OVERVIEW

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

Dimension and Subscale	Pearce	Pearce	Pearce	All Middle Schools
	03-04	04-05	05-06	05-06
Behavioral Environment	2.43	2.35	2.35	2.55
Peer Behavior	2.19	2.17	2.04	2.31
Behavioral Expectations	2.83	2.75	2.76	2.76
School Safety and Cleanliness	2.35	2.23	2.38	2.66
Adult/Student Interactions	2.74	2.61	2.63	2.71
Teacher Support and Engagement	2.83	2.71	2.71	2.70
Adult Fairness and Respect	2.69	2.55	2.55	2.72
Academic Environment	2.99	2.93	2.90	2.98
Academic Standards	3.28	3.25	3.21	3.26
Academic Self-Confidence	2.90	2.84	2.82	2.90

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.

BEHAVIORAL ENVIRONMENT

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and physical school environment, including students' peer interactions, their expectations about school rules and their enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales, labeled "Peer Behavior," "Behavioral Expectations," and "School Safety and Cleanliness." Results for the three subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

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.

Peer Behavior Items	Pearce	Pear ce	Pearce	All Middle Schools
	03-04	04-05	05-06	05-06
1. Students in my school respect each other.	2.06	2.01	1.85	2.21
2. Students at my school respect other students who are different than they are.	2.00	2.05	1.94	2.22
3. I am happy with the way students treat me at school.	2.68	2.69	2.55	2.81
14. Students at my school obey the school rules.	1.90	1.74	1.68	1.91
Peer Behavior Average	2.19	2.17	2.04	2.31

Average Response for Peer Behavior Items

AISD Department of Program Evaluation

Behavioral Expectations:

Three items comprise this subscale, which measures the clarity and enforcement of school rules and the consequences for rule violations. Average scores for each item and for the subscale are reflected in the table below.

Behavioral Expectations Items	Pearce	Pear ce	Pearce	All Middle Schools
	03-04	04-05	05-06	05-06
9. Everyone knows what the school rules are.	2.79	2.67	2.74	2.63
12. The school rules are strictly enforced.	2.79	2.84	2.80	2.92
13. If a school rule is broken, students know what kind of punishment will follow.	2.92	2.71	2.84	2.75
Behavioral Expectations Average	2.83	2.75	2.76	2.76

Average Response for Behavioral Expectations Items

School Safety and Cleanliness:

The three items on this subscale indicate the degree to which students feel safe at school and perceive the school as clean. Average scores for each item and for the subscale are reflected in the table below.

table below.

School Safety and Cleanliness Items	d0 Tcb-8ulo Pearce	.1584.s008 T Pear ce	scca871 4(puslt Pear ce) All Middle Schools	6.6(r)-0.s ∏ J94
	03-04	04-05	05-06	05-06	
15. I feel safe at my school.	2.43	2.24	2.38	2.71	
16. This school is clean.	2.19	2.13	2.26	2.58	
17. I feel safe on the school property.	2.49	2.30	2.47	2.73	
School Safety and Cleanliness Average	2.35	2.23	2.38	2.66	

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

Teacher Support and Engagement Items	Pearce	Pearce	Pearce	All Middle Schools
	03-04	04-05	05-06	05-06
18. Teachers give rewards or praise for good behavior.	3.02	3.00	2.87	2.62
31. Teachers give rewards or praise for good work.	2.94	2.83	2.90	2.64
27. My teachers are excited about what they teach.	2.79	2.59	2.78	2.76
28. My teachers seem to enjoy teaching.	2.83	2.69	2.73	2.85
36. Teachers give me the help I need with assignments.	2.87	2.79	2.75	2.88
37. My teachers are understanding when I have personal problems.	2.68	2.50	2.53	2.60
38. Teachers help students with personal problems.	2.73	2.51	2.58	2.56
Teacher Support and Engagement Average	2.83	2.71	2.71	2.70

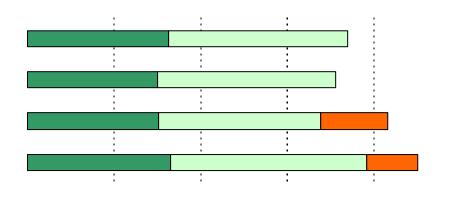
	Pearce	Pearce	Pearce	All Middle Schools
	2.94	2.89	2.81	3.02
5. Adults at this school listen to student ideas and opinions	2.61	2.45	2.44	2.65
6. Adults at this school treat all students fairly.	2.36	2.29	2.29	2.53

	2.75	2.89
	2.66	2.81
	2.81	2.90

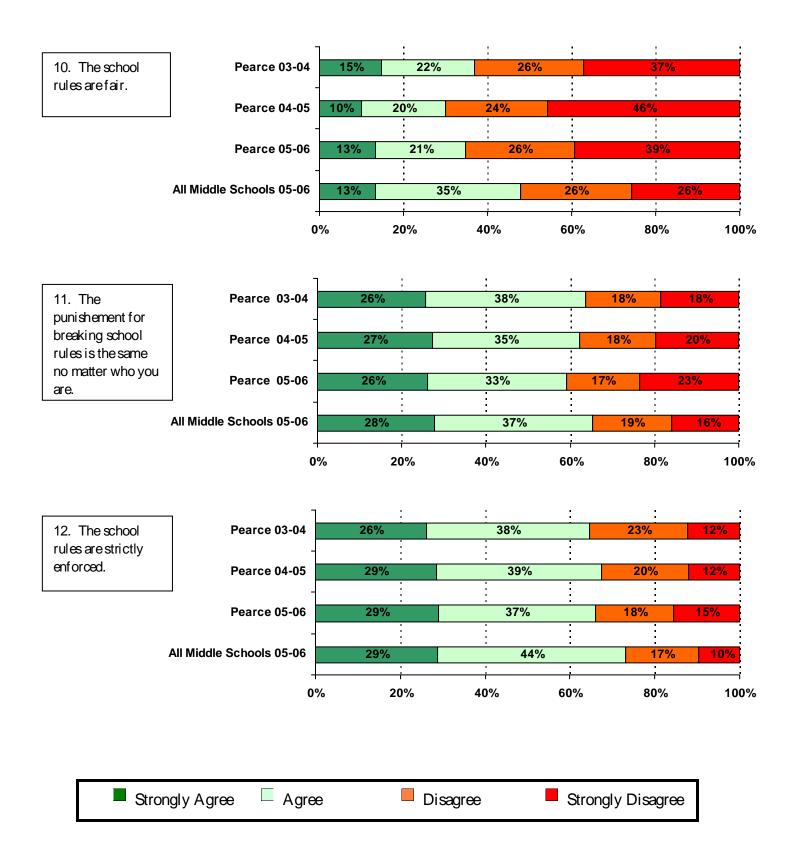
1	:	1	;	
5%	22%	48	3%	6%
	19%	46%)	29%
_				
<mark>3%</mark> 1	5%	46%		36%
	:			:
4%	35%		41%	A state of the state

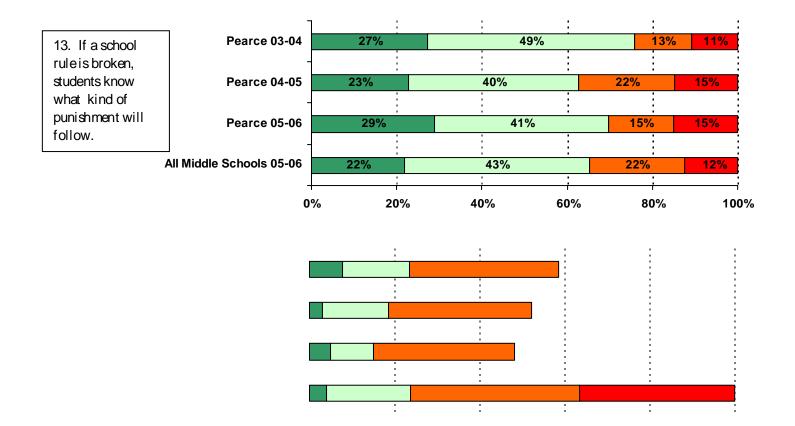
6%

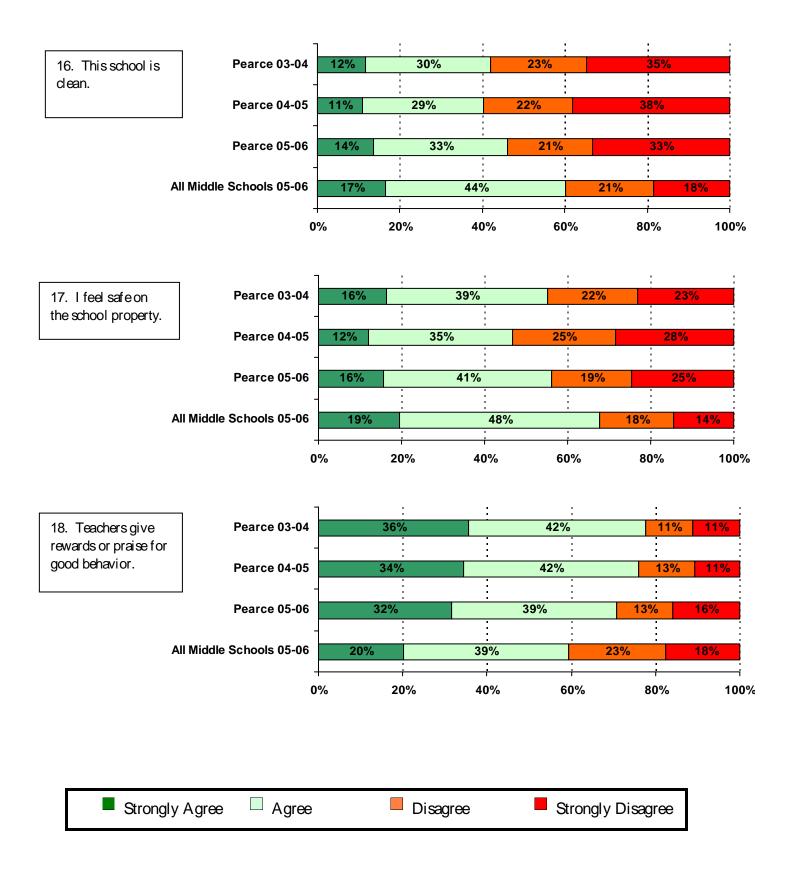
6%

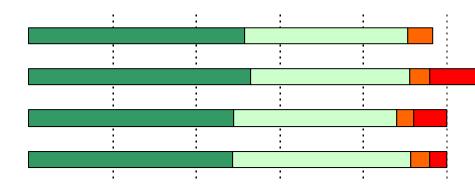


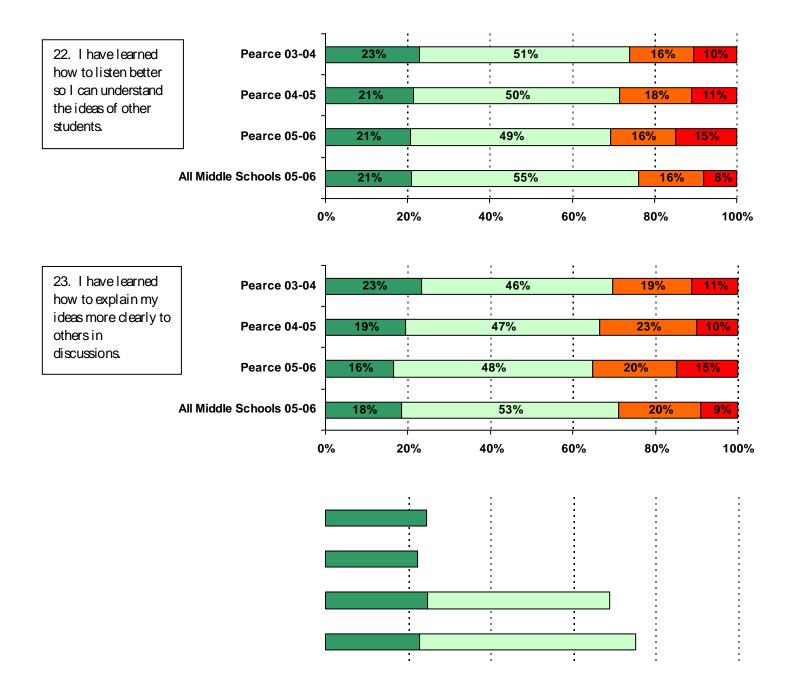
1 :	:	:	1 1
45%	•	43%	8%
· ·	•	44%	11%
-	÷	:	
35%		43%	9%
	:	•	
33%		46%	12%
	:	-070	1270
1 i	Ī	i i i i i i i i i i i i i i i i i i i	

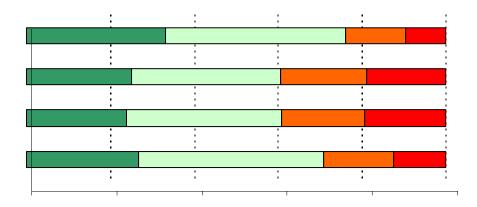


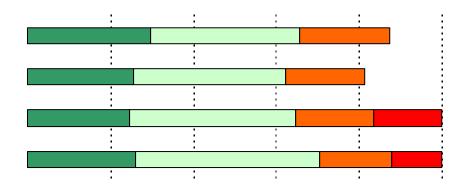


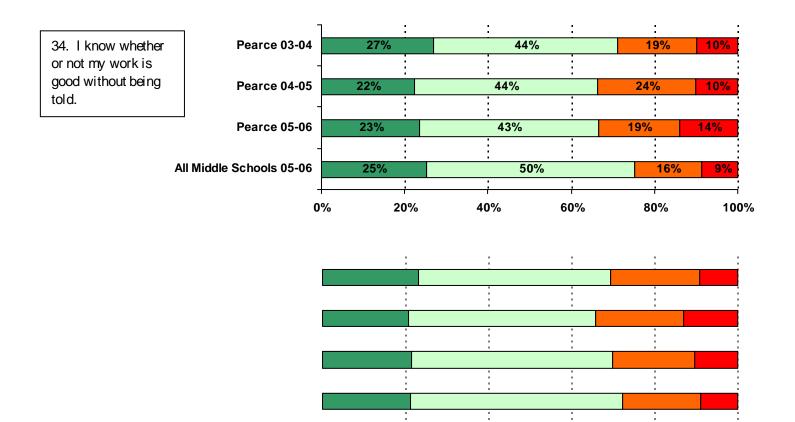


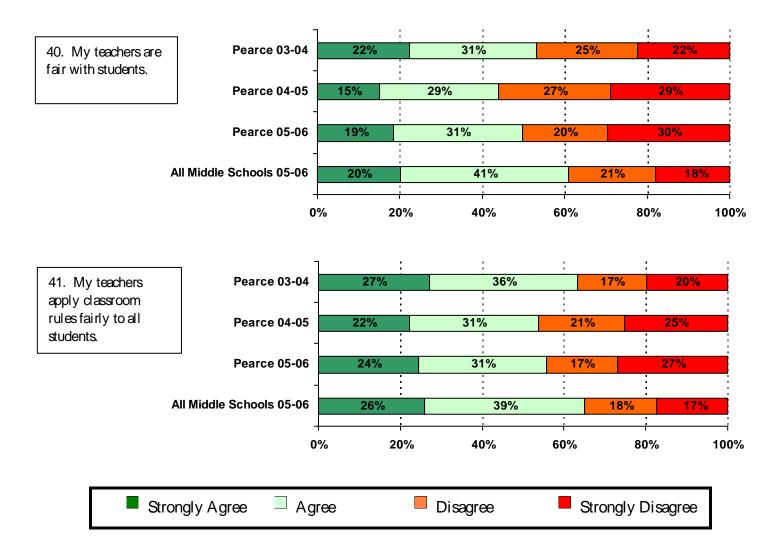












REFERENCES

Marshall, M. L. (n.d.). Examining school climate: Defining factors and educational influences. Retrieved May 10, 2006, from Georgia State University, Center for Research on School Safety, School Climate and Classroom Management Web site:

http://education.gus.edu/schoolsafety/download%20files/wp%202002%20school%20climate.pdf

Perkins, B. K. (2006). Where we learn. National School Boards Association. Alexandria, VA.

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.