

2012-2013 AISD Student Climate Survey Fulmore Magnet Middle School

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. Indeed, students at schools with high levels of economic disadvantage and were high performing had higher ratings of 2011-2012 behavioral environment (3.04) than students at lower performing high economically disadvantaged schools (2.93).* Researchers have documented that positive ratings of student climate are believed to contribute to factors that help high economically disadvantaged schools "beat the odds" (Voight, Austin & Hanson, 2013).

The following tables show the total number of surveys students at Fulmore Magnet returned in 2012-2013 (Table 1), the response rate by grade (Table 2), and the distribution of responses by race/ethnicity compared with the population (Table 3) for students at Fulmore Magnet.

Table 1. Number of respondents for: All
Fulmore Magnet Middle Schools

# of surveys returned	
# of students	
% of students represented	

Table 2. Response rate by grade for Fulmore Magnet, 2012-2013

grade	
6th grade	
7th grade	
8th grade	

Ethnicity	
8th grade	

Behavioral environment	Fulmore Magnet			All Middle Schools
	2010-2011	2011-2012	2012-2013	2012-2013
1. My classmates show respect to each other.	2.9	n/a	2.9	2.9
2. My classmates show respect to other students who are different.	2.9	n/a	2.8	2.9
3. I am happy with the way my classmates treat me.	3.3	n/a	3.2	3.2
13. Students at my school follow the school rules.	2.6	n/a	2.5	2.6
14. I feel safe at my school.	3.2	n/a	3.1	3.2
15. Students at this school treat teachers with respect.	n/a	n/a	2.6	2.8
29. My classmates behave the way my teachers want them to.	2.6	n/a	2.6	2.6
30. Our classes stay busy and do not waste time.	2.9	n/a	2.8	2.8
31. Students at my school are bullies (tease, taunt, threaten other students).	n/a	n/a	2.1	2.3
Behavioral environment average	n/a	n/a	2.7	2.8

Note. Response options ranged from 1 = never to 4 = a lot of the time (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 Controls subscale of the Tripod survey; response options for these items were changed to reflect the scale. For more information, visit: <http://www.metproject.org/partners#cambridge>.

With the addition of items #15 and #3, longitudinal comparisons are no longer possible.

Adult fairness and respect	Fulmore Magnet			All Middle Schools
	2010-2011	2011-2012	2012-2013	2012-2013
4. Teachers at this school care about their students.	3.5	n/a	3.4	3.4
5. Adults at this school listen to student ideas and opinions.	3.2	n/a	3.0	3.1
6. Adults at this school treat all students fairly.	3.2	n/a	3.1	3.1
7. The staff in the front office show respect to students.	3.5	n/a	3.3	3.5
8. There is at least one adult at my school who I would go to if I have a problem.	3.3	n/a	3.2	3.2
10. The consequences for breaking the school rules are the same for everyone.	3.3	n/a	3.1	3.2
11. My teachers make sure the students follow the rules.*	3.3	n/a	3.3	3.4
12. My teachers believe I can learn.	3.7	n/a	3.6	3.6
20. My teachers believe I can do well in school.	3.7	n/a	3.6	3.6
21. My teachers like to teach.	3.4	n/a	3.3	3.4
27. My teachers are fair to everyone.	3.2	n/a	3.1	3.1
32. When bullying is reported to adults at my school they try to stop it.	n/a	n/a	3.1	3.2
37. A lot of teachers at this school know who I am.	n/a	n/a	3.3	3.4
Adult fairness and respect average	n/a	n/a	3.2	3.3

Note. Response options ranged from 1 = never to 4 = a lot of the time (it is desirable to have a response of at least 3.0).

With the addition of items #32 and #37, longitudinal comparisons are no longer possible.

* This item has been reworded from the 2011-2012 survey. A list of reworded items is located in the Appendix.

Student engagement	Fulmore Magnet			All Middle Schools
	2010-2011	2011-2012	2012-2013	2012-2013
9. I like to come to school.	3.0	n/a	3.0	2.8
17. I enjoy doing my schoolwork.	2.7	n/a	2.7	2.6
24. My homework helps me learn the things I need to know.	2.9	n/a	2.8	3.0
25. My schoolwork makes me think about things in new ways.	2.9	n/a	2.9	2.9
26. I have fun learning in my classes.	2.9	n/a	2.9	2.8
28. My teachers connect what I am doing to my life outside the classroom.	2.8	n/a	2.7	2.6
38. I receive recognition and praise for doing good work.	n/a	n/a	3.1	3.0
Student engagement average	n/a	n/a	2.8	2.8

Note. Response options ranged from 1 = never to 4 = a lot of the time. It is desirable to have a response of at least 3.0.

With the addition of item #38 (based on an item from the Gallup Student Poll) longitudinal comparisons are no longer possible.

Academic self-confidence	Fulmore Magnet			All Middle Schools
	2010-2011	2011-2012	2012-2013	2012-2013
16. I can do even the hardest schoolwork if I try.	3.5	n/a	3.5	3.3
18. I am/was well prepared to take the TAKS/STAAR.*	3.5	n/a	3.5	3.3
19. I try hard to do my best work.	3.5	n/a	3.5	3.5
22. I feel successful in my schoolwork.	3.3	n/a	3.3	3.2
23. I can reach the goals I set for myself.	3.4	n/a	3.4	3.3
Academic self-confidence average	3.4	n/a	3.4	3.3

Note. Response options ranged from 1 = never to 4 = a lot of the time. It is desirable to have a response of at least 3.0.

* This item has been reworded from the 2011-2012 survey. A list of reworded items are located in the Appendix.

Teacher expectations	Fulmore Magnet			All Middle Schools
	2010-2011	2011-2012	2012-2013	2012-2013
33. My teachers push me to think hard about things we read.	3.3	n/a	3.2	3.2
34. My teachers push everybody to work hard.	3.5	n/a	3.3	3.3
35. I have to think hard about the writing we do.*	3.3	n/a	3.1	3.1
36. My teachers expect my best effort.*	3.2	n/a	3.6	3.6
Teacher expectations average	3.3	n/a	3.3	3.3

Note. These items are based on the Challenge subscale from the Tripod survey and response options have changed to be on the AISD scale. It is desirable to have a response of at least 3.0.

* These items have been reworded from the 2011-2012 survey. A list of reworded items is located in the Appendix.

37. I will go to college after high school.	Fulmore Magnet			All Middle Schools
	2009-2010	2010-2011	2012-2013	2012-2013
% Yes	83%	%	88%	75%
% No	0%	%	2%	3%
% Maybe	17%	%	10%	22%

To view the district summary report or additional survey results from 2012-2013 or before, visit:
[http://www.austinisd.org/dre/search/?f\[0\]=im_field_report_eval_area%3A4](http://www.austinisd.org/dre/search/?f[0]=im_field_report_eval_area%3A4)

Appendix

Reworded items on the 2012-2013 Student Climate Survey and how they differ from their 2011-2012 version	
2011-2012 Items	2012-2013 Reworded Items
11. My teachers always make sure the students follow the rules.	11. My teachers make sure the students follow the rules.
18. I feel/felt well prepared for TAKS.	18. I am/was well prepared to take the TAKS/STA
33. My teachers push us to think hard about things we read.	33. My teachers push me to think hard about things we read.
35. We have to think hard about the writing we do.	35. I have to think hard about the writing we do.
36. My teachers accept nothing less than our full effort.	36. My teachers expect my best effort.