

Table 3. Respondents’ Child’s Grade Level Compared to Dobie Population

	Dobie Survey Respondents	Dobie Population
6th	45%	35%
7th	33%	34%
8th	22%	31%

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 DOBIE

Survey results for Dobie for the past 3 y

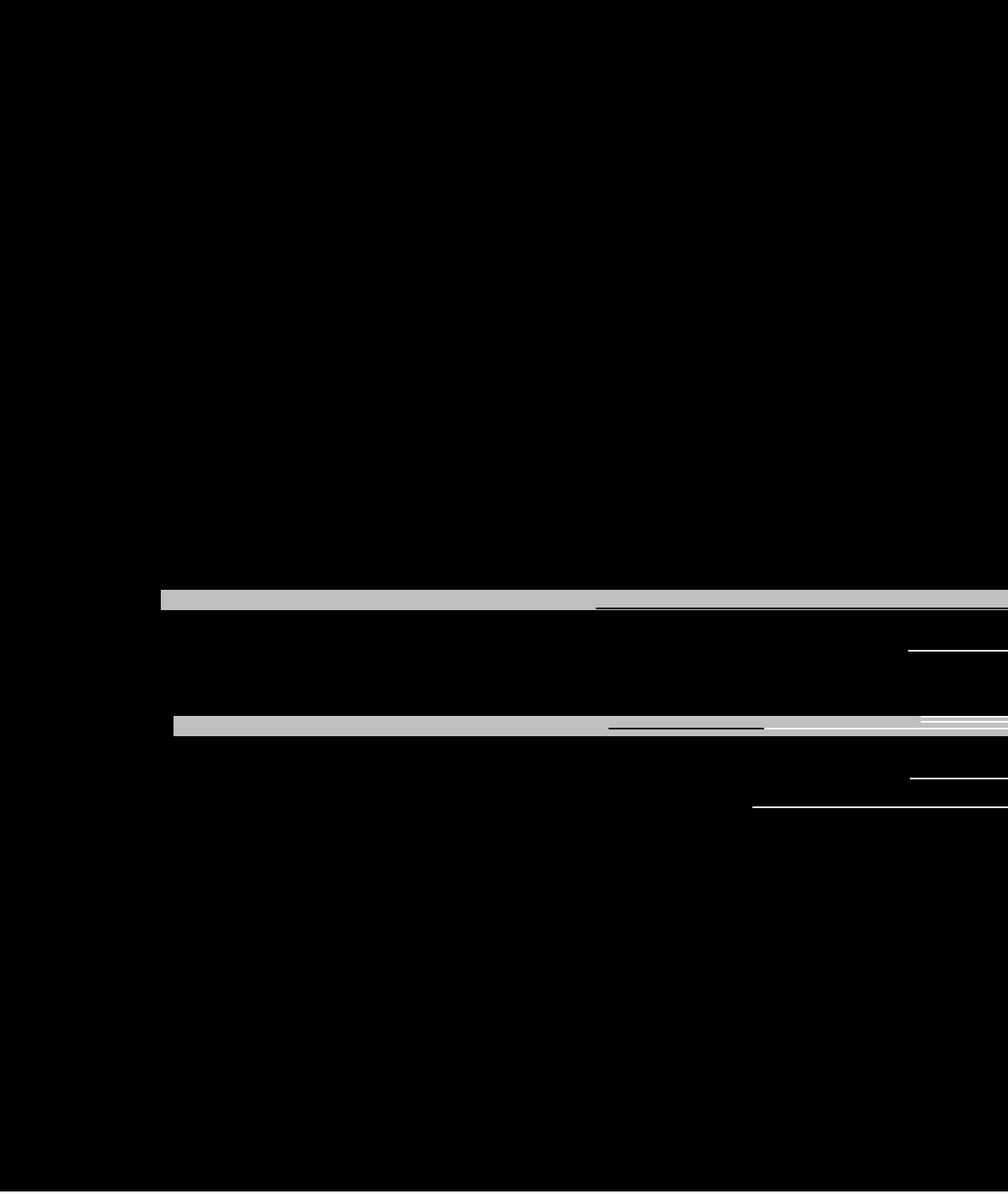
Respectful School Community. This scale consists of 12 items that measure the extent to which parents perceive that staff provide a welcoming, respectful environment for students and their families. The individual item and subscale averages are provided in Table 5.

Table 5. Results for Respectful School Community

Item	Dobie 2006-2007	Dobie 2007-2008	Dobie 2008-2009	All MS 2008-2009
4. School staff provide me with information in my home language.	3.34	3.33	3.35	3.43
5. School staff provide me with positive feedback about my child.	3.27	3.32	3.38	3.28
6. School staff treat my child with courtesy and respect.	**	3.41	3.34	3.32
7. I feel welcome in my child's classroom.	**	3.38	3.34	3.22
14. My child's school is a safe learning environment.	3.10	3.34	3.38	3.27
15a. The school principal treats me with courtesy and respect.	3.39	3.50	3.53	3.35
16a. The school assistant principal(s) treat me with courtesy and respect.	3.44	3.44	3.47	3.34
17a. My child's teacher(s) treat me with courtesy and respect.	3.47	3.31	3.36	3.42
18a. My child's counselor(s) treat me with courtesy and respect.	3.37	3.29	3.31	3.38
19a. Office staff treat me with courtesy and respect.	3.42	3.30	3.36	

Table 6. Results for Support for Parent Involvement

Item	Dobie 2006-2007	Dobie 2007-2008	Dobie 2008-2009	All MS 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.25	3.21	3.16
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.35	3.34	3.22
15b. The principal has helped me to become more involved in my child's education.	3.16	3.36	3.46	3.15
15c. The principal values my input in academic decisions about my child.	3.24	3.39	3.52	3.22
15d. The principal provides me with opportunities for 2-way communication.	3.17	3.37	3.45	3.26
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	3.21	3.35	3.41	3.21
16c. Assistant Principal(s) value my input in academic decisions about my child.	3.22	3.42	3.46	3.26
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	3.23	3.39	3.40	3.26
17b. Teacher(s) have helped me to become more involved in my child's education.	3.32	3.23	3.31	3.30
17c. Teacher(s) value my input in academic decisions about my child.	3.28	3.17	3.27	3.32
17d. Teacher(s) provide me with opportunities for 2-way communication.	3.27	3.14	3.30	3.37
18b. Counselor(s) have helped me to become more involved in my child's education.	3.20	3.17	3.20	3.26
18c. Counselor(s) value my input in academic decisions about my child.	3.19	3.13	3.20	3.31
18d. Counselor(s) provide me with opportunities for 2-way communication.	3.19	3.09	3.23	3.30
19b. Office staff provide me with opportunities for 2-way communication.	3.33	2.97	3.27	3.31
21g. School staff provide me with enough information about the parent involvement policy.	3.05	3.44	3.38	3.17
Support for Parent Involvement Average	**	3.28	3.32	3.23



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>	Dobie 2008-2009	All MS 2008-2009
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Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Dobie 2008-2009	All MS 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	80%	61%
22b. Regularly scheduled parent-teacher conferences.	55%	51%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	34%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	37%	27%
22e. Sports or performance events.	34%	45%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	33%	32%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	63%	40%