



**STUDENT CLIMATE SURVEY RESULTS 2008-2009**

**Survey Report REILLY ELEMENTARY SCHOOL**

The following report summarizes the Student Climate Survey results for the last three years at Reilly (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 AISSD, 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. Reilly Student Climate Survey Participants, 2008-2009

Year	Reilly	All EL
Surveys returned	92	16,674
Students enrolled (Grades 3-6)	93	19,602





**TEACHER SUPPORT AND STUDENT ENGAGEMENT**

This subscale consists of ten items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are in Table 4.

Table 4. Average Response for Teacher Support and Student Engagement Items

	2006-07	Reilly 2007-08	2008-09	All EL 2008-09

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