

# Cook 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.

	289	81.6%
	16,108	84.8%

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>	2.73	2.76	2.97	3.04
<i>Behavioral Expectations</i>	3.34	3.32	3.69	3.60
<i>School Safety and Cleanliness</i>	3.34	3.26	3.44	3.46
<i>Teacher Support and Engagement</i>	3.50	3.47	3.56	3.48
<i>Adult Fairness and Respect</i>	3.51	3.46	3.69	3.63
<i>Academic Standards</i>	3.72	3.73	3.83	3.81
<i>Academic Self-Confidence</i>	3.45	3.46	3.46	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 relative to the scores for all schools at your level. If your school's average score for a dimension or subscale

***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

<b><i>Behavioral Expectations Items</i></b>				
9. Everyone knows what the school rules are.	3.39	3.43	3.57	3.36
12. My teachers always make sure that students follow the rules.	3.29	3.28	3.86	3.82
13. My classmates know there are consequences for breaking the rules.	3.25	3.22	3.65	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.

<b><i>School Safety and Cleanliness Items</i></b>				
15. I feel safe at my school.	3.35	3.29	3.50	3.53
16. This school is clean.	3.35	3.25	3.41	3.34
17. I feel safe on the school property.	3.37	3.25	3.45	3.52



3.41 3.31

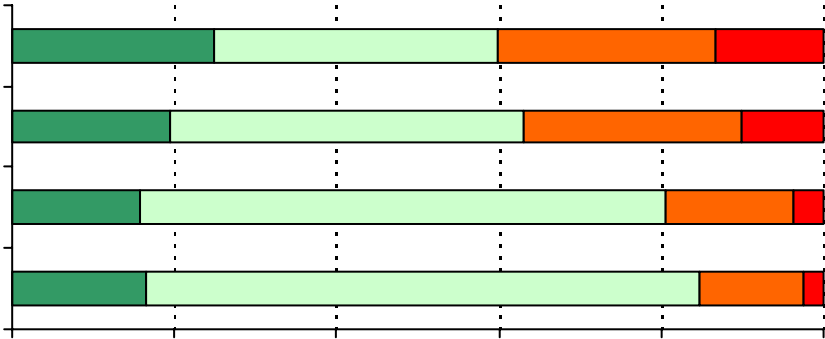
3.39 3.27

3.67 3.55

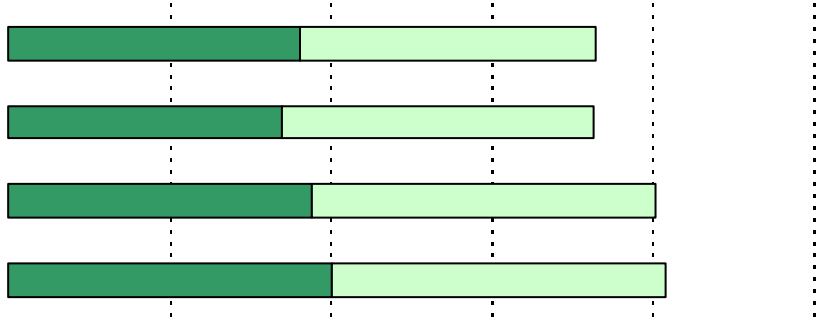
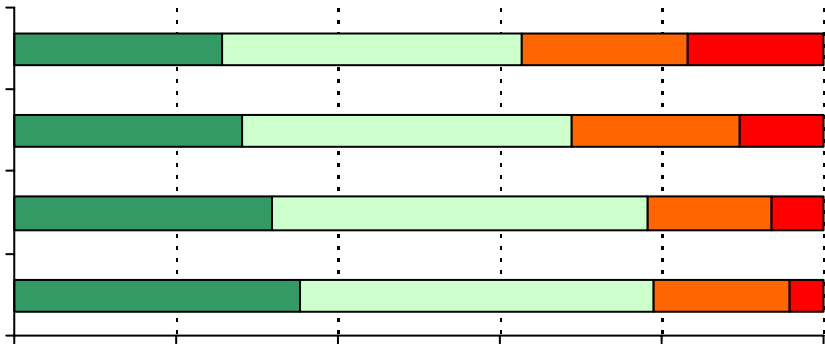


22. I can listen well and understand the thoughts and feelings of other students.	3.50	3.47	3.42	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.35	3.35	3.05	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.40	3.38	3.20	3.20

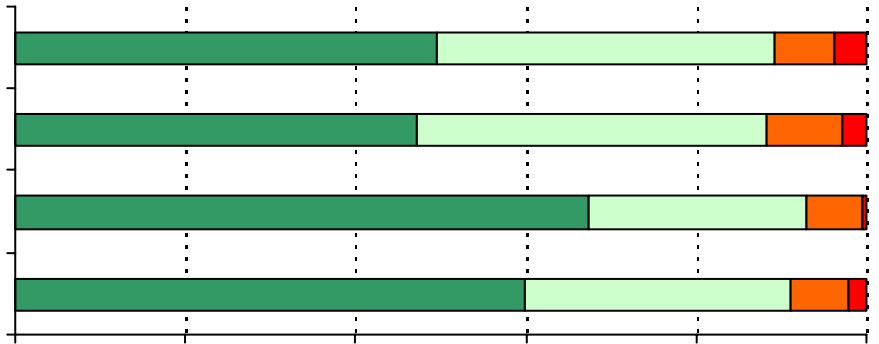
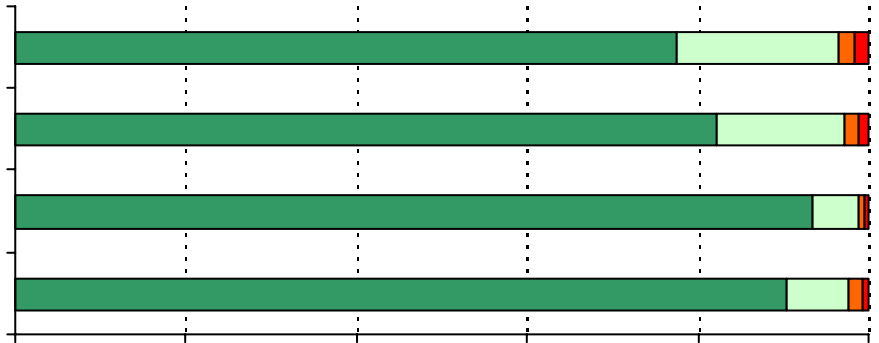
1. My classmates show respect to each other.



2. My classmates show respect to others who are different.



4. Teachers at this school care about their students.





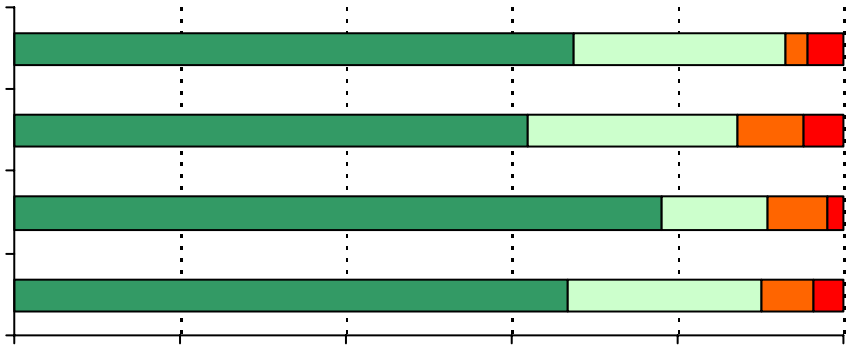
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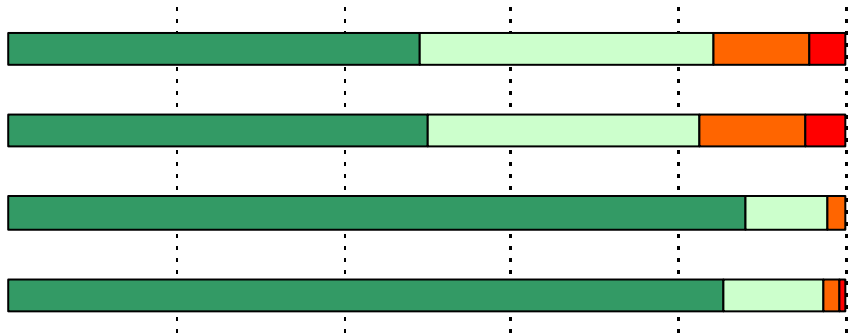
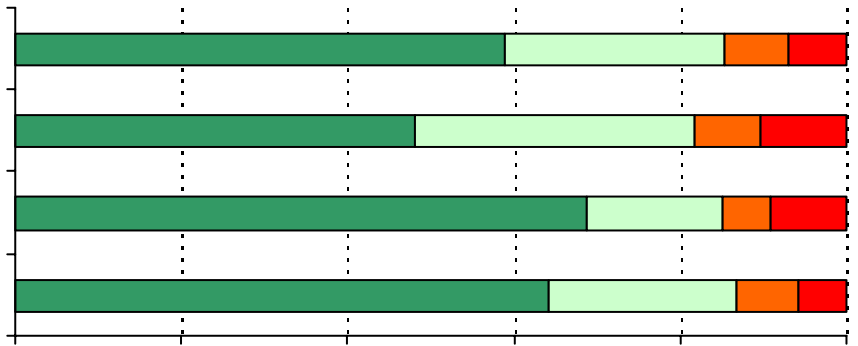
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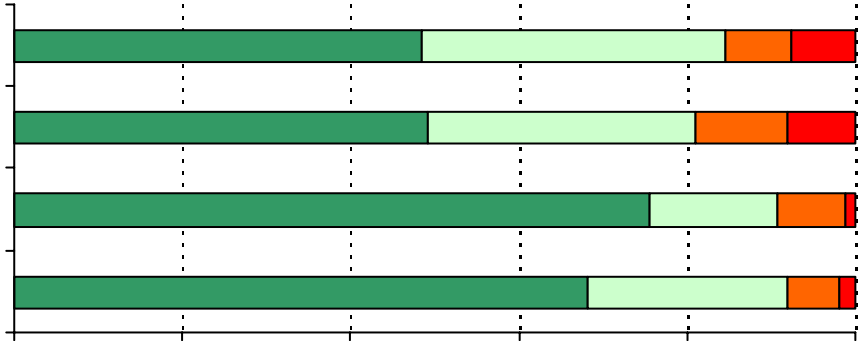
10. The school rules are fair.



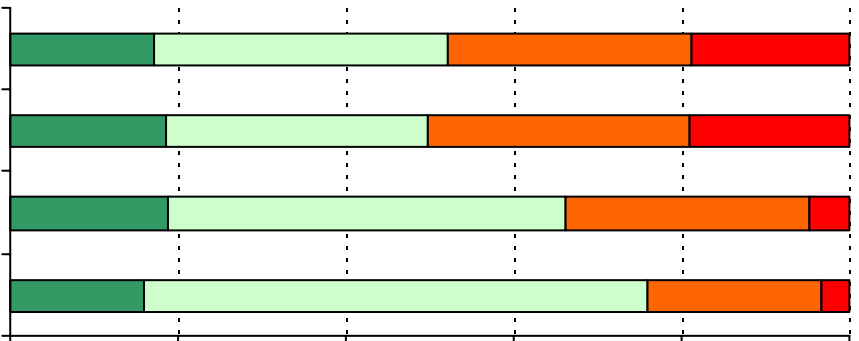
11. The consequences for breaking school rules are the same for everyone.



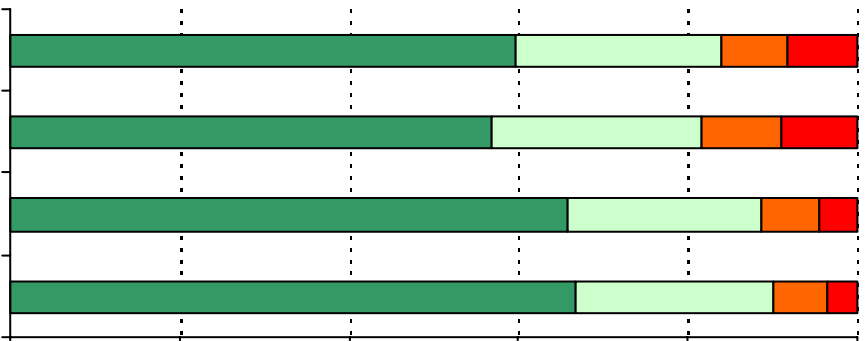
13. My classmates know there are consequences for breaking the rules.



14. Students at my school follow the rules.

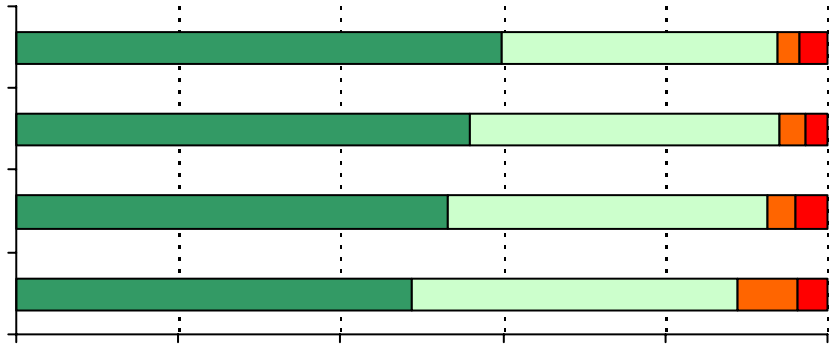


15. I feel safe at my school.

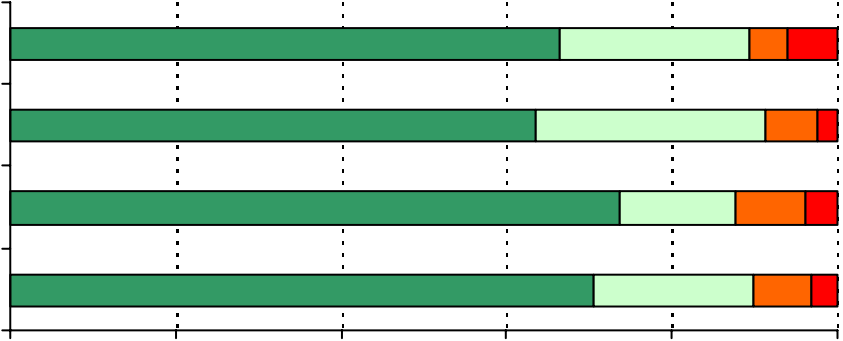




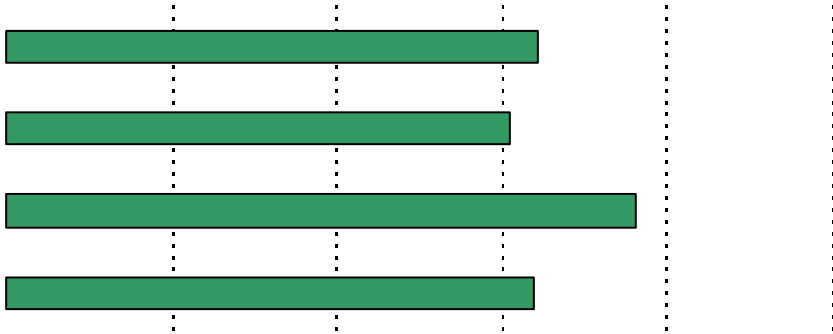
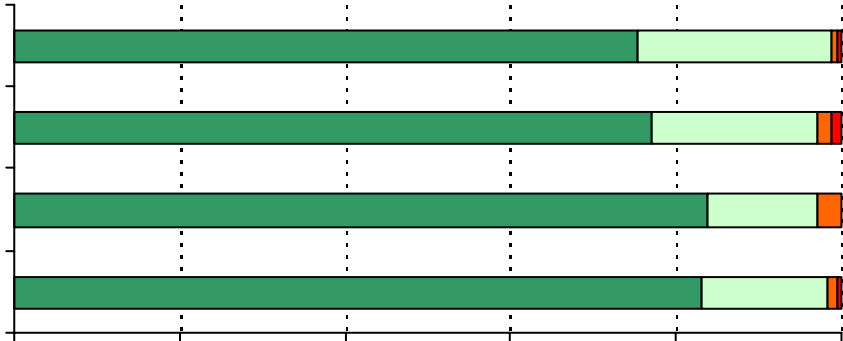




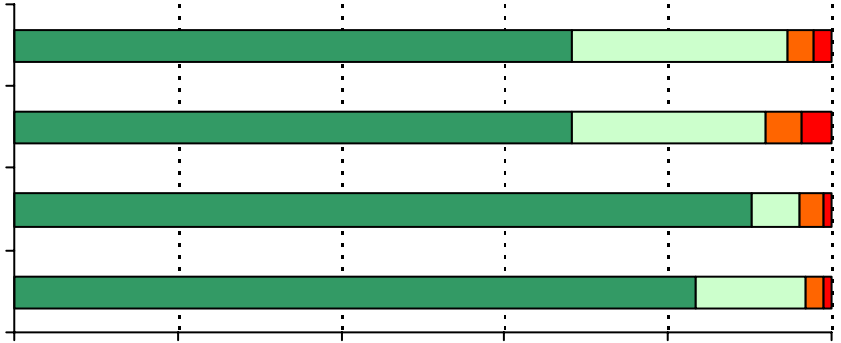
25. I feel/felt well prepared for TAKS.



26. I try hard to do my best work.



28. My teachers





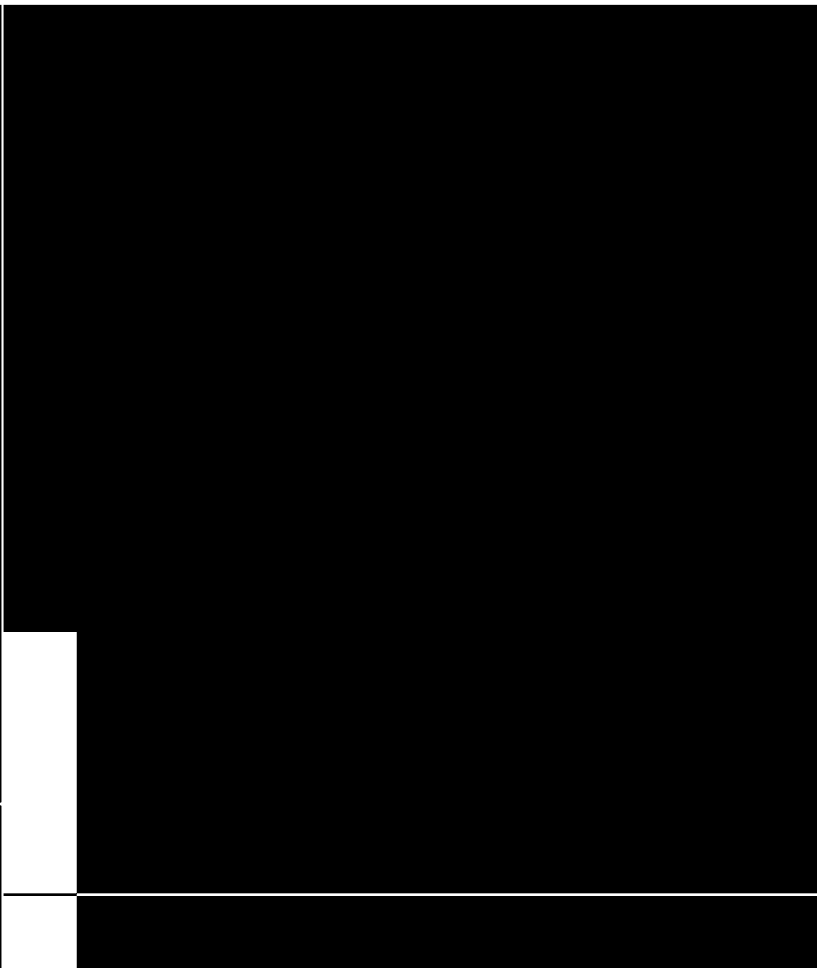
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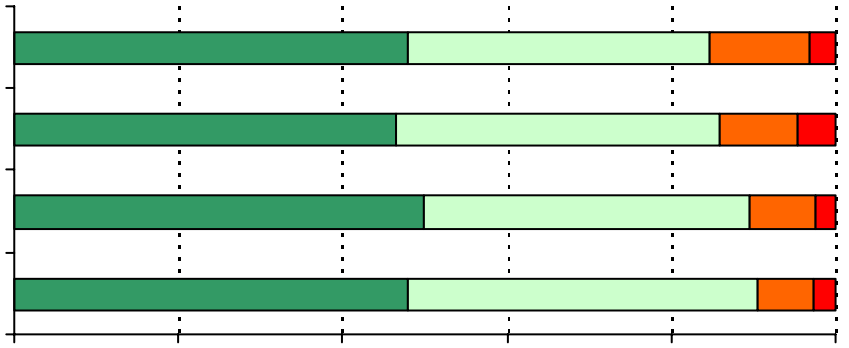
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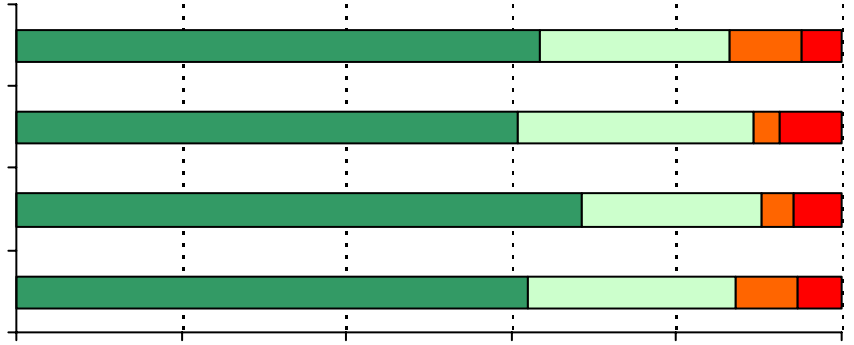
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40. My teachers are fair with students.

