

This report summarizes the responses from your school's AISD Student Climate Survey over the last three

<i>Dimension and Subscale</i>				
	2.75	2.88	2.91	2.79
	3.09	3.14	3.16	3.13
	3.18	3.32	3.25	3.27
	3.08	3.15	3.20	3.39
	3.11	3.28	3.14	3.41
	3.50	3.57	3.57	3.70
	3.23	3.33	3.26	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.

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and

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>				
1. Students in my school respect each other.	2.66	2.80	2.85	2.74
2. Students at my school respect other students who are different than they are.	2.71	3.02	3.03	2.87
3. I am happy with the way students treat me at school.	3.02	3.17	3.14	2.98
14. Students at my school obey the school rules.	2.67	2.64	2.63	2.54

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 below.

Average Response for Teacher Support and Engagement Items

<i>Teacher Support and Engagement Items</i>				
18. Teachers give rewards or praise for good behavior.	3.04	3.17	3.32	3.37
31. Teachers give rewards or praise for good work.	3.04	3.07	3.26	3.33
27. My teachers are excited about what they teach.	2.95	3.20	3.16	3.41
28. My teachers seem to enjoy teaching.	3.25	3.36	3.34	3.54
36. Teachers give me the help I need with assignments.	3.31	3.29	3.26	3.50
37. My teachers are understanding when I have personal problems.	2.99	3.03	3.08	3.35
38. Teachers help students with personal problems.	2.95	3.04	3.06	3.38

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

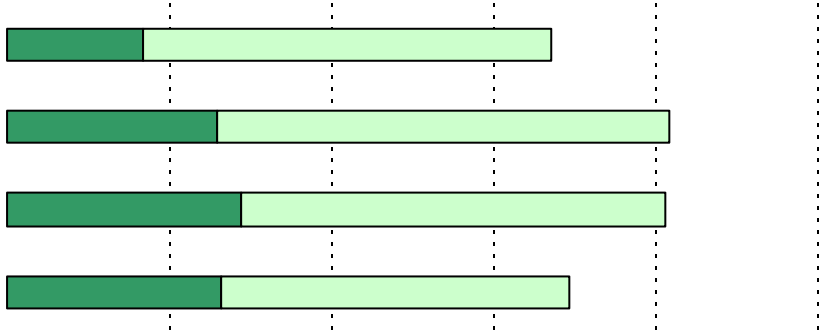
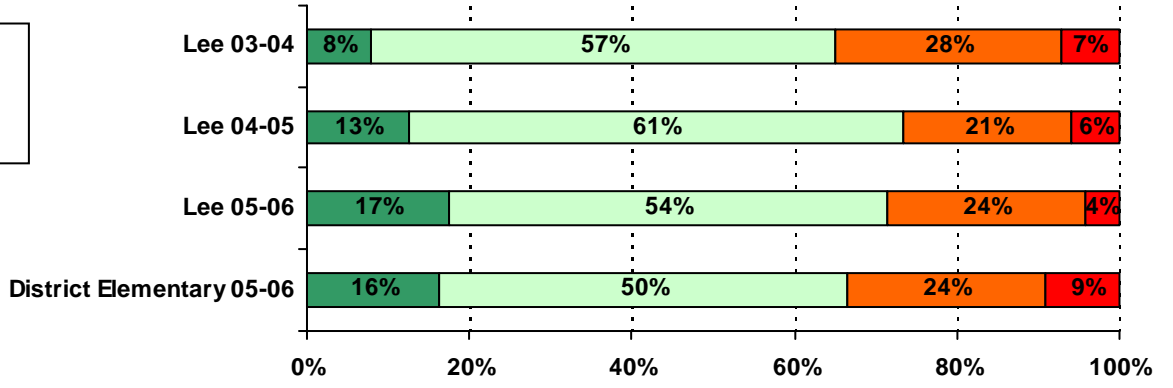
<i>Adult Fairness and Respect Items</i>				
4. Teachers at this school care about their students.	3.44	3.60	3.47	3.71
5. Adults at this school listen to student ideas and opinions	3.04	3.06	2.99	3.31
6. Adults at this school treat all students fairly.	2.87	3.11	2.94	3.28
7. The staff in the front office respect students.	3.55	3.70	3.70	3.60
10. The school rules are fair.	2.76	3.08	2.90	3.30
11. The punishment for breaking the rules is the same no matter who you are.	3.04	3.26	3.03	3.29
39. I get the grades I deserve on my class work.	3.20	3.33	3.25	3.45
40. My teachers are fair with students.	3.02	3.19	2.84	3.40
41. My teachers apply classroom rules fairly to all students.	3.06	3.24	3.00	3.49

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.

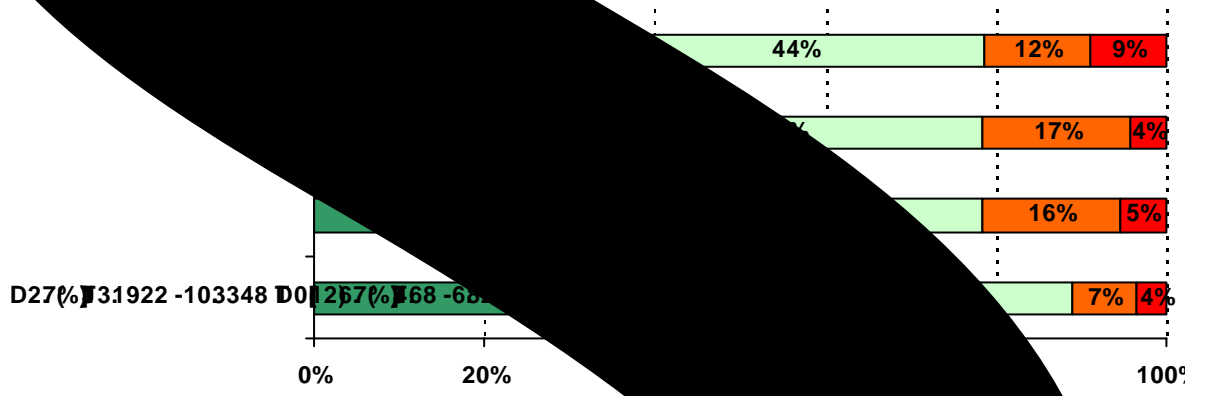
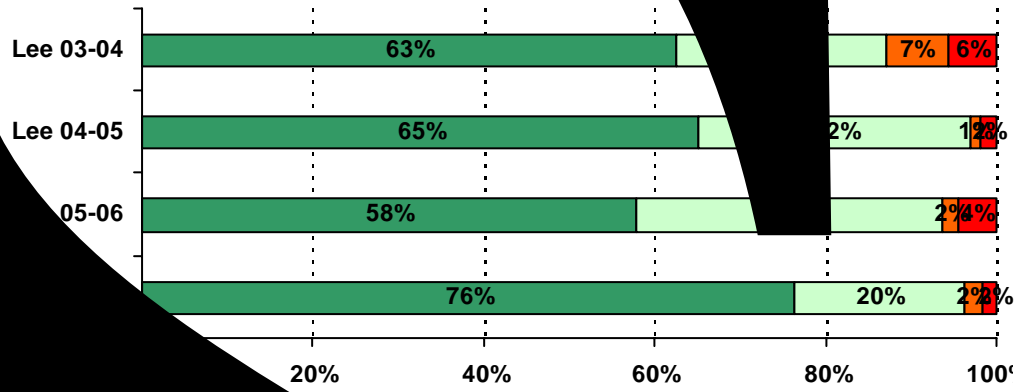
Academic Self-Confidence Items

22. I have learned how to listen better so I can understand the ideas of other students.	3.25	3.35	3.30	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.18	3.24	3.21	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.30	3.43	3.34	3.34
32. I have learned to reach the goals I set for myself.			3.24	3.43
33. I have learned ways of working better in groups.	3.19	3.41	3.31	
25. I feel/felt well prepared for TAKS.	3.29	3.46	3.41	
	3.10	3.19	3.05	

1. Students in my school respect each other.



4. Teach
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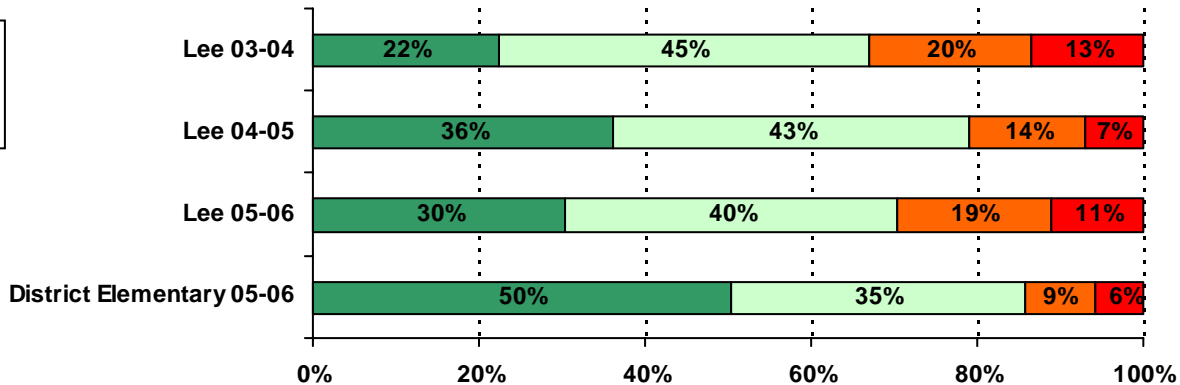
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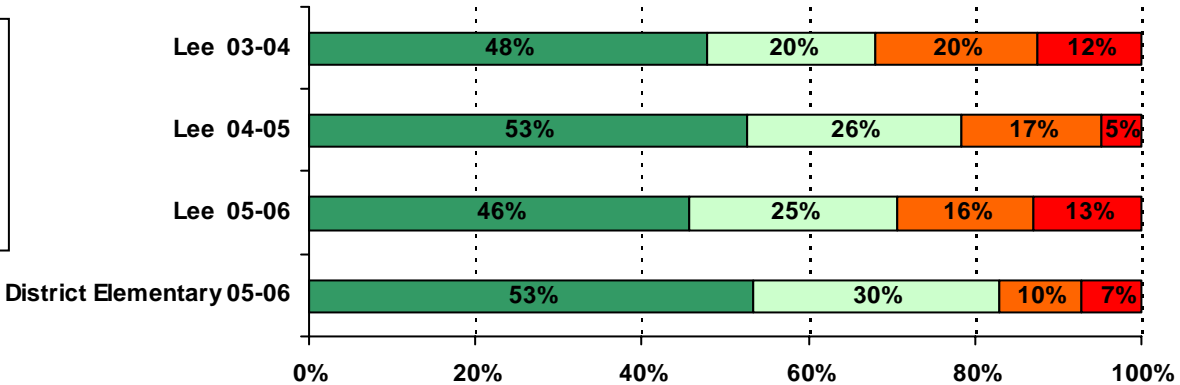
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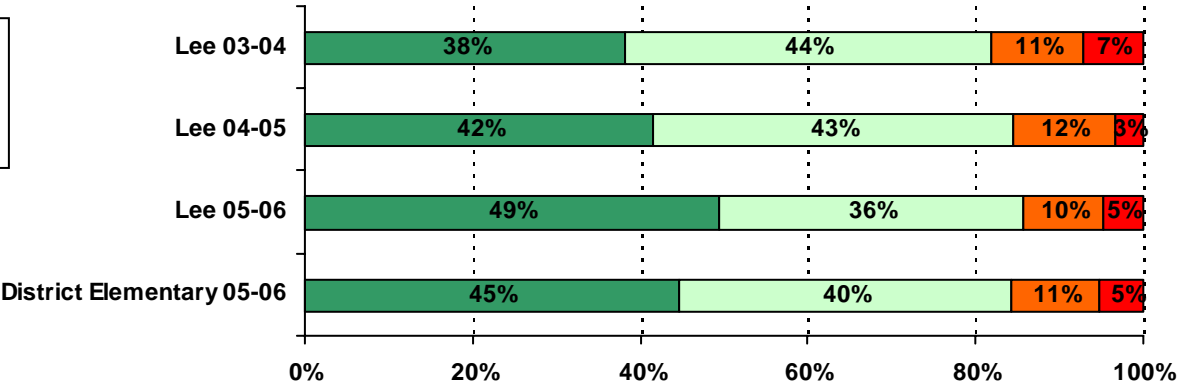
10. The school rules are fair.



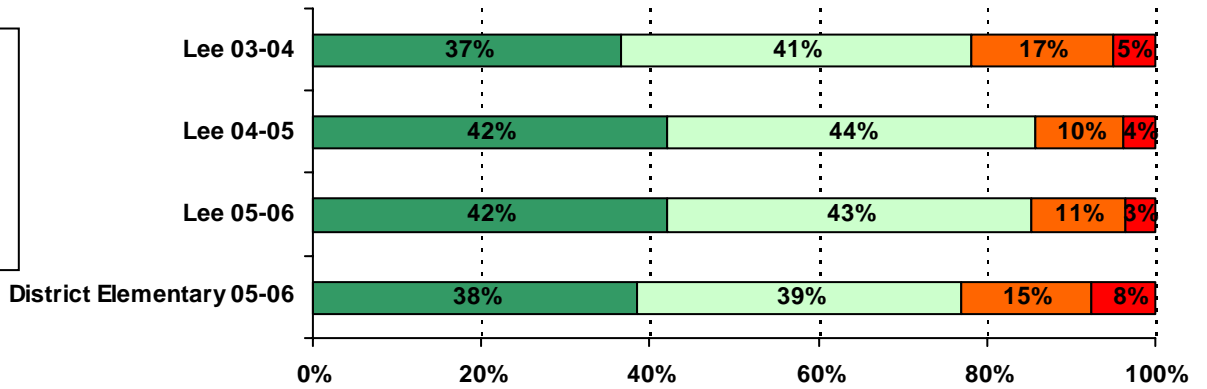
11. The punishment for breaking school rules is the same no matter who you are.



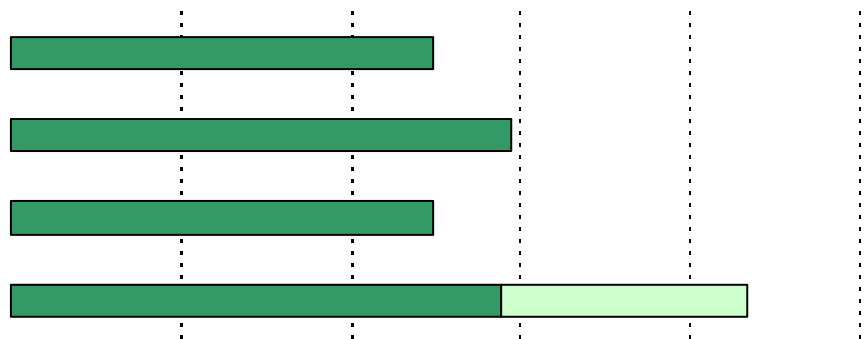
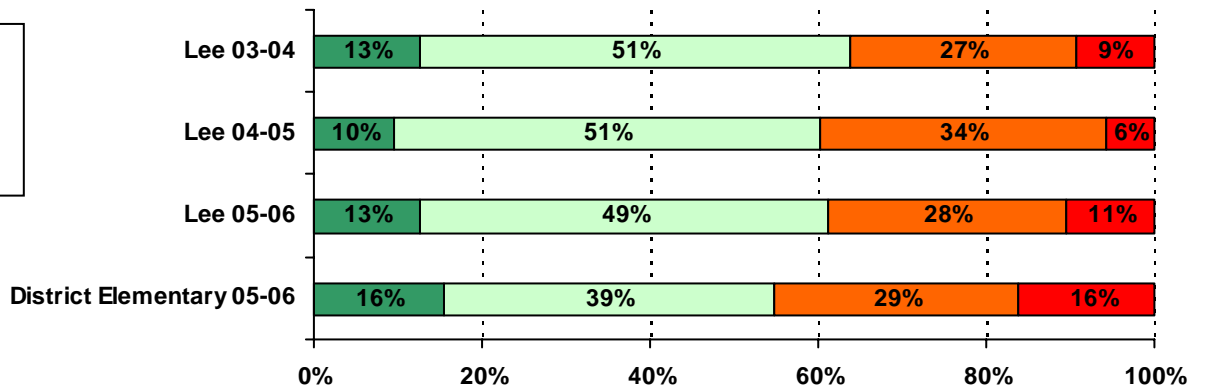
12. The school rules are strictly enforced.



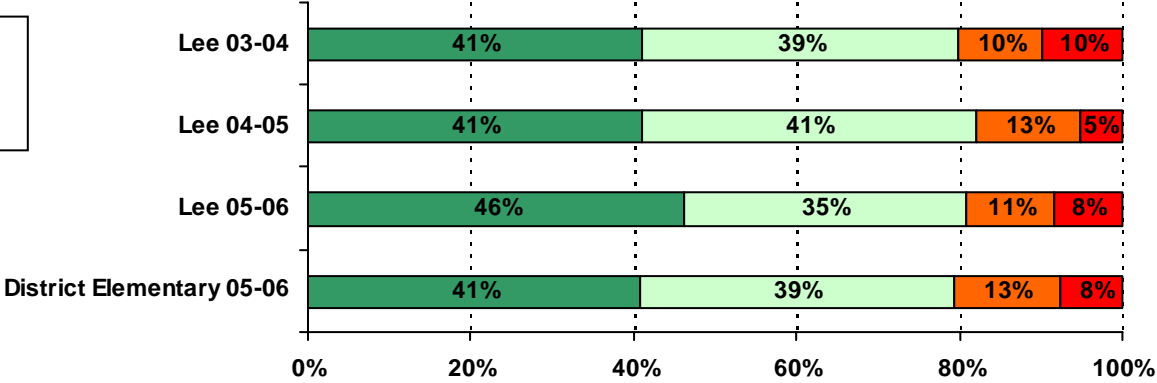
13. If a school rule is broken, students know what kind of punishment will follow.

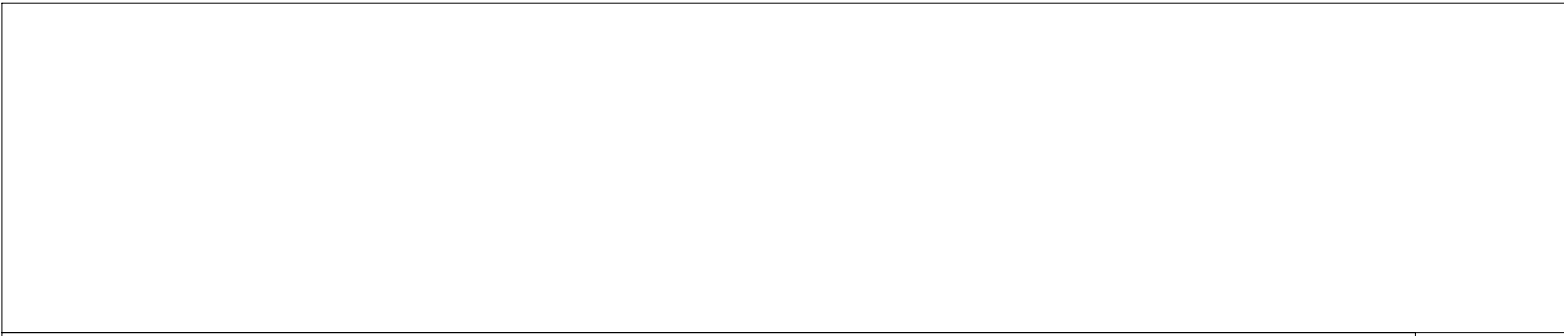


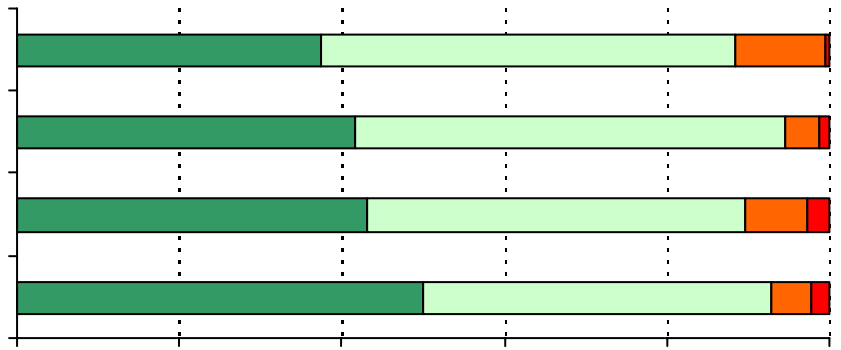
14. Students at my school obey the school rules.

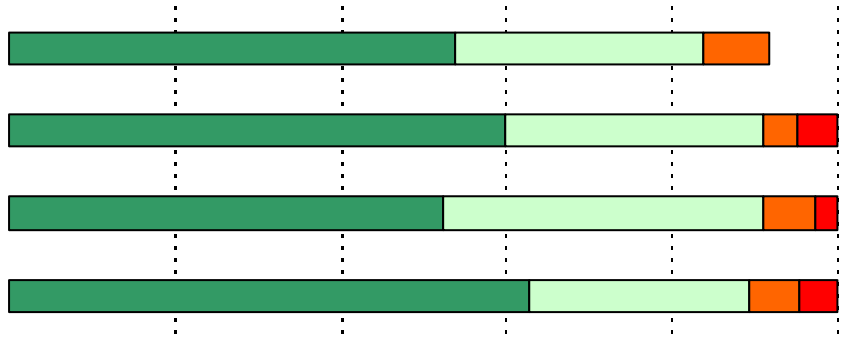


16. This school is clean.

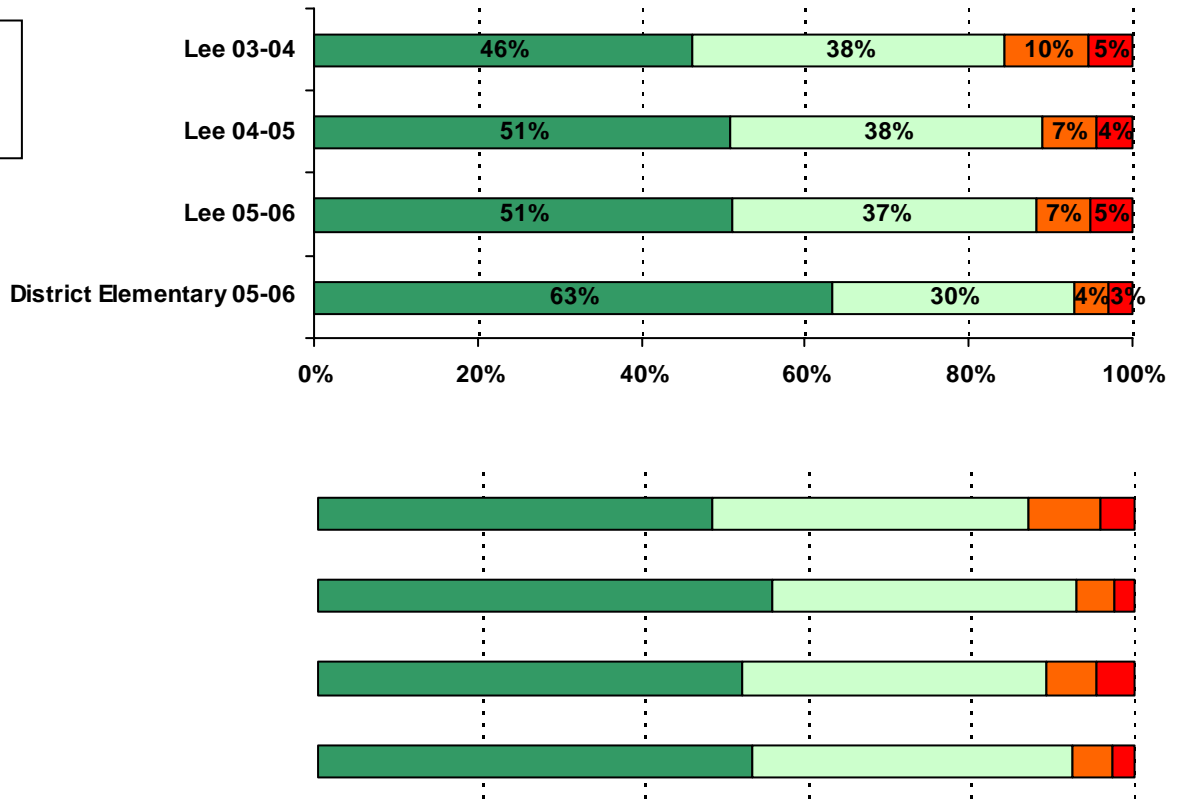




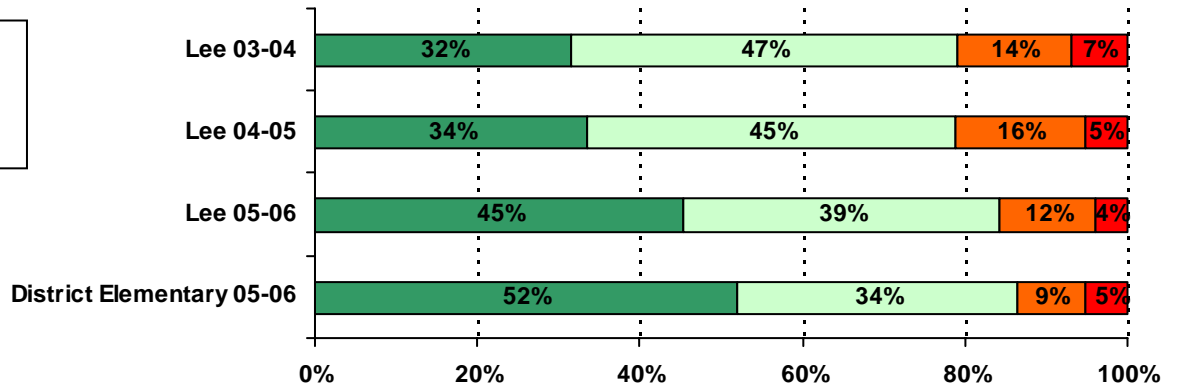




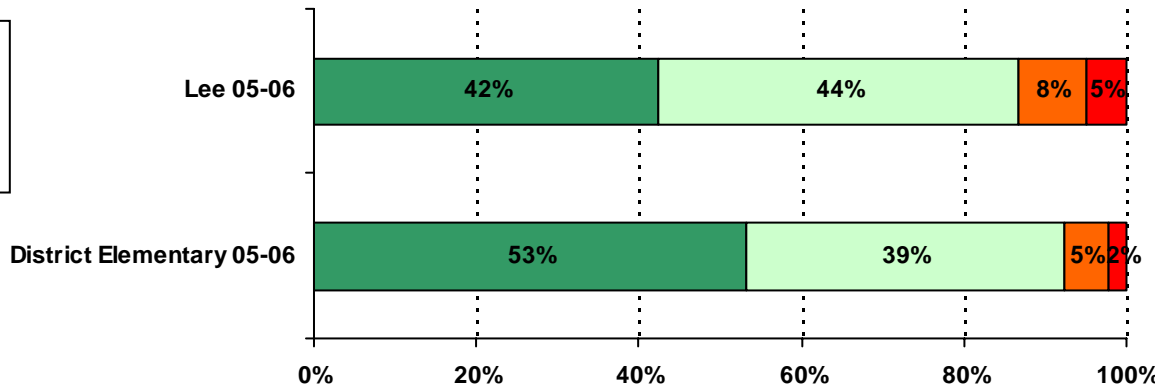
28. My teachers seem to enjoy teaching.



31. Teachers give rewards or praise for good work.



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



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

