Middle School Poll

Prepared for the National Association of Secondary School Principals (NASSP) and Phi Delta Kappa (PDK)

Field dates: February 14 – March 5, 2007

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Middle school is a time of transition into adolescence, as students undergo significant physical, emotional and psychological changes. In addition, it is a critical juncture for academic decisions which can have a direct impact on opportunities for post-secondary education. Currently, there is no opportunity for middle-level students on a broad scale to express their opinions on issues that affect them daily and to contribute to the national dialogue on school reform. In response, this study shines a spotlight on how the middle grades can affect the issues that are presently being debated by practitioners, policymakers and pundits and on the relationship of middle level success to high school and beyond.

The survey was conducted on behalf of the National Association of Secondary School Principals (NASSP) and Phi Delta Kappa International (PDK) with support from the Lumina Foundation.
Study Goals

This study reflects these organizations’ interest in the middle school experience and school reform and focused on the following goals:

- Bring the middle-level student voice to the forefront in the national dialogue on school reform;

- Draw the attention of policymakers and the public to the importance of effective schooling for students in the middle grades;

- Inform educators about strengths and weaknesses in middle-level schooling as seen through the eyes of students;

- Provide a roadmap for changes needed to improve middle-level education.
Method

- This study was conducted online from February 14 – March 5, 2007.

- Sample was drawn from the Harris Poll Online (HPOL) database and supplemented by sample obtained from Survey Sampling Inc.

- Password-protected email invitations were sent to parents of prospective respondents.

- Qualified respondents were U.S. residents in grades 7 or 8.

- In total 1,814 middle level students successfully completed the survey.

- Gender, grade level, race/ethnicity, parents’ highest level of education, geographic region, and urbanicity were weighted where necessary to bring them into line with their actual proportions in the population.

- The sampling error for the total sample for this study is +/- 3.3 percentage points.

- Individual interviews averaged 20 minutes in length.
Executive Summary

Middle school, specifically grades 7 and 8, is a critical juncture in students’ education. Their current performance and their expectations for the future can have a significant impact on their education in high school and beyond. In this study, we bring the voices of students themselves into the discussion and examine their experiences and views in a number of critical middle school issues, including expectations for high school and views on standardized testing.

Most 7th and 8th grade students would grade their school an A or B for the quality of the education they receive. Most of these students also report having several teachers who help them. Generally, they are optimistic about their futures: few report there is any chance they will drop out of high school and most are confident they will attend college.

This enthusiasm, however, is sometimes inconsistent with the resources they report they have or will need to help them achieve their goals. Predominantly, these discrepancies are associated with factors such as the type of school a student attends and their social-economic status (represented by parents’ highest level of education). In response, middle level school reform has the opportunity to address the disconnect between the high level of optimism and hope of this age group, and the reality many of them will face in achieving their goals.
Executive Summary

MIDDLE SCHOOL EXPERIENCES

Are they satisfied? Students who think their school is providing them with a good education are predominantly living in suburban or urban communities, expect to go to college, want to test well, and have parents who have at least a college degree. In addition, these students also think that they are the ones most responsible for their grades in school.

Are they challenged? Nine out of ten say that their school expects them to do their best all the time (18% report making mostly A’s) and in general they report being challenged and prepared for tests.

On average, students spend about an hour and a half on homework each day (51% say they are assigned just the right amount of homework, and 44% say it is too much.) While a majority of students are assigned homework every day (60%), students whose parents have higher education degrees report having homework assigned more often than students whose parents have a high school education or lower.

Are they prepared? Students who are earning lower grades, and those of lower socio-economic backgrounds know less about what is required of them to graduate from high school, and in general feel less prepared to succeed once they get there.
Executive Summary

TESTING AND OTHER INITIATIVES

Seven in ten middle school students have taken a standardized test this school year, most of whom are more likely to be public school students and from urban areas. Although testing is important to many students, most students think that their teachers are more concerned with standardized tests than they, or their parents are. Also, students think that the grades their teachers give them, rather than standardized tests, are a more accurate reflection of their abilities.

While most students have at least heard of the No Child Left Behind act, only 10% report knowing a lot about it.

HIGH SCHOOL

Most students expect high school to be difficult, yet remain confident that they will succeed. Despite this confidence, however, students do not want high school to be any harder than it has to be. In fact, they report that making classes harder would only lead to more students dropping out. The students who feel confident about succeeding in high school generally also think they will attend college.

Again, those with lower grades and parents with lower levels of education are less confident about their preparedness for high school and express more anxiety over what to expect once they get there.

Seven percent of middle level students say there is a chance they will drop out of high school. Of those who say there is some/good chance they might drop out of high school, 40% cite low grades and the inability to keep up as the reason; 9% cite disliking school.
Executive Summary

VIEWS ON COLLEGE

Although most students (92%) think they will attend college, most do not know much about it: only 11% have “a great deal” of information about how to choose the high school classes that will prepare them.

The majority of those students who feel confident they will attend college are students whose parents have higher education degrees, attend schools in urban or suburban communities and who think their school is doing a good job of giving them a chance to learn. Funding is by far the main reason why students say they might not attend college.

VIEWS ON TEACHERS AND TEACHING

Middle level students are generally satisfied with their teachers (on average, they’ve had about 5 who have really helped them), but a bit reluctant to qualify them as “excellent.” Students earning lower grades and those of lower socio-economic backgrounds are more likely to have teachers who have really helped them. Being caring, attentive and friendly, and taking time out for explanations are the types of attitudes and behaviors that students value in their teachers.

Despite this overall satisfaction, only 4% of students are interested in becoming a teacher themselves one day, saying low pay is the by far the main reason why not.
Executive Summary

SCHOOL DEMOGRAPHICS AND OTHER DIVERSITY ISSUES

More than half of 7th and 8th graders attend schools that can be characterized as middle schools (serving grades 6th-8th). About 13% attend schools that include elementary grades and about 6% are in a high school setting.

About half of the students describe their school as having students who come from a variety of racial and ethnic backgrounds. Of those who report being in schools that are not diverse, only two in ten are in the minority. Within certain minority racial groups (Black/African American and Hispanic), more students are receiving lower grades than their white counterparts who show almost three quarters earning A’s.

In terms of regulated tolerance, most schools do not restrict their students from wearing clothing or jewelry that expresses cultural or religious beliefs.

Three quarters report that students in their schools have a negative attitude toward people who are or are thought to be gay, lesbian or bisexual.
Executive Summary

SCHOOL DEMOGRAPHICS AND OTHER DIVERSITY ISSUES (con’t)

Metro Status

Information on whether a school is located in an urban, suburban or rural environment was gathered in this survey by asking students to classify their schools as one of the three. Based on the student’s classifications, some findings emerged that show rural students are at a disadvantage in several areas when compared to students in urban and suburban schools. For example, rural students:

• tend to grade their schools lower
• use the Internet less
• Are less confident will attend college
• Are more likely to have parents with a high school education or less
CONCLUSION

For the most part, middle level students are excited and optimistic about their plans for high school and college. Their current school experiences are challenging and thought-provoking, and they feel they are working hard. When it comes to the cold reality of resources (getting information about high school and college, being prepared for what they will face both academically and socially), disconnections emerge. As is most often the case, social-economic status (represented here by parents level of education), middle school grades, and sometimes urbanicity or geographic region can affect their chances for success. Seventh and eighth graders possess a great deal of energy and hope that can be harnessed to help propel them toward successful lives. The following report details the areas where they need the most help in achieving their goals.
CONCLUSION

For the most part, middle level students are excited and optimistic about their plans for high school and college. Their current school experiences are challenging and thought-provoking, and they feel they are working hard. When it comes to the cold reality of resources (getting information about high school and college, being prepared for what they will face both academically and socially), disconnections emerge. As is most often the case, social-economic status (represented here by parents level of education), middle school grades, and sometimes urbanicity or geographic region can affect their chances for success. Seventh and eighth graders possess a great deal of energy and hope that can be harnessed to help propel them toward successful lives. The following report details the areas where they need the most help in achieving their goals.
Current School Experiences

School and Student Experiences
Findings: School and Student Experiences

- Two-thirds of 7th and 8th grade students report their school’s and their own grade performance mostly as an A or B (69% and 66%).

- Satisfaction with public schools is high overall with three-quarters (75%) of students saying that given a choice, they would choose to attend public school.

- Eight-in ten students acknowledge they are most responsible for their grades.

- Students reporting getting higher grades are:
  - Girls (24% girls get mostly A’s vs. 13% boys).
  - Children of parents who are college graduates (27% of students whose parents have a college degree or more are getting mostly A’s, 16% some college, 13% HS or less).
  - Expecting to go to college (28% of students who report they will definitely attend college are getting mostly A’s vs. 7% who probably will attend college and 1% who will not).

- Schools are graded higher for their performance by students who:
  - Are girls (29% of girls give their school an A vs. 20% of boys).
  - Live in suburban and urban communities (19% rural; 25% suburban; 27% urban).
  - Expect to go to college (32% who definitely will attend college give their school an A vs. 16% who probably will attend college and 7% who will not).
  - Want to test well (26% of those to whom it is important to test well, and 11% to whom it is not give their school an A).
  - Have parents who are college graduates (grade school an A: 30% parent college graduate; 20% some college; 22% HS or less).
Two-thirds of students grade their school an A or B

What grade would you give your school?

- A: 24%
- B: 45%
- C: 23%
- D: 6%
- F: 2%

69% of respondents graded their school an A or B.

Q505 Base: All Respondents (n=1814)
Girls grade their school more favorably than boys do

What grade would you give your school?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>B</td>
<td>41%</td>
<td>48%</td>
</tr>
<tr>
<td>C</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>D</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>F</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Q505 Base: All Respondents (n=1814)
Female (n=920), Male (n=894)
Schools are graded higher by students in suburban & urban communities than rural

What grade would you give your school?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rural</th>
<th>Suburban</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>19%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>B</td>
<td>45%</td>
<td>46%</td>
<td>43%</td>
</tr>
<tr>
<td>C</td>
<td>22%</td>
<td>29%</td>
<td>21%</td>
</tr>
<tr>
<td>D</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>F</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Q505 Base: All Respondents (n=1814)
Rural (n=639), Suburban (n=648), Urban (n=527)
Schools are graded higher by students who expect to go to college

What grade would you give your school?

- A: 32% (Definitely Will Attend College), 16% (Probaby Will Attend College), 7% (Will Not Attend College)
- B: 44% (Definitely Will Attend College), 47% (Probaby Will Attend College), 37% (Will Not Attend College)
- C: 18% (Definitely Will Attend College), 27% (Probaby Will Attend College), 38% (Will Not Attend College)
- D: 5% (Definitely Will Attend College), 7% (Probaby Will Attend College), 10% (Will Not Attend College)
- F: 1% (Definitely Will Attend College), 3% (Probaby Will Attend College), 7% (Will Not Attend College)

Q505 Base: All Respondents (n=1814)
Definitely Will (n=993), Probably Will (n=671), Will Not (n=150)
Schools are graded higher by students for whom it is important to test well.

What grade would you give your school?

- A: 11% Important, 26% Not Important
- B: 22% Important, 42% Not Important
- C: 5% Important, 31% Not Important
- D: 2% Important, 14% Not Important
- F: 3% Important, 2% Not Important

Q505 Base: All Respondents (n=1814)
Important (n=1583), Not Important (n=231)
Schools are graded higher by students whose parents are college graduates

What grade would you give your school?

A: 30% - College Grad+, 20% - Some College, 22% - HS or Less
B: 47% - College Grad+, 44% - Some College, 44% - HS or Less
C: 17% - College Grad+, 27% - Some College, 26% - HS or Less
D: 5% - College Grad+, 7% - Some College, 6% - HS or Less
E: 1% - College Grad+, 3% - Some College, 3% - HS or Less
F: 1% - College Grad+, 3% - Some College, 3% - HS or Less

Q505 Base: All Respondents (n=1814)
High school or less (n=355), Some college/Associate degree (n=752), College graduate or more (n=670)
Two-thirds of students report getting mostly As or Bs

What grades do you usually get in school?

- Mostly A's: 18%
- Mostly A's and B's: 38%
- Mostly B's: 10%
- Mostly B's and C's: 20%
- Mostly C's: 6%
- Mostly C's and D's: 6%
- Mostly D's: 1%
- Mostly D's and F's: 2%

Q530 Base: All Respondents (n=1814)
Girls report getting higher grades in school than boys

What grades do you usually get in school?

- Mostly A's: 13% Female, 24% Male
- Mostly A's and B's: 8% Female, 11% Male
- Mostly B's: 5% Female, 7% Male
- Mostly B's and C's: 4% Female, 7% Male
- Mostly C's: 1% Female, 1% Male
- Mostly C's and D's: 1% Female, 2% Male
- Mostly D's and F's: 1% Female, 2% Male
- NA/ No Grades: 0% Female, 1% Male

Q530 Base: All Respondents (n=1814)
Female (n=920), Male (n=894)
Students getting higher grades have parents who are college graduates

What grades do you usually get in school?

- Mostly A’s: 27%
- Mostly A’s and B’s: 40%
- Mostly B’s: 9%
- Mostly B’s and C’s: 21%
- Mostly C’s - F’s: 8%
- NA/ No Grades: 1%

Average and Std Dev:
- College or More: 3.3, 0.7
- Some College: 3.0, 0.8
- HS or Less: 2.9, 0.8

Q530 Base: All Respondents (n=1814)
High school or less (n=355), Some college/Associate degree (n=752), College graduate or more (n=670)
Students reporting getting higher grades expect to go to college

What grades do you usually get in school?

- Mostly A's: 28% (Red), 0% (Yellow), 7% (Blue)
- Mostly A's and B's: 44% (Red), 31% (Yellow), 21% (Blue)
- Mostly B's: 31% (Red), 9% (Yellow), 11% (Blue)
- Mostly B's and C's: 29% (Red), 21% (Yellow), 26% (Blue)
- Mostly C's - F's: 21% (Red), 4% (Yellow), 45% (Blue)
- NA/ No Grades: 1% (Red), 1% (Yellow), 0% (Blue)

Q530 Base: All Respondents (n=1814)
Definitely Will (n=993), Probably Will (n=671), Will Not (n=150)
Student behavior (including bullies and gangs, fights and illegal activities) is the most commonly cited problem in schools.

What do you think are the biggest problems in your school?

Nets:
- Student Behavior (46%)
- Teaching/Teachers (29%)
- Administrative/School Structure (25%)

- Bullies/Gangs: 15%
- Inappropriate behavior by the students: 14%
- Social Pressure (subnet): 12%
- Inappropriate behavior by the teachers: 10%
- Fights: 7%
- Illegal activities: 7%
- Overcrowded: 6%
- Inappropriate way of teaching: 6%
- Too much homework: 5%

Q575 Base: All Respondents (n=1814)
What do you think are the biggest problems in your school?

- Bullying, lazy students, rudeness and disrespect to teachers
- gangs, drugs and kids trying to grow up to fast.
- A little overcrowded. Not enough kids really want to be there. Gangs and clicks. GANGS!!!
- Parents that think Drugs and Alcohol are not a problem. Kids are starting to explore these things now. They always say not my child.
- lack of teacher interest in the individual kids and how their home life effects their attention span and the outcome of projects due to so many after school things going on.
- Not enough one on one time with the teacher. Not enough extra help and passing students that haven't learned enough.
- The fact that the teachers seem to be more interested in how quiet I can be than what they are teaching me. And they don’t pay attention to bullies
- bullying, drugs, kids with problems at home, cliques
- gangs and lack of funding for teachers
- the teachers don't help enough with problems, they don’t seem to care enough about students needs.
- teachers expect too much and don't give enough help, kids talking about other kids, the rich kids get all the attention, mean kids
- Unhappy teachers, which in turn makes unhappy students. Too much emphasis on standardizing tests.

Q575 Base: All Respondents (n=1814)
Eight in ten students say they are most responsible for their grades

Who do you think is most responsible for whether a student gets good grades in school?

- Student: 80%
- Teachers: 14%
- Parents: 6%

Q535 Base: All Respondents (n=1814)
White students are least likely to say that parents are most responsible for their good grades.

Who do you think is most responsible for whether a student gets good grades in school?

- **Student**: 77% (White), 81% (Hispanic), 74% (Black), 11% (Other)
- **Teachers**: 16% (White), 15% (Hispanic), 8% (Black), 11% (Other)
- **Parents**: 11% (White), 14% (Hispanic), 8% (Black), 4% (Other)

Q535 Base: All Respondents (n=1814)
White (n=1390), Black/African American (n=149), Hispanic (n=173), Other (n=102)
Three out of four students would attend public school if they could choose.

If you had a choice between attending public school or private school, which would you choose?

- Total: 75% Public, 25% Private
- Public school students: 80% Public, 20% Private
- Private school students: 12% Public, 88% Private

Q570 Base: All Respondents (n=1814)
Private school (n=157), Public school (n=1653)
Current School Experiences

Homework and Assignments
Findings: Homework and Assignments

- Seven-in-ten students (67%) use the Internet to some degree to complete school assignments, and one-in-four students use it a great deal.
  - There is a disparity in the usage of the Internet in rural communities and in less educated households.
    - Rural households use the Internet quite a bit or a great deal less than suburban and urban households (14% vs 27% and 25% respectively).
    - Students whose parents have a college degree are more likely to use the Internet quite a bit or a great deal (29%) than those with HS or less (20%) or some college (20%).

- Over half (60%) of the students are assigned homework everyday.
  - There is a disparity in how often homework is assigned in less educated households.
    - Students whose parents have a college degree are assigned homework more often (67% everyday) vs those with some college (56%) or HS or less (56%).

- Half (51%) of the students feel they are assigned just the right amount of homework while most others (44%) say it is too much.

- Time doing homework for a majority of students (60%) is one hour or less on an average day.
Over half of students are assigned homework every day

How often are you assigned homework?

- Every day: 60%
- A few times a week: 31%
- A few times a month: 6%
- A few times a year: 2%
- Never: 1%

Q515 Base: All Respondents (n=1814)
Time doing homework for majority of students is one hour or less on an average day

On an average day, how much time do you spend doing homework?

- Less than 1 hour: 25%
- 1 hour: 35%
- 2 hours: 30%
- More than 3 hours: 2%

Mean: 1.3 hours  
Median: 0.71 hours  
Std. Dev.: 1.00

Q525 Base: Homework is ever assigned (n=1802)
The amount of homework is just right for half of the students and too much for most others.

Do you think the amount of homework you are assigned is too much, the right amount or too little?

- Too much: 44%
- The right amount: 51%
- Too little: 5%

Q520 Base: All Respondents (n=1814)
Frequency of homework is reported to be higher among students whose parents are college educated.

How often are you assigned homework?

- **A Few Times a Week**
  - HS or Less: 30%
  - Some College/Associate degree: 36%
  - College Grad or More: 28%

- **Every Day**
  - HS or Less: 56%
  - Some College/Associate degree: 56%
  - College Grad or More: 68%

Q515 Base: All Respondents (n=1814)
High school or less (n=355), Some college/Associate degree (n=752), College graduate or more (n=670)
Most students use the Internet to complete their school assignments

How much do you use the Internet to complete your school assignments?

- A great deal: 5%
- Quite a bit: 19%
- Some: 68%
- None: 9%

Q510 Base: All Respondents (n=1814)
Students in rural communities use the Internet less than students in urban and suburban communities

How much do you use the Internet to complete your school assignments?

- **Urban**
  - A Great Deal: 5%
  - Quite A Bit: 20%
  - 25%

- **Suburban**
  - A Great Deal: 6%
  - Quite A Bit: 21%
  - 27%

- **Rural**
  - A Great Deal: 2%
  - Quite A Bit: 12%
  - 14%

Q510 Base: All Respondents (n=1814)
Rural (n=639), Suburban (n=648), Urban (n=527)
Use of Internet is more frequent among students whose parents are college graduates

How much do you use the Internet to complete your school assignments?

- **A Great Deal**
  - HS or Less: 4%
  - Some College: 5%
  - College Grad or More: 5%

- **Quite A Bit**
  - HS or Less: 16%
  - Some College: 16%
  - College Grad or More: 24%

Q510 Base: All Respondents (n=1814)
High school or less (n=355), Some college/Associate degree (n=752),
College graduate or more (n=670)
Girls report spending more time doing homework than boys

On an average day, how much time do you spend doing homework?

- More than 3 hours:
  - Female: 3%
  - Male: 2%
- 3 hours:
  - Female: 10%
  - Male: 6%
- 2 hours:
  - Female: 32%
  - Male: 28%
- 1 hour:
  - Female: 37%
  - Male: 34%
- Less than 1 hour:
  - Female: 18%
  - Male: 31%

Q525 Base: Homework is ever assigned (n=1802)
Female (n=912), Male (n=890)
Current School Experiences

School Success and Preparation
Findings: School Success and Preparation

- Students are somewhat challenged by the work they are asked to do with one-in-six (63%) finding the work somewhat/very difficult.
  - Students’ perceived level of difficulty directly related to students’ grades.

- Making good grades is very important for seven-in-ten (71%) students followed by the opportunity to participate in chosen classes (61%) and activities (52%).

- Majority of students (57%) strongly agree that school expects the best all the time but half as many (29%) strongly agree that they have the preparation to do well on all kinds of tests.

- Majority of students (52%) feel somewhat prepared to succeed this year; about four out of ten (38%) feel very prepared.

- Half (56%) feel school is somewhat or not at all interested in their success in school; more than four in ten (43%) feel school is very interested.

- Students in schools they’ve graded C or lower generally feel less fulfilled and likely to succeed, compared to students in schools graded B or higher.
  
  **These students:**
  - Are less likely to feel fulfilled with their performance or opportunities.
  - Feel their school expects less of them and prepares and challenges them less.
  - Feel their ideas and opinions are infrequently included in decisions that affect them in the classroom.
  - Feel less likely to succeed this school year.
  - Are less likely to feel their school is interested in their success.
  - Find that the work they are asked to do more difficult.
Students are somewhat challenged by their school work

How difficult is the work you are asked to do this school year?

- Very Difficult: 5%
- Somewhat Difficult: 58%
- Not Very Difficult: 32%
- Not at All Difficult: 5%

Q540 Base: All Respondents (n=1814)
Students earning lower grades find the work they are asked to do more difficult

How difficult is the work you are asked to do this school year?

- **A's**: 51% (Very difficult), 2% (Somewhat difficult)
- **A's and B's**: 58% (Somewhat difficult)
- **B's and C's**: 63% (Somewhat difficult)
- **C's - F's**: 58% (Somewhat difficult)

Q540 Base: All Respondents (n=1814)
A's (n=378), A's and B's (n=652), B's and C's (n=514), C's-F's (n=259)
Students who grade their school a B or less find the work they are asked to do more difficult

How difficult is the work you are asked to do this school year?

<table>
<thead>
<tr>
<th>School quality</th>
<th>Very difficult</th>
<th>Somewhat difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4%</td>
<td>52%</td>
</tr>
<tr>
<td>B</td>
<td>4%</td>
<td>61%</td>
</tr>
<tr>
<td>C or lower</td>
<td>9%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Q540 Base: All Respondents (n=1814)
A (n=439), B (n=800), C or lower (n=575)
Grades are important for nearly all students, followed by the opportunity to participate in chosen classes and activities.

How important is each of the following to you?

- I make good grades: 71% Very Important, 25% Somewhat Important
- I have a choice as to the classes I take: 61% Very Important, 31% Somewhat Important
- I have the chance to participate in activities: 52% Very Important, 36% Somewhat Important
- My teachers like me: 40% Very Important, 44% Somewhat Important

Q550 Base: All Respondents (n=1814)
Students grading their school a C or lower are less likely to feel fulfilled with their performance or opportunities.

**How important is each of the following to you?**

---Summary of Very/Somewhat Important---

1. I make good grades
   - C or Lower: 91%
   - B: 97%
   - A: 99%
2. I have a choice as to the classes I take
   - C or Lower: 90%
   - B: 93%
   - A: 91%
3. I have a chance to participate in activities
   - C or Lower: 83%
   - B: 90%
   - A: 91%
4. My teachers like me
   - C or Lower: 75%
   - B: 85%
   - A: 93%

**School Quality**

- C or Lower
- B
- A

Q550 Base: All Respondents (n=1814)
A (n=439), B (n=800), C or lower (n=575)
Majority strongly agree that school expects the best all the time but half as many strongly agree that they have the preparation

How much do you agree or disagree with the following about your school?

- **My school expects me to do my best all the time**
  - Strongly Agree: 57%
  - Somewhat Agree: 36%
  - Total: 92%

- **The work I do in my classes makes me think**
  - Strongly Agree: 35%
  - Somewhat Agree: 51%
  - Total: 86%

- **My school prepares me to do well on all kinds of tests**
  - Strongly Agree: 29%
  - Somewhat Agree: 49%
  - Total: 78%

- **My school has helped me to develop good study habits**
  - Strongly Agree: 20%
  - Somewhat Agree: 46%
  - Total: 66%

Q555 Base: All Respondents (n=1814)
Students grading their school a C or lower feel their school expects less of them and prepares and challenges them less.

How much do you agree or disagree with the following about your school?

---Summary of Agree---

- **My school expects me to do my best all the time**
  - A: 96%, C or Lower: 83%, B: 71%
- **My school prepares me to do well on all kinds of test**
  - A: 97%, C or Lower: 56%, B: 84%
- **The work I do in my classes makes me think**
  - A: 96%, C or Lower: 73%, B: 90%
- **My school expects me to do my best all the time**
  - A: 87%, C or Lower: 41%, B: 71%

**School Quality**

Q555 Base: All Respondents (n=1814)
A (n=439), B (n=800), C or lower (n=575)
Four in ten students report that their school rarely or never includes their ideas and opinions in decisions that affect students in the classroom.

How often does your school include student’s ideas and opinions in decisions that affect you in the classroom?

- **Never** 9%
- **Rarely** 29%
- **Sometimes** 48%
- **Often** 14%

Q565 Base: All Respondents (n=1814)
Students grading their school a C or lower feel their ideas and opinions are infrequently included in decisions that affect them in the classroom.

How often does your school include student’s ideas and opinions in decisions that affect you in the classroom?

--Summary of Often/Sometimes--

<table>
<thead>
<tr>
<th>School Quality</th>
<th>Often</th>
<th>Sometimes</th>
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<tbody>
<tr>
<td>A</td>
<td>82%</td>
<td></td>
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<tr>
<td>B</td>
<td>68%</td>
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<tr>
<td>C or Lower</td>
<td>38%</td>
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</table>

Q565 Base: All Respondents (n=1814)
Four in ten feel very prepared to succeed this year

How prepared do you feel to succeed this school year?

- Very prepared: 38%
- Somewhat prepared: 52%
- Not very prepared: 8%
- Not at all prepared: 2%

Q545 Base: All Respondents (n=1814)
Students grading their school a C or lower feel less likely to succeed this school year

How prepared do you feel to succeed this school year?
--Summary of Very/Somewhat--

A  98%
B  93%
C or Lower  80%

Q545 Base: All Respondents (n=1814)
More than eight in ten students feel their school is very/somewhat interested in their success in school.

How interested do you think your school is in your success in school?

- Very interested: 43%
- Somewhat interested: 42%
- Not very interested: 11%
- Not at all interested: 3%

Q560 Base: All Respondents (n=1814)
Students grading their school a C or lower are less likely to feel their school is interested in their success

How interested do you think your school is in your success in school?
--Summary of Very/Somewhat--

<table>
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<tr>
<th>School Quality</th>
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<th>C or Lower</th>
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<tr>
<td>A</td>
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Q560 Base: All Respondents (n=1814)
Views About High School
Summary: Views About High School

- Most middle level students expect high school to be difficult, yet they still express confidence that they will succeed.
  - 93% say there is no chance they will drop out of high school
  - 61% think that their major academic skills are good enough for high school

- Despite this confidence, students do not favor a more rigorous high school curriculum, nor do they think increasing requirements or making classes harder will be beneficial for students or help them stay in school.

- Generally, students whose parents have higher levels of education are more likely to think they are prepared to succeed in high school, and are more knowledgeable about what will be expected of them.

- If students feel confident about succeeding in high school, they tend to be confident they will attend college.
91% of middle level students think their school work in high school will be difficult.

How difficult do you think your school work will be in high school?

- Very difficult: 39% (7th grade) vs. 29% (8th grade)
- Somewhat difficult: 53% (7th grade) vs. 61% (8th grade)
- Not very/Not at all difficult: 8% (7th grade) vs. 10% (8th grade)

Students from Eastern states (42%) are more likely than those from the Midwest (30%) to think high school work will be very difficult.

Q605 Base: All Qualified Respondents (n=1814)
7th grade (n=906), 8th grade (n=908)
Seven percent of students report there is a chance they will drop out of high school.

What are the chances that you might drop out of high school and not graduate?

- No chance: 93%
- Some chance: 6%
- A good chance: 1%

Children of parents with lower levels of education are more likely to say they will drop out of high school.

Q725 Base: All Respondents (n=1814)
Students whose parents did not attend college report feeling less prepared to succeed in high school than students whose parents have more advanced degrees.

How well prepared do you think you will be to succeed in high school?

Parents’ Highest Level of Education

- Very prepared
  - High school or less: 18%
  - Some college/Associate degree: 24%
  - College graduate or more: 30%

- Somewhat prepared
  - High school or less: 61%
  - Some college/Associate degree: 63%
  - College graduate or more: 58%

- Not very prepared
  - High school or less: 18%
  - Some college/Associate degree: 11%
  - College graduate or more: 9%

- Not at all prepared
  - High school or less: 3%
  - Some college/Associate degree: 3%
  - College graduate or more: 3%

Q610 Base: All Respondents (n=1814)
High school or less (n=355), Some college/Associate degree (n=752), College graduate or more (n=670)
More than half of students who will not attend college feel somewhat prepared to succeed in high school; only 2% feel very prepared.

How well prepared do you think you will be to succeed in high school?

- **Very prepared**: 37%
  - Definitely will attend college: 11%
  - Probably will attend college: 2%
  - Will not attend college: 2%

- **Somewhat prepared**: 56%
  - Definitely will attend college: 56%
  - Probably will attend college: 70%
  - Will not attend college: 51%

- **Not very Prepared**: 6%
  - Definitely will attend college: 6%
  - Probably will attend college: 16%
  - Will not attend college: 35%

- **Not at all prepared**: 1%
  - Definitely will attend college: 1%
  - Probably will attend college: 3%
  - Will not attend college: 12%

Q610 Base: All Qualified Respondents (n=1814)
Definitely will attend college (n=993), Probably will attend college (n=671), Will not attend college (n=150)
More than half of middle school students feel their writing, math and reading skills are strong enough for high school.

Overall, do you feel that your writing, math, and reading skills are strong enough for you to be successful in your classes in high school?

Total

- Yes: 61%
- No: 9%
- Not sure: 30%

Q615 Base: All Qualified Respondents (n=1814)
Nearly half of students who predict they may drop out of high school feel that their academic skills are not strong enough to be a successful high school student.

Overall, do you feel that your writing, math, and reading skills are strong enough for you to be successful in your classes in high school?

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<thead>
<tr>
<th>Total</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
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<tr>
<td></td>
<td>23%</td>
<td>64%</td>
<td>32%</td>
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<td>45%</td>
<td>6%</td>
<td>30%</td>
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Students who say they definitely will attend college, and those earning higher grades are more likely to report that their academic skills are strong enough for high school success than other students.
More 8th graders than 7th graders know at least a little about high school graduation requirements.

How much do you know about the courses or classes that are required to graduate from high school?

- I don't know anything
- I know a little
- I know a lot

Q620 Base: All Respondents (n=1814)
7th grade (n=912), 8th grade (n=902)
The more education parents have, the more knowledgeable their children are about high school requirements.

How much do you know about the courses or classes that are required to graduate from high school?

Parents’ Education: High school or less

- I know a lot, 10%
- I don’t know anything, 30%
- I know a little, 60%

Parents’ Education: College graduate or more

- I know a lot, 22%
- I don’t know anything, 20%
- I know a little, 58%

Q620 Base: All Respondents (n=1814)
High school or less (n=355), Some college/Associate degree (n=752), College graduate or more (n=670)
The majority of students agree it is important to take a math class every year of high school.

How important do you think it is for high school students to take a math class every year of high school?

Q625 Base: All Respondents (n=1814)
Elementary (n=267), Middle School (n=1254), K-12 (n=153)
Students who report they definitely will attend college think it is very important for high school students to take a math class every year of high school.

How important do you think it is for high school students to take a math class every year of high school?

- Very important: 58% (Definitely will), 33% (Probably will), 33% (Will not)
- Somewhat important: 39% (Definitely will), 35% (Probably will), 50% (Will not)
- Not very/Not at all important: 27% (Definitely will), 17% (Probably will), 8% (Will not)

Q625 Base: All Respondents (n=1814)
Definitely Will (n=993), Probably Will (n=671), Will Not (n=150)
63% of middle level students believe that taking advanced math classes in high school is dependent upon completing Algebra by the eighth grade; 12% strongly disagree.

Do you agree or disagree with the following statement?
Only students who take Algebra by the eighth grade will be able to take advanced math classes such as Calculus in high school.

- Strongly agree: 63%
- Somewhat agree: 45%
- Somewhat disagree: 26%
- Strongly disagree: 12%

Q627 Base: All Respondents (n=1814)
Most students do not feel that a more rigorous high school curriculum would leave them better prepared for life after high school.

Which of the following would help make sure that students are better prepared when they leave high school?

- Increasing number of high school graduation requirements: 27%
- Making high school classes harder: 15%
- Neither: 67%

Of those who favor changes to the high school curriculum, most prefer increasing the number of graduation requirements over making classes harder.
85% of middle level students think it likely that increasing the number of graduation requirements and making classes harder would cause more students to drop out of high school.

If high schools increased the number of graduation requirements and made classes harder, how likely do you think it is that each of the following would happen?

- More students would be well-prepared: 39% (Somewhat likely) 19% (Very likely)
- More students would drop out of high school: 48% (Somewhat likely) 37% (Very likely)

Q636 Base: All Respondents (n=1814)
In general, middle level students think a combination of academic success, athleticism, appropriate behavior and the right clothes are the best ways to “fit in” in high school.

In high school, what do you think is the best way for students to fit in?

**TOP RESPONSES:**

- Be nice: 66%
- Play sports: 61%
- Do well in class: 57%
- Join school clubs: 56%
- Wear the right clothes: 52%
- Don't seem too smart: 15%
- Be yourself: 5%
- Being social/make friends: 5%

**NET categories:**
- Behavior/Social (77%)
- Play Sports (61%)
- Academic success (57%)
- Join School Clubs (56%)
- Clothes/Appearance (52%)
In high school, what do you think is the best way for students to fit in?

Be nice to everyone, wear the current fad of clothing achieve to do their best in all classes.

dress right, go to all parties, be friendly to everyone, do sports, and don’t be judgemental

Dress right, fit in with the right crowd, do whatever the ‘right crowd’ asks you to do

not be too extreme—be ‘middle of the road’

there are different ‘clicks’ in high school theater, jocks, nerds, geeks, rich, smart, whores, art, etc.

Don’t stick out and wear the right clothes and pick out the right friends.

wear the right clothes. Do the work. Make friends. Get good grades. Join clubs and socialize. Be an athletic supporter or an athlete. Don’t be a bully!!!

Just be true to yourself. I feel you always don’t need to go with the group. You need to be your own person and do what is right even if it is hard.

Wear the right clothes and be in the right group of people that have money. This is the message we are being taught.

Be friends with the right people, it is all about the connections that you make.

Q640 Base: All Respondents (n=1814)
Overall, students are most concerned with the safety and order of their high school than fitting in with other students.

Thinking about high school, how important are each of the following to you?

- The high school I attend is a safe and orderly place: 72% Very important, 25% Somewhat important
- The high school I attend gives me a chance to speak my mind on issues that affect me: 11% Very important, 43% Somewhat important
- Fitting in with other students: 40% Very important, 46% Somewhat important

Q646 Base: All Respondents (n= 1814)
Girls, more than boys, think it is important to be given the chance by their high school to speak their minds on issues that affect them.

Thinking about high school, how important are each of the following to you?

The high school I attend gives me a chance to speak my mind on issues that affect me

![Bar chart showing importance levels]

- **Very important**: 46%
- **Somewhat important**: 43%
- **Not too important**: 9%
- **Not at all important**: 2%

**Total all respondents**

---

**Very important**

Girls: 51%
Boys: 41%

Q646 Base: All Respondents (n=1814)
Female (n=920), Male (n=894)
Students whose parents have less than a college degree are more likely to think the chance to speak their minds is an important part of high school.

Thinking about high school, how important are each of the following to you?

The high school I attend gives me a chance to speak my mind on issues that affect me

- **Not at all important**: 2%
- **Not too important**: 6%
- **Somewhat important**: 39%
- **Very important**: 54%

**Q646 Base**: All Respondents (n=1814)
- High school or less (n=355), Some college/Associate degree (n=752), College graduate or more (n=670)
Post-High School Plans
Summary: Post High School Plans

- The majority of 7th and 8th graders think they will attend college. Most of these students are:
  - Children of parents with a college degree or more
  - From urban and suburban schools
  - Students who think their school is doing a good job giving them a chance to learn

- Funding is cited as the reason most likely to prevent kids from attending college.

- By and large, students depend on school personnel, as well as family and friends, to get information about high school classes they need to take to get into college.
92% of all respondents report they probably/definitely will attend college.

How likely is that you will attend college?

- I definitely will attend college: 55%
- I probably will attend college: 37%
- I probably will not attend college: 7%
- I definitely will not attend college: 1%

Q705 Base: All Respondents (n=1814)
The children of parents with higher education degrees are more confident that they will attend college.

How likely is that you will attend college?

Parents' Education

- High school or less
- Some college/associate degree
- College graduate or more

Q705 Base: All Respondents (n=1814)
High school or less (n=355), Some college/Associate degree (n=752), College graduate or more (n=670)
Students living in rural areas are less confident they will attend college than students in both urban and suburban areas.

How likely is that you will attend college?

<table>
<thead>
<tr>
<th>Urban</th>
<th>Suburban</th>
<th>Rural</th>
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<tbody>
<tr>
<td>7%</td>
<td>7%</td>
<td>13%</td>
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<tr>
<td>37%</td>
<td>32%</td>
<td>44%</td>
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<tr>
<td>56%</td>
<td>61%</td>
<td>43%</td>
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</tbody>
</table>

Q705 Base: All Respondents (n=1814)
Rural (n=639), Suburban (n=648), Urban (n=527)
East (n=374), Midwest (n=748), South (n=335), West (n=357)
The students who are more satisfied with their school quality are also more likely to feel confident about attending college.

How likely is that you will attend college?

- **A**
  - I probably/Definitely will not attend college: 3%
  - I probably will attend college: 25%
  - I definitely will attend college: 73%

- **B**
  - I probably/Definitely will not attend college: 15%
  - I probably will attend college: 38%
  - I definitely will attend college: 55%

- **C or lower**
  - I probably/Definitely will not attend college: 7%
  - I probably will attend college: 43%
  - I definitely will attend college: 42%

Q705 Base: All Respondents (n=1814)
Definitely Will (n=993), Probably Will (n=671), Will Not (n=150)
Of those who possibly/definitely will not attend college, 92% cite funding as the main deterrent.

What is the main reason why you might not attend college?

- 92% I have special education needs
- 2% Enroll in Navy/Military
- 1% Learning disability
- 3% It costs too much

Other reasons given for not attending college:

- "my learning disability"
- I have dyslexia and my teachers don't help me enough
- My goals for the future will not benefit from college...I am interested in creative arts and learning them is all about desire and motivation, not school.
- I will not be able to get myself back and forth.

Q720 Base: Will Possibly/Definitely Not Attend College (n=150)
The majority of 7th and 8th graders who say they will attend college do not have a lot of information about how to choose the high school classes that will help get them there.

How much information do you have about how to choose the high school classes that will prepare you to attend college?

- A great deal: 11%
- Quite a bit: 21%
- Some: 41%
- None: 28%

Q710 Base: Will Possibly/Definitely Attend College (n=1664)
To get information about high school classes required to attend college, most students would turn to school personnel and/or family/friends.

Who would you go to for information about the high school classes you will need to take in order to attend college?

NET Categories: School personnel (88%) Family/Friend (83%)
Views on Teachers and Teaching
Summary: Views on Teachers and Teaching

- Overall, students are satisfied with their teachers, but somewhat reluctant to call them “excellent.”
  - Most students agree that their teachers give them a good/very good chance to learn

- The majority of students value qualities in a teacher like being friendly, caring and attentive and taking time out to explain material.

- Despite this satisfaction, only 4% of students report being very interested in becoming a teacher themselves one day.
  - Low pay is the main reason students say they would not want to be a teacher.
Almost three quarters of middle level students have had between 1 and 5 teachers who have really helped them in school.

How many teachers have you had who have really helped you in school?

- 72%
- 20%
- 6%

On average, middle level students have had 5 teachers who have really helped them in school.

Q810 Base: All Respondents (n=1814)
Half of students think their teachers give them an excellent or very good chance to learn the subject matter.

Thinking about the teachers you have had, how would you rate them on giving you a chance to learn the subject matter?

- **Excellent**: 15%
- **Very good**: 35%
- **Good**: 41%
- **Poor**: 8%

Students who think they will definitely attend college (55%) are more likely than those who say they will not (8%) to rate their teachers as excellent.*

28% of students who earn A’s think their teachers are excellent in this regard versus only 4% of students earning C’s – F’s.**

Q805 Base: All Respondents (n=1814)

*Definitely will attend college (n=993), Will not attend college (n=150)
**Students earning A’s (n=378), C’s-F’s (n=259)
Qualities like being friendly, taking time to listen, and providing detailed explanations are top reasons students find teachers special.

How did these teachers help you learn? What made them special?

NET Categories:
- Attitude (45%)
  - Helpful
- Assistance (44%)
  - Spent extra time with me
  - Attentive/Listened to me
- Teaching skills (21%)
  - Made classes fun
  - Made classes interesting
- Personality development (16%)
  - Encouraged me to study
  - Promoted individualism

Q815 Base: Ever Had Teacher Who Helped Them Learn (n=1770)
How did these teachers help you learn? What made them special?

They listen, they laugh with us, they make us work hard. Let me know that I didn't have to be perfect at every thing.

They didn't get mad or yell when I asked questions.

They sat with me individually when I struggle with work. They keep my mom involved by calling her. They asked me questions and cared.

These teachers helped me learn by taking time to go over our questions that we have had and do many reviews to prepare us for the standardized test at the end of every school year. They were special because they were all fun and we did fun activities.

I had like a special bond with all of the teachers I picked. They knew lots about the subject.

When I told them that I was having trouble, they found a way to teach me so I could learn.

One told personal experience stories one showed videos.

Made me feel comfortable enough to ask questions.

They related to kids well, not superior or demanding. They tried to see things from my perspective, and help me understand, not just copy what is expected to learned. They had an interest in ME, not the grade.
Three quarters of middle level students are not very/not at all interested in becoming a teacher.

How interested are you in becoming a teacher?

- Very interested: 4%
- Somewhat interested: 22%
- Not very interested: 32%
- Not at all interested: 43%

92% of those not interested in becoming a teacher cite low pay as the main reason.
Views on Testing and Other Initiatives
Almost all middle school students have taken a standardized test this year.
  – Predominantly, these students are public school students in urban schools.

Students tend to think that standardized tests are more important to their teachers than to their parents or themselves, but think that the grades and scores their teachers give them for regular academic work is a better reflection of their abilities.

Of the academic disciplines, most students think Math is the most important one to test to assess school quality.

Only 10% report knowing a lot about No Child Left Behind.
93% of middle level students have taken standardized tests; 69% are sure they took one this year.
Most students feel the right amount of class time was spent preparing for standardized tests.

Thinking about the last standardized test you took, do you think you spent too much, too little, or the right amount of class time preparing and reviewing for the test?

- Too little time: 22%
- Just the right amount of time: 61%
- Too much time: 16%

Q915 Base: Took Test This School Year Or Ever Took Test (n=1701)
While a majority of students think their school gives them the right amount of standardized tests, many also feel there are too many.

Thinking about standardized tests, do you think your school gives you...?

- **The right amount of standardized tests**: 59%
- **Too many standardized tests**: 36%
- **Not enough standardized tests**: 5%

Q920 Base: Took Test This School Year Or Ever Took Test (n=1701)
Most students think the grades and scores from their teachers, rather than standardized tests, are the most accurate description of their academic abilities.

Which statement do you agree with the most?

- The grades or scores from standardized tests are the most accurate description of my abilities at school
- The grades or scores that my teachers give my work are the most accurate description of my abilities at school

Q925 Base: Took Test This School Year Or Ever Took Test (n=1701)
Generally, standardized testing is important to all, but when asked to whom standardized testing is very important, more students vote for teachers over themselves or their parents.

How important is it to... you / your teachers / your parents...to do well on standardized tests?

More students find testing somewhat important

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<th>Important to student</th>
<th>Important to teacher</th>
<th>Important to parent</th>
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<tbody>
<tr>
<td><strong>Very important</strong></td>
<td>46%</td>
<td>70%</td>
<td>60%</td>
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<tr>
<td><strong>Somewhat important</strong></td>
<td>26%</td>
<td>26%</td>
<td>32%</td>
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Student (Q930) Base: All Qualified Respondents (n=1814)
Parents (Q940), Teachers (Q935) Base: Took Test This School Year Or Ever Took Test (n=1701)
Students rate Math and English as two most important subjects to be tested to assess quality of school.

How important is it that each of the following subjects is tested so that people can know if a school is doing a good or bad job?

- **Math**: 75% Very important to test, 21% somewhat important to test, 4% not at all/not very important to test
- **English**: 72% Very important to test, 22% somewhat important to test, 6% not at all/not very important to test
- **Science**: 56% Very important to test, 34% somewhat important to test, 10% not at all/not very important to test
- **History or social studies**: 49% Very important to test, 37% somewhat important to test, 14% not at all/not very important to test
- **Physical education or gym**: 25% Very important to test, 64% somewhat important to test, 11% not at all/not very important to test
- **Music**: 10% Very important to test, 66% somewhat important to test, 24% not at all/not very important to test
- **Art**: 10% Very important to test, 67% somewhat important to test, 23% not at all/not very important to test

Q946 Base: All Qualified Respondents (n= 1814)
Most students have at least heard of NCLB

How familiar are you with the No Child Left Behind Act, also known as NCLB, a federal education bill?

- I've never heard of it: 16%
- I've only heard the name: 38%
- I know a little about it: 36%
- I know a lot about it: 10%

Q955 Base: All Respondents (n=1814)
School Demographics
The majority of middle level students attend schools that serve grade six through grade eight.
Half of middle level students report attending schools where a lot or all students are from the same racial background.

Which of the following best describes the racial and ethnic background of the students at your school?

- Students in my school come from a variety of racial or ethnic backgrounds: 54%
- A lot of students in my school are from the same racial or ethnic background: 26%
- Nearly all students in my school are from the same racial or ethnic background: 21%

Q1025 Base: All Qualified Respondents (n=1814)
Two in ten students attending less diverse schools are in the minority group.

Is your racial or ethnic background the same or different than most of the students at your school?

- Same: 79%
- Different: 21%

Q1030 Base: All/Most Students Are From The Same Racial Or Ethnic Background (n=966)
Schools differ on policies restricting clothing or jewelry that expresses cultural or religious beliefs.

Which of the following best describes the rules your school has about students wearing clothing or jewelry that expresses cultural or religious beliefs, such as a headscarf, a cross, a Star of David, or a scripture quotation printed on a T-shirt?

- Students cannot wear any clothing or jewelry that express cultural or religious beliefs: 18%
- Students are allowed to wear some types of clothing or jewelry that express cultural or religious beliefs, but some types are not allowed: 31%
- There are no rules about wearing clothing or jewelry that express cultural or religious beliefs - almost any types are allowed: 26%
- Not sure: 25%

Q1040 Base: All Qualified Respondents (n= 1814)
About a third of non-native English speakers take regular classes but also receive special instruction or tutoring.

In your school, when a student speaks only a little or no English, what types of classes do they take?

- They take regular classes but also receive special instruction or tutoring: 35%
- My school does not have students who speak little or no English: 19%
- They take special classes and usually are not included in regular classes: 11%
- They take regular classes and are expected to learn English on their own: 4%
- Not sure: 32%

Q1045 Base: All Qualified Respondents (n= 1814)
More than three quarters report that students in their schools have a negative attitude toward people who are or are thought to be gay, lesbian or bisexual.

In general, what is the attitude of students in your school toward students who are, or who people think are, gay, lesbian, or bisexual?

- **Very negative**: 26%
- **Somewhat negative**: 51%
- **Somewhat positive**: 19%
- **Very positive**: 4%

Q1050 Base: All Qualified Respondents (n=1814)
Most students live with both their parents; single parent households are second most common living arrangement.

Who are the adults that you live with most of the time?

- My mother and my father: 57%
- My mother and my stepfather: 14%
- My father and my stepmother: 3%
- My mother only: 17%
- My father only: 2%
- One of my parents and his or her companion: 2%
- Grandparents, aunts, uncles, or other relatives: 4%
- Some other adult(s) (for example, guardians, foster parents, a group home): 1%

Q1055 Base: All Qualified Respondents (n=1814)
<table>
<thead>
<tr>
<th>Demographic Profile of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Grade</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Child's Age</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Parents's Education</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Region</td>
</tr>
<tr>
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<tr>
<td>Urbanicity</td>
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<td></td>
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<tr>
<td>Race/Ethnicity</td>
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<tr>
<td>School Type</td>
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<tr>
<td>School Level</td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Adults in home</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
# Demographic Profiles of Rural Students

<table>
<thead>
<tr>
<th></th>
<th>Rural</th>
<th>Urban</th>
<th>Suburb</th>
<th>National TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=421</td>
<td>N=556</td>
<td>N=837</td>
<td>N=1814</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>73%</td>
<td>46%</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>7%</td>
<td>24%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15%</td>
<td>23%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Parents’ Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS or less</td>
<td>46%</td>
<td>32%</td>
<td>25%</td>
<td>32%</td>
</tr>
<tr>
<td>Some College</td>
<td>32%</td>
<td>36%</td>
<td>29%</td>
<td>32%</td>
</tr>
<tr>
<td>College Degree</td>
<td>21%</td>
<td>29%</td>
<td>45%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Adults in home</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother &amp; Father</td>
<td>55%</td>
<td>49%</td>
<td>63%</td>
<td>57%</td>
</tr>
<tr>
<td>Parent &amp; Stepparent</td>
<td>17%</td>
<td>19%</td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td>Mother only</td>
<td>18%</td>
<td>20%</td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td>Father only</td>
<td>1%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Parent &amp; Companion</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Other relative or adult</td>
<td>6%</td>
<td>7%</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Rural students are more likely to be White and have parents with a high school education or less than students in both urban and suburban schools.
## Demographic Profile of Rural Students

<table>
<thead>
<tr>
<th>School Diversity</th>
<th>Rural</th>
<th>Urban</th>
<th>Suburb</th>
<th>National TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly all students same</td>
<td>41%</td>
<td>12%</td>
<td>16%</td>
<td>21%</td>
</tr>
<tr>
<td>A lot students same</td>
<td>26%</td>
<td>23%</td>
<td>28%</td>
<td>26%</td>
</tr>
<tr>
<td>Students from variety of backgrounds</td>
<td>33%</td>
<td>65%</td>
<td>56%</td>
<td>54%</td>
</tr>
<tr>
<td>Use of internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great deal/ Quite a bit</td>
<td>14%</td>
<td>25%</td>
<td>27%</td>
<td>23%</td>
</tr>
<tr>
<td>Some/None</td>
<td>86%</td>
<td>75%</td>
<td>73%</td>
<td>77%</td>
</tr>
<tr>
<td>School Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>15%</td>
<td>15%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>60%</td>
<td>75%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td>14%</td>
<td>3%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Definitely will attend college</td>
<td>43%</td>
<td>56%</td>
<td>61%</td>
<td>55%</td>
</tr>
</tbody>
</table>

- **Rural schools are not as diverse**
- **Rural students use the internet less**
- **Rural students least likely to attend college**
Demographic Profiles of School Quality

<table>
<thead>
<tr>
<th>Grade student gives school:</th>
<th>A (N=437)</th>
<th>B (N=812)</th>
<th>C or lower (N=565)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>42%</td>
<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>Female</td>
<td>58%</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>54%</td>
<td>51%</td>
<td>46%</td>
</tr>
<tr>
<td>8th</td>
<td>46%</td>
<td>49%</td>
<td>54%</td>
</tr>
<tr>
<td>Parents’ Education</td>
<td></td>
<td></td>
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<td>HS or less</td>
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<td>35%</td>
</tr>
<tr>
<td>Some College</td>
<td>26%</td>
<td>31%</td>
<td>37%</td>
</tr>
<tr>
<td>College Degree</td>
<td>44%</td>
<td>36%</td>
<td>26%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>63%</td>
<td>59%</td>
<td>61%</td>
</tr>
<tr>
<td>Black/AA</td>
<td>14%</td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Urbanicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>34%</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Suburban</td>
<td>48%</td>
<td>47%</td>
<td>43%</td>
</tr>
<tr>
<td>Rural</td>
<td>18%</td>
<td>23%</td>
<td>27%</td>
</tr>
</tbody>
</table>

- **Girls are more likely to grade their school an A**
- **Children of parents with a college degree or more are more likely to be satisfied with school**