



PARENT SURVEY RESULTS 2008-2009

MENCHACA 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 Menchaca, 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 Menchaca. 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 Menchaca can be found in Tables 2 and 3.

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

	Menchaca	All EL
Number of surveys returned	98	13,886
Number of students	633	46,987
% of students represented	15%	30%

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

	Menchaca Survey Respondents	Menchaca Population
African American	2%	6%
Asian	11%	6%
Hispanic	41%	53%
Native American	0%	1%
White	46%	35%

Note.

Table 4. Subscale Averages for Menchaca

	Menchaca 2008-2009	All EL 2008-2009
Respectful School Community	3.57	3.48
Support for Parent Involvement	3.50	3.42
Academic Planning Information	3.38	3.28
Student-Focused Parent Achievement Press	3.72	3.71
School-Focused Parent Achievement Press	2.60	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	Menchaca 2006-2007	Menchaca 2007-2008	Menchaca 2008-2009	All EL 2008-2009
4. School staff provide me with information in my home language.	3.51	3.64 ^á	3.52 ^â	3.56
5. School staff provide me with positive feedback about my child.	3.46	3.55	3.56	3.49
6. School staff treat my child with courtesy and respect.	**	3.59	3.64	3.52
7. I feel welcome in my child's classroom.	**	3.58	3.71 ^á	3.57
14. My child's school is a safe learning environment.	3.45	3.44	3.55 ^á	3.53
15a. The school principal treats me with courtesy and respect.	3.47	3.49	3.67 ^á	3.50
16a. The school assistant principal(s) treat me with courtesy and respect.	3.50	3.57	3.69 ^á	3.48
17a. My child's teacher(s) treat me with courtesy and respect.	3.62	3.62	3.67	3.64
18a. My child's counselor(s) treat me with courtesy and respect.	3.56	3.47	3.49	3.47
19a. Office staff treat me with courtesy and respect.	3.52	3.41 ^â	3.61 ^á	3.50
21f. School staff provide me with enough information about the process for handling complaints and concerns.	3.34	3.34	3.38	3.28
25. I feel like a part of this school community.	**	**	3.37	3.22
Respectful School Community Average	**	**	3.57	3.48

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	Menchaca 2006-2007	Menchaca 2007-2008	Menchaca 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.28	3.36	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>	Menchaca 2006-2007	Menchaca 2007-2008	Menchaca 2008-2009	All EL 2008-2009
			3.52	

Parent Achievement Press. This subscale consists of 5 items that describe the extent to which parents exert pressure for high standards by enga

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

Activity	Menchaca 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	75%	54%
22b. Regularly scheduled parent-teacher conferences.	80%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	12%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	38%	28%
22e. Sports or performance events.	55%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	48%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	45%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	10%	19%