

OVERVIEW

Research indicates that school climate can be either a positive influence on the learning environment or a

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>	Allison 03-04	Allison 04-05	Allison 05-06	All Elementary Schools 05-06
Behavioral Environment	2.94	3.00	3.07	3.04
<i>Peer Behavior</i>	2.66	2.76	2.80	2.79
<i>Behavioral Expectations</i>	3.05	3.05	3.18	3.13
<i>School Safety and Cleanliness</i>	3.20	3.27	3.31	3.27
Adult/Student Interactions	3.42	3.41	3.45	3.41
<i>Teacher Support and Engagement</i>				
<i>Adult Fairness and Respect</i>				
Academic Environment				
<i>Academic Standards</i>				
<i>Academic Self-Confidence</i>	3.36	3.31	3.39	

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.

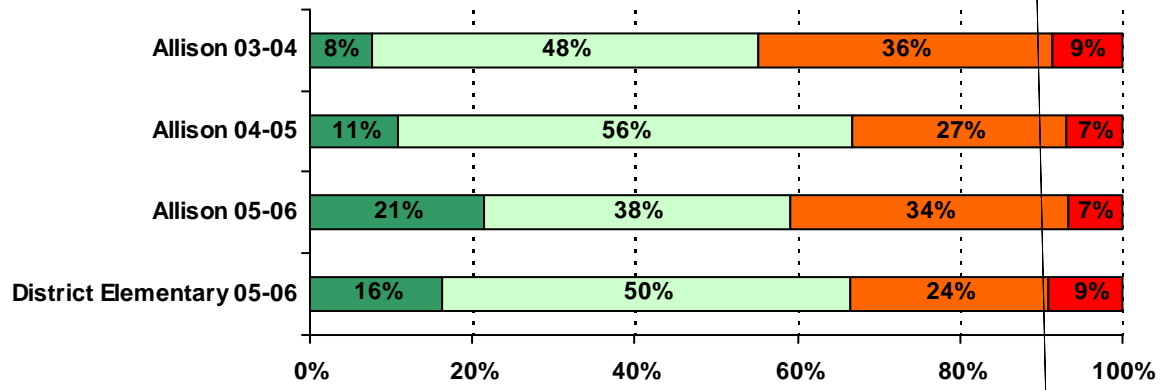
<i>Peer Behavior Items</i>	Allison 03-04	Allison 04-05	Allison 05-06	All Elementary Schools 05-06
1. Students in my school respect each other.	2.54	2.71	2.74	2.74
2. Students at my school respect other students who are different than they are.	2.60	2.74	2.79	2.87
3. I am happy with the way students treat me at school.	2.92	3.03	3.03	2.98
14. Students at my school obey the school rules.	2.44	2.53	2.55	2.54

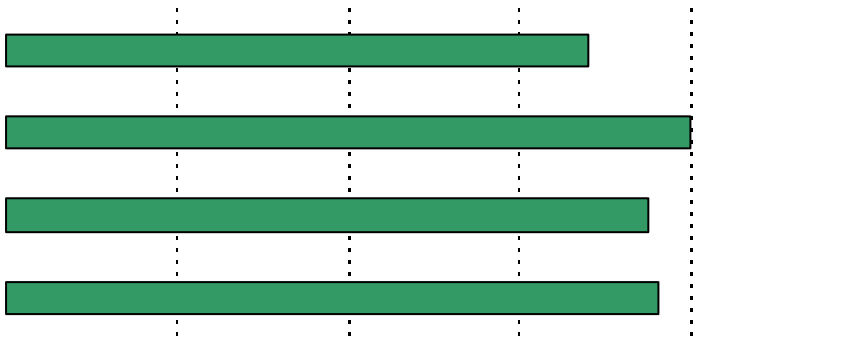


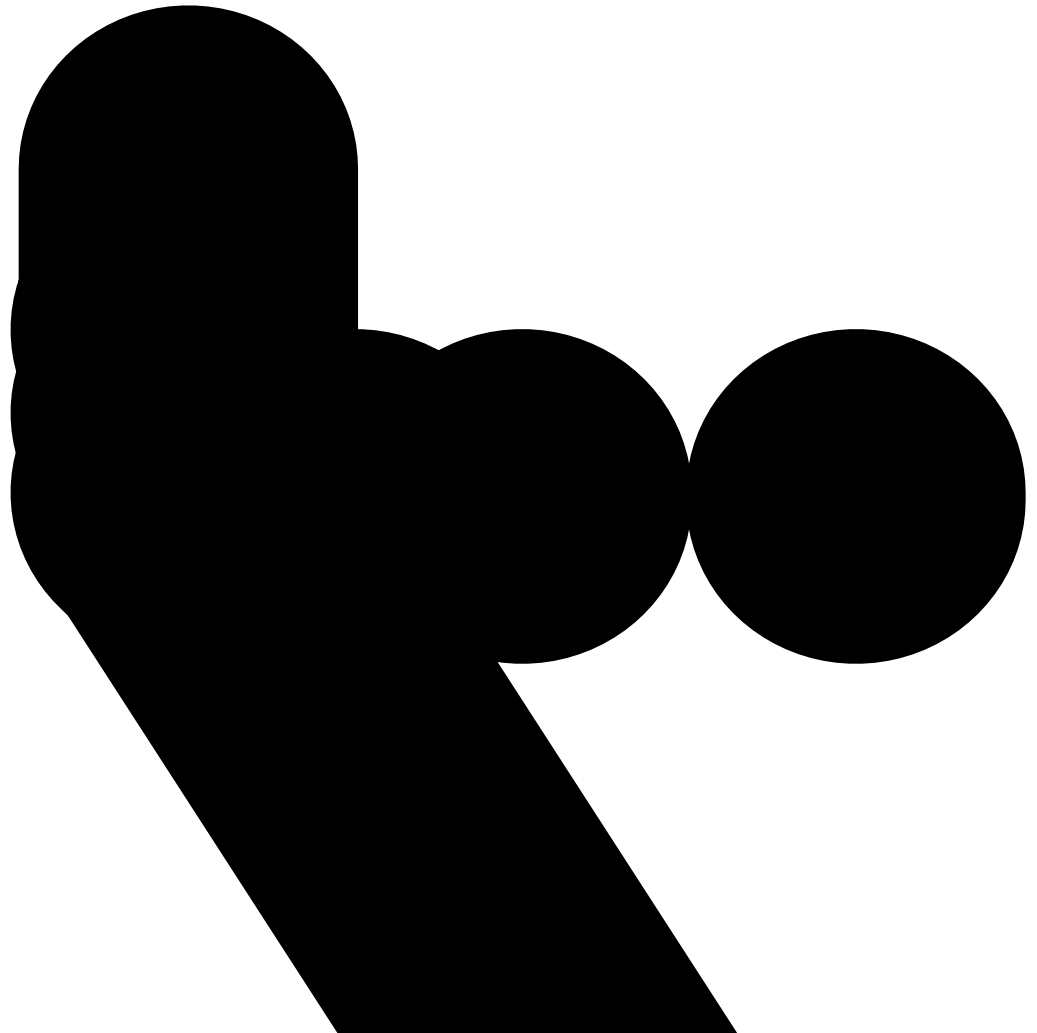
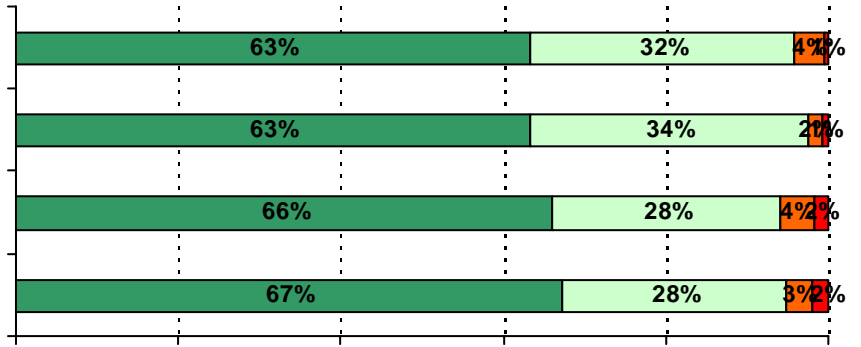
	Allison	Allison	Allison	All Elementary Schools
	3.49	3.37	3.46	3.37
31. Teachers give rewards or praise for good work.	3.52	3.41	3.44	3.33
27. My teachers are excited about what they teach.	3.38	3.47	3.45	3.41

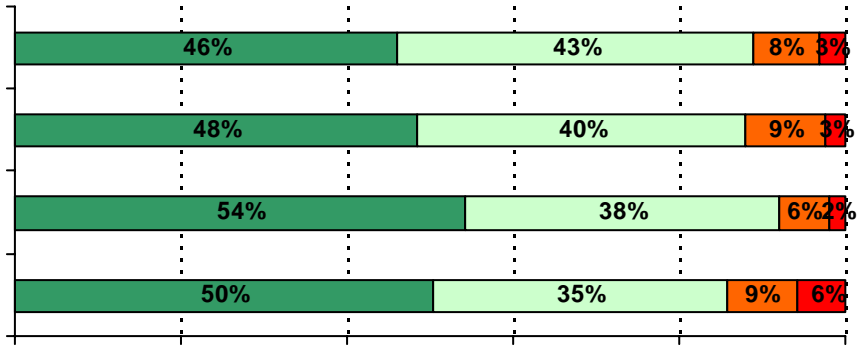
<i>Adult Fairness and Respect Items</i>	Allison 03-04	Allison 04-05	Allison 05-06	All Elementary Schools 05-06
4. Teachers at this school care about their students.	3.62	3.76	3.70	3.71
5. Adults at this school listen to student ideas and opinions	3.36	3.19	3.33	3.31
6. Adults at this school treat all students fairly.	3.26	3.28	3.33	3.28
7. The staff in the front office respect students.	3.59	3.60	3.58	3.60
10. The school rules are fair.	3.32	3.34	3.44	3.30
11. The punishment for breaking the rules is the same no matter who you are.	3.35	3.25	3.39	3.29
39. I get the grades I deserve on my class work.	3.34	3.41	3.43	3.45
40. My teachers are fair with students.	3.38	3.45	3.43	3.40
41. My teachers apply classroom rules fairly to all students.	3.44	3.53	3.49	
Adult Fairness and Respect Average	3.40	3.41	3.44	3.41

<i>Academic Self-Confidence Items</i>	Allison 03-04	Allison 04-05	Allison 05-06	All Elementary Schools 05-06
22. I have learned how to listen better so I can understand the ideas of other students.	3.36	3.33	3.44	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.24	3.27	3.29	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.30	3.24	3.43	3.34
32. I have learned to reach the goals I set for myself.			3.41	3.43
33. I have learned ways of working better in groups.	3.32	3.33	3.45	3.42
25. I feel/felt well prepared for TAKS.	3.65	3.40	3.46	3.48
30. My teachers show me ways to judge for myself the quality of my work.	3.39	3.33	3.50	3.39
34. I know whether or not my work is good without being told.	3.17	3.13	3.27	3.23
35. I have learned how to evaluate my work and keep track of my progress.	3.21	3.14	3.14	3.14
Academic Self-Confidence Average	3.36	3.31	3.39	3.39



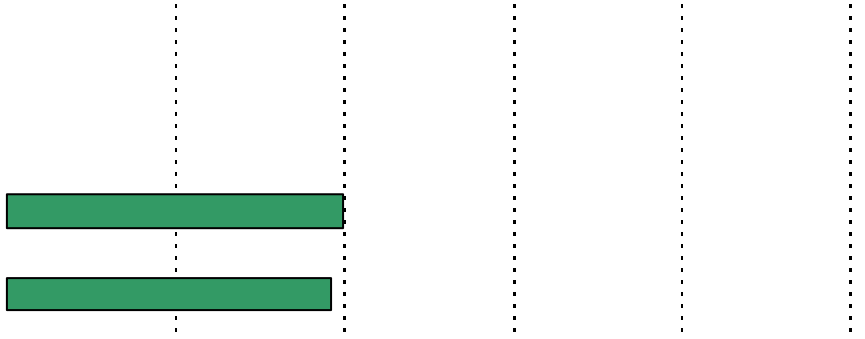


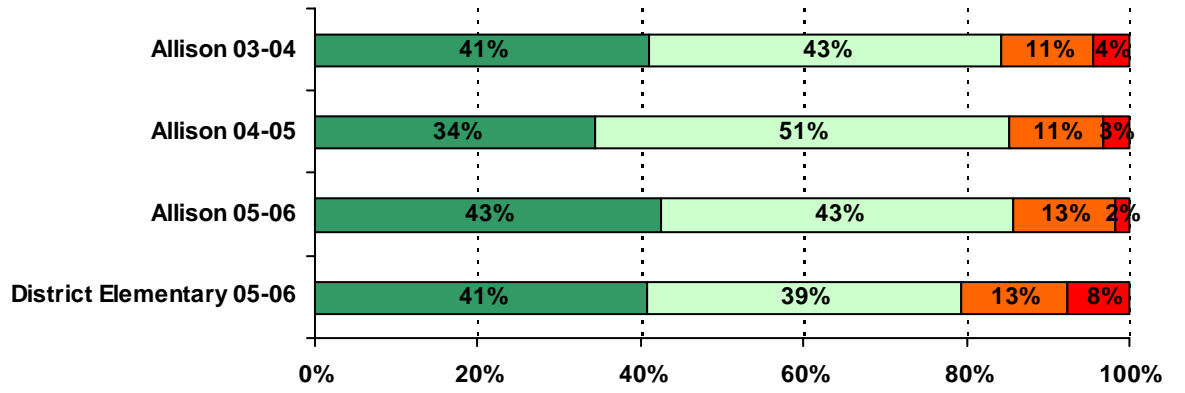




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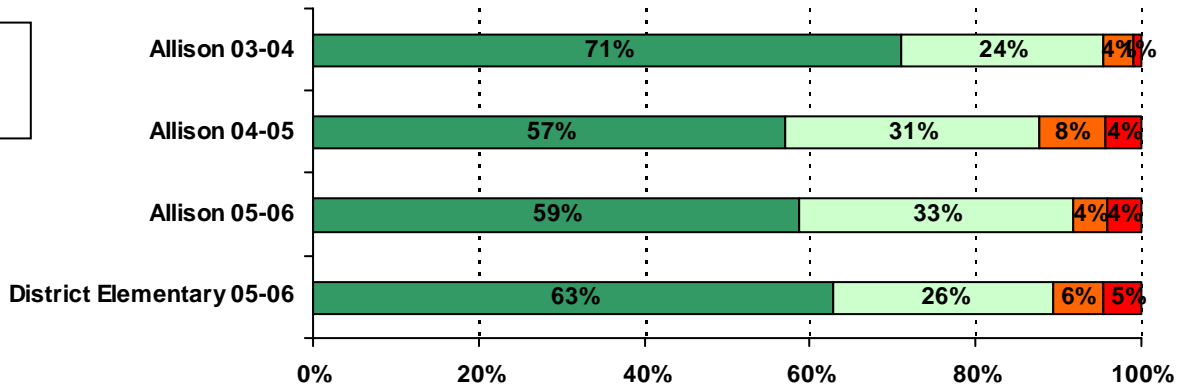
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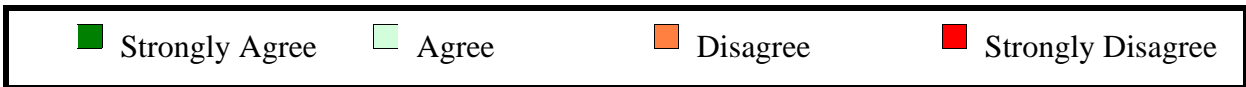
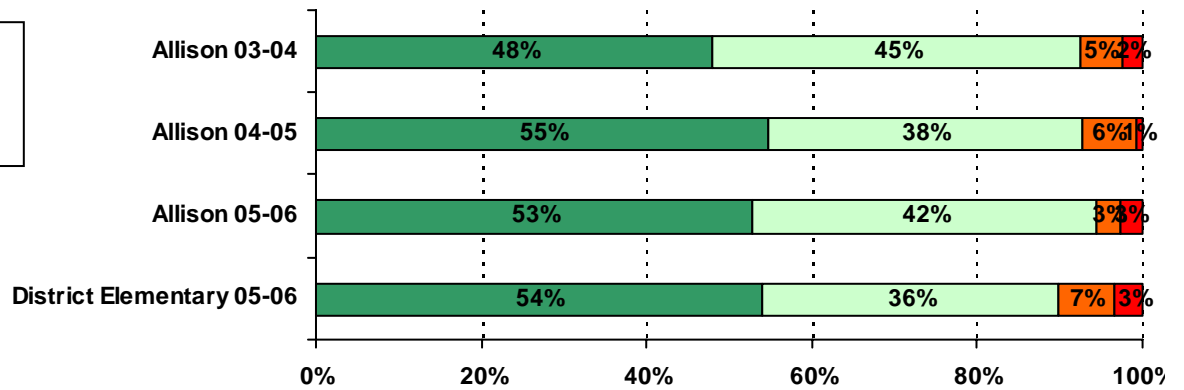
25. I feel/felt well prepared for TAKS.

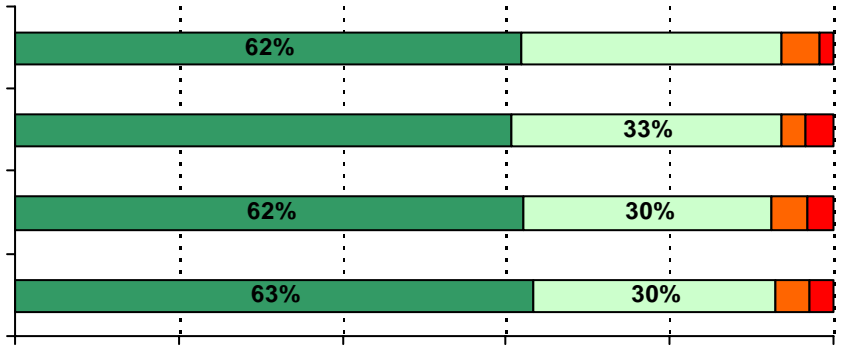


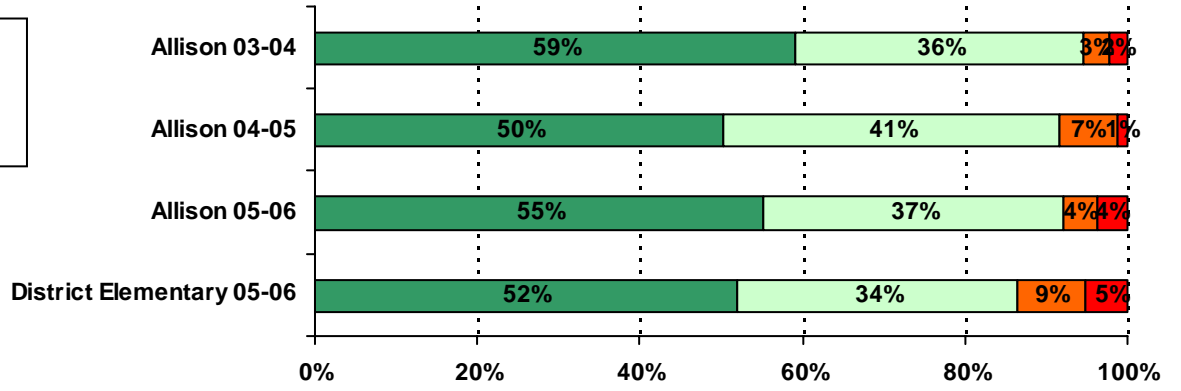
26. I try hard to do my best on my schoolwork.

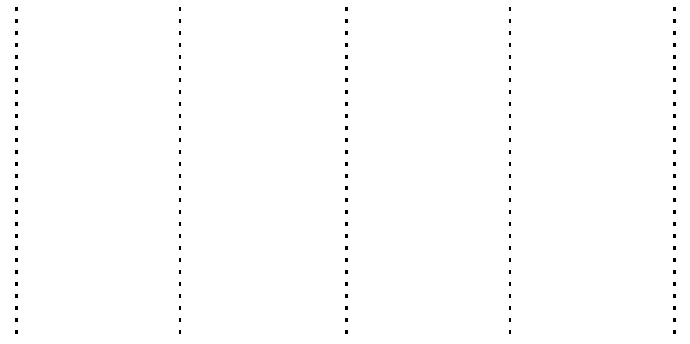


27. My teachers are excited about what they teach.









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