

The Academy for Academic Excellence 2002 Annual Family Survey:

Report on the Findings

Dr. Rebecca Deutscher



Lewis Center for Educational Research

October 2003

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Introduction

The Lewis Center for Educational Research (LCER) administered the fourth Annual Family Survey to the parents at the Academy for Academic Excellence (AAE), the charter school connected with the Lewis Center. The data was collected through an electronic survey. Families took the survey in November and December of 2002.

The Family Survey was divided into 3 parts to make it more convenient for the families to complete. Data was collected from 274 families in part 1, 267 in part 2, and 258 families in part 3. The school had approximately 558 families, so the return rate was 49%, 48%, and 46%, respectively. The return rate was much lower than previous years (79% in 2001) because of the many changes that occurred with the AAE. The school switched from a program where everyone was home schooled to a program where 16% of the families were home schooled and 84% were at the AAE full-time. In previous years, all the families would meet with an Academic Advisor to discuss home school issues. When the families came to the school to meet with their advisors they would fill out the Family Survey. In the fall of 2002, when the school mainly became a full-time program, the families no longer met with an Academic Advisor. As a result, there was no set time period that families would take the Family Survey. In 2002, families took the survey during their own free time. This change would explain the decrease in the return rate.

Table 1 displays the percentage of full-time and hybrid families that took the survey. Based on the percentage of full-time and hybrid parents it appears that it does not quite match the school's population of 84% and 16%, respectively. It is possible that families may have some children that are full-time and some that are hybrid. There is an indication that more of the hybrid families and less of the full-time, based on their population size at the school, completed the survey.

Table 1: Are you in the Full-Time or Hybrid Program?	
<i>Relationship</i>	<i>2002 Percent</i>
Full-Time	75.6
Hybrid	24.4
TOTAL	100

Table 2 shows who filled out the Family Survey. Moms made up the largest percentage of those who filled out the survey (70.4%). Dads were the second most likely (21.6%), but it was much smaller percentage than moms. In 23.2% of the cases, two people filled out the survey together and in 88% of those cases it was mom and dad.

Table 2: Survey Respondents	
<i>Filled out Survey</i>	<i>2002 Percent</i>
Mother	70.4
Father	21.6
Grandmother	2.8
Grandfather	1.5
Grandparent	.3
Sister	.6
Step-Mother	.9
Step-Father	.6
Babysitter	.3
Legal Guardian	.3
Informal Guardian	.3
Second Mom	.3
Total	100

Note: In 23.2% of the cases 2 people filled out the survey together, mainly mom and dad, and in 1.1% of the cases 3 people filled out the survey together.

In this report the raw findings are presented. The scores will be compared to 1999, 2000, and 2001 data when possible. Many questions were updated, changed, or deleted in the Family Survey 2002, because of the changes at the AAE and to improve the survey. In the past, it was not clear who filled out the Family Survey and data was analyzed based mainly on the person who filled out the survey. In the 2002 survey, many questions were asked about the person who filled out the survey and the spouse. As a result, in this present document, the data such as age, ethnicity, educational attainment, etc. are based on both parents. This gives more information about the children’s families. Some of the data could not be compared to previous year data because of this change. In addition, since the majority of people who filled out the survey were the parents of the AAE children, the word “parent” or “parents” will be used throughout the document to refer to those who filled out the survey and their significant other (if applicable).

The questions will be divided into seven sections. These sections include: Family Demographics, Civic Engagement, General Attitudes about Education, Parents’ Experiences Educating Children, Networks, Motivations to Attend the AAE, and Attitudes about the AAE.

Findings

Family Demographics

This first section will contain some of the basic demographic information that the parents provided regarding their families. This information will include age, marital status, parents and children’s ethnicity, number of children, number of children at the AAE, size of family, education, household income, employment hours, distance from work to the AAE, distance from home to the AAE, family responsibilities, computer ownership, spirituality, religious service attendance, political viewpoint, and political party.

Table 3 presents the ages of the parents at the AAE. The largest percentage is in the 41 to 45 years old range (23.4%). Over 60% of the AAE's parents are between 36 and 50 years of age. Table 3 includes families with children from Kindergarten through twelfth grade.

Table 3: Age	
<i>Age</i>	<i>2002 Percent</i>
30 years or younger	5.1
31-35	14.4
36-40	21.7
41-45	23.4
46-50	20.6
Over 50 years old	14.7
TOTAL	100

Table 4 shows the marital status of the families at the AAE. This table indicates that 92.3% of the families are married and very few of the children live in single families. In fact, the number of children living in married households increased from 2001. From the data, it is not known how many of the presently married families may have had previous divorces. It is very likely that more of the children at the AAE have experienced divorce or a single parent household at some point in their lives.

Table 4: Marital Status		
<i>Marital Status</i>	<i>2001 Percent</i>	<i>2002 Percent</i>
Married	89.8	92.3
Single	3.7	1.9
Single Living with Partner	0.3	1.2
Divorced or Separated	5.4	3.5
Widow/Widower	0.8	1.2

Table 5 and 6 both present ethnicity statistics. In Table 5, there is a breakdown of the parents' ethnicities and in Table 6 the children's ethnicities are reported. Most of the parents and children are white (84.9% and 75.5%, respectively). The second largest group is Hispanic (9.1% for parents and 11.6% for children). The number of Hispanic students increased slightly between 2001 and 2002, but overall most of the statistics remained the same. Table 6 also presents the student and regional ethnicity. In general, the AAE has a lower percentage of minority students than Apple Valley School District as a whole.

Table 5: Parents Ethnicity	
<i>Ethnicity</i>	<i>2002 Percent</i>
White	84.9
Hispanic	9.1
African-American	3.1
Asian/Pacific Islander	1.7
Native American	1.2

Table 6: AAE Student and Regional Ethnicity (%)								
<i>Ethnicity</i>	<i>AAE</i>				<i>Regional</i>			
	<i>AAE 1999</i>	<i>AAE 2000</i>	<i>AAE 2001</i>	<i>AAE 2002</i>	<i>AVUSD 1999^a</i>	<i>AVUSD 2000^a</i>	<i>AVUSD 2001^a</i>	<i>AVUSD 2002^a</i>
White	80.6	80.7	75.9	75.5	65.2	64.2	62.4	60.9
Hispanic	10.2	9.6	10.6	11.6	21.1	21.9	22.8	23.4
African American	6.0	5.1	5.0	4.4	10.5	10.3	10.7	11.5
Asian American	1.2	0.9	1.0	1.4	1.4	1.6	1.5	1.6
Native American	0.0	0.0	1.1	1.5	0.7	0.7	0.7	0.6
Filipino	1.2	1.3	1.1	1.2	0.7	0.7	0.6	0.8
Pacific Islander	0.8	0.9	0.8	0.2	0.5	0.6	0.7	0.7
No Response	0.0	1.5	4.5	4.2	0.0	0.1	0.5	0.5
TOTAL	100	100	100	100	100	100	100	100

^a Data obtained online at: <http://www.ed-data.k12.ca.us/>

Figures 1, 2, and 3 display the number of children in each family, the number of children who go to the AAE in each family, and the total number of members in each family. Figure 1 data shows that most people in 2000, 2001, and 2002 have 2 children in their family. Overall, in 2002 it seems that there is a higher percentage of families who have 3, 4, and 5+ children and much less who have 1 child in the family than previous years. The family dynamics may have changed based on the change in the school population (less home schooling families and more traditional families).

In Figure 2, the data indicates that most families have one child who goes to the AAE (59.9%). This is an indication that most families at the school do have several children, but in many cases only one of the children go to school at the AAE. It would be interesting to know further why parents often do not have all of their children coming to the school.

Figure 3 indicates that family sizes overall have not changed in the past few years. This data seems to be contradictory to Figure 1. It is possible that families have more children living with them and less of other family members. This may account for the lack of change with the number of members in a household data. The largest group of families has 4 members in their household (38.3%).

Figure 1: Number of Children per Household

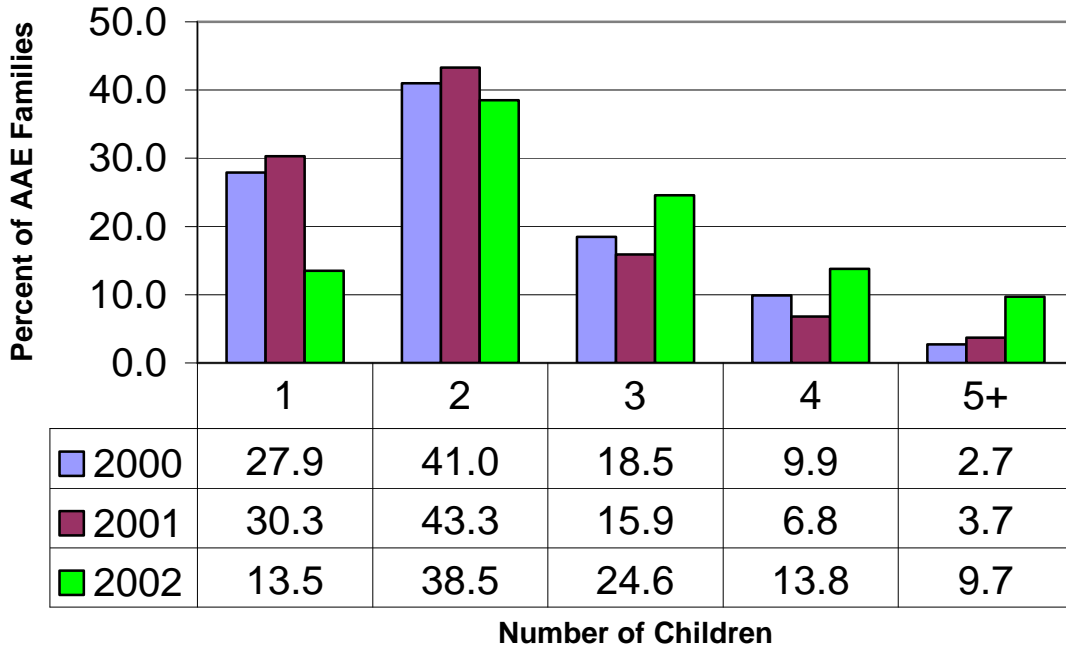
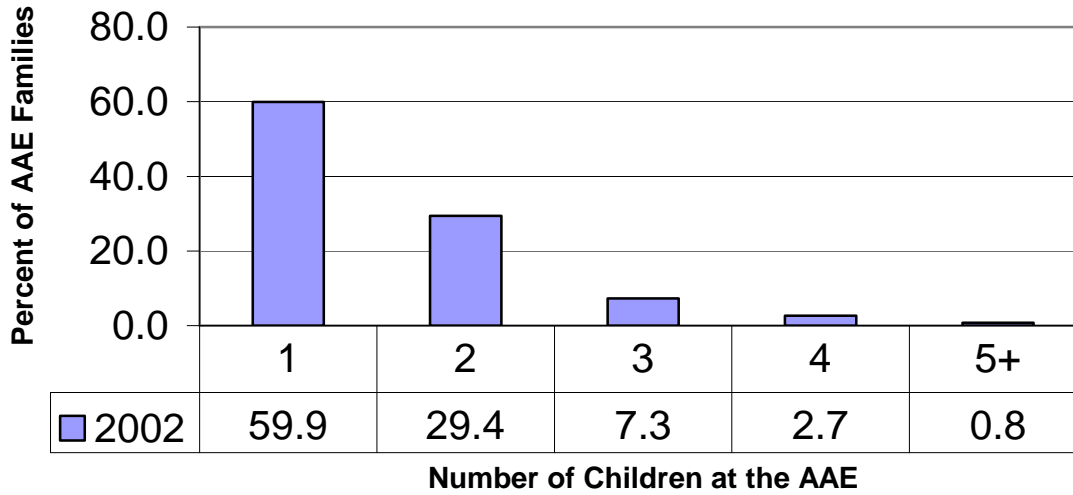
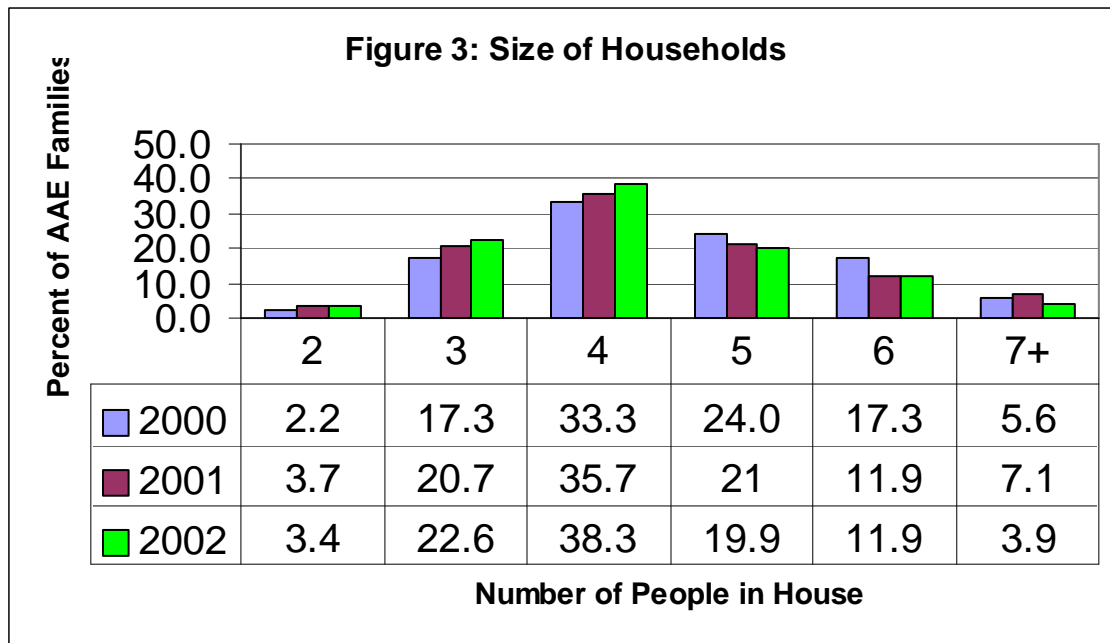


Figure 2: Number of Children per Household at the AAE





In Table 7, the educational attainment of the parents is reported. The results indicate that the largest group of families graduated from high school (45.9%) and did not go to school beyond high school. The AAE has very few families in which the parents did not graduate from high school. There are approximately 27.2% of parents who completed a four-year college degree and beyond.

Table 7: Educational Attainment

<i>Education</i>	<i>2002 Percent</i>
Did not finish high school	1.6
High school diploma/GED	45.9
Finished a 2-year college (AA, AS, or Certification)	25.4
Finished a 4-year college degree (BA, BS)	16.7
Finished a master's degree or higher (MA, MS, PhD, MD, JD)	10.5
TOTAL	100

Figure 4 shows the breakdown of the annual household income of the AAE families in 2002. The figure shows that about 4.6% of the families earn \$20,000 a year or less. This is a smaller percent than in 2001. The AAE had about 71.7% of families earning \$50,000 or more in 2002. The mean income is about \$65,000. The annual household income is higher than previous years. Overall the income level changed significantly from previous years and it appears families have a higher income. The annual household income data has been collected the past few years, but was categorized differently and therefore is not presented here.

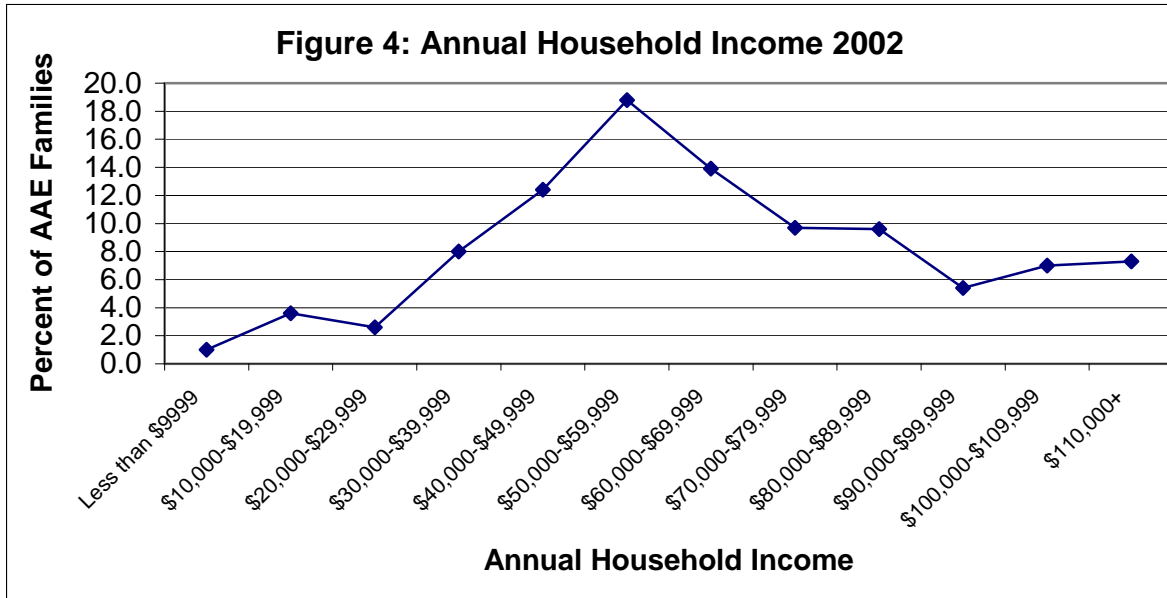


Table 8 represents how many hours per week the AAE parents work. The school has about 52.3% of parents who work between 31 and 50 hours a week. It appears that in the past few years there has been a trend that less of the parents are not working (21.7% in 2002 and 31.0% in 2001). In the past, many more of the parents (especially moms) were not employed because their main job was home schooling their children. Since the school has changed to a full-time program, more parents are working. The hours of employment data has been collected the past few years, but was categorized differently and therefore is not presented here.

Table 8: Hours per Week of Employment (Per Person)	
<i>Hours</i>	<i>2002 Percent</i>
0	21.7
1 - 10	2.8
11 - 20	4.6
21 - 30	7.0
31 - 40	42.3
41 - 50	10.9
51 - 60	7.6
61 - 70	1.4
71 - 80	1.4
TOTAL	100

The parents were asked about how many miles their work is from the AAE and also how many miles they live from the AAE. The purpose of these questions was to learn about how far the families travel and also to examine if these distances affect parental involvement. Tables 9 and 10 display this data. Table 9 indicates that about 54% of the parents work less than 20 miles from the AAE and 32.3% work less than 10 miles away. The other approximately 46% are 20 miles or greater from work to the AAE. This would make it very difficult for these parents to visit their children at school during the day.

Table 10 shows the distance that families live from the school. The results indicate that 85.6% of the parents live less than 20 miles from the AAE. This result indicates that most of the parents live within the community. As a result, the distance from home for most families should not be a huge factor in involvement with the school. It seems that the school's distance from work is an issue with more parents.

Table 9: Distance from Work to the AAE	
<i>Distance (Miles)</i>	<i>2002 Percent</i>
0 - 9	32.3
10 - 19	21.7
20 - 29	6.6
30 - 39	3.2
40 - 49	5.0
50 - 59	7.7
60 - 69	7.0
70 - 79	3.2
80 - 89	3.5
90 - 99	2.2
100 - 109	2.8
110 - 119	0.6
120 - 129	0.6
130 - 139	0.9
140 - 149	0.3
150+	1.8
TOTAL	100

Table 10: Distance from Home to the AAE	
<i>Distance (Miles)</i>	<i>2002 Percent</i>
0 - 9	56.4
10 - 19	29.2
20 - 29	11.7
30 - 39	0.4
40 - 49	1.6
50 - 59	0.4
60 - 69	0.4
70 - 79	0.4
TOTAL	100

Table 11 shows the results of the percentage of family responsibilities that the person who filled out the survey (mainly moms) has at home. The largest percentage said that they take care of 76% to 100% of the responsibilities at home (59.4%) and the second largest group said they take care of 51% to 75% of the responsibilities at home (24.8%).

Table 11: Family Responsibilities, 2002 (%)				
<i>Family Responsibilities</i>	<i>1% - 25%</i>	<i>26% - 50%</i>	<i>51% - 75%</i>	<i>76% - 100%</i>
What percentage of weekly family responsibilities did you complete?	4.7	11.0	24.8	59.4

Computer ownership data is described in Table 12. Overall, 97.4% of the families in 2002 have computers where as in 2001, 95.7% had computers. Every year the number of families who have computer access keeps growing and it is getting close to 100%. It appears that more families at the AAE have computers with internet access than previous years. This means that more kids at home have access to computers. It also means that the school can communicate more information about the school to families through the internet.

Table 12: Computer Ownership				
<i>Computer</i>	<i>1999 Percent</i>	<i>2000 Percent</i>	<i>2001 Percent</i>	<i>2002 Percent</i>
Yes, internet access	75.5	82.6	84.7	92.4
Yes, no internet access	15.7	11.1	10.8	5.0
None	8.8	6.4	4.5	2.7
TOTAL	100	100	100	100

Table 13 and 14 shows the results of how spiritual many of the families are at the AAE and how often families attend religious-type services. In Table 13, the results indicate that most of the families at the AAE consider themselves spiritual. Approximately, 68.6% consider themselves spiritual, 16.3% consider themselves somewhat spiritual, and 3.1% said a little spiritual in 2002. These results are very similar to 2001 with some slight decreases in spirituality. This corresponds well to the responses from Table 14. This table indicates that approximately 68.6% attend faith-based services at least once a week, a decrease from 2001. Approximately 4.7% never or practically never attend faith-based services in 2002. These results indicate that more people are likely to go to faith-based services but less often.

Table 13: Spirituality (%)											
<i>Spiritual</i>	<i>Very Spiritual</i>		<i>Somewhat Spiritual</i>		<i>A Little Spiritual</i>		<i>Not Very Spiritual</i>		<i>Decline to State</i>		
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	
	How spiritual do you consider yourself?	71.7	68.6	17.3	16.3	4.0	3.1	2.8	2.7	4.2	9.3

Table 14: Frequency Attends Faith-Based Services (%)												
<i>Frequency</i>	<i>At Least Once A Week</i>		<i>Once a Month</i>		<i>Only on Special Holidays</i>		<i>Once or Twice a Year</i>		<i>Never or Practically Never</i>		<i>Decline to State</i>	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
How often do you attend faith-based services?	75.9	68.6	4.0	8.1	2.5	2.3	3.7	9.3	8.2	4.7	5.7	7.0

Table 15 and 16 show the results of the political viewpoint and political affiliation data. In Table 15, the results indicate that the majority of people are at the conservative end of the spectrum. Approximately 16.3% define themselves as being very conservative and 43.8% define themselves as conservative. At the AAE, 5.5% define themselves somewhere in the liberal range. In 2002, more families define themselves in the moderate range than in 2001. Table 16 shows that the largest percentage of families define themselves as being republican (62.4%), the second highest declined to state (17.4%), and the third highest said they were Democrats (12.4%). The percentage of Democrats and Republicans increased in 2002 while the number of people who said they were not associated with any party decreased significantly.

Table 15: Political Viewpoint (%)												
<i>Political Viewpoint</i>	<i>Very Liberal</i>		<i>Liberal</i>		<i>Moderate</i>		<i>Conservative</i>		<i>Very Conservative</i>		<i>Decline to State</i>	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
Where do you place yourself on the political scale?	1.7	0.8	6.8	4.7	14.7	28.3	50.7	43.8	17.0	16.3	9.1	6.2

Table 16: Political Party (%)														
<i>Political Party</i>	<i>American Independent Party</i>		<i>Democratic Party</i>		<i>Green Party</i>		<i>Libertarian Party</i>		<i>Republican Party</i>		<i>No Party</i>		<i>Decline to State</i>	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
Is there an American political party that you identify with?	0.8	2.7	8.5	12.4	0.6	1.2	1.7	0.4	57.5	62.4	11.9	3.5	17.8	17.4

Civic Engagement

Families were asked questions about how active they are or would be in their communities. This section shows the results based on the parents' responses.

Table 17 shows whether parents have participated or would participate in a variety of civic engagement tasks. The numbers changed dramatically between 2001 and 2002. The amount of civic engagement decreased in every area. The biggest decreases were with attending a school board meeting, writing letters regarding policy changes, and attending demonstrations over school policies. In regard to attending a school board meeting, more than half had been involved to a great extent in past years. In 2002, this completely changed; over half of the parents had not attended a school board meeting (55.0%). In regards to writing letters on policy changes and attending demonstrations over school policies, the big difference is that the number of parents that said they had never done it (39.3% and 78.4%, respectively) was much higher than previous years. The change at the AAE to more of a full-time program had a large influence on the type of parents who have come to the school. The home-schooling families from the past were more likely to be involved politically in the school system in comparison to the present population.

Table 17: Previous and Potential Civic Engagement (%)				
<i>Civic Engagement</i>	<i>To a Great Extent</i>	<i>To Some Extent</i>	<i>Very Little</i>	<i>Not at All</i>
a. Voting regularly for officials				
2000	89.4	6.6	3.5	0.4
2001	89.2	6.2	3.1	1.4
2002	76.3	15.0	4.3	4.3
b. Voting regularly on specific issues and referenda				
2000	86.3	10.6	3.1	0.0
2001	84.4	8.5	5.1	2.0
2002	71.2	19.2	4.0	5.6
c. Signing a petition regarding educational matters				
2000	73.9	16.8	8.8	0.4
2001	75.6	16.4	7.1	0.8
2002	26.0	45.6	19.6	8.8
d. Attending a school board meeting				
2000	52.4	27.6	19.1	0.9
2001	53.5	26.6	18.4	1.4
2002	2.0	14.9	28.1	55.0
e. Writing letters requesting policy changes				
2000	38.2	22.3	36.4	3.2
2001	34.8	26.6	34.8	3.7
2002	7.0	22.5	31.1	39.3
f. Attending demonstrations over school policies				
2000	11.2	29.6	45.7	13.5
2001	10.5	17.3	47.0	25.2
2002	2.0	7.6	12.0	78.4

General Attitudes about Education

In this section, families answered questions related to their values and attitudes associated with various areas of education. These results are presented in the next two tables.

In Table 18, the parents were asked about what they value the most about their children's education. There seems to be an increasing trend that more parents are valuing high scores on tests. The percentage is not large (13.6%), but it is a big jump from 2001 to 2002. There are a smaller proportion of families who value that children gain confidence and poise to pursue social, civic, and economic opportunities. However, still 51.1% of families value this item. Parents who said that they feel providing a solid foundation of religious knowledge is important decreased from 2001 to 17.2%.

	2000	2001	2002
a. Getting high scores on standardized tests	3.1	4.0	13.6
b. Attaining specific occupational skills	3.1	4.2	4.4
c. Appreciating intellectual and cultural values	11.4	11.9	13.6
d. Gaining confidence and poise needed to pursue social, civic, and economic opportunities	68.0	56.1	51.2
e. Providing a solid foundation of religious knowledge	14.5	23.8	17.2

Table 19 displays the results regarding parents' general attitudes about education. It appears that many of the results have been similar in 2000, 2001, and 2002. One change in attitude is regarding the statement about public schools failing to adequately educate children. Less people agree overall with this statement, 75.1% in 2002 versus 85.5% in 2001. More people neither agree nor disagree with this statement. So the parents are overall feeling a bit more positive about public schools.

<i>Attitudes</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
a. The public schools are failing to adequately educate children					
2000	62.1	28.4	3.9	4.3	1.3
2001	53.5	32.0	6.2	6.2	2.0
2002	47.8	27.3	15.0	6.7	3.2
b. Improving the public school system is of vital importance					
2000	77.6	15.9	2.6	2.2	1.7
2001	76.2	16.1	5.4	1.7	0.6
2002	76.8	15.2	4.8	0.8	2.4
c. Creating more alternatives to public schools is important					
2000	87.5	8.2	3.9	0.0	0.4
2001	70.0	22.9	4.2	1.7	1.1
2002	72.5	15.3	8.2	0.8	3.1
d. Educational research can help improve student achievement					
2000	66.2	26.0	5.2	1.3	1.3
2001	61.2	30.0	6.5	1.7	0.6
2002	64.7	25.0	6.7	1.6	2.0
e. Computer technology can help improve student achievement					
2000	64.1	32.0	2.2	1.7	0.0
2001	56.7	32.9	7.9	2.0	0.6
2002	53.9	35.8	6.7	1.6	2.0

Parents' Experiences Educating Children

This section describes who mostly helps children with schoolwork, experience teaching in a public, private, or charter schools, years of home schooling experience, and if home schooled as a child.

Parents were asked about who mainly helps their children with schoolwork. In Table 20, the data indicates that in 71.2% of the cases mom helps with homework. The second most likely person is dad (19.8%). In 24% of the families, two people help with schoolwork, and in 81.3% of those cases it is mom and dad. In 3.9% of the cases dad is the only person that helps with homework and in 65% of the cases mom is the only person that helps with homework.

Table 20: Who Helps with Schoolwork	
<i>Relationship</i>	<i>2002 Percent</i>
Mother	71.2
Father	19.8
Grandmother	3.7
Grandfather	0.9
Sister	0.9
Babysitter	0.9
Step-Mother	0.6
Brother	0.3
Step-Father	0.3
Brother-In-Law	0.3
None	0.9
TOTAL	100

Note: In 24% of the cases parents listed 2 primary people helping with schoolwork and in 0.4% of the cases parents listed 3 primary people.

The parents were also asked about how many hours per week they spend working with their children on schoolwork. The question was written in a free-response format and unfortunately too many of the answers were vague and unclear, so the question was omitted. In the Family Survey in 2003, the question will be rewritten using a multiple-choice format.

Table 21 displays the data on whether parents had experience teaching in public, private, or charter schools. The results indicate that 75.7% of the families have not taught in any of these settings.

Table 21: Taught Public, Private, or Charter School?	
<i>Relationship</i>	<i>2002 Percent</i>
No	75.7
Yes	24.3
TOTAL	100

Table 22 presents the number of years that parents have been home schooling. The parents did not answer this question if it was not applicable to them. In 40% of the cases no answer was given or the data was unreadable. This was the largest group of responses. In approximately 30.6% of the cases, the parents have been home schooling for less than 4 years. This percentage indicates a decrease from previous years. Since the AAE turned mainly into a full-time program, many of the home schooling families left in the fall of 2002 and many new families (with no home schooling background) came to the school.

Table 22: Years Home Schooling	
<i>Years</i>	<i>2002 Percent</i>
Less than 2	12.3
2 – 3.9	18.3
4 – 5.9	9.7
6 – 7.9	6.7
8 – 9.9	4.8
10 – 11.9	3.0
12 – 13.9	2.2
14 – 15.9	1.1
16 – 17.9	1.1
18 – 19.9	0.4
Missing	40.1
TOTAL	100

The families were asked whether they were home-schooled as a child. Table 23 indicates that 99% of the parents said that they were not home-schooled as children.

Table 23: Home-Schooled as a Child?	
<i>Relationship</i>	<i>2002 Percent</i>
No	99.0
Yes	1.0
TOTAL	100

Networks

In this section, how families heard about the AAE, the number of families that people know at the AAE, and the frequency families talk with others about educational issues will be discussed. Table 24, Table 25, and Figure 5 will display these results.

Table 24 displays how families found out about the AAE. The largest percentage of families found out about the AAE through a friend (49.3%). This is true for 2000, 2001, and 2002, but there has been a gradual decrease since 2000. There was a large decrease in finding out about the AAE through a religious institution or member (3.3% in 2002 compared to 22.7% in 2001). In 2002, more categories were added to get a clearer picture of the diverse ways people have found out about the AAE.

Table 24: “How did you hear about the AAE?”			
<i>Item</i>	<i>2000 Percent</i>	<i>2001 Percent</i>	<i>2002 Percent</i>
a. From a friend	66.0	59.2	49.3
b. From a Religious Institution or a Member	23.0	22.7	3.3
c. From an acquaintance/coworker	14.9	14.5	4.6
d. From a family member	8.5	6.8	10.3
e. From a neighbor	5.1	2.8	0.0
f. From an information meeting	4.3	5.9	0.3
g. Driving by/seeing buildings	3.4	6.5	1.3
h. From a newspaper article	3.0	11.0	6.3
i. From an advertisement	1.3	5.4	1.3
j. From a Lewis Center employee	*	13.9	6.0
k. From word of mouth	*	*	3.0
l. From researching	*	*	2.3
m. From outreach programs	*	*	2.0
n. Am employed at the AAE	*	*	1.7
o. From a teacher	*	*	1.7
p. From another school	*	*	1.7
q. From the Internet	*	*	1.3
r. Am employed within the district	*	*	1.0
s. From other	*	13.9	2.4
* Not applicable (information is not available in that year)			

Figure 5 shows the number of friends that families have here at the AAE. The results indicate that there has not been much of a change between 2000, 2001, and 2002. It appears that there has been a slight trend towards more people having no friends. There has also been a decrease in the number of people who have 3 to 4 friends. The largest group of families continues to say that they have 1 to 2 friends at the AAE (35.4%).

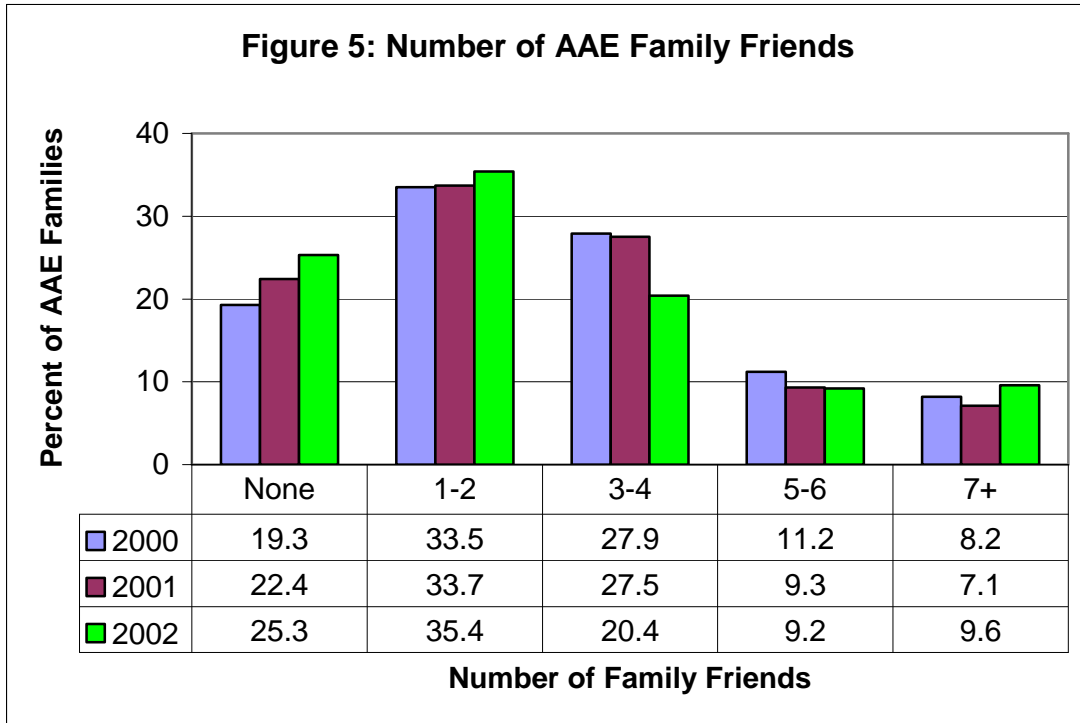


Table 25 indicates the frequency that families would discuss educational issues with other people. Most of the families indicated that they frequently did talk to other people (71.3%) in 2002. This percent represents a small increase from 2001. Only 0.4% of families said that they never discuss issues with others.

Table 25: Frequency Discuss Educational Issues (%)								
	<i>Frequently</i>		<i>Occasionally</i>		<i>Rarely</i>		<i>Never</i>	
<i>Educational Issues</i>	2001	2002	2001	2002	2001	2002	2001	2002
How often did you discuss issues surrounding education with your friends, neighbors, and acquaintances?	65.4	71.3	29.5	22.4	4.8	5.9	0.3	0.4

Motivations for Attending the AAE

This section includes the results regarding the families' motivations for attending the AAE. The data is presented in Table 26.

The families were given a series of statements regarding reasons that they are attending the AAE. In Table 26, the families rated on a scale from 1 to 5 about how strongly they felt about each of the statements. The most common reasons were because families were concerned about the quality of teaching at other schools and there were concerns about the cultural environment/negative influences at other schools. These were both the most common reasons in 1999, 2000, 2001, and 2002. However, these means went down significantly in 2002 from the previous years. In fact, most of the means went down significantly. In the past, approximately half of the statements had means of 4.0 or higher. In 2002, none of the means reached 4.0. A new item was added examining parent involvement as a motivation for attending the AAE. The mean on this item is 3.20. It seems that overall the parents did not feel as strongly about any of the issues from the Family Survey. These parents may have other motivations for attending the AAE that were not part of the survey.

Table 26: Motivations for Attending AAE

<i>Motivations</i>	<i>1999 Mean</i>	<i>2000 Mean</i>	<i>2001 Mean</i>	<i>2002 Mean</i>
a. Concerned about the quality of teaching at other schools	4.50	4.57	4.46	3.39
b. Concerned about the cultural environment/negative influences at other schools	4.46	4.54	4.55	3.40
c. The AAE offers resources and support for home schoolers	*	4.47	4.36	3.11
d. It provides me with the opportunity to use diverse and innovative curriculum	4.38	4.40	4.08	3.32
e. My child(ren) prefer the AAE and/or home schooling over other schools	*	4.39	4.21	3.31
f. Concerned about the curriculum at other schools	4.33	4.33	4.19	3.19
g. At home during the day regularly and want to provide guidance to child(ren)	4.23	4.10	3.90	3.09
h. Concerned about the safety and security of my child(ren) at other schools	4.21	*	4.31	3.28
i. The AAE's educational program is of superior quality	3.97	4.18	4.13	3.11
j. The AAE is an important part of the charter school reform movement	*	4.07	4.29	3.29
k. It provides me with the opportunity to give my child(ren) religious instruction	3.90	4.00	4.01	2.67
l. The AAE's strength and focus on science education	3.67	3.75	3.60	2.93
m. It provides me with the opportunity to use liberal, nontraditional curriculum	3.58	3.56	3.92	3.12
n. I do not trust the government's ability to provide an adequate education	3.53	3.61	3.52	2.80
o. I have always believed in the philosophy of home schooling	3.53	3.48	3.27	2.67
p. My child(ren) have unique abilities that would not be fostered in other schools	3.33	3.53	3.45	3.02
q. The testing programs at other schools are inappropriate	3.18	3.26	3.05	2.48
r. My family knows other families whose children have been successful at the AAE	*	3.22	3.18	3.06
s. It is not the government's responsibility to provide public education	3.07	3.06	2.93	2.22
t. My child had a difficult experience at his/her previous school	*	2.59	2.55	2.28
u. My child(ren) have special learning needs that cannot be met in other schools	2.32	2.17	2.19	2.51
v. The AAE has more parental involvement than other schools	*	*	*	3.20
*Not applicable (question is not asked in that year)				

Attitudes about the AAE

In this section, families answered questions related to their attitudes and involvement with the AAE. The data is presented in the next four tables.

Table 27 displays results regarding parents' viewpoints about the AAE and charter schools. It appears that all of these results changed significantly in 2002. In many of the questions the families still agree with the statements, but many responses indicate "to some extent" instead of "to a great extent." These questions include whether the families felt that home-schooling is contributing in preparing students to be leaders, whether they think that the charter school reform movement is preparing students to be leaders, whether they think that the AAE is contributing in preparing students to be leaders, and whether they feel that their participation at the AAE sets an example for how families can improve the schools. The percentages changed dramatically in 2002 indicating differences in parents' viewpoints.

Table 27: Parents' Viewpoints (%)					
<i>AAE Involvement</i>	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>N/A</i>
a. To what extent to you think the home-schooling movement is uniquely contributing in preparing students to be tomorrow's leaders?					
2000	0.0	0.0	22.8	77.2	*
2001	0.6	3.1	30.0	65.4	0.8
2002	5.0	14.0	38.0	39.9	3.1
b. To what extent to you think that the charter school reform movement is uniquely contributing in preparing students to be tomorrow's leaders?					
2000	0.0	2.7	38.8	58.5	*
2001	0.6	4.0	41.1	53.3	1.1
2002	2.7	6.6	52.3	35.7	2.7
c. To what extent to you think that the AAE is uniquely contributing in preparing students to be tomorrow's leaders?					
2000	0.0	1.3	27.8	70.9	*
2001	0.6	1.1	29.7	68.0	0.6
2002	1.6	4.7	46.5	45.0	2.3
d. To what extent do you feel that your participation at the AAE sets an example for how families can improve the schools?					
2000	1.3	3.1	35.4	60.2	*
2001	1.1	4.2	38.2	54.4	2.0
2002	3.5	7.0	50.0	34.1	5.4
* Not applicable (information is not available in that year)					

Table 28 displays the results regarding the parents' views of their participation at the AAE. A significant change occurred between 2001 and 2002. A much smaller percentage (27.9% in 2002 versus 51.3% in 2001) strongly agreed that the AAE has made parents better at educating their children. A much higher percentage of parents said they neither agreed nor disagreed with the statement (35.1%). This may be due to the change in the school where in the past parents home schooled their children and the AAE was a support for them. Now for most parents the AAE takes the main responsibility for educating their children.

Table 28: Participation at the AAE (%)					
<i>Participation at the AAE</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
"My participation at the AAE has made me much more effective in educating my child(ren)"					
2000	61.9	20.3	13.4	3.5	0.9
2001	51.3	29.5	11.6	5.1	2.5
2002	27.9	28.7	35.1	4.4	4.0

Table 29 displays the results regarding parents' views about their role at the AAE versus the school's role. There has been a large change in viewpoint on this question since 1999. Many more parents feel that the AAE should have a larger role in educating their children. The number that said they are largely responsible for educating their children has dropped and those that feel the AAE is largely responsible has increased from 19.5% in 2001 to 33.2% in 2002. Approximately 36.3% feel that the responsibility is shared equally with the AAE and the parents. The change to a full-time program had much influence on parents' views of their roles in educating their children.

Table 29: Parent's Role versus the AAE's Role in Educating Children (%)				
<i>Roles</i>	1999	2000	2001	2002
a. I am completely responsible for educating my child(ren)	21.1	11.6	9.3	7.6
b. I am largely responsible and only rely on the AAE to supplement their education	63.7	55.6	35.7	19.8
c. The responsibility is divided equally between the AAE and myself	13.5	25.4	33.1	36.3
d. The AAE is largely responsible and I only supplement it	1.6	7.3	19.5	33.2
e. The AAE is completely responsible for educating my child(ren)	0.0	0.0	2.3	3.1

Table 30 presents the results regarding families' attitudes about the AAE. Overall, most of the families were similarly satisfied with their experiences at the AAE in 2002 compared to 2001 (67.0% in 2002 versus 67.1% in 2001). Many families felt that children's special learning needs were being met "To some extent" or "To a great extent" (64.4%). Unfortunately, this particular item was a bit ambiguous and 29.2% answered not applicable. It seems that some parents who did not have children with special needs answered this question while others did not. It was not clear whether they should answer this question or not. This question will be clarified in the 2003 survey.

Table 30: Attitudes about the AAE (%)					
<i>Attitudes</i>	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>N/A</i>
a. Extent to which child(ren)'s special learning needs are being met?					
2002	1.1	5.2	32.2	32.2	29.2
b. How satisfied are you with your child(ren)'s experience at AAE?					
2000	0.0	0.9	22.1	77.1	*
2001	0.0	0.6	32.3	67.1	*
2002	0.0	3.0	27.7	67.0	2.2
c. AAE is a dynamic, effective organization capable of improvement?					
2000	0.0	2.3	17.6	80.2	*
2001	0.0	2.0	25.5	71.7	0.8
2002	1.2	4.3	39.1	52.3	3.1
d. Extent to which families question recommendations made by AAE?					
2000	9.2	38.8	38.8	13.2	*
2001	7.1	34.6	37.4	16.4	4.5
2002	4.3	32.6	43.4	13.2	6.6
* Not applicable (information is not available in that year)					

Conclusion

This report has summarized the Annual Family Survey in 2002. Much of the data was compared to the results from 1999, 2000, and 2001. It appears that there have been some changes in demographics and attitudes at the AAE in the past few years. There seems to be an overall trend of more families working more hours outside of the home, families with a higher income, more families feeling that the AAE should have more responsibility in educating their children, families being less involved politically in the school system, and changes in motivation for attending the AAE. This indicates changes in regards to the families at the school in 2002. The transition to mainly a full-time program has had a large impact on the school. Many of the parents have different attitudes, viewpoints, and lifestyles than previous years.

The Family Survey will be administered again in the fall of 2003. It is expected that the changes in viewpoints and attitudes will not vary as significantly from 2002 to 2003 as it did from 2001 to 2002 since the transition to a full-time program already occurred. However, the AAE is learning more about how to run a full-time program and everything is beginning to run smoother which may have a large influence on parents' attitudes towards the school in 2003.