



PARENT SURVEY RESULTS 2008-2009

MURCHISON 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 Murchison, 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 Murchison. 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 Murchison can be found in Tables 2 and 3.

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

	Murchison	All MS
Number of surveys returned	61	2,204
Number of students	1,155	15,541
% of students represented	5%	14%

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

	Murchison Survey Respondents	Murchison Population
African American	4%	6%
Asian	5%	7%
Hispanic	11%	23%
Native American	0%	1%
White	81%	63%

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 Murchison Population

	Murchison Survey Respondents	Murchison Population

Respectful School Community. This scale consists of 12 items that measure the extent to which parents perceive that staff provide a welcoming, respectful e

Table 6. Results for Support for Parent Involvement

Item	Murchison 2006-2007	Murchison 2007-2008	Murchison 2008-2009	All MS 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	2.59	2.81	

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

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

Activity	Murchison 2008-2009	All MS 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	92%	61%
22b. Regularly scheduled parent-teacher conferences.	77%	51%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	35%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	69%	27%
22e. Sports or performance events.	88%	45%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	72%	32%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	63%	40%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	20%	18%