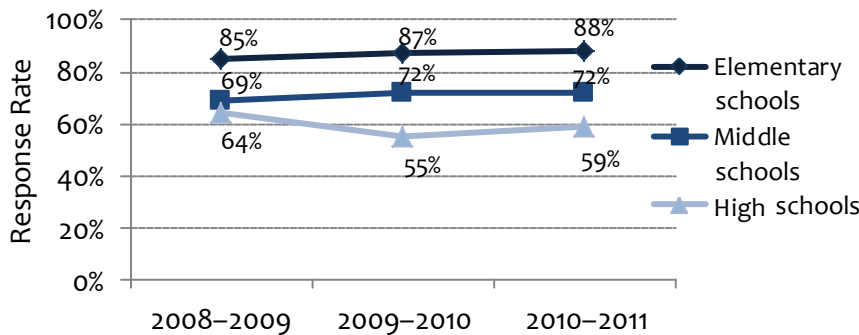


Who responded to the 2010-2011 Student Climate Survey?

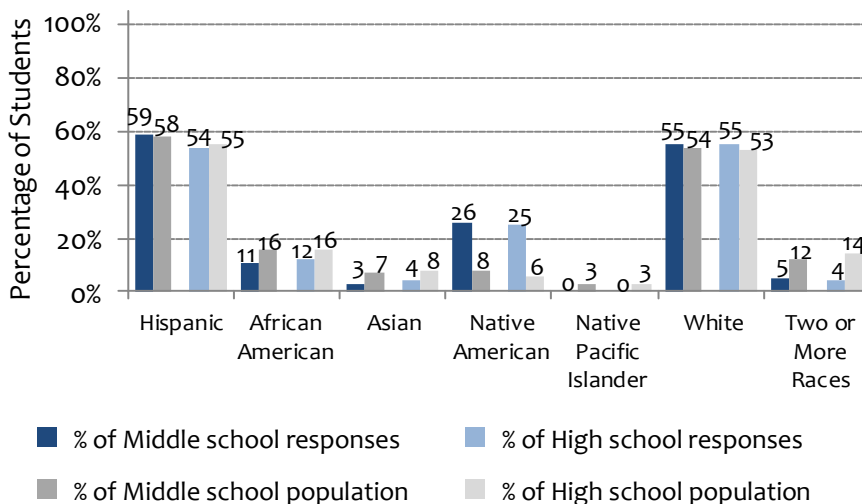
As they did in previous years, elementary school students in 2010-2011 had higher participation rates than did their middle and high school peers; however, the percentage of high school students completing the survey in 2010-2011 was higher than the percentage in 2009-2010. In total, 75% of the district's 3rd through 11th graders participated in the 2010-2011 survey (see Figure 1 below).

Figure 1. Response Rates for the Student Climate Survey over Time



Secondary school students were generally representative of each ethnic and racial group (see Figure 2 below).

Figure 2. Representation of Ethnic Groups for the 2010-2011 Student Climate Survey, by School Level



Note. In Figures 1 and 2, students' grade level and ethnicity were self-reported. Population data reflect enrollment as of the PEIMS snapshot in October 2010. In addition, the new ethnicity/race reporting allowed students to first choose their ethnicity (Hispanic/Latino or non-Hispanic/Latino) and then to choose one or more of five race values; therefore, percentages in Figure 2 do not total 100%.

About this Report. This is the district's report for the 2010-2011 Student Climate Survey. This report summarizes the results of the 2010-2011 Student Climate Survey, with longitudinal data provided where applicable. Campus-level reports are available on the Department of Research and Evaluation's website: http://archive.austinisd.org/inside/accountability/evaluation/survey_reports.phtml

About the Survey. The Student Climate Survey is administered to all students in Grades 3 through 11 during the spring semester. The survey was redesigned in 2010-2011 to include items on the Control and Challenge subscales from the Tripod Survey, which was developed by Ron Ferguson of Harvard University. The Tripod Survey was used in the Gates Foundation's Measuring Effective Teaching (MET) Project. For more information, please visit <http://www.metproject.org/partners#cambridge>.

In 2010-2011, the Student Climate Survey measured students' perceptions of five broad dimensions of climate: behavioral environment, adult fairness and respect, student engagement, student academic self-confidence, and teacher expectations.

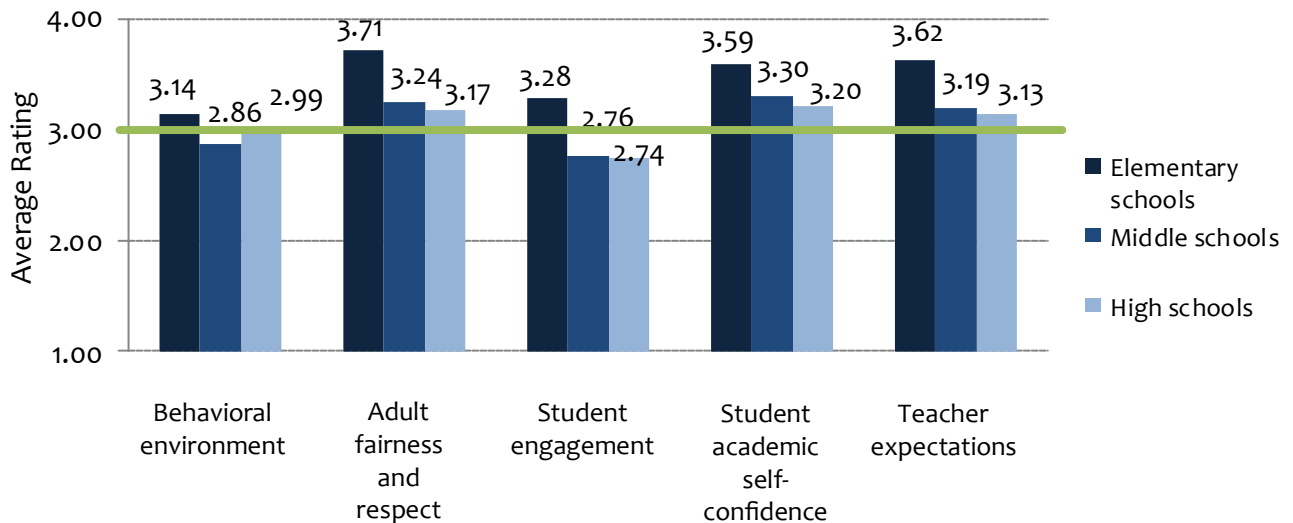
Understanding the Data. The tables that follow provide detailed item-level data for the five school climate dimensions for each school level. An average of 3.0 or higher for each item and dimension is considered desirable. Statistically meaningful changes from year to year (e.g., effect sizes, calculated with Cohen's *d*) are denoted with up or down arrows (↑↓) where $d \geq +.18$ or $d \leq -.18$.

How did students rate school climate?

In 2010-2011, items on the Student Climate Survey were grouped into five school-related dimensions, or subscales (Figure 3).

Across school levels, students rated three of the five climate dimensions favorably (i.e., adult fairness and respect, student academic self-confidence, and teacher expectations), with scores above the desired 3.0 average (depicted in Figure 3 with a green line). Consistent with results from previous years, results of an analysis of variance (ANOVA) found that elementary school students' ratings of all five climate dimensions were significantly higher, on average, than were those of their secondary school peers. Although middle school students rated most student climate dimensions more favorably than did their high school peers, in 2010-2011, high school students rated behavioral environment significantly higher than did middle school students.

Figure 3. Average Student Climate Survey Dimension Rating, by School Level, 2010-2011



Note. AISD students responded to each statement by indicating the frequency each climate indicator occurs on a 4-point scale ranging from never (1) to always (4), with the options of indicating “Don’t know/NA” or of skipping any item. Ratings on all items were scored such that 4.0 was the most favorable. It is desirable to have a response of at least 3.0.

At the elementary level, students’ ratings of adult fairness and respect were highest among all climate dimensions, indicating elementary students level feel that their teachers and other adults at their respective schools listen to their ideas, are fair, and believe that they can do well in school. Middle and high school students’ ratings of student academic self-confidence were highest compared to ratings for all other climate dimensions, suggesting that secondary students are motivated to learn and are confident in their academic abilities. Consistent with 2009-2010 data, the lowest rated dimension for elementary students was behavioral environment, whereas the lowest rated climate dimension for middle and high school students was student engagement.

The following pages present item and subscale averages for each school level. The appendix contains a list of each campus’ average responses to each subscale by school level.

2010-2011 Student Climate Survey Item and Subscale Averages, by School Level

Behavioral Environment. This scale consists of eight items, two of which (i.e., items 29 and 30) were new items from the Tripod Survey. This scale assesses the degree of respect students feel from each other, school safety, and the extent to which students obey their school's rules and remain on task.

Table 1. Behavioral Environment Ratings. Ratings were in the desirable range (i.e., above 3.0) for most items at each school level; however, students across all grade levels did not feel that students at their school followed the school rules. Elementary school students' ratings of behavioral environment remained consistently favorable and were significantly higher than those of their middle and high school peers.² No meaningful changes from 2009-2010 to 2010-2011 were found at any level in students' ratings.

Behavioral environment	Elementary			Middle			High		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
1. My classmates show respect to each other.	2.99	2.96	2.97	2.84	2.83	2.82	2.96	3.01	3.00
2. My classmates show respect to other students who are different.	3.10	3.11	3.12	2.79	2.79	2.79	2.90	2.94	2.96
3. I am happy with the way my classmates treat me.	3.17	3.13	3.17	3.19	3.16	3.17	3.31	3.30	3.28
13. Students at my school follow the school rules.	2.89	2.80	2.87	2.52	2.48	2.52	2.64	2.66	2.69
14. I feel safe at my school.	3.52	3.53	3.56	3.11	3.12	3.14	3.17	3.22	3.24
15. I feel safe on the school property.	3.49	3.50	3.56	3.09	3.13	3.15	3.15	3.20	3.25
29. My classmates behave the way my teachers want them to.	n/a	n/a	3.81	n/a	n/a	2.56	n/a	n/a	2.72
30. Our classes stay busy and do not waste time.	n/a	n/a	3.08	n/a	n/a	2.80	n/a	n/a	2.91
Behavioral environment average	n/a	n/a	3.14	n/a	n/a	2.86	n/a	n/a	2.99

Note. Response options ranged from 1 = *never* to 4 = *always*. It is desirable to have a response of at least 3.0. Subscale comparisons across years are no longer available due to the addition of items 29 and 30, from the Control subscale of the Tripod Survey. ↑ ↓ indicates a meaningful change in responses from 2009-2010 to 2010-2011.

²These differences were significant at $p < .01$.

2010-2011 Student Climate Survey Item and Subscale Averages, by School Level

Adult Fairness and Respect. This scale consists of 11 items that ask students to reflect on how their teachers and other adults on their campus treat them in areas such as grading, consequences for breaking school rules, listening to their ideas and opinions, and believing in their ability to learn.

Table 2. Adult Fairness and Respect Ratings. Consistent with 2009-2010 data, elementary school students rated this dimension of student climate significantly more favorably than did their middle and high school peers.³ Indeed, elementary school students were more likely in 2010-2011 than in 2009-2010 to agree that their teachers believed they could learn and that their teachers believed they could do well in school.

Adult fairness and respect	Elementary			Middle			High		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
4. Teachers at this school care about their students.	3.86	3.86	3.86	3.21	3.34	3.33	3.21	3.25	3.23
5. Adults at this school listen to student ideas and opinions.	3.50	3.50	3.50	3.00	2.99	2.99	2.92	2.99	2.97
6. Adults at this school treat all students fairly.	3.58	3.58	3.57	3.05	3.04	3.01	2.92	2.99	2.98
7. The staff in the front office show respect to students.	3.81	3.82	3.82	3.46	3.47	3.47	3.23	3.34	3.29
8. There is at least one adult at my school who I would go to if I had a problem.	3.52	3.54	3.55	2.96	3.16	3.08	2.95	3.13	3.17
10. The consequences for breaking school rules are the same for everyone.	3.43	3.47	3.50	3.13	3.13	3.17	2.98	3.07	3.09
11. My teachers always make sure the students follow the rules.	3.82	3.83	3.85	3.34	3.32	3.32	3.11	3.16	3.17
12. My teachers believe I can learn.	n/a	3.71	3.90↑	n/a	3.56	3.54	n/a	3.48	3.45
20. My teachers believe I can do well in school.	n/a	3.69	3.88↑	n/a	3.50	3.50	n/a	3.41	3.41
21. My teachers like to teach.	3.77	3.78	3.79	3.24	3.29	3.28	3.13	3.25	3.23
27. My teachers are fair to everyone.	3.59	3.57	3.62	2.99	3.00	3.03	2.89	3.01	3.03
Adult fairness and respect average	n/a	3.66	3.71	n/a	3.23	3.24	n/a	3.17	3.17

Note. Response options ranged from 1 = never to 4 = always). It is desirable to have a response of at least 3.0. ↑↓ indicates a meaningful change in responses from 2009-2010 to 2010-2011.

³ These differences were significant at $p < .01$.

2010-2011 Student Climate Survey Item and Subscale Averages, by School Level

Student Engagement. This dimension of student climate consists of six items designed to measure the extent to which students enjoy school and believe their schoolwork is relevant and engaging.

Table 3. Student Engagement Ratings. Agreement with these items remained consistent in 2010-2011 with previous years, and item and subscale averages did not change meaningfully at any level. Elementary school students rated student engagement higher⁴ than did their middle and high school peers in 2010-2011.

Student engagement	Elementary			Middle			High		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
9. I like to come to school.	n/a	3.21	3.24	n/a	2.81	2.83	n/a	2.85	2.82
17. I enjoy doing my schoolwork.	3.11	3.10	3.14	2.50	2.51	2.57	2.50	2.54	2.55
24. My homework helps me learn the things I need to know.	3.49	3.48	3.46	2.99	2.99	2.97	2.94	2.97	2.90
25. My schoolwork makes me think about things in new ways.	3.26	3.27	3.30	2.82	2.84	2.87	2.78	2.82	2.81
26. I have fun learning in my classes.	3.32	3.31	3.35	2.72	2.73	2.80	2.75	2.79	2.81
28. My teachers connect what I am doing to my life outside the classroom.	3.29	3.27	3.21	2.67	2.70	2.61	2.65	2.72	2.63
Student engagement average	n/a	3.26	3.28	n/a	2.75	2.76	n/a	2.77	2.74

Teacher Expectations. This dimension of student climate was measured differently in 2010-2011 than it was in 2009-2010 and included four items from the Challenge subscale on the Tripod Survey. These items were designed to measure the extent to which students feel challenged by their teachers in their schoolwork.

Table 4. Teacher Expectations Ratings. Elementary school students rated teacher expectations higher⁴ than did their middle and high school peers in 2010-2011. Students at each level rated each item favorably in 2010-2011.

Teacher expectations	Elementary 2010-2011	Middle 2010-2011	High 2010-2011
33. My teachers push us to think hard about the things we read.	3.55	3.15	3.12
34. My teachers push everybody to work hard.	3.63	3.26	3.20
35. We have to think hard about the writing we do.	3.66	3.17	3.12
36. My teachers accept nothing less than our full effort.	3.68	3.26	3.15
Teacher expectations average	3.62	3.19	3.13

Note. Response options ranged from 1 = *never* to 4 = *always*. It is desirable to have a response of at least 3.0. ↑ ↓ indicates a meaningful change in responses from 2009-2010 to 2010-2011.

⁴These differences were significant at $p < .01$.

2010-2011 Student Climate Survey Item and Subscale Averages, by School Level

Academic Self-Confidence. This scale is composed of seven items that assess students' motivation and self-efficacy.

Table 5. Academic Self-Confidence Ratings. Elementary school students rated student engagement higher⁵ than did their middle and high school peers in 2010-2011. No meaningful changes occurred from 2009-2010 to 2010-2011.

Academic self-confidence	Elementary			Middle			High		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
16. I can do even the hardest schoolwork if I try.	3.52	3.51	3.56	3.23	3.23	3.27	3.20	3.23	3.21
18. I feel/felt well prepared for TAKS.	3.57	3.54	3.65	3.25	3.29	3.38	3.10	3.18*	3.24
19. I try hard to do my best work.	3.76	3.75	3.76	3.40	3.41	3.42	3.23	3.26	3.26
22. I feel successful in my schoolwork.	3.47	3.44	3.46	3.17	3.17	3.22	3.05	3.10	3.09
23. I can reach the goals I set for myself.	3.53	3.52	3.52	3.31	3.28	3.32	3.24	3.28	3.26
Academic self-confidence average	3.56	3.54	3.59	3.26	3.23	3.30	3.15	3.19	3.20

Note. Response options ranged from 1 = *always* to 4 = *never*. It is desirable to have a response of at least 3.0. ↑ ↓ indicates a meaningful change in responses from 2009-2010 to 2010-2011.

College Intentions. Students were asked to report whether they planned to attend college after high school.

Table 4. Students with College Intentions. Across grade levels, 76% of students believed they would go to college after they graduated from high school.

I will go to college after high school.	Elementary			Middle			High		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
% Yes	n/a	n/a	78%	71%	73%	74%	73%	75%	76%
% No	n/a	n/a	1%	4%	3%	3%	5%	4%	4%
% Maybe	n/a	n/a	21%	25%	23%	23%	22%	21%	20%

⁵These differences were significant at $p < .01$.

Appendix: 2010-2011 Student Climate Survey Subscale Averages, by Campus

School	Behavioral environment	Adult fairness and respect	Student engagement	Academic self confidence	Teacher expectations	# of Surveys	% of students represented
ALL Elementary	↑ 3.14	↑ 3.71	↑ 3.28	↑ 3.59	↑ 3.62	17,641	88%
Allan	↑ 3.06	↑ 3.68	↑ 3.30	↑ 3.58	↑ 3.65	127	81%
Allison	↑ 3.08	↑ 3.71	↑ 3.36	↑ 3.58	↑ 3.62	157	64%
Andrews	↑ 3.11	↑ 3.69	↑ 3.32	↑ 3.58	↑ 3.62	251	94%
Baldwin	↑ 3.34	↑ 3.83	↑ 3.27	↑ 3.62	↑ 3.67	190	97%
Baranoff	↑ 3.19	↑ 3.74	↑ 3.14	↑ 3.59	↑ 3.55	420	97%
Barrington	↑ 3.16	↑ 3.71	↑ 3.46	↑ 3.60	↑ 3.66	322	86%
Barton Hills	↑ 3.30	↑ 3.71	↑ 3.09	↑ 3.61	↑ 3.57	205	96%
Becker	↑ 3.21	↑ 3.80	↑ 3.40	↑ 3.47	↑ 3.75	51	89%
Blackshear	↗ 2.97	↑ 3.67	↑ 3.22	↑ 3.53	↑ 3.62	93	90%
Blanton	↑ 3.06	↑ 3.69	↑ 3.32	↑ 3.53	↑ 3.58	231	92%
Blazier	↑ 3.08	↑ 3.73	↑ 3.33	↑ 3.59	↑ 3.61	288	92%
Boone	↑ 3.10	↑ 3.69	↑ 3.11	↑ 3.53	↑ 3.53	217	94%
Brentwood	↑ 3.35	↑ 3.77	↑ 3.37	↑ 3.68	↑ 3.61	171	73%
Brooke	**Did not return climate surveys in 2010-2011**					0	0%
Brown	↑ 3.20	↑ 3.76	↑ 3.52	↑ 3.68	↑ 3.80	199	99%
Bryker Woods	↑ 3.38	↑ 3.71	↑ 3.18	↑ 3.61	↑ 3.58	213	94%
Campbell	↗ 2.97	↑ 3.65	↑ 3.26	↑ 3.53	↑ 3.52	90	66%
Casey	↗ 2.92	↑ 3.52	↗ 2.90	↑ 3.44	↑ 3.49	265	87%
Casis	↑ 3.33	↑ 3.74	↑ 3.19	↑ 3.62	↑ 3.62	315	82%
Clayton	↑ 3.23	↑ 3.77	↑ 3.19	↑ 3.65	↑ 3.63	335	83%
Cook	↑ 3.23	↑ 3.80	↑ 3.58	↑ 3.65	↑ 3.68	350	90%
Cowan	↑ 3.15	↑ 3.72	↑ 3.20	↑ 3.62	↑ 3.63	324	92%
Cunningham	↗ 2.99	↑ 3.64	↑ 3.11	↑ 3.52	↑ 3.57	203	91%
Davis	↑ 3.13	↑ 3.65	↑ 3.12	↑ 3.53	↑ 3.46	270	90%
Dawson	↑ 3.21	↑ 3.72	↑ 3.47	↑ 3.62	↑ 3.65	119	83%
Doss	↑ 3.25	↑ 3.71	↑ 3.15	↑ 3.61	↑ 3.58	338	91%
Galindo	↑ 3.27	↑ 3.81	↑ 3.48	↑ 3.63	↑ 3.74	244	82%
Govalle	↗ 2.98	↑ 3.69	↑ 3.31	↑ 3.57	↑ 3.58	126	92%
Graham	↑ 3.16	↑ 3.70	↑ 3.39	↑ 3.65	↑ 3.73	243	89%
Gullett	↑ 3.20	↑ 3.73	↑ 3.05	↑ 3.65	↑ 3.48	215	86%
Harris	↑ 3.05	↑ 3.66	↑ 3.40	↑ 3.61	↑ 3.70	296	91%
Hart	↑ 3.01	↑ 3.64	↑ 3.21	↑ 3.46	↑ 3.55	292	90%
Highland Park Hill	↑ 3.30	↑ 3.72	↑ 3.09	↑ 3.56	↑ 3.51	292	95%
Hill	↑ 3.19	↑ 3.69	↑ 3.10	↑ 3.60	↑ 3.54	315	94%
Houston	↑ 3.10	↑ 3.71	↑ 3.31	↑ 3.53	↑ 3.63	219	56%
Jordan	↗ 2.93	↑ 3.68	↑ 3.35	↑ 3.63	↑ 3.67	184	51%
Joslin	↑ 3.19	↑ 3.77	↑ 3.33	↑ 3.55	↑ 3.75	132	88%
Kiker	↑ 3.36	↑ 3.82	↑ 3.27	↑ 3.66	↑ 3.75	339	78%
Kocurek	↗ 2.93	↑ 3.65	↑ 3.07	↑ 3.58	↑ 3.54	265	88%

Note. Arrows represent the desirability of the mean score: ↑ =3.0 or above, ↗ =2.75-3.0, ↘ =2.5-2.75
 ↓ =below 2.5.

Appendix: 2010-2011 Student Climate Survey Subscale Averages, by Campus

School	Behavioral environment	Adult fairness and respect	Student engagement	Academic self confidence	Teacher expectations	# of Surveys	% of students represented
ALL Elementary	↑ 3.14	↑ 3.71	↑ 3.28	↑ 3.59	↑ 3.62	17,641	88%
Langford	**Did not return climate surveys in 2010-2011**					0	0%
Lee	↑ 3.30	↑ 3.73	↑ 3.12	↑ 3.59	↑ 3.50	224	95%
Linder	↑ 3.02	↑ 3.67	↑ 3.30	↑ 3.47	↑ 3.57	255	82%
Maplewood	↑ 3.04	↑ 3.65	↑ 3.20	↑ 3.55	↑ 3.60	150	74%
Mathews	↑ 3.19	↑ 3.65	↑ 3.11	↑ 3.50	↑ 3.55	178	88%
McBee	↑ 3.02	↑ 3.66	↑ 3.37	↑ 3.57	↑ 3.61	324	93%
Menchaca	↑ 3.20	↑ 3.72	↑ 3.27	↑ 3.61	↑ 3.58	259	82%
Metz	↑ 3.18	↑ 3.75	↑ 3.33	↑ 3.56	↑ 3.71	184	93%
Mills	↑ 3.19	↑ 3.72	↑ 3.15	↑ 3.59	↑ 3.57	434	95%
Norman	↗ 2.77	↑ 3.59	↑ 3.13	↑ 3.54	↑ 3.70	137	93%
Oak Hill	↑ 3.18	↑ 3.66	↑ 3.08	↑ 3.53	↑ 3.57	297	95%
Oak Springs	↗ 2.90	↑ 3.59	↑ 3.28	↑ 3.52	↑ 3.52	74	77%
Odom	↑ 3.25	↑ 3.78	↑ 3.43	↑ 3.63	↑ 3.76	246	89%
Ortega	↑ 3.19	↑ 3.79	↑ 3.43	↑ 3.64	↑ 3.67	110	96%
Overton	↑ 3.08	↑ 3.75	↑ 3.41	↑ 3.66	↑ 3.71	246	92%
Palm	↑ 3.00	↑ 3.65	↑ 3.24	↑ 3.60	↑ 3.64	214	87%
Patton	↑ 3.25	↑ 3.76	↑ 3.26	↑ 3.62	↑ 3.68	343	85%
Pease	↑ 3.25	↑ 3.79	↑ 3.35	↑ 3.63	↑ 3.71	138	93%
Pecan Springs	↗ 2.94	↑ 3.58	↑ 3.23	↑ 3.55	↑ 3.59	197	86%
Perez	↑ 3.14	↑ 3.76	↑ 3.45	↑ 3.60	↑ 3.63	305	88%
Pickle	↑ 3.22	↑ 3.79	↑ 3.61	↑ 3.69	↑ 3.68	200	74%
Pillow	↑ 3.01	↑ 3.67	↑ 3.20	↑ 3.61	↑ 3.56	207	76%
Pleasant Hill	↑ 3.07	↑ 3.67	↑ 3.26	↑ 3.51	↑ 3.64	243	95%
Reilly	↑ 3.23	↑ 3.71	↑ 3.41	↑ 3.52	↑ 3.55	102	92%
Ridgetop	↑ 3.09	↑ 3.73	↑ 3.24	↑ 3.53	↑ 3.65	80	99%
Rodriguez	↑ 3.01	↑ 3.74	↑ 3.36	↑ 3.56	↑ 3.70	341	85%
Sanchez	↑ 3.27	↑ 3.79	↑ 3.47	↑ 3.66	↑ 3.76	205	89%
Sims	↑ 3.26	↑ 3.74	↑ 3.45	↑ 3.62	↑ 3.68	112	100%
St. Elmo	↑ 3.20	↑ 3.81	↑ 3.48	↑ 3.72	↑ 3.76	102	80%
Summit	↑ 3.24	↑ 3.75	↑ 3.26	↑ 3.59	↑ 3.54	261	76%
Sunset Valley	↑ 3.19	↑ 3.71	↑ 3.35	↑ 3.60	↑ 3.67	167	94%
Travis Heights	↑ 3.03	↑ 3.64	↑ 3.18	↑ 3.53	↑ 3.52	133	63%
Walnut Creek	↑ 3.08	↑ 3.65	↑ 3.37	↑ 3.51	↑ 3.63	322	84%
Widen	↗ 2.98	↑ 3.63	↑ 3.25	↑ 3.47	↑ 3.56	252	75%
Williams	↑ 3.00	↑ 3.64	↑ 3.16	↑ 3.51	↑ 3.54	224	80%
Winn	↗ 2.99	↑ 3.66	↑ 3.41	↑ 3.63	↑ 3.69	167	77%
Wooldridge	↑ 3.24	↑ 3.78	↑ 3.58	↑ 3.66	↑ 3.68	315	78%
Wooten	↑ 3.17	↑ 3.75	↑ 3.48	↑ 3.62	↑ 3.70	230	85%
Zavala	↗ 2.93	↑ 3.60	↑ 3.23	↑ 3.44	↑ 3.53	167	91%
Zilker	↑ 3.16	↑ 3.69	↑ 3.18	↑ 3.60	↑ 3.50	185	84%

Note. Arrows represent the desirability of the mean score: ↑ =3.0 or above, ↗ =2.75-3.0, ↘ =2.5-2.75
 ↓ =below 2.5.

Appendix: 2010-2011 Student Climate Survey Subscale Averages, by Campus

School	Behavioral environment	Adult fairness and respect	Student engagement	Academic self confidence	Teacher expectations	# of Surveys	% of students represented
ALL Middle	↗ 2.86	↑ 3.24	↘ 2.76	↑ 3.30	↑ 3.19	10,890	72%
Bailey	↗ 2.84	↑ 3.14	↘ 2.71	↑ 3.26	↑ 3.14	642	62
Bedichek	↘ 2.74	↑ 3.14	↘ 2.69	↑ 3.20	↑ 3.12	724	69
Burnet	↗ 2.80	↑ 3.26	↗ 2.86	↑ 3.29	↑ 3.22	640	102
Covington	↘ 2.68	↑ 3.06	↘ 2.58	↑ 3.17	↑ 3.04	599	74
Dobie	↗ 2.88	↑ 3.41	↗ 2.92	↑ 3.36	↑ 3.35	237	39
Fulmore	↗ 2.88	↑ 3.31	↗ 2.79	↑ 3.34	↑ 3.22	586	59
Fulmore Magnet	↗ 2.96	↑ 3.36	↗ 2.88	↑ 3.45	↑ 3.30	203	65
Garcia	↘ 2.67	↑ 3.26	↘ 2.74	↑ 3.29	↑ 3.22	296	45
Gorzycki	↑ 3.14	↑ 3.35	↗ 2.82	↑ 3.45	↑ 3.31	703	73
Kealing	↑ 3.02	↑ 3.40	↗ 2.96	↑ 3.52	↑ 3.36	810	66
Lamar	↘ 2.74	↑ 3.09	↘ 2.56	↑ 3.19	↑ 3.04	519	87
Martin	↘ 2.75	↑ 3.22	↗ 2.78	↑ 3.21	↑ 3.13	206	32
Mendez	↘ 2.69	↑ 3.13	↘ 2.75	↑ 3.14	↑ 3.04	572	65
Murchison	↗ 2.93	↑ 3.27	↘ 2.72	↑ 3.36	↑ 3.18	1037	81
O. Henry	↗ 2.86	↑ 3.16	↘ 2.66	↑ 3.26	↑ 3.17	555	54
Paredes	↗ 2.79	↑ 3.22	↘ 2.68	↑ 3.23	↑ 3.16	776	83
Pearce	↗ 2.79	↑ 3.22	↗ 2.80	↑ 3.23	↑ 3.20	235	71
Small	↗ 2.98	↑ 3.31	↗ 2.81	↑ 3.34	↑ 3.25	714	75
Webb	↗ 2.89	↑ 3.34	↗ 2.97	↑ 3.31	↑ 3.32	278	48

Note. Arrows represent the desirability of the mean score: ↑ =3.0 or above, ↗ =2.75-3.0, ↘ =2.5-2.75
 ↓ =below 2.5.

Appendix: 2010-2011 Student Climate Survey subscale averages, by campus

School	Behavioral environment	Adult fairness and respect	Student engagement	Academic self confidence	Teacher expectations	# of Surveys	% of students represented
ALL High	↑ 3.00	↑ 3.17	↘ 2.74	↑ 3.20	↑ 3.13	8,336	59%
Akins	↗ 2.88	↑ 3.09	↘ 2.70	↑ 3.16	↑ 3.06	923	44%
Anderson	↑ 3.00	↑ 3.10	↘ 2.70	↑ 3.17	↑ 3.08	911	57%
Ann Richards	↑ 3.26	↑ 3.53	↑ 3.01	↑ 3.44	↑ 3.54	444	84%
Austin	↗ 2.98	↑ 3.14	↘ 2.73	↑ 3.18	↑ 3.08	770	44%
Bowie	↗ 2.98	↑ 3.05	↘ 2.51	↑ 3.11	↑ 3.02	1759	78%
Crockett	↗ 2.88	↑ 3.06	↘ 2.61	↑ 3.13	↑ 3.02	836	68%
Eastside - Global	↗ 2.82	↗ 3.00	↘ 2.73	↑ 3.06	↗ 2.95	114	44%
Eastside - Green	**Did not return climate surveys in 2010-2011**					0	0%
Garza	↑ 3.65	↑ 3.77	↑ 3.29	↑ 3.64	↑ 3.63	98	101%
International	↗ 2.93	↑ 3.41	↑ 3.26	↑ 3.19	↑ 3.38	156	87%
Lanier	↑ 3.06	↑ 3.28	↑ 3.03	↑ 3.28	↑ 3.25	339	28%
LASA	↑ 3.22	↑ 3.34	↗ 2.86	↑ 3.36	↑ 3.27	435	65%
LBJ	↗ 2.75	↑ 3.11	↗ 2.79	↑ 3.22	↑ 3.07	302	40%
McCallum	**Did not return climate surveys in 2010-2011**					0	0%
Reagan	↗ 2.96	↑ 3.21	↗ 2.92	↑ 3.19	↑ 3.20	307	49%
Travis	↑ 3.08	↑ 3.32	↗ 2.99	↑ 3.29	↑ 3.25	437	42%

Note. Arrows represent the desirability of the mean score: ↑ =3.0 or above, ↗ =2.75-3.0, ↘ =2.5-2.75
 ↓ =below 2.5.

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