



# AISD Student Climate Survey: Results for Spring 2013 Through 2016

## MARTIN

Evidence indicates that positive school climate fosters a positive learning environment for students. Also, researchers have documented that a positive school climate helps students from economically disadvantaged schools to beat the odds (Voight, Austin, & Hanson, 2013). This report displays school climate ratings for the past four years, along with the 2016 ratings for all AISD schools at this level. New items were added in 2016 to assess students' social and emotional (SEL) skills.

### Survey Results

For each item in this report, the number displayed represents the percentage of students who agreed the statement is true a lot of the time or sometimes. Arrows indicate statistically meaningful changes from one year to the next. Items marked with \* were not asked that year. To access reports from previous years, please visit the Department of Research and Evaluation's (DRE) website.

	2013	2014	2015	2016	All MS 2016
My classmates show respect to each other.	69%	68%	76%	61%	80%
My classmates show respect to other students who are different.	72%	70%	74%	68%	79%
I am happy with the way my classmates treat me.	81%	77%	84%	78%	86%
Students at my school follow the school rules.	53%	61%	59%	44%	63%
I feel safe at my school.	78%	78%	83%	74%	86%
Students at this school treat teachers with respect.	59%	67%	66%	56%	74%
My classmates behave the way my teachers want them to.	52%	60%	60%	52%	
Our classes stay busy and do not waste time.	62%	67%	69%	61%	
Students at my school are bullied (teased, messed with, threatened by other students).					

## Academic self-confidence

I can do even the hardest schoolwork if I try.

I try hard to do my best work.

I feel successful in my schoolwork.

I can reach the goals I set for myself.

	2014	2015	2016	ALL MS 2016
I can do even the hardest schoolwork if I try.	79%	89%	84%	85%
I try hard to do my best work.	86%	91%	87%	92%
I feel successful in my schoolwork.	82%	91%	82%	87%
I can reach the goals I set for myself.			89%	89%

ALL MS  
2016

My teachers believe I can learn.

My teachers believe I can do well i...349 g0.349 G(M)789 17.812 reW\*nBTX

90%

86%

81%

82%



This section of the report describes students' responses to 2016 survey items based on their self-reported ethnicity and gender. The table below provides the number of students who responded to the survey from each student group. Blank cells indicate when the number of students responding was less than 10.

### Number of students in self-selected student groups

Hispanic	179
White	28
African American	45
Male	116
Female	126

### I will go to college after high school.

Hispanic	62%
White	52%
African American	62%
Male	60%
Female	62%

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	Hispanic	White	African American	Male	Female
My classmates show respect to each other.	57%	56%	66%	66%	57%
My classmates show respect to other students who are different.	66%	67%	63%	69%	69%
I am happy with the way my classmates treat me.	81%	96%	71%	80%	78%
Students at my school follow the school rules.	44%	52%	39%	49%	42%
I feel safe at my school.	75%	77%	75%	77%	71%
Students at this school treat teachers with respect.	57%	70%	53%	58%	54%
My classmates behave the way my teachers want them to.	52%	52%	48%	59%	47%
Our classes stay busy and do not waste time.	58%	63%	57%	61%	62%
Students at my school are bullied (teased, messed with, threatened by other students).	67%	65%	61%	65%	65%

### Student engagement

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	Hispanic	White	African American	Male	Female
I like to come to school.	67%	77%	65%	67%	64%
I enjoy doing my schoolwork.	66%	59%	67%	67%	64%
My homework helps me learn the things I need to know.	76%	74%	76%	79%	73%
My schoolwork helps me think about things in new ways.	71%	64%	77%	71%	75%
I have fun learning in my classes.	68%	67%	73%	72%	66%
My teachers connect what I am doing to my life outside the classroom.	57%	64%	60%	64%	57%
I receive recognition or praise for doing good work.	70%	72%	73%	74%	67%

The staff in the front office show respect to students.

My teachers are fair to everyone.

Teachers at this school know who I am.

