



Results of the 2010 Parent Survey



**SC EDUCATION
OVERSIGHT COMMITTEE**



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Executive Summary

The parent survey was designed in 2001 to meet the requirements of the Education Accountability Act (EAA) and the Parental Involvement in Their Children's Education Act. Section 59-18-900 of the EAA requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. In addition Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

Since 2002 the SCDE has administered the parent survey to a sample of parents whose children attended public schools in South Carolina. The parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade span of grades 6 through 10, parents of children in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) are not surveyed. Annually, the EOC has analyzed the results of the parent survey and issued reports. The reports are online at www.eoc.sc.gov.

In 2010 the number of parent surveys completed and returned totaled 69,474, a 3.7 percent increase in the number of surveys completed and returned in the prior school year. Based upon the number of total surveys distributed, approximately 36 percent of all parent surveys that were mailed to schools were completed and returned. This methodology of calculating a response rate underestimates the statewide response rate because schools could request more parent surveys than the total number of parents eligible to participate in the survey. Schools requested and received extra copies of the parent survey for parents who enrolled children the second semester or who lost their original form. Based upon the average daily membership of students in grades 5, 8 and 11, approximately 47 percent of parents completed and returned surveys in 2010. This method underestimates the total number of eligible parents surveyed. The parents of

some 3rd, 4th, 6th, 7th, 9th and 10th grade students are also eligible to complete the survey due to the unique grade configurations of the schools.

There were a total of 1,138 parent surveys printed in Spanish for distribution to parents. The Office for Civil Rights at the United States Department of Education has reiterated the Obama administration’s focus on enforcing Executive Order 13166, “Improving Access for Persons with Limited English Proficiency,” which was issued in 2000. The Executive Order clarifies actions necessary to comply with Title VI of the Civil Rights Act of 1964. Title VI prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance. Because public schools receive federal funds, schools must comply with Title VI. The Executive Order discusses what constitutes ‘reasonable steps’ to ensure that clients in federally funded programs have meaningful access to the information and services provided.

As in prior years, the “typical” parent responding to the survey was a white female having attended or graduated from college and having a household income of greater than \$35,000. The respondents typically had obtained higher educational achievements and greater median household incomes than the general population of South Carolina. Typically, parents of elementary school students were overrepresented in the survey responses while parents of high school students were underrepresented. Furthermore, the percentage of parents whose children were African American and who completed and returned the parent survey in 2010 was 7.5 percent less than the percentage of African American students enrolled in public schools in 2008-09.

The results of the 2010 parent survey demonstrate that, despite a significant increase in the number of parents responding, parent satisfaction levels with the three characteristics measured - the learning environment, home and school relations and social and physical environment of their child’s school—were consistent with the prior year’s results. Significant changes are estimated as an annual increase or decrease of three or more percent. Satisfaction is defined as the percentage of parents who agreed or strongly agreed that they were satisfied with the learning environment, home and school relations, and social and physical environment of their child’s school.

Percentage of Parents Satisfied With:			
Characteristic	2010	2009	% Increase
Learning Environment	85.9	85.5	0.4
Home and School Relations	81.9	81.4	0.5
Social and Physical Environment	83.2	82.7	0.5

Comparing the 2010 parent survey results with the mean satisfaction levels of the three prior year survey results, across all three characteristics, parent satisfaction in 2010 exceeded the mean or average of the parent survey results from 2007 through 2009.

Percentage of Parents Satisfied With:			
Characteristic	2010	Mean 2007-2009	% Difference
Learning Environment	85.9	83.3	2.6
Home and School Relations	81.9	79.0	2.9
Social and Physical Environment	83.2	80.1	3.1

Within each characteristic – learning environment, home and school relations and social and physical environment – parents were asked specific questions about their personal experiences with their child’s school. The results of the 2010 parent survey found the following:

Learning Environment

- Nine in ten parents agreed that their child’s school had high expectations for student learning and that their child’s teachers encouraged their child to learn.
- One in five in parents either did not believe or did not know if their child received extra help when needed.

Home and School Relations

- Over 80 percent of parents agreed that the principal at their child’s school was available and welcoming.
- Over three-fourths of the parents agreed that their child’s school returned phone calls or e-mails promptly, provided information about what their child should be learning, and scheduled activities at times that parents could attend.
- Over 40 percent of the respondents disagreed or strongly disagreed that their child’s teachers contacted them to say good things about their child or invited the parents to visit the classroom during the school day.
- One-third of parents disagreed or strongly disagreed that their child’s teachers told them how to help their child learn.
- One in four parents disagreed or strongly disagreed that their child’s school included parents in decision-making.
- Half of all parents did not believe or did not know if the school considered changes based on parental input.
- Nearly one in three parents did not believe or did not know if students were treated fairly at their child’s school.

Social and Physical Environment

- Nine out of ten parents agreed or strongly agreed that their child’s school was kept neat and clean and that their child felt safe at school.
- Over 47 percent of parents either did not know or did not feel that students at their child’s school were well behaved.

Regarding parental involvement, parents who responded to the 2010 annual survey reported comparable levels of parental involvement to other years and identified work schedules as their greatest obstacle to involvement.

Parents Report Obstacles to Parental Involvement in 2010	
Work Schedule	55.1%
Lack of timely notification of volunteer opportunities	25.3%
School does not encourage involvement	17.4%
Lack of child or adult care services	15.1%
Family and health problems	14.3%
Involvement not appreciated	12.0%
Transportation	11.8%

PART ONE

Results of Prior Parent Survey Results

Annually, the EOC issues a report documenting the results of the parent survey. The annual report focuses on two specific areas: (1) parent perceptions or satisfaction levels with public schools; and (2) parental involvement activities as self-reported by parents. Copies of prior reports can be downloaded at www.eoc.sc.gov.

In the prior year, 2009, between 34 and 44 percent of all eligible parents completed the parent survey. The results demonstrated a significant annual increase in parent satisfaction with the three characteristics measured – the learning environment, home and school relations, and the social and physical environment of their child’s school. A “significant change” is defined as an annual increase or decrease of three or more percent with satisfaction defined as the percentage of parents who agreed or strongly agreed that they were satisfied with the learning environment, home and school relations, and social and physical environment of their child’s school. In 2009 the percentage of parents who were satisfied with the learning environment, home and school relations and social and physical environment of their child’s school all increased by more than three percent over the 2008 results.

Percentage of Parents Satisfied With:			
Characteristic	2009	2008	% Increase
Learning Environment	85.5	82.3	3.2
Home and School Relations	81.4	77.8	3.6
Social and Physical Environment	82.7	78.6	4.1

The 2007 report was a detailed analysis that included the following components: (1) tabulation and analysis of parent survey responses by school type and rating; (2) a review of the research literature on parental involvement in public schools, including the benefits of parental involvement on students, parents and schools; and (3) an in-depth analysis comparing the results of the parent and teacher surveys administered in 2007. The parent and teacher surveys measure satisfaction with the same three constructs, the learning environment, home and school relations and social and physical environment of schools. A third component of the 2007 triennial evaluation included reliability, correlation and multiple regression analyses to compare the teacher and parent survey responses to determine the degree to which parent and teacher satisfaction variables correlated with the absolute index of the school and the statistical predictions between the parent and teacher satisfaction variables and the school absolute index. The data analysis confirmed that the questions on both the parent and teacher surveys consistently and reliably measured parent and teacher satisfaction with each construct (learning environment, home and school relations and social and physical environment), but the questions were significantly stronger in the teacher survey. The correlation analysis suggests that parents who have children in schools with higher absolute school indices and teachers employed in schools with higher absolute school indices tend to be more satisfied with the learning environment, home and school relations, and the social and physical environment than those involved with schools earning lower indices.

The multiple regression analysis provided contrasting information.

- For parents, all three indicators were significant predictors of an elementary, middle or high school's absolute index when analyzed separately to control for multicollinearity. However, parent satisfaction of the social and physical environment was the **strongest predictor** of the absolute school index.
- Parent satisfaction with all three indicators explained 49 percent of the variance in the absolute index of elementary schools, 57 percent in middle, and 30 percent in high schools.
- For teachers, the social and physical environment was **not** a predictor of a school's absolute index. Instead, teacher satisfaction with home and school relations was a predictor of a middle and high school's absolute index while teacher satisfaction with the learning environment and home and school relations was a predictor of an elementary school's absolute index.
- Furthermore, teacher satisfaction with home and school relations was the **strongest indicator** of the absolute school index for all three school levels.

Based on the results of the 2007 parent survey, the EOC recommended that:

- Funding should be provided to the South Carolina Department of Education (SCDE) to implement the Parental Involvement in Their Children's Education Act;
- Technical assistance to underperforming schools should include designing strategies to address weaknesses in the learning environment, home and school relations, social and physical environment as revealed on the teacher and parent surveys;
- SCDE should provide results of the parent survey as well as teacher and student surveys directly to each school district superintendent, school principal and school improvement council chair; and
- Principals and school improvement councils should identify strengths and weaknesses in their schools and implement policies to improve parental involvement by all parents and address issues of concern to teachers, parents and students.

The results of the 2010 parent survey are documented in this report.

PART TWO

Administration of the 2010 Parent Survey

The design and sampling methodology for the parent survey were established in 2001. The EOC contracted with the Institute of Families in Society at the University of South Carolina to design the survey and to recommend a medium for distributing the survey. To maintain complete anonymity and to maximize the return rate, the Institute recommended that the survey be mailed to a sample of parents along with a postage paid, return envelope. While the sampling methodology proposed by the Institute was implemented, the parent survey has never been mailed to parents due to budgetary restrictions. Instead, schools have been given the responsibility for distributing and collecting the forms. Generally, schools send the surveys home with students. Some schools have held parent meetings or special meetings at school during which the surveys were distributed.

Rather than surveying all parents of public school students, the parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade pan of grades 6 through 10, parents of children in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower, which include primary schools, child development schools and schools with configurations like K, K-1, and K-2 are not surveyed. The parent survey is typically administered during the second semester of each school year. Appendix A provides the instructions used by schools in 2010 to administer the parent as well as student and teacher surveys.

Compared to the prior year, in 2010 there were no changes in the administration or shipping procedures of the parent survey. A copy of the 2010 survey is Appendix B. The 2010 administration of the parent survey occurred over the following time period and involved the following actions.

February 1, 2010	All schools received survey forms.
February 26, 2010	Date for parent survey forms returned to school.
March 5, 2010	Last day for schools to mail completed forms to contractor.

A school survey coordinator, a staff person designated by the school principal, distributed and collected the parent surveys at each school according to instructions provided by the South Carolina Department of Education (SCDE). According to SCDE, an independent contractor hired by the agency to mail to each school the following:

- ✓ An envelope containing:
 1. A letter to the principal from the Education Oversight Committee;
 2. Two sets of instructions for administering the surveys;
 3. A page of shipping instructions; and
 4. One-pre-addressed UPS shipping label (used to return completed surveys to contractor with freight prepaid).

- ✓ Parent survey envelopes. Each envelope contained a letter from the State Superintendent of Education and a parent survey form.
- ✓ If applicable, Spanish parent survey envelopes were included. The outside of the envelope was marked with “S.”
- ✓ Student survey forms.¹

The name of each school was printed on the survey forms to assist parents who were completing surveys for multiple schools. Schools were also advised to “distribute the parent surveys as soon as possible” after delivery. Beginning in Fiscal Year 2007-08, SCDE entered into a five-year contract with a vendor to print, ship, process and scan the parent survey with the annual costs the same each year.² The annual costs of printing, shipping, processing and scanning the parent surveys are approximately \$54,000.

Each school's designated survey coordinator then distributed envelopes containing the parent survey and letter from the state Superintendent of Education to each classroom teacher within the designated grade being surveyed. Teachers gave each student an envelope and instructions to take the envelope home for their parents to complete and then return the completed survey to school in the sealed envelope. The envelopes were designed to maintain the confidentiality and anonymity of all parents. Parents were given the option of mailing the completed survey directly to SCDE with parents incurring the cost of the mailing or of returning the survey to the school. The school survey coordinator was expressly advised that mailing of the envelopes directly to the parents was allowed with all costs to be borne by the school. Information did not exist to document if any schools mailed the parent surveys to parents.

Unlike previous years, the 2010 instructions contained the following special note that cautions schools against implementing policies that would create disincentives for parents who opt to mail in their survey responses:

SPECIAL NOTE: We appreciate that schools work diligently each year to encourage parents to complete and return the parent surveys. Some schools offer incentives such as ice cream treats or extra recess time to individual students or classes where all students have returned completed parent surveys. Each year parents call the Department to inform us that their child is upset that he/she cannot return the parent survey form to school and receive the special incentive because the parent wants to mail the survey form to the Department. Parents have the option to mail in the survey form, so we would encourage you to not penalize students whose parents mail in their completed survey form.³

Upon receiving the completed parent surveys, the school survey coordinator then mailed the forms to the independent contractor for scanning and preparation of the data files. Individual school results were tabulated by SCDE. The overall parent satisfaction scores of three questions relating to the school's overall learning environment, home and school

¹ “Administration of the 2010 Report Card Surveys,” South Carolina Department of Education.

² Cynthia Hearn, e-mail message to Melanie Barton, February 4, 2010.

³ “Administration of the 2010 Report Card Surveys,” South Carolina Department of Education.

relations, and social and physical environment were printed on the 2010 annual school report cards. For each school, SCDE aggregated the responses to all survey questions and provided the data files to the district office.

As in prior years, the 2010 parent survey contained a total of fifty-four questions. Forty-six questions were designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-one questions, parents were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don't Know. These twenty-one questions focused on three key components: learning environment, home and school relations, and the physical and social environment of their child's school. These components and individual activities reflect the framework devised by Dr. Joyce Epstein of the National Network of Partnership Schools.

The remaining questions on the survey addressed parental involvement activities and socio-economic characteristics of the respondents. Parents were asked about their participation in various parental involvement activities both in and outside of the school. Parents were also asked to determine from a list of responses potential barriers to their involvement in their child's education. Finally, parents were asked to provide specific information about themselves, their child, and their household. Parents were asked four questions about their child: their child's grade in school, gender, race/ethnicity, and grades on his or her last report card. Four questions sought information about the parent: his or her gender, race/ethnicity, highest level of education and total yearly household income.

PART THREE

Respondents of the 2010 Parent Survey

According to Instructional Assessment Resources (IAR) at the University of Texas, the goal of any survey is to have an acceptable response rate to make generalizations to a larger population or to measure effects. “High survey response rates help to ensure that survey results are representative of the target population. A survey must have a good response rate in order to produce accurate, useful results.”⁴ The response rate is calculated accordingly:

$$\frac{\text{\# of completed surveys}}{\text{\# of people contacted}} = \text{Response Rate}$$

According to IAR, acceptable response rates vary by the method of distribution:

- Mail: 50% is adequate, 60% is good, 70% is very good
- Phone: 80% is good
- Email 40% is average, 50% is good, 60% is very good
- Online: 30% is average
- Classroom paper: >50% is good
- Face-to-face: 80-85% is good”⁵

Distribution of the South Carolina parent survey does not fall within any of the above media for distribution. Consequently, two methods were developed to analyze the response rate for the 2010 parent survey to determine the percentage of eligible parents who completed and returned a parent survey.

One method is to compare the number of surveys mailed to schools with the number of completed surveys returned. According to SCDE, a total of 194,414 parent surveys were mailed to 1,138 schools for distribution in 2010. This number was determined accordingly. A school in 2010 received the same number of parent surveys as in the prior year unless the school requested additional or fewer surveys. In prior years the number of parent surveys distributed was based on the school’s 45-day enrollment plus a ten percent overage added to account for growth.⁶ The total number of surveys distributed in 2010 included 9,759 surveys printed in Spanish. Schools receiving parent surveys included elementary schools, middle schools, high schools, career centers, charter schools, and schools in the South Carolina Public Charter School District as well as the following special schools:

⁴ “Response Rates,” Instructional Assessment Resources, The University of Texas at Austin, <<http://www.utexas.edu/academic/ctl/assessment/iar/teaching/gather/method/survey-Response.php>> Last Updated August 15, 2010. Accessed on March 8, 2011.

⁵ Ibid.

⁶ Email from Cynthia Hearn, South Carolina Department of Education, to Melanie Barton, Education Oversight Committee, April 27, 2011.

- Felton Laboratory School,
- John de la Howe School,
- Wil Lou Gray School,
- School for the Deaf and the Blind,
- Governor’s School for Science and Mathematics, and
- Governor’s School for the Arts and Humanities

Schools containing grades 2 or lower were not included in the survey. This first method inflates the sample size because the total number of surveys distributed includes an overage amount.

A second method is to use the statewide 135-day average daily membership of all students in grades 5, 8 and 11 in school year 2009-10 as the sample size. On the 45th, 90th and 135th days of school, school districts report each student by grade and by a pupil classification system prescribed in the Education Finance Act. In school year 2009-10 the 135-day average daily membership for grades 5, 8 and 11 rounded to the nearest student totaled 149,091.⁷ This method underestimates the number of parents surveyed. The parents of some 3rd, 4th, 6th, 7th, 9th and 10th grade students also complete the survey because some schools have a grade configuration that spans multiple levels or these schools represent the highest grade level in the school.

As reflected in Table 1, the total number of parent surveys returned in 2010 increased by 2,460 or 3.7 percent from the prior year.

Table 1
Total Number of Parent Surveys Returned

2010	2009	2008	2007	2006	2005	2004	2003	2002
69,474	67,014	68,761	64,596	69,495	66,895	66,283	64,732	55,864

Using the two methods of determining response rates and the total number of parent surveys returned, two response rates were calculated in Table 2. Between 36 and 47 percent of all eligible parents surveyed responded to the 2010 parent survey. In the prior year, 2009, using the same two methodologies, the response rate was between 34 and 44 percent.⁸ More than one-third of all eligible parents responded to the parent survey in 2010. Compared to IAR’s definitions of acceptable response rates for email and online surveys, the response rate to the 2010 parent survey should be considered average. According to IAR, “generally, the better your respondents know you, the better your response rate. Respondents who you know by name or have regular contact with will be more likely to respond to your survey than respondents you do not know.”

⁷ “SC Average Daily Membership and Attendance, Fiscal Year 2009-10,.” South Carolina Department of Education 17 May 2010. <http://ed.sc.gov/agency/Finance-and-Operations/Finance/old/finance/student_data/DME10135.txt>.

⁸ “Results and Analyses of the 2009 Parent Survey.” Education Oversight Committee. April 19, 2010. <<http://eoc.sc.gov/NR/rdonlyres/005CF7BA-A43F-421B-AB04-72B8B8B6E4A3/34870/2009ParentSurvey2009.pdf>>”

Table 2
Determining the Response Rate

	Sample Size	Surveys Returned	Response Rate
Method 1: Surveys Distributed	194,414	69,474	36%
Method 2: ADM of 5, 8 and 11 th grades	149,091	69,474	47%

The dissemination of parent surveys in Spanish, school-to-home communications to parents with limited English proficiency is currently a legal issue at the federal level. On December 15, 2010 the United States Department of Justice entered into an agreement with the School District of Philadelphia over an investigation into “a series of attacks on Asian students at South Philadelphia High School.”⁹ The settlement reiterates the Obama administration’s enforcement of Executive Order 13166, “Improving Access for Persons with Limited English Proficiency” which was issued in 2000. The Executive Order clarifies actions necessary to comply with Title VI of the Civil Rights Act of 1964. Title VI prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance. Because public schools receive federal funds, schools must comply with Title VI. The Executive Order “discusses what constitutes ‘reasonable steps’ to ensure that clients in federally funded programs have meaningful access to the information and services provided and looks at four factors:

1. The number or proportion of LEP persons to be served
2. The frequency with which LEP individuals come in contact with the program;
3. The nature and importance of the program, activity, or service to people’s lives; and
4. The resources available to the grantee/recipient and costs.”¹⁰

To date, the Office for Civil Rights of the U.S. Department of Education has initiated compliance reviews in five schools districts that focus on whether communication with parents of limited English proficiency is effective. Those districts are in Dearborn, Michigan; Hazelton, Pennsylvania; Los Angeles; New London, Connecticut; and Tulsa, Oklahoma.”¹¹

Grantmakers for Education, a national network of over 240 private and public grant-making organizations that support education, reports that South Carolina has the fastest-growing population of English Language Learners in the United States.¹² Table 3 documents the distribution of South Carolina parent surveys printed in Spanish across 1,138 schools. Over three-fourths of all schools received at least one parent survey printed in Spanish with one-fourth of the schools receiving eleven or more parent surveys in Spanish. In addition to receiving 335 parent surveys in English, one middle school received 135 parent surveys in Spanish for distribution to parents.

⁹ Zehr, Mary Ann. “LEP Translation Plan Hints at Federal Push.” *Education Week*, March 9, 2011.

¹⁰ “Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel.” Bridging Refugee Youth & Children’s Services. <<http://www.brycs.org/documents/upload/Interpretation-Translation-FAQ.pdf>>.

¹¹ Zehr.

¹² “Investing in Our Next Generation: A Funder’s Guide to Addressing the Educational Opportunities and Challenges Facing English Language Learners.” Grantmakers for Education. <http://edfunders.org/downloads/GFEReports/GFE_Investing_in_Our_Next_Generation.pdf>.

Table 3
Distribution of Parent Surveys Printed in Spanish and Distributed to Schools, 2010

Number	Number of Schools	% of all Schools
0	279	24.5%
1-10	570	50.1%
11-20	163	14.3%
21-30	69	6.1%
31-40	25	2.2%
41-50	16	1.4%
51-60	8	0.7%
61 +	8	0.7%
TOTAL	1,138	

Source: SC Department of Education.

What were the characteristics of the respondents of the 2010 parent survey, and how do the respondents compare to parents of all public school children?

Parents completing the survey were asked four questions about their child:

1. What grade is your child in? (3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th or 11th)
2. What is your child's gender?
3. What is your child's race/ethnicity?
4. What grades did your child receive on his/her last report card?

Parents were asked another set of four questions about themselves and their family:

1. What is your gender?
2. What is your race/ethnic group?
3. What is the highest level of education you have completed?
 - Attended elementary/high school
 - Completed high school/GED
 - Earned Associate Degree
 - Attended college/training program
 - Earned college degree
 - Postgraduate study/and/or degree
4. What is your family's total yearly household income?
 - Less than \$15,000
 - \$15,000 - \$24,999
 - \$25,000 - \$34,999
 - \$35,000 - \$54,999
 - \$55,000 - \$75,000
 - More than \$75,000

Responses to these eight questions revealed the following about the parents who completed the 2010 parent survey. As in prior years, the “typical” parent responding to the survey was a white female having attended or graduated from college. A majority of the respondents reported earning over \$35,000 with one-fourth having household incomes of greater than \$75,000.

Respondents to the 2010 Parent Survey	
Gender	
Male	14.7%
Female	85.0%
Race	
African-American	31.5%
Caucasian/white	59.2%
Hispanic	5.1%
All Other	3.8%
Education	
Attended elementary/high school	11.3%
Completed high school/GED	24.3%
Earned Associate Degree	10.1%
Attended college/training program	21.9%
Earned college degree	19.0%
Postgraduate study/and/or degree	11.0%
Household Income	
Less than \$15,000	14.1%
\$15,000 to \$24,999	14.5%
\$25,000 - \$34,999	13.8%
\$35,000 - \$54,999	17.2%
\$55,000 - \$75,000	14.7%
More than \$75,000	25.2%
Their Child Enrolled in:	
Grades 3-5	43.0%
Grades 6-8	36.7%
Grades 9-11	19.1%
Their Child's Gender:	
Male	45.2%
Female	54.4%
Their Child's Ethnicity:	
African-American	31.5%
Caucasian/White	57.0%
Hispanic	5.0%
All Other	5.0%
Their Child's Grades:	
All or mostly A's and B's	59.1%
All or mostly B's and C's	28.3%
All or mostly C's and D's	9.2%
All or mostly D's and F's	2.0%

Note: Percentages do not add up to 100% because some questions were not answered.

To determine if the survey responses were representative of elementary, middle and high school parents, the following analysis was done. First, 57,011 parents who returned the 2010 survey indicated that their child was in 5th, 8th, or 11th grade. Defining grade 5 as elementary schools, grade 8 as middle school and grade 11, high school, approximately 45 percent of parents who completed the survey were elementary school parents, 35 percent, middle school and 20 percent, high school (Table 4). As a point of reference, 36 percent of the 135-day average daily membership in 2009-10 was attributed to students in grade 5, 33 percent to students in grade 8 and 30 percent to students in grade 11 (Table 3). The 2010 survey responses over represent the perceptions of parents in elementary schools and under represent the perceptions of parents who have children in high school.

Table 4
Parental Respondents by Child's Grade

Child Enrolled in:	Surveys Returned	% of All Surveys	2009-10 135-day Average Daily Membership (ADM)	% of ADM (Grades 5, 8, & 11)
Grade 5	25,795	45%	54,180.49	36%
Grade 8	19,827	35%	49,885.35	33%
Grade 11	11,389	20%	45,024.79	30%
TOTAL	57,011		149,090.63	

When asked about their child's race or ethnicity, 56 percent of the parents responded that their child's ethnicity was white, 31 percent African American and 5 percent Hispanic. Compared to the ethnicity of children in the public schools of South Carolina in 2008-09, the percentage of parents whose children were African American and who completed and returned the parent survey in 2010 was 7.5 percent less than the percentage of African American students enrolled in public schools in 2008-09 (Table 5).

Table 5
Ethnicity of Children

	2010 Parent Survey	Student Enrollment All Public Schools 2008-09 ¹³	Difference
White	56.0%	53.9%	2.1%
African American	31.0%	38.5%	(7.5%)
Hispanic	5.0%	5.0%	0.0%
Other	5.0%	2.0%	3.0%
Not Reported or No Response	1.6%	0.6%	1.0%

Note: "Other" includes American Indian/Alaskan and Asian/Pacific Islander.

With respect to educational attainment, 40.1 percent of parents who responded to the survey in 2010 had earned an associate, bachelor or postgraduate degree. For comparison purposes, a 2006 American Community Survey for the United States Census Bureau found that 35.3 percent of persons 25 years of age or over in South Carolina had

¹³ South Carolina Department of Education. "Quick Facts." (Accessed on April 19, 2011). <http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/old/research/documents/QuickFactsRevisedMarch2011.pdf> .

earned an associate, bachelor or graduate degree. Approximately one-fourth of the respondents to the 2010 parent survey were high school graduates as compared to one-third of all persons aged 25 years or older in South Carolina (Table 6). The results of the 2010 Census were not available at the time of this report.

Table 6
Educational Attainment¹⁴

	2010 Parent Survey	% of Population in South Carolina (25 years or over)
Attended elementary/high School	11.3%	18.7%
Completed high school/GED	24.3%	32.6%
Earned Associate Degree	10.1%	7.9%
Attended college/training program	21.9%	18.1%
Earned college degree	19.0%	14.9%
Postgraduate study/and/or degree	11.0%	7.9%

Regarding the annual household income of the respondents, in 2010 57.1 percent of the parents who completed the survey reported having an annual household income in excess of \$35,000. For comparison purposes, according to the U.S. Census Bureau, the median household income in South Carolina in 2008 was \$44,695.¹⁵

Conclusions

- The total number of parent surveys completed and returned in 2010 was 69,474, which represents a 3.7 percent increase over the total number completed and returned in 2009.
- Using two methods of calculating a response rate, one method that underestimated and one that overestimated the total number of parents eligible to take the survey, the response rate to the 2010 parent survey was either 36 or 47 percent, each of which by industry standards is considered average.
- An analysis of the respondents to the 2010 parent survey concludes that the survey responses typically over represented the perceptions of parents in elementary schools and underrepresented the perceptions of parents who have children in high school. Furthermore, the respondents typically have obtained higher educational achievements and have greater median household incomes than the general population of South Carolina.

¹⁴ “South Carolina Educational Attainment for Persons 25 Year and Over by Race (2006). U.S. Census Bureau, 2006 American Community Survey. <<http://abstract.sc.gov/chapter7/education3.php>>.

¹⁵ “State and County QuickFacts.” United Census Bureau. <<http://quickfacts.census.gov/qfd/states/45000.html>>. Last updated November 4, 2010. Accessed on April 19, 2011.

PART FOUR

Results of the 2010 Parent Survey

The parent survey was designed to determine: (1) parent perceptions or satisfaction with their child's public school and (2) parental involvement efforts in public schools. The following is an analysis that documents the actual parent responses to questions focusing on parental satisfaction and parental involvement.

Parent Perceptions of Their Child's School

The information below summarizes the results of the 2010 parent survey. The percentages do not add to 100 percent because invalid responses are not reflected. At the school level, responses to these questions can reveal the strengths and weaknesses of parental involvement initiatives at the individual school site. Statewide, the data provide policymakers information on the overall effectiveness of policies and programs in promoting parental involvement. The following analysis focuses on parent perceptions or satisfaction with the learning environment, home-school relations, and the social and physical environment of their children's schools.

A. Learning Environment

Five questions in the parent survey ask parents to reflect upon the learning environment of their child's school. Questions 1 through 4 are designed to elicit parental agreement with specific aspects of the learning environment at their child's school, focusing on homework, expectations, and academic assistance. Question 5 offers parents the opportunity to report on their overall satisfaction with the learning environment at their child's school. For each school, the aggregate parental responses to question 5 are included on the annual school report card if a sufficient number of parents complete the survey.

Table 7 summarizes the total responses to these five questions for all parents who completed the 2010 parent survey. Overall, 85.9 percent of parents responded that they were satisfied with the learning environment of their child's school. Across the five questions, the percentage of parents who disagreed or strongly disagreed was highest for questions 4 and 5. Approximately, one in five parents either did not believe or did not know if their child received extra help when needed.

Table 7
Percentage of Parents in 2010 Responding:

Learning Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers give homework that helps my child learn.	89.0	7.2	2.4
2. My child's school has high expectations for student learning.	90.3	6.4	2.3
3. My child's teachers encourage my child to learn.	90.4	5.5	3.2
4. My child's teachers provide extra help when my child needs it.	79.8	12.4	7.3
5. I am satisfied with the learning environment at my child's school	85.9	11.7	1.9

Table 8 compares the percentage of parents who responded that they agreed or strongly agreed to these questions each year from 2003 through 2010. Parents who completed the survey in 2010 were overwhelmingly positive about the overall learning environment of their child's school. The level of parental satisfaction in 2010 mirrored the satisfaction levels in 2009. In 2010 the greatest percentage of parents completing the annual parent survey since 2003 expressed overall satisfaction with the learning environment of their child's school, Question 5. Nine in ten parents agreed that their child's school had high expectations for student learning and that their child's teachers encouraged their child to learn. However, consistently over time, parental response to Question 4, "my child's teachers provide extra help when my child needs it," has elicited the lowest percentage of parents responding that they agreed or strongly agreed.

Table 8
2003-2010
Percentage of Parents who Agree or Strongly Agree to:

Learning Environment Questions	2010	2009	2008	2007	2006	2005	2004	2003
1. My child's teachers give homework that helps my child learn.	89.0	89.9	86.9	88.2	87.7	88.4	89.1	88.1
2. My child's school has high expectations for student learning.	90.3	90.9	88.3	89.1	87.4	87.7	88.2	87.5
3. My child's teachers encourage my child to learn.	90.4	90.9	88.2	88.9	87.4	87.7	88.1	87.5
4. My child's teachers provide extra help when my child needs it.	79.8	79.7	77.7	77.3	76.9	76.4	75.6	75.6
5. I am satisfied with the learning environment at my child's school	85.9	85.5	82.3	82.2	81.3	81.2	80.9	80.1

To determine if there are any significant changes in parent perception of the learning environment of their child's school over recent years, an analysis was done to compare the 2010 results with the average or mean results of the prior three years. Table 9 documents the percentage of parents who agreed or strongly agreed with each statement

regarding the learning environment of their child’s school in 2010 compared to the average percentage of parents who agreed or strongly agreed with each statement in years 2007 through 2009. For all questions regarding the learning environment, parents in 2010 were more positive than the average satisfaction level of parents in the prior three years; however, the differences did not exceed three percent.

Table 9
Comparing 2010 Results with Three-Year Average
(Percentage of Parents who Agree or Strongly Agree)

Learning Environment Questions	2010	Mean % (2007-2009)	Difference
1. My child's teachers give homework that helps my child learn.	89.0	88.3	0.7
2. My child's school has high expectations for student learning.	90.3	89.4	0.9
3. My child's teachers encourage my child to learn.	90.4	89.3	1.1
4. My child's teachers provide extra help when my child needs it.	79.8	78.2	1.6
5. I am satisfied with the learning environment at my child's school	85.9	83.3	2.6

B. Home and School Relations

The next eleven questions on the parent survey determine parent perception of home and school relations by focusing on the relationship between the parent and their child’s teacher and between the parent and the school. Question 11 offers parents the opportunity to report on their overall satisfaction with home and school relations at their child’s school. For each school, the aggregate parental responses to question 11 are included on the annual school report card.

Table 10 summarizes the total responses to these eleven questions for all parents who completed the 2010 parent survey. Overall, 81.9 percent of parents were satisfied with home and school relations at their child’s school. An examination of questions 1 through 10, which ask parents more specific questions about their personal experiences at their child’s school, found the following.

- Parents overwhelmingly agreed that the principal at their child’s school was available and welcoming.
- Over three-fourths of the parents agreed that their child’s school returned phone calls or e-mails promptly, provided information about what their child should be learning, and scheduled activities at times that parents could attend.
- Over forty percent of the respondents disagreed or strongly disagreed that their child’s teachers contacted them to say good things about their child or invited the parents to visit the classroom during the school day.

- One third of the parents disagreed that their child’s teachers told them how to help their child learn.
- One-fourth of parents disagreed or strongly disagreed that their child’s school included parents in decision-making.
- One-half of all parents responded did not believe or did not know if the school considered changes based on parental input.
- Nearly one in three parents did not believe or did not know if students were treated fairly at their child’s school.

Table 10
Percentage of Parents in 2010 Responding:

Home and School Relations Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don’t Know
1. My child’s teachers contact me to say good things about my child	56.2	41.4	1.8
2. My child’s teachers tell me how I can help my child learn.	64.1	33.3	2.3
3. My child's teachers invite me to visit my child's classrooms during the school day.	53.7	41.4	4.4
4. My child's school returns my phone calls or e-mails promptly.	79.5	13.6	6.4
5. My child's school includes me in decision-making.	67.8	25.4	6.3
6. My child's school gives me information about what my child should be learning in school.	78.3	19.1	2.1
7. My child's school considers changes based on what parents say.	50.1	25.8	23.5
8. My child's school schedules activities at times that I can attend.	78.9	16.4	4.1
9. My child's school treats all students fairly.	67.5	17.6	14.2
10. My principal at my child's school is available and welcoming.	81.4	9.9	8.2
11. I am satisfied with home and school relations at my child’s school	81.9	14.3	3.6

According to the parents who responded to the 2010 South Carolina parent survey, there are clearly areas of growth in home and school relations between parents and their child’s teachers and between parents and the school.

Almost 82 percent of all parents agreed or strongly agreed that they were satisfied with the overall home and school relations at their child’s school. As documented by Table 11, the trend is that parental satisfaction with home and school relations continues to increase

over time while the annual increase from 2009 to 2010 was not significant. “Significant” is defined as an annual increase or decrease of 3 percent or more. It should be noted that the overall satisfaction of parents with home and school relations was at an all-time high in 2010.

Table 11
2003-2010
Home and School Relations
Question 11: I am satisfied with home and school relations at my child’s school.

	2010	2009	2008	2007	2006	2005	2004	2003
Agree or Strongly Agree	81.9%	81.4%	77.8%	77.9%	76.6%	67.8%	66.9%	66.8%
Disagree or Strongly Disagree	14.3%	14.9%	16.0%	17.1%	16.6%	17.7%	18.2%	18.6%

Analyzing parental satisfaction trends over the recent years, Table 12 documents parental satisfaction with all eleven questions regarding home and school relations since 2007.

Table 12
2007-2010
Percentage of Parents who Agree or Strongly Agree to:

Home and School Relations Questions	2010	2009	2008	2007
1. My child's teachers contact me to say good things about my child.	52.2	57.2	53.8	54.2
2. My child's teachers tell me how I can help my child learn.	64.1	64.4	62.2	63.1
3. My child's teachers invite me to visit my child's classrooms during the school day.	53.7	54.8	53.2	53.9
4. My child's school returns my phone calls or e-mails promptly.	79.5	79.3	75.0	75.1
5. My child's school includes me in decision-making.	67.8	67.9	65.1	65.5
6. My child's school gives me information about what my child should be learning in school.	78.3	78.3	75.4	76.2
7. My child's school considers changes based on what parents say.	50.1	50.5	47.8	48.1
8. My child's school schedules activities at times that I can attend.	78.9	78.8	75.5	76.1
9. My child's school treats all students fairly.	67.5	67.4	63.4	63.3
10. My principal at my child's school is available and welcoming.	81.4	80.8	77.3	78.0
11. I am satisfied with home and school relations at my child’s school	81.9	81.4	77.8	77.9

An additional analysis was done comparing the mean or average percentage of parents who agreed or strongly agreed to each statement between 2007 and 2009 with the percentage of parents who agreed or strongly agreed in 2010. Table 13 documents the percentage of parents who agreed or strongly agreed with each statement regarding home and school relations at their child’s school in 2010 compared to the average percentage of parents who agreed or strongly agreed with each statement in years 2007 through 2009. Again, using a three percent change as “significant,” significantly more parents in 2010 responded that their child’s school returned phone calls or e-mails promptly. It should be

also noted that the percentage of parents responding agree or strongly agree to question 1 in 2010 was 2.9 percent lower than the mean percentage of parents responding agree or strongly agree between 2007 and 2009.

Table 13
Comparing 2010 Results with Three-Year Average
(Percentage of Parents who Agree or Strongly Agree)

Home and School Relations Questions	2010	Mean %	Difference
		(2007- 2009)	
1. My child's teachers contact me to say good things about my child.	52.2	55.1	-2.9
2. My child's teachers tell me how I can help my child learn.	64.1	63.2	0.9
3. My child's teachers invite me to visit my child's classrooms during the school day.	53.7	53.9	-0.2
4. My child's school returns my phone calls or e-mails promptly.	79.5	76.5	3.0
5. My child's school includes me in decision-making.	67.8	66.2	1.6
6. My child's school gives me information about what my child should be learning in school.	78.3	76.6	1.7
7. My child's school considers changes based on what parents say.	50.1	48.8	1.3
8. My child's school schedules activities at times that I can attend.	78.9	76.8	2.1
9. My child's school treats all students fairly.	67.5	64.7	2.8
10. My principal at my child's school is available and welcoming.	81.4	78.7	2.7
11. I am satisfied with home and school relations at my child's school	81.9	79.0	2.9

C. Social and Physical Environment

The next five questions on the parent survey focus on the social and physical environment of schools. These questions are designed to elicit parent perceptions of the cleanliness, safety, and climate of their child's school. Question 5 asks parents to report on their overall satisfaction with the social and physical environment of their child's schools. For each school, the aggregate parental responses to question 5 are included on the annual school report card.

Table 14 summarizes the total responses to these five questions for all parents who completed the 2010 parent survey. Nine in ten parents agreed or strongly agreed that their child's school was kept neat and clean and that their child felt safe at school. On the other hand, over 47 percent of parents either did not believe or did not know that students at their child's school were well behaved. 17.5 percent of parents did not know or did not believe that their child's teachers cared about their child as an individual.

Table 14
Percentage of Parents in 2010 Responding:

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's school is kept neat and clean.	91.0	6.0	2.6
2. My child feels safe at school.	90.5	7.3	2.0
3. My child's teachers care about my child as an individual.	82.1	9.5	8.0
4. Students at my child's school are well behaved.	62.4	23.6	13.6
5. I am satisfied with the social and physical environment at my child's school.	83.2	12.8	3.8

Table 15 compares the 2010 results of the South Carolina parent survey with the results of parent surveys administered since 2003. The data document that parental responses to the five questions regarding the social and physical environment of their child's school are consistent with the prior year's results. Over time, parent satisfaction with the social and physical environment of their child's schools as reflected in the responses to these five questions has increased consistently.

Table 15
2003-2010
Percentage of Parents who Agree or Strongly Agree to:

Social and Physical Environment Questions	2010	2009	2008	2007	2006	2005	2004	2003
1. My child's school is kept neat and clean.	91.0	90.7	87.9	88.5	86.8	87.6	87.72	86.9
2. My child feels safe at school.	90.5	90.1	86.3	87.1	85.9	86.3	85.9	85.7
3. My child's teachers care about my child as an individual.	82.1	82.2	79.0	79.3	78.5	78.3	77.6	77.0
4. Students at my child's school are well behaved.	62.4	61.4	56.6	56.6	55.2	55.4	53.4	54.1
5. I am satisfied with the social and physical environment at my child's school	83.2	82.7	78.6	79.0	77.8	77.7	76.9	77.3

A final analysis was conducted to gauge parent satisfaction with the social and physical environment of their child's school in 2010 with the results of surveys completed during the prior three years. Table 16 documents the percentage of parents who agreed or strongly agreed with each statement regarding the social and physical environment at their child's school in 2010 compared to the average percentage of parents who agreed or strongly agreed with each statement in years 2007 through 2009. The results demonstrate that in 2010 significantly more parents believed that students at their child's school were well behaved and significantly more parents in 2010 were satisfied with the social and physical environment of their child's school than in the previous three years.

Table 16
Comparing 2010 Results with Three-Year Average
(Percentage of Parents who Agree or Strongly Agree)

Social and Physical Environment Questions	2010	Mean % (2007-2009)	Difference
1. My child's school is kept neat and clean.	91.0	89.0	2.0
2. My child feels safe at school.	90.5	87.8	2.7
3. My child's teachers care about my child as an individual.	82.1	80.2	1.9
4. Students at my child's school are well behaved.	62.4	58.2	4.2
5. I am satisfied with the social and physical environment at my child's school	83.2	80.1	3.1

Parental Involvement

According to the National Network of Partnership Schools, founded and directed by Dr. Joyce Epstein at Johns Hopkins University, there are six types of successful partnerships between the school, family and community:¹⁶

- Type 1. Parenting – Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.
- Type 2. Communicating – Conduct effective communications from school-to-home and home-to-school about school programs and student progress.
- Type 3. Volunteering – Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.
- Type 4. Learning at Home – Involve families with their children on homework and other curriculum-related activities and decisions.
- Type 5. Decision Making – Include families as participants in school decisions, and develop parent leaders and representatives.
- Type 6. Collaborating with the family – Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

In addition to determining parent satisfaction with their child's school, the annual survey of parents in South Carolina includes questions designed to elicit information on the level of parental involvement in schools. The questions focus on the first five types of parental involvement. It should be reiterated that parents self-report their involvement.

¹⁶ Epstein, et. al. 2002. *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*. Thousand Oaks, CA: Corwin Press, Inc.
 <http://www.csos.jhu.edu/P2000/nmps_model/school/sixtypes.htm>.

First, parents were asked to specifically respond to eight questions relating to their involvement in their child’s school. These questions focus on the following types of parental involvement: parenting, volunteering and decision making. Parents were asked specifically to respond to these eight questions in one of four ways:

- I do this
- I don’t do this but would like to
- I don’t do this and I don’t care to
- The school does not offer this activity/event.

The responses are reflected in Table 17 with the fourth column highlighting the percentage of parents who expressed an interest in becoming involved in these school activities. These parents want to be involved but either have personal barriers preventing their involvement or face obstacles at the school level. At the school level, parents responding “I don’t do this but would like to” are the parents for whom school initiatives to improve parental involvement should be focused.

Table 17
Percentage of Parents in 2010 Responding:

	n =	“I do this”	“I don’t do but would like to”	“I don’t do & I don’t care to:	“The school does not offer this activity/event”
Attend Open Houses or parent-teacher conferences	(68,407)	79.3	15.9	3.3	0.9
Attend student programs or performances	(68,186)	78.8	16.2	3.2	1.2
Volunteer for the school	(67,603)	38.1	38.1	20.3	2.9
Go on trip with my child’s school	(67,443)	35.2	43.1	15.0	5.9
Participate in School Improvement Council Meetings	(67,041)	12.6	47.3	34.1	5.3
Participate in Parent-teacher Student Organizations	(67,408)	33.9	36.6	26.3	2.6
Participate in school committees	(67,256)	17.3	40.8	34.7	6.8
Attend parent workshops	(67,616)	25.6	40.8	18.8	14.4

Based on the responses in Table 17 and the six types of involvement, there are significant opportunities for improving parental involvement in South Carolina’s public schools. First, fewer parents report being involved in the School Improvement Council, Parent-Teacher-Student Organizations and school committees than in any other activity. Decision making, including parents and families in school decisions, and developing parent leaders and representatives are areas for growth. Moreover, these parents reported wanting to be involved in these decision-making committees and organizations. Regarding volunteering, three-fourths of the parents attended open houses, parent-teacher conferences or student programs, all activities that support children as students. One-fourth reported attending parent workshops. Another 14 percent contend that such workshops are not provided at

their child’s school. Approximately 38 percent of the parents responded that they volunteered, a percentage that mirrors the percentage of parents who do not volunteer but would like to.

Parents were asked five questions about their involvement with their child’s education, both at the school site and at home. These questions are directed at learning at home, parents involved with their children’s homework and other activities and decisions. Parents could respond in one of three ways:

- I do this
- I don’t do this but would like to
- I don’t do this and I don’t care to

Table 18 summarizes parental responses to these five questions.

Table 18
Percentage of Parents in 2010 Responding:

	n=	“I do this”	“I don’t do but would like to”	“I don’t do & I don’t care to”
Visit my child’s classroom during the school day	(68,057)	31.9	52.7	15.1
Contact my child’s teachers about my child’s school work.	(68,270)	76.3	19.1	4.3
Limit the amount of time my child watches TV, plays video games, surfs the Internet	(68,420)	84.6	8.9	6.1
Make sure my child does his/her homework	(68,704)	94.9	3.6	1.3
Help my child with homework when he/she needs it.	(68,722)	94.0	4.7	1.3

Clearly, parents overwhelmingly report being involved in activities and decisions to support their child’s learning. At least 94 percent of parents reported helping their child with his or her homework while 84 percent report limiting television and other distractions at home. Less than one-third of parents responded that they visited their child’s classroom during the day while a majority wanted to become involved in this way.

There are obstacles that impede parental involvement in schools. These obstacles may include lack of transportation, family responsibilities, and work schedules. Schools may not encourage or facilitate parental involvement at the school level. The annual parent survey asks parents to respond “true” or “false” to seven questions on factors that impact their involvement. The results for 2010 as well as the results from 2003 are included in Table 19. At the individual school, the responses to these questions may assist principals and teachers in scheduling parental involvement activities or even parent-teacher conferences at times and places convenient for both parents and teachers.

Table 19
2003-2010
Percentage of Parents Replying "True" to these questions

	2010	2009	2008	2007	2006	2005	2004	2003
Lack of transportation reduces my involvement	11.8	11.7	11.6	11.8	12.9	12.3	12.5	12.6
Family health problems reduce my involvement.	14.3	14.7	14.9	15.0	15.5	15.4	14.9	15.4
Lack of available care for my children or other family members reduces my involvement.	15.1	15.4	15.2	15.4	16.1	15.9	15.5	15.3
My work schedule makes it hard for me to be involved.	55.1	55.6	56.2	55.4	55.6	55.5	56.2	57.0
The school does not encourage my involvement.	17.4	17.6	18.0	19.6	19.8	20.0	20.4	20.1
Information about how to be involved either comes too late or not at all.	25.3	25.7	26.8	27.3	28.2	28.3	29.1	29.1
I don't feel like it is appreciated when I try to be involved.	12.0	12.1	12.8	13.6	14.0	14.1	14.1	14.2

Finally, parents were also asked several questions about their child's school and its efforts at increasing parental involvement. Across these questions, two-thirds of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good (Table 20). Approximately one-fourth rated the school's efforts as "okay."

Table 20
2008 – 2010
Percentage of Parents who responded:

Question:	Very Good or Good			Bad or Very Bad			Okay		
	2010	2009	2008	2010	2009	2008	2010	2009	2008
School's overall friendliness.	79.6	78.8	75.1	2.4	2.4	2.8	17.8	18.8	20.2
School's interest in parents' ideas and opinions.	61.4	61.7	57.5	7.9	7.8	8.6	30.5	30.6	31.1
School's effort to get important information from parents.	66.8	66.0	61.9	7.8	7.9	9.0	25.2	26.1	26.5
The school's efforts to give important information to parents.	72.7	71.7	67.5	6.3	6.5	7.4	20.9	21.8	22.8
How the school is doing overall.	75.1	74.3	70.0	3.5	3.7	4.3	21.3	22.0	23.5

Conclusions:

- Despite a 3.7 percent increase in the number of parents responding to the annual parent survey, the results of the 2010 parent survey demonstrate that parental satisfaction with their child’s public schools is at the same level as the prior year’s survey results (Table 21). Across all three characteristics, the annual increase in parent satisfaction was either 0.4 or 0.5 percent in 2010.

**Table 21
Percentage of Parents Satisfied With:**

Characteristic	2010	2009	% Increase
Learning Environment	85.9	85.5	0.4
Home and School Relations	81.9	81.4	0.5
Social and Physical Environment	83.2	82.7	0.5

- When comparing parent satisfaction in 2010 with parent satisfaction over the most recent three-year period, the percentage of parents who were satisfied with the social and physical environment in 2010 was a 3.1 percent increase over the mean of the prior three years, which equates to a significant increase. In the overall rating of the learning environmental and home and school relations of their child’s schools, the satisfaction rate increased 2.6 and 2.9 percent, respectively (Table 22).

**Table 22
Percentage of Parents Satisfied With:**

Characteristic	2010	Mean 2007-2009	% Difference
Learning Environment	85.9	83.3	2.6
Home and School Relations	81.9	79.0	2.9
Social and Physical Environment	83.2	80.1	3.1

- Parents who responded to the 2010 annual survey reported comparable levels of parental involvement as in other years and identified work schedules as their greatest obstacle to involvement.
- As in prior years, the inclusion of parents in school decisions and the development of parent leaders and representatives fall below the ideal. Opportunities for improving communication between parents and teachers also continue to exist.

APPENDIX



ADMINISTRATION OF THE 2010 REPORT CARD SURVEYS

The Education Accountability Act of 1998 specifies that “school report cards should include information in such areas as...evaluations of the school by parents, teachers, and students.” To obtain these evaluations, the Education Oversight Committee (EOC) has constructed student, teacher, and parent surveys that are designed to measure perceptions of three factors: home and school relations, the school’s learning environment, and the school’s social and physical environment. The purpose of these teacher, parent, and student surveys is to obtain information related to the perceptions of these groups about your school. Results will provide valuable information to principals, teachers, parents, School Improvement Councils, and community groups in their efforts to identify areas for improvement. Results will also appear on the annual school report cards.

SCHEDULE

Teacher Surveys – on www.ed.sc.gov website

- February 1, 2010 – Teacher Survey portal opens.
- March 2, 2010 – Teacher Survey portal closes.

Student & High School Student Surveys – paper forms

- February 1, 2010 – All schools should receive survey forms by this date.
- March 5, 2010 – Last day for schools to ship completed survey forms to contractor.

Parent Surveys – paper forms

- February 1, 2010 – All schools should receive survey forms by this date.
- February 26, 2010 – Date for parent survey forms to be returned to the school.
This is the due date in the letter to parents.
- March 5, 2010 – Last day for schools to ship completed survey forms to contractor.

CONTACTS

If your student or parent survey forms are damaged in shipment please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.

If you have questions about administration procedures for any survey, please contact Cynthia Hearn at chearn@ed.sc.gov or 803-734-8269.

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This booklet is divided into sections by the different tasks required for the administration of surveys.

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General Guidelines	2	Shipping the Completed Surveys	6
Receipt and Distribution of Materials	3	Appendix A – Student and Parent	
Survey Guidelines	3	Survey Participants	7
Administration of Surveys	5	Teacher Instructions for Student Survey	8

APPENDIX A

ADMINISTRATION OF THE 2010 REPORT CARD SURVEYS

CHANGES THIS YEAR

STUDENT & PARENT SURVEYS – No changes in administration or shipping procedures.

GENERAL GUIDELINES

- ✓ Useful survey results are dependent upon candid responses. The survey administration must encourage candid responses by protecting the anonymity of the respondents and by communicating to respondents that the information is important and will be used for improvement purposes. A letter from the State Superintendent of Education enclosed with the parent survey explains the survey and its purpose.
- ✓ No names or other identifying information should appear on the survey forms or the envelopes containing the parent survey forms. Every effort should be made to ensure that responses to the surveys remain anonymous.
- ✓ While principals should be aware of survey procedures and due dates, they should not be involved in handling completed survey forms. School staff are not allowed to review completed surveys.
- ✓ School principals must designate a staff person to serve as the school's survey coordinator. This person will be responsible for overseeing the distribution of surveys to students and parents and packaging completed surveys for return to contractor. The school survey coordinator also will keep teachers informed of the web-based teacher survey procedures and due dates and report any problems to the Department of Education.
- ✓ Guidelines established by the Education Oversight Committee determine the grade level(s) to be surveyed in each school. All students in the highest grade at elementary and middle schools should complete a student survey. Their parents should receive the parent survey form. For high schools and career centers the surveys should be administered to all 11th graders and their parents. Appendix A on page 7 lists the grade level(s) to be surveyed as determined by the grade span of the school.
- ✓ Sampling is not allowed. All students in the designated grade and their parents should receive a survey. You do not need to have students complete a survey if they are absent on the day of administration or if they would have difficulty reading and responding to the items. However, these students should be given a parent survey to take home.
- ✓ Special education students are to be included and should be provided the same accommodations used for testing.
- ✓ Student and parent surveys should not be administered to children in grades two and below or their parents. For schools that contain only grades two and below, only the teacher survey will be conducted.
- ✓ These survey forms cannot be copied. The scanning equipment can not scan photocopies.
- ✓ Retain the container in which you received the survey forms. That same container can be used to return the survey forms to the contractor.

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ADMINISTRATION OF THE 2010 REPORT CARD SURVEYS

RECEIPT AND DISTRIBUTION OF MATERIALS

- Check the materials received in your shipment to ensure that you have received the following items:
 - ✓ An envelope containing;
 1. A letter to the principal from the Education Oversight Committee (EOC),
 2. Two sets of instructions for administering the surveys,
 3. A page of shipping instructions, and
 4. One pre-addressed UPS shipping label (used to return completed surveys to contractor, freight prepaid).
 - ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.
 - ✓ If applicable, Spanish parent survey envelopes. The outside of the envelope is marked with “S.”
 - ✓ Student survey forms.
- The number of survey forms allocated to your school is based on numbers provided by your district office in November. The shipping list located on the Office of Data Management and Analysis website (<http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/>) provides the number of survey forms ordered for your school.
- Check a few student and parent survey forms to make sure that your school name is on the form. If you have received survey forms for another school, please contact Mike Pulaski.
- Keep the box in which the survey forms were delivered to use for the return shipment.
- Give the letter from the EOC to your principal.
- Determine the number of student and parent survey forms you will need for each class at the designated grade level(s). Count the surveys into classroom stacks and distribute.

SURVEY GUIDELINES

Student & High School Student Surveys

- Student surveys should be administered in classroom settings.
- Each survey item has four response choices. Respondents must decide whether they agree, mostly agree, mostly disagree, or disagree with each statement. Students will mark their responses by darkening bubbles on the survey form. If they do not have knowledge relative to the statement, students should be instructed to skip the item and go on to the next one.
- Teachers should not read the survey items to the students, but they may answer student questions about the survey items. Teachers may read items to special education students with an oral administration testing accommodation. On the last page of these instructions is the script for teachers to use to explain the survey to students.
- It is important that the surveys not be folded, torn, stapled, or damaged in any way. Please have the students use pencils. A number 2 pencil is not required.

APPENDIX A

ADMINISTRATION OF THE 2010 REPORT CARD SURVEYS

Parent Surveys

- Parent surveys are available in both English and Spanish. Spanish-language parent surveys are for recent immigrants or parents who do not yet possess adequate English reading skills. The Spanish version of the parent survey is enclosed in an envelope with an “S” on the outside.
- Schools will distribute envelopes containing parent surveys to students in the appropriate grade(s). Students should take the envelope home for their parents to complete the survey inside and then return the envelope to the school. Envelopes are used to maintain confidentiality.
- No names or other identifying information should appear on the survey forms or the envelopes containing the survey form. Every effort should be made to ensure that responses to the surveys remain anonymous.
- The parent survey should be administered to the parents of the same children participating in the student survey.
- Parents with children in the highest grade at two different schools will receive two survey forms to complete. The name of the school appears on the survey form to help avoid confusion for the parents.
- Parent surveys will not be administered to parents of children in grades two and below. For schools that contain only grades two and below, only the teacher survey will be conducted.
- The parent survey forms are identical for all grade levels. If you are surveying parents for more than one grade level, the correct number of survey forms for all grade levels will be in your shipment.
- Each survey contains fifty-four questions and should take approximately fifteen minutes to complete. The letter enclosed with the survey form tells parents that they are being asked for their opinions about their child’s school. Parents are asked to think about the entire year rather than a specific event or something that happened only once or twice. They are asked to provide honest responses that can help to improve the school.
- Parents should mark their responses by darkening bubbles on the survey. Although the scanning equipment can read pen marks, it is still a good idea to use a pencil should the parent need to change an answer. It is also important that the surveys not be folded, torn, stapled, or damaged in any way.
- Parents have the option of mailing their completed survey form to the Department of Education. The mailing address is provided in the letter to parents from the State Superintendent of Education.

SPECIAL NOTE: We appreciate that schools work diligently each year to encourage parents to complete and return the parent surveys. Some schools offer incentives such as ice cream treats or extra recess time to individual students or classes where all students have returned completed parent surveys. Each year parents call the Department to inform us that their child is upset that he/she cannot return the parent survey form to school and receive the special incentive because the parent wants to mail the survey form to the Department. Parents have the option to mail in the survey form, so we would encourage you to not penalize students whose parents mail in their completed survey form.

APPENDIX A

ADMINISTRATION OF THE 2010 REPORT CARD SURVEYS

ADMINISTRATION OF SURVEYS

Student & High School Student Surveys

- Choose a day within the time period to administer the survey to the students. The survey should be administered to students at the same time (homeroom or advisory period for example).
- Copy the teacher instructions from the last page of these administration procedures and provide a copy of the instructions with the survey forms. Make sure the classroom teachers administering the student surveys are familiar with the administration instructions for your school.
- On the day the survey is to be administered, distribute materials to each classroom teacher within the designated grade(s).
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

Parent Survey

- Distribute the parent surveys **as soon as possible** after they are received at the school. This should allow sufficient time for parents to complete and return the survey prior to the February 26 due date.
- Distribute the envelopes containing the parent survey form and letter to each classroom teacher within the designated grade(s). The envelopes containing the Spanish version of the survey and letter will be marked with an "S." Have the teachers distribute the envelopes to students. Teachers should ask students to take the envelopes home for their parents to complete the surveys. Students should be instructed not to remove the survey form or letter from the envelope. Students should bring the envelopes containing the completed surveys back to school as soon as possible.
- If your budget allows, survey forms may be mailed to students' homes.
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

Teacher Survey

- The teacher survey is conducted online over the internet. The survey can be accessed from the State Department of Education website at www.ed.sc.gov.
- Teachers, librarians, guidance counselors, and speech therapists at the school should complete the teacher survey. Part-time teachers may complete a survey form if they are on campus at least half of each school day or week.
- The survey may be completed using any computer with internet access. Teachers may use their home computers.
- There is no way to determine which teachers have completed the survey, but the internet site keeps track of how many survey forms have been completed for each school. A teacher survey reporting tool may be accessed from the first page of the teacher survey.
- Problems with your school's internet access should be directed to your district technology coordinator.

APPENDIX A

ADMINISTRATION OF THE 2010 REPORT CARD SURVEYS

PREPARING SURVEYS FOR SHIPMENT

Student & High School Student Surveys

- Place all surveys flat, face up, and turned the same way. Return all completed survey forms, even those that may be damaged. No changes or edits may be made to student responses. School personnel should not be allowed to review student responses.
- Carefully paper-band the completed forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with masking tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

Parent Survey

- All parent surveys should be returned in their individual envelopes. Envelopes should be returned flat, face up, and all turned the same way.
- All parent surveys returned without the envelope should be placed on top of the envelopes. Place the survey forms flat, face up, and turned the same way. Return all completed survey forms, even those that may be damaged. No changes or edits may be made to parent responses. School personnel should not be allowed to review parent responses.
- Carefully paper-band the completed survey forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with masking tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

SHIPPING THE COMPLETED SURVEYS

- Please return all of your school's completed student and parent survey forms at the same time. Package both types of surveys in the same sturdy box. Use crumpled paper, cardboard, or Styrofoam beads to fill the voids in the shipping carton to help keep surveys from being damaged during transit. You may want to use the box in which the survey forms were delivered for the return shipment.
- Attach the pre-addressed, bar-coded UPS return shipping label to your package. (NOTE: If you are re-using the original delivery box be sure to remove or cover up the old label.) Give the package to your UPS driver the next time a delivery is made to your school. You also can drop off the package at any UPS store or drop box as well as selected Office Depot and Staples locations. **Scheduling a special pick up from your school will cost you extra.**
- If the return UPS shipping label is missing, please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.
- All surveys must be shipped on or before **Friday, March 5, 2010**.

APPENDIX A

**ADMINISTRATION OF THE 2010
REPORT CARD SURVEYS**

Appendix A—Student and Parent Survey Participants

School's Grade Span	Grade Level of Students and Parents to be Surveyed		School's Grade Span	Grade Level of Students and Parents to be Surveyed
K-1, K-2, 1-2	none		4-9	5 & 9
K-3	3		5-9	9
1-3	3		6-9	9
2-3	3		7-9	9
K-4	4		8-9	9
1-4	4		K-10	5, 8, & 10
2-4	4		1-10	5, 8, & 10
3-4	4		2-10	5, 8, & 10
K-5	5		3-10	5, 8, & 10
1-5	5		4-10	5, 8, & 10
2-5	5		5-10	8 & 10
3-5	5		6-10	8 & 10
4-5	5		7-10	8 & 10
K-6	6		8-10	10
1-6	6		9-10	10
2-6	6		K-11	5, 8, & 11
3-6	6		1-11	5, 8, & 11
4-6	6		2-11	5, 8, & 11
5-6	6		3-11	5, 8, & 11
K-7	5 & 7		4-11	5, 8, & 11
1-7	5 & 7		5-11	8 & 11
2-7	5 & 7		6-11	8 & 11
3-7	5 & 7		7-11	8 & 11
4-7	5 & 7		8-11	11
5-7	7		9-11	11
6-7	7		10-11	11
K-8	5 & 8		K-12	5, 8, & 11
1-8	5 & 8		1-12	5, 8, & 11
2-8	5 & 8		2-12	5, 8, & 11
3-8	5 & 8		3-12	5, 8, & 11
4-8	5 & 8		4-12	5, 8, & 11
5-8	8		5-12	8 & 11
6-8	8		6-12	8 & 11
7-8	8		7-12	8 & 11
K-9	5 & 9		8-12	11
1-9	5 & 9		9-12	11
2-9	5 & 9		10-12	11
3-9	5 & 9		11-12	11

APPENDIX A

ADMINISTRATION OF THE 2010 REPORT CARD SURVEYS

TEACHER INSTRUCTIONS FOR STUDENT SURVEY

Surveys should be administered in a classroom setting. One student should be designated in each classroom to collect the student surveys and to bring them to the school survey coordinator. To ensure confidentiality, classroom/homeroom teachers should not collect completed surveys. Classroom teachers and school administrators are not to review completed student surveys.

Pass out surveys and pencils.

The teacher should read the following script.

Today you are being asked your opinions about our school. There are no right or wrong answers. When you read each item, think about the entire year rather than a specific event or something that happened once or twice. Please provide honest and true answers so that we can change and improve our school. Do not talk to other students, but you can ask me a question if you do not understand a statement. Do NOT write your name on the survey. Do not fold or bend the sheet.

First, read the instructions at the top of the form and mark your grade. Make sure you have a pencil. Do not use a pen. You will read each statement, and mark your response on your survey sheet. Darken the ovals completely with your pencil. Erase any stray marks or changes. Remember to continue on the back of the sheet.

There are four choices for each sentence. Decide whether you agree, mostly agree, mostly disagree, or disagree with each sentence. Do your best to decide. If you do not know anything about the subject, you can skip the sentence and go on to the next one.

When you have completed the survey, check to see that you have marked only one response to each sentence and that you have marked your correct grade. Then, place your survey on your desk. (The designated student) will collect the forms.

Have the student designated to collect surveys do so. Then, have the student take the completed surveys to the school survey coordinator.

Thank You

APPENDIX B

South Carolina Parent Survey

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The school will get a summary of the survey results.

MARKING INSTRUCTIONS

- Make solid marks that fill the circle completely.
- Make no stray marks on this form.
- Erase cleanly any marks you wish to change.
- Correct Mark: Incorrect Marks:

Please mark how much you agree or disagree with each of the following statements about the Learning Environment at your child's school.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's teachers give homework that helps my child learn .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My child's school has high expectations for student learning .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My child's teachers encourage my child to learn .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My child's teachers provide extra help when my child needs it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am satisfied with the learning environment at my child's school .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please mark how much you agree or disagree with each of the following statements about Home and School Relations .	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's teachers contact me to say good things about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My child's teachers tell me how I can help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My child's teachers invite me to visit my child's classrooms during the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My child's school returns my phone calls ore-mails promptly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My child's school includes me in decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child's school gives me information about what my child should be learning in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child's school considers changes based on what parents say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child's school schedules activities at times that I can attend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's school treats all students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The principal at my child's school is available and welcoming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I am satisfied with home and school relations at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please mark how much you agree or disagree with each of the following statements about the Social and Physical Environment at your child's school.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's school is kept neat and clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My child feels safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My child's teachers care about my child as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students at my child's school are well-behaved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am satisfied with the social and physical environment at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please tell us if you do the following.	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event	
1. Attend Open Houses or parent-teacher conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Attend student programs or performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Participate in School Improvement Council meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Participate in school committees (textbook committee, spring carnival committee, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Please tell us if you do the following.	I do this	I don't do this, but I would like to	I don't do this, and I don't care to		
1. Visit my child's classrooms during the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
2. Contact my child's teachers about my child's school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
4. Make sure my child does his/her homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
5. Help my child with homework when he/she needs it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Go on to next page.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

Additional Information

Comparison of Parent Satisfaction and Absolute Rating of Schools

The following analysis compares parent perceptions or satisfaction with their child's public school based on the results of the 2010 parent survey with the absolute rating of their child's public school based on the 2010 annual school report card rating. The analysis focuses again on the three constructs: the learning environment; home and school relations; and the social and physical environment of their child's school. Percentages do not add to 100 percent because invalid responses are not reflected. Furthermore, parental responses to questions in bold type are reflected on the annual school report card.

Learning Environment

The following tables document parental responses to the five questions regarding the learning environment of their child's schools (Tables 23, 24, and 25). The tables disaggregate parental responses by the absolute rating of their child's schools into three categories: (1) percentage of parents who agreed or strongly agreed; (2) percentage of parents who disagreed or strongly disagreed; and (3) percentage of parents who did not know. Question 5 offers parents the opportunity to report on their overall satisfaction with the learning environment at their child's school. For each school, the aggregate parental responses to question 5 are included on the annual school report card.

Table 23
Percentage of Parents in 2010 Attending a School with the Following Absolute Ratings and Who Agreed or Strongly Agreed to:

Learning Environment Questions	Excellent	Good	Average	Below Average	At-Risk
1. My child's teachers give homework that helps my child learn.	92.2	90.9	90.0	87.7	87.4
2. My child's school has high expectations for student learning.	94.4	91.9	89.9	88.1	84.1
3. My child's teachers encourage my child to learn.	93.7	91.0	90.6	89.5	87.6
4. My child's teachers provide extra help when my child needs it.	83.5	80.6	78.8	77.1	75.3
5. I am satisfied with the learning environment at my child's school.	91.1	87.4	84.9	79.8	74.2

Table 24
Percentage of Parents in 2010 Attending a School with the Following Absolute Ratings and Who Disagreed or Strongly Disagreed to:

Learning Environment Questions	Excellent	Good	Average	Below Average	At-Risk
1. My child's teachers give homework that helps my child learn.	6.1	7.0	7.5	9.5	9.9
2. My child's school has high expectations for student learning.	4.2	6.0	7.5	8.9	12.8
3. My child's teachers encourage my child to learn.	4.1	5.9	5.9	6.7	8.3
4. My child's teachers provide extra help when my child needs it.	10.1	12.3	13.5	14.5	16.5
5. I am satisfied with the learning environment at my child's school.	7.8	10.9	13.1	17.7	23.6

Table 25
Percentage of Parents in 2010 Attending a School with the Following Absolute Ratings and Who Did Not Know:

Learning Environment Questions	Excellent	Good	Average	Below Average	At-Risk
1. My child's teachers give homework that helps my child learn.	1.7	2.1	2.5	2.9	2.7
2. My child's school has high expectations for student learning.	1.5	2.1	2.6	3.1	3.1
3. My child's teachers encourage my child to learn.	2.2	3.2	3.5	3.9	4.1
4. My child's teachers provide extra help when my child needs it.	6.3	7.1	7.7	8.4	8.2
5. I am satisfied with the learning environment at my child's school.	1.1	1.7	2.1	2.5	2.2

Across the five questions, parents whose child attended schools with an absolute rating of Excellent expressed greater satisfaction with the learning environment of their child's school than all other parents. Furthermore, parental satisfaction with the learning environment generally improved as the absolute performance rating improved and declined as the absolute performance rating of the school declined. Approximately, nine out of ten parents whose child attended a school with an absolute rating of Excellent in 2009-10 agreed or strongly agreed that they were satisfied with the learning environment at their child's school. On the other hand, three-fourths of parents whose child attended a school with an absolute rating of At-Risk in 2009-10 agreed or strongly agreed that they were satisfied with the learning environment at their child's school.

Home and School Relations

Similarly, parental responses to the eleven questions regarding home and school relations were analyzed by the absolute rating of the school in Tables 26, 27 and 28. Parental responses

varied significantly across these questions. However, there was general agreement across all parents, regardless of the absolute rating of their child's school that a majority of parents either do not know or do not believe that their child's school considers changes based on what parents say and that their child's teachers told them how to help their child. On the overall satisfaction of parents with home and school relations, Question 11, parents whose child attended a school with a higher absolute rating were more satisfied with home and school relations than all other parents.

Table 26
Percentage of Parents in 2010 Attending a School with the Following Absolute Ratings and Who Agreed or Strongly Agreed to:

Home and School Relations Questions	Excellent	Good	Average	Below Average	At-Risk
1. My child's teachers contact me to say good things about my child	59.8	56.3	55.3	56.4	53.3
2. My child's teachers tell me how I can help my child learn.	67.2	63.2	63.7	66.8	62.5
3. My child's teachers invite me to visit my child's classrooms during the school day.	53.8	49.8	54.6	63.5	63.6
4. My child's school returns my phone calls or e-mails promptly.	85.3	81.6	78.3	72.6	66.4
5. My child's school includes me in decision-making.	69.4	67.2	68.4	67.5	64.0
6. My child's school gives me information about what my child should be learning in school.	83.0	79.0	77.3	76.0	71.9
7. My child's school considers changes based on what parents say.	52.4	49.8	49.7	49.6	48.4
8. My child's school schedules activities at times that I can attend.	84.0	80.5	77.9	74.2	70.3
9. My child's school treats all students fairly.	73.7	68.6	65.9	62.3	58.7
10. My principal at my child's school is available and welcoming.	82.4	81.9	82.0	81.4	76.0
11. I am satisfied with home and school relations at my child's school.	85.9	82.5	80.7	78.8	73.7

Table 27

Percentage of Parents in 2010 Attending a School with the Following Absolute Ratings and Who Disagreed or Strongly Disagreed to:

Home and School Relations Questions	Excellent	Good	Average	Below Average	At-Risk
1. My child's teachers contact me to say good things about my child	38.6	42.1	42.9	41.6	44.7
2. My child's teachers tell me how I can help my child learn.	30.4	34.3	34.3	31.2	35.9
3. My child's teachers invite me to visit my child's classrooms during the school day.	41.1	45.4	41.4	33.6	34.3
4. My child's school returns my phone calls or e-mails promptly.	9.7	12.5	14.9	19.1	24.8
5. My child's school includes me in decision-making.	23.4	26.2	25.8	27.1	30.8
6. My child's school gives me information about what my child should be learning in school.	15.3	18.9	20.6	16.7	26.0
7. My child's school considers changes based on what parents say.	21.3	25.4	27.8	30.3	33.0
8. My child's school schedules activities at times that I can attend.	13.0	15.6	17.8	20.5	24.1
9. My child's school treats all students fairly.	12.6	16.8	20.1	23.1	27.0
10. My principal at my child's school is available and welcoming.	8.7	9.7	10.3	11.5	15.8
11. I am satisfied with home and school relations at my child's school.	11.1	14.0	15.6	16.8	21.4

Table 28
Percentage of Parents in 2010 Attending a School with the Following Absolute Ratings and Who Did Not Know:

Home and School Relations Questions	Excellent	Good	Average	Below Average	At-Risk
1. My child's teachers contact me to say good things about my child	1.6	1.6	1.8	2.0	2.0
2. My child's teachers tell me how I can help my child learn.	2.4	2.5	2.1	2.1	1.7
3. My child's teachers invite me to visit my child's classrooms during the school day.	5.1	4.9	4.1	2.9	2.1
4. My child's school returns my phone calls or e-mails promptly.	5.0	5.9	6.9	8.4	8.8
5. My child's school includes me in decision-making.	7.2	6.6	5.8	5.4	5.2
6. My child's school gives me information about what my child should be learning in school.	1.7	2.1	2.1	2.2	2.1
7. My child's school considers changes based on what parents say.	26.3	24.9	22.5	20.2	18.6
8. My child's school schedules activities at times that I can attend.	3.0	4.0	4.3	5.3	5.6
9. My child's school treats all students fairly.	13.8	14.6	14.0	14.6	14.3
10. My principal at my child's school is available and welcoming.	9.0	8.5	7.7	7.1	8.3
11. I am satisfied with home and school relations at my child's school.	3.0	3.5	3.7	4.4	4.9

Social and Physical Environment

Comparing parental responses to the following five questions concerning the social and physical environment of their child's schools, the data reflected significant differences across schools based on the absolute rating of the school (Tables 29, 30 and 31). Across all five questions, parents whose child attended a school with a higher absolute rating were more satisfied with the social and physical environment of their child's school than parents attending a school with a lower absolute rating. The largest difference occurred when parents were asked to respond about student discipline, question 4. Approximately three-fourths of all parents whose child attended a school with an absolute rating of Excellent felt that students were well-behaved at their child's school. In comparison, 59 percent of all parents whose child attended an At-Risk school either did not know or did not believe that students at their school were well behaved.

Table 29
Percentage of Parents in 2010 Attending a School with the Following Absolute Ratings and Who Agreed or Strongly Agreed to:

Social and Physical Environment Questions	Excellent	Good	Average	Below Average	At-Risk
1. My child's school is kept neat and clean.	95.1	92.4	90.5	86.8	82.2
2. My child feels safe at school.	94.8	92.0	89.7	85.2	81.8
3. My child's teachers care about my child as an individual.	86.9	82.7	81.1	78.6	76.8
4. Students at my child's school are well behaved.	75.0	65.9	58.1	47.2	41.1
5. I am satisfied with the social and physical environment at my child's school.	89.3	85.0	81.4	75.1	71.9

Table 30
Percentage of Parents in 2010 Attending a School with the Following Absolute Ratings and Who Disagreed or Strongly Disagreed to:

Social and Physical Environment Questions	Excellent	Good	Average	Below Average	At-Risk
1. My child's school is kept neat and clean.	3.2	5.5	6.8	9.6	13.3
2. My child feels safe at school.	4.1	6.3	8.2	11.8	14.9
3. My child's teachers care about my child as an individual.	6.8	9.6	10.5	11.8	13.6
4. Students at my child's school are well behaved.	13.8	20.9	27.3	37.6	45.5
5. I am satisfied with the social and physical environment at my child's school.	8.4	11.6	14.3	19.5	24.1

Table 31
Percentage of Parents in 2010 Attending a School with the Following Absolute Ratings and Who Did Not Know:

Social and Physical Environment Questions	Excellent	Good	Average	Below Average	At-Risk
1. My child's school is kept neat and clean.	1.7	2.1	2.7	3.6	4.6
2. My child feels safe at school.	1.1	1.7	2.2	3.0	3.3
3. My child's teachers care about my child as an individual.	6.3	7.7	8.5	9.6	9.7
4. Students at my child's school are well behaved.	11.2	13.2	14.6	15.3	13.4
5. I am satisfied with the social and physical environment at my child's school.	2.4	3.4	4.3	5.5	3.9