



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 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.

Table 1: Survey Return Summary		
# of surveys returned	573	12,547
# of students	673	16,137
% of students represented	85%	78%

Table 2: Response Rate by Grade			
grade	# of students enrolled	# of responses	response rate
6th grade	314	186	59%
7th grade	340	175	51%
8th grade	319	196	61%

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 Race/Ethnicity		
	% of population	% of responses
Ethnicity		
Hispanic/Latino	73%	78%
Race		
American Indian/Alaskan Native	40%	9%
Asian	4%	5%
Black/African American	11%	15%
Native Hawaiian/Other Pacific Islander	1%	5%
White	52%	26%

^{*} 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.

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. Students at this school treat teachers with respect.
 29. My classmates behave the way my teachers want them to.
 30. Our classes stay busy and do not waste time.
 31. Students at my school are bullies (tease, taunt, BehavideoSture bullies (tease, t,hbvthem to.
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- 9. I like to come to school.
- 17. I enjoy doing my schoolwork.
- 24. My homework helps me learn the things I need to know.
- 25. My schoolwork makes me think about things in new ways.
- 26. I have fun learning in my classes.
- 28. My teachers connect what I am doing to my life outside the classroom.
- 38. I receive recognition and praise for doing good work.

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% Yes	68%	78%	66%	75%
% No	3%	2%	3%	3%
% Maybe	29%	21%	32%	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)

- 11. My teachers always make sure the students follow the rules.
- 18. I feel/felt well prepared for TAKS.
- 33. My teachers push us to think hard about things we read.
- 35. We have to think hard about the writing we do.
- 36. My teachers accept nothing less than our full effort.

- 11. My teachers make sure the students follow the rules.
- 18. I am/was well prepared to take the TAKS/STAAR.
- 33. My teachers push me to think hard about things we read.
- 35. I have to think hard about the writing we do.
- 36. My teachers expect my best effort.