



2011 2012 AISD Parent Survey Small Middle School

Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with a high level of student achievement (for a meta analysis see Fan & Chen, 2001). These survey results provide campuses with feedback on how parents feel about their treatment by school staff, the school's educational environment, and various school based opportunities parents would like for their children. The following report contains the results of the 2011 2012 Parent Survey for Austin Independent School District (AISD) for Small Middle School. The district report can be found at: [http://www.austinisd.org/dre/district campus surveys#parent](http://www.austinisd.org/dre/district%20campus%20surveys#parent).

Demographic Information

Table 1. Number of respondents for Small, 2011 2012

	Small	All Middle Schools
# of surveys returned	127	2298
# of students	922	15922
% of students represented	14%	14%

Table 2. Distribution of respondents relative to Small's population, 2011 2012

Grade	% of respondents	% school population
6th	35	32
7th	29	36
8th	35	32

Table 3. Distribution of respondents and students by ethnicity and race, 2011 2012

	% of respondents	% school population
Hispanic/Latino	35	39
American Indian/ Alaskan Native	1	1
Asian	8	4
Black/African American	3	5
Native Hawaiian/ Other Pacific Islander	0	0
White	49	46

New Federal Standards for Collecting and Reporting Ethnicity and Race

Starting in 2010 2011, districts were required to report race and ethnicity using revised standards. The new standards require a person to first select his/her ethnicity (Hispanic/Latino or non Hispanic/Latino) and one or more of five race values. Since more than one race value may be chosen, percentages might not add to 100.

Note. Students' grade and ethnicity were self reported. Population data reflect enrollment as of the October 2011 PEIMS snapshot date.

Item Results

Communication

I receive information from school staff about my child's...

academic performance.

behavior.

attendance.

I receive information about my child that is...

in my preferred language.

in my preferred method of communication (e.g., e mail, phone, letter,
face to face meeting).

My preferred method of communication is...

e mail.

phone.

letter.

m a i l .

phone.

letter.

m a i l .

Superintendent and Central Office Staff

The Superintendent does a good job...

- asking for input from parents.
- communicating with parents.
- managing the district's finance/budget and staffing needs.

The Superintendent has made a positive impact on students'

Customer Service

Percent Agree
Small
2011 2012

Percent Agree
All Middle Schools
2011 2012

My child's teacher(s)...

- has helped me support my child's education.
- values my input in academic decisions about my child.
- provides me with opportunities for two way communication.
- provides the extra effort to ensure that my child is successful.
- is enthusiastic about teaching.

School staff use the suggestions I make about my child's education.

- School staff provide me with enough information about...**
- the process for handling compl about...

Customer Service

Percent Agree

