

MetLife



The MetLife Survey of

THE
**AMERICAN
TEACHER**

Teachers, Parents and the Economy

The MetLife Survey of *THE AMERICAN TEACHER*

Teachers, Parents and the Economy

A Survey of Teachers, Parents and Students

Conducted for:
MetLife, Inc.

Survey Field Dates:
Teachers: October 14 – November 10, 2011
Parents: October 18 – October 31, 2011
Students: October 19 – October 27, 2011

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Message from MetLife

In a world defined by rapid change, young people must be prepared to learn for a lifetime, beginning with success in school. Assuring quality education is a shared responsibility, and whether we focus on the student, the school or the community, we all have a role to play.

Second only to families, teachers may have the greatest influence on young lives and aspirations. Our society depends on teachers, expects much from them, and has a responsibility to support their important work. The annual *MetLife Survey of the American Teacher* provides an opportunity for teachers to share their voices about important issues in education. In recent years, teachers have expressed enthusiasm for their work, identified challenges and potential solutions in meeting the needs of each and every student, and emphasized the value of collaboration with their colleagues to improve student achievement.

Because some student needs are beyond the capacity of teachers alone to address, relationships among schools, parents and the community are important in the formula for success. This year the MetLife survey looks at two significant factors outside of the school that have great influence on student lives and the classroom: parents and the economy. In addition to teachers, this survey also shares the views of parents and students themselves.

The good news is that parent and community engagement with schools has increased, and there are constructive practices to be shared. The survey raises concerns, however, especially around teacher satisfaction.

As we all consider what effective education requires and our respective roles in supporting it, we encourage you to read this report, share it and discuss its findings.

The MetLife logo is located in the bottom right corner of the page. It consists of the word "MetLife" in a bold, blue, sans-serif font. The "M" is significantly larger than the other letters, and the "e" is lowercase. The logo is set against a white background.

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Introduction

The MetLife Survey of the American Teacher: Teachers, Parents and the Economy was conducted by Harris Interactive and is the twenty-eighth in a series sponsored annually by MetLife since 1984 to give voice to those closest to the classroom. This MetLife survey examines the views of teachers, parents and students about the teaching profession, parent and community engagement, and effects of the current economy on families and schools.

Reports for the entire series are available online at www.metlife.com/teachersurvey with links to the ERIC (Education Resources Information Center) website: <http://eric.ed.gov>.

Research Methods

This research combined both quantitative and qualitative methods to gain a clear picture of attitudes and perceptions among teachers, students and parents on teaching, engagement and economy-related issues.

Survey of Teachers

The survey of teachers was conducted by telephone between October 14 and November 10, 2011 among 1,001 U.S. K-12 public school teachers. The data were weighted where necessary to key demographic variables to bring them into line with their actual proportions in the population. No estimates of theoretical sampling error can be calculated.

Survey of Parents

The survey of parents was conducted online between October 18 and October 31, 2011 among 1,086 U.S. adults (aged 21 and older) who are parents or guardians of K-12 public school students. The data were weighted where necessary to key demographic variables to bring them into line with their actual proportions in the population. Propensity score weighting was also used to adjust for respondents' propensity to be online. No estimates of theoretical sampling error can be calculated.

Survey of Students

The student survey was conducted online between October 19 and October 27, 2011 among 947 U.S. public school students in grades 3 through 12. The data were weighted where necessary to key demographic variables to bring them into line with their actual proportions in the population. No estimates of theoretical sampling error can be calculated.

In-depth Telephone Interviews among Thought Leaders in Education

To inform the development of the survey, in-depth telephone interviews with five education thought leaders were conducted between August 18 and August 31, 2011. Thought leaders were drawn from different education organizations and offered a range of knowledge and expertise in different areas pertaining to the survey themes.

A full methodology is included in the Appendix of the report.

A Note on Reading the Figures

An asterisk (*) signals a value of less than one-half percent (0.5%). A dash (–) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. Calculations of responses discussed in the text are based on raw numbers and not percentages, therefore these figures may differ slightly from calculations based on percentages. The base for each question is the total number of respondents answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples. Percentages depicted may not add up to 100% because some answer categories may be excluded from the figure.

About MetLife

MetLife is a leading global provider of insurance, annuities and employee benefit programs, serving 90 million customers in over 50 countries. Through its subsidiaries and affiliates, MetLife holds leading market positions in the United States, Japan, Latin America, Asia Pacific, Europe and the Middle East. MetLife Foundation places strong emphasis on preparing young people and draws on the findings of the annual MetLife Survey of the American Teacher to inform its grantmaking. For more information about MetLife, please visit the company's web site at www.metlife.com. Additional information about the Foundation is available at www.metlife.org.

About Harris Interactive

Harris Interactive is one of the world's leading custom market research firms, leveraging research, technology and business acumen to transform relevant insight into actionable foresight. Known widely for the Harris Poll and for pioneering innovative research methodologies, Harris offers expertise in a wide range of industries and serves clients in over 215 countries and territories. For more information, please visit www.harrisinteractive.com.

Executive Summary

The *MetLife Survey of the American Teacher: Teachers, Parents and the Economy* (2011) examines the teaching profession and parent-school engagement at a time when there has been a prolonged economic downturn. The survey explores how teachers, parents and schools are working together to promote student learning and healthy development in the context of reduced budgets, reallocation of resources, and continued attention to improving teaching and learning. These issues are examined from the perspectives of teachers, parents and students.

Teachers are less satisfied with their careers; in the past two years there has been a significant decline in teachers' satisfaction with their profession. In one of the most dramatic findings of the report, teacher satisfaction has decreased by 15 points since the *MetLife Survey of the American Teacher* measured job satisfaction two years ago, now reaching the lowest level of job satisfaction seen in the survey series in more than two decades. This decline in teacher satisfaction is coupled with large increases in the number of teachers who indicate that they are likely to leave teaching for another occupation and in the number who do not feel their jobs are secure.

Several factors distinguish teachers with high job satisfaction from those with lower satisfaction. Teachers with high job satisfaction are more likely to feel their jobs are secure and say they are treated as a professional by the community. They are also more likely to have adequate opportunities for professional development, time to collaborate with other teachers, more preparation and supports to engage parents effectively, and greater involvement of parents and their schools in coming together to improve the learning and success of students.

Overall, majorities of both parents and teachers say teachers are treated as professionals by the community and that teachers' health insurance and retirement benefits are fair for the work they do. However, majorities of parents and teachers do not feel that teachers' salaries are fair for the work they do.

The effects of the economic downturn are felt widely and deeply in education. More than three-quarters of teachers have faced budget cuts in their schools in the last year. These budget reductions have been enacted across the full range of school types: urban, suburban and rural schools, as well as in schools with either low or high concentrations of low-income students, minority students and English language learner (ELL) students. Two-thirds of teachers report that their schools have had layoffs of teachers, parent/community liaisons or other staff in the last year.

Teachers in schools where layoffs of classroom teachers have occurred are more likely to have witnessed the reduction or elimination of programs and services in their schools. Overall, more than one-third of teachers experienced reductions or eliminations of programs in arts or music, foreign language, or physical education in the last year. Nearly three in ten teachers indicate that there have been reductions or eliminations of health or social services in their schools.

Beyond reductions in staffing, programs, and services, six in ten teachers report that the average class size in their school has increased. One-third of teachers also indicate that educational technology and materials have not been kept up to date to meet student needs, while two in ten report that school facilities have not been kept in clean or good condition.

At the same time teachers report a reduction in school budgets, programs, and services, students and their families report an increase in needs. A majority of teachers across schools of all demographic types reports that the number of students and families requiring health and social support services has increased in the past year. Economic fears are also on the minds of students and their parents. Two-thirds of students and nearly three-quarters of parents worry about their families not having enough money for the things they need. Majorities of students and parents also worry about the parents' losing or not being able to find a job.

School budget cuts are associated with an additional negative impact. Four in ten teachers and parents of students are pessimistic that levels of student achievement will increase in the next five years. Teachers and parents who report that their schools' budgets have decreased are more likely to be pessimistic that the level of student achievement will improve than those in schools whose budgets have remained the same or increased.

Parent engagement has increased in the past 25 years but remains a challenge for many schools. Because parents and communities play a crucial role in student success, educators continuously seek ways to engage parents in their children's education. The good news is that most teachers, parents and students believe that their schools help engage parents in supporting student success. However, all three groups indicate there is room for improvement, particularly at the high school level, since this quality of engagement declines from elementary to middle to high school.

Students report greater parent engagement in their education compared to students 25 years ago. Two-thirds of today's students report that they talk about things that happen at school with their parents every day, compared to four in ten who reported speaking with their parents this frequently in 1988. There is also a threefold increase in the number of students who report their parents visit their school at least once a month, up from 16% in 1988 to 46% today.

Fewer parents than 25 years ago believe that lack of parent engagement is widespread. There are significant declines in the percentages of teachers and parents reporting that most or many parents take too little interest in their children's education, fail to motivate their children, or leave their children alone too much after school. Parents report that schools with high parent engagement perform better on a range of measures, including collaboration, resources, responsiveness, sharing information, contacting parents about learning issues, providing guidance on helping students succeed, and being flexible to meet with parents at different times of the day.

Another key finding of the report is the degree to which more parent engagement is associated with higher teacher job satisfaction, more optimism about student achievement, and more positive relations among parents and teachers. Teachers with high job satisfaction are more likely than other teachers to say their schools help parents better understand what they can do to help children learn, and to report that their schools have a plan for parent and community engagement. Parents who report high parent engagement in their child's schools are more likely than those who report low engagement to be optimistic that student achievement will be better in five years, to say they and their child's teachers work together to help their child succeed in school, and to rate other parents as excellent or good in effectively engaging them in their child's school and education.

The survey documents – from the perspectives of teachers, parents and students – how schools and parents can and do effectively collaborate to promote student learning, and how factors such as parent engagement and the economy are associated with teacher job satisfaction.

Major Findings

Teachers are less satisfied with their careers.

- Teacher job satisfaction has dropped 15 points since 2009, from 59% who were very satisfied to 44% who are very satisfied, the lowest level in over 20 years.
- The percentage of teachers who say they are very or fairly likely to leave the profession has increased by 12 points since 2009, from 17% to 29%.
- The percentage of teachers who do not feel their job is secure has grown since 2006 from eight percent to 34%.
- Majorities of parents and teachers say that public school teachers are treated as professionals by the community (71% of parents, 77% of teachers), that public school teachers' health insurance benefits are fair for the work they do (63% of parents, 67% of teachers), and that public school teachers' retirement benefits are fair for the work they do (60% of parents, 61% of teachers).
- Slightly more than half (53%) of parents and two-thirds (65%) of teachers say that public school teachers' salaries are **not** fair for the work they do.
- Teachers with lower job satisfaction are less likely than others to feel that their job is secure (56% vs. 75%) or that they are treated as a professional by the community (68% vs. 89%).
- Teachers with lower job satisfaction are more likely to be in schools that have had layoffs of teachers (49% vs. 37%) or other school staff (66% vs. 49%), or the reduction or elimination of arts or music programs (28% vs. 17%), after-school programs (34% vs. 23%), or health or social services (31% vs. 23%).
- Teachers with lower job satisfaction are more likely to report that in the last year they have seen increases in: average class size (70% vs. 53%), students and families needing health or social services (70% vs. 56%), students coming to school hungry (40% vs. 30%), students leaving to go to another school (22% vs. 12%), and students being bullied/harassed (17% vs. 10%).

The effects of the economic downturn are felt widely and deeply in education.

- Three-quarters (76%) of teachers report that their school's budget decreased during the past year.
- Two-thirds (66%) of teachers report that their school has had layoffs of teachers or other staff, including 44% who report layoffs of classroom teachers. In addition, slightly more than half (53%) of teachers report reassignments of teachers and staff have increased during the past year.
- More than one-third (36%) of teachers report reductions or eliminations of programs in arts or music (23%), foreign language (17%) or physical education (12%) in the last year.
- A majority (63%) of teachers reports that class sizes have increased in the last year.
- One-third (34%) of teachers report that educational technology and learning materials have not been kept up to date, and 21% report that school facilities have not been kept in clean or good condition, in the last year.

- A majority (64%) of teachers reports that in the last year, the number of students and families needing health and social support services has increased, while 35% of teachers also report that the number of students coming to school hungry has increased. At the same time, many teachers have seen reductions or eliminations of health or social services (28% overall, including 34% of high school teachers) and after-school programs (29% overall, including 32% of high school teachers).
- Seven in ten (72%) parents and two-thirds (65%) of students worry about their family not having enough money for the things they need, and 62% of parents and 54% of students worry about the parents' losing or not being able to find a job.
- Overall, 39% of parents and 43% of teachers are pessimistic that the level of student achievement will be better five years from now. Parents who say their child's school's budget has decreased are nearly twice as likely as those who say budgets have stayed the same or increased to be pessimistic about student achievement (52% vs. 28%). Nearly half (46%) of teachers in schools with decreased budgets are pessimistic that student achievement will improve, compared to 35% of teachers in schools whose budgets have stayed the same or increased.
- Many parents are unsure about whether budget-related changes have occurred at their child's school in the last year. One-third (32%) are not sure whether their child's school's budget has increased, decreased or stayed the same and one-quarter (27%) are not sure whether or not there have been reductions or eliminations of health or social services.

Parent and community engagement has increased but remains a challenge for many schools.

- Most teachers (91%) and parents (80%) agree that their/their child's school helps all parents understand what they can do at home to support a student's success in school, and 83% of students agree that their teachers and parents work together to help them succeed in school.
 - However, the level of agreement declines for each group from elementary to middle to high school. **Secondary school teachers** (86% middle school, 88% high school) are less likely than elementary school teachers (93%) to agree that their school helps all parents understand what they can do at home to support a student's success in school. **Parents of high school students** (69%) are less likely to agree that their child's school helps all parents understand what they can do at home to support a student's success in school than are parents of middle school (84%) or elementary school (86%) students. **High school students** (71%) and middle school students (89%) are less likely than elementary school students (96%) to agree that their parents and teachers are working together to help them succeed.
- Far more students today report that they talk to their parents about school every day (64%) as compared to 40% who said they did so in 1988, and the number of students who say their parents visit their school at least once a month has increased nearly threefold since 1988, from 16% to 46% today.

- Compared to 1987, fewer teachers and parents believe that lack of parent engagement is widespread:
 - Fewer teachers (35% vs. 48%) and parents (47% vs. 52%) say that most or many parents take too little interest in their children's education.
 - Fewer teachers (35% vs. 53%) and parents (42% vs. 52%) say that most or many parents fail to motivate their children to learn in school.
 - Fewer teachers (42% vs. 62%) and parents (44% vs. 59%) say that most or many parents leave their children alone too much on their own after school.
- Teachers in schools with high parent engagement are more than twice as likely as those in schools with low parent engagement to say they are very satisfied with their job (57% vs. 25%).
- Parents in schools with high parent engagement are more likely than those in schools with low engagement to be optimistic that student achievement will be better in five years (73% vs. 45%), to agree that they and their child's teachers work together to help their child succeed in school (96% vs. 55%), and to rate other parents at their child's school as excellent or good in effectively engaging them in their child's school and education (82% vs. 21%).
- Most parents say that the following are absolutely essential or very important sources of information about their child's school: their child (96%), individual teachers (92%) and general written communications from the school (88%).
- Other sources of information such as the principal, the PTA/PTO, the parent or community liaison, and other parents are particularly important for parents in urban areas and parents with no more than a high school education:
 - Parents in urban schools are more likely than those in suburban or rural schools to rate the principal (89% vs. 73% vs. 79%), the PTA/PTO (68% vs. 50% vs. 42%), the parent or community liaison (69% vs. 51% vs. 41%) and other parents (60% vs. 45% vs. 42%) as absolutely essential or very important sources of information.
 - Parents with no more than a high school education are more likely than those with at least a college degree to rate the principal (83% vs. 74%), the PTA/PTO (60% vs. 46%), the parent or community liaison (62% vs. 42%) and other parents (56% vs. 41%) as absolutely essential or very important sources of information.
- Teachers with high job satisfaction are more likely than other teachers to agree that their school helps all parents understand what they can do at home to support a student's success in school (95% vs. 87%), and has a plan for parent and community engagement that is linked to specific goals for improving student learning and healthy development (93% vs. 81%).



Background

The MetLife Survey of the American Teacher: Teachers, Parents and the Economy (2011), conducted by Harris Interactive, is the twenty-eighth in an annual series sponsored by MetLife since 1984. This report examines the views of teachers, parents and students about the teaching profession, parent and community engagement, and the effects of the current economy on schools and families.

As an annual series, the *MetLife Survey of the American Teacher* examines significant changes and trends over time, explores important issues of the present, and looks at topics relevant to the future of education and teaching. This year's survey reveals a significant drop in teacher job satisfaction to the lowest level in over two decades. As in the 1980's, teachers today are the focus of much media and policy attention including sharp criticism. They show readiness to embrace higher standards and accountability with support, but are concerned that their voices are not adequately heard in the policy debate.¹

Teachers are widely acknowledged as the most important school-related factor influencing student achievement. In large numbers, teachers today emphasize the importance and the challenge of preparing all students to meet higher standards for college and career readiness, including diverse learners with the highest needs.² Many teachers are concerned that their classrooms have become so mixed in terms of student learning abilities that they cannot teach them effectively.³ Contrary to policy initiatives that emphasize assessing the effectiveness of teachers individually, teachers themselves have expressed a sense of shared responsibility and see greater collaboration as particularly important for increasing student achievement,⁴ and for addressing the diverse needs of each and every student.⁵ Successful implementation of more ambitious standards to prepare all students for college and careers, particularly when resources for education are shrinking, will require listening to teachers in ways that can make essential opportunities for professional learning both more efficient and effective.⁶

Teachers and principals are sensitive to student needs beyond the classroom that can represent lost opportunities and barriers to successful teaching and learning. Most teachers and principals rate adequate public funding and support for education and strengthening ties among schools and parents as very important factors for increasing student achievement.⁷ In a discussion about the biggest challenges facing the teaching profession in the future, education leaders emphasized meeting the needs of all students, unfunded mandates, and lack of parental involvement.⁸

At the time of this year's survey in Fall 2011, *The Harris Poll*[®], a long-running survey of American public opinion, found that over two-thirds of U.S. adults believe the country is still in a recession, and over one-third think the economy will get worse in the coming year.⁹ In the face of a substantial, prolonged economic downturn with related increases in student and family needs, both public support and the involvement of parents, families and communities can be more important – and more difficult – to sustain. Current headlines testify to both research and anecdotal evidence about the economic impact on schools and teaching, including budget reductions, teacher layoffs, reduction in services, and increases in students' receiving free and reduced lunches.¹⁰ This report asks teachers, parents and students themselves about their experiences and perspectives on economic changes and effects.

Because families are the first teachers, they have an unparalleled role in nurturing a child's early learning and healthy development; they also have a continuing responsibility for their child's learning and development throughout the school years. Both research and anecdotal evidence show that the likelihood of success in school is greatly enhanced when there is a strong supportive relationship between parents and their child's school. Teachers and principals report encouraging increases in parent and community engagement with schools, but underscore that a lack of parental support represents a hindrance to learning.¹¹ Majorities of both teachers and principals also emphasize that having access to integrated social, health and educational services for students and families is very important for improving student achievement.¹² Communities also have an important role as partners in supporting learning and healthy child development both in school and out, and particularly in helping meet student needs that schools and families cannot adequately address. This report highlights how parents and teachers rate the various ways parents and communities can be involved in schools to improve student learning, and compares teachers' and parents' views about what they need most from each other.

This year's *MetLife Survey of the American Teacher* takes the pulse of teachers, parents and students at an historic moment largely defined by the following: 1) challenging economic conditions affecting education budgets and family resources; 2) substantial policy debates about the teaching profession, implementation of higher standards, and the assessment of teaching and learning; and 3) renewed emphasis on effectively engaging parents, families and communities with schools to improve student learning. This report examines each of these three themes, how they may have changed over time, and how they influence each other today.

Chapter 1: The Teaching Profession

The mission of the *MetLife Survey of the American Teacher* has always been to give teachers a voice in the reform of education, including development of policy relating to the teaching profession. With that aim, the survey series has examined teachers' job satisfaction and factors related to job satisfaction, and how these have changed over time. During most of the last three decades, job satisfaction has risen steadily, from 40% of teachers who were very satisfied with their job as a teacher in the public schools in 1984, to a high of 62% of teachers who were very satisfied in 2008. During a previous period of economic recession in the mid-1990's, teacher job satisfaction actually increased.¹³ The *MetLife Survey of the American Teacher: Old Problems, New Challenges (1995)* observed:

“...teachers may choose to remain in jobs that they perceive to be more secure than many private sector occupations. And as life in the private sector has come to be perceived as more uncertain and stressful, the teaching profession may appear more attractive in comparison.”

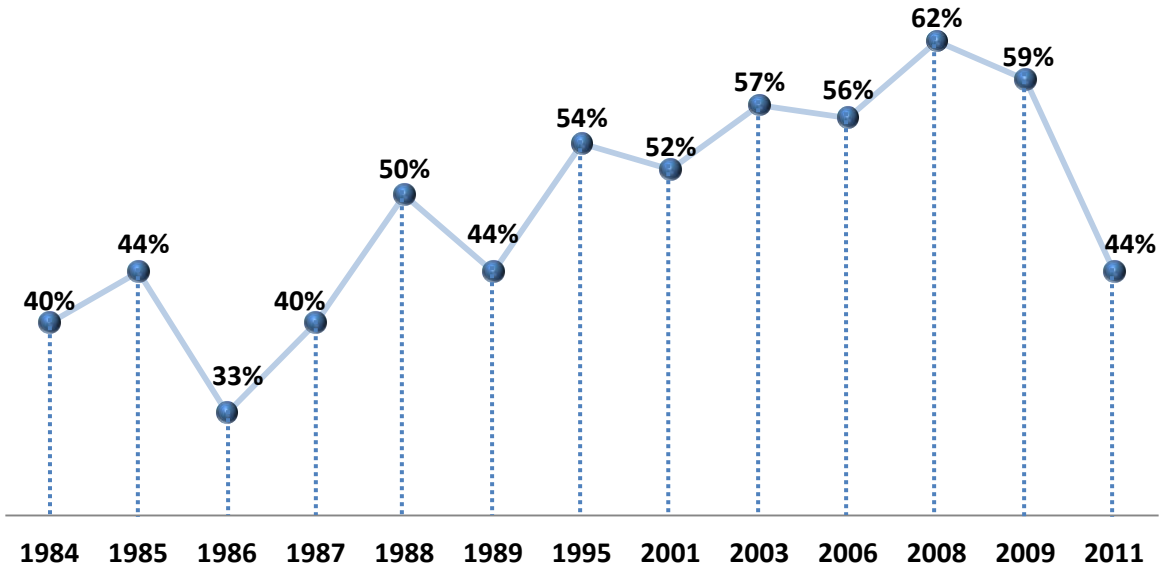
In the past, the survey series has documented many factors that contribute to the professional satisfaction of teachers, including being treated as a professional by the community, not being assigned to a class the teacher feels unqualified to teach, feeling that the salary is fair for the work done, not being in a school that has problems with disorderly student behavior, and having involvement in team building and problem-solving.¹⁴ Following recent major changes in both the economy and in education policy, this survey returns to explore how factors such as school budgets, salary/compensation, professional environment and teaching conditions, and interactions with parents may be affecting teacher job satisfaction and intention to stay in the profession.

Teacher Job Satisfaction Has Declined Significantly

Teacher job satisfaction has dropped 15 points in the past two years, the lowest level in more than two decades. Today, 44% of teachers are very satisfied with their jobs as teachers, a drop from 59% in 2009 and reflecting a decline to levels not seen since the 1980's (see Figure 1.1). A similar pattern is seen in teachers' views on leaving the profession. Three in ten (29%) teachers say they are likely to leave the teaching profession to go into some different occupation within the next five years, a 12 point increase since 2009 (17%), and a return to a level comparable to 1986 (27%).



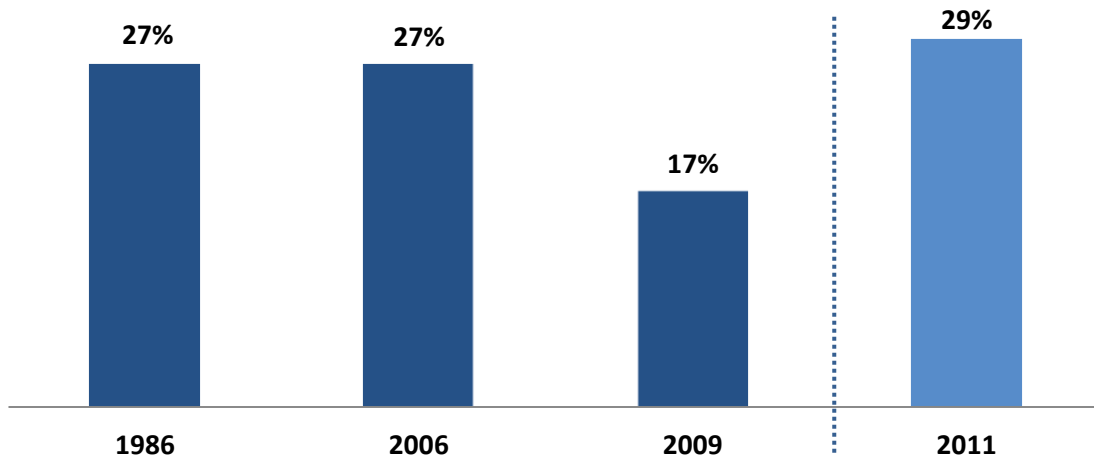
Figure 1.1
Teacher Job Satisfaction through the Years (% Very Satisfied)



Base: Teachers (2011 n=1,001)

Q905. Question text in 2011, 2001, 1987, 1986, 1984: All in all, how satisfied would you say you are with your job as a teacher in the public schools?; Question text in 2009, 2008, 2006, 2003, 1995, 1989, 1988, 1985: All in all, how satisfied would you say you are with teaching as a career?

Figure 1.2
Likelihood to Leave the Teaching Profession (% Very/Fairly Likely)



Base: Teachers (n=1,001)

Q910: Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation?

The *MetLife Survey of the American Teacher: Expectations and Experiences (2006)* found that job satisfaction was a significant predictor of intention to leave the profession. **In this year's survey, three times as many teachers with low job satisfaction say they are likely to leave the teaching profession within the next five years compared to very satisfied teachers (41% vs. 13%).** The survey examined which other factors are associated with job satisfaction and intention to leave the profession. The report first explores whether teachers with high and low job satisfaction differ by demographic characteristics related to their own individual characteristics or to the types of schools in which they teach. It is important to understand what role demographic factors play, since this may have implications for targeting interventions based on these characteristics (e.g. programs for new teachers, or resources for teachers in rural schools). However, the demographic characteristics themselves cannot be changed. Therefore, it is also important to examine the role of factors that can be altered, such as compensation, professional environment, and changes in school resources related to economic conditions. These factors are also addressed in the analysis.

In several ways, teachers with high job satisfaction are demographically similar to those with low job satisfaction, although there are some key differences. Figure 1.3 presents a profile of teachers overall and of teachers with high and low job satisfaction, so that comparisons can be made between these three groups. Teachers with high job satisfaction (i.e. very satisfied) and those with low job satisfaction (i.e. somewhat satisfied, somewhat dissatisfied or very dissatisfied) do **not** differ from each other in their distribution across a range of demographic characteristics, including: gender, race/ethnicity, their years of teaching experience, the level of school they teach (elementary, middle or high school), or the proportion of students at their school who are English language learners (ELL) or from low-income families.¹⁵

However, teachers with low job satisfaction are more likely to teach in urban schools and in schools with larger proportions of minority students. Teachers with low job satisfaction are **more likely** than others to teach in urban schools (32% of teachers with low job satisfaction teach in urban schools, compared to 25% of teachers with high job satisfaction). Teachers with low job satisfaction are also more likely to teach in schools with more than two-thirds minority students (40% vs. 28%).

Likelihood to leave the profession shows a similar pattern in demographic characteristics as job satisfaction. Those who are likely to leave teaching do not differ from others by gender, the level of school they teach, or the proportion of students at their school who are ELL students or from low-income families. Similar to teachers with low job satisfaction, teachers likely to leave the profession are more likely than others to teach in schools with more than two-thirds minority students (42% vs. 32%). Unlike teachers with low job satisfaction, teachers likely to leave the profession are **not** more likely to be in urban schools.

However, teachers likely to leave the profession are more likely than others to have 21+ years of teaching experience (34% vs. 21%). In addition, 17% of teachers who are likely to leave the profession are black or African-American, compared to 10% of teachers who are not likely to leave.

Figure 1.3
Demographic Profile of Teachers: By Job Satisfaction and Likelihood to Leave Profession

	Teachers				
	Total	Job Satisfaction		Likelihood to Leave Teaching in Next 5 Years	
		High	Low	Not Likely	Likely
Individual Demographics					
Years of Teaching Experience					
5 years or less	25%	27%	25%	25%	26%
6-20 years	49%	48%	49%	54%	40%
21 years or more	25%	25%	26%	21%	34%
Gender					
Male	25%	27%	22%	26%	22%
Female	75%	73%	78%	74%	78%
Race/ethnicity					
White	75%	79%	72%	78%	66%
Black/African American	12%	11%	13%	10%	17%
Hispanic	7%	6%	7%	6%	9%
Other	5%	4%	6%	4%	5%
School Demographics					
School Level					
Elementary	51%	49%	53%	51%	53%
Middle	18%	17%	19%	17%	22%
High	27%	30%	25%	29%	22%
Combined levels	3%	4%	3%	3%	3%
School Location					
Urban	28%	25%	32%	28%	30%
Suburban	41%	44%	38%	42%	38%
Rural	29%	31%	27%	29%	28%
Region					
East	17%	18%	17%	19%	13%
Midwest	22%	25%	20%	24%	18%
South	30%	26%	33%	28%	35%
West	30%	31%	30%	29%	34%
Percentage of students from low-income families					
0-33%	28%	31%	26%	29%	27%
34-66%	25%	24%	27%	26%	23%
67-100%	41%	38%	44%	40%	46%
Percentage of students from minority families					
0-33%	42%	49%	36%	44%	36%
34-66%	21%	20%	21%	21%	19%
67-100%	34%	28%	40%	32%	42%
Percentage of English language learner (ELL) students					
0-33%	69%	73%	66%	70%	65%
34-66%	12%	8%	16%	12%	14%
67-100%	16%	18%	14%	15%	18%

Base: Teachers (n=1,001 [High job satisfaction n=415; Low job satisfaction n=580; Not likely to leave teaching n=678; Likely to leave teaching n=305])

Perceptions of Job Security Have Declined Along with Job Satisfaction

Job satisfaction is associated with sizable differences in perceptions of job security and professional respect. Teachers with low job satisfaction are less likely than those with high job satisfaction to say they feel their job is secure (56% vs. 75%) or that they are treated as a professional by the community (68% vs. 89%). Teachers who are likely to leave the profession are also less likely than others to say they feel their job is secure (52% vs. 68%) or that they are treated as a professional by the community (66% vs. 83%).

There has been a significant decline in feelings of job security since 2006. In 2006, eight percent of teachers said they did not feel that their job was secure. Today, just five years later, **teachers are four times as likely to say that they do not feel their job is secure (34%).** In contrast, the same period did not see a decline in teachers' perceptions of being treated as a professional by the community or of their salary being fair (see Figure 1.5).



From the Survey Archives:

In *The MetLife Survey of the American Teacher: Expectations and Experiences (2006)*, the following factors emerged as significant predictors of a teacher's satisfaction with his/her career:

- Teacher is not assigned to classes that s/he feels unqualified to teach.
- Teacher feels that his/her salary is fair for the work done.
- Teacher has enough time for planning and grading.
- School does not have problems with threats to teachers or staff by students.
- School does not have problems with disorderly student behavior.
- Teacher is treated as a professional by the community.
- Teacher has adequate involvement in team building and problem-solving.
- Teacher has adequate ability to influence policies that affect him/her.
- Teacher has adequate time for classroom instruction.
- Teacher has adequate ability to influence student promotion or retention.
- Teacher has adequate involvement in shaping the school curriculum.

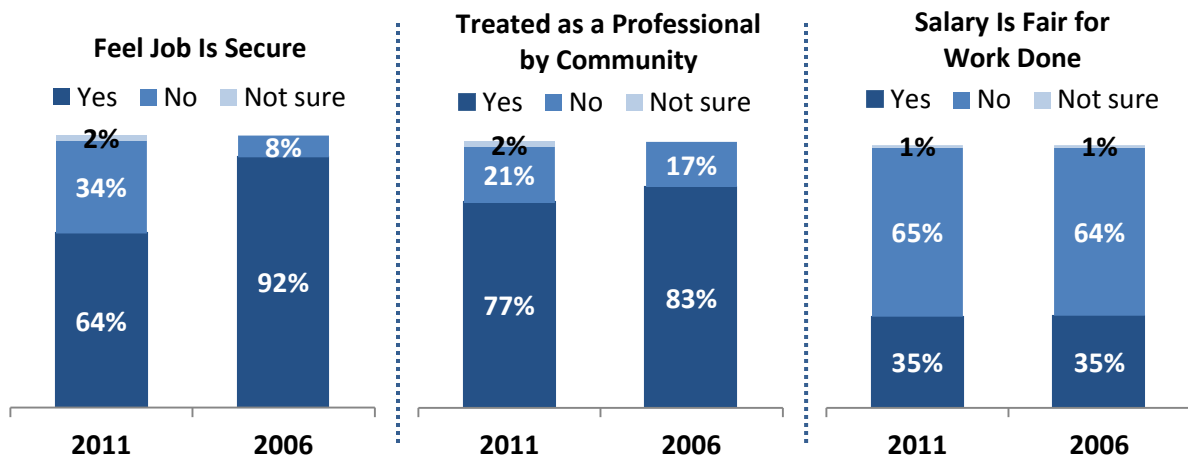
Source: *The MetLife Survey of the American Teacher: Expectations and Experiences*. (2006). Retrieved from <http://www.eric.ed.gov/PDFS/ED496558.pdf>

Figure 1.4
Compensation, Professional Development and Other Aspects of Professional Environment:
By Job Satisfaction and Likelihood to Leave Profession

	Teachers				
	Total	Job Satisfaction		Likelihood to Leave Teaching in Next 5 Years	
		High	Low	Not Likely	Likely
Very satisfied with job as a teacher in the public school	44%	100%	0%	54%	20%
Very/fairly likely to leave the teaching profession to go into a different occupation within the next five years	29%	13%	41%	0%	100%
Feel job is secure	64%	75%	56%	68%	52%
Salary is fair for the work you do	35%	43%	28%	38%	25%
Health insurance benefits are fair for the work you do	67%	73%	63%	70%	58%
Retirement benefits are fair for the work you do	61%	71%	53%	65%	52%
Treated as a professional by the community	77%	89%	68%	83%	66%
Optimistic that the level of student achievement will be better five years from now	54%	66%	45%	59%	43%
Decrease in time to collaborate with other teachers in past 12 months	36%	27%	44%	33%	45%
Decrease in professional development opportunities in past 12 months	27%	20%	33%	26%	30%
Increase in reassignments of teachers and staff in past 12 months	53%	46%	58%	50%	61%
School or district provides adequate opportunities for professional development	78%	86%	72%	81%	74%

Base: Teachers (n=1,001 [High job satisfaction n=415; Low job satisfaction n=580; Not likely to leave teaching n=678; Likely to leave teaching n=305])

Figure 1.5
Job Security and Professional Respect: Trends among Teachers



Base: Teachers (2011 n=1,001; 2006 n=1,001)

Q915. Do you feel your job is secure?/Are you treated as a professional by the community?/Is your salary fair for the work you do?

Professional Experiences and School Resources Are Important Factors in Job Satisfaction

Job satisfaction is associated with a wide range of factors related to teachers' professional experiences, such as compensation and professional development.

Teachers with low job satisfaction are **less** likely than those with high job satisfaction to say that their salary (28% vs. 43%), health insurance benefits (63% vs. 73%), and retirement benefits (53% vs. 71%) are fair for the work they do.

These teachers also differ in their professional development experiences. Teachers with low job satisfaction are also **less** likely to say that their school or district provides adequate opportunities for professional development (72% vs. 86%). They are **more** likely to report that, during the past 12 months, there has been a decrease in professional development opportunities (33% vs. 20%), that time to collaborate with other teachers has decreased (44% vs. 27%), and that there has been an increase in reassignments of teachers and staff (58% vs. 46%). Nearly all of these factors are also associated with an increased likelihood to leave teaching in the next five years (with the exception of decreased professional development opportunities, see Figure 1.6).

Observation:

As with teachers, a majority of parents says that public school teachers are treated as professionals by the community (71% of parents, 77% of teachers), that public school teachers' health insurance benefits are fair for the work they do (63% of parents, 67% of teachers) and that public school teachers' retirement benefits are fair for the work they do (60% of parents, 61% of teachers).

Parents and teachers differ slightly on their view of teacher salaries. A little more than half (53%) of parents say that public school teachers' salaries are **not** fair for the work they do, compared to 65% of teachers who say their salaries are not fair.

Teachers with low job satisfaction are more likely to be in schools that have experienced reductions in programs, services or staffing in the past 12 months. While most (76%) teachers report that their school's budget has decreased in the past 12 months, those with low job satisfaction are more likely than those with high job satisfaction to report this (81% vs. 70%). They are also more likely to report that there have been layoffs of classroom teachers (49% vs. 37%) or other school staff (66% vs. 49%) at their school, or that their school has reduced or eliminated arts or music programs (28% vs. 17%), after-school programs (34% vs. 23%) or health or social services (31% vs. 23%). Teachers with low job satisfaction are also more likely to report that their school buildings and grounds have not been kept in clean or good condition (26% vs. 14%) or that educational technology and learning materials have not been kept up to date to meet student learning needs (39% vs. 28%).

At the same time as these reductions in resources, many teachers report an increase in student and family needs, and teachers who are not very satisfied with their job are even more likely to have experienced these changes. **Teachers with low job satisfaction are more likely than those with high job satisfaction to report that there has been an increase** in the number of **students and families needing health and social support services** (70% vs. 56%), in the number of **students coming to school hungry** (40% vs. 30%), and in the number of **students leaving school during the year to go to another school** (22% vs. 12%) in the past 12 months.

Figure 1.6
Reductions in Programs and Services and Increases in Student Needs:
By Job Satisfaction and Likelihood to Leave Profession

	Teachers				
	Total	Job Satisfaction		Likelihood to Leave Teaching in Next 5 Years	
		High	Low	Not Likely	Likely
Reductions in School Programs, Services or Staffing in Past 12 Months					
Decrease in school's budget in past 12 months	76%	70%	81%	72%	85%
Layoffs of classroom teachers	44%	37%	49%	41%	52%
Layoffs of other school staff	58%	49%	66%	54%	69%
Reduction or elimination of arts or music programs	23%	17%	28%	21%	28%
Reduction or elimination of foreign language programs	17%	14%	20%	16%	20%
Reduction or elimination of physical education programs	12%	11%	12%	11%	13%
Reduction or elimination of after-school programs	29%	23%	34%	26%	37%
Reduction or elimination of health or social services	28%	23%	31%	24%	35%
Educational technology and learning materials not being kept up to date to meet student learning needs	34%	28%	39%	32%	39%
School buildings and grounds not being kept in clean or good condition	21%	14%	26%	19%	25%
Increases in Student and Family Needs in Past 12 Months					
Increase in number of students leaving school during the year to go to another school	17%	12%	22%	16%	20%
Increase in students being bullied or harassed at school or on school grounds	14%	10%	17%	13%	16%
Increase in average class size	63%	53%	70%	59%	73%
Increase in the number of students and families needing health and social support services	64%	56%	70%	62%	68%
Increase in the number of students coming to school hungry	35%	30%	40%	32%	43%

Base: Teachers (n=1,001 [High job satisfaction n=415; Low job satisfaction n=580; Not likely to leave teaching n=678; Likely to leave teaching n=305])

Conclusion

Teachers' job satisfaction has experienced a dramatic decline during the past two years at the same time that teachers report a decline in job security. Teachers with low job satisfaction not only feel less job security, they are less likely to say they are treated as a professional, compensated fairly, or have opportunities for professional development or collaboration with colleagues. In addition, teachers with low job satisfaction are more likely to be in schools experiencing budget reductions, teacher and staff layoffs, and reductions in programs and services. At the same time as these reductions in resources, many teachers report an increase in student and family needs, and teachers with low job satisfaction are even more likely to have experienced these changes. The correlation between job satisfaction and these factors suggests that the current economic climate may be contributing to the decrease in professional satisfaction. In the next chapter, the report examines the effects of economic changes on schools, students and parents.

More to Come

Information about the relationship between job satisfaction and parent engagement is included at the end of Chapter 4.

Chapter 2: The Effects of Economic Changes on Schools, Students and Parents

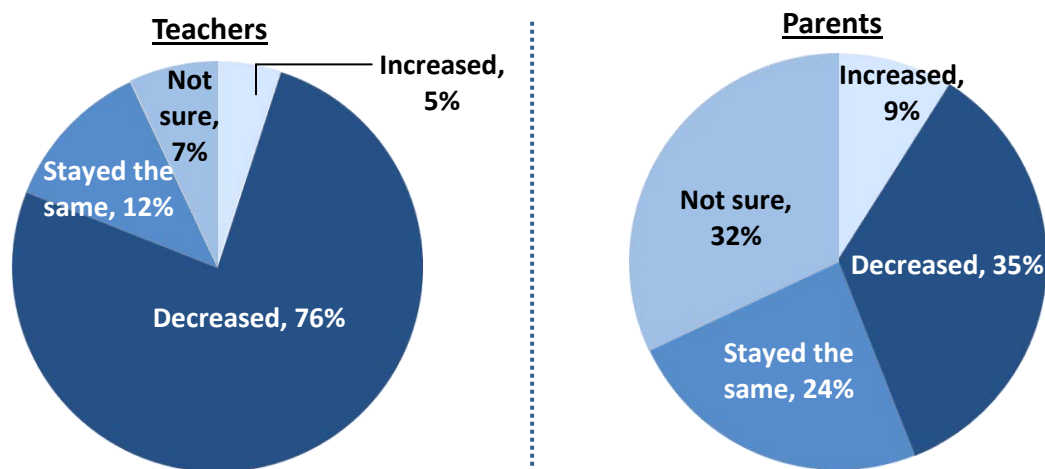
Throughout the MetLife survey series, teachers have expressed views on the importance of public support for schools and the adequacy of that support.^{16,17,18} Schools and teachers, as well as the students and families that they serve, can be affected by economic changes in a variety of ways, both directly and indirectly. This survey examines the prevalence of changes in school budgets across the country and perceived effects on staffing, programs and services. In addition, the effects of these changes are explored within the context of student needs and concerns, from the perspectives of teachers, students and parents.

Budget Reductions Are Widespread Across Schools

Most (76%) teachers report that their school's budget has decreased during the past year. Budget cuts have been experienced by teachers across a range of school characteristics. Similar proportions of teachers in urban, suburban and rural schools report budget decreases for their school during the past 12 months, as do teachers with higher and lower concentrations of low-income students, minority students and English language learner (ELL) students.

Many (35%) parents also report that their child's school's budget has decreased – more than report that it has stayed the same (24%) or increased (9%). However, the most striking aspect of the parent perspective on this issue is a **lack of knowledge** – one-third (32%) are not sure whether their child's school's budget has increased, decreased or stayed the same. Lower-income parents are particularly unsure – nearly half (47%) of parents whose household income is less than \$50,000 say they do not know if their child's school's budget has changed during the past year, compared to 15% of parents with household incomes of \$100,000 or more.

Figure 2.1
Changes in School Budget in Past Year



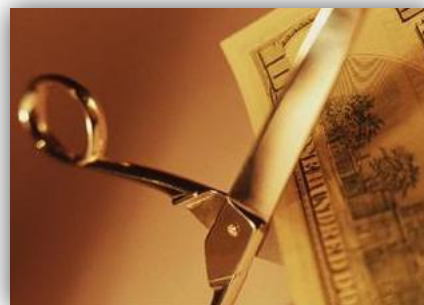
Base: Teachers (n=1,001); Parents (n=1,086)

Q810. Thinking about the past 12 months, has each of the following increased, decreased or stayed the same at your [child's] school?: Your/The school's budget

Budget Decreases Are Associated with Layoffs of Teachers and Staff

Layoffs of teachers and staff have been common over the past year. As previously noted, three-quarters (76%) of teachers report that their school's budget has decreased during the past 12 months, and many report that layoffs are also common. **Two-thirds (66%) of teachers report that their school has had layoffs** of teachers, parent/community liaisons or other school staff in the past year, including more than four in ten (44%) who report that their school has had layoffs of classroom teachers. On a related staffing matter, half (53%) of teachers also report that reassignments of teachers and staff have increased during the past year.

Teachers in schools where there have been budget decreases are more than twice as likely as others to report that their school has experienced layoffs of classroom teachers and teacher reassignments. Comparing teachers in schools whose budgets have decreased during the past year to those whose school budgets have stayed the same or increased, those whose budgets have decreased are more than twice as likely to report that there have been layoffs of classroom teachers (51% vs. 19%) and that there has been an increase in reassignments of teachers and staff (59% vs. 27%).



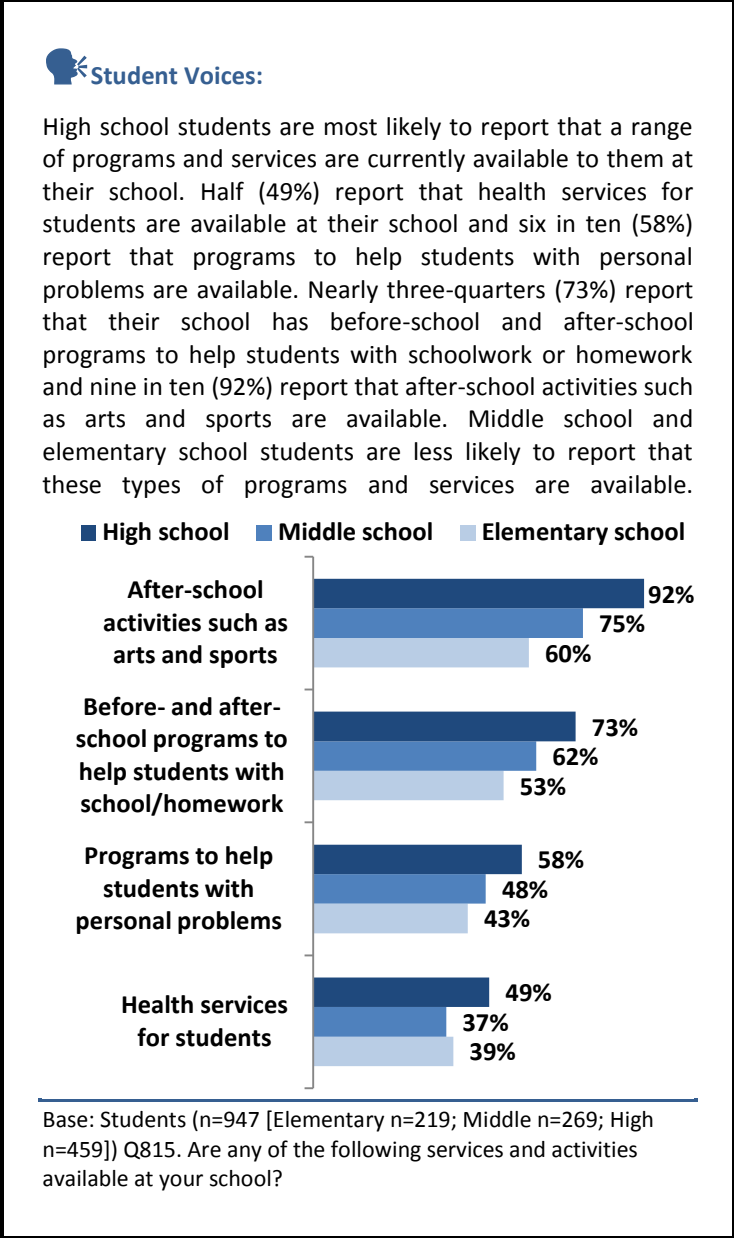
Teacher layoffs are more common in some types of schools than others. Secondary school teachers (middle and high school) are more likely than elementary school teachers to report layoffs of classroom teachers at their school (51% and 47% vs. 39%). Teachers in urban areas are more likely than those in suburban or rural areas to have experienced layoffs of classroom teachers (53% vs. 42% vs. 37%). Also, teachers in schools with more than two-thirds minority students are more likely than those in schools with two-thirds or fewer minority students to have had layoffs (54% vs. 38%). However, reports of teacher layoffs do not differ by whether or not the school has high proportions of low-income students or of English language learner (ELL) students.

Teachers Report Reductions or Eliminations of Programs and Services

Many schools have experienced reductions or eliminations of a range of programs. More than one-third (36%) of teachers report that during the past 12 months there have been reductions or eliminations of arts or music (23%), foreign language (17%) or physical education (12%) programs. Overall, these reductions or eliminations are more likely to be reported among teachers in urban areas than in suburban or rural areas (46% vs. 32% vs. 32%), or by teachers in schools with one-third or more ELL students than with fewer ELL students (43% vs. 33%). Teachers in schools with more than two-thirds minority students are more likely than other teachers to report that there have been reductions or eliminations of arts or music programs at their school (30% vs. 19%). However, teachers in schools with high proportions of minority students are not more likely than teachers in schools with lower proportions of minority students to report reductions or eliminations of physical education or foreign language programs. Teachers in schools with high proportions of low-income students are not more likely than others to report reductions or eliminations of these programs overall.

Many schools have experienced reductions or eliminations of health or social services and in after-school programs. Overall, nearly three in ten (28%) teachers report that there have been reductions or eliminations of health or social services at their school during the past 12 months, including one-third (34%) of high school teachers and one-quarter of middle school (23%) and elementary school (25%) teachers. In addition, three in ten (29%) teachers report that there have been reductions or eliminations of after-school programs at their school during the past 12 months, including one-third of high school (32%) and middle school (33%) teachers and one-quarter (25%) of elementary school teachers.

In most instances, teachers in high-needs schools (e.g. those in urban areas, or with high proportions of low-income, minority or ELL students) are not more likely than other schools to report reductions or eliminations of these services or programs. However, teachers in schools with more than one-third ELL students are more likely than other teachers to report that there have been reductions or eliminations of health or social services (34% vs. 25%), as are teachers in urban compared to those in rural schools (34% vs. 22%).



Beyond service reductions, some teachers report that **these programs did not exist at their schools, and thus were not able to be reduced or eliminated.** One in ten teachers reports that their school did not have health or social services (9%) or after-school programs (10%). Reports that health or social services were not available to be reduced or eliminated because they did not exist to begin with are more common from teachers in elementary schools, schools with high proportions of low-income students and those with high proportions of ELL students. Elementary school teachers (12%) are twice as likely as middle school (6%) or high school teachers (5%) to report that their school did not have health or social services to begin with. Teachers in schools with more than two-thirds low-income students are more likely than others to report that their schools did not have these services initially (12% vs. 7%), as are teachers in schools with more than one-third ELL students compared to those with fewer ELL students (13% vs. 8%). However, differences on this measure do not exist based on the proportion of minority

students at the school. Elementary school teachers (14%) are more likely than middle school (7%) or high school (5%) teachers to report that their school did not have after-school programs to begin with, but differences on this measure do not exist based on the proportion of low-income, ELL or minority students at the school.

Reductions or elimination of programs and services are more likely to occur in schools that have had teacher layoffs. Teachers in schools where there have been layoffs of classroom teachers are more likely than teachers in schools that have not had teacher layoffs to report that there have been reductions or eliminations of arts or music programs (34% vs. 14%), foreign language programs (25% vs. 11%) or physical education programs (21% vs. 4%). They are also more likely to report that there have been reductions or eliminations of health or social services (44% vs. 14%) or after-school programs (44% vs. 18%). Similar patterns are seen in schools that have experienced budget cuts. Teachers in schools whose budgets have decreased are more likely than others to report that there have been reductions or eliminations of arts or music programs (25% vs. 16%), physical education programs (14% vs. 6%), health or social services (32% vs. 12%) or after-school programs (32% vs. 19%).

Many Teachers Report That Education Resources and School Facilities Have Declined in Quality

One-third (34%) of teachers report that educational technology and learning materials have not been kept up to date to meet student learning needs during the past year. Teachers in urban areas are more likely than those in suburban or rural areas to report that educational materials have not been kept up to date (43% vs. 30% vs. 32%). Similarly, teachers in schools with more than two-thirds minority students are more likely than those with fewer minority students to report that technology and materials are not current (39% vs. 31%). Teachers in schools with high proportions of low-income or ELL students do not differ from others on this measure.



Two in ten (21%) teachers report that school facilities have not been kept in clean or good condition during the past year. Teachers in urban schools are twice as likely as those in suburban schools to report this (30% vs. 16%) and also more likely than those in rural schools (19%) to say their facilities are not in clean or good condition. Teachers in schools with more than two-thirds low-income students are more likely than those in schools with fewer low-income students to say that school buildings and grounds have not been kept in clean or good condition (25% vs. 17%). Similarly, teachers in schools with more than one-third ELL students are more likely than those with fewer ELL students to report this (27% vs. 19%). Teachers in schools with high proportions of minority students do not differ from others on this measure.

Although two-thirds (68%) of parents say that “is clean” very much describes their child’s school, fewer students (52%) describe their school this way. Just two percent of parents and five percent of students say that this does not at all describe their school.

A majority of teachers reports that class sizes have increased. Six in ten (63%) teachers report that the average class size in their school has increased in the past year. In addition, slightly more than half (54%) of students agree that there are more students in their classes this year than last year. One in seven (14%) students agrees that their classes are so big that their teachers don't really know them; a level similar to that reported by students in 1988 (12%), the last time the survey asked this question.

Most parents and students say that their school has enough classrooms, but they differ in their views about noise levels at school. Nine in ten parents (92%) and students (93%) say that "has enough classrooms" very much or somewhat describes their child's/their school. Half (47%) of students report that being "too noisy for students to be able to concentrate" very much or somewhat describes their school, although fewer parents (35%) report this to be the case.

Poor quality learning materials and school facilities are more common in schools with teacher layoffs.

Teachers in schools where there have been layoffs of classroom teachers in the past year are more likely than teachers in schools that have not had teacher layoffs to report that the following has occurred at their school during the past year:

- Educational technology and learning materials are not being kept up to date to meet student learning needs (43% of teachers in schools with layoffs vs. 27% of those without layoffs);
- School buildings and grounds are not being kept in clean or good condition (31% vs. 13%); and
- Average class size has increased (77% vs. 50%).

A similar pattern is seen in schools whose budgets have decreased. Teachers in schools whose budgets have decreased are more likely than others to report that educational technology and learning materials are not being kept up to date (39% vs. 22%) and that average class size has increased (70% vs. 36%).

 **Parent Voices:**

Sizable numbers of parents are unsure about a range of economic and/or budget-related changes at their child's school. Two in ten or more parents are **not sure** whether the following have occurred at their child's school in the past year:

- Changes to the school's budget (32% not sure);
- Layoffs of classroom teachers (21% not sure);
- Layoffs of parent or community liaisons (31% not sure);
- Layoffs of other school staff (27% not sure);
- Changes in number of reassignments of teachers and staff (41% not sure);
- Reductions or eliminations of arts or music programs (18% not sure);
- Reductions or eliminations of foreign language programs (19% not sure);
- Educational technology and learning materials not being kept up to date to meet student learning needs (19% not sure);
- Reductions or eliminations of health or social services (27% not sure); and
- Reductions or eliminations of after school programs (18% not sure).

Two areas with which parents indicate they are **more familiar** are the condition of the school buildings and grounds and the school's physical education program. Twelve percent are not sure whether their child's school buildings and grounds were kept in clean or good condition during the past year; and while seven percent report that they were not kept in clean or good condition, most (72%) say they were. Sixteen percent of parents are not sure whether there were reductions or eliminations of physical education programs at their child's school, while one in nine (11%) reports that there were reductions or eliminations of these programs and two-thirds (64%) say there were not any reductions or eliminations.

Student and Family Needs Loom Large

At the same time that teachers are noting widespread decreases in staffing, programs, and services, many also note that student and family needs have increased. Two-thirds (64%) of teachers report that the number of students and families needing health and social support services has increased during the past 12 months. One-third (35%) of teachers report that the number of students coming to school hungry has increased during this same time period. For both of these metrics, teachers in high-need schools (e.g. urban schools, those with high proportions of low-income, minority or ELL students) are no more likely than those in other schools to report an increase.



In addition, two in ten (17%) teachers report that the number of students leaving school during the year to go to another school has increased; a measure which can reflect housing and/or employment instability. Teachers in schools with more than one-third low-income students are more likely than those with one-third or fewer low-income students to report that the number of students leaving school during the year to go to another school has increased (21% vs. 9%). A similar pattern is seen among teachers in schools with more than one-third minority students compared to those with fewer minority students (21% vs. 12%).

Student needs are more acute among schools where there have been budget decreases and layoffs of classroom teachers. Comparing teachers in schools

whose budgets have decreased during the past year to those whose budgets have stayed the same or increased, teachers in schools whose budgets have decreased are more likely than others to report that there has been an increase in the number of students and families needing health and social support services (68% vs. 53%) and the number of students coming to school hungry (39% vs. 27%). Furthermore, teachers in schools whose budgets have decreased are **four times as likely to report an increase in the number of students leaving school during the year to go to another school** (21% vs. 5%). A similar pattern is seen when comparing teachers in schools where there have been layoffs of classroom teachers to teachers in schools without such layoffs. Teachers in schools where there have been layoffs of classroom teachers in the past year are more likely than others to report that there has been an increase in the number of students and families needing health and social support services (72% vs. 57%), an increase in the number of students coming to school hungry (43% vs. 29%) and an increase in the number of students leaving school during the year to go to another school (24% vs. 12%).

Students and Parents Share Worries about the Effects of the Economy

Economic and related worries are on the minds of many students. Two-thirds (65%) of students worry about their family not having enough money for the things they need, including 20% who worry a lot about this. More than half (54%) of students worry about their parents' losing or not being able to find a job, including 16% who worry a lot about this. One-third (34%) of students also worry about their family having to move to a different home, including 10% who worry a lot about this, and one-quarter (26%) worry about getting sick or hurt and not being able to go to a doctor for help, including six percent who worry a lot about this. Furthermore, seven percent of students say that they very often or often get too hungry to be able to pay attention in class, and a third (35%) say this sometimes occurs.

Student worries may have an impact on their school attendance. Nearly two in ten (17%) students say that they have skipped a class or school during the past two years because they had family responsibilities, compared to one in ten who says they have skipped a class or school because they did not complete an assignment (11%) or because they did not feel ready to take a test (10%). Family responsibilities affect high school students in particular. They are twice as likely as middle school or elementary school students to say they have skipped a class or school because of family responsibilities (25% vs. 13% vs. 12%).

Parent economic worries are even more common. Seven in ten (72%) parents worry about their family not having enough money for the things they need, including 31% who worry a lot about this. Six in ten (62%) parents worry about losing or not being able to find a job, including 23% who worry a lot. Nearly four in ten (37%) parents worry about their family having to move to a different home, including 12% who worry a lot about this. One-third (33%) of parents worry about their child getting sick or hurt and not being able to go to a doctor for help, including 10% who worry a lot about this.

Worries are greatest among lower-income parents. Lower-income parents (those with household incomes of less than \$50,000) are more likely than parents with moderate incomes (\$50,000 to less than \$100,000) or higher incomes (\$100,000 or more) to worry a **lot** about the following:

- Their family not having enough money for the things they need (47% vs. 27% vs. 19%);
- Losing or not being able to find a job (36% vs. 15% vs. 17%);
- Their family having to move to a different home (17% vs. 9% vs. 10%); and
- Their child getting sick or hurt and not being able to go to a doctor for help (16% vs. 5% vs. 8%).

Increased Pessimism about Student Achievement Is Associated with Budget Cuts

It remains to be seen what impact, if any, these budget cuts will have on actual student achievement. However, **budget cuts already appear to have a negative impact on teachers' and parents' expectations for student achievement.** Teachers and parents who report that their schools' budgets have decreased during the past year are more likely to be pessimistic that student achievement will improve. Overall, 43% of teachers are pessimistic that the level of student achievement will be better five years from now. Teachers in schools with decreased budgets are more likely to be pessimistic that the level of student achievement will improve, in comparison to those in schools whose budgets have stayed the same or increased (46% vs. 35%). In examining different school levels, high school teachers are the most likely to be pessimistic that student achievement will be better (53%, compared to 42% of middle school teachers and 39% of elementary school teachers).

From the Survey Archives:

In *The MetLife Survey of the American Teacher: Collaborating for Student Success (2009)*, 92% of teachers and 96% of principals said that having adequate public funding and support for education is very important for improving student achievement.

Source: *The MetLife Survey of the American Teacher: Collaborating for Student Success*. (2009). Retrieved from <http://www.eric.ed.gov/PDFS/ED509650.pdf>

Many (39%) parents are also pessimistic that the level of student achievement will be better five years from now. Parents who say their child’s school’s budget has decreased are nearly twice as likely as those who say budgets have stayed the same or increased to be pessimistic about student achievement improving (52% vs. 28%).

Teachers and parents support more federal government funding and participation in education. Majorities of both teachers (63%) and parents (59%) would like to see more federal government funding and participation in education. Teachers in schools with more than two-thirds low-income students are more likely than other teachers (70% vs. 57%) to want more federal funding and participation. Similarly, parents whose annual household income is less than \$50,000 are more likely than those whose household income is \$100,000 or more (65% vs. 50%) to want more federal funding and participation in education.

Observation:

A recent *Harris Poll* of U.S. adults shows widespread support for increased educational spending among the general public, despite concurrent support for cutting government spending. Eight in ten (81%) adults support increased educational spending, while 87% support cutting government spending.

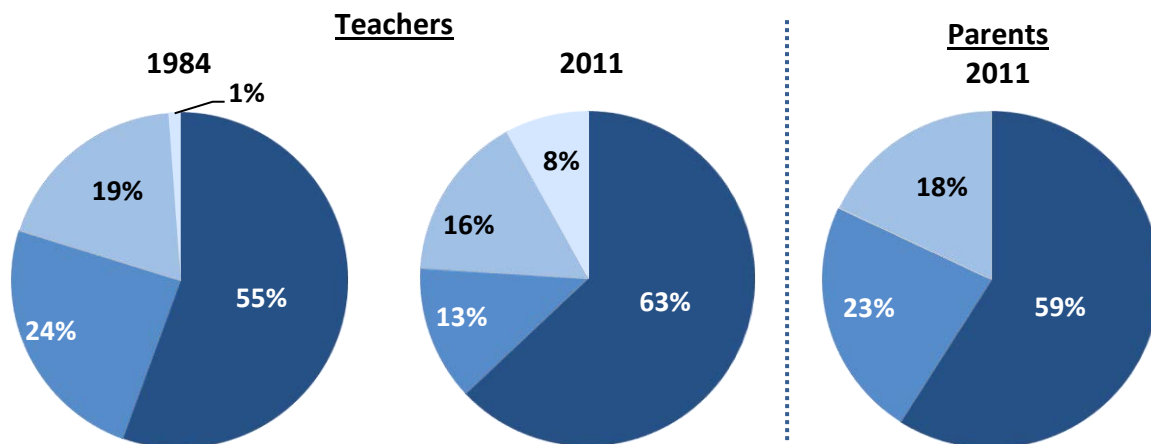
Source: Harris Interactive. (October 4, 2011). Public Opinion on 15 Controversial and Divisive Issues. *The Harris Poll*®, 104. Retrieved from <http://www.harrisinteractive.com/NewsRoom/HarrisPolls/>

The perspectives of teachers on this issue differ significantly based on their years of teaching experience. New teachers (those with 5 years or less experience) are the most likely to want more federal government funding and participation in education compared to teachers with 6-20 years or those with more than 20 years of experience (74% vs. 63% vs. 51%).

Teachers’ views on federal government funding and participation have changed during the past three decades. In 1984, just over half (55%) of public school teachers said they would like to see more federal government funding and participation in education, compared to the 63% who feel this way today.

Figure 2.2
Role of Federal Government in Education

■ More funding and participation ■ Present amount ■ Less funding and participation ■ Not sure



Base: Teachers (1984 n=1,981; 2011 n=1,001); Parents (n=1,086)
Q815/Q820. Which one of the following would you most like to see?: More federal government funding and participation in education, less federal funding and participation in education, or the present amount of federal funding and participation in education

Student Safety and Bullying:

The MetLife Survey of the American Teacher has been including student perspectives on school safety since the early 1990's. Given the potential relationship with an environment of reduced resources and increased needs of students, families and communities, the survey again turns its attention to this important issue.

The number of students who feel very safe at school has increased 10 points since the early 1990's. In 1993, half (50%) of students said they felt very safe at school and this increased to 56% of students in 1999. Today, six in ten (60%) students say they feel very safe when they are at school. As in past years, elementary school students are more likely to feel very safe at school than middle school or high school students (74% vs. 52% vs. 55%). Nearly six in ten (57%) students say that "is safe" very much describes their school. Even more parents hold this view; two-thirds (64%) say that "is safe" very much describes their child's school. However, this perception declines progressively; while seven in ten (72%) parents of elementary school students describe their child's school this way, only 61% of parents of middle school students, and even fewer parents of high school students (54%) say that "is safe" very much describes their child's school.

While student reports of feeling safe at school are at a high point, student concerns regarding bullying still exist – especially at the elementary and middle school levels. More than four in ten (44%) students say they worry a lot (10%) or a little (34%) about being bullied at school or on school grounds. Worries are particularly prevalent at the elementary and middle school levels, where at least half of students worry about being bullied (elementary school students: 57%; middle school students: 53%), compared to 27% of high school students. Concerns about bullying and safety cause some students to skip school. Six percent of students say that they have skipped a class or school during the past two years because they were being bullied or harassed by other students, and three percent have skipped a class or school because they did not feel safe at school. Parents are even more concerned than students about bullying at school. Two-thirds (66%) say they worry a lot (16%) or a little (50%) about their child being bullied at school or on school grounds.

Cuts in programs and services are associated with increased bullying at school. Overall, 14% of teachers say that students being bullied or harassed at school or on school grounds has increased in the past 12 months at their school. Furthermore, these levels are higher in schools that have experienced layoffs or reductions in key services. Teachers in schools where there have been teacher layoffs are twice as likely as others to say that bullying has increased (19% vs. 10%), and those who have had reductions or eliminations of health or social service programs are also more likely to report an increase in bullying (18% vs. 12%).

Many parents worry about the safety of their child after school, even more so in urban areas. Nearly four in ten (37%) parents worry a lot (11%) or a little (26%) about their child having something safe to do after school. Parents of students in urban schools (45%) are more likely to worry about this compared to those in rural areas (29%), while the level of worry of suburban parents falls in between (37%).

"...[W]e're hearing reports from all over the country about changes in community safety, [and about] the rise of gang involvement in a number of our urban areas...[T]he unraveling of the safety net and high unemployment are highly correlated with changes in community safety..."

Public Education Thought Leader (August, 2011)

Conclusion

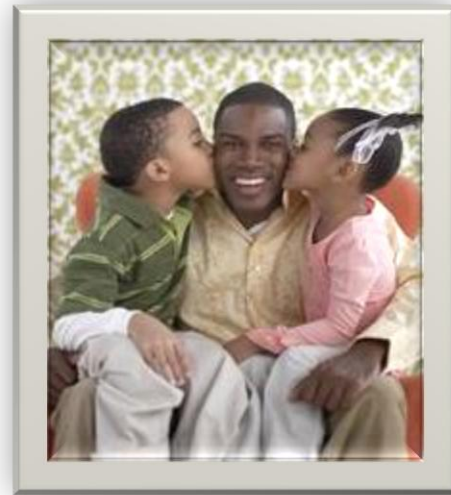
The impact of the economic downturn is widespread among schools across the country. While schools in urban areas are particularly affected by reductions in teachers and staff, school programs, and learning materials and facilities, many reductions in these areas are notable because they are as common in schools serving large numbers of high-needs students as in other schools. Layoffs of classroom teachers are associated with reductions or eliminations of curricular programs, health and social services, and decreasing availability or quality of learning materials and school facilities. At the same time, many teachers, as well as students and parents themselves, note an increase in need among students and their families. Similar to reductions in resources, increases in need are often as common in schools serving high-needs students as other schools. Furthermore, many teachers and parents – particularly those in schools with budget cuts – are pessimistic about the likelihood of student achievement increasing in the next five years.

In times of need, schools are compelled to examine resources and relationships, priorities and possibilities. In the context of reductions in school funding, staffing and programs, the survey next examines the extent and quality of another resource of primary importance to student learning: parents' engagement with schools and schools' engagement with them.

Chapter 3: Nurturing Parent and Community Engagement – Trends and Challenges

Parents are a fundamental part of the equation for student achievement and success. Schools, teachers and parents seek ways to engage parents in their children’s education, both at school and at home. However, the challenge of successfully engaging parents changes and grows as students move from elementary to high school.

Experts in the field emphasize that engaging parents effectively should be part of the organization and culture of a school and reflected in improvement plans for student learning and healthy development. Disconnects can occur between teachers and parents about what each expects and needs from each other. Successful engagement requires that schools and teachers understand differences among families in language, culture, and socioeconomic background. Teachers can help parents understand their evolving role as their child progresses through school and what specific supports they can provide their child at each point along the way to help assure success.¹⁹



In 1987, when the survey series first incorporated the views of parents, half of parents (52%) believed that many or most parents take too little interest in their children’s education.²⁰ In 2005, the survey found that new teachers were most likely to report the biggest challenge that they face as a teacher is communicating with and involving parents.²¹

More recently, the survey has revealed indications that parent and community engagement has increased. The *MetLife Survey of the American Teacher: Past, Present and Future (2008)*, found that parental support and school relationships had improved since the 1980’s and early 1990’s. More teachers rated parental and community support for their school as good or excellent and fewer reported that lack of parental support or help was a serious hindrance to learning for their students.²²

Understanding parent engagement is particularly relevant as schools face decreased budgets and as parents and families face increased challenges. During a time when schools and families are feeling the impact of tough economic times, schools may need even more for parents to be actively engaged in their children’s schools to bridge gaps in programs and services, and more parents and students may need programs such as integrated health or social services. The survey explores parent and community engagement to better understand elements of effective engagement, the factors associated with success in this area, and the challenges that continue to exist.

Schools Are Helping Parents Engage in Their Children's Education

Most teachers, parents and students believe that their schools help engage parents in supporting students' success. Teachers are the most likely to believe that their school is engaging parents. Nine in ten (91%) teachers agree that their school helps all parents understand what they can do at home to support a student's success in school. Most parents and students hold this belief as well. Eight in ten (80%) parents agree that their child's school helps all parents understand what they can do at home to support a student's success in school, and similar numbers of students (83%) agree that their teachers and parents work together to help them succeed in school.

For all three stakeholder groups, this quality of engagement declines markedly from elementary to middle to high school. According to teachers, the decline in how well schools engage parents begins after elementary school. Secondary school teachers (86% middle school, 88% high school) are less likely than elementary school teachers (93%) to agree that their school helps all parents understand what they can do at home to support a student's success in school. For parents, the decline occurs between middle school and high school. Parents of high school students (69%) are less likely to agree that their child's school helps all parents understand what they can do at home to support a student's success in school than are parents of middle school (84%) or elementary school (86%) students. Students' views also reflect a decline at each level. Nearly all elementary school students (96%) agree that their parents and teachers are working together to help them succeed, compared to 89% of middle school students and 71% of high school students.

More Students Report Parent Engagement in Schools

Students today talk more often with their parents about school and their parents visit the school more often compared to students in 1988. Two-thirds (64%) of students report that they talk about things that happen at school with their parents every day, compared to 40% who reported speaking with their parents this frequently in 1988. Not only are more students and parents talking frequently about school, more parents are in their child's school on a regular basis. Nearly half (46%) of students report that their parents visit their school at least once a month – almost three times as many as in 1988 (16%). Parents' assessment of their involvement is slightly higher than that of students. Three-quarters (77%) report that they talk every day about things that happen at school with their child, and nearly six in ten (57%) say they visit their child's school at least once a month.

High school presents a particular challenge for parent engagement and support. High school students and parents are less likely than those in middle and elementary school to report that they talk every day with each other about school (students: 49% vs. 70% vs. 79%; parents: 69% vs. 78% vs. 83%). Fewer high school students and parents than those in middle and elementary school report that parents visit the school at least once a month (students: 30% vs. 48% vs. 68%; parents: 45% vs. 51% vs. 69%). In addition, only half (53%) of high school students agree that their parents know how to help them with their homework, compared to 84% of middle school students and 93% of elementary school students.

Fewer Parents Today Believe Lack of Parent Engagement Is Widespread

A quarter century ago, the *MetLife Survey of the American Teacher: Strengthening Links between Home and School (1987)* noted that "Parents receive widespread criticism for being lax in overseeing the educational progress of their children."²³ In 1987, many parents, as well as teachers, believed that several criticisms were true for most parents. The picture that emerges today is one of increased positive parent engagement – from the perspective of both parents and teachers – with room for improvement.

Fewer parents and teachers today report that parents take too little interest in their children's education or fail to motivate their children so that they want to learn in school. Fewer parents and teachers in 2011 than in 1987 report that many or most parents take too little interest in their children's education (parents: 47% vs. 52%; teachers: 35% vs. 48%) or fail to motivate their children so that they want to learn in school (parents: 42% vs. 52%; teachers: 35% vs. 53%). In addition, fewer parents and teachers today compared to 1987 report that many or most parents leave their children alone too much on their own after school (parents: 44% vs. 59%; teachers: 42% vs. 62%) or that many or most parents set too high or too strict a standard for their children to meet (parents: 17% vs. 30%; teachers: 6% vs. 12%).

There has been little change since 1987 regarding the view that parents lack respect for teachers. Today, three in ten (30%) parents and one-quarter (26%) of teachers report that many or most parents fail to show respect for teachers, similar to the results of the 1987 survey.

Figure 3.1
Perceptions of Parent Behaviors

	Teachers		Parents	
	2011	1987	2011	1987
Believe that 'most' or 'many' parents:				
Fail to discipline their children	44%	51%	58%	58%
Leave their children alone too much on their own after school	42%	62%	44%	59%
Fail to motivate their children so that they want to learn in school	35%	53%	42%	52%
Take too little interest in their children's education	35%	48%	47%	52%
Fail to show respect for teachers	26%	23%	30%	34%
Make so many demands of teachers and staff that it interferes with their children's education	20%	NA	20%	NA
Set too high or too strict a standard for their children to meet	6%	12%	17%	30%

Base: Teachers (2011 n=1,001; 1987 n=1,002); Parents (2011 n=1,086; 1987 n=2,011)
Q715/Q730. How many parents do you think do each of the following? Most, Many, Some, Hardly any, Not sure/Decline to answer (Teachers only)



Snapshot of Change Since the 1980's:

- ↑ Students reporting **talking with parents every day** about school
- ↑ Students reporting parents **visit school** at least once a month
- ↓ Teachers reporting most/many parents **take too little interest in children's education**
- ↓ Teachers reporting most/many parents **fail to motivate children** so that they want to learn in school
- ↓ Teachers reporting most/many parents **fail to discipline children**
- ↓ Teachers reporting most/many parents **leave their children alone too much** after school
- ↔ Teachers reporting most/many parents **fail to show respect for teachers**

Source: *The Metropolitan Life Survey of the American Teacher: Strengthening Links Between Home and School*. (1987). Retrieved from <http://www.eric.ed.gov/PDFS/ED289841.pdf>

Parents and Teachers Feel Well Supported on Parent Engagement

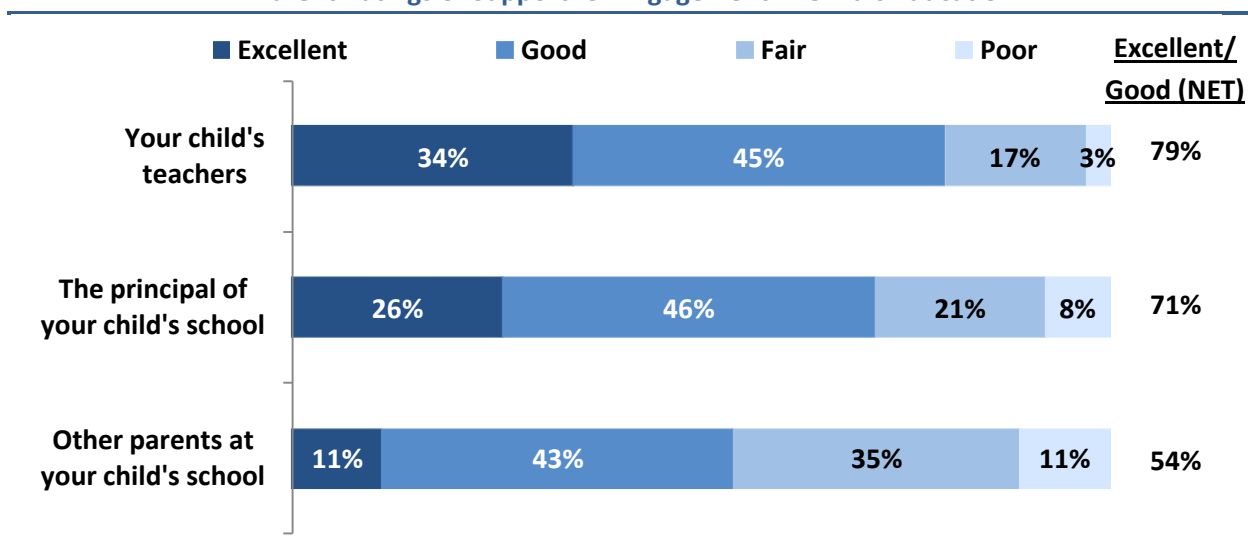
Overall, parents give the teachers and principal at their child's school high ratings for effectively engaging them in their child's school and education, but indicate room for improvement. Eight in ten (79%) parents rate their child's teachers as excellent or good at effectively engaging them in their child's school and education, and seven in ten (71%) rate the principal of their child's school as excellent or good in this area. However, as with parents' assessment of their child's school overall, their ratings of teachers and principals decline steadily after elementary school. Parents of high school students are least likely to rate their child's teachers as excellent or good in effectively engaging them (67% vs. 77% of middle school parents and 89% of elementary school parents). Parents of high school students also are least likely to rate the principal of their child's school as excellent or good in effectively engaging them (57% vs. 73% of middle school parents and 81% of elementary school parents).



It is important to note that lack of good support from teachers in engaging parents in their child's education is a point of vulnerability for many students. Substantial numbers of parents (21%) rate their child's teacher as fair or poor at engaging them in their child's school and education, including 33% of parents of high school students.

Parents report that they receive substantially less support on engagement from other parents in their child's school. Slightly more than half (54%) rate other parents at their child's school as excellent or good in effectively engaging them in their child's school and education. Parents of high school students (46%) are less likely than parents of elementary (60%) and middle school (55%) students to rate the other parents at their child's school as excellent or good in this area.

Figure 3.2
Parent Ratings of Support for Engagement in Child's Education



Base: Parents (n=1,086)

Q720. How would you rate each of the following in effectively engaging you in your child's school and education?

Lower-income parents (those with household incomes less than \$50,000) are less likely than higher income parents (\$100,000 or more) to rate their child's teachers as excellent or good at effectively engaging them (78% vs. 86%). However, they do not differ from other parents in their ratings of the principal or other parents. Parents of students in rural schools are the least likely to feel effectively engaged by all three of these members of the school community. They are less likely than parents of students in urban and suburban areas to give excellent or good ratings to their child's teachers (73% vs. 81% and 82%), the principal of their child's school (63% vs. 74% and 74%) or other parents at their child's school (43% vs. 59% and 58%).

Most teachers rate highly the support they receive from school colleagues on parent engagement. Nine in ten (88%) teachers rate the other teachers at their school as excellent or good in preparing and supporting them to engage parents effectively and eight in ten (80%) rate the principal of their school as excellent or good in this regard. Of note, teachers do not differ in these ratings based on the level of school that they teach; elementary, middle and high school teachers are just as likely to rate their teachers and their principal as excellent or good.

However, differences by school level do emerge in their ratings of the support they receive from parents. Six in ten (63%) teachers rate the parents at their school as excellent or good in preparing and supporting them to engage parents effectively. Elementary school teachers are most likely to rate parents as excellent or good (69%), while fewer middle school teachers (60%) and even fewer high school teachers (55%) rate parents as excellent or good in preparing and supporting them to engage parents effectively.

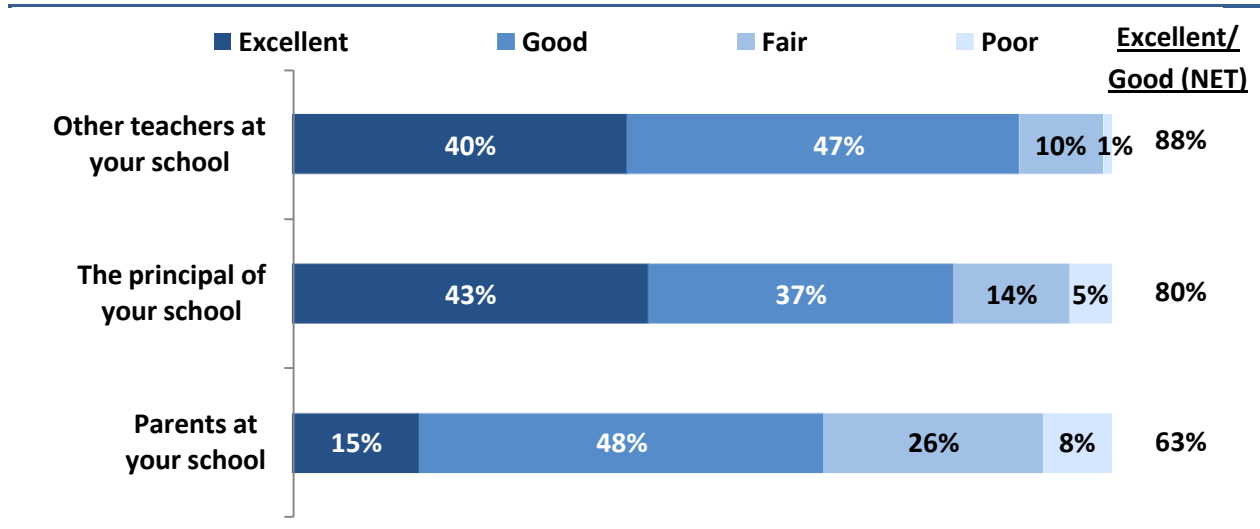
Teachers in high-needs schools are less likely than others to rate these sources of support highly. Teachers in schools with more than two-thirds minority students are less likely than those in schools with one-third or fewer minority students to rate the following people as excellent or good in preparing and supporting them to engage parents effectively: other teachers (80% vs. 91%), the principal (75% vs. 82%) and parents (51% vs. 69%). Teachers in schools with more than two-thirds low-income students are less likely than those in schools with one-third or fewer low-income students to rate other teachers (82% vs. 90%) or parents (53% vs. 74%) as excellent or good, but do not differ in their ratings of the principal. Teachers in schools with more than one-third ELL students are less likely than other teachers to rate the teachers at their school as excellent or good (83% vs. 90%), but do not differ in their ratings of the principal or parents.

 **From the Survey Archives:**

Parent-school relations have improved during the past 25 years. *The MetLife Survey of the American Teacher: The Homework Experience (2007)* found that, compared to 1987, more parents rated relations between parents and teachers as excellent (34% vs. 25%), more parents had spoken by phone with a teacher or school official (90% vs. 81%) and more had exchanged written notes with a teacher or school official (76% vs. 66%).

Source: *The MetLife Survey of the American Teacher: The Homework Experience*. (2007). Retrieved from <http://www.eric.ed.gov/PDFS/ED500012.pdf>

Figure 3.3
Teacher Ratings of Support for Effectively Engaging Parents



Base: Teachers (n=1,001)

Q730. How would you rate each of the following in preparing and supporting you to engage parents effectively?

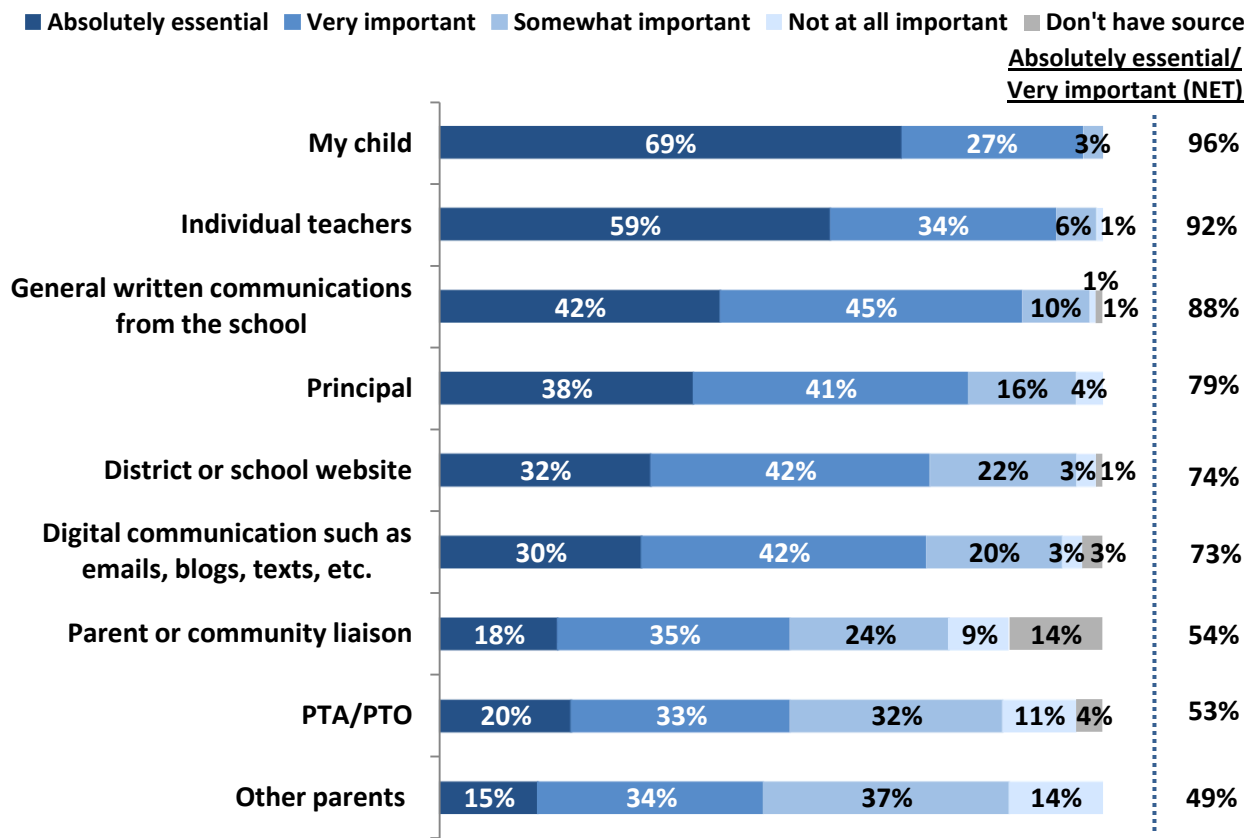
Parent Information on School Comes Primarily from Their Child and Teachers

Most parents report that their child (96%), teachers (92%) and written communications (88%) are absolutely essential or very important sources of information about the school. Parents of elementary, middle and high school students do not differ in their ratings of importance for their child and for individual teachers as sources of information about the child’s school. However, parents of elementary school students (89%) and middle school students (92%) are more likely than those of high school students (82%) to rate written communications from the school as absolutely essential or very important.



A majority of parents also identifies a clear second tier in sources of information rated as absolutely essential or very important, including: the principal (79%), the district or school website (74%) and digital communication such as emails, blogs, texts, etc. (73%). Significantly fewer parents rate the parent or community liaison (54%), the PTA/PTO (53%) or other parents (49%) as absolutely essential or very important sources of information.

Figure 3.4
Parent Ratings of Importance of Sources of Information about Child's School



Base: Parents (n=1,086)

Q726. How important is each of the following sources of information about your child's school for you as a parent? ('Do not have this source at my child's school' was a response option only for written communications, website, digital communication, liaison, and PTA/PTO)

The child's school level and school location, and the parent's level of education distinguish parents' ratings of the importance of several sources of information about their child's school. Parents of high school students are less likely than parents of elementary school students to rate several sources as absolutely essential or very important, specifically: general written communications from the school (82% vs. 89%), the principal (75% vs. 83%) and the PTA/PTO (46% vs. 58%). Parents of students in urban schools are more likely than those in suburban or rural schools to give absolutely essential or very important ratings to the principal (89% vs. 73% vs. 79%), the PTA/PTO (68% vs. 50% vs. 42%), the parent or community liaison (69% vs. 51% vs. 41%) and other parents (60% vs. 45% vs. 42%). Parents with no more than a high school education are more likely than those with at least a college degree to give absolutely essential or very important ratings to the principal (83% vs. 74%), the parent or community liaison (62% vs. 42%), the PTA/PTO (60% vs. 46%) and other parents (56% vs. 41%).

School Plans for Parent Engagement Are Common

Educators and researchers have described successful practices that can help schools, teachers and parents develop effective parent engagement with their child’s education. One important recommendation is that the school develops a plan for parent and community engagement that is linked to specific goals for improving student learning and healthy development. In the words of an education thought leader interviewed during the design phase of this year’s survey, such a school-wide plan has several benefits.

“It links to what teachers are trying to do to help kids reach the targeted goals for test scores and learning or behavior or attendance or graduation rates or credit earned in high school. It means that busy families aren’t just being asked to do anything. They’re being asked and guided to do something that may be helpful to children.”

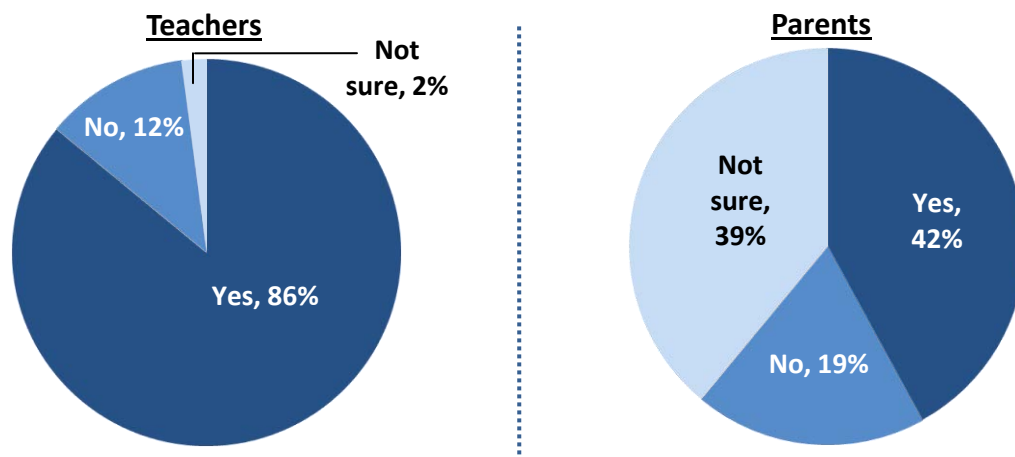
Nearly nine in ten (86%) teachers say that their school has a plan for parent and community engagement that is linked to specific goals for improving student learning and healthy development.

Teachers from a range of school types report that their school has such a plan. Similar proportions of teachers in elementary, middle and high schools – as well as teachers with higher and lower concentrations of low-income students, minority students and English language learner (ELL) students – report that their school has a parent and community engagement plan that is linked to specific goals for improving student learning and healthy development.

Many parents are not sure whether their school has this type of parent and community engagement plan. While four in ten (42%) parents report that their child’s school has a plan for parent and community engagement that is linked to specific goals for improving student learning and healthy development, a similar number (39%) say they are not sure whether their school has such a plan.

Figure 3.5

School Has Parent and Community Engagement Plan



Base: Teachers (n=1,001); Parents (n=1,086)

Q707/Q712. Does your/your child’s school have a plan for parent and community engagement that is linked to specific goals for improving student learning and healthy development?

The Quality of Different Types of Parent and Community Involvement Varies

Beyond developing a plan for parent and community engagement linked to goals for student learning, experts also recommend attention to the many ways parents and the community can be involved. Education thought leaders interviewed in-depth during the development of the survey identified a widely used, research-grounded categorization defining six types of involvement.²⁴

1. **Parenting:** Assisting families with parenting skills and setting home conditions to support children as students.
2. **Communicating:** Having effective communications from school-to-home and from home-to-school about school programs and student progress.
3. **Volunteering:** Providing a wide range of volunteer opportunities for parents and community members to support the school.
4. **Learning at home:** Involving families with their children on homework and other curriculum-related activities and decisions, such as academic goals or plans for work or college.
5. **Decision making:** Including parents as participants in school decisions.
6. **Collaborating with the community:** Coordinating resources and services both from the community and to the community.

The survey asked parents and teachers to rate their schools on these types of involvement as a way to gauge the extent and quality of parent engagement at their schools.

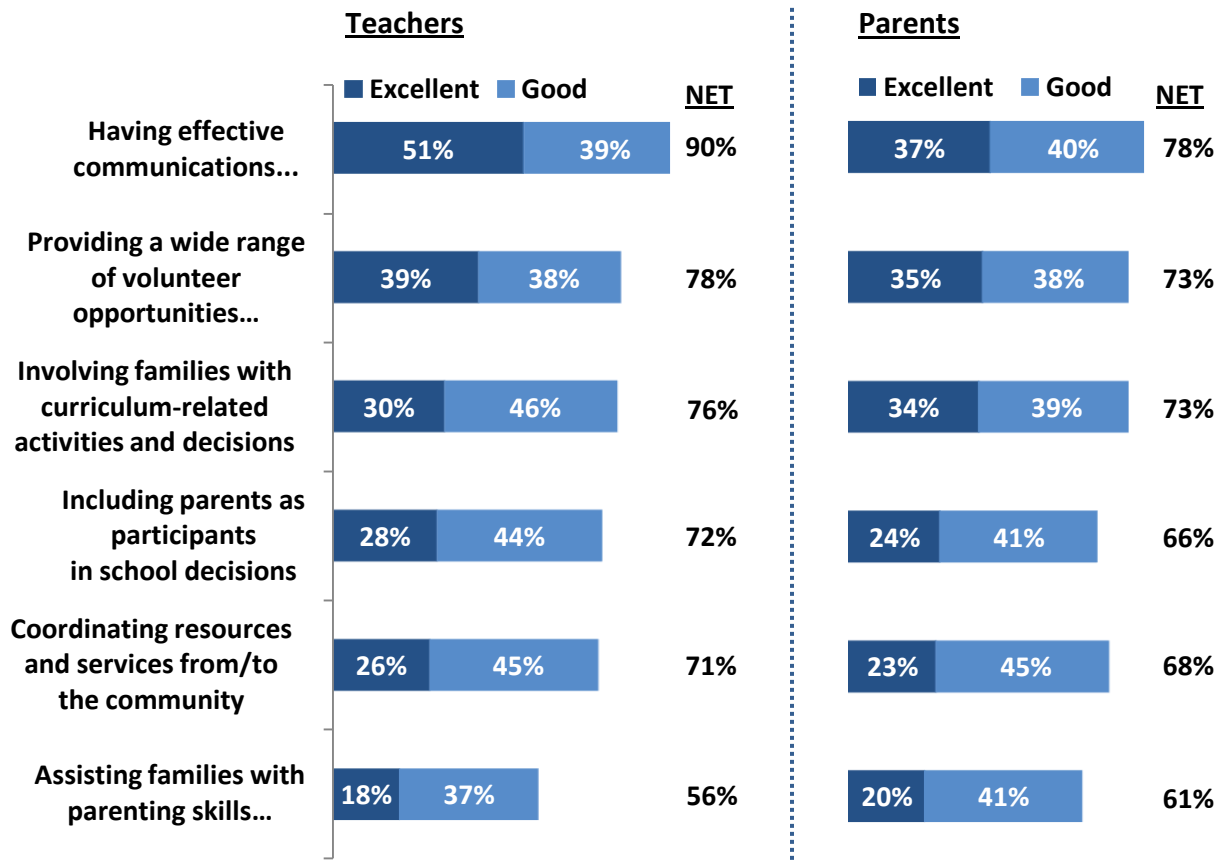
Among the six types of involvement, both teachers and parents rate their schools highest on communication and lowest on assisting with parenting skills. Most teachers (90%) and parents (78%) rate their school as excellent or good on having effective communications from school-to-home and from home-to-school about school programs and student progress. In contrast, 56% of teachers and 61% of parents rate their school as excellent or good at assisting families with parenting skills and setting home conditions to support children as students. Approximately seven in ten teachers and parents rate their schools as excellent or good on the other four types of involvement (volunteering, learning at home, decision making and collaborating with the community):

- Providing a wide range of volunteer opportunities for parents and community members to support the school (78% of teachers, 73% of parents);
- Involving families with their children on homework and other curriculum-related activities and decisions, such as academic goals or plans for work or college (76% of teachers, 73% of parents);
- Including parents as participants in school decisions (72% of teachers, 66% of parents); and
- Coordinating resources and services both from the community and to the community (71% of teachers, 68% of parents).

For most measures, teachers' ratings of the quality of these types of involvement at their school are similar to those of parents. The largest gap is in the evaluation of communications, where considerably more teachers (90%) than parents (78%) rate their school as excellent or good.

It is important to note that both teachers and parents see room for improvement in each of the six areas. No more than half of teachers and fewer than four in ten parents rate their school as excellent at any of the six types of involvement.

Figure 3.6
Ratings of Six Types of School-Parent Involvement



Base: Teachers (n=1,001); Parents (n=1,086)
 Q710/Q716. How would you rate your/your child's school on each of the following? Excellent, Good, Fair, Poor, Does Not Offer, Not sure/Decline to answer (Teachers only)

Observation:

One indicator of community engagement is whether teachers are knowledgeable about the community where their school is located. Most students and parents report that teachers in their school know a lot about their community. Three-quarters (74%) of students and 79% of parents agree that teachers in their/their child's school know a lot about their/their child's community or neighborhood. Parents in schools with high parent engagement are more likely than those with low parent engagement to agree that teachers know a lot about their child's community (95% vs. 56%).

Another indicator of community engagement is the degree to which students and parents reach out to their community. Eight in ten students (81%) and parents (82%) say that "provides opportunities for community service" describes their school. However, high school students are more likely than elementary or middle school students to say that this very much describes their school (50% vs. 24% vs. 25%).

Conclusion

The survey documents that parent engagement has increased significantly over the past 25 years. More students say they speak frequently with their parents about school and that their parents visit school regularly. Parents are less likely to describe lack of engagement among other parents. Most schools have a plan that links parent and community engagement to goals for student learning and healthy development and are doing a good job involving parents and communities in a variety of ways. Parents and teachers feel supported by most of the other members of the school community with regard to effective parent engagement.

At the same time, there is room for improvement in these areas, particularly for secondary schools and schools with larger proportions of high-needs students. Parents rely on their child, their child's teachers and written communication from the school as their most important sources of information. However, other sources of information such as the PTA/PTO, other parents, parent/community liaisons and the principal emerge as particularly important resources for urban, minority, or lower-income parents, and those parents with no more than a high school education.

In order to better understand how teachers, parents and schools can improve school-parent engagement, the survey next examines what high-engagement schools look like, and what parents and teachers need and value most from each other to support student learning.

Chapter 4: Nurturing Parent and Community Engagement – Needs and Priorities

Most schools strive to involve parents and their community in many different ways, but not always systematically or with the desired results. Involvement becomes “engagement” when parents are included as part of the organization and culture of the school, most often with a plan linked to goals for student learning and healthy development. Plans are implemented in ways to assure that the important roles of teachers and parents reinforce each other for the benefit of the child. This year’s survey examines factors associated with high quality engagement, including what teachers and parents want and need from each other to promote student learning. The survey also examines how parent engagement can be a strategy for addressing teacher career satisfaction, in addition to its significance for student success.

Parents and Teachers Agree on Priorities for What Teachers Can Do for Parents

Parents and teachers have expectations about their relationship and their respective roles and responsibilities to each other. Most parents believe that it is absolutely essential or very important that teachers contact parents if their child is having academic or social problems (94%) and are responsive to parents’ requests for information (92%). Most also believe it is absolutely essential or very important that teachers contact parents regarding concerns about their child’s health and well-being that affect the child’s ability to succeed at school (88%), share information about homework policies and school procedures each year (86%), and provide guidance on what parents can do to help their child succeed (84%). Nearly all teachers emphasize these responsibilities as absolutely essential or very important (see Figure 4.1). Being flexible to meet with parents at different times of day or different locations is viewed as slightly less important by both parents and teachers, although large majorities of parents (75%) and teachers (72%) say it is absolutely essential or very important that teachers do this.

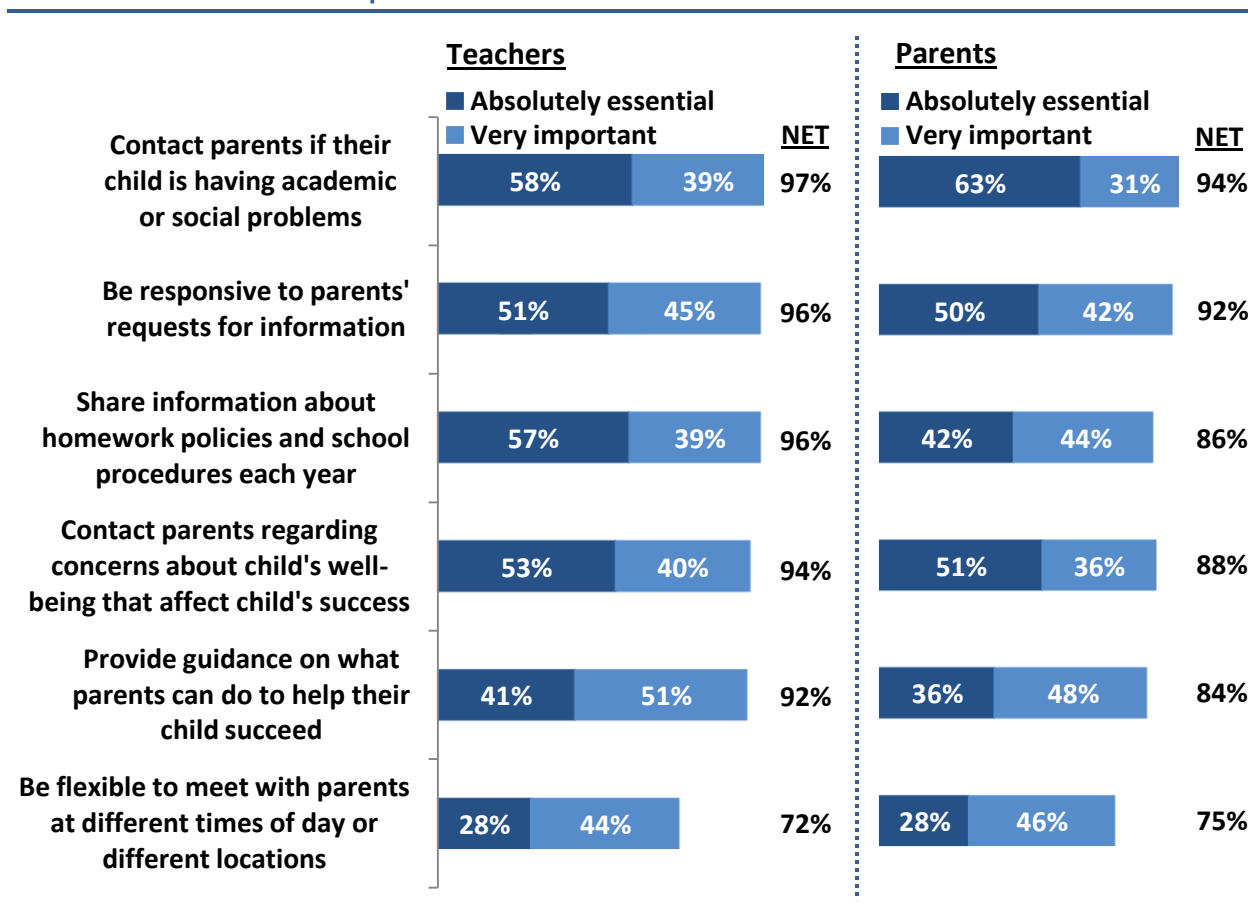


For parents, it does not matter if their child is in elementary school, middle school or high school; they assign similar levels of importance to each of these areas. Elementary school teachers, however, are more likely than secondary school (middle and high school) teachers to say that it is absolutely essential or very important that they do the following for parents: contact parents if their child is having academic or social problems (98% vs. 95%); contact parents regarding concerns about their child’s health and well-being that affect their child’s ability to succeed at school (97% vs. 90%); provide guidance on what parents can do to help their child succeed (96% vs. 87%); and be flexible to meet with parents at different times of day or different locations (79% vs. 66%).



In most areas, parents' views of importance do not differ by their level of education, household income or whether their child's school is in an urban, suburban or rural area. Similarly, teachers in high-needs schools do not differ from other teachers in their views of importance of teachers' responsibilities to parents. However, being flexible to meet with parents at different times of day or different locations has greater importance for higher-needs families. Parents with no more than a high school education are more likely than those with a college degree to rate flexibility in this area as absolutely essential or very important (81% vs. 68%). Teachers in schools with more than two-thirds minority students are more likely than others to rate flexibility on meeting times and locations as absolutely essential or very important (79% vs. 69%), as are teachers with more than one-third ELL students (79% vs. 70%).

Figure 4.1
Importance of What Teachers Can Do for Parents



Base: Teachers (n=1,001); Parents (n=1,086)

Q720/Q741. How important is it that teachers do each of the following to promote student learning and healthy development?: Absolutely essential, Very important, Somewhat important, Not at all important, Not sure/Decline to answer (Teachers only)

While a majority of parents rates the teachers at their child's school as excellent or good in each of these areas, parents' ratings differ based on their child's school level. At least seven in ten parents rate their child's teachers as excellent or good on what teachers are providing parents. However, parents of secondary school students (middle and high school) consistently give lower ratings to the teachers at their child's school on how well they are doing in each of these areas than do parents of elementary school students (see Figure 4.2).

Figure 4.2
Assessment of What Teachers Are Doing for Parents: By Child's School Level

	Parents			
	Total	Child's Level in School		
		Elementary School	Middle School	High School
Rate their child's teachers 'excellent' or 'good' on:				
Being responsive to your requests for information	79%	87%	80%	69%
Sharing information about homework policies and school procedures each year	78%	86%	76%	68%
Contacting you if your child is having academic or social problems	75%	86%	70%	64%
Contacting you regarding concerns about your child's health and well-being that affect your child's ability to succeed at school	73%	83%	69%	61%
Providing guidance on what you can do to help your child succeed	72%	83%	65%	62%
Being flexible to meet with you at different times of day or different locations	71%	78%	75%	59%

Base: Parents (n=1,086 [Elementary n=501; Middle n=249; High n=336]) Q746. How would you rate your child's teachers on doing each of the following in order to promote your child's learning and healthy development?: Excellent, Good, Fair, Poor

Teachers and Parents Agree on Priorities for What Parents Can Do for Teachers

Both parents and teachers contribute to the development of a school culture with high parent engagement. **Teachers and parents indicate that parents have a range of responsibilities important for nurturing student learning and healthy development.** Nearly all teachers report that it is absolutely essential or very important that parents do each of the following in order to promote student learning and healthy development: ensure that their child gets sufficient rest and nutrition to succeed at school (99%); emphasize the importance of education with their child (98%); and support school rules for student behavior with their child (98%).

Most teachers also report that it is absolutely essential or very important for parents to contact the teacher about any academic, social or other problems their child may have in school or out of school (93%), be available to meet with teachers about their child's progress and needs (93%), and ensure that their child completes homework assignments (91%).

Consistent with teachers, most parents indicate that each of these six efforts is absolutely essential or very important (see Figure 4.3).



Teachers and parents do differ on which of these priorities they believe are absolutely essential. More teachers than parents say it is absolutely essential that parents support school rules for student behavior (67% vs. 53%), ensure that their child gets sufficient rest and nutrition (67% vs. 58%), and emphasize the importance of education with their child (69% vs. 62%). In contrast, more parents than teachers say it is absolutely essential that parents ensure that their child completes homework assignments (56% vs. 47%).

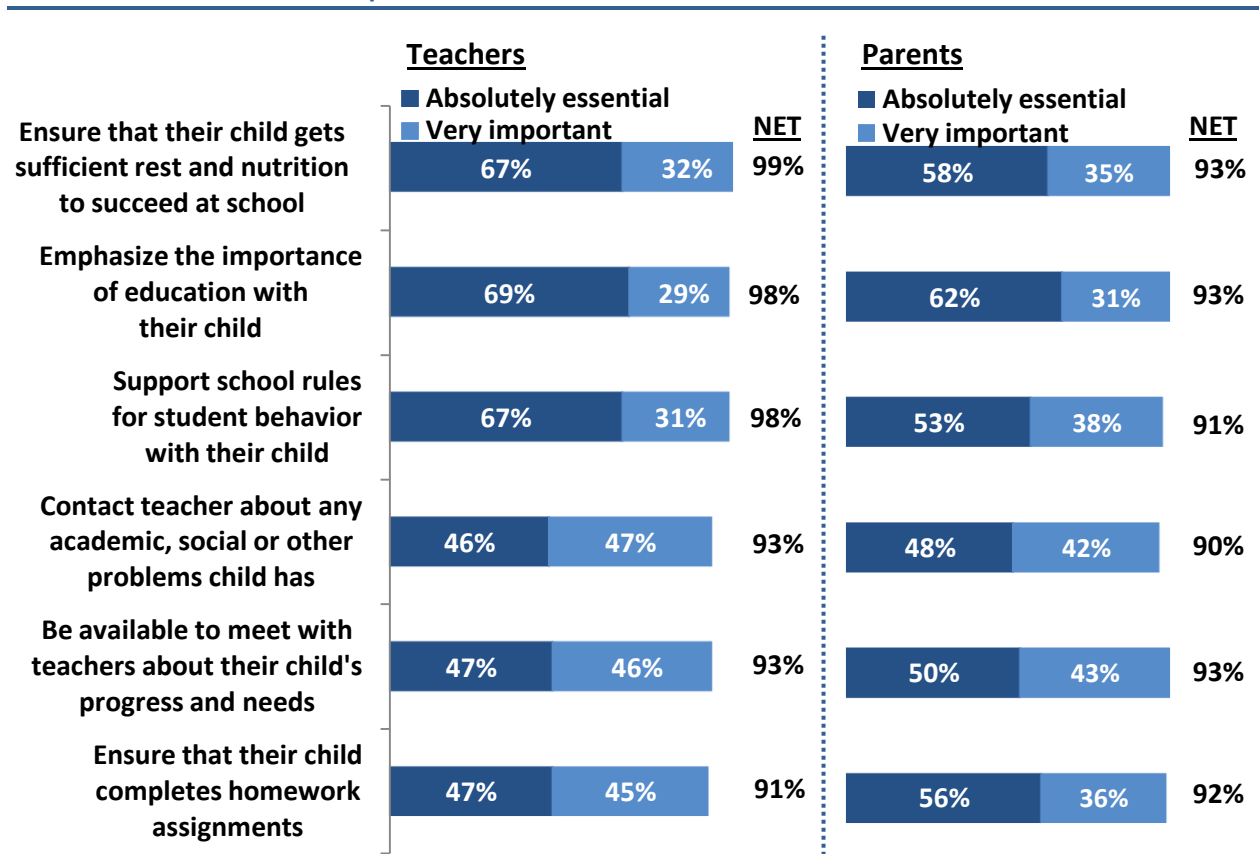
Parents' views of importance do not differ by their level of education, household income or whether their child's school is in an urban, suburban or rural area. Similarly, teachers in high-needs schools do not show a consistent pattern of differences from other teachers in their views of the importance of parents' responsibilities to teachers.

★ Observation:

Homework, the only area of responsibility that more parents than teachers rate as essential, is a frequent, practical topic of communication among students, teachers and parents and is often a subject of debate. In the *MetLife Survey of the American Teacher: The Homework Experience (2007)*, most teachers, parents and students agreed that doing homework is important and has value for learning. However, sizable numbers of parents and students viewed homework as just busywork not related to what students are learning in school.

Source: *The MetLife Survey of the American Teacher: The Homework Experience*. (2007). Retrieved from <http://www.eric.ed.gov/PDFS/ED500012.pdf>

Figure 4.3
Importance of What Parents Can Do for Teachers



Base: Teachers (n=1,001); Parents (n=1,086) Q725/Q751. How important is it that parents do each of the following in order to promote student learning and healthy development?: Absolutely essential, Very important, Somewhat important, Not at all important, Not sure/Decline to answer (Teachers only)

Defining Levels of Parent-School Engagement

In order to examine the differences between schools with higher and lower ratings of effectiveness in engaging parents, a score was created based on how teachers and parents rated their schools on delivering the six types of involvement discussed in Chapter 3. Based on this score, teachers and parents were assigned to one of three, approximately equally sized, groups: **high, medium or low parent-school engagement**. As shown in Figure 4.4, nearly all teachers and parents in the high parent engagement group rate their school excellent or good on each of the six types of involvement, while most in the low parent engagement group do not rate their school highly on any of the types of involvement.

Figure 4.4
Quality of Elements of Engagement at School: By School's Parent Engagement Score

	Teachers			Parents		
	School's Parent Engagement Score			School's Parent Engagement Score		
	High	Medium	Low	High	Medium	Low
Rate their/their child's school 'excellent' or 'good' on:						
<u>Communicating</u> : Having effective communications from school-to-home and from home-to-school about school programs and student progress	100%	96%	66%	100%	97%	38%
<u>Volunteering</u> : Providing a wide range of volunteer opportunities for parents and community members to support the school	99%	87%	33%	100%	88%	33%
<u>Learning at home</u> : Involving families with their children on homework and other curriculum-related activities and decisions, such as academic goals or plans for work or college	99%	84%	32%	100%	91%	30%
<u>Collaborating with the community</u> : Coordinating resources and services both from the community and to the community	99%	78%	22%	99%	87%	19%
<u>Decision making</u> : Including parents as participants in school decisions	98%	78%	26%	96%	87%	16%
<u>Parenting</u> : Assisting families with parenting skills and setting home conditions to support children as students	92%	50%	11%	98%	79%	8%

Base: Teachers (n=1,001 [High scores n=376; Medium scores n=377; Low scores n=248]); Parents (n=1,086 [High scores n=350; Medium scores n=371; Low scores n=365])

Q710/Q716. How would you rate your/your child's school on each of the following? Excellent, Good, Fair, Poor, Does Not Offer, Not sure/Decline to answer (Teachers only)

Schools with High Parent Engagement Perform Better on a Range of Measures

Parents and teachers in schools with high parent engagement are more optimistic about student achievement. In schools with high parent engagement, seven in ten (73%) parents are optimistic that the level of student achievement will be better five years from now, compared to fewer than half (45%) of parents in schools with low engagement. Similarly, teachers in schools with high parent engagement are more likely than those in schools with low engagement to report that they are optimistic that the level of student achievement will improve (65% vs. 43%).

Parents in schools with high parent engagement are more likely to say that they are involved in their child's education in a variety of ways. Parents in schools with high engagement are more likely than those in schools with low engagement to visit their child's school at least once a month (73% vs. 39%), to talk with their child every day about things that happen at school (85% vs. 72%), and to agree that they know how to help their child with their homework (95% vs. 80%).

Observation:

Teachers in schools with high parent engagement are more likely than others to give high ratings to their professional development and to their pre-service training for preparing and supporting them to engage parents effectively. Overall, seven in ten teachers rate their professional development since becoming a teacher (73%) and their pre-service training (68%) as excellent or good in preparing and supporting them to engage parents effectively. However, teachers in schools with high parent engagement are nearly twice as likely as teachers in schools with low engagement to rate their professional development or pre-service training this highly (91% vs. 52% and 83% vs. 46%, respectively).

Parents in schools with high engagement describe their schools as more collaborative and having more positive relations among parents and teachers. More parents in schools with high engagement than those in schools with low engagement agree that they and their child's teachers work together to help their child succeed in school (96% vs. 55%), and that their child's school helps all parents understand what they can do at home to support a student's success in school (91% vs. 58%). They are also more than twice as likely to rate the relations between parents and teachers in their child's school as excellent or good (96% vs. 45%), and more than three times as likely to be very satisfied with the frequency of contact they have with their child's teachers and school (75% vs. 22%).



Parents of students in schools with high engagement are more likely than those in schools with low engagement to highly rate members of the school community on support in this area. They are more likely to rate their child's teachers (98% vs. 51%) and the principal of their child's school (95% vs. 40%) as excellent or good in effectively engaging them in their child's school and education. Perhaps most strikingly, **parents in schools with high engagement are four times more likely than those in schools with low engagement to rate other parents as excellent or good in effectively engaging them in their child's school and education (82% vs. 21%).**

Parents in schools with high engagement report that their schools are doing a better job providing a range of supports and resources.

Parents in schools with high engagement are nearly five times more likely than those with low engagement to report that their child's school has a plan for parent and community engagement that is linked to specific goals for improving student learning and healthy development (68% vs. 14%).

Parents in schools with high engagement are also about twice as likely as those in schools with low engagement to rate their children's teachers as excellent or good on the following aspects of communication in order to promote their child's learning and healthy development:

- Being responsive to their requests for information (98% vs. 57%);
- Sharing information about homework policies and school procedures each year (96% vs. 55%);
- Contacting them if their child is having academic or social problems (97% vs. 50%);
- Contacting them regarding concerns about their child's health and well-being that affect their child's ability to succeed at school (96% vs. 46%);
- Providing guidance on what they can do to help their child succeed (96% vs. 41%); and
- Being flexible to meet with them at different times of day or different locations (91% vs. 47%).

 **Observation:**

School budget decreases are associated with decreases in parent and community engagement, counter to some expectations that this would increase to bridge gaps due to reduced resources. A majority of teachers reports that, during the past 12 months, levels of parental engagement (65%) and community engagement (66%) have stayed the same. However, teachers in schools whose budgets have decreased in the past 12 months are more likely than others to report that there have been decreases in parental engagement (18% vs. 7%) and in community engagement (11% vs. 3%) during the same time period.

Parents in schools with high parent engagement rely on more sources of information. While parents in schools with high or low parent engagement do not differ on the importance of their child and individual teachers as sources of information, parents in schools with high parent engagement are more likely than those in schools with low parent engagement to rate the following sources of information as absolutely essential or very important:

- General written communications from the school (94% vs. 83%);
- Principal (93% vs. 72%);
- District or school website (85% vs. 66%);
- Digital communication such as emails, blogs, texts, etc. (84% vs. 68%);
- Parent or community liaison (76% vs. 36%);
- PTA/PTO (76% vs. 35%); and
- Other parents (66% vs. 35%).

In addition to the large difference in importance ratings, parents in schools with low parent engagement are **five times more likely** than parents at high engagement schools to report that their school does not have a parent or community liaison as a source of information (25% vs. 5%).

High-engagement schools are more likely to be elementary schools and less likely to be high schools. More than half (54%) of parents in a high-engagement school have a child in elementary school, 20% have a child in middle school and 26% have a child in high school. In contrast, four in ten (39%) parents in a low-engagement school have a child in elementary school, 21% have a child in middle school and 41% have a child in high school.

Teachers in low-engagement schools are more likely to be in high-needs schools. Teachers in low-engagement schools are more likely than those in high-engagement schools to teach in urban areas (37% vs. 25%), in schools with more than two-thirds low-income students (53% vs. 32%) and in schools with more than two-thirds minority students (47% vs. 26%). However, teachers in low-engagement and high-engagement schools are equally likely to be in schools with more than one-third ELL students.

Teachers in schools with high parent engagement report higher job satisfaction. Teachers in schools with high parent engagement are more than twice as likely as those in schools with low parent engagement to say that they are very satisfied with their job as a teacher in the public schools (57% vs. 25%). They are also more likely than those in schools with low engagement to say they are treated as a professional by the community (83% vs. 71%). Furthermore, while half (51%) of teachers in schools with high engagement say they are not at all likely to leave the teaching profession to go into some different occupation within the next five years, fewer (35%) teachers in low-engagement schools hold this view.

Teacher Job Satisfaction Is Associated with Parent Engagement

Chapter 1 detailed factors of teachers' professional environment associated with high job satisfaction. More parent engagement is also associated with high teacher job satisfaction, in addition to the benefits to parents, students and schools.

Teacher job satisfaction is associated with more parent engagement. Teachers with high job satisfaction are more likely than others to agree that their school helps all parents understand what they can do at home to support a student's success in school (95% vs. 87%), and to report that their school has a plan for parent and community engagement that is linked to specific goals for improving student learning and healthy development (93% vs. 81%). They are also more likely to rate their school as excellent or good on each of the following six types of involvement:

- Involving families with their children on homework and other curriculum-related activities and decisions (86% vs. 67%);
- Including parents as participants in school decisions (82% vs. 63%);
- Assisting families with parenting skills and setting home conditions to support children as students (66% vs. 48%);
- Having effective communications from school-to-home and from home-to-school about school programs and student progress (94% vs. 86%);
- Providing a wide range of volunteer opportunities for parents and community members to support the school (86% vs. 71%); and
- Coordinating resources and services both from the community and to the community (79% vs. 64%).

Teachers with high job satisfaction also receive more preparation and support to engage parents effectively. They are more likely than teachers with low job satisfaction to rate their professional development since becoming a teacher and their pre-service training as excellent or good in preparing and supporting them to engage parents effectively (82% vs. 67% and 76% vs. 61%, respectively). Teachers with high job satisfaction are also more likely to rate the following people as excellent or good in preparing and supporting them to engage parents effectively: the principal at their school (90% vs. 72%); other teachers at their school (91% vs. 85%); and parents at their school (73% vs. 55%).

Furthermore, decreases in parent and community engagement and related supports are associated with less job satisfaction. Teachers with low job satisfaction are three times as likely to report that parental engagement has decreased in the past 12 months (23% vs. 8%), twice as likely to report that community engagement has decreased (13% vs. 6%), and nearly twice as likely to report that there have been layoffs of parent or community liaisons at their school (24% vs. 14%).

Figure 4.5
Elements of Engagement: By Job Satisfaction and Likelihood to Leave Profession

	Teachers				
	Total	Job Satisfaction		Likelihood to Leave Teaching in Next 5 Years	
		High	Low	Not Likely	Likely
School helps all parents understand what they can do at home to support a student's success in school (% Agree)	91%	95%	87%	91%	90%
School has a plan for parent and community engagement that is linked to specific goals for improving student learning and healthy development	86%	93%	81%	88%	82%
Rate types of parent involvement at school 'excellent' or 'good':					
Having effective communications from school-to-home and from home-to-school about school programs and student progress	90%	94%	86%	91%	87%
Providing a wide range of volunteer opportunities for parents and community members to support the school	78%	86%	71%	80%	73%
Involving families with their children on homework and other curriculum-related activities and decisions, such as academic goals or plans for work or college	76%	86%	67%	77%	75%
Including parents as participants in school decisions	72%	82%	63%	74%	69%
Coordinating resources and services both from the community and to the community	71%	79%	64%	72%	70%
Assisting families with parenting skills and setting home conditions to support children as students	56%	66%	48%	57%	55%
Rate preparation and support to engage parents effectively 'excellent' or 'good':					
Other teachers at your school	88%	91%	85%	90%	83%
The principal of your school	80%	90%	72%	83%	73%
Your professional development since becoming a teacher	73%	82%	67%	75%	70%
Your pre-service training	68%	76%	61%	71%	62%
Parents at your school	63%	73%	55%	65%	59%
Layoffs of parent or community liaisons at school in past 12 months	20%	14%	24%	17%	28%
Decrease in parental engagement in past 12 months	16%	8%	23%	15%	20%
Decrease in community engagement in past 12 months	10%	6%	13%	8%	14%

Base: Teachers (n=1,001 [High job satisfaction n=415; Low job satisfaction n=580; Not likely to leave teaching n=678; Likely to leave teaching n=305]) Q705, Q707, Q710, Q730, Q805, Q810

Conclusion

Most parents and teachers agree on the importance of what they need from each other and what they can do to support their respective roles in student learning and healthy development. Lower parent engagement is more prevalent in schools where need is greater, including urban areas and schools with high proportions of low-income students or minority students. As needs increase in tough economic times, cuts in school budgets are associated with decreases in parent engagement. Lack of parent engagement is also a factor in low teacher job satisfaction.

In schools that are particularly well-organized and effective in engaging parents, parents are more optimistic about future improvements in student achievement, more involved in their own child's education, and have more positive relations with others in the school community, particularly other parents. In schools with high parent engagement, the PTA/PTO, other parents, parent/community liaisons and the principal emerge as more significant resources for parents – also notable because of the particular value placed on these sources of information by parents in urban areas or those who have less formal education.

Overall, it is clear that parent and community engagement in schools has increased, but there is still need for improvement, particularly to serve vulnerable students with the fewest resources.

The MetLife Survey of the American Teacher: Teachers, Parents and the Economy documents – from the perspectives of teachers, parents and students – how schools and parents can and do effectively collaborate to promote student learning, and how factors such as parent engagement and the economy are associated with teacher job satisfaction.

Endnotes

- ¹ *The MetLife Survey of the American Teacher: Preparing Students for College and Careers.* (2010). Retrieved from http://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife_Teacher_Survey_2010.pdf
- ² *The MetLife Survey of the American Teacher: Preparing Students for College and Careers.* (2010). Retrieved from http://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife_Teacher_Survey_2010.pdf
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- ⁴ *The MetLife Survey of the American Teacher: Collaborating for Student Success.* (2009). Retrieved from <http://www.eric.ed.gov/PDFS/ED509650.pdf>
- ⁵ *The MetLife Survey of the American Teacher: Preparing Students for College and Careers.* (2010). Retrieved from http://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife_Teacher_Survey_2010.pdf
- ⁶ Learning Forward. (2011). Standards for Professional Learning. Retrieved from <http://www.learningforward.org/standards/standards.cfm>
- ⁷ *The MetLife Survey of the American Teacher: Collaborating for Student Success.* (2009). Retrieved from <http://www.eric.ed.gov/PDFS/ED509650.pdf>
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- ⁹ Harris Interactive. (September 26, 2011). Americans Still Very Pessimistic on the Economy. *The Harris Poll*[®], 102. Retrieved from <http://www.harrisinteractive.com/NewsRoom/HarrisPolls/tabid/447/ctl/ReadCustom%20Default/mid/1508/ArticleId/869/Default.aspx>
- ¹⁰ The percentage of students eligible for the free or reduced-price lunch program provides an indicator of the concentration of low-income students within a school. Between 2003 and 2009, the percent of students eligible for free or reduced-price lunch rose 10 points from 36% to 46%. Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). (2010). *Public Elementary/Secondary School Universe Survey*. 2003–04, Version 1a; 2009–10, Version 1a. Retrieved from <http://nces.ed.gov/ccd/pubschuniv.asp>
- ¹¹ *The MetLife Survey of the American Teacher: Past, Present and Future.* (2008). Retrieved from <http://www.eric.ed.gov/PDFS/ED504457.pdf>
- ¹² *The MetLife Survey of the American Teacher: Collaborating for Student Success.* (2009). Retrieved from <http://www.eric.ed.gov/PDFS/ED509650.pdf>
- ¹³ *The Metropolitan Life Survey of the American Teacher: Old Problems, New Challenges.* (1995). Retrieved from <http://www.eric.ed.gov/PDFS/ED392783.pdf>
- ¹⁴ *The MetLife Survey of the American Teacher: Expectations and Experiences.* (2006). Retrieved from <http://www.eric.ed.gov/PDFS/ED496558.pdf>
- ¹⁵ Teachers in the survey were asked, “What percentage of students in your school come from low-income families?”
- ¹⁶ *The Metropolitan Life Survey of the American Teacher: Strengthening the Profession.* (1985). Retrieved from <http://www.eric.ed.gov/PDFS/ED268076.pdf>
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- ¹⁹ Epstein, J.L., et al. (2009). *School, Family and Community Partnerships: Your Handbook for Action. Third Edition.* Thousand Oaks, CA: Corwin Press; National Center for Community Schools (2011). *Building Community Schools: A Guide for Action.* New York, NY: Children’s Aid Society.
- ²⁰ *The Metropolitan Life Survey of the American Teacher: Strengthening Links Between Home and School.* (1987). Retrieved from <http://www.eric.ed.gov/PDFS/ED289841.pdf>
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Appendices

Appendix A: Methodology

The MetLife Survey of the American Teacher: Teachers, Parents and the Economy (2011) was conducted by Harris Interactive on behalf of MetLife and utilized a multimodal methodology to capture the views of teachers, students and parents. Teachers were interviewed by telephone and students and parents were interviewed online. Additionally, public education thought leaders participated in open-ended, in-depth interviews by telephone to inform the development of the survey.

Teacher, Parent and Student Surveys

Teachers

A total of 1,001 U.S. K-12 public school teachers were interviewed by telephone between October 14 and November 10, 2011. Interviews were conducted by a data collection facility from Harris Interactive's network of approved suppliers. Interviewing was conducted by professional staff using a computer-assisted telephone interviewing system (CATI) and was continuously quality monitored by the supervisory staff. The sample of U.S. K-12 public school teachers was obtained from Market Data Retrieval. Before being asked to complete the actual interview, each teacher was screened to ensure that s/he was currently teaching, or taught over the past school year at least part-time in a public school in grades K-12. If the respondent qualified, the interview was either completed at that time or an appointment was made to complete the interview at a time convenient for the teacher. Data were weighted to key demographic variables (gender, region, school type, school location and years of teaching experience) to align with the national population of U.S. K-12 public school teachers.

Parents

The parent survey was conducted online between October 18 and October 31, 2011 among 1,086 U.S. adults (aged 21 and older) who are parents or guardians of K-12 public school students. Sample was obtained from the Harris Poll Online (HPOL) opt-in panel of millions of respondents. Invitations for this study were emailed to a stratified random sample drawn from the Harris Poll Online database identified as United States residents ages 21+ with a child ages 4-18 in the household. Qualified respondents were U.S. residents, ages 21+ and parents of K-12 public school students. Data were weighted to key demographic variables to align with the national population of U.S. parents of 4-18 year olds. Results were weighted as needed for age, gender, race/ethnicity, region, education, household income and age and gender of child(ren) in household. Propensity score weighting was also used to adjust for respondents' propensity to be online.

Students

The student survey was conducted online between October 19 and October 27, 2011 among 947 U.S. public school students in grades 3 through 12. The survey was conducted using Harris Interactive's Harris Poll® YouthQuery omnibus survey of 8-18 year olds. Sample was obtained from the Harris Poll Online (HPOL) opt-in panel of millions of respondents. Invitations for this study were emailed to a stratified random sample identified as United States residents and ages 13-18 or United States residents ages 18+ and parents of 8-17 year olds. Parents were asked to forward the survey invitation to their child if they would allow him/her to participate. Qualified respondents were U.S. residents ages 8-18 and public school students in grades 3 through 12. Data were weighted to key demographic variables to align with the national population of U.S. 8-18 year olds. Results were weighted as needed for age,

gender, race/ethnicity, region, school location and parental education (used as a proxy for household income).

All sample surveys and polls, whether or not they use probability sampling, are subject to multiple sources of error which are most often not possible to quantify or estimate, including sampling error, coverage error, error associated with nonresponse, error associated with question wording and response options, and post-survey weighting and adjustments. Therefore, Harris Interactive avoids the words "margin of error" as they are misleading. All that can be calculated are different possible sampling errors with different probabilities for pure, unweighted, random samples with 100% response rates. These are only theoretical because no published polls come close to this ideal.

Respondents for the parent and student surveys were selected from among those who have agreed to participate in Harris Interactive surveys. Because the sample is based on those who agreed to participate in the Harris Interactive panel, no estimates of theoretical sampling error can be calculated. The data from the three surveys have been weighted to reflect the composition of their respective populations.

In-Depth Telephone Interviews

Five public education thought leaders were interviewed by telephone between August 18 and August 31, 2011 to inform the development of the survey. Each telephone interview was approximately 45 minutes in length and consisted of open-ended questions between the respondent and a moderator, allowing a conversational flow to obtain in-depth information. Thought leaders were drawn from different education organizations and offered a range of knowledge and expertise in different areas pertaining to the survey themes. An incentive of \$100 was offered to respondents who were interviewed.

Appendix B: Questionnaires

2011 MetLife Survey of the American Teacher Teacher Data-sheeted Questionnaire

- Total sample includes 1,001 U.S. K-12 public school teachers.
- Data were weighted to be representative of the population of U.S. K-12 public school teachers.
- Interviewing was conducted via phone from October 14 – November 10, 2011.

Notes on reading the results:

The percentage of respondents has been included for each item. A dash represents a value of zero. An asterisk represents a value greater than zero but less than one. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

SECTION 700: FAMILY AND COMMUNITY ENGAGEMENT

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q705 Please tell me how much you agree or disagree with the following statement.

Our school helps all parents understand what they can do at home to support a student’s success in school.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Strongly/ Somewhat agree	91%	93%	86%	88%
Strongly agree	48%	54%	43%	38%
Somewhat agree	43%	39%	43%	50%
Strongly/ Somewhat disagree	9%	6%	14%	12%
Somewhat disagree	7%	5%	8%	10%
Strongly disagree	2%	1%	5%	2%
Not sure	*	*	-	-
Decline to answer	-	-	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q707 Does your school have a plan for parent and community engagement that is linked to specific goals for improving student learning and healthy development?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	86%	87%	82%	86%
No	12%	11%	14%	12%
Not sure	2%	1%	3%	3%
Decline to answer	-	-	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q710** How would you rate your school on each of the following?**1 Assisting families with parenting skills and setting home conditions to support children as students**

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	56%	65%	48%	47%
Excellent	18%	24%	16%	11%
Good	37%	41%	31%	35%
Fair/ Poor	41%	34%	48%	45%
Fair	31%	26%	38%	33%
Poor	10%	8%	10%	13%
Does not offer	2%	-	2%	4%
Not sure	2%	1%	2%	4%
Decline to answer	*	*	-	-

2 Having effective communications from school-to-home and from home-to-school about school programs and student progress

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	90%	93%	84%	88%
Excellent	51%	54%	47%	47%
Good	39%	39%	37%	41%
Fair/ Poor	10%	7%	16%	12%
Fair	8%	6%	14%	9%
Poor	2%	1%	2%	3%
Does not offer	*	*	-	-
Not sure	*	*	*	-
Decline to answer	-	-	-	-

3 Providing a wide range of volunteer opportunities for parents and community members to support the school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	78%	86%	73%	67%
Excellent	39%	48%	33%	28%
Good	38%	38%	41%	38%
Fair/ Poor	22%	14%	27%	32%
Fair	17%	11%	16%	27%
Poor	5%	3%	11%	5%
Does not offer	*	-	-	*
Not sure	*	*	-	1%
Decline to answer	-	-	-	-

4 Involving families with their children on homework and other curriculum-related activities and decisions, such as academic goals or plans for work or college

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	76%	79%	74%	73%
Excellent	30%	31%	34%	23%
Good	46%	48%	40%	49%
Fair/ Poor	23%	19%	26%	27%
Fair	19%	16%	20%	23%
Poor	4%	3%	6%	4%
Does not offer	*	*	-	-
Not sure	1%	2%	*	1%
Decline to answer	-	-	-	-

5 Including parents as participants in school decisions

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	72%	76%	68%	66%
Excellent	28%	33%	24%	20%
Good	44%	43%	44%	46%
Fair/ Poor	27%	23%	32%	32%
Fair	22%	19%	23%	25%
Poor	6%	4%	8%	7%
Does not offer	*	-	-	2%
Not sure	*	*	*	1%
Decline to answer	*	*	-	-

6 Coordinating resources and services both from the community and to the community

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	71%	76%	65%	65%
Excellent	26%	30%	24%	21%
Good	45%	46%	41%	45%
Fair/ Poor	27%	23%	33%	31%
Fair	22%	19%	25%	27%
Poor	5%	4%	8%	4%
Does not offer	*	-	*	1%
Not sure	2%	1%	2%	2%
Decline to answer	-	-	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q715 How many parents do you think...?

1 Take too little interest in their children's education

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Most/ Many	35%	30%	39%	43%
Most	11%	9%	13%	14%
Many	24%	21%	26%	29%
Some/ Hardly any	64%	70%	61%	57%
Some	48%	52%	48%	41%
Hardly any	16%	17%	12%	15%
Not sure	*	*	-	*
Decline to answer	*	*	*	-

2 Leave their children alone too much on their own after school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Most/ Many	42%	30%	57%	56%
Most	18%	10%	22%	28%
Many	25%	20%	35%	27%
Some/ Hardly any	51%	65%	35%	35%
Some	38%	47%	26%	27%
Hardly any	13%	17%	9%	8%
Not sure	6%	4%	7%	9%
Decline to answer	*	1%	*	*

3 Fail to motivate their children so that they want to learn in school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Most/ Many	35%	30%	38%	39%
Most	12%	10%	14%	16%
Many	22%	20%	24%	24%
Some/ Hardly any	64%	69%	61%	58%
Some	51%	54%	46%	47%
Hardly any	14%	15%	15%	11%
Not sure	1%	*	*	3%
Decline to answer	*	*	*	-

4 Fail to discipline their children

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Most/ Many	44%	39%	47%	50%
Most	15%	14%	12%	21%
Many	28%	26%	35%	29%
Some/ Hardly any	53%	58%	49%	48%
Some	45%	49%	42%	39%
Hardly any	8%	8%	7%	8%
Not sure	3%	3%	4%	2%
Decline to answer	*	*	*	1%

5 Set too high or too strict a standard for their children to meet

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Most/ Many	6%	6%	7%	6%
Most	3%	3%	*	3%
Many	4%	4%	7%	2%
Some/ Hardly any	92%	92%	90%	93%
Some	48%	48%	45%	49%
Hardly any	44%	44%	45%	44%
Not sure	2%	1%	2%	2%
Decline to answer	*	*	-	-

6 Fail to show respect for teachers

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Most/ Many	26%	21%	25%	34%
Most	9%	7%	7%	13%
Many	17%	14%	17%	21%
Some/ Hardly any	74%	78%	74%	65%
Some	46%	49%	43%	42%
Hardly any	28%	29%	31%	23%
Not sure	1%	*	1%	1%
Decline to answer	-	-	-	-

7 Make so many demands of teachers and staff that it interferes with their children’s education

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Most/ Many	20%	18%	21%	21%
Most	6%	5%	5%	8%
Many	14%	13%	16%	12%
Some/ Hardly any	80%	81%	78%	78%
Some	45%	48%	43%	41%
Hardly any	34%	33%	35%	37%
Not sure	1%	*	1%	1%
Decline to answer	-	-	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q720 How important is it that teachers do each of the following to promote student learning and healthy development?

1 Be responsive to parents’ requests for information

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	96%	97%	97%	97%
Absolutely essential	51%	55%	44%	49%
Very important	45%	42%	52%	48%
Somewhat/ Not at all important	3%	3%	3%	3%
Somewhat important	3%	3%	3%	3%
Not at all important	-	-	-	-
Not sure	*	-	-	*
Decline to answer	-	-	-	-

2 Be flexible to meet with parents at different times of day or different locations

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	72%	79%	67%	65%
Absolutely essential	28%	33%	24%	22%
Very important	44%	45%	42%	43%
Somewhat/ Not at all important	26%	20%	31%	33%
Somewhat important	24%	18%	31%	31%
Not at all important	2%	3%	*	2%
Not sure	1%	1%	1%	3%
Decline to answer	*	*	1%	-

3 Contact parents if their child is having academic or social problems

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	97%	98%	97%	93%
Absolutely essential	58%	65%	51%	49%
Very important	39%	34%	46%	44%
Somewhat/ Not at all important	3%	2%	3%	7%
Somewhat important	3%	2%	3%	7%
Not at all important	-	-	-	-
Not sure	*	-	*	-
Decline to answer	-	-	-	-

4 Provide guidance on what parents can do to help their child succeed

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	92%	96%	93%	82%
Absolutely essential	41%	52%	32%	26%
Very important	51%	43%	61%	56%
Somewhat/ Not at all important	8%	4%	5%	17%
Somewhat important	8%	4%	5%	17%
Not at all important	*	*	*	-
Not sure	-	-	-	-
Decline to answer	*	-	1%	1%

5 Share information about homework policies and school procedures each year

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	96%	96%	96%	94%
Absolutely essential	57%	61%	54%	49%
Very important	39%	35%	43%	45%
Somewhat/ Not at all important	4%	4%	4%	5%
Somewhat important	4%	4%	4%	5%
Not at all important	-	-	-	-
Not sure	-	-	-	-
Decline to answer	*	-	-	1%

6 Contact parents regarding concerns about their child’s health and well-being that affect the child’s ability to succeed at school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	94%	97%	92%	89%
Absolutely essential	53%	64%	45%	39%
Very important	40%	33%	47%	49%
Somewhat/ Not at all important	6%	3%	6%	10%
Somewhat important	5%	3%	6%	8%
Not at all important	1%	*	*	2%
Not sure	*	*	1%	1%
Decline to answer	*	*	1%	1%

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q725 How important is it that parents do each of the following in order to promote student learning and healthy development?

1 Emphasize the importance of education with their child

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	98%	99%	97%	99%
Absolutely essential	69%	71%	70%	66%
Very important	29%	28%	27%	33%
Somewhat/ Not at all important	2%	1%	3%	1%
Somewhat important	2%	1%	3%	1%
Not at all important	-	-	-	-
Not sure	-	-	-	-
Decline to answer	-	-	-	-

2 Support school rules for student behavior with their child

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	98%	99%	98%	96%
Absolutely essential	67%	71%	62%	65%
Very important	31%	28%	36%	31%
Somewhat/ Not at all important	2%	1%	2%	4%
Somewhat important	2%	1%	2%	4%
Not at all important	-	-	-	-
Not sure	-	-	-	-
Decline to answer	-	-	-	-

3 Ensure that their child completes homework assignments

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	91%	91%	94%	88%
Absolutely essential	47%	48%	50%	41%
Very important	45%	43%	44%	47%
Somewhat/ Not at all important	9%	9%	6%	12%
Somewhat important	9%	8%	6%	11%
Not at all important	*	*	-	*
Not sure	*	-	1%	-
Decline to answer	-	-	-	-

4 Contact the teacher about any academic, social or other problems their child may have in school or out of school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	93%	95%	91%	90%
Absolutely essential	46%	54%	40%	37%
Very important	47%	41%	51%	53%
Somewhat/ Not at all important	7%	5%	8%	9%
Somewhat important	7%	5%	8%	9%
Not at all important	*	-	*	-
Not sure	*	-	*	*
Decline to answer	-	-	-	-

5 Be available to meet with teachers about their child's progress and needs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	93%	96%	90%	90%
Absolutely essential	47%	55%	40%	39%
Very important	46%	42%	49%	50%
Somewhat/ Not at all important	7%	4%	10%	10%
Somewhat important	7%	4%	10%	10%
Not at all important	-	-	-	-
Not sure	-	-	-	-
Decline to answer	*	-	1%	-

6 Ensure that their child gets sufficient rest and nutrition to succeed at school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Absolutely essential/ Very important	99%	99%	98%	98%
Absolutely essential	67%	71%	64%	61%
Very important	32%	28%	33%	36%
Somewhat/ Not at all important	1%	1%	2%	2%
Somewhat important	1%	1%	2%	2%
Not at all important	-	-	-	-
Not sure	-	-	-	-
Decline to answer	-	-	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q730 How would you rate each of the following in preparing and supporting you to engage parents effectively?

1 Your pre-service training

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	68%	72%	61%	63%
Excellent	29%	31%	26%	25%
Good	39%	41%	35%	38%
Fair/ Poor	30%	25%	36%	34%
Fair	20%	19%	25%	20%
Poor	9%	7%	11%	13%
Not sure	2%	2%	2%	3%
Decline to answer	*	-	*	*

2 Your professional development since becoming a teacher

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	73%	80%	70%	64%
Excellent	32%	34%	36%	27%
Good	41%	46%	34%	37%
Fair/ Poor	26%	20%	29%	34%
Fair	19%	14%	22%	25%
Poor	7%	6%	8%	9%
Not sure	1%	*	1%	1%
Decline to answer	*	-	-	1%

3 The principal of your school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	80%	83%	76%	78%
Excellent	43%	44%	37%	44%
Good	37%	39%	39%	34%
Fair/ Poor	18%	16%	23%	19%
Fair	14%	12%	18%	14%
Poor	5%	4%	5%	5%
Not sure	1%	1%	*	3%
Decline to answer	*	*	1%	*

4 Other teachers at your school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	88%	89%	89%	85%
Excellent	40%	44%	42%	33%
Good	47%	45%	47%	52%
Fair/ Poor	11%	9%	11%	13%
Fair	10%	8%	10%	12%
Poor	1%	1%	1%	1%
Not sure	1%	1%	1%	1%
Decline to answer	1%	1%	-	1%

5 Parents at your school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Excellent/ Good	63%	69%	60%	55%
Excellent	15%	17%	16%	13%
Good	48%	53%	44%	42%
Fair/ Poor	35%	29%	38%	41%
Fair	26%	21%	32%	31%
Poor	8%	7%	6%	10%
Not sure	2%	1%	1%	3%
Decline to answer	*	1%	-	*

SECTION 800: IMPACT OF ECONOMIC CRISIS

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q805 During the past 12 months, has each of the following occurred at your school, or not, or does this not apply because you did not have this resource to begin with?

1 Layoffs of classroom teachers

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	44%	39%	51%	47%
No	51%	55%	46%	47%
Does not apply	4%	5%	3%	3%
Not sure	1%	1%	-	3%
Decline to answer	-	-	-	-

2 Layoffs of parent or community liaisons

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	20%	21%	20%	20%
No	54%	57%	53%	47%
Does not apply	21%	20%	20%	25%
Not sure	5%	3%	7%	8%
Decline to answer	-	-	-	-

3 Layoffs of other school staff

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	58%	60%	57%	59%
No	37%	37%	39%	34%
Does not apply	3%	3%	2%	3%
Not sure	2%	*	2%	4%
Decline to answer	-	-	-	-

4 School buildings and grounds not being kept in clean or good condition

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	21%	21%	20%	21%
No	73%	73%	77%	71%
Does not apply	5%	6%	1%	7%
Not sure	1%	*	1%	1%
Decline to answer	-	-	-	-

5 Educational technology and learning materials not being kept up to date to meet student learning needs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	34%	35%	31%	34%
No	61%	59%	64%	63%
Does not apply	3%	4%	3%	2%
Not sure	1%	1%	2%	1%
Decline to answer	*	-	-	*

6 Reduction or elimination of health or social services

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	28%	25%	23%	34%
No	58%	60%	64%	52%
Does not apply	9%	12%	6%	5%
Not sure	5%	3%	7%	9%
Decline to answer	-	-	-	-

7 Reduction or elimination of after school programs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	29%	25%	33%	32%
No	59%	60%	60%	58%
Does not apply	10%	14%	7%	5%
Not sure	2%	1%	*	5%
Decline to answer	-	-	-	-

8 Reduction or elimination of arts or music programs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	23%	23%	19%	25%
No	70%	69%	76%	68%
Does not apply	6%	8%	4%	5%
Not sure	1%	*	1%	2%
Decline to answer	-	-	-	-

9 Reduction or elimination of physical education programs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	12%	11%	11%	13%
No	82%	81%	86%	80%
Does not apply	6%	8%	1%	5%
Not sure	1%	-	2%	2%
Decline to answer	-	-	-	-

10 Reduction or elimination of foreign language programs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	17%	11%	22%	26%
No	51%	39%	58%	67%
Does not apply	31%	48%	19%	6%
Not sure	1%	1%	*	1%
Decline to answer	-	-	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q810 Thinking about the past 12 months, has each of the following increased, decreased or stayed the same at your school?

1 Average class size

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	63%	61%	69%	64%
Decreased	6%	7%	5%	5%
Stayed the same	30%	30%	25%	31%
Not sure	1%	1%	1%	1%
Decline to answer	-	-	-	-

2 The number of students leaving school during the year to go to another school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	17%	19%	12%	17%
Decreased	13%	11%	16%	15%
Stayed the same	60%	63%	66%	51%
Not sure	9%	6%	6%	17%
Decline to answer	*	-	-	1%

3 Students being bullied or harassed at school or on school grounds

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	14%	14%	20%	10%
Decreased	26%	27%	24%	27%
Stayed the same	54%	55%	52%	52%
Not sure	6%	4%	5%	10%
Decline to answer	*	-	-	*

4 Professional development opportunities

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	26%	26%	24%	27%
Decreased	27%	30%	28%	23%
Stayed the same	46%	44%	46%	50%
Not sure	1%	*	2%	*
Decline to answer	-	-	-	-

5 Reassignments of teachers and staff

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	53%	52%	59%	51%
Decreased	4%	6%	3%	2%
Stayed the same	40%	40%	37%	41%
Not sure	3%	2%	1%	6%
Decline to answer	*	*	-	-

6 Time to collaborate with other teachers

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	24%	21%	25%	29%
Decreased	36%	38%	41%	30%
Stayed the same	39%	40%	34%	41%
Not sure	*	1%	1%	*
Decline to answer	-	-	-	-

7 The number of students coming to school hungry

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	35%	37%	34%	34%
Decreased	5%	5%	7%	4%
Stayed the same	46%	50%	46%	38%
Not sure	14%	9%	13%	23%
Decline to answer	*	-	-	1%

8 The number of students and families needing health and social support services

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	64%	68%	58%	60%
Decreased	2%	1%	4%	2%
Stayed the same	26%	23%	30%	26%
Not sure	8%	7%	8%	11%
Decline to answer	*	-	-	1%

9 Parental engagement, that is parents' involvement with the school and the school's involvement with parents

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	18%	17%	20%	18%
Decreased	16%	17%	18%	12%
Stayed the same	65%	64%	61%	68%
Not sure	1%	1%	1%	2%
Decline to answer	-	-	-	-

10 Community engagement, that is the community's involvement with the school and the school's involvement with the community

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	23%	25%	18%	23%
Decreased	10%	10%	9%	9%
Stayed the same	66%	64%	73%	66%
Not sure	1%	1%	1%	2%
Decline to answer	-	-	-	-

11 Your school's budget

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Increased	5%	5%	6%	7%
Decreased	76%	76%	73%	78%
Stayed the same	12%	12%	14%	9%
Not sure	7%	7%	7%	6%
Decline to answer	*	*	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q815 Which one of the following would you most like to see?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
More federal government funding and participation in education	63%	68%	56%	58%
Less federal funding and participation in education	16%	13%	22%	19%
The present amount of federal funding and participation in education	13%	11%	17%	15%
Not sure	6%	7%	3%	6%
Decline to answer	2%	2%	1%	3%

SECTION 900: TEACHING PROFESSION

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q905 All in all, how satisfied would you say you are with your job as a teacher in the public schools?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Very/ Somewhat satisfied	81%	79%	81%	82%
Very satisfied	44%	42%	41%	48%
Somewhat satisfied	37%	38%	40%	34%
Very/ Somewhat dissatisfied	18%	20%	18%	16%
Somewhat dissatisfied	13%	14%	13%	10%
Very dissatisfied	6%	6%	5%	6%
Not sure	1%	*	-	2%
Decline to answer	*	-	1%	-

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q910 Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Very/ Fairly likely	29%	30%	35%	24%
Very likely	14%	13%	19%	14%
Fairly likely	15%	17%	16%	10%
Not too/Not at all likely	69%	69%	63%	73%
Not too likely	24%	25%	21%	26%
Not at all likely	45%	44%	42%	48%
Not sure	2%	1%	2%	3%
Decline to answer	*	*	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q915 Next, I'd like to ask you about some aspects of your career and professional development.

1 Is your salary fair for the work you do?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	35%	31%	41%	37%
No	65%	68%	59%	63%
Not sure	1%	1%	*	*
Decline to answer	*	1%	-	-

2 Do you feel your job is secure?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	64%	62%	61%	70%
No	34%	37%	38%	26%
Not sure	2%	2%	1%	4%
Decline to answer	*	*	-	-

3 Are you treated as a professional by the community?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	77%	79%	73%	77%
No	21%	20%	25%	22%
Not sure	2%	1%	2%	1%
Decline to answer	*	*	-	-

4 Does your school or district provide adequate opportunities for professional development?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	78%	78%	79%	79%
No	20%	21%	21%	20%
Not sure	1%	1%	*	1%
Decline to answer	*	*	-	-

5 Are your retirement benefits fair for the work you do?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	61%	56%	57%	73%
No	36%	40%	41%	25%
Not sure	3%	4%	2%	2%
Decline to answer	-	-	-	-

6 Are your health insurance benefits fair for the work you do?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Yes	67%	63%	74%	69%
No	30%	32%	25%	31%
Not sure	3%	5%	*	1%
Decline to answer	*	1%	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS

Q920 On the whole, are you optimistic or pessimistic that the level of student achievement will be better five years from now?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Optimistic	54%	59%	55%	44%
Pessimistic	43%	39%	42%	53%
Not sure	2%	2%	2%	4%
Decline to answer	*	-	1%	-

SECTION 1000: DEMOGRAPHICS**BASE: K-12 PUBLIC SCHOOL TEACHERS****Q621** Is your school an elementary school, a junior high or middle school, or a senior high school?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Elementary School Teacher	51%	100%	-	-
Middle School Teacher	18%	-	100%	-
High School Teacher	27%	-	-	100%
Combined Teacher	3%	-	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q625** Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Inner city/Urban	28%	30%	26%	27%
Inner city	16%	20%	12%	13%
Urban	12%	10%	15%	14%
Suburban	41%	39%	45%	44%
Small town/Rural	29%	28%	26%	28%
Small town	15%	16%	12%	14%
Rural	14%	13%	14%	14%
Not sure	2%	3%	1%	1%
Decline to answer	*	-	1%	-

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q631** Region

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
East	17%	16%	17%	19%
Midwest	22%	20%	19%	27%
South	30%	31%	36%	26%
West	30%	33%	28%	28%

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q1015** What percentage of students in your school come from low-income families?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
0%-33%	28%	28%	28%	28%
34%-66%	25%	22%	28%	31%
67%+	41%	46%	39%	34%
Not sure	5%	4%	5%	7%
Decline to answer	*	*	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q1020** What percentage of students in your school come from minority families?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
0%-33%	42%	41%	40%	44%
34%-66%	21%	18%	23%	24%
67%+	34%	37%	33%	30%
Not sure	3%	3%	3%	2%
Decline to answer	*	1%	-	*

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q1025** What percentage of students in your school are English language learners (ELL)?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
0%-33%	69%	61%	81%	76%
34%-66%	12%	15%	6%	11%
67%+	16%	20%	12%	11%
Not sure	3%	3%	2%	3%
Decline to answer	*	*	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q1030** In total, how many students attend your school?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Less than 500	26%	35%	16%	11%
500-1999	65%	62%	82%	62%
2000 or more	8%	*	2%	27%
Not sure	1%	2%	*	*
Decline to answer	*	*	-	-
Mean	895	601	803	1519

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q1005** What subjects do you teach this school year?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
English (includes reading, writing, or language arts)	43%	50%	29%	38%
Math (includes statistics, algebra, geometry, trigonometry, calculus, etc.)	37%	50%	28%	21%
Science (including biology, chemistry, physics, etc.)	34%	44%	34%	17%
Social Studies	32%	43%	24%	18%
General subjects	24%	43%	2%	2%
Special education	4%	2%	4%	8%
Physical education	4%	6%	1%	3%
Foreign language	3%	3%	4%	3%
Computers	2%	2%	*	2%
Band/Orchestra/Music/Chorus	2%	3%	*	-
Vocational education	2%	2%	*	3%
Business courses	1%	1%	*	2%
Other	15%	13%	13%	20%
Not sure	*	1%	-	-
Decline to answer	-	-	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q635** What grades do you currently teach?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Kindergarten	11%	20%	*	-
First grade	11%	21%	-	-
Second grade	11%	21%	*	-
Third grade	14%	26%	-	-
Fourth grade	12%	23%	*	-
Fifth grade	11%	20%	4%	-
Sixth grade	10%	8%	28%	*
Seventh grade	10%	1%	45%	2%
Eighth grade	12%	1%	49%	5%
Ninth grade	17%	-	1%	57%
Tenth grade	21%	-	2%	71%
Eleventh grade	21%	-	3%	72%
Twelfth grade	19%	-	2%	66%
Not sure	-	-	-	-
Decline to answer	-	-	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q640** Altogether, how many years have you worked as a teacher?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
5 years or less	25%	29%	18%	21%
Less than 3 years	5%	8%	3%	1%
3 to 5 years	20%	21%	15%	20%
6 to 20 years	49%	46%	57%	51%
6 to 10 years	22%	22%	24%	22%
11 to 20 years	27%	24%	33%	29%
21 years or more	25%	24%	25%	28%
21 to 30 years	18%	18%	17%	20%
31 or more years	7%	6%	8%	8%
Not sure	*	*	-	-
Decline to answer	*	-	*	-
Mean	14	13	15	15

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q1010** What was the last grade or level of school that you yourself completed?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Two-year college graduate (Associates Degree)	2%	1%	-	5%
Four-year college graduate (Bachelors Degree)	31%	35%	30%	21%
Some graduate credits	10%	11%	7%	9%
Master's completed	46%	42%	51%	50%
Credits beyond master's	11%	10%	10%	14%
Ph.D. (Ed.D) completed	1%	*	2%	1%
Not sure	-	-	-	-
Decline to answer	-	-	-	-

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q1035** Gender

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Male	25%	11%	32%	45%
Female	75%	89%	68%	55%

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q1040** Age

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
Less than 28	5%	6%	4%	1%
28-32	12%	12%	14%	11%
33-38	16%	19%	15%	13%
39-44	16%	16%	18%	14%
45-49	14%	13%	13%	16%
50-55	17%	16%	16%	20%
56-60	11%	11%	9%	14%
61-64	5%	4%	7%	6%
65+	1%	1%	1%	1%
Not sure	1%	1%	0	1%
Decline to answer	3%	2%	3%	4%
Mean	44	43	44	47

BASE: K-12 PUBLIC SCHOOL TEACHERS**Q1050** Race/Ethnicity

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,001	578	188	189
White	75%	74%	78%	78%
Black/African American	12%	13%	12%	10%
Black	5%	5%	3%	6%
African American	7%	8%	9%	4%
Asian or Pacific Islander	1%	1%	-	2%
Native American or Alaskan native	1%	*	-	1%
Mixed racial background	2%	1%	3%	1%
Hispanic	7%	9%	4%	5%
Other race	1%	1%	2%	1%
Not sure	-	-	-	-
Decline to answer	1%	1%	2%	2%

2011 MetLife Survey of the American Teacher Parent Data-sheeted Questionnaire

- Total sample includes 1,086 U.S. parents of K-12 public school students.
- Data were weighted to be representative of the population of U.S. parents of K-12 public school students.
- Interviewing was conducted online from October 18 – October 31, 2011.

Notes on reading the results:

The percentage of respondents has been included for each item. A dash represents a value of zero. An asterisk represents a value greater than zero but less than one. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

SECTION 700: FAMILY AND COMMUNITY ENGAGEMENT

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q700 How often do you talk about things that happen at school with your child?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Every day	77%	83%	78%	69%
2-3 times a week	19%	14%	21%	23%
Once a week	2%	2%	1%	4%
Once a month	1%	1%	1%	*
Rarely or never	1%	*	*	3%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q705 How often do you visit your child's school?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Every week	22%	31%	17%	12%
Once or twice a month	35%	38%	34%	32%
Once or twice during the school year	33%	26%	40%	38%
Rarely or never	10%	6%	9%	17%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q710 How much do you agree or disagree with the following statement about your child's school?

My child's school helps all parents understand what they can do at home to support a student's success in school.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Strongly/ Somewhat agree	80%	86%	84%	69%
Strongly agree	33%	40%	26%	27%
Somewhat agree	47%	46%	58%	42%
Strongly/ Somewhat disagree	20%	14%	16%	31%
Somewhat disagree	12%	9%	10%	18%
Strongly disagree	8%	5%	6%	13%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q712 Does your child's school have a plan for parent and community engagement that is linked to specific goals for improving student learning and healthy development?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	42%	47%	43%	34%
No	19%	14%	25%	22%
Not sure	39%	39%	32%	45%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q715 How would you rate your child's school on each of the following?

1 Assisting families with parenting skills and setting home conditions to support children as students

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	61%	68%	63%	50%
Excellent	20%	24%	18%	17%
Good	41%	44%	45%	33%
Fair/ Poor	27%	20%	25%	39%
Fair	18%	14%	17%	23%
Poor	9%	5%	8%	16%
Does not offer	12%	13%	12%	11%

2 Having effective communications from school-to-home and from home-to-school about school programs and student progress

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	78%	84%	82%	67%
Excellent	37%	42%	35%	33%
Good	40%	42%	47%	34%
Fair/ Poor	20%	14%	17%	31%
Fair	14%	10%	14%	20%
Poor	6%	4%	4%	11%
Does not offer	2%	2%	1%	3%

3 Providing a wide range of volunteer opportunities for parents and community members to support the school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	73%	82%	71%	63%
Excellent	35%	41%	31%	28%
Good	38%	40%	40%	34%
Fair/ Poor	22%	14%	25%	33%
Fair	16%	11%	19%	21%
Poor	6%	3%	6%	12%
Does not offer	5%	5%	5%	4%

4 Involving families with their children on homework and other curriculum-related activities and decisions, such as academic goals or plans for work or college

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	73%	80%	70%	66%
Excellent	34%	41%	28%	27%
Good	39%	38%	43%	39%
Fair/ Poor	23%	16%	25%	31%
Fair	17%	13%	20%	19%
Poor	6%	3%	5%	12%
Does not offer	4%	4%	4%	2%

5 Including parents as participants in school decisions

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	66%	71%	71%	54%
Excellent	24%	27%	24%	21%
Good	41%	44%	47%	33%
Fair/ Poor	29%	22%	27%	41%
Fair	19%	16%	20%	23%
Poor	10%	6%	7%	18%
Does not offer	5%	7%	2%	5%

6 Coordinating resources and services both from the community and to the community

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	68%	72%	72%	61%
Excellent	23%	28%	21%	18%
Good	45%	44%	50%	42%
Fair/ Poor	23%	19%	21%	32%
Fair	16%	15%	12%	21%
Poor	7%	3%	9%	11%
Does not offer	8%	9%	8%	8%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q720 How would you rate each of the following in effectively engaging you in your child’s school and education?

1 Your child’s teachers

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	79%	89%	77%	67%
Excellent	34%	43%	29%	25%
Good	45%	46%	48%	41%
Fair/ Poor	21%	11%	23%	33%
Fair	17%	10%	21%	25%
Poor	3%	1%	2%	8%

2 The principal of your child’s school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	71%	81%	73%	57%
Excellent	26%	29%	21%	23%
Good	46%	52%	51%	34%
Fair/ Poor	29%	19%	27%	43%
Fair	21%	14%	21%	31%
Poor	8%	6%	6%	12%

3 Other parents at your child's school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	54%	60%	55%	46%
Excellent	11%	13%	10%	9%
Good	43%	47%	45%	37%
Fair/ Poor	46%	40%	45%	54%
Fair	35%	33%	37%	36%
Poor	11%	7%	9%	18%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q725 How important is each of the following sources of information about your child's school for you as a parent?

1 Individual teachers

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	92%	95%	92%	90%
Absolutely essential	59%	63%	57%	53%
Very important	34%	31%	34%	37%
Somewhat/ Not at all important	8%	5%	8%	10%
Somewhat important	6%	5%	8%	8%
Not at all important	1%	1%	1%	2%

2 Principal

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	79%	83%	79%	75%
Absolutely essential	38%	39%	41%	35%
Very important	41%	43%	37%	40%
Somewhat/ Not at all important	21%	17%	21%	25%
Somewhat important	16%	16%	19%	16%
Not at all important	4%	1%	3%	10%

3 Parent or community liaison

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	54%	52%	53%	57%
Absolutely essential	18%	18%	17%	20%
Very important	35%	34%	36%	37%
Somewhat/ Not at all important	32%	30%	38%	33%
Somewhat important	24%	24%	28%	20%
Not at all important	9%	5%	10%	12%
Do not have this source at my child's school.	14%	18%	9%	11%

4 PTA/PTO

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	53%	58%	54%	46%
Absolutely essential	20%	22%	20%	17%
Very important	33%	35%	34%	29%
Somewhat/ Not at all important	43%	39%	42%	49%
Somewhat important	32%	33%	28%	33%
Not at all important	11%	6%	14%	16%
Do not have this source at my child's school.	4%	3%	4%	5%

5 My child

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	96%	95%	97%	97%
Absolutely essential	69%	69%	71%	69%
Very important	27%	26%	26%	29%
Somewhat/ Not at all important	4%	5%	3%	3%
Somewhat important	3%	5%	3%	2%
Not at all important	*	*	*	1%

6 Other parents

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	49%	49%	55%	44%
Absolutely essential	15%	17%	14%	14%
Very important	34%	33%	40%	30%
Somewhat/ Not at all important	51%	51%	45%	56%
Somewhat important	37%	39%	33%	37%
Not at all important	14%	11%	12%	19%

7 General written communications from the school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	88%	89%	92%	82%
Absolutely essential	42%	44%	43%	39%
Very important	45%	45%	49%	44%
Somewhat/ Not at all important	11%	10%	7%	16%
Somewhat important	10%	9%	7%	14%
Not at all important	1%	*	*	2%
Do not have this source at my child's school.	1%	1%	1%	2%

8 Digital communication such as emails, blogs, texts, etc.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	73%	71%	70%	77%
Absolutely essential	30%	28%	36%	29%
Very important	42%	43%	34%	48%
Somewhat/ Not at all important	24%	24%	28%	20%
Somewhat important	20%	20%	24%	17%
Not at all important	3%	4%	4%	3%
Do not have this source at my child's school.	3%	5%	2%	3%

9 District or school website

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	74%	71%	74%	79%
Absolutely essential	32%	29%	37%	33%
Very important	42%	42%	38%	45%
Somewhat/ Not at all important	24%	27%	25%	20%
Somewhat important	22%	24%	22%	17%
Not at all important	3%	3%	3%	2%
Do not have this source at my child's school.	1%	1%	1%	2%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q730 How many parents do you think do each of the following?

1 Take too little interest in their children's education

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Most/ Many	47%	43%	47%	52%
Most	10%	6%	8%	16%
Many	37%	37%	39%	36%
Some/ Hardly any	53%	57%	53%	48%
Some	44%	46%	44%	41%
Hardly any	9%	11%	9%	7%

2 Leave their children alone too much on their own after school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Most/ Many	44%	33%	44%	61%
Most	9%	6%	6%	16%
Many	35%	28%	38%	45%
Some/ Hardly any	56%	67%	56%	39%
Some	44%	50%	46%	34%
Hardly any	11%	16%	10%	5%

3 Fail to motivate their children so that they want to learn in school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Most/ Many	42%	37%	43%	49%
Most	8%	5%	8%	12%
Many	34%	32%	35%	37%
Some/ Hardly any	58%	63%	57%	51%
Some	48%	51%	46%	45%
Hardly any	9%	12%	10%	6%

4 Fail to discipline their children

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Most/ Many	58%	53%	60%	64%
Most	16%	13%	18%	21%
Many	42%	40%	43%	43%
Some/ Hardly any	42%	47%	40%	36%
Some	34%	36%	33%	32%
Hardly any	8%	11%	7%	4%

5 Set too high or too strict a standard for their children to meet

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Most/ Many	17%	15%	18%	19%
Most	3%	2%	4%	4%
Many	13%	13%	14%	14%
Some/ Hardly any	83%	85%	82%	81%
Some	60%	62%	59%	59%
Hardly any	23%	24%	22%	22%

6 Fail to show respect for teachers

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Most/ Many	30%	28%	32%	30%
Most	5%	3%	7%	6%
Many	25%	25%	25%	24%
Some/ Hardly any	70%	72%	68%	70%
Some	53%	52%	52%	57%
Hardly any	17%	20%	16%	13%

7 Make so many demands of teachers and staff that it interferes with their children’s education

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Most/ Many	20%	18%	22%	23%
Most	3%	3%	2%	5%
Many	17%	15%	20%	18%
Some/ Hardly any	80%	82%	78%	77%
Some	54%	55%	55%	53%
Hardly any	25%	27%	23%	24%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q740 How important is it that teachers do each of the following to promote student learning and healthy development?

1 Be responsive to parents’ requests for information

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	92%	92%	91%	94%
Absolutely essential	50%	50%	54%	49%
Very important	42%	42%	37%	45%
Somewhat/ Not at all important	8%	8%	9%	6%
Somewhat important	7%	8%	8%	5%
Not at all important	1%	*	1%	1%

2 Be flexible to meet with parents at different times of day or different locations

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	75%	72%	77%	77%
Absolutely essential	28%	30%	25%	29%
Very important	46%	42%	51%	49%
Somewhat/ Not at all important	25%	28%	23%	23%
Somewhat important	23%	26%	22%	21%
Not at all important	2%	2%	1%	2%

3 Contact parents if their child is having academic or social problems

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	94%	96%	93%	93%
Absolutely essential	63%	66%	60%	62%
Very important	31%	29%	33%	31%
Somewhat/ Not at all important	6%	4%	7%	7%
Somewhat important	5%	4%	6%	6%
Not at all important	1%	*	2%	1%

4 Provide guidance on what parents can do to help their child succeed

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	84%	86%	82%	83%
Absolutely essential	36%	38%	37%	33%
Very important	48%	48%	45%	51%
Somewhat/ Not at all important	16%	14%	18%	17%
Somewhat important	15%	14%	17%	15%
Not at all important	1%	*	1%	2%

5 Share information about homework policies and school procedures each year

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	86%	87%	86%	85%
Absolutely essential	42%	45%	41%	39%
Very important	44%	41%	46%	46%
Somewhat/ Not at all important	14%	13%	14%	15%
Somewhat important	13%	13%	13%	13%
Not at all important	1%	*	*	1%

6 Contact parents regarding concerns about their child’s health and well-being that affect the child’s ability to succeed at school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	88%	87%	90%	87%
Absolutely essential	51%	52%	54%	48%
Very important	36%	35%	36%	39%
Somewhat/ Not at all important	12%	13%	10%	13%
Somewhat important	12%	13%	9%	11%
Not at all important	1%	*	*	1%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q745 How would you rate your child's teachers on doing each of the following in order to promote your child's learning and healthy development?

1 Being responsive to your requests for information

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	79%	87%	80%	69%
Excellent	32%	42%	24%	22%
Good	48%	45%	55%	47%
Fair/ Poor	21%	13%	20%	31%
Fair	16%	10%	16%	24%
Poor	5%	4%	4%	7%

2 Being flexible to meet with you at different times of day or different locations

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	71%	78%	75%	59%
Excellent	24%	32%	20%	15%
Good	47%	46%	55%	44%
Fair/ Poor	29%	22%	25%	41%
Fair	23%	18%	18%	33%
Poor	6%	4%	6%	9%

3 Contacting you if your child is having academic or social problems

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	75%	86%	70%	64%
Excellent	34%	45%	23%	24%
Good	42%	41%	46%	40%
Fair/ Poor	25%	14%	30%	36%
Fair	16%	7%	23%	25%
Poor	8%	6%	7%	12%

4 Providing guidance on what you can do to help your child succeed

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	72%	83%	65%	62%
Excellent	27%	37%	22%	17%
Good	45%	46%	43%	44%
Fair/ Poor	28%	17%	35%	38%
Fair	21%	12%	30%	26%
Poor	7%	5%	5%	12%

5 Sharing information about homework policies and school procedures each year

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	78%	86%	76%	68%
Excellent	36%	46%	26%	27%
Good	42%	39%	49%	42%
Fair/ Poor	22%	14%	24%	32%
Fair	19%	12%	21%	27%
Poor	3%	2%	3%	5%

6 Contacting you regarding concerns about your child’s health and well-being that affect your child’s ability to succeed at school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	73%	83%	69%	61%
Excellent	28%	38%	25%	17%
Good	44%	45%	44%	44%
Fair/ Poor	27%	17%	31%	39%
Fair	21%	12%	26%	30%
Poor	7%	5%	5%	9%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q750 How important is it that parents do each of the following in order to promote student learning and healthy development?

1 Emphasize the importance of education with their child

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	93%	94%	91%	93%
Absolutely essential	62%	63%	62%	61%
Very important	31%	32%	29%	31%
Somewhat/ Not at all important	7%	6%	9%	7%
Somewhat important	6%	5%	9%	6%
Not at all important	1%	*	*	1%

2 Support school rules for student behavior with their child

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	91%	91%	94%	88%
Absolutely essential	53%	54%	53%	50%
Very important	38%	37%	40%	38%
Somewhat/ Not at all important	9%	9%	6%	12%
Somewhat important	9%	8%	6%	11%
Not at all important	1%	*	*	1%

3 Ensure that their child completes homework assignments

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	92%	95%	91%	90%
Absolutely essential	56%	62%	59%	46%
Very important	36%	33%	32%	44%
Somewhat/ Not at all important	8%	5%	9%	10%
Somewhat important	7%	5%	9%	9%
Not at all important	1%	*	*	1%

4 Contact the teacher about any academic, social or other problems their child may have in school or out of school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	90%	92%	89%	87%
Absolutely essential	48%	53%	48%	40%
Very important	42%	40%	42%	46%
Somewhat/ Not at all important	10%	8%	11%	13%
Somewhat important	9%	7%	10%	12%
Not at all important	1%	*	*	1%

5 Be available to meet with teachers about their child's progress and needs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	93%	94%	93%	91%
Absolutely essential	50%	51%	52%	45%
Very important	43%	43%	41%	46%
Somewhat/ Not at all important	7%	6%	7%	9%
Somewhat important	7%	6%	6%	8%
Not at all important	1%	*	1%	1%

6 Ensure that their child gets sufficient rest and nutrition to succeed at school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Absolutely essential/ Very important	93%	94%	92%	93%
Absolutely essential	58%	63%	58%	51%
Very important	35%	31%	34%	42%
Somewhat/ Not at all important	7%	6%	8%	7%
Somewhat important	6%	6%	7%	5%
Not at all important	1%	1%	*	1%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12**Q752** How satisfied are you with the frequency of contact you have with your child’s teachers and school?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Very/ Somewhat satisfied	84%	89%	88%	73%
Very satisfied	47%	56%	41%	38%
Somewhat satisfied	37%	33%	47%	36%
Very/ Somewhat dissatisfied	16%	11%	12%	27%
Somewhat dissatisfied	10%	8%	9%	14%
Very dissatisfied	6%	3%	3%	12%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12**Q755** Please indicate how much you agree or disagree with the following statements about your child’s school and teachers.**1 The teachers in my child’s school know a lot about my child’s community or neighborhood.**

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Strongly/ Somewhat agree	79%	83%	81%	72%
Strongly agree	29%	35%	27%	21%
Somewhat agree	50%	49%	54%	51%
Strongly/ Somewhat disagree	21%	17%	19%	28%
Somewhat disagree	15%	13%	15%	17%
Strongly disagree	6%	4%	4%	11%

2 My child’s teachers and I work together to help my child succeed in school.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Strongly/ Somewhat agree	80%	87%	84%	66%
Strongly agree	37%	48%	32%	26%
Somewhat agree	42%	39%	52%	40%
Strongly/ Somewhat disagree	20%	13%	16%	34%
Somewhat disagree	15%	11%	12%	24%
Strongly disagree	5%	2%	4%	10%

3 My child’s classes are so big that his/her teachers don’t really know him/her.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Strongly/ Somewhat agree	23%	19%	27%	28%
Strongly agree	6%	6%	3%	7%
Somewhat agree	18%	13%	23%	21%
Strongly/ Somewhat disagree	77%	81%	73%	72%
Somewhat disagree	32%	28%	36%	35%
Strongly disagree	45%	53%	37%	37%

4 There are more students in my child's classes this year than there were last year.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Strongly/ Somewhat agree	46%	45%	46%	46%
Strongly agree	15%	17%	14%	12%
Somewhat agree	31%	28%	32%	35%
Strongly/ Somewhat disagree	54%	55%	54%	54%
Somewhat disagree	42%	42%	39%	42%
Strongly disagree	13%	13%	15%	11%

5 I know how to help my child with his/her homework.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Strongly/ Somewhat agree	88%	95%	90%	76%
Strongly agree	44%	58%	40%	28%
Somewhat agree	43%	37%	50%	48%
Strongly/ Somewhat disagree	12%	5%	10%	24%
Somewhat disagree	9%	3%	10%	18%
Strongly disagree	3%	2%	1%	6%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q760 How would you rate the relations between parents and teachers in your child's school?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Excellent/ Good	76%	85%	78%	61%
Excellent	23%	32%	16%	16%
Good	53%	54%	62%	45%
Fair/ Poor	24%	15%	22%	39%
Fair	19%	13%	19%	28%
Poor	5%	1%	3%	11%

SECTION 800: IMPACT OF ECONOMIC CRISIS

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q800 To what extent do the following characteristics describe your child's school?

1 Is clean

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Very much describes	68%	75%	62%	62%
Somewhat describes	30%	25%	35%	35%
Does not describe at all	2%	1%	3%	3%

2 Is safe

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Very much describes	64%	72%	61%	54%
Somewhat describes	33%	26%	35%	41%
Does not describe at all	3%	1%	4%	5%

3 Has enough classrooms

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Very much describes	56%	61%	53%	52%
Somewhat describes	36%	33%	42%	35%
Does not describe at all	8%	6%	6%	13%

4 Is too noisy for students to be able to concentrate

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Very much describes	9%	6%	9%	15%
Somewhat describes	26%	21%	28%	31%
Does not describe at all	65%	73%	63%	54%

5 Provides opportunities for community service

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Very much describes	34%	34%	32%	35%
Somewhat describes	48%	46%	53%	47%
Does not describe at all	18%	20%	15%	18%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q805 During the past 12 months, has each of the following occurred at your child’s school, or not, or does this not apply because you did not have this resource to begin with?

1 Layoffs of classroom teachers

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	21%	17%	25%	23%
No	49%	48%	50%	50%
Does not apply	9%	13%	4%	7%
Not sure	21%	22%	21%	20%

2 Layoffs of parent or community liaisons

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	8%	7%	9%	11%
No	41%	42%	44%	37%
Does not apply	20%	23%	14%	21%
Not sure	31%	28%	33%	32%

3 Layoffs of other school staff

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	21%	18%	23%	24%
No	44%	45%	40%	46%
Does not apply	9%	12%	5%	6%
Not sure	27%	26%	32%	24%

4 School buildings and grounds not being kept in clean or good condition

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	7%	8%	7%	7%
No	72%	69%	75%	73%
Does not apply	9%	9%	8%	9%
Not sure	12%	14%	10%	11%

5 Educational technology and learning materials not being kept up to date to meet student learning needs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	13%	12%	10%	16%
No	61%	64%	64%	54%
Does not apply	8%	9%	5%	8%
Not sure	19%	15%	20%	22%

6 Reduction or elimination of health or social services

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	9%	8%	9%	10%
No	56%	57%	56%	55%
Does not apply	8%	10%	7%	7%
Not sure	27%	25%	28%	28%

7 Reduction or elimination of after school programs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	17%	15%	15%	22%
No	54%	56%	59%	49%
Does not apply	10%	12%	7%	10%
Not sure	18%	18%	18%	19%

8 Reduction or elimination of arts or music programs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	17%	14%	23%	18%
No	57%	57%	57%	57%
Does not apply	8%	10%	5%	7%
Not sure	18%	19%	15%	17%

9 Reduction or elimination of physical education programs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	11%	12%	12%	8%
No	64%	61%	69%	67%
Does not apply	9%	10%	6%	8%
Not sure	16%	17%	13%	16%

10 Reduction or elimination of foreign language programs

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	9%	6%	12%	12%
No	50%	41%	50%	62%
Does not apply	22%	34%	18%	8%
Not sure	19%	19%	21%	18%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q810 Thinking about the past 12 months, have each of the following increased, decreased or stayed the same at your child’s school?

1 Average class size

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Increased	25%	24%	24%	28%
Decreased	6%	5%	6%	7%
Stayed the same	51%	53%	50%	50%
Not sure	18%	18%	20%	16%

2 The number of students leaving school during the year to go to another school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Increased	7%	6%	7%	8%
Decreased	6%	5%	4%	8%
Stayed the same	35%	37%	30%	37%
Not sure	52%	53%	59%	47%

3 Students being bullied or harassed at school or on school grounds

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Increased	10%	8%	11%	13%
Decreased	13%	13%	13%	11%
Stayed the same	38%	34%	43%	42%
Not sure	39%	45%	33%	34%

4 Reassignments of teachers and staff

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Increased	19%	17%	22%	19%
Decreased	4%	4%	5%	3%
Stayed the same	37%	37%	32%	39%
Not sure	41%	42%	42%	39%

5 The number of students coming to school hungry

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Increased	13%	10%	14%	16%
Decreased	5%	3%	8%	5%
Stayed the same	20%	20%	18%	21%
Not sure	63%	67%	60%	58%

6 The number of students and families needing health and social support services

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Increased	21%	18%	26%	21%
Decreased	3%	2%	2%	5%
Stayed the same	24%	24%	22%	26%
Not sure	53%	57%	51%	48%

7 Parental engagement, that is parents' involvement with the school and the school's involvement with parents

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Increased	9%	12%	7%	6%
Decreased	10%	8%	9%	12%
Stayed the same	53%	51%	56%	53%
Not sure	28%	29%	28%	28%

8 Community engagement, that is the community's involvement with the school and the school's involvement with the community

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Increased	10%	12%	6%	11%
Decreased	6%	5%	4%	10%
Stayed the same	53%	50%	57%	55%
Not sure	30%	32%	33%	24%

9 The school's budget

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Increased	9%	9%	11%	8%
Decreased	35%	30%	34%	43%
Stayed the same	24%	22%	23%	26%
Not sure	32%	38%	31%	23%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q820 Which one of the following would you most like to see?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
More federal government funding and participation in education	59%	62%	58%	53%
Less federal funding and participation in education	18%	15%	20%	23%
The present amount of federal funding and participation in education	23%	23%	22%	24%

SECTION 1000: TEACHING PROFESSION

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q1025 Next, we'd like to ask you about some aspects of the teaching profession.

1 Are public school teachers' salaries fair for the work they do?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	47%	47%	43%	50%
No	53%	53%	57%	50%

2 Are public school teachers treated as professionals by the community?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	71%	71%	75%	67%
No	29%	29%	25%	33%

3 Are public school teachers' retirement benefits fair for the work they do?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	60%	59%	60%	59%
No	40%	41%	40%	41%

4 Are public school teachers' health insurance benefits fair for the work they do?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Yes	63%	64%	59%	64%
No	37%	36%	41%	36%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q1035 On the whole, are you optimistic or pessimistic that the level of student achievement will be better five years from now?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Optimistic	61%	67%	58%	56%
Pessimistic	39%	33%	42%	44%

SECTION 1100: MISCELLANEOUS**BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12****Q1105** How much do you worry about the following?**1 You losing or not being able to find a job**

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
A lot	23%	22%	25%	22%
A little	39%	40%	40%	38%
Not at all	38%	38%	35%	40%

2 Your child getting sick or hurt and not being able to go to a doctor for help

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
A lot	10%	7%	10%	13%
A little	23%	23%	25%	22%
Not at all	67%	70%	65%	65%

3 Your family having to move to a different home

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
A lot	12%	12%	10%	13%
A little	25%	28%	22%	22%
Not at all	63%	59%	68%	65%

4 Your family not having enough money for the things you need

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
A lot	31%	29%	39%	29%
A little	41%	43%	42%	37%
Not at all	28%	27%	20%	34%

5 Your child being bullied at school or on school grounds

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
A lot	16%	15%	16%	16%
A little	50%	56%	53%	38%
Not at all	34%	28%	31%	45%

6 Your child having something safe to do after school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
A lot	11%	10%	12%	13%
A little	26%	25%	24%	27%
Not at all	63%	65%	64%	59%

SECTION 100: DEMOGRAPHIC QUESTIONS

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q634 Final Child Assignment

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
K-5 th Grade	46%	100%	-	-
K-2 nd Grade	22%	49%	-	-
Kindergarten son	4%	9%	-	-
Kindergarten daughter	4%	9%	-	-
1st grade son	4%	9%	-	-
1st grade daughter	3%	7%	-	-
2nd grade son	3%	7%	-	-
2nd grade daughter	4%	8%	-	-
3 rd -5 th Grade	23%	51%	-	-
3rd grade son	5%	10%	-	-
3rd grade daughter	3%	7%	-	-
4th grade son	4%	10%	-	-
4th grade daughter	5%	10%	-	-
5th grade son	3%	6%	-	-
5th grade daughter	3%	7%	-	-
6 th -12 th Grade	54%	-	100%	100%
6 th -8 th Grade	22%	-	100%	-
6th grade son	4%	-	17%	-
6th grade daughter	3%	-	13%	-
7th grade son	4%	-	17%	-
7th grade daughter	4%	-	19%	-
8th grade son	4%	-	18%	-
8th grade daughter	4%	-	16%	-
9 th -12 th Grade	32%	-	-	100%
9 th -10 th Grade	17%	-	-	53%
9th grade son	3%	-	-	8%
9th grade daughter	4%	-	-	13%
10th grade son	6%	-	-	17%
10th grade daughter	5%	-	-	15%
11 th -12 th Grade	15%	-	-	47%
11th grade son	5%	-	-	17%
11th grade daughter	3%	-	-	11%
12th grade son	3%	-	-	10%
12th grade daughter	3%	-	-	10%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q1485 Child Race/Ethnicity

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
White	59%	54%	63%	65%
Hispanic	20%	24%	18%	16%
Black/African American	12%	12%	12%	13%
Black	9%	9%	8%	9%
African American	3%	3%	4%	3%
Asian or Pacific Islander	2%	3%	1%	1%
Native American or Alaskan native	1%	1%	1%	*
Mixed racial background	4%	4%	4%	5%
Other race	*	*	1%	*
Decline To Answer	2%	3%	1%	*

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q670 Which of the following best describes your relationship to your child?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Mother	54%	52%	55%	54%
Father	37%	40%	33%	37%
Step-mother	3%	2%	2%	4%
Step-father	2%	1%	4%	2%
Grandmother	2%	2%	2%	1%
Grandfather	1%	1%	3%	1%
Aunt	1%	1%	1%	*
Uncle	*	1%	-	*
Other	1%	1%	1%	1%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q690 Is the school that your child currently attends...?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
In an urban or city area	30%	32%	25%	29%
In a suburban area next to a city	44%	44%	49%	40%
In a small town or rural area	26%	24%	26%	30%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12

Q320 Region

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
East	22%	20%	18%	26%
Midwest	21%	20%	22%	21%
South	32%	30%	38%	31%
West	25%	28%	21%	22%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12**Q268** Parent Gender

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Male	42%	43%	40%	40%
Female	58%	57%	60%	60%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12**Q280** Parent Age

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
20 - 24	1%	1%	*	1%
25 - 29	7%	12%	5%	3%
30 - 34	12%	19%	10%	4%
35 - 39	21%	24%	23%	16%
40 - 44	22%	23%	24%	19%
45 - 49	19%	14%	23%	22%
50 - 54	13%	5%	10%	28%
55 - 59	2%	2%	2%	3%
60 - 64	1%	-	-	2%
65 and over	2%	1%	3%	3%
Mean	41.6	38.5	42.3	45.5

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12**Q485** Parent Race/Ethnicity

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
White	64%	59%	67%	68%
Hispanic	20%	24%	16%	16%
Black/African American	13%	12%	13%	14%
Black	9%	9%	7%	10%
African American	4%	3%	6%	3%
Asian or Pacific Islander	1%	2%	1%	*
Native American or Alaskan native	1%	1%	1%	1%
Mixed racial background	1%	1%	1%	1%
Other race	*	*	*	-
Decline To Answer	1%	2%	1%	*

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12**Q1364** What is your marital status?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Never married	10%	11%	8%	9%
Married or Civil union	74%	76%	72%	72%
Divorced	8%	6%	10%	10%
Separated	2%	3%	1%	1%
Widow/Widower	1%	1%	2%	1%
Living with Partner	6%	5%	7%	6%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12**Q437** What is the highest level of education you have completed or the highest degree you have received?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
High School or Less	36%	36%	37%	37%
Less than high school	1%	*	1%	2%
Completed some high school	4%	4%	4%	5%
Completed high school	31%	31%	32%	31%
College	52%	52%	51%	51%
Completed some college	20%	19%	21%	20%
Completed College	19%	23%	17%	17%
Associate Degree	13%	10%	14%	15%
Grad	12%	12%	12%	12%
Completed some graduate school	2%	2%	2%	2%
MA, MS, MFA	5%	4%	5%	5%
MBA	2%	2%	2%	1%
Ph.D., Psy.D. or other academic doctorate	1%	1%	1%	1%
J.D.	1%	1%	*	1%
M.D.	*	*	-	*
Other graduate or professional degree	1%	2%	1%	1%

BASE: PARENTS OF PUBLIC SCHOOL STUDENTS IN GRADES K-12**Q462** Which of the following income categories best describes your total 2010 household income before/after taxes?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	1,086	501	249	336
Less than \$15,000	6%	5%	8%	6%
\$15,000 to \$24,999	8%	8%	8%	8%
\$25,000 to \$34,999	9%	11%	5%	9%
\$35,000 to \$49,999	12%	12%	11%	11%
\$50,000 to \$74,999	20%	22%	22%	17%
\$75,000 to \$99,999	15%	14%	15%	16%
\$100,000 to \$124,999	13%	9%	18%	14%
\$125,000 to \$149,999	7%	7%	4%	9%
\$150,000 to \$199,999	4%	5%	2%	6%
\$200,000 to \$249,999	2%	1%	1%	2%
\$250,000 or more	2%	2%	3%	2%
Decline to answer	2%	3%	2%	1%

2011 MetLife Survey of the American Teacher Student Data-sheeted Questionnaire

- Total sample includes 1,230 U.S. 8-18 year olds, including 947 public school students in grades 3-12.
- Data were weighted to be representative of the population of U.S. 8-18 year olds.
- Interviewing was conducted via phone from October 19 – October 27, 2011.

Notes on reading the results:

The percentage of respondents has been included for each item. A dash represents a value of zero. An asterisk represents a value greater than zero but less than one. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

SECTION 1: Core Questions

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 – 12

Q800 How often do you talk about things that happen at school with your parents?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Every day	64%	79%	70%	49%
2-3 times a week	23%	16%	18%	31%
Once a week	7%	2%	8%	10%
Once a month	1%	*	1%	3%
Rarely or never	5%	3%	3%	8%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 – 12

Q805 How often do your parents visit your school?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Every week	14%	26%	10%	9%
Once or twice a month	32%	42%	38%	21%
Once or twice during the school year	39%	28%	42%	43%
Rarely or never	16%	4%	11%	27%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 - 12**Q810** How much do you agree or disagree with the following statements about your school and yourself?**1 The teachers in my school know a lot about my community or neighborhood.**

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Strongly/Somewhat agree	74%	79%	74%	70%
Strongly agree	26%	33%	28%	21%
Somewhat agree	48%	46%	46%	50%
Strongly/Somewhat disagree	26%	21%	26%	30%
Somewhat disagree	20%	18%	19%	21%
Strongly disagree	6%	3%	7%	8%

2 My teachers and parents work together to help me succeed in school.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Strongly/Somewhat agree	83%	96%	89%	71%
Strongly agree	43%	60%	48%	27%
Somewhat agree	41%	35%	41%	44%
Strongly/Somewhat disagree	17%	4%	11%	29%
Somewhat disagree	12%	3%	8%	20%
Strongly disagree	5%	1%	3%	9%

3 My classes are so big that my teachers don't really know me.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Strongly/Somewhat agree	14%	10%	16%	15%
Strongly agree	2%	1%	4%	2%
Somewhat agree	12%	9%	12%	13%
Strongly/Somewhat disagree	86%	90%	84%	85%
Somewhat disagree	33%	26%	36%	35%
Strongly disagree	54%	64%	48%	51%

4 There are more students in my classes this year than there were last year.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Strongly/Somewhat agree	54%	56%	56%	52%
Strongly agree	20%	29%	20%	15%
Somewhat agree	34%	27%	36%	37%
Strongly/Somewhat disagree	46%	44%	44%	48%
Somewhat disagree	32%	29%	30%	36%
Strongly disagree	13%	14%	14%	12%

5 My parents know how to help me with my homework.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Strongly/Somewhat agree	73%	93%	84%	53%
Strongly agree	38%	67%	42%	15%
Somewhat agree	36%	26%	42%	37%
Strongly/Somewhat disagree	27%	7%	16%	47%
Somewhat disagree	14%	5%	12%	22%
Strongly disagree	12%	2%	4%	25%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 - 12

Q815 Are any of the following services and activities available at your school? Please select **all** that apply.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
After school activities such as arts and sports	78%	60%	75%	92%
Before and after school programs to help students with schoolwork or homework	64%	53%	62%	73%
Programs to help students with personal problems	51%	43%	48%	58%
Health services for students	43%	39%	37%	49%
None of these	4%	6%	5%	2%
Not sure	8%	12%	9%	4%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 - 12

Q820 To what extent do the following characteristics describe your school?

1 Is clean

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Very much describes my school	52%	67%	55%	40%
Somewhat describes my school	43%	29%	43%	52%
Does not describe my school at all	5%	3%	2%	7%

2 Is safe

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Very much describes my school	57%	78%	55%	44%
Somewhat describes my school	41%	20%	44%	52%
Does not describe my school at all	3%	2%	1%	5%

3 Has enough classrooms

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Very much describes my school	51%	57%	54%	46%
Somewhat describes my school	42%	36%	39%	48%
Does not describe my school at all	7%	7%	8%	6%

4 Is too noisy for students to be able to concentrate

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Very much describes my school	7%	4%	7%	10%
Somewhat describes my school	40%	30%	38%	48%
Does not describe my school at all	53%	67%	55%	43%

5 Provides opportunities for community service

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Very much describes my school	35%	24%	25%	50%
Somewhat describes my school	45%	52%	43%	43%
Does not describe my school at all	19%	24%	32%	8%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 - 12

Q825 How often do you experience the following?

I get too hungry to be able to pay attention in class.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Very often/Often	7%	4%	5%	11%
Very often	2%	2%	1%	2%
Often	6%	2%	4%	9%
Sometimes	35%	30%	35%	40%
Rarely/Never	58%	67%	60%	50%
Rarely	36%	38%	35%	35%
Never	21%	29%	24%	14%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 - 12**Q830** How much do you worry about the following?**1 Your parents' losing or not being able to find a job**

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
A lot	16%	10%	16%	19%
A little	38%	42%	36%	37%
Not at all	46%	48%	48%	44%

2 You getting sick or hurt and not being able to go to a doctor for help

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
A lot	6%	5%	5%	7%
A little	20%	25%	16%	20%
Not at all	74%	71%	78%	73%

3 Your family having to move to a different home

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
A lot	10%	12%	10%	9%
A little	24%	30%	19%	23%
Not at all	66%	58%	71%	68%

4 Your family not having enough money for the things you need

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
A lot	20%	13%	21%	24%
A little	45%	45%	45%	45%
Not at all	35%	42%	34%	31%

5 You being bullied at school or on school grounds

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
A lot	10%	11%	11%	7%
A little	34%	46%	42%	20%
Not at all	57%	43%	47%	73%

6 You having something safe to do after school

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
A lot	8%	7%	9%	7%
A little	15%	15%	13%	17%
Not at all	77%	77%	78%	76%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 - 12

Q835 During the past two years, have you ever skipped a class or school because...?

1 You had family responsibilities.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Yes	17%	12%	13%	25%
No	83%	88%	87%	75%

2 You did not feel safe at school.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Yes	3%	2%	4%	4%
No	97%	98%	96%	96%

3 You were being bullied or harassed by other students.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Yes	6%	5%	6%	6%
No	94%	95%	94%	94%

4 You did not complete an assignment.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Yes	11%	6%	10%	15%
No	89%	94%	90%	85%

5 You did not feel ready to take a test.

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Yes	10%	5%	13%	11%
No	90%	95%	87%	89%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 - 12**Q840** How safe do you feel when you are at school?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Very/Somewhat safe	97%	98%	96%	96%
Very safe	60%	74%	52%	55%
Somewhat safe	37%	24%	44%	41%
Not at all/Not very safe	3%	2%	4%	4%
Not very safe	3%	2%	3%	3%
Not at all safe	1%	*	1%	1%

SECTION 2: Demographics**BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 - 12****Q700** What is your current status as a student?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
3 rd grade	8%	29%	-	-
4 th grade	12%	41%	-	-
5 th grade	8%	30%	-	-
6 th grade	10%	-	33%	-
7 th grade	10%	-	33%	-
8 th grade	10%	-	34%	-
9 th grade	9%	-	-	20%
10 th grade	8%	-	-	20%
11 th grade	11%	-	-	25%
12 th grade	15%	-	-	34%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 - 12**Q705** Is the school that you currently attend...?

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
In an urban or city area	25%	25%	24%	27%
In a suburban area next to a city	47%	49%	48%	45%
In a small town or rural area	24%	25%	25%	23%
Not sure	4%	1%	4%	5%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 - 12

Q268 Gender

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
Male	52%	54%	56%	47%
Female	48%	46%	44%	53%

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 – 12

Q280 Age

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
8-9 years old	17%	61%	1%	-
10-12 years old	28%	39%	57%	-
13-15 years old	30%	-	42%	41%
16-18 years old	25%	-	-	59%
Mean	12.9	9.2	12.2	15.9

BASE: PUBLIC SCHOOL STUDENTS IN GRADES 3 – 12

Q485 Race/Ethnicity

	Total	Elementary School (grades 3-5)	Middle School (grades 6-8)	High School (grades 9-12)
Base	947	219	269	459
White	56%	56%	63%	52%
Black/African American	14%	12%	15%	15%
Black	10%	8%	11%	11%
African American	4%	5%	4%	4%
Hispanic	20%	26%	17%	17%
Asian or Pacific Islander	4%	1%	1%	8%
Native American or Alaskan native	1%	*	1%	1%
Mixed racial background	2%	3%	1%	3%
Other race	*	*	-	1%
Decline to answer	2%	1%	2%	2%

MetLife

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