

Pillow Elementary School



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 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.

154	90.6%	
16,108	84.8%	

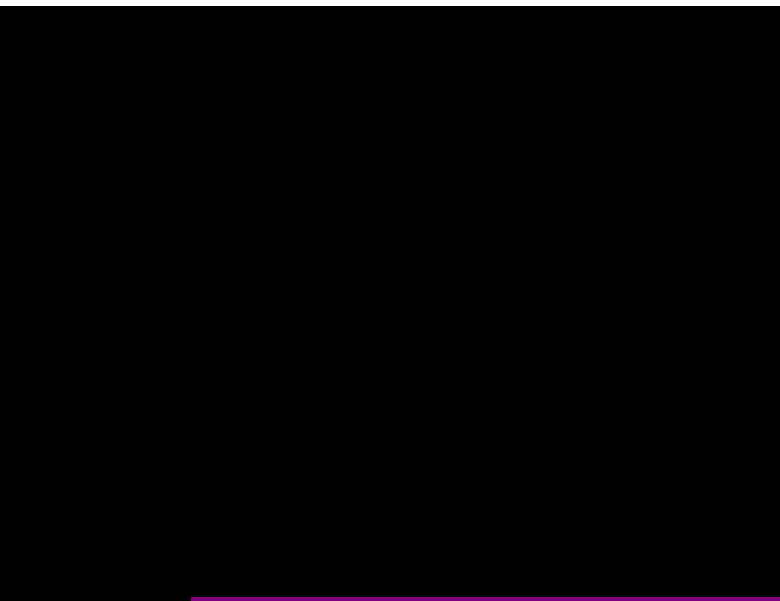
Source: Response rates are based on Fall 2006 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, ACES, Rosedale, and Clifton.

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.

<i>Peer Behavior</i>	2.75	2.87	3.17	3.04
<i>Behavioral Expectations</i>	3.05	3.12	3.71	3.60
<i>School Safety and Cleanliness</i>	3.33	3.19	3.66	3.46
<i>Teacher Support and Engagement</i>	3.33	3.37	3.58	3.48
<i>Adult Fairness and Respect</i>	3.38	3.42	3.73	3.63
<i>Academic Standards</i>	3.62	3.77	3.82	3.81
<i>Academic Self-Confidence</i>	3.29	3.43	3.45	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.

9. Everyone knows what the school rules are.	2.94	2.97	3.57	3.36
12. My teachers always make sure that students follow the rules.	3.20	3.39	3.87	3.82
13. My classmates know there are consequences for breaking the rules.	3.01	3.03	3.65	3.58





31. Teachers give reward

3.21	3.25	3.31	3.31
3.18	3.23	3.34	3.27
3.37	3.55	3.71	3.55



Average Response for Adult Fairness and Respect Items

Average Response for Adult Fairness and Respect Items				
4. Teachers at this school care about their students.	3.67	3.82	3.95	3.88
5. Adults at this school listen to student ideas and opinions	3.37	3.33	3.59	3.49
6. Adults at this school treat all students fairly.	3.27	3.22	3.74	3.59
7. The staff in the front office show respect to students.	3.67	3.68	3.89	3.81
10. The school rules are fair.	3.26	3.28	3.69	3.53
11. The consequences for breaking school rules are the same for everyone.	3.14	3.32	3.50	3.45
39. I get the grades I deserve on my class work.	3.36	3.35	3.73	3.63
40. My teachers are fair with students.	3.39	3.33	3.73	3.64
41. My teachers are fair to everyone.	3.36	3.57	3.76	3.65

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.

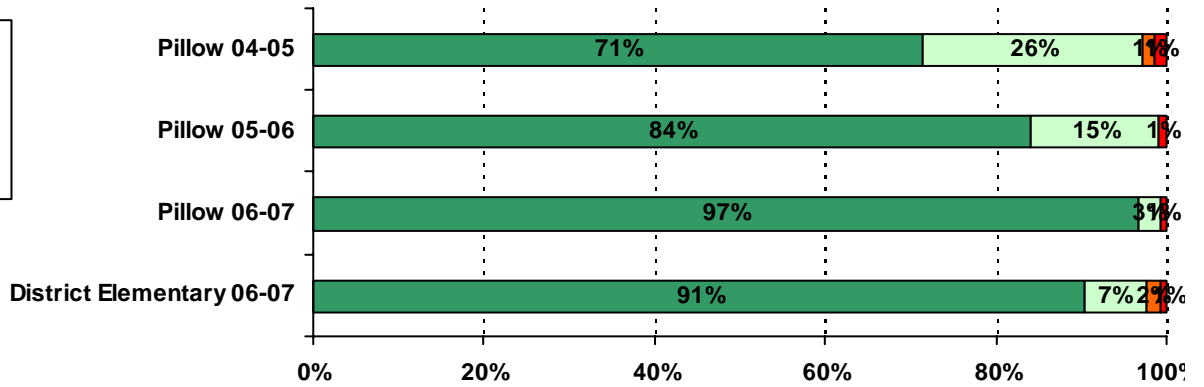
Three items comprise this subscale, which measures teachers' expectations for students and their work. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Academic Standards Items

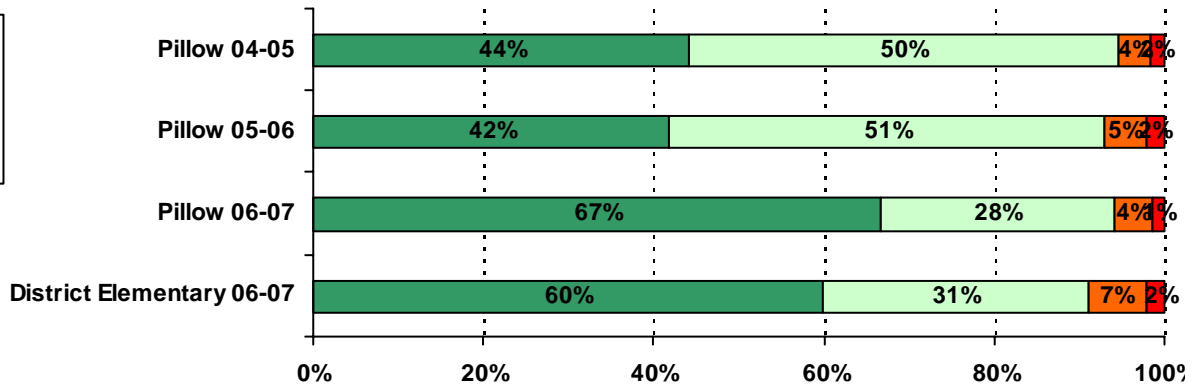
Average Response for Academic Standards Items				
19. My teachers expect me to do my best work.	3.75	3.87	3.93	3.93
20. My teachers challenge me to do better.	3.41	3.53	3.64	3.65
21. My teachers expect me to finish my homework on time.	3.74	3.88	3.95	3.87



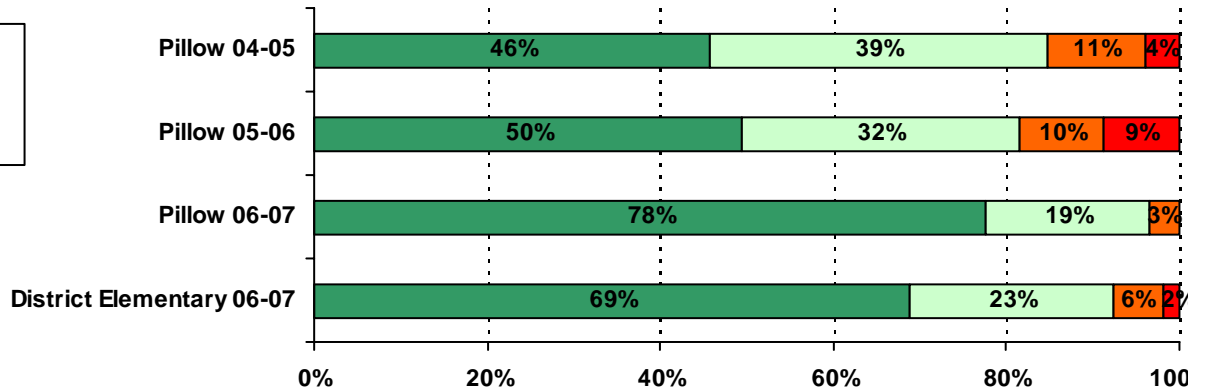
4. Teachers at this school care about their students.



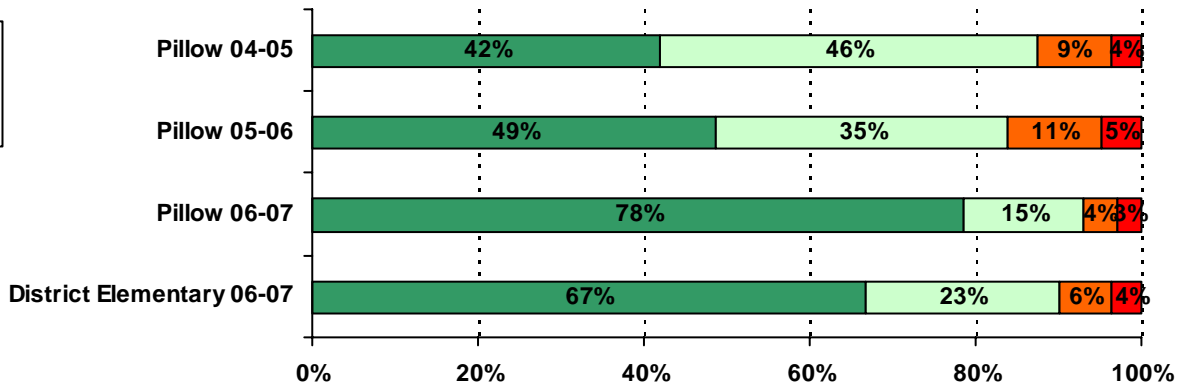
5. Adults at this school listen to student ideas and opinions.



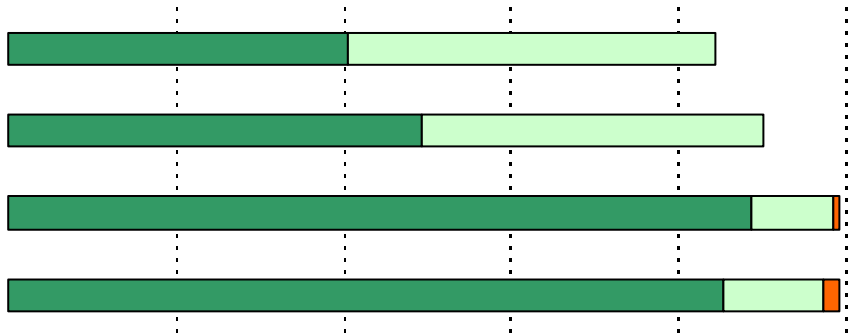
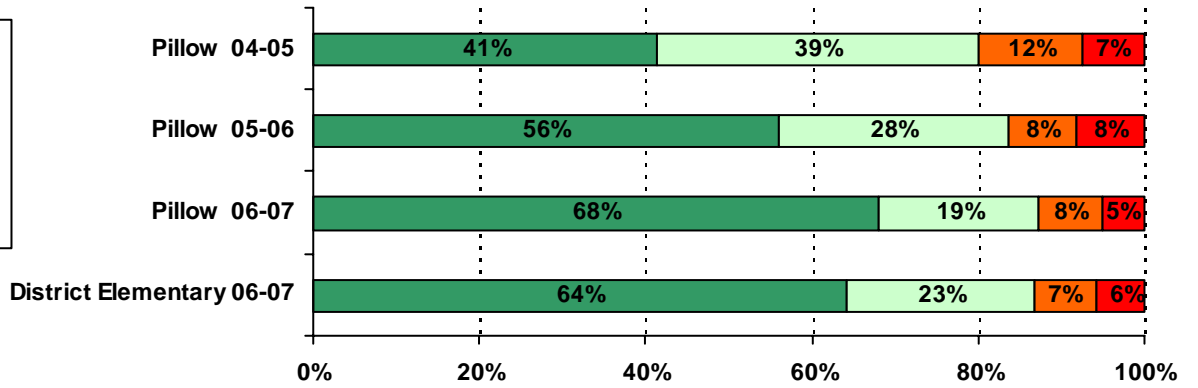
6. Adults at this school treat all students fairly.



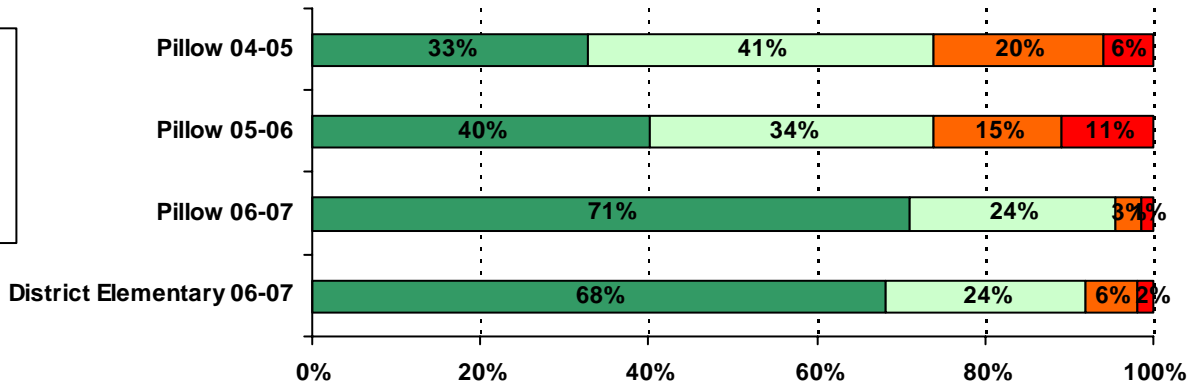
10. The school rules are fair.



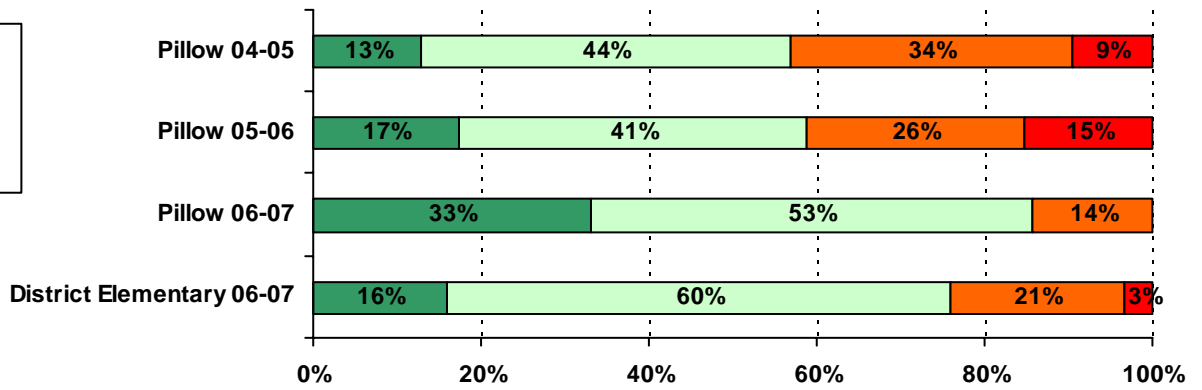
11. The consequences for breaking school rules are the same for everyone.



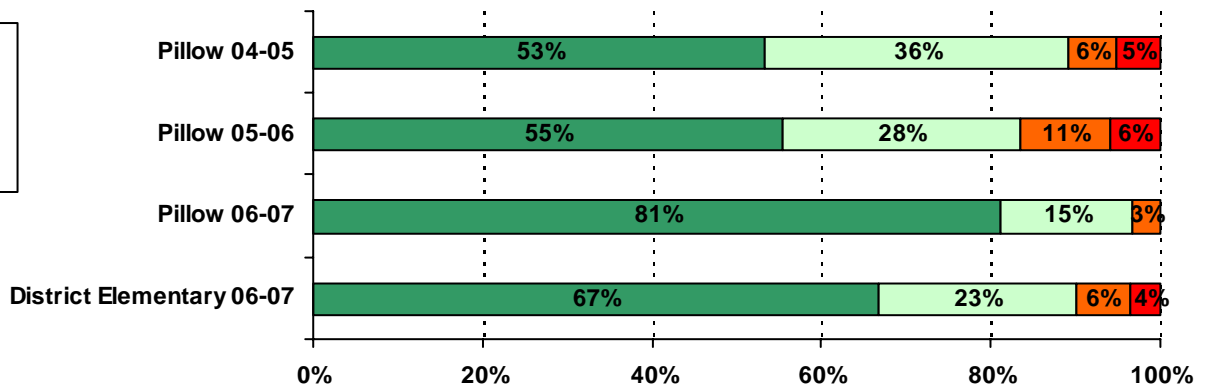
13. My classmates know there are consequences for breaking the rules.



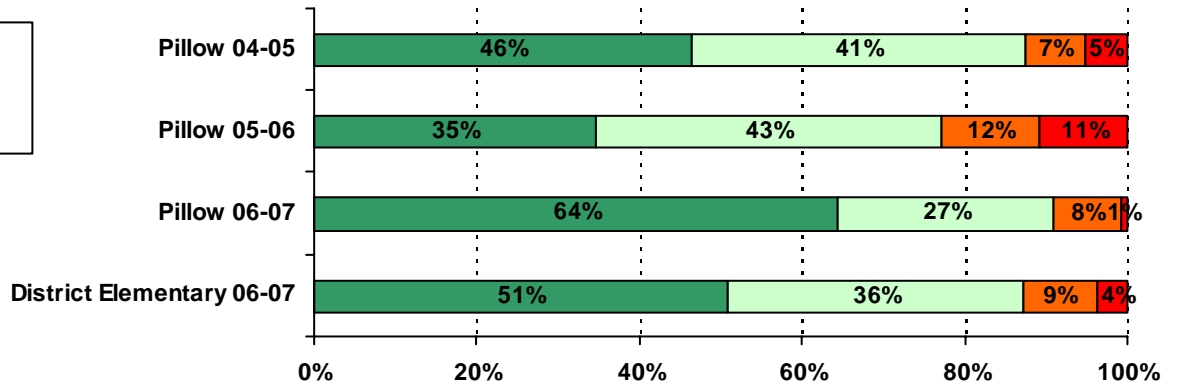
14. Students at my school follow the rules.



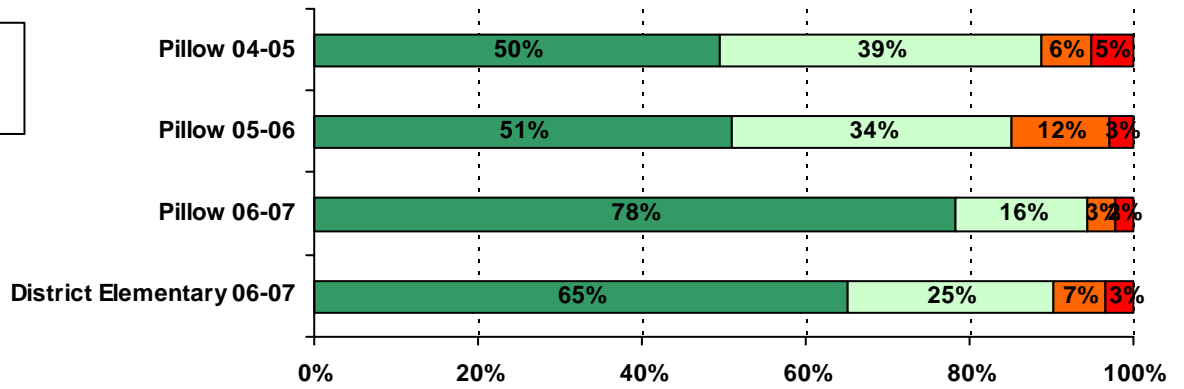
15. I feel safe at my school. 5



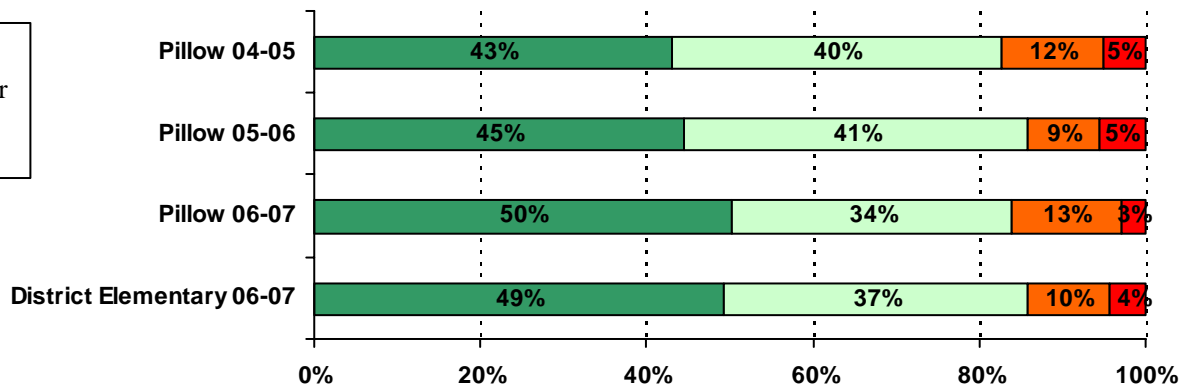
16. This school is clean.

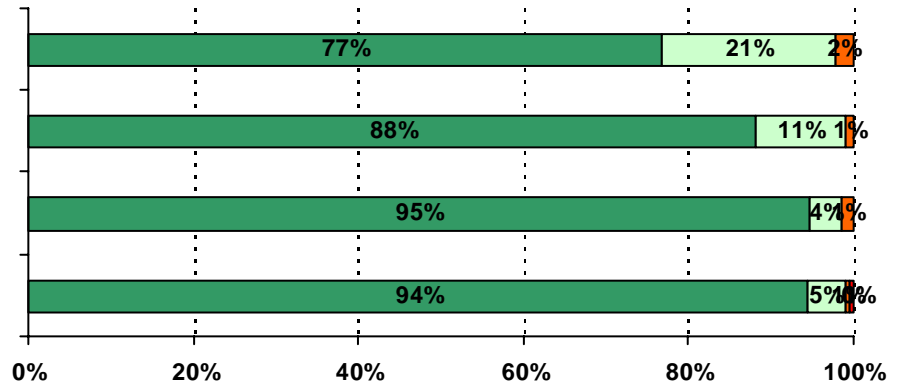


17. I feel safe on the school property.

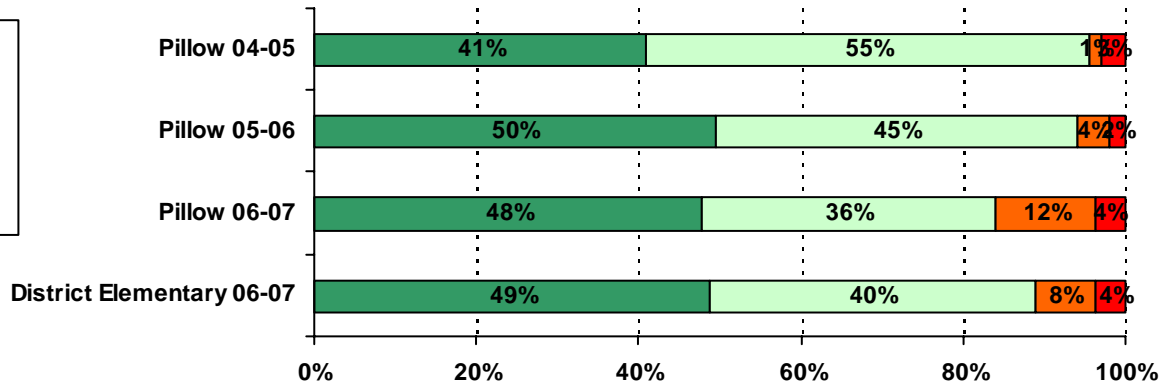


18. Teachers give rewards or praise for good behavior.

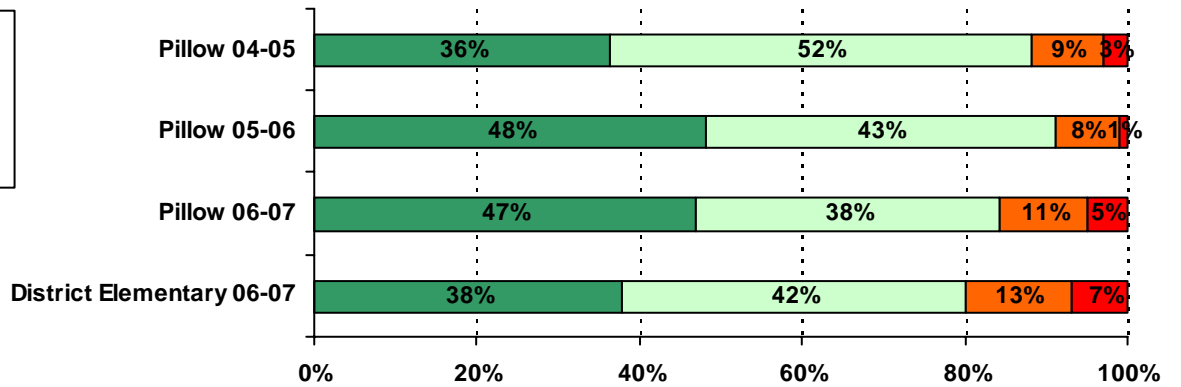


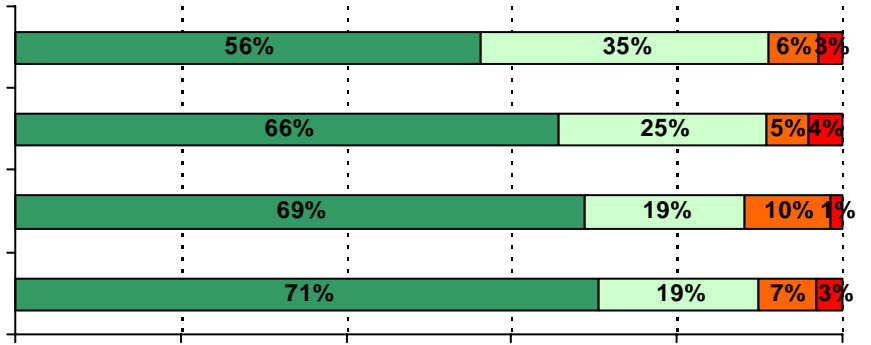


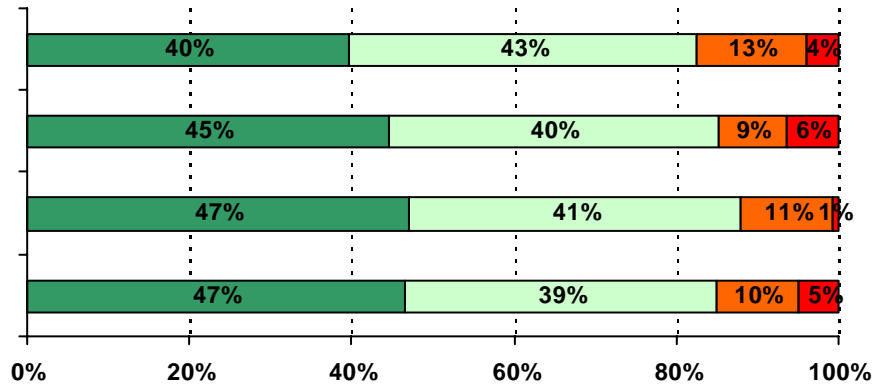
22. I can listen well and understand the thoughts and feelings of other students.



23. I can explain myin







34. I can tell if my work is good.

