

Gullett Elementary 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
Gullett	06-07	202	90.2%
All Elementary Schools	06-07	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.

Average Dimension and Subscale Scores

<i>Dimension and Subscale</i>	Gullett	Gullett	Gullett	All Elementary Schools
	04-05	05-06	06-07	06-07
Behavioral Environment	2.96	3.01	3.27	3.33
<i>Peer Behavior</i>	2.84	2.90	3.06	3.04
<i>Behavioral Expectations</i>	2.79	2.90	3.47	3.60
<i>School Safety and Cleanliness</i>	3.19	3.24	3.36	3.46
Adult/Student Interactions	3.15	3.23	3.38	3.57
<i>Teacher Support and Engagement</i>	3.13	3.19	3.23	3.48
<i>Adult Fairness and Respect</i>	3.17	3.26	3.48	3.63
Academic Environment	3.27	3.38	3.40	3.52
<i>Academic Standards</i>	3.50	3.61	3.68	3.81
<i>Academic Self-Confidence</i>	3.19	3.31	3.32	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.

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

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and physical school environment, including students' peer interactions, their expectations about school rules and their enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales, labeled "Peer Behavior," "Behavioral Expectations," and "School Safety and Cleanliness." Results for the three subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

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>	Gullett	Gullett	Gullett	All Elementary Schools
	04-05	05-06	06-07	06-07
1. My classmates show respect to each other.	2.88	2.85	2.96	2.99
2. My classmates show respect to others who are different.	3.00	3.04	3.25	3.10
3. I am happy with the way my classmates treat me.	2.96	3.03	3.15	3.17
14. Students at my school follow the rules.	2.53	2.62	2.84	2.89
Peer Behavior Average	2.84	2.90	3.06	3.04

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.

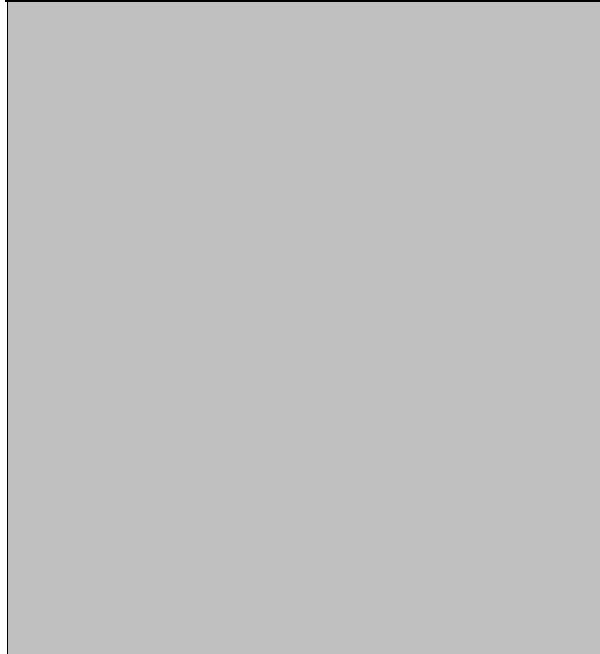
Average Response for Behavioral Expectations Items

<i>Behavioral Expectations Items</i>	Gullett 04-05	Gullett 05-06	Gullett 06-07	All Elementary Schools 06-07
9. Everyone knows what the school rules are.	2.88	2.85	3.12	3.36
12. My teachers always make sure that students follow the rules.	3.02	3.04	3.66	3.82
13. My classmates know there are consequences for breaking the rules.	2.62	2.64	3.55	3.58
Behavioral Expectations Average	2.79	2.90	3.47	3.60

School Safety and Cleanliness:

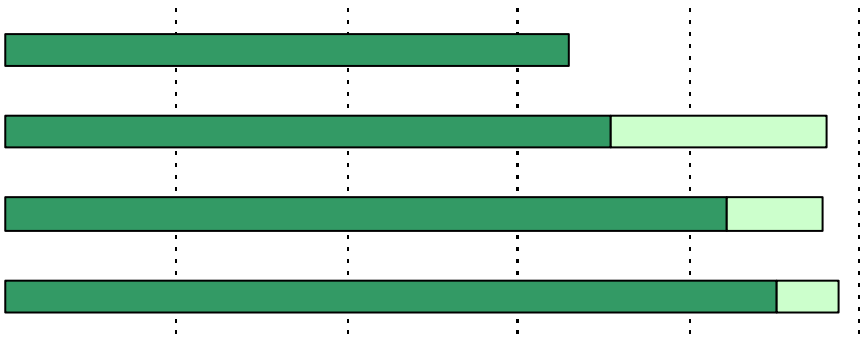
The three items on this subscale indicate the degree to which students feel safe at school and perceive the school as clean. Average scores for each item and for the subscale are reflected in the table below.

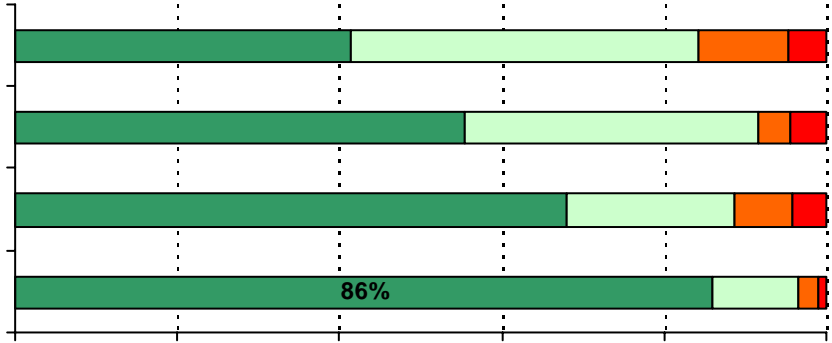
<i>School Safety and Cleanliness Items</i>	Gullett 04-05	Gullett 05-06	Gullett 06-07	All Elementary Schools 06-07
15. I feel safe at my school.	3.43	3.43	3.52	3.53
16. This school is clean.	2.91	2.97	3.08	3.34
17. I feel safe on the school property.	3.28	3.42	3.47	3.52
School Safety and Cleanliness Average	3.19	3.24	3.36	3.46



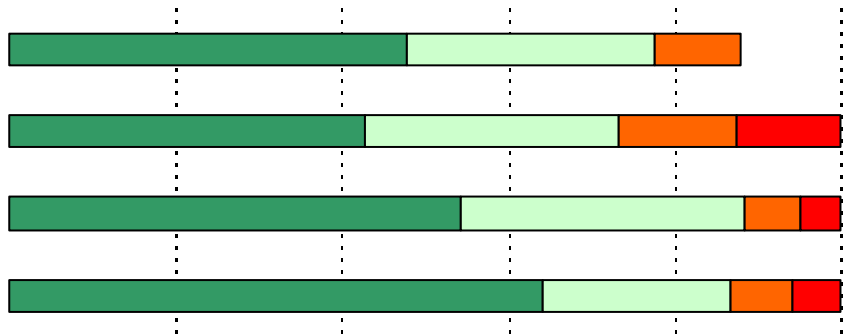
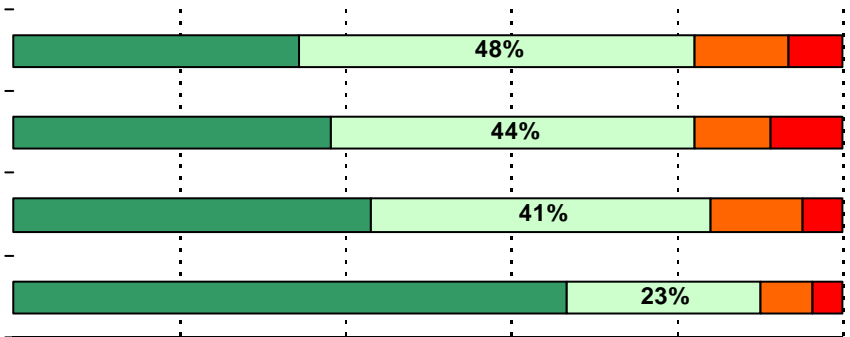
	Gullett	Gullett	Gullett	All Elementary Schools
	3.26	3.38	3.35	3.34
23. I can explain my thoughts and feelings clearly in	3.18	3.26	3.01	3.11
	3.22	3.22	3.11	3.20

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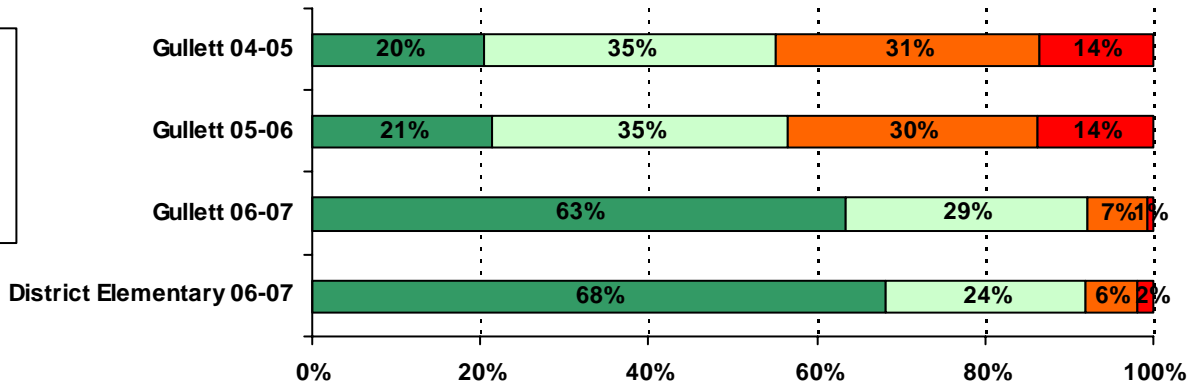




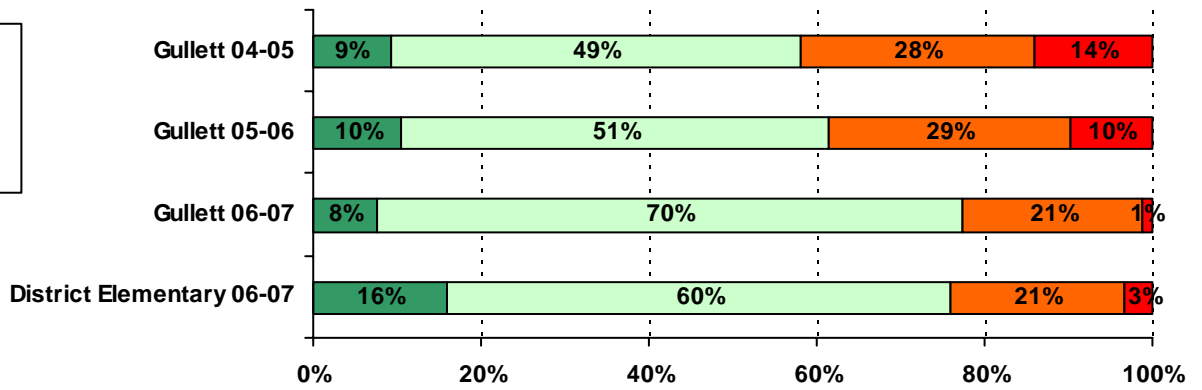
10. The school rules are fair.



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



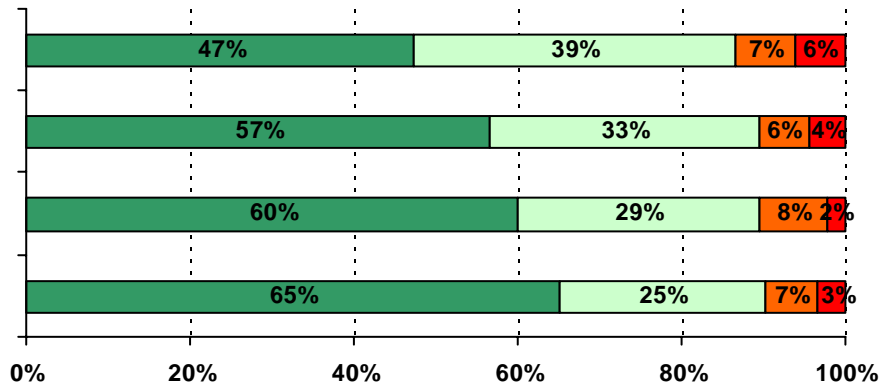
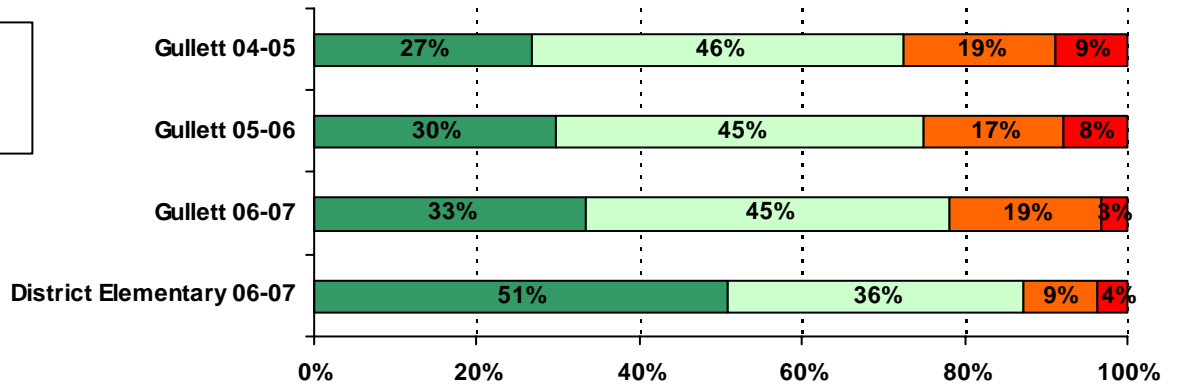
14. Students at my school follow the rules.

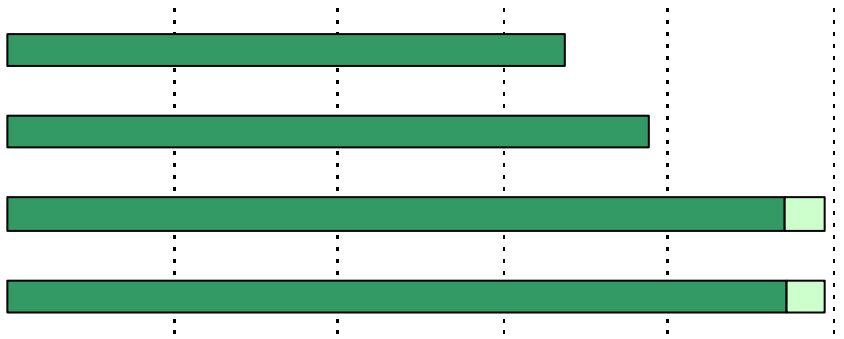


15. I feel safe at my school.

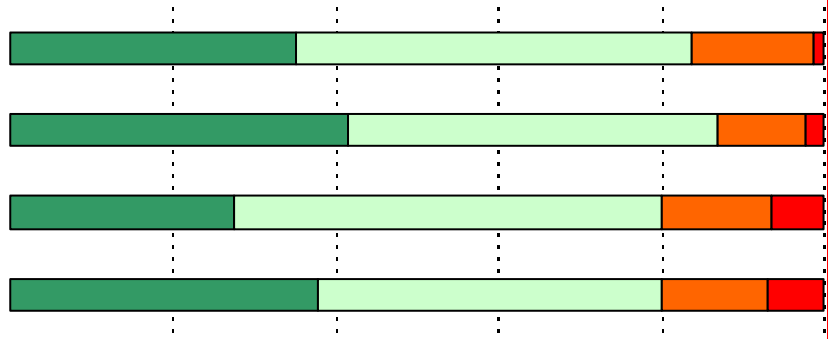
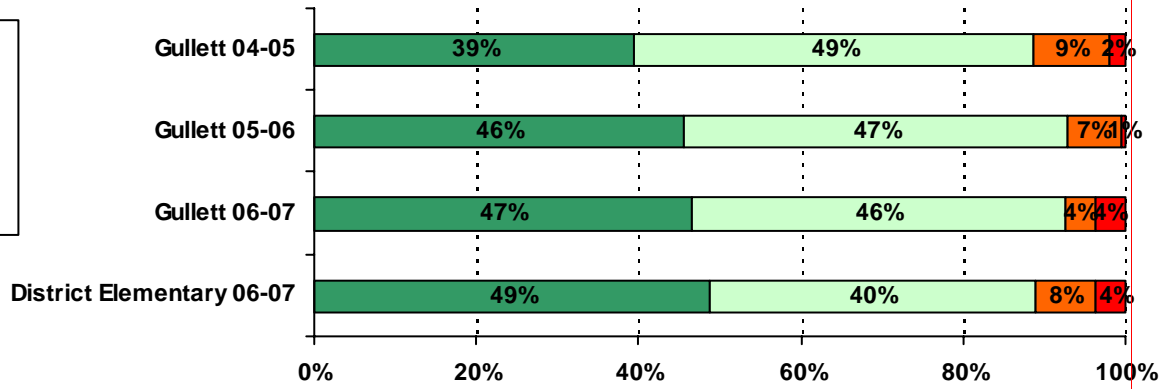


16. This school is clean.

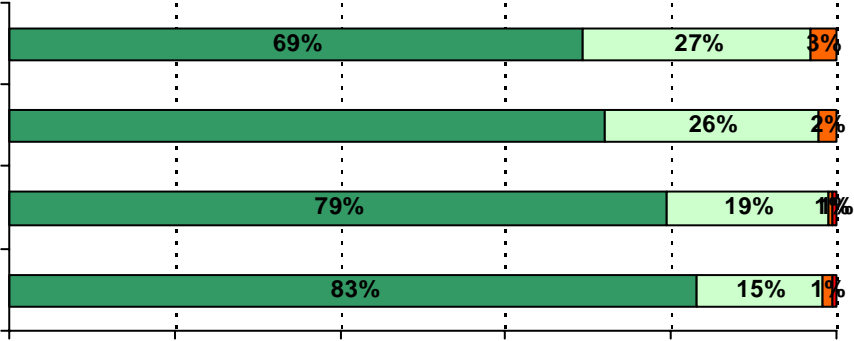
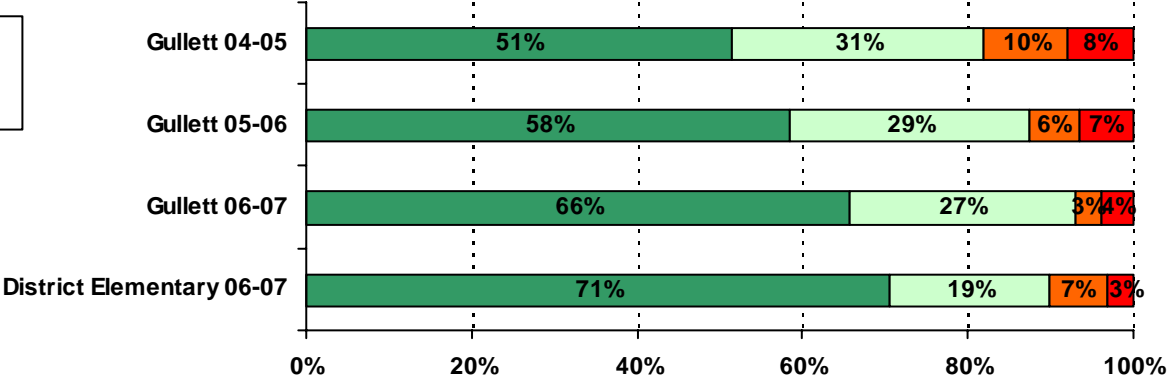




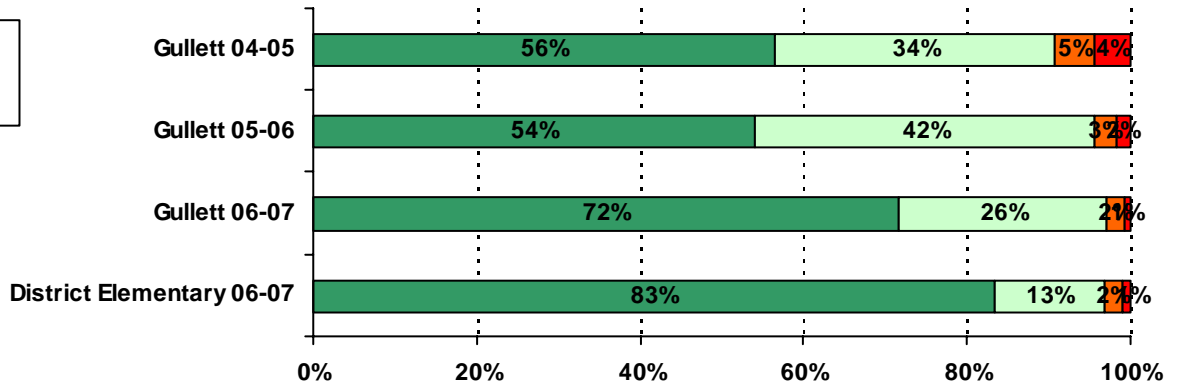
22. I can listen well and understand the thoughts and feelings of other students.



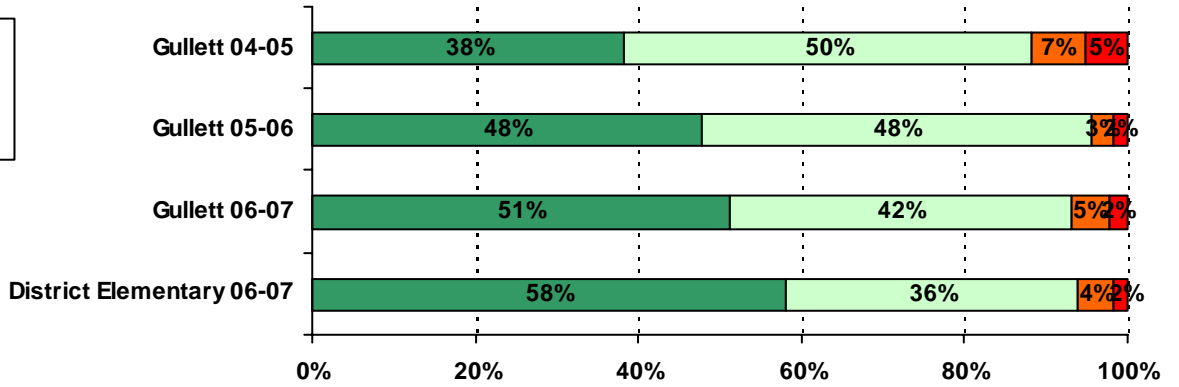
25. I feel/felt well prepared for TAKS.



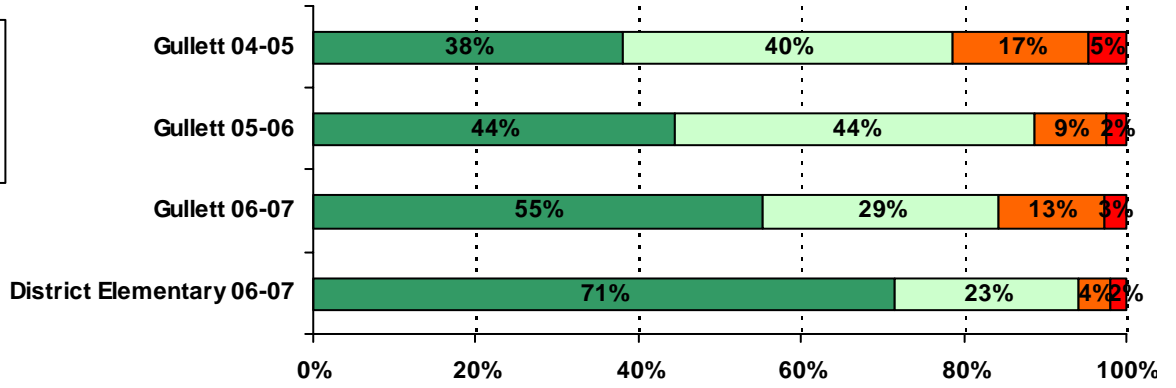
28. My teachers like to teach.

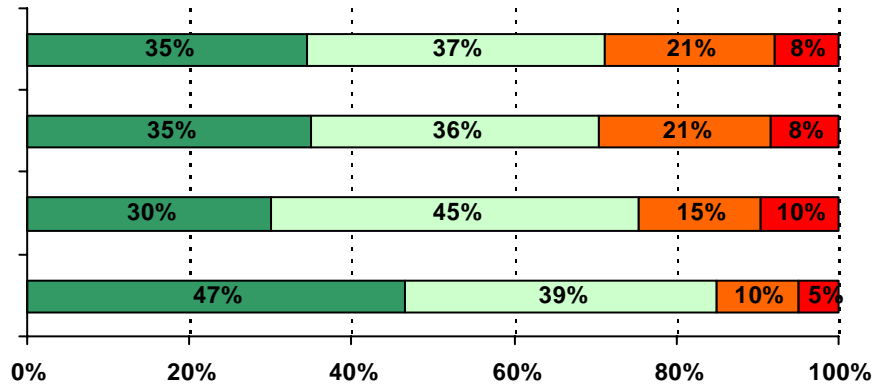


29. I feel successful in my schoolwork.



30. My teachers show me how to know if my work is good.





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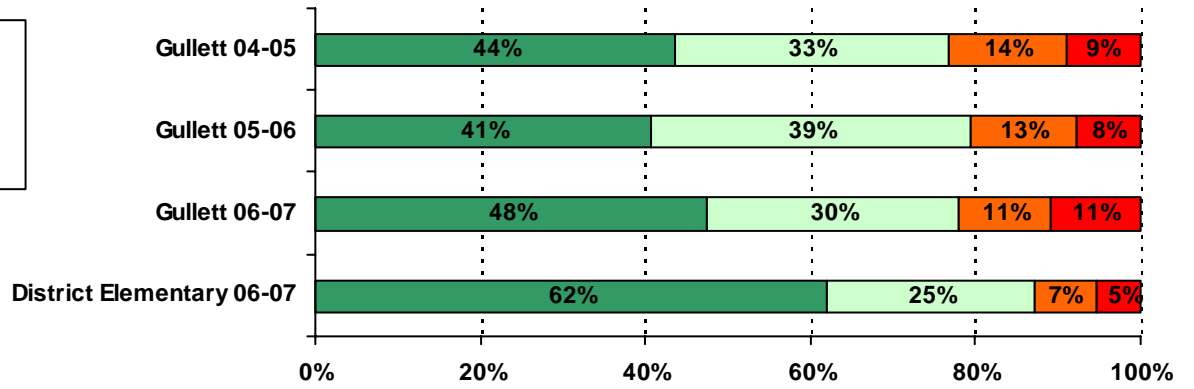
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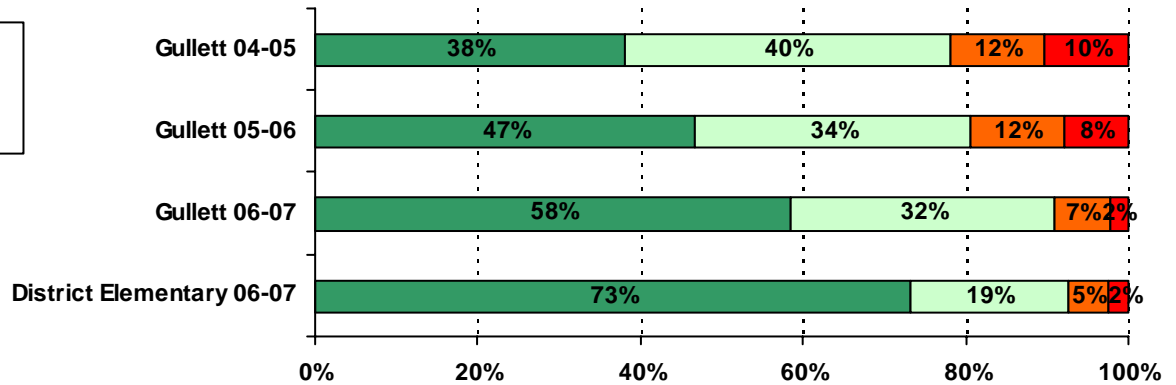
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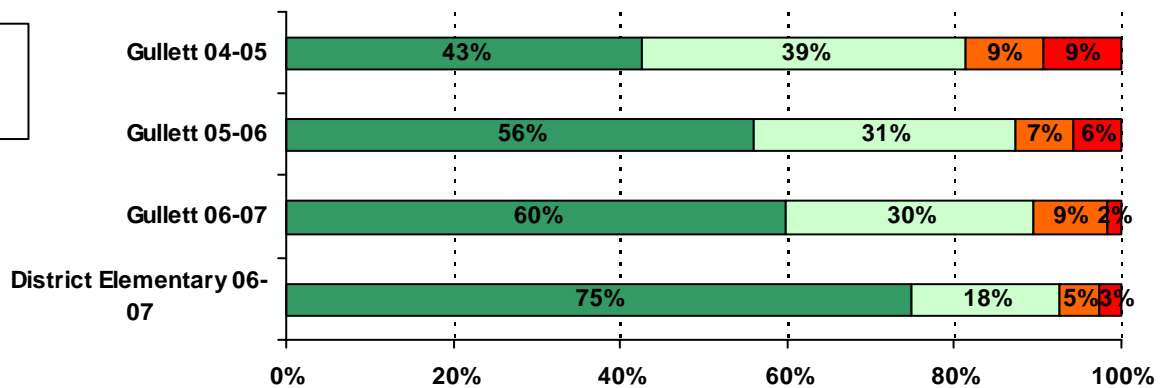
37. My teachers understand when I have a personal problem.



40. My teachers are fair with students.



41. My teachers are fair to everyone.



REFERENCES

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