



PARENT SURVEY RESULTS 2008-2009

ALLAN ELEMENTARY SCHOOL

Survey Report

Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with higher student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide campuses with feedback about how parents feel about their treatment by school staff, the school's educational environment, and their own involvement in the school. The following report contains the results of the 2008-2009 AISD Parent Survey for Allan, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD Elementary schools. Table 1 provides a summary of respondents for Allan. Parents who respond to this survey tend to be representative of the AISD student population in terms of ethnicity and grade level; data for the parents who responded for Allan can be found in Tables 2 and 3.

Table 1. Total Respondents for Allan Elementary, 2008-2009

	Allan	All EL
Number of surveys returned	108	13,886
Number of students	397	46,987
% of students represented	27%	30%

Table 2. Respondents' Child's Ethnicity Compared to Allan Population

	Allan Survey Respondents	Allan Population
African American	7%	8%
Asian	0%	0%
Hispanic	92%	92%
Native American	1%	0%
White	0%	1%

Note. Some parents chose not to report their child's ethnicity; thus, percentages may not sum to 100%. Student population data are based on January enrollment, and may differ from the official AEIS report.

Table 4. Subscale Averages for Allan

	Allan 2008-2009	All EL 2008-2009
Respectful School Community	3.47	3.48
Support for Parent Involvement	3.38	3.42
Academic Planning Information	3.34	3.28
Student-Focused Parent Achievement Press	3.77	3.71
School-Focused Parent Achievement Press	2.56	2.49
Communication about Student Progress and Expectations	3.48	3.48

Respectful School Community.

Support for Parent Involvement. This scale consists of 15 items that measure the extent to

Adequacy of Communication about Student Progress and Expectations. This scale consists of 7 items that measure the adequacy of communication with parents about staff expectations for their child and their child's academic progress. The individual item and subscale averages are

Parent Achievement Press. This subscale consists of 5 items that describe the extent to which parents exert pressure for high standards by enga

Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Allan 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	44%	54%
22b. Regularly scheduled parent-teacher conferences.	68%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	13%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	29%	28%
22e. Sports or performance events.	32%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	19%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	31%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	20%	19%

Finally, parents were asked about their familiarity with sources for state and federal accountability ratings. Table 12 summarizes these ratings.

Table 12. Familiarity with Rating Sources

	Allan 2007-2008	Allan 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.31	3.35	3.31