

2005-2006 AISD Student Climate Survey Results

Summitt 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

Source: Response rates are based on Fall 2005 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, and ACES.

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.

	Summitt 03-04	Summitt 04-05	Summitt 05-06	All Elementary Schools 05-06
Behavioral Environment	3.09	3.01	3.01	3.04
	2.89	2.73	2.80	2.79
	3.02	3.04	2.99	3.13
	3.38	3.30	3.31	3.27
Adult/Student Interactions	3.38	3.36	3.42	3.41
	3.35	3.35	3.39	3.39
	3.40	3.38	3.44	3.41
Academic Environment	3.46	3.39	3.47	3.46
	3.72	3.67	3.71	3.70
	3.37	3.30	3.39	3.39

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 prev

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.

BEHAVIORAL ENVIRONMENT

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and physical school environment, including students' peer interactions, their expectations about school rules and their enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales, labeled "Peer Behavior," "Behavioral Expectations," and "School Safety and Cleanliness." Results for the three subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

This subscale contains four items that describe the respect and caring among students and the extent to which students obey the school rules. Average scores for each item and for the subscale are reflected in the table below.

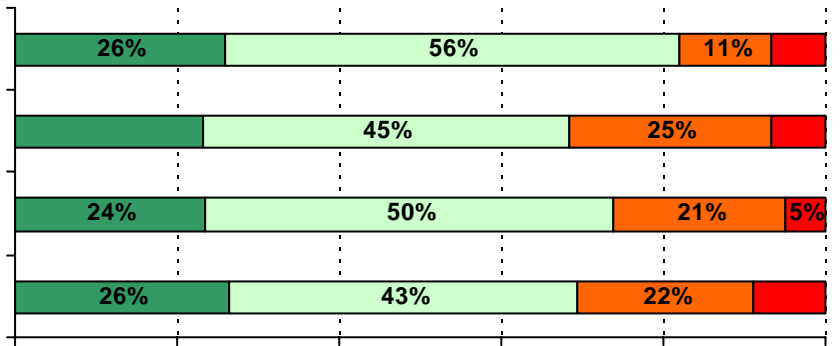
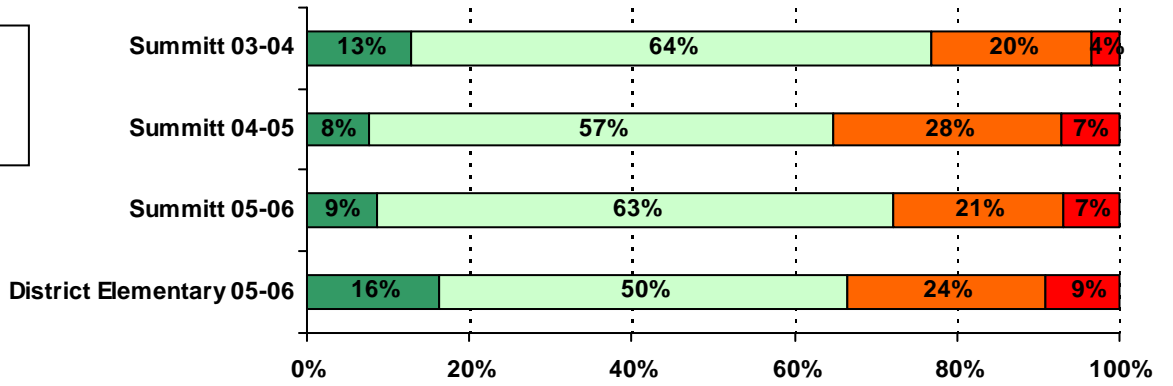
Average Response for Peer Behavior Items

	Summitt 03-04	Summitt 04-05	Summitt 05-06	All Elementary Schools 05-06
1. Students in my school respect each other.	2.86	2.65	2.74	2.74
2. Students at my school respect other students who are different than they are.	3.01	2.85	2.92	2.87
3. I am happy with the way students treat me at school.	3.08	3.05	3.02	2.98
14. Students at my school obey the school rules.	2.66	2.32	2.50	2.54
Peer Behavior Average	2.89	2.73	2.80	2.79

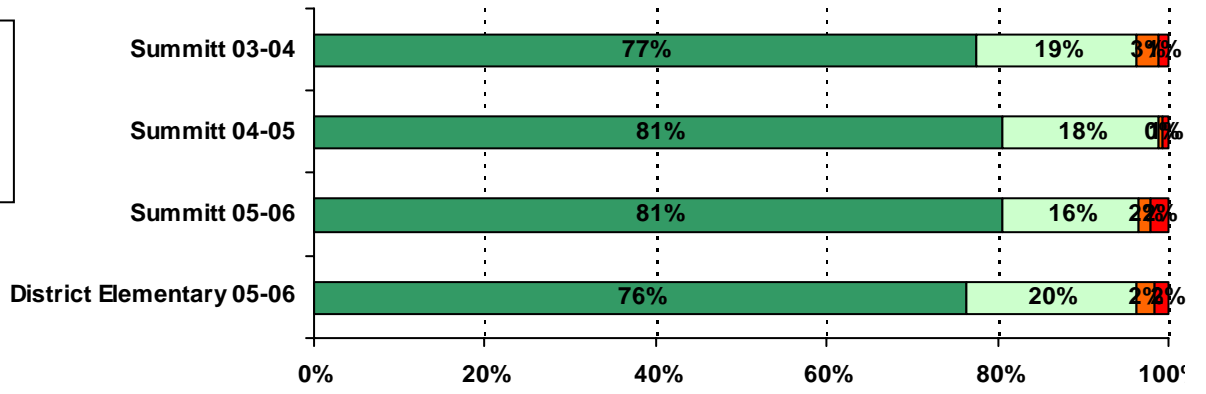
	Summitt 03-04	Summitt 04-05	Summitt 05-06	All Elementary Schools 05-06
9. Everyone knows what the school rules are.	2.97	2.90	2.85	3.11
12. The school rules are strictly enforced.	3.17	3.32	3.22	3.24
13. If a school rule is broken, students know what kind of punishment will follow.	2.94	2.94	2.92	3.08
Behavioral4(C8)hat				

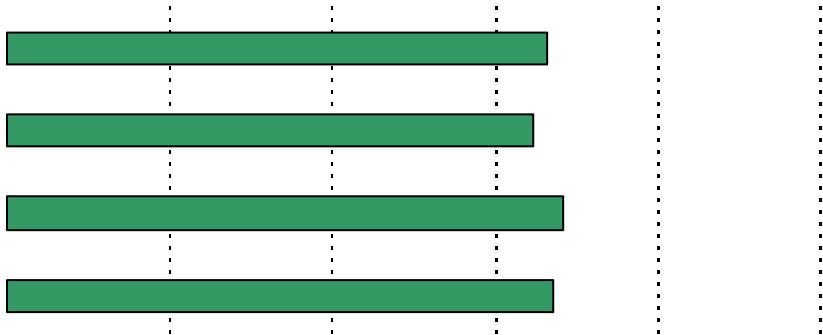
	Summitt 03-04	Summitt 04-05	Summitt 05-06	All Elementary Schools 05-06
18. Teachers give rewards or praise for good behavior.	3.34	3.40	3.44	3.37
31. Teachers give rewards or praise for good work.	3.36	3.26	3.34	3.33
27. My teachers are excited about what they teach.	3.38	3.31	3.42	3.41

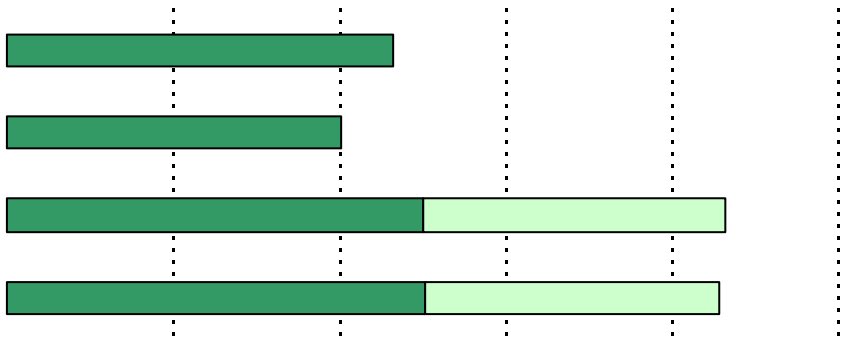
1. Students in my school respect each other.



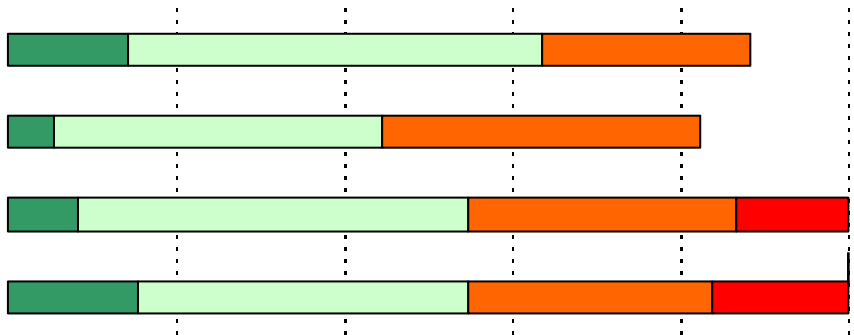
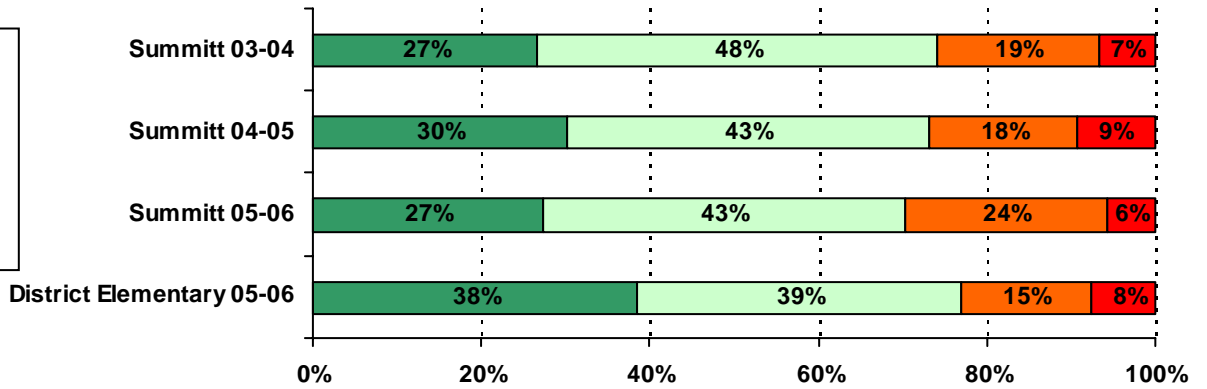
4. Teachers at this school care about their

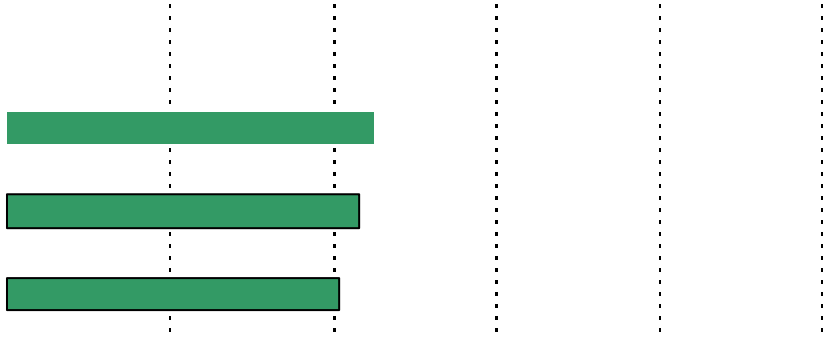






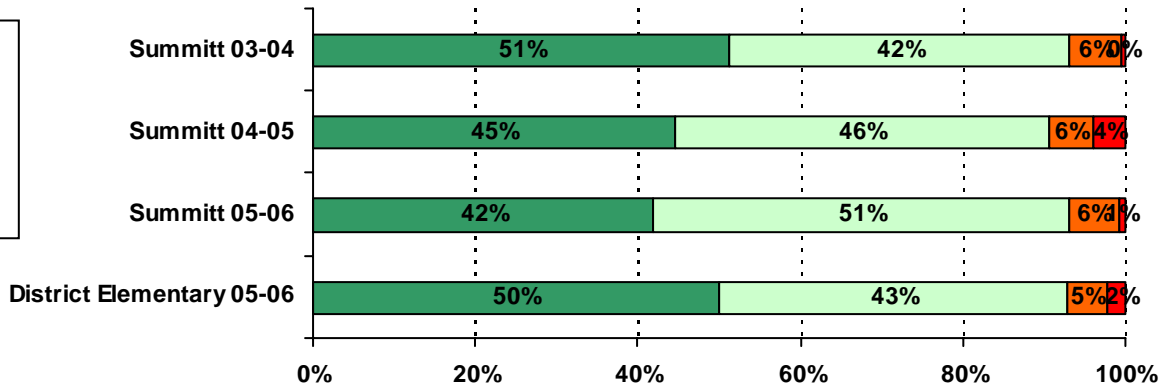
13. If a school rule is broken, students know what kind of punishment will follow.



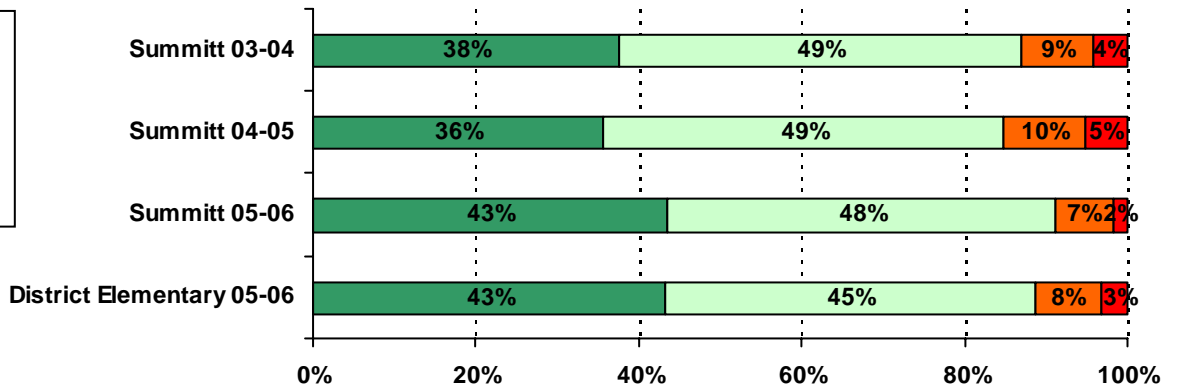




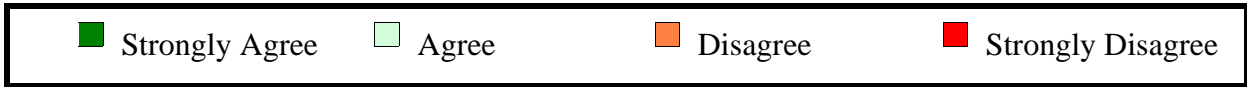
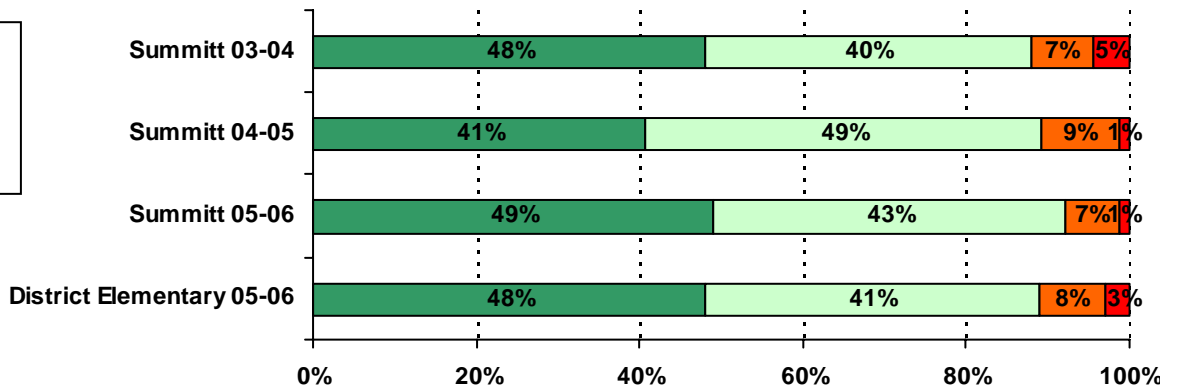
22. I have learned how to listen better so I can understand the ideas of other students.



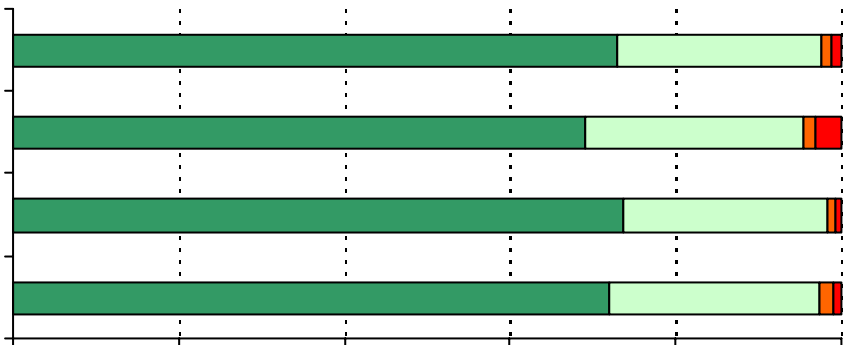
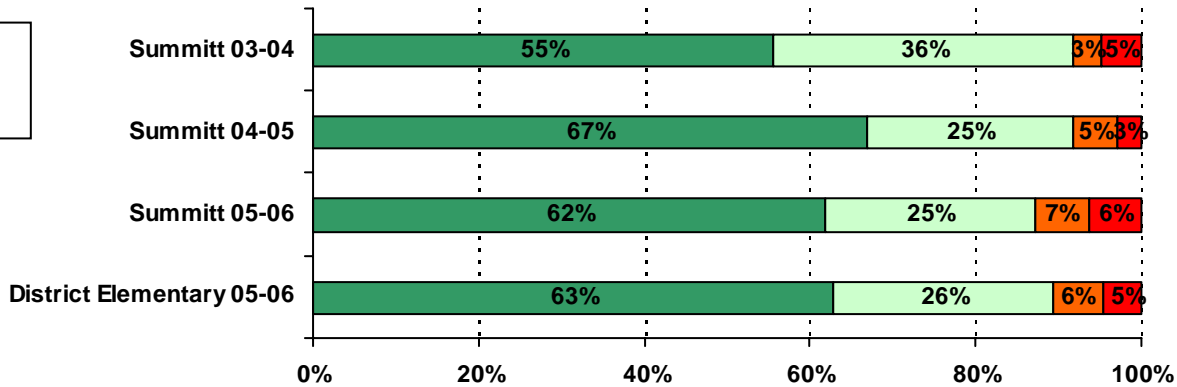
23. I have learned how to explain my ideas more clearly to others in discussions.

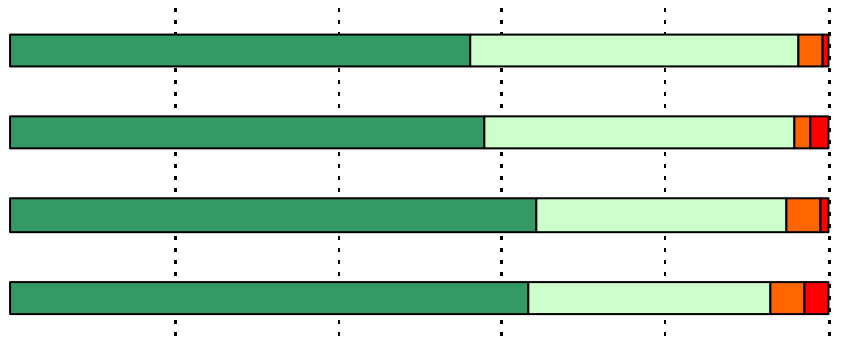


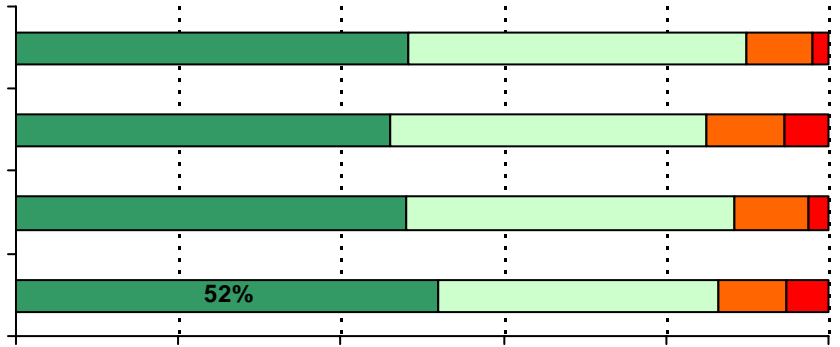
24. I have learned how to explain my ideas in writing more clearly.

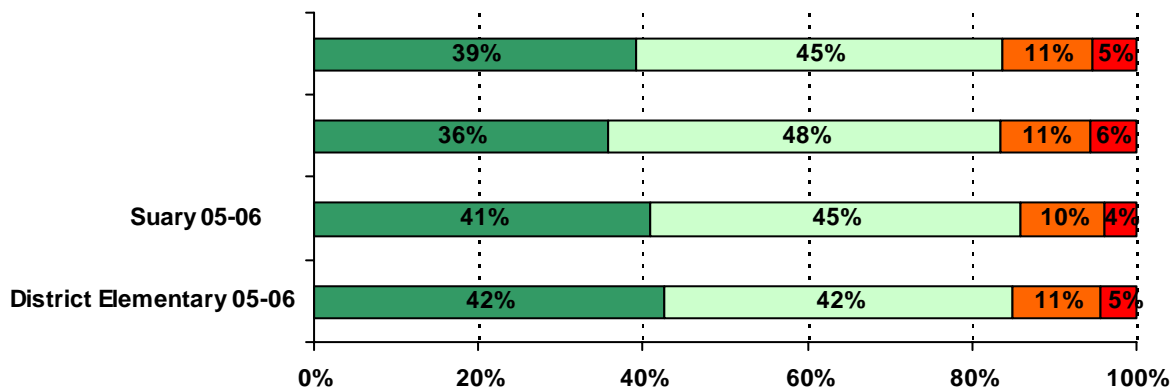


25. I feel/felt well prepared for TAKS.

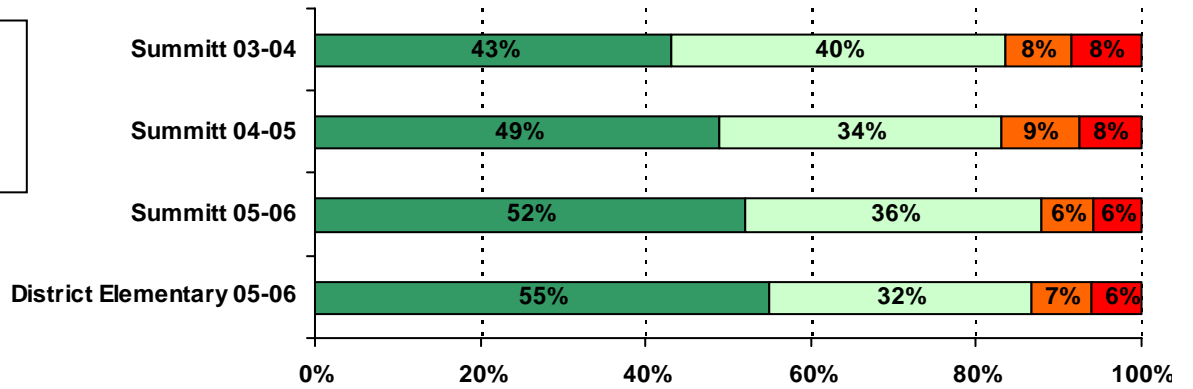




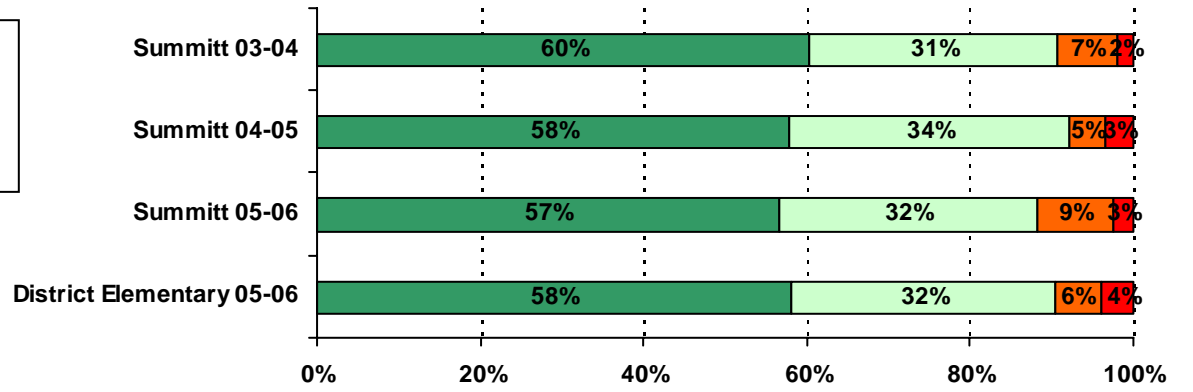
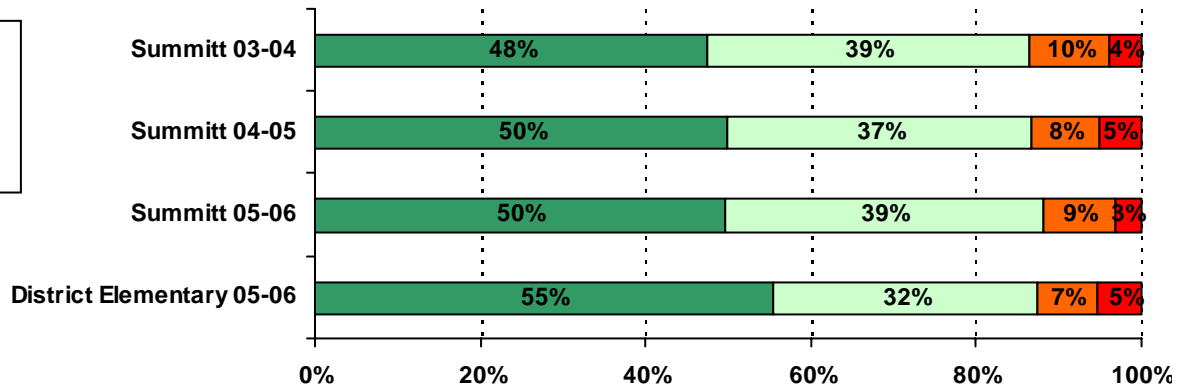




37. My teachers are understanding when I have personal problems.



38. Teachers help students with personal problems.



40. My teachers are fair with students. As applicable to all students

