



2013 2014 AISD Parent Survey Clayton Elementary School

Strong relationships among staff, students, and parents are critical to student success. These survey results provide campuses with feedback on how parents feel about their treatment by school staff, the school's educational environment, and various school based opportunities parents would like for their children. The following report contains the results of the 2013 2014 Parent Survey for Austin Independent School District (AISD) for Clayton Elementary School. The district report can be found at: www.austinisd.org/dre.

Demographic Information

Table 1. Number of respondents for Clayton Elementary School, 2013 2014

	Clayton Elementary School	All Elementary Schools
# of surveys returned	291	13,920
# of students	923	47,787
% of students represented	32	29

Table 3. Distribution of respondents relative to Clayton's population, 2013 2014

Grade	% of respondents

Table 2. Distribution of respondents and students by ethnicity and race, 2013 2014

Race

American Indian/
Alaskan Native

Asian

Black/African
American

Native Hawaiian/
Other Pacific
Islander

White

Note. Students' grade and ethnicity were self reported. Ethnicity and race designations allows respondents to first select his/her ethnicity (Hispanic/Latino or non Hispanic/Latino) and one or more of five race values. Percentages may not equal 100%. Population data reflect enrollment as of the October 2013

Item Results

School Staff	% Agree/Strongly agree Clayton 2013 2014	% Agree/Strongly agree All Elementary Schools 2013 2014
The principal...		
treats me with courtesy and respect.	99	98
treats my child with courtesy and respect.	100	99
provides me with opportunities for two way communication (phone calls, meetings, emails, etc.).	97	97
is leading the school in the right direction academically.	98	98
The assistant principal...		
treats me with courtesy and respect.	98	98
treats my child with courtesy and respect.	98	98
provides me with opportunities for two way communication (phone calls, meetings, emails, etc.).	96	97
The teachers...		
treat me with courtesy and respect.	100	99
treat my child with courtesy and respect.	99	99
have helped me to become more involved in my child's education.	97	98
value my input in academic decisions about my child.	99	98
provide me with opportunities for two way communication (phone calls, meetings, emails, etc.).	99	98
have my child's best interest in mind when it comes to academic achievement.	99	98
provide my child with a high quality learning environment.	99	98

School Staff, cont.	% Agree/Strongly agree Clayton 2013 2014		% Agree/Strongly agree All Elementary Schools 2013 2014	
The counselors...				
treat me with courtesy and respect.	99		98	
treat my child with courtesy and respect.	99		99	
have helped me support my child's education.	99		97	
value my input in academic decisions about my child.	98		97	
provide me with opportunities for two way communication (phone calls, meetings, emails, etc.).	97		97	
The school staff (for example, secretary, bookkeeper, etc.)...				
treat me with courtesy and respect	99		97	
treat my child with courtesy and respect.	100		98	

Information provided by school staff	% Agree/Strongly agree Clayton 2013 2014		% Agree/Strongly agree All Elementary Schools 2013 2014	
School staff provide me with enough information about the following:				
School expectations about student learning	98		98	
School expectations about student behavior	99		98	
Positive feedback about my child	97		97	
My child's academic performance	98		98	
My child's behavior	98		98	
My child's attendance	99		98	
My child's preparedness for state academic tests	93		97	
My child's high school graduation requirements	93		95	

100

98

99

98

98

93

95

88

Superintendent

The Superintendent does a good job asking
for input from parents.

The Superintendent does a good job
communicating with parents.

The Superintendent does a good job
managing the district's budget and