

# 2007-2008 AISD STUDENT CLIMATE SURVEY RESULTS



## RIDGETOP 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 improved 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 where available. Higher average scores indicate a more positive school climate. The climate survey measures four dimensions of a school's overall climate, called Behavioral Environment, Adult Fairness and Respect, Teacher Support and Engagement, and Academic Self-confidence. Each of these four

## 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 presented below. Item numbers in each table correspond to the numbers on the survey.

Average Response for Behavioral Environment Items

Behavioral Environment Items	Ridgetop 2005-06	Ridgetop 2006-07	Ridgetop 2007-08	All ES
1. My classmates show respect to each other.	2.70	2.90	2.80	2.98
2. My classmates show respect to others who are different.	2.89	2.96	2.63	

## 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 reflected in the table below.

Average Response for Teacher Support and Student Engagement Items

Teacher Support and Student Engagement	Ridgetop 2005-06	Ridgetop 2006-07	Ridgetop 2007-08	All ES
18. Teachers give rewards or praise for good behavior.	3.31	2.91	3.02	3.31
23. My teachers show me how our schoolwork is useful.	n/a	n/a	3.44	3.47
24. I enjoy doing my schoolwork.	n/a	n/a	3.26	3.14
27. My teachers are excited about whenp7.4 549.nefQd74n2f1.75TT2 1 Tf10.98 0 0 1(m)8(e)1.91f3theTm0 g.6r.				

## **ADDITIONAL SCHOOL ENVIRONMENT**

A total of eight items assess the school environment in ways other than those identified by the four primary statistical survey dimensions. Average scores for each of these additional items are reflected in the table below.

**APPENDIX**

Cronbach's Alpha Reliability Scores for AISD Student Climate Survey

<b>Reliability Scores</b>	<b>All ES</b>	<b>All MS</b>	<b>All HS</b>
<b>Behavioral Environment</b>	.75	.82	.82