

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>School Safety and Cleanliness</i>	3.17	3.06	3.11	3.27
Adult/Student Interactions	3.28	3.27	3.28	3.41
<i>Teacher Support and Engagement</i>	3.27	3.30	3.28	3.39
<i>Adult Fairness and Respect</i>	3.28	3.25	3.29	3.41
Academic Environment	3.39	3.41	3.33	3.46
<i>Academic Standards</i>	3.58	3.58	3.56	3.70
<i>Academic Self-Confidence</i>	3.32	3.35	3.27	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.

<i>Peer Behavior Items</i>	Norman 03-04	Norman 04-05	Norman 05-06	All Elementary Schools 05-06
1. Students in my school respect each other.	2.62	2.29	2.22	2.74
2. Students at my school respect other students who are different than they are.	2.60	2.48	2.47	2.87
3. I am happy with the way students treat me at school.	2.87	2.70	2.72	2.98
14. Students at my school obey the school rules.	2.27	2.08	2.28	2.54
Peer Behavior Average	2.62	2.43	2.43	2.79

		Norman	Norman	All Elementary Schools
	3.09	3.08	3.14	3.11
	3.19	3.16	3.20	3.24
	3.04	3.06	3.12	3.08

Average Response for Adult Fairness and Respect Items

<i>Adult Fairness and Respect Items</i>	Norman 03-04	Norman 04-05	Norman 05-06	All Elementary Schools 05-06
4. Teachers at this school care about their students.	3.48	3.43	3.51	3.71
5. Adults at this school listen to student ideas and opinions	3.10	3.11	3.08	3.31
6. Adults at this school treat all students fairly.	3.07	3.05	3.12	3.28
7. The staff in the front office respect students.	3.58	3.46	3.57	3.60
10. The school rules are fair.	3.26	3.17	3.26	3.30
11. The punishment for breaking the rules is the same no matter who you are.	3.21	3.11	3.14	3.29
39. I get the grades I deserve on my class work.	3.37	3.33	3.23	3.45
40. My teachers are fair with students.	3.20	3.22	3.25	3.40
41. My teachers apply classroom rules fairly to all students.	3.27	3.37	3.33	3.49
Adult Fairness and Respect Average	3.28	3.25	3.29	3.41

ACADEMIC ENVIRONMENT

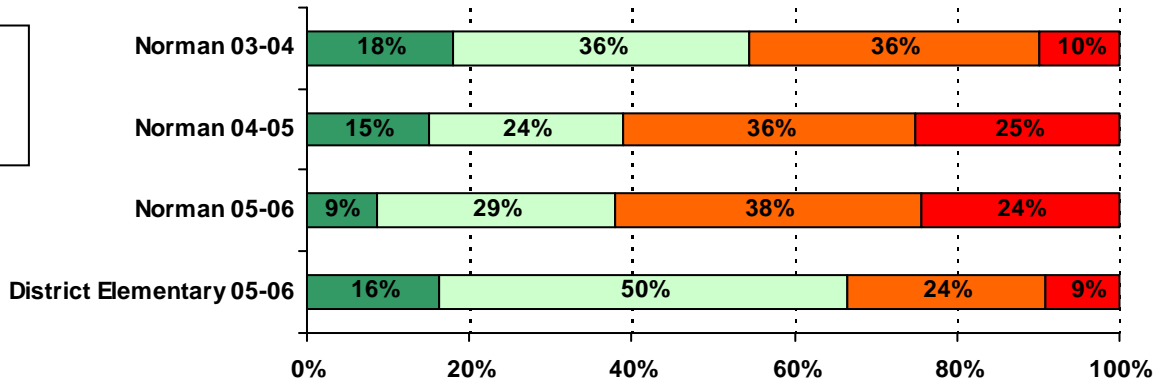
A total of fourteen items measure the rigor of academic expectations and students' sense of academic efficacy. Two subscales, labeled "Academic Standards" and "Academic Self-Confidence", comprise the dimension called Academic Environment. Results for the subscales and individual items comprising each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

	Norman 03-04	Norman 04-05	Norman 05-06	All Elementary Schools 05-06
19. My teachers expect me to do my best work.	3.66	3.63	3.70	3.80
20. My teachers challenge me to do better.	3.49	3.53	3.44	3.56

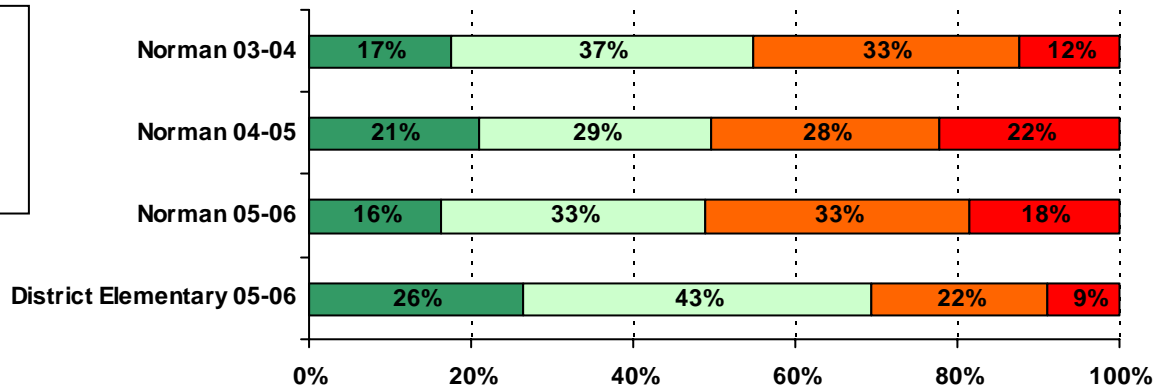
<i>Academic Self-Confidence Items</i>	Norman 03-04	Norman 04-05	Norman 05-06	All Elementary Schools 05-06
22. I have learned how to listen better so I can understand the ideas of other students.	3.38	3.37	3.22	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.24	3.33	3.19	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.28	3.29	3.30	3.34
Academic Self-Confidence Average				

The survey statement is presented on the left, along with the bar graph on the right containing the p

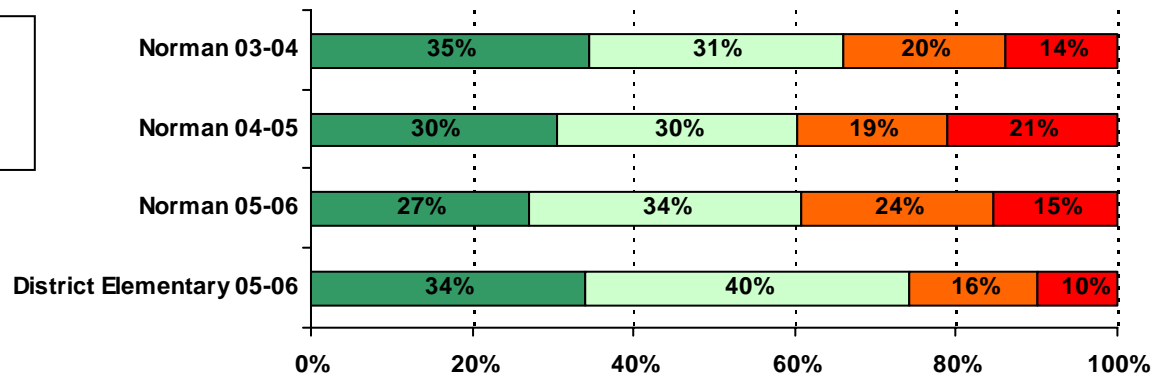
1. Students in my school respect each other.

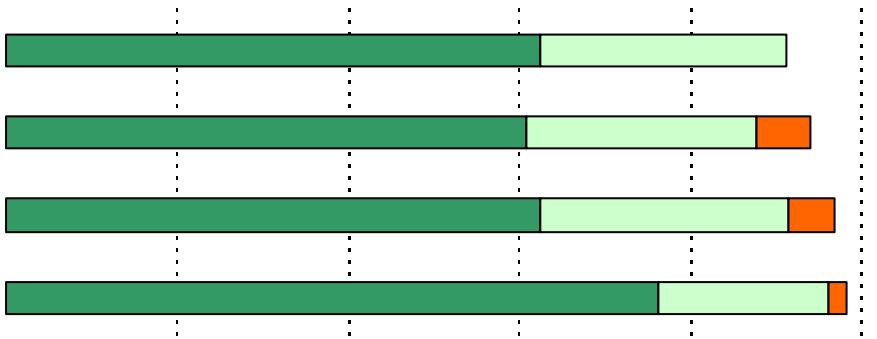


2. Students at my school respect other students who are different than they are.



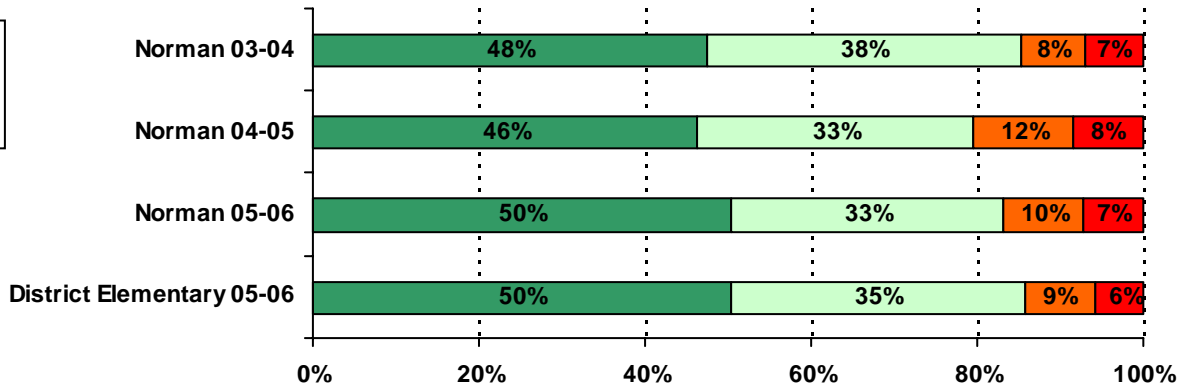
3. I am happy with the way students treat me at school.

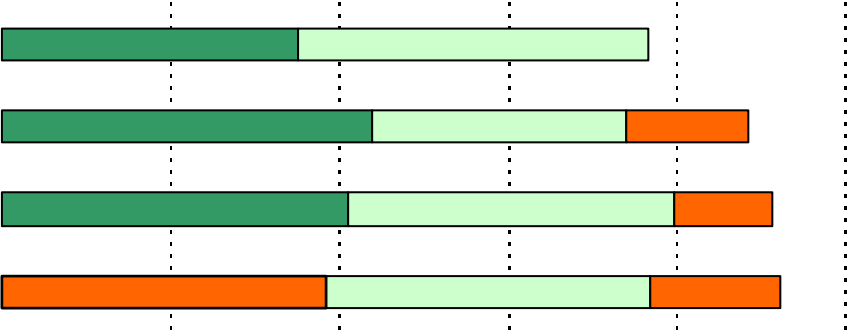




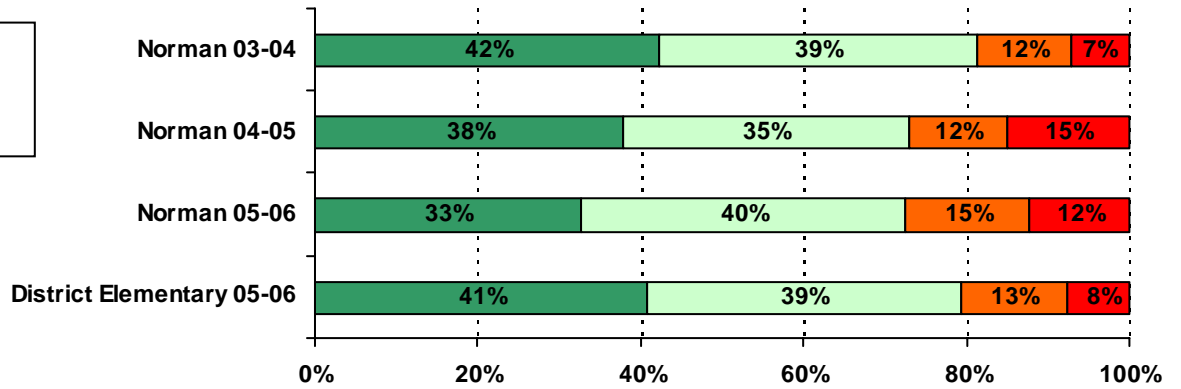
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10. The school

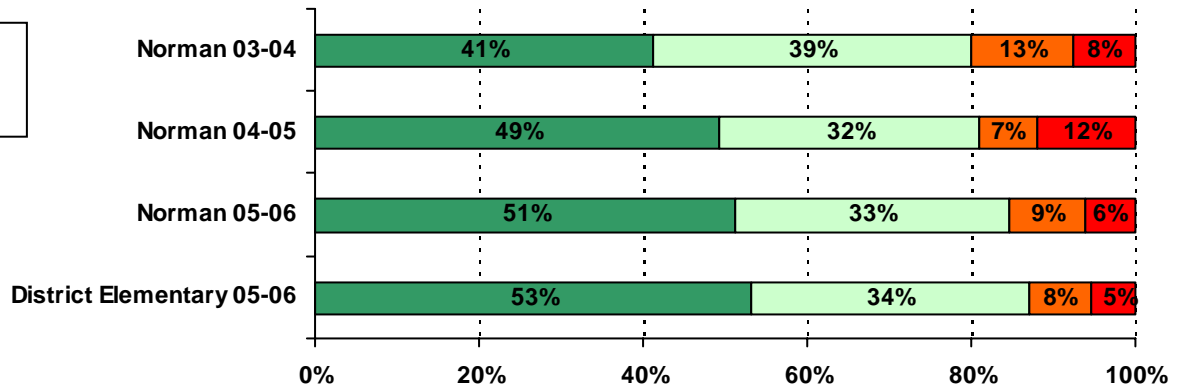




16. This school is clean.

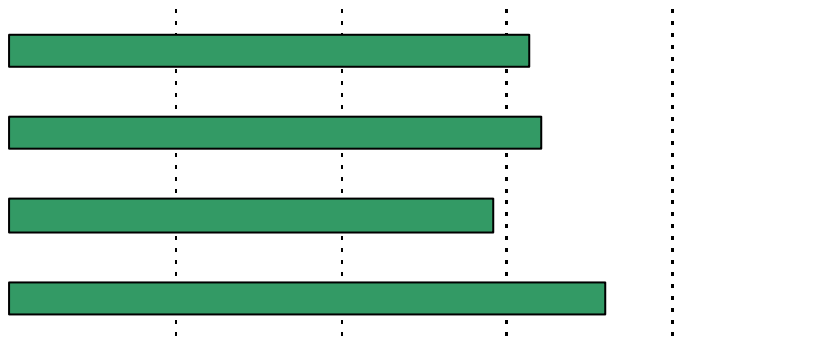
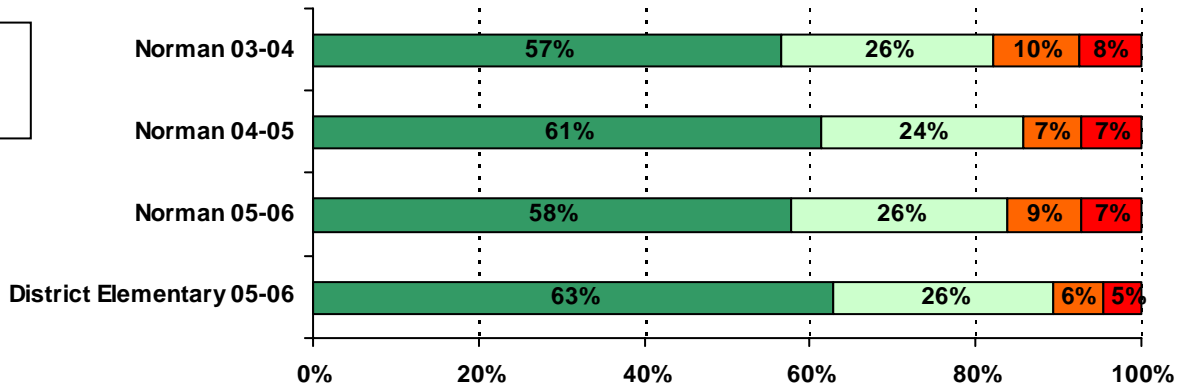


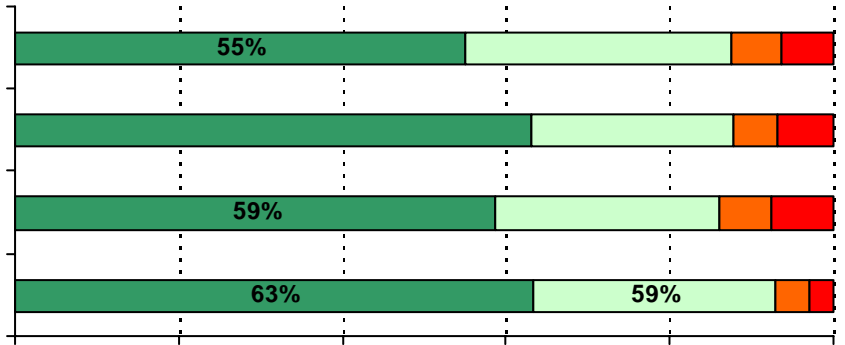
17. I feel safe on

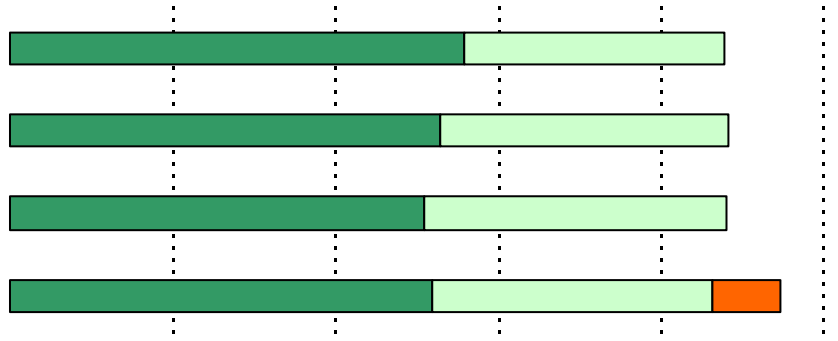


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25. I feel/felt well prepared for TAKS.

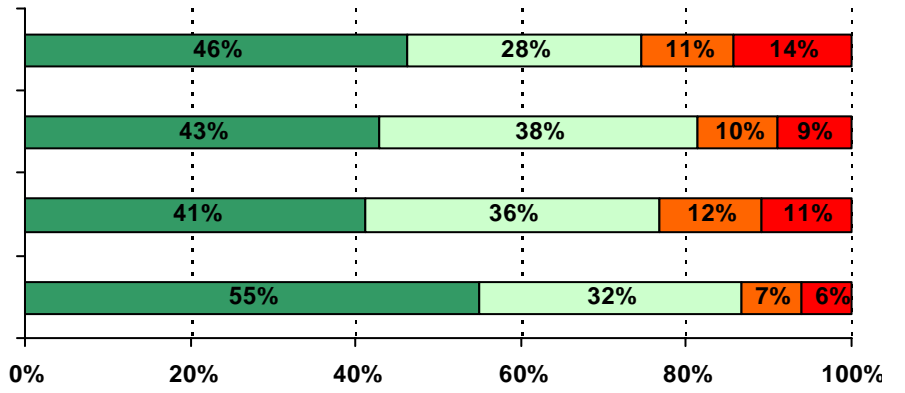




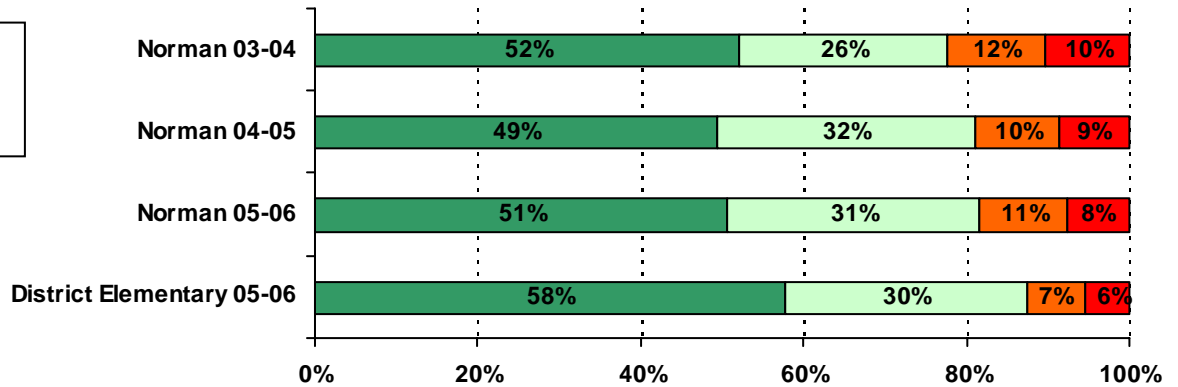


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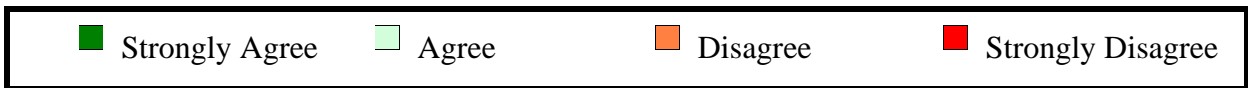
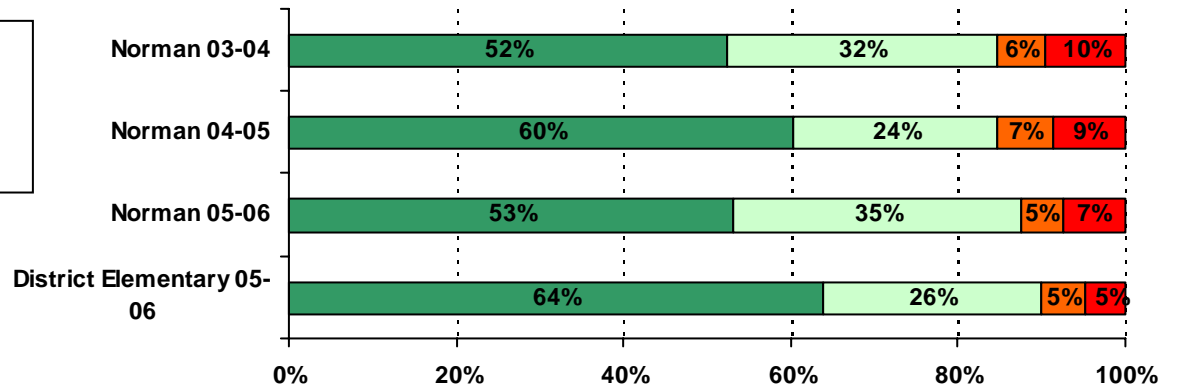
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40. My teachers are fair with students.



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



REFERENCES

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Stover, D. (2005). Climate and Culture: Why your board should pay attention to the attitudes of students and staff. American School Board Journal, Vol. 192, 12.