

Public Education in Milwaukee

A Survey of Public Opinion

Public Policy Forum
September 2006



Milwaukee Public Schools

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Executive Summary

In order to measure public perception about education in Milwaukee, the nonpartisan, nonprofit Public Policy Forum conducted telephone interviews May 18th through June 27th, 2006, with a representative sample of 900 adult residents of the City of Milwaukee. The survey sample was representative of Milwaukee residents with respect to ethnicity, educational attainment, income, gender and other demographic factors. Of those surveyed, 41% have children in kindergarten through 12th grade. The Public Policy Forum conducted a similar survey on public perceptions of the Milwaukee public school system in 2001. The survey findings offer several important insights as the Milwaukee community plans future educational policy.

Perhaps the most important finding in this report is that most people, parents and non-parents alike, want Milwaukee Public Schools to provide more services that have not traditionally been identified as responsibilities of the school system. For example, more than 80% of respondents think it is *extremely important* that MPS provides violence prevention services, as well as other measures to improve safety and discipline – such as scanning everyone who enters school buildings for weapons, assigning police officers to work in middle and high schools, using dogs to search student lockers for controlled substances, and drug and alcohol prevention programs.

More than 60% also say it is *extremely important* for MPS to provide adult mentors for children, before and after school programs, and employment counseling – and to enact measures to improve attendance. In addition, the vast majority thought it was important to provide nursing and social work services like mental health counseling. And more than half of respondents want MPS to provide housing assistance for poor families and measures to reduce poverty.

Other key findings include the following:

- **MPS Perception gaps.** In general, Milwaukee Public Schools are perceived more favorably by those respondents who have children in MPS than by those who either do not have children, or who send their children to schools other than MPS. For example, parents who sent their children to MPS gave the school system a C average, whereas parents who sent their children elsewhere gave MPS a D+. This suggests personal experience can lead to greater levels of satisfaction with MPS. Another finding that contributes to familiarity yielding greater satisfaction includes the much higher grades that MPS parents gave to the schools their oldest school-age children attend (B- average). A related finding is this: Whereas most citizens apparently base their judgment on information they receive from the media, parents themselves are more likely rely on first-hand information they receive from school staff members than on the media.
- **High levels of satisfaction.** When asked how satisfied respondents were with various aspects of their children’s schools, more than 70% of MPS parents said they were “satisfied” or “very satisfied” with their children’s safety at school, the teachers, the curriculum, the size of the class, the size of the school, the principal, the extent of parental involvement, and the availability of before and after school programs. However, levels of satisfaction are significantly and consistently higher among parents who send their children to schools other than MPS; more than 90% of these respondents were “satisfied” or “very satisfied” with every category except the availability of before and after school programs and the extent of parental involvement.
- **Race and income gaps.** Clear disparities between racial groups and respondents’ household income levels are present across most of the survey questions. For example, teacher satisfaction varies significantly by race: 59% of white respondents said they were very satisfied with the teachers at their oldest children’s schools, while only 32% of black respondents said the same. Statistical analysis suggests, however, that the difference in responses between racial groups may be amplified by differences in income levels within racial groups. There is some indication that household income may be a better predictor than race of satisfaction with the schools; higher income parents are more satisfied with schools than are lower income parents, regardless of their race.
- **Funding shortfall.** When asked if Milwaukee public schools have enough funding to do a good job, respondents across the board answered with a resounding “no.” More than 50% of white respondents and non-MPS parents agreed that MPS has too little funding, and more than 70% of black respondents and MPS parents felt the same. Whether or not respondents have direct experience with the Milwaukee public school system, a majority of them perceive the need for increased funding. On the other hand, respondents may be showing less approval for how MPS funds are used – while 52% of respondents in 2001

agreed that Milwaukee public schools were doing the best they could with the financial resources they had, only 43% of respondents agreed in 2006.

- **Externalities as perceived MPS problems.** A surprising finding regarding perceived problems with Milwaukee public schools is that those issues that respondents named as being the most major problems are not internal, in fact, to the actual school system. For example, the five biggest problems as identified by MPS parents are the lack of money needed to improve academic achievement, parental involvement, discipline, student use of alcohol or illegal drugs, and student safety. Other issues more within MPS's control, such as the size of the central office staff, discrimination, quality of principals, teachers' ability, and efficiency of the central office, were not perceived to be major problems.

- **Confidence in schools and their leaders.** As was the case in 2001, respondents are overall moderately confident in school leaders and officials to take the necessary steps to improve the quality of public education in Milwaukee, although confidence levels decreased slightly across most survey categories in 2006. Not surprisingly, average confidence ratings on a five-point scale were lower for those persons and groups that had limited contact or experience with classrooms and students, and were higher for those who had greater knowledge of the classroom experience. For example, teachers and principals each enjoyed comparatively high confidence ratings (3.4 and 3.3, respectively), while the governor and state legislature received the lowest confidence ratings of all groups (2.8 and 2.6, respectively).

- **Perceived student preparation.** When it comes to respondents' perceptions about how well the Milwaukee public schools prepare students for life after high school, most responded that MPS is somewhat or very effective, with technical college preparation receiving the best evaluation. However, perceived effectiveness dropped from 2001 scores across all categories, most markedly in Milwaukee public schools' ability to prepare students for good-paying jobs: 68% of 2001 respondents said MPS was effective in this category, compared to 56% of respondents in 2006.

Introduction

Studies of public opinion are a valuable resource for community leaders, as they can provide focused public policy choices and highlight public concerns. Survey research typically is used to gauge how a community feels about a variety of issues. The objective of this report is to provide a detailed look at Milwaukee Public Schools from the perspective of citizens who live in the City of Milwaukee.

In 2001 the Public Policy Forum conducted a similar survey on public perception about MPS schools. That study was based on many surveys about education that had been conducted in recent years on both national and regional levels. These studies include five national surveys conducted since mid-1999 – one for National Public Radio; one for Phi Delta Kappa (PDK), an organization for professional educators; two for Public Agenda (PA), a nonprofit public opinion research organization based in New York City; and one for the Association of American Publishers. Examples of regional public opinion studies that preceded this one are surveys of the Racine Unified School District conducted by the Public Policy Forum (PPF) early in 2000 for Education Racine Inc.; a survey of metropolitan Milwaukee conducted in fall 1999 for the *Milwaukee Journal Sentinel* by the PPF, and a survey of the Dayton, Ohio, area conducted in 1998 for the Thomas B. Fordham Foundation.

This study examines public perceptions in 2006 (five years later) and provides a fresh look at citizens' views about Milwaukee Public Schools. It examines respondents' answers across a range of topics -- including school quality and effectiveness, how respondents get their information about MPS, and confidence in education. The findings also include a section on changes over the five-year time span, based on questions we asked in both 2001 and 2006, and explores new issues like proposed reforms and school services.

This survey was funded in part by grants from the Joyce Foundation and the Helen Bader Foundation.

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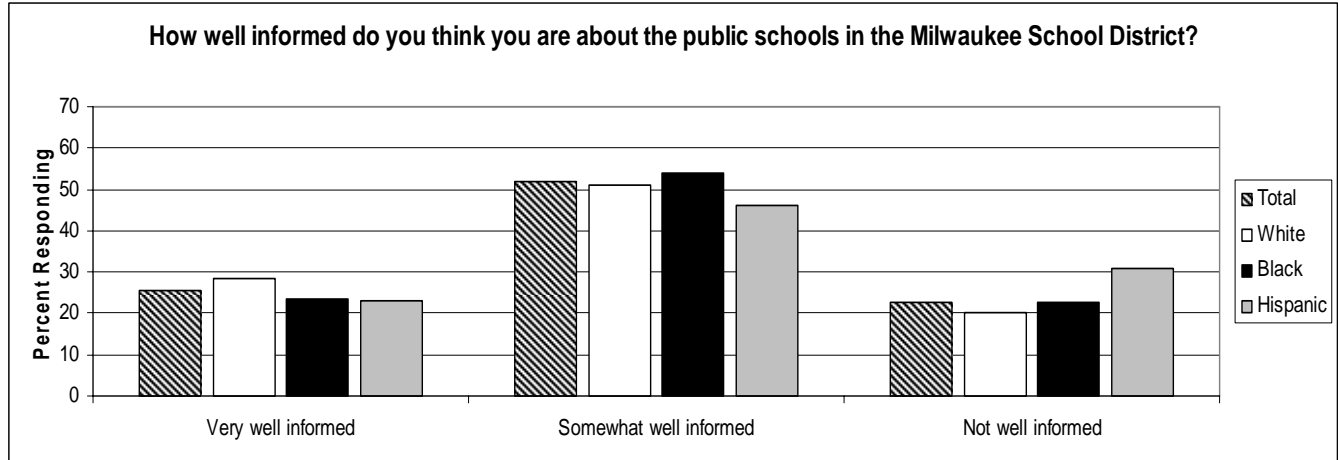
Findings

This survey sought information about public opinion regarding a range of topics related to public education in Milwaukee. Following are the topics and major findings. Comparative results, discussed in the last section of this report, are presented in cases where questions were similar to questions asked in the 2001 MPS public opinion survey. Unless otherwise noted, all numbers in the charts and tables are percentages.

Awareness about schools and education

When asked how well informed respondents thought they were about the public schools in the Milwaukee School District, most (52%) said they feel only somewhat well informed. Racial differences are highlighted by the percentage of white respondents who feel very well informed (29%) compared to the percentage of African-American and Hispanic survey participants who responded similarly (23%). Furthermore, Hispanics make up the largest group of respondents who feel that they are not well informed (31%), compared to only 20% of whites who responded similarly.

Chart One: Self-described awareness



Most respondents (52%) rely on the media as a source of information to learn about the public schools in their community. Many also get their information from school staff (26%), MPS (21%), family members (18%) and friends or neighbors (14%). Parents, however, rely on the media less than non-parents. Milwaukee Public Schools parents use the school staff (45%) as their number one source of information, followed by MPS (39%). The media is still the most popular source with non-MPS parents, although only 42% (compared to 52% of the total survey population) indicated they rely on it for information.

Finally, a closer look at the respondents' races reveals that whites (63%) are much more likely to get their public school information from the media than any other source, while African-Americans are more likely than whites or Hispanics to get their public school information directly from the school staff (31%) and MPS (26%). This is likely due to the greater proportion of African-American parents who send their children to public schools compared to white parents, and will be further discussed later in this report.

Chart Two: Sources of information by ethnicity

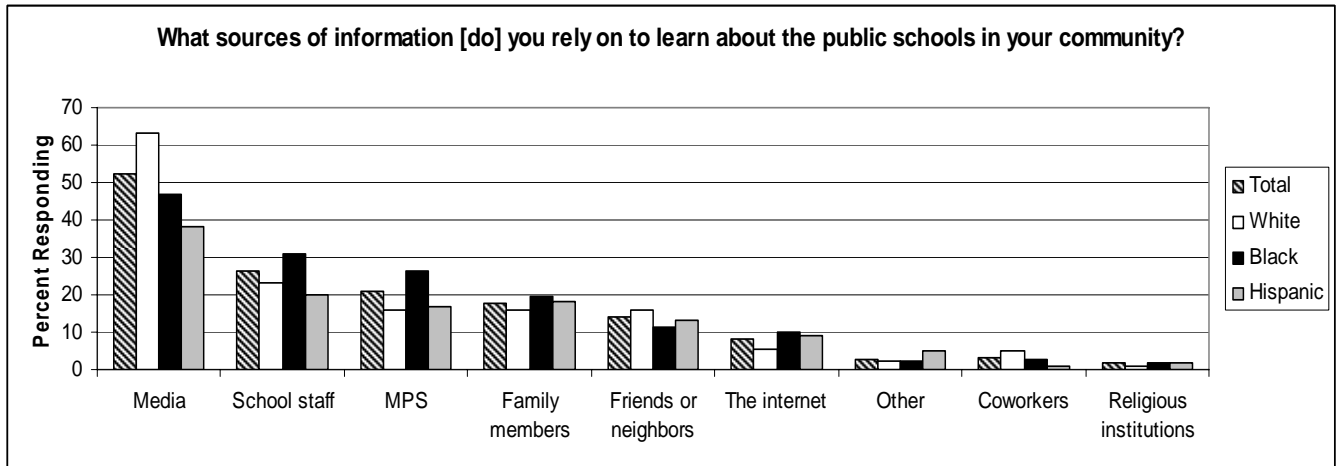
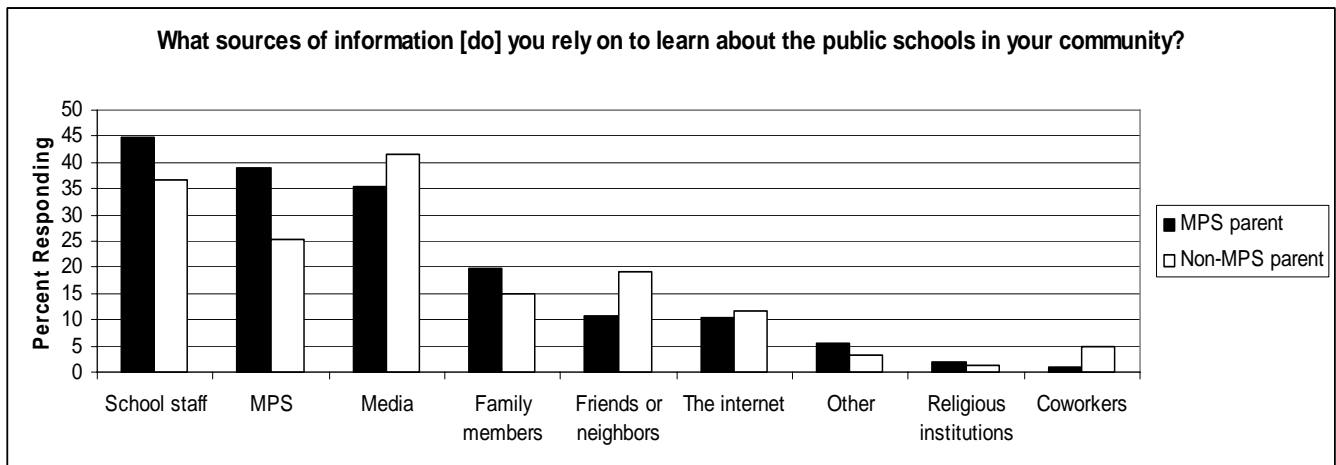


Chart Three: Sources of information by parental status



Quality of public schools

Respondents to this survey graded the nation's public schools a C, Wisconsin public schools a C+, and Milwaukee Public Schools a C. The school "your oldest school-age child attends" received a B overall; however, non-MPS parents gave their children's schools somewhat better grades than MPS parents did. Furthermore, among the three largest racial groups, African-American parents graded their oldest school-age children's schools lower than did white and Hispanic parents. Finally, while Milwaukee Public Schools received the lowest grades across all the respondent groups below, MPS parents gave the schools a higher grade than the other groups did.

Table One: Cross-section of average grades given to schools

Average grades given to schools on a five-point scale: A=4, B=3, C=2, D=1, F=0								
	<u>All</u>	<u>Parents</u>	<u>Non parents</u>	<u>MPS Parents</u>	<u>Non MPS Parents</u>	<u>Whites</u>	<u>African- Americans</u>	<u>Hispanics</u>
The nation's public schools	2.1	2.1	2.2	2.2	1.9	2.1	2.1	2.4
Wisconsin public schools	2.3	2.2	2.4	2.4	2.1	2.4	2.2	2.5
Milwaukee Public Schools	1.9	1.8	1.9	2.0	1.5	1.7	1.9	2.2
School closest to your home	2.2	2.1	2.3	2.2	2.0	2.3	2.2	2.5
School "your oldest school-age child attends"	2.9	2.9	-	2.6	3.3	3.2	2.6	3.2

School satisfaction

Most parents say that they are satisfied with the safety, curriculum, teachers, principals, class size, school size, extent of parental involvement, availability of before and after school programs, and the ways in which decisions are made at their oldest child's school. However, for the most part, more parents say that they are merely "satisfied," rather than "very satisfied" with their children's schools. When those parents who responded "very satisfied" are more closely examined, differences across racial groups and school types emerge. For example, white parents are much more satisfied across all dimensions than African-American or Hispanic parents are, especially with their children's teachers and principals, and their children's safety at school. Not surprisingly, parents with larger incomes are also more satisfied with their children's schools than are parents with smaller incomes. Finally, non-MPS parents said they were very satisfied more than twice as often as MPS parents did in nearly every category, this time with the greatest difference in satisfaction attributed to their children's class size and school size. The extent to which these results are correlated will be discussed in a later section.

Chart Four: Satisfaction categories by ethnicity

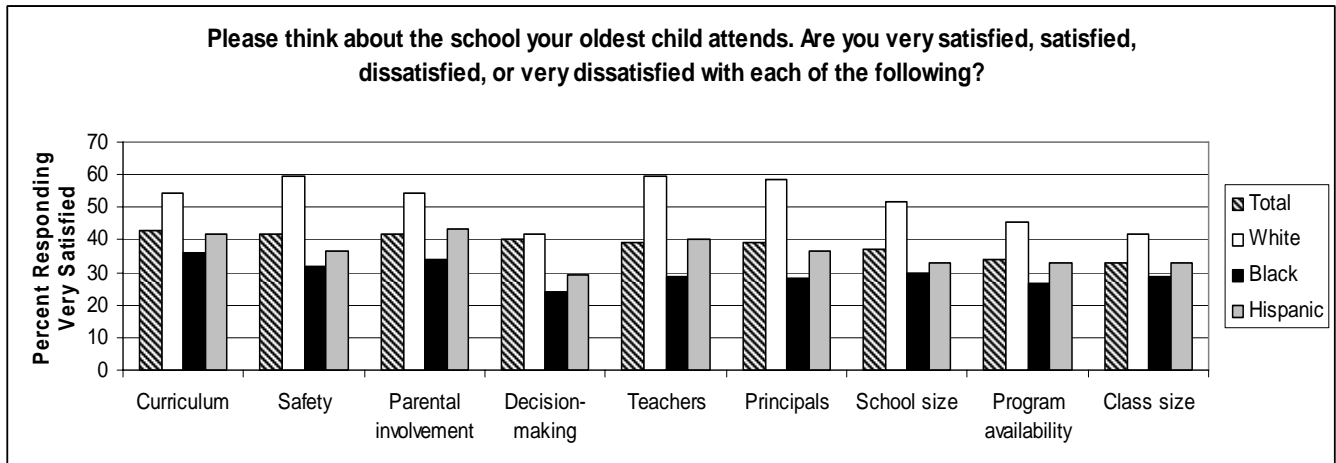


Chart Five: Satisfaction categories by income

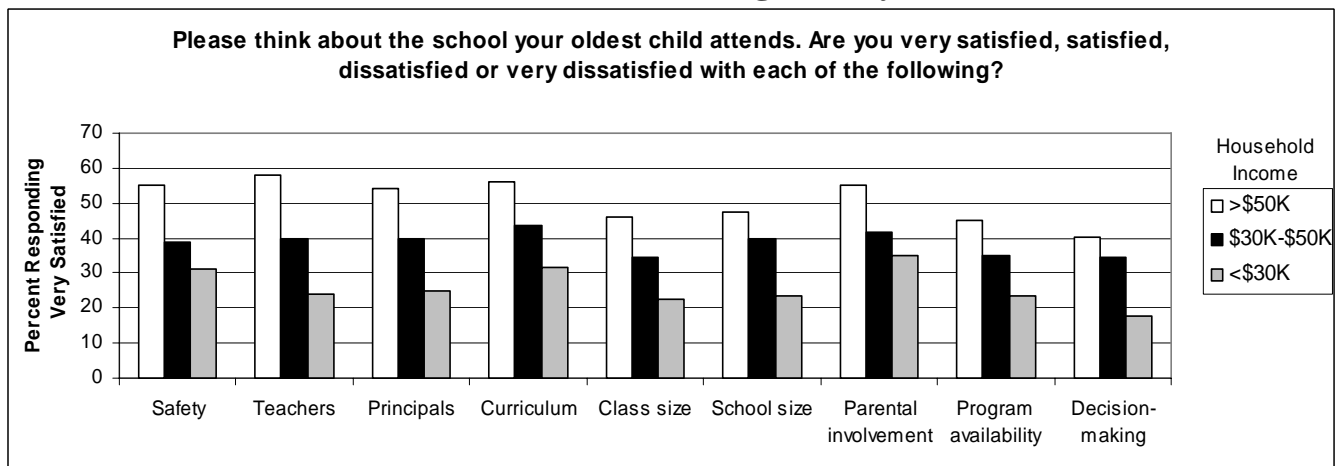
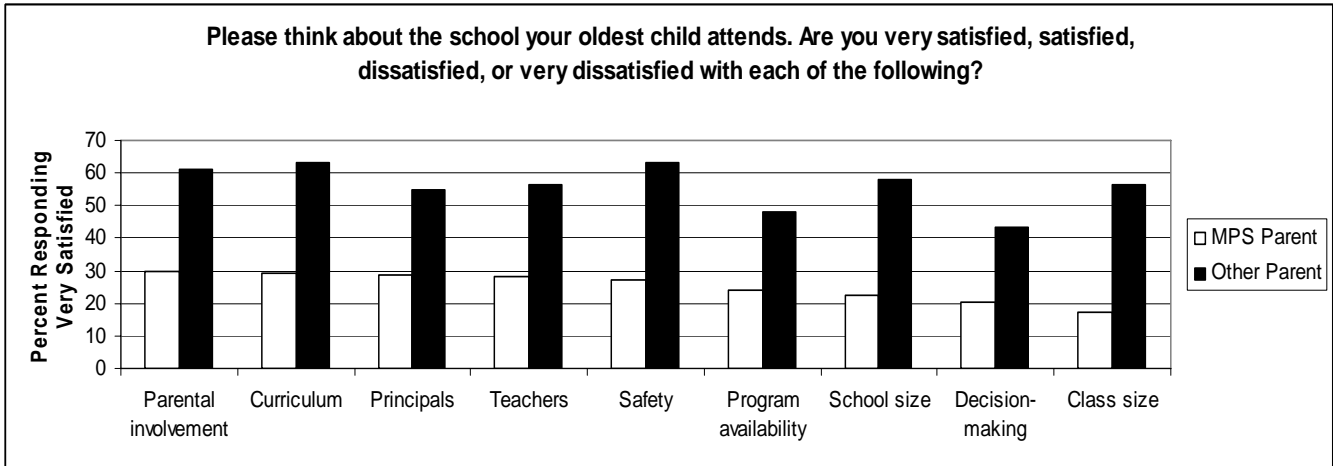


Chart Six: Satisfaction categories by parental status



When asked if they would send their children to a different school if they could, 42% of parents responded yes. In fact, black parents said yes nearly three times as often as white parents did. Additionally, 53% of Milwaukee Public Schools parents would send their children elsewhere, compared to 26% of non-MPS parents. These findings reflect virtually no change from five years ago. Not surprisingly, those parents who gave their children’s schools worse grades were more likely to respond that they would rather send their children to another school. For example, only 13% of parents who gave their children’s school a grade A said that they would send their children to a different school if they could, while 92% of parents who graded their children’s schools a D or an F said they would send their child to another school.

Chart Seven: School choice by ethnicity

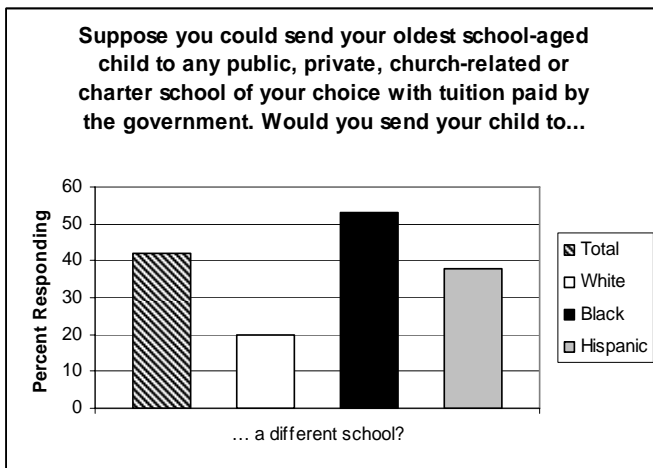


Chart Eight: School choice by parental status

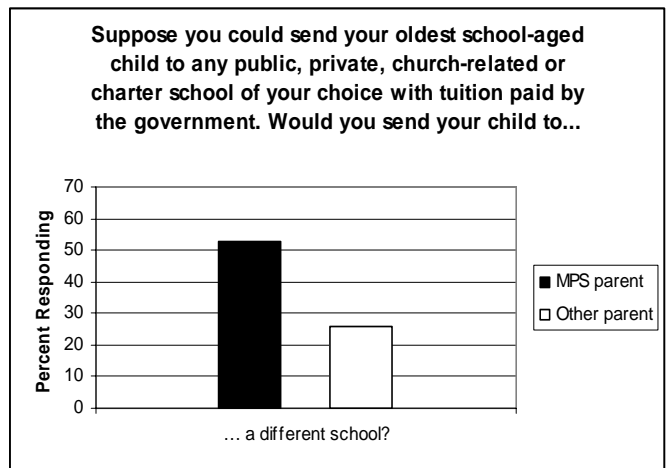


Table Two: Grades given and school choice

Grade given to school "your oldest school-age child attends"	Percent that would send their child to a different school if they could
A	13
B	38
C	77
D	92
F	92

Racial and socioeconomic disparities

When respondents were asked whether or not they agree that minority children get as good an education as white children do, and whether or not poor children get as good an education as wealthy children do, responses varied across racial groups but not across income groups. In total, 48% agreed that minority and white children get equally good educations, and a slightly lower 41% agreed that poor and wealthy children get equally good educations. Not surprisingly, minority respondents, especially African-Americans, agreed with both statements much less often than did white respondents. However, the percent that agreed did not differ greatly between income levels as one might expect.

Chart Nine: Disparities in education quality by ethnicity

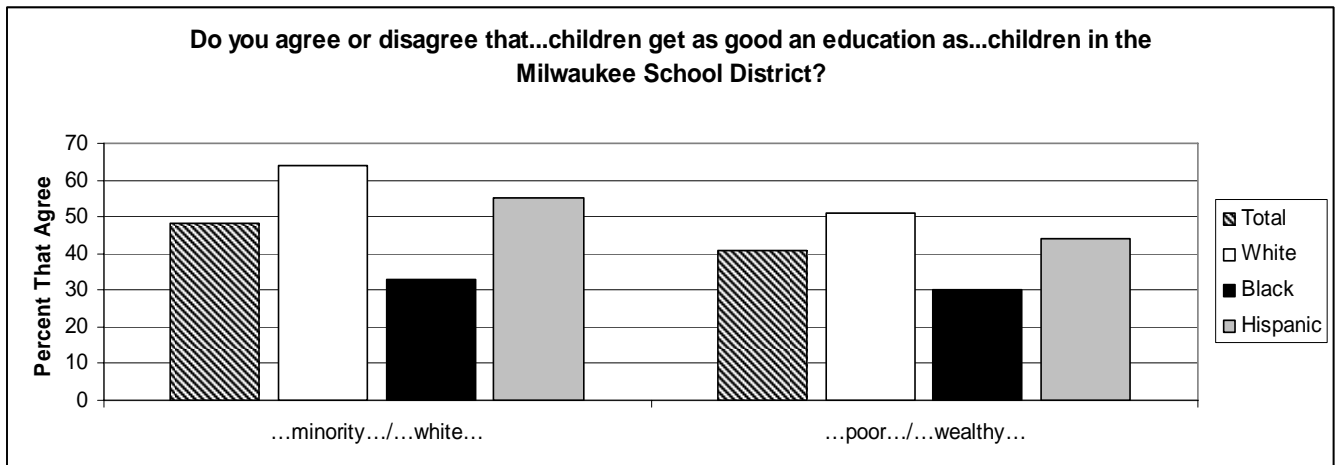
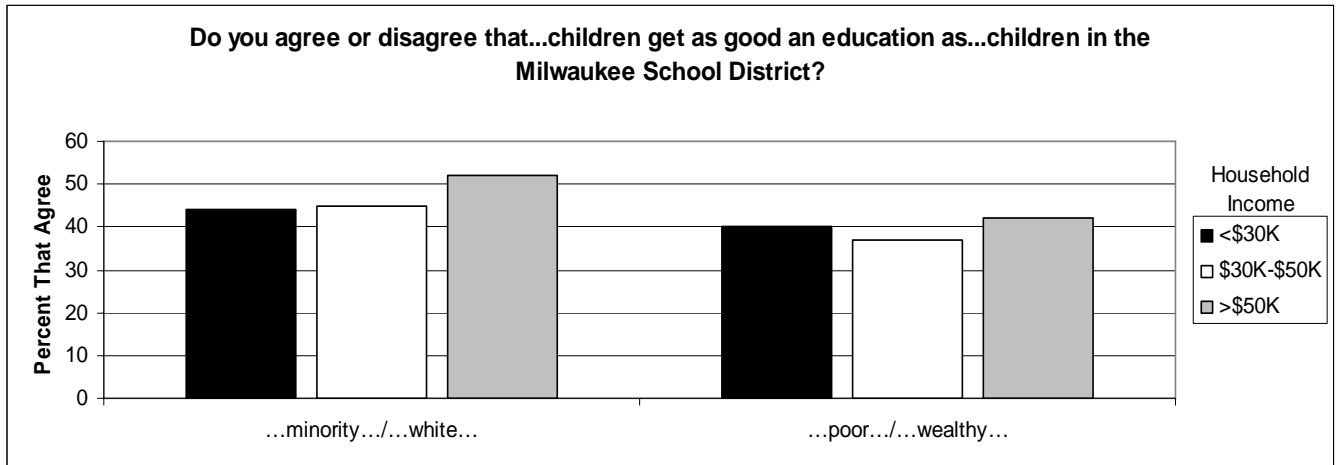


Chart Ten: Disparities in education quality by income



In results described in previous sections of this report, it appeared as though race, income and whether or not a respondent's child was enrolled in MPS had important effects on parents' satisfaction with their children's schools. For example, the average white respondent in the highest income level who enrolls his/her child in a non-MPS school grades that school more than a full grade higher than a nonwhite respondent in the lowest income level who does enroll his/her child in MPS. The largest and most important of these effects is income level.

In order to determine the nature of these effects, we conducted a statistical analysis to find out which of these variables had the biggest effect on school satisfaction. The results suggest that income and MPS enrollment are stronger predictors of school satisfaction than race is. The following tables illustrate the differences in school satisfaction between parents of different races and income levels, and parents whose children attend MPS and parents whose children attend another school. Table Three, for example, illustrates the nearly 20% difference between white and nonwhite respondents who gave their children's schools an A or B. However, Table Four takes a closer look by breaking down the African-American respondents into income levels less than \$30,000 a year and greater than \$30,000 a year. The numbers demonstrate that wealthier black respondents tend to have more positive perceptions of their children's schools than poorer black respondents do, and the difference between white and black parents' perceived school quality is significantly reduced.

Table Three: Grades given by ethnicity, income, and parental status

Grade given to the school "your oldest school-age child attends"	All Parents	White Parents	Non-white Parents	Parents w/ household income <\$30K	Parents w/ household income >\$30K	Parents w/ child enrolled in MPS	Parents w/ child enrolled in other school
A or B	71%	83%	65%	55%	80%	62%	85%
C or lower	27%	15%	33%	43%	18%	38%	11%

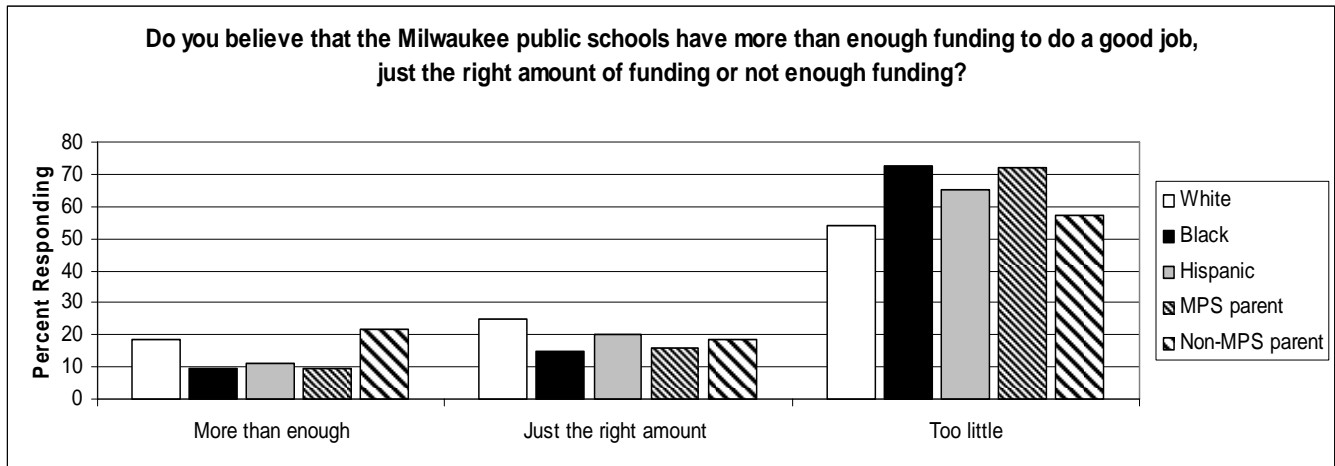
Table Four: An example of income's effect on perceived school quality

Grade given to school "your oldest school-age child attends"	White parents	Black parents w/ household income <\$30K	Black parents w/ household income >\$30K
A or B	83%	44%	73%
C or lower	15%	53%	25%

School funding

Most respondents (64%) think that Milwaukee public schools do not have enough funding to do a good job. When differences across racial groups are examined, a larger proportion of black respondents (73%) compared to white respondents (54%) think that MPS has too little funding, with 65% of Hispanic respondents agreeing. Not surprisingly, 22% of non-MPS parents think that MPS has more than enough funding to do a good job, compared to only 9% of MPS parents.

Chart Eleven: Attitudes about necessary funding

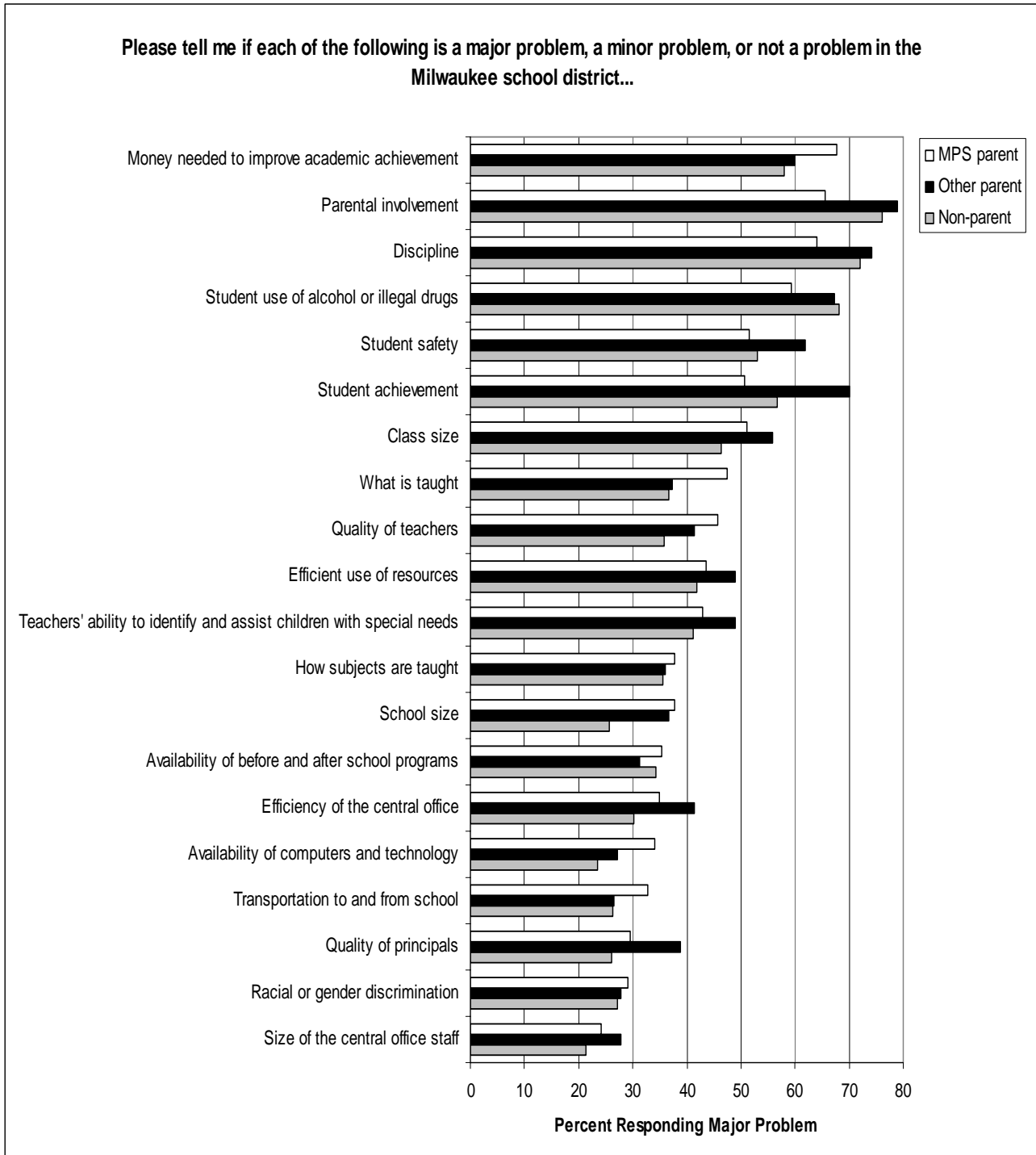


Problems in the schools

When it comes to the biggest problems facing Milwaukee Public Schools, MPS parents identified the following four categories as most problematic: money needed to improve academic achievement (68%), parental involvement (66%), discipline (64%) and student use of alcohol or illegal drugs (59%). However, non-MPS parents and non-parents, relative outsiders to MPS, think that parental involvement, discipline, student achievement and student use of alcohol and drugs are the greatest problems facing MPS. In fact, non-MPS parents perceived 11 of the 20 categories (parental involvement, discipline, student use of alcohol or illegal drugs, student safety, student achievement, class size, efficient use of resources, teachers' ability to identify and assist children with special needs, efficiency of the central office, quality of principals, and size of the central office staff) as bigger problems for MPS than MPS parents did.

Responses also differed across racial groups. For example, African-Americans were much more likely than the other groups to label all of the issues as major problems. The largest differences in perceived problems were in the discipline, what is taught, and money needed to improve academic achievement categories.

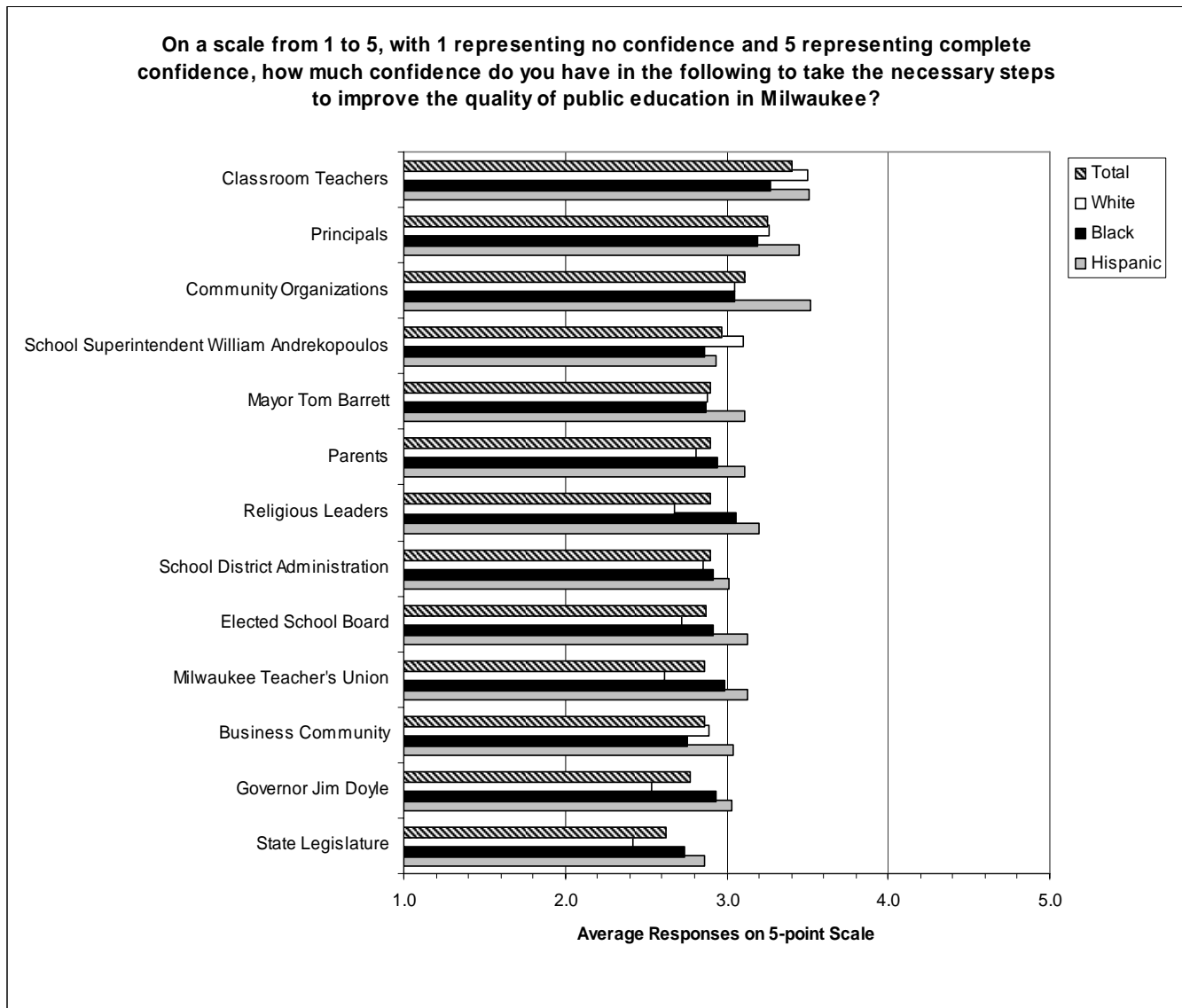
Chart Twelve: Perceived problems in MPS



Confidence

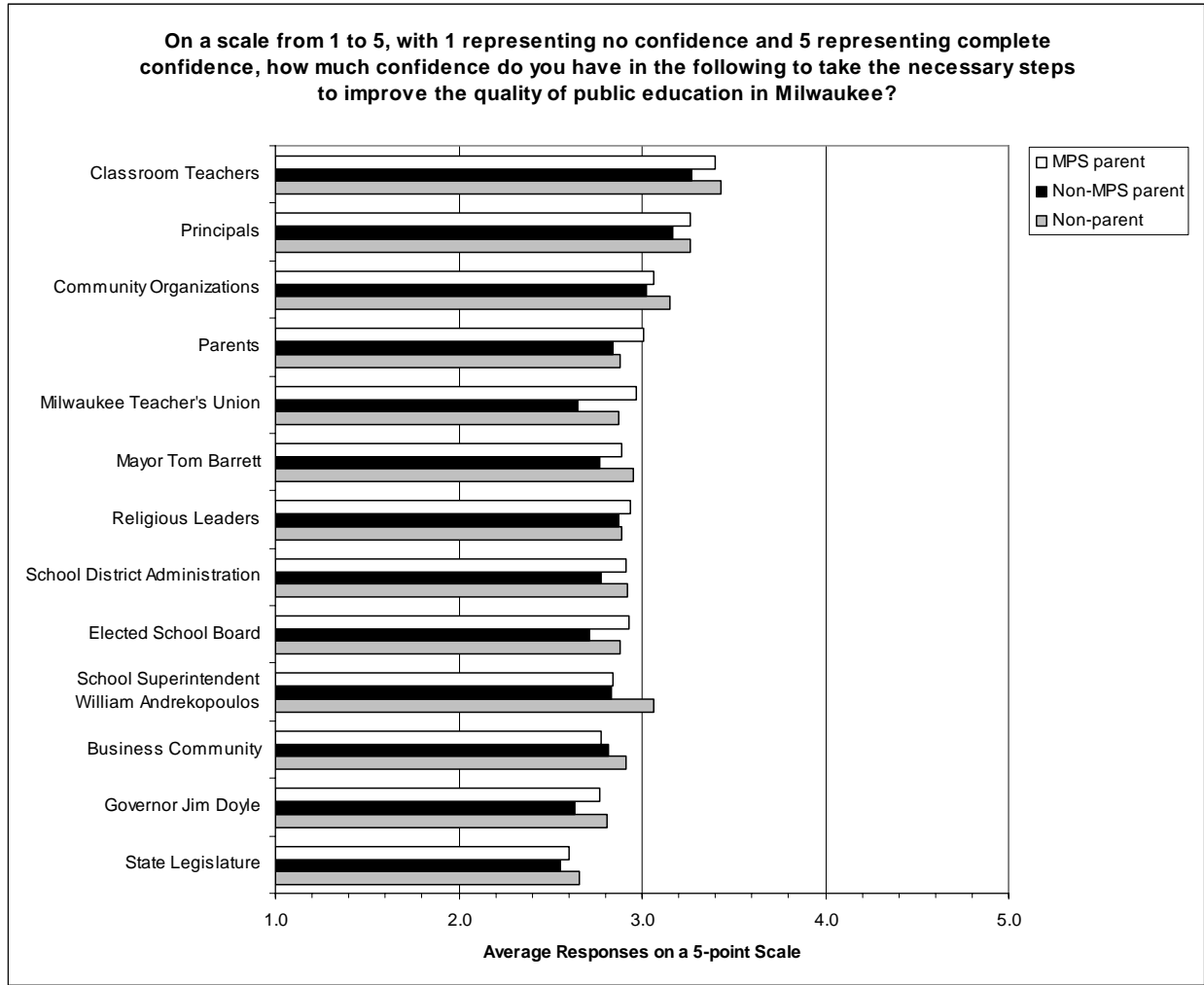
In general, respondents have the most confidence in classroom teachers (who received an average score of 3.4 on a 5-point confidence scale) and principals (3.3) to take the necessary steps to improve the quality of public education in Milwaukee. When responses are examined across racial groups, Hispanics have more confidence in all categories than whites or African-Americans do. Furthermore, Hispanics have the most confidence in community organizations to improve public education. White respondents have less confidence in most categories compared to the other two major racial groups.

Chart Thirteen: Confidence in improving education by ethnicity



Only small differences are observed when confidence levels are broken into parent groups. For example, non-MPS parents expressed less confidence than both MPS parents and non-parents did in the Milwaukee Teacher's Union. On the other hand, non-parents expressed more confidence in the school superintendent to take the necessary steps to improve public education than did the other two groups.

Chart Fourteen: Confidence in improving education by parental status



Educational effectiveness

Most respondents said that MPS schools are at least somewhat effective at preparing students for good-paying jobs (56%), technical colleges (63%), four-year colleges (59%), being good citizens (60%) and becoming good leaders (60%). However, fewer respondents think that MPS is “very effective” at these objectives than think that MPS is “not very effective” or “not at all effective.” When examined by racial categories, the results show that white respondents tend to think MPS is less effective in these aspects than African-American and Hispanic respondents do. Also, while Hispanics rated MPS as very effective more often than the other two major racial groups in most categories, they were the least likely to respond that MPS is very effective at preparing students for four-year colleges. Parents who send their children to Milwaukee public schools say that MPS is most effective at preparing students for technical colleges. Non-MPS parents, however, rated Milwaukee Public Schools’ effectiveness somewhat lower than MPS parents did across all categories.

Chart Fifteen: Attitudes about students’ preparation by ethnicity

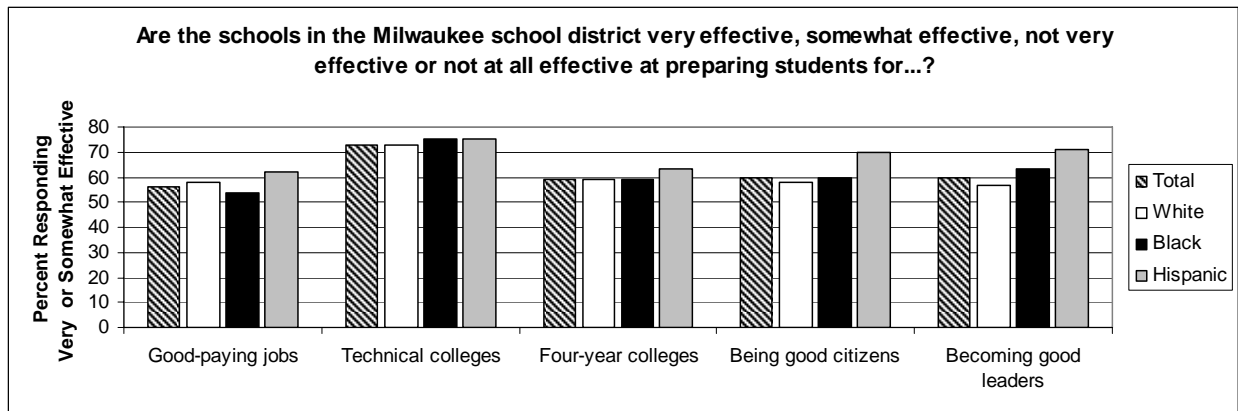
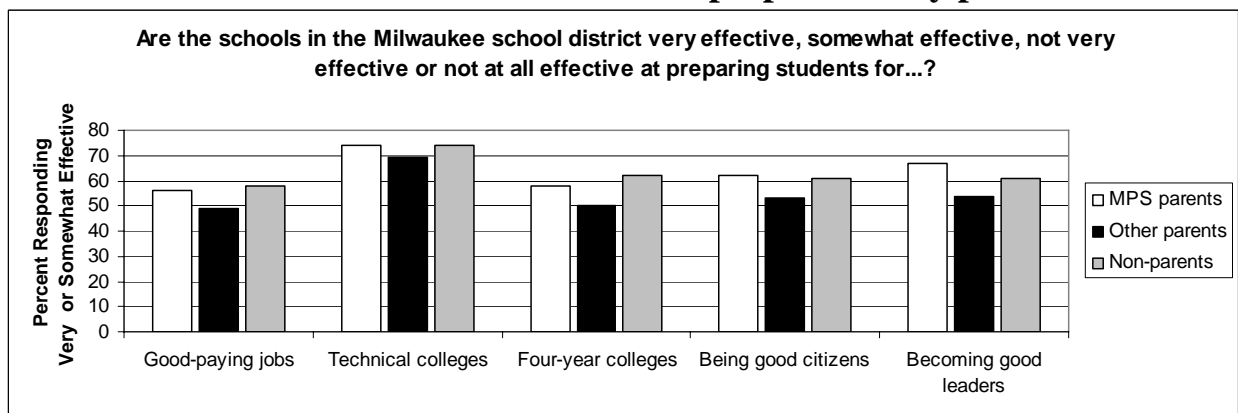


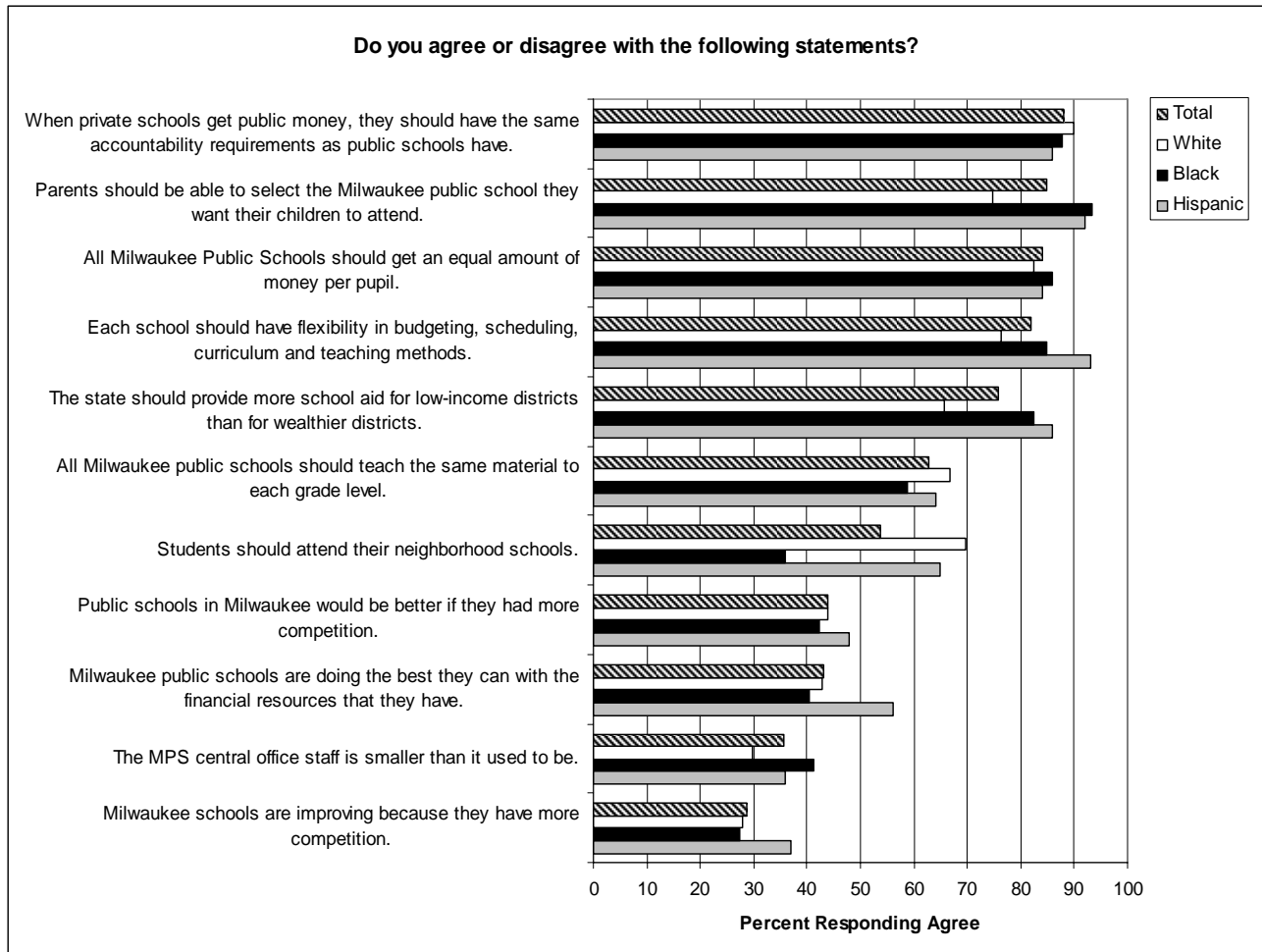
Chart Sixteen: Attitudes about students’ preparation by parental status



Education reform and standardized testing

Of the 11 statements concerning education reforms that respondents were asked to agree or disagree with, the greatest number of people agreed with the following: “when private schools get public money, they should have the same accountability requirements as public schools have.” While the responses to this statement did not vary significantly across races, several other statements do highlight considerable racial differences.

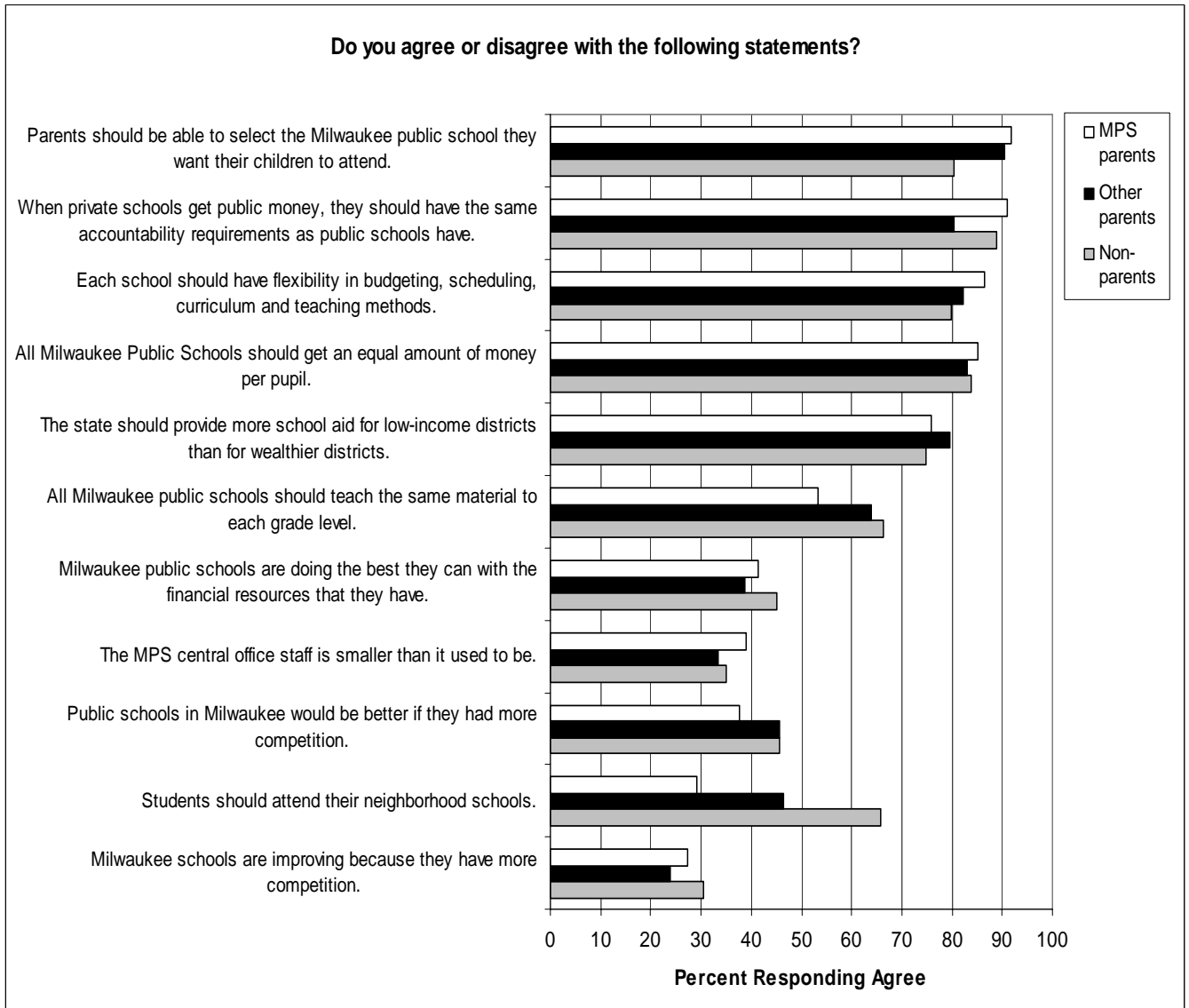
Chart Seventeen: Thoughts on education reforms by ethnicity



For example, only 75% of whites, compared to 93% and 92% of African-Americans and Hispanics, respectively, agree that parents should be able to select the Milwaukee public school they want their children to attend. Additionally, white respondents only agreed 76% of the time with the statement, “each school should have flexibility in budgeting, scheduling, curriculum and teaching methods,” and 66% of the time with the statement, “the state should provide more school aid for low-income districts than for wealthier districts,” compared with much higher percentages of black and Hispanic respondents. Whether or not respondents thought students should attend their neighborhood schools revealed interesting differences as well: 70% of whites and 65% of Hispanics agreed, while only 36% of African-Americans agreed. Finally, Hispanic respondents agreed more often with most of the statements than did whites or African-Americans.

While responses concerning these statements varied greatly across racial groups, the distinctions found between different parent groups are generally more subtle. The major differences among these groups are found in opinions concerning parents’ ability to select the Milwaukee public school they want their children to attend (non-parents agreed with this statement less often than MPS parents and non-MPS parents), whether all Milwaukee public schools should teach the same material to each grade level (MPS parents agreed with this statement less often), and whether or not students should attend their neighborhood schools. As was the case with the previous analysis by racial groups, the greatest variance in responses across parent groups came from this question. While 66% of non-parents agreed, only 46% of non-MPS parents agreed, followed by an even smaller 29% of MPS parents.

Chart Eighteen: Thoughts on education reforms by parental status



Overall, respondents are strongly in favor of requiring teachers to pass proficiency tests, requiring students to pass proficiency tests before being promoted, and requiring low-performing schools to use a specific curriculum (although only 66% of the total population is in favor of this measure compared to 81% of Hispanic respondents). Also, respondents are much more in favor of rewarding teachers when their students surpass state average test scores than they are of removing teachers if their students do not pass state tests.

When parent groups are examined, the results show that non-MPS parents are more strongly in favor of proficiency tests for students and specific curriculums for low-performing schools than are MPS parents or non-parents. On the other hand, compared to the other two parent groups, MPS parents are more in favor of rewarding teachers when their students surpass state average test scores.

In response to other, similar questions in the survey, only 31% of those surveyed favor giving teachers and principals less authority to run low-performing schools. Closing the school permanently is an even less popular way of dealing with schools whose students score well below average on tests – only 20% were in favor of this measure. Finally, 59% of all respondents were in favor of keeping low-performing schools open but replacing the staff.

Chart Nineteen: Proposed academic standards by ethnicity

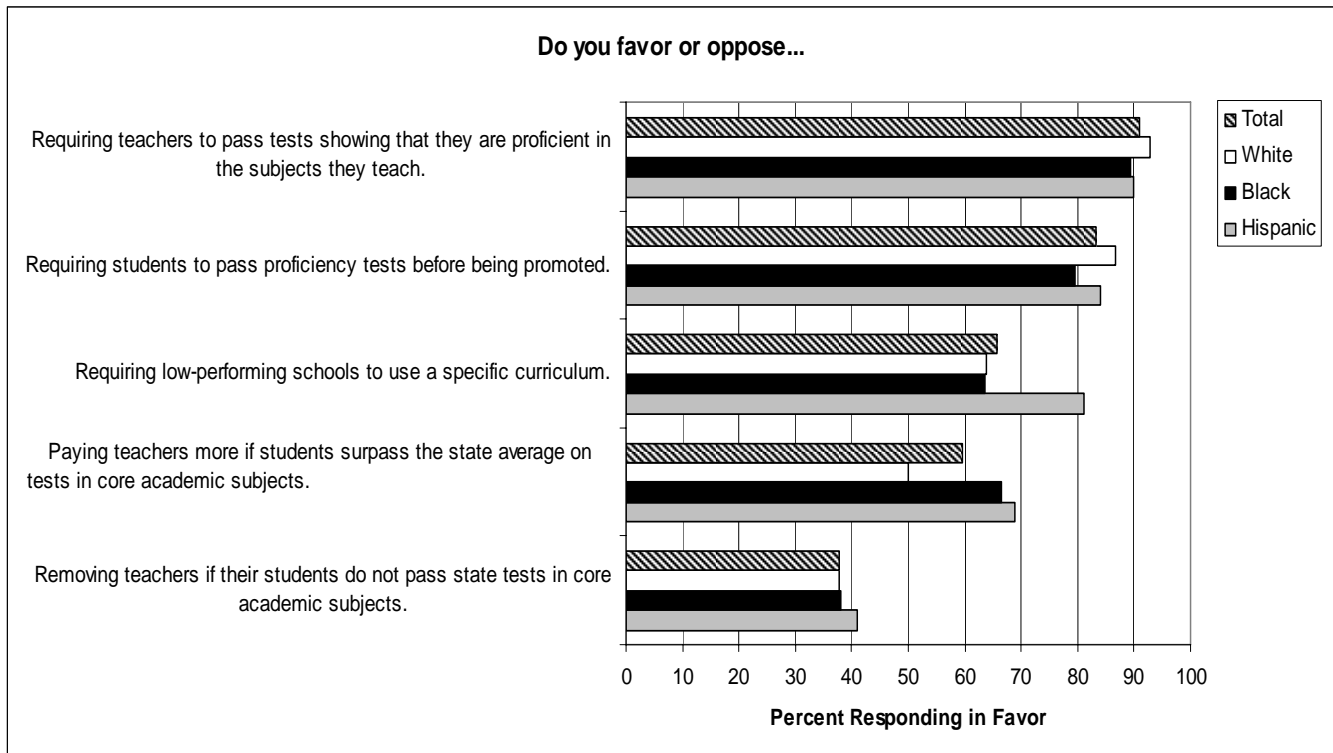
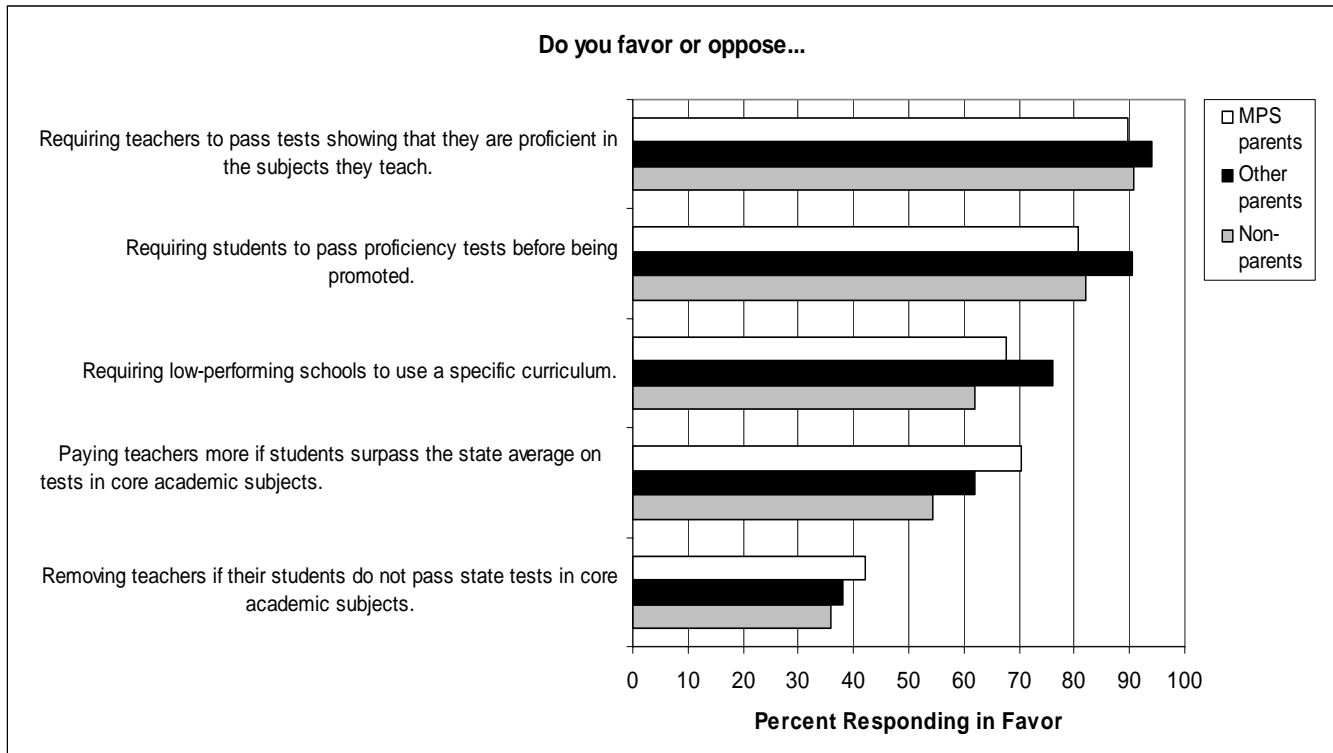


Chart Twenty: Proposed academic standards by parental status

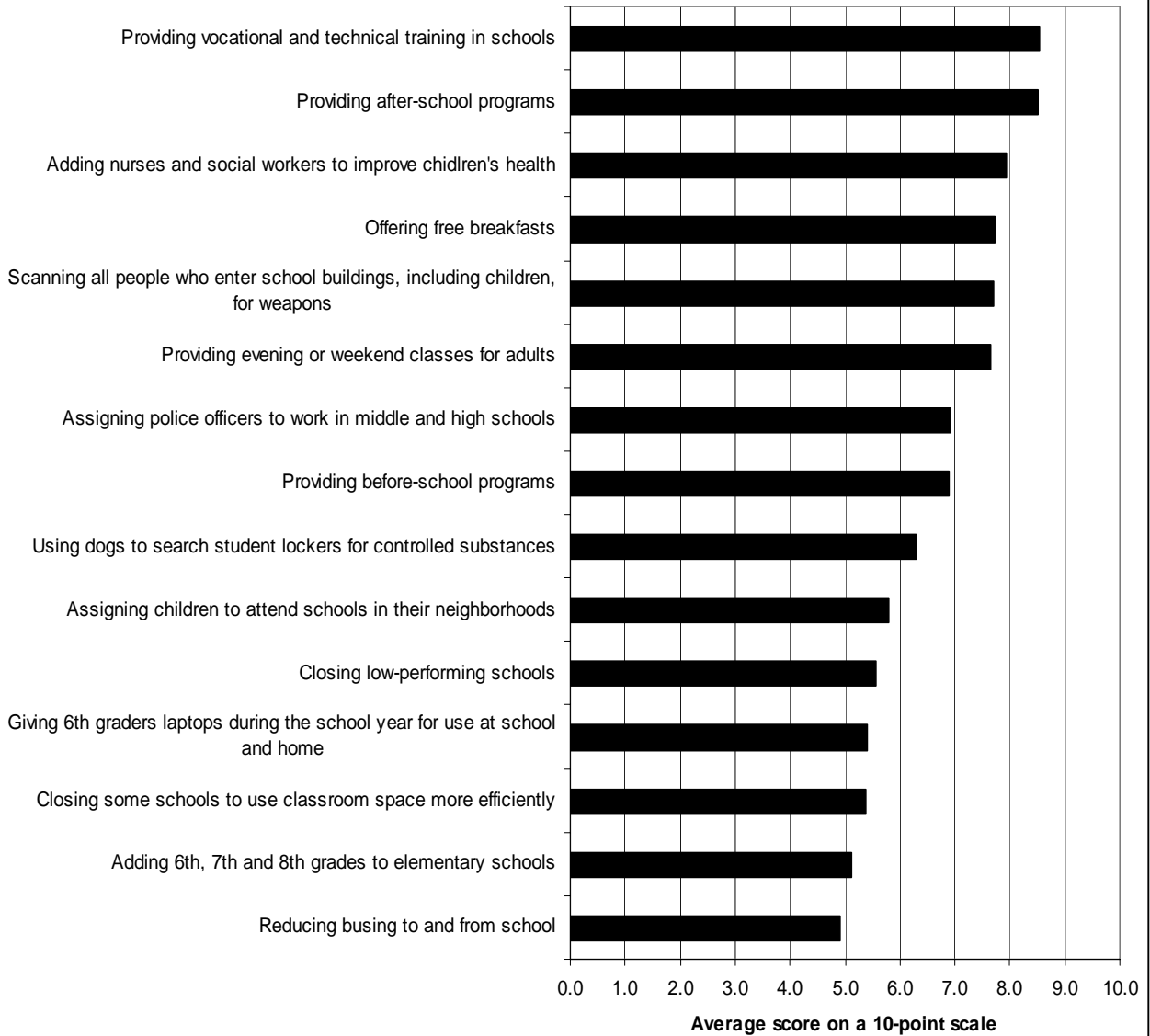


Proposed changes

Of the proposed changes about which respondents were asked, providing vocational and technical training, and providing after-school programs were ranked as the highest priority (each had an average score of 8.5 on a 10-point scale). Other high priority reforms included adding nurses and social workers to improve children’s health, offering free breakfasts, scanning all people who enter school buildings (including children) for weapons, and providing evening or weekend classes for adults. Those reforms that received the lowest priority rankings were adding 6th, 7th and 8th grades to elementary schools and reducing busing to and from school.

Chart Twenty-One: Priority rankings of proposed changes

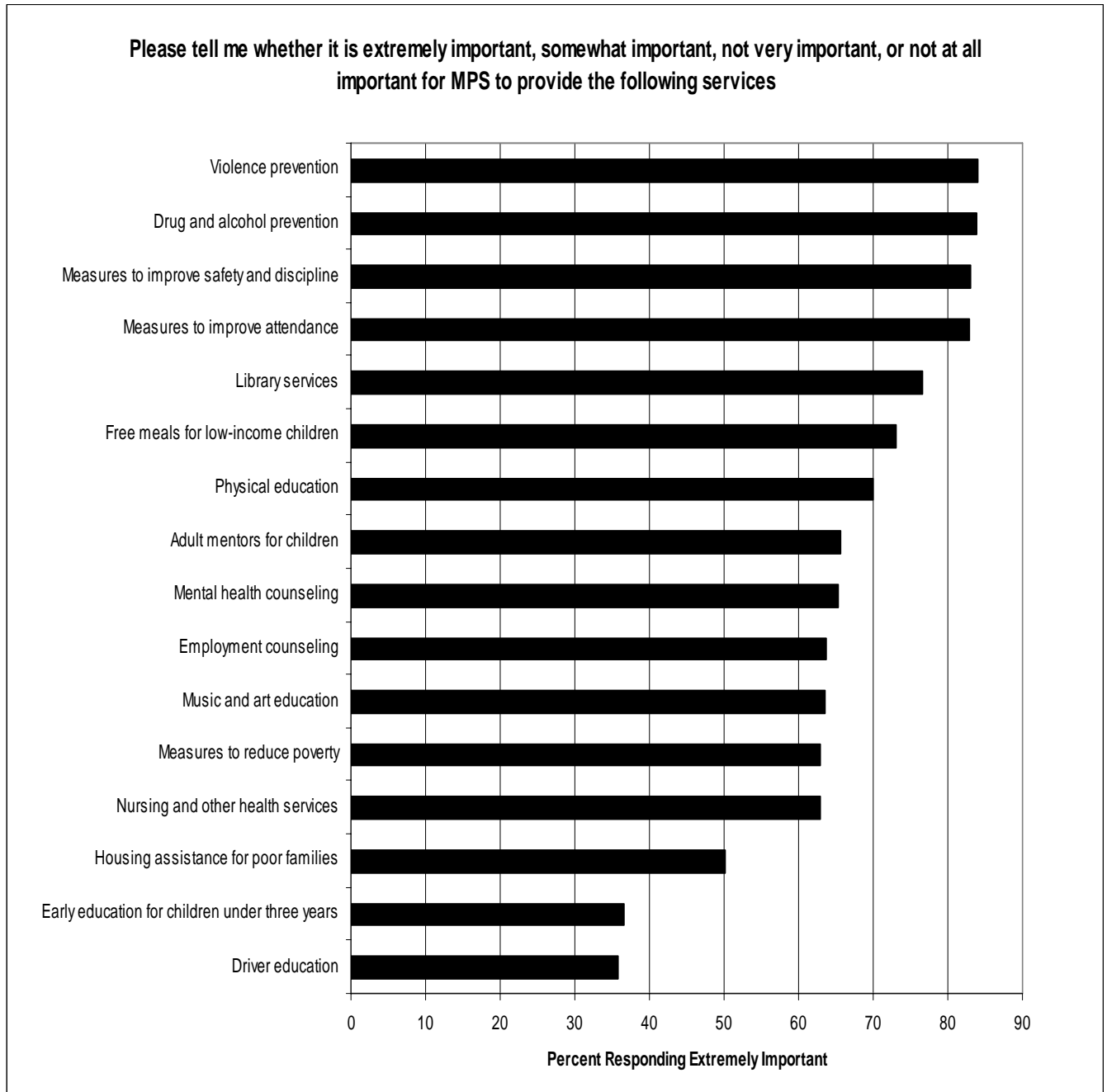
For each of the following proposed changes for Milwaukee Public Schools, please tell me how high a priority it should be on a scale from 1 to 10, with 1 meaning the change absolutely should not be done and 10 meaning it should have the highest priority



School services

Respondents placed the most importance on school services aimed at safety and improved attendance. Violence prevention and drug and alcohol prevention were each rated as “extremely important” by 84% of respondents, followed by measures to improve safety and discipline and measures to improve attendance, which 83% rated similarly. The least popular school services among respondents were early education for children under three years (37%) and driver education (36%).

Chart Twenty-Two: Importance of school services



Five-year changes: 2001-2006

Of all the school categories (nation's schools, Wisconsin's schools, Milwaukee Public Schools, the school closest to your home, and the school your oldest child attends), MPS experienced the greatest decrease in average grades given on a five-point scale from 2001 to 2006. Across all demographics observed here, parents non-parents, MPS parents, non-MPS parents, whites, African-Americans and Hispanics especially, all gave MPS somewhat lower grades in 2006 than in 2001. The schools closest to the respondents' homes also received lower grades across the board, particularly from MPS parents and Hispanics.

Chart Twenty-Three: Changes in grades given to MPS

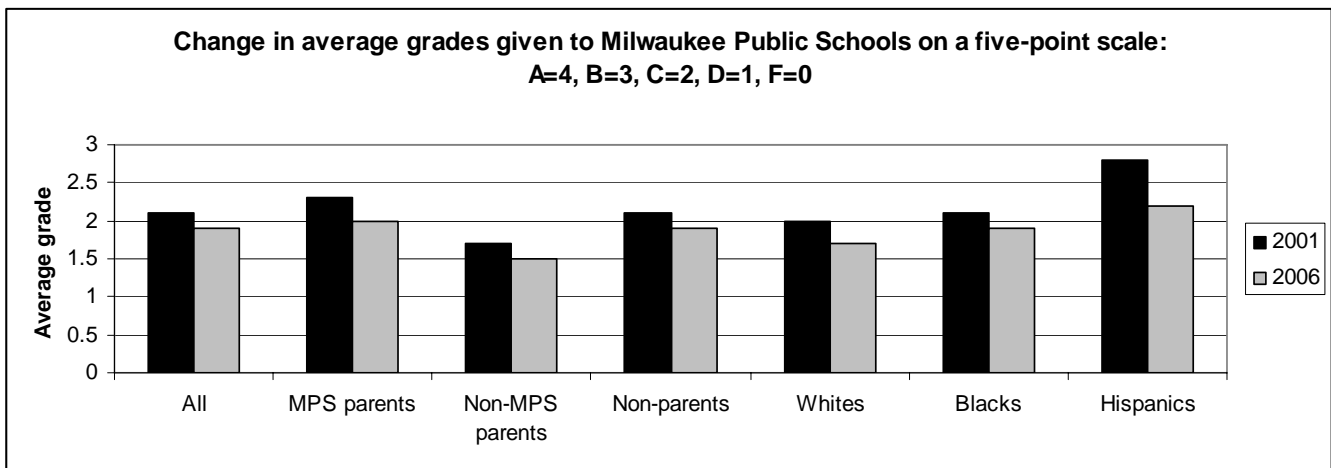
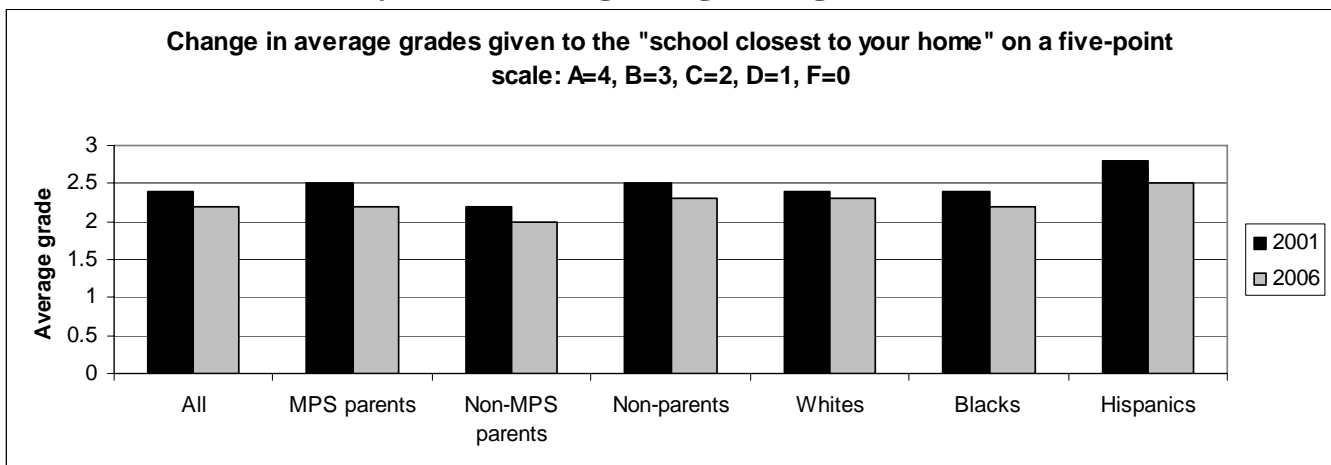
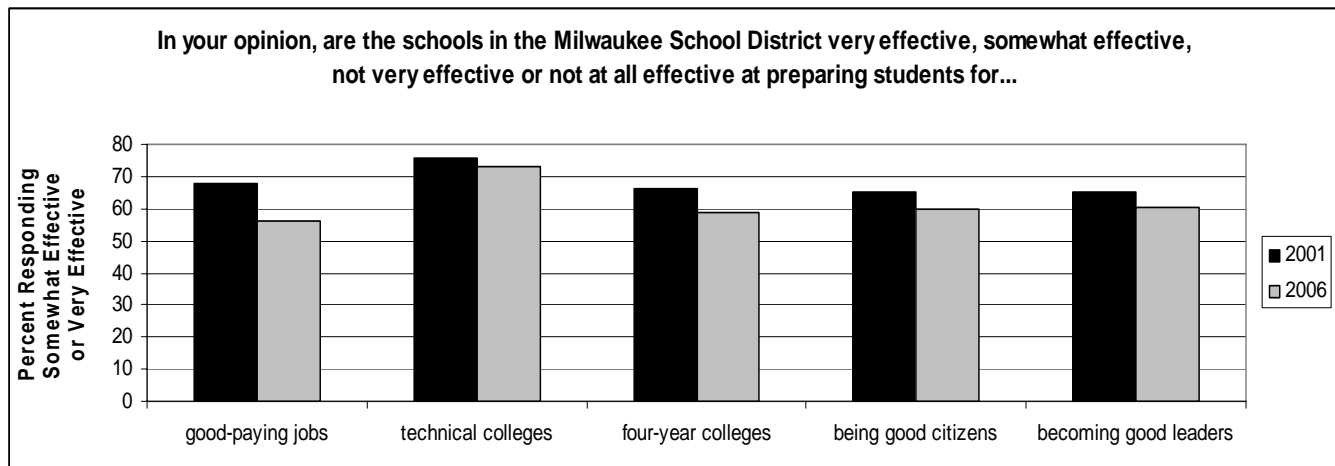


Chart Twenty-Four: Changes in grades given to local schools



On the whole, those surveyed in 2006 also think that Milwaukee Public Schools are somewhat less effective at preparing students for things like good-paying jobs, technical and four-year colleges, and being good citizens and leaders than compared to 2001 responses.

Chart Twenty-Five: Changes in perceived effectiveness of preparation



Other findings

Compared to 2001:

- 14% more respondents think that what is taught in MPS is a major problem.
- 13% more respondents think that student achievement in MPS is a major problem.
- Of those who responded that they would send their children to another school if they could, 10% more would prefer to send their children to a charter school.
- 9% more respondents think that parental involvement in MPS is a major problem.
- 9% fewer respondents agree with the statement, “Milwaukee public schools are doing the best they can with the financial resources that they have.”
- 8% more respondents think that how subjects are taught in MPS is a major problem.
- Respondents are less confident in the school board, the school district administration, principals, the Milwaukee teacher’s union, the business community, the state legislature, religious leaders, community organizations, parents, and the school superintendent to take the necessary steps to improve the quality of public education in Milwaukee. The mayor and governor categories were the only two that showed improved confidence.

Appendix A – Survey Methods

Telephone interviews were conducted in May-June 2006 with 900 adult residents of the City of Milwaukee, which is contiguous with the Milwaukee public school district. Respondents were representative of the general adult population of the school district with respect to race, gender, education, income and geography. The survey is reproduced in Appendix B and complete responses are in Appendix C.

The goal in conducting the survey was to gain an understanding of the knowledge, opinions and attitudes toward Milwaukee Public Schools by adult residents of the district. The survey included questions about the respondents themselves to control for possible differences in knowledge and opinion based on their own backgrounds.

The researchers sought a sample of respondents that represented the adult population of the Milwaukee school district and included adequate representation of African American adults and Hispanic adults to draw valid conclusions about the views of those two groups independently. This required over-sampling for phone numbers based on race to achieve a representative sample of Hispanics and African Americans.

Lein/Spiegelhoff Inc., a survey research company in Brookfield, Wisconsin, conducted interviews. Lein/Spiegelhoff ordered telephone numbers at random from directory listings for the region to be surveyed, plus telephone numbers that are generated at random from the computer to represent unpublished/unlisted numbers. This ensures that the final survey reaches households with telephones regardless of whether the telephone number is published or listed. Interviews were conducted with the adult in a household who "...celebrated the most recent birthday." If the person was not available, an appointment was made for a callback. As many as three*** callbacks were conducted.

Even when the telephone sample is random, there is imprecision that exists between the sample results and the population. The magnitude of the imprecision is reduced as the sample population increases. The following table identifies the number of interviews completed and the sampling error by category at a 95% confidence interval. These sampling errors may be interpreted as indicating the range (plus or minus the figure shown), which the results may be expected to vary from the results that would have been obtained by interviewing all adults in Milwaukee who could have been interviewed.

Chart Twenty-Eight

	Number of Completed Interviews	Sampling Error at 95% Confidence
All Milwaukee adults	900	3.3 %
White	361	5.3 %
African American	400	5.0 %
Hispanic	100	10.0 %
MPS Parents	223	6.7 %
Other Parents	147	8.2 %
Non-Parents	527	4.4 %

Appendix B – Survey Questionnaire

Education in the Milwaukee School District

Start time: _____

ID#: _____

900 phone interviews with random sample of the Milwaukee School District

Sub-quotas:

Females (overall):	450-477
Males (overall):	450-423
Parents (YES CODE 1 IN QC):	Minimum of 350
Black/African Americans (overall):	Minimum of 400
Hispanics/Latinos (overall):	Minimum of 100

Good morning/afternoon/evening. My name is _____ calling from Lein/Spiegelhoff Interviewing Agency and we are conducting a survey of public opinion about education in the City of Milwaukee. I am not selling anything. Your opinions are critically important to the success of our work and will be kept confidential.

For this survey I need to speak to the adult 18 years or older, who lives in this household and is home right now, who celebrated the most recent birthday.

A. Are you that person?

- 1 Yes, correct person on line
- 2 No, correct person will come to the phone
- 9 Refused **(THANK/TERMINATE/TALLY)**

B. Do you live in the City of Milwaukee?

- 1 Yes
- 2 No **(THANK/TERMINATE/TALLY)**
- 9 Not sure/refused **(THANK/TERMINATE/TALLY)**

C. Do you have any children in kindergarten through 12th grade?

- 1 Yes
- 2 No
- 9 Refused

1. We are interested in your opinions about schools and education. First, please tell me what sources of information you rely on to learn about the public schools in your community. **(DO NOT READ. RECORD MULTIPLE RESPONSES)**

- 01 Church, church members
- 02 Coworkers
- 03 Family members, including children
- 04 Friends or neighbors
- 05 Radio, television and newspapers
- 06 Teachers, administrators and school staff
- 07 MPS brochures, advertisements or media programming
- 08 The internet
- 98 Other (specify)
- 99 Don't know/refused

2. How well informed do you think you are about the public schools in Milwaukee? Are you very well informed, somewhat well informed or not well informed?

- 1 Very well informed
- 2 Somewhat well informed
- 3 Or not well informed
- 9 Don't know/refused

3. I'd like to ask you to grade the following schools on how well you think they do their job, using the grades of A, B, C, D or F where an "A" means "excellent" and an "F" means "fail". Remember you may use any grade from A to F. **(READ AND ROTATE a.-c.)**

	A	B	C	D	F	DK/REF
a. The nation's public schools	5	4	3	2	1	9
b. Wisconsin public schools	5	4	3	2	1	9
c. Milwaukee public schools	5	4	3	2	1	9
d. The school closest to your home	5	4	3	2	1	9

(READ Q3e. ONLY IF RESPONDENT ANSWERED YES (CODE 1) IN QC)

e. The school your oldest school-age child attends	5	4	3	2	1	9
--	---	---	---	---	---	---

4. Do you believe that Milwaukee public schools have more than enough funding to do a good job, just the right amount of funding to do a good job or too little funding to do a good job?

- 1 More than enough funding
- 2 Just the right amount of funding
- 3 Too little funding
- 9 Don't know/refused

5. Please tell me if each of the following is a major problem, a minor problem or not a problem in the Milwaukee school district **(READ AND ROTATE)**.

	MAJOR PROBLEM	MINOR PROBLEM	NOT A PROBLEM	DK/ REF
a) Discipline	3	2	1	9
b) What is taught	3	2	1	9
c) How subjects are taught	3	2	1	9
d) Class size	3	2	1	9
e) School size	3	2	1	9
f) Discrimination against children because of race or gender	3	2	1	9
g) Student safety	3	2	1	9
h) Availability of computers and technology	3	2	1	9
i) Parental involvement	3	2	1	9
j) Quality of teachers	3	2	1	9
k) Student use of alcohol or illegal drugs	3	2	1	9
l) Quality of principals	3	2	1	9
m) Student achievement	3	2	1	9
n) Transportation to and from school	3	2	1	9
o) Ability of teachers to identify and assist children with special needs	3	2	1	9
p) Availability of before and after school programs	3	2	1	9
q) Efficiency of the central office	3	2	1	9
r) Size of the central office staff	3	2	1	9
s) Efficient use of resources	3	2	1	9
t) Money needed to improve academic achievement	3	2	1	9

6. Many proposals have been made to improve the quality of public schools. As I read a list of some of these, tell me if you favor or oppose each one. **(READ AND ROTATE)**

	FAVOR	OPPOSE	DK/REF
a) Require public school students to pass proficiency tests before being promoted.	1	2	9
b) Use just one test to decide whether a student gets promoted or graduates	1	2	9
c) BLANK	1	2	9
d) Require teachers to pass tests showing that they are proficient in the subjects they teach.	1	2	9
e) Allow councils for each school consisting of parents, educators and community representatives to hire the principal and set specific school policy.	1	2	9
f) Pay teachers more if their students surpass the state average on tests in core academic subjects.	1	2	9
g) Remove teachers if their students do not pass state tests in core academic subjects.	1	2	9
h) Reduce class sizes.	1	2	9
i) Create small high schools.	1	2	9

7. Do you agree or disagree with the following: **(READ AND ROTATE)**

	AGREE	DISAGREE	DK/REF
a) Parents should be able to select the Milwaukee public school they want their children to attend.	1	2	9
b) The state should provide more school aid for low-income districts than for wealthier districts.	1	2	9
c) Milwaukee public schools are doing the best they can with the financial resources that they have.	1	2	9
d) All Milwaukee Public schools should teach the same material to each grade level.	1	2	9
e) Students should attend their neighborhood schools.	1	2	9
f) Public schools in Milwaukee would be better if they had more competition.	1	2	9
g) Minority children get as good an education as white children do in the Milwaukee School District.	1	2	9
h) Poor children get as good an education as wealthy children do in the Milwaukee School District.	1	2	9
i) Milwaukee schools are improving Because they have more competition.	1	2	9
j) All Milwaukee Public Schools should get an equal amount of money per pupil.	1	2	9
k) Each school should have flexibility in budgeting, scheduling, curriculum and teaching methods.	1	2	9
l) The MPS central office staff is smaller than it used to be.	1	2	9
m) When private schools get public money, they should have the same accountability requirements as public schools have.	1	2	9

8. In your opinion, are the schools in the Milwaukee School District very effective, somewhat effective, not very effective or not at all effective at preparing students for...? (**READ AND ROTATE**)

	VERY	S/W	NOT VERY EFFECTIVE	NOT AT ALL	DK/ REF
a) Good-paying jobs	4	3	2	1	9
b) Technical colleges	4	3	2	1	9
c) Four-year colleges	4	3	2	1	9
d) Being good citizens	4	3	2	1	9
e) Becoming good leaders	4	3	2	1	9

9. On a scale from one to five, with one representing no confidence whatsoever and five representing complete confidence, how much confidence do you have in the following to take the necessary steps to improve the quality of public education in Milwaukee? Remember you may use any number from one to five. (**READ AND ROTATE**)

	NO CONFIDENCE		COMPLETE CONFIDENCE			DK/ REF
a) The elected school board	1	2	3	4	5	9
b) The school district administration	1	2	3	4	5	9
c) Principals	1	2	3	4	5	9
d) The business community	1	2	3	4	5	9
e) The Milwaukee teachers' union	1	2	3	4	5	9
f) Classroom teachers	1	2	3	4	5	9
g) The state legislature	1	2	3	4	5	9
h) Religious leaders	1	2	3	4	5	9
i) Community organizations	1	2	3	4	5	9
j) Parents	1	2	3	4	5	9
k) School Superintendent William Andrekopoulos	1	2	3	4	5	9
l) Mayor Tom Barrett	1	2	3	4	5	9
m) Gov. Jim Doyle	1	2	3	4	5	9

10. I am going to list a few changes that have been proposed for Milwaukee Public Schools. For each one of them, please tell me how high a priority it should be on a scale from 1 to 10, with 1 meaning the change is a bad idea and absolutely should not be done and 10 meaning it is a good idea that should have the highest priority.

(READ AND ROTATE)

RECORD # ON LINE

- a) Assigning children to attend schools in their neighborhoods _____
- b) Reducing busing to and from school _____
- c) Assigning police officers to work in middle and high schools _____
- d) Providing before-school programs _____
- e) Providing after-school programs _____
- f) Providing vocational and technical training in schools _____
- g) BLANK _____
- h) BLANK _____
- i) Adding 6th, 7th and 8th grades to elementary schools _____
- j) Providing evening or weekend classes for adults _____
- k) BLANK _____
- l) Closing low-performing schools _____
- m) Closing some schools to use classroom space more efficiently _____
- n) Using dogs to search student lockers for controlled substances _____
- o) Scanning all people who enter school buildings, including children, for weapons _____
- p) Offering free breakfasts _____
- r) Giving 6th graders laptops during the school year for use at home _____

10A. I am going to list some services the Milwaukee Public Schools might – or might not – offer. For each, please tell me whether it is extremely important, somewhat important, not very important or not at all important for MPS to provide that service. **(READ AND ROTATE)**

	EXTREMELY	SOME WHAT	NOT VERY	NOT AT ALL	DK/REF
a. Physical education	4	3	2	1	9
b. Music and art education	4	3	2	1	9
c. Driver education	4	3	2	1	9
d. Library services	4	3	2	1	9
e. Free meals for low-income children	4	3	2	1	9
f. Nursing and other health services	4	3	2	1	9
g. Measures to improve safety and discipline	4	3	2	1	9
h. Measures to improve attendance	4	3	2	1	9
i. Early education for children under three years old	4	3	2	1	9
j. Measures to reduce poverty	4	3	2	1	9
k. Employment counseling	4	3	2	1	9
l. Drugs and alcohol prevention	4	3	2	1	9
m. Violence prevention	4	3	2	1	9
n. Mental health counseling	4	3	2	1	9
o. Housing assistance for poor families	4	3	2	1	9
p. Adult mentors for children	4	3	2	1	9

10B. In some schools, students score well below average on tests. Do you favor or oppose each of the following measures for these low-performing schools?

(READ AND ROTATE)

A. Giving the teachers and the principal less authority to run the school

- 1 Favor
- 2 Oppose
- 9 Don't know/Refused

B. Closing the school permanently

- 1 Favor
- 2 Oppose
- 9 Don't know/Refused

C. Keeping the school open but replacing the staff

- 1 Favor
- 2 Oppose
- 9 Don't know/Refused

11. BLANK
12. BLANK
13. BLANK
14. BLANK
15. BLANK
16. BLANK
17. BLANK
18. BLANK

19. Should standardized tests be given twice a year, once a year or every few years?

- 1 Twice
- 2 Once
- 3 Every few years
- 9 Don't know/refused

RESPONDENTS THAT ANSWERED NO (CODE 2) OR REF (CODE 9) IN QC, SKIP TO Q26.

20. Which of the following describes where your oldest school-aged child attends school? **(READ LIST. RECORD ONE RESPONSE.)**

- 1 Milwaukee Public Schools
- 2 A private non-religious school
- 3 A private religious school
- 8 Other specify _____
- 9 Refused

21. In what grade is your **oldest school-age child** enrolled? **(DO NOT READ. RECORD ONE RESPONSE.)**

- 1 Kindergarten-2nd grade
- 2 3rd-5th grade
- 3 6th-8th grade
- 4 9th-12th grade
- 9 Refused

22. Please think about the school your oldest child attends. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with each of the following...? **(READ AND ROTATE)**

	VERY SATISFIED	SATISFIED	DIS- SATISFIED	VERY DIS- SATISFIED	DK/ REFUSED
a) Your child's safety at school	1	2	3	4	9
b) The teachers	1	2	3	4	9
c) The curriculum or academic programs	1	2	3	4	9
d) The size of the classes	1	2	3	4	9
e) The principal	1	2	3	4	9
f) The size of the school	1	2	3	4	9
g) Extent of parental involvement	1	2	3	4	9
h) The availability of before and after school programs	1	2	3	4	9
i) The way in which decisions are made	1	2	3	4	9

23. Suppose you could send your oldest school-aged child to any public, private, church-related, or charter school of your choice with tuition paid by the government. Would you send your oldest child to the school he or she now attends or to a different school?

- 1 Same school as now **(SKIP TO DEMOGRAPHICS)**
- 2 Different school
- 9 Don't know/refused **(SKIP TO DEMOGRAPHICS)**

24. Would you send your oldest school-aged child to...? **(READ LIST)**

- 01 A private, non-religious school
- 02 A private, religious school
- 03 Another public school or
- 04 A charter school
- 98 Other (specify) _____ **(DO NOT READ.)**
- 99 Don't know/refused **(DO NOT READ.)**

25. Keeping in mind your oldest child, is each of the following very important, somewhat important, or not at all important in following his or her progress.

(DO NOT ROTATE)

	VERY	SOME WHAT	NOT AT ALL	DK/ REF
a) Receiving information about how well your child is doing in school.	3	2	1	9
b) Receiving information about where your child stands academically compared to other students in their grade.	3	2	1	9
c) Receiving information about where your child stands academically compared to other students in their district.	3	2	1	9
d) The information provided by standardized tests.	3	2	1	9

26. BLANK

27. BLANK

DEMOGRAPHICS

For statistical purposes only, I would like to ask you some information about yourself. Again, all of your answers are confidential.

28. What is the highest level of your education? (**READ ONLY IF NECESSARY**)

- 1 Less than high school
- 2 High School Graduate / GED
- 3 Some College / Tech School
- 4 College Graduate
- 5 Post College Work
- 9 Refused

29. How many years have you lived in your current school district? _____ YEARS

30. What is your zip code? _____

31. In what year were you born? _____

32. Which of the following groups best describes your race or ethnicity -- American Indian, Asian, Black/African American, Hispanic/Latino or White/Caucasian?

- 1 American Indian
- 2 Asian
- 3 Black/African American
- 4 Hispanic/Latino
- 5 White/Caucasian
- 8 Other (specify) _____
- 9 Refused

33. How would you describe your current work situation? Are you...? (**READ LIST.**)

- 1 Working Full-time (30+ HOUR PER WEEK)
- 2 Working Part-time (LESS THAN 30 HOURS PER WEEK)
- 3 Retired
- 4 Student
- 5 Homemaker
- 6 Unemployed/temporarily laid-off
- 7 Disabled
- 9 Refused

34. Are you married or single?

- 1 Married
- 2 Single
- 9 Refused

35. We'd like to know what category your household income for the year 2000 falls into. Please stop me when I reach your income group for the year 2005.

(READ LIST. RECORD ONE RESPONSE.)

- 1 \$0-\$10,999
- 2 \$11,000 – 19,999
- 3 \$20,000 – 29,999
- 4 \$30,000 - 39,999
- 5 \$40,000 - 49,999
- 6 \$50,000 - 59,999
- 7 \$60,000 - 69,999
- 8 \$70,000 or more
- 9 Don't know/refused

36. Is any member of your household...?

YES NO DK/REF

- a) A member of a labor union?
- b) Employed by the Milwaukee
Public School District?

1	2	9
1	2	9

37. Record gender

- 1 Male
- 2 Female

This survey is anonymous. However, if you would feel comfortable taking a call from a researcher to further discuss these issues, please provide your name and phone number. If you choose to speak with a researcher, your confidentiality will be respected.

38. Would you be interested in speaking with a researcher concerning your views?

Yes 1
No 2

RECORD PHONE NUMBER FROM SAMPLE:

Phone ___ ___ - ___ ___ - ___ ___

(INTERVIEWER: IF "YES" TO Q38, RECORD THE FOLLOWING INFORMATION)

Name: _____

Phone ___ ___ - ___ ___ - ___ ___

Best time to call:

- 1 8:00 a.m. to 9:59 a.m.
- 2 10:00 a.m. to 11:59 a.m.
- 3 12:00 noon to 2:59 p.m.
- 4 3:00 p.m. to 4:59 p.m.
- 5 5:00 p.m. to 6:59 p.m.
- 6 7:00 p.m. to 9:00 p.m.
- 7 Anytime

THANK YOU FOR ANSWERING MY QUESTIONS!

Interviewer Number: _____

End time: _____

Appendix C – Detailed Survey Results

1. Please tell me what sources of information you rely on to learn about public schools in your community

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Religious institutions	2	3	2	2	1	2	2	2	1
Coworkers	3	6	3	1	5	3	4	1	5
Family members	18	20	20	18	16	18	18	20	15
Friends or neighbors	14	16	12	13	16	14	14	11	19
Media - print/broadcast	52	56	47	38	63	38	63	35	42
School staff	26	18	31	20	23	41	16	45	37
MPS brochures, advertisements or media programming	21	21	26	17	16	34	12	39	25
The internet	8	2	10	9	6	11	6	10	12
Other	3	3	3	5	2	5	2	5	3

2. How well informed do you think you are about the public schools in Milwaukee? Are you very well informed, somewhat well informed or not well informed?

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Very well informed	25	23	23	23	29	28	24	25	33
Somewhat well informed	52	55	54	46	51	54	50	59	44
Not well informed	23	22	23	31	20	19	26	16	23

I'd like to ask you to grade the following schools on how well you think they do their job, using the grades of A, B, C, D or F where an "A" means "excellent" and an "F" means "fail".

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
A	4	5	4	7	3	3	4	5	1
B	23	20	21	31	24	21	25	23	16
C	41	45	43	30	43	41	41	40	42
D	11	13	10	5	13	11	11	9	14
F	4	5	5	4	4	5	4	5	5
Mean scores	2.1	2.1	2.1	2.4	2.1	2.1	2.2	2.2	1.9

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
A	6	8	5	12	6	5	7	7	3
B	35	33	29	45	41	32	38	35	28
C	36	40	41	23	33	38	34	33	44
D	8	7	9	5	8	8	8	7	8
F	5	5	6	8	3	7	4	5	10
Mean scores	2.3	2.3	2.2	2.5	2.4	2.2	2.4	2.4	2.1

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
A	6	8	6	14	3	6	6	8	3
B	20	33	18	36	18	21	19	27	13
C	38	40	41	19	38	34	41	32	37
D	22	7	21	15	26	23	20	22	27
F	12	5	12	13	12	13	11	10	18
Mean scores	1.9	2.1	1.9	2.2	1.7	1.8	1.9	2.0	1.5

3d. ...the school closest to your home...									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
A	11	15	11	20	10	12	10	12	12
B	26	26	25	30	26	23	28	27	17
C	27	26	29	16	28	25	28	23	29
D	11	9	11	6	12	12	10	11	14
F	9	6	11	12	6	13	7	13	12
Mean scores	2.2	2.4	2.2	2.5	2.3	2.1	2.3	2.2	2.0

3e. ...the school your oldest child attends...									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
A	36	36	28	44	47	36	-	29	48
B	35	36	32	40	37	35	-	33	37
C	14	16	19	9	7	14	-	19	7
D	6	3	11	-	2	6	-	10	1
F	7	5	8	6	6	7	-	9	3
Mean scores	2.9	3.0	2.6	3.2	3.2	2.9	-	2.6	3.3

4. Do you believe that Milwaukee public schools have more than enough funding to do a good job, just the right amount of funding to do a good job or too little funding to do a good job?									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
More than enough	14	12	9	11	19	15	13	9	22
Just the right amount	19	19	15	20	25	17	21	16	18
Too little	64	64	73	65	54	66	62	72	57

Please tell me if each of the following is a major problem, a minor problem or not a problem in the Milwaukee school district

5a. Discipline	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	70	64	76	48	71	68	72	64	74
Minor problem	19	23	16	36	19	20	19	22	17
Not a problem	8	9	8	12	6	10	6	13	5

5b. What is taught	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	39	25	52	32	26	43	37	48	37
Minor problem	33	39	30	35	37	28	36	23	35
Not a problem	22	30	15	26	29	26	20	27	22

5c. How subjects are taught	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	36	28	46	29	26	37	36	38	36
Minor problem	36	40	34	40	40	37	36	36	40
Not a problem	18	24	13	24	21	22	15	23	19

5d. Class size	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	49	49	60	37	42	53	46	51	56
Minor problem	31	30	27	34	34	28	34	28	27
Not a problem	16	17	10	24	19	16	15	19	12

5e. School size	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	31	34	38	32	21	38	26	38	37
Minor problem	38	35	38	42	39	35	41	34	38
Not a problem	26	26	20	23	33	24	27	27	20

5f. Discrimination against children because of race or gender	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	28	27	35	35	17	29	27	29	28
Minor problem	41	40	40	43	43	37	44	36	38
Not a problem	27	27	21	20	36	32	24	32	31

5g. Student safety	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	54	51	61	53	47	56	53	52	62
Minor problem	34	34	29	37	39	34	34	36	31
Not a problem	11	12	9	7	13	10	11	12	6

5h. Availability of computers and technology	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	27	28	36	28	15	31	24	34	27
Minor problem	38	37	37	42	39	38	38	37	39
Not a problem	28	29	23	25	33	27	29	28	25

5i. Parental involvement	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	74	65	77	56	77	71	76	66	79
Minor problem	16	20	14	28	14	16	16	17	14
Not a problem	8	12	8	12	6	12	5	16	5

5j. Quality of teachers									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	39	33	51	33	27	44	36	46	42
Minor problem	36	41	32	39	42	32	40	30	36
Not a problem	22	23	15	25	28	22	21	23	20

5k. Student use of alcohol or illegal drugs									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	66	61	72	67	58	62	68	59	67
Minor problem	22	26	17	23	30	23	22	24	20
Not a problem	6	7	7	6	5	10	4	12	7

5l. Quality of principals									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	29	24	36	31	21	34	26	30	39
Minor problem	38	41	39	38	38	37	40	38	36
Not a problem	21	27	18	25	25	24	20	28	18

5m. Student achievement									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	57	44	63	46	56	58	57	51	70
Minor problem	26	36	24	31	28	25	28	26	24
Not a problem	13	15	11	22	12	15	11	21	5

5n. Transportation to and from school									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	28	27	33	32	21	30	26	33	27
Minor problem	37	36	41	32	35	34	39	34	35
Not a problem	33	34	26	34	40	33	33	31	35

5o. Ability of teachers to identify and assist children with special needs									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	43	40	57	36	29	45	41	43	49
Minor problem	33	35	26	42	39	31	34	33	29
Not a problem	18	19	12	19	23	19	17	21	16

5p. Availability of before and after school programs									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	34	28	44	30	24	34	34	35	31
Minor problem	34	36	32	41	36	34	34	32	35
Not a problem	26	30	22	25	30	29	23	30	28

5q. Efficiency of the central office									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	33	-	35	20	36	37	30	35	42
Minor problem	36	-	39	37	34	33	38	35	28
Not a problem	16	-	16	28	12	19	14	22	14

5r. Size of the central office staff									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	23	-	25	20	23	26	21	24	28
Minor problem	35	-	41	43	29	36	35	37	35
Not a problem	20	-	19	25	19	21	19	22	20

5s. Efficient use of resources									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	43	-	50	41	38	46	42	44	49
Minor problem	34	-	31	34	37	31	36	32	29
Not a problem	16	-	14	19	18	17	15	20	12

5t. Money needed to improve academic achievement									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Major problem	61	-	74	65	46	65	58	68	60
Minor problem	22	-	15	22	29	22	22	18	27
Not a problem	15	-	9	12	22	12	17	13	12

Many proposals have been made to improve the quality of public schools. As I read a list of some of these, tell me if you favor or oppose each one.

6a. Require students to pass proficiency tests before being promoted.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	83	82	80	84	87	85	82	81	91
Oppose	15	17	18	14	12	13	16	17	8

6b. Require low-performing schools to use a specific curriculum.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	66	-	64	81	64	71	62	68	76
Oppose	30	-	33	17	31	26	33	29	20

6d. Require teachers to pass tests showing that they are proficient in the subjects they teach.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	91	92	89	90	93	91	91	90	94
Oppose	9	8	11	10	6	9	9	10	5

6e. Allow councils for each school consisting of parents, educators and community representatives to hire the principal and set specific school policy.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	77	77	79	86	73	81	75	81	81
Oppose	20	20	18	14	24	17	23	17	17

6f. Pay teachers more if students surpass the state average on tests in core academic subjects.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	60	62	67	69	50	67	54	70	62
Oppose	38	35	30	29	48	31	43	27	37

6g. Remove teachers if their students do not pass state tests in core academic subjects.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	38	33	38	41	38	40	36	42	38
Oppose	59	64	60	56	59	56	62	54	59

6h. Reduce class sizes.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	80	82	85	77	75	85	76	85	86
Oppose	18	16	14	21	23	14	21	14	13

6i. Create small high schools.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	67	63	73	71	61	73	63	74	73
Oppose	31	35	25	29	36	24	35	24	26

Do you agree or disagree that...									
7a. Parents should be able to select the Milwaukee public school they want their children to attend.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	85	85	93	92	75	91	80	92	91
Disagree	14	13	6	7	23	7	18	7	8

7b. The state should provide more school aid for low-income districts than for wealthier districts.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	76	75	83	86	66	77	75	76	80
Disagree	22	22	15	13	32	20	23	20	20

7c. Milwaukee public schools are doing the best they can with the financial resources that they have.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	43	52	41	56	43	41	45	41	39
Disagree	53	44	55	42	53	57	50	57	59

7d. All Milwaukee Public schools should teach the same material to each grade level.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	63	63	59	64	67	58	66	53	64
Disagree	35	36	39	36	32	40	32	45	33

7e. Students should attend their neighborhood schools.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	54	60	36	65	70	36	66	29	46
Disagree	44	37	62	35	28	63	32	70	51

7f. Public schools in Milwaukee would be better if they had more competition.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	44	44	42	48	44	41	46	38	46
Disagree	51	52	52	43	52	55	48	58	50

7g. Minority children get as good an education as white children do in the Milwaukee School District.

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	48	50	33	55	64	46	50	46	45
Disagree	48	43	64	44	30	51	45	53	49

7h. Poor children get as good an education as wealthy children do in the Milwaukee School District.

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	41	41	30	44	51	39	42	39	38
Disagree	56	54	67	54	44	58	54	59	57

7i. Milwaukee schools are improving because they have more competition.

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	29	35	28	37	28	26	30	27	24
Disagree	63	57	65	57	61	68	59	68	67

7j. All Milwaukee Public Schools should get an equal amount of money per pupil.

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	84	84	86	84	83	85	84	85	83
Disagree	15	14	12	16	16	14	15	13	16

7k. Each school should have flexibility in budgeting, scheduling, curriculum and teaching methods.

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	82	85	85	93	76	85	80	87	82
Disagree	17	14	14	6	22	13	19	12	15

7l. The MPS central office staff is smaller than it used to be.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	36	-	41	36	30	37	35	39	33
Disagree	23	-	24	28	21	25	22	24	25

7m. When private schools get public money, they should have the same accountability requirements as public schools have.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Agree	88	-	88	86	90	87	89	91	80
Disagree	10	-	11	12	9	12	9	9	16

In your opinion, are the schools in the Milwaukee School District very effective, somewhat effective, not very effective or not at all effective at preparing students for...

8a. ...good-paying jobs?									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all effective	14	9	18	12	9	17	13	17	18
Not very effective	28	21	27	25	30	28	28	27	30
Somewhat effective	46	54	42	50	51	42	49	44	40
Very effective	10	14	12	12	7	11	9	12	9

8b. ...technical colleges?									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all effective	8	5	9	8	5	9	7	8	10
Not very effective	16	15	15	15	17	16	16	15	17
Somewhat effective	57	55	58	57	58	55	59	56	54
Very effective	16	21	17	18	15	17	15	18	15

8c. ...four-year colleges?	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all effective	12	8	15	11	8	15	10	13	18
Not very effective	26	22	24	21	29	26	26	24	29
Somewhat effective	46	49	45	54	48	46	47	47	44
Very effective	13	17	14	9	11	9	15	11	6

8d. ...being good citizens?	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all effective	13	9	15	8	11	15	11	15	16
Not very effective	25	22	25	21	27	24	26	23	27
Somewhat effective	48	52	47	50	49	48	48	48	47
Very effective	12	13	13	20	9	11	13	14	6

8e. ...becoming good leaders?	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all effective	12	9	14	9	9	13	12	9	18
Not very effective	25	23	23	19	30	24	26	22	26
Somewhat effective	50	53	50	58	50	51	50	55	44
Very effective	10	12	13	13	7	11	10	12	10

On a scale from one to five, with one representing no confidence whatsoever and five representing complete confidence, how much confidence do you have in the following to take the necessary steps to improve the quality of public education in Milwaukee?

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	13	12	13	6	13	13	13	10	16
2	21	16	18	18	26	21	22	21	20
3	38	39	40	40	35	41	36	40	42
4	16	21	15	22	15	14	17	15	12
5	9	9	11	10	6	9	9	10	6
Mean scores	2.9	3.0	2.9	3.1	2.7	2.9	2.9	2.9	2.7

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	11	10	11	10	11	10	11	9	12
2	20	18	19	22	20	24	17	23	24
3	40	39	41	34	42	40	41	39	42
4	16	19	14	17	17	15	16	16	14
5	8	10	9	13	5	8	8	9	6
Mean scores	2.9	3.0	2.9	3.0	2.9	2.9	2.9	2.9	2.8

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	6	6	9	7	4	7	6	8	6
2	15	13	14	12	18	15	16	14	16
3	37	34	40	28	35	38	36	37	41
4	25	29	21	29	28	23	26	25	20
5	14	16	14	20	11	15	13	15	12
Mean scores	3.3	3.4	3.2	3.5	3.3	3.2	3.3	3.3	3.2

9d. The business community									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	12	11	17	11	8	15	10	16	14
2	23	20	23	22	24	23	23	24	20
3	36	34	34	27	42	35	37	34	36
4	18	21	16	26	18	18	18	17	20
5	8	11	9	11	6	7	8	8	5
Mean scores	2.9	3.0	2.8	3.0	2.9	2.8	2.9	2.8	2.8

9e. The Milwaukee teacher's union									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	18	13	14	11	26	17	20	15	19
2	16	14	15	19	18	20	13	17	24
3	32	33	36	22	29	31	32	32	31
4	19	22	20	25	15	17	20	19	14
5	10	14	11	14	9	10	10	12	8
Mean scores	2.9	3.1	3.0	3.1	2.6	2.8	2.9	3.0	2.7

9f. Classroom teachers									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	6	5	8	9	3	6	5	6	6
2	13	11	15	6	12	15	12	14	14
3	33	33	35	31	32	33	34	31	36
4	30	31	26	30	35	30	30	30	31
5	17	19	16	22	16	16	18	18	11
Mean scores	3.4	3.5	3.3	3.5	3.5	3.4	3.4	3.4	3.3

9g. The state legislature									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	19	15	18	16	21	20	18	19	20
2	24	22	20	19	30	24	24	25	22
3	35	36	36	32	34	36	34	35	39
4	13	16	15	20	9	13	13	13	12
5	6	8	8	9	3	5	7	5	3
Mean scores	2.6	2.8	2.7	2.9	2.4	2.6	2.7	2.6	2.6

9h. Religious leaders									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	17	12	14	11	21	17	18	15	19
2	19	18	16	19	22	19	19	19	20
3	30	30	32	24	31	29	32	31	27
4	18	20	18	26	18	21	17	20	22
5	12	17	16	17	7	12	13	12	12
Mean scores	2.9	3.1	3.1	3.2	2.7	2.9	2.9	2.9	2.9

9i. Community organizations									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	8	7	11	4	6	9	8	9	8
2	18	14	20	10	19	21	16	22	20
3	36	38	32	37	42	35	37	32	40
4	23	25	22	24	23	23	23	25	21
5	11	14	13	22	7	10	12	11	8
Mean scores	3.1	3.2	3.1	3.5	3.1	3.1	3.2	3.1	3.0

9j. Parents									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	16	12	16	14	15	17	16	15	19
2	24	18	24	19	29	22	26	22	22
3	27	31	27	28	26	27	26	27	28
4	16	19	16	18	17	18	15	20	16
5	15	19	17	20	12	16	15	16	14
Mean scores	2.9	3.2	2.9	3.1	2.8	2.9	2.9	3.0	2.8

9k. School Superintendent William Andrekopoulos (2006) / Spence Korte (2001)									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	13	8	15	12	9	14	12	16	11
2	16	12	17	18	15	20	13	19	20
3	32	27	32	28	33	32	31	28	39
4	21	20	15	26	27	19	22	22	14
5	9	14	10	5	8	7	10	7	6
Mean scores	3.0	3.2	2.9	2.9	3.1	2.8	3.1	2.8	2.8

9l. Mayor Tom Barrett (2006) / John Norquist (2001)									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	16	26	18	11	15	15	16	17	14
2	16	20	15	10	19	18	14	15	22
3	36	27	34	42	34	38	35	36	41
4	18	14	17	20	19	15	21	16	14
5	10	9	11	11	9	9	10	11	7
Mean scores	2.9	2.6	2.9	3.1	2.9	2.8	3.0	2.9	2.8

9m. Governor Jim Doyle (2006) / Scott McCallum (2001)									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	21	16	18	12	27	20	21	17	25
2	18	17	16	17	20	21	16	23	18
3	30	31	32	28	29	31	30	31	31
4	18	14	17	32	15	15	20	15	14
5	10	8	14	6	7	10	10	10	9
Mean scores	2.8	2.8	2.9	3.0	2.5	2.7	2.8	2.8	2.6

I am going to list a few changes that have been proposed for Milwaukee Public Schools. For each one of them, please tell me how high a priority it should be on a scale from 1 to 10, with 1 meaning the change is a bad idea and absolutely should not be done and 10 meaning it is a good idea that should have the highest priority.

10a. Assigning children to attend schools in their neighborhoods									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	20	16	29	16	11	28	15	31	25
2	6	5	8	1	6	8	5	9	6
3	6	5	7	8	4	8	4	10	6
4	3	3	3	2	3	2	3	3	2
5	15	15	16	17	13	17	13	15	20
6	4	4	3	5	5	4	3	5	3
7	5	5	4	4	8	3	7	2	4
8	9	9	6	10	13	7	11	5	9
9	5	6	2	6	7	4	6	3	5
10	27	29	24	31	30	18	33	16	19
Mean Score	5.8	6.2	5.0	6.4	6.7	4.8	6.5	4.4	5.2

10b. Reducing busing to and from school										
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent	
	2006	2001								
1	32	23	44	39	16	43	24	48	35	
2	6	5	6	6	7	8	5	8	9	
3	6	3	5	7	7	6	6	8	3	
4	2	4	2	1	4	1	3	1	1	
5	13	13	14	10	15	13	14	11	16	
6	3	4	3	2	3	3	3	3	3	
7	6	7	4	8	9	4	8	3	5	
8	7	8	5	9	10	5	9	3	7	
9	5	5	4	4	6	3	6	3	3	
10	19	26	15	14	24	14	22	12	17	
Mean Score	4.9	5.8	4.1	4.4	5.9	4.0	5.6	3.6	4.6	

10c. Assigning police officers to work in middle and high schools										
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent	
	2006	2001								
1	9	-	11	6	7	7	11	7	8	
2	3	-	4	3	3	3	4	2	3	
3	5	-	3	4	6	4	5	4	5	
4	4	-	4	2	5	5	3	5	5	
5	14	-	12	11	16	14	13	14	14	
6	6	-	4	4	9	6	7	6	5	
7	8	-	8	4	9	7	8	6	9	
8	11	-	9	9	15	11	12	10	12	
9	6	-	5	8	7	4	7	5	3	
10	35	-	43	49	22	39	31	42	36	
Mean Score	6.9	-	7.2	7.7	6.5	7.2	6.8	7.3	7.0	

10d. Providing before-school programs									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	9	7	8	4	11	6	11	7	6
2	4	3	3	2	7	3	6	3	3
3	4	6	3	2	8	5	4	5	5
4	3	5	2	2	3	2	3	1	2
5	14	15	12	19	17	14	15	13	16
6	7	7	7	3	7	7	7	8	5
7	7	9	5	9	10	8	7	6	11
8	10	13	10	6	11	12	8	12	11
9	5	5	6	6	5	4	6	5	3
10	35	30	46	47	21	39	33	40	37
Mean Score	6.9	6.8	7.6	7.7	6.0	7.3	6.6	7.3	7.1

10e. Providing after-school programs									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	2	1	1	2	3	2	3	1	3
2	0	1	-	-	0	-	0	-	-
3	1	1	1	-	1	1	1	1	1
4	1	2	1	-	2	1	2	0	1
5	9	9	6	7	12	8	9	6	11
6	4	7	3	3	6	4	5	3	4
7	8	8	4	5	13	7	9	7	8
8	12	14	10	9	14	12	11	13	12
9	7	8	6	8	9	6	8	7	5
10	56	50	70	66	39	59	54	61	54
Mean Score	8.5	8.3	9.0	8.9	7.9	8.6	8.4	8.8	8.3

10f. Providing vocational and technical training in schools									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	2	1	2	2	1	2	1	3	2
2	1	-	1	1	1	1	1	0	1
3	1	1	1	-	1	1	1	1	1
4	1	2	1	-	2	1	2	1	2
5	6	6	5	8	8	6	7	7	5
6	5	4	4	3	6	5	5	5	4
7	7	11	5	6	11	8	7	7	8
8	15	18	13	12	20	15	15	14	17
9	10	10	8	6	13	8	11	7	8
10	52	47	62	62	39	54	51	56	52
Mean Score	8.5	8.5	8.8	8.7	8.3	8.5	8.6	8.5	8.5

10i. Adding 6th, 7th and 8th grades to elementary schools									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	28	22	33	23	22	29	26	30	29
2	6	9	5	8	8	7	6	7	6
3	5	6	4	8	6	7	4	6	8
4	4	4	5	4	4	4	5	5	2
5	13	17	14	11	13	13	12	11	17
6	6	4	5	7	7	6	6	7	5
7	6	6	5	8	8	5	8	4	5
8	7	8	6	10	8	7	8	6	8
9	4	5	4	2	5	3	5	3	3
10	19	19	21	19	19	19	19	22	16
Mean Score	5.1	5.2	4.9	5.2	5.4	4.9	5.3	5.0	4.8

10j. Providing evening or weekend classes for adults	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	5	3	3	3	6	6	4	6	5
2	3	2	2	1	4	4	3	3	5
3	2	3	1	2	3	2	2	2	3
4	2	4	1	2	3	1	3	-	2
5	12	12	10	11	15	14	11	13	14
6	5	7	3	4	8	6	5	9	3
7	8	8	6	6	12	9	8	9	8
8	13	13	11	13	17	10	15	9	12
9	6	8	6	12	7	5	8	5	3
10	43	39	58	46	24	45	41	46	44
Mean Score	7.7	7.6	8.4	8.1	6.8	7.6	7.7	7.7	7.4

10i. Closing low-performing schools	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	20	-	25	22	13	23	18	24	20
2	5	-	5	5	4	4	5	3	5
3	7	-	4	7	10	8	7	9	6
4	6	-	6	1	6	6	5	7	5
5	16	-	17	19	16	16	17	14	18
6	6	-	4	7	8	6	6	6	5
7	6	-	4	4	8	7	5	7	7
8	8	-	6	5	11	8	8	6	10
9	5	-	5	4	6	4	6	4	4
10	21	-	23	26	19	19	23	18	19
Mean Score	5.6	-	5.3	5.6	5.8	5.3	5.7	5.2	5.4

10m. Closing some schools to use classroom space more efficiently									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	22	-	28	29	12	25	20	28	20
2	5	-	4	6	5	5	4	4	8
3	4	-	5	5	4	6	3	7	5
4	5	-	6	4	4	7	4	7	5
5	18	-	18	19	19	17	19	19	14
6	6	-	4	11	7	7	6	8	5
7	9	-	6	5	14	8	10	5	12
8	9	-	5	10	15	6	12	6	5
9	4	-	3	2	5	3	4	2	5
10	17	-	22	9	14	15	18	14	18
Mean Score	5.4	-	5.1	4.6	6.0	5.0	5.7	4.7	5.4

10n. Using dogs to search student lockers for controlled substances									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	17	-	22	13	11	15	18	17	14
2	4	-	4	6	5	4	4	5	3
3	5	-	6	1	7	6	5	7	5
4	4	-	3	3	5	4	4	2	5
5	13	-	13	11	13	11	14	11	12
6	5	-	5	5	5	6	5	7	4
7	6	-	5	4	7	6	5	6	7
8	10	-	8	6	12	9	10	6	12
9	5	-	3	5	6	5	5	5	5
10	32	-	33	46	28	33	31	34	33
Mean Score	6.3	-	6.0	7.1	6.4	6.4	6.2	6.3	6.6

10o. Scanning all people who enter school buildings, including children, for weapons									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	5	-	6	5	5	5	6	6	3
2	2	-	1	1	4	1	3	1	1
3	4	-	2	-	6	3	4	1	6
4	2	-	3	-	3	3	2	2	5
5	11	-	10	7	13	9	13	9	9
6	5	-	4	4	5	6	4	6	6
7	8	-	5	7	12	8	8	7	10
8	10	-	9	5	13	9	11	9	10
9	6	-	7	6	5	5	7	5	5
10	46	-	54	65	35	50	43	53	46
Mean Score	7.7	-	8.0	8.6	7.2	7.9	7.6	8.0	7.7

10p. Offering free breakfasts									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	8	-	3	3	13	6	9	5	7
2	3	-	1	-	6	2	3	1	4
3	3	-	1	1	6	3	3	3	3
4	3	-	1	4	4	1	3	2	-
5	8	-	4	9	13	8	9	5	11
6	4	-	3	1	6	3	4	2	5
7	5	-	3	4	9	4	7	3	5
8	11	-	11	5	13	12	11	13	10
9	5	-	6	13	3	4	7	3	4
10	50	-	68	60	27	57	45	62	50
Mean Score	7.7	-	8.9	8.6	6.3	8.1	7.5	8.4	7.7

10q. Adding nurses and social workers to improve children's health									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	4	-	3	3	5	5	4	5	7
2	1	-	1	1	2	1	1	1	-
3	3	-	1	1	6	3	3	2	5
4	2	-	1	1	4	2	3	2	1
5	8	-	5	6	11	6	9	7	5
6	5	-	4	1	8	5	5	3	8
7	8	-	5	10	11	8	8	9	8
8	14	-	13	11	15	14	14	14	14
9	6	-	6	6	8	5	7	6	3
10	47	-	61	60	29	50	45	52	49
Mean Score	8.0	-	8.7	8.6	7.1	8.0	7.9	8.2	7.8

10r. Giving 6th graders laptops during the school year for use at school and home									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
1	19	-	16	12	25	21	18	22	20
2	7	-	5	4	11	6	8	6	7
3	7	-	6	5	8	7	7	8	7
4	6	-	5	8	8	6	7	5	7
5	15	-	12	14	19	10	19	9	12
6	7	-	7	7	8	7	7	6	8
7	8	-	7	10	9	8	8	8	9
8	8	-	8	12	5	10	6	9	12
9	4	-	4	4	3	5	3	7	1
10	19	-	32	24	5	20	19	21	18
Mean Score	5.4	-	6.3	6.2	4.2	5.5	5.3	5.6	5.4

Please tell me whether it is extremely important, somewhat important, not very important or not at all important for MPS to provide the following services.

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	2	-	2	-	3	1	3	-	1
Not very important	4	-	3	4	4	4	3	5	3
Somewhat important	25	-	23	30	26	24	25	25	22
Extremely important	70	-	73	66	67	72	69	70	74

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	1	-	1	-	1	1	1	0	1
Not very important	3	-	3	2	5	2	4	3	1
Somewhat important	32	-	29	35	36	32	32	30	35
Extremely important	64	-	68	63	58	65	62	67	64

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	7	-	6	4	9	5	9	5	6
Not very important	15	-	12	14	19	15	15	12	20
Somewhat important	42	-	38	46	47	43	42	41	45
Extremely important	36	-	44	36	25	37	35	42	29

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	1	-	1	-	2	1	1	1	1
Not very important	2	-	1	3	3	1	3	0	3
Somewhat important	20	-	17	15	26	18	21	18	17
Extremely important	77	-	82	82	69	80	74	80	79

10Ae. Free meals for low-income children									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	2	-	1	-	5	1	3	2	1
Not very important	4	-	1	2	7	3	4	3	3
Somewhat important	20	-	10	12	35	16	23	15	18
Extremely important	73	-	88	86	54	80	68	81	78

10Af. Nursing and other health services									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	2	-	2	1	3	2	3	3	2
Not very important	4	-	1	1	8	4	4	3	5
Somewhat important	30	-	23	27	41	28	32	30	26
Extremely important	63	-	74	70	48	65	61	65	66

10Ag. Measures to improve safety and discipline									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	1	-	1	1	1	1	1	0	1
Not very important	1	-	1	-	1	1	1	1	-
Somewhat important	15	-	10	15	21	12	17	13	10
Extremely important	83	-	88	84	77	87	80	86	90

10Ah. Measures to improve attendance									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	1	-	1	-	1	1	1	1	1
Not very important	1	-	0	1	1	0	1	0	-
Somewhat important	15	-	10	13	22	13	17	14	12
Extremely important	83	-	89	86	75	86	81	85	87

10Ai. Early education for children under three years old									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	16	-	11	7	23	12	19	12	12
Not very important	18	-	12	8	27	15	21	15	12
Somewhat important	29	-	26	34	32	29	29	29	30
Extremely important	37	-	50	51	18	44	31	43	46

10Aj. Measures to reduce poverty									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	7	-	4	2	11	6	8	5	7
Not very important	7	-	3	2	13	6	8	5	7
Somewhat important	21	-	16	22	29	18	24	19	16
Extremely important	63	-	77	73	44	70	58	71	69

10Ak. Employment counseling									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	2	-	1	2	2	1	2	1	1
Not very important	4	-	2	2	6	4	4	3	5
Somewhat important	31	-	19	29	45	31	31	31	31
Extremely important	64	-	78	67	46	64	63	65	63

10Al. Drugs and alcohol prevention									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	1	-	1	1	2	1	2	1	1
Not very important	1	-	1	-	2	1	2	1	-
Somewhat important	13	-	9	4	22	10	16	9	12
Extremely important	84	-	90	95	75	88	81	89	87

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	1	-	1	-	1	1	1	1	-
Not very important	1	-	0	1	1	1	1	0	1
Somewhat important	14	-	8	8	23	12	16	10	16
Extremely important	84	-	90	91	75	87	82	89	83

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	3	-	3	1	4	2	4	2	3
Not very important	5	-	2	4	9	4	6	4	5
Somewhat important	26	-	17	20	39	25	27	24	27
Extremely important	65	-	79	75	47	68	63	70	65

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	13	-	7	6	23	11	15	10	12
Not very important	10	-	5	8	17	8	12	8	8
Somewhat important	25	-	20	25	32	26	25	27	25
Extremely important	50	-	68	60	27	56	47	55	56

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	2	-	1	1	2	1	2	2	-
Not very important	3	-	2	1	5	2	5	1	2
Somewhat important	29	-	21	27	39	27	30	27	27
Extremely important	66	-	76	71	53	70	62	69	71

In some schools, students score well below average on tests. Do you favor or oppose these measures for these low-performing schools?

10BA. Giving the teachers and the principal less authority to run the school									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	31	-	26	36	36	32	31	31	33
Oppose	66	-	70	61	63	67	66	66	67

10BB. Closing the school permanently									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	20	-	14	17	26	16	22	15	17
Oppose	78	-	85	82	71	82	76	82	82

10BC. Keeping the school open but replacing the staff									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Favor	59	-	60	65	57	60	59	60	61
Oppose	38	-	38	32	40	37	39	37	35

19. Should standardized tests be given twice a year, once a year or every few years?									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Twice	49	41	60	48	37	54	44	56	54
Once	38	42	32	38	45	35	40	32	40
Every few years	11	16	8	8	16	9	13	11	5

**20. Which of the following describes where your oldest school-aged child attends school?
Milwaukee Public Schools, a private non-religious school or a private religious school?**

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Milwaukee Public Schools	60	64	66	64	47	60	-	100	-
A private non-religious school	8	6	10	7	3	8	-	-	20
A private religious school	24	20	19	22	36	24	-	-	62
Other public school (not MPS)	6	6	4	7	12	6	-	-	16
Other (specify)	1	1	1	-	2	1	-	-	3

21. In what grade is your oldest school-age child enrolled?

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Kindergarten - 2nd grade	17	20	16	7	25	17	-	16	19
3rd - 5th grade	20	22	20	24	16	20	-	20	20
6th - 8th grade	23	26	23	33	19	23	-	21	27
9th - 12th grade	39	30	40	35	40	39	-	43	33

Please think about the school your oldest child attends. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with each of the following?

22a. Your child's safety at school

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Very satisfied	42	38	32	36	59	42	-	27	63
Satisfied	40	45	44	44	32	40	-	48	29
Dissatisfied	13	10	18	13	5	13	-	19	5
Very dissatisfied	4	4	4	7	3	4	-	5	2

22b. The teachers

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Very satisfied	39	36	29	40	59	39	-	28	57
Satisfied	45	47	49	51	33	45	-	51	37
Dissatisfied	11	11	17	7	4	11	-	17	3
Very dissatisfied	3	3	4	2	3	3	-	4	3

22c. The curriculum or academic programs									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Very satisfied	43	38	36	42	55	43	-	29	63
Satisfied	42	47	43	51	37	42	-	51	29
Dissatisfied	11	11	15	7	6	11	-	15	5
Very dissatisfied	3	2	4	-	2	3	-	4	1

22d. The size of the classes									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Very satisfied	33	28	29	33	42	33	-	18	57
Satisfied	46	47	44	47	50	46	-	53	36
Dissatisfied	17	19	23	11	6	17	-	24	6
Very dissatisfied	3	3	3	6	1	3	-	4	1

22e. The principal									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Very satisfied	39	38	28	36	58	39	-	29	55
Satisfied	42	48	47	44	32	42	-	46	35
Dissatisfied	11	8	14	13	4	11	-	15	4
Very dissatisfied	4	3	5	4	4	4	-	5	3

22f. The size of the school									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Very satisfied	37	32	30	33	52	37	-	22	58
Satisfied	50	54	54	53	42	50	-	61	33
Dissatisfied	11	10	13	13	6	11	-	14	8
Very dissatisfied	2	2	3	2	-	2	-	2	1

22g. Extent of parental involvement									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Very satisfied	42	35	34	44	55	42	-	30	61
Satisfied	38	45	41	36	34	38	-	45	28
Dissatisfied	14	14	17	15	8	14	-	18	8
Very dissatisfied	5	4	6	2	3	5	-	6	2

22h. The availability of before and after school programs									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Very satisfied	34	27	27	33	46	34	-	24	48
Satisfied	40	50	39	51	37	40	-	47	31
Dissatisfied	18	14	26	9	8	18	-	21	14
Very dissatisfied	5	3	4	4	6	5	-	5	3

22i. The way in which decisions are made									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Very satisfied	30	25	24	29	42	30	-	21	44
Satisfied	43	52	40	46	46	43	-	46	40
Dissatisfied	20	16	28	15	8	20	-	26	10
Very dissatisfied	5	4	5	9	4	5	-	6	4

23. Suppose you could send your oldest school-aged child to any public, private, church-related or charter school of your choice with tuition paid by the government. Would you send your oldest child to the school he or she now attends or to a different school?									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Same school as now	57	57	46	62	79	57	-	46	74
Different school	42	41	53	38	20	42	-	53	26

24. Would you send your oldest school-aged child to...									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
A private, non-religious school	17	26	15	14	25	17	-	16	21
A private, religious school	48	45	51	52	45	48	-	48	50
Another public school	17	18	13	33	15	17	-	19	11
A charter school	17	7	21	-	15	17	-	17	18

Keeping in mind your oldest child, is each of the following very important, somewhat important, or not at all important in following his or her progress?

25a. Receiving information about how well your child is doing in school									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	0	-	1	-	-	0	-	-	1
Somewhat important	4	4	5	2	3	4	-	4	3
Very important	96	94	94	98	97	96	-	96	97

25b. Receiving information about how well your child stands academically compared to other students in their grade.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	5	8	5	4	7	5	-	5	5
Somewhat important	22	23	16	20	32	22	-	20	25
Very important	73	68	79	76	61	73	-	75	70

25c. Receiving information about how well your child stands academically compared to other students in their district.									
	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	10	12	7	13	12	10	-	10	9
Somewhat important	30	29	27	22	40	30	-	29	33
Very important	60	57	65	66	48	60	-	61	58

25d. The information provided by standardized tests.

	Total		Black	Hispanic	White	Parent	Non-parent	MPS parent	Non-MPS parent
	2006	2001							
Not at all important	3	5	2	2	5	3	-	3	3
Somewhat important	23	26	18	20	34	23	-	22	24
Very important	73	66	80	78	59	73	-	74	72