



2005-2006 AISD Parent Survey Results

Menchaca Elementary School

The following report contains the results of the 2005-2006 AISD Parent Survey for your campus and all AISD schools at your level. The first section of this report provides a comparison of the campus demographics and the demographics reported by parents who responded to the survey from your campus. The next section describes the percentages of parents selecting specific responses for each survey item, and the final section indicates the actual number of parents who selected each response option. Campus survey results should be examined for areas of strength and opportunities for improvement. Results for all AISD schools at your level and results for your campus from 2004-2005 are presented to provide a reference for comparison.

How many parents responded to the survey in 2004-2005 and 2005-2006, and how does this compare to the number of students in the population each year?

	Campus	District EL	District MS	District HS
# of Parents Responding in 2004-2005	157	12,137	2,007	2,700
# of Students in 2004-2005	721	43,566	15,705	19,976
<i>Ratio of Parent Respondents to Students, 2004-2005</i>	21.8%	27.8%	12.8%	13.5%
# of Parents Responding in 2005-2006	116	10,900	1,801	2,085
# of Students in 2005-2006	822	44,827	15,624	20,081
<i>Ratio of Parent Respondents to Students, 2005-2006</i>	14.1%	24.3%	11.5%	10.4%

Note: The ratio of parent respondents to students is listed above as a percentage for ease of interpretation; however, it is the number of parents who responded per 100 students enrolled.

What did parents report as their child's ethnicity, and how does this compare to the ethnic distribution of the student population?

Ethnicity	% of Students, as Reported by Campus Parent Respondents	% of Students in Campus Population
African American	2.1%	5.7%
Asian	4.2%	5.6%
Hispanic	45.3%	50.9%
Native American	1.1%	0.1%
White	47.4%	37.7%

What did parents report as their child's grade, and how does this compare to the grade level distribution of the student population?

Grade	% of Students, as Reported by Campus Parent Respondents	% of Students in Campus Population
EC	0.0%	1.3%
PK	0.0%	5.7%
K	2.1%	18.7%
1st	16.0%	15.1%
2nd	12.8%	15.3%
3rd	28.7%	15.6%
4th	26.6%	16.1%
5th	13.8%	12.2%
6th	N/A	N/A

Note: Student population data are based on Fall PEIMS data submitted by the district to TEA, and may differ from the official AEIS report.

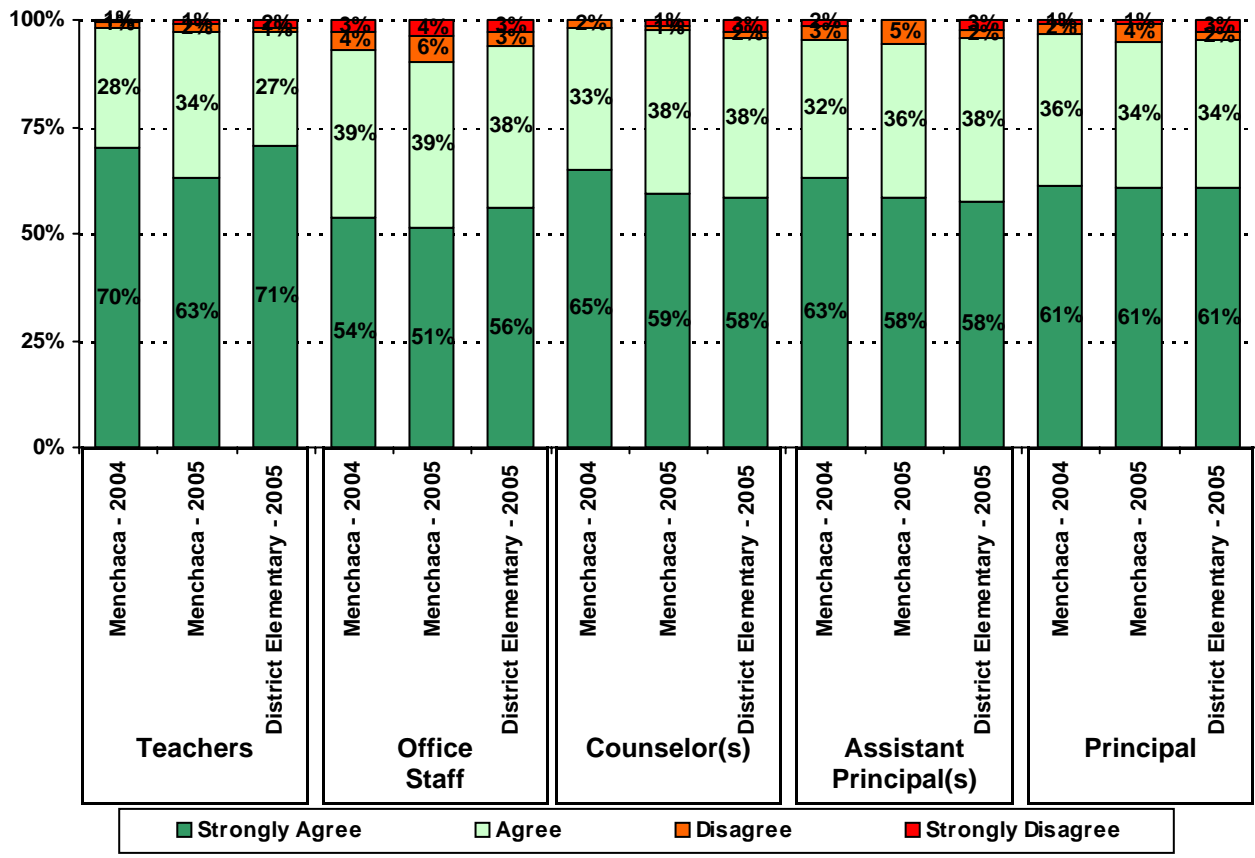
USING THE RESULTS OF THE AISD PARENT SURVEY

Each survey item is presented below, followed by a bar graph containing your school's results for two years and this year's results for all campuses at your level. You will be able to identify areas in which your school's results have changed over time, and you will be able to compare the responses of your school's parents to those of parents at your level district-wide.

Please examine your results to determine areas of strength and opportunities for improvement. Areas of strength can be identified by large percentages of parents who "Strongly Agree" or "Agree" with a statement. Opportunities for improvement can be identified by large percentages of parents who "Disagree" or "Strongly Disagree" with a statement. In addition, please look for patterns in which one staff category consistently receives more positive or negative responses than other staff categories. This will help you to identify opportunities for praise and areas in which training may be necessary. District responses for all schools at your level are also provided for comparison with 2005-2006 responses from your school. If your campus percentages are very different from the percentages reported by parents district-wide, please consider potential reasons for discrepancies.

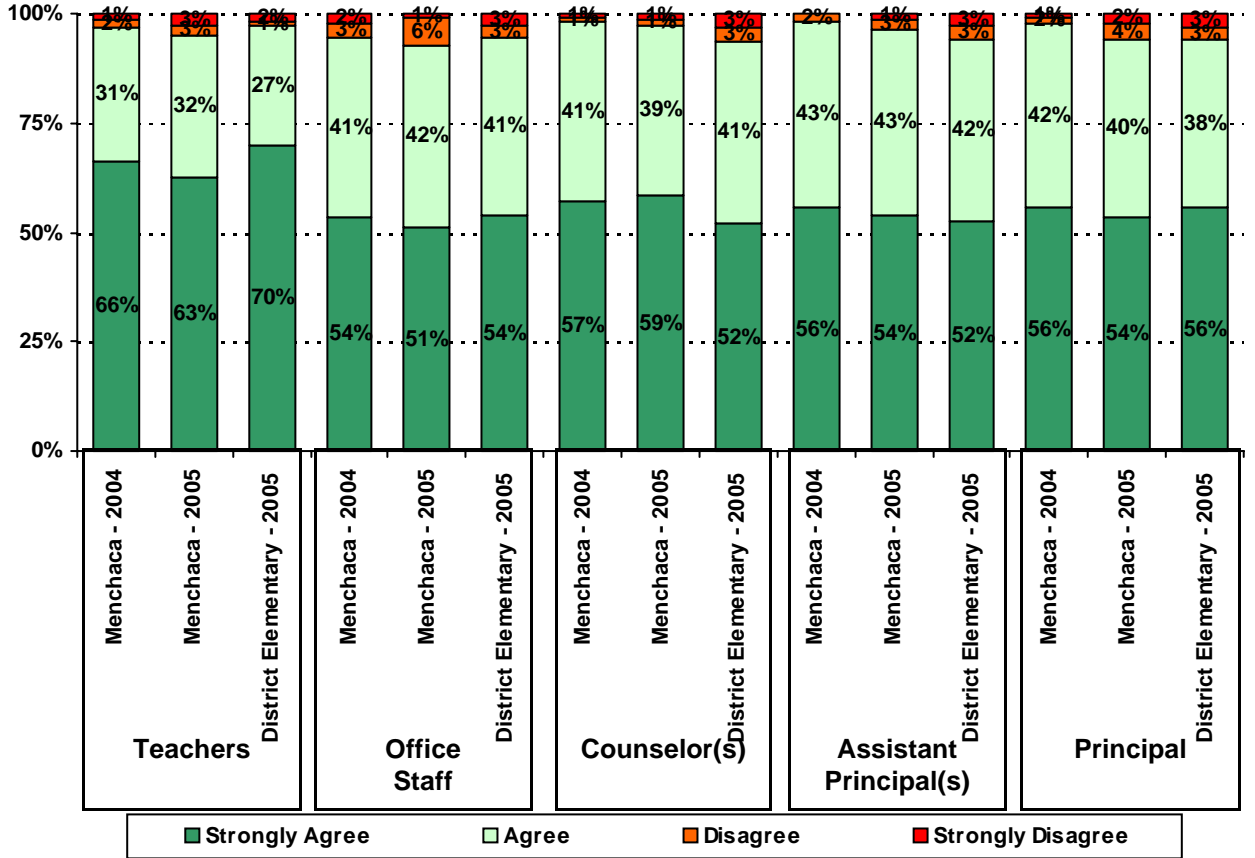
With the longitudinal data that are provided, where available, look at the responses from year to year to determine whether there are any areas in which percentages have changed by more than a few percentage points. Think about any changes in campus policies and practices that may have resulted in these positive or negative changes. Also, think about ways your campus staff can continue to support the positive changes and how your staff might address any undesirable changes that may have occurred. Because parental perceptions of treatment by school personnel are based on interactions with a variety of school staff, representatives from all areas should be included in discussions regarding school planning and improvement processes.

4. The following school staff treat me with courtesy and respect.



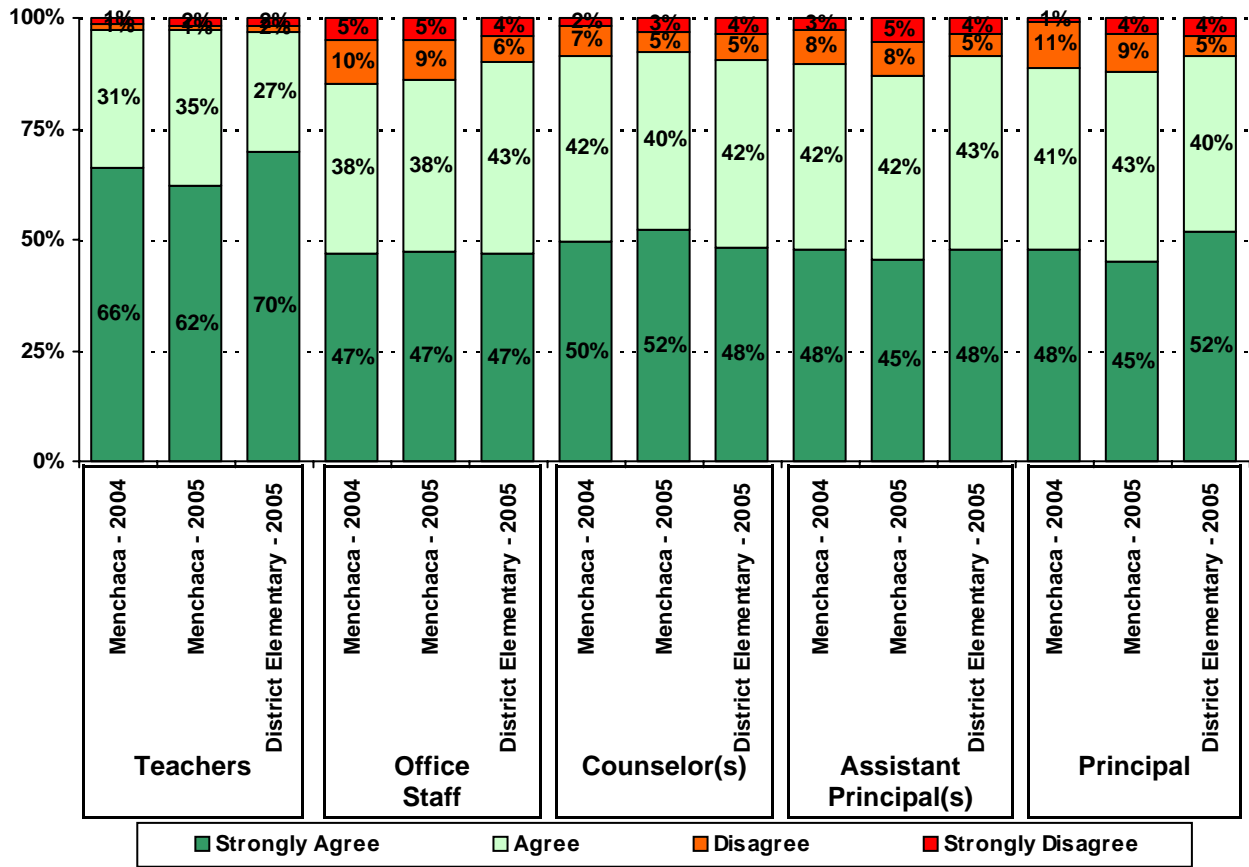
Strongly Agree Agree Disagree Strongly Disagree

5. The following school staff provide me with opportunities for two-way communication.



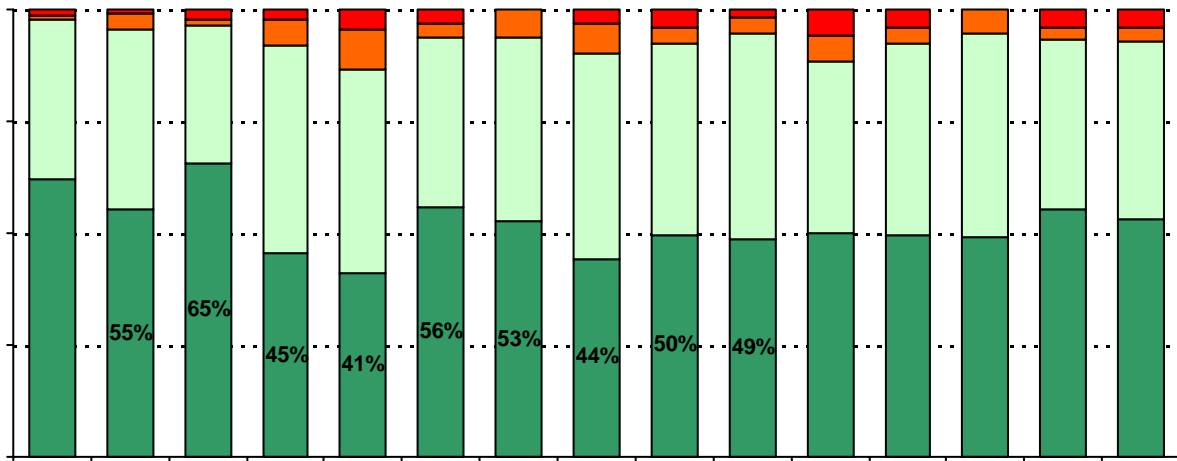
Strongly Agree Agree Disagree Strongly Disagree

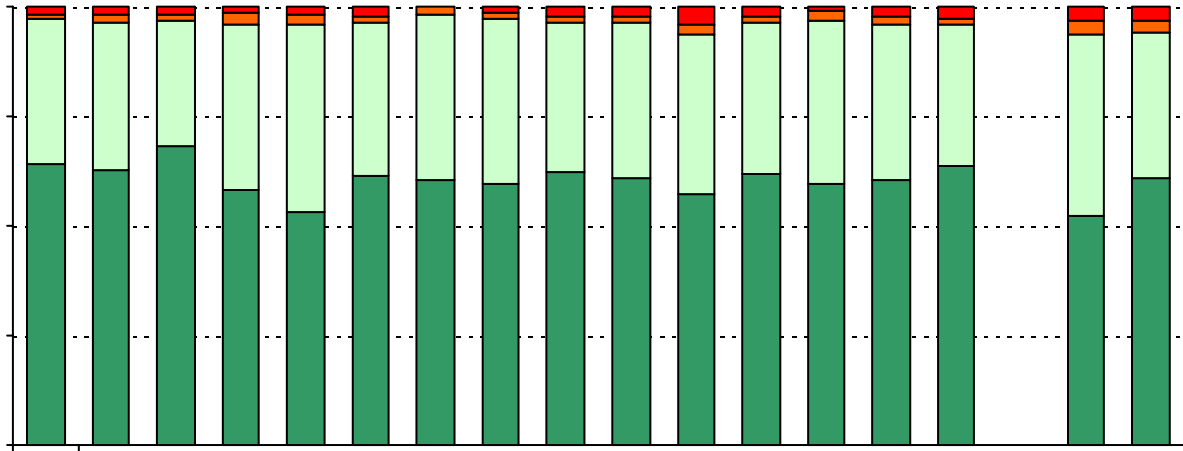
6. The following school staff have helped me to become more involved in my child's education.



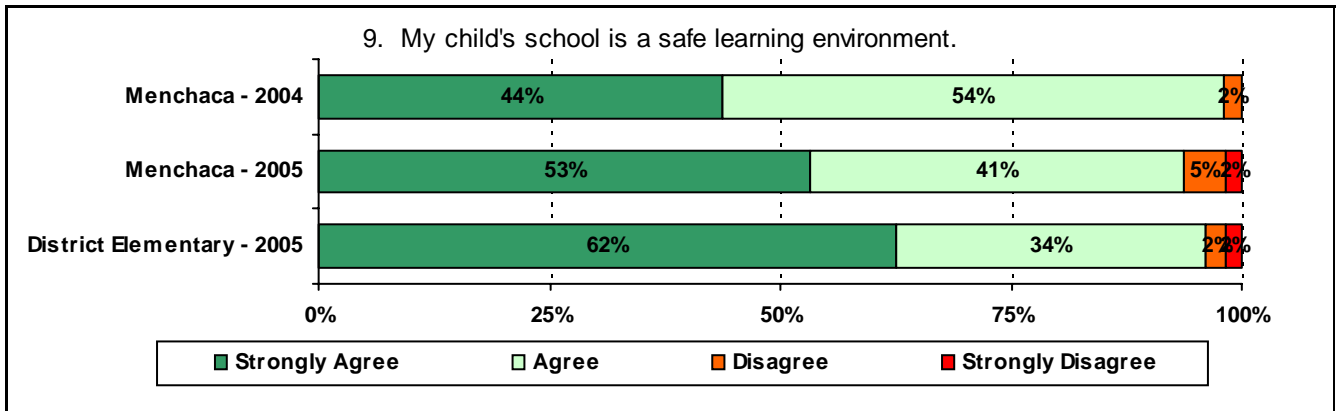
Legend: Strongly Agree (Dark Green), Agree (Light Green), Disagree (Orange), Strongly Disagree (Red)

7. The following school staff welcome my input in academic decisions about my child.





* The "Other" category was added to the survey in 2005.

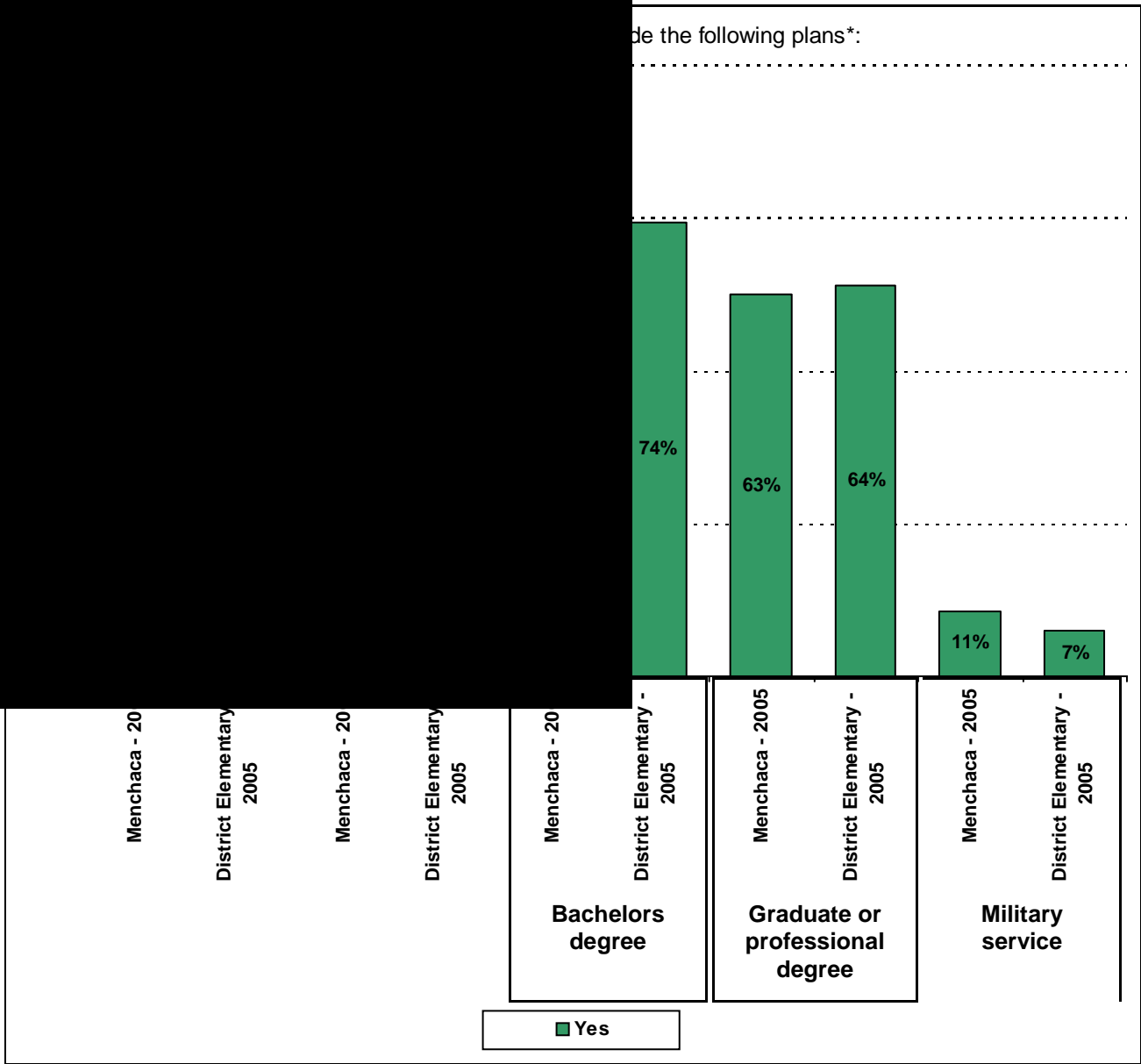


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Required

de the following plans*:



Item Response Details

Number of Menchaca Elementary School Parent Responses, by Response Option

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
4a.	n = 111	60	34	4	1	12
4b.	n = 113	53	33	5	0	22
4c.	n = 113	47	30	1	1	34
4d.	n = 115	58	44	7	4	2
4e.	n = 115	72	39	2	1	1
5a.	n = 112	45	34	3	2	28
5b.	n = 113	43	34	2	1	33
5c.	n = 110	41	27	1	1	40
5d.	n = 113	50	41	6	1	15
5e.	n = 115	72	37	3	3	0
6a.	n = 110	37	35	7	3	28
6b.	n = 110	35	32	6	4	33
6c.	n = 108	34	26	3	2	43
6d.	n = 109	37	30	7	4	31
6e.	n = 114	70	40	1	2	1
7a.	n = 110	41	28	2	3	36
7b.	n = 110	34	26	4	4	42
7c.	n = 108	27	28	4	2	47
7d.	n = 109	28	31	6	3	41
7e.	n = 115	61	44	4	1	5
8a.	n = 109	58	34	2	2	13
8b.	n = 112	55	35	2	4	16
8c.	n = 108	46	29	1	1	31
8d.	n = 111	52	42	2	2	13
8e.	n = 114	70	38	2	2	2
8f.	n = 110	49	39	3	3	4
9.	n = 113	59	45	5	2	2
10.	n = 112	53	50	4	4	1

11a.	n = 109	49	48	4	0	8
11b.	n = 110	53	52	2	1	2
11c.	n = 110	51	51	4	2	2
11d.	n = 111	50	55	2	2	2
11e.	n = 111	47	56	4	2	2
11f.	n = 111	48	59	0	3	1
11i.	n = 110	41	39	2	4	24
		26	32	7	5	41