



PARENT SURVEY RESULTS 2008-2009

HARRIS ELEMENTARY SCHOOL

Survey Report

Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with higher student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide campuses with feedback about how parents feel about their treatment by school staff, the school's educational environment, and their own involvement in the school. The following report contains the results of the 2008-2009 AISD Parent Survey for Harris, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD Elementary schools. Table 1 provides a summary of respondents for Harris. Parents who respond to this survey tend to be representative of the AISD student population in terms of ethnicity and grade level; data for the parents who responded for Harris can be found in Tables 2 and 3.

Table 1. Total Respondents for Harris Elementary, 2008-2009

	Harris	All EL
Number of surveys returned	568	13,886
Number of students	744	46,987
% of students represented	76%	30%

Table 2. Respondents' Child's Ethnicity Compared to Harris Population

	Harris Survey Respondents	Harris Population
African American	12%	13%
Asian	0%	1%
Hispanic	85%	84%
Native American	1%	0%
White	2%	2%

Note. Some parents chose not to report their child's ethnicity; thus, percentages may not sum to 100%. Student population data are based on January enrollment, and may differ from the official AEIS report.

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

	Harris Survey Respondents	Harris Population
Early Childhood	0%	1%
Pre-Kindergarten	20%	17%
Kindergarten	18%	17%
1 st	18%	15%
2 nd		

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>	Harris 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	3.77	3.85
27. What he/she is learning in school.	3.79	3.85
28. Future college and career plans.	3.50	3.43
Student-Focused Achievement Press Average	3.68	3.71

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

Activity	Harris 2008-2009	2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	43%	54%
22b. Regularly scheduled parent-teacher conferences.	71%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	11%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	18%	28%
22e. Sports or performance events.	21%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	16%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	36%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	24%	19%

Finally, parents were asked about their familiarity with sources for state and federal accountability ratings. Table 12 summarizes these ratings.

Table 12. Familiarity with Rating Sources

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