

## OVERVIEW

Research indicates that school climate can be either a positive influence on the learning environment or a

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>	Langford 03-04	Langford 04-05	Langford 05-06	All Elementary Schools 05-06
<b>Behavioral Environment</b>	<b>2.92</b>	<b>3.02</b>	<b>3.01</b>	<b>3.04</b>
<i>Peer Behavior</i>	2.61	2.73	2.77	2.79
<i>Behavioral Expectations</i>	3.22	3.25	3.22	3.13
<i>School Safety and Cleanliness</i>	3.07	3.17	3.15	3.27
<b>Adult/Student Interactions</b>	<b>3.39</b>	<b>3.44</b>	<b>3.43</b>	<b>3.41</b>
<i>Teacher Support and Engagement</i>	3.37	3.41	3.43	3.39
<i>Adult Fairness and Respect</i>	3.40	3.47	3.43	3.41
<b>Academic Environment</b>	<b>3.43</b>	<b>3.46</b>	<b>3.45</b>	<b>3.46</b>
<i>Academic Standards</i>	3.74	3.72	3.69	3.70
<i>Academic Self-Confidence</i>	3.33	3.37	3.38	3.39

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.

### ***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.

<i>Peer Behavior Items</i>	Langford 03-04	Langford 04-05	Langford 05-06	All Elementary Schools 05-06
1. Students in my school respect each other.	2.56	2.67	2.67	2.74
2. Students at my school respect other students who are different than they are.	2.68	2.73	2.91	2.87
3. I am happy with the way students treat me at school.	2.85	2.92	2.93	2.98
14. Students at my school obey the school rules.	2.26	2.51	2.54	2.54
<b>Peer Behavior Average</b>	<b>2.61</b>	<b>2.73</b>	<b>2.77</b>	<b>2.79</b>

	Langford	Langford	Langford	All Elementary Schools
§2	3.33	3.25	3.21	3.11
	3.20	3.27	3.31	3.24
	3.10	3.24	3.16	3.08

	Langford	Langford	Langford	All Elementary Schools
	3.36	3.36	3.42	3.37
31. Teachers give rewards or praise for good work.	3.38	3.38	3.36	3.33
	3.43	3.46	3.50	3.41

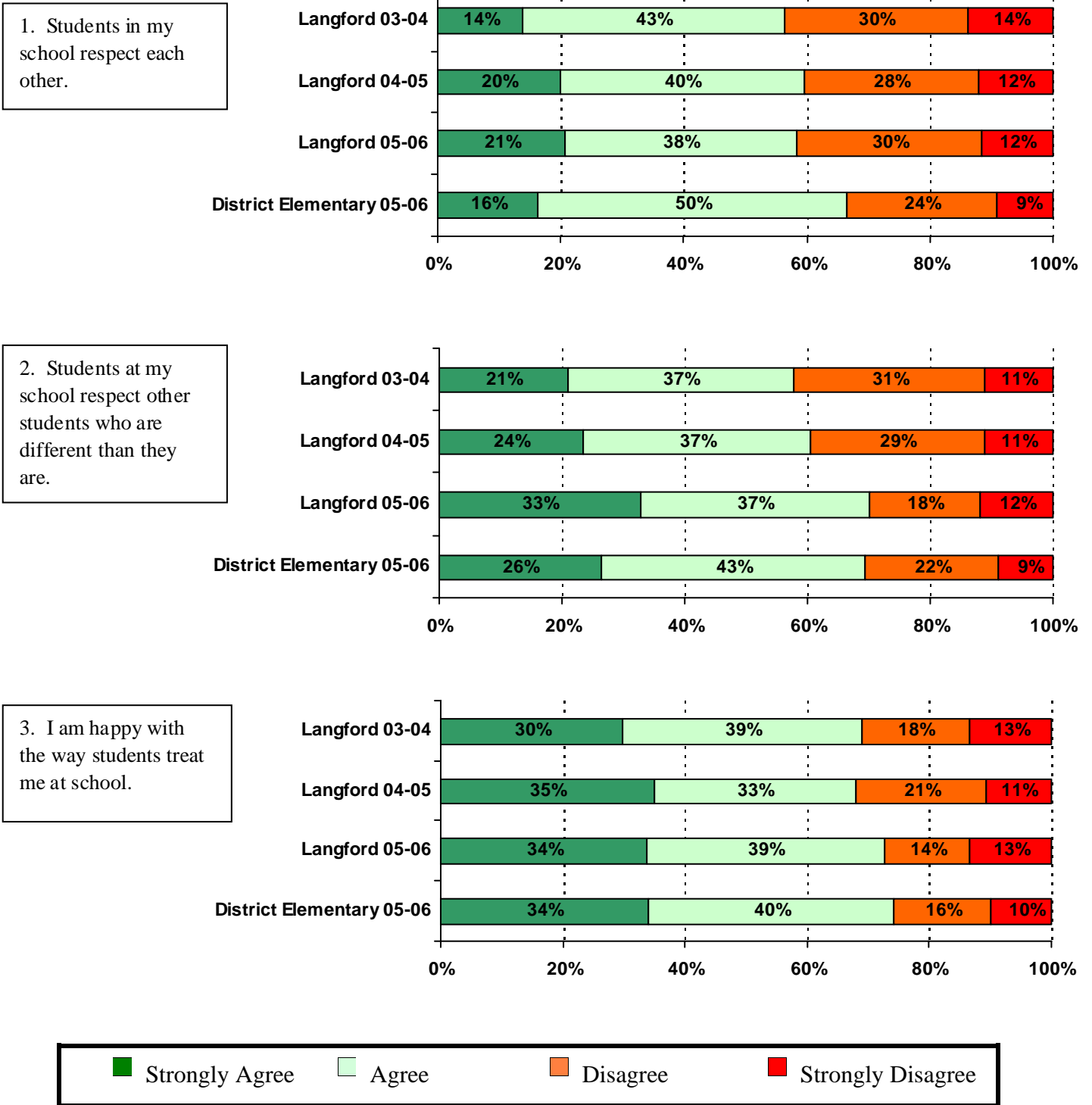
	Langford 03-04	Langford 04-05	Langford 05-06	All Elementary Schools 05-06
4. Teachers at this school care about their students.	3.75	3.66	3.66	3.71
5. Adults at this school listen to student ideas and opinions	3.34	3.33	3.29	3.31
6. Adults at this school treat all students fairly.	3.21	3.30	3.28	3.28

	Langford	Langford	All Elementary Schools
	3.40	3.40	3.41
	3.20	3.20	3.29
	3.28	3.29	3.34

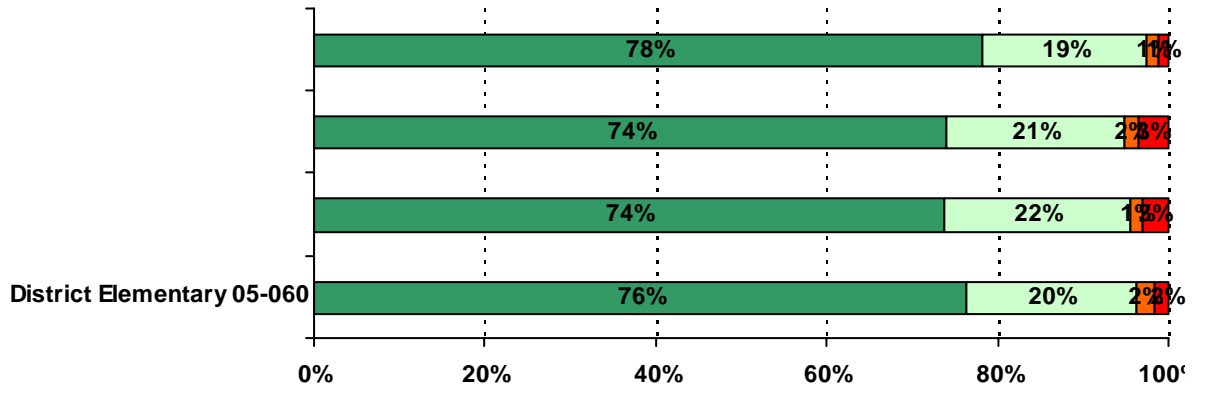
## APPENDIX

### RESULTS BY ITEM

The survey statement is presented on the left, along with the bar graph on the right containing the percentages of responses to each option (Strongly Agree, Agree, Disagree, Strongly Disagree).<sup>1</sup>

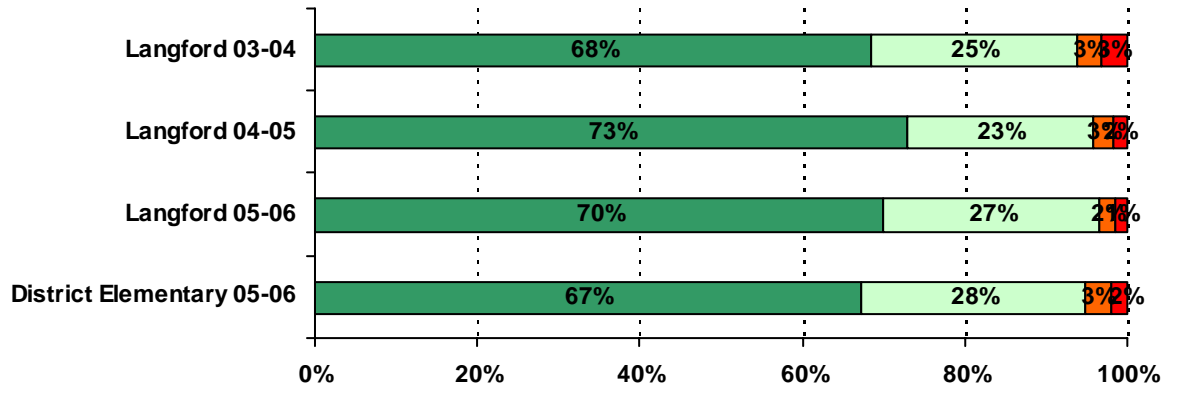


Note: Item 8 is not part of a climate subscale or overall climate dimension. It is incorporated into the survey to achieve other AISD-specific purposes (e.g., Board Results monitoring).

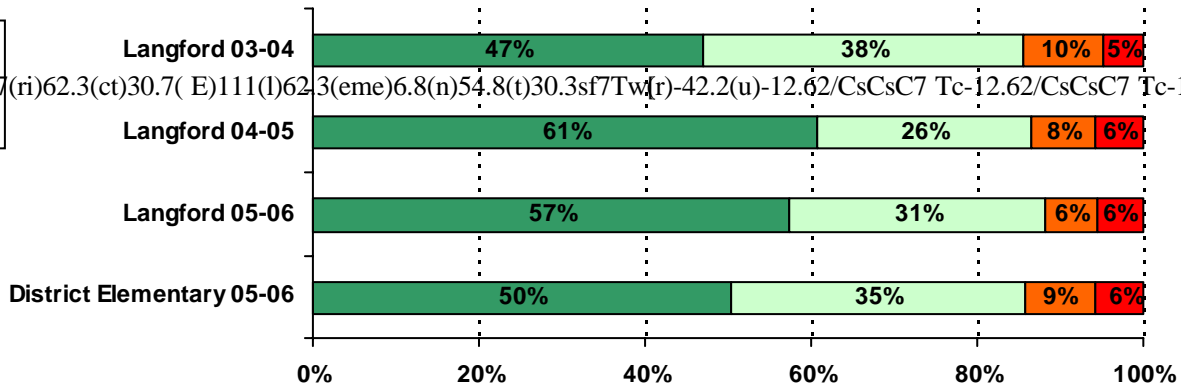


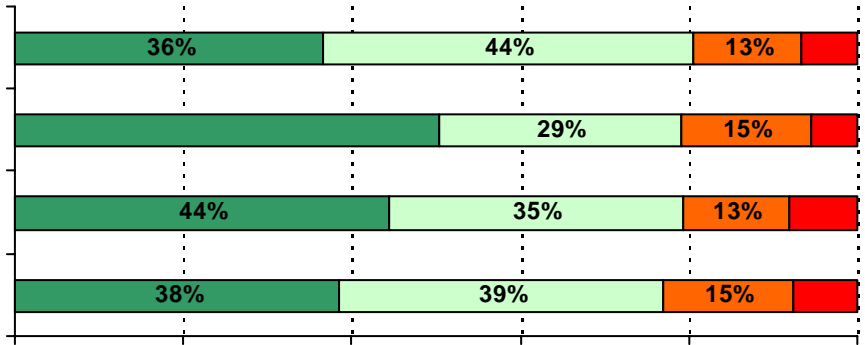


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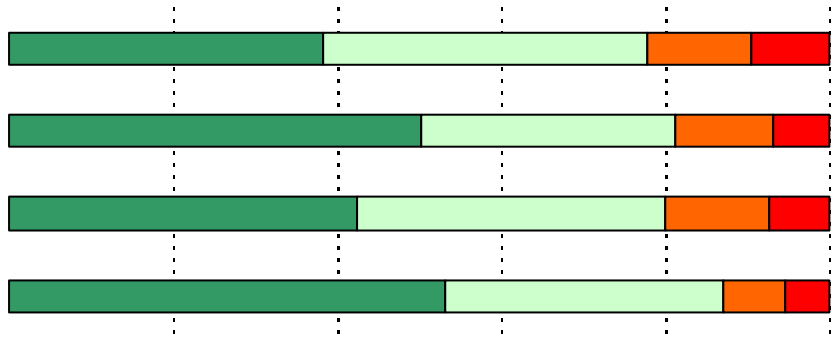
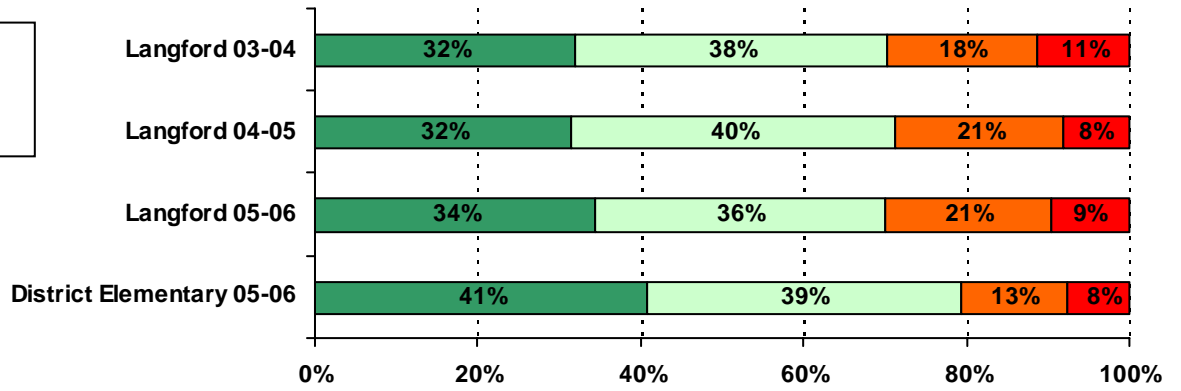


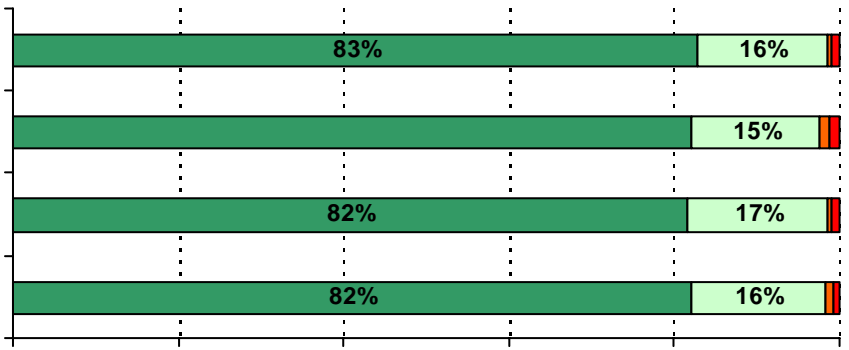
10. The school rules are j7(%)0130.7(ri)62.3(ct)30.7( E)111(l)62.3(eme)6.8(n)54.8(t)30.3(sf)7T(w)r)-42.2(u)-12.62/CsCsC7 Tc-12.62/CsCsC7 Tc-12.( E)111





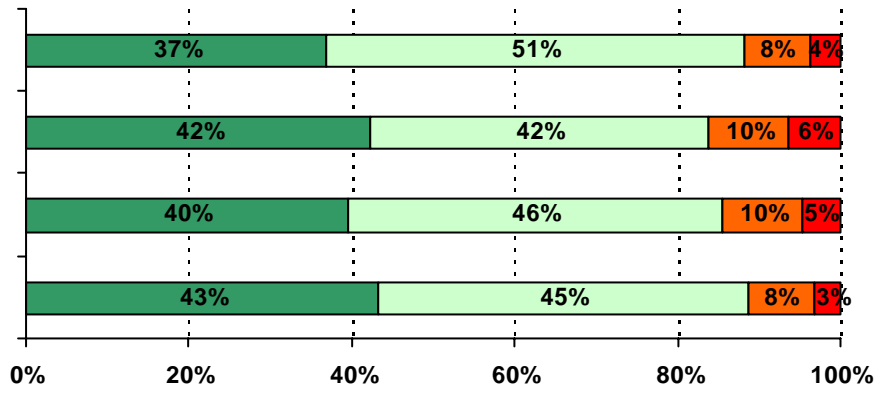
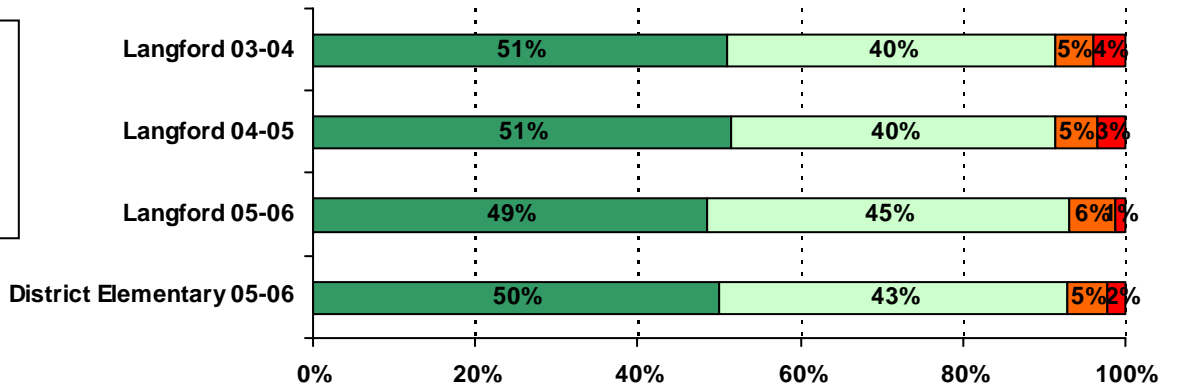
16. This school is clean.

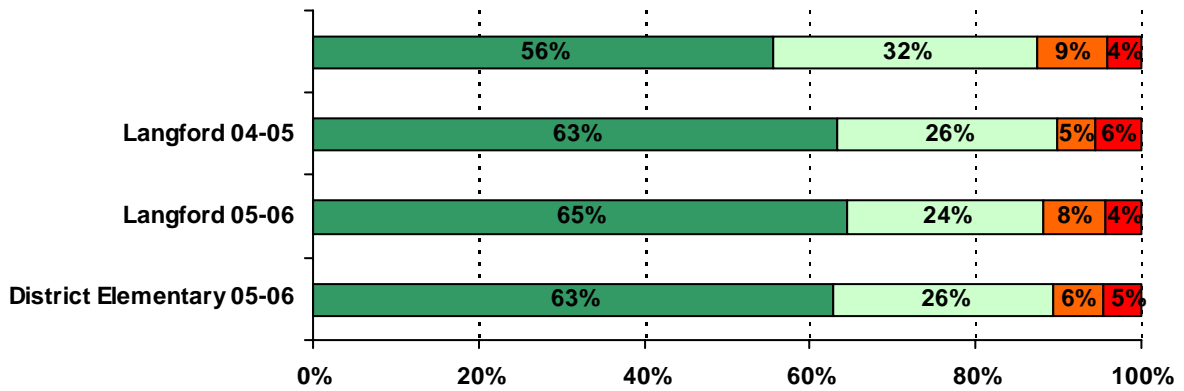


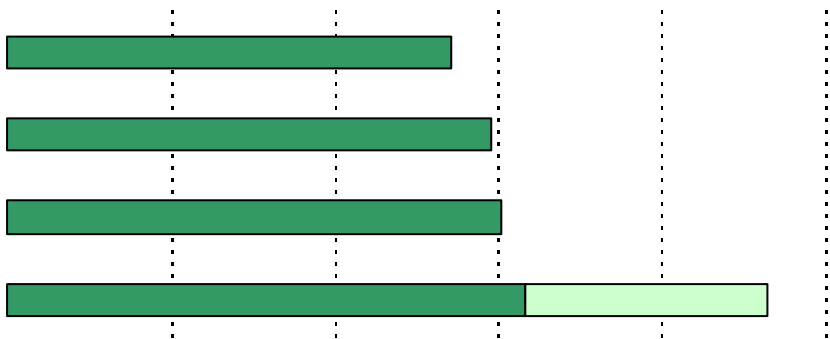


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22. I have learned how to listen better so I can understand the ideas of other students.









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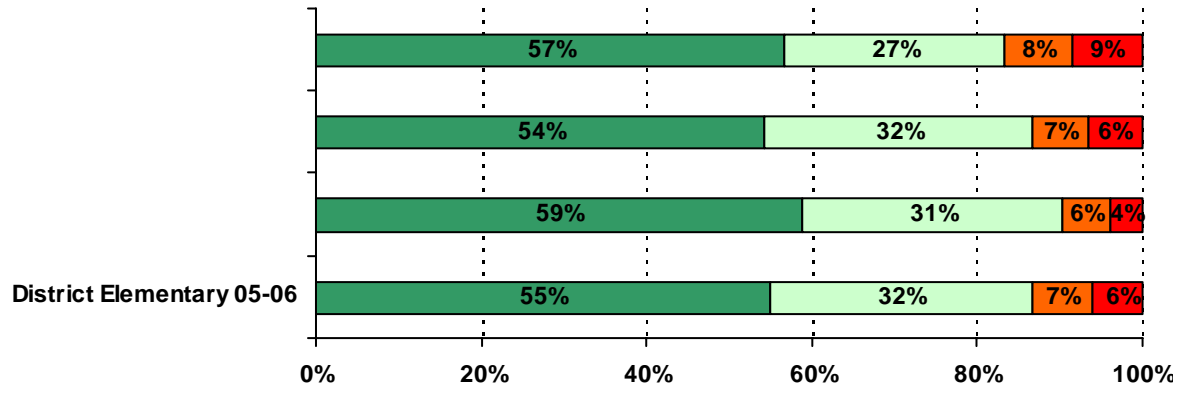
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40. My teachers are fair with students.

