



2005-2006 AISD Parent Survey Results

Covington Middle School

The following report contains the results of the 2005-2006 AISD Parent Survey for your campus and all AISD schools at your level. The first section of this report provides a comparison of the campus demographics and the demographics reported by parents who responded to the survey from your campus. The next section describes the percentages of parents selecting specific responses for each survey item, and the final section indicates the actual number of parents who selected each response option. Campus survey results should be examined for areas of strength and opportunities for improvement. Results for all AISD schools at your level and results for your campus from 2004-2005 are presented to provide a reference for comparison. Please note that due to differences in response rates by campus, ranging from 0.3% to 43.2%, district level results are more influenced by some campuses than others.

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	136	12,137	2,007	2,700
	883	43,566	15,705	19,976
<i>Ratio of Parent Respondents to Students, 2004-2005</i>	15.4%	27.8%	12.8%	13.5%
	36	10,900	1,801	2,085
	855	44,827	15,624	20,081
<i>Ratio of Parent Respondents to Students, 2005-2006</i>	4.2%	24.3%	11.5%	10.4%

Note: The ratio of parent respondents to students is listed above as a percentage for ease of interpretation; however, it is the number of parents who responded per 100 students enrolled.

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	8.6%
	9.5%
	5.7%
	2.6%
	60.0%
	46.2%
	0.0%
	0.2%
	25.7%
	41.5%

	40.0%	30.9%
	22.9%	33.9%
	37.1%	35.2%
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A

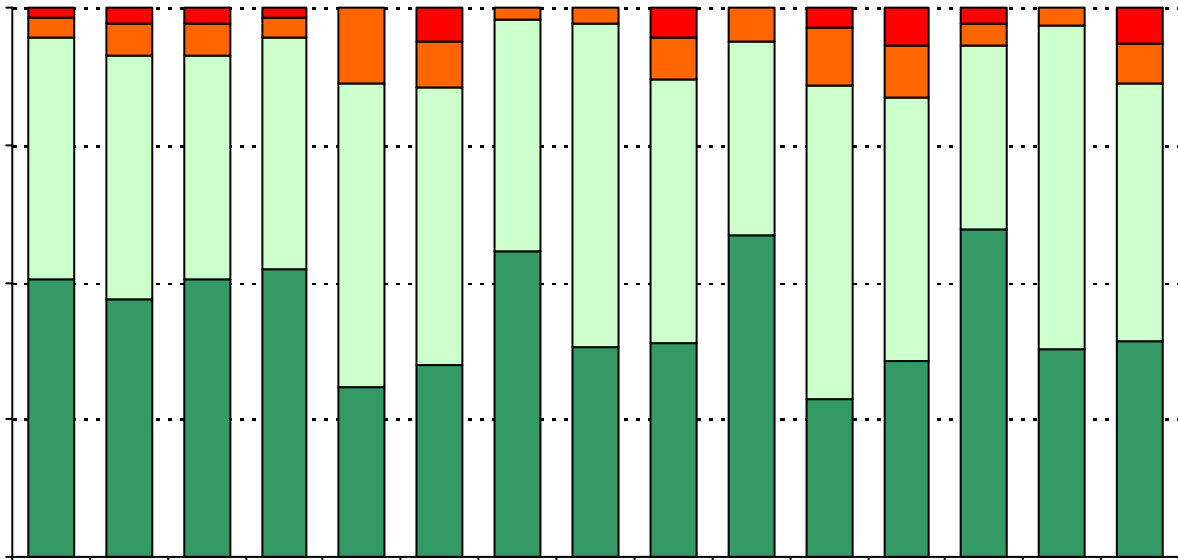
Note: Student population data are based on Fall PEIMS data submitted by the district to TEA, and may differ from the official AEIS report.

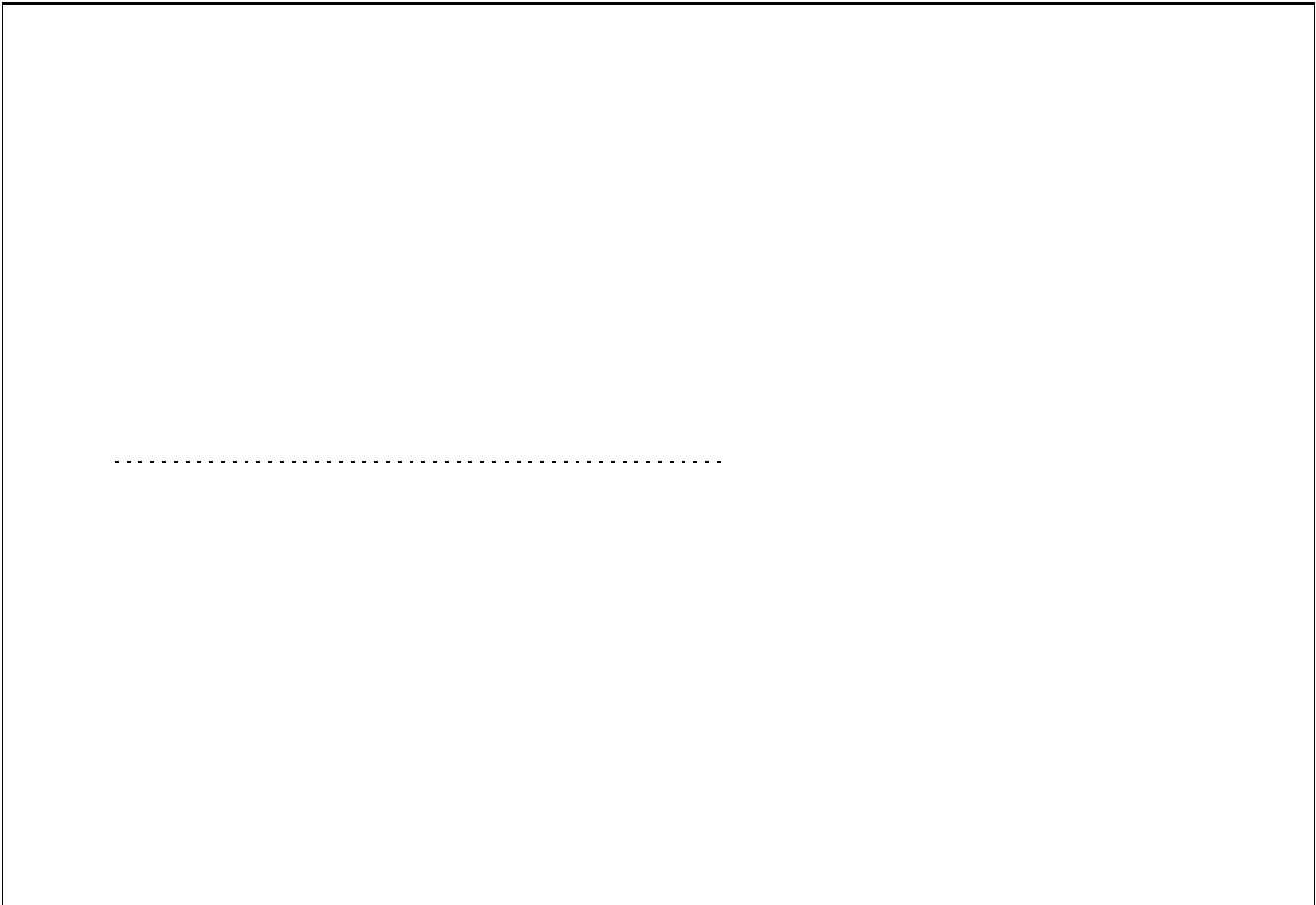
Each survey item is presented below, followed by a bar graph containing your school’s results for two years and this year’s results for all campuses at your level. You will be able to identify areas in which your school’s results have changed over time, and you will be able to compare the responses of 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 r all schools at your level are also provided for comparison with 2005-2006 responses from your school. If your campus percentages are very district-wide, please consider potential reasons for discrepancies.

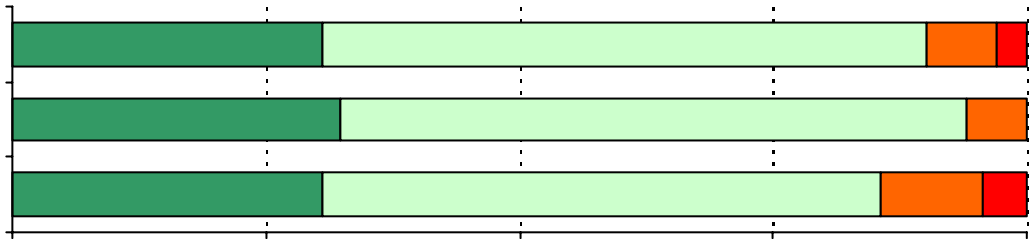
With the longitudinal data that are provided, where available, look at the responses from year to few percentage points. Think about any changes in campus policies and practices that may have resulted in these positive or negative changes. Also, think about ways your campus staff can continue to support the positive changes and how your staff might address any undesirable changes options 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.

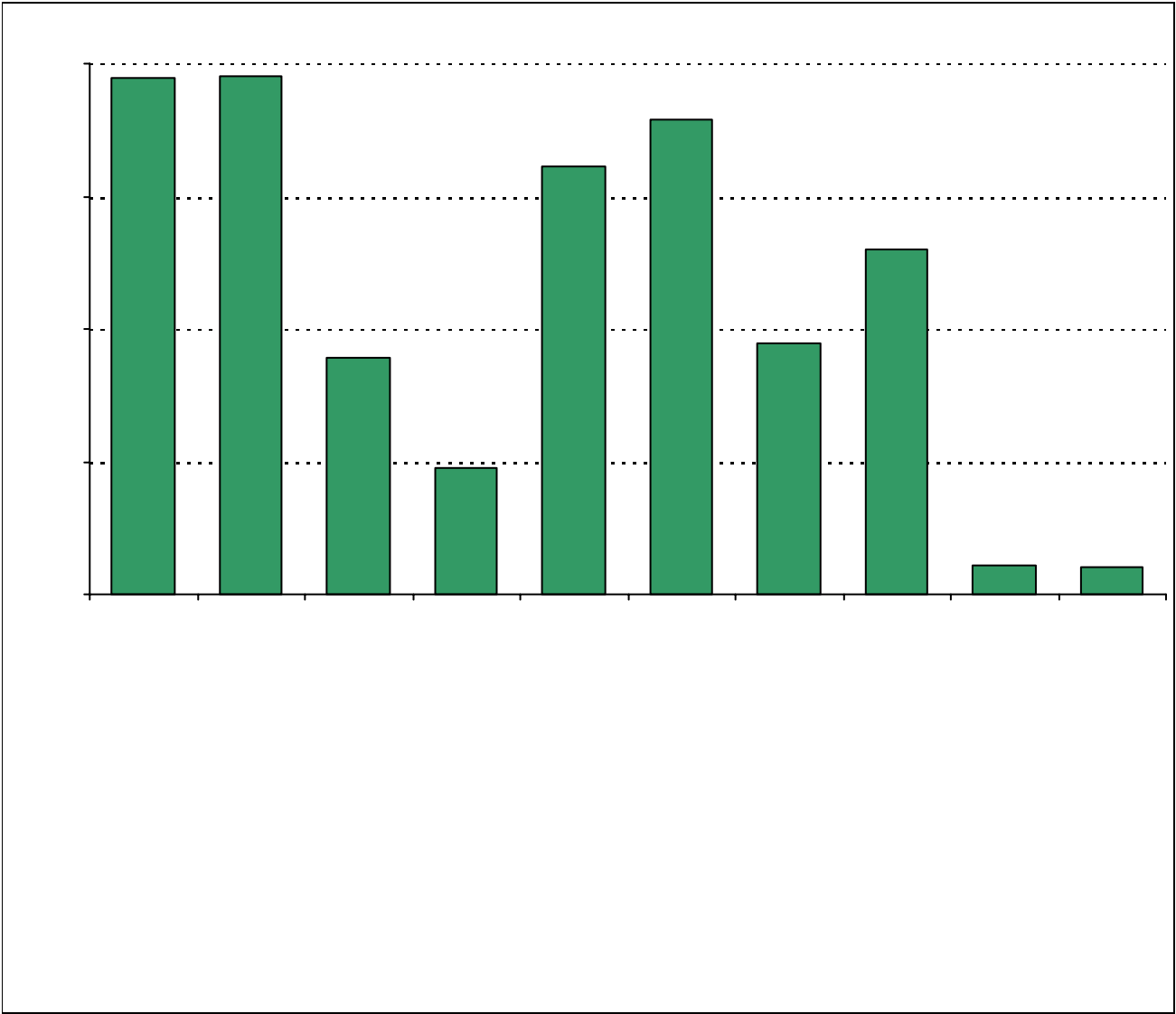
5. The following school staff provide me with opportunities for two-way communication.





9. My child's school is a safe learning environment.





Number of Covington Middle School Parent Responses, by Response Option

	17	14	0	0	5
	14	14	2	0	5
	20	15	0	0	1
	14	18	2	1	1
	18	15	1	1	1
	11	17	1	0	6
	8	16	3	1	6
	13	20	1	0	2
	9	16	4	0	5
	16	15	2	1	1
	12	15	4	0	4
	10	14	6	1	4
	13	16	4	0	3
	7	13	6	1	8
	19	14	2	1	0
	10	14	3	0	9
	8	15	5	1	6
	12	16	3	0	5
	6	13	4	1	11
	15	15	3	1	1
	12	16	0	0	7
	10	17	2	0	5
	15	17	0	0	3
	11	20	0	0	3
	18	13	0	2	2
	13	15	0	0	7
	11	21	2	0	1
	13	19	1	1	1

