



PARENT SURVEY RESULTS 2008-2009

NORMAN 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 Norman, 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 Norman. 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 Norman can be found in Tables 2 and 3.

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

	Norman	All EL
Number of surveys returned	257	13,886
Number of students	344	46,987
% of students represented	75%	30%

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

	Norman Survey Respondents	Norman Population
African American	43%	49%
Asian	0%	0%
Hispanic	55%	49%
Native American	1%	0%
White	1%	1%

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.

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

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



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>	Norman 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	3.74	3.85

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

Activity	Norman 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	37%	54%
22b. Regularly scheduled parent-teacher conferences.	51%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	5%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	12%	28%