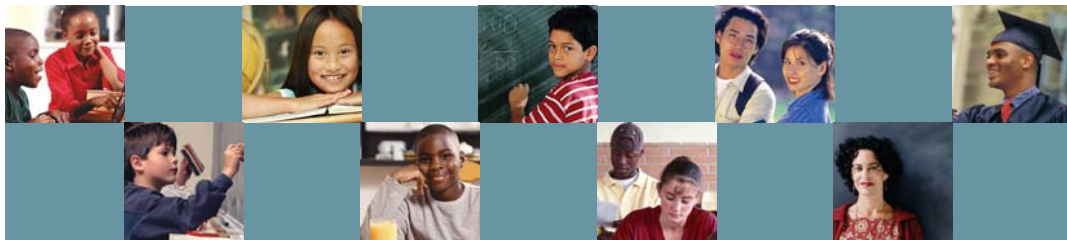


the condition of education 2006



INDICATOR 38

Parents' Attitudes Toward Schools

The indicator and corresponding tables are taken directly from *The Condition of Education 2006*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2006*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2006071>) or contact ED PUBs at 1-877-4ED-PUBS.

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School Characteristics and Climate

Parents' Attitudes Toward Schools

In 2003, more than half of all children in grades 3–12 had parents who reported that they were “very satisfied” with their child’s school, their child’s teachers, the school’s academic standards, and the school’s order and discipline.

In 2003, more than half of all children in grades 3–12 had parents who reported that they were “very satisfied” with each of the following aspects of their child’s education: their child’s school (58 percent), their child’s teachers (59 percent), the school’s academic standards (58 percent), and the school’s order and discipline (60 percent) (see supplemental table 38-1). Comparisons with comparable data for 1993 show no measurable differences in the parents’ reported satisfaction with each of these four aspects of their child’s education.

In 2003, a greater percentage of White children in grades 3–12 than Black children had parents who reported being very satisfied with each of the four aspects of their child’s education. The percentage of White children with parents who reported being very satisfied with their child’s school increased from 57 percent in 1993 to 60 percent in 2003, whereas no measurable differences were found between these years in the percentages of Black and Hispanic children with parents who reported being very satisfied with their child’s school.

Differences in parental levels of satisfaction with each of these four aspects of their child’s education were also found by poverty, grade level, and school type. In 2003, the percentages of children with parents who reported being very satisfied with their child’s school, its academic standards, and its order and discipline were higher for those who were categorized as nonpoor than for those categorized as near-poor or poor. The percentages of children in grades 3–5 with parents who reported being very satisfied with each of the four aspects of their child’s education were greater than the percentages of children in grades 6–8 and grades 9–12. In addition, the percentages of children in private schools with parents who reported being very satisfied with each of these four aspects were greater than the percentages of children in public schools, while the percentages of children in chosen public schools were greater than the percentages in assigned public schools.

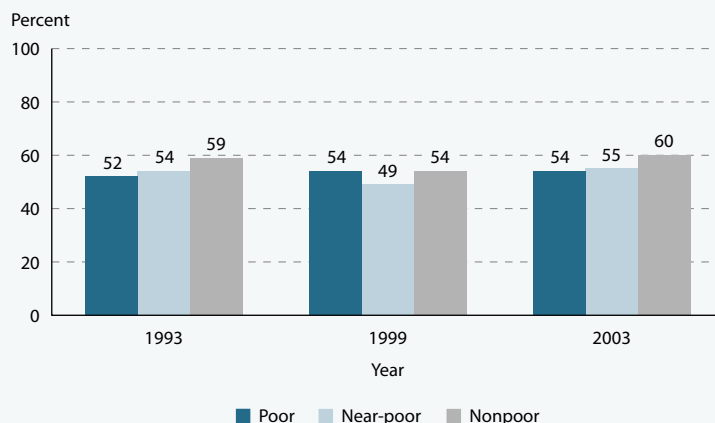
NOTE: “Near-poor” is defined as 100–199 percent of the poverty threshold; “nonpoor” is defined as 200 percent or more than the poverty threshold. Data include both public and private school students in grades 3–12. When asked how satisfied they were with four aspects of their child’s education (their child’s school, their child’s teachers, the school’s academic standards, and the school’s order and discipline) parents could respond in four ways: “very satisfied,” “somewhat satisfied,” “somewhat dissatisfied,” or “very dissatisfied.” Shown is the percentage of parents who reported being “very satisfied.”

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (NHES), Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulation (August 2005).



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Table 38-1

ATTITUDES TOWARD SCHOOL: Percentage of children in grades 3–12 whose parents were very satisfied with their schools, by poverty status: 1993, 1999, and 2003



Parents' Attitudes Toward Schools

Table 38-1. Percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected characteristics: 1993, 1999, and 2003

Characteristic	Child's school			Child's teachers			School's academic standards			School's order and discipline		
	1993	1999	2003	1993	1999	2003	1993	1999	2003	1993	1999	2003
Total	55.9	52.9	57.5	58.3	56.8	59.2	58.4	56.8	58.5	58.5	58.2	59.8
Race/ethnicity¹												
White	57.2	53.3	59.8	58.9	56.9	60.4	59.8	56.7	59.7	59.7	58.0	61.2
Black	49.3	49.0	51.6	53.7	53.6	54.0	52.4	55.3	54.5	54.1	55.6	56.6
Hispanic	57.9	57.6	57.2	60.5	62.1	62.3	58.0	61.3	59.7	58.0	63.3	59.8
Other	53.5	47.6	49.9	58.9	52.6	53.5	58.3	51.7	52.2	57.5	55.9	53.3
Poverty status²												
Poor	51.9	53.8	54.0	58.3	60.5	56.5	55.3	58.8	54.4	56.5	59.2	57.1
Near-poor	54.1	49.4	55.1	57.3	55.3	61.0	56.0	53.7	56.5	56.6	55.5	56.8
Nonpoor	58.7	54.0	59.5	58.8	56.0	59.4	61.1	57.4	60.4	60.6	58.9	61.8
Parents' education³												
Less than high school	56.6	58.0	55.7	61.4	61.8	58.1	56.9	61.3	55.9	59.0	64.0	60.7
High school diploma or equivalent	54.5	51.7	55.8	58.9	56.1	60.1	56.9	55.9	57.8	57.4	56.1	58.8
Some college, including vocational/technical	53.8	49.1	56.4	55.3	54.4	59.1	56.5	53.9	56.8	56.0	54.5	58.5
Bachelor's degree	59.8	52.8	58.8	60.9	57.9	56.6	62.7	56.6	59.7	62.5	59.5	60.7
Graduate/professional degree	60.1	58.7	61.6	59.1	58.7	61.6	63.2	61.1	62.4	63.2	63.7	62.4
Family structure												
Two biological/adoptive parents	58.1	55.2	60.0	59.0	58.6	60.4	59.9	58.2	60.0	60.4	60.1	61.2
One biological/adoptive parent	51.8	50.2	53.1	56.7	54.7	56.7	56.0	55.6	55.0	55.5	56.4	56.7
One biological/adoptive and one step-parent	52.6	51.4	54.6	56.2	55.8	58.1	56.0	54.4	57.7	55.3	55.5	59.0
Other relatives/step- or foster parents	62.1	46.7	60.6	65.0	53.5	62.2	60.7	54.8	60.7	62.7	55.7	63.8
School type												
Public assigned	52.3	48.1	53.7	56.0	53.6	56.4	55.0	52.7	54.5	55.1	53.9	55.9
Public chosen	61.2	61.6	64.2	61.5	62.1	64.5	63.0	63.4	63.8	63.0	63.4	64.8
Private	82.5	78.7	75.8	75.2	75.6	72.0	83.4	80.7	79.0	84.4	85.4	81.0
Grade level												
3–5	63.7	60.8	67.4	68.3	69.8	71.4	62.6	61.3	64.4	66.1	67.3	69.4
6–8	52.4	51.5	54.9	56.1	54.0	56.5	56.5	56.7	56.8	56.0	57.3	59.1
9–12	52.2	47.8	51.8	51.5	48.9	51.7	56.4	53.4	55.1	54.2	51.8	52.8

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

² "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as those at 100–199 percent of the poverty threshold; and "nonpoor" is defined as those at 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty.

³ Parents' education is based on highest level of education attained by either parent.

NOTE: Data include both public and private school students in grades 3–12. When asked how satisfied they were with four aspects of their child's education (their child's school, their child's teachers, the school's academic standards, and the school's order and discipline) parents could respond in four ways: "very satisfied," "somewhat satisfied," "somewhat dissatisfied," or "very dissatisfied." Shown is the percentage of parents who reported being "very satisfied." The full range of responses to parents' satisfaction with their child's school in 2003, for example, shows that 57.5 percent were very satisfied, 32.5 percent were somewhat satisfied, 6.7 percent were somewhat dissatisfied, and 3.2 percent were very dissatisfied.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (NHES), Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulation (August 2005).

Parents' Attitudes Toward Schools

Table S38. Standard errors for the percentage of children in grades 3–12 whose parents were very satisfied with their schools, by poverty status: 1993, 1999, and 2003

Poverty status	1993	1999	2003
Poor	1.41	1.41	2.02
Near-poor	1.24	1.05	1.45
Nonpoor	0.72	0.79	0.91

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (NHES), Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulation (August 2005).

Parents' Attitudes Toward Schools

Table S38-1. Standard errors for the percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected characteristics: 1993, 1999, and 2003

Characteristic	Child's school			Child's teachers			School's academic standards			School's order and discipline		
	1993	1999	2003	1993	1999	2003	1993	1999	2003	1993	1999	2003
Total	0.75	0.58	0.68	0.74	0.49	0.66	0.61	0.66	0.70	0.66	0.53	0.67
Race/ethnicity												
White	0.71	0.70	0.91	0.81	0.61	0.80	0.69	0.75	0.92	0.59	0.65	0.76
Black	1.46	1.46	1.95	1.54	1.42	1.87	1.55	1.41	1.89	1.63	1.21	1.80
Hispanic	1.76	1.13	1.53	1.56	1.15	1.26	1.54	1.25	1.27	2.10	1.28	1.43
Other	3.58	2.38	3.17	3.11	2.25	3.09	3.29	2.42	3.16	4.10	2.42	2.92
Poverty status												
Poor	1.41	1.41	2.02	1.53	1.29	1.88	1.20	1.51	1.96	1.24	1.30	1.99
Near-poor	1.24	1.05	1.45	1.02	1.06	1.36	1.12	1.08	1.40	1.52	1.03	1.21
Nonpoor	0.72	0.79	0.91	0.72	0.72	0.82	0.69	0.80	0.88	0.75	0.70	0.88
Parents' education												
Less than high school	3.17	2.18	2.67	3.24	1.90	2.80	3.29	1.96	3.00	3.99	1.80	2.33
High school diploma or equivalent	0.97	1.12	1.60	0.95	1.10	1.51	0.90	1.22	1.35	1.05	1.08	1.27
Some college, including vocational/technical	1.09	1.03	1.11	1.19	1.02	1.03	1.14	0.98	1.33	1.12	1.13	1.07
Bachelor's degree	1.64	1.29	1.52	1.65	1.18	1.43	1.47	1.39	1.59	1.49	1.28	1.58
Graduate/professional degree	1.20	1.31	1.69	1.31	1.25	1.63	1.22	1.39	1.60	1.42	1.19	1.57
Family structure												
Two biological/adoptive parents	0.66	0.70	0.88	0.71	0.66	0.81	0.70	0.75	0.98	0.80	0.68	0.89
One biological/adoptive parent	1.34	1.10	1.47	1.54	0.80	1.26	1.33	1.31	1.33	1.94	0.90	1.42
One biological/adoptive and one step-parent	1.96	1.56	2.21	2.23	1.45	1.93	1.73	1.44	2.21	1.79	1.38	2.15
Other relatives/step- or foster parents	7.76	3.33	3.38	5.36	3.34	3.12	7.43	3.12	3.58	7.67	3.48	3.35
School type												
Public assigned	0.71	0.68	0.79	0.77	0.59	0.74	0.60	0.78	0.78	0.77	0.63	0.78
Public chosen	2.62	1.03	1.72	1.78	1.02	1.62	3.01	1.33	1.75	1.65	1.21	1.81
Private	1.36	1.36	1.72	1.35	1.49	1.55	1.35	1.42	1.61	1.14	1.25	1.47
Grade level												
3–5	1.04	0.89	1.22	0.99	0.80	1.15	1.20	0.99	1.17	1.18	0.75	1.11
6–8	0.83	1.08	1.16	0.75	0.96	1.23	1.02	1.04	1.16	0.94	0.89	1.13
9–12	1.49	0.84	1.05	1.68	0.87	1.05	0.99	0.94	0.97	1.52	0.81	1.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (NHES), Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulation (August 2005).