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Item Disaggregation for: Student Behavior from Phone Interviews Public Education Engagement South Carolinians Speak Out

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Item Disaggregation for: Student Behavior

from Phone Interviews Public Education Engagement
South Carolinians Speak Out
Prepared for the Education Oversight Committee

by

Clemson University

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July 2009

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

Ethnicity: Responses to Demographic Questions
Poverty Level: estimated from Zip codes/US Census 2000
July 2009

Question:

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

Phone Interviews Crosstab - School Level Note a

| | | | | lev | el | | |
|-------------------------------|----------------------|----------------|-----------|------------|--------|-------------|--------|
| | | | Preschool | Elementary | Middle | High School | Total |
| Control over student behavior | Critical | Count | 3 | 57 | 36 | 67 | 163 |
| | | % within level | 37.5% | 44.2% | 39.1% | 38.3% | 40.3% |
| | Very Important | Count | 5 | 53 | 34 | 61 | 153 |
| | | % within level | 62.5% | 41.1% | 37.0% | 34.9% | 37.9% |
| | Important | Count | 0 | 18 | 21 | 44 | 83 |
| | | % within level | .0% | 14.0% | 22.8% | 25.1% | 20.5% |
| | Not Very Important | Count | 0 | 0 | 1 | 3 | 4 |
| | | % within level | .0% | .0% | 1.1% | 1.7% | 1.0% |
| | Not at All Important | Count | 0 | 1 | 0 | 0 | 1 |
| | | % within level | .0% | .8% | .0% | .0% | .2% |
| Total | - | Count | 8 | 129 | 92 | 175 | 404 |
| | | % within level | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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

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

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

| 7 | = | | | | 1 |
|--|----------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Listed below are a number of | Critical | Count | 381 | 140 | 521 |
| [school] factors that may be important Control over student behavior | | % within rural | 46.2% | 49.8% | 47.1% |
| | Very Important | Count | 295 | 97 | 392 |
| | | % within rural | 35.8% | 34.5% | 35.5% |
| | Important | Count | 131 | 40 | 171 |
| | | % within rural | 15.9% | 14.2% | 15.5% |
| | Not Very Important | Count | 8 | 2 | 10 |
| | | % within rural | 1.0% | .7% | .9% |
| | Not at All Important | Count | 2 | 2 | 4 |
| | | % within rural | .2% | .7% | .4% |
| | Don't Know | Count | 7 | 0 | 7 |
| | | % within rural | .8% | .0% | .6% |
| Total | | Count | 824 | 281 | 1105 |
| | | % within rural | 100.0% | 100.0% | 100.0% |

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

Ethnicity: Responses to Demographic Questions
Poverty Level: estimated from Zip codes/US Census 2000
July 2009

| | - | - | | ethnicity | | |
|--|----------------------|----------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Listed below are a number of | Critical | Count | 414 | 60 | 6 | 480 |
| [school] factors that may be | | % within ethnicity | 50.8% | 40.0% | 46.2% | 49.1% |
| important Control over student behavior | Very Important | Very Important Count | | 53 | 6 | 337 |
| | | % within ethnicity | 34.1% | 35.3% | 46.2% | 34.5% |
| | Important | Count | 110 | 35 | 0 | 145 |
| | | % within ethnicity | 13.5% | 23.3% | .0% | 14.8% |
| | Not Very Important | Count | 7 | 2 | 0 | 9 |
| | | % within ethnicity | .9% | 1.3% | .0% | .9% |
| | Not at All Important | Count | 2 | 0 | 1 | 3 |
| | | % within ethnicity | .2% | .0% | 7.7% | .3% |
| | Don't Know | Count | 4 | 0 | 0 | 4 |
| | | % within ethnicity | .5% | .0% | .0% | .4% |
| Total | | Count | 815 | 150 | 13 | 978 |
| | | % within ethnicity | 100.0% | 100.0% | 100.0% | 100.0% |

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

| | _ | _ | | | | | | | |
|---------------------------------------|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Listed below are a number | Critical | Count | 31 | 157 | 154 | 85 | 38 | 35 | 500 |
| of [school] factors that | | % within povertygroup | 48.4% | 49.7% | 45.0% | 48.9% | 46.3% | 44.9% | 47.3% |
| may be important Control over student | Very Important | Count | 22 | 113 | 119 | 57 | 30 | 32 | 373 |
| behavior | | % within povertygroup | 34.4% | 35.8% | 34.8% | 32.8% | 36.6% | 41.0% | 35.3% |
| | Important | Count | 11 | 38 | 65 | 27 | 12 | 11 | 164 |
| | | % within povertygroup | 17.2% | 12.0% | 19.0% | 15.5% | 14.6% | 14.1% | 15.5% |
| | Not Very Important | Count | 0 | 4 | 2 | 2 | 1 | 0 | 9 |
| | | % within povertygroup | .0% | 1.3% | .6% | 1.1% | 1.2% | .0% | .9% |
| | Not at All Important | Count | 0 | 1 | 1 | 1 | 1 | 0 | 4 |
| | | % within povertygroup | .0% | .3% | .3% | .6% | 1.2% | .0% | .4% |
| | Don't Know | Count | 0 | 3 | 1 | 2 | 0 | 0 | 6 |
| | | % within povertygroup | .0% | .9% | .3% | 1.1% | .0% | .0% | .6% |
| Total | | Count | 64 | 316 | 342 | 174 | 82 | 78 | 1056 |
| | | % within povertygroup | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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

July 2009

Question:

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

| There may report 1 | | | | | | | | |
|----------------------------------|-------------------|----------------|-----------|--------|--------|--|--|--|
| | | | rura | al | | | | |
| | | | Non-Rural | Rural | Total | | | |
| Student behavior is a barrier to | Strongly Agree | Count | 164 | 54 | 218 | | | |
| learning. | | % within rural | 27.7% | 29.2% | 28.0% | | | |
| | Agree | Count | 273 | 89 | 362 | | | |
| | | % within rural | 46.0% | 48.1% | 46.5% | | | |
| | Disagree | Count | 126 | 36 | 162 | | | |
| | | % within rural | 21.2% | 19.5% | 20.8% | | | |
| | Strongly Disagree | Count | 30 | 6 | 36 | | | |
| | | % within rural | 5.1% | 3.2% | 4.6% | | | |
| Total | | Count | 593 | 185 | 778 | | | |
| | | % within rural | 100.0% | 100.0% | 100.0% | | | |

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

Ethnicity: Responses to Demographic Questions
Poverty Level: estimated from Zip codes/US Census 2000
July 2009

| | - | - | | ethnicity | | |
|----------------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Student behavior is a barrier to | Strongly Agree | Count | 171 | 25 | 3 | 199 |
| learning. | | % within ethnicity | 28.5% | 22.3% | 37.5% | 27.7% |
| | Agree | Count | 270 | 65 | 2 | 337 |
| | | % within ethnicity | 45.1% | 58.0% | 25.0% | 46.9% |
| | Disagree | Count | 124 | 21 | 2 | 147 |
| | | % within ethnicity | 20.7% | 18.8% | 25.0% | 20.4% |
| | Strongly Disagree | Count | 34 | 1 | 1 | 36 |
| | | % within ethnicity | 5.7% | .9% | 12.5% | 5.0% |
| Total | | Count | 599 | 112 | 8 | 719 |
| | | % within ethnicity | 100.0% | 100.0% | 100.0% | 100.0% |

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

| - | _ | - | | | | | | | |
|-----------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Student behavior is a | Strongly Agree | Count | 7 | 63 | 70 | 44 | 14 | 14 | 212 |
| barrier to learning. | | % within povertygroup | 13.7% | 27.5% | 28.7% | 35.2% | 26.4% | 29.2% | 28.3% |
| | Agree | Count | 27 | 107 | 108 | 52 | 27 | 23 | 344 |
| | | % within povertygroup | 52.9% | 46.7% | 44.3% | 41.6% | 50.9% | 47.9% | 45.9% |
| | Disagree | Count | 14 | 49 | 53 | 27 | 8 | 8 | 159 |
| | | % within povertygroup | 27.5% | 21.4% | 21.7% | 21.6% | 15.1% | 16.7% | 21.2% |
| | Strongly Disagree | Count | 3 | 10 | 13 | 2 | 4 | 3 | 35 |
| | | % within povertygroup | 5.9% | 4.4% | 5.3% | 1.6% | 7.5% | 6.3% | 4.7% |
| Total | | Count | 51 | 229 | 244 | 125 | 53 | 48 | 750 |
| | | % within povertygroup | 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:

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?

| | - | - | 1 | | Г |
|---|------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Students are often given the | A | Count | 178 | 49 | 227 |
| grades of A, B, C, D, and F. | | % within rural | 20.7% | 16.8% | 19.7% |
| What grade would you give the public schools in <u>your</u> community A, B, C, D, or F? | В | Count | 313 | 109 | 422 |
| | | % within rural | 36.4% | 37.3% | 36.6% |
| | С | Count | 205 | 70 | 275 |
| | C | % within rural | 23.8% | 24.0% | 23.9% |
| | | Count | 74 | 30 | 104 |
| | _ | % within rural | 8.6% | 10.3% | 9.0% |
| | F | Count | 33 | 20 | 53 |
| | | % within rural | 3.8% | 6.8% | 4.6% |
| | Don't know | Count | 57 | 14 | 71 |
| | Don't know | % within rural | 6.6% | 4.8% | 6.2% |
| Total | | Count | 860 | 292 | 1152 |
| . 3.5. | | % within rural | 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

| | | | | ethnicity | | |
|--|------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Students are often given the | А | Count | 150 | 34 | 5 | 189 |
| grades of A, B, C, D, and F. | | % within ethnicity | 18.3% | 22.7% | 35.7% | 19.2% |
| What grade would you give the public schools in your | В | Count | 306 | 48 | 5 | 359 |
| community A, B, C, D, or F? | | % within ethnicity | 37.3% | 32.0% | 35.7% | 36.4% |
| | С | Count | 198 | 45 | 2 | 245 |
| | | % within ethnicity | 24.1% | 30.0% | 14.3% | 24.9% |
| | D | Count | 81 | 8 | 1 | 90 |
| | | % within ethnicity | 9.9% | 5.3% | 7.1% | 9.1% |
| | F | Count | 39 | 6 | 0 | 45 |
| | - | % within ethnicity | 4.8% | 4.0% | .0% | 4.6% |
| | Don't know | Count | 47 | 9 | 1 | 57 |
| | | % within ethnicity | 5.7% | 6.0% | 7.1% | 5.8% |
| Total | | Count | 821 | 150 | 14 | 985 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|--------------------------------------|------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | Į. | u. | more than 25 | |
| | | _ | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Students are often given | Α | Count | 19 | 86 | 62 | 27 | 12 | 14 | 220 |
| the grades of A, B, C, D, | | % within povertygroup | 27.9% | 26.6% | 17.4% | 14.6% | 14.5% | 17.3% | 20.1% |
| and F. What grade would you give the | В | Count | 23 | 128 | 129 | 67 | 27 | 26 | 400 |
| public schools in <u>your</u> | | % within povertygroup | 33.8% | 39.6% | 36.1% | 36.2% | 32.5% | 32.1% | 36.5% |
| community A, B, C, D, or F? | С | Count | 15 | 65 | 95 | 58 | 15 | 19 | 267 |
| 1 : | | % within povertygroup | 22.1% | 20.1% | 26.6% | 31.4% | 18.1% | 23.5% | 24.3% |
| | D | Count | 5 | 17 | 38 | 16 | 12 | 10 | 98 |
| | | % within povertygroup | 7.4% | 5.3% | 10.6% | 8.6% | 14.5% | 12.3% | 8.9% |
| | F | Count | 0 | 12 | 15 | 6 | 12 | 5 | 50 |
| | | % within povertygroup | .0% | 3.7% | 4.2% | 3.2% | 14.5% | 6.2% | 4.6% |
| | Don't know | Count | 6 | 15 | 18 | 11 | 5 | 7 | 62 |
| | | % within povertygroup | 8.8% | 4.6% | 5.0% | 5.9% | 6.0% | 8.6% | 5.7% |
| Total | | Count | 68 | 323 | 357 | 185 | 83 | 81 | 1097 |
| | | % within povertygroup | 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:

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

| 7 | - | - | | | |
|---|------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Now think about the public | A | Count | 35 | 16 | 51 |
| schools in the state of South | | % within rural | 4.1% | 5.5% | 4.4% |
| Carolina. What grade would you give to the <u>public schools in the state</u> : A, B, C, D, or F? | В | Count | 184 | 84 | 268 |
| | C | % within rural | 21.4% | 28.8% | 23.3% |
| | С | Count | 326 | 100 | 426 |
| | | % within rural | 37.9% | 34.2% | 37.0% |
| | | Count | 130 | 34 | 164 |
| | | % within rural | 15.1% | 11.6% | 14.2% |
| | F | Count | 34 | 9 | 43 |
| | | % within rural | 4.0% | 3.1% | 3.7% |
| | Don't know | Count | 151 | 49 | 200 |
| | | % within rural | 17.6% | 16.8% | 17.4% |
| Total | | Count | 860 | 292 | 1152 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Now think about the public | A | Count | 20 | 17 | 1 | 38 |
| schools in the state of South | | % within ethnicity | 2.4% | 11.3% | 7.1% | 3.9% |
| Carolina. What grade would you give to the <u>public schools in the state</u> : A, B, C, D, or F? | В | Count | 160 | 55 | 5 | 220 |
| | | % within ethnicity | 19.5% | 36.7% | 35.7% | 22.3% |
| | С | Count | 336 | 44 | 6 | 386 |
| | | % within ethnicity | 40.9% | 29.3% | 42.9% | 39.1% |
| | D | Count | 128 | 11 | О | 139 |
| | | % within ethnicity | 15.6% | 7.3% | .0% | 14.1% |
| | F | Count | 29 | 4 | 1 | 34 |
| | | % within ethnicity | 3.5% | 2.7% | 7.1% | 3.4% |
| | Don't know | Count | 149 | 19 | 1 | 169 |
| | | % within ethnicity | 18.1% | 12.7% | 7.1% | 17.1% |
| Total | | Count | 822 | 150 | 14 | 986 |
| | | % within ethnicity | 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

| - | _ | - | | | | | | | |
|---|------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Now think about the public schools in the | A | Count | 0 | 14 | 20 | 5 | 5 | 5 | 49 |
| | | % within povertygroup | .0% | 4.3% | 5.6% | 2.7% | 6.0% | 6.2% | 4.5% |
| state of South Carolina. What grade would you | В | Count | 11 | 68 | 77 | 58 | 19 | 25 | 258 |
| give to the <u>public</u> | | % within povertygroup | 16.2% | 21.0% | 21.6% | 31.4% | 22.9% | 30.9% | 23.5% |
| schools in the state: A, B, C, D, or F? | С | Count | 28 | 125 | 130 | 66 | 33 | 28 | 410 |
| B, O, B, Ol 1 : | | % within povertygroup | 41.2% | 38.6% | 36.5% | 35.7% | 39.8% | 34.6% | 37.4% |
| | D | Count | 15 | 57 | 49 | 18 | 9 | 8 | 156 |
| | | % within povertygroup | 22.1% | 17.6% | 13.8% | 9.7% | 10.8% | 9.9% | 14.2% |
| | F | Count | 5 | 14 | 14 | 3 | 2 | 1 | 39 |
| | | % within povertygroup | 7.4% | 4.3% | 3.9% | 1.6% | 2.4% | 1.2% | 3.6% |
| | Don't know | Count | 9 | 46 | 66 | 35 | 15 | 14 | 185 |
| | | % within povertygroup | 13.2% | 14.2% | 18.5% | 18.9% | 18.1% | 17.3% | 16.9% |
| Total | | Count | 68 | 324 | 356 | 185 | 83 | 81 | 1097 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| - | - | _ | - | | |
|--|----------------|----------------|-----------|--------|--------|
| | | | rura | ıl | |
| | | | Non-Rural | Rural | Total |
| How about the public schools in | A | Count | 24 | 16 | 40 |
| the nation as a whole? What | | % within rural | 2.8% | 5.5% | 3.5% |
| grade would you give the <u>public</u> | . В | Count | 265 | 108 | 373 |
| schools nationally: A, B, C, D, | | % within rural | 30.8% | 37.2% | 32.4% |
| or F? | С | Count | 306 | 78 | 384 |
| | | % within rural | 35.6% | 26.9% | 33.4% |
| | D | Count | 53 | 14 | 67 |
| | | % within rural | 6.2% | 4.8% | 5.8% |
| | F | Count | 13 | 4 | 17 |
| | | % within rural | 1.5% | 1.4% | 1.5% |
| | Don't know | Count | 199 | 70 | 269 |
| | 2 311 (1010 W | % within rural | 23.1% | 24.1% | 23.4% |
| Total | • | Count | 860 | 290 | 1150 |
| | | % within rural | 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

| | - | - | | ethnicity | | |
|--|------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| How about the public schools in | A | Count | 20 | 12 | 1 | 33 |
| the nation as a whole? What | | % within ethnicity | 2.4% | 8.1% | 7.1% | 3.4% |
| grade would you give the <u>public</u> schools nationally: A, B, C, D, | В | Count | 259 | 57 | 5 | 321 |
| or F? | | % within ethnicity | 31.6% | 38.3% | 35.7% | 32.7% |
| | С | Count | 277 | 51 | 5 | 333 |
| | | % within ethnicity | 33.8% | 34.2% | 35.7% | 33.9% |
| | D | Count | 52 | 4 | 1 | 57 |
| | | % within ethnicity | 6.3% | 2.7% | 7.1% | 5.8% |
| | F | Count | 13 | 1 | 1 | 15 |
| | | % within ethnicity | 1.6% | .7% | 7.1% | 1.5% |
| | Don't know | Count | 199 | 24 | 1 | 224 |
| | | % within ethnicity | 24.3% | 16.1% | 7.1% | 22.8% |
| Total | | Count | 820 | 149 | 14 | 983 |
| | | % within ethnicity | 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

| F | - | - | | WS 01033tab - 1 t | , | | | | |
|--|------------|-----------------------|----------------|-------------------|------------------|------------------|------------------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| How about the public | Α | Count | 1 | 6 | 19 | 6 | 3 | 3 | 38 |
| schools in the nation as | | % within povertygroup | 1.5% | 1.9% | 5.3% | 3.3% | 3.7% | 3.7% | 3.5% |
| a whole? What grade would you give the | В | Count | 24 | 106 | 99 | 74 | 27 | 28 | 358 |
| public schools | | % within povertygroup | 35.8% | 32.7% | 27.8% | 40.2% | 32.9% | 34.6% | 32.7% |
| nationally: A, B, C, D, or F? | С | Count | 24 | 114 | 127 | 44 | 30 | 30 | 369 |
| | | % within povertygroup | 35.8% | 35.2% | 35.7% | 23.9% | 36.6% | 37.0% | 33.7% |
| | D | Count | 9 | 11 | 26 | 13 | 2 | 2 | 63 |
| | | % within povertygroup | 13.4% | 3.4% | 7.3% | 7.1% | 2.4% | 2.5% | 5.8% |
| | F | Count | 0 | 7 | 8 | 1 | 0 | 0 | 16 |
| | | % within povertygroup | .0% | 2.2% | 2.2% | .5% | .0% | .0% | 1.5% |
| | Don't know | Count | 9 | 80 | 77 | 46 | 20 | 18 | 250 |
| | | % within povertygroup | 13.4% | 24.7% | 21.6% | 25.0% | 24.4% | 22.2% | 22.9% |
| Total | | Count | 67 | 324 | 356 | 184 | 82 | 81 | 1094 |
| | | % within povertygroup | 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:

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

| | - | | rura | ıl | |
|--|-------------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Consider the following set of | Critical | Count | 332 | 114 | 446 |
| skills. How important are Math skills? | | % within rural | 39.2% | 40.0% | 39.4% |
| | Very Important | Count | 361 | 123 | 484 |
| | | % within rural | 42.7% | 43.2% | 42.8% |
| | Important | Count | 148 | 46 | 194 |
| | mportant | % within rural | 17.5% | 16.1% | 17.2% |
| | Not Very Important | Count | 3 | 1 | 4 |
| | riot voly important | % within rural | .4% | .4% | .4% |
| | Not at All Important | Count | 1 | 1 | 2 |
| | not at / iii iii ponant | % within rural | .1% | .4% | .2% |
| | Don't Know | Count | 1 | 0 | 1 |
| | Bontralow | % within rural | .1% | .0% | .1% |
| Total | - | Count | 846 | 285 | 1131 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--------------------------------|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Consider the following set of | Critical | Count | 350 | 52 | 6 | 408 |
| skills. How important are Math | | % within ethnicity | 42.5% | 34.7% | 42.9% | 41.3% |
| skills? | Very Important | Count | 345 | 59 | 6 | 410 |
| | | % within ethnicity | 41.9% | 39.3% | 42.9% | 41.5% |
| | Important | Count | 125 | 37 | 1 | 163 |
| | | % within ethnicity | 15.2% | 24.7% | 7.1% | 16.5% |
| | Not Very Important | Count | 3 | 0 | 1 | 4 |
| | | % within ethnicity | .4% | .0% | 7.1% | .4% |
| | Not at All Important | Count | 0 | 2 | 0 | 2 |
| | | % within ethnicity | .0% | 1.3% | .0% | .2% |
| Total | | Count | 823 | 150 | 14 | 987 |
| | | % within ethnicity | 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

| | _ | | | | povert | ygroup | | | |
|----------------------------|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | _ | _ | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Consider the following | Critical | Count | 27 | 143 | 124 | 68 | 33 | 32 | 427 |
| set of skills. How | | % within povertygroup | 40.3% | 44.4% | 35.1% | 38.0% | 40.2% | 40.5% | 39.5% |
| important are Math skills? | Very Important | Count | 28 | 126 | 161 | 79 | 32 | 38 | 464 |
| | | % within povertygroup | 41.8% | 39.1% | 45.6% | 44.1% | 39.0% | 48.1% | 42.9% |
| | Important | Count | 11 | 52 | 66 | 32 | 16 | 8 | 185 |
| | | % within povertygroup | 16.4% | 16.1% | 18.7% | 17.9% | 19.5% | 10.1% | 17.1% |
| | Not Very Important | Count | 1 | 1 | 2 | 0 | 0 | 0 | 4 |
| | | % within povertygroup | 1.5% | .3% | .6% | .0% | .0% | .0% | .4% |
| | Not at All Important | Count | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| | | % within povertygroup | .0% | .0% | .0% | .0% | 1.2% | 1.3% | .2% |
| Total | | Count | 67 | 322 | 353 | 179 | 82 | 79 | 1082 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | | rura | al | |
|---------------------------|----------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Consider the | Critical | Count | 429 | 140 | 569 |
| following set of | | % within rural | 50.7% | 49.1% | 50.3% |
| skills. How important are | Very Important | Count | 346 | 119 | 465 |
| Reading skills? | | % within rural | 40.9% | 41.8% | 41.1% |
| | Important | Count | 69 | 24 | 93 |
| | | % within rural | 8.2% | 8.4% | 8.2% |
| | Not Very Important | Count | 2 | 1 | 3 |
| | | % within rural | .2% | .4% | .3% |
| | Not at All Important | Count | 0 | 1 | 1 |
| | | % within rural | .0% | .4% | .1% |
| Total | | Count | 846 | 285 | 1131 |
| | | % within rural | 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

| | - | | | ethnicity | | |
|---------------------------|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Consider the | Critical | Count | 452 | 58 | 8 | 518 |
| following set of | | % within ethnicity | 54.9% | 38.7% | 57.1% | 52.5% |
| skills. How important are | Very Important | Count | 317 | 70 | 4 | 391 |
| Reading skills? | | % within ethnicity | 38.5% | 46.7% | 28.6% | 39.6% |
| | Important | Count | 53 | 21 | 1 | 75 |
| | | % within ethnicity | 6.4% | 14.0% | 7.1% | 7.6% |
| | Not Very Important | Count | 1 | 0 | 1 | 2 |
| | | % within ethnicity | .1% | .0% | 7.1% | .2% |
| | Not at All Important | Count | 0 | 1 | 0 | 1 |
| | | % within ethnicity | .0% | .7% | .0% | .1% |
| Total | | Count | 823 | 150 | 14 | 987 |
| | | % within ethnicity | 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

| | - | | | | povert | ygroup | | | |
|------------------------------|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 | Total |
| Consider the | - Critical | Count | 36 | 182 | 164 | 85 | 38 | 39 | 544 |
| following set of | | % within povertygroup | 53.7% | 56.5% | 46.5% | 47.5% | 46.3% | 49.4% | 50.3% |
| skills. How important are | Very Important | Count | 24 | 119 | 151 | 81 | 37 | 35 | 447 |
| Reading skills? | | % within povertygroup | 35.8% | 37.0% | 42.8% | 45.3% | 45.1% | 44.3% | 41.3% |
| | Important | Count | 6 | 21 | 36 | 13 | 6 | 5 | 87 |
| | | % within povertygroup | 9.0% | 6.5% | 10.2% | 7.3% | 7.3% | 6.3% | 8.0% |
| | Not Very Important | Count | 1 | 0 | 2 | 0 | 0 | 0 | 3 |
| | | % within povertygroup | 1.5% | .0% | .6% | .0% | .0% | .0% | .3% |
| | Not at All Important | Count | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| | | % within povertygroup | .0% | .0% | .0% | .0% | 1.2% | .0% | .1% |
| Total | | Count | 67 | 322 | 353 | 179 | 82 | 79 | 1082 |
| | | % within povertygroup | 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:

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

| | - | - | rura | al | |
|---------------------------|--------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Consider the | Critical | Count | 308 | 111 | 419 |
| following set of | | % within rural | 36.4% | 38.9% | 37.1% |
| skills. How important are | Very Important | Count | 355 | 120 | 475 |
| Writing skills? | . <u></u> | % within rural | 42.0% | 42.1% | 42.0% |
| | Important | Count | 174 | 49 | 223 |
| | | % within rural | 20.6% | 17.2% | 19.7% |
| | Not Very Important | Count | 8 | 5 | 13 |
| | | % within rural | .9% | 1.8% | 1.2% |
| Total | | Count | 845 | 285 | 1130 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---------------------------|--------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Consider the | Critical | Count | 329 | 51 | 6 | 386 |
| following set of | | % within ethnicity | 40.0% | 34.0% | 42.9% | 39.1% |
| skills. How important are | Very Important | Count | 336 | 58 | 6 | 400 |
| Writing skills? | | % within ethnicity | 40.9% | 38.7% | 42.9% | 40.6% |
| | Important | Count | 152 | 37 | 1 | 190 |
| | | % within ethnicity | 18.5% | 24.7% | 7.1% | 19.3% |
| | Not Very Important | Count | 5 | 4 | 1 | 10 |
| | | % within ethnicity | .6% | 2.7% | 7.1% | 1.0% |
| Total | | Count | 822 | 150 | 14 | 986 |
| | | % within ethnicity | 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

| | | | | povertygroup | | | | | | | |
|------------------------------|--------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|--|--|
| | | | | | | | | more than 25 | | | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total | | |
| Consider the | Critical | Count | 25 | 130 | 122 | 63 | 31 | 32 | 403 | | |
| following set | | % within povertygroup | 37.3% | 40.4% | 34.7% | 35.2% | 37.8% | 40.5% | 37.3% | | |
| of skills. How important are | Very Important | Count | 29 | 132 | 145 | 79 | 39 | 31 | 455 | | |
| Writing skills? | | % within povertygroup | 43.3% | 41.0% | 41.2% | 44.1% | 47.6% | 39.2% | 42.1% | | |
| | Important | Count | 12 | 59 | 81 | 33 | 11 | 14 | 210 | | |
| | | % within povertygroup | 17.9% | 18.3% | 23.0% | 18.4% | 13.4% | 17.7% | 19.4% | | |
| | Not Very Important | Count | 1 | 1 | 4 | 4 | 1 | 2 | 13 | | |
| | | % within povertygroup | 1.5% | .3% | 1.1% | 2.2% | 1.2% | 2.5% | 1.2% | | |
| Total | | Count | 67 | 322 | 352 | 179 | 82 | 79 | 1081 | | |
| | | % within povertygroup | 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:

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

| | - | _ | | ı | |
|---|----------------------|----------------|-----------|--------|--------|
| | | | rura | ll . | |
| | | | Non-Rural | Rural | Total |
| Consider the following set of skills. How important are skills to succeed in the workplace? | Critical | Count | 284 | 103 | 387 |
| | | % within rural | 33.6% | 36.1% | 34.2% |
| | Very Important | Count | 380 | 121 | 501 |
| | | % within rural | 45.0% | 42.5% | 44.3% |
| | Important | Count | 163 | 54 | 217 |
| | | % within rural | 19.3% | 18.9% | 19.2% |
| | Not Very Important | Count | 12 | 3 | 15 |
| | | % within rural | 1.4% | 1.1% | 1.3% |
| | Not at All Important | Count | 1 | 2 | 3 |
| | | % within rural | .1% | .7% | .3% |
| | Don't Know | Count | 5 | 2 | 7 |
| | 20 | % within rural | .6% | .7% | .6% |
| Total | - | Count | 845 | 285 | 1130 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Consider the following set of skills. How important are skills to succeed in the workplace? | Critical | Count | 289 | 53 | 6 | 348 |
| | | % within ethnicity | 35.2% | 35.3% | 42.9% | 35.3% |
| | Very Important | Count | 361 | 68 | 5 | 434 |
| | | % within ethnicity | 43.9% | 45.3% | 35.7% | 44.0% |
| | Important | Count | 151 | 27 | 3 | 181 |
| | , | % within ethnicity | 18.4% | 18.0% | 21.4% | 18.4% |
| | Not Very Important | Count | 13 | 0 | 0 | 13 |
| | , | % within ethnicity | 1.6% | .0% | .0% | 1.3% |
| | Not at All Important | Count | 2 | 1 | 0 | 3 |
| | , | % within ethnicity | .2% | .7% | .0% | .3% |
| | Don't Know | Count | 6 | 1 | 0 | 7 |
| | | % within ethnicity | .7% | .7% | .0% | .7% |
| Total | | Count | 822 | 150 | 14 | 986 |
| | | % within ethnicity | 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

| | - | - | | | povert | ygroup | | | |
|--|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | - | - | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Consider the following | Critical | Count | 22 | 114 | 123 | 58 | 30 | 25 | 372 |
| set of skills. How | | % within povertygroup | 32.8% | 35.5% | 34.8% | 32.4% | 36.6% | 31.6% | 34.4% |
| important are skills to succeed in the | Very Important | Count | 31 | 150 | 141 | 83 | 38 | 39 | 482 |
| workplace? | | % within povertygroup | 46.3% | 46.7% | 39.9% | 46.4% | 46.3% | 49.4% | 44.6% |
| | Important | Count | 12 | 53 | 79 | 36 | 9 | 15 | 204 |
| | | % within povertygroup | 17.9% | 16.5% | 22.4% | 20.1% | 11.0% | 19.0% | 18.9% |
| | Not Very Important | Count | 1 | 4 | 5 | 2 | 2 | 0 | 14 |
| | | % within povertygroup | 1.5% | 1.2% | 1.4% | 1.1% | 2.4% | .0% | 1.3% |
| | Not at All Important | Count | 0 | 0 | 2 | 0 | 1 | 0 | 3 |
| | | % within povertygroup | .0% | .0% | .6% | .0% | 1.2% | .0% | .3% |
| | Don't Know | Count | 1 | 0 | 3 | 0 | 2 | 0 | 6 |
| | | % within povertygroup | 1.5% | .0% | .8% | .0% | 2.4% | .0% | .6% |
| Total | | Count | 67 | 321 | 353 | 179 | 82 | 79 | 1081 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| F | = | = | | | - |
|---|----------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Consider the | Critical | Count | 188 | 72 | 260 |
| following set of | | % within rural | 22.2% | 25.3% | 23.0% |
| skills. How important are Science skills? | Very Important | Count | 339 | 103 | 442 |
| | , , , , , , , | % within rural | 40.1% | 36.1% | 39.1% |
| | Important | Count | 274 | 97 | 371 |
| | | % within rural | 32.4% | 34.0% | 32.8% |
| | Not Very Important | Count | 37 | 11 | 48 |
| | | % within rural | 4.4% | 3.9% | 4.2% |
| | Not at All Important | Count | 7 | 1 | 8 |
| | | % within rural | .8% | .4% | .7% |
| | Don't Know | Count | 1 | 1 | 2 |
| | 20 | % within rural | .1% | .4% | .2% |
| Total | · | Count | 846 | 285 | 1131 |
| | | % within rural | 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

| | | | | ethnicity | | | | |
|--|----------------------|--------------------|--------|------------------|--------|--------|--|--|
| | | | White | African American | Other | Total | | |
| Consider the | Critical | Count | 204 | 35 | 6 | 245 | | |
| following set of skills. How important are | | % within ethnicity | 24.8% | 23.3% | 42.9% | 24.8% | | |
| | Very Important | Count | 336 | 47 | 2 | 385 | | |
| Science skills? | | % within ethnicity | 40.8% | 31.3% | 14.3% | 39.0% | | |
| | Important | Count | 250 | 52 | 5 | 307 | | |
| | | % within ethnicity | 30.4% | 34.7% | 35.7% | 31.1% | | |
| | Not Very Important | Count | 30 | 11 | 1 | 42 | | |
| | | % within ethnicity | 3.6% | 7.3% | 7.1% | 4.3% | | |
| | Not at All Important | Count | 2 | 4 | 0 | 6 | | |
| | | % within ethnicity | .2% | 2.7% | .0% | .6% | | |
| | Don't Know | Count | 1 | 1 | 0 | 2 | | |
| | | % within ethnicity | .1% | .7% | .0% | .2% | | |
| Total | | Count | 823 | 150 | 14 | 987 | | |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|------------------------------|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Consider the | Critical | Count | 14 | 79 | 78 | 42 | 19 | 17 | 249 |
| following set | | % within povertygroup | 20.9% | 24.5% | 22.1% | 23.5% | 23.2% | 21.5% | 23.0% |
| of skills. How important are | Very Important | Count | 26 | 124 | 140 | 67 | 33 | 34 | 424 |
| Science skills? | | % within povertygroup | 38.8% | 38.5% | 39.7% | 37.4% | 40.2% | 43.0% | 39.2% |
| | Important | Count | 22 | 105 | 114 | 64 | 24 | 24 | 353 |
| | | % within povertygroup | 32.8% | 32.6% | 32.3% | 35.8% | 29.3% | 30.4% | 32.6% |
| | Not Very Important | Count | 3 | 12 | 18 | 6 | 4 | 3 | 46 |
| | | % within povertygroup | 4.5% | 3.7% | 5.1% | 3.4% | 4.9% | 3.8% | 4.3% |
| | Not at All Important | Count | 1 | 2 | 3 | 0 | 1 | 1 | 8 |
| | | % within povertygroup | 1.5% | .6% | .8% | .0% | 1.2% | 1.3% | .7% |
| | Don't Know | Count | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| | | % within povertygroup | 1.5% | .0% | .0% | .0% | 1.2% | .0% | .2% |
| Total | | Count | 67 | 322 | 353 | 179 | 82 | 79 | 1082 |
| | | % within povertygroup | 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:

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

| | - | _ | rura | al | |
|---|--------------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Consider the following set of | Critical | Count | 253 | 95 | 348 |
| skills. How important is ability to be a knowledgeable citizen? | | % within rural | 29.9% | 33.3% | 30.7% |
| | Very Important | Count | 392 | 125 | 517 |
| | , | % within rural | 46.3% | 43.9% | 45.7% |
| | Important | Count | 189 | 61 | 250 |
| | | % within rural | 22.3% | 21.4% | 22.1% |
| | Not Very Important | Count | 11 | 2 | 13 |
| | | % within rural | 1.3% | .7% | 1.1% |
| | Not at All Important | Count | 1 | 1 | 2 |
| | not at / iii iii portain | % within rural | .1% | .4% | .2% |
| | Don't Know | Count | 1 | 1 | 2 |
| | 20 | % within rural | .1% | .4% | .2% |
| Total | • | Count | 847 | 285 | 1132 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| skills. How important is ability to be a knowledgeable citizen? | Critical | Count | 274 | 44 | 4 | 322 |
| | | % within ethnicity | 33.3% | 29.3% | 28.6% | 32.6% |
| | Very Important | Count | 375 | 62 | 6 | 443 |
| | | % within ethnicity | 45.6% | 41.3% | 42.9% | 44.9% |
| | Important | Count | 161 | 44 | 3 | 208 |
| | | % within ethnicity | 19.6% | 29.3% | 21.4% | 21.1% |
| | Not Very Important | Count | 10 | 0 | 1 | 11 |
| | | % within ethnicity | 1.2% | .0% | 7.1% | 1.1% |
| | Not at All Important | Count | 1 | 0 | 0 | 1 |
| | | % within ethnicity | .1% | .0% | .0% | .1% |
| | Don't Know | Count | 2 | 0 | 0 | 2 |
| | | % within ethnicity | .2% | .0% | .0% | .2% |
| Total | | Count | 823 | 150 | 14 | 987 |
| | | % within ethnicity | 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

| | - | - | | | povert | ygroup | | | |
|--|----------------------|-----------------------|----------------|-----------------|--------|------------------|------------------|--------------|--------|
| | | | 0 to 5 percent | 6 to 10 percent | | 16 to 20 percent | 21 to 25 percent | more than 25 | Total |
| Consider the following | Critical | Count | 16 | 104 | 109 | 57 | 21 to 23 percent | 27 | 334 |
| set of skills. How | Citical | % within povertygroup | 23.9% | 32.3% | 30.9% | 31.8% | 25.6% | | 30.9% |
| important is ability to be a knowledgeable | Very Important | Count | 29 | 147 | 159 | 84 | 42 | 35 | 496 |
| citizen? | | % within povertygroup | 43.3% | 45.7% | 45.0% | 46.9% | 51.2% | 44.3% | 45.8% |
| | Important | Count | 22 | 64 | 77 | 38 | 18 | 17 | 236 |
| | | % within povertygroup | 32.8% | 19.9% | 21.8% | 21.2% | 22.0% | 21.5% | 21.8% |
| | Not Very Important | Count | 0 | 5 | 8 | 0 | 0 | 0 | 13 |
| | | % within povertygroup | .0% | 1.6% | 2.3% | .0% | .0% | .0% | 1.2% |
| | Not at All Important | Count | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| | | % within povertygroup | .0% | .3% | .0% | .0% | .0% | .0% | .1% |
| | Don't Know | Count | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| | | % within povertygroup | .0% | .3% | .0% | .0% | 1.2% | .0% | .2% |
| Total | | Count | 67 | 322 | 353 | 179 | 82 | 79 | 1082 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | - | - | rura | al | |
|--|------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| All in all, do you think the public | Yes | Count | 334 | 109 | 443 |
| schools in South Carolina are providing young people with the key knowledge they need? | | % within rural | 39.5% | 38.7% | 39.3% |
| | No | Count | 441 | 144 | 585 |
| , , | | % within rural | 52.1% | 51.1% | 51.9% |
| | Don't know | Count | 71 | 29 | 100 |
| | | % within rural | 8.4% | 10.3% | 8.9% |
| Total | | Count | 846 | 282 | 1128 |
| | | % within rural | 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

| | - | - | | ethnicity | | |
|--|------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| All in all, do you think the public | Yes | Count | 309 | 66 | 6 | 381 |
| schools in South Carolina are providing young people with the key knowledge they need? | | % within ethnicity | 37.7% | 44.3% | 42.9% | 38.8% |
| | No | Count | 431 | 76 | 8 | 515 |
| | | % within ethnicity | 52.6% | 51.0% | 57.1% | 52.4% |
| | Don't know | Count | 80 | 7 | 0 | 87 |
| | | % within ethnicity | 9.8% | 4.7% | .0% | 8.9% |
| Total | | Count | 820 | 149 | 14 | 983 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|--|------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| All in all, do you think the | Yes | Count | 26 | 128 | 146 | 72 | 29 | 25 | 426 |
| public schools in South | | % within povertygroup | 39.4% | 40.0% | 41.4% | 40.7% | 35.4% | 31.6% | 39.6% |
| Carolina are providing young people with the key | No | Count | 35 | 160 | 180 | 90 | 45 | 45 | 555 |
| knowledge they need? | | % within povertygroup | 53.0% | 50.0% | 51.0% | 50.8% | 54.9% | 57.0% | 51.5% |
| | Don't know | Count | 5 | 32 | 27 | 15 | 8 | 9 | 96 |
| | | % within povertygroup | 7.6% | 10.0% | 7.6% | 8.5% | 9.8% | 11.4% | 8.9% |
| Total | | Count | 66 | 320 | 353 | 177 | 82 | 79 | 1077 |
| | | % within povertygroup | 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 [the factor of] rates of promotion to the next grade?

Phone Interviews Crosstab - Community Type

| | - | - | rura | al | |
|--------------------------------------|----------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Listed below are a number of | Critical | Count | 157 | 64 | 221 |
| factors that may be important | | % within rural | 18.9% | 22.7% | 19.9% |
| Rates of promotion to the next grade | Very Important | Count | 210 | 80 | 290 |
| | | % within rural | 25.3% | 28.4% | 26.1% |
| | Important | Count | 290 | 93 | 383 |
| | | % within rural | 35.0% | 33.0% | 34.5% |
| | Not Very Important | Count | 98 | 26 | 124 |
| | | % within rural | 11.8% | 9.2% | 11.2% |
| | Not at All Important | Count | 32 | 5 | 37 |
| | | % within rural | 3.9% | 1.8% | 3.3% |
| | Don't Know | Count | 42 | 14 | 56 |
| | | % within rural | 5.1% | 5.0% | 5.0% |
| Total | - | Count | 829 | 282 | 1111 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--------------------------------------|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Listed below are a number of | Critical | Count | 155 | 36 | 4 | 195 |
| factors that may be important | | % within ethnicity | 18.9% | 24.0% | 28.6% | 19.8% |
| Rates of promotion to the next grade | Very Important | Count | 193 | 53 | 3 | 249 |
| | | % within ethnicity | | 35.3% | 21.4% | 25.3% |
| | Important | Count | 290 | 50 | 6 | 346 |
| | | % within ethnicity | 35.4% | 33.3% | 42.9% | 35.2% |
| | Not Very Important | Count | 109 | 9 | 0 | 118 |
| | | % within ethnicity | 13.3% | 6.0% | .0% | 12.0% |
| | Not at All Important | Count | 33 | 0 | 1 | 34 |
| | | % within ethnicity | 4.0% | .0% | 7.1% | 3.5% |
| | Don't Know | Count | 40 | 2 | 0 | 42 |
| | | % within ethnicity | 4.9% | 1.3% | .0% | 4.3% |
| Total | | Count | 820 | 150 | 14 | 984 |
| | | % within ethnicity | 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

| | _ | - | | | novert | ygroup | | | |
|---|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | - | - | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Listed below are a | Critical | Count | 9 | 64 | 69 | 39 | 16 | 17 | 214 |
| number of factors that | , | % within povertygroup | 14.1% | 20.2% | 19.9% | 22.3% | 19.5% | 21.8% | 20.2% |
| may be important Rates of promotion to | Very Important | Count | 11 | 91 | 89 | 35 | 31 | 20 | 277 |
| the next grade | | % within povertygroup | 17.2% | 28.7% | 25.7% | 20.0% | 37.8% | 25.6% | 26.1% |
| | Important | Count | 28 | 102 | 121 | 64 | 20 | 32 | 367 |
| | | % within povertygroup | 43.8% | 32.2% | 35.0% | 36.6% | 24.4% | 41.0% | 34.6% |
| | Not Very Important | Count | 13 | 35 | 33 | 19 | 9 | 8 | 117 |
| | | % within povertygroup | 20.3% | 11.0% | 9.5% | 10.9% | 11.0% | 10.3% | 11.0% |
| | Not at All Important | Count | 2 | 9 | 13 | 6 | 4 | 1 | 35 |
| | | % within povertygroup | 3.1% | 2.8% | 3.8% | 3.4% | 4.9% | 1.3% | 3.3% |
| | Don't Know | Count | 1 | 16 | 21 | 12 | 2 | 0 | 52 |
| | | % within povertygroup | 1.6% | 5.0% | 6.1% | 6.9% | 2.4% | .0% | 4.9% |
| Total | | Count | 64 | 317 | 346 | 175 | 82 | 78 | 1062 |
| | | % within povertygroup | 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 [the factor of] annual standardized tests?

Phone Interviews Crosstab - Community Type

| | | | rura | al | |
|-------------------------------------|----------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Listed below are a number of | Critical | Count | 86 | 29 | 115 |
| [school] factors that may be | | % within rural | 10.4% | 10.3% | 10.4% |
| important Annual standardized tests | Very Important | Count | 138 | 69 | 207 |
| | | % within rural | 16.6% | 24.5% | 18.6% |
| | Important | Count | 345 | 107 | 452 |
| | | % within rural | 41.6% | 37.9% | 40.7% |
| | Not Very Important | Count | 182 | 59 | 241 |
| | | % within rural | 22.0% | 20.9% | 21.7% |
| | Not at All Important | Count | 56 | 12 | 68 |
| | | % within rural | 6.8% | 4.3% | 6.1% |
| | Don't Know | Count | 22 | 6 | 28 |
| | | % within rural | 2.7% | 2.1% | 2.5% |
| Total | | Count | 829 | 282 | 1111 |
| | | % within rural | 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

| | | - | | ethnicity | | |
|--|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Listed below are a number of | Critical | Count | 73 | 27 | 5 | 105 |
| [school] factors that may be important Annual standardized tests | | % within ethnicity | 8.9% | 18.0% | 35.7% | 10.7% |
| | Very Important | Count | 139 | 40 | 2 | 181 |
| | | % within ethnicity | 17.0% | 26.7% | 14.3% | 18.4% |
| | Important | Count | 333 | 59 | 3 | 395 |
| | | % within ethnicity | 40.6% | 39.3% | 21.4% | 40.1% |
| | Not Very Important | Count | 198 | 18 | 3 | 219 |
| | | % within ethnicity | 24.1% | 12.0% | 21.4% | 22.3% |
| | Not at All Important | Count | 57 | 5 | 1 | 63 |
| | | % within ethnicity | 7.0% | 3.3% | 7.1% | 6.4% |
| | Don't Know | Count | 20 | 1 | 0 | 21 |
| | | % within ethnicity | 2.4% | .7% | .0% | 2.1% |
| Total | | Count | 820 | 150 | 14 | 984 |
| | | % within ethnicity | 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

| | - | | | | povert | ygroup | | | |
|---|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 | Total |
| Listed below are a number | Oniti I | - | 0 to 3 percent | · | | | 21 to 23 percent | percent | |
| of [school] factors that | Critical | Count | ′ | 26 | | 17 | <i>'</i> | 9 | 106 |
| | | % within povertygroup | 10.9% | 8.2% | 11.6% | 9.7% | 8.5% | 11.5% | 10.0% |
| may be important Annual standardized | Very Important | Count | 10 | 47 | 70 | 33 | 22 | 18 | 200 |
| tests | | % within povertygroup | 15.6% | 14.8% | 20.2% | 18.9% | 26.8% | 23.1% | 18.8% |
| | Important | Count | 27 | 139 | 132 | 72 | 31 | 30 | 431 |
| | | % within povertygroup | 42.2% | 43.8% | 38.2% | 41.1% | 37.8% | 38.5% | 40.6% |
| | Not Very Important | Count | 15 | 79 | 75 | 37 | 13 | 13 | 232 |
| | | % within povertygroup | 23.4% | 24.9% | 21.7% | 21.1% | 15.9% | 16.7% | 21.8% |
| | Not at All Important | Count | 4 | 19 | 22 | 12 | 6 | 5 | 68 |
| | | % within povertygroup | 6.3% | 6.0% | 6.4% | 6.9% | 7.3% | 6.4% | 6.4% |
| | Don't Know | Count | 1 | 7 | 7 | 4 | 3 | 3 | 25 |
| | | % within povertygroup | 1.6% | 2.2% | 2.0% | 2.3% | 3.7% | 3.8% | 2.4% |
| Total | | Count | 64 | 317 | 346 | 175 | 82 | 78 | 1062 |
| | | % within povertygroup | 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 control over student behavior?

Phone Interviews Crosstab - Community Type

| | - | - | | 1 | |
|---|----------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Listed below are a number of | Critical | Count | 381 | 140 | 521 |
| [school] factors that may be | | % within rural | 46.2% | 49.8% | 47.1% |
| important Control over student behavior | Very Important | Count | 295 | 97 | 392 |
| | | % within rural | 35.8% | 34.5% | 35.5% |
| | Important | Count | 131 | 40 | 171 |
| | | % within rural | 15.9% | 14.2% | 15.5% |
| | Not Very Important | Count | 8 | 2 | 10 |
| | | % within rural | 1.0% | .7% | .9% |
| | Not at All Important | Count | 2 | 2 | 4 |
| | | % within rural | .2% | .7% | .4% |
| | Don't Know | Count | 7 | 0 | 7 |
| | 20 | % within rural | .8% | .0% | .6% |
| Total | • | Count | 824 | 281 | 1105 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Listed below are a number of | Critical | Count | 414 | 60 | 6 | 480 |
| [school] factors that may be | | % within ethnicity | 50.8% | 40.0% | 46.2% | 49.1% |
| important Control over student behavior | Very Important | Count | 278 | 53 | 6 | 337 |
| | | % within ethnicity | 34.1% | 35.3% | 46.2% | 34.5% |
| | Important | Count | 110 | 35 | 0 | 145 |
| | | % within ethnicity | 13.5% | 23.3% | .0% | 14.8% |
| | Not Very Important | Count | 7 | 2 | 0 | 9 |
| | | % within ethnicity | .9% | 1.3% | .0% | .9% |
| | Not at All Important | Count | 2 | 0 | 1 | 3 |
| | | % within ethnicity | .2% | .0% | 7.7% | .3% |
| | Don't Know | Count | 4 | 0 | 0 | 4 |
| | | % within ethnicity | .5% | .0% | .0% | .4% |
| Total | | Count | 815 | 150 | 13 | 978 |
| | | % within ethnicity | 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

| | _ | - | | | povert | ygroup | | | |
|---------------------------------------|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Listed below are a number | Critical | Count | 31 | 157 | 154 | 85 | 38 | 35 | 500 |
| of [school] factors that | | % within povertygroup | 48.4% | 49.7% | 45.0% | 48.9% | 46.3% | 44.9% | 47.3% |
| may be important Control over student | Very Important | Count | 22 | 113 | 119 | 57 | 30 | 32 | 373 |
| behavior | | % within povertygroup | 34.4% | 35.8% | 34.8% | 32.8% | 36.6% | 41.0% | 35.3% |
| | Important | Count | 11 | 38 | 65 | 27 | 12 | 11 | 164 |
| | | % within povertygroup | 17.2% | 12.0% | 19.0% | 15.5% | 14.6% | 14.1% | 15.5% |
| | Not Very Important | Count | 0 | 4 | 2 | 2 | 1 | 0 | 9 |
| | | % within povertygroup | .0% | 1.3% | .6% | 1.1% | 1.2% | .0% | .9% |
| | Not at All Important | Count | 0 | 1 | 1 | 1 | 1 | 0 | 4 |
| | | % within povertygroup | .0% | .3% | .3% | .6% | 1.2% | .0% | .4% |
| | Don't Know | Count | 0 | 3 | 1 | 2 | 0 | 0 | 6 |
| | | % within povertygroup | .0% | .9% | .3% | 1.1% | .0% | .0% | .6% |
| Total | | Count | 64 | 316 | 342 | 174 | 82 | 78 | 1056 |
| | | % within povertygroup | 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?

Phone Interviews Crosstab - Community Type

| | - | - | rura | ıl | |
|--|----------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Listed below are a number of | Critical | Count | 318 | 112 | 430 |
| [school] factors that may be | | % within rural | 38.4% | 39.9% | 38.8% |
| important High school graduation rate | Very Important | Count | 306 | 114 | 420 |
| | | % within rural | 37.0% | 40.6% | 37.9% |
| | Important | Count | 154 | 43 | 197 |
| | | % within rural | 18.6% | 15.3% | 17.8% |
| | Not Very Important | Count | 26 | 6 | 32 |
| | | % within rural | 3.1% | 2.1% | 2.9% |
| | Not at All Important | Count | 10 | 2 | 12 |
| | | % within rural | 1.2% | .7% | 1.1% |
| | Don't Know | Count | 14 | 4 | 18 |
| | | % within rural | 1.7% | 1.4% | 1.6% |
| Total | | Count | 828 | 281 | 1109 |
| | | % within rural | 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

| | - | - | | ethnicity | | |
|---------------------------------------|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Listed below are a number of | Critical | Count | 338 | 60 | 5 | 403 |
| [school] factors that may be | | % within ethnicity | 41.3% | 40.0% | 38.5% | 41.0% |
| important High school graduation rate | Very Important | Count | 290 | 62 | 5 | 357 |
| | | % within ethnicity | 35.4% | 41.3% | 38.5% | 36.4% |
| | Important | Count | 144 | 22 | 2 | 168 |
| | | % within ethnicity | 17.6% | 14.7% | 15.4% | 17.1% |
| | Not Very Important | Count | 24 | 4 | 0 | 28 |
| | | % within ethnicity | 2.9% | 2.7% | .0% | 2.9% |
| | Not at All Important | Count | 9 | 2 | 1 | 12 |
| | | % within ethnicity | 1.1% | 1.3% | 7.7% | 1.2% |
| | Don't Know | Count | 14 | 0 | 0 | 14 |
| | | % within ethnicity | 1.7% | .0% | .0% | 1.4% |
| Total | | Count | 819 | 150 | 13 | 982 |
| | | % within ethnicity | 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

| F | - | - | | 71033tab - 1 0 | , | | | 1 | |
|--|----------------------|-----------------------|----------------|---------------------|------------------|------------------|------------------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | 0.45.5 | 0.45 40 5 5 5 5 5 5 | 44 4- 45 | 40.45.00.5.5554 | 04 4- 05 | more than 25 | Tatal |
| | - | - | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Listed below are a number | Critical | Count | 26 | 134 | 127 | 67 | 33 | 28 | 415 |
| of [school] factors that | | % within povertygroup | 40.0% | 42.4% | 36.7% | 38.3% | 40.7% | 35.9% | 39.1% |
| may be important High school graduation rate | Very Important | Count | 23 | 115 | 136 | 62 | 30 | 34 | 400 |
| | | % within povertygroup | 35.4% | 36.4% | 39.3% | 35.4% | 37.0% | 43.6% | 37.7% |
| | Important | Count | 14 | 51 | 62 | 36 | 11 | 14 | 188 |
| | | % within povertygroup | 21.5% | 16.1% | 17.9% | 20.6% | 13.6% | 17.9% | 17.7% |
| | Not Very Important | Count | 1 | 9 | 14 | 3 | 2 | 1 | 30 |
| | | % within povertygroup | 1.5% | 2.8% | 4.0% | 1.7% | 2.5% | 1.3% | 2.8% |
| | Not at All Important | Count | 0 | 3 | 3 | 3 | 2 | 0 | 11 |
| | | % within povertygroup | .0% | .9% | .9% | 1.7% | 2.5% | .0% | 1.0% |
| | Don't Know | Count | 1 | 4 | 4 | 4 | 3 | 1 | 17 |
| | | % within povertygroup | 1.5% | 1.3% | 1.2% | 2.3% | 3.7% | 1.3% | 1.6% |
| Total | | Count | 65 | 316 | 346 | 175 | 81 | 78 | 1061 |
| | | % within povertygroup | 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 [the factor of] scores for college admissions tests (such as SAT or ACT)?

Phone Interviews Crosstab - Community Type

| | | - Commun | , ,, T | F | 1 |
|--|----------------------|----------------|-----------|--------|--------|
| | | | rura | ıl | |
| | | | Non-Rural | Rural | Total |
| Listed below are a number of | Critical | Count | 141 | 61 | 202 |
| [school] factors that may be | | % within rural | 17.0% | 21.8% | 18.2% |
| important Scores for College Admissions tests (such as SAT or ACT) | Very Important | Count | 287 | 109 | 396 |
| | | % within rural | 34.7% | 38.9% | 35.7% |
| | Important | Count | 310 | 82 | 392 |
| | | % within rural | 37.4% | 29.3% | 35.4% |
| | Not Very Important | Count | 61 | 17 | 78 |
| | , | % within rural | 7.4% | 6.1% | 7.0% |
| | Not at All Important | Count | 18 | 6 | 24 |
| | | % within rural | 2.2% | 2.1% | 2.2% |
| | Don't Know | Count | 11 | 5 | 16 |
| | | % within rural | 1.3% | 1.8% | 1.4% |
| Total | | Count | 828 | 280 | 1108 |
| | | % within rural | 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

| | - | - | | ethnicity | | |
|---|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Listed below are a number of | Critical | Count | 160 | 23 | 6 | 189 |
| [school] factors that may be | | % within ethnicity | 19.5% | 15.5% | 42.9% | 19.3% |
| important Scores for College Admissions tests (such as SAT | Very Important | Count | 278 | 63 | 4 | 345 |
| or ACT) | | % within ethnicity | 33.9% | 42.6% | 28.6% | 35.2% |
| | Important | Count | 295 | 43 | 2 | 340 |
| | | % within ethnicity | 36.0% | 29.1% | 14.3% | 34.7% |
| | Not Very Important | Count | 60 | 11 | 1 | 72 |
| | | % within ethnicity | 7.3% | 7.4% | 7.1% | 7.3% |
| | Not at All Important | Count | 16 | 5 | 1 | 22 |
| | | % within ethnicity | 2.0% | 3.4% | 7.1% | 2.2% |
| | Don't Know | Count | 10 | 3 | 0 | 13 |
| | | % within ethnicity | 1.2% | 2.0% | .0% | 1.3% |
| Total | | Count | 819 | 148 | 14 | 981 |
| | | % within ethnicity | 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

| F | = | - | | 71033tab - 1 0 | | | | 1 | |
|-------------------------------------|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Listed below are a number | Critical | Count | 9 | 51 | 68 | 28 | 21 | 13 | 190 |
| of [school] factors that | | % within povertygroup | 13.8% | 16.1% | 19.7% | 16.2% | 25.6% | 16.9% | 17.9% |
| may be important Scores for College | Very Important | Count | 25 | 109 | 121 | 63 | 30 | 29 | 377 |
| Admissions tests (such | | % within povertygroup | 38.5% | 34.4% | 35.1% | 36.4% | 36.6% | 37.7% | 35.6% |
| as SAT or ACT) | Important | Count | 24 | 124 | 116 | 63 | 23 | 26 | 376 |
| | | % within povertygroup | 36.9% | 39.1% | 33.6% | 36.4% | 28.0% | 33.8% | 35.5% |
| | Not Very Important | Count | 4 | 25 | 27 | 12 | 4 | 6 | 78 |
| | | % within povertygroup | 6.2% | 7.9% | 7.8% | 6.9% | 4.9% | 7.8% | 7.4% |
| | Not at All Important | Count | 3 | 3 | 9 | 5 | 2 | 1 | 23 |
| | | % within povertygroup | 4.6% | .9% | 2.6% | 2.9% | 2.4% | 1.3% | 2.2% |
| | Don't Know | Count | 0 | 5 | 4 | 2 | 2 | 2 | 15 |
| | | % within povertygroup | .0% | 1.6% | 1.2% | 1.2% | 2.4% | 2.6% | 1.4% |
| Total | | Count | 65 | 317 | 345 | 173 | 82 | 77 | 1059 |
| | | % within povertygroup | 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)?

Phone Interviews Crosstab - Community Type

| | - | | 1 | | |
|---|----------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Listed below are a number of | Critical | Count | 186 | 75 | 261 |
| [school] factors that may be | | % within rural | 22.4% | 26.6% | 23.5% |
| important Offering advanced coursework (such as Advanced Placement or International | Very Important | Count | 332 | 97 | 429 |
| | • | % within rural | 40.0% | 34.4% | 38.6% |
| | Important | Count | 259 | 86 | 345 |
| Baccalaureate) | | % within rural | 31.2% | 30.5% | 31.1% |
| | Not Very Important | Count | 32 | 13 | 45 |
| | | % within rural | 3.9% | 4.6% | 4.1% |
| | Not at All Important | Count | 7 | 2 | 9 |
| | , , , , , , | % within rural | .8% | .7% | .8% |
| | Don't Know | Count | 13 | 9 | 22 |
| | · · · · · · · · · | % within rural | 1.6% | 3.2% | 2.0% |
| Total | | Count | 829 | 282 | 1111 |
| | | % within rural | 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

| | - | - | | ethnicity | | |
|------------------------------|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Listed below are a number of | Critical | Count | 200 | 35 | 4 | 239 |
| [school] factors that may be | | % within ethnicity | 24.4% | 23.3% | 28.6% | 24.3% |
| Placement or International | Very Important | Count | 323 | 60 | 3 | 386 |
| | | % within ethnicity | 39.3% | 40.0% | 21.4% | 39.2% |
| | Important | Count | 250 | 47 | 4 | 301 |
| | | % within ethnicity | 30.5% | 31.3% | 28.6% | 30.6% |
| | Not Very Important | Count | 29 | 6 | 3 | 38 |
| | | % within ethnicity | 3.5% | 4.0% | 21.4% | 3.9% |
| | Not at All Important | Count | 8 | 1 | 0 | 9 |
| | | % within ethnicity | 1.0% | .7% | .0% | .9% |
| | Don't Know | Count | 11 | 1 | 0 | 12 |
| | | % within ethnicity | 1.3% | .7% | .0% | 1.2% |
| Total | | Count | 821 | 150 | 14 | 985 |
| | | % within ethnicity | 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

| | - | - | 1 | 71033tab - 1 0 | · · , —- · · · | | | 1 | |
|-------------------------------------|----------------------|-----------------------|----------------|-----------------|-----------------------|------------------|------------------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 | Total |
| | - | - | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Listed below are a number | Critical | Count | 14 | 71 | 80 | 43 | 19 | 22 | 249 |
| of [school] factors that | | % within povertygroup | 21.5% | 22.4% | 23.1% | 24.6% | 23.5% | 28.2% | 23.4% |
| may be important Offering advanced | Very Important | Count | 27 | 134 | 136 | 56 | 30 | 28 | 411 |
| coursework (such as | | % within povertygroup | 41.5% | 42.3% | 39.3% | 32.0% | 37.0% | 35.9% | 38.7% |
| Advanced Placement or International | Important | Count | 22 | 94 | 105 | 62 | 26 | 20 | 329 |
| Baccalaureate) | | % within povertygroup | 33.8% | 29.7% | 30.3% | 35.4% | 32.1% | 25.6% | 31.0% |
| • | Not Very Important | Count | 1 | 10 | 15 | 8 | 3 | 6 | 43 |
| | | % within povertygroup | 1.5% | 3.2% | 4.3% | 4.6% | 3.7% | 7.7% | 4.0% |
| | Not at All Important | Count | 0 | 1 | 6 | 2 | 0 | 0 | 9 |
| | | % within povertygroup | .0% | .3% | 1.7% | 1.1% | .0% | .0% | .8% |
| | Don't Know | Count | 1 | 7 | 4 | 4 | 3 | 2 | 21 |
| | | % within povertygroup | 1.5% | 2.2% | 1.2% | 2.3% | 3.7% | 2.6% | 2.0% |
| Total | | Count | 65 | 317 | 346 | 175 | 81 | 78 | 1062 |
| | | % within povertygroup | 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 White students and Black students across the state?

Phone Interviews Crosstab - Community Type

| | | • | | | |
|---|------------------------|----------------|-----------|--------|--------|
| | ·- | _ | rura | al | |
| | | | Non-Rural | Rural | Total |
| Given what you know about public schools how great are differences in achievement between White students and Black students across the state? | Very Large Differences | Count | 121 | 41 | 162 |
| | | % within rural | 14.9% | 15.2% | 15.0% |
| | Large Differences | Count | 302 | 103 | 405 |
| | , | % within rural | 37.3% | 38.1% | 37.5% |
| | Small Differences | Count | 139 | 47 | 186 |
| | | % within rural | 17.2% | 17.4% | 17.2% |
| | No Differences | Count | 85 | 37 | 122 |
| | | % within rural | 10.5% | 13.7% | 11.3% |
| | Don't Know | Count | 163 | 42 | 205 |
| | | % within rural | 20.1% | 15.6% | 19.0% |
| Total | | Count | 810 | 270 | 1080 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|------------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Given what you know about | Very Large Differences | Count | 114 | 33 | 1 | 148 |
| public schools how great | | % within ethnicity | 14.0% | 22.1% | 7.1% | 15.1% |
| are differences in achievement between White students and | Large Differences | Count | 301 | 64 | 4 | 369 |
| Black students across the | | % within ethnicity | 36.8% | 43.0% | 28.6% | 37.7% |
| state? | Small Differences | Count | 152 | 16 | 0 | 168 |
| | | % within ethnicity | 18.6% | 10.7% | .0% | 17.1% |
| | No Differences | Count | 88 | 16 | 5 | 109 |
| | | % within ethnicity | 10.8% | 10.7% | 35.7% | 11.1% |
| | Don't Know | Count | 162 | 20 | 4 | 186 |
| | | % within ethnicity | 19.8% | 13.4% | 28.6% | 19.0% |
| Total | | Count | 817 | 149 | 14 | 980 |
| | | % within ethnicity | 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

| | - | - | | | povert | ygroup | | | |
|----------------------------------|------------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | | _ | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Given what you know | Very Large Differences | Count | 6 | 55 | 46 | 23 | 12 | 15 | 157 |
| about public schools | | % within povertygroup | 9.2% | 17.6% | 13.7% | 13.5% | 15.8% | 20.0% | 15.2% |
| how great are differences in | Large Differences | Count | 25 | 132 | 112 | 68 | 25 | 26 | 388 |
| achievement between | | % within povertygroup | 38.5% | 42.3% | 33.4% | 39.8% | 32.9% | 34.7% | 37.5% |
| White students and | Small Differences | Count | 11 | 45 | 71 | 19 | 15 | 18 | 179 |
| Black students across the state? | | % within povertygroup | 16.9% | 14.4% | 21.2% | 11.1% | 19.7% | 24.0% | 17.3% |
| ine state: | No Differences | Count | 8 | 19 | 41 | 29 | 10 | 7 | 114 |
| | | % within povertygroup | 12.3% | 6.1% | 12.2% | 17.0% | 13.2% | 9.3% | 11.0% |
| | Don't Know | Count | 15 | 61 | 65 | 32 | 14 | 9 | 196 |
| | | % within povertygroup | 23.1% | 19.6% | 19.4% | 18.7% | 18.4% | 12.0% | 19.0% |
| Total | | Count | 65 | 312 | 335 | 171 | 76 | 75 | 1034 |
| | | % within povertygroup | 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:

How great are the differences in achievement between students from wealthy backgrounds vs. students from disadvantaged backgrounds across the state?

Phone Interviews Crosstab - Community Type

| - | - | osstab – community | , ,, | | |
|---|------------------------|--------------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| How great are the differences in | Very Large Differences | Count | 186 | 59 | 245 |
| achievement between students from wealthy backgrounds vs. students from disadvantaged backgrounds across the state? | | % within rural | 23.0% | 22.0% | 22.7% |
| | Large Differences | Count | 351 | 107 | 458 |
| | | % within rural | 43.4% | 39.9% | 42.5% |
| | Small Differences | Count | 117 | 50 | 167 |
| | | % within rural | 14.5% | 18.7% | 15.5% |
| | No Differences | Count | 71 | 32 | 103 |
| | | % within rural | 8.8% | 11.9% | 9.6% |
| | Don't Know | Count | 84 | 20 | 104 |
| | | % within rural | 10.4% | 7.5% | 9.7% |
| Total | | Count | 809 | 268 | 1077 |
| | | % within rural | 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

| | - | • | | ethnicity | | |
|--|------------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| How great are the differences in | Very Large Differences | Count | 166 | 55 | 1 | 222 |
| achievement between students | | % within ethnicity | 20.4% | 37.2% | 7.1% | 22.7% |
| from wealthy backgrounds vs. students from disadvantaged backgrounds across the state? | Large Differences | Count | 354 | 55 | 5 | 414 |
| | | % within ethnicity | 43.4% | 37.2% | 35.7% | 42.4% |
| | Small Differences | Count | 133 | 16 | 3 | 152 |
| | | % within ethnicity | 16.3% | 10.8% | 21.4% | 15.6% |
| | No Differences | Count | 78 | 11 | 4 | 93 |
| | | % within ethnicity | 9.6% | 7.4% | 28.6% | 9.5% |
| | Don't Know | Count | 84 | 11 | 1 | 96 |
| | | % within ethnicity | 10.3% | 7.4% | 7.1% | 9.8% |
| Total | | Count | 815 | 148 | 14 | 977 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|---|------------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| How great are the | Very Large Differences | Count | 16 | 59 | 77 | 43 | 18 | 19 | 232 |
| differences in | | % within povertygroup | 25.0% | 18.8% | 23.1% | 25.3% | 23.7% | 25.7% | 22.5% |
| achievement between students from wealthy | Large Differences | Count | 27 | 150 | 131 | 66 | 30 | 35 | 439 |
| backgrounds vs. | | % within povertygroup | 42.2% | 47.9% | 39.2% | 38.8% | 39.5% | 47.3% | 42.6% |
| students from | Small Differences | Count | 10 | 49 | 53 | 27 | 11 | 11 | 161 |
| disadvantaged backgrounds across | | % within povertygroup | 15.6% | 15.7% | 15.9% | 15.9% | 14.5% | 14.9% | 15.6% |
| the state? | No Differences | Count | 1 | 21 | 44 | 19 | 9 | 6 | 100 |
| | | % within povertygroup | 1.6% | 6.7% | 13.2% | 11.2% | 11.8% | 8.1% | 9.7% |
| | Don't Know | Count | 10 | 34 | 29 | 15 | 8 | 3 | 99 |
| | | % within povertygroup | 15.6% | 10.9% | 8.7% | 8.8% | 10.5% | 4.1% | 9.6% |
| Total | | Count | 64 | 313 | 334 | 170 | 76 | 74 | 1031 |
| | | % within povertygroup | 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 Native English speaking students vs. students who have English as a second language across the state?

Phone Interviews Crosstab - Community Type

| | - | _ | | | |
|--|------------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Given what you know about | Very Large Differences | Count | 142 | 66 | 208 |
| public schools how great are differences in achievement between Native English speaking students vs. students who have English as a second | | % within rural | 17.6% | 24.5% | 19.3% |
| | Large Differences | Count | 315 | 106 | 421 |
| | | % within rural | 38.9% | 39.4% | 39.1% |
| | Small Differences | Count | 166 | 44 | 210 |
| language across the state? | | % within rural | 20.5% | 16.4% | 19.5% |
| | No Differences | Count | 40 | 16 | 56 |
| | | % within rural | 4.9% | 5.9% | 5.2% |
| | Don't Know | Count | 146 | 37 | 183 |
| | | % within rural | 18.0% | 13.8% | 17.0% |
| Total | | Count | 809 | 269 | 1078 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|------------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Next, given what you know | Very Large Differences | Count | 155 | 34 | 3 | 192 |
| about public elementary and | | % within ethnicity | 19.0% | 22.8% | 21.4% | 19.6% |
| high schools in the state, how great are the differences in | Large Differences | Count | 318 | 54 | 2 | 374 |
| achievement between Native | | % within ethnicity | 39.0% | 36.2% | 14.3% | 38.2% |
| English speaking students vs. | Small Differences | Count | 158 | 31 | 5 | 194 |
| students who have English as a | | % within ethnicity | 19.4% | 20.8% | 35.7% | 19.8% |
| second language across the state? | No Differences | Count | 41 | 8 | 1 | 50 |
| | | % within ethnicity | 5.0% | 5.4% | 7.1% | 5.1% |
| | Don't Know | Count | 143 | 22 | 3 | 168 |
| | | % within ethnicity | 17.5% | 14.8% | 21.4% | 17.2% |
| Total | | Count | 815 | 149 | 14 | 978 |
| | | % within ethnicity | 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

| | | | | 035tab - F0V | , | | | | |
|---|------------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | | | l. | l. | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Next, given what you | Very Large Differences | Count | 9 | 59 | 64 | 31 | 14 | 20 | 197 |
| know about public | | % within povertygroup | 13.8% | 18.8% | 19.2% | 18.2% | 18.7% | 26.7% | 19.1% |
| elementary and high schools in the state, | Large Differences | Count | 28 | 128 | 129 | 65 | 26 | 27 | 403 |
| how great are the | | % within povertygroup | 43.1% | 40.9% | 38.6% | 38.2% | 34.7% | 36.0% | 39.1% |
| differences in | Small Differences | Count | 16 | 53 | 72 | 37 | 15 | 12 | 205 |
| achievement between Native English | | % within povertygroup | 24.6% | 16.9% | 21.6% | 21.8% | 20.0% | 16.0% | 19.9% |
| speaking students vs. | No Differences | Count | 0 | 18 | 16 | 11 | 4 | 4 | 53 |
| students who have | | % within povertygroup | .0% | 5.8% | 4.8% | 6.5% | 5.3% | 5.3% | 5.1% |
| English as a second | Don't Know | Count | 12 | 55 | 53 | 26 | 16 | 12 | 174 |
| language across the state? | | % within povertygroup | 18.5% | 17.6% | 15.9% | 15.3% | 21.3% | 16.0% | 16.9% |
| Total | - | Count | 65 | 313 | 334 | 170 | 75 | 75 | 1032 |
| | | % within povertygroup | 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:

Finally, how great are the differences in achievement between students with a disability vs. students without a disability across the state?

Phone Interviews Crosstab - Community Type

| - | - | | | - | |
|--|------------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Finally, how great are the | Very Large Differences | Count | 169 | 52 | 221 |
| differences in achievement between students with a disability vs. students without a disability across the state? | | % within rural | 20.9% | 19.3% | 20.5% |
| | Large Differences | Count | 277 | 94 | 371 |
| | | % within rural | 34.3% | 34.8% | 34.4% |
| | Small Differences | Count | 171 | 51 | 222 |
| | | % within rural | 21.2% | 18.9% | 20.6% |
| | No Differences | Count | 51 | 25 | 76 |
| | | % within rural | 6.3% | 9.3% | 7.1% |
| | Don't Know | Count | 139 | 48 | 187 |
| | | % within rural | 17.2% | 17.8% | 17.4% |
| Total | | Count | 807 | 270 | 1077 |
| | | % within rural | 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

| | - | • | | ethnicity | | |
|---|------------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Finally, how great are the | Very Large Differences | Count | 166 | 27 | 1 | 194 |
| differences in achievement between students with a disability vs. students without a disability across the state? | | % within ethnicity | 20.4% | 18.1% | 7.1% | 19.9% |
| | Large Differences | Count | 276 | 58 | 5 | 339 |
| | | % within ethnicity | 33.9% | 38.9% | 35.7% | 34.7% |
| | Small Differences | Count | 167 | 32 | 2 | 201 |
| | | % within ethnicity | 20.5% | 21.5% | 14.3% | 20.6% |
| | No Differences | Count | 51 | 14 | 2 | 67 |
| | | % within ethnicity | 6.3% | 9.4% | 14.3% | 6.9% |
| | Don't Know | Count | 154 | 18 | 4 | 176 |
| | | % within ethnicity | 18.9% | 12.1% | 28.6% | 18.0% |
| Total | | Count | 814 | 149 | 14 | 977 |
| | | % within ethnicity | 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

| | | | | | - | | | | |
|-------------------------------------|------------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Finally, how great are | Very Large Differences | Count | 9 | 63 | 66 | 36 | 13 | 20 | 207 |
| the differences in | | % within povertygroup | 14.1% | 20.2% | 19.8% | 21.1% | 17.1% | 27.0% | 20.1% |
| achievement between students with a | Large Differences | Count | 22 | 103 | 123 | 65 | 18 | 28 | 359 |
| disability vs. students | | % within povertygroup | 34.4% | 33.0% | 36.8% | 38.0% | 23.7% | 37.8% | 34.8% |
| without a disability | Small Differences | Count | 15 | 73 | 64 | 31 | 18 | 14 | 215 |
| across the state? | | % within povertygroup | 23.4% | 23.4% | 19.2% | 18.1% | 23.7% | 18.9% | 20.9% |
| | No Differences | Count | 3 | 17 | 25 | 15 | 5 | 4 | 69 |
| | | % within povertygroup | 4.7% | 5.4% | 7.5% | 8.8% | 6.6% | 5.4% | 6.7% |
| | Don't Know | Count | 15 | 56 | 56 | 24 | 22 | 8 | 181 |
| | | % within povertygroup | 23.4% | 17.9% | 16.8% | 14.0% | 28.9% | 10.8% | 17.6% |
| Total | | Count | 64 | 312 | 334 | 171 | 76 | 74 | 1031 |
| | | % within povertygroup | 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:

Overall, how concerned are you about these differences [among groups of students' achievement]?

Phone Interviews Crosstab - Community Type

| | 1 Hone interviews of | | 71 | | |
|--|----------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Overall, how concerned are you | Very Concerned | Count | 30 | 8 | 38 |
| about these differences [among groups of students' achievement]? | | % within rural | 58.8% | 66.7% | 60.3% |
| | Somewhat Concerned | Count | 15 | 3 | 18 |
| | | % within rural | 29.4% | 25.0% | 28.6% |
| | Little Concern | Count | 2 | 1 | 3 |
| | | % within rural | 3.9% | 8.3% | 4.8% |
| | No Concern | Count | 2 | 0 | 2 |
| | | % within rural | 3.9% | .0% | 3.2% |
| | Don't Know | Count | 2 | 0 | 2 |
| | | % within rural | 3.9% | .0% | 3.2% |
| Total | | Count | 51 | 12 | 63 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--------------------------------|--------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Overall, how concerned are you | Very Concerned | Count | 28 | 5 | 1 | 34 |
| about these differences [among | | % within ethnicity | 57.1% | 71.4% | 100.0% | 59.6% |
| achievement]? | Somewhat Concerned | Count | 15 | 1 | 0 | 16 |
| | | % within ethnicity | 30.6% | 14.3% | .0% | 28.1% |
| | Little Concern | Count | 3 | 0 | 0 | 3 |
| | | % within ethnicity | 6.1% | .0% | .0% | 5.3% |
| | No Concern | Count | 1 | 1 | 0 | 2 |
| | | % within ethnicity | 2.0% | 14.3% | .0% | 3.5% |
| | Don't Know | Count | 2 | 0 | 0 | 2 |
| | | % within ethnicity | 4.1% | .0% | .0% | 3.5% |
| Total | | Count | 49 | 7 | 1 | 57 |
| | | % within ethnicity | 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

| | | | | | povertygroup | | | |
|--|--------------------|-----------------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | more than 25 | |
| | | | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Overall, how concerned | Very Concerned | Count | 9 | 13 | 7 | 2 | 4 | 35 |
| are you about these | | % within povertygroup | 64.3% | 52.0% | 63.6% | 66.7% | 100.0% | 61.4% |
| differences [among groups of students' | Somewhat Concerned | Count | 4 | 10 | 2 | 0 | 0 | 16 |
| achievement]? | | % within povertygroup | 28.6% | 40.0% | 18.2% | .0% | .0% | 28.1% |
| | Little Concern | Count | 0 | 1 | 2 | 0 | 0 | 3 |
| | | % within povertygroup | .0% | 4.0% | 18.2% | .0% | .0% | 5.3% |
| | No Concern | Count | 1 | 0 | 0 | 0 | 0 | 1 |
| | | % within povertygroup | 7.1% | .0% | .0% | .0% | .0% | 1.8% |
| | Don't Know | Count | 0 | 1 | 0 | 1 | 0 | 2 |
| | | % within povertygroup | .0% | 4.0% | .0% | 33.3% | .0% | 3.5% |
| Total | | Count | 14 | 25 | 11 | 3 | 4 | 57 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab – Community Type

| | | • | rura | al | |
|--|----------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Children entering first grade this | 70% or below | Count | 60 | 29 | 89 |
| fall will be graduating in the | | % within rural | 7.6% | 11.0% | 8.5% |
| year 2020. What do you think is an acceptable graduation rate? | 75% | Count | 44 | 14 | 58 |
| | % within rural | | 5.6% | 5.3% | 5.5% |
| | 80% | Count | 103 | 50 | 153 |
| | | % within rural | 13.1% | 18.9% | 14.5% |
| | 85% | Count | 159 | 40 | 199 |
| | | % within rural | 20.2% | 15.2% | 18.9% |
| | 90% | Count | 220 | 63 | 283 |
| | | % within rural | 27.9% | 23.9% | 26.9% |
| | 95% | Count | 111 | 32 | 143 |
| | | % within rural | 14.1% | 12.1% | 13.6% |
| | 100% | Count | 92 | 36 | 128 |
| | _ | % within rural | 11.7% | 13.6% | 12.2% |
| Total | | Count | 789 | 264 | 1053 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--|--------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Children entering first grade this | 70% or below | Count | 55 | 16 | 3 | 74 |
| fall will be graduating in the | | % within ethnicity | 6.8% | 11.6% | 23.1% | 7.7% |
| year 2020. What do you think is an acceptable graduation rate? | 75% | Count | 40 | 14 | 0 | 54 |
| | | % within ethnicity | 5.0% | 10.1% | .0% | 5.6% |
| | 80% | Count | 118 | 17 | 2 | 137 |
| | 0076 | % within ethnicity | 14.6% | 12.3% | 15.4% | 14.3% |
| | 85% | Count | 151 | 24 | 1 | 176 |
| | | % within ethnicity | 18.7% | 17.4% | 7.7% | 18.4% |
| | 90% | Count | 236 | 27 | 2 | 265 |
| | | % within ethnicity | 29.3% | 19.6% | 15.4% | 27.7% |
| | 95% | Count | 107 | 18 | 2 | 127 |
| | | % within ethnicity | 13.3% | 13.0% | 15.4% | 13.3% |
| | 100% | Count | 99 | 22 | 3 | 124 |
| | | % within ethnicity | 12.3% | 15.9% | 23.1% | 13.0% |
| Total | - | Count | 806 | 138 | 13 | 957 |
| | | % within ethnicity | 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

| F | | - | JIIC IIIICI VICWO | Crosstab – Po | overty Ecver | | | | 1 |
|--|--------------|-----------------------|-------------------|-----------------|--------------|----------|----------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Children entering first | 70% or below | Count | 2 | 24 | 27 | 18 | 9 | 6 | 86 |
| grade this fall will be | | % within povertygroup | 3.1% | 7.8% | 8.3% | 10.7% | 12.7% | 8.5% | 8.5% |
| graduating in the year 2020. What do you | 75% | Count | 1 | 14 | 25 | 8 | 4 | 4 | 56 |
| think is an acceptable | | % within povertygroup | 1.6% | 4.5% | 7.7% | 4.8% | 5.6% | 5.6% | 5.6% |
| graduation rate? | 80% | Count | 8 | 36 | 56 | 27 | 12 | 13 | 152 |
| | | % within povertygroup | 12.5% | 11.7% | 17.2% | 16.1% | 16.9% | 18.3% | 15.1% |
| | 85% | Count | 14 | 61 | 64 | 25 | 11 | 12 | 187 |
| | | % within povertygroup | 21.9% | 19.7% | 19.6% | 14.9% | 15.5% | 16.9% | 18.5% |
| | 90% | Count | 25 | 87 | 80 | 42 | 18 | 18 | 270 |
| | | % within povertygroup | 39.1% | 28.2% | 24.5% | 25.0% | 25.4% | 25.4% | 26.8% |
| | 95% | Count | 12 | 49 | 35 | 21 | 8 | 8 | 133 |
| | | % within povertygroup | 18.8% | 15.9% | 10.7% | 12.5% | 11.3% | 11.3% | 13.2% |
| | 100% | Count | 2 | 38 | 39 | 27 | 9 | 10 | 125 |
| | | % within povertygroup | 3.1% | 12.3% | 12.0% | 16.1% | 12.7% | 14.1% | 12.4% |
| Total | - | Count | 64 | 309 | 326 | 168 | 71 | 71 | 1009 |
| | | % within povertygroup | 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:

Kentucky has set a goal to be in the top 20 of states in on-time graduation rate by 2020. Do you think South Carolina can accomplish this?

Phone Interviews Crosstab - Community Type

| | - | - | rura | al | |
|---|-----------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Kentucky has set a goal to be ir | Certainly Can | Count | 21 | 3 | 24 |
| the top 20 of states in on-time high graduation rate by 2020. Do you think South Carolina can accomplish this? | | % within rural | 41.2% | 25.0% | 38.1% |
| | Maybe Can | Count | 22 | 8 | 30 |
| | | % within rural | 43.1% | 66.7% | 47.6% |
| | Probably Can't | Count | 7 | 1 | 8 |
| | | % within rural | 13.7% | 8.3% | 12.7% |
| | Certainly Can't | Count | 1 | 0 | 1 |
| | | % within rural | 2.0% | .0% | 1.6% |
| Total | | Count | 51 | 12 | 63 |
| | | % within rural | 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

| | - | | | ethnicity | | |
|--|-----------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Kentucky has set a goal to be in | n Certainly Can | Count | 18 | 4 | 1 | 23 |
| the top 20 of states in on-time | | % within ethnicity | 36.7% | 57.1% | 100.0% | 40.4% |
| high graduation rate by 2020. Do you think South Carolina | Maybe Can | Count | 24 | 2 | 0 | 26 |
| can accomplish this? | | % within ethnicity | 49.0% | 28.6% | .0% | 45.6% |
| · | Probably Can't | Count | 7 | 0 | o | 7 |
| | | % within ethnicity | 14.3% | .0% | .0% | 12.3% |
| | Certainly Can't | Count | 0 | 1 | О | 1 |
| | | % within ethnicity | .0% | 14.3% | .0% | 1.8% |
| Total | | Count | 49 | 7 | 1 | 57 |
| | | % within ethnicity | 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

| | | | | | povertygroup | | | |
|---|-----------------|-----------------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | ! | | l. | | more than 25 | |
| | | | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Kentucky has set a goal to be | Certainly Can | Count | 5 | 11 | 3 | 1 | 2 | 22 |
| in the top 20 of states in on- | | % within povertygroup | 35.7% | 44.0% | 27.3% | 33.3% | 50.0% | 38.6% |
| time high graduation rate by 2020. Do you think South | Maybe Can | Count | 5 | 11 | 8 | 2 | 1 | 27 |
| Carolina can accomplish this? | | % within povertygroup | 35.7% | 44.0% | 72.7% | 66.7% | 25.0% | 47.4% |
| | Probably Can't | Count | 4 | 2 | 0 | 0 | 1 | 7 |
| | | % within povertygroup | 28.6% | 8.0% | .0% | .0% | 25.0% | 12.3% |
| | Certainly Can't | Count | 0 | 1 | 0 | 0 | 0 | 1 |
| | | % within povertygroup | .0% | 4.0% | .0% | .0% | .0% | 1.8% |
| Total | | Count | 14 | 25 | 11 | 3 | 4 | 57 |
| | | % within povertygroup | 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 source of community pride

Phone Interviews Crosstab - Community Type

| - | - | - | . , ,, | - | |
|---------------------------------|---|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Along with educating individual | Critical | Count | 120 | 52 | 172 |
| students, schools also serve | | % within rural | 14.8% | 19.2% | 15.9% |
| As a source of community pride | Very Important | Count | 346 | 115 | 461 |
| | , | % within rural | 42.6% | 42.4% | 42.5% |
| | Important | Count | 263 | 84 | 347 |
| | | % within rural | 32.3% | 31.0% | 32.0% |
| | Not Very Important | Count | 48 | 9 | 57 |
| | , | % within rural | 5.9% | 3.3% | 5.3% |
| | Not at All Important | Count | 16 | 1 | 17 |
| | | % within rural | 2.0% | .4% | 1.6% |
| | Don't Know | Count | 20 | 10 | 30 |
| | · · · · · · · · | % within rural | 2.5% | 3.7% | 2.8% |
| Total | | Count | 813 | 271 | 1084 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---------------------------------|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Along with educating individual | Critical | Count | 123 | 29 | 3 | 155 |
| students, schools also serve | | % within ethnicity | 15.0% | 19.5% | 21.4% | 15.8% |
| As a source of community pride | Very Important | Count | 364 | 61 | 6 | 431 |
| | | % within ethnicity | 44.3% | 40.9% | 42.9% | 43.8% |
| | Important | Count | 265 | 46 | 3 | 314 |
| | | % within ethnicity | 32.3% | 30.9% | 21.4% | 31.9% |
| | Not Very Important | Count | 41 | 6 | 0 | 47 |
| | | % within ethnicity | 5.0% | 4.0% | .0% | 4.8% |
| | Not at All Important | Count | 10 | 3 | 2 | 15 |
| | | % within ethnicity | 1.2% | 2.0% | 14.3% | 1.5% |
| | Don't Know | Count | 18 | 4 | 0 | 22 |
| | | % within ethnicity | 2.2% | 2.7% | .0% | 2.2% |
| Total | | Count | 821 | 149 | 14 | 984 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|--------------------------------------|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Along with educating | Critical | Count | 8 | 51 | 49 | 33 | 13 | 15 | 169 |
| individual students, | | % within povertygroup | 12.3% | 16.3% | 14.6% | 19.2% | 16.9% | 20.0% | 16.3% |
| schools also serve As a source of | Very Important | Count | 32 | 144 | 137 | 66 | 32 | 31 | 442 |
| community pride | | % within povertygroup | 49.2% | 46.0% | 40.8% | 38.4% | 41.6% | 41.3% | 42.6% |
| | Important | Count | 20 | 91 | 111 | 62 | 23 | 22 | 329 |
| | | % within povertygroup | 30.8% | 29.1% | 33.0% | 36.0% | 29.9% | 29.3% | 31.7% |
| | Not Very Important | Count | 3 | 17 | 22 | 6 | 4 | 4 | 56 |
| | | % within povertygroup | 4.6% | 5.4% | 6.5% | 3.5% | 5.2% | 5.3% | 5.4% |
| | Not at All Important | Count | 0 | 3 | 8 | 2 | 0 | 2 | 15 |
| | | % within povertygroup | .0% | 1.0% | 2.4% | 1.2% | .0% | 2.7% | 1.4% |
| | Don't Know | Count | 2 | 7 | 9 | 3 | 5 | 1 | 27 |
| | | % within povertygroup | 3.1% | 2.2% | 2.7% | 1.7% | 6.5% | 1.3% | 2.6% |
| Total | | Count | 65 | 313 | 336 | 172 | 77 | 75 | 1038 |
| | | % within povertygroup | 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

Phone Interviews Crosstab - Community Type

| | - | | rura | al | |
|--|----------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Along with educating individual | Critical | Count | 52 | 25 | 77 |
| students, schools also serve As | | % within rural | 6.4% | 9.2% | 7.1% |
| a place for community members to meet | Very Important | Count | 198 | 80 | 278 |
| | rery imperiant | % within rural | 24.4% | 29.5% | 25.7% |
| | Important | Count | 344 | 111 | 455 |
| | | % within rural | 42.4% | 41.0% | 42.1% |
| | Not Very Important | Count | 147 | 37 | 184 |
| | The tery imperioris | % within rural | 18.1% | 13.7% | 17.0% |
| | Not at All Important | Count | 43 | 13 | 56 |
| | | % within rural | 5.3% | 4.8% | 5.2% |
| | Don't Know | Count | 27 | 5 | 32 |
| | 20 | % within rural | 3.3% | 1.8% | 3.0% |
| Total | | Count | 811 | 271 | 1082 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Along with educating individual | Critical | Count | 51 | 18 | 1 | 70 |
| students, schools also serve As | | % within ethnicity | 6.2% | 12.1% | 7.1% | 7.1% |
| a place for community members to meet | Very Important | Count | 206 | 50 | 1 | 257 |
| | | % within ethnicity | 25.1% | 33.6% | 7.1% | 26.1% |
| | Important | Count | 347 | 58 | 7 | 412 |
| | | % within ethnicity | 42.3% | 38.9% | 50.0% | 41.9% |
| | Not Very Important | Count | 150 | 12 | 3 | 165 |
| | | % within ethnicity | 18.3% | 8.1% | 21.4% | 16.8% |
| | Not at All Important | Count | 45 | 7 | 2 | 54 |
| | | % within ethnicity | 5.5% | 4.7% | 14.3% | 5.5% |
| | Don't Know | Count | 21 | 4 | 0 | 25 |
| | | % within ethnicity | 2.6% | 2.7% | .0% | 2.5% |
| Total | | Count | 820 | 149 | 14 | 983 |
| | | % within ethnicity | 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

| | - | - | | | povert | ygroup | | | |
|---|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | _ | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Along with educating | Critical | Count | 3 | 20 | 26 | 13 | 6 | 6 | 74 |
| individual students, | | % within povertygroup | 4.6% | 6.4% | 7.7% | 7.6% | 7.8% | 8.0% | 7.1% |
| schools also serve As a place for community | Very Important | Count | 19 | 77 | 91 | 32 | 26 | 24 | 269 |
| members to meet | | % within povertygroup | 29.2% | 24.7% | 27.1% | 18.7% | 33.8% | 32.0% | 26.0% |
| | Important | Count | 27 | 134 | 129 | 84 | 30 | 32 | 436 |
| | | % within povertygroup | 41.5% | 42.9% | 38.4% | 49.1% | 39.0% | 42.7% | 42.1% |
| | Not Very Important | Count | 12 | 55 | 65 | 27 | 8 | 9 | 176 |
| | | % within povertygroup | 18.5% | 17.6% | 19.3% | 15.8% | 10.4% | 12.0% | 17.0% |
| | Not at All Important | Count | 1 | 21 | 16 | 9 | 6 | 1 | 54 |
| | | % within povertygroup | 1.5% | 6.7% | 4.8% | 5.3% | 7.8% | 1.3% | 5.2% |
| | Don't Know | Count | 3 | 5 | 9 | 6 | 1 | 3 | 27 |
| | | % within povertygroup | 4.6% | 1.6% | 2.7% | 3.5% | 1.3% | 4.0% | 2.6% |
| Total | | Count | 65 | 312 | 336 | 171 | 77 | 75 | 1036 |
| | | % within povertygroup | 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

Phone Interviews Crosstab - Community Type

| - | - | - | | - | |
|---------------------------------|----------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Along with educating individual | Critical | Count | 81 | 31 | 112 |
| students, schools also serve As | | % within rural | 10.0% | 11.5% | 10.4% |
| a location for recreational | Very Important | Count | 228 | 87 | 315 |
| activities | | % within rural | 28.1% | 32.2% | 29.1% |
| | Important | Count | 333 | 112 | 445 |
| | | % within rural | 41.0% | 41.5% | 41.1% |
| | Not Very Important | Count | 119 | 26 | 145 |
| | | % within rural | 14.7% | 9.6% | 13.4% |
| | Not at All Important | Count | 31 | 8 | 39 |
| | | % within rural | 3.8% | 3.0% | 3.6% |
| | Don't Know | Count | 20 | 6 | 26 |
| | | % within rural | 2.5% | 2.2% | 2.4% |
| Total | • | Count | 812 | 270 | 1082 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Along with educating individual | Critical | Count | 84 | 17 | 1 | 102 |
| students, schools also serve As | | % within ethnicity | 10.2% | 11.5% | 7.1% | 10.4% |
| a location for recreational activities | Very Important | Count | 228 | 54 | 1 | 283 |
| | | % within ethnicity | 27.8% | 36.5% | 7.1% | 28.8% |
| | Important | Count | 348 | 58 | 6 | 412 |
| | | % within ethnicity | 42.4% | 39.2% | 42.9% | 41.9% |
| | Not Very Important | Count | 113 | 13 | 3 | 129 |
| | | % within ethnicity | 13.8% | 8.8% | 21.4% | 13.1% |
| | Not at All Important | Count | 32 | 2 | 3 | 37 |
| | | % within ethnicity | 3.9% | 1.4% | 21.4% | 3.8% |
| | Don't Know | Count | 16 | 4 | 0 | 20 |
| | | % within ethnicity | 1.9% | 2.7% | .0% | 2.0% |
| Total | | Count | 821 | 148 | 14 | 983 |
| | | % within ethnicity | 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

| | | | | 100000 | | | | | |
|---|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | povert | ygroup | | | |
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Along with educating | Critical | Count | 5 | 36 | 27 | 18 | 11 | 7 | 104 |
| individual students, | | % within povertygroup | 7.7% | 11.5% | 8.0% | 10.5% | 14.3% | 9.5% | 10.0% |
| schools also serve As a location for recreational | Very Important | Count | 17 | 88 | 104 | 49 | 21 | 23 | 302 |
| activities | | % within povertygroup | 26.2% | 28.2% | 31.0% | 28.5% | 27.3% | 31.1% | 29.2% |
| | Important | Count | 30 | 121 | 140 | 75 | 36 | 30 | 432 |
| | | % within povertygroup | 46.2% | 38.8% | 41.7% | 43.6% | 46.8% | 40.5% | 41.7% |
| | Not Very Important | Count | 11 | 52 | 42 | 22 | 5 | 7 | 139 |
| | | % within povertygroup | 16.9% | 16.7% | 12.5% | 12.8% | 6.5% | 9.5% | 13.4% |
| | Not at All Important | Count | 1 | 11 | 15 | 5 | 2 | 3 | 37 |
| | | % within povertygroup | 1.5% | 3.5% | 4.5% | 2.9% | 2.6% | 4.1% | 3.6% |
| | Don't Know | Count | 1 | 4 | 8 | 3 | 2 | 4 | 22 |
| | | % within povertygroup | 1.5% | 1.3% | 2.4% | 1.7% | 2.6% | 5.4% | 2.1% |
| Total | | Count | 65 | 312 | 336 | 172 | 77 | 74 | 1036 |
| | | % within povertygroup | 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 symbol of community values

Phone Interviews Crosstab - Community Type

| Ī. | _ | = | | | |
|---------------------------------|----------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Along with educating individual | Critical | Count | 127 | 55 | 182 |
| students, schools also serve As | | % within rural | 15.7% | 20.3% | 16.9% |
| a symbol of community values | Very Important | Count | 303 | 102 | 405 |
| | | % within rural | 37.5% | 37.6% | 37.5% |
| | Important | Count | 287 | 92 | 379 |
| | | % within rural | 35.5% | 33.9% | 35.1% |
| | Not Very Important | Count | 46 | 9 | 55 |
| | . tot voly important | % within rural | 5.7% | 3.3% | 5.1% |
| | Not at All Important | Count | 24 | 5 | 29 |
| | | % within rural | 3.0% | 1.8% | 2.7% |
| | Don't Know | Count | 22 | 8 | 30 |
| | | % within rural | 2.7% | 3.0% | 2.8% |
| Total | | Count | 809 | 271 | 1080 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---------------------------------|----------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Along with educating individual | Critical | Count | 138 | 30 | 2 | 170 |
| students, schools also serve As | | % within ethnicity | 16.8% | 20.1% | 14.3% | 17.3% |
| a symbol of community values | Very Important | Count | 315 | 53 | 3 | 371 |
| | | % within ethnicity | | 35.6% | 21.4% | 37.8% |
| | Important | Count | 287 | 55 | 6 | 348 |
| | | % within ethnicity | 35.0% | 36.9% | 42.9% | 35.4% |
| | Not Very Important | Count | 39 | 5 | 1 | 45 |
| | | % within ethnicity | 4.8% | 3.4% | 7.1% | 4.6% |
| | Not at All Important | Count | 22 | 1 | 2 | 25 |
| | | % within ethnicity | 2.7% | .7% | 14.3% | 2.5% |
| | Don't Know | Count | 18 | 5 | 0 | 23 |
| | | % within ethnicity | 2.2% | 3.4% | .0% | 2.3% |
| Total | | Count | 819 | 149 | 14 | 982 |
| | | % within ethnicity | 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

| | | - | | | povert | ygroup | | | |
|---|----------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | - | _ | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Along with educating | Critical | Count | 9 | 55 | 51 | 32 | 15 | 13 | 175 |
| individual students, | | % within povertygroup | 13.8% | 17.6% | 15.3% | 18.7% | 19.5% | 17.3% | 16.9% |
| schools also serve As a symbol of community | Very Important | Count | 26 | 127 | 113 | 65 | 26 | 36 | 393 |
| values | | % within povertygroup | 40.0% | 40.7% | 33.8% | 38.0% | 33.8% | 48.0% | 38.0% |
| | Important | Count | 23 | 99 | 138 | 52 | 29 | 22 | 363 |
| | | % within povertygroup | 35.4% | 31.7% | 41.3% | 30.4% | 37.7% | 29.3% | 35.1% |
| | Not Very Important | Count | 2 | 17 | 16 | 11 | 3 | 2 | 51 |
| | | % within povertygroup | 3.1% | 5.4% | 4.8% | 6.4% | 3.9% | 2.7% | 4.9% |
| | Not at All Important | Count | 3 | 9 | 7 | 5 | 2 | 1 | 27 |
| | | % within povertygroup | 4.6% | 2.9% | 2.1% | 2.9% | 2.6% | 1.3% | 2.6% |
| | Don't Know | Count | 2 | 5 | 9 | 6 | 2 | 1 | 25 |
| | | % within povertygroup | 3.1% | 1.6% | 2.7% | 3.5% | 2.6% | 1.3% | 2.4% |
| Total | | Count | 65 | 312 | 334 | 171 | 77 | 75 | 1034 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| - | | - | rura | al | |
|--|--------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Since 2004, South Carolina | Fair | Count | 438 | 170 | 608 |
| schools have had to improve | | % within rural | 54.6% | 63.2% | 56.8% |
| their performance in order to earn higher ratings. What do | Unfair Count | | 252 | 56 | 308 |
| you think of this practice? | | % within rural | 31.4% | 20.8% | 28.8% |
| | Don't know | Count | 112 | 43 | 155 |
| | | % within rural | 14.0% | 16.0% | 14.5% |
| Total | - | Count | 802 | 269 | 1071 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--|------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Since 2004, South Carolina | Fair | Count | 450 | 98 | 7 | 555 |
| schools have had to improve | | % within ethnicity | 54.9% | 65.8% | 50.0% | 56.5% |
| their performance in order to earn higher ratings. What do | Unfair | Count | 253 | 24 | 4 | 281 |
| you think of this practice? | | % within ethnicity | 30.9% | 16.1% | 28.6% | 28.6% |
| | Don't know | Count | 117 | 27 | 3 | 147 |
| | | % within ethnicity | 14.3% | 18.1% | 21.4% | 15.0% |
| Total | - | Count | 820 | 149 | 14 | 983 |
| | | % within ethnicity | 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

| - | | - | | | | | | | |
|--|-----------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | povert | ygroup | <u> </u> | | |
| | | | | | | | | more than 25 | |
| _ | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Since 2004, South Fai | ir | Count | 40 | 161 | 183 | 96 | 53 | 45 | 578 |
| Carolina schools have | | % within povertygroup | 61.5% | 52.4% | 54.8% | 56.5% | 69.7% | 60.0% | 56.3% |
| had to improve their performance in order to | nfair | Count | 21 | 103 | 102 | 47 | 10 | 18 | 301 |
| earn higher ratings. | | % within povertygroup | 32.3% | 33.6% | 30.5% | 27.6% | 13.2% | 24.0% | 29.3% |
| What do you think of this Dol practice? | on't know | Count | 4 | 43 | 49 | 27 | 13 | 12 | 148 |
| practice? | | % within povertygroup | 6.2% | 14.0% | 14.7% | 15.9% | 17.1% | 16.0% | 14.4% |
| Total | | Count | 65 | 307 | 334 | 170 | 76 | 75 | 1027 |
| | | % within povertygroup | 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 perform at grade level?

Phone Interviews Crosstab - Community Type

| | | | rura | al | |
|----------------------------------|----------------------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| In a school rated 'Excellent' in | 0% - all should be performing at | Count | 137 | 59 | 196 |
| | grade level | % within rural | 17.0% | 21.9% | 18.2% |
| | under 10% | Count | 350 | 92 | 442 |
| | | % within rural | 43.5% | 34.1% | 41.2% |
| | 10 /0-23 /0 | Count | 174 | 64 | 238 |
| | | % within rural | 21.6% | 23.7% | 22.2% |
| | 26%-50% | Count | 40 | 17 | 57 |
| | | % within rural | 5.0% | 6.3% | 5.3% |
| | over 50% | Count | 26 | 16 | 42 |
| | | % within rural | 3.2% | 5.9% | 3.9% |
| | Don't know | Count | 77 | 22 | 99 |
| | | % within rural | 9.6% | 8.1% | 9.2% |
| Total | | Count | 804 | 270 | 1074 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--|----------------------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| In a school rated 'Excellent' in | 0% - all should be performing at | Count | 151 | 31 | 2 | 184 |
| South Carolina, what would be | grade level | % within ethnicity | 18.3% | 20.8% | 14.3% | 18.7% |
| an acceptable percentage of students who do not perform at | under 10% | Count | 353 | 56 | 7 | 416 |
| grade level? | | % within ethnicity | 42.9% | 37.6% | 50.0% | 42.2% |
| | 10%-25% | Count | 191 | 23 | 4 | 218 |
| | | % within ethnicity | 23.2% | 15.4% | 28.6% | 22.1% |
| | 26%-50% | Count | 28 | 17 | 0 | 45 |
| | | % within ethnicity | 3.4% | 11.4% | .0% | 4.6% |
| | over 50% | Count | 27 | 11 | 1 | 39 |
| | | % within ethnicity | 3.3% | 7.4% | 7.1% | 4.0% |
| | Don't know | Count | 73 | 11 | 0 | 84 |
| | | % within ethnicity | 8.9% | 7.4% | .0% | 8.5% |
| Total | | Count | 823 | 149 | 14 | 986 |
| | | % within ethnicity | 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

| | - | | | | povert | ygroup | | | |
|---|-------------------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | _ | _ | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| In a school rated | 0% - all should be performing | Count | 12 | 51 | 55 | 36 | 14 | 17 | 185 |
| 'Excellent' in South | at grade level | % within povertygroup | 18.5% | 16.6% | 16.5% | 21.1% | 18.2% | 22.7% | 18.0% |
| Carolina, what would be an acceptable | under 10% | Count | 34 | 130 | 154 | 54 | 29 | 20 | 421 |
| percentage of | | % within povertygroup | 52.3% | 42.2% | 46.1% | 31.6% | 37.7% | 26.7% | 40.9% |
| students who <u>do not</u> <u>perform</u> at grade | 10%-25% | Count | 13 | 78 | 66 | 42 | 15 | 20 | 234 |
| level? | | % within povertygroup | 20.0% | 25.3% | 19.8% | 24.6% | 19.5% | 26.7% | 22.7% |
| icvor: | 26%-50% | Count | 2 | 13 | 18 | 9 | 9 | 5 | 56 |
| | | % within povertygroup | 3.1% | 4.2% | 5.4% | 5.3% | 11.7% | 6.7% | 5.4% |
| | over 50% | Count | 1 | 9 | 11 | 10 | 4 | 5 | 40 |
| | | % within povertygroup | 1.5% | 2.9% | 3.3% | 5.8% | 5.2% | 6.7% | 3.9% |
| | Don't know | Count | 3 | 27 | 30 | 20 | 6 | 8 | 94 |
| | | % within povertygroup | 4.6% | 8.8% | 9.0% | 11.7% | 7.8% | 10.7% | 9.1% |
| Total | | Count | 65 | 308 | 334 | 171 | 77 | 75 | 1030 |
| | | % within povertygroup | 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?

Phone Interviews Crosstab - Community Type

| F | _ | - | - | | |
|--|----------------------------------|--|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| In a school rated 'Excellent' in | 0% - all should be performing at | Count | 168 | 66 | 234 |
| South Carolina, what would be an acceptable percentage of students who do not improve their performance from one | grade level | % within rural | 21.1% | 24.6% | 22.0% |
| | under 1076 | Count | 310 | 85 | 395 |
| | | % within rural | 38.8% | 31.7% | 37.1% |
| | 10%-25% | Count | 175 | 61 | 236 |
| year to the next? | | % within rural | 21.9% | 22.8% | 22.1% |
| | 26%-50% | Count | 47 | 18 | 65 |
| | | % within rural | 5.9% | 6.7% | 6.1% |
| | over 50% | Count | 22 | 13 | 35 |
| | | % within rural | 2.8% | 4.9% | 3.3% |
| | Don't know | Count | 76 | 25 | 101 |
| | | % within rural | 9.5% | 9.3% | 9.5% |
| Total | | Count | 798 | 268 | 1066 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|----------------------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| In a school rated 'Excellent' in | 0% - all should be performing at | Count | 188 | 31 | 1 | 220 |
| South Carolina, what would be an acceptable percentage of students who do not improve | grade level | % within ethnicity | 22.8% | 20.8% | 7.1% | 22.3% |
| | under 10% | Count | 319 | 50 | 6 | 375 |
| their performance from one | | % within ethnicity | 38.8% | 33.6% | 42.9% | 38.0% |
| year to the next? | 10%-25% | Count | 188 | 24 | 2 | 214 |
| | | % within ethnicity | 22.8% | 16.1% | 14.3% | 21.7% |
| | 26%-50% | Count | 36 | 17 | 3 | 56 |
| | | % within ethnicity | 4.4% | 11.4% | 21.4% | 5.7% |
| | over 50% | Count | 20 | 12 | 1 | 33 |
| | | % within ethnicity | 2.4% | 8.1% | 7.1% | 3.3% |
| | Don't know | Count | 72 | 15 | 1 | 88 |
| | | % within ethnicity | 8.7% | 10.1% | 7.1% | 8.9% |
| Total | | Count | 823 | 149 | 14 | 986 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|---------------------------------------|-------------------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| In a school rated | 0% - all should be performing | Count | 17 | 66 | 63 | 43 | 18 | 18 | 225 |
| 'Excellent' in South | at grade level | % within povertygroup | 26.6% | 21.4% | 19.1% | 25.3% | 23.4% | 24.0% | 22.0% |
| Carolina, what would be an acceptable | under 10% | Count | 21 | 125 | 133 | 55 | 27 | 19 | 380 |
| percentage of | | % within povertygroup | 32.8% | 40.6% | 40.3% | 32.4% | 35.1% | 25.3% | 37.1% |
| students who do not | 10%-25% | Count | 20 | 73 | 71 | 33 | 14 | 16 | 227 |
| improve their performance from one | | % within povertygroup | 31.3% | 23.7% | 21.5% | 19.4% | 18.2% | 21.3% | 22.2% |
| year to the next? | | Count | 2 | 14 | 22 | 11 | 8 | 7 | 64 |
| | | % within povertygroup | 3.1% | 4.5% | 6.7% | 6.5% | 10.4% | 9.3% | 6.3% |
| | over 50% | Count | 0 | 7 | 8 | 10 | 3 | 6 | 34 |
| | | % within povertygroup | .0% | 2.3% | 2.4% | 5.9% | 3.9% | 8.0% | 3.3% |
| | Don't know | Count | 4 | 23 | 33 | 18 | 7 | 9 | 94 |
| | | % within povertygroup | 6.3% | 7.5% | 10.0% | 10.6% | 9.1% | 12.0% | 9.2% |
| Total | | Count | 64 | 308 | 330 | 170 | 77 | 75 | 1024 |
| | | % within povertygroup | 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:

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?

Phone Interviews Crosstab - Community Type

| | - | - | rura | al | |
|---|---------------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| As people across South | Low test scores | Count | 122 | 53 | 175 |
| Carolina think about spending on schools, do you think funds should be targeted toward schools that have the lowest | | % within rural | 15.3% | 20.0% | 16.5% |
| | Low improvement in scores | Count | 71 | 33 | 104 |
| | | % within rural | 8.9% | 12.5% | 9.8% |
| test scores or schools where | Both equally | Count | 519 | 152 | 671 |
| test scores show little or no improvement over time? | | % within rural | 65.2% | 57.4% | 63.2% |
| improvement over time: | Don't know | Count | 84 | 27 | 111 |
| | | % within rural | 10.6% | 10.2% | 10.5% |
| Total | | Count | 796 | 265 | 1061 |
| | | % within rural | 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

| | - | - | | ethnicity | | |
|--|---------------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| As people across South | Low test scores | Count | 116 | 41 | 2 | 159 |
| Carolina think about spending | | % within ethnicity | 14.2% | 27.5% | 15.4% | 16.2% |
| on schools, do you think funds should be targeted toward | Low improvement in scores | Count | 81 | 16 | 1 | 98 |
| schools that have the lowest | | % within ethnicity | 9.9% | 10.7% | 7.7% | 10.0% |
| test scores or schools where | Both equally | Count | 527 | 85 | 9 | 621 |
| test scores show little or no improvement over time? | | % within ethnicity | 64.4% | 57.0% | 69.2% | 63.4% |
| improvement over time: | Don't know | Count | 94 | 7 | 1 | 102 |
| | | % within ethnicity | 11.5% | 4.7% | 7.7% | 10.4% |
| Total | | Count | 818 | 149 | 13 | 980 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|---|---------------------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | | | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| As people across South Carolina think | Low test scores | Count | 13 | 43 | 44 | 38 | 16 | 15 | 169 |
| about spending on schools, do you think | | % within povertygroup | 20.3% | 14.1% | 13.3% | 22.5% | 21.3% | 20.0% | 16.6% |
| funds should be targeted toward | Low improvement in scores | Count | 4 | 23 | 33 | 27 | 4 | 5 | 96 |
| schools that have the | | % within povertygroup | 6.3% | 7.5% | 10.0% | 16.0% | 5.3% | 6.7% | 9.4% |
| lowest test scores or schools where test scores show little or no | Both equally | Count | 44 | 207 | 209 | 91 | 46 | 50 | 647 |
| improvement over | | % within povertygroup | 68.8% | 67.9% | 63.3% | 53.8% | 61.3% | 66.7% | 63.6% |
| time? | Don't know | Count | 3 | 32 | 44 | 13 | 9 | 5 | 106 |
| | | % within povertygroup | 4.7% | 10.5% | 13.3% | 7.7% | 12.0% | 6.7% | 10.4% |
| Total | | Count | 64 | 305 | 330 | 169 | 75 | 75 | 1018 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | - | - | | | |
|--|-------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Now, think about the school | Strongly Agree | Count | 195 | 52 | 247 |
| your oldest child attends The school climate promotes academic achievement | | % within rural | 32.7% | 28.0% | 31.5% |
| | Agree | Count | 339 | 113 | 452 |
| | | % within rural | 56.8% | 60.8% | 57.7% |
| | Disagree | Count | 53 | 18 | 71 |
| | | % within rural | 8.9% | 9.7% | 9.1% |
| | Strongly Disagree | Count | 10 | 3 | 13 |
| | | % within rural | 1.7% | 1.6% | 1.7% |
| Total | - | Count | 597 | 186 | 783 |
| | | % within rural | 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

| | - | - | | ethnicity | | |
|--|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Now, think about the school | Strongly Agree | Count | 203 | 28 | 4 | 235 |
| your oldest child attends The | | % within ethnicity | 33.6% | 25.2% | 50.0% | 32.5% |
| school climate promotes academic achievement | Agree | Count | 333 | 74 | 3 | 410 |
| academic acmevement | | % within ethnicity | 55.1% | 66.7% | 37.5% | 56.7% |
| | Disagree | Count | 58 | 8 | 1 | 67 |
| | | % within ethnicity | 9.6% | 7.2% | 12.5% | 9.3% |
| | Strongly Disagree | Count | 10 | 1 | 0 | 11 |
| | | % within ethnicity | 1.7% | .9% | .0% | 1.5% |
| Total | | Count | 604 | 111 | 8 | 723 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|-------------------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | l. | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Now, think about the | Strongly Agree | Count | 11 | 93 | 73 | 35 | 19 | 11 | 242 |
| school your oldest child | | % within povertygroup | 22.0% | 40.4% | 29.6% | 27.8% | 35.2% | 22.9% | 32.1% |
| attends The school climate promotes | Agree | Count | 30 | 122 | 143 | 79 | 29 | 28 | 431 |
| academic achievement | | % within povertygroup | 60.0% | 53.0% | 57.9% | 62.7% | 53.7% | 58.3% | 57.1% |
| | Disagree | Count | 7 | 13 | 26 | 10 | 6 | 8 | 70 |
| | | % within povertygroup | 14.0% | 5.7% | 10.5% | 7.9% | 11.1% | 16.7% | 9.3% |
| | Strongly Disagree | Count | 2 | 2 | 5 | 2 | 0 | 1 | 12 |
| | | % within povertygroup | 4.0% | .9% | 2.0% | 1.6% | .0% | 2.1% | 1.6% |
| Total | | Count | 50 | 230 | 247 | 126 | 54 | 48 | 755 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | - | - | rura | al | |
|---|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Now, think about the school | Strongly Agree | Count | 123 | 31 | 154 |
| your oldest child attends When someone at the school | | % within rural | 21.0% | 16.8% | 19.9% |
| When someone at the school does a good job it is properly | Agree | Count | 368 | 131 | 499 |
| recognized. | | % within rural | 62.7% | 70.8% | 64.6% |
| | Disagree | Count | 84 | 22 | 106 |
| | | % within rural | 14.3% | 11.9% | 13.7% |
| | Strongly Disagree | Count | 12 | 1 | 13 |
| | | % within rural | 2.0% | .5% | 1.7% |
| Total | - | Count | 587 | 185 | 772 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Now, think about the school | Strongly Agree | Count | 126 | 13 | 5 | 144 |
| your oldest child attends | . <u>.</u> | % within ethnicity | 21.2% | 11.9% | 62.5% | 20.2% |
| When someone at the school does a good job it is properly | Agree | Count | 379 | 78 | 1 | 458 |
| recognized. | | % within ethnicity | 63.7% | 71.6% | 12.5% | 64.3% |
| | Disagree | Count | 82 | 15 | 2 | 99 |
| | | % within ethnicity | 13.8% | 13.8% | 25.0% | 13.9% |
| | Strongly Disagree | Count | 8 | 3 | 0 | 11 |
| | | % within ethnicity | 1.3% | 2.8% | .0% | 1.5% |
| Total | - | Count | 595 | 109 | 8 | 712 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|------------------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | l. | I. | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Now, think about the | Strongly Agree | Count | 12 | 51 | 49 | 20 | 11 | 8 | 151 |
| school your oldest child | | % within povertygroup | 23.5% | 22.6% | 20.2% | 16.3% | 20.4% | 16.7% | 20.3% |
| attends When someone at the school | Agree | Count | 30 | 148 | 153 | 82 | 36 | 30 | 479 |
| does a good job it is | | % within povertygroup | 58.8% | 65.5% | 63.2% | 66.7% | 66.7% | 62.5% | 64.4% |
| properly recognized. | Disagree | Count | 8 | 24 | 36 | 19 | 6 | 10 | 103 |
| | | % within povertygroup | 15.7% | 10.6% | 14.9% | 15.4% | 11.1% | 20.8% | 13.8% |
| | Strongly Disagree | Count | 1 | 3 | 4 | 2 | 1 | 0 | 11 |
| | | % within povertygroup | 2.0% | 1.3% | 1.7% | 1.6% | 1.9% | .0% | 1.5% |
| Total | | Count | 51 | 226 | 242 | 123 | 54 | 48 | 744 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| F | = | = | L | - | |
|---|-------------------|----------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| Now, think about the school | Strongly Agree | Count | 106 | 28 | 134 |
| your oldest child attends | | % within rural | 18.3% | 15.4% | 17.6% |
| Teachers have the preparation needed for the subject they are | Agree | Count | 371 | 114 | 485 |
| teaching. | | % within rural | 64.0% | 62.6% | 63.6% |
| | Disagree | Count | 89 | 39 | 128 |
| | | % within rural | 15.3% | 21.4% | 16.8% |
| | Strongly Disagree | Count | 14 | 1 | 15 |
| | | % within rural | 2.4% | .5% | 2.0% |
| Total | | Count | 580 | 182 | 762 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Now, think about the school | Strongly Agree | Count | 109 | 12 | 3 | 124 |
| your oldest child attends Teachers have the preparation needed for the subject they are teaching. | | % within ethnicity | 18.7% | 10.8% | 37.5% | 17.6% |
| | Agree | Count | 369 | 76 | 4 | 449 |
| | | % within ethnicity | 63.2% | 68.5% | 50.0% | 63.9% |
| | Disagree | Count | 95 | 21 | 1 | 117 |
| | | % within ethnicity | 16.3% | 18.9% | 12.5% | 16.6% |
| | Strongly Disagree | Count | 11 | 2 | 0 | 13 |
| | | % within ethnicity | 1.9% | 1.8% | .0% | 1.8% |
| Total | | Count | 584 | 111 | 8 | 703 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|---------------------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Now, think about the | Strongly Agree | Count | 7 | 49 | 43 | 15 | 10 | 7 | 131 |
| school your oldest child | | % within povertygroup | 13.7% | 22.1% | 17.9% | 12.2% | 19.2% | 14.9% | 17.8% |
| attends Teachers have the preparation | Agree | Count | 37 | 139 | 155 | 81 | 30 | 24 | 466 |
| needed for the subject | | % within povertygroup | 72.5% | 62.6% | 64.6% | 65.9% | 57.7% | 51.1% | 63.4% |
| they are teaching. | Disagree | Count | 5 | 30 | 38 | 24 | 11 | 16 | 124 |
| | | % within povertygroup | 9.8% | 13.5% | 15.8% | 19.5% | 21.2% | 34.0% | 16.9% |
| St | Strongly Disagree | Count | 2 | 4 | 4 | 3 | 1 | 0 | 14 |
| | | % within povertygroup | 3.9% | 1.8% | 1.7% | 2.4% | 1.9% | .0% | 1.9% |
| Total | | Count | 51 | 222 | 240 | 123 | 52 | 47 | 735 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | | rura | al | |
|---|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Students have the preparation | Strongly Agree | Count | 84 | 22 | 106 |
| needed for the subject they are learning. | | % within rural | 14.4% | 12.3% | 13.9% |
| | Agree | Count | 375 | 115 | 490 |
| | | % within rural | 64.2% | 64.2% | 64.2% |
| | Disagree | Count | 112 | 40 | 152 |
| | | % within rural | 19.2% | 22.3% | 19.9% |
| | Strongly Disagree | Count | 13 | 2 | 15 |
| | | % within rural | 2.2% | 1.1% | 2.0% |
| Total | | Count | 584 | 179 | 763 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Students have the preparation | Strongly Agree | Count | 84 | 11 | 1 | 96 |
| needed for the subject they are learning. | | % within ethnicity | 14.3% | 10.2% | 12.5% | 13.6% |
| | Agree | Count | 377 | 70 | 6 | 453 |
| | | % within ethnicity | 64.1% | 64.8% | 75.0% | 64.3% |
| | Disagree | Count | 115 | 25 | 1 | 141 |
| | | % within ethnicity | 19.6% | 23.1% | 12.5% | 20.0% |
| | Strongly Disagree | Count | 12 | 2 | 0 | 14 |
| | | % within ethnicity | 2.0% | 1.9% | .0% | 2.0% |
| Total | | Count | 588 | 108 | 8 | 704 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|----------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | l. | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Students have the Strong | Strongly Agree | Count | 8 | 36 | 33 | 11 | O | 7 | 104 |
| preparation needed for the | | % within povertygroup | 16.7% | 16.1% | 13.6% | 9.1% | 17.0% | 15.2% | 14.1% |
| subject they are learning. | Agree | Count | 34 | 146 | 155 | 80 | 34 | 23 | 472 |
| | | % within povertygroup | 70.8% | 65.2% | 63.8% | 66.1% | 64.2% | 50.0% | 64.2% |
| | Disagree | Count | 5 | 38 | 53 | 24 | 10 | 16 | 146 |
| | | % within povertygroup | 10.4% | 17.0% | 21.8% | 19.8% | 18.9% | 34.8% | 19.9% |
| | Strongly Disagree | Count | 1 | 4 | 2 | 6 | 0 | 0 | 13 |
| | | % within povertygroup | 2.1% | 1.8% | .8% | 5.0% | .0% | .0% | 1.8% |
| Total | | Count | 48 | 224 | 243 | 121 | 53 | 46 | 735 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | | rura | al | |
|----------------------------------|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Student behavior is a barrier to | Strongly Agree | Count | 164 | 54 | 218 |
| learning. | | % within rural | 27.7% | 29.2% | 28.0% |
| | Agree | Count | 273 | 89 | 362 |
| | | % within rural | 46.0% | 48.1% | 46.5% |
| | Disagree | Count | 126 | 36 | 162 |
| | | % within rural | 21.2% | 19.5% | 20.8% |
| | Strongly Disagree | Count | 30 | 6 | 36 |
| | | % within rural | 5.1% | 3.2% | 4.6% |
| Total | | Count | 593 | 185 | 778 |
| | | % within rural | 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

| | | | | ethnicity | | |
|----------------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Student behavior is a barrier to | Strongly Agree | Count | 171 | 25 | 3 | 199 |
| learning. | _ | % within ethnicity | 28.5% | 22.3% | 37.5% | 27.7% |
| | Agree | Count | 270 | 65 | 2 | 337 |
| | | % within ethnicity | 45.1% | 58.0% | 25.0% | 46.9% |
| | Disagree | Count | 124 | 21 | 2 | 147 |
| | | % within ethnicity | 20.7% | 18.8% | 25.0% | 20.4% |
| | Strongly Disagree | Count | 34 | 1 | 1 | 36 |
| | | % within ethnicity | 5.7% | .9% | 12.5% | 5.0% |
| Total | | Count | 599 | 112 | 8 | 719 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|-----------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | li. | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Student behavior is a | Strongly Agree | Count | 7 | 63 | 70 | 44 | 14 | 14 | 212 |
| barrier to learning. | | % within povertygroup | 13.7% | 27.5% | 28.7% | 35.2% | 26.4% | 29.2% | 28.3% |
| | Agree | Count | 27 | 107 | 108 | 52 | 27 | 23 | 344 |
| | | % within povertygroup | 52.9% | 46.7% | 44.3% | 41.6% | 50.9% | 47.9% | 45.9% |
| | Disagree | Count | 14 | 49 | 53 | 27 | 8 | 8 | 159 |
| | | % within povertygroup | 27.5% | 21.4% | 21.7% | 21.6% | 15.1% | 16.7% | 21.2% |
| | Strongly Disagree | Count | 3 | 10 | 13 | 2 | 4 | 3 | 35 |
| | | % within povertygroup | 5.9% | 4.4% | 5.3% | 1.6% | 7.5% | 6.3% | 4.7% |
| Total | | Count | 51 | 229 | 244 | 125 | 53 | 48 | 750 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | - | - | rura | al | |
|---|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Parents and families do not | Strongly Agree | Count | 58 | 15 | 73 |
| provide support at home for academic achievement. | | % within rural | 9.9% | 8.5% | 9.6% |
| | Agree | Count | 207 | 67 | 274 |
| | | % within rural | 35.3% | 37.9% | 35.9% |
| | Disagree | Count | 264 | 79 | 343 |
| | | % within rural | 45.1% | 44.6% | 45.0% |
| | Strongly Disagree | Count | 57 | 16 | 73 |
| | | % within rural | 9.7% | 9.0% | 9.6% |
| Total | | Count | 586 | 177 | 763 |
| | | % within rural | 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

| | | | | ethnicity | | |
|-----------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Parents and families do not | Strongly Agree | Count | 60 | 7 | 1 | 68 |
| provide support at home for | | % within ethnicity | 10.2% | 6.4% | 14.3% | 9.7% |
| academic achievement. | Agree | Count | 215 | 35 | 6 | 256 |
| | | % within ethnicity | 36.6% | 32.1% | 85.7% | 36.4% |
| | Disagree | Count | 249 | 62 | 0 | 311 |
| | | % within ethnicity | 42.3% | 56.9% | .0% | 44.2% |
| | Strongly Disagree | Count | 64 | 5 | 0 | 69 |
| | | % within ethnicity | 10.9% | 4.6% | .0% | 9.8% |
| Total | - | Count | 588 | 109 | 7 | 704 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|--------------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | I. | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Parents and families do | Strongly Agree | Count | 0 | 22 | 28 | 9 | 3 | 6 | 68 |
| not provide support at | | % within povertygroup | .0% | 9.8% | 11.8% | 7.4% | 5.7% | 12.8% | 9.3% |
| home for academic achievement. | Agree | Count | 19 | 73 | 86 | 52 | 15 | 20 | 265 |
| | | % within povertygroup | 38.0% | 32.4% | 36.1% | 42.6% | 28.3% | 42.6% | 36.1% |
| | Disagree | Count | 25 | 103 | 104 | 51 | 28 | 18 | 329 |
| | | % within povertygroup | 50.0% | 45.8% | 43.7% | 41.8% | 52.8% | 38.3% | 44.8% |
| | Strongly Disagree | Count | 6 | 27 | 20 | 10 | 7 | 3 | 73 |
| | | % within povertygroup | 12.0% | 12.0% | 8.4% | 8.2% | 13.2% | 6.4% | 9.9% |
| Total | | Count | 50 | 225 | 238 | 122 | 53 | 47 | 735 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | | 7 71 | | |
|---|-------------------|----------------|-----------|--------|--------|
| | - | - | rura | al | |
| | | | Non-Rural | Rural | Total |
| The community environment | Strongly Agree | Count | 28 | 5 | 33 |
| does not support academic achievement. | | % within rural | 4.8% | 2.8% | 4.3% |
| | Agree | Agree Count | | 59 | 196 |
| | | % within rural | 23.4% | 32.6% | 25.6% |
| | Disagree | Disagree Count | | 103 | 463 |
| | | % within rural | 61.5% | 56.9% | 60.4% |
| | Strongly Disagree | Count | 60 | 14 | 74 |
| | | % within rural | 10.3% | 7.7% | 9.7% |
| Total | • | Count | 585 | 181 | 766 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| The community environment | Strongly Agree | Count | 26 | 5 | 1 | 32 |
| does not support academic achievement. | | % within ethnicity | 4.4% | 4.5% | 14.3% | 4.5% |
| | Agree | Count | 148 | 37 | 2 | 187 |
| | | % within ethnicity | 25.1% | 33.3% | 28.6% | 26.4% |
| | Disagree | Count | 353 | 65 | 3 | 421 |
| | | % within ethnicity | 59.8% | 58.6% | 42.9% | 59.5% |
| | Strongly Disagree | Count | 63 | 4 | 1 | 68 |
| | | % within ethnicity | 10.7% | 3.6% | 14.3% | 9.6% |
| Total | - | Count | 590 | 111 | 7 | 708 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|-------------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | I. | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| The community | Strongly Agree | Count | 1 | 7 | 17 | 3 | 0 | 2 | 30 |
| environment does not | | % within povertygroup | 2.0% | 3.1% | 7.1% | 2.5% | .0% | 4.2% | 4.1% |
| support academic achievement. | Agree | Count | 9 | 43 | 63 | 38 | 15 | 18 | 186 |
| | | % within povertygroup | 18.4% | 18.9% | 26.3% | 31.1% | 29.4% | 37.5% | 25.2% |
| | Disagree | Count | 31 | 148 | 141 | 74 | 30 | 24 | 448 |
| | | % within povertygroup | 63.3% | 64.9% | 58.8% | 60.7% | 58.8% | 50.0% | 60.7% |
| | Strongly Disagree | Count | 8 | 30 | 19 | 7 | 6 | 4 | 74 |
| | | % within povertygroup | 16.3% | 13.2% | 7.9% | 5.7% | 11.8% | 8.3% | 10.0% |
| Total | | Count | 49 | 228 | 240 | 122 | 51 | 48 | 738 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | | rura | al | |
|---|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| The school lacks the books, | Strongly Agree | Count | 40 | 16 | 56 |
| equipment and other instructional material needed in the classroom. | | % within rural | 6.9% | 8.7% | 7.3% |
| | Agree | Count | 138 | 62 | 200 |
| | | % within rural | 23.7% | 33.7% | 26.1% |
| | Disagree | Count | 325 | 98 | 423 |
| | | % within rural | 55.7% | 53.3% | 55.1% |
| | Strongly Disagree | Count | 80 | 8 | 88 |
| | | % within rural | 13.7% | 4.3% | 11.5% |
| Total | | Count | 583 | 184 | 767 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| The school lacks the books, | Strongly Agree | Count | 41 | 10 | 1 | 52 |
| equipment and other | | % within ethnicity | 6.9% | 9.2% | 14.3% | 7.3% |
| instructional material needed in the classroom. | Agree | Count | 134 | 48 | 4 | 186 |
| me dassioom. | | % within ethnicity | 22.6% | 44.0% | 57.1% | 26.3% |
| | Disagree | Count | 338 | 45 | 2 | 385 |
| | | % within ethnicity | 57.1% | 41.3% | 28.6% | 54.4% |
| | Strongly Disagree | Count | 79 | 6 | 0 | 85 |
| | | % within ethnicity | 13.3% | 5.5% | .0% | 12.0% |
| Total | - | Count | 592 | 109 | 7 | 708 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|---|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| The school lacks the | Strongly Agree | Count | 2 | 13 | 18 | 9 | 4 | 5 | 51 |
| books, equipment and | | % within povertygroup | 4.0% | 5.8% | 7.5% | 7.3% | 7.7% | 10.4% | 6.9% |
| other instructional material needed in the classroom. | Agree | Count | 4 | 58 | 55 | 38 | 21 | 18 | 194 |
| | | % within povertygroup | 8.0% | 25.8% | 22.9% | 30.6% | 40.4% | 37.5% | 26.3% |
| | Disagree | Count | 35 | 120 | 144 | 66 | 21 | 22 | 408 |
| | | % within povertygroup | 70.0% | 53.3% | 60.0% | 53.2% | 40.4% | 45.8% | 55.2% |
| Stro | Strongly Disagree | Count | 9 | 34 | 23 | 11 | 6 | 3 | 86 |
| | | % within povertygroup | 18.0% | 15.1% | 9.6% | 8.9% | 11.5% | 6.3% | 11.6% |
| Total | | Count | 50 | 225 | 240 | 124 | 52 | 48 | 739 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| - | | | rura | al | |
|--|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Too much time is spent on | Strongly Agree | Count | 89 | 22 | 111 |
| testing and not enough time on teaching. | | % within rural | 15.5% | 12.6% | 14.9% |
| | Agree | Agree Count | | 68 | 278 |
| | | % within rural | 36.6% | 39.1% | 37.2% |
| | Disagree | Count | 247 | 80 | 327 |
| | | % within rural | 43.1% | 46.0% | 43.8% |
| | Strongly Disagree | Count | 27 | 4 | 31 |
| | | % within rural | 4.7% | 2.3% | 4.1% |
| Total | | Count | 573 | 174 | 747 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Too much time is spent on | Strongly Agree | Count | 88 | 13 | 0 | 101 |
| testing and not enough time on teaching. | | % within ethnicity | 15.3% | 12.1% | .0% | 14.7% |
| | Agree | Count | 208 | 42 | 2 | 252 |
| | | % within ethnicity | 36.2% | 39.3% | 28.6% | 36.6% |
| | Disagree | Count | 253 | 49 | 5 | 307 |
| | | % within ethnicity | 44.0% | 45.8% | 71.4% | 44.6% |
| | Strongly Disagree | Count | 26 | 3 | 0 | 29 |
| | | % within ethnicity | 4.5% | 2.8% | .0% | 4.2% |
| Total | - | Count | 575 | 107 | 7 | 689 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|---------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | I. | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Too much time is spent on | Strongly Agree | Count | 5 | 24 | 46 | 17 | 7 | 10 | 109 |
| testing and not enough | | % within povertygroup | 10.0% | 10.8% | 19.5% | 14.4% | 14.6% | 21.7% | 15.1% |
| time on teaching. | Agree | Count | 20 | 92 | 76 | 45 | 18 | 19 | 270 |
| | | % within povertygroup | 40.0% | 41.4% | 32.2% | 38.1% | 37.5% | 41.3% | 37.5% |
| | Disagree | Count | 23 | 98 | 103 | 49 | 21 | 17 | 311 |
| | | % within povertygroup | 46.0% | 44.1% | 43.6% | 41.5% | 43.8% | 37.0% | 43.2% |
| | Strongly Disagree | Count | 2 | 8 | 11 | 7 | 2 | 0 | 30 |
| | | % within povertygroup | 4.0% | 3.6% | 4.7% | 5.9% | 4.2% | .0% | 4.2% |
| Total | | Count | 50 | 222 | 236 | 118 | 48 | 46 | 720 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | | rura | al | |
|--|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| The school keeps raising | Strongly Agree | Count | 29 | 7 | 36 |
| requirements so some children will never be able to succeed. | | % within rural | 5.2% | 4.0% | 4.9% |
| | Agree | Count | 180 | 60 | 240 |
| | | % within rural | 32.0% | 33.9% | 32.5% |
| | Disagree | Disagree Count | | 103 | 414 |
| | | % within rural | 55.3% | 58.2% | 56.0% |
| | Strongly Disagree | Count | 42 | 7 | 49 |
| | | % within rural | 7.5% | 4.0% | 6.6% |
| Total | | Count | 562 | 177 | 739 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| The school keeps raising | Strongly Agree | Count | 26 | 5 | 1 | 32 |
| requirements so some children will never be able to succeed. | | % within ethnicity | 4.6% | 4.5% | 14.3% | 4.7% |
| | Agree | Count | 169 | 44 | 1 | 214 |
| | | % within ethnicity | 29.9% | 40.0% | 14.3% | 31.3% |
| | Disagree | Count | 330 | 56 | 3 | 389 |
| | | % within ethnicity | 58.3% | 50.9% | 42.9% | 57.0% |
| | Strongly Disagree | Count | 41 | 5 | 2 | 48 |
| | | % within ethnicity | 7.2% | 4.5% | 28.6% | 7.0% |
| Total | | Count | 566 | 110 | 7 | 683 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|---|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | I. | I. | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| The school keeps raising | Strongly Agree | Count | 0 | 8 | 19 | 5 | 1 | 2 | 35 |
| requirements so some | | % within povertygroup | .0% | 3.7% | 8.1% | 4.2% | 2.0% | 4.3% | 4.9% |
| children will never be able to succeed. | Agree | Count | 8 | 65 | 69 | 47 | 21 | 20 | 230 |
| | | % within povertygroup | 19.0% | 29.8% | 29.2% | 39.5% | 41.2% | 43.5% | 32.3% |
| | Disagree | Count | 29 | 131 | 130 | 61 | 26 | 24 | 401 |
| | | % within povertygroup | 69.0% | 60.1% | 55.1% | 51.3% | 51.0% | 52.2% | 56.3% |
| | Strongly Disagree | Count | 5 | 14 | 18 | 6 | 3 | 0 | 46 |
| | | % within povertygroup | 11.9% | 6.4% | 7.6% | 5.0% | 5.9% | .0% | 6.5% |
| Total | | Count | 42 | 218 | 236 | 119 | 51 | 46 | 712 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | | rura | al | | | |
|-------------------------|-------------------|----------------|-----------|--------|--------|--|--|
| | | | Non-Rural | Rural | Total | | |
| The principal provides | Strongly Agree | Count | 105 | 31 | 136 | | |
| appropriate leadership. | | % within rural | 18.0% | 17.0% | 17.8% | | |
| | Agree | Count | 385 | 111 | 496 | | |
| | | % within rural | 66.2% | 61.0% | 64.9% | | |
| | Disagree | Count | 80 | 38 | 118 | | |
| | | % within rural | 13.7% | 20.9% | 15.4% | | |
| | Strongly Disagree | Count | 12 | 2 | 14 | | |
| | | % within rural | 2.1% | 1.1% | 1.8% | | |
| Total | | Count | 582 | 182 | 764 | | |
| | | % within rural | 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

| | | | | ethnicity | | |
|-------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| The principal provides | Strongly Agree | Count | 112 | 8 | 3 | 123 |
| appropriate leadership. | | % within ethnicity | 19.0% | 7.3% | 37.5% | 17.4% |
| | Agree | Count | 383 | 77 | 3 | 463 |
| | | % within ethnicity | 65.0% | 70.6% | 37.5% | 65.6% |
| | Disagree | Count | | 21 | 2 | 107 |
| | | % within ethnicity | 14.3% | 19.3% | 25.0% | 15.2% |
| | Strongly Disagree | Count | 10 | 3 | 0 | 13 |
| | | % within ethnicity | 1.7% | 2.8% | .0% | 1.8% |
| Total | - | Count | 589 | 109 | 8 | 706 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|-------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | l. | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| The principal provides | Strongly Agree | Count | 10 | 43 | 49 | 15 | 7 | 7 | 131 |
| appropriate leadership. | | % within povertygroup | 20.0% | 19.0% | 20.2% | 12.6% | 13.5% | 14.6% | 17.8% |
| | Agree | Count | 36 | 146 | 150 | 79 | 34 | 30 | 475 |
| | | % within povertygroup | 72.0% | 64.6% | 62.0% | 66.4% | 65.4% | 62.5% | 64.5% |
| | Disagree | Count | 3 | 30 | 39 | 24 | 10 | 11 | 117 |
| | | % within povertygroup | 6.0% | 13.3% | 16.1% | 20.2% | 19.2% | 22.9% | 15.9% |
| | Strongly Disagree | Count | 1 | 7 | 4 | 1 | 1 | 0 | 14 |
| | | % within povertygroup | 2.0% | 3.1% | 1.7% | .8% | 1.9% | .0% | 1.9% |
| Total | | Count | 50 | 226 | 242 | 119 | 52 | 48 | 737 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | - | - | rura | al | |
|----------------------------|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Teachers who do a good job | Strongly Agree | Count | 50 | 12 | 62 |
| are properly recognized. | | % within rural | 8.8% | 6.9% | 8.4% |
| | Agree | Count | 367 | 116 | 483 |
| | | % within rural | 64.6% | 67.1% | 65.2% |
| | Disagree | Count | 142 | 44 | 186 |
| | | % within rural | 25.0% | 25.4% | 25.1% |
| | Strongly Disagree | Count | 9 | 1 | 10 |
| | | % within rural | 1.6% | .6% | 1.3% |
| Total | | Count | 568 | 173 | 741 |
| | | % within rural | 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

| | | | | ethnicity | | |
|----------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Teachers who do a good job | Strongly Agree | Count | 52 | 4 | 0 | 56 |
| are properly recognized. | | % within ethnicity | 9.0% | 3.8% | .0% | 8.2% |
| | Agree | Count | 369 | 75 | 2 | 446 |
| | | % within ethnicity | 64.2% | 70.8% | 50.0% | 65.1% |
| | Disagree | | | 24 | 2 | 176 |
| | | % within ethnicity | 26.1% | 22.6% | 50.0% | 25.7% |
| | Strongly Disagree | Count | 4 | 3 | 0 | 7 |
| | | % within ethnicity | .7% | 2.8% | .0% | 1.0% |
| Total | | Count | 575 | 106 | 4 | 685 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | I. | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Teachers who do a good | Strongly Agree | Count | 3 | 22 | 19 | 8 | 4 | 3 | 59 |
| job are properly | | % within povertygroup | 6.7% | 9.9% | 8.2% | 6.7% | 8.0% | 6.7% | 8.3% |
| recognized. | Agree | Count | 31 | 146 | 151 | 73 | 35 | 30 | 466 |
| | | % within povertygroup | 68.9% | 65.8% | 64.8% | 60.8% | 70.0% | 66.7% | 65.2% |
| | Disagree | Count | 11 | 51 | 60 | 36 | 11 | 12 | 181 |
| | | % within povertygroup | 24.4% | 23.0% | 25.8% | 30.0% | 22.0% | 26.7% | 25.3% |
| | Strongly Disagree | Count | 0 | 3 | 3 | 3 | 0 | 0 | 9 |
| | | % within povertygroup | .0% | 1.4% | 1.3% | 2.5% | .0% | .0% | 1.3% |
| Total | | Count | 45 | 222 | 233 | 120 | 50 | 45 | 715 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | - | - | rura | al | |
|--------------------------------|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Teachers can do a poor job and | Strongly Agree | Count | 71 | 18 | 89 |
| othing is done about it. | | % within rural | 12.7% | 10.1% | 12.1% |
| | Agree | Count | 280 | 96 | 376 |
| | | % within rural | 50.2% | 53.9% | 51.1% |
| | Disagree | Count | 180 | 57 | 237 |
| | | % within rural | 32.3% | 32.0% | 32.2% |
| | Strongly Disagree | Count | 27 | 7 | 34 |
| | | % within rural | 4.8% | 3.9% | 4.6% |
| Total | | Count | 558 | 178 | 736 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--------------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Teachers can do a poor job and | Strongly Agree | Count | 75 | 8 | 0 | 83 |
| nothing is done about it. | | % within ethnicity | 13.3% | 7.4% | .0% | 12.2% |
| | Agree | Count | 293 | 49 | 3 | 345 |
| | | % within ethnicity | 51.9% | 45.4% | 42.9% | 50.7% |
| | Disagree | Count | 171 | 47 | 3 | 221 |
| | | % within ethnicity | 30.3% | 43.5% | 42.9% | 32.5% |
| | Strongly Disagree | Count | 26 | 4 | 1 | 31 |
| | | % within ethnicity | 4.6% | 3.7% | 14.3% | 4.6% |
| Total | - | Count | 565 | 108 | 7 | 680 |
| | | % within ethnicity | 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

| | | | | | - | | | | |
|-------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | <u> </u> | povert | ygroup | | | |
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Teachers can do a poor | Strongly Agree | Count | 4 | 25 | 32 | 13 | 4 | 7 | 85 |
| job and nothing is done | | % within povertygroup | 8.7% | 11.3% | 14.0% | 11.0% | 7.7% | 15.6% | 12.0% |
| about it. | Agree | Count | 22 | 114 | 119 | 64 | 26 | 20 | 365 |
| | | % within povertygroup | 47.8% | 51.6% | 52.2% | 54.2% | 50.0% | 44.4% | 51.4% |
| | Disagree | Count | 18 | 75 | 64 | 36 | 16 | 18 | 227 |
| | | % within povertygroup | 39.1% | 33.9% | 28.1% | 30.5% | 30.8% | 40.0% | 32.0% |
| | Strongly Disagree | Count | 2 | 7 | 13 | 5 | 6 | 0 | 33 |
| | | % within povertygroup | 4.3% | 3.2% | 5.7% | 4.2% | 11.5% | .0% | 4.6% |
| Total | | Count | 46 | 221 | 228 | 118 | 52 | 45 | 710 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | W3 Crossiab – Colli | 1 1, 7, 7, 1 | | ı | |
|--|-------------|---------------------|--------------|--------|--------|--|
| | | | rura | al | | |
| | | | Non-Rural | Rural | Total | |
| Using the A, B, C, D, and F | Α | Count | 200 | 57 | 257 | |
| scale again, what grade would | | % within rural | 33.3% | 29.8% | 32.5% | |
| you give the school your oldest child attends? | В | Count | 251 | 84 | 335 | |
| | | % within rural | 41.8% | 44.0% | 42.4% | |
| | С | Count | 103 | 37 | 140 | |
| | | % within rural | 17.2% | 19.4% | 17.7% | |
| | D | Count | 29 | 9 | 38 | |
| | | % within rural | 4.8% | 4.7% | 4.8% | |
| | F | Count | 9 | 2 | 11 | |
| | | % within rural | 1.5% | 1.0% | 1.4% | |
| | Don't know | Count | 8 | 2 | 10 | |
| | | % within rural | 1.3% | 1.0% | 1.3% | |
| Total | | Count | 600 | 191 | 791 | |
| | | % within rural | 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

| | | | | ethnicity | | |
|--|------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Using the A, B, C, D, and F | A | Count | 202 | 36 | 4 | 242 |
| scale again, what grade would | | % within ethnicity | 33.2% | 31.3% | 50.0% | 33.1% |
| you give the school your oldest child attends? | В | Count | 262 | 40 | 3 | 305 |
| | | % within ethnicity | 43.0% | 34.8% | 37.5% | 41.7% |
| | С | Count | 105 | 29 | 0 | 134 |
| | | % within ethnicity | 17.2% | 25.2% | .0% | 18.3% |
| | D | Count | 27 | 6 | 1 | 34 |
| | | % within ethnicity | 4.4% | 5.2% | 12.5% | 4.6% |
| | F | Count | 7 | 2 | 0 | 9 |
| | | % within ethnicity | 1.1% | 1.7% | .0% | 1.2% |
| | Don't know | Count | 6 | 2 | 0 | 8 |
| | | % within ethnicity | 1.0% | 1.7% | .0% | 1.1% |
| Total | | Count | 609 | 115 | 8 | 732 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|--|------------|-----------------------|----------------|-----------------|------------------|------------------|------------------|--------------|--------|
| | | | | | | l | l | more than 25 | |
| | | _ | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | percent | Total |
| Using the A, B, C, D, and F | Α | Count | 23 | 86 | 78 | 35 | 17 | 14 | 253 |
| scale again, what grade | | % within povertygroup | 45.1% | 37.2% | 31.2% | 27.8% | 31.5% | 26.9% | 33.1% |
| would you give the school your oldest child attends? | В | Count | 17 | 106 | 103 | 51 | 21 | 22 | 320 |
| | | % within povertygroup | 33.3% | 45.9% | 41.2% | 40.5% | 38.9% | 42.3% | 41.9% |
| | С | Count | 10 | 24 | 47 | 32 | 10 | 10 | 133 |
| | | % within povertygroup | 19.6% | 10.4% | 18.8% | 25.4% | 18.5% | 19.2% | 17.4% |
| | D | Count | 1 | 10 | 15 | 6 | 1 | 5 | 38 |
| | | % within povertygroup | 2.0% | 4.3% | 6.0% | 4.8% | 1.9% | 9.6% | 5.0% |
| | F | Count | 0 | 1 | 6 | 2 | 1 | 0 | 10 |
| | | % within povertygroup | .0% | .4% | 2.4% | 1.6% | 1.9% | .0% | 1.3% |
| | Don't know | Count | 0 | 4 | 1 | О | 4 | 1 | 10 |
| | | % within povertygroup | .0% | 1.7% | .4% | .0% | 7.4% | 1.9% | 1.3% |
| Total | | Count | 51 | 231 | 250 | 126 | 54 | 52 | 764 |
| | | % within povertygroup | 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:

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

| | | or occus ocinimar | 7 71 - | | |
|---|-------------------|-------------------|-----------|--------|--------|
| | | | rura | al | |
| | | | Non-Rural | Rural | Total |
| First, think about ongoing | Strongly Agree | Count | 31 | 16 | 47 |
| subject-based classroom tests These tests produce unnecessary child stress. | | % within rural | 5.1% | 8.2% | 5.9% |
| | Agree | Count | 181 | 69 | 250 |
| | | % within rural | 29.9% | 35.6% | 31.3% |
| | Disagree | Count | 320 | 92 | 412 |
| | | % within rural | 52.8% | 47.4% | 51.5% |
| | Strongly Disagree | Count | 43 | 12 | 55 |
| | | % within rural | 7.1% | 6.2% | 6.9% |
| | Don't Know | Count | 31 | 5 | 36 |
| | | % within rural | 5.1% | 2.6% | 4.5% |
| Total | | Count | 606 | 194 | 800 |
| | | % within rural | 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

| | - | - | | ethnicity | | |
|--|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| First, think about ongoing subject-based classroom tests These tests produce unnecessary child stress. | Strongly Agree | Count | 35 | 4 | 0 | 39 |
| | | % within ethnicity | 5.6% | 3.5% | .0% | 5.2% |
| | Agree | Count | 175 | 50 | 6 | 231 |
| | | % within ethnicity | 28.0% | 43.9% | 75.0% | 30.9% |
| | Disagree | Count | 337 | 51 | 2 | 390 |
| | | % within ethnicity | 53.8% | 44.7% | 25.0% | 52.1% |
| | Strongly Disagree | Count | 47 | 6 | 0 | 53 |
| | | % within ethnicity | 7.5% | 5.3% | .0% | 7.1% |
| | Don't Know | Count | 32 | 3 | 0 | 35 |
| | | % within ethnicity | 5.1% | 2.6% | .0% | 4.7% |
| Total | | Count | 626 | 114 | 8 | 748 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|-------------------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| First, think about | Strongly Agree | Count | 1 | 11 | 18 | 7 | 3 | 4 | 44 |
| ongoing subject-based | | % within povertygroup | 2.0% | 4.7% | 7.2% | 5.5% | 5.4% | 7.4% | 5.7% |
| classroom tests These tests produce | Agree | Count | 14 | 67 | 81 | 43 | 24 | 15 | 244 |
| unnecessary child | | % within povertygroup | 27.5% | 28.4% | 32.4% | 33.9% | 42.9% | 27.8% | 31.5% |
| stress. | Disagree | Count | 32 | 137 | 120 | 62 | 25 | 25 | 401 |
| | | % within povertygroup | 62.7% | 58.1% | 48.0% | 48.8% | 44.6% | 46.3% | 51.8% |
| | Strongly Disagree | Count | 3 | 15 | 20 | 6 | 2 | 5 | 51 |
| | | % within povertygroup | 5.9% | 6.4% | 8.0% | 4.7% | 3.6% | 9.3% | 6.6% |
| | Don't Know | Count | 1 | 6 | 11 | 9 | 2 | 5 | 34 |
| | | % within povertygroup | 2.0% | 2.5% | 4.4% | 7.1% | 3.6% | 9.3% | 4.4% |
| Total | | Count | 51 | 236 | 250 | 127 | 56 | 54 | 774 |
| | | % within povertygroup | 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:

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

| | - | - | rura | al | |
|--------------------------------|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| These tests [classroom tests] | Strongly Agree | Count | 48 | 12 | 60 |
| help individual students learn | | % within rural | 8.0% | 6.2% | 7.5% |
| | Agree | Count | 371 | 129 | 500 |
| | | % within rural | 61.6% | 66.8% | 62.9% |
| | Disagree | Count | 131 | 40 | 171 |
| | | % within rural | 21.8% | 20.7% | 21.5% |
| | Strongly Disagree | Count | 20 | 5 | 25 |
| | | % within rural | 3.3% | 2.6% | 3.1% |
| | Don't Know | Count | 32 | 7 | 39 |
| | | % within rural | 5.3% | 3.6% | 4.9% |
| Total | | Count | 602 | 193 | 795 |
| | | % within rural | 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

| | - | - | | ethnicity | | |
|--------------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| These tests [classroom tests] | Strongly Agree | Count | 49 | 4 | 2 | 55 |
| help individual students learn | | % within ethnicity | 7.9% | 3.5% | 25.0% | 7.4% |
| | Agree | Count | 380 | 84 | 4 | 468 |
| | | % within ethnicity | 61.2% | 73.7% | 50.0% | 63.0% |
| | Disagree | Count | 141 | 17 | 2 | 160 |
| | | % within ethnicity | 22.7% | 14.9% | 25.0% | 21.5% |
| | Strongly Disagree | Count | 18 | 4 | 0 | 22 |
| | | % within ethnicity | 2.9% | 3.5% | .0% | 3.0% |
| | Don't Know | Count | 33 | 5 | 0 | 38 |
| | | % within ethnicity | 5.3% | 4.4% | .0% | 5.1% |
| Total | | Count | 621 | 114 | 8 | 743 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| These tests [classroom | Strongly Agree | Count | 1 | 20 | 23 | 7 | 2 | 2 | 55 |
| tests] help individual | | % within povertygroup | 2.0% | 8.5% | 9.3% | 5.5% | 3.6% | 3.8% | 7.2% |
| students learn | Agree | Count | 36 | 155 | 142 | 79 | 40 | 33 | 485 |
| | | % within povertygroup | 70.6% | 66.0% | 57.3% | 62.2% | 72.7% | 62.3% | 63.1% |
| | Disagree | Count | 11 | 40 | 65 | 31 | 7 | 12 | 166 |
| | | % within povertygroup | 21.6% | 17.0% | 26.2% | 24.4% | 12.7% | 22.6% | 21.6% |
| | Strongly Disagree | Count | 1 | 7 | 9 | 5 | 2 | 1 | 25 |
| | | % within povertygroup | 2.0% | 3.0% | 3.6% | 3.9% | 3.6% | 1.9% | 3.3% |
| | Don't Know | Count | 2 | 13 | 9 | 5 | 4 | 5 | 38 |
| | . | % within povertygroup | 3.9% | 5.5% | 3.6% | 3.9% | 7.3% | 9.4% | 4.9% |
| Total | | Count | 51 | 235 | 248 | 127 | 55 | 53 | 769 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | | rura | al | |
|-------------------------------|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| These tests [classroom tests] | Strongly Agree | Count | 41 | 16 | 57 |
| promote better school | | % within rural | 6.8% | 8.3% | 7.1% |
| achievement. | Agree | Count | 397 | 119 | 516 |
| | | % within rural | 65.5% | 61.7% | 64.6% |
| | Disagree | Count | 123 | 47 | 170 |
| | | % within rural | 20.3% | 24.4% | 21.3% |
| | Strongly Disagree | Count | 8 | 2 | 10 |
| | | % within rural | 1.3% | 1.0% | 1.3% |
| | Don't Know | Count | 37 | 9 | 46 |
| | | % within rural | 6.1% | 4.7% | 5.8% |
| Total | | Count | 606 | 193 | 799 |
| | | % within rural | 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

| | - | - | | ethnicity | | |
|-------------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| These tests [classroom tests] | Strongly Agree | Count | 46 | 8 | 0 | 54 |
| promote better school | | % within ethnicity | 7.4% | 7.0% | .0% | 7.2% |
| achievement. | Agree | Count | 405 | 78 | 4 | 487 |
| | | % within ethnicity | 64.8% | 68.4% | 50.0% | 65.2% |
| | Disagree | Count | 131 | 22 | 3 | 156 |
| | | % within ethnicity | 21.0% | 19.3% | 37.5% | 20.9% |
| | Strongly Disagree | Count | 7 | 1 | 0 | 8 |
| | | % within ethnicity | 1.1% | .9% | .0% | 1.1% |
| | Don't Know | Count | 36 | 5 | 1 | 42 |
| | | % within ethnicity | 5.8% | 4.4% | 12.5% | 5.6% |
| Total | | Count | 625 | 114 | 8 | 747 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| These tests [classroom | Strongly Agree | Count | 2 | 19 | 16 | 7 | 4 | 5 | 53 |
| tests] promote better | | % within povertygroup | 3.9% | 8.1% | 6.4% | 5.5% | 7.1% | 9.3% | 6.9% |
| school achievement. | Agree | Count | 38 | 157 | 148 | 84 | 40 | 32 | 499 |
| | | % within povertygroup | 74.5% | 66.8% | 59.2% | 66.1% | 71.4% | 59.3% | 64.6% |
| | Disagree | Count | 8 | 46 | 64 | 28 | 10 | 10 | 166 |
| | | % within povertygroup | 15.7% | 19.6% | 25.6% | 22.0% | 17.9% | 18.5% | 21.5% |
| | Strongly Disagree | Count | 0 | 2 | 4 | 2 | 0 | 2 | 10 |
| | | % within povertygroup | .0% | .9% | 1.6% | 1.6% | .0% | 3.7% | 1.3% |
| | Don't Know | Count | 3 | 11 | 18 | 6 | 2 | 5 | 45 |
| | | % within povertygroup | 5.9% | 4.7% | 7.2% | 4.7% | 3.6% | 9.3% | 5.8% |
| Total | | Count | 51 | 235 | 250 | 127 | 56 | 54 | 773 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | - | rura | al | |
|-------------------------------|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| These tests [classroom tests] | Strongly Agree | Count | 31 | 11 | 42 |
| help the principal evaluate | | % within rural | 5.1% | 5.7% | 5.3% |
| eachers. | Agree | Count | 303 | 103 | 406 |
| | | % within rural | 50.2% | 53.6% | 51.0% |
| | Disagree | Count | 186 | 53 | 239 |
| | | % within rural | 30.8% | 27.6% | 30.0% |
| | Strongly Disagree | Count | 25 | 5 | 30 |
| | | % within rural | 4.1% | 2.6% | 3.8% |
| | Don't Know | Count | 59 | 20 | 79 |
| | | % within rural | 9.8% | 10.4% | 9.9% |
| Total | | Count | 604 | 192 | 796 |
| | | % within rural | 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

| | | | | ethnicity | | |
|-------------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| These tests [classroom tests] | Strongly Agree | Count | 31 | 6 | 1 | 38 |
| help the principal evaluate | | % within ethnicity | 5.0% | 5.3% | 12.5% | 5.1% |
| teachers. | Agree | Count | 312 | 68 | 1 | 381 |
| | | % within ethnicity | 50.1% | 59.6% | 12.5% | 51.1% |
| | Disagree | Count | 191 | 30 | 4 | 225 |
| | | % within ethnicity | 30.7% | 26.3% | 50.0% | 30.2% |
| | Strongly Disagree | Count | 23 | 3 | 0 | 26 |
| | | % within ethnicity | 3.7% | 2.6% | .0% | 3.5% |
| | Don't Know | Count | 66 | 7 | 2 | 75 |
| | | % within ethnicity | 10.6% | 6.1% | 25.0% | 10.1% |
| Total | | Count | 623 | 114 | 8 | 745 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|---------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| These tests [classroom | Strongly Agree | Count | 6 | 15 | 9 | 5 | 4 | 0 | 39 |
| tests] help the principal | | % within povertygroup | 11.8% | 6.4% | 3.6% | 3.9% | 7.4% | .0% | 5.1% |
| evaluate teachers. | Agree | Count | 28 | 116 | 120 | 68 | 33 | 24 | 389 |
| | | % within povertygroup | 54.9% | 49.6% | 48.0% | 53.5% | 61.1% | 44.4% | 50.5% |
| | Disagree | Count | 13 | 76 | 83 | 36 | 9 | 17 | 234 |
| | | % within povertygroup | 25.5% | 32.5% | 33.2% | 28.3% | 16.7% | 31.5% | 30.4% |
| | Strongly Disagree | Count | 0 | 9 | 12 | 4 | 2 | 3 | 30 |
| | | % within povertygroup | .0% | 3.8% | 4.8% | 3.1% | 3.7% | 5.6% | 3.9% |
| | Don't Know | Count | 4 | 18 | 26 | 14 | 6 | 10 | 78 |
| | | % within povertygroup | 7.8% | 7.7% | 10.4% | 11.0% | 11.1% | 18.5% | 10.1% |
| Total | | Count | 51 | 234 | 250 | 127 | 54 | 54 | 770 |
| | | % within povertygroup | 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:

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

| | | | rura | al | |
|--|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| Next think about state | Strongly Agree | Count | 78 | 25 | 103 |
| achievement tests in South Carolina. These tests produce unnecessary child stress. | | % within rural | 13.0% | 13.2% | 13.0% |
| | Agree | Count | 275 | 86 | 361 |
| | | % within rural | 45.7% | 45.3% | 45.6% |
| | Disagree | Count | 190 | 66 | 256 |
| | | % within rural | 31.6% | 34.7% | 32.3% |
| | Strongly Disagree | Count | 14 | 4 | 18 |
| | | % within rural | 2.3% | 2.1% | 2.3% |
| | Don't Know | Count | 45 | 9 | 54 |
| | | % within rural | 7.5% | 4.7% | 6.8% |
| Total | | Count | 602 | 190 | 792 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| Next think about state | Strongly Agree | Count | 81 | 13 | 1 | 95 |
| achievement tests in South | | % within ethnicity | 13.0% | 11.5% | 12.5% | 12.8% |
| Carolina. These tests produce unnecessary child stress. | Agree | Count | 269 | 61 | 2 | 332 |
| | | % within ethnicity | 43.1% | 54.0% | 25.0% | 44.6% |
| | Disagree | Count | 206 | 35 | 5 | 246 |
| | | % within ethnicity | 33.0% | 31.0% | 62.5% | 33.0% |
| | Strongly Disagree | Count | 17 | 1 | 0 | 18 |
| | | % within ethnicity | 2.7% | .9% | .0% | 2.4% |
| | Don't Know | Count | 51 | 3 | 0 | 54 |
| | | % within ethnicity | 8.2% | 2.7% | .0% | 7.2% |
| Total | - | Count | 624 | 113 | 8 | 745 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|-------------------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| Next think about state | Strongly Agree | Count | 5 | 34 | 34 | 16 | 7 | 5 | 101 |
| achievement tests in | | % within povertygroup | 9.8% | 14.6% | 13.6% | 12.8% | 12.5% | 9.8% | 13.2% |
| South Carolina. These tests produce | Agree | Count | 27 | 98 | 115 | 63 | 27 | 22 | 352 |
| unnecessary child | | % within povertygroup | 52.9% | 42.1% | 46.0% | 50.4% | 48.2% | 43.1% | 46.0% |
| stress. | Disagree | Count | 16 | 85 | 73 | 38 | 17 | 17 | 246 |
| | | % within povertygroup | 31.4% | 36.5% | 29.2% | 30.4% | 30.4% | 33.3% | 32.1% |
| | Strongly Disagree | Count | 1 | 7 | 3 | 2 | 2 | 2 | 17 |
| | | % within povertygroup | 2.0% | 3.0% | 1.2% | 1.6% | 3.6% | 3.9% | 2.2% |
| | Don't Know | Count | 2 | 9 | 25 | 6 | 3 | 5 | 50 |
| | | % within povertygroup | 3.9% | 3.9% | 10.0% | 4.8% | 5.4% | 9.8% | 6.5% |
| Total | | Count | 51 | 233 | 250 | 125 | 56 | 51 | 766 |
| | | % within povertygroup | 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:

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

| | - | - | rura | al | |
|---|-------------------|----------------|-----------|--------|--------|
| | | | Non-Rural | Rural | Total |
| These tests [state achievement | Strongly Agree | Count | 8 | 1 | 9 |
| tests] help individual students learn. | | % within rural | 1.3% | .5% | 1.1% |
| | Agree | Count | 195 | 82 | 277 |
| | . <u>.</u> | % within rural | 32.6% | 43.2% | 35.1% |
| | Disagree | Count | 306 | 78 | 384 |
| | . <u>.</u> | % within rural | 51.1% | 41.1% | 48.7% |
| | Strongly Disagree | Count | 54 | 15 | 69 |
| | | % within rural | 9.0% | 7.9% | 8.7% |
| | Don't Know | Count | 36 | 14 | 50 |
| | | % within rural | 6.0% | 7.4% | 6.3% |
| Total | | Count | 599 | 190 | 789 |
| | | % within rural | 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

| | | | | ethnicity | | |
|---------------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| These tests [state achievement | Strongly Agree | Count | 7 | 2 | 0 | 9 |
| tests] help individual students | | % within ethnicity | 1.1% | 1.8% | .0% | 1.2% |
| earn. | Agree | Count | 193 | 63 | 4 | 260 |
| | | % within ethnicity | 31.1% | 55.3% | 50.0% | 35.0% |
| | Disagree | Count | 314 | 43 | 2 | 359 |
| | | % within ethnicity | 50.6% | 37.7% | 25.0% | 48.4% |
| | Strongly Disagree | Count | 59 | 5 | 1 | 65 |
| | | % within ethnicity | 9.5% | 4.4% | 12.5% | 8.8% |
| | Don't Know | Count | 47 | 1 | 1 | 49 |
| | | % within ethnicity | 7.6% | .9% | 12.5% | 6.6% |
| Total | • | Count | 620 | 114 | 8 | 742 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|-------------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| These tests [state | Strongly Agree | Count | 0 | 4 | 3 | 1 | 0 | 0 | 8 |
| achievement tests] help | | % within povertygroup | .0% | 1.7% | 1.2% | .8% | .0% | .0% | 1.0% |
| individual students learn. | Agree | Count | 14 | 77 | 81 | 46 | 26 | 19 | 263 |
| | | % within povertygroup | 27.5% | 33.2% | 32.7% | 36.8% | 46.4% | 37.3% | 34.5% |
| | Disagree | Count | 33 | 109 | 127 | 60 | 20 | 27 | 376 |
| | | % within povertygroup | 64.7% | 47.0% | 51.2% | 48.0% | 35.7% | 52.9% | 49.3% |
| | Strongly Disagree | Count | 1 | 30 | 19 | 9 | 5 | 4 | 68 |
| | | % within povertygroup | 2.0% | 12.9% | 7.7% | 7.2% | 8.9% | 7.8% | 8.9% |
| | Don't Know | Count | 3 | 12 | 18 | 9 | 5 | 1 | 48 |
| | | % within povertygroup | 5.9% | 5.2% | 7.3% | 7.2% | 8.9% | 2.0% | 6.3% |
| Total | | Count | 51 | 232 | 248 | 125 | 56 | 51 | 763 |
| | | % within povertygroup | 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:

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

| | | | 7 71 | | |
|--------------------------------|-------------------|----------------|-----------|--------|--------|
| | - | - | rura | al | |
| | | | Non-Rural | Rural | Total |
| These tests [state achievement | Strongly Agree | Count | 16 | 5 | 21 |
| tests] promote better school | | % within rural | 2.7% | 2.6% | 2.7% |
| achievement. | Agree | Count | 266 | 98 | 364 |
| | | % within rural | 44.2% | 51.6% | 46.0% |
| | Disagree | Count | 252 | 62 | 314 |
| | | % within rural | 41.9% | 32.6% | 39.6% |
| | Strongly Disagree | Count | 24 | 7 | 31 |
| | | % within rural | 4.0% | 3.7% | 3.9% |
| | Don't Know | Count | 44 | 18 | 62 |
| | | % within rural | 7.3% | 9.5% | 7.8% |
| Total | • | Count | 602 | 190 | 792 |
| | | % within rural | 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

| | | | | ethnicity | | |
|--------------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| These tests [state achievement | Strongly Agree | Count | 13 | 7 | 1 | 21 |
| tests] promote better school | | % within ethnicity | 2.1% | 6.1% | 12.5% | 2.8% |
| achievement. | Agree | Count | 280 | 63 | 2 | 345 |
| | | % within ethnicity | 44.9% | 55.3% | 25.0% | 46.3% |
| | Disagree | Count | 248 | 38 | 3 | 289 |
| | | % within ethnicity | 39.8% | 33.3% | 37.5% | 38.8% |
| | Strongly Disagree | Count | 27 | 2 | 1 | 30 |
| | | % within ethnicity | 4.3% | 1.8% | 12.5% | 4.0% |
| | Don't Know | Count | 55 | 4 | 1 | 60 |
| | | % within ethnicity | 8.8% | 3.5% | 12.5% | 8.1% |
| Total | - | Count | 623 | 114 | 8 | 745 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|------------------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| These tests [state | Strongly Agree | Count | 1 | 5 | 6 | 3 | 3 | 1 | 19 |
| achievement tests] | | % within povertygroup | 2.0% | 2.2% | 2.4% | 2.4% | 5.4% | 1.9% | 2.5% |
| promote better school achievement. | Agree | Count | 26 | 97 | 110 | 63 | 28 | 26 | 350 |
| | | % within povertygroup | 51.0% | 41.8% | 44.0% | 50.4% | 50.0% | 50.0% | 45.7% |
| | Disagree | Count | 22 | 99 | 107 | 43 | 18 | 18 | 307 |
| | | % within povertygroup | 43.1% | 42.7% | 42.8% | 34.4% | 32.1% | 34.6% | 40.1% |
| | Strongly Disagree | Count | 0 | 14 | 8 | 5 | 1 | 3 | 31 |
| | | % within povertygroup | .0% | 6.0% | 3.2% | 4.0% | 1.8% | 5.8% | 4.0% |
| | Don't Know | Count | 2 | 17 | 19 | 11 | 6 | 4 | 59 |
| | | % within povertygroup | 3.9% | 7.3% | 7.6% | 8.8% | 10.7% | 7.7% | 7.7% |
| Total | | Count | 51 | 232 | 250 | 125 | 56 | 52 | 766 |
| | | % within povertygroup | 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:

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

Phone Interviews Crosstab - Community Type

| | | | 7 71 | | |
|--|-------------------|----------------|-----------|--------|--------|
| | - | | rura | al | |
| | | | Non-Rural | Rural | Total |
| These tests [state achievement | Strongly Agree | Count | 15 | 5 | 20 |
| tests] help the principal evaluate teachers. | | % within rural | 2.5% | 2.6% | 2.5% |
| | Agree | Count | 252 | 99 | 351 |
| | | % within rural | 42.0% | 52.4% | 44.5% |
| | Disagree | Count | 243 | 60 | 303 |
| | | % within rural | 40.5% | 31.7% | 38.4% |
| | Strongly Disagree | Count | 31 | 7 | 38 |
| | | % within rural | 5.2% | 3.7% | 4.8% |
| | Don't Know | Count | 59 | 18 | 77 |
| | | % within rural | 9.8% | 9.5% | 9.8% |
| Total | | Count | 600 | 189 | 789 |
| | | % within rural | 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

| | | | | ethnicity | | |
|------------------------------------|-------------------|--------------------|--------|------------------|--------|--------|
| | | | White | African American | Other | Total |
| These tests [state achievement | Strongly Agree | Count | 12 | 6 | 1 | 19 |
| tests] help the principal evaluate | | % within ethnicity | 1.9% | 5.3% | 12.5% | 2.6% |
| teachers. | Agree | Count | 268 | 58 | 2 | 328 |
| | | % within ethnicity | 43.2% | 50.9% | 25.0% | 44.2% |
| | Disagree | Count | 238 | 42 | 4 | 284 |
| | | % within ethnicity | 38.4% | 36.8% | 50.0% | 38.3% |
| | Strongly Disagree | Count | 36 | 2 | 0 | 38 |
| | | % within ethnicity | 5.8% | 1.8% | .0% | 5.1% |
| | Don't Know | Count | 66 | 6 | 1 | 73 |
| | | % within ethnicity | 10.6% | 5.3% | 12.5% | 9.8% |
| Total | | Count | 620 | 114 | 8 | 742 |
| | | % within ethnicity | 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

| | | | | | povert | ygroup | | | |
|----------------------------------|-------------------|-----------------------|----------------|-----------------|----------|----------|----------|--------------|--------|
| | | | | | 11 to 15 | 16 to 20 | 21 to 25 | more than 25 | |
| | | | 0 to 5 percent | 6 to 10 percent | percent | percent | percent | percent | Total |
| These tests [state | Strongly Agree | Count | 2 | 6 | 3 | 3 | 2 | 2 | 18 |
| achievement tests] help | | % within povertygroup | 3.9% | 2.6% | 1.2% | 2.4% | 3.6% | 3.8% | 2.4% |
| the principal evaluate teachers. | Agree | Count | 23 | 97 | 104 | 59 | 30 | 23 | 336 |
| | | % within povertygroup | 45.1% | 42.0% | 41.9% | 47.2% | 53.6% | 44.2% | 44.0% |
| | Disagree | Count | 19 | 99 | 103 | 47 | 14 | 15 | 297 |
| | | % within povertygroup | 37.3% | 42.9% | 41.5% | 37.6% | 25.0% | 28.8% | 38.9% |
| | Strongly Disagree | Count | 1 | 14 | 11 | 6 | 2 | 4 | 38 |
| | | % within povertygroup | 2.0% | 6.1% | 4.4% | 4.8% | 3.6% | 7.7% | 5.0% |
| | Don't Know | Count | 6 | 15 | 27 | 10 | 8 | 8 | 74 |
| | | % within povertygroup | 11.8% | 6.5% | 10.9% | 8.0% | 14.3% | 15.4% | 9.7% |
| Total | | Count | 51 | 231 | 248 | 125 | 56 | 52 | 763 |
| | | % within povertygroup | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |