

# 2006-2007 AISD Student Climate Survey Results

## Fulmore Middle School



### 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 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.

### CAMPUS RESULTS

**AISD Student Climate Survey Participants, 2006-2007**

		# of Participants	Response Rate
<b>Fulmore</b>	<b>06-07</b>	324	51.0%
<b>All Middle Schools</b>	<b>06-07</b>	12,262	77.4%

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.

**Average Dimension and Subscale Scores**

<i>Dimension and Subscale</i>	Fulmore	Fulmore	Fulmore	All Middle Schools
	04-05	05-06	06-07	06-07
<b>Behavioral Environment</b>	<b>2.33</b>	<b>2.38</b>	<b>2.98</b>	<b>2.91</b>
	2.12	2.15	2.82	2.75
	2.61	2.60	3.20	3.16
	2.34	2.48	2.99	2.91
<b>Adult/Student Interactions</b>	<b>2.61</b>	<b>2.60</b>	<b>3.00</b>	<b>2.90</b>
	2.58	2.56	2.83	2.81
	2.63	2.63	3.14	2.97
<b>Academic Environment</b>	<b>2.87</b>	<b>2.85</b>	<b>3.27</b>	<b>3.20</b>
	3.12	3.12	3.49	3.47
	2.79	2.77	3.21	3.13

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.



<i>Behavioral Expectations Items</i>	Fulmore 04-05	Fulmore 05-06	Fulmore 06-07	All Middle Schools 06-07
9. Everyone knows what the school rules are.	2.53	2.51	3.01	2.89
12. My teachers always make sure that students follow the rules.	2.65	2.64	3.21	3.25
13. My classmates know there are consequences for breaking the rules.	2.67	2.73	3.36	3.29
<b>Behavioral Expectations Average</b>	<b>2.61</b>	<b>2.60</b>	<b>3.20</b>	<b>3.16</b>

***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>	Fulmore 04-05	Fulmore 05-06	Fulmore 06-07	All Middle Schools 06-07
18. Teachers give rewards or praise for good behavior.	2.55	2.53	2.70	2.58
31. Teachers give rewards or praise for good work.	2.54	2.53	2.62	2.59
27. My teachers are excited about what they teach.	2.63	2.60	2.88	2.95
28. My teachers like to teach.	2.68	2.62	3.16	3.17
36. Teachers give me the help I need with assignments.	2.74	2.72	3.05	3.10
37. My teachers understand when I have a personal problem.	2.45	2.50	2.64	2.61
38. Teachers help students with personal problems.	2.53	2.47	2.67	2.66
<b>Teacher Support and Engagement Average</b>	<b>2.58</b>	<b>2.56</b>	<b>2.83</b>	<b>2.81</b>

***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.

Average Response for Adult Fairness and Respect Items

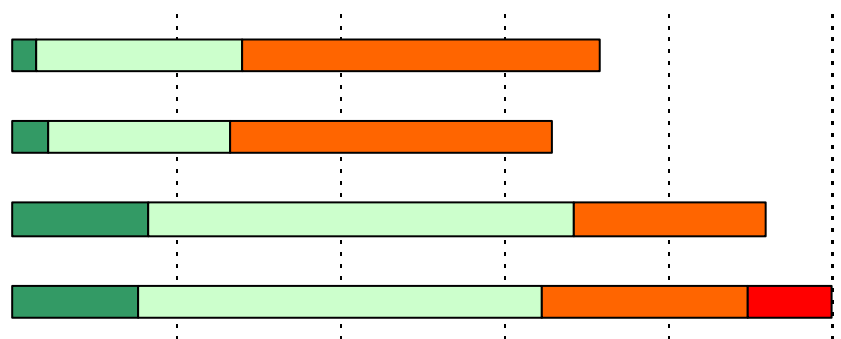
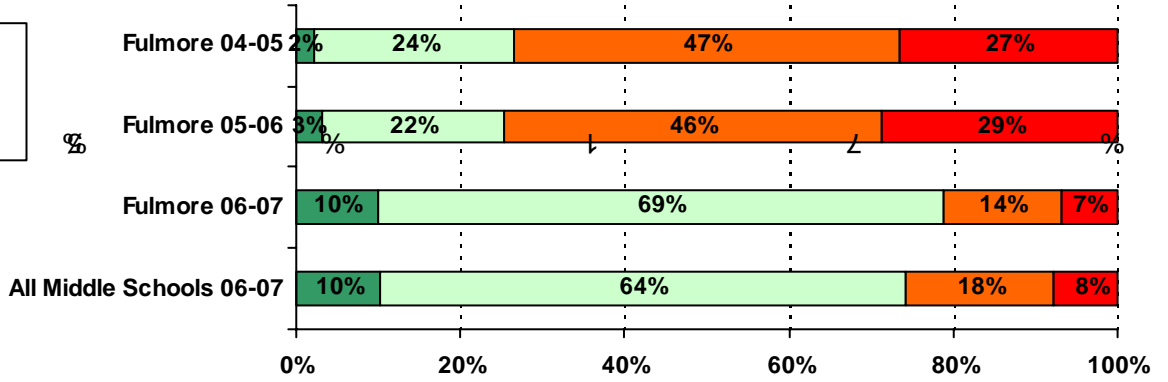
<i>Adult Fairness and Respect Items</i>	Fulmore 04-05	Fulmore 05-06	Fulmore 06-07	All Middle Schools 06-07
4. Teachers at this school care about their students.	2.82	2.80	3.34	3.27
5. Adults at this school listen to student ideas and opinions	2.60	2.56	3.04	2.83
6. Adults at this school treat all students fairly.	2.37	2.37	3.03	2.86
7. The staff in the front office show respect to students.	2.89	3.00	3.39	3.30
10. The school rules are fair.	2.46	2.54	3.08	2.58
11. The consequences for breaking school rules are the same for everyone.	2.70	2.71	3.12	2.98
39. I get the grades I deserve on my class work.	2.73	2.77	3.21	3.15
40. My teachers are fair with students.	2.45	2.53	3.01	2.91
41. My teachers are fair to everyone.	2.60	2.63	2.94	2.87
<b>Adult Fairness and Respect Average</b>	<b>2.63</b>	<b>2.63</b>	<b>3.14</b>	<b>2.97</b>

**ACADEMIC ENVIRONMENT**

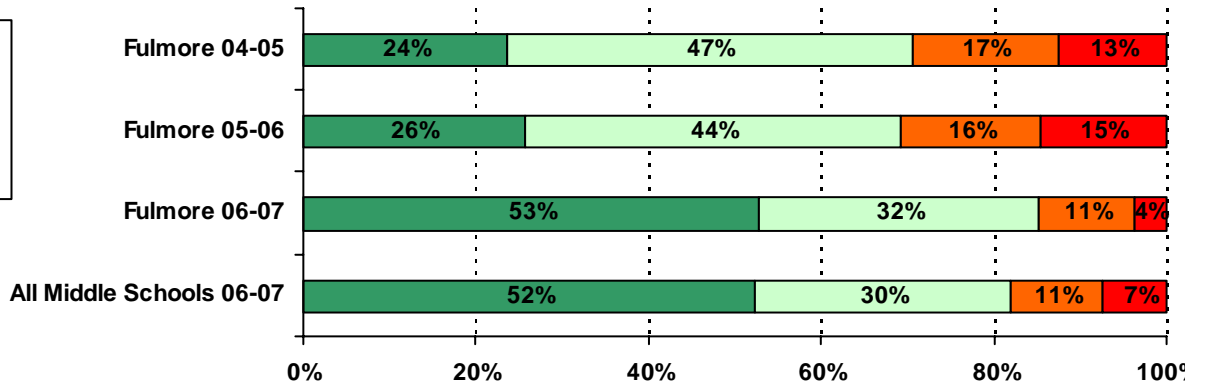
A total of fourteen items measure the rigor of academic expectations and students' sense of academic efficacy. Two subscales, labeled "Academic Standards" and "Academic Self-Confidence", comprise the dimension called Academic Environment. Results for the subscales and individual items comprising each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


	Fulmore	Fulmore	Fulmore	All Middle Schools
	2.74	2.76	3.22	3.07
23. I can explain my thoughts and feelings clearly in discussions.	2.66	2.66	2.99	2.81
24. I can explain my thoughts and feelings clearly in writing.	2.76	2.76	3.15	2.94

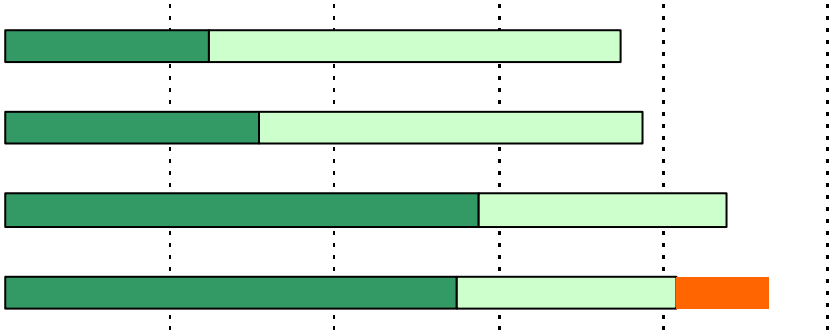
1. My classmates show respect to each other

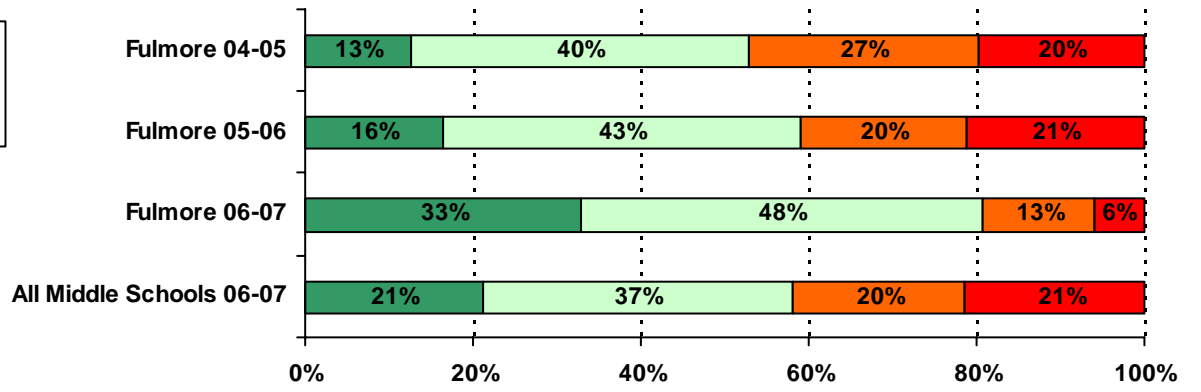
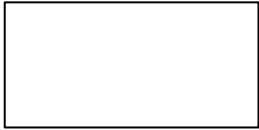


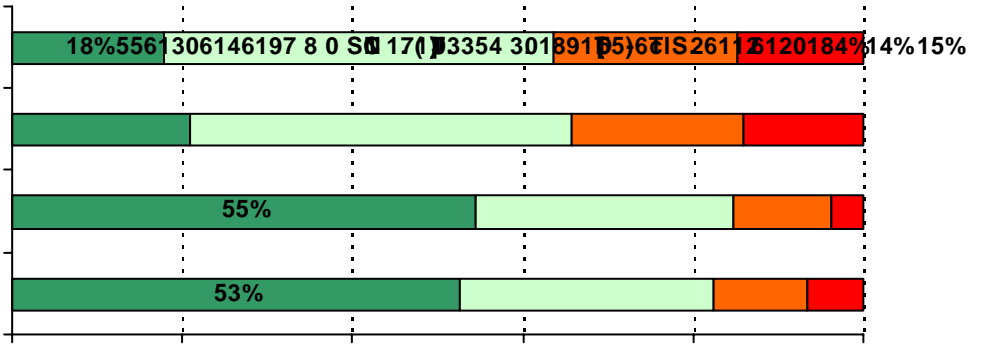
4. Teachers at this school care

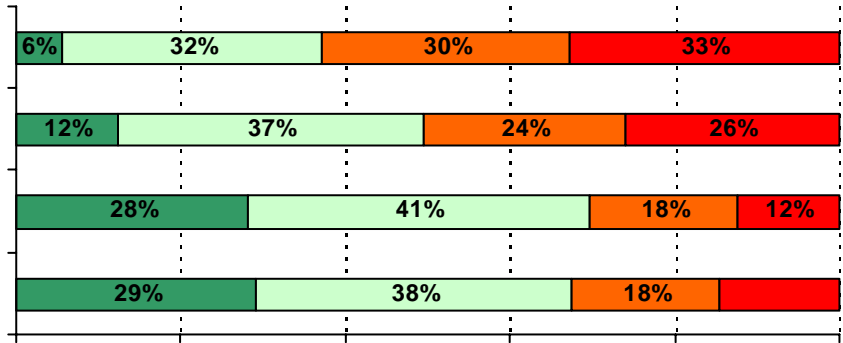




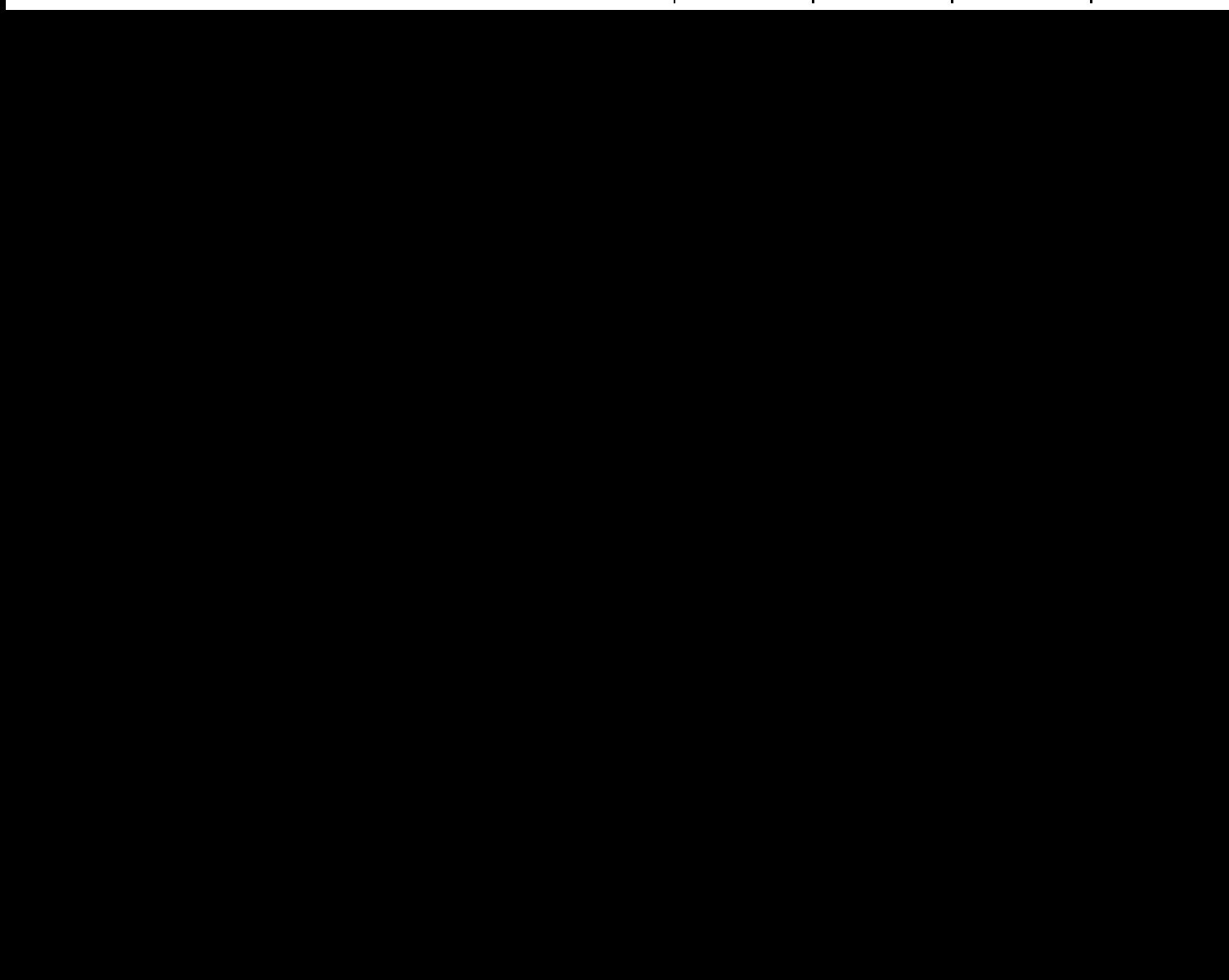
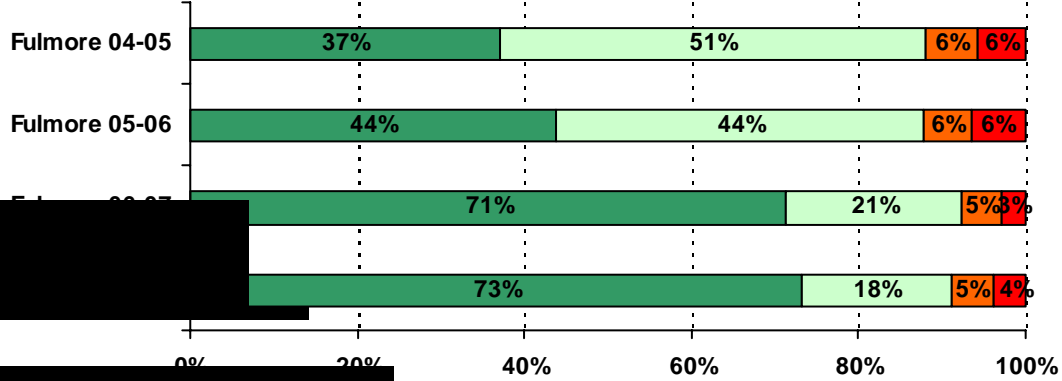


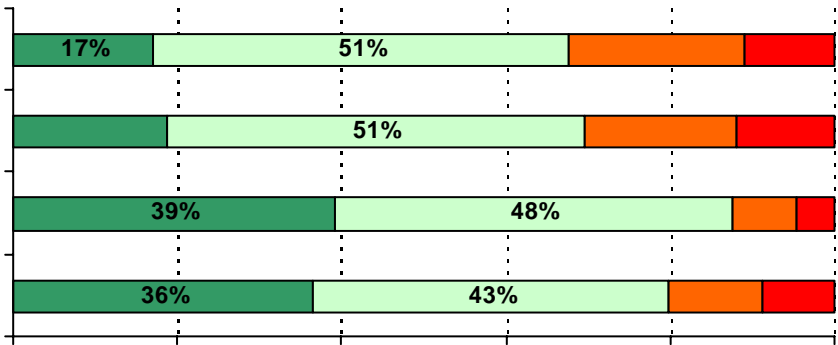




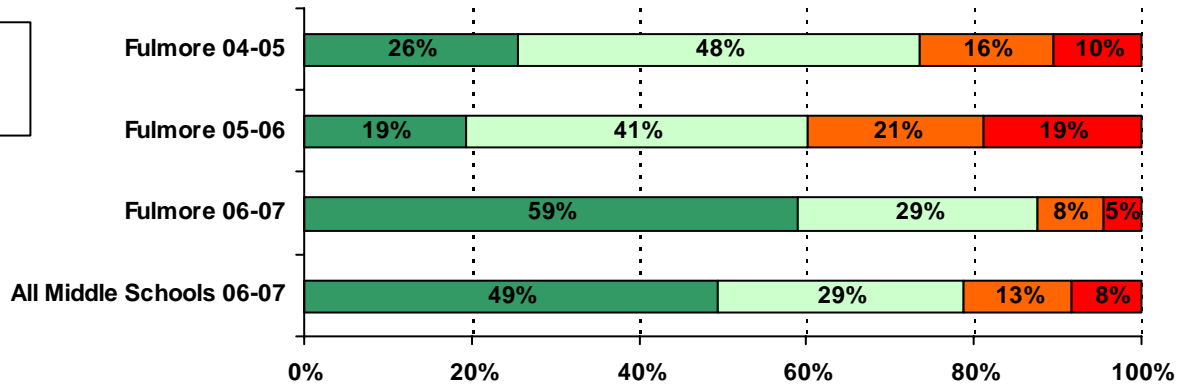


19. My teachers expect me to do my best work.

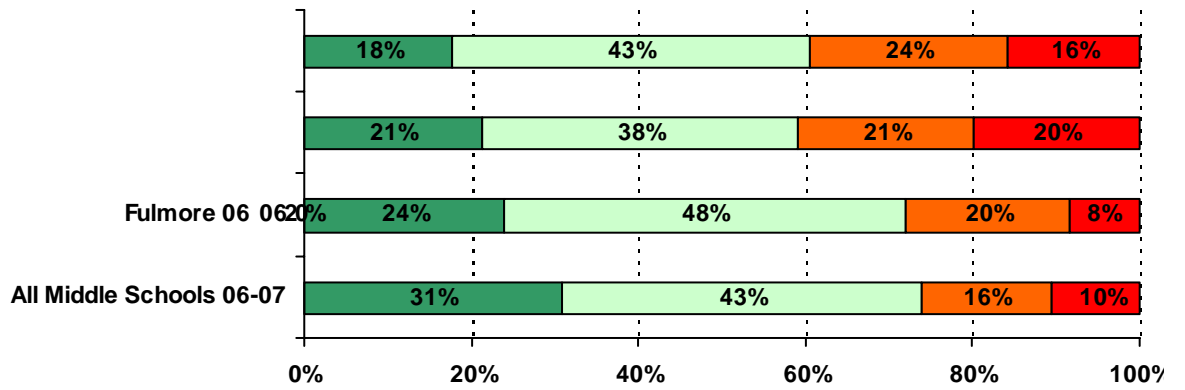
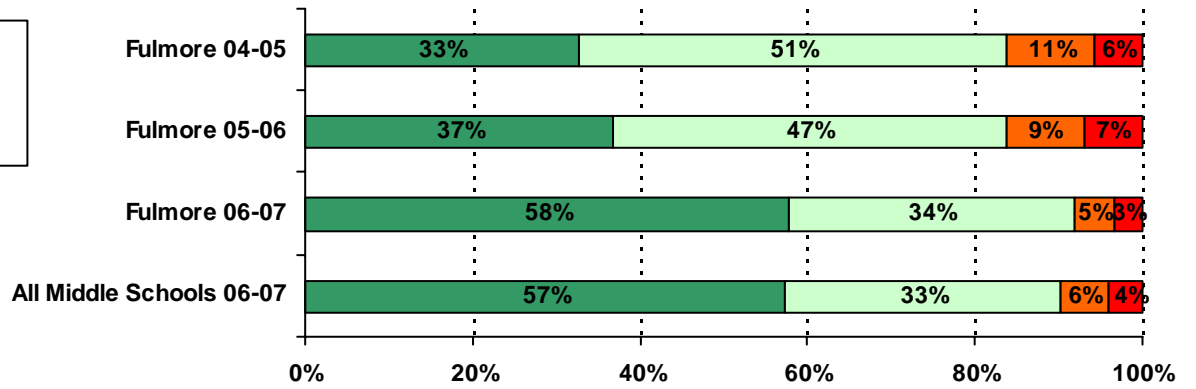




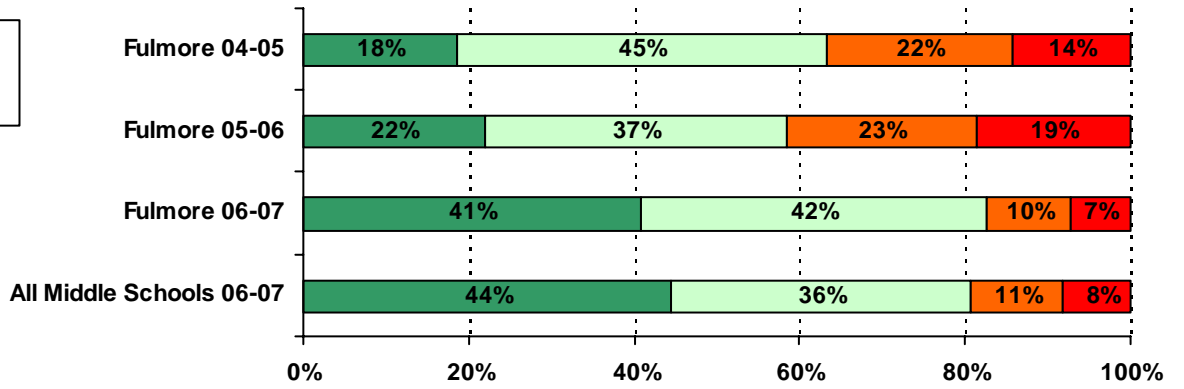
25. I feel/felt well prepared for TAKS.



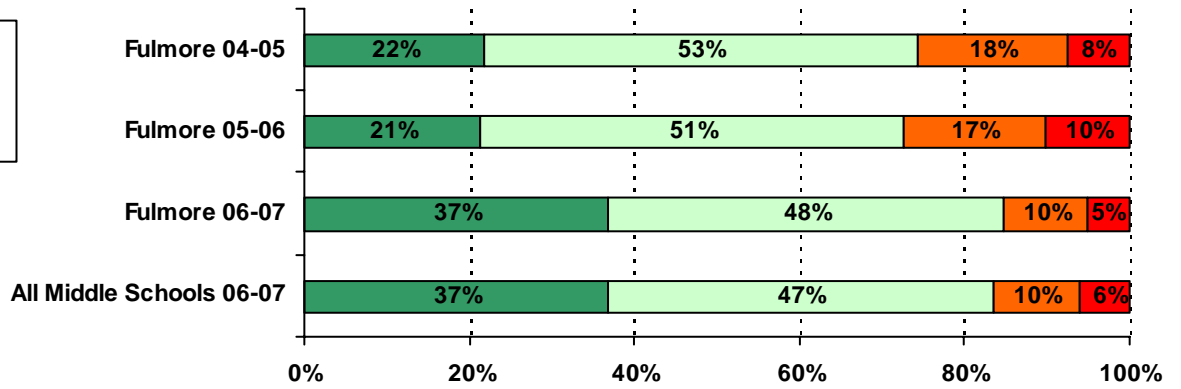
26. I try hard to do my best work.



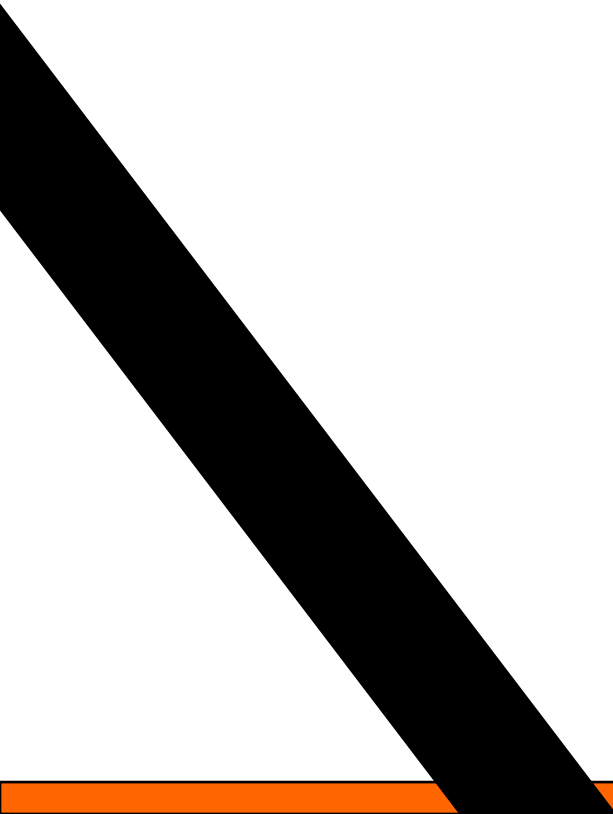
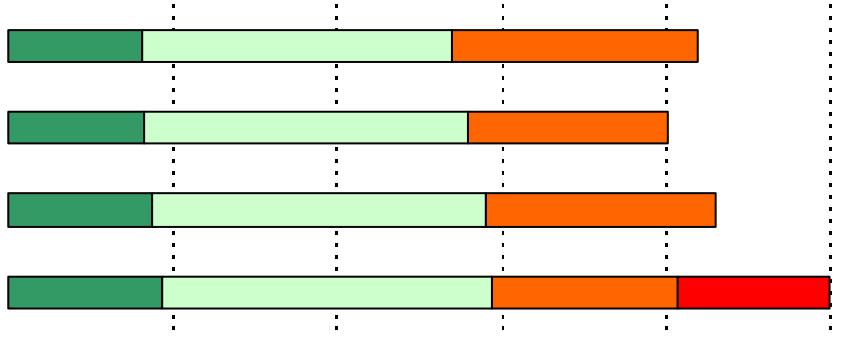
28. My teachers like to teach.

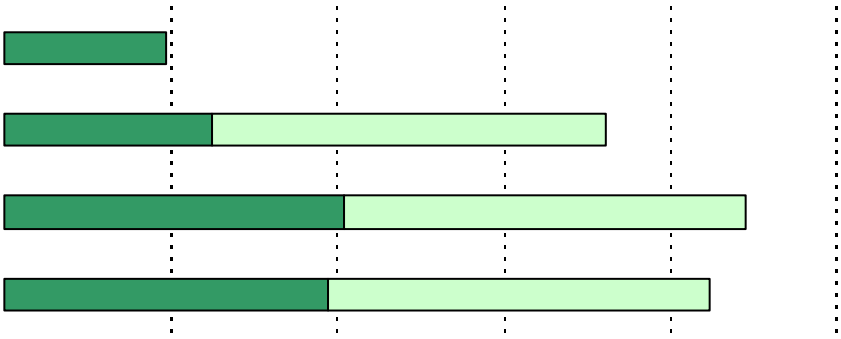


29. I feel

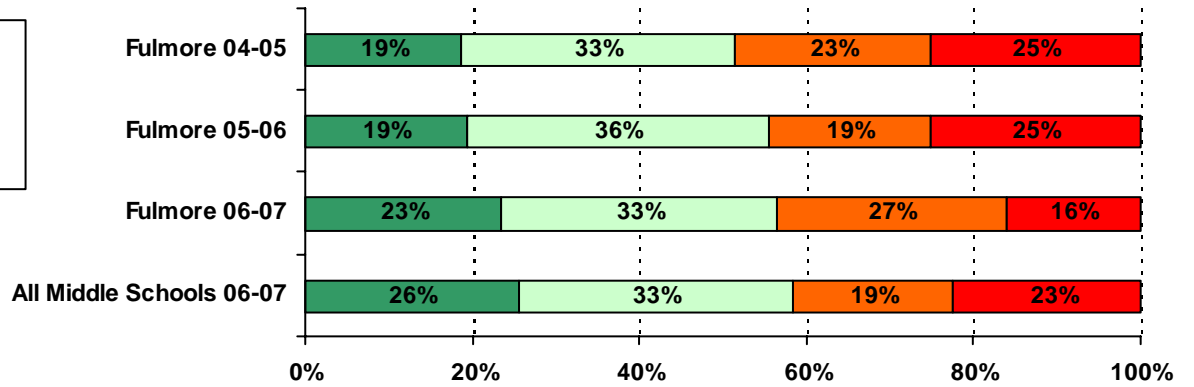




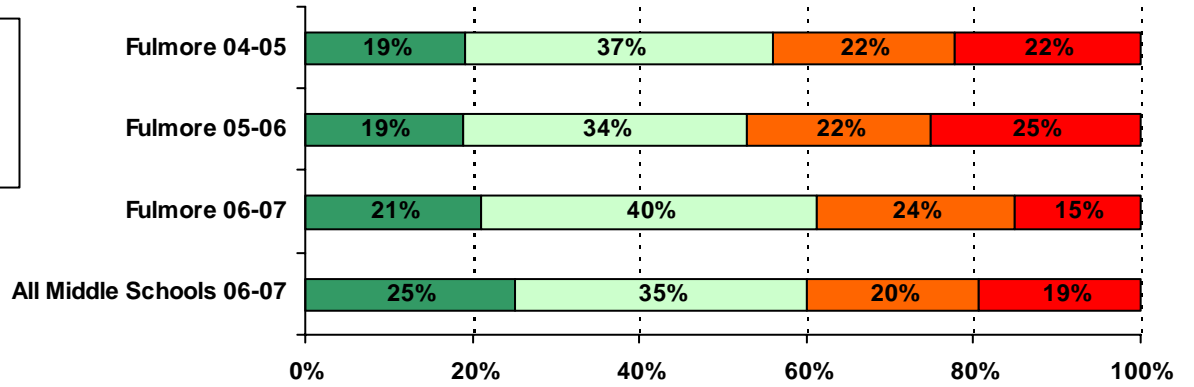




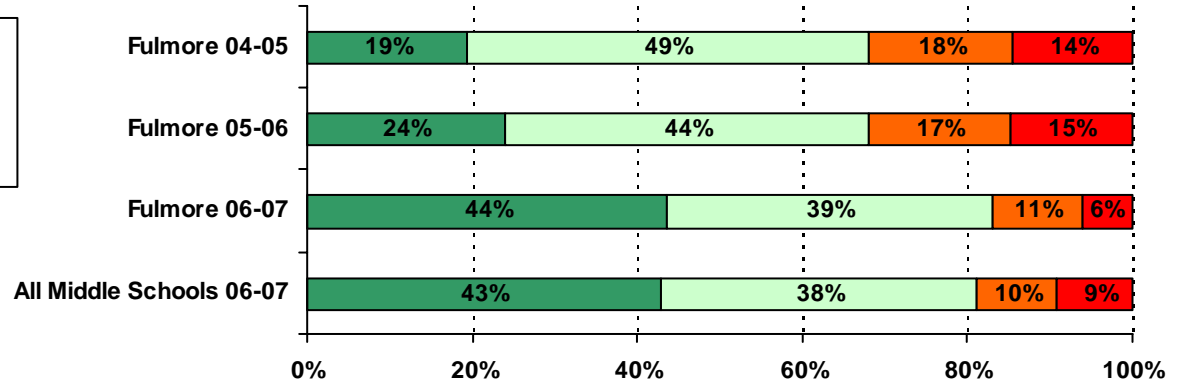
37. My teachers understand when I have a personal problem.



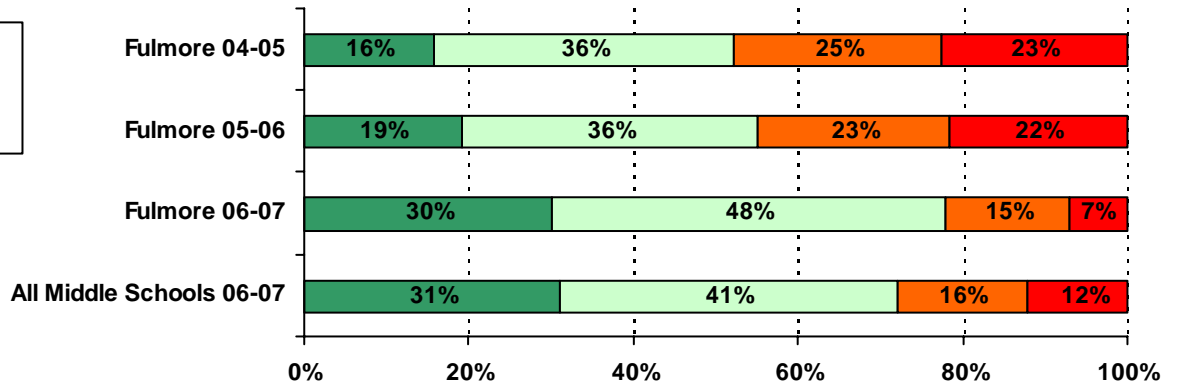
38. Teachers help students with personal problems.



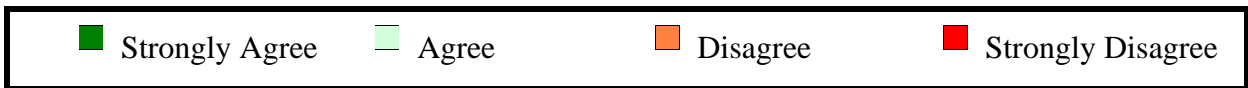
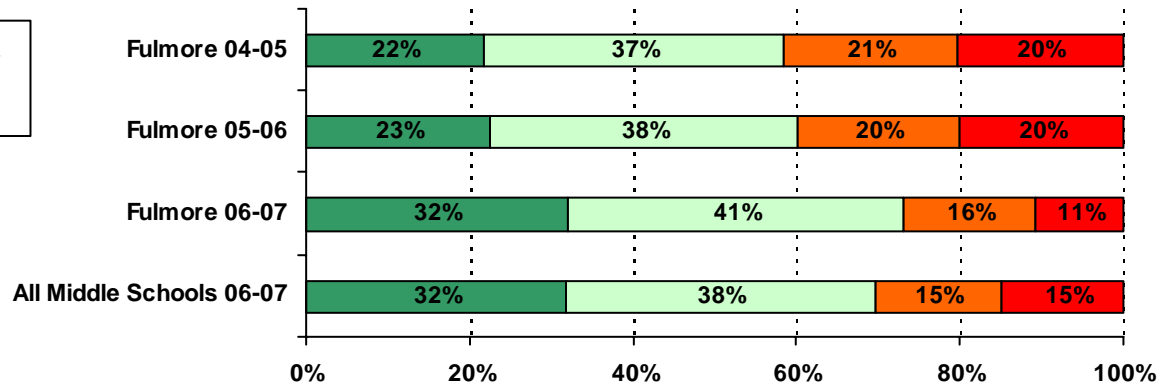
39. I get the grades I deserve on my class work.



40. My teachers are fair with students.



41. My teachers are fair to everyone.



**REFERENCES**

Marshall, M. L. ( n.d.). Examining school climate: Defining factors and educational influences. Retrieved May 10, 2006, from Georgia State University, Center for Research on School Safety, School Climate and Classroom Management Web site:  
<http://education.gus.edu/schoolsafety/download%20files/wp%202002%20school%20climate.pdf>

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.