

OVERVIEW

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

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>	Davis 04-05	Davis 05-06	Davis 06-07	All Elementary Schools 06-07
Behavioral Environment	3.17	3.11	3.40	3.33
<i>Peer Behavior</i>	3.00	2.89	3.11	3.04
<i>Behavioral Expectations</i>	3.07	3.12	3.62	3.60
<i>School Safety and Cleanliness</i>	3.46	3.37	3.59	3.46
Adult/Student Interactions	3.47	3.45	3.61	3.57
<i>Teacher Support and Engagement</i>	3.49	3.43	3.50	3.48
<i>Adult Fairness and Respect</i>	3.45	3.47	3.69	3.63
Academic Environment	3.48	3.49	3.60	3.52
<i>Academic Standards</i>	3.75	3.70	3.86	3.81
<i>Academic Self-Confidence</i>	3.39	3.43	3.53	3.44

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.

BEHAVIORAL ENVIRONMENT

Peer Behavior:

This subscale contains four items that describe the respect and caring among students and the extent to which students obey the school rules. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Peer Behavior Items

<i>Peer Behavior Items</i>	Davis 04-05	Davis 05-06	Davis 06-07	All Elementary Schools 06-07
1. My classmates show respect to each other.	2.95	2.82	3.07	2.99
2. My classmates show respect to others who are different.	3.17	3.00	3.14	3.10
3. I am happy with the way my classmates treat me.	3.17	3.10	3.26	3.17
14. Students at my school follow the rules.	2.69	2.66	2.96	2.89
Peer Behavior Average	3.00	2.89	3.11	3.04

	Davis	Davis	Davis	All Elementary Schools
	04-05	05-06	06-07	06-07
9. Everyone knows what the school rules are.	3.03	3.03	3.30	3.36
12. My teachers always make sure that students follow the rules.	3.31	3.35	3.85	3.82
13. My classmates know there are consequences for breaking the rules.	2.86	3.02	3.65	3.58

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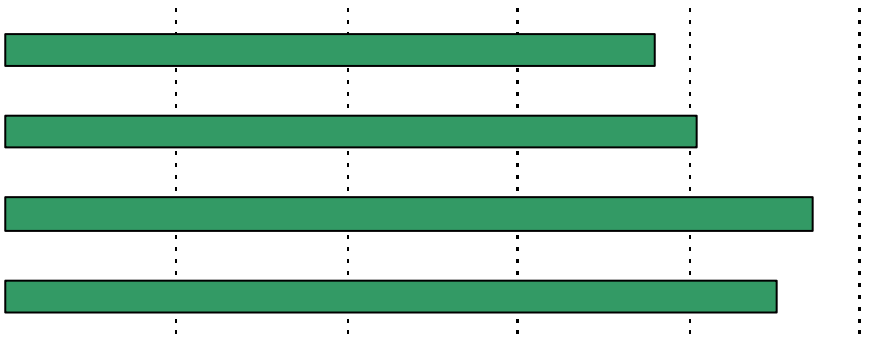
All
Elementary

3.47 3.48 3.31

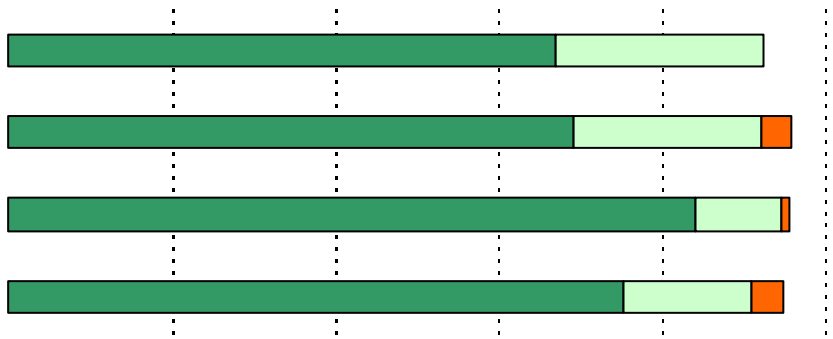
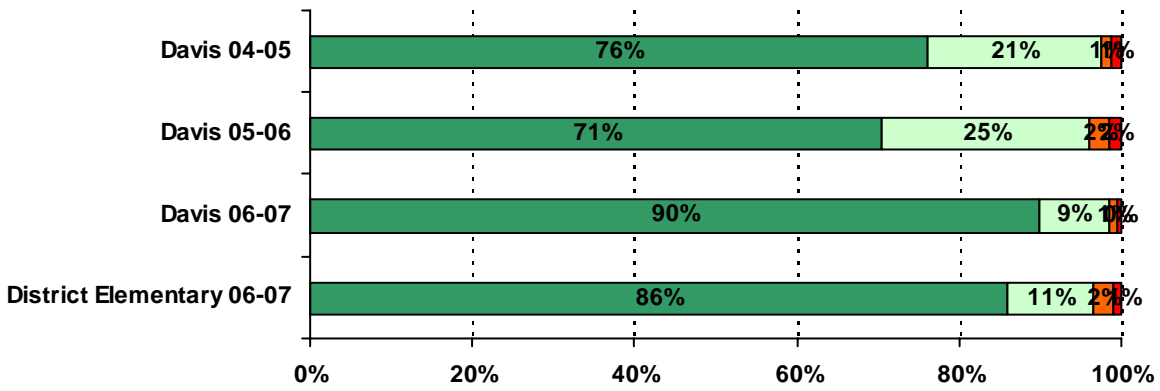
3.42 3.37 3.27

3.33 3.49 3.55

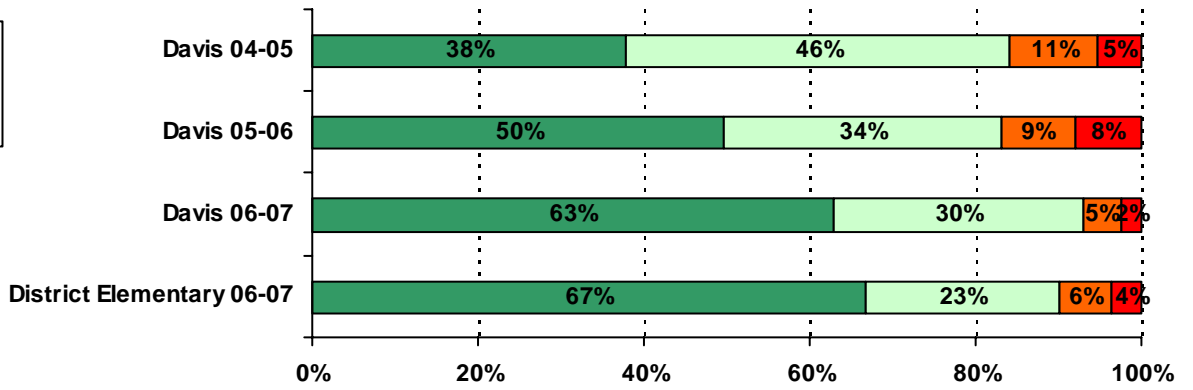
	Davis 04-05	Davis 05-06	Davis 06-07	All Elementary Schools 06-07
22. I can listen well and understand the thoughts and feelings of other students.	3.41	3.49	3.45	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.29	3.34	3.19	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.34	3.35	3.30	3.20



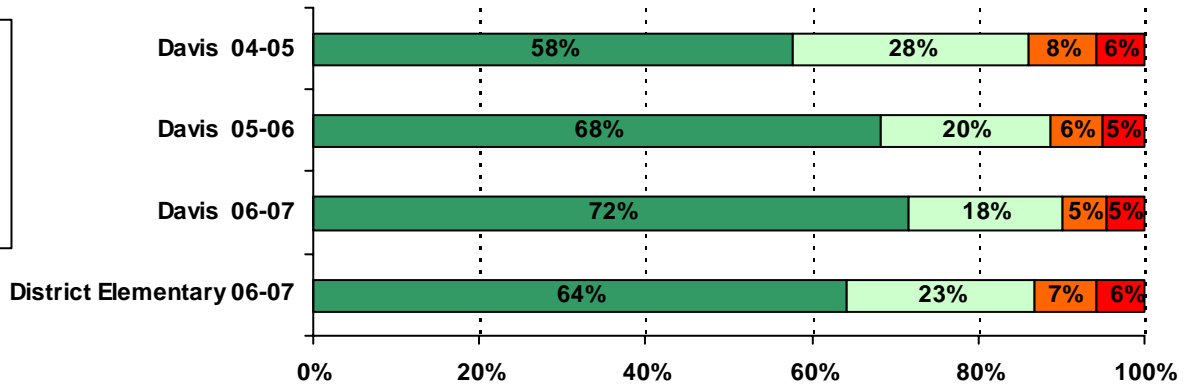
7. The staff in the front office show respect to students.



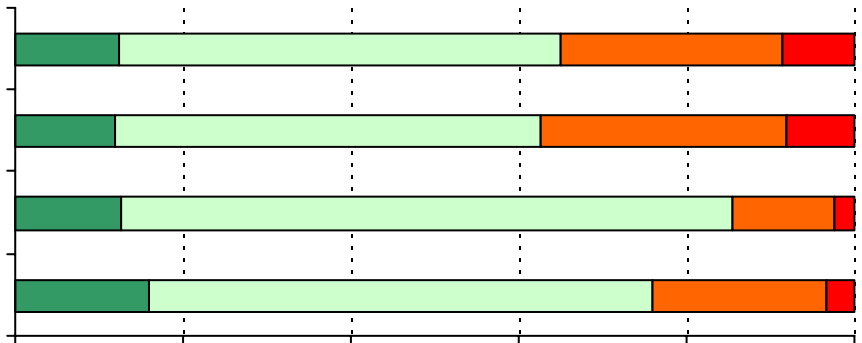
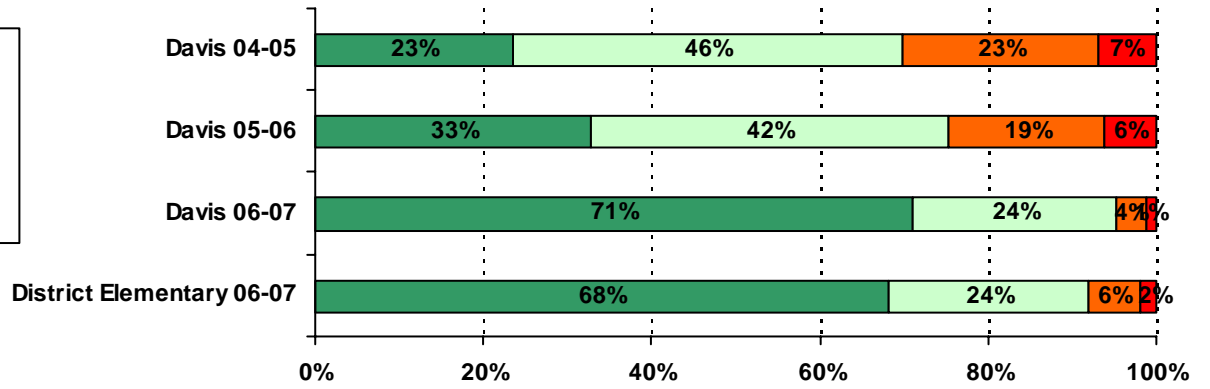
10. The school rules are fair.



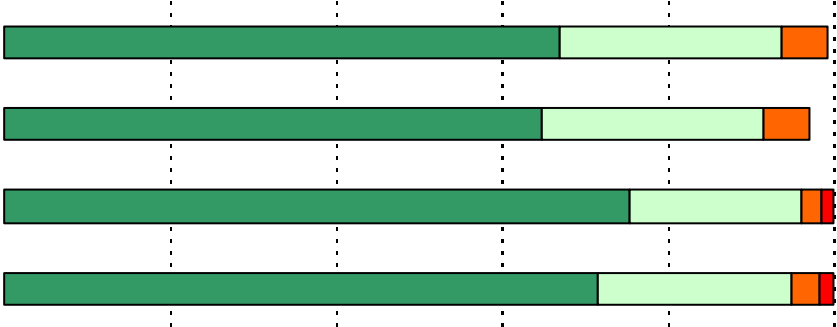
11. The consequences for breaking school

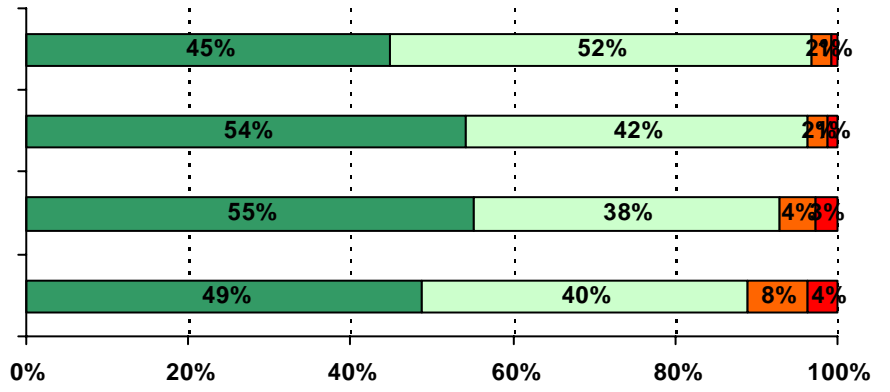


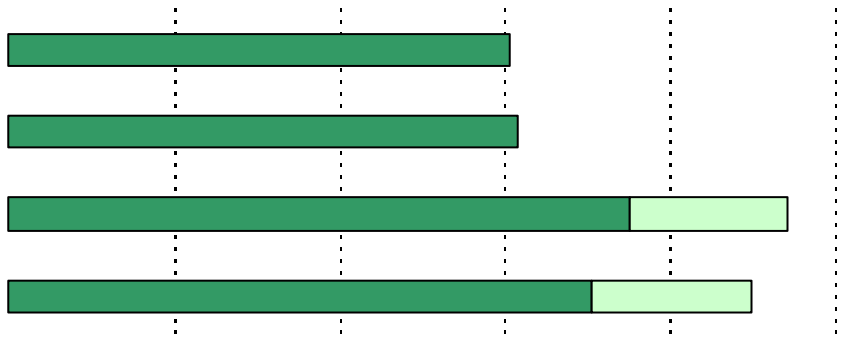
13. My classmates know there are consequences for breaking the rules.



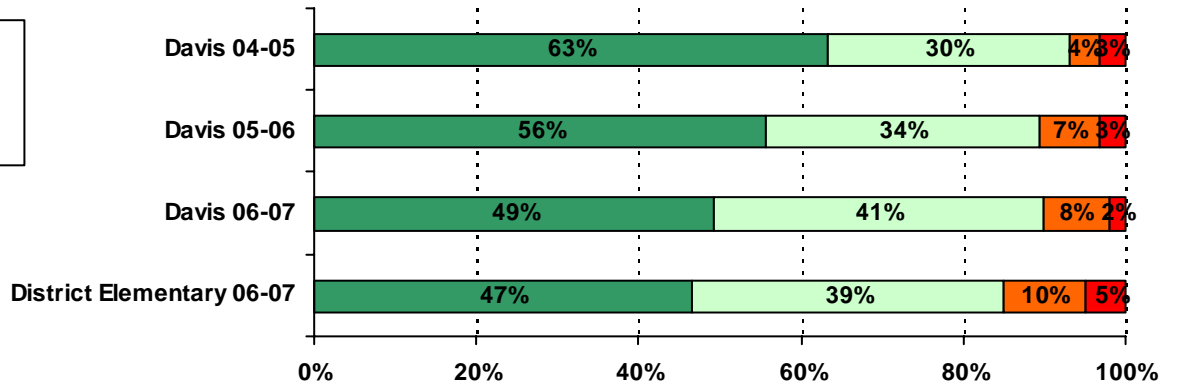
19. My teachers expect me to do my best work.

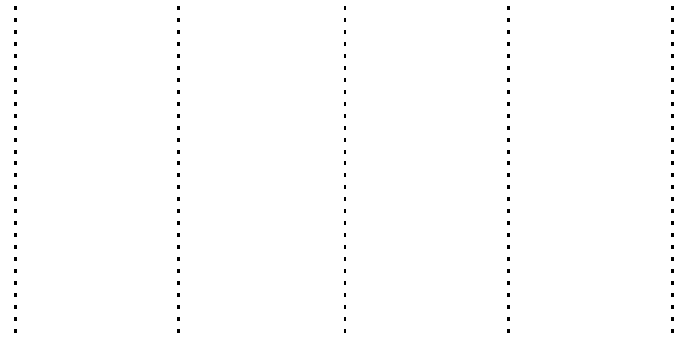


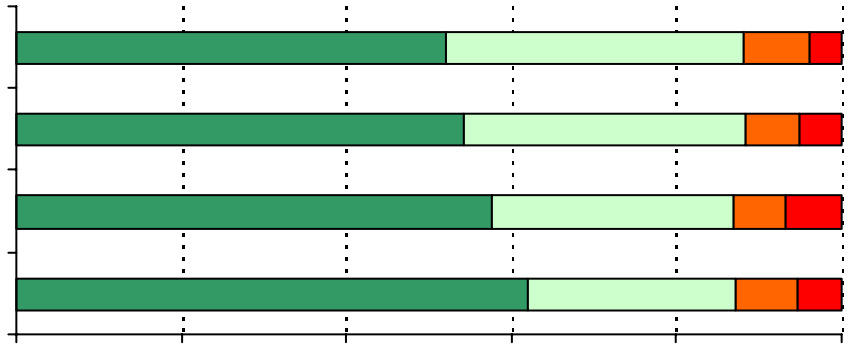




31. Teachers give







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