

AISD

Survey Report

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

	Galindo Survey Respondents	Galindo Population
Early Childhood	1%	1%
Pre-Kindergarten	13%	14%
Kindergarten	14%	14%
1st	18%	16%
2nd	10%	13%
3rd	20%	15%
4th	13%	17%
5th	10%	10%
6th	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 G

Table 4. Subscale Averages for Galindo

	Galindo 2008-2009	All EL 2008-2009
Respectful School Community	3.50	3.48
Support for Parent Involvement	3.46	3.42
Academic Planning Information	3.33	3.28
Student-Focused Parent Achievement Press	3.70	3.71
School-Focused Parent Achievement Press	2.37	2.49
Communication about Student Progress and Expectations	3.49	3.48

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	Galindo 2006-2007	Galindo 2007-2008	Galindo 2008-2009	All EL 2008-2009
4. School staff provide me with				

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	Galindo 2006-2007	Galindo 2007-2008	Galindo 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.27	3.47 ^a	3.40

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 provided in Table 7.

Table 7. Adequacy of Communication about Student Progress and Expectations

<i>"My child's school staff clearly communicate their expectations for..."</i>	Galindo 2006-2007	Galindo 2007-2008	Galindo 2008-2009	All EL 2008-2009
10. My child's learning	**	3.46	3.54	3.49
11. My child's behavior	**	**	3.53	3.52
<i>"School staff provide me with enough information about my child's..."</i>				
20a. Academic progress	3.62	3.46	3.54	3.53
20b. Preparedness for TAKS	3.55	3.39	3.50	3.45
20c. Risk of failing a grade	3.55	3.38	3.44	3.41
20d. Availability of tutoring	**	**	3.48	3.40
21a. Behavior	3.63	3.50	3.50	3.53
Progress and Expectations Average	**	**	3.49	3.49

Adequacy of Academic Planning Information.

Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Galindo 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	50%	54%
22b. Regularly scheduled parent-teacher conferences.	69%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	14%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	25%	28%
22e. Sports or performance events.	26%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	23%	30%