A survey of public school teachers

Indiana teacher opinion survey
December 1 - 13, 2016

<table>
<thead>
<tr>
<th>Q1 Direction of country's education system</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Right direction</td>
<td>68</td>
<td>15%</td>
</tr>
<tr>
<td>Wrong track</td>
<td>377</td>
<td>81%</td>
</tr>
<tr>
<td>Unsure</td>
<td>18</td>
<td>4%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2 All students should be &quot;college or career ready&quot; upon graduation from high school</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>337</td>
<td>73%</td>
</tr>
<tr>
<td>No</td>
<td>121</td>
<td>26%</td>
</tr>
<tr>
<td>Unsure</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>
# A survey of public school teachers

## Indiana teacher opinion survey

December 1 - 13, 2016

**Hill Research Consultants**

Created on Wednesday December 14, 2016 at 12:37 PM, pg C-2

## Q4 Schools, Kindergarten through 12th grade, in own community grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or B</td>
<td>315</td>
<td>68%</td>
</tr>
<tr>
<td>A</td>
<td>122</td>
<td>26%</td>
</tr>
<tr>
<td>B</td>
<td>193</td>
<td>42%</td>
</tr>
<tr>
<td>C</td>
<td>113</td>
<td>24%</td>
</tr>
<tr>
<td>D or F</td>
<td>32</td>
<td>7%</td>
</tr>
<tr>
<td>D</td>
<td>23</td>
<td>5%</td>
</tr>
<tr>
<td>Fail</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Refused</td>
<td>2</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Number of cases**: 463

## Q5 Schools, Kindergarten through 12th grade, in rest of the country grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or B</td>
<td>120</td>
<td>26%</td>
</tr>
<tr>
<td>A</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>B</td>
<td>109</td>
<td>24%</td>
</tr>
<tr>
<td>C</td>
<td>217</td>
<td>47%</td>
</tr>
<tr>
<td>D or F</td>
<td>62</td>
<td>13%</td>
</tr>
<tr>
<td>D</td>
<td>56</td>
<td>12%</td>
</tr>
<tr>
<td>Fail</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Unsure</td>
<td>61</td>
<td>13%</td>
</tr>
<tr>
<td>Refused</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Number of cases**: 463

## Q4/Q5 Schools grade comparison

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rest of country better than community</td>
<td>31</td>
<td>7%</td>
</tr>
<tr>
<td>Same</td>
<td>151</td>
<td>33%</td>
</tr>
<tr>
<td>A, B</td>
<td>65</td>
<td>14%</td>
</tr>
<tr>
<td>C, D, or F</td>
<td>86</td>
<td>19%</td>
</tr>
<tr>
<td>Community better than rest of country</td>
<td>281</td>
<td>61%</td>
</tr>
</tbody>
</table>

**Number of cases**: 463
<table>
<thead>
<tr>
<th>Q6 Impression of standardized state tests</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>40%</td>
</tr>
<tr>
<td>Strongly</td>
<td>5%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>35%</td>
</tr>
<tr>
<td>Unfavorable</td>
<td>420%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>98%</td>
</tr>
<tr>
<td>Strongly</td>
<td>322%</td>
</tr>
<tr>
<td>Unsure; no opinion</td>
<td>3%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q7 Impression of college admission entrance tests like the SAT or ACT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>336%</td>
</tr>
<tr>
<td>Strongly</td>
<td>77%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>259%</td>
</tr>
<tr>
<td>Unfavorable</td>
<td>107%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>74%</td>
</tr>
<tr>
<td>Strongly</td>
<td>33%</td>
</tr>
<tr>
<td>Unsure; no opinion</td>
<td>20%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q8 Impression of advanced placement tests</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>343%</td>
</tr>
<tr>
<td>Strongly</td>
<td>93%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>250%</td>
</tr>
<tr>
<td>Unfavorable</td>
<td>91%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>57%</td>
</tr>
<tr>
<td>Strongly</td>
<td>35%</td>
</tr>
<tr>
<td>Unsure; no opinion</td>
<td>27%</td>
</tr>
<tr>
<td>Refused; never heard of</td>
<td>2%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463%</td>
</tr>
</tbody>
</table>
Q9 When it comes to college entrance exams like the SAT or the ACT, for most students these tests give an accurate or inaccurate picture of how much a student has learned

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate</td>
<td>226</td>
<td>49%</td>
</tr>
<tr>
<td>Inaccurate</td>
<td>226</td>
<td>49%</td>
</tr>
<tr>
<td>Unsure</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q10 When it comes to Indiana's standardized tests in school, for most students these tests give an accurate or inaccurate picture of how much a student has learned

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate</td>
<td>59</td>
<td>13%</td>
</tr>
<tr>
<td>Inaccurate</td>
<td>396</td>
<td>86%</td>
</tr>
<tr>
<td>Unsure</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Refused</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q13 Moving statewide, statewide, standardized tests to the last three weeks of the school year will give teachers more time to teach

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe</td>
<td>364</td>
<td>79%</td>
</tr>
<tr>
<td>Do not believe</td>
<td>98</td>
<td>21%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>
Q14 Administering the state's standardized test in March or April results in cramming as teachers try to ensure they cover all the year's material prior to the test

<table>
<thead>
<tr>
<th>Believe</th>
<th>366</th>
<th>79%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not believe</td>
<td>90</td>
<td>19%</td>
</tr>
<tr>
<td>Unsure</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Refused</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q15 Moving statewide, standardized tests to the last three weeks of the school year will eliminate or lessen the cramming that occurs to ensure teachers cover all the material prior to the test

<table>
<thead>
<tr>
<th>Believe</th>
<th>310</th>
<th>67%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not believe</td>
<td>146</td>
<td>31%</td>
</tr>
<tr>
<td>Unsure</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q16 Administering the state's standardized tests in March or April results in dead time after the tests are finished, because the year's material has already been covered to prepare for the test

<table>
<thead>
<tr>
<th>Believe</th>
<th>242</th>
<th>52%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not believe</td>
<td>217</td>
<td>47%</td>
</tr>
<tr>
<td>Unsure</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Q17 Moving statewide, standardized tests to the last three weeks of the school year will reduce dead time, which occurs after the tests are finished, because the year's material has already been covered to prepare for the test

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe</td>
<td>294</td>
<td>64%</td>
</tr>
<tr>
<td>Do not believe</td>
<td>162</td>
<td>35%</td>
</tr>
<tr>
<td>Unsure</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Refused</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>463</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Q18 Having test results that can be compared with those from other states will help ensure that the quality of the statewide test remains high because the results will show how students in the state scored in relationship to students in other states across the country

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe</td>
<td>274</td>
<td>59%</td>
</tr>
<tr>
<td>Do not believe</td>
<td>179</td>
<td>39%</td>
</tr>
<tr>
<td>Unsure</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>463</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Q19 Teachers should receive copies of all their current students' score reports so they can use the information from their entire class of students as a way to prepare for the start of the next school year

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe</td>
<td>425</td>
<td>92%</td>
</tr>
<tr>
<td>Do not believe</td>
<td>36</td>
<td>8%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>463</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Q20 At or before the beginning of each school year, teachers should receive copies of the previous year's score reports for all their incoming students to better prepare instruction tailored to each student. For example, a 5th grade teacher would get the 4th grade score reports for all her current students before she starts teaching them.

<table>
<thead>
<tr>
<th></th>
<th>Believe</th>
<th>Do not believe</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>94%</td>
<td>6%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Q21 At or before the beginning of each school year, teachers should receive copies of the previous year's score reports for all their incoming students to better inform the conversations they will have with parents at the start of the new school year.

<table>
<thead>
<tr>
<th></th>
<th>Believe</th>
<th>Do not believe</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>88%</td>
<td>11%</td>
<td>2%</td>
</tr>
</tbody>
</table>
### Q69 Receive your students' results on your state's standardized test

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the end of the school year</td>
<td>68</td>
<td>15%</td>
</tr>
<tr>
<td>During the summer</td>
<td>54</td>
<td>12%</td>
</tr>
<tr>
<td>In the fall or when you return after the summer</td>
<td>190</td>
<td>41%</td>
</tr>
<tr>
<td>Some other time of the year (vol.)</td>
<td>94</td>
<td>20%</td>
</tr>
<tr>
<td>Depends, varies (vol.)</td>
<td>28</td>
<td>6%</td>
</tr>
<tr>
<td>Don't receive results/only see summaries, averages (vol.)</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Other (vol.)</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Unsure</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Q70 Would be more beneficial to own students: Taking statewide, standardized tests earlier so I can have my students' test scores by the end of the school year, vs. later in the school year so I have more time to teach my students, & receiving score reports after the school year is finished

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier in the year</td>
<td>69</td>
<td>15%</td>
</tr>
<tr>
<td>Later in the year</td>
<td>376</td>
<td>81%</td>
</tr>
<tr>
<td>Unsure</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Refused</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>
Q23 Indiana should move the statewide assessment to the last three weeks of the school year

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Strongly</th>
<th>Somewhat</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly</th>
<th>Somewhat</th>
<th>Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88</td>
<td>47</td>
<td>41</td>
<td>45</td>
<td>329</td>
<td>152</td>
<td>78</td>
<td>178</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
<td>71%</td>
<td>33%</td>
<td>17%</td>
<td>38%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q24 Indiana should use college entrance exams at the high school level, as long as those national tests are sufficiently aligned to my state's standards

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Strongly</th>
<th>Somewhat</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly</th>
<th>Somewhat</th>
<th>Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>136</td>
<td>57</td>
<td>78</td>
<td>80</td>
<td>242</td>
<td>161</td>
<td>81</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>29%</td>
<td>12%</td>
<td>17%</td>
<td>17%</td>
<td>52%</td>
<td>35%</td>
<td>18%</td>
<td>1%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Q25** Indiana requires tests that are duplicative, unnecessary, or low quality

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>63</td>
<td>14%</td>
</tr>
<tr>
<td>Strongly</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>44</td>
<td>9%</td>
</tr>
<tr>
<td>Neutral</td>
<td>39</td>
<td>8%</td>
</tr>
<tr>
<td>Agree</td>
<td>349</td>
<td>75%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>165</td>
<td>36%</td>
</tr>
<tr>
<td>Strongly</td>
<td>183</td>
<td>40%</td>
</tr>
<tr>
<td>Unsure</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Q26** My school district requires tests that are duplicative, unnecessary, or low quality

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>149</td>
<td>32%</td>
</tr>
<tr>
<td>Strongly</td>
<td>45</td>
<td>10%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>103</td>
<td>22%</td>
</tr>
<tr>
<td>Neutral</td>
<td>57</td>
<td>12%</td>
</tr>
<tr>
<td>Agree</td>
<td>251</td>
<td>54%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>139</td>
<td>30%</td>
</tr>
<tr>
<td>Strongly</td>
<td>112</td>
<td>24%</td>
</tr>
<tr>
<td>Unsure</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>
**A survey of public school teachers**

**Indiana teacher opinion survey**

**December 1 - 13, 2016**

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**Q27 Indiana's tests should provide results that can be compared with the results from other state's tests, so parents, teachers, & policymakers know how students performed within their own state & in comparison to students in other states**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>94</td>
<td>20%</td>
</tr>
<tr>
<td>Strongly</td>
<td>34</td>
<td>7%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>59</td>
<td>13%</td>
</tr>
<tr>
<td>Neutral</td>
<td>55</td>
<td>12%</td>
</tr>
<tr>
<td>Agree</td>
<td>311</td>
<td>67%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>188</td>
<td>41%</td>
</tr>
<tr>
<td>Strongly</td>
<td>124</td>
<td>27%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Number of cases**: 463 (100%)

---

**Q28 Teachers should receive copies of all their current students' tests scores so they can use the information from their entire class of students as a way to prepare for the start of the next school year**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>28</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>19</td>
<td>4%</td>
</tr>
<tr>
<td>Neutral</td>
<td>21</td>
<td>5%</td>
</tr>
<tr>
<td>Agree</td>
<td>412</td>
<td>89%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>138</td>
<td>30%</td>
</tr>
<tr>
<td>Strongly</td>
<td>274</td>
<td>59%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Number of cases**: 463 (100%)
Q29 At or before the beginning of the school year, teachers should receive copies of the previous year’s score reports for all the incoming students to better prepare instruction tailored to each student

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>26</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>14</td>
<td>3%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td>Agree</td>
<td>426</td>
<td>92%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>146</td>
<td>31%</td>
</tr>
<tr>
<td>Strongly</td>
<td>280</td>
<td>61%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2</td>
<td>0%</td>
</tr>
</tbody>
</table>

Number of cases: 463 (100%)

Q30 At or before the beginning of the school year, teachers should receive copies of the previous year’s score reports for all the incoming students to better inform the conversations they will have with parents at the start of the new school year

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>43</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>27</td>
<td>6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>21</td>
<td>5%</td>
</tr>
<tr>
<td>Agree</td>
<td>395</td>
<td>85%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>136</td>
<td>29%</td>
</tr>
<tr>
<td>Strongly</td>
<td>259</td>
<td>56%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>

Number of cases: 463 (100%)
Q31 States should start using online tests to return test scores quickly, even if this requires investment in Internet & computer technology

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>101</td>
<td>22%</td>
</tr>
<tr>
<td>Strongly</td>
<td>41</td>
<td>9%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>60</td>
<td>13%</td>
</tr>
<tr>
<td>Neutral</td>
<td>53</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>301</td>
<td>65%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>130</td>
<td>28%</td>
</tr>
<tr>
<td>Strongly</td>
<td>171</td>
<td>37%</td>
</tr>
<tr>
<td>Unsure</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Refused</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

Number of cases 463 100%

Q32 Districts should be required to publish a grade-by-grade testing schedule that clearly labels when each test will be given

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>39</td>
<td>8%</td>
</tr>
<tr>
<td>Strongly</td>
<td>13</td>
<td>3%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>26</td>
<td>6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>60</td>
<td>13%</td>
</tr>
<tr>
<td>Agree</td>
<td>361</td>
<td>78%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>137</td>
<td>30%</td>
</tr>
<tr>
<td>Strongly</td>
<td>223</td>
<td>48%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>

Number of cases 463 100%
### Q33 Districts should be required to publish a grade-by-grade testing schedule that clearly labels whether the test is required by the state, the district, or the school

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>46</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>32</td>
<td>7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>55</td>
<td>12%</td>
</tr>
<tr>
<td>Agree</td>
<td>358</td>
<td>77%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>156</td>
<td>34%</td>
</tr>
<tr>
<td>Strongly</td>
<td>202</td>
<td>44%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Q34 Districts should be required to publish a grade-by-grade testing schedule that clearly labels who will take the test

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>57</td>
<td>12%</td>
</tr>
<tr>
<td>Strongly</td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>35</td>
<td>8%</td>
</tr>
<tr>
<td>Neutral</td>
<td>62</td>
<td>13%</td>
</tr>
<tr>
<td>Agree</td>
<td>340</td>
<td>73%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>154</td>
<td>33%</td>
</tr>
<tr>
<td>Strongly</td>
<td>186</td>
<td>40%</td>
</tr>
<tr>
<td>Unsure</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>
Q35 Districts should be required to publish a grade-by-grade testing schedule that clearly labels the reason the test is given

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>47</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly</td>
<td>18</td>
<td>4%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>29</td>
<td>6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>56</td>
<td>12%</td>
</tr>
<tr>
<td>Agree</td>
<td>358</td>
<td>77%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>154</td>
<td>33%</td>
</tr>
<tr>
<td>Strongly</td>
<td>204</td>
<td>44%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>463</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Q71 Individual teachers, not district administrators, should be allowed to make decisions on when & how frequently to administer the formative assessments that are for classroom use & not accountability purposes

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>61</td>
<td>13%</td>
</tr>
<tr>
<td>Strongly</td>
<td>17</td>
<td>4%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>45</td>
<td>10%</td>
</tr>
<tr>
<td>Neutral</td>
<td>31</td>
<td>7%</td>
</tr>
<tr>
<td>Agree</td>
<td>369</td>
<td>80%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>120</td>
<td>26%</td>
</tr>
<tr>
<td>Strongly</td>
<td>249</td>
<td>54%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>463</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
### Q72 Results of a district-required formative or diagnostic test in order to make them a valuable tool for instruction needed in

<table>
<thead>
<tr>
<th>Duration</th>
<th>Weekly Percentage</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day</td>
<td>16%</td>
<td>72</td>
</tr>
<tr>
<td>One week</td>
<td>46%</td>
<td>213</td>
</tr>
<tr>
<td>Two weeks</td>
<td>35%</td>
<td>164</td>
</tr>
<tr>
<td>Never; don't need them (vol.)</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Other (vol.)</td>
<td>1%</td>
<td>6</td>
</tr>
<tr>
<td>Unsure</td>
<td>1%</td>
<td>6</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>100%</strong></td>
<td><strong>463</strong></td>
</tr>
</tbody>
</table>

### Q52 Impact on impression of statewide standardized tests if all of the policies described in this survey were implemented

<table>
<thead>
<tr>
<th>Impression</th>
<th>Weekly Percentage</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>More favorable</td>
<td>55%</td>
<td>257</td>
</tr>
<tr>
<td>Much more</td>
<td>9%</td>
<td>41</td>
</tr>
<tr>
<td>Somewhat more</td>
<td>47%</td>
<td>216</td>
</tr>
<tr>
<td>No difference</td>
<td>40%</td>
<td>184</td>
</tr>
<tr>
<td>Less favorable</td>
<td>4%</td>
<td>20</td>
</tr>
<tr>
<td>Somewhat less</td>
<td>2%</td>
<td>10</td>
</tr>
<tr>
<td>Much less</td>
<td>2%</td>
<td>10</td>
</tr>
<tr>
<td>Unsure</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>100%</strong></td>
<td><strong>463</strong></td>
</tr>
</tbody>
</table>

### Q53 Picture that state tests would give of how much a student has learned if all policies described in the survey were implemented

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Weekly Percentage</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate</td>
<td>45%</td>
<td>210</td>
</tr>
<tr>
<td>Inaccurate</td>
<td>49%</td>
<td>228</td>
</tr>
<tr>
<td>Unsure</td>
<td>5%</td>
<td>24</td>
</tr>
<tr>
<td>Refused</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>100%</strong></td>
<td><strong>463</strong></td>
</tr>
</tbody>
</table>
### Q64 ESA savings account system

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favor</td>
<td>138</td>
<td>30%</td>
</tr>
<tr>
<td>Strongly</td>
<td>36</td>
<td>8%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>102</td>
<td>22%</td>
</tr>
<tr>
<td>Oppose</td>
<td>319</td>
<td>69%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>85</td>
<td>18%</td>
</tr>
<tr>
<td>Strongly</td>
<td>233</td>
<td>50%</td>
</tr>
<tr>
<td>Unsure</td>
<td>6</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Number of cases:** 463 100%

### Q65 Most important reason for favoring ESA

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious education providers, schools</td>
<td>23</td>
<td>17%</td>
</tr>
<tr>
<td>Safer education providers, schools</td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td>Providers, schools having better academics</td>
<td>29</td>
<td>21%</td>
</tr>
<tr>
<td>Providers, schools offering more individual attention</td>
<td>42</td>
<td>30%</td>
</tr>
<tr>
<td>Multiple educational uses</td>
<td>20</td>
<td>15%</td>
</tr>
<tr>
<td>Special needs children, special education (vol.)</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Preparation for secondary education, college (vol.)</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Something else; combination; all of above (vol.)</td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td>Unsure</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Number of cases:** 138 100%
### Q66 Most important reason for opposing ESA

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefit unaccountable private schools or educ. providers</td>
<td>22</td>
<td>11%</td>
</tr>
<tr>
<td>Cause fraudulent behavior</td>
<td>23</td>
<td>12%</td>
</tr>
<tr>
<td>Cause student transportation problems</td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td>Divert funding away from public schools</td>
<td>48</td>
<td>25%</td>
</tr>
<tr>
<td>Send funding to religious education providers/schools</td>
<td>11</td>
<td>6%</td>
</tr>
<tr>
<td>Something else; combination; all of above (vol.)</td>
<td>61</td>
<td>32%</td>
</tr>
<tr>
<td>Unsure</td>
<td>7</td>
<td>4%</td>
</tr>
</tbody>
</table>

Number of cases: 191 100%

### Q67 ESAs should be available to all families, regardless of incomes & special needs

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>88</td>
<td>38%</td>
</tr>
<tr>
<td>Strongly</td>
<td>37</td>
<td>16%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>51</td>
<td>22%</td>
</tr>
<tr>
<td>Disagree</td>
<td>131</td>
<td>57%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>41</td>
<td>18%</td>
</tr>
<tr>
<td>Strongly</td>
<td>90</td>
<td>39%</td>
</tr>
<tr>
<td>Don't know</td>
<td>12</td>
<td>5%</td>
</tr>
</tbody>
</table>

Number of cases: 231 100%

### Q68 ESAs should be only available to families based on financial need

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>78</td>
<td>34%</td>
</tr>
<tr>
<td>Strongly</td>
<td>20</td>
<td>9%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>57</td>
<td>25%</td>
</tr>
<tr>
<td>Disagree</td>
<td>128</td>
<td>55%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>56</td>
<td>24%</td>
</tr>
<tr>
<td>Strongly</td>
<td>73</td>
<td>31%</td>
</tr>
<tr>
<td>Don't know</td>
<td>25</td>
<td>11%</td>
</tr>
<tr>
<td>Refused</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

Number of cases: 232 100%
### Q54 Age (from year-of-birth)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 or less</td>
<td>133</td>
<td>29%</td>
</tr>
<tr>
<td>18 - 30</td>
<td>75</td>
<td>16%</td>
</tr>
<tr>
<td>31 - 35</td>
<td>58</td>
<td>13%</td>
</tr>
<tr>
<td>36 to 50</td>
<td>170</td>
<td>37%</td>
</tr>
<tr>
<td>36 - 45</td>
<td>105</td>
<td>23%</td>
</tr>
<tr>
<td>46 - 50</td>
<td>65</td>
<td>14%</td>
</tr>
<tr>
<td>More than 50</td>
<td>156</td>
<td>34%</td>
</tr>
<tr>
<td>51 - 55</td>
<td>57</td>
<td>12%</td>
</tr>
<tr>
<td>More than 55</td>
<td>98</td>
<td>21%</td>
</tr>
<tr>
<td>Not ascertained</td>
<td>4</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Number of cases**: 463 **100%**

### Sex by age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Male</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 or less</td>
<td>57</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>More than 45</td>
<td>57</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>45 or less</td>
<td>181</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>More than 45</td>
<td>164</td>
<td>35%</td>
<td></td>
</tr>
</tbody>
</table>

**Number of cases**: 463 **100%**

### Q73 Teaching subject area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All subject areas</td>
<td>130</td>
<td>28%</td>
</tr>
<tr>
<td>Science</td>
<td>58</td>
<td>13%</td>
</tr>
<tr>
<td>Math</td>
<td>76</td>
<td>16%</td>
</tr>
<tr>
<td>English; reading; writing</td>
<td>97</td>
<td>21%</td>
</tr>
<tr>
<td>Foreign language</td>
<td>24</td>
<td>5%</td>
</tr>
<tr>
<td>Social sciences</td>
<td>61</td>
<td>13%</td>
</tr>
<tr>
<td>Arts</td>
<td>27</td>
<td>6%</td>
</tr>
<tr>
<td>Business</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Technical skills</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td>Special education</td>
<td>65</td>
<td>14%</td>
</tr>
<tr>
<td>Other (vol.)</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Refused</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Number of cases**: 463 **100%**
<table>
<thead>
<tr>
<th>Q74 Years of classroom teaching experience</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15 years or less</td>
<td>248</td>
<td>54%</td>
</tr>
<tr>
<td>0-5 years</td>
<td>87</td>
<td>19%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>81</td>
<td>18%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>80</td>
<td>17%</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>214</td>
<td>46%</td>
</tr>
<tr>
<td>Refused</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q75 Percent of students at school where you teach that are eligible for free or reduced price lunches</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>50% or less</td>
<td>208</td>
<td>45%</td>
</tr>
<tr>
<td>0%-25%</td>
<td>73</td>
<td>16%</td>
</tr>
<tr>
<td>26%-50%</td>
<td>135</td>
<td>29%</td>
</tr>
<tr>
<td>More than 50%</td>
<td>250</td>
<td>54%</td>
</tr>
<tr>
<td>51%-75%</td>
<td>150</td>
<td>32%</td>
</tr>
<tr>
<td>76%-100%</td>
<td>99</td>
<td>21%</td>
</tr>
<tr>
<td>Refused</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q76 Children in own household under the age of 18 years old</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>212</td>
<td>46%</td>
</tr>
<tr>
<td>No</td>
<td>249</td>
<td>54%</td>
</tr>
<tr>
<td>Refused</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Number of cases</td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Q57 Marital status

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>355</td>
<td>77%</td>
</tr>
<tr>
<td>Not married</td>
<td>107</td>
<td>23%</td>
</tr>
<tr>
<td>Single, never married</td>
<td>78</td>
<td>17%</td>
</tr>
<tr>
<td>Separated</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Divorced</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Widowed, spouse deceased</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td>462</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Q58 Racial or ethnic group

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic, Latino</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Black, African-American</td>
<td>13</td>
<td>3%</td>
</tr>
<tr>
<td>Asian, Pacific Islander</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Arabic, Middle-Eastern</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>White, Anglo</td>
<td>438</td>
<td>95%</td>
</tr>
<tr>
<td>Refused</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Q59 Party identification

<table>
<thead>
<tr>
<th>Party</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republican</td>
<td>145</td>
<td>31%</td>
</tr>
<tr>
<td>Democrat</td>
<td>145</td>
<td>31%</td>
</tr>
<tr>
<td>Independent</td>
<td>114</td>
<td>25%</td>
</tr>
<tr>
<td>Something else</td>
<td>46</td>
<td>10%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Refused</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td>463</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Q60 Ideology

<table>
<thead>
<tr>
<th>Ideology</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal</td>
<td>139</td>
<td>30%</td>
</tr>
<tr>
<td>Very</td>
<td>31</td>
<td>7%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>108</td>
<td>23%</td>
</tr>
<tr>
<td>Moderate</td>
<td>152</td>
<td>33%</td>
</tr>
<tr>
<td>Conservative</td>
<td>165</td>
<td>36%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>109</td>
<td>24%</td>
</tr>
<tr>
<td>Very</td>
<td>55</td>
<td>12%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Refused</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>463</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

## School type (telephone interviews only)

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>109</td>
<td>42%</td>
</tr>
<tr>
<td>Middle/junior high</td>
<td>42</td>
<td>16%</td>
</tr>
<tr>
<td>High school/combined</td>
<td>101</td>
<td>39%</td>
</tr>
<tr>
<td>Not ascertained</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>257</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

## Q61 Size of place

<table>
<thead>
<tr>
<th>Place</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>57</td>
<td>12%</td>
</tr>
<tr>
<td>Suburban</td>
<td>154</td>
<td>33%</td>
</tr>
<tr>
<td>Small town</td>
<td>131</td>
<td>28%</td>
</tr>
<tr>
<td>Rural</td>
<td>119</td>
<td>26%</td>
</tr>
<tr>
<td>Refused</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>463</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
### Q62 Self-reported geographic region

<table>
<thead>
<tr>
<th>Region</th>
<th>Cases</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>181</td>
<td>39%</td>
</tr>
<tr>
<td>Northwest</td>
<td>97</td>
<td>21%</td>
</tr>
<tr>
<td>Northeast</td>
<td>84</td>
<td>18%</td>
</tr>
<tr>
<td>Central</td>
<td>177</td>
<td>39%</td>
</tr>
<tr>
<td>West central</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Core central</td>
<td>134</td>
<td>29%</td>
</tr>
<tr>
<td>East central</td>
<td>24</td>
<td>5%</td>
</tr>
<tr>
<td>South</td>
<td>100</td>
<td>22%</td>
</tr>
<tr>
<td>Southwest</td>
<td>38</td>
<td>8%</td>
</tr>
<tr>
<td>South central</td>
<td>36</td>
<td>8%</td>
</tr>
<tr>
<td>Southeast</td>
<td>26</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Number of cases:** 458 (100%)

### Geography (county-based, telephone interviews only)

<table>
<thead>
<tr>
<th>Region</th>
<th>Cases</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>104</td>
<td>40%</td>
</tr>
<tr>
<td>Northwest</td>
<td>57</td>
<td>22%</td>
</tr>
<tr>
<td>Northeast</td>
<td>47</td>
<td>18%</td>
</tr>
<tr>
<td>Central</td>
<td>105</td>
<td>41%</td>
</tr>
<tr>
<td>West central</td>
<td>11</td>
<td>4%</td>
</tr>
<tr>
<td>Core central</td>
<td>78</td>
<td>30%</td>
</tr>
<tr>
<td>Marion County</td>
<td>38</td>
<td>15%</td>
</tr>
<tr>
<td>Other core central</td>
<td>41</td>
<td>16%</td>
</tr>
<tr>
<td>East central</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>South</td>
<td>49</td>
<td>19%</td>
</tr>
<tr>
<td>Southwest</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>South central</td>
<td>18</td>
<td>7%</td>
</tr>
<tr>
<td>Southeast</td>
<td>11</td>
<td>4%</td>
</tr>
</tbody>
</table>

**Number of cases:** 257 (100%)