

Research indicates that school climate can either be a positive influence on students' learning environment, or can serve as a significant barrier to students' learning. Researchers have documented that positive ratings of student climate to contribute to factors that help high economically disadvantaged schools "beat the odds" (Voight, Austin & Hanson, 2013). Indeed, students at high-performing AISD schools with high levels of economic disadvantage had more positive ratings of behavioral environment and adult fairness and respect in Spring 2013 than did students at lower performing schools AISD with similar levels of economic disadvantage (Lamb, 2014).

The following tables show the total number of surveys students at Cook completed in 2013-2014 (Table 1) and the response rate by grade (Table 2).

# of surveys returned	398	16,960
# of students	424	19,770
% of students represented	94%	86%

grade	# of students enrolled	# of responses	response rate
3rd grade	137	132	96%
4th grade	160	148	93%
5th grade	127	109	86%
6th grade	n/a	n/a	n/a%

Students' grade level was self-reported. Population data reflect enrollment as of the PEIMS snapshot date in October 2012.

Lamb, L. M. (2014).

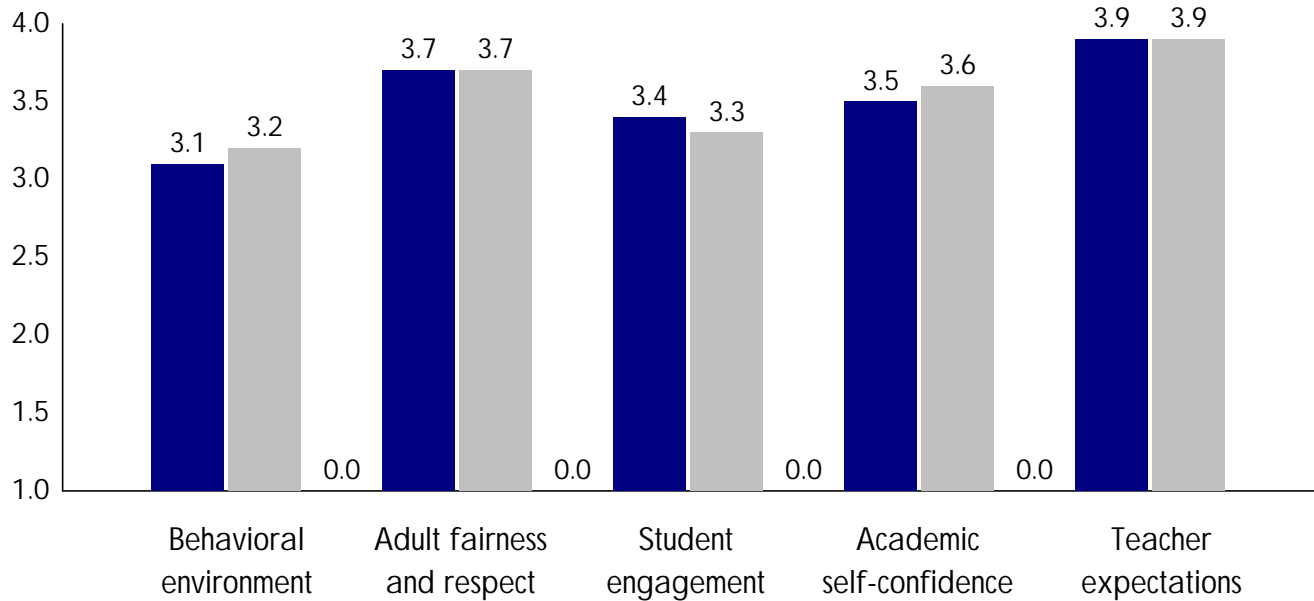
(DRE Publication No. 12.94).

Austin, TX: Austin Independent School District.

Voight, A., Austin, G., and Hanson, T. (2013).

. San Francisco: WestEd.

Figure 1. Student Climate Survey Subscales for Cook and all Elementary Schools, 2013-2014



Cook's highest score on the 2013-2014 Student Climate Survey was for teacher expectations, which measures students' perceptions of their teachers' expectations. Please think about what your campus does to foster high expectations, and share your strategies with others.

Cook's lowest score on the 2013-2014 Student Climate Survey was for behavioral environment, which measures the extent to which students respect each

1. My classmates show respect to each other.	3.0	3.0	3.2 ^á	3.2
2. My classmates show respect to other students who are different.	3.1	3.1	3.2	3.3
3. I am happy with the way my classmates treat me.	3.3	3.2	3.3	3.3
13. Students at my school follow the school rules.	2.8	2.8	2.9	3.0
14. I feel safe at my school.	3.5	3.4	3.4	3.6
15. Students at this school treat teachers with respect.	3.6	3.1	3.2	3.3
29. My classmates behave the way my teachers want them to.	2.8	2.8	2.9 ^á	2.9
30. Our classes stay busy and do not waste time.	3.1	3.1	3.0	3.1
31. Students at my school are bullied (teased, messed with, threatened by other students).*	n/a	2.4	2.5	2.6
Behavioral environment average	n/a	3.0	3.1	3.2

Response options ranged from 1 = _____ to 4 = _____ (item #31 has been reverse-scored). It is desirable to have a response of at least 3.0. Items 29 and 30 are from the _____ subscale of the Tripod survey and response options for these items were changed to reflect the AISD scale. For more information, visit: <http://www.metproject.org/partners#cambridge>.

* This item has been reworded from the 2012-2013 survey. A list of reworded items is located in Appendix A.

4. Teachers at this school care about their students.	3.9	3.8	3.9	3.9
5. Adults at this school listen to student ideas and opinions.	3.5	3.5	3.5	3.5
6. Adults at this school treat all students fairly.	3.6	3.6	3.6	3.6
7. The staff in the front office show respect to students.	3.8 ^â	3.7	3.8	3.8
8. There is at least one adult at my school who I would go to if I have a problem.	3.5	3.3	3.5 ^á	3.5
10. The consequences for breaking the school rules are the same for everyone.	3.5 ^â	3.5	3.7 ^á	3.5
11. My teachers make sure the students follow the rules.	3.9 ^â	3.9	3.9	3.9
21. My teachers like to teach.	3.8	3.8	3.8	3.8
27. My teachers are fair to everyone.	3.7 ^â	3.6	3.8 ^á	3.7
32. When bullying is reported to adults at my school they try to stop it.	n/a	3.6	3.7	3.7
36. Teachers at this school know who I am.*	n/a	3.5	3.4 ^â	3.6
38. My teachers know what I am good at.	n/a	n/a	3.8	3.7
Adult fairness and respect average	n/a	n/a	3.7	3.7

Response options ranged from 1 = _____ to 4 = _____. It is desirable to have a response of at least 3.0. Additionally, items #12 and #20 have been moved from the Adult Fairness and Respect subscale to the Teacher Expectations subscale based on results generated from factor analyses and reliability analyses. With the addition of item #38, longitudinal comparisons are no longer possible.

* This item has been reworded from the 2012-2013 survey. A list of reworded items is located in Appendix A.

% Yes	72%	77%
% No	28% 2%	2%
% Maybe	2% 22%	22%

To view the district summary report or additional survey results from 2013-2014 or before, visit:
<http://www.austinisd.org/dre/district-campus-surveys>

18. I am/was well prepared to take the TAKS/STAAR.
 31. Students at my school are bullies (tease, mess with, threaten other students).
 33. My teachers push me to think hard about things we read.
 34. My teachers push everybody to work hard.
 36. A lot of teachers at this school know who I am.

18. I am/was well prepared to take the STAAR.
 31. Students at my school are bullied (teased, messed with, threatened by other students).
 33. My teachers expect me to think hard about the things we read.
 34. My teachers expect everybody to work hard.
 36. Teachers at this school know who I am.

