



**Table 3. Respondents’ Child’s Grade Level Compared to Mendez Population**

	Mendez Survey Respondents	Mendez Population
6 <sup>th</sup>	49%	35%
7 <sup>th</sup>	23%	32%
8 <sup>th</sup>	28%	33%

*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 MENDEZ**

Survey results for Mendez 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 ( ).<sup>14</sup>

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 Mendez are very different from those reported by parents district-wide, consider potential reasons for discrepancies. Likewise, it is important to look at the responses from year to year with particular attention to any that are flagged by arrows. Keep in mind that when response rates are low, means may appear to fluctuate more without necessarily signaling a serious shift in perception. Staff should consider how representative the parent respondents are of the students at Mendez, and should think about any changes in campus policies and practices that may have resulted in positive or negative changes.

**Table 4. Subscale Averages for Mendez**

	Mendez 2008-2009	All MS 2008-2009
<b>Respectful School Community</b>	<b>3.15</b>	<b>3.26</b>
<b>Support for Parent Involvement</b>	<b>3.16</b>	<b>3.23</b>
<b>Academic Planning Information</b>	<b>3.08</b>	<b>3.09</b>
<b>Student-Focused Parent Achievement Press</b>	<b>3.58</b>	<b>3.72</b>
School-Focused Parent Achievement Press	2.41	2.35
<b>Communication about Student Progress and Expectations</b>	<b>3.25</b>	<b>3.30</b>

<sup>14</sup>



Table 6. Results for Support for Parent Involvement

Item	Mendez 2006-2007	Mendez 2007-2008	Mendez 2008-2009	All MS 2008-2009
<b>8. My child's school staff use the suggestions that I make about my</b>				





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

Activity	Mendez 2008-2009	All MS 2008-2009
<b>22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).</b>	36%	61%
<b>22b. Regularly scheduled parent-teacher conferences.</b>	35%	51%
<b>22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)</b>	8%	14%
<b>22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)</b>	12%	27% 12%