

OVERVIEW

Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. Positive school climate has been associated with fewer behavioral problems for students and increased achievement levels for students (Marshall, n.d.). According to Brian Perkins of the National School Boards Association (2006), research shows that improved school climate contributes to a variety of positive outcomes including higher student achievement, higher morale among students and

This report summarizes the responses from your school's AISD Student Climate Survey over the last three years, and provides the current year results for all AISD schools at your level. The climate survey measures three dimensions of a school's overall climate, called Behavioral Environment, Adult/Student Interactions, and Academic Environment. Each of these three dimensions is made up of several similar concepts that are measured with groups of related items, or subscales.

<i>Dimension and Subscale</i>	ALC - MS	ALC - MS	ALC - MS	All Middle Schools
			05-06	05-06
Behavioral Environment			2.29	2.55
<i>Peer Behavior</i>			2.06	2.31
<i>Behavioral Expectations</i>			2.62	2.76
<i>School Safety and Cleanliness</i>			2.18	2.66
Adult/Student Interactions			2.34	2.71
<i>Teacher Support and Engagement</i>			2.38	2.70
<i>Adult Fairness and Respect</i>			2.33	2.72
Academic Environment			2.56	2.98
<i>Academic Standards</i>			2.74	3.26
<i>Academic Self-Confidence</i>			2.49	2.90

First, examine your campus scores for changes over time. Green upward-facing arrows indicate a statistically meaningful increase in average score from the previous year, red downward-facing arrows indicate a statistically meaningful decrease from the previous year. It is particularly important to examine the individual item responses on the following pages for any subscales with meaningful changes from year to year. If you do not see any arrows, changes in your school's dimension or subscale scores may not represent meaningful differences from year to year.

If the average score for your campus has increased in a particular area, please consider campus policies and practices that may be responsible for these improvements. Conversely, if the average score has decreased, please examine any changes on your campus that may account for these declines and consider possible strategies for improvement. Page 6 contains more information about ways to improve school climate.

Scores for your campus this year should be examined relative to the scores for all schools at your level. If your school's average score for a dimension or subscale is lower than the average for all schools at your level, individual item responses will help you to identify areas for targeted improvement efforts. Alternatively, if your school's average score for this year is higher than the average for all schools at your level, individual item responses will provide more detailed information regarding specific areas of strength to help you identify successful strategies.

The following pages contain response averages for each survey item, grouped by subscale. More detailed information regarding the percentage of students selecting each response option may be found in the Appendix at the end of this report.

BEHAVIORAL ENVIRONMENT

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and physical school environment, including students' peer interactions, their expectations about school rules and their enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales, labeled "Peer Behavior," "Behavioral Expectations," and "School Safety and Cleanliness."

Peer Behavior:

This subscale contains four items that describe the respect and caring among students and the extent to which students obey the school rules. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Peer Behavior Items

<i>Peer Behavior Items</i>	ALC - MS	ALC - MS	ALC - MS	All Middle Schools
			05-06	05-06
1. Students in my school respect each other.			1.82	2.21
2. Students at my school respect other students who are different than they are.			1.85	2.22
3. I am happy with the way students treat me at school.			2.76	2.81
14. Students at my school obey the school rules.			1.69	1.91
Peer Behavior Average			2.06	2.31

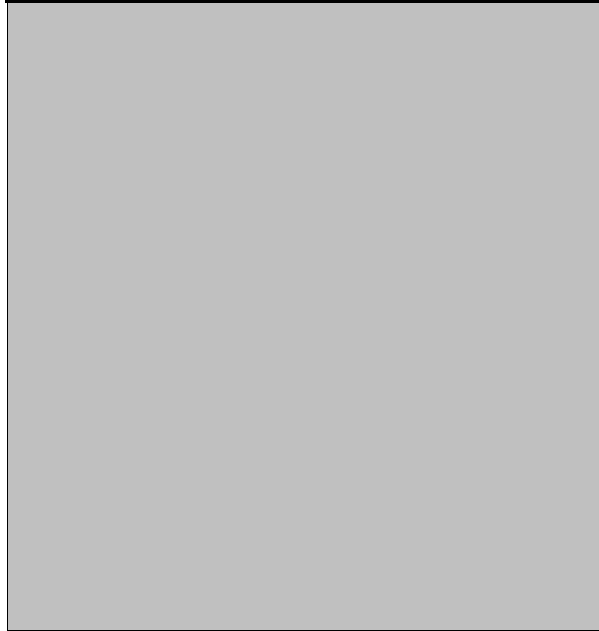
Behavioral Expectations:

Three items comprise this subscale, which measures the clarity and enforcement of school rules and the consequences for rule violations. Average scores for each item and for the subscale are reflected in the table below.

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<i>Behavioral Expectations Items</i>	ALC - MS	ALC - MS	ALC - MS	All Middle Schools
			05-06	05-06
9. Everyone knows what the school rules are.			2.55	2.63
12. The school rules are strictly enforced.			2.78	2.92
13. If a school rule is broken, students know what kind of punishment will follow.			2.55	2.75
Behavioral Expectations Average			2.62	2.76

<i>School Safety and Cleanliness Items</i>	ALC - MS	ALC - MS	ALC - MS	All Middle Schools
			05-06	05-06
15. I feel safe at my school.			2.13	2.71
16. This school is clean.			2.10	2.58
17. I feel safe on the school property.			2.33	2.73
School Safety and Cleanliness Average			2.18	2.66



Academic Self-Confidence:

This subscale is comprised of eleven items that assess students' motivation, self-efficacy, and acquisition of communication and self-evaluation skills. Averages for each item and for the subscale are reflected below.

Average Response for Academic Self-Confidence Items

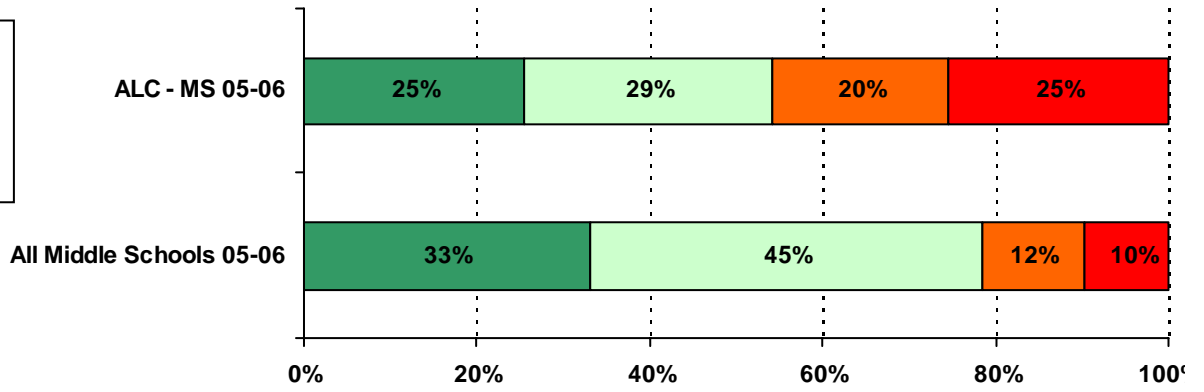
<i>Academic Self-Confidence Items</i>	ALC - MS	ALC - MS	ALC - MS	All Middle Schools
			05-06	05-06
22. I have learned how to listen better so I can understand the ideas of other students.			2.54	2.89
23. I have learned how to explain my ideas more clearly to others in discussions.			2.25	2.81
24. I have learned how to explain my ideas in writing more clearly.			2.43	2.90
32. I have learned to reach the goals I set for myself.	n/a	n/a	2.53	2.95
33. I have learned ways of working better in groups.			2.68	2.97
25. I feel/felt well prepared for TAKS.			2.32	2.85
30. My teachers show me ways to judge for myself the quality of my work.			2.43	2.76
34. I know whether or not my work is good without being told.			2.47	2.92
35. I have learned how to evaluate my work and keep track of my progress.			2.48	2.85
26. I try hard to do my best on my schoolwork.			2.94	3.22
29. I feel successful in my schoolwork.			2.50	2.96
Academic Self-Confidence Average			2.49	2.90

HOW TO IMPROVE SCHOOL CLIMATE

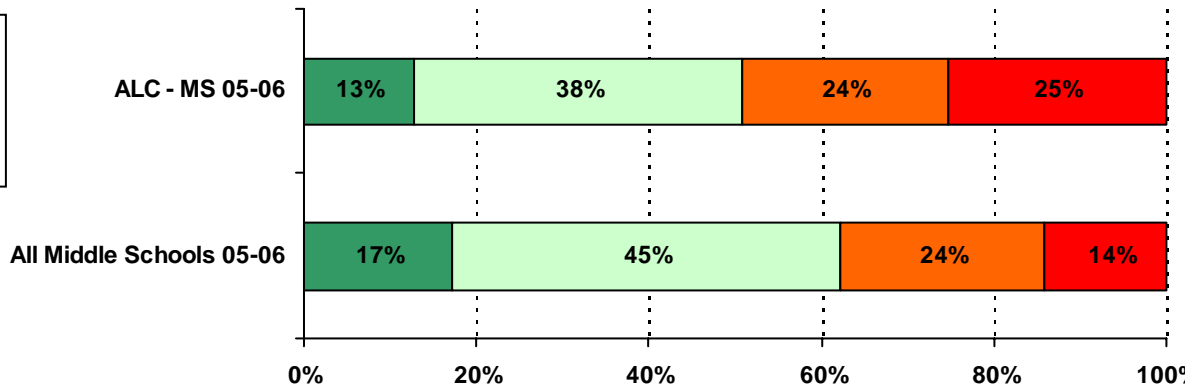
Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enhance school climate and students' overall educational experience (Marshall, n.d.; Stover, 2005; Perkins, 2006). Your campus already is doing some of these

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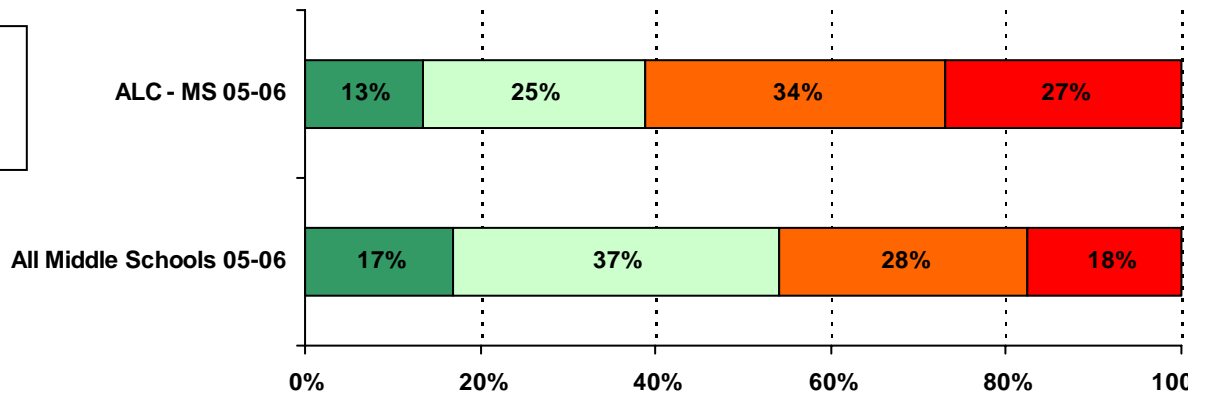
4. Teachers at this school care about their students.



5. Adults at this school listen to student ideas and opinions.



6. Adults at this school treat all students fairly.



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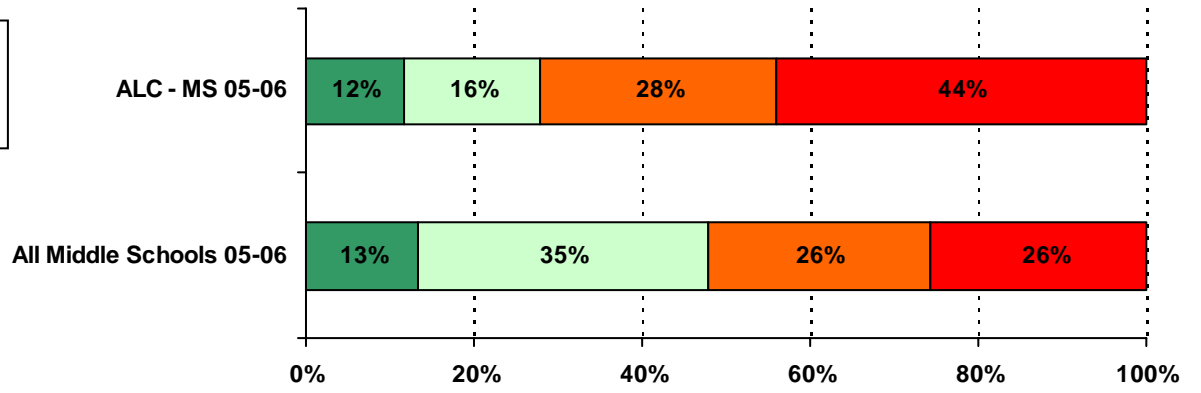
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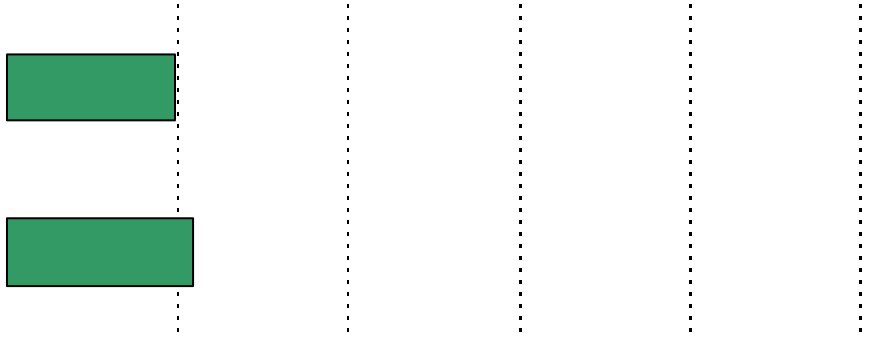
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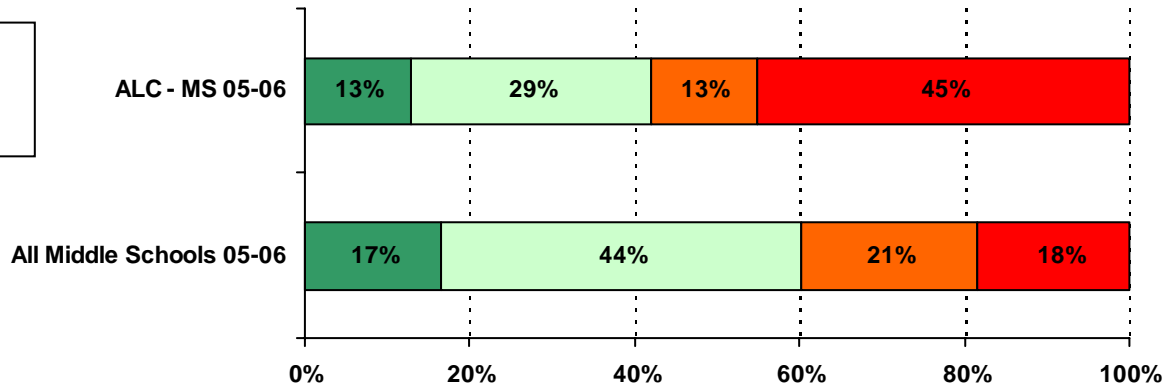
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10. The school rules are fair.

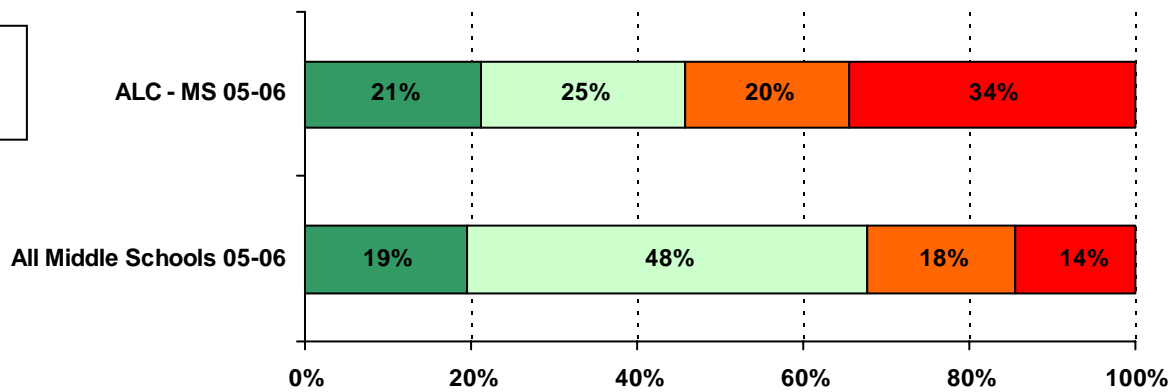


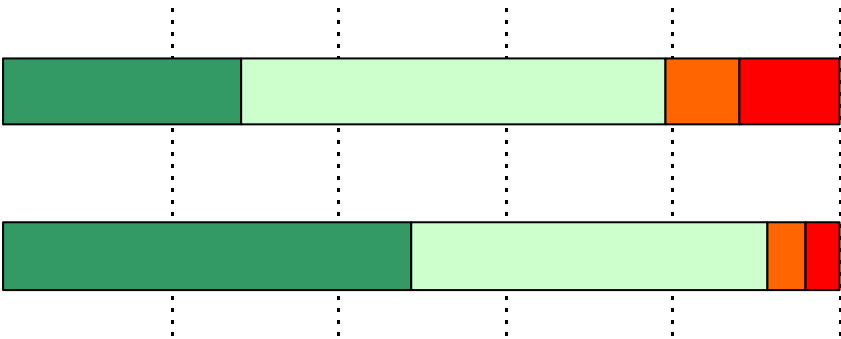


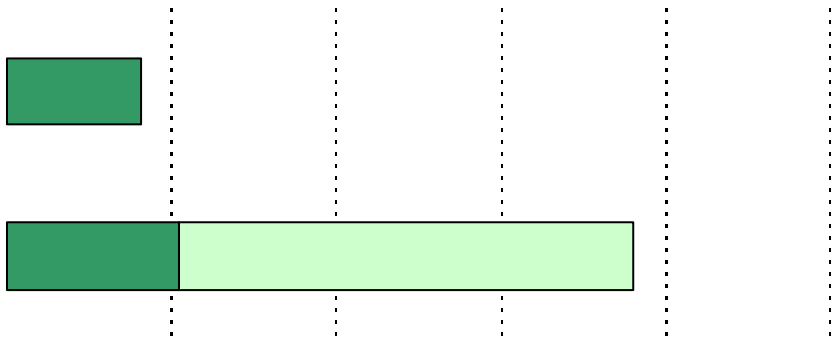
16. This school is clean.



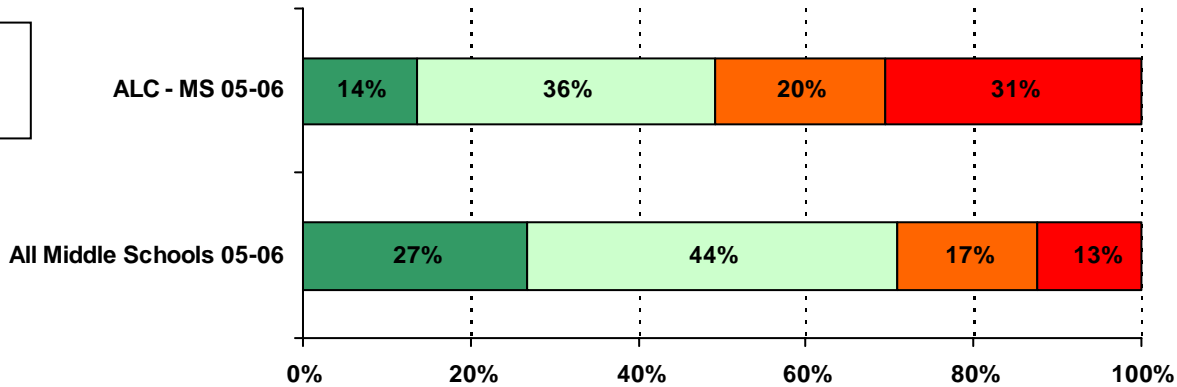
17. I feel safe on the school property.



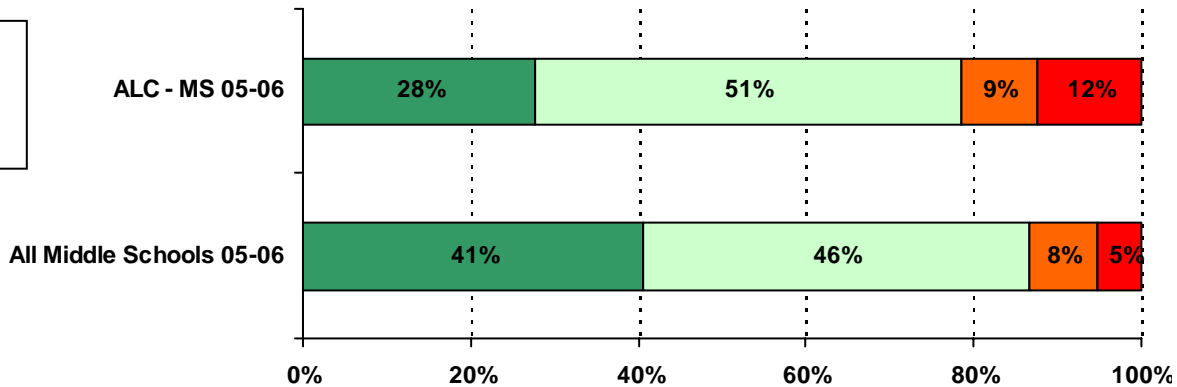


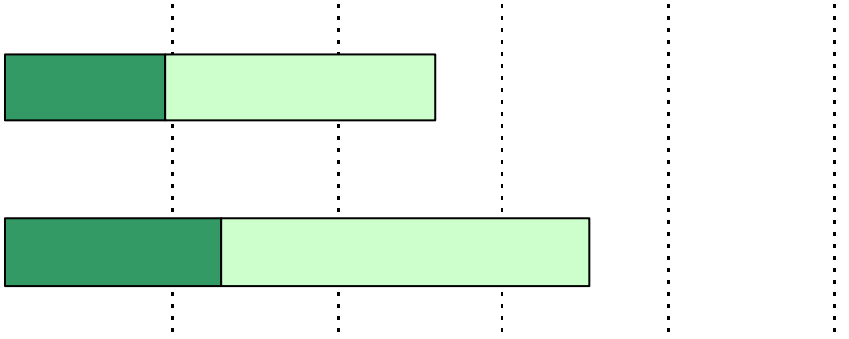


25. I feel/felt well prepared for TAKS.



26. I try hard to do my best on my schoolwork.





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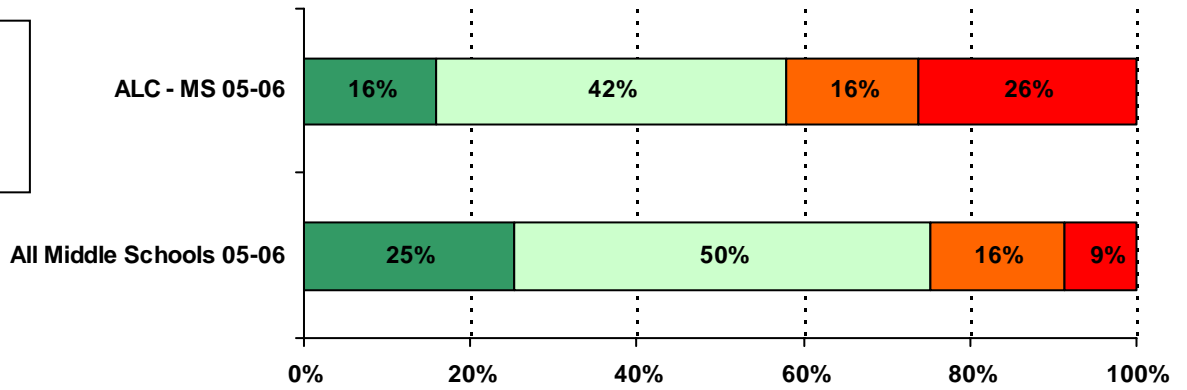
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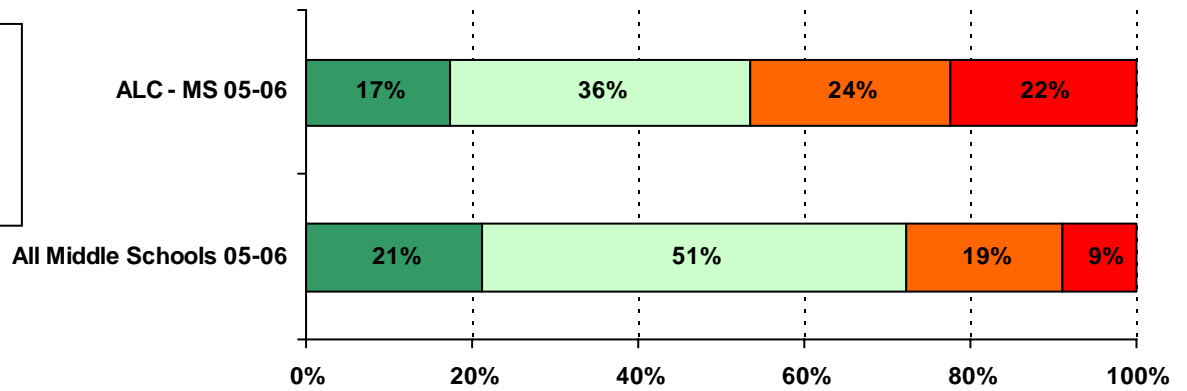
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34. I know whether or not my work is good without being told.



35. I have learned how to evaluate my own work and keep track of my progress.



36. Teachers give me the help I need with assignments.

