

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

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>	Graham 04-05	Graham 05-06	Graham 06-07	All Elementary Schools 06-07
Behavioral Environment	2.96	2.95	3.24	3.33
	2.60	2.63	2.94	3.04
	3.23	3.13	3.58	3.60
	3.13	3.15	3.33	3.46
Adult/Student Interactions	3.37	3.35	3.52	3.57
	3.35	3.36	3.43	3.48
	3.38	3.34	3.58	3.63
Academic Environment	3.42	3.45	3.48	3.52
	3.66	3.67	3.80	3.81
	3.35	3.39	3.38	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.

		Graham	Graham	All Elementary Schools
	3.07	3.20	3.36	3.36
	3.40	2.99	3.80	3.82
	3.222.99	3.17	3.52	3.58

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

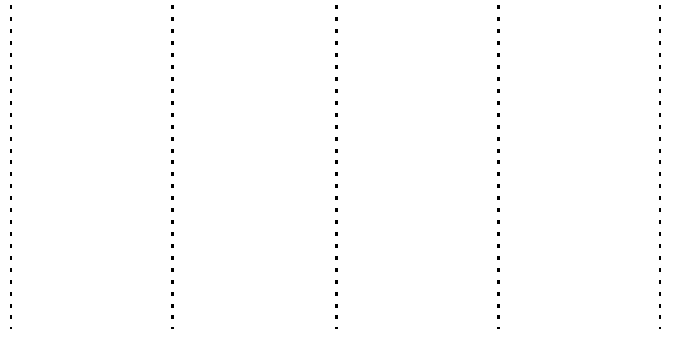
<i>Teacher Support and Engagement Items</i>	Graham 04-05	Graham 05-06	Graham 06-07	All Elementary Schools 06-07
18. Teachers give rewards or praise for good behavior.	3.44	3.42	3.17	3.31
31. Teachers give rewards or praise for good work.	3.42	3.37	3.19	3.27
27. My teachers are excited about what they teach.	3.29	3.31	3.47	3.55
28. My teachers like to teach.	3.38	3.46	3.80	3.79
36. Teachers give me the help I need with assignments.	3.46	3.47	3.58	3.62
37. My teachers understand when I have a personal problem.	3.19	3.22	3.41	3.44
38. Teachers help students with personal problems.	3.33	3.32	3.37	3.51
Teacher Support and Engagement Average	3.35	3.36	3.43	3.48

Adult Fairness and Respect:

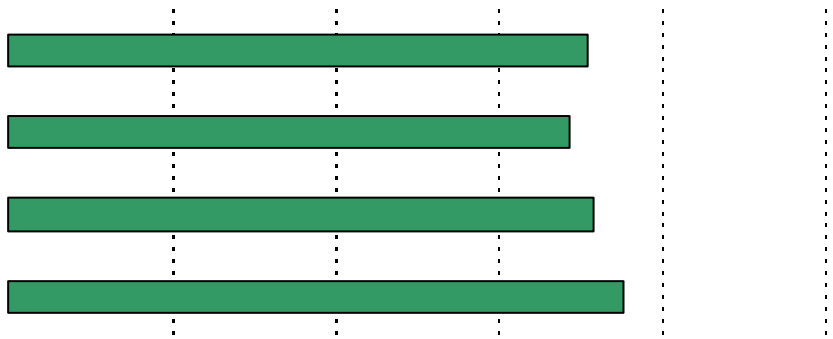
The nine items on this subscale assess the treatment of students by teachers and other adults on campus in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions. Average scores for each item and for the subscale are reflected in the table below.

<i>Adult Fairness and Respect Items</i>	Graham 04-05	Graham 05-06	Graham 06-07	All Elementary Schools 06-07
4. Teachers at this school care about their students.	3.60	3.61	3.84	3.88
5. Adults at this school listen to student ideas and opinions	3.33	3.08	3.29	3.49
6. Adults at this school treat all students fairly.	3.26	3.16	3.64	3.59
Adult Fairness and Respect Average	8	3.36	3.46	3.66

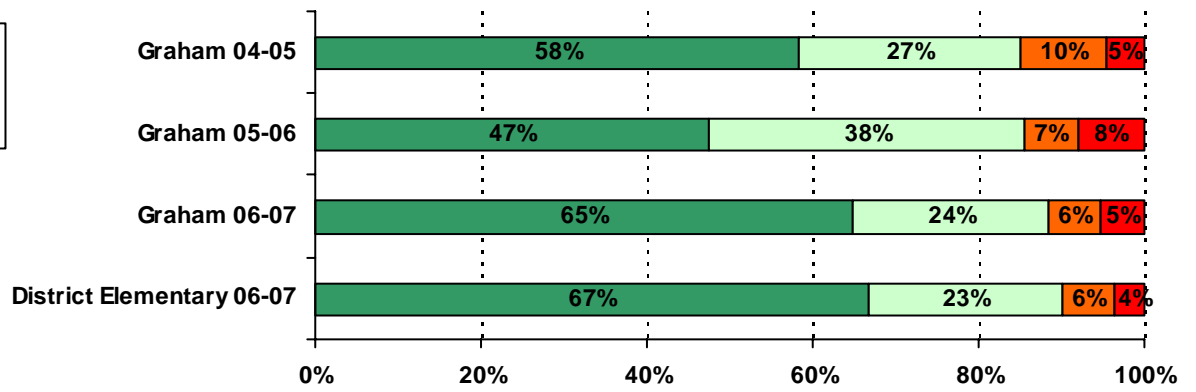
<i>Academic Self-Confidence Items</i>	Graham	Graham	Graham	All Elementary Schools
	04-05	05-06	06-07	06-07
22. I can listen well and understand the thoughts and feelings of other students.	3.45	3.40	3.25	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.28	3.29	3.04	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.26	3.30	3.14	3.20
32. I can reach the goals I set for myself.			3.43	3.48
33. I can work well in groups.	3.44	3.38	3.35	3.43
25. I feel/felt well prepared for TAKS.	3.34	3.40	3.57	3.57
30. My teachers show me how to know if my work is good.	3.29	3.39	3.59	3.64
34. I can tell if my work is good.	3.13	3.22	3.25	3.36
35. I know how I'm doing in school.	3.33	3.37	3.36	3.46
26. I try hard to do my best work.	3.63	3.70		
29. I feel successful in my schoolwork.				
Academic Self-Confidence Average	3.35	3.39	3.38	3.44



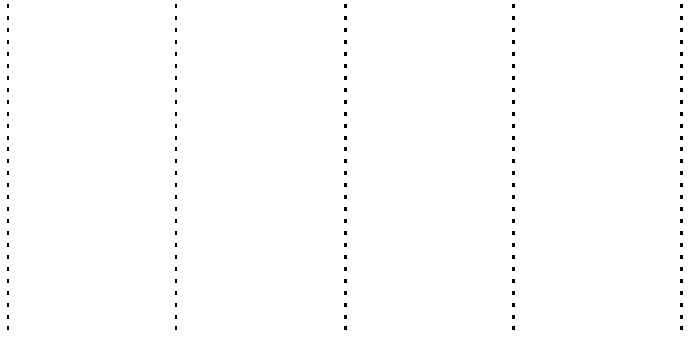
7. The staff in the front office show respect to students.

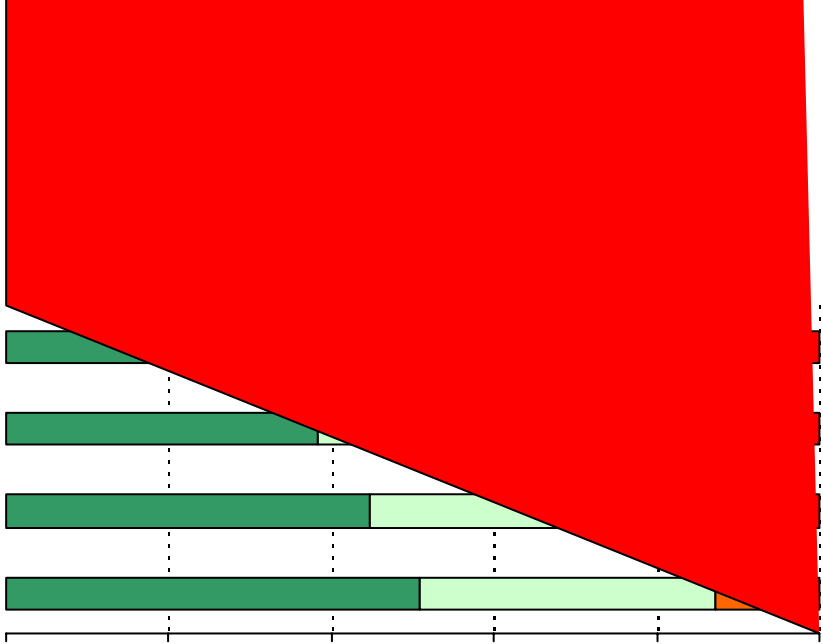


10. The school rules are fair.

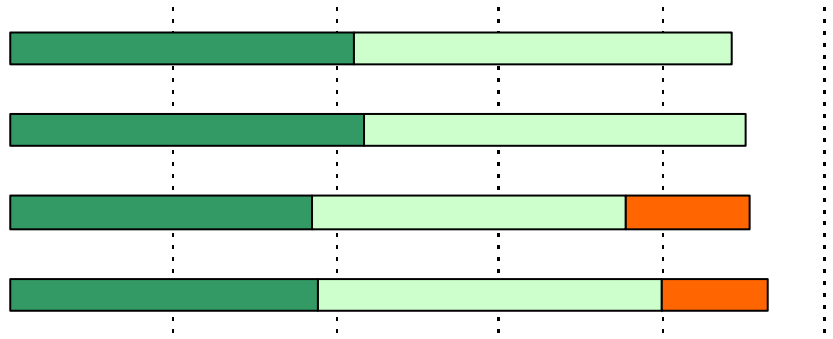
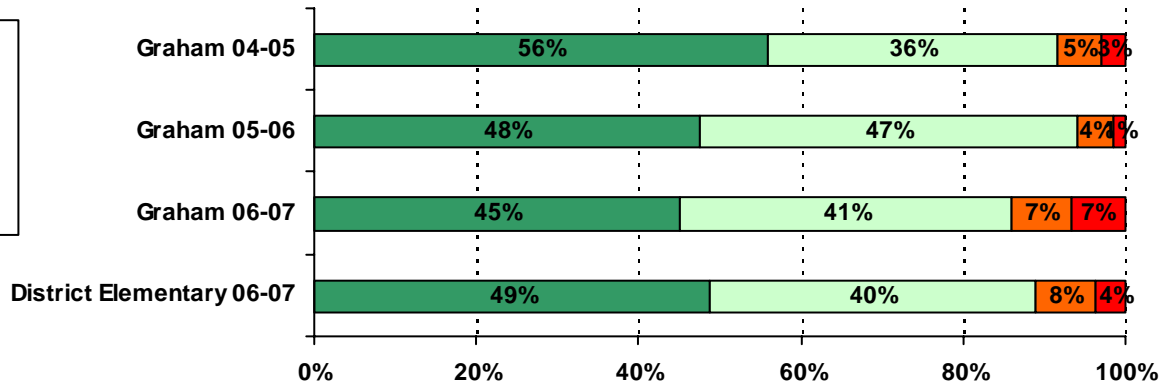


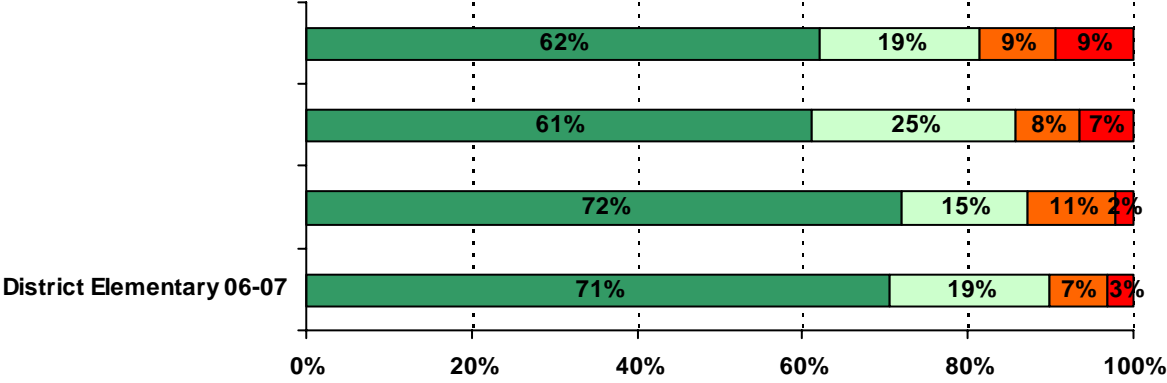
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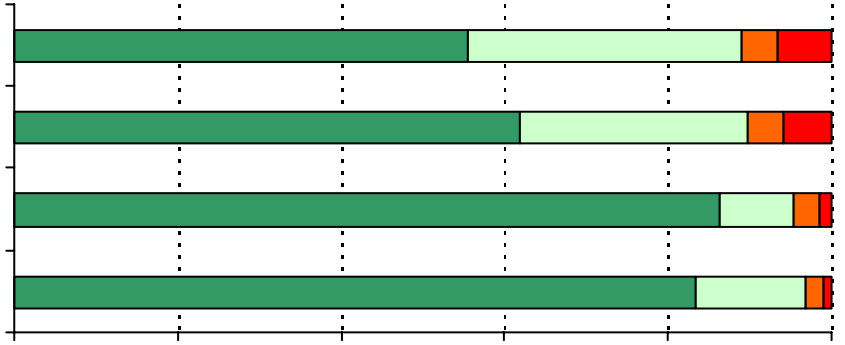


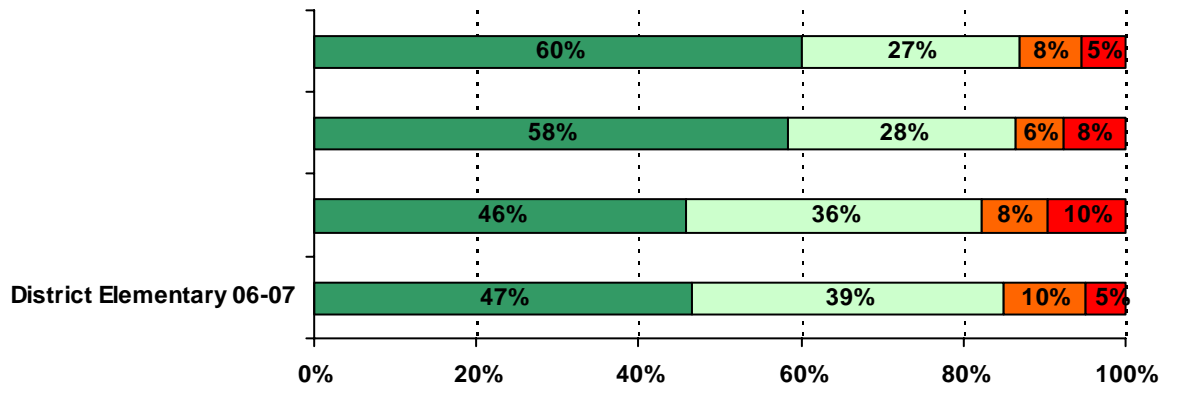
22. I can listen well and understand the thoughts and feelings of other students.

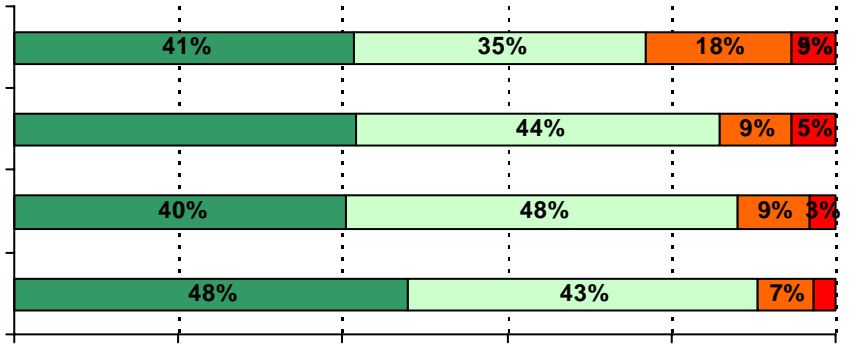




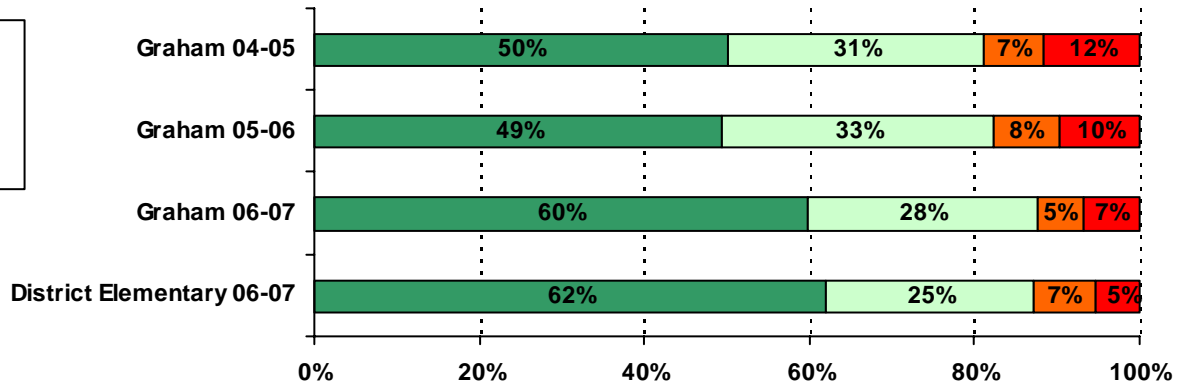
District Elementary 06-07







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



38. Teachers help students with personal problems.

