



2009-2010 AISD Student Climate Survey Andrews Elementary School

Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. In AISD, schools that performed better on TAKS also had higher student climate ratings (Schmitt & Carney, 2008). These survey results provide campuses with feedback about how students feel about their school's educational environment. Longitudinal data are provided, where applicable.

The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of school climate for students (circled in red), which has been measured with six survey subscales: academic self-confidence, adult fairness & respect, teacher expectations, teacher support, student engagement, and behavioral environment.



In Spring 2010, 22 students returned surveys for Andrews, representing 11% of eligible students from Andrews (compared to the district Elementary School response rate, 87%). The table below shows the total number and percentage of students surveyed from each eligible grade at Andrews in 2009-2010.

The graph below depicts Andrews's average student climate survey ratings, compared with

APPENDIX

Behavioral Environment	Andrews			All Elementary Schools
	2007-08	2008-09	2009-10	
1. My classmates show respect to each other.	2.7	2.9	3.0+	3.0
2. My classmates show respect to other students who are different.	3.1	3.0	3.2+	3.1
3. I am happy with the way my classmates treat me.	3.1	3.0	3.5+	3.1
14. Students at my school follow the school rules.	2.8	2.7	3.0+	2.8
15. I feel safe at my school.	3.3	3.4	3.7+	3.5
16. I feel safe on the school property.	3.5	3.4	3.7+	3.5
Behavioral Environment average	3.1 -	3.1	3.4+	3.2

Note: Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

Teacher Support	Andrews			All Elementary Schools
	2007-08	2008-09	2009-10	
4. Teachers at this school care about their students.	3.9	3.8	4.0	3.9
17. Teachers give rewards or praise for good behavior.	3.5	3.3	3.6 +	3.3
28. Teachers give rewards or praise for good work.	3.5	3.3 -	3.4 +	3.2
32. My teachers care about how I do in school.	3.8	3.8	3.8	3.8
34. Teachers help students with personal problems.	3.4	3.4	3.8 +	3.5
Teacher Support average	3.6	3.5 -	3.8 +	3.5

Note: Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

	Andrews 2009-10	All Elementary Schools
9. I like to come to school.		3.2
		3.1
		3.5
		3.3
		3.3
		3.3
		3.3

Teacher Expectations	2007-08	Andrews 2008-09	2009-10	All Elementary Schools
13. My teachers believe I can learn.		n/a	4.0	3.7
18. My teachers expect me to do my best work.		3.9	4.0	3.9
19. My teachers challenge me to do better.		3.6	3.9	3.6
24. My teachers believe I can do well in school.		n/a	4.0	3.7
27. My teachers show me how to know if my work is good.		3.7	3.7	3.6
Teacher Expectations average		n/a	3.9	3.7

Note: Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to

REFERENCES

Schmitt, L., & Carney, D. (2008). *Austin ISD Board Level Reports*. Austin, TX: Austin Independent School District.

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