# 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
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July 2009

[^0]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


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

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

Phone Interviews Crosstab - Community Type

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

Phone Interviews Crosstab - Ethnicity


Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent | Total |
| Listed below are a number of [school] factors that may be important ... Control over student behavior | Critical | Count \% within povertygroup | $\begin{array}{r} 31 \\ 48.4 \% \end{array}$ | $\begin{array}{r} 157 \\ 49.7 \% \end{array}$ | $\begin{array}{r} 154 \\ \\ 45.0 \% \\ \hline \end{array}$ | 85 $48.9 \%$ | 38 $46.3 \%$ | 35 $44.9 \%$ | 500 $47.3 \%$ |
|  | Very Important | Count |  | 113 | 119 |  |  | 32 | 373 |
|  |  | \% 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 |  |  | 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\% |

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

Phone Interviews Crosstab - Community Type


| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Student behavior is a barrier to learning. | Strongly Agree | Count <br> \% within ethnicity | $171$ <br> 28.5\% | $\begin{array}{r} 25 \\ 22.3 \% \\ \hline \end{array}$ | 37.5\% $\begin{array}{r}3 \\ \hline\end{array}$ |  |
|  | Agree | Count <br> \% within ethnicity | $270$ <br> 45.1\% |  | $\begin{array}{r} 2 \\ 25.0 \% \\ \hline \end{array}$ |  |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 124 \\ 20.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 21 \\ 18.8 \% \\ \hline \end{array}$ | 25.0\% | $\begin{array}{r} 147 \\ 20.4 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 34 \\ 5.7 \% \\ \hline \end{array}$ | 1 | 12.5\% | $\begin{array}{r}36 \\ 5.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 599 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 112 \\ 100.0 \% \\ \hline \end{array}$ | 100.0\% | $\begin{array}{r} 719 \\ 100.0 \% \\ \hline \end{array}$ |



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

Question:
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 $F$ ?


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

Phone Interviews Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Students are often given the grades of A, B, C, D, and F. What grade would you give the public schools in your community $\mathrm{A}, \mathrm{B}, \mathrm{C}, \mathrm{D}$, or F ? | A | Count <br> \% within ethnicity | $\begin{array}{r} 150 \\ 18.3 \% \end{array}$ | 34 $22.7 \%$ | $\begin{array}{r}5 \\ 35.7 \%\end{array}$ | $\begin{array}{r} 189 \\ 19.2 \% \end{array}$ |
|  | B | Count <br> \% within ethnicity | $\begin{array}{r} 306 \\ 37.3 \% \end{array}$ | $\begin{array}{r} 48 \\ 32.0 \% \end{array}$ | 5 $35.7 \%$ | $\begin{array}{r} 359 \\ 36.4 \% \end{array}$ |
|  | C | Count <br> \% within ethnicity | $\begin{array}{r} 198 \\ 24.1 \% \end{array}$ | 45 $30.0 \%$ | r $\begin{array}{r}2 \\ 14.3 \%\end{array}$ | $\begin{array}{r} 245 \\ 24.9 \% \end{array}$ |
|  | D | Count <br> \% within ethnicity | 81 $9.9 \%$ | 8 $5.3 \%$ | 7 $\begin{array}{r}1 \\ \hline\end{array}$ | 90 $9.1 \%$ |
|  | F | Count <br> \% within ethnicity | 39 $4.8 \%$ | 6 $4.0 \%$ | $\begin{array}{r}0 \\ .0 \%\end{array}$ | $\begin{array}{r}45 \\ 4.6 \% \\ \hline\end{array}$ |
|  | Don't know | Count <br> \% within ethnicity | 47 $5.7 \%$ | 9 $6.0 \%$ | 7 $\begin{array}{r}1 \\ \hline\end{array}$ | $\begin{array}{r}57 \\ 5.8 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 821 \\ 100.0 \% \\ \hline \end{array}$ | 150 $100.0 \%$ | 14 $100.0 \%$ | $\begin{array}{r} 985 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | povertygroup |  |  |  |  |  | Total |
|  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent |  |
| Students are often given A the grades of $A, B, C, D$, | Count <br> \% within povertygroup | $\begin{array}{r} 19 \\ 27.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 86 \\ 26.6 \% \end{array}$ | $\begin{array}{r} 62 \\ 17.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 14.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 14.5 \% \end{array}$ | $\begin{array}{r} 14 \\ 17.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 220 \\ 20.1 \% \end{array}$ |
| and F. What grade would you give the public schools in your | Count <br> \% within povertygroup | $\begin{array}{r} 23 \\ 33.8 \% \end{array}$ | $\begin{array}{r} 128 \\ 39.6 \% \end{array}$ | $\begin{array}{r} 129 \\ 36.1 \% \end{array}$ | $\begin{array}{r} 67 \\ 36.2 \% \end{array}$ | $\begin{array}{r} 27 \\ 32.5 \% \end{array}$ | $\begin{array}{r} 26 \\ 32.1 \% \end{array}$ | 400 $36.5 \%$ |
| community $\mathrm{A}, \mathrm{B}, \mathrm{C}, \mathrm{D}$, or C F? | Count <br> \% within povertygroup | $\begin{array}{r} 15 \\ 22.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 65 \\ 20.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 95 \\ 26.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 58 \\ 31.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 18.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 23.5 \% \\ \hline \end{array}$ | $\begin{array}{r}267 \\ 24.3 \% \\ \hline\end{array}$ |
| D | Count <br> \% within povertygroup | 7.4\% | $\begin{array}{r} 17 \\ 5.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 38 \\ 10.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 8.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 14.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ 12.3 \% \\ \hline \end{array}$ | $\begin{array}{r}98 \\ 8.9 \% \\ \hline\end{array}$ |
| F | Count <br> \% within povertygroup | $\begin{array}{r} 0 \\ .0 \% \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 3.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 4.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ 3.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 14.5 \% \\ \hline \end{array}$ | 6.2\% | $\begin{array}{r}50 \\ 4.6 \% \\ \hline\end{array}$ |
| Don't know | Count <br> \% within povertygroup | $\begin{array}{r} 6 \\ 8.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 4.6 \% \\ \hline \end{array}$ | 18 | 11 $5.9 \%$ | 6.0\% ${ }^{5}$ | $\begin{array}{r}7 \\ 8.6 \% \\ \hline\end{array}$ | $\begin{array}{r}62 \\ 5.7 \% \\ \hline\end{array}$ |
| 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\% |

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

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

Phone Interviews Crosstab - Community Type

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-Rural | Rural |  |
| Now think about the public schools in the state of South | A | Count <br> \% within rural | $\begin{array}{r} 35 \\ 4.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 5.5 \% \\ \hline \end{array}$ | $\begin{array}{r}51 \\ 4.4 \% \\ \hline\end{array}$ |
| Carolina. What grade would you give to the public schools in | B | Count <br> \% within rural | $\begin{array}{r} 184 \\ 21.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 84 \\ 28.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 268 \\ 23.3 \% \end{array}$ |
| the state: $\mathrm{A}, \mathrm{B}, \mathrm{C}, \mathrm{D}$, or F ? | C | Count <br> \% within rural | $\begin{array}{r} 326 \\ 37.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 100 \\ 34.2 \% \end{array}$ | $\begin{array}{r} 426 \\ 37.0 \% \end{array}$ |
|  | D | Count <br> \% within rural | $\begin{array}{r} 130 \\ 15.1 \% \end{array}$ | $\begin{array}{r} 34 \\ 11.6 \% \end{array}$ | $\begin{array}{r} 164 \\ 14.2 \% \end{array}$ |
|  | F | Count <br> \% within rural | 34 $4.0 \%$ | 9 $3.1 \%$ | $\begin{array}{r}43 \\ 3.7 \% \\ \hline\end{array}$ |
|  | Don't know | Count <br> \% within rural | $\begin{array}{r} 151 \\ 17.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 49 \\ 16.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 200 \\ 17.4 \% \\ \hline \end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 860 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 292 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1152 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity


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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent |  |
| Now think about the public schools in the state of South Carolina. What grade would you give to the public schools in the state: A, | A | Count <br> \% within povertygroup | $\begin{array}{r} 0 \\ .0 \% \\ \hline \end{array}$ | $\begin{array}{r} 14 \\ 4.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ 5.6 \% \\ \hline \end{array}$ | 5 | 6.0\% ${ }^{5}$ | 6.2\% | $\begin{array}{r}49 \\ 4.5 \% \\ \hline\end{array}$ |
|  | B | Count <br> \% within povertygroup | $\begin{array}{r} 11 \\ 16.2 \% \end{array}$ | $\begin{array}{r} 68 \\ 21.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 77 \\ 21.6 \% \end{array}$ | $\begin{array}{r} 58 \\ 31.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 22.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 25 \\ 30.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 258 \\ 23.5 \% \\ \hline \end{array}$ |
| $B, C, D$, or $F$ ? | C | Count <br> \% within povertygroup | $\begin{array}{r} 28 \\ 41.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 125 \\ 38.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 130 \\ 36.5 \% \\ \hline \end{array}$ | 66 $35.7 \%$ | $\begin{array}{r} 33 \\ 39.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 28 \\ 34.6 \% \\ \hline \end{array}$ | $\begin{array}{r}410 \\ 37.4 \% \\ \hline\end{array}$ |
|  | D | Count <br> \% within povertygroup | 15 | 57 $17.6 \%$ | $\begin{array}{r} 49 \\ 13.8 \% \\ \hline \end{array}$ | 18 $9.7 \%$ | $\begin{array}{r} 9 \\ 10.8 \% \\ \hline \end{array}$ | 9 $\begin{array}{r}8 \\ 9.9 \%\end{array}$ | $\begin{array}{r} 156 \\ 14.2 \% \\ \hline \end{array}$ |
|  | F | Count <br> \% within povertygroup | 7 ${ }^{5}$ | 14 $4.3 \%$ | $\begin{array}{r} 14 \\ 3.9 \% \\ \hline \end{array}$ | 1.6\% ${ }^{3}$ | $\begin{array}{r} 2 \\ 2.4 \% \\ \hline \end{array}$ | 1.2\% ${ }^{1}$ | $\begin{array}{r}39 \\ 3.6 \% \\ \hline\end{array}$ |
|  | Don't know | Count <br> \% within povertygroup | 9 $13.2 \%$ | 46 $14.2 \%$ | $\begin{array}{r} 66 \\ 18.5 \% \\ \hline \end{array}$ | 35 $18.9 \%$ | $\begin{array}{r} 15 \\ 18.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 14 \\ 17.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 185 \\ 16.9 \% \\ \hline \end{array}$ |
| 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\% |

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

|  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Non-Rural | Rural |  |
| How about the public schools in A the nation as a whole? What | Count <br> \% within rural | $\begin{array}{r} 24 \\ 2.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 5.5 \% \\ \hline \end{array}$ | $\begin{array}{r}40 \\ 3.5 \% \\ \hline\end{array}$ |
| grade would you give the public $B$ schools nationally: A, B, C, D, | Count \% within rural | $\begin{array}{r} 265 \\ 30.8 \% \end{array}$ | $\begin{array}{r} 108 \\ 37.2 \% \end{array}$ | $\begin{array}{r} 373 \\ 32.4 \% \\ \hline \end{array}$ |
| or F? C | Count <br> \% within rural | $\begin{array}{r} 306 \\ 35.6 \% \end{array}$ | $\begin{array}{r} 78 \\ 26.9 \% \end{array}$ | $\begin{array}{r} 384 \\ 33.4 \% \end{array}$ |
| D | Count \% within rural | 53 $6.2 \%$ | 14 $4.8 \%$ | $\begin{array}{r}67 \\ 5.8 \% \\ \hline\end{array}$ |
| F | Count \% within rural | $\begin{array}{r} 13 \\ 1.5 \% \\ \hline \end{array}$ | 4 $1.4 \%$ | $\begin{array}{r}17 \\ 1.5 \% \\ \hline\end{array}$ |
| Don't know | Count \% within rural | $\begin{array}{r} 199 \\ 23.1 \% \end{array}$ | $\begin{array}{r} 70 \\ 24.1 \% \end{array}$ | $\begin{array}{r} 269 \\ 23.4 \% \end{array}$ |
| Total | Count <br> \% within rural | $\begin{array}{r} 860 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 290 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1150 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity


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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent |  |
| How about the public schools in the nation as a whole? What grade would you give the public schools | A | Count <br> \% within povertygroup | $\begin{array}{r} 1 \\ 1.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ 1.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 5.3 \% \\ \hline \end{array}$ | 3 $\begin{array}{r}6 \\ \hline\end{array}$ | 3 $3.7 \%$ | $\begin{array}{r}3 \\ 3.7 \% \\ \hline\end{array}$ | $\begin{array}{r}38 \\ 3.5 \% \\ \hline\end{array}$ |
|  | B | Count <br> \% within povertygroup | $\begin{array}{r} 24 \\ 35.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 106 \\ 32.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 99 \\ 27.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 74 \\ 40.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 32.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 28 \\ 34.6 \% \\ \hline \end{array}$ | $\begin{array}{r}358 \\ 32.7 \% \\ \hline\end{array}$ |
| nationally: $\mathrm{A}, \mathrm{B}, \mathrm{C}, \mathrm{D}$, or F? | C | Count <br> \% within povertygroup | $\begin{array}{r} 24 \\ 35.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 114 \\ 35.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 127 \\ 35.7 \% \\ \hline \end{array}$ | 44 $23.9 \%$ | $\begin{array}{r} 30 \\ 36.6 \% \end{array}$ | $\begin{array}{r} 30 \\ 37.0 \% \\ \hline \end{array}$ | $\begin{array}{r}369 \\ 33.7 \% \\ \hline\end{array}$ |
|  | D | Count <br> \% within povertygroup | 13.4\% $\begin{array}{r}9 \\ \hline\end{array}$ | 11 $3.4 \%$ | $\begin{array}{r} 26 \\ 7.3 \% \\ \hline \end{array}$ | 13 $7.1 \%$ | 2.4\% ${ }^{2}$ | 2.5\% | $\begin{array}{r}63 \\ 5.8 \% \\ \hline\end{array}$ |
|  | F | Count <br> \% within povertygroup | . 0 | $\begin{array}{r} 7 \\ 2.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ 2.2 \% \\ \hline \end{array}$ | . ${ }^{1}$ | . 0 | $\begin{array}{r}0 \\ .0 \%\end{array}$ | $\begin{array}{r}16 \\ 1.5 \% \\ \hline\end{array}$ |
|  | Don't know | Count <br> \% within povertygroup | 9 $13.4 \%$ | 80 $24.7 \%$ | $\begin{array}{r} 77 \\ 21.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 46 \\ 25.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ 24.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 22.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 250 \\ 22.9 \% \\ \hline \end{array}$ |
| 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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 $\mathbf{2 1}{ }^{\text {st }}$ century. How important are Math skills?

Phone Interviews Crosstab - Community Type

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-Rural | Rural |  |
| Consider the following set of skills. How important are Math skills? | Critical | Count <br> \% within rural | $\begin{array}{r} 332 \\ 39.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 114 \\ 40.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 446 \\ 39.4 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within rural | $\begin{array}{r} 361 \\ 42.7 \% \end{array}$ | $\begin{array}{r} 123 \\ 43.2 \% \end{array}$ | $\begin{array}{r} 484 \\ 42.8 \% \end{array}$ |
|  | Important | Count <br> \% within rural | $\begin{array}{r} 148 \\ 17.5 \% \end{array}$ | $\begin{array}{r} 46 \\ 16.1 \% \end{array}$ | $\begin{array}{r} 194 \\ 17.2 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within rural | 3 | 1 | $\begin{array}{r}4 \\ .4 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within rural | 1 | 1 4 | 2 |
|  | Don't Know | Count <br> \% within rural | 1 | 0 $.0 \%$ | $\begin{array}{r}1 \\ .1 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 846 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 285 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1131 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Consider the following set of skills. How important are Math skills? | Critical | Count <br> \% within ethnicity | $\begin{array}{r} 350 \\ 42.5 \% \end{array}$ | $\begin{array}{r} 52 \\ 34.7 \% \end{array}$ | 42.9\% $\begin{array}{r}6 \\ \hline\end{array}$ |  |
|  | Very Important | Count <br> \% within ethnicity | $\begin{array}{r} 345 \\ 41.9 \% \end{array}$ | $\begin{array}{r} 59 \\ 39.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ 42.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 410 \\ 41.5 \% \end{array}$ |
|  | Important | Count <br> \% within ethnicity | $\begin{array}{r} 125 \\ 15.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 37 \\ 24.7 \% \\ \hline \end{array}$ | 1 $7.1 \%$ | $\begin{array}{r} 163 \\ 16.5 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within ethnicity | 3 | 0 | 1 $7.1 \%$ | $\begin{array}{r}4 \\ .4 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within ethnicity | 0 | 2 | 0 | $\begin{array}{r}2 \\ .2 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity |  |  | 14 $100.0 \%$ | 987 <br> 100.0\% |

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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent | Total |
| Consider the following set of skills. How important are Math skills? | Critical | Count | 27 | 143 | 124 | 68 | 33 | 32 | 427 |
|  |  | \% within povertygroup | 40.3\% | 44.4\% | 35.1\% | 38.0\% | 40.2\% | 40.5\% | 39.5\% |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to $5 \%$, 6 to $10 \%$, 11 to $15 \%$, 16 to $20 \%$, 21 to $25 \%$, >25\%] estimated by Zip code/US census 2000
Question:
Consider the following set of skills that may be important for young people leaving school in the $21^{\text {st }}$ century. How important are Reading skills?

Phone Interviews Crosstab - Community Type

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-Rural | Rural |  |
| Consider the following set of skills. How important are Reading skills? | Critical | Count | 429 | 140 | 569 |
|  |  | \% within rural | 50.7\% | 49.1\% | 50.3\% |
|  | Very Important | Count | 346 | 119 | 465 |
|  |  | \% 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\% |

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

Phone Interviews Crosstab - Ethnicity


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


Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [ 0 to $5 \%$, 6 to $10 \%$, 11 to $15 \%$, 16 to $20 \%$, 21 to $25 \%$, $>25 \%$ ] estimated by Zip code/US census 2000
Question:
Consider the following set of skills that may be important for young people leaving school in the $21^{\text {st }}$ century. How important are Writing skills?

Phone Interviews Crosstab - Community Type


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Consider the following set of skills. How important are Writing skills? | Critical | Count <br> \% within ethnicity | $\begin{array}{r} 329 \\ 40.0 \% \end{array}$ | 51 | 42.9\% $\begin{array}{r}6 \\ \hline\end{array}$ | $\begin{array}{r} 386 \\ 39.1 \% \end{array}$ |
|  | Very Important | Count <br> \% within ethnicity | $\begin{array}{r} 336 \\ 40.9 \% \end{array}$ | $\begin{array}{r} 58 \\ 38.7 \% \end{array}$ | $\begin{array}{r} 6 \\ 42.9 \% \\ \hline \end{array}$ | $\begin{array}{r}400 \\ 40.6 \% \\ \hline\end{array}$ |
|  | Important | Count <br> \% within ethnicity | $\begin{array}{r} 152 \\ 18.5 \% \end{array}$ | 37 $24.7 \%$ | 7.1\% | $\begin{array}{r} 190 \\ 19.3 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within ethnicity | $\begin{array}{r}5 \\ .6 \% \\ \hline\end{array}$ | 2 4 | 1 $7.1 \%$ | $\begin{array}{r}10 \\ 1.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 822 \\ 100.0 \% \end{array}$ | 150 $100.0 \%$ | 14 $100.0 \%$ | $\begin{array}{r} 986 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent |  |
| Consider the following set of skills. How important are Writing skills? | Critical | Count | 25 | 130 | 122 | 63 | 31 | 32 | 403 |
|  |  | \% within povertygroup | 37.3\% | 40.4\% | 34.7\% | 35.2\% | 37.8\% | 40.5\% | 37.3\% |
|  | Very Important | Count | 29 | 132 | 145 | 79 | 39 | 31 | 455 |
|  |  | \% 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to $5 \%$, 6 to $10 \%$, 11 to $15 \%$, 16 to $20 \%$, 21 to $25 \%$, >25\%] estimated by Zip code/US census 2000
Question:
Consider the following set of skills that may be important for young people leaving school in the $21^{\text {st }}$ century. How important are skills to succeed in the workplace?

Phone Interviews Crosstab - Community Type

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-Rural | Rural |  |
| Consider the following set of skills. How important are skills to succeed in the workplace? | Critical | Count <br> \% within rural | $\begin{array}{r} 284 \\ 33.6 \% \end{array}$ | $\begin{array}{r} 103 \\ 36.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 387 \\ 34.2 \% \end{array}$ |
|  | Very Important | Count \% within rural | $\begin{array}{r} 380 \\ 45.0 \% \end{array}$ | $\begin{array}{r} 121 \\ 42.5 \% \end{array}$ | $\begin{array}{r} 501 \\ 44.3 \% \end{array}$ |
|  | Important | Count \% within rural | $\begin{array}{r} 163 \\ 19.3 \% \end{array}$ | $\begin{array}{r} 54 \\ 18.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 217 \\ 19.2 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within rural | 12 $1.4 \%$ | 3 $1.1 \%$ | 15 $1.3 \%$ |
|  | Not at All Important | Count <br> \% within rural | 1 | 2 $.7 \%$ | $\begin{array}{r}3 \\ .3 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 5 | 2 $.7 \%$ | $\begin{array}{r}7 \\ .6 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 845 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 285 \\ 100.0 \% \end{array}$ | 1130 $100.0 \%$ |

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

Phone Interviews Crosstab - Ethnicity


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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| Consider the following set of skills. How important are skills to succeed in the workplace? | Critical | Count <br> \% within povertygroup | $\begin{array}{r} 22 \\ 32.8 \% \end{array}$ | $\begin{array}{r} 114 \\ 35.5 \% \end{array}$ | $\begin{array}{r} 123 \\ 34.8 \% \end{array}$ | [ $\begin{array}{r}58 \\ 32.4 \%\end{array}$ | 30 $36.6 \%$ | $\begin{array}{r} 25 \\ 31.6 \% \end{array}$ | $\begin{array}{r} 372 \\ 34.4 \% \\ \hline \end{array}$ |
|  | Very Important | Count | 31 | 150 | 141 | 83 | 38 | 39 | 482 |
|  |  | \% 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\% |

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

Question:
Consider the following set of skills that may be important for young people leaving school in the $21^{\text {st }}$ century. How important are Science skills?

Phone Interviews Crosstab - Community Type

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-Rural | Rural |  |
| Consider the <br> following set of | Critical | Count <br> \% within rural | $\begin{array}{r} 188 \\ 22.2 \% \end{array}$ | $\begin{array}{r} 72 \\ 25.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 260 \\ 23.0 \% \end{array}$ |
| skills. How important are | Very Important | Count <br> \% within rural | $\begin{array}{r} 339 \\ 40.1 \% \end{array}$ | $\begin{array}{r} 103 \\ 36.1 \% \end{array}$ | $\begin{array}{r} 442 \\ 39.1 \% \end{array}$ |
| Science skills? | Important | Count <br> \% within rural | $\begin{array}{r} 274 \\ 32.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 97 \\ 34.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 371 \\ 32.8 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within rural | $\begin{array}{r} 37 \\ 4.4 \% \end{array}$ | $\begin{array}{r} 11 \\ 3.9 \% \end{array}$ | 48 $4.2 \%$ |
|  | Not at All Important | Count <br> \% within rural | 7 $.8 \%$ | 1 | $\begin{array}{r}8 \\ .7 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 1 | 1 | 2 |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 846 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 285 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 1131 \\ 100.0 \% \\ \hline \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Consider the following set of skills. How important are Science skills? | Critical | Count | 204 | 35 | 6 | 245 |
|  |  | \% within ethnicity | 24.8\% | 23.3\% | 42.9\% | 24.8\% |
|  | Very Important | Count | 336 | 47 | 2 | 385 |
|  |  | \% 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\% |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent |  |
| Consider the following set of skills. How important are Science skills? | Critical | Count <br> \% within povertygroup | $\begin{array}{r} 14 \\ 20.9 \% \end{array}$ | $\begin{array}{r} 79 \\ 24.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 78 \\ 22.1 \% \end{array}$ | $\begin{array}{r} 42 \\ 23.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 23.2 \% \end{array}$ | $\begin{array}{r} 17 \\ 21.5 \% \end{array}$ | $\begin{array}{r} 249 \\ 23.0 \% \end{array}$ |
|  | Very Important | Count <br> \% within povertygroup | $\begin{array}{r} 26 \\ 38.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 124 \\ 38.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 140 \\ 39.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 67 \\ 37.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 33 \\ 40.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 34 \\ 43.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 424 \\ 39.2 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygroup | $\begin{array}{r} 22 \\ 32.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 105 \\ 32.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 114 \\ 32.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 64 \\ 35.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 24 \\ 29.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 24 \\ 30.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 353 \\ 32.6 \% \\ \hline \end{array}$ |
|  | Not Very Important | Count <br> \% within povertygroup | $\begin{array}{r} 3 \\ 4.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 3.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 5.1 \% \end{array}$ | $\begin{array}{r} 6 \\ 3.4 \% \end{array}$ | $\begin{array}{r} 4 \\ 4.9 \% \end{array}$ | $\begin{array}{r} 3 \\ 3.8 \% \\ \hline \end{array}$ | $\begin{array}{r}46 \\ 4.3 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within povertygroup | 1 $1.5 \%$ | . 2 | $\begin{array}{r}3 \\ .8 \% \\ \hline\end{array}$ | . 0 | 1.2\% ${ }^{1}$ | 1.3\% | $\begin{array}{r}8 \\ .7 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within povertygroup | 1 $\begin{array}{r}1 \\ 1.5 \%\end{array}$ | 0 | . 0 | . 0 | 1.2\% ${ }^{1}$ | . 0 | $\begin{array}{r}2 \\ .2 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within povertygroup | 67 $100.0 \%$ | $\begin{array}{r} 322 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 353 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 179 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 82 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 79 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1082 \\ 100.0 \% \end{array}$ |

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

Question:
Consider the following set of skills that may be important for young people leaving school in the $\mathbf{2 1}{ }^{\text {st }}$ century. How important is ability to be a knowledgeable citizen?

| Phone Interviews Crosstab - Community Type |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| Consider the following set of skills. How important is ability to be a knowledgeable citizen? | Critical | Count <br> \% within rural | $\begin{array}{r} 253 \\ 29.9 \% \end{array}$ | $\begin{array}{r} 95 \\ 33.3 \% \end{array}$ | $\begin{array}{r} 348 \\ 30.7 \% \end{array}$ |
|  | Very Important | Count <br> \% within rural | $\begin{array}{r} 392 \\ 46.3 \% \end{array}$ | $\begin{array}{r} 125 \\ 43.9 \% \end{array}$ | $\begin{array}{r} 517 \\ 45.7 \% \end{array}$ |
|  | Important | Count <br> \% within rural | $\begin{array}{r} 189 \\ 22.3 \% \end{array}$ | $\begin{array}{r} 61 \\ 21.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 250 \\ 22.1 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within rural | 11 $1.3 \%$ | 2 $.7 \%$ | $\begin{array}{r}13 \\ 1.1 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within rural | 1 | 1 $.4 \%$ | $\begin{array}{r}2 \\ .2 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 1 | 1 | $\begin{array}{r}2 \\ .2 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 847 \\ 100.0 \% \end{array}$ | $\begin{array}{r} \hline 285 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 1132 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity


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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent |  |
| Consider the following set of skills. How important is ability to be a knowledgeable citizen? | Critical | Count | 16 | 104 | 109 | 57 | 21 | 27 | 334 |
|  |  | \% within povertygroup | 23.9\% | 32.3\% | 30.9\% | 31.8\% | 25.6\% | 34.2\% | 30.9\% |
|  | Very Important | Count | 29 | 147 | 159 | 84 | 42 | 35 | 496 |
|  |  | \% 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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?


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

Phone Interviews Crosstab - Ethnicity


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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent |  |
| All in all, do you think the public schools in South | Yes | Count <br> \% within povertygroup | $\begin{array}{r} 26 \\ 39.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 128 \\ 40.0 \% \end{array}$ | $\begin{array}{r} 146 \\ 41.4 \% \end{array}$ | $\begin{array}{r} 72 \\ 40.7 \% \end{array}$ | $\begin{array}{r} 29 \\ 35.4 \% \end{array}$ | $\begin{array}{r} 25 \\ 31.6 \% \end{array}$ | $\begin{array}{r} 426 \\ 39.6 \% \end{array}$ |
| Carolina are providing young people with the key knowledge they need? | No | Count <br> \% within povertygroup | $\begin{array}{r} 35 \\ 53.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 160 \\ 50.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 180 \\ 51.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 90 \\ 50.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ 54.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ 57.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 555 \\ 51.5 \% \\ \hline \end{array}$ |
|  | Don't know | Count <br> \% within povertygroup | $\begin{array}{r} 5 \\ 7.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 32 \\ 10.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 7.6 \% \\ \hline \end{array}$ | 15 $8.5 \%$ | 8 $9.8 \%$ | $\begin{array}{r} 9 \\ 11.4 \% \end{array}$ | $\begin{array}{r}96 \\ 8.9 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within povertygroup | $\begin{array}{r} 66 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 320 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 353 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 177 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 82 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 79 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1077 \\ 100.0 \% \end{array}$ |

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

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?

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-Rural | Rural |  |
| Listed below are a number of factors that may be important ... Rates of promotion to the next grade | Critical | Count <br> \% within rural | $\begin{array}{r} 157 \\ 18.9 \% \end{array}$ | $\begin{array}{r} 64 \\ 22.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 221 \\ 19.9 \% \end{array}$ |
|  | Very Important | Count \% within rural | $\begin{array}{r} 210 \\ 25.3 \% \end{array}$ | $\begin{array}{r} 80 \\ 28.4 \% \end{array}$ | $\begin{array}{r} 290 \\ 26.1 \% \end{array}$ |
|  | Important | Count <br> \% within rural | $\begin{array}{r} 290 \\ 35.0 \% \end{array}$ | 93 $33.0 \%$ | $\begin{array}{r} 383 \\ 34.5 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within rural | 98 $11.8 \%$ | 26 $9.2 \%$ | $\begin{array}{r} 124 \\ 11.2 \% \end{array}$ |
|  | Not at All Important | Count <br> \% within rural | $\begin{array}{r} 32 \\ 3.9 \% \end{array}$ | 5 | $\begin{array}{r}37 \\ 3.3 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 42 $5.1 \%$ | 14 $5.0 \%$ | $\begin{array}{r}56 \\ 5.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 829 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 282 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1111 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity


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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| Listed below are a number of factors that may be important ... <br> Rates of promotion to the next grade | Critical | Count | 9 | 64 | 69 | 39 | 16 | 17 | 214 |
|  |  | \% within povertygroup | 14.1\% | 20.2\% | 19.9\% | 22.3\% | 19.5\% | 21.8\% | 20.2\% |
|  | Very Important | Count | 11 | 91 | 89 | 35 | 31 | 20 | 277 |
|  |  | \% 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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 |  |  |  |  |  |
| :--- | :--- | :--- | ---: | ---: | ---: |

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

Phone Interviews Crosstab - Ethnicity


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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| Listed below are a number of [school] factors that may be important ... Annual standardized tests | Critical | Count | 7 | 26 | 40 | 17 | 7 | 9 | 106 |
|  |  | \% within povertygroup | 10.9\% | 8.2\% | 11.6\% | 9.7\% | 8.5\% | 11.5\% | 10.0\% |
|  | Very Important | Count | 10 | 47 | 70 | 33 | 22 | 18 | 200 |
|  |  | \% 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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


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

Phone Interviews Crosstab - Ethnicity


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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| Listed below are a number of [school] factors that may be important ... Control over student behavior | Critical | Count | 31 | 157 | 154 | 85 | 38 | 35 | 500 |
|  |  | \% within povertygroup | 48.4\% | 49.7\% | 45.0\% | 48.9\% | 46.3\% | 44.9\% | 47.3\% |
|  | Very Important | Count | 22 | 113 | 119 | 57 | 30 | 32 | 373 |
|  |  | \% 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 |  | 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 by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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


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

Phone Interviews Crosstab - Ethnicity


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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| Listed below are a number of [school] factors that may be important ... High school graduation rate | Critical | Count | 26 | 134 | 127 | 67 | 33 | 28 | 415 |
|  |  | \% within povertygroup | 40.0\% | 42.4\% | 36.7\% | 38.3\% | 40.7\% | 35.9\% | 39.1\% |
|  | 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)?


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

Phone Interviews Crosstab - Ethnicity


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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent | Total |
| Listed below are a number of [school] factors that may be important ... Scores for College Admissions tests (such as SAT or ACT) | Critical | Count <br> \% within povertygroup | 13.8\% $\begin{array}{r}9 \\ \hline\end{array}$ | $\begin{array}{r} 51 \\ 16.1 \% \end{array}$ | $\begin{array}{r} 68 \\ 19.7 \% \end{array}$ | $\begin{array}{r} 28 \\ 16.2 \% \end{array}$ | $\begin{array}{r} 21 \\ 25.6 \% \end{array}$ | $\begin{array}{r} 13 \\ 16.9 \% \end{array}$ | $\begin{array}{r} 190 \\ 17.9 \% \end{array}$ |
|  | Very Important | Count <br> \% within povertygroup | $\begin{array}{r} 25 \\ 38.5 \% \end{array}$ | $\begin{array}{r} 109 \\ 34.4 \% \end{array}$ | $\begin{array}{r} 121 \\ 35.1 \% \end{array}$ | $\begin{array}{r} 63 \\ 36.4 \% \end{array}$ | $\begin{array}{r} 30 \\ 36.6 \% \end{array}$ | $\begin{array}{r} 29 \\ 37.7 \% \end{array}$ | $\begin{array}{r} 377 \\ 35.6 \% \\ \hline \end{array}$ |
|  | 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\% |

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


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

Phone Interviews Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Listed below are a number of [school] factors that may be important ... Offering advanced coursework (such as Advanced Placement or International Baccalaureate) | Critical | Count <br> \% within ethnicity | $\begin{array}{r} 200 \\ 24.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 35 \\ 23.3 \% \end{array}$ | 28.6\% | $\begin{array}{r} 239 \\ 24.3 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within ethnicity | $\begin{array}{r} 323 \\ 39.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 60 \\ 40.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ 21.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 386 \\ 39.2 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within ethnicity | $\begin{array}{r} 250 \\ 30.5 \% \\ \hline \end{array}$ | 47 $31.3 \%$ | 28.6\% | $\begin{array}{r} 301 \\ 30.6 \% \\ \hline \end{array}$ |
|  | Not Very Important | Count <br> \% within ethnicity | $\begin{array}{r} 29 \\ 3.5 \% \end{array}$ | 6 $4.0 \%$ | $\begin{array}{r} 3 \\ 21.4 \% \end{array}$ | $\begin{array}{r} 38 \\ 3.9 \% \\ \hline \end{array}$ |
|  | Not at All Important | Count <br> \% within ethnicity | 8 $1.0 \%$ | 1 | . 0 | $\begin{array}{r}9 \\ .9 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | 11 $1.3 \%$ | $\begin{array}{r}1 \\ .7 \% \\ \hline\end{array}$ | 0 | $\begin{array}{r}12 \\ 1.2 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 821 \\ 100.0 \% \\ \hline \end{array}$ | 150 $100.0 \%$ | 14 $100.0 \%$ | $\begin{array}{r} 985 \\ 100.0 \% \\ \hline \end{array}$ |

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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent |  |
| Listed below are a number of [school] factors that may be important ... Offering advanced coursework (such as Advanced Placement or International Baccalaureate) | Critical | Count <br> \% within povertygroup | $\begin{array}{r} 14 \\ 21.5 \% \end{array}$ | $\begin{array}{r} 71 \\ 22.4 \% \end{array}$ | $\begin{array}{r} 80 \\ 23.1 \% \end{array}$ | $\begin{array}{r} 43 \\ 24.6 \% \end{array}$ | $\begin{array}{r} 19 \\ 23.5 \% \end{array}$ | $\begin{array}{r} 22 \\ 28.2 \% \end{array}$ | $\begin{array}{r} 249 \\ 23.4 \% \end{array}$ |
|  | Very Important | Count <br> \% within povertygroup | $\begin{array}{r} 27 \\ 41.5 \% \end{array}$ | $\begin{array}{r} 134 \\ 42.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 136 \\ 39.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 56 \\ 32.0 \% \end{array}$ | $\begin{array}{r} 30 \\ 37.0 \% \end{array}$ | $\begin{array}{r} 28 \\ 35.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 411 \\ 38.7 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within povertygroup | $\begin{array}{r} 22 \\ 33.8 \% \end{array}$ | $\begin{array}{r} 94 \\ 29.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 105 \\ 30.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 62 \\ 35.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ 32.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ 25.6 \% \\ \hline \end{array}$ |  |
|  | 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


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| 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 <br> \% within ethnicity | $\begin{array}{r} 114 \\ 14.0 \% \end{array}$ | $\begin{array}{r} 33 \\ 22.1 \% \end{array}$ | 7 ${ }^{1}$ | $\begin{array}{r} 148 \\ 15.1 \% \end{array}$ |
|  | Large Differences | Count <br> \% within ethnicity | $\begin{array}{r} 301 \\ 36.8 \% \end{array}$ | $\begin{array}{r} 64 \\ 43.0 \% \end{array}$ | $\begin{array}{r} 4 \\ 28.6 \% \end{array}$ | $\begin{array}{r} 369 \\ 37.7 \% \\ \hline \end{array}$ |
|  | Small Differences | Count <br> \% within ethnicity | 152 $18.6 \%$ | 16 $10.7 \%$ | 0 |  |
|  | No Differences | Count <br> \% within ethnicity | 88 $10.8 \%$ | 16 $10.7 \%$ | 35.7\% $\begin{array}{r}5 \\ \hline\end{array}$ | $\begin{array}{r} 109 \\ 11.1 \% \\ \hline \end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | $\begin{array}{r} 162 \\ 19.8 \% \end{array}$ | 20 $13.4 \%$ | 28.6\% 4 | $\begin{array}{r} 186 \\ 19.0 \% \end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 817 \\ 100.0 \% \end{array}$ |  | r $\begin{array}{r}14 \\ 100.0 \%\end{array}$ | $\begin{array}{r} 980 \\ 100.0 \% \\ \hline \end{array}$ |

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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | 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 <br> \% within povertygroup | 9.2\% | $\begin{array}{r} 55 \\ 17.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 46 \\ 13.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 23 \\ 13.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 15.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 20.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 157 \\ 15.2 \% \\ \hline \end{array}$ |
|  | Large Differences | Count <br> \% within povertygroup | $\begin{array}{r} 25 \\ 38.5 \% \end{array}$ | $\begin{array}{r} 132 \\ 42.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 112 \\ 33.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 68 \\ 39.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 25 \\ 32.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ 34.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 388 \\ 37.5 \% \\ \hline \end{array}$ |
|  | Small Differences | Count | 11 | 45 | 71 | 19 | 15 | 18 | 179 |
|  |  | \% within povertygroup | 16.9\% | 14.4\% | 21.2\% | 11.1\% | 19.7\% | 24.0\% | 17.3\% |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-Rural | Rural |  |
| How great are the differences in achievement between students from wealthy backgrounds vs. students from disadvantaged backgrounds across the state? | Very Large Differences | Count <br> \% within rural | $\begin{array}{r} 186 \\ 23.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 59 \\ 22.0 \% \end{array}$ | $\begin{array}{r} 245 \\ 22.7 \% \end{array}$ |
|  | Large Differences | Count <br> \% within rural | $\begin{array}{r} 351 \\ 43.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 107 \\ 39.9 \% \end{array}$ | $\begin{array}{r} 458 \\ 42.5 \% \\ \hline \end{array}$ |
|  | Small Differences | Count <br> \% within rural | $\begin{array}{r} 117 \\ 14.5 \% \end{array}$ | $\begin{array}{r} 50 \\ 18.7 \% \end{array}$ | $\begin{array}{r} 167 \\ 15.5 \% \end{array}$ |
|  | No Differences | Count <br> \% within rural | 71 $8.8 \%$ | $\begin{array}{r} 32 \\ 11.9 \% \end{array}$ | $\begin{array}{r} 103 \\ 9.6 \% \end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 84 \\ 10.4 \% \end{array}$ | $\begin{array}{r} 20 \\ 7.5 \% \end{array}$ | 104 $9.7 \%$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 809 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 268 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1077 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| How great are the differences in achievement between students from wealthy backgrounds vs. students from disadvantaged backgrounds across the state? | Very Large Differences | Count <br> \% within ethnicity | $\begin{array}{r} 166 \\ 20.4 \% \end{array}$ | 55 $37.2 \%$ | 1 | $\begin{array}{r} 222 \\ 22.7 \% \end{array}$ |
|  | Large Differences | Count <br> \% within ethnicity | $\begin{array}{r} 354 \\ 43.4 \% \end{array}$ | $\begin{array}{r} 55 \\ 37.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ 35.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 414 \\ 42.4 \% \end{array}$ |
|  | Small Differences | Count <br> \% within ethnicity | 133 $16.3 \%$ | 16 $\begin{array}{r}16 \\ 10.8 \%\end{array}$ | 21.4\% $\begin{array}{r}3 \\ \hline\end{array}$ | $\begin{array}{r} 152 \\ 15.6 \% \end{array}$ |
|  | No Differences | Count <br> \% within ethnicity | 78 $9.6 \%$ | 11 $7.4 \%$ | 28.6\% $\begin{array}{r}4 \\ \hline\end{array}$ | $\begin{array}{r}93 \\ 9.5 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | $\begin{array}{r} 84 \\ 10.3 \% \\ \hline \end{array}$ | 11 $7.4 \%$ | 1 $7.1 \%$ | $\begin{array}{r}96 \\ 9.8 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 815 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 148 \\ 100.0 \% \end{array}$ | 14 $100.0 \%$ | $\begin{array}{r} 977 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent | Total |
| How great are the differences in achievement between students from wealthy backgrounds vs. students from disadvantaged backgrounds across the state? | Very Large Differences | Count <br> \% within povertygroup | $\begin{array}{r} 16 \\ 25.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 59 \\ 18.8 \% \end{array}$ | $\begin{array}{r} 77 \\ 23.1 \% \end{array}$ | $\begin{array}{r} 43 \\ 25.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 23.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 25.7 \% \end{array}$ | $\begin{array}{r} 232 \\ 22.5 \% \\ \hline \end{array}$ |
|  | Large Differences | Count <br> \% within povertygroup | $\begin{array}{r} 27 \\ 42.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 150 \\ 47.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 131 \\ 39.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 66 \\ 38 \% \\ \hline \end{array}$ | $\begin{array}{r} 30 \\ 39.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 35 \\ 47.3 \% \\ \hline \end{array}$ | $\begin{array}{r}439 \\ 42.6 \% \\ \hline\end{array}$ |
|  | Small Differences | Count <br> \% within povertygroup | $\begin{array}{r} 10 \\ 15.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 49 \\ 15.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 53 \\ 15.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ \\ 15.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ 14.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ 14.9 \% \\ \hline \end{array}$ | $\begin{array}{r}161 \\ 15.6 \% \\ \hline\end{array}$ |
|  | 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


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Next, 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? | Very Large Differences | Count <br> \% within ethnicity | $\begin{array}{r} 155 \\ 19.0 \% \\ \hline \end{array}$ | 34 $22.8 \%$ | 21.4\% ${ }^{3}$ | $\begin{array}{r} 192 \\ 19.6 \% \end{array}$ |
|  | Large Differences | Count <br> \% within ethnicity | $\begin{array}{r} 318 \\ 39.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 54 \\ 36.2 \% \\ \hline \end{array}$ | 14.3\% ${ }^{2}$ | $\begin{array}{r} 374 \\ 38.2 \% \end{array}$ |
|  | Small Differences | Count <br> \% within ethnicity | $\begin{array}{r} 158 \\ 19.4 \% \\ \hline \end{array}$ | 31 $20.8 \%$ | 35.7\% $\begin{array}{r}5 \\ \hline\end{array}$ | $\begin{array}{r} 194 \\ 19.8 \% \end{array}$ |
|  | No Differences | Count <br> \% within ethnicity | 41 $5.0 \%$ | 8 $5.4 \%$ | 7.1\% | 50 $5.1 \%$ |
|  | Don't Know | Count <br> \% within ethnicity | $143$ <br> 17.5\% | 22 $14.8 \%$ | 21.4\% ${ }^{3}$ | $\begin{array}{r} 168 \\ 17.2 \% \\ \hline \end{array}$ |
| Total |  | Count <br> \% within ethnicity | 815 <br> 100.0\% | 149 $100.0 \%$ | rer $\begin{array}{r}14 \\ 100.0 \%\end{array}$ | $\begin{array}{r} 978 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent |  |
| Next, given what you know about public | Very Large Differences | Count <br> \% within povertygroup | $\begin{array}{r} 9 \\ 13.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 59 \\ 18.8 \% \end{array}$ | $\begin{array}{r} 64 \\ \\ 19.2 \% \end{array}$ | $\begin{array}{r} 31 \\ 18.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 14 \\ 18.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ 26.7 \% \end{array}$ | $\begin{array}{r} 197 \\ 19.1 \% \end{array}$ |
| elementary and high schools in the state, how great are the | Large Differences | Count <br> \% within povertygroup | $\begin{array}{r} 28 \\ 43.1 \% \end{array}$ | $\begin{array}{r} 128 \\ 40.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 129 \\ 38.6 \% \end{array}$ | $\begin{array}{r} 65 \\ 38.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ 34.7 \% \end{array}$ | $\begin{array}{r} 27 \\ \\ 36.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 403 \\ 39.1 \% \\ \hline \end{array}$ |
| differences in achievement between Native English | Small Differences | Count <br> \% within povertygroup | $\begin{array}{r} 16 \\ 24.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 53 \\ 16.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 72 \\ 21.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 37 \\ 21.8 \% \end{array}$ | $\begin{array}{r} 15 \\ 20.0 \% \\ \hline \end{array}$ | $\begin{array}{r}12 \\ 16.0 \% \\ \hline\end{array}$ | $\begin{array}{r}205 \\ 19.9 \% \\ \hline\end{array}$ |
| speaking students vs. students who have | No Differences | Count <br> \% within povertygroup | $\begin{gathered} 0 \\ .0 \% \end{gathered}$ | $\begin{array}{r} 18 \\ 5.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 4.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ 6.5 \% \end{array}$ | 5.3\% | 4 5.3\% | 53 $5.1 \%$ |
| English as a second language across the state? | Don't Know | Count <br> \% within povertygroup | $\begin{array}{r} 12 \\ 18.5 \% \end{array}$ | $\begin{array}{r} 55 \\ \\ 17.6 \% \end{array}$ | $\begin{array}{r} 53 \\ 15.9 \% \end{array}$ | $\begin{array}{r} 26 \\ 15.3 \% \end{array}$ | 16 | 12 $16.0 \%$ | $\begin{array}{r} 174 \\ \\ 16.9 \% \\ \hline \end{array}$ |
| Total |  | $\begin{aligned} & \text { Count } \\ & \text { \% within povertygroup } \\ & \hline \end{aligned}$ | $\begin{array}{r} 65 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 313 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 334 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 170 \\ \\ \hline 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 75 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 75 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1032 \\ 100.0 \% \\ \hline \end{array}$ |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to $5 \%$, 6 to $10 \%$, 11 to $15 \%$, 16 to $20 \%$, 21 to $25 \%$, >25\%] estimated by Zip code/US census 2000
Question:
Finally, how great are the differences in achievement between students with a disability vs. students without a disability across the state?


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

Phone Interviews Crosstab - Ethnicity


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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent | Total |
| Finally, how great are the differences in achievement between students with a disability vs. students without a disability across the state? | Very Large Differences | Count <br> \% within povertygroup | $\begin{array}{r} 9 \\ 14.1 \% \end{array}$ | $\begin{array}{r} 63 \\ 20.2 \% \end{array}$ | $\begin{array}{r} 66 \\ 19.8 \% \end{array}$ | $\begin{array}{r} 36 \\ 21.1 \% \end{array}$ | $\begin{array}{r} 13 \\ 17.1 \% \end{array}$ | $\begin{array}{r} 20 \\ 27.0 \% \end{array}$ | 207 $20.1 \%$ |
|  | Large Differences | Count | 22 | 103 |  | 65 |  |  | 359 |
|  |  | \% within povertygroup | 34.4\% | 33.0\% | 36.8\% | 38.0\% | 23.7\% | 37.8\% | 34.8\% |
|  | Small Differences | Count | 15 | 73 | 64 | 31 | 18 | 14 | 215 |
|  |  | \% 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| Overall, how concerned are you about these differences [among groups of students' achievement]? | Very Concerned | Count <br> \% within rural | $\begin{array}{r} 30 \\ 58.8 \% \end{array}$ | 66.7\% | $\begin{array}{r} 38 \\ 60.3 \% \end{array}$ |
|  | Somewhat Concerned | Count <br> \% within rural | $\begin{array}{r} 15 \\ 29.4 \% \end{array}$ | 25.0\% ${ }^{3}$ | $\begin{array}{r} 18 \\ 28.6 \% \end{array}$ |
|  | Little Concern | Count <br> \% within rural | 2 $3.9 \%$ | 8.3\% | $\begin{array}{r}3 \\ 4.8 \% \\ \hline\end{array}$ |
|  | No Concern | Count <br> \% within rural | 2 $3.9 \%$ | . 0 | 2 $3.2 \%$ |
|  | Don't Know | Count <br> \% within rural | 2 $3.9 \%$ | . 0 | $\begin{array}{r}2 \\ 3.2 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | 51 $100.0 \%$ | r $\begin{array}{r}12 \\ 100.0 \%\end{array}$ | 63 $100.0 \%$ |

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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Overall, how concerned are you about these differences [among groups of students' achievement]? | Very Concerned | Count <br> \% within ethnicity | 57.1\% | 5 $\begin{array}{r}5 \\ 71.4 \%\end{array}$ | 100.0\% | $\begin{array}{r} 34 \\ 59.6 \% \end{array}$ |
|  | Somewhat Concerned | Count <br> \% within ethnicity | $\begin{array}{r} 15 \\ 30.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ 14.3 \% \\ \hline \end{array}$ | 0 | $\begin{array}{r} 16 \\ 28.1 \% \end{array}$ |
|  | Little Concern | Count <br> \% within ethnicity | 3 $6.1 \%$ | 0 | . 0 | $\begin{array}{r}3 \\ 5.3 \% \\ \hline\end{array}$ |
|  | No Concern | Count <br> \% within ethnicity | 2.0\% | 14.3\% | . 0 | $\begin{array}{r}2 \\ 3.5 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | 2 | 0 | . 0 | 2 ${ }^{2}$ |
| Total |  | Count <br> \% within ethnicity | 49 $100.0 \%$ | 100.0\% $\begin{array}{r}7 \\ \hline\end{array}$ | 100.0\% | $\begin{array}{r} 57 \\ 100.0 \% \\ \hline \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| Overall, how concerned are you about these differences [among groups of students' achievement]? | Very Concerned | Count <br> \% within povertygroup | $\begin{array}{r} 9 \\ 64.3 \% \end{array}$ | $\begin{array}{r} 13 \\ 52.0 \% \end{array}$ | 63.6\% | 66.7\% | 100.0\% 4 | $\begin{array}{r} 35 \\ 61.4 \% \\ \hline \end{array}$ |
|  | Somewhat Concerned | Count | 4 | 10 | 2 | 0 | 0 | 16 |
|  |  | \% within povertygroup | 28.6\% | 40.0\% | 18.2\% | .0\% | .0\% | 28.1\% |
|  | Little Concern | Count |  | 1 |  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| Children entering first grade this fall will be graduating in the year 2020. What do you think is an acceptable graduation rate? | 70\% or below | Count <br> \% within rural | $\begin{array}{r} 60 \\ 7.6 \% \end{array}$ | $\begin{array}{r} 29 \\ 11.0 \% \end{array}$ | $\begin{array}{r} 89 \\ 8.5 \% \end{array}$ |
|  | 75\% | Count <br> \% within rural | $\begin{array}{r} 44 \\ 5.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 14 \\ 5.3 \% \\ \hline \end{array}$ | $\begin{array}{r}58 \\ 5.5 \% \\ \hline\end{array}$ |
|  | 80\% | Count \% within rural | $\begin{array}{r} 103 \\ 13.1 \% \end{array}$ | $\begin{array}{r} 50 \\ 18.9 \% \end{array}$ | $\begin{array}{r} 153 \\ 14.5 \% \\ \hline \end{array}$ |
|  | 85\% | Count <br> \% within rural | 159 $20.2 \%$ | 40 $15.2 \%$ | 199 $18.9 \%$ |
|  | 90\% | Count <br> \% within rural | $\begin{array}{r} 220 \\ 27.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 63 \\ 23.9 \% \end{array}$ | $\begin{array}{r} 283 \\ 26.9 \% \\ \hline \end{array}$ |
|  | 95\% | Count <br> \% within rural | $\begin{array}{r} 111 \\ 14.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 32 \\ 12.1 \% \\ \hline \end{array}$ | $\begin{array}{r}143 \\ 13.6 \% \\ \hline\end{array}$ |
|  | 100\% | Count <br> \% within rural | $\begin{array}{r} 92 \\ 11.7 \% \\ \hline \end{array}$ | 36 $13.6 \%$ | $\begin{array}{r}128 \\ 12.2 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 789 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 264 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 1053 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Children entering first grade this fall will be graduating in the year 2020. What do you think is an acceptable graduation rate? | 70\% or below | Count <br> \% within ethnicity | $\begin{array}{r} 55 \\ 6.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 11.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ 23.1 \% \end{array}$ | $\begin{array}{r}74 \\ 7.7 \% \\ \hline\end{array}$ |
|  | 75\% | Count <br> \% within ethnicity | 40 $5.0 \%$ | 14 $10.1 \%$ | 0 | $\begin{array}{r}54 \\ 5.6 \% \\ \hline\end{array}$ |
|  | 80\% | Count <br> \% within ethnicity | 118 $14.6 \%$ | 17 $12.3 \%$ | 2 | $\begin{array}{r} 137 \\ 14.3 \% \end{array}$ |
|  | 85\% | Count <br> \% within ethnicity | 151 $18.7 \%$ | 24 $17.4 \%$ | $\begin{array}{r}1 \\ 7.7 \% \\ \hline\end{array}$ | $\begin{array}{r}176 \\ 18.4 \% \\ \hline\end{array}$ |
|  | 90\% | Count <br> \% within ethnicity | 236 $29.3 \%$ | 27 $19.6 \%$ | 15.4\% | 265 $27.7 \%$ |
|  | 95\% | Count <br> \% within ethnicity | 107 $13.3 \%$ | 18 $13.0 \%$ | 1596 | 127 $13.3 \%$ |
|  | 100\% | Count <br> \% within ethnicity | 99 $12.3 \%$ | 22 $15.9 \%$ | $\begin{array}{r}3 \\ 23.1 \% \\ \hline\end{array}$ | $\begin{array}{r}124 \\ 13.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | 806 $100.0 \%$ | 138 $100.0 \%$ | 13 $100.0 \%$ | 957 $100.0 \%$ |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent |  |
| Children entering first grade this fall will be graduating in the year 2020. What do you think is an acceptable graduation rate? | 70\% or below | Count <br> \% within povertygroup | $\begin{array}{r} 2 \\ 3.1 \% \end{array}$ | $\begin{array}{r} 24 \\ 7.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 8.3 \% \end{array}$ | $\begin{array}{r} 18 \\ 10.7 \% \\ \hline \end{array}$ | 12.7\% $\begin{array}{r}9 \\ \hline\end{array}$ | $\begin{array}{r} 6 \\ 8.5 \% \end{array}$ | $\begin{array}{r} 86 \\ 8.5 \% \end{array}$ |
|  | 75\% | Count <br> \% within povertygroup | $\begin{array}{r} 1 \\ 1.6 \% \end{array}$ | $\begin{array}{r} 14 \\ 4.5 \% \end{array}$ | $\begin{array}{r} 25 \\ 7.7 \% \\ \hline \end{array}$ | 8 $4.8 \%$ | 4 $\begin{array}{r}4 \\ 5.6 \% \\ \hline\end{array}$ | 4 $5.6 \%$ | $\begin{array}{r}56 \\ 5.6 \% \\ \hline\end{array}$ |
|  | 80\% | Count <br> \% within povertygroup | $\begin{array}{r} 8 \\ 12.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 36 \\ 11.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 56 \\ 17.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 16.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 16.9 \% \end{array}$ | $\begin{array}{r} 13 \\ 18.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 152 \\ 15.1 \% \end{array}$ |
|  | 85\% | Count <br> \% within povertygroup | $\begin{array}{r} 14 \\ 21.9 \% \end{array}$ | $\begin{array}{r} 61 \\ 19.7 \% \end{array}$ | $\begin{array}{r} 64 \\ 19.6 \% \end{array}$ | $\begin{array}{r} 25 \\ 14.9 \% \end{array}$ | $\begin{array}{r} 11 \\ 15.5 \% \end{array}$ | $\begin{array}{r} 12 \\ 16.9 \% \end{array}$ | $\begin{array}{r} 187 \\ 18.5 \% \end{array}$ |
|  | 90\% | Count <br> \% within povertygroup | $\begin{array}{r} 25 \\ 39.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 87 \\ 28.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 80 \\ 24.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 42 \\ \\ 25.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 25.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 25.4 \% \end{array}$ | $\begin{array}{r} 270 \\ 26.8 \% \\ \hline \end{array}$ |
|  | 95\% | Count <br> \% within povertygroup | $\begin{array}{r} 12 \\ 18.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 49 \\ 15.9 \% \end{array}$ | $\begin{array}{r} 35 \\ 10.7 \% \end{array}$ | $\begin{array}{r} 21 \\ 12.5 \% \end{array}$ | $\begin{array}{r} 8 \\ 11.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ 11.3 \% \end{array}$ | $\begin{array}{r}133 \\ 13.2 \% \\ \hline\end{array}$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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?



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

Phone Interviews Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Kentucky has set a goal to be in the top 20 of states in on-time high graduation rate by 2020. Do you think South Carolina can accomplish this? | Certainly Can | Count <br> \% within ethnicity | $\begin{array}{r} 18 \\ 36.7 \% \end{array}$ | 4 $57.1 \%$ | 100.0\% | $\begin{array}{r} 23 \\ 40.4 \% \end{array}$ |
|  | Maybe Can | Count <br> \% within ethnicity | $\begin{array}{r} 24 \\ 49.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ 28.6 \% \end{array}$ | 0 | $\begin{array}{r} 26 \\ 45.6 \% \end{array}$ |
|  | Probably Can't | Count <br> \% within ethnicity | 14.3\% | 0 | 0 | 7 $12.3 \%$ |
|  | Certainly Can't | Count <br> \% within ethnicity | . 0 | 14.3\% | . 0 | 1 $1.8 \%$ |
| Total |  | Count <br> \% within ethnicity | 49 $100.0 \%$ | 100.0\% ${ }^{7}$ | 100.0\% | $\begin{array}{r} 57 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent |  |
| Kentucky has set a goal to be in the top 20 of states in on- | Certainly Can | Count <br> \% within povertygroup | $\begin{array}{r} 5 \\ 35.7 \% \end{array}$ | $\begin{array}{r} 11 \\ 44.0 \% \end{array}$ | $\begin{array}{r} 3 \\ 27.3 \% \end{array}$ | $\begin{array}{r} 1 \\ 33.3 \% \end{array}$ | $\begin{array}{r} 2 \\ 50.0 \% \end{array}$ | $\begin{array}{r} 22 \\ 38.6 \% \end{array}$ |
| time high graduation rate by 2020. Do you think South Carolina can accomplish this? | Maybe Can | Count <br> \% within povertygroup | $\begin{array}{r} 5 \\ 35.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ 44.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ 72.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ 66.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ 25.0 \% \end{array}$ | $\begin{array}{r} 27 \\ 47.4 \% \\ \hline \end{array}$ |
|  | Probably Can't | Count <br> \% within povertygroup | $\begin{array}{r} 4 \\ 28.6 \% \end{array}$ | 8.0\% | . 0 | . 0 | $\begin{array}{r} 1 \\ 25.0 \% \end{array}$ | $\begin{array}{r} 7 \\ 12.3 \% \end{array}$ |
|  | Certainly Can't | Count <br> \% within povertygroup | $\begin{array}{r} 0 \\ .0 \% \end{array}$ | $\begin{array}{r} 1 \\ 4.0 \% \end{array}$ | . 0 | . 0 | $\begin{array}{r}0 \\ .0 \%\end{array}$ | 1 $1.8 \%$ |
| Total |  | Count <br> \% within povertygroup | 14 $\begin{array}{r}14 \\ 100.0 \%\end{array}$ | 100.0\% 25 | 100.0\% | $\begin{array}{r} 3 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 57 \\ 100.0 \% \end{array}$ |

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


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


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

|  |  |  | povertygroup |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent |  |
| Along with educating individual students, schools also serve. As a source of community pride | Critical | Count \% within povertygroup | 12.3\% | $\begin{array}{r} 51 \\ 16.3 \% \end{array}$ | $\begin{array}{r} 49 \\ \\ 14.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 33 \\ 19.2 \% \end{array}$ | $\begin{array}{r} 13 \\ 16.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 20.0 \% \\ \hline \end{array}$ | $\begin{array}{r}169 \\ 16.3 \% \\ \hline\end{array}$ |
|  | Very Important | Count | 32 | 144 | 137 | 66 | 32 | 31 | 442 |
|  |  | \% 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 |  |  |  |  |  |  |
| :--- | :--- | :--- | ---: | ---: | ---: | :---: |

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

Phone Interviews Crosstab - Ethnicity


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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent |  |
| Along with educating individual students, schools also serve... As a place for community members to meet | Critical | Count | 3 | 20 | 26 | 13 | 6 | 6 | 74 |
|  |  | \% within povertygroup | 4.6\% | 6.4\% | 7.7\% | 7.6\% | 7.8\% | 8.0\% | 7.1\% |
|  | Very Important | Count | 19 | 77 | 91 | 32 | 26 | 24 | 269 |
|  |  | \% 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| Along with educating individual students, schools also serve... As a location for recreational activities | Critical | Count <br> \% within rural | $\begin{array}{r} 81 \\ 10.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 31 \\ 11.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 112 \\ 10.4 \% \\ \hline \end{array}$ |
|  | Very Important | Count <br> \% within rural | $\begin{array}{r} 228 \\ 28.1 \% \end{array}$ | $\begin{array}{r} 87 \\ 32.2 \% \end{array}$ | $\begin{array}{r} 315 \\ 29.1 \% \\ \hline \end{array}$ |
|  | Important | Count <br> \% within rural | 333 $41.0 \%$ | 112 $41.5 \%$ | 445 $41.1 \%$ |
|  | Not Very Important | Count \% within rural | 119 $14.7 \%$ | 26 $9.6 \%$ | $\begin{array}{r}145 \\ 13.4 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within rural | 31 $3.8 \%$ | 8 $3.0 \%$ | $\begin{array}{r}39 \\ 3.6 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 20 $2.5 \%$ | 6 $2.2 \%$ | $\begin{array}{r}26 \\ 2.4 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 812 \\ 100.0 \% \end{array}$ | 270 $100.0 \%$ | 1082 $100.0 \%$ |

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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Along with educating individual students, schools also serve... As a location for recreational activities | Critical | Count <br> \% within ethnicity | $\begin{array}{r} 84 \\ 10.2 \% \end{array}$ | 17 $11.5 \%$ | 1 | $\begin{array}{r} 102 \\ 10.4 \% \end{array}$ |
|  | Very Important | Count <br> \% within ethnicity | $\begin{array}{r} 228 \\ 27.8 \% \end{array}$ | $\begin{array}{r} 54 \\ 36.5 \% \end{array}$ | 7 $\begin{array}{r}1 \\ 7.1 \%\end{array}$ | $\begin{array}{r} 283 \\ 28.8 \% \end{array}$ |
|  | Important | Count <br> \% within ethnicity | $348$ <br> 42.4\% | $\begin{array}{r} 58 \\ 39.2 \% \\ \hline \end{array}$ | 42.9\% $\begin{array}{r}6 \\ \hline\end{array}$ | $\begin{array}{r} 412 \\ 41.9 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within ethnicity | 113 $13.8 \%$ | 13 $8.8 \%$ | 21.4\% $\begin{array}{r}3 \\ \hline\end{array}$ | $\begin{array}{r} 129 \\ 13.1 \% \\ \hline \end{array}$ |
|  | Not at All Important | Count <br> \% within ethnicity | $\begin{array}{r} 32 \\ 3.9 \% \\ \hline \end{array}$ | 2 | 21.4\% ${ }^{3}$ | $\begin{array}{r}37 \\ 3.8 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | 16 $1.9 \%$ | $\begin{array}{r}4 \\ 2.7 \% \\ \hline\end{array}$ | 0 | $\begin{array}{r}20 \\ 2.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 821 \\ 100.0 \% \end{array}$ | $148$ <br> 100.0\% | 14 $100.0 \%$ | 983 <br> 100.0\% |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent | Total |
| Along with educating individual students, schools also serve... As a location for recreational activities | Critical | Count <br> \% within povertygroup | $\begin{array}{r} 5 \\ 7.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 36 \\ \\ \hline 11.5 \% \end{array}$ | $\begin{array}{r} 27 \\ 8.0 \% \end{array}$ | $\begin{array}{r} 18 \\ 10.5 \% \end{array}$ | $\begin{array}{r} 11 \\ 14.3 \% \end{array}$ | 9.5\% ${ }^{7}$ | 104 $10.0 \%$ |
|  | Very Important | Count <br> \% within povertygroup | $\begin{array}{r} 17 \\ 26.2 \% \end{array}$ | $\begin{array}{r} 88 \\ 28.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 104 \\ 31.0 \% \end{array}$ | $\begin{array}{r} 49 \\ 28.5 \% \end{array}$ | $\begin{array}{r} 21 \\ 27.3 \% \end{array}$ | 23 $31.1 \%$ | $\begin{array}{r}302 \\ 29.2 \% \\ \hline\end{array}$ |
|  | Important | Count <br> \% within povertygroup | $\begin{array}{r} 30 \\ 46.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 121 \\ 38.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 140 \\ 41.7 \% \end{array}$ | $\begin{array}{r} 75 \\ 43.6 \% \end{array}$ | $\begin{array}{r} 36 \\ 46.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 30 \\ 40.5 \% \end{array}$ | $\begin{array}{r}432 \\ 41.7 \% \\ \hline\end{array}$ |
|  | 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 |  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-Rural | Rural |  |
| Along with educating individual students, schools also serve... As a symbol of community values | Critical | Count <br> \% within rural | $\begin{array}{r} \hline 127 \\ 15.7 \% \end{array}$ | $\begin{array}{r} 55 \\ 20.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 182 \\ 16.9 \% \end{array}$ |
|  | Very Important | Count <br> \% within rural | $\begin{array}{r} 303 \\ 37.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 102 \\ 37.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 405 \\ 37.5 \% \end{array}$ |
|  | Important | Count <br> \% within rural | $\begin{array}{r} 287 \\ 35.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 92 \\ 33.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 379 \\ 35.1 \% \end{array}$ |
|  | Not Very Important | Count <br> \% within rural | 46 $5.7 \%$ | 9 $3.3 \%$ | $\begin{array}{r}55 \\ 5.1 \% \\ \hline\end{array}$ |
|  | Not at All Important | Count <br> \% within rural | 24 $3.0 \%$ | 5 $1.8 \%$ | $\begin{array}{r}29 \\ 2.7 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 22 $2.7 \%$ | 8 $3.0 \%$ | $\begin{array}{r}30 \\ 2.8 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 809 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 271 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 1080 \\ 100.0 \% \\ \hline \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity


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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent |  |
| Along with educating individual students, schools also serve... As a symbol of community values | Critical | Count | 9 | 55 | 51 | 32 | 15 | 13 | 175 |
|  |  | \% within povertygroup | 13.8\% | 17.6\% | 15.3\% | 18.7\% | 19.5\% | 17.3\% | 16.9\% |
|  | Very Important | Count | 26 | 127 | 113 | 65 | 26 | 36 | 393 |
|  |  | \% 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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


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

Phone Interviews Crosstab - Ethnicity


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

Phone Interviews Crosstab - Poverty Level


Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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


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

Phone Interviews Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who do not perform at grade level? | $0 \%$ - all shou grade level | Count <br> \% within ethnicity | $\begin{array}{r} 151 \\ 18.3 \% \end{array}$ | $\begin{array}{r} 31 \\ 20.8 \% \end{array}$ | 14.3\% ${ }^{2}$ | $\begin{array}{r} 184 \\ 18.7 \% \end{array}$ |
|  | under 10\% | Count <br> \% within ethnicity |  | $\begin{array}{r} 56 \\ 37.6 \% \\ \hline \end{array}$ | 50.0\% | $\begin{array}{r} 416 \\ 42.2 \% \end{array}$ |
|  | 10\%-25\% | Count <br> \% within ethnicity | 191 <br> 23.2\% | 23 $15.4 \%$ | 28.6\% | $\begin{array}{r} 218 \\ 22.1 \% \end{array}$ |
|  | 26\%-50\% | Count <br> \% within ethnicity | $\begin{array}{r} 28 \\ 3.4 \% \\ \hline \end{array}$ | 17 $11.4 \%$ | . 0 | $\begin{array}{r}45 \\ 4.6 \% \\ \hline\end{array}$ |
|  | over 50\% | Count <br> \% within ethnicity | 27 $3.3 \%$ | 11 $7.4 \%$ | 7.1\% | $\begin{array}{r}39 \\ 4.0 \% \\ \hline\end{array}$ |
|  | Don't know | Count <br> \% within ethnicity | $\begin{array}{r} 73 \\ 8.9 \% \\ \hline \end{array}$ | 11 $7.4 \%$ | . 0 | $\begin{array}{r}84 \\ 8.5 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 823 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 149 \\ 100.0 \% \end{array}$ | 14 $100.0 \%$ | $\begin{array}{r} 986 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Poverty Level

Responses by

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

Question:
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?


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who do not improve their performance from one year to the next? | 0\% - all shou grade level | Count <br> \% within ethnicity | $\begin{array}{r} 188 \\ 22.8 \% \end{array}$ | $\begin{array}{r} 31 \\ 20.8 \% \end{array}$ | 7.1\% | $\begin{array}{r} 220 \\ 22.3 \% \end{array}$ |
|  | under 10\% | Count <br> \% within ethnicity | $\begin{array}{r} 319 \\ 38.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 50 \\ 33.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ 42.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 375 \\ 38.0 \% \end{array}$ |
|  | 10\%-25\% | Count <br> \% within ethnicity | $\begin{array}{r} 188 \\ 22.8 \% \end{array}$ | 24 $16.1 \%$ | 14.3\% ${ }^{2}$ | $\begin{array}{r} 214 \\ 21.7 \% \end{array}$ |
|  | 26\%-50\% | Count <br> \% within ethnicity | 36 $4.4 \%$ | 17 $11.4 \%$ | 21.4\% | $\begin{array}{r}56 \\ 5.7 \% \\ \hline\end{array}$ |
|  | over 50\% | Count <br> \% within ethnicity | 20 $2.4 \%$ | 12 $8.1 \%$ | 1 $7.1 \%$ | $\begin{array}{r}33 \\ 3.3 \% \\ \hline\end{array}$ |
|  | Don't know | Count <br> \% within ethnicity | 72 $8.7 \%$ | $\begin{array}{r}15 \\ 10.1 \% \\ \hline\end{array}$ | 7.1\% | $\begin{array}{r}88 \\ 8.9 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 823 \\ 100.0 \% \\ \hline \end{array}$ | 149 $100.0 \%$ | 14 $100.0 \%$ | $\begin{array}{r} 986 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Poverty Level


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

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

Phone Interviews Crosstab - Community Type


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

Phone Interviews Crosstab - Ethnicity


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


Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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


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

Phone Interviews Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... The school climate promotes academic achievement | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 203 \\ 33.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 28 \\ 25.2 \% \end{array}$ | 50.0\% | $\begin{array}{r} 235 \\ 32.5 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 333 \\ 55.1 \% \end{array}$ | $\begin{array}{r} 74 \\ 66.7 \% \end{array}$ | $\begin{array}{r} 3 \\ 37.5 \% \\ \hline \end{array}$ | $\begin{array}{r}410 \\ 56.7 \% \\ \hline\end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 58 \\ 9.6 \% \end{array}$ | 8 $7.2 \%$ | 12.5\% | $\begin{array}{r}67 \\ 9.3 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | 10 $1.7 \%$ | 1 | . 0 | $\begin{array}{r}11 \\ 1.5 \% \\ \hline\end{array}$ |
| Total |  | Count | 604 | 111 | 8 | 723 |
|  |  | \% within ethnicity | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 <br> percent | $21 \text { to } 25$ <br> percent | more than 25 percent | Total |
| Now, think about the school your oldest child attends... The school climate promotes academic achievement | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 11 \\ 22.0 \% \end{array}$ | $\begin{array}{r} 93 \\ 40.4 \% \end{array}$ | $\begin{array}{r} 73 \\ 29.6 \% \\ \hline \end{array}$ | 35 $27.8 \%$ | 19 $35.2 \%$ | $\begin{array}{r} 11 \\ 22.9 \% \end{array}$ | $\begin{array}{r} 242 \\ 32.1 \% \end{array}$ |
|  | Agree | Count | 30 |  |  | 79 | 29 | 28 | 431 |
|  |  | \% 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\% |

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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| Now, think about the school your oldest child attends... When someone at the school does a good job it is properly recognized. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 123 \\ 21.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 31 \\ 16.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 154 \\ 19.9 \% \\ \hline \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 368 \\ 62.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 131 \\ 70.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 499 \\ 64.6 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r}84 \\ 14.3 \% \\ \hline\end{array}$ | $\begin{array}{r} 22 \\ 11.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 106 \\ 13.7 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | 12 $2.0 \%$ | 1 | $\begin{array}{r}13 \\ 1.7 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 587 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 185 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 772 \\ 100.0 \% \\ \hline \end{array}$ |

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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... <br> When someone at the school does a good job it is properly recognized. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 126 \\ 21.2 \% \end{array}$ | $\begin{array}{r} 13 \\ 11.9 \% \end{array}$ | 62.5\% | $\begin{array}{r} 144 \\ 20.2 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 379 \\ 63.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 78 \\ 71.6 \% \end{array}$ | $\begin{array}{r} 1 \\ 12.5 \% \end{array}$ | $\begin{array}{r} 458 \\ 64.3 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | 82 $13.8 \%$ | 15 $13.8 \%$ | 25.0\% | $\begin{array}{r} 99 \\ 13.9 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | 8 $1.3 \%$ | 3 $2.8 \%$ | . 0 | $\begin{array}{r}11 \\ 1.5 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 595 \\ 100.0 \% \end{array}$ | 109 $100.0 \%$ | (r $\begin{array}{r}8 \\ 100.0 \%\end{array}$ | $712$ <br> 100.0\% |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 <br> percent | $21 \text { to } 25$ <br> percent | more than 25 percent | Total |
| Now, think about the school your oldest child attends... When someone at the school does a good job it is properly recognized. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 12 \\ 23.5 \% \end{array}$ | $\begin{array}{r} 51 \\ 22.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 49 \\ 20.2 \% \end{array}$ | 20 $16.3 \%$ | 11 $20.4 \%$ | 16.7\% $\begin{array}{r}8 \\ \hline\end{array}$ | $\begin{array}{r} 151 \\ 20.3 \% \\ \hline \end{array}$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 30 \\ 58.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 148 \\ 65.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 153 \\ 63.2 \% \end{array}$ | $\begin{array}{r} 82 \\ 66.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 36 \\ 66.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 30 \\ 62.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 479 \\ 64.4 \% \\ \hline \end{array}$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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.


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Now, think about the school your oldest child attends... <br> Teachers have the preparation needed for the subject they are teaching. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 109 \\ 18.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 10.8 \% \end{array}$ | 3 $37.5 \%$ | $\begin{array}{r} 124 \\ 17.6 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 369 \\ 63.2 \% \end{array}$ | $\begin{array}{r} 76 \\ 68.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ 50.0 \% \end{array}$ | $\begin{array}{r} 449 \\ 63.9 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | 95 $16.3 \%$ | 21 $18.9 \%$ | 12.5\% | $\begin{array}{r} 117 \\ 16.6 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | 11 $1.9 \%$ | 1.8\% | 0 | $\begin{array}{r}13 \\ 1.8 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 584 \\ 100.0 \% \end{array}$ | 111 $100.0 \%$ | 100.0\% | $\begin{array}{r} 703 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| Now, think about the school your oldest child attends... Teachers have the preparation needed for the subject they are teaching. | Strongly Agree | Count <br> \% within povertygroup | 13.7\% $\begin{array}{r}7 \\ \hline\end{array}$ | $\begin{array}{r} 49 \\ 22.1 \% \end{array}$ | $\begin{array}{r} 43 \\ 17.9 \% \end{array}$ | 12.2\% | 10 $19.2 \%$ | 7 $14.9 \%$ | $\begin{array}{r} 131 \\ 17.8 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 37 \\ 72.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 139 \\ 62.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 155 \\ 64.6 \% \end{array}$ | $\begin{array}{r} 81 \\ 65.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 30 \\ 57.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 24 \\ 51.1 \% \end{array}$ | $\begin{array}{r} 466 \\ 63.4 \% \end{array}$ |
|  | 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\% |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| Students have the preparation needed for the subject they are learning. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 84 \\ 14.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 12.3 \% \end{array}$ | $\begin{array}{r} 106 \\ 13.9 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 375 \\ 64.2 \% \end{array}$ | $\begin{array}{r} 115 \\ 64.2 \% \end{array}$ | $\begin{array}{r} 490 \\ 64.2 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 112 \\ 19.2 \% \\ \hline \end{array}$ | 40 <br> 22.3\% | $\begin{array}{r} 152 \\ 19.9 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | $\begin{array}{r} 13 \\ 2.2 \% \\ \hline \end{array}$ | 2 | $\begin{array}{r} 15 \\ 2.0 \% \\ \hline \end{array}$ |
| Total |  | Count <br> \% within rural |  | $\begin{array}{r} 179 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 763 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Students have the preparation needed for the subject they are learning. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 84 \\ 14.3 \% \end{array}$ | $\begin{array}{r} 11 \\ 10.2 \% \end{array}$ | 12.5\% | $\begin{array}{r} 96 \\ 13.6 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 377 \\ 64.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 70 \\ 64.8 \% \\ \hline \end{array}$ | 75.0\% $\begin{array}{r}6 \\ \hline\end{array}$ | $\begin{array}{r} 453 \\ 64.3 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | 115 <br> 19.6\% | $\begin{array}{r}25 \\ 23.1 \% \\ \hline\end{array}$ | 12.5\% | $\begin{array}{r} 141 \\ 20.0 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | 12 $2.0 \%$ | 2 | . 0 | $\begin{array}{r}14 \\ 2.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 588 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 108 \\ 100.0 \% \end{array}$ | (r $\begin{array}{r}8 \\ 100.0 \%\end{array}$ | $\begin{array}{r} 704 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $21 \text { to } 25$ <br> percent | more than 25 percent | Total |
| Students have the preparation needed for the subject they are learning. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 8 \\ 16.7 \% \end{array}$ | $\begin{array}{r} 36 \\ 16.1 \% \end{array}$ | $\begin{array}{r} 33 \\ 13.6 \% \\ \hline \end{array}$ | 11 $9.1 \%$ | 9 $17.0 \%$ | 15.2\% ${ }^{7}$ | $\begin{array}{r} 104 \\ 14.1 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 34 \\ 70.8 \% \end{array}$ | $\begin{array}{r} 146 \\ 65.2 \% \end{array}$ | $\begin{array}{r} 155 \\ 63.8 \% \end{array}$ | $\begin{array}{r} 80 \\ 66.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 34 \\ 64.2 \% \end{array}$ | $\begin{array}{r} 23 \\ 50.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 472 \\ 64.2 \% \\ \hline \end{array}$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| Student behavior is a barrier to learning. | Strongly Agree | Count | 164 | 54 | 218 |
|  |  | \% 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 by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [ 0 to $5 \%$, 6 to $10 \%$, 11 to $15 \%$, 16 to $20 \%$, 21 to $25 \%$, >25\%] estimated by Zip code/US census 2000

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Student behavior is a barrier to learning. | Strongly Agree | Count <br> \% within ethnicity | $171$ <br> 28.5\% | $\begin{array}{r} 25 \\ 22.3 \% \end{array}$ | 37.5\% |  |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 270 \\ 45.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 65 \\ 58.0 \% \\ \hline \end{array}$ | 25.0\% ${ }^{2}$ | $\begin{array}{r} 337 \\ 46.9 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r}124 \\ 20.7 \% \\ \hline\end{array}$ | 21 $18.8 \%$ | 25.0\% ${ }^{2}$ | $\begin{array}{r} 147 \\ 20.4 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 34 \\ 5.7 \% \\ \hline \end{array}$ | 1 $.9 \%$ | 12.5\% | $\begin{array}{r}36 \\ 5.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 599 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 112 \\ 100.0 \% \end{array}$ | 100.0\% | 719 <br> 100.0\% |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent |  |
| Student behavior is a barrier to learning. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 7 \\ 13.7 \% \end{array}$ | $\begin{array}{r} 63 \\ 27.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 70 \\ 28.7 \% \end{array}$ | $\begin{array}{r} 44 \\ 35.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 14 \\ 26.4 \% \end{array}$ | $\begin{array}{r} 14 \\ 29.2 \% \end{array}$ | $\begin{array}{r} 212 \\ 28.3 \% \\ \hline \end{array}$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 27 \\ 52.9 \% \end{array}$ | $\begin{array}{r} 107 \\ 46.7 \% \end{array}$ | $\begin{array}{r} 108 \\ 44.3 \% \end{array}$ | $\begin{array}{r} 52 \\ 41.6 \% \end{array}$ | $\begin{array}{r} 27 \\ 50.9 \% \end{array}$ | $\begin{array}{r} 23 \\ 47.9 \% \end{array}$ | $\begin{array}{r} 344 \\ 45.9 \% \end{array}$ |
|  | Disagree | Count <br> \% within povertygroup | 14 <br> 27.5\% | $\begin{array}{r} 49 \\ 21.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 53 \\ 21.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 21.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ 15.1 \% \\ \hline \end{array}$ | 16.7\% | $\begin{array}{r}159 \\ 21.2 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygroup | $\begin{array}{r} 3 \\ \\ 5.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ 4.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 13 \\ 5.3 \% \\ \hline \end{array}$ | 1.6\% | $\begin{array}{r} 4 \\ 7.5 \% \\ \hline \end{array}$ | 3 $6.3 \%$ | $\begin{array}{r}35 \\ 4.7 \% \\ \hline\end{array}$ |
| 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Parents and families do not provide support at home for academic achievement. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 60 \\ 10.2 \% \end{array}$ | 7 $\begin{array}{r}7 \\ 6.4 \%\end{array}$ | 14.3\% | 68 $9.7 \%$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 215 \\ 36.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 35 \\ 32.1 \% \\ \hline \end{array}$ | 85.7\% $\begin{array}{r}6 \\ \hline\end{array}$ | $\begin{array}{r} 256 \\ 36.4 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | 249 $42.3 \%$ | 62 $56.9 \%$ | . 0 | $\begin{array}{r} 311 \\ 44.2 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r}64 \\ 10.9 \% \\ \hline\end{array}$ | 5 | . 0 | $\begin{array}{r}69 \\ 9.8 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 588 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 109 \\ 100.0 \% \end{array}$ | 100.0\% $\begin{array}{r}7 \\ \hline\end{array}$ | $\begin{array}{r} 704 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \end{aligned}$ | more than 25 <br> percent |  |
| Parents and families do not provide support at home for academic achievement. | Strongly Agree | Count <br> \% within povertygroup | . 0 | $\begin{array}{r} 22 \\ 9.8 \% \end{array}$ | 28 $11.8 \%$ | 9 $7.4 \%$ | $\begin{array}{r} 3 \\ 5.7 \% \end{array}$ | $\begin{array}{r} 6 \\ 12.8 \% \end{array}$ | 68 $9.3 \%$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 19 \\ 38.0 \% \end{array}$ | $\begin{array}{r} 73 \\ 32.4 \% \end{array}$ | $\begin{array}{r} 86 \\ 36.1 \% \end{array}$ | $\begin{array}{r} 52 \\ 42.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 28.3 \% \end{array}$ | $\begin{array}{r} 20 \\ 42.6 \% \end{array}$ | $\begin{array}{r}265 \\ 36.1 \% \\ \hline\end{array}$ |
|  | Disagree | Count <br> \% within povertygroup | $\begin{array}{r} 25 \\ 50.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 103 \\ 45.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 104 \\ 43.7 \% \end{array}$ | $\begin{array}{r} 51 \\ 41.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 28 \\ 52.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 38.3 \% \\ \hline \end{array}$ | $\begin{array}{r}329 \\ 44.8 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygroup | $\begin{array}{r} 6 \\ 12.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 12.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ 8.4 \% \\ \hline \end{array}$ | 10 $8.2 \%$ | $\begin{array}{r} 7 \\ 13.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ 6.4 \% \\ \hline \end{array}$ | $\begin{array}{r}73 \\ 9.9 \% \\ \hline\end{array}$ |
| 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\% |

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

Phone Interviews Crosstab - Community Type


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| The community environment does not support academic achievement. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 26 \\ 4.4 \% \end{array}$ | 5 | 14.3\% | 32 $4.5 \%$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 148 \\ 25.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 37 \\ 33.3 \% \\ \hline \end{array}$ | 28.6\% ${ }^{2}$ | $\begin{array}{r} 187 \\ 26.4 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r}353 \\ 59.8 \% \\ \hline\end{array}$ | 65 | 42.9\% | $\begin{array}{r} 421 \\ 59.5 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity |  | 4 $3.6 \%$ | 14.3\% | $\begin{array}{r}68 \\ 9.6 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 590 \\ 100.0 \% \end{array}$ | 111 $100.0 \%$ | 100.0\% | $\begin{array}{r} 708 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $21 \text { to } 25$ <br> percent | more than 25 percent |  |
| The community environment does not support academic achievement. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 1 \\ 2.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ 3.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 17 \\ 7.1 \% \end{array}$ | $\begin{array}{r} 3 \\ 2.5 \% \end{array}$ | 0 $.0 \%$ | $\begin{array}{r} 2 \\ 4.2 \% \end{array}$ | $\begin{array}{r} 30 \\ 4.1 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 9 \\ 18.4 \% \end{array}$ | $\begin{array}{r} 43 \\ 18.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 63 \\ 26.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 38 \\ 31.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 29.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 37.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 186 \\ 25.2 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygroup | $\begin{array}{r} 31 \\ 63.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 148 \\ 64.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 141 \\ 58.8 \% \\ \hline \end{array}$ | $\begin{array}{r}74 \\ 60.7 \% \\ \hline\end{array}$ | $\begin{array}{r} 30 \\ 58.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 24 \\ 50.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 448 \\ 60.7 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygroup | $\begin{array}{r} 8 \\ 16.3 \% \end{array}$ | $\begin{array}{r} 30 \\ 13.2 \% \end{array}$ | $\begin{array}{r} 19 \\ 7.9 \% \\ \hline \end{array}$ | 7 $5.7 \%$ | 11.8\% $\begin{array}{r}6 \\ \hline\end{array}$ | 4 $8.3 \%$ | $\begin{array}{r}74 \\ 10.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within povertygroup | $\begin{array}{r} 49 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 228 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 240 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 122 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 51 \\ 100.0 \% \end{array}$ | 48 $100.0 \%$ | $\begin{array}{r} 738 \\ 100.0 \% \end{array}$ |

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

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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| The school lacks the books, equipment and other instructional material needed in the classroom. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 40 \\ 6.9 \% \end{array}$ | $\begin{array}{r} 16 \\ 8.7 \% \end{array}$ | 56 $7.3 \%$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 138 \\ 23.7 \% \end{array}$ | $\begin{array}{r} 62 \\ 33.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 200 \\ 26.1 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 325 \\ 55.7 \% \end{array}$ | $\begin{array}{r} 98 \\ 53.3 \% \\ \hline \end{array}$ | $\begin{array}{r}423 \\ 55.1 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | 80 $13.7 \%$ | 8 $4.3 \%$ | $\begin{array}{r}88 \\ 11.5 \% \\ \hline\end{array}$ |
| Total |  | Count | 583 | 184 | 767 |
|  |  | \% within rural | 100.0\% | 100.0\% | 100.0\% |

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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| The school lacks the books, equipment and other instructional material needed in the classroom. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 41 \\ 6.9 \% \end{array}$ | 10 $9.2 \%$ | 14.3\% | 52 $7.3 \%$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 134 \\ 22.6 \% \end{array}$ | $\begin{array}{r} 48 \\ 44.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ 57.1 \% \end{array}$ | $\begin{array}{r} 186 \\ 26.3 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r}338 \\ 57.1 \% \\ \hline\end{array}$ | $\begin{array}{r}45 \\ 41.3 \% \\ \hline\end{array}$ | 28.6\% ${ }^{2}$ | $385$ <br> 54.4\% |
|  | Strongly Disagree | Count <br> \% within ethnicity | 79 $13.3 \%$ | 6 $5.5 \%$ | . 0 | $\begin{array}{r} 85 \\ 12.0 \% \\ \hline \end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 592 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 109 \\ 100.0 \% \end{array}$ | 100.0\% $\begin{array}{r}7 \\ \hline\end{array}$ | $\begin{array}{r} 708 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 <br> percent | $21 \text { to } 25$ <br> percent | more than 25 percent | Total |
| The school lacks the books, equipment and other instructional material needed in the classroom. | Strongly Agree | Count <br> \% within povertygroup | 2 $\begin{array}{r}2 \\ 4.0 \%\end{array}$ | $\begin{array}{r} 13 \\ 5.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 7.5 \% \\ \hline \end{array}$ | 9 $7.3 \%$ | 4 $7.7 \%$ | 10.4\% | 51 $6.9 \%$ |
|  | 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\% |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-Rural | Rural |  |
| Too much time is spent on testing and not enough time on teaching. | Strongly Agree | Count | 89 | 22 | 111 |
|  |  | \% within rural | 15.5\% | 12.6\% | 14.9\% |
|  | Agree | Count | 210 | 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\% |

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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Too much time is spent on testing and not enough time on teaching. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 88 \\ 15.3 \% \end{array}$ | $\begin{array}{r} 13 \\ 12.1 \% \end{array}$ | 0 | 101 $14.7 \%$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 208 \\ 36.2 \% \end{array}$ | $\begin{array}{r} 42 \\ 39.3 \% \end{array}$ | 28.6\% ${ }^{2}$ | $\begin{array}{r} 252 \\ 36.6 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 253 \\ 44.0 \% \\ \hline \end{array}$ | $\begin{array}{r}49 \\ 45.8 \% \\ \hline\end{array}$ | 5 | $\begin{array}{r} 307 \\ 44.6 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | 26 $4.5 \%$ | 3 $2.8 \%$ | . 0 | $\begin{array}{r}29 \\ 4.2 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | 575 $100.0 \%$ | 107 $100.0 \%$ | 100.0\% $\begin{array}{r}7 \\ \hline\end{array}$ | $\begin{array}{r} 689 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  |  |
|  |  |  | 0 to 5 percent | 6 to 10 percent | $\begin{aligned} & 11 \text { to } 15 \\ & \text { percent } \end{aligned}$ | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent | Total |
| Too much time is spent on testing and not enough time on teaching. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 5 \\ 10.0 \% \end{array}$ | $\begin{array}{r} 24 \\ 10.8 \% \end{array}$ | $\begin{array}{r} 46 \\ 19.5 \% \end{array}$ | 17 $14.4 \%$ | 14.6\% $\begin{array}{r}7 \\ \hline\end{array}$ | $\begin{array}{r} 10 \\ 21.7 \% \end{array}$ | $\begin{array}{r} 109 \\ 15.1 \% \end{array}$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| The school keeps raising requirements so some children will never be able to succeed. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 29 \\ 5.2 \% \end{array}$ | $\begin{array}{r} 7 \\ 4.0 \% \end{array}$ | 36 $4.9 \%$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 180 \\ 32.0 \% \end{array}$ | $\begin{array}{r} 60 \\ 33.9 \% \end{array}$ |  |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 311 \\ 55.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 103 \\ 58.2 \% \end{array}$ | $\begin{array}{r} 414 \\ 56.0 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | 42 $7.5 \%$ | 7 $\begin{array}{r}7 \\ 4.0 \%\end{array}$ | 49 $6.6 \%$ |
| Total |  | Count <br> \% within rural |  | $\begin{array}{r} 177 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 739 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| The school keeps raising requirements so some children will never be able to succeed. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 26 \\ 4.6 \% \end{array}$ | 5 | 14.3\% | 32 $4.7 \%$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 169 \\ 29.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 44 \\ 40.0 \% \\ \hline \end{array}$ | 14.3\% | $\begin{array}{r} 214 \\ 31.3 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $330$ <br> 58.3\% | $\begin{array}{r}56 \\ 50.9 \% \\ \hline\end{array}$ | 42.9\% | $\begin{array}{r}389 \\ 57.0 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 41 \\ 7.2 \% \\ \hline \end{array}$ | 5 $4.5 \%$ | 28.6\% | $\begin{array}{r}48 \\ 7.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 566 \\ 100.0 \% \end{array}$ | 110 $100.0 \%$ | 100.0\% $\begin{array}{r}7 \\ \hline\end{array}$ | $\begin{array}{r} 683 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 <br> percent | 21 to 25 percent | more than 25 <br> percent |  |
| The school keeps raising requirements so some children will never be able to succeed. | Strongly Agree | Count <br> \% within povertygroup | . 0 | 8 $3.7 \%$ | $\begin{array}{r} 19 \\ 8.1 \% \end{array}$ | 4.2\% | 2.0\% | 4 2 | $\begin{array}{r}35 \\ 4.9 \% \\ \hline\end{array}$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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.


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| The principal provides appropriate leadership. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 112 \\ 19.0 \% \end{array}$ | 8 $7.3 \%$ | 37.5\% | $\begin{array}{r} 123 \\ 17.4 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity |  | $\begin{array}{r} 77 \\ 70.6 \% \\ \hline \end{array}$ | 37.5\% |  |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r}84 \\ 14.3 \% \\ \hline\end{array}$ | 21 $19.3 \%$ | 25.0\% ${ }^{2}$ | $\begin{array}{r} 107 \\ 15.2 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | 10 $1.7 \%$ | 3 $2.8 \%$ | . 0 | $\begin{array}{r}13 \\ 1.8 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 589 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 109 \\ 100.0 \% \end{array}$ | (r $\begin{array}{r}8 \\ 100.0 \%\end{array}$ | $\begin{array}{r} 706 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent |  |
| The principal provides appropriate leadership. | Strongly Agree | Count | 10 | 43 | 49 | 15 | 7 | 7 | 131 |
|  |  | \% 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Teachers who do a good job are properly recognized. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 52 \\ 9.0 \% \end{array}$ | 4 $3.8 \%$ | 0 | 56 $8.2 \%$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 369 \\ 64.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 75 \\ 70.8 \% \\ \hline \end{array}$ | 50.0\% | $\begin{array}{r} 446 \\ 65.1 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r}150 \\ 26.1 \% \\ \hline\end{array}$ | $\begin{array}{r}24 \\ 22.6 \% \\ \hline\end{array}$ | 50.0\% | $176$ <br> 25.7\% |
|  | Strongly Disagree | Count <br> \% within ethnicity | 4 | 3 $2.8 \%$ | . 0 | $\begin{array}{r}7 \\ 1.0 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 575 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 106 \\ 100.0 \% \end{array}$ | rer $\begin{array}{r}4 \\ 100.0 \%\end{array}$ | $\begin{array}{r} 685 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent |  |
| Teachers who do a good job are properly recognized. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 3 \\ 6.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 9.9 \% \end{array}$ | $\begin{array}{r} 19 \\ 8.2 \% \\ \hline \end{array}$ | 8 8 | 8.0\% | $\begin{array}{r} 3 \\ 6.7 \% \end{array}$ | 59 $8.3 \%$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 31 \\ 68.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 146 \\ 65.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 151 \\ 64.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 73 \\ 60.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 35 \\ 70.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 30 \\ 66.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 466 \\ 65.2 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygroup | $\begin{array}{r} 11 \\ 24.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 51 \\ 23.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 60 \\ 25.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 36 \\ 30.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ 22.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 26.7 \% \\ \hline \end{array}$ | $\begin{array}{r}181 \\ 25.3 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygroup | 0 | $\begin{array}{r} 3 \\ 1.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ 1.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ 2.5 \% \\ \hline \end{array}$ | . ${ }^{0}$ | 0 | $\begin{array}{r}9 \\ 1.3 \% \\ \hline\end{array}$ |
| 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\% |

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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| Teachers can do a poor job and nothing is done about it. | Strongly Agree | Count | 71 | 18 | 89 |
|  |  | \% 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\% |

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


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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  | Total |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \\ & \hline \end{aligned}$ | more than 25 <br> percent |  |
| Teachers can do a poor job and nothing is done about it. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 4 \\ 8.7 \% \end{array}$ | $\begin{array}{r} 25 \\ 11.3 \% \end{array}$ | $\begin{array}{r} 32 \\ 14.0 \% \end{array}$ | $\begin{array}{r} 13 \\ 11.0 \% \end{array}$ | $\begin{array}{r} 4 \\ 7.7 \% \end{array}$ | $\begin{array}{r} 7 \\ 15.6 \% \end{array}$ | $\begin{array}{r} 85 \\ 12.0 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 22 \\ 47.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 114 \\ 51.6 \% \end{array}$ | $\begin{array}{r} 119 \\ 52.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 64 \\ 54.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ 50.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ 44.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 365 \\ 51.4 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygroup | 18 $39.1 \%$ | 75 $33.9 \%$ | $\begin{array}{r} 64 \\ 28.1 \% \end{array}$ | 36 $30.5 \%$ | $\begin{array}{r} 16 \\ 30.8 \% \end{array}$ | $\begin{array}{r} 18 \\ 40.0 \% \end{array}$ | $\begin{array}{r} 227 \\ 32.0 \% \end{array}$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| Using the $A, B, C, D$, and $F$ scale again, what grade would you give the school your oldest child attends? | A | Count <br> \% within rural |  | $\begin{array}{r} 57 \\ 29.8 \% \end{array}$ | $\begin{array}{r} 257 \\ 32.5 \% \end{array}$ |
|  | B | Count <br> \% within rural | $\begin{array}{r} 251 \\ 41.8 \% \end{array}$ | $\begin{array}{r} 84 \\ 44.0 \% \end{array}$ | $\begin{array}{r} 335 \\ 42.4 \% \end{array}$ |
|  | C | Count <br> \% within rural | $\begin{array}{r} 103 \\ 17.2 \% \end{array}$ | $\begin{array}{r} 37 \\ 19.4 \% \end{array}$ | $\begin{array}{r} 140 \\ 17.7 \% \end{array}$ |
|  | D | Count <br> \% within rural | 29 $4.8 \%$ | 9 $4.7 \%$ | 38 $4.8 \%$ |
|  | F | Count <br> \% within rural | 9 $1.5 \%$ | 2 $1.0 \%$ | $\begin{array}{r}11 \\ 1.4 \% \\ \hline\end{array}$ |
|  | Don't know | Count <br> \% within rural | 8 $1.3 \%$ | 1.0\% | $\begin{array}{r}10 \\ 1.3 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 600 \\ 100.0 \% \end{array}$ | 191 <br> 100.0\% | $\begin{array}{r} 791 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| Using the $A, B, C, D$, and $F$ scale again, what grade would you give the school your oldest child attends? | A | Count <br> \% within ethnicity | $\begin{array}{r} 202 \\ 33.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 36 \\ 31.3 \% \\ \hline \end{array}$ | [ $\begin{array}{r}4 \\ 50.0 \%\end{array}$ | $\begin{array}{r} 242 \\ 33.1 \% \end{array}$ |
|  | B | Count <br> \% within ethnicity | $\begin{array}{r} 262 \\ 43.0 \% \end{array}$ | $\begin{array}{r} 40 \\ 34.8 \% \end{array}$ | $\begin{array}{r} 3 \\ 37.5 \% \end{array}$ | $\begin{array}{r} 305 \\ 41.7 \% \end{array}$ |
|  | C | Count <br> \% within ethnicity | $\begin{array}{r} 105 \\ 17.2 \% \end{array}$ | 29 $25.2 \%$ | . 0 | $\begin{array}{r} 134 \\ 18.3 \% \end{array}$ |
|  | D | Count <br> \% within ethnicity | 27 $4.4 \%$ | 6 $\begin{array}{r}6 \\ 5.2 \%\end{array}$ | 12.5\% | $\begin{array}{r}34 \\ 4.6 \% \\ \hline\end{array}$ |
|  | F | Count <br> \% within ethnicity | 7 $1.1 \%$ | 2 $1.7 \%$ | $\begin{array}{r}0 \\ .0 \%\end{array}$ | $\begin{array}{r}9 \\ 1.2 \% \\ \hline\end{array}$ |
|  | Don't know | Count <br> \% within ethnicity | 6 $1.0 \%$ | 2 $1.7 \%$ | $\begin{array}{r}0 \\ .0 \% \\ \hline\end{array}$ | $\begin{array}{r}8 \\ 1.1 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 609 \\ 100.0 \% \\ \hline \end{array}$ | 115 $100.0 \%$ | ( $\begin{array}{r}8 \\ 100.0 \%\end{array}$ | $\begin{array}{r} 732 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Poverty Level

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| Using the $\mathrm{A}, \mathrm{B}, \mathrm{C}, \mathrm{D}$, and F scale again, what grade would you give the school your oldest child attends? |  | Count <br> \% within povertygroup | $\begin{array}{r} 23 \\ 45.1 \% \end{array}$ | $\begin{array}{r} 86 \\ 37.2 \% \end{array}$ | $\begin{array}{r} 78 \\ 31.2 \% \end{array}$ | 35 $27.8 \%$ | 17 | $\begin{array}{r} 14 \\ 26.9 \% \end{array}$ | $\begin{array}{r} 253 \\ 33.1 \% \end{array}$ |
|  | B | Count | 17 | 106 | 103 | 51 | 21 | 22 | 320 |
|  |  | \% within povertygroup | 33.3\% | 45.9\% | 41.2\% | 40.5\% | 38.9\% | 42.3\% | 41.9\% |
|  | C | 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 | 0 | 10 |
|  |  | \% within povertygroup | .0\% | .4\% | 2.4\% | 1.6\% | 1.9\% | .0\% | 1.3\% |
|  | Don't know | Count | 0 | 4 | 1 | 0 | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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.


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

Phone Interviews Crosstab - Ethnicity

|  |  |  | ethnicity |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | White | African American | Other |  |
| First, think about ongoing subject-based classroom tests ... These tests produce unnecessary child stress. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 35 \\ 5.6 \% \end{array}$ | 4 $\begin{array}{r}4 \\ 3.5 \%\end{array}$ | 0 | $\begin{array}{r} 39 \\ 5.2 \% \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 175 \\ 28.0 \% \end{array}$ | $\begin{array}{r} 50 \\ 43.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ 75.0 \% \end{array}$ | $\begin{array}{r} 231 \\ 30.9 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity |  | 51 $44.7 \%$ | 25.0\% |  |
|  | Strongly Disagree | Count <br> \% within ethnicity | 47 $7.5 \%$ | 5 $\begin{array}{r}6 \\ \hline\end{array}$ | . 0 | 53 $7.1 \%$ |
|  | Don't Know | Count <br> \% within ethnicity | 32 $5.1 \%$ | 2 $\begin{array}{r}3 \\ 2.6 \%\end{array}$ | . 0 | 35 $4.7 \%$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 626 \\ 100.0 \% \\ \hline \end{array}$ | 114 $100.0 \%$ | 100.0\% | $\begin{array}{r} 748 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Poverty Level |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | povertygroup |  |  |  |  |  |  |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | $16 \text { to } 20$ percent | $\begin{aligned} & 21 \text { to } 25 \\ & \text { percent } \\ & \hline \end{aligned}$ | more than 25 <br> percent | Total |
| First, think about ongoing subject-based classroom tests ... <br> These tests produce unnecessary child stress. | Strongly Agree | Count <br> \% within povertygroup | 2.0\% | $\begin{array}{r} 11 \\ 4.7 \% \end{array}$ | $\begin{array}{r} 18 \\ 7.2 \% \end{array}$ | 7 $\begin{array}{r}7 \\ 5.5 \%\end{array}$ | 5 ${ }^{3}$ | 4 | 44 $5.7 \%$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 14 \\ 27.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 67 \\ 28.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 81 \\ 32.4 \% \\ \hline \end{array}$ | $\begin{array}{r}43 \\ 33.9 \% \\ \hline\end{array}$ | $\begin{array}{r} 24 \\ 42.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 27.8 \% \\ \hline \end{array}$ | $\begin{array}{r}244 \\ 31.5 \% \\ \hline\end{array}$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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.

| Phone Interviews Crosstab - Community Type |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| These tests [classroom tests] help individual students learn | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 48 \\ 8.0 \% \end{array}$ | $\begin{array}{r} 12 \\ 6.2 \% \\ \hline \end{array}$ | $\begin{array}{r}60 \\ 7.5 \% \\ \hline\end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 371 \\ 61.6 \% \end{array}$ | $\begin{array}{r} 129 \\ 6.8 \% \end{array}$ | $\begin{array}{r} 500 \\ 62.9 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 131 \\ 21.8 \% \end{array}$ |  | $\begin{array}{r} 171 \\ 21.5 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | 20 $3.3 \%$ | 2.6\% | $\begin{array}{r}25 \\ 3.1 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 32 \\ 5.3 \% \\ \hline \end{array}$ | 3.6\% | $\begin{array}{r}39 \\ 4.9 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 602 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 193 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 795 \\ 100.0 \% \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity


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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| These tests [classroom tests] help individual students learn | Strongly Agree | Count <br> \% within povertygroup | 2.0\% | $\begin{array}{r} 20 \\ 8.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 23 \\ 9.3 \% \\ \hline \end{array}$ | 5.5\% $\begin{array}{r}7 \\ \hline\end{array}$ | 3 ${ }^{2}$ | 3 2 | $\begin{array}{r}55 \\ 7.2 \% \\ \hline\end{array}$ |
|  | 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 |  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| These tests [classroom tests] promote better school achievement. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 41 \\ 6.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 8.3 \% \\ \hline \end{array}$ | $\begin{array}{r}57 \\ 7.1 \% \\ \hline\end{array}$ |
|  | Agree | Count <br> \% within rural |  | $\begin{array}{r} 119 \\ 61.7 \% \end{array}$ | $\begin{array}{r} 516 \\ 64.6 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 123 \\ 20.3 \% \end{array}$ | $\begin{array}{r} 47 \\ 24.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 170 \\ 21.3 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | 8 $1.3 \%$ | 2 $1.0 \%$ | $\begin{array}{r}10 \\ 1.3 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 37 $6.1 \%$ | 9 $4.7 \%$ | $\begin{array}{r}46 \\ 5.8 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 606 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 193 \\ 100.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 799 \\ 100.0 \% \\ \hline \end{array}$ |

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

Phone Interviews Crosstab - Ethnicity


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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent | Total |
| These tests [classroom tests] promote better school achievement. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 2 \\ 3.9 \% \end{array}$ | $\begin{array}{r} 19 \\ 8.1 \% \end{array}$ | $\begin{array}{r} 16 \\ 6.4 \% \end{array}$ | 5.5\% | 4 $7.1 \%$ | 9.3\% | 53 $6.9 \%$ |
|  | 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 |  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| These tests [classroom tests] help the principal evaluate teachers. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 31 \\ 5.0 \% \\ \hline \end{array}$ | 5 $\begin{array}{r}6 \\ \hline\end{array}$ | 12.5\% | $\begin{array}{r}38 \\ 5.1 \% \\ \hline\end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $312$ <br> 50.1\% | $\begin{array}{r} 68 \\ 59.6 \% \end{array}$ | 12.5\% |  |
|  | Disagree | Count <br> \% within ethnicity | 191 <br> 30.7\% | $\begin{array}{r} 30 \\ 26.3 \% \\ \hline \end{array}$ | 50.0\% | $\begin{array}{r} 225 \\ 30.2 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | 23 $3.7 \%$ | 3 | 0 | $\begin{array}{r}26 \\ 3.5 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | $\begin{array}{r} 66 \\ 10.6 \% \\ \hline \end{array}$ | 6.1\% | 25.0\% | $\begin{array}{r} 75 \\ 10.1 \% \\ \hline \end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 623 \\ 100.0 \% \end{array}$ | 114 $100.0 \%$ | 100.0\% | $\begin{array}{r} 745 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 <br> percent | Total |
| These tests [classroom tests] help the principal evaluate teachers. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 6 \\ 11.8 \% \end{array}$ | $\begin{array}{r} 15 \\ 6.4 \% \end{array}$ | $\begin{array}{r} 9 \\ 3.6 \% \end{array}$ | 3 | 4 | . 0 | 39 $5.1 \%$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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.

| Phone Interviews Crosstab - Community Type |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | rural |  | Total |
|  |  |  | Non-Rural | Rural |  |
| Next think about state achievement tests in South Carolina. These tests produce unnecessary child stress. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 78 \\ 13.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 25 \\ 13.2 \% \end{array}$ | $\begin{array}{r} 103 \\ 13.0 \% \end{array}$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 275 \\ 45.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 86 \\ 45.3 \% \end{array}$ | $\begin{array}{r} 361 \\ 45.6 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 190 \\ 31.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 66 \\ 34.7 \% \end{array}$ | $\begin{array}{r}256 \\ 32.3 \% \\ \hline\end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | 14 $2.3 \%$ | 4 | $\begin{array}{r}18 \\ 2.3 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | $\begin{array}{r} 45 \\ 7.5 \% \\ \hline \end{array}$ | 9 $4.7 \%$ | $\begin{array}{r}54 \\ 6.8 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 602 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 190 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 792 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| Next think about state achievement tests in South Carolina. These tests produce unnecessary child stress. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 81 \\ 13.0 \% \\ \hline \end{array}$ | 13 $11.5 \%$ | 12.5\% | $\begin{array}{r} 95 \\ 12.8 \% \\ \hline \end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 269 \\ 43.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 61 \\ 54.0 \% \end{array}$ | $\begin{array}{r} 2 \\ 25.0 \% \end{array}$ | $\begin{array}{r} 332 \\ 44.6 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity |  | $\begin{array}{r} 35 \\ 31.0 \% \\ \hline \end{array}$ | 62.5\% | $246$ $33.0 \%$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | 17 $2.7 \%$ | 1 $.9 \%$ | . 0 | $\begin{array}{r}18 \\ 2.4 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | 51 $8.2 \%$ | 3 $2.7 \%$ | 0 | $\begin{array}{r}54 \\ 7.2 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 624 \\ 00.0 \% \end{array}$ |  | 100.0\% $\begin{array}{r}8 \\ \hline\end{array}$ | $\begin{array}{r} 745 \\ 00.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| Next think about state achievement tests in South Carolina. These tests produce unnecessary child stress. | Strongly Agree | Count <br> \% within povertygroup | 9 ${ }^{5}$ | $\begin{array}{r} 34 \\ 14.6 \% \end{array}$ | $\begin{array}{r} 34 \\ 13.6 \% \end{array}$ | 16 | 12.5\% ${ }^{7}$ | 9.8\% | $\begin{array}{r} 101 \\ 13.2 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 27 \\ 52.9 \% \end{array}$ | $\begin{array}{r} 98 \\ 42.1 \% \end{array}$ | $\begin{array}{r} 115 \\ 46.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 63 \\ 50.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 27 \\ 48.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 43.1 \% \end{array}$ | $\begin{array}{r} 352 \\ 46.0 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygroup | $\begin{array}{r}16 \\ 31.4 \% \\ \hline\end{array}$ | 85 $36.5 \%$ | 73 $29.2 \%$ | 38 $30.4 \%$ | 17 $30.4 \%$ | 17 $33.3 \%$ | $\begin{array}{r} 246 \\ 32.1 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygroup | 2. $\begin{array}{r}1 \\ 2.0 \%\end{array}$ | 7 $3.0 \%$ | $\begin{array}{r} 3 \\ 1.2 \% \end{array}$ | 1.6\% | 2 ${ }^{2}$ | 2 ${ }^{2}$ | $\begin{array}{r}17 \\ 2.2 \% \\ \hline\end{array}$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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.

|  |  |  | rural |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-Rural | Rural |  |
| These tests [state achievement tests] help individual students learn. | Strongly Agree | Count <br> \% within rural | $\begin{array}{r} 8 \\ 1.3 \% \\ \hline \end{array}$ | 1 | 9 $1.1 \%$ |
|  | Agree | Count <br> \% within rural | $\begin{array}{r} 195 \\ 32.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 82 \\ 43.2 \% \end{array}$ | $\begin{array}{r} 277 \\ 35.1 \% \end{array}$ |
|  | Disagree | Count <br> \% within rural | $\begin{array}{r} 306 \\ 51.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 78 \\ 41.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 384 \\ 48.7 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within rural | 54 $9.0 \%$ | 15 $7.9 \%$ | $\begin{array}{r}69 \\ 8.7 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within rural | 36 $6.0 \%$ | 14 $7.4 \%$ | $\begin{array}{r}50 \\ 6.3 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within rural | $\begin{array}{r} 599 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 190 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 789 \\ 100.0 \% \end{array}$ |

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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :--- | :--- | :--- | ---: | ---: | ---: | ---: |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| These tests [state achievement tests] help individual students learn. | Strongly Agree | Count <br> \% within povertygroup | . 0 | $\begin{array}{r} 4 \\ 1.7 \% \end{array}$ | $\begin{array}{r} 3 \\ 1.2 \% \end{array}$ | 1 8 | . 0 | . 0 | 8 $1.0 \%$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 14 \\ 27.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 77 \\ 33.2 \% \end{array}$ | $\begin{array}{r} 81 \\ 32.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 46 \\ 36.8 \% \end{array}$ | $\begin{array}{r} 26 \\ 46.4 \% \end{array}$ | $\begin{array}{r} 19 \\ 37.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 263 \\ 34.5 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygroup | $\begin{array}{r} 33 \\ 64.7 \% \end{array}$ | $\begin{array}{r} 109 \\ 47.0 \% \end{array}$ | $\begin{array}{r} 127 \\ 51.2 \% \end{array}$ | 60 $48.0 \%$ | 20 $35.7 \%$ | $\begin{array}{r} 27 \\ 52.9 \% \end{array}$ | $\begin{array}{r} 376 \\ 49.3 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygroup | 2. $\begin{array}{r}1 \\ 2.0 \%\end{array}$ | $\begin{array}{r} 30 \\ 12.9 \% \end{array}$ | $\begin{array}{r} 19 \\ 7.7 \% \\ \hline \end{array}$ | 9 $7.2 \%$ | 5 $8.9 \%$ | 4 $7.8 \%$ | $\begin{array}{r}68 \\ 8.9 \% \\ \hline\end{array}$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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.

Phone Interviews Crosstab - Community Type


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| These tests [state achievement tests] promote better school achievement. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 13 \\ 2.1 \% \\ \hline \end{array}$ | 7 $6.1 \%$ | 12.5\% | $\begin{array}{r}21 \\ 2.8 \% \\ \hline\end{array}$ |
|  | Agree | Count <br> \% within ethnicity |  | $\begin{array}{r} 63 \\ 55.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ 25.0 \% \end{array}$ | $\begin{array}{r} 345 \\ 46.3 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity |  | $\begin{array}{r} 38 \\ 33.3 \% \end{array}$ | 37.5\% |  |
|  | Strongly Disagree | Count <br> \% within ethnicity | 27 $4.3 \%$ | 2 $1.8 \%$ | 12.5\% | $\begin{array}{r}30 \\ 4.0 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | 55 $8.8 \%$ | 4 $3.5 \%$ | 12.5\% | $\begin{array}{r}60 \\ 8.1 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | $\begin{array}{r} 623 \\ 100.0 \% \end{array}$ |  | 100.0\% $\begin{array}{r}8 \\ \hline\end{array}$ | $\begin{array}{r} 745 \\ 00.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| These tests [state achievement tests] promote better school achievement. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 1 \\ 2.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ 2.2 \% \end{array}$ | $\begin{array}{r} 6 \\ 2.4 \% \\ \hline \end{array}$ | 2.4\% | 5 $\begin{array}{r}3 \\ \hline\end{array}$ | 1.9\% | $\begin{array}{r} 19 \\ 2.5 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 26 \\ 51.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 97 \\ 41.8 \% \end{array}$ | $\begin{array}{r} 110 \\ 44.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 63 \\ 50.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 28 \\ 50.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ 50.0 \% \end{array}$ | $\begin{array}{r} 350 \\ 45.7 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygroup | $\begin{array}{r} 22 \\ 43.1 \% \end{array}$ | 99 $42.7 \%$ | $\begin{array}{r} 107 \\ 42.8 \% \end{array}$ | 43 $34.4 \%$ | 18 $32.1 \%$ | 18 $34.6 \%$ | $\begin{array}{r} 307 \\ 40.1 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygroup | 0 | $\begin{array}{r} 14 \\ 6.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ 3.2 \% \end{array}$ | $\begin{array}{r}5 \\ 4.0 \%\end{array}$ | 1.8\% | 5 $\begin{array}{r}3 \\ \hline 8\end{array}$ | $\begin{array}{r}31 \\ 4.0 \% \\ \hline\end{array}$ |
|  | 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\% |

Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty 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


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

| Phone Interviews Crosstab - Ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ethnicity |  |  | Total |
|  |  |  | White | African American | Other |  |
| These tests [state achievement tests] help the principal evaluate teachers. | Strongly Agree | Count <br> \% within ethnicity | $\begin{array}{r} 12 \\ 1.9 \% \\ \hline \end{array}$ | 5 $\begin{array}{r}6 \\ 5.3 \%\end{array}$ | 12.5\% | $\begin{array}{r}19 \\ 2.6 \% \\ \hline\end{array}$ |
|  | Agree | Count <br> \% within ethnicity | $\begin{array}{r} 268 \\ 43.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 58 \\ 50.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ 25.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 328 \\ 44.2 \% \end{array}$ |
|  | Disagree | Count <br> \% within ethnicity | $\begin{array}{r} 238 \\ 38.4 \% \end{array}$ | 42 $36.8 \%$ | 50.0\% 4 | $\begin{array}{r} 284 \\ 38.3 \% \\ \hline \end{array}$ |
|  | Strongly Disagree | Count <br> \% within ethnicity | 36 $5.8 \%$ | 2 | 0 | $\begin{array}{r}38 \\ 5.1 \% \\ \hline\end{array}$ |
|  | Don't Know | Count <br> \% within ethnicity | $\begin{array}{r} 66 \\ 10.6 \% \\ \hline \end{array}$ | 6 6 | 12.5\% | $\begin{array}{r}73 \\ 9.8 \% \\ \hline\end{array}$ |
| Total |  | Count <br> \% within ethnicity | 620 $100.0 \%$ | 114 $100.0 \%$ | 100.0\% | $\begin{array}{r} 742 \\ 100.0 \% \end{array}$ |

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

|  |  |  | povertygroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 0 to 5 percent | 6 to 10 percent | 11 to 15 percent | 16 to 20 percent | 21 to 25 percent | more than 25 percent | Total |
| These tests [state achievement tests] help the principal evaluate teachers. | Strongly Agree | Count <br> \% within povertygroup | $\begin{array}{r} 2 \\ 3.9 \% \end{array}$ | $\begin{array}{r} 6 \\ 2.6 \% \end{array}$ | $\begin{array}{r} 3 \\ 1.2 \% \end{array}$ | 2.4\% | 3.6\% | $\begin{array}{r} 2 \\ 3.8 \% \end{array}$ | $\begin{array}{r} 18 \\ 2.4 \% \end{array}$ |
|  | Agree | Count <br> \% within povertygroup | $\begin{array}{r} 23 \\ 45.1 \% \end{array}$ | $\begin{array}{r} 97 \\ 42.0 \% \end{array}$ | $\begin{array}{r} 104 \\ 41.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 59 \\ 47.2 \% \end{array}$ | $\begin{array}{r} 30 \\ 53.6 \% \end{array}$ | $\begin{array}{r} 23 \\ 44.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 336 \\ 44.0 \% \\ \hline \end{array}$ |
|  | Disagree | Count <br> \% within povertygroup | 19 $37.3 \%$ | $\begin{array}{r} 99 \\ 42.9 \% \end{array}$ | $\begin{array}{r} 103 \\ 41.5 \% \end{array}$ | 47 $37.6 \%$ | $\begin{array}{r} 14 \\ 25.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 28.8 \% \end{array}$ | $\begin{array}{r} 297 \\ 38.9 \% \end{array}$ |
|  | Strongly Disagree | Count <br> \% within povertygroup | 2.0\% | $\begin{array}{r} 14 \\ 6.1 \% \end{array}$ | $\begin{array}{r} 11 \\ 4.4 \% \\ \hline \end{array}$ | 4.8\% | 2 ${ }^{2}$ | 4 $7.7 \%$ | $\begin{array}{r}38 \\ 5.0 \% \\ \hline\end{array}$ |
|  | 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\% |


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