

South Carolina Department of Education
 Office of Public School Choice
 Single-Gender Initiatives



South Carolina Surveys of Single-Gender Programs
 August 2009

The South Carolina Department of Education, Single-Gender Initiatives posts surveys each year, starting in 2008, to gauge the reaction of stakeholders involved with single-gender education. The South Carolina Department of Education (SCDE) posted separate surveys for students, teachers, and parents on its website in April and May 2009. Links to the surveys were sent to schools with single-gender classes. SCDE asked teachers to complete their own survey and to ask their students and parents to complete the appropriate survey.

SCDE asked participants to indicate whether single-gender education changed students' characteristics, behavior, and interests in several categories. These categories were:

Student Survey	Teacher Survey	Parent Survey
Self-Confidence Motivation Interest in trying new ways to learn Independence Participation during class Self-efficacy Enjoyment of school Desire to follow rules Grades Desire to complete hard work Make friends Attitude toward school Complete class work Complete homework Ability to pay attention Interest in Reading Interest in Mathematics Interest in Science Interest in Social Studies	Self-Confidence Motivation Self-Esteem Independence Participation Attitude Behavior Collaboration On-Task Community Achievement	Self-Confidence Motivation Self-Esteem Independence Self-Efficacy Attitude Behavior Grades Teachers Meet the Needs of Child Satisfied with Single-Gender Program

The surveys offered seven answers indicating potential levels of change within the above categories (different terms were used for Secondary/Elementary surveys):

Elementary Level of Change Term	Middle/Secondary Level of Change Term
A Lot More	Greatly Increased
More	Increased
A Little More	Slightly Increased
No Change	No Change
A Little Less	Slightly Decreased
Less	Decreased
A Lot Less	Greatly Decreased

Questions were asked in slightly different ways for elementary and middle/secondary levels, but similar categories were used. For example, a question for elementary school students was: "Do you like to try new activities more or less when being in your all-boy or all-girl classes?" For middle/secondary school students the question on the same category was phrased, "How has your interest in trying new activities changed due to being in the single-gender classes?"

Results are reported here in terms of Increase (combining Slightly Increased, Increased, and Greatly Increased, and the elementary school version's "more" responses), No Change, and Decrease (combining Slightly Decreased, Decreased, and Greatly Decreased, and elementary school version's "less" responses).

The surveys were live for six weeks and closed on May 8, 2009. Roughly 5,100 students, 720 parents and 680 teachers completed the surveys from 133 different elementary, middle, and high schools around the state. Some schools started with single-gender classes in August 2008 and others have had more experience. Participation in all surveys was voluntary and identity was anonymous.

Similar questions were asked on the 2008 and 2009 surveys. In 2008 participants were asked about their level of agreement with each statement. In 2009 participants were asked to indicate their level of change. The intent of this change was to make the survey more balanced and objective. The categories remained the same.

The survey's purpose is to be a tool for schools to learn more about student, parent, and teacher perception of their single-gender program as well as the overall perception of single-gender education in the state. It is not the intention of the SCDE or specifically Single-Gender Initiatives to imply that single-gender education is superior to coed education. Neither is better than the other; however, for a particular student, one could better serve his or her learning experience. The benefits of a single-gender program for an individual student can vary greatly across students. Again, the purpose of the surveys and this report is to "get the pulse" of those involved in single-gender programs. A statistical analysis of the survey results is currently underway.

For questions related to the survey, please contact:

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Common Strands Across All Surveys

- Overall, teachers indicated single-gender classes as having an increase with students in the listed behavior and interest categories at the highest percentage (~75%), parents second (~68%), and students third (~58%).
- Improvement with Behavior was the category with the lowest level of increase across all three groups though typically above 40% for each.
- African-American students and parents indicated an increase at a higher rate than Caucasian students and parents.
- The category with the highest level of increase was different for each survey group.

Student Results

- Overall, more than half of the students indicated that their single-gender classes were a factor in improving their behavior and interests in each of the categories.
- Overall, less than twenty percent of the students indicated a decrease in categories due to being in single-gender classes.
- Nearly three-fifths of the students indicated an increase due to being in single-gender classes with Self-Confidence, Interest in Trying New Ways of Learning, Participation, Self-Efficacy, Grades, and Making Friends.
- Enjoyment of School (40%) and Desire to Follow School Rules (44%) were the lowest levels of increase.
- Girls tended to indicate increases at a higher percentage than boys, 50-70% and 40-60% respectively.
- Females' highest increases were with Self-Confidence (65%), Independence (66%), Participation (66%), and Self-Efficacy (63%).
- Males' highest increases were with Independence (58%), Self-Efficacy (54%), Grades (54%), and Making Friends (54%).
- African-Americans had the highest levels of increase in all categories, including interest in content areas, with 60-69% indicating an increase.
- Lower elementary students indicated increases at a higher rate (70-90%) than upper elementary students (60-80%), upper elementary students indicated increases at a higher rate than middle school students (50-60%), and middle school students indicated increases at a higher rate than high school students (20 – 50%).

- Caucasians indicated the lowest level of increase 30-60%, but indications of decrease were typically less than 20%.
- Indications of decrease were similar across all ethnic groups, typically less than 20%.

Teacher Results

- Teachers of female students indicated increases at a higher level than teachers of males (72-91% and 65-85% respectively).
- The highest categories of increase for teachers of females were self-confidence (91%) and participation (91%).
- The highest categories of increase for teachers of males were participation (85%) and self-confidence (76%).
- Improved? Behavior was the category with the lowest percent increases for teachers of females and for teachers of males (72% and 65% respectively).
- Teachers at all levels (Elementary, Middle, High) tend to indicate increases at a percentage of at least 50% for each of the categories.
- Teachers of elementary school students indicated increases at a higher level than middle school teachers and middle school teachers indicate increases at a higher level than high school teachers (approximately 83%, 77%, and 69% respectively).
- Math teachers indicated increases at a higher percentage than English Language Arts (2nd), Science (3rd), and Social Studies (4th) teachers (80%, 79%, 77%, and 66% respectively).
- Across all teachers, the level of decrease tended to be less than 20%.

Parent Results

- Overall, typically two-thirds of the parents indicated that single-gender classes were a factor in improving their child in each of the categories. Parents of girls consistently indicated increases at a higher percentage than parents of boys, 48-76% and 47-65% respectively.
- The categories with the highest level of agreement for parents were Self-Confidence (69%), Self-Efficacy (68%), and Independence (68%).
- Behavior was the category with the lowest level of increase at 47%, but only 10% indicated a decrease.
- Parents believed that the single-gender teacher meets the needs of their child at a rate of 78%.
- Over three-quarters of the parents indicated they were satisfied with their child's single-gender classes, only 13% indicating dissatisfaction.
- African-American and Hispanic parents consistently indicated increases at a higher percentage than Caucasian parents 61-73% and 59-86% respectively, however the levels of decrease typically were below 20% for all groups.
- Elementary school parents and middle school parents tended to indicate increases at similar levels, typically 65 – 80%.
- High school parents indicated increases at the lowest levels, typically 30-45%, and "no change" at the highest levels, typically between 40-55%.
- Levels of decrease tended to be below 15% across elementary, middle, and high school parents.

Students

	<i>Percent of students who responded indicating Increase</i>	<i>Percent of students who responded indicating No Change</i>	<i>Percent of students who responded indicating Decrease</i>
	All Students (n=5170)	All Students (n=5170)	All Students (n=5170)
Self-confidence	59	26	16
Motivation	53	27	20
Interest in trying new ways to learn	62	27	11
Independence	54	31	15
Participation during class	59	25	16
Self-efficacy	58	26	15
Enjoyment of school	40	21	30
Desire to follow rules	44	37	19
Grades	58	22	20
Desire to complete hard work	54	31	15
Make friends	58	27	14
Attitude toward school	48	27	24
Complete class work	53	32	15
Complete homework	46	38	16
Ability to pay attention	53	24	22
Interest in Reading	51	35	14
Interest in Mathematics	53	32	16
Interest in Science	53	31	16
Interest in Social Studies	54	31	15

Student Data by Gender

	<i>Percent of students who responded indicating Increase</i>		<i>Percent of students who responded indicating No Change</i>		<i>Percent of students who responded indicating Decrease</i>	
	Female n=2730)	Male (n=2400)	Female (n=2730)	Male (n=2400)	Female (n=2730)	Male (n=2400)
Self-confidence	65	51	22	29	12	20
Motivation	58	48	28	27	16	25
Interest in trying new ways to learn	66	58	26	27	8	15
Independence	57	51	30	31	13	18
Participation during class	66	51	22	29	12	20
Self-efficacy	63	54	25	28	13	18
Enjoyment of school	53	42	20	22	26	35
Desire to follow rules	46	41	40	35	14	24
Grades	62	54	20	24	17	23
Desire to complete hard work	57	51	31	30	12	19
Make friends	62	54	26	29	12	17
Attitude toward school	52	44	27	27	20	29
Complete class work	55	51	33	31	12	17
Complete homework	46	45	40	36	14	19
Ability to pay attention	57	49	23	26	20	25
Interest in Reading	54	47	34	36	11	18
Interest in Mathematics	54	51	32	31	14	18
Interest in Science	53	52	30	31	16	17
Interest in Social Studies	56	52	31	31	14	17

Student Data by Racial/Ethnicity Group

	<i>Percent of students who responded indicating Increase (I), No Change (NC), or Decrease (D)</i>				
	African-American (n=1900) I/NC/D	Asian-American (n=60) I/NC/D	Caucasian (n=2560) I/NC/D	Hispanic (n=210) I/NC/D	Other (n=410) I/NC/D
Self-confidence	63/22/15	60/22/18	56/28/16	63/21/16	54/28/18
Motivation	61/21/18	54/33/13	47/32/22	54/26/19	50/30/21
Interest in trying new ways to learn	69/21/10	54/32/13	58/31/12	68/19/13	59/29/12
Independence	60/25/15	54/31/15	50/35/15	55/22/23	52/32/16
Participation during class	63/21/16	62/19/19	57/27/16	55/27/18	57/29/14
Self-efficacy	66/21/13	50/33/17	53/30/17	65/19/16	57/28/15
Enjoyment of school	53/21/26	51/21/28	44/22/34	58/16/26	47/24/29
Desire to follow rules	52/32/17	49/34/18	34/42/20	53/28/18	45/39/17
Grades	65/17/18	49/31/19	53/26/21	64/16/20	59/20/28
Desire to complete hard work	63/24/13	48/37/15	48/35/17	58/23/19	52/34/14
Make friends	64/24/12	58/29/14	54/30/16	60/23/17	57/28/15
Attitude toward school	55/24/21	46/31/32	43/30/27	53/28/19	47/31/22
Complete class work	64/24/13	45/35/20	45/39/16	60/28/12	51/33/16
Complete homework	57/29/14	48/36/16	37/45/18	50/35/15	43/40/17
Ability to pay attention	60/20/20	50/26/24	48/29/25	59/22/20	53/25/22
Interest in Reading	62/26/12	46/40/13	45/41/14	57/26/16	53/35/12
Interest in Mathematics	62/24/14	49/37/15	45/37/8	58/28/14	53/30/17
Interest in Science	58/26/17	42/36/22	47/37/16	50/28/21	53/31/16
Interest in Social Studies	58/28/17	46/38/17	42/40/18	40/40/20	51/32/17

Student Data by Grade Level

	<i>Percent of students who responded indicating Increase (I), No Change (NC), or Decrease (D)</i>								
	First Grade (n=60) I/NC/D	Second Grade (n=70) I/NC/D	Third Grade (n=200) I/NC/D	Fourth Grade (n=370) I/NC/D	Fifth Grade (n=750) I/NC/D	Sixth Grade (n=1700) I/NC/D	Seventh Grade (n=1040) I/NC/D	Eighth Grade (n=560) I/NC/D	Ninth Grade (n=420) I/NC/D
Self-confidence	92/3/5	92/5/3	83/6/11	80/8/12	69/17/14	58/27/15	53/27/20	44/39/17	35/46/19
Motivation	91/5/4	78/4/18	71/9/20	72/12/15	60/20/20	52/31/17	48/27/24	47/32/21	24/48/28
Interest in trying new ways to learn	84/5/10	93/3/4	86/5/9	91/5/4	81/12/7	60/30/10	52/33/15	50/37/13	35/48/18
Independence	88/7/5	81/5/14	75/7/18	68/16/15	60/20/20	55/33/12	47/35/18	51/36/13	29/54/17
Participation during class	71/11/18	86/5/8	68/8/25	72/10/18	61/20/20	60/28/12	56/27/17	51/33/16	47/35/17
Self-efficacy	90/5/5	84/6/10	76/10/14	77/15/8	71/16/13	58/38/14	51/31/18	52/31/17	32/46/22
Enjoyment of school	88/3/8	83/8/9	78/6/16	71/13/16	59/18/23	49/24/27	38/22/40	33/26/41	24/29/48
Desire to follow rules	85/10/5	85/7/8	73/13/13	68/20/13	60/26/14	41/44/15	36/40/29	31/43/36	15/57/29
Grades	97/3/0	95/3/3	88/5/7	83/10/7	76/14/10	53/26/21	50/25/25	50/25/25	32/34/34
Desire to complete hard work	91/5/3	86/4/9	79/6/15	80/11/9	66/23/11	54/33/14	46/35/19	45/39/17	22/53/25
Make friends	83/5/12	85/8/7	78/8/14	79/10/11	72/17/11	59/28/13	48/34/17	48/36/17	35/45/21
Attitude toward school	93/7/3	90/7/3	83/7/10	77/9/14	64/17/19	46/28/13	48/34/17	48/36/16	35/45/21
Complete class work	88/5/7	85/11/4	77/10/13	77/16/7	68/22/10	49/38/13	47/34/19	46/35/18	26/52/22
Complete homework	84/9/7	92/4/4	72/14/4	71/22/8	62/29/9	40/45/15	39/38/24	36/43/21	20/59/21
Ability to pay attention	88/7/5	85/5/10	73/11/16	74/13/14	62/20/18	52/27/21	46/26/28	46/26/27	31/37/21
Interest in Reading	92/5/3	97/1/1	78/10/12	74/16/10	59/24/16	48/39/13	46/37/17	43/42/16	23/60/17
Interest in Mathematics	88/7/5	80/8/11	79/10/11	79/14/7	69/20/11	52/34/14	44/33/23	43/39/18	14/62/24
Interest in Science	93/3/3	94/3/3	80/8/12	74/14/12	68/22/11	53/32/16	47/33/21	36/42/22	18/61/21
Interest in Social Studies	92/7/2	82/9/8	76/8/16	73/17/10	62/26/13	56/32/13	48/30/23	45/40/16	25/57/18

All Teachers

	<i>Percent of teachers who responded indicating Increase (I), No Change (NC), or Decrease (D)</i>	
	Teachers with Female Students (n=330) I/NC/D	Teachers with Male Students (n=350) I/NC/D
Self-Confidence	91/6/3	76/19/5
Motivation	79/14/6	68/19/12
Self-Esteem	86/10/4	74/20/6
Independence	83/13/4	72/20/8
Participation	91/6/4	85/10/5
Attitude	79/15/7	70/19/11
Behavior	72/16/12	65/15/20
Collaboration	86/8/6	77/13/9
On-Task	75/13/13	68/16/17
Community	81/9/10	73/13/14
Achievement	81/12/17	75/17/9

Teacher Data By Grade Level

	<i>Percent of teachers who responded indicating Increase (I), No Change (NC), or Decrease (D)</i>					
	Elementary Teachers		Middle Teachers		High Teachers	
	With Female Students N=90 I/NC/D	With Male Students N=90 I/NC/D	With Female Students N=210 I/NC/D	With Male Students N=230 I/NC/D	With Female Students N=30 I/NC/D	With Male Students N=30 I/NC/D
Self-Confidence	95/3/2	87/10/3	90/7/3	74/21/5	87/6/6	61/29/11
Motivation	86/10/4	79/13/8	77/16/7	66/22/12	77/13/10	54/18/27
Self-Esteem	90/7/3	85/9/6	85/12/4	73/23/5	87/10/3	54/32/14
Independence	92/4/3	81/13/7	79/16/5	71/22/8	84/16/0	56/33/11
Participation	98/1/1	93/3/3	89/7/4	83/12/5	83/10/7	79/11/11
Attitude	90/4/5	81/13/6	75/18/7	68/19/13	68/23/10	50/36/14
Behavior	92/10/9	73/12/15	69/18/13	64/16/20	68/23/10	48/15/37
Collaboration	92/3/4	83/9/8	85/9/6	77/14/9	81/13/6	61/25/14
On-Task	85/5/10	78/10/12	71/15/14	66/18/17	71/19/10	50/14/36
Community	88/3/9	79/9/12	77/11/11	72/13/15	84/10/6	61/21/18
Achievement	88/7/5	83/11/6	79/15/7	73/18/10	77/13/10	64/25/11

Teacher Data By Type of Classes Taught (Note: teacher only teaches specified content area.)

	<i>Percent of teachers who responded indicating Increase (I), No Change (NC), or Decrease (D)</i>							
	ELA Teachers		Math Teachers		Science Teachers		Social Studies Teachers	
	Female Students (n=60)	Male Students (n=70)	Female Students (n=60)	Male Students (n=60)	Female Students (n=40)	Male Students (n=50)	Female Students (n=40)	Male Students (n=40)
Self-Confidence	87/8/5	76/18/7	92/5/3	81/13/6	89/9/2	69/29/2	88/9/2	58/36/7
Motivation	80/15/5	65/19/16	80/15/5	70/19/10	77/15/9	65/19/15	69/19/12	53/29/22
Self-Esteem	85/11/5	78/14/8	92/5/3	78/19/3	78/20/2	62/35/4	81/14/5	56/36/9
Independence	80/15/5	69/23/8	86/9/5	85/10/4	77/17/6	73/31/6	63/30/7	44/40/16
Participation	92/5/3	84/5/11	94/3/3	94/5/2	91/6/2	79/17/4	81/12/7	73/20/7
Attitude	77/17/6	69/16/15	76/16/8	76/18/6	76/20/4	62/29/10	70/21/9	53/29/18
Behavior	71/18/11	61/20/19	69/15/15	67/10/22	68/15/17	62/17/21	65/23/12	47/20/33
Collaboration	85/8/8	73/13/13	92/5/3	90/1/9	81/11/9	73/21/6	80/15/5	60/20/20
On-Task	78/11/11	69/16/15	70/16/14	72/15/13	68/15/17	62/21/17	63/19/19	49/16/36
Community	78/9/12	73/15/12	83/8/10	81/10/9	79/6/15	67/13/19	72/16/12	57/16/27
Achievement	83/12/5	75/13/12	86/8/6	82/12/6	72/19/9	67/21/12	70/21/9	62/27/11

All Parents

	<i>Percent of parents who responded indicating Increase (I), No Change (NC), or Decrease (D) (n=720) I/NC/D</i>
Self-Confidence	69/24/7
Motivation	61/28/11
Self-Esteem	66/26/8
Independence	68/26/6
Self-Efficacy	68/22/9
Attitude	59/28/13
Behavior	47/43/10
Grades	57/29/14
Teachers Meet the Needs of Child	72/20/8
Satisfied with Single-Gender Program	76/10/13

Parent Data By Gender of Child

	<i>Percent of parents who responded indicating Increase (I), No Change (NC), or Decrease (D) I/NC/D</i>	
	<i>Female Child (n=390) I/NC/D</i>	<i>Male Child (n=320) I/NC/D</i>
Self-Confidence	76/18/6	61/31/8
Motivation	64/28/8	57/28/15
Self-Esteem	71/21/8	60/31/9
Independence	72/24/5	64/29/7
Self-Efficacy	71/21/8	65/24/11
Attitude	62/27/11	55/29/16
Behavior	48/46/7	47/39/14
Grades	62/27/11	51/31/17
Teachers Meet the Needs of Child	75/19/5	69/20/11
Satisfied with Single-Gender Program	79/11/9	73/9/18

Parent Data By Ethnicity of Child

	<i>Percent of parents who responded indicating Increase (I), No Change (NC), or Decrease (D)</i>				
	African-American (n=190) I/NC/D	Asian-American (n=10) I/NC/D	Caucasian (n=460) I/NC/D	Hispanic (n=20) I/NC/D	Other (n=30) I/NC/D
Self-Confidence	73/21/6	58/33/8	67/26/7	77/9/14	69/24/7
Motivation	65/23/12	50/25/25	59/31/10	73/18/9	55/34/10
Self-Esteem	66/25/8	73/27/0	65/27/8	86/0/14	62/28/10
Independence	76/18/6	67/33/0	65/30/5	86/0/14	66/31/3
Self-Efficacy	74/16/9	67/33/0	66/24/10	81/10/10	55/31/3
Attitude	68/21/11	67/33/0	55/31/14	68/18/14	59/24/17
Behavior	61/27/11	50/25/25	40/50/9	59/27/14	55/41/3
Grades	66/18/16	42/42/17	54/33/13	68/23/9	52/41/7
Teachers Meet the Needs of My Child	76/17/7	67/25/8	70/21/8	77/14/9	72/24/3
Satisfied with Single-Gender Program	79/8/13	67/25/8	76/10/13	77/9/14	69/14/17

Parent Data By Grade Level of Child

	<i>Percent of parents who responded indicating Increase (I), No Change (NC), or Decrease (D)</i>								
	1st Grade (n=30) I/NC/ D	2 nd Grade (n=30) I/NC/ D	3 rd Grade (n=40) I/NC/ D	4 th Grade (n=85) I/NC/ D	5 th Grade (n=75) I/NC/ D	6 th Grade (n=220) I/NC/ D	7 th Grade (n=110) I/NC/ D	8 th Grade (n=30) I/NC/ D	9 th /10 th Grade (n=90) I/NC/ D
Self-Confidence	77/13/10	93/4/4	63/35/3	79/19/2	78/18/4	70/23/7	69/21/10	74/20/6	40/47/13
Motivation	73/23/3	82/14/4	59/31/10	76/21/3	67/20/13	60/28/12	60/25/15	69/17/14	32/54/14
Self-Esteem	77/13/10	89/7/4	59/36/5	78/19/3	74/17/9	69/24/7	65/24/11	74/24/3	30/52/17
Independence	80/17/3	86/11/4	73/28/0	80/16/4	74/24/3	73/23/5	63/27/10	76/21/3	26/52/12
Self-Efficacy	73/17/10	89/7/4	70/25/5	80/15/5	78/16/7	68/24/9	66/21/13	79/15/6	42/41/18
Attitude	69/21/10	75/21/4	65/23/13	75/20/5	63/26/11	59/30/11	57/27/16	65/24/12	30/39/30
Behavior	70/23/7	77/19/4	50/45/5	67/28/5	56/31/13	41/52/6	53/34/13	40/49/11	15/64/21
Grades	67/23/10	75/21/4	67/23/10	68/21/11	55/32/13	57/30/13	58/26/16	74/20/6	30/45/25
Teachers Meet the Needs of My Child	83/10/7	93/4/4	78/20/3	81/16/2	79/12/9	75/19/6	69/21/10	74/23/3	44/37/19
Satisfied with Single-Gender Program	83/3/13	96/0/4	80/15/5	84/7/8	79/9/12	82/7/11	71/13/16	80/6/14	48/25/27