

Who responded to the 2011–2012 Student Climate Survey?

As they did in previous years, elementary school students in 2011–2012 had higher participation rates than did their middle and high school peers; however, it is important to note that the high school response rate in 2011–2012 was 10 percentage points higher than in 2010–2011. In total, 78% of the district’s 3rd through 11th graders participated in the 2011–2012 survey (see Figure 1).

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

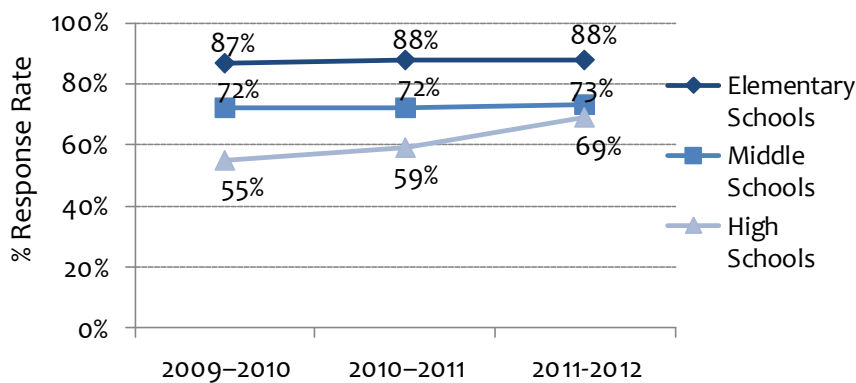
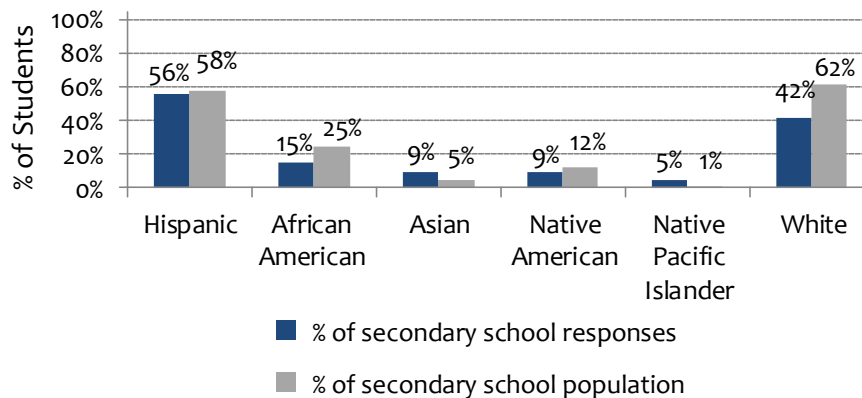


Figure 2. Percentage of Secondary Responses, by Ethnic Group, for the 2011–2012 Student Climate Survey



Note. In Figures 1 and 2, students’ grade level and ethnicity were self-reported. Population data reflected enrollment as of the PEIMS snapshot in October 2011. The ethnicity/race reporting required 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 report summarizes district results of the 2011–2012 Student Climate Survey, with longitudinal data provided where applicable. Campus-level reports are available on the Department of Research and Evaluation’s website.

What the Student Climate Survey measures. In 2011–2012, 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.

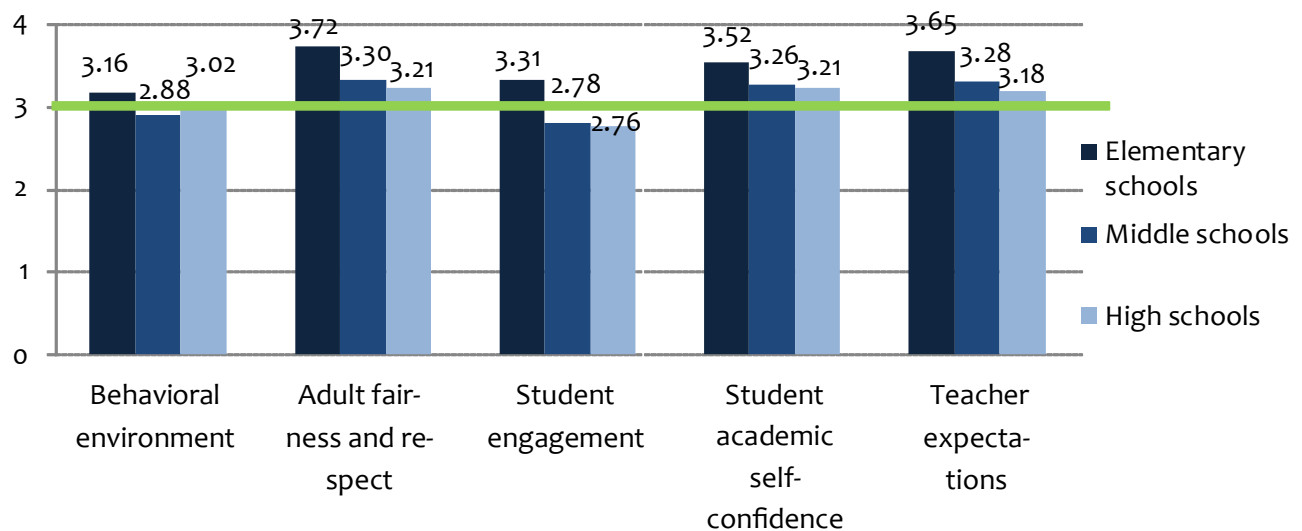
Difference between statistically significant and meaningful differences. In this report, statistics were used to determine if differences between groups and across years were significant or meaningful. Hypothesis testing (i.e., analysis of variance [ANOVA]) tells us if the differences among groups of each dimension are due to chance or if an actual difference in scores exists. Effect size tells us if the magnitude of a difference between groups or years is meaningful. Because tests of statistical significance are influenced by sample size (i.e., it is easier to detect a significant difference between groups when the sample size is large), effect sizes were calculated, as well. Effect sizes (calculated with partial η^2 and Cohen’s d) greater than or equal to $+0.18$ or less than or equal to -0.18 are considered meaningful.

How did students rate school climate?

In 2011–2012, 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 (i.e., adult fairness and respect, student academic self-confidence, and teacher expectations) in the desired range. Consistent with 2010–2011 results (see the 2010–2011 Student Climate Survey District Report), elementary school students' ratings were higher than those of their secondary peers. Results of an ANOVA comparing mean differences across levels indicate statistically significant differences among levels; however, only differences for ratings of adult fairness and respect were large enough to be considered meaningful.¹

Figure 3. Average Student Climate Survey Dimension Rating, by School Level, 2011–2012



Note. Response options ranged from *never* (1) to *always* (4). Don't know/NA responses were excluded from the analysis. It is desirable to have a response of at least 3.0.

Table 1 presents longitudinal results for each dimension of the Student Climate Survey. Effect sizes revealed one statistically meaningful change at the elementary school level for adult fairness and respect, which improved from 2009–2010 to 2011–2012.

Table 1. Average Student Climate Survey Dimension Rating by School Level, 2009–2010 to 2011–2012

	Behavioral environment			Adult fairness and respect			Student engagement			Academic self-confidence			Teacher expectations		
	ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS
2009-2010	n/a	n/a	n/a	3.66	3.23	3.17	3.26	2.75	2.77	3.54	3.26	3.19	n/a	n/a	n/a
2010-2011	3.14	2.86	2.99	3.71	3.24	3.17	3.28	2.76	2.74	3.59	3.30	3.20	3.62	3.19	3.13
2011-2012	3.16	2.88	3.02	3.72*	3.30	3.21	3.31	2.78	2.76	3.52	3.26	3.21	3.65	3.28	3.18

*indicates a meaningful change from 2009–2010 to 2011–2012.

¹Effect size indications for subscales are as follows: for behavioral environment $\eta^2=.05$; student engagement $\eta^2=.16$; adult fairness and respect $\eta^2=.18$; academic self-confidence $\eta^2=.06$; teacher expectations $\eta^2=.11$

2011–2012 Student Climate Survey Item and Subscale Averages, by School Level

Behavioral Environment. This scale consists of eight items, two of which (items 29 and 30) were new in 2010–2011. 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 2. Behavioral Environment Ratings. At all levels, students’ ratings of behavioral environment items remained stable. Consistent with previous years, students’ ratings of the item “students at my school follow the school rules” were not in the desirable range; however, elementary students’ perceptions were more positive in 2011–2012 than they were in 2009–2010. Across all levels, students generally perceived that their classmates behaved the way their teachers wanted them to sometimes.

Behavioral environment	Elementary			Middle			High		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
1. My classmates show respect to each other.	2.96	2.97	3.02	2.83	2.82	2.84	3.01	3.00	3.01
2. My classmates show respect to other students who are different.	3.11	3.12	3.20	2.79	2.79	2.82	2.94	2.96	2.98
3. I am happy with the way my classmates treat me.	3.13	3.17	3.22	3.16	3.17	3.21	3.30	3.28	3.31
13. Students at my school follow the school rules.	2.80	2.87	2.88*	2.48	2.52	2.52	2.66	2.69	2.71
14. I feel safe at my school.	3.53	3.56	3.54	3.12	3.14	3.17	3.22	3.24	3.28
15. I feel safe on the school property.	3.50	3.56	3.55	3.13	3.15	3.21	3.20	3.25	3.27
29. My classmates behave the way my teachers want them to.	n/a	2.81	2.82	n/a	2.56	2.52	n/a	2.72	2.75
30. Our classes stay busy and do not waste time.	n/a	3.08	3.08	n/a	2.80	2.80	n/a	2.91	2.94
Behavioral environment average	n/a	3.14	3.16	n/a	2.86	2.88	n/a	2.99	3.02

Note. Response options ranged from 1 = *never* to 4 = *always*. It is desirable to have a response of at least 3.0. Items 29 and 30 were included in 2010-2011 from the Control subscale of the Tripod Survey.

↑↓ indicates a meaningful change in responses from the previous year.

* indicates a meaningful change from 2009-2010 to 2011-2012.

2011–2012 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 3. Adult Fairness and Respect Ratings. Across all levels, students' ratings of adult fairness and respect were in the desirable range. In 2011-2012, elementary students rated this dimension significantly² higher than did middle and high school students. Furthermore, elementary students' perceptions of adult fairness and respect increased over time.

Adult fairness and respect	Elementary			Middle			High		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
4. Teachers at this school care about their students.	3.86	3.86	3.87	3.34	3.33	3.38	3.25	3.23	3.28
5. Adults at this school listen to student ideas and opinions.	3.50	3.50	3.54	2.99	2.99	3.04	2.99	2.97	3.03
6. Adults at this school treat all students fairly.	3.58	3.57	3.60	3.04	3.01	3.10	2.99	2.98	3.06
7. The staff in the front office show respect to students.	3.82	3.82	3.83	3.47	3.47	3.55	3.34	3.29	3.33
8. There is at least one adult at my school who I would go to if I had a problem.	3.54	3.55	3.57	3.16	3.08	3.26	3.13	3.17	3.19
10. The consequences for breaking school rules are the same for everyone.	3.47	3.50	3.50	3.13	3.17	3.22	3.07	3.09	3.16
11. My teachers always make sure the students follow the rules.	3.83	3.85	3.86	3.32	3.32	3.38	3.16	3.17	3.20
12. My teachers believe I can learn.	3.71	3.90 [↑]	3.90	3.56	3.54	3.61	3.48	3.45	3.47
20. My teachers believe I can do well in school.	3.69	3.88 [↑]	3.88 [*]	3.50	3.50	3.56	3.41	3.41	3.43
21. My teachers like to teach.	3.78	3.79	3.79	3.29	3.28	3.34	3.25	3.23	3.25
27. My teachers are fair to everyone.	3.57	3.62	3.64	3.00	3.03	3.09	3.01	3.03	3.07
Adult fairness and respect average	3.66	3.71	3.72 [*]	3.23	3.24	3.30	3.17	3.17	3.21

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 the previous year.

* indicates a meaningful change from 2009-2010 to 2011-2012.

²These differences were significant at $p < .05$.

2011–2012 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 4. Student Engagement Ratings. Student engagement ratings have not changed meaningfully since 2009-2010, remaining below the desirable range at the middle and high school levels.

Student engagement	Elementary			Middle			High		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
9. I like to come to school.	3.21	3.24	3.24	2.81	2.83	2.83	2.85	2.82	2.82
17. I enjoy doing my schoolwork.	3.10	3.14	3.18	2.51	2.57	2.59	2.54	2.55	2.56
24. My homework helps me learn the things I need to know.	3.48	3.46	3.51	2.99	2.97	3.01	2.97	2.90	2.96
25. My schoolwork makes me think about things in new ways.	3.27	3.30	3.34	2.84	2.87	2.89	2.82	2.81	2.83
26. I have fun learning in my classes.	3.31	3.35	3.38	2.73	2.80	2.79	2.79	2.81	2.81
28. My teachers connect what I am doing to my life outside the classroom.	3.27	3.21	3.27	2.70	2.61	2.59	2.72	2.63	2.66
Student engagement average	3.26	3.28	3.31	2.75	2.76	2.78	2.77	2.74	2.76

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 the previous year.

* indicates a meaningful change from 2009-2010 to 2011-2012.

Teacher Expectations. These items were designed to measure the extent to which students feel challenged by their teachers in their schoolwork.

Table 5. Teacher Expectations Ratings. As in 2010-2011 students across all levels reported high levels of teacher expectations, especially at the elementary school level.

Teacher expectations	Elementary		Middle		High	
	2010-2011	2011-2012	2010-2011	2011-2012	2010-2011	2011-2012
33. My teachers push us to think hard about the things we read.	3.55	3.58	3.15	3.22	3.12	3.17
34. My teachers push everybody to work hard.	3.63	3.62	3.26	3.33	3.20	3.24
35. We have to think hard about the writing we do.	3.66	3.71	3.17	3.29	3.12	3.19
36. My teachers accept nothing less than our full effort.	3.68	3.71	3.26	3.35	3.15	3.20
Teacher expectations average	3.62	3.65	3.19	3.28	3.13	3.18

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 the previous year.

* indicates a meaningful change from 2009-2010 to 2011-2012.

2011–2012 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 6. Academic Self-Confidence Ratings. Students' ratings of academic self-confidence remained in the desirable range for the third year in a row. However, elementary and middle school students reported feeling less prepared for Texas Assessment of Knowledge and Skills/ State of Texas Assessment of Academic Readiness (TAKS/STAAR) in 2011–2012 than they did in the previous two years.

Academic self-confidence	Elementary			Middle			High		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
16. I can do even the hardest schoolwork if I try.	3.51	3.56	3.54	3.23	3.27	3.27	3.23	3.21	3.24
18. I feel/felt well prepared for TAKS**.	3.54	3.65	3.37↓*	3.29	3.38	3.08↓*	3.18	3.24	3.18
19. I try hard to do my best work.	3.75	3.76	3.77	3.41	3.42	3.46	3.26	3.26	3.29
22. I feel successful in my schoolwork.	3.44	3.46	3.43	3.17	3.22	3.20	3.10	3.09	3.11
23. I can reach the goals I set for myself.	3.52	3.52	3.50	3.28	3.32	3.36	3.28	3.26	3.30
Academic self-confidence average	3.54	3.59	3.52	3.23	3.30	3.26	3.19	3.20	3.21

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 the previous year.

* indicates a meaningful change from 2009-2010 to 2011-2012.

** After the surveys were printed, this item was revised to state, "I feel/felt well prepared for TAKS, STAAR, and End of Course exams." Survey administrators read the revised item aloud to students.

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

Table 7. Students with College Intentions. Across all grade levels, in 2011–2012 at least 76% of students who responded to the survey reported they would go to college after high school.

I will go to college after high school.	Elementary			Middle			High		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
% Yes	n/a	78%	77%	73%	74%	76%	75%	76%	77%
% No	n/a	1%	2%	3%	3%	3%	4%	4%	3%
% Maybe	n/a	21%	22%	23%	23%	22%	21%	20%	20%

Appendix: 2011–2012 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	↑ 3.16	↑ 3.72	↑ 3.31	↑ 3.52	↑ 3.65	18,352	88%
Allan	↑ 3.16	↑ 3.78	↑ 3.47	↑ 3.60	↑ 3.73	97	73%
Allison	↑ 3.05	↑ 3.81	↑ 3.54	↑ 3.54	↑ 3.78	156	72%
Andrews	↗ 2.99	↑ 3.68	↑ 3.30	↑ 3.45	↑ 3.69	222	93%
Baldwin	↑ 3.26	↑ 3.76	↑ 3.07	↑ 3.50	↑ 3.60	273	95%
Baranoff	↑ 3.24	↑ 3.75	↑ 3.22	↑ 3.56	↑ 3.63	439	95%
Barrington	↑ 3.13	↑ 3.72	↑ 3.49	↑ 3.65	↑ 3.70	370	89%
Barton Hills	↑ 3.34	↑ 3.73	↑ 3.13	↑ 3.48	↑ 3.60	212	99%
Becker	↑ 3.24	↑ 3.83	↑ 3.62	↑ 3.61	↑ 3.80	54	89%
Blackshear	↑ 3.10	↑ 3.69	↑ 3.23	↑ 3.45	↑ 3.49	93	101%
Blanton	↑ 3.11	↑ 3.70	↑ 3.32	↑ 3.42	↑ 3.65	212	96%
Blazier	↑ 3.10	↑ 3.75	↑ 3.35	↑ 3.44	↑ 3.71	324	87%
Boone	↑ 3.22	↑ 3.75	↑ 3.22	↑ 3.46	↑ 3.59	208	92%
Brentwood	↑ 3.39	↑ 3.82	↑ 3.40	↑ 3.63	↑ 3.63	156	71%
Brooke	↑ 3.09	↑ 3.73	↑ 3.27	↑ 3.40	↑ 3.59	149	87%
Brown	↑ 3.12	↑ 3.73	↑ 3.46	↑ 3.48	↑ 3.71	179	90%
Bryker Woods	↑ 3.39	↑ 3.71	↑ 3.22	↑ 3.55	↑ 3.58	209	94%
Campbell	↗ 3.00	↑ 3.73	↑ 3.22	↑ 3.56	↑ 3.70	121	96%
Casey	↑ 3.11	↑ 3.65	↑ 3.19	↑ 3.51	↑ 3.65	266	91%
Casis	↑ 3.32	↑ 3.71	↑ 3.17	↑ 3.54	↑ 3.62	356	90%
Clayton	↑ 3.26	↑ 3.76	↑ 3.24	↑ 3.59	↑ 3.61	403	93%
Cook	↑ 3.15	↑ 3.71	↑ 3.44	↑ 3.50	↑ 3.69	399	95%
Cowan	↑ 3.12	↑ 3.73	↑ 3.26	↑ 3.53	↑ 3.68	344	94%
Cunningham	↑ 3.02	↑ 3.57	↑ 3.17	↑ 3.47	↑ 3.59	196	95%
Davis	↑ 3.13	↑ 3.65	↑ 3.08	↑ 3.46	↑ 3.47	270	93%
Dawson	↑ 3.21	↑ 3.74	↑ 3.47	↑ 3.62	↑ 3.70	127	87%
Doss	↑ 3.35	↑ 3.75	↑ 3.27	↑ 3.56	↑ 3.61	324	89%
Galindo	↑ 3.28	↑ 3.80	↑ 3.51	↑ 3.52	↑ 3.76	241	90%
Govalle	↑ 3.05	↑ 3.73	↑ 3.43	↑ 3.49	↑ 3.69	127	77%
Graham	↑ 3.24	↑ 3.75	↑ 3.47	↑ 3.61	↑ 3.75	262	95%
Gullett	↑ 3.24	↑ 3.68	↑ 3.11	↑ 3.49	↑ 3.48	229	91%
Harris	↑ 3.17	↑ 3.73	↑ 3.54	↑ 3.58	↑ 3.76	262	93%
Hart	↑ 3.11	↑ 3.72	↑ 3.44	↑ 3.51	↑ 3.66	335	91%
Highland Park	↑ 3.35	↑ 3.74	↑ 3.19	↑ 3.54	↑ 3.57	314	97%
Hill	↑ 3.22	↑ 3.74	↑ 3.15	↑ 3.52	↑ 3.59	328	95%
Houston	↑ 3.07	↑ 3.65	↑ 3.31	↑ 3.45	↑ 3.61	306	86%
Jordan	↗ 2.96	↑ 3.61	↑ 3.33	↑ 3.44	↑ 3.61	345	82%
Joslin	↑ 3.15	↑ 3.73	↑ 3.37	↑ 3.47	↑ 3.71	124	95%
Kiker	↑ 3.32	↑ 3.80	↑ 3.25	↑ 3.57	↑ 3.75	417	92%
Kocurek	↘ 2.98	↑ 3.62	↑ 3.09	↑ 3.43	↑ 3.56	230	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: 2011–2012 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	↑ 3.16	↑ 3.72	↑ 3.31	↑ 3.52	↑ 3.65	18,352	88%
Langford	↑ 3.09	↑ 3.73	↑ 3.44	↑ 3.58	↑ 3.68	208	62%
Lee	↑ 3.33	↑ 3.71	↑ 3.16	↑ 3.58	↑ 3.54	222	94%
Linder	↑ 3.13	↑ 3.73	↑ 3.45	↑ 3.48	↑ 3.69	279	87%
Maplewood	↑ 3.10	↑ 3.80	↑ 3.33	↑ 3.49	↑ 3.73	109	58%
Mathews	↑ 3.18	↑ 3.75	↑ 3.19	↑ 3.45	↑ 3.61	167	92%
McBee	↑ 3.13	↑ 3.68	↑ 3.43	↑ 3.52	↑ 3.69	345	94%
Menchaca	↑ 3.19	↑ 3.75	↑ 3.21	↑ 3.51	↑ 3.65	280	89%
Metz	↑ 3.13	↑ 3.77	↑ 3.39	↑ 3.50	↑ 3.77	182	86%
Mills	↑ 3.28	↑ 3.74	↑ 3.19	↑ 3.52	↑ 3.57	406	91%
Norman	↘ 2.86	↑ 3.63	↑ 3.20	↑ 3.42	↑ 3.57	136	80%
Oak Hill	↑ 3.17	↑ 3.71	↑ 3.18	↑ 3.48	↑ 3.60	329	97%
Oak Springs	↑ 3.07	↑ 3.70	↑ 3.26	↑ 3.45	↑ 3.73	87	86%
Odom*	↑ 3.25	↑ 3.78	↑ 3.43	↑ 3.63	↑ 3.76	246	89%
Ortega	↑ 3.04	↑ 3.75	↑ 3.35	↑ 3.50	↑ 3.77	106	93%
Overton	↘ 2.99	↑ 3.64	↑ 3.22	↑ 3.49	↑ 3.69	347	94%
Palm	↑ 3.01	↑ 3.70	↑ 3.32	↑ 3.52	↑ 3.63	240	94%
Patton	↑ 3.27	↑ 3.78	↑ 3.23	↑ 3.55	↑ 3.70	370	80%
Pease	↑ 3.12	↑ 3.73	↑ 3.36	↑ 3.53	↑ 3.74	143	99%
Pecan Springs	↑ 3.02	↑ 3.72	↑ 3.45	↑ 3.61	↑ 3.65	148	84%
Perez	↑ 3.04	↑ 3.71	↑ 3.33	↑ 3.46	↑ 3.59	307	90%
Pickle	↑ 3.13	↑ 3.71	↑ 3.46	↑ 3.51	↑ 3.65	173	62%
Pillow	↑ 3.18	↑ 3.74	↑ 3.38	↑ 3.55	↑ 3.69	243	91%
Pleasant Hill	↘ 2.94	↑ 3.67	↑ 3.27	↑ 3.45	↑ 3.66	220	90%
Reilly	↑ 3.11	↑ 3.72	↑ 3.39	↑ 3.44	↑ 3.70	113	88%
Ridgetop	↑ 3.16	↑ 3.79	↑ 3.43	↑ 3.46	↑ 3.61	85	99%
Rodriguez	↑ 3.13	↑ 3.75	↑ 3.44	↑ 3.52	↑ 3.69	334	83%
Sanchez	↑ 3.12	↑ 3.78	↑ 3.53	↑ 3.51	↑ 3.70	220	92%
Sims	↑ 3.20	↑ 3.78	↑ 3.52	↑ 3.58	↑ 3.68	105	90%
St. Elmo	↑ 3.13	↑ 3.73	↑ 3.36	↑ 3.54	↑ 3.66	129	100%
Summit	↑ 3.28	↑ 3.78	↑ 3.33	↑ 3.54	↑ 3.57	270	89%
Sunset Valley	↑ 3.29	↑ 3.79	↑ 3.41	↑ 3.61	↑ 3.75	187	100%
Travis Heights	↑ 3.09	↑ 3.66	↑ 3.18	↑ 3.42	↑ 3.63	140	69%
Walnut Creek	↑ 3.04	↑ 3.66	↑ 3.38	↑ 3.49	↑ 3.64	331	96%
Widen	↑ 3.08	↑ 3.71	↑ 3.39	↑ 3.48	↑ 3.58	284	89%
Williams	↑ 3.03	↑ 3.72	↑ 3.23	↑ 3.46	↑ 3.69	242	87%
Winn	↑ 3.00	↑ 3.67	↑ 3.42	↑ 3.54	↑ 3.74	141	82%
Wooldridge	↑ 3.37	↑ 3.78	↑ 3.65	↑ 3.64	↑ 3.74	430	104%
Wooten	↑ 3.20	↑ 3.75	↑ 3.41	↑ 3.60	↑ 3.67	224	92%
Zavala	↘ 2.94	↑ 3.64	↑ 3.19	↑ 3.34	↑ 3.57	168	91%
Zilker	↑ 3.27	↑ 3.70	↑ 3.15	↑ 3.52	↑ 3.41	223	91%

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

*Data reflect 2010-2011 results because the Department of Research & Evaluation misplaced 2011-2012 surveys for Odom.

Appendix: 2011–2012 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	↗ 2.88	↑ 3.30	↗ 2.78	↑ 3.26	↑ 3.28	11,644	73%
Bailey	↗ 2.86	↑ 3.23	↘ 2.67	↑ 3.22	↑ 3.23	702	71%
Bedichek	↘ 2.75	↑ 3.17	↘ 2.70	↑ 3.12	↑ 3.19	854	83%
Burnet	↗ 2.83	↑ 3.21	↗ 2.78	↑ 3.19	↑ 3.22	269	26%
Covington	↗ 2.81	↑ 3.20	↘ 2.71	↑ 3.13	↑ 3.18	516	70%
Dobie	↗ 2.85	↑ 3.32	↗ 2.85	↑ 3.18	↑ 3.24	496	74%
Fulmore	↘ 2.71	↑ 3.26	↗ 2.81	↑ 3.24	↑ 3.24	703	68%
Garcia	↗ 2.79	↑ 3.30	↗ 2.82	↑ 3.24	↑ 3.34	374	89%
Gorzycki	↑ 3.13	↑ 3.38	↘ 2.73	↑ 3.39	↑ 3.36	993	92%
Kealing	↑ 3.02	↑ 3.44	↗ 2.92	↑ 3.44	↑ 3.42	812	67%
Lamar	↗ 2.93	↑ 3.28	↘ 2.70	↑ 3.25	↑ 3.27	499	88%
Martin	↘ 2.72	↑ 3.23	↗ 2.80	↑ 3.19	↑ 3.26	405	67%
Mendez	↘ 2.73	↑ 3.28	↗ 2.80	↑ 3.17	↑ 3.22	827	84%
Murchison	↑ 3.01	↑ 3.34	↗ 2.78	↑ 3.32	↑ 3.32	1129	83%
O. Henry	↗ 2.99	↑ 3.35	↗ 2.75	↑ 3.31	↑ 3.35	842	82%
Paredes	↗ 2.81	↑ 3.34	↗ 2.76	↑ 3.28	↑ 3.28	911	88%
Pearce	↗ 2.76	↑ 3.38	↗ 2.88	↑ 3.25	↑ 3.33	366	67%
Small	↗ 2.90	↑ 3.30	↗ 2.76	↑ 3.26	↑ 3.24	723	78%
Webb	↗ 2.92	↑ 3.41	↗ 2.99	↑ 3.36	↑ 3.40	223	34%

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: 2011–2012 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	↑ 3.02	↑ 3.21	↗ 2.76	↑ 3.21	↑ 3.18	11,197	69%
Akins	↗ 2.89	↑ 3.05	↘ 2.68	↑ 3.13	↑ 3.06	1713	84%
Anderson	↑ 3.08	↑ 3.22	↘ 2.70	↑ 3.23	↑ 3.16	1191	76%
Ann Richards	↑ 3.32	↑ 3.53	↑ 3.05	↑ 3.44	↑ 3.55	561	91%
Austin	↗ 2.99	↑ 3.19	↘ 2.67	↑ 3.18	↑ 3.13	1180	70%
Bowie	↑ 3.02	↑ 3.12	↘ 2.66	↑ 3.15	↑ 3.10	1940	89%
Crockett	↗ 2.94	↑ 3.15	↘ 2.72	↑ 3.12	↑ 3.14	703	59%
Eastside	↗ 2.91	↑ 3.16	↗ 2.81	↑ 3.12	↑ 3.13	234	47%
Garza	↑ 3.66	↑ 3.80	↑ 3.27	↑ 3.63	↑ 3.57	114	113%
International	↑ 3.18	↑ 3.61	↑ 3.35	↑ 3.39	↑ 3.45	104	71%
Lanier	↗ 2.96	↑ 3.18	↗ 2.87	↑ 3.17	↑ 3.18	658	52%
LASA	↑ 3.28	↑ 3.48	↗ 2.96	↑ 3.40	↑ 3.39	502	70%
LBJ	↗ 2.99	↑ 3.39	↗ 2.89	↑ 3.35	↑ 3.43	218	30%
McCallum	↗ 2.97	↑ 3.17	↘ 2.67	↑ 3.21	↑ 3.14	851	64%
Reagan	↗ 2.94	↑ 3.25	↗ 2.86	↑ 3.24	↑ 3.22	467	59%
Travis	↑ 3.02	↑ 3.27	↗ 2.87	↑ 3.24	↑ 3.28	761	65%

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

**SUPERINTENDENT OF
SCHOOLS**

Meria J. Carstarphen Ed.D.

**OFFICE OF
ACCOUNTABILITY**

William H. Caritj, M.Ed.

**DEPARTMENT OF
RESEARCH AND EVALUATION**

Holly Williams, Ph.D.

BOARD OF TRUSTEES

Mark Williams, President • Vincent Torres, M.S., Vice President
 Lori Moya, Secretary • Cheryl Bradley • Annette LoVoi, M.A. • Christine Brister •

