2006-2007 AISD Student Climate Survey Results

Perez Elementary School



OVERVIEW

Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. Positive school climate has been associated with fewer behavioral problems for students and increased achievement levels for students (Marshall, n.d.). According to Brian Perkins of the National School Boards Association (2006), research shows that improved school climate contributes to a variety of positive outcomes including higher student achievement, higher morale among students and teachers, fewer student dropouts, reduced violence, better community relations, and increased institutional pride. For these reasons, it is important to examine your school's student climate survey results to identify areas in which your campus climate is strong and areas in need of improvement.

This report summarizes the responses from your school's ATSD Student Climate Survey over the Last three years, and provides the current year results for all ATSD 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.

CAMPUS RESULTS

AISD Student Climate Survey Participants, 2006-2007

		# of Participants	Response Rate
Perez	06-07	202	80.5%
All Elementary Schools	06-07	16,108	84.8%

Source: Response rates are based on Fall 2006 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, ACES, Rosedale, and Clifton.

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	Perez	Perez	Perez 06-07	All Elementary Schools 06-07
Behavioral Environment			3.25	3.33
Peer Behavior Behavioral Expectations School Safety and Cleanliness			2.94 3.62 3.34	3.04 3.60 3.46
Adult/Student Interactions Teacher Support and Engagement Adult Fairness and Respect			3.58 3.49 3.64	3.57 3.48 3.63
Academic Environment Academic Standards Academic Self-Confidence			3.51 3.74 3.44	3.52 3.81 3.44

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.



Behavioral Expectations Items	Perez	Perez	Perez	All Elementary Schools 06-07
			00-07	00-07
9. Everyone knows what the school rules are.			3.37	3.36
12. My teachers always make sure that students follow the rules.			3.84	3.82
13. My classmates know there are consequences for breaking the rules.			3.54	3.58
Behavioral Expectations Average			3.62	3,60
Denavioral Expectations Average			3.02	3.00

	Perez	Perez	Perez	All Elementary Schools
			3.41	3.53
16. This school is clean.			3.30	3.34
17. I feel safe on the school propertx110.4g30ebafe on	o1 Tc -4141216	69 5 e res are.	3.34	3.52

Teacher Support and Engagement Items	Perez	Perez	Perez 06-07	All Elementary Schools 06-07
18. Teachers give rewards or praise for good behavior.			3.47	3.31
31. Teachers give rewards or praise for good work.			3.27	3.27
27. My teachers are excited about what they teach.			3.56	3.55

Average Response for Adult Fairness and Respect Items

Adult Fairness and Respect Items	Perez	Perez	Perez 06-07	All Elementary Schools 06-07
4. Teachers at this school care about their students.			3.87	3.88
5. Adults at this school listen to student ideas and opinions			3.57	3.49
6. Adults at this school treat all students fairly.			3.65	3.59
7. The staff in the front office show respect to students.			3.83	3.81
10. The school rules are fair.			3.58	3.53
11. The consequences for breaking school rules are the same for everyone.			3.32	3.45
39. I get the grades I deserve on my class work.			3.56	3.63
40. My teachers are fair with students.			3.64	3.64
41. My teachers are fair to everyone.			3.63	3.65
Adult Fairness and Respect Average			3.64	3.63

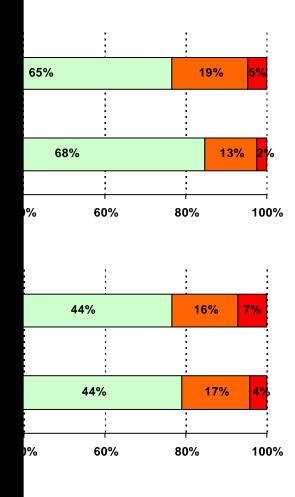
ACADEMIC ENVIRONMENT

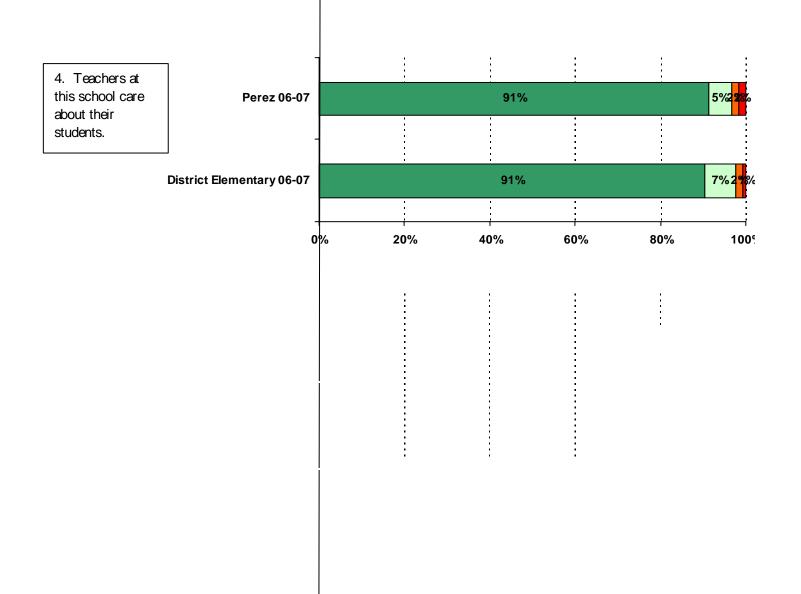
Astatal satisfactor and students' sense of academic efficacy. Two subscales, labeled "Academic Standards" and "Academic Self-Confidence", comprise the dimension called Academic Environment. Results for the subscales and individual items comprising each subscale are presented below. Item numbers in each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

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Perez	Perez	Perez	Elementary Schools
		3.85	3.93
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	Perez	Perez	Perez	All Elementary Schools	
			06-07	06-07011	Tc 0 Tvtf73
22. I can listen well and understand the thoughts and feelings of other students.			3.30	3.34	
23. I can explain my thoughts and feelings clearly in discussions.			3.11	3.11	
24. I can explain my thoughts and feelings clearly in writing.			3.17	3.20	





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