

Wooldridge Elementary School

2014-2015 AISD Student Climate Survey

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 Wooldridge completed in 2014-2015 (Table 1) and the response rate by grade (Table 2).

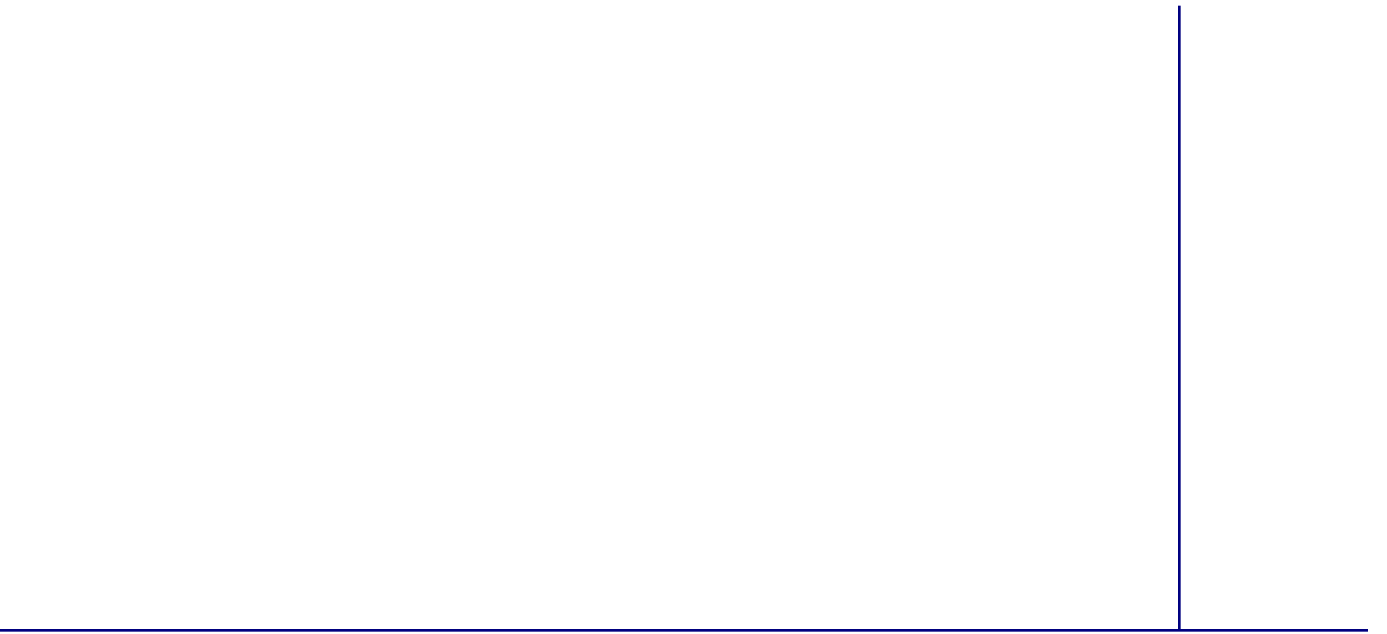
	Wooldridge	All Elementary Schools
# of surveys returned	241	17,261
# of students	280	19,801
% of students represented	86%	87%

grade	# of students enrolled	# of responses	response rate
3rd grade	100	87	87%
4th grade	93	69	74%
5th grade	87	80	92%
6th grade	0	0	0%

Note. Students' grade level was self-reported. Population data reflect enrollment as of the PEIMS snapshot date in October 2014.

Lamb, L. M. (2014). 2012-2013 Austin Independent School District (AISD) School Climate (DRE Publication No. 12.94). Austin, TX: Austin Independent School District.

Voight, A., Austin, G., and Hanson, T. (2013). Climate for academic success: How climate distinguishes schools that are beating achievement odds (Full report). San Francisco: WestEd.



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