

1996 Michigan Education Poll

Prepared by
Public Sector Consultants, Inc.
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Underwritten by
Detroit Federation of Teachers
Michigan Association of School Boards
Michigan Business Leaders for Education Excellence
Michigan Department of Education
Michigan Education Association

1996 Michigan Education Poll

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Contents

SUMMARY	4
INTRODUCTION AND METHODOLOGY	7
Background	7
Methodology	8
QUALITY OF PUBLIC EDUCATION	9
BEING INFORMED ABOUT SCHOOLS AND STUDENTS	10
GRADING THE PUBLIC SCHOOLS	14
GRADING THE OUTCOMES OF THE PUBLIC SCHOOLS	16
GRADING THE EDUCATION PROCESS	18
PREPARING STUDENTS FOR THE FUTURE	20
STATE-ENACTED REFORMS	22
PROPOSED SCHOOL IMPROVEMENTS	25
FINANCING THE PUBLIC SCHOOLS	29
TECHNOLOGY IN THE PUBLIC SCHOOLS	31
SATISFACTION WITH THE PUBLIC SCHOOLS	35
Special Correlations	36
APPENDIX: Survey Instrument, with Percentage Responses	39

SUMMARY

The Michigan Education Poll began in 1982 as a project of the Michigan Department of Education (MDE) Project Outreach program. The 1996 Michigan Education Poll is the 12th survey in this series and was conducted for the MDE by Public Sector Consultants, Inc. This year's poll marks the fourth year that private sponsors have underwritten the survey; the sponsors are:

- Detroit Federation of Teachers
- Michigan Association of School Boards
- Michigan Business Leaders for Education Excellence
- Michigan Department of Education
- Michigan Education Association

Overall, in comparison to the 1993–94 survey, grades respondents give schools are up but still within historical trends. The percentage of respondents giving public schools an A or B grade increased from 42 percent in 1993–94 to 54 percent in this survey. However, when results are compared over time, the 1993–94 grades stand out as an exception to the generally favorable marks given Michigan schools. The lower grades in 1993–94 may have been due to the public's focus at the time on education reform, especially Proposal A. The 1993–94 grades were identical to those of another period of intense discussion about education—1982, when the national report, *A Nation at Risk*, attracted similar attention to education. This year's A/B grades mark a return to normal and therefore, are not a substantial departure from the past.

Demographically, in this survey, 59 percent of parents with school-age children and 50 percent of “nonparents” give the schools an A/B grade. More public-school parents give the local public schools an A/B (64 percent) than do private-school parents (38 percent). Regionally (see map), Detroit, metropolitan Detroit, and western Michigan residents all are more generous with A/B responses than they were in 1993–94. Central and northern Michigan and the Thumb remain constant, while only southern Michigan gives fewer A/B grades (dropping from 51 percent in 1993–94 to 45 percent in this survey). The percentage of A/B grades awarded by southern Michigan respondents in this year's survey also is lower than in the 1992 survey (66 percent).

Percentage of A/B Grades Awarded, by Subgroup

	1996 Survey	1993–94 Survey
All respondents	54%	42%
Public-school parents	65	47
Private-school parents	38	31
African-Americans	31	16
Caucasians	57	45
Detroit residents	34	12
Residents of small cities/towns	60	52
Education-sector employees	77	56
For-profit sector employees	52	37
>\$60,000 annual income	64	56
<\$20,000 annual income	50	34
4-year college degree or more	61	55
High school graduate	53	39

Grades for and opinions about specific skills of graduating seniors and some aspects of the education process are slightly higher than in the last survey. In this survey, more respondents than in 1993–94 give A/B grades for the math, science, reading and writing, employability, and technology skills of graduating seniors. This year, 35 percent to 39 percent of the respondents give each of these skill levels an A or B; in the 1993–94 poll, the range was 30 percent to 35 percent. Grades for providing a safe environment, gaining the support of parents, and other aspects of the education process also are slightly higher than in 1993–94.

Southern Michigan is a region to watch. Unlike elsewhere in the state, southern Michigan respondents give their local public schools lower grades in this survey than they did in either 1992 or 1993–94, and an increasing percentage of the region’s residents believe that schools are “getting worse.” However, southern Michigan residents give among the highest marks of any region to the positive effects of the passage of 1994’s Proposal A, which shifted the basis of the school finance system from local property taxes to the state sales tax. They also give high marks to the technology skills of their local public school’s graduating seniors. In addition, more southern Michigan residents report themselves to be knowledgeable about the schools than do residents of nearly every other region.

A majority of respondents believe that students from their local schools are either very or somewhat prepared to both compete for jobs in a world economy and enter college ready to learn. In nearly all subgroups a majority of respondents believe that students are very prepared or somewhat prepared for the world beyond high school. One substantial demographic difference does exist: 68 percent of Caucasian respondents believe students graduate ready to compete in a world economy, but only 41 percent of African-Americans hold that view; 74 percent of Caucasian respondents believe that local students are entering college ready to learn, but only 47 percent of African-Americans share that confidence.

Respondents feel very good about the level of technology in public school classrooms. A majority of nearly every demographic subgroup believes that computers improve education and that it is important for every student to have access to a computer at school. However, the

entire sample is nearly evenly split among those who (1) support upgrading technology with additional taxation, if necessary, (2) support upgrading technology with existing funds, redirected from other school programs, and (3) support no immediate technology upgrades at all.

A majority of respondents hold the position that schools should teach values and help students to develop good character traits. Among both public- and private-school parents, there is considerable and consistent support for schools teaching values (supported by 91 percent and 87 percent, respectively) and helping students to develop good character traits (supported by 93 percent and 92 percent, respectively).

Respondents feel like “owners” of the public schools, but they do not believe that their local district treats them as “customers.” Schools help people feel that they are owners of the schools (52 percent of all respondents feel like owners, 44 percent do not). However, schools have more work to do to make members of the public feel as if they are school customers.

This survey finds no difference of opinion on the customer aspect among parents and nonparents of school-age children. In addition, we find that feelings of both ownership and customer treatment cut across most demographic groups: When respondents are grouped according to those who feel they are (a) both owners and customers, (b) one or the other, or (c) neither—we see that the responses are largely unaffected by respondent age, education level, income, race, type of community, or employment sector.

However, feelings of customer satisfaction and ownership are very good predictors of responses to other questions. Seventy-three percent of respondents who feel like customers give their local public schools A/B grades overall, while only 43 percent of noncustomers grade the same. When asked about the skills of graduating seniors, A/B grades are given by an average of 9 percent more owners than nonowners and an average of 18 percent more customers than noncustomers.

INTRODUCTION AND METHODOLOGY

BACKGROUND

In 1982 the Michigan Department of Education (MDE) created Project Outreach to conduct statewide public opinion surveys measuring public attitudes about K–12 education. A statewide, 800-resident survey has been conducted every year since then except in 1988 and 1995. The methodology for the polls has been the same since 1982, creating an excellent longitudinal database that educators and state policymakers may use to track public attitudes toward education over time. The 1996 Michigan Education Poll, twelfth in this series, adds important data to this growing collection of information about K–12 education in the state.

Prior to 1991, the MDE Project Outreach conducted the poll, but budget reductions and the department's wish to increase the involvement of business in education policymaking lead the MDE to Public Sector Consultants (PSC), Inc., to find corporate sponsorship and conduct the survey.

This is the fourth year that private sponsors have underwritten the survey. This year's underwriters are the following:

- Detroit Federation of Teachers
- Michigan Association of School Boards
- Michigan Business Leaders for Education Excellence
- Michigan Department of Education
- Michigan Education Association

The questions in the poll can be grouped roughly into eleven categories, and this report is organized around those groupings. They are the following:

- Quality of public education
- Information provided by and about schools
- Grading the schools
- Grading school outcomes

- Grading the education process
- Preparing students for the future
- State-enacted reforms
- Proposed school improvements
- Financing
- Technology
- Satisfaction with schools

The demographic information elicited from respondents enables us to analyze responses by subgroups such as the following:

- Respondent age
- Respondent gender
- Presence or absence of school-age children in the home
- Public/private school enrollment of child(ren)
- Respondent race
- Feeling “ownership” in one’s public school system
- Respondent education
- Respondent income
- Feeling that schools treat one as a “customer”
- Respondent employment sector
- Region of residence
- Type of residential community (Detroit, other large city, suburban, small city/town, village/rural)

Each section of the report begins with the poll question(s) or portion of the question(s) that elicited the responses and is followed by exhibits presenting relevant data and text describing pertinent survey results.

METHODOLOGY

The 1996 Michigan Education Poll is a statewide survey of 800 Michigan residents, conducted by Public Sector Consultants, Inc., of Lansing, Michigan. The survey was conducted October 18–19, 1996. Participants were chosen using randomly selected telephone numbers. The sample was stratified according to sex (49 percent male, 51 percent female). This survey used sampling and interviewing procedures similar to that of previous years.

A sample of 800 from a population of slightly more than 9 million yields an accuracy rate of plus or minus 3.5 percent with 95 percent confidence. In other words, 95 of 100 samples will be accurate within the 3.5 percent. The sampling error is slightly greater within subgroups, depending on the size of the subgroup. Public Sector Consultants believes that this poll accurately reflects public opinion at the time of the survey.

QUALITY OF PUBLIC EDUCATION

Question 1: *During the past few years, would you say that the public schools in your community have been getting better in the quality of education they provide, getting worse, or staying about the same?*

EXHIBIT 1
**What is Happening to the Quality of Education
 in Your Local Public Schools?**

Percentage Saying	1996	1994	1992	1991
Getting better	30%	19%	25%	25%
Getting worse	22	25	21	18
Staying same	35	35	37	43
Both	2	9	5	1
Don't know	11	13	11	11

- The percentage of respondents believing that public schools are getting *worse* in the quality of education they provide has remained at roughly 20 percent since 1991. The percentage believing that the quality has remained the *same*, however, has dropped, from a high of 43 percent in 1991 to 35 percent in this survey, but most of the movement has been positive, to the *getting better* category.
- While an equal percentage of parents and “nonparents” of school-age children believe schools are staying the *same* (36 percent and 34 percent, respectively), more parents than nonparents believe school quality is getting *better* (36 percent and 24 percent, respectively).
- Of public school parents, the plurality is equally divided on whether public school quality is getting *better* or staying the *same* (39 percent in each case). Of private school parents, the plurality (also 39 percent) believes that public school quality is getting *worse*.
- Confidence that schools are getting better correlates with the respondent’s level of education. Of those with an education level between some high school and vocational/technical school, the plurality solidly believes that public school quality is staying the *same*. Of respondents with college degrees, the plurality believes it is getting *better*. Respondents with some college education seem to mark the dividing line: They are evenly split—32 percent come down on the side of school quality being *better*, and 33 percent believe it is staying the *same*.

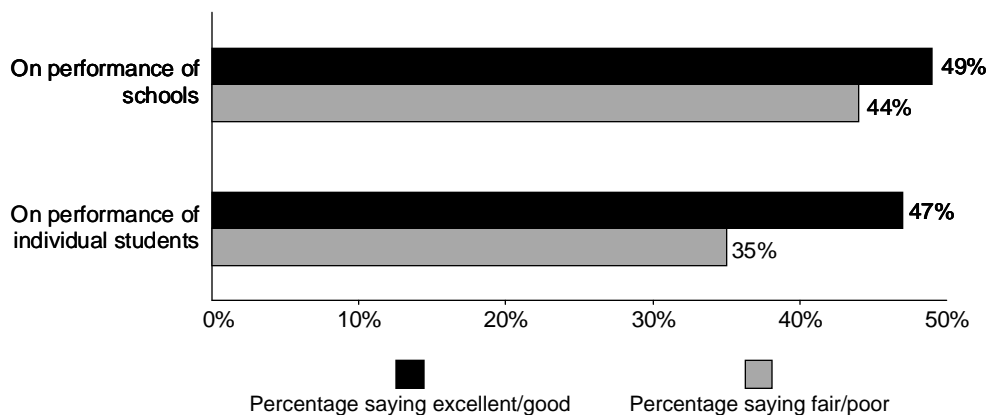
- African-American respondents report more optimism now about their schools than they did in the 1993–94 poll. That year, only 9 percent believed that school quality was improving, 43 percent said it was dropping, and 36 percent thought it was staying the same. In this year’s poll, 15 percent believe it is getting *better*, 33 percent *worse*, and 42 percent think it is staying the *same*.
- Of Detroit residents, 35 percent believe that quality getting *worse*; this opinion is shared by only 19 percent of residents of other large cities.
- Among southern Michigan residents (see the map in the front of the document), the number who believe school quality is getting *worse* has climbed in each of the last four polls: 15 percent in 1991, 16 percent in 1992, 26 percent in 1993–94, and 32 percent this year.

BEING INFORMED ABOUT SCHOOLS AND STUDENTS

Question 2: Do you think your local schools do an excellent, good, fair, or poor job of keeping people informed about the performance of schools in the district?

Question 3: Do you think your local schools do an excellent, good, fair, or poor job of keeping parents informed about the performance of individual students?

EXHIBIT 2
How Well Do Your Schools Report to Residents?

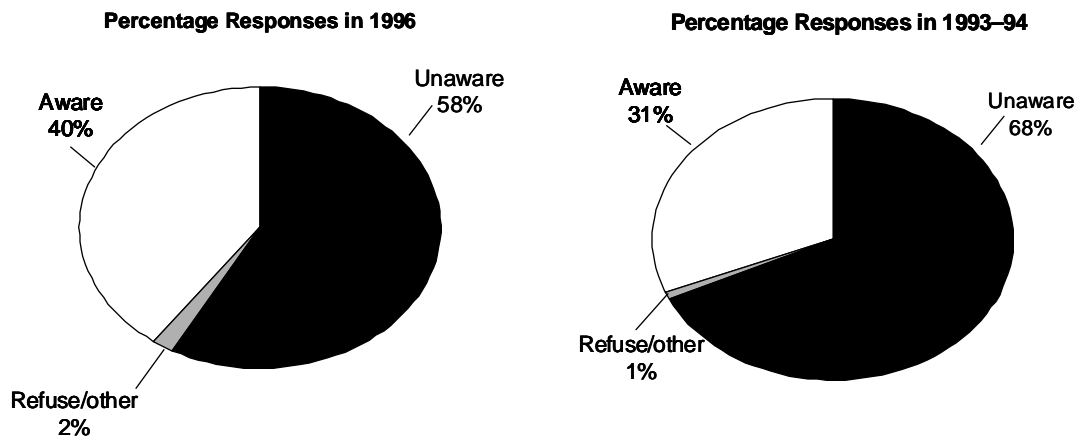


- Of respondents who believe that the local school district “treats them as a customer,” about two-thirds give the schools *excellent* or *good* marks for keeping them informed about school and student performance (the figures are 65 percent *excellent/good* marks for school information and 61 percent *excellent/good* marks for student information). Of respondents who do *not* feel like school customers, *excellent/good* marks are awarded by 39 percent for school information and 41 percent for student information.
- The presence or absence of K–12 children in a respondent’s home only slightly affects how well-informed s/he feels about performance of schools. Fifty-four percent of respondents with children give schools *excellent/good* marks, while 46 percent without children give the schools the same.

- Twice as many Caucasian respondents as African-American respondents give schools *excellent/good* marks on providing information about both schools and students (54 and 50 percent, respectively, for Caucasians, and 27 and 27 percent, respectively for African-Americans respondents).
- Of Detroit respondents, a majority give schools *fair/poor* marks for providing information about schools, while a majority in metropolitan Detroit, western, and central Michigan give *excellent/good* marks. In southern and northern Michigan as well as in the Thumb, respondents are evenly divided (within the survey's margin of error), between *excellent/good* and *fair/poor*.
- When asked about providing information about students, 54 percent of metropolitan Detroit and northern respondents say that their local schools are doing an *excellent/good* job. In contrast, 51 percent of Detroit residents give the schools *fair/poor* marks. In all regions, 10 percent to 23 percent of the respondents do not have an opinion or did not respond.

Question 20: State government releases "school reports" that provide the public with information about each school in the state. Are you aware or unaware of the school reports?

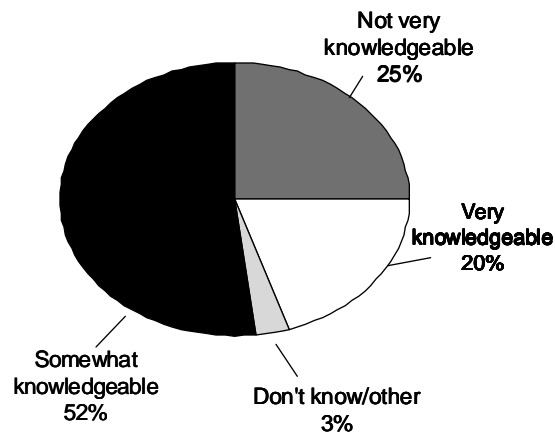
EXHIBIT 3 Are You Aware of School Reports?



Question 21: How knowledgeable are you about what happens in your local public schools? Would you describe yourself as very knowledgeable, somewhat knowledgeable, or not very knowledgeable?

- In several subgroups (people who feel like "owners" of their local schools, feel like school "customers," have K-12 children, have children in public schools) there was slightly more awareness of the availability of school reports than in the sample as a whole (5 percent to 7 percent more of these subgroup respondents professed an awareness). Nevertheless, in each of these subgroups, the majority was *unaware* of the reports.

EXHIBIT 4
How Knowledgeable Are You about Your Schools?

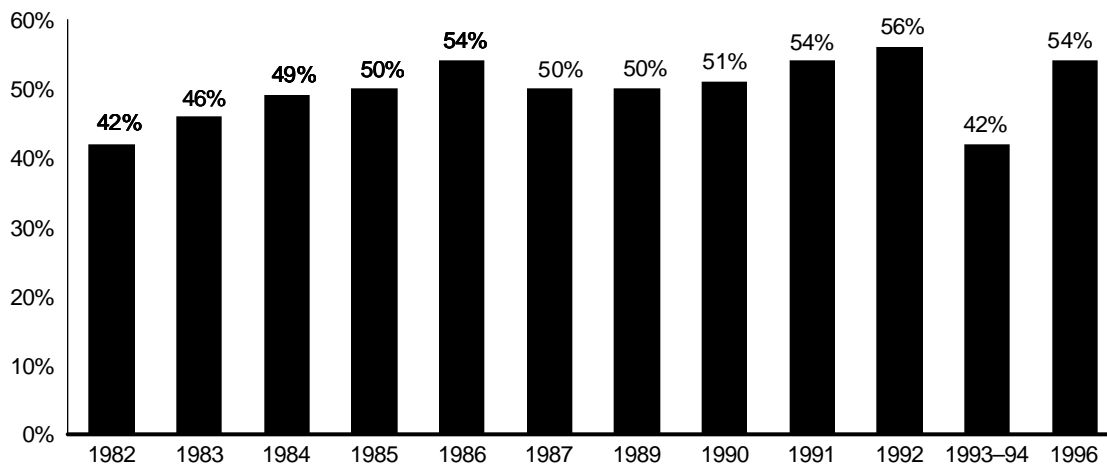


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- In just four subgroups were a majority of respondents *aware* of the school reports: those aged 45–54 (50 percent), those with postgraduate education (66 percent), and those working either in the nonprofit (52 percent) or education sectors (71 percent).
 - One of the widest gaps in awareness of the school reports is between African-American and Caucasian respondents (23 percent and 42 percent, respectively).
 - With few exceptions, the various subgroup’s knowledge of local schools is roughly the same as that of the sample as a whole. The key differences are the following:
 - Compared with the sample as a whole, more respondents with children in public schools feel *very* knowledgeable (20 and 30 percent, respectively).
 - Compared with the sample as a whole, more respondents with lower levels of income (under \$20,000 annually) feel *not very* knowledgeable (25 and 32 percent, respectively).
 - Compared with the rest of the state, more respondents living in southern Michigan (28 percent) and the Thumb (24 percent) feel *very* knowledgeable about their local public schools.
 - Compared with the rest of the state, more respondents in the Detroit (31 percent) and central regions do *not* feel knowledgeable (30 percent).

GRADING THE PUBLIC SCHOOLS

Question 5: *Students often are give the grades A, B, C, D, or E to describe the quality of their work. Suppose the public schools in your community were “graded” in the same way. What grade would you give you local public school system, an A, B, C, D, or E?*

EXHIBIT 5
How Do You Grade Your Local Schools: Percentage Saying A or B, 1982–96



Public schools receive a grade of A or B from

- 60 percent of respondents who oppose school choice (that is, permitting students to attend the public school of their own selection) and 50 percent of respondents who support school choice;
- 59 percent of respondents with school-age children and 50 percent of respondents without;
- 64 percent of respondents with children in public schools but only 38 percent of private-school parents;

EXHIBIT 6
Grading the Schools, by Subgroup

	<u>Percentage of Respondents Awarding A or B</u>		
	1996	1993–94	1992
All respondents	54%	42%	56%
Public-school parents	65	47	59
Private-school parents	38	31	38
African-Americans	31	16	45
Caucasians	57	45	56
Detroit residents	24	12	41
Residents of small cities	60	52	61
Education-sector employees	77	56	71
For-profit sector employees	52	37	55
>\$60,000 annual income	64	56	67
<\$20,000 annual income	50	34	49
4-year college degree or more	61	55	60
High school graduate	53	39	56

- 58 percent of women and 50 percent of men;
- 31 percent of African-Americans (almost double the 16 percent of the 1993–94 survey but lower than 45 percent of 1992); and
- 24 percent of Detroit residents (double the 12 percent of the 1993–94 survey but lower than the 41 percent of 1992).

Among City of Detroit, metropolitan Detroit, and western Michigan residents, the percentage of A/B responses increased over the 1993–94 poll. In central and northern Michigan and the Thumb, the response rate stayed constant. Only in southern Michigan is the percentage continually going down, from 66 percent in 1992, to 51 percent in 1993–94, to 45 percent in this survey.

GRADING THE OUTCOMES OF THE PUBLIC SCHOOLS

Question 6: *How would you grade your local public schools on graduating students with the following skills? Would you give them an A, B, C, D, or failing grade for the mathematics, reading and writing, science, employability, and technology skills of graduating seniors?*

EXHIBIT 7 Grading the Schools: Perceived Student Proficiency

	Percentage of Respondents Awarding A or B	
	1996	1993–94
Mathematics	38%	30%
Reading/writing	39	35
Science	39	31
Employability	35	31
Technology	38	33

- For every skill, the grades are up slightly over the previous poll; that is, more respondents give an A or B grade for each. The largest increases (8 percent for each) are mathematics and science.
- Parents of K–12 children are remarkably consistent in their answers. The percentage of A/Bs they award for the various skills range from 39 percent to 41 percent—the 2-percentage-point difference is within the survey’s margin of error. Nonparent responses vary only slightly more: 30 percent to 37 percent.
- Detroit residents consistently give the lowest percentage of A/B grades for each skill: the range is 24 percent to 29 percent; this is, however, a remarkable improvement from the 1993–94 poll, when only 5 percent to 8 percent of Detroiters gave A/B grades on the same skills.
- Among the seven regions, the highest percentages of A/B grades are given by
 - metropolitan Detroit and northern Michigan residents (44 percent each), for mathematics;

- metropolitan Detroiters (47 percent), for reading and writing;
 - northern (49 percent) and western (47 percent) residents, for science;
 - central Michigan residents (46 percent) and the Thumb (39 percent), for employability; and
 - metropolitan Detroit, western, and southern residents (42–43 percent), for technology.
- Respondents who feel like owners of the public schools give an average 9 percent more A/B grades per skill than do nonowners. Respondents who believe that their local district treats them as customers give an average of 18 percent more A/B grades per skill than do noncustomers.

GRADING THE EDUCATION PROCESS

Question 7: *How would you grade your local public schools on the following aspects of the education process? Would you give your local public school district an A, B, C, D, or failing grade for . . .*

- providing special programs to students most at risk of failure*
- providing a safe environment that allows for successful learning*
- attempting to make large gains in student learning*
- gaining the support of parents*
- setting high standards for learning*

EXHIBIT 8 Grading the Schools: Special Tasks

	Percentage of Respondents Awarding the Grade					
	A	B	C	D	F	Don't Know
Providing special programs	11%	27%	26%	10%	8%	19%
Providing safe environment	23	34	20	8	6	10
Attempting large gains in student learning	14	32	27	9	5	14
Gaining support of parents	18	34	24	9	5	10
Setting high standards	18	34	24	9	6	9

- In each category, respondents with K–12 children award an average of 10 percent more A/B grades (the range is 44 percent to 62 percent) than do nonparents (the range is 33 percent to 54 percent).
- As is the case in the previous grading question, Detroit residents are much more positive this year than in the previous poll. In the current survey, A/B is awarded for gains in student learning, gaining the support of parents, and setting high standards for learning by 26, 40, and 36 percent of respondents, respectively; each had received only 16 percent in the 1993–94 poll.

- Among several regions, there is considerable falloff (15 percent or more) from the previous poll in the percentage of A/Bs awarded. For example, in this survey,
 - ♦ 40 percent of Thumb residents give A/B to their local district's ability to gain parent support, but the figure had been 65 percent in 1993–94;
 - ♦ 44 percent of Thumb residents give A/B to their local district's setting high standards, but the 1993–94 figure had been 65 percent;
 - ♦ 65 percent of northern Michigan residents give A/B to their local district's ability to provide a safe environment, but the figure was 84 percent in 1993–94; and
 - ♦ 49 percent of northern Michigan residents give A/B to their local district's attempting to make large gains in student learning, but the 1993–94 figure was 63 percent.

PREPARING STUDENTS FOR THE FUTURE

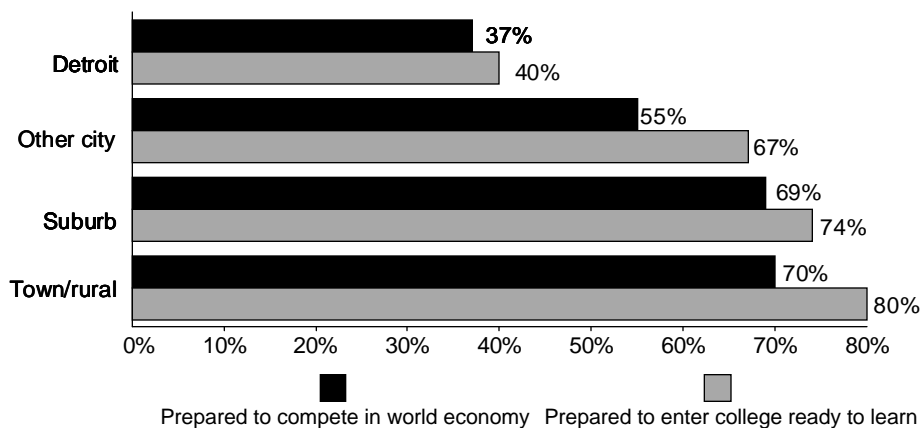
Question 8: *In general, how well prepared are students from your local schools to compete for jobs in a world economy?*

Question 9: *In general, how prepared are students from your local schools to enter college ready to learn?*

EXHIBIT 9
Opinion about Student Preparedness for Jobs or Higher Education

	Percentage Saying Students Are			
	Very/Somewhat Prepared	Not Very/Not Prepared	Don't Know	Other
Ready to compete in a world economy	63%	28%	8%	1%
Able to enter college ready to learn	70	21	8	1

EXHIBIT 10
Student Preparedness: Percentage Responding Very or Somewhat Prepared, by Type of Community



- In most subgroups, a majority of respondents answer that students are *very* or *somewhat* prepared for jobs or college. Exceptions reflect respondent place of residence and race.
 - The more urban the setting, the less confidence there is in the schools in this regard. Of Detroiters, 42 percent believe students are *very/somewhat* prepared for jobs in a world economy and 45 percent believe students are *very/somewhat* prepared for college; of small city/town and village/rural respondents, the comparable figures are 70 percent and 80 percent, respectively.
 - Between African-Americans and Caucasians, there is great disparity in opinion about preparedness. Among the former, 41 percent believe students are *very/somewhat* prepared for jobs in a world economy and 47 percent are *very/somewhat* prepared for college; among the latter, the comparable figures are 68 percent and 74 percent, respectively.

STATE-ENACTED REFORMS

Question 11: *The Michigan Legislature adopted several school reforms in 1993 and 1994. After I read each change, please tell me if you believe the change will improve the quality of education in your local public schools a great deal, some, or not very much?*

Each student is given an opportunity to pass a state test certifying his or her competence in reading, math, and science. Students who pass the test receive state-endorsed diplomas.

The state accredits each school building in the state. The state can assume control of nonaccredited schools.

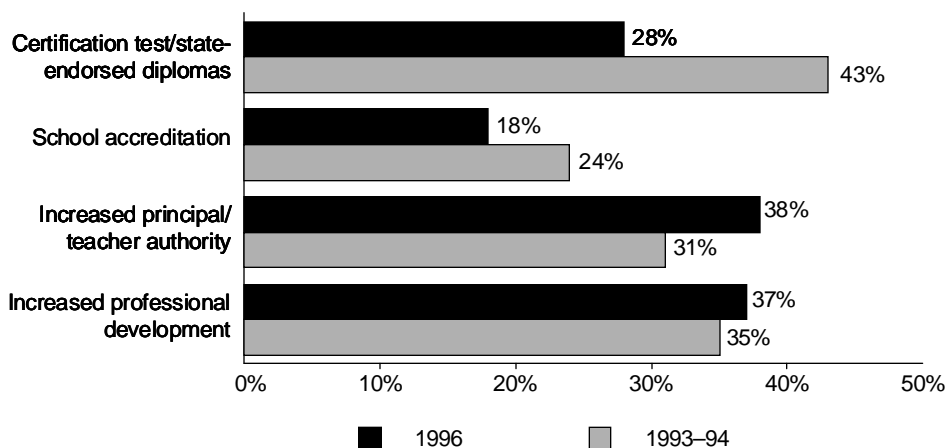
Increased authority is given to the principal and teachers in each school.

Increased student-related professional development is provided for teachers and administrators.

Public school academies, also known as charter schools, have been created to provide students and parents with alternatives to existing public schools.

Students now can attend any school within their intermediate school district.

EXHIBIT 11
Percentage Believing State Reforms Will Improve Education a Great Deal, 1996 and 1993–94



- Of respondents who do and do not feel that they are treated as customers by their local schools, the responses are statistically the same in regard the effect of the tests/diplomas, school accreditation, and increased principal/teacher authority. In regard to increased professional development, 41 percent of people who believe that schools treat them as customers think it will improve schools a great deal, while that view is held by only 36 of people who don't see themselves as customers of the local school. In regard to charter schools, 24 percent of people who feel like customers believe that such choice will improve schools a great deal, while among noncustomers, 35 percent hold that view. Insofar as being able to choose any school within one's intermediate school district (ISD), 33 percent of customers hold that it will improve schools a great deal, while 39 percent of noncustomers are of the same opinion.
- Geographically, 32 percent to 39 percent of the respondents in all regions except the southern and northern believe that increased professional development will improve schools a great deal. In northern Michigan, 50 percent hold this view; in southern Michigan, only 25 percent agree.
- By occupation, 50 percent of education-sector employees believe that increasing principal/teacher authority will improve schools a great deal (this is the highest percentage of all the occupation groups), and 46 percent believe that increasing professional development will have a similar effect (this is exceeded by nonprofit-sector employees, 50 percent of whom have faith in professional development). In regard to the rest of the reforms, education-sector employees express less faith than do all other groups in the reforms' ability to greatly improve schools.

EXHIBIT 12

Administering Certification Tests and Awarding State-Endorsed Diplomas: Percentage Believing it will Improve Education a Great Deal, by Subgroup

	1996	1993-94
Public-school parents	32%	42%
Private-school parents	31	51
<\$20,000 annual income	34	44
>\$60,000 annual income	26	38
African-Americans	35	37
Caucasians	26	45
City of Detroit residents	35	37
Other large city residents	27	52
Suburban residents	27	44
Town residents	34	41
Rural residents	23	47
For-profit sector employees	30	40
Government employees	36	39
Nonprofit sector employees	27	49
Education-sector employees	23	40

- Looking only at the question about administering state certification tests and awarding state-endorsed diplomas (referred to hereafter as tests/diplomas, for simplicity),
 - the percentage of respondents believing this will greatly improve local schools is lower than in the previous poll; the decline is consistent over most subgroups. The exceptions are African-Americans, Detroit residents, and government employees, whose responses remain statistically unchanged from the previous poll. One explanation for the overall decline is that the results of the first certifying tests administered to Michigan K–12 students were released two weeks before this survey was taken, which may have increased attention paid to the issue; in the 1993–94 survey the same phenomenon occurred as a result of Proposal A.
 - Of people with school-age children, 31 percent believe that this will improve schools a great deal, while 25 percent of people without school-age children are of the same view. In regard to the responses of those who believe the other measures will improve schools a great deal, whether they have or do not have school-age children is statistically irrelevant.

PROPOSED SCHOOL IMPROVEMENTS

Question 12: *Several more changes in the way schools operate are being considered. For each possible change I read, please tell me if you would agree or disagree with your local school's adopting the change. If [agree/ disagree], would that be strongly [agree/disagree] or just somewhat [agree/disagree]?*

Schools should teach students about values, such as honesty, perseverance, compassion, and loyalty.

Boys and girls should be separated for certain subjects, such as math and science, to limit distractions.

Public-school students should wear school uniforms.

Schools should help students develop good character traits.

Students should be allowed to attend any public school they choose, even if they don't live in the district.

Parents should be expected to volunteer in their child's school or classroom.

EXHIBIT 13 Proposed School Changes

	Percentage of Respondents Saying They		
	Strongly/Somewhat Agree	Strongly/Somewhat Disagree	Don't Know
Teach values in school	89%	8%	3%
Separate boys and girls for some subjects	24	72	4
Require school uniforms	46	49	6
Help students develop good character traits	89	8	3
Permit school choice across districts	55	40	4
Expect parents to volunteer	80	17	3

- For four of the six proposed changes, there is not much difference (less than 6 percent) between (a) respondents who feel like school owners and those who do not or (b) those who feel they are treated as school customers and those who do not. The exceptions are on the subjects of requiring students to wear uniforms (supported by 50 percent of owners and 41

percent of nonowners) and expecting parents to volunteer (supported by 86 percent of customers and 78 percent of noncustomers).

- In regard to teaching values in the public schools, there is very little difference of opinion between public- and private-school parents (supported by 91 and 87 percent, respectively). The same is true for schools helping students develop good character traits (supported by 93 and 92 percent of public- and private-school parents, respectively) and allowing students to have school choice (supported by 62 and 64 percent of public- and private-school parents, respectively).
- The widest gap between public- and private-school parents is on the subject of school uniforms: Support is expressed by 43 percent of public parents and 60 percent of private-school parents.
- In regard to separating boys and girls for certain subjects, 35 percent of Detroit residents are in support. The groups next strongest in support are suburban and small-city/town residents (22 and 24 percent, respectively).
- On parents volunteering, there is no statistical difference among between respondents living in the five types of communities (the range is 79 percent to 83 percent).

Question 4: *I will now read a few statements that people make about education. Please tell me if you agree or disagree. If [agree/disagree], would that be strongly [agree/disagree], or just somewhat [agree/disagree]?*

A good way to improve schools is to allow students to enroll in schools of their choice or their parents' choice.

A good way to improve schools is to develop partnerships between schools and businesses to teach students job skills.

Fundamental changes in teaching, learning, testing, and school management call for new approaches to educating teachers and administrators.

Services such as busing and school lunches should be provided by private companies if money can be saved.

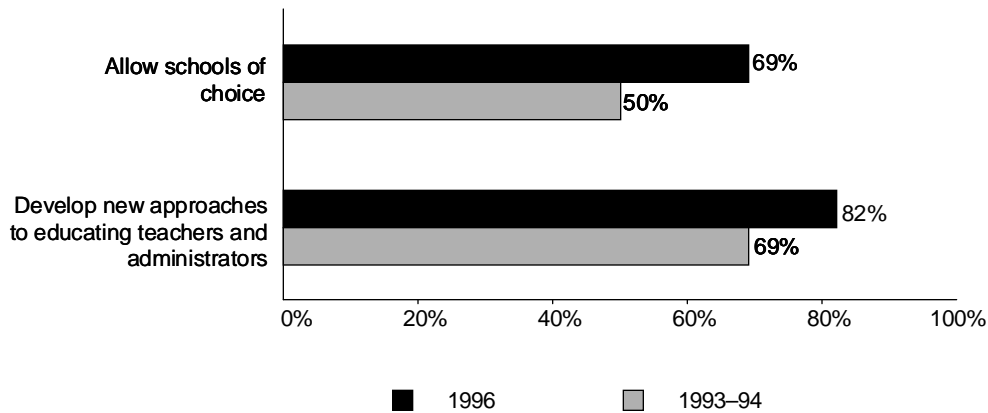
Giving schools more money improves the quality of education provided.

EXHIBIT 14

Suggestions to Improve Schools

	Percentage of Respondents Saying They			
	Agree	Disagree	Are Neutral/Have No Opinion	Don't Know
Allow schools of choice	69%	20%	6%	5%
Form business/school partnerships	87	7	4	2
Develop new approaches to educating teachers and administrators	82	8	5	5
Privatize services	59	27	7	7
Give more money to schools	54	40	4	3

EXHIBIT 15
Percentage Agreeing with Suggested Improvement, 1996 and 1993–94



- School choice is seen as a good way to improve schools by
 - 73 percent of people with school-age children and 65 percent of people without;
 - 73 percent of public-school parents and 78 percent of private-school parents; and
 - roughly two-thirds of all respondents, regardless of where in Michigan they live—support ranges from 62 percent (in central Michigan) to 74 percent (in northern Michigan).

- More money is seen as a good way to improve schools by
 - 65 percent of respondents who feel like *both* owners and customers and 51 percent who feel like *neither* owners nor customers;
 - 61 percent of people who have K–12 children and 48 percent of people who do not;
 - 65 percent of public-school parents and 48 percent of private-school parents; and
 - 72 percent of Detroit residents, 51 percent to 54 percent of residents of other large cities, suburban areas, and small cities and towns, but only 43 percent village and rural residents (this was one of the widest subgroup variances on question 4).

Question 10: *Which of the following do you believe would be the most effective way for local school boards to improve education?*

Work to increase public financial support for the schools

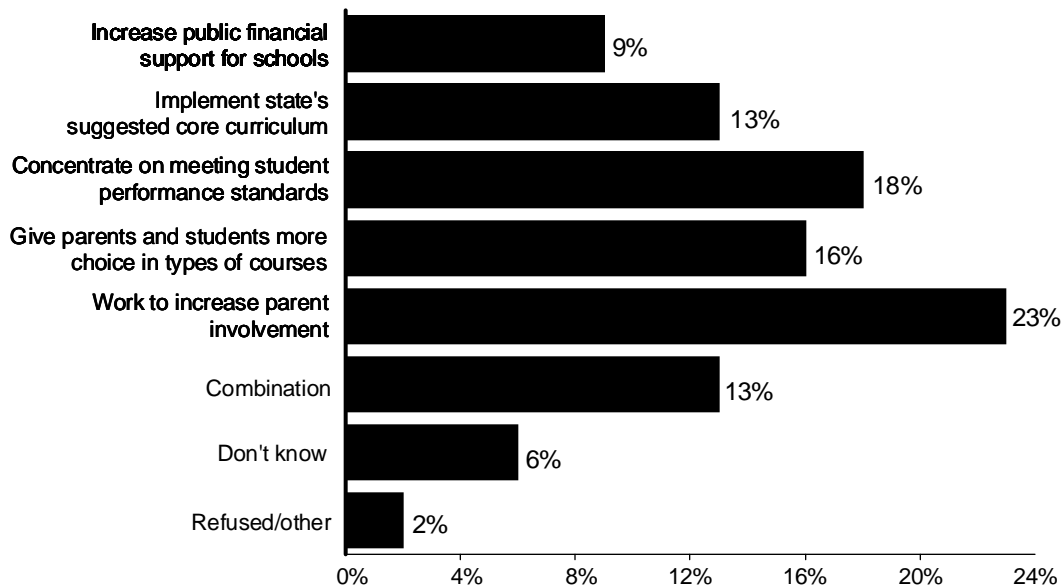
Implement the state’s suggested core curriculum and create school improvement plans

Concentrate on meeting student performance standards

Give parents and students more choices in the types of courses offered

Work to increase parental involvement in education and the classroom

EXHIBIT 16
Most Effective Way for School Boards to Improve Education:
Percentage Agreeing with Suggestion



- In regard to increasing parent involvement, a plurality of respondents in several subgroups (feeling/not feeling ownership, being treated/not treated as a customer, having/not having school-age children, or being public- or private-school parents) believe that this is the most effective way to improve education (the range of responses is 22 percent to 25 percent).
- From respondents aged 35–44, parent involvement (20 percent) and more course choice (18 percent) receive the plurality. From respondents aged 45–54, meeting student-performance standards, having more course choice, and involving parents (19 percent each) receive the plurality. From respondents aged 65–74, student-performance standards and parent involvement (24 percent each) receive the plurality.
- Parent involvement is among the most preferred school-board actions in all except two subgroups.
 - Respondents who have vocational/technical or college education prefer meeting student-performance standards (24 percent) and combinations of measures (24 percent) to increasing parent involvement (9 percent).
 - Residents of the Thumb strongly prefer meeting student-performance standards (27 percent) over course choice (19 percent) and parent involvement (17 percent).

FINANCING THE PUBLIC SCHOOLS

Question 13: *With the passage of Proposal A in 1994, funding for schools was shifted from the local property tax to the state sales tax. I will now read a few statements that people make about the effect this change has had on schools. Please tell me if you agree or disagree with each. If [agree/disagree], would that be strongly [agree/disagree] or just somewhat [agree/disagree]?*

The shift from the property tax to the sales tax for funding the schools has helped improve the quality of education.

School districts now have fewer millage elections than they had before.

The gap in the amount that rich and poor school districts have to spend has narrowed.

The sales tax is a fairer way to pay for schools than the property tax.

Schools now are more financially secure.

Schools now have more money to spend.

EXHIBIT 17 Statements Regarding the Effect of Proposal A

	Percentage of Respondents Saying They		
	Agree	Disagree	Don't Know
Shift from property tax to sales tax has helped improve quality of education	39%	42%	20%
Fewer millage elections than before	49	34	17
Gap in amount rich and poor districts have to spend has narrowed	42	35	24
Sales tax is fairer way to pay for schools than property tax	71	19	10
Schools now are more financially secure	38	45	18
Schools now have more money to spend	30	47	24

- Among respondents with and without K–12 children,
 - 44 percent of the former and 34 percent of the latter agree that the tax shift has improved the quality of education,
 - 53 percent of the former and 46 percent of the latter agree that there are fewer millage elections, and
 - 77 percent of the former and 65 percent of the latter agree that the sales tax is fairer than the property tax as the means to pay for public schools.
- Among respondents of the various regions of the state, all agree that the sales tax is fairer than the property tax as the means to pay for public schools; the range is 63 percent (among Detroiters) to 86 percent (among northerners).
- Among various employee subgroups,
 - 50 percent and 47 percent, respectively, of nonprofit-sector workers and education-sector employees, believe that the gap between rich and poor districts has narrowed; but
 - only 42 percent and 40 percent, respectively, of for-profit and government workers share that view.
- For each statement about Proposal A, except that about the sales tax being more fair than the property tax, the percentage of southern Michigan residents who agree outstrips the balance-of-state percentage. Moreover, in comparison to each individual region of the state, the southern Michigan percentage either is higher or in second place.

TECHNOLOGY IN THE PUBLIC SCHOOLS

Question 4: *I will now read a few statements that people make about education. Please tell me if you agree or disagree. If [agree/disagree], would that be strongly [agree/disagree], or just somewhat [agree/disagree]?*

Increased use of computers in the classroom will substantially improve the schools.

Question 14: *How satisfied are you with the extent to which computers are used in the instruction of students in your local public schools?*

EXHIBIT 18
Increased Classroom Computer Use Will Improve Instruction:
Percentage in Agreement/Disagreement

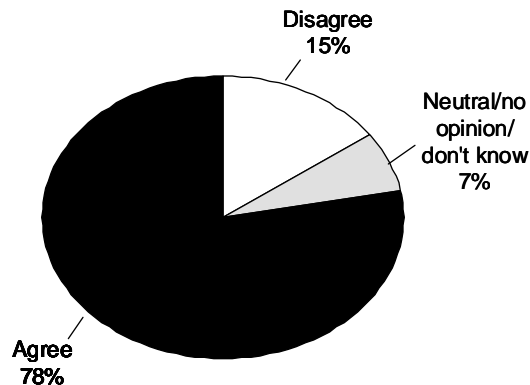
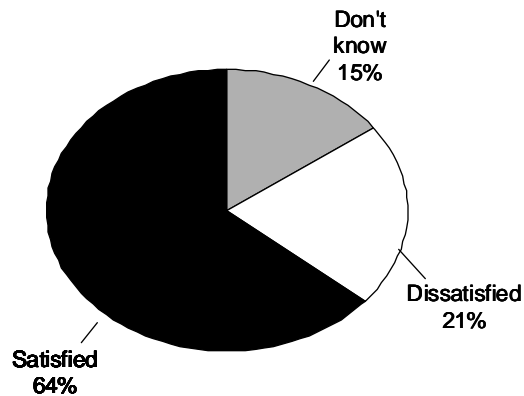


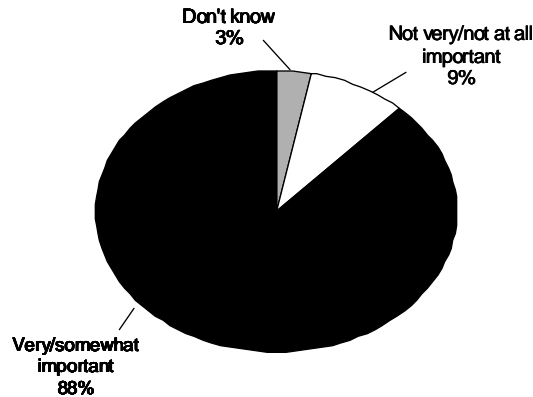
EXHIBIT 19
Current Extent of Computer Use in Schools: Respondent Satisfaction Level



-
- Among people with and without school-age children,
 - 83 percent and 74 percent, respectively, agree that increased computer use will improve schools, and
 - 74 percent and 56 percent, respectively, are *very* or *somewhat* satisfied with the current extent of computer use in their local public schools.
 - Respondent education and income do not significantly affect responses on these issues.
 - Insofar as respondent age is concerned,
 - on the issue of increased computer use improving schools, agreement is inversely related to age: The statement is agreed to by 85 percent of 25–34-year-olds but only 48 percent of respondents aged 75 and older; and
 - in regard to the extent of current computer use, satisfaction also is inversely related to age but less so than on the subject of increasing computing use; agreement peaks among people aged younger than 25 (31 percent), is constant among 25–64-year-olds (the range is 20 percent to 22 percent), and falls to 12 percent for respondents aged 65 and older.
 - More women than men (82 percent and 75 percent, respectively) agree that increased computer use will improve the schools.
 - More education-sector employees (82 percent) than other employment-subgroup respondents report that they are satisfied with the current extent of classroom computer use. Other well-satisfied groups are for-profit and nonprofit employees (both 65 percent) and government workers (73 percent).
 - Regionally, a majority of respondents in each part of the state report that they are satisfied with the extent of classroom computer use. The range is 54 percent (among Detroiters) to 70 percent (in western Michigan).

15. How important is it that every student in every grade level has access to a computer at school?

EXHIBIT 20
Full Student Access to Computers: Respondent Opinion about Importance



-
- Of respondents with and without school-age children, 75 percent of the former believe that access to computers is *very* important, as do 61 percent of the latter. When responses for *very* and *somewhat* important are totaled, 96 percent of parents with school-age children and 83 percent of without believe access is important.
 - By age, the issue of computer access does not generate as much variation as the earlier question about whether computers would substantially improve schools: At least 74 percent of all respondents, regardless of age, agree that access to computers is important.

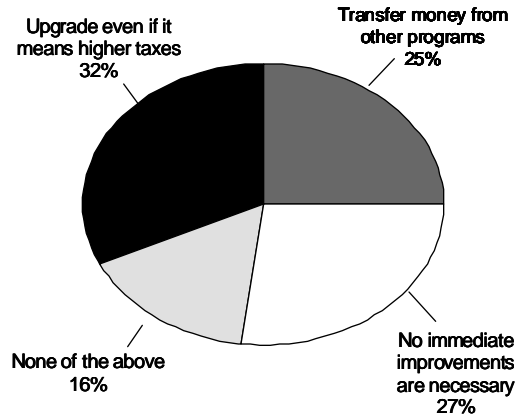
16. Which of the following statements most closely reflects your thoughts about funding classroom technology for your local schools?

My local public school should upgrade its use of technology in the classroom, even if it means higher taxes.

Money should be taken from other school programs and redirected to improve the use of technology in the classroom.

The current use of technology in the classroom is satisfactory, and no immediate improvements are needed.

EXHIBIT 21
Classroom Technology: Respondent Opinion about Funding



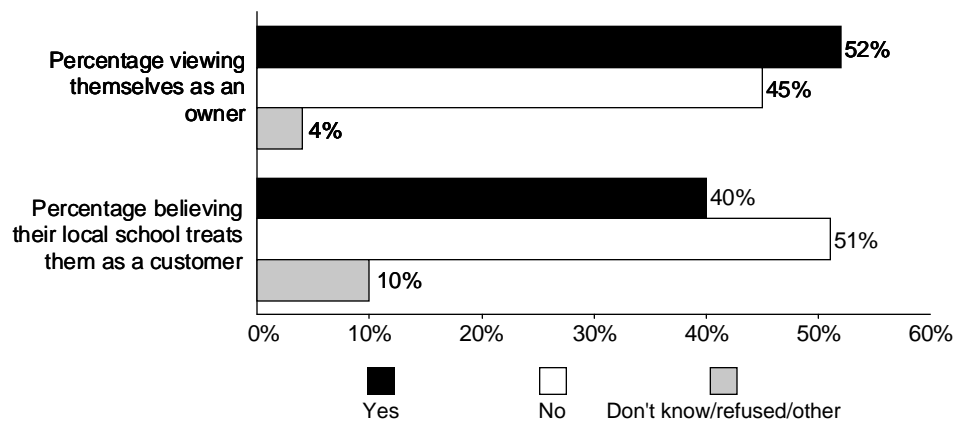
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- Age is a factor in the matter of how schools should fund classroom technology.
 - Of respondents aged 18–25 and 25–34, the plurality believe that schools should upgrade technology, even if it means higher taxes (supported by 43 percent and 40 percent, respectively).
 - Respondents aged 35–44 and 55–64 are split between upgrading even with higher taxes (supported by 30 percent) and believing that no improvement is necessary (29 percent).
 - Respondents aged 45–54 are split between upgrading (supported by 34 percent) and redirecting money from existing programs (29 percent).
 - Among respondents aged 65 and older, the plurality (34 percent) believes that none of the above should occur, substantially more than is the case with members of any other age category; only 16 percent support upgrading, even if it means higher taxes.

SATISFACTION WITH THE PUBLIC SCHOOLS

Question 17: *As a taxpayer, do you view yourself as an owner of the public schools?*

Question 18: *Do you believe that your local school district treats you as a customer?*

EXHIBIT 22
**Perceived Respondent Ownership in
and Customer Orientation of Public Schools**



- Among parents and nonparents of school-age children,
 - there is no statistical difference between the two groups as to whether they believe themselves to be treated as *customers* of the public schools (the affirmative responses are 43 percent and 38 percent, respectively); and
 - in regard to whether they feel like *owners*, 58 percent of parents reply in the affirmative, compared to 46 percent of nonparents.
- Among public- and private-school parents,
 - 48 percent of public-school parents believe themselves to be *customers*, while this view is held by 29 percent of private-school parents; and

EXHIBIT 23
**Perceived Ownership and Customer Orientation of Public Schools,
 by Subgroup**

	Percentage Viewing Themselves as Owner	Percentage Believing Treated as Customer
All respondents	52%	45%
Public-school parents	60	48
Private-school parents	58	29
African-Americans	47	31
Caucasians	53	43
Detroit residents	39	23
Residents of small cities/towns	47	38
Educators	53	37
For-profit employees	59	54
>\$60,000 annual income	61	44
<\$20,000 annual income	39	38
4-year college degree or more	59	45
High school graduate	48	41

- there is no statistical difference between the two groups as to whether they believe they are *owners* of the public schools (the affirmative responses are 60 percent and 58 percent, respectively).
- By occupation,
 - only 37 percent of for-profit employees believe they are treated as school *customers*, compared to 46 percent of both government and nonprofit-sector employees; and
 - 54 percent of education-sector employees believe they are treated as customers.
- Regionally, in western Michigan, feelings of customer status and ownership are highest (the affirmative replies are 60 percent and 53 percent, respectively).

SPECIAL CORRELATIONS

Public Sector Consultants combined the responses to questions 17 and 18, to make a composite variable, and found that the entire sample is split almost evenly across three categories:

- 28 percent of the respondents believe they are both owners *and* customers of their local public schools,
- 31 percent believe they are either an owner *or* customer (not both), and
- 29 percent believe they are *neither* owner nor customer.

Eleven percent did not answer one or both of the questions.

When the composite categories are analyzed by all major demographic subgroups, there is found to be no statistical correlation between a respondent's age, education level, income, race, type of community, or employment sector and his/her response to both questions. In other words, roughly equal numbers of respondents in each demographic subgroup answered that they are *both*, *either*, or *neither* owners and customers.

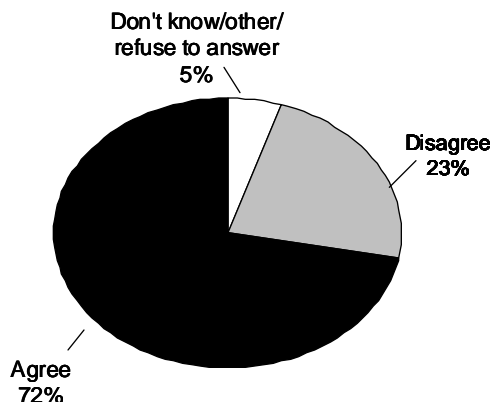
Three variables—knowledge about the public schools, parents of K–12 age children, and the type of school the children attend—are statistically correlated with the composite ownership/customer variable. The correlation is statistically significant and positive, but it is weak. For example, more respondents who believe they are *very knowledgeable* about their local public schools also believe they are both owners and customers, while more respondents who feel *not very knowledgeable* also believe they are *neither* owners nor customers (see Exhibit 24). However, the subgroup's margin of error in this case is roughly 6 percent, which makes any definitive statistical statement very difficult to support.

EXHIBIT 24
Correlation between Knowledge of Local Public Schools and Feelings of Ownership/Customer Treatment

	Percentage Who Feel as if They Are		
	Both Owners and Customers	Either Owners or Customers	Neither Owners nor Customers
Of those who are very knowledgeable	39%	33%	23%
Of those who are not very knowledgeable	19	29	37

Question 19: *To what extent do you agree or disagree with the following statement: My tax dollars that support my local schools are a good buy when you consider the quality of education and the importance of education to this community.*

EXHIBIT 25
Local Schools Are a Good Buy: Respondent Agreement/Disagreement



- In reaction to one's tax dollars being said to be a good buy for the education provided,
 - 77 percent of respondents who feel like owners and 89 percent who feel like customers agree with the statement;
 - of nonowners and noncustomers, the figures of agreement are 69 percent and 62 percent, respectively;
 - of public-school parents, 82 agree;
 - of private-school parents, 54 percent agree; and
 - by type of community, the percentage of respondents in agreement ranges from 64 percent (in Detroit) to 78 percent (in villages/rural areas).

APPENDIX

Survey Instrument, with Percentage Responses

1996 MICHIGAN EDUCATION POLL

NOTE: Due to rounding, percentages quoted in report may vary slightly from the response percentages presented below.

Hello, I'm calling from Public Sector Consultants in Lansing, Michigan. With cooperation from the Department of Education, we are conducting a survey about Michigan education policy and your local schools. The survey is not being conducted for any candidate or political party.

[Random selection of respondent at household level]

Are you eighteen years of age or older and a resident of Michigan?

Yes Continue
No Terminate

Before we begin, let me tell you that this interview is completely voluntary. Should we come to any question that you don't want to answer, just let me know and we'll go on to the next question. Let me also assure you that all your responses will remain confidential.

Quality

1. During the past few years, would you say that the public schools in your community have been getting better in the quality of education they provide, getting worse, or staying about the same?
 - a. Getting better 30%
 - b. Getting worse 22%
 - c. Staying same 35%
 - d. Some ways better, other ways worse 2%
 - e. Can't say 10%
 - Refused/other 1%

2. Do you think your local schools do an excellent, good, fair, or poor job of keeping people informed about the performance of schools in the district?
 - a. Excellent 13%
 - b. Good 37%
 - c. Fair 28%
 - d. Poor 16%
 - Don't know 6%
 - Refused/other 1%

3. Do you think your local schools do an excellent, good, fair, or poor job of keeping parents informed about the performance of individual students?
- a. Excellent 13%
 - b. Good 34%
 - c. Fair 22%
 - d. Poor 14%
 - Don't know 17%
 - Refused/other 1%
4. I will now read a few statements that people make about education. Please tell me if you agree or disagree. If (agree/disagree), would that be strongly (agree/disagree), or just somewhat (agree/disagree)? [ROTATE]

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree	Don't Know
a. In general, private schools provide a better education than public schools.	33%	20%	6%	17%	16%	8%
b. A good way to improve schools is to allow students to enroll in schools of their choice or their parents' choice.	41	27	6	8	12	5
c. A good way to improve schools is to develop partnerships between schools and businesses to teach students job skills.	63	24	4	4	3	2
d. Fundamental changes in teaching, learning, testing, and school management call for new approaches to educating teachers and administrators.	49	33	5	5	3	5
e. Services such as busing and school lunches should be provided by private companies if money can be saved.	34	25	7	13	14	7
f. Giving schools more money improves the quality of education provided.	29	25	4	19	21	3
g. Increased use of computers in the classroom will substantially improve the schools.	53	25	4	8	7	3

5. Students often are given the grades A, B, C, D, or E to describe the quality of their work. Suppose the public schools in your community were “graded” in the same way. What grade would you give your local public school system, an A, B, C, D, or E?

A	12%
B	41%
C	26%
D	9%
E	4%
Can't say	8%

6. Using this grading system, how would you grade your local public schools on graduating students with the following skills? Would you give them an A, B, C, D, or failing grade for the . . . of graduating seniors?

	A	B	C	D	E	Don't Know
a. mathematics skills	10%	28%	30%	9%	5%	18%
b. reading and writing skills	10	29	29	12	5	15
c. science skills	10	29	29	11	5	18
d. employability skills, such as good work habits and the ability to solve problems	9	26	29	13	8	15
e. technology skills	12	26	30	10	5	17

7. How would you grade your local public schools on the following aspects of the education process? Would you give your local public school district an A, B, C, D, or failing grade for . . .

	A	B	C	D	E	Don't Know
a. providing special programs to students most at risk of failure	11%	27%	26%	10%	8%	19%
b. providing a safe environment that allows for successful learning	23	34	20	8	6	10
c. attempting to make large gains in student learning	14	32	27	9	5	14
d. gaining the support of parents	18	34	24	9	5	10
e. setting high standards for learning	18	34	24	9	6	9

8. In general, how well prepared are students from your local schools to compete for jobs in a world economy? Would you say . . .

a. Very prepared	13%
b. Somewhat prepared	50%
c. Not very prepared	18%
d. Not at all prepared	10%
Don't know	8%
Refused	1%

9. In general, how prepared are students from your local schools to enter college ready to learn?
- a. Very prepared 22%
 - b. Somewhat prepared 48%
 - c. Not very prepared 13%
 - d. Not at all prepared 8%
 - Don't know 8%
 - Refused 1%
10. Which of the following do you believe would be the most effective way for local school boards to improve education? [ROTATE.]
- a. Work to increase public financial support for the schools 9%
 - b. Implement the state's suggested core curriculum and create school improvement plans 13%
 - c. Concentrate on meeting student performance standards.. 18%
 - d. Give parents and students more choices in the types of courses offered 16%
 - e. Work to increase parental involvement in education and the classroom 23%
 - Combinations 13%
 - Don't know/can't say 6%
 - Refused/other 2%

School Reform

The next few questions are about things that have been and can be done to improve the quality of education in Michigan.

11. The Michigan Legislature adopted several school reforms in 1993 and 1994. After I read each change, please tell me if you believe the change will improve the quality of education in your local public schools a great deal, improve it some, or not affect it very much?

	Improve a Great Deal	Improve Some	Not Affect It Much	Don't Know	Other
a. Each student is given an opportunity to pass a state test certifying his or her competence in reading, math, and science. Students who pass the test receive state endorsed diplomas.	28%	45%	19%	7%	2%
b. The state accredits each school building in the state. The state can assume control of nonaccredited schools.	18	33	30	18	2
c. Increased authority is given to the principal and teachers in each school.	38	34	18	8	2
d. Increased student-related professional development is provided for teachers and administrators.	37	43	10	9	1

e. Public School Academies, also known as “charter schools,” have been created to provide students and parents alternatives to existing public schools.	29%	38%	21%	11%	2%
f. Students now can attend any school within their intermediate school district.	35%	34%	22%	6%	2%

12. Several more changes in the way schools operate are being considered. For each possible change I read, please tell me if you would agree or disagree with your local schools adopting the change. If [agree/ disagree], would that be strongly [agree/disagree] or just somewhat [agree/disagree]?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know
a. Schools should teach students about values, such as honesty, perseverance, compassion, and loyalty.	72%	17%	3%	5%	3%
b. Boys and girls should be separated for certain subjects, such as math and science, to limit distractions.	12	12	21	51	4
c. Public school students should wear school uniforms.	25	20	16	34	6
d. Schools should help students develop good character traits.	68	21	4	4	3
e. Students should be allowed to attend any public school they choose, even if they don't live in the district.	30	25	18	23	4
f. Parents should be expected to volunteer in their child's school or classroom.	49	31	10	7	3

School Finance

The next few questions are about the way schools are funded.

13. With the passage of Proposal A in 1994, funding for schools was shifted from the local property tax to the state sales tax. I will now read a few statements that people make about the effect this change has had on schools. Please tell me if you agree or disagree with each. If [agree/disagree], would that be strongly [agree/disagree] or just somewhat [agree/disagree]?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know
a. The shift from the property tax to the sales tax for funding the schools has helped improve the quality of education.	13%	26%	22%	20%	20%
b. School districts now have fewer millage elections than they had before.	20	29	15	19	17
c. The gap in the amount that rich and poor school districts have to spend has narrowed.	16	26	16	19	24
d. The sales tax is a fairer way to pay for schools than the property tax.	41	30	9	10	10
e. Schools now are more financially secure.	14	24	20	25	18
f. Schools now have more money to spend.	11	19	22	25	24

Technology

The next few questions are about the use of technology in your local schools.

14. How satisfied are you with the extent to which computers are used in the instruction of students in your local public schools. Would you say you are . . .
- a. Very satisfied 21%
 - b. Somewhat satisfied 43%
 - c. Somewhat dissatisfied 13%
 - d. Very dissatisfied 9%
 - Don't know 15%
15. How important is it that every student in every grade level has access to a computer at school? Would you say it is . . .
- a. Very important 67%
 - c. Somewhat important 21%
 - d. Not very important 4%
 - e. Not at all important 5%
 - Don't know 3%

16. Which of the following statements most closely reflects your thoughts about funding classroom technology for your local schools.
- a. My local public school should upgrade its use of technology in the classroom, even if it means higher taxes. 32%
 - b. Money should be taken from other school programs and redirected to improve the use of technology in the classroom. 25%
 - c. The current use of technology in the classroom is satisfactory, and no immediate improvements are needed. 27%
 - d. None of the above. 16%

Customer and Owner Satisfaction

The next set of questions is about how you perceive your relationship with the local public schools.

17. As a taxpayer, do you view yourself as an owner of the public schools?
- a. Yes 52%
 - b. No 45%
 - Don't know 2%
 - Refused 2%
18. Do you believe that your local school district treats you as a customer?
- a. Yes 40%
 - b. No 51%
 - Don't know 8%
 - Refused 2%
19. To what extent do you agree or disagree with the following statement: My tax dollars that support my local schools are a good buy when you consider the quality of education and the importance of education to this community. Would you say you
- a. Strongly agree 33%
 - b. Somewhat agree 39%
 - c. Somewhat disagree 13%
 - d. Strongly disagree 10%
 - Don't know 4%
 - Refused 1%

Information Needs

Local public schools are required by state law to issue school reports. The next set of questions is about those reports.

20. State government releases “school reports” that provide the public with information about each school in the state. Are you aware or unaware of the school reports?
- a. Aware 40%
 - b. Unaware 58%
 - Other 1%
 - Refused 2%
21. How knowledgeable are you about what happens in your local public schools? Would you describe yourself as very knowledgeable, somewhat knowledgeable, or not very knowledgeable?
- a. Very knowledgeable 20%
 - b. Somewhat knowledgeable 52%
 - c. Not very knowledgeable 25%
 - Don’t know/other 3%

Demographics

The final set of questions is for statistical purposes only. Your answers will be kept confidential, and you will not be personally identified with your answers.

22. Do you currently have children of school age (K–12) or younger? (Circle one.)
- Yes (continue) 46%
 - No (go to question 24) 54%
23. From what kind of school did your children receive most of their education: public, private, or parochial schools? [NOTE: This question was asked only of respondents with school-age children.]
- a. Local public schools 76%
 - b. Private/parochial schools 14%
 - c. Both public and private 3%
 - d. Neither: oldest child is in preschool 1%
 - e. Children taught at home 1%
 - f. Children not enrolled for other reasons 2%
 - Refused/other 2%
24. What is your age as of your last birthday?
- a. <25 9%
 - b. 25 to 34 17%
 - c. 35 to 44 24%
 - d. 45 to 54 19%
 - e. 55 to 64 11%
 - f. 65 to 74 11%
 - g. 75 plus 4%
 - Refused/other 3%

25. What is the highest level of education you have completed?
- a. Grade school or less (grades 1–7) 1%
 - b. Some high school 7%
 - c. Graduated from high school 28%
 - d. Vocational technical school 4%
 - e. Some college 28%
 - f. College graduate 21%
 - g. Postgraduate study or degree 9%
 - Others 2%
26. Which of the following income groups includes your total family income last year? (READ GROUPS.)
- a. Less than \$10,000 6%
 - b. \$10,000 to \$20,000 10%
 - c. \$21,000 to \$30,000 14%
 - d. \$31,000 to \$45,000 19%
 - e. \$46,000 to \$60,000 15%
 - f. Over \$60,000 19%
 - Refused/other 17%
27. Would you mind telling me if you are white, African-American, Hispanic, Native American, Asian-American, Arab-American, or some other ethnic group?
- a. Arab-American 2%
 - b. Asian-American 1%
 - c. African-American 10%
 - d. Hispanic 1%
 - e. Native American 2%
 - f. White 78%
 - Other 2%
 - Refused 4%
28. In what type of community do you live—large city, suburban area, small city or town, village or rural area? (Get name of community.) (If township, get name of county.)
- a. Detroit 10%
 - b. Other large city [NAME _____] 9%
 - c. Suburban area [NAME _____] 27%
 - d. Small city/town [NAME _____] 25%
 - e. Village/rural area [NAME _____] 19%
 - Don't know/others [NAME _____] 11%

29. Which of the four groups best describes your employment?
- a. For-profit private business 39%
 - b. State, federal, or local government 7%
 - c. Not-for-profit organization 6%
 - d. Education 8%
 - e. None of the above 35%
 - Refused/other 4%
30. Which of the following technologies do you have in your home?
- | | Yes/No |
|---|---------------|
| a. Cable television | 70/30% |
| b. Personal computer [If 'Yes,' ask question 31, otherwise SKIP to question 32] | 54/46% |
| c. Modem | 35/65% |
| d. CD-ROM | 38/62% |
| e. FAX machine | 23/77% |
31. Do you have an on-line service such as America Online or Prodigy? [NOTE: This question was asked only of respondents having a modem.]
- a. Yes 37%
 - b. No 60%
 - Don't know 1%
 - Refused 1%
32. Sex of respondent
- a. Female 52%
 - b. Male 48%
33. What county do you live in?
- 1. City of Detroit 15%
 - 2. Metro Detroit 28%
 - 3. Southeast 8%
 - 4. Western 19%
 - 5. Central 9%
 - 6. Thumb 12%
 - 7. North 10%