

Appendix V

PRISM Parent Research Tables

Appendix V - PRISM Parent Research Tables

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Table 5.1a -- PRISM Parent Research
Demographics by Region

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
What is your relationship with the child?	Natural mother	37	77.1%	196	75.4%	31	86.1%	80	80.0%	344	77.5%
	Natural father	7	14.6%	50	19.2%	5	13.9%	11	11.0%	73	16.4%
	Other female guardian	3	6.3%	7	2.7%	0	.0%	5	5.0%	15	3.4%
	Other male guardian	0	.0%	2	.8%	0	.0%	1	1.0%	3	.7%
	Grandmother	0	.0%	4	1.5%	0	.0%	2	2.0%	6	1.4%
	Not reported	1	2.1%	1	.4%	0	.0%	1	1.0%	3	.7%
How would you describe your current marital status?	Married	37	77.1%	215	82.7%	30	83.3%	84	84.0%	366	82.4%
	Single, never married	6	>12.5%	2	.8%	0	.0%	3	3.0%	11	2.5%
	Divorced/separated	4	8.3%	37	14.2%	5	13.9%	11	11.0%	57	12.8%
	Widowed	0	.0%	5	1.9%	1	2.8%	2	2.0%	8	1.8%
	Not reported	1	2.1%	1	.4%	0	.0%	0	.0%	2	.5%
How would you describe your ethnic background?	Asian	0	.0%	0	.0%	1	>2.7%	1	1.0%	2	.5%
	Native Hawaiian/Pacific Islander	0	.0%	0	.0%	0	.0%	3	>3.0%	3	.7%
	Black/African American/Afro-Caribbean	10	>20.8%	3	<1.1%	5	13.9%	12	>12.0%	30	6.8%
	Hispanic	0	.0%	3	1.2%	1	2.8%	3	3.0%	7	1.6%
	White/Caucasian	34	70.8%	249	95.8%	29	80.6%	80	80.0%	392	88.3%
	Multi-racial	1	2.1%	2	.8%	0	.0%	0	.0%	3	.7%
	Prefer not to report	3	>6.2%	3	1.2%	0	.0%	1	1.0%	7	1.6%
What was your household's approximate income last year before taxes?	\$30,000 or less	9	18.8%	28	10.8%	5	13.9%	14	14.0%	56	12.6%
	\$30,001 - 60,000	1	<2.0%	68	26.2%	13	36.1%	30	30.0%	112	25.2%
	\$60,001 - 100,000	4	<8.3%	93	35.8%	8	22.2%	35	35.0%	140	31.5%
	Over \$100,000	26	>54.1%	45	17.3%	4	11.1%	9	<9.0%	84	18.9%
	Do not know	1	2.1%	1	.4%	0	.0%	1	1.0%	3	.7%
	Prefer not to report	7	14.6%	25	9.6%	6	16.7%	11	11.0%	49	11.0%
How many children do you have?	1	7	14.6%	45	17.3%	5	13.9%	13	13.0%	70	15.8%
	2	20	41.7%	117	45.0%	17	47.2%	48	48.0%	202	45.5%
	3	11	22.9%	71	27.3%	9	25.0%	26	26.0%	117	26.4%
	4	9	18.8%	18	6.9%	5	13.9%	8	8.0%	40	9.0%
	5	0	.0%	6	2.3%	0	.0%	4	4.0%	10	2.3%
	6	1	2.1%	1	.4%	0	.0%	0	.0%	2	.5%
	7	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	10	0	.0%	0	.0%	0	.0%	1	1.0%	1	.2%
	12	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

< means % in cell is less than the expected frequency.

> means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

Table 5.1b -- PRISM Parent Research
Demographics by Type of School

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
What is your relationship with the child?*	Natural mother	108	82.4%	122	78.2%	114	72.6%
	Natural father	15	11.5%	25	16.0%	33	21.0%
	Other female guardian	2	1.5%	5	3.2%	8	5.1%
	Other male guardian	2	1.5%	0	.0%	1	.6%
	Grandmother	4	3.1%	1	.6%	1	.6%
	Not reported	0	.0%	3	1.9%	0	.0%
How would you describe your current marital status?	Married	108	82.4%	128	82.1%	130	82.8%
	Single, never married	7	5.3%	3	1.9%	1	.6%
	Divorced/separated	15	11.5%	21	13.5%	21	13.4%
	Widowed	1	.8%	3	1.9%	4	2.5%
	Not reported	0	.0%	1	.6%	1	.6%
How would you describe your ethnic background?	Asian	1	.8%	1	.6%	0	.0%
	Native Hawaiian/Pacific Islander	2	1.5%	1	.6%	0	.0%
	Black/African American/Afro-Caribbean	11	8.4%	12	7.7%	7	4.5%
	Hispanic	1	.8%	4	2.6%	2	1.3%
	White/Caucasian	114	87.0%	132	84.6%	146	93.0%
	Multi-racial	0	.0%	2	1.3%	1	.6%
	Prefer not to report	2	1.5%	4	2.6%	1	.6%
What was your household's approximate income last year before taxes?	\$30,000 or less	13	9.9%	25	16.0%	18	11.5%
	\$30,001 - 60,000	24	18.3%	48	30.8%	40	25.5%
	\$60,001 - 100,000	37	28.2%	51	32.7%	52	33.1%
	Over \$100,000	36	>27.4%	19	12.2%	29	18.5%
	Do not know	2	1.5%	0	.0%	1	.6%
	Prefer not to report	19	14.5%	13	8.3%	17	10.8%
How many children do you have?	1	27	20.6%	20	12.8%	23	14.6%
	2	61	46.6%	76	48.7%	65	41.4%
	3	31	23.7%	40	25.6%	46	29.3%
	4	10	7.6%	13	8.3%	17	10.8%
	5	1	.8%	5	3.2%	4	2.5%
	6	1	.8%	1	.6%	0	.0%
	7	0	.0%	0	.0%	1	.6%
	10	0	.0%	1	.6%	0	.0%
	12	0	.0%	0	.0%	1	.6%

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**Table 5.1c -- PRISM Parent Research
Demographics by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
What is your relationship with the child?	Natural mother	47	81.0%	87	77.0%	174	77.0%
	Natural father	5	8.6%	20	17.7%	43	19.0%
	Other female guardian	3	5.2%	3	2.7%	6	2.7%
	Other male guardian	1	1.7%	1	.9%	1	.4%
	Grandmother	2	3.4%	2	1.8%	1	.4%
	Not reported	0	.0%	0	.0%	1	.4%
How would you describe your current marital status?	Married	29	< 50.0%	82	72.6%	214	> 94.6%
	Single, never married	8	> 13.7%	3	2.7%	1	< 0.4%
	Divorced/separated	18	> 31.0%	24	> 21.2%	10	< 4.4%
	Widowed	3	5.2%	4	3.5%	1	.4%
How would you describe your ethnic background?	Asian	0	.0%	1	.9%	0	.0%
	Native Hawaiian/Pacific Islander	0	.0%	2	1.8%	0	.0%
	Black/African American/Afro-Caribbean	15	> 25.8%	8	7.1%	8	< 3.5%
	Hispanic	0	.0%	1	.9%	6	2.7%
	White/Caucasian	41	70.7%	99	87.6%	210	92.9%
	Multi-racial	2	> 3.4%	0	.0%	1	.4%
Prefer not to report	0	.0%	2	1.8%	1	.4%	
What was your household's approximate income last year before taxes?	\$30,000 or less	58	> 100.0%	0	< 0%	0	< 0%
	\$30,001 - 60,000	0	< 0%	113	> 100.0%	0	< 0%
	\$60,001 - 100,000	0	< 0%	0	< 0%	141	> 62.3%
	Over \$100,000	0	< 0%	0	< 0%	85	> 37.6%
How many children do you have?	1	16	27.6%	16	14.2%	34	15.0%
	2	19	32.8%	49	43.4%	120	53.1%
	3	14	24.1%	34	30.1%	51	22.6%
	4	8	13.8%	10	8.8%	15	6.6%
	5	1	1.7%	3	2.7%	3	1.3%
	6	0	.0%	0	.0%	2	.9%
	7	0	.0%	0	.0%	1	.4%
	10	0	.0%	1	.9%	0	.0%

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**Table 5.1d -- PRISM Parent Research
Demographics by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
What is your relationship with the child?	Natural mother	350	> 94.3%	0	< 0%
	Natural father	0	< 0%	74	> 96.1%
	Other female guardian	15	4.0%	0	.0%
	Other male guardian	0	.0%	3	> 3.8%
	Grandmother	6	1.6%	0	.0%
<hr/>					
How would you describe your current marital status?	Married	301	81.1%	67	87.0%
	Single, never married	14	3.8%	0	.0%
	Divorced/separated	50	13.5%	7	9.1%
	Widowed	6	1.6%	2	2.6%
	Not reported	0	.0%	1	1.3%
<hr/>					
How would you describe your ethnic background?	Asian	1	.3%	1	1.3%
	Native Hawaiian/Pacific Islander	3	.8%	0	.0%
	Black/African American/Afro-Caribbean	32	8.6%	1	1.3%
	Hispanic	4	1.1%	4	> 5.1%
	White/Caucasian	326	87.9%	67	87.0%
	Multi-racial	2	.5%	1	1.3%
	Prefer not to report	3	.8%	3	3.9%
<hr/>					
What was your household's approximate income last year before taxes?	\$30,000 or less	52	14.0%	6	7.8%
	\$30,001 - 60,000	92	24.8%	21	27.3%
	\$60,001 - 100,000	113	30.5%	27	35.1%
	Over \$100,000	68	18.3%	17	22.1%
	Do not know	3	.8%	0	.0%
	Prefer not to report	43	11.6%	6	7.8%
<hr/>					
How many children do you have?	1	60	16.2%	13	16.9%
	2	172	46.4%	32	41.6%
	3	92	24.8%	24	31.2%
	4	36	9.7%	4	5.2%
	5	8	2.2%	2	2.6%
	6	1	.3%	1	1.3%
	7	0	.0%	1	1.3%
	10	1	.3%	0	.0%
	12	1	.3%	0	.0%

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Table 5.1e -- PRISM Parent Research
Demographics by Ethnicity

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
What is your relationship with the child?	Natural mother	308	78.0%	40	81.6%
	Natural father	65	16.5%	6	12.2%
	Other female guardian	12	3.0%	2	4.1%
	Other male guardian	2	.5%	1	2.0%
	Grandmother	6	1.5%	0	.0%
	Not reported	2	.5%	0	.0%
How would you describe your current marital status?	Married	334	84.6%	31	63.3%
	Single, never married	3	<0.7%	11	>22.4%
	Divorced/separated	50	12.7%	6	12.2%
	Widowed	7	1.8%	1	2.0%
	Not reported	1	.3%	0	.0%
How would you describe your ethnic background?	Asian	0	.0%	2	>4.0%
	Native Hawaiian/Pacific Islander	0	.0%	3	>6.1%
	Black/African American/Afro-Caribbean	0	<0%	33	>67.3%
	Hispanic	0	<0%	8	>16.3%
	White/Caucasian	395	>100.0%	0	<0%
	Multi-racial	0	.0%	3	>6.1%
What was your household's approximate income last year before taxes?	\$30,000 or less	41	10.4%	17	>34.6%
	\$30,001 - 60,000	99	25.1%	12	24.5%
	\$60,001 - 100,000	131	33.2%	10	20.4%
	Over \$100,000	79	20.0%	5	10.2%
	Do not know	2	.5%	1	2.0%
	Prefer not to report	43	10.9%	4	8.2%
How many children do you have?	1	63	15.9%	10	20.4%
	2	182	46.1%	20	40.8%
	3	103	26.1%	13	26.5%
	4	36	9.1%	4	8.2%
	5	6	1.5%	2	4.1%
	6	2	.5%	0	.0%
	7	1	.3%	0	.0%
	10	1	.3%	0	.0%
	12	1	.3%	0	.0%

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**Table 5.1f -- PRISM Parent Research
Demographics by Highest Level of Education of Parent/Guardian Respondent**

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
What is your relationship with the child?*	Natural mother	212	76.0%	138	80.7%
	Natural father	55	19.7%	19	11.1%
	Other female guardian	6	2.2%	9	5.3%
	Other male guardian	2	.7%	1	.6%
	Grandmother	4	1.4%	2	1.2%
	Not reported	0	.0%	2	1.2%
How would you describe your current marital status?	Married	239	85.7%	131	76.6%
	Single, never married	5	1.8%	9	5.3%
	Divorced/separated	29	10.4%	28	16.4%
	Widowed	5	1.8%	3	1.8%
	Not reported	1	.4%	0	.0%
How would you describe your ethnic background?	Asian	2	.7%	0	.0%
	Native Hawaiian/Pacific Islander	1	.4%	2	1.2%
	Black/African American/Afro-Caribbean	18	6.5%	15	8.8%
	Hispanic	6	2.2%	2	1.2%
	White/Caucasian	246	88.2%	149	87.1%
	Multi-racial	2	.7%	1	.6%
Prefer not to report	4	1.4%	2	1.2%	
What was your household's approximate income last year before taxes?	\$30,000 or less	19	<6.8%	39	>22.8%
	\$30,001 - 60,000	62	22.2%	51	29.8%
	\$60,001 - 100,000	94	33.7%	47	27.5%
	Over \$100,000	73	>26.1%	12	<7.0%
	Do not know	2	.7%	1	.6%
	Prefer not to report	29	10.4%	21	12.3%
How many children do you have?*	1	35	12.5%	38	22.2%
	2	131	47.0%	74	43.3%
	3	82	29.4%	35	20.5%
	4	20	7.2%	20	11.7%
	5	7	2.5%	3	1.8%
	6	2	.7%	0	.0%
	7	1	.4%	0	.0%
	10	0	.0%	1	.6%
	12	1	.4%	0	.0%

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**Table 5.1g -- PRISM Parent Research
Demographics by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
What is your relationship with the child?	Natural mother	161	72.5%	187	82.4%
	Natural father	51	>22.9%	23	<10.1%
	Other female guardian	4	1.8%	11	4.8%
	Other male guardian	2	.9%	1	.4%
	Grandmother	2	.9%	4	1.8%
	Not reported	2	.9%	1	.4%
How would you describe your current marital status?*	Married	192	86.5%	176	77.5%
	Single, never married	2	.9%	12	5.3%
	Divorced/separated	20	9.0%	37	16.3%
	Widowed	6	2.7%	2	.9%
	Not reported	2	.9%	0	.0%
How would you describe your ethnic background?	Asian	2	.9%	0	.0%
	Native Hawaiian/Pacific Islander	1	.5%	2	.9%
	Black/African American/Afro-Caribbean	11	5.0%	22	9.7%
	Hispanic	4	1.8%	4	1.8%
	White/Caucasian	201	90.5%	192	84.6%
	Multi-racial	1	.5%	2	.9%
	Prefer not to report	2	.9%	5	2.2%
What was your household's approximate income last year before taxes?	\$30,000 or less	18	8.1%	40	17.6%
	\$30,001 - 60,000	55	24.8%	57	25.1%
	\$60,001 - 100,000	64	28.8%	77	33.9%
	Over \$100,000	60	>27.0%	24	<10.5%
	Do not know	1	.5%	2	.9%
	Prefer not to report	24	10.8%	27	11.9%
How many children do you have?	1	35	15.8%	38	16.7%
	2	99	44.6%	104	45.8%
	3	56	25.2%	61	26.9%
	4	23	10.4%	18	7.9%
	5	5	2.3%	5	2.2%
	6	2	.9%	0	.0%
	7	1	.5%	0	.0%
	10	1	.5%	0	.0%
	12	0	.0%	1	.4%

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**Table 5.1h -- PRISM Parent Research
Demographics by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
What is your relationship with the child?	Natural mother	126	71.2%	222	81.6%
	Natural father	39	22.0%	35	12.9%
	Other female guardian	6	3.4%	9	3.3%
	Other male guardian	2	1.1%	1	.4%
	Grandmother	3	1.7%	3	1.1%
	Not reported	1	.6%	2	.7%
How would you describe your current marital status?	Married	145	81.9%	224	82.4%
	Single, never married	4	2.3%	10	3.7%
	Divorced/separated	23	13.0%	33	12.1%
	Widowed	4	2.3%	4	1.5%
	Not reported	1	.6%	1	.4%
How would you describe your ethnic background?	Asian	2	1.1%	0	.0%
	Native Hawaiian/Pacific Islander	0	.0%	3	1.1%
	Black/African American/Afro-Caribbean	11	6.2%	22	8.1%
	Hispanic	4	2.3%	4	1.5%
	White/Caucasian	157	88.7%	236	86.8%
	Multi-racial	2	1.1%	1	.4%
	Prefer not to report	1	.6%	6	2.2%
What was your household's approximate income last year before taxes?	\$30,000 or less	18	10.2%	40	14.7%
	\$30,001 - 60,000	40	22.6%	72	26.5%
	\$60,001 - 100,000	57	32.2%	84	30.9%
	Over \$100,000	43	24.3%	42	15.4%
	Do not know	1	.6%	2	.7%
	Prefer not to report	18	10.2%	32	11.8%
How many children do you have?	1	31	17.5%	41	15.1%
	2	79	44.6%	125	46.0%
	3	49	27.7%	68	25.0%
	4	15	8.5%	26	9.6%
	5	2	1.1%	8	2.9%
	6	1	.6%	1	.4%
	7	0	.0%	1	.4%
	10	0	.0%	1	.4%
	12	0	.0%	1	.4%

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Table 5.2a -- PRISM Parent Research
Child Demographics by Region

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
Is your child male or female?	Male	27	56.3%	125	48.1%	14	38.9%	49	49.0%	215	48.4%
	Female	21	43.8%	135	51.9%	22	61.1%	51	51.0%	229	51.6%
What year is he/she in school?	Kindergarten	5	>10.4%	4	1.5%	2	5.6%	3	3.0%	14	3.2%
	1st grade	7	>14.5%	5	<1.9%	7	>19.4%	6	6.0%	25	5.6%
	2nd grade	10	>20.8%	4	1.5%	0	.0%	3	3.0%	17	3.8%
	3rd grade	6	>12.5%	3	<1.1%	5	>13.8%	9	9.0%	23	5.2%
	4th grade	7	>14.5%	6	<2.3%	1	2.8%	13	>13.0%	27	6.1%
	5th grade	3	6.3%	5	<1.9%	2	5.6%	14	>14.0%	24	5.4%
	6th grade	4	8.3%	39	15.0%	4	11.1%	24	>24.0%	71	16.0%
	7th grade	3	6.3%	33	12.7%	1	2.8%	10	10.0%	47	10.6%
	8th grade	1	2.1%	22	8.5%	4	11.1%	12	12.0%	39	8.8%
	9th grade	0	.0%	32	>12.3%	2	5.6%	2	<2.0%	36	8.1%
	10th grade	0	<0%	40	>15.3%	4	11.1%	1	<1.0%	45	10.1%
	11th grade	1	2.1%	36	>13.8%	2	5.6%	2	<2.0%	41	9.2%
	12th grade	0	.0%	31	>11.9%	2	5.6%	1	<1.0%	34	7.7%
	Not reported	1	>2.0%	0	.0%	0	.0%	0	.0%	1	.2%

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Table 5.2b -- PRISM Parent Research
Child Demographics by Type of School

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
Is your child male or female?*	Male	76	58.0%	62	39.7%	77	49.0%
	Female	55	42.0%	94	60.3%	80	51.0%
What year is he/she in school?	Kindergarten	14	>10.6%	0	<0%	0	<0%
	1st grade	25	>19.0%	0	<0%	0	<0%
	2nd grade	17	>12.9%	0	<0%	0	<0%
	3rd grade	23	>17.5%	0	<0%	0	<0%
	4th grade	27	>20.6%	0	<0%	0	<0%
	5th grade	24	>18.3%	0	<0%	0	<0%
	6th grade	0	<0%	71	>45.5%	0	<0%
	7th grade	0	<0%	46	>29.4%	1	<0.6%
	8th grade	1	<0.7%	38	>24.3%	0	<0%
	9th grade	0	<0%	0	<0%	36	>22.9%
	10th grade	0	<0%	0	<0%	45	>28.6%
	11th grade	0	<0%	0	<0%	41	>26.1%
	12th grade	0	<0%	0	<0%	34	>21.6%
	Not reported	0	.0%	1	.6%	0	.0%

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**Table 5.2c -- PRISM Parent Research
Child Demographics by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
Is your child male or female?	Male	25	43.1%	55	48.7%	111	49.1%
	Female	33	56.9%	58	51.3%	115	50.9%
What year is he/she in school?	Preschool	1	1.7%	0	.0%	0	.0%
	Kindergarten	0	.0%	2	1.8%	11	4.9%
	1st grade	2	3.4%	5	4.4%	13	5.8%
	2nd grade	3	5.2%	4	3.5%	10	4.4%
	3rd grade	2	3.4%	3	2.7%	13	5.8%
	4th grade	0	.0%	8	7.1%	14	6.2%
	5th grade	6	10.3%	3	2.7%	12	5.3%
	6th grade	14	24.1%	19	16.8%	34	15.0%
	7th grade	5	8.6%	19	16.8%	20	8.8%
	8th grade	6	10.3%	10	8.8%	18	8.0%
	9th grade	2	3.4%	12	10.6%	19	8.4%
	10th grade	7	12.1%	8	7.1%	24	10.6%
	11th grade	5	8.6%	13	11.5%	20	8.8%
	12th grade	4	6.9%	7	6.2%	18	8.0%
	Not reported	1	1.7%	0	.0%	0	.0%

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**Table 5.2d -- PRISM Parent Research
Child Demographics by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
Is your child male or female?	Male	177	47.7%	42	54.5%
	Female	194	52.3%	35	45.5%
What year is he/she in school?	Preschool	2	.5%	0	.0%
	Kindergarten	12	3.2%	2	2.6%
	1st grade	23	6.2%	2	2.6%
	2nd grade	15	4.0%	2	2.6%
	3rd grade	21	5.7%	2	2.6%
	4th grade	23	6.2%	5	6.5%
	5th grade	19	5.1%	5	6.5%
	6th grade	59	15.9%	10	13.0%
	7th grade	38	10.2%	9	11.7%
	8th grade	36	9.7%	5	6.5%
	9th grade	30	8.1%	7	9.1%
	10th grade	39	10.5%	6	7.8%
	11th grade	32	8.6%	9	11.7%
	12th grade	22	5.9%	12	15.6%
Not reported	0	.0%	1	1.3%	

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**Table 5.2e -- PRISM Parent Research
Child Demographics by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
Is your child male or female?	Male	194	49.1%	20	40.8%
	Female	201	50.9%	29	59.2%
What year is he/she in school?	Preschool	0	.0%	2	>4.0%
	Kindergarten	14	3.5%	0	.0%
	1st grade	22	5.6%	3	6.1%
	2nd grade	16	4.1%	1	2.0%
	3rd grade	18	4.6%	4	8.2%
	4th grade	22	5.6%	5	10.2%
	5th grade	21	5.3%	3	6.1%
	6th grade	62	15.7%	7	14.3%
	7th grade	40	10.1%	6	12.2%
	8th grade	35	8.9%	6	12.2%
	9th grade	33	8.4%	4	8.2%
	10th grade	43	10.9%	2	4.1%
	11th grade	38	9.6%	2	4.1%
	12th grade	31	7.8%	3	6.1%
	Not reported	0	.0%	1	>2.0%

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

'<' means % in cell is less than the expected frequency.

'>' means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.2f -- PRISM Parent Research
Child Demographics by Highest Level of Education of Parent/Guardian Respondent**

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
Is your child male or female?	Male	142	50.9%	77	45.0%
	Female	137	49.1%	94	55.0%
What year is he/she in school?*	Preschool	0	.0%	2	1.2%
	Kindergarten	12	4.3%	2	1.2%
	1st grade	16	5.7%	9	5.3%
	2nd grade	14	5.0%	3	1.8%
	3rd grade	19	6.8%	4	2.3%
	4th grade	20	7.2%	8	4.7%
	5th grade	19	6.8%	5	2.9%
	6th grade	34	12.2%	36	21.1%
	7th grade	25	9.0%	23	13.5%
	8th grade	24	8.6%	17	9.9%
	9th grade	23	8.2%	14	8.2%
	10th grade	28	10.0%	17	9.9%
	11th grade	24	8.6%	17	9.9%
	12th grade	20	7.2%	14	8.2%
	Not reported	1	.4%	0	.0%

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

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'>' means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.2g -- PRISM Parent Research
Child Demographics by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Is your child male or female?	Male	110	49.5%	110	48.5%
	Female	112	50.5%	117	51.5%
What year is he/she in school?	Preschool	1	.5%	1	.4%
	Kindergarten	10	4.5%	4	1.8%
	1st grade	11	5.0%	14	6.2%
	2nd grade	10	4.5%	7	3.1%
	3rd grade	18	8.1%	5	2.2%
	4th grade	16	7.2%	12	5.3%
	5th grade	10	4.5%	14	6.2%
	6th grade	38	17.1%	33	14.5%
	7th grade	20	9.0%	27	11.9%
	8th grade	15	6.8%	26	11.5%
	9th grade	18	8.1%	18	7.9%
	10th grade	22	9.9%	23	10.1%
	11th grade	13	5.9%	28	12.3%
	12th grade	19	8.6%	15	6.6%
	Not reported	1	.5%	0	.0%

Maguire Associates, Inc. Bedford, Massachusetts

Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

'<' means % in cell is less than the expected frequency.

'>' means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.2h -- PRISM Parent Research
Child Demographics by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Is your child male or female?	Male	83	46.9%	137	50.4%
	Female	94	53.1%	135	49.6%
What year is he/she in school?	Preschool	1	.6%	1	.4%
	Kindergarten	5	2.8%	9	3.3%
	1st grade	9	5.1%	16	5.9%
	2nd grade	7	4.0%	9	3.3%
	3rd grade	12	6.8%	11	4.0%
	4th grade	14	7.9%	14	5.1%
	5th grade	7	4.0%	17	6.3%
	6th grade	25	14.1%	46	16.9%
	7th grade	16	9.0%	32	11.8%
	8th grade	12	6.8%	28	10.3%
	9th grade	14	7.9%	23	8.5%
	10th grade	20	11.3%	25	9.2%
	11th grade	17	9.6%	24	8.8%
	12th grade	17	9.6%	17	6.3%
	Not reported	1	.6%	0	.0%

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

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'>' means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.3a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Influence of Parents by Region**

	Region				Significant Differences
	Atlanta Metro	Northeast Georgia	East Central Georgia	Southeast Georgia	
	(1)	(2)	(3)	(4)	
Influence of Parents	4.52	4.05	4.50	4.36	1,3,4>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Influential) to 5 (Extremely Influential)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.3b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Influence of Parents by Type of School**

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
Influence of Parents	4.63	4.17	3.88	1>2,3; 2>3

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Scale: 1 (Not at All Influential) to 5 (Extremely Influential)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.3c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Influence of Parents by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
Influence of Parents	4.29	4.10	4.20	Not Significant

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Scale: 1 (Not at All Influential) to 5 (Extremely Influential)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.3d -- PRISM Parent Research
Independent T-Test Analysis of Influence of Parents by Gender of Parent/Guardian Respondent**

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
Influence of Parents	4.27	3.92	1>2

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Scale: 1 (Not at All Influential) to 5 (Extremely Influential)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.3e -- PRISM Parent Research
Independent T-Test Analysis of Influence of Parents by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
Influence of Parents	4.18	4.37	Not Significant

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Scale: 1 (Not at All Influential) to 5 (Extremely Influential)

Notes: Bold indicates significant market segment differences ($p < .05$).

Table 5.3f -- PRISM Parent Research
Independent T-Test Analysis of Influence of Parents by Highest Level of Education of Parent/Guardian Respondent

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
Influence of Parents	4.25	4.14	Not Significant

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Scale: 1 (Not at All Influential) to 5 (Extremely Influential)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.3g -- PRISM Parent Research
Independent T-Test Analysis of Influence of Parents by Mathematics Ability of Parent/Guardian Respondent**

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Influence of Parents	4.26	4.14	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Influential) to 5 (Extremely Influential)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.3h -- PRISM Parent Research
Independent T-Test Analysis of Influence of Parents by Science Ability of Parent/Guardian Respondent**

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Influence of Parents	4.27	4.16	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Influential) to 5 (Extremely Influential)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.4a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Parents' Assessment of Sources of Influence by Region**

	Region				Significant Differences
	Atlanta Metro	Northeast Georgia	East Central Georgia	Southeast Georgia	
	(1)	(2)	(3)	(4)	
Your other children	4.65	4.11	4.27	4.25	Not Significant
Other relative(s) or family member(s)	4.54	4.11	4.36	4.32	Not Significant
Guidance counselor(s) at your child's school	4.44	3.94	4.25	4.18	1>2
Teacher(s) at your child's school	3.93	3.79	4.11	3.70	Not Significant
Administrator(s) at your child's school such as the principal	4.44	3.88	4.29	4.02	1>2
Your child's friends	4.36	3.93	4.42	4.27	Not Significant
Your minister/priest	4.40	3.95	4.55	4.16	3>2
Your child's coach	4.47	3.98	4.37	4.25	Not Significant
People on TV or other celebrities	4.58	4.26	4.64	4.35	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Parent Has Much Less Influence) to 5 (Parent Has Much More Influence)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.4b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Parents' Assessment of Sources of Influence by Type of School**

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
Your other children	4.35	4.18	4.15	Not Significant
Other relative(s) or family member(s)	4.35	4.16	4.18	Not Significant
Guidance counselor(s) at your child's school	4.17	4.09	3.97	Not Significant
Teacher(s) at your child's school	3.75	3.81	3.85	Not Significant
Administrator(s) at your child's school such as the principal	4.04	3.98	3.99	Not Significant
Your child's friends	4.32	4.13	3.86	1>3
Your minister/priest	4.20	4.03	4.07	Not Significant
Your child's coach	4.27	4.02	4.10	Not Significant
People on TV or other celebrities	4.40	4.33	4.32	Not Significant

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Scale: 1 (Parent Has Much Less Influence) to 5 (Parent Has Much More Influence)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.4c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Parents' Assessment of Sources of Influence by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
Your other children	4.21	4.21	4.23	Not Significant
Other relative(s) or family member(s)	4.06	4.26	4.28	Not Significant
Guidance counselor(s) at your child's school	3.73	4.06	4.17	3>1
Teacher(s) at your child's school	3.55	3.78	3.87	Not Significant
Administrator(s) at your child's school such as the principal	3.64	3.92	4.12	3>1
Your child's friends	3.93	4.10	4.09	Not Significant
Your minister/priest	3.87	4.05	4.17	Not Significant
Your child's coach	3.94	4.16	4.17	Not Significant
People on TV or other celebrities	3.83	4.35	4.48	3>1

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Parent Has Much Less Influence) to 5 (Parent Has Much More Influence)

Notes: Bold indicates significant market segment differences (p < .01).

Table 5.4d -- PRISM Parent Research
Independent T-Test Analysis of Parents' Assessment of Sources of Influence by Gender of Parent/Guardian Respondent

	Gender of Parent/Guardian		Significant Differences
	Female (1)	Male (2)	
Your other children	4.21	4.20	Not Significant
Other relative(s) or family member(s)	4.16	4.43	Not Significant
Guidance counselor(s) at your child's school	4.02	4.19	Not Significant
Teacher(s) at your child's school	3.82	3.73	Not Significant
Administrator(s) at your child's school such as the principal	3.98	4.00	Not Significant
Your child's friends	4.09	4.05	Not Significant
Your minister/priest	4.04	4.28	Not Significant
Your child's coach	4.10	4.21	Not Significant
People on TV or other celebrities	4.30	4.49	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Parent Has Much Less Influence) to 5 (Parent Has Much More Influence)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.4e -- PRISM Parent Research
Independent T-Test Analysis of Parents' Assessment of Sources of Influence by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
Your other children	4.22	4.08	Not Significant
Other relative(s) or family member(s)	4.20	4.26	Not Significant
Guidance counselor(s) at your child's school	4.06	3.93	Not Significant
Teacher(s) at your child's school	3.80	3.81	Not Significant
Administrator(s) at your child's school such as the principal	3.99	3.87	Not Significant
Your child's friends	4.09	4.02	Not Significant
Your minister/priest	4.11	3.85	Not Significant
Your child's coach	4.13	4.00	Not Significant
People on TV or other celebrities	4.39	3.87	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Parent Has Much Less Influence) to 5 (Parent Has Much More Influence)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.4f -- PRISM Parent Research
Independent T-Test Analysis of Parents' Assessment of Sources of Influence by Highest Level of Education of Parent/Guardian Respondent**

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
Your other children	4.30	4.03	Not Significant
Other relative(s) or family member(s)	4.33	4.00	1>2
Guidance counselor(s) at your child's school	4.23	3.73	1>2
Teacher(s) at your child's school	3.92	3.60	1>2
Administrator(s) at your child's school such as the principal	4.15	3.70	1>2
Your child's friends	4.13	3.99	Not Significant
Your minister/priest	4.19	3.87	1>2
Your child's coach	4.24	3.90	1>2
People on TV or other celebrities	4.48	4.06	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Parent Has Much Less Influence) to 5 (Parent Has Much More Influence)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.4g -- PRISM Parent Research
Independent T-Test Analysis of Parents' Assessment of Sources of Influence by Mathematics Ability of Parent/Guardian Respondent**

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Your other children	4.33	4.08	Not Significant
Other relative(s) or family member(s)	4.35	4.06	1>2
Guidance counselor(s) at your child's school	4.17	3.91	1>2
Teacher(s) at your child's school	3.90	3.70	Not Significant
Administrator(s) at your child's school such as the principal	4.05	3.90	Not Significant
Your child's friends	4.19	3.95	Not Significant
Your minister/priest	4.17	3.97	Not Significant
Your child's coach	4.25	3.97	1>2
People on TV or other celebrities	4.44	4.20	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Parent Has Much Less Influence) to 5 (Parent Has Much More Influence)

Notes: Bold indicates significant market segment differences (p < .01).

Table 5.4h -- PRISM Parent Research
Independent T-Test Analysis of Parents' Assessment of Sources of Influence by Science Ability of Parent/Guardian Respondent

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Your other children	4.26	4.19	Not Significant
Other relative(s) or family member(s)	4.35	4.13	Not Significant
Guidance counselor(s) at your child's school	4.18	3.96	Not Significant
Teacher(s) at your child's school	3.98	3.70	1>2
Administrator(s) at your child's school such as the principal	4.15	3.88	1>2
Your child's friends	4.09	4.07	Not Significant
Your minister/priest	4.13	4.05	Not Significant
Your child's coach	4.18	4.08	Not Significant
People on TV or other celebrities	4.35	4.31	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Parent Has Much Less Influence) to 5 (Parent Has Much More Influence)

Notes: Bold indicates significant market segment differences ($p < .01$).

**Table 5.5a -- PRISM Parent Research
Other Sources of Influence by Region**

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
Other Sources of Influence	Not reported	21	43.8%	155	59.6%	12	33.3%	52	52.0%	240	54.1%
	Family member/Foster Parents	11	22.9%	20	7.7%	4	11.1%	11	11.0%	46	10.4%
	Teacher/Coach	6	12.5%	21	8.1%	6	16.7%	8	8.0%	41	9.2%
	Church/Christian Group	3	6.3%	16	6.2%	9	25.0%	7	7.0%	35	7.9%
	Boy Scouts/Girl Scouts	1	2.1%	2	.8%	1	2.8%	13	13.0%	17	3.8%
	Sports/Cheerleading	1	2.1%	7	2.7%	2	5.6%	5	5.0%	15	3.4%
	ROTC/JROTC/Military	0	.0%	12	4.6%	0	.0%	0	.0%	12	2.7%
	Band/Flag team	0	.0%	10	3.8%	1	2.8%	0	.0%	11	2.5%
	Family friend	3	6.3%	5	1.9%	0	.0%	2	2.0%	10	2.3%
	Friend	0	.0%	6	2.3%	0	.0%	3	3.0%	9	2.0%
	Future Farmers of America	0	.0%	7	2.7%	0	.0%	0	.0%	7	1.6%
	The HOPE Scholarship Program	0	.0%	5	1.9%	0	.0%	1	1.0%	6	1.4%
	Miscellaneous people	2	4.2%	4	1.5%	0	.0%	0	.0%	6	1.4%
	Co-workers/Boss/Employer	0	.0%	2	.8%	0	.0%	2	2.0%	4	.9%
	Odyssey of the Mind	0	.0%	3	1.2%	1	2.8%	0	.0%	4	.9%
	Challenge Program/Gifted Education	2	4.2%	1	.4%	0	.0%	1	1.0%	4	.9%
	Doctor	1	2.1%	1	.4%	1	2.8%	0	.0%	3	.7%
	Future Business Leaders of America	0	.0%	2	.8%	1	2.8%	0	.0%	3	.7%
	Drama Club/Theatre Club	0	.0%	2	.8%	0	.0%	1	1.0%	3	.7%
	Boys Club/Girls Club	0	.0%	0	.0%	0	.0%	2	2.0%	2	.5%
	Y-Club	0	.0%	0	.0%	2	5.6%	0	.0%	2	.5%
	Misc. non-person/organization (e.g. books, movies, music)	1	2.1%	1	.4%	0	.0%	0	.0%	2	.5%
	Science Olympiad	0	.0%	0	.0%	2	5.6%	0	.0%	2	.5%
	Math Team	0	.0%	0	.0%	2	5.6%	0	.0%	2	.5%
	Conflict Management Team	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%
	Dance Class	0	.0%	0	.0%	1	2.8%	1	1.0%	2	.5%
	Myself	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Miscellaneous organization/club/class	1	2.1%	0	.0%	0	.0%	0	.0%	1	.2%
	Name of a specific person	0	.0%	0	.0%	0	.0%	1	1.0%	1	.2%
	People less fortunate/People who regret things not done	0	.0%	0	.0%	1	2.8%	0	.0%	1	.2%
	Guest speakers	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Upward Bound	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Youth Apprenticeship Program	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	VICA GE (General Electric)	0	.0%	0	.0%	1	2.8%	0	.0%	1	.2%
	4-H Club	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Mad Science	0	.0%	0	.0%	1	2.8%	0	.0%	1	.2%
	YMCA	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Emory University Reading Program	1	2.1%	0	.0%	0	.0%	0	.0%	1	.2%
	Atlanta International School Summer Camp	1	2.1%	0	.0%	0	.0%	0	.0%	1	.2%
	American Red Cross	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Division of Family and Children Services	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Advantage Counseling	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Lead America	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Library	0	.0%	0	.0%	1	2.8%	0	.0%	1	.2%
	SADD	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Beta Club	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%	

**Table 5.5b -- PRISM Parent Research
Other Sources of Influence by Type of School**

Other Sources of Influence		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
	Not reported	66	50.4%	89	57.1%	85	54.1%
	Family member/Foster Parents	17	13.0%	18	11.5%	11	7.0%
	Teacher/Coach	17	13.0%	11	7.1%	13	8.3%
	Church/Christian Group	8	6.1%	9	5.8%	18	11.5%
	Boy Scouts/Girl Scouts	10	7.6%	6	3.8%	1	.6%
	Sports/Cheerleading	6	4.6%	6	3.8%	3	1.9%
	ROTC/JROTC/Military	1	.8%	0	.0%	11	7.0%
	Band/Flag team	0	.0%	3	1.9%	8	5.1%
	Family friend	5	3.8%	4	2.6%	1	.6%
	Friend	3	2.3%	4	2.6%	2	1.3%
	Future Farmers of America	0	.0%	2	1.3%	5	3.2%
	The HOPE Scholarship Program	1	.8%	2	1.3%	3	1.9%
	Miscellaneous people	2	1.5%	1	.6%	3	1.9%
	Co-workers/Boss/Employer	1	.8%	0	.0%	3	1.9%
	Odyssey of the Mind	0	.0%	3	1.9%	1	.6%
	Challenge Program/Gifted Education	3	2.3%	1	.6%	0	.0%
	Doctor	1	.8%	1	.6%	1	.6%
	Future Business Leaders of America	0	.0%	1	.6%	2	1.3%
	Drama Club/Theatre Club	1	.8%	0	.0%	2	1.3%
	Boys Club/Girls Club	2	1.5%	0	.0%	0	.0%
	Y-Club	0	.0%	1	.6%	1	.6%
	Misc. non-person/organization (e.g. books, movies, music)	0	.0%	2	1.3%	0	.0%
	Science Olympiad	0	.0%	2	1.3%	0	.0%
	Math Team	0	.0%	2	1.3%	0	.0%
	Conflict Management Team	0	.0%	0	.0%	2	1.3%
	Dance Class	1	.8%	1	.6%	0	.0%
	Myself	0	.0%	1	.6%	0	.0%
	Miscellaneous organization/club/class	1	.8%	0	.0%	0	.0%
	Name of a specific person	1	.8%	0	.0%	0	.0%
	People less fortunate/People who regret things not done	1	.8%	0	.0%	0	.0%
	Guest speakers	0	.0%	1	.6%	0	.0%
	Upward Bound	0	.0%	0	.0%	1	.6%
	Youth Apprenticeship Program	0	.0%	0	.0%	1	.6%
	VICA GE (General Electric)	0	.0%	0	.0%	1	.6%
	4-H Club	0	.0%	0	.0%	1	.6%
	Mad Science	0	.0%	1	.6%	0	.0%
	YMCA	0	.0%	1	.6%	0	.0%
	Emory University Reading Program	1	.8%	0	.0%	0	.0%
	Atlanta International School Summer Camp	1	.8%	0	.0%	0	.0%
	American Red Cross	0	.0%	0	.0%	1	.6%
	Division of Family and Children Services	0	.0%	0	.0%	1	.6%
	Advantage Counseling	0	.0%	0	.0%	1	.6%
	Lead America	0	.0%	1	.6%	0	.0%
	Library	1	.8%	0	.0%	0	.0%
	SADD	0	.0%	0	.0%	1	.6%
	Beta Club	0	.0%	0	.0%	1	.6%

**Table 5.5c -- PRISM Parent Research
Other Sources of Influence by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
Other Sources of Influence	Not reported	31	53.4%	60	53.1%	121	53.5%
	Family member/Foster Parents	11	19.0%	11	9.7%	22	9.7%
	Teacher/Coach	3	5.2%	9	8.0%	24	10.6%
	Church/Christian Group	4	6.9%	15	13.3%	16	7.1%
	Sports/Cheerleading	0	.0%	7	6.2%	8	3.5%
	Boy Scouts/Girl Scouts	2	3.4%	3	2.7%	10	4.4%
	Family friend	3	5.2%	2	1.8%	5	2.2%
	Friend	2	3.4%	2	1.8%	5	2.2%
	Band/Flag team	0	.0%	0	.0%	8	3.5%
	ROTC/JROTC/Military	2	3.4%	1	.9%	5	2.2%
	Future Farmers of America	0	.0%	1	.9%	6	2.7%
	The HOPE Scholarship Program	1	1.7%	2	1.8%	3	1.3%
	Miscellaneous people	2	3.4%	0	.0%	4	1.8%
	Co-workers/Boss/Employer	0	.0%	2	1.8%	2	.9%
	Odyssey of the Mind	0	.0%	1	.9%	3	1.3%
	Drama Club/Theatre Club	0	.0%	0	.0%	3	1.3%
	Challenge Program/Gifted Education	0	.0%	0	.0%	3	1.3%
	Future Business Leaders of America	0	.0%	1	.9%	1	.4%
	Boys Club/Girls Club	1	1.7%	1	.9%	0	.0%
	Misc. non-person/organization (e.g. books, movies, music)	0	.0%	1	.9%	1	.4%
	Conflict Management Team	0	.0%	0	.0%	2	.9%
	Dance Class	0	.0%	0	.0%	2	.9%
	Myself	0	.0%	1	.9%	0	.0%
	Miscellaneous organization/club/class	0	.0%	0	.0%	1	.4%
	Name of a specific person	0	.0%	0	.0%	1	.4%
	Doctor	0	.0%	0	.0%	1	.4%
	Guest speakers	0	.0%	1	.9%	0	.0%
	Upward Bound	0	.0%	1	.9%	0	.0%
	Y-Club	0	.0%	1	.9%	0	.0%
	Youth Apprenticeship Program	0	.0%	0	.0%	1	.4%
	VICA GE (General Electric)	0	.0%	1	.9%	0	.0%
	4-H Club	0	.0%	0	.0%	1	.4%
	Science Olympiad	0	.0%	1	.9%	0	.0%
	Math Team	0	.0%	1	.9%	0	.0%
	Mad Science	0	.0%	1	.9%	0	.0%
	YMCA	0	.0%	0	.0%	1	.4%
	Emory University Reading Program	0	.0%	0	.0%	1	.4%
	Atlanta International School Summer Camp	0	.0%	0	.0%	1	.4%
	American Red Cross	0	.0%	0	.0%	1	.4%
	Division of Family and Children Services	0	.0%	0	.0%	1	.4%
	Advantage Counseling	0	.0%	0	.0%	1	.4%
	Lead America	0	.0%	0	.0%	1	.4%
	Library	1	1.7%	0	.0%	0	.0%
	SADD	0	.0%	0	.0%	1	.4%
	Beta Club	0	.0%	0	.0%	1	.4%

**Table 5.5d -- PRISM Parent Research
Other Sources of Influence by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
Other Sources of Influence	Not reported	199	53.6%	45	58.4%
	Family member/Foster Parents	42	11.3%	6	7.8%
	Teacher/Coach	34	9.2%	6	7.8%
	Church/Christian Group	30	8.1%	6	7.8%
	Boy Scouts/Girl Scouts	14	3.8%	3	3.9%
	Sports/Cheerleading	12	3.2%	3	3.9%
	ROTC/JROTC/Military	10	2.7%	2	2.6%
	Band/Flag team	10	2.7%	1	1.3%
	Family friend	10	2.7%	0	.0%
	Friend	7	1.9%	2	2.6%
	Future Farmers of America	5	1.3%	2	2.6%
	The HOPE Scholarship Program	5	1.3%	1	1.3%
	Miscellaneous people	5	1.3%	1	1.3%
	Co-workers/Boss/Employer	2	.5%	2	2.6%
	Odyssey of the Mind	3	.8%	1	1.3%
	Challenge Program/Gifted Education	3	.8%	1	1.3%
	Doctor	3	.8%	0	.0%
	Future Business Leaders of America	3	.8%	0	.0%
	Drama Club/Theatre Club	3	.8%	0	.0%
	Boys Club/Girls Club	2	.5%	0	.0%
	Y-Club	2	.5%	0	.0%
	Misc. non-person/organization (e.g. books, movies, music)	2	.5%	0	.0%
	Science Olympiad	2	.5%	0	.0%
	Math Team	2	.5%	0	.0%
	Conflict Management Team	2	.5%	0	.0%
	Myself	1	.3%	0	.0%
	Miscellaneous organization/club/class	1	.3%	0	.0%
	Name of a specific person	1	.3%	0	.0%
	People less fortunate/People who regret things not done	1	.3%	0	.0%
	Guest speakers	1	.3%	0	.0%
	Upward Bound	1	.3%	0	.0%
	Youth Apprenticeship Program	1	.3%	0	.0%
	VICA GE (General Electric)	1	.3%	0	.0%
	4-H Club	1	.3%	0	.0%
	Mad Science	1	.3%	0	.0%
	YMCA	0	.0%	1	1.3%
	Dance Class	1	.3%	0	.0%
	Emory University Reading Program	1	.3%	0	.0%
	Atlanta International School Summer Camp	1	.3%	0	.0%
	American Red Cross	1	.3%	0	.0%
	Division of Family and Children Services	1	.3%	0	.0%
	Advantage Counseling	1	.3%	0	.0%
	Lead America	1	.3%	0	.0%
Library	1	.3%	0	.0%	
SADD	1	.3%	0	.0%	
Beta Club	1	.3%	0	.0%	

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**Table 5.5e -- PRISM Parent Research
Other Sources of Influence by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
Other Sources of Influence	Not reported	221	55.9%	20	40.8%
	Family member/Foster Parents	35	8.9%	13	26.5%
	Teacher/Coach	36	9.1%	3	6.1%
	Church/Christian Group	30	7.6%	5	10.2%
	Boy Scouts/Girl Scouts	15	3.8%	2	4.1%
	Sports/Cheerleading	14	3.5%	1	2.0%
	ROTC/JROTC/Military	12	3.0%	0	.0%
	Band/Flag team	10	2.5%	1	2.0%
	Family friend	9	2.3%	1	2.0%
	Friend	9	2.3%	0	.0%
	Future Farmers of America	7	1.8%	0	.0%
	The HOPE Scholarship Program	6	1.5%	0	.0%
	Miscellaneous people	4	1.0%	2	4.1%
	Co-workers/Boss/Employer	3	.8%	1	2.0%
	Odyssey of the Mind	4	1.0%	0	.0%
	Challenge Program/Gifted Education	3	.8%	1	2.0%
	Doctor	3	.8%	0	.0%
	Future Business Leaders of America	3	.8%	0	.0%
	Drama Club/Theatre Club	2	.5%	1	2.0%
	Boys Club/Girls Club	1	.3%	1	2.0%
	Y-Club	1	.3%	1	2.0%
	Misc. non-person/organization (e.g. books, movies, music)	1	.3%	1	2.0%
	Science Olympiad	1	.3%	1	2.0%
	Math Team	1	.3%	1	2.0%
	Conflict Management Team	2	.5%	0	.0%
	Dance Class	2	.5%	0	.0%
	Myself	1	.3%	0	.0%
	Miscellaneous organization/club/class	1	.3%	0	.0%
	Name of a specific person	1	.3%	0	.0%
	People less fortunate/People who regret things not done	1	.3%	0	.0%
	Guest speakers	1	.3%	0	.0%
	Upward Bound	1	.3%	0	.0%
	Youth Apprenticeship Program	1	.3%	0	.0%
	VICA GE (General Electric)	1	.3%	0	.0%
	4-H Club	1	.3%	0	.0%
	Mad Science	1	.3%	0	.0%
	YMCA	1	.3%	0	.0%
	Emory University Reading Program	1	.3%	0	.0%
	Atlanta International School Summer Camp	1	.3%	0	.0%
	American Red Cross	1	.3%	0	.0%
	Division of Family and Children Services	1	.3%	0	.0%
Advantage Counseling	1	.3%	0	.0%	
Lead America	1	.3%	0	.0%	
Library	1	.3%	0	.0%	
SADD	1	.3%	0	.0%	
Beta Club	1	.3%	0	.0%	

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**Table 5.5f -- PRISM Parent Research
Other Sources of Influence by Highest Level of Education of Parent/Guardian Respondent**

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not at College Graduate	
		n	Column %	n	Column %
Other Sources of Influence	Not reported	149	53.4%	96	56.1%
	Family member/Foster Parents	26	9.3%	22	12.9%
	Teacher/Coach	28	10.0%	12	7.0%
	Church/Christian Group	21	7.5%	15	8.8%
	Boy Scouts/Girl Scouts	14	5.0%	3	1.8%
	Sports/Cheerleading	11	3.9%	4	2.3%
	ROTC/JROTC/Military	10	3.6%	2	1.2%
	Band/Flag team	9	3.2%	2	1.2%
	Family friend	5	1.8%	5	2.9%
	Friend	7	2.5%	2	1.2%
	Future Farmers of America	3	1.1%	4	2.3%
	The HOPE Scholarship Program	4	1.4%	2	1.2%
	Miscellaneous people	4	1.4%	2	1.2%
	Co-workers/Boss/Employer	2	.7%	2	1.2%
	Odyssey of the Mind	3	1.1%	1	.6%
	Challenge Program/Gifted Education	4	1.4%	0	.0%
	Doctor	3	1.1%	0	.0%
	Future Business Leaders of America	2	.7%	1	.6%
	Drama Club/Theatre Club	3	1.1%	0	.0%
	Boys Club/Girls Club	1	.4%	1	.6%
	Y-Club	0	.0%	2	1.2%
	Misc. non-person/organization (e.g. books, movies, music)	1	.4%	1	.6%
	Science Olympiad	1	.4%	1	.6%
	Math Team	1	.4%	1	.6%
	Conflict Management Team	2	.7%	0	.0%
	Dance Class	1	.4%	1	.6%
	Myself	1	.4%	0	.0%
	Miscellaneous organization/club/class	1	.4%	0	.0%
	Name of a specific person	0	.0%	1	.6%
	People less fortunate/People who regret things not done	1	.4%	0	.0%
	Guest speakers	0	.0%	1	.6%
	Upward Bound	0	.0%	1	.6%
	Youth Apprenticeship Program	1	.4%	0	.0%
	VICA GE (General Electric)	0	.0%	1	.6%
	4-H Club	1	.4%	0	.0%
	Mad Science	1	.4%	0	.0%
	YMCA	0	.0%	1	.6%
	Emory University Reading Program	1	.4%	0	.0%
	Atlanta International School Summer Camp	1	.4%	0	.0%
	American Red Cross	1	.4%	0	.0%
	Division of Family and Children Services	1	.4%	0	.0%
Advantage Counseling	1	.4%	0	.0%	
Lead America	1	.4%	0	.0%	
Library	1	.4%	0	.0%	
SADD	1	.4%	0	.0%	
Beta Club	1	.4%	0	.0%	

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**Table 5.5g -- PRISM Parent Research
Other Sources of Influence by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Other Sources of Influence	Not reported	108	48.6%	136	59.9%
	Family member/Foster Parents	22	9.9%	26	11.5%
	Teacher/Coach	23	10.4%	17	7.5%
	Church/Christian Group	19	8.6%	17	7.5%
	Boy Scouts/Girl Scouts	11	5.0%	6	2.6%
	Sports/Cheerleading	10	4.5%	5	2.2%
	ROTC/JROTC/Military	7	3.2%	5	2.2%
	Band/Flag team	8	3.6%	3	1.3%
	Family friend	3	1.4%	7	3.1%
	Friend	8	3.6%	1	.4%
	Future Farmers of America	5	2.3%	2	.9%
	The HOPE Scholarship Program	4	1.8%	2	.9%
	Miscellaneous people	2	.9%	4	1.8%
	Co-workers/Boss/Employer	3	1.4%	1	.4%
	Odyssey of the Mind	3	1.4%	1	.4%
	Challenge Program/Gifted Education	4	1.8%	0	.0%
	Doctor	3	1.4%	0	.0%
	Future Business Leaders of America	1	.5%	2	.9%
	Drama Club/Theatre Club	2	.9%	1	.4%
	Boys Club/Girls Club	1	.5%	1	.4%
	Y-Club	0	.0%	2	.9%
	Misc. non-person/organization (e.g. books, movies, music)	1	.5%	1	.4%
	Science Olympiad	1	.5%	1	.4%
	Math Team	1	.5%	1	.4%
	Dance Class	1	.5%	1	.4%
	Myself	1	.5%	0	.0%
	Miscellaneous organization/club/class	1	.5%	0	.0%
	Name of a specific person	0	.0%	1	.4%
	People less fortunate/People who regret things not done	1	.5%	0	.0%
	Guest speakers	0	.0%	1	.4%
	Upward Bound	0	.0%	1	.4%
	Youth Apprenticeship Program	0	.0%	1	.4%
	VICA GE (General Electric)	0	.0%	1	.4%
	Mad Science	1	.5%	0	.0%
	Conflict Management Team	1	.5%	0	.0%
	YMCA	0	.0%	1	.4%
	Emory University Reading Program	0	.0%	1	.4%
	Atlanta International School Summer Camp	0	.0%	1	.4%
	American Red Cross	0	.0%	1	.4%
	Division of Family and Children Services	1	.5%	0	.0%
	Advantage Counseling	1	.5%	0	.0%
Lead America	1	.5%	0	.0%	
Library	0	.0%	1	.4%	
SADD	0	.0%	1	.4%	

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**Table 5.5h -- PRISM Parent Research
Other Sources of Influence by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Other Sources of Influence	Not reported	87	49.2%	156	57.4%
	Family member/Foster Parents	17	9.6%	31	11.4%
	Teacher/Coach	12	6.8%	29	10.7%
	Church/Christian Group	15	8.5%	21	7.7%
	Boy Scouts/Girl Scouts	8	4.5%	9	3.3%
	Sports/Cheerleading	8	4.5%	7	2.6%
	ROTC/JROTC/Military	8	4.5%	4	1.5%
	Band/Flag team	6	3.4%	5	1.8%
	Family friend	2	1.1%	8	2.9%
	Friend	5	2.8%	4	1.5%
	Future Farmers of America	5	2.8%	2	.7%
	The HOPE Scholarship Program	4	2.3%	2	.7%
	Miscellaneous people	3	1.7%	3	1.1%
	Co-workers/Boss/Employer	2	1.1%	2	.7%
	Odyssey of the Mind	4	2.3%	0	.0%
	Challenge Program/Gifted Education	4	2.3%	0	.0%
	Doctor	1	.6%	2	.7%
	Future Business Leaders of America	1	.6%	2	.7%
	Drama Club/Theatre Club	3	1.7%	0	.0%
	Boys Club/Girls Club	0	.0%	2	.7%
	Y-Club	0	.0%	2	.7%
	Misc. non-person/organization (e.g. books, movies, music)	0	.0%	2	.7%
	Science Olympiad	1	.6%	1	.4%
	Math Team	1	.6%	1	.4%
	Conflict Management Team	2	1.1%	0	.0%
	Dance Class	1	.6%	1	.4%
	Myself	0	.0%	1	.4%
	Miscellaneous organization/club/class	1	.6%	0	.0%
	Name of a specific person	0	.0%	1	.4%
	People less fortunate/People who regret things not done	1	.6%	0	.0%
	Guest speakers	0	.0%	1	.4%
	Upward Bound	0	.0%	1	.4%
	Youth Apprenticeship Program	1	.6%	0	.0%
	VICA GE (General Electric)	0	.0%	1	.4%
	4-H Club	1	.6%	0	.0%
	Mad Science	1	.6%	0	.0%
	YMCA	1	.6%	0	.0%
	Emory University Reading Program	0	.0%	1	.4%
	Atlanta International School Summer Camp	0	.0%	1	.4%
	American Red Cross	0	.0%	1	.4%
	Division of Family and Children Services	1	.6%	0	.0%
	Advantage Counseling	1	.6%	0	.0%
	Lead America	1	.6%	0	.0%
Library	1	.6%	0	.0%	
SADD	0	.0%	1	.4%	
Beta Club	1	.6%	0	.0%	

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Table 5.6a -- PRISM Parent Research
Frequency of Parent-Child Interaction by Region

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
Talk with him/her about how he/she is doing in school	Less Than Once a Month	0	.0%	0	.0%	1	>2.7%	0	.0%	1	.2%
	Once or Twice a Month	4	>8.3%	8	3.1%	1	2.8%	1	1.0%	14	3.2%
	Once or Twice a Week	10	20.8%	72	27.7%	4	11.1%	20	20.0%	106	23.9%
	Daily	34	70.8%	179	68.8%	30	83.3%	79	79.0%	322	72.5%
	Not reported	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Help do homework	Never	0	.0%	14	5.4%	2	5.6%	0	.0%	16	3.6%
	Not Within the Last Year	0	.0%	15	>5.7%	0	.0%	0	.0%	15	3.4%
	Less Than Once a Month	0	.0%	26	10.0%	4	11.1%	1	<1.0%	31	7.0%
	Once or Twice a Month	1	<2.0%	53	>20.3%	2	5.6%	4	<4.0%	60	13.5%
	Once or Twice a Week	13	27.1%	72	27.7%	8	22.2%	21	21.0%	114	25.7%
	Daily	34	>70.8%	79	<30.3%	20	55.6%	73	>73.0%	206	46.4%
Emphasize the importance of doing well in school in order to be successful	Not Within the Last Year	1	>2.0%	0	.0%	0	.0%	0	.0%	1	.2%
	Less Than Once a Month	4	>8.3%	7	2.7%	1	2.8%	2	2.0%	14	3.2%
	Once or Twice a Month	6	12.5%	28	10.8%	3	8.3%	10	10.0%	47	10.6%
	Once or Twice a Week	16	33.3%	98	37.7%	5	13.9%	27	27.0%	146	32.9%
	Daily	20	41.7%	126	48.5%	27	75.0%	61	61.0%	234	52.7%
	Not reported	1	2.1%	1	.4%	0	.0%	0	.0%	2	.5%
Talk with him/her about life outside of school and how it relates to what he/she is studying in school	Never	0	.0%	2	.8%	1	2.8%	2	2.0%	5	1.1%
	Not Within the Last Year	1	2.1%	4	1.5%	1	2.8%	1	1.0%	7	1.6%
	Less Than Once a Month	2	4.2%	27	10.4%	3	8.3%	5	5.0%	37	8.3%
	Once or Twice a Month	12	25.0%	68	26.2%	5	13.9%	13	13.0%	98	22.1%
	Once or Twice a Week	13	27.1%	81	31.2%	11	30.6%	38	38.0%	143	32.2%
	Daily	20	41.7%	76	29.2%	15	41.7%	41	41.0%	152	34.2%
	Not reported	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%
Talk with him/her about college options	Never	5	10.4%	7	2.7%	1	2.8%	11	11.0%	24	5.4%
	Not Within the Last Year	4	8.3%	21	8.1%	2	5.6%	7	7.0%	34	7.7%
	Less Than Once a Month	18	37.5%	69	26.5%	15	41.7%	31	31.0%	133	30.0%
	Once or Twice a Month	12	25.0%	93	35.8%	11	30.6%	24	24.0%	140	31.5%
	Once or Twice a Week	6	12.5%	51	19.6%	4	11.1%	20	20.0%	81	18.2%
	Daily	3	6.3%	17	6.5%	3	8.3%	7	7.0%	30	6.8%
	Not reported	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%
Talk with him/her about what he/she would like to do after they finish high school	Never	0	.0%	1	.4%	0	.0%	4	4.0%	5	1.1%
	Not Within the Last Year	3	6.3%	5	1.9%	2	5.6%	3	3.0%	13	2.9%
	Less Than Once a Month	14	29.2%	55	21.2%	7	19.4%	19	19.0%	95	21.4%
	Once or Twice a Month	15	31.3%	107	41.2%	13	36.1%	40	40.0%	175	39.4%
	Once or Twice a Week	10	20.8%	66	25.4%	9	25.0%	21	21.0%	106	23.9%
	Daily	5	10.4%	24	9.2%	5	13.9%	13	13.0%	47	10.6%
Talk with him/her about what you do and the training you needed in school to do your job	Not reported	1	2.1%	2	.8%	0	.0%	0	.0%	3	.7%
	Never	1	2.1%	7	2.7%	1	2.8%	2	2.0%	11	2.5%
	Not Within the Last Year	2	4.2%	14	5.4%	2	5.6%	1	1.0%	19	4.3%
	Less Than Once a Month	12	25.0%	62	23.8%	9	25.0%	20	20.0%	103	23.2%
	Once or Twice a Month	12	25.0%	56	21.5%	5	13.9%	29	29.0%	102	23.0%
	Once or Twice a Week	11	22.9%	55	21.2%	10	27.8%	25	25.0%	101	22.7%
Daily	5	10.4%	35	13.5%	5	13.9%	14	14.0%	59	13.3%	
Not reported	5	10.4%	31	11.9%	4	11.1%	9	9.0%	49	11.0%	

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**Table 5.6b -- PRISM Parent Research
Frequency of Parent-Child Interaction by Type of School**

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
Talk with him/her about how he/she is doing in school	Less Than Once a Month	0	.0%	0	.0%	1	.6%
	Once or Twice a Month	3	2.3%	5	3.2%	6	3.8%
	Once or Twice a Week	24	18.3%	38	24.4%	44	28.0%
	Daily	104	79.4%	112	71.8%	106	67.5%
	Not reported	0	.0%	1	.6%	0	.0%
Help do homework	Never	0	<0%	2	1.3%	14	>8.9%
	Not Within the Last Year	0	<0%	1	.6%	14	>8.9%
	Less Than Once a Month	1	<0.7%	5	3.2%	25	>15.9%
	Once or Twice a Month	1	<0.7%	19	12.2%	40	>25.4%
	Once or Twice a Week	20	<15.2%	56	>35.8%	38	24.2%
	Daily	108	>82.4%	72	46.2%	26	<16.5%
Not reported	1	.8%	1	.6%	0	.0%	
Emphasize the importance of doing well in school in order to be successful	Not Within the Last Year	1	.8%	0	.0%	0	.0%
	Less Than Once a Month	5	3.8%	3	1.9%	6	3.8%
	Once or Twice a Month	15	11.5%	18	11.5%	14	8.9%
	Once or Twice a Week	30	22.9%	50	32.1%	66	42.0%
	Daily	79	60.3%	84	53.8%	71	45.2%
	Not reported	1	.8%	1	.6%	0	.0%
Talk with him/her about life outside of school and how it relates to what he/she is studying in school	Never	2	1.5%	1	.6%	2	1.3%
	Not Within the Last Year	3	2.3%	2	1.3%	2	1.3%
	Less Than Once a Month	8	6.1%	17	10.9%	12	7.6%
	Once or Twice a Month	26	19.8%	28	17.9%	44	28.0%
	Once or Twice a Week	35	26.7%	49	31.4%	59	37.6%
	Daily	56	42.7%	58	37.2%	38	24.2%
Not reported	1	.8%	1	.6%	0	.0%	
Talk with him/her about college options	Never	17	>12.9%	6	3.8%	1	<0.6%
	Not Within the Last Year	15	11.5%	16	10.3%	3	<1.9%
	Less Than Once a Month	55	>41.9%	45	28.8%	33	<21.0%
	Once or Twice a Month	25	<19.0%	46	29.5%	69	>43.9%
	Once or Twice a Week	11	<8.3%	27	17.3%	43	>27.3%
	Daily	7	5.3%	15	9.6%	8	5.1%
Not reported	1	.8%	1	.6%	0	.0%	
Talk with him/her about what he/she would like to do after they finish high school	Never	4	>3.0%	1	.6%	0	.0%
	Not Within the Last Year	8	>6.1%	4	2.6%	1	.6%
	Less Than Once a Month	36	27.5%	36	23.1%	23	14.6%
	Once or Twice a Month	48	36.6%	61	39.1%	66	42.0%
	Once or Twice a Week	22	16.8%	35	22.4%	49	31.2%
	Daily	11	8.4%	18	11.5%	18	11.5%
Not reported	2	1.5%	1	.6%	0	.0%	
Talk with him/her about what you do and the training you needed in school to do your job	Never	6	4.6%	3	1.9%	2	1.3%
	Not Within the Last Year	5	3.8%	7	4.5%	7	4.5%
	Less Than Once a Month	36	27.5%	31	19.9%	36	22.9%
	Once or Twice a Month	32	24.4%	30	19.2%	40	25.5%
	Once or Twice a Week	22	16.8%	41	26.3%	38	24.2%
	Daily	18	13.7%	25	16.0%	16	10.2%
Not reported	12	9.2%	19	12.2%	18	11.5%	

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**Table 5.6c -- PRISM Parent Research
Frequency of Parent-Child Interaction by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
Talk with him/her about how he/she is doing in school	Never	1	1.7%	0	.0%	0	.0%
	Less Than Once a Month	1	1.7%	0	.0%	0	.0%
	Once or Twice a Month	2	3.4%	2	1.8%	9	4.0%
	Once or Twice a Week	11	19.0%	25	22.1%	57	25.2%
	Daily	43	74.1%	85	75.2%	160	70.8%
	Not reported	0	.0%	1	.9%	0	.0%
Help do homework	Never	4	6.9%	6	5.3%	6	2.7%
	Not Within the Last Year	3	5.2%	0	.0%	10	4.4%
	Less Than Once a Month	3	5.2%	7	6.2%	18	8.0%
	Once or Twice a Month	4	6.9%	17	15.0%	35	15.5%
	Once or Twice a Week	14	24.1%	23	20.4%	60	26.5%
	Daily	30	51.7%	59	52.2%	96	42.5%
Not reported	0	.0%	1	.9%	1	.4%	
Emphasize the importance of doing well in school in order to be successful	Never	1	1.7%	0	.0%	0	.0%
	Not Within the Last Year	0	.0%	0	.0%	1	.4%
	Less Than Once a Month	2	3.4%	2	1.8%	9	4.0%
	Once or Twice a Month	7	12.1%	14	12.4%	23	10.2%
	Once or Twice a Week	15	25.9%	36	31.9%	84	37.2%
	Daily	33	56.9%	60	53.1%	109	48.2%
Not reported	0	.0%	1	.9%	0	.0%	
Talk with him/her about life outside of school and how it relates to what he/she is studying in school	Never	2	3.4%	2	1.8%	0	.0%
	Not Within the Last Year	0	.0%	3	2.7%	4	1.8%
	Less Than Once a Month	3	5.2%	13	11.5%	19	8.4%
	Once or Twice a Month	11	19.0%	25	22.1%	56	24.8%
	Once or Twice a Week	19	32.8%	33	29.2%	76	33.6%
	Daily	23	39.7%	36	31.9%	70	31.0%
Not reported	0	.0%	1	.9%	1	.4%	
Talk with him/her about college options	Never	5	8.6%	5	4.4%	9	4.0%
	Not Within the Last Year	6	10.3%	11	9.7%	13	5.8%
	Less Than Once a Month	10	17.2%	34	30.1%	80	35.4%
	Once or Twice a Month	15	25.9%	37	32.7%	75	33.2%
	Once or Twice a Week	14	24.1%	19	16.8%	39	17.3%
	Daily	8	>13.7%	5	4.4%	10	4.4%
Not reported	0	.0%	2	1.8%	0	.0%	
Talk with him/her about what he/she would like to do after they finish high school	Never	2	3.4%	1	.9%	1	.4%
	Not Within the Last Year	2	3.4%	4	3.5%	4	1.8%
	Less Than Once a Month	10	17.2%	25	22.1%	52	23.0%
	Once or Twice a Month	22	37.9%	48	42.5%	92	40.7%
	Once or Twice a Week	12	20.7%	25	22.1%	56	24.8%
	Daily	9	15.5%	8	7.1%	21	9.3%
Not reported	1	1.7%	2	1.8%	0	.0%	
Talk with him/her about what you do and the training you needed in school to do your job	Never	2	3.4%	5	4.4%	1	.4%
	Not Within the Last Year	2	3.4%	7	6.2%	8	3.5%
	Less Than Once a Month	12	20.7%	19	16.8%	64	28.3%
	Once or Twice a Month	11	19.0%	26	23.0%	58	25.7%
	Once or Twice a Week	14	24.1%	25	22.1%	52	23.0%
	Daily	7	12.1%	17	15.0%	22	9.7%
Not reported	10	17.2%	14	12.4%	21	9.3%	

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**Table 5.6d -- PRISM Parent Research
Frequency of Parent-Child Interaction by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
Talk with him/her about how he/she is doing in school	Never	1	.3%	0	.0%
	Less Than Once a Month	1	.3%	0	.0%
	Once or Twice a Month	9	2.4%	5	6.5%
	Once or Twice a Week	86	23.2%	21	27.3%
	Daily	272	73.3%	51	66.2%
	Not reported	2	.5%	0	.0%
Help do homework	Never	12	3.2%	6	7.8%
	Not Within the Last Year	11	3.0%	4	5.2%
	Less Than Once a Month	23	6.2%	8	10.4%
	Once or Twice a Month	49	13.2%	12	15.6%
	Once or Twice a Week	92	24.8%	21	27.3%
	Daily	181	48.8%	26	33.8%
Not reported	3	.8%	0	.0%	
Emphasize the importance of doing well in school in order to be successful	Never	1	.3%	0	.0%
	Not Within the Last Year	1	.3%	0	.0%
	Less Than Once a Month	9	2.4%	5	6.5%
	Once or Twice a Month	35	9.4%	12	15.6%
	Once or Twice a Week	124	33.4%	22	28.6%
	Daily	198	53.4%	38	49.4%
Not reported	3	.8%	0	.0%	
Talk with him/her about life outside of school and how it relates to what he/she is studying in school	Never	5	1.3%	1	1.3%
	Not Within the Last Year	3	.8%	4	>5.1%
	Less Than Once a Month	29	7.8%	9	11.7%
	Once or Twice a Month	77	20.8%	22	28.6%
	Once or Twice a Week	118	31.8%	26	33.8%
	Daily	136	36.7%	15	<19.4%
Not reported	3	.8%	0	.0%	
Talk with him/her about college options	Never	23	6.2%	2	2.6%
	Not Within the Last Year	28	7.5%	6	7.8%
	Less Than Once a Month	109	29.4%	27	35.1%
	Once or Twice a Month	114	30.7%	25	32.5%
	Once or Twice a Week	66	17.8%	14	18.2%
	Daily	29	7.8%	2	2.6%
Not reported	2	.5%	1	1.3%	
Talk with him/her about what he/she would like to do after they finish high school	Never	5	1.3%	1	1.3%
	Not Within the Last Year	12	3.2%	1	1.3%
	Less Than Once a Month	72	19.4%	22	28.6%
	Once or Twice a Month	142	38.3%	36	46.8%
	Once or Twice a Week	92	24.8%	13	16.9%
	Daily	45	12.1%	3	3.9%
Not reported	3	.8%	1	1.3%	
Talk with him/her about what you do and the training you needed in school to do your job	Never	8	2.2%	4	5.2%
	Not Within the Last Year	17	4.6%	3	3.9%
	Less Than Once a Month	80	21.6%	24	31.2%
	Once or Twice a Month	83	22.4%	20	26.0%
	Once or Twice a Week	86	23.2%	14	18.2%
	Daily	54	14.6%	5	6.5%
Not reported	43	11.6%	7	9.1%	

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**Table 5.6e -- PRISM Parent Research
Frequency of Parent-Child Interaction by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
Talk with him/her about how he/she is doing in school	Never	0	.0%	1	>2.0%
	Less Than Once a Month	1	.3%	0	.0%
	Once or Twice a Month	12	3.0%	2	4.1%
	Once or Twice a Week	99	25.1%	8	16.3%
	Daily	282	71.4%	37	75.5%
	Not reported	1	.3%	1	2.0%
Help do homework	Never	16	4.1%	2	4.1%
	Not Within the Last Year	14	3.5%	1	2.0%
	Less Than Once a Month	26	6.6%	4	8.2%
	Once or Twice a Month	59	14.9%	2	4.1%
	Once or Twice a Week	105	26.6%	8	16.3%
	Daily	173	43.8%	31	63.3%
Not reported	2	.5%	1	2.0%	
Emphasize the importance of doing well in school in order to be successful	Never	0	.0%	1	>2.0%
	Not Within the Last Year	1	.3%	0	.0%
	Less Than Once a Month	12	3.0%	1	2.0%
	Once or Twice a Month	45	11.4%	1	2.0%
	Once or Twice a Week	134	33.9%	13	26.5%
	Daily	201	50.9%	32	65.3%
Not reported	2	.5%	1	2.0%	
Talk with him/her about life outside of school and how it relates to what he/she is studying in school	Never	5	1.3%	1	2.0%
	Not Within the Last Year	7	1.8%	0	.0%
	Less Than Once a Month	35	8.9%	2	4.1%
	Once or Twice a Month	95	24.1%	3	<6.1%
	Once or Twice a Week	128	32.4%	16	32.7%
	Daily	123	31.1%	26	>53.0%
Not reported	2	.5%	1	2.0%	
Talk with him/her about college options	Never	23	5.8%	2	4.1%
	Not Within the Last Year	30	7.6%	3	6.1%
	Less Than Once a Month	130	32.9%	6	<12.2%
	Once or Twice a Month	126	31.9%	11	22.4%
	Once or Twice a Week	64	16.2%	16	>32.6%
	Daily	20	5.1%	10	>20.4%
Not reported	2	.5%	1	2.0%	
Talk with him/her about what he/she would like to do after they finish high school	Never	4	1.0%	2	4.1%
	Not Within the Last Year	12	3.0%	0	.0%
	Less Than Once a Month	91	23.0%	4	<8.1%
	Once or Twice a Month	163	41.3%	13	26.5%
	Once or Twice a Week	90	22.8%	14	28.6%
	Daily	33	8.4%	14	>28.5%
Not reported	2	.5%	2	>4.0%	
Talk with him/her about what you do and the training you needed in school to do your job	Never	11	2.8%	1	2.0%
	Not Within the Last Year	18	4.6%	1	2.0%
	Less Than Once a Month	96	24.3%	7	14.3%
	Once or Twice a Month	94	23.8%	8	16.3%
	Once or Twice a Week	85	21.5%	16	32.7%
	Daily	45	11.4%	12	24.5%
Not reported	46	11.6%	4	8.2%	

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**Table 5.6f -- PRISM Parent Research
Frequency of Parent-Child Interaction by Highest Level of Education of Parent/Guardian Respondent**

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
Talk with him/her about how he/she is doing in school	Never	0	.0%	1	.6%
	Less Than Once a Month	0	.0%	1	.6%
	Once or Twice a Month	10	3.6%	4	2.3%
	Once or Twice a Week	62	22.2%	46	26.9%
	Daily	206	73.8%	118	69.0%
	Not reported	1	.4%	1	.6%
Help do homework	Never	8	2.9%	10	5.8%
	Not Within the Last Year	9	3.2%	6	3.5%
	Less Than Once a Month	18	6.5%	13	7.6%
	Once or Twice a Month	38	13.6%	23	13.5%
	Once or Twice a Week	73	26.2%	41	24.0%
	Daily	131	47.0%	77	45.0%
Not reported	2	.7%	1	.6%	
Emphasize the importance of doing well in school in order to be successful	Never	0	.0%	1	.6%
	Not Within the Last Year	1	.4%	0	.0%
	Less Than Once a Month	8	2.9%	6	3.5%
	Once or Twice a Month	26	9.3%	21	12.3%
	Once or Twice a Week	104	37.3%	43	25.1%
	Daily	139	49.8%	98	57.3%
Not reported	1	.4%	2	1.2%	
Talk with him/her about life outside of school and how it relates to what he/she is studying in school	Never	2	.7%	4	2.3%
	Not Within the Last Year	5	1.8%	2	1.2%
	Less Than Once a Month	18	6.5%	20	11.7%
	Once or Twice a Month	66	23.7%	33	19.3%
	Once or Twice a Week	91	32.6%	54	31.6%
	Daily	96	34.4%	56	32.7%
Not reported	1	.4%	2	1.2%	
Talk with him/her about college options	Never	14	5.0%	11	6.4%
	Not Within the Last Year	15	5.4%	19	11.1%
	Less Than Once a Month	88	31.5%	48	28.1%
	Once or Twice a Month	92	33.0%	48	28.1%
	Once or Twice a Week	54	19.4%	27	15.8%
	Daily	15	5.4%	16	9.4%
Not reported	1	.4%	2	1.2%	
Talk with him/her about what he/she would like to do after they finish high school	Never	2	.7%	4	2.3%
	Not Within the Last Year	5	1.8%	8	4.7%
	Less Than Once a Month	64	22.9%	31	18.1%
	Once or Twice a Month	109	39.1%	69	40.4%
	Once or Twice a Week	70	25.1%	36	21.1%
	Daily	27	9.7%	21	12.3%
Not reported	2	.7%	2	1.2%	
Talk with him/her about what you do and the training you needed in school to do your job	Never	7	2.5%	5	2.9%
	Not Within the Last Year	9	3.2%	11	6.4%
	Less Than Once a Month	66	23.7%	38	22.2%
	Once or Twice a Month	72	25.8%	31	18.1%
	Once or Twice a Week	68	24.4%	34	19.9%
	Daily	34	12.2%	25	14.6%
Not reported	23	8.2%	27	15.8%	

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**Table 5.6g -- PRISM Parent Research
Frequency of Parent-Child Interaction by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Talk with him/her about how he/she is doing in school	Never	1	.5%	0	.0%
	Less Than Once a Month	0	.0%	1	.4%
	Once or Twice a Month	9	4.1%	5	2.2%
	Once or Twice a Week	46	20.7%	62	27.3%
	Daily	166	74.8%	157	69.2%
	Not reported	0	.0%	2	.9%
Help do homework	Never	7	3.2%	11	4.8%
	Not Within the Last Year	4	1.8%	11	4.8%
	Less Than Once a Month	14	6.3%	17	7.5%
	Once or Twice a Month	29	13.1%	31	13.7%
	Once or Twice a Week	60	27.0%	55	24.2%
	Daily	107	48.2%	100	44.1%
	Not reported	1	.5%	2	.9%
Emphasize the importance of doing well in school in order to be successful	Never	1	.5%	0	.0%
	Not Within the Last Year	1	.5%	0	.0%
	Less Than Once a Month	6	2.7%	8	3.5%
	Once or Twice a Month	22	9.9%	25	11.0%
	Once or Twice a Week	73	32.9%	73	32.2%
	Daily	119	53.6%	118	52.0%
	Not reported	0	.0%	3	1.3%
Talk with him/her about life outside of school and how it relates to what he/she is studying in school	Never	3	1.4%	3	1.3%
	Not Within the Last Year	4	1.8%	3	1.3%
	Less Than Once a Month	16	7.2%	22	9.7%
	Once or Twice a Month	48	21.6%	51	22.5%
	Once or Twice a Week	72	32.4%	72	31.7%
	Daily	78	35.1%	74	32.6%
	Not reported	1	.5%	2	.9%
Talk with him/her about college options	Never	11	5.0%	14	6.2%
	Not Within the Last Year	16	7.2%	17	7.5%
	Less Than Once a Month	71	32.0%	65	28.6%
	Once or Twice a Month	69	31.1%	72	31.7%
	Once or Twice a Week	44	19.8%	36	15.9%
	Daily	10	4.5%	21	9.3%
	Not reported	1	.5%	2	.9%
Talk with him/her about what he/she would like to do after they finish high school	Never	2	.9%	4	1.8%
	Not Within the Last Year	4	1.8%	9	4.0%
	Less Than Once a Month	50	22.5%	44	19.4%
	Once or Twice a Month	91	41.0%	87	38.3%
	Once or Twice a Week	50	22.5%	56	24.7%
	Daily	24	10.8%	24	10.6%
	Not reported	1	.5%	3	1.3%
Talk with him/her about what you do and the training you needed in school to do your job	Never	8	3.6%	4	1.8%
	Not Within the Last Year	5	2.3%	15	6.6%
	Less Than Once a Month	55	24.8%	48	21.1%
	Once or Twice a Month	54	24.3%	49	21.6%
	Once or Twice a Week	49	22.1%	53	23.3%
	Daily	31	14.0%	29	12.8%
	Not reported	20	9.0%	29	12.8%

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Table 5.6h -- PRISM Parent Research
Frequency of Parent-Child Interaction by Science Ability of Parent/Guardian Respondent

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Talk with him/her about how he/she is doing in school*	Never	1	.6%	0	.0%
	Less Than Once a Month	0	.0%	1	.4%
	Once or Twice a Month	10	5.6%	4	1.5%
	Once or Twice a Week	30	16.9%	77	28.3%
	Daily	135	76.3%	189	69.5%
	Not reported	1	.6%	1	.4%
Help do homework	Never	7	4.0%	11	4.0%
	Not Within the Last Year	8	4.5%	7	2.6%
	Less Than Once a Month	11	6.2%	20	7.4%
	Once or Twice a Month	24	13.6%	37	13.6%
	Once or Twice a Week	50	28.2%	64	23.5%
	Daily	75	42.4%	132	48.5%
Not reported	2	1.1%	1	.4%	
Emphasize the importance of doing well in school in order to be successful	Never	1	.6%	0	.0%
	Not Within the Last Year	1	.6%	0	.0%
	Less Than Once a Month	3	1.7%	11	4.0%
	Once or Twice a Month	18	10.2%	29	10.7%
	Once or Twice a Week	49	27.7%	97	35.7%
	Daily	104	58.8%	133	48.9%
Not reported	1	.6%	2	.7%	
Talk with him/her about life outside of school and how it relates to what he/she is studying in school	Never	3	1.7%	2	.7%
	Not Within the Last Year	4	2.3%	3	1.1%
	Less Than Once a Month	11	6.2%	27	9.9%
	Once or Twice a Month	28	15.8%	70	25.7%
	Once or Twice a Week	62	35.0%	83	30.5%
	Daily	68	38.4%	85	31.3%
Not reported	1	.6%	2	.7%	
Talk with him/her about college options	Never	10	5.6%	14	5.1%
	Not Within the Last Year	8	4.5%	25	9.2%
	Less Than Once a Month	52	29.4%	84	30.9%
	Once or Twice a Month	52	29.4%	89	32.7%
	Once or Twice a Week	43	24.3%	38	14.0%
	Daily	11	6.2%	20	7.4%
Not reported	1	.6%	2	.7%	
Talk with him/her about what he/she would like to do after they finish high school	Never	2	1.1%	3	1.1%
	Not Within the Last Year	1	.6%	12	4.4%
	Less Than Once a Month	38	21.5%	56	20.6%
	Once or Twice a Month	64	36.2%	114	41.9%
	Once or Twice a Week	49	27.7%	58	21.3%
	Daily	22	12.4%	26	9.6%
Not reported	1	.6%	3	1.1%	
Talk with him/her about what you do and the training you needed in school to do your job	Never	4	2.3%	7	2.6%
	Not Within the Last Year	3	1.7%	17	6.3%
	Less Than Once a Month	46	26.0%	57	21.0%
	Once or Twice a Month	39	22.0%	64	23.5%
	Once or Twice a Week	42	23.7%	60	22.1%
	Daily	29	16.4%	31	11.4%
Not reported	14	7.9%	36	13.2%	

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Table 5.7a -- PRISM Parent Research
 Frequency of Consultation with Teacher/Counselor by Region

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
How often do you talk with your child's teacher or school counselor about how he/she is doing in school?	Weekly	9	18.8%	32	<12.3%	11	30.6%	26	>26.0%	78	17.6%
	A couple of times a month	19	39.6%	59	22.7%	10	27.8%	29	29.0%	117	26.4%
	Less than once a month	19	39.6%	139	53.5%	12	33.3%	37	37.0%	207	46.6%
	Not within the last year	0	.0%	22	8.5%	2	5.6%	5	5.0%	29	6.5%
	Never	1	2.1%	7	2.7%	1	2.8%	2	2.0%	11	2.5%
	Not reported	0	.0%	1	.4%	0	.0%	1	1.0%	2	.5%

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**Table 5.7b -- PRISM Parent Research
Frequency of Consultation with Teacher/Counselor by Type of School**

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
How often do you talk with your child's teacher or school counselor about how he/she is doing in school?	Weekly	36	> 27.4%	22	14.1%	20	12.7%
	A couple of times a month	48	> 36.6%	37	23.7%	32	20.4%
	Less than once a month	45	< 34.3%	79	50.6%	83	52.9%
	Not within the last year	0	< 0%	13	8.3%	16	10.2%
	Never	1	.8%	4	2.6%	6	3.8%
	Not reported	1	.8%	1	.6%	0	.0%

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**Table 5.7c -- PRISM Parent Research
Frequency of Consultation with Teacher/Counselor by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
How often do you talk with your child's teacher or school counselor about how he/she is doing in school?	Weekly	9	15.5%	19	16.8%	42	18.6%
	A couple of times a month	18	31.0%	31	27.4%	58	25.7%
	Less than once a month	22	37.9%	50	44.2%	108	47.8%
	Not within the last year	5	8.6%	9	8.0%	12	5.3%
	Never	4	6.9%	3	2.7%	5	2.2%
	Not reported	0	.0%	1	.9%	1	.4%

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**Table 5.7d -- PRISM Parent Research
Frequency of Consultation with Teacher/Counselor by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
How often do you talk with your child's teacher or school counselor about how he/she is doing in school?*	Weekly	70	18.9%	10	13.0%
	A couple of times a month	104	28.0%	14	18.2%
	Less than once a month	159	42.9%	47	61.0%
	Not within the last year	24	6.5%	6	7.8%
	Never	12	3.2%	0	.0%
	Not reported	2	.5%	0	.0%

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**Table 5.7e -- PRISM Parent Research
Frequency of Consultation with Teacher/Counselor by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
How often do you talk with your child's teacher or school counselor about how he/she is doing in school?	Weekly	65	16.5%	15	> 30.6%
	A couple of times a month	100	25.3%	17	34.7%
	Less than once a month	191	48.4%	12	< 24.4%
	Not within the last year	27	6.8%	3	6.1%
	Never	10	2.5%	2	4.1%
	Not reported	2	.5%	0	.0%

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Table 5.7f -- PRISM Parent Research
Frequency of Consultation with Teacher/Counselor by Highest Level of Education of Parent/Guardian Respondent

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
How often do you talk with your child's teacher or school counselor about how he/she is doing in school?	Weekly	57	20.4%	23	13.5%
	A couple of times a month	77	27.6%	42	24.6%
	Less than once a month	127	45.5%	80	46.8%
	Not within the last year	14	5.0%	16	9.4%
	Never	3	1.1%	9	>5.2%
	Not reported	1	.4%	1	.6%

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**Table 5.7g -- PRISM Parent Research
Frequency of Consultation with Teacher/Counselor by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
How often do you talk with your child's teacher or school counselor about how he/she is doing in school?	Weekly	48	21.6%	33	14.5%
	A couple of times a month	65	29.3%	54	23.8%
	Less than once a month	91	41.0%	114	50.2%
	Not within the last year	11	5.0%	19	8.4%
	Never	5	2.3%	7	3.1%
	Not reported	2	.9%	0	.0%

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**Table 5.7h -- PRISM Parent Research
Frequency of Consultation with Teacher/Counselor by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
How often do you talk with your child's teacher or school counselor about how he/she is doing in school?	Weekly	36	20.3%	45	16.5%
	A couple of times a month	48	27.1%	69	25.4%
	Less than once a month	79	44.6%	128	47.1%
	Not within the last year	9	5.1%	21	7.7%
	Never	3	1.7%	9	3.3%
	Not reported	2	1.1%	0	.0%

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Table 5.8a -- PRISM Parent Research
Parents' Highest Level of Education by Region

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
What is the highest level of education you have completed?	Less than high school	1	2.1%	10	3.8%	3	8.3%	3	3.0%	17	3.8%
	High school graduate/GED	3	6.3%	56	21.5%	5	13.9%	17	17.0%	81	18.2%
	Business/Trade/Other 2-year program	4	8.3%	43	16.5%	8	22.2%	12	12.0%	67	15.1%
	Some college	3	< 6.2%	66	25.4%	6	16.7%	35	> 35.0%	110	24.8%
	Bachelor's degree	21	> 43.7%	33	12.7%	5	13.9%	17	17.0%	76	17.1%
	Some graduate school	0	.0%	11	4.2%	1	2.8%	3	3.0%	15	3.4%
	Master's degree	8	16.7%	28	10.8%	6	16.7%	9	9.0%	51	11.5%
	Doctorate (Ph.D.)	1	2.1%	3	1.2%	1	2.8%	1	1.0%	6	1.4%
	Professional degree (law, medicine)	5	> 10.4%	2	.8%	0	.0%	1	1.0%	8	1.8%
	Other	1	2.1%	8	3.1%	1	2.8%	2	2.0%	12	2.7%
Not reported	1	> 2.0%	0	.0%	0	.0%	0	.0%	1	.2%	
What is the highest level of education your spouse/partner has completed?	Less than high school	2	5.4%	20	9.3%	3	10.0%	7	8.3%	32	8.7%
	High school graduate/GED	1	< 2.7%	59	27.4%	9	30.0%	16	19.0%	85	23.2%
	Business/Trade/Other 2-year program	0	< 0%	36	16.7%	6	20.0%	9	10.7%	51	13.9%
	Some college	2	5.4%	41	19.1%	1	3.3%	24	> 28.5%	68	18.6%
	Bachelor's degree	15	> 40.5%	26	12.1%	6	20.0%	16	19.0%	63	17.2%
	Some graduate school	1	2.7%	3	1.4%	1	3.3%	4	4.8%	9	2.5%
	Master's degree	10	> 27.0%	16	7.4%	3	10.0%	6	7.1%	35	9.6%
	Doctorate (Ph.D.)	0	.0%	3	1.4%	1	3.3%	0	.0%	4	1.1%
	Professional degree (law, medicine)	6	> 16.2%	3	1.4%	0	.0%	2	2.4%	11	3.0%
	Other	0	.0%	5	2.3%	0	.0%	0	.0%	5	1.4%
	Not reported	0	.0%	3	1.4%	0	.0%	0	.0%	3	.8%

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**Table 5.8b -- PRISM Parent Research
Parents' Highest Level of Education by Type of School**

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
What is the highest level of education you have completed?	Less than high school	5	3.8%	8	5.1%	4	2.5%
	High school graduate/GED	18	13.7%	34	21.8%	29	18.5%
	Business/Trade/Other 2-year program	8	<6.1%	31	19.9%	28	17.8%
	Some college	31	23.7%	41	26.3%	38	24.2%
	Bachelor's degree	41	>31.2%	13	<8.3%	22	14.0%
	Some graduate school	3	2.3%	3	1.9%	9	5.7%
	Master's degree	17	13.0%	16	10.3%	18	11.5%
	Doctorate (Ph.D.)	1	.8%	2	1.3%	3	1.9%
	Professional degree (law, medicine)	5	3.8%	1	.6%	2	1.3%
	Other	2	1.5%	6	3.8%	4	2.5%
Not reported	0	.0%	1	.6%	0	.0%	
What is the highest level of education your spouse/partner has completed?	Less than high school	7	6.5%	16	12.5%	9	6.9%
	High school graduate/GED	13	<12.0%	30	23.4%	42	>32.3%
	Business/Trade/Other 2-year program	10	9.3%	20	15.6%	21	16.2%
	Some college	17	15.7%	29	22.7%	22	16.9%
	Bachelor's degree	33	>30.5%	12	<9.3%	18	13.8%
	Some graduate school	4	3.7%	3	2.3%	2	1.5%
	Master's degree	17	>15.7%	9	7.0%	9	6.9%
	Doctorate (Ph.D.)	1	.9%	0	.0%	3	2.3%
	Professional degree (law, medicine)	6	5.6%	3	2.3%	2	1.5%
	Other	0	.0%	4	3.1%	1	.8%
Not reported	0	.0%	2	1.6%	1	.8%	

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**Table 5.8c -- PRISM Parent Research
Parents' Highest Level of Education by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
What is the highest level of education you have completed?	Less than high school	10	> 17.2%	3	2.7%	2	< 0.8%
	High school graduate/GED	18	> 31.0%	21	18.6%	36	15.9%
	Business/Trade/Other 2-year program	10	17.2%	27	> 23.8%	21	< 9.2%
	Some college	14	24.1%	34	30.1%	49	21.7%
	Bachelor's degree	3	< 5.1%	12	10.6%	49	> 21.6%
	Some graduate school	2	3.4%	2	1.8%	11	4.9%
	Master's degree	0	< 0%	13	11.5%	34	15.0%
	Doctorate (Ph.D.)	0	.0%	1	.9%	5	2.2%
	Professional degree (law, medicine)	0	.0%	0	.0%	8	3.5%
	Other	1	1.7%	0	.0%	11	4.9%
What is the highest level of education your spouse/partner has completed?	Less than high school	12	> 41.3%	12	14.6%	7	< 3.2%
	High school graduate/GED	8	27.6%	24	29.3%	43	20.1%
	Business/Trade/Other 2-year program	1	3.4%	14	17.1%	28	13.1%
	Some college	7	24.1%	15	18.3%	42	19.6%
	Bachelor's degree	1	3.4%	6	7.3%	45	21.0%
	Some graduate school	0	.0%	1	1.2%	8	3.7%
	Master's degree	0	.0%	4	4.9%	27	12.6%
	Doctorate (Ph.D.)	0	.0%	2	2.4%	2	.9%
	Professional degree (law, medicine)	0	.0%	1	1.2%	9	4.2%
	Other	0	.0%	2	2.4%	1	.5%
	Not reported	0	.0%	1	1.2%	2	.9%

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**Table 5.8d -- PRISM Parent Research
Parents' Highest Level of Education by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
What is the highest level of education you have completed?	Less than high school	17	4.6%	1	1.3%
	High school graduate/GED	71	19.1%	12	15.6%
	Business/Trade/Other 2-year program	60	16.2%	7	9.1%
	Some college	93	25.1%	17	22.1%
	Bachelor's degree	58	15.6%	19	24.7%
	Some graduate school	11	3.0%	4	5.2%
	Master's degree	45	12.1%	7	9.1%
	Doctorate (Ph.D.)	2	.5%	4	>5.1%
	Professional degree (law, medicine)	4	1.1%	4	>5.1%
	Other	10	2.7%	2	2.6%
What is the highest level of education your spouse/partner has completed?	Less than high school	31	10.3%	1	1.5%
	High school graduate/GED	69	22.9%	17	25.4%
	Business/Trade/Other 2-year program	44	14.6%	9	13.4%
	Some college	58	19.3%	9	13.4%
	Bachelor's degree	48	15.9%	15	22.4%
	Some graduate school	6	2.0%	3	4.5%
	Master's degree	23	7.6%	11	16.4%
	Doctorate (Ph.D.)	5	1.7%	0	.0%
	Professional degree (law, medicine)	10	3.3%	1	1.5%
	Other	5	1.7%	0	.0%
	Not reported	2	.7%	1	1.5%

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

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**Table 5.8e -- PRISM Parent Research
Parents' Highest Level of Education by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
What is the highest level of education you have completed?	Less than high school	14	3.5%	3	6.1%
	High school graduate/GED	75	19.0%	9	18.4%
	Business/Trade/Other 2-year program	59	14.9%	8	16.3%
	Some college	97	24.6%	12	24.5%
	Bachelor's degree	66	16.7%	8	16.3%
	Some graduate school	15	3.8%	0	.0%
	Master's degree	45	11.4%	7	14.3%
	Doctorate (Ph.D.)	5	1.3%	1	2.0%
	Professional degree (law, medicine)	7	1.8%	1	2.0%
	Other	12	3.0%	0	.0%
What is the highest level of education your spouse/partner has completed?	Less than high school	25	7.5%	5	16.1%
	High school graduate/GED	83	24.9%	3	9.7%
	Business/Trade/Other 2-year program	47	14.1%	5	16.1%
	Some college	59	17.7%	9	29.0%
	Bachelor's degree	57	17.1%	5	16.1%
	Some graduate school	8	2.4%	1	3.2%
	Master's degree	33	9.9%	2	6.5%
	Doctorate (Ph.D.)	5	1.5%	0	.0%
	Professional degree (law, medicine)	9	2.7%	1	3.2%
	Other	5	1.5%	0	.0%
Not reported	3	.9%	0	.0%	

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**Table 5.8f -- PRISM Parent Research
Parents' Highest Level of Education by Highest Level of Education of Parent/Guardian Respondent**

	Highest Level of Education of Parent/Guardian Respondent				
	College Graduate or Advanced Degree		Not a College Graduate		
	n	Column %	n	Column %	
What is the highest level of education you have completed?	Less than high school	0	<0%	18	>10.5%
	High school graduate/GED	0	<0%	84	>49.1%
	Business/Trade/Other 2-year program	0	<0%	68	>39.7%
	Some college	110	>39.4%	0	<0%
	Bachelor's degree	77	>27.5%	0	<0%
	Some graduate school	15	5.4%	0	<0%
	Master's degree	52	>18.6%	0	<0%
	Doctorate (Ph.D.)	6	2.2%	0	.0%
	Professional degree (law, medicine)	8	2.9%	0	.0%
	Other	11	3.9%	1	.6%
What is the highest level of education your spouse/partner has completed?	Less than high school	11	<4.6%	21	>16.0%
	High school graduate/GED	38	<15.8%	48	>36.6%
	Business/Trade/Other 2-year program	29	12.1%	24	18.3%
	Some college	49	20.5%	19	14.5%
	Bachelor's degree	52	21.8%	11	<8.3%
	Some graduate school	7	2.9%	2	1.5%
	Master's degree	32	13.4%	3	<2.2%
	Doctorate (Ph.D.)	5	2.1%	0	.0%
	Professional degree (law, medicine)	10	4.2%	1	.8%
	Other	4	1.7%	1	.8%
Not reported	2	.8%	1	.8%	

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**Table 5.8g -- PRISM Parent Research
Parents' Highest Level of Education by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
What is the highest level of education you have completed?	Less than high school	2	<0.9%	16	>7.0%
	High school graduate/GED	24	<10.8%	60	>26.4%
	Business/Trade/Other 2-year program	24	10.8%	44	19.4%
	Some college	59	26.6%	51	22.5%
	Bachelor's degree	54	>24.3%	23	<10.1%
	Some graduate school	10	4.5%	5	2.2%
	Master's degree	30	13.5%	20	8.8%
	Doctorate (Ph.D.)	4	1.8%	2	.9%
	Professional degree (law, medicine)	5	2.3%	3	1.3%
	Other	9	4.1%	3	1.3%
	Not reported	1	.5%	0	.0%
	What is the highest level of education your spouse/partner has completed?	Less than high school	10	5.2%	22
High school graduate/GED		41	21.4%	45	25.6%
Business/Trade/Other 2-year program		29	15.1%	24	13.6%
Some college		34	17.7%	34	19.3%
Bachelor's degree		33	17.2%	29	16.5%
Some graduate school		6	3.1%	3	1.7%
Master's degree		26	13.5%	9	5.1%
Doctorate (Ph.D.)		3	1.6%	2	1.1%
Professional degree (law, medicine)		8	4.2%	3	1.7%
Other		1	.5%	4	2.3%
Not reported		1	.5%	1	.6%

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**Table 5.8h -- PRISM Parent Research
Parents' Highest Level of Education by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
What is the highest level of education you have completed?	Less than high school	2	1.1%	16	5.9%
	High school graduate/GED	15	<8.4%	69	>25.3%
	Business/Trade/Other 2-year program	23	13.0%	44	16.2%
	Some college	38	21.5%	72	26.5%
	Bachelor's degree	40	22.6%	36	13.2%
	Some graduate school	9	5.1%	6	2.2%
	Master's degree	35	>19.7%	17	<6.2%
	Doctorate (Ph.D.)	5	2.8%	1	.4%
	Professional degree (law, medicine)	5	2.8%	3	1.1%
	Other	5	2.8%	7	2.6%
	Not reported	0	.0%	1	.4%
What is the highest level of education your spouse/partner has completed?*	Less than high school	6	4.1%	26	11.6%
	High school graduate/GED	26	17.9%	59	26.3%
	Business/Trade/Other 2-year program	27	18.6%	26	11.6%
	Some college	23	15.9%	45	20.1%
	Bachelor's degree	30	20.7%	33	14.7%
	Some graduate school	3	2.1%	6	2.7%
	Master's degree	21	14.5%	14	6.3%
	Doctorate (Ph.D.)	1	.7%	4	1.8%
	Professional degree (law, medicine)	5	3.4%	6	2.7%
	Other	2	1.4%	3	1.3%
	Not reported	1	.7%	2	.9%

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**Table 5.9a -- PRISM Parent Research
Field of Employment by Region**

Field of Employment	Region								Total Cases	
	Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
	n	Column %	n	Column %	n	Column %	n	Column %		
Homemaker/Stay at home	18	37.5%	23	8.8%	1	2.8%	20	20.0%	62	14.0%
Teacher/Professor	1	2.1%	37	14.2%	6	16.7%	13	13.0%	57	12.8%
Administrative/Support Services	2	4.2%	20	7.7%	5	13.9%	9	9.0%	36	8.1%
Manager	1	2.1%	17	6.5%	2	5.6%	3	3.0%	23	5.2%
Miscellaneous	1	2.1%	13	5.0%	4	11.1%	4	4.0%	22	5.0%
Business Owner	3	6.3%	10	3.8%	3	8.3%	3	3.0%	19	4.3%
Sales	3	6.3%	8	3.1%	0	.0%	4	4.0%	15	3.4%
Secretary	0	.0%	8	3.1%	3	8.3%	3	3.0%	14	3.2%
Nurse	0	.0%	9	3.5%	1	2.8%	3	3.0%	13	2.9%
Accountant/Banker	0	.0%	9	3.5%	1	2.8%	2	2.0%	12	2.7%
Para professional	0	.0%	8	3.1%	2	5.6%	2	2.0%	12	2.7%
Healthcare	0	.0%	9	3.5%	0	.0%	2	2.0%	11	2.5%
Medical field	0	.0%	3	1.2%	0	.0%	8	8.0%	11	2.5%
Engineer	1	2.1%	6	2.3%	0	.0%	2	2.0%	9	2.0%
Computer programmer/Technician/Consultant	0	.0%	6	2.3%	1	2.8%	2	2.0%	9	2.0%
Legal/Lawyer	3	6.3%	5	1.9%	0	.0%	0	.0%	8	1.8%
Custodial work/House or office cleaning	0	.0%	4	1.5%	1	2.8%	2	2.0%	7	1.6%
Financial Services	3	6.3%	3	1.2%	0	.0%	1	1.0%	7	1.6%
Clerk	0	.0%	5	1.9%	0	.0%	1	1.0%	6	1.4%
Real estate	0	.0%	5	1.9%	0	.0%	1	1.0%	6	1.4%
Day Care/Cares for Children	1	2.1%	2	.8%	0	.0%	2	2.0%	5	1.1%
Restaurant/Food Services	0	.0%	2	.8%	1	2.8%	2	2.0%	5	1.1%
Not reported	1	2.1%	4	1.5%	0	.0%	0	.0%	5	1.1%
Scientist	0	.0%	4	1.5%	0	.0%	0	.0%	4	.9%
Clergy	0	.0%	2	.8%	0	.0%	2	2.0%	4	.9%
Advertising	2	4.2%	1	.4%	0	.0%	0	.0%	3	.7%
Electrician	0	.0%	3	1.2%	0	.0%	0	.0%	3	.7%
Military	0	.0%	0	.0%	0	.0%	3	3.0%	3	.7%
Works at bank	1	2.1%	2	.8%	0	.0%	0	.0%	3	.7%
Customer service representative	0	.0%	2	.8%	0	.0%	1	1.0%	3	.7%
Insurance field	0	.0%	3	1.2%	0	.0%	0	.0%	3	.7%
Machinist	0	.0%	3	1.2%	0	.0%	0	.0%	3	.7%
Student	0	.0%	2	.8%	0	.0%	1	1.0%	3	.7%
Carpenter	1	2.1%	1	.4%	0	.0%	0	.0%	2	.5%
Department Manager	0	.0%	1	.4%	1	2.8%	0	.0%	2	.5%
Doctor	2	4.2%	0	.0%	0	.0%	0	.0%	2	.5%
Government/Politician	1	2.1%	0	.0%	0	.0%	1	1.0%	2	.5%
Physical Therapist	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%
Policeman	0	.0%	1	.4%	0	.0%	1	1.0%	2	.5%
Truck driver	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%
Writer	0	.0%	1	.4%	1	2.8%	0	.0%	2	.5%
Cosmetologist	1	2.1%	1	.4%	0	.0%	0	.0%	2	.5%
Dental field	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%
Human resources	0	.0%	1	.4%	0	.0%	1	1.0%	2	.5%
Disabled/retired/deceased	1	2.1%	0	.0%	1	2.8%	0	.0%	2	.5%
Artist	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Farmer/Fishing/Forestry	0	.0%	0	.0%	1	2.8%	0	.0%	1	.2%
Mechanic/Automotive	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Pharmacist	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Professional Athlete	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Graphic designer	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Psychologist	1	2.1%	0	.0%	0	.0%	0	.0%	1	.2%
Social worker	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
US Postal Service	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Bus driver	0	.0%	0	.0%	0	.0%	1	1.0%	1	.2%
Technician (non-specific)	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Works on houses (roofing, drywall, etc.)	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Florist/Work at nursery	0	.0%	0	.0%	1	2.8%	0	.0%	1	.2%
Federal employee	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%

**Table 5.9b -- PRISM Parent Research
Field of Employment by Type of School**

Field of Employment		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
Homemaker/Stay at home	33	25.2%	21	13.5%	8	5.1%	
Teacher/Professor	15	11.5%	18	11.5%	24	15.3%	
Administrative/Support Services	7	5.3%	14	9.0%	15	9.6%	
Manager	2	1.5%	5	3.2%	16	10.2%	
Miscellaneous	4	3.1%	10	6.4%	8	5.1%	
Business Owner	6	4.6%	9	5.8%	4	2.5%	
Sales	7	5.3%	1	.6%	7	4.5%	
Secretary	4	3.1%	4	2.6%	6	3.8%	
Nurse	1	.8%	5	3.2%	7	4.5%	
Accountant/Banker	5	3.8%	4	2.6%	3	1.9%	
Para professional	4	3.1%	3	1.9%	5	3.2%	
Healthcare	0	.0%	4	2.6%	7	4.5%	
Medical field	6	4.6%	2	1.3%	3	1.9%	
Engineer	3	2.3%	3	1.9%	3	1.9%	
Computer programmer/Technician/Consultant	2	1.5%	2	1.3%	5	3.2%	
Legal/Lawyer	3	2.3%	2	1.3%	3	1.9%	
Custodial work/House or office cleaning	2	1.5%	1	.6%	4	2.5%	
Financial Services	3	2.3%	3	1.9%	1	.6%	
Clerk	0	.0%	3	1.9%	3	1.9%	
Real estate	2	1.5%	0	.0%	4	2.5%	
Day Care/Cares for Children	1	.8%	3	1.9%	1	.6%	
Restaurant/Food Services	1	.8%	2	1.3%	2	1.3%	
Not reported	0	.0%	5	3.2%	0	.0%	
Scientist	0	.0%	1	.6%	3	1.9%	
Clergy	1	.8%	2	1.3%	1	.6%	
Advertising	2	1.5%	0	.0%	1	.6%	
Electrician	0	.0%	3	1.9%	0	.0%	
Military	0	.0%	3	1.9%	0	.0%	
Works at bank	0	.0%	3	1.9%	0	.0%	
Customer service representative	0	.0%	3	1.9%	0	.0%	
Insurance field	1	.8%	2	1.3%	0	.0%	
Machinist	1	.8%	2	1.3%	0	.0%	
Student	2	1.5%	1	.6%	0	.0%	
Carpenter	2	1.5%	0	.0%	0	.0%	
Department Manager	0	.0%	0	.0%	2	1.3%	
Doctor	2	1.5%	0	.0%	0	.0%	
Government/Politician	1	.8%	1	.6%	0	.0%	
Physical Therapist	1	.8%	0	.0%	1	.6%	
Policeman	0	.0%	1	.6%	1	.6%	
Truck driver	0	.0%	2	1.3%	0	.0%	
Writer	0	.0%	1	.6%	1	.6%	
Cosmetologist	0	.0%	2	1.3%	0	.0%	
Dental field	0	.0%	1	.6%	1	.6%	
Human resources	1	.8%	1	.6%	0	.0%	
Disabled/retired/deceased	1	.8%	1	.6%	0	.0%	
Artist	0	.0%	0	.0%	1	.6%	
Farmer/Fishing/Forestry	1	.8%	0	.0%	0	.0%	
Mechanic/Automotive	0	.0%	0	.0%	1	.6%	
Pharmacist	0	.0%	0	.0%	1	.6%	
Professional Athlete	0	.0%	0	.0%	1	.6%	
Graphic designer	0	.0%	0	.0%	1	.6%	
Psychologist	1	.8%	0	.0%	0	.0%	
Social worker	0	.0%	1	.6%	0	.0%	
US Postal Service	0	.0%	0	.0%	1	.6%	
Bus driver	1	.8%	0	.0%	0	.0%	
Technician (non-specific)	1	.8%	0	.0%	0	.0%	
Works on houses (roofing, drywall, etc.)	0	.0%	1	.6%	0	.0%	
Florist/Work at nursery	1	.8%	0	.0%	0	.0%	
Federal employee	0	.0%	0	.0%	1	.6%	

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**Table 5.9c -- PRISM Parent Research
Field of Employment by Household Income**

Field of Employment	Household Income					
	\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
	n	Column %	n	Column %	n	Column %
Teacher/Professor	4	6.9%	14	12.4%	36	15.9%
Homemaker/Stay at home	11	19.0%	12	10.6%	29	12.8%
Administrative/Support Services	1	1.7%	13	11.5%	17	7.5%
Manager	2	3.4%	7	6.2%	14	6.2%
Miscellaneous	4	6.9%	7	6.2%	8	3.5%
Business Owner	1	1.7%	4	3.5%	10	4.4%
Secretary	3	5.2%	5	4.4%	5	2.2%
Sales	0	.0%	4	3.5%	8	3.5%
Para professional	2	3.4%	5	4.4%	5	2.2%
Nurse	1	1.7%	2	1.8%	8	3.5%
Medical field	1	1.7%	3	2.7%	7	3.1%
Healthcare	2	3.4%	3	2.7%	5	2.2%
Accountant/Banker	0	.0%	2	1.8%	7	3.1%
Engineer	0	.0%	2	1.8%	7	3.1%
Computer programmer/Technician/Consultant	1	1.7%	1	.9%	7	3.1%
Legal/Lawyer	2	3.4%	0	.0%	5	2.2%
Clerk	2	3.4%	1	.9%	3	1.3%
Custodial work/House or office cleaning	5	8.6%	1	.9%	0	.0%
Financial Services	0	.0%	0	.0%	6	2.7%
Real estate	1	1.7%	1	.9%	4	1.8%
Military	2	3.4%	1	.9%	1	.4%
Restaurant/Food Services	2	3.4%	1	.9%	1	.4%
Clergy	0	.0%	3	2.7%	1	.4%
Advertising	1	1.7%	0	.0%	2	.9%
Day Care/Cares for Children	1	1.7%	2	1.8%	0	.0%
Scientist	0	.0%	0	.0%	3	1.3%
Works at bank	1	1.7%	0	.0%	2	.9%
Customer service representative	1	1.7%	2	1.8%	0	.0%
Insurance field	0	.0%	1	.9%	2	.9%
Machinist	0	.0%	3	2.7%	0	.0%
Carpenter	1	1.7%	0	.0%	1	.4%
Department Manager	0	.0%	0	.0%	2	.9%
Doctor	0	.0%	0	.0%	2	.9%
Electrician	0	.0%	1	.9%	1	.4%
Government/Politician	1	1.7%	0	.0%	1	.4%
Physical Therapist	0	.0%	2	1.8%	0	.0%
Policeman	0	.0%	1	.9%	1	.4%
Truck driver	1	1.7%	1	.9%	0	.0%
Writer	0	.0%	1	.9%	1	.4%
Dental field	0	.0%	1	.9%	1	.4%
Human resources	0	.0%	0	.0%	2	.9%
Student	0	.0%	1	.9%	1	.4%
Disabled/retired/deceased	2	3.4%	0	.0%	0	.0%
Not reported	0	.0%	1	.9%	1	.4%
Artist	0	.0%	0	.0%	1	.4%
Farmer/Fishing/Forestry	0	.0%	1	.9%	0	.0%
Mechanic/Automotive	0	.0%	0	.0%	1	.4%
Pharmacist	0	.0%	0	.0%	1	.4%
Professional Athlete	0	.0%	0	.0%	1	.4%
Cosmetologist	0	.0%	1	.9%	0	.0%
Graphic designer	0	.0%	1	.9%	0	.0%
Psychologist	0	.0%	0	.0%	1	.4%
Social worker	0	.0%	0	.0%	1	.4%
US Postal Service	0	.0%	0	.0%	1	.4%
Bus driver	1	1.7%	0	.0%	0	.0%
Technician (non-specific)	0	.0%	0	.0%	1	.4%
Works on houses (roofing, drywall, etc.)	0	.0%	1	.9%	0	.0%
Cashier	1	1.7%	0	.0%	0	.0%
Federal employee	0	.0%	0	.0%	1	.4%

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**Table 5.9d -- PRISM Parent Research
Field of Employment by Gender of Parent/Guardian Respondent**

Field of Employment		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
Homemaker/Stay at home	62	16.7%	0	.0%	
Teacher/Professor	55	14.8%	4	5.2%	
Administrative/Support Services	36	9.7%	1	1.3%	
Manager	14	3.8%	9	11.7%	
Miscellaneous	17	4.6%	5	6.5%	
Business Owner	9	2.4%	10	13.0%	
Sales	10	2.7%	5	6.5%	
Secretary	14	3.8%	0	.0%	
Nurse	13	3.5%	0	.0%	
Accountant/Banker	11	3.0%	1	1.3%	
Para professional	12	3.2%	0	.0%	
Healthcare	10	2.7%	1	1.3%	
Medical field	10	2.7%	1	1.3%	
Engineer	3	.8%	6	7.8%	
Legal/Lawyer	7	1.9%	1	1.3%	
Computer programmer/Technician/Consultant	4	1.1%	4	5.2%	
Custodial work/House or office cleaning	7	1.9%	0	.0%	
Financial Services	4	1.1%	3	3.9%	
Clerk	6	1.6%	0	.0%	
Real estate	6	1.6%	0	.0%	
Day Care/Cares for Children	5	1.3%	0	.0%	
Military	2	.5%	3	3.9%	
Restaurant/Food Services	4	1.1%	1	1.3%	
Scientist	3	.8%	1	1.3%	
Clergy	1	.3%	3	3.9%	
Advertising	2	.5%	1	1.3%	
Electrician	0	.0%	3	3.9%	
Works at bank	2	.5%	1	1.3%	
Customer service representative	3	.8%	0	.0%	
Insurance field	3	.8%	0	.0%	
Machinist	2	.5%	1	1.3%	
Student	3	.8%	0	.0%	
Not reported	3	.8%	0	.0%	
Carpenter	0	.0%	2	2.6%	
Department Manager	2	.5%	0	.0%	
Doctor	1	.3%	1	1.3%	
Government/Politician	2	.5%	0	.0%	
Physical Therapist	2	.5%	0	.0%	
Policeman	2	.5%	0	.0%	
Truck driver	0	.0%	2	2.6%	
Writer	2	.5%	0	.0%	
Cosmetologist	2	.5%	0	.0%	
Dental field	1	.3%	1	1.3%	
Human resources	2	.5%	0	.0%	
Disabled/retired/deceased	2	.5%	0	.0%	
Artist	1	.3%	0	.0%	
Farmer/Fishing/Forestry	1	.3%	0	.0%	
Hairdresser	1	.3%	0	.0%	
Mechanic/Automotive	0	.0%	1	1.3%	
Pharmacist	0	.0%	1	1.3%	
Professional Athlete	0	.0%	1	1.3%	
Graphic designer	0	.0%	1	1.3%	
Psychologist	1	.3%	0	.0%	
Social worker	1	.3%	0	.0%	
US Postal Service	1	.3%	0	.0%	
Bus driver	1	.3%	0	.0%	
Technician (non-specific)	0	.0%	1	1.3%	
Works on houses (roofing, drywall, etc.)	0	.0%	1	1.3%	
Cashier	1	.3%	0	.0%	
Florist/Work at nursery	1	.3%	0	.0%	
Federal employee	1	.3%	0	.0%	

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**Table 5.9e -- PRISM Parent Research
Field of Employment by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
Field of Employment	Homemaker/Stay at home	59	14.9%	2	4.1%
	Teacher/Professor	55	13.9%	3	6.1%
	Administrative/Support Services	31	7.8%	5	10.2%
	Manager	20	5.1%	3	6.1%
	Miscellaneous	18	4.6%	4	8.2%
	Business Owner	15	3.8%	4	8.2%
	Sales	11	2.8%	3	6.1%
	Secretary	14	3.5%	0	.0%
	Nurse	11	2.8%	2	4.1%
	Accountant/Banker	12	3.0%	0	.0%
	Para professional	12	3.0%	0	.0%
	Healthcare	11	2.8%	0	.0%
	Medical field	10	2.5%	1	2.0%
	Engineer	8	2.0%	1	2.0%
	Computer programmer/Technician/Consultant	8	2.0%	1	2.0%
	Legal/Lawyer	7	1.8%	1	2.0%
	Custodial work/House or office cleaning	5	1.3%	2	4.1%
	Financial Services	6	1.5%	1	2.0%
	Clerk	5	1.3%	1	2.0%
	Real estate	6	1.5%	0	.0%
	Day Care/Cares for Children	4	1.0%	1	2.0%
	Military	3	.8%	2	4.1%
	Restaurant/Food Services	3	.8%	2	4.1%
	Scientist	3	.8%	1	2.0%
	Not reported	4	1.0%	0	.0%
	Advertising	3	.8%	0	.0%
	Clergy	3	.8%	0	.0%
	Works at bank	2	.5%	1	2.0%
	Customer service representative	2	.5%	1	2.0%
	Insurance field	3	.8%	0	.0%
	Machinist	3	.8%	0	.0%
	Student	3	.8%	0	.0%
	Carpenter	2	.5%	0	.0%
	Department Manager	2	.5%	0	.0%
	Doctor	2	.5%	0	.0%
	Electrician	2	.5%	0	.0%
	Government/Politician	1	.3%	1	2.0%
	Physical Therapist	2	.5%	0	.0%
	Policeman	1	.3%	1	2.0%
	Truck driver	2	.5%	0	.0%
	Writer	2	.5%	0	.0%
	Cosmetologist	1	.3%	1	2.0%
	Dental field	2	.5%	0	.0%
	Human resources	0	.0%	2	4.1%
	Disabled/retired/deceased	1	.3%	1	2.0%
	Artist	1	.3%	0	.0%
	Farmer/Fishing/Forestry	1	.3%	0	.0%
	Hairdresser	1	.3%	0	.0%
	Mechanic/Automotive	1	.3%	0	.0%
	Pharmacist	1	.3%	0	.0%
	Professional Athlete	1	.3%	0	.0%
	Graphic designer	1	.3%	0	.0%
	Psychologist	1	.3%	0	.0%
	Social worker	1	.3%	0	.0%
	US Postal Service	1	.3%	0	.0%
	Bus driver	1	.3%	0	.0%
	Technician (non-specific)	1	.3%	0	.0%
	Works on houses (roofing, drywall, etc.)	1	.3%	0	.0%
	Cashier	0	.0%	1	2.0%
	Florist/Work at nursery	1	.3%	0	.0%
	Federal employee	1	.3%	0	.0%

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**Table 5.9f -- PRISM Parent Research
Field of Employment by Highest Level of Education of Parent/Guardian Respondent**

Field of Employment	Highest Level of Education of Parent/Guardian Respondent			
	College Graduate or Advanced Degree		Not a College Graduate	
	n	Column %	n	Column %
Homemaker/Stay at home	37	13.3%	25	14.6%
Teacher/Professor	58	20.8%	1	.6%
Administrative/Support Services	17	6.1%	20	11.7%
Manager	14	5.0%	9	5.3%
Miscellaneous	13	4.7%	9	5.3%
Business Owner	11	3.9%	8	4.7%
Sales	10	3.6%	5	2.9%
Secretary	5	1.8%	9	5.3%
Nurse	7	2.5%	6	3.5%
Accountant/Banker	10	3.6%	2	1.2%
Para professional	6	2.2%	6	3.5%
Healthcare	6	2.2%	5	2.9%
Medical field	4	1.4%	7	4.1%
Engineer	8	2.9%	1	.6%
Computer programmer/Technician/Consultant	8	2.9%	1	.6%
Legal/Lawyer	7	2.5%	1	.6%
Custodial work/House or office cleaning	4	1.4%	3	1.8%
Financial Services	6	2.2%	1	.6%
Clerk	1	.4%	5	2.9%
Real estate	5	1.8%	1	.6%
Day Care/Cares for Children	3	1.1%	2	1.2%
Military	3	1.1%	2	1.2%
Restaurant/Food Services	2	.7%	3	1.8%
Scientist	3	1.1%	1	.6%
Clergy	4	1.4%	0	.0%
Not reported	2	.7%	2	1.2%
Advertising	2	.7%	1	.6%
Electrician	1	.4%	2	1.2%
Works at bank	1	.4%	2	1.2%
Customer service representative	0	.0%	3	1.8%
Insurance field	3	1.1%	0	.0%
Machinist	0	.0%	3	1.8%
Student	2	.7%	1	.6%
Carpenter	1	.4%	1	.6%
Department Manager	0	.0%	2	1.2%
Doctor	2	.7%	0	.0%
Government/Politician	1	.4%	1	.6%
Physical Therapist	1	.4%	1	.6%
Policeman	0	.0%	2	1.2%
Truck driver	0	.0%	2	1.2%
Writer	2	.7%	0	.0%
Cosmetologist	0	.0%	2	1.2%
Dental field	0	.0%	2	1.2%
Human resources	2	.7%	0	.0%
Disabled/retired/deceased	1	.4%	1	.6%
Artist	1	.4%	0	.0%
Farmer/Fishing/Forestry	0	.0%	1	.6%
Hairdresser	0	.0%	1	.6%
Mechanic/Automotive	1	.4%	0	.0%
Pharmacist	1	.4%	0	.0%
Professional Athlete	0	.0%	1	.6%
Graphic designer	0	.0%	1	.6%
Psychologist	1	.4%	0	.0%
Social worker	1	.4%	0	.0%
US Postal Service	0	.0%	1	.6%
Bus driver	0	.0%	1	.6%
Technician (non-specific)	1	.4%	0	.0%
Works on houses (roofing, drywall, etc.)	0	.0%	1	.6%
Cashier	0	.0%	1	.6%
Florist/Work at nursery	0	.0%	1	.6%
Federal employee	0	.0%	1	.6%

**Table 5.9g -- PRISM Parent Research
Field of Employment by Mathematics Ability of Parent/Guardian Respondent**

Field of Employment	Math Ability of Parent/Guardian			
	Somewhat/Well Above Average		Average or Below Average	
	n	Column %	n	Column %
Homemaker/Stay at home	33	14.9%	29	12.8%
Teacher/Professor	31	14.0%	26	11.5%
Administrative/Support Services	12	5.4%	25	11.0%
Manager	9	4.1%	14	6.2%
Miscellaneous	4	1.8%	18	7.9%
Business Owner	11	5.0%	8	3.5%
Sales	7	3.2%	8	3.5%
Secretary	7	3.2%	7	3.1%
Nurse	6	2.7%	7	3.1%
Accountant/Banker	11	5.0%	1	.4%
Para professional	7	3.2%	5	2.2%
Healthcare	3	1.4%	8	3.5%
Medical field	6	2.7%	5	2.2%
Engineer	8	3.6%	1	.4%
Computer programmer/Technician/Consultant	9	4.1%	0	.0%
Legal/Lawyer	4	1.8%	4	1.8%
Custodial work/House or office cleaning	2	.9%	5	2.2%
Financial Services	7	3.2%	0	.0%
Clerk	2	.9%	4	1.8%
Real estate	3	1.4%	3	1.3%
Day Care/Cares for Children	1	.5%	4	1.8%
Military	3	1.4%	2	.9%
Restaurant/Food Services	3	1.4%	2	.9%
Not reported	2	.9%	3	1.3%
Scientist	3	1.4%	1	.4%
Clergy	2	.9%	2	.9%
Advertising	1	.5%	2	.9%
Electrician	2	.9%	1	.4%
Works at bank	1	.5%	2	.9%
Customer service representative	2	.9%	1	.4%
Insurance field	2	.9%	1	.4%
Machinist	1	.5%	2	.9%
Student	0	.0%	3	1.3%
Carpenter	1	.5%	1	.4%
Department Manager	1	.5%	1	.4%
Doctor	2	.9%	0	.0%
Government/Politician	0	.0%	2	.9%
Physical Therapist	0	.0%	2	.9%
Policeman	0	.0%	2	.9%
Truck driver	1	.5%	1	.4%
Writer	2	.9%	0	.0%
Cosmetologist	1	.5%	1	.4%
Dental field	0	.0%	2	.9%
Human resources	1	.5%	1	.4%
Disabled/retired/deceased	0	.0%	2	.9%
Artist	1	.5%	0	.0%
Farmer/Fishing/Forestry	0	.0%	1	.4%
Hairdresser	0	.0%	1	.4%
Mechanic/Automotive	1	.5%	0	.0%
Pharmacist	1	.5%	0	.0%
Professional Athlete	0	.0%	1	.4%
Graphic designer	1	.5%	0	.0%
Psychologist	1	.5%	0	.0%
Social worker	1	.5%	0	.0%
US Postal Service	1	.5%	0	.0%
Bus driver	0	.0%	1	.4%
Technician (non-specific)	0	.0%	1	.4%
Works on houses (roofing, drywall, etc.)	1	.5%	0	.0%
Cashier	0	.0%	1	.4%
Florist/Work at nursery	0	.0%	1	.4%
Federal employee	0	.0%	1	.4%

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**Table 5.9h -- PRISM Parent Research
Field of Employment by Science Ability of Parent/Guardian Respondent**

Field of Employment	Science Ability of Parent/Guardian			
	Somewhat/Well Above Average		Average or Below Average	
	n	Column %	n	Column %
Homemaker/Stay at home	20	11.3%	42	15.4%
Teacher/Professor	33	18.6%	26	9.6%
Administrative/Support Services	10	5.6%	26	9.6%
Manager	5	2.8%	18	6.6%
Miscellaneous	9	5.1%	13	4.8%
Business Owner	9	5.1%	10	3.7%
Sales	5	2.8%	10	3.7%
Secretary	4	2.3%	10	3.7%
Nurse	6	3.4%	7	2.6%
Accountant/Banker	5	2.8%	7	2.6%
Healthcare	6	3.4%	5	1.8%
Medical field	5	2.8%	6	2.2%
Para professional	2	1.1%	9	3.3%
Engineer	8	4.5%	1	.4%
Computer programmer/Technician/Consultant	7	4.0%	2	.7%
Legal/Lawyer	5	2.8%	3	1.1%
Custodial work/House or office cleaning	2	1.1%	5	1.8%
Financial Services	2	1.1%	5	1.8%
Clerk	0	.0%	6	2.2%
Real estate	3	1.7%	3	1.1%
Day Care/Cares for Children	0	.0%	5	1.8%
Military	1	.6%	4	1.5%
Restaurant/Food Services	1	.6%	4	1.5%
Not reported	0	.0%	5	1.8%
Scientist	4	2.3%	0	.0%
Clergy	4	2.3%	0	.0%
Advertising	1	.6%	2	.7%
Electrician	1	.6%	2	.7%
Works at bank	2	1.1%	1	.4%
Customer service representative	0	.0%	3	1.1%
Insurance field	0	.0%	3	1.1%
Machinist	0	.0%	3	1.1%
Student	0	.0%	3	1.1%
Carpenter	0	.0%	2	.7%
Department Manager	2	1.1%	0	.0%
Doctor	1	.6%	1	.4%
Government/Politician	0	.0%	2	.7%
Physical Therapist	2	1.1%	0	.0%
Policeman	1	.6%	1	.4%
Truck driver	0	.0%	2	.7%
Writer	2	1.1%	0	.0%
Cosmetologist	1	.6%	1	.4%
Dental field	1	.6%	1	.4%
Human resources	1	.6%	1	.4%
Disabled/retired/deceased	1	.6%	1	.4%
Artist	1	.6%	0	.0%
Farmer/Fishing/Forestry	1	.6%	0	.0%
Hairdresser	0	.0%	1	.4%
Mechanic/Automotive	1	.6%	0	.0%
Pharmacist	1	.6%	0	.0%
Professional Athlete	0	.0%	1	.4%
Graphic designer	0	.0%	1	.4%
Psychologist	0	.0%	1	.4%
Social worker	0	.0%	1	.4%
US Postal Service	0	.0%	1	.4%
Bus driver	0	.0%	1	.4%
Technician (non-specific)	0	.0%	1	.4%
Works on houses (roofing, drywall, etc.)	0	.0%	1	.4%
Cashier	0	.0%	1	.4%
Florist/Work at nursery	0	.0%	1	.4%
Federal employee	1	.6%	0	.0%

**Table 5.10a -- PRISM Parent Research
Spouse's Field of Employment by Region**

Spouse's Field of Employment		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
Business Owner	4	10.8%	26	12.1%	2	6.7%	3	3.6%	35	9.6%	
Manager	2	5.4%	20	9.3%	3	10.0%	10	11.9%	35	9.6%	
Homemaker/Stay at home	3	8.1%	14	6.5%	0	.0%	5	6.0%	22	6.0%	
Engineer	2	5.4%	11	5.1%	1	3.3%	3	3.6%	17	4.6%	
Mechanic/Automotive	0	.0%	11	5.1%	2	6.7%	4	4.8%	17	4.6%	
Truck driver	0	.0%	12	5.6%	1	3.3%	4	4.8%	17	4.6%	
Miscellaneous	1	2.7%	8	3.7%	2	6.7%	6	7.1%	17	4.6%	
Military	0	.0%	4	1.9%	0	.0%	12	14.3%	16	4.4%	
Sales	2	5.4%	8	3.7%	2	6.7%	2	2.4%	14	3.8%	
Teacher/Professor	0	.0%	6	2.8%	3	10.0%	5	6.0%	14	3.8%	
Accountant/Banker	3	8.1%	6	2.8%	0	.0%	1	1.2%	10	2.7%	
Administrative/Support Services	0	.0%	9	4.2%	0	.0%	0	.0%	9	2.5%	
Electrician	0	.0%	7	3.3%	0	.0%	2	2.4%	9	2.5%	
Carpenter	0	.0%	6	2.8%	1	3.3%	0	.0%	7	1.9%	
Disabled/retired/deceased	2	5.4%	3	1.4%	0	.0%	2	2.4%	7	1.9%	
Laborer	1	2.7%	4	1.9%	1	3.3%	1	1.2%	7	1.9%	
Legal/Lawyer	5	13.5%	0	.0%	0	.0%	1	1.2%	6	1.6%	
Nurse	1	2.7%	5	2.3%	0	.0%	0	.0%	6	1.6%	
Financial Services	4	10.8%	0	.0%	0	.0%	1	1.2%	5	1.4%	
General Contractor	0	.0%	4	1.9%	0	.0%	1	1.2%	5	1.4%	
Custodial work/House or office cleaning	0	.0%	1	.5%	1	3.3%	2	2.4%	4	1.1%	
Department Manager	0	.0%	4	1.9%	0	.0%	0	.0%	4	1.1%	
Farmer/Fishing/Forestry	0	.0%	3	1.4%	1	3.3%	0	.0%	4	1.1%	
Government/Politician	0	.0%	1	.5%	1	3.3%	2	2.4%	4	1.1%	
Policeman	0	.0%	2	.9%	0	.0%	2	2.4%	4	1.1%	
Clergy	0	.0%	3	1.4%	0	.0%	1	1.2%	4	1.1%	
Machinist	0	.0%	3	1.4%	1	3.3%	0	.0%	4	1.1%	
Real estate	0	.0%	3	1.4%	0	.0%	1	1.2%	4	1.1%	
Not reported	0	.0%	4	1.9%	0	.0%	0	.0%	4	1.1%	
Healthcare	0	.0%	3	1.4%	0	.0%	0	.0%	3	.8%	
Technician (non-specific)	0	.0%	1	.5%	2	6.7%	0	.0%	3	.8%	
Clerk	0	.0%	1	.5%	0	.0%	1	1.2%	2	.5%	
Day Care/Cares for Children	0	.0%	0	.0%	1	3.3%	1	1.2%	2	.5%	
Fireman	0	.0%	1	.5%	0	.0%	1	1.2%	2	.5%	
Restaurant/Food Services	0	.0%	0	.0%	1	3.3%	1	1.2%	2	.5%	
Scientist	0	.0%	2	.9%	0	.0%	0	.0%	2	.5%	
Secretary	0	.0%	2	.9%	0	.0%	0	.0%	2	.5%	
Landscaper	0	.0%	1	.5%	0	.0%	1	1.2%	2	.5%	
Dental field	0	.0%	1	.5%	0	.0%	1	1.2%	2	.5%	
Medical field	1	2.7%	1	.5%	0	.0%	0	.0%	2	.5%	
US Postal Service	0	.0%	2	.9%	0	.0%	0	.0%	2	.5%	
CIA/FBI/Federal Law Enforcement	0	.0%	0	.0%	0	.0%	2	2.4%	2	.5%	
Maintenance	0	.0%	1	.5%	1	3.3%	0	.0%	2	.5%	
Marketing	1	2.7%	0	.0%	1	3.3%	0	.0%	2	.5%	
Business executive	1	2.7%	1	.5%	0	.0%	0	.0%	2	.5%	
Shipping	0	.0%	1	.5%	1	3.3%	0	.0%	2	.5%	
Advertising	0	.0%	1	.5%	0	.0%	0	.0%	1	.3%	
Artist	0	.0%	1	.5%	0	.0%	0	.0%	1	.3%	
Doctor	0	.0%	0	.0%	0	.0%	1	1.2%	1	.3%	
Journalist	1	2.7%	0	.0%	0	.0%	0	.0%	1	.3%	
Pharmacist	0	.0%	1	.5%	0	.0%	0	.0%	1	.3%	
Physical Therapist	0	.0%	0	.0%	0	.0%	1	1.2%	1	.3%	
Plumber	0	.0%	1	.5%	0	.0%	0	.0%	1	.3%	
Professional Athlete	0	.0%	0	.0%	0	.0%	1	1.2%	1	.3%	
Writer	0	.0%	0	.0%	1	3.3%	0	.0%	1	.3%	
Computer programmer/Technician/Consultant	0	.0%	1	.5%	0	.0%	0	.0%	1	.3%	
Photographer	1	2.7%	0	.0%	0	.0%	0	.0%	1	.3%	
Works at bank	0	.0%	0	.0%	0	.0%	1	1.2%	1	.3%	
Insurance field	1	2.7%	0	.0%	0	.0%	0	.0%	1	.3%	
Student	1	2.7%	0	.0%	0	.0%	0	.0%	1	.3%	
Agriculture	0	.0%	1	.5%	0	.0%	0	.0%	1	.3%	
Construction worker	0	.0%	1	.5%	0	.0%	0	.0%	1	.3%	
Warehouse worker	0	.0%	1	.5%	0	.0%	0	.0%	1	.3%	
Works on houses (roofing, drywall, etc.)	0	.0%	1	.5%	0	.0%	0	.0%	1	.3%	
Federal employee	0	.0%	0	.0%	0	.0%	1	1.2%	1	.3%	

**Table 5.10b -- PRISM Parent Research
Spouse's Field of Employment by Type of School**

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
Spouse's Field of Employment	Business Owner	7	6.5%	14	10.9%	14	10.8%
	Manager	13	12.0%	11	8.6%	11	8.5%
	Homemaker/Stay at home	5	4.6%	8	6.3%	9	6.9%
	Engineer	7	6.5%	3	2.3%	7	5.4%
	Mechanic/Automotive	4	3.7%	4	3.1%	9	6.9%
	Truck driver	3	2.8%	10	7.8%	4	3.1%
	Miscellaneous	4	3.7%	8	6.3%	5	3.8%
	Military	1	.9%	11	8.6%	4	3.1%
	Sales	6	5.6%	2	1.6%	6	4.6%
	Teacher/Professor	5	4.6%	4	3.1%	5	3.8%
	Accountant/Banker	4	3.7%	2	1.6%	4	3.1%
	Administrative/Support Services	0	.0%	3	2.3%	6	4.6%
	Electrician	2	1.9%	4	3.1%	3	2.3%
	Carpenter	3	2.8%	4	3.1%	0	.0%
	Disabled/retired/deceased	1	.9%	4	3.1%	2	1.5%
	Laborer	3	2.8%	2	1.6%	2	1.5%
	Legal/Lawyer	5	4.6%	1	.8%	0	.0%
	Nurse	2	1.9%	0	.0%	4	3.1%
	Financial Services	4	3.7%	1	.8%	0	.0%
	General Contractor	0	.0%	1	.8%	4	3.1%
	Custodial work/House or office cleaning	1	.9%	3	2.3%	0	.0%
	Department Manager	0	.0%	2	1.6%	2	1.5%
	Farmer/Fishing/Forestry	1	.9%	0	.0%	3	2.3%
	Government/Politician	3	2.8%	1	.8%	0	.0%
	Policeman	1	.9%	2	1.6%	1	.8%
	Clergy	1	.9%	2	1.6%	1	.8%
	Machinist	1	.9%	1	.8%	2	1.5%
	Real estate	0	.0%	2	1.6%	2	1.5%
	Not reported	0	.0%	3	2.3%	1	.8%
	Healthcare	0	.0%	1	.8%	2	1.5%
	Technician (non-specific)	2	1.9%	1	.8%	0	.0%
	Clerk	0	.0%	1	.8%	1	.8%
	Day Care/Cares for Children	0	.0%	1	.8%	1	.8%
	Fireman	2	1.9%	0	.0%	0	.0%
	Restaurant/Food Services	1	.9%	1	.8%	0	.0%
	Scientist	0	.0%	1	.8%	1	.8%
	Secretary	0	.0%	1	.8%	1	.8%
	Landscaper	1	.9%	1	.8%	0	.0%
	Dental field	1	.9%	1	.8%	0	.0%
	Medical field	1	.9%	0	.0%	1	.8%
	US Postal Service	0	.0%	0	.0%	2	1.5%
	CIA/FBI/Federal Law Enforcement	2	1.9%	0	.0%	0	.0%
	Maintenance	0	.0%	0	.0%	2	1.5%
	Marketing	1	.9%	1	.8%	0	.0%
	Business executive	1	.9%	0	.0%	1	.8%
	Shipping	0	.0%	0	.0%	2	1.5%
	Advertising	0	.0%	1	.8%	0	.0%
	Artist	0	.0%	0	.0%	1	.8%
	Doctor	0	.0%	1	.8%	0	.0%
	Journalist	1	.9%	0	.0%	0	.0%
Pharmacist	0	.0%	0	.0%	1	.8%	
Physical Therapist	1	.9%	0	.0%	0	.0%	
Plumber	0	.0%	0	.0%	1	.8%	
Professional Athlete	1	.9%	0	.0%	0	.0%	
Writer	1	.9%	0	.0%	0	.0%	
Computer programmer/Technician/Consultant	0	.0%	1	.8%	0	.0%	
Photographer	1	.9%	0	.0%	0	.0%	
Works at bank	1	.9%	0	.0%	0	.0%	
Insurance field	1	.9%	0	.0%	0	.0%	
Student	1	.9%	0	.0%	0	.0%	
Agriculture	0	.0%	1	.8%	0	.0%	
Construction worker	0	.0%	1	.8%	0	.0%	
Warehouse worker	0	.0%	0	.0%	1	.8%	
Works on houses (roofing, drywall, etc.)	0	.0%	0	.0%	1	.8%	
Federal employee	1	.9%	0	.0%	0	.0%	

Maguire Associates, Inc. Bedford, Massachusetts

**Table 5.10c -- PRISM Parent Research
Spouse's Field of Employment by Household Income**

Spouse's Field of Employment	Household Income					
	\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
	n	Column %	n	Column %	n	Column %
Manager	0	.0%	4	4.9%	27	12.6%
Business Owner	2	6.9%	8	9.8%	20	9.3%
Homemaker/Stay at home	3	10.3%	6	7.3%	11	5.1%
Truck driver	5	17.2%	6	7.3%	5	2.3%
Engineer	0	.0%	1	1.2%	14	6.5%
Military	1	3.4%	4	4.9%	10	4.7%
Mechanic/Automotive	1	3.4%	5	6.1%	8	3.7%
Teacher/Professor	0	.0%	5	6.1%	9	4.2%
Sales	0	.0%	3	3.7%	10	4.7%
Miscellaneous	1	3.4%	2	2.4%	10	4.7%
Accountant/Banker	0	.0%	1	1.2%	7	3.3%
Administrative/Support Services	0	.0%	0	.0%	7	3.3%
Carpenter	2	6.9%	2	2.4%	3	1.4%
Laborer	2	6.9%	1	1.2%	4	1.9%
Electrician	0	.0%	1	1.2%	5	2.3%
Nurse	0	.0%	0	.0%	6	2.8%
Disabled/retired/deceased	4	13.8%	2	2.4%	0	.0%
Legal/Lawyer	0	.0%	0	.0%	5	2.3%
Custodial work/House or office cleaning	3	10.3%	1	1.2%	0	.0%
Department Manager	0	.0%	1	1.2%	3	1.4%
Financial Services	0	.0%	0	.0%	4	1.9%
General Contractor	1	3.4%	2	2.4%	1	.5%
Government/Politician	0	.0%	1	1.2%	3	1.4%
Policeman	0	.0%	0	.0%	4	1.9%
Clergy	0	.0%	4	4.9%	0	.0%
Real estate	0	.0%	1	1.2%	3	1.4%
Farmer/Fishing/Forestry	0	.0%	1	1.2%	2	.9%
Healthcare	0	.0%	2	2.4%	1	.5%
Machinist	0	.0%	1	1.2%	2	.9%
Not reported	0	.0%	1	1.2%	2	.9%
Clerk	0	.0%	1	1.2%	1	.5%
Day Care/Cares for Children	0	.0%	2	2.4%	0	.0%
Secretary	0	.0%	1	1.2%	1	.5%
Landscaper	0	.0%	1	1.2%	1	.5%
Dental field	1	3.4%	0	.0%	1	.5%
Medical field	0	.0%	0	.0%	2	.9%
US Postal Service	0	.0%	0	.0%	2	.9%
CIA/FBI/Federal Law Enforcement	0	.0%	0	.0%	2	.9%
Technician (non-specific)	0	.0%	1	1.2%	1	.5%
Warehouse worker	0	.0%	0	.0%	2	.9%
Maintenance	0	.0%	2	2.4%	0	.0%
Marketing	0	.0%	0	.0%	2	.9%
Business executive	0	.0%	0	.0%	2	.9%
Shipping	0	.0%	1	1.2%	1	.5%
Advertising	0	.0%	0	.0%	1	.5%
Artist	0	.0%	1	1.2%	0	.0%
Doctor	0	.0%	1	1.2%	0	.0%
Fireman	0	.0%	1	1.2%	0	.0%
Journalist	0	.0%	0	.0%	1	.5%
Pharmacist	0	.0%	0	.0%	1	.5%
Physical Therapist	0	.0%	0	.0%	1	.5%
Plumber	1	3.4%	0	.0%	0	.0%
Professional Athlete	0	.0%	1	1.2%	0	.0%
Restaurant/Food Services	0	.0%	1	1.2%	0	.0%
Scientist	0	.0%	0	.0%	1	.5%
Writer	0	.0%	0	.0%	1	.5%
Computer programmer/Technician/Consultant	0	.0%	1	1.2%	0	.0%
Photographer	0	.0%	0	.0%	1	.5%
Works at bank	0	.0%	0	.0%	1	.5%
Insurance field	0	.0%	0	.0%	1	.5%
Student	0	.0%	0	.0%	1	.5%
Agriculture	1	3.4%	0	.0%	0	.0%
Construction worker	1	3.4%	0	.0%	0	.0%
Works on houses (roofing, drywall, etc.)	0	.0%	1	1.2%	0	.0%

Maguire Associates, Inc. Bedford, Massachusetts

**Table 5.10d -- PRISM Parent Research
Spouse's Field of Employment by Gender of Parent/Guardian Respondent**

Spouse's Field of Employment	Gender of Parent/Guardian			
	Female		Male	
	n	Column %	n	Column %
Business Owner	32	10.6%	3	4.5%
Manager	33	11.0%	2	3.0%
Homemaker/Stay at home	3	1.0%	20	29.9%
Engineer	17	5.6%	0	.0%
Mechanic/Automotive	17	5.6%	0	.0%
Truck driver	15	5.0%	2	3.0%
Miscellaneous	16	5.3%	1	1.5%
Military	16	5.3%	0	.0%
Sales	14	4.7%	0	.0%
Teacher/Professor	10	3.3%	4	6.0%
Accountant/Banker	5	1.7%	5	7.5%
Administrative/Support Services	5	1.7%	4	6.0%
Electrician	9	3.0%	0	.0%
Carpenter	7	2.3%	0	.0%
Disabled/retired/deceased	7	2.3%	0	.0%
Laborer	7	2.3%	0	.0%
Legal/Lawyer	5	1.7%	1	1.5%
Nurse	0	.0%	6	9.0%
Financial Services	4	1.3%	1	1.5%
General Contractor	5	1.7%	0	.0%
Custodial work/House or office cleaning	2	.7%	2	3.0%
Department Manager	4	1.3%	0	.0%
Farmer/Fishing/Forestry	4	1.3%	0	.0%
Government/Politician	3	1.0%	1	1.5%
Policeman	4	1.3%	0	.0%
Clergy	4	1.3%	0	.0%
Machinist	4	1.3%	0	.0%
Real estate	2	.7%	2	3.0%
Not reported	4	1.3%	0	.0%
Healthcare	1	.3%	2	3.0%
Technician (non-specific)	3	1.0%	0	.0%
Clerk	1	.3%	1	1.5%
Day Care/Cares for Children	0	.0%	2	3.0%
Fireman	2	.7%	0	.0%
Restaurant/Food Services	1	.3%	1	1.5%
Scientist	2	.7%	0	.0%
Secretary	1	.3%	1	1.5%
Landscaper	2	.7%	0	.0%
Dental field	1	.3%	1	1.5%
Medical field	1	.3%	1	1.5%
US Postal Service	2	.7%	0	.0%
CIA/FBI/Federal Law Enforcement	2	.7%	0	.0%
Warehouse worker	2	.7%	0	.0%
Maintenance	2	.7%	0	.0%
Marketing	1	.3%	1	1.5%
Business executive	2	.7%	0	.0%
Shipping	2	.7%	0	.0%
Advertising	1	.3%	0	.0%
Artist	0	.0%	1	1.5%
Doctor	1	.3%	0	.0%
Journalist	1	.3%	0	.0%
Pharmacist	1	.3%	0	.0%
Physical Therapist	0	.0%	1	1.5%
Plumber	1	.3%	0	.0%
Professional Athlete	1	.3%	0	.0%
Writer	1	.3%	0	.0%
Computer programmer/Technician/Consultant	1	.3%	0	.0%
Photographer	1	.3%	0	.0%
Works at bank	1	.3%	0	.0%
Insurance field	1	.3%	0	.0%
Student	0	.0%	1	1.5%
Agriculture	1	.3%	0	.0%
Construction worker	1	.3%	0	.0%
Works on houses (roofing, drywall, etc.)	1	.3%	0	.0%
Federal employee	1	.3%	0	.0%

Maguire Associates, Inc. Bedford, Massachusetts

**Table 5.10e -- PRISM Parent Research
Spouse's Field of Employment by Ethnicity**

Spouse's Field of Employment		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
Business Owner	32	9.6%	3	9.7%	
Manager	33	9.9%	2	6.5%	
Homemaker/Stay at home	19	5.7%	2	6.5%	
Miscellaneous	16	4.8%	2	6.5%	
Engineer	17	5.1%	0	.0%	
Mechanic/Automotive	15	4.5%	2	6.5%	
Truck driver	17	5.1%	0	.0%	
Military	14	4.2%	2	6.5%	
Teacher/Professor	15	4.5%	0	.0%	
Sales	13	3.9%	1	3.2%	
Accountant/Banker	10	3.0%	0	.0%	
Administrative/Support Services	9	2.7%	0	.0%	
Electrician	9	2.7%	0	.0%	
Carpenter	7	2.1%	0	.0%	
Laborer	6	1.8%	1	3.2%	
Nurse	6	1.8%	0	.0%	
Disabled/retired/deceased	3	.9%	3	9.7%	
Financial Services	5	1.5%	0	.0%	
General Contractor	4	1.2%	1	3.2%	
Legal/Lawyer	4	1.2%	1	3.2%	
Custodial work/House or office cleaning	2	.6%	2	6.5%	
Department Manager	3	.9%	1	3.2%	
Farmer/Fishing/Forestry	4	1.2%	0	.0%	
Government/Politician	3	.9%	1	3.2%	
Policeman	4	1.2%	0	.0%	
Clergy	4	1.2%	0	.0%	
Machinist	4	1.2%	0	.0%	
Real estate	4	1.2%	0	.0%	
Not reported	4	1.2%	0	.0%	
Healthcare	3	.9%	0	.0%	
Technician (non-specific)	2	.6%	1	3.2%	
Clerk	2	.6%	0	.0%	
Day Care/Cares for Children	2	.6%	0	.0%	
Fireman	2	.6%	0	.0%	
Restaurant/Food Services	0	.0%	2	6.5%	
Scientist	2	.6%	0	.0%	
Landscaper	2	.6%	0	.0%	
Dental field	2	.6%	0	.0%	
Medical field	2	.6%	0	.0%	
US Postal Service	2	.6%	0	.0%	
CIA/FBI/Federal Law Enforcement	2	.6%	0	.0%	
Warehouse worker	2	.6%	0	.0%	
Maintenance	2	.6%	0	.0%	
Marketing	1	.3%	1	3.2%	
Business executive	2	.6%	0	.0%	
Shipping	2	.6%	0	.0%	
Advertising	1	.3%	0	.0%	
Artist	1	.3%	0	.0%	
Doctor	1	.3%	0	.0%	
Journalist	0	.0%	1	3.2%	
Pharmacist	1	.3%	0	.0%	
Physical Therapist	1	.3%	0	.0%	
Plumber	1	.3%	0	.0%	
Professional Athlete	1	.3%	0	.0%	
Secretary	1	.3%	0	.0%	
Writer	1	.3%	0	.0%	
Computer programmer/Technician/Consultant	1	.3%	0	.0%	
Photographer	1	.3%	0	.0%	
Works at bank	1	.3%	0	.0%	
Insurance field	1	.3%	0	.0%	
Student	1	.3%	0	.0%	
Agriculture	0	.0%	1	3.2%	
Construction worker	1	.3%	0	.0%	
Works on houses (roofing, drywall, etc.)	1	.3%	0	.0%	
Federal employee	0	.0%	1	3.2%	

**Table 5.10f -- PRISM Parent Research
Spouse's Field of Employment by Highest Level of Education of Parent/Guardian Respondent**

Spouse's Field of Employment	Highest Level of Education of Parent/Guardian Respondent			
	College Graduate or Advanced Degree		Not a College Graduate	
	n	Column %	n	Column %
Business Owner	22	9.2%	13	9.9%
Manager	20	8.4%	15	11.5%
Homemaker/Stay at home	19	7.9%	4	3.1%
Miscellaneous	9	3.8%	9	6.9%
Engineer	14	5.9%	3	2.3%
Mechanic/Automotive	8	3.3%	9	6.9%
Truck driver	6	2.5%	11	8.4%
Military	13	5.4%	3	2.3%
Teacher/Professor	10	4.2%	5	3.8%
Sales	8	3.3%	6	4.6%
Accountant/Banker	8	3.3%	2	1.5%
Administrative/Support Services	6	2.5%	3	2.3%
Electrician	4	1.7%	5	3.8%
Carpenter	3	1.3%	4	3.1%
Disabled/retired/deceased	1	.4%	6	4.6%
Laborer	4	1.7%	3	2.3%
Legal/Lawyer	6	2.5%	0	.0%
Nurse	6	2.5%	0	.0%
Financial Services	5	2.1%	0	.0%
General Contractor	5	2.1%	0	.0%
Custodial work/House or office cleaning	3	1.3%	1	.8%
Department Manager	1	.4%	3	2.3%
Farmer/Fishing/Forestry	3	1.3%	1	.8%
Government/Politician	4	1.7%	0	.0%
Policeman	3	1.3%	1	.8%
Clergy	2	.8%	2	1.5%
Machinist	3	1.3%	1	.8%
Real estate	3	1.3%	1	.8%
Not reported	2	.8%	2	1.5%
Healthcare	2	.8%	1	.8%
Technician (non-specific)	1	.4%	2	1.5%
Clerk	2	.8%	0	.0%
Day Care/Cares for Children	1	.4%	1	.8%
Fireman	0	.0%	2	1.5%
Restaurant/Food Services	2	.8%	0	.0%
Scientist	2	.8%	0	.0%
Secretary	2	.8%	0	.0%
Landscaper	2	.8%	0	.0%
Dental field	1	.4%	1	.8%
Medical field	2	.8%	0	.0%
US Postal Service	1	.4%	1	.8%
CIA/FBI/Federal Law Enforcement	2	.8%	0	.0%
Warehouse worker	0	.0%	2	1.5%
Maintenance	0	.0%	2	1.5%
Marketing	2	.8%	0	.0%
Business executive	2	.8%	0	.0%
Shipping	0	.0%	2	1.5%
Advertising	1	.4%	0	.0%
Artist	0	.0%	1	.8%
Doctor	0	.0%	1	.8%
Journalist	1	.4%	0	.0%
Pharmacist	1	.4%	0	.0%
Physical Therapist	0	.0%	1	.8%
Plumber	1	.4%	0	.0%
Professional Athlete	1	.4%	0	.0%
Writer	1	.4%	0	.0%
Computer programmer/Technician/Consultant	1	.4%	0	.0%
Photographer	1	.4%	0	.0%
Works at bank	1	.4%	0	.0%
Insurance field	1	.4%	0	.0%
Student	1	.4%	0	.0%
Agriculture	0	.0%	1	.8%
Construction worker	1	.4%	0	.0%
Works on houses (roofing, drywall, etc.)	1	.4%	0	.0%
Federal employee	1	.4%	0	.0%

**Table 5.10g -- PRISM Parent Research
Spouse's Field of Employment by Mathematics Ability of Parent/Guardian Respondent**

Spouse's Field of Employment	Math Ability of Parent/Guardian			
	Somewhat/Well Above Average		Average or Below Average	
	n	Column %	n	Column %
Manager	16	8.3%	19	10.8%
Business Owner	16	8.3%	18	10.2%
Homemaker/Stay at home	14	7.3%	9	5.1%
Miscellaneous	8	4.2%	10	5.7%
Engineer	9	4.7%	8	4.5%
Mechanic/Automotive	7	3.6%	10	5.7%
Truck driver	7	3.6%	10	5.7%
Military	10	5.2%	6	3.4%
Teacher/Professor	12	6.3%	3	1.7%
Sales	8	4.2%	6	3.4%
Accountant/Banker	5	2.6%	5	2.8%
Administrative/Support Services	6	3.1%	3	1.7%
Electrician	4	2.1%	5	2.8%
Carpenter	3	1.6%	4	2.3%
Disabled/retired/deceased	2	1.0%	5	2.8%
Laborer	1	.5%	6	3.4%
Legal/Lawyer	5	2.6%	1	.6%
Nurse	5	2.6%	1	.6%
Financial Services	4	2.1%	1	.6%
General Contractor	1	.5%	4	2.3%
Custodial work/House or office cleaning	3	1.6%	1	.6%
Department Manager	0	.0%	4	2.3%
Farmer/Fishing/Forestry	1	.5%	3	1.7%
Government/Politician	0	.0%	4	2.3%
Policeman	2	1.0%	2	1.1%
Clergy	2	1.0%	2	1.1%
Machinist	4	2.1%	0	.0%
Real estate	3	1.6%	1	.6%
Healthcare	2	1.0%	1	.6%
Technician (non-specific)	1	.5%	2	1.1%
Not reported	0	.0%	3	1.7%
Clerk	0	.0%	2	1.1%
Day Care/Cares for Children	1	.5%	1	.6%
Fireman	1	.5%	1	.6%
Restaurant/Food Services	2	1.0%	0	.0%
Scientist	1	.5%	1	.6%
Secretary	2	1.0%	0	.0%
Landscaper	2	1.0%	0	.0%
Dental field	1	.5%	1	.6%
Medical field	2	1.0%	0	.0%
US Postal Service	2	1.0%	0	.0%
CIA/FBI/Federal Law Enforcement	2	1.0%	0	.0%
Warehouse worker	1	.5%	1	.6%
Maintenance	0	.0%	2	1.1%
Marketing	1	.5%	1	.6%
Business executive	2	1.0%	0	.0%
Shipping	1	.5%	1	.6%
Advertising	0	.0%	1	.6%
Artist	1	.5%	0	.0%
Doctor	0	.0%	1	.6%
Journalist	1	.5%	0	.0%
Pharmacist	0	.0%	1	.6%
Physical Therapist	1	.5%	0	.0%
Plumber	0	.0%	1	.6%
Professional Athlete	1	.5%	0	.0%
Writer	1	.5%	0	.0%
Computer programmer/Technician/Consultant	0	.0%	1	.6%
Photographer	0	.0%	1	.6%
Works at bank	1	.5%	0	.0%
Insurance field	1	.5%	0	.0%
Student	0	.0%	1	.6%
Agriculture	0	.0%	1	.6%
Construction worker	1	.5%	0	.0%
Works on houses (roofing, drywall, etc.)	1	.5%	0	.0%
Federal employee	1	.5%	0	.0%

**Table 5.10h -- PRISM Parent Research
Spouse's Field of Employment by Science Ability of Parent/Guardian Respondent**

Spouse's Field of Employment		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Business Owner	14	9.7%	21	9.4%	
Manager	10	6.9%	25	11.2%	
Homemaker/Stay at home	13	9.0%	10	4.5%	
Miscellaneous	6	4.1%	12	5.4%	
Engineer	10	6.9%	7	3.1%	
Mechanic/Automotive	9	6.2%	8	3.6%	
Military	6	4.1%	10	4.5%	
Truck driver	6	4.1%	10	4.5%	
Teacher/Professor	9	6.2%	6	2.7%	
Sales	4	2.8%	10	4.5%	
Accountant/Banker	3	2.1%	7	3.1%	
Administrative/Support Services	4	2.8%	5	2.2%	
Electrician	2	1.4%	7	3.1%	
Carpenter	0	.0%	7	3.1%	
Disabled/retired/deceased	2	1.4%	5	2.2%	
Laborer	3	2.1%	4	1.8%	
Legal/Lawyer	3	2.1%	3	1.3%	
Nurse	5	3.4%	1	.4%	
Financial Services	3	2.1%	2	.9%	
General Contractor	1	.7%	4	1.8%	
Custodial work/House or office cleaning	0	.0%	4	1.8%	
Department Manager	0	.0%	4	1.8%	
Farmer/Fishing/Forestry	1	.7%	3	1.3%	
Government/Politician	1	.7%	3	1.3%	
Policeman	3	2.1%	1	.4%	
Clergy	0	.0%	4	1.8%	
Machinist	2	1.4%	2	.9%	
Real estate	1	.7%	3	1.3%	
Not reported	1	.7%	3	1.3%	
Healthcare	0	.0%	3	1.3%	
Technician (non-specific)	1	.7%	2	.9%	
Clerk	1	.7%	1	.4%	
Day Care/Cares for Children	0	.0%	2	.9%	
Fireman	0	.0%	2	.9%	
Restaurant/Food Services	2	1.4%	0	.0%	
Scientist	1	.7%	1	.4%	
Secretary	2	1.4%	0	.0%	
Landscaper	0	.0%	2	.9%	
Dental field	1	.7%	1	.4%	
Medical field	1	.7%	1	.4%	
US Postal Service	1	.7%	1	.4%	
CIA/FBI/Federal Law Enforcement	1	.7%	1	.4%	
Warehouse worker	1	.7%	1	.4%	
Maintenance	0	.0%	2	.9%	
Marketing	1	.7%	1	.4%	
Business executive	1	.7%	1	.4%	
Shipping	2	1.4%	0	.0%	
Advertising	0	.0%	1	.4%	
Artist	0	.0%	1	.4%	
Doctor	0	.0%	1	.4%	
Journalist	0	.0%	1	.4%	
Pharmacist	0	.0%	1	.4%	
Physical Therapist	0	.0%	1	.4%	
Plumber	0	.0%	1	.4%	
Professional Athlete	1	.7%	0	.0%	
Writer	1	.7%	0	.0%	
Computer programmer/Technician/Consultant	1	.7%	0	.0%	
Photographer	0	.0%	1	.4%	
Works at bank	0	.0%	1	.4%	
Insurance field	1	.7%	0	.0%	
Student	1	.7%	0	.0%	
Agriculture	0	.0%	1	.4%	
Construction worker	0	.0%	1	.4%	
Works on houses (roofing, drywall, etc.)	1	.7%	0	.0%	
Federal employee	1	.7%	0	.0%	

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**Table 5.11a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Agreement with Statements by Region**

	Region				Significant Differences
	Atlanta Metro	Northeast Georgia	East Central Georgia	Southeast Georgia	
	(1)	(2)	(3)	(4)	
I want my child to pursue the same career path I did.	2.71	2.40	2.31	2.55	Not Significant
I want my child to do better than I did in school.	4.17	4.54	4.44	4.54	Not Significant
I want my child to be able to have a better job than I have.	3.91	4.50	4.50	4.43	2,3,4>1
Students who attend school in rural areas should be expected to perform as well as students who go to schools in urban areas.	4.13	4.47	4.42	4.44	Not Significant
I use science daily in my personal or work life.	3.60	3.34	3.50	3.52	Not Significant
I use mathematics daily in my personal or work life.	4.40	4.43	4.42	4.38	Not Significant
My child can do well in any subject if he/she has a good teacher.	4.52	4.18	4.56	4.30	Not Significant
I believe my child's teachers have the tools and materials they need to provide an excellent education in the classroom.	3.85	3.66	3.81	3.90	Not Significant
I see a direct link between doing well in school and having better opportunities in life.	4.75	4.66	4.75	4.71	Not Significant
I believe my child's teachers are giving him/her an excellent education.	4.02	3.87	4.03	4.07	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.11b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Agreement with Statements by Type of School**

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
I want my child to pursue the same career path I did.	2.66	2.45	2.30	1>3
I want my child to do better than I did in school.	4.34	4.56	4.56	Not Significant
I want my child to be able to have a better job than I have.	4.18	4.48	4.56	2,3>1
Students who attend school in rural areas should be expected to perform as well as students who go to schools in urban areas.	4.38	4.41	4.47	Not Significant
I use science daily in my personal or work life.	3.49	3.38	3.41	Not Significant
I use mathematics daily in my personal or work life.	4.36	4.49	4.40	Not Significant
My child can do well in any subject if he/she has a good teacher.	4.33	4.32	4.19	Not Significant
I believe my child's teachers have the tools and materials they need to provide an excellent education in the classroom.	3.95	3.58	3.74	1>2
I see a direct link between doing well in school and having better opportunities in life.	4.73	4.62	4.72	Not Significant
I believe my child's teachers are giving him/her an excellent education.	4.18	3.79	3.89	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.11c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Agreement with Statements by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
I want my child to pursue the same career path I did.	1.98	2.34	2.63	3>1
I want my child to do better than I did in school.	4.71	4.64	4.39	1,2>3
I want my child to be able to have a better job than I have.	4.70	4.62	4.27	1,2>3
Students who attend school in rural areas should be expected to perform as well as students who go to schools in urban areas.	4.18	4.39	4.50	Not Significant
I use science daily in my personal or work life.	3.44	3.28	3.50	Not Significant
I use mathematics daily in my personal or work life.	4.23	4.40	4.46	Not Significant
My child can do well in any subject if he/she has a good teacher.	4.30	4.14	4.32	Not Significant
I believe my child's teachers have the tools and materials they need to provide an excellent education in the classroom.	3.83	3.60	3.78	Not Significant
I see a direct link between doing well in school and having better opportunities in life.	4.71	4.70	4.66	Not Significant
I believe my child's teachers are giving him/her an excellent education.	4.03	3.96	3.90	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.11d -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Statements by Gender of Parent/Guardian Respondent**

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
I want my child to pursue the same career path I did.	2.41	2.64	Not Significant
I want my child to do better than I did in school.	4.47	4.53	Not Significant
I want my child to be able to have a better job than I have.	4.42	4.39	Not Significant
Students who attend school in rural areas should be expected to perform as well as students who go to schools in urban areas.	4.38	4.58	Not Significant
I use science daily in my personal or work life.	3.38	3.64	Not Significant
I use mathematics daily in my personal or work life.	4.43	4.30	Not Significant
My child can do well in any subject if he/she has a good teacher.	4.29	4.19	Not Significant
I believe my child's teachers have the tools and materials they need to provide an excellent education in the classroom.	3.75	3.73	Not Significant
I see a direct link between doing well in school and having better opportunities in life.	4.68	4.66	Not Significant
I believe my child's teachers are giving him/her an excellent education.	3.96	3.83	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.11e -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Statements by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
I want my child to pursue the same career path I did.	2.46	2.33	Not Significant
I want my child to do better than I did in school.	4.45	4.73	Not Significant
I want my child to be able to have a better job than I have.	4.40	4.60	Not Significant
Students who attend school in rural areas should be expected to perform as well as students who go to schools in urban areas.	4.45	4.25	Not Significant
I use science daily in my personal or work life.	3.42	3.44	Not Significant
I use mathematics daily in my personal or work life.	4.44	4.21	Not Significant
My child can do well in any subject if he/she has a good teacher.	4.27	4.39	Not Significant
I believe my child's teachers have the tools and materials they need to provide an excellent education in the classroom.	3.73	3.86	Not Significant
I see a direct link between doing well in school and having better opportunities in life.	4.68	4.61	Not Significant
I believe my child's teachers are giving him/her an excellent education.	3.93	3.94	Not Significant

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Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

Table 5.11f -- PRISM Parent Research

Independent T-Test Analysis of Agreement with Statements by Highest Level of Education of Parent/Guardian Respondent

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
I want my child to pursue the same career path I did.	2.61	2.19	1>2
I want my child to do better than I did in school.	4.37	4.67	2>1
I want my child to be able to have a better job than I have.	4.26	4.67	2>1
Students who attend school in rural areas should be expected to perform as well as students who go to schools in urban areas.	4.49	4.29	Not Significant
I use science daily in my personal or work life.	3.55	3.22	1>2
I use mathematics daily in my personal or work life.	4.49	4.29	1>2
My child can do well in any subject if he/she has a good teacher.	4.31	4.23	Not Significant
I believe my child's teachers have the tools and materials they need to provide an excellent education in the classroom.	3.72	3.78	Not Significant
I see a direct link between doing well in school and having better opportunities in life.	4.74	4.56	1>2
I believe my child's teachers are giving him/her an excellent	3.92	3.96	Not Significant

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Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.11g -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Statements by Mathematics Ability of Parent/Guardian Respondent**

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
I want my child to pursue the same career path I did.	2.59	2.31	1>2
I want my child to do better than I did in school.	4.36	4.62	2>1
I want my child to be able to have a better job than I have.	4.28	4.55	2>1
Students who attend school in rural areas should be expected to perform as well as students who go to schools in urban areas.	4.50	4.33	Not Significant
I use science daily in my personal or work life.	3.49	3.34	Not Significant
I use mathematics daily in my personal or work life.	4.57	4.25	1>2
My child can do well in any subject if he/she has a good teacher.	4.26	4.30	Not Significant
I believe my child's teachers have the tools and materials they need to provide an excellent education in the classroom.	3.79	3.70	Not Significant
I see a direct link between doing well in school and having better opportunities in life.	4.71	4.64	Not Significant
I believe my child's teachers are giving him/her an excellent education.	3.96	3.92	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.11h -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Statements by Science Ability of Parent/Guardian Respondent**

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
I want my child to pursue the same career path I did.	2.67	2.32	1>2
I want my child to do better than I did in school.	4.38	4.56	Not Significant
I want my child to be able to have a better job than I have.	4.31	4.48	Not Significant
Students who attend school in rural areas should be expected to perform as well as students who go to schools in urban areas.	4.58	4.32	1>2
I use science daily in my personal or work life.	3.85	3.14	1>2
I use mathematics daily in my personal or work life.	4.51	4.36	Not Significant
My child can do well in any subject if he/she has a good teacher.	4.29	4.27	Not Significant
I believe my child's teachers have the tools and materials they need to provide an excellent education in the classroom.	3.79	3.72	Not Significant
I see a direct link between doing well in school and having better opportunities in life.	4.81	4.59	1>2
I believe my child's teachers are giving him/her an excellent education.	4.00	3.90	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

Table 5.12a -- PRISM Parent Research
 Parents' Educational Aspirations for Their Children by Region

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
What is the highest level of education you hope your child will complete?	High school diploma	1	2.1%	5	1.9%	0	.0%	2	2.0%	8	1.8%
	Business/Trade/Other 2-year degree	3	6.3%	19	7.3%	1	2.8%	2	2.0%	25	5.6%
	Bachelor's degree	7	14.6%	65	25.0%	4	11.1%	18	18.0%	94	21.2%
	Master's degree	17	35.4%	85	32.7%	7	19.4%	33	33.0%	142	32.0%
	Doctorate (Ph.D.)	5	10.4%	23	8.8%	5	13.9%	15	15.0%	48	10.8%
	Professional degree (law, medicine)	11	22.9%	55	21.2%	16	44.4%	21	21.0%	103	23.2%
	Do not know	4	8.3%	7	2.7%	3	8.3%	8	8.0%	22	5.0%
Not reported	0	.0%	1	.4%	0	.0%	1	1.0%	2	.5%	
If you are interested in your child going to college, what type of college do you want him/her to go to?	Public college/university located in Georgia	5	<10.4%	151	58.1%	21	58.3%	43	43.0%	220	49.5%
	Private college/university located in Georgia	3	6.3%	20	7.7%	2	5.6%	3	3.0%	28	6.3%
	Public college/university located outside Georgia	1	2.1%	8	3.1%	1	2.8%	7	7.0%	17	3.8%
	Private college/university located outside Georgia	9	>18.7%	4	<1.5%	2	5.6%	8	8.0%	23	5.2%
	Undecided/Do not know/Does not matter	28	>58.3%	70	26.9%	10	27.8%	37	37.0%	145	32.7%
	Not applicable/I am not interested in my child going to college	1	2.1%	6	2.3%	0	.0%	2	2.0%	9	2.0%
	Not reported	1	2.1%	1	.4%	0	.0%	0	.0%	2	.5%

Maguire Associates, Inc. Bedford, Massachusetts

Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

< means % in cell is less than the expected frequency.

> means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

Table 5.12b -- PRISM Parent Research
 Parents' Educational Aspirations for Their Children by Type of School

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
What is the highest level of education you hope your child will complete?	High school diploma	3	2.3%	4	2.6%	1	.6%
	Business/Trade/Other 2-year degree	2	1.5%	9	5.8%	14	8.9%
	Bachelor's degree	21	16.0%	29	18.6%	44	28.0%
	Master's degree	40	30.5%	54	34.6%	48	30.6%
	Doctorate (Ph.D.)	17	13.0%	14	9.0%	17	10.8%
	Professional degree (law, medicine)	36	27.5%	36	23.1%	31	19.7%
	Do not know	10	7.6%	10	6.4%	2	<1.2%
Not reported	2	1.5%	0	.0%	0	.0%	
If you are interested in your child going to college, what type of college do you want him/her to go to?	Public college/university located in Georgia	45	< 34.3%	69	44.2%	106	> 67.5%
	Private college/university located in Georgia	3	2.3%	14	9.0%	11	7.0%
	Public college/university located outside Georgia	3	2.3%	8	5.1%	6	3.8%
	Private college/university located outside Georgia	15	> 11.4%	3	1.9%	5	3.2%
	Undecided/Do not know/Does not matter	62	> 47.3%	57	36.5%	26	< 16.5%
	Not applicable/I am not interested in my child going to college	3	2.3%	4	2.6%	2	1.3%
	Not reported	0	.0%	1	.6%	1	.6%

Maguire Associates, Inc. Bedford, Massachusetts

Notes: Light shading indicates statistical significance.
 Bold indicates a significant difference within that cell.
 < means % in cell is less than the expected frequency.
 > means % in cell is more than the expected frequency.
 * indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.12c -- PRISM Parent Research
Parents' Educational Aspirations for Their Children by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
What is the highest level of education you hope your child will complete?	High school diploma	3	5.2%	2	1.8%	2	.9%
	Business/Trade/Other 2-year degree	8	>13.7%	9	8.0%	5	<2.2%
	Bachelor's degree	9	15.5%	22	19.5%	52	23.0%
	Master's degree	12	20.7%	37	32.7%	83	36.7%
	Doctorate (Ph.D.)	11	19.0%	11	9.7%	22	9.7%
	Professional degree (law, medicine)	12	20.7%	27	23.9%	51	22.6%
	Do not know	3	5.2%	4	3.5%	10	4.4%
	Not reported	0	.0%	1	.9%	1	.4%
If you are interested in your child going to college, what type of college do you want him/her to go to?	Public college/university located in Georgia	30	51.7%	64	56.6%	110	48.7%
	Private college/university located in Georgia	7	12.1%	6	5.3%	13	5.8%
	Public college/university located outside Georgia	1	1.7%	7	6.2%	7	3.1%
	Private college/university located outside Georgia	1	1.7%	3	2.7%	16	7.1%
	Undecided/Do not know/Does not matter	14	24.1%	31	27.4%	78	34.5%
	Not applicable/I am not interested in my child going to college	4	>6.8%	2	1.8%	2	.9%
	Not reported	1	>1.7%	0	.0%	0	.0%

Maguire Associates, Inc. Bedford, Massachusetts

Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

< means % in cell is less than the expected frequency.

> means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.12d -- PRISM Parent Research
Parents' Educational Aspirations for Their Children by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
What is the highest level of education you hope your child will complete?	High school diploma	6	1.6%	2	2.6%
	Business/Trade/Other 2-year degree	24	6.5%	1	1.3%
	Bachelor's degree	80	21.6%	15	19.5%
	Master's degree	116	31.3%	28	36.4%
	Doctorate (Ph.D.)	41	11.1%	8	10.4%
	Professional degree (law, medicine)	85	22.9%	17	22.1%
	Do not know	17	4.6%	6	7.8%
	Not reported	2	.5%	0	.0%
If you are interested in your child going to college, what type of college do you want him/her to go to?	Public college/university located in Georgia	186	50.1%	39	50.6%
	Private college/university located in Georgia	23	6.2%	5	6.5%
	Public college/university located outside Georgia	13	3.5%	3	3.9%
	Private college/university located outside Georgia	20	5.4%	3	3.9%
	Undecided/Do not know/Does not matter	121	32.6%	25	32.5%
	Not applicable/I am not interested in my child going to college	7	1.9%	2	2.6%
	Not reported	1	.3%	0	.0%

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

< means % in cell is less than the expected frequency.

> means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.12e -- PRISM Parent Research
Parents' Educational Aspirations for Their Children by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
What is the highest level of education you hope your child will complete?	High school diploma	6	1.5%	2	4.1%
	Business/Trade/Other 2-year degree	21	5.3%	2	4.1%
	Bachelor's degree	84	21.3%	11	22.4%
	Master's degree	130	32.9%	12	24.5%
	Doctorate (Ph.D.)	40	10.1%	10	20.4%
	Professional degree (law, medicine)	91	23.0%	10	20.4%
	Do not know	21	5.3%	2	4.1%
	Not reported	2	.5%	0	.0%
If you are interested in your child going to college, what type of college do you want him/her to go to?	Public college/university located in Georgia	201	50.9%	21	42.9%
	Private college/university located in Georgia	25	6.3%	3	6.1%
	Public college/university located outside Georgia	14	3.5%	3	6.1%
	Private college/university located outside Georgia	19	4.8%	4	8.2%
	Undecided/Do not know/Does not matter	128	32.4%	16	32.7%
	Not applicable/I am not interested in my child going to college	7	1.8%	2	4.1%
	Not reported	1	.3%	0	.0%

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Bold indicates a significant difference within that cell.

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* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

Table 5.12f -- PRISM Parent Research
Parents' Educational Aspirations for Their Children by Highest Level of Education of Parent/Guardian Respondent

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
What is the highest level of education you hope your child will complete?	High school diploma	2	.7%	6	3.5%
	Business/Trade/Other 2-year degree	5	< 1.7%	20	> 11.6%
	Bachelor's degree	54	19.4%	41	24.0%
	Master's degree	100	35.8%	44	25.7%
	Doctorate (Ph.D.)	40	14.3%	10	< 5.8%
	Professional degree (law, medicine)	64	22.9%	39	22.8%
	Do not know	13	4.7%	10	5.8%
	Not reported	1	.4%	1	.6%
If you are interested in your child going to college, what type of college do you want him/her to go to?*	Public college/university located in Georgia	135	48.4%	90	52.6%
	Private college/university located in Georgia	15	5.4%	13	7.6%
	Public college/university located outside Georgia	11	3.9%	6	3.5%
	Private college/university located outside Georgia	20	7.2%	3	1.8%
	Undecided/Do not know/Does not matter	96	34.4%	51	29.8%
	Not applicable/I am not interested in my child going to college	2	.7%	7	4.1%
	Not reported	0	.0%	1	.6%

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

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>' means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.12g -- PRISM Parent Research
Parents' Educational Aspirations for Their Children by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
What is the highest level of education you hope your child will complete?	High school diploma	3	1.4%	5	2.2%
	Business/Trade/Other 2-year degree	9	4.1%	16	7.0%
	Bachelor's degree	39	17.6%	57	25.1%
	Master's degree	79	35.6%	63	27.8%
	Doctorate (Ph.D.)	31	14.0%	19	8.4%
	Professional degree (law, medicine)	48	21.6%	55	24.2%
	Do not know	12	5.4%	11	4.8%
	Not reported	1	.5%	1	.4%
If you are interested in your child going to college, what type of college do you want him/her to go to?	Public college/university located in Georgia	108	48.6%	116	51.1%
	Private college/university located in Georgia	15	6.8%	13	5.7%
	Public college/university located outside Georgia	7	3.2%	9	4.0%
	Private college/university located outside Georgia	14	6.3%	9	4.0%
	Undecided/Do not know/Does not matter	73	32.9%	74	32.6%
	Not applicable/I am not interested in my child going to college	4	1.8%	5	2.2%
		Not reported	1	.5%	1

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

'<' means % in cell is less than the expected frequency.

'>' means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.12h -- PRISM Parent Research
Parents' Educational Aspirations for Their Children by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
What is the highest level of education you hope your child will complete?	High school diploma	2	1.1%	6	2.2%
	Business/Trade/Other 2-year degree	5	2.8%	20	7.4%
	Bachelor's degree	39	22.0%	56	20.6%
	Master's degree	59	33.3%	85	31.3%
	Doctorate (Ph.D.)	21	11.9%	28	10.3%
	Professional degree (law, medicine)	42	23.7%	61	22.4%
	Do not know	8	4.5%	15	5.5%
	Not reported	1	.6%	1	.4%
If you are interested in your child going to college, what type of college do you want him/her to go to?	Public college/university located in Georgia	92	52.0%	133	48.9%
	Private college/university located in Georgia	10	5.6%	18	6.6%
	Public college/university located outside Georgia	8	4.5%	9	3.3%
	Private college/university located outside Georgia	10	5.6%	13	4.8%
	Undecided/Do not know/Does not matter	55	31.1%	90	33.1%
	Not applicable/1 am not interested in my child going to college	2	1.1%	7	2.6%
	Not reported	0	.0%	2	.7%

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

< means % in cell is less than the expected frequency.

> means % in cell is more than the expected frequency.

* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.13a -- PRISM Parent Research
Reason for Educational Goal by Region**

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
Reason for Educational Goal	Need college to succeed/Want the best for them/Better life	29	60.4%	133	51.2%	19	52.8%	48	48.0%	229	51.6%
	Wants a good job/career for them	5	10.4%	47	18.1%	8	22.2%	19	19.0%	79	17.8%
	Needs college/school for their desired career path	4	8.3%	30	11.5%	3	8.3%	12	12.0%	49	11.0%
	Not reported	7	14.6%	26	10.0%	1	2.8%	7	7.0%	41	9.2%
	Want to go to college (non-specific)	0	.0%	2	.8%	0	.0%	6	6.0%	8	1.8%
	He/she has a learning disability	0	.0%	3	1.2%	1	2.8%	3	3.0%	7	1.6%
	Miscellaneous	1	2.1%	4	1.5%	2	5.6%	0	.0%	7	1.6%
	Want a good education for them/To learn	1	2.1%	2	.8%	2	5.6%	1	1.0%	6	1.4%
	Make more money	0	.0%	5	1.9%	0	.0%	1	1.0%	6	1.4%
	It's their decision	1	2.1%	3	1.2%	0	.0%	1	1.0%	5	1.1%
	Not going to college (non-specific)	0	.0%	2	.8%	0	.0%	1	1.0%	3	.7%
	Going to technical school/Want to learn a trade	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%
	Do not have money for college	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Want the college experience for my child	0	.0%	0	.0%	0	.0%	1	1.0%	1	.2%

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**Table 5.13b -- PRISM Parent Research
Reason for Educational Goal by Type of School**

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
Reason for Educational Goal	Need college to succeed/Want the best for them/Better life	76	58.0%	75	48.1%	78	49.7%
	Wants a good job/career for them	24	18.3%	25	16.0%	30	19.1%
	Needs college/school for their desired career path	13	9.9%	17	10.9%	19	12.1%
	Not reported	13	9.9%	17	10.9%	11	7.0%
	Want to go to college (non-specific)	0	.0%	6	3.8%	2	1.3%
	He/she has a learning disability	2	1.5%	2	1.3%	3	1.9%
	Miscellaneous	0	.0%	3	1.9%	4	2.5%
	Want a good education for them/To learn	0	.0%	4	2.6%	2	1.3%
	Make more money	1	.8%	2	1.3%	3	1.9%
	It's their decision	1	.8%	3	1.9%	1	.6%
	Not going to college (non-specific)	1	.8%	0	.0%	2	1.3%
	Going to technical school/Want to learn a trade	0	.0%	0	.0%	2	1.3%
	Do not have money for college	0	.0%	1	.6%	0	.0%
	Want the college experience for my child	0	.0%	1	.6%	0	.0%

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**Table 5.13c -- PRISM Parent Research
Reason for Educational Goal by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
Reason for Educational Goal	Need college to succeed/Want the best for them/Better life	32	55.2%	52	46.0%	128	56.6%
	Wants a good job/career for them	9	15.5%	25	22.1%	37	16.4%
	Needs college/school for their desired career path	3	5.2%	9	8.0%	31	13.7%
	Not reported	4	6.9%	13	11.5%	12	5.3%
	Want to go to college (non-specific)	0	.0%	3	2.7%	5	2.2%
	He/she has a learning disability	2	3.4%	3	2.7%	2	.9%
	Miscellaneous	1	1.7%	3	2.7%	2	.9%
	Want a good education for them/To learn	3	5.2%	2	1.8%	0	.0%
	Make more money	2	3.4%	1	.9%	2	.9%
	It's their decision	1	1.7%	0	.0%	3	1.3%
	Not going to college (non-specific)	0	.0%	1	.9%	2	.9%
	Going to technical school/Want to learn a trade	0	.0%	1	.9%	1	.4%
	Do not have money for college	0	.0%	0	.0%	1	.4%
	Want the college experience for my child	1	1.7%	0	.0%	0	.0%

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**Table 5.13d -- PRISM Parent Research
Reason for Educational Goal by Gender of Parent/Guardian Respondent**

Reason for Educational Goal	Gender of Parent/Guardian			
	Female		Male	
	n	Column %	n	Column %
Need college to succeed/Want the best for them/Better life	189	50.9%	43	55.8%
Wants a good job/career for them	65	17.5%	16	20.8%
Needs college/school for their desired career path	43	11.6%	6	7.8%
Not reported	36	9.7%	5	6.5%
Want to go to college (non-specific)	8	2.2%	0	.0%
He/she has a learning disability	5	1.3%	2	2.6%
Want a good education for them/To learn	4	1.1%	2	2.6%
Make more money	4	1.1%	2	2.6%
Miscellaneous	6	1.6%	0	.0%
It's their decision	5	1.3%	0	.0%
Not going to college (non-specific)	3	.8%	0	.0%
Going to technical school/Want to learn a trade	2	.5%	0	.0%
Do not have money for college	0	.0%	1	1.3%
Want the college experience for my child	1	.3%	0	.0%

Maguire Associates, Inc. Bedford, Massachusetts

**Table 5.13e -- PRISM Parent Research
Reason for Educational Goal by Ethnicity**

Reason for Educational Goal		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
	Need college to succeed/Want the best for them/Better life	202	51.1%	29	59.2%
	Wants a good job/career for them	72	18.2%	8	16.3%
	Needs college/school for their desired career path	44	11.1%	5	10.2%
	Not reported	36	9.1%	4	8.2%
	Want to go to college (non-specific)	7	1.8%	1	2.0%
	He/she has a learning disability	7	1.8%	0	.0%
	Make more money	6	1.5%	0	.0%
	Miscellaneous	6	1.5%	0	.0%
	Want a good education for them/To learn	4	1.0%	1	2.0%
	It's their decision	4	1.0%	1	2.0%
	Not going to college (non-specific)	3	.8%	0	.0%
	Going to technical school/Want to learn a trade	2	.5%	0	.0%
	Do not have money for college	1	.3%	0	.0%
	Want the college experience for my child	1	.3%	0	.0%

Maguire Associates, Inc. Bedford, Massachusetts

**Table 5.13f -- PRISM Parent Research
Reason for Educational Goal by Highest Level of Education of Parent/Guardian Respondent**

Reason for Educational Goal	Highest Level of Education of Parent/Guardian Respondent			
	College Graduate or Advanced Degree		Not a College Graduate	
	n	Column %	n	Column %
Need college to succeed/Want the best for them/Better life	154	55.2%	80	46.8%
Wants a good job/career for them	43	15.4%	38	22.2%
Needs college/school for their desired career path	37	13.3%	12	7.0%
Not reported	22	7.9%	19	11.1%
Want to go to college (non-specific)	5	1.8%	3	1.8%
He/she has a learning disability	4	1.4%	3	1.8%
Want a good education for them/To learn	2	.7%	4	2.3%
Make more money	4	1.4%	2	1.2%
Miscellaneous	4	1.4%	2	1.2%
It's their decision	2	.7%	3	1.8%
Not going to college (non-specific)	1	.4%	2	1.2%
Going to technical school/Want to learn a trade	0	.0%	2	1.2%
Do not have money for college	0	.0%	1	.6%
Want the college experience for my child	1	.4%	0	.0%

Maguire Associates, Inc. Bedford, Massachusetts

**Table 5.13g -- PRISM Parent Research
Reason for Educational Goal by Mathematics Ability of Parent/Guardian Respondent**

Reason for Educational Goal	Math Ability of Parent/Guardian			
	Somewhat/Well Above Average		Average or Below Average	
	n	Column %	n	Column %
Need college to succeed/Want the best for them/Better life	128	57.7%	106	46.7%
Wants a good job/career for them	36	16.2%	44	19.4%
Needs college/school for their desired career path	25	11.3%	24	10.6%
Not reported	12	5.4%	28	12.3%
Want to go to college (non-specific)	6	2.7%	2	.9%
He/she has a learning disability	5	2.3%	2	.9%
Miscellaneous	3	1.4%	4	1.8%
Want a good education for them/To learn	0	.0%	6	2.6%
Make more money	3	1.4%	3	1.3%
It's their decision	2	.9%	3	1.3%
Not going to college (non-specific)	0	.0%	3	1.3%
Going to technical school/Want to learn a trade	1	.5%	1	.4%
Do not have money for college	0	.0%	1	.4%
Want the college experience for my child	1	.5%	0	.0%

Maguire Associates, Inc. Bedford, Massachusetts

**Table 5.13h -- PRISM Parent Research
Reason for Educational Goal by Science Ability of Parent/Guardian Respondent**

Reason for Educational Goal		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
	Need college to succeed/Want the best for them/Better life	102	57.6%	132	48.5%
	Wants a good job/career for them	28	15.8%	53	19.5%
	Needs college/school for their desired career path	18	10.2%	30	11.0%
	Not reported	13	7.3%	27	9.9%
	Want to go to college (non-specific)	5	2.8%	3	1.1%
	He/she has a learning disability	3	1.7%	4	1.5%
	Miscellaneous	4	2.3%	3	1.1%
	Want a good education for them/To learn	0	.0%	6	2.2%
	Make more money	2	1.1%	4	1.5%
	It's their decision	1	.6%	4	1.5%
	Not going to college (non-specific)	0	.0%	3	1.1%
	Going to technical school/Want to learn a trade	0	.0%	2	.7%
	Do not have money for college	0	.0%	1	.4%
	Want the college experience for my child	1	.6%	0	.0%

Maguire Associates, Inc. Bedford, Massachusetts

**Table 5.14a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Likelihood of Child Attending College by Region**

	Region				Significant Differences
	Atlanta Metro	Northeast Georgia	East Central Georgia	Southeast Georgia	
	(1)	(2)	(3)	(4)	
Likelihood of Child Attending College	4.75	4.18	4.83	4.44	1,3>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Likely) to 5 (Extremely Likely)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.14b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Likelihood of Child Attending College by Type of School**

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
Likelihood of Child Attending College	4.59	4.33	4.19	1>3

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Likely) to 5 (Extremely Likely)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.14c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Likelihood of Child Attending College by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
Likelihood of Child Attending College	4.19	4.18	4.47	3>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Likely) to 5 (Extremely Likely)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.14d -- PRISM Parent Research
Independent T-Test Analysis of Likelihood of Child Attending College by Gender of Parent/Guardian Respodnent**

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
Likelihood of Child Attending College	4.35	4.43	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Likely) to 5 (Extremely Likely)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.14e -- PRISM Parent Research
Independent T-Test Analysis of Likelihood of Child Attending College by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
Likelihood of Child Attending College	4.35	4.51	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Likely) to 5 (Extremely Likely)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.14f -- PRISM Parent Research
Independent T-Test Analysis of Likelihood of Child Attending College by Highest Level of Education of Parent/Guardian Respondent**

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not at College Graduate	
	(1)	(2)	
Likelihood of Child Attending College	4.52	4.10	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Likely) to 5 (Extremely Likely)

Notes: Bold indicates significant market segment differences (p < .05).

Table 5.14g -- PRISM Parent Research

Independent T-Test Analysis of Likelihood of Child Attending College by Mathematics Ability of Parent/Guardian Respondent

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Likelihood of Child Attending College	4.44	4.27	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Likely) to 5 (Extremely Likely)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.14h -- PRISM Parent Research
Independent T-Test Analysis of Likelihood of Child Attending College by Science Ability of Parent/Guardian Respondent**

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Likelihood of Child Attending College	4.54	4.25	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Likely) to 5 (Extremely Likely)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.15a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Optimism of Affording a College Education by Region**

	Region				Significant Differences
	Atlanta Metro	Northeast Georgia	East Central Georgia	Southeast Georgia	
	(1)	(2)	(3)	(4)	
Optimism of Affording a College Education	3.85	2.81	3.22	3.03	1>2,4

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Optimistic) to 5 (Extremely Optimistic)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.15b -- PRISM Parent Research
 Analysis of Variance (ANOVA) of Optimism of Affording a College Education by Type of School**

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
Optimism of Affording a College Education	3.46	2.91	2.73	1>2,3

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Optimistic) to 5 (Extremely Optimistic)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.15c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Optimism of Affording a College Education by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
Optimism of Affording a College Education	2.82	2.58	3.23	3>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Optimistic) to 5 (Extremely Optimistic)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.15d -- PRISM Parent Research
Independent T-Test Analysis of Optimism of Affording a College Education by Gender of Parent/Guardian Respondent**

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
Optimism of Affording a College Education	2.98	3.18	Not Significant

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Scale: 1 (Not at All Optimistic) to 5 (Extremely Optimistic)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.15e -- PRISM Parent Research
Independent T-Test Analysis of Optimism of Affording a College Education by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
Optimism of Affording a College Education	2.97	3.25	Not Significant

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Scale: 1 (Not at All Optimistic) to 5 (Extremely Optimistic)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.15f -- PRISM Parent Research
Independent T-Test Analysis of Optimism of Affording a College Education by Highest Level of Education of Parent/Guardian
Respondent**

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
Optimism of Affording a College Education	3.15	2.79	1>2

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Scale: 1 (Not at All Optimistic) to 5 (Extremely Optimistic)

Notes: Bold indicates significant market segment differences (p < .05).

Table 5.15g -- PRISM Parent Research

Independent T-Test Analysis of Optimism of Affording a College Education by Mathematics Ability of Parent/Guardian Respondent

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Optimism of Affording a College Education	3.14	2.87	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Optimistic) to 5 (Extremely Optimistic)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.15h -- PRISM Parent Research
Independent T-Test Analysis of Optimism of Affording a College Education by Science Ability of Parent/Guardian Respondent**

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Optimism of Affording a College Education	3.16	2.92	1>2

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Scale: 1 (Not at All Optimistic) to 5 (Extremely Optimistic)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.16a -- PRISM Parent Research
Sources of Financing for College by Region**

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
Sources of Financing for College	HOPE scholarship	30	62.5%	219	84.2%	34	94.4%	76	76.0%	359	80.9%
	Your (and your spouse's if applicable) personal savings/resources	38	79.2%	151	58.1%	29	80.6%	62	62.0%	280	63.1%
	Other scholarship/Merit-based aid from the college or university	29	60.4%	133	51.2%	21	58.3%	74	74.0%	257	57.9%
	Loans	11	22.9%	129	49.6%	18	50.0%	44	44.0%	202	45.5%
	Need-based grants and scholarships from the college or university	9	18.8%	86	33.1%	13	36.1%	45	45.0%	153	34.5%
	Other grants (e.g., from church, employer, private foundation, etc.)	11	22.9%	64	24.6%	10	27.8%	36	36.0%	121	27.3%
	Child's personal savings/resources	14	29.2%	59	22.7%	8	22.2%	25	25.0%	106	23.9%
	Athletic scholarship	9	18.8%	44	16.9%	4	11.1%	24	24.0%	81	18.2%
	Other	2	4.2%	16	6.2%	1	2.8%	8	8.0%	27	6.1%
	Not reported	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%

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**Table 5.16b -- PRISM Parent Research
Sources of Financing for College by Type of School**

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
Sources of Financing for College	HOPE scholarship	94	71.8%	127	81.4%	138	87.9%
	Your (and your spouse's if applicable) personal savings/reso	98	74.8%	93	59.6%	89	56.7%
	Other scholarship/Merit-based aid from the college or univer	84	64.1%	93	59.6%	80	51.0%
	Loans	55	42.0%	68	43.6%	79	50.3%
	Need-based grants and scholarships from the college or unive	38	29.0%	58	37.2%	57	36.3%
	Other grants (e.g., from church, employer, private foundatio	29	22.1%	49	31.4%	43	27.4%
	Child's personal savings/resources	36	27.5%	39	25.0%	31	19.7%
	Athletic scholarship	33	25.2%	32	20.5%	16	10.2%
	Other	8	6.1%	7	4.5%	12	7.6%
Not reported	0	.0%	2	1.3%	0	.0%	

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**Table 5.16c -- PRISM Parent Research
Sources of Financing for College by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
Sources of Financing for College	HOPE scholarship	46	79.3%	101	89.4%	177	78.3%
	Your (and your spouse's if applicable) personal savings/reso	19	32.8%	56	49.6%	171	75.7%
	Other scholarship/Merit-based aid from the college or univer	27	46.6%	67	59.3%	140	61.9%
	Loans	22	37.9%	53	46.9%	107	47.3%
	Need-based grants and scholarships from the college or unive	38	65.5%	53	46.9%	47	20.8%
	Other grants (e.g., from church, employer, private foundatio	22	37.9%	34	30.1%	56	24.8%
	Child's personal savings/resources	9	15.5%	22	19.5%	63	27.9%
	Athletic scholarship	11	19.0%	20	17.7%	47	20.8%
	Other	5	8.6%	8	7.1%	11	4.9%
	Not reported	1	1.7%	1	.9%	0	.0%

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**Table 5.16d -- PRISM Parent Research
Sources of Financing for College by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
Sources of Financing for College	HOPE scholarship	300	80.9%	63	81.8%
	Your (and your spouse's if applicable) personal savings/reso	228	61.5%	55	71.4%
	Other scholarship/Merit-based aid from the college or univer	215	58.0%	47	61.0%
	Loans	173	46.6%	33	42.9%
	Need-based grants and scholarships from the college or unive	131	35.3%	23	29.9%
	Other grants (e.g., from church, employer, private foundatio	96	25.9%	26	33.8%
	Child's personal savings/resources	87	23.5%	21	27.3%
	Athletic scholarship	65	17.5%	18	23.4%
	Other	22	5.9%	5	6.5%
	Not reported	2	.5%	0	.0%

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**Table 5.16e -- PRISM Parent Research
Sources of Financing for College by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
Sources of Financing for College	HOPE scholarship	324	82.0%	38	77.6%
	Your (and your spouse's if applicable) personal savings/resources	252	63.8%	28	57.1%
	Other scholarship/Merit-based aid from the college or university	227	57.5%	32	65.3%
	Loans	185	46.8%	21	42.9%
	Need-based grants and scholarships from the college or university	130	32.9%	24	49.0%
	Other grants (e.g., from church, employer, private foundation, etc.)	100	25.3%	21	42.9%
	Child's personal savings/resources	93	23.5%	15	30.6%
	Athletic scholarship	75	19.0%	8	16.3%
	Other	24	6.1%	2	4.1%
	Not reported	2	.5%	0	.0%

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**Table 5.16f -- PRISM Parent Research
Sources of Financing for College by Highest Level of Education of Parent/Guardian Respondent**

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
Sources of Financing for College	HOPE scholarship	225	80.6%	140	81.9%
	Your (and your spouse's if applicable) personal savings/resources	196	70.3%	87	50.9%
	Other scholarship/Merit-based aid from the college or university	188	67.4%	75	43.9%
	Loans	128	45.9%	79	46.2%
	Need-based grants and scholarships from the college or university	90	32.3%	65	38.0%
	Other grants (e.g., from church, employer, private foundation, etc.)	84	30.1%	39	22.8%
	Child's personal savings/resources	74	26.5%	35	20.5%
	Athletic scholarship	60	21.5%	23	13.5%
	Other	14	5.0%	13	7.6%
	Not reported	2	.7%	0	.0%

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**Table 5.16g -- PRISM Parent Research
Sources of Financing for College by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Sources of Financing for College	HOPE scholarship	187	84.2%	176	77.5%
	Your (and your spouse's if applicable) personal savings/resources	157	70.7%	126	55.5%
	Other scholarship/Merit-based aid from the college or university	142	64.0%	120	52.9%
	Loans	93	41.9%	113	49.8%
	Need-based grants and scholarships from the college or university	73	32.9%	82	36.1%
	Other grants (e.g., from church, employer, private foundation, etc.)	64	28.8%	59	26.0%
	Child's personal savings/resources	54	24.3%	55	24.2%
	Athletic scholarship	44	19.8%	38	16.7%
	Other	13	5.9%	14	6.2%
	Not reported	1	.5%	1	.4%

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**Table 5.16h -- PRISM Parent Research
Sources of Financing for College by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Sources of Financing for College	HOPE scholarship	145	81.9%	218	80.1%
	Your (and your spouse's if applicable) personal savings/resources	117	66.1%	166	61.0%
	Other scholarship/Merit-based aid from the college or university	116	65.5%	145	53.3%
	Loans	78	44.1%	128	47.1%
	Need-based grants and scholarships from the college or university	61	34.5%	93	34.2%
	Other grants (e.g., from church, employer, private foundation, etc.)	52	29.4%	70	25.7%
	Child's personal savings/resources	42	23.7%	66	24.3%
	Athletic scholarship	36	20.3%	47	17.3%
	Other	13	7.3%	14	5.1%
	Not reported	1	.6%	1	.4%

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Table 5.17a -- PRISM Parent Research
View of HOPE Scholarship by Region

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
Are you familiar with the HOPE (Helping Outstanding Pupils Educationally) scholarship?	Yes, I am familiar with it	41	85.4%	210	80.8%	28	77.8%	62	62.0%	341	76.8%
	Yes, I have heard of it, but do not know anything else about	5	10.4%	46	17.7%	7	19.4%	30	>30.0%	88	19.8%
	No, I have not heard of it	2	4.2%	4	1.5%	1	2.8%	8	>8.0%	15	3.4%
Do you want your child to try to qualify for the HOPE scholarship?	Yes	40	83.3%	235	90.4%	34	94.4%	88	88.0%	397	89.4%
	No	0	.0%	4	1.5%	0	.0%	1	1.0%	5	1.1%
	Not sure	7	14.6%	16	6.2%	2	5.6%	9	9.0%	34	7.7%
	Not applicable/My child is not planning to go to college	1	2.1%	5	1.9%	0	.0%	2	2.0%	8	1.8%
To qualify for the HOPE scholarship, should your child:	Take as many advanced courses as possible to show they can do challenging work	23	57.5%	142	60.4%	18	52.9%	47	53.4%	230	57.9%
	Take few if any advanced courses to get the highest grade point average possible	5	12.5%	30	12.8%	5	14.7%	9	10.2%	49	12.3%
	Don't know	11	27.5%	63	26.8%	11	32.4%	32	36.4%	117	29.5%
	Not reported	1	2.5%	0	.0%	0	.0%	0	.0%	1	.3%

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Notes: Light shading indicates statistical significance.
 Bold indicates a significant difference within that cell.
 < means % in cell is less than the expected frequency.
 > means % in cell is more than the expected frequency.
 * indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

Table 5.17b -- PRISM Parent Research
View of HOPE Scholarship by Type of School

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
Are you familiar with the HOPE (Helping Outstanding Pupils Educationally) scholarship?	Yes, I am familiar with it	100	76.3%	105	67.3%	136	86.6%
	Yes, I have heard of it, but do not know anything else about	23	17.6%	44	>28.2%	21	13.4%
	No, I have not heard of it	8	6.1%	7	4.5%	0	<0%
Do you want your child to try to qualify for the HOPE scholarship?	Yes	109	83.2%	141	90.4%	147	93.6%
	No	1	.8%	1	.6%	3	1.9%
	Not sure	18	>13.7%	10	6.4%	6	3.8%
	Not applicable/My child is not planning to go to college	3	2.3%	4	2.6%	1	.6%
To qualify for the HOPE scholarship, should your child:	Take as many advanced courses as possible to show they can do challenging work	61	56.0%	85	60.3%	84	57.1%
	Take few if any advanced courses to get the highest grade point average possible	10	9.2%	14	9.9%	25	17.0%
	Don't know	37	33.9%	42	29.8%	38	25.9%
	Not reported	1	.9%	0	.0%	0	.0%

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**Table 5.17c -- PRISM Parent Research
View of HOPE Scholarship by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
Are you familiar with the HOPE (Helping Outstanding Pupils Educationally) scholarship?	Yes, I am familiar with it	33	56.9%	85	75.2%	189	83.6%
	Yes, I have heard of it, but do not know anything else about	23	>39.6%	25	22.1%	32	<14.1%
	No, I have not heard of it	2	3.4%	3	2.7%	5	2.2%
Do you want your child to try to qualify for the HOPE scholarship?*	Yes	49	84.5%	107	94.7%	199	88.1%
	No	2	3.4%	0	.0%	3	1.3%
	Not sure	4	6.9%	4	3.5%	22	9.7%
	Not applicable/My child is not planning to go to college	3	5.2%	2	1.8%	2	.9%
To qualify for the HOPE scholarship, should your child:	Take as many advanced courses as possible to show they can do challenging work	24	49.0%	60	56.1%	123	61.8%
	Take few if any advanced courses to get the highest grade point average possible	8	16.3%	13	12.1%	25	12.6%
	Don't know	16	32.7%	34	31.8%	51	25.6%
	Not reported	1	2.0%	0	.0%	0	.0%

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**Table 5.17d -- PRISM Parent Research
View of HOPE Scholarship by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
Are you familiar with the HOPE (Helping Outstanding Pupils Educationally) scholarship?	Yes, I am familiar with it	278	74.9%	66	85.7%
	Yes, I have heard of it, but do not know anything else about	79	21.3%	10	13.0%
	No, I have not heard of it	14	3.8%	1	1.3%
Do you want you child to try to qualify for the HOPE scholarship?	Yes	330	88.9%	71	92.2%
	No	5	1.3%	0	.0%
	Not sure	30	8.1%	4	5.2%
	Not applicable/My child is not planning to go to college	6	1.6%	2	2.6%
To qualify for the HOPE scholarship, should your child:	Take as many advanced courses as possible to show they can do challenging work	179	54.2%	52	73.2%
	Take few if any advanced courses to get the highest grade point average possible	41	12.4%	9	12.7%
	Don't know	109	33.0%	10	<14.0%
	Not reported	1	.3%	0	.0%

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**Table 5.17e -- PRISM Parent Research
View of HOPE Scholarship by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
Are you familiar with the HOPE (Helping Outstanding Pupils Educationally) scholarship?	Yes, I am familiar with it	307	77.7%	34	69.4%
	Yes, I have heard of it, but do not know anything else about	76	19.2%	12	24.5%
	No, I have not heard of it	12	3.0%	3	6.1%
Do you want you child to try to qualify for the HOPE scholarship?	Yes	352	89.1%	45	91.8%
	No	4	1.0%	1	2.0%
	Not sure	33	8.4%	1	2.0%
	Not applicable/My child is not planning to go to college	6	1.5%	2	4.1%
To qualify for the HOPE scholarship, should your child:	Take as many advanced courses as possible to show they can d	199	56.5%	29	64.4%
	Take few if any advanced courses to get the highest grade po	45	12.8%	5	11.1%
	Don't know	108	30.7%	10	22.2%
	Not reported	0	.0%	1	>2.2%

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**Table 5.17f -- PRISM Parent Research
View of HOPE Scholarship by Highest Level of Education of Parent/Guardian Respondent**

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
Are you familiar with the HOPE (Helping Outstanding Pupils Educationally) scholarship?	Yes, I am familiar with it	235	84.2%	110	64.3%
	Yes, I have heard of it, but do not know anything else about	34	<12.1%	56	>32.7%
	No, I have not heard of it	10	3.6%	5	2.9%
Do you want you child to try to qualify for the HOPE scholarship?	Yes	250	89.6%	153	89.5%
	No	4	1.4%	1	.6%
	Not sure	23	8.2%	11	6.4%
	Not applicable/My child is not planning to go to college	2	.7%	6	3.5%
To qualify for the HOPE scholarship, should your child:	Take as many advanced courses as possible to show they can d	155	62.0%	78	51.0%
	Take few if any advanced courses to get the highest grade po	28	11.2%	22	14.4%
	Don't know	66	26.4%	53	34.6%
	Not reported	1	.4%	0	.0%

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Notes: Light shading indicates statistical significance.

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**Table 5.17g -- PRISM Parent Research
View of HOPE Scholarship by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Are you familiar with the HOPE (Helping Outstanding Pupils Educationally) scholarship?	Yes, I am familiar with it	187	84.2%	157	69.2%
	Yes, I have heard of it, but do not know anything else about	30	< 13.5%	60	> 26.4%
	No, I have not heard of it	5	2.3%	10	4.4%
Do you want you child to try to qualify for the HOPE scholarship?	Yes	202	91.0%	200	88.1%
	No	3	1.4%	2	.9%
	Not sure	14	6.3%	20	8.8%
	Not applicable/My child is not planning to go to college	3	1.4%	5	2.2%
To qualify for the HOPE scholarship, should your child:	Take as many advanced courses as possible to show they can d	122	60.4%	111	55.5%
	Take few if any advanced courses to get the highest grade po	23	11.4%	27	13.5%
	Don't know	57	28.2%	61	30.5%
	Not reported	0	.0%	1	.5%

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

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**Table 5.17h -- PRISM Parent Research
View of HOPE Scholarship by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Are you familiar with the HOPE (Helping Outstanding Pupils Educationally) scholarship?*	Yes, I am familiar with it	147	83.1%	199	73.2%
	Yes, I have heard of it, but do not know anything else about	25	14.1%	63	23.2%
	No, I have not heard of it	5	2.8%	10	3.7%
Do you want you child to try to qualify for the HOPE scholarship?	Yes	158	89.3%	244	89.7%
	No	4	2.3%	1	.4%
	Not sure	13	7.3%	21	7.7%
	Not applicable/My child is not planning to go to college	2	1.1%	6	2.2%
To qualify for the HOPE scholarship, should your child:	Take as many advanced courses as possible to show they can d	103	65.2%	130	53.3%
	Take few if any advanced courses to get the highest grade po	16	10.1%	34	13.9%
	Don't know	39	24.7%	79	32.4%
	Not reported	0	.0%	1	.4%

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Notes: Light shading indicates statistical significance.

Bold indicates a significant difference within that cell.

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* indicates the Chi-Square test is statistically significant though no % in cell differs significantly from the expected proportion.

**Table 5.18a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Assessment of Child's Academic Ability and Performance by Region**

	Region				Significant Differences
	Atlanta Metro	Northeast Georgia	East Central Georgia	Southeast Georgia	
	(1)	(2)	(3)	(4)	
Child's Academic Ability	4.13	3.97	4.25	4.01	Not Significant
Child's Academic Performance	4.08	3.62	3.92	3.80	1>2

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Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

Table 5.18b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Assessment of Child's Academic Ability and Performance by Type of School

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
Child's Academic Ability	4.07	3.96	4.04	Not Significant
Child's Academic Performance	3.89	3.70	3.64	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.18c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Assessment of Child's Academic Ability and Performance by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
Child's Academic Ability	3.72	3.97	4.10	3>1
Child's Academic Performance	3.57	3.77	3.75	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

Table 5.18d -- PRISM Parent Research

Independent T-Test Analysis of Assessment of Child's Academic Ability and Performance by Gender of Parent/Guardian Respondent

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
Child's Academic Ability	4.01	4.05	Not Significant
Child's Academic Performance	3.74	3.69	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.18e -- PRISM Parent Research
Independent T-Test Analysis of Assessment of Child's Academic Ability and Performance by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
Child's Academic Ability	4.04	3.94	Not Significant
Child's Academic Performance	3.73	3.76	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.18f -- PRISM Parent Research
Independent T-Test Analysis of Assessment of Child's Academic Ability and Performance by Highest Level of Education of Parent/Guardian Respondent**

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
Child's Academic Ability	4.10	3.87	1>2
Child's Academic Performance	3.80	3.62	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

Table 5.18g -- PRISM Parent Research

Independent T-Test Analysis of Assessment of Child's Academic Ability and Performance by Mathematics Ability of Parent/Guardian Respondent

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Child's Academic Ability	4.16	3.87	1>2
Child's Academic Performance	3.84	3.61	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

Table 5.18h -- PRISM Parent Research
Independent T-Test Analysis of Assessment of Child's Academic Ability and Performance by Science Ability of Parent/Guardian Respondent

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Child's Academic Ability	4.16	3.93	1>2
Child's Academic Performance	3.81	3.68	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.19a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Assessment of the Quality of Public School in The Community by Region**

	Region				Significant Differences
	Atlanta Metro	Northeast Georgia	East Central Georgia	Southeast Georgia	
	(1)	(2)	(3)	(4)	
Elementary School	4.52	3.83	3.86	3.83	1>2,3,4
Middle School	3.14	3.59	3.31	3.47	2>1
High School	2.10	3.71	3.41	3.32	2,3,4>1; 2>4

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Very Low Quality) to 5 (Very High Quality)

Notes: Bold indicates significant market segment differences (p < .05).

Table 5.19b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Assessment of the Quality of Public School in The Community by Type of School

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
Elementary School	4.08	3.81	3.87	1>2
Middle School	3.15	3.60	3.62	2,3>1
High School	2.69	3.48	3.85	2,3>1; 3>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Very Low Quality) to 5 (Very High Quality)

Notes: Bold indicates significant market segment differences (p < .05).

Table 5.19c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Assessment of the Quality of Public School in The Community by Household Income

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
Elementary School	3.88	3.90	3.90	Not Significant
Middle School	3.63	3.58	3.37	Not Significant
High School	3.67	3.61	3.27	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Very Low Quality) to 5 (Very High Quality)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.19d -- PRISM Parent Research
Independent T-Test Analysis of Assessment of the Quality of Public School in The Community by Gender of Parent/Guardian Respondent**

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
Elementary School	3.95	3.69	1>2
Middle School	3.51	3.29	Not Significant
High School	3.43	3.37	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Very Low Quality) to 5 (Very High Quality)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.19e -- PRISM Parent Research
Independent T-Test Analysis of Assessment of the Quality of Public School in The Community by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
Elementary School	3.91	3.81	Not Significant
Middle School	3.48	3.40	Not Significant
High School	3.43	3.36	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Very Low Quality) to 5 (Very High Quality)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.19f -- PRISM Parent Research
Independent T-Test Analysis of Assessment of the Quality of Public School in The Community by Highest Level of Education of
Parent/Guardian Respondent**

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
Elementary School	3.98	3.76	1>2
Middle School	3.43	3.54	Not Significant
High School	3.35	3.54	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Very Low Quality) to 5 (Very High Quality)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.19g -- PRISM Parent Research
Independent T-Test Analysis of Assessment of the Quality of Public School in The Community by Mathematics Ability of
Parent/Guardian Respondent**

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Elementary School	3.93	3.87	Not Significant
Middle School	3.48	3.46	Not Significant
High School	3.43	3.39	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Very Low Quality) to 5 (Very High Quality)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.19h -- PRISM Parent Research
Independent T-Test Analysis of Assessment of the Quality of Public School in The Community by Science Ability of
Parent/Guardian Respondent**

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Elementary School	3.95	3.88	Not Significant
Middle School	3.44	3.50	Not Significant
High School	3.44	3.41	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Very Low Quality) to 5 (Very High Quality)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.20a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Importance of School Subjects by Region**

	Region				Significant Differences
	Atlanta Metro	Northeast Georgia	East Central Georgia	Southeast Georgia	
	(1)	(2)	(3)	(4)	
English/Language Arts	4.77	4.60	4.67	4.67	Not Significant
Mathematics (e.g., Algebra, Trigonometry, Geometry, Calculus, etc.)	4.71	4.51	4.75	4.62	Not Significant
Physical Education	3.72	3.54	3.61	3.66	Not Significant
Social Studies	4.19	3.88	4.25	4.13	Not Significant
Science (e.g., Physics, Chemistry, Biology, etc.)	4.46	4.17	4.50	4.27	Not Significant
Art	3.50	2.96	3.39	3.29	1>2
Computer Science	4.31	4.41	4.67	4.39	Not Significant
Foreign Language	4.02	3.51	3.86	3.43	1>2,4
Literature/Composition	4.54	4.26	4.64	4.38	Not Significant
Music/Band	3.38	3.04	3.33	3.12	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Important) to 5 (Extremely Important)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.20b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Importance of School Subjects by Type of School**

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
English/Language Arts	4.61	4.67	4.63	Not Significant
Mathematics (e.g., Algebra, Trigonometry, Geometry, Calculus, etc.)	4.63	4.63	4.48	Not Significant
Physical Education	3.62	3.69	3.47	Not Significant
Social Studies	4.14	4.01	3.88	Not Significant
Science (e.g., Physics, Chemistry, Biology, etc.)	4.34	4.22	4.21	Not Significant
Art	3.32	3.28	2.81	1,2>3
Computer Science	4.43	4.39	4.43	Not Significant
Foreign Language	3.66	3.62	3.46	Not Significant
Literature/Composition	4.42	4.33	4.30	Not Significant
Music/Band	3.17	3.30	2.89	2>3

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Important) to 5 (Extremely Important)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.20c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Importance of School Subjects by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
English/Language Arts	4.69	4.60	4.64	Not Significant
Mathematics (e.g., Algebra, Trigonometry, Geometry, Calculus, etc.)	4.69	4.49	4.58	Not Significant
Physical Education	3.72	3.63	3.45	Not Significant
Social Studies	4.22	3.86	3.99	Not Significant
Science (e.g., Physics, Chemistry, Biology, etc.)	4.29	4.14	4.27	Not Significant
Art	3.19	3.04	3.13	Not Significant
Computer Science	4.48	4.37	4.45	Not Significant
Foreign Language	3.74	3.42	3.58	Not Significant
Literature/Composition	4.40	4.32	4.37	Not Significant
Music/Band	3.26	2.99	3.12	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Important) to 5 (Extremely Important)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.20d -- PRISM Parent Research
Independent T-Test Analysis of Importance of School Subjects by Gender of Parent/Guardian Respondent**

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
English/Language Arts	4.67	4.49	1>2
Mathematics (e.g., Algebra, Trigonometry, Geometry, Calculus, etc.)	4.59	4.53	Not Significant
Physical Education	3.61	3.48	Not Significant
Social Studies	4.05	3.81	Not Significant
Science (e.g., Physics, Chemistry, Biology, etc.)	4.25	4.27	Not Significant
Art	3.16	3.03	Not Significant
Computer Science	4.42	4.42	Not Significant
Foreign Language	3.59	3.55	Not Significant
Literature/Composition	4.41	4.09	1>2
Music/Band	3.16	2.99	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Important) to 5 (Extremely Important)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.20e -- PRISM Parent Research
Independent T-Test Analysis of Importance of School Subjects by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
English/Language Arts	4.62	4.78	Not Significant
Mathematics (e.g., Algebra, Trigonometry, Geometry, Calculus, etc.)	4.55	4.80	Not Significant
Physical Education	3.56	3.92	Not Significant
Social Studies	3.97	4.35	2>1
Science (e.g., Physics, Chemistry, Biology, etc.)	4.23	4.45	Not Significant
Art	3.10	3.49	Not Significant
Computer Science	4.40	4.65	Not Significant
Foreign Language	3.52	4.06	2>1
Literature/Composition	4.32	4.65	2>1
Music/Band	3.11	3.35	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Important) to 5 (Extremely Important)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.20f -- PRISM Parent Research
Independent T-Test Analysis of Importance of School Subjects by Highest Level of Education of Parent/Guardian Respondent**

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
English/Language Arts	4.65	4.62	Not Significant
Mathematics (e.g., Algebra, Trigonometry, Geometry, Calculus, etc.)	4.58	4.57	Not Significant
Physical Education	3.58	3.61	Not Significant
Social Studies	4.00	4.03	Not Significant
Science (e.g., Physics, Chemistry, Biology, etc.)	4.30	4.18	Not Significant
Art	3.18	3.06	Not Significant
Computer Science	4.44	4.38	Not Significant
Foreign Language	3.62	3.52	Not Significant
Literature/Composition	4.39	4.31	Not Significant
Music/Band	3.18	3.04	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Important) to 5 (Extremely Important)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.20g -- PRISM Parent Research
Independent T-Test Analysis of Importance of School Subjects by Mathematics Ability of Parent/Guardian Respondent**

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
English/Language Arts	4.68	4.60	Not Significant
Mathematics (e.g., Algebra, Trigonometry, Geometry, Calculus, etc.)	4.64	4.51	Not Significant
Physical Education	3.60	3.59	Not Significant
Social Studies	3.98	4.03	Not Significant
Science (e.g., Physics, Chemistry, Biology, etc.)	4.27	4.23	Not Significant
Art	3.16	3.10	Not Significant
Computer Science	4.44	4.40	Not Significant
Foreign Language	3.59	3.56	Not Significant
Literature/Composition	4.40	4.31	Not Significant
Music/Band	3.18	3.06	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Important) to 5 (Extremely Important)

Notes: Bold indicates significant market segment differences ($p < .01$).

**Table 5.20h -- PRISM Parent Research
Independent T-Test Analysis of Importance of School Subjects by Science Ability of Parent/Guardian Respondent**

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
English/Language Arts	4.67	4.62	Not Significant
Mathematics (e.g., Algebra, Trigonometry, Geometry, Calculus, etc.)	4.63	4.55	Not Significant
Physical Education	3.68	3.53	Not Significant
Social Studies	4.12	3.94	Not Significant
Science (e.g., Physics, Chemistry, Biology, etc.)	4.43	4.15	1>2
Art	3.23	3.08	Not Significant
Computer Science	4.51	4.38	Not Significant
Foreign Language	3.65	3.55	Not Significant
Literature/Composition	4.46	4.30	Not Significant
Music/Band	3.25	3.05	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Not at All Important) to 5 (Extremely Important)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.21a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Mathematical Ability by Region**

	Region				Significant Differences
	Atlanta Metro	Northeast Georgia	East Central Georgia	Southeast Georgia	
	(1)	(2)	(3)	(4)	
Parent's Mathematical Ability	3.83	3.43	3.39	3.55	1>2
Child's Mathematical Ability	3.92	3.56	3.83	3.87	4>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.21b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Mathematical Ability by Type of School**

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
Parent's Mathematical Ability	3.66	3.46	3.39	1>3
Child's Mathematical Ability	3.77	3.71	3.60	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.21c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Mathematical Ability by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
Parent's Mathematical Ability	3.07	3.46	3.66	2,3>1
Child's Mathematical Ability	3.57	3.67	3.72	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.21d -- PRISM Parent Research
Independent T-Test Analysis of Mathematical Ability by Gender of Parent/Guardian Respondent**

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
Parent's Mathematical Ability	3.41	3.88	2>1
Child's Mathematical Ability	3.67	3.75	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.21e -- PRISM Parent Research
Independent T-Test Analysis of Mathematical Ability by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
Parent's Mathematical Ability	3.52	3.35	Not Significant
Child's Mathematical Ability	3.67	3.81	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences ($p < .05$).

Table 5.21f -- PRISM Parent Research
Independent T-Test Analysis of Mathematical Ability by Highest Level of Education of Parent/Guardian Respondent

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
Parent's Mathematical Ability	3.71	3.15	1>2
Child's Mathematical Ability	3.74	3.59	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.21g -- PRISM Parent Research
Independent T-Test Analysis of Mathematical Ability by Mathematics Ability of Parent/Guardian Respondent**

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Parent's Mathematical Ability	4.28	2.72	1>2
Child's Mathematical Ability	3.88	3.48	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.21h -- PRISM Parent Research
Independent T-Test Analysis of Mathematical Ability by Science Ability of Parent/Guardian Respondent**

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Parent's Mathematical Ability	3.85	3.27	1>2
Child's Mathematical Ability	3.80	3.62	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.22a -- PRISM Parent Research
First Reaction to 'Mathematics' by Region**

	Region								Total Cases	
	Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
	n	Column %	n	Column %	n	Column %	n	Column %		
First Reaction to Mathematics'	13	27.1%	29	11.2%	4	11.1%	17	17.0%	63	14.2%
Numbers	2	4.2%	34	13.1%	3	8.3%	12	12.0%	51	11.5%
Not reported	3	6.3%	24	9.2%	5	13.9%	12	12.0%	44	9.9%
Necessary in life/Important	2	4.2%	23	8.8%	1	2.8%	9	9.0%	35	7.9%
Algebra	5	10.4%	21	8.1%	1	2.8%	6	6.0%	33	7.4%
Adding/Addition	1	2.1%	18	6.9%	2	5.6%	7	7.0%	28	6.3%
Hard/Difficult	8	16.7%	12	4.6%	3	8.3%	5	5.0%	28	6.3%
Miscellaneous	2	4.2%	8	3.1%	2	5.6%	3	3.0%	15	3.4%
Challenge/Challenging	1	2.1%	9	3.5%	3	8.3%	2	2.0%	15	3.4%
Math	3	6.3%	11	4.2%	0	.0%	1	1.0%	15	3.4%
Money	0	.0%	7	2.7%	0	.0%	2	2.0%	9	2.0%
Checkbook/Checking account	2	4.2%	3	1.2%	0	.0%	3	3.0%	8	1.8%
Calculator/Calculate	0	.0%	4	1.5%	1	2.8%	2	2.0%	7	1.6%
Hate/Yuck	1	2.1%	3	1.2%	0	.0%	2	2.0%	6	1.4%
Problem solving	0	.0%	4	1.5%	0	.0%	2	2.0%	6	1.4%
Computer related	1	2.1%	3	1.2%	1	2.8%	1	1.0%	6	1.4%
Finances	0	.0%	5	1.9%	0	.0%	0	.0%	5	1.1%
Fun	1	2.1%	2	.8%	1	2.8%	1	1.0%	5	1.1%
Multiplication	1	2.1%	4	1.5%	0	.0%	0	.0%	5	1.1%
Calculus	1	2.1%	2	.8%	0	.0%	1	1.0%	4	.9%
Engineering	0	.0%	3	1.2%	1	2.8%	0	.0%	4	.9%
Love	0	.0%	4	1.5%	0	.0%	0	.0%	4	.9%
No!/Oh no!/Ugh	0	.0%	2	.8%	1	2.8%	1	1.0%	4	.9%
Work	0	.0%	4	1.5%	0	.0%	0	.0%	4	.9%
Accounting/Banking	0	.0%	2	.8%	1	2.8%	0	.0%	3	.7%
Formulas	0	.0%	3	1.2%	0	.0%	0	.0%	3	.7%
Geometry	1	2.1%	1	.4%	0	.0%	1	1.0%	3	.7%
Logic	0	.0%	0	.0%	0	.0%	2	2.0%	2	.5%
Easy	0	.0%	1	.4%	1	2.8%	0	.0%	2	.5%
Equations	0	.0%	0	.0%	0	.0%	2	2.0%	2	.5%
Problems	0	.0%	0	.0%	1	2.8%	1	1.0%	2	.5%
Puzzle	0	.0%	1	.4%	1	2.8%	0	.0%	2	.5%
Thinking	0	.0%	1	.4%	1	2.8%	0	.0%	2	.5%
Practice	0	.0%	0	.0%	0	.0%	2	2.0%	2	.5%
School	0	.0%	0	.0%	1	2.8%	1	1.0%	2	.5%
Trigonometry	0	.0%	1	.4%	1	2.8%	0	.0%	2	.5%
Miscellaneous math terminology	0	.0%	1	.4%	0	.0%	1	1.0%	2	.5%
I'm not good at it	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%
It has changed since I took it	0	.0%	1	.4%	1	2.8%	0	.0%	2	.5%
Practical	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%
Boring/Puts me to sleep	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Complicated	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Division	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Fractions	0	.0%	0	.0%	0	.0%	1	1.0%	1	.2%
Help	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
'I can do this'	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
Interesting	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%

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**Table 5.22b -- PRISM Parent Research
First Reaction to 'Mathematics' by Type of School**

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
First Reaction to 'Mathematics'	Numbers	18	13.7%	31	19.9%	14	8.9%
	Not reported	17	13.0%	11	7.1%	23	14.6%
	Necessary in life/Important	15	11.5%	16	10.3%	13	8.3%
	Algebra	6	4.6%	11	7.1%	18	11.5%
	Adding/Addition	9	6.9%	9	5.8%	15	9.6%
	Hard/Difficult	6	4.6%	7	4.5%	15	9.6%
	Miscellaneous	13	9.9%	8	5.1%	7	4.5%
	Challenge/Challenging	2	1.5%	8	5.1%	5	3.2%
	Math	4	3.1%	6	3.8%	5	3.2%
	Money	3	2.3%	8	5.1%	4	2.5%
	Checkbook/Checking account	2	1.5%	3	1.9%	4	2.5%
	Calculator/Calculate	4	3.1%	2	1.3%	2	1.3%
	Hate/Yuck	1	.8%	3	1.9%	3	1.9%
	Problem solving	3	2.3%	2	1.3%	1	.6%
	Computer related	1	.8%	2	1.3%	3	1.9%
	Finances	2	1.5%	2	1.3%	2	1.3%
	Fun	1	.8%	3	1.9%	1	.6%
	Multiplication	2	1.5%	3	1.9%	0	.0%
	Calculus	2	1.5%	2	1.3%	1	.6%
	Engineering	2	1.5%	1	.6%	1	.6%
	Love	1	.8%	1	.6%	2	1.3%
	No!/Oh no!/Ugh	1	.8%	1	.6%	2	1.3%
	Work	1	.8%	1	.6%	2	1.3%
	Accounting/Banking	1	.8%	1	.6%	2	1.3%
	Formulas	1	.8%	1	.6%	1	.6%
	Geometry	0	.0%	1	.6%	2	1.3%
	Logic	2	1.5%	1	.6%	0	.0%
	Easy	1	.8%	1	.6%	0	.0%
	Equations	1	.8%	1	.6%	0	.0%
	Problems	1	.8%	1	.6%	0	.0%
	Puzzle	0	.0%	2	1.3%	0	.0%
	Thinking	0	.0%	1	.6%	1	.6%
	Practice	2	1.5%	0	.0%	0	.0%
	School	1	.8%	0	.0%	1	.6%
	Trigonometry	0	.0%	0	.0%	2	1.3%
	Miscellaneous math terminology	1	.8%	0	.0%	1	.6%
	I'm not good at it	1	.8%	0	.0%	1	.6%
	It has changed since I took it	1	.8%	1	.6%	0	.0%
	Practical	1	.8%	1	.6%	0	.0%
	Boring/Puts me to sleep	0	.0%	0	.0%	1	.6%
Complicated	0	.0%	0	.0%	1	.6%	
Division	0	.0%	1	.6%	0	.0%	
Fractions	1	.8%	0	.0%	0	.0%	
Help	0	.0%	1	.6%	0	.0%	
'I can do this'	0	.0%	1	.6%	0	.0%	
Interesting	0	.0%	0	.0%	1	.6%	

**Table 5.22c -- PRISM Parent Research
First Reaction to 'Mathematics' by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
First Reaction to 'Mathematics'	Numbers	10	17.2%	16	14.2%	33	14.6%
	Necessary in life/Important	5	8.6%	14	12.4%	21	9.3%
	Not reported	2	3.4%	16	14.2%	22	9.7%
	Adding/Addition	4	6.9%	10	8.8%	16	7.1%
	Algebra	2	3.4%	8	7.1%	20	8.8%
	Hard/Difficult	10	17.2%	5	4.4%	11	4.9%
	Miscellaneous	4	6.9%	8	7.1%	13	5.8%
	Money	2	3.4%	3	2.7%	9	4.0%
	Challenge/Challenging	2	3.4%	4	3.5%	6	2.7%
	Math	3	5.2%	2	1.8%	7	3.1%
	Checkbook/Checking account	2	3.4%	3	2.7%	4	1.8%
	Calculator/Calculate	1	1.7%	0	.0%	7	3.1%
	Hate/Yuck	1	1.7%	1	.9%	5	2.2%
	Problem solving	0	.0%	3	2.7%	3	1.3%
	Computer related	1	1.7%	2	1.8%	3	1.3%
	Fun	1	1.7%	1	.9%	3	1.3%
	Finances	0	.0%	1	.9%	4	1.8%
	Engineering	1	1.7%	0	.0%	3	1.3%
	Love	1	1.7%	2	1.8%	1	.4%
	Multiplication	2	3.4%	1	.9%	1	.4%
	Work	1	1.7%	2	1.8%	1	.4%
	Accounting/Banking	0	.0%	1	.9%	3	1.3%
	Calculus	0	.0%	0	.0%	4	1.8%
	Formulas	0	.0%	1	.9%	2	.9%
	Geometry	0	.0%	1	.9%	2	.9%
	Logic	0	.0%	0	.0%	3	1.3%
	No!/Oh no!/Ugh	0	.0%	1	.9%	2	.9%
	Equations	0	.0%	0	.0%	2	.9%
	Puzzle	0	.0%	2	1.8%	0	.0%
	Thinking	1	1.7%	0	.0%	1	.4%
	Practice	1	1.7%	0	.0%	1	.4%
	School	0	.0%	1	.9%	1	.4%
	Trigonometry	0	.0%	0	.0%	2	.9%
	Miscellaneous math terminology	0	.0%	0	.0%	2	.9%
	I'm not good at it	0	.0%	2	1.8%	0	.0%
	Practical	0	.0%	0	.0%	2	.9%
	Boring/Puts me to sleep	0	.0%	0	.0%	1	.4%
	Complicated	0	.0%	0	.0%	1	.4%
	Division	0	.0%	0	.0%	1	.4%
	Easy	0	.0%	0	.0%	1	.4%
Help	1	1.7%	0	.0%	0	.0%	
'I can do this'	0	.0%	0	.0%	1	.4%	
Interesting	0	.0%	0	.0%	1	.4%	
Problems	0	.0%	1	.9%	0	.0%	
It has changed since I took it	0	.0%	1	.9%	0	.0%	

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**Table 5.22d -- PRISM Parent Research
First Reaction to 'Mathematics' by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
First Reaction to 'Mathematics'	Numbers	57	15.4%	6	7.8%
	Not reported	40	10.8%	11	14.3%
	Necessary in life/Important	36	9.7%	9	11.7%
	Algebra	31	8.4%	5	6.5%
	Adding/Addition	25	6.7%	8	10.4%
	Miscellaneous	23	6.2%	6	7.8%
	Hard/Difficult	24	6.5%	4	5.2%
	Challenge/Challenging	15	4.0%	0	.0%
	Math	13	3.5%	2	2.6%
	Money	13	3.5%	1	1.3%
	Calculator/Calculate	7	1.9%	2	2.6%
	Checkbook/Checking account	9	2.4%	0	.0%
	Hate/Yuck	6	1.6%	1	1.3%
	Problem solving	6	1.6%	1	1.3%
	Computer related	4	1.1%	2	2.6%
	Finances	4	1.1%	2	2.6%
	Fun	5	1.3%	0	.0%
	Multiplication	4	1.1%	1	1.3%
	Calculus	1	.3%	4	5.2%
	Engineering	4	1.1%	0	.0%
	Love	3	.8%	1	1.3%
	No!/Oh no!/Ugh	4	1.1%	0	.0%
	Work	3	.8%	1	1.3%
	Accounting/Banking	3	.8%	1	1.3%
	Formulas	3	.8%	0	.0%
	Geometry	3	.8%	0	.0%
	Logic	3	.8%	0	.0%
	Easy	1	.3%	1	1.3%
	Equations	2	.5%	0	.0%
	Problems	1	.3%	1	1.3%
	Puzzle	2	.5%	0	.0%
	Thinking	1	.3%	1	1.3%
	Practice	2	.5%	0	.0%
	School	2	.5%	0	.0%
	Trigonometry	1	.3%	1	1.3%
	Miscellaneous math terminology	1	.3%	1	1.3%
	I'm not good at it	2	.5%	0	.0%
	It has changed since I took it	1	.3%	1	1.3%
	Practical	2	.5%	0	.0%
	Boring/Puts me to sleep	0	.0%	1	1.3%
Complicated	1	.3%	0	.0%	
Division	1	.3%	0	.0%	
Fractions	1	.3%	0	.0%	
Help	1	.3%	0	.0%	
'I can do this'	0	.0%	1	1.3%	
Interesting	0	.0%	1	1.3%	

**Table 5.22e -- PRISM Parent Research
First Reaction to 'Mathematics' by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
First Reaction to 'Mathematics'	Numbers	52	13.2%	9	18.4%
	Not reported	47	11.9%	4	8.2%
	Necessary in life/Important	42	10.6%	4	8.2%
	Algebra	31	7.8%	5	10.2%
	Adding/Addition	30	7.6%	2	4.1%
	Hard/Difficult	25	6.3%	3	6.1%
	Miscellaneous	23	5.8%	5	10.2%
	Challenge/Challenging	13	3.3%	2	4.1%
	Math	10	2.5%	5	10.2%
	Money	13	3.3%	2	4.1%
	Calculator/Calculate	9	2.3%	0	.0%
	Checkbook/Checking account	9	2.3%	0	.0%
	Hate/Yuck	7	1.8%	0	.0%
	Problem solving	6	1.5%	1	2.0%
	Computer related	6	1.5%	0	.0%
	Fun	5	1.3%	0	.0%
	Multiplication	4	1.0%	1	2.0%
	Calculus	5	1.3%	0	.0%
	Engineering	4	1.0%	0	.0%
	Love	4	1.0%	0	.0%
	No!/Oh no!/Ugh	4	1.0%	0	.0%
	Work	2	.5%	2	4.1%
	Accounting/Banking	4	1.0%	0	.0%
	Finances	4	1.0%	0	.0%
	Formulas	3	.8%	0	.0%
	Geometry	3	.8%	0	.0%
	Logic	3	.8%	0	.0%
	Easy	2	.5%	0	.0%
	Equations	2	.5%	0	.0%
	Problems	2	.5%	0	.0%
	Puzzle	2	.5%	0	.0%
	Thinking	1	.3%	1	2.0%
	Practice	1	.3%	1	2.0%
	School	2	.5%	0	.0%
	Trigonometry	2	.5%	0	.0%
	Miscellaneous math terminology	1	.3%	1	2.0%
	I'm not good at it	2	.5%	0	.0%
	It has changed since I took it	2	.5%	0	.0%
	Practical	2	.5%	0	.0%
	Boring/Puts me to sleep	1	.3%	0	.0%
Complicated	1	.3%	0	.0%	
Division	1	.3%	0	.0%	
Fractions	0	.0%	1	2.0%	
Help	1	.3%	0	.0%	
'I can do this'	1	.3%	0	.0%	
Interesting	1	.3%	0	.0%	

**Table 5.22f -- PRISM Parent Research
First Reaction to 'Mathematics' by Highest Level of Education of Parent/Guardian Respondent**

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
First Reaction to 'Mathematics'	Numbers	39	14.0%	24	14.0%
	Not reported	28	10.0%	23	13.5%
	Necessary in life/Important	35	12.5%	11	6.4%
	Algebra	24	8.6%	12	7.0%
	Adding/Addition	20	7.2%	13	7.6%
	Miscellaneous	20	7.2%	9	5.3%
	Hard/Difficult	10	3.6%	18	10.5%
	Challenge/Challenging	12	4.3%	3	1.8%
	Math	8	2.9%	7	4.1%
	Money	4	1.4%	11	6.4%
	Calculator/Calculate	5	1.8%	4	2.3%
	Checkbook/Checking account	4	1.4%	5	2.9%
	Hate/Yuck	3	1.1%	4	2.3%
	Problem solving	6	2.2%	1	.6%
	Computer related	5	1.8%	1	.6%
	Finances	4	1.4%	2	1.2%
	Fun	3	1.1%	2	1.2%
	Multiplication	2	.7%	3	1.8%
	Calculus	4	1.4%	1	.6%
	Engineering	4	1.4%	0	.0%
	Love	4	1.4%	0	.0%
	No!/Oh no!/Ugh	2	.7%	2	1.2%
	Work	3	1.1%	1	.6%
	Accounting/Banking	2	.7%	2	1.2%
	Formulas	3	1.1%	0	.0%
	Geometry	3	1.1%	0	.0%
	Logic	3	1.1%	0	.0%
	Easy	0	.0%	2	1.2%
	Equations	2	.7%	0	.0%
	Problems	2	.7%	0	.0%
	Puzzle	2	.7%	0	.0%
	Thinking	1	.4%	1	.6%
	Practice	1	.4%	1	.6%
	School	2	.7%	0	.0%
	Trigonometry	0	.0%	2	1.2%
	Miscellaneous math terminology	2	.7%	0	.0%
	I'm not good at it	1	.4%	1	.6%
	It has changed since I took it	0	.0%	2	1.2%
	Practical	2	.7%	0	.0%
	Boring/Puts me to sleep	1	.4%	0	.0%
Complicated	0	.0%	1	.6%	
Division	1	.4%	0	.0%	
Fractions	0	.0%	1	.6%	
Help	0	.0%	1	.6%	
'I can do this'	1	.4%	0	.0%	
Interesting	1	.4%	0	.0%	

**Table 5.22g -- PRISM Parent Research
First Reaction to 'Mathematics' by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
First Reaction to 'Mathematics'	Numbers	31	14.0%	31	13.7%
	Not reported	23	10.4%	27	11.9%
	Necessary in life/Important	30	13.5%	16	7.0%
	Algebra	19	8.6%	17	7.5%
	Adding/Addition	12	5.4%	21	9.3%
	Miscellaneous	16	7.2%	13	5.7%
	Hard/Difficult	6	2.7%	22	9.7%
	Money	10	4.5%	6	2.6%
	Challenge/Challenging	10	4.5%	5	2.2%
	Math	2	.9%	13	5.7%
	Calculator/Calculate	4	1.8%	5	2.2%
	Checkbook/Checking account	5	2.3%	4	1.8%
	Hate/Yuck	0	.0%	7	3.1%
	Problem solving	5	2.3%	2	.9%
	Computer related	4	1.8%	2	.9%
	Finances	2	.9%	4	1.8%
	Fun	2	.9%	3	1.3%
	Multiplication	3	1.4%	2	.9%
	Calculus	4	1.8%	1	.4%
	Engineering	3	1.4%	1	.4%
	Love	3	1.4%	1	.4%
	No!/Oh no!/Ugh	1	.5%	3	1.3%
	Work	3	1.4%	1	.4%
	Accounting/Banking	4	1.8%	0	.0%
	Formulas	1	.5%	2	.9%
	Geometry	1	.5%	2	.9%
	Logic	1	.5%	2	.9%
	Easy	1	.5%	1	.4%
	Equations	1	.5%	1	.4%
	Problems	2	.9%	0	.0%
	Puzzle	2	.9%	0	.0%
	Thinking	1	.5%	1	.4%
	Practice	1	.5%	1	.4%
	School	1	.5%	1	.4%
	Trigonometry	1	.5%	1	.4%
	Miscellaneous math terminology	1	.5%	1	.4%
	I'm not good at it	0	.0%	2	.9%
	It has changed since I took it	1	.5%	1	.4%
	Practical	1	.5%	1	.4%
	Boring/Puts me to sleep	1	.5%	0	.0%
Complicated	0	.0%	1	.4%	
Division	1	.5%	0	.0%	
Fractions	0	.0%	1	.4%	
Help	0	.0%	1	.4%	
'I can do this'	1	.5%	0	.0%	
Interesting	1	.5%	0	.0%	

**Table 5.22h -- PRISM Parent Research
First Reaction to 'Mathematics' by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
First Reaction to 'Mathematics'	Numbers	19	10.7%	44	16.2%
	Not reported	19	10.7%	32	11.8%
	Necessary in life/Important	19	10.7%	27	9.9%
	Algebra	13	7.3%	22	8.1%
	Adding/Addition	7	4.0%	26	9.6%
	Miscellaneous	13	7.3%	16	5.9%
	Hard/Difficult	13	7.3%	15	5.5%
	Money	5	2.8%	11	4.0%
	Challenge/Challenging	8	4.5%	7	2.6%
	Math	5	2.8%	9	3.3%
	Calculator/Calculate	3	1.7%	6	2.2%
	Checkbook/Checking account	4	2.3%	5	1.8%
	Hate/Yuck	3	1.7%	4	1.5%
	Problem solving	5	2.8%	2	.7%
	Computer related	4	2.3%	2	.7%
	Finances	1	.6%	5	1.8%
	Fun	3	1.7%	2	.7%
	Multiplication	1	.6%	4	1.5%
	Calculus	5	2.8%	0	.0%
	Engineering	3	1.7%	1	.4%
	Love	0	.0%	4	1.5%
	No!/Oh no!/Ugh	3	1.7%	1	.4%
	Work	1	.6%	3	1.1%
	Accounting/Banking	1	.6%	3	1.1%
	Formulas	3	1.7%	0	.0%
	Geometry	3	1.7%	0	.0%
	Logic	1	.6%	2	.7%
	Easy	1	.6%	1	.4%
	Equations	0	.0%	2	.7%
	Problems	0	.0%	2	.7%
	Puzzle	1	.6%	1	.4%
	Thinking	1	.6%	1	.4%
	Practice	1	.6%	1	.4%
	School	1	.6%	1	.4%
	Trigonometry	2	1.1%	0	.0%
	Miscellaneous math terminology	2	1.1%	0	.0%
	I'm not good at it	0	.0%	2	.7%
	It has changed since I took it	0	.0%	2	.7%
	Practical	0	.0%	2	.7%
	Boring/Puts me to sleep	1	.6%	0	.0%
Complicated	1	.6%	0	.0%	
Division	0	.0%	1	.4%	
Fractions	0	.0%	1	.4%	
Help	0	.0%	1	.4%	
'I can do this'	0	.0%	1	.4%	
Interesting	1	.6%	0	.0%	

**Table 5.23a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Agreement with Mathematics Statements by Region**

	Region				Significant Differences
	Atlanta Metro (1)	Northeast Georgia (2)	East Central Georgia (3)	Southeast Georgia (4)	
My child does not see any connection between the mathematics he/she is learning in school and what goes on outside of school	2.15	2.61	1.67	2.27	2>3
My child will need a good knowledge of mathematics in order to do well in his/her chosen career or trade	4.46	4.26	4.47	4.44	Not Significant
You have to know at least some mathematics to do most jobs	4.60	4.57	4.64	4.55	Not Significant
Math is among my child's favorite subjects in school	4.02	3.00	3.92	3.61	1,3,4>2
My child would like mathematics more if it were made more interesting	3.16	3.46	3.19	3.15	Not Significant
Math is too hard for my child	1.59	1.86	1.43	1.71	Not Significant
My child is doing well in mathematics	4.34	3.71	4.44	4.21	1,3,4>2
The inability of other students to keep up is holding my child back in mathematics	2.36	2.47	2.31	2.24	Not Significant
At my child's school, if students do well in math, they are considered a "nerd."	1.87	2.24	2.20	2.07	Not Significant
At my child's school, students can do well in math and still be considered "cool."	4.15	3.88	4.14	3.73	Not Significant
My child knows where to go when he/she needs help in mathematics	4.09	3.93	4.25	4.23	Not Significant
I find it difficult to help my child when he/she has questions about mathematics	1.79	2.97	2.42	2.45	2>1,4
My child needs help in mathematics, but his/her teacher does not have the time to help him/her	1.86	2.33	1.91	1.87	2>4
My child's mathematics teacher encourages him/her to do better	3.91	3.77	4.20	4.17	4>2
I encourage my child to do better in mathematics	4.44	4.36	4.46	4.46	Not Significant
My child's teacher(s) doesn't explain mathematics in a way that helps my child to understand it	2.11	2.43	1.89	2.12	Not Significant
Some children just can't do mathematics	2.02	2.56	2.53	2.46	Not Significant
Math is more important for boys than it is for girls	1.63	1.58	1.53	1.30	Not Significant
Math just isn't very important for children who don't plan to go to college	1.34	1.58	1.34	1.35	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences ($p < .01$).

**Table 5.23b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Agreement with Mathematics Statements by Type of School**

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
My child does not see any connection between the mathematics he/she is learning in school and what goes on outside of school	2.04	2.36	2.75	3>1
My child will need a good knowledge of mathematics in order to do well in his/her chosen career or trade	4.53	4.34	4.19	1>3
You have to know at least some mathematics to do most jobs	4.57	4.54	4.61	Not Significant
Math is among my child's favorite subjects in school	3.91	3.29	2.88	1>2,3; 2>3
My child would like mathematics more if it were made more interesting	3.06	3.47	3.43	2>1
Math is too hard for my child	1.62	1.74	1.90	Not Significant
My child is doing well in mathematics	4.34	4.05	3.53	1,2>3
The inability of other students to keep up is holding my child back in mathematics	2.34	2.41	2.43	Not Significant
At my child's school, if students do well in math, they are considered a "nerd."	1.82	2.23	2.37	2,3>1
At my child's school, students can do well in math and still be considered "cool."	4.04	3.79	3.88	Not Significant
My child knows where to go when he/she needs help in mathematics	4.21	4.05	3.90	Not Significant
I find it difficult to help my child when he/she has questions about mathematics	1.98	2.74	3.22	2,3>1; 3>2
My child needs help in mathematics, but his/her teacher does not have the time to help him/her	1.85	2.17	2.35	3>1
My child's mathematics teacher encourages him/her to do better	4.16	3.86	3.76	1>3
I encourage my child to do better in mathematics	4.43	4.39	4.38	Not Significant
My child's teacher(s) doesn't explain mathematics in a way that helps my child to understand it	1.90	2.32	2.56	2,3>1
Some children just can't do mathematics	2.34	2.44	2.63	Not Significant
Math is more important for boys than it is for girls	1.42	1.55	1.56	Not Significant
Math just isn't very important for children who don't plan to go to college	1.37	1.50	1.55	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.23c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Agreement with Mathematics Statements by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
My child does not see any connection between the mathematics he/she is learning in school and what goes on outside of school	2.41	2.34	2.48	Not Significant
My child will need a good knowledge of mathematics in order to do well in his/her chosen career or trade	4.34	4.34	4.30	Not Significant
You have to know at least some mathematics to do most jobs	4.47	4.59	4.57	Not Significant
Math is among my child's favorite subjects in school	3.43	3.28	3.28	Not Significant
My child would like mathematics more if it were made more interesting	3.52	3.41	3.26	Not Significant
Math is too hard for my child	1.95	1.82	1.71	Not Significant
My child is doing well in mathematics	3.80	3.97	3.94	Not Significant
The inability of other students to keep up is holding my child back in mathematics	2.09	2.51	2.44	Not Significant
At my child's school, if students do well in math, they are considered a "nerd."	2.02	2.32	2.19	Not Significant
At my child's school, students can do well in math and still be considered "cool."	3.93	3.82	3.92	Not Significant
My child knows where to go when he/she needs help in mathematics	4.04	4.03	4.02	Not Significant
I find it difficult to help my child when he/she has questions about mathematics	3.16	2.96	2.49	1,2>3
My child needs help in mathematics, but his/her teacher does not have the time to help him/her	2.05	2.22	2.19	Not Significant
My child's mathematics teacher encourages him/her to do better	3.95	3.79	3.88	Not Significant
I encourage my child to do better in mathematics	4.49	4.25	4.43	Not Significant
My child's teacher(s) doesn't explain mathematics in a way that helps my child to understand it	2.16	2.36	2.26	Not Significant
Some children just can't do mathematics	2.68	2.51	2.41	Not Significant
Math is more important for boys than it is for girls	1.54	1.56	1.48	Not Significant
Math just isn't very important for children who don't plan to go to college	1.70	1.48	1.44	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.23d -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Mathematics Statements by Gender of Parent/Guardian Respondent**

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
My child does not see any connection between the mathematics he/she is learning in school and what goes on outside of school	2.36	2.59	Not Significant
My child will need a good knowledge of mathematics in order to do well in his/her chosen career or trade	4.34	4.27	Not Significant
You have to know at least some mathematics to do most jobs	4.56	4.53	Not Significant
Math is among my child's favorite subjects in school	3.34	3.19	Not Significant
My child would like mathematics more if it were made more interesting	3.31	3.38	Not Significant
Math is too hard for my child	1.77	1.77	Not Significant
My child is doing well in mathematics	3.97	3.82	Not Significant
The inability of other students to keep up is holding my child back in mathematics	2.34	2.64	Not Significant
At my child's school, if students do well in math, they are considered a "nerd."	2.11	2.35	Not Significant
At my child's school, students can do well in math and still be considered "cool."	3.88	3.92	Not Significant
My child knows where to go when he/she needs help in mathematics	4.04	4.01	Not Significant
I find it difficult to help my child when he/she has questions about mathematics	2.78	2.27	$t > 2$
My child needs help in mathematics, but his/her teacher does not have the time to help him/her	2.09	2.35	Not Significant
My child's mathematics teacher encourages him/her to do better	3.93	3.77	Not Significant
I encourage my child to do better in mathematics	4.39	4.39	Not Significant
My child's teacher(s) doesn't explain mathematics in a way that helps my child to understand it	2.28	2.25	Not Significant
Some children just can't do mathematics	2.48	2.48	Not Significant
Math is more important for boys than it is for girls	1.51	1.57	Not Significant
Math just isn't very important for children who don't plan to go to college	1.47	1.60	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences ($p < .01$).

**Table 5.23e -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Mathematics Statements by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
My child does not see any connection between the mathematics he/she is learning in school and what goes on outside of school	2.42	2.29	Not Significant
My child will need a good knowledge of mathematics in order to do well in his/her chosen career or trade	4.32	4.35	Not Significant
You have to know at least some mathematics to do most jobs	4.58	4.39	Not Significant
Math is among my child's favorite subjects in school	3.27	3.69	Not Significant
My child would like mathematics more if it were made more interesting	3.31	3.69	Not Significant
Math is too hard for my child	1.75	1.96	Not Significant
My child is doing well in mathematics	3.94	3.93	Not Significant
The inability of other students to keep up is holding my child back in mathematics	2.41	2.30	Not Significant
At my child's school, if students do well in math, they are considered a "nerd."	2.17	2.15	Not Significant
At my child's school, students can do well in math and still be considered "cool."	3.89	3.77	Not Significant
My child knows where to go when he/she needs help in mathematics	4.02	4.19	Not Significant
I find it difficult to help my child when he/she has questions about mathematics	2.69	2.77	Not Significant
My child needs help in mathematics, but his/her teacher does not have the time to help him/her	2.15	2.11	Not Significant
My child's mathematics teacher encourages him/her to do better	3.87	4.17	Not Significant
I encourage my child to do better in mathematics	4.36	4.59	Not Significant
My child's teacher(s) doesn't explain mathematics in a way that helps my child to understand it	2.29	2.15	Not Significant
Some children just can't do mathematics	2.48	2.41	Not Significant
Math is more important for boys than it is for girls	1.51	1.57	Not Significant
Math just isn't very important for children who don't plan to go to college	1.46	1.70	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.23f -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Mathematics Statements by Highest Level of Education of Parent/Guardian Respondent**

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
My child does not see any connection between the mathematics he/she is learning in school and what goes on outside of school	2.33	2.53	Not Significant
My child will need a good knowledge of mathematics in order to do well in his/her chosen career or trade	4.39	4.22	Not Significant
You have to know at least some mathematics to do most jobs	4.59	4.50	Not Significant
Math is among my child's favorite subjects in school	3.34	3.27	Not Significant
My child would like mathematics more if it were made more interesting	3.27	3.43	Not Significant
Math is too hard for my child	1.73	1.83	Not Significant
My child is doing well in mathematics	4.00	3.84	Not Significant
The inability of other students to keep up is holding my child back in mathematics	2.47	2.26	Not Significant
At my child's school, if students do well in math, they are considered a "nerd."	2.18	2.11	Not Significant
At my child's school, students can do well in math and still be considered "cool."	3.93	3.80	Not Significant
My child knows where to go when he/she needs help in mathematics	4.08	3.96	Not Significant
I find it difficult to help my child when he/she has questions about mathematics	2.44	3.09	2>1
My child needs help in mathematics, but his/her teacher does not have the time to help	2.09	2.22	Not Significant
My child's mathematics teacher encourages him/her to do better	3.99	3.78	Not Significant
I encourage my child to do better in mathematics	4.46	4.28	Not Significant
My child's teacher(s) doesn't explain mathematics in a way that helps my child to understand it	2.20	2.40	Not Significant
Some children just can't do mathematics	2.37	2.66	2>1
Math is more important for boys than it is for girls	1.48	1.57	Not Significant
Math just isn't very important for children who don't plan to go to college	1.44	1.57	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.23g -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Mathematics Statements by Mathematics Ability of Parent/Guardian Respondent**

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
My child does not see any connection between the mathematics he/she is learning in school and what goes on outside of school	2.28	2.53	Not Significant
My child will need a good knowledge of mathematics in order to do well in his/her chosen career or trade	4.43	4.23	Not Significant
You have to know at least some mathematics to do most jobs	4.60	4.51	Not Significant
Math is among my child's favorite subjects in school	3.52	3.12	1>2
My child would like mathematics more if it were made more interesting	3.17	3.50	2>1
Math is too hard for my child	1.65	1.89	2>1
My child is doing well in mathematics	4.07	3.80	1>2
The inability of other students to keep up is holding my child back in mathematics	2.43	2.37	Not Significant
At my child's school, if students do well in math, they are considered a "nerd."	2.05	2.26	Not Significant
At my child's school, students can do well in math and still be considered "cool."	3.93	3.84	Not Significant
My child knows where to go when he/she needs help in mathematics	4.17	3.92	1>2
I find it difficult to help my child when he/she has questions about mathematics	2.09	3.28	2>1
My child needs help in mathematics, but his/her teacher does not have the time to help him/her	2.00	2.28	Not Significant
My child's mathematics teacher encourages him/her to do better	4.00	3.83	Not Significant
I encourage my child to do better in mathematics	4.36	4.42	Not Significant
My child's teacher(s) doesn't explain mathematics in a way that helps my child to understand it	2.19	2.36	Not Significant
Some children just can't do mathematics	2.42	2.54	Not Significant
Math is more important for boys than it is for girls	1.41	1.62	Not Significant
Math just isn't very important for children who don't plan to go to college	1.40	1.58	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.23h -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Mathematics Statements by Science Ability of Parent/Guardian Respondent**

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
My child does not see any connection between the mathematics he/she is learning in school and what goes on outside of school	2.41	2.41	Not Significant
My child will need a good knowledge of mathematics in order to do well in his/her chosen career or trade	4.38	4.30	Not Significant
You have to know at least some mathematics to do most jobs	4.62	4.51	Not Significant
Math is among my child's favorite subjects in school	3.34	3.30	Not Significant
My child would like mathematics more if it were made more interesting	3.41	3.28	Not Significant
Math is too hard for my child	1.76	1.78	Not Significant
My child is doing well in mathematics	3.96	3.93	Not Significant
The inability of other students to keep up is holding my child back in mathematics	2.49	2.34	Not Significant
At my child's school, if students do well in math, they are considered a "nerd."	2.14	2.18	Not Significant
At my child's school, students can do well in math and still be considered "cool."	3.96	3.83	Not Significant
My child knows where to go when he/she needs help in mathematics	4.09	4.01	Not Significant
I find it difficult to help my child when he/she has questions about mathematics	2.44	2.84	2>1
My child needs help in mathematics, but his/her teacher does not have the time to help him/her	2.15	2.14	Not Significant
My child's mathematics teacher encourages him/her to do better	3.96	3.88	Not Significant
I encourage my child to do better in mathematics	4.52	4.31	1>2
My child's teacher(s) doesn't explain mathematics in a way that helps my child to understand it	2.27	2.27	Not Significant
Some children just can't do mathematics	2.46	2.50	Not Significant
Math is more important for boys than it is for girls	1.42	1.58	Not Significant
Math just isn't very important for children who don't plan to go to college	1.51	1.48	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences ($p < .01$).

**Table 5.24a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Science Ability by Region**

	Region				Significant Differences
	Atlanta Metro	Northeast Georgia	East Central Georgia	Southeast Georgia	
	(1)	(2)	(3)	(4)	
Parent's Science Ability	3.44	3.35	3.44	3.33	Not Significant
Child's Science Ability	3.73	3.60	3.83	3.69	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.24b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Science Ability by Type of School**

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
Parent's Science Ability	3.43	3.28	3.39	Not Significant
Child's Science Ability	3.68	3.62	3.66	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.24c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Science Ability by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
Parent's Science Ability	3.17	3.30	3.45	Not Significant
Child's Science Ability	3.50	3.66	3.68	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.24d -- PRISM Parent Research
Independent T-Test Analysis of Science Ability by Gender of Parent/Guardian Respondent**

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
Parent's Science Ability	3.29	3.69	2>1
Child's Science Ability	3.66	3.64	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.24e -- PRISM Parent Research
Independent T-Test Analysis of Science Ability by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
Parent's Science Ability	3.38	3.31	Not Significant
Child's Science Ability	3.66	3.65	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.24f -- PRISM Parent Research
Independent T-Test Analysis of Science Ability by Highest Level of Education of Parent/Guardian Respondent**

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
Parent's Science Ability	3.54	3.08	1>2
Child's Science Ability	3.73	3.52	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.24g -- PRISM Parent Research
Independent T-Test Analysis of Science Ability by Mathematics Ability of Parent/Guardian Respondent**

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Parent's Science Ability	3.66	3.06	1>2
Child's Science Ability	3.76	3.53	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences ($p < .05$).

**Table 5.24h -- PRISM Parent Research
Independent T-Test Analysis of Science Ability by Science Ability of Parent/Guardian Respondent**

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
Parent's Science Ability	4.32	2.74	1>2
Child's Science Ability	3.97	3.44	1>2

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Well Below Average) to 5 (Well Above Average)

Notes: Bold indicates significant market segment differences (p < .05).

**Table 5.25a -- PRISM Parent Research
First Reaction to 'Science' by Region**

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
First Reaction to 'Science'	Not reported	5	10.4%	45	17.3%	2	5.6%	12	12.0%	64	14.4%
	Experiments	5	10.4%	26	10.0%	3	8.3%	20	20.0%	54	12.2%
	Interesting	4	8.3%	22	8.5%	1	2.8%	5	5.0%	32	7.2%
	Miscellaneous	4	8.3%	15	5.8%	4	11.1%	9	9.0%	32	7.2%
	Biology	2	4.2%	22	8.5%	1	2.8%	4	4.0%	29	6.5%
	Fun	0	.0%	12	4.6%	3	8.3%	4	4.0%	19	4.3%
	Labs	1	2.1%	11	4.2%	1	2.8%	3	3.0%	16	3.6%
	Chemistry	1	2.1%	9	3.5%	1	2.8%	4	4.0%	15	3.4%
	Miscellaneous scientific term	2	4.2%	7	2.7%	0	.0%	3	3.0%	12	2.7%
	Earth	1	2.1%	8	3.1%	0	.0%	2	2.0%	11	2.5%
	Chemicals	0	.0%	6	2.3%	1	2.8%	2	2.0%	9	2.0%
	Space	0	.0%	3	1.2%	2	5.6%	4	4.0%	9	2.0%
	How things work	2	4.2%	5	1.9%	0	.0%	2	2.0%	9	2.0%
	Difficult/Hard/Confusing	1	2.1%	3	1.2%	2	5.6%	2	2.0%	8	1.8%
	Nature	0	.0%	6	2.3%	0	.0%	2	2.0%	8	1.8%
	Dissecting	1	2.1%	5	1.9%	1	2.8%	0	.0%	7	1.6%
	Projects	0	.0%	2	.8%	1	2.8%	3	3.0%	6	1.4%
	The world	2	4.2%	3	1.2%	1	2.8%	0	.0%	6	1.4%
	Medicine	2	4.2%	4	1.5%	0	.0%	0	.0%	6	1.4%
	Life	0	.0%	1	.4%	2	5.6%	2	2.0%	5	1.1%
	Physics	1	2.1%	4	1.5%	0	.0%	0	.0%	5	1.1%
	Technology	2	4.2%	3	1.2%	0	.0%	0	.0%	5	1.1%
	Doctor	1	2.1%	3	1.2%	0	.0%	0	.0%	4	.9%
	Don't like it/hate	0	.0%	2	.8%	1	2.8%	1	1.0%	4	.9%
	Environment	1	2.1%	2	.8%	1	2.8%	0	.0%	4	.9%
	Exciting	0	.0%	4	1.5%	0	.0%	0	.0%	4	.9%
	Discovery	1	2.1%	0	.0%	1	2.8%	2	2.0%	4	.9%
	Research	1	2.1%	3	1.2%	0	.0%	0	.0%	4	.9%
	Teacher	1	2.1%	2	.8%	0	.0%	1	1.0%	4	.9%
	Animals	1	2.1%	2	.8%	0	.0%	0	.0%	3	.7%
	Plants	2	4.2%	1	.4%	0	.0%	0	.0%	3	.7%
	Test tubes	1	2.1%	1	.4%	0	.0%	1	1.0%	3	.7%
	Good	0	.0%	2	.8%	1	2.8%	0	.0%	3	.7%
	Astronomy	0	.0%	1	.4%	1	2.8%	0	.0%	2	.5%
	Boring	0	.0%	1	.4%	1	2.8%	0	.0%	2	.5%
	Cool	0	.0%	1	.4%	0	.0%	1	1.0%	2	.5%
	Frogs	0	.0%	2	.8%	0	.0%	0	.0%	2	.5%
	Love it	0	.0%	0	.0%	1	2.8%	1	1.0%	2	.5%
	Inventions/Inventors	1	2.1%	0	.0%	0	.0%	1	1.0%	2	.5%
	Molecules	0	.0%	1	.4%	0	.0%	1	1.0%	2	.5%
	Science fair	0	.0%	0	.0%	1	2.8%	1	1.0%	2	.5%
	Testing	0	.0%	1	.4%	0	.0%	1	1.0%	2	.5%
	Weather	0	.0%	1	.4%	0	.0%	1	1.0%	2	.5%
	Bugs	0	.0%	1	.4%	0	.0%	1	1.0%	2	.5%
	Cooking	1	2.1%	0	.0%	0	.0%	1	1.0%	2	.5%
	Necessary	1	2.1%	1	.4%	0	.0%	0	.0%	2	.5%
	Success	0	.0%	1	.4%	1	2.8%	0	.0%	2	.5%
	The makeup of the world	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Science	0	.0%	0	.0%	0	.0%	1	1.0%	1	.2%
	Atoms	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Complicated	0	.0%	0	.0%	0	.0%	1	1.0%	1	.2%
	Formulas	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Hands on	0	.0%	0	.0%	1	2.8%	0	.0%	1	.2%
	Periodic table	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Work	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Electricity	0	.0%	0	.0%	0	.0%	1	1.0%	1	.2%

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**Table 5.24b -- PRISM Parent Research
First Reaction to 'Mathematics' by Type of School**

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
First Reaction to 'Mathematics'	Numbers	18	13.7%	31	19.9%	14	8.9%
	Not reported	17	13.0%	11	7.1%	23	14.6%
	Necessary in life/Important	15	11.5%	16	10.3%	13	8.3%
	Algebra	6	4.6%	11	7.1%	18	11.5%
	Adding/Addition	9	6.9%	9	5.8%	15	9.6%
	Hard/Difficult	6	4.6%	7	4.5%	15	9.6%
	Miscellaneous	13	9.9%	8	5.1%	7	4.5%
	Challenge/Challenging	2	1.5%	8	5.1%	5	3.2%
	Math	4	3.1%	6	3.8%	5	3.2%
	Money	3	2.3%	8	5.1%	4	2.5%
	Checkbook/Checking account	2	1.5%	3	1.9%	4	2.5%
	Calculator/Calculate	4	3.1%	2	1.3%	2	1.3%
	Hate/Yuck	1	.8%	3	1.9%	3	1.9%
	Problem solving	3	2.3%	2	1.3%	1	.6%
	Computer related	1	.8%	2	1.3%	3	1.9%
	Finances	2	1.5%	2	1.3%	2	1.3%
	Fun	1	.8%	3	1.9%	1	.6%
	Multiplication	2	1.5%	3	1.9%	0	.0%
	Calculus	2	1.5%	2	1.3%	1	.6%
	Engineering	2	1.5%	1	.6%	1	.6%
	Love	1	.8%	1	.6%	2	1.3%
	No!/Oh no!/Ugh	1	.8%	1	.6%	2	1.3%
	Work	1	.8%	1	.6%	2	1.3%
	Accounting/Banking	1	.8%	1	.6%	2	1.3%
	Formulas	1	.8%	1	.6%	1	.6%
	Geometry	0	.0%	1	.6%	2	1.3%
	Logic	2	1.5%	1	.6%	0	.0%
	Easy	1	.8%	1	.6%	0	.0%
	Equations	1	.8%	1	.6%	0	.0%
	Problems	1	.8%	1	.6%	0	.0%
	Puzzle	0	.0%	2	1.3%	0	.0%
	Thinking	0	.0%	1	.6%	1	.6%
	Practice	2	1.5%	0	.0%	0	.0%
	School	1	.8%	0	.0%	1	.6%
	Trigonometry	0	.0%	0	.0%	2	1.3%
	Miscellaneous math terminology	1	.8%	0	.0%	1	.6%
	I'm not good at it	1	.8%	0	.0%	1	.6%
	It has changed since I took it	1	.8%	1	.6%	0	.0%
	Practical	1	.8%	1	.6%	0	.0%
	Boring/Puts me to sleep	0	.0%	0	.0%	1	.6%
Complicated	0	.0%	0	.0%	1	.6%	
Division	0	.0%	1	.6%	0	.0%	
Fractions	1	.8%	0	.0%	0	.0%	
Help	0	.0%	1	.6%	0	.0%	
'I can do this'	0	.0%	1	.6%	0	.0%	
Interesting	0	.0%	0	.0%	1	.6%	

**Table 5.25c -- PRISM Parent Research
First Reaction to 'Science' by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
First Reaction to 'Science'	Not reported	5	8.6%	17	15.0%	31	13.7%
	Experiments	7	12.1%	16	14.2%	24	10.6%
	Interesting	4	6.9%	8	7.1%	18	8.0%
	Miscellaneous	1	1.7%	13	11.5%	16	7.1%
	Biology	3	5.2%	6	5.3%	18	8.0%
	Labs	2	3.4%	6	5.3%	9	4.0%
	Fun	6	10.3%	6	5.3%	5	2.2%
	Chemistry	1	1.7%	5	4.4%	7	3.1%
	Difficult/Hard/Confusing	3	5.2%	1	.9%	5	2.2%
	Earth	1	1.7%	4	3.5%	4	1.8%
	Miscellaneous scientific term	2	3.4%	1	.9%	6	2.7%
	How things work	0	.0%	2	1.8%	6	2.7%
	Chemicals	0	.0%	4	3.5%	3	1.3%
	Dissecting	3	5.2%	3	2.7%	1	.4%
	Nature	1	1.7%	2	1.8%	4	1.8%
	Space	1	1.7%	2	1.8%	4	1.8%
	Projects	0	.0%	0	.0%	6	2.7%
	The world	0	.0%	1	.9%	5	2.2%
	Doctor	0	.0%	1	.9%	3	1.3%
	Don't like it/hate	2	3.4%	1	.9%	1	.4%
	Exciting	0	.0%	2	1.8%	2	.9%
	Life	2	3.4%	0	.0%	2	.9%
	Physics	1	1.7%	0	.0%	3	1.3%
	Medicine	0	.0%	0	.0%	4	1.8%
	Research	1	1.7%	0	.0%	3	1.3%
	Teacher	1	1.7%	2	1.8%	1	.4%
	Technology	1	1.7%	0	.0%	3	1.3%
	Animals	3	5.2%	0	.0%	0	.0%
	Environment	0	.0%	1	.9%	2	.9%
	Plants	0	.0%	0	.0%	3	1.3%
	Test tubes	0	.0%	1	.9%	2	.9%
	Discovery	0	.0%	1	.9%	2	.9%
	Inventions/inventors	1	1.7%	1	.9%	1	.4%
	Astronomy	0	.0%	0	.0%	2	.9%
	Cool	2	3.4%	0	.0%	0	.0%
	Frogs	0	.0%	2	1.8%	0	.0%
	Good	0	.0%	1	.9%	1	.4%
	Molecules	0	.0%	1	.9%	1	.4%
	Testing	1	1.7%	0	.0%	1	.4%
	Weather	0	.0%	0	.0%	2	.9%
	Bugs	2	3.4%	0	.0%	0	.0%
	Cooking	0	.0%	0	.0%	2	.9%
	Necessary	0	.0%	0	.0%	2	.9%
	Success	0	.0%	0	.0%	2	.9%
	The makeup of the world	0	.0%	0	.0%	1	.4%
	Science	0	.0%	0	.0%	1	.4%
	Atoms	0	.0%	0	.0%	1	.4%
	Boring	0	.0%	0	.0%	1	.4%
	Complicated	0	.0%	1	.9%	0	.0%
	Formulas	1	1.7%	0	.0%	0	.0%
	Hands on	0	.0%	0	.0%	1	.4%
	Love it	0	.0%	0	.0%	1	.4%
	Periodic table	0	.0%	0	.0%	1	.4%
	Work	0	.0%	0	.0%	1	.4%
	Electricity	0	.0%	1	.9%	0	.0%
	Science fair	0	.0%	0	.0%	1	.4%

**Table 5.25d -- PRISM Parent Research
First Reaction to 'Science' by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
First Reaction to 'Science'	Not reported	48	12.9%	16	20.8%
	Experiments	51	13.7%	3	3.9%
	Miscellaneous	24	6.5%	9	11.7%
	Interesting	29	7.8%	3	3.9%
	Biology	24	6.5%	5	6.5%
	Fun	16	4.3%	2	2.6%
	Labs	16	4.3%	1	1.3%
	Chemistry	13	3.5%	2	2.6%
	Miscellaneous scientific term	11	3.0%	1	1.3%
	Earth	10	2.7%	1	1.3%
	Chemicals	9	2.4%	0	.0%
	Difficult/Hard/Confusing	8	2.2%	1	1.3%
	How things work	6	1.6%	3	3.9%
	Nature	6	1.6%	2	2.6%
	Space	5	1.3%	3	3.9%
	Dissecting	7	1.9%	0	.0%
	Projects	5	1.3%	1	1.3%
	The world	5	1.3%	1	1.3%
	Medicine	4	1.1%	2	2.6%
	Life	4	1.1%	1	1.3%
	Physics	3	.8%	2	2.6%
	Animals	4	1.1%	0	.0%
	Doctor	4	1.1%	0	.0%
	Don't like it/hate	3	.8%	1	1.3%
	Environment	4	1.1%	0	.0%
	Exciting	2	.5%	2	2.6%
	Discovery	2	.5%	2	2.6%
	Research	4	1.1%	0	.0%
	Teacher	3	.8%	1	1.3%
	Technology	3	.8%	1	1.3%
	Plants	3	.8%	0	.0%
	Test tubes	2	.5%	1	1.3%
	Good	0	.0%	3	3.9%
	Inventions/inventors	3	.8%	0	.0%
	Astronomy	2	.5%	0	.0%
	Boring	2	.5%	0	.0%
	Cool	1	.3%	1	1.3%
	Formulas	2	.5%	0	.0%
	Frogs	1	.3%	1	1.3%
	Love it	2	.5%	0	.0%
	Electricity	1	.3%	1	1.3%
	Molecules	2	.5%	0	.0%
	Science fair	1	.3%	1	1.3%
	Testing	0	.0%	2	2.6%
	Weather	2	.5%	0	.0%
	Bugs	2	.5%	0	.0%
	Cooking	2	.5%	0	.0%
	Necessary	2	.5%	0	.0%
	Success	1	.3%	1	1.3%
	The makeup of the world	1	.3%	0	.0%
Science	1	.3%	0	.0%	
Atoms	1	.3%	0	.0%	
Complicated	1	.3%	0	.0%	
Hands on	1	.3%	0	.0%	
Periodic table	1	.3%	0	.0%	
Work	1	.3%	0	.0%	

**Table 5.25e -- PRISM Parent Research
First Reaction to 'Science' by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
First Reaction to 'Science'	Not reported	60	15.2%	3	6.1%
	Experiments	49	12.4%	5	10.2%
	Miscellaneous	25	6.3%	8	16.3%
	Interesting	27	6.8%	4	8.2%
	Biology	25	6.3%	4	8.2%
	Fun	18	4.6%	1	2.0%
	Labs	14	3.5%	3	6.1%
	Chemistry	14	3.5%	1	2.0%
	Miscellaneous scientific term	11	2.8%	1	2.0%
	Chemicals	8	2.0%	1	2.0%
	Difficult/Hard/Confusing	8	2.0%	1	2.0%
	Earth	8	2.0%	1	2.0%
	Space	8	2.0%	1	2.0%
	Nature	7	1.8%	1	2.0%
	How things work	8	2.0%	0	.0%
	Dissecting	6	1.5%	1	2.0%
	Projects	6	1.5%	0	.0%
	The world	6	1.5%	0	.0%
	Medicine	6	1.5%	0	.0%
	Life	4	1.0%	1	2.0%
	Physics	5	1.3%	0	.0%
	Animals	2	.5%	2	4.1%
	Doctor	4	1.0%	0	.0%
	Don't like it/hate	3	.8%	1	2.0%
	Environment	4	1.0%	0	.0%
	Exciting	4	1.0%	0	.0%
	Discovery	3	.8%	1	2.0%
	Research	4	1.0%	0	.0%
	Teacher	3	.8%	1	2.0%
	Technology	3	.8%	1	2.0%
	Plants	3	.8%	0	.0%
	Test tubes	3	.8%	0	.0%
	Inventions/inventors	2	.5%	1	2.0%
	Astronomy	2	.5%	0	.0%
	Boring	2	.5%	0	.0%
	Cool	2	.5%	0	.0%
	Formulas	2	.5%	0	.0%
	Frogs	2	.5%	0	.0%
	Love it	2	.5%	0	.0%
	Electricity	0	.0%	2	4.1%
	Good	2	.5%	0	.0%
	Molecules	1	.3%	1	2.0%
	Science fair	1	.3%	1	2.0%
	Testing	2	.5%	0	.0%
	Weather	2	.5%	0	.0%
	Bugs	2	.5%	0	.0%
	Cooking	2	.5%	0	.0%
	Necessary	2	.5%	0	.0%
	Success	1	.3%	1	2.0%
	The makeup of the world	1	.3%	0	.0%
Science	1	.3%	0	.0%	
Atoms	1	.3%	0	.0%	
Complicated	1	.3%	0	.0%	
Hands on	1	.3%	0	.0%	
Periodic table	1	.3%	0	.0%	
Work	1	.3%	0	.0%	

**Table 5.25f -- PRISM Parent Research
First Reaction to 'Science' by Highest Level of Education of Parent/Guardian Respondent**

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
First Reaction to 'Science'	Not reported	37	13.3%	27	15.8%
	Experiments	34	12.2%	20	11.7%
	Miscellaneous	27	9.7%	6	3.5%
	Interesting	23	8.2%	9	5.3%
	Biology	20	7.2%	9	5.3%
	Fun	9	3.2%	10	5.8%
	Labs	8	2.9%	9	5.3%
	Chemistry	10	3.6%	5	2.9%
	Miscellaneous scientific term	8	2.9%	4	2.3%
	Earth	5	1.8%	6	3.5%
	Chemicals	2	.7%	7	4.1%
	Difficult/Hard/Confusing	4	1.4%	5	2.9%
	Space	2	.7%	7	4.1%
	How things work	9	3.2%	0	.0%
	Nature	6	2.2%	2	1.2%
	Dissecting	3	1.1%	4	2.3%
	Projects	5	1.8%	1	.6%
	The world	4	1.4%	2	1.2%
	Medicine	5	1.8%	1	.6%
	Life	2	.7%	3	1.8%
	Physics	4	1.4%	1	.6%
	Animals	0	.0%	4	2.3%
	Doctor	3	1.1%	1	.6%
	Don't like it/hate	2	.7%	2	1.2%
	Environment	4	1.4%	0	.0%
	Exciting	4	1.4%	0	.0%
	Discovery	4	1.4%	0	.0%
	Research	3	1.1%	1	.6%
	Teacher	0	.0%	4	2.3%
	Technology	3	1.1%	1	.6%
	Plants	2	.7%	1	.6%
	Test tubes	2	.7%	1	.6%
	Good	2	.7%	1	.6%
	Inventions/inventors	1	.4%	2	1.2%
	Astronomy	2	.7%	0	.0%
	Boring	0	.0%	2	1.2%
	Cool	1	.4%	1	.6%
	Formulas	1	.4%	1	.6%
	Frogs	1	.4%	1	.6%
	Love it	1	.4%	1	.6%
	Electricity	1	.4%	1	.6%
	Molecules	1	.4%	1	.6%
Science fair	1	.4%	1	.6%	
Testing	1	.4%	1	.6%	
Weather	1	.4%	1	.6%	
Bugs	0	.0%	2	1.2%	
Cooking	1	.4%	1	.6%	
Necessary	2	.7%	0	.0%	
Success	2	.7%	0	.0%	
The makeup of the world	1	.4%	0	.0%	
Science	1	.4%	0	.0%	
Atoms	1	.4%	0	.0%	
Complicated	1	.4%	0	.0%	
Hands on	1	.4%	0	.0%	
Periodic table	1	.4%	0	.0%	
Work	0	.0%	1	.6%	

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**Table 5.25g -- PRISM Parent Research
First Reaction to 'Science' by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
First Reaction to 'Science'	Not reported	27	12.2%	36	15.9%
	Experiments	34	15.3%	20	8.8%
	Miscellaneous	20	9.0%	13	5.7%
	Interesting	11	5.0%	21	9.3%
	Biology	18	8.1%	10	4.4%
	Fun	7	3.2%	12	5.3%
	Labs	6	2.7%	11	4.8%
	Chemistry	7	3.2%	8	3.5%
	Miscellaneous scientific term	8	3.6%	4	1.8%
	Earth	5	2.3%	6	2.6%
	Chemicals	3	1.4%	6	2.6%
	Difficult/Hard/Confusing	4	1.8%	5	2.2%
	Space	6	2.7%	3	1.3%
	How things work	6	2.7%	3	1.3%
	Nature	3	1.4%	5	2.2%
	Dissecting	1	.5%	6	2.6%
	Projects	3	1.4%	3	1.3%
	The world	4	1.8%	2	.9%
	Medicine	4	1.8%	2	.9%
	Life	4	1.8%	1	.4%
	Physics	4	1.8%	1	.4%
	Technology	3	1.4%	2	.9%
	Animals	1	.5%	3	1.3%
	Doctor	2	.9%	2	.9%
	Don't like it/hate	1	.5%	3	1.3%
	Environment	2	.9%	2	.9%
	Exciting	4	1.8%	0	.0%
	Discovery	3	1.4%	1	.4%
	Research	1	.5%	3	1.3%
	Teacher	1	.5%	3	1.3%
	Plants	1	.5%	2	.9%
	Test tubes	0	.0%	3	1.3%
	Good	0	.0%	3	1.3%
	Inventions/inventors	3	1.4%	0	.0%
	Astronomy	0	.0%	2	.9%
	Boring	1	.5%	1	.4%
	Cool	1	.5%	1	.4%
	Formulas	0	.0%	2	.9%
	Frogs	2	.9%	0	.0%
	Love it	0	.0%	2	.9%
	Electricity	0	.0%	2	.9%
	Molecules	1	.5%	1	.4%
	Science fair	1	.5%	1	.4%
	Testing	1	.5%	1	.4%
Weather	2	.9%	0	.0%	
Bugs	0	.0%	2	.9%	
Cooking	0	.0%	2	.9%	
Necessary	2	.9%	0	.0%	
Success	2	.9%	0	.0%	
The makeup of the world	0	.0%	1	.4%	
Science	0	.0%	1	.4%	
Atoms	0	.0%	1	.4%	
Complicated	1	.5%	0	.0%	
Hands on	1	.5%	0	.0%	
Periodic table	0	.0%	1	.4%	
Work	0	.0%	1	.4%	

**Table 5.25h -- PRISM Parent Research
First Reaction to 'Science' by Science Ability of Parent/Guardian Respondent**

First Reaction to 'Science'		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Not reported	21	11.9%	41	15.1%	
Experiments	21	11.9%	33	12.1%	
Miscellaneous	22	12.4%	11	4.0%	
Interesting	12	6.8%	20	7.4%	
Biology	14	7.9%	15	5.5%	
Fun	10	5.6%	9	3.3%	
Labs	3	1.7%	14	5.1%	
Chemistry	6	3.4%	9	3.3%	
Miscellaneous scientific term	5	2.8%	7	2.6%	
Earth	3	1.7%	8	2.9%	
Chemicals	0	.0%	9	3.3%	
Difficult/Hard/Confusing	1	.6%	8	2.9%	
Space	4	2.3%	5	1.8%	
How things work	6	3.4%	3	1.1%	
Nature	3	1.7%	5	1.8%	
Dissecting	2	1.1%	5	1.8%	
Projects	2	1.1%	4	1.5%	
The world	5	2.8%	1	.4%	
Medicine	3	1.7%	3	1.1%	
Life	3	1.7%	2	.7%	
Physics	2	1.1%	3	1.1%	
Technology	2	1.1%	3	1.1%	
Animals	1	.6%	3	1.1%	
Doctor	2	1.1%	2	.7%	
Don't like it/hate	0	.0%	4	1.5%	
Environment	3	1.7%	1	.4%	
Exciting	3	1.7%	1	.4%	
Discovery	1	.6%	3	1.1%	
Research	2	1.1%	2	.7%	
Teacher	0	.0%	4	1.5%	
Plants	2	1.1%	1	.4%	
Test tubes	0	.0%	3	1.1%	
Good	1	.6%	2	.7%	
Inventions/inventors	2	1.1%	1	.4%	
Astronomy	0	.0%	2	.7%	
Boring	0	.0%	2	.7%	
Cool	1	.6%	1	.4%	
Formulas	1	.6%	1	.4%	
Frogs	0	.0%	2	.7%	
Love it	0	.0%	2	.7%	
Electricity	1	.6%	1	.4%	
Molecules	1	.6%	1	.4%	
Science fair	0	.0%	2	.7%	
Testing	0	.0%	2	.7%	
Weather	0	.0%	2	.7%	
Bugs	0	.0%	2	.7%	
Cooking	0	.0%	2	.7%	
Necessary	2	1.1%	0	.0%	
Success	1	.6%	1	.4%	
The makeup of the world	0	.0%	1	.4%	
Science	1	.6%	0	.0%	
Atoms	0	.0%	1	.4%	
Complicated	0	.0%	1	.4%	
Hands on	1	.6%	0	.0%	
Periodic table	0	.0%	1	.4%	
Work	1	.6%	0	.0%	

**Table 5.26a -- PRISM Parent Research
Analysis of Variance (ANOVA) of Agreement with Science Statements by Region**

	Region				Significant Differences
	Atlanta Metro (1)	Northeast Georgia (2)	East Central Georgia (3)	Southeast Georgia (4)	
My child does not see any connection between the science he/she is learning in school and what goes on outside of school.	2.00	2.37	2.11	2.17	Not Significant
My child will need a good knowledge of science in order to do well in his/her chosen career or trade.	4.00	3.81	4.06	3.99	Not Significant
You have to know at least some science to do most jobs.	3.85	3.54	3.72	3.78	Not Significant
Science is among my child's favorite subjects in school.	3.70	3.32	3.80	3.63	Not Significant
My child would like science more if it were made more interesting.	3.10	3.39	3.11	3.13	Not Significant
Science is too hard for my child.	1.53	1.77	1.69	1.61	Not Significant
My child is doing well in science.	4.23	4.01	4.34	4.22	Not Significant
The inability of other students to keep up is holding my child back in science.	2.05	2.29	2.53	2.23	Not Significant
At my child's school, if students do well in science, they are considered a "nerd."	1.91	2.25	2.00	2.01	Not Significant
At my child's school, students can do well in science and still be considered "cool."	3.98	3.75	3.82	3.73	Not Significant
My child knows where to go when he/she needs help in science.	4.07	3.98	4.42	4.12	Not Significant
I find it difficult to help my child when he/she has questions about science.	2.07	2.40	2.15	2.16	Not Significant
My child needs help in science, but his/her teacher does not have the time to help him/her.	1.85	2.27	1.85	1.92	Not Significant
My child's science teacher encourages him/her to do better.	3.86	3.78	4.09	3.99	Not Significant
I encourage my child to do better in science.	4.22	4.16	4.27	4.31	Not Significant
My child's teacher(s) doesn't explain science in a way that helps my child to understand it.	2.27	2.34	1.88	2.02	Not Significant
Some children just can't do science.	1.91	2.26	2.28	2.18	Not Significant
Science is more important for boys than it is for girls.	1.48	1.53	1.42	1.33	Not Significant
Science just isn't very important for children who don't plan to go to college.	1.76	1.90	1.81	1.57	Not Significant

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Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.26b -- PRISM Parent Research
Analysis of Variance (ANOVA) of Agreement with Science Statements by Type of School**

	Child's Type of School			Significant Differences
	Elementary school	Middle school	High school	
	(1)	(2)	(3)	
My child does not see any connection between the science he/she is learning in school and what goes on outside of school.	2.09	2.25	2.42	Not Significant
My child will need a good knowledge of science in order to do well in his/her chosen career or trade.	3.99	3.85	3.86	Not Significant
You have to know at least some science to do most jobs.	3.67	3.67	3.59	Not Significant
Science is among my child's favorite subjects in school.	3.78	3.48	3.21	1>3
My child would like science more if it were made more interesting.	3.09	3.43	3.28	Not Significant
Science is too hard for my child.	1.62	1.73	1.74	Not Significant
My child is doing well in science.	4.25	4.13	3.98	Not Significant
The inability of other students to keep up is holding my child back in science.	2.18	2.34	2.27	Not Significant
At my child's school, if students do well in science, they are considered a "nerd."	1.83	2.28	2.27	2,3>1
At my child's school, students can do well in science and still be considered "cool."	3.92	3.68	3.76	Not Significant
My child knows where to go when he/she needs help in science.	4.16	4.03	4.01	Not Significant
I find it difficult to help my child when he/she has questions about science.	1.99	2.36	2.46	2,3>1
My child needs help in science, but his/her teacher does not have the time to help him/her.	1.77	2.21	2.29	2,3>1
My child's science teacher encourages him/her to do better.	4.01	3.82	3.79	Not Significant
I encourage my child to do better in science.	4.28	4.16	4.21	Not Significant
My child's teacher(s) doesn't explain science in a way that helps my child to understand it.	1.89	2.30	2.41	2,3>1
Some children just can't do science.	2.09	2.25	2.26	Not Significant
Science is more important for boys than it is for girls.	1.37	1.53	1.49	Not Significant
Science just isn't very important for children who don't plan to go to college.	1.62	1.88	1.88	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.26c -- PRISM Parent Research
Analysis of Variance (ANOVA) of Agreement with Science Statements by Household Income**

	Household Income			Significant Differences
	\$30,000 or Less	\$30,001 to \$60,000	Over \$60,000	
	(1)	(2)	(3)	
My child does not see any connection between the science he/she is learning in school and what goes on outside of school.	2.25	2.33	2.26	Not Significant
My child will need a good knowledge of science in order to do well in his/her chosen career or trade.	3.86	3.86	3.90	Not Significant
You have to know at least some science to do most jobs.	3.74	3.65	3.67	Not Significant
Science is among my child's favorite subjects in school.	3.39	3.45	3.52	Not Significant
My child would like science more if it were made more interesting.	3.30	3.43	3.25	Not Significant
Science is too hard for my child.	1.84	1.81	1.61	Not Significant
My child is doing well in science.	4.09	4.00	4.17	Not Significant
The inability of other students to keep up is holding my child back in science.	2.13	2.50	2.23	Not Significant
At my child's school, if students do well in science, they are considered a "nerd."	1.88	2.17	2.24	Not Significant
At my child's school, students can do well in science and still be considered "cool."	3.62	3.79	3.80	Not Significant
My child knows where to go when he/she needs help in science.	4.02	4.07	4.03	Not Significant
I find it difficult to help my child when he/she has questions about science.	2.71	2.44	2.12	1>3
My child needs help in science, but his/her teacher does not have the time to help	2.16	2.22	2.09	Not Significant
My child's science teacher encourages him/her to do better.	3.96	3.75	3.91	Not Significant
I encourage my child to do better in science.	4.28	4.08	4.25	Not Significant
My child's teacher(s) doesn't explain science in a way that helps my child to understand it.	2.36	2.31	2.15	Not Significant
Some children just can't do science.	2.37	2.27	2.14	Not Significant
Science is more important for boys than it is for girls.	1.53	1.60	1.38	Not Significant
Science just isn't very important for children who don't plan to go to college.	1.81	2.01	1.74	Not Significant

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Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.26d -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Science Statements by Gender of Parent/Guardian Respondent**

	Gender of Parent/Guardian		Significant Differences
	Female	Male	
	(1)	(2)	
My child does not see any connection between the science he/she is learning in school and what goes on outside of school.	2.21	2.51	Not Significant
My child will need a good knowledge of science in order to do well in his/her chosen career or trade.	3.89	3.90	Not Significant
You have to know at least some science to do most jobs.	3.62	3.81	Not Significant
Science is among my child's favorite subjects in school.	3.50	3.36	Not Significant
My child would like science more if it were made more interesting.	3.26	3.34	Not Significant
Science is too hard for my child.	1.70	1.68	Not Significant
My child is doing well in science.	4.13	4.04	Not Significant
The inability of other students to keep up is holding my child back in science.	2.24	2.42	Not Significant
At my child's school, if students do well in science, they are considered a "nerd."	2.09	2.42	2>1
At my child's school, students can do well in science and still be considered "cool."	3.79	3.75	Not Significant
My child knows where to go when he/she needs help in science.	4.06	4.07	Not Significant
I find it difficult to help my child when he/she has questions about science.	2.33	2.18	Not Significant
My child needs help in science, but his/her teacher does not have the time to help him/her.	2.11	2.13	Not Significant
My child's science teacher encourages him/her to do better.	3.89	3.81	Not Significant
I encourage my child to do better in science.	4.21	4.22	Not Significant
My child's teacher(s) doesn't explain science in a way that helps my child to understand it.	2.18	2.39	Not Significant
Some children just can't do science.	2.20	2.25	Not Significant
Science is more important for boys than it is for girls.	1.45	1.53	Not Significant
Science just isn't very important for children who don't plan to go to college.	1.75	2.05	2>1

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Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.26e -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Science Statements by Ethnicity**

	Ethnicity		Significant Differences
	Caucasian	Other	
	(1)	(2)	
My child does not see any connection between the science he/she is learning in school and what goes on outside of school.	2.26	2.35	Not Significant
My child will need a good knowledge of science in order to do well in his/her chosen career or trade.	3.87	4.11	Not Significant
You have to know at least some science to do most jobs.	3.62	3.91	Not Significant
Science is among my child's favorite subjects in school.	3.44	3.77	Not Significant
My child would like science more if it were made more interesting.	3.27	3.52	Not Significant
Science is too hard for my child.	1.70	1.76	Not Significant
My child is doing well in science.	4.09	4.27	Not Significant
The inability of other students to keep up is holding my child back in science.	2.31	2.02	Not Significant
At my child's school, if students do well in science, they are considered a "nerd."	2.16	2.02	Not Significant
At my child's school, students can do well in science and still be considered "cool."	3.76	3.82	Not Significant
My child knows where to go when he/she needs help in science.	4.05	4.22	Not Significant
I find it difficult to help my child when he/she has questions about science.	2.29	2.39	Not Significant
My child needs help in science, but his/her teacher does not have the time to help him/her.	2.12	2.02	Not Significant
My child's science teacher encourages him/her to do better.	3.84	4.15	Not Significant
I encourage my child to do better in science.	4.18	4.50	2>1
My child's teacher(s) doesn't explain science in a way that helps my child to understand it.	2.21	2.28	Not Significant
Some children just can't do science.	2.18	2.43	Not Significant
Science is more important for boys than it is for girls.	1.46	1.51	Not Significant
Science just isn't very important for children who don't plan to go to college.	1.79	1.94	Not Significant

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Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.26f -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Science Statements by Highest Level of Education of Parent/Guardian Respondent**

	Highest Level of Education of Parent/Guardian Respondent		Significant Differences
	College Graduate or Advanced Degree	Not a College Graduate	
	(1)	(2)	
My child does not see any connection between the science he/she is learning in school and what goes on outside of school.	2.14	2.48	2>1
My child will need a good knowledge of science in order to do well in his/her chosen career or trade.	3.98	3.74	Not Significant
You have to know at least some science to do most jobs.	3.79	3.43	1>2
Science is among my child's favorite subjects in school.	3.54	3.36	Not Significant
My child would like science more if it were made more interesting.	3.26	3.31	Not Significant
Science is too hard for my child.	1.60	1.87	2>1
My child is doing well in science.	4.19	3.98	Not Significant
The inability of other students to keep up is holding my child back in science.	2.33	2.15	Not Significant
At my child's school, if students do well in science, they are considered a "nerd."	2.16	2.13	Not Significant
At my child's school, students can do well in science and still be considered "cool."	3.82	3.70	Not Significant
My child knows where to go when he/she needs help in science.	4.08	4.03	Not Significant
I find it difficult to help my child when he/she has questions about science.	2.15	2.55	2>1
My child needs help in science, but his/her teacher does not have the time to help him/her.	2.10	2.13	Not Significant
My child's science teacher encourages him/her to do better.	3.91	3.81	Not Significant
I encourage my child to do better in science.	4.25	4.14	Not Significant
My child's teacher(s) doesn't explain science in a way that helps my child to understand it.	2.19	2.26	Not Significant
Some children just can't do science.	2.13	2.35	Not Significant
Science is more important for boys than it is for girls.	1.43	1.53	Not Significant
Science just isn't very important for children who don't plan to go to college.	1.70	1.98	2>1

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Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.26g -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Science Statements by Mathematics Ability of Parent/Guardian Respondent**

	Math Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
My child does not see any connection between the science he/she is learning in school and what goes on outside of school.	2.22	2.30	Not Significant
My child will need a good knowledge of science in order to do well in his/her chosen career or trade.	3.98	3.80	Not Significant
You have to know at least some science to do most jobs.	3.70	3.59	Not Significant
Science is among my child's favorite subjects in school.	3.48	3.46	Not Significant
My child would like science more if it were made more interesting.	3.19	3.37	Not Significant
Science is too hard for my child.	1.65	1.75	Not Significant
My child is doing well in science.	4.16	4.06	Not Significant
The inability of other students to keep up is holding my child back in science.	2.28	2.26	Not Significant
At my child's school, if students do well in science, they are considered a "nerd."	2.10	2.19	Not Significant
At my child's school, students can do well in science and still be considered "cool."	3.80	3.75	Not Significant
My child knows where to go when he/she needs help in science.	4.14	3.99	Not Significant
I find it difficult to help my child when he/she has questions about science.	2.09	2.50	2>1
My child needs help in science, but his/her teacher does not have the time to help him/her.	2.06	2.15	Not Significant
My child's science teacher encourages him/her to do better.	3.88	3.87	Not Significant
I encourage my child to do better in science.	4.19	4.23	Not Significant
My child's teacher(s) doesn't explain science in a way that helps my child to understand it.	2.22	2.22	Not Significant
Some children just can't do science.	2.23	2.20	Not Significant
Science is more important for boys than it is for girls.	1.47	1.46	Not Significant
Science just isn't very important for children who don't plan to go to college.	1.80	1.81	Not Significant

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Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.26h -- PRISM Parent Research
Independent T-Test Analysis of Agreement with Science Statements by Science Ability of Parent/Guardian Respondent**

	Science Ability of Parent/Guardian		Significant Differences
	Somewhat/Well Above Average	Average or Below Average	
	(1)	(2)	
My child does not see any connection between the science he/she is learning in school and what goes on outside of school.	2.09	2.38	2>1
My child will need a good knowledge of science in order to do well in his/her chosen career or trade.	4.12	3.73	1>2
You have to know at least some science to do most jobs.	3.91	3.48	1>2
Science is among my child's favorite subjects in school.	3.71	3.32	1>2
My child would like science more if it were made more interesting.	3.30	3.27	Not Significant
Science is too hard for my child.	1.56	1.80	2>1
My child is doing well in science.	4.30	3.99	1>2
The inability of other students to keep up is holding my child back in science.	2.32	2.24	Not Significant
At my child's school, if students do well in science, they are considered a "nerd."	2.11	2.17	Not Significant
At my child's school, students can do well in science and still be considered "cool."	3.93	3.68	1>2
My child knows where to go when he/she needs help in science.	4.13	4.02	Not Significant
I find it difficult to help my child when he/she has questions about science.	1.85	2.60	2>1
My child needs help in science, but his/her teacher does not have the time to help him/her.	2.09	2.13	Not Significant
My child's science teacher encourages him/her to do better.	4.01	3.78	1>2
I encourage my child to do better in science.	4.40	4.09	1>2
My child's teacher(s) doesn't explain science in a way that helps my child to understand it.	2.23	2.21	Not Significant
Some children just can't do science.	2.12	2.27	Not Significant
Science is more important for boys than it is for girls.	1.42	1.50	Not Significant
Science just isn't very important for children who don't plan to go to college.	1.80	1.81	Not Significant

Maguire Associates, Inc. Bedford, Massachusetts

Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Notes: Bold indicates significant market segment differences (p < .01).

**Table 5.27a -- PRISM Parent Research
Child's Preferred Way to Learn New Things by Region**

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
Child's Preferred Way to Learn New Things	Hands-on approach	45	93.8%	236	90.8%	32	88.9%	87	87.0%	400	90.1%
	Written formats (books, magazines, etc.)	38	79.2%	163	62.7%	25	69.4%	66	66.0%	292	65.8%
	Computer/Video games	27	56.3%	152	58.5%	26	72.2%	78	78.0%	283	63.7%
	Video	17	35.4%	103	39.6%	12	33.3%	41	41.0%	173	39.0%
	Television	18	37.5%	99	38.1%	11	30.6%	40	40.0%	168	37.8%
	Radio/Audiotape	8	16.7%	49	18.8%	4	11.1%	14	14.0%	75	16.9%
	Other	5	10.4%	16	6.2%	2	5.6%	7	7.0%	30	6.8%
	Not reported	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%

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**Table 5.27b -- PRISM Parent Research
Child's Preferred Way to Learn New Things by Type of School**

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
Child's Preferred Way to Learn New Things	Hands-on approach	118	90.1%	138	88.5%	144	91.7%
	Written formats (books, magazines, etc.)	94	71.8%	101	64.7%	97	61.8%
	Computer/Video games	91	69.5%	100	64.1%	92	58.6%
	Video	54	41.2%	57	36.5%	62	39.5%
	Television	51	38.9%	64	41.0%	53	33.8%
	Radio/Audiotape	15	11.5%	28	17.9%	32	20.4%
	Other	12	9.2%	10	6.4%	8	5.1%
	Not reported	0	.0%	1	.6%	0	.0%

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**Table 5.27c -- PRISM Parent Research
Child's Preferred Way to Learn New Things by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
Child's Preferred Way to Learn New Things	Hands-on approach	50	86.2%	96	85.0%	211	93.4%
	Written formats (books, magazines, etc.)	40	69.0%	69	61.1%	155	68.6%
	Computer/Video games	38	65.5%	72	63.7%	141	62.4%
	Video	26	44.8%	46	40.7%	85	37.6%
	Television	25	43.1%	51	45.1%	79	35.0%
	Radio/Audiotape	15	25.9%	21	18.6%	32	14.2%
	Other	3	5.2%	10	8.8%	13	5.8%
	Not reported	0	.0%	0	.0%	1	.4%

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**Table 5.27d -- PRISM Parent Research
Child's Preferred Way to Learn New Things by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
Child's Preferred Way to Learn New Things	Hands-on approach	336	90.6%	68	88.3%
	Written formats (books, magazines, etc.)	239	64.4%	55	71.4%
	Computer/Video games	228	61.5%	55	71.4%
	Video	140	37.7%	33	42.9%
	Television	140	37.7%	29	37.7%
	Radio/Audiotape	65	17.5%	11	14.3%
	Other	26	7.0%	4	5.2%
	Not reported	1	.3%	0	.0%

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**Table 5.27e -- PRISM Parent Research
Child's Preferred Way to Learn New Things by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
Child's Preferred Way to Learn New Things	Hands-on approach	361	91.4%	41	83.7%
	Written formats (books, magazines, etc.)	261	66.1%	28	57.1%
	Computer/Video games	250	63.3%	30	61.2%
	Video	158	40.0%	15	30.6%
	Television	144	36.5%	24	49.0%
	Radio/Audiotape	62	15.7%	13	26.5%
	Other	26	6.6%	4	8.2%
	Not reported	1	.3%	0	.0%

Maguire Associates, Inc. Bedford, Massachusetts

**Table 5.27f -- PRISM Parent Research
Child's Preferred Way to Learn New Things by Highest Level of Education of Parent/Guardian Respondent**

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
Child's Preferred Way to Learn New Things	Hands-on approach	255	91.4%	151	88.3%
	Written formats (books, magazines, etc.)	187	67.0%	108	63.2%
	Computer/Video games	177	63.4%	107	62.6%
	Video	112	40.1%	62	36.3%
	Television	104	37.3%	66	38.6%
	Radio/Audiotape	37	13.3%	39	22.8%
	Other	24	8.6%	6	3.5%
	Not reported	1	.4%	0	.0%

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**Table 5.27g -- PRISM Parent Research
Child's Preferred Way to Learn New Things by Mathematics Ability of Parent/Guardian Respondent**

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Child's Preferred Way to Learn New Things	Hands-on approach	201	90.5%	204	89.9%
	Written formats (books, magazines, etc.)	153	68.9%	140	61.7%
	Computer/Video games	145	65.3%	140	61.7%
	Video	80	36.0%	93	41.0%
	Television	81	36.5%	88	38.8%
	Radio/Audiotape	32	14.4%	44	19.4%
	Other	18	8.1%	12	5.3%
	Not reported	1	.5%	0	.0%

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**Table 5.27h -- PRISM Parent Research
Child's Preferred Way to Learn New Things by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Child's Preferred Way to Learn New Things	Hands-on approach	164	92.7%	240	88.2%
	Written formats (books, magazines, etc.)	119	67.2%	175	64.3%
	Computer/Video games	107	60.5%	177	65.1%
	Video	70	39.5%	104	38.2%
	Television	73	41.2%	97	35.7%
	Radio/Audiotape	31	17.5%	45	16.5%
	Other	12	6.8%	18	6.6%
	Not reported	1	.6%	0	.0%

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**Table 5.28a -- PRISM Parent Research
Ways to Make Mathematics and Science More Interesting by Region**

		Region								Total Cases	
		Atlanta Metro		Northeast Georgia		East Central Georgia		Southeast Georgia		n	Column %
		n	Column %	n	Column %	n	Column %	n	Column %		
Ways to Make Mathematics and Science More Interesting	Not reported	18	37.5%	107	41.2%	11	30.6%	26	28.0%	162	36.5%
	More of a hands-on approach/More experiments	13	27.1%	60	23.1%	15	41.7%	35	35.0%	123	27.7%
	Show practical applications/Make it relate to real life	8	16.7%	25	9.6%	0	.0%	6	6.0%	39	8.8%
	Better teachers	2	4.2%	21	8.1%	3	8.3%	7	7.0%	33	7.4%
	Miscellaneous	1	2.1%	13	5.0%	2	5.6%	7	7.0%	23	5.2%
	Make it fun	3	6.3%	10	3.8%	2	5.6%	1	1.0%	16	3.6%
	More group projects	1	2.1%	5	1.9%	1	2.8%	7	7.0%	14	3.2%
	Use more Computers/Video games	0	.0%	1	.4%	2	5.6%	3	3.0%	6	1.4%
	Spend more class time on it	0	.0%	3	1.2%	0	.0%	3	3.0%	6	1.4%
	More classroom participation	0	.0%	4	1.5%	0	.0%	2	2.0%	6	1.4%
	Field trips	0	.0%	4	1.5%	0	.0%	1	1.0%	5	1.1%
	More labs	1	2.1%	2	.8%	0	.0%	1	1.0%	4	.9%
	Smaller classes	0	.0%	2	.8%	0	.0%	1	1.0%	3	.7%
	Teachers/People who know the subject	1	2.1%	1	.4%	0	.0%	0	.0%	2	.5%
	Use of video	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%
	Written formats (books, magazines, etc.)	0	.0%	1	.4%	0	.0%	0	.0%	1	.2%

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**Table 5.28b -- PRISM Parent Research
Ways to Make Mathematics and Science More Interesting by Type of School**

		Child's Type of School					
		Elementary school		Middle school		High school	
		n	Column %	n	Column %	n	Column %
Ways to Make Mathematics and Science More Interesting	Not reported	46	35.1%	50	32.1%	66	42.0%
	More of a hands-on approach/More experiments	41	31.3%	53	34.0%	29	18.5%
	Show practical applications/Make it relate to real life	10	7.6%	10	6.4%	19	12.1%
	Better teachers	6	4.6%	9	5.8%	18	11.5%
	Miscellaneous	7	5.3%	7	4.5%	9	5.7%
	Make it fun	6	4.6%	6	3.8%	4	2.5%
	More group projects	4	3.1%	9	5.8%	1	.6%
	Use more Computers/Video games	3	2.3%	3	1.9%	0	.0%
	Spend more class time on it	2	1.5%	4	2.6%	0	.0%
	More classroom participation	2	1.5%	1	.6%	3	1.9%
	Field trips	1	.8%	1	.6%	3	1.9%
	More labs	1	.8%	0	.0%	3	1.9%
	Smaller classes	1	.8%	1	.6%	1	.6%
	Teachers/People who know the subject	1	.8%	0	.0%	1	.6%
	Use of video	0	.0%	1	.6%	0	.0%
	Written formats (books, magazines, etc.)	0	.0%	1	.6%	0	.0%

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**Table 5.28c -- PRISM Parent Research
Ways to Make Mathematics and Science More Interesting by Household Income**

		Household Income					
		\$30,000 or Less		\$30,001 to \$60,000		Over \$60,000	
		n	Column %	n	Column %	n	Column %
Ways to Make Mathematics and Science More Interesting	Not reported	19	32.8%	42	37.2%	75	33.2%
	More of a hands-on approach/More experiments	16	27.6%	31	27.4%	68	30.1%
	Show practical applications/Make it relate to real life	1	1.7%	9	8.0%	28	12.4%
	Better teachers	2	3.4%	9	8.0%	16	7.1%
	Miscellaneous	4	6.9%	5	4.4%	12	5.3%
	Make it fun	7	12.1%	5	4.4%	4	1.8%
	More group projects	3	5.2%	2	1.8%	8	3.5%
	Use more Computers/Video games	1	1.7%	3	2.7%	2	.9%
	More classroom participation	2	3.4%	0	.0%	4	1.8%
	Field trips	2	3.4%	2	1.8%	1	.4%
	Spend more class time on it	0	.0%	3	2.7%	2	.9%
	More labs	1	1.7%	0	.0%	2	.9%
	Smaller classes	0	.0%	0	.0%	3	1.3%
	Teachers/People who know the subject	0	.0%	1	.9%	1	.4%
	Use of video	0	.0%	1	.9%	0	.0%

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**Table 5.28d -- PRISM Parent Research
Ways to Make Mathematics and Science More Interesting by Gender of Parent/Guardian Respondent**

		Gender of Parent/Guardian			
		Female		Male	
		n	Column %	n	Column %
Ways to Make Mathematics and Science More Interesting	Not reported	134	36.1%	30	39.0%
	More of a hands-on approach/More experiments	105	28.3%	18	23.4%
	Show practical applications/Make it relate to real life	30	8.1%	10	13.0%
	Better teachers	31	8.4%	2	2.6%
	Miscellaneous	16	4.3%	7	9.1%
	Make it fun	17	4.6%	0	.0%
	More group projects	11	3.0%	3	3.9%
	Use more Computers/Video games	5	1.3%	1	1.3%
	Spend more class time on it	6	1.6%	0	.0%
	More classroom participation	5	1.3%	1	1.3%
	Field trips	5	1.3%	0	.0%
	More labs	2	.5%	2	2.6%
	Smaller classes	2	.5%	1	1.3%
	Teachers/People who know the subject	1	.3%	1	1.3%
	Use of video	0	.0%	1	1.3%
	Written formats (books, magazines, etc.)	1	.3%	0	.0%

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**Table 5.28e -- PRISM Parent Research
Ways to Make Mathematics and Science More Interesting by Ethnicity**

		Ethnicity			
		Caucasian		Other	
		n	Column %	n	Column %
Ways to Make Mathematics and Science More Interesting	Not reported	151	38.2%	11	22.4%
	More of a hands-on approach/More experiments	106	26.8%	17	34.7%
	Show practical applications/Make it relate to real life	38	9.6%	2	4.1%
	Better teachers	27	6.8%	6	12.2%
	Miscellaneous	20	5.1%	2	4.1%
	Make it fun	13	3.3%	3	6.1%
	More group projects	8	2.0%	6	12.2%
	Use more Computers/Video games	6	1.5%	0	.0%
	Spend more class time on it	5	1.3%	1	2.0%
	More classroom participation	6	1.5%	0	.0%
	Field trips	5	1.3%	0	.0%
	More labs	3	.8%	1	2.0%
	Smaller classes	3	.8%	0	.0%
	Teachers/People who know the subject	2	.5%	0	.0%
	Use of video	1	.3%	0	.0%
	Written formats (books, magazines, etc.)	1	.3%	0	.0%

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**Table 5.28f -- PRISM Parent Research
Ways to Make Mathematics and Science More Interesting by Highest Level of Education of Parent/Guardian Respondent**

		Highest Level of Education of Parent/Guardian Respondent			
		College Graduate or Advanced Degree		Not a College Graduate	
		n	Column %	n	Column %
Ways to Make Mathematics and Science More Interesting	Not reported	89	31.9%	75	43.9%
	More of a hands-on approach/More experiments	87	31.2%	38	22.2%
	Show practical applications/Make it relate to real life	31	11.1%	9	5.3%
	Better teachers	20	7.2%	13	7.6%
	Miscellaneous	18	6.5%	5	2.9%
	Make it fun	5	1.8%	12	7.0%
	More group projects	8	2.9%	6	3.5%
	Use more Computers/Video games	3	1.1%	3	1.8%
	Spend more class time on it	3	1.1%	3	1.8%
	More classroom participation	4	1.4%	2	1.2%
	Field trips	3	1.1%	2	1.2%
	More labs	4	1.4%	0	.0%
	Smaller classes	3	1.1%	0	.0%
	Teachers/People who know the subject	1	.4%	1	.6%
	Use of video	0	.0%	1	.6%
	Written formats (books, magazines, etc.)	0	.0%	1	.6%

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Table 5.28g -- PRISM Parent Research
Ways to Make Mathematics and Science More Interesting by Mathematics Ability of Parent/Guardian Respondent

		Math Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Ways to Make Mathematics and Science More Interesting	Not reported	67	30.2%	95	41.9%
	More of a hands-on approach/More experiments	70	31.5%	56	24.7%
	Show practical applications/Make it relate to real life	23	10.4%	17	7.5%
	Better teachers	14	6.3%	19	8.4%
	Miscellaneous	13	5.9%	10	4.4%
	Make it fun	9	4.1%	8	3.5%
	More group projects	8	3.6%	6	2.6%
	Use more Computers/Video games	1	.5%	5	2.2%
	Spend more class time on it	4	1.8%	2	.9%
	More classroom participation	3	1.4%	3	1.3%
	Field trips	2	.9%	3	1.3%
	More labs	3	1.4%	1	.4%
	Smaller classes	2	.9%	1	.4%
	Teachers/People who know the subject	2	.9%	0	.0%
	Use of video	1	.5%	0	.0%
	Written formats (books, magazines, etc.)	0	.0%	1	.4%

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**Table 5.28h -- PRISM Parent Research
Ways to Make Mathematics and Science More Interesting by Science Ability of Parent/Guardian Respondent**

		Science Ability of Parent/Guardian			
		Somewhat/Well Above Average		Average or Below Average	
		n	Column %	n	Column %
Ways to Make Mathematics and Science More Interesting	Not reported	54	30.5%	108	39.7%
	More of a hands-on approach/More experiments	52	29.4%	74	27.2%
	Show practical applications/Make it relate to real life	20	11.3%	20	7.4%
	Better teachers	16	9.0%	17	6.3%
	Miscellaneous	10	5.6%	13	4.8%
	Make it fun	5	2.8%	12	4.4%
	More group projects	7	4.0%	7	2.6%
	Use more Computers/Video games	1	.6%	5	1.8%
	Spend more class time on it	1	.6%	5	1.8%
	More classroom participation	2	1.1%	4	1.5%
	Field trips	3	1.7%	2	.7%
	More labs	2	1.1%	2	.7%
	Smaller classes	3	1.7%	0	.0%
	Teachers/People who know the subject	0	.0%	2	.7%
	Use of video	0	.0%	1	.4%
	Written formats (books, magazines, etc.)	1	.6%	0	.0%

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