

2017

Parent Survey Report, 2016

Results



**SC EDUCATION
OVERSIGHT COMMITTEE**

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Executive Summary

Background: 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. From its inception, the parent survey contains items regarding parent perceptions of the learning environment in the school, home and school relations, and the social and physical environment of the school. Additional questions document characteristics of the parents and the children of the parents responding to the survey. The 2016 parent survey was identical to the 2015 survey. Bullying items that were added to the survey in 2015 were retained for the 2016 survey.

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.

Survey Responses: In 2016 the number of parent surveys completed and returned totaled 55,221, a decrease of 6,971 surveys (11.2 percent) from the prior year. Estimates are that between 29 and 34 percent of all eligible parents surveyed responded to the 2016 parent survey. This substantial decline in responses is consistent with a pattern of decline from 2011

to 2014. The increase in responses in 2015 appears to be the anomaly in this trend. The number of responses in 2016 is 75 percent of the 73,755 responses obtained in 2011.

An analysis of the respondents to the 2016 parent survey concluded that the survey responses typically overrepresented the perceptions of parents who had children in elementary schools and underrepresented the perceptions of parents who had children in high school. Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina. There were noticeable differences between two categories of respondents' education from 2015 to 2016; there was a 9.6 percent increase the percent of respondents who indicated that they had completed high school or obtained a GED, and an 11.2 percent decrease in the percent of respondents who indicated that they had earned an associate's degree. Despite this difference, there did not appear to be any difference in the income levels of respondents from 2015 to 2016. 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. When compared to the percentage of African-American students enrolled in public schools (37.3 percent), parents of African American students were underrepresented in the responses (30.6 percent), and there was a corresponding overrepresentation of white respondents (58.0 percent) compared to the percentage of white students enrolled in public schools (52.0 percent).

Parent Survey Results: The results of the 2016 parent survey demonstrate that parent satisfaction levels with the three characteristics measured - the learning environment 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 Each Characteristic: 2013-2016

Characteristic	2016	2015	2014	2013	Difference between 2016 and 2015
Learning Environment	87.5	87.6	86.7	87.0	(0.1)
Home and School Relations	74.0	73.1	71.7	83.3	0.9
Social and Physical Environment	85.2	85.3	84.4	84.3	(0.1)

Parents of students in elementary schools consistently rate their child’s school more highly than do parents of students in middle school, who in turn rate their child’s school more highly than parents of students in high school. Regardless of the school type (elementary, middle, or high), parents are most satisfied with the learning environment of the school, and least satisfied with the home and school relations.

Percentage of Parents Satisfied with Each Characteristic by School Setting, 2016

School Type	Learning Environment	Home and School Relations	Social and Physical Environment
Elementary	90.5	78.5	89.2
Middle	85.4	70.4	82.2
High	82.7	68.9	78.2

There was a substantial decline (12.7 percent) in the parents’ perceptions of whether their child’s teachers cared about their child as an individual. Not only did the percent who agree with this statement decline from 84.6 percent to 71.9 percent between 2015 and 2016, but the percent of parents who disagreed and the percent of parents who did not know increased more than 5 percent between 2015 and 2016.¹ In other words, half of the decline in the percentage of parents who thought their child’s teachers cared about their child is attributable to an increase in responses of “don’t know”.

Percentage of Parents Who Agree or Strongly Agree they are Satisfied with each Social and Physical Environment Question: 2012 through 2016

Social and Physical Environment Questions	2016	2015	2014	2013	2012
1. My child's school is kept neat and clean.	90.3	90.5	90.6	91.5	91.3
2. My child feels safe at school.	89.4	89.1	91.2	91.0	90.9
3. My child's teachers care about my child as an individual.	71.9	84.6	83.8	83.7	84.1
4. Students at my child's school are well behaved.	63.7	64.9	64.8	64.0	63.7
5. I am satisfied with the social and physical environment at my child’s school	85.2	85.3	84.4	84.3	84.1

Parents indicated they are involved with their child’s learning at home by making their child to homework (95.3 percent), helping their child with homework (93.9 percent), and limiting their child’s time on television and other electronic devices (85.0 percent). Parents report that their

¹ Results of the 2015 Parent Survey.
 <<http://www.eoc.sc.gov/Reports%20%20Publications/Parent%20Survey%20upload%20April%202016/Full%20Report%20for%20web%20--%20Parent%20Survey.pdf>>.

work schedule continues to be the greatest obstacles to their involvement with their child's learning in the school setting.

Parent Reported Obstacles to Parental Involvement in 2016

Work Schedule	57.2%
Lack of timely notification of volunteer opportunities	23.9%
School does not encourage involvement	15.8%
Family and health problems	14.7%
Lack of child or adult care services	14.1%
Transportation	10.2%
Involvement not appreciated	10.7%

Bullying: Approximately 19 percent of parents reported that their child had been bullied, unchanged from 2015. When bullying occurred, parents most frequently reported that it occurred in the classroom (11.3 percent). The second most frequent location for bullying was on the school bus (8.8 percent), which is a change from 2015 when the second most frequent location was at some other location at school. In both 2015 and 2016 the two locations parents reported the least amount of bullying were at sporting events and online or via texting, which were reported by fewer than 1 percent of parents in both years.

PART ONE

Administration of the 2016 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 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, 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.

A copy of the 2016 survey is in the Appendix A. The 2016 administration of the parent survey occurred over the following time period and involved the following actions.

March 14, 2016	All schools received survey forms.
April 14, 2016	Date for parent survey forms returned to school.
April 25, 2016	Last day for schools to mail completed forms to contractor.

Source: SC Department of Education

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 administrative 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, bar-coded 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.
- ✓ Student survey forms.²

² “Administration of the 2016 Report Card Surveys,” South Carolina Department of Education.

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. The cost of printing, shipping, processing and scanning the parent surveys was approximately \$115,000.³

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.

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 relations, and social and physical environment were printed on the 2016 annual school report cards. For each school, SCDE aggregated the responses to all survey questions and provided the data files to the district office.

The 2016 parent survey contained a total of fifty-eight questions. Forty-seven questions were designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-three 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.

Parents were asked five questions about their participation in various parental involvement activities both in and outside of the school. Parents were also asked whether each of a list of seven items were potential barriers to their involvement in their child’s education. New to the 2015 survey and included for 2016 were three items focused on whether parents believed their child was bullied at school in the previous year, where the bullying occurred, and whether the bullying was verbal or physical. 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.

³ Communication from South Carolina Department of Education to EOC staff.

PART TWO
Respondents of the 2016 Parent Survey

As reflected in Table 1, the total number of parent surveys returned in 2016 was 55,221, which was 6,971 (11.2 percent) fewer than the number returned in the prior year. This continues the trend of decreasing parent responses from 2011 to 2014, it appears that the increase in responses in 2015 is the anomaly in this trend. The current year response total is 74.9 percent of the response total from 2011 (73,755).

Table 1
Total Number of Parent Surveys Returned

Year	Surveys
2016	55,221
2015	62,192
2014	59,293
2013	66,787
2012	69,581
2011	73,755

Using two methods of determining response rates and the total number of parent surveys returned, two response rates were calculated in Table 2. The first method compares the number of responses to the number of surveys distributed, and the second method compares the number of responses to the number of students in grades 5, 8, and 11 (grades 5 and 8 are typically the highest grades in elementary and middle school, and grade 11 is the high school grade targeted for administration of the parent survey). From these separate calculations, it appears that between 28.8 and 34.2 percent of all eligible parents surveyed responded to the 2016 parent survey, which is a decline from the 2015 estimates using the same two methodologies of 32 and 38 percent, respectively.

Table 2
Determining the Response Rate

	Sample Size	Surveys Returned	Response Rate
Method 1: Surveys Distributed	191,851	55,221	28.8%
Method 2: ADM ⁶ of 5, 8 and 11 th grades	161,385		34.2%

Parents completing the survey were asked seven 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?
5. Has your child been bullied at school this year?
6. If yes, was your child bullied:
 - In Classroom
 - Other location at school
 - At sporting events
 - On-line/texting during school
 - On the bus
 - After school

7. If yes, was you child bullied
- Physically
 - Verbally
 - Both

The following definition of bullying was provided on the survey:

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again physically. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

Parents were also asked 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 questions revealed the following about the parents who completed the 2016 parent survey (Table 3).

Table 3
Respondents to the 2016 Parent Survey
(n=55,221)

Gender	
Male	14.7%
Female	85.3%
Race	
African-American	28.6%
Caucasian/white	60.0%
Hispanic	6.9%
All Other	4.5%
Education	
Attended elementary/high school	9.4%
Completed high school/GED	20.8%
Earned Associate Degree	10.8%
Attended college/training program	19.5%
Earned college degree	24.1%
Postgraduate study/and/or degree	15.4%
Household Income	
Less than \$15,000	11.9%
\$15,000 - \$24,999	13.0%
\$25,000 - \$34,999	12.5%
\$35,000 - \$54,999	15.6%
\$55,000 - \$75,000	14.0%
More than \$75,000	33.1%
Their Child Enrolled in:	
Grades 3-5	46.9%
Grades 6-8	36.5%
Grades 9-11	16.6%
Their Child's Gender:	
Male	45.6%
Female	54.4%
Their Child's Ethnicity:	
African-American	29.2%
Caucasian/White	58.0%
Hispanic	7.0%
All Other	5.8%
Their Child's Grades:	
All or mostly A's and B's	66.3%
All or mostly B's and C's	24.4%
All or mostly C's and D's	7.7%
All or mostly D's and F's	1.6%

Note: Percentages may not add up to 100% due to rounding.

As in prior years, the “typical” parent responding to the survey was a white female having attended or graduated from college. Over 60 percent of the respondents who answered the question about income reported earning over \$35,000. There were noticeable differences between two categories of respondents’ education from 2015 to 2016; there was a 9.6 percent increase the percent of respondents who indicated that they had completed high school or obtained a GED, and an 11.2 percent decrease in the percent of respondents who indicated that they had earned an associate’s degree. Despite this difference, there did not appear to be any difference in the income levels of respondents from 2015 to 2016.

To determine if the survey responses were representative of elementary, middle and high school parents, the following analysis was done. First, 44,112 parents who returned the 2016 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 48 percent of parents who completed the survey were elementary school parents, 35 percent middle school, and 18 percent high school (Table 4). As compared to the prior year, the percentage of surveys reflecting the perceptions of elementary school parents increased by 4 percent, middle school parents increased by 1 percent, and the percentage of parents of high school students decreased by 2 percent.

The representativeness of the 2016 parent surveys returned of the population of students was investigated by comparing the grade level and ethnicity of students enrolled in the 2015-16 academic year to the grade level and ethnicity of students as reported by parents in the 2016 parent survey. Considering only students in grades 5, 8, and 11, 48 percent of the parent surveys indicated their child was enrolled in grade 5, yet according to the 135-day Average Daily Membership (ADM) enrollment, only 35 percent of students are in grade 5. The percentage of parents who reported their child was enrolled in grade 8 is identical to the percentage of student enrolled in grade 8 according to the ADM. The percentage of parents who reported their child was enrolled in grade 11 (18 percent) is much smaller than the percentage of students enrolled in grade 11 from the ADM (30 percent). Elementary school students are, then, over-represented in the parent surveys returned and high school students are under-represented in these data.

**Table 4
Parental Respondents by Child’s Grade**

Grade of Child	Surveys Returned	% of Surveys from Grades 5, 8, & 11		2014-15 135-day ADM	% of ADMs for Grades 5, 8 & 11
Grade 5	20,973	48%		56,404	35%
Grade 8	15,400	35%		56,000	35%
Grade 11	7,739	18%		48,981	30%
TOTAL	44,112			161,385	

When asked about their child’s race or ethnicity, 58.0 percent of the parents responded that their child’s ethnicity was white, 29.2 percent African American and 5.0 percent Hispanic. With respect to the ethnicity of children in the public schools of South Carolina in 2015-16, parents whose children are African American were underrepresented by 5.2 percent, and parents whose children are Hispanic were underrepresented by 3.6 percent in the respondents, while parents whose children are white were overrepresented by 6.0 percent (Table 5).

Table 5
Ethnicity of Children

	2016 Parent Survey	Student Enrollment⁴ All Public Schools 2015-16	Difference
White	58.0%	52.0%	6.0%
African American	29.2%	34.4%	(5.2%)
Hispanic	5.0%	8.6%	(3.6%)
Other	5.8%	5.0%	0.8%

Note: "Other" includes American Indian/Alaskan, Asian, Hawaiian Native/Pacific Islander and Two or more races.

With respect to educational attainment, 39.5 percent of parents who responded to the survey in 2016 had earned a bachelor or postgraduate degree. For comparison purposes, the United States Census Bureau reported that from 2011-2015, 25.8 percent of persons 25 years old and over in South Carolina had earned a bachelor's degree or higher⁵.

Regarding the annual household income of the respondents, in 2016 62.7 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 from 2011-2015 was \$45,483⁶.

Conclusions

- A total of 55,221 parent surveys were completed and returned in 2016, which was 6,971 (11.2 percent) less than the number returned in the prior year. This decrease was consistent with the pattern of declining response from 2011 to 2014. The increased response rate in 2015 appears to be an anomaly to this trend.
- 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 2016 parent survey was between 29 and 34 percent, which is slightly lower than the response rate of 32 to 38 percent in 2015.
- An analysis of the respondents to the 2016 parent survey found that the survey responses typically overrepresented the perceptions of parents in elementary schools and underrepresented the perceptions of parents who have children in high school.
- Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina.
- The percentages of respondents by racial/ethnic group were within 6 percent of the make-up of the South Carolina population.
- African-American parents were more represented in the 2016 survey (5.2 percent) than in the 2015 survey (6.7 percent).

⁴ South Carolina Department of Education, "Active Student Headcounts" <<http://ed.sc.gov/data/other/student-counts/active-student-headcounts/>>, accessed May 8, 2016.

⁵ U.S. Census Bureau, "State and County Quick Facts" <<https://www.census.gov/quickfacts/table/RHI125215/45>>, accessed May 8, 2016.

⁶ Ibid.

PART THREE

Results for Items of the 2016 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 2016 parent survey. 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 and school relations, and the social and physical environment of their children's schools. In analyzing responses, "significant change" is defined as a change of three percent or more in satisfaction.

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 with a sufficient number of parent survey responses, the aggregate parental responses to question 5 are included on the annual school report card.

Table 6 summarizes the total responses to these five questions for all parents who completed the 2016 parent survey. Overall, 87.5 percent of parents responded that they were satisfied with the learning environment of their child's school. The percentage of parents who disagreed or strongly disagreed was highest for questions 4 and 5. Approximately 17 percent of parents either did not believe or did not know if their child received extra help when needed.

Table 6
Parent Responses to the 2016 Learning Environment Questions
(Percentage of Parents with each Response)

Question	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers give homework that helps my child learn.	89.2	8.6	2.2
2. My child's school has high expectations for student learning.	92.3	6.0	1.7
3. My child's teachers encourage my child to learn.	92.0	5.3	2.7
4. My child's teachers provide extra help when my child needs it.	83.4	10.7	5.9
5. I am satisfied with the learning environment at my child's school	87.5	11.0	1.5

Table 7 compares the percentage of parents who responded that they agreed or strongly agreed to these questions each year from 2012 through 2016. The pattern over time is high parental satisfaction with the learning environment, with the highest levels of parental satisfaction for the first three items in 2016. The overall satisfaction of parents with the learning environment is not substantively different in 2016 than in 2015.

Table 7
Percentage of Parents Who Agree or Strongly Agree they are Satisfied with each Learning Environment Question: 2012 through 2016

Learning Environment Questions	2016	2015	2014	2013	2012
1. My child's teachers give homework that helps my child learn.	89.2	89.2	88.9	89.6	89.9
2. My child's school has high expectations for student learning.	92.3	92.2	91.6	91.7	91.7
3. My child's teachers encourage my child to learn.	92.0	91.8	91.2	91.5	91.8
4. My child's teachers provide extra help when my child needs it.	83.4	82.8	81.9	81.7	81.9
5. I am satisfied with the learning environment at my child's school	87.5	87.6	86.7	87.0	87.2

Parents of elementary school students view the learning environment of the school more favorably (90.5 percent) than do parents of either middle (85.4 percent) or high school (82.7 percent) students (Table 8). The difference between the parent responses for parents of middle and high school students are not large enough to suggest these groups differ in their perceptions of their child's school. Parents of elementary school students do appear to view the learning environment of their child's school most favorably.

Table 8
I am Satisfied With the Learning Environment at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	26,452	90.5	8.5
Middle	17,927	85.4	12.7
High	9,133	82.7	15.0
All Parents	50,032	87.5	11.0

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 with a sufficient number of parent responses, the aggregate parental responses to question 11 are included on the annual school report card.

Table 9 summarizes the total responses to these eleven questions for all parents who completed the 2016 parent survey.

Table 9
Parent Responses to the 2016 Home and School Relations Questions
(Percentage of Parents with each Response)

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	59.5	38.5	2.0
2. My child's teachers tell me how I can help my child learn.	64.8	32.8	2.4
3. My child's teachers invite me to visit my child's classrooms during the school day.	51.9	43.1	5.0
4. My child's school returns my phone calls or e-mails promptly.	81.5	13.6	4.9
5. My child's school includes me in decision-making.	72.2	22.6	5.2
6. My child's school gives me information about what my child should be learning in school.	73.7	21.2	5.1
7. My child's school considers changes based on what parents say.	56.7	22.3	21.0
8. My child's school schedules activities at times that I can attend.	80.1	16.0	3.9
9. My child's school treats all students fairly.	72.1	16.1	11.8
10. My principal at my child's school is available and welcoming.	83.0	9.4	7.6
11. I am satisfied with home and school relations at my child's school	74.0	13.9	12.1

Overall, 74.0 percent of parents were satisfied with home and school relations at their child's school, which is 0.9 percent higher than the percent in 2015. An examination of questions 1 through 10, which ask parents more specific questions about their personal experiences at their child's school, reveals the following, which is consistent with results of the 2015 survey:

- Approximately three-fourths of parents indicated that they are satisfied with the home and school relations at their child's school.
- More than 80 percent of parents agreed that the principal at their child's school was available and welcoming.
- Slightly more than 80 percent of the parents agreed that their child's school returned phone calls or e-mails promptly and scheduled activities at times that parents could attend.
- Approximately four out of ten parents 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.

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

As documented in Table 10, the trend is that parental satisfaction with home and school relations increased from 2014 through 2016. Both the percentage of parents who indicated they did not have an opinion, and the percentage of parents who had an unfavorable opinion of home and school relations have declined each year from 2014 through 2016. The dramatic decline in satisfaction from 2013 to 2014 was not accompanied by a corresponding increase in the percentage of parents expressing dissatisfaction with home and school relations. Instead, there was a substantial increase from 2013 to 2014 in the percentage of parents who indicated they did not have an opinion of the home and school relations.

Table 10
Percentage of Parents Who Agree or Strongly Agree they are Satisfied with Home and School Relations: 2012 through 2016

	2016	2015	2014	2013	2012
Agree or Strongly Agree	74.0	73.1	71.7	83.3	82.9
Disagree or Strongly Disagree	13.9	14.4	14.6	13.3	13.7
Don't Know	12.1	12.5	13.7	3.4	3.4

The pattern of parental satisfaction with home and school relations by school type is similar to the pattern of parental satisfaction with the learning environment (Table 11). The percentages of parents of students in middle school and high school who view the home and school relations favorably (70.4 and 68.9 percent, respectively), are nearly the same. Both, however, are lower than the percentage of parents of students in elementary school who view home and school relations favorably (78.5 percent).

Table 11
I am Satisfied with Home and School Relations at My Child’s School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	26,189	78.5	10.6
Middle	17,718	70.4	16.9
High	9,045	68.9	18.1
All Students	49,516	74.0	13.9

C. Social and Physical Environment

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 student behavior at 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 with a sufficient number of parent responses, the aggregate parental responses to question 5 are included on the annual school report card.

Table 12 summarizes the total responses to these five questions for all parents who completed the 2016 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 one out of three parents either did not believe or did not know whether students at their child's school were well behaved, and 28.1 percent of parents did not know or did not believe that their child's teachers cared about their child as an individual.

Table 12
Parent Responses to the 2016 Social and Physical Environment Questions
(Percentage of Parents with each Response)

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.	90.3	6.6	3.1
2. My child feels safe at school.	89.4	8.5	2.1
3. My child's teachers care about my child as an individual.	71.9	13.8	14.3
4. Students at my child's school are well behaved.	63.7	11.0	25.3
5. I am satisfied with the social and physical environment at my child's school.	85.2	11.2	3.6

Table 13 presents the 2016 results of the South Carolina parent survey with the results of parent surveys administered since 2012. There was a substantial decline (12.7 percent) in the parents' perceptions of whether their child's teachers care about their child as an individual. Not only did the percent who agree with this statement decline from 84.6 percent to 71.9 percent between 2015 and 2016, but the percent of parents who disagreed and the percent of parents who did not know increased more than 5 percent between 2015 and 2016.⁷ In other words, half of the decline in the percentage of parents who thought their child's teachers cared about their child is attributable to an increase in responses of "don't know". For the remaining items, there are minor differences between the results of 2015 and the results of 2016.

⁷ Results of the 2015 Parent Survey.

<<http://www.eoc.sc.gov/Reports%20%20Publications/Parent%20Survey%20upload%20April%202016/Full%20Report%20for%20web%20--%20Parent%20Survey.pdf>>.

Table 13
Percentage of Parents Who Agree or Strongly Agree they are Satisfied with each Social and Physical Environment Question: 2012 through 2016

Social and Physical Environment Questions	2016	2015	2014	2013	2012
1. My child's school is kept neat and clean.	90.3	90.5	90.6	91.5	91.3
2. My child feels safe at school.	89.4	89.1	91.2	91.0	90.9
3. My child's teachers care about my child as an individual.	71.9	84.6	83.8	83.7	84.1
4. Students at my child's school are well behaved.	63.7	64.9	64.8	64.0	63.7
5. I am satisfied with the social and physical environment at my child's school	85.2	85.3	84.4	84.3	84.1

Data presented in Table 14 demonstrate that the differences in parental satisfaction in the social and physical environment of their child's school by school type are consistent with results for both the learning environment and home and school relations. The percentage of parents of elementary school students express more satisfaction (89.2 percent) than either the parents of middle school students (82.2 percent) or high school students (78.2 percent). In this instance, the difference between the percentages for parents of middle school and high school parents are large enough to infer that these parents view the school differently.

Table 14
I am Satisfied with the Social and Physical Environment at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	26,301	89.2	8.2
Middle	17,785	82.2	13.6
High	9,067	78.2	15.9
All Students	49,711	85.2	11.2

D. 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:⁸

- 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.

⁸ Epstein, et. al. 2002. *School, Family, and Community Partnerships: Your Handbook for Action, Second Education*. Thousand Oaks, CA: Corwin Press, Inc.
 <http://www.csos.jhu.edu/P2000/nnps_model/school/sixtypes.htm>.

- 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.

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 15 with the middle 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 15
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding Activities at the School

<u>Parental Involvement Question</u>	I do this	I don’t but would like to	I don’t and don’t care to	Activity/event not offered
Attend Open Houses or parent-teacher conferences	82.0	13.3	3.9	0.8
Attend student programs or performances	81.8	13.7	3.5	1.0
Volunteer for the school	35.6	36.3	25.0	3.2
Go on trip with my child’s school	36.4	41.4	17.2	5.0
Participate in School Improvement Council Meetings	12.1	42.6	40.2	5.2

Parental Involvement Question	I do this	I don't but would like to	I don't and don't care to	Activity/event not offered
Participate in Parent-teacher Student Organizations	29.5	33.8	33.9	2.8
Participate in school committees	15.2	36.6	41.4	6.8
Attend parent workshops	26.5	35.7	20.2	17.5

Based on the responses in Table 15 and the six types of involvement, there are significant opportunities for improving parental involvement in South Carolina's public schools.

- Decision-Making – Substantially fewer parents report being involved in the School Improvement Council and school committees than in any other activity. Slightly less than one-third of parents report participating in Parent-Teacher-Student Organizations. Decision making, including parents and families in school decisions, and developing parent leaders and representatives are areas for growth where parents want to be involved in these decision-making organizations.
- Volunteering – Approximately 36 percent of the parents responded that they volunteered while 36 percent wanted to volunteer.
- Parenting – More than four in five parents attended open houses, parent-teacher conferences or student programs, all activities that support their children. Approximately one-fourth reported attending parent workshops while 17 percent contend that such workshops were not provided at their child's school.

Parents were asked five questions about their involvement with their child's learning, both at the school site and at home. 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 16 summarizes parental responses to these five questions.

Table 16
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding Their Child's Learning

	I do this	I don't but would like to	I don't and don't care to
Visit my child's classroom during the school day	29.6	50.3	20.1
Contact my child's teachers about my child's school work.	77.7	16.7	5.5
Limit the amount of time my child watches TV, plays video games, surfs the Internet	85.0	8.5	6.5

	I do this	I don't but would like to	I don't and don't care to
Make sure my child does his/her homework	95.3	3.3	1.4
Help my child with homework when he/she needs it.	93.9	4.7	1.4

Clearly, parents overwhelmingly report being involved in activities and decisions to support their child's learning. Over 93 percent of parents reported helping their child with his or her homework while 85 percent report limiting television and other distractions at home. Over one-fourth of parents responded that they visited their child's classroom during the day while a majority wanted to become involved in this way. These responses are similar to parent responses in prior years.

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 from 2012 through 2016 are included in Table 17. Consistently across years, work schedule is the most common obstacle to parent involvement, which has consistently been cited by more than half of parents. Slightly less than one-fourth of parents indicated that the timeliness of information from the schools is an issue.

Table 17
Percentage of Parents Experiencing Each Impediment to Involvement in Schools

	2016	2015	2014	2013	2012
Lack of transportation reduces my involvement	10.2	10.8	12.2	11.6	11.6
Family health problems reduce my involvement.	14.7	14.9	15.5	14.6	14.4
Lack of available care for my children or other family members reduces my involvement.	14.1	14.5	14.8	14.1	14.7
My work schedule makes it hard for me to be involved.	57.2	56.2	57.1	54.6	53.8
The school does not encourage my involvement.	15.8	16.2	17.5	16.1	15.7
Information about how to be involved either comes too late or not at all.	23.9	24.3	25.5	23.7	23.5
I don't feel like it is appreciated when I try to be involved.	10.7	10.8	11.9	11.3	10.6

Finally, parents were also asked several questions about their child's school and its efforts at increasing parental involvement. Across these questions and across time, two-thirds or more of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good (Table 18). Parents view the overall friendliness of the school most favorably. Parents view their child's school's efforts at providing information to them more favorably than they view the school's efforts at getting information from parents. This is demonstrated most clearly as only 64 percent of parents view their child's school's interest in parents' ideas and opinions favorably, while 76 percent of parents view the school's efforts at giving important information to parents favorably.

Table 18
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding School Effort: 2014-2016

Question:	Very Good or Good			Bad or Very Bad			Okay		
	2016	2015	2014	2016	2015	2014	2016	2015	2014
School's overall friendliness.	81.9	80.9	80.6	2.2	2.2	1.6	15.9	16.9	16.9
School's interest in parents' ideas and opinions.	64.1	62.6	62.5	7.4	7.4	8.1	28.5	30.0	29.4
School's effort to get important information from parents.	71.7	70.8	68.6	6.2	6.3	7.5	22.0	22.9	24.0
The school's efforts to give important information to parents.	76.2	75.5	73.9	5.6	5.3	6.3	18.1	19.3	19.8

E. Bullying

Three questions on bullying were added to the parent for 2015, and were retained in the 2016 survey. The first asked the parent if their child had been bullied at school. If a parent responded yes to the first question, they were asked to respond to two additional questions. The second question asked parents where their child was bullied, with the following options provided:

- In classroom
- Other location at school
- At sporting events
- On-line/texting during school
- On the bus
- After school

The final question asked whether their child was bullied physically, verbally, or both.

A total of 36,087 (72.5 percent) of parents indicated that their child was not bullied at school, while 9,655 (19.4 percent) parents indicated that their child was bullied at school, and 4,066 (8.2 percent) parents were not sure whether their child was bullied at school. Approximately 17 percent of parents indicated their child was bullied verbally, and 7 percent of parents indicated that their child was bullied physically. Six percent of parents indicated their child was bullied both physically and verbally.

Table 19 presents a summary of the locations in which children were bullied, ordered by frequency of occurrence. Classrooms were the location parents reported their child was bullied in most frequently (11.3 percent), followed by the school bus (8.8 percent). Although only 8.8 percent of parents indicated that their child was bullied on the bus, this should not be interpreted as the percentage of bus riding children who were bullied, because we do not know whether all children of responding parents rode the bus. The percentage of parents who reported their child was bullied online was the smallest (0.8 percent), and the next smallest percentage was of parents who reported their child was bullied at sporting events (2.7 percent).

Table 19
Percent of Parents Indicating Their Child was Bullied by Location

Location of Bullying	Number	Percent
In classroom	6,266	11.3
Other location at school	958	1.7
On the bus	4,865	8.8
After school	2,576	4.7
On-line/texting during school	442	0.8
At sporting events	1,472	2.7

Individual students may have been bullied in more than one of these locations. Table 20 presents a summary of the number of different locations where parents reported that their child had been bullied. Most parents who indicated their child was bullied also indicated that bullying occurred in only one location.

Table 20
Number of Locations in Which Parents Reported Their Child Being Bullied

Number of Locations	Number of Parents	Percentage of Percent
0	45,022	81.5
1	5,955	10.8
2	2,745	5.0
3	1,039	1.9
4	323	0.6
5	97	0.2
6	40	0.1

Conclusions

- In 2016 parental satisfaction in all areas assessed by the survey: Learning Environment (87.5 percent), Home and School Relations (74.0 percent), and the Social and Physical Environment (85.2 percent) is similar to the levels reported in 2015.
- From 2014 to 2016 parental satisfaction with Home and School Relations increased. This followed a dramatic change in 2013 where the percentage of parents with responses of don't know increased dramatically, with a corresponding decrease in the percentage of parents who view Home and School Relations favorably.
- Parents of elementary school students are more satisfied than parents of either middle or high school students, which do not differ from one another in their levels of satisfaction.
- There was a substantial decline (12.7 percent) in the parents' perceptions of whether their child's teachers cared about their child as an individual. Half of the decline in the percentage of parents who thought their child's teachers cared about their child is attributable to an increase in responses of "don't know".
- Parental work schedule continues to be the largest impediment to parental involvement in school activities.
- The percentage of parents who reported that their child was bullied at school was 19.4, which was consistent with results from 2015.
- Approximately 17 percent of parents indicated that their child was bullied verbally, 7 percent of parents indicated their child was bullied physically, and 6 percent of parents indicated their child was bullied both physically and verbally.

APPENDIX
The 2016 Parent Survey

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South Carolina
Parent Survey

DIRECTIONS

- Correct Mark:     • Use a No. 2 pencil only.
- Incorrect Mark:     • Fill in bubble completely.
- Erase completely to change. • Do not fold or staple.

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.

Directions: Read each statement. Decide if you agree, mostly agree, mostly disagree or disagree with the statement. Then darken the bubble beside each statement. Do not write your name or address on this survey.

Learning Environment

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's teachers give homework that helps my child learn.	<input type="radio"/>				
2. My child's school has high expectations for student learning.	<input type="radio"/>				
3. My child's teachers encourage my child to learn.	<input type="radio"/>				
4. My child's teachers provide extra help when my child needs it.	<input type="radio"/>				
5. I am satisfied with the learning environment at my child's school.	<input type="radio"/>				

Home-School Relations

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

Social and Physical Environment

1. My child's school is kept neat and clean.	<input type="radio"/>				
2. My child's teachers care about my child as an individual.	<input type="radio"/>				
3. Students at my child's school are well-behaved.	<input type="radio"/>				
4. My child feels safe at school.	<input type="radio"/>				
5. My child's teachers and school staff prevent or stop bullying at school.	<input type="radio"/>				
6. My child's school has an anti-bullying program to prevent or deal with bullying.	<input type="radio"/>				
7. I am satisfied with the social and physical environment at my child's school.	<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 fundraising, 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"/>

Go on to next page. 

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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"/>

Please mark if each of the following are 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"/>				

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
- Has your child been bullied at school this year? Yes No Don't know
- If yes, was your child bullied: (Check all that apply) In classroom Other location at school At sporting events
 On-line/texting during school On the bus After school
- If yes, was your child bullied: (Check all that apply) Physically Verbally Both

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again physically. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

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

- What is your gender? Male Female
- What is your race/ethnicity? 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

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

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