 16 \\ 5.6 \% \\ \hline \end{array}$ | 2.5\% | $\begin{array}{r}180 \\ 4.1 \% \\ \hline\end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | . ${ }^{1}$ | . $1 \%$ | $\begin{array}{r}4 \\ .3 \% \\ \hline\end{array}$ | . 0 | . 0 | $\begin{array}{r}0 \\ .0 \%\end{array}$ | $\begin{array}{r}6 \\ .1 \% \\ \hline\end{array}$ |
|  | 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\% |

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 $21^{\text {st }}$ century. How important are Reading skills?

Web Survey Crosstab - Community Type


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


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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Consider the following set of skills. How important are Reading skills? | Critical | Count | 323 | 1504 | 1188 | 502 | 259 | 170 | 3946 |
|  |  | \% within povertygrp | 90.0\% | 91.9\% | 89.5\% | 90.3\% | 90.9\% | 85.4\% | 90.4\% |
|  | Very Important | Count | 31 | 116 | 123 | 48 | 23 | 28 | 369 |
|  |  | \% 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\% |

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 $21^{\text {st }}$ century. How important are Writing skills?

Web Survey Crosstab - Community Type


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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Consider the following set of skills. How important are Writing skills? | Critical | Count | 2823 | 420 | 31 | 3274 |
|  |  | \% within ethnicity | 70.4\% | 77.6\% | 70.5\% | 71.2\% |
|  | Very Important | Count | 935 | 102 | 10 | 1047 |
|  |  | \% 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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Consider the following set of skills. How important are Writing skills? | Critical | Count | 273 | 1187 | 912 | 406 | 203 | 142 | 3123 |
|  |  | \% within povertygrp | 76.3\% | 72.7\% | 68.8\% | 73.2\% | 71.2\% | 72.1\% | 71.7\% |
|  | Very Important | Count | 70 | 368 | 320 | 115 | 69 | 41 | 983 |
|  |  | \% 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\% |

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 $21^{\text {st }}$ century. How important are skills to succeed in the workplace?

Web Survey Crosstab - Community Type

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Consider the following set of skills. How important are skills to succeed in the workplace? | Critical | Count | 3642 | 489 | 4131 |
|  |  | \% within rural | 76.5\% | 76.6\% | 76.5\% |
|  | Very Important |  |  | 114 | 1015 |
|  |  | \% within rural | 18.9\% | 17.9\% | 18.8\% |
|  | Important | Count | 196 |  | 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\% |

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


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- Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | $\begin{aligned} & 11 \text { to } 15 \\ & \text { percent } \end{aligned}$ | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| Consider the following set of skills. How important are skills to succeed in the workplace? | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 284 \\ 79.1 \% \end{array}$ | $\begin{array}{r} 1249 \\ 76.3 \% \end{array}$ | $\begin{array}{r} 1003 \\ 75.7 \% \end{array}$ | $\begin{array}{r} 434 \\ 78.1 \% \end{array}$ | $\begin{array}{r} 226 \\ 79.3 \% \end{array}$ | $\begin{array}{r} 150 \\ 75.8 \% \end{array}$ | $\begin{array}{r} 3346 \\ 76.7 \% \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 63 \\ 17.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 325 \\ 19.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 253 \\ 19.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 101 \\ 18.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 43 \\ 15.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 36 \\ 18.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 821 \\ 18.8 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 12 \\ 3.3 \% \end{array}$ | $\begin{array}{r} 58 \\ 3.5 \% \end{array}$ | $\begin{array}{r} 64 \\ 4.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 3.4 \% \end{array}$ | $\begin{array}{r} 14 \\ 4.9 \% \end{array}$ | 12 $6.1 \%$ | 179 $4.1 \%$ |
|  | Not Very Important | Count <br> \% within povertygrp | . 0 | 4 | 4 | . 2 | 2 | . 0 | 12 $.3 \%$ |
|  | Not at All Important | Count <br> \% within povertygrp | . 0 | 1 | . $1 \%$ | . 0 | . 0 | . 0 | $\begin{array}{r}2 \\ .0 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within povertygrp | . 0 | 1 | . 0 | . 0 | . 0 | . 0 | $\begin{array}{r}1 \\ .0 \% \\ \hline\end{array}$ |
| 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\% |

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 $21^{\text {st }}$ century. How important are Science skills?

Web Survey Crosstab - Community Type


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


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

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

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 $21^{\text {st }}$ century. How important is ability to be a knowledgeable citizen?


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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Consider the following set of skills. How important is ability to be a knowledgeable citizen? | Critical | Count <br> \% within ethnicity | $\begin{array}{r} 2648 \\ 66.0 \% \end{array}$ | $\begin{array}{r} 383 \\ 70.5 \% \end{array}$ | $\begin{array}{r} 36 \\ 81.8 \% \end{array}$ |  |
|  | Very Important | Count <br> \% within ethnicity | $\begin{array}{r} 1059 \\ 26.4 \% \end{array}$ | $\begin{array}{r} 127 \\ 23.4 \% \end{array}$ | 13.6\% | $\begin{array}{r} 1192 \\ 25.9 \% \end{array}$ |
|  | Important | Count <br> \% within ethnicity | $\begin{array}{r} 283 \\ 7.0 \% \end{array}$ | $\begin{array}{r} 30 \\ 5.5 \% \end{array}$ | $\begin{array}{r} 1 \\ 2.3 \% \end{array}$ | 314 $6.8 \%$ |
|  | Not Very Important | Count <br> \% within ethnicity | 19 $.5 \%$ | $\begin{array}{r}3 \\ .6 \%\end{array}$ | 0 | $\begin{array}{r}22 \\ .5 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within ethnicity | 4 $.1 \%$ | 0 | 0 | $\begin{array}{r}4 \\ .1 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | $\begin{array}{r} 2 \\ .0 \% \\ \hline \end{array}$ | 0 | 2.3\% | $\begin{array}{r}3 \\ .1 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 4015 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 543 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 44 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 4602 \\ 100.0 \% \end{array}$ |

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Consider the following set of skills. How important is ability to be a knowledgeable citizen? | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 247 \\ 68.8 \% \end{array}$ | $\begin{array}{r} 1089 \\ 66.4 \% \end{array}$ | $\begin{array}{r} 851 \\ 64.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 388 \\ 70.0 \% \end{array}$ | $\begin{array}{r} 184 \\ 65.0 \% \end{array}$ | $\begin{array}{r} 136 \\ 68.7 \% \end{array}$ | $\begin{array}{r} 2895 \\ 66.4 \% \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 92 \\ 25.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 422 \\ 25.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 353 \\ 26.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 129 \\ 23.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 85 \\ 30.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 54 \\ 27.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 1135 \\ 26.0 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 19 \\ 5.3 \% \end{array}$ | $\begin{array}{r} 118 \\ 7.2 \% \end{array}$ | $\begin{array}{r} 110 \\ 8.3 \% \end{array}$ | $\begin{array}{r} 37 \\ 6.7 \% \end{array}$ | $\begin{array}{r} 12 \\ 4.2 \% \end{array}$ | 8 $\begin{array}{r}8 \\ 4.0 \%\end{array}$ | $\begin{array}{r}304 \\ 7.0 \% \\ \hline\end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | . 1 | . 8 | 9 .7 | . 0 | . ${ }^{1}$ | . 0 | $\begin{array}{r}19 \\ .4 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within povertygrp | . 0 | 1 | 2 $2 \%$ | . 0 | . 1 | . 0 | $\begin{array}{r}4 \\ .1 \% \\ \hline\end{array}$ |
|  | 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\% |

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?


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


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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| All in all, do you think the public schools in South | Yes | Count <br> \% within povertygrp | $\begin{array}{r} 190 \\ 52.9 \% \end{array}$ | $\begin{array}{r} 764 \\ 46.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 703 \\ 53.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 300 \\ 54.0 \% \end{array}$ | $\begin{array}{r} 153 \\ 53.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 80 \\ 40.4 \% \end{array}$ | $\begin{array}{r} 2190 \\ 50.2 \% \\ \hline \end{array}$ |
| Carolina are providing young people with the key knowledge they need? | No | Count <br> \% within povertygrp | $\begin{array}{r} 146 \\ 40.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 755 \\ 46.1 \% \end{array}$ | $\begin{array}{r} 538 \\ 40.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 221 \\ 39.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 117 \\ 41.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 98 \\ 49.5 \% \end{array}$ | $\begin{array}{r} 1875 \\ 43.0 \% \\ \hline \end{array}$ |
|  | Don't know | Count <br> \% within povertygrp | $\begin{array}{r} 23 \\ 6.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 118 \\ 7.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 85 \\ 6.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 35 \\ 6.3 \% \end{array}$ | $\begin{array}{r} 15 \\ 5.3 \% \end{array}$ | $\begin{array}{r} 20 \\ 10.1 \% \\ \hline \end{array}$ | $\begin{array}{r}296 \\ 6.8 \% \\ \hline\end{array}$ |
| 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\% |

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 Crosstab - Community Type

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Listed below are a number of [school] factors that may be | Critical | Count <br> \% within rural | $\begin{array}{r} 810 \\ 17.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 116 \\ 18.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 926 \\ 17.7 \% \\ \hline \end{array}$ |
| important ... Rates of promotion <br> to the next grade | Very Important | Count <br> \% within rural | $\begin{array}{r} 1529 \\ 33.2 \% \end{array}$ | $\begin{array}{r} 208 \\ 32.6 \% \end{array}$ | $\begin{array}{r} 1737 \\ 33.1 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within rural | $\begin{array}{r} 1616 \\ 35.1 \% \end{array}$ | $\begin{array}{r} 213 \\ 33.4 \% \end{array}$ | $\begin{array}{r} 1829 \\ 34.9 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within rural | $\begin{array}{r} 503 \\ 10.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 77 \\ 12.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 580 \\ 11.1 \% \\ \hline \end{array}$ |
|  | Not at All Important | Count <br> \% within rural | $\begin{array}{r} 107 \\ 2.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ 3.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 127 \\ 2.4 \% \\ \hline \end{array}$ |
|  | Don't Know | Count <br> \% within rural | 43 $.9 \%$ | 4 | $\begin{array}{r}47 \\ .9 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 4608 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 638 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 5246 \\ 100.0 \% \end{array}$ |

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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Listed below are a number of [school] factors that may be important ... Rates of promotion to the next grade | Critical | Count | 631 | 155 | 12 | 798 |
|  |  | \% within ethnicity | 15.7\% | 28.7\% | 27.3\% | 17.3\% |
|  | 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

| Web Survey Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| Listed below are a number of [school] factors that may be important ... Rates of promotion to the next grade | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 56 \\ 15.6 \% \end{array}$ | $\begin{array}{r} 291 \\ 17.8 \% \end{array}$ | $\begin{array}{r} 246 \\ 18.6 \% \end{array}$ | $\begin{array}{r} 88 \\ 16.0 \% \end{array}$ | $\begin{array}{r} 44 \\ 15.4 \% \end{array}$ | $\begin{array}{r} 44 \\ 22.3 \% \end{array}$ | $\begin{array}{r} 769 \\ 17.7 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 114 \\ 31.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 551 \\ 33.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 416 \\ 31.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 184 \\ 33.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 101 \\ 35.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 55 \\ 27.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 1421 \\ 32.6 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 128 \\ 35.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 570 \\ 34.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 471 \\ 35.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 194 \\ 35.2 \% \end{array}$ | $\begin{array}{r} 97 \\ 33.9 \% \end{array}$ | $\begin{array}{r} 70 \\ 35.5 \% \end{array}$ | $\begin{array}{r} 1530 \\ 35.1 \% \\ \hline \end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 45 \\ 12.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 174 \\ 10.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 154 \\ 11.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 69 \\ 12.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 28 \\ 9.8 \% \end{array}$ | $\begin{array}{r} 22 \\ 11.2 \% \end{array}$ | $\begin{array}{r}492 \\ 11.3 \% \\ \hline\end{array}$ |
|  | 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\% |

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?

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Listed below are a number of [school] factors that may be important ... Annual standardized tests | Critical | Count \% within rural | $\begin{array}{r} 262 \\ 5.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 38 \\ 6.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 300 \\ 5.7 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within rural | $\begin{array}{r} 764 \\ 16.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 95 \\ 14.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 859 \\ 16.5 \% \end{array}$ |
|  | Important | Count <br> \% within rural | $\begin{array}{r} 2017 \\ 44.0 \% \end{array}$ | $\begin{array}{r} 300 \\ 47.1 \% \end{array}$ | $\begin{array}{r} 2317 \\ 44.4 \% \end{array}$ |
|  | Not Very Important | Count \% within rural | $\begin{array}{r} 1188 \\ 25.9 \% \end{array}$ | $\begin{array}{r} 164 \\ 25.7 \% \end{array}$ | $\begin{array}{r} 1352 \\ 25.9 \% \end{array}$ |
|  | Not at All Important | Count <br> \% within rural | $\begin{array}{r} 337 \\ 7.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 39 \\ 6.1 \% \\ \hline \end{array}$ | $\begin{array}{r}376 \\ 7.2 \% \\ \hline\end{array}$ |
|  | Don't Know | Count \% within rural | 16 $.3 \%$ | 1 | $\begin{array}{r}17 \\ .3 \% \\ \hline\end{array}$ |
| Total |  | Count \% within rural | $\begin{array}{r} 4584 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 637 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 5221 \\ 100.0 \% \end{array}$ |

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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Listed below are a number of [school] factors that may be important ... Annual standardized tests | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 27 \\ 7.6 \% \end{array}$ | $\begin{array}{r} 86 \\ 5.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 76 \\ 5.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ 4.7 \% \end{array}$ | $\begin{array}{r} 18 \\ 6.3 \% \end{array}$ | 15 $7.6 \%$ | $\begin{array}{r}248 \\ 5.7 \% \\ \hline\end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 66 \\ 18.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 256 \\ 15.7 \% \end{array}$ | $\begin{array}{r} 204 \\ 15.5 \% \end{array}$ | $\begin{array}{r} 91 \\ 16.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 47 \\ 16.5 \% \end{array}$ | $\begin{array}{r} 30 \\ 15.2 \% \end{array}$ | $\begin{array}{r} 694 \\ 16.0 \% \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 154 \\ 43.3 \% \end{array}$ | $\begin{array}{r} 749 \\ 45.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 604 \\ 45.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 227 \\ 41.3 \% \end{array}$ | $\begin{array}{r} 134 \\ 47.0 \% \end{array}$ | $\begin{array}{r} 86 \\ 43.7 \% \end{array}$ | $\begin{array}{r} 1954 \\ 45.1 \% \\ \hline \end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 86 \\ 24.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 422 \\ 25.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 338 \\ \quad 25.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 148 \\ 26.9 \% \end{array}$ | $\begin{array}{r} 70 \\ 24.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 52 \\ 26.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 1116 \\ 25.7 \% \end{array}$ |
|  | 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\% |

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?

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Listed below are a number of [school] factors that may be important ... Control over student behavior | Critical | Count <br> \% within rural | $\begin{array}{r} 2723 \\ 59.3 \% \end{array}$ | $\begin{array}{r} 390 \\ 61.2 \% \end{array}$ | $\begin{array}{r} 3113 \\ 59.5 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within rural | $\begin{array}{r} 1350 \\ 29.4 \% \end{array}$ | $\begin{array}{r} 185 \\ 29.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 1535 \\ 29.3 \% \end{array}$ |
|  | Important | Count \% within rural | $\begin{array}{r} 480 \\ 10.4 \% \end{array}$ | $\begin{array}{r} 55 \\ 8.6 \% \end{array}$ | 535 $10.2 \%$ |
|  | Not Very Important | Count <br> \% within rural | 27 $.6 \%$ | 5 | $\begin{array}{r}32 \\ .6 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within rural | 4 $.1 \%$ | 2 $.3 \%$ | 6 $.1 \%$ |
|  | Don't Know | Count \% within rural | 10 $.2 \%$ | 0 | $\begin{array}{r}10 \\ .2 \% \\ \hline\end{array}$ |
| Total |  | Count \% within rural | $\begin{array}{r} 4594 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 637 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 5231 \\ 100.0 \% \end{array}$ |

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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Listed below are a number of [school] factors that may be important ... Control over student behavior | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 195 \\ 54.9 \% \end{array}$ | $\begin{array}{r} 985 \\ 60.2 \% \end{array}$ | $\begin{array}{r} 781 \\ 59.2 \% \end{array}$ | $\begin{array}{r} 358 \\ 64.6 \% \end{array}$ | $\begin{array}{r} 182 \\ 64.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 113 \\ 57.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 2614 \\ 60.1 \% \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 111 \\ 31.3 \% \end{array}$ | $\begin{array}{r} 485 \\ 29.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 398 \\ 30.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 146 \\ 26.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 76 \\ 26.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 54 \\ 27.3 \% \end{array}$ | $\begin{array}{r} 1270 \\ 29.2 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 45 \\ 12.7 \% \end{array}$ | $\begin{array}{r} 157 \\ 9.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 130 \\ 9.9 \% \end{array}$ | $\begin{array}{r} 48 \\ 8.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 24 \\ 8.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ 13.1 \% \end{array}$ | $\begin{array}{r} 430 \\ 9.9 \% \\ \hline \end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | . 3 | 7 $.4 \%$ | . 7 | . 2 | 2 $.7 \%$ | 2.5\% | $\begin{array}{r}26 \\ .6 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within povertygrp | $\begin{array}{r} 0 \\ .0 \% \\ \hline \end{array}$ | $\begin{array}{r} 0 \\ .0 \% \\ \hline \end{array}$ | 3 | . 0 | 0 | . 0 | $\begin{array}{r}3 \\ .1 \% \\ \hline\end{array}$ |
|  | 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\% |

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?


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

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

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)?

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

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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Listed below are a number of [school] factors that may be important ... Scores for College Admissions tests (such as SAT or ACT) | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 80 \\ 22.4 \% \end{array}$ | $\begin{array}{r} 314 \\ 19.2 \% \end{array}$ | $\begin{array}{r} 252 \\ 19.0 \% \end{array}$ | $\begin{array}{r} 98 \\ 17.7 \% \end{array}$ | $\begin{array}{r} 51 \\ 17.8 \% \end{array}$ | $\begin{array}{r} 40 \\ 20.3 \% \end{array}$ | $\begin{array}{r} 835 \\ 19.2 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 132 \\ 37.0 \% \end{array}$ | $\begin{array}{r} 648 \\ 39.6 \% \end{array}$ | $\begin{array}{r} 519 \\ 39.1 \% \end{array}$ | $\begin{array}{r} 197 \\ 35.5 \% \end{array}$ | $\begin{array}{r} 116 \\ 40.6 \% \end{array}$ | $\begin{array}{r} 74 \\ 37.6 \% \end{array}$ | $\begin{array}{r} 1686 \\ 38.7 \% \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 112 \\ 31.4 \% \end{array}$ | $\begin{array}{r} 528 \\ 32.3 \% \end{array}$ | $\begin{array}{r} 412 \\ 31.1 \% \end{array}$ | $\begin{array}{r} 185 \\ 33.3 \% \end{array}$ | $\begin{array}{r} 93 \\ 32.5 \% \end{array}$ | $\begin{array}{r} 58 \\ 29.4 \% \end{array}$ | $\begin{array}{r} 1388 \\ 31.9 \% \\ \hline \end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 29 \\ 8.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 120 \\ 7.3 \% \end{array}$ | $\begin{array}{r} 112 \\ 8.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 63 \\ 11.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ 7.0 \% \end{array}$ | $\begin{array}{r} 23 \\ 11.7 \% \\ \hline \end{array}$ | 367 $8.4 \%$ |
|  | 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\% |

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)?

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Listed below are a number of [school] factors that may be | Critical | Count \% within rural | $\begin{array}{r} 1546 \\ 33.5 \% \end{array}$ | $\begin{array}{r} 194 \\ 30.4 \% \end{array}$ | $\begin{array}{r} 1740 \\ 33.2 \% \\ \hline \end{array}$ |
| important ... Offering advanced <br> coursework (such as Advanced | Very Important | Count \% within rural | $\begin{array}{r} 1798 \\ 39.0 \% \end{array}$ | $\begin{array}{r} 250 \\ 39.1 \% \end{array}$ | $\begin{array}{r} 2048 \\ 39.0 \% \end{array}$ |
| Placement or International Baccalaureate) | Important | Count \% within rural | $\begin{array}{r} 1015 \\ 22.0 \% \end{array}$ | $\begin{array}{r} 157 \\ 24.6 \% \end{array}$ | $\begin{array}{r} 1172 \\ 22.3 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within rural | $\begin{array}{r} 193 \\ 4.2 \% \end{array}$ | $\begin{array}{r} 27 \\ 4.2 \% \end{array}$ | $\begin{gathered} 220 \\ 4.2 \% \end{gathered}$ |
|  | Not at All Important | Count \% within rural | 26 $.6 \%$ | 11 $1.7 \%$ | $\begin{array}{r}37 \\ .7 \% \\ \hline\end{array}$ |
|  | Don't Know | Count \% within rural | 31 $.7 \%$ | 0 | $\begin{array}{r}31 \\ .6 \% \\ \hline\end{array}$ |
| Total |  | Count \% within rural | $\begin{array}{r} 4609 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 639 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 5248 \\ 100.0 \% \end{array}$ |

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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Listed below are a number of [school] factors that may be important ... Offering advanced coursework (such as Advanced Placement or International Baccalaureate) | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 123 \\ 34.4 \% \end{array}$ | $\begin{array}{r} 585 \\ 35.7 \% \end{array}$ | $\begin{array}{r} 427 \\ 32.3 \% \end{array}$ | $\begin{array}{r} 190 \\ 34.3 \% \end{array}$ | $\begin{array}{r} 92 \\ 32.2 \% \end{array}$ | $\begin{array}{r} 64 \\ 32.7 \% \end{array}$ | $\begin{array}{r} 1481 \\ 34.0 \% \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 139 \\ 38.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 641 \\ 39.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 529 \\ 40.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 197 \\ 35.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 108 \\ 37.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 77 \\ 39.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 1691 \\ 38.8 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 78 \\ 21.8 \% \end{array}$ | $\begin{array}{r} 334 \\ 20.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 295 \\ 22.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 137 \\ 24.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 70 \\ 24.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 42 \\ 21.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 956 \\ 21.9 \% \\ \hline \end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 15 \\ 4.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 62 \\ 3.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 61 \\ 4.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 23 \\ 4.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ 3.5 \% \end{array}$ | 3 $\begin{array}{r}7 \\ 3.6 \%\end{array}$ | $\begin{array}{r}178 \\ 4.1 \% \\ \hline\end{array}$ |
|  | 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\% |

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 from advantaged backgrounds vs. students from disadvantaged backgrounds across the state?

| Web Survey Crosstab - Community Type |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-rural | Rural |  |
| Given what you know about public ... schools ... how great are differences in achievement between students from advantaged backgrounds vs. students from disadvantaged backgrounds across the state? | Very Large Differences | Count <br> \% within rural | $\begin{array}{r} 1728 \\ 38.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 271 \\ 42.6 \% \end{array}$ | $\begin{array}{r} 1999 \\ 38.7 \% \end{array}$ |
|  | Large Differences | Count <br> \% within rural | $\begin{array}{r} 2123 \\ 46.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 292 \\ 45.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 2415 \\ 46.7 \% \\ \hline \end{array}$ |
|  | Small Differences | Count <br> \% within rural | $\begin{array}{r} 441 \\ 9.7 \% \end{array}$ | $\begin{array}{r} 51 \\ 8.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 492 \\ 9.5 \% \\ \hline \end{array}$ |
|  | No Differences | Count <br> \% within rural | 51 $1.1 \%$ | 10 $1.6 \%$ | 61 $1.2 \%$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 190 \\ 4.2 \% \\ \hline \end{array}$ | 12 $1.9 \%$ | 202 $3.9 \%$ |
| Total |  | Count <br> \% within rural |  | $\begin{array}{r} 636 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 5169 \\ 100.0 \% \end{array}$ |

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

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Given what you know about public ... schools | Very Large Differences | Count <br> \% within povertygrp | $\begin{array}{r} 144 \\ 40.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 661 \\ 40.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 451 \\ 34.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 237 \\ 42.8 \% \end{array}$ | $\begin{array}{r} 120 \\ 42.1 \% \end{array}$ | $\begin{array}{r} 113 \\ 57.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 1726 \\ 39.8 \% \end{array}$ |
| ... how great are differences in achievement between | Large Differences | Count <br> \% within povertygrp | $\begin{array}{r} 157 \\ 44.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 738 \\ 45.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 650 \\ 49.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 245 \\ 44.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 134 \\ 47.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 62 \\ 31.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 1986 \\ 45.8 \% \\ \hline \end{array}$ |
| students from advantaged backgrounds vs. | Small Differences | Count <br> \% within povertygrp | 35 $9.9 \%$ | $\begin{gathered} 143 \\ 8.8 \% \end{gathered}$ | $\begin{array}{r} 154 \\ 11.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 51 \\ 9.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 7.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 9.2 \% \\ \hline \end{array}$ | 423 $9.8 \%$ |
| students from disadvantaged | No Differences | Count <br> \% within povertygrp | . 28 | 15 $.9 \%$ | $\begin{array}{r} 21 \\ 1.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ .7 \% \end{array}$ | $\begin{array}{r} 3 \\ 1.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 0 \\ .0 \% \end{array}$ | $\begin{array}{r} 45 \\ 1.0 \% \end{array}$ |
| backgrounds across the state? | Don't Know | Count <br> \% within povertygrp | $\begin{array}{r} 14 \\ 4.0 \% \\ \hline \end{array}$ | 69 $4.2 \%$ | $\begin{array}{r} 44 \\ 3.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 17 \\ 3.1 \% \\ \hline \end{array}$ | 2.1\% ${ }^{6}$ | 3 $1.5 \%$ | $\begin{array}{r}153 \\ 3.5 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within povertygrp | $\begin{array}{r} 352 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1626 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1320 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 554 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 285 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 196 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 4333 \\ 100.0 \% \end{array}$ |

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 from advantaged backgrounds vs. students from disadvantaged backgrounds across the state?

| Web Survey Crosstab - Community Type |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-rural | Rural |  |
| Given what you know about public ... schools ... how great are differences in achievement between students from advantaged backgrounds vs. students from disadvantaged backgrounds across the state? | Very Large Differences | Count <br> \% within rural | $\begin{array}{r} 1728 \\ 38.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 271 \\ 42.6 \% \end{array}$ | $\begin{array}{r} 1999 \\ 38.7 \% \end{array}$ |
|  | Large Differences | Count <br> \% within rural | $\begin{array}{r} 2123 \\ 46.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 292 \\ 45.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 2415 \\ 46.7 \% \\ \hline \end{array}$ |
|  | Small Differences | Count <br> \% within rural | $\begin{array}{r} 441 \\ 9.7 \% \end{array}$ | $\begin{array}{r} 51 \\ 8.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 492 \\ 9.5 \% \\ \hline \end{array}$ |
|  | No Differences | Count <br> \% within rural | 51 $1.1 \%$ | 10 $1.6 \%$ | 61 $1.2 \%$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 190 \\ 4.2 \% \\ \hline \end{array}$ | 12 $1.9 \%$ | 202 $3.9 \%$ |
| Total |  | Count <br> \% within rural |  | $\begin{array}{r} 636 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 5169 \\ 100.0 \% \end{array}$ |

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

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Given what you know about public ... schools | Very Large Differences | Count <br> \% within povertygrp | $\begin{array}{r} 144 \\ 40.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 661 \\ 40.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 451 \\ 34.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 237 \\ 42.8 \% \end{array}$ | $\begin{array}{r} 120 \\ 42.1 \% \end{array}$ | $\begin{array}{r} 113 \\ 57.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 1726 \\ 39.8 \% \end{array}$ |
| ... how great are differences in achievement between | Large Differences | Count <br> \% within povertygrp | $\begin{array}{r} 157 \\ 44.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 738 \\ 45.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 650 \\ 49.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 245 \\ 44.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 134 \\ 47.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 62 \\ 31.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 1986 \\ 45.8 \% \\ \hline \end{array}$ |
| students from advantaged backgrounds vs. | Small Differences | Count <br> \% within povertygrp | 35 $9.9 \%$ | $\begin{gathered} 143 \\ 8.8 \% \end{gathered}$ | $\begin{array}{r} 154 \\ 11.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 51 \\ 9.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 7.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 9.2 \% \\ \hline \end{array}$ | 423 $9.8 \%$ |
| students from disadvantaged | No Differences | Count <br> \% within povertygrp | . 28 | 15 $.9 \%$ | $\begin{array}{r} 21 \\ 1.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ .7 \% \end{array}$ | $\begin{array}{r} 3 \\ 1.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 0 \\ .0 \% \end{array}$ | $\begin{array}{r} 45 \\ 1.0 \% \end{array}$ |
| backgrounds across the state? | Don't Know | Count <br> \% within povertygrp | $\begin{array}{r} 14 \\ 4.0 \% \\ \hline \end{array}$ | 69 $4.2 \%$ | $\begin{array}{r} 44 \\ 3.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 17 \\ 3.1 \% \\ \hline \end{array}$ | 2.1\% ${ }^{6}$ | 3 $1.5 \%$ | $\begin{array}{r}153 \\ 3.5 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within povertygrp | $\begin{array}{r} 352 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1626 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1320 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 554 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 285 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 196 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 4333 \\ 100.0 \% \end{array}$ |

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 Native English speaking students vs. students who have English as a second language across the state?


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

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Given what you know about public ... schools ... how great are differences in achievement between Native English speaking students vs. students who have English as a second language across the state? | Very Large Differences | Count <br> \% within povertygrp | $\begin{array}{r} 72 \\ 20.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 371 \\ 22.8 \% \end{array}$ | $\begin{array}{r} 269 \\ 20.4 \% \end{array}$ | $\begin{array}{r} 127 \\ 22.9 \% \end{array}$ | $\begin{array}{r} 54 \\ 19.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 48 \\ 24.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 941 \\ 21.7 \% \\ \hline \end{array}$ |
|  | Large Differences | Count <br> \% within povertygrp | $\begin{array}{r} 157 \\ 44.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 750 \\ 46.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 606 \\ 45.9 \% \end{array}$ | $\begin{array}{r} 242 \\ 43.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 131 \\ 46.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 89 \\ 45.4 \% \end{array}$ | $\begin{array}{r} 1975 \\ 45.6 \% \\ \hline \end{array}$ |
|  | Small Differences | Count <br> \% within povertygrp | $\begin{array}{r} 79 \\ 22.5 \% \end{array}$ | $\begin{array}{r} 334 \\ 20.5 \% \end{array}$ |  | $\begin{array}{r} 126 \\ 22.7 \% \end{array}$ | $\begin{array}{r} 56 \\ 19.9 \% \end{array}$ | $\begin{array}{r} 41 \\ 20.9 \% \end{array}$ | $\begin{array}{r} 923 \\ 21.3 \% \\ \hline \end{array}$ |
|  | No Differences | Count <br> \% within povertygrp | 10 $2.8 \%$ | $\begin{array}{r} 20 \\ 1.2 \% \\ \hline \end{array}$ | 30 $2.3 \%$ | 8 $1.4 \%$ |  | 0 $.0 \%$ | $\begin{array}{r}74 \\ 1.7 \% \\ \hline\end{array}$ |
|  | 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\% |

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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-rural | Rural |  |
| 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 <br> \% within rural | $\begin{array}{r} 1109 \\ 24.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 182 \\ 28.7 \% \end{array}$ | $\begin{array}{r} 1291 \\ 25.0 \% \end{array}$ |
|  | Large Differences | Count <br> \% within rural | $\begin{array}{r} 1861 \\ 41.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 266 \\ 42.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 2127 \\ 41.2 \% \end{array}$ |
|  | Small Differences | Count <br> \% within rural | $\begin{array}{r} 993 \\ 21.9 \% \end{array}$ | $\begin{array}{r} 126 \\ 19.9 \% \end{array}$ | $\begin{array}{r} 1119 \\ 21.7 \% \end{array}$ |
|  | No Differences | Count <br> \% within rural | $\begin{array}{r} 103 \\ 2.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 3.0 \% \\ \hline \end{array}$ | $\begin{array}{r}122 \\ 2.4 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 464 \\ 10.2 \% \\ \hline \end{array}$ | $\begin{array}{r}41 \\ 6.5 \% \\ \hline\end{array}$ | $\begin{array}{r}505 \\ 9.8 \% \\ \hline\end{array}$ |
| 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

Web Survey Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| 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 <br> \% within ethnicity | $\begin{array}{r} 947 \\ 23.7 \% \end{array}$ | $\begin{array}{r} 190 \\ 35.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ 20.9 \% \end{array}$ | $\begin{array}{r} 1146 \\ 25.1 \% \end{array}$ |
|  | Large Differences | Count <br> \% within ethnicity | $\begin{array}{r} 1671 \\ 41.9 \% \end{array}$ | $\begin{array}{r} 212 \\ 39.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 37.2 \% \end{array}$ | 1899 <br> 41.5\% |
|  | Small Differences | Count <br> \% within ethnicity | $\begin{array}{r} 881 \\ 22.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 90 \\ 16.8 \% \end{array}$ | $\begin{array}{r} 10 \\ 23.3 \% \end{array}$ | $\begin{array}{r} 981 \\ 21.5 \% \end{array}$ |
|  | No Differences | Count <br> \% within ethnicity | 102 $2.6 \%$ | 8 $1.5 \%$ | $\begin{array}{r}0 \\ .0 \%\end{array}$ | $\begin{array}{r} 110 \\ 2.4 \% \end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | $\begin{array}{r} 391 \\ 9.8 \% \\ \hline \end{array}$ | 36 $6.7 \%$ | 8 $18.6 \%$ | $\begin{array}{r}435 \\ 9.5 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 3992 \\ 100.0 \% \end{array}$ | 536 $100.0 \%$ | 43 $100.0 \%$ | $\begin{array}{r} 4571 \\ 100.0 \% \end{array}$ |

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| 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 <br> \% within povertygrp |  |  |  | $\begin{array}{r} 143 \\ 25.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 75 \\ 26.5 \% \end{array}$ | $\begin{array}{r} 56 \\ 28.9 \% \end{array}$ | 1088 <br> 25.1\% |
|  | Large Differences | Count <br> \% within povertygrp | $\begin{array}{r} 145 \\ 41.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 676 \\ 41.5 \% \end{array}$ | $\begin{array}{r} 537 \\ 40.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 244 \\ 44.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 118 \\ 41.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 70 \\ 36.1 \% \end{array}$ | $\begin{array}{r} 1790 \\ 41.3 \% \end{array}$ |
|  | Small Differences | Count <br> \% within povertygrp | $\begin{array}{r} 84 \\ 23.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 349 \\ 21.4 \% \end{array}$ | $278$ <br> 21.1\% | $\begin{array}{r} 116 \\ 20.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 62 \\ 21.9 \% \end{array}$ | $\begin{array}{r} 45 \\ 23.2 \% \end{array}$ | $\begin{array}{r} 934 \\ 21.6 \% \\ \hline \end{array}$ |
|  | 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\% |

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?

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

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


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

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:
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

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Along with educating individual students, schools also serve. . | Critical | Count <br> \% within rural | $\begin{array}{r} \hline 1584 \\ 35.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 251 \\ 39.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 1835 \\ 35.5 \% \\ \hline \end{array}$ |
| As a source of community pride | Very Important | Count <br> \% within rural | $\begin{array}{r} 1978 \\ 43.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 269 \\ 42.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 2247 \\ 43.4 \% \end{array}$ |
|  | Important | Count <br> \% within rural | $\begin{array}{r} \hline 777 \\ 17.1 \% \end{array}$ | $\begin{array}{r} 82 \\ 12.8 \% \end{array}$ | $\begin{array}{r} 859 \\ 16.6 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within rural | $\begin{array}{r} 148 \\ 3.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 25 \\ 3.9 \% \\ \hline \end{array}$ | $\begin{array}{r}173 \\ 3.3 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within rural | $\begin{array}{r}30 \\ .7 \% \\ \hline\end{array}$ | 9 $1.4 \%$ | $\begin{array}{r}39 \\ .8 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 15 $.3 \%$ | 4 $.6 \%$ | $\begin{array}{r}19 \\ .4 \% \\ \hline\end{array}$ |
| Total |  | Count \% within rural | $\begin{array}{r} 4532 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 640 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 5172 \\ 100.0 \% \end{array}$ |

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

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| Along with educating individual students, schools also serve... As a source of community pride | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 129 \\ 36.0 \% \end{array}$ | $\begin{array}{r} 580 \\ 35.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 467 \\ 35.2 \% \end{array}$ | $\begin{array}{r} 210 \\ 37.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 107 \\ 37.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 79 \\ 39.9 \% \end{array}$ | $\begin{array}{r} 1572 \\ 36.0 \% \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 162 \\ 45.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 709 \\ 43.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 585 \\ 44.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 220 \\ 39.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 128 \\ 44.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 76 \\ 38.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 1880 \\ 43.1 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 59 \\ 16.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 297 \\ 18.1 \% \end{array}$ | $\begin{array}{r} 220 \\ 16.6 \% \end{array}$ | $\begin{array}{r} 89 \\ 16.0 \% \end{array}$ | $\begin{array}{r} 34 \\ 11.9 \% \end{array}$ | $\begin{array}{r} 32 \\ 16.2 \% \end{array}$ | $\begin{array}{r} 731 \\ 16.7 \% \\ \hline \end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 6 \\ 1.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 44 \\ 2.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 41 \\ 3.1 \% \end{array}$ | $\begin{array}{r} 28 \\ 5.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 4.2 \% \end{array}$ | 11 $5.6 \%$ | 142 $3.3 \%$ |
|  | 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\% |

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:
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


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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| Along with educating individual students, schools also serve... As a place for community members to meet | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 65 \\ 18.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 263 \\ 16.1 \% \end{array}$ | $\begin{array}{r} 202 \\ 15.3 \% \end{array}$ | $\begin{array}{r} 90 \\ 16.3 \% \end{array}$ | $\begin{array}{r} 47 \\ 16.4 \% \end{array}$ | $\begin{array}{r} 45 \\ 22.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 712 \\ 16.4 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 116 \\ 32.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 533 \\ 32.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 438 \\ 33.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 181 \\ 32.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 110 \\ 38.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 60 \\ 30.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 1438 \\ 33.0 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 101 \\ 28.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 534 \\ 32.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 428 \\ 32.3 \% \end{array}$ | $\begin{array}{r} 171 \\ 31.0 \% \end{array}$ | $\begin{array}{r} 86 \\ 30.1 \% \end{array}$ | $\begin{array}{r} 52 \\ 26.3 \% \end{array}$ | $\begin{array}{r} 1372 \\ 31.5 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 62 \\ 17.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 252 \\ 15.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 212 \\ 16.0 \% \end{array}$ | $\begin{array}{r} 86 \\ 15.6 \% \end{array}$ | $\begin{array}{r} 34 \\ 11.9 \% \end{array}$ | $\begin{array}{r} 37 \\ 18.7 \% \end{array}$ | $\begin{array}{r} 683 \\ \\ 15.7 \% \\ \hline \end{array}$ |
|  | 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\% |

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:
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

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Along with educating individual students, schools also serve... As a location for recreational activities | Critical | Count <br> \% within rural | $\begin{array}{r} 664 \\ 14.7 \% \end{array}$ | $\begin{array}{r} 111 \\ 17.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 775 \\ 15.0 \% \end{array}$ |
|  | Very Important | Count \% within rural | $\begin{array}{r} 1318 \\ 29.1 \% \end{array}$ | $\begin{array}{r} 203 \\ 31.7 \% \end{array}$ | $\begin{array}{r} 1521 \\ 29.5 \% \end{array}$ |
|  | Important | Count <br> \% within rural | $\begin{array}{r} 1507 \\ 33.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 187 \\ 29.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 1694 \\ 32.8 \% \end{array}$ |
|  | Not Very Important | Count \% within rural | $\begin{array}{r} 806 \\ 17.8 \% \end{array}$ | $\begin{array}{r} 106 \\ 16.6 \% \end{array}$ | $\begin{array}{r}912 \\ 17.7 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within rural | $\begin{array}{r} 203 \\ 4.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 30 \\ 4.7 \% \\ \hline \end{array}$ | $\begin{array}{r}233 \\ 4.5 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 26 $.6 \%$ | $\begin{array}{r}3 \\ .5 \% \\ \hline\end{array}$ | $\begin{array}{r}29 \\ .6 \% \\ \hline\end{array}$ |
| Total |  | Count \% within rural | $\begin{array}{r} 4524 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 640 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 5164 \\ 100.0 \% \end{array}$ |

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

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| Along with educating individual students, schools also serve... As a location for recreational activities | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 62 \\ 17.4 \% \end{array}$ | $\begin{array}{r} 236 \\ 14.4 \% \end{array}$ | $\begin{array}{r} 195 \\ 14.7 \% \end{array}$ | $\begin{array}{r} 88 \\ 15.8 \% \end{array}$ | $\begin{array}{r} 47 \\ 16.5 \% \end{array}$ | $\begin{array}{r} 39 \\ 19.8 \% \end{array}$ | $\begin{array}{r} 667 \\ \\ 15.3 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 101 \\ 28.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 478 \\ 29.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 379 \\ 28.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 148 \\ 26.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 99 \\ 34.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 53 \\ 26.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 1258 \\ 28.8 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 101 \\ 28.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 546 \\ 33.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 462 \\ 34.8 \% \end{array}$ | $\begin{array}{r} 198 \\ 35.6 \% \end{array}$ | $\begin{array}{r} 80 \\ 28.1 \% \end{array}$ | $\begin{array}{r} 57 \\ 28.9 \% \end{array}$ | $\begin{array}{r} 1444 \\ 33.1 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 73 \\ 20.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 311 \\ 19.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 228 \\ 17.2 \% \end{array}$ | $\begin{array}{r} 91 \\ 16.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 42 \\ 14.7 \% \\ \hline \end{array}$ | 42 $21.3 \%$ | $\begin{array}{r} 787 \\ 18.0 \% \\ \hline \end{array}$ |
|  | 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\% |

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:
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

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Along with educating individual students, schools also serve... As a symbol of community values | Critical | Count <br> \% within rural | $\begin{array}{r} \hline 1709 \\ 37.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 278 \\ 43.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 1987 \\ 38.5 \% \end{array}$ |
|  | Very Important | Count <br> \% within rural | $\begin{array}{r} 1721 \\ 38.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 219 \\ 34.3 \% \end{array}$ | $\begin{array}{r} 1940 \\ 37.6 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within rural | $\begin{array}{r} 805 \\ 17.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 95 \\ 14.9 \% \end{array}$ | $\begin{array}{r} 900 \\ 17.4 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within rural | $\begin{array}{r} 203 \\ 4.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 3.4 \% \\ \hline \end{array}$ | $\begin{array}{r}225 \\ 4.4 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within rural | 66 $1.5 \%$ | 18 $2.8 \%$ | $\begin{array}{r}84 \\ 1.6 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r}20 \\ .4 \% \\ \hline\end{array}$ | 6 $.9 \%$ | $\begin{array}{r}26 \\ .5 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 4524 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} \hline 638 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 5162 \\ 100.0 \% \\ \hline \end{array}$ |

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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Along with educating individual students, schools also serve... As a symbol of community values | Critical | Count <br> \% within povertygrp | $\begin{array}{r} 139 \\ 38.8 \% \end{array}$ | $\begin{array}{r} 619 \\ 37.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 511 \\ 38.5 \% \end{array}$ | $\begin{array}{r} 221 \\ 39.9 \% \end{array}$ | $\begin{array}{r} 116 \\ 40.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 84 \\ 42.6 \% \end{array}$ | $\begin{array}{r} 1690 \\ 38.8 \% \end{array}$ |
|  | Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 134 \\ 37.4 \% \end{array}$ | $\begin{array}{r} 656 \\ 40.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 490 \\ 37.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 188 \\ 33.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 108 \\ 37.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 62 \\ 31.5 \% \end{array}$ | $\begin{array}{r} 1638 \\ 37.6 \% \end{array}$ |
|  | Important | Count <br> \% within povertygrp | $\begin{array}{r} 67 \\ 18.7 \% \end{array}$ | $\begin{array}{r} 277 \\ 16.9 \% \end{array}$ | $\begin{array}{r} 237 \\ 17.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 94 \\ 17.0 \% \end{array}$ | $\begin{array}{r} 41 \\ 14.4 \% \end{array}$ | $\begin{array}{r} 36 \\ 18.3 \% \end{array}$ | $\begin{array}{r} 752 \\ 17.3 \% \\ \hline \end{array}$ |
|  | Not Very Important | Count <br> \% within povertygrp | $\begin{array}{r} 13 \\ 3.6 \% \end{array}$ | $\begin{array}{r} 59 \\ 3.6 \% \end{array}$ | $\begin{array}{r} 60 \\ 4.5 \% \end{array}$ | $\begin{array}{r} 33 \\ 6.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ 3.9 \% \\ \hline \end{array}$ | 13 $6.6 \%$ | $\begin{array}{r}189 \\ 4.3 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within povertygrp | $\begin{array}{r} 5 \\ 1.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 1.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 21 \\ 1.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 14 \\ 2.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ 3.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ 1.0 \% \\ \hline \end{array}$ | $\begin{array}{r}70 \\ 1.6 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within povertygrp | $\begin{array}{r} 0 \\ .0 \% \\ \hline \end{array}$ | 7 $.4 \%$ | . 7 | 4 $.7 \%$ | . 0 | . 0 | $\begin{array}{r}18 \\ .4 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within povertygrp | $\begin{array}{r} 358 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 1637 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 1326 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 554 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 285 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 197 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 4357 \\ 100.0 \% \\ \hline \end{array}$ |

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?


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


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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Since 2004, South Carolina schools have had to improve their performance in order to earn higher ratings. What do you think of this practice? | Fair | Count <br> \% within povertygrp | $\begin{array}{r} 100 \\ 28.1 \% \end{array}$ | $\begin{array}{r} 588 \\ 36.0 \% \end{array}$ | $\begin{array}{r} 434 \\ 32.9 \% \end{array}$ | $\begin{array}{r} 151 \\ 27.6 \% \end{array}$ | 77 $27.1 \%$ | $\begin{array}{r} 65 \\ 33.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 1415 \\ 32.7 \% \\ \hline \end{array}$ |
|  | Unfair | Count <br> \% within povertygrp | $\begin{array}{r} 227 \\ 63.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 922 \\ 56.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 771 \\ 58.5 \% \end{array}$ | $\begin{array}{r} 360 \\ 65.8 \% \end{array}$ | $\begin{array}{r} 179 \\ 63.0 \% \end{array}$ | $\begin{array}{r} 116 \\ 59.5 \% \end{array}$ | $\begin{array}{r} 2575 \\ 59.4 \% \end{array}$ |
|  | 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\% |

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

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

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

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who do not perform at grade level? | $0 \%$ - all should be performing at grade level | Count <br> \% within povertygrp | 16 $4.5 \%$ | $\begin{array}{r} 77 \\ 4.7 \% \\ \hline \end{array}$ | 81 $6.1 \%$ | $\begin{array}{r} 32 \\ 5.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 13 \\ 4.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 13 \\ 6.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 232 \\ 5.3 \% \\ \hline \end{array}$ |
|  | under 10\% | Count <br> \% within povertygrp | $\begin{array}{r} 224 \\ 62.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 1002 \\ 61.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 759 \\ 57.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 287 \\ 52.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 167 \\ 58.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 113 \\ 57.1 \% \\ \hline \end{array}$ | 2552 <br> 58.7\% |
|  | 10\%-25\% | Count <br> \% within povertygrp | $\begin{array}{r} 92 \\ 25.6 \% \end{array}$ | $\begin{array}{r} 427 \\ 26.2 \% \end{array}$ | $\begin{array}{r} 367 \\ 27.7 \% \end{array}$ | $\begin{array}{r} 183 \\ 33.2 \% \end{array}$ | $\begin{array}{r} 72 \\ 25.3 \% \end{array}$ | $\begin{array}{r} 49 \\ 24.7 \% \end{array}$ | $\begin{array}{r} 1190 \\ 27.4 \% \end{array}$ |
|  | 26\% or more | Count <br> \% within povertygrp | $\begin{array}{r} 9 \\ 2.5 \% \end{array}$ | $\begin{array}{r} 48 \\ 2.9 \% \end{array}$ | $\begin{array}{r} 45 \\ 3.4 \% \end{array}$ | $\begin{array}{r} 23 \\ 4.2 \% \end{array}$ | $\begin{array}{r} 12 \\ 4.2 \% \end{array}$ | $\begin{array}{r} 7 \\ 3.5 \% \end{array}$ | $\begin{gathered} 144 \\ 3.3 \% \end{gathered}$ |
|  | 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\% |

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 do not improve their performance from one year to the next?

Web Survey Crosstab - Community Type

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who do not improve their performance from one year to the next? | $0 \%$ - all should be performing at Count grade level $\%$ within rural |  | 434 $9.8 \%$ | 53 $8.3 \%$ | 487 $9.6 \%$ |
|  | under 10\% | Count <br> \% within rural | $\begin{array}{r} 2227 \\ 50.2 \% \end{array}$ | $\begin{array}{r} 317 \\ 49.9 \% \end{array}$ | 2544 $50.2 \%$ |
|  | 10\%-25\% | Count | 1140 | 184 | 1324 |
|  |  | \% within rural | 25.7\% | 29.0\% | 26.1\% |
|  | 26\% or more | Count | 333 | 38 | 371 |
|  |  | \% 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

Web Survey Crosstab - Ethnicity

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

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 - Poverty Level


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?


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


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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| As people across <br> South Carolina think | Low test scores | Count | 46 | 184 | 164 | 61 | 38 | 24 | 517 |
|  |  | \% within povertygrp | 12.8\% | 11.3\% | 12.4\% | 11.0\% | 13.3\% | 12.2\% | 11.9\% |
| about spending on schools, do you think funds should be | Low improvement in scores | Count | 27 | 114 | 100 | 34 | 18 | 17 | 310 |
|  |  | \% within povertygrp | 7.5\% | 7.0\% | 7.6\% | 6.1\% | 6.3\% | 8.7\% | 7.1\% |
| targeted toward schools that have the | Both equally | Count | 262 | 1229 | 994 | 428 | 215 | 145 | 3273 |
|  |  | \% 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 improvement over time? |  | \% within povertygrp | 6.4\% | 6.4\% | 4.9\% | 5.4\% | 5.2\% | 5.1\% | 5.7\% |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 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\% |

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

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Now, think about the school your oldest child attends... The school climate promotes academic achievement | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 1786 \\ 51.0 \% \end{array}$ | $\begin{array}{r} 234 \\ 45.6 \% \end{array}$ | $\begin{array}{r} 2020 \\ 50.3 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 1416 \\ 40.5 \% \end{array}$ | $\begin{array}{r} 220 \\ 42.9 \% \end{array}$ | 1636 $40.8 \%$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 237 \\ 6.8 \% \end{array}$ | $\begin{array}{r} 42 \\ 8.2 \% \\ \hline \end{array}$ | 279 $7.0 \%$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 60 \\ 1.7 \% \end{array}$ | 17 $3.3 \%$ | 77 $1.9 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3499 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 513 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 4012 \\ 100.0 \% \end{array}$ |

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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... The school climate promotes academic achievement | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1582 \\ 50.2 \% \end{array}$ | $\begin{array}{r} 246 \\ 52.6 \% \end{array}$ | $\begin{array}{r} 21 \\ 55.3 \% \end{array}$ | $\begin{array}{r} 1849 \\ 50.5 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1291 \\ 40.9 \% \end{array}$ | $\begin{array}{r} 187 \\ 40.0 \% \end{array}$ | $\begin{array}{r} 14 \\ 36.8 \% \end{array}$ | $\begin{array}{r} 1492 \\ 40.8 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 220 \\ 7.0 \% \end{array}$ | 28 $6.0 \%$ | 3 $7.9 \%$ | 251 $6.9 \%$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 61 \\ 1.9 \% \end{array}$ | 7 $\begin{array}{r}7 \\ 1.5 \%\end{array}$ | . 0 | 68 $1.9 \%$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 3154 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 468 \\ 100.0 \% \end{array}$ | 38 $100.0 \%$ | $\begin{array}{r} 3660 \\ 100.0 \% \end{array}$ |

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Now, think about the school your oldest child attends... The school climate promotes academic achievement | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 180 \\ 62.3 \% \end{array}$ | $\begin{array}{r} 661 \\ 50.9 \% \end{array}$ | $\begin{array}{r} 499 \\ 46.4 \% \end{array}$ | $\begin{array}{r} 221 \\ 51.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 110 \\ 49.3 \% \end{array}$ | $\begin{array}{r} 73 \\ 49.0 \% \end{array}$ | $\begin{array}{r} 1744 \\ 50.3 \% \\ \hline \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 88 \\ 30.4 \% \end{array}$ | $\begin{array}{r} 541 \\ 41.6 \% \end{array}$ | $\begin{array}{r} 454 \\ 42.2 \% \end{array}$ | $\begin{array}{r} 184 \\ 42.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 93 \\ 41.7 \% \end{array}$ | $\begin{array}{r} 61 \\ 40.9 \% \end{array}$ | $\begin{array}{r} 1421 \\ 41.0 \% \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 18 \\ 6.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 75 \\ 5.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 95 \\ 8.8 \% \end{array}$ | $\begin{array}{r} 22 \\ 5.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 7.2 \% \end{array}$ | 11 $7.4 \%$ | $\begin{array}{r}237 \\ 6.8 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | 3 | $\begin{array}{r}22 \\ 1.7 \% \\ \hline\end{array}$ | $\begin{array}{r} 28 \\ 2.6 \% \\ \hline \end{array}$ | 1.2\% | 1.8\% $\begin{array}{r}4 \\ \hline\end{array}$ | 2.74 | $\begin{array}{r}66 \\ 1.9 \% \\ \hline\end{array}$ |
| 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\% |

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

| Web Survey Crosstab - Community Type |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-rural | Rural |  |
| Now, think about the school your oldest child attends... <br> When someone at the school does a good job it is properly recognized. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 1015 \\ 29.1 \% \end{array}$ | $\begin{array}{r} 138 \\ 27.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 1153 \\ 28.8 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 1735 \\ 49.7 \% \end{array}$ | $\begin{array}{r} 244 \\ 47.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 1979 \\ 49.5 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 644 \\ 18.5 \% \end{array}$ | $\begin{array}{r} 109 \\ 21.4 \% \end{array}$ | $\begin{array}{r} 753 \\ 18.8 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | 94 $2.7 \%$ | $\begin{array}{r} 18 \\ 3.5 \% \end{array}$ | $\begin{array}{r}112 \\ 2.8 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3488 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 509 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3997 \\ 100.0 \% \end{array}$ |

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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| 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 <br> \% within ethnicity | $\begin{array}{r} 876 \\ 27.9 \% \end{array}$ | $\begin{array}{r} 162 \\ 34.6 \% \end{array}$ | $\begin{array}{r} 17 \\ 44.7 \% \end{array}$ | $\begin{array}{r} 1055 \\ 28.9 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1582 \\ 50.4 \% \end{array}$ | $\begin{array}{r} 216 \\ 46.2 \% \end{array}$ | $\begin{array}{r} 15 \\ 39.5 \% \end{array}$ | $\begin{array}{r} 1813 \\ 49.7 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 598 \\ 19.0 \% \end{array}$ | 77 $16.5 \%$ | 15.8\% | $\begin{array}{r} 681 \\ 18.7 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 85 \\ 2.7 \% \\ \hline \end{array}$ | 13 $2.8 \%$ | 0 | $\begin{array}{r}98 \\ 2.7 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 3141 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 468 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 38 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3647 \\ 100.0 \% \end{array}$ |

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| 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 <br> \% within povertygrp | $\begin{array}{r} 105 \\ 36.5 \% \end{array}$ | $\begin{array}{r} 369 \\ 28.5 \% \end{array}$ | $\begin{array}{r} 279 \\ 26.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 125 \\ 29.3 \% \end{array}$ | $\begin{array}{r} 72 \\ 32.4 \% \end{array}$ | $\begin{array}{r} 49 \\ 32.9 \% \end{array}$ | $\begin{array}{r}999 \\ 28.9 \% \\ \hline\end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 135 \\ 46.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 656 \\ 50.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 543 \\ 50.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 208 \\ 48.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 114 \\ 51.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 69 \\ 46.3 \% \\ \hline \end{array}$ | $\begin{array}{r}1725 \\ 49.9 \% \\ \hline\end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 43 \\ 14.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 240 \\ 18.5 \% \end{array}$ | $\begin{array}{r} 212 \\ 19.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 82 \\ 19.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 33 \\ 14.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ 17.4 \% \\ \hline \end{array}$ | $\begin{array}{r}636 \\ 18.4 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 5 \\ 1.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 29 \\ 2.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 41 \\ 3.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ 2.6 \% \\ \hline \end{array}$ | 1.4\% ${ }^{3}$ | 3 ${ }^{5}$ | $\begin{array}{r}94 \\ 2.7 \% \\ \hline\end{array}$ |
| 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Now, think about the school your oldest child attends... Teachers have the preparation needed for the subject they are teaching. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 1223 \\ 35.1 \% \end{array}$ | $\begin{array}{r} 157 \\ 30.4 \% \end{array}$ | $\begin{array}{r} 1380 \\ 34.5 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 1838 \\ 52.7 \% \end{array}$ | $\begin{array}{r} 282 \\ 54.7 \% \end{array}$ | $\begin{array}{r} 2120 \\ 52.9 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 345 \\ 9.9 \% \end{array}$ | $\begin{array}{r} 62 \\ 12.0 \% \end{array}$ | 407 $10.2 \%$ |
|  | Strongly Disagree | Count <br> \% within rural | 83 $2.4 \%$ | 15 $2.9 \%$ | $\begin{array}{r}98 \\ 2.4 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3489 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 516 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 4005 \\ 100.0 \% \\ \hline \end{array}$ |

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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... Teachers have the preparation needed for the subject they are teaching. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1088 \\ 34.5 \% \end{array}$ | $\begin{array}{r} 149 \\ 32.2 \% \end{array}$ | $\begin{array}{r} 18 \\ 47.4 \% \end{array}$ | $\begin{array}{r} 1255 \\ 34.4 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1665 \\ 52.8 \% \end{array}$ | $\begin{array}{r} 258 \\ 55.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 14 \\ 36.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 1937 \\ 53.0 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 324 \\ 10.3 \% \end{array}$ | 42 $9.1 \%$ | 13.2\% | $\begin{array}{r} 371 \\ 10.2 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 74 \\ 2.3 \% \end{array}$ | 14 $3.0 \%$ | $\begin{array}{r} 1 \\ 2.6 \% \end{array}$ | $\begin{array}{r}89 \\ 2.4 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 3151 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 463 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 38 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3652 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Now, think about the school your oldest child attends... Teachers have the preparation needed for the subject they are teaching. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 122 \\ 42.5 \% \end{array}$ | $\begin{array}{r} 456 \\ 35.2 \% \end{array}$ | $\begin{array}{r} 334 \\ 31.1 \% \end{array}$ | $\begin{array}{r} 146 \\ 33.8 \% \\ \hline \end{array}$ | 76 $34.1 \%$ | $\begin{array}{r} 54 \\ 36.0 \% \end{array}$ | $\begin{array}{r} 1188 \\ 34.3 \% \\ \hline \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 134 \\ 46.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 677 \\ 52.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 602 \\ 56.1 \% \end{array}$ | $\begin{array}{r} 231 \\ 53.5 \% \end{array}$ | $\begin{array}{r} 118 \\ 52.9 \% \end{array}$ | $\begin{array}{r} 75 \\ 50.0 \% \end{array}$ | $\begin{array}{r} 1837 \\ 53.1 \% \end{array}$ |
|  | 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Now, think about the school your oldest child attends... Students have the preparation needed for the subject they are learning. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 959 \\ 27.5 \% \end{array}$ | $\begin{array}{r} 123 \\ 24.0 \% \end{array}$ | $\begin{array}{r} 1082 \\ 27.1 \% \\ \hline \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 1829 \\ 52.5 \% \end{array}$ | $\begin{array}{r} 264 \\ 51.5 \% \end{array}$ | $\begin{array}{r} 2093 \\ 52.4 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 608 \\ 17.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 107 \\ 20.9 \% \end{array}$ | $\begin{array}{r} 715 \\ 17.9 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 87 \\ 2.5 \% \end{array}$ | 19 $3.7 \%$ | 106 $2.7 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3483 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 513 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3996 \\ 100.0 \% \end{array}$ |

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

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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Now, think about the school your oldest child attends... Students have the preparation needed for the subject they are learning. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 108 \\ 37.6 \% \end{array}$ | $\begin{array}{r} 367 \\ 28.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 253 \\ 23.5 \% \end{array}$ | $\begin{array}{r} 101 \\ 23.4 \% \end{array}$ | $\begin{array}{r} 60 \\ 27.0 \% \end{array}$ | $\begin{array}{r} 45 \\ 30.2 \% \end{array}$ | $\begin{array}{r} 934 \\ 27.0 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 138 \\ 48.1 \% \end{array}$ | $\begin{array}{r} 661 \\ 51.2 \% \end{array}$ | $\begin{array}{r} 582 \\ 54.1 \% \end{array}$ | $\begin{array}{r} 253 \\ 58.7 \% \end{array}$ | $\begin{array}{r} 113 \\ 50.9 \% \end{array}$ | $\begin{array}{r} 67 \\ 45.0 \% \end{array}$ | $\begin{array}{r} 1814 \\ 52.5 \% \end{array}$ |
|  | 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Now, think about the school your oldest child attends... Student behavior is a barrier to learning. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 1204 \\ 34.5 \% \end{array}$ |  | $\begin{array}{r} 1434 \\ 35.8 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 1036 \\ 29.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 145 \\ 28.2 \% \end{array}$ | $\begin{array}{r} 1181 \\ 29.5 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 895 \\ 25.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 106 \\ 20.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 1001 \\ 25.0 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 359 \\ 10.3 \% \end{array}$ | 33 $6.4 \%$ | 392 $9.8 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3494 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 514 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 4008 \\ 100.0 \% \end{array}$ |

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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Now, think about the school your oldest child attends... Student behavior is a barrier to learning. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 81 \\ 28.0 \% \end{array}$ | $\begin{array}{r} 432 \\ 33.3 \% \end{array}$ | $\begin{array}{r} 389 \\ 36.2 \% \end{array}$ | $\begin{array}{r} 165 \\ 38.3 \% \end{array}$ | $\begin{array}{r} 102 \\ 45.7 \% \end{array}$ | $\begin{array}{r} 59 \\ 39.3 \% \end{array}$ | $\begin{array}{r} 1228 \\ 35.5 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 74 \\ 25.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 383 \\ 29.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 332 \\ 30.9 \% \end{array}$ | $\begin{array}{r} 126 \\ 29.2 \% \end{array}$ | $\begin{array}{r} 63 \\ 28.3 \% \end{array}$ | 37 $24.7 \%$ | $\begin{array}{r} 1015 \\ 29.3 \% \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 89 \\ 30.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 334 \\ \quad 25.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 264 \\ 24.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 104 \\ 24.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 41 \\ 18.4 \% \end{array}$ | $\begin{array}{r} 42 \\ 28.0 \% \\ \hline \end{array}$ | $\begin{array}{r}874 \\ 25.2 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 45 \\ 15.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 147 \\ 11.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 90 \\ 8.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 36 \\ 8.4 \% \\ \hline \end{array}$ | 17 $7.6 \%$ | 12 $8.0 \%$ | $\begin{array}{r}347 \\ 10.0 \% \\ \hline\end{array}$ |
| 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Now, think about the school your oldest child attends... Parents and families do not provide support at home for academic achievement. | Strongly Agree | Count <br> \% within rural |  | $\begin{array}{r} 137 \\ 26.7 \% \end{array}$ | $\begin{array}{r} 789 \\ 19.7 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 1031 \\ 29.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 182 \\ 35.5 \% \end{array}$ | $\begin{array}{r} 1213 \\ 30.3 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 1291 \\ 37.0 \% \end{array}$ | $\begin{array}{r} 143 \\ 27.9 \% \end{array}$ | $\begin{array}{r}1434 \\ 35.8 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 515 \\ 14.8 \% \end{array}$ | 51 $9.9 \%$ | 566 $14.1 \%$ |
| 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

Web Survey Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... Parents and families do not provide support at home for academic achievement. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 628 \\ 20.0 \% \end{array}$ | $\begin{array}{r} 77 \\ 16.5 \% \end{array}$ | $\begin{array}{r} 8 \\ 21.1 \% \end{array}$ | $\begin{array}{r} 713 \\ 19.5 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 940 \\ 29.9 \% \end{array}$ | $\begin{array}{r} 146 \\ 31.2 \% \end{array}$ | $\begin{array}{r} 12 \\ 31.6 \% \end{array}$ | $\begin{array}{r} 1098 \\ 30.1 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 1146 \\ 36.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 169 \\ 36.1 \% \end{array}$ | 23.7\% $\begin{array}{r}9 \\ \hline\end{array}$ | $\begin{array}{r} 1324 \\ 36.2 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 433 \\ 13.8 \% \end{array}$ | $\begin{array}{r} 76 \\ 16.2 \% \\ \hline \end{array}$ | r $\begin{array}{r}9 \\ 23.7 \%\end{array}$ | $\begin{array}{r} 518 \\ 14.2 \% \end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 3147 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 468 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 38 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3653 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Now, think about the school your oldest child attends... Parents and families do not provide support at home for academic achievement. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 35 \\ 12.2 \% \end{array}$ | $\begin{array}{r} 220 \\ 17.0 \% \end{array}$ | $\begin{array}{r} 216 \\ 20.1 \% \end{array}$ | $\begin{array}{r} 110 \\ 25.6 \% \end{array}$ | 57 $25.6 \%$ | $\begin{array}{r} 27 \\ 18.0 \% \end{array}$ | $\begin{array}{r} 665 \\ 19.2 \% \\ \hline \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 67 \\ 23.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 362 \\ 28.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 340 \\ 31.6 \% \end{array}$ | $\begin{array}{r} 135 \\ 31.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 86 \\ 38.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 49 \\ 32.7 \% \end{array}$ | $\begin{array}{r} 1039 \\ 30.0 \% \\ \hline \end{array}$ |
|  | 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\% |
|  | 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Now, think about the school your oldest child attends... The community environment does not support academic achievement. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 359 \\ 10.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 68 \\ 13.3 \% \end{array}$ | $\begin{array}{r} 427 \\ 10.7 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 720 \\ 20.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 136 \\ 26.5 \% \end{array}$ | $\begin{array}{r}856 \\ 21.4 \% \\ \hline\end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 1757 \\ 50.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 235 \\ 45.8 \% \end{array}$ | $\begin{array}{r} 1992 \\ 49.8 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 649 \\ 18.6 \% \end{array}$ | $\begin{array}{r} 74 \\ 14.4 \% \end{array}$ | 723 $18.1 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3485 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 513 \\ 100.0 \% \end{array}$ |  |

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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... The community environment does not support academic achievement. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 308 \\ 9.8 \% \end{array}$ | $\begin{array}{r} 65 \\ 13.9 \% \end{array}$ | 23.7\% | $\begin{array}{r} 382 \\ 10.5 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 657 \\ 20.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 104 \\ 22.2 \% \end{array}$ | $\begin{array}{r} 4 \\ 10.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 765 \\ 21.0 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 1617 \\ 51.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 204 \\ 43.6 \% \end{array}$ | 14 $36.8 \%$ | $\begin{array}{r} 1835 \\ 50.3 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 562 \\ 17.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 95 \\ 20.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ 28.9 \% \\ \hline \end{array}$ | $\begin{array}{r}668 \\ 18.3 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 3144 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 468 \\ 100.0 \% \end{array}$ | 38 $100.0 \%$ | $\begin{array}{r} 3650 \\ 100.0 \% \end{array}$ |

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Now, think about the school your oldest child attends... The community environment does not support academic achievement. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 20 \\ 7.0 \% \end{array}$ | $\begin{array}{r} 119 \\ 9.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 105 \\ 9.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 51 \\ 11.8 \% \end{array}$ | $\begin{array}{r} 40 \\ 17.9 \% \end{array}$ | $\begin{array}{r} 20 \\ 13.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 355 \\ 10.3 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 36 \\ 12.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 244 \\ 18.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 240 \\ 22.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 107 \\ 24.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 57 \\ 25.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 35 \\ 23.3 \% \\ \hline \end{array}$ | $\begin{array}{r}719 \\ 20.8 \% \\ \hline\end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 155 \\ 54.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 647 \\ 50.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 575 \\ 53.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 210 \\ 48.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 93 \\ 41.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 69 \\ 46.0 \% \\ \hline \end{array}$ | $\begin{array}{r}1749 \\ 50.6 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 76 \\ 26.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 281 \\ 21.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 154 \\ 14.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 63 \\ 14.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 34 \\ 15.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ 17.3 \% \\ \hline \end{array}$ | $\begin{array}{r}634 \\ 18.3 \% \\ \hline\end{array}$ |
| 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Now, think about the school your oldest child attends... The | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 293 \\ 8.4 \% \end{array}$ | $\begin{array}{r} 62 \\ 12.1 \% \end{array}$ | $\begin{array}{r} 355 \\ 8.9 \% \end{array}$ |
| equipment and other instructional material needed in | Agree | Count <br> \% within rural | $\begin{array}{r} 626 \\ 18.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 103 \\ 20.0 \% \end{array}$ | $\begin{array}{r} 729 \\ 18.2 \% \end{array}$ |
| the classroom. | Disagree | Count <br> \% within rural | $\begin{array}{r} 1759 \\ 50.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 253 \\ 49.2 \% \end{array}$ | $\begin{array}{r} 2012 \\ 50.3 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 809 \\ 23.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 96 \\ 18.7 \% \end{array}$ | $\begin{array}{r} 905 \\ 22.6 \% \end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3487 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 514 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 4001 \\ 100.0 \% \\ \hline \end{array}$ |

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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... The school lacks the books, equipment and other instructional material needed in the classroom. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 246 \\ 7.8 \% \end{array}$ | $\begin{array}{r} 62 \\ 13.3 \% \end{array}$ | 3 $7.9 \%$ | $\begin{array}{r}311 \\ 8.5 \% \\ \hline\end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 562 \\ 17.8 \% \end{array}$ | 90 $19.4 \%$ | 10.5\% | $\begin{array}{r}656 \\ 17.9 \% \\ \hline\end{array}$ |
|  | 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

| Web Survey Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Now, think about the school your oldest child attends... The school lacks the books, equipment and other instructional material needed in the classroom. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 19 \\ 6.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 107 \\ 8.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 90 \\ 8.4 \% \end{array}$ | $\begin{array}{r} 37 \\ 8.6 \% \end{array}$ | 33 $14.7 \%$ | $\begin{array}{r} 24 \\ 16.4 \% \\ \hline \end{array}$ | $\begin{array}{r}310 \\ 9.0 \% \\ \hline\end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 27 \\ 9.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 239 \\ 18.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 192 \\ 17.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 86 \\ 20.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ 20.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 15.1 \% \\ \hline \end{array}$ | $\begin{array}{r}611 \\ 17.6 \% \\ \hline\end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 139 \\ 48.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 635 \\ 48.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 571 \\ 53.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 225 \\ 52.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 102 \\ 45.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 72 \\ 49.3 \% \\ \hline \end{array}$ | $\begin{array}{r}1744 \\ 50.4 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 103 \\ 35.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 317 \\ 24.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 222 \\ 20.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 83 \\ 19.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 44 \\ 19.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 28 \\ 19.2 \% \\ \hline \end{array}$ | $\begin{array}{r}797 \\ 23.0 \% \\ \hline\end{array}$ |
| 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\% |

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.


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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... Too much time is spent on testing and not enough time on teaching. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1012 \\ 32.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 122 \\ 26.1 \% \end{array}$ | 9 $23.7 \%$ | $\begin{array}{r} 1143 \\ 31.2 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1122 \\ 35.6 \% \end{array}$ | $\begin{array}{r} 168 \\ 35.9 \% \end{array}$ | $\begin{array}{r} 8 \\ 21.1 \% \\ \hline \end{array}$ | $\begin{gathered} 1298 \\ 35.5 \% \end{gathered}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 835 \\ 26.5 \% \end{array}$ | $\begin{array}{r} 146 \\ 31.2 \% \end{array}$ | $\begin{array}{r} 15 \\ 39.5 \% \\ \hline \end{array}$ | $\begin{array}{r}996 \\ 27.2 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 184 \\ 5.8 \% \\ \hline \end{array}$ | 32 $6.8 \%$ | 15.8\% $\begin{array}{r}6 \\ \hline\end{array}$ | $\begin{array}{r}222 \\ 6.1 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 3153 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 468 \\ 100.0 \% \end{array}$ | 38 $100.0 \%$ | $\begin{array}{r} 3659 \\ 100.0 \% \end{array}$ |

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \\ & \hline \end{aligned}$ | over 25 percent |  |
| Now, think about the school your oldest child attends... Too much time is spent on testing and not enough time on teaching. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 75 \\ 26.0 \% \end{array}$ | $\begin{array}{r} 386 \\ 29.7 \% \end{array}$ | $\begin{array}{r} 338 \\ 31.4 \% \end{array}$ | $\begin{array}{r} 158 \\ 36.7 \% \end{array}$ | $\begin{array}{r} 71 \\ 31.8 \% \end{array}$ | $\begin{array}{r} 43 \\ 28.9 \% \end{array}$ | $\begin{array}{r} 1071 \\ 30.9 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 99 \\ 34.3 \% \end{array}$ | $\begin{array}{r} 465 \\ 35.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 394 \\ 36.6 \% \end{array}$ | $\begin{array}{r} 144 \\ 33.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 72 \\ 32.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 57 \\ 38.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 1231 \\ 35.5 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 91 \\ 31.5 \% \end{array}$ | $\begin{array}{r} 352 \\ 27.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 293 \\ 27.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 99 \\ 23.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 69 \\ 30.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 44 \\ 29.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 948 \\ 27.3 \% \\ \hline \end{array}$ |
|  | 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\% |

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.


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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| 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 <br> \% within povertygrp | $\begin{array}{r} 41 \\ 14.3 \% \end{array}$ | $\begin{array}{r} 228 \\ 17.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 198 \\ 18.4 \% \end{array}$ | $\begin{array}{r} 90 \\ 20.9 \% \end{array}$ | $\begin{array}{r} 40 \\ 17.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 21 \\ 14.4 \% \end{array}$ | $\begin{array}{r}618 \\ 17.9 \% \\ \hline\end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 64 \\ 22.3 \% \end{array}$ | $\begin{array}{r} 343 \\ 26.6 \% \end{array}$ | $\begin{array}{r} 291 \\ 27.0 \% \end{array}$ | $\begin{array}{r} 108 \\ 25.1 \% \end{array}$ | $\begin{array}{r} 67 \\ 29.9 \% \end{array}$ | $\begin{array}{r} 39 \\ 26.7 \% \end{array}$ | $\begin{array}{r} 912 \\ 26.4 \% \end{array}$ |
|  | 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\% |

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.


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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... The principal provides appropriate leadership. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1083 \\ 34.4 \% \end{array}$ | $\begin{array}{r} 169 \\ 36.4 \% \end{array}$ | $\begin{array}{r} 19 \\ 50.0 \% \end{array}$ | $\begin{array}{r} 1271 \\ 34.8 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1507 \\ 47.9 \% \end{array}$ | $\begin{array}{r} 206 \\ 44.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 13 \\ 34.2 \% \end{array}$ | $\begin{array}{r} 1726 \\ 47.3 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 359 \\ 11.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 58 \\ 12.5 \% \\ \hline \end{array}$ | 3 $7.9 \%$ | $\begin{array}{r} 420 \\ 11.5 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{gathered} 200 \\ 6.4 \% \end{gathered}$ | $\begin{array}{r} 31 \\ 6.7 \% \end{array}$ | 3 $7.9 \%$ | 234 $6.4 \%$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 3149 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 464 \\ 100.0 \% \end{array}$ | 38 $100.0 \%$ | $\begin{array}{r} 3651 \\ 100.0 \% \end{array}$ |

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Now, think about the school your oldest child attends... The principal provides appropriate leadership. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 118 \\ 41.1 \% \end{array}$ | $\begin{array}{r} 463 \\ 35.8 \% \end{array}$ | $\begin{array}{r} 360 \\ 33.5 \% \end{array}$ | $\begin{array}{r} 129 \\ 29.9 \% \end{array}$ | $\begin{array}{r} 84 \\ 37.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 49 \\ 32.9 \% \end{array}$ | $\begin{array}{r} 1203 \\ 34.8 \% \\ \hline \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 122 \\ 42.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 616 \\ 47.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 499 \\ 46.5 \% \end{array}$ | $\begin{array}{r} 229 \\ 53.0 \% \end{array}$ | $\begin{array}{r} 106 \\ 47.3 \% \end{array}$ | $\begin{array}{r} 67 \\ 45.0 \% \end{array}$ | $\begin{array}{r}1639 \\ 47.4 \% \\ \hline\end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 26 \\ 9.1 \% \end{array}$ | $\begin{array}{r} 137 \\ 10.6 \% \end{array}$ | $\begin{array}{r} 139 \\ 12.9 \% \end{array}$ | $\begin{array}{r} 49 \\ 11.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 23 \\ 10.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 24 \\ 16.1 \% \\ \hline \end{array}$ | $\begin{array}{r}398 \\ 11.5 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | 21 $7.3 \%$ | $\begin{array}{r} 77 \\ 6.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 76 \\ 7.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 25 \\ 5.8 \% \\ \hline \end{array}$ | 11 $4.9 \%$ | 9 $6.0 \%$ | $\begin{array}{r}219 \\ 6.3 \% \\ \hline\end{array}$ |
| 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\% |

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.

| Web Survey Crosstab - Community Type |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-rural | Rural |  |
| These tests [state achievement tests] help individual students learn. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 93 \\ 2.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 14 \\ 2.9 \% \\ \hline \end{array}$ | 107 $2.8 \%$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 548 \\ 16.7 \% \end{array}$ | $\begin{array}{r} 93 \\ 18.9 \% \end{array}$ | $\begin{array}{r} 641 \\ 17.0 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 1549 \\ 47.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 234 \\ 47.7 \% \end{array}$ | $\begin{array}{r} 1783 \\ 47.3 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 981 \\ 29.9 \% \end{array}$ | $\begin{array}{r} 139 \\ 28.3 \% \end{array}$ | $\begin{array}{r} 1120 \\ 29.7 \% \\ \hline \end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 107 \\ 3.3 \% \end{array}$ | 11 $2.2 \%$ | 118 $3.1 \%$ |
| 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

Web Survey Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| These tests [state achievement tests] help individual students learn. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 58 \\ 1.9 \% \end{array}$ | $\begin{array}{r} 24 \\ 5.4 \% \end{array}$ | $\begin{array}{r} 10 \\ 26.3 \% \end{array}$ | 92 $2.6 \%$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 454 \\ 15.1 \% \end{array}$ | $\begin{array}{r} 119 \\ 26.7 \% \end{array}$ | 18.4\% $\begin{array}{r}7 \\ \hline\end{array}$ | $\begin{array}{r} 580 \\ 16.6 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 1475 \\ 48.9 \% \end{array}$ | $\begin{array}{r} 193 \\ 43.4 \% \end{array}$ | $\begin{array}{r} 12 \\ 31.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 1680 \\ 48.0 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 942 \\ 31.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 93 \\ 20.9 \% \end{array}$ | 18.4\% $\begin{array}{r}7 \\ \hline\end{array}$ | $\begin{array}{r} 1042 \\ 29.8 \% \end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | $\begin{array}{r} 85 \\ 2.8 \% \\ \hline \end{array}$ | 16 $3.6 \%$ | 2 $5.3 \%$ | $\begin{array}{r}103 \\ 2.9 \% \\ \hline\end{array}$ |
| 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 Survey Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| These tests [state achievement tests] help individual students learn. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 15 \\ 5.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 2.2 \% \end{array}$ | $\begin{array}{r} 28 \\ 2.7 \% \end{array}$ | $\begin{array}{r}6 \\ 1.5 \%\end{array}$ | $\begin{array}{r} 7 \\ 3.3 \% \end{array}$ | $\begin{array}{r} 4 \\ 2.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 87 \\ 2.6 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 47 \\ 17.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 212 \\ 17.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 166 \\ 16.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 68 \\ 16.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 44 \\ 20.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 24 \\ 17.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 561 \\ 17.0 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 123 \\ 45.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 583 \\ 47.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 526 \\ 50.8 \% \end{array}$ | $\begin{array}{r} 181 \\ 44.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 109 \\ 51.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 64 \\ 45.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 1586 \\ 47.9 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | 73 $27.1 \%$ | $\begin{array}{r} 377 \\ 30.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 289 \\ 27.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 144 \\ 35.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 50 \\ 23.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ 32.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 978 \\ 29.6 \% \\ \hline \end{array}$ |
|  | 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\% |

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.


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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... Teachers who do a good job are properly recognized. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 573 \\ 18.3 \% \end{array}$ | $\begin{array}{r} 99 \\ 21.2 \% \end{array}$ | $\begin{array}{r} 15 \\ 39.5 \% \end{array}$ | $\begin{array}{r} 687 \\ 18.9 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1595 \\ 50.9 \% \end{array}$ | $\begin{array}{r} 211 \\ 45.3 \% \\ \hline \end{array}$ | 15 <br> 39.5\% | $\begin{array}{r} 1821 \\ 50.1 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 803 \\ 25.6 \% \end{array}$ | $\begin{array}{r} 122 \\ 26.2 \% \end{array}$ | 15.8\% ${ }^{6}$ | $\begin{array}{r} 931 \\ 25.6 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 161 \\ 5.1 \% \end{array}$ | 34 $7.3 \%$ | $\begin{array}{r} 2 \\ 5.3 \% \\ \hline \end{array}$ | $\begin{array}{r}197 \\ 5.4 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 3132 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 466 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 38 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3636 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 <br> percent | over 25 percent |  |
| Now, think about the school your oldest child attends... Teachers who do a good job are properly recognized. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 71 \\ 24.9 \% \end{array}$ | $\begin{array}{r} 256 \\ 19.8 \% \end{array}$ | $\begin{array}{r} 183 \\ 17.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 68 \\ 15.9 \% \end{array}$ | $\begin{array}{r} 44 \\ 19.8 \% \end{array}$ | $\begin{array}{r} 32 \\ 21.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 654 \\ 19.0 \% \end{array}$ |
|  | Agree | Count | 144 | 639 | 543 | 224 | 107 | 65 | 1722 |
|  |  | \% 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| Now, think about the school your oldest child attends... Teachers can do a poor job and nothing is done about it. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 624 \\ 18.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 112 \\ 21.9 \% \end{array}$ | $\begin{array}{r} 736 \\ 18.5 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 1120 \\ 32.2 \% \end{array}$ | $\begin{array}{r} 163 \\ 31.9 \% \end{array}$ | $\begin{gathered} 1283 \\ 32.2 \% \end{gathered}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 1321 \\ 38.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 190 \\ 37.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 1511 \\ 37.9 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 411 \\ 11.8 \% \end{array}$ | $\begin{array}{r} 46 \\ 9.0 \% \end{array}$ | 457 $11.5 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3476 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 511 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3987 \\ 100.0 \% \\ \hline \end{array}$ |

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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... Teachers can do a poor job and nothing is done about it. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 583 \\ 18.6 \% \end{array}$ | 77 $16.5 \%$ | 8 $21.1 \%$ | $\begin{array}{r} 668 \\ 18.3 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 1039 \\ 33.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 127 \\ 27.1 \% \end{array}$ | 8 $21.1 \%$ | $\begin{array}{r} 1174 \\ 32.2 \% \end{array}$ |
|  | 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\% |

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \\ & \hline \end{aligned}$ | over 25 percent |  |
| Now, think about the school your oldest child attends... Teachers can do a poor job and nothing is done about it. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 46 \\ 16.0 \% \end{array}$ | $\begin{array}{r} 225 \\ 17.4 \% \end{array}$ | $\begin{array}{r} 201 \\ 18.8 \% \end{array}$ | $\begin{array}{r} 92 \\ 21.3 \% \end{array}$ | $\begin{array}{r} 39 \\ 17.6 \% \end{array}$ | $\begin{array}{r} 34 \\ 22.8 \% \end{array}$ | $\begin{array}{r} 637 \\ 18.5 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 83 \\ 28.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 426 \\ 33.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 365 \\ 34.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 137 \\ 31.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 61 \\ 27.6 \% \end{array}$ | 40 $26.8 \%$ | $\begin{array}{r} 1112 \\ 32.3 \% \end{array}$ |
|  | 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\% |

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?

| Web Survey Crosstab - Community Type |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-rural | Rural |  |
| Using the $A, B, C, D$, and $F$ scale again, what grade would you give the school your oldest child attends? | A | Count <br> \% within rural | $\begin{array}{r} 1112 \\ 32.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 119 \\ 23.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 1231 \\ 31.2 \% \\ \hline \end{array}$ |
|  | B | Count <br> \% within rural | $\begin{array}{r} 1363 \\ 39.7 \% \end{array}$ | $\begin{array}{r} 198 \\ 39.1 \% \end{array}$ | $\begin{array}{r} 1561 \\ 39.6 \% \end{array}$ |
|  | C | Count <br> \% within rural | $\begin{array}{r} 571 \\ 16.6 \% \end{array}$ | $\begin{array}{r} 104 \\ 20.5 \% \end{array}$ | $\begin{array}{r} 675 \\ 17.1 \% \end{array}$ |
|  | D | Count <br> \% within rural | $\begin{array}{r}145 \\ 4.2 \% \\ \hline\end{array}$ | 43 $8.5 \%$ | $\begin{array}{r}188 \\ 4.8 \% \\ \hline\end{array}$ |
|  | F | Count <br> \% within rural | 66 $1.9 \%$ | 19 $3.7 \%$ | $\begin{array}{r}85 \\ 2.2 \% \\ \hline\end{array}$ |
|  | Don't know | Count <br> \% within rural | 179 $5.2 \%$ | 24 $4.7 \%$ | $\begin{array}{r}203 \\ 5.1 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3436 \\ 100.0 \% \end{array}$ | $\begin{array}{r} \hline 507 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3943 \\ 100.0 \% \end{array}$ |

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


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

|  |  |  | povertygrp |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | over 25 percent |  |
| Using the $A, B, C, D$, and $F$ scale again, what grade would you give the school your oldest child attends? | A | Count <br> \% within povertygrp | $\begin{array}{r} 128 \\ 44.6 \% \end{array}$ | $\begin{array}{r} 435 \\ 34.1 \% \end{array}$ | $\begin{array}{r} 284 \\ 26.7 \% \end{array}$ | $\begin{array}{r} 124 \\ 29.5 \% \end{array}$ | $\begin{array}{r} 55 \\ 25.0 \% \end{array}$ | $\begin{array}{r} 47 \\ 31.8 \% \end{array}$ | $\begin{array}{r} 1073 \\ 31.4 \% \\ \hline \end{array}$ |
|  | B | Count <br> \% within povertygrp | $\begin{array}{r} 103 \\ 35.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 519 \\ 40.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 445 \\ 41.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 174 \\ 41.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 83 \\ 37.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 53 \\ 35.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 1377 \\ 40.3 \% \end{array}$ |
|  | C | Count <br> \% within povertygrp | $\begin{array}{r}34 \\ 11.8 \% \\ \hline\end{array}$ | $\begin{array}{r} 200 \\ 15.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 204 \\ 19.2 \% \end{array}$ | $\begin{array}{r} 71 \\ 16.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ 20.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 23 \\ 15.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 577 \\ 16.9 \% \\ \hline \end{array}$ |
|  | D | Count <br> \% within povertygrp | 7 $2.4 \%$ | $\begin{array}{r} 49 \\ 3.8 \% \end{array}$ | $\begin{array}{r} 57 \\ 5.4 \% \end{array}$ | $\begin{array}{r} 18 \\ 4.3 \% \\ \hline \end{array}$ | 17 $7.7 \%$ | $\begin{array}{r} 11 \\ 7.4 \% \\ \hline \end{array}$ | $\begin{array}{r}159 \\ 4.7 \% \\ \hline\end{array}$ |
|  | F | Count <br> \% within povertygrp | 1 | $\begin{array}{r} 24 \\ 1.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 2.1 \% \\ \hline \end{array}$ | 9 $2.1 \%$ | 7 $3.2 \%$ | 3 $\begin{array}{r}5 \\ \hline\end{array}$ | 68 $2.0 \%$ |
|  | Don't know | Count | 14 | 49 | 51 | 24 | 13 | 9 | 160 |
|  |  | \% 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| First, think about ongoing subject-based classroom tests ... These tests produce unnecessary child stress. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 527 \\ 15.3 \% \end{array}$ | $\begin{array}{r} 67 \\ 13.0 \% \end{array}$ | $\begin{array}{r} 594 \\ 15.0 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 892 \\ 25.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 124 \\ 24.1 \% \end{array}$ | $\begin{array}{r} 1016 \\ 25.6 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 1612 \\ 46.7 \% \end{array}$ | $\begin{array}{r} 266 \\ 51.7 \% \end{array}$ | $\begin{array}{r} 1878 \\ 47.3 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 334 \\ 9.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 44 \\ 8.5 \% \end{array}$ | $\begin{array}{r} 378 \\ 9.5 \% \end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 90 \\ 2.6 \% \end{array}$ | 14 $2.7 \%$ | 104 $2.6 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3455 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 515 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3970 \\ 100.0 \% \end{array}$ |

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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | $\begin{aligned} & 11 \text { to } 15 \\ & \text { percent } \end{aligned}$ | 16 to 20 percent | $21 \text { to } 25$ percent | over 25 percent |  |
| First, think about ongoing subject-based classroom tests ... These tests produce unnecessary child stress. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 34 \\ 11.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 188 \\ 14.5 \% \end{array}$ | $\begin{array}{r} 149 \\ 13.8 \% \end{array}$ | $\begin{array}{r} 74 \\ 17.2 \% \end{array}$ | $\begin{array}{r} 40 \\ 17.9 \% \end{array}$ | $\begin{array}{r} 25 \\ 16.7 \% \end{array}$ | $\begin{array}{r} 510 \\ 14.7 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 67 \\ 23.1 \% \end{array}$ | $\begin{array}{r} 308 \\ 23.8 \% \end{array}$ | $\begin{array}{r} 289 \\ 26.7 \% \end{array}$ | $\begin{array}{r} 114 \\ 26.5 \% \end{array}$ | $\begin{array}{r} 59 \\ 26.3 \% \end{array}$ | $\begin{array}{r} 41 \\ 27.3 \% \end{array}$ | $\begin{array}{r} 878 \\ 25.3 \% \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 147 \\ 50.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 633 \\ 48.8 \% \end{array}$ | $\begin{array}{r} 520 \\ 48.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 187 \\ 43.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 103 \\ 46.0 \% \end{array}$ | $\begin{array}{r} 63 \\ 42.0 \% \\ \hline \end{array}$ | $\begin{array}{r}1653 \\ 47.6 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | $\begin{array}{r}35 \\ 12.1 \% \\ \hline\end{array}$ | $\begin{array}{r} 131 \\ 10.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 98 \\ 9.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 46 \\ 10.7 \% \end{array}$ | $\begin{array}{r} 15 \\ 6.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 10.7 \% \\ \hline \end{array}$ | $\begin{array}{r}341 \\ 9.8 \% \\ \hline\end{array}$ |
|  | 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| These tests [classroom tests] help individual students learn. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 334 \\ 9.7 \% \end{array}$ | $\begin{array}{r} 47 \\ 9.1 \% \end{array}$ | $\begin{array}{r} 381 \\ 9.6 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 1577 \\ 45.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 262 \\ 51.0 \% \end{array}$ | $\begin{array}{r} 1839 \\ 46.4 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 947 \\ 27.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 124 \\ 24.1 \% \end{array}$ | $\begin{array}{r} 1071 \\ 27.0 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 494 \\ 14.3 \% \end{array}$ | $\begin{array}{r} 72 \\ 14.0 \% \end{array}$ | $\begin{array}{r} 566 \\ 14.3 \% \end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 99 \\ 2.9 \% \\ \hline \end{array}$ | 9 $1.8 \%$ | 108 $2.7 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3451 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 514 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3965 \\ 100.0 \% \end{array}$ |

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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 <br> percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| These tests [classroom tests] help individual students learn. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 41 \\ 14.1 \% \end{array}$ | $\begin{array}{r} 119 \\ 9.2 \% \end{array}$ | $\begin{array}{r} 95 \\ 8.8 \% \end{array}$ | $\begin{array}{r} 49 \\ 11.4 \% \end{array}$ | $\begin{array}{r} 16 \\ 7.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 12.1 \% \end{array}$ | 338 $9.7 \%$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 133 \\ 45.9 \% \end{array}$ | $\begin{array}{r} 628 \\ 48.5 \% \end{array}$ |  | $\begin{array}{r} 185 \\ 42.9 \% \end{array}$ | $\begin{array}{r} 106 \\ 47.3 \% \end{array}$ | $\begin{array}{r} 59 \\ 39.6 \% \end{array}$ | $\begin{array}{r} 1613 \\ 46.5 \% \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 63 \\ 21.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 325 \\ 25.1 \% \end{array}$ | $\begin{array}{r} 334 \\ 31.0 \% \end{array}$ | $\begin{array}{r} 105 \\ 24.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 68 \\ 30.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 41 \\ 27.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 936 \\ 27.0 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | 42 $14.5 \%$ | $\begin{array}{r} 190 \\ 14.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 124 \\ 11.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 78 \\ 18.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 29 \\ 12.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 28 \\ 18.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 491 \\ 14.2 \% \\ \hline \end{array}$ |
|  | 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| These tests [classroom tests] promote better school achievement. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 354 \\ 10.3 \% \end{array}$ | $\begin{array}{r} 38 \\ 7.4 \% \end{array}$ | $\begin{gathered} 392 \\ 9.9 \% \end{gathered}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 1618 \\ 46.9 \% \end{array}$ | $\begin{array}{r} 254 \\ 49.3 \% \end{array}$ | $\begin{array}{r} 1872 \\ 47.2 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within rural |  | $\begin{array}{r} 154 \\ 29.9 \% \end{array}$ | $\begin{array}{r} 1117 \\ 28.2 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 380 \\ 11.0 \% \end{array}$ | $\begin{array}{r} 54 \\ 10.5 \% \end{array}$ | $\begin{array}{r} 434 \\ 10.9 \% \end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 138 \\ 4.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 2.9 \% \end{array}$ | 153 $3.9 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3453 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 515 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3968 \\ 100.0 \% \end{array}$ |

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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| These tests [classroom tests] promote better school achievement. | Strongly Agree | Count | 283 | 66 | 14 | 363 |
|  |  | \% within ethnicity | 9.0\% | 14.0\% | 36.8\% | 9.9\% |
|  | 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

| Web Survey Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 <br> percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| These tests [classroom tests] promote better school achievement. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 43 \\ 14.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 129 \\ 10.0 \% \end{array}$ | $\begin{array}{r} 100 \\ 9.2 \% \end{array}$ | $\begin{array}{r} 48 \\ 11.1 \% \end{array}$ | $\begin{array}{r} 17 \\ 7.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 17 \\ 11.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 354 \\ 10.2 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 135 \\ 46.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 623 \\ 48.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 526 \\ 48.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 184 \\ 42.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 105 \\ 46.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 58 \\ 38.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 1631 \\ 47.0 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 66 \\ 22.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 360 \\ 27.8 \% \end{array}$ | $\begin{array}{r} 312 \\ 28.8 \% \end{array}$ | $\begin{array}{r} 126 \\ 29.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 71 \\ 31.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ 30.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 980 \\ 28.2 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 28 \\ 9.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 132 \\ 10.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 110 \\ 10.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 57 \\ 13.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 9.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 25 \\ 16.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 374 \\ 10.8 \% \\ \hline \end{array}$ |
|  | 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\% |

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


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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| These tests [classroom tests] help the principal evaluate teachers. | Strongly Agree | Count | 136 | 27 | 4 | 167 |
|  |  | \% within ethnicity | 4.3\% | 5.8\% | 10.5\% | 4.6\% |
|  | 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 Survey Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 <br> percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| These tests [classroom tests] help the principal evaluate teachers. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 15 \\ 5.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 57 \\ 4.4 \% \end{array}$ | $\begin{array}{r} 51 \\ 4.7 \% \end{array}$ | 17 $3.9 \%$ | $\begin{array}{r} 11 \\ 4.9 \% \\ \hline \end{array}$ | 6 $\begin{array}{r}9 \\ \hline 6.0 \%\end{array}$ | $\begin{array}{r} 160 \\ 4.6 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 80 \\ 27.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 367 \\ 28.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 283 \\ 26.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 122 \\ 28.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 55 \\ 24.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 39 \\ 26.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 946 \\ 27.3 \% \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 117 \\ 40.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 483 \\ 37.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 446 \\ 41.3 \% \end{array}$ | $\begin{array}{r} 177 \\ 41.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 96 \\ 42.9 \% \end{array}$ | $\begin{array}{r} 52 \\ 34.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 1371 \\ 39.5 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | 50 $17.2 \%$ | $\begin{array}{r} 249 \\ 19.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 206 \\ 19.1 \% \\ \hline \end{array}$ | $\begin{array}{r}87 \\ 20.1 \% \\ \hline\end{array}$ | $\begin{array}{r} 46 \\ 20.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 33 \\ 22.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 671 \\ 19.3 \% \\ \hline \end{array}$ |
|  | 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\% |

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.


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

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 <br> percent | 21 to 25 percent | over 25 percent |  |
| Next think about state achievement tests in South Carolina. These tests produce unnecessary child stress. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 73 \\ 27.1 \% \end{array}$ | $\begin{array}{r} 406 \\ 32.7 \% \end{array}$ | $\begin{array}{r} 332 \\ 32.1 \% \end{array}$ | $\begin{array}{r} 172 \\ 41.6 \% \end{array}$ | $\begin{array}{r} 61 \\ 28.6 \% \end{array}$ | $\begin{array}{r} 53 \\ 37.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 1097 \\ 33.1 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 91 \\ 33.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 458 \\ 36.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 425 \\ 41.1 \% \end{array}$ | $\begin{array}{r} 123 \\ 29.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 95 \\ 44.6 \% \end{array}$ | $\begin{array}{r} 52 \\ 37.1 \% \end{array}$ | $\begin{array}{r} 1244 \\ 37.6 \% \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 81 \\ 30.1 \% \end{array}$ | $\begin{array}{r} 293 \\ 23.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 219 \\ 21.2 \% \end{array}$ | $\begin{array}{r} 99 \\ 24.0 \% \end{array}$ | $\begin{array}{r} 47 \\ 22.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 25 \\ 17.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 764 \\ 23.1 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | 12 $4.5 \%$ | $\begin{array}{r} 44 \\ 3.5 \% \end{array}$ | $\begin{array}{r} 31 \\ 3.0 \% \end{array}$ | 12 $2.9 \%$ | $\begin{array}{r} 6 \\ 2.8 \% \\ \hline \end{array}$ | 5.0\% $\begin{array}{r}7 \\ \hline\end{array}$ | 112 $3.4 \%$ |
|  | 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| These tests [state achievement tests] promote better school achievement. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 114 \\ 3.5 \% \end{array}$ | $\begin{array}{r} 18 \\ 3.7 \% \end{array}$ | 132 $3.5 \%$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 901 \\ 27.5 \% \end{array}$ | $\begin{array}{r} 125 \\ 25.5 \% \end{array}$ | $\begin{array}{r} 1026 \\ 27.2 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 1355 \\ 41.3 \% \end{array}$ | $\begin{array}{r} 227 \\ 46.2 \% \end{array}$ | $\begin{array}{r} 1582 \\ 42.0 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 767 \\ 23.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 100 \\ 20.4 \% \end{array}$ | $\begin{array}{r}867 \\ 23.0 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 141 \\ 4.3 \% \end{array}$ | 21 $4.3 \%$ | 162 $4.3 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3278 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 491 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3769 \\ 100.0 \% \end{array}$ |

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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| These tests [state achievement tests] promote better school achievement. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 76 \\ 2.5 \% \end{array}$ | $\begin{array}{r} 31 \\ 7.0 \% \end{array}$ | 9 $23.7 \%$ | $\begin{array}{r} 116 \\ 3.3 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 803 \\ 26.6 \% \end{array}$ | $\begin{array}{r} 133 \\ 30.0 \% \end{array}$ | $\begin{array}{r} 15 \\ 39.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 951 \\ 27.2 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 1288 \\ 42.7 \% \end{array}$ | $\begin{array}{r} 183 \\ 41.2 \% \end{array}$ | $\begin{array}{r} 9 \\ 23.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 1480 \\ 42.3 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 719 \\ 23.8 \% \end{array}$ | $\begin{array}{r} 80 \\ 18.0 \% \end{array}$ | r $\begin{array}{r}4 \\ 10.5 \%\end{array}$ | $\begin{array}{r} 803 \\ 23.0 \% \end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | $\begin{array}{r} 129 \\ 4.3 \% \end{array}$ | 17 $3.8 \%$ | $\begin{array}{r} 1 \\ 2.6 \% \\ \hline \end{array}$ | $\begin{array}{r}147 \\ 4.2 \% \\ \hline\end{array}$ |
| 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


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.|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
| These tests [state achievement tests] help the principal evaluate teachers. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 134 \\ 4.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 25 \\ 5.1 \% \end{array}$ | 159 $4.2 \%$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 787 \\ 24.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 111 \\ 22.7 \% \end{array}$ |  |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 1273 \\ 39.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 202 \\ 41.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 1475 \\ 39.3 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 835 \\ 25.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 123 \\ 25.2 \% \\ \hline \end{array}$ | $\begin{array}{r}958 \\ 25.5 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 239 \\ 7.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 5.5 \% \end{array}$ | 266 $7.1 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3268 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 488 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3756 \\ 100.0 \% \end{array}$ |

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

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \\ & \hline \end{aligned}$ | over 25 percent |  |
| These tests [state achievement tests] help the principal evaluate teachers. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 10 \\ 3.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 47 \\ 3.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ 4.4 \% \end{array}$ | $\begin{array}{r} 12 \\ 2.9 \% \end{array}$ | $\begin{array}{r} 13 \\ 6.2 \% \\ \hline \end{array}$ | 5.7\% 8 | 135 $4.1 \%$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 76 \\ 28.6 \% \end{array}$ | $\begin{array}{r} 281 \\ 22.8 \% \end{array}$ | $\begin{array}{r} 260 \\ 25.2 \% \end{array}$ | $\begin{array}{r} 90 \\ 21.8 \% \end{array}$ | $\begin{array}{r} 50 \\ 23.7 \% \end{array}$ | $\begin{array}{r} 32 \\ 22.9 \% \end{array}$ | $\begin{array}{r} 789 \\ 23.9 \% \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 96 \\ 36.1 \% \end{array}$ | $\begin{array}{r} 473 \\ 38.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 413 \\ 40.0 \% \end{array}$ | $\begin{array}{r} 173 \\ 42.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 92 \\ 43.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 50 \\ 35.7 \% \end{array}$ | $\begin{array}{r}1297 \\ 39.3 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 60 \\ 22.6 \% \end{array}$ | $\begin{array}{r} 331 \\ 26.8 \% \end{array}$ | $\begin{array}{r} 248 \\ 24.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 116 \\ 28.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 47 \\ 22.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 41 \\ 29.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 843 \\ 25.6 \% \\ \hline \end{array}$ |
|  | 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\% |

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.


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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | $\begin{aligned} & 11 \text { to } 15 \\ & \text { percent } \end{aligned}$ | 16 to 20 percent | $21 \text { to } 25$ percent | over 25 percent |  |
| Finally, think about college admissions tests such as SAT/ACT ... These tests produce unnecessary child stress. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 58 \\ 20.6 \% \end{array}$ | $\begin{array}{r} 286 \\ 22.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 232 \\ 22.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 97 \\ 23.0 \% \end{array}$ | $\begin{array}{r} 56 \\ 26.0 \% \end{array}$ | $\begin{array}{r} 41 \\ 28.1 \% \end{array}$ | $\begin{array}{r} 770 \\ 22.8 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 82 \\ 29.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 433 \\ 34.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 397 \\ 37.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 154 \\ 36.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 75 \\ 34.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 53 \\ 36.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 1194 \\ 35.3 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 110 \\ 39.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 427 \\ 33.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 321 \\ 30.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 139 \\ 33.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 69 \\ 32.1 \% \end{array}$ | $\begin{array}{r} 42 \\ 28.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 1108 \\ 32.8 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 16 \\ 5.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 62 \\ 4.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 48 \\ 4.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 4.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ 3.7 \% \\ \hline \end{array}$ | 2. ${ }^{3}$ | $\begin{array}{r}156 \\ 4.6 \% \\ \hline\end{array}$ |
|  | 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\% |

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.


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


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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 <br> percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| These tests [SAT/ACT] help individual students learn. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 12 \\ 4.3 \% \end{array}$ | $\begin{array}{r} 41 \\ 3.2 \% \end{array}$ | $\begin{array}{r} 24 \\ 2.3 \% \end{array}$ | 14 $3.3 \%$ | $\begin{array}{r} 11 \\ 5.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ 2.1 \% \end{array}$ | $\begin{array}{r} 105 \\ 3.1 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 61 \\ 21.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 270 \\ 21.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 231 \\ 22.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 87 \\ 20.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 51 \\ 23.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 30 \\ 20.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 730 \\ 21.6 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 137 \\ 49.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 619 \\ 48.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 561 \\ 53.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 207 \\ 49.1 \% \end{array}$ | $\begin{array}{r} 112 \\ 52.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 72 \\ 49.7 \% \end{array}$ | $\begin{array}{r} 1708 \\ 50.5 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | 53 $19.0 \%$ | $\begin{array}{r} 262 \\ 20.7 \% \end{array}$ | $\begin{array}{r} 175 \\ 16.7 \% \end{array}$ | $\begin{array}{r} 97 \\ 23.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 34 \\ 15.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 33 \\ 22.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 654 \\ 19.3 \% \end{array}$ |
|  | 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\% |

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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-rural | Rural |  |
|  | These tests [SAT/ACT] promote Strongly Agree better school achievement. | Count <br> \% within rural | $\begin{array}{r} 137 \\ 4.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 3.0 \% \end{array}$ | 152 $4.0 \%$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 990 \\ 29.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 157 \\ 31.6 \% \end{array}$ | $\begin{array}{r} 1147 \\ 30.0 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 1457 \\ 43.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 217 \\ 43.7 \% \end{array}$ | $\begin{array}{r} 1674 \\ 43.7 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 539 \\ 16.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 81 \\ 16.3 \% \end{array}$ | $\begin{array}{r}620 \\ 16.2 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 209 \\ 6.3 \% \end{array}$ | $\begin{array}{r} 27 \\ 5.4 \% \\ \hline \end{array}$ | 236 $6.2 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3332 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 497 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3829 \\ 100.0 \% \end{array}$ |

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 |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| These tests [SAT/ACT] promote Strongly Agree better school achievement. |  | Count | 104 | 27 | 9 | 140 |
|  |  | \% 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

| Web Survey Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | $16 \text { to } 20$ percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \\ & \hline \end{aligned}$ | over 25 percent |  |
| These tests [SAT/ACT] promote better school achievement. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 19 \\ 6.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 53 \\ 4.2 \% \end{array}$ | $\begin{array}{r} 35 \\ 3.3 \% \end{array}$ | $\begin{array}{r} 18 \\ 4.3 \% \end{array}$ | $\begin{array}{r} 9 \\ 4.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ 2.1 \% \end{array}$ | $\begin{array}{r} 137 \\ 4.1 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 97 \\ 34.5 \% \end{array}$ | $\begin{array}{r} 379 \\ 29.9 \% \end{array}$ | $\begin{array}{r} 313 \\ 29.8 \% \end{array}$ | $\begin{array}{r} 123 \\ 29.3 \% \end{array}$ | $\begin{array}{r} 63 \\ 29.4 \% \end{array}$ | $\begin{array}{r} 48 \\ 32.9 \% \end{array}$ | $\begin{array}{r} 1023 \\ 30.3 \% \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 107 \\ 38.1 \% \end{array}$ | $\begin{array}{r} 542 \\ 42.8 \% \end{array}$ | $\begin{array}{r} 468 \\ 44.6 \% \end{array}$ | $\begin{array}{r} 174 \\ 41.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 106 \\ 49.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 57 \\ 39.0 \% \end{array}$ | $\begin{array}{r} 1454 \\ 43.1 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | 42 $14.9 \%$ | $\begin{array}{r} 203 \\ 16.0 \% \end{array}$ | $\begin{array}{r} 158 \\ 15.0 \% \end{array}$ | $\begin{array}{r} 85 \\ 20.2 \% \end{array}$ | $\begin{array}{r} 29 \\ 13.6 \% \end{array}$ | $\begin{array}{r} 30 \\ 20.5 \% \end{array}$ | $\begin{array}{r} 547 \\ 16.2 \% \end{array}$ |
|  | 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\% |

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.

| Web Survey Crosstab - Community Type |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-rural | Rural |  |
| These tests [SAT/ACT] help the principal evaluate teachers. | Strongly Agree | Count <br> $\%$ within rural | $\begin{array}{r} 77 \\ 2.3 \% \end{array}$ | $\begin{array}{r} 14 \\ 2.8 \% \end{array}$ | $\begin{array}{r}91 \\ 2.4 \% \\ \hline\end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 426 \\ 12.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 71 \\ 14.3 \% \end{array}$ | $\begin{array}{r} 497 \\ 13.0 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 1606 \\ 48.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 232 \\ 46.7 \% \\ \hline \end{array}$ |  |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 877 \\ 26.4 \% \end{array}$ | $\begin{array}{r} 138 \\ 27.8 \% \end{array}$ | $\begin{array}{r} 1015 \\ 26.5 \% \end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 341 \\ 10.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 42 \\ 8.5 \% \\ \hline \end{array}$ | $\begin{array}{r}383 \\ 10.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 3327 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 497 \\ 00.0 \% \end{array}$ |  |

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

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 - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygrp |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | over 25 percent |  |
| These tests [SAT/ACT] help the principal evaluate teachers. | Strongly Agree | Count <br> \% within povertygrp | $\begin{array}{r} 10 \\ 3.6 \% \end{array}$ | $\begin{array}{r} 26 \\ 2.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 1.8 \% \end{array}$ | $\begin{array}{r} 12 \\ 2.9 \% \end{array}$ | $\begin{array}{r} 8 \\ 3.7 \% \end{array}$ | 2.8\% | 79 $2.3 \%$ |
|  | Agree | Count <br> \% within povertygrp | $\begin{array}{r} 44 \\ 15.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 165 \\ 13.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 129 \\ 12.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 49 \\ 11.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 28 \\ 13.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 18.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 442 \\ 13.1 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 128 \\ 45.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 584 \\ 46.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 518 \\ 49.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 198 \\ 47.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 121 \\ 56.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 56 \\ 38.6 \% \end{array}$ | $\begin{array}{r}1605 \\ 47.6 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygrp | $\begin{array}{r} 69 \\ 24.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 338 \\ 26.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 271 \\ 26.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 129 \\ 30.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 48 \\ 22.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 41 \\ 28.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 896 \\ 26.6 \% \\ \hline \end{array}$ |
|  | 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\% |


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