
2008 Public Opinion Survey on K-12 Education in Indiana

Jonathan A. Plucker
Terry E. Spradlin
Nathan A. Burroughs
Stephen C. Hiller

January 7, 2009

Prepared by the
Center for Evaluation & Education Policy
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Acknowledgements

In preparation of the 2008 Public Opinion Survey on K-12 Education in Indiana, the Center for Evaluation & Education Policy (CEEP) invited key policymakers and representatives of many education stakeholder groups to provide input on the development of survey questions. The authors appreciate the individuals who responded to this invitation by offering their many suggestions. In particular, we are grateful to the following individuals for their helpful suggestions: **Joanna Blacketer**, Member, Indiana State Board of Education; **Marcie Brown**, Policy Director, K-12 Education, Office of Governor Mitch Daniels; **Dr. Frank Bush**, Executive Director, Indiana School Boards Association; **Dr. Dan Clark**, Deputy Executive Director for Programs, Indiana State Teachers Association; **Dr.**

Edward Eiler, Superintendent, Lafayette School Corporation, and Member, Indiana State Board of Education; **Steve Gabet**, Member, Indiana State Board of Education; **Dwayne James**, Policy Analyst, Indiana Department of Education; state **Senator Teresa Lubbers** (SD 30), Chair, Senate Education & Career Development Committee; and **Derek Redelman**, Vice President, Education and Workforce Development, Indiana Chamber of Commerce. All questions from the Benchmark Survey through the Year 6 Survey have been crafted with the input from a number of policymakers and representatives of education stakeholder groups. It is with gratitude that CEEP presents the 2008 Public Opinion Survey on K-12 Education in Indiana.

I. Introduction

During the course of each calendar year since 2003, staff of the Center for Evaluation & Education Policy (CEEP) at Indiana University evaluates the benefits of continuing the Annual Public Opinion Survey on K-12 Education in Indiana. The Benchmark Survey conducted in 2003 was deemed necessary due to the lack of a comprehensive, nonpartisan survey of public opinion on education issues in Indiana. Often policymakers and education leaders relied on anecdotal information or informal, nonscientific constituent surveys to gauge public opinion on K-12 education issues. Thus, the 2003 Public Opinion Survey on Education in Indiana (also referred to as the Benchmark Survey) served as a standardized approach for reliable measurement of public opinion and provided policymakers and education leaders with valid and comprehensive information about the attitudes and perceptions of the citizens of Indiana on a number of significant K-12 education policy topics of the day.

A number of factors were considered in determining whether to continue the

survey for a sixth year in 2008, including: local, state, and national events that may have changed the attitudes and perceptions of Indiana residents (e.g., the economic recession); documented failures or improvements of our education system (e.g., ISTEP+ score changes); or changes in major public policies or changes of state and national leaders (e.g., the general election). Without question, the events of 2008 substantiated the need for the annual survey to continue.

In many respects, 2008 was a watershed year. Just consider that the Indiana General Assembly began the year with responding to angry property taxpayers by greatly reducing the authority of local units of government to levy property taxes, and thus their reliance on property taxes to fund public programs and services. The biggest change to the property tax system was targeted at schools. The legislature determined that school corporations would no longer use property tax revenues to support General Fund operations and state revenue sources would cover the lost funds of approximately \$1.3 billion.

Significant changes in economic conditions in the U.S. and within Indiana also had the potential to sway public attitudes and perceptions about government services, including K-12 public education. By late summer and early fall, citizens witnessed the near collapse of the financial and housing markets. Unemployment rates climbed and consumer confidence plummeted throughout the country.

If this were not enough, state and national elections were held in 2008 and a host of domestic and foreign affair policies captured the attention of the media and the public. Surprisingly little discourse transpired within Indiana or nationally during the general election cycle about K-12 education policy. What did capture the headlines just a few days before the polling for the Year 6 Survey began was the historic election of Barack Obama as the 44th President of the United States, and the first African American ever elected to this post.

Would these news events have an effect on the attitudes and perceptions of the citizens of Indiana on public education? Would the trend of declining public

attitudes and perceptions for K-12 education be exacerbated by these events, or would the souring mood of Americans about the direction of the country have no impact on the view of Indiana citizens about their schools?

As a result of these and many other changes in government and policy, a number of new questions were developed and used in the Year 6 Survey. An effort was also made to retain as many questions as possible from the previous five public opinion surveys to sustain the use of longitudinal data. However, some questions were modified and new questions added to ensure that the primary education policy issues confronting Indiana were addressed (e.g., school corporation consolidation and governance, online/virtual education, and the perception of Indiana's K-12 standing compared nationally and internationally). The 2008 Public Opinion Survey on K-12 Education in Indiana examined public perceptions on the following issues:

- A. Overall Evaluation of Schools
- B. School Funding

- C. School District Consolidation and Governance
- D. Charter Schools and School Choice
- E. Virtual Education
- F. High Quality Teachers and Compensation
- G. *No Child Left Behind Act*

This report summarizes the findings of the Year 6 Survey. Results are reported in summary for Indiana overall (Section III) and comparison of results are discussed by demographic groups or by state region when differences of perception and attitude exist (Section IV). Finally, where comparisons are possible, Year 6 Survey results were compared with those from the Benchmark Survey through the Year 5 Survey to identify trends in public attitudes and perceptions.

II. Methodology

The Public Opinion Survey on K-12 Education in Indiana is a longitudinal, empirical 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 through Year 4 and Year 6 Surveys were conducted during the month of November. The Year 5 Survey was conducted a month earlier—in October—given that there were no state or national elections on the general election ballot that could potentially influence public opinion and skew the results of the annual survey. All surveys reflect the responses from telephone interviews conducted from a random sample of Indiana households. The target sample size for the surveys was approximately 612 participants. The actual numbers of completed interviews for the surveys were 1,001 for the Benchmark Survey, 605 for Year 2, and 612 for Year 3 through Year 6. A larger number of Indiana residents were sampled in the first year of the Survey to establish benchmark data and to ensure a small margin of error. The smaller samples

collected for the Year 2 through Year 6 Surveys are sufficient for statistical analysis.

Questionnaire

The Center for Evaluation & Education Policy developed a 26-item questionnaire for the Year 6 Survey. Questions were based on current and pressing issues in Indiana elementary and secondary education. Before formulating the questions, CEEP project staff consulted various education polls conducted in other states or nationally such as the *2008 Education Next/Program on Education Policy and Governance (PEPG) Survey of Public Opinion* and the *40th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools*. 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 the importance of public issues, how students rank nationally and internationally, virtual schooling, school consolidation, and other matters of public concern were added to the Year 6 Survey. In addition, a handful of questions were eliminated from the survey this year that

were no longer relevant to the education policy conversations transpiring in the state or where trend lines for certain questions had not significantly changed over time. Questions for the Year 6 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. Stone Research Services also provided suggestions for the questionnaire introduction, screening, qualifying questions, and demographic questions.

Sampling Methodology

Participant households were selected from a random digit dialing (RDD) 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, and numbers requested to be unlisted. Year 6 Survey sampling also included the use of a directory-listed sample targeted toward

younger age groups as well as African American- and Hispanic-origin households to augment the RDD sample.

Participants were screened, restricting the sample to those 18 years of age or older and residents 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 an age or gender quota already completed.

Screening interviews were completed with 889 households (see Table 1 for sampling statistics). A total of 117 households did not qualify (i.e., were not residents of Indiana or not adults aged 18 or over), resulting in 772 households qualified to complete a survey. Surveys were completed with 612 households. The remaining 160 qualified households were terminated due to quota controls for age, county, or gender. The ratio of initial

refusals to households screened (1,731/889) was 1.9:1, which is lower than average for RDD samples.

The sampling error for the Year 6 Survey is approximately +/- 4% at the 95% confidence level. If the survey were replicated 100 times, the results of this survey would be expected to fall within plus or minus four percentage points of the average results in 95 out of 100 times.

Demographic Information

The proportion of females (52%) and males (48%) responding to the Year 6 Survey closely reflected the gender

distribution within Indiana as measured by the 2000 U.S. Census. In addition, the majority of respondents (79.6%) have lived in Indiana for 21 years or more; 9.6% have lived in the state for 11-20 years; 5.1% have lived in Indiana for 6-10 years; and 5.7% have lived in the state for 5 years or less.

Approximately 52% of respondents had children under the age of 18; of this group, 33.6% had children in preschool or kindergarten, 52.1% had children in elementary or middle school, and 30.4% had children in high school. The majority of respondents, 79.7%, indicated their

Table 1. Sample Statistics

Sample Records	Number	Percent
Unusable records (disconnect/wrong number/fax number)	1,129	17.0
Useable records	5,515	83.0
Total separate telephone numbers dialed	6,644	100.0
Households Screened		
Households qualified and interview completed	612	11.1
Households qualified but not interviewed (terminated prior to finish/age, county, or gender quota filled)	160	2.9
Total number of qualified households	772	14.0
Households not qualified (no adult aged 18/not resident of IN)	117	2.1
Total number of households screened	889	16.1
Households Not Screened		
Initial refusal	1,731	31.4
No contact made/No contact with eligible respondent (no answer/answering machine/busy/call back/more than four attempts)	2,782	50.4
Language barrier	113	2.0
Total number of households not screened	4,626	83.9
Total number of useable records	5,515	100.0

primary race/ethnicity as white, 9.6% as African American, and 4.7% as Hispanic. Approximately 4.6% identified their race/ethnicity as American Indian, Asian, or Other. The remaining respondents either refused to indicate a primary race/ethnicity or indicated they did not know their primary race/ethnicity. The racial/ethnic composition of Year 6 survey respondents is comparable to the racial/ethnic distribution within Indiana according to the 2000 U.S. Census. Additional demographic information is available upon request.

State and regional results are weighted proportionately to the racial population within each region of the state. Weighting adjusts for differences between sample proportions and population data; it is accomplished by assigning race weight factors to each response based on the individual respondents' demography. For example, African American households account for 9.4% of the population in the northern region and African American respondents represent 12.7% of the interviews completed in this region. African American respondents in the northern region, therefore, are weighted by a factor of .743 so that the combined

responses for this segment will account for 9.4% 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 5B 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 the Center for Evaluation & Education Policy and Stone Research Services provided a standardized approach for reliable measurement of public opinion on education issues in Indiana.

III. Summary of Statewide Results

Review of the Benchmark (2003) Survey Results

The results of the 2003 Benchmark Survey indicated that more than half of Hoosiers had positive attitudes about Indiana's public education system. Considerably more citizens expressed favorable views about the public schools within their own communities. However, Indiana residents indicated they were generally unfamiliar with the initiatives underway at the federal, state, and local levels to improve academic performance and increase school accountability. Residents stated a clear belief that the level of funding makes a difference in school quality and that schools in the state were not receiving enough funding to meet student needs. Finally, Hoosiers expressed strong, positive attitudes 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 in the attitudes and perceptions of Hoosiers from the Benchmark Survey. Attitudes about the overall performance of the public education system in Indiana were slightly improved, with nearly 6 in 10 residents saying that Indiana's public schools were excellent or good. More significantly, 65% of Hoosiers responded that schools in their community were excellent or good, while only 29% said their community schools were fair or poor. Somewhat surprisingly, the level of satisfaction with Indiana's public education system among households without children in school was quite similar 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 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 they believe public schools are underfunded; they would support a tax increase to fund full-day kindergarten; ISTEP+ holds schools accountable for student achievement; and closing the

academic achievement gap between groups of students is important.

Review of the Year 3 (2005) Survey Results

The Year 3 Survey revealed that a total of 55% of respondents believed public schools in Indiana were, on the whole, excellent or good. Once again, a higher percentage of residents (64%) said the schools in their community provided an excellent or good education, compared to schools in Indiana on the whole.

Furthermore, the level of public satisfaction was even higher when residents were asked about teacher quality, with 69% of residents believing that teachers were excellent or good. A significant majority of respondents opposed reductions to K-12 public school funding, and more citizens expressed a willingness to pay higher taxes so that school funding could be increased. One unanticipated decline that occurred was public support for charter schools. From the Benchmark Survey in 2003 to the Year 3 Survey in 2005, the percentage of respondents who expressed support for 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 2004 to 50% in 2005. Conversely, those who stated opposition increased from 19% to 27% over the same time period.

Review of the Year 4 (2006) Survey Results

Consistent with the previous surveys, results of the Year 4 Survey indicated that more than half of Hoosiers had positive attitudes about public education statewide. When asked specifically about the quality of the public schools in their own community rather than schools statewide, those rating public schools as excellent or good increased to 65% (compared to 62% in 2003), 26% (the same as in 2003) viewed the public schools in their community as fair, and 8% (6% in 2003) of respondents viewed their community schools as poor. A clear majority of Indiana residents (71%) rated public school teachers as either excellent or good, representing a four percentage point increase (from 67%) from the Benchmark Survey. Conversely, only 27% of residents rated the quality of Indiana's public school teachers as fair or poor in 2006.

In 2006, 61% of respondents indicated that the level of funding for public education in Indiana was not enough, but when informed that the average per-pupil expenditure in Indiana was about \$10,000, the number of citizens responding that this funding level was not enough decreased to 45%. Three out of every four respondents reported support for state-funded full-day kindergarten. If a tax increase were necessary to support full-day kindergarten, 61% of respondents expressed a willingness to pay higher taxes to support full-day kindergarten, up from 46% in 2003.

A total of 36% of respondents in the Year 4 Survey said they were somewhat or very familiar with charter schools (down from 40% in 2003). When asked if they would favor or oppose the continued creation of charter schools beyond the 37 schools in operation during the 2006-07 school year, 47% expressed support for the creation of additional charter schools (down from 54% in 2003) and 34% of respondents expressed opposition (up from 20% in 2003). The results of the 2006 charter school questions indicated a decline in public awareness about charter schools and a decline in support among those with

some knowledge about them, continuing a trend identified in the Year 3 Survey.

Review of the Year 5 (2007) Survey Results

The Year 5 Survey revealed that Hoosiers were less positive about public schools and teachers in the state of Indiana. More specifically, 50% of respondents rated public schools in Indiana as excellent or good, a 5% decline from the Benchmark Survey. Non-white respondents continued to hold more critical views about the quality of public schools statewide; whereas, women in general, citizens from southern Indiana, and those from the youngest age group—respondents 18-34—continued to hold the most favorable opinion of the overall quality of schools in Indiana. When respondents were asked specifically about the quality of the public schools in their own community rather than schools statewide, the percent of citizens labeling public schools as excellent or good was 61% (a decline from 65% in 2006). The decline in satisfaction with community schools in 2007 was noted across all three regions.

Another significant decline represented in the Year 5 Survey was the number of Indiana residents (62%) who rated public

school teachers as either excellent or good, representing a nine percentage point decrease (from 71%) from the Year 4 Survey and a five percentage point decline (from 67%) from the Benchmark Survey. Respondents indicated strong support for paying highly-qualified teachers higher salaries as an incentive to teach in public schools identified as needing improvement or having a significant number of students living in poverty; 72% of respondents said yes and 21% said no. A similar number of citizens believed that both student performance outcomes and teacher experience should be factors used to determine teacher pay increases, rather than either of these factors solely.

New to the Year 5 Survey were two questions regarding school consolidation. A total of 49% of the respondents strongly or somewhat agreed that consolidation of school districts in Indiana would save tax dollars, compared to 42% who did not agree with this statement. However, a majority of residents (59%) indicated opposition to consolidation of the school district in their community with another school district compared to only 35% who expressed support for such consolidation.

Finally, Indiana residents reported a growing awareness of the No Child Left Behind Act, the federal school accountability law, with 54% indicating they knew a great deal or had some knowledge of NCLB, up from 35% in 2003. Conversely, 45% of respondents said they knew a little or nothing at all about the federal law, down from 64% in 2003. For the first time in the annual survey series, more respondents who reported having some or a great deal of knowledge about NCLB expressed the opinion that the law was hurting (34%) the performance of schools in Indiana compared to those who felt the law was helping (32%) improve school performance. When asked if state leaders and policymakers were doing enough to help close achievement gaps between groups of students, nearly two out of every three respondents believed that leaders were not doing enough, and non-white residents (82%) were particularly unhappy with the efforts to close the gaps.

A. Overall Evaluation of Schools (Q.1 – Q.7B)

New Results: Overall Attitudes Toward Public Schools in 2008

The 26-question Year 6 Survey included a new question that asked respondents to rate how important they considered each of eight major policy issues. Of the eight issues, K-12 education, the economy, and health care were viewed as the top three most important issues respectively. A total of 90% of respondents rated K-12 education as an 8, 9, or 10 (with 10 signifying very important and 1 signifying not at all important).¹ The economy was a close second with 88% of respondents rating it at 8 or above. Health care received 82% of respondents rating it with an 8 or above. The order of the remaining five issues was: higher education (80%), public safety (73%), taxes (69%), the environment (64%), and roads and transportation (51%). Regarding the general attitudes and perceptions about

¹ The authors of this report acknowledge that respondents could have more readily identified K-12 education as a very important issue knowing that the survey being conducted was regarding education (which was stated during the screening questions). However, these polling results are consistent with other public opinion polls not specific to public education. We have found that citizens are more willing to participate in a public opinion poll when it is identified as a poll on public education, thus reducing the initial rate of refusal to participate.

public schools in Indiana, citizens were more positive in 2008 than in 2007, reversing a one-year decline from 2006 to 2007. A total of 54% of citizens indicated that public schools are excellent or good (up from 50% in 2007), compared to 42.5% who indicated that public schools are fair (34.2%) or poor (8.3%). When Hoosiers were asked about the quality of the public schools in their own communities rather than schools statewide, the number of citizens identifying their public schools as excellent or good increased to 63% (up from 61% in 2007), with 24% (26% in 2007) who viewed the public schools in their community as fair, and 10.6% (9.4% in 2007) who considered them as poor.

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

In contrast, when Indiana residents were asked about the overall progress of public schools in Indiana during the last five years, a predominate number of Hoosiers (42%) said the quality of schools has remained the same, while 28% reported that public schools in Indiana have improved, and 21% indicated the quality of public schools has worsened. When

asked about the progress of the public schools in their own community, the number of respondents reporting school improvement was 29%, compared to 47% of respondents who said that the quality of their schools has stayed the same, and 16% who reported that the performance of public schools in their community has worsened (8% chose the “don’t know” or “no answer option”). For those who expressed positive comments (see Appendix A for the coded response tables to Question 5B) about the direction of public education in their community during the past five years, the most frequently cited reasons were: better curriculum, more programs and general efforts to improve schools; an increased level of academic achievement as a result of ISTEP+; what the respondent had heard or read was more positive about schools and there were not as many bad reports; teachers doing a better job in the classroom; new or improved school facilities and equipment; and the graduation rate for high schools has improved and more students are getting into college. The most frequently expressed concerns from respondents who viewed the quality of schools as declining over the last five years were: fewer

teachers and larger class sizes; declines in standardized test scores such as ISTEP+ and the SAT; poor student behavior and discipline; an insufficient emphasis on public education by the community; the education system is broken; high dropout rates and student truancy; lack of parental involvement; and a decline in teacher commitment.

Respondents also were asked for the first time in the annual survey series about their perspectives of Indiana’s students compared to students nationally and internationally. More specifically, when asked about their impression of where Indiana high school students rank academically compared with students in other states, 62% of respondents indicated that Indiana students rank in the middle, 20% said near the bottom, and 12% indicated near the top. When asked about the high school students in their local district compared to high students in other states, respondents were slightly more favorable with 53% indicating in the middle, 23% near the top, and 17% near the bottom. When compared internationally, citizens were much more critical of high school student performance in Indiana. A total of 43% of

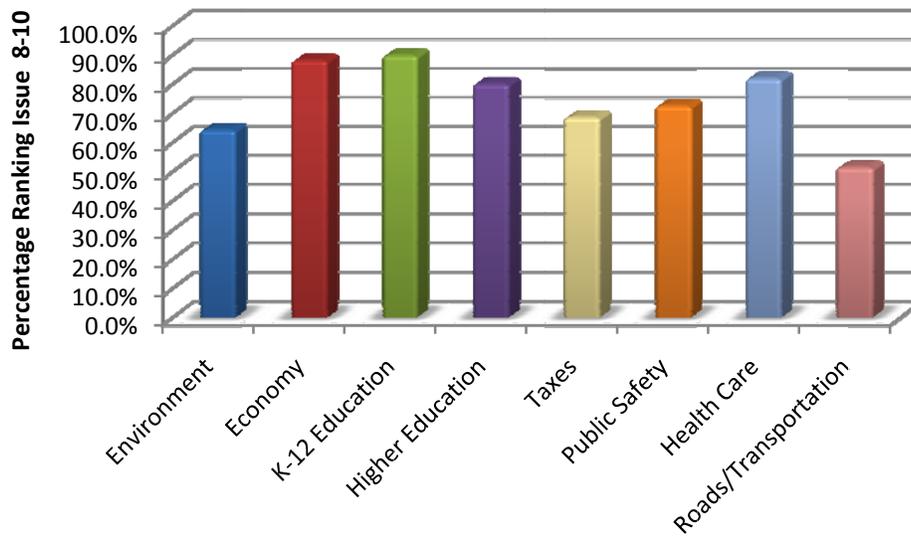
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respondents thought that the performance of Indiana high school students ranked in the middle internationally, 37% said near the bottom, and 14% said near the top. When comparing high school students

from their local school district to students internationally, opinions were about the same with 46% saying their local high school students ranked in the middle, 33% near the bottom, and 15% near the top.

1. I will read a list of eight public policy issues. Please tell me how important each of the following issues are to you? Please rate the importance on a scale of 1 to 10, 1 signifying not at all important and 10 signifying very important.

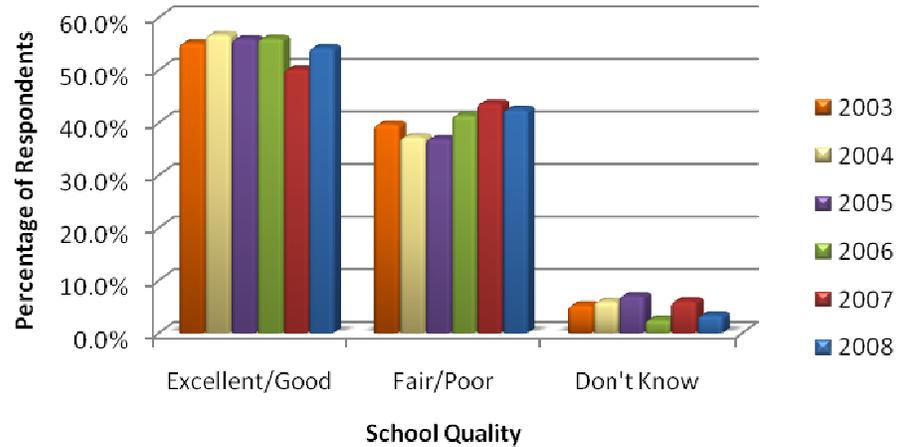
1. Importance of Public Issues



2. 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
2008	9.7%	44.5%	34.2%	8.3%	3.4%
2007	7.6%	42.6%	33.7%	10.0%	6.1%
2006	8.7%	47.3%	31.2%	10.2%	2.6%
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%

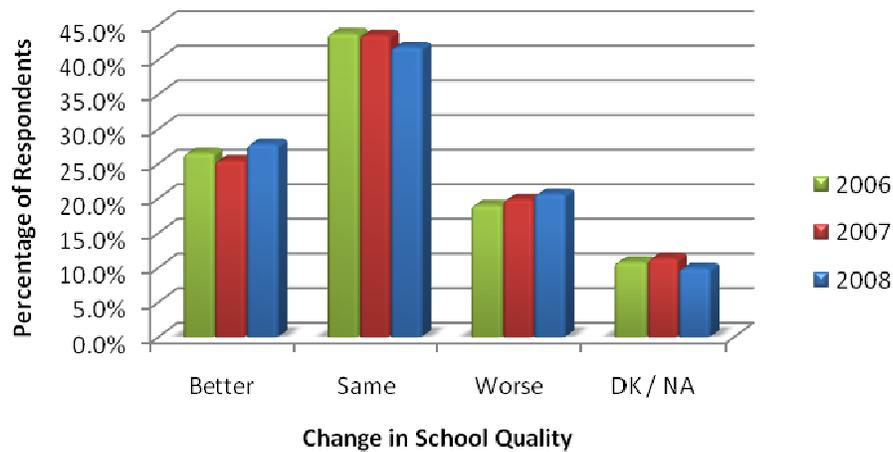
2. Public School Quality in Indiana



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

Year	Better	Same	Worse	DK / NA
2008	27.8%	41.8%	20.6%	9.9%
2007	25.4%	43.5%	19.8%	11.3%
2006	26.5%	43.8%	19.0%	10.8%

3. Change in Public School Quality in Indiana over Past Five Years

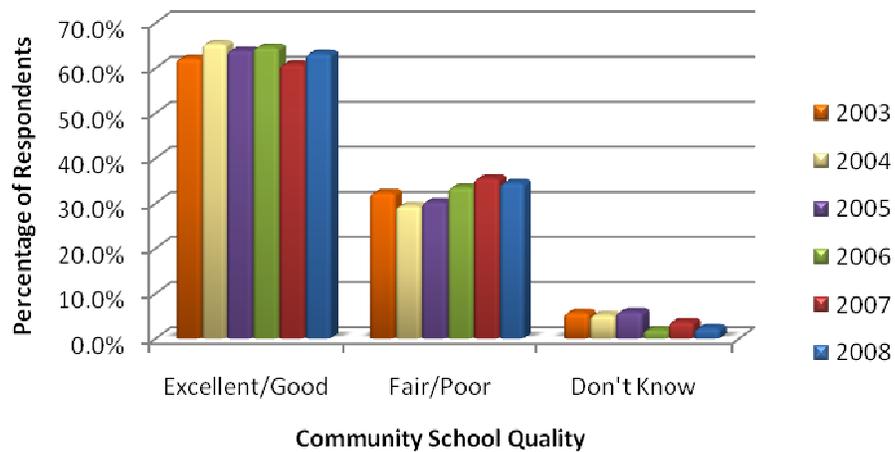


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4. What about the public schools in your community? Would you say that they provide an excellent, good, fair, or poor education?

Year	Excellent	Good	Fair	Poor	DK / NA
2008	19.4%	43.8%	23.9%	10.6%	2.3%
2007	13.5%	47.3%	26.1%	9.4%	3.7%
2006	19.9%	44.7%	25.7%	7.8%	1.9%
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%

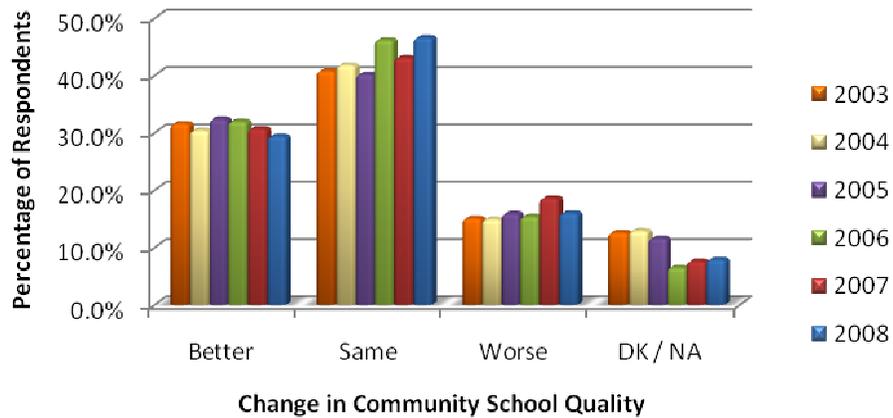
4. Community Public School Quality in Indiana



5A. Over the past five years, have the public schools in your community gotten better, worse, or stayed the same?

Year	Better	Same	Worse	DK / NA
2008	29.4%	46.6%	16.0%	7.9%
2007	30.7%	43.1%	18.6%	7.6%
2006	32.0%	46.2%	15.4%	6.5%
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%

5A. Change in Community Public School Quality in Indiana over Past Five Years



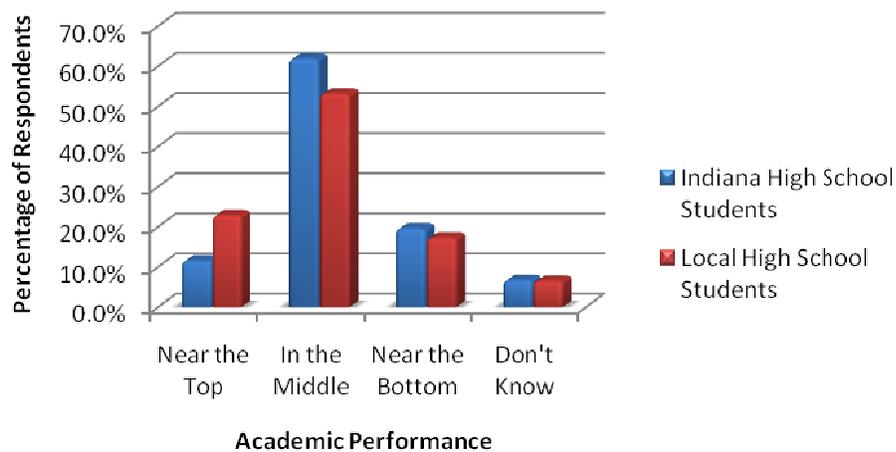
6A. Based on your impression, or what you might have heard or read, where do you think the academic performance of Indiana high school students ranks compared with students in other states – near the top, in the middle, or near the bottom?

Year	Near the Top	In the Middle	Near the Bottom	DK / NA
2008	11.6%	61.9%	19.6%	6.8%

6B. Thinking about our own school district, where do you think the academic performance of high school students in your local district ranks compared with students in other states – near the top, in the middle, or near the bottom?

Year	Near the Top	In the Middle	Near the Bottom	DK / NA
2008	22.9%	53.2%	17.3%	6.6%

6. Comparison of High School Students to Students in Other States



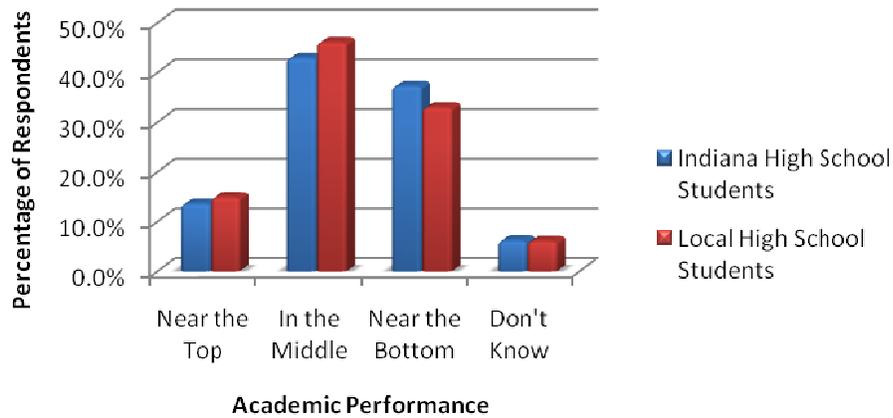
7A. Based on your impression, or what you might have heard or read, where do you think the academic performance of Indiana high school students ranks compared with students in other countries – near the top, in the middle, or near the bottom?

Year	Near the Top	In the Middle	Near the Bottom	DK / NA
2008	13.6%	42.9%	37.3%	6.2%

7B. Thinking about your own school district, where do you think the academic performance of high school students in our local district ranks compared with students in other countries – near the top, in the middle, or near the bottom?

Year	Near the Top	In the Middle	Near the Bottom	DK / NA
2008	14.9%	46.1%	33.0%	6.1%

7. Comparison of High School Students to Students in Other Countries



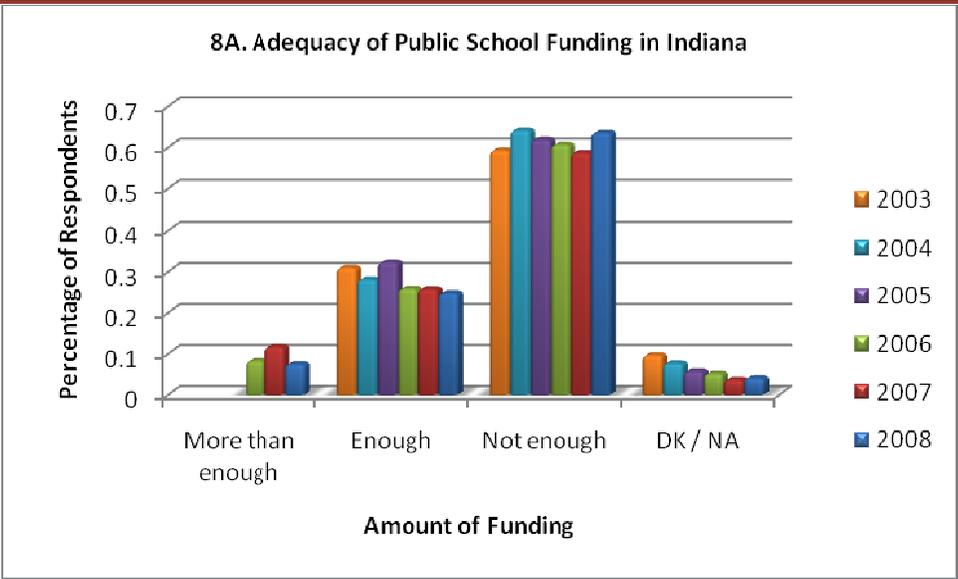
B. School Funding (Q.8A – Q.9)

The issue of school finance continued to receive a great deal of attention in 2008. This can be attributed, in part, to the ongoing public debate and media focus on property taxes that transpired and the efforts of the state legislature to reform the property tax system. When asked about the current level of funding of public education in Indiana, 64% (up from 59% in 2007) of respondents indicated the level of funding was not enough to meet the learning needs of students, compared to 25% who said funding was enough, and 8% who indicated funding levels are more than enough. However, when informed that the average per pupil expenditure in

Indiana was about \$10,000, the number of citizens responding this funding level was not enough decreased to 46% (up from 35% in 2007), compared to 37% of respondents who said this level was enough, and 12% (down from 19% in 2007) who said this funding level was more than enough to fund schools. Lastly, 23% (down from 27% in 2007) of respondents said that a bit too much or far too much was spent for buildings and equipment in their community, 41% said spending on buildings and equipment was just about right (down from 51% in 2003), and 25% said that a bit too little or far too little was spent on buildings and equipment (up from 21% in 2007 and 15% in 2003).

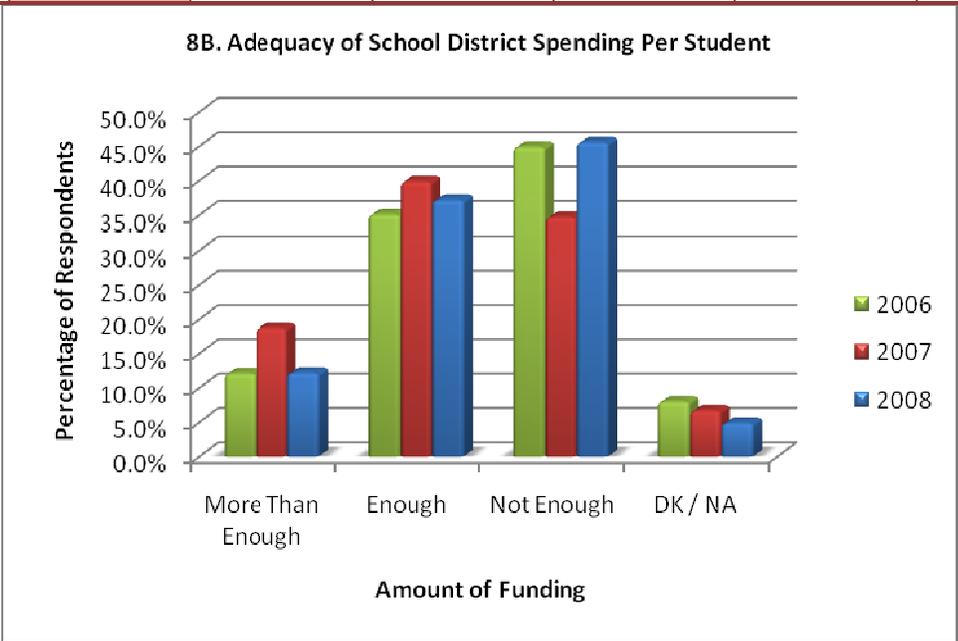
8A. Overall, do you think the level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

Year	More Than Enough	Enough	Not Enough	DK / NA
2008	7.5%	24.8%	63.6%	4.1%
2007	11.7%	25.8%	58.7%	3.7%
2006	8.3%	25.9%	60.7%	5.2%
2005	N/A	32.3%	61.9%	5.8%
2004	N/A	28.1%	64.2%	7.7%
2003	N/A	31.0%	59.3%	9.7%



8B. When including the expenses incurred for such things as buildings and bus transportation, school districts spend about \$10,000 per year per student. Do you think this level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

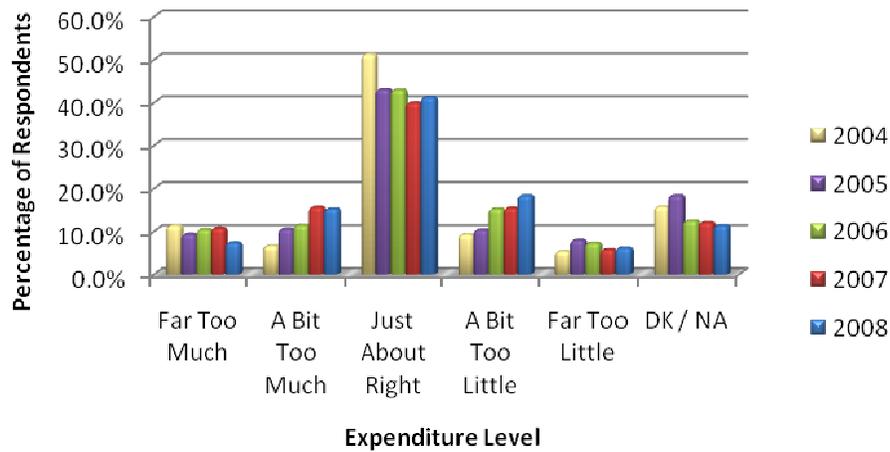
Year	More Than Enough	Enough	Not Enough	DK / NA
2008	12.2%	37.2%	45.6%	4.9%
2007	18.7%	39.9%	34.7%	6.7%
2006	12.1%	35.1%	44.9%	8.0%



9. Local school boards have the responsibility of determining how property tax funds are spent for school facilities and equipment in their districts. How do you view the expenditures of funds on facilities and equipment in your community? Does your school board spend far too much, a bit too much, just about right, a bit too little, or far too little?

Year	Far Too Much	A Bit Too Much	Just About Right	A Bit Too Little	Far Too Little	DK / NA
2008	7.4%	15.3%	41.3%	18.4%	6.2%	11.4%
2007	10.8%	15.7%	40.0%	15.5%	5.8%	12.1%
2006	10.5%	11.5%	43.0%	15.3%	7.3%	12.5%
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%

9. Expenditures on Facilities and Equipment



C. School District Consolidation and Governance (Q.10 – Q.14)

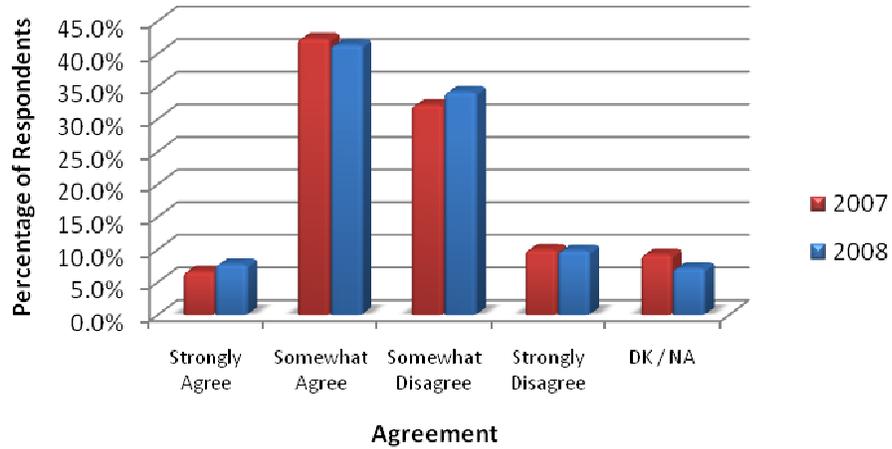
The Year 5 Survey included two new questions regarding school district consolidation. This set of questions was expanded to four questions for the Year 6 Survey due to the heightened discussion of the topic resulting from the Local Government Reform Commission's recommendation to consolidate all school districts with fewer than 2,000 students. A total of 49% respondents strongly or somewhat agreed that the consolidation of school districts in Indiana would save tax dollars (the same percentage as in 2007), compared to 44% who did not agree (up two percentage points from the Year 5 Survey). A total of 50% of respondents strongly agreed or agreed that school district consolidation would provide more learning opportunities for students, compared to 46% who disagreed or strongly disagreed with this supposition. However, only 45% of residents agreed to

some extent that school district consolidation would enhance student achievement, compared to 51% who disagreed to some extent with this prospect. Opposition to school district consolidation increased to 66% when residents were asked whether they would support or oppose the consolidation of the school district in their community with another school district, compared to 27% who would support such consolidation. Additionally, a new question was posed regarding local school board elections to gauge public support for another recommendation of the Local Government Reform Commission. When asked to what extent they would support or oppose moving all school board elections to the general election in November, a total of 65% of respondents indicated that they either strongly supported (18%) or supported (47%) this proposal, compared to 27% who either opposed (22.4%) or strongly opposed (4.1%) this proposal.

10. To what extent do you agree or disagree that the consolidation of smaller school districts in Indiana will save tax dollars? Do you strongly agree, agree, disagree, or strongly disagree?

Year	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK / NA
2008	7.7%	41.3%	34.1%	9.8%	7.1%
2007	6.6%	42.3%	32.1%	9.9%	9.2%

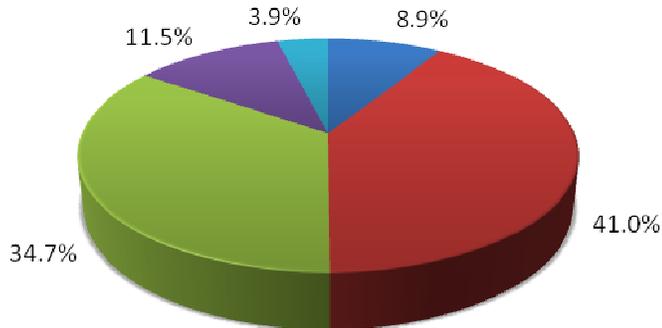
10. Consolidation of School Districts Will Save Tax Dollars



11. To what extent do you agree or disagree that school district consolidation will provide more learning opportunities for students?

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	DK / NA
2008	8.9%	41.0%	34.7%	11.5%	3.9%

11. Consolidation of School Districts Will Provide More Learning Opportunities

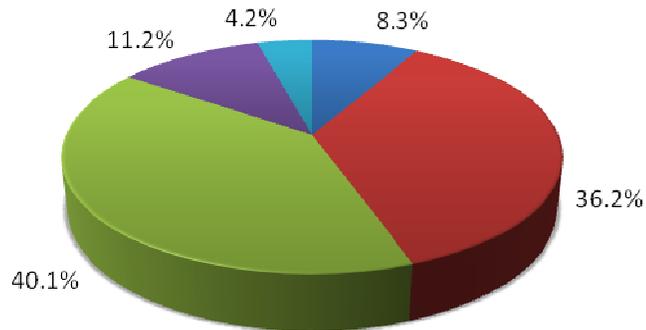


■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ DK / NA

12. To what extent do you agree or disagree that school district consolidation will enhance student achievement?

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	DK / NA
2008	8.3%	36.2%	40.1%	11.2%	4.2%

12. Consolidation of School Districts Will Enhance Student Achievement



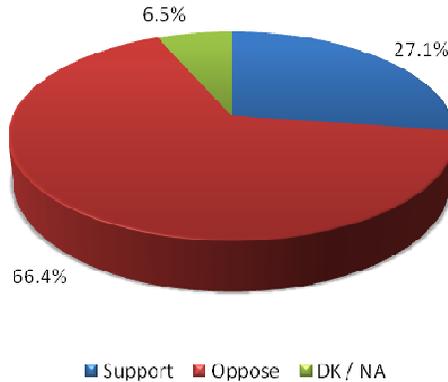
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ DK / NA

2008 Public Opinion Survey on K-12 Education in Indiana

13. Would you support or oppose the school district in your community being consolidated with another district?

Year	Support	Oppose	DK / NA
2008	27.1%	66.4%	6.5%

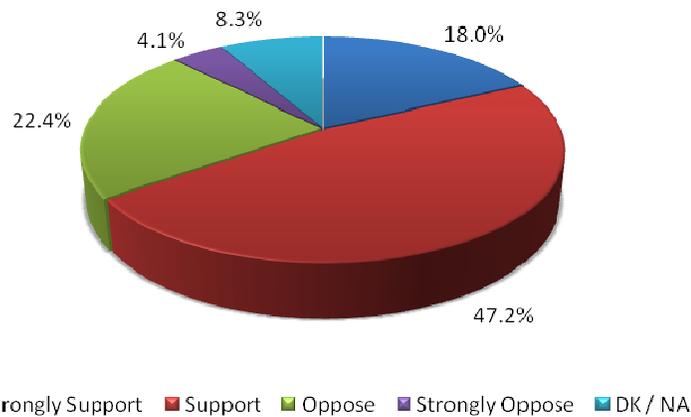
13. Consolidation of Community School Districts



14. Some school board elections are presently held in May during the primary elections. To what extent do you support or oppose moving all school board elections to the general election in November?

Year	Strongly Support	Support	Oppose	Strongly Oppose	DK / NA
2008	18.0%	47.2%	22.4%	4.1%	8.3%

14. Moving School Board Elections to November



D. Charter Schools and School Choice (Q.15A – Q.18)

The Year 6 Survey once again included questions about charter schools and a question concerning market-based education options for parents of students in low-performing schools. Also, a question was added about whether the academic performance of home-school students should be monitored by the Indiana Department of Education by requiring student participation in ISTEP+.

Hoosiers were asked two questions about charter schools (see Section IV for a definition of charter schools). Using split samples, one-half of respondents were provided with a one-sentence explanation of charter schools. A total of 38% of these respondents said they were somewhat or very familiar with charter schools (up from 36% in 2007, but down from 40% in the Benchmark Survey), and 62% reported they were not very familiar or not familiar at all with charter schools. The other half of the respondents in the sample were not given any definition of what constitutes a charter school. Familiarity with charter schools in this group decreased to 34%, with 65% of respondents indicated that they were not very familiar (32.3%) or not at all familiar (32.8%) with charter schools. Those

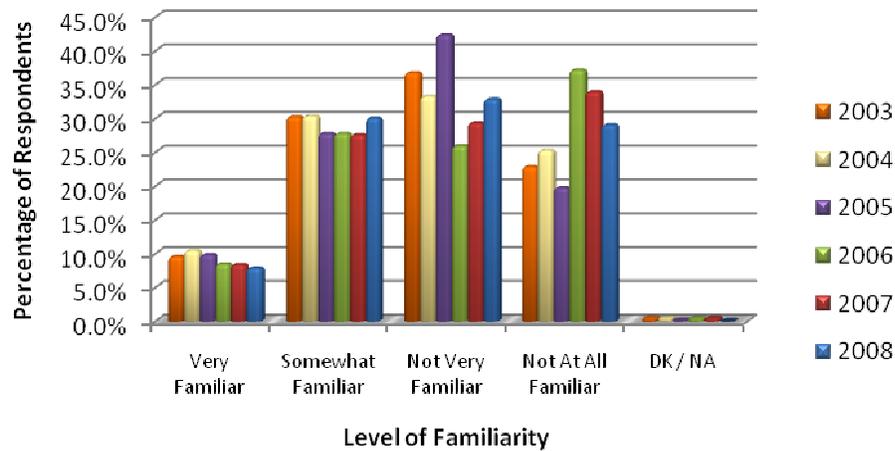
indicating some familiarity with charter schools were then asked if they would favor or oppose the creation of more charter schools beyond the 3% of all public schools that now operate as a charter school. Of these respondents, 54% expressed support for the creation of additional charter schools (up from 48% in 2007), 26% opposed more charter schools (down from 31% in 2007), and 20% said that they didn't know or didn't have a position (down from 26% in 2003).

A total of 53% of residents indicated that efforts should be made to provide additional assistance to students in low-performing schools (down from 61% in 2006) rather than provide parental choice to transfer these students to another public school (18%), or provide state financial support to offset part or all of the tuition for private school enrollment (23%) for these students (up from 18% in 2006). Question 18 asked residents whether they would support or oppose the Indiana Department of Education monitoring the academic performance of students educated by their parents at home by requiring student participation in the state testing program, ISTEP+. A total of 80% of residents expressed support for this policy compared to only 18% in opposition.

15A. Indiana law states that a purpose of charter schools is to allow these public schools freedom and flexibility in exchange for exceptional levels of accountability. How would you rate your familiarity with charter schools? Would you say you are very familiar, somewhat familiar, not very familiar, or not at all familiar with charter schools?

Year	Very Familiar	Somewhat Familiar	Not Very Familiar	Not At All Familiar	DK / NA
2008	7.9%	30.1%	32.9%	29.1%	0.0%
2007	8.4%	27.6%	29.4%	34.0%	0.5%
2006	8.5%	27.8%	26.0%	37.2%	0.5%
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%

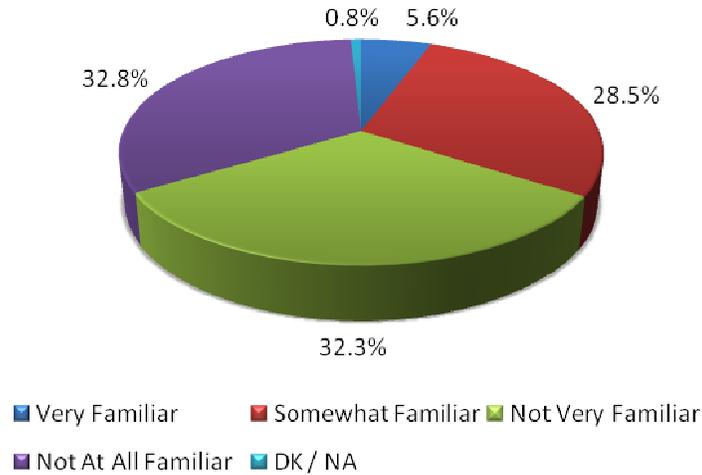
15A. Familiarity with Charter Schools



15B. How would you rate your familiarity with charter schools? Would you say you are very familiar, somewhat familiar, not very familiar, or not at all familiar with charter schools?

Year	Very Familiar	Somewhat Familiar	Not Very Familiar	Not At All Familiar	DK / NA
2008	5.6%	28.5%	32.3%	32.8%	0.8%

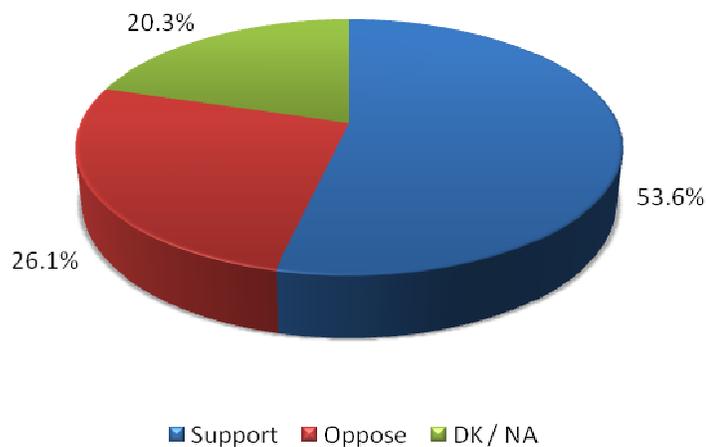
15B. Familiarity with Charter Schools



16. Approximately 3% of all public schools operating in Indiana this school year are charter schools. Do you support or oppose the creation of more charter schools?

Year	Support	Oppose	DK / NA
2008	53.6%	26.1%	20.3%
2007	48.3%	31.1%	20.6%

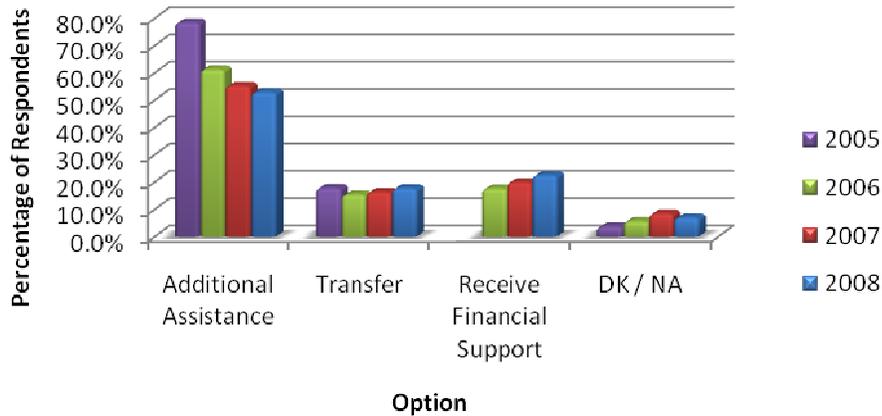
16. Creation of More Charter Schools



17. Assume you had a child attending a public school that has been placed on academic probation by either the state or federal government. Which would you prefer: to have additional efforts made in your child's present school to help him or her achieve, to transfer your child to another public school that is NOT on probation, or receive state financial support to offset part or all of the tuition for a private school?

Year	Additional Assistance	Transfer	Receive Financial Support	DK / NA
2008	52.9%	17.7%	22.5%	7.0%
2007	55.3%	16.3%	19.9%	8.5%
2006	61.3%	15.4%	17.6%	5.7%
2005	78.5%	17.8%	N/A	3.7%

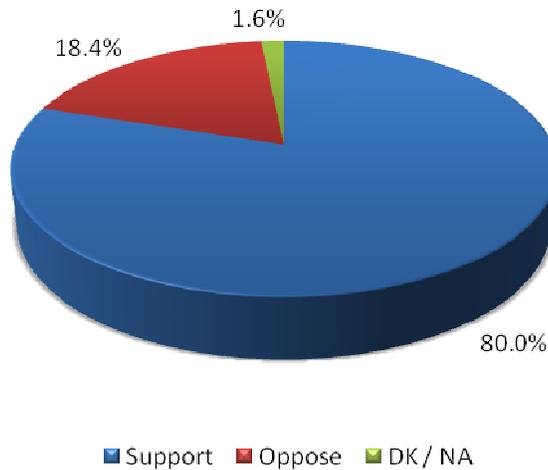
17. Options for Student Success in Public Schools Placed on Academic Probation



18. Would you support or oppose the Indiana Department of Education monitoring the academic performance of students educated by their parents at home by requiring student participation in the state testing program, ISTEP+?

	Year	Support	Oppose	DK / NA
	2008	80.0%	18.4%	1.6%

18. Home School Student Participation in ISTEP+



E. Virtual Education (Q.19A – Q.20)

The 2007 Survey included a question that asked those with some knowledge about charter schools whether they would support or oppose the establishment of a charter school where a majority of student instruction is provided over the Internet by a licensed teacher. A total of 75% of citizens expressed opposition to this type of charter school. Only 19% said they would support virtual charter schools (6% of respondents did not have an opinion). The Year 6 survey included a multi-part

question about the use of online learning to expand educational opportunities to students. The virtual charter school question was repeated, but asked of all respondents and after the question about supplemental online learning. When asked with these modifications, 24% of respondents in 2008 indicated they would support the creation of a virtual charter school, compared to 74% of respondents opposed to this type of charter school.

When asked to what extent they support or oppose the use of online courses provided over the Internet to supplement a

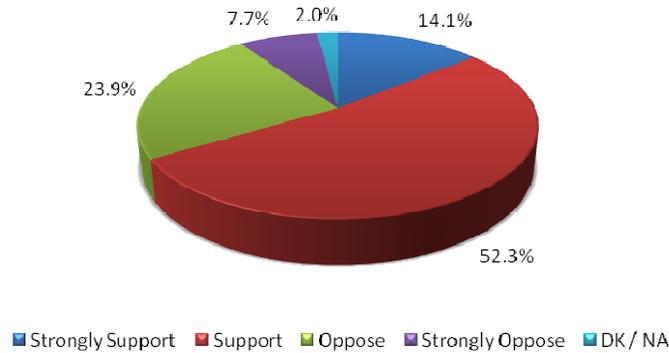
student’s high school curriculum, a total of 66% of residents expressed some level of support and 32% expressed some level of opposition. The results of this question are comparable to the *2008 Education Next/PEPG Survey of Public Opinion* in which it revealed that 69% of Americans are willing to have students take some courses over the Internet, with 31% opposing this type of instruction. Next, when asked to what extent they support or oppose the use of online learning for gifted and talented students to expand the availability of course offerings, 84% of residents expressed some level of support and only 15% expressed any level of

opposition. Resident were then asked to what extent they support or oppose the use of online courses for at-risk students to provide opportunities for remediation and credit completion, and again a very strong majority (72%) expressed some level of support compared to the number of residents (27%) who expressed some level of opposition. Finally, when asked to what extent they would support or oppose the requirement that all high school students complete at least one course online, a total of 38% of citizens expressed some degree of support for such a requirement and 60% stated some degree of opposition.

19A. To what extent do you support or oppose the use of online courses provided over the Internet to supplement a student’s high school curriculum?

Year	Strongly Support	Support	Oppose	Strongly Oppose	DK / NA
2008	14.1%	52.3%	23.9%	7.7%	2.0%

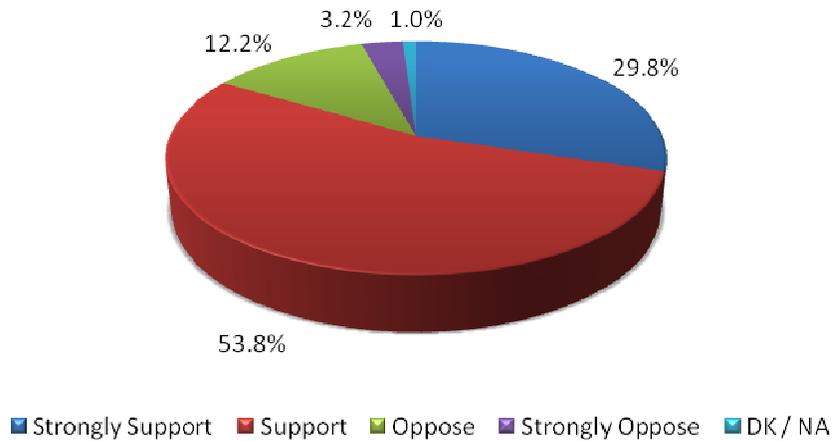
19A. Use of Online Courses as a Supplement to High School Curriculum



19B. To what extent do you support or oppose the use of online courses for gifted and talented students to expand the availability of course offerings?

Year	Strongly Support	Support	Oppose	Strongly Oppose	DK / NA
2008	29.8%	53.8%	12.2%	3.2%	1.0%

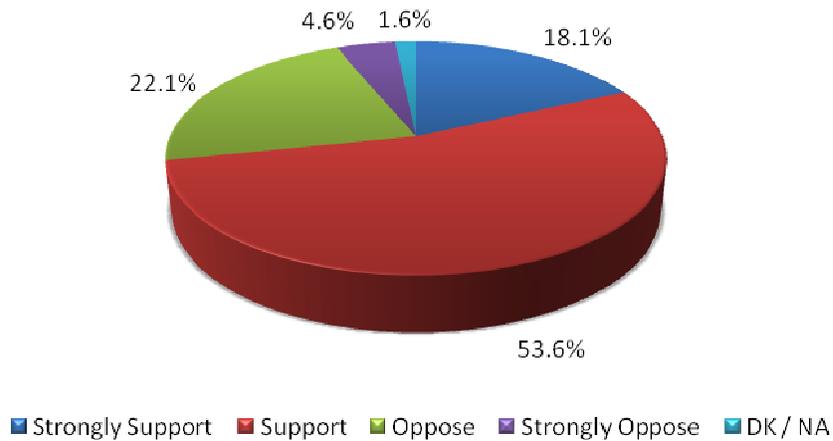
19B. Use of Online Courses to Expand Course Offerings to Gifted and Talented Students



19C. To what extent do you support or oppose the use of online courses for at-risk students to provide opportunities for remediation and credit completion?

Year	Strongly Support	Support	Oppose	Strongly Oppose	DK / NA
2008	18.1%	53.6%	22.1%	4.6%	1.6%

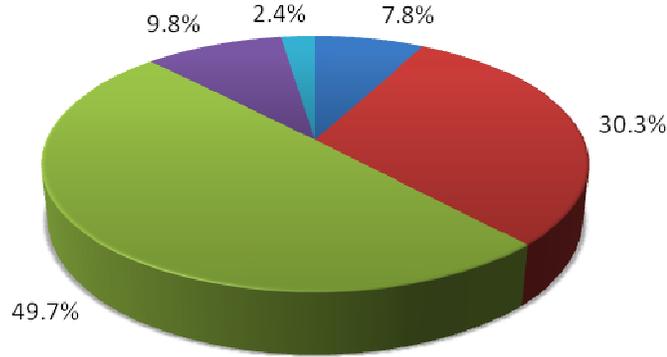
19C. Use of Online Courses for Remediation and Credit Completion for At-Risk Students



19D. To what extent do you support or oppose a requirement that all high-school students complete at least one course online?

Year	Strongly Support	Support	Oppose	Strongly Oppose	DK / NA
2008	7.8%	30.3%	49.7%	9.8%	2.4%

19D. Online Courses as a High School Requirement

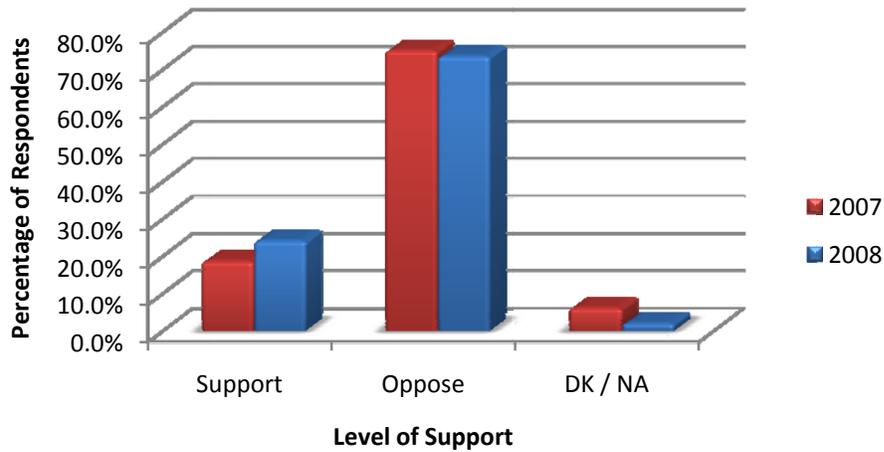


■ Strongly Support ■ Support ■ Oppose ■ Strongly Oppose ■ DK / NA

20. Would you support or oppose the establishment of a public school where a majority of the instruction is provided over the Internet by a licensed teacher?

Year	Support	Oppose	DK / NA
2008	24.2%	73.6%	2.1%
2007	18.7%	75.1%	6.2%

20. Public School Instruction over the Internet



F. High Quality Teachers and Teacher Compensation (Q.21 – Q.23)

Like the overall attitudes and perceptions about public schools in Indiana in general, and their own school districts locally, residents' confidence in teachers rebounded after a one-year decline in the ratings. In the Year 6 Survey, a total of 70% of residents (up from 62% in 2007) indicated that the quality of Indiana public school teachers was excellent (14%) or good (56%), compared to 23% of those who rated teachers as fair, and 4% as poor. The 2008 Survey also repeated two questions concerning teacher compensation issues. When asked whether highly qualified teachers should be paid

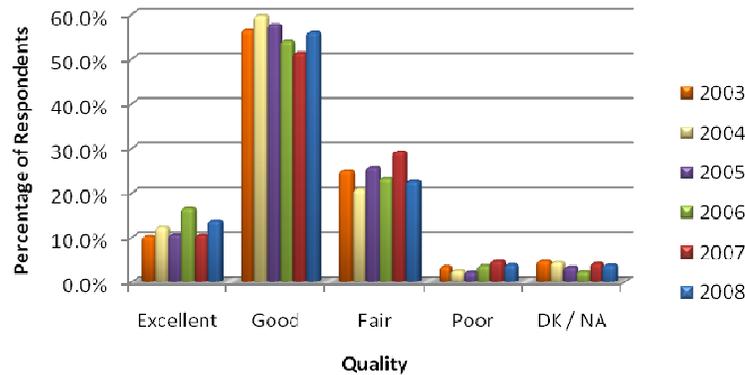
higher salaries as an incentive to teach in public schools identified as needing improvement or having a significant number of students living in poverty, 75% of respondents said yes (up from 72% in 2007) and 21% said no. These results are similar to the 2008 Phi Delta Kappa/Gallup Poll where 70% of Americans expressed agreement to a similar compensation question. A total of 71% of citizens believed that both student performance outcomes and teacher experience should be factors used to determine teacher pay increases, compared to 16% of respondents who preferred student performance as the single factor, and 12% of respondents who preferred teacher experience as the single determinant.

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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	DK / NA
2008	13.7%	56.0%	22.6%	3.9%	3.8%
2007	10.6%	51.4%	29.2%	4.7%	4.2%
2006	16.6%	54.1%	23.2%	3.7%	2.4%
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%

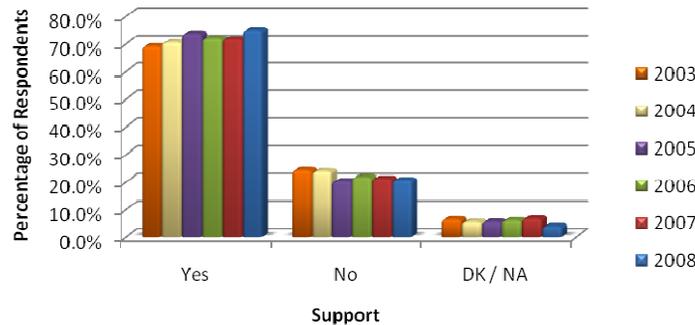
21. Overall Quality of Indiana Public School Teachers



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
2008	75.2%	20.7%	4.1%
2007	71.8%	21.3%	6.8%
2006	72.0%	21.8%	6.2%
2005	73.9%	20.4%	5.7%
2004	70.6%	23.9%	5.6%
2003	69.2%	24.3%	6.5%

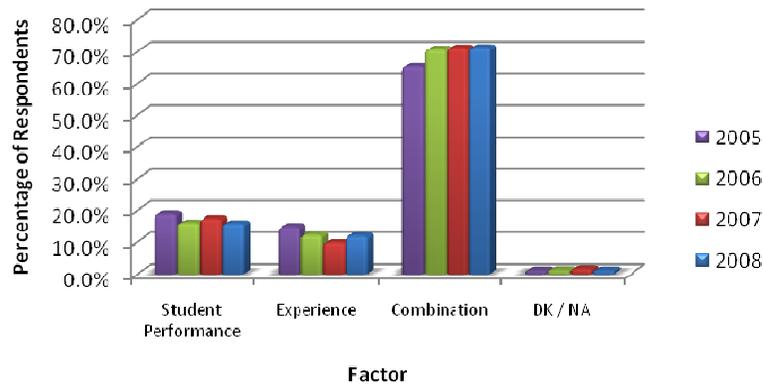
22. Higher Salaries for Teachers in Public Schools Identified as Needing Improvement



23. Should increases to teachers' pay be based on the level of improvement of student achievement in the classroom and on state standardized tests 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
2008	15.8%	11.9%	71.2%	1.1%
2007	17.4%	9.8%	71.1%	1.6%
2006	16.0%	12.2%	70.7%	1.2%
2005	18.9%	14.8%	65.3%	1.1%

23. Factors for Increasing Teacher Pay



G. The No Child Left Behind Act (Q.24 – Q.26)

On January 8, 2002, President George W. Bush signed the landmark *No Child Left Behind Act* into law to address many facets of public education, including academic standards, student assessments, and school accountability. Indiana residents reported a consistent level of awareness of this federal law in 2008 compared to 2007 (52% indicating they knew a great deal or had some knowledge of NCLB compared to 54% in 2007, and up from 35% in 2003). Conversely, 48% of respondents said they knew a little or nothing at all about the federal law, down from 64% in 2003. Of the respondents who indicated they had some or a great deal of knowledge about NCLB, an equal number of respondents (31%) felt the law was helping to improve the performance of schools in Indiana (down from 43% in 2003) as those who felt the law was hurting performance (up from 21% in 2003), while 33% of residents indicated the law was making no difference (down from 37% in 2003). Finally, policy debates continue on what to do with schools that persistently underperform.

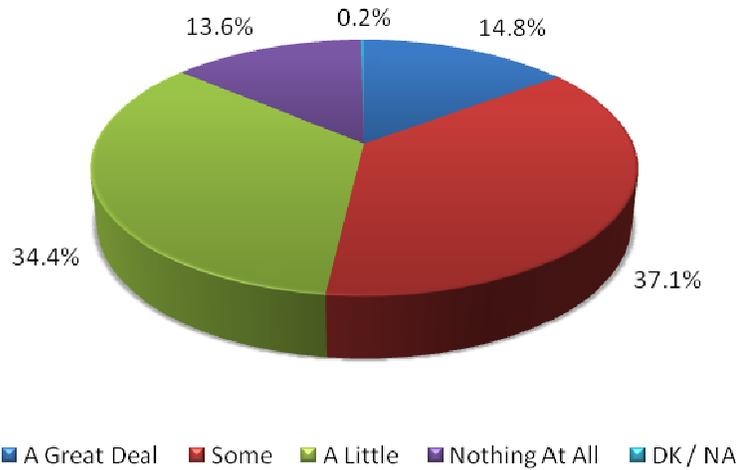
The last question of the Year 6 Survey, and another new question, revealed that 58% of citizens believe that the state should take over and manage persistently failing schools in their community, compared to 37% who oppose such takeover.

2008 Public Opinion Survey on K-12 Education in Indiana

24. How much, if anything, do you feel you know about the federal K-12 school accountability law, referred to as 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
2008	14.8%	37.1%	34.4%	13.6%	0.2%
2007	17.5%	36.7%	27.3%	18.1%	.5%
2006	13.4%	34.5%	30.5%	21.5%	0.2%
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%

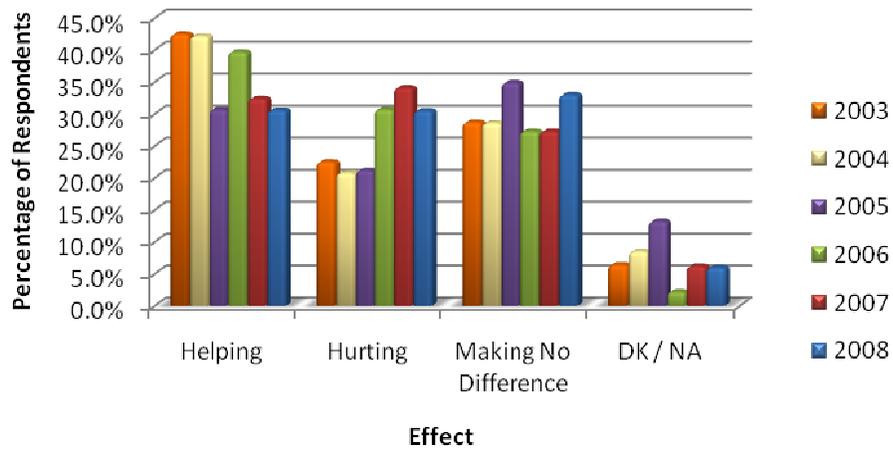
24. Knowledge Regarding the No Child Left Behind Act



25. Do you think the No Child Left Behind law is helping, hurting, or making no difference in the performance of schools in Indiana?

Year	Helping	Hurting	Making No Difference	DK / NA
2008	30.6%	30.5%	33.0%	6.0%
2007	32.4%	34.1%	27.3%	6.2%
2006	39.7%	30.7%	27.3%	2.2%
2005	30.7%	21.2%	34.9%	13.2%
2004	42.2%	20.8%	28.6%	8.5%
2003	42.5%	22.5%	28.7%	6.4%

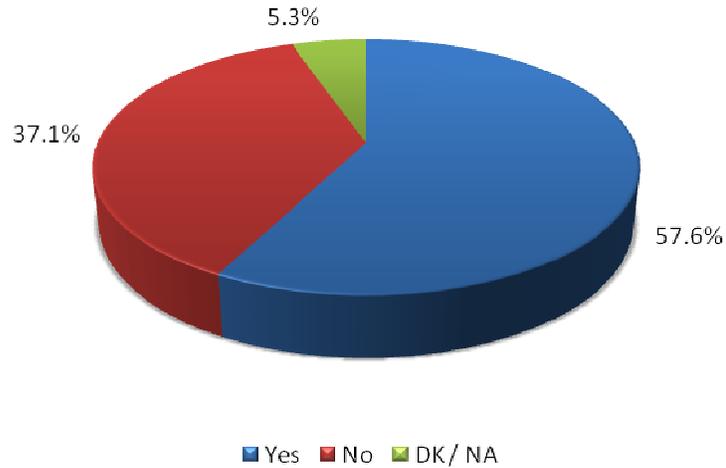
25. Effects of NCLB on School Performance



26. Do you believe that state should take over and manage persistently failing schools in your local community?

Year	Yes	No	DK / NA
2008	57.6%	37.1%	5.3%

26. State Management of Failing Schools in Community



IV. Detailed Demographic Results

This section of the 2008 Public Opinion Survey on K-12 Education in Indiana examines any significant differences in the results of the 26-question survey by the demographic characteristics of the survey respondents, including: gender, age, educational attainment level, income, race/ethnicity, region of residency, and whether the respondent has children in school or not. Extensive attention is provided to those questions where responses vary widely by the demographic characteristics of the respondents, while little examination is given to questions where there are few differences in the survey responses by these demographic characteristics.

A. Overall Evaluation of Schools (Q.1 – Q.7B)

Overall Attitudes Toward Public Schools in 2008

Question 1

This question, which was a new question in 2008, asked respondents to rate how important they considered each of eight major policy issues. As specified in Section III, of the eight issues, K-12 education, the economy, and health care

were viewed as the top three most important issues respectively. A total of 90% of respondents rated K-12 education as an 8, 9, or 10 (with 10 signifying very important and 1 signifying not at all important). Females (74%), respondents with incomes less than \$35,000 (76%), some college education (73%), and non-white respondents (73%) were those most likely to rate education as a 10 (very important).

Questions 2 and 4

Regarding the general attitudes and perceptions about public schools in Indiana, citizens were more positive in 2008 than in 2007, reversing a one-year decline from 2006 to 2007. A total of 54% of citizens indicated that public schools were excellent or good (up from 50% in 2007), compared to 42.5% who indicated that public schools were fair (34.2%) or poor (8.3%). Responses to this question varied widely by demographic group. In general, older respondents, those with incomes in the \$35K-\$50K range, and respondents without school-age children rated the quality of schools at lower levels than their counterparts. Most significant is that 70% of respondents from southern Indiana rated Indiana schools as excellent or good compared to roughly 50% of

citizens from central and northern Indiana. Additionally, only 30% of non-white respondents rated Indiana schools as excellent or good, compared to 60% of white respondents. These trends were quite similar when looking at how citizens rated the schools in their own community.

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

Questions 3 and 5A

When residents were asked about the overall progress of public schools in Indiana during the last five years, a predominate number of Hoosiers (42%) said the quality of schools has remained the same, while 28% reported that public schools have improved, and 21% indicated the quality of public schools has worsened. When asked about the progress of the public schools in their own community, the number of respondents reporting school improvement was 29%, compared to 47% of respondents who said that the quality of their schools has stayed the same, and 16% who reported that the performance of public schools in their community has worsened (8% chose the "don't know" or "no answer option"). Demographic response differences for

these two questions (Q.3 and Q.5A) were quite similar. Citizens with school-aged children, those in the 35-44 age cohort, and white respondents were most positive about the direction of schools of the past five years.

Questions 6A - 6B

Respondents also were asked for the first time in the annual survey series about their perspectives of Indiana's students compared to students nationally and internationally. More specifically, when asked about their impression of where Indiana high school students rank academically compared with students in other states, 62% of respondents indicated that Indiana students rank in the middle, 20% said near the bottom, and 12% indicated near the top. Here, residents of southern Indiana were again much more positive about the standing of Indiana's high school students with about three times as many respondents indicating that our students are near the top than near the bottom (although a majority said our students are near the middle nationally). When asked in Q.6B about the high school students in their local district compared to high students in other states, all respondents were slightly more favorable with 53% indicating in the

middle, 23% near the top, and 17% near the bottom. Respondents with incomes above \$75,000 and those who were college graduates were those most likely to rate the high school students in their own community near the top nationally (approximately 30%), but again, most rated student performance in the middle.

Questions 7A - 7B

Citizens were more critical of state and local educational performance relative to other countries. A total of 43% of respondents thought that the performance of Indiana students ranked in the middle internationally, 37% near the bottom, and 14% near the top. Respondents most likely to rate Indiana's students near the bottom internationally included those with incomes over \$35,000, residents from central and northern Indiana, and those with some college education or more. These demographic results also hold true when comparing high school students from their local school district to students internationally. Furthermore, non-white respondents were also among the most likely to hold the view that the students in their schools locally perform near the bottom.

B. School Funding (Q.8A – Q.9)

Questions 8A - 8B

When asked about the current level of funding of public education in Indiana, 64% (up from 59% in 2007) of respondents indicated the level of funding was not enough to meet the learning needs of students, compared to 25% who said funding was enough, and 8% who indicated funding levels are more than enough. A total of 75% of non-white respondents, 70% of females, 69% of respondents with a high school education or less, and 67% of respondents in the age 18-34 cohort were the citizens most likely to believe that the level of funding was not enough to meet the learning needs of students. However, when informed that the average per-pupil expenditure in Indiana was about \$10,000, the number of citizens responding this funding level was not enough decreased to 46% (up from 35% in 2007), compared to 37% of respondents who said this level was enough, and 12% (down from 19% in 2007) who said this funding level was more than enough to fund schools. Both female (52%) and non-white respondents (53%) were the most frequent respondents to state that this level of funding was not

enough to meet the learning needs of students.

Question 9

A total of 23% (down from 27% in 2007) of respondents said that a bit too much or far too much was spent for buildings and equipment in their community, 41% said spending on buildings and equipment was just about right (down from 51% in 2003), and 25% said that a bit too little or far too little was spent on buildings and equipment (up from 21% in 2007 and 15% in 2003). Although a predominate number of respondents indicated spending on these items was just about right, those most likely to indicate that school boards were spending a bit too much or far too much on facilities and equipment were males (30%); respondents with income over \$75,000 (28%); respondents over 65 (27%); and residents of central Indiana, those with a college education, in the age cohort 45-54, and white respondents (all 25%).

C. School District Consolidation and Governance (Q.10 – Q.14)

Question 10

The Year 6 Survey results indicate a total of 49% respondents strongly or somewhat agreed that consolidation of school districts in Indiana would save tax dollars (the same percentage as in 2007), compared to 44% who did not agree (up two percentage points from the Year 5 Survey). Male respondents (56%) were the respondents most likely to agree that consolidation of school districts would save tax dollars. Conversely, respondents with a high school diploma or less, with income between \$35K-\$50K, and those in the age 35-44 cohort were the citizens who most frequently disagreed that school district consolidation would save tax dollars.

Questions 11 - 12

A total of 50% of respondents strongly agreed or agreed that school district consolidation would provide more learning opportunities for students, compared to 46% who disagreed or strongly disagreed with this supposition. However, only 45% of residents agreed to

some extent that school district consolidation would enhance student achievement, compared to 51% who disagreed to some extent with this prospect. Responses by demographic group for Q.11 and Q.12 were quite similar. Respondents who were 65 and older, with an income of less than \$35,000, a resident of southern Indiana, and male were the respondents who most frequently expressed some level of support that school district consolidation will provide more learning opportunities for students and improve achievement results.

Question 13

Opposition to school district consolidation increased to 66% when residents were asked whether they would support or oppose the consolidation of the school district in their community with another school district, compared to 27% who would support such consolidation. Respondents with incomes less than \$35,000 (32%), non-white residents (41%), and males (32%) expressed the greatest support for consolidation of the school district in their community with another school district. On the other hand, females (70%), those with some college and above (68%), parents with school-

aged children (71%), and white residents (70%) expressed the greatest opposition to the consolidation of the school district in their community with another school district.

Question 14

A new question was posed regarding local school board elections to gauge public support for another recommendation of the Local Government Reform Commission. When asked to what extent they would support or oppose moving all school board elections to the general election in November, a total of 65% of respondents indicated that they either strongly supported (18%) or supported (47%) this proposal, compared to 27% who either opposed (22.4%) or strongly opposed (4.1%) this proposal. Responses to this question were quite similar across all demographic groups, although residents of southern Indiana expressed the highest level of opposition to this proposal (33% oppose or strongly oppose).

D. Charter Schools and School Choice (Q.15A – Q.18)

Questions 15A - 15B

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. The first question regarding public familiarity with charter schools was posed via a slightly different question to a split sample of respondents. When provided with a one-sentence explanation of charter schools, a total of 38% of respondents said they were somewhat or very familiar with charter schools (up from 36% in 2007, but down from 40% in the Benchmark Survey), and 62% reported they were not very familiar or not familiar at all with charter schools. Interestingly, more respondents without school-aged children reported to have some knowledge of charter schools than respondents with school-aged children. Also, 45% of male respondents were very or somewhat familiar with charter schools, compared to just 32% of females. Furthermore, respondents with incomes above \$75,000 (48%), college graduates (53%), and non-white respondents (57%)

were those who stated the highest levels of awareness of charter schools. When not given any definition of what constitutes a charter school, familiarity decreases to 34%, with 65% of respondents indicated that they were not very familiar (32.3%) or not at all familiar (32.8%) with charter schools. Demographic differences held consistent with this alternative familiarity question, except only 37% of non-white respondents indicated that they were very or somewhat familiar with charter schools.

Question 16

Those indicating some familiarity with charter schools were then asked if they would favor or oppose the creation of more charter schools beyond the 3% of all public schools that operate as a charter school. Of these respondents, 54% expressed support for the creation of additional charter schools (up from 48% in 2007), 26% opposed more charter schools (down from 31% in 2007), and 20% said that they didn't know or didn't have a position (down from 26% in 2003). When analyzing differences by demographic characteristics, respondents in the age 18-34 cohort (61%), non-white residents (60%), those with incomes less than \$35,000 (57%), males (56%), and

residents of northern Indiana (56%) were those who stated the greatest level of support for the creation of more charter schools.

Questions 17 - 18

A total of 53% of residents indicated that efforts should be made to provide additional assistance to students in low-performing schools (down from 61% in 2006) rather than provide parental choice to transfer these students to another public school (18%), or provide state financial support to offset part or all of the tuition for private school enrollment (23%) for these students (up from 18% in 2006).

Respondents in the 55-64 cohort, with a high school diploma or less, with incomes less than \$75,000, and residents from southern Indiana were those who stated the highest preference for providing additional assistance to students in their present schools. Whereas, residents in southern Indiana (24%) and in the 18-34 age cohort (26%) were the respondents expressing the highest level of support for transferring students to another public school, but even these numbers were low. Finally, respondents in the 35-44 age cohort (29%), college graduates (27%), those with an income above \$75,000 (27%), parents of school-aged children

(27%), and non-white respondents (29%) were the groups most likely to support a tuition voucher for private school attendance. Question 18 asked residents whether they would support or oppose the Indiana Department of Education monitoring the academic performance of students educated by their parents at home by requiring student participation in the state testing program, ISTEP+. A total of 80% of residents expressed support for this policy compared to only 18% in opposition. Responses were similar across all demographic groups for this question.

E. Virtual Education (Q.19A – Q.20)

Questions 19A – 19D

The Year 6 survey included a multi-part question about the use of online learning to expand educational opportunities to students. When asked to what extent they support or oppose the use of online courses provided over the Internet to supplement a student's high school curriculum, a total of 66% of residents expressed some level of support and 32% expressed some level of opposition. Next, when asked to what extent they support or oppose the use of online learning for gifted and talented students to expand the

availability of course offerings, 84% of residents expressed some level of support and only 15% expressed any level of opposition. Resident were then asked to what extent they support or oppose the use of online courses for at-risk students to provide opportunities for remediation and credit completion, and again a very strong majority (72%) expressed some level of support compared to the number of residents (27%) who expressed some level of opposition. For Q.19A – 19C, a strong majority of all respondent groups expressed support for the benefits of online learning as a supplement to students. However, the groups that expressed the highest degrees of opposition (although still a relatively small minority) were respondents 65 and older, those with incomes less than \$35,000, and non-white respondents. When asked, in Q.19, to what extent they would support or oppose the requirement that all high school students complete at least one course online, a total of 38% of citizens expressed some degree of support for such a requirement and 60% stated some degree of opposition. Here, non-white respondents expressed the highest level of support (47%).

Question 20

A total of 24% of respondents in 2008 indicated they would support the creation of a virtual charter school, compared to 74% of respondents opposed to this type of charter school. Opposition was consistently high across all demographic groups. However, the groups expressing the highest levels of support (between 25-29% only) were male respondents, residents in the 18-34 age cohort, citizens with incomes less than \$50,000, residents of central and northern Indiana, and non-white respondents.

F. High Quality Teachers and Teacher Compensation (Q.21 – Q.23)

Question 21

Like the overall attitudes and perceptions about public schools in Indiana in general, and their own school districts locally, residents' confidence in teachers rebounded after a one-year decline in the ratings. In the Year 6 Survey, a total of 70% of residents (up from 62% in 2007) indicated that the quality of Indiana public school teachers was excellent (14%) or good (56%), compared to 23% of those who rated teachers as fair, and 4% as poor. The most significant difference between demographic groups in response

to this question was between white respondents, of which 74% rated teachers as excellent or good, and non-white respondents, of which only 53% rated teachers as excellent or good.

Questions 22 - 23

The 2008 Survey also repeated two questions concerning teacher compensation issues. When asked whether highly qualified teachers should be paid higher salaries as an incentive to teach in public schools identified as needing improvement or having a significant number of students living in poverty, 75% of respondents said yes (up from 72% in 2007) and 21% said no. Respondents with incomes less than \$35,000, citizens in the 65 and older age cohort, and residents from northern Indiana expressed the highest levels of opposition among the demographic categories, but the level of opposition only rose to about 25%. A total of 71% of citizens believed that both student performance outcomes and teacher experience should be factors used to determine teacher pay increases, compared to 16% of respondents who preferred student performance as the single factor, and 12% of respondents who preferred teacher experience as the single determinant. Only male respondents and

citizens with incomes over \$75,000 expressed support at or above 20% for increasing teacher pay based solely on the level of student achievement in the classroom and on state standardized tests.

G. The No Child Left Behind Act (Q.24 – Q.26)

Questions 24 – 25

Indiana residents reported a consistent level of awareness of this federal law in 2008 compared to 2007 (52% indicating they knew a great deal or had some knowledge of NCLB compared to 54% in 2007, and up from 35% in 2003). Conversely, 48% of respondents said they knew a little or nothing at all about the federal law, down from 64% in 2003. Parents of school-aged children (60%), residents with incomes over \$75,000 (62%), and respondents with a college education (63%) were those who expressed the highest familiarity with NCLB. Of the respondents who indicated they had some or a great deal of knowledge about NCLB, an equal number of respondents (31%) felt the law was helping to improve the performance of schools in Indiana (down from 43% in 2003) as those who felt the law was hurting performance (up from 21% in

2003), and 33% of residents who indicated the law was making no difference (down from 37% in 2003). The most interesting difference by demographic characteristic of the respondents was by region of residents. A plurality of citizens (39%) residing in northern Indiana thought the federal law was making no difference in the performance of schools in Indiana. A plurality of citizens (33%) in central Indiana stated the law was hurting public school performance. Whereas, a plurality of citizens (37%) in southern Indiana thought the law was helping to improve public school performance.

Question 26

Finally, policy debates continue on what to do with schools that persistently underperform. The last question of the Year 6 Survey, and another new question, revealed that 58% of citizens believe that the state should take over and manage persistently failing schools in their community, compared to 37% who oppose such takeover. Parents of school-aged children (65%), non-white respondents (71%), and the younger age cohorts were the groups most in favor of a state takeover of persistently failing schools. Those stating the highest level of

opposition to state intervention with low-performing schools were respondents aged 65 and older (52%) and college graduates (45%).

H. The Effects of Information and Political Participation on Public Attitudes of K-12 Education

Two additional sets of screening questions were included in the Year 6 Survey which relate to political awareness and involvement in public affairs. These questions were included in order to determine whether there are significant differences between the perceptions of those who do and do not pay close attention to public affairs in general and education issues in particular.

There are a number of issues in public education in which there is a pronounced difference between (self-reported) registered and unregistered voters. Registered voters tended to view higher education (79% ranking the issue an 8, 9, or 10, as opposed to 94% of unregistered voters), public safety (73% vs. 85%), and transportation (51% vs. 70%) issues as less important than unregistered voters. More registered voters rated schools as “excellent,” whether all schools across the

state (10% vs. 4%) or local schools (21% vs. 8%), and they were more likely to believe that high school students at their local schools ranked near the top nationally (24% vs. 11%). When not provided the amount of current education spending, registered voters more often thought enough or more than enough is spent on education (34% vs. 15%), and that too much is spent on facilities spending (24% vs. 11%). While more familiar with charter schools (41% vs. 14% with information provided, 37% to 12% without), registered voters were less supportive of creating additional charter schools (54% to 65%). They were also less supportive of requiring online courses (37% vs. 53%) or having the majority of instruction taught online (24% vs. 34%) in a virtual school. Similarly, registered voters were more familiar with NCLB (55% vs. 28% knowing some or a great deal) and were less likely to believe that NCLB had helped improve schools (30% vs. 53%).

Respondents were also asked about how they gathered news about public affairs, with questions on both the frequency and source of information. Over three-quarters of respondents (76%) stated that they watched television news multiple times a

week or every day, while 55% read newspapers, 46% listened to news on the radio, and 29% gathered news online multiple times per week or daily. When grouped by the number of news sources they frequently used, 22% were high-intensity consumers from one source, 32% from two sources, 29% from three sources, and 8% from all four sources – an approximately normal distribution. A total of 9% of the sample were not high-intensity news consumers from any source. Women are somewhat more likely to rely on television news (79% watching multiple times a week or every day vs. 71%), while men more often use the radio (49% vs. 43%). The level of attention, with specific reliance on television news and newspapers, tended to increase as respondents grew older.

Statistical analysis suggests a relationship between the level of attention to public affairs and views about several important educational policy issues in Indiana.

Respondents who gather news every day or multiple times a week and from multiple sources have different views on such controversial topics as school consolidation, charter schools, online education, and NCLB. High-information respondents are significantly less likely to

believe that school consolidation will improve student learning or enhance student achievement. They are more likely to back supplemental online course offerings as well as specific online courses target to gifted and remedial students. Not surprising, respondents paying closer attention to the news had more familiarity both with charter schools and NCLB. They were also more likely to believe that NCLB is having a positive effect on schools.

I. The Effects of Background Characteristics on Public Opinion

As the Public Opinion Poll is now in its sixth version, the available sample size is adequate to more carefully examine the relationship among demography and attitudes about public education, as well as the influence of trends over time. A series of regression analyses combining data from all six waves of data were combined for those questions which have remained unchanged: perceptions of state and local school quality, trends in local school quality, teacher quality, attitudes about incentive pay, and familiarity with NCLB. In addition, data from waves four through six have been combined to examine opinions about trends in state

school quality, the effects of NCLB, and attitudes about the level of school funding. Each question was analyzed to determine the relative influence that race, region, gender, having school-aged children, age, education, income, and trends over time have on a respondent's view of the topic. Regression analysis permits the control of each factor in light of the rest. In this matter it is possible to explore the possibility of spurious relationships. For example, respondents in the southern region of the state have had consistently more positive attitudes about Indiana schools than have those interviewed from other regions. This could be due to the unique cultural and economic situation of southern Indiana, but it might also be due to the smaller proportion of minorities in that part of the state.

The analysis indicates that, controlling for other factors, nonwhites have a significantly more negative view of the quality of education in Indiana, whether queried about their local school or Indiana schools as a whole. In addition, respondents from the southern region of the state have a more positive attitude about the quality of the state's schools, but not their local schools. Older and higher-income residents are also more

likely to believe that local schools are providing a quality education. Belief in the quality of local and state schools has declined over time.

When all background characteristics are controlled for, nonwhites hold a lower opinion of teacher quality than do white respondents, as do those living in the central region of the state. Females have a higher opinion of teacher quality than do males. As respondents grow older and have more education, they also tend to believe that Indiana teachers are of higher quality. When asked whether teachers should receive additional pay for struggling schools, nonwhites, females, and those with higher incomes were all significantly more likely to express support for incentive pay than whites, men, and those with lower incomes. Those from southern Indiana and older respondents were also less supportive of incentive pay. Support for incentive pay has increased significantly over time.

As might be expected, familiarity with NCLB has increased since its passage. Those with school-aged children, higher incomes, education, and age were also more likely to express knowledge of NCLB, as were women. Controlling for other factors, belief in the efficacy of

NCLB tended to be lower among respondents with more education.

Over the last three applications of the Public Opinion Survey, public support for school funding was examined in two ways. First, respondents are provided with no background information on the amount of money spent on education and simply asked whether they believe the funding level is sufficient. Interviewees are then given an approximate per-pupil expenditure before being asked for their level of support. Without additional information, nonwhites, women, those from the central region of the state, and those with higher education are more likely to believe that not enough is spent on public education in Indiana, with those with higher incomes more likely to state that too much is spent. However, when more information is provided, only nonwhites and the more highly educated more often express a belief that funding levels are inadequate.

Appendix A

Summary Tables for Open-Ended Question 5B

2008 Public Opinion Survey on K-12 Education in Indiana

5B. Why do you say that? (The public schools have gotten BETTER.)

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

Total responses: 180

School System/School Administration	Percent
Added more programs/activities/better curriculum	17.7%
Making changes for the better/changed format	6.8%
Schools are good/better/education system good	6.1%
Administrative changes/improvements in system	2.8%
Funding/economics/spending levels good/better	2.8%
More teachers/smaller classes	6.2%
Good/better administration/leadership/superintendent/principal	3.8%
Administration trying harder/working to improve/making changes	6.6%
Better discipline/better control of students	3.2%
Reduced violence/drugs/safer environment	2.5%
Programs for special needs students/gifted students	1.1%
Like new law about not leaving students behind	1.6%
Magnet schools/magnet programs	0.4%

Standards and Testing	Percent
ISTEP+ has helped/better scores	12.1%
More emphasis is being put on academics/more testing	4.4%
SAT scores good/better	2.8%

Facilities	Percent
Added new schools/expanded school	0.6%
Technology improved/computers in schools	6.2%
School facilities improved/updated/better equipment	10.9%
Closing schools/consolidating	0.6%

Teachers	Percent
Teaches are good/better/doing better job/improving	12.6%
Teachers are more attentive/more involved/better relationship with students	4.3%

Students	Percent
Students are smarter/learning more	6.1%
Graduation rate improving/more students getting into college	8.4%
Students getting better grades/better students	2.0%
Parent involvement/community participation/more parent involvement	3.7%
Student behavior improving	0.5%
Students have good attitude	0.4%

Miscellaneous Comments	Percent
What I hear/read/not as many bad reports/hear better reports	9.7%
Other comments	9.6%
Don't know/no answer	2.0%

2008 Public Opinion Survey on K-12 Education in Indiana

5B. Why do you say that? (The public schools in your community have STAYED THE SAME?)

Total Respondents: 285

School System/School Administration	Percent
Students not learning/learning enough/advanced without learning	4.1%
Schools are good/better/Education system good	5.5%
Poor discipline/poor control of students	1.4%
Budget concerns/cutbacks/reduced funding	3.0%
Not enough focus on education	2.6%
Fewer teachers/larger classes	2.0%
Dropping classes/activities/curriculum poor/not as good	0.2%
Money isn't being spent in the right areas/spend too much money	0.7%
Education system is broken/systems doesn't work well	2.3%
Other school systems/private schools better/teach more	2.9%
Changes made are not for the better	0.8%
Leaning more towards sports than academics/too much emphasis on sports	2.8%
Criteria/curriculum has stayed the same/no improvement	0.4%
Doing a poor job/not as good as before (unspecified)	1.4%
Need more help for special needs children/gifted children	2.5%
Better discipline/better control of students	0.4%
Good/better administration/leadership/superintendent/principal	0.4%
Need additional classes in liberal arts/preparation for college/vocational training	0.7%
Too much cultural diversity/too many Hispanic students/cultural problems	1.1%
Added more programs/activities/better curriculum	0.7%
Administrative changes/improvements in system	0.6%
Drugs/gangs in schools	0.7%
Too much focus on special needs/special ed/children who have problems	0.4%
Funding/economics/spending levels good/better	1.0%
Like new law about not leaving students behind	0.4%
Making changes for the better/changed format	0.2%

Standards and Testing	Percent
ISTEP+/SAT scores lower/not improved/too low/average	11.1%
ISTEP+/testing/standards are bad idea	2.0%
SAT scores good/better	0.4%
ISTEP+ has helped/better scores	0.4%

Facilities	Percent
School facilities improved/updated/better equipment	1.2%
Closing schools/consolidating	1.2%

Students	Percent
Student attitude is poor/behavior is poor/too much violence	0.5%
Drop out rates high/students skipping school	6.2%
Parents don't cooperative/not involved/family values/parent attitude poor	2.2%
Not take advantage of programs/opportunities	0.2%
Graduation rate improving/more students getting into college	0.7%

2008 Public Opinion Survey on K-12 Education in Indiana

Students getting better grades/better students	0.7%
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Teachers	Percent
Teacher performance poor/skills poor/need better teachers	4.2%
Teachers not involved/not attentive/don't care enough/as much	3.8%
Teachers not allowed to discipline/control students	0.3%
Teachers don't control students	0.3%
Teachers do not have time to teach effectively	0.4%
Teachers too interested in paycheck/raises/paid too much	0.4%
Teachers are good/better/doing better job/improving	0.7%
Teachers are working harder	0.3%
Teachers more attentive/more involved/better relationship with students	0.7%

Miscellaneous Comments	Percent
Not notice any change/no difference/average/some good and some bad	21.0%
Nothing is getting better/ no improvement/no change for the better	15.5%
What I see/hear/the way it seems to me/my perception/no specific reason	6.5%
Not have children in school/child just in kindergarten/1 st grade	1.4%
Don't know/no answer	6.7%
Other comments	7.8%
Have not lived here very long/not lived here for 3 years/5 years	1.1%
Hear/read negative reports	1.9%
What I hear/read/not as many bad reports/hear better reports	0.7%

2008 Public Opinion Survey on K-12 Education in Indiana

5B. Why do you say that? (The public schools in your community have gotten WORSE?).

Total Respondents: 98

School System/School Administration	Percent
Students not learning/learning enough/advanced without learning	14.7%
Fewer teachers/larger classes	7.1%
Poor discipline/poor control of students	13.4%
Education systems is broken/system doesn't work well	12.7%
Drugs/gangs in schools	5.5%
Not enough focus on education	4.7%
Changes made are not for the better	8.6%
Budget concerns/cutbacks/reduced funding	15.6%
Dropping classes/activities/curriculum poor/not as good	5.7%
Other school systems/private schools better/teach more	2.0%
Doing a poor job/not as good as before (unspecified)	1.8%
Leaning more towards sports than academics/too much emphasis on sports	1.1%
Too much cultural diversity/too many Hispanic students/cultural problems	2.0%
Money isn't being spent on the right areas/spend too much money	7.1%
Need more help for special needs children/gifted children	5.6%
Nothing is getting better/no improvement/no change for the better	2.1%
Too much focus on special needs/special ed/children who have problems	4.7%
Need additional classes in liberal arts/preparation for college/vocational training	1.0%

Standards and Testing	Percent
ISTEP+/SAT scores lower/not improved/too low/average	2.3%
ISTEP+/testing/standards are bad idea	3.0%

Students	Percent
Student attitude is poor/behavior is poor/too much violence	13.8%
Drop out rates high/students skipping school	10.5%
Parents don't cooperate/not involved/family values/parent attitude poor	9.5%
Not take advantage of programs/opportunities	1.1%

Teachers	Percent
Teacher performance poor/skills poor/need better teachers	11.5%
Teachers not involved/not attentive/don't care enough/as much	5.7%
Teachers not have time to teach effectively	3.0%
Teachers not allowed to discipline/control students	1.1%
Teachers too interested in paycheck/raises/paid too much	1.0%
Teachers don't control students	1.0%
Teacher pay too low	2.7%

Miscellaneous Comments	Percent
Hear/read negative comments	6.2%
Other comments	13.2%

Facilities	Percent
Added new schools/expanded schools	1.0%
School facilities improved/updated/better equipment	1.0%
Closing schools/consolidating	6.6%

Appendix B

Demographic Results by Question

2008 Public Opinion Survey on K-12 Education in Indiana

1. How important each of the following issues are to you? Please rate the importance on a scale of 1 to 10, 1 signifying not at all important and 10 signifying very important. (ROTATE ORDER)

1a. Environment

	10	9	8	7	6	5	4	3	2	1	Don't Know / No Answer	Number of Cases
Gender												
Male	23.2%	14.1%	18.4%	15.9%	9.9%	10.5%	3.4%	2.0%	0.7%	2.0%	0%	294
Female	42.9%	10.6%	18.8%	10.5%	6.5%	6.3%	1.9%	0.9%	1.3%	0.3%	0%	318
Age												
18-34	36.6%	12.1%	11.1%	15.1%	6.0%	11.8%	1.9%	2.0%	2.0%	1.4%	0%	146
35-44	25.3%	8.9%	28.3%	12.2%	12.1%	8.4%	3.9%	0.8%	0.0%	0.0%	0%	112
45-54	29.7%	13.3%	20.9%	16.6%	3.4%	7.2%	3.6%	1.2%	1.4%	2.7%	0%	148
55-64	42.3%	13.6%	14.5%	7.3%	9.4%	8.1%	0.9%	1.8%	0.9%	0.9%	0%	108
65+	33.9%	13.3%	19.7%	12.0%	12.6%	5.1%	2.5%	1.0%	0.0%	0.0%	0%	98
Education												
HS or less	42.0%	13.5%	15.3%	9.0%	6.9%	9.3%	1.6%	0.0%	1.4%	0.9%	0%	214
Some college	37.4%	12.6%	20.7%	15.3%	5.6%	5.0%	1.8%	1.7%	0.0%	0.0%	0%	166
College grad or more	22.8%	10.9%	20.2%	15.2%	10.7%	9.9%	4.1%	2.5%	1.3%	2.2%	0%	230
Income												
<\$35K	12.2%	14.2%	11.5%	5.2%	4.8%	3.4%	0.7%	0.7%	0.0%	12.2%	14.2%	140
\$35K-\$50K	15.8%	16.6%	14.8%	5.9%	5.5%	1.2%	0.9%	0.9%	1.9%	15.8%	16.6%	109
\$50K-\$75K	10.3%	19.6%	19.1%	7.0%	12.1%	1.5%	0.0%	2.2%	2.2%	10.3%	19.6%	134
\$75K+	12.9%	21.5%	9.7%	11.0%	12.5%	4.4%	3.3%	0.6%	1.1%	12.9%	21.5%	178
Children in School												
Yes	26.7%	11.3%	20.6%	13.8%	9.6%	10.7%	3.6%	1.6%	1.3%	0.9%	0%	238
No	37.8%	12.8%	17.4%	12.6%	7.3%	6.8%	2.0%	1.3%	0.8%	1.3%	0%	374
Region												
Indiana Northern	32.1%	16.0%	18.1%	16.0%	6.6%	5.3%	2.5%	1.2%	1.2%	0.8%	0%	238
Indiana Central	33.2%	8.3%	18.4%	12.0%	11.0%	9.8%	2.9%	2.1%	0.7%	1.5%	0%	278
Indiana Southern	37.6%	14.5%	20.3%	9.3%	3.7%	11.4%	1.0%	0.0%	1.0%	1.0%	0.0%	97
Race/Ethnicity												
White	30.1%	12.0%	20.5%	13.8%	7.8%	9.7%	2.1%	1.4%	0.0%	0.0%	0.0%	491
Non-White	47.8%	12.5%	11.9%	10.8%	9.4%	2.0%	4.0%	1.6%	0.0%	0.0%	0.0%	113
DK/Refused	33.9%	25.7%	0.0%	0.0%	11.1%	14.7%	14.7%	0.0%	0.0%	0.0%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

1b. Economy

	10	9	8	7	6	5	4	3	2	1	Don't Know / No Answer	Number of Cases
Gender												
Male	52.9%	17.5%	14.4%	7.6%	1.7%	2.9%	0.3%	0.3%	0.8%	1.6%	0%	294
Female	68.0%	10.8%	12.4%	3.5%	1.0%	3.0%	0.0%	0.1%	0.6%	0.5%	0%	318
Age												
18-34	52.6%	12.6%	20.2%	7.3%	1.4%	3.6%	0.0%	0.9%	1.4%	0.0%	0%	146
35-44	55.9%	18.4%	14.1%	6.1%	0.8%	1.8%	0.8%	0.0%	1.1%	0.8%	0%	112
45-54	64.7%	16.0%	10.1%	2.8%	1.4%	3.2%	0.0%	0.0%	0.7%	1.3%	0%	148
55-64	70.3%	10.2%	10.7%	5.2%	0.9%	0.9%	0.0%	0.0%	0.0%	1.9%	0%	108
65+	62.3%	12.5%	10.1%	6.2%	2.3%	5.1%	0.0%	0.0%	0.0%	1.5%	0%	98
Education												
HS or less	67.9%	8.4%	8.7%	6.5%	0.5%	4.2%	0.4%	0.2%	1.6%	1.6%	0%	214
Some college	68.7%	12.9%	14.3%	1.2%	0.8%	1.6%	0.0%	0.0%	0.0%	0.6%	0%	166
College grad or more	48.7%	20.1%	17.0%	7.6%	2.5%	2.3%	0.0%	0.4%	0.4%	0.8%	0%	230
Income												
<\$35K	71.4%	9.8%	6.8%	3.6%	1.4%	5.5%	0.0%	0.0%	0.7%	0.7%	0%	140
\$35K-\$50K	63.4%	13.8%	15.2%	0.9%	0.9%	2.7%	0.9%	0.3%	1.2%	0.6%	0%	109
\$50K-\$75K	54.8%	15.0%	16.8%	6.7%	2.2%	1.6%	0.0%	0.0%	1.5%	1.4%	0%	134
\$75K+	56.3%	17.3%	13.1%	8.7%	0.5%	2.9%	0.0%	0.6%	0.0%	0.6%	0%	178
Children in School												
Yes	54.5%	16.6%	15.5%	6.9%	1.7%	2.1%	0.0%	0.6%	1.4%	0.8%	0%	238
No	64.8%	12.4%	12.0%	4.5%	1.1%	3.5%	0.3%	0.0%	0.3%	1.2%	0%	374
Region												
Indiana Northern	60.5%	16.5%	13.2%	2.9%	2.1%	2.5%	0.4%	0.0%	0.8%	1.2%	0.0%	238
Indiana Central	59.8%	13.6%	13.4%	6.9%	0.7%	4.0%	0.0%	0.4%	0.4%	0.9%	0.0%	278
Indiana Southern	62.8%	10.4%	14.5%	7.8%	1.0%	1.0%	0.0%	0.3%	1.0%	1.0%	0.0%	97
Race/Ethnicity												
White	59.0%	15.7%	14.1%	5.5%	1.4%	2.3%	0.0%	0.2%	0.6%	1.0%	0.0%	491
Non-White	68.5%	7.9%	8.9%	4.7%	1.1%	6.2%	0.0%	0.3%	1.1%	1.3%	0.0%	113
DK/Refused	63.2%	0.0%	25.7%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

1c. K-12 Education

	10	9	8	7	6	5	4	3	2	1	Don't Know / No Answer	Number of Cases
Gender												
Male	58.3%	13.7%	14.5%	7.1%	1.0%	3.1%	0.0%	1.3%	0.0%	0.6%	0.1%	294
Female	73.6%	10.4%	8.8%	1.6%	0.9%	2.2%	0.9%	0.3%	1.0%	0.3%	0.3%	318
Age												
18-34	67.0%	11.6%	10.4%	4.9%	0.7%	2.7%	0.0%	0.7%	1.4%	0.7%	0.0%	146
35-44	60.7%	17.2%	12.5%	6.1%	1.8%	0.0%	0.0%	0.8%	0.0%	0.8%	0.0%	112
45-54	67.9%	10.3%	9.7%	5.5%	0.7%	2.7%	0.7%	0.6%	0.7%	0.6%	0.6%	148
55-64	70.5%	9.5%	12.5%	0.9%	1.0%	3.8%	0.9%	0.9%	0.0%	0.0%	0.0%	108
65+	64.5%	11.9%	13.8%	3.0%	0.7%	4.0%	1.0%	1.0%	0.0%	0.0%	0.0%	98
Education												
HS or less	71.5%	8.4%	11.6%	3.3%	0.3%	1.8%	0.9%	1.4%	0.5%	0.0%	0.4%	214
Some college	72.8%	10.8%	8.6%	4.3%	0.6%	1.8%	0.0%	0.6%	0.0%	0.6%	0.0%	166
College grad or more	57.1%	16.3%	13.7%	4.6%	1.8%	3.9%	0.4%	0.4%	0.9%	0.8%	0.0%	230
Income												
<\$35K	76.0%	9.7%	7.8%	3.6%	0.0%	1.4%	0.0%	0.7%	0.7%	0.0%	0.0%	140
\$35K-\$50K	68.9%	8.7%	12.7%	2.7%	2.4%	2.7%	0.9%	0.0%	0.0%	0.9%	0.0%	109
\$50K-\$75K	63.8%	11.6%	12.2%	5.9%	0.0%	1.5%	0.0%	1.5%	1.5%	1.5%	0.6%	134
\$75K+	56.4%	17.5%	13.8%	5.6%	1.7%	3.9%	0.6%	0.5%	0.0%	0.0%	0.0%	178
Children in School												
Yes	65.9%	13.2%	12.4%	4.4%	1.3%	1.3%	0.0%	0.8%	0.8%	0.0%	0.0%	238
No	66.6%	11.2%	11.0%	4.2%	0.7%	3.5%	0.8%	0.8%	0.3%	0.8%	0.2%	374
Region												
Indiana Northern	64.2%	12.8%	11.9%	4.5%	0.4%	1.6%	1.2%	1.6%	0.4%	1.2%	0.0%	238
Indiana Central	67.7%	10.4%	12.1%	4.5%	1.4%	3.3%	0.0%	0.0%	0.4%	0.0%	0.3%	278
Indiana Southern	67.6%	15.2%	8.3%	2.7%	1.0%	3.1%	0.0%	1.0%	1.0%	0.0%	0.0%	97
Race/Ethnicity												
White	65.1%	13.1%	11.0%	4.5%	1.0%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	491
Non-White	72.7%	6.9%	13.9%	2.6%	0.6%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	113
DK/Refused	48.5%	14.7%	11.1%	14.7%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

1d. Higher Education

	10	9	8	7	6	5	4	3	2	1	Don't Know / No Answer	Number of Cases
Gender												
Male	40.1%	15.3%	19.4%	11.0%	4.7%	5.7%	0.7%	2.1%	0.7%	0.3%	0%	294
Female	62.6%	10.4%	12.0%	8.4%	1.8%	3.1%	0.7%	0.0%	0.6%	0.3%	0%	318
Age												
18-34	47.1%	12.4%	15.4%	13.1%	4.1%	4.9%	1.5%	0.0%	1.4%	0.0%	0%	146
35-44	49.2%	15.9%	11.5%	11.5%	3.5%	5.7%	0.0%	2.7%	0.0%	0.0%	0%	112
45-54	51.8%	11.2%	15.3%	9.5%	2.7%	5.5%	0.7%	1.4%	1.3%	0.6%	0%	148
55-64	55.6%	13.1%	20.3%	6.4%	4.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	108
65+	57.8%	11.8%	15.6%	6.4%	0.7%	4.7%	1.2%	1.0%	0.0%	1.0%	0%	98
Education												
HS or less	63.4%	10.1%	13.1%	4.6%	2.6%	3.7%	0.2%	0.5%	1.4%	0.5%	0%	214
Some college	55.7%	9.6%	15.4%	9.9%	2.9%	4.1%	0.6%	1.7%	0.0%	0.0%	0%	166
College grad or more	38.5%	17.7%	17.5%	14.2%	3.9%	5.0%	1.3%	0.9%	0.4%	0.4%	0%	230
Income												
<\$35K	69.4%	7.4%	11.4%	5.0%	0.5%	4.9%	0.0%	0.0%	0.7%	0.7%	0%	140
\$35K-\$50K	52.6%	10.7%	19.0%	8.2%	1.8%	7.5%	0.3%	0.0%	0.0%	0.0%	0%	109
\$50K-\$75K	42.8%	17.4%	17.4%	8.8%	5.9%	3.4%	0.0%	2.2%	1.5%	0.7%	0%	134
\$75K+	39.4%	15.1%	17.2%	16.6%	4.5%	3.2%	2.2%	1.8%	0.0%	0.0%	0%	178
Children in School												
Yes	46.4%	15.3%	13.7%	13.8%	2.5%	5.5%	0.1%	1.7%	0.8%	0.0%	0%	238
No	55.3%	11.2%	16.7%	7.0%	3.6%	3.5%	1.1%	0.5%	0.5%	0.5%	0%	374
Region												
Indiana Northern	51.0%	9.9%	17.3%	9.5%	3.7%	6.2%	0.0%	0.8%	0.8%	0.8%	0.0%	238
Indiana Central	54.1%	14.9%	13.2%	9.4%	3.2%	2.3%	1.4%	1.1%	0.4%	0.0%	0.0%	278
Indiana Southern	47.2%	14.2%	18.0%	10.3%	2.1%	5.8%	0.3%	1.0%	1.0%	0.0%	0.0%	97
Race/Ethnicity												
White	47.8%	14.2%	17.1%	10.4%	3.8%	4.4%	0.2%	1.0%	0.0%	0.2%	0.0%	491
Non-White	69.6%	7.7%	9.0%	5.0%	0.6%	4.1%	2.9%	1.0%	0.0%	0.0%	0.0%	113
DK/Refused	48.5%	0.0%	14.7%	25.7%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

1e. Taxes

	10	9	8	7	6	5	4	3	2	1	Don't Know / No Answer	Number of Cases
Gender												
Male	32.9%	9.8%	18.5%	13.0%	9.0%	11.1%	1.3%	1.0%	1.5%	1.6%	0.3%	294
Female	47.2%	9.8%	18.5%	9.8%	4.5%	5.9%	1.3%	0.1%	1.1%	1.1%	0.9%	318
Age												
18-34	32.4%	15.0%	19.6%	13.6%	7.3%	6.4%	2.1%	1.5%	0.7%	1.3%	0.0%	146
35-44	36.3%	8.1%	19.9%	15.4%	7.2%	10.2%	0.8%	0.0%	1.1%	0.0%	0.9%	112
45-54	48.4%	6.1%	16.2%	9.4%	8.8%	6.0%	0.7%	0.0%	1.8%	2.0%	0.7%	148
55-64	47.0%	8.4%	19.0%	11.8%	1.7%	8.2%	0.8%	0.0%	0.6%	1.0%	1.5%	108
65+	37.3%	11.1%	18.0%	5.8%	7.2%	12.8%	2.0%	1.0%	2.1%	2.6%	0.0%	98
Education												
HS or less	50.1%	7.5%	15.4%	7.0%	3.9%	8.8%	0.9%	1.1%	2.3%	3.1%	0.0%	214
Some college	45.8%	6.6%	16.0%	16.3%	4.2%	7.2%	1.1%	0.0%	1.2%	0.6%	1.0%	166
College grad or more	27.5%	14.2%	23.3%	11.8%	10.5%	8.8%	1.7%	0.4%	0.4%	0.4%	0.9%	230
Income												
<\$35K	44.7%	7.6%	18.8%	8.0%	2.0%	10.2%	2.1%	1.4%	2.4%	2.1%	0.7%	140
\$35K-\$50K	45.6%	8.7%	17.7%	8.0%	4.9%	9.1%	0.9%	0.3%	2.4%	2.4%	0.0%	109
\$50K-\$75K	38.2%	8.1%	18.8%	13.1%	9.5%	8.1%	0.0%	0.7%	0.8%	1.5%	1.3%	134
\$75K+	32.6%	13.1%	20.3%	15.0%	9.5%	7.8%	1.7%	0.0%	0.0%	0.0%	0.0%	178
Children in School												
Yes	33.7%	11.0%	17.9%	13.6%	8.3%	10.4%	1.7%	0.5%	1.0%	1.3%	0.9%	238
No	44.6%	9.0%	18.9%	9.9%	5.6%	7.1%	1.0%	0.5%	1.5%	1.5%	0.4%	374
Region												
Indiana Northern	39.5%	9.5%	18.1%	11.1%	7.4%	7.4%	1.6%	0.8%	1.6%	2.1%	0.0%	238
Indiana Central	41.6%	8.8%	19.0%	11.8%	6.5%	9.0%	0.7%	0.0%	0.9%	1.0%	0.6%	278
Indiana Southern	39.2%	13.4%	17.6%	10.9%	5.2%	8.3%	2.1%	1.4%	1.0%	1.0%	0.0%	97
Race/Ethnicity												
White	39.5%	10.0%	19.5%	11.7%	6.7%	8.2%	1.4%	0.6%	0.6%	1.2%	0.6%	491
Non-White	44.9%	8.7%	12.7%	9.6%	6.0%	9.9%	0.7%	0.3%	4.2%	2.3%	0.6%	113
DK/Refused	25.7%	11.1%	37.4%	14.7%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

1f. Public Safety

	10	9	8	7	6	5	4	3	2	1	Don't Know / No Answer	Number of Cases
Gender												
Male	30.0%	11.4%	22.6%	12.6%	9.3%	10.9%	0.7%	1.7%	0.4%	0.4%	0.0%	294
Female	56.1%	9.5%	14.8%	9.6%	3.9%	3.4%	1.0%	0.0%	1.0%	0.3%	0.6%	318
Age												
18-34	42.2%	11.1%	18.3%	15.8%	4.8%	3.4%	0.0%	1.4%	1.5%	1.6%	0.0%	146
35-44	39.9%	10.4%	24.5%	8.9%	5.1%	8.5%	1.8%	0.9%	0.0%	0.0%	0.0%	112
45-54	39.2%	7.7%	19.6%	12.7%	8.7%	8.6%	1.4%	0.0%	0.7%	0.0%	1.2%	148
55-64	48.9%	10.9%	15.3%	7.4%	9.2%	5.5%	0.9%	0.9%	0.9%	0.0%	0.0%	108
65+	50.6%	12.7%	14.0%	7.6%	4.2%	9.9%	0.0%	1.0%	0.0%	0.0%	0.0%	98
Education												
HS or less	53.6%	10.6%	14.8%	8.0%	3.7%	6.8%	0.9%	0.5%	0.5%	0.6%	0.0%	214
Some college	51.2%	8.3%	16.3%	8.5%	7.2%	6.0%	0.6%	1.2%	0.6%	0.0%	0.0%	166
College grad or more	29.0%	11.3%	23.7%	15.7%	8.5%	8.0%	0.9%	0.9%	0.9%	0.4%	0.8%	230
Income												
<\$35K	63.5%	10.2%	13.1%	6.5%	0.7%	3.6%	0.0%	0.0%	1.5%	0.9%	0.0%	140
\$35K-\$50K	44.3%	12.8%	16.1%	7.5%	8.0%	9.5%	0.0%	1.9%	0.0%	0.0%	0.0%	109
\$50K-\$75K	39.7%	8.4%	24.5%	9.5%	7.4%	7.5%	0.8%	0.7%	0.8%	0.8%	0.0%	134
\$75K+	28.4%	12.6%	18.3%	18.5%	10.1%	7.8%	2.3%	1.1%	0.0%	0.0%	1.0%	178
Children in School												
Yes	39.2%	9.4%	23.3%	12.2%	5.3%	6.8%	0.8%	1.3%	0.4%	0.5%	0.8%	238
No	46.4%	11.1%	15.5%	10.3%	7.2%	7.1%	0.8%	0.5%	0.9%	0.3%	0.0%	374
Region												
Indiana Northern	45.3%	10.3%	19.8%	11.5%	4.1%	5.3%	1.2%	0.8%	0.8%	0.8%	0.0%	238
Indiana Central	40.1%	9.8%	17.8%	11.2%	8.5%	9.3%	0.7%	1.1%	0.8%	0.0%	0.7%	278
Indiana Southern	49.1%	13.1%	17.5%	9.3%	6.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	97
Race/Ethnicity												
White	41.6%	10.0%	20.8%	11.6%	6.3%	6.7%	0.0%	0.0%	0.6%	0.2%	0.0%	491
Non-White	51.7%	12.9%	8.0%	9.2%	7.6%	6.7%	0.0%	0.0%	1.0%	1.1%	0.0%	113
DK/Refused	48.5%	0.0%	25.7%	0.0%	0.0%	25.7%	0.0%	0.0%	0.0%	0.0%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

1g. Health Care

	10	9	8	7	6	5	4	3	2	1	Don't Know / No Answer	Number of Cases
Gender												
Male	43.4%	12.6%	17.5%	12.7%	6.0%	4.5%	1.8%	0.3%	0.6%	0.6%	0%	294
Female	63.6%	12.3%	13.7%	6.0%	0.3%	2.5%	0.6%	0.0%	0.6%	0.2%	0%	318
Age												
18-34	49.6%	12.4%	16.2%	8.8%	4.8%	4.1%	1.5%	0.7%	1.2%	0.6%	0%	146
35-44	47.5%	12.4%	19.5%	11.8%	4.4%	3.5%	0.9%	0.0%	0.0%	0.0%	0%	112
45-54	54.3%	9.5%	14.8%	10.5%	0.6%	5.5%	2.7%	0.0%	1.3%	0.6%	0%	148
55-64	60.0%	12.4%	15.2%	7.3%	3.3%	1.8%	0.0%	0.0%	0.0%	0.0%	0%	108
65+	60.3%	17.2%	11.5%	7.1%	2.1%	1.1%	0.0%	0.0%	0.0%	0.7%	0%	98
Education												
HS or less	67.9%	8.9%	10.6%	5.8%	0.9%	3.2%	1.4%	0.0%	0.9%	0.3%	0%	214
Some college	63.5%	12.0%	13.9%	6.0%	1.7%	2.2%	0.0%	0.0%	0.0%	0.6%	0%	166
College grad or more	34.3%	16.2%	21.4%	14.8%	5.4%	4.6%	1.8%	0.4%	0.8%	0.4%	0%	230
Income												
<\$35K	72.6%	56.7%	45.8%	41.0%	72.6%	56.7%	45.8%	41.0%	72.6%	56.7%	0%	140
\$35K-\$50K	11.9%	15.2%	11.0%	13.1%	11.9%	15.2%	11.0%	13.1%	11.9%	15.2%	0%	109
\$50K-\$75K	7.1%	13.3%	23.0%	19.1%	7.1%	13.3%	23.0%	19.1%	7.1%	13.3%	0%	134
\$75K+	2.9%	8.3%	10.8%	13.5%	2.9%	8.3%	10.8%	13.5%	2.9%	8.3%	0%	178
Children in School												
Yes	45.1%	13.4%	18.6%	10.4%	3.9%	6.0%	1.7%	0.4%	0.4%	0.0%	0%	238
No	59.5%	11.9%	13.6%	8.5%	2.4%	1.8%	0.8%	0.0%	0.7%	0.7%	0%	374
Region												
Indiana Northern	53.1%	14.0%	14.4%	8.2%	3.3%	4.1%	0.8%	0.0%	1.2%	0.8%	0.0%	238
Indiana Central	53.3%	11.5%	16.6%	10.0%	2.3%	3.7%	1.5%	0.4%	0.4%	0.2%	0.0%	278
Indiana Southern	58.1%	10.4%	15.5%	9.3%	4.7%	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	97
Race/Ethnicity												
White	50.6%	12.6%	17.4%	10.0%	3.2%	3.7%	1.2%	0.0%	0.6%	0.4%	0.0%	491
Non-White	67.4%	10.9%	8.6%	5.5%	2.6%	2.8%	1.0%	0.0%	0.6%	0.6%	0.0%	113
DK/Refused	63.2%	22.2%	0.0%	14.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

1h. Roads and Transportation

	10	9	8	7	6	5	4	3	2	1	Don't Know / No Answer	Number of Cases
Gender												
Male	16.3%	6.2%	20.2%	23.5%	13.8%	13.4%	3.0%	2.3%	0.8%	0.4%	0.0%	294
Female	24.6%	7.3%	27.5%	15.9%	10.0%	10.6%	1.3%	0.3%	0.6%	1.3%	0.6%	318
Age												
18-34	16.6%	4.2%	19.3%	23.2%	17.1%	13.3%	3.4%	0.7%	0.0%	2.3%	0.0%	146
35-44	16.3%	7.3%	23.9%	20.9%	12.6%	13.0%	1.7%	1.4%	2.9%	0.0%	0.0%	112
45-54	22.2%	8.5%	21.5%	20.9%	11.4%	12.1%	2.1%	0.7%	0.0%	0.7%	0.0%	148
55-64	22.1%	6.9%	33.3%	14.2%	7.2%	10.7%	1.9%	2.8%	0.0%	1.0%	0.0%	108
65+	27.6%	7.4%	24.9%	16.3%	8.8%	9.9%	1.0%	1.0%	1.0%	0.0%	2.0%	98
Education												
HS or less	28.5%	7.1%	26.0%	14.3%	9.1%	9.6%	0.4%	0.9%	1.5%	1.6%	0.9%	214
Some college	25.5%	9.1%	21.6%	15.9%	11.3%	13.0%	2.4%	0.6%	0.6%	0.0%	0.0%	166
College grad or more	9.9%	4.9%	24.0%	27.1%	14.9%	12.9%	3.4%	2.0%	0.0%	0.9%	0.0%	230
Income												
<\$35K	33.5%	8.8%	26.3%	13.0%	7.9%	5.3%	0.7%	0.0%	0.7%	2.4%	1.4%	140
\$35K-\$50K	16.2%	6.8%	27.9%	25.4%	7.4%	10.4%	1.9%	2.8%	1.2%	0.0%	0.0%	109
\$50K-\$75K	18.0%	6.8%	17.5%	24.2%	14.9%	14.8%	2.2%	0.0%	0.0%	1.5%	0.0%	134
\$75K+	12.2%	4.7%	23.6%	20.1%	14.6%	17.3%	3.9%	2.6%	1.1%	0.0%	0.0%	178
Children in School												
Yes	15.9%	6.1%	21.0%	20.3%	16.1%	14.2%	2.9%	0.9%	1.4%	1.4%	0.0%	238
No	23.6%	7.3%	26.0%	19.1%	9.2%	10.5%	1.6%	1.5%	0.3%	0.5%	0.5%	374
Region												
Indiana Northern	23.5%	8.2%	28.0%	15.6%	9.9%	9.9%	1.6%	0.8%	1.2%	1.2%	0.0%	238
Indiana Central	17.3%	5.7%	20.3%	22.8%	12.3%	15.2%	2.9%	1.8%	0.4%	0.8%	0.7%	278
Indiana Southern	24.6%	7.3%	23.4%	20.0%	15.5%	7.6%	1.0%	0.6%	0.0%	0.0%	0.0%	97
Race/Ethnicity												
White	18.7%	6.6%	25.2%	20.0%	11.5%	12.9%	2.5%	1.4%	0.4%	0.8%	0.0%	491
Non-White	27.6%	8.3%	20.1%	16.9%	14.2%	7.6%	0.7%	0.5%	1.1%	1.1%	0.0%	113
DK/Refused	37.4%	0.0%	11.1%	25.7%	0.0%	14.7%	0.0%	0.0%	11.1%	0.0%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

2. 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	8.0%	44.0%	37.3%	8.8%	1.9%	294
Female	11.3%	44.9%	31.3%	7.8%	4.8%	318
Age						
18-34	9.3%	49.4%	32.7%	5.5%	3.0%	146
35-44	7.7%	52.7%	29.2%	7.7%	2.7%	112
45-54	12.2%	43.5%	30.8%	9.9%	3.6%	148
55-64	9.1%	41.7%	36.4%	9.3%	3.5%	108
65+	9.5%	32.2%	44.6%	9.4%	4.4%	98
Education						
HS or less	9.0%	42.8%	36.2%	8.4%	3.6%	214
Some college	7.9%	48.8%	33.0%	7.1%	3.3%	166
College grad or more	11.7%	43.1%	32.8%	9.1%	3.3%	230
Income						
<\$35K	9.5%	41.9%	36.5%	7.2%	5.0%	140
\$35K-\$50K	4.6%	37.5%	44.4%	7.3%	6.1%	109
\$50K-\$75K	8.9%	52.9%	29.8%	7.5%	0.8%	134
\$75K+	12.6%	45.9%	29.1%	9.8%	2.7%	178
Children in School						
Yes	8.2%	51.4%	30.1%	8.0%	2.2%	238
No	10.6%	40.0%	36.8%	8.4%	4.1%	374
Region						
Indiana Northern	11.5%	40.7%	33.3%	10.3%	4.1%	238
Indiana Central	8.3%	42.4%	36.9%	9.1%	3.2%	278
Indiana Southern	9.4%	60.6%	27.3%	1.7%	1.0%	97
Race/Ethnicity						
White	10.5%	49.2%	31.1%	6.5%	2.7%	491
Non-White	6.0%	24.2%	48.3%	16.6%	4.9%	113
DK/Refused	14.7%	40.4%	22.8%	0.0%	22.2%	9

2008 Public Opinion Survey on K-12 Education in Indiana

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

	Better	Stayed the same	Worse	Don't Know / No Answer	Number of Cases
Gender					
Male	28.9%	40.9%	22.1%	8.1%	294
Female	26.7%	42.5%	19.3%	11.5%	318
Age					
18-34	30.3%	33.9%	19.0%	16.8%	146
35-44	34.9%	42.6%	15.5%	7.1%	112
45-54	17.7%	55.2%	16.8%	10.2%	148
55-64	31.2%	32.3%	30.2%	6.3%	108
65+	27.2%	42.7%	24.1%	6.0%	98
Education					
HS or less	27.6%	42.5%	17.6%	12.3%	214
Some college	27.8%	42.4%	20.9%	8.8%	166
College grad or more	27.5%	40.8%	23.3%	8.4%	230
Income					
<\$35K	29.0%	37.7%	18.9%	14.5%	140
\$35K-\$50K	24.5%	49.5%	19.6%	6.4%	109
\$50K-\$75K	29.8%	36.8%	24.3%	9.0%	134
\$75K+	28.2%	45.4%	19.2%	7.2%	178
Children in School					
Yes	31.0%	41.6%	17.7%	9.7%	238
No	25.7%	41.9%	22.5%	9.9%	374
Region					
Indiana Northern	28.0%	37.9%	23.9%	10.3%	238
Indiana Central	27.2%	45.5%	17.1%	10.2%	278
Indiana Southern	30.0%	40.7%	21.5%	7.8%	97
Race/Ethnicity					
White	28.9%	42.1%	19.1%	9.8%	491
Non-White	23.8%	40.6%	26.6%	9.0%	113
DK/Refused	14.7%	37.4%	25.7%	22.2%	9

2008 Public Opinion Survey on K-12 Education in Indiana

4. 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	20.6%	40.7%	26.1%	11.6%	1.0%	294
Female	18.4%	46.6%	21.8%	9.7%	3.5%	318
Age						
18-34	21.8%	39.9%	28.5%	7.0%	2.8%	146
35-44	14.3%	55.3%	18.8%	9.8%	1.8%	112
45-54	18.1%	46.1%	23.8%	9.8%	2.0%	148
55-64	23.6%	41.7%	21.4%	13.3%	0.0%	108
65+	19.2%	35.2%	25.4%	15.2%	5.1%	98
Education						
HS or less	14.2%	42.7%	26.8%	13.1%	3.3%	214
Some college	17.4%	47.3%	26.5%	7.0%	1.9%	166
College grad or more	25.9%	42.5%	18.8%	11.0%	1.8%	230
Income						
<\$35K	13.5%	40.3%	29.3%	12.0%	4.9%	140
\$35K-\$50K	11.3%	34.3%	39.8%	13.6%	1.0%	109
\$50K-\$75K	21.4%	49.6%	19.3%	8.1%	1.6%	134
\$75K+	25.8%	48.3%	15.0%	8.6%	2.3%	178
Children in School						
Yes	20.7%	48.8%	22.5%	7.1%	0.9%	238
No	18.6%	40.5%	24.7%	12.9%	3.2%	374
Region						
Indiana Northern	22.2%	35.8%	25.5%	15.2%	1.2%	238
Indiana Central	17.8%	46.0%	23.3%	8.9%	4.1%	278
Indiana Southern	16.2%	56.5%	22.5%	4.8%	0%	97
Race/Ethnicity						
White	20.8%	47.5%	22.3%	7.1%	2.3%	491
Non-White	13.8%	26.1%	31.5%	26.1%	2.6%	113
DK/Refused	14.7%	62.6%	11.7%	11.1%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

5A. Over the past five years, have the public schools in your community gotten better, worse, or stayed the same?

	Better	Stayed the Same	Worse	Don't Know/ No Answer	Number of Cases
Gender					
Male	30.7%	46.3%	17.8%	5.2%	294
Female	28.3%	46.9%	14.3%	10.5%	318
Age					
18-34	33.3%	38.9%	13.6%	14.3%	146
35-44	35.7%	42.5%	14.9%	6.9%	112
45-54	24.1%	54.6%	15.2%	6.1%	148
55-64	28.8%	45.0%	21.4%	4.8%	108
65+	25.5%	52.5%	16.0%	6.1%	98
Education					
HS or less	28.8%	49.9%	12.8%	8.5%	214
Some college	28.8%	44.4%	17.7%	9.1%	166
College grad or more	30.1%	45.5%	17.8%	6.7%	230
Income					
<\$35K	28.5%	46.4%	13.1%	12.1%	140
\$35K-\$50K	21.1%	48.4%	19.8%	10.7%	109
\$50K-\$75K	34.4%	45.2%	16.7%	3.6%	134
\$75K+	30.3%	47.6%	15.9%	6.1%	178
Children in School					
Yes	32.9%	45.5%	14.3%	7.3%	238
No	27.2%	47.4%	17.0%	8.4%	374
Region					
Indiana Northern	30.5%	44.0%	18.1%	7.4%	238
Indiana Central	27.2%	50.1%	15.0%	7.8%	278
Indiana Southern	34.5%	42.8%	13.8%	8.9%	97
Race/Ethnicity					
White	30.9%	46.6%	15.1%	7.4%	491
Non-White	23.1%	46.7%	20.3%	9.9%	113
DK/Refused	29.3%	48.5%	11.1%	11.1%	9

2008 Public Opinion Survey on K-12 Education in Indiana

6A. Based on your impression, or what you might have heard or read, where do you think the academic performance of Indiana high school students ranks compared with students in other states – near the top, in the middle, or near the bottom?

	Near the Top	In the Middle	Near the Bottom	Don't Know / No Answer	Number of Cases
Gender					
Male	12.4%	64.0%	18.3%	5.3%	294
Female	10.9%	60.0%	20.8%	8.3%	318
Age					
18-34	14.0%	60.2%	17.1%	8.7%	146
35-44	14.2%	61.9%	20.3%	3.6%	112
45-54	6.3%	62.6%	22.1%	8.9%	148
55-64	12.7%	55.6%	26.2%	5.5%	108
65+	11.9%	70.4%	11.6%	6.1%	98
Education					
HS or less	13.7%	62.2%	17.0%	7.2%	214
Some college	9.9%	62.4%	18.5%	9.3%	166
College grad or more	11.0%	61.2%	23.0%	4.8%	230
Income					
<\$35K	12.8%	64.9%	14.8%	7.5%	140
\$35K-\$50K	6.1%	68.1%	21.1%	4.7%	109
\$50K-\$75K	10.9%	62.6%	18.4%	8.1%	134
\$75K+	14.3%	58.5%	22.7%	4.5%	178
Children in School					
Yes	13.7%	60.9%	17.9%	7.4%	238
No	10.2%	62.6%	20.7%	6.5%	374
Region					
Indiana Northern	11.1%	61.3%	20.6%	7.0%	238
Indiana Central	7.9%	64.9%	22.8%	4.4%	278
Indiana Southern	23.8%	54.6%	8.1%	13.5%	97
Race/Ethnicity					
White	12.4%	63.5%	16.9%	7.2%	491
Non-White	7.9%	55.3%	30.9%	5.9%	113
DK/Refused	14.7%	59.6%	25.7%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

6B. Thinking about your own school district, where do you think the academic performance of high school students in your local district ranks compared with students in other states – near the top, in the middle, or near the bottom?

	Near the Top	In the Middle	Near the Bottom	Don't Know / No Answer	Number of Cases
Gender					
Male	24.0%	55.9%	16.7%	3.4%	294
Female	22.0%	50.7%	17.8%	9.5%	318
Age					
18-34	22.4%	56.5%	15.2%	6.0%	146
35-44	26.9%	46.9%	23.4%	2.7%	112
45-54	19.2%	58.4%	15.4%	6.9%	148
55-64	23.2%	45.5%	20.9%	10.4%	108
65+	24.6%	24.6%	24.6%	24.6%	98
Education					
HS or less	15.9%	58.6%	18.7%	6.8%	214
Some college	23.0%	52.2%	15.3%	9.5%	166
College grad or more	29.5%	48.6%	17.5%	4.3%	230
Income					
<\$35K	17.7%	59.2%	12.4%	10.6%	140
\$35K-\$50K	10.4%	55.5%	28.7%	5.4%	109
\$50K-\$75K	24.2%	53.3%	17.5%	5.0%	134
\$75K+	30.9%	49.8%	16.3%	3.0%	178
Children in School					
Yes	24.0%	52.7%	17.2%	6.1%	238
No	22.2%	53.5%	17.4%	6.9%	374
Region					
Indiana Northern	23.5%	52.3%	18.9%	5.3%	238
Indiana Central	21.6%	53.4%	18.0%	7.0%	278
Indiana Southern	25.8%	53.6%	12.7%	7.8%	97
Race/Ethnicity					
White	24.9%	55.3%	14.6%	5.2%	491
Non-White	13.8%	43.4%	29.5%	13.3%	113
DK/Refused	29.3%	59.6%	11.1%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

7A. Based on your impression, or what you might have heard or read, where do you think the academic performance of Indiana high school students ranks compared with students in other countries – near the top, in the middle, or near the bottom?

	Near the Top	In the Middle	Near the Bottom	Don't Know / No Answer	Number of Cases
Gender					
Male	12.6%	47.8%	36.2%	3.4%	294
Female	14.5%	38.3%	38.3%	8.9%	318
Age					
18-34	17.4%	41.2%	38.6%	2.8%	146
35-44	14.0%	43.7%	35.2%	7.1%	112
45-54	10.8%	43.9%	36.6%	8.7%	148
55-64	11.3%	43.0%	38.9%	6.8%	108
65+	14.1%	42.7%	37.2%	6.0%	98
Education					
HS or less	17.9%	44.9%	28.8%	8.5%	214
Some college	17.9%	34.3%	40.6%	7.1%	166
College grad or more	6.6%	47.3%	42.5%	3.6%	230
Income					
<\$35K	17.1%	47.8%	24.1%	10.9%	140
\$35K-\$50K	17.0%	29.6%	50.0%	3.5%	109
\$50K-\$75K	8.8%	48.2%	38.2%	4.8%	134
\$75K+	10.0%	45.5%	40.8%	3.7%	178
Children in School					
Yes	12.8%	45.6%	35.2%	6.4%	238
No	14.1%	41.1%	38.7%	6.1%	374
Region					
Indiana Northern	11.5%	45.3%	37.4%	5.8%	238
Indiana Central	14.3%	39.6%	39.3%	6.7%	278
Indiana Southern	16.6%	46.4%	31.1%	5.9%	97
Race/Ethnicity					
White	13.8%	43.1%	37.3%	5.8%	491
Non-White	13.9%	41.0%	37.5%	7.6%	113
DK/Refused	0.0%	51.5%	33.9%	14.7%	9

2008 Public Opinion Survey on K-12 Education in Indiana

7B. Thinking about your own school district, where do you think the academic performance of high school students in your local district ranks compared with students in other countries – near the top, in the middle, or near the bottom?

	Near the Top	In the Middle	Near the Bottom	Don't Know / No Answer	Number of Cases
Gender					
Male	17.1%	48.4%	31.4%	3.1%	294
Female	12.9%	43.9%	34.4%	8.8%	318
Age					
18-34	16.4%	44.8%	34.5%	4.4%	146
35-44	14.7%	44.8%	33.5%	7.0%	112
45-54	11.7%	51.6%	31.0%	5.6%	148
55-64	17.0%	41.7%	37.0%	4.3%	108
65+	15.5%	45.6%	28.7%	10.2%	98
Education					
HS or less	17.1%	49.9%	25.3%	7.7%	214
Some college	14.3%	44.1%	34.3%	7.3%	166
College grad or more	13.3%	43.6%	39.3%	3.8%	230
Income					
<\$35K	15.7%	48.7%	24.9%	10.7%	140
\$35K-\$50K	17.0%	39.1%	39.5%	4.4%	109
\$50K-\$75K	12.7%	48.2%	36.1%	3.0%	134
\$75K+	13.4%	48.6%	35.5%	2.6%	178
Children in School					
Yes	14.1%	47.3%	32.6%	6.0%	238
No	15.4%	45.3%	33.2%	6.1%	374
Region					
Indiana Northern	11.5%	46.1%	35.4%	7.0%	238
Indiana Central	16.0%	46.0%	32.3%	5.7%	278
Indiana Southern	20.4%	46.2%	29.2%	4.2%	97
Race/Ethnicity					
White	15.2%	47.7%	31.8%	5.4%	491
Non-White	13.6%	40.5%	38.2%	7.7%	113
DK/Refused	14.7%	25.7%	33.9%	25.7%	9

2008 Public Opinion Survey on K-12 Education in Indiana

8A. Overall, do you think the level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

	More than Enough	Enough	Not enough	Don't Know / No Answer	Number of Cases
Gender					
Male	11.1%	28.8%	56.7%	3.5%	294
Female	4.2%	21.1%	70.0%	4.7%	318
Age					
18-34	7.8%	23.3%	66.8%	2.1%	146
35-44	2.8%	26.0%	65.7%	5.6%	112
45-54	10.5%	22.0%	65.4%	2.1%	148
55-64	11.2%	21.6%	61.1%	6.1%	108
65+	3.7%	33.4%	56.7%	6.2%	98
Education					
HS or less	4.4%	22.0%	69.0%	4.6%	214
Some college	7.0%	26.0%	62.6%	4.5%	166
College grad or more	10.7%	26.6%	59.3%	3.4%	230
Income					
<\$35K	2.6%	24.3%	67.7%	5.4%	140
\$35K-\$50K	10.8%	21.5%	64.9%	2.8%	109
\$50K-\$75K	5.9%	22.3%	68.0%	3.8%	134
\$75K+	10.9%	29.1%	56.5%	3.5%	178
Children in School					
Yes	7.5%	25.1%	64.8%	2.6%	238
No	7.4%	24.6%	62.9%	5.0%	374
Region					
Indiana Northern	5.8%	27.6%	63.0%	3.7%	238
Indiana Central	9.9%	21.5%	64.5%	4.1%	278
Indiana Southern	4.5%	29.2%	61.2%	5.2%	97
Race/Ethnicity					
White	8.4%	26.3%	61.2%	4.1%	491
Non-White	4.1%	17.4%	75.4%	3.2%	113
DK/Refused	0.0%	36.8%	48.5%	14.7%	9

2008 Public Opinion Survey on K-12 Education in Indiana

8B. When including all expenses incurred for such things as teachers, building, and bus transportation, Indiana school districts spend about \$10,000 per year per student. Do you think this level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

	More than Enough	Enough	Not enough	Don't Know / No Answer	Number of Cases
Gender					
Male	16.1%	41.0%	38.9%	4.0%	294
Female	8.6%	33.8%	51.9%	5.7%	318
Age					
18-34	9.1%	38.0%	50.1%	2.8%	146
35-44	9.8%	37.6%	45.3%	7.3%	112
45-54	14.3%	32.9%	50.1%	2.7%	148
55-64	14.9%	34.9%	42.8%	7.4%	108
65+	13.6%	44.9%	35.8%	5.7%	98
Education					
HS or less	11.8%	34.0%	48.3%	5.9%	214
Some college	9.2%	47.2%	39.2%	4.4%	166
College grad or more	14.5%	33.2%	48.1%	4.2%	230
Income					
<\$35K	10.1%	34.1%	47.3%	8.4%	140
\$35K-\$50K	14.5%	44.0%	40.6%	0.9%	109
\$50K-\$75K	9.2%	40.4%	47.6%	2.8%	134
\$75K+	13.5%	38.2%	43.7%	4.7%	178
Children in School					
Yes	9.9%	37.9%	47.5%	4.8%	238
No	13.8%	36.8%	44.5%	4.9%	374
Region					
Indiana Northern	11.1%	37.4%	46.5%	4.9%	238
Indiana Central	13.5%	35.9%	46.4%	4.1%	278
Indiana Southern	11.4%	42.0%	40.4%	6.2%	97
Race/Ethnicity					
White	12.7%	39.0%	44.2%	4.1%	491
Non-White	10.1%	30.5%	53.4%	6.0%	113
DK/Refused	14.7%	25.7%	25.7%	33.9%	9

2008 Public Opinion Survey on K-12 Education in Indiana

9. Local school boards have the responsibility of determining how property tax funds are spent for school facilities and equipment in their districts. How do you view the expenditures of funds on facilities and equipment in your community? Does your school board spend:

	Far too much	A bit too much	Just about right	A bit too little	Far too little	Don't Know / No Answer	Number of Cases
Gender							
Male	10.9%	19.0%	41.3%	16.9%	4.6%	7.3%	294
Female	4.1%	12.0%	41.4%	19.7%	7.6%	15.2%	318
Age							
18-34	9.0%	11.7%	45.1%	17.7%	3.5%	13.0%	146
35-44	4.7%	13.8%	41.9%	24.6%	5.4%	9.6%	112
45-54	6.2%	18.4%	38.6%	20.7%	6.5%	9.6%	148
55-64	8.1%	15.0%	38.4%	15.6%	8.4%	14.5%	108
65+	9.0%	18.3%	42.3%	11.7%	8.0%	10.6%	98
Education							
HS or less	7.2%	12.5%	36.1%	19.8%	9.1%	15.3%	214
Some college	5.7%	17.5%	46.1%	17.7%	4.7%	8.2%	166
College grad or more	8.8%	16.5%	42.4%	17.6%	4.6%	10.2%	230
Income							
<\$35K	3.7%	12.0%	42.7%	16.8%	10.4%	14.5%	140
\$35K-\$50K	7.7%	15.9%	32.8%	23.5%	11.7%	8.4%	109
\$50K-\$75K	8.2%	17.1%	42.6%	18.1%	3.0%	11.0%	134
\$75K+	10.4%	18.0%	42.4%	19.5%	1.7%	8.0%	178
Children in School							
Yes	7.3%	15.8%	41.4%	17.5%	5.1%	12.9%	238
No	7.4%	15.0%	41.3%	18.9%	6.9%	10.4%	374
Region							
Indiana Northern	6.6%	10.7%	43.6%	22.6%	7.8%	8.6%	238
Indiana Central	8.8%	16.0%	39.3%	17.3%	6.0%	12.5%	278
Indiana Southern	5.2%	24.9%	43.1%	10.4%	2.1%	14.5%	97
Race/Ethnicity							
White	7.1%	17.4%	42.2%	17.8%	4.5%	10.9%	491
Non-White	7.8%	5.8%	37.7%	22.2%	13.0%	13.5%	113
DK/Refused	14.7%	22.2%	41.0%	0.0%	11.1%	11.1%	9

2008 Public Opinion Survey on K-12 Education in Indiana

10. To what extent do you agree or disagree that the consolidation of smaller school districts in Indiana will save tax dollars? Do you strongly agree, agree, disagree, or strongly disagree with this perspective?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / No Answer	Number of Cases
Gender						
Male	9.9%	45.9%	27.8%	11.6%	4.8%	294
Female	5.7%	37.1%	39.9%	8.1%	9.1%	318
Age						
18-34	3.7%	45.8%	30.5%	10.6%	9.4%	146
35-44	8.3%	34.3%	40.8%	7.4%	9.2%	112
45-54	11.8%	36.9%	37.2%	8.9%	5.3%	148
55-64	6.3%	46.0%	29.3%	13.8%	4.6%	108
65+	8.3%	44.3%	32.3%	8.4%	6.7%	98
Education						
HS or less	6.4%	37.8%	41.5%	9.2%	5.1%	214
Some college	7.1%	43.8%	33.7%	9.5%	5.8%	166
College grad or more	9.3%	42.6%	27.6%	10.7%	9.8%	230
Income						
<\$35K	7.8%	43.1%	33.2%	7.6%	8.3%	140
\$35K-\$50K	3.1%	42.0%	46.2%	7.1%	1.6%	109
\$50K-\$75K	9.3%	39.2%	33.9%	10.9%	6.6%	134
\$75K+	10.4%	43.1%	25.4%	13.6%	7.6%	178
Children in School						
Yes	9.9%	37.5%	36.9%	8.2%	7.5%	238
No	6.3%	43.8%	32.2%	10.8%	6.8%	374
Region						
Indiana Northern	7.8%	39.9%	31.3%	14.8%	6.2%	238
Indiana Central	8.6%	42.9%	36.4%	4.8%	7.3%	278
Indiana Southern	5.2%	42.0%	33.1%	11.4%	8.3%	97
Race/Ethnicity						
White	7.7%	42.0%	33.0%	10.5%	6.8%	491
Non-White	8.2%	39.7%	36.7%	6.8%	8.6%	113
DK/Refused	0.0%	25.7%	63.2%	11.1%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

11. To what extent do you agree or disagree that school district consolidation will provide more learning opportunities for students?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / No Answer	Number of Cases
Gender						
Male	10.9%	42.2%	32.4%	11.3%	3.2%	294
Female	7.1%	39.8%	36.8%	11.6%	4.6%	318
Age						
18-34	6.5%	42.3%	35.6%	9.5%	6.1%	146
35-44	5.5%	37.3%	35.4%	17.8%	4.0%	112
45-54	10.4%	40.1%	35.9%	10.2%	3.4%	148
55-64	13.3%	36.7%	33.4%	12.8%	3.8%	108
65+	9.4%	49.3%	32.1%	7.5%	1.7%	98
Education						
HS or less	8.7%	40.7%	36.8%	9.7%	4.2%	214
Some college	8.5%	42.3%	31.8%	15.7%	1.7%	166
College grad or more	9.5%	40.0%	35.0%	10.1%	5.4%	230
Income						
<\$35K	12.1%	45.4%	28.6%	10.7%	3.2%	140
\$35K-\$50K	7.5%	40.8%	38.6%	12.2%	1.0%	109
\$50K-\$75K	7.9%	37.5%	36.2%	14.0%	4.5%	134
\$75K+	8.4%	41.2%	32.1%	13.0%	5.3%	178
Children in School						
Yes	9.2%	39.3%	32.4%	15.3%	3.8%	238
No	8.7%	42.0%	36.1%	9.0%	4.1%	374
Region						
Indiana Northern	10.3%	40.3%	33.7%	13.6%	2.1%	238
Indiana Central	8.8%	40.0%	37.2%	8.7%	5.3%	278
Indiana Southern	5.5%	48.9%	27.0%	13.8%	4.8%	97
Race/Ethnicity						
White	7.8%	43.2%	33.9%	11.8%	3.3%	491
Non-White	14.7%	33.8%	37.8%	7.6%	6.1%	113
DK/Refused	0.0%	11.1%	37.4%	40.4%	11.1%	9

2008 Public Opinion Survey on K-12 Education in Indiana

12. To what extent do you agree or disagree that school district consolidation will enhance student achievement?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / No Answer	Number of Cases
Gender						
Male	10.3%	35.5%	40.1%	9.9%	4.1%	294
Female	6.4%	36.9%	40.0%	12.3%	4.3%	318
Age						
18-34	7.2%	33.3%	40.3%	12.3%	6.9%	146
35-44	3.5%	34.4%	47.2%	11.4%	3.5%	112
45-54	10.5%	36.5%	38.2%	12.1%	2.7%	148
55-64	12.2%	32.4%	40.9%	11.9%	2.7%	108
65+	7.8%	46.5%	33.5%	7.1%	5.1%	98
Education						
HS or less	10.1%	40.2%	35.5%	9.7%	4.5%	214
Some college	7.4%	35.0%	42.9%	12.4%	2.3%	166
College grad or more	6.8%	33.6%	42.4%	11.7%	5.4%	230
Income						
<\$35K	13.7%	43.4%	33.6%	6.4%	2.9%	140
\$35K-\$50K	5.3%	38.8%	40.3%	14.7%	0.9%	109
\$50K-\$75K	4.2%	35.3%	47.2%	9.6%	3.7%	134
\$75K+	8.3%	31.0%	38.6%	15.0%	7.1%	178
Children in School						
Yes	6.9%	34.4%	42.9%	12.1%	3.8%	238
No	9.2%	37.4%	38.3%	10.6%	4.5%	374
Region						
Indiana Northern	9.1%	35.0%	40.7%	12.3%	2.9%	238
Indiana Central	7.4%	36.1%	40.8%	10.4%	5.3%	278
Indiana Southern	8.3%	43.2%	33.7%	10.7%	4.1%	97
Race/Ethnicity						
White	7.1%	37.1%	39.6%	12.5%	3.7%	491
Non-White	13.9%	33.8%	39.9%	5.6%	6.8%	113
DK/Refused	0.0%	22.2%	66.8%	11.1%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

13. Would you support or oppose the school district in your community being consolidated with another district?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	32.3%	62.0%	5.7%	294
Female	22.4%	70.4%	7.2%	318
Age				
18-34	28.7%	67.8%	3.5%	146
35-44	24.7%	69.2%	6.1%	112
45-54	29.1%	65.5%	5.4%	148
55-64	24.0%	66.4%	9.6%	108
65+	28.1%	62.2%	9.7%	98
Education				
HS or less	30.3%	63.6%	6.1%	214
Some college	26.5%	67.9%	5.6%	166
College grad or more	24.3%	68.2%	7.6%	230
Income				
<\$35K	32.2%	59.7%	8.0%	140
\$35K-\$50K	27.3%	68.9%	3.8%	109
\$50K-\$75K	23.4%	71.0%	5.6%	134
\$75K+	27.6%	65.2%	7.2%	178
Children in School				
Yes	25.1%	71.1%	3.8%	238
No	28.5%	63.3%	8.2%	374
Region				
Indiana Northern	26.7%	67.9%	5.3%	238
Indiana Central	28.1%	64.2%	7.8%	278
Indiana Southern	25.8%	68.0%	6.2%	97
Race/Ethnicity				
White	24.3%	69.5%	6.2%	491
Non-White	41.5%	50.0%	8.6%	113
DK/Refused	0.0%	100.0%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

14. Some school board elections are presently held in May during the primary elections. To what extent do you support or oppose moving all school board elections to the general election in November?

	Strongly Support	Support	Oppose	Strongly Oppose	Don't Know / No Answer	Number of Cases
Gender						
Male	20.7%	47.1%	21.1%	3.5%	7.6%	294
Female	15.5%	47.3%	23.6%	4.6%	9.0%	318
Age						
18-34	17.1%	50.5%	19.0%	6.4%	6.9%	146
35-44	25.3%	40.0%	26.0%	2.6%	6.1%	112
45-54	12.6%	52.8%	21.9%	3.9%	8.8%	148
55-64	15.1%	54.5%	19.4%	2.8%	8.2%	108
65+	22.2%	34.0%	27.5%	4.0%	12.3%	98
Education						
HS or less	17.0%	49.4%	22.5%	5.8%	5.3%	214
Some college	19.3%	44.9%	25.2%	1.2%	9.4%	166
College grad or more	17.6%	47.0%	20.4%	4.6%	10.4%	230
Income						
<\$35K	14.5%	45.0%	27.4%	4.0%	9.1%	140
\$35K-\$50K	17.1%	51.2%	22.1%	4.6%	5.0%	109
\$50K-\$75K	16.8%	53.0%	18.3%	3.7%	8.2%	134
\$75K+	23.6%	41.5%	22.9%	3.6%	8.3%	178
Children in School						
Yes	18.3%	48.8%	20.9%	4.7%	7.3%	238
No	17.7%	46.2%	23.4%	3.7%	9.0%	374
Region						
Indiana Northern	22.2%	44.9%	20.2%	4.1%	8.6%	238
Indiana Central	13.6%	51.1%	21.7%	4.2%	9.5%	278
Indiana Southern	18.6%	43.8%	30.0%	3.1%	4.5%	97
Race/Ethnicity						
White	17.7%	48.3%	21.8%	3.5%	8.8%	491
Non-White	19.5%	43.2%	24.4%	5.9%	7.0%	113
DK/Refused	14.7%	37.4%	33.2%	14.7%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

15A. Indiana law states that a purpose of charter schools is to allow these public schools freedom and flexibility in exchange for exceptional levels of accountability. How would you rate your familiarity with charter schools? Would you say you are very familiar, somewhat familiar, not very familiar, or not at all familiar with charter schools?

	Very familiar	Somewhat familiar	Not very familiar	Not at all familiar	Don't Know / No Answer	Number of Cases
Gender						
Male	7.6%	37.8%	30.8%	23.8%	0.0%	141
Female	8.2%	23.5%	34.7%	33.7%	0.0%	164
Age						
18-34	4.2%	26.8%	23.7%	45.4%	0.0%	69
35-44	12.5%	31.6%	27.1%	28.7%	0.0%	57
45-54	10.4%	27.5%	48.2%	13.9%	0.0%	73
55-64	6.7%	39.3%	30.0%	23.9%	0.0%	60
65+	5.7%	25.4%	33.0%	35.9%	0.0%	47
Education						
HS or less	5.0%	19.1%	37.3%	38.6%	0.0%	113
Some college	3.7%	34.1%	32.8%	29.3%	0.0%	82
College grad or more	14.2%	38.9%	28.6%	18.3%	0.0%	109
Income						
<\$35K	5.0%	20.4%	25.7%	48.9%	0.0%	67
\$35K-\$50K	3.9%	28.7%	39.9%	27.5%	0.0%	52
\$50K-\$75K	3.8%	37.2%	32.2%	26.8%	0.0%	70
\$75K+	16.3%	32.1%	35.4%	16.2%	0.0%	89
Children in School						
Yes	8.4%	28.6%	31.2%	31.8%	0.0%	119
No	7.6%	31.0%	33.9%	27.4%	0.0%	186
Region						
Indiana Northern	8.1%	31.5%	32.3%	28.2%	0.0%	121
Indiana Central	9.6%	32.1%	30.6%	27.6%	0.0%	138
Indiana Southern	3.0%	20.4%	41.3%	35.3%	0.0%	45
Race/Ethnicity						
White	6.3%	26.7%	38.0%	29.0%	0.0%	240
Non-White	15.0%	42.3%	12.9%	29.8%	0.0%	61
DK/Refused	0.0%	50.7%	24.7%	24.7%	0.0%	4

2008 Public Opinion Survey on K-12 Education in Indiana

15B. How would you rate your familiarity with charter schools? Would you say you are very familiar, somewhat familiar, not very familiar, or not at all familiar with charter schools?

	Familiar	Somewhat Familiar	Not Very Familiar	Not At All Familiar	Don't Know / No Answer	Number of Cases
Gender						
Male	6.4%	32.8%	36.1%	23.8%	0.9%	153
Female	4.8%	24.3%	28.5%	41.7%	0.7%	154
Age						
18-34	0.0%	29.1%	34.4%	36.5%	0.0%	77
35-44	5.5%	26.3%	33.3%	33.0%	1.9%	55
45-54	3.8%	27.6%	40.3%	28.3%	0.0%	76
55-64	13.8%	41.7%	21.1%	23.4%	0.0%	48
65+	9.0%	19.0%	26.8%	42.4%	2.7%	51
Education						
HS or less	0.7%	15.5%	35.2%	47.3%	1.4%	101
Some college	1.2%	28.5%	33.8%	35.3%	1.2%	84
College grad or more	12.8%	39.4%	28.8%	19.0%	0.0%	122
Income						
<\$35K	0.0%	20.0%	22.4%	55.7%	1.9%	73
\$35K-\$50K	8.1%	21.3%	40.3%	28.5%	1.9%	56
\$50K-\$75K	3.2%	29.8%	41.9%	25.1%	0.0%	63
\$75K+	9.7%	40.2%	28.8%	21.3%	0.0%	89
Children in School						
Yes	4.1%	26.6%	32.8%	36.5%	0.0%	120
No	6.6%	29.8%	32.0%	30.4%	1.3%	187
Region						
Indiana Northern	7.6%	29.4%	31.1%	31.1%	0.8%	116
Indiana Central	5.4%	28.6%	35.1%	30.1%	0.7%	140
Indiana Southern	2.0%	24.6%	29.3%	44.1%	0.0%	51
Race/Ethnicity						
White	5.9%	26.9%	34.5%	32.3%	0.4%	250
Non-White	2.6%	34.4%	24.4%	35.9%	2.7%	52
DK/Refused	20.1%	53.2%	0.0%	26.6%	0.0%	5

2008 Public Opinion Survey on K-12 Education in Indiana

16. Approximately 3% of all public schools operating in Indiana this school year are charter schools. Do you support or oppose the creation of more charter schools?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	55.8%	26.1%	18.1%	223
Female	51.1%	26.0%	22.9%	198
Age				
18-34	60.8%	23.2%	16.0%	86
35-44	53.8%	24.5%	21.8%	76
45-54	48.2%	27.1%	24.7%	117
55-64	52.7%	34.8%	12.4%	82
65+	54.8%	17.9%	27.3%	58
Education				
HS or less	49.8%	28.6%	21.6%	121
Some college	53.0%	20.4%	26.7%	112
College grad or more	56.5%	27.8%	15.7%	187
Income				
<\$35K	56.9%	18.0%	25.1%	65
\$35K-\$50K	52.6%	34.3%	13.1%	77
\$50K-\$75K	52.7%	26.2%	21.1%	99
\$75K+	54.7%	24.5%	20.8%	145
Children in School				
Yes	53.9%	25.1%	21.0%	157
No	53.4%	26.7%	19.9%	263
Region				
Indiana Northern	55.9%	25.3%	18.8%	166
Indiana Central	52.7%	27.2%	20.1%	196
Indiana Southern	49.3%	25.3%	25.4%	58
Race/Ethnicity				
White	52.2%	26.4%	21.4%	339
Non-White	60.3%	25.6%	14.0%	74
DK/Refused	50.4%	14.9%	34.7%	7

2008 Public Opinion Survey on K-12 Education in Indiana

17. Assume you had a child attending a public school that has been placed on academic probation by either the state or federal government. Which would you prefer: to have additional efforts made in your child’s present school to help him or her achieve, to transfer your child to another public school that is NOT on probation, or receive state financial support to offset part or all of the tuition for a private school?

	Provide additional assistance to my child in their present school	Transfer my child to another public school	Receive state financial support to offset part or all of the tuition for a private school	Don't Know / No Answer	Number of Cases
Gender					
Male	55.2%	18.1%	20.4%	6.3%	294
Female	50.8%	17.2%	24.4%	7.6%	318
Age					
18-34	45.9%	26.0%	23.2%	4.8%	146
35-44	50.3%	16.2%	29.1%	4.5%	112
45-54	57.0%	12.0%	24.6%	6.4%	148
55-64	60.2%	17.1%	16.4%	6.3%	108
65+	51.9%	16.2%	17.3%	14.6%	98
Education					
HS or less	57.3%	16.8%	17.3%	8.6%	214
Some college	53.6%	18.1%	22.6%	5.8%	166
College grad or more	48.0%	18.3%	27.3%	6.4%	230
Income					
<\$35K	54.9%	11.4%	23.5%	10.3%	140
\$35K-\$50K	55.0%	20.0%	18.5%	6.5%	109
\$50K-\$75K	54.7%	19.3%	19.0%	7.0%	134
\$75K+	49.7%	18.9%	27.4%	4.0%	178
Children in School					
Yes	51.6%	16.8%	26.5%	5.2%	238
No	53.7%	18.2%	19.9%	8.1%	374
Region					
Indiana Northern	53.9%	16.9%	21.8%	7.4%	238
Indiana Central	50.9%	16.6%	25.6%	6.9%	278
Indiana Southern	54.8%	23.4%	14.5%	7.3%	97
Race/Ethnicity					
White	53.8%	19.5%	20.8%	5.9%	491
Non-White	50.2%	10.3%	28.6%	10.9%	113
DK/Refused	36.8%	11.7%	36.8%	14.7%	9

18. Would you support or oppose the Indiana Department of Education monitoring the academic performance of students educated by their parents at home by requiring student participation in the state testing program, ISTEP+?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	79.0%	19.4%	1.6%	294
Female	80.9%	17.4%	1.7%	318
Age				
18-34	79.5%	17.3%	3.1%	146
35-44	86.6%	12.6%	0.8%	112
45-54	77.5%	20.8%	1.7%	148
55-64	76.7%	22.4%	0.9%	108
65+	80.6%	18.3%	1.1%	98
Education				
HS or less	81.2%	16.4%	2.4%	214
Some college	84.7%	14.1%	1.2%	166
College grad or more	75.8%	22.8%	1.3%	230
Income				
<\$35K	76.3%	22.5%	1.2%	140
\$35K-\$50K	77.8%	18.8%	3.4%	109
\$50K-\$75K	80.0%	18.7%	1.4%	134
\$75K+	83.5%	15.9%	0.6%	178
Children in School				
Yes	82.1%	16.4%	1.5%	238
No	78.6%	19.6%	1.7%	374
Region				
Indiana Northern	78.6%	19.8%	1.6%	238
Indiana Central	79.6%	18.5%	2.0%	278
Indiana Southern	85.5%	13.5%	1.0%	97
Race/Ethnicity				
White	80.7%	17.8%	1.4%	491
Non-White	78.1%	19.3%	2.7%	113
DK/Refused	63.2%	36.8%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

19A. To what extent do you support or oppose the use of online courses provided over the Internet to supplement a student's high school curriculum?

	Strongly Support	Support	Oppose	Strongly Oppose	Don't Know / No Answer	Number of Cases
Gender						
Male	12.9%	53.0%	24.0%	8.6%	1.4%	294
Female	15.1%	51.7%	23.8%	6.9%	2.5%	318
Age						
18-34	12.1%	52.6%	24.6%	10.0%	0.6%	146
35-44	16.7%	55.3%	20.2%	7.2%	0.6%	112
45-54	17.4%	53.4%	21.1%	7.2%	0.8%	148
55-64	9.8%	61.6%	22.2%	2.7%	3.8%	108
65+	13.7%	36.7%	33.2%	11.2%	5.2%	98
Education						
HS or less	10.9%	49.6%	23.5%	12.2%	3.8%	214
Some college	14.1%	50.3%	28.2%	6.2%	1.2%	166
College grad or more	17.0%	56.6%	20.8%	4.8%	0.8%	230
Income						
<\$35K	10.9%	48.3%	30.4%	8.2%	2.2%	140
\$35K-\$50K	10.2%	55.6%	21.5%	11.9%	0.9%	109
\$50K-\$75K	19.0%	52.1%	20.7%	6.7%	1.5%	134
\$75K+	15.7%	56.6%	20.1%	5.5%	2.1%	178
Children in School						
Yes	13.8%	60.2%	19.2%	5.6%	1.2%	238
No	14.2%	47.3%	26.9%	9.1%	2.5%	374
Region						
Indiana Northern	15.2%	53.5%	21.8%	7.8%	1.6%	238
Indiana Central	15.3%	50.6%	23.8%	7.7%	2.5%	278
Indiana Southern	8.6%	55.2%	27.8%	7.3%	1.0%	97
Race/Ethnicity						
White	14.2%	55.3%	22.1%	6.5%	1.9%	491
Non-White	14.7%	40.2%	30.7%	12.7%	1.6%	113
DK/Refused	0.0%	40.4%	37.4%	11.1%	11.1%	9

2008 Public Opinion Survey on K-12 Education in Indiana

19B. To what extent do you support or oppose the use of online courses for gifted and talented students to expand the availability of course offerings?

	Strongly Support	Support	Oppose	Strongly Oppose	Don't Know / No Answer	Number of Cases
Gender						
Male	29.4%	53.5%	13.4%	3.0%	0.7%	294
Female	30.2%	54.2%	11.0%	3.4%	1.2%	318
Age						
18-34	30.3%	56.3%	9.5%	3.9%	0.0%	146
35-44	29.7%	58.3%	9.2%	1.8%	0.9%	112
45-54	32.3%	50.2%	14.4%	1.9%	1.2%	148
55-64	28.0%	55.0%	11.7%	3.3%	1.9%	108
65+	27.6%	49.3%	16.6%	5.3%	1.1%	98
Education						
HS or less	16.8%	58.3%	18.4%	4.7%	1.8%	214
Some college	35.1%	52.1%	11.2%	1.6%	0.0%	166
College grad or more	37.9%	51.2%	7.1%	2.9%	0.9%	230
Income						
<\$35K	21.1%	57.9%	15.8%	3.6%	1.5%	140
\$35K-\$50K	21.3%	58.0%	16.6%	3.4%	0.6%	109
\$50K-\$75K	35.2%	52.1%	9.7%	2.9%	0.0%	134
\$75K+	37.2%	51.6%	7.2%	2.7%	1.2%	178
Children in School						
Yes	31.3%	56.6%	9.7%	2.0%	0.5%	238
No	28.9%	52.1%	13.8%	4.0%	1.3%	374
Region						
Indiana Northern	29.6%	56.8%	10.3%	3.3%	0.0%	238
Indiana Central	33.9%	47.8%	13.5%	3.3%	1.4%	278
Indiana Southern	19.4%	63.7%	11.8%	3.1%	2.1%	97
Race/Ethnicity						
White	31.0%	56.1%	9.4%	2.7%	0.8%	491
Non-White	27.3%	44.1%	22.1%	4.8%	1.6%	113
DK/Refused	0.0%	51.5%	37.4%	11.1%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

19C. To what extent do you support or oppose the use of online courses for at-risk students to provide opportunities for remediation and credit completion?

	Strongly Support	Support	Oppose	Strongly Oppose	Don't Know / No Answer	Number of Cases
Gender						
Male	16.1%	52.2%	24.7%	4.8%	2.1%	294
Female	19.9%	54.8%	19.7%	4.4%	1.2%	318
Age						
18-34	19.3%	58.5%	14.9%	7.3%	0.0%	146
35-44	15.5%	58.3%	20.4%	4.1%	1.7%	112
45-54	23.0%	48.0%	25.5%	2.7%	0.9%	148
55-64	16.4%	54.7%	22.6%	2.7%	3.5%	108
65+	13.5%	48.1%	29.2%	6.3%	3.0%	98
Education						
HS or less	13.8%	55.0%	23.7%	5.2%	2.3%	214
Some college	18.5%	50.2%	26.5%	4.2%	0.6%	166
College grad or more	21.8%	54.5%	17.6%	4.4%	1.7%	230
Income						
<\$35K	15.4%	52.5%	23.8%	4.9%	3.3%	140
\$35K-\$50K	9.0%	66.0%	18.1%	4.9%	2.0%	109
\$50K-\$75K	27.4%	54.1%	14.8%	3.7%	0.0%	134
\$75K+	19.1%	49.2%	27.0%	4.6%	0.0%	178
Children in School						
Yes	18.7%	58.0%	16.2%	6.6%	0.5%	238
No	17.7%	50.7%	25.9%	3.4%	2.3%	374
Region						
Indiana Northern	18.1%	47.7%	27.2%	4.5%	2.5%	238
Indiana Central	19.2%	57.0%	18.5%	4.6%	0.7%	278
Indiana Southern	15.2%	58.6%	19.0%	5.1%	2.1%	97
Race/Ethnicity						
White	17.9%	57.1%	19.3%	4.1%	1.6%	491
Non-White	20.3%	38.4%	33.1%	6.5%	1.7%	113
DK/Refused	0.0%	51.5%	37.4%	11.1%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

19D. To what extent do you support or oppose a requirement that all high-school students complete at least one course online?

	Strongly Support	Support	Oppose	Strongly Oppose	Don't Know / No Answer	Number of Cases
Gender						
Male	7.7%	30.8%	49.1%	10.7%	1.7%	294
Female	7.9%	29.8%	50.1%	9.0%	3.1%	318
Age						
18-34	6.0%	35.0%	45.4%	13.6%	0.0%	146
35-44	6.0%	35.2%	45.9%	9.6%	3.3%	112
45-54	7.4%	32.8%	51.2%	7.3%	1.4%	148
55-64	7.1%	29.5%	51.1%	9.5%	2.8%	108
65+	13.9%	14.7%	56.5%	8.8%	6.2%	98
Education						
HS or less	7.3%	31.7%	49.1%	9.6%	2.4%	214
Some college	9.4%	29.9%	51.7%	6.8%	2.3%	166
College grad or more	7.2%	29.4%	48.5%	12.3%	2.5%	230
Income						
<\$35K	9.1%	27.6%	50.7%	9.8%	2.9%	140
\$35K-\$50K	2.8%	40.0%	48.0%	9.2%	0.0%	109
\$50K-\$75K	10.1%	31.0%	47.1%	10.3%	1.5%	134
\$75K+	7.9%	25.6%	52.3%	10.4%	3.8%	178
Children in School						
Yes	5.8%	34.1%	48.8%	9.7%	1.6%	238
No	9.1%	27.9%	50.2%	9.9%	3.0%	374
Region						
Indiana Northern	7.8%	26.3%	50.6%	12.8%	2.5%	238
Indiana Central	7.0%	33.4%	48.9%	7.8%	2.8%	278
Indiana Southern	10.7%	32.5%	47.5%	8.3%	1.0%	97
Race/Ethnicity						
White	7.1%	29.4%	51.0%	9.5%	2.9%	491
Non-White	11.4%	35.2%	41.9%	10.9%	0.6%	113
DK/Refused	0.0%	14.7%	74.3%	11.1%	0.0%	9

20. Would you support or oppose the establishment of a public school where a majority of the instruction is provided over the Internet by a licensed teacher?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	25.9%	72.0%	2.1%	294
Female	22.7%	75.2%	2.1%	318
Age				
18-34	29.0%	69.7%	1.4%	146
35-44	16.6%	81.9%	1.5%	112
45-54	26.3%	71.6%	2.1%	148
55-64	24.1%	72.1%	3.8%	108
65+	23.0%	74.9%	2.1%	98
Education				
HS or less	23.6%	75.4%	1.0%	214
Some college	26.7%	73.3%	0.0%	166
College grad or more	23.2%	72.1%	4.7%	230
Income				
<\$35K	29.1%	69.5%	1.5%	140
\$35K-\$50K	25.3%	73.8%	0.9%	109
\$50K-\$75K	22.7%	75.8%	1.5%	134
\$75K+	25.0%	72.3%	2.7%	178
Children in School				
Yes	25.0%	73.9%	1.1%	238
No	23.8%	73.5%	2.7%	374
Region				
Indiana Northern	25.9%	72.0%	2.1%	238
Indiana Central	24.8%	72.8%	2.4%	278
Indiana Southern	20.4%	78.6%	1.0%	97
Race/Ethnicity				
White	23.7%	74.2%	2.1%	491
Non-White	28.3%	69.2%	2.5%	113
DK/Refused	0.0%	100.0%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

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 / No Answer	Number of Cases
Gender						
Male	11.3%	54.6%	26.5%	3.6%	3.9%	294
Female	15.9%	57.2%	19.1%	4.1%	3.7%	318
Age						
18-34	14.8%	58.6%	21.3%	3.0%	2.3%	146
35-44	14.2%	54.6%	23.5%	3.6%	4.1%	112
45-54	8.8%	57.4%	22.4%	4.6%	6.8%	148
55-64	18.4%	56.5%	18.9%	4.3%	1.8%	108
65+	13.7%	50.9%	28.2%	3.7%	3.5%	98
Education						
HS or less	12.8%	54.0%	25.0%	4.5%	3.7%	214
Some college	12.2%	56.6%	22.7%	4.3%	4.3%	166
College grad or more	15.8%	57.1%	20.5%	3.0%	3.6%	230
Income						
<\$35K	10.9%	56.6%	24.6%	4.1%	3.9%	140
\$35K-\$50K	11.0%	48.2%	28.1%	3.4%	9.2%	109
\$50K-\$75K	15.6%	57.7%	21.0%	4.2%	1.4%	134
\$75K+	13.0%	60.4%	21.0%	4.4%	1.2%	178
Children in School						
Yes	12.9%	58.1%	23.3%	3.9%	1.7%	238
No	14.2%	54.6%	22.2%	3.8%	5.1%	374
Region						
Indiana Northern	15.6%	53.9%	22.6%	4.5%	3.3%	238
Indiana Central	13.0%	54.8%	22.7%	4.8%	4.6%	278
Indiana Southern	11.4%	64.4%	21.1%	3.1%	11.4%	97
Race/Ethnicity						
White	14.8%	58.8%	20.2%	3.5%	2.7%	491
Non-White	8.1%	45.0%	32.0%	5.7%	9.1%	113
DK/Refused	25.7%	36.8%	37.4%	0.0%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

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

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	76.5%	19.0%	4.4%	294
Female	74.0%	22.2%	3.7%	318
Age				
18-34	75.4%	22.2%	2.4%	146
35-44	75.7%	19.8%	4.5%	112
45-54	77.7%	19.0%	3.3%	148
55-64	75.5%	18.9%	5.6%	108
65+	70.6%	24.1%	5.4%	98
Education				
HS or less	72.6%	21.8%	5.6%	214
Some college	79.9%	16.0%	4.1%	166
College grad or more	74.7%	22.7%	2.6%	230
Income				
<\$35K	64.4%	25.5%	10.2%	140
\$35K-\$50K	81.8%	17.3%	0.9%	109
\$50K-\$75K	80.7%	17.2%	2.2%	134
\$75K+	78.4%	20.0%	1.7%	178
Children in School				
Yes	77.9%	19.3%	2.8%	238
No	73.5%	21.6%	4.9%	374
Region				
Indiana Northern	70.4%	24.3%	5.3%	238
Indiana Central	80.7%	17.0%	2.2%	278
Indiana Southern	72.7%	21.1%	6.2%	97
Race/Ethnicity				
White	74.1%	21.5%	4.5%	491
Non-White	81.5%	17.0%	1.4%	113
DK/Refused	59.6%	25.7%	14.7%	9

2008 Public Opinion Survey on K-12 Education in Indiana

23. Should increases to teachers' pay be based on student achievement in the classroom and on state standardized tests or should teachers' pay increases be based solely on years of service or level of training, or a combination of all of these factors?

	Increase teacher pay based on the level of student improvement	Increase teacher pay based on years of service or level of training	Increase teacher pay based on a combination of all of these factors	Don't Know / No Answer	Number of Cases
Gender					
Male	20.6%	8.6%	69.9%	1.0%	294
Female	11.5%	15.0%	72.4%	1.1%	318
Age					
18-34	11.9%	15.0%	72.0%	1.1%	146
35-44	17.7%	11.1%	71.1%	0.0%	112
45-54	19.3%	10.9%	69.8%	0.0%	148
55-64	15.1%	9.0%	73.2%	2.7%	108
65+	15.1%	13.0%	69.9%	2.0%	98
Education					
HS or less	19.3%	10.8%	68.2%	1.7%	214
Some college	16.0%	7.0%	75.8%	1.2%	166
College grad or more	12.6%	16.1%	71.0%	0.4%	230
Income					
<\$35K	10.0%	16.0%	71.2%	2.8%	140
\$35K-\$50K	17.7%	6.5%	75.8%	0.0%	109
\$50K-\$75K	16.2%	14.1%	68.2%	1.5%	134
\$75K+	20.4%	10.1%	69.5%	0.0%	178
Children in School					
Yes	16.9%	12.3%	70.6%	0.3%	238
No	15.2%	11.7%	71.6%	1.6%	374
Region					
Indiana Northern	16.0%	15.2%	67.5%	1.2%	238
Indiana Central	16.3%	11.1%	71.9%	0.7%	278
Indiana Southern	12.0%	6.2%	79.7%	2.1%	97
Race/Ethnicity					
White	16.0%	12.4%	70.9%	0.8%	491
Non-White	14.2%	9.8%	73.7%	2.3%	113
DK/Refused	29.3%	14.7%	56.0%	0.0%	9

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24. How much, if anything, do you feel you know about the federal K-12 school accountability law, referred to as 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	12.5%	39.1%	34.4%	13.7%	12.5%	294
Female	17.0%	35.2%	34.3%	13.5%	17.0%	318
Age						
18-34	16.2%	34.5%	34.2%	15.2%	0.0%	146
35-44	13.9%	40.6%	33.9%	11.6%	0.0%	112
45-54	16.6%	40.3%	34.4%	8.2%	0.6%	148
55-64	12.9%	41.5%	34.2%	11.4%	0.0%	108
65+	13.4%	27.2%	35.3%	24.1%	0.0%	98
Education						
HS or less	10.4%	30.9%	35.3%	23.0%	0.4%	214
Some college	6.1%	44.1%	41.4%	8.4%	0.0%	166
College grad or more	25.3%	37.9%	28.6%	8.2%	0.0%	230
Income						
<\$35K	10.8%	29.1%	39.6%	20.0%	0.7%	140
\$35K-\$50K	10.8%	45.5%	27.0%	16.8%	0.0%	109
\$50K-\$75K	11.8%	41.2%	38.7%	8.4%	0.0%	134
\$75K+	23.3%	38.9%	29.2%	8.6%	0.0%	178
Children in School						
Yes	17.5%	42.4%	29.1%	11.0%	0.0%	238
No	13.2%	33.7%	37.7%	15.2%	0.3%	374
Region						
Indiana Northern	16.0%	38.3%	32.1%	13.2%	16.0%	238
Indiana Central	14.0%	36.9%	34.2%	14.9%	0.0%	278
Indiana Southern	14.6%	34.7%	38.3%	12.4%	14.6%	97
Race/Ethnicity						
White	15.2%	38.3%	35.1%	11.3%	0.0%	491
Non-White	12.6%	33.9%	29.8%	23.8%	0.0%	113
DK/Refused	25.7%	11.1%	52.1%	11.1%	0.0%	9

2008 Public Opinion Survey on K-12 Education in Indiana

25. Do you think the No Child Left Behind law is helping, hurting, or making no difference in the performance of schools in Indiana?

	Helping	Hurting	Making no difference	Don't Know / No Answer	Number of Cases
Gender					
Male	35.4%	28.1%	33.1%	3.4%	151
Female	26.2%	32.6%	32.9%	8.3%	166
Age					
18-34	27.7%	25.9%	42.6%	3.7%	74
35-44	35.3%	25.6%	27.1%	12.0%	61
45-54	30.7%	34.3%	29.1%	5.9%	84
55-64	37.3%	31.7%	29.3%	1.7%	59
65+	18.6%	36.4%	37.5%	7.5%	40
Education					
HS or less	37.5%	32.2%	18.8%	11.5%	88
Some college	34.5%	29.6%	29.9%	6.0%	84
College grad or more	24.1%	29.9%	43.3%	2.6%	146
Income					
<\$35K	40.0%	34.7%	19.9%	5.4%	56
\$35K-\$50K	36.3%	32.5%	22.4%	8.8%	61
\$50K-\$75K	31.8%	29.2%	36.1%	2.9%	71
\$75K+	25.5%	30.6%	37.7%	6.2%	111
Children in School					
Yes	29.4%	27.6%	34.6%	8.4%	143
No	31.6%	32.8%	31.6%	4.0%	175
Region					
Indiana Northern	27.3%	28.8%	39.4%	4.5%	129
Indiana Central	30.9%	33.1%	28.8%	7.2%	141
Indiana Southern	37.2%	27.9%	28.5%	6.3%	48
Race/Ethnicity					
White	31.9%	30.0%	32.3%	5.8%	262
Non-White	26.0%	32.9%	33.8%	7.2%	52
DK/Refused	0.0%	0.0%	0.0%	0.0%	3

2008 Public Opinion Survey on K-12 Education in Indiana

26. Do you believe that state should take over and manage persistently failing schools in your local community?

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	61.4%	34.9%	3.7%	294
Female	54.1%	39.1%	6.7%	318
Age				
18-34	69.8%	26.0%	4.2%	146
35-44	61.1%	36.2%	2.6%	112
45-54	61.5%	33.7%	4.8%	148
55-64	47.4%	43.9%	8.7%	108
65+	41.0%	52.1%	6.9%	98
Education				
HS or less	60.8%	33.6%	5.6%	214
Some college	64.2%	30.5%	5.2%	166
College grad or more	49.7%	45.2%	5.0%	230
Income				
<\$35K	58.3%	35.2%	6.5%	140
\$35K-\$50K	64.3%	32.0%	3.7%	109
\$50K-\$75K	50.7%	42.9%	6.4%	134
\$75K+	60.9%	35.8%	3.2%	178
Children in School				
Yes	64.8%	31.0%	4.3%	238
No	53.1%	41.0%	5.9%	374
Region				
Indiana Northern	53.9%	42.0%	4.1%	238
Indiana Central	59.5%	35.1%	5.3%	278
Indiana Southern	61.3%	30.4%	8.3%	97
Race/Ethnicity				
White	55.5%	38.5%	6.0%	491
Non-White	70.5%	26.8%	2.6%	113
DK/Refused	11.1%	88.9%	0.0%	9