

2004 Public Opinion Survey on Education in Indiana

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Prepared by the
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Table of Contents

I. Introduction	1
II. Methodology	3
III. Highlights of 2004 Findings	7
IV. Results	11
A. Overall Evaluation of Public Schools in Indiana	11
B. School Funding	13
C. Core 40 and the P-16 Plan	17
D. ISTEP+	22
E. School Choice and Charter Schools	25
F. Teacher Quality	28
G. No Child Left Behind Act and P.L. 221	30
H. The Achievement Gap in Indiana	33
Appendix A	
Summary Tables for Open-ended Question	A1
Appendix B	
Detailed Results	B1

I. Introduction

The past six years have seen the passage of Indiana's Public Law 221 and the Federal No Child Left Behind Act (NCLB). The laws - and their associated accountability systems - have attracted a great deal of attention to education issues.

To gauge the level of public awareness, understanding, and support for these and other K-12 education issues, the Center for Evaluation and Education Policy (CEEP) conducted the 2003 Public Opinion Survey on Education in Indiana (also referred to as the Benchmark Survey in this report). The format and structure of the 2003 Survey provided a research methodology that facilitated replication and will allow for comparison of results across years.

The 2004 Public Opinion Survey on Education in Indiana (referred to as the Year 2 Survey in this report) was conducted in November of 2004. In preparing the questions for this survey, many questions were retained from the Benchmark Survey. Other questions were modified or added to ensure that the primary

education policy issues confronting Indiana were addressed (e.g., school funding, the achievement gap). The 2004 Public Opinion Survey on Education in Indiana examined public perceptions on the following issues:

- A. Overall Evaluation of Public Schools in Indiana
- B. School Funding
- C. Core 40 and the P-16 Plan
- D. ISTEP+
- E. School Choice and Charter Schools
- F. Teacher Quality
- G. No Child Left Behind Act and P.L. 221
- H. The Achievement Gap in Indiana

This report summarizes the findings of the Year 2 Survey. Results are reported in summary for Indiana overall, and then, for comparison purposes, are shown disaggregated by northern, southern, and central Indiana regions, as well as by demographic categories. Finally, where comparisons are possible, Year 2 Survey results were compared with those from the Benchmark Survey to identify trends in public attitudes and perceptions.

II. Methodology

The Public Opinion Survey on Education in Indiana is a longitudinal, fact-based effort to identify and monitor Indiana residents' opinions and understanding of public education issues. The study reports public opinion on issues of major importance concerning public schools and K-12 education policy. The Benchmark Survey was conducted in November 2003 and reflects the responses from 1,001 telephone interviews conducted from a random sample of Indiana households. The Year 2 Survey was conducted in November 2004. Results of the Year 2 Survey comprise opinions from 612 completed telephone interviews of a random sample of Indiana households.

Questionnaire

The Center for Evaluation and Education Policy developed a 31-question survey for Year 2. Questions were based on current and pressing issues in Indiana education. Before formulating the questions, CEEP project staff consulted various education polls conducted in other states and the 36th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools. In addition, in order to ensure objectivity, project

members sought feedback about the draft questions from a wide range of people with diverse political and professional backgrounds. New questions concerning opinions of the achievement gap were added for Year 2 along with selected wording changes to some questions from the Benchmark Survey. Original questions were subjected to several rounds of revision. Finally, questions were reviewed for clarity, brevity, and potential bias by Stone Research Services, the market research company hired to conduct the interviews, who also provided suggestions for survey introduction, screening, qualifying questions, and demographic questions.

Sampling Methodology

Participant households were selected from an RDD (random digit dialing) sample prepared by Survey Sampling, Inc. The sample was drawn from all area codes and telephone exchanges serving Indiana. RDD sampling allows for the inclusion of both published and non-published telephone numbers. Non-published numbers include new assignments, those that have not yet been published in telephone directories, as well as numbers requested to be unlisted.

Participants were screened to be 18 years of age or older and a resident of Indiana. One adult per household was eligible to participate. Minimum and maximum quotas for county of residence, age, and gender were used to insure the mix of respondents was representative of Indiana's population. If a household was ineligible due to completion of its county quota, no interview was attempted. A random process was used to neutralize bias in respondent selection. Interviewers asked to

speak with the adult household member who had the most recent birthday. A different adult in the household became eligible if the designated member represented a quota already completed.

The ratio of initial refusals to completed interviews (1,919/1,141) was 1.7:1, which is lower than average for RDD samples (see Table 1 for sampling statistics). Screening interviews were completed with 1,141 households resulting in 992 households qualified to complete a sur-

Table 1. Sample Statistics

Sample records			
Not useable records (disconnect/wrong number/fax number)	1307		
Useable records	5467		
Total number of separate telephone numbers dialed	6774		
Usuable records			
Households screened			
Households qualified and interview completed	612		11%
Households not qualified (no adult aged 18+/not resident of Indiana)	149		3%
Households qualified but not interviewed (terminated prior to finish/ age, county, or gender quota filled)	380		7%
Total number of households screened		1141	
Households not screened			
Initial refusal	1919		35%
No contact made/No contact with eligible respondent (no answer/answer machine/busy/callback/more than four attempts)	2339		43%
Language barrier	68		1%
Total number of households not screened		4326	
Total number of usable records		5467	100%

vey. A total of 149 households did not qualify (i.e., not residents of Indiana or no adult aged 18 or over). Surveys were completed with 612 households. The remaining 380 qualified households were terminated due to quota controls for age, county, or gender (see Respondent Selection and Sample Control).

Overall sampling error is approximately +/- 4%. Statistical accuracy of survey findings based on 612 randomly selected households is approximately plus or minus four percentage points at the 95% confidence level. This means that if the survey was replicated 100 times, the results of this survey would be expected to fall within plus or minus four percentage points of the average results in 95 out of 100 times.

Demographic Information

Those surveyed in Year 2 were comprised of 49% male and 51% female, closely mirroring the gender distribution within Indiana during the last U.S. Census. The majority of respondents (77%) have lived in Indiana for 21 years or more; 11% have lived in the state 11-20 years; 5% have lived in Indiana for 6-10 years, and 7%

have lived in the state for 5 years or less.

Fifty-three percent of respondents have children under 18, 29% have children in pre-school or kindergarten, 61% have children in grade school, and 34% have children in high school. Additional demographic information is available upon request.

Interviewing

In order to minimize bias, interviews were conducted by professional market research interviewers employed and managed by Stone Research Services. Interviewing was conducted from the Stone Research Services call center in Bloomington, Indiana. Computer Assisted Telephone Interviewing (CATI) questionnaire administration and sample management maintained consistency of field procedures throughout the project.

Stone Research Services coded verbatim responses for Question 3B and tabulated all survey results. Results were tabulated in total for Indiana and were also disaggregated for northern, central and southern Indiana regions.

III. Highlights of Findings

Review of 2003 Benchmark Survey Results

Results from the 2003 Benchmark Survey indicated that more than half of Hoosiers had positive attitudes about public education statewide. Considerably more citizens expressed favorable views about the public schools within their own communities. However, Indiana residents indicated that they were generally unfamiliar with the initiatives being implemented at the federal, state, and local levels to improve academic performance and increase school accountability. Residents stated a clear belief that the level of funding makes a difference in school quality and that schools in the state were not receiving enough funding to meet student needs. Finally, Hoosiers expressed strong, positive attitudes expressed about many of the education initiatives being considered in the P-16 Plan for Improving Student Achievement developed by the Indiana Education Roundtable.

Overall Attitudes Toward Public Schools and Teachers in 2004

The Year 2 Survey results reflect little change, with a few exceptions, in the attitudes and perceptions of Hoosiers from the Benchmark Survey. Attitudes about the overall performance of the public education system in Indiana were slightly improved with nearly 6 in 10 residents saying that public schools in Indiana are excellent or good. More significantly, 65% of Hoosiers say schools in their community are excellent or good and only 29% say their community schools are fair or poor. Somewhat surprising, the level of satisfaction with Indiana's public education system was quite similar for households without children in school compared to those with school-age children. The level of public satisfaction was even higher when residents were asked about teacher quality. A total of 72% of the people said that teachers are excellent or good and only 24% rated the quality of Indiana's educators as fair or poor.

Views on Whether Indiana's Public Schools are Heading in the Right Direction

Although more Indiana residents rate local public schools favorably, 42% feel that schools have not changed for better or worse over the past five years. Thirty percent think schools have changed for the better versus 15% who believe schools have changed for the worse. For those who expressed positive comments (see Appendix A for the coded responses to Question 3B) about the direction of public education during the past five years, the most frequently cited reasons were: the availability of more programs and activities, as well as an improved curriculum for students; an increased level of academic achievement as a result of ISTEP+; new or improved facilities and equipment; computers in schools; and, teachers doing a better job in the classroom. Concerns expressed about the direction of public education included remarks about budget cuts, increased class sizes, students not learning enough, ISTEP+ scores that are too low, and student discipline and school safety issues.

School Funding and Taxation Matters

A significant matter of much public discourse that was examined by the Year 2 Survey was public school funding. As the legislature grapples in the 2005 session to resolve a budget deficit in excess of \$600 million, citizens once again expressed strong sentiments that schools are underfunded and that the level of spending on public schools does affect the quality of education students receive. In fact, the percentage of those willing to pay higher taxes so that school funding could be increased went up almost 10 points from the Benchmark Survey from 49% to 58%; a response that - surprisingly - did not differ greatly for parents with or without school-age children.

Another significant jump in the public's willingness to support a tax increase came in the area of full-day kindergarten. In 2003, when respondents were asked if they would support full-day kindergarten if taxes had to increase to support the program, only 46% said yes. A year later, 61% indicated a willingness to pay more taxes to fund a full-day kindergarten program statewide.

Other Significant Changes in Public Perception and Attitudes

Year 2 Survey results for a handful of K-12 education policy questions reflected a significant change in attitude or perception from the Benchmark Survey. In addition to the responses to the questions about a tax increase for school funding and the one pertaining to full-day kindergarten, another significant change occurred concerning the public awareness of the federal No Child Left Behind Act. About 75% of Hoosiers indicated that they know a little to a lot about NCLB in the Year 2 Survey, a sharp increase from the previous year when roughly 60% felt similarly. The increase in awareness of the federal K-12 education law is likely - at least in part - a reflection of the significant attention brought to this law during the 2004 presidential election. Ironically, Hoosiers continue to report little knowledge about PL 221, with nearly 70% of participants reporting a total lack of awareness about the state's accountability law.

Indiana's P-16 Plan for Improving Student Achievement

Public support for participation by Grade 8 students in Algebra I also reflected an overwhelmingly positive response, with 81% of residents indicating Algebra I should be encouraged. This question was stated differently in the Benchmark Survey. In the 2003 survey, residents were asked if Grade 8 students should be required to take Algebra I; 60% indicated yes. This question was modified in the Year 2 Survey since the final version of the P-16 Plan encouraged but did not require Algebra I for Grade 8 students.

Participants also indicated a high level of support when asked about other policy initiatives that were identified in the P-16 Plan. Particularly strong support was expressed, by a 3:1 ratio, for raising the drop-out age for high school students from 16 to 18. Additionally, for the respondents who expressed a familiarity with the Core 40 high school curriculum, a majority support it becoming the required curriculum for high school graduation, college admissions, and financial aid eligibility.

ISTEP+

As in 2003, a wide majority of residents (77% in the Benchmark Survey; 75% in Year 2) expressed a familiarity with the state's standardized assessment program, ISTEP+. Furthermore, a majority of respondents believe ISTEP+ has contributed, at least somewhat, to improvements in the quality of education in Indiana. They also tend to agree that ISTEP+ holds schools accountable for student achievement and gives parents helpful information about a school's performance.

Achievement Gap

For the 2004 survey, several questions were added about the achievement gap between racial and ethnic groups. Questions 27-31 in the Year 2 Survey are identical to questions that were posed in the 2004 Phi Delta Kappa/Gallup Poll conducted nationally. Results from the national survey and the 2004 Indiana survey are strikingly similar. More than 90% of Indiana citizens believe that closing the achievement gap is important (65% very important; 26% somewhat important) compared to 88% in the national survey. Indiana residents agree with the national respondents that this problem is a product of societal factors, not the quality of schooling received in public schools. Increased parental partic-

ipation and additional instructional time for low-performing students were the options most frequently selected as strategies to close the achievement gap.

School Choice and Charter Schools

Finally, discussion of key K-12 education policy issues would not be complete without the consideration of market-based reform initiatives such as school choice and, more specifically, charter schools. A vast majority of respondents (78%) believe parents should be allowed to send their children to another public school if a school fails to meet state performance standards. But when asked about their familiarity with the two other school choice strategies, vouchers and charter schools, about 6 out of 10 Hoosiers expressed a lack of familiarity with these programs. However, when given some information about the concept of a charter school, 56% indicated they would favor the creation of charter schools versus only 19% who oppose the basic concept of charter schools.

Section IV of this report examines these K-12 education policy issues in more detail. Thorough statistical information that includes demographic and geographic respondent information is presented in Appendix B.

IV. Results

A. Overall Evaluation of Public Schools in Indiana

Attitudes and perceptions regarding the overall performance of the public education system in Indiana were slightly improved with 57% of residents saying that public schools in Indiana are excellent or good, up from 55% in 2003. More significantly, 65% of Hoosiers say that the schools in their community are excellent or good (up from 62% in 2003) and only 29% say that the community schools are fair or poor. Somewhat surprisingly, the level of satisfaction with Indiana's public education system was quite similar for households without children in school compared to those with school-age children.

Although more Indiana residents rate local public schools favorably, 42% feel that schools have not changed for better or worse over the past five years. Thirty percent think schools have changed for the better, while 15% think they have changed for the worse. The Year 2 results

in this area are essentially unchanged from the Benchmark Survey. Those with children in school are slightly more likely to rate public schools as having improved (33%) than those without school-age children (29%).

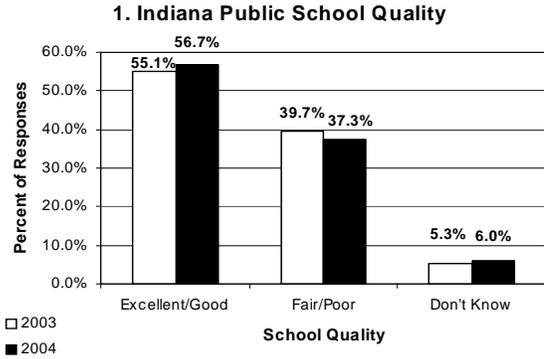
For those who expressed positive comments about the direction of public education during the past five years, the most frequently cited reasons were the availability of more programs and activities as well as an improved curriculum for students; an increased level of academic achievement as a result of ISTEP+; new or improved facilities and equipment; computers in schools; and teachers that are doing a better job in the classroom. Concerns expressed about the direction of public education included remarks about budget cuts, increased class sizes, students not learning enough, ISTEP+ scores still too low, and school safety and student discipline issues.

Question by Question Results

(Percentages may not sum to 100% due to rounding. Number of respondents for each question is 612 except where otherwise indicated.)

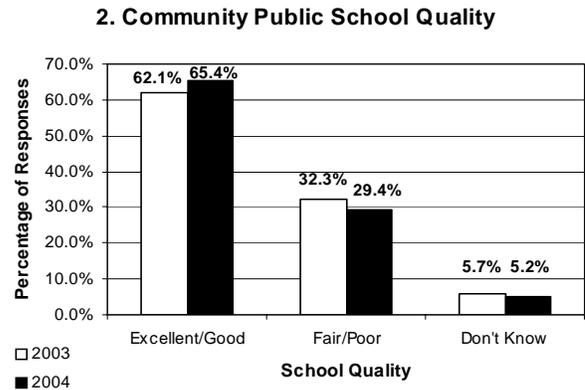
1. On the whole, would you say that public schools in Indiana provide an excellent, good, fair, or poor education?

Year	Excellent	Good	Fair	Poor	DK/NA
2004	9.6%	47.1%	30.1%	7.2%	6.0%
2003	6.6%	48.5%	31.7%	8.0%	5.3%



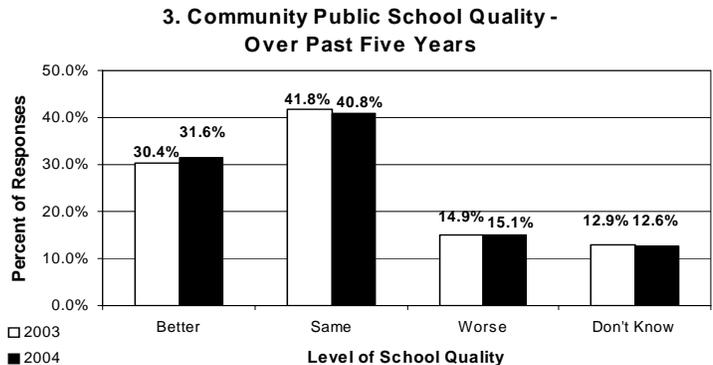
2. What about the public schools in your community? Would you say that they provide an excellent, good, fair or poor education?

Year	Excellent	Good	Fair	Poor	DK/NA
2004	18.5%	46.9%	22.2%	7.2%	5.2%
2003	17.3%	44.8%	26.3%	6.0%	5.7%



3. Over the past five years, have the public schools in your community gotten better, worse, or stayed about the same?

Year	Better	Same	Worse	DK/NA
2004	30.4%	41.8%	14.9%	12.9%
2003	31.6%	40.8%	15.1%	12.6%



B. School Funding

A matter of much public discourse that was examined more closely by the Year 2 Survey was public school funding. As the legislature grapples in the 2005 session to resolve a budget deficit in excess of \$600 million, citizens once again expressed strong sentiments that schools are under-funded (64%) and that the level of spending on public schools affects the quality of education students receive to some extent (90%). Interestingly, citizens in central Indiana were more likely to feel that schools are under-funded (69.1%) compared to northern Indiana (63%) and southern Indiana (55%). Citizens residing in southern Indiana were most likely to feel schools are adequately funded (38%; northern Indiana 30%; central Indiana 23%).

To balance the budget, citizens preferred a combination of spending cuts and tax increases (54%) over cutting spending only (29%) or tax increases (7%). Yet, 60% of residents generally prefer to protect K-12 education funding from any additional spending reductions. Citizens with incomes less than \$35,000 were more likely to support cuts in K-12 edu-

cation spending at 39% compared to citizens with higher incomes, especially those with incomes over \$75,000. Only 24% of individuals in this income bracket would be willing to support cuts in education spending.

If tax increases are necessary to balance the two-year state budget, citizens prefer increasing business/corporate taxes (41%) or the sales tax (35%). An increase in the income tax was only preferred by 6% of respondents. Those willing to pay more taxes so that school funding could be increased went up almost 10 percentage points from the Benchmark Survey (48.8% to 58.2%); a response that did not differ greatly for parents with school-age children and those without.

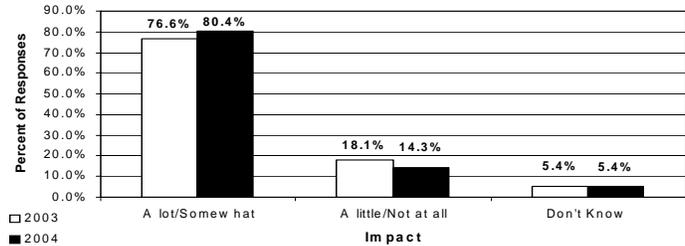
Finally, a majority of citizens (51%) hold the belief that school officials spend the right amount on school buildings and equipment. Only 18% of respondents feel that school districts spend more than necessary on buildings and equipment and 15% believe school districts spend less than a sufficient amount or far too little on facilities and equipment.

Question by Question Results

4. In your opinion, how much does the amount of money spent on the public schools affect the quality of students' education? Would you say a lot, somewhat, a little, or not at all?

Year	A lot	Somewhat	A Little	Not at all	DK/NA
2004	47.4%	33.0%	9.2%	5.1%	5.4%
2003	48%	28.6%	12.9%	5.2%	5.4%

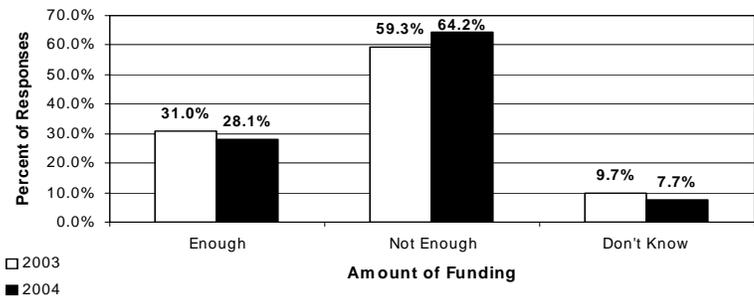
4. Impact of Money Spent on Schools on Quality of Students' Education



5. Overall, do you think the funding for public schools in Indiana is enough to meet their needs, or not enough to meet their needs?

Year	Enough	Not enough	DK/NA
2004	28.1%	64.2%	7.7%
2003	31%	59.3%	9.7%

5. Is Public School Funding Enough to Meet Schools' Needs?

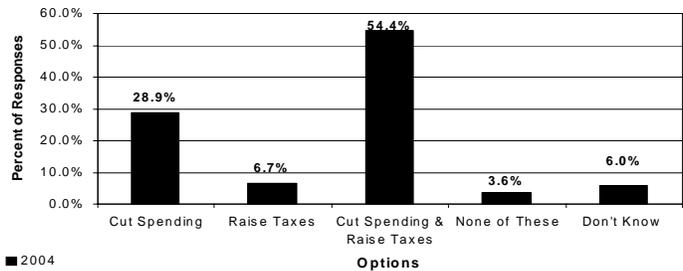


6. During the 2005 session of the Indiana General Assembly, legislators will attempt to resolve the state's budget deficit of \$800 million. To eliminate the deficit, policymakers will need to consider a cut in spending on public programs, tax increases, or a combination of spending cuts and tax increases.

6A. To balance the budget, which of these options would you support?

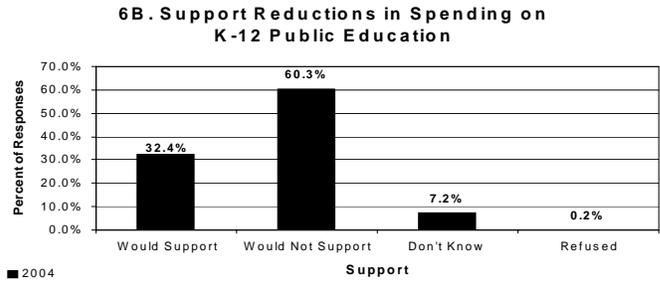
Cut spending	Raise taxes	Combination of spending cuts & tax increases	None of the above	DK/NA
28.9%	6.7%	54.4%	3.6%	6.0%

6A. Options to Balance Budget



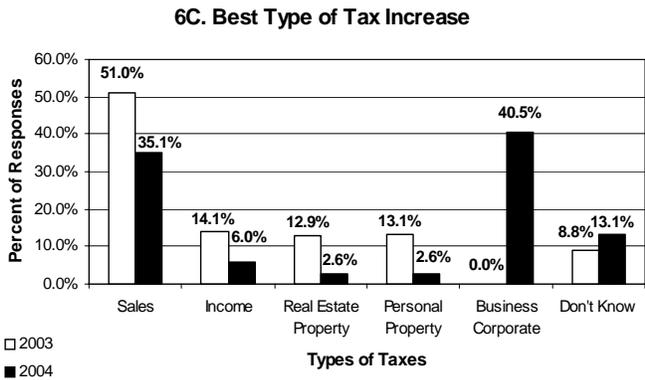
6B. If spending cuts were necessary, would you be willing to support reductions in spending on K-12 public education?

Would support reductions	Would not support reductions	Don't know	Refused
32.4%	60.3%	7.2%	0.2%



6C. What kind of tax increase do you think would be best – sales tax, income tax, real estate property tax, or personal property tax, or business corporate tax?

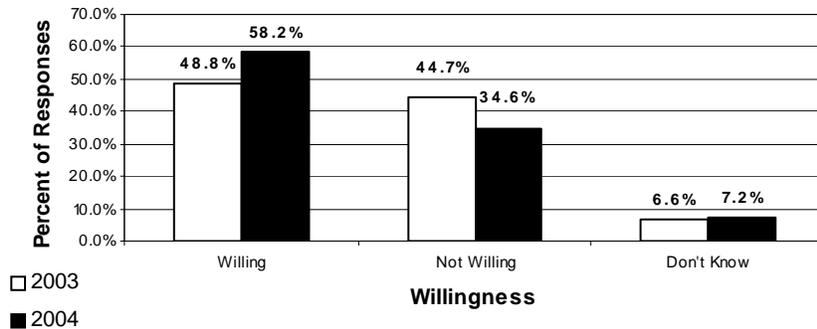
Year	Sales	Income	Real estate property tax	Personal property	Business corporate	DK/NA
2004	35.1%	6.0%	2.6%	2.6%	40.5%	13.1%
2003	51%	14.1%	12.9%	13.1%	N/A	8.8%



6D. Would you be willing to pay higher taxes so that school funding could be increased?

6D. Willingness to Pay Higher Taxes to Increase School Funding

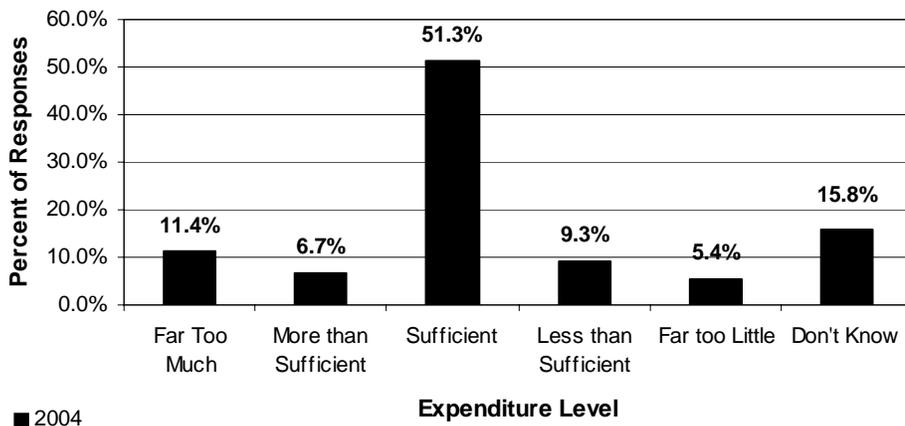
Year	Willing	Not willing	DK/NA
2004	58.2%	34.6%	7.2%
2003	48.8%	44.7%	6.6%



7. In your community how do you view the expenditures of funds on buildings and equipment?

Far too much	More than sufficient	A sufficient amount	Less than sufficient	Far too little	DK/NA
11.4%	6.7%	51.3%	9.3%	5.4%	15.8%

7. Expenditures on Buildings and Equipment



C. Core 40 and the P-16 Plan

Much like the results from the Benchmark Survey, the Year 2 results show that a clear majority of Indiana residents (59%) are unfamiliar with the Core 40 curriculum. However, for the respondents who expressed some familiarity with the Core 40 high school curriculum, a majority of them support it as the required curriculum for high school students (56%), for admissions to a four-year college (63%) and for state financial aid eligibility (60%).

Hoosiers indicate a high level of support when asked about other policy initiatives that were identified in the P-16 Plan that was developed by the Indiana Education Roundtable. Particularly strong support was expressed for increasing the dropout age for high school students from age 16 to 18, with 75% supporting this measure and only 21% opposing it.

A significant jump in public support in the Year 2 Survey came in the area of full-day kindergarten. When asked if they would support full-day kindergarten if taxes had to increase to support the program, only 46% said yes in 2003. A

year later, 61% of citizens indicated a willingness to pay more taxes to fund a full-day kindergarten program state-wide. A total of 88% of Indiana residents share a strong opinion that children should attend kindergarten before attending Grade 1 and 81% say that parents should have the option of enrolling their child in a half-day or full-day kindergarten program.

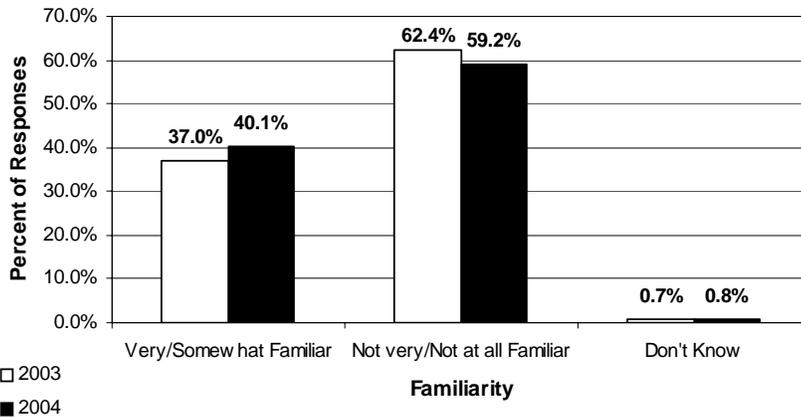
Public support for participation by Grade 8 students in Algebra I also reflected an overwhelming response. A total of 81% of residents indicate that Grade 8 students should be encouraged to take Algebra I. This question was stated differently in the Benchmark Survey. In the 2003 Survey, when residents were asked if Grade 8 students should be required to take Algebra I, 60% indicated yes. This question was modified in the Year 2 Survey since the final version of the P-16 Plan encouraged but did not require Algebra I for Grade 8 students.

Question by Question Results

8. Several years ago, Indiana adopted a high school curriculum called Core 40. The curriculum is more challenging than the traditional high school curriculum and includes more courses in the core subject areas like math, science and social studies, with fewer elective courses. How would you rate your familiarity with the Core 40 high school curriculum?

Year	Very familiar	Somewhat familiar	Not very familiar	Not at all familiar	DK/NA
2004	19.8%	20.3%	18.5%	40.7%	0.8%
2003	15.5%	21.5%	15.4%	47%	0.7%

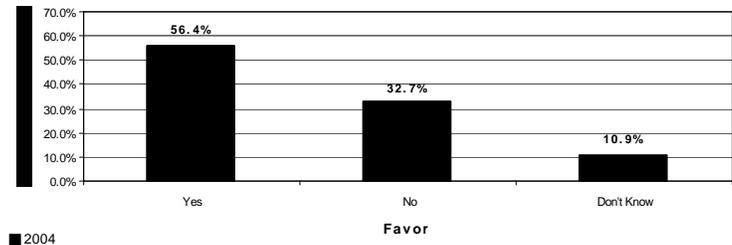
8. Familiarity With Core 40 Curriculum



9A. Do you favor requiring all high school students to complete the Core 40 curriculum as a requirement for graduation, with the availability of an opt-out provision?

Yes	No	DK/NA
56.4%	32.7%	10.9%

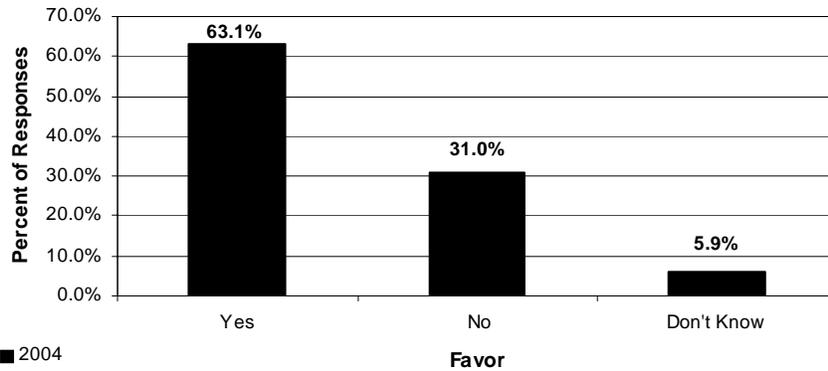
9A. Favor Requiring All Students to Complete Core 40 with Opt-out Provision



9B. Do you favor requiring all high school students to complete the Core 40 curriculum as a requirement of admission to a four-year college?

Yes	No	DK/NA
63.1%	31.0%	5.9%

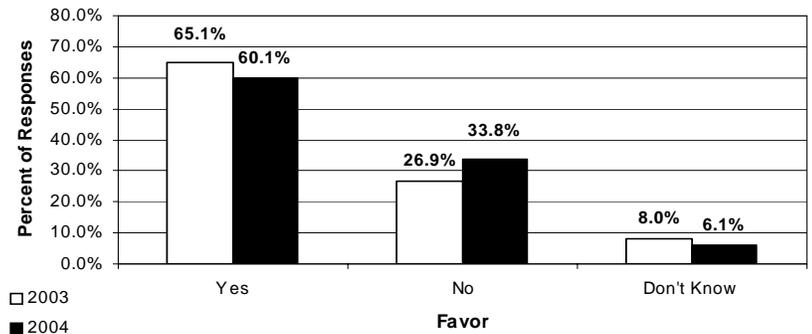
9B. Favor Requiring All Students to Complete Core 40 for Admission to a 4-Year College



9C. Do you favor requiring all high school students to complete the Core 40 curriculum as a prerequisite for receiving state financial aid for a four-year college?

Year	Yes	No	DK/NA
2004	60.1%	33.8%	6.1%
2003	65.1%	26.9%	8%

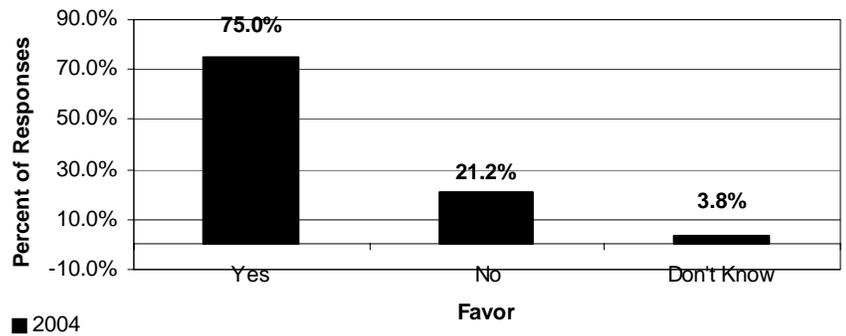
9C. Favor Completion of Core 40 to Receive State Financial Aid for a 4-Year College



10. Do you favor raising the drop-out age for high school students from age 16 to 18?

Yes	No	DK/NA
75.0%	21.2%	3.8%

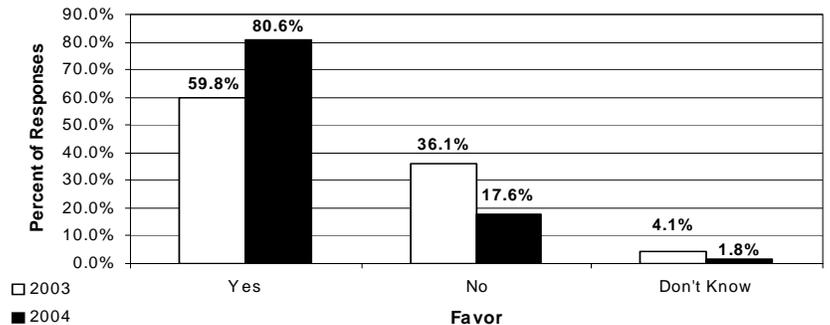
10. Favor Raising Drop-Out Age for High School Students from 16 to 18



11. Do you favor encouraging all eighth grade students to take algebra?

Year	Yes	No	DK/N A
2004	80.6%	17.6%	1.8%
2003	59.8%	36.1%	4.1%

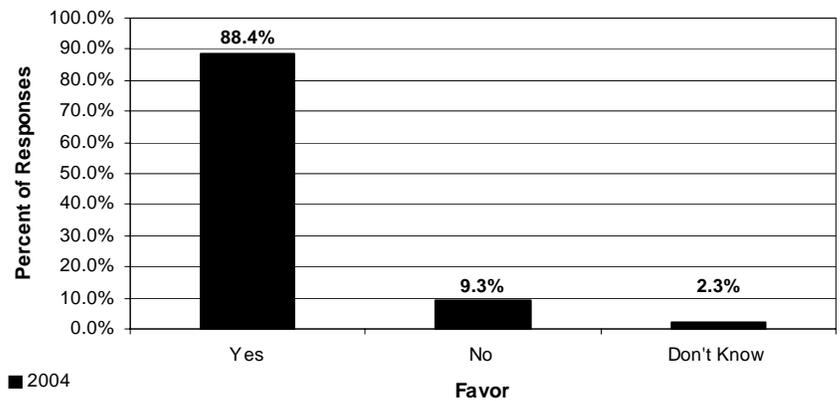
11. Favor Encouraging All 8th Grade Students to Take Algebra



12. Do you think students should attend kindergarten before attending 1st grade?

No	DK/NA
9.3%	2.3%

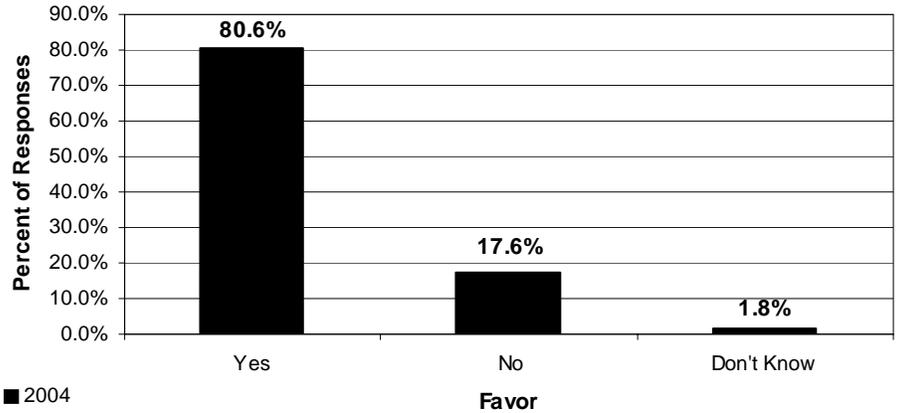
12. Students Should Attend Kindergarten Before Attending First Grade



13. Should parents have the option of enrolling their child in half-day kindergarten, full-day kindergarten, or don't know?

Yes	No	DK/NA
80.6%	17.6%	1.8%

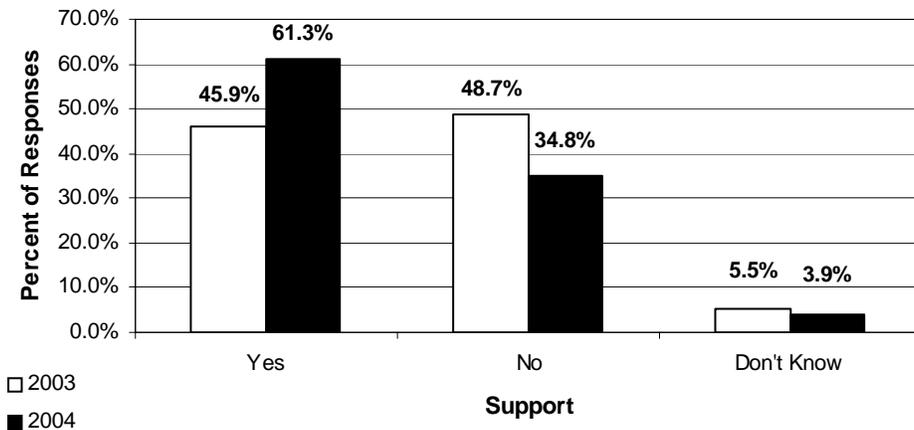
13. Option to Enroll in Half-Day or Full-Day Kindergarten



14. Would you support full-day kindergarten if taxes had to increase to support it?

Year	Yes	No	DK/NA
2004	61.3%	34.8%	3.9%
2003	45.9%	48.7%	5.5%

14. Support Full-Day Kindergarten if Supported by a Tax Increase



D. ISTEP+

The Indiana Statewide Testing for Educational Progress-Plus, commonly referred to as ISTEP+, is an important part of the state's efforts to increase accountability.

The annual release of ISTEP+ scores continues to generate extensive media attention and, perhaps as result, public awareness about this program is quite high. As in 2003, a clear majority of residents (75% in Year 2) expressed a familiarity with the ISTEP+, 17% consider themselves not very familiar with the tests, and 8% say they have never heard of it.

Of those who have at least heard of ISTEP+, more than half (74%) of the respondents believe ISTEP+ has contributed, to some extent, to an improvement in the quality of education in Indiana. Of this group, 13% think that the quality has improved a lot, 42% think that it has been improved somewhat, and 20% say that the tests have improved school quality only a little. Only 17% do not think that the tests have helped to improve the quality of public schools.

A total of 74% of Hoosiers also agree that ISTEP+ holds schools accountable to

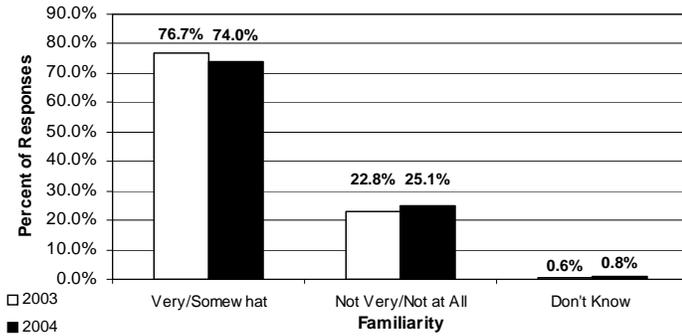
some extent for student achievement and 73% believe that it gives parents helpful information about a school's performance.

Question by Question Results

15. The ISTEP+ test is Indiana's statewide standardized test. How would you describe your familiarity with ISTEP+? Are you very familiar, somewhat familiar, not very familiar, or have you never heard of it?

Year	Very familiar	Somewhat familiar	Not very familiar	Never heard of it	DK/NA
2004	39.4%	34.6%	16.8%	8.3%	0.8%
2003	37.1%	39.6%	14.8%	8%	0.6%

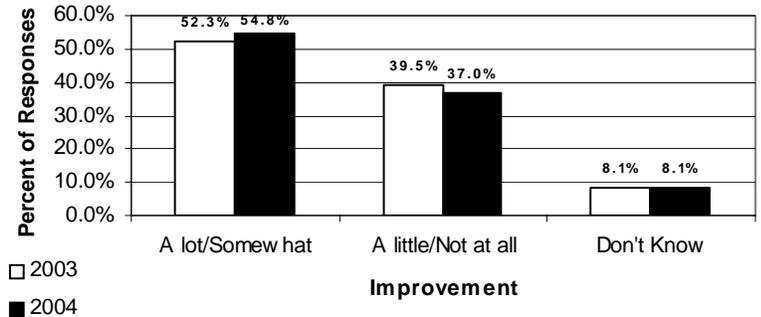
15. Familiarity with ISTEP+ Test



16. Do you think that the ISTEP+ has helped improve the quality of Indiana schools a lot, somewhat, a little, or not at all?

Year	A lot	Somewhat	A little	Not at all	DK/NA
2004	12.9%	41.9%	19.6%	17.4%	8.1%
2003	11.8%	40.5%	21.6%	17.9%	8.1%

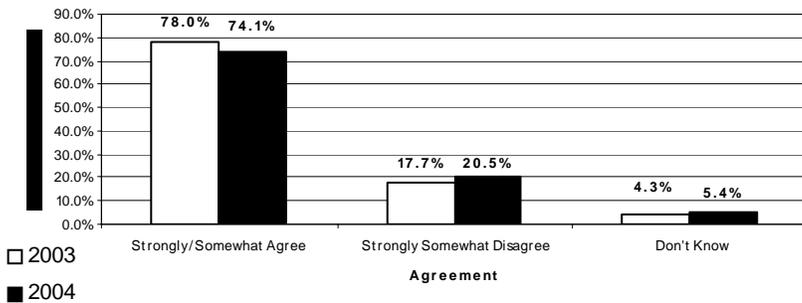
16. Has ISTEP+ Improved Public School Quality?



17. Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements about the ISTEP+ tests. - The ISTEP+ tests hold schools accountable for student achievement.

Year	Strongly agree	Somewhat agree	Somewhat Disagree	Strongly disagree	DK/NA
2004	28.1%	46.0%	11.0%	9.5%	5.4%
2003	26.4%	51.6%	9.8%	7.9%	4.3%

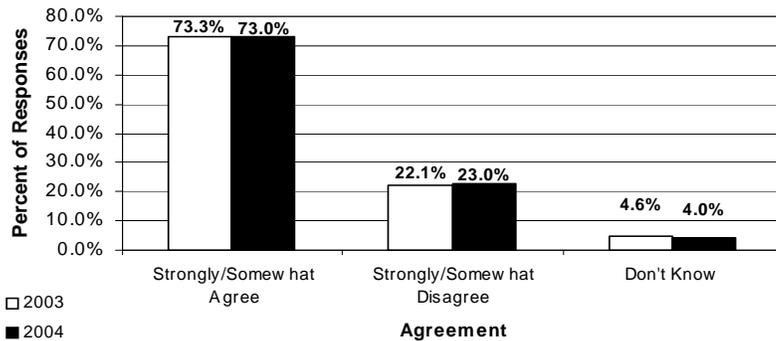
17. ISTEP+ Holds Schools Accountable for Student Achievement



18. Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements about the ISTEP+ tests. - The ISTEP+ tests give parents helpful information about a school's performance.

Year	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	DK/NA
2004	30.0%	43.0%	11.3%	11.7%	4.0%
2003	27.4%	45.9%	12.6%	9.5%	4.6%

18. ISTEP+ Tests Give Parents Helpful Information About a School's Performance



E. School Choice and Charter Schools

As stated in Section III, discussion of key K-12 education policy issues would not be complete without the consideration of the market-based reform initiatives that some state and national leaders advocate as strategies to improve public education. These advocates suggest that providing a choice to parents (as to where the parents will enroll their child for school) will generate competition between public schools, and public and private schools, for student enrollment. In turn, this competition will generate increased school performance and student academic achievement.

A vast majority of respondents (78%) believe parents should be allowed to send their children to another public school if a school fails to meet state performance standards. But, when asked about their familiarity with two other school choice strategies, vouchers and charter schools, about six out of 10 Hoosiers expressed a lack of familiarity with these strategies.

However, when given some information about the concept of a charter school, 56% indicated they would favor the cre-

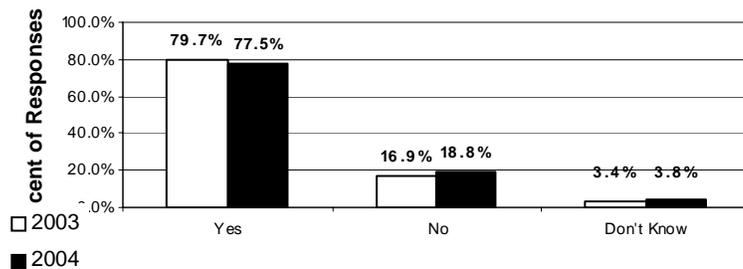
ation of charter schools, 19% oppose and 25% did not have a position. Central Indiana residents express the highest level of support for charter schools at 64%, compared to 53% in southern Indiana and 47% in northern Indiana.

Question by Question Results

19. If a school fails to meet state performance standards, do you feel that parents should be allowed to send their children to another public school?

Year	Yes	No	DK/NA
2004	77.5%	18.8%	3.8%
2003	79.7%	16.9%	3.4%

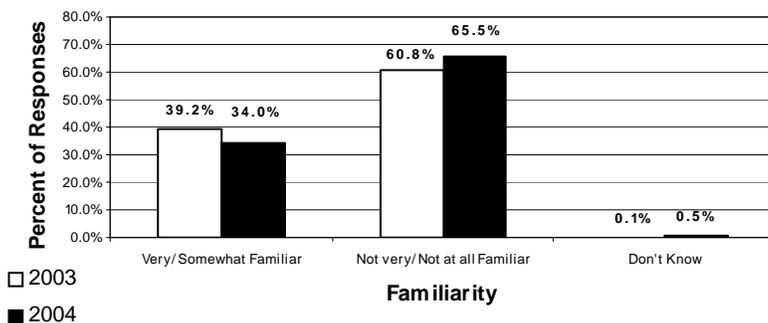
19. If Performance Levels are not Met, Parents Should be Allowed to Send Children to Another School



20. Vouchers are taxpayer-funded tuition credits redeemable at a school that a parent chooses. How would you rate your familiarity with vouchers? Are you very familiar, somewhat familiar, not very familiar, or have you never heard of them?

Year	Very familiar	Somewhat familiar	Not very familiar	Not at all familiar	DK/NA
2004	12.6%	21.4%	27.8%	37.7%	0.5%
2003	12.8%	26.4%	27.8%	33%	0.1%

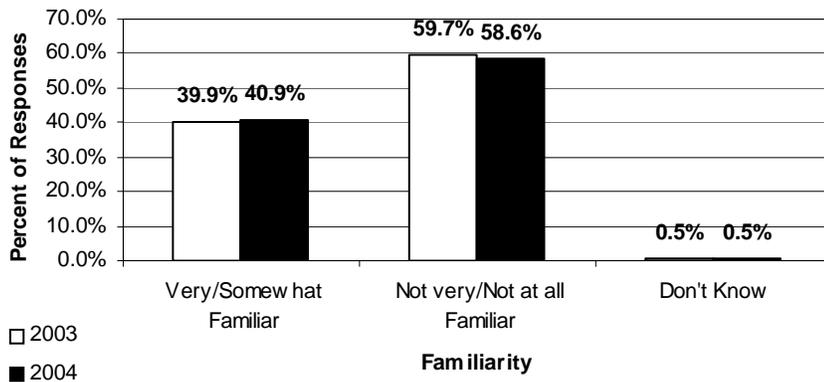
20. Familiarity with Vouchers



21A. Charter schools are public schools that are open to all students and are free of many of the regulations placed on traditional public schools. How would you rate your familiarity with charter schools? Would you say you are very familiar, somewhat familiar, not very familiar, or have you never heard of them?

Year	Very Familiar	Somewhat Familiar	Not very familiar	Not at all familiar	DK/NA
2004	10.5%	30.4%	33.3%	25.3%	0.5%
2003	9.6%	30.3%	36.8%	22.9%	0.5%

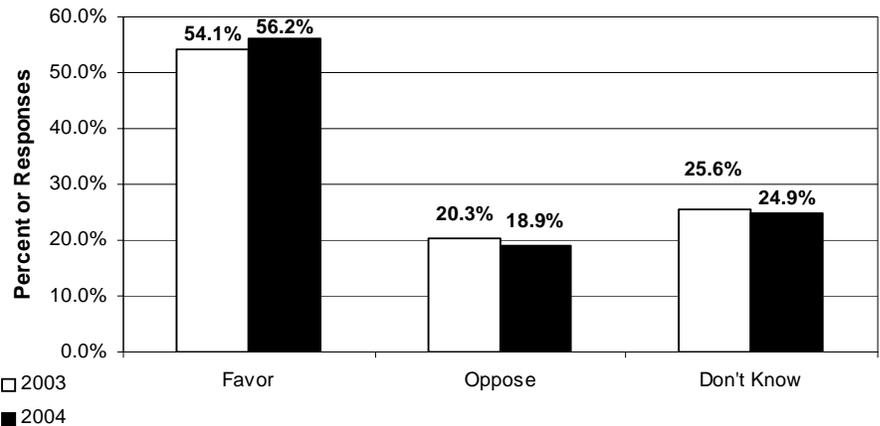
21A. Familiarity with Charter Schools



21B. Do you favor or oppose the creation of charter schools?

Year	Favor	Oppose	DK/NA
2004	56.2%	18.9%	24.9%
2003	54.1%	20.3%	25.6%

21B. Favor the Creation of Charter Schools



F. Teacher Quality

A clear majority of Indiana residents (72%) rate public school teachers favorably, either as excellent (12%) or good (60%). On the other hand, only 24% rated the quality of Indiana's educators as fair (21%) or poor (3%). One interesting finding when examining the demographic information was that the adults in the age cohort 18-34 were the most likely to say that the quality of teachers is only fair. Nearly 30% of respondents in this age group rated teachers in this manner.

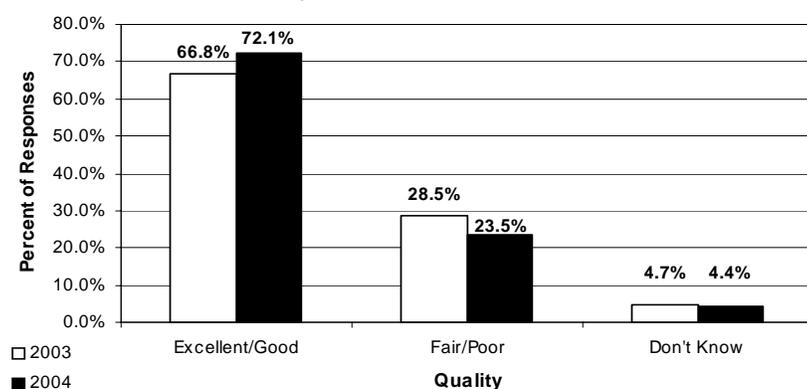
Indiana residents were also asked whether or not they would support paying teachers higher salaries as an incentive to teach in public schools identified as needing improvement. Approximately 71% of Hoosiers indicated they would; 24% say they would not support such a policy.

Question by Question Results

22. How would you rate the quality of Indiana public school teachers overall? Would you say excellent, good, fair, or poor?

Year	Excellent	Good	Fair	Poor	DK/NA
2004	12.3%	59.8%	20.9%	2.6%	4.4%
2003	10.3%	56.5%	25%	3.5%	4.7%

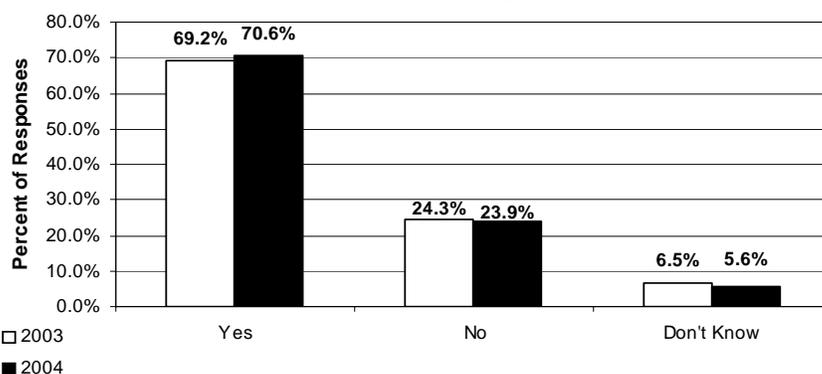
22. Overall Quality of Indiana Public School Teachers



23. In your opinion, should teachers be paid higher salaries as an incentive to teach in public schools that have been identified as needing improvement?

Year	Yes	No	DK/NA
2004	70.6%	23.9%	5.6%
2003	69.2%	24.3%	6.5%

23. Higher Salaries for Teachers to Teach in Public Schools Identified as Needing Improvement



G. No Child Left Behind Act and P.L. 221

One of the few K-12 education policy questions in the Year 2 Survey that reflected a significant change in attitude or perception from the Benchmark Survey was the question that addressed public awareness of the No Child Left Behind Act. About 75% of Hoosiers indicated that they know a little to a lot about NCLB, a sharp increase from the previous year when roughly 60% felt similarly. The increase in awareness of the federal K-12 education law is likely - at least in part - a reflection of the significant attention brought to this law during the 2004 presidential election. Also, the higher the income of the individual, the more likely they are familiar with the federal law. Only 12% of individuals with an income of \$75,000 or more stated they knew nothing of this law; whereas, 34% of individuals who earn less than \$35,000 stated they knew nothing of the law.

Concerning whether the increased involvement by the federal government will help, hurt, or make no difference in school performance locally, the perceptions and attitudes expressed in the Benchmark Survey remain unchanged in the Year 2 Survey. A total of 42% feel that the federal government's involvement in the schools will help, 21% say it will hurt, and 29% indicate that it will make no difference.

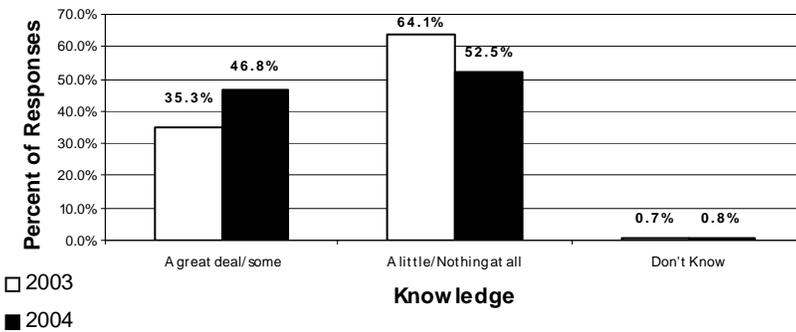
Though there is a much higher level of awareness with the federal accountability law today, there continues to be an overwhelming number of residents (70%) who indicate a total lack of awareness about the state's accountability law. Only 6% of residents claim they are very familiar with the law.

Question by Question Results

24. Legislation entitled the No Child Left Behind Act increases the federal government's role in decisions about schools. How much, if anything, do you feel you know about the No Child Left Behind Act? A great deal, some, a little, or nothing at all?

Year	A great deal	Some	A little	Nothing at all	DK/NA
2004	13.6%	33.2%	26.8%	25.7%	0.8%
2003	10.6%	24.7%	26.4%	37.7%	0.7%

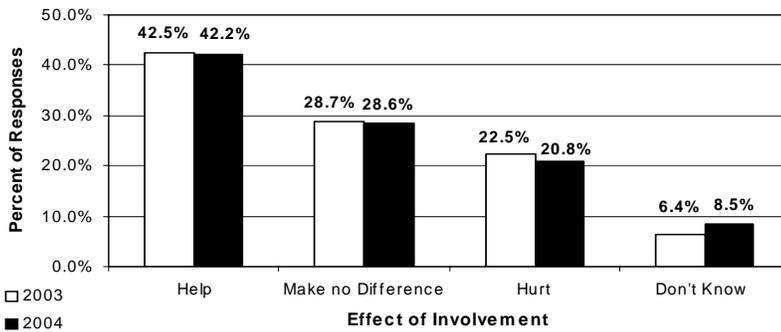
24. Knowledge of No Child Left Behind Act



25. Do you think the federal government's involvement in the schools will help, hurt, or make no difference in school performance?

Year	Help	Make no difference	Hurt	DK/NA
2004	42.2%	28.6%	20.8%	8.5%
2003	42.5%	28.7%	22.5%	6.4%

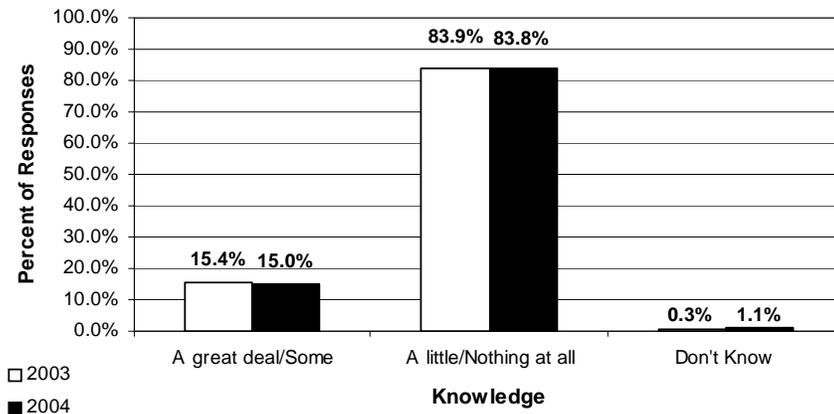
25. Effect of Federal Government's Involvement on School Performance



26. Indiana has its own version of No Child Left Behind, called PL221. How much, if anything, do you feel you know about PL221? Would you say you know a great deal, some, a little, or nothing at all?

Year	A great deal	Some	A little	Nothing at all	DK/NA
2004	5.7%	9.3%	13.9%	69.9%	1.1%
2003	6.1%	9.7%	13.1%	70.8%	0.3%

26. Knowledge of Indiana Public Law 221



H. The Achievement Gap in Indiana

A number of questions concerning the student educational achievement gap between racial and ethnic groups that exists in schools throughout Indiana today were new to the Year 2 Survey. Questions 27-31 in the Year 2 survey were identical to questions that were posed in the Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools. It is striking how similar Hoosier responses were to those in the national survey. More than 90% of Indiana citizens believe that the achievement gap is important (65% very important; 26% somewhat important) contrasted with 88% nationally.

A vast majority of Hoosiers (84%) believe that all children, regardless of race or ethnicity, have the same educational opportunities. Likewise, an overwhelming total of 79% of Indiana residents agree with the national respondents that this problem is a product of societal factors, not the quality of schooling received in public schools (11%). Increased parental participation and additional instructional time for low-performing students were strategies most highly rated as

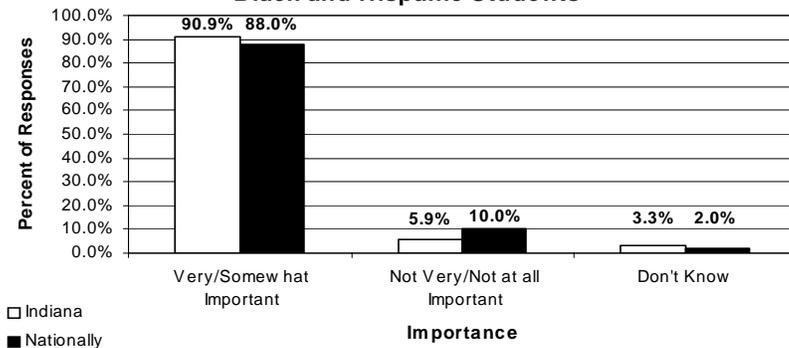
means to close the achievement gap, although all policy options mentioned were highly rated.

Question by Question Results

27. Black and Hispanic students generally score lower on standardized tests than white students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students? Is it very important, somewhat important, not too important, not at all important, or not at all important?

	Very important	Somewhat important	Not very important	Not at all important	DK/NA
Indiana	64.9%	26.0%	4.1%	1.8%	3.3%
Nationally	64%	24%	5%	5%	2%

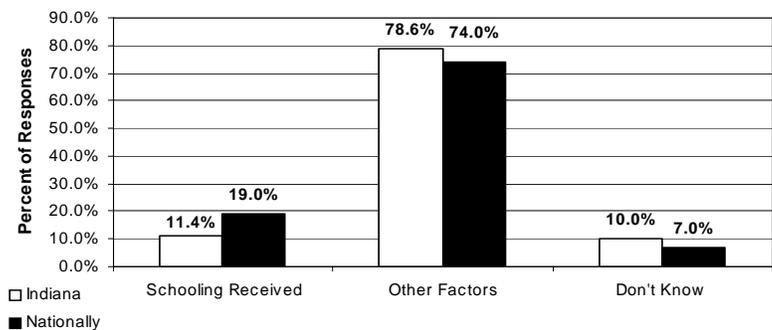
27. Importance of Closing the Achievement Gap for Black and Hispanic Students



28. In your opinion, is the achievement gap between white students and black and Hispanic students mostly related to the quality of schooling received or mostly related to other factors?

	Schooling received	Other factors	DK/NA
Indiana	11.4%	78.6%	10.0%
Nationally	19%	74%	7%

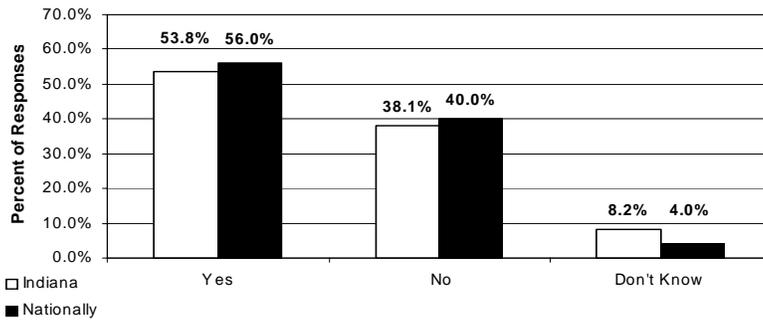
28. Achievement Gap Due to Quality of Schooling or Other Factors



29. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students, or not?

	Yes	No	DK/NA
Indiana	53.8%	38.1%	8.2%
Nationally	56%	40%	4%

29. Are Public School Responsible for Closing the Achievement Gap?

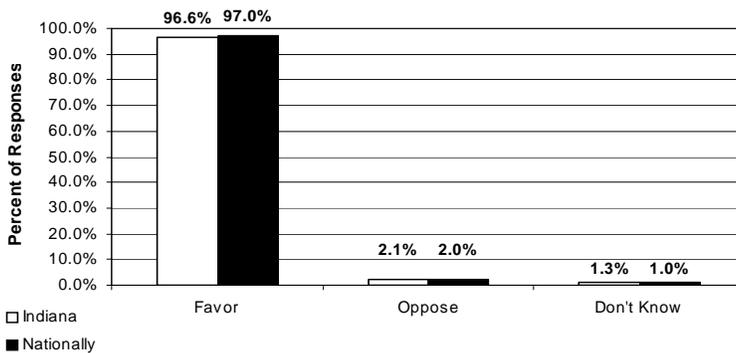


30. Numerous proposals have been suggested as ways to close the achievement gap between white, black, and Hispanic students. As I mention some of these proposals, one at a time, would you tell me whether you would favor or oppose it as a way to close the achievement gap?

30 A. Encourage more parent involvement.

	Favor	Oppose	DK/NA
Indiana	96.6%	2.1%	1.3%
Nationally	97%	2%	1%

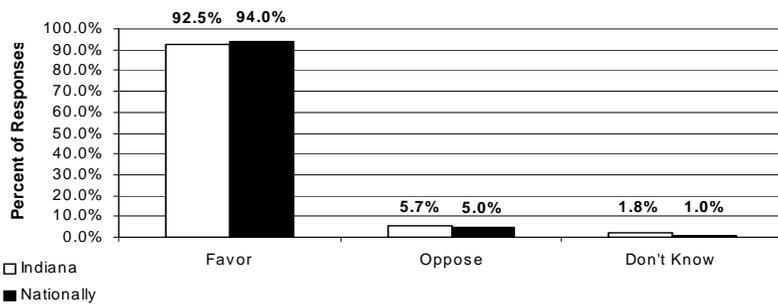
30A. Encourage More Parent Involvement



30 B. Provide more instructional time for low-performing students

	Favor	Oppose	DK/NA
Indiana	92.5%	5.7%	1.8%
Nationally	94%	5%	1%

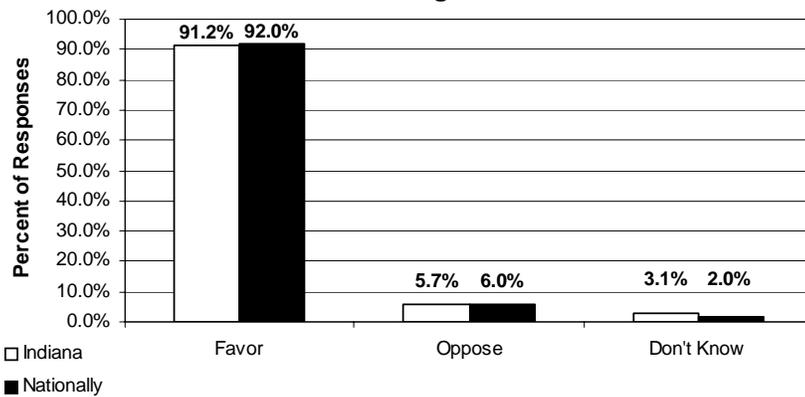
30B. Provide More Instructional Time for Low-Performing Students



30 C. Strengthen remedial programs for low-performing students.

	Favor	Oppose	DK/NA
Indiana	91.2%	5.7%	3.1%
Nationally	92%	6%	2%

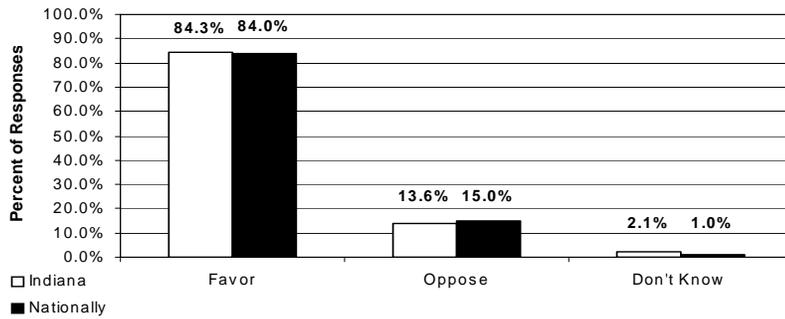
30C. Strengthen Remedial Programs for Low-Performing Students



30 D. Provide free breakfast and free lunch programs as needed.

	Favor	Oppose	DK/NA
Indiana	84.3%	13.6%	2.1%
Nationally	84%	15%	1%

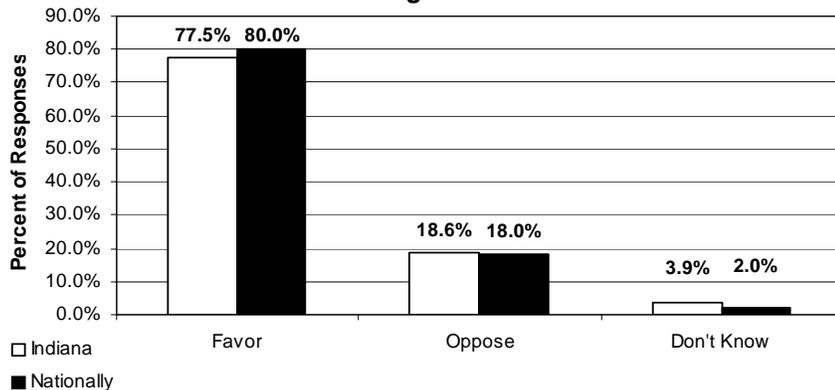
30D. Provide Free Breakfast and Free Lunch Programs as Needed



30 E. Provide voluntary state-funded preschool programs.

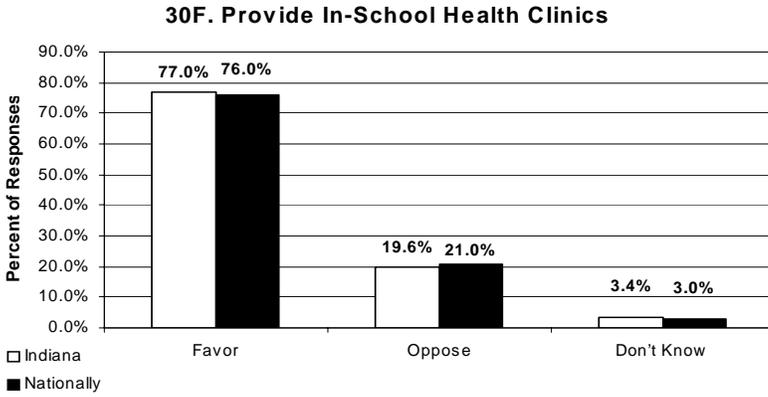
	Favor	Oppose	DK/NA
Indiana	77.5%	18.6%	3.9%
Nationally	80%	18%	2%

30E. Provide Voluntary State-Funded Preschool Programs



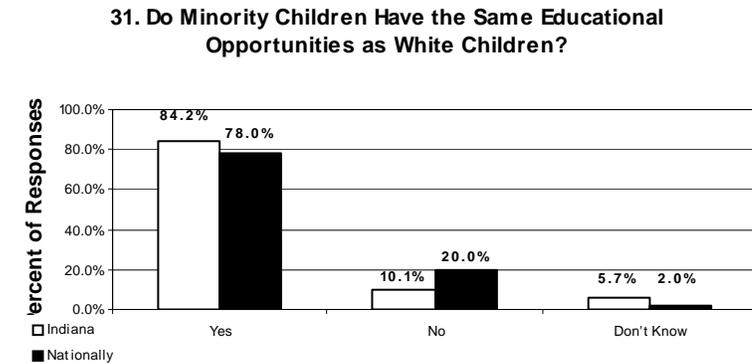
30 F. Provide in-school health clinics.

	Favor	Oppose	DK/NA
Indiana	77.0%	19.6%	3.4%
Nationally	76%	21%	3%



31. In your opinion, do black children and other minority children in your community have the same educational opportunities as white children?

	Yes	No	DK/NA
Indiana	84.2%	10.1%	5.7%
Nationally	78%	20%	2%



Appendix A

Summary Tables for Open-Ended Question 3B

Question-by-Question Results

3B. Why do you say that? (The public schools have gotten BETTER.)

(Open-ended responses coded by Stone Research Services.)

Total respondents: 186

School System/Administration	Percent
Added more programs/activities/better curriculum	18.3%
Schools are good/better/Education system good/more competitive	14.5%
Making changes for the better/changed format	8.1%
Funding/economics/spending levels good/better	5.4%
Administration trying harder/working to improve/making changes	3.8%
Good/better administration/leadership/superintendent/principal	3.8%
Programs for special needs students/gifted students	2.7%
Better discipline/better control of students	2.2%
Administrative changes/improvements in system	2.2%
More teachers/smaller classes	2.2%
Like new law about not leaving students behind	1.6%
Magnet schools/magnet programs	1.1%
Competing with other states/school districts/more competitive	0.5%
School system/administration negative comments	3.8%

Facilities	Percent
Added new schools/expanded schools	11.8%
School facilities improved/updated/better equipment	8.1%
Technology improved/computers in schools	5.9%
Closing schools/consolidating	0.5%

Standards and Testing	Percent
ISTEP has helped/better scores	11.3%
More emphasis is being put on academics/more testing	7.5%
SAT scores good/better	2.2%
Standards and testing negative comments	1.1%

Students	Percent
Students are smarter/learning more	7.5%
Students getting better grades/better students	2.7%
Graduation rate improving/more students getting into college	2.7%
Parent involvement/community participation/more parent involvement	2.2%
Students have good attitude	1.1%
Student behavior improving	0.5%
Students negative comments	0.5%

Teachers	Percent
Teachers are good/better/doing better job/improving	7.5%
Teachers more attentive/more involved/better relationship with students	4.8%
Teachers negative comments	1.1%

Miscellaneous Comments	Percent
What I hear/read/not as many bad reports/hear better reports	5.4%
No complaints/schools doing good	1.1%
Have not lived here very long/not lived here for 3 years/5 years	0.5%
Other comments	4.3%
Don't know/no answer	5.9%

3B. (Cont'd) Why do you say that? (The public schools have gotten WORSE?)

Total Respondents: 91

School System/Administration	Percent
Poor discipline/poor control of students	16.5%
Budget concerns/cutbacks/reduced funding	12.1%
Education system is broken/system doesn't work well	12.1%
Fewer teachers/larger classes	12.1%
Students not learning/learning enough/advanced without learning	11.0%
Doing a poor job/not as good as before	11.0%
Drugs/gangs in schools	8.8%
Money isn't being spent in the right areas/spend too much money	7.7%
Changes made are not for the better	6.6%
Need more help for special needs children	5.5%
Not enough focus on education	4.4%
Dropping classes/activities/curriculum poor/not as good	3.3%
Book rental fees/extra charges	2.2%
Need additional classes in liberal arts/preparation for college/vocational training	1.1%
Criteria/Curriculum has stayed the same/no improvement	1.1%
Nothing is getting better/no improvement/no change for the better	1.1%
Other school systems/private schools better/teach more	1.1%
School system/administration positive comments	1.1%

Facilities	Percent
Added new schools/expanded schools	3.3%
Closing schools/consolidating	3.3%
School facilities improved/updated/better equipment	1.1%

Standards and Testing	Percent
ISTEP/testing/standards are bad idea	5.5%
ISTEP/SAT scores lower/not improved/too low/average	4.4%

Students	Percent
Student attitude is poor/behavior is poor/too much violence	18.7%
Drop out rates high/students skipping school	5.5%
Have/need security/guards/extra rules	5.5%
Parents don't cooperate/not involved/family values/parent attitude poor	5.5%
Not take advantage of programs/opportunities	1.1%

Teachers	Percent
Teacher performance poor/skills poor/need better teachers	6.6%
Teachers not involved/not attentive/don't care enough/as much	6.6%
Teachers not have time to teach effectively	4.4%
Teachers too interested in paycheck/raises/paid too much	2.2%
Teachers don't control students	1.1%
Teacher pay too low	1.1%

Miscellaneous Comments	Percent
Hear/read negative reports	3.3%
Other comments	8.8%

3B. (Cont'd). Why do you say that? (The public schools have STAYED THE SAME?)

Total Respondents: 256

School System/Administration	Percent
Nothing is getting better/no improvement/no change for the better	11.7%
Students not learning/learning enough/advanced without learning	5.1%
Other school systems/private schools better/teach more	3.1%
Fewer teachers/larger classes	2.7%
Leaning more towards sports than academics/Too much emphasis on sports	2.3%
Education system is broken/system doesn't work well	2.3%
Budget concerns/cutbacks/reduced funding	2.3%
Poor discipline/poor control of students	2.3%
Need more help for special needs children	1.6%
Criteria/Curriculum has stayed the same/no improvement	1.2%
Changes made are not for the better	0.8%
Money isn't being spent in the right areas/spend too much money	0.8%
Dropping classes/activities/curriculum poor/not as good	0.8%
Need additional classes in liberal arts/preparation for college/vocational training	0.8%
Not enough focus on education	0.4%

Schools are good/better/education system good/more competitive	4.7%
Competing with other states/school districts/more competitive	1.2%
Making changes for the better/changed format	0.4%
Good/better administration/leadership/superintendent/principal	0.4%
Added more programs/activities/better curriculum	0.4%
Programs for special needs students/gifted students	0.4%
Like new law about not leaving students behind	0.4%
Administrative changes/improvements in system	0.4%

Facilities	Percent
School facilities improved/updated better equipment	0.8%
Technology improved/computers in schools	0.4%
Added new schools/expanded schools	0.4%

Standards and Testing	Percent
ISTEP/SAT scores lower/not improved/too low/average	1.6%
ISTEP/testing standards are bad idea	1.6%
ISTEP has helped /better scores	0.8%
SAT scores good/better	0.8%
More emphasis is being put on academics/more testing	0.4%

Students	Percent
Parents don't cooperate/not involved/family values/parent attitude poor	2.0%
Not take advantage of programs/opportunities	1.6%
Student attitude is poor/behavior is poor/too much violence	1.2%
Drop out rates high/students skipping school	0.4%
Graduation rate improving/more students getting into college	0.8%

Teachers	Percent
Teacher performance poor/skills poor/need better teachers	5.1%
Teachers not have enough time to teach effectively	0.8%
Teachers not involved/not attentive/don't care enough/as much	0.8%
Teachers too interested in paycheck/raises/paid too much	0.4%
Teachers not allowed to discipline/control students	0.4%
Teacher pay too low	0.4%
Teachers are good/better/doing better job/improving	1.2%
Teachers more attentive/more involved/better relationship with students	0.8%

Miscellaneous	Percent
Scores seem the same	2.0%
No complaints/schools doing good	0.4%
Hear/read negative reports	0.8%
Not notice any change/no difference/average/some good and some bad	30.1%
What I see/hear/the way it seems to me/my perception/no specific reason	11.7%
Not have children in school/child just in kindergarten/1 st grade	3.1%

Have not lived here very long/not lived here for 3 years/5 years	1.2%
Other Comments	7.8%
Don't know/No answer	8.2%

Appendix B

Detailed Results

1. On the whole, would you say that public schools in Indiana provide an excellent, good, fair, or poor education?

	Excellent	Good	Fair	Poor	Don't know/ No answer	Number of Cases
Gender						
Male	7.3%	48.8%	29.2%	7.0%	7.6%	301
Female	11.9%	45.3%	30.9%	7.4%	4.5%	311
Age						
18-34	7.3%	43.6%	34.5%	9.7%	4.8%	165
35-44	9.6%	49.6%	28.0%	5.6%	7.2%	125
45-54	12.2%	45.8%	28.2%	6.9%	6.9%	131
55-64	9.9%	46.2%	28.6%	9.9%	5.5%	91
65+	10.0%	52.0%	29.0%	3.0%	6.0%	100
Education						
HS or less	8.8%	49.2%	27.9%	6.9%	7.3%	262
Some college	8.2%	44.4%	36.8%	7.0%	3.5%	171
College grad or more	12.4%	46.3%	26.6%	7.9%	6.8%	177
Income						
<\$35K	6.8%	46.1%	33.5%	7.8%	5.8%	206
\$35K-\$50K	15.5%	45.7%	27.6%	5.2%	6.0%	116
\$50K-\$75K	7.5%	52.5%	26.7%	5.8%	7.5%	120
\$75K+	10.9%	45.3%	31.2%	8.6%	3.9%	128
Children in School						
Yes	11.4%	44.7%	32.0%	7.0%	4.8%	228
No	8.6%	48.4%	28.9%	7.3%	6.8%	384
Region						
Indiana Northern	7.9%	45.6%	28.6%	10.4%	7.5%	241
Indiana Central	9.9%	45.2%	32.4%	5.9%	6.6%	272
Indiana Southern	13.3%	55.1%	27.6%	3.1%	1.0%	98

2. What about the public schools in your community? Would you say that they provide an excellent, good, fair or poor education?

	Excellent	Good	Fair	Poor	Don't know/ No answer	Number of Cases
Gender						
Male	15.0%	50.2%	22.3%	7.3%	5.3%	301
Female	21.9%	43.7%	22.2%	7.1%	5.1%	311
Age						
18-34	15.8%	44.2%	27.3%	9.7%	3.0%	165
35-44	18.4%	48.8%	19.2%	7.2%	6.4%	125
45-54	19.1%	46.6%	21.4%	8.4%	4.6%	131
55-64	19.8%	47.3%	20.9%	7.7%	4.4%	91
65+	21.0%	49.0%	20.0%	1.0%	9.0%	100
Education						
HS or less	16.8%	48.1%	23.3%	7.3%	4.6%	262
Some college	16.4%	43.3%	25.1%	9.4%	5.8%	171
College grad or more	23.2%	48.6%	17.5%	5.1%	5.6%	177
Income						
<\$35K	13.1%	45.1%	25.2%	9.7%	6.8%	206
\$35K-\$50K	19.0%	45.7%	26.7%	4.3%	4.3%	116
\$50K-\$75K	19.2%	50.8%	20.8%	5.0%	4.2%	120
\$75K+	25.8%	44.5%	18.0%	7.8%	3.9%	128
Children in School						
Yes	21.9%	46.5%	24.6%	6.1%	0.9%	228
No	16.4%	47.1%	20.8%	7.8%	7.8%	384
Region						
Indiana Northern	17.4%	45.6%	21.2%	10.8%	5.0%	241
Indiana Central	19.5%	46.7%	21.3%	6.2%	6.2%	272
Indiana Southern	18.4%	50.0%	27.6%	1.0%	3.1%	98

3. Over the past five years, have the public schools in your community gotten better, worse, or stayed about the same?

	Better	Same	Worse	Don't know/ No answer	Number of Cases
Gender					
Male	31.6%	43.2%	15.6%	9.6%	301
Female	29.3%	40.5%	14.1%	16.1%	311
Age					
18-34	30.9%	37.6%	18.8%	12.7%	165
35-44	30.4%	37.6%	17.6%	14.4%	125
45-54	31.3%	48.1%	9.9%	10.7%	131
55-64	30.8%	40.7%	17.6%	11.0%	91
65+	28.0%	47.0%	9.0%	16.0%	100
Education					
HS or less	32.1%	44.3%	13.4%	10.3%	262
Some college	32.7%	38.6%	17.0%	11.7%	171
College grad or more	26.0%	41.2%	14.7%	18.1%	177
Income					
<\$35K	26.2%	46.1%	13.1%	14.6%	206
\$35K-\$50K	37.1%	36.2%	19.0%	7.8%	116
\$50K-\$75K	34.2%	40.8%	13.3%	11.7%	120
\$75K+	29.7%	42.2%	15.6%	12.5%	128
Children in School					
Yes	32.9%	39.9%	14.9%	12.3%	228
No	28.9%	43.0%	14.8%	13.3%	384
Region					
Indiana Northern	27.0%	41.1%	19.9%	12.0%	241
Indiana Central	34.9%	40.4%	9.2%	15.4%	272
Indiana Southern	26.5%	48.0%	18.4%	7.1%	98

4. In your opinion, how much does the amount of money spent on the public schools affect the quality of students' education? Would you say a lot, somewhat, a little, or not at all?

	A Lot	Somewhat	A Little	Not at all	Don't know/ No answer	Number of Cases
Gender						
Male	43.9%	30.9%	12.6%	7.6%	5.0%	301
Female	50.8%	35.0%	5.8%	2.6%	5.8%	311
Age						
18-34	50.9%	35.2%	6.1%	4.8%	3.0%	165
35-44	44.8%	40.8%	5.6%	3.2%	5.6%	125
45-54	49.6%	29.0%	12.2%	6.1%	3.1%	131
55-64	51.6%	30.8%	7.7%	5.5%	4.4%	91
65+	38.0%	27.0%	16.0%	6.0%	13.0%	100
Education						
HS or less	43.5%	35.1%	9.2%	6.1%	6.1%	262
Some college	49.1%	29.2%	9.9%	5.3%	6.4%	171
College grad or more	51.4%	33.9%	8.5%	3.4%	2.8%	177
Income						
<\$35K	47.1%	29.1%	10.7%	4.9%	8.3%	206
\$35K-\$50K	46.6%	33.6%	6.9%	6.0%	6.9%	116
\$50K-\$75K	44.2%	42.5%	7.5%	5.0%	0.8%	120
\$75K+	53.9%	31.2%	8.6%	3.9%	2.3%	128
Children in School						
Yes	48.7%	32.5%	8.8%	6.1%	3.9%	228
No	46.6%	33.3%	9.4%	4.4%	6.2%	384
Region						
Indiana Northern	51.5%	27.4%	7.5%	6.6%	7.1%	241
Indiana Central	48.2%	35.7%	8.5%	4.0%	3.7%	272
Indiana Southern	35.7%	38.8%	15.3%	4.1%	6.1%	98

5. Overall, do you think the funding for public schools in Indiana is enough to meet their needs, or not enough to meet their needs?

	Enough	Not enough	Don't know/ No answer	Number of Cases
Gender				
Male	33.6%	58.5%	8.0%	301
Female	22.8%	69.8%	7.4%	311
Age				
18-34	15.8%	76.4%	7.9%	165
35-44	26.4%	66.4%	7.2%	125
45-54	33.6%	61.8%	4.6%	131
55-64	27.5%	64.8%	7.7%	91
65+	44.0%	44.0%	12.0%	100
Education				
HS or less	30.5%	62.2%	7.3%	262
Some college	23.4%	67.8%	8.8%	171
College grad or more	29.4%	63.3%	7.3%	177
Income				
<\$35K	28.2%	61.2%	10.7%	206
\$35K-\$50K	25.9%	67.2%	6.9%	116
\$50K-\$75K	29.2%	66.7%	4.2%	120
\$75K+	25.0%	69.5%	5.5%	128
Children in School				
Yes	24.1%	71.1%	4.8%	228
No	30.5%	60.2%	9.4%	384
Region				
Indiana Northern	29.5%	62.7%	7.9%	241
Indiana Central	23.2%	69.1%	7.7%	272
Indiana Southern	37.8%	55.1%	7.1%	98

6. During the 2005 session of the Indiana General Assembly, legislators will attempt to resolve the state's budget deficit of \$800 million. To eliminate the deficit, policymakers will need to consider a cut in spending on public programs, tax increases, or a combination of spending cuts and tax increases.

A. To balance the budget, which of these options would you support?

	Cut spending	Raise taxes	Combination of spending cuts and tax increases	None of the above	Don't Know	Refused	Number of Cases
Gender							
Male	31.6%	6.3%	51.5%	5.0%	5.0%	0.7%	301
Female	26.4%	7.1%	57.2%	2.3%	7.1%	0.0%	311
Age							
18-34	24.2%	10.3%	56.4%	3.6%	5.5%	0.0%	165
35-44	29.6%	7.2%	56.0%	4.8%	2.4%	0.0%	125
45-54	26.7%	5.3%	56.5%	4.6%	6.9%	0.0%	131
55-64	34.1%	2.2%	53.8%	3.3%	4.4%	2.2%	91
65+	34.0%	6.0%	47.0%	1.0%	12.0%	0.0%	100
Education							
HS or less	35.5%	3.4%	49.6%	2.7%	8.8%	0.0%	262
Some college	22.8%	7.6%	58.5%	5.8%	5.3%	0.0%	171
College grad or more	25.4%	10.2%	58.2%	2.8%	2.3%	1.1%	177
Income							
<\$35K	32.5%	6.3%	46.6%	5.3%	9.2%	0.0%	206
\$35K-\$50K	30.2%	6.0%	57.8%	2.6%	3.4%	0.0%	116
\$50K-\$75K	29.2%	6.7%	57.5%	1.7%	5.0%	0.0%	120
\$75K+	18.8%	9.4%	67.2%	1.6%	1.6%	1.6%	128
Children in School							
Yes	28.9%	6.6%	55.3%	3.5%	5.7%	0.0%	228
No	28.9%	6.8%	53.9%	3.6%	6.2%	0.5%	384
Region							
Indiana Northern	27.4%	5.0%	55.2%	4.6%	7.9%	0.0%	241
Indiana Central	29.4%	8.5%	54.4%	3.3%	4.4%	0.0%	272
Indiana Southern	30.6%	6.1%	53.1%	2.0%	6.1%	2.0%	98

6B. If spending cuts were necessary, would you be willing to support reductions in spending on K-12 public education?

	Would support reductions	Would not support reductions	Don't know	Refused	Number of Cases
Gender					
Male	37.9%	57.5%	4.3%	0.3%	301
Female	27.0%	63.0%	10.0%	0.0%	311
Age					
18-34	36.4%	53.3%	10.3%	0.0%	165
35-44	27.2%	67.2%	5.6%	0.0%	125
45-54	31.3%	65.6%	3.1%	0.0%	131
55-64	28.6%	64.8%	5.5%	1.1%	91
65+	37.0%	52.0%	11.0%	0.0%	100
Education					
HS or less	36.6%	54.2%	9.2%	0.0%	262
Some college	26.9%	65.5%	7.6%	0.0%	171
College grad or more	31.1%	64.4%	4.0%	0.6%	177
Income					
<\$35K	38.8%	51.9%	9.2%	0.0%	206
\$35K-\$50K	32.8%	60.3%	6.9%	0.0%	116
\$50K-\$75K	29.2%	64.2%	6.7%	0.0%	120
\$75K+	24.2%	71.1%	3.9%	0.8%	128
Children in School					
Yes	29.4%	63.2%	7.5%	0.0%	228
No	34.1%	58.6%	7.0%	0.3%	384
Region					
Indiana Northern	30.7%	60.2%	9.1%	0.0%	241
Indiana Central	33.8%	60.7%	5.5%	0.0%	272
Indiana Southern	32.7%	59.2%	7.1%	1.0%	98

6C. What kind of tax increase do you think would be best – sales tax, income tax, real estate property tax, personal property tax, or business corporate tax?

	Sales tax	Income tax	Real estate property tax	Personal property tax	Business corporate tax	Don't know/No answer	Number of Cases
Gender							
Male	39.9%	9.0%	1.7%	3.0%	34.6%	12.0%	301
Female	30.5%	3.2%	3.5%	2.3%	46.3%	14.1%	311
Age							
18-34	27.9%	4.8%	5.5%	1.8%	50.9%	9.1%	165
35-44	34.4%	4.8%	1.6%	2.4%	44.0%	12.8%	125
45-54	38.2%	5.3%	2.3%	4.6%	38.2%	11.5%	131
55-64	42.9%	7.7%	0.0%	2.2%	36.3%	11.0%	91
65+	37.0%	9.0%	2.0%	2.0%	26.0%	24.0%	100
Education							
HS or less	32.1%	5.0%	1.1%	3.1%	44.7%	14.1%	262
Some college	36.8%	4.1%	4.1%	0.6%	42.7%	11.7%	171
College grad or more	38.4%	9.6%	3.4%	4.0%	31.6%	13.0%	177
Income							
<\$35K	27.7%	3.4%	1.9%	2.9%	46.1%	18.0%	206
\$35K-\$50K	35.3%	7.8%	1.7%	0.9%	44.8%	9.5%	116
\$50K-\$75K	38.3%	10.0%	2.5%	4.2%	36.7%	8.3%	120
\$75K+	47.7%	3.9%	3.9%	3.1%	32.8%	8.6%	128
Children in School							
Yes	35.1%	5.3%	2.2%	2.6%	44.3%	10.5%	228
No	35.2%	6.5%	2.9%	2.6%	38.3%	14.6%	384
Region							
Indiana Northern	34.4%	5.0%	2.1%	2.5%	41.9%	14.1%	241
Indiana Central	35.7%	7.0%	3.3%	2.2%	40.1%	11.8%	272
Indiana Southern	35.7%	6.1%	2.0%	4.1%	38.8%	13.3%	98

6D. Would you be willing to pay higher taxes so that school funding could be increased?

	Willing	Not willing	Don't know/ No answer	Number of Cases
Gender				
Male	54.5%	38.5%	7.0%	301
Female	61.7%	30.9%	7.4%	311
Age				
18-34	70.3%	21.2%	8.5%	165
35-44	59.2%	36.8%	4.0%	125
45-54	58.0%	38.2%	3.8%	131
55-64	53.8%	37.4%	8.8%	91
65+	41.0%	47.0%	12.0%	100
Education				
HS or less	56.1%	38.5%	5.3%	262
Some college	57.3%	35.1%	7.6%	171
College grad or more	62.1%	28.8%	9.0%	177
Income				
<\$35K	54.9%	35.4%	9.7%	206
\$35K-\$50K	59.5%	34.5%	6.0%	116
\$50K-\$75K	63.3%	33.3%	3.3%	120
\$75K+	64.8%	28.9%	6.2%	128
Children in School				
Yes	61.4%	32.5%	6.1%	228
No	56.2%	35.9%	7.8%	384
Region				
Indiana Northern	58.5%	34.4%	7.1%	241
Indiana Central	59.2%	34.2%	6.6%	272
Indiana Southern	55.1%	35.7%	9.2%	98

7. In your community, how do you view the expenditures of funds on buildings and equipment?

	Far too much	More than a sufficient amount	A sufficient amount	Less than a sufficient amount	Far too little	Don't know/No answer	Number of Cases
Gender							
Male	15.9%	8.0%	47.8%	9.3%	4.0%	15.0%	301
Female	7.1%	5.5%	54.7%	9.3%	6.8%	16.7%	311
Age							
18-34	7.9%	4.8%	54.5%	12.1%	4.2%	16.4%	165
35-44	4.0%	6.4%	56.8%	8.0%	8.8%	16.0%	125
45-54	14.5%	6.1%	48.9%	9.2%	8.4%	13.0%	131
55-64	18.7%	9.9%	46.2%	9.9%	2.2%	13.2%	91
65+	16.0%	8.0%	47.0%	6.0%	2.0%	21.0%	100
Education							
HS or less	9.2%	6.5%	50.8%	10.7%	6.9%	16.0%	262
Some college	15.8%	5.3%	49.7%	9.4%	2.9%	17.0%	171
College grad or more	10.7%	8.5%	54.2%	7.3%	5.1%	14.1%	177
Income							
<\$35K	9.2%	5.3%	44.7%	9.7%	7.8%	23.3%	206
\$35K-\$50K	9.5%	9.5%	56.9%	9.5%	2.6%	12.1%	116
\$50K-\$75K	11.7%	6.7%	59.2%	10.0%	3.3%	9.2%	120
\$75K+	13.3%	6.2%	55.5%	7.8%	6.2%	10.9%	128
Children in School							
Yes	9.6%	7.0%	54.4%	9.2%	7.0%	12.7%	228
No	12.5%	6.5%	49.5%	9.4%	4.4%	17.7%	384
Region							
Indiana Northern	12.9%	6.2%	49.8%	10.8%	6.6%	13.7%	241
Indiana Central	10.3%	6.6%	51.8%	9.6%	4.8%	16.9%	272
Indiana Southern	11.2%	8.2%	53.1%	5.1%	4.1%	18.4%	98

8. Several years ago, Indiana adopted a high school curriculum called Core 40. The curriculum is more challenging than the traditional high school curriculum and includes more courses in the core subject areas like math, science, and social studies, with fewer elective courses. How would you rate your familiarity with the Core 40 high school curriculum?

	Very familiar	Somewhat familiar	Not very familiar	Not at all familiar	Don't know/ No answer	Number of Cases
Gender						
Male	19.9%	21.3%	18.6%	39.2%	1.0%	301
Female	19.6%	19.3%	18.3%	42.1%	0.6%	311
Age						
18-34	26.7%	17.0%	14.5%	41.8%	0.0%	165
35-44	18.4%	25.6%	12.8%	42.4%	0.8%	125
45-54	22.9%	23.7%	19.1%	34.4%	0.0%	131
55-64	17.6%	18.7%	27.5%	34.1%	2.2%	91
65+	8.0%	16.0%	23.0%	51.0%	2.0%	100
Education						
HS or less	13.4%	14.1%	21.0%	50.0%	1.5%	262
Some college	19.3%	24.0%	19.9%	36.8%	0.0%	171
College grad or more	29.4%	26.0%	13.6%	30.5%	0.6%	177
Income						
<\$35K	13.1%	18.4%	18.0%	48.5%	1.9%	206
\$35K-\$50K	19.0%	21.6%	19.0%	40.5%	0.0%	116
\$50K-\$75K	19.2%	21.7%	17.5%	41.7%	0.0%	120
\$75K+	34.4%	21.9%	15.6%	28.1%	0.0%	128
Children in School						
Yes	19.7%	25.4%	12.3%	42.1%	0.4%	228
No	19.8%	17.2%	22.1%	39.8%	1.0%	384
Region						
Indiana Northern	22.0%	19.5%	18.3%	39.4%	0.8%	241
Indiana Central	18.4%	19.9%	20.2%	41.2%	0.4%	272
Indiana Southern	18.4%	23.5%	13.3%	42.9%	2.0%	98

9A. Do you favor requiring all high school students to complete the Core 40 curriculum as a requirement for graduation, with the availability of an opt-out provision?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	62.8%	30.0%	7.2%	180
Female	50.0%	35.4%	14.6%	178
Age				
18-34	54.2%	37.5%	8.3%	96
35-44	54.9%	36.6%	8.5%	71
45-54	70.9%	20.9%	8.1%	86
55-64	51.7%	27.6%	20.7%	58
65+	42.6%	44.7%	12.8%	47
Education				
HS or less	62.2%	24.4%	13.4%	127
Some college	63.9%	25.9%	10.2%	108
College grad or more	43.4%	47.5%	9.0%	122
Income				
<\$35K	52.0%	37.3%	10.8%	102
\$35K-\$50K	59.4%	27.5%	13.0%	69
\$50K-\$75K	61.4%	35.7%	2.9%	70
\$75K+	56.5%	32.6%	10.9%	92
Children in School				
Yes	61.1%	30.5%	8.4%	131
No	53.7%	33.9%	12.3%	227
Region				
Indiana Northern	55.6%	31.2%	13.2%	144
Indiana Central	60.4%	30.8%	8.8%	159
Indiana Southern	48.1%	40.7%	11.1%	54

9B. Do you favor requiring all high school students to complete the Core 40 curriculum as a requirement of admission to a four-year college?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	63.3%	31.1%	5.6%	180
Female	62.9%	30.9%	6.2%	178
Age				
18-34	57.3%	39.6%	3.1%	96
35-44	63.4%	31.0%	5.6%	71
45-54	67.4%	30.2%	2.3%	86
55-64	65.5%	24.1%	10.3%	58
65+	63.8%	23.4%	12.8%	47
Education				
HS or less	67.7%	23.6%	8.7%	127
Some college	64.8%	32.4%	2.8%	108
College grad or more	56.6%	37.7%	5.7%	122
Income				
<\$35K	60.8%	34.3%	4.9%	102
\$35K-\$50K	65.2%	27.5%	7.2%	69
\$50K-\$75K	64.3%	34.3%	1.4%	70
\$75K+	63.0%	30.4%	6.5%	92
Children in School				
Yes	64.1%	31.3%	4.6%	131
No	62.6%	30.8%	6.6%	227
Region				
Indiana Northern	63.9%	27.8%	8.3%	144
Indiana Central	64.8%	30.8%	4.4%	159
Indiana Southern	55.6%	40.7%	3.7%	54

9C. Do you favor requiring all high school students to complete the Core 40 curriculum as a prerequisite for receiving state financial aid for a four-year college?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	64.4%	30.0%	5.6%	180
Female	55.6%	37.6%	6.7%	178
Age				
18-34	56.2%	43.8%	0.0%	96
35-44	53.5%	39.4%	7.0%	71
45-54	72.1%	24.4%	3.5%	86
55-64	56.9%	31.0%	12.1%	58
65+	59.6%	25.5%	14.9%	47
Education				
HS or less	65.4%	25.2%	9.4%	127
Some college	62.0%	34.3%	3.7%	108
College grad or more	52.5%	42.6%	4.9%	122
Income				
<\$35K	55.9%	36.3%	7.8%	102
\$35K-\$50K	63.8%	27.5%	8.7%	69
\$50K-\$75K	57.1%	41.4%	1.4%	70
\$75K+	67.4%	29.3%	3.3%	92
Children in School				
Yes	63.4%	30.5%	6.1%	131
No	58.1%	35.7%	6.2%	227
Region				
Indiana Northern	59.0%	33.3%	7.6%	144
Indiana Central	61.0%	32.7%	6.3%	159
Indiana Southern	59.3%	38.9%	1.9%	54

10. Do you favor raising the drop-out age for high school students from age 16 to 18?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	70.1%	26.2%	3.7%	301
Female	79.7%	16.4%	3.9%	311
Age				
18-34	77.0%	20.0%	3.0%	165
35-44	80.0%	17.6%	2.4%	125
45-54	79.4%	17.6%	3.1%	131
55-64	62.6%	34.1%	3.3%	91
65+	71.0%	21.0%	8.0%	100
Education				
HS or less	77.5%	18.7%	3.8%	262
Some college	80.7%	17.0%	2.3%	171
College grad or more	66.1%	28.8%	5.1%	177
Income				
<\$35K	74.3%	21.4%	4.4%	206
\$35K-\$50K	80.2%	17.2%	2.6%	116
\$50K-\$75K	73.3%	21.7%	5.0%	120
\$75K+	73.4%	25.0%	1.6%	128
Children in School				
Yes	78.9%	17.1%	3.9%	228
No	72.7%	23.7%	3.6%	384
Region				
Indiana Northern	79.3%	18.3%	2.5%	241
Indiana Central	73.2%	21.7%	5.1%	272
Indiana Southern	70.4%	26.5%	3.1%	98

11. Do you favor encouraging all eighth grade students to take algebra?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	77.1%	20.9%	2.0%	180
Female	83.9%	14.5%	1.6%	178
Age				
18-34	83.6%	15.8%	0.6%	96
35-44	82.4%	17.6%	0.0%	71
45-54	80.2%	16.8%	3.1%	86
55-64	75.8%	20.9%	3.3%	58
65+	78.0%	19.0%	3.0%	47
Education				
HS or less	81.7%	16.8%	1.5%	127
Some college	83.6%	14.0%	2.3%	108
College grad or more	76.3%	22.0%	1.7%	122
Income				
<\$35K	83.0%	14.1%	2.9%	102
\$35K-\$50K	74.1%	24.1%	1.7%	69
\$50K-\$75K	83.3%	15.8%	0.8%	70
\$75K+	78.1%	20.3%	1.6%	92
Children in School				
Yes	81.1%	18.0%	0.9%	131
No	80.2%	17.4%	2.3%	227
Region				
Indiana Northern	80.1%	18.3%	1.7%	144
Indiana Central	81.6%	16.5%	1.8%	159
Indiana Southern	78.6%	19.4%	2.0%	54

12. Do you think students should attend kindergarten before attending 1st grade?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	83.7%	13.3%	3.0%	180
Female	92.9%	5.5%	1.6%	178
Age				
18-34	91.5%	7.3%	1.2%	96
35-44	86.4%	13.6%	0.0%	71
45-54	90.8%	8.4%	0.8%	86
55-64	87.9%	8.8%	3.3%	58
65+	83.0%	9.0%	8.0%	47
Education				
HS or less	88.9%	8.0%	3.1%	127
Some college	90.6%	7.6%	1.8%	108
College grad or more	85.3%	13.0%	1.7%	122
Income				
<\$35K	85.9%	9.2%	4.9%	102
\$35K-\$50K	88.8%	9.5%	1.7%	69
\$50K-\$75K	89.2%	10.0%	0.8%	70
\$75K+	89.8%	10.2%	0.0%	92
Children in School				
Yes	89.5%	10.1%	0.4%	131
No	87.8%	8.9%	3.4%	227
Region				
Indiana Northern	91.3%	7.1%	1.7%	144
Indiana Central	88.2%	9.9%	1.8%	159
Indiana Southern	81.6%	13.3%	5.1%	54

13. Should parents have the option of enrolling their child in half-day kindergarten, full-day kindergarten, or don't know?

	Yes, should have option to choose	No, should not have option	Don't know/ No answer	Number of Cases
Gender				
Male	77.1%	20.9%	2.0%	301
Female	83.9%	14.5%	1.6%	311
Age				
18-34	83.6%	15.8%	0.6%	165
35-44	82.4%	17.6%	0.0%	125
45-54	80.2%	16.8%	3.1%	131
55-64	75.8%	20.9%	3.3%	91
65+	78.0%	19.0%	3.0%	100
Education				
HS or less	81.7%	16.8%	1.5%	262
Some college	83.6%	14.0%	2.3%	171
College grad or more	76.3%	22.0%	1.7%	177
Income				
<\$35K	83.0%	14.1%	2.9%	206
\$35K-\$50K	74.1%	24.1%	1.7%	116
\$50K-\$75K	83.3%	15.8%	0.8%	120
\$75K+	78.1%	20.3%	1.6%	128
Children in School				
Yes	81.1%	18.0%	0.9%	228
No	80.2%	17.4%	2.3%	384
Region				
Indiana Northern	80.1%	18.3%	1.7%	241
Indiana Central	81.6%	16.5%	1.8%	272
Indiana Southern	78.6%	19.4%	2.0%	98

14. Would you support full-day kindergarten if taxes had to increase to support it?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	57.1%	37.9%	5.0%	301
Female	65.3%	31.8%	2.9%	311
Age				
18-34	69.1%	29.7%	1.2%	165
35-44	64.8%	33.6%	1.6%	125
45-54	62.6%	34.4%	3.1%	131
55-64	52.7%	38.5%	8.8%	91
65+	50.0%	42.0%	8.0%	100
Education				
HS or less	60.7%	34.4%	5.0%	262
Some college	64.9%	31.6%	3.5%	171
College grad or more	58.8%	38.4%	2.8%	177
Income				
<\$35K	60.2%	34.5%	5.3%	206
\$35K-\$50K	59.5%	37.1%	3.4%	116
\$50K-\$75K	65.0%	31.7%	3.3%	120
\$75K+	65.6%	31.2%	3.1%	128
Children in School				
Yes	64.0%	34.2%	1.8%	228
No	59.6%	35.2%	5.2%	384
Region				
Indiana Northern	60.6%	36.1%	3.3%	241
Indiana Central	65.8%	30.5%	3.7%	272
Indiana Southern	51.0%	42.9%	6.1%	98

15. The ISTEP+ test is Indiana's statewide standardized test. How would you describe your familiarity with ISTEP+? Are you very familiar, somewhat familiar, not very familiar, or have you never heard of it?

	Very Familiar	Somewhat Familiar	Not Very Familiar	Never Heard of It	Don't know/ No answer	Number of Cases
Gender						
Male	34.2%	34.2%	17.6%	12.6%	1.3%	301
Female	44.4%	35.0%	16.1%	4.2%	0.3%	311
Age						
18-34	60.0%	25.5%	7.9%	6.7%	0.0%	165
35-44	44.0%	36.0%	12.0%	5.6%	2.4%	125
45-54	35.1%	41.2%	13.7%	9.9%	0.0%	131
55-64	30.8%	37.4%	24.2%	5.5%	2.2%	91
65+	13.0%	37.0%	35.0%	15.0%	0.0%	100
Education						
HS or less	27.9%	35.1%	22.9%	13.4 %	0.8%	262
Some college	46.2%	38.6%	10.5%	3.5%	1.2%	171
College grad or more	49.7%	30.5%	13.6%	5.6%	0.6%	177
Income						
<\$35K	28.6%	35.4%	21.8%	13.6%	0.5%	206
\$35K-\$50K	41.4%	34.5%	17.2%	5.2%	1.7%	116
\$50K-\$75K	45.8%	35.8%	12.5%	5.8%	0.0%	120
\$75K+	53.1%	34.4%	9.4%	3.1%	0.0%	128
Children in School						
Yes	48.2%	37.7%	10.1%	2.6%	1.3%	228
No	34.1%	32.8%	20.8%	11.7%	0.5%	384
Region						
Indiana Northern	44.8%	31.1%	16.6%	7.5%	0.0%	241
Indiana Central	35.7%	36.4%	17.6%	8.8%	1.5%	272
Indiana Southern	35.7%	38.8%	15.3%	9.2%	1.0%	98

16. Do you think that the ISTEP+ has helped improve the quality of Indiana schools a lot, somewhat, a little, or not at all?

	A Lot	Somewhat	A Little	Not at All	Don't know/ No answer	Number of Cases
Gender						
Male	12.0%	43.2%	19.7%	16.2%	8.9%	259
Female	13.8%	40.7%	19.5%	18.5%	7.4%	297
Age						
18-34	17.5%	37.0%	20.8%	22.1%	2.6%	154
35-44	11.3%	43.5%	23.5%	16.5%	5.2%	115
45-54	12.7%	40.7%	21.2%	16.1%	9.3%	118
55-64	10.7%	50.0%	10.7%	16.7%	11.9%	84
65+	9.4%	42.4%	18.8%	12.9%	16.5%	85
Education						
HS or less	17.8%	41.8%	17.8%	12.4%	10.2%	225
Some college	14.7%	42.3%	22.7 %	12.9%	7.4%	163
College grad or more	4.2%	41.6%	19.3%	28.9%	6.0%	166
Income						
<\$35K	15.3%	39.5%	19.8%	16.4%	9.0%	177
\$35K-\$50K	15.7%	40.7%	17.6%	13.9%	12.0%	108
\$50K-\$75K	13.3%	42.5%	20.4%	18.6%	5.3%	113
\$75K+	7.3%	42.7%	22.6%	22.6%	4.8%	124
Children in School						
Yes	14.2%	41.6%	17.8%	18.7%	7.8%	219
No	12.2%	42.1%	20.8%	16.6%	8.3%	337
Region						
Indiana Northern	14.8%	35.9%	19.7%	21.5%	8.1%	223
Indiana Central	13.5%	47.5%	17.2%	14.8%	7.0%	244
Indiana Southern	6.8%	40.9%	26.1%	14.8%	11.4%	88

17. Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements about the ISTEP+ tests. - The ISTEP+ tests hold schools accountable for student achievement.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't know/ No answer	Number of Cases
Gender						
Male	29.7%	43.6%	12.7%	8.1%	5.8%	259
Female	26.6%	48.1%	9.4%	10.8%	5.1%	297
Age						
18-34	26.0%	44.2%	14.3%	13.0%	2.6%	154
35-44	27.8%	47.8%	13.0%	7.0%	4.3%	115
45-54	29.7%	50.0%	9.3%	8.5%	2.5%	118
55-64	33.3%	42.9%	8.3%	10.7%	4.8%	84
65+	24.7%	44.7%	7.1%	7.1%	16.5%	85
Education						
HS or less	32.0%	43.6%	9.3%	7.6%	7.6%	225
Some college	31.3%	47.9%	11.7%	6.1%	3.1%	163
College grad or more	18.7%	48.2%	12.7%	15.7%	4.8%	166
Income						
<\$35K	28.8%	42.9%	7.9%	10.7%	9.6%	177
\$35K-\$50K	34.3%	44.4%	10.2%	3.7%	7.4%	108
\$50K-\$75K	23.9%	49.6%	15.0%	10.6%	0.9%	113
\$75K+	21.8%	50.0%	12.1%	13.7%	2.4%	124
Children in School						
Yes	28.8%	48.4%	10.0%	9.6%	3.2%	219
No	27.6%	44.5%	11.6%	9.5%	6.8%	337
Region						
Indiana Northern	30.0%	37.7%	12.1%	13.9%	6.3%	223
Indiana Central	27.9%	53.3%	8.2%	6.1%	4.5%	244
Indiana Southern	23.9%	46.6%	15.9%	8.0%	5.7%	88

18. Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements about the ISTEP+ tests. - The ISTEP+ tests give parents helpful information about a school's performance.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't know/ No answer	Number of Cases
Gender						
Male	30.5%	42.9%	11.6%	10.4%	4.6%	259
Female	29.6%	43.1%	11.1%	12.8%	3.4%	297
Age						
18-34	29.2%	42.2%	11.7%	16.9%	0.0%	154
35-44	33.9%	45.2%	10.4%	8.7%	1.7%	115
45-54	31.4%	48.3%	9.3%	8.5%	2.5%	118
55-64	28.6%	40.5%	10.7%	14.3%	6.0%	84
65+	25.9%	36.5%	15.3%	8.2%	14.1%	85
Education						
HS or less	39.1%	36.0%	9.3%	9.3%	6.2%	225
Some college	30.7%	46.6%	12.3%	8.0%	2.5%	163
College grad or more	16.9%	48.8%	13.3%	18.7%	2.4%	166
Income						
<\$35K	31.1%	42.9%	7.9%	12.4%	5.6%	177
\$35K-\$50K	33.3%	43.5%	9.3%	9.3%	4.6%	108
\$50K-\$75K	29.2%	39.8%	17.7%	12.4%	0.9%	113
\$75K+	23.4%	46.0%	14.5%	13.7%	2.4%	124
Children in School						
Yes	33.8%	45.2%	9.1%	11.0%	0.9%	219
No	27.6%	41.5 %	12.8%	12.2 %	5.9%	337
Region						
Indiana Northern	30.0%	42.2%	9.4%	16.1%	2.2%	223
Indiana Central	30.7%	44.3%	11.5%	8.6%	4.9%	244
Indiana Southern	28.4%	40.9%	15.9%	9.1%	5.7%	88

19. If a school fails to meet state performance standards, do you feel that parents should be allowed to send their children to another public school?

	Yes - should be allowed	No - not allowed	Don't know/ No answer	Number of Cases
Gender				
Male	79.7%	18.9%	1.3%	301
Female	75.2%	18.6%	6.1%	311
Age				
18-34	80.0%	17.0%	3.0%	165
35-44	80.0%	18.4%	1.6%	125
45-54	80.2%	16.0%	3.8%	131
55-64	72.5%	23.1%	4.4%	91
65+	71.0%	22.0%	7.0%	100
Education				
HS or less	79.8%	16.0%	4.2%	262
Some college	78.4%	18.1%	3.5%	171
College grad or more	72.9%	23.7%	3.4%	177
Income				
<\$35K	78.2%	16.5%	5.3%	206
\$35K-\$50K	82.8%	14.7%	2.6%	116
\$50K-\$75K	77.5%	21.7%	0.8%	120
\$75K+	71.1%	25.8%	3.1%	128
Children in School				
Yes	76.3%	19.7%	3.9%	228
No	78.1%	18.2%	3.6%	384
Region				
Indiana Northern	79.7%	16.2%	4.1%	241
Indiana Central	76.1%	20.2%	3.7%	272
Indiana Southern	75.5%	21.4%	3.1%	98

20. Vouchers are taxpayer-funded tuition credits redeemable at a school that a parent chooses. How would you rate your familiarity with vouchers? Are you very familiar, somewhat familiar, not very familiar, or have you never heard of them?

	Very familiar	Somewhat familiar	Not very familiar	Never heard of them/ Not at all familiar	Don't know/ No answer	Number of Cases
Gender						
Male	17.3%	20.9%	28.6%	32.6%	0.7%	301
Female	8.0%	21.9%	27.0%	42.8%	0.3%	311
Age						
18-34	7.3%	21.2%	19.4%	51.5%	0.6%	165
35-44	15.2%	23.2%	27.2%	33.6%	0.8%	125
45-54	13.7%	22.9%	32.1%	31.3%	0.0%	131
55-64	18.7%	25.3%	28.6%	26.4%	1.1%	91
65+	11.0%	14.0%	36.0%	39.0%	0.0%	100
Education						
HS or less	2.7%	12.6%	31.3%	52.7%	0.8%	262
Some college	8.8%	25.7%	25.7%	39.8%	0.0%	171
College grad or more	31.1%	30.5%	24.9%	13.0%	0.6%	177
Income						
<\$35K	4.9%	15.5%	31.1%	47.6%	1.0%	206
\$35K-\$50K	10.3%	18.1%	29.3%	42.2%	0.0%	116
\$50K-\$75K	14.2%	23.3%	30.8%	31.7%	0.0%	120
\$75K+	25.8%	31.2%	20.3%	22.7%	0.0%	128
Children in School						
Yes	15.4%	24.6%	19.7%	39.5%	0.9%	228
No	10.9%	19.5%	32.6%	36.7%	0.3%	384
Region						
Indiana Northern	13.3%	18.3%	24.9%	43.6%	0.0%	241
Indiana Central	12.5%	21.3%	32.4%	33.5%	0.4%	272
Indiana Southern	11.2%	28.6%	22.4%	35.7%	2.0%	98

21A. Charter schools are public schools that are open to all students and are free of many of the regulations placed on traditional public schools. How would you rate your familiarity with charter schools? Would you say you are very familiar, somewhat familiar, not very familiar, or have you never heard of them?

	Very Familiar	Somewhat Familiar	Not very familiar	Never heard of them/ Not at all familiar	Don't know/ No answer	Number of Cases
Gender						
Male	11.3%	29.9%	32.9%	25.2%	0.7%	301
Female	9.6%	30.9%	33.8%	25.4%	0.3%	311
Age						
18-34	8.5%	23.6%	37.0%	30.9%	0.0%	165
35-44	11.2%	40.0%	24.0%	24.8%	0.0%	125
45-54	10.7%	32.1%	35.9%	21.4%	0.0%	131
55-64	15.4%	35.2%	26.4%	19.8%	3.3%	91
65+	8.0%	23.0%	42.0%	27.0%	0.0%	100
Education						
HS or less	3.8%	21.8%	34.7%	38.9%	0.8%	262
Some college	7.0%	33.9%	35.7%	22.8%	0.6%	171
College grad or more	23.7%	39.5%	29.4%	7.3%	0.0%	177
Income						
<\$35K	4.4%	24.8%	35.9%	34.5%	0.5%	206
\$35K-\$50K	11.2%	27.6%	36.2%	24.1%	0.9%	116
\$50K-\$75K	11.7%	35.0%	31.7%	21.7%	0.0%	120
\$75K+	19.5%	35.9%	31.2%	13.3%	0.0%	128
Children in School						
Yes	9.6%	32.0%	31.1%	27.2%	0.0%	228
No	10.9%	29.4%	34.6%	24.2%	0.8%	384
Region						
Indiana Northern	12.4%	24.1%	31.1%	31.5%	0.8%	241
Indiana Central	9.2%	39.3%	31.6%	19.9%	0.0%	272
Indiana Southern	9.2%	20.4%	43.9%	25.5%	1.0%	98

21B. Do you favor or oppose the creation of charter schools?

	Favor	Oppose	Don't know/ No answer	Number of Cases
Gender				
Male	60.1%	18.4%	21.5%	223
Female	52.4%	19.5%	28.1%	231
Age				
18-34	57.0%	16.7%	26.3%	114
35-44	63.8%	20.2%	16.0%	94
45-54	62.1%	17.5%	20.4%	103
55-64	41.4%	18.6%	40.0%	70
65+	50.7%	23.3%	26.0%	73
Education				
HS or less	50.0%	19.0%	31.0%	158
Some college	58.8%	13.7%	27.5%	131
College grad or more	59.8%	23.2%	17.1%	164
Income				
<\$35K	53.0%	16.4%	30.6%	134
\$35K-\$50K	58.6%	14.9%	26.4%	87
\$50K-\$75K	56.4%	21.3%	22.3%	94
\$75K+	56.8%	26.1%	17.1%	111
Children in School				
Yes	60.8%	16.9%	22.3%	166
No	53.5%	20.1%	26.4%	288
Region				
Indiana Northern	47.2%	24.5%	28.2%	163
Indiana Central	63.8%	13.3%	22.9%	218
Indiana Southern	52.8%	23.6%	23.6%	72

22. How would you rate the quality of Indiana public school teachers overall?
 Would you say excellent, good, fair, or poor?

	Excellent	Good	Fair	Poor	Don't know/ No answer	Number of Cases
Gender						
Male	9.0%	62.1%	21.9%	2.7%	4.3%	301
Female	15.4%	57.6%	19.9%	2.6%	4.5%	311
Age						
18-34	11.5%	50.3%	29.7%	3.0%	5.5%	165
35-44	10.4%	62.4%	19.2%	4.0%	4.0%	125
45-54	13.7%	64.1%	16.8%	2.3%	3.1%	131
55-64	13.2%	58.2%	23.1%	2.2%	3.3%	91
65+	13.0%	68.0%	12.0%	1.0%	6.0%	100
Education						
HS or less	13.4%	57.3%	21.0%	3.8%	4.6%	262
Some college	11.1%	54.4%	26.9%	3.5%	4.1%	171
College grad or more	11.3%	68.9%	15.3%	0.0%	4.5%	177
Income						
<\$35K	10.2%	52.9%	27.2%	3.4%	6.3%	206
\$35K-\$50K	19.0%	56.9%	16.4%	2.6%	5.2%	116
\$50K-\$75K	13.3%	68.3%	15.0%	2.5%	0.8%	120
\$75K+	9.4%	66.4%	20.3%	1.6%	2.3%	128
Children in School						
Yes	12.3%	59.6%	22.8%	2.6%	2.6%	228
No	12.2%	59.9%	19.8%	2.6%	5.5%	384
Region						
Indiana Northern	14.5%	53.5%	25.7%	3.3%	2.9%	241
Indiana Central	8.8%	64.7%	18.8%	2.6%	5.1%	272
Indiana Southern	16.3%	61.2%	15.3%	1.0%	6.1%	98

23. In your opinion, should teachers be paid higher salaries as an incentive to teach in public schools that have been identified as needing improvement?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	68.1%	26.2%	5.6%	301
Female	73.0%	21.5%	5.5%	311
Age				
18-34	83.0%	15.8%	1.2%	165
35-44	74.4%	21.6%	4.0%	125
45-54	74.0%	22.1%	3.8%	131
55-64	58.2%	29.7%	12.1%	91
65+	52.0%	37.0%	11.0%	100
Education				
HS or less	71.0%	21.4%	7.6%	262
Some college	71.3%	22.8%	5.8%	171
College grad or more	68.9%	28.8%	2.3%	177
Income				
<\$35K	69.9%	22.8%	7.3%	206
\$35K-\$50K	73.3%	21.6%	5.2%	116
\$50K-\$75K	69.2%	26.7%	4.2%	120
\$75K+	73.4%	24.2%	2.3%	128
Children in School				
Yes	76.8%	20.2%	3.1%	228
No	66.9%	26.0%	7.0%	384
Region				
Indiana Northern	67.6%	25.7%	6.6%	241
Indiana Central	74.6%	21.7%	3.7%	272
Indiana Southern	67.3%	24.5%	8.2%	98

24. Legislation entitled the No Child Left Behind Act increases the federal government's role in decisions about schools. How much, if anything, do you feel you know about the No Child Left Behind Act? A great deal, some, a little, or nothing at all?

	A great deal	Some	A little	Nothing at all	Don't know/No answer	Number of Cases
Gender						
Male	13.3%	30.2%	30.2%	25.6%	0.7%	301
Female	13.8%	36.0%	23.5%	25.7%	1.0%	311
Age						
18-34	14.5%	28.5%	22.4%	33.9%	0.6%	165
35-44	14.4%	36.0%	30.4%	19.2%	0.0%	125
45-54	12.2%	38.9%	26.7%	22.1%	0.0%	131
55-64	19.8%	30.8%	27.5%	19.8%	2.2%	91
65+	7.0%	32.0%	29.0%	30.0%	2.0%	100
Education						
HS or less	5.7%	26.0%	27.5%	39.7%	1.1%	262
Some college	11.7%	33.9%	29.8%	24.0%	0.6%	171
College grad or more	26.6%	43.5%	23.2%	6.2%	0.6%	177
Income						
<\$35K	5.3%	29.6%	29.6%	34.0%	1.5%	206
\$35K-\$50K	14.7%	29.3%	30.2%	25.0%	0.9%	116
\$50K-\$75K	17.5%	35.0%	19.2%	27.5%	0.8%	120
\$75K+	24.2%	39.8%	24.2%	11.7%	0.0%	128
Children in School						
Yes	15.4%	36.0%	25.4%	23.2%	0.0%	228
No	12.5%	31.5%	27.6%	27.1%	1.3%	384
Region						
Indiana Northern	16.2%	30.7%	28.2%	23.7%	1.2%	241
Indiana Central	12.1%	36.0%	22.1%	29.4%	0.4%	272
Indiana Southern	11.2%	30.6%	36.7%	20.4%	1.0%	98

25. Do you think the federal government's involvement in the schools will help, hurt, or make no difference in school performance?

	Help	Make no difference	Hurt	Don't know/No answer	Number of Cases
Gender					
Male	39.5%	31.9%	22.3%	6.3%	301
Female	44.7%	25.4%	19.3%	10.6%	311
Age					
18-34	54.5%	26.1%	13.9%	5.5%	165
35-44	44.0%	28.8%	18.4%	8.8%	125
45-54	42.7%	34.4%	18.3%	4.6%	131
55-64	33.0%	23.1%	35.2%	8.8%	91
65+	27.0%	30.0%	25.0%	18.0%	100
Education					
HS or less	44.7%	27.9%	15.3%	12.2%	262
Some college	43.3%	28.7%	22.8%	5.3%	171
College grad or more	37.3%	29.9%	27.1%	5.6%	177
Income					
<\$35K	45.1%	24.3%	19.4%	11.2%	206
\$35K-\$50K	44.0%	30.2%	14.7%	11.2%	116
\$50K-\$75K	39.2%	33.3%	22.5%	5.0%	120
\$75K+	39.1%	29.7%	26.6%	4.7%	128
Children in School					
Yes	47.8%	30.3%	15.8%	6.1%	228
No	38.8%	27.6%	23.7%	9.9%	384
Region					
Indiana Northern	44.8%	28.2%	17.8%	9.1%	241
Indiana Central	41.5%	28.3%	22.1%	8.1%	272
Indiana Southern	36.7%	30.6%	24.5%	8.2%	98

26. Indiana has its own version of No Child Left Behind, called PL221. How much, if anything, do you feel you know about PL221? Would you say you know a great deal, some, a little, or nothing at all?

	A great deal	Some	A little	Nothing at all	Don't know/No answer	Number of Cases
Gender						
Male	5.3%	9.6%	15.6%	68.1%	1.3%	301
Female	6.1%	9.0%	12.2%	71.7%	1.0%	311
Age						
18-34	3.6%	10.9%	9.1%	75.8%	0.6%	165
35-44	8.0%	8.0%	9.6%	72.0%	2.4%	125
45-54	6.9%	8.4%	18.3%	66.4%	0.0%	131
55-64	8.8%	8.8%	16.5%	62.6%	3.3%	91
65+	2.0%	10.0%	19.0%	69.0%	0.0%	100
Education						
HS or less	0.8%	5.7%	12.2%	79.8%	1.5%	262
Some college	2.3%	13.5%	15.8%	67.3%	1.2%	171
College grad or more	16.4%	10.7%	14.7%	57.6%	0.6%	177
Income						
<\$35K	2.4%	5.3%	14.6%	76.2%	1.5%	206
\$35K-\$50K	2.6%	5.2%	14.7%	76.7%	0.9%	116
\$50K-\$75K	6.7%	19.2%	12.5%	61.7%	0.0%	120
\$75K+	14.8%	11.7%	13.3%	59.4%	0.8%	128
Children in School						
Yes	6.1%	10.5%	12.7%	69.7%	0.9%	228
No	5.5%	8.6%	14.6%	70.1%	1.3%	384
Region						
Indiana Northern	6.6%	7.9%	13.7%	71.0%	0.8%	241
Indiana Central	4.4%	10.3%	15.8%	68.0%	1.5%	272
Indiana Southern	7.1%	9.2%	9.2%	73.5%	1.0%	98

27. Black and Hispanic students generally score lower on standardized tests than white students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students? Is it very important, somewhat important, not too important, or not at all important?

	Very important	Somewhat important	Not very important	Not at all important	Don't know	Number of Cases
Gender						
Male	64.5%	26.6%	5.0%	2.7%	1.3%	301
Female	65.3%	25.4%	3.2%	1.0%	5.1%	311
Age						
18-34	73.9%	17.6%	6.7%	1.8%	0.0%	165
35-44	67.2%	26.4%	1.6%	1.6%	3.2%	125
45-54	68.7%	26.0%	3.1%	1.5%	0.8%	131
55-64	60.4%	27.5%	4.4%	3.3%	4.4%	91
65+	46.0%	38.0%	4.0%	1.0%	11.0%	100
Education						
HS or less	64.5%	24.8%	5.3%	2.3%	3.1%	262
Some college	70.2%	25.1%	0.6%	1.2%	2.9%	171
College grad or more	60.5%	28.8%	5.6%	1.7%	3.4%	177
Income						
<\$35K	66.0%	24.8%	2.9%	2.4%	3.9%	206
\$35K-\$50K	69.8%	23.3%	2.6%	0.9%	3.4%	116
\$50K-\$75K	60.0%	30.0%	5.0%	2.5%	2.5%	120
\$75K+	66.4%	27.3%	5.5%	0.8%	0.0%	128
Children in School						
Yes	68.9%	25.0%	3.1%	1.8%	1.3%	228
No	62.5%	26.6%	4.7%	1.8%	4.4%	384
Region						
Indiana Northern	68.5%	22.4%	3.3%	1.2%	4.6%	241
Indiana Central	63.2%	27.6%	4.4%	1.8%	2.9%	272
Indiana Southern	61.2%	29.6%	5.1%	3.1%	1.0%	98

28. In your opinion, is the achievement gap between white students and black and Hispanic students mostly related to the quality of schooling received or mostly related to other factors?

	Schooling Received	Other factors	Don't know/ No answer	Number of Cases
Gender				
Male	8.3%	81.7%	10.0%	301
Female	14.5%	75.6%	10.0%	311
Age				
18-34	20.6%	72.7%	6.7%	165
35-44	12.8%	80.8%	6.4%	125
45-54	7.6%	84.7%	7.6%	131
55-64	5.5%	76.9%	17.6%	91
65+	5.0%	79.0%	16.0%	100
Education				
HS or less	11.5%	75.6%	13.0%	262
Some college	14.0%	77.8%	8.2%	171
College grad or more	9.0%	84.2%	6.8%	177
Income				
<\$35K	14.1%	71.4%	14.6%	206
\$35K-\$50K	13.8%	80.2%	6.0%	116
\$50K-\$75K	4.2%	90.0%	5.8%	120
\$75K+	10.2%	83.6%	6.2%	128
Children in School				
Yes	13.6%	79.8%	6.6%	228
No	10.2%	77.9%	12.0%	384
Region				
Indiana Northern	14.1%	79.3%	6.6%	241
Indiana Central	12.1%	77.2%	10.7%	272
Indiana Southern	3.1%	80.6%	16.3%	98

29. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students, or not?

	Yes, it is	No, it is not	Don't know/ No answer	Number of Cases
Gender				
Male	51.5%	41.9%	6.6%	301
Female	55.9%	34.4%	9.6%	311
Age				
18-34	60.0%	31.5%	8.5%	165
35-44	54.4%	40.0%	5.6%	125
45-54	52.7%	43.5%	3.8%	131
55-64	48.4%	39.6%	12.1%	91
65+	49.0%	38.0%	13.0%	100
Education				
HS or less	53.4%	37.8%	8.8%	262
Some college	57.9%	36.3%	5.8%	171
College grad or more	50.8%	40.7%	8.5%	177
Income				
<\$35K	57.8%	32.0%	10.2%	206
\$35K-\$50K	52.6%	37.9%	9.5%	116
\$50K-\$75K	49.2%	44.2%	6.7%	120
\$75K+	51.6%	44.5%	3.9%	128
Children in School				
Yes	53.5%	39.0%	7.5%	228
No	53.9%	37.5%	8.6%	384
Region				
Indiana Northern	51.9%	40.7%	7.5%	241
Indiana Central	55.9%	35.3%	8.8%	272
Indiana Southern	53.1%	38.8%	8.2%	98

30. Numerous proposals have been suggested as ways to close the achievement gap between white, black, and Hispanic students. As I mention some of these proposals, one at a time, would you tell me whether you would favor or oppose it as a way to close the achievement gap?

A. Encourage more parent involvement.

	Favor	Oppose	Don't know/ No answer	Number of Cases
Gender				
Male	94.7%	3.7%	1.7%	301
Female	98.4%	0.6%	1.0%	311
Age				
18-34	96.4%	3.0%	0.6%	165
35-44	99.2%	0.8%	0.0%	125
45-54	98.5%	0.8%	0.8%	131
55-64	91.2%	4.4%	4.4%	91
65+	96.0%	2.0%	2.0%	100
Education				
HS or less	94.7%	3.1%	2.3%	262
Some college	98.8%	0.6%	0.6%	171
College grad or more	97.7%	2.3%	0.0%	177
Income				
<\$35K	93.7%	3.9%	2.4%	206
\$35K-\$50K	98.3%	0.9%	0.9%	116
\$50K-\$75K	97.5%	2.5%	0.0%	120
\$75K+	100.0%	0.0%	0.0%	128
Children in School				
Yes	99.6%	0.4%	0.0%	228
No	94.8%	3.1%	2.1%	384
Region				
Indiana Northern	97.9%	1.2%	0.8%	241
Indiana Central	96.0%	2.6%	1.5%	272
Indiana Southern	94.9%	3.1%	2.0%	98

30B. Provide more instructional time for low-performing students.

	Favor	Oppose	Don't know/ No answer	Number of Cases
Gender				
Male	91.4%	7.0%	1.7%	301
Female	93.6%	4.5%	1.9%	311
Age				
18-34	95.8%	3.0%	1.2%	165
35-44	92.0%	7.2%	0.8%	125
45-54	93.9%	5.3%	0.8%	131
55-64	86.8%	9.9%	3.3%	91
65+	91.0%	5.0%	4.0%	100
Education				
HS or less	92.4%	5.3%	2.3%	262
Some college	94.7%	4.1%	1.2%	171
College grad or more	91.0%	7.9%	1.1%	177
Income				
<\$35K	93.2%	4.4%	2.4%	206
\$35K-\$50K	90.5%	6.9%	2.6%	116
\$50K-\$75K	93.3%	6.7%	0.0%	120
\$75K+	92.2%	7.0%	0.8%	128
Children in School				
Yes	93.0%	6.1%	0.9%	228
No	92.2%	5.5%	2.3%	384
Region				
Indiana Northern	92.9%	6.2%	0.8%	241
Indiana Central	92.6%	4.8%	2.6%	272
Indiana Southern	90.8%	7.1%	2.0%	98

30C. Strengthen remedial programs for low-performing students.

	Favor	Oppose	Don't know/ No answer	Number of Cases
Gender				
Male	88.7%	7.3%	4.0%	301
Female	93.6%	4.2%	2.3%	311
Age				
18-34	93.9%	4.8%	1.2%	165
35-44	93.6%	5.6%	0.8%	125
45-54	93.1%	5.3%	1.5%	131
55-64	86.8%	9.9%	3.3%	91
65+	85.0%	4.0%	11.0%	100
Education				
HS or less	91.2%	6.1%	2.7%	262
Some college	94.2%	3.5%	2.3%	171
College grad or more	88.7%	7.3%	4.0%	177
Income				
<\$35K	90.8%	4.4%	4.9%	206
\$35K-\$50K	93.1%	5.2%	1.7%	116
\$50K-\$75K	90.0%	7.5%	2.5%	120
\$75K+	91.4%	7.0%	1.6%	128
Children in School				
Yes	94.7%	4.4%	0.9%	228
No	89.1%	6.5%	4.4%	384
Region				
Indiana Northern	91.7%	6.2%	2.1%	241
Indiana Central	89.7%	5.9%	4.4%	272
Indiana Southern	93.9%	4.1%	2.0%	98

30D. Provide free breakfast and free lunch programs as needed.

	Favor	Oppose	Don't know/ No answer	Number of Cases
Gender				
Male	76.7%	20.3%	3.0%	301
Female	91.6%	7.1%	1.3%	311
Age				
18-34	86.1%	11.5%	2.4%	165
35-44	85.6%	12.8%	1.6%	125
45-54	84.0%	15.3%	0.8%	131
55-64	79.1%	17.6%	3.3%	91
65+	85.0%	12.0%	3.0%	100
Education				
HS or less	87.8%	10.3%	1.9%	262
Some college	84.8%	12.9%	2.3%	171
College grad or more	79.1%	19.2%	1.7%	177
Income				
<\$35K	91.7%	6.3%	1.9%	206
\$35K-\$50K	82.8%	15.5%	1.7%	116
\$50K-\$75K	77.5%	20.0%	2.5%	120
\$75K+	81.2%	18.0%	0.8%	128
Children in School				
Yes	86.0%	12.7%	1.3%	228
No	83.3%	14.1%	2.6%	384
Region				
Indiana Northern	86.7%	12.4%	0.8%	241
Indiana Central	83.5%	13.6%	2.9%	272
Indiana Southern	80.6%	16.3%	3.1%	98

30E. Provide voluntary state-funded preschool programs.

	Favor	Oppose	Don't know/ No answer	Number of Cases
Gender				
Male	72.8%	22.3%	5.0%	301
Female	82.0%	15.1%	2.9%	311
Age				
18-34	87.9%	10.9%	1.2%	165
35-44	81.6%	16.8%	1.6%	125
45-54	77.9%	19.1%	3.1%	131
55-64	67.0%	25.3%	7.7%	91
65+	64.0%	27.0%	9.0%	100
Education				
HS or less	81.3%	15.3%	3.4%	262
Some college	78.4%	18.7%	2.9%	171
College grad or more	71.2%	23.7%	5.1%	177
Income				
<\$35K	82.0%	14.1%	3.9%	206
\$35K-\$50K	77.6%	18.1%	4.3%	116
\$50K-\$75K	78.3%	19.2%	2.5%	120
\$75K+	75.0%	21.1%	3.9%	128
Children in School				
Yes	82.9%	15.8%	1.3%	228
No	74.2%	20.3%	5.5%	384
Region				
Indiana Northern	78.0%	17.0%	5.0%	241
Indiana Central	77.9%	19.1%	2.9%	272
Indiana Southern	74.5%	21.4%	4.1%	98

30F. Provide in-school health clinics.

	Favor	Oppose	Don't know/ No answer	Number of Cases
Gender				
Male	75.7%	19.9%	4.3%	301
Female	78.1%	19.3%	2.6%	311
Age				
18-34	81.2%	14.5%	4.2%	165
35-44	71.2%	24.8%	4.0%	125
45-54	81.7%	17.6%	0.8%	131
55-64	76.9%	18.7%	4.4%	91
65+	71.0%	25.0%	4.0%	100
Education				
HS or less	82.8%	12.6%	4.6%	262
Some college	74.9%	21.6%	3.5%	171
College grad or more	70.6%	28.2%	1.1%	177
Income				
<\$35K	78.6%	16.0%	5.3%	206
\$35K-\$50K	77.6%	19.8%	2.6%	116
\$50K-\$75K	76.7%	20.8%	2.5%	120
\$75K+	75.0%	25.0%	0.0%	128
Children in School				
Yes	77.2%	20.6%	2.2%	228
No	76.8%	19.0%	4.2%	384
Region				
Indiana Northern	75.1%	21.2%	3.7%	241
Indiana Central	77.6%	19.1%	3.3%	272
Indiana Southern	80.6%	16.3%	3.1%	98

Q31. In your opinion, do black children and other minority children in your community have the same educational opportunities as white children?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	85.7%	8.0%	6.3%	301
Female	82.6%	12.2%	5.1%	311
Age				
18-34	81.2%	12.7%	6.1%	165
35-44	82.4%	13.6%	4.0%	125
45-54	87.0%	8.4%	4.6%	131
55-64	85.7%	6.6%	7.7%	91
65+	86.0%	7.0%	7.0%	100
Education				
HS or less	86.6%	7.6%	5.7%	262
Some college	82.5%	10.5%	7.0%	171
College grad or more	82.5%	13.6%	4.0%	177
Income				
<\$35K	79.1%	12.6%	8.3%	206
\$35K-\$50K	86.2%	8.6%	5.2%	116
\$50K-\$75K	85.8%	8.3%	5.8%	120
\$75K+	89.8%	8.6%	1.6%	128
Children in School				
Yes	86.4%	10.5%	3.1%	228
No	82.8%	9.9%	7.3%	384
Region				
Indiana Northern	84.2%	12.0%	3.7%	241
Indiana Central	81.6%	9.9%	8.5%	272
Indiana Southern	90.8%	6.1%	3.1%	98

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