



# Results of the 2004 Parent Survey

PO Box 11867  
Blatt Building, Rm 227  
Columbia, SC 29211

[www.sceoc.org](http://www.sceoc.org)

April, 2005



## Background

*Education Week* annually publishes state report cards which compare each state's efforts on five indicators: standards and accountability; teacher quality; school climate; equity in allocating resources; and spending. According to the 2005 state report card, *Quality Counts 2005: No Small Change, Targeting Money Toward Student Performance*, South Carolina is one of only five states that included information on parental involvement, school safety and class size on its annual school report card. Furthermore, South Carolina is one of only seventeen states that survey students, parents, or teachers about the conditions in their schools and document this information on the annual report cards as well. (<http://www.edweek.org/ew/articles/2005/01/06/17sos-sc.h24.html>)

Since 2002 South Carolina has collected information on parental involvement and documented the information on the annual school report cards. Section 59-18-900 of the Education Accountability Act (EAA) requires that the annual 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 Department of Education to meet these statutory requirements is the annual parent survey.

Annually, during the second semester of the school year, the Department of Education, in cooperation with the EOC, requests that all schools distribute the annual parent survey to the parents or guardians of children in grades five, eight, and eleven, or in the highest grade in their school, excluding schools containing only grades two or lower. The appendix contains the grade levels that were surveyed in 2004 depending upon the schools' grade span. Annually, an independent contractor mails the surveys and envelopes for distributing and collected the surveys along with letters from the Executive Director of the EOC and from the State Superintendent of Education directly to the schools. The EOC letter is addressed to the principal of each school and the history, methodology and importance of the parent survey and its results. The letter from the State Superintendent of Education to the parents encourages the parents to complete the survey and offers directions on how to return the survey. Spanish versions of the survey are also provided to the schools. Copies of the survey and instructions provided by the Department of Education to schools are in the appendix.

At the school level, the administration of the survey in school year 2004 occurred accordingly. First, each principal was required to designate a staff person to serve as the school's survey coordinator. The coordinator was responsible for distributing the surveys to parents and packaging the completed surveys for return to the contractor. On February 11, 2004 schools were allowed to begin

distribution of the surveys. The manner of distribution was left to the discretion of the school and/or school district. All completed surveys had to be returned to the school by March 1. Parents were given the option of mailing the survey directly to the Department of Education with parents incurring the cost of mailing. The school was responsible for returning all completed surveys to the contractor by March 5. Individual school results were tabulated with the overall satisfaction scores of three questions relating to the schools' overall learning environment, home-school relations, and social and physical environment printed on the annual school report cards. For each school, the Department aggregated the responses to the survey questions and provided the summary data to the district office.

The survey instrument contains forty-six questions designed to elicit information on parental perceptions and parental involvement patterns. Parents are asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree, or Don't Know. These questions focus on three key components: learning environment, home-school relations, and physical and social environment of the school. Under these categories are multiple questions aimed at providing schools information on key parental involvement activities. These components and individual activities reflect the framework devised by Joyce Epstein of the National Network of Partnership Schools.

Dr. Epstein has identified six types of parental involvements that schools must address in order to meet the needs of students and families. In turn, by having greater parental and community involvement in schools, individual students have greater opportunities to achieve academically. According to Dr. Epstein's 1997 handbook, *School, Family, and Community Partnerships: Your Handbook for Action*, the six types of parental involvement are:

1. Parenting: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
4. Learning at Home: Involve families with their children in learning activities at home including homework and other curriculum-linked activities and decisions.
5. Decision Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.

6. Collaborating with the Community: Coordinate resources and services for families, students, and the school with businesses, agencies and other groups, and provides services to the community.

Source: <http://www.csos.jhu.edu/p2000/sixtypes.htm>.

The survey also contains eight additional questions that are optional but provide important data. Parents are 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 seek information about the parent, his or her gender, race/ethnicity, highest level of education, and total yearly household income.

## **Overview of 2002 and 2003 Parent Surveys**

The results of the previous statewide administrations of the parent survey were analyzed. The data from these two years consistently demonstrated that over 85% of the parents who responded to the surveys were satisfied with the learning environment and social and physical environment at their child's school. Of these same parents, however, only two-thirds were satisfied with home-school relations. The overall perceptions were more positive for parents of elementary students than those of middle and high school parents. Finally, the data revealed that parents whose children attended schools having a higher absolute performance rating had higher overall satisfaction levels with their child's school.

In 2003 there was a significant decline in parental perception of schools among parents whose child attended an unsatisfactory school. A lower percentage of these parents expressed positive perceptions of the learning environment, home-school relations, and social and physical environment of their child's school in 2003 than in 2002. It should be noted that there were slight declines across all other schools based on the absolute performance rating of the school in 2003 as compared to 2002.

Regarding the effectiveness of parental involvement programs, the results across the two years were consistent. Almost one-third of the parents who responded to the surveys felt that parents were not included in school decision making and were not told how to help their child learn. Thirty percent of respondents indicated they did not volunteer at their child's school, citing lack of timely information on how to become involved. According to parents, the greatest obstacle for parental involvement continued to be work schedules.

The following report is an analysis of the results of the 2004 parent survey. Because the administration of and format of the survey have not changed over the past three years, the objective of the report is to determine if any trends in parental involvement and parental perceptions can be documented. The

following questions regarding parental involvement and parental perceptions of schools are addressed:

1. Compared to 2002 and 2003, did more or fewer parents respond to the survey in 2004? Why or why not? Were the demographic characteristics of the respondents similar across the years? What is the distribution of response rates by individual schools?
  
2. Compared to previous years, generally, are parents more or less satisfied with their child's school learning environment, home-school relations, and school/physical environment? If there are changes, can these changes be attributed to anything based on the data? Are parents whose child attended an unsatisfactory school more or less satisfied with their child's school in 2004 than in 2003?
  
3. Regarding parental involvement, are parents becoming more or less involved in their child's school and education? If not, what obstacles are preventing them, and are these the same obstacles as reported in previous years?

## Response Rates

For the second consecutive year the total number of parent surveys returned increased, though slightly, by 2.4% as compared to a 15.9% increase between 2002 and 2003. For comparison purposes, during the 2003-04 school year the 45-day average daily membership (ADM) in grades 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> was 145,934. As a percentage of the 2004 45-day (ADM), approximately 45.79% parents participated in the survey.

### ALL RESPONDENTS

	2004	2003	2002
<b>Total Parent Surveys Returned:</b>	<b>66,283</b>	64,732	55,864
One or Fewer Questions not Answered	<b>86.05%</b>	84.59%	86.44%
Two or Fewer Questions not Answered	<b>90.76%</b>	89.14%	91.65%

A more detailed review of the 2004 respondents reveals the following:

### ALL RESPONDENTS

	2004	2003	2002
Child in Elementary School	<b>42.98%</b>	43.19%	44.37%
Child in Middle School	<b>36.79%</b>	37.06%	38.84%
Child in High School	<b>17.80%</b>	15.97%	14.87%
No response or invalid response	<b>2.42%</b>	3.78%	1.92%

- Consistently, over forty percent of all respondents were parents who had a child in elementary school in years 2002 through 2004.
- For the third consecutive year, the percentage of parents who had a child in high school and who completed the survey increased.
- Like the results of 2002 and 2003, the respondents were six times more likely to be women than men. In 2004 84.12% of all respondents were female.
- As in prior surveys, in 2004 the majority, 57.25%, of all respondents were of white ethnicity.
- When asked about their child's academic success, consistently nearly half of the respondents who completed the survey reported that their child received mostly A's and B's on his or her last report card. As in 2003, only three percent of the parents reported that their child received mostly D's and F's on his or her last report card.

### ALL RESPONDENTS

Child's Grades on Last Report Card	2004	2003
Mostly A's and B's	<b>50.18%</b>	49.65%
Mostly B's and C's	<b>29.95%</b>	29.50%
Mostly C's and D's	<b>12.29%</b>	12.26%
Mostly D's and F's	<b>3.42%</b>	3.05%
No or Multiple Response	<b>4.15%</b>	5.54%

- Regarding the educational attainment of the respondents, the parents who responded to the survey reported an educational achievement level higher than that of the general public in South Carolina. In 2004 even more respondents had completed high school and attended college than in the prior year.

**ALL RESPONDENTS**

<u>Question:</u> What is the highest level of education you have completed?	<b>2004</b>	2003	Educational Attainment for Persons 18 Years and Over in SC *
Attended Elementary or High School	13.91%	15.00%	23.9%
Completed High School/GED	26.12%	25.48%	30.0%
Associate Degree	8.53%	8.08%	6.2%
Attended College	21.55%	21.26%	21.2%
College Degree	16.04%	15.47%	12.6%
Postgraduate Study	8.90%	8.48%	6.0%
No or Multiple Response	4.96%	6.23%	---

\* Source: South Carolina Statistical Abstract 2004,  
<http://www.ors2.state.sc.us/abstract/chapter7/education4.asp>

- Regarding the annual household income of the respondents, in 2004 the parents who completed the survey were more likely to answer this question and were more likely to have household incomes in excess of \$35,000. In 2004 49.73% of the parents had annual household incomes in excess of \$35,000 as compared to 48.54% in 2002. For comparison purposes, according to the South Carolina Statistical Abstract for 2004, the median family income in South Carolina in 2004 was \$52,400.

**ALL RESPONDENTS**

Annual Household Incomes	<b>2004</b>	2003
Less than \$15,000	<b>13.22%</b>	13.12%
\$15,000 to \$24,999	<b>15.00%</b>	14.78%
\$25,000 to \$34,999	<b>13.50%</b>	13.40%
\$35,000 to \$54,999	<b>17.71%</b>	17.90%
\$55,000 to \$75,000	<b>13.87%</b>	13.86%
More than \$75,000	<b>18.15%</b>	16.78%
No or multiple response	<b>8.55%</b>	10.16%

The analysis of the socioeconomic characteristics of the respondents to the 2004, 2003 and 2002 annual parent surveys revealed the following information. First, across all years, the parents who responded to the annual parent survey were predominantly white females who had children attending an elementary school. These parents had an associate degree or higher and lived in households with an annual income of \$35,000. Their children were academically successful as measured by their performance on individual school report cards. It must be emphasized that this profile is based on self-reported information from the respondents.

The overall response rate of all parents is important in evaluating parental perceptions and parental involvement from a statewide perspective. However, at the individual school site, the issue is: are schools receiving an adequate number of surveys to determine parental perceptions and to evaluate parental involvement efforts. The following chart is a distribution of schools based on the number of surveys returned at the individual school.

#### 2004

<b>Number of Parent Surveys Returned</b>	<b>Number of Schools *</b>
Greater than 350	1
300 to 350	2
250 to 299	4
200 to 249	8
150 to 199	36
100 to 149	115
50 to 99	384
25 to 49	319
Less than 25	159
<b>TOTAL</b>	<b>1028</b>

\* Excludes vocational centers and K-1, K-2 and 1-2 schools.

In the fall of 2001, the design and pilot testing of the parent survey was conducted. In five school districts, 907 parents in 21 schools in five districts were surveyed. The pilot survey was mailed to the parents along with a self-addressed stamped envelope for returning the completed survey. The school response rate at these schools ranged from 19.4% to 36.4% with the average response rate being 25.6%. The results of the pilot study can be found at <http://www.state.sc.us/eoc/PDF/MERGEDPARENTSURVEY4-26-02.pdf>.

In analyzing response rates by schools, the total number of parent surveys returned at schools was compared to the 2004 45-day ADM count of either the 5<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup> or highest grade in each individual school.

Survey Return Rate	Number of Schools *	% of Total
Greater than 90%	22	2.14%
80 to 89%	47	4.57%
70 to 79%	101	9.82%
60 to 69%	150	14.59%
50 to 59%	176	17.12%
40 to 49%	172	16.73%
30 to 39%	139	13.52%
20 to 29%	111	10.80%
10 to 19%	75	7.30%
Less than 10%	35	3.40%
<b>TOTAL</b>	<b>1028</b>	

\* Excludes vocational centers and K-1, K-2 and 1-2 schools.

While only 48.25% of the schools had a response rate in excess of 50%, there were schools that experienced great success in collecting parent surveys. One hundred and seventy schools had response rates in excess of 70%. These schools represented both rural and urban schools and schools with Unsatisfactory, Below Average, Average, Good and Excellent absolute performance ratings. Of these 170 schools, seven were high schools, fourteen middle schools, one sixth grade only school, and 148 elementary and intermediate schools with grades 4-6 or 4-5 classes. Of the grades surveyed at these schools, the 45-day Average Daily Membership ranged from 5 to 314 students.

## Parent Perceptions of Their Child's School

On the annual school report cards, parental responses to three questions are published. These questions were designed to measure parent perception of the learning environment, the home-school relations, and the physical and social environment of their child's school. An analysis of the responses to these questions and a comparison of the responses to the 2003 and 2002 surveys follows:

### Learning Environment

<b>Question 5:</b> I am satisfied with the learning environment at my child's school.	<b>2004</b>	2003	2002
Agree or Strongly Agree	<b>80.94%</b>	80.13%	80.61%
Disagree or Strongly Disagree	<b>15.03%</b>	15.53%	15.50%

In 2004 80.94% of all respondents either agreed or strongly agreed with this statement while 15.03% of all respondents disagreed or strongly disagreed. In 2004 slightly more parents had a positive perception of the learning environment at their child's school. Analyzing the results across selected variables revealed the following:

Parents of/with:	Agree or Strongly Agree		Disagree or Strongly Disagree	
	2004	2003	2004	2003
White Ethnicity	<b>82.08%</b>	81.49%	<b>15.01%</b>	15.43%
Non-White Ethnicity	<b>80.21%</b>	79.93%	<b>14.78%</b>	15.35%
Child in Elementary School	<b>86.54%</b>	85.69%	<b>10.57%</b>	11.11%
Child in Middle School	<b>76.77%</b>	76.11%	<b>18.77%</b>	19.39%
Child in High School	<b>77.12%</b>	76.38%	<b>18.07%</b>	18.81%
Child Making A's or B's	<b>83.54%</b>	82.85%	<b>13.25%</b>	13.77%
Child Making C's or Below	<b>70.00%</b>	69.58%	<b>23.91%</b>	24.50%
Family Income Over \$35,000	<b>82.19%</b>	81.36%	<b>14.89%</b>	15.68%
Family Income Under \$35,000	<b>80.56%</b>	80.11%	<b>16.00%</b>	15.19%
Some College Education	<b>80.94%</b>	80.54%	<b>13.69%</b>	16.16%
High School or Less Education	<b>81.64%</b>	80.87%	<b>14.63%</b>	14.63%

Clearly, parents of a child in elementary school or parents whose child made A's or B's had more favorable perceptions of their child's learning environment than all other parents. However, comparing incomes and ethnicity, there was little difference in parental perceptions of the learning environment at their child's school. Only parents with some college education expressed more disagreement with the statement than parents with a high school or less education. As compared to the responses from the prior years, parent satisfaction with the learning environment at their child's school remained overwhelmingly positive and consistent.

### **Home-School Relations**

<b>Question 16:</b> I am satisfied with home-school relations at my child's school.	<b>2004</b>	2003	2002
Agree or Strongly Agree	<b>66.90%</b>	66.76%	68.59%
Disagree or Strongly Disagree	<b>18.16%</b>	18.63%	18.76%

66.90% of all respondents agreed or strongly agreed with this statement while 18.15% disagreed or strongly disagreed. Breaking down the responses across selected variables revealed the following:

<b>Parents of/with:</b>	<b>Agree or Strongly Agree</b>		<b>Disagree or Strongly Disagree</b>	
	<b>2004</b>	2003	<b>2004</b>	2003
White Ethnicity	<b>68.76%</b>	68.55%	<b>18.87%</b>	19.17%
Non-White Ethnicity	<b>65.32%</b>	65.77%	<b>16.92%</b>	17.85%
Child in Elementary School	<b>74.22%</b>	74.19%	<b>12.41%</b>	13.21%
Child in Middle School	<b>62.01%</b>	61.75%	<b>22.24%</b>	22.85%
Child in High School	<b>60.54%</b>	59.82%	<b>23.72%</b>	24.20%
Child Making A's or B's	<b>69.10%</b>	69.16%	<b>16.89%</b>	17.23%
Child Making C's or Below	<b>57.93%</b>	57.02%	<b>24.87%</b>	26.54%
Family Income over \$35,000	<b>69.09%</b>	69.11%	<b>18.41%</b>	18.96%
Family Income under \$35,000	<b>66.02%</b>	65.94%	<b>17.66%</b>	18.22%
Some College Education	<b>67.97%</b>	68.26%	<b>19.22%</b>	19.49%
High School or Less Education	<b>66.33%</b>	66.02%	<b>16.76%</b>	17.76%

Again, the above breakdown reflects similar perceptions of parents in the 2003 survey. Furthermore, the percentage of parents who were satisfied with home-school relations remained relatively unchanged. The highest level of satisfaction with home school relations remained with parents having children in elementary school with the lowest satisfaction for parents of high school-aged children. Similarly, parents whose children made A's or B's had higher satisfaction levels than parents whose children make C's or below. Education attainment of parents had little impact on satisfaction levels.

## Social and Physical Environment

<b>Question 21:</b> I am satisfied with the social and physical environment at my child's school.	<b>2004</b>	2003	2002
Agree or Strongly Agree	<b>76.99%</b>	77.25%	77.94%
Disagree or Strongly Disagree	<b>16.76%</b>	16.20%	16.07%

76.99% of all respondents in 2004 either agreed or strongly agreed with this statement while 16.76% disagreed or strongly disagreed. These figures reflect a slight decline in parent perceptions of the social and physical environment at their child's school from the prior year's study. Breaking down the responses across selected variables revealed the following.

Parents of/with:	Agree or Strongly Agree		Disagree or Strongly Disagree	
	2004	2003	2004	2003
White Ethnicity	<b>78.27%</b>	79.17%	<b>16.98%</b>	16.03%
Non-White Ethnicity	<b>76.23%</b>	76.25%	<b>16.16%</b>	16.32%
Child in Elementary School	<b>85.22%</b>	85.04%	<b>10.36%</b>	10.39%
Child in Middle School	<b>71.37%</b>	71.96%	<b>21.62%</b>	20.91%
Child in High School	<b>70.06%</b>	70.53%	<b>21.98%</b>	21.67%
Child Making A's or B's	<b>78.75%</b>	79.25%	<b>15.92%</b>	15.38%
Child Making C's or Below	<b>70.01%</b>	70.15%	<b>21.41%</b>	21.03%
Family Income Over \$35,000	<b>78.70%</b>	79.48%	<b>16.81%</b>	15.99%
Family Income Under \$35,000	<b>76.37%</b>	76.61%	<b>16.33%</b>	15.92%
Some College Education	<b>77.88%</b>	78.33%	<b>17.55%</b>	16.82%
High School or Less Education	<b>76.66%</b>	77.12%	<b>15.53%</b>	15.48%

Overwhelmingly, parents of a child in elementary school were more satisfied with the social and physical environment of their child's school. Again, the satisfaction level declined across grade levels. Socioeconomic factors did not appear to affect satisfaction levels.

On a statewide basis, parent perceptions of their child's learning environment, of home-school relations and of the social and physical environment of their child's school were overwhelmingly positive between 2002 and 2004. However, the trend remains that only two-thirds of parents who responded to the survey were satisfied with home-school relations. And, of those parents whose children made C's or below on their most recent report card, one-fourth to one-fifth of all parents were not satisfied with home-school relations or with the learning environment at their child's school. The data also consistently revealed that twice as many

parents of middle and high school students had negative perceptions of all three indicators, as compared to parents of elementary students. The socioeconomic status and educational background of parents did not seem to affect parent perceptions. These findings are consistent with those of the 2003 and 2002 annual parent surveys.

The following analysis seeks to determine if there are any differences in parental perceptions across schools based on the absolute performance rating of their child's school and what, if any, changes occurred since 2003 and if there are any trends over the past three years. Again, questions 5, 16, and 21 are analyzed.

**Question 5: I am satisfied with the learning environment at my child's school.**

	Agree or Strongly Agree			Disagree or Strongly Disagree		
	2004	2003	2002	2004	2003	2002
<b>Parents whose child attends a school rated:</b>						
<b>Excellent</b>	<b>86.28%</b>	87.05%	87.81%	<b>10.65%</b>	10.10%	9.73%
<b>Good</b>	<b>83.40%</b>	82.56%	83.06%	<b>13.29%</b>	13.77%	13.36%
<b>Average</b>	<b>78.94%</b>	77.51%	78.75%	<b>17.01%</b>	18.18%	17.13%
<b>Below Average</b>	<b>70.89%</b>	70.89%	70.55%	<b>23.61%</b>	23.53%	23.95%
<b>Unsatisfactory</b>	<b>61.30%</b>	62.88%	65.20%	<b>32.19%</b>	30.97%	28.41%

For the third consecutive year, parental satisfaction with the learning environment at their child's school declined, though slightly, for parents whose child attended either an Excellent or Unsatisfactory School. Satisfaction levels among parents at Good, Average or Below Average schools showed minor fluctuations. Almost one-third of all parents whose child attended an Unsatisfactory school expressed dissatisfaction with the learning environment at their child's school up from 28.41% in 2002. As in previous years, parental satisfaction with the learning environment of their child's school declines as the absolute performance rating of the school declines.

Questions still linger about the dissatisfaction among parents whose child attends an unsatisfactory school. Do increased student-teacher ratios in the classrooms explain the dissatisfaction? Are parents in these schools frustrated by a perceived lack of student academic improvement? These and other possible explanations should be considered when devising statewide efforts to improve parental involvement in schools and to engage parents and the community in addressing academic underachievement in these schools.

**Question 16: I am satisfied with home-school relations at my child's school.**

	Agree or Strongly Agree			Disagree or Strongly Disagree		
	2004	2003	2002	2004	2003	2002
<b>Parents whose child attends a school rated:</b>						
<b>Excellent</b>	<b>71.63%</b>	72.27%	74.65%	<b>15.54%</b>	15.21%	15.03%
<b>Good</b>	<b>68.58%</b>	68.57%	70.06%	<b>16.94%</b>	17.57%	17.85%
<b>Average</b>	<b>64.99%</b>	64.42%	67.34%	<b>19.66%</b>	20.64%	19.71%
<b>Below Average</b>	<b>59.50%</b>	59.98%	63.21%	<b>23.09%</b>	23.59%	22.28%
<b>Unsatisfactory</b>	<b>57.42%</b>	56.08%	58.96%	<b>25.91%</b>	27.90%	26.94%

Again as compared to 2003, the percentage of parents who expressed satisfaction with home-school relations at their child's school did not significantly change from the prior year when looking at the absolute performance rating of their child's school. In fact, the changes are less than 1%. Still, however, one in four parents whose child attended an Unsatisfactory school expressed dissatisfaction with home-school relations. And, as in previous years, parental satisfaction with home-school relations improves as the absolute performance rating of the school improves.

**Question 21: I am satisfied with the social and physical environment at my child's school.**

	Agree or Strongly Agree			Disagree or Strongly On Disagree		
	2004	2003	2002	2004	2003	2002
<b>Parents whose child attends a school rated:</b>						
<b>Excellent</b>	<b>83.60%</b>	85.42%	86.71%	<b>11.76%</b>	10.56%	9.61%
<b>Good</b>	<b>80.31%</b>	80.69%	80.71%	<b>14.36%</b>	13.52%	13.74%
<b>Average</b>	<b>74.93%</b>	74.08%	76.05%	<b>18.51%</b>	19.20%	17.42%
<b>Below Average</b>	<b>63.40%</b>	65.34%	66.42%	<b>28.47%</b>	26.64%	25.70%
<b>Unsatisfactory</b>	<b>53.88%</b>	57.37%	60.50%	<b>35.50%</b>	34.84%	31.31%

On the issue of the social and physical environment, there were differences in the results of the 2004 survey as compared to the 2003 survey. First, fewer parents whose child attended a school with an absolute rating of Excellent, Below Average or Unsatisfactory were likely to be satisfied with the social and physical environment at their child's school in 2004 as compared to 2003. The most significant change was from parents whose child attended an Unsatisfactory School where only slightly more than half of the parents are

satisfied with the social and physical environment of their child's school. Again, there continues to be a trend -- parental satisfaction with the social and physical environment at their child's school declines as the absolute performance rating of the school declines.

In conclusion, the data from the parent surveys of 2004, 2003 and 2002 reveal that parent perceptions of the learning environment, home-school relations and social and physical environment of their child's school declines as the absolute performance rating of the school moves from Excellent to Good and beyond.

## Parental Involvement Programs and Initiatives

The second objective of the parent survey is to determine the effectiveness of state and local efforts to increase parental involvement. The survey instrument includes individual questions to elicit detailed information on the learning environment, home-school relations, and social and physical environment of schools. At the school level responses to these questions can reveal the strengths and weaknesses of parental involvement initiatives. Statewide, the data provides policymakers information on the overall effectiveness of policies and programs in promoting parental involvement. The following analysis again focuses on the learning environment, home-school relations, and the social and physical environment of schools.

**Learning Environment:** In 2004 parents responded accordingly to the following questions regarding the learning environment of their child's school. Responses to the 2002 and 2003 surveys are included for comparison purposes:

	Agree or Strongly Agree			Disagree or Strongly Disagree		
<b>LEARNING ENVIRONMENT</b>	<b>2004</b>	2003	2002	<b>2004</b>	2003	2002
My child's teachers give homework that helps my child learn.	<b>89.07%</b>	88.12%	89.38%	<b>6.97%</b>	7.73%	7.55%
My child's school has high expectations for student learning.	<b>88.18%</b>	87.49%	88.40%	<b>7.44%</b>	7.92%	8.03%
My child's teachers encourage my child to learn.	<b>88.11%</b>	87.52%	88.83%	<b>6.61%</b>	7.16%	6.87%
My child's teachers provide extra help when my child needs it.	<b>75.61%</b>	75.56%	77.42%	<b>14.48%</b>	15.24%	14.27%

The data is consistent across the three years. Parents overwhelmingly feel that their child's teacher or teachers provide the academic assistance necessary to provide a positive learning environment.

**Home-School Relations:** Based on national research and the results of South Carolina's annual parent surveys, parents with children in middle or high school are less satisfied with home-school relations than parents of elementary age children. Many educators and parents contend that this decline is attributed to the growing independence of students and to the fact that students have multiple teachers in the upper grades. Maintaining communication between home and school is physically more difficult in middle and high schools.

Ten statements were included in the parent survey to highlight issues of home-school relations. The responses to these statements were analyzed and the data reflected in the following tables. Because one-third of all parents had a negative view of home-school relations, the percentage of parents who disagreed or strongly disagreed with the individual statements was analyzed across the three years according to the child's school level.

**Table A**  
**Disagree or Strongly Disagree**  
**Parents of Children in Elementary Schools**

	<b>2004</b>	2003	2002
My child's teachers contact me to say good things about my child.	<b>33.48%</b>	33.54%	31.74%
My child's teachers tell me how I can help my child learn.	<b>22.24%</b>	22.33%	20.26%
My child's teachers invite me to visit my child's classrooms during the school day.	<b>26.81%</b>	27.19%	25.87%
My child's school returns my phone calls or e-mails promptly.	<b>11.08%</b>	11.26%	11.01%
My child's school includes me in decision-making.	<b>22.02%</b>	21.65%	21.48%
My child's school gives me information about what my child should be learning in school.	<b>13.88%</b>	13.94%	13.71%
My child's school considers changes based on what parents say.	<b>23.47%</b>	23.32%	23.55%
My child's school schedules activities at times that I can attend.	<b>16.29%</b>	16.76%	17.18%
My child's school treats all students fairly.	<b>15.71%</b>	17.09%	16.45%
My principal at my child's school is available and welcoming.	<b>8.93%</b>	9.46%	8.98%

In 2004:

- A smaller percentage of parents of children in elementary school felt that the school treated students unfairly and that the principal was not available and welcoming.
- A small percentage of parents had an unfavorable impression of their child's teacher and his or her efforts in communicating with them.
- Almost one in five parents did not feel that their child's school included them in decision-making and one in five parents did not believe that the school considered changes based on parental input.

**Table B**  
**Disagree or Strongly Disagree**  
**Parents of Children in Middle Schools**

	<b>2004</b>	2003	2002
My child's teachers contact me to say good things about my child.	<b>52.76%</b>	53.22%	52.50%
My child's teachers tell me how I can help my child learn.	<b>39.81%</b>	41.04%	39.33%
My child's teachers invite me to visit my child's classrooms during the school day.	<b>46.91%</b>	48.06%	47.93%
My child's school returns my phone calls or e-mails promptly.	<b>19.66%</b>	20.54%	20.74%
My child's school includes me in decision-making.	<b>33.98%</b>	34.30%	33.97%
My child's school gives me information about what my child should be learning in school.	<b>26.28%</b>	26.93%	26.86%
My child's school considers changes based on what parents say.	<b>34.03%</b>	34.22%	35.17%
My child's school schedules activities at times that I can attend.	<b>21.35%</b>	21.52%	22.02%
My child's school treats all students fairly.	<b>26.64%</b>	28.58%	29.17%
My principal at my child's school is available and welcoming.	<b>13.92%</b>	14.11%	14.44%

In 2004:

- A smaller percentage of parents of middle school students had an unfavorable impression of their child's teacher's efforts in communicating with them.

- A smaller percentage of parents of children in middle school felt that the school did not treat students fairly and that the principal was not available and welcoming.
- More than one in five parents still did not believe that their child's middle school gave them information about what their child should be learning in school.
- Over one in three parents did not feel that their child's school included them in decision-making or considered changes based on what parents say.
- Still, over one-half of the parents stated that their child's teachers did not contact them to say good things about their child.

**Table C**  
**Disagree or Strongly Disagree**  
**Parents of Children in High Schools**

	<b>2004</b>	2003	2002
My child's teachers contact me to say good things about my child.	<b>56.17%</b>	56.85%	56.40%
My child's teachers tell me how I can help my child learn.	<b>50.33%</b>	51.12%	51.34%
My child's teachers invite me to visit my child's classrooms during the school day.	<b>57.45%</b>	58.67%	57.41%
My child's school returns my phone calls or e-mails promptly.	<b>22.56%</b>	24.44%	24.64%
My child's school includes me in decision-making.	<b>39.42%</b>	39.99%	40.33%
My child's school gives me information about what my child should be learning in school.	<b>30.04%</b>	32.04%	33.65%
My child's school considers changes based on what parents say.	<b>37.36%</b>	37.78%	39.32%
My child's school schedules activities at times that I can attend.	<b>21.18%</b>	21.40%	22.68%
My child's school treats all students fairly.	<b>29.33%</b>	32.90%	34.62%
My principal at my child's school is available and welcoming.	<b>17.01%</b>	18.40%	18.45%

In 2004:

- A smaller percentage of parents of children in high school felt that the school did not treat students fairly and that the principal was not available and welcoming.
- A smaller percentage of parents had an unfavorable impression of their child's teacher and his or her efforts in communicating with them;

however, still over half of the parents did not believe that their child's teachers told them how to help their child learn or contacted them to say good things about their child.

- Almost forty percent of the parents did not feel that their child's school included them in decision-making or considered changes based on what parents say.
- Still, more than one-half of the parents stated that their child's teachers did not contact them to say good things about their child.

In summary, parents continue to express concern over two key issues: being involved in decision making and decisions affecting their school; and having information about what their child should be learning. Parents of older children feel less involved in these critical areas of their child's education. The responses do reveal that direct communication between parents and teachers is improving but not significantly at the middle or high school level.

**Social and Physical Environment:** The parent survey includes four statements that describe the social and physical environment of a child's school. The responses to those statements as well as the results from the 2003 and 2002 surveys are below:

<b>SOCIAL &amp; PHYSICAL ENVIRONMENT</b>	<b>Agree or Strongly Agree</b>			<b>Disagree or Strongly Disagree</b>		
	<b>2004</b>	2003	2002	<b>2004</b>	2003	2002
My child's school is kept neat and clean.	<b>87.72%</b>	86.90%	86.67%	<b>8.25%</b>	8.89%	9.61%
My child feels safe at school.	<b>85.91%</b>	85.68%	85.53%	<b>9.96%</b>	9.79%	10.73%
My child's teachers care about my child as an individual.	<b>77.55%</b>	77.01%	76.57%	<b>11.75%</b>	12.40%	11.79%
Students at my child's school are well behaved.	<b>53.38%</b>	54.05%	54.69%	<b>29.99%</b>	29.91%	29.74%

As in 2003 and 2002, parents are generally very satisfied with their child's social and physical environment. Parents overwhelmingly are satisfied with the cleanliness and safety of the school as well as the care that teachers give their child. The one area of concern remains student behavior where almost one-third of the parents point to student behavior as an area of concern.

The next analysis deals with the parents' responses to questions regarding specific parental involvement activities and/or parenting activities in which the respondents participate. It should be emphasized that the results are self-reported. As Table D illustrates, the percentage of parents in 2004 who responded "I do this" to each of the thirteen areas of parental involvement is less than 2% different from the responses to the 2003 and 2002 parent surveys on each question.

**Table D**

<b>"I do this"</b>	<b>Percentage Responding</b>		
	<b>2004</b>	2003	2002
Attend open houses or parent-teacher conferences	<b>77.77%</b>	76.63%	76.99%
Attend student programs or performances	<b>75.27%</b>	76.17%	77.15%
Volunteer for the school	<b>41.23%</b>	40.91%	41.49%
Go on trips with my child's school	<b>34.29%</b>	34.57%	34.44%
Participate in School Improvement Council Meetings	<b>12.03%</b>	11.99%	12.26%
Participate in Parent-Teacher-Student Organizations	<b>38.70%</b>	37.81%	38.48%
Participate in school committees	<b>17.61%</b>	17.47%	17.42%
Attend parent workshops	<b>24.75%</b>	24.41%	25.45%
Visit my child's classrooms during the school day	<b>34.57%</b>	35.19%	35.79%
Contact my child's teachers about my child's schoolwork.	<b>72.51%</b>	71.99%	71.31%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	<b>82.77%</b>	80.80%	81.00%
Make sure my child does his/her homework.	<b>93.62%</b>	92.63%	92.81%
Help my child with homework when he/she needs it.	<b>92.76%</b>	91.63%	92.18%

In addition to responding "I do this," parents may respond, "I don't do this and I don't care to." Table E that follows summarizes this information.

**Table E**

	<i>Percentage Responding</i>
<b>“I don’t do this and I don’t care to”</b>	<b>2004</b>
Attend open houses or parent-teacher conferences	<b>3.27%</b>
Attend student programs or performances	<b>3.27%</b>
Volunteer for the school	<b>18.06%</b>
Go on trips with my child's school	<b>14.72%</b>
Participate in School Improvement Council Meetings	<b>29.77%</b>
Participate in Parent-Teacher-Student Organizations	<b>21.34%</b>
Participate in school committees	<b>30.83%</b>
Attend parent workshops	<b>16.48%</b>
Visit my child's classrooms during the school day	<b>12.19%</b>
Contact my child's teachers about my child's schoolwork.	<b>4.55%</b>
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	<b>6.38%</b>
Make sure my child does his/her homework.	<b>1.39%</b>
Help my child with homework when he/she needs it.	<b>1.32%</b>

Few parents expressed reluctance to attend open houses or parent-teacher conferences, to contact their child’s teacher, to assist their child with homework, or to monitor their child’s time. The responses showed strong parental involvement desires in these areas. Parents were less likely to participate in school committees including School Improvement Councils (SICs) and PTA/PTOs than in working directly with their child and his or her teacher. Interestingly, while parents reflected that they wanted to be involved in decision-making at their child’s school, there was a significant number of parents who did not want to be involved in school committees or SICs which are decision making bodies composed of parents. Responses to these questions at individual schools can assist principals in communicating the functions of SICs and committees to address parental concerns.

When looking at the obstacles to parental involvement, the survey again showed parents believe that their work was the most common obstacle to their involvement at their child's school. Again, almost one-third of the respondents also indicated that information on how to become involved either does not get to them or gets to them late. The obstacles are consistent across the three years.

**Percentage Replying "True"**

	<b>2004</b>	2003	2002
Lack of transportation reduces my involvement	<b>12.47%</b>	12.59%	12.61%
Family health problems reduce my involvement.	<b>14.88%</b>	15.43%	15.46%
Lack of available care for my children or other family members reduces my involvement.	<b>15.49%</b>	15.27%	15.25%
My work schedule makes it hard for me to be involved.	<b>56.23%</b>	56.97%	57.91%
The school does not encourage my involvement.	<b>20.35%</b>	20.10%	19.68%
Information about how to be involved either comes too late or not at all.	<b>29.11%</b>	29.07%	28.71%
I don't feel like it is appreciated when I try to be involved.	<b>14.08%</b>	14.24%	13.89%

Parents were also asked several questions about their child's school and its efforts in increasing parental involvement. Consistently, about one-fourth rate their child's school's efforts at parental involvement as only "okay."

	<i><b>Good or Very Good</b></i>			<i><b>Bad or Very Bad</b></i>			<i><b>Okay</b></i>		
	<b>2004</b>	2003	2002	<b>2004</b>	2003	2002	<b>2004</b>	2003	2002
School's overall friendliness.	<b>72.56%</b>	70.83%	71.67%	<b>3.37%</b>	3.57%	3.63%	<b>22.10%</b>	22.61%	23.07%
School's interest in parents' ideas and opinions.	<b>54.49%</b>	53.33%	54.60%	<b>9.70%</b>	9.85%	10.03%	<b>32.54%</b>	32.70%	32.77%
School's effort to get important information from parents.	<b>60.18%</b>	58.89%	58.54%	<b>9.32%</b>	9.34%	10.04%	<b>27.60%</b>	27.97%	28.82%
The school's efforts to give important information to parents.	<b>65.27%</b>	64.30%	64.81%	<b>8.02%</b>	8.10%	8.36%	<b>24.16%</b>	24.12%	24.61%
How the school is doing overall.	<b>67.73%</b>	66.56%	67.31%	<b>4.96%</b>	5.09%	5.33%	<b>25.01%</b>	24.91%	25.14%

## ***Conclusions and Policy Implications***

1. For the second consecutive year the number of parents who completed and returned the annual parent survey increased. The Education Oversight Committee recommends that principals and schools continue to encourage parents to complete the survey and to communicate to parents the importance of the information to be obtained from the survey. Principals and school improvement councils should use the results of the survey to identify strengths and weaknesses in their schools and implement policies to improve parental involvement by all parents. Additional efforts to convey the importance of and usefulness of the survey results at schools should be considered.
2. While statewide response rates have increased, at the individual school level less than one-half of the schools which administered the parent survey had a response rate in excess of 50%. First, due to the low response rate in these schools, the EOC should consider again recommending to the General Assembly that the parent surveys be mailed directly to the parents with a return, self-addressed, stamped envelope. In addition, for the 170 schools that had a response rate in excess of 70%, the EOC should consider surveying these schools to determine the strategies and efforts employed to obtain such high response rates. Finally, the EOC should contact each district superintendent to report the parent response rates for each school in the district and to encourage superintendents about the importance of the parent survey responses in highlighting the strengths and weaknesses of parental involvement efforts at individual schools.
3. Parents continue to have an overwhelmingly positive perception of the learning environment and social and physical environment of their child's school. For the third consecutive year, only two-thirds of parents responding to the survey had a favorable view of home-school relations at their child's school. The data reveals either that parents who complete the survey are consistently satisfied with their child's school or that parental involvement efforts remain stagnant.
4. The responses to individual questions reveal that parent perception of home-school relations remained at essentially the same level of satisfaction as reported in 2002 and 2003 across grade levels. While the parents who completed the survey in 2004 are overall different individuals, these parents have many characteristics in common with those parents who responded to the 2002 and 2003 surveys. As the data reveal, respondents in prior years had children in the same type of schools, had similar socioeconomic characteristics and reported the same level of parental involvement in their child's school.

5. For the second consecutive year parent perceptions of their child's school among parents whose child attended an unsatisfactory school declined.
6. In 2004 parents reported their involvement in school activities and functions at the same level as documented in 2003 and 2002. Still, parents noted that their work schedule was the greatest obstacle to their involvement.
7. The results of the 2004 parent survey will be distributed to the Department of Education for consideration and use in assisting schools and school districts parental involvement initiatives and programs and in devising statewide parental involvement programs. The EOC would respectfully ask that the Department of Education provide to the EOC a response as to how the agency will incorporate the results of this report in its training programs pursuant to Section 59-28-140 and in staff development and technical assistance to school districts and school liaisons pursuant to Section 59-28-150. Finally, the EOC will distribute a copy of the report to the Council on Competitiveness.

# APPENDIX

# ADMINISTRATION OF THE 2004 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-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, and school community groups in their efforts to identify areas for improvement. Results will also appear on the school report cards.

## SCHEDULE

### Teacher Surveys

February 1, 2004 – Website opens for teacher’s survey.  
February 29, 2004 – Website closes.

### Student Surveys

February 11, 2004 – Schools begin to administer student surveys.  
March 5, 2004 – Last day for schools to mail completed survey forms to contractor.

### Parent Surveys

February 11, 2004 – Schools begin to send home parent survey forms.  
March 1, 2004 – Date for parent survey forms to be returned to the school.  
March 5, 2004 – Last day for schools to mail completed survey forms to contractor.

## CONTACTS

If there are problems with your shipment please contact Mike Pulaski with Columbia Business Forms. His local number in Columbia, S.C. is 772-6746 (extension 2) and the state-wide toll free number is 1-888-772-6746 (extension 2). The email address is [mpulaski@mindspring.com](mailto:mpulaski@mindspring.com).

If you have questions about administration procedures or policy please contact Cynthia Hearn at [chearn@sde.state.sc.us](mailto:chearn@sde.state.sc.us) or 803-734-8269.



## ADMINISTRATION OF THE 2004 REPORT CARD SURVEYS

### CHANGES THIS YEAR

TEACHER SURVEY – no changes

STUDENT SURVEY –

- ✓ Header sheets will not be used this year.
- ✓ The ID number of each school is imprinted on the survey forms. Schools cannot share survey forms.
- ✓ An item has been added at the beginning of the student survey form that asks for the grade level of the student.
- ✓ The parent and student survey forms will be delivered to each school in the same box and can be returned to the contractor in the same box.

PARENT SURVEY –

- ✓ Header sheets will not be used this year.
- ✓ The parent surveys have the school ID number printed on the form. Schools cannot share survey forms.
- ✓ Parents can mail their completed survey form to the Department of Education if they wish. Mailing directions are included in the letter accompanying the survey.
- ✓ The parent and student survey forms will be delivered to each school in the same box and can be returned to the contractor in the same box.



## ADMINISTRATION OF THE 2004 REPORT CARD SURVEYS

### 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 that survey and its purpose.
- ✓ No names or other identifying information should appear on the survey forms. Every effort should be made to ensure that responses to the surveys remain anonymous.
- ✓ While principals and other school administrators should be aware of survey procedures and due dates, they should not be involved in handling completed survey forms. Neither classroom teachers nor school administrators are 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 distributing surveys to students and parents and packaging completed surveys for return to contractor. The school survey coordinator will also keep teachers informed of the web-based teacher survey procedures and due dates and report any problems to the State Department of Education.
- ✓ Guidelines established by the Education Oversight Committee (EOC) 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 11<sup>th</sup> graders and their parents. Appendix A on page 9 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 complete 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, they should be given a parent survey to take home. All instructional staff at the school should complete the on-line teacher survey.
- ✓ 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.** You should receive enough forms for the students in the designated grade(s) and their parents. If you need additional survey forms contact Mike Pulaski with Columbia Business Forms at 1-888-772-6746, extension 2, or [mpulaski@mindspring.com](mailto:mpulaski@mindspring.com).



## SCHOOL SURVEY COORDINATOR INSTRUCTIONS

### DISTRIBUTION OF MATERIALS

- Check the materials received in your shipment to ensure that you have received the following items:
  - ✓ Principal's letter from the Education Oversight Committee (EOC)
  - ✓ Administration procedures for parent and student surveys
  - ✓ Parent surveys with parent instruction letter (both already inserted into 9X12 envelope)
  - ✓ If applicable, Spanish parent surveys with parent instruction letter (both already inserted into 9X12 envelope marked with "S")
  - ✓ Student surveys
  - ✓ One pre-addressed UPS Shipping Document (used to return completed surveys to contractor, freight prepaid)
- If there is a problem with your shipment contact Mike Pulaski at 1-888-772-6746 or [mpulaski@mindspring.com](mailto:mpulaski@mindspring.com).
- You may want to keep the box in which the survey forms were delivered to use for the return shipment.
- 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.

### SURVEY GUIDELINES

#### Student Survey

- Student surveys should be administered in classroom settings.
- Student Survey contains forty-three questions and High School Student Survey contains forty-four questions. It is important to note that items will appear on both sides of the form so respondents should be reminded to complete the reverse side.
- 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, respondents 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.
- It is important that the surveys not be folded, torn, stapled, or damaged in any way. Please have the students use a number 2 pencil.



## ADMINISTRATION OF THE 2004 REPORT CARD SURVEYS

### Parent Survey

- 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. The use of envelopes should maintain confidentiality.
- The parent survey should be administered to the parents of the same children who completed the student survey.
- Parents with children in the highest grade at two different schools will receive two survey forms to complete.
- 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.
- The Spanish version of the parent survey is enclosed in an envelope with an “S” on the outside.
- Each survey contains fifty-four questions and should take approximately fifteen minutes to complete. The parent letter enclosed with the survey form tells them that they are being asked for their opinions about the school. They are also asked to think about the entire year rather than a specific event or something that happened 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 want to change an answer. It is also important that the surveys not be folded, torn, stapled, or damaged in any way.
- 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.
- Parents have the option of mailing their completed survey form to the State Department of Education. The mailing address is provided in the letter to parents from the State Superintendent of Education.



## ADMINISTRATION OF SURVEYS

### Student Survey

- Make sure the classroom teachers administering the student surveys are familiar with the administration instructions. Copy the teacher instructions from the last page of these administration procedures and provide a copy of the instructions with the survey forms.
- 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

Make sure the classroom teachers distributing and receiving the parent surveys are familiar with these instructions

- 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.



## PREPARING COMPLETED SURVEYS FOR SHIPMENT

### Student Survey

- Separate the completed student surveys into groups by grade level. Place all surveys flat, face up, and turned the same way. **Return all completed 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 the envelopes that were provided. Envelopes should be returned flat, face up and all turned the same way.
- All parent surveys returned to you without the envelope should be returned flat, face up, turned the same way, and placed on top of the envelopes. **Return all completed 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 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 by using the pre-addressed UPS shipping document that was supplied. 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 due to excess movement inside the box during transit). You may want to keep the box in which the survey forms were delivered to use for the return shipment.
- Attach the supplied, pre-addressed UPS shipping document to your package and schedule pick-up with UPS by calling 1-800-742-5877. Or, if you have regular UPS deliveries every day, you may give it to your UPS driver or you can drop it off at any authorized UPS pick-up/drop-off station.
- All surveys must be shipped on or before **Friday, March 5, 2004**. If it usually takes several days for UPS to pick up packages from your school, be sure to call the UPS office well in advance of the deadline, to schedule pickup.
- If the self-addressed UPS shipping document is missing, please contact Mike Pulaski with Columbia Business Machines to request another label. His local number in Columbia, S.C. is 772-6746, the email address is [mpulaski@mindspring.com](mailto:mpulaski@mindspring.com), and the state-wide toll free number is 1-888-772-6746. Or you may get a blank shipping document from any UPS driver or at any UPS pick-up/drop-off station and complete it as shown below.

### Completing a Blank UPS Shipping Document

✓ Section One, Shipment From

1. In the space marked Reference Number enter: SC Dept. of Education Survey Forms
2. In the space marked Shipper's UPS Account No. enter: 262329
3. Fill in your name, telephone number, school (company) name, street address, city, state, and zip code

✓ Section Two, Delivery To

4. Fill in the following information:  
Name= Madge Jennings  
Telephone= 215-860-2244  
Company= Clearview Printing Company  
Street Address= 114 Pheasant Run  
City and State= Newtown, PA  
Zip Code= 18940

✓ Section Seven, Method of Payment

5. Check the box under Bill Shipper

✓ Section Nine

6. Sign your name in the space marked Shipper's Signature and enter the date

**If you use the generic UPS shipping document you must maintain the top copy of the document for your records. The surveys can be traced by the tracking number printed on the shipping document.**



ADMINISTRATION OF THE 2004  
REPORT CARD SURVEYS

**Appendix A—Student & 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



## TEACHER INSTRUCTIONS – STUDENT SURVEYS

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 number 2 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. Make sure you have a number 2 pencil. Do not use pens. You will read each statement, and mark your response on your survey sheet. Darken the ovals completely with your number 2 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 item. 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

# 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.
- Erase cleanly any marks you wish to change.

• Make no stray marks on this form.

• 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
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

1. My child's teachers give homework that helps my child learn.
2. My child's school has high expectations for student learning.
3. My child's teachers encourage my child to learn.
4. My child's teachers provide extra help when my child needs it.
5. I am satisfied with the learning environment at my child's school.

Please mark how much you agree or disagree with each of the following statements about Home-School Relations.

Strongly disagree	Disagree	Agree	Strongly agree	Don't know
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

1. My child's teachers contact me to say good things about my child.
2. My child's teachers tell me how I can help my child learn.
3. My child's teachers invite me to visit my child's classrooms during the school day.
4. My child's school returns my phone calls or e-mails promptly.
5. My child's school includes me in decision-making.
6. My child's school gives me information about what my child should be learning in school.
7. My child's school considers changes based on what parents say.
8. My child's school schedules activities at times that I can attend.
9. My child's school treats all students fairly.
10. The principal at my child's school is available and welcoming.
11. I am satisfied with home-school relations at my child's school.

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
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

1. My child's school is kept neat and clean.
2. My child feels safe at school.
3. My child's teachers care about my child as an individual.
4. Students at my child's school are well-behaved.
5. I am satisfied with the social and physical environment at my child's school.

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Attend Open Houses or parent-teacher conferences
2. Attend student programs or performances
3. Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)
4. Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)
5. Participate in School Improvement Council meetings.
6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)
7. Participate in school committees (textbook committee, spring carnival committee, etc.)
8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Visit my child's classrooms during the school day.
2. Contact my child's teachers about my child's school work.
3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.
4. Make sure my child does his/her homework.
5. Help my child with homework when he/she needs it.

Please mark if each of the following is TRUE or FALSE.

	True	False
1. Lack of transportation reduces my involvement.	<input type="radio"/>	<input type="radio"/>
2. Family health problems reduce my involvement.	<input type="radio"/>	<input type="radio"/>
3. Lack of available care for my children or other family members reduces my involvement.	<input type="radio"/>	<input type="radio"/>
4. My work schedule makes it hard for me to be involved.	<input type="radio"/>	<input type="radio"/>
5. The school does not encourage my involvement.	<input type="radio"/>	<input type="radio"/>
6. Information about how to be involved either comes too late or not at all.	<input type="radio"/>	<input type="radio"/>
7. I don't feel like it is appreciated when I try to be involved.	<input type="radio"/>	<input type="radio"/>

Please rate your school on...

	Very good	Good	Okay	Bad	Very bad
1. The school's overall friendliness.	<input type="radio"/>				
2. The school's interest in parents' ideas and opinions.	<input type="radio"/>				
3. The school's efforts to get important information from parents.	<input type="radio"/>				
4. The school's efforts to give important information to parents.	<input type="radio"/>				
5. How the school is doing overall.	<input type="radio"/>				

Please answer the following questions about your child.

- What grade is your child in?  3rd  4th  5th  6th  7th  8th  9th  10th  11th
- What is your child's gender?  Male  Female
- What is your child's race/ethnicity?
  - African-American/Black  Hispanic  Asian American/Pacific Islander
  - Caucasian/White  Native American  Other
- What grades did your child receive on his/her last report card?
  - All or mostly A's and B's  All or mostly C's and D's
  - All or mostly B's and C's  All or mostly D's and F's

Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are involving all parents. For each question, please mark only one answer. Your answers will be kept private.

- What is your gender?  Male  Female
- What is your race/ethnic group?
  - African-American/Black  Hispanic  Asian American/Pacific Islander
  - Caucasian/White  Native American  Other
- What is the highest level of education you have completed?
  - Attended elementary/high school  Earned Associate Degree  Earned college degree
  - Completed high school/GED  Attended college/training program  Postgraduate study and/or degree
- What is your family's total yearly household income?
  - Less than \$15,000  \$25,000-\$34,999  \$55,000-\$75,000
  - \$15,000-\$24,999  \$35,000-\$54,999  More than \$75,000

Thank you very much for completing this survey!

DO NOT MARK IN THIS AREA



# Encuesta para Padres en Carolina del Sur

Se pide a los padres en Carolina del Sur que tienen hijos en cursos seleccionados llenar esta encuesta. Esta encuesta le pregunta como se siente acerca de la escuela de su hijo. Puesto que la encuesta se usará para ayudar a que la escuela de su hijo sea un mejor lugar, es muy importante que nos diga exactamente lo que piensa. Sus respuestas se mantendrán confidenciales. La escuela obtendrá un resumen de los resultados de la encuesta.

## INSTRUCCIONES

- Haga marcas sólidas que llenen el círculo completamente.
- No marque por fuera de las casillas.
- Borre bien las marcas que desee cambiar.
- Marca Correcta: ● Marcas incorrectas: ◐ ◑ ◒ ◓

Por favor marque que tan de acuerdo esta con cada una de las siguientes declaraciones acerca del Ambiente de Aprendizaje en la escuela de su hijo.

- |   | En total desacuerdo   | En desacuerdo         | De acuerdo            | Totalmente de acuerdo | No se                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Los profesores de mi hijo dejan tareas que ayudan a mi hijo a aprender.                | <input type="radio"/> |
| 2. La escuela de mi hijo tiene altas expectativas para el aprendizaje de los estudiantes. | <input type="radio"/> |
| 3. Los profesores de mi hijo animan a mi hijo a aprender.                                 | <input type="radio"/> |
| 4. Los profesores de mi hijo suministran ayuda extra cuando mi hijo la necesita.          | <input type="radio"/> |
| 5. Estoy satisfecho con el ambiente de aprendizaje en la escuela de mi hijo.              | <input type="radio"/> |

Por favor marque que tan de acuerdo esta con cada una de las siguientes declaraciones acerca de las Relaciones Hogar-Escuela.

- |   | En total desacuerdo   | En desacuerdo         | De acuerdo            | Totalmente de acuerdo | No se                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Los profesores de mi hijo me contactan para decirme cosas buenas acerca de mi hijo.                        | <input type="radio"/> |
| 2. Los profesores de mi hijo me dicen como puedo ayudar a mi hijo para que aprenda.                           | <input type="radio"/> |
| 3. Los profesores de mi hijo me invitan a visitar los salones de clase de mi hijo durante la jornada escolar. | <input type="radio"/> |
| 4. La escuela de mi hijo devuelve mis llamadas telefónicas o e-mails con prontitud.                           | <input type="radio"/> |
| 5. La escuela de mi hijo me incluye en la toma de decisiones.   | <input type="radio"/> |
| 6. La escuela de mi hijo me da información acerca de lo que mi hijo debe aprender en la escuela.              | <input type="radio"/> |
| 7. La escuela de mi hijo considera cambios con base en lo que dicen los padres.                               | <input type="radio"/> |
| 8. La escuela de mi hijo programa actividades en momentos en que puedo asistir.                               | <input type="radio"/> |
| 9. La escuela de mi hijo trata a todos los estudiantes con justicia.  | <input type="radio"/> |
| 10. El director en la escuela de mi hijo esta disponible y recibe a los padres.                               | <input type="radio"/> |
| 11. Estoy satisfecho con las relaciones hogar-escuela en la escuela de mi hijo.                               | <input type="radio"/> |

Por favor marque que tan de acuerdo esta con cada una de las siguientes declaraciones acerca del Ambiente Social y Físico en la escuela de su hijo.

- |   | En total desacuerdo   | En desacuerdo         | De acuerdo            | Totalmente de acuerdo | No se                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. La escuela de mi hijo se mantiene limpia.                                  | <input type="radio"/> |
| 2. Mi hijo se siente seguro en la escuela.                                    | <input type="radio"/> |
| 3. Los profesores de mi hijo cuidan de mi hijo como individuo.                | <input type="radio"/> |
| 4. Los estudiantes de la escuela de mi hijo se comportan bien.                | <input type="radio"/> |
| 5. Estoy satisfecho con el ambiente social y físico en la escuela de mi hijo. | <input type="radio"/> |

Por favor cuéntenos si usted hace lo siguiente.

- |  | Yo lo hago            | Yo no lo hago, pero me gustaria hacerlo | Yo no lo hago, y no me interesa hacerlo | La escuela no ofrece esta actividad/ evento |
|--|-----------------------|---|---|---|
| 1. Asisto a Visitas Informales o a conferencias padres-profesores  | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   | <input type="radio"/>                       |
| 2. Asisto a programas o actividades de los estudiantes   | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   | <input type="radio"/>                       |
| 3. Sirvo como voluntario en la escuela (para hornear ponques, ayudar en las oficinas, ayudar a conseguir fondos para la escuela, etc.)                       | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   | <input type="radio"/>                       |
| 4. Voy a viajes con la escuela de mi hijo (competencias de bandas fuera de la ciudad, viajes a museos, etc.)   | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   | <input type="radio"/>                       |
| 5. Participo en reuniones del Consejo de Mejoramiento Escolar  | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   | <input type="radio"/>                       |
| 6. Participo en Organizaciones de Padres-Profesores-Estudiantes (PTA, PTO, etc.)   | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   | <input type="radio"/>                       |
| 7. Participo en comités escolares (comité de libros, comité de carnaval de primavera, etc.)  | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   | <input type="radio"/>                       |
| 8. Asisto a talleres para los padres (como ayudar a mi hijo con el trabajo escolar, como hablar con mi hijo acerca de las drogas, disciplina efectiva, etc.) | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   | <input type="radio"/>                       |

Por favor cuéntenos si usted hace lo siguiente.

- |  | Yo lo hago            | Yo no lo hago, pero me gustaria hacerlo | Yo no lo hago, y no me interesa hacerlo |
|--|-----------------------|---|---|
| 1. Visito los salones de clase de mi hijo durante el día escolar.                                    | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   |
| 2. Hablo con los profesores de mi hijo acerca del desempeño de mi hijo en la escuela.                | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   |
| 3. Limito la cantidad de tiempo que mi hijo mira TV, juega video juegos, navega en el Internet, etc. | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   |
| 4. Me aseguro de que mi hijo haga su trabajo.  | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   |
| 5. Ayudo a mi hijo con el trabajo cuando lo necesita.  | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/>                   |

