

	131 905
	19 914

Note: The ratio of parent respondents to students is listed above as a percentage for ease of interpretation;

	52.6%	32.4%
	31.6%	30.7%
	15.8%	36.9%
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A

Note: Student population data are based on Fall PEIMS data submitted by the district to TEA, and may differ from the official AEIS report.

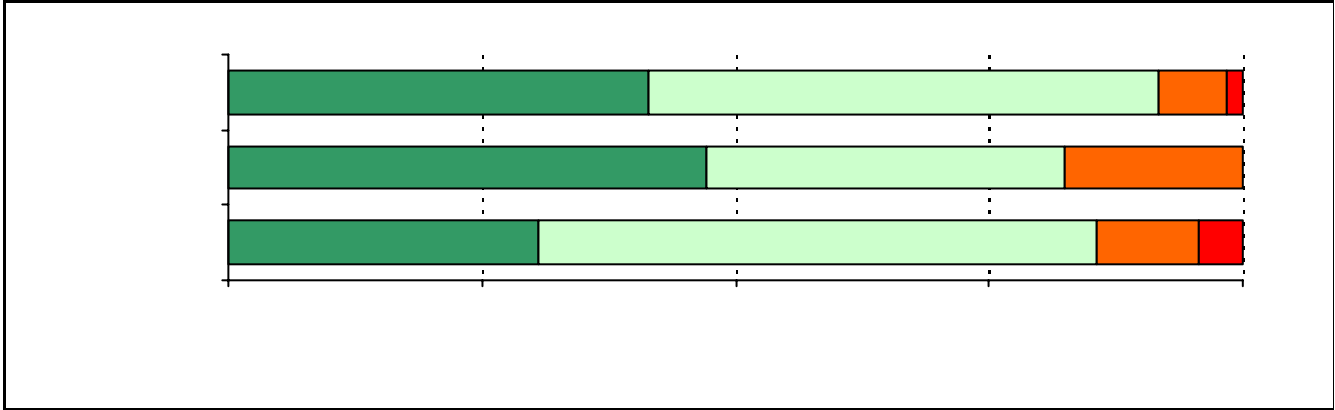
Each survey item is presented below, followed by a bar graph containing your school’s results for two years and this year’s results for all campuses at your level. You will be able to identify areas in which your school’s results have changed over time, and you will be able to compare the responses of your school’s parents to those of parents at your level district-wide.

Please examine your results to determine areas of strength and opportunities for improvement. Areas of strength can be identified by large percentages of parents who “Strongly Agree” or “Agree” with a statement. Opportunities for improvement can be identified by large percentages of parents who “Disagree” or “Strongly Disagree” with a statement. In addition, please look for patterns in which one staff category consistently receives more positive or negative responses than other staff categories. This will help you to identify opportunities for praise and areas in which training may be necessary. District responses for all schools at your level are also provided for comparison with 2005-2006 responses from your school. If your campus percentages are very different from the percentages reported by parents district-wide, please consider potential reasons for discrepancies.

With the longitudinal data that are provided, where available, look at the responses from year to year to determine whether there are any areas in which percentages have changed by more than a few percentage points. Think about any changes in campus policies and practices that may have resulted in these positive or negative changes. Also, think about ways your campus staff can continue to support the positive changes and how your staff might address any undesirable changes that may have occurred. Because parental perceptions of treatment by school personnel are based on interactions with a variety of school staff, representatives from all areas should be included in discussions regarding school planning and improvement processes.

A rectangular box with a solid black border, containing four horizontal dotted lines. The lines are evenly spaced and extend across most of the width of the box, leaving small gaps at the left and right edges. This layout is typical for a writing template or a form designed for text entry.









**Required**







Number of Bedichek Middle School Parent Responses, by Response Option

	7	6	0	1	2
	7	6	1	1	1
	9	3	0	0	4
	7	9	0	1	0
	9	7	1	0	1
	8	4	1	0	3
	7	5	1	0	3
	9	2	2	0	3
	9	6	2	0	0
	10	6	1	1	0
	8	4	0	2	2
	6	6	0	2	2
	7	6	0	2	1
	5	7	0	2	2
	12	4	0	2	1
	6	6	0	0	5
	5	6	0	0	5
	5	6	0	0	5
	5	7	0	0	5
	7	6	0	1	3
	6	5	1	0	4
	9	4	0	0	4
	8	6	0	1	2
	7	8	0	0	1
	8	8	1	1	0
	7	5	0	1	3
	8	6	3	0	1
	9	4	0	2	2

Number of Bedichek Middle School Parent Responses, by Response Option  
(Continued)

	9	4	1	0	2
	11	6	0	0	0
	11	5	1	0	0
	10	7	0	0	0
	10	5	1	0	1
	11	6	0	0	0
	9	4	2	0	2
	8	4	1	0	2
	9	3	1	1	1
	8	2	2	0	5
	7	2	2	0	6
	8	1	2	0	5
	6	4	2	2	2
	8	5	2	0	2
	7	4	2	0	4
	11	5	1	0	0
	6	6	1	2	1
	5	6	2	0	2
	8	5	1	1	0
	9	5	1	0	1
	<p><i>Item 14 did not use the "Strongly Agree" to "Strongly Disagree" scale. Numbers below reflect</i></p>				