

2012-2013 AISD Student Climate Survey Eastside Memorial High 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 (Voight, Austin & Hanson, 2013). Indeed, after controlling for the influence of economic disadvantage, students' 2011-2012 positive ratings of student engagement, academic self-confidence, and teacher expectations were related to their 2011-2012 performance in math and positive behavioral environment ratings were related to their 2011-2012 performance in reading.*

The following tables show the total number of surveys students at Eastside Memorial 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 Eastside Memorial.

Table 1. Number of respondents for:		All
	Eastside Memorial	High Schools
# of surveys returned	308	10,279
# of students	402	16,076
% of students represented	77%	64%

Table 2. Response rate by grade for Eastside Memorial, 2012-2013

grade	# of students enrolled	# of responses	response rate
9th grade	146	88	60%
10th grade	134	83	62%
11th grade	122	81	66%

Population data reflect enrollment as of the PEIMS snapshot date in October 2012 whereas students' grade level and ethnicity were self-reported on the survey. The "ethnicity/race" designations allow students to first choose their ethnicity (Hispanic/Latino or non-Hispanic/Latino) and then choose one or more of five race values.

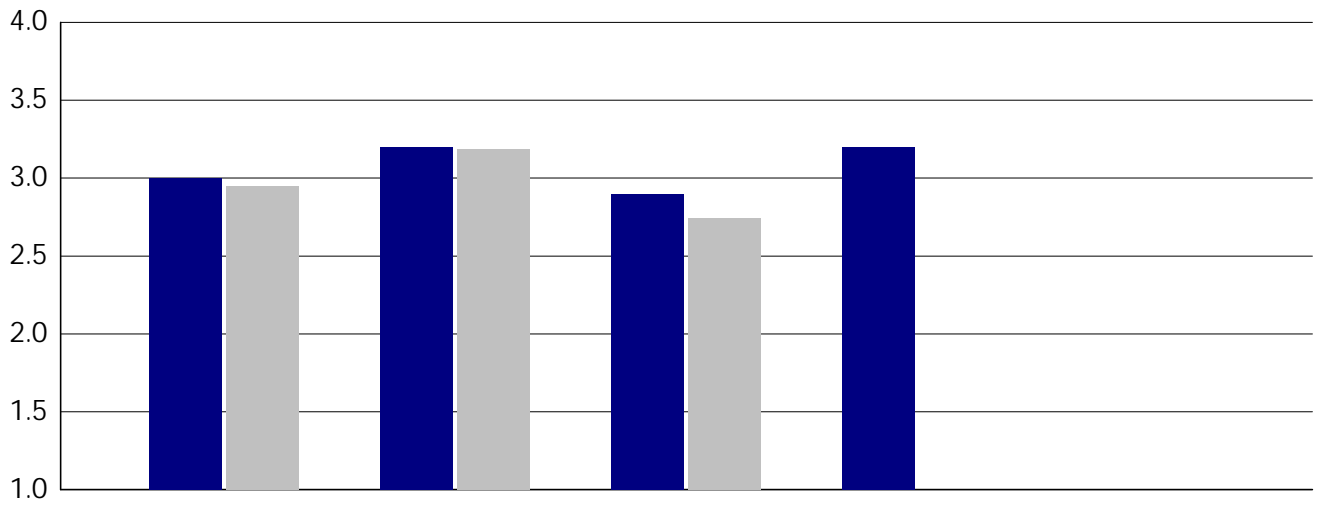
Table 3. Distribution of responses by ethnicity/race for Eastside Memorial relative to Eastside Memorial's school population, 2012-2013

Ethnicity	% of population	% of responses
Hispanic/Latino	82%	76%
Race		
American Indian/Alaskan Native	32%	10%
Asian	1%	6%
Black/African American	16%	18%
Native Hawaiian/Other Pacific Islander	1%	4%
White	52%	23%

* For more information on this analysis, please contact the department of Research and Evaluation.

Voight, A., Austin, G., and Hanson, T. (2013).

. San Francisco: WestEd.



Eastside Memorial

Behavioral environment

2010-2011

1. My classmates show respect to each other.	n/a
2. My classmates show respect to other students who are different.	n/a
3. I am happy with the way my classmates treat me.	n/a
13. Students at my school follow the school rules.	n/a
14. I feel safe at my school.	n/a
15. Students at this school treat teachers with respect.	n/a
29. My classmates behave the way my teachers want them to.	n/a
30. Our classes stay busy and do not waste time.	n/a
31. Students at my school are bullies (tease, taunt, threaten other students).	n/a
Behavioral environment average	n/a

Response options ranged from 1 = to 4 = (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 subscale of the Tripod survey

Adult fairness and respect



37. I will go to college after high school.	Eastside Memorial			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
% Yes	0%	60%	59%	76%
% No	0%	6%	6%	4%
% Maybe	0%	34%	35%	20%

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/STAAR.
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.