

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, elementary school teachers in Austin Independent School District (AISD) whose students provided positive ratings of behavioral environment, teacher support, adult fairness and respect, and academic self-confidence had students who made greater growth on TAKS in 2009-2010 than did their peers whose students rated school climate less favorably.*

The following tables show the total number of surveys students at Clifton returned in 2010-2011 (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 Clifton.

of surveys returned

Table 2 of 3

% of students represented

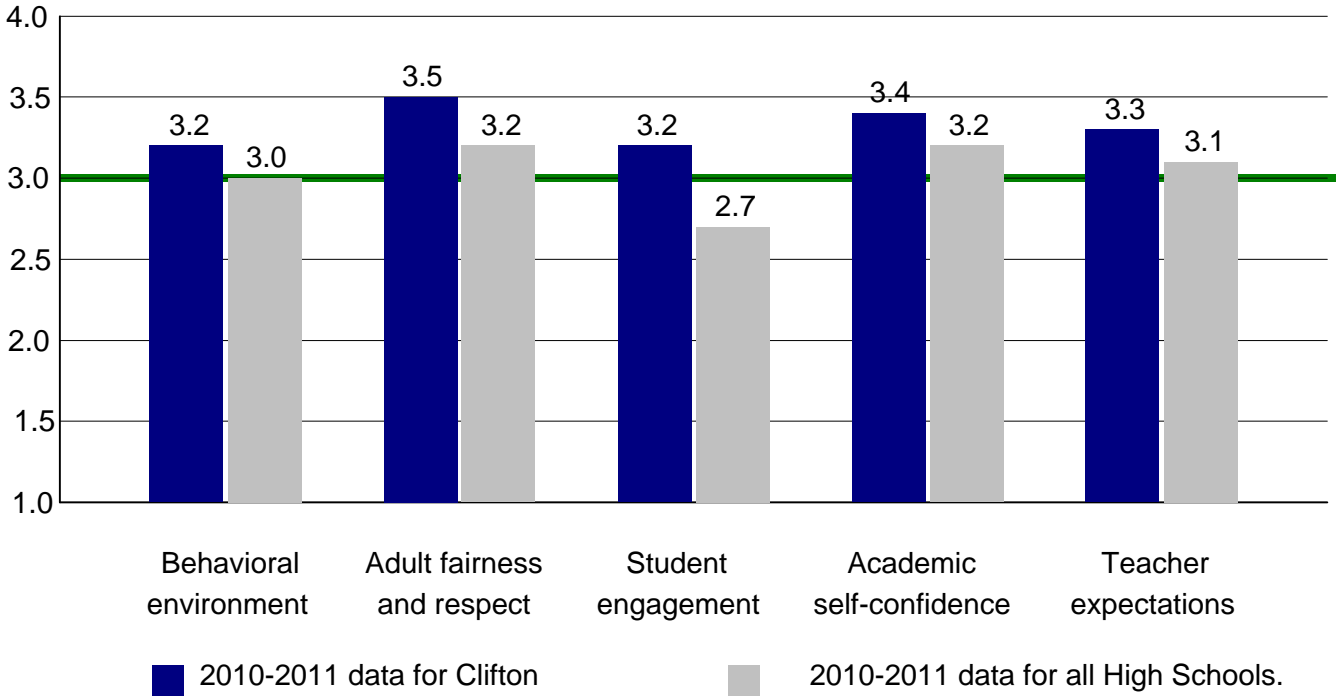
grade	# of students	response rate
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9th grade		n/a%
10th grade		n/a%
11th grade		n/a%

Note. Population data reflect enrollment as of the PEIMS snapshot date in October 2010. Students' grade level and ethnicity were self-reported. The new "ethnicity/race" reporting allows for students to first choose their ethnicity (Hispanic/Latino or non-Hispanic/Latino) and then choose one or more of five race values.

Figure 1 depicts Clifton's average student climate survey ratings for 2010-2011, compared with average ratings across all High Schools in 2010-2011. Scores over 3.0 are desirable, as indicated by the green line. Please note the green and red text boxes that highlight the specific area in which Clifton most excels, as well as the area in which Clifton can improve most.


Figure 1. Student Climate Survey Subscales for Clifton and all High Schools, 2010-2011



Clifton's highest score on the 2010-2011 Student Climate Survey was for adult fairness and respect, which assesses the way teachers and other adults at your campus treat students. Research suggests that high levels of adult fairness and respect contribute to academic achievement. We encourage you to consider the ways your campus supports a respectful environment and share your best practices with others.

Clifton's lowest score on the 2010-2011 Student Climate Survey was for behavioral environment, which measures the extent to which students respect each other, follow the rules, and feel safe at your campus. Higher ratings of behavioral environment have been associated with academic achievement. For resources on how to improve your campus' behavioral environment, please visit AISD's Child Study System website: <http://www.childstudysystem.com>

The following pages contain more detailed information regarding Clifton's student climate results from 2008-2009 to 2010-2011. Please review the individual items on each subscale with particular attention to how Clifton's average ratings have changed or remained consistent over time. Please note that some subscales have changed from previous years, making longitudinal comparisons inappropriate for some items and subscales. For items and subscales where longitudinal data are available, statistically meaningful changes are flagged with up or down arrows. Please share the results of this report with all campus staff and your Campus Advisory Council to inform campus improvement planning.

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|--------------------------------------------------------------------|--|
| 1. My classmates show respect to each other. | |
| 2. My classmates show respect to other students who are different. | |
| 3. I am happy with the way my classmates treat me. | |
| 13. Students at my school follow the school rules. | |
| 14. I feel safe at my school. | |
| 15. I feel safe on the school property. | |
| 29. My classmates behave the way my teachers want them to. | |
| 30. Our classes stay busy and do not waste time. | |
| Behavioral environment average | |

9. I like to come to school.	n/a	n/a	3.2	2.8
17. I enjoy doing my schoolwork.	n/a	n/a	3.0	2.5
24. My homework helps me learn the things I need to know.	n/a	n/a	3.4↑	2.9
25. My schoolwork makes me think about things in new ways.	n/a	n/a	3.3	2.8
26. I have fun learning in my classes.	n/a	n/a	3.3	2.8
28. My teachers connect what I am doing to my life outside the classroom.	n/a	n/a	3.0	2.6
Student engagement average	n/a	n/a	3.2	2.7

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

16. I can do even the hardest schoolwork if I try.	n/a	n/a	3.4	3.2
18. I feel/felt well prepared for TAKS.	n/a	n/a	3.1	3.2
19. I try hard to do my best work.	n/a	n/a	3.6	3.3
22. I feel successful in my schoolwork.	n/a	n/a	3.5	3.1
23. I can reach the goals I set for myself.	n/a	n/a	3.4	3.3
Academic self-confidence average	n/a	n/a	3.4	3.2

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

33. My teachers push us to think hard about things we read.			3.3	3.1
34. My teachers push everybody to work hard.			3.4	3.2
35. We have to think hard about the writing we do.			3.3	3.1
36. My teachers accept nothing less than our full effort.			3.4	3.2
Teacher expectations average			3.3	3.1

Note. These items were new to the 2010-2011 student climate survey and are based on the Challenge subscale from the Tripod survey. Response options for these items have been changed to be on a 1=never to 4 =always. It is desirable to have a response of at least 3.0.

% Yes	0%	0%	57%	78%
% No	0%	0%	10%	1%
% Maybe	0%	0%	33%	21%