

2011 2012 AISD Parent Survey McCallum High 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 McCallum High School. The district report can be found at: http://www.austinisd.org/dre/district campus surveys#parent.

Demographic Information

| Table 1. Number of respondents for McCallum, 2011 2012 | | Table 2. Distribution of respondents relative to McCallum's population, 2011 2012 | | | |
|---|----------|--|-------|---------------------|---------------------|
| | McCallum | All High Schools | Grade | % of respondents | % school population |
| # of surveys returned | 269 | 3,077 | 9th | 22 | 27 |
| , | 1 700 | 20.024 | 10th | 28 | 26 |
| # of students | 1,720 | 20,034 | 11th | 30 | 24 |
| % of students represented | 16% | 15% | 12th | 19 | 22 |

| Table 3. Distribution of respondents and students by ethnicity and race, 2011 2012 | | | |
|--|---------------------|---------------------|--|
| | % of respondents | % school population | |
| Hispanic/Latino | 34 | 33 | |
| American Indian/ Alaskan Native | 0 | 1 | |
| Asian | 4 | 3 | |
| Black/African American | 13 | 18 | |
| Native Hawaiian/ Other Pacific Islander | 0 | 1 | |
| White | 45 | 43 | |

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 <u>or</u> <u>more</u> 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 | Percent Agree McCallum 2011 2012 | Percent Agree All High Schools 2011 2012 |
|--|--|--|
| I receive information from school staff about my child's | | |
| academic performance. | 79 | 77 |
| behavior. | 66 | 70 |
| attendance. | 91 | 92 |
| I receive information about my child that is | | |
| in my preferred language. | 84 | 85 |
| in my preferred method of communication (e.g., e mail, phone, letter, | 71 | 81 |
| face to face meeting). | | |
| My preferred method of communication is | | |
| e mail. | 94 | 66 |
| phone. | 6 | 20 |
| letter. | 0 | 5 |
| face to face meeting. | 0 | 9 |
| School staff clearly communicates their expectations for my child's | | |
| learning. | 67 | 78 |
| behavior. | 56 | 80 |
| School staff provide me with positive feedback about my child's | | |
| academic performance. | 61 | 71 |
| behavior. | 47 | 65 |
| AISD's online ParentConnection/Gradespeed system has helped me to monitor my child's progress. | 76 | 85 |
| | | |

A value of "na" indicates that parents from McCallum High School did not respond to this item.

| Superintendent and Central Office Staff | Percent Agree McCallum 2011 2012 | Percent Agree All High Schools 2011 2012 |
|---|--|--|
| The Superintendent does a good job | | |
| asking for input from parents. | 39 | 35 |
| communicating with parents. | 72 | 53 |
| managing the district's finance/budget and staffing needs. | 61 | 52 |
| The Superintendent has made a positive impact on students' academic progress. | 50 | 38 |
| Staff at the district's main offices | | |
| are responsive to my needs. | 50 | 41 |
| treat me with courtesy and respect. | 44 | 49 |

| Equity | Percent Agree McCallum 2011 2012 | Percent Agree All High Schools 2011 2012 |
|--|--|--|
| I am satisfied with the | | |
| quality of my child's teacher(s). | 75 | 86 |
| condition of my child's school building. | 69 | 76 |
| technology available at my child's school. | 56 | 74 |
| learning materials (e.g., textbooks, classroom supplies, lab | 50 | 69 |
| equipment) at my child's school. | | |
| | | |
| The educational experience at my child's school is just as good as | 69 | 75 |
| or better than that at any other school in the district. | | |

| Safety and Access | Percent Agree McCallum 2011 2012 | Percent Agree All High Schools 2011 2012 |
|---|--|--|
| I believe that my child likes to go to school. | 81 | 81 |
| My child's school is a safe learning environment. | 63 | 82 |
| Typically, AISD bus transportation to and from my child's school is safe. | 31 | 59 |
| Typically, walking or biking to and from my child's school is safe. | 38 | 43 |
| Bullying at my child's school is a problem. | 44 | 31 |
| | | |

A value of "na" indicates that parents from McCallum High School did not respond to this item.

| Customer Service | Percent Agree McCallum 2011 2012 | Percent Agree All High 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 complaints and concerns. | | |
| my child's preparedness for state assessments. | | |
| high school graduation requirements. | | |
| career opportunities for my child. | | |
| college admission requirements and financing options. | | |
| transitions to and from elementary, middle, and high school. | | |
| opportunities to volunteer. | | |
| when PTA meetings/events occur. | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| Customer Service | McCallum 2011 2012 | Percent Agree |
|------------------|-----------------------|---------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |