

Parent Survey Results

Respondents

The survey was sent to a total of 174 individual email addresses through the Parker email list on 3 separate occasions. There were 59 total responses collected. Email reports showed a total of 82 people “clicking through” to the online survey. It should be noted that survey responses may, in some cases, represent a collective “family” response. Representation of responses are as follows (families with multiple children in different grades are represented in all eligible categories):

Pre K: 21 (out of 25 families)

K-1: 15 (out of 16 families)

2-3: 18 (out of 17 families)

4-5: 9 (out of 16 families)

MS: 29 (out of 43 families)

Mission Statement and Values

100% of respondents support and agree with Parker’s mission statement

47 respondents strongly agree

12 respondents agree

98% of respondents support and agree with Parker’s stated values

48 respondents strongly agree

10 respondents agree

1 respondent disagrees

92% of respondents agree that Parker’s curriculum and program reflect the school’s mission and values

34 respondents strongly agree

20 respondents agree

5 respondents disagree

Comments

- I love the way in which Parker's teachers embody the mission, finding ways to challenge my child and find ways to make educational content appealing to learners of all varieties. My child loves learning because of Parker's approach.
- There are too many items to list here. The experiences they have had here, from speaking/presenting at Friday Assembly to taking apart and rebuilding small engines, has inspired curiosity, made them exciting about learning and given them confidence in their own abilities as well as their ability to interact with their peers and adults. These signature experiences really make their learning come alive.
- I appreciate how the teachers and faculty really care about the students and put 100% into helping each student to be a good person.
- The values established by the Parker school community are not a matter of lip service. They are deeply embedded within the curriculum of the school and the activities that are undertaken, to the point that students come to share those values wholeheartedly.

Parent Participation and Engagement

84% of respondents agree there are a wide variety of ways parents can participate in, or contribute to, the life of the school

27 respondents strongly agree
22 respondents agree
8 respondents disagree
1 respondent strongly disagrees

92% of respondents agree that the ways they participate in the life of the school are meaningful to them

26 respondents strongly agree
23 respondents agree
4 respondents disagree

Respondents have supported Parker in the following ways over the last year:

52 respondents volunteered at the school (e.g., School clean-up day, etc.)
48 respondents attended a concert, sporting, or other event
49 respondents donated to the Parker Fund
47 respondents encouraged families to enroll at Parker
32 respondents attended/supported the Parker Benefit (auction)

Parent/School Communication

100% (n=59) of respondents reported they know who to contact if they have questions/concerns about their child

91% (n=54) of respondents reported they feel comfortable with the methods available to contact faculty and staff regarding their concerns

86% (n=51) of respondents reported that when they contact a faculty/staff member, they are typically satisfied with the content and timeliness of the response

66% (n=39) of respondents reported that they are made aware of any information about their child in an appropriate and timely way

51% (n=30) of respondents reported they have adequate opportunities to discuss and offer input regarding the school's education program and community

32% (n=19) of respondents reported that when they offer input, it is heard and appreciated

I receive my information about Parker and my child from the following sources:

General school-wide email (Weekly updates, etc.) (n=56)

Email from a faculty/staff member (n=54)

Written material sent home with my child (n=43)

In-person conversation/meeting initiated by myself (n=37)

Email to a faculty/staff member (n=36)

Written material mailed to me directly (n=34)

Facebook (n=24)

Website (n=20)

In-person conversation/meeting initiated by someone else (n=20)

Informal or formal group session (n=18)

Phone call from a faculty/staff member (n=15)

Phone call to a faculty/staff member (n=14)

Parker app (n=7)

Comments

- I would recognize that sometimes both parents work and would try to schedule more events with that in mind
- I wouldn't change much, but if forced to make suggestions, I'd be supportive of involving parents and members of the community in ways that are tied directly to the mission and values. For instance, if there was an opportunity for students' families to participate in one of the terrific project-based learning experiences that would be fantastic.
- I have had fantastic responses (both timeliness and content) from individual faculty and staff. Thank you!
- Make more "remote" opportunities - for parents with demanding jobs, it is very hard to participate.
- There are many methods of communication available to me. I appreciate the time the teachers and the administration take to provide me with meaningful information.

Written Reports and Conferences

69% (n=41) of respondents report they understand what their child is learning throughout the curriculum

74% (n=44) of respondents report the formal written reports are helpful in understanding what is being covered in the curriculum

73% (n=43) of respondents report the written reports are helpful in understanding how their child is performing in each content area

80% (n=47) of respondents report they are able to easily schedule both formal and informal conferences with teachers during times of the day when they (the parents) are available

78% (n=46) of respondents report the conferences are helpful in understanding how their child is performing

Comments

- Student-teacher and student-led conferences are great.
- I like even more info on the personal of my child, although I realize this is impractical for the teachers who already spend so much time on these.
- I think reports could be shorter and more concise. I actually feel that they should center around the child's progress rather than explain the curriculum. I feel the blogs and emails to parents are better at explaining the curriculum and thematic units in a more timely fashion. By the time you read your child's report, the curriculum content is already dated and the class has moved on to something else.

Admission/Enrollment

90% (n=53) of respondents report they were given accurate and timely information about the admission process

80% (n=47) of respondents report they understood the experience their child would have at Parker before they enrolled him/her

85% (n=50) of respondents report they understood the financial obligations of enrolling their child

85% (n=50) of respondents report they understood the enrollment process

81% (n=48) of respondents report they were given the information they needed to make the transition and first year at Parker successful

Overall Satisfaction

100% of respondents agree they are satisfied with their experience at Parker

40 respondents strongly agree

18 respondents agree

Comments

- We believe education is something that happens, not in a building or simply with a curriculum, but at every moment. We believe that we are all working together to educate, not only the children, but each other on a constant basis. We are thrilled and blessed to have Parker as part of that support network and to be part of their community.
- Parker could not be a more wonderful, loving, nurturing & encouraging learning environment! We are so happy!
- We absolutely love Parker. It is such a blessing that we found this school. Our children are thriving.
- We love Parker!