Maplewood Elementary School



OVERVIEW

This report summarizes the responses from your school's AISD Student Climate Survey over the last three a positive influ significant barrier to learning. Positive school climate has been as for students and increased achievement levels for students (Marsha the National School Boards Association (2006), research shows th a variety of positive outcomes including higher student achieveme teachers, fewer student dropouts, reduced violence, better commun pride. For these reasons, it is important to examine your school's s

CAMPUS RESULTS

AISD Student Climate Survey Participants, 2005-2006 climate is strong and areas in need of

		# of Participants	Response Rate
Maplewood	05-06	127	77.9%
All Elementary Schools	05-06	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	Maplewood	Maplewood	Maplewood	All Elementary Schools
	03-04	04-05	05-06	05-06
Behavioral Environment	2.98	2.85	2.69	3.04
Peer Behavior	2.74	2.49	2.36	2.79
Behavioral Expectations	3.06	2.99	2.94	3.13
School Safety and Cleanliness	3.20	3.17	2.90	3.27
Adult/Student Interactions				
Teacher Support and Engagement	9	4		
Adult Fairness and Respect	в	8	Ø	4
Academic Environment	3.39	3.48	3.21	3.46
Academem @	3.60	3.71	3.44	3.70
Academic Self-Confidence	3.31	3.39	3.15	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.

Peer Behlo http://www.areinanter.com///www.areinanter.com///www.areinanter.com///www.areinanter.com///www.arein Maplewood Maplewood Maplewood Maplewood Maplewood				All Elementary Schools
	03-04	04-05	05-06	05-06
1. Students in my school respect each other.	2.76	2.36	2.22	2.74
2. Students at my school respect other students who are different than they are.	2.74	2.56	2.44	2.87
3. I am happy with the way students treat me at school.	2.95	2.70	2.62	2.98
14. Students at my school obey the school rules.	2.48	2.25	2.17	2.54

Behavioral Levectations: Three items comprise this subscale, Writering as less the clustry field and performent reachool rules and the consequences for rule sublations. Therage, one for each term and for the sublate are reflected in the table below.

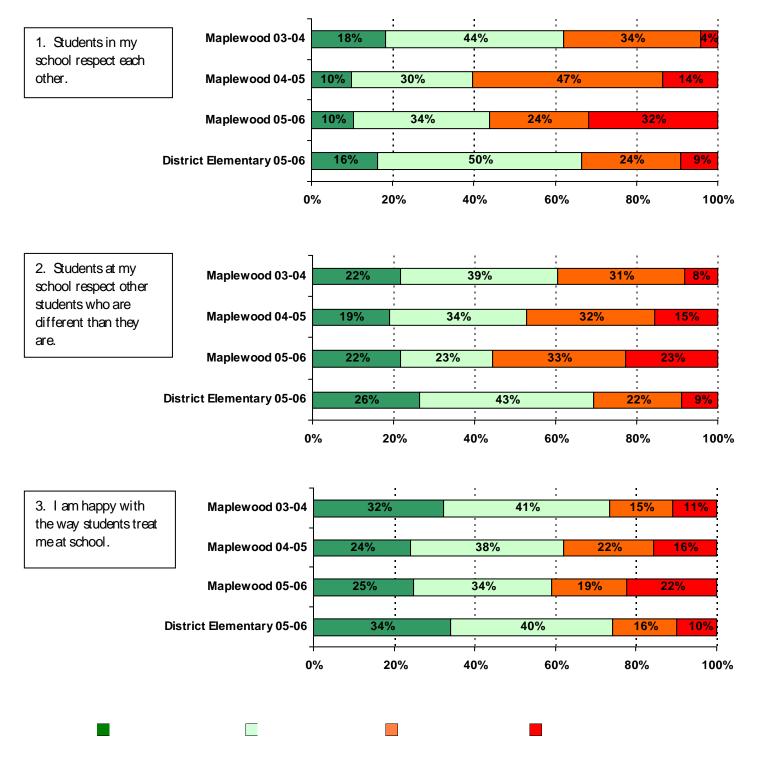
Behavioral Expectations Items	Maplewood	Maplewood	Maplewood	All Elementary Schools
	03-04	04-05	05-06	05-06
9. Everyone knows what the school rules are.	3.06	2.97	2.90	3.11
12. The school rules are strictly enforced.	3.20	3.15	2.91	3.24
13. If a school rule is broken, students know what kind of punishment will follow.	2.93	2.98	3.03	3.08
Behavioral Expectations Average	3.06	2.99	2.94	3.13

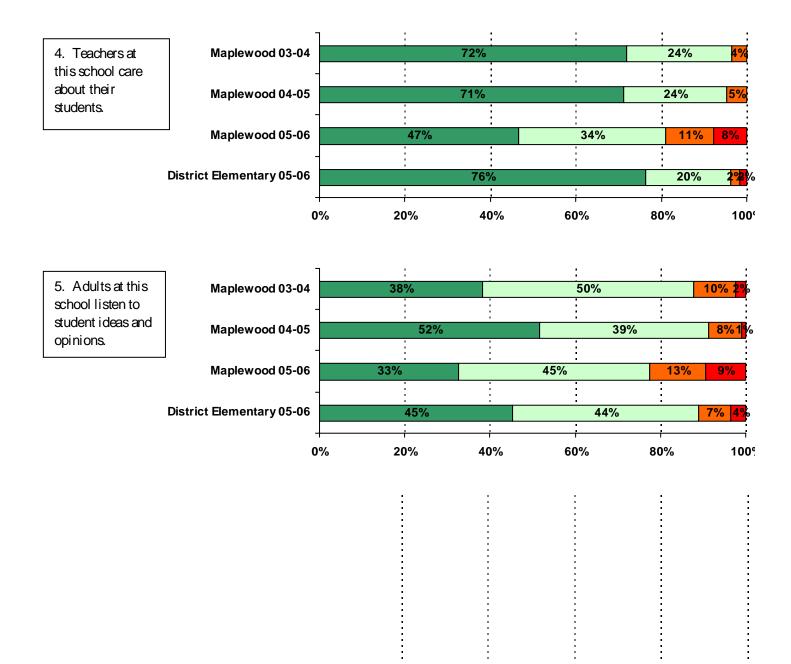
School Safety and Cleanliness Items	Maplewood 03-04	Maplewood 04-05	Maplewood 05-06	All Elementary Schools 05-06
15. I feel safe at my school.	3.28	3.39	2.97	3.38
16. This school is clean.	3.05	2.95	2.72	3.13
17. I feel safe on the school property.	3.30	3.32	3.01	3.35
School Safety and Cleanliness Average	3.20	3.17	2.90	3.27

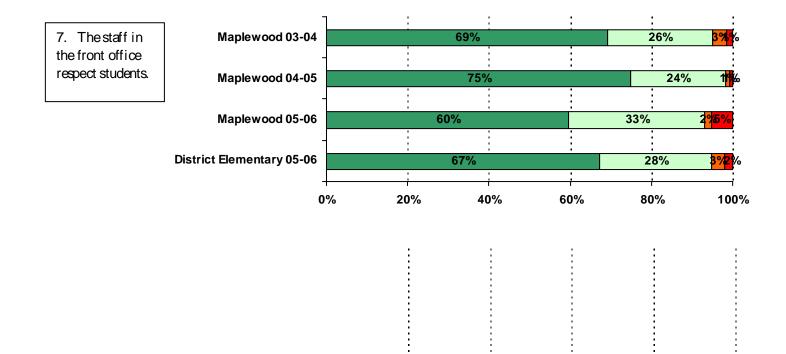
	Maplewood	Maplewood	Maplewood	All Elementary Schools
	3.51	3.35	3.10	3.37
31. Teachers give rewards or praise for good work.	3.37	3.27	2.91	3.33
27. My teachers are excited about what they teach.	3.41	3.46	3.01	3.41

	3.51	3.33	3.41
		3.12	3.29
		3.22	3.34

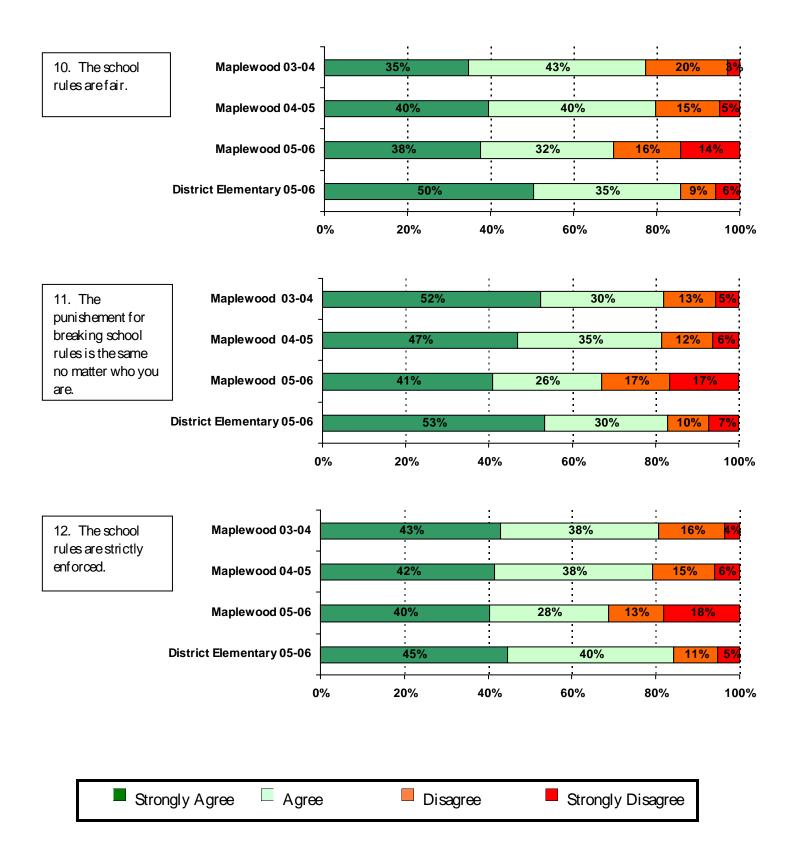
The survey statement is presented on the left, along with the bar graph on the right containing the percentages of responses to each option (Strongly Agree, Agree, Disagree, Strongly Disagree).¹



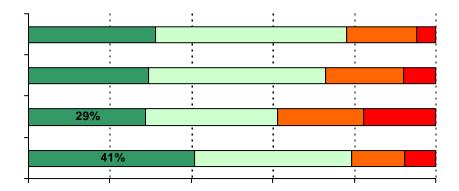


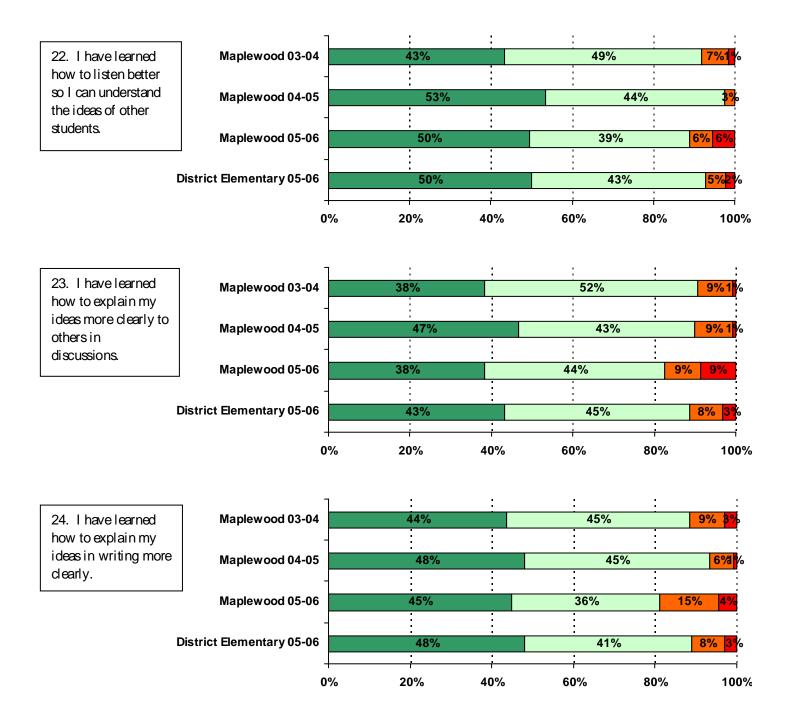


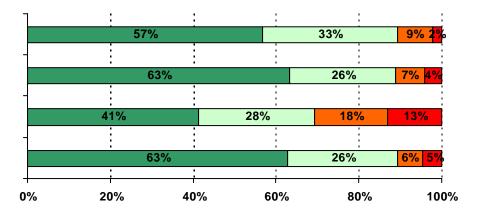
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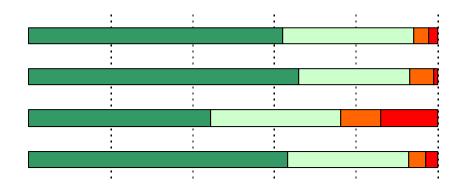


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28%	44%	21%	7%
-			
40%	25%	26%	8%
-		1	
40%	36%	11%	13%
-		1 1 1	
38%	39%	15%	8%

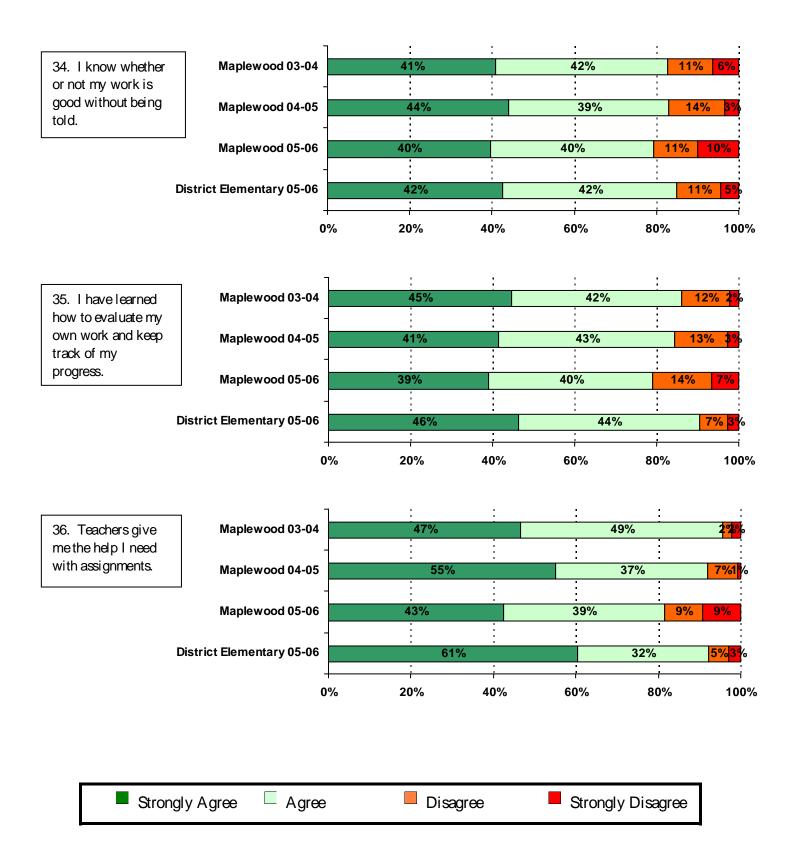


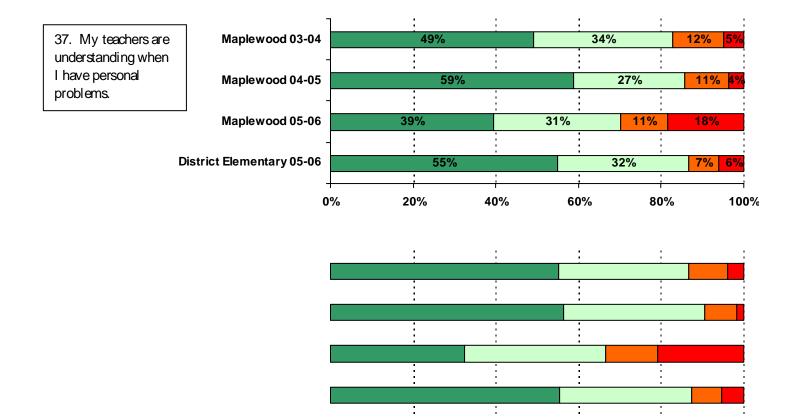




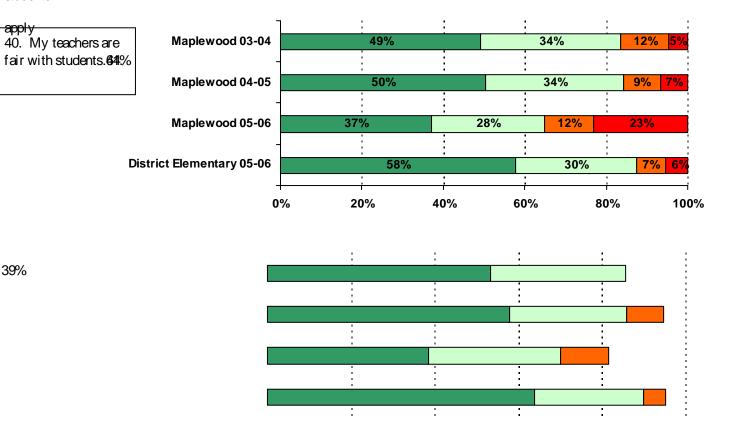


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students



39%