

# 2005-2006 AISD Student Climate Survey Results

## Hart Elementary School



### CAMPUS RESULTS

AISD Student Climate Survey Participants, 2005-2006

		# of Participants	Response Rate
<b>Hart</b>	<b>05-06</b>	294	88.0%
<b>All Elementary Schools</b>	<b>05-06</b>	16,212	86.9%

Source: Response rates are based on Fall 2005 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, and ACES.

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

Dimension and Subscale	Hart 03-04	Hart 04-05	Hart 05-06	All Elementary Schools 05-06
<b>Behavioral Positioning</b>	2.64	2.84	2.89	2.79
<i>Peer Behavior</i>	2.64	2.84	2.89	2.79
<i>Behavioral Expectations</i>	3.16	3.27	3.21	3.13
<i>School Safety and Cleanliness</i>	3.18	3.33	3.35	3.27
<b>Adult/Student Interactions</b>	3.26	3.47	3.43	3.41
<i>Teacher Support and Engagement</i>	3.26	3.46	3.47	3.39
<i>Adult Fairness and Respect</i>	3.26	3.47	3.40	3.41
<b>Academic Environment</b>	3.36	3.51	3.49	3.46
<i>Academic Standards</i>	3.57	3.70	3.71	3.70
<i>Academic Self-Confidence</i>	3.29	3.44	3.42	3.39

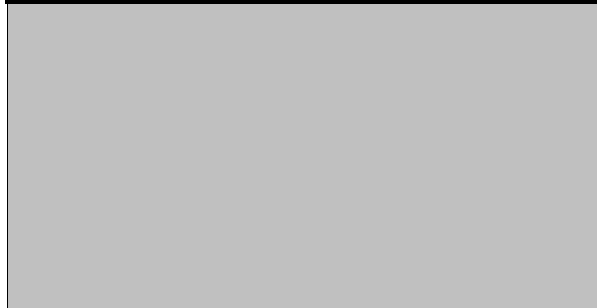
Note: Scores may range from 1 (lowest) to 4 (highest). Up arrows indicate statistically meaningful increase (based on Cohen's D calculation of effect size) from the previous year; down arrows indicate statistically meaningful decrease from the previous year.

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.



<i>Behavioral Expectations Items</i>	Hart 03-04	Hart 04-05	Hart 05-06	All Elementary Schools 05-06
9. Everyone knows what the school rules are.	3.16	3.28	3.27	3.11
12. The school rules are strictly enforced.	3.15	3.30	3.24	3.24
13. If a school rule is broken, students know what kind of punishment will follow.	3.14	3.24	3.10	3.08
<b>Behavioral Expectations Average</b>				

<i>Teacher Support and Engagement Items</i>	Hart 03-04	Hart 04-05	Hart 05-06	All Elementary Schools 05-06
18. Teachers give rewards or praise for good behavior.	3.25	3.43	3.62	3.37
31. Teachers give rewards or praise for good work.	3.16	3.36	3.45	3.33
27. My teachers are excited about what they teach.	3.31	3.48	3.53	3.41

	Hart	Hart	Hart	All Elementary Schools
4. Teachers at this school care about their students.	3.45	3.67	3.67	3.71
5. Adults at this school listen to student ideas and opinions	3.25	3.47	3.33	3.31
6. Adults at this school treat all students fairly.	3.14	3.37	3.27	3.28

### ***Academic Self-Confidence:***

This subscale is comprised of eleven items that assess students' motivation, self-efficacy, and acquisition of communication and self-evaluation skills. Averages for each item and for the subscale are reflected below.

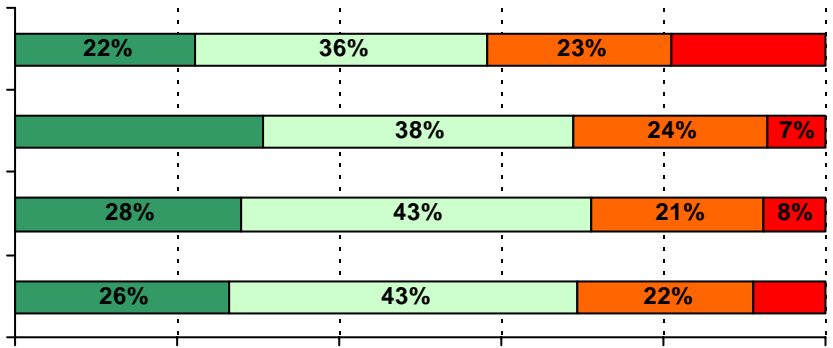
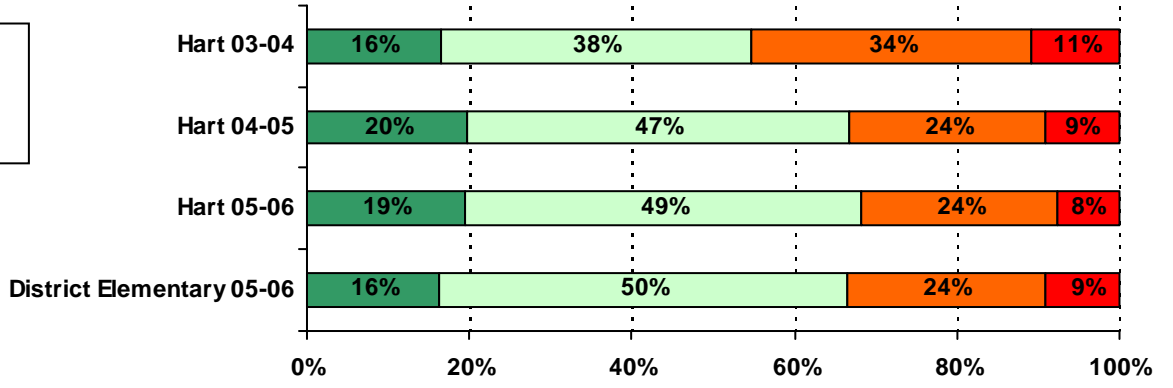
Average Response for Academic Self-Confidence Items

<b><i>Academic Self-Confidence Items</i></b>	<b>Hart</b>	<b>Hart</b>	<b>Hart</b>	<b>All Elementary Schools</b>
	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>05-06</b>
22. I have learned how to listen better so I can understand the ideas of other students.	3.29	3.52	3.49	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.27	3.25	3.33	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.25	3.27	3.39	3.34
32. I have learned to reach the goals I set for myself.	n/a	n/a	3.43	3.43
33. I have learned ways of working better in groups.	3.32	3.49	3.47	3.42
25. I feel/felt well prepared for TAKS.	3.29	3.54	3.41	3.48
30. My teachers show me ways to judge for myself the quality of my work.	3.29	3.43	3.48	3.39
34. I know whether or not my work is good without being told.	3.22	3.27	3.28	3.23
35. I have learned how to evaluate my work and keep track of my progress.	3.26	3.49	3.43	3.34
26. I try hard to do my best on my schoolwork.	3.61	3.66	3.65	3.68
29. I feel successful in my schoolwork.	3.33	3.53	3.43	3.43
<b>Academic Self-Confidence Average</b>	<b>3.29</b>	<b>3.44</b>	<b>3.42</b>	<b>3.39</b>

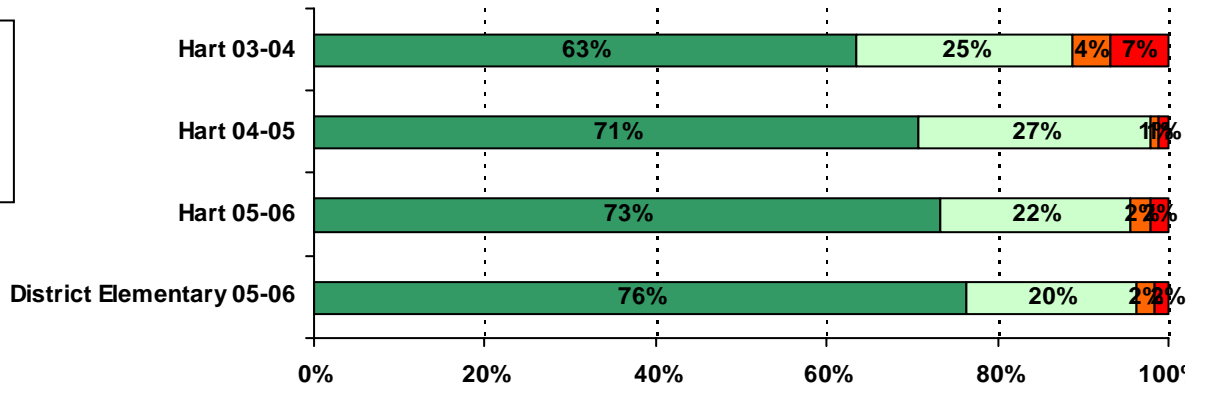
### **HOW TO IMPROVE SCHOOL CLIMATE**

Research indicates that survey results can help you to

1. Students in my school respect each other.

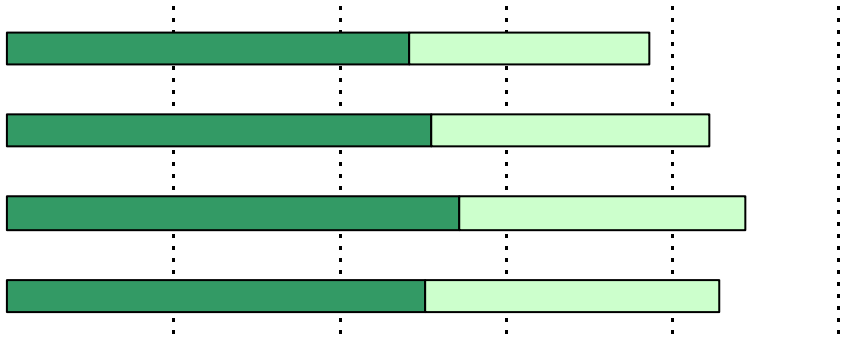


4. Teachers at

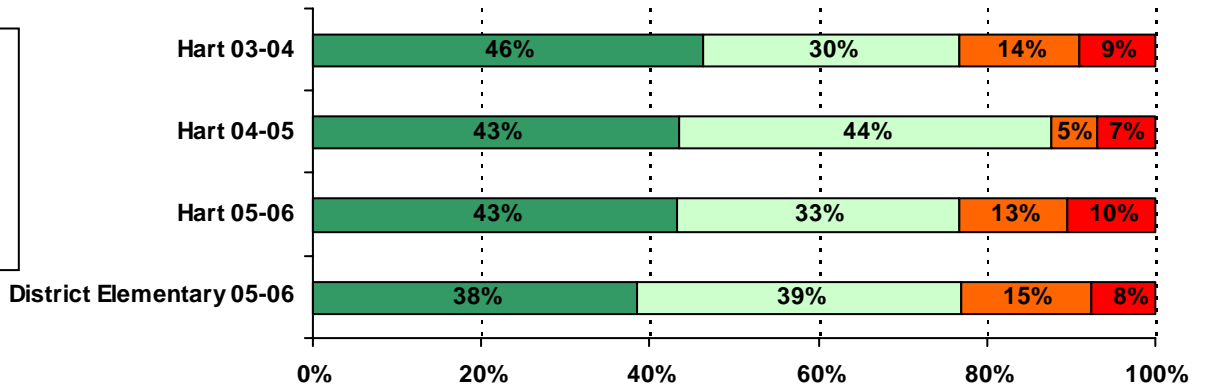




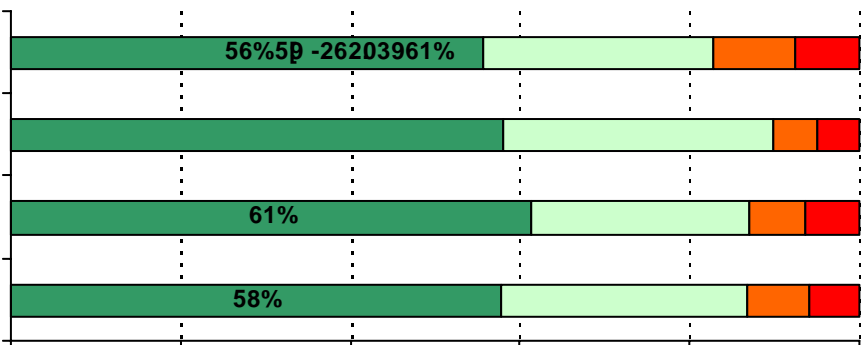
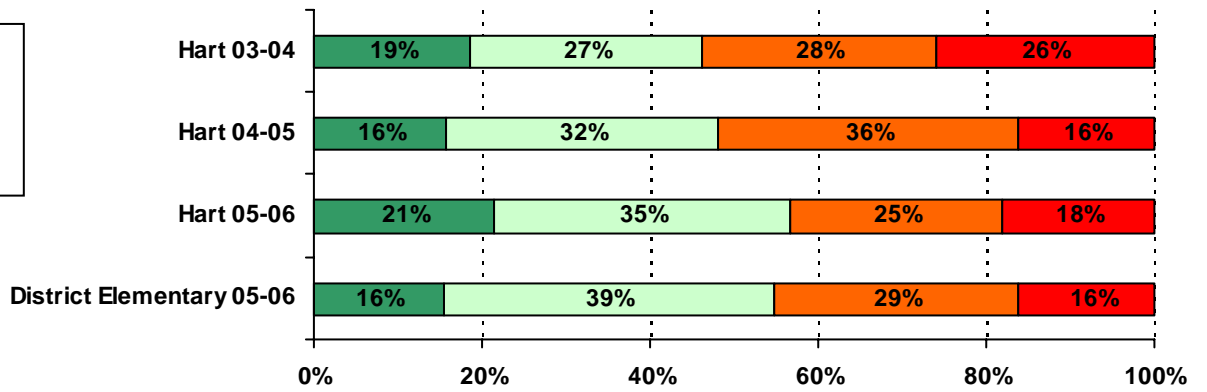




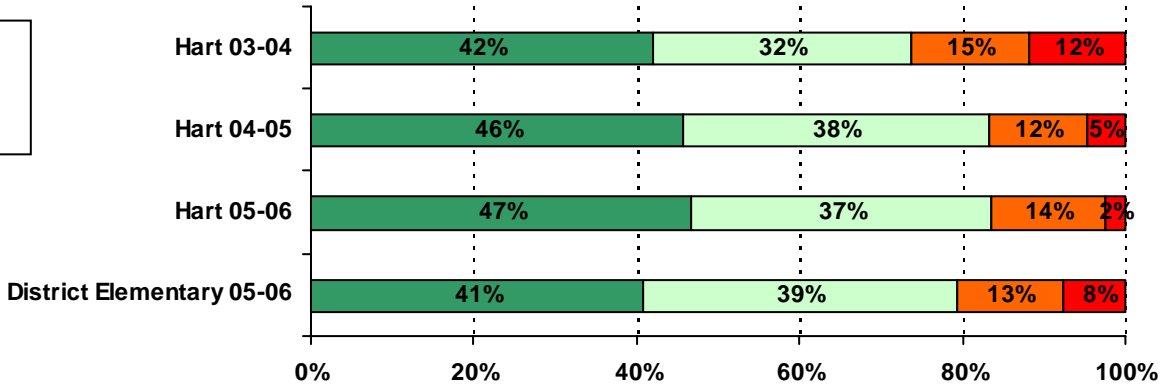
13. If a school rule is broken, students know what kind of punishment will follow.



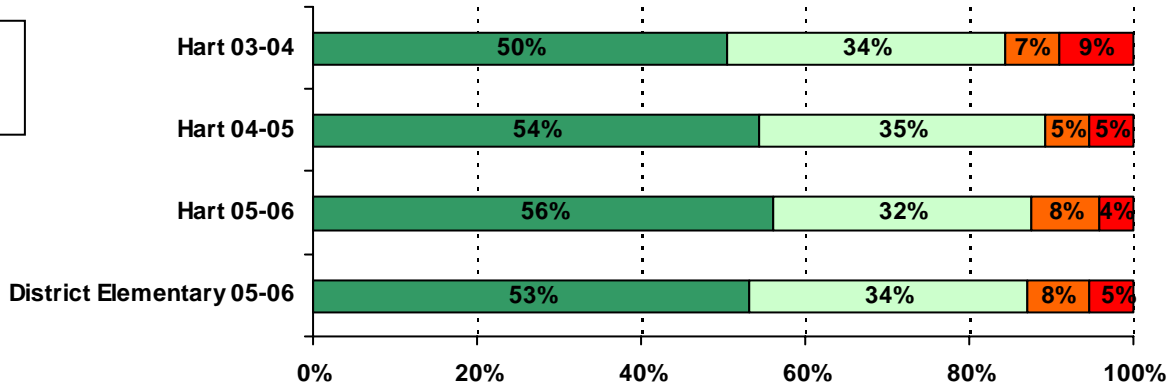
14. Students at my school obey the school rules.



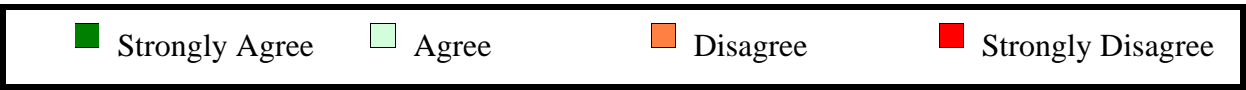
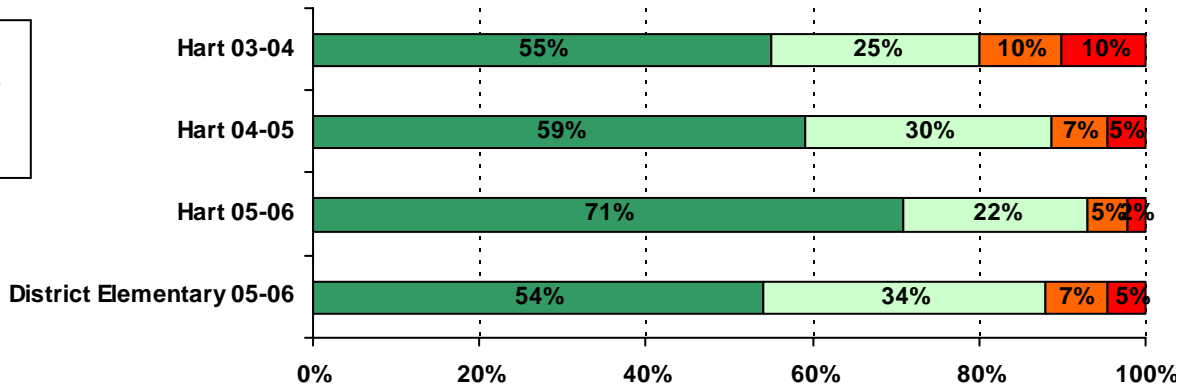
16. This school is clean.

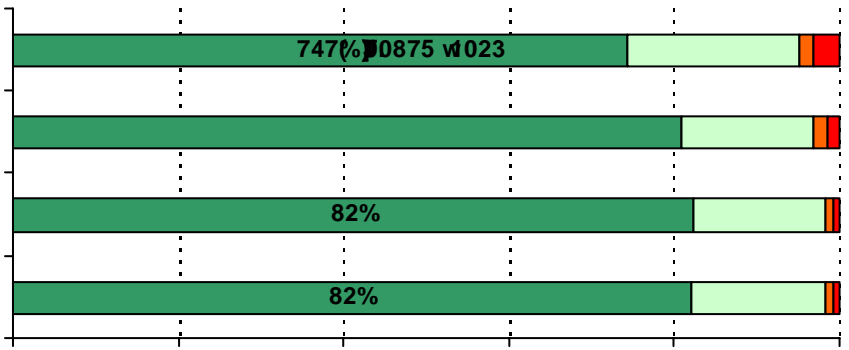


17. I feel safe on the school property.

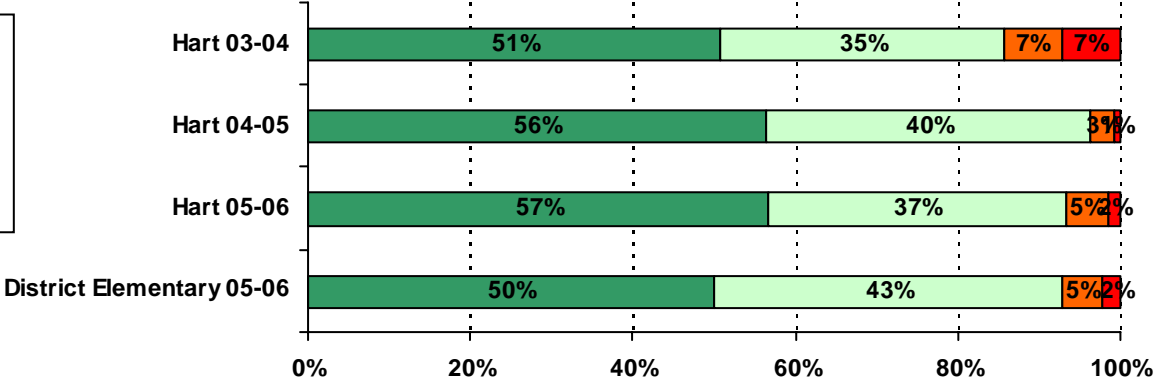


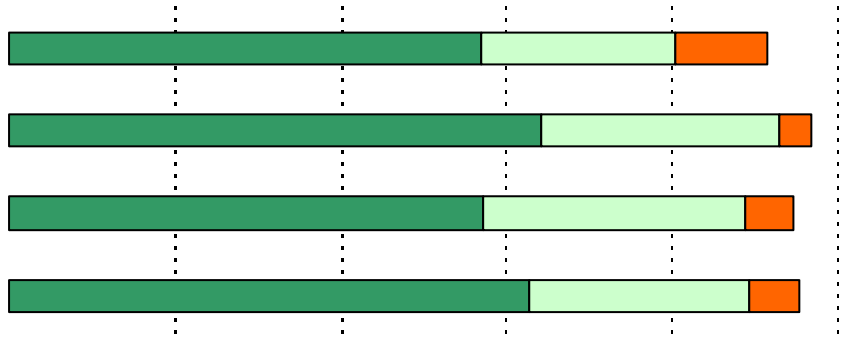
18. Teachers give rewards or praise for good behavior.

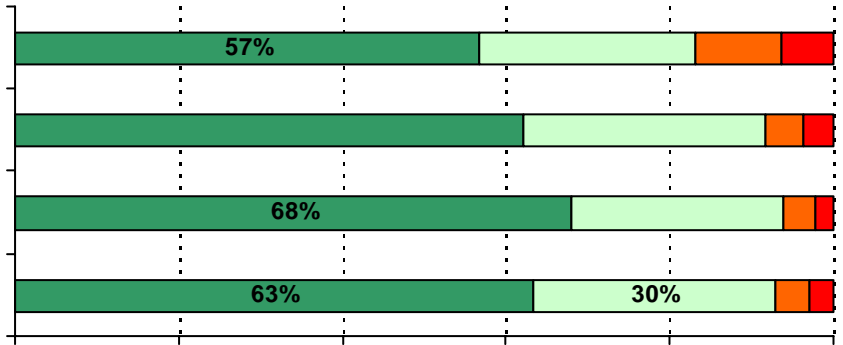




22. I have learned how to listen better so I can understand

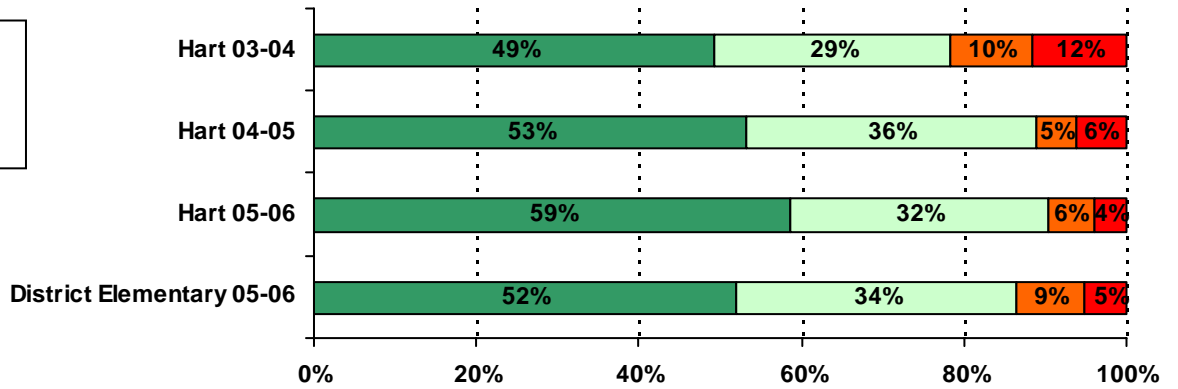




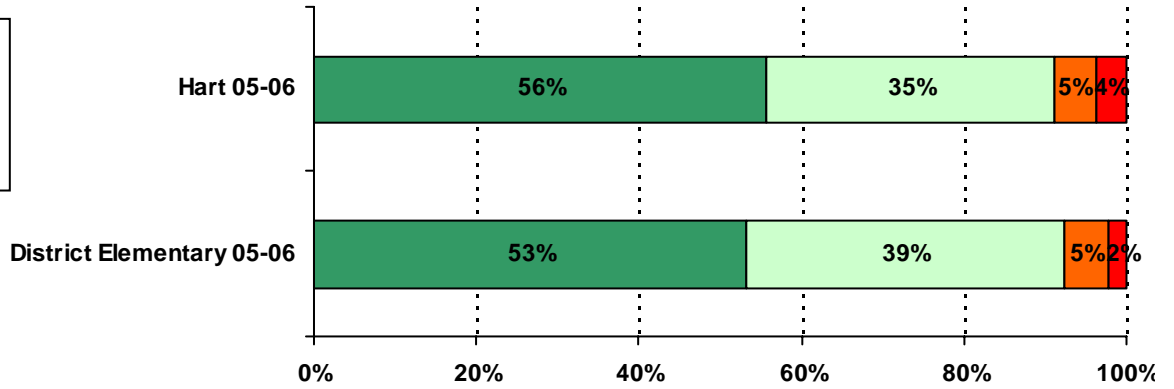




31. Teachers give rewards or praise for good work.

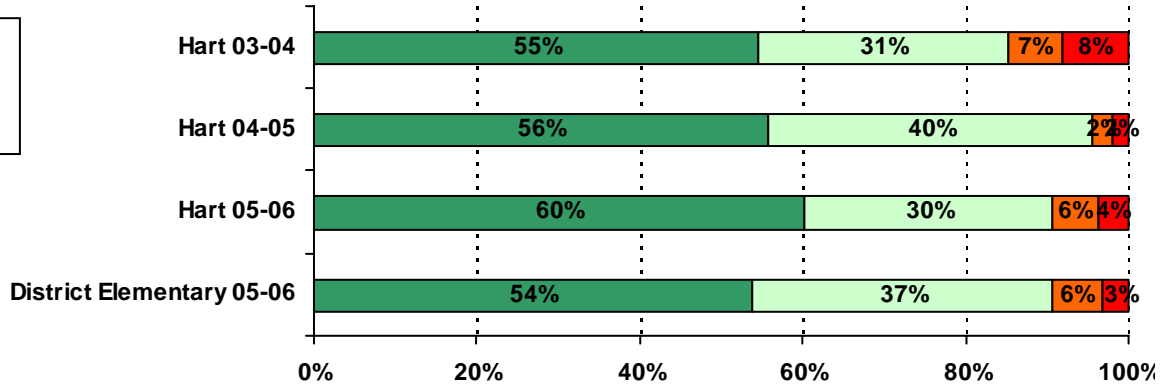


32. I have learned to reach the goals I set for myself.



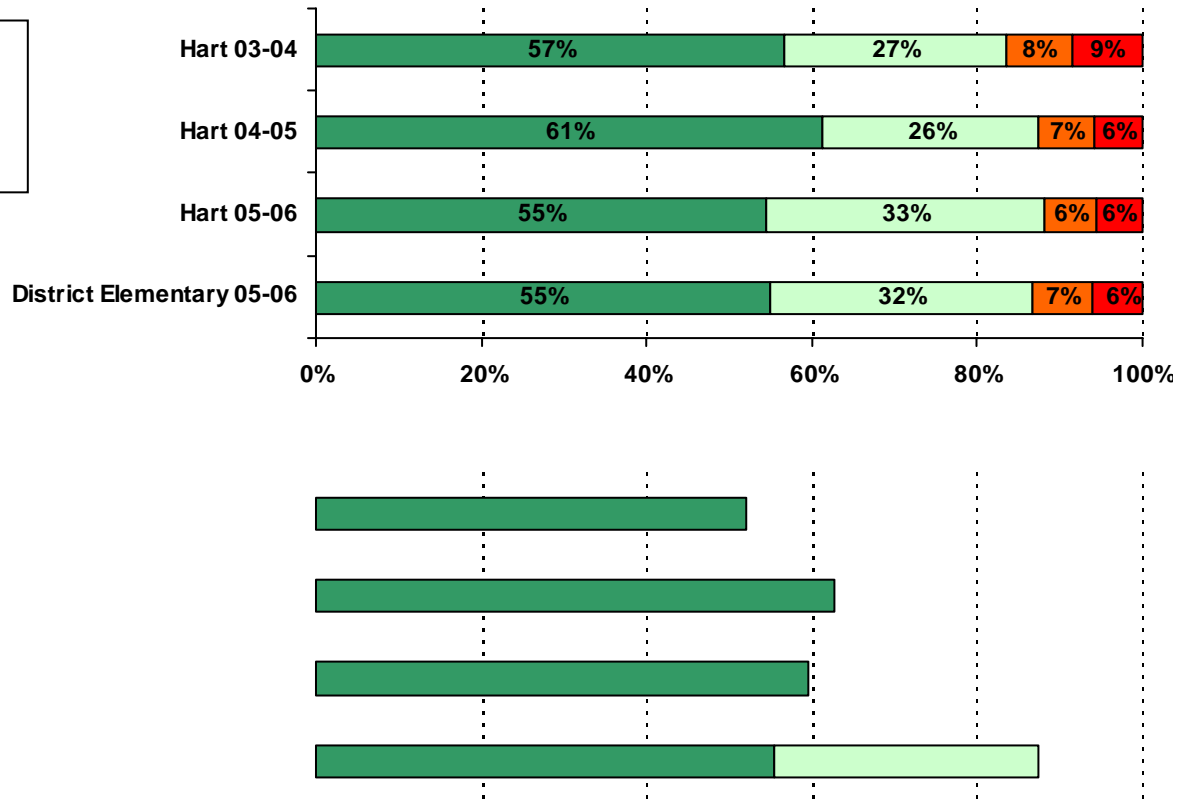
\* This item was added to the survey in 2005-2006.

33. I have learned ways of working better in groups.

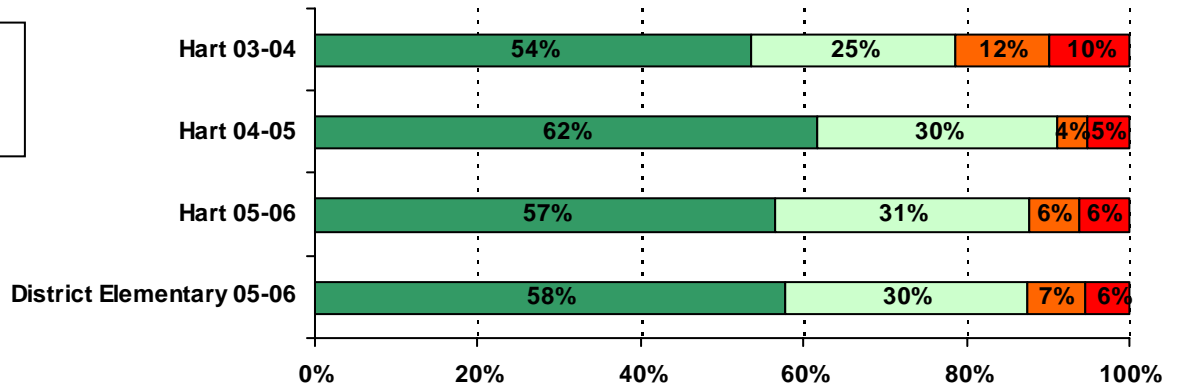




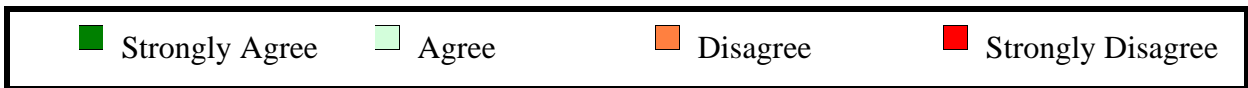
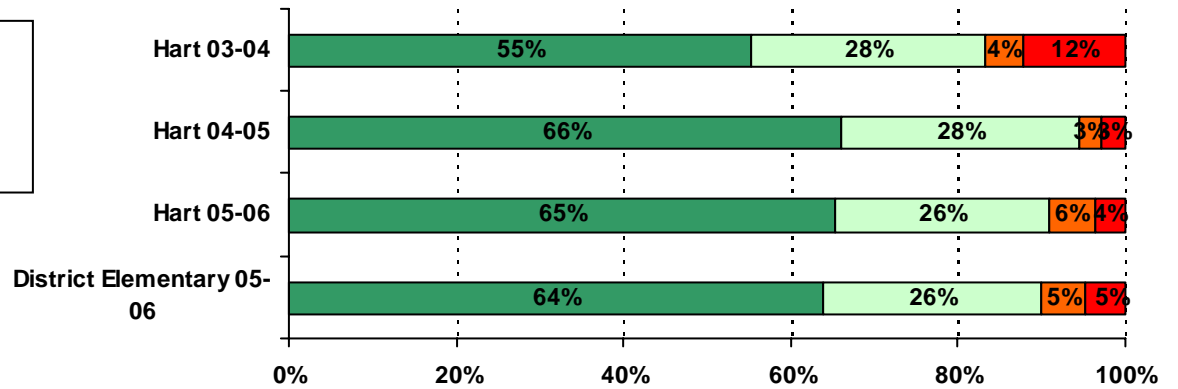
37. My teachers are understanding when I have personal problems.



40. My teachers are fair with students.



41. My teachers apply classroom rules fairly to all students.



**REFERENCES**

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