

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



South Carolina Student Survey on Single-Gender Education, January 2008

A survey was posted on the South Carolina Department of Education website during November and December, 2007. The link to the survey was sent to schools with single-gender classes and teachers were encouraged to ask their students to complete the survey. Students were asked to indicate their level of agreement to different statements. There were seven levels of agreement: Strongly Agree, Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree, and Strongly Disagree. The survey closed on December 14, 2007. Roughly 1700 students completed the survey from 31 different elementary, middle, and high schools around the state. Some schools started with single-gender classes in August 2007 and others have had more experience. The number of students completing the survey at each school varied from 1 student to 181 students. Participation in the survey was voluntary.

The purpose of the survey was to be a tool for schools to learn more about student perception of their single-gender program as well as the overall perception of single-gender education in the state. It was designed with the intent of helping schools and the state learn what was working and what needed attention in terms of student perception and the impact that the program was having on its students.

Questions, please contact:

David Chadwell, Coordinator for Single-Gender Initiatives  
803-734-6261  
dchadwel@ed.sc.gov

### **Statements about the data**

- Roughly three-quarters of the students who participated in the survey believe that single-gender is a contributing factor to their improvement in each category.
- Females consistently self-report agreement at a higher rate than males with a range of 67% - 80% agreement on statements.
- Males consistently self-report over 60% agreement that the single-gender program is a factor of improvement in each category.
- Attitude in school is the lowest level of agreement, though consistently over 50% of each subgroup said they agreed that single-gender was a factor of improvement.
- Ability to Succeed was typically near the highest level of agreement.
- The top categories of agreement spread across ethnic groups, no single ethnic group consistently rated highest or lowest improvement.
- African-Americans and Hispanics agreed the most with 78% that Desire to Succeed in School has increased or improved by being in single-gender.

- African-Americans agreed the most with 79% that Ability to Succeed in School has increased or improved by being in single-gender.
- Elementary school students agreed at a higher rate than middle school and high school students.
- Sixth grade students agree at the highest rate for middle school students.
- Seventh grade students agree at the lowest rate for middle school students, though still over 50% agreeing on each statement.

Data

All Students

By being in the single-gender program I have increased or improved my ...	<i>Percent of students who responded Strongly Agree, Agree, or Somewhat Agree</i>
	All Students (n=1706)
self-confidence	72%
desire to succeed in school	75
interest in trying new ways to learn	73
independence	74
participation during class	74
ability to succeed in school	76
attitude in school	64
behavior in school	66
grades	70

Data by Gender

By being in the single-gender program I have increased or improved my ...	<i>Percent of students who responded Strongly Agree, Agree, or Somewhat Agree</i>	
	Female (n=887)	Male (n=779)
self-confidence	78%	64%
desire to succeed in school	80	69
interest in trying new ways to learn	78	67
independence	78	70
participation during class	78	68
ability to succeed in school	80	70
attitude in school	67	61
behavior in school	69	62
grades	75	64

Data by Racial/Ethnicity Group

By being in the single-gender program I have increased or improved my ...	<i>Percent of students who responded Strongly Agree, Agree, or Somewhat Agree</i>				
	African-American (n=857)	Asian-American (n=20)	Caucasian (n=473)	Hispanic (n=104)	Other (n=159)
self-confidence	73%	70%	75%	70%	67%
desire to succeed in school	78	71	73	78	69
interest in trying new ways to learn	75	81	74	75	68
independence	75	76	79	67	73
participation during class	74	67	80	73	71
ability to succeed in school	79	76	75	74	69
attitude in school	65	52	68	71	59
behavior in school	68	71	68	64	65
grades	75	52	69	63	65

Data by Gender and Racial/Ethnicity Group

By being in the single-gender program I have increased or improved my ...	<i>Percent of students who responded Strongly Agree, Agree, or Somewhat Agree</i>			
	African-American Female (n=433)	Caucasian Female (n=256)	African-American Male (n=424)	Caucasian Male (n=238)
self-confidence	79%	78%	65%	66%
desire to succeed in school	82	75	72	65
interest in trying new ways to learn	80	75	68	66
independence	80	77	70	72
participation during class	77	80	68	71
ability to succeed in school	82	77	74	66
attitude in school	65	65	62	63
behavior in school	71	65	64	63
grades	81	68	66	63

Data by Grade Level

By being in the single-gender program I have increased or improved my ...	<i>Percent of students who responded Strongly Agree, Agree, or Somewhat Agree</i>							
	Second Grade (n=46)	Third Grade (n=6)	Fourth Grade (n=71)	Fifth Grade (n=333)	Sixth Grade (n=489)	Seventh Grade (n=303)	Eighth Grade (n=247)	Ninth Grade (n=84)
self-confidence	80%	83%	93%	82%	76%	55%	61%	80%
desire to succeed in school	96	83	92	82	81	57	62	77
interest in trying new ways to learn	91	100	89	80	77	62	58	76
independence	93	60	86	84	74	64	70	76
participation during class	76	100	87	80	76	68	67	73
ability to succeed in school	93	83	89	82	78	67	64	80
attitude in school	87	83	87	72	67	53	52	61
behavior in school	96	83	77	76	73	53	50	61
grades	93	67	76	79	70	59	66	75