

AISD



PARENT SURVEY RESULTS 2008-2009

McCALLUM HIGH 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 McCallum, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD high schools. Table 1 provides a summary of respondents for McCallum. 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 McCallum can be found in Tables 2 and 3.

Table 1. Total Respondents for McCallum High School, 2008-2009

	McCallum	All HS
Number of surveys returned	350	1,694
Number of students	1,643	19,043
% of students represented	21%	9%

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

	McCallum Survey Respondents	McCallum Population
African American	18%	21%
Asian	4%	2%
Hispanic	26%	29%
Native American	0%	0%
White	51%	47%

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 McCallum Population

	McCallum Survey Respondents	McCallum Population
9 th		32

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	McCallum 2006-2007	McCallum 2007-2008	McCallum 2008-2009	All HS 2008-2009
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Table 6. Results for Support for Parent Involvement

Item	McCallum 2006-2007	McCallum 2007-2008	McCallum 2008-2009	All HS 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	2.78		

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 Student Progress and Expectations

<i>“My child’s school staff clearly communicate their expectations for...”</i>	McCallum 2006-2007	McCallum 2007-2008	McCallum 2008-2009	All HS 2008-2009
10. My child’s learning	**	3.10		

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>	McCallum 2008-2009	All HS 2008-2009
26. The importance of doing well in school.	3.76	3.77
27. What he/she is learning in school.	3.65	3.70
28. Future college and career plans.	3.69	3.71
Student-Focused Achievement Press Average	3.70	3.72
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.14	2.20
24. Good teachers.	2.20	2.25
School-Focused Achievement Press Average	2.17	2.23

Parents also were asked to indicate their perception of the quality of the education that their child receives at McCallum. Results for this item for the past two years can be found in Table 10.

Table 10. Quality of Education

	McCallum 2007-2008	McCallum 2008-2009	All HS 2008-2009
9. I believe that my child is getting a good education.	3.30	3.18	3.26

Parents also were asked to report on the kinds of activities they participate in at the school. Table 11 on the following page summarizes the percentage of responding parents for the past three years who indicated that they participated in various activities.

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

Activity	McCallum 2008-2009	All HS 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	61%	63%
22b. Regularly scheduled parent-teacher conferences.	37%	42%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	13%	16%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	22%	28%
22e. Sports or performance events.	59%	58%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	17%	25%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	20%	29%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	8%	11%

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

McCallum