



## STUDENT CLIMATE SURVEY RESULTS 2008-2009

### Survey Report **CROCKETT HIGH SCHOOL**

The following report summarizes the Student Climate Survey results for the last three years at Crockett (see Table 1 for response rate). This survey measures four dimensions of a school's overall climate: *Behavioral Environment*, *Adult Fairness and Respect*, *Teacher Support and Student Engagement*, and *Academic Self-Confidence*. Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. In AISSD, schools that performed better on TAKS also had higher student climate ratings (Schmitt & Carney, 2008). At the high school level, schools with higher student ratings of *Academic Self-Confidence* in particular had significantly higher TAKS performance than those with less favorable ratings of *Academic Self-Confidence*. School staff should consider each dimension of climate within the context of school policies and practices, and should discuss strategies that may support positive school climate in each area. For further assistance, contact Jane Nethercut, PBS Coordinator, in Student Support Services (414-0196).

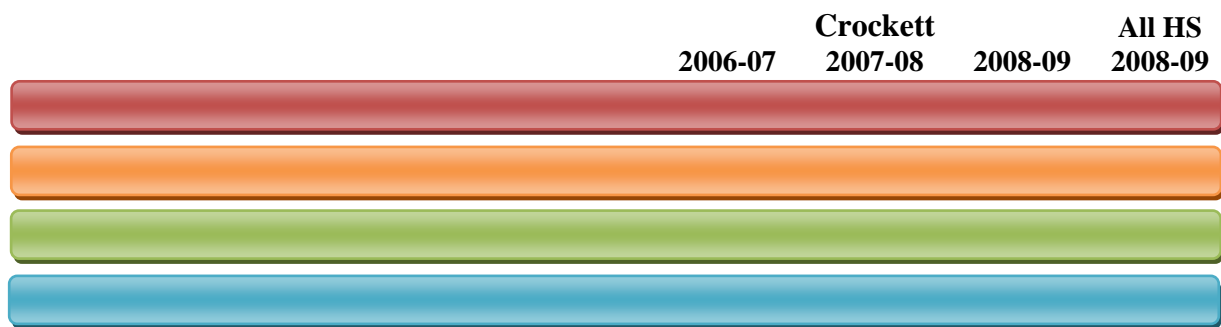
Table 1. Crockett Student Climate Survey Participants, 2008-2009

Year	Crockett	All HS
<b>Surveys returned</b>	806	9,452
<b>Students enrolled (Grades 9-11)</b>	1,281	14,694

Note: Population data are based on May enrollment and may differ from the official AEIS report.

Figure 1 displays your average scores on each dimension for the past 3 years and the average for all schools at your level for the 2008-2009 school year. It is desirable to have a score at or above **3.0**, indicated in **bold**.

Figure 1. Average Dimension and Subscale Scores, 2006-2009



**BEHAVIORAL ENVIRONMENT**

A total of six items on the survey assess the dimension called Behavioral Environment, the respect and caring among students and the extent to which students obey the school rules and feel safe at school. Results for the individual items composing the subscale are in Table 2. Item





**ADDITIONAL ACADEMIC ENVIRONMENT**

Five additional items were included on the survey. Four items measured additional components of school climate (Table 6) and the sixth asked students to indicate whether or not they intended to go to college after high school (Table 7).

Table 6. Additional Items

	Crockett			All HS
	2006-07	2007-08	2008-09	2008-09
<b>8. There is at least one adult at my school who I would go to if I have a problem.</b>	n/a	<b>3.28</b>	<b>3.13</b>	<b>3.11</b>
<b>9. Everyone knows what the school rules are.</b>	2.75	2.84	2.86	2.95
<b>13. My classmates know there are consequences for breaking the rules.</b>	<b>3.04</b>	<b>3.17</b>	<b>3.19</b>	<b>3.25</b>
<b>19. My teachers challenge me to do better.</b>	2.99	<b>3.11</b>	<b>3.11</b>	<b>3.18</b>

Table 7. College intentions, 2008-2009

	Crockett			All HS		
	Yes	Maybe	No	Yes	Maybe	No
<b>39. I will go to college after high school.</b>	68%	28%	5%	73%	22%	5%

Reference

Schmitt, L. & Carney, D. (2008). AISD Board Level Reports. Austin, TX: Austin Independent School District. Available at:  
<http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>