

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 Reilly, 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 Reilly. 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 Reilly can be found in Tables 2 and 3.

	Reilly	All EL
Number of surveys returned	94	13,886
Number of students	269	46,987
% of students represented	35%	30%

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

	Reilly Survey Respondents	Reilly Population
African American	5%	6%
Asian	0%	0%
Hispanic	90%	89%
Native American	0%	0%
White	5%	5%

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

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.

	Reilly Survey Respondents	Reilly Population
Early Childhood	5%	3%
Pre-Kindergarten	18%	14%
Kindergarten	10%	18%
1 st	2%	16%
2 nd	14%	14%
3 rd	10%	12%
4 th	18%	13%
5 th	24%	10%
6 th	0%	0%

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 REILLY

Survey results for Reilly for the past 3 years are summarized here, along with 2008-2009 results for all AISD elementary schools. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows ($\hat{a} \hat{a}$).⁶³

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 "Strgly Direement Cor s7 05.96(env(opfor

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

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

Activity	Reilly 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School		
I I		