

AISSD

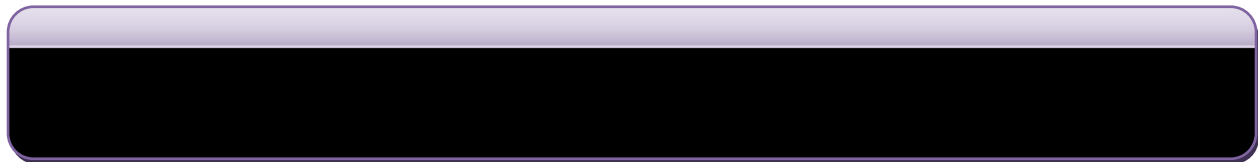


STUDENT CLIMATE SURVEY RESULTS 2008-2009

Survey Report PEREZ ELEMENTARY SCHOOL

The following report summarizes the Student Climate Survey results for the last three years at Perez (see Table 1 for response rate). This survey measures four dimensions of a school's overall climate: *Behavioral Environment*, *Adult Fairness and Respect*, *Teacher Support and Student Engagement*, and *Academic Self-Confidence*. Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. In AISD, schools that performed better on TAKS also had higher student climate ratings (Schmitt & Carney, 2008). At the elementary level, schools with higher student ratings of the *Behavioral Environment* in particular had significantly higher TAKS performance than schools with less favorable ratings, and this relationship with TAKS was stronger than that for student attendance, teacher experience, teacher retention, and principal turnover. School staff should consider each dimension of climate within the context of school policies and practices, and should discuss strategies that may support positive school climate in each area. For further assistance, contact Jane Nethercut, PBS Coordinator, in Student Support Services (414-0196).

Table 1. Perez Student Climate Survey Participants, 2008-2009



BEHAVIORAL ENVIRONMENT

A total of six items on the survey assess the dimension called Behavioral Environment, the respect and caring among students and the extent to which students obey the school rules and feel safe at school. Results for the individual items composing the subscale are in Table 2. Item numbers in each table correspond to the numbers on the survey.

Table 2. Average Response for Behavioral Environment

	2006-07	Perez 2007-08	2008-09	All EL 2008-09
1. My classmates show respect to each other.	2.84	2.93	2.99	2.99
2. My classmates show respect to others who are different.	3.02	2.87	2.97	3.10
3. I am happy with the way my classmates treat me.	3.01	3.07	3.25	3.17
14. Students at my school follow the rules.	2.87	2.83	2.95	2.89
15. I feel safe at my school.	3.41	3.40	3.52	3.53
16. I feel safe on the school property.	3.34	3.45	3.45	3.49
Behavioral Environment Average	3.09	3.10	3.18	3.20

ADULT FAIRNESS AND RESPECT

The eleven 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 in Table 3.

Table 3. Average Response for Adult Fairness and Respect Items

	2006-07	Perez 2007-08	2008-09	All EL 2008-09
4. Teachers at this school care about their students.	3.87	3.91	3.85	3.86
5. Adults at this school listen to student ideas and opinions.	3.57	3.57	3.64	3.50
6. Adults at this school treat all students fairly.	3.65	3.61	3.69	3.58
7. The staff in the front office show respect to students.	3.83	3.86	3.89	3.81
10. The school rules are fair.	3.58	3.64	3.73	3.55
11. The consequences for breaking school rules are the same for everyone.	3.33	3.35	3.40	3.43
12. My teachers always make sure the students follow the rules.	3.84	3.84	3.81	3.82
18. My teachers expect me to do my best work.	3.85	3.96	3.92	3.92
32. My teachers care about how I do in school.	n/a	3.85	3.84	3.83
36. My teachers are fair to everyone.	3.63	3.67	3.62	3.59
37. All my teachers use the same rules.	n/a	n/a	3.34	3.32

TEACHER SUPPORT AND S



