The purpose of this quantitative research study was to investigate the relationship between student achievement on the Florida Comprehensive Assessment Test in reading and mathematics and parental participation at school family night workshops, where parents, accompanied by their children, learn strategies to implement during the FCAT. This study investigated whether the academic achievement of children in standardized tests was influenced by their parents’ participation in FCAT related functions. The research design was an ex-post facto design. Data were analyzed using a multivariate analysis of variance (MANOVA). The study took place in a public middle school in Florida. During the 2009-2010 school year, XYZ Middle School served students from diverse ethnic backgrounds, including 125 White students, 225 Black students, 442 Hispanic students, 28 Asian students, and 15 multi-racial students. Of the 835 students, 444 were male and 391 were female. The school is located in a low socioeconomic community. The sample used was a convenience sample because the researcher is employed as a teacher at the selected location and has access to school’s records. There were 200 participants in total in this study. Those 200 participants were 100 students/families that participated at family night FCAT workshops and 100 students who did not participate at family night FCAT workshops. The results of the Tests Between-Subject Effects showed a positive relationship between math and reading. Math had a higher $F$ value (19, 702) and reading (2,850); therefore the overall model is significant because of math, $p<.001$. Wilks’ Lambda distribution: $F(2,188) = 10.403$. The math scores for the students whose parents attended the school family night workshops were higher than students whose parents did not participate $F(1, 189) = 19.702$, $p < .001$. Their reading scores were not as high as expected; however, they were higher than the scores of the students whose parents did not attend the workshops $F(1, 189) = 2.850$, $p < .001$. The null hypothesis was rejected at alpha = .05. In conclusion, students whose parents were involved in School Family Workshops did score higher in reading and math FCAT than students whose parents did not participate at the SFW.