

Table 3. Respondents' Child's Grade Level Compared to Campbell Population

	Campbell Survey Respondents	Campbell Population
Early Childhood	0%	0%
Pre-Kindergarten	10%	14%
Kindergarten	17%	15%
1 st	10%	12%
2 nd	16%	15%
3 rd	15%	17%
4 th	22%	16%
5 th	10%	11%
6 th	0%	0%

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

RESULTS FOR CAMPBELL

Survey results for Campbell for the past 3 years are summarized here, along with 2008-2009 results for all AISD elementary schools. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows (↑ ↓).¹⁶

The survey questions were grouped by topic into seven subscales. Table 4 on the following page provides an overview of the results by subscale, and subsequent tabl

Table 4. Subscale Averages for Campbell

	Campbell 2008-2009	All EL 2008-2009
Respectful School Community	3.49	3.48
Support for Parent Involvement	3.40	3.42
Academic Planning Information	3.34	3.28
Student-Focused Parent Achievement Press	3.74	3.71
School-Focused Parent Achievement Press	2.65	2.49
Communication about Student Progress and Expectations	3.52	3.48

Respectful School Community.

Support for Parent Involvement. This scale consists of 15 items that measure the extent to which parents perceive that campus staff value their input and provide opportunities for two-way communication. The individual item and subscale averages are provided in Table 6.

Table 6. Results for Support for Parent Involvement

Item	Campbell 2006-2007	Campbell 2007-2008	Campbell 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.55	3.39 ^a	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.68	3.48 ^a	3.46

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 engaging in conversations about academic priorities both their child and the school staff. The individual item and subscale averages are provided in Table 9.

Table 9. Parent Achievement Press

<i>"I talk with my child about..."</i>	Campbell
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Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Campbell 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	61%	54%
22b. Regularly scheduled parent-teacher conferences.	71%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	12%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	26%	28%
22e. Sports or performance events.	37%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	23%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	49%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	14%	19%