

# Parent Attitudes About Education in Arizona: 2004

## TECHNICAL APPENDICES

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## TECHNICAL APPENDIX A SURVEY METHODS

The information in this report is based on telephone interviews with two statewide random samples of adult heads of household living in Arizona. The first sample, based on 400 interviews, generalizes to all adult heads of household living in Arizona with children attending public, private, or charter schools. The second sample is comprised of 355 adult heads of households with Hispanic surnames with children attending public, private, or charter schools in Arizona. Both samples were stratified by county to insure that they were representative of all adults and all Hispanic adults living in Arizona.

If an interview was not successfully completed after five-callbacks, random substitution was allowed with telephones numbers in the same prefix. Seventy-four percent (74%) of the statewide sample of adult heads of household and seventy-eight (78%) of those selected in the Hispanic sample were successfully interviewed. In both samples Hispanic respondents were given the option of giving the interview in Spanish or English.

The sampling error for the statewide sample when the proportion giving a response to a question is 50% and assuming the 95% level of significance is plus or minus 4.9%. The sampling error for the Hispanic sample when the proportion answering a question is 50% is plus or minus 5.2%. Sampling error varies based on the percentage of the sampling answering a question in a particular way. Sampling errors for various percentages when the sample size is 400 are shown below:

	<b>Sampling Error</b>
50%	4.9%
40% or 60%	4.8%
30% or 70%	4.5%
20% or 80%	3.9%
10% or 90%	2.9%

The questions were designed by Dr. Alex Molnar and Dr. Bruce Merrill of Arizona State University with input from Arizona Education Policy Initiative steering committee members. The interview schedule was pre-tested and the interviews conducted by professional interviewers at the Summit Group in Phoenix, Arizona during the period March 17 – 27, 2004. A CATI system was used to conduct the interviews. The data were analyzed using SPSS.

## TECHNICAL APPENDIX B

### SURVEY QUESTIONS

Hello, my name is XXXXX and I am calling for the Education Policy Studies Laboratory at Arizona State University. We are doing a very important survey on how people feel about public education in Arizona.

Are you the (male/female) head of your household?

IF NO: Is either the male or female head of the household at home?

IF NO: Thank and end the interview

Do you have children living in your household attending school either in pre-school or grades K-12?

IF NO: Thank and end interview

IF YES: This survey is very important and you have been randomly selected to represent other parents in Arizona. Your answers will be completely confidential. Will you please help us with this survey?

Sometimes people really don't have opinions about some of the questions I will ask. If you don't have an opinion just tell me and I'll go onto the next question.

1. First, students are given the grades A, B, C, D and F or failing to indicate how they are doing in their school work. What grade would you give to the school your oldest child attends? A, B, C, D or F      6. no opinion (Table 1)

2. Next, what grade would you give to the job public schools in Arizona are doing?  
A, B, C, D or F.      6. n.o. (Table 1)

3. What grade, A, B, C, D or F would you give to charter schools?      6. n.o. (Table 8)

4. What grade, A, B, C, D or F would you give to private schools?      6. n.o. (Table 8)

5. What grade would you give to the teacher or teachers who are teaching your oldest child? A, B, C, D or F?      6. n.o. (Table 2)

6. Is there one area where you think the public schools in Arizona are doing a particularly good job? ASK OPEN-ENDED AND CODE BELOW (Table 3)

1. teaching basics
2. extracurricular programs
3. drug education
4. providing high quality teachers
5. vocational education
6. motivating students
7. motivating parents
8. use of computers/technology
9. promoting racial harmony

10. valuing cultural diversity
11. reducing drop-outs
12. keeping order in the classroom
13. providing small classes
14. providing individual attention
15. providing good physical education and athletic programs
16. providing high quality programs in the arts and fine arts/music, art, etc.
17. Other: specify

7. What do you think is the biggest single challenge that the schools in your community face? ASK OPEN-ENDED AND CODE ALL BELOW (Table 4)

1. funding/lack of financial support/money
2. lack of discipline/controlling students
3. overcrowded schools
4. use of drugs/dope
5. difficulty getting or keeping good teachers/student teacher ratio
6. low pay for teachers standards/quality/basics
7. violence/gangs
8. academic standards/quality of education/teaching basics
9. condition of schools/need for repairs
10. curriculum problems
11. overcrowding
12. lack of support/interest of parents
13. drop-out rate
14. racism
15. cultural diversity
16. problems associated with administrators/too many
17. non-English speaking kids in classrooms
18. lack of help or opportunity for non-English speaking students
19. Other: specify \_\_\_\_\_

8. Where do you get most of your information about what goes on in the public schools in your community? ( ASK OPEN ENDED) (Table 21)

1. newspapers
2. television
3. first hand experiences/meetings/contact at school
4. friends/family
5. my children/students
6. from the school/letters/mail/newsletter
7. media/press
8. teacher/sub/ex-teacher/administrators
9. word of mouth/community
10. internet
11. Other: specify \_\_\_\_\_

9. Where else do you learn about what is happening in the schools? (Table 21)

1. newspapers
2. television
3. first hand experiences/meetings/contact at school
4. friends/family
5. my children/students
6. from the school/letters/mail/newsletter
7. media/press
8. teacher/sub/ex-teacher/administrators
9. word of mouth/community
10. internet
11. Other: specify \_\_\_\_\_

10. Does the school your oldest child attends encourage you to be 1. very involved, 2. somewhat involved or 3. not very involved in his or her education? 4. n.o. (Table 22)

11. Do you have a child or children under the age of 6?

1. yes – continue
2. no – GO TO Q 16

12. Do any of your children attend kindergarten? IF YES: Does he or she attend full day or part day? 1. full day 2. part day 3. no (Table 18)

13. IF CHILD DOES NOT ATTEND OR ATTENDS PART DAY ASK:

Would you enroll your child in full day kindergarten if it were available at no cost to you?

1. yes
2. no
3. not sure (Table 19)

14. Do any children five years or younger living at home? IF YES: Do any of them attend a pre-kindergarten early education program? 1. no kids under 6 2. yes 3. no (Table 14)

15. IF NO: Would you enroll your child or children in a pre-kindergarten early education program if it were available at no cost to you? 1. yes 2. no 3. dk (Table 20)

16. Do you think setting up charter schools will have a 1. positive effect, 2. have a negative effect or 3. little or no effect on public schools? 4. n.o. (Table 9)

17. Do you think providing public dollars to private schools will have a 1. positive effect, 2. have a negative effect or 3. little or no effect on public schools? 4. n.o. (Table 9)

18. All schools in Arizona are tested each year, using a standard, statewide, test to determine how students are performing academically. Do you 1. favor or 2. oppose using statewide tests to determine how schools are performing? 3. n.o. (Table 5)

If a school one of your children is attending scored low on the statewide tests, would you favor or oppose each of the following – (Table 7)

19. require the school to develop and implement an improvement plan  
1. approve 2. oppose 3. n.o.
20. withhold funds from the school if they don't improve  
1. approve 2. oppose 3. n.o.
21. provide more state funds to the school  
1. approve 2. oppose 3. n.o.
22. replace the principal  
1. approve 2. oppose 3. n.o.
23. replace the teachers  
1. approve 2. oppose 3. n.o.
24. In Arizona, before they can graduate from high school, students must demonstrate basic academic competence by passing a test called the AIMS test. Do you  
1. approve or  
2. disapprove requiring students to pass the AIMS test before they can graduate from high school?  
3. n.o. (Table 6)
25. Do you think minority students in the school your oldest child attends are treated the  
1. same treatment as non-minorities, 2. better or 3. are treated worse than non-minorities?  
4. n.o. (Table 15)
26. When minority students take statewide academic tests, do you know if they perform  
1. about the same as non-minorities, 2. better or 3. worse than non-minority students?  
4. n.o. (Table 11)
27. Minority students sometimes do not perform as well on academic achievement tests as non-minorities. Do you feel this difference is due mainly to differences in the quality of education they receive or to other factors?  
1. academic 2. other 3. dk/n.o. (Table 12)
28. IF OTHER FACTORS ASK: If the difference isn't due to the quality of education they receive, what do you think is the main reason for the difference? (OPEN-ENDED) (Table 13)
29. In Arizona, some students do not speak English when they enter school. Some people feel the best way to teach them is to put them in classrooms with bi-lingual teachers until they learn English well enough to be placed in regular classrooms. Others believe that it is best to put students who do not speak English immediately into classes where only English is spoken. Do you know which system the law in Arizona requires?  
1. Both English and Spanish 2. English only 3. Don't know (Table 16)
30. Which do you prefer, putting students in bi-lingual classrooms where both English and the student's native language are spoken or classrooms where only English is spoken?  
1. Both English and Spanish 2. English only 3. Don't know (Table 17)

31. Do you 1. favor or 2. oppose using vouchers to fund students going to private schools?  
3. dk/n.o. (Table 10)

32. Do you 1. favor or 2. oppose using public money in the form of tax credits to support sending children to private schools? 3. dk/n.o. (Table 10)

33. Many high school students in Arizona drop out before graduating. What do you think is the single biggest reason high school students drop-out of school before finishing their education? (ASK OPEN-ENDED -BE SPECIFIC) (Table 14)

(The results for the demographic questions are in Table 24 of the Technical Appendix.)

34. How many children currently live in your household? \_\_\_\_\_

35. How many school age children live in your household? \_\_\_\_\_

36. Does your oldest child attend a 1. elementary school, a 2. middle school or  
3. a high school?

37. Does your oldest child attend a 1. public or 2. private school?

38. How long have you lived in Arizona? READ 1-3: 1. less than 10 years, 2. 11-20 years,  
3. over 20 years?

39. Which of the following best characterizes your household:

1. We only speak English in our household
2. We speak mainly English but another language as well
3. We speak little or no English in our household

40. In terms of race or ethnicity, which of the following do you most identify with?

ASK OPEN-ENDED AND CODE BELOW

1. White or Anglo
2. Hispanic or Latino
3. Native American
4. Two or more races mentioned
5. other

41. Is there 1. both a male and female head of your household, 2. only a male head or  
3. only a female head? 4. refused

42. IF MALE HEAD: How much education has the male head of the household completed?  
(READ 1-3)

1. High school or less
2. Some college or trade school
3. Graduated from a four year college or university

43. IF FEMALE HEAD: How much education has the male head of the household completed? (READ 1-3)

1. High school or less
2. Some college or trade school
3. Graduated from a four year college or university

44. Were you born in the United States? 1. yes 2. no

45. How many generations has your family been in America? \_\_\_\_\_

46. Are you registered to vote in Arizona? 1. yes 2. no

47. gender: 1. female 2. male

48. Was this interview conducted in:

1. English only
2. Spanish only
3. both English and Spanish

TECHNICAL APPENDIX C  
SURVEY REPORT TABLES

Table 1: Grading Arizona Schools (Survey Questions 1–2)

<b>The school oldest child attends</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>N.O.</b>	<b>Average</b>
Statewide All-parent	30%	42	19	4	2	3	2.6
Statewide Hispanic	26%	45	18	8	2	1	2.8
Statewide Non-Hispanic	30%	42	20	4	2	2	3.0
<b>The job public schools are doing</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>N.O.</b>	<b>Average</b>
Statewide all-parent	4%	24	43	13	4	12	2.1
Statewide Hispanic	11%	29	42	8	3	8	2.4
Statewide Non-Hispanic	5%	24	43	12	5	11	2.1

- (1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.  
(2) Ratings were calculated excluding the “no opinion” category.

Table 2: Grading Arizona Teachers (Survey Question 5)

<b>Your oldest child’s teacher</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>N.O.</b>	<b>Average</b>
Statewide All-parent	44%	38	14	2	1	2	3.2
Statewide Hispanic	42%	39	14	2	2	1	3.3
Statewide Non-Hispanic	42%	40	13	2	1	2	3.2

- (1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.  
(2) Ratings were calculated excluding the “no opinion” category.

Table 3: Areas Where Arizona Public Schools Do Well (Survey Question 6)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Teaching the basics	34%	39%	31%
Providing High Quality Teachers	10	5	9
Quality arts and fine arts programs	9	4	9
Motivating Students	6	10	7
Good physical education and athletic programs	5	1	4
Provide individual attention to students	4	4	4
Keeping order, discipline in the classroom	3	4	3
Extra-curricular activities	3	5	3
Use of computers and technology	3	1	3
Valuing cultural diversity	3	5	3
Reducing the drop-out rate	2	*	2
Keeping classrooms small	2	*	2
Vocational education classes	1	1	2
Math and science classes	1	1	2
Motivating parents	1	*	1
Drug education, reducing drug use	*	5	*
Promoting racial harmony	*	1	*
Use of English only classes	1	1	*
After School programs	*	1	*
Meeting needs of special kids, handicapped	1	1	1
No area, not doing a good job	3	5	5
Just overall good job	1	1	1
Other single comments	5	4	6
	100%	100%	100%

(1) Thirty-five percent of those in the statewide all-parent sample, twenty-three percent in the Hispanic sample, and thirty percent of those in the non-Hispanic sample had no opinion.

(2) \* Indicates less than one percent.

(3) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

(4) Individuals could give more than one comment and all comments were coded.

(5) Percentages were calculated excluding missing and “no opinion” responses.

Table 4: Challenges Facing Arizona Schools (Survey Question 7)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Lack of funding, resources	35%	29%	33%
Overcrowded schools, large class size	18	11	10
Lack of discipline in classrooms, schools	9	9	10
Keeping good teachers	8	8	7
Low pay for teachers	6	6	6
Lack of parental support or involvement	6	6	6
Drug use in the schools	3	3	3
Lack of opportunity for non-English speakers	3	6	4
Low academic standards, expectations	3	3	2
Non-English speakers in the classrooms	3	4	2
Administrators, too many	2	3	2
Problems with respecting cultural diversity	2	2	2
Violence, gangs	1	5	1
Keeping kids from dropping out	1	1	1
Inadequate curriculum, not enough variety	*	1	1
Schools in despair	*	*	*
More math and science classes	*	*	*
Testing, AIMS test	*	*	*
After school programs	*	1	*
Racism	0	1	*
Other comments	*	1	7
	100%	100%	100%

- (1) One percent of all three samples (statewide all-parent, Hispanic, and non-Hispanic) had no opinion.
- (2) \* Indicates less than one percent.
- (3) There were no statistically significant differences between the Hispanic and non-Hispanic samples.
- (4) Individuals could give more than one comment and all comments were coded.
- (5) Percentages were calculated excluding missing and “no opinion” responses.

Table 5: Using Standardized Tests to Evaluate Schools (Survey Question 18)

<b>Support for Statewide Test to Measure Student Performance</b>			
	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Favor	70%	75%	70%
Oppose	20	14	21
No Opinion	10	11	9

(1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 6: Using AIMS as a Graduation Requirement (Survey Question 24)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Favor	58	53	59
Oppose	33	35	31
No Opinion	9	12	10

(1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 7: Actions Directed Toward Low-Performing Schools (Survey Questions 19–23)

	<b>Approve</b>	<b>Oppose</b>	<b>No Opinion</b>
<b><i>Schools must develop and implement improvement plan</i></b>			
Statewide All-parent	86%	8%	6%
Statewide Hispanic	90	5	5
Statewide Non-Hispanic	85	8	7
<b><i>Provide more state funds</i></b>			
Statewide All-parent	66%	16%	18%
Statewide Hispanic	74	12	14
Statewide Non-Hispanic	66	17	17
<b><i>Principal should be replaced</i></b>			
Statewide All-parent	30%	41%	29%
Statewide Hispanic	32	40	28
Statewide Non-Hispanic	31	41	28
<b><i>Teachers should be replaced</i></b>			
Statewide All-parent	30%	50%	20%
Statewide Hispanic	30	50	20
Statewide Non-Hispanic	30	48	22
<b><i>Withhold funds if they don't improve</i></b>			
Statewide All-parent	23%	66%	11%
Statewide Hispanic	25	64	11
Statewide Non-Hispanic	24	66	10

(1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 8: Grading Charter and Private Schools (Survey Questions 3–4)

	A	B	C	D	F	N.O.	Average
<b>Charter schools in Arizona</b>							
Statewide All-parent	7%	19	12	4	3	55	2.5
Statewide Hispanic	10%	18	13	4	2	53	2.7
Statewide Non-Hispanic	6%	17	13	5	3	56	2.4
<b>Private Schools</b>							
Statewide All-parent	20%	23	4	1	0	52	3.3
Statewide Hispanic	25%	22	4	1	1	47	3.3
Statewide Non-Hispanic	19%	24	4	1	0	52	3.3

Table 9: Perceived Effect of Charter and Private Schools on Public Schools (Survey Questions 16–17)

<b>Effect of Charter Schools</b>			
	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Positive effect	36%	39%	35%
Negative effect	15	14	15
Little or no effect	26	24	26
No Opinion	23	24	24
<b>Effect of Private Schools</b>			
	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Positive effect	23%	24%	23%
Negative effect	46	41	47
Little or no effect	20	17	19
No Opinion	11	18	11

(1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 10: Support for Tuition Vouchers and Tuition Tax Credits (Survey Questions 31–32)

<b>Support for Tuition Vouchers</b>			
	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Both	38%	33%	38%
English Only	50	45	51
No Opinion/Don't Know	12	22	11
<b>Support for Tax Credits</b>			
	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Both	38%	31%	39%
English Only	49	49	49
No Opinion/Don't know	13	20	12

(1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 11: Perception of Minority Student Academic Achievement (Survey Question 26)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Perform Same	23%	26%	23%
Perform Better	1	5	1
Perform Worse	36	36	35
No Opinion/Don't Know	40	33	41

(1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 12: Reasons for the Minority/Non-Minority Achievement Gap (Question 27)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Academic Factors	8%	20%	7%
Other Factors	78	64	79
No Opinion/Don't Know	14	16	14

Table 13: Reasons for Test Score Differences Between Minority and Non-Minority Students (Survey Question 28)

	Statewide All-Parent	Statewide Hispanic	Statewide Non-Hispanic
Home background, lack of parental involvement	37%	39%	42%
Language barriers	25	29	23
Cultural differences, differences in how they learn	17	11	14
Social, economic, education backgrounds, income	12	8	12
Tests are biased	2	*	3
Low expectations	2	1	1
Poor teachers, teachers not motivating students	*	3	2
Students not working hard enough	*	1	2
Failure of schools, teachers and administrators	*	3	*
Lack of confidence, self-esteem	*	3	*
Other comments	2	1	1

(1) Thirteen percent of those in the statewide all-parent and Hispanic samples had no opinion. Fourteen percent of those in the non-Hispanic sample had no opinion.

(2) \* Indicates less than one percent.

(3) Hispanics were more likely than those in the statewide all-parent sample to cite quality of education or pre-education as the reason for differences in test scores between minorities and non-minorities.

(4) Individuals could give more than one comment and all comments were coded.

(5) Percentages were calculated excluding missing and “no opinion” responses.

Table 14: Reasons Why Students Drop Out of School (Survey Question 33)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Home background, lack of parental involvement	30%	28%	31%
Don't see how school benefits them, lack of interest	11	9	10
Not motivated, lazy, no goals, don't care	11	7	10
Leave to make money, support families, need money	10	9	10
Drug use and abuse	5	7	5
Teen pregnancies	4	6	4
Not prepared academically, get behind and never catch up	6	4	4
Students not challenged, bored	3	6	4
Poor teachers, teachers not motivating students	3	4	3
Negative peer group influence, get in with the wrong crowd	3	6	3
Get in trouble with legal system, jail, gangs	3	4	1
Problems with not speaking English	2	1	2
Low self esteem, disillusioned, lack of confidence	3	*	3
Cultural differences	*	*	*
Poor school system, schools let them down	*	2	2
Overcrowding, big classes, not enough individual attention	2	*	2
Testing, AIMS test	*	*	*
Other comments	2	4	5

(1) Twelve percent of statewide all-parent and Hispanic samples had no opinion.

(2) \* Indicates less than one percent.

(3) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

(4) Individuals could give more than one comment and all comments were coded.

(5) Percentages were calculated excluding missing and no opinion responses.

Table 15: Treatment of Minority Students in School (Survey Question 25)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Treated same	70%	70%	68%
Treated better	10	4	11
Treated Worse	10	17	11
No Opinion	10	9	10

(1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 16: Awareness of Legal Requirement for English in the Classroom (Survey Question 29)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Both English and Spanish	20%	14%	19%
English Only	41	38	41
Don't Know	39	48	40

(1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 17: Preference of Language Use in the Classroom (Survey Question 30)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Both	56%	67%	54%
English Only	31	24	32
Don't Know	13	9	14

(1) Hispanics were more likely than non-Hispanics to support teaching in both English and the native language than English only.

Table 18: Kindergarten Attendance (Survey Question 12)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Attends Full-Day	19%	12%	20%
Attends Part-Day	18	18	21
Does Not Attend	63	70	59

(1) Asked only to parents with children under six years of age. The sub-sample size in this table is very small. Thirty-three percent of Hispanics and thirty percent of the non-Hispanics indicated they had children under the age of six.

(2) Hispanics were less likely to have children attending kindergarten than non-Hispanics.

Table 19: Likelihood to Enroll Child in Kindergarten (Survey Question 13)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Yes	80%	80%	82%
No	12	13	11
Not Sure	8	7	7

(1) Asked only to parents with children six years of age or younger.

(2) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 20: Likelihood to Enroll Child in Pre-School (Survey Question 15)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
Yes	86%	83%	87%
No	6	12	5
Not Sure	8	5	8

(1) Asked only to parents with children five years of age or younger. Twenty-five percent of parents in the Hispanic sample and twenty-four percent of those in the statewide all-parent sample indicated they had children five or younger.

(2) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 21: Sources of Information About Public Schools (Survey Question 8–9)

	<b>Statewide All-parent</b>	<b>Statewide Hispanic</b>	<b>Statewide Non-Hispanic</b>
First hand experience, meetings at school	21%	16%	21%
Communication from school, flyers, letter	18	22	18
Newspapers	17	16	17
Talking with children, other students	16	21	17
Communication with teacher or administrator	8	6	9
Friends or family members	7	7	7
Word of mouth in community	4	4	5
Internet	3	1	1
Television	3	4	2
Media or press in general	2	1	1
Other comments	1	3	2

(1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 22: School Encouragement of Parental Involvement (Survey Question 10)

	Statewide All-parent	Statewide Hispanic	Statewide Non-Hispanic
Very involved	63%	61%	61%
Somewhat involved	28	29	28
Not very involved	8	10	9
No Opinion	1	0	2

(1) There were no statistically significant differences between the Hispanic and non-Hispanic samples.

Table 23: Attendance in Pre-School (Survey Question 14)

	Statewide All-parent	Statewide Hispanic	Statewide Non-Hispanic
Attends	48%	39%	52%
Does not attend	52	61	48

(1) Asked only to parents with children five years of age or younger. The sub-sample size in this table is very small. Twenty-five percent of Hispanics and twenty-four percent of non-Hispanics indicated they had children five years of age or younger.

(2) Hispanics were less likely than non-Hispanics to have children attending pre-school.

Table 24: Demographics (Survey Questions 34–47)

	Statewide All-parent	Statewide Hispanic	Statewide Non-Hispanic
<b><i>Number of Children</i></b>			
1	26%	33%	26%
2	36	39	35
3	22	15	22
4 or more	16	13	17
<b><i>Number of School Age Children</i></b>			
1	38%	33%	37%
2	38	39	38
3	13	15	13
4 or more	11	13	12
<b><i>Type of school attended by oldest child</i></b>			
Elementary	42%	44%	40%
Middle	20	19	20
High School	38	37	40

<b><i>Type of school</i></b>			
Attends Public School	88%	90%	91%
Private or Charter School	12	10	9
<b><i>Length of Residence</i></b>			
Less than 10 years	24%	22%	24%
10 to 20 years	25	27	26
21 or more years	51	51	50
<b><i>Language in the home</i></b>			
Only English	83%	35%	88%
Mainly English	16	59	12
Little or No English	1	6	*
<b><i>Self Identified Ethnicity</i></b>			
Anglo	76%	12%	88%
Hispanic	14	81	0
Native American	3	2	4
Mixed Ethnicity	4	2	4
Other	3	3	4
<b><i>Family Structure</i></b>			
Both male and female	85%	84%	86%
Male head only	4	3	3
Female head only	11	13	11
<b><i>Male Education</i></b>			
High School or less	16%	32%	12%
Some college/trade	33	29	34
College graduate	51	39	54
<b><i>Female Education</i></b>			
High School or less	17%	38%	14%
Some college/trade	36	39	39
College graduate	47	23	47
<b><i>Born in United States</i></b>			
	93%	74%	95%
<b><i>Generations in United States</i></b>			
One	6%	16%	4%
Two	10	13	9
Three or more	84	71	87
<b><i>Registered to vote in Arizona</i></b>			
Yes	93%	78%	94%
No	7%	22%	6%
<b><i>Gender of Interviewee</i></b>			
Male	44%	41%	45%
Female	56%	59%	55%

Note: Percentages may not equal 100% due to rounding.