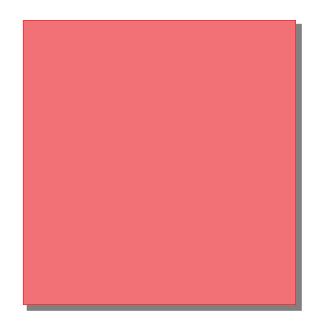
Survey Report

2009-2010 AISD Student Climate Survey

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 In Spring 2010, 141 students returned surveys for Norman, reisBTes re2010103% of eligible ents retufromman, re (comparurvto the district Elem reary SchoolsBsponse rate, 87%). The table below shows the total number and perc reage of ents retueys fourvfrommeach eligible grade atman, re in0, 09-, 14.

The graph below depicts Norman's average student climate survey ratings, compared with average ratings for students across all Elementary Schools in 2009-2010. Scores over 3.0 are desirable, as indicated by the red dashed line. The first step in improving these characteristics is to examine the item-level scores for each area (see Appendix).



Behavioral Environment		All Elementary
1. My classmates show respect to each other.	2.7	
2. My classmates show respect to other students who		
are different.	2.5	
3. I am happy with the way my classmates treat me.	3.0	
14. Students at my school follow the school rules.	2.4	
15. I feel safe at my school.	3.2	
16. I feel safe on the school property.	3.3	
Behavioral Environment average -	2.9	

- 13. My teachers believe I can learn.
- 18. My teachers expect me to do my best work.

REFERENCES

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

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