2007-2008 AISD PARENT SURVEY RESULTS

SANCHEZ ELEMENTARY SCHOOL

The following report contains the results of the 2007-2008 AISD Parent Survey for your campus and all AISD schools at your level. The first section of this report provides a comparison of the campus demographics and the demographics reported by parents who responded to the survey from your campus. The next section describes the percentages of parents selecting specific responses for each survey item, and the final section indicates the actual number of parents who selected each response option. Campus survey results should be examined for areas of strength and opportunities for improvement. Results for all AISD schools at your level and longitudinal results for your campus are presented to provide references for comparison.

How many parents responded to the survey in 2007-2008, and how does this compare to the number of students in the population?

	Sanchez	District EL	District MS	District HS
# of Parents Responding	95	12,493	1,831	1,731
# of Students	545	45,993	16,115	19,522
Ratio of Parent Respondents to Students	**17%**	*27%*	*11%*	*9%*

Note: Student population data are based on May enrollment in the district, and may differ from the official AEIS report.

Sanchez Parent Respondents

		% of Students in Sanchez Population
African American	0%	3%

Please examine your results to determine areas

e with positive feedback about my child.

Sanchez 2005-06	Sanchez 2006-07	Sanchez 2007-08	All ES 2007-08
2%	4%	0%	1%
2%	2%	0%	3%
20%	35%	38%	41%
76%	59%	62%	54%

hild with courtesy and respect.

	Sanchez 2007-08	All ES 2007-08	
	0%	1%	
	0%	3%	
	32%	39%	
	68%	57%	

hild's classroom.

18. A portion of a principal's salary should be related to the performance of his/her students on more than one assessment.

	Sanchez 2007-08	All ES 2007-08
Strongly Disagree		10%
Disagree		18%
	41%	42%
	36%	31%

19. A portion of a teacher's salary should be related to the performance of his/her students on more than one assessment.

	Sanchez 2007-08	All ES 2007-08

22. Assistant Principals…

	Sanchez 2005-06	Sanchez 2006-07	Sanchez 2007-08	All ES 2007-08
Treat me with courtesy and respect.				
Strongly Disagree	1%	2%	0%	2%
Disagree	0%	5%	2%	2%
Agree	27%	30%	42%	44%
Strongly Agree	72%	62%	56%	52%

24. Office Staff…

	Sanchez 2005-06	Sanchez 2006-07	Sanchez 2007-08	All ES 2007-08
Treat me with courtesy and respect.				
Strongly Disagree	2%	1%	1%	1%
Disagree	1%	3%	4%	2%
Agree	44%	44%	35%	44%
Strongly Agree	64%	52%	59%	52%
Have helped me to become more involved in my child's education.				
Strongly Disagree	3%	3%	0%	2%
Disagree	5%	7%	4%	5%
Agree	34%	50%	43%	47%
Strongly Agree	59%	41%	52%	46%
Value my input in academic decisions about my child.				
Strongly Disagree	1%	3%	1%	2%
Disagree	5%	8%	5%	5%
Agree	41%	48%	45%	47%
Strongly Agree	54%	41%	49%	46%
Provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.)				
Strongly Disagree	1%	1%	1%	2%
Disagree	2%	2%	3%	4%
Agree	39%	47%	40%	46%
Strongly Agree	59%	50%	55%	47%

25. Counselor(s)…

	Sanchez 2005-06	Sanchez 2006-07	Sanchez 2007-08	All ES 2007-08

26. School staff provide me with enough information about the following school and district policies:

	Sanchez 2005-06	Sanchez 2006-07	Sanchez 2007-08	All ES 2007-08
Student behavior expectations				
Strongly Disagree	2%	2%	0%	1%
Disagree	0%	3%	2%	2%
Agree	25%	34%	37%	44%

29. In which of the following activities do you participate?

	Sanchez 2007-08	All ES 2007-08
General school meetings (e.g., open house, Back to School Night, Choice Sheet Night, etc.)	64%	59%
Regularly scheduled parent-teacher conferences	73%	75%
School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	14%	14%
Parent-Teacher Associates (PTA)/Parent-Teacher-Student Association (PTSA)	23%	31%
Sports or other performance events	36%	36%
Academic events (e.g., science fairs, debate competitions, etc.)	5%	33%
Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	36%	40%
District-wide events (e.g., La Feria Educativa, Back-to-School Bash,		