

2006-2007 AISD Student Climate Survey Results

Pleasant Hill 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 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.

CAMPUS RESULTS

AISD Student Climate Survey Participants, 2006-2007

		# of Participants	Response Rate
Pleasant Hill	06-07	244	94.2%
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

<i>Dimension and Subscale</i>	Pleasant Hill	Pleasant Hill	Pleasant Hill	All Elementary Schools
	04-05	05-06	06-07	06-07
Behavioral Environment	3.06	3.16	3.30	3.33
<i>Peer Behavior</i>	2.79	2.85	2.96	3.04
<i>Behavioral Expectations</i>	3.16	3.34	3.64	3.60
<i>School Safety and Cleanliness</i>	3.33	3.39	3.43	3.46
Adult/Student Interactions	3.49	3.53	3.58	3.57
<i>Teacher Support and Engagement</i>	3.50	3.57	3.52	3.48
<i>Adult Fairness and Respect</i>	3.49	3.49	3.63	3.63
Academic Environment	3.49	3.50	3.53	3.52
<i>Academic Standards</i>	3.70	3.72	3.77	3.81
<i>Academic Self-Confidence</i>	3.43	3.44	3.46	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.

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.

<i>Peer Behavior Items</i>	Pleasant Hill	Pleasant Hill	Pleasant Hill	All Elementary Schools
	04-05	05-06	06-07	06-07
1. My classmates show respect to each other.	2.63	2.74	2.92	2.99
2. My classmates show respect to others who are different.	2.76	2.96	2.95	3.10
3. I am happy with the way my classmates treat me.	3.03	3.02	3.10	3.17
14. Students at my school follow the rules.	2.66	2.69	2.86	2.89
Peer Behavior Average				

Behavioral Expectations:

Three items comv 10.99lis Average

<i>Behavioral Expectations Items</i>	Pleasant Hill 04-05	Pleasant Hill 05-06	Pleasant Hill 06-07	All Elementary Schools 06-07
9. Everyone knows what the school rules are.	3.28	3.43	3.48	3.36
12. My teachers always make sure that students follow the rules.	3.21	3.38	3.85	3.82
13. My classmates know there are consequences for breaking the rules.	3.04	3.21	3.56	3.58
Behavioral Expectations Average	3.16	3.34	3.64	3.60

<i>School Safety and Cleanliness Items</i>	Pleasant Hill 04-05	Pleasant Hill 05-06	Pleasant Hill 06-07	All Elementary Schools 06-07
15. I feel safe at my school.	3.34	3.45	3.48	3.53
16. This school is clean.	3.37	3.35	3.35	3.34
17. I feel safe on the school property.	3.31	3.44	3.53	3.52
School Safety and Cleanliness Average	3.33	3.39	3.43	3.46

	Pleasant Hill	Pleasant Hill	Pleasant Hill	All Elementary Schools
--	---------------	---------------	---------------	------------------------

	3.56	3.63	3.42	3.31
	3.45	3.57	3.32	3.27
	3.46	3.47	3.58	3.55

Academic Self-Confidence:

This subscale is comprised of eleven items that assess students' motivation, self-efficacy, and acquisition of communication and self-evaluation skills. Averages for each item and for the subscale are reflected below.

Average Response for Academic Self-Confidence Items

<i>Academic Self-Confidence Items</i>	Pleasant Hill 04-05	Pleasant Hill 05-06	Pleasant Hill 06-07	All Elementary Schools 06-07
22. I can listen well and understand the thoughts and feelings of other students.	3.43	3.47	3.29	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.39	3.29	3.14	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.41	3.37	3.28	3.20
32. I can reach the goals I set for myself.	n/a	3.51	3.52	3.48
33. I can work well in groups.	3.39	3.51	3.39	3.43
25. I feel/felt well prepared for TAKS.	3.47	3.42	3.62	3.57
30. My teachers show me how to know if my work is good.	3.41	3.47	3.70	3.64
34. I can tell if my work is good.	3.33	3.39	3.36	3.36
35. I know how I'm doing in school.	3.42	3.37	3.47	3.46
26. I try hard to do my best work.	3.77	3.71	3.80	3.81
29. I feel successful in my schoolwork.	3.41	3.48	3.55	3.50
Academic Self-Confidence Average	3.43	3.44	3.46	3.44

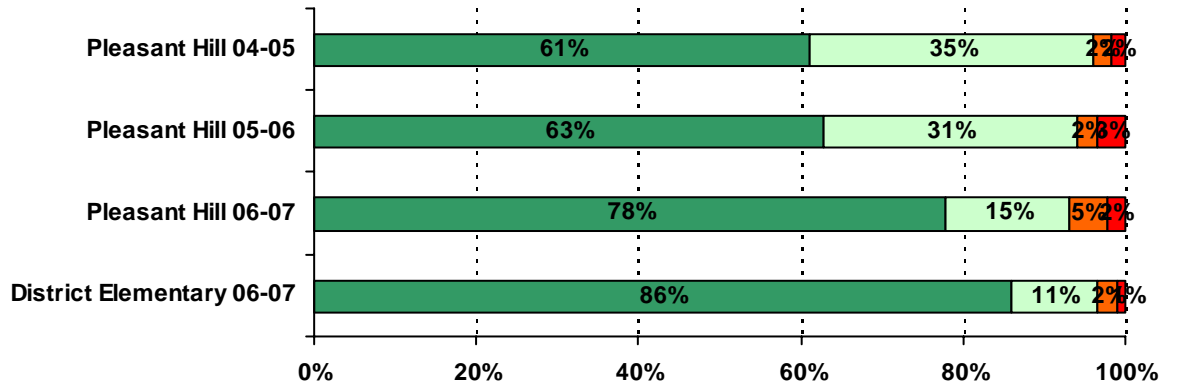
HOW TO IMPROVE SCHOOL CLIMATE

Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enhance school climate and students' overall educational experience (Marshall, n.d.; Stover, 2005; Perkins, 2006). Your campus already is doing some of these things, but you may want to consider ways to enhance current efforts in the following areas.

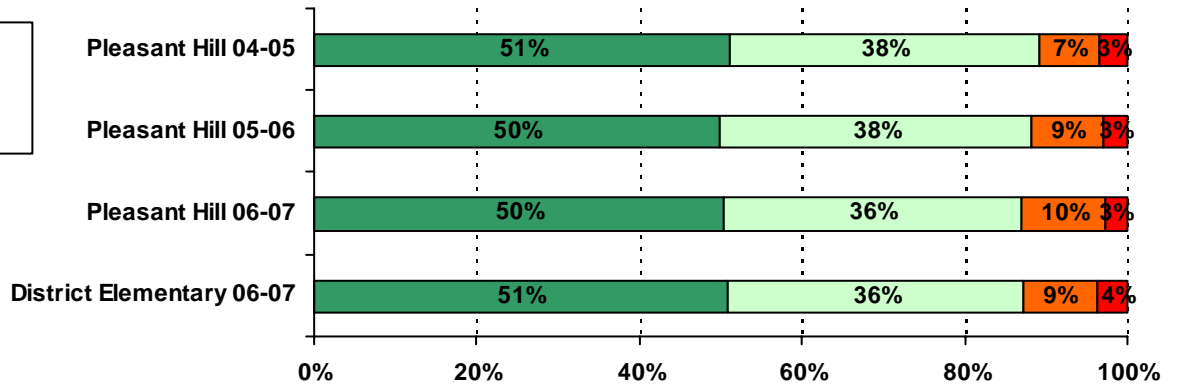
- a) Increased parent and community involvement.
- b) Implementation of character education.
- c) Use of violence-prevention and conflict resolution curricula.
- d) Use of peer mediation.
- e) Prevention of acts of bullying.
- f) Fair, equal, and respectful treatment of students.
- g) Providing a safe environment for staff and students.
- h) Personalization through adopt-a-kid programs or honoring most-improved students.
- i) Implementation of good classroom management.
- j) Modeling of respect and teamwork among leadership and staff.



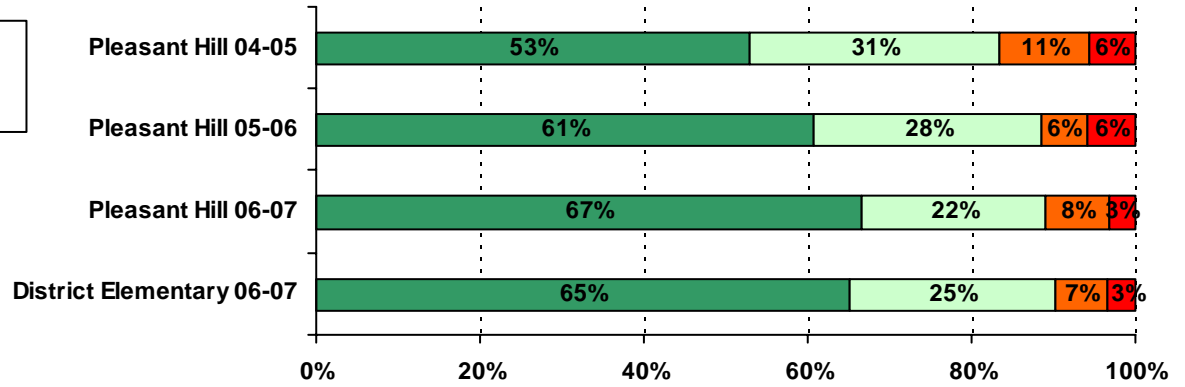
7. The staff in



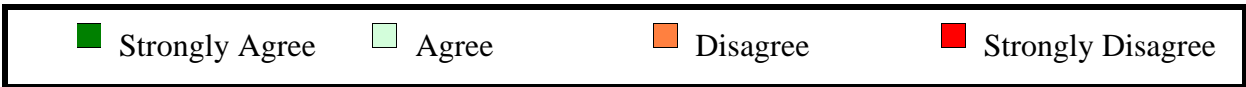
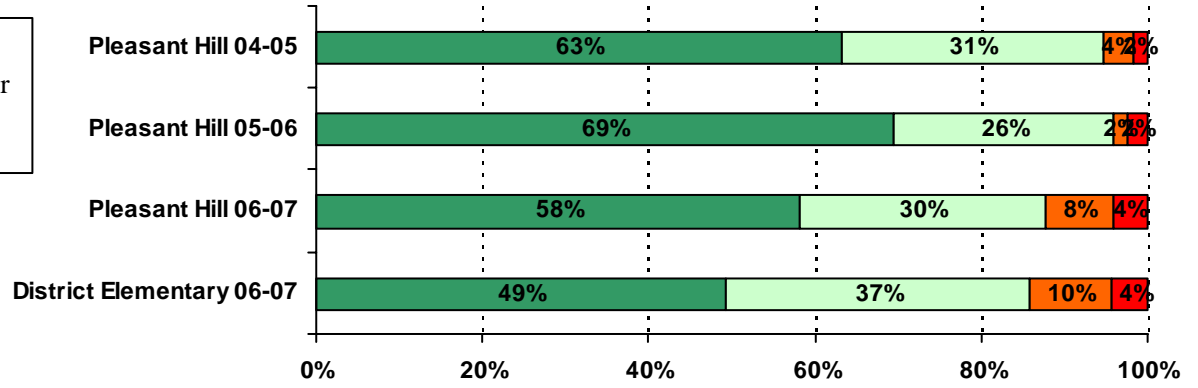
16. This school is clean.



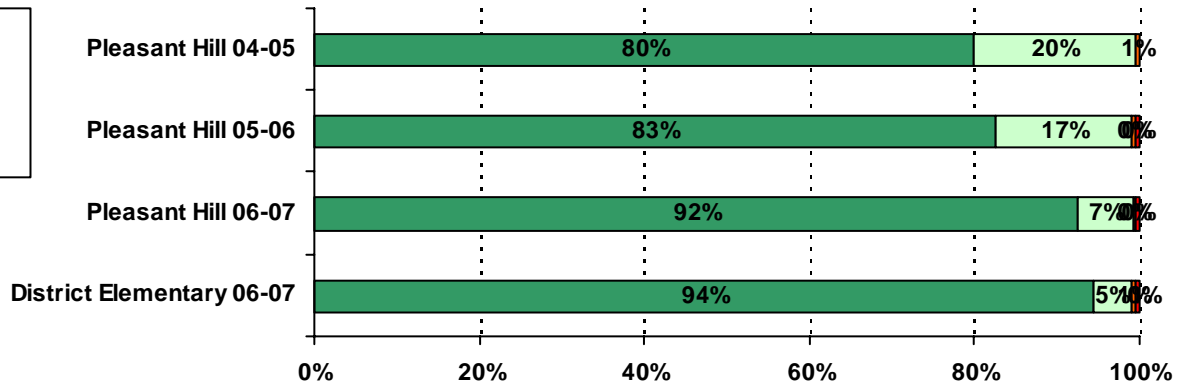
17. I feel safe on the school property.



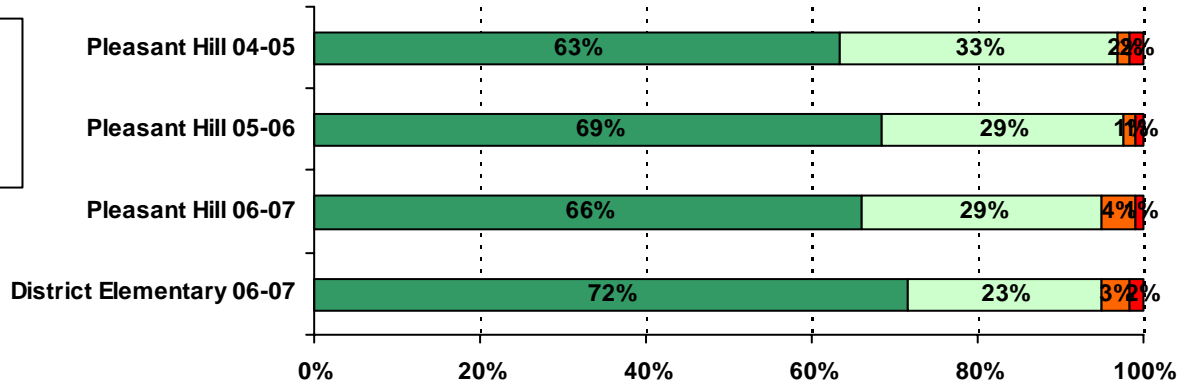
18. Teachers give rewards or praise for good behavior.



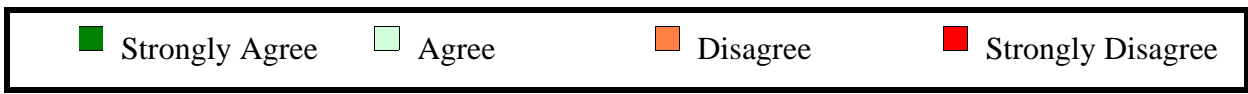
19. My teachers expect me to do my best work.

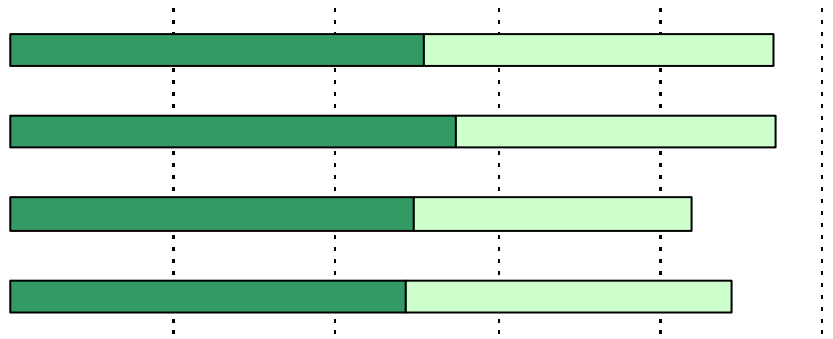


20. My teachers challenge me to do better.

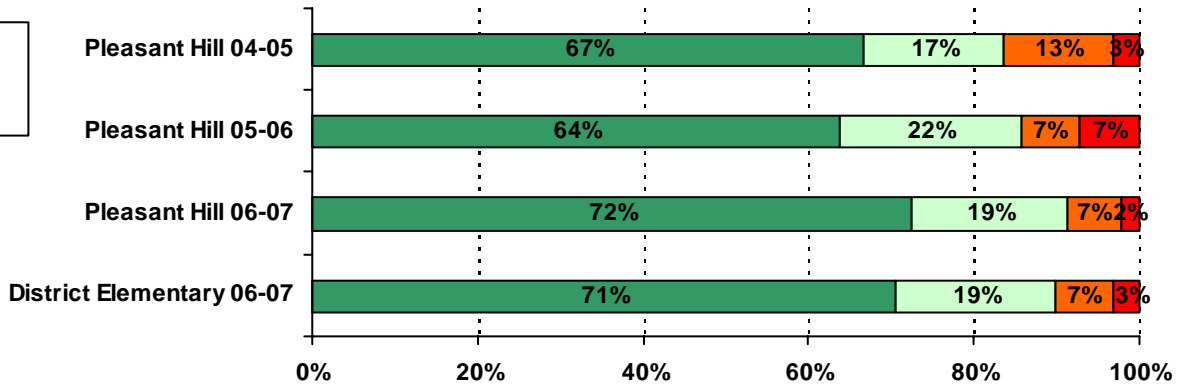


21. My teachers expect me to finish my homework on time.

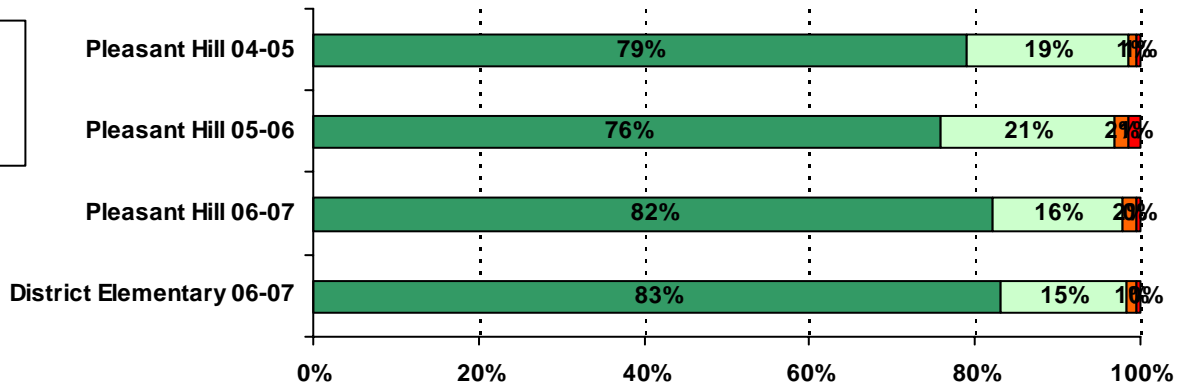




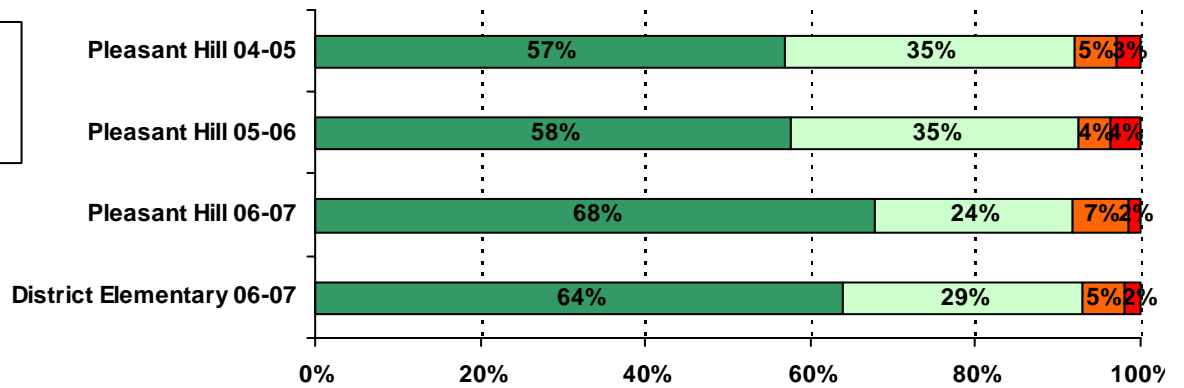
25. I feel/felt well prepared for TAKS.



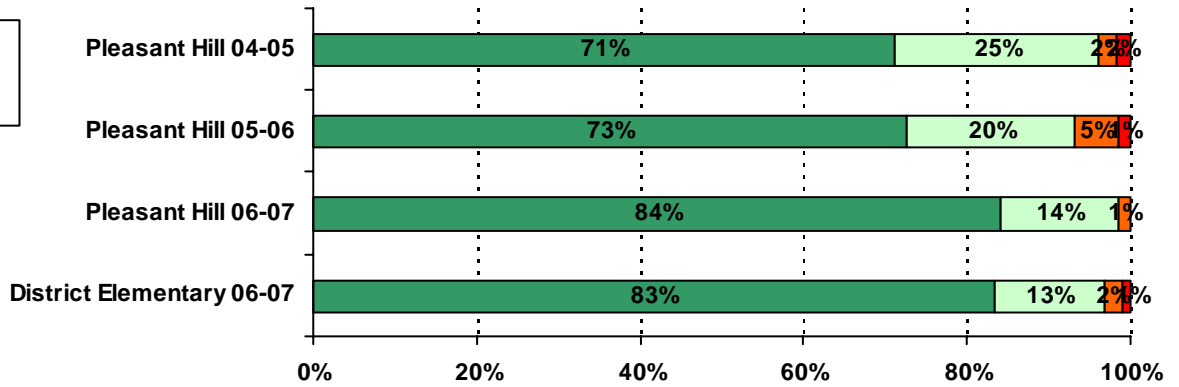
26. I try hard to do my best work.



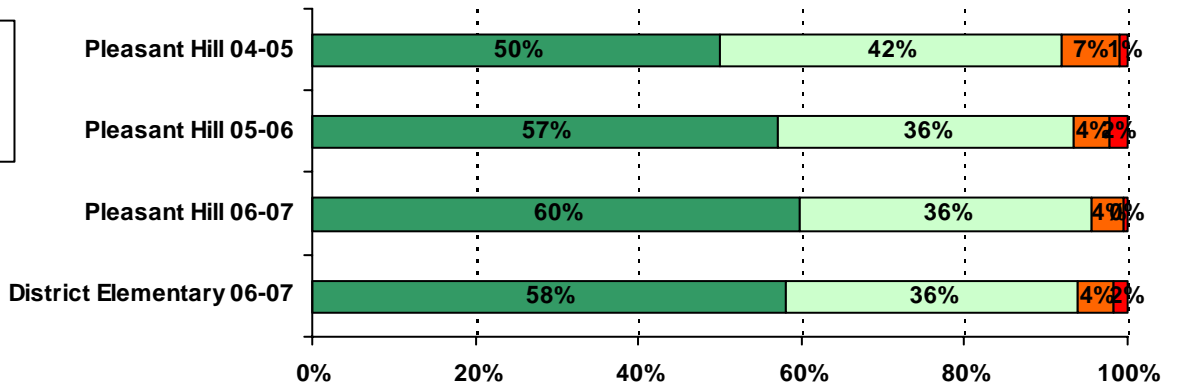
27. My teachers are excited about what they teach.



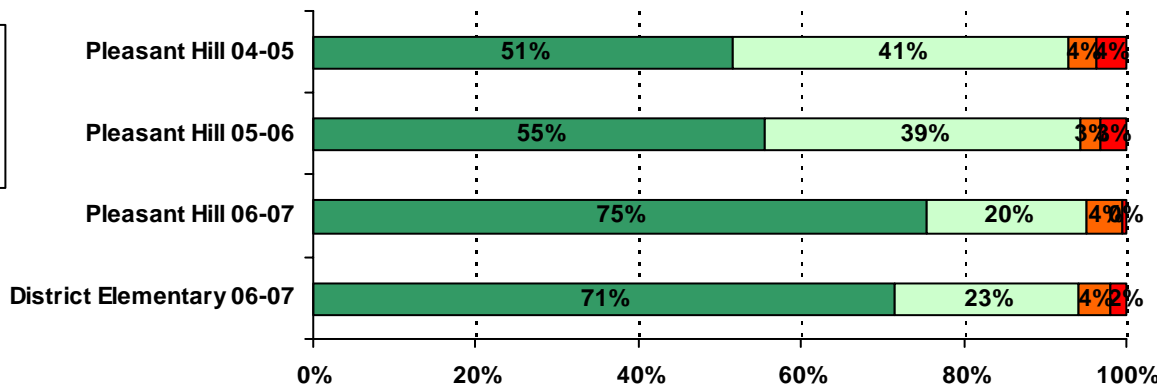
28. My teachers like to teach.

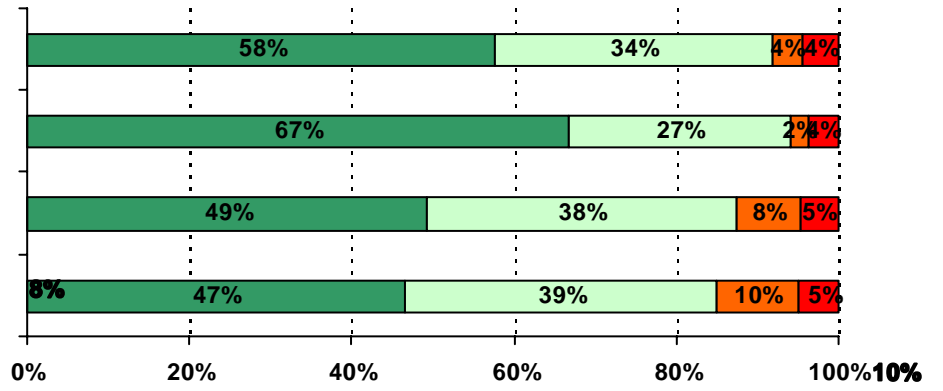


29. I feel successful in my schoolwork.

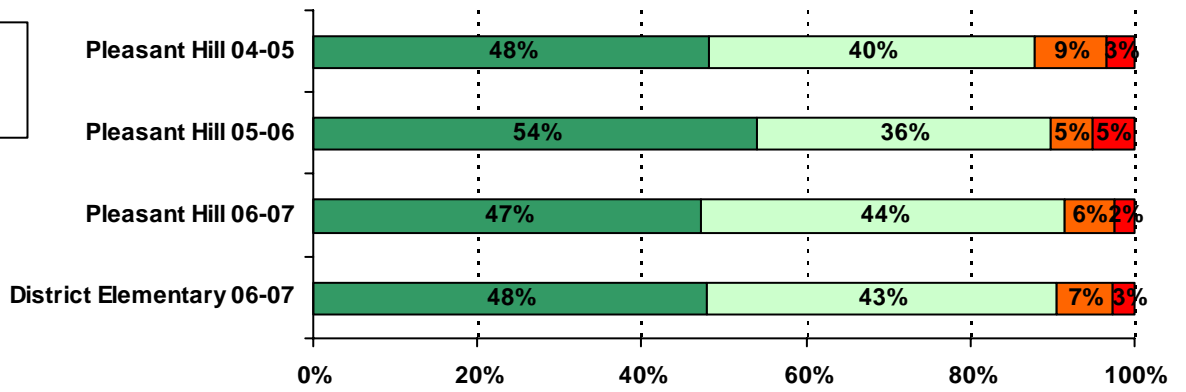


30. My teachers show me how to know if my work is good.

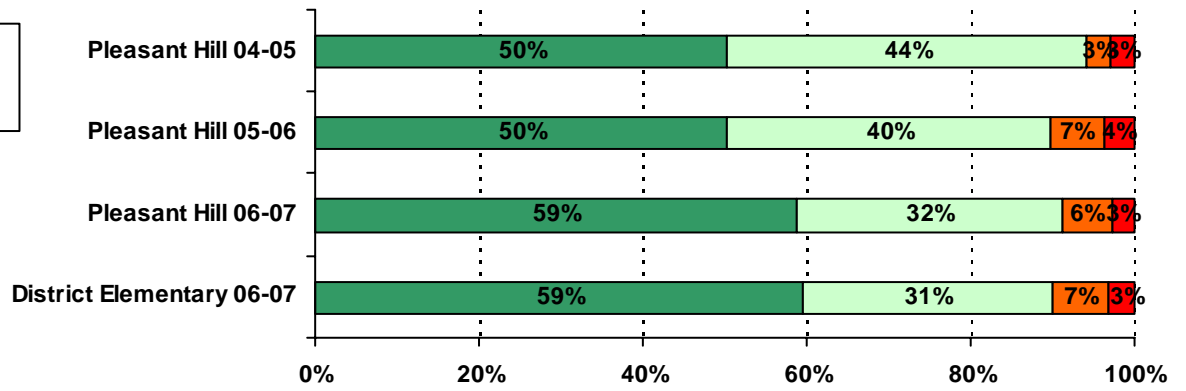




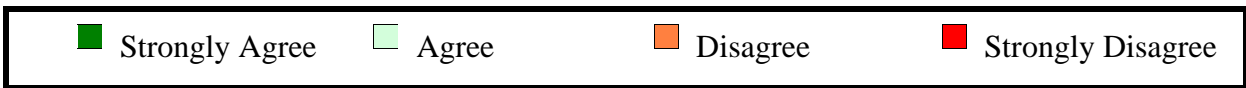
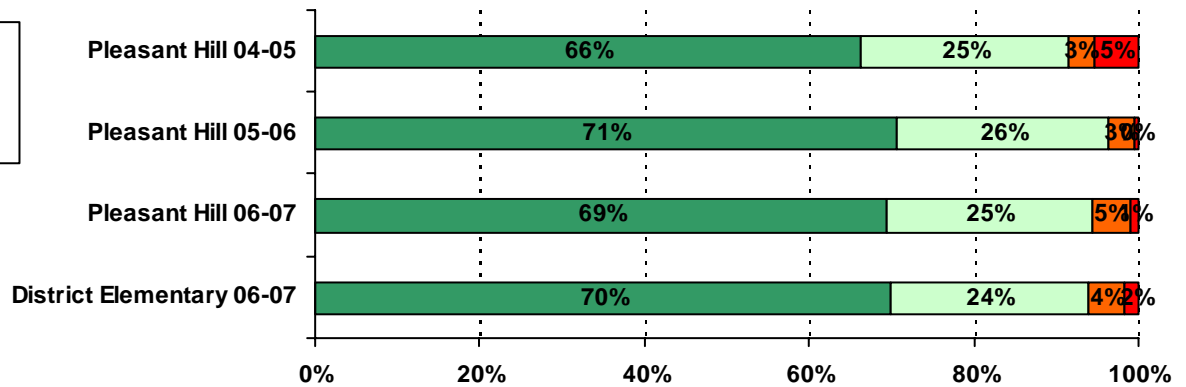
34. I can tell if my work is good.



35. I know how I'm doing in school.



36. Teachers give me the help I need with assignments.



37. My teachers
understand

