



PARENT SURVEY RESULTS 2008-2009

LAMAR MIDDLE 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 Lamar, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD middle schools. Table 1 provides a summary of respondents for Lamar. 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 Lamar can be found in Tables 2 and 3.

Table 1. Total Respondents for Lamar Middle School, 2008-2009

	Lamar	All MS
Number of surveys returned	96	2,204
Number of students	757	15,541
% of students represented	13%	14%

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

	Lamar Survey Respondents	Lamar Population
African American	21%	14%
Asian	4%	4%
Hispanic	26%	44%
Native American	1%	1%
White	48%	38%

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 Lamar Population

	Lamar Survey Respondents	Lamar Population
6 th	55%	33%
7 th	34%	33%
8 th	11%	34%

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 LAMAR

Survey results for Lamar for the past 3 years are summarized here, along with 2008-2009 results for all AISD middle schools. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows ().¹²

The survey questions were grouped by topic into seven subscales. Table 4 on the following page provides an overview of the results by subscale, and subsequent tables provide the results for every question subscale. Parents responded to each statement by indicating their level agreement on a four-point scale ranging from “Strongly Disagree” to “Strongly Agree,” with the option of indicating “Don’t know/NA” or of skipping any item. It is desirable to have an average of **3.0 or higher** for each item and subscale, indicated in **bold**.

Carefully examine the results for your campus to determine areas of strength and opportunities for improvement. Areas of strength can be identified by subscale averages at or **above 3.0**. Opportunities for improvement can be identified by subscale or item averages below 2.5. If the averages for Lamar are very different from those reported by parents district-wide, consider potential reasons for discrepancies. Likewise, it is important to look at the responses

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Adequacy of Communication about Student Expectations and Progress. 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

AISD Parent Survey Results

Participate in School Activities

Lamar 2008-2009	All MS 2008-2009
56%	61%
51%	51%
13%	14%
24%	27%
49%	45%
27%	32%
37%	40%
14%	18%

Resources for state and federal

Sources