



Public involvement. Public education. Public benefit.

**Online No Child Left Behind Survey
Responses from North Carolina vs. the National Average**

From what you have heard about NCLB, do you believe that you:

	North Carolina	National
Know Nothing or Little About the Law	6%	7%
Know About Some of the Provisions of the Law	59%	59%
Have An In-Depth Knowledge of the Law	35%	35%

From what you know about NCLB, what is your opinion of the law?

	North Carolina	National
I Support the Law As It Is Without Changes: Stay the Course	3%	2%
I Support the Purposes of the Law, But Believe That It Requires Changes	70%	65%
I Do Not Support the Law At All	26%	31%
I Have No Opinion	2%	2%

One of the major goals of NCLB is to close the academic achievement gap among children of different racial, ethnic, or economic groups. Select those provisions of the law that are essential in closing the gap.

	North Carolina	National
Highly Qualified Teachers	81%	80%
Rigorous academic standards	55%	51%
Tests aligned with standards	48%	44%
Testing of students in grades 3-8, and once in high school	35%	27%
Reporting of test scores for groups of students based on race and ethnicity, income, English language proficiency, and disability	37%	31%
Publication of test scores and other data about district and school performance	38%	26%
Strong parental involvement	90%	88%
Adequate funding and resources	93%	92%
Ability of a child to transfer to another public school if their school does not meet state academic expectations	41%	29%
Tutoring for students in schools that do not meet state academic standards	76%	69%

NCLB currently requires that all children in grades 3 through 8, plus one grade level in high school, be tested in reading and math. Does NCLB require too much testing, too little, just right?

	North Carolina	National
Too much	53%	65%
Too little	13%	9%
Just right	19%	16%
Don't know	15%	10%

Do you believe that these testing and reporting requirements... (Select all that apply)

	North Carolina	National
Have raised awareness in your community about how your schools are doing?	68%	54%
Have provided more and better information about the academic performance in your school district?	41%	32%
Have motivated your community and parents to demand that schools that are low-performing be improved?	29%	20%
Have motivated you personally to become involved in your community?	31%	23%
Not sure	20%	29%

Do you agree that states and school districts should be required to report test scores for students by certain characteristics, including disability, income, English language proficiency, and race/ethnicity?

	North Carolina	National
Strongly agree	20%	20%
Agree	30%	34%
Disagree	14%	17%
Strongly disagree	19%	18%
Not sure	17%	10%

Do you believe that a single test can tell if the entire student body needs academic improvement?

	North Carolina	National
Strongly agree	1%	1%
Agree	5%	4%
Disagree	32%	21%
Strongly disagree	61%	71%
Not sure	2%	2%

Do you believe that a single test can tell if individual students are performing satisfactorily?

	North Carolina	National
Strongly agree	2%	2%
Agree	7%	7%
Disagree	38%	28%
Strongly disagree	51%	61%
Not sure	3%	2%

Currently, NCLB requires testing at only one grade level in high school. There are proposals to have NCLB testing in high school in reading, science and math, and at every grade level. Do you agree that there should be additional NCLB testing in high school?

	North Carolina	National
Strongly agree	10%	10%
Agree	31%	21%
Disagree	19%	23%
Strongly disagree	30%	37%
Not sure	11%	9%

How would you rate the teachers in your local schools? Do your local schools have:

	North Carolina	National
No qualified teachers	0%	0%
Some qualified teachers	20%	15%
Many qualified teachers	59%	55%
All qualified teachers	17%	23%
I have no way of judging	4%	7%

Do you believe that, by the end of this school year, every school will meet the NCLB requirement that all teachers must be qualified in the core subjects that they teach?

	North Carolina	National
Strongly believe	4%	7%
Believe	18%	19%
Disbelieve	54%	38%
Strongly disbelieve	19%	26%
Not sure	5%	10%

Currently, states have different definitions of what it means to be a “highly qualified teacher.” In judging whether a teacher is highly qualified, which of the following qualities do you believe to be most important? (For each, indicate a number between 1 and 5, with 1 for least important and 5 for most important.)

	1	2	3	4	5
Knows the subject matter	0% (2)	0% (1)	2% (4)	14% (20)	84% (73)
Knows how to communicate and relate to students	0% (2)	0% (0)	1% (1)	11% (9)	88% (87)
Establishes a relationship between the family and the school, and keeps channels of communication open	0% (1)	1% (2)	6% (10)	30% (28)	63% (58)
Sensitive to and respects students' diverse cultural backgrounds	1% (2)	0% (3)	9% (11)	29% (26)	61% (58)
Has passed license requirements mandated by the state	2% (4)	4% (5)	23% (19)	26% (25)	45% (47)
Knows how to keep discipline and order in the classroom	0% (1)	0% (2)	9% (8)	25% (29)	66% (60)
Knows how to meet the individualized learning needs of students	0% (2)	0% (1)	4% (5)	13% (20)	83% (72)

How important is it to have a highly qualified teacher in every classroom?

	North Carolina	National
Very important	67%	68%
Important	30%	29%
Unimportant	3%	2%
Very unimportant	1%	1%
No opinion	0%	1%

Would you support programs to help existing teachers become "highly qualified"?

	North Carolina	National
Strongly support	63%	60%
Support	33%	33%
Oppose	1%	3%
Strongly oppose	0%	1%
No opinion	4%	3%

**What kind of information have you received about your school and districts' performance?
(Please check all that apply)**

	North Carolina	National
Information about the qualifications of teachers in my school	33%	28%
Information about the performance of my school	80%	74%
Information about the performance of my school as compared with other school districts in my district	79%	66%
Information about the performance of my school as compared with other school districts in my state	70%	64%
Information about opportunities for me as a parent or community member to become involved in improving the schools	44%	39%
Information about options for my child to transfer to another school	28%	18%
Information about tutoring services available to my child	25%	25%
None of the above	8%	14%

**How do you receive information about the performance of your school or school district?
(Please check all that apply)**

	North Carolina	National
From my school or school district	64%	65%
From a community-based organization or advocacy group	10%	10%
From the media	60%	53%
By mail	16%	26%
By e-mail	9%	13%
By phone	5%	3%
Sent home with my child	40%	32%
On the school or school district website	48%	39%
In local newspapers	66%	62%
On local broadcast news (radio/TV)	28%	22%
Other	9%	13%

Are you getting enough information about the performance of the schools in your community?

	North Carolina	National
Too much	12%	13%
Just enough	45%	42%
Not enough	32%	31%
I am not getting information	5%	8%
Don't know	6%	6%

Do you agree that the information that you receive about the performance of schools in your district is presented in a language and format that you can understand and easily use?

	North Carolina	National
Strongly agree	20%	18%
Agree	49%	50%
Disagree	20%	17%
Strongly disagree	6%	6%
Not sure	5%	9%

How strongly do you believe that the assessment data from test scores will lead to school improvement?

	North Carolina	National
Strongly agree	4%	4%
Agree	35%	28%
Disagree	42%	39%
Strongly disagree	16%	23%
Not sure	4%	6%

Have schools in your community been labeled as “in need of improvement” or “failing” because of NCLB?

	North Carolina	National
None	16%	20%
A few	49%	45%
Many	21%	19%
Not sure	14%	16%

**Have you been asked to become involved in any of the following activities related to NCLB?
(Please check all that apply)**

	North Carolina	National
Developing state standards	2%	5%
Developing the state test required by NCLB	3%	3%
Developing the state and/or local report cards required by NCLB	1%	3%
Developing the district Title I parent involvement policy	2%	4%
Giving input into the district annual Title I program	3%	6%
Making recommendations for what constitutes a "highly qualified teacher" under NCLB	3%	3%
Participating in the improvement teams for schools that were identified as needing improvement	5%	11%
None of the above	90%	81%

How satisfied are you with your school/district's efforts to engage you and/or your community?

	North Carolina	National
Very satisfied	10%	17%
Satisfied	30%	35%
Dissatisfied	30%	21%
Very dissatisfied	14%	13%
No opinion	16%	15%

NCLB gives students that attend low-performing schools the choice to transfer to another public school within the school district. How much do you think this option will help students perform better academically?

	North Carolina	National
It will help a great deal	13%	8%
It will help a little	30%	25%
It will have no effect	30%	28%
It will have a detrimental effect	21%	28%
Not sure	6%	10%

NCLB gives students attending low-performing schools the chance to receive tutoring after school to help them meet academic standards. How much do you think this will help students perform better academically?

	North Carolina	National
It will help a great deal	44%	41%
It will help a little	47%	48%
It will have no effect	5%	6%
It will have a detrimental effect	1%	1%
Not sure	3%	3%

During the 2006 elections, is it important to you that candidates for office:

	North Carolina	National
Support the current NCLB law and seek its renewal	7%	4%
Support the current NCLB law, but with changes and amendments	63%	57%
Oppose the NCLB law	27%	37%
Makes no difference to me	3%	3%