

2005-2006 AISD Student Climate Survey Results

Pease Elementary School



OVERVIEW

This report summarizes the responses from your school

a positive influence on student learning. Positive school climate has been shown to be a significant barrier to learning. Positive school climate has been associated with higher achievement for students and increased achievement levels for students (Marshall, 2006). The National School Boards Association (2006), research shows that a positive school climate leads to a variety of positive outcomes including higher student achievement, higher teacher satisfaction, fewer student dropouts, reduced violence, better communication between teachers and students, and increased teacher pride. For these reasons, it is important to examine your school's strengths and areas in need of improvement.

CAMPUS RESULTS

AISD Student Climate Survey Participants, 2005-2006

		# of Participants	Response Rate
Pease	05-06	118	77.6%
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

<i>Dimension and Subscale</i>	Pease 03-04	Pease 04-05	Pease 05-06	All Elementary Schools 05-06
Behavioral Environment	2.85		2.97	3.04
	2.47		2.67	2.79
	2.96		3.14	3.13
	3.16		3.18	3.27
Adult/Student Interactions	3.30		3.37	3.41
	3.33		3.34	3.39
	3.28		3.39	3.41
Academic Environment	3.42		3.44	3.46
	3.73		3.75	3.70
	3.32		3.34	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.

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.

Average Response for Peer Behavior Items

<i>Peer Behavior Items</i>	Pease 03-04	Pease 05-06	All Elementary Schools 05-06
1. Students in my school respect each other.	2.39	2.64	2.74
2. Students at my school respect other students who are different than they are.	2.42	2.74	2.87
3. I am happy with the way students treat me at school.	2.77	2.86	2.98
14. Students at my school obey the school rules.	2.13	2.44	2.54
Peer Behavior Average	2.47	2.67	2.79

Behavioral Expectations:

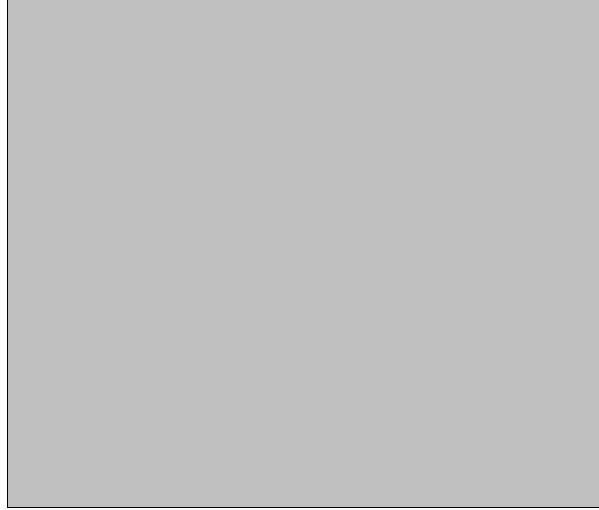
Three items comprise this subscale, which measures the clarity and enforcement of school rules and the consequences for rule violations. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Behavioral Expectations Items

<i>Behavioral Expectations Items</i>	Pease 03-04	Pease 05-06	All Elementary Schools 05-06
9. Everyone knows what the school rules are.	2.96	2.96	3.11
12. The school rules are strictly enforced.	3.07	3.41	3.24
13. If a school rule is broken, students know what kind of punishment will follow.	2.92	3.05	3.08
Behavioral Expectations Average	2.96	3.14	3.13

School Safety and Cleanliness:

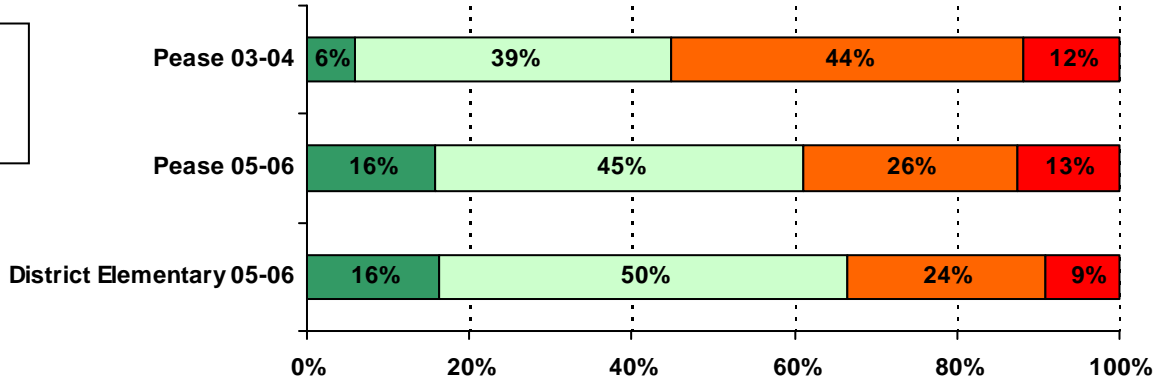
<i>School Safety and Cleanliness Items</i>	Pease 03-04	Pease 05-06	All Elementary Schools 05-06
15. I feel safe at my school.	3.20	3.36	3.38
16. This school is clean.	3.01	2.99	3.13
17. I feel safe on the school property.	3.28	3.29	3.35
School Safety and Cleanliness Average	3.16	3.18	3.27



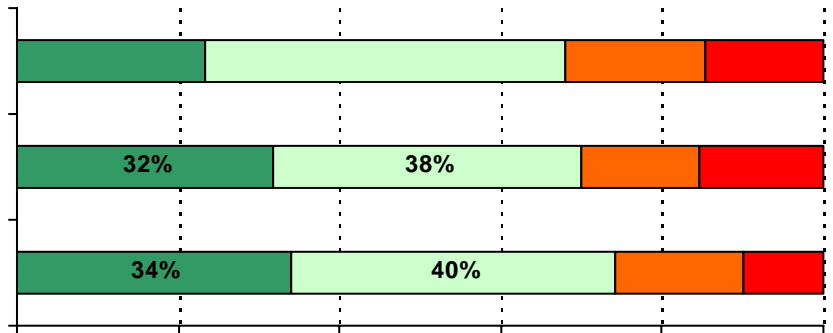
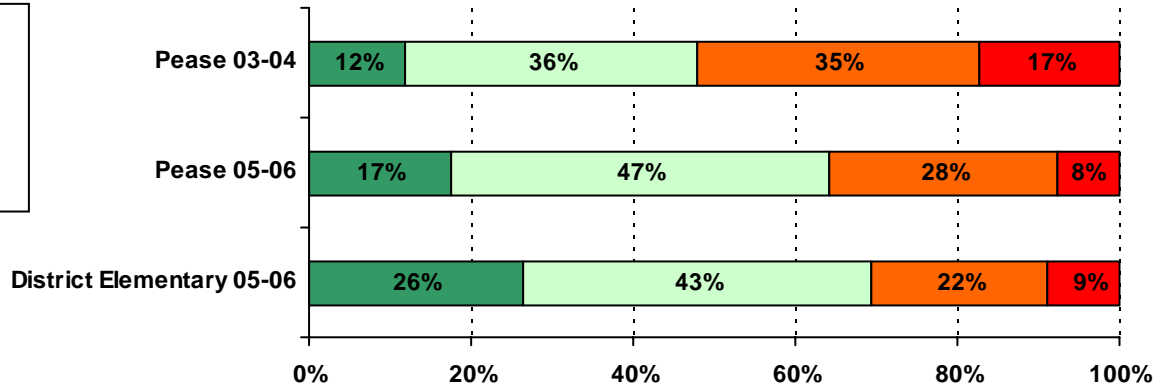
	Pease	Pease	Pease	All Elementary Schools
	3.65		3.77	3.71
5. Adults at this school listen to student ideas and opinions	3.17		3.36	3.31
6. Adults at this school treat all students fairly.	3.03		3.29	3.28

<i>Academic Self-Confidence Items</i>	Pease 03-04	Pease 05-06	All Elementary Schools 05-06
22. I have learned how to listen better so I can understand the ideas of other students.	3.29	3.37	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.37	3.11	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.39	3.25	3.34
32. I have learned to reach the goals I set for myself.		3.40	3.43
33. I have learned ways of working better in groups.	3.16	3.29	
25. I feel/felt well prepared for TAKS.	3.51	3.42	
	3.33	3.35	
Academic Self-Confidence Average	3.32	3.34	3.39

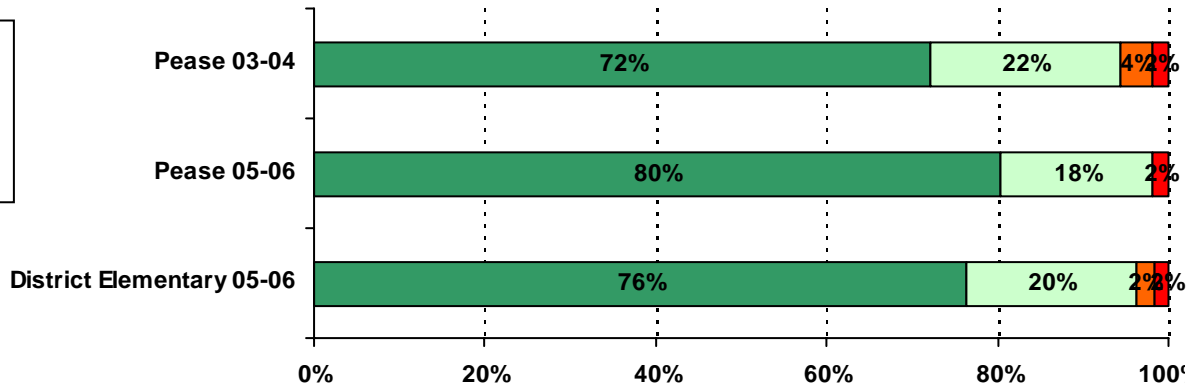
1. Students in my school respect each other.



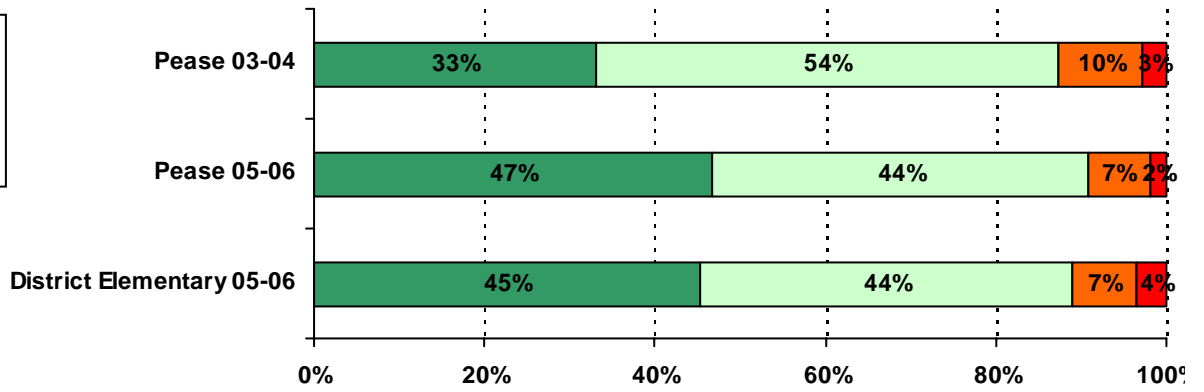
2. Students at my school respect other students who are different than they are.



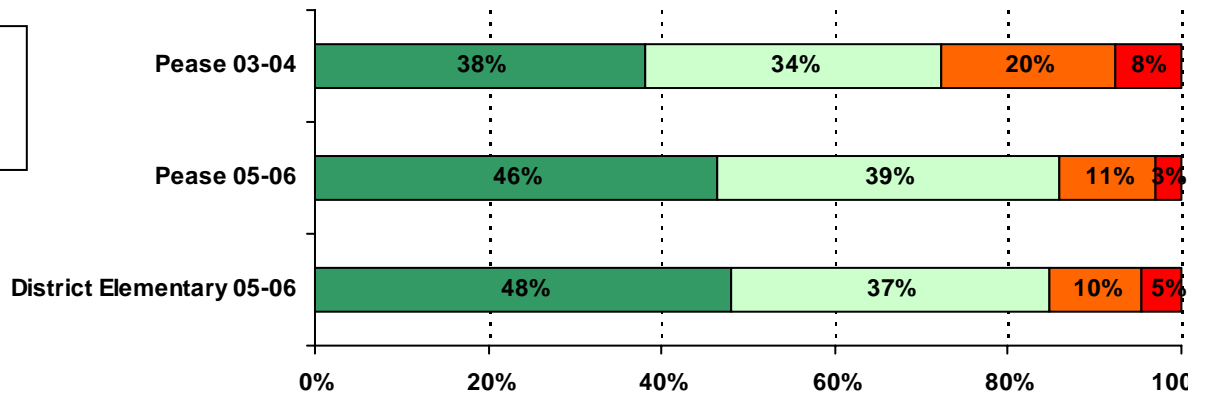
4. Teachers at this school care about their students.



5. Adults at this school listen to student ideas and opinions.



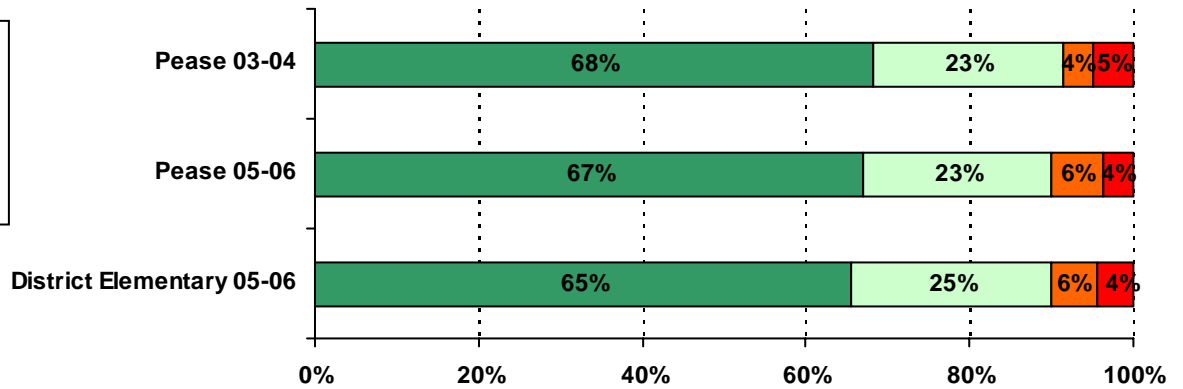
6. Adults at this school treat all students fairly.



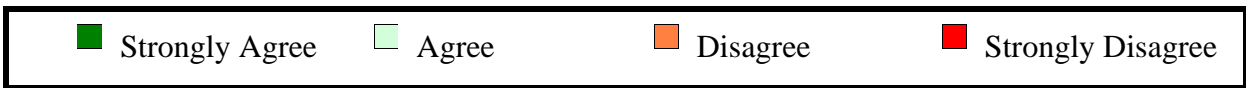
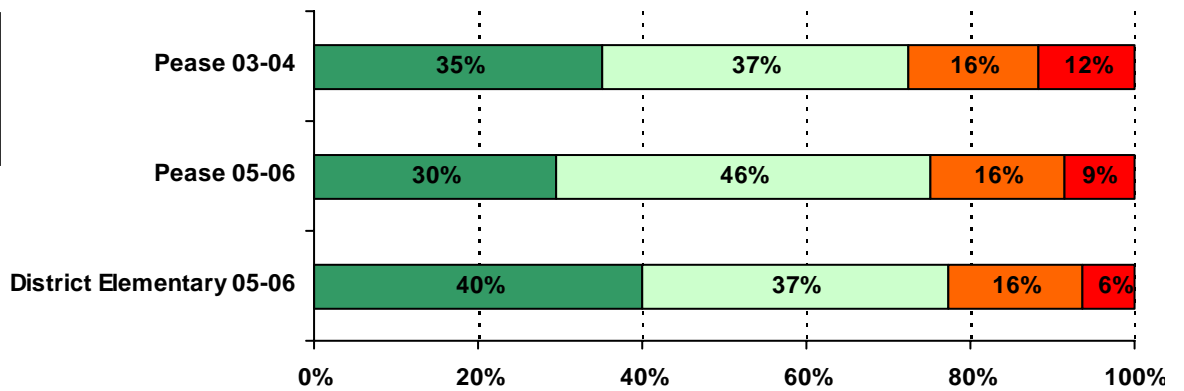
7. The staff in the front office respect students.

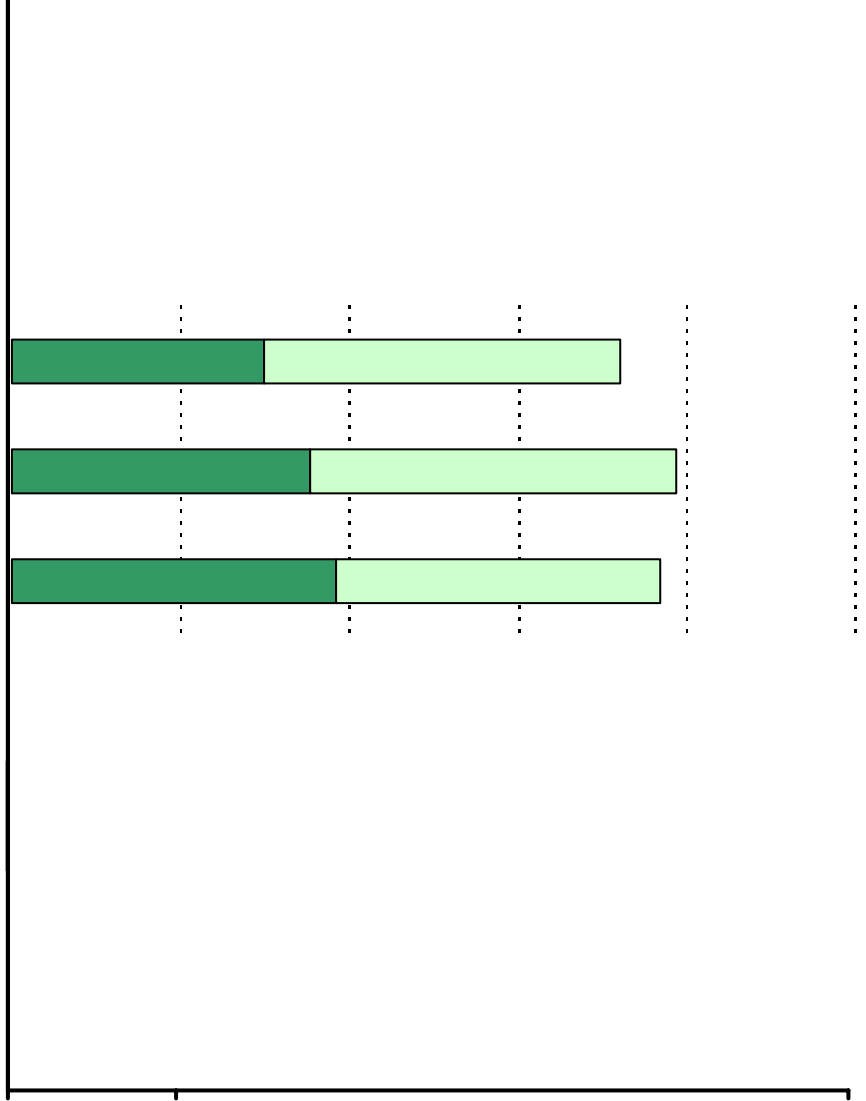


8. There is at least one adult at my school who I can go to if I have a problem.



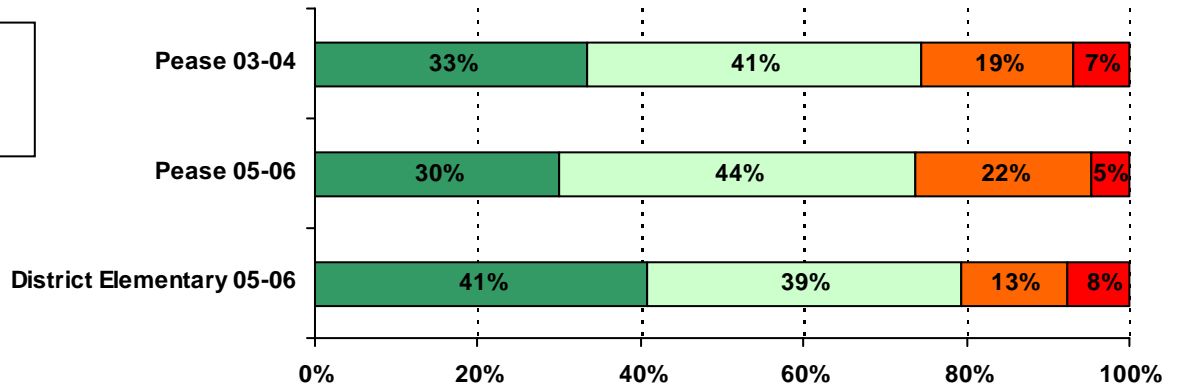
9. Everyone knows what the school rules are.



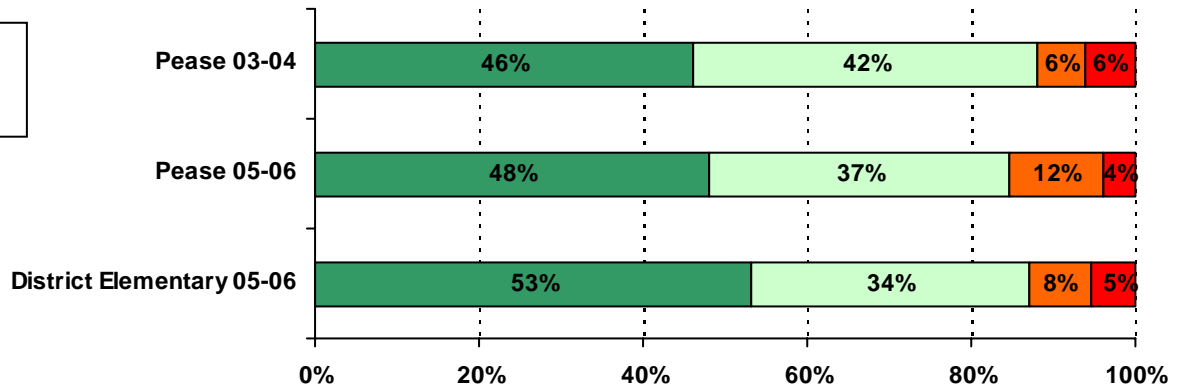


38% 35% 43% 39%

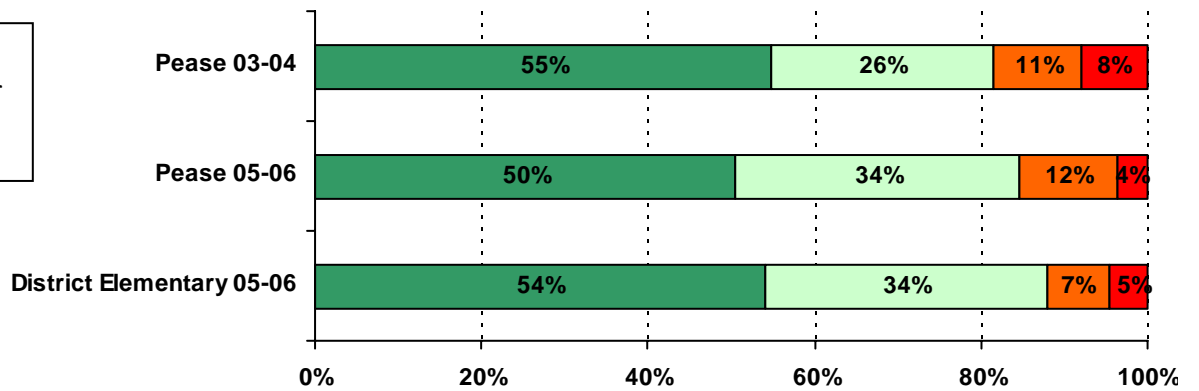
16. This school is clean.



17. I feel safe on the school property.



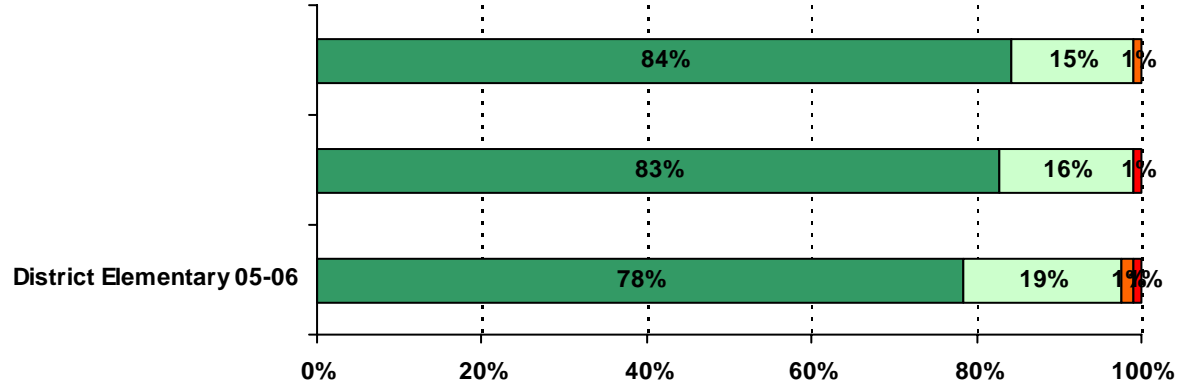
18. Teachers give rewards or praise for good behavior.



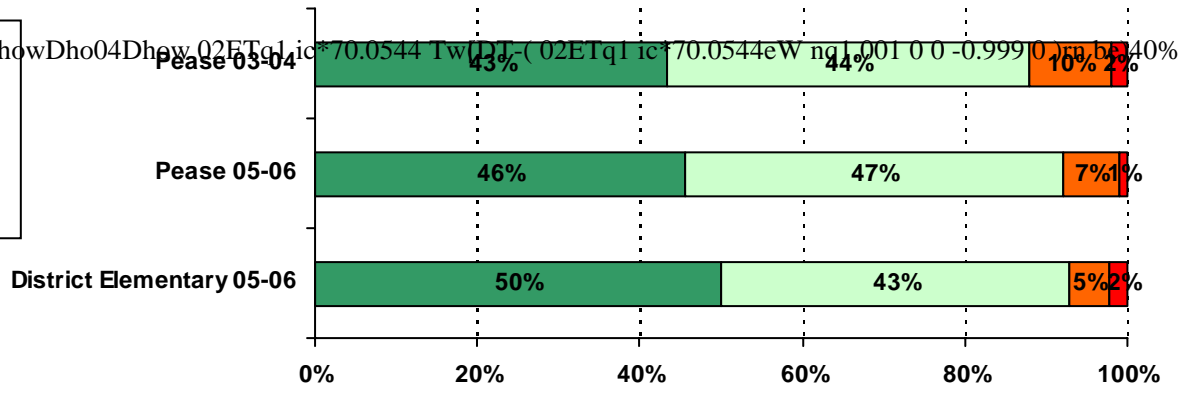
19. My teachers expect me to do my best work.



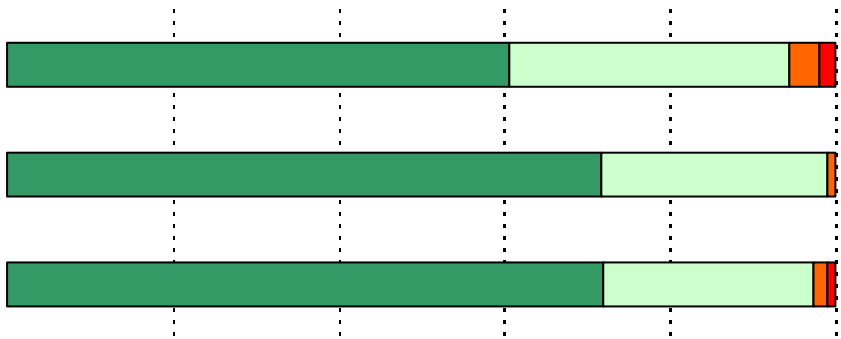
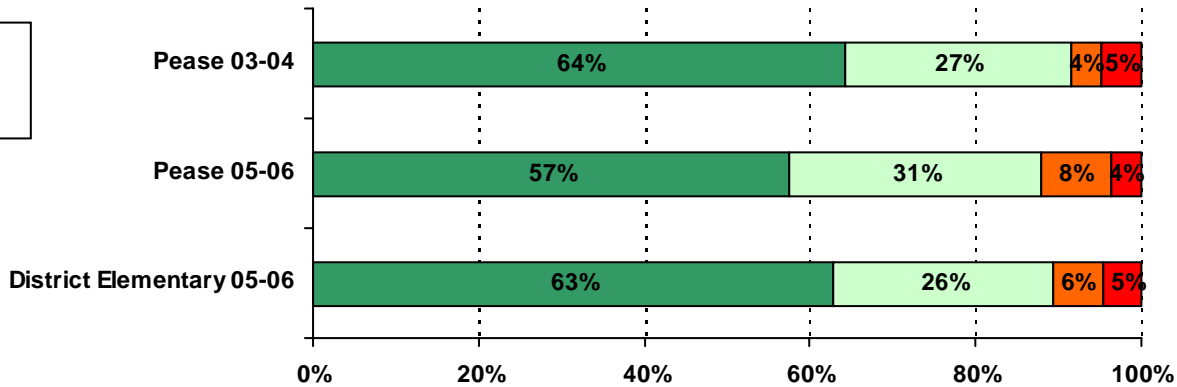
20. My teachers challenge me to do better.

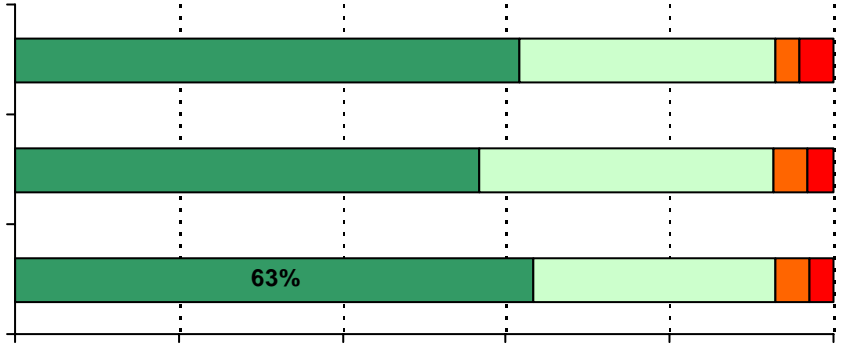


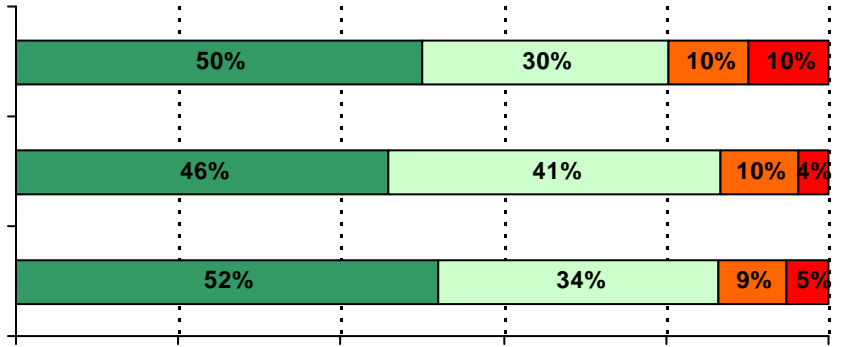
22. I have learned DhowDho04Dhow02ETq1 ic*70.0544 Tw(DT-(02ETq1 ic*70.0544eW ng1.001 0 0 -0.999 0.158 b 0.40%



25. I feel/felt well prepared for TAKS.







37. My teachers are understanding when I have personal problems.

