

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.

	Davis 03-04	Davis 04-05	Davis 05-06	All Elementary Schools 05-06
Behavioral Environment	3.17	3.17	3.11	3.04
<i>Peer Behavior</i>	2.97	3.00	2.89	2.79
<i>Behavioral Expectations</i>	3.05	3.07	3.12	3.13
<i>School Safety and Cleanliness</i>	3.53	3.46	3.37	3.27
Adult/Student Interactions	3.44	3.47	3.45	3.41
<i>Teacher Support and Engagement</i>	3.42	3.49	3.43	3.39
<i>Adult Fairness and Respect</i>	3.46	3.45	3.47	3.41
Academic Environment	3.46	3.48	3.49	3.46
<i>Academic Standards</i>	3.68	3.75	3.70	3.70
<i>Academic Self-Confidence</i>	3.38	3.39	3.43	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.

	Davis	Davis	Davis	All Elementary Schools
	2.90	2.95	2.82	2.74
2. Students at my school respect other students who are different than they are.	3.10	3.17	3.00	2.87
3. I am happy with the way students treat me at school.	3.22	3.17	3.10	2.98
	2.63	2.69	2.66	2.54

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

	Davis 03-04	Davis 04-05	Davis 05-06	All Elementary Schools 05-06
9. Everyone knows what the school rules are.	2.94	3.03	3.03	3.11
12. The school rules are strictly enforced.	3.24	3.31	3.35	3.24
13. If a school rule is broken, students know what kind of punishment will follow.	3.05	2.86	3.02	3.08
Behavioral Expectations Average	3.05	3.07	3.12	3.13

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

	Davis 03-04	Davis 04-05	Davis 05-06	All Elementary Schools 05-06
15. I feel safe at my school.	3.70	3.61	3.51	3.38
16. This school is clean.	3.30	3.29	3.18	3.13
17. I feel safe on the school property.	3.64	3.50	3.47	3.35
School Safety and Cleanliness Average	3.53	3.46	3.37	3.27

ADULT/STUDENT INTERACTIONS

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.

This subscale consists of seven items that assess the extent to which teachers support students with

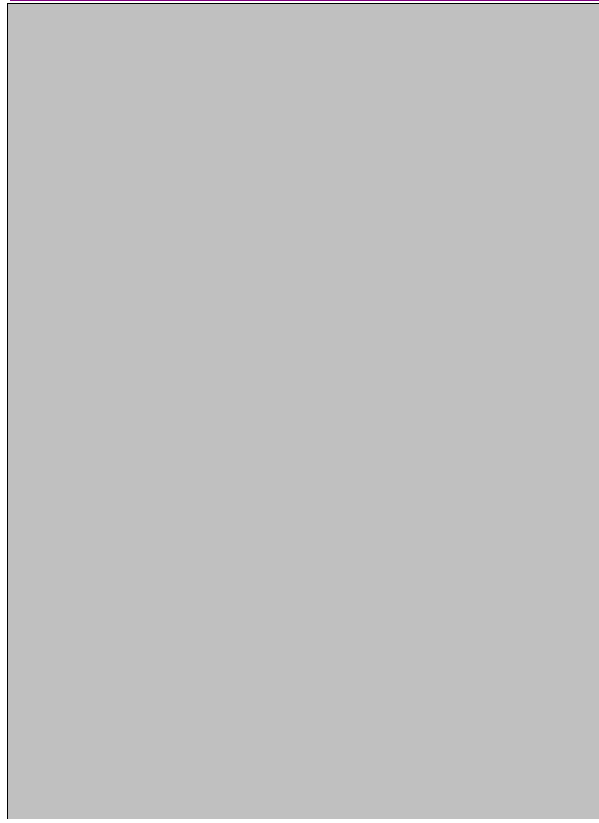
	Davis 03-04	Davis 04-05	Davis 05-06	All Elementary Schools 05-06
18. Teachers give rewards or praise for good behavior.	3.44	3.56	3.47	3.37
31. Teachers give rewards or praise for good work.	3.41	3.53	3.42	3.33
27. My teachers are excited about what they teach.	3.35	3.37	3.33	3.41
28. My teachers seem to enjoy teaching.	3.54	3.63	3.60	3.54
36. Teachers give me the help I need with assignments.	3.48	3.58	3.48	3.50
37. My teachers are understanding when I have personal problems.	3.33	3.36	3.38	3.35
38. Teachers help students with personal problems.	3.35	3.45	3.36	3.38
Teacher Support and Engagement Average	3.42	3.49	3.43	3.39

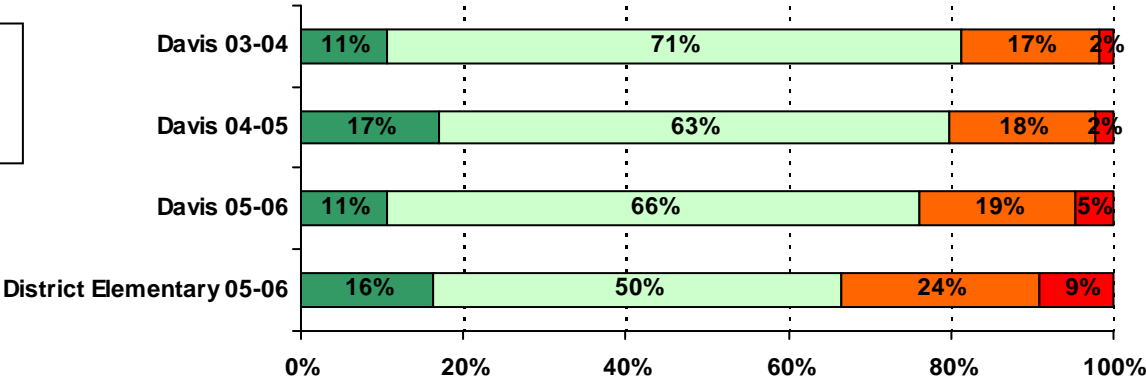
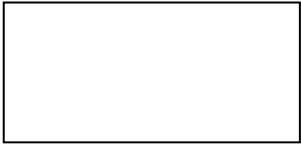
Average Response for Adult Fairness and Respect Items

	Davis 03-04	Davis 04-05	Davis 05-06	All Elementary Schools 05-06
4. Teachers at this school care about their students.	3.74	3.71	3.76	3.71
5. Adults at this school listen to student ideas and opinions	3.42	3.43	3.37	3.31
6. Adults at this school treat all students fairly.	3.35	3.43	3.34	3.28
7. The staff in the front office respect students.	3.72	3.72	3.65	3.60
10. The school rules are fair.	3.26	3.17	3.25	3.30
11. The punishment for breaking the rules is the same no matter who you are.	3.39	3.38	3.52	3.29
39. I get the grades I deserve on my class work.	3.47	3.41	3.48	3.45
40. My teachers are fair with students.	3.37	3.46	3.42	3.40
41. My teachers apply classroom rules fairly to all students.	3.47	3.50	3.53	3.49
Adult Fairness and Respect Average	3.46	3.45	3.47	3.41

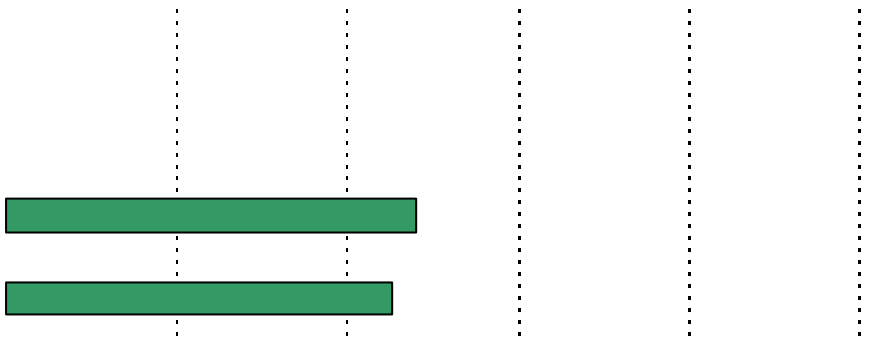
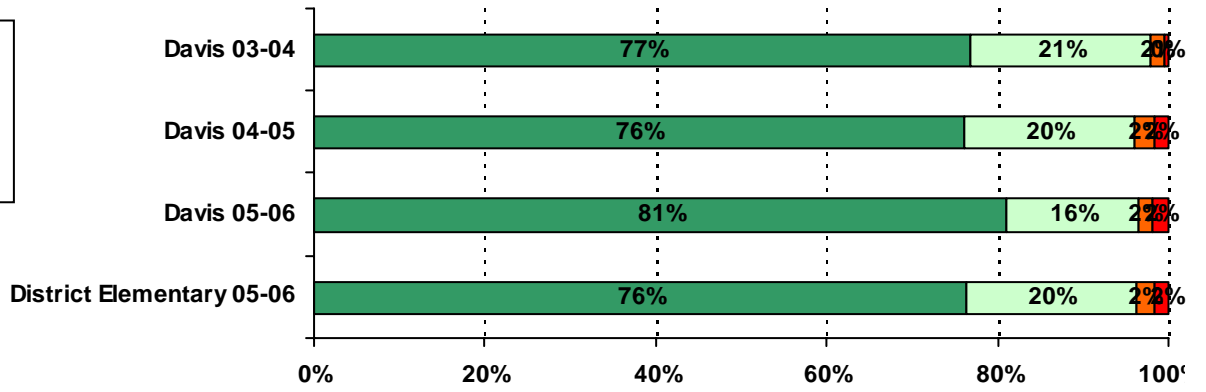
ACADEMIC ENVIRONMENT

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

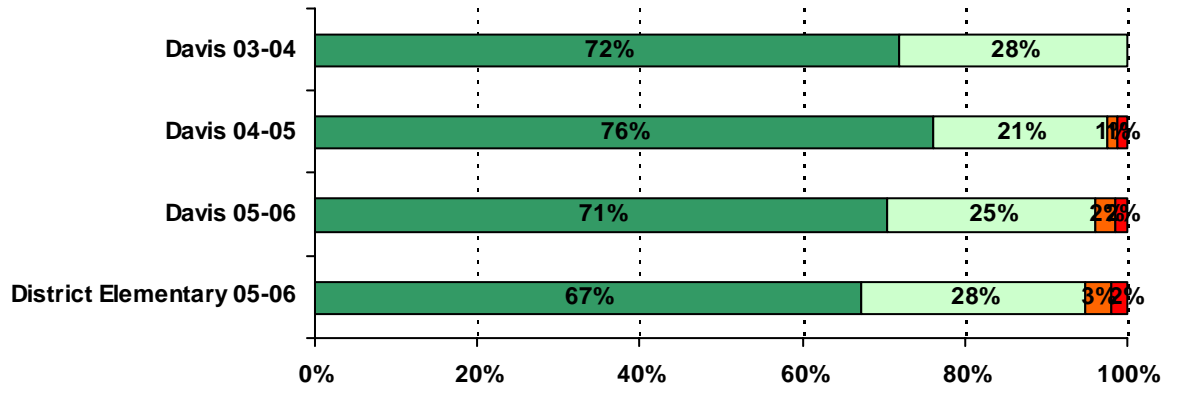




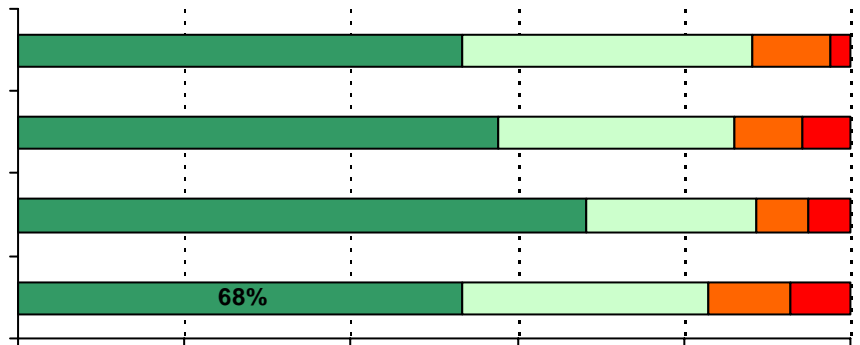
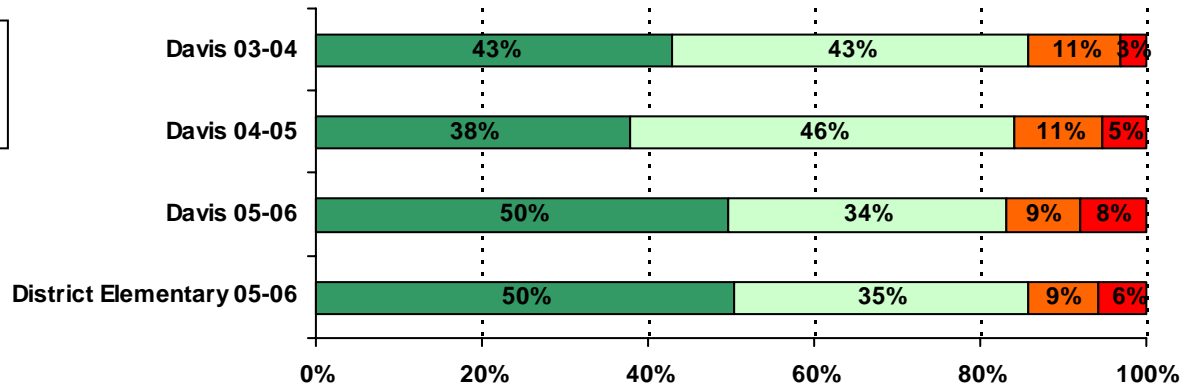
4. Teachers at this school care about their students.



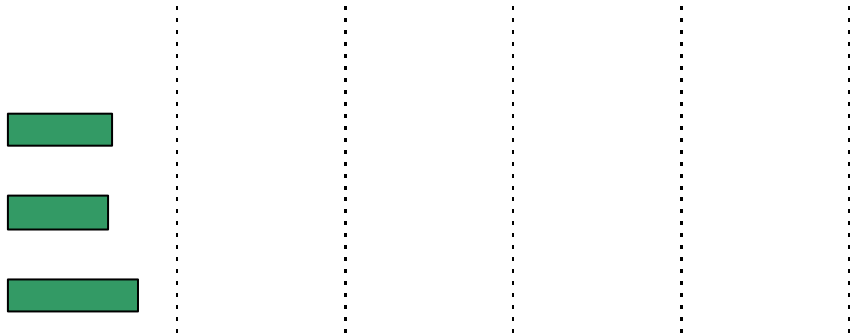
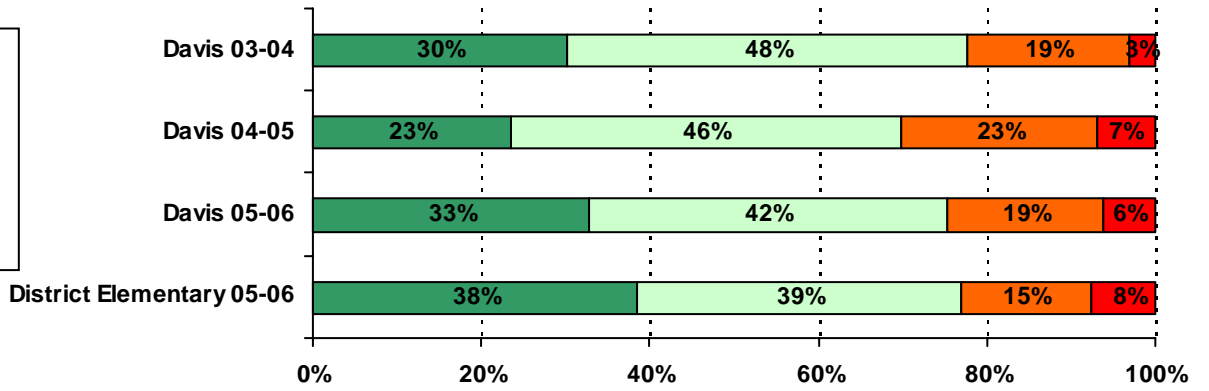
6. Adults at this school treat all students fairly.



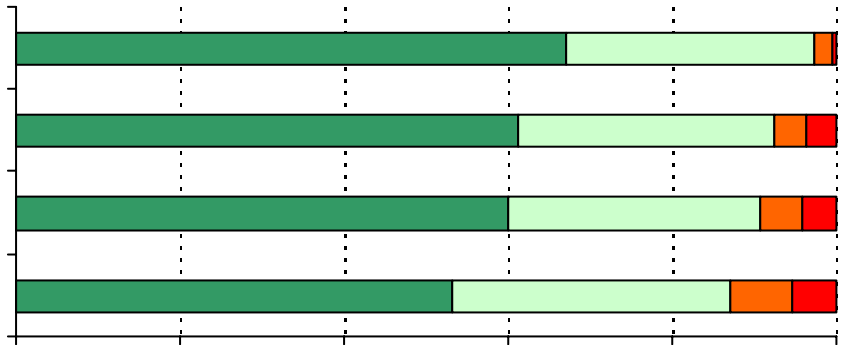
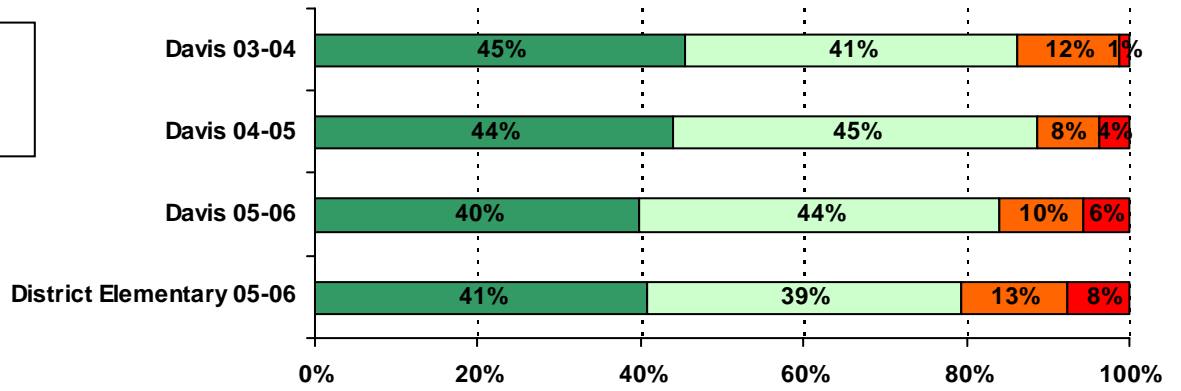
10. The school rules are fair.



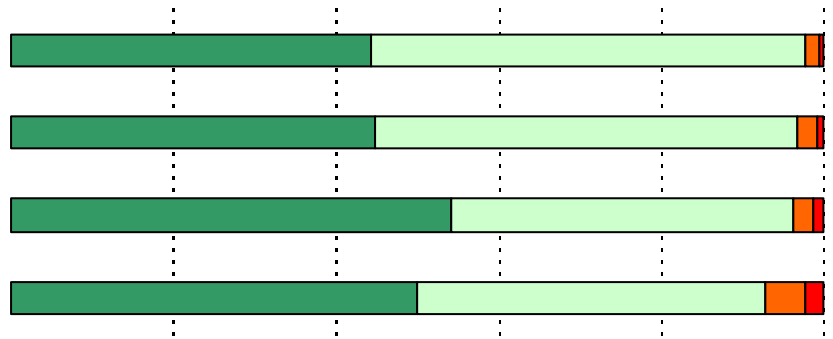
13. If a school rule is broken, students know what kind of punishment will follow.



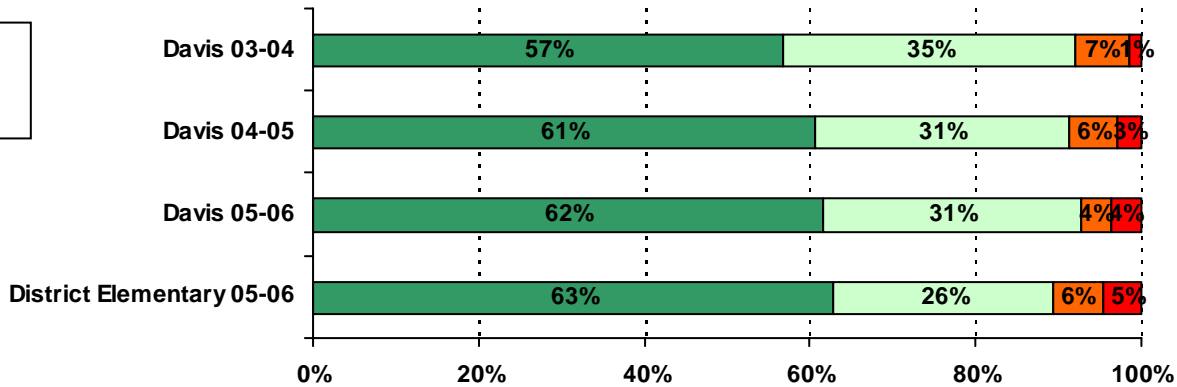
16. This school is clean.



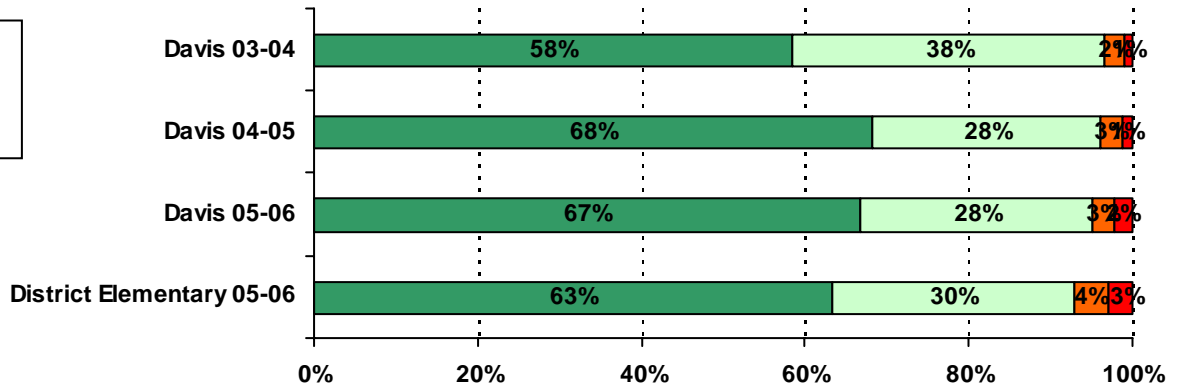




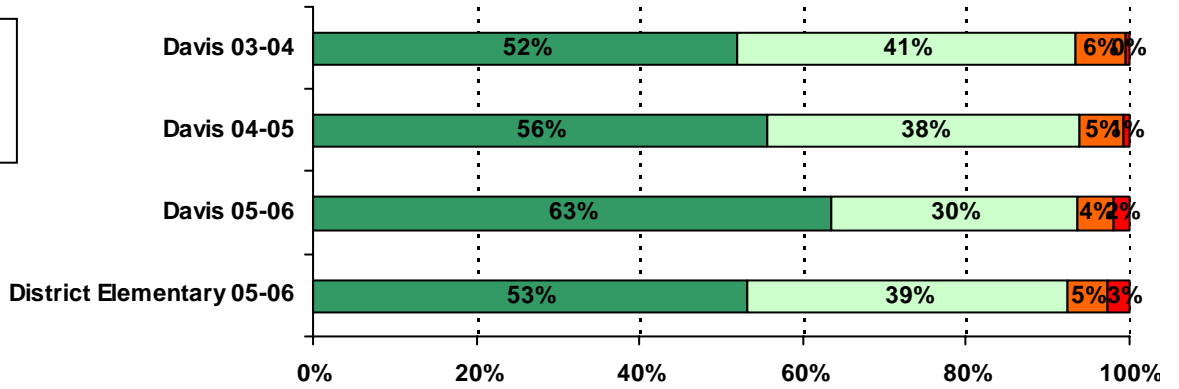
25. I feel/felt well prepared for TAKS.



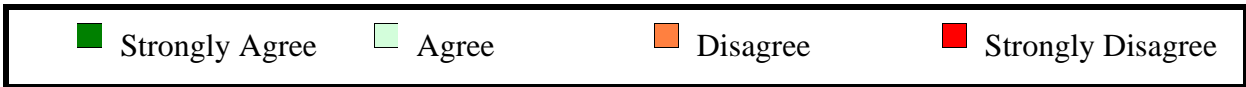
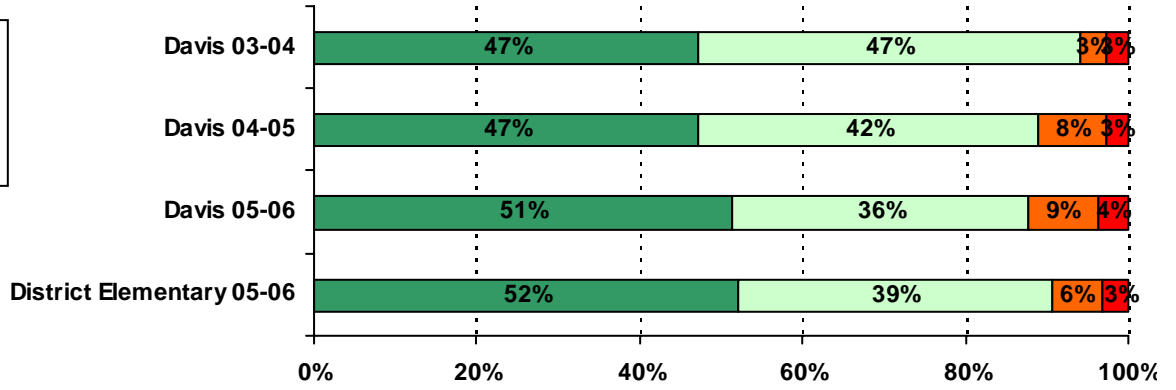
28. My teachers seem to enjoy teaching.



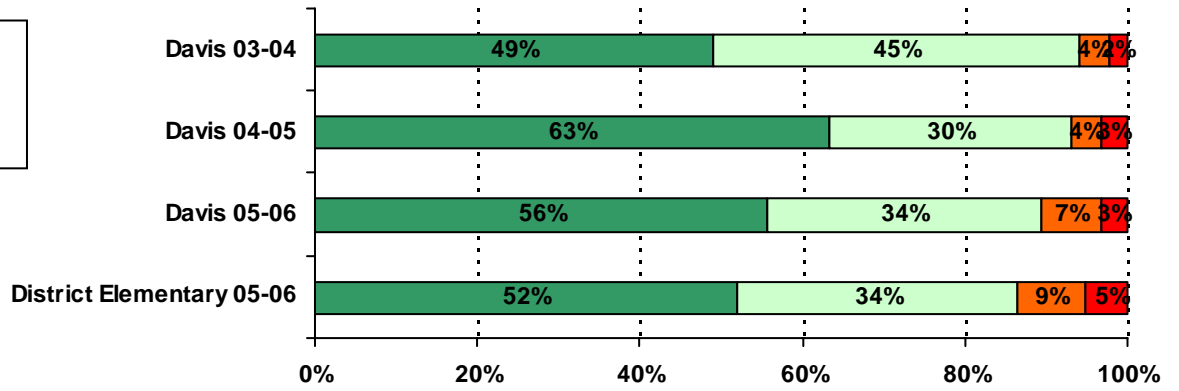
29. I feel successful in my schoolwork.



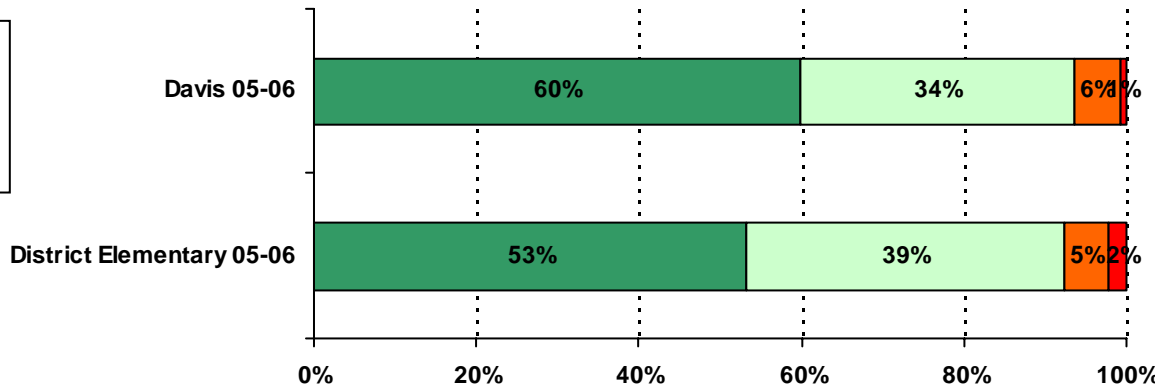
30. My teachers show me ways to judge for myself the quality of my work.

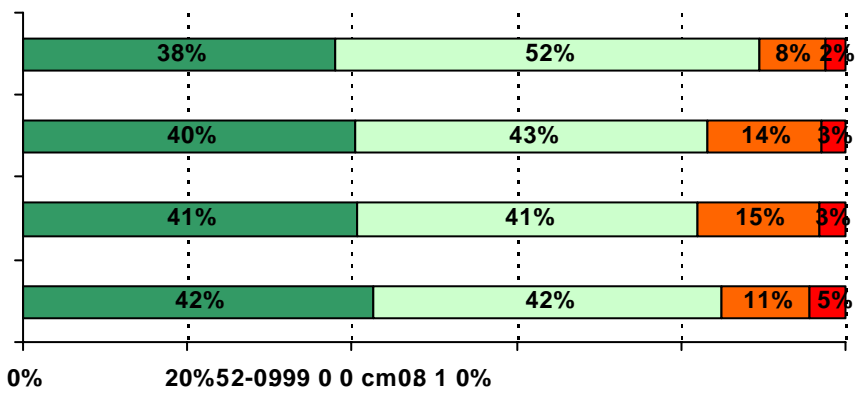


31. Teachers give rewards or praise for good work.



32. I have learned to reach the goals I set for myself.





37. My teachers are understanding when I have personal problems.

