

2005 Public Opinion Survey on Education in Indiana

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January 4, 2006

Prepared by the
Center for Evaluation and Education Policy
Indiana University
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I Introduction

In November 2004, Mitch Daniels was elected as Indiana's first Republican governor since Governor Robert Orr's term ended in 1988. Upon taking office, Governor Daniels stated his intent to bring new perspectives and priorities to state government. This approach prompted many stakeholders to ponder what the future would hold for K-12 public education. Would the governor sustain past initiatives focused on standards, assessment, and accountability, or would he chart a new course to reform public education? As the governor enters his second year in office, his views on education policy are beginning to crystallize. These views, and the governor's positions on education issues such as school funding, testing, and accountability, have the potential to sway public opinion.

In addition to how the actions of the governor impact the K-12 education landscape, the legislature continues to grapple with many education issues, including school funding. State budget cuts and delayed payments to schools that were initiated in 2002 have not yet been restored. Districts continue to consider program reductions and limitations, in addition to teacher layoffs, in an effort to make ends meet. Educators are faced with tighter budgets at a time when the demands

and expectations for high student achievement are increasing — in large part due to the accountability provisions of the *No Child Left Behind Act* of 2001. Therefore, education will remain among the top policy priorities for the state of Indiana for the foreseeable future.

To gauge the level of public awareness, understanding, and support for a number of K-12 education issues, the Center for Evaluation and Education Policy (CEEP) conducted the 2003 Public Opinion Survey on Education in Indiana (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 allows for longitudinal comparison of results.

Subsequently, 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. The results of both the Benchmark Survey and Year 2 Survey generally reflected trends of positive attitudes and perceptions for Indiana citizens concerning K-12 education. The Year 3 Survey provided the opportunity to see if these trends would continue, or whether changes in the education policy climate have led to less favorable views about public education.

In preparing this survey, many questions were retained from the Benchmark and Year 2 Surveys. Other questions were modified or added to ensure that the primary education policy issues confronting Indiana were addressed (e.g., school funding, P-16 initiatives, ISTEP+ testing, vouchers, and teacher salaries) or to improve the quality of the survey questions. The 2005 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 and Taxation Matters
- C. Pre-school and Kindergarten Issues
- D. High School Drop-out Rate Issues
- E. ISTEP+ and School Accountability
- F. School Choice, Vouchers, and Charter Schools
- G. Teacher Quality and Pay
- H. The *No Child Left Behind Act* and PL 221
- I. The Achievement Gap in Indiana

This report summarizes the findings of the Year 3 Survey. Where comparisons were possible, Year 3 Survey results were compared with those from the Benchmark and Year 2 Surveys to identify trends in public attitudes and perceptions. Results are reported in summary for Indiana overall (see

Section III), and then, for comparison purposes, are shown disaggregated by northern, central, and southern Indiana regions, as well as by demographic categories (see Section IV).

II Methodology

The Public Opinion Survey on Education in Indiana is a longitudinal effort to identify and monitor Indiana residents' attitudes toward and perceptions 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. As was the case with the previous two surveys, the Year 3 Survey was conducted in late fall 2005. Results of the Year 3 Survey, the second follow-up survey to the Benchmark Survey, consist of the opinions of 605 completed telephone interviews of a random sample of Indiana households.

Questionnaire

The Center for Evaluation and Education Policy developed a 31-item questionnaire for the Year 3 Survey. 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 37th 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 regarding the draft questions from a wide range of individuals with diverse political and professional backgrounds. New questions concerning opinions of how to balance the state budget, P-16 initiatives, ISTEP+ testing, and teacher salaries were added for Year 3 along with selected wording changes to some questions from the Year 2 Survey. Questions for the Year 3 Survey 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, which also provided suggestions for the questionnaire 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. Year 3 Survey sampling also included the use of a directory-listed sample targeted toward African American- and Hispanic-origin households to augment the RDD sample. The targeted sample was used to complete approximately one-half of the two minority quotas which were established for the Year 3 Survey. Race/ethnicity quotas were not employed in the Benchmark or Year 2 Survey.

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 ensure the mix of respondents was representative of Indiana's population. In order to ensure random selection within the household, 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 county, age, or gender quota already completed.

Screening interviews were completed with 1,193 households (see Table 1 for sampling statistics). A total of 18 households did not qualify (i.e., were not residents of Indiana or no adult aged 18 or over) resulting in 1,175

households qualified to complete a survey. Surveys were completed with 605 households. The remaining 570 qualified households were not used due to quota controls for age, county, or gender. The ratio of initial refusals to households screened (2,128/1,193) was 1.8:1, which is lower (i.e., better) than average for RDD samples.

TABLE 1. Sample Statistics

Sample Records	Number	Percent
Unusable records (disconnect/wrong number/fax number)	1844	23.3
Useable records	6068	76.7
Total separate telephone numbers dialed	7912	100.0%
Households Screened		
Households qualified and interview completed	605	10.0
Households qualified but not interviewed (terminated prior to finish/age, county, or gender quota filled)	570	9.4
Total number of qualified households	1175	19.4%
Households not qualified (no adult aged 18/not resident of IN)	18	0.3
Total number of households screened	1193	19.7%
Households Not Screened		
Initial refusal	2128	35.1
No contact made/No contact with eligible respondent (no answer/answering machine/busy/call back/more than four attempts)	2638	43.5
Language barrier	101	1.7
Total number of households not screened	4867	80.3%
Total number of useable records	6060	100.0%

Overall sampling error for the Year 3 Survey is approximately +/- 4% at the 95% confidence level. 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 95 out of 100 times.

Demographic Information

Those surveyed in Year 3 were comprised of 45% male and 55% female, which is close to the gender distribution within Indiana for the 2000 U.S. Census. The majority of respondents (79%) lived in Indiana for 21 years or more; 11% lived in the state for 11-20 years; 5% lived in Indiana for 6-10 years; and 5% lived in the state for five years or less.

Approximately 48% of respondents had children under the age of 18, 28% had children in pre-school or kindergarten, 57% had children in grade school, and 37% had children in high school. The majority of respondents, 83%, indicated their primary race/ethnicity as white, 8% as African American, and 3% as Hispanic. Approximately 4% identified their race/ethnicity as American Indian, Asian, or Other. The remaining 2% either refused to indicate a primary race/ethnicity or did not know their primary race/ethnicity. The racial/ethnic composition of Year 3 survey respondents is comparable to the racial/ethnic distribution within Indiana for the 2000 U.S. Census. Additional demographic information is available upon request.

State and regional results were weighted proportionately to the Indiana population for gender and race. Weighting adjusts for differences between sample proportions and

population data and is accomplished by assigning gender and race weight factors to each response based on the individual respondent's demography. Men account for 48% of the Indiana population and 45% of the Year 3 sample. Therefore, Year 3 Survey males were weighted by a state factor of 1.0576 so that the combined responses for men would account for 48% of total survey responses.

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) software was utilized to maintain consistency of field procedures, including questionnaire administration and sample management, throughout the project.

Stone Research Services coded verbatim responses for Question 3B and tabulated survey results. Results were tabulated in total for Indiana and were also disaggregated for northern, central, and southern Indiana regions. Overall, the methodology used by Stone Research Services provided a standardized approach for reliable measurement of public opinion on education issues in Indiana.

III Summary of Key Findings

Review of 2003 Benchmark Survey Results

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

Review of Year 2 (2004) Survey Results

The Year 2 Survey results reflected little change from the Benchmark Survey, with a few exceptions in the attitudes and perceptions of Hoosiers. Attitudes about the overall performance of the public education system in Indiana were slightly improved, with nearly 6 in 10 residents saying that Indiana's public schools were excellent or good. More significantly, 65% of Hoosiers responded that schools in their community were excellent or good and only 29% said their community schools were 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. The level of public satisfaction was even higher when residents were asked about teacher quality. A total of 72% of the respondents said that teachers were excellent or good and only 24% rated the quality of Indiana's educators as fair or poor. Finally, a majority of respondents indicated that they believed public schools were underfunded, that they would support a tax increase to fund full-day kindergarten, that ISTEP+ holds schools accountable for student achievement, and that closing the academic achievement gap between groups of students is important.

Overall Attitudes Toward Public Schools and Teachers in 2005

With a few exceptions, the Year 3 Survey results reflect little change statistically from the Benchmark and Year 2 Surveys. Nevertheless, this information, coupled with the polling results for the many new questions posed in the Year 3 Survey, provides meaningful information to policymakers and educators concerning public perceptions about their programs and initiatives. Fifty-six percent of respondents indicated they perceive public schools in Indiana, on the whole, as excellent or good, 30% said that public schools in Indiana are fair, and approximately 7% percent said that public schools in Indiana are poor. A higher percentage of residents (64%) said the schools in their community, compared to schools in Indiana on the whole, provide an excellent or good education and only 30% percent said their community schools are fair or poor. Similar to the findings of the previous surveys, the level of satisfaction with Indiana's public education system is quite similar for households without children in school compared to those with school-age children. However, unlike the findings of the previous surveys, the level of satisfaction with Indiana's public education system is higher for men than women. Furthermore, the level of public satisfaction is even higher when residents were

asked about teacher quality. About 69% of residents indicate that teachers are excellent or good (a 3% decline from Year 2), and only 28% rate the quality of Indiana's educators as fair or poor (a 5% increase from Year 2).

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

Although a majority of Indiana residents rate local public schools favorably, 40% feel schools have not changed for better or worse over the past five years. Thirty-two percent of respondents believe that schools have improved, compared to 16% who indicate that public schools have declined. For those who express positive comments about the direction of public education during the past five years (see Appendix A for the coded responses to Question 3B), the most frequently cited reasons are: better curriculum and general efforts to improve schools; an increased level of academic achievement as a result of ISTEP+; new or improved school facilities and equipment; computers in schools; and teachers doing a better job in the classroom. The most frequently expressed concerns about the direction of public education are: fewer teachers and larger classes; reduced funding for schools; an insufficient emphasis on education and students not learning enough; poor discipline

in the classroom and school safety; and, ISTEP+ scores that were too low. The responses about the direction of public schools have not significantly changed over the three years of the Public Opinion Survey on Education in Indiana.

Significant Changes in Public Perception and Attitudes from 2003 to 2005

A handful of changes in attitude or perception from the Benchmark Survey to the Year 3 Survey are noteworthy. Again, significantly more respondents would oppose reductions to K-12 **public school funding**, and more citizens would be willing to pay higher taxes so that school funding could be increased. Additionally, the number of respondents from Year 2 to Year 3 who believe that spending on **school facilities and equipment** is sufficient declined by 8 percentage points, though the percentage change was split for those who feel too much was spent on facilities and equipment and those who believe that too little was spent in this area. Support for **full-day kindergarten**, if taxes had to increase to pay for this program, increased from 46% in 2003 to 61% in 2005.

One surprising decline that occurred from the Year 2 to the Year 3 Survey and merits

further scrutiny is public support for **charter schools**. Since 2003, the percentage of respondents that support the continued creation of more charter schools declined by four percentage points from 54% to 50%. Even more significant was the decline in Hoosier support for charter school expansion from 56% in Year 2 to 50% in the Year 3 Survey; conversely, those who stated opposition increased from 19% to 27% over the same time period.

Finally, Indiana residents claiming to know a little to a lot about the federal *No Child Left Behind Act* increased from 62% in the Benchmark Survey to 76% in the Year 3 Survey. However, the percentage of Hoosiers that believe that the federal government's involvement in schools is helping improve performance decreased from 43% to 31% over the same time period.

School Funding and Taxation Matters

Public school finance remains a matter of considerable public discourse in 2005. During his first year in office, Governor Daniels advocated for greater efficiencies of school corporation operations and more money for “instruction rather than construction.” When asked about their views of funding for public schools, Indiana citizens once again express

the sentiment that schools are underfunded and indicate strong opposition to any reductions in K-12 funding that are intended to help balance the state budget. In fact, the percentage of respondents who indicate that they would oppose reductions in K-12 public education spending increased by 16 percentage points to 76% from the Year 2 Survey, reflecting the greatest percentage change for all responses between the Year 2 and the Year 3 Surveys. Additionally, 77% of Hoosiers believe the level of spending on public schools does affect the quality of education students receive, either somewhat or a lot, and are willing to pay higher taxes (59%) so that school funding can be increased. Lastly, 20% of respondents say that far too much or more than a sufficient amount is spent for facilities and equipment in their community, 43% say spending on facilities and equipment is sufficient, and 18% say that less than a sufficient amount or far too little is spent on facilities and equipment.

Pre-School and Kindergarten Issues

The Year 3 Survey included a new question concerning public support for pre-school programs due to the increased discussion surrounding these programs at the state and national levels. Specifically, 78% of respondents indicate that they would support state

funding for voluntary pre-school for at-risk children. Interestingly, when this same program option was provided toward the end of the questionnaire as a strategy to close the achievement gap between groups of students, 72% indicate favorable support. Concerning kindergarten issues, 83% of the public support requiring kindergarten attendance for students. A majority (53%) also indicate that if the state were to implement full-day kindergarten, they prefer the program to be state funded and mandatory for schools to offer and parents to enroll their children. As previously mentioned, 61% of respondents indicate that they would support tax increases to fund full-day kindergarten.

High School Drop-Out Rates

In 2005, educators and policymakers in Indiana extensively discussed high school graduation and drop-out issues while addressing high school reform initiatives. Estimates vary widely about the number of high school students who do not complete high school on time and drop out of school in Indiana, but they are high enough by any estimate to generate a high level of public concern. A total of 89% of respondents either strongly agree or somewhat agree that Indiana's high school drop-out rates are significant and merit further attention by educators and policymakers.

ers. One law change that 75% of Hoosiers indicate they support would be raising the drop-out age for high school from 16 to 18; and 67% of residents would support the withholding or revocation of students' driver's licenses and employment certificates as a deterrent to dropping out of school.

ISTEP+ and School Accountability

As with the first two years of the Public Opinion Survey on Education in Indiana, a wide majority of residents (77% in the Benchmark Survey; 74% in the Year 2 Survey; and 74% in the Year 3 Survey) indicate that they are either somewhat or very familiar with Indiana's statewide standardized test, ISTEP+. Also consistent with previous surveys, respondents in the Year 3 Survey believe that ISTEP+ has contributed to some extent to improvements in the quality of education in Indiana. They also agree that ISTEP+ holds schools accountable for student achievement and gives parents helpful information about a school's performance. Finally, a new question posed on the Year 3 Survey addressed the time of the school year that ISTEP+ is given. There is disagreement among leaders at the state level as to whether ISTEP+ tests should be given toward the start of the school year in the fall, as it is now, or in the spring toward the end of the school

year. A total of 70% of respondents indicate a preference for spring testing, 16% indicate fall, and 11% indicate that it did not make a difference. Interestingly, respondents with school-aged children are almost half as likely to favor fall testing as people without school-aged children (11% vs. 20%, respectively).

School Choice, Vouchers, and Charter Schools

The Year 3 Survey included questions about school choice and other market-based education reforms such as tuition vouchers and charter schools. Seventy-nine percent of residents indicate a preference that efforts should first be made to provide additional assistance to students in low-performing schools rather than transfer students to another public school. When asked about familiarity with taxpayer-funded credits, or vouchers, that allow parent to pay tuition for their children at a public or private school of their choice, 65% say that they are not very familiar with or have never heard of vouchers. Slightly more respondents indicate that they favor rather than oppose (48% to 44%) the use of vouchers to permit students at a low-performing school to attend a different public or private school. Of those respondents that indicate support for vouchers, 73% express support for public and private school options, 23% for public school enrollment

options only, and 12% for private school enrollment options only. Finally, Hoosiers were asked two questions about charter schools (see Section IV for a definition of charter schools). Thirty-eight percent of respondents say they are somewhat or very familiar with charter schools and 62% report that they are not very familiar or not familiar at all with charter schools. When asked if they favor or oppose the continued creation of charter schools beyond the 30 schools in operation during the 2005-06 school year, 50% of those who had some knowledge of charter schools express support for the creation of additional charter schools, 27% oppose more charter schools, and 23% say that they don't know or didn't have a position. The results of both charter school questions are an indication of public indecision about charter schools.

Achievement Gap

Consistent with the Year 2 Survey, several questions were posed to Indiana citizens in the Year 3 Survey about the achievement gaps that exist between racial/ethnic groups of students, and between students from low and high income families. Questions from the Year 2 and Year 3 Surveys were similar to questions presented on the 2004 and 2005 Phi Delta Kappa/Gallup Polls conducted

nationally. Indiana polling results closely mirror the results in the national polls. In Indiana, 94% of citizens respond that closing the achievement gap is important to some extent (67% very important; 27% somewhat important) compared to 90% nationally. Indiana residents agree with the national respondents that the achievement gap problem is a product of societal factors such as family income or the education attainment of parents, not the quality of schooling received in public schools. As with the Year 2 Survey, increased parental participation and additional instructional time for low-performing students are the options most frequently supported as strategies to close the achievement gap in the Year 3 Survey.

IV Detailed Results

A. Overall Evaluation of Public Schools in Indiana

A total of 56% of respondents indicate they perceive public schools in Indiana, on the whole, as excellent or good, 30% say public schools in Indiana are fair, and 7% say public schools in Indiana are poor. A majority of residents (64%) say the schools in their community provide an excellent or good education, 23% say their community schools are fair, and only 7% percent say their community schools provide a poor education. Like the findings of the previous surveys, the level of satisfaction with Indiana's public education system is quite similar for households without children in school compared to those with school-age children. However, unlike the findings of the previous surveys, the levels of satisfaction with Indiana's public education system and schools in the respondents' communities are higher for men than women. A total of 57% of men indicate that public schools in Indiana provide an excellent or good education compared to 55% of women who feel similarly. Even more significantly, 67% of men say the schools in their community provide an excellent or good education compared to 61% of women who respond likewise. Furthermore,

satisfaction with public education is higher in northern and southern Indiana compared to central Indiana, as well as for respondents that are college graduates, have annual incomes between \$50,000-\$75,000, and are white.

Although a majority of Indiana residents rate local public schools favorably, 40% feel schools have not changed for better or worse over the past five years. Thirty-two percent of respondents believe that schools have improved over the past five years, compared to 16% who indicate that public schools have declined. Respondents that most frequently express the belief that schools have improved included: men; individuals 45-54 years of age or 65 and older; college graduates; adults without school-age children; and white residents.

For those who express positive comments about the direction of public education during the past five years (see Appendix A for the coded responses to Question 3B), the most frequently cited reasons are: better curriculum and general efforts to improve schools; an increased level of academic achievement as a result of ISTEP+; new or improved school facilities and equipment; computers in schools; and teachers doing a better job in the classroom. The most frequently expressed concerns about the direc-

tion of public education are: fewer teachers and larger classes; reduced funding for schools; an insufficient emphasis on education and students not learning enough; poor discipline in the classroom and school safety; and, ISTEP+ scores that

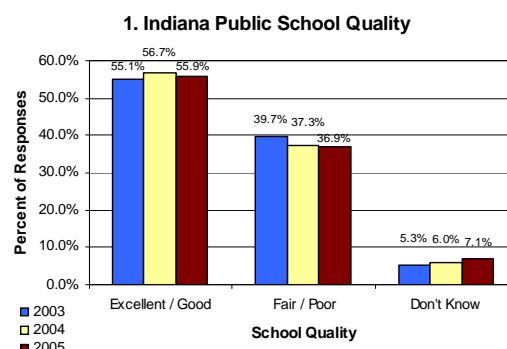
were too low. The responses about the direction of public schools have not significantly changed over the three years of the Public Opinion Survey on Education in Indiana.

Question by Question Results

(Percentages may not sum to 100% due to rounding.)

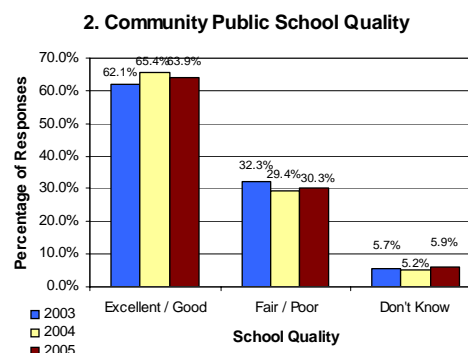
1. On the whole, would you say that public schools in Indiana provide an excellent, good, fair, or poor education?

Year	Excellent	Good	Fair	Poor	DK / NA
2005	9.4%	46.5%	30.3%	6.6%	7.1%
2004	9.6%	47.1%	30.1%	7.2%	6.0%
2003	6.6%	48.5%	31.7%	8.0%	5.3%



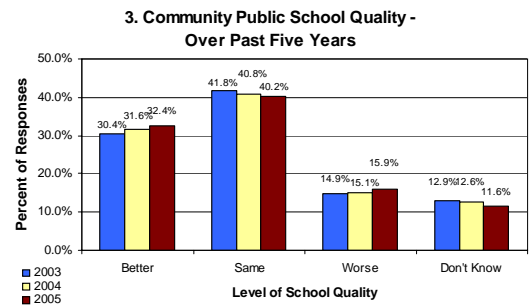
2. What about the public schools in your community? Would you say that they provide an excellent, good, fair or poor education?

Year	Excellent	Good	Fair	Poor	DK / NA
2005	17.6%	46.3%	23.1%	7.2%	5.9%
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
2005	32.4%	40.2%	15.9%	11.6%
2004	30.4%	41.8%	14.9%	12.9%
2003	31.6%	40.8%	15.1%	12.6%



B. School Funding and Taxation Matters

Public school finance remained a significant education policy issue in 2005. During his first year in office, Governor Daniels advocated for greater efficiencies of school corporation operations and for more money for “instruction rather than construction.” 2005 also marked a budget year for the Indiana General Assembly and the development of a new school funding formula that changed how schools are funded. When asked about their views of funding for public schools, Indiana citizens once again expressed the sentiment that schools are underfunded and indicated strong opposition to any reductions in K-12 funding that are intended to help balance the state budget.

A total of 77% of Hoosiers feel the level of spending on public schools does affect the quality of education students receive, either somewhat or a lot, compared to 17% of respondents who say “a little or not at all.” When asked whether funding for public schools in Indiana is enough to meet needs, 62% of citizens say school funding levels are not enough to meet needs, compared to 32% of citizens who indicate that funding levels are sufficient. If further actions, such as spending cuts, were necessary to ensure a balanced state budget, 77% of respondents indicate that they would oppose reductions in

K-12 public education spending. The response to this question reflected the greatest percentage change for all responses between the Year 2 and the Year 3 Surveys — an increase of 16 percentage points. Furthermore, a majority of citizens remain willing to pay higher taxes (59%) so that school funding can be increased, up from 49% in the Benchmark Survey. Lastly, 20% of respondents say that far too much or more than a sufficient amount is spent for facilities and equipment in their community, 43% say spending on facilities and equipment is sufficient, and 18% say that less than a sufficient amount or far too little is spent on facilities and equipment.

Demographic differences (see Appendix B for demographic results by question) for the questions concerning school funding and taxation matters are apparent. Respondents age 18-34, college graduates, those earning \$50,000-\$75,000, and minority residents are most likely to say that the amount of money spent on public education affects the quality of education students receive. When asked whether funding levels for schools are sufficient or not, men, individuals 65 and older, respondents with incomes at \$75,000 or above, residents in southern Indiana, and white respondents are the most likely to say funding levels are sufficient. On the other hand, women, those with some college,

respondents with incomes between \$35,000-\$50,000, residents in central Indiana, and minority citizens are the most likely to say funding levels are insufficient. Respondents most willing to pay higher taxes so that school funding can be increased are females, adults ages 18-34, college graduates, individuals with incomes above \$75,000, adults with children in school, and central Indiana residents. Conversely, men, adults ages 65 and older, citizens with incomes between

\$35,000-\$50,000, and residents in northern Indiana are the least willing to pay higher taxes to increase funding for schools.

Finally, minority residents are far more likely than any other demographic group to indicate that the expenditure of funds on facilities and equipment is “less than a sufficient amount or far too little.”

Question by Question Results

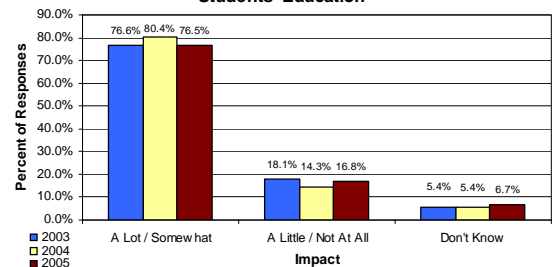
4. In your opinion, how much does the amount of money spent on the public schools affect the quality of students' education? Would you say a lot, somewhat, a little, or not at all?

Year	A Lot	Somewhat	A Little	Not At All	DK / NA
2005	48.4%	28.1%	13.2%	3.6%	6.7%
2004	47.4%	33.0%	9.2%	5.1%	5.4%
2003	48.0%	28.6%	12.9%	5.2%	5.4%

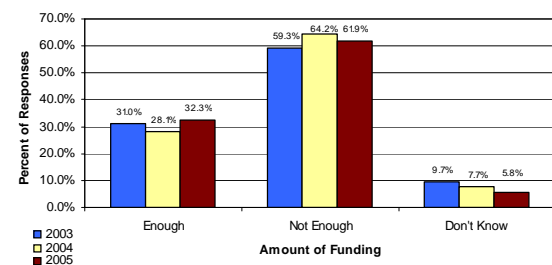
5. Overall, do you think the funding for public schools in Indiana is enough to meet their needs, or not enough to meet their needs?

Year	Enough	Not Enough	DK / NA
2005	32.3%	61.9%	5.8%
2004	28.1%	64.2%	7.7%
2003	31.0%	59.3%	9.7%

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

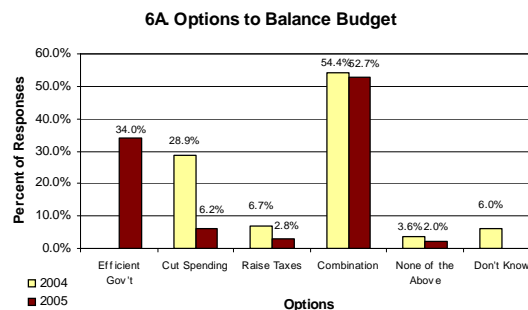


5. Is Public School Funding Enough to Meet Schools' Needs?



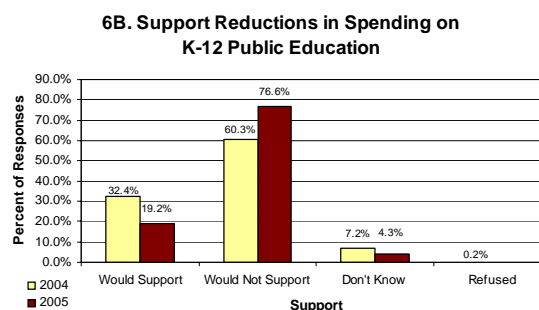
6A. To ensure a balanced state budget, which of these options would you support?

Year	Combination	Efficient Gov't	Cut Spending	Raise Taxes	None of the Above	DK / NA
2005	52.7%	34.0%	6.2%	2.8%	2.0%	N/A
2004	54.4%	N/A	28.9%	6.7%	3.6%	6.0%



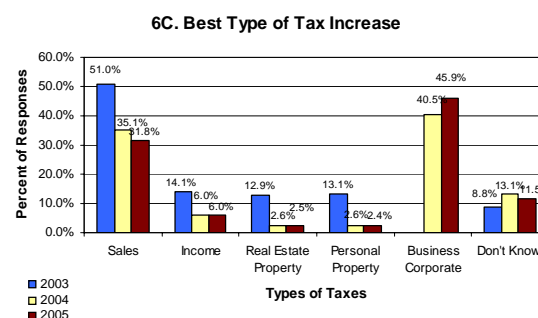
6B. If spending cuts were necessary, would you be willing to support reductions in spending on K-12 public education?

Year	Would Support Reductions	Would Not Support Reductions	Don't Know	Refused
2005	19.2%	76.6%	4.3%	N/A
2004	32.4%	60.3%	7.2%	0.2%



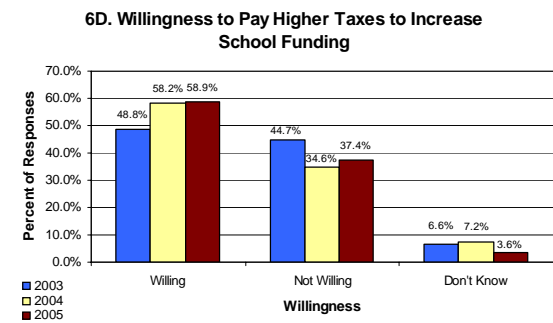
6C. What kind of tax increase do you think would be best – sales tax, income tax, real estate property tax, or personal property tax, or business corporate tax?

Year	Business Corp Tax	Sales Tax	Income Tax	Real Estate Property Tax	Personal Property Tax	DK / NA
2005	45.9%	31.8%	6.0%	2.5%	2.4%	11.5%
2004	40.5%	35.1%	6.0%	2.6%	2.6%	13.1%
2003	N/A	51.0%	14.1%	12.9%	13.1%	8.8%



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

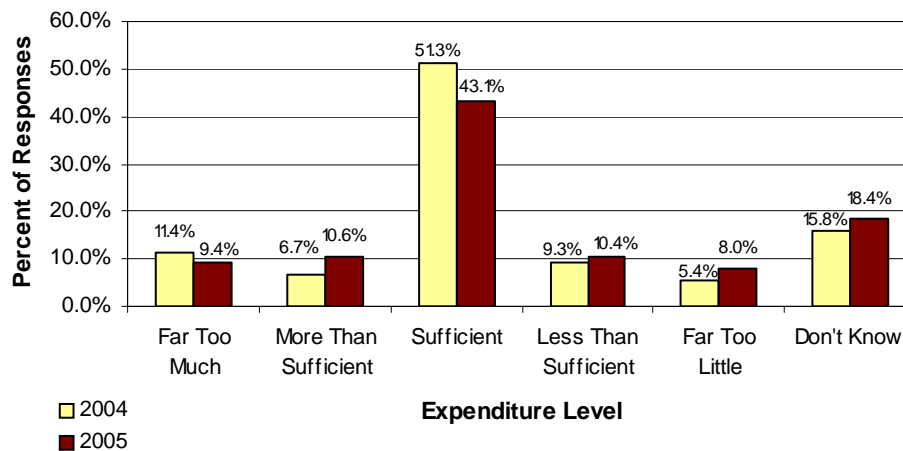
Year	Willing	Not Willing	DK / NA
2005	58.9%	37.4%	3.6%
2004	58.2%	34.6%	7.2%
2003	48.8%	44.7%	6.6%



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

Year	Far Too Much	More Than a Sufficient Amount	A Sufficient Amount	Less Than a Sufficient Amount	Far Too Little	DK / NA
2005	9.4%	10.6%	43.1%	10.4%	8.0%	18.4%
2004	11.4%	6.7%	51.3%	9.3%	5.4%	15.8%

7. Expenditures on Facilities and Equipment



C. Pre-School and Kindergarten Issues

The Year 3 Survey included a new question (not included in the Benchmark or Year 2 Surveys) concerning public support for pre-school programs. Specifically, 78% of respondents indicate that they would support state funding for voluntary pre-school for at-risk children. Interestingly, when this same program option was provided toward the end of the questionnaire as a strategy to close the achievement gap between groups of students, 72% indicate favorable support. Concerning kindergarten issues, 83% of the public support requiring kindergarten attendance for students. A majority (53%) also indicate that if the state were to implement full-day kindergarten, they prefer the program to be state-funded and mandatory for schools to offer and parents to enroll their children (as opposed to state-funded and a voluntary program for either schools or students, or both). As previously mentioned, 61% of respondents indicate that they would support tax increases to fund full-day kindergarten, up from 46% in the Benchmark Survey.

A few demographic differences were significant for the questions concerning pre-school and kindergarten issues. First, respondents ages 18-34, those who had children in school, and non-white residents are most

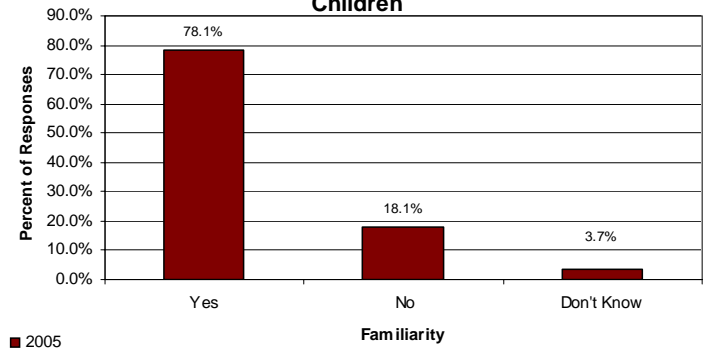
likely to support state funding for voluntary pre-school for at-risk children. An overwhelming 95% of non-white citizens respond that kindergarten should be required for all students, compared to 81% of white citizens. In addition, women, those with a high school diploma or less, parents with children in school, individuals with incomes between \$50,000-\$75,000, and residents of northern Indiana most frequently express support for mandatory kindergarten. Non-white respondents are also the demographic group that frequently indicate support for state-funded, mandatory full-day kindergarten (as a required program for schools and students). Seventy percent of non-white residents support mandatory full-day kindergarten compared to 51% of white residents. Finally, the respondents most likely to support a tax increase to pay for full-day kindergarten are females, respondents ages 18-34, individuals with a high school diploma or less, parents with children in school, individuals with incomes of \$35,000 or less, and non-white residents.

Question by Question Results

8. Would you support state funding for voluntary pre-school for at-risk children?

Year	Yes	No	DK / NA
2005	78.1%	18.1%	3.7%

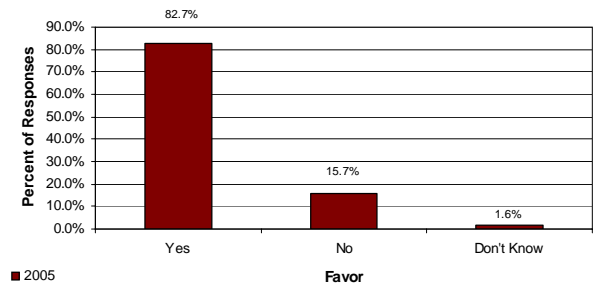
8. Funding for Voluntary Pre-School for At-Risk Children



9. Do you think kindergarten should be required for all students?

Year	Yes	No	DK / NA
2005	82.7%	15.7%	1.6%

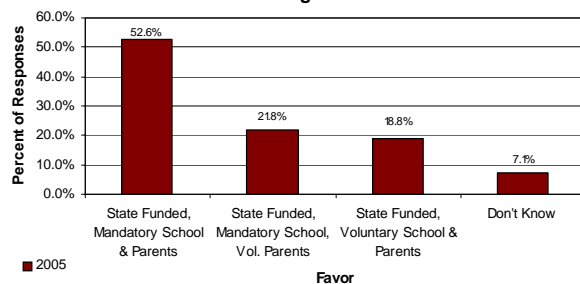
9. Kindergarten Required for All Students



10. If the state of Indiana were to support the implementation of full-day kindergarten, under which scenario should this program be available to students?

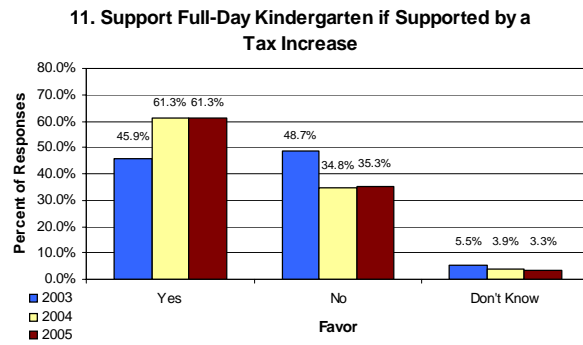
Year	State Funded, Mandatory School & Parents	State Funded, Mandatory School, Vol Parents	State Funded, Voluntary School & Parents	DK / NA
2005	52.6%	21.8%	18.5%	7.1%

10. Scenario for Implementation of Full-Day Kindergarten



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

Year	Yes	No	DK / NA
2005	61.3%	35.3%	3.3%
2004	61.3%	34.8%	3.9%
2003	45.9%	48.7%	5.5%



D. High School Drop-Out Rate Issues

In 2005, educators and policymakers in Indiana extensively discussed high school graduation and drop-out issues while addressing high school reform initiatives. Estimates vary widely, from a low of 10-15% to as high as 25-30%, about the number of Hoosier students who do not complete high school on time and drop out of school, but they are high enough by any number to generate a high level of public concern. A total of 89% of respondents either strongly agree or somewhat agree that Indiana's high school drop-out rates are significant and merit further action by educators and policymakers. One law change that 75% of Hoosiers indi-

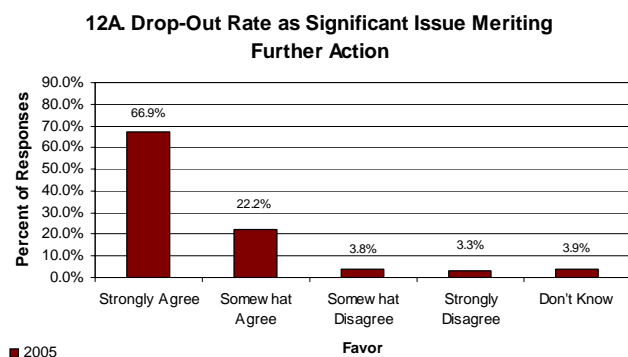
cate they support would be raising the drop-out age for high school from 16 to 18; and 67% of residents indicate they would support the withholding or revocation of students' driver's licenses and employment certificates as a deterrent to dropping out of school.

Responses to the questions concerning high school drop-out issues are fairly consistent demographically. Respondents that indicate the highest levels of support for increasing the drop-out age to 18, and the withholding or revocation of driver's license and work permit, are females, individuals with a high school diploma or less, citizens with incomes of \$35,000 or less, and non-white residents.

Question by Question Results

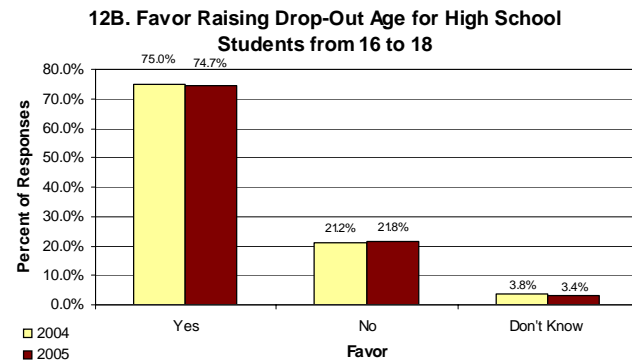
12A. Dropout Rate: Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that this is a significant issue that merits further action by educators and policymakers?

Year	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK / NA
2005	66.9%	22.2%	3.8%	3.3%	3.9%



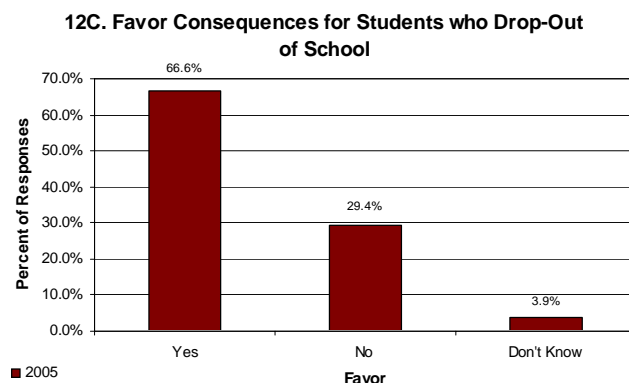
12B. To address this matter, do you favor raising the drop-out age for high school students from age 16 to age 18?

Year	Yes	No	DK / NA
2005	74.7%	21.8%	3.4%
2004	75.0%	21.2%	3.8%



12C. As a consequence for students who drop out of school, would you favor the withholding or revocation of students' driver's licenses and employment certificates, which are required of students ages 14-18 to work?

Year	Yes	No	DK / NA
2005	66.6%	29.4%	3.9%



E. ISTEP+ and School Accountability

The Indiana Statewide Testing for Education Progress-Plus Program, commonly referred to as ISTEP+, is an important part of the state's efforts to increase student achievement and school accountability. The annual release of ISTEP+ scores continues to generate extensive media attention, and, perhaps as a result, public awareness about this program is quite high. Additionally, media coverage regarding the ISTEP+ Program was heightened in 2005 as Governor Daniels advocated his position to move the administration of the tests from the fall to near the end of the school year in the spring. As with the first two years of the Public Opinion Survey on Education in Indiana, a wide majority of residents (77% in the Benchmark Survey; 74% in the Year 2 Survey; and 74% in the Year 3 Survey) indicate that they are either somewhat or very familiar with Indiana's statewide standardized tests.

Also consistent with previous surveys, 73% of respondents who had some level of familiarity with ISTEP+ in the Year 3 Survey state a belief that this testing program has contributed to some extent to improvements in the quality of education in Indiana. A total of 76% of respondents agree that ISTEP+ holds schools accountable for student achievement, and 71% feel ISTEP+ provides

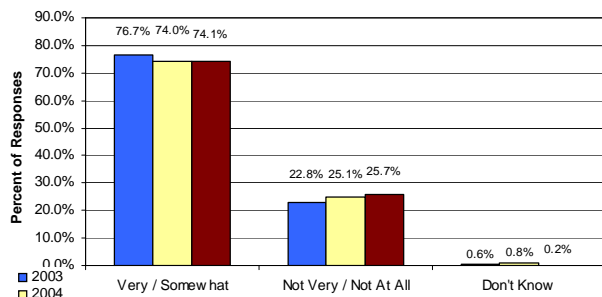
parents helpful information about a school's performance. Finally, a new question posed on the Year 3 Survey addressed the time of the school year that ISTEP+ is given. There is disagreement among leaders at the state level as to whether ISTEP+ tests should be given toward the start of the school year in the fall, as it is now, or toward the end of the school year in the spring. Based on what they knew of the issue, regardless of how much or how little, respondents were asked their opinion on this matter. A total of 70% or respondents indicate a preference for spring testing, 16% indicate fall, and 11% indicate that it did not make a difference. The authors of this report acknowledge that the polling results for this question would potentially and likely be different if background information was provided on the purposes of fall and spring testing. Furthermore, a limitation of the Survey was that follow-up questions that provided more details about the merits of each testing period were not provided to further gauge public attitudes on this education policy issue.

Question by Question Results

13. The ISTEP+ test is Indiana's statewide standardized test. How would you describe your familiarity with ISTEP+?

Year	Very Familiar	Some-what Familiar	Not Very Familiar	Not Heard Of It / Not Familiar	DK / NA
2005	28.4%	45.7%	21.2%	4.5%	0.2%
2004	39.4%	34.6%	16.8%	8.3%	0.8%
2003	37.1%	39.6%	14.8%	8.0%	0.6%

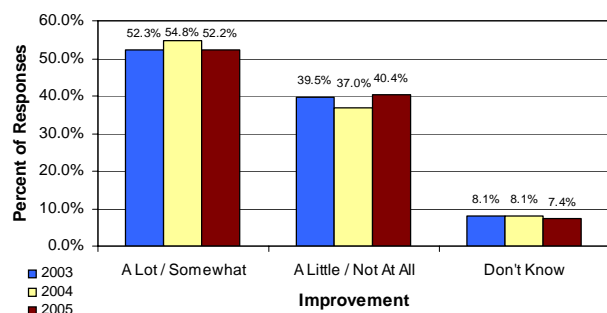
13. Familiarity with ISTEP+ Test



14. Do you think that the ISTEP+ has helped improve the quality of Indiana schools?

Year	A Lot	Some-what	A Little	Not At All	DK / NA
2005	10.0%	42.2%	20.4%	20.0%	7.4%
2004	12.9%	41.9%	19.6%	17.4%	8.1%
2003	11.8%	40.5%	21.6%	17.9%	8.1%

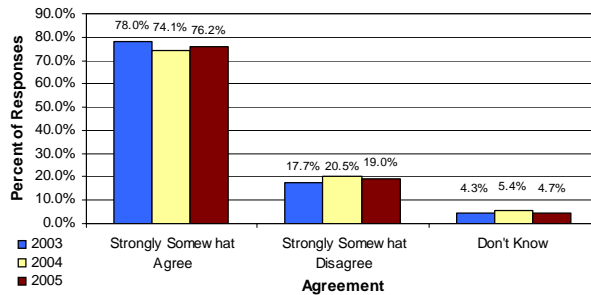
14. Has ISTEP+ Improved Public School Quality?



15. The ISTEP+ tests help hold schools accountable for student achievement.

Year	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK / NA
2005	30.0%	46.2%	10.7%	8.3%	4.7%
2004	28.1%	46.0%	11.0%	9.5%	5.4%
2003	26.4%	51.6%	9.8%	7.9%	4.3%

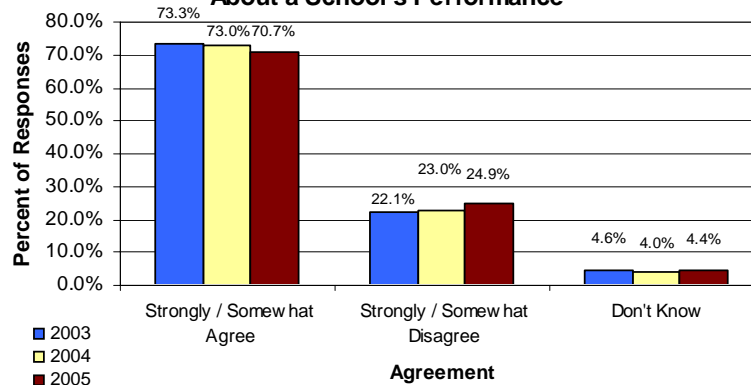
15. ISTEP+ Holds Schools Accountable for Student Achievement



16. The ISTEP+ tests give parents helpful information about a school's performance.

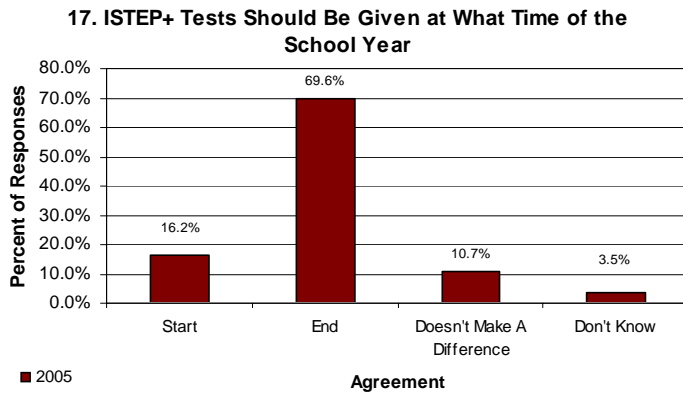
Year	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK / NA
2005	29.6%	41.1%	14.8%	10.1%	4.4%
2004	30.0%	43.0%	11.3%	11.7%	4.0%
2003	27.4%	45.9%	12.6%	9.5%	4.6%

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



17. There is disagreement among leaders at the state level as to whether the ISTEP+ test should be given toward the start of the school year in the fall, as it is now, or in the spring toward the end of the school year.

Year	Start	End	Doesn't Make a Difference	DK / NA
2005	16.2%	69.6%	10.7%	3.5%



F. School Choice, Vouchers, and Charter Schools

Under school accountability systems established by the state and federal governments, schools are placed in performance categories that are based on the level of student achievement in their school. In the federal system, low-performing schools are identified as schools “in need of improvement.” Any school identified as in need of improvement for two consecutive years must provide parents with a choice option to enroll their children in another public school within the school district, or in another school district, if possible. The choice provisions of the *No Child Left Behind Act* have sparked a debate about whether adequate choice opportunities exist for parents and their children. The Year 3 Survey included questions about school choice and other market-based education reforms such as tuition vouchers and charter schools.

Concerning school choice, a total of 79% of Hoosiers indicate a preference that efforts should first be made to provide additional assistance to students in low-performing schools rather than transfer students to another public school. When asked about familiarity with taxpayer-funded credits, or vouchers, that allow parent to pay tuition for their children at a public or private school of their choice, 65% said that they are not very

familiar or have never heard of vouchers. For those familiar with vouchers to some extent, slightly more respondents indicate that they favored rather than opposed (48% to 44%) the use of vouchers to permit students at a low-performing school to attend a different public or private school. An examination of the demographic results for this question reveals that men, respondents ages 18-34, parents of school-aged children, and non-white residents are the Hoosiers more inclined to support the use of vouchers, but not by wide margins. Of the respondents that indicate support for vouchers, 73% express support for public and private school options, 23% for public school enrollment options only, and 12% for private school enrollment options only.

Finally, Hoosiers were asked two questions about charter schools. Charter schools are public schools that are open to all students, are free of many of the regulations placed on traditional public schools, and are intended to provide innovative programs to students. Thirty-eight percent of respondents say they are somewhat or very familiar with charter schools and 62% report that they are not very familiar or not familiar at all with charter schools. However, when given some information about the concept of a charter school, and asked if they would favor or oppose the continued expansion of charter schools

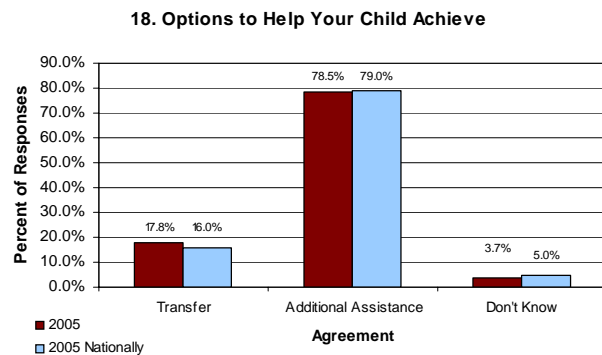
beyond the 30 schools in operation in Indiana during the 2005-06 school year, 50% express support for the creation of additional charter schools, 27% oppose more charter schools, and 23% say that they don't know or didn't have a position. Central Indiana residents express the highest level of support for charter schools at 54% (down from 64%

in the Year 2 Survey), compared to 47% in northern Indiana, and 46% in southern Indiana. The results of both charter school questions were an indication of public indecision about charter schools. Lastly, support for the creation of more charter schools modestly declined from 2004 to 2005.

Question by Question Results

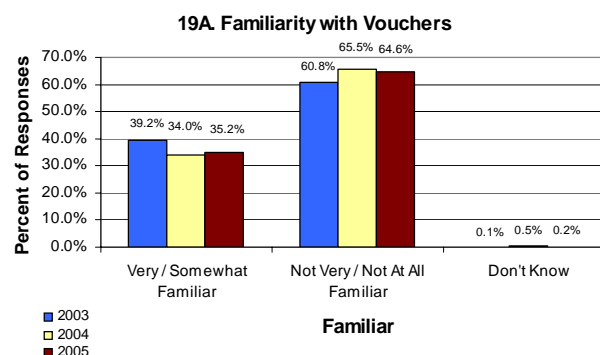
18. Which would you prefer: to transfer your child to another public school that is NOT on probation or in need of improvement, or to have additional efforts made in your child's present school to help him or her achieve?

Year	Transfer	Additional Assistance	DK / NA
'05 Indiana	17.8%	78.5%	3.7%
2005 Nationally	16.0%	79.0%	5.0%



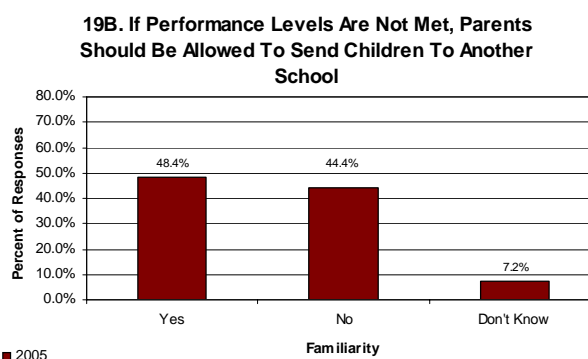
19A. Vouchers are taxpayer-funded credits used by parents to pay tuition for their children at a public or private school of their choice. How would you rate your familiarity with vouchers?

Year	Very Familiar	Somewhat Familiar	Not Very Familiar	Never Heard of Them	DK / NA
2005	12.0%	23.2%	34.9%	29.7%	0.2%
2004	12.6%	21.4%	27.8%	37.7%	0.5%
2003	12.8%	26.4%	27.8%	33.0%	0.1%



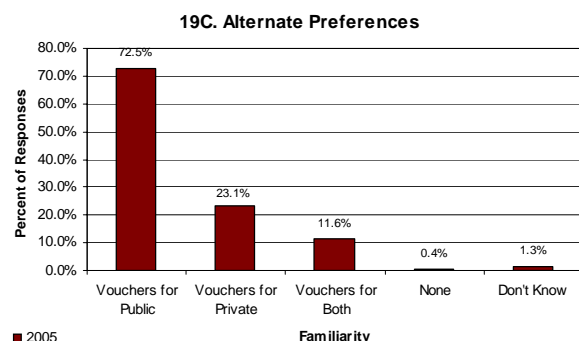
19B. If a public school has been placed on probation or has been identified as in need of improvement, do you favor the use of taxpayer-funded tuition credits or vouchers to permit its students to attend a different public or private school?

Year	Yes	No	Don't Know
2005	48.4%	44.4%	7.2%



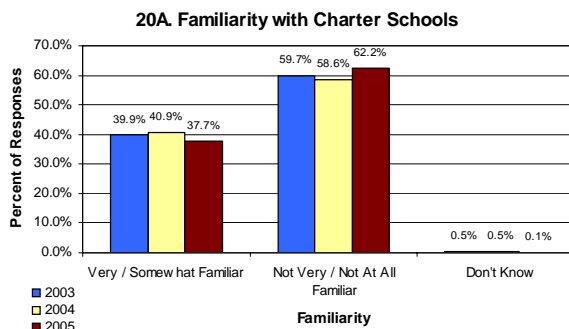
19C. (If answered yes to Q19B. asked) Which one of these alternatives do you prefer?

Year	Vouchers for Both	Vouchers for Public	Vouchers for Private	None	DK / NA
2005	72.5%	23.1%	11.6%	0.4%	1.3%



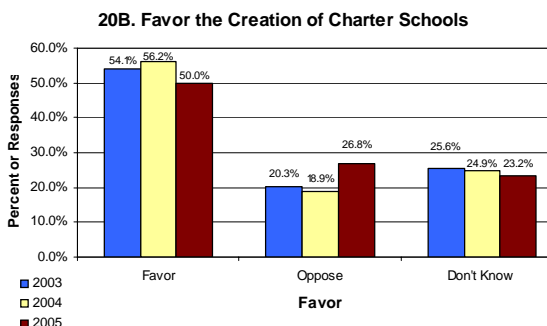
20A. Charter schools are public schools that are open to all students, are free of many regulations placed on traditional public schools, and are intended to provide innovative programs to students. How would you rate your familiarity with charter schools?

Year	Very Familiar	Some-what Familiar	Not Very Familiar	Not Familiar	DK / NA
2005	9.9%	27.8%	42.4%	19.8%	0.1%
2004	10.5%	30.4%	33.3%	25.3%	0.5%
2003	9.6%	30.3%	36.8%	22.9%	0.5%



20B. Approximately 30 charter schools exist in Indiana this school year. Do you favor or oppose the continued creation of more charter schools?

Year	Favor	Oppose	DK / NA
2005	50.0%	26.8%	23.2%
2004	56.2%	18.9%	24.9%
2003	54.1%	20.3%	25.6%



G. Teacher Quality and Pay

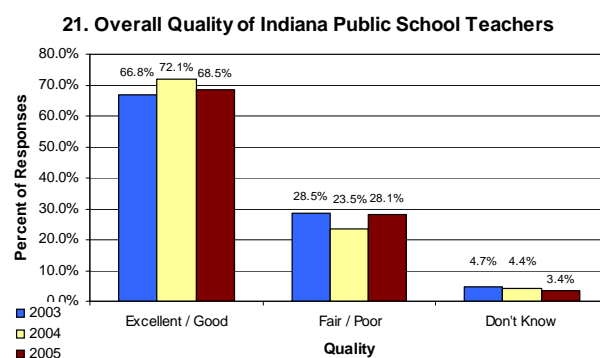
A clear majority of Indiana residents (69%) rate public school teachers as either excellent or good (a 3% decline from Year 2), and only 29% rate the quality of Indiana's educators as fair or poor (a 5% increase from Year 2). When asked whether highly qualified teachers should be paid higher salaries to teach in low-performing or poor public schools, 74% of residents respond affirmatively — a five percent increase from the Benchmark Survey. Respondents most likely to support this position are individ-

uals ages 18-34, college graduates, parents of school-aged children, and residents of central Indiana. Respondents were also asked whether teachers' pay should be based on student performance in the classroom and on ISTEP+, based solely on years of service or level of training, or a combination of all of these factors. A total of 65% say teachers' pay should be based on a combination of factors, 19% indicate student performance only, and 15% select years of service and training.

Question by Question Results

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

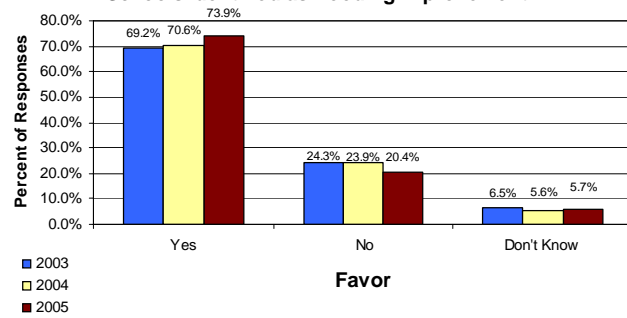
Year	Excellent	Good	Fair	Poor	Don't Know
2005	10.7%	57.8%	25.8%	2.3%	3.4%
2004	12.3%	59.8%	20.9%	2.6%	4.4%
2003	10.3%	56.5%	25.0%	3.5%	4.7%



22. In your opinion, should highly qualified teachers be paid higher salaries as an incentive to teach in public schools that have been identified as needing improvement or that have a high number of students living in poverty?

Year	Yes	No	DK / NA
2005	73.9%	20.4%	5.7%
2004	70.6%	23.9%	5.6%
2003	69.2%	24.3%	6.5%

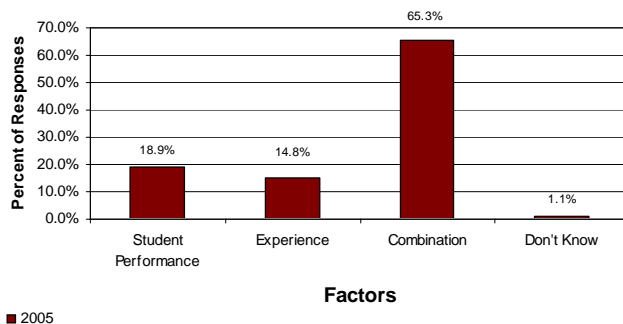
22. Higher Salaries for Teachers to Teach in Public Schools Identified as Needing Improvement



23. Should increases to teachers' pay be based on how well their students perform in the classroom and on ISTEP+ or should teachers' pay increases be based solely on years of service or level of training, or a combination of all of these factors?

Year	Student Performance	Experience	Combination	DK / NA
2005	18.9%	14.8%	65.3%	1.1%

23. Factors for Increasing Teacher's Pay



H. The *No Child Left Behind Act* and PL 221

One of the handful of questions reflecting significant change in response rates from the Benchmark Survey was the percent of Indiana residents claiming to know a little to a lot about the federal *No Child Left Behind Act*. Awareness of this federal law increased from 62% in the Benchmark Survey to 76% in the Year 3 Survey. Perhaps as important, the percentage of Hoosiers that believe that the federal government's involvement in schools is helping improve performance, decreased from 43% to 31% over the same time period.

One difference between the state and federal school accountability systems is how they evaluate performance. The State of Indiana's system takes into consideration student performance each year and improvement from one year to the next to judge schools; whereas, the federal system focuses on annual achievement levels against an annual performance target. A new question included in the Year 3 Survey asked Hoosiers their opinions on which accountability method they prefer. A

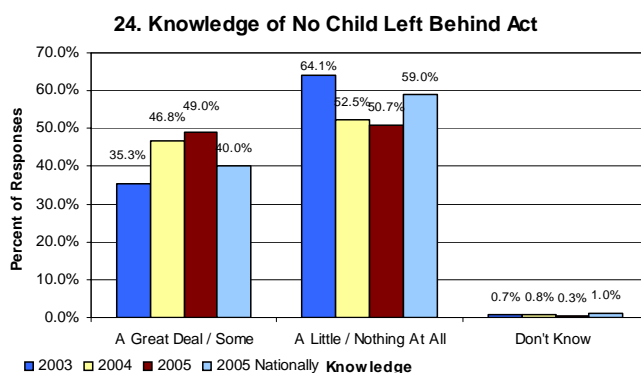
total of 78% of respondents favor a combination of fixed standards and the improvement in the number of students passing ISTEP+ to judge school performance.

Though there is an increased level of awareness about the federal accountability system, there continued to be an overwhelming number of residents (76%) who indicate a total lack of awareness about the state's accountability law. However, this may change in 2006, as all public schools will be placed for the first time in a category of performance under the state's system, and these school ratings will be released to the public sometime between the months of March and May.

Question by Question Results

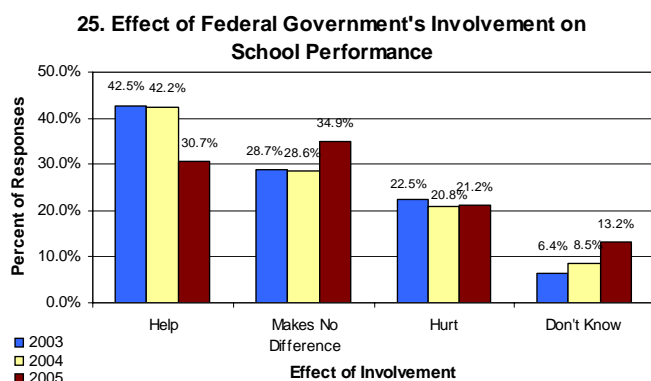
24. Legislation entitled the No Child Left Behind Act increases the federal government's role in decisions about schools. How much, if anything, do you feel you know about the No Child Left Behind Act . . . a great deal, some, a little, or nothing at all?

Year	A Great Deal	Some	A Little	Nothing At All	DK / NA
2005	13.8%	35.2%	27.0%	23.7%	0.3%
2004	13.6%	33.2%	26.8%	25.7%	0.8%
2003	10.6%	24.7%	26.4%	37.7%	0.7%
2005 Nationally	8.0%	32.0%	43.0%	16.0%	1.0%



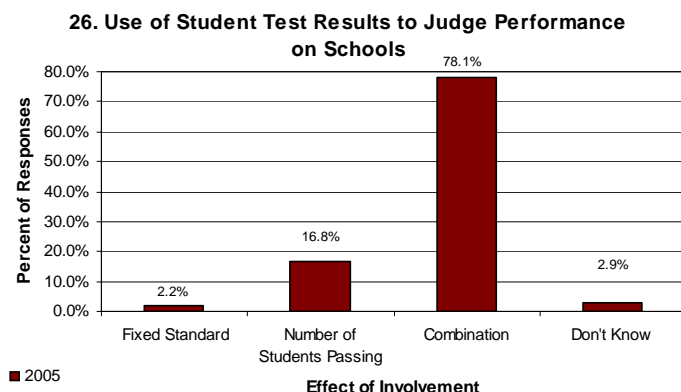
25. Do you think the federal government's involvement in the schools is helping, hurting, or making no difference in the performance of schools in Indiana?

Year	Helping	Makes No Difference	Hurting	Don't Know
2005	30.7%	34.9%	21.2%	13.2%
2004	42.2%	28.6%	20.8%	8.5%
2003	42.5%	28.7%	22.5%	6.4%



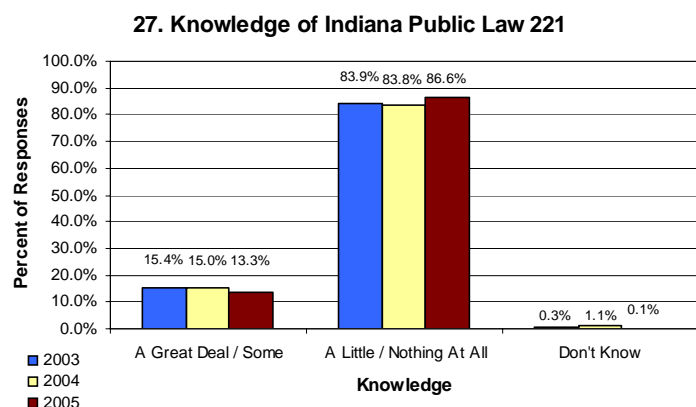
26. There are different ways to use student test results to judge the performance of schools. Do you believe it is better to judge a school by the percentage of its students that meet a fixed standard established on ISTEP+ each year, or by the level of improvement in the number of students passing ISTEP+ from one year to the next, or are a combination of these measures?

Year	Fixed Standard	Number of Students Passing	Combination of Both	DK / NA
2005	2.2%	16.8%	78.1%	2.9%



27. Indiana has its own version of No Child Left Behind, an accountability system referred to as PL 221. How much, if anything, do you feel you know about PL 221? Would you say you know a great deal, some, a little, or nothing at all?

Year	A Great Deal	Some	A Little	None	DK / NA
2005	5.4%	7.9%	10.8%	75.8%	0.1%
2004	5.7%	9.3%	13.9%	69.9%	1.1%
2003	6.1%	9.7%	13.1%	70.8%	0.3%



I. Achievement Gap

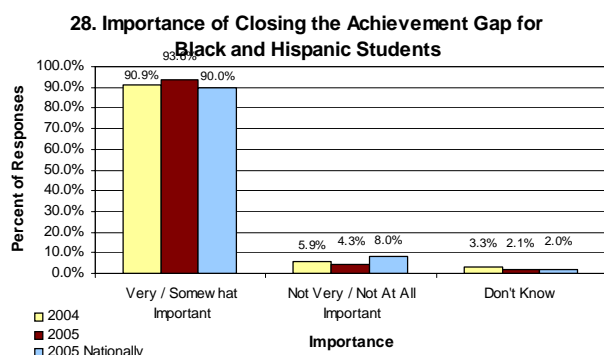
Consistent with the Year 2 Survey, several questions were posed to Indiana citizens in the Year 3 Survey about the achievement gaps that exist between racial/ethnic groups of students, and between students from low and high income families. Questions from the Year 2 and Year 3 Surveys were similar to questions presented on the 2004 and 2005 Phi Delta Kappa/Gallup Polls conducted nationally. Indiana polling results closely mirrored the results in the national polls. In Indiana, 94% of citizens respond that closing the achievement gap is important to some extent (67% important; 27% somewhat important) compared to 90% nationally. A total of 78% of Indiana residents agree that the achievement gap problem is a product of societal factors such as family income or the education attainment of parents, not the quality of schooling received in public schools as 12% of Hoosiers responded. Next, 52% of Hoosiers indicate that it is the responsibility of public schools to close the achievement gaps, and 40% of respondents indicate that it is not the responsibility of schools to close the achievement gaps.

As with the Year 2 Survey, increased parental participation and additional instructional time for low-performing students are the options most frequently supported as strategies to close the achievement gap in the Year 3 Survey.

Question by Question Results

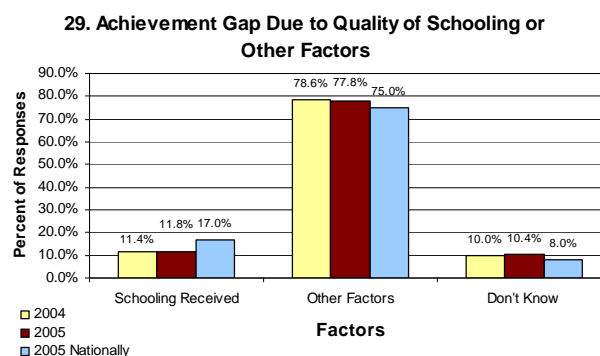
28. Minority and low income students generally score lower on standardized tests than white and higher income students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students? Is it very important, somewhat important, not very important,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

Year	Very Important	Somewhat Important	Not Very Important	Not At All	DK / NA
2005	67.1%	26.5%	2.5%	1.8%	2.1%
2004	64.9%	26.0%	4.1%	1.8%	3.3%
2005 Nationally	63.0%	27.0%	3.0%	5.0%	2.0%



29. 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 such as family income or the education attainment of parents?

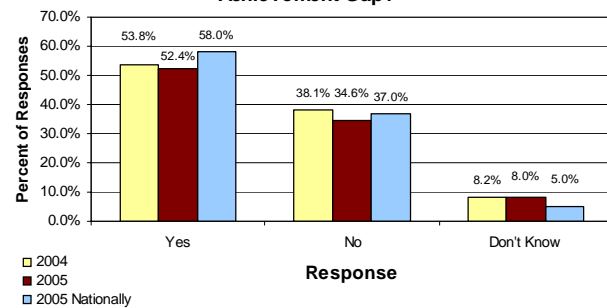
Year	Schooling Received	Other Factors	DK / NA
2005	11.8%	77.8%	10.4%
2004	11.4%	78.6%	10.0%
2005 Nationally	17.0%	75.0%	8.0%



30. In your opinion, is it the responsibility of the public schools to close the achievement gap between white and higher income students and minority and poor students, or not?

Year	Yes	No	DK / NA
2005	52.4%	39.6%	8.0%
2004	53.8%	38.1%	8.2%
2005 Nationally	58.0%	37.0%	5.0%

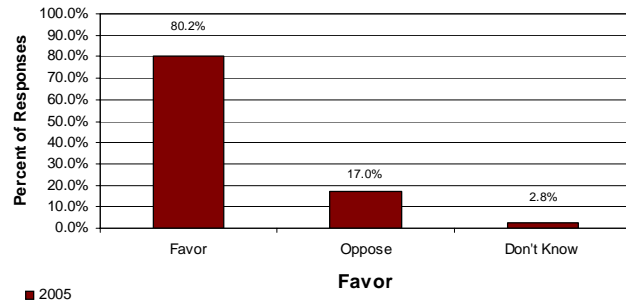
30. Are Public School Responsible for Closing the Achievement Gap?



31A. Apply high academic standards and expectations to ALL students.

Year	Favor	Oppose	DK / NA
2005	80.2%	17.0%	2.8%

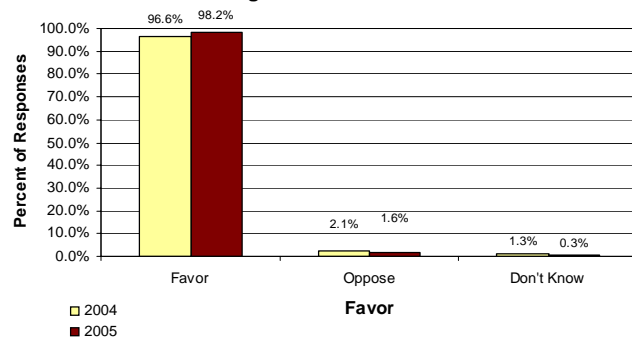
31A. High Academic Standards and Expectations for all Students



31B. Encourage more parent involvement.

Year	Favor	Oppose	DK / NA
2005	98.2%	1.6%	0.3%
2004	96.6%	2.1%	1.3%

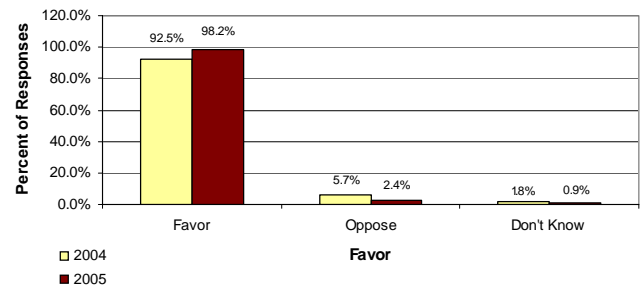
31B. Encourage More Parent Involvement



31C. Provide more instructional time for low-performing students.

Year	Favor	Oppose	DK / NA
2005	96.7%	2.4%	0.9%
2004	92.5%	5.7%	1.8%

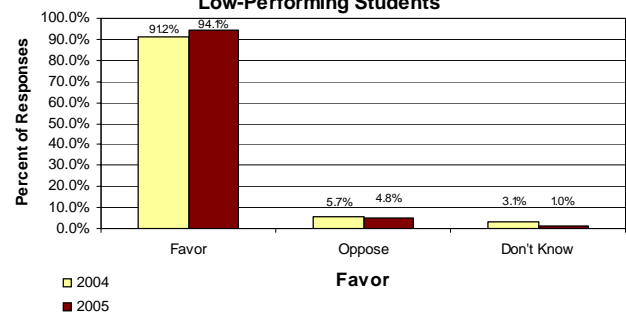
31C. Provide More Instructional Time for Low-Performing Students



31D Provide more remedial programs for low-performing students.

Year	Favor	Oppose	DK / NA
2005	94.1%	4.8%	1.0%
2004	91.2%	5.7%	

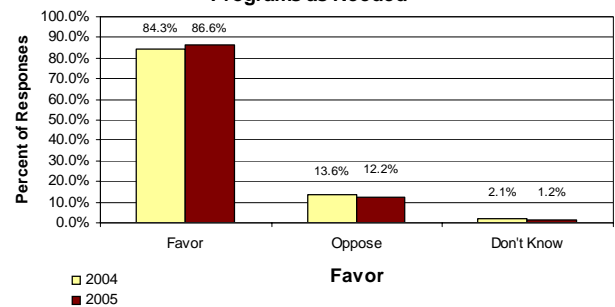
31D. Strengthen Remedial Programs for Low-Performing Students



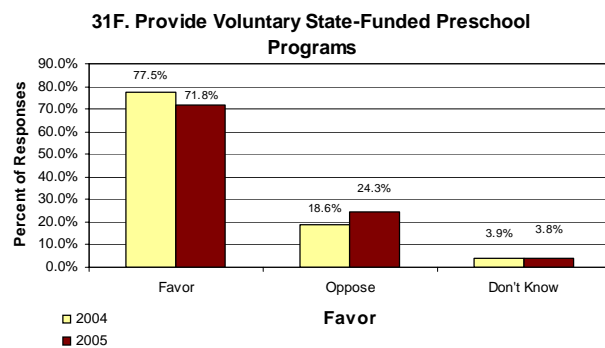
31E. Provide free breakfast and free lunch programs as needed.

Year	Favor	Oppose	DK / NA
2005	86.6%	12.2%	1.2%
2004	84.3%	13.6%	2.1%

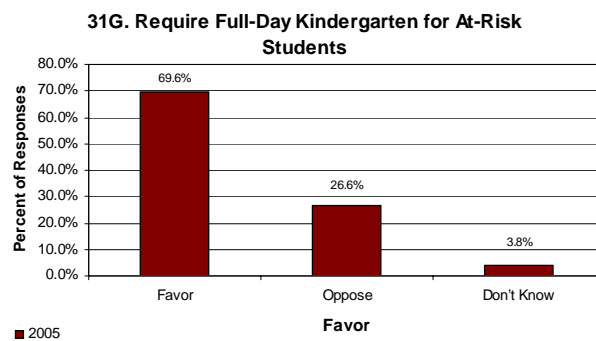
31E. Provide Free Breakfast and Free Lunch Programs as Needed



31F. Provide voluntary state-funded preschool programs.			
Year	Favor	Oppose	DK / NA
2005	71.8%	24.3%	3.8%
2004	77.5%	18.6%	3.9%



31G. Require full-day kindergarten for at-risk students.			
Year	Favor	Oppose	DK / NA
2005	69.6%	26.6%	3.8%



Appendix A

Summary Tables for Open-Ended Question 3B

A1

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

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

Total responses: 196

School System/School Administration	Percent
Added more programs/activities/better curriculum	20.5%
Making changes for the better/changed format	10.6%
Administrative changes/improvements in system	5.2%
Funding/economics/spending levels good/better	5.0%
Schools are good/better/Education system good/more competitive	4.7%
More teachers/smaller classes	4.3%
Administration trying harder/working to improve/making changes	4.2%
Programs for special needs students/gifted students	2.7%
Competing with other states/school districts/more competitive	2.1%
Like new law about not leaving students behind	1.5%
Better discipline/better control of students	0.8%
School system/administration negative comments	1.0%

Standards and Testing	Percent
ISTEP+ has helped/better scores	12.5%
More emphasis is being put on academics/more testing	8.4%
More concerned with kids' performance	7.1%
SAT scores good/better	1.5%
PL221 has helped	0.4%
Standards and testing negative comments	0.5%

Facilities	Percent
Added new schools/expanded school	10.2%
Technology improved/computers in schools	6.5%
School facilities improved/updated/better equipment	5.3%

Students	Percent
Graduation rate improving/more students getting into college	4.5%
Students are smarter/learning more	4.3%
Parent involvement/community participation/more parent involvement	3.8%
Students have good attitude	2.9%
Students getting better grades/better students	2.1%
Student behavior improving	2.0%

Teachers	Percent
Teaches are good/better/doing better job/improving	10.6%
Teachers are more attentive/more involved/better relationship with students	5.9%
Teachers are working harder	0.5%
Teacher negative comments	0.7%

Miscellaneous Comments	Percent
What I hear/read/not as many bad reports/hear better reports	5.6%
No complaints/schools doing good	1.2%
What I see/hear/the way it seems to me/my perception/no specific reason	1.6%
Not notice any change/no difference/average/some good and some bad	1.0%
Other comments	5.2%
Don't know/No answer	3.1%

3B. Why do you say that? (The public schools in your community have STAYED THE SAME?)

Total Respondents: 243

School System/School Administration	Percent
Fewer teachers/larger classes	5.3%
Budget concerns/cutbacks/reduced funding	4.4%
Education system is broken/system doesn't work well	3.1%
Nothing is getting better/no improvement/no change for the better	3.0%
Students not learning/learning enough/advanced without learning	2.9%
Money is not being spent in the right areas/spend too much money	2.0%
Other school systems/private school better/teach more	1.9%
Schools are good/better/Education system good/more competitive	1.8%
Need more help for special needs children	1.6%
Need additional classes in liberal arts/preparation for college/ vocational training	1.6%
Not enough focus on education	1.5%
Criteria/Curriculum has stayed the same/no improvement	1.1%
Changes made are not for the better	0.9%
Making changes for the better/changed format	0.9%
Dropping classes/activities/curriculum poor/not as good	0.8%
Poor discipline/poor control of students	0.7%
Programs for special needs students/gifted students	0.5%
Like new law about not leaving students behind	0.5%
Book rental fees/extra charges	0.4%

Standards and Testing	Percent
ISTEP+/SAT scores lower/not improved/too low/average	1.4%
ISTEP+/testing/standards are bad idea	1.2%

Facilities	Percent
Added new schools/expanded schools	2.1%
School facilities improved/updated/better equipment	0.4%

Teachers	Percent
Teacher performance poor/skills poor/need better teachers	4.1%
Teacher pay too low	0.8%
Teachers not involved/not attentive/don't care enough/as much	0.7%
Teachers not allowed to discipline/control students	0.5%
Teachers too interested in paycheck/raises/paid too much	0.4%
Teachers don't control students	0.4%
Teachers are good/better/doing better job/improving	0.4%

Students	Percent
Drop out rates high/student skipping school	1.5%
Parents don't cooperate/not involved/family values/parent attitude poor	1.2%
Graduation rate improving/more students getting into college	0.5%
Student behavior improving	0.5%
Parent involvement/community participation/more parent involvement	0.5%
Student attitudes are poor/behavior is poor/too much violence	0.4%
Students getting better grades/better students	0.4%

Miscellaneous Comments	Percent
Not notice any change/no difference/average/some good and some bad	38.0%
What I see/hear/the way it seems to me/my perception/no specific reason	9.4%
Don't know/No answer	5.8%
No complaints/schools doing good	5.2%
Scores seem the same	5.0%
Not have children in school/child just in kindergarten/1 st grade	4.9%
Other comments	2.8%
Have read negative reports	1.9%
What I hear/read/not as many bad reports/hear better reports	0.4%
Have not lived here very long/not lived here for 3 years/5 years	0.4%

3B. Why do you say that? (The public schools in your community have gotten WORSE?).

Total Respondents: 96

School System/School Administration	Percent
Fewer teachers/larger classes	25.1%
Budget concerns/cutbacks/reduced funding	17.0%
Not enough focus on education	13.2%
Poor discipline/poor control of students	9.6%
Students not learning/learning enough/advanced without learning	8.7%
Dropping classes/activities/curriculum poor/not as good	7.4%
Doing a poor job/not as good as before (unspecified)	5.7%
Education system is broken/system doesn't work well	5.5%
Drugs/gangs in schools	4.6%
Money is not being spent in the right areas/spend too much money	4.6%
Leaning more towards sports than academics/Too much emphasis on sports	4.0%
Changes made are not for the better	3.2%
Need more help for special needs children	3.1%
Criteria/Curriculum has stayed the same/no improvement	1.2%
Other school systems/private schools better/teach more	1.0%
Need additional classes in liberal arts/preparation for college/ vocational training	0.9%
School system/school administration positive comments	1.1%

Standards and Testing	Percent
ISTEP+/SAT scores lower/not improved/too low/average	7.4%
ISTEP+/testing/standards are bad idea	0.9%

Facilities	Percent
Closing schools/consolidating	3.6%
Adding new schools/expanded schools	1.0%

Students	Percent
Students' attitudes are poor/behavior is poor/too much violence	9.5%
Parents don't cooperate/not involved/family values/parent attitude poor	4.3%
Drop out rates high/students skipping school	2.1%
Have/need security/guards/extra rules	1.3%

Teachers	Percent
Teachers not involved/not attentive/don't care enough/as much	4.6%
Teacher not have time to teach effectively	4.4%
Teacher performance poor/skills poor/need better teachers	3.8%
Teacher pay too low	2.2%
Teachers too interested in paycheck/raises/paid too much	1.9%

Miscellaneous Comments	Percent
Hear/read negative reports	2.1%
What I see/hear/the way it seems to me/my perception/no specific reason	2.0%
Other comments	8.7%

3B. Why do you say that (DON'T KNOW/NO ANSWER for have public schools in your community gotten better, worse, or stayed the same?)

Total Respondents: 70

School System/School Administration	Percent
Dropping classes/activities/curriculum poor/not as good	3.1%
Other school systems/private schools better/teach more	1.8%
Students not learning/learning enough/advanced without learning	1.3%

Teachers	Percent
Teachers not involved/not attentive/don't care enough/as much	1.3%

Students	Percent
Not take advantage of programs/opportunities	0.8%
Student attitude is poor/behavior is poor/too much violence	0.8%

Miscellaneous Comments	Percent
Not have children in school/child just in kindergarten/1 st grade	43.8%
Have not lived here very long/not lived here for 3 years/5 years	25.1%
What I see/hear/the way it seems to me/my perception/no specific reason	1.4%
Other comments	1.6%
Don't know/No answer	24.2%

Appendix B

Demographic Results by Question

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	10.2%	47.2%	29.1%	8.4%	5.1%	273
Female	8.8%	46.0%	31.3%	5.0%	8.8%	332
Age						
18-34	8.0%	45.2%	33.4%	5.6%	7.8%	137
35-44	10.3%	48.6%	31.9%	6.0%	3.2%	120
45-54	7.0%	46.2%	35.8%	7.0%	4.1%	129
55-64	8.4%	42.9%	30.4%	10.1%	8.3%	103
65+	14.0%	49.5%	19.0%	4.7%	12.8%	116
Education						
HS or less	7.0%	52.2%	25.9%	5.9%	9.0%	239
Some college	7.0%	40.3%	37.8%	8.6%	6.4%	163
College grad or more	14.6%	45.6%	29.1%	5.0%	5.7%	200
Income						
<\$35K	8.6%	45.8%	28.1%	8.3%	9.3%	194
\$35K-\$50K	4.5%	36.3%	41.8%	6.6%	10.8%	95
\$50K-\$75K	12.4%	53.9%	24.1%	5.5%	4.1%	117
\$75K+	11.2%	49.5%	31.1%	4.1%	4.0%	149
Children in School						
Yes	6.3%	48.5%	34.0%	8.0%	3.2%	231
No	11.4%	45.3%	28.1%	5.7%	9.6%	373
Region						
Indiana Northern	9.0%	48.3%	28.9%	5.5%	8.3%	221
Indiana Central	9.0%	45.2%	30.7%	7.7%	7.5%	287
Indiana Southern	12.1%	45.9%	33.2%	5.9%	2.9%	97
Race / Ethnicity						
White	8.9%	49.6%	29.3%	5.6%	6.6%	500
Non-White	9.7%	34.8%	35.9%	12.8%	6.9%	91
DK / Refused	26.8%	13.2%	32.2%	0.0%	27.8%	14

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	21.3%	45.9%	20.1%	8.1%	4.5%	273
Female	14.5%	46.5%	25.5%	6.4%	7.1%	332
Age						
18-34	15.9%	45.1%	22.3%	9.2%	7.6%	137
35-44	19.7%	46.7%	19.8%	8.3%	5.5%	120
45-54	17.6%	44.4%	27.7%	4.5%	5.8%	129
55-64	16.4%	44.4%	28.5%	7.6%	3.0%	103
65+	18.4%	50.8%	17.4%	6.2%	7.3%	116
Education						
HS or less	12.8%	52.5%	22.7%	5.9%	6.1%	239
Some college	12.5%	43.4%	25.7%	10.3%	8.1%	163
College grad or more	27.4%	41.6%	21.4%	5.4%	4.1%	200
Income						
<\$35K	10.9%	49.5%	23.4%	9.8%	6.4%	194
\$35K-\$50K	12.8%	39.3%	36.0%	3.7%	8.2%	95
\$50K-\$75K	17.7%	54.1%	13.8%	7.7%	6.6%	117
\$75K+	29.1%	40.6%	23.0%	4.7%	2.6%	149
Children in School						
Yes	20.1%	43.3%	23.8%	9.6%	3.2%	231
No	16.0%	48.1%	22.6%	5.6%	7.6%	373
Region						
Indiana Northern	17.7%	48.6%	21.8%	7.0%	4.9%	221
Indiana Central	18.4%	43.7%	24.3%	6.7%	6.9%	287
Indiana Southern	15.0%	47.8%	22.5%	8.8%	5.9%	97
Race / Ethnicity						
White	18.3%	47.3%	23.2%	5.3%	5.9%	500
Non-White	14.4%	38.6%	21.4%	18.3%	7.3%	91
DK / Refused	13.2%	60.0%	26.8%	0.0%	0.0%	14

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

	Better	Same	Worse	Don't Know / No Answer	Number of Cases
Gender					
Male	36.4%	38.6%	15.4%	9.6%	273
Female	29.1%	41.4%	16.3%	13.2%	332
Age					
18-34	31.6%	35.0%	13.6%	19.8%	137
35-44	32.3%	41.2%	17.4%	9.1%	120
45-54	34.0%	44.9%	16.5%	4.6%	129
55-64	30.5%	33.6%	24.0%	11.9%	103
65+	33.2%	45.7%	9.1%	11.9%	116
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Some college	25.7%	40.9%	19.3%	14.2%	163
College grad or more	34.6%	42.2%	13.4%	9.7%	200
Income					
<\$35K	26.5%	45.3%	16.3%	11.9%	194
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\$50K-\$75K	32.7%	36.0%	15.1%	16.1%	117
\$75K+	40.6%	39.0%	12.9%	7.5%	149
Children in School					
Yes	31.2%	38.9%	19.9%	9.9%	231
No	33.1%	40.9%	13.4%	12.6%	373
Region					
Indiana Northern	33.2%	39.7%	17.7%	9.4%	221
Indiana Central	30.9%	41.2%	14.9%	13.1%	287
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Race / Ethnicity					
White	32.2%	41.1%	14.8%	11.9%	500
Non-White	32.2%	32.7%	23.8%	11.3%	91
DK / Refused	40.3%	54.4%	5.3%	0.0%	14

4. In your opinion, how much does the amount of money spent on public education 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	45.5%	28.4%	17.2%	4.5%	4.3%	273
Female	50.8%	27.8%	9.9%	2.8%	8.7%	332
Age						
18-34	58.8%	26.7%	9.2%	1.5%	3.8%	137
35-44	45.6%	24.2%	20.0%	2.4%	7.8%	120
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Income						
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Children in School						
Yes	49.8%	26.6%	16.0%	2.1%	5.5%	231
No	47.5%	29.0%	11.5%	4.6%	7.4%	373
Region						
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Race / Ethnicity						
White	47.2%	29.7%	12.7%	3.7%	6.7%	500
Non-White	56.2%	21.4%	13.2%	3.7%	5.6%	91
DK / Refused	40.7%	13.7%	32.4%	0.0%	13.2%	14

5. Overall, do you think the funding for public education in Indiana is enough or not enough to meet the learning needs of students?

	Enough	Not Enough	Don't Know / No Answer	Number of Cases
Gender				
Male	39.4%	56.5%	4.1%	273
Female	26.5%	66.4%	7.2%	332
Age				
18-34	25.0%	70.3%	4.7%	137
35-44	38.8%	56.3%	4.8%	120
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Some college	27.7%	67.5%	4.8%	163
College grad or more	35.0%	60.4%	4.6%	200
Income				
<\$35K	31.0%	63.3%	5.7%	194
\$35K-\$50K	26.2%	66.5%	7.2%	95
\$50K-\$75K	29.9%	64.0%	6.1%	117
\$75K+	37.9%	58.8%	3.3%	149
Children in School				
Yes	31.2%	65.1%	3.7%	231
No	33.0%	59.9%	7.0%	373
Region				
Indiana Northern	32.4%	61.9%	5.7%	221
Indiana Central	30.1%	64.5%	5.4%	287
Indiana Southern	38.8%	54.3%	6.9%	97
Race / Ethnicity				
White	34.8%	59.3%	5.9%	500
Non-White	18.5%	77.5%	4.0%	91
DK / Refused	32.4%	54.4%	13.2%	14

The state constitution requires a balanced budget. If the state's current budget problem continues into the future, policymakers will need to consider new ways to make government more efficient, or make further cuts in spending on public programs, or raise taxes, or do a combination of these things.

6A. To balance the budget, which of these options would you support? Would you push for increased government efficiency, cut spending on public programs, raise taxes, or some combination of these options?

	Combination	Efficient Gov't	Cut Spending	Raise Taxes	None of the Above	Don't Know	Number of Cases
Gender							
Male	51.7%	33.7%	7.1%	3.8%	2.1%	1.5%	273
Female	53.6%	34.3%	5.4%	2.0%	1.9%	2.7%	332
Age							
18-34	64.4%	25.1%	4.9%	3.0%	0.7%	1.8%	137
35-44	46.8%	40.1%	4.4%	4.5%	3.2%	0.9%	120
45-54	58.8%	34.2%	4.1%	0.8%	2.1%	0.0%	129
55-64	45.1%	34.7%	8.3%	3.4%	3.0%	5.5%	103
65+	45.0%	37.7%	9.9%	2.7%	1.3%	3.4%	116
Education							
HS or less	46.7%	38.9%	7.9%	1.6%	1.4%	3.4%	239
Some college	54.5%	34.6%	4.3%	1.2%	3.9%	1.5%	163
College grad or more	57.5%	28.4%	5.7%	5.7%	1.3%	1.4%	200
Income							
<\$35K	47.8%	34.7%	8.9%	1.7%	1.4%	5.5%	194
\$35K-\$50K	51.4%	35.1%	4.5%	2.7%	4.6%	1.8%	95
\$50K-\$75K	57.5%	35.7%	2.5%	2.7%	0.9%	0.8%	117
\$75K+	56.9%	30.8%	5.4%	5.6%	1.3%	0.0%	149
Children in School							
Yes	53.6%	35.4%	4.3%	1.9%	1.9%	2.9%	231
No	52.2%	33.2%	7.3%	3.4%	2.1%	1.8%	373
Region							
Indiana Northern	54.0%	29.5%	7.6%	2.8%	2.8%	3.3%	221
Indiana Central	53.5%	35.6%	4.4%	3.5%	2.0%	0.9%	287
Indiana Southern	47.0%	41.3%	7.8%	1.0%	0.0%	3.0%	97
Race / Ethnicity							
White	50.1%	36.7%	6.3%	3.3%	2.1%	1.4%	251
Non-White	66.0%	22.7%	1.9%	0.6%	1.7%	7.0%	91
DK / Refused	58.8%	13.7%	27.6%	0.0%	0.0%	0.0%	14

6B. If spending cuts are 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	Number of Cases
Gender				
Male	22.8%	74.4%	2.8%	605
Female	16.1%	78.4%	5.5%	332
Age				
18-34	22.1%	75.7%	2.2%	137
35-44	17.2%	78.8%	4.0%	120
45-54	20.9%	75.8%	3.2%	129
55-64	14.3%	82.0%	3.6%	103
65+	20.0%	71.3%	8.7%	116
Education				
HS or less	18.1%	75.7%	6.2%	239
Some college	18.5%	76.3%	5.2%	163
College grad or more	21.1%	77.7%	1.2%	200
Income				
<\$35K	22.9%	71.8%	5.3%	194
\$35K-\$50K	18.5%	74.8%	6.6%	95
\$50K-\$75K	17.2%	80.2%	2.6%	117
\$75K+	18.6%	79.5%	1.9%	149
Children in School				
Yes	20.1%	78.1%	1.8%	231
No	18.5%	75.7%	5.8%	373
Region				
Indiana Northern	21.8%	73.7%	4.5%	221
Indiana Central	16.4%	79.1%	4.5%	287
Indiana Southern	20.6%	76.5%	3.0%	97
Race / Ethnicity				
White	18.8%	77.6%	3.7%	500
Non-White	24.2%	71.6%	4.2%	91
DK / Refused	0.0%	73.6%	26.4%	14

6C. If tax increases are necessary, 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?

	Business Corporate Tax	Sales Tax	Income Tax	Real Estate Property Tax	Personal Property Tax	Don't Know / No Answer	Number of Cases
Gender							
Male	43.2%	36.4%	6.5%	2.2%	1.1%	10.5	273
Female	48.1%	28.0%	5.5%	2.7%	3.4%	12.2	332
Age							
18-34	46.7%	30.7%	4.0%	4.3%	4.2%	10.0%	137
35-44	49.2%	31.2%	6.8%	1.7%	2.0%	9.1%	120
45-54	50.4%	29.0%	8.7%	1.5%	0.9%	9.5%	129
55-64	50.8%	27.0%	4.9%	4.1%	2.8%	10.4%	103
65+	32.1%	41.1%	5.3%	0.9%	1.8%	18.8%	116
Education							
HS or less	53.9%	27.0%	2.9%	1.8%	1.8%	12.6%	239
Some college	49.3%	30.7%	5.6%	1.2%	3.0%	10.1%	163
College grad or more	33.0%	39.0%	10.1%	4.0%	2.6%	11.4%	200
Income							
<\$35K	52.5%	27.5%	3.3%	2.1%	2.3%	12.4%	194
\$35K-\$50K	49.4%	28.0%	2.1%	3.2%	3.2%	14.1%	95
\$50K-\$75K	47.0%	35.4%	4.8%	2.8%	2.6%	7.4%	117
\$75K+	36.9%	37.3%	12.1%	2.0%	2.6%	9.0%	149
Children in School							
Yes	48.9%	26.7%	5.8%	2.2%	2.2%	14.2%	231
No	44.1%	34.9%	6.1%	2.7%	2.5%	9.8%	373
Region							
Indiana Northern	47.1%	29.5%	6.4%	2.3%	2.3%	12.4%	221
Indiana Central	44.5%	33.3%	5.9%	2.2%	2.2%	11.9%	287
Indiana Southern	47.2%	33.3%	4.9%	3.8%	3.0%	7.9%	97
Race / Ethnicity							
White	44.1%	33.8%	6.2%	2.9%	2.7%	10.5%	500
Non-White	58.8%	19.4%	3.9%	0.0%	1.2%	16.8%	91
DK / Refused	27.1%	40.7%	13.2%	5.3%	0.0%	13.7%	14

6D. Would you be willing or not 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	57.1%	40.2%	2.7%	273
Female	60.5%	35.2%	4.4%	332
Age				
18-34	72.8%	24.7%	2.5%	137
35-44	56.9%	40.6%	2.5%	120
45-54	60.7%	35.5%	3.8%	129
55-64	52.1%	43.0%	4.9%	103
65+	48.8%	46.3%	4.9%	116
Education				
HS or less	55.4%	40.6%	4.1%	239
Some college	54.0%	41.1%	4.9%	163
College grad or more	66.5%	31.4%	2.1%	200
Income				
<\$35K	55.1%	39.8%	5.1%	194
\$35K-\$50K	55.1%	42.9%	2.0%	95
\$50K-\$75K	60.9%	35.5%	3.5%	117
\$75K+	68.7%	28.8%	2.4%	149
Children in School				
Yes	63.2%	33.9%	2.9%	231
No	56.3%	39.6%	4.1%	373
Region				
Indiana Northern	51.9%	44.7%	3.4%	221
Indiana Central	65.2%	31.8%	3.1%	287
Indiana Southern	58.6%	35.5%	5.9%	97
Race / Ethnicity				
White	59.0%	37.8%	3.2%	500
Non-White	60.9%	34.7%	4.5%	91
DK / Refused	45.4%	40.7%	13.9%	14

7. Local school boards have the responsibility of determining how property tax funds are spent for school facilities and equipment in their districts. In your community how do you view the expenditures of funds on facilities 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	13.6%	13.2%	41.9%	8.4%	7.8%	15.2%	273
Female	6.0%	8.4%	44.2%	11.9%	8.2%	21.0%	332
Age							
18-34	3.7%	9.4%	38.2%	15.2%	6.5%	27.0%	137
35-44	12.5%	12.7%	44.2%	11.0%	6.9%	12.7%	120
45-54	14.1%	8.9%	41.6%	9.6%	14.4%	11.4%	129
55-64	8.7%	11.0%	37.3%	11.2%	10.8%	21.1%	103
65+	8.3%	11.2%	54.8%	4.0%	1.5%	19.3%	116
Education							
HS or less	9.2%	7.1%	39.1%	11.9%	11.5%	20.8%	239
Some college	9.0%	9.3%	39.8%	12.6%	5.2%	24.2%	163
College grad or more	10.1%	15.9%	51.3%	6.6%	5.1%	11.1%	200
Income							
<\$35K	7.2%	6.8%	43.9%	12.7%	9.7%	19.1%	194
\$35K-\$50K	11.7%	10.6%	39.3%	10.8%	11.8%	15.7%	95
\$50K-\$75K	8.8%	7.7%	46.7%	9.7%	1.4%	25.6%	117
\$75K+	11.1%	19.2%	43.4%	8.9%	6.0%	11.5%	149
Children in School							
Yes	8.3%	10.9%	42.3%	13.9%	9.0%	15.5%	231
No	10.0%	10.4%	43.7%	8.1%	7.4%	20.1%	373
Region							
Indiana Northern	5.8%	11.1%	45.6%	8.1%	9.3%	20.1%	221
Indiana Central	11.0%	10.4%	42.3%	12.5%	7.7%	15.8%	287
Indiana Southern	13.9%	9.7%	39.2%	9.8%	5.8%	21.5%	97
Race / Ethnicity							
White	10.5%	10.8%	44.7%	9.3%	5.5%	19.0%	500
Non-White	4.9%	9.0%	28.7%	17.5%	22.2%	17.8%	91
DK / Refused	0.0%	13.2%	81.5%	0.0%	5.3%	0.0%	14

8. The Indiana General Assembly has discussed a proposal for state funding of full-day kindergarten and a variety of other pre-school and kindergarten-related issues. Would you support state funding for voluntary pre-school for at-risk children?

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	79.2%	18.2%	2.6%	273
Female	77.3%	18.0%	4.7%	332
Age				
18-34	87.8%	11.4%	0.8%	137
35-44	76.7%	19.7%	3.6%	120
45-54	83.1%	13.4%	3.5%	129
55-64	78.8%	18.2%	3.0%	103
65+	61.9%	29.8%	8.3%	116
Education				
HS or less	78.2%	18.2%	3.6%	239
Some college	77.4%	17.6%	5.1%	163
College grad or more	78.2%	18.9%	2.9%	200
Income				
<\$35K	79.1%	18.0%	2.9%	194
\$35K-\$50K	75.9%	17.5%	6.6%	95
\$50K-\$75K	77.8%	19.5%	2.7%	117
\$75K+	82.5%	14.7%	2.8%	149
Children in School				
Yes	84.3%	13.8%	1.9%	231
No	74.3%	20.8%	4.9%	373
Region				
Indiana Northern	77.9%	18.4%	3.7%	221
Indiana Central	78.2%	17.7%	4.1%	287
Indiana Southern	78.5%	18.6%	2.9%	97
Race / Ethnicity				
White	77.6%	18.5%	3.9%	500
Non-White	88.3%	8.1%	3.6%	91
DK / Refused	31.7%	68.3%	0.0%	14

9. Do you think kindergarten should be required for all students?

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	78.7%	19.1%	2.2%	273
Female	86.0%	12.9%	1.2%	332
Age				
18-34	84.2%	14.3%	1.5%	137
35-44	84.7%	14.5%	0.9%	120
45-54	83.7%	14.6%	1.6%	129
55-64	79.2%	19.8%	1.0%	103
65+	80.9%	16.0%	3.1%	116
Education				
HS or less	87.3%	11.1%	1.6%	239
Some college	80.1%	16.3%	3.6%	163
College grad or more	79.0%	21.0%	0.0%	200
Income				
<\$35K	82.0%	15.8%	2.1%	194
\$35K-\$50K	81.7%	15.1%	3.2%	95
\$50K-\$75K	87.4%	12.6%	0.0%	117
\$75K+	80.5%	19.5%	0.0%	149
Children in School				
Yes	86.9%	12.2%	0.9%	231
No	80.1%	17.9%	2.1%	373
Region				
Indiana Northern	84.5%	13.9%	1.6%	221
Indiana Central	81.9%	16.3%	1.9%	287
Indiana Southern	78.5%	18.6%	2.9%	97
Race / Ethnicity				
White	80.7%	17.9%	1.4%	500
Non-White	95.1%	3.9%	1.0%	91
DK / Refused	73.6%	13.2%	13.2%	14

10. If the state of Indiana were to support the implementation of full-day kindergarten, under which scenario should this program be available to students?

	State Funded, Mandatory School & Parents	State Funded, Mandatory School, Vol Parents	State Funded, Voluntary School & Parents	Don't Know / No Answer	Number of Cases
Gender					
Male	51.3%	23.5%	20.7%	4.5%	273
Female	53.7%	20.4%	16.6%	9.3%	332
Age					
18-34	53.7%	27.7%	16.5%	2.1%	137
35-44	51.3%	27.4%	17.8%	3.5%	120
45-54	56.7%	20.0%	18.2%	5.1%	129
55-64	54.4%	16.2%	20.2%	9.2%	103
65+	46.4%	16.1%	20.3%	17.2%	116
Education					
HS or less	59.3%	22.6%	11.6%	6.5%	239
Some college	50.7%	19.1%	21.4%	8.8%	163
College grad or more	46.2%	22.8%	24.3%	6.7%	200
Income					
<\$35K	55.5%	21.1%	17.3%	6.1%	194
\$35K-\$50K	57.9%	17.4%	17.0%	7.7%	95
\$50K-\$75K	53.6%	25.2%	16.9%	4.3%	117
\$75K+	51.2%	23.5%	20.0%	5.3%	149
Children in School					
Yes	53.1%	27.5%	16.1%	3.3%	231
No	52.3%	18.2%	19.9%	9.5%	373
Region					
Indiana Northern	53.8%	18.8%	17.9%	9.5%	221
Indiana Central	52.4%	22.9%	18.9%	5.8%	287
Indiana Southern	50.2%	26.3%	18.6%	5.0%	97
Race / Ethnicity					
White	50.6%	22.1%	19.8%	7.5%	500
Non-White	69.5%	16.5%	9.7%	4.3%	91
DK / Refused	13.9%	46.1%	26.8%	13.2%	4.3

11. 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	58.0%	38.9%	3.1%	273
Female	64.1%	32.4%	3.5%	332
Age				
18-34	72.6%	25.0%	2.3%	137
35-44	61.1%	34.7%	4.2%	120
45-54	62.2%	35.8%	2.0%	129
55-64	62.8%	35.2%	2.0%	103
65+	45.9%	47.7%	6.4%	116
Education				
HS or less	64.9%	30.8%	4.3%	239
Some college	59.2%	37.2%	3.7%	163
College grad or more	58.8%	39.3%	1.9%	200
Income				
<\$35K	70.2%	26.9%	2.8%	194
\$35K-\$50K	55.1%	42.3%	2.6%	95
\$50K-\$75K	59.0%	36.8%	4.2%	117
\$75K+	65.4%	32.8%	1.8%	149
Children in School				
Yes	67.0%	29.9%	3.1%	231
No	57.8%	38.7%	3.5%	373
Region				
Indiana Northern	59.8%	38.0%	2.1%	221
Indiana Central	62.5%	33.9%	3.5%	287
Indiana Southern	61.7%	32.3%	5.9%	97
Race / Ethnicity				
White	59.7%	37.2%	3.1%	500
Non-White	77.0%	20.1%	3.0%	91
DK / Refused	19.2%	67.6%	13.2%	14

Educators and policymakers in Indiana have been considering high school graduation and drop-out issues while addressing high school reform initiatives. Estimates vary significantly about the number of high school students who do not complete high school on time and drop-out of school. The estimates for Indiana's high school drop-out rate range from a low of 10 percent to a high of about 30 percent.
[Background for Questions 12A-C.]

12A. Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that this is a significant issue that merits further action by educators and policymakers?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know / No Answer	Number of Cases
Gender						
Male	63.3%	24.5%	5.3%	3.9%	2.9%	273
Female	69.8%	20.2%	2.5%	2.8%	4.7%	332
Age						
18-34	72.2%	19.4%	2.6%	3.6%	2.3%	137
35-44	62.8%	22.7%	8.2%	4.4%	1.8%	120
45-54	75.9%	17.8%	3.5%	2.1%	0.7%	129
55-64	63.5%	25.1%	4.0%	3.1%	4.3%	103
65+	57.7%	27.1%	0.7%	3.3%	11.2%	116
Education						
HS or less	64.7%	24.6%	3.3%	3.3%	4.1%	239
Some college	70.5%	17.8%	3.0%	3.6%	5.1%	163
College grad or more	66.5%	22.6%	5.1%	3.0%	2.8%	200
Income						
<\$35K	67.7%	24.4%	1.7%	4.0%	2.2%	194
\$35K-\$50K	68.6%	18.9%	6.3%	2.0%	4.2%	95
\$50K-\$75K	68.7%	24.4%	2.5%	2.1%	2.4%	117
\$75K+	72.7%	16.8%	5.2%	3.3%	2.0%	149
Children in School						
Yes	67.2%	22.0%	3.9%	4.0%	2.9%	231
No	66.6%	22.2%	3.8%	2.8%	4.5%	373
Region						
Indiana Northern	65.1%	22.7%	5.4%	2.9%	3.8%	221
Indiana Central	69.4%	22.6%	2.4%	2.7%	3.0%	287
Indiana Southern	63.9%	19.4%	3.9%	5.9%	6.9%	97
Race / Ethnicity						
White	67.2%	22.1%	4.1%	3.1%	3.4%	500
Non-White	71.0%	20.9%	2.5%	2.4%	3.1%	91
DK / Refused	27.1%	32.2%	0.0%	13.9%	26.8%	14

12B. To address this matter, do you favor raising the drop-out age for high school students from age 16 to age 18?

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	70.2%	26.3%	3.6%	273
Female	78.5%	18.2%	3.3%	332
Age				
18-34	77.3%	17.0%	5.7%	137
35-44	74.6%	24.1%	1.3%	120
45-54	79.4%	19.0%	1.6%	129
55-64	70.8%	26.1%	3.1%	103
65+	70.2%	24.5%	5.3%	116
Education				
HS or less	81.6%	16.3%	2.1%	239
Some college	77.0%	17.2%	5.7%	163
College grad or more	64.6%	32.6%	2.9%	200
Income				
<\$35K	81.1%	17.0%	1.9%	194
\$35K-\$50K	76.6%	20.1%	3.3%	95
\$50K-\$75K	68.0%	23.4%	8.7%	117
\$75K+	72.3%	27.3%	0.4%	149
Children in School				
Yes	75.6%	21.4%	2.9%	231
No	74.2%	22.1%	3.8%	373
Region				
Indiana Northern	75.0%	21.4%	3.7%	221
Indiana Central	74.9%	22.0%	3.1%	287
Indiana Southern	73.6%	22.5%	3.9%	97
Race / Ethnicity				
White	72.6%	23.7%	3.7%	500
Non-White	86.9%	10.5%	2.6%	91
DK / Refused	73.2%	26.8%	0.0%	14

12C. As a consequence for students who drop out of school, would you favor the withholding or revocation of students' driver's licenses and employment certificates, which are required of students ages 14-18 to work?

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	64.4%	34.2%	1.4%	273
Female	68.5%	25.5%	6.0%	332
Age				
18-34	65.0%	31.7%	3.4%	137
35-44	68.1%	28.8%	3.0%	120
45-54	68.2%	30.6%	1.2%	129
55-64	68.8%	30.2%	1.0%	103
65+	63.3%	25.5%	11.2%	116
Education				
HS or less	72.0%	23.7%	4.3%	239
Some college	64.9%	31.8%	3.3%	163
College grad or more	61.3%	37.7%	4.0%	200
Income				
<\$35K	75.9%	20.3%	3.8%	194
\$35K-\$50K	66.8%	27.7%	5.5%	95
\$50K-\$75K	61.7%	35.9%	2.4%	117
\$75K+	62.0%	35.0%	3.0%	149
Children in School				
Yes	65.1%	32.0%	2.9%	231
No	67.6%	27.8%	4.5%	373
Region				
Indiana Northern	71.8%	24.7%	3.5%	221
Indiana Central	61.8%	33.6%	4.6%	287
Indiana Southern	67.8%	29.2%	3.0%	97
Race / Ethnicity				
White	65.8%	30.3%	3.9%	500
Non-White	74.4%	22.7%	2.9%	91
DK / Refused	46.1%	40.7%	13.2%	14

13. 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?

[Respondents answering Not at all Familiar or Don't Know/No Answer to this question were not asked to respond to questions 14-17.]

	Very Familiar	Somewhat Familiar	Not Very Familiar	Not Heard Of It / Not Familiar	Don't Know / No Answer	Number of Cases
Gender						
Male	21.7%	46.0%	26.7%	5.2%	0.4%	273
Female	33.9%	45.5%	16.8%	3.9%	0.0%	332
Age						
18-34	33.9%	47.0%	14.5%	4.6%	0.0%	137
35-44	34.9%	41.1%	19.4%	4.6%	0.0%	120
45-54	33.9%	46.8%	17.6%	1.7%	0.0%	129
55-64	28.9%	50.9%	18.1%	2.1%	0.0%	103
65+	8.5%	43.3%	37.9%	9.3%	1.0%	116
Education						
HS or less	18.7%	46.4%	28.4%	6.5%	0.0%	239
Some college	28.1%	51.1%	17.5%	2.6%	0.7%	163
College grad or more	39.1%	41.4%	15.8%	3.6%	0.0%	200
Income						
<\$35K	22.2%	44.4%	27.0%	6.4%	0.0%	194
\$35K-\$50K	27.4%	43.7%	23.2%	4.4%	1.2%	95
\$50K-\$75K	30.9%	48.5%	18.0%	2.6%	0.0%	117
\$75K+	34.1%	47.9%	16.2%	1.7%	0.0%	149
Children in school						
Yes	36.8%	45.2%	14.7%	3.3%	0.0%	231
No	23.2%	46.1%	25.3%	5.2%	0.3%	373
Region						
Indiana Northern	22.2%	47.9%	24.1%	5.3%	0.5%	221
Indiana Central	34.3%	44.0%	17.4%	4.3%	0.0%	287
Indiana Southern	26.7%	45.0%	25.4%	2.9%	0.0%	97
Race / Ethnicity						
White	28.1%	46.4%	21.6%	3.7%	0.2%	500
Non-White	33.2%	38.8%	18.3%	9.6%	0.0%	91
DK / Refused	5.3%	67.1%	27.6%	0.0%	0.0%	14

14. 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	9.8%	42.2%	21.5%	17.8%	8.8%	257
Female	10.1%	42.2%	19.6%	21.9%	6.3%	319
Age						
18-34	8.6%	44.6%	24.3%	19.5%	3.0%	131
35-44	9.1%	38.3%	21.9%	22.8%	7.9%	114
45-54	9.2%	48.5%	15.6%	19.9%	6.9%	127
55-64	10.8%	39.4%	21.6%	22.3%	5.9%	101
65+	12.9%	38.3%	18.6%	15.7%	14.4%	104
Education						
HS or less	11.6%	41.2%	19.7%	16.1%	11.4%	223
Some college	10.4%	42.3%	16.2%	25.6%	5.6%	157
College grad or more	6.7%	43.7%	25.1%	20.1%	4.4%	192
Income						
<\$35K	15.0%	39.8%	20.7%	16.1%	8.4%	181
\$35K-\$50K	6.0%	39.7%	23.6%	23.7%	7.0%	89
\$50K-\$75K	6.9%	46.9%	17.4%	18.8%	10.0%	113
\$75K+	7.0%	45.4%	18.5%	24.1%	4.9%	147
Children in school						
Yes	6.7%	47.2%	19.4%	21.4%	5.3%	224
No	12.1%	39.0%	21.1%	19.2%	8.7%	353
Region						
Indiana Northern	11.4%	42.1%	19.2%	20.2%	7.1%	208
Indiana Central	9.8%	40.0%	22.6%	21.3%	6.3%	274
Indiana Southern	7.0%	48.7%	17.1%	16.0%	11.2%	94
Race / Ethnicity						
White	8.1%	43.2%	21.3%	19.8%	7.5%	481
Non-White	18.0%	40.9%	16.6%	19.1%	5.3%	82
DK / Refused	26.8%	13.2%	13.9%	32.2%	13.9%	14

Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements about the ISTEP+ tests.

15. The ISTEP+ tests help hold schools accountable for student achievement.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know / No Answer	Number of Cases
Gender						
Male	28.6%	43.1%	14.5%	9.5%	4.3%	257
Female	31.1%	48.7%	7.7%	7.4%	5.1%	319
Age						
18-34	25.1%	52.4%	9.7%	8.4%	4.4%	131
35-44	23.1%	53.1%	9.7%	9.6%	4.4%	114
45-54	33.8%	45.4%	11.5%	7.7%	1.6%	127
55-64	33.5%	37.3%	14.7%	8.3%	6.2%	101
65+	35.5%	40.5%	8.3%	7.7%	8.0%	104
Education						
HS or less	36.3%	41.5%	11.2%	5.7%	5.2%	223
Some college	29.4%	45.5%	9.1%	10.3%	5.8%	157
College grad or more	22.4%	52.5%	11.8%	9.9%	3.4%	192
Income						
<\$35K	30.7%	42.0%	11.8%	9.3%	6.3%	181
\$35K-\$50K	29.0%	49.8%	8.9%	7.8%	4.5%	89
\$50K-\$75K	33.4%	44.3%	8.8%	6.6%	7.0%	113
\$75K+	26.3%	49.8%	13.3%	9.3%	1.4%	147
Children in school						
Yes	29.4%	48.1%	10.8%	7.5%	4.0%	224
No	30.3%	45.0%	10.7%	8.8%	5.2%	353
Region						
Indiana Northern	29.3%	51.6%	5.6%	8.8%	4.7%	208
Indiana Central	27.7%	46.4%	16.1%	6.7%	3.3%	274
Indiana Southern	38.5%	32.1%	8.1%	12.2%	9.1%	94
Race / Ethnicity						
White	28.2%	47.7%	10.7%	8.5%	5.0%	481
Non-White	36.2%	40.2%	13.0%	9.0%	1.5%	82
DK / Refused	54.6%	31.7%	0.0%	0.0%	13.7%	14

16. The ISTEP+ tests give parents helpful information about a school's performance.

[The order in which Questions 16 and 17 were asked was rotated during the administration of the survey.]

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know / No Answer	Number of Cases
Gender						
Male	28.5%	44.6%	11.6%	11.1%	4.2%	257
Female	30.4%	38.3%	17.4%	9.3%	4.6%	319
Age						
18-34	30.8%	42.1%	19.0%	7.3%	0.7%	131
35-44	20.5%	46.2%	19.4%	7.1%	6.8%	114
45-54	32.1%	41.7%	12.0%	12.5%	1.7%	127
55-64	28.5%	44.3%	12.3%	13.0%	2.0%	101
65+	35.8%	30.3%	10.3%	11.2%	12.3%	104
Education						
HS or less	35.6%	39.5%	10.6%	7.6%	6.7%	223
Some college	30.8%	38.0%	17.3%	12.0%	1.9%	157
College grad or more	20.9%	46.2%	17.3%	11.7%	3.9%	192
Income						
<\$35K	32.8%	38.0%	14.5%	9.6%	5.0%	181
\$35K-\$50K	27.1%	46.6%	15.8%	7.4%	3.0%	89
\$50K-\$75K	33.5%	38.7%	12.6%	10.7%	4.5%	113
\$75K+	21.2%	45.5%	17.1%	13.7%	2.5%	147
Children in school						
Yes	29.5%	45.1%	15.0%	7.2%	3.1%	224
No	29.6%	38.5%	14.7%	11.9%	5.3%	353
Region						
Indiana Northern	30.6%	42.0%	14.7%	8.5%	4.3%	208
Indiana Central	29.1%	39.9%	16.9%	10.5%	3.7%	274
Indiana Southern	28.4%	42.3%	9.0%	13.2%	7.1%	94
Race / Ethnicity						
White	25.9%	42.6%	16.1%	11.0%	4.4%	481
Non-White	46.6%	39.3%	6.5%	6.8%	0.8%	82
DK / Refused	54.6%	0.0%	18.5%	0.0%	26.8%	14

17. There is disagreement among leaders at the state level as to whether the ISTEP+ test should be given toward the start of the school year in the fall, as it is now, or in the spring toward the end of the school year. Just from what you know, when should the test be given?

[The order in which Questions 16 and 17 were asked was rotated during the administration of the survey.]

	Start	End	Doesn't Make a Difference	Don't Know / No Answer	Number of Cases
Gender					
Male	15.8%	68.7%	12.9%	2.6%	257
Female	16.4%	70.4%	9.0%	4.2%	319
Age					
18-34	12.4%	72.3%	12.3%	3.0%	131
35-44	15.7%	74.0%	6.9%	3.4%	114
45-54	20.2%	66.3%	12.7%	0.8%	127
55-64	17.9%	65.8%	10.4%	5.9%	101
65+	14.8%	69.2%	10.8%	5.1%	104
Education					
HS or less	16.6%	68.3%	12.6%	2.5%	223
Some college	18.1%	68.6%	10.9%	2.5%	157
College grad or more	14.4%	72.4%	7.7%	5.5%	192
Income					
<\$35K	21.5%	58.8%	13.8%	5.8%	181
\$35K-\$50K	14.6%	75.8%	8.4%	1.2%	89
\$50K-\$75K	13.7%	72.9%	8.9%	4.5%	113
\$75K+	13.0%	77.6%	7.9%	1.5%	147
Children in school					
Yes	10.9%	75.9%	11.8%	1.3%	224
No	19.5%	65.6%	10.0%	4.9%	353
Region					
Indiana Northern	17.1%	65.5%	12.7%	4.7%	208
Indiana Central	14.4%	73.7%	9.0%	2.9%	274
Indiana Southern	19.2%	67.9%	10.9%	2.0%	94
Race / Ethnicity					
White	16.4%	70.9%	8.9%	3.9%	481
Non-White	15.5%	62.5%	20.3%	1.7%	82
DK / Refused	13.7%	67.8%	18.5%	0.0%	14

18. Assume you had a child attending a public school that has been placed on academic probation or is identified as in need of improvement by either the state or federal government. Which would you prefer: to transfer your child to another public school that is NOT on probation or in need of improvement, or to have additional efforts made in your child's present school to help him or her achieve?

	Transfer	Additional Assistance	Don't Know / No Answer	Number of Cases
Gender				
Male	20.0%	75.8%	4.1%	273
Female	16.0%	80.6%	3.4%	332
Age				
18-34	24.8%	72.5%	2.7%	137
35-44	18.7%	77.5%	3.8%	120
45-54	12.4%	85.5%	2.0%	129
55-64	15.2%	81.7%	3.1%	103
65+	16.9%	75.8%	7.3%	116
Education				
HS or less	15.6%	81.6%	2.8%	239
Some college	17.6%	77.3%	5.1%	163
College grad or more	20.6%	75.7%	3.7%	200
Income				
<\$35K	13.9%	80.9%	5.2%	194
\$35K-\$50K	17.1%	78.1%	4.7%	95
\$50K-\$75K	17.9%	81.2%	0.9%	117
\$75K+	22.0%	76.6%	1.4%	149
Children in school				
Yes	21.4%	76.4%	2.2%	231
No	15.6%	79.8%	4.7%	373
Region				
Indiana Northern	15.6%	79.1%	5.3%	221
Indiana Central	18.9%	78.2%	2.9%	287
Indiana Southern	20.5%	77.6%	1.9%	97
Race / Ethnicity				
White	17.5%	78.3%	4.2%	500
Non-White	17.1%	81.3%	1.6%	91
DK / Refused	32.4%	67.6%	0.0%	14

19A. Vouchers are taxpayer-funded credits used by parents to pay tuition for their children at a public or private school of their choice. How would you rate your familiarity with vouchers? Are you very familiar, somewhat familiar, not very familiar, or have you never heard of them?

[Respondents answering Never Heard of Them/Not At All Familiar or Don't Know/No Answer to Question 19A were not asked to respond to Questions 19B-C.]

	Very Familiar	Somewhat Familiar	Not Very Familiar	Never Heard of Them	Don't Know / No Answer	Number of Cases
Gender						
Male	14.3%	26.0%	36.6%	23.1%	0.0%	273
Female	10.1%	20.8%	33.6%	35.1%	0.3%	332
Age						
18-34	10.3%	15.8%	36.3%	37.6%	0.0%	137
35-44	13.9%	19.9%	32.1%	34.1%	0.0%	120
45-54	11.1%	31.5%	25.9%	31.5%	0.0%	129
55-64	19.0%	16.9%	37.1%	27.0%	0.0%	103
65+	6.9%	31.6%	44.3%	16.4%	0.9%	116
Education						
HS or less	3.0%	16.2%	43.8%	37.0%	0.0%	239
Some college	7.7%	26.2%	29.3%	36.8%	0.0%	163
College grad or more	26.5%	28.6%	29.2%	15.2%	0.5%	200
Income						
<\$35K	6.9%	16.4%	40.2%	36.6%	0.0%	194
\$35K-\$50K	9.7%	29.4%	28.3%	32.6%	0.0%	95
\$50K-\$75K	16.2%	21.5%	40.4%	21.9%	0.0%	117
\$75K+	18.2%	29.6%	28.9%	23.3%	0.0%	149
Children in School						
Yes	12.7%	16.2%	34.2%	37.0%	0.0%	231
No	11.6%	27.5%	35.4%	25.2%	0.3%	373
Region						
Indiana Northern	14.0%	18.9%	35.5%	31.6%	0.0%	221
Indiana Central	11.1%	25.4%	33.4%	29.7%	0.4%	287
Indiana Southern	9.7%	27.4%	38.1%	24.7%	0.0%	97
Race / Ethnicity						
White	13.0%	24.7%	33.1%	29.0%	0.2%	500
Non-White	6.3%	15.9%	44.3%	33.4%	0.0%	91
DK / Refused	13.2%	13.7%	40.7%	32.4%	0.0%	14

19B. If a public school has been placed on probation or has been identified as in need of improvement, do you favor the use of taxpayer-funded tuition credits or vouchers to permit its students to attend a different public or private school?

[Respondents answering No or Don't Know/No Answer to Question 19A were not asked to respond to Questions 19C.]

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	52.1%	43.8%	4.1%	210
Female	44.8%	45.0%	10.2%	214
Age				
18-34	51.0%	41.8%	7.3%	86
35-44	49.6%	43.5%	6.9%	79
45-54	50.6%	46.4%	3.0%	88
55-64	47.0%	47.5%	5.5%	75
65+	44.1%	43.3%	12.6%	96
Education				
HS or less	46.6%	43.3%	10.0%	150
Some college	49.9%	43.6%	6.5%	103
College grad or more	48.3%	46.5%	5.2%	168
Income				
<\$35K	47.0%	43.7%	9.3%	123
\$35K-\$50K	49.0%	41.9%	9.1%	64
\$50K-\$75K	52.4%	42.0%	5.6%	91
\$75K+	47.0%	49.0%	4.0%	115
Children in School				
Yes	54.0%	41.4%	4.5%	146
No	45.4%	46.0%	8.6%	278
Region				
Indiana Northern	47.8%	43.2%	9.1%	151
Indiana Central	49.6%	46.0%	4.4%	200
Indiana Southern	46.5%	43.0%	10.5%	73
Race / Ethnicity				
White	46.8%	46.0%	7.1%	354
Non-White	55.6%	38.7%	5.7%	60
DK / Refused	60.3%	20.2%	19.5%	10

19C. Which one of these alternatives do you prefer?

[Item response options to this question were rotated during administration of the survey.]

	Vouchers for Both	Vouchers for Public	Vouchers for Private	None	Don't Know / No Answer	Number of Cases
Gender						
Male	72.9%	24.6%	14.1%	0.0%	0.8%	109
Female	72.1%	21.3%	8.7%	0.9%	2.0%	96
Age						
18-34	76.8%	27.6%	3.5%	0.0%	0.0%	44
35-44	78.8%	14.5%	13.9%	0.0%	0.0%	39
45-54	78.6%	22.9%	9.5%	0.0%	0.0%	45
55-64	63.2%	34.5%	14.2%	0.0%	2.5%	35
65+	63.8%	17.0%	17.8%	2.1%	4.4%	42
Education						
HS or less	63.5%	28.2%	20.1%	1.2%	1.3%	70
Some college	71.0%	27.5%	7.8%	0.0%	3.6%	51
College grad or more	81.1%	16.5%	6.3%	0.0%	0.0%	81
Income						
<\$35K	75.0%	17.4%	10.2%	1.5%	1.5%	58
\$35K-\$50K	71.6%	28.8%	13.1%	0.0%	0.0%	31
\$50K-\$75K	75.1%	21.3%	10.4%	0.0%	1.8%	48
\$75K+	75.0%	26.2%	9.5%	0.0%	0.0%	54
Children in School						
Yes	81.9%	18.7%	9.2%	0.0%	0.0%	79
No	66.7%	25.8%	13.0%	0.7%	2.2%	126
Region						
Indiana Northern	76.9%	26.2%	5.6%	1.1%	1.1%	72
Indiana Central	73.6%	18.1%	12.9%	1.1%	0.0%	99
Indiana Southern	58.6%	30.3%	22.3%	0.0%	2.8%	34
Race / Ethnicity						
White	74.3%	22.0%	11.8%	0.0%	1.1%	166
Non-White	70.8%	21.3%	6.7%	2.6%	2.6%	34
DK / Refused	32.4%	66.5%	33.5%	0.0%	0.0%	6

20A. Charter schools are public schools that are open to all students, are free of many of the regulations placed on traditional public schools, and are intended to provide innovative programs to students. 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	Not Heard Of It / Not Familiar	Don't Know / No Answer	Number of Cases
Gender						
Male	11.2%	22.9%	45.3%	20.6%	0.0%	273
Female	8.9%	31.7%	40.0%	19.1%	0.3%	332
Age						
18-34	7.1%	27.1%	38.2%	27.7%	0.0%	137
35-44	11.0%	28.2%	35.8%	25.0%	0.0%	120
45-54	10.6%	29.3%	44.1%	16.0%	0.0%	129
55-64	19.9%	20.7%	43.8%	15.5%	0.0%	103
65+	2.6%	32.7%	50.9%	13.0%	0.7%	116
Education						
HS or less	5.0%	16.8%	50.4%	27.4%	0.4%	239
Some college	8.2%	27.8%	45.6%	18.4%	0.0%	163
College grad or more	17.5%	40.4%	30.7%	11.5%	0.0%	200
Income						
<\$35K	6.5%	18.5%	53.2%	21.4%	0.4%	194
\$35K-\$50K	4.6%	30.3%	43.7%	21.4%	0.0%	95
\$50K-\$75K	14.2%	29.6%	37.4%	18.8%	0.0%	117
\$75K+	15.3%	36.3%	32.4%	16.0%	0.0%	149
Children in School						
Yes	9.6%	25.4%	42.7%	22.3%	0.0%	231
No	10.1%	29.2%	42.2%	18.2%	0.2%	373
Region						
Indiana Northern	8.6%	26.3%	40.8%	23.9%	0.4%	221
Indiana Central	12.4%	32.4%	43.5%	11.7%	0.0%	287
Indiana Southern	5.9%	17.7%	43.2%	33.3%	0.0%	97
Race / Ethnicity						
White	10.1%	28.6%	40.4%	20.9%	0.0%	500
Non-White	10.7%	21.2%	53.5%	13.7%	1.0%	91
DK / Refused	0.0%	40.0%	41.0%	19.0%	0.0%	14

20B. Approximately 30 charter schools exist in Indiana this school year. Do you favor or oppose the continued creation of more charter schools?

	Favor	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	54.0%	26.8%	19.1%	217
Female	46.7%	26.9%	26.4%	268
Age				
18-34	63.3%	18.4%	18.3%	99
35-44	56.5%	26.7%	16.8%	90
45-54	55.3%	21.0%	23.7%	108
55-64	39.7%	30.7%	29.6%	87
65+	34.1%	38.4%	27.5%	100
Education				
HS or less	44.1%	24.4%	31.5%	173
Some college	54.3%	22.5%	23.1%	133
College grad or more	53.1%	31.5%	15.4%	177
Income				
<\$35K	51.6%	26.3%	22.1%	151
\$35K-\$50K	39.6%	26.9%	33.5%	75
\$50K-\$75K	57.6%	22.0%	20.4%	95
\$75K+	54.4%	29.7%	15.9%	125
Children in School				
Yes	55.8%	18.1%	26.1%	180
No	46.6%	32.0%	21.4%	305
Region				
Indiana Northern	46.5%	28.0%	25.5%	167
Indiana Central	53.7%	26.0%	20.3%	253
Indiana Southern	45.5%	26.7%	27.8%	64
Race / Ethnicity				
White	50.1%	27.8%	22.1%	396
Non-White	54.3%	21.0%	24.7%	77
DK / Refused	16.3%	34.0%	49.7%	11

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

	Excellent	Good	Fair	Poor	Don't Know	Number of Cases
Gender						
Male	10.4%	58.0%	25.4%	2.8%	3.5%	273
Female	11.0%	57.7%	26.1%	2.0%	3.2%	332
Age						
18-34	9.2%	58.8%	28.0%	0.5%	3.4%	137
35-44	14.1%	48.0%	31.4%	4.2%	2.3%	120
45-54	7.4%	65.9%	22.7%	1.4%	2.6%	129
55-64	15.0%	52.7%	25.5%	3.3%	3.5%	103
65+	8.8%	62.4%	21.0%	2.8%	5.0%	116
Education						
HS or less	7.7%	59.1%	26.9%	2.5%	3.8%	239
Some college	9.1%	53.0%	31.2%	2.5%	4.2%	163
College grad or more	14.9%	61.0%	19.8%	2.0%	2.2%	200
Income						
<\$35K	8.5%	53.0%	32.1%	4.2%	2.2%	194
\$35K-\$50K	6.2%	54.1%	30.2%	2.7%	6.8%	95
\$50K-\$75K	11.3%	66.6%	19.0%	1.5%	1.6%	117
\$75K+	14.1%	59.8%	22.2%	0.0%	3.9%	149
Children in School						
Yes	9.6%	57.2%	29.5%	2.3%	1.4%	231
No	11.4%	58.2%	23.5%	2.3%	4.6%	373
Region						
Indiana Northern	10.0%	60.3%	24.1%	1.7%	4.0%	221
Indiana Central	11.4%	55.6%	27.1%	3.3%	2.6%	287
Indiana Southern	10.8%	58.0%	26.4%	1.0%	3.9%	97
Race / Ethnicity						
White	10.4%	59.3%	25.0%	2.1%	3.2%	500
Non-White	12.3%	47.9%	31.1%	4.1%	4.5%	91
DK / Refused	13.2%	67.8%	19.0%	0.0%	0.0%	14

22. In your opinion, should highly qualified teachers be paid higher salaries as an incentive to teach in public schools that have been identified as needing improvement or that have a high number of students living in poverty?

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	72.6%	21.1%	6.2%	273
Female	75.0%	19.7%	5.3%	332
Age				
18-34	81.7%	13.8%	4.5%	137
35-44	77.5%	17.7%	4.8%	120
45-54	76.1%	22.3%	1.6%	129
55-64	70.3%	21.2%	8.5%	103
65+	61.9%	27.9%	10.2%	116
Education				
HS or less	70.7%	21.0%	8.3%	239
Some college	75.2%	19.1%	5.7%	163
College grad or more	76.6%	20.6%	2.8%	200
Income				
<\$35K	71.3%	20.3%	8.3%	194
\$35K-\$50K	75.8%	19.9%	4.3%	95
\$50K-\$75K	74.0%	19.5%	6.5%	117
\$75K+	79.0%	19.8%	1.1%	149
Children in School				
Yes	78.7%	15.7%	5.6%	231
No	71.0%	23.2%	5.8%	373
Region				
Indiana Northern	73.2%	19.2%	7.5%	221
Indiana Central	77.1%	19.8%	3.1%	287
Indiana Southern	66.3%	24.8%	8.9%	97
Race / Ethnicity				
White	75.1%	20.5%	4.4%	500
Non-White	71.8%	16.4%	11.9%	91
DK / Refused	45.4%	41.5%	13.2%	14

23. Should increases to teachers' pay be based on how well their students perform in the classroom and on ISTEP+ or should teachers' pay increases be based solely on years of service or level of training, or a combination of all of these factors?

	Student Performance	Experience	Combination	Don't Know / No Answer	Number of Cases
Gender					
Male	23.1%	13.7%	61.6%	1.6%	273
Female	15.4%	15.7%	68.3%	0.6%	332
Age					
18-34	11.5%	18.6%	69.9%	0.0%	137
35-44	18.7%	11.2%	68.8%	1.3%	120
45-54	22.8%	14.3%	62.9%	0.0%	129
55-64	22.5%	12.0%	63.7%	1.8%	103
65+	20.3%	16.9%	60.2%	2.6%	116
Education					
HS or less	20.3%	11.9%	66.3%	1.4%	239
Some college	18.2%	10.9%	70.9%	0.0%	163
College grad or more	17.7%	20.7%	60.0%	1.5%	
Income					
<\$35K	20.0%	13.3%	64.6%	2.1%	194
\$35K-\$50K	14.0%	11.1%	74.9%	0.0%	95
\$50K-\$75K	18.9%	19.8%	61.3%	0.0%	117
\$75K+	20.4%	15.6%	62.4%	1.5%	149
Children in School					
Yes	19.0%	14.5%	66.0%	0.5%	231
No	18.8%	15.0%	64.8%	1.4%	373
Region					
Indiana Northern	20.9%	14.6%	63.1%	1.3%	221
Indiana Central	17.6%	14.0%	67.9%	0.5%	287
Indiana Southern	17.4%	17.6%	63.0%	1.9%	97
Race / Ethnicity					
White	19.5%	15.0%	64.7%	0.8%	500
Non-White	15.6%	13.7%	67.9%	2.8%	91
DK / Refused	18.5%	13.7%	67.8%	0.0%	14

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	16.2%	27.9%	28.5%	27.4%	0.0%	273
Female	11.9%	41.3%	25.7%	20.6%	0.6%	332
Age						
18-34	20.0%	29.1%	21.9%	29.1%	0.0%	137
35-44	18.0%	32.0%	31.1%	18.8%	0.0%	120
45-54	11.9%	46.1%	18.8%	23.2%	0.0%	129
55-64	11.7%	44.7%	26.0%	17.6%	0.0%	103
65+	6.3%	25.3%	38.5%	28.2%	1.6%	116
Education						
HS or less	6.5%	28.4%	30.4%	34.0%	0.8%	239
Some college	8.3%	40.6%	29.1%	21.9%	0.0%	163
College grad or more	26.1%	39.7%	21.4%	12.8%	0.0%	200
Income						
<\$35K	7.3%	29.1%	32.5%	30.6%	0.4%	194
\$35K-\$50K	11.7%	34.9%	30.4%	22.0%	1.1%	95
\$50K-\$75K	17.3%	36.5%	23.5%	22.8%	0.0%	117
\$75K+	19.8%	43.1%	21.0%	16.1%	0.0%	149
Children in School						
Yes	18.4%	32.1%	26.6%	22.9%	0.0%	231
No	11.0%	37.2%	27.2%	24.1%	0.5%	373
Region						
Indiana Northern	14.0%	33.7%	25.5%	26.4%	0.4%	221
Indiana Central	14.4%	36.9%	27.7%	20.7%	0.4%	287
Indiana Southern	11.8%	34.3%	28.5%	25.4%	0.0%	97
Race / Ethnicity						
White	13.4%	36.0%	27.0%	23.5%	0.2%	500
Non-White	17.9%	30.3%	28.8%	22.0%	1.0%	91
DK / Refused	5.3%	40.0%	13.2%	41.5%	0.0%	14

25. Do you think the federal government's involvement in the schools is helping, hurting, or making no difference in the performance of schools in Indiana?

	Helping	Makes No Difference	Hurting	Don't Know	Number of Cases
Gender					
Male	32.5%	32.8%	24.0%	10.7%	273
Female	29.2%	36.6%	18.9%	15.3%	332
Age					
18-34	31.2%	35.5%	21.2%	12.1%	137
35-44	33.3%	35.0%	22.3%	9.3%	120
45-54	31.5%	37.3%	22.4%	8.8%	129
55-64	27.7%	25.3%	26.6%	20.5%	103
65+	29.2%	39.8%	13.9%	17.0%	116
Education					
HS or less	35.4%	35.3%	16.5%	12.8%	239
Some college	29.0%	33.1%	23.1%	14.8%	163
College grad or more	26.0%	35.7%	25.6%	12.7%	200
Income					
<\$35K	31.8%	36.4%	15.9%	15.8%	194
\$35K-\$50K	30.6%	33.3%	25.0%	11.0%	95
\$50K-\$75K	33.2%	35.8%	19.2%	11.8%	117
\$75K+	26.8%	32.9%	31.6%	8.8%	149
Children in School					
Yes	32.2%	32.8%	22.9%	12.1%	231
No	29.8%	36.2%	20.2%	13.9%	373
Region					
Indiana Northern	31.0%	35.0%	20.9%	13.1%	221
Indiana Central	31.6%	33.9%	21.7%	12.8%	287
Indiana Southern	27.4%	37.3%	20.5%	14.7%	97
Race / Ethnicity					
White	29.9%	35.1%	22.2%	12.8%	500
Non-White	33.7%	36.1%	18.7%	11.4%	91
DK / Refused	40.7%	19.0%	0.0%	40.3%	14

26. There are different ways to use student test results to judge the performance of schools. Do you believe it is better to judge a school by the percentage of its students that meet a fixed standard established on ISTEP+ each year, or by the level of improvement in the number of students passing ISTEP+ from one year to the next, or by a combination of these measures?

	Fixed Standard	Number of Students Passing	Combination of Both	Don't Know / No Answer	Number of Cases
Gender					
Male	3.8%	15.5%	77.1%	3.6%	273
Female	0.9%	18.0%	78.9%	2.2%	332
Age					
18-34	2.2%	17.2%	80.1%	0.5%	137
35-44	4.4%	21.0%	72.0%	2.6%	120
45-54	1.6%	16.8%	81.6%	0.0%	129
55-64	0.0%	18.2%	77.2%	4.6%	103
65+	2.5%	10.9%	79.0%	7.5%	116
Education					
HS or less	2.1%	16.8%	78.6%	2.5%	239
Some college	1.3%	21.5%	75.6%	1.6%	163
College grad or more	3.1%	13.0%	79.5%	4.4%	200
Income					
<\$35K	2.1%	17.6%	77.1%	3.1%	194
\$35K-\$50K	3.1%	17.1%	75.8%	4.0%	95
\$50K-\$75K	0.8%	16.9%	79.7%	2.7%	117
\$75K+	3.5%	14.0%	80.3%	2.1%	149
Children in School					
Yes	2.3%	21.1%	75.4%	1.2%	231
No	2.1%	14.2%	79.8%	3.9%	373
Region					
Indiana Northern	1.9%	16.2%	77.4%	4.6%	221
Indiana Central	2.2%	17.1%	79.7%	1.0%	287
Indiana Southern	3.0%	17.8%	75.3%	3.9%	97
Race / Ethnicity					
White	2.7%	17.4%	77.2%	2.7%	500
Non-White	0.0%	15.4%	80.4%	4.2%	91
DK / Refused	0.0%	5.3%	94.7%	0.0%	14

27. Indiana has its own version of No Child Left Behind, an accountability system referred to as PL 221. How much, if anything, do you feel you know about PL 221? Would you say a great deal, some, a little, or nothing at all?

	A Great Deal	Some	A Little	None	Don't Know / No Answer	Number of Cases
Gender						
Male	6.5%	7.9%	9.7%	75.9%	0.0%	273
Female	4.5%	8.0%	11.7%	75.6%	0.3%	332
Age						
18-34	5.8%	8.9%	5.4%	79.9%	0.0%	137
35-44	7.3%	7.0%	5.4%	80.3%	0.0%	120
45-54	5.3%	10.8%	14.7%	69.3%	0.0%	129
55-64	6.9%	10.9%	7.7%	74.5%	0.0%	103
65+	1.8%	1.8%	21.0%	74.7%	0.7%	116
Education						
HS or less	0.3%	5.3%	10.2%	83.9%	0.4%	239
Some college	1.2%	7.5%	11.8%	79.5%	0.0%	163
College grad or more	15.0%	11.6%	10.3%	63.1%	0.0%	200
Income						
<\$35K	0.6%	6.0%	11.8%	81.2%	0.4%	194
\$35K-\$50K	2.9%	6.6%	12.6%	77.9%	0.0%	95
\$50K-\$75K	11.5%	5.0%	10.6%	73.0%	0.0%	117
\$75K+	10.3%	14.8%	8.0%	66.9%	0.0%	149
Children in School						
Yes	7.0%	8.2%	7.1%	77.7%	0.0%	231
No	4.4%	7.7%	13.0%	74.6%	0.2%	373
Region						
Indiana Northern	4.6%	7.8%	10.3%	77.0%	0.4%	221
Indiana Central	6.6%	8.4%	11.6%	73.5%	0.0%	287
Indiana Southern	3.9%	6.8%	9.8%	79.5%	0.0%	97
Race / Ethnicity						
White	6.2%	8.6%	10.2%	75.1%	0.0%	500
Non-White	2.0%	5.4%	13.8%	77.9%	1.0%	91
DK / Refused	0.0%	0.0%	13.2%	86.8%	0.0%	14

28. Minority and low income students generally score lower on standardized tests than white and higher income 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 very important, or not at all important?

	Very Important	Somewhat Important	Not Very Important	Not At All	Don't Know / No Answer	Number of Cases
Gender						
Male	62.6%	30.0%	3.9%	2.1%	1.3%	273
Female	70.8%	23.6%	1.4%	1.6%	2.6%	332
Age						
18-34	74.9%	20.0%	1.9%	0.6%	2.5%	137
35-44	60.8%	35.0%	2.4%	1.5%	0.3%	120
45-54	69.5%	22.5%	4.6%	3.4%	0.0%	129
55-64	69.1%	24.7%	1.1%	2.1%	3.1%	103
65+	59.9%	31.6%	2.3%	1.5%	4.7%	116
Education						
HS or less	62.0%	30.0%	2.2%	3.0%	2.9%	239
Some college	74.0%	21.1%	3.0%	0.7%	1.2%	163
College grad or more	67.7%	26.9%	2.5%	1.3%	1.5%	200
Income						
<\$35K	66.7%	26.8%	1.2%	2.6%	2.7%	194
\$35K-\$50K	69.2%	27.7%	0.9%	1.1%	1.1%	95
\$50K-\$75K	69.1%	25.7%	3.4%	0.9%	0.9%	117
\$75K+	70.7%	24.7%	3.4%	0.6%	0.7%	149
Children in School						
Yes	70.9%	23.9%	3.4%	0.8%	1.0%	231
No	64.8%	28.1%	2.0%	2.4%	2.7%	373
Region						
Indiana Northern	67.6%	25.6%	2.3%	1.9%	2.6%	221
Indiana Central	69.6%	25.2%	1.9%	1.4%	1.9%	287
Indiana Southern	58.2%	33.0%	4.9%	2.9%	1.0%	97
Race / Ethnicity						
White	65.1%	29.3%	2.8%	1.4%	1.5%	500
Non-White	78.1%	10.2%	1.3%	4.6%	5.7%	91
DK / Refused	67.8%	32.2%	0.0%	0.0%	0.0%	14

29. 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 such as family income or the education attainment of parents?

	Schooling Received	Other Factors	Don't Know / No Answer	Number of Cases
Gender				
Male	11.6%	78.0%	10.4%	273
Female	12.0%	77.6%	10.4%	332
Age				
18-34	16.8%	74.2%	9.0%	137
35-44	13.6%	76.8%	9.6%	120
45-54	11.4%	80.3%	8.3%	129
55-64	11.3%	77.4%	11.3%	103
65+	5.0%	80.6%	14.3%	116
Education				
HS or less	12.4%	73.5%	14.2%	239
Some college	12.7%	77.9%	9.4%	163
College grad or more	10.7%	82.7%	6.6%	200
Income				
<\$35K	16.5%	69.4%	14.1%	194
\$35K-\$50K	8.8%	83.2%	8.0%	95
\$50K-\$75K	12.5%	77.1%	10.4%	117
\$75K+	8.2%	85.3%	6.5%	149
Children in School				
Yes	14.2%	73.1%	12.7%	231
No	10.3%	80.7%	9.0%	373
Region				
Indiana Northern	12.0%	80.7%	7.2%	221
Indiana Central	12.3%	75.3%	12.4%	287
Indiana Southern	9.8%	77.5%	12.7%	97
Race / Ethnicity				
White	10.4%	80.4%	9.2%	500
Non-White	21.8%	59.7%	18.5%	91
DK / Refused	0.0%	100.0%	0.0%	14

30. In your opinion, is it the responsibility of the public schools to close the achievement gap between white and higher income students and minority and poor students, or not?

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	49.9%	42.9%	7.2%	273
Female	54.4%	37.0%	8.6%	332
Age				
18-34	57.0%	38.9%	4.1%	137
35-44	48.2%	42.1%	9.7%	120
45-54	52.5%	41.0%	6.6%	129
55-64	51.6%	38.9%	9.5%	103
65+	51.9%	37.1%	11.0%	116
Education				
HS or less	49.4%	42.5%	8.1%	239
Some college	57.4%	34.7%	7.8%	163
College grad or more	51.3%	41.0%	7.7%	200
Income				
<\$35K	57.3%	36.1%	6.6%	194
\$35K-\$50K	56.0%	35.2%	8.8%	95
\$50K-\$75K	52.0%	40.1%	7.9%	117
\$75K+	48.5%	45.7%	5.8%	149
Children in School				
Yes	50.7%	43.4%	5.9%	231
No	53.4%	37.3%	9.2%	373
Region				
Indiana Northern	47.7%	43.5%	8.8%	221
Indiana Central	57.0%	36.1%	6.9%	287
Indiana Southern	50.9%	40.2%	8.9%	97
Race / Ethnicity				
White	52.5%	40.2%	7.3%	500
Non-White	52.8%	36.5%	10.7%	91
DK / Refused	45.8%	41.0%	13.2%	14

Numerous proposals have been suggested as ways to close the achievement gap between low and high achieving students. As some of these proposals are mentioned one at a time, would you tell me whether you would favor or oppose it as a way to close the achievement gap?
[Background for Questions 31A-G.]

31A. Would you favor or oppose applying high academic standards and expectations to ALL students.

	Favor	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	84.7%	14.6%	0.6%	273
Female	76.4%	19.0%	4.6%	332
Age				
18-34	87.0%	11.1%	1.9%	137
35-44	80.5%	18.2%	1.3%	120
45-54	83.5%	14.8%	1.7%	129
55-64	77.7%	21.3%	1.1%	103
65+	70.2%	21.5%	8.3%	116
Education				
HS or less	73.8%	21.9%	4.4%	239
Some college	82.4%	15.2%	2.3%	163
College grad or more	85.9%	13.0%	1.1%	200
Income				
<\$35K	76.7%	18.2%	5.2%	194
\$35K-\$50K	80.2%	19.2%	0.6%	95
\$50K-\$75K	84.8%	13.5%	1.6%	117
\$75K+	85.5%	13.6%	0.8%	149
Children in School				
Yes	81.8%	16.9%	1.3%	231
No	79.1%	17.1%	3.8%	373
Region				
Indiana Northern	78.4%	17.6%	4.0%	221
Indiana Central	81.6%	16.6%	1.7%	287
Indiana Southern	80.3%	16.7%	3.0%	97
Race / Ethnicity				
White	80.6%	17.4%	2.0%	500
Non-White	76.8%	17.6%	5.7%	91
DK / Refused	86.8%	0.0%	13.2%	14

31B. Would you favor or oppose encouraging more parent involvement.

	Favor	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	98.2%	1.5%	0.2%	273
Female	98.1%	1.6%	0.3%	332
Age				
18-34	99.5%	0.0%	0.5%	137
35-44	97.2%	2.8%	0.0%	120
45-54	99.2%	0.8%	0.0%	129
55-64	97.9%	2.1%	0.0%	103
65+	96.5%	2.6%	0.9%	116
Education				
HS or less	97.8%	2.2%	0.0%	239
Some college	98.7%	1.3%	0.0%	163
College grad or more	98.4%	1.1%	0.5%	200
Income				
<\$35K	97.4%	2.1%	0.5%	194
\$35K-\$50K	96.6%	3.4%	0.0%	95
\$50K-\$75K	100.0%	0.0%	0.0%	117
\$75K+	99.3%	0.7%	0.0%	149
Children in School				
Yes	98.6%	1.4%	0.0%	231
No	97.9%	1.7%	0.4%	373
Region				
Indiana Northern	97.3%	2.7%	0.0%	221
Indiana Central	98.3%	1.1%	0.6%	287
Indiana Southern	100.0%	0.0%	0.0%	97
Race / Ethnicity				
White	98.1%	1.7%	0.2%	500
Non-White	98.3%	1.0%	0.7%	91
DK / Refused	100.0%	0.0%	0.0%	14

31C Would you favor or oppose providing more instructional time for low-performing students.

	Favor	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	96.4%	3.0%	0.6%	273
Female	97.0%	1.9%	1.1%	332
Age				
18-34	97.8%	1.8%	0.5%	137
35-44	98.2%	1.8%	0.0%	120
45-54	100.0%	0.0%	0.0%	129
55-64	94.9%	5.1%	0.0%	103
65+	91.7%	4.2%	4.2%	116
Education				
HS or less	96.1%	2.7%	1.2%	239
Some college	97.4%	1.9%	0.6%	163
College grad or more	97.0%	2.5%	0.5%	200
Income				
<\$35K	95.0%	3.6%	1.4%	194
\$35K-\$50K	98.9%	0.0%	1.1%	95
\$50K-\$75K	100.0%	0.0%	0.0%	117
\$75K+	97.0%	3.0%	0.0%	149
Children in School				
Yes	98.5%	1.5%	0.0%	231
No	95.6%	3.0%	1.5%	373
Region				
Indiana Northern	96.9%	2.8%	0.4%	221
Indiana Central	95.7%	2.6%	1.7%	287
Indiana Southern	99.0%	1.0%	0.0%	97
Race / Ethnicity				
White	96.9%	2.7%	0.4%	500
Non-White	97.1%	1.2%	1.7%	91
DK / Refused	86.3%	0.0%	13.7%	14

31D. Would you favor or oppose providing more remedial programs for low-performing students.

	Favor	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	93.4%	6.0%	0.6%	273
Female	94.7%	3.9%	1.3%	332
Age				
18-34	92.4%	6.6%	1.0%	137
35-44	91.4%	7.0%	1.6%	120
45-54	97.7%	2.3%	0.0%	129
55-64	98.9%	1.1%	0.0%	103
65+	90.7%	6.7%	2.6%	116
Education				
HS or less	93.9%	5.3%	0.8%	239
Some college	95.5%	3.8%	0.7%	163
College grad or more	93.5%	5.2%	1.3%	200
Income				
<\$35K	94.4%	4.3%	1.3%	194
\$35K-\$50K	93.0%	5.8%	1.2%	95
\$50K-\$75K	96.4%	3.6%	0.0%	117
\$75K+	94.1%	4.7%	1.2%	149
Children in School				
Yes	94.5%	4.4%	1.1%	231
No	93.9%	5.1%	1.0%	373
Region				
Indiana Northern	93.0%	5.1%	1.9%	221
Indiana Central	94.7%	4.7%	0.6%	287
Indiana Southern	95.1%	4.9%	0.0%	97
Race / Ethnicity				
White	94.7%	4.9%	0.4%	500
Non-White	92.3%	5.3%	2.5%	91
DK / Refused	86.8%	0.0%	13.2%	14

31E. Would you favor or oppose providing free breakfast and free lunch programs as needed.

	Favor	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	82.1%	17.3%	0.6%	273
Female	90.3%	8.0%	1.7%	332
Age				
18-34	88.6%	9.5%	1.9%	137
35-44	84.5%	13.6%	1.8%	120
45-54	84.9%	15.1%	0.0%	129
55-64	94.6%	4.4%	1.1%	103
65+	81.3%	17.7%	1.0%	116
Education				
HS or less	89.2%	8.9%	1.8%	239
Some college	89.0%	10.4%	0.5%	163
College grad or more	81.6%	17.8%	0.6%	200
Income				
<\$35K	88.2%	10.7%	1.1%	194
\$35K-\$50K	87.4%	11.5%	1.2%	95
\$50K-\$75K	88.9%	9.4%	1.7%	117
\$75K+	84.5%	14.7%	0.7%	149
Children in School				
Yes	86.8%	10.9%	2.3%	231
No	86.5%	13.0%	0.5%	373
Region				
Indiana Northern	81.0%	16.7%	2.3%	221
Indiana Central	89.0%	10.8%	0.2%	287
Indiana Southern	94.2%	4.8%	1.0%	97
Race / Ethnicity				
White	85.7%	13.0%	1.3%	500
Non-White	93.8%	5.4%	0.7%	91
DK / Refused	72.2%	27.8%	0.0%	14

31F. Would you favor or oppose providing voluntary state-funded preschool programs.

	Favor	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	72.2%	24.1%	3.7%	273
Female	71.5%	24.5%	4.0%	332
Age				
18-34	79.2%	19.2%	1.6%	137
35-44	70.4%	28.2%	1.3%	120
45-54	73.2%	24.6%	2.2%	129
55-64	77.8%	20.2%	2.1%	103
65+	57.7%	29.8%	12.4%	116
Education				
HS or less	73.9%	21.8%	4.3%	239
Some college	70.9%	24.9%	4.2%	163
College grad or more	69.9%	27.4%	2.8%	200
Income				
<\$35K	75.9%	18.8%	5.3%	194
\$35K-\$50K	74.2%	22.5%	3.3%	95
\$50K-\$75K	72.3%	23.8%	3.9%	117
\$75K+	71.6%	28.1%	0.4%	149
Children in School				
Yes	76.2%	22.6%	1.2%	231
No	69.1%	25.4%	5.5%	373
Region				
Indiana Northern	73.8%	21.7%	4.4%	221
Indiana Central	70.1%	26.9%	3.0%	287
Indiana Southern	71.6%	23.5%	4.9%	97
Race / Ethnicity				
White	70.4%	26.1%	3.5%	500
Non-White	83.5%	12.1%	4.4%	91
DK / Refused	45.6%	40.7%	13.7%	14

31G. Would you favor or oppose requiring full-day kindergarten for at-risk students.

	Favor	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	68.8%	26.8%	4.4%	273
Female	70.3%	26.5%	3.2%	332
Age				
18-34	75.8%	23.7%	0.5%	137
35-44	71.7%	24.4%	3.9%	120
45-54	73.2%	26.8%	0.0%	129
55-64	72.3%	20.8%	6.9%	103
65+	53.8%	37.3%	9.0%	116
Education				
HS or less	72.6%	23.1%	4.4%	239
Some college	67.4%	28.2%	4.4%	163
College grad or more	68.0%	30.0%	2.0%	200
Income				
<\$35K	71.5%	24.6%	3.9%	194
\$35K-\$50K	72.3%	25.7%	2.0%	95
\$50K-\$75K	65.1%	32.2%	2.7%	177
\$75K+	73.9%	24.2%	1.9%	149
Children in School				
Yes	73.7%	25.0%	1.3%	231
No	67.1%	27.6%	5.3%	373
Region				
Indiana Northern	68.0%	25.1%	6.9%	221
Indiana Central	71.0%	28.0%	1.0%	287
Indiana Southern	69.6%	26.4%	4.0%	97
Race / Ethnicity				
White	68.1%	29.0%	2.9%	500
Non-White	86.0%	11.2%	2.8%	91
DK / Refused	18.5%	41.2%	40.3%	14



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