

OVERVIEW

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

<i>Dimension and Subscale</i>				
				3.04
				2.79
				3.13
<i>School Safety and Cleanliness</i>	3.20	3.35	3.30	3.27
Adult/Student Interactions	3.33	3.39	3.41	3.41
<i>Teacher Support and Engagement</i>	3.31	3.36	3.38	3.39
<i>Adult Fairness and Respect</i>	3.35	3.41	3.43	3.41
Academic Environment	3.39	3.42	3.41	3.46
<i>Academic Standards</i>	3.69	3.71	3.72	3.70
<i>Academic Self-Confidence</i>	3.29	3.32	3.33	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.

	2.74
	2.87

All

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3.04 3.16 3.11

3.07 3.26 3.24

3.01 3.01 3.08

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	Bryker Woods	Bryker Woods	Bryker Woods	All Elementary Schools
	3.17	3.26	3.29	3.37
	3.29	3.30	3.40	3.33
	3.40	3.45	3.48	3.41

Average Response for Adult Fairness and Respect Items

<i>Adult Fairness and Respect Items</i>	Bryker Woods 03-04	Bryker Woods 04-05	Bryker Woods 05-06	All Elementary Schools 05-06
4. Teachers at this school care about their students.	3.75	3.74	3.73	3.71
5. Adults at this school listen to student ideas and opinions	3.21	3.31	3.27	3.31
6. Adults at this school treat all students fairly.	3.12	3.39	3.28	3.28
7. The staff in the front office respect students.	3.62	3.70	3.70	3.60
10. The school rules are fair.	3.30	3.27	3.35	3.30
11. The punishment for breaking the rules is the same no matter who you are.	3.17	3.32	3.36	3.29
39. I get the grades I deserve on my class work.	3.37	3.33	3.41	3.45
40. My teachers are fair with students.	3.29	3.31	3.41	3.40
41. My teachers apply classroom rules fairly to all students.	3.40	3.38	3.44	3.49
Adult Fairness and Respect Average	3.35	3.41	3.43	3.41

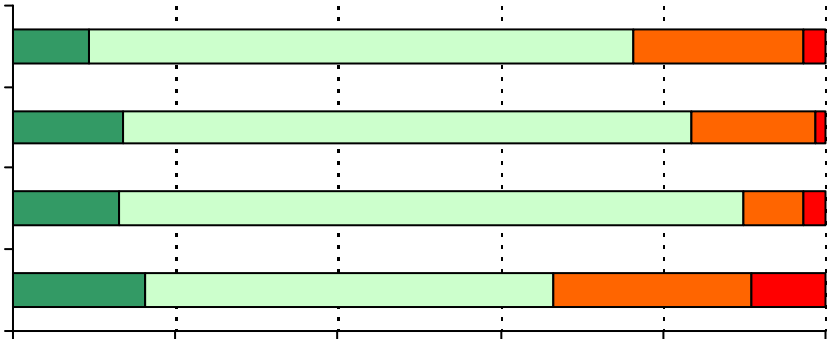
ACADEMIC ENVIRONMENT

A total of fourteen items measure the rigor of academic expectations and students' sense of academic efficacy. Two subscales, labeled "Academic Standards" and "Academic Self-Confidence", comprise the dimension called Academic Environment. Results for the subscales and individual items comprising each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

ACADEMIC ENVIRONMENT				
		3.82	3.83	3.80
		3.46	3.49	3.56

<i>Academic Self-Confidence Items</i>	Bryker Woods 03-04	Bryker Woods 04-05	Bryker Woods 05-06	All Elementary Schools 05-06
22. I have learned how to listen better so I can understand the ideas of other students.	3.28	3.35	3.30	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.14	3.30	3.25	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.35	3.35	3.27	3.34
32. I have learned to reach the goals I set for myself.			3.27	3.43
33. I have learned ways of working better in groups.	3.22	3.20	3.42	3.42
25. I feel/felt well prepared for TAKS.	3.27	3.43	3.51	3.48
30. My teachers show me ways to judge for myself the quality of my work.	3.21	3.16	3.23	3.39
34. I know whether or not my work is good or my work is not good.				
Academic Self-Confidence Average	3.29	3.32	3.33	3.39

1. Students in my



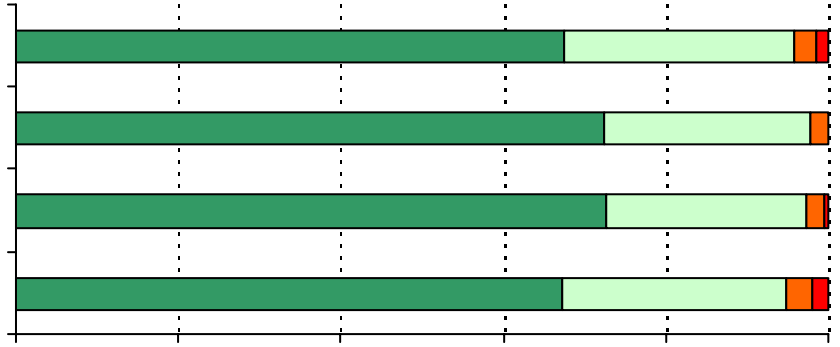
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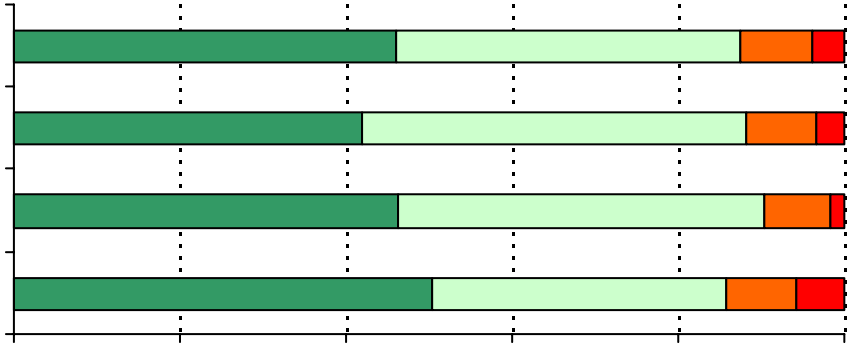
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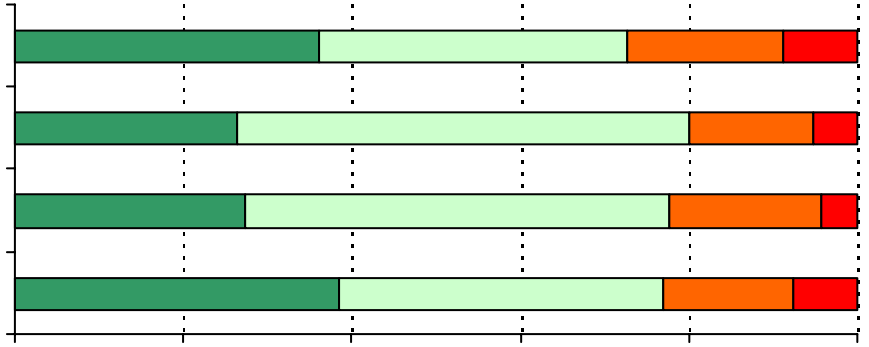
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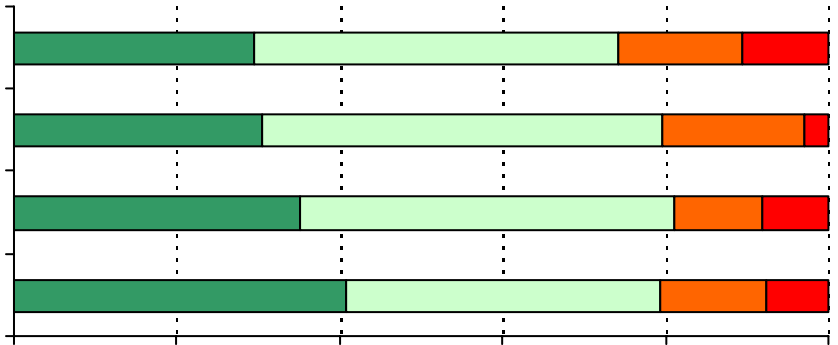


10. The school rules are fair.

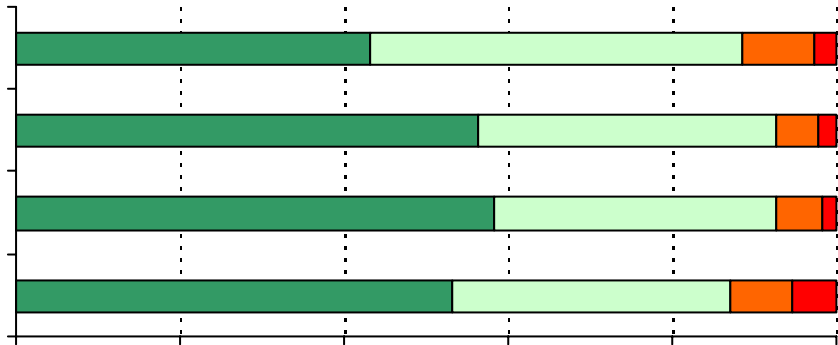




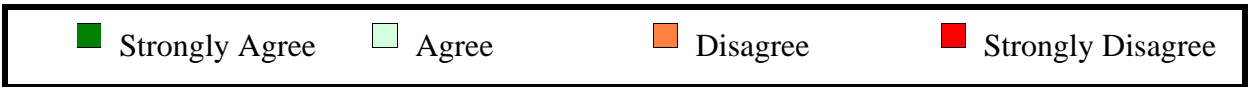
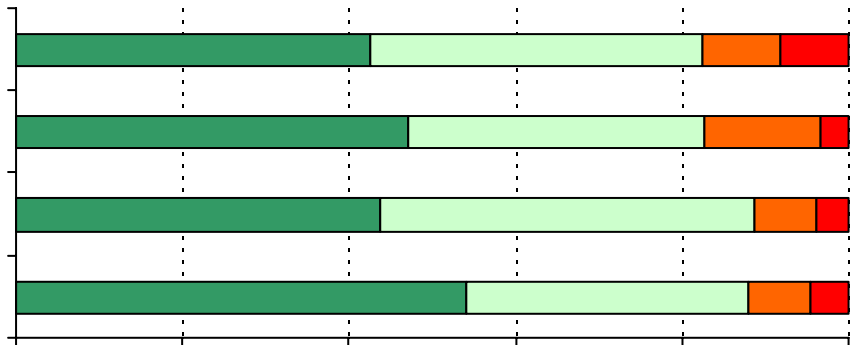
16. This school is clean.



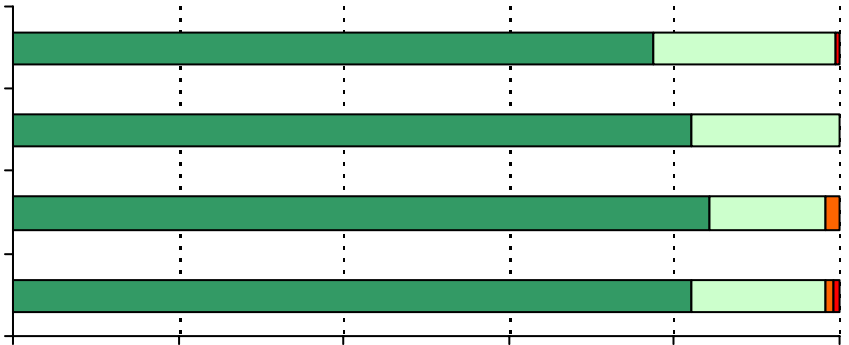
17. I feel safe on the school property.



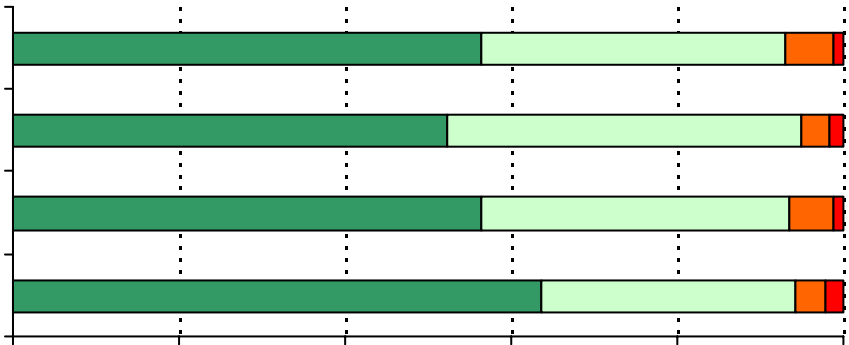
18. Teachers give rewards or praise for good behavior.



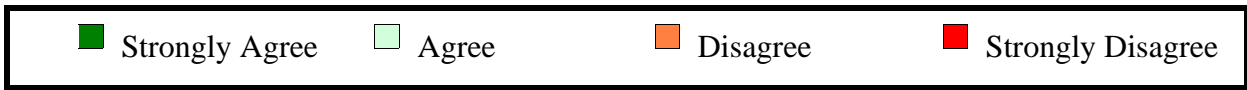
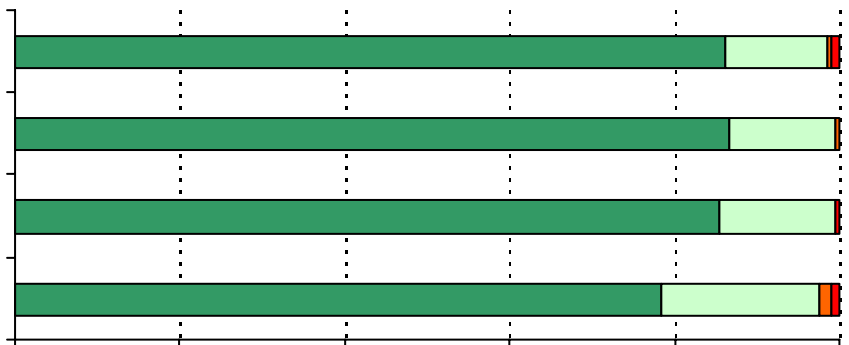
19. My teachers expect me to do my best work.

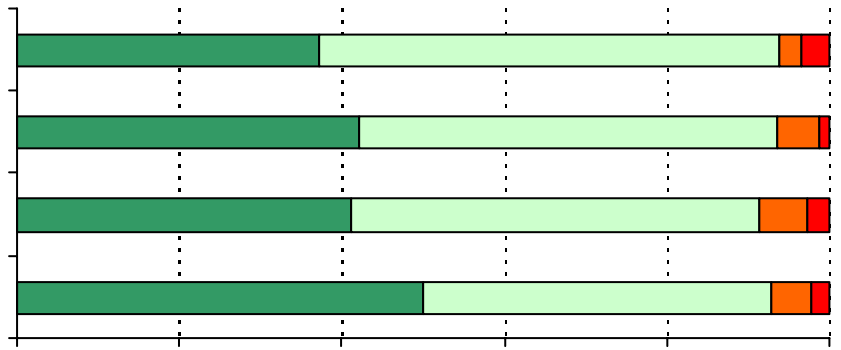


20. My teachers challenge me to do better.

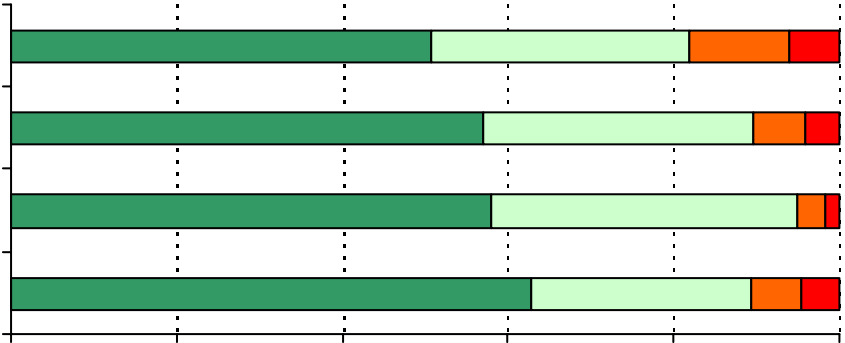


21. My teachers expect me to get my homework assignments done on time.

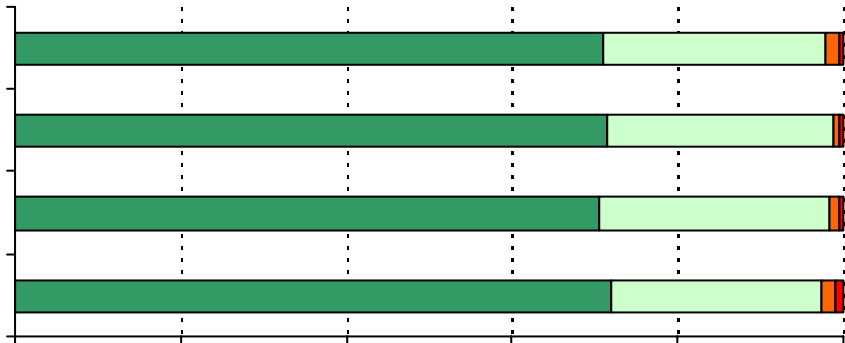




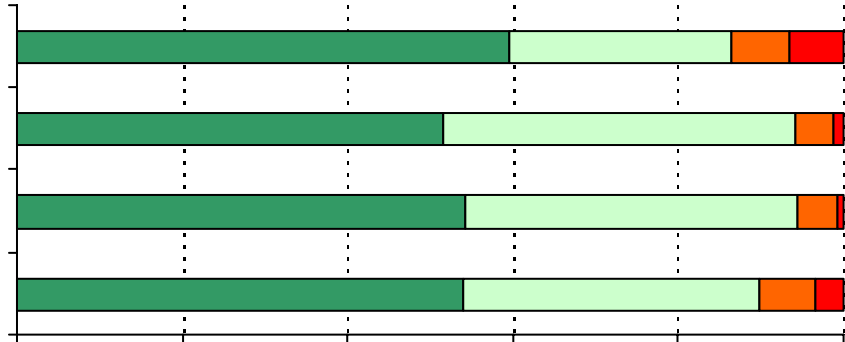
25. I feel/felt well prepared for TAKS.

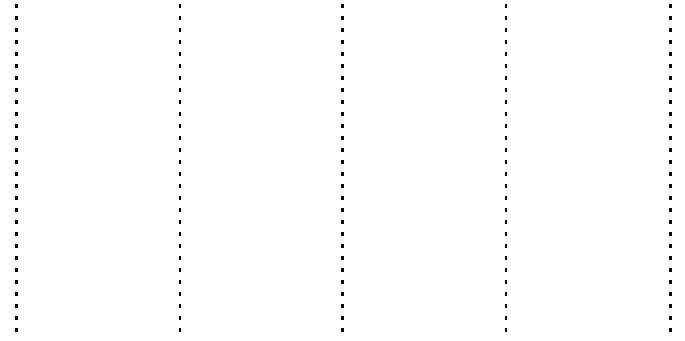


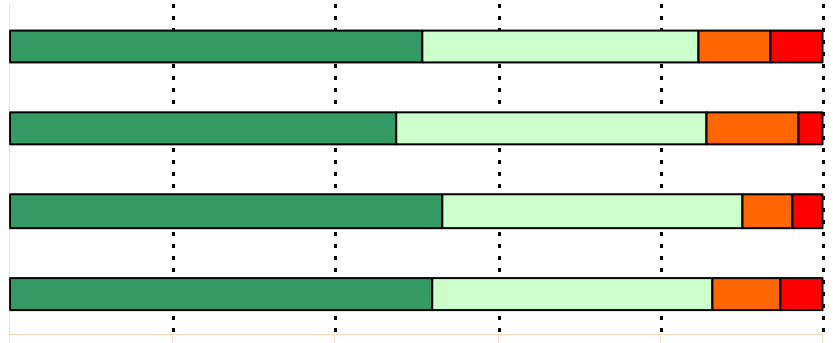
26. I try hard to do my best on my schoolwork.



27. My teachers are excited about what they teach.



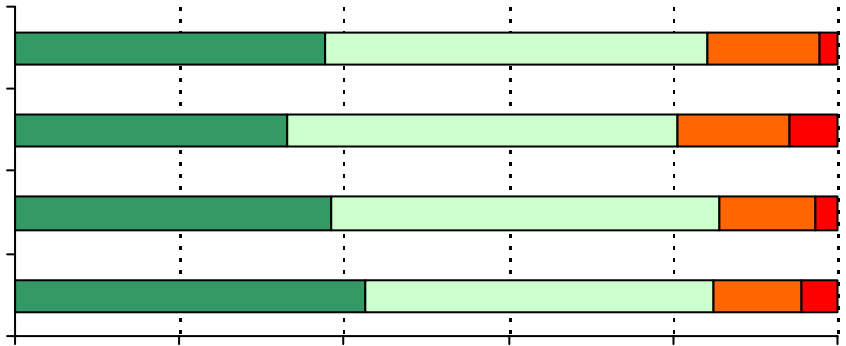




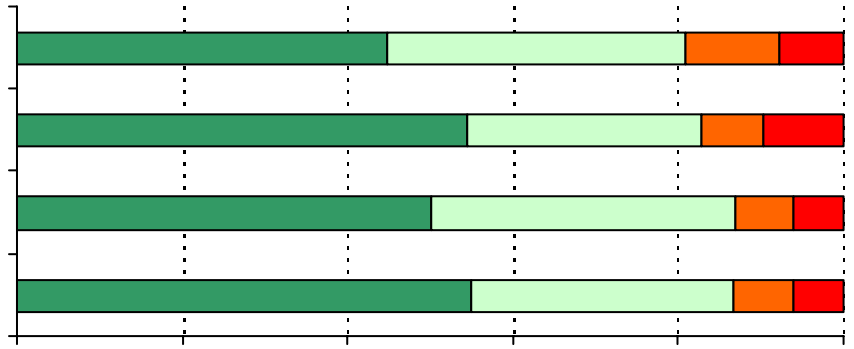
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34. I know whether
or not my work is
good without being
told

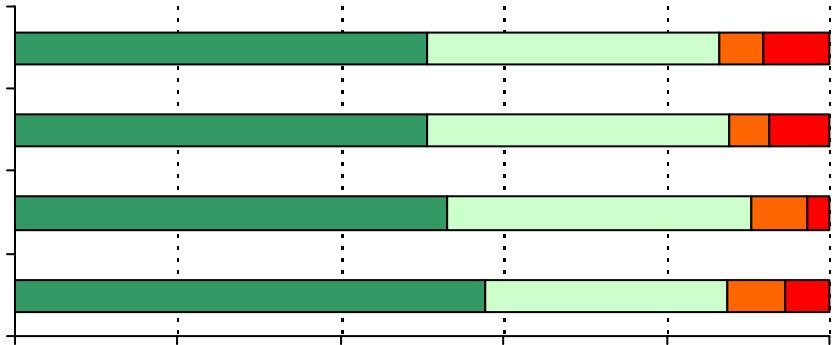
9.25W.82 0.72 7.001tnk6



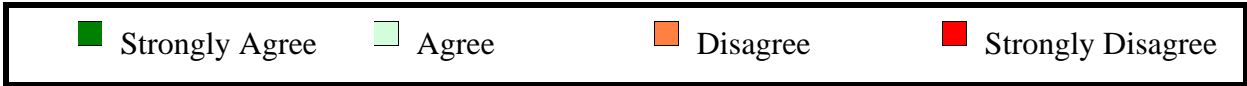
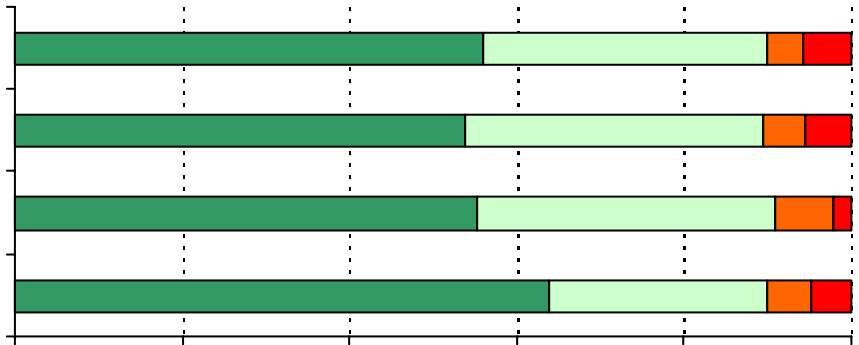
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40. My teachers are fair with students.



41. My teachers apply classroom rules fairly to all students.



REFERENCES

Marshall, M. L. (n.d.). Examining school climate:

Perkins, B. K. (2006). Where we learn. National School Boards Association. Alexandria, VA.

Stover, D. (2005). Climate and Culture: Why your board should pay attention to the attitudes of students and staff. American School Board Journal, Vol. 192, 12.