

2010

Department of Defense Education Activity

Research and Evaluation Branch

**[DODEA 2010-11 CUSTOMER
SATISFACTION SURVEY EXECUTIVE
SUMMARY]**

DoDEA 2010-11 Customer Satisfaction Survey Executive Summary

Every two years the Department of Defense Education Activity (DoDEA) administers the DoDEA Customer Satisfaction Survey (CSS) to all parents with children attending DoDEA schools and all 4th-12th grade students enrolled in a DoDEA school. Parents were asked to complete one survey for each school in which they had a child enrolled. The purpose of the CSS survey is to gauge the satisfaction and opinions of students and parents with DoDEA schools in comparison with parents nationally and to identify strengths and weaknesses in the services provided. The current survey was administered from Nov 1, 2010-December 20, 2010.¹

There were 19,861 parents and 27,514 students who responded to the 2010 survey, representing approximately 24% of parents and 57% of eligible students in grades 4-12.² The current response rate for parents is consistent with past response rates which have ranged from 23-25%. However, this year's response rate for students represents a significant decrease from the 2008-09 survey in which 75% of eligible students participated.

The DoDEA CSS survey was designed to obtain parent and student perceptions in five major areas:

- Overall education
- Assessment
- Technology
- Student support
- Communication

Several questions in the DoDEA CSS are taken from the PDK/Gallup Poll of the Public's Attitudes Toward Their Public Schools which is administered annually. When available, comparisons between DoDEA's parents and parents nationally are presented. Because the PDK/Gallup survey does not ask every question every year, national results are taken from the most recent PDK/Gallup survey in which the question was asked. When available, results from DoDEA's previous CSS surveys administered in SY2006-07 and SY2008-09 are also provided. The questions verbatim as they were asked in the current survey are in Appendix A, enabling individuals to make comparisons between questions as well as look at trends across years. However, due to measurement error, differences of 2% or less should not be considered true differences.

This report provides results for DoDEA overall; however, results are available by district and school on the DoDEA website (www.dodea.edu).

¹ This represents a change from previous surveys which were administered over a four-month period, from November 1-February 28.

² Response rates are based on the enrollment information at the time the survey was launched and may not represent the percentage of the current enrollment.

Highlights

- Overall, parents and students are very satisfied with the DoD schools, rating the DoD schools and their own school higher than the US public schools.
- Students and parents believe the DoD schools are doing a good job at ensuring that students meet challenging academic standards, but are less certain that the schools are effectively preparing students for the 21st century.
- Students and parents provided high marks to their school in preparing students in the core subjects (reading, writing, mathematics and science, and social studies). However, they were less positive in the preparation of students in foreign language.
- The lunch program and financial support/funding continue to be two of the top three issues cited by parents and students as “Major problems” in their school. Raising academic standards and reducing class size continue to be two of the top actions they feel will most likely improve their school.
- DoDEA students and parents believe there is about the right amount of emphasis on achievement testing in their school, in sharp contrast to parents nationally who believe there is too much emphasis. However, DoDEA parents agreed with parents nationally that all 50 states (and DoDEA) should be required to use the same test when measuring student achievement.
- Students and parents continue to believe that DoDEA schools are effective in using computer technology as a tool for learning and the overwhelming majority of students reported using technology in school for a variety of tasks. Slightly more than half of DoDEA’s parents approve of allowing students to earn high school credits online without attending a regular school, a margin slightly higher than parents nationally.
- Students and parents disagree in their opinions of the guidance counseling services at their school. Students report higher usage, greater satisfaction and more communication than parents. However, both parents of and students in high school expressed concerns over how well the guidance counseling program at their school is helping prepare them for life after high school.
- When transferring between DoDEA schools and public schools, students and parents were most concerned with the similarity of education quality and standards. The overwhelming majority of parents stationed in stateside DoDEA schools reported the quality of schools was “Very important” in deciding whether to live on or off the military installation.
- Students and parents gave high marks to their school in communicating with them, although students were less positive than parents in their ratings of the timeliness of schools in responding to their concerns. Students and parents also disagreed on the effectiveness of various forms of communicating; while students felt the school web page, emails from teachers and conferences were most effective, parents felt that newsletters, open house, and emails from teachers were the most effective.

Overall Education

- Overall, parents and students continue to give increasingly high marks to the DoD schools with 77% of parents and 73% of students rating the DoD schools as A or B. Students and parents were equally satisfied with their own school with 74% of students and 79% of parents rating their own school with an A or B, compared to 77% of parents nationally. Both students' and parents' ratings show a steady increase over time.
- Both students and parents reported that students feel safe at their school; over 90% reported that students felt very or somewhat safe at school. There are, however, discrepancies in the degree of safety expressed between students and parents. While 79% of parents reported that their child felt very safe at school, only 55% of students reported the same. Similarly, 35% of students reported feeling somewhat safe compared to 18% of parents.
- In contrast, DoDEA students and parents continue to express less satisfaction with public schools in the U.S. Less than half (42%) of DoDEA parents rated the U.S. public schools with an A or B, a rate significantly higher than the 18% of parents nationwide. DoDEA students were more positive about the U.S. public schools than parents, with 57% rating them an A or B. When asked the basis for their ratings of the U.S. public schools, the majority of DoDEA parents (81%) and students (74%) reported using their own experiences, although a substantive number of parents (72%) and students (68%) also reported basing their rating on friends and family.
- An increasing number of parents and students rated the DoD schools highly in how well they were providing for all students to meet or exceed challenging academic standards. Close to $\frac{3}{4}$ of parents (76%) and students (72%) rated their school an A or B, a 2-4% increase over previous surveys.
- When asked to grade their school in preparing students in several specific curricular areas, parents and students continued to rate their school highest in preparing students in the core content areas of reading, writing, mathematics, science and social studies with at least 70% of both groups giving their school an A or B in these areas. Both parents and students rated their school lowest in preparing students in foreign language with 59% of parents and 57% of students giving their school an A or B.
- Slightly more than half of parents (52%) and students (56%) continue to believe that the DoD schools are somewhat effective in preparing students for the 21st century, although the percentages believing their schools are very effective shows an increase of 2-3% over the previous survey.
- When given a list of issues and asked whether they were a major, minor or not a problem at all in their school, parents and students continue to report the lunch program and bullying as two of the top major problems, although the percentage of students citing bullying was more than twice that of parents. Students and parents remain in disagreement on the impact of crime/vandalism, fighting/violence, and the use of drugs/alcohol. While 12-16% of students believed these were major problems, less than 4% of parents felt so.
- When asked to rank the top three actions with the most potential to improve their school, students and parents continue to cite raising academic standards and reducing class size

as two of their top choices. However, students and parents disagreed on their third choice with students selecting increasing access to instructional technology and parents choosing improving teacher qualifications and competence.

- Parents and students also disagreed with each other, as well as with parents nationally, on the qualities that were most important in teachers. Students reported that friendliness/a good personality/sense of humor were most important, followed by caring about students. In contrast, DoDEA parents believed that the ability to inspire/motivate students and dedication/enthusiasm were most important. Parents nationally agreed with DoDEA parents in selecting dedication to the teaching profession and enthusiasm as a top quality, but were in total disagreement about the importance of the ability to inspire and motivate students placing it last (9th) in importance.

Assessment

- DoDEA parents differ from parents nationally in the emphasis on achievement testing. While 44% of parents nationally report there is too much emphasis on achievement testing, only 15% of DoDEA parents and 23% of students reported the same.
- DoDEA parents were in agreement with parents nationally in whether all states should be required to use the same standardized assessment, approximately 2/3 of both groups approve of this requirement.

Technology

- Over three-fourths of DoDEA students (78%) and parents (85%) continue to rate their school as very or somewhat effective in using computer technology as a tool for learning.
- Parents remain somewhat unfamiliar with their child's use of technology at school. While 90% of students reported using online resources to locate information, only 77% of parents reported that their child had done so. In fact, there is a 20% or greater difference between student and parent responses on whether the student had used technology to create multimedia products, publish assignments, and analyze data. The only area where students and parents responded comparably was in the use of technology to practice/learn subject matter, with 81% of parents and 76% of students reporting this use of technology.
- Parents were also positive in their use of online learning with slightly more than 1/2 approving of students being able to earn high school credits online without attending a regular school, a percentage higher than the 47% of parents nationally who also approved of this practice.

Student Support

- When asked about their satisfaction with the assistance available to students who need academic help, the majority of students (68%) and parents (72%) were very or somewhat satisfied, with 5% or less being very dissatisfied.

- One of the primary channels through which students receive support is through the schools' guidance counseling services. School guidance services assist students with academic and personal/social development as well as career planning. When asked if they had used their schools' guidance counselors for these services parents reported less use than students, indicating that parents may not be aware of the services being provided to students. For example, while 47% of students reported using their schools guidance counseling services for personal/social development, only 17% of parents reported the same. Similarly, 62% of students reported used the guidance counseling services for academic development, while only 38% of parents reported their child had used these services.
- Students were more positive in their ratings of their school's guidance counseling services than parents. While 69% of students were very or somewhat satisfied with the assistance they had received in academic development, only 48% of parents were equally satisfied. Likewise, 56% of students were very or somewhat satisfied with guidance services in personal/social development, compared to only 26% of parents. Of significant note are the 40% or more of parents and 20% or more of students who indicated they "Didn't know" enough to provide a rating of the guidance counseling services at their child's school, indicating that both students and parents may not be aware of all the services available.
- Parents continue to be less positive than students in their opinions of the counseling services overall at their school. While 70% of students graded their school's counseling services as A or B, only 47% of parents did so. While students' responses represent an 8% increase in positive responses, the responses from parents was consistent with previous surveys.
- Students and parents continue to express increasing dissatisfaction in the counseling services help in preparing students for life after high school (college, work, military, etc.) with 39% of parents and 44% of high school students grading their school with an A or B in this area. This represents an 11 percent decrease in parent ratings from the previous survey (50%) and a 21% decrease in the positive responses of students (65%). However, caution should be used when drawing definitive conclusions from these two comparisons; the question wording was changed slightly in the current survey which may have contributed to the decreased ratings.
- Satisfaction with specific counseling services may be impacted by the communication between the counselor and parents and students, or perceived lack thereof. When asked if their counselor had communicated with them this year (by email, phone, newsletters or letters) about the student's academic or personal/development of career planning, less than 30% of parents and 50% of students responded positively. Although direct comparisons between previous survey results should be made with caution due to changes in question wording, communication continues to be an area of concern.

Communication

- Parents and students are increasingly pleased overall with the communication by their school. Eighty percent or better of parents rated their child's school with an A or B in communicating about academic progress, behavior, general information and responding to their questions and concerns in a timely manner. Although generally positive, students were less satisfied with the communication from their schools than parents, especially in the timeliness with which the school responded to their questions and concerns with only 68% rating their school with an A or B.
- Students and parents continue to agree that email/letters from teachers is one of the top three most effective methods their school uses to communicate; however, they disagree on the remaining modes. While students rate the school web page and parent-teacher conferences as the next most effective, parents cited school newsletters and open house.

APPENDIX A

Overall Education

1. What grade would you give the public schools in the US? (Percentage responding A or B)

2006-07			2008-09			2010-11		
Students	Parents	National Parents ³	Students	Parents	National Parents ²	Students	Parents	National Parents ¹
55%	37%	21%	57%	43%	22%	57%	42%	18%

¹Data from 2010 PDK/Gallup survey; ²Data from 2008 PDK/Gallup survey; ³Data from 2006 PDK/Gallup survey

2. What is the basis for your rating of the public schools in the US?

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
My own experience(s) in the US	73%	80%	--	74%	81%	--
What I've read in the newspapers or seen in the media	34%	53%	--	33%	55%	--
Friends and/or family	69%	71%	--	68%	72%	--
Other	11%	14%	--	10%	12%	--

3. What grade would you give the DoD schools overall (Percentage responding A or B)

2008-09			2010-11		
Students	Parents	National Parents	Students	Parents	National Parents
72%	74%	--	73%	77%	--

4. What grade would you give you/your child's school? (Percentage responding A or B)

2006-07			2008-09			2010-11		
Students	Parents	National Parents ³	Students	Parents	National Parents ²	Students	Parents	National Parents ¹
69%	74%	64%	72%	75%	72%	74%	79%	77%

¹Data from 2010 PDK/Gallup survey; ²Data from 2008 PDK/Gallup survey; ³Data from 2006 PDK/Gallup survey

5. One of the DoD schools main goals is for all students to meet or exceed challenging academic standards. Grade how well your school is meeting this goal right now. (Percentage responding A or B)

2006-07			2008-09			2010-11		
Students	Parents	National Parents	Students	Parents	National Parents	Students	Parents	National Parents
--	74%	--	70%	72%	--	72%	76%	--

6. How would you grade your school in preparing students in the following areas? (Percentage responding A or B)

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
Reading	80%	79%	--	81%	82%	--
Writing	78%	73%	--	79%	76%	--
Mathematics	80%	75%	--	81%	78%	--
Science	79%	69%	--	80%	71%	--
Social Studies	79%	70%	--	80%	71%	--
Use of technology	68%	71%	--	71%	74%	--
Foreign language	58%	57%	--	57%	59%	--
Health	66%	63%	--	68%	64%	--
Physical Education	80%	69%	--	80%	72%	--

7. How effective do you think the DoD schools are in preparing students for the 21st century?

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
Very effective	30%	35%	--	32%	38%	--
Somewhat effective	57%	54%	--	56%	52%	--
Somewhat ineffective	9%	9%	--	9%	8%	--
Very ineffective	4%	3%	--	4%	2%	--

8. How satisfied are you with the assistance available to students who need academic help you/your child's school?

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
Very satisfied	31%	30%	--	36%	37%	--
Somewhat satisfied	38%	31%	--	36%	31%	--
Somewhat dissatisfied	10%	10%	--	10%	9%	--
Very dissatisfied	6%	6%	--	4%	5%	--
Don't know	14%	23%	--	14%	17%	--

9. In your school do you think each of the following is a major problem, a minor problem, or not a problem at all? (Numbers represent the percentage reporting the issue is a “Major Problem.”)

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
Crime/vandalism	16%	3%	--	12%	2%	--
Fighting/violence	19%	4%	--	15%	3%	--
Bullying	25%	12%	--	24%	10%	--
Use of drugs/alcohol	20%	5%	--	16%	4%	--
Childhood obesity	16%	10%	--	12%	8%	--
Racial and ethnic understanding	14%	5%	--	10%	3%	--
Timely communication from teachers/administrators	13%	13%	--	11%	11%	--
Financial support/funding	24%	19%	--	14%	12%	--
Low quality curriculum/standards	12%	12%	--	9%	10%	--
Overcrowded classes	14%	12%	--	13%	10%	--
Transportation	14%	8%	--	11%	6%	--
Poor/outdated buildings and grounds	18%	12%	--	16%	14%	--
Lunch program	30%	19%	--	26%	17%	--

10. Which of the following do you feel has the most potential to improve you/your child’s school? (Numbers represent percentages indicating response as “Most important”).

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
Raising academic standards	13%	18%	--	13%	17%	--
Reducing class size	13%	17%	--	16%	18%	--
Improving teacher qualifications and competence	12%	15%	--	12%	14%	--
Improve administrative qualifications and competence	3%	4%	--	4%	4%	--
Increasing access to instructional technology	11%	7%	--	14%	8%	--
Increasing academic support programs	11%	13%	--	11%	13%	--
Increasing communication between school and home	7%	10%	--	8%	9%	--

11. Suppose you could choose your/your child's teachers. Assuming they all had about the same experience and training, what personal qualities would you look for? Please check the two qualities below that are most important to you.

	2010-11		
	Students	Parents	National Parents Rank in Terms of Importance ⁴
Dedication to the teaching profession, enthusiasm	15%	39%	1
Caring about students	38%	28%	2
Intelligence	18%	5%	3
Ability to communicate, to understand, to relate	25%	33%	4
High moral character	4%	7%	5
Friendliness, good personality, sense of humor	52%	6%	6
Ability to discipline, to be firm and fair	8%	13%	7
Patience	16%	9%	8
Ability to inspire, motivate students	24%	59%	9

⁴Data from 2009/10 PDK/Gallup survey; Percentages are not available for national parents, only the ranking in terms of which qualities were selected most frequently. Due to these differences, national comparison data should be used as an overall measure of comparison only.

12. How safe do you/does your child feel in this school?

	2006-07			2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents	Students	Parents	National Parents ⁵
Very safe	--	--	--	52%	78%	--	55%	79%	--
Somewhat safe	--	--	--	38%	19%	--	35%	18%	--
Somewhat unsafe	--	--	--	7%	2%	--	7%	2%	--
Very unsafe	--	--	--	4%	1%	--	3%	1%	--

⁵National parents were asked in the 2010 PDK/Gallup survey whether they agreed that their child was safe at school; 58% provided a rating of 5, strongly agreeing with this statement while 25% provided a rating of 4.

Assessment

13. In your opinion, is there too much emphasis on achievement testing in your school, not enough emphasis on testing, or about the right amount?

	2006-07			2008-09			2010-11		
	Students	Parents	National Parents ³	Students	Parents	National Parents ²	Students	Parents	National Parents ²
Too much emphasis	--	16%	45%	22%	15%	44%	23%	15%	44%
Not enough emphasis	--	12%	17%	10%	11%	12%	9%	10%	12%
About the right amount	--	59%	37%	48%	57%	42%	46%	58%	42%
Don't know	--	13%	1%	21%	17%	2%	23%	17%	2%

²Data from 2008 PDK/Gallup survey and represent only parents with children currently enrolled in school; ³Data from 2006 PDK/Gallup survey

14. Currently, each state as well as DoDEA can select the test it wishes to use to monitor progress for students in grades three to eight. Which do you prefer in the school in your community – letting each state and DoDEA select their own test, or requiring all to use a single standardized test?

	2010-11		
	Students	Parents	National Parents ⁴
Letting each state use its own test	38%	20%	33%
Require all 50 states to use the same test	34%	67%	66%
Don't know	27%	13%	1%

⁴ Data from 2009 PDK/Gallup survey

Technology

15. There are increasing opportunities for students to earn high school credits online over the internet without attending a regular school. Generally speaking, do you approve or disapprove of this practice?

	2010-11		
	Students	Parents	National Parents ⁴
Approve	59%	51%	47%
Disapprove	18%	37%	53%
Don't know	23%	12%	--%

⁴ Data from 2009 PDK/Gallup survey

17. How effective is your school in using computer technology as a tool for learning?

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
Very effective	38%	39%	--	39%	42%	--
Somewhat effective	38%	44%	--	39%	43%	--
Somewhat ineffective	9%	7%	--	9%	6%	--
Very ineffective	6%	3%	--	5%	2%	--
Don't know	8%	8%	--	8%	7%	--

18. How have you/your child used technology as a tool for learning at this school? (Numbers represent the percentage of respondents answering positively).

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
Used online resources to locate information	91%	77%	--	90%	77%	--
Created multimedia products	70%	52%	--	70%	50%	--
Published assignments	73%	56%	--	75%	54%	--
Analyzed data	63%	39%	--	62%	38%	--
Practiced/learned subject matter content	75%	76%	--	76%	81%	--

Student Support

19. Have you/Has your child used the following counseling services at your school? (Numbers represent the percentage responding positively).

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
Academic development	--	--	--	62%	38%	--
Personal/social development	--	--	--	47%	17%	--
Career planning	--	--	--	54%	34%	--
I/my child the counseling services but am unsure why or do not wish to say	--	--	--	34%	13%	--
Other	--	--	--	6%	4%	--

Note. Question changed significantly; therefore current results are not comparable to previous year's results.

20. How satisfied are you with the following guidance services at (your/your child's) school?

	2008-09				2010-11			
	Students		Parents		Students		Parents	
	Very or somewhat satisfied	Don't know	Very or somewhat satisfied	Don't know	Very or somewhat satisfied	Don't know	Very or somewhat satisfied	Don't know
Academic development	--	--	--	--	69%	21%	48%	42%
Personal/social development	--	--	--	--	56%	27%	26%	64%
Career planning	--	--	--	--	60%	25%	45%	45%

Note. Question changed significantly; therefore current results are not comparable to previous year's results.

21. This school year, has your/your child's guidance counselor communicated with you by email, phone, newsletters, regarding your/your child's progress? (Numbers represent the percentage responding positively).

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
Academic development	39%	51%	--	47%	29%	--
Personal/social development	32%	35%	--	37%	13%	--
Career planning	33%	28%	--	41%	26%	--
Other	5%	5%	--			

Note. Question changed slightly in 2010; therefore caution should be used when comparing current results with those from the previous survey.

22. Overall, what grade would you give the counseling services at your school? (Percentage responding A or B).

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
		62%	46%	--	70%	47%

23. Please grade how well your/your child's guidance counseling program has helped (you/your child) prepare for life after high school (college, work, military, etc.). (Percentage responding A or B)

	2006-07			2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents	Students	Parents	National Parents
	58%	58%	--	65%	50%	--	44%	39%	--

Note: Question was changed slightly in 2010-11; Previous question read: Please grade your/your child's high school counseling services concerning students' future plans (college, work, military, etc.).

28. When you transferred FROM a DoDEA to a public school, what were your three main concerns? (Numbers represent total percentage of respondents selecting each response).

	2010-11		
	Students	Parents	National Parents
Transfer of grades	50%	38%	--
Graduation requirements (grades 7-12 only)	40%	39%	--
School's awareness of military child issues (to include deployment support, frequent transitions, etc.)	39%	51%	--
Similarity of education quality and standards	40%	76%	--
Availability of specialized programs (e.g. services for students with disabilities, gifted education, etc.)	20%	29%	--
Availability of extracurricular activities (e.g. band, chorus, sports, etc.)	30%	27%	--
Other	7%	9%	--
No concerns	27%	9%	--

28. When you transferred to a DoDEA school from a public school, what were your three main concerns? (Numbers represent total percentage of respondents selecting each response).

	2010-11		
	Students	Parents	National Parents
Transfer of grades	46%	31%	--
Graduation requirements (grades 7-12 only)	44%	40%	--
School's awareness of military child issues (to include deployment support, frequent transitions, etc.)	26%	22%	--
Similarity of education quality and standards	45%	76%	--
Availability of specialized programs (e.g. services for students with disabilities, gifted education, etc.)	20%	39%	--
Availability of extracurricular activities (e.g. band, chorus, sports, etc.)	37%	46%	--
Other	8%	8%	--
No concerns	28%	12%	--

30. When choosing to live on or off an installation that has DoDEA schools, how important is the quality of the schools surrounding an installation in deciding where you will live?

	2010-11		
	Students	Parents	National Parents
Very important	--	87%	--
Somewhat important	--	7%	--
Important	--	4%	--
Not very important	--	1%	--
Not at all important	--	2%	--
Does not apply, I've never had the choice of whether to live on or off an installation	--	0%	--

31. Students within DoD schools transfer quite regularly. Grade how effectively your/your child's school welcomes new students into the school. (Percentage responding A and B)

	2006-07			2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents	Students	Parents	National Parents
	71%	79%	--	73%	74%	--	75%	78%	--

Communication

32. How effective is your/your child's school in using each of the following to communicate with you?

	2008-09				2010-11			
	Students		Parents		Students		Parents	
	Extremely/ Very Effective	Not Available	Extremely/ Very Effective	Not Available	Extremely/ Very Effective	Not Available	Extremely/ Very Effective	Not Available
School newsletters	36%	17%	68%	4%	43%	12%	74%	3%
School open house	40%	8%	55%	4%	49%	6%	63%	3%
School web page	51%	6%	46%	6%	58%	4%	53%	4%
Email/letters from teachers	53%	8%	67%	6%	60%	5%	74%	2%
Email/letters from principals	41%	15%	49%	16%	47%	10%	59%	9%
Telephone calls	40%	14%	50%	10%	42%	10%	52%	9%
Parent-teacher conferences	56%	6%	73%	2%	60%	5%	54%	2%
Parent handbook	31%	23%	45%	10%	37%	15%	51%	8%

34. Grade your school on the following. (Numbers represent the percentage responding A or B).

	2008-09			2010-11		
	Students	Parents	National Parents	Students	Parents	National Parents
Communicating academic progress	72%	81%	--	76%	85%	--
Communicating information about behavior	70%	77%	--	75%	81%	--
Keeping me informed about school events and activities	70%	78%	--	74%	83%	--
Responding to my questions and concerns in a timely manner.	61%	78%	--	64%	81%	--