



2011 2012 AISD Parent Survey Crockett High School

Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with a high level of student achievement (for a meta analysis see Fan & Chen, 2001). 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 2011 2012 Parent Survey for Austin Independent School District (AISD) for Crockett High School. The district report can be found at: [http://www.austinisd.org/dre/district campus surveys#parent](http://www.austinisd.org/dre/district%20campus%20surveys#parent).

Demographic Information

Table 1. Number of respondents for Crockett, 2011 2012

	Crockett	All High Schools
# of surveys returned	239	3,077
# of students	1,547	20,034
% of students represented	15%	15%

Table 2. Distribution of respondents relative to Crockett's population, 2011 2012

Grade	% of respondents	% school population
9th	29	28
10th	25	27
11th	23	22
12th	23	23

Table 3. Distribution of respondents and students by ethnicity and race, 2011 2012

	% of respondents	% school population
Hispanic/Latino	77	69
American Indian/ Alaskan Native	0	1
Asian	3	2
Black/African American	4	8
Native Hawaiian/ Other Pacific Islander	0	1
White	15	18

New Federal Standards for Collecting and Reporting Ethnicity and Race

Starting in 2010 2011, districts were required to report race and ethnicity using revised standards. The new standards require a person to first select his/her ethnicity (Hispanic/Latino or non Hispanic/Latino) and one or more of five race values. Since more than one race value may be chosen, percentages might not add to 100.

Students' grade and ethnicity were self reported. Population data reflect enrollment as of the October 2011 PEIMS snapshot date.

Superintendent and Central Office Staff

The Superintendent does a good job...

- asking for input from parents.
- communicating with parents.
- managing the district's finance/budget and staffing needs.

The Superintendent has made a positive impact on students' academic progress.

Staff at the district's main offices...

- are responsive to my needs.
- treat me with courtesy and respect.

I am satisfied with the...

- quality of my child's teacher(s).
- condition of my child's school building.
- technology available at my child's school.
- learning materials (e.g., textbooks, classroom supplies, lab

Customer Service	Percent Agree Crockett 2011 2012	Percent Agree All High Schools 2011 2012
My child's teacher(s)...		
has helped me support my child's education.	100	82
values my input in academic decisions about my child.	100	66
provides me with opportunities for two way communication.	100	88
provides the extra effort to ensure that my child is successful.	100	8888
is enthusiastic about teaching.	100	
School staff use the suggestions I make about my child's education.	63	
School staff provide me with enough information about...		
the process for handling complaints and concerns.	63	
my child's preparedness for state assessments.	88	
high school graduation requirements.	88	
career opportunities for my child.	75	
college admission requirements and financing options.	75	
transitions to and from elementary, middle, and high school.	88	
opportunities to volunteer.	50	
when PTA meetings/events occur.	50	
school events.	63	
what occurred at school committee meetings.	63	
The following school staff treat me with courtesy and respect		
principal	69	
assistant principals	65	
teachers	82	
school office staff	77	
counselors	84	

