

Brooke Elementary School



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 teachers, fewer student dropouts, reduced violence, better community relations, and increased institutional pride. For these reasons, it is important to examine your school's student climate survey results to identify areas in which your campus climate is strong and areas in need of improvement.

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.

128	92.8%
16,108	84.4%

Source: Response rates are based on Fall 2006 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, ACES, Rosedale, and Clifton.

Average response scores for your campus over the last three years and for all schools at your level this year are presented below for the climate dimensions and their corresponding subscales. Higher average scores indicate a more positive school climate.

<i>Dimension and Subscale</i>				
<i>Peer Behavior</i>				
	2.85	2.84	3.00	3.04
<i>Behavioral Expectations</i>	3.15	3.23	3.58	3.60
<i>School Safety and Cleanliness</i>	3.35	3.34	3.44	3.46
<i>Teacher Support and Engagement</i>	3.42	3.37	3.41	3.48
<i>Adult Fairness and Respect</i>	3.45	3.40	3.61	3.63
<i>Academic Standards</i>	3.66	3.66	3.76	3.81
<i>Academic Self-Confidence</i>	3.35	3.28	3.37	3.44

Note: Scores may range from 1 (lowest) to 4 (highest). Up arrows indicate statistically meaningful increase (based on Cohen's D calculation of effect size) from the previous year; down arrows indicate statistically meaningful decrease from the previous year.

Scores for your campus this year should be examined rela

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.

Average Response for Behavioral Expectations Items

<i>Behavioral Expectations Items</i>				
9. Everyone knows what the school rules are.	3.19	3.33	3.42	3.36
12. My teachers always make sure that students follow the rules.	3.05	3.24	3.79	3.82
13. My classmates know there are consequences for breaking the rules.	3.26	3.11	3.48	3.58

School Safety and Cleanliness:

The three items on this subscale indicate the degree to which students feel safe at school and perceive the school as clean. Average scores for each item and for the subscale are reflected in the table below.

Average Response for School Safety and Cleanliness Items

<i>School Safety and Cleanliness Items</i>				
15. I feel safe at my school.	3.47	3.41	3.48	3.53
16. This school is clean.	3.25	3.22	3.39	3.34
17. I feel safe on the school property.	3.45	3.43	3.49	3.52

Sixteen items on the survey assess the relationship between students and adults on campus, both inside and outside the classroom. The Adult/Student Interactions dimension is measured through two subscales, labeled "Teacher Support and Engagement" and "Adult Fairness and Respect." Results for the two subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

Teacher Support and Engagement:

This subscale consists of seven items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are reflected in the table that follows.

Average Response for Teacher Support and Engagement Items

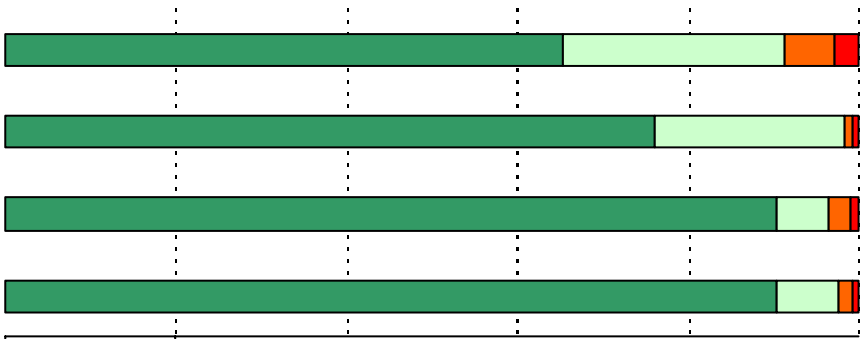
<i>Teacher Support and Engagement Items</i>				
18. Teachers give rewards or praise for good behavior.	3.39	3.25	3.29	3.31
31. Teachers give rewards or praise for good work.	3.39	3.20	3.15	3.27
27. My teachers are excited about what they teach.	3.36	3.37	3.58	3.55
28. My teachers like to teach.	3.53	3.55	3.81	3.79
36. Teachers give me the help I need with assignments.	3.48	3.56	3.52	3.62
37. My teachers understand when I have a personal problem.	3.46	3.28	3.39	3.44
38. Teachers help students with personal problems.	3.60	3.35	3.45	3.51

Adult Fairness and Respect:

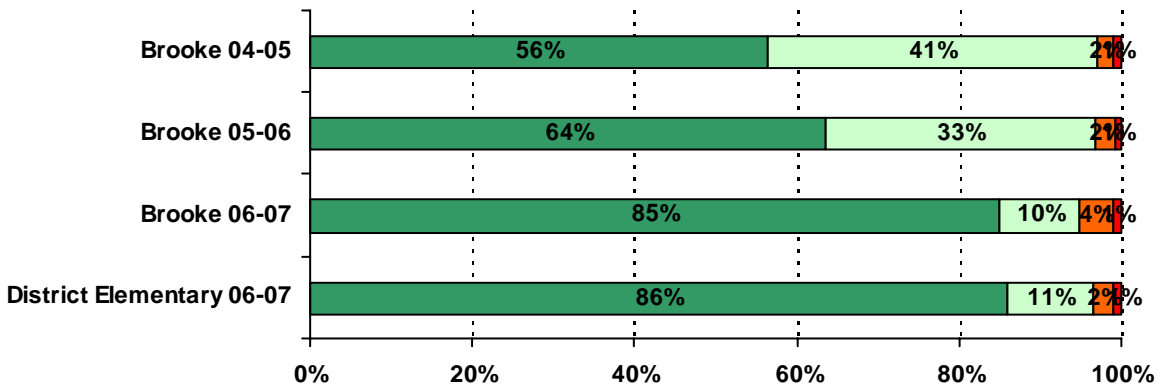
The nine items on this subscale assess the treatment of students by teachers and other adults on campus in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions. Average scores for each item and for the subscale are reflected in the table below.

Academic Self-Confidence Items

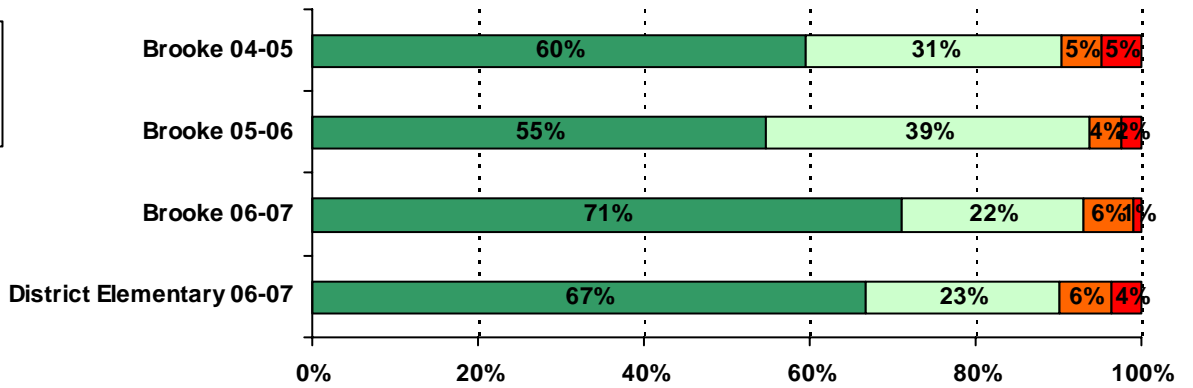
22. I can listen well and understand the thoughts and feelings of other students.	3.47	3.32	3.32	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.22	3.17	3.03	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.28	3.19	3.17	3.20
32. I can reach the goals I set for myself.			3.36	3.48
33. I can work well in groups.	3.48	3.37	3.41	3.43
25. I feel/felt well prepared for TAKS.	3.41	3.38	3.48	3.57
30. My teachers show me how to know if my work is good.	3.51	3.21	3.51	3.64
34. I can tell if my work is good.				
35. I know how I'm doing in school.				



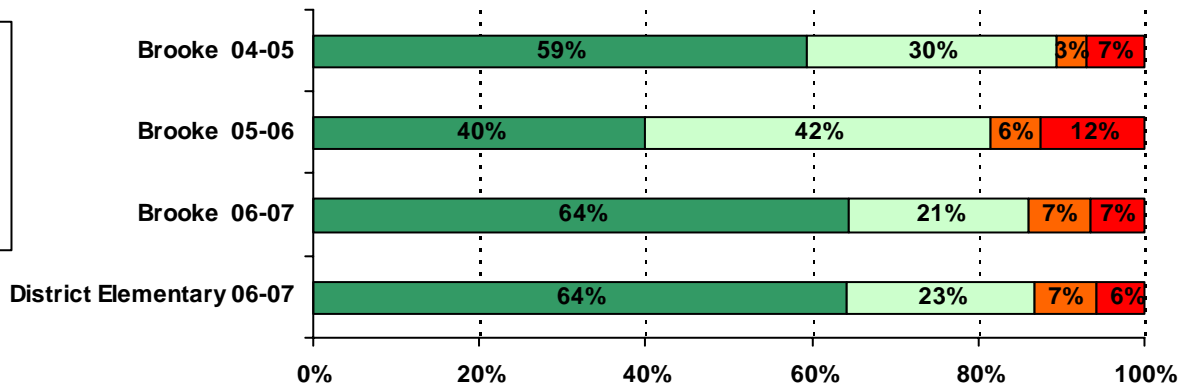
7. The staff in the front office show respect to students.



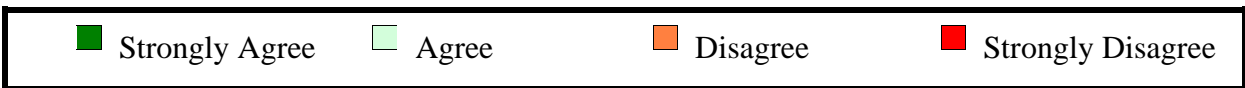
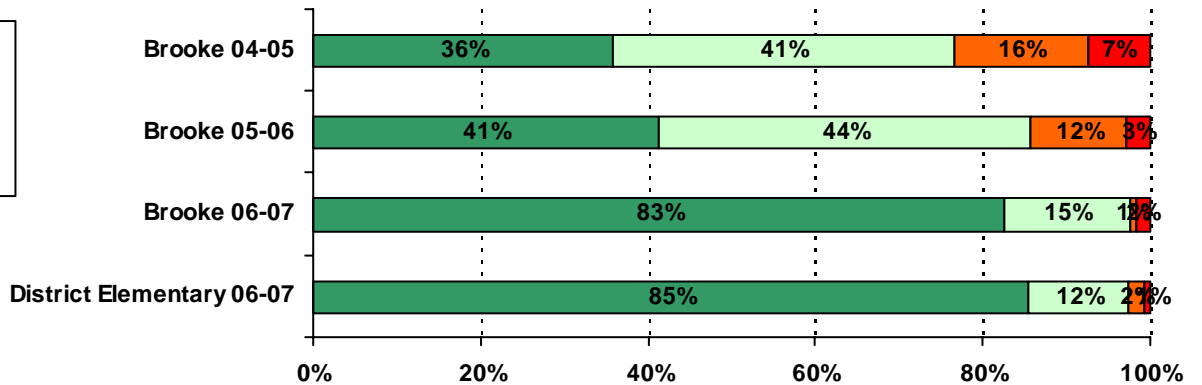
10. The school rules are fair.



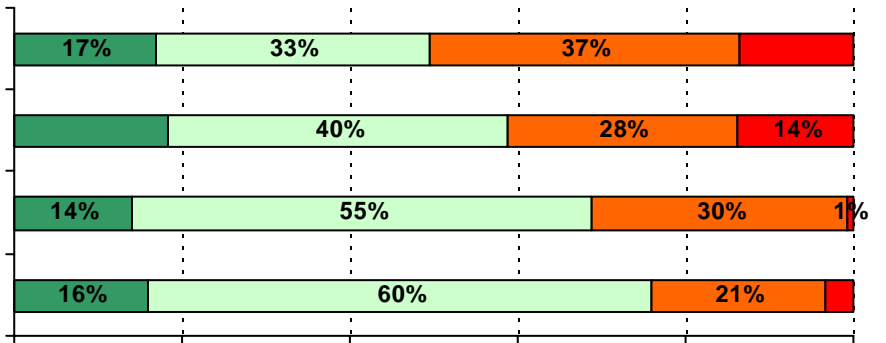
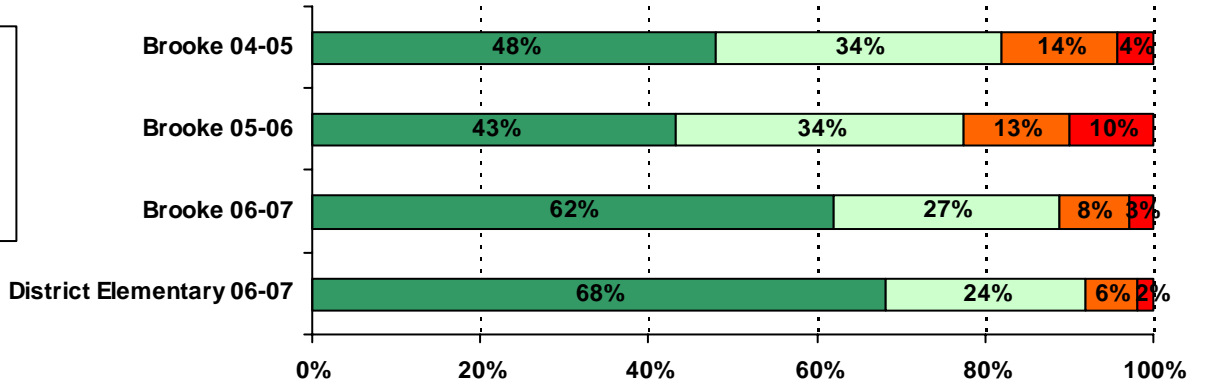
11. The consequences for breaking school rules are the same for everyone.

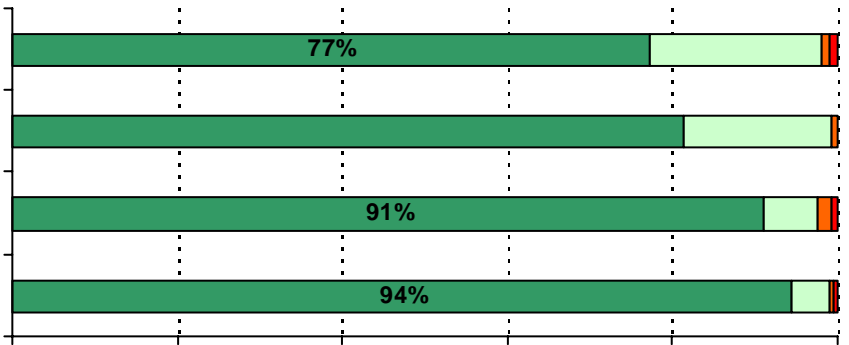


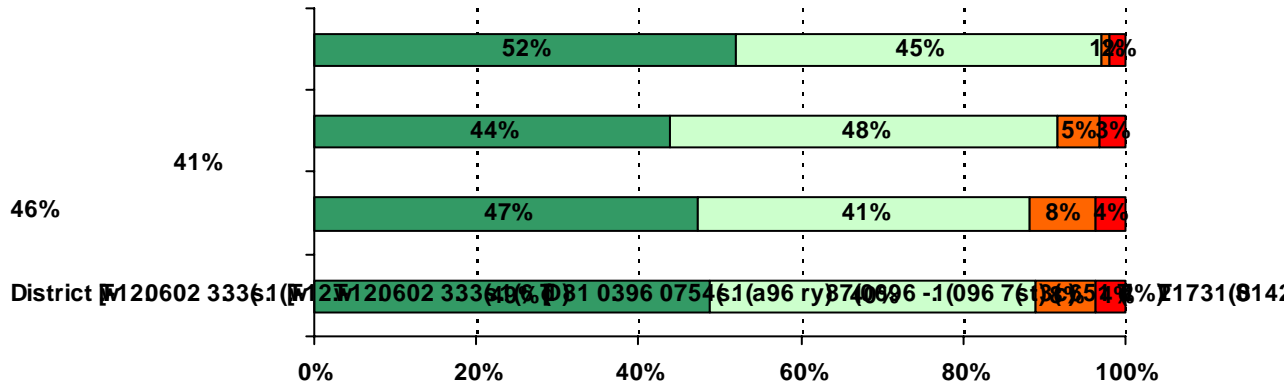
12. My teachers always make sure that students follow the rules.



13. My classmates know there are consequences for breaking the rules.

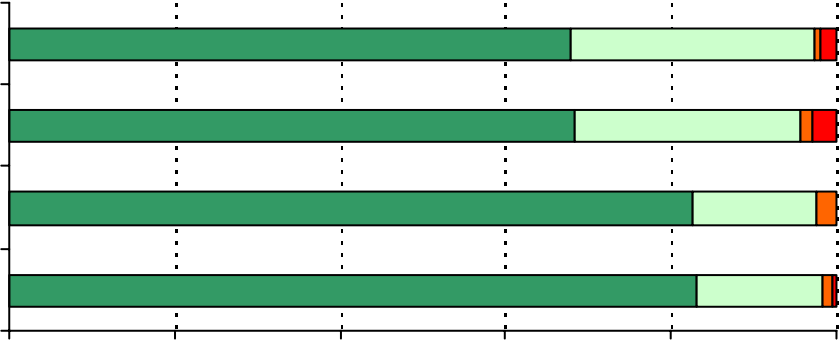
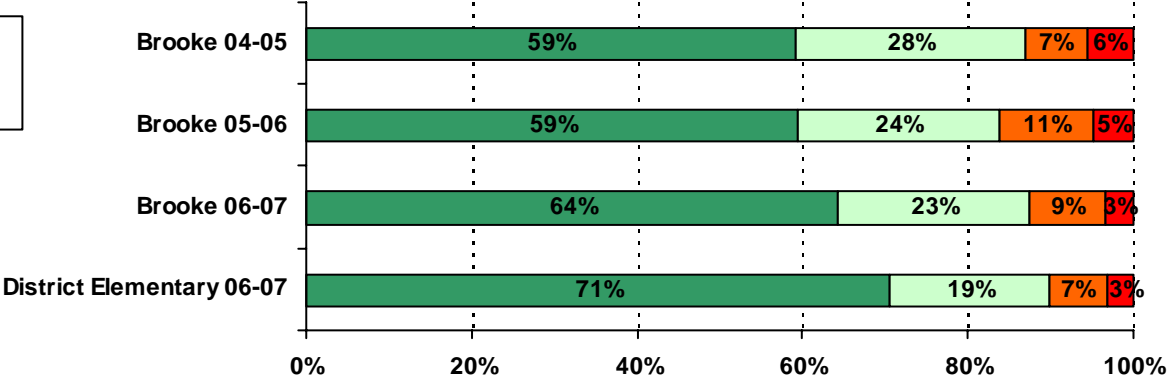


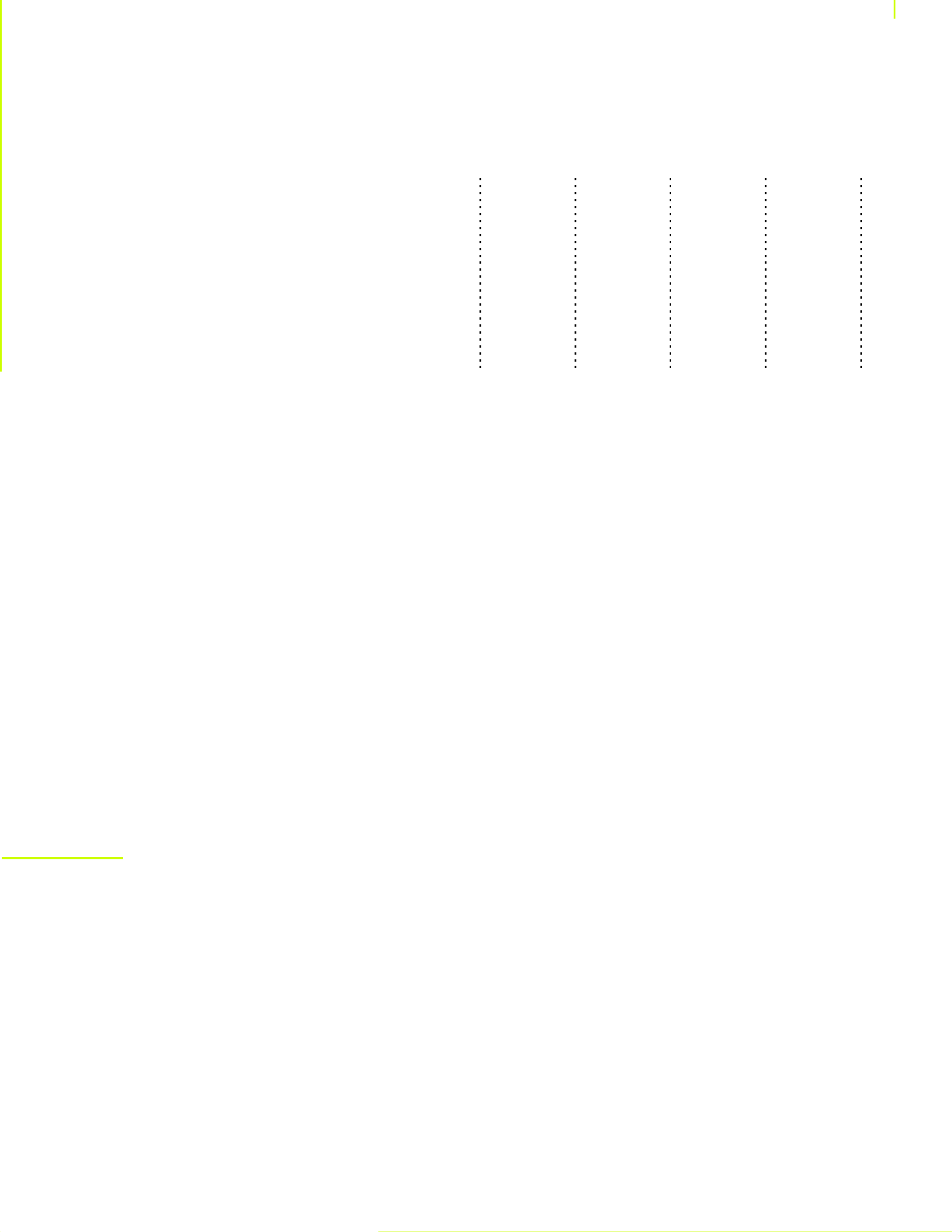




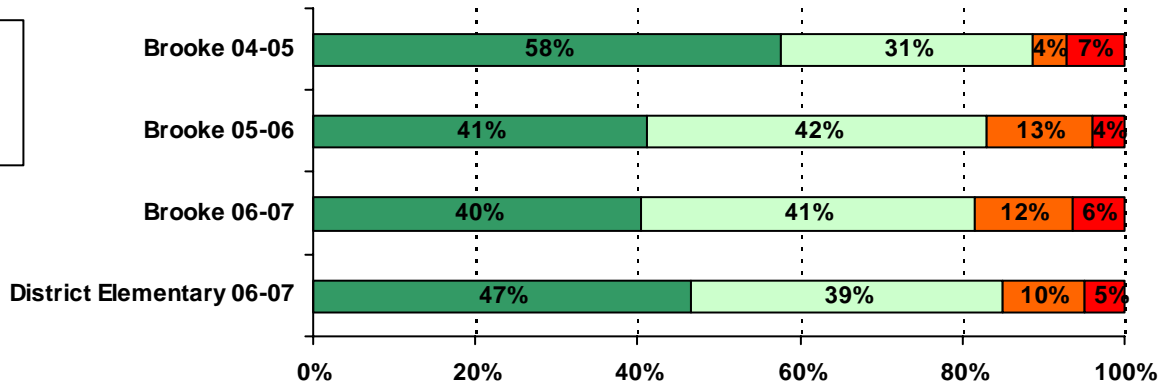
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25. I feel/felt well prepared for TAKS.

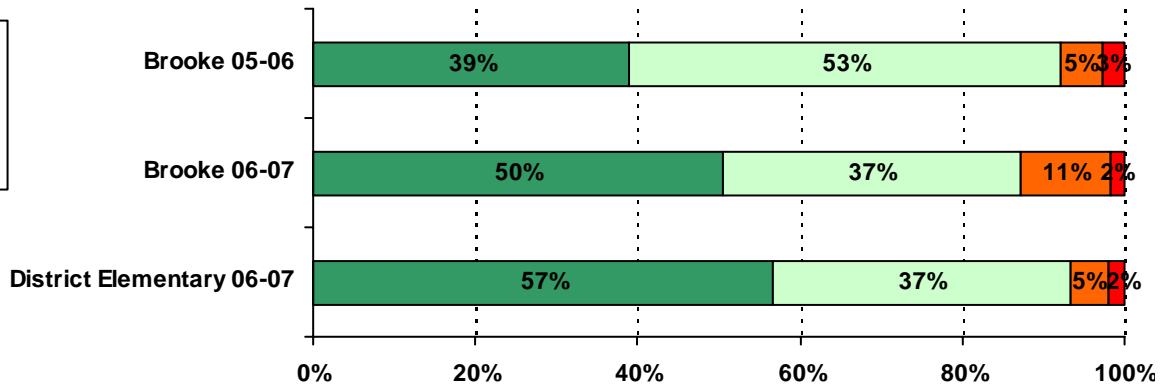




31. Teachers give rewards or praise for good work.

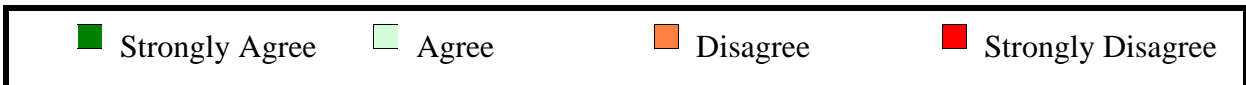
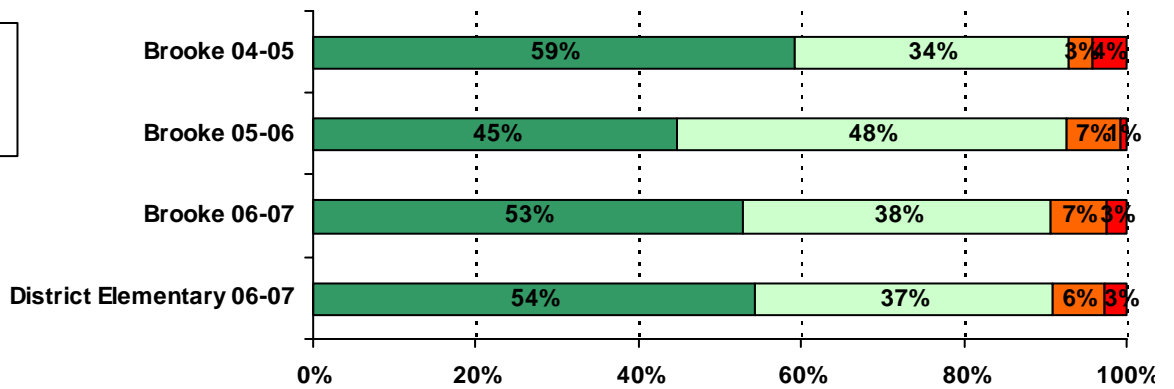


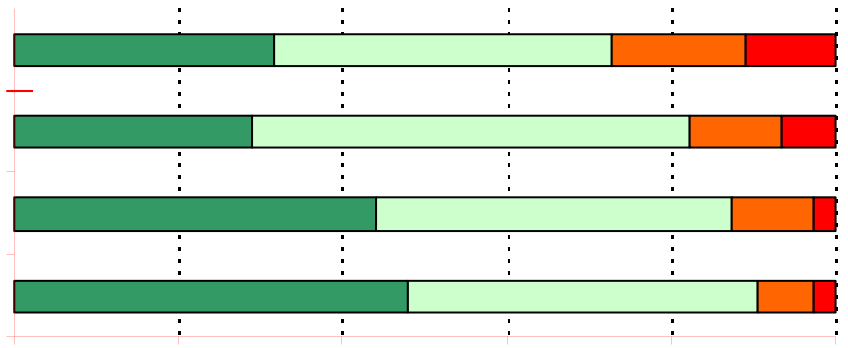
32. I can reach the goals I set for myself.



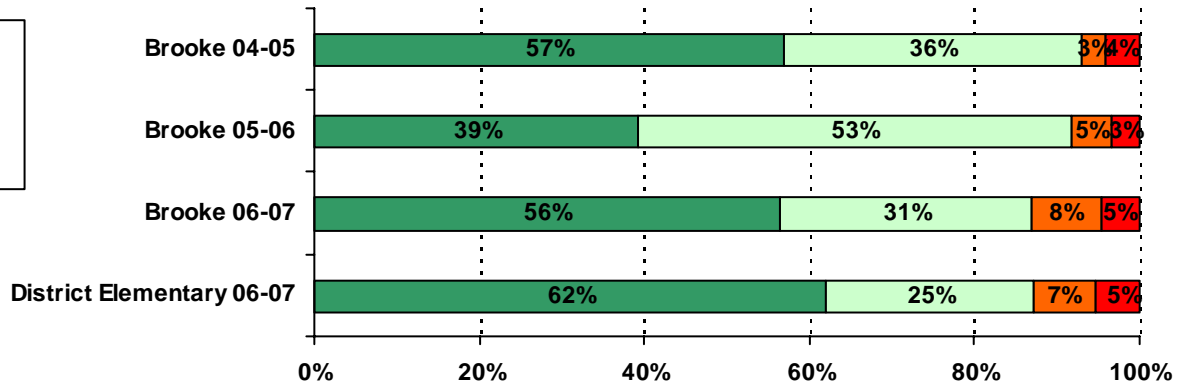
* This item was added to the survey in 2005-2006.

33. I can work well in groups.

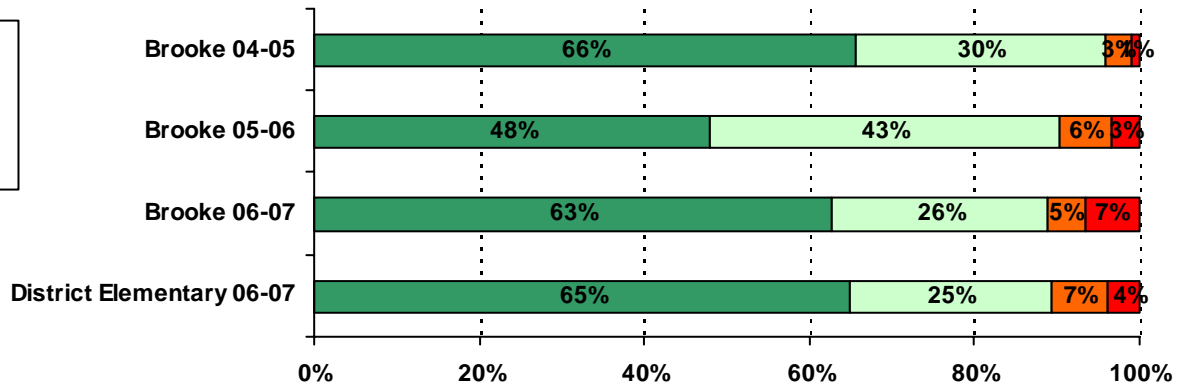




37. My teachers understand when I have a personal problem.



38. Teachers help students with personal problems.



39. I get the grades I deserve on my class work.

