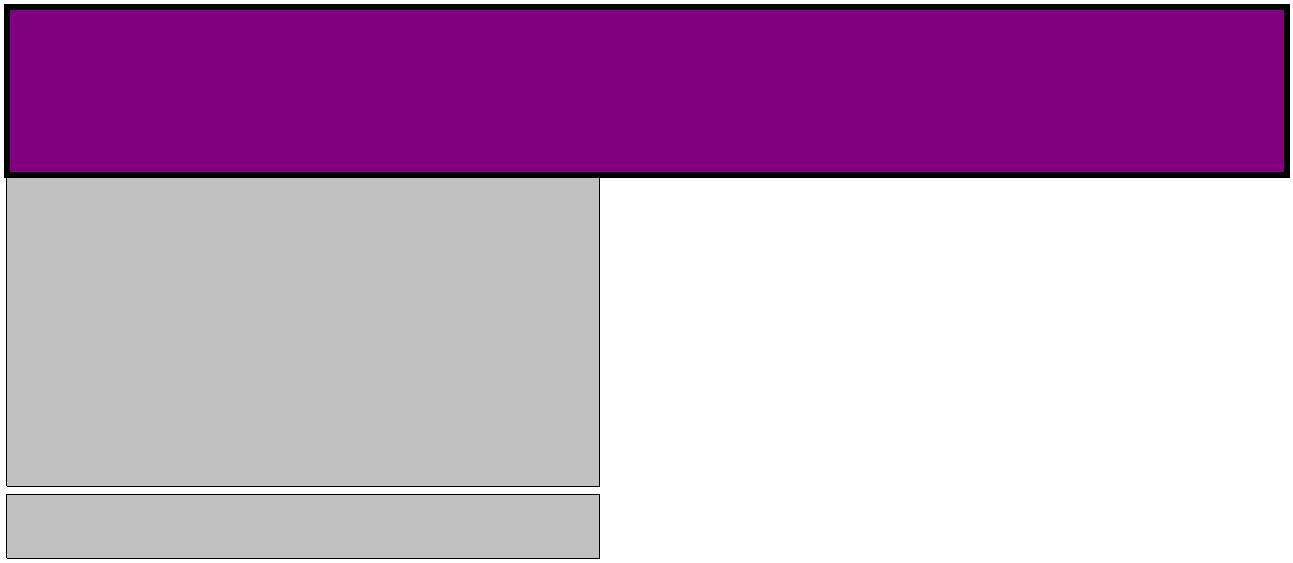
Dimension and Subscale	Anderson 03-04	Anderson 04-05	Anderson 05-06	All High Schools 05-06
Behavioral Environment	**2.55**	**2.59**	**2.53**	**2.52**
Peer Behavior	2.47	2.50	2.48	2.42
Behavioral Expectations	2.48	2.57	2.47	2.60
School Safety and Cleanliness	2.72	2.73	2.65	2.60
Adult/Student Interactions				
Teacher Support and Engagement				

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.



	Anderson	Anderson	Anderson	All High Schools
	2.48	2.58	2.52	2.60
12. The school rules are strictly enforced.	2.58	2.68	2.54	2.66
13. If a school rule is broken, students know what	2.39	2.46	2.36	2.55

Teacher Support and Engagement:

This subscale consists of seven 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 Engagement Items

Teacher Support and Engagement Items	Anderson 03-04	Anderson 04-05	Anderson 05-06	All High Schools 05-06
18. Teachers give rewards or praise for good behavior.	2.23	2.29	2.25	2.34
31. Teachers give rewards or praise for good work.	2.27	2.37	2.35	2.43
27. My teachers are excited about what they teach.	2.46	2.49	2.54	2.60
28. My teachers seem to enjoy teaching.	2.65	2.67	2.71	2.72
36. Teachers give me the help I need with assignments.	2.66	2.66	2.71	2.75
37. My teachers are understanding when I have personal problems.	2.30	2.36	2.47	2.49
38. Teachers help students with personal problems.	2.19	2.32	2.33	2.43
Teacher Support and Engagement Average	**2.41**	**2.46**	**2.48**	**2.53**

Adult Fairness and Respect:

The nine items on this subscale assess the treatment of students by teachers and other adults on campus in

	Anderson 03-04	Anderson 04-05	Anderson 05-06	All High Schools 05-06
4. Teachers at this school care about their students.	2.82	2.79	2.84	2.83
5. Adults at this school listen to student ideas and opinions	2.40	2.45	2.42	2.48
6. Adults at this school treat all students fairly.	2.19	2.27	2.27	2.28

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.

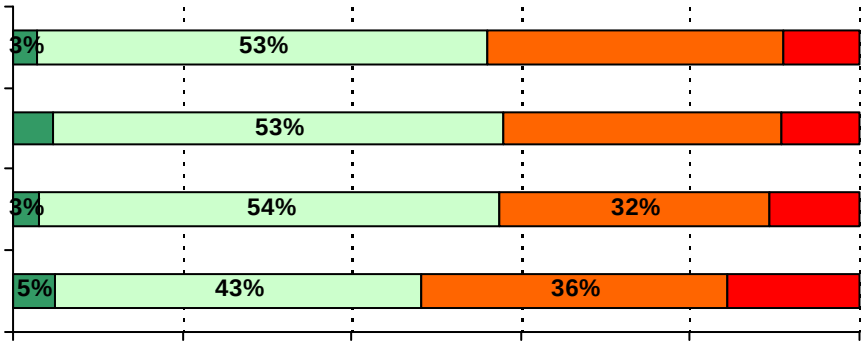
Average Response for Academic Self-Confidence Items

Academic Self-Confidence Items	Anderson 03-04	Anderson 04-05	Anderson 05-06	All High Schools 05-06
22. I have learned how to listen better so I can understand the ideas of other students.	2.74	2.76	2.78	2.83
23. I have learned how to explain my ideas more clearly to others in discussions.	2.70	2.72	2.75	2.76
24. I have learned how to explain my ideas in writing more clearly.	2.76	2.78	2.77	2.80
32. I have learned to reach the goals I set for myself.	n/a	n/a	2.75	2.83
33. I have learned ways of working better in groups.	2.68	2.69	2.76	2.82
25. I feel/felt well prepared for TAKS.	2.70	2.89	2.96	2.73
30. My teachers show me ways to judge for myself the quality of my work.	2.46	2.52	2.53	2.62
34. I know whether or not my work is good without being told.	2.81	2.83	2.84	2.87
35. I have learned how to evaluate my work and keep track of my progress.	2.77	2.71	2.77	2.77
26. I try hard to do my best on my schoolwork.	2.88	2.88	2.86	2.96
29. I feel successful in my schoolwork.	2.74	2.73	2.74	2.77
Academic Self-Confidence Average	**2.72**	**2.75**	**2.76**	**2.79**

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.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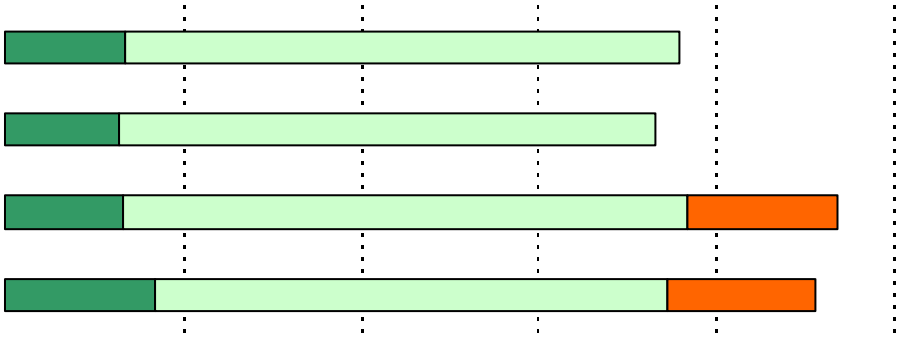
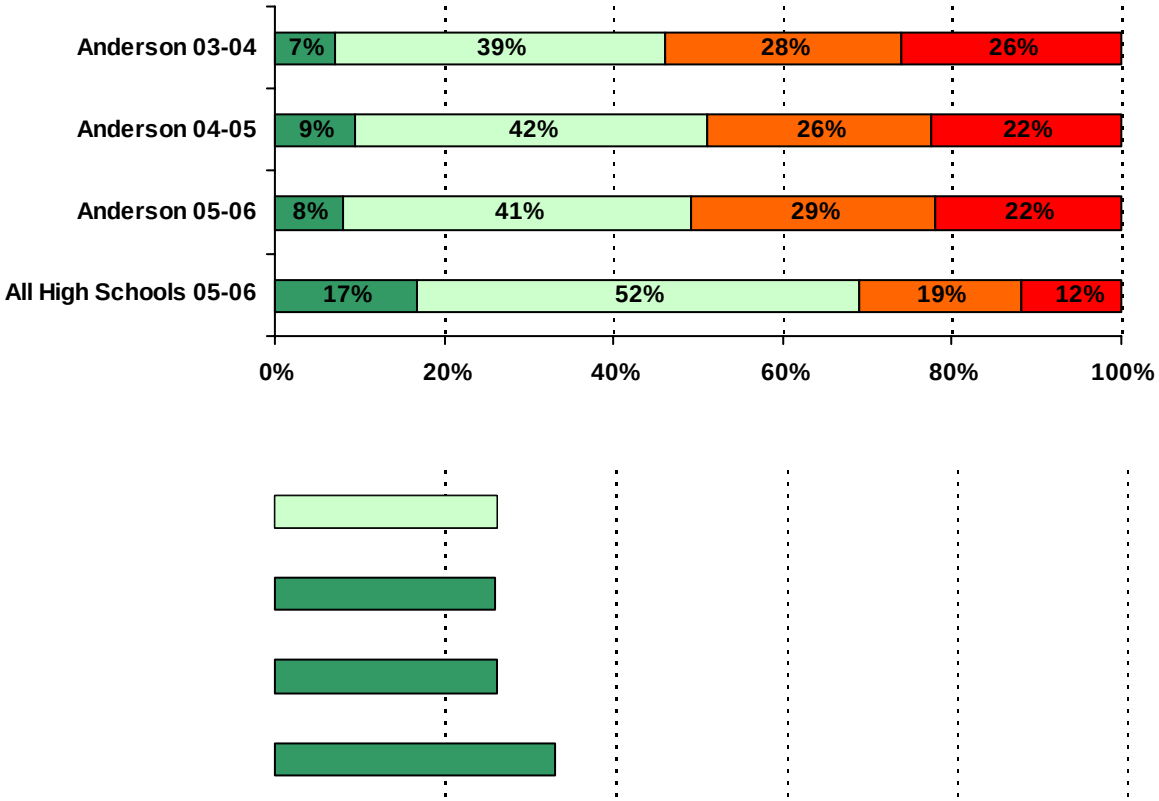
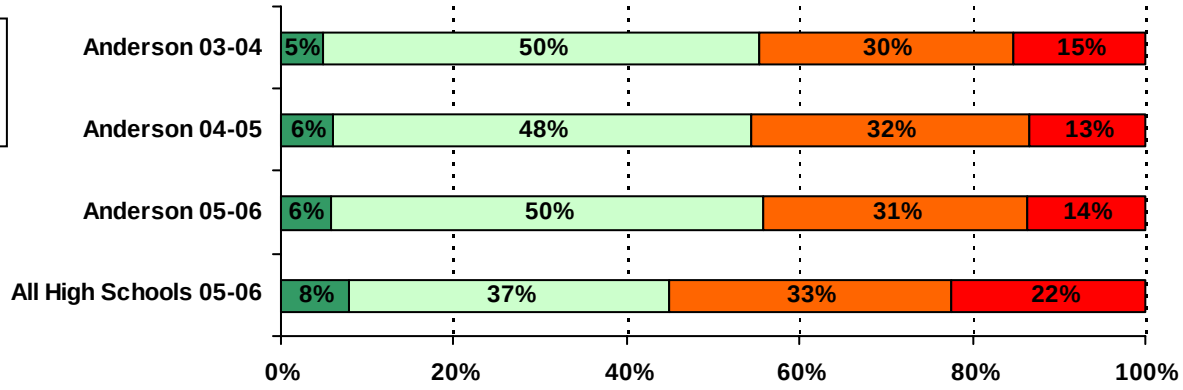


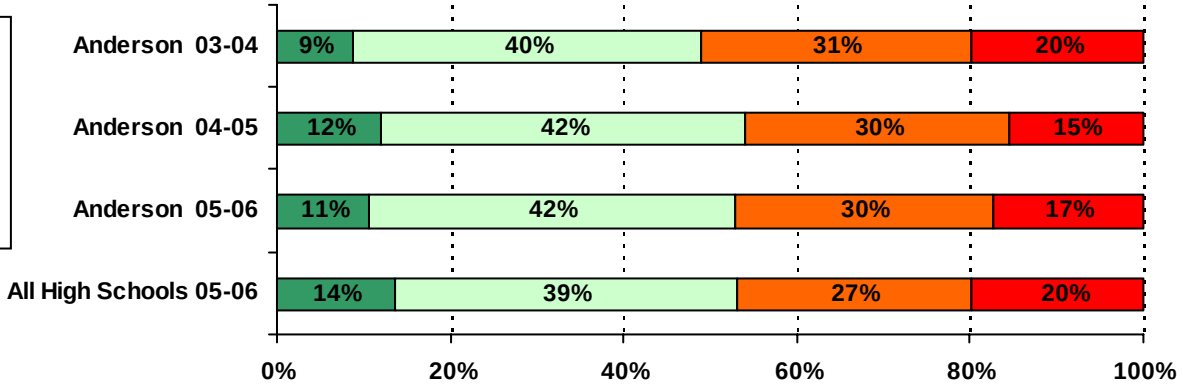
7. The staff in the front office respect students.



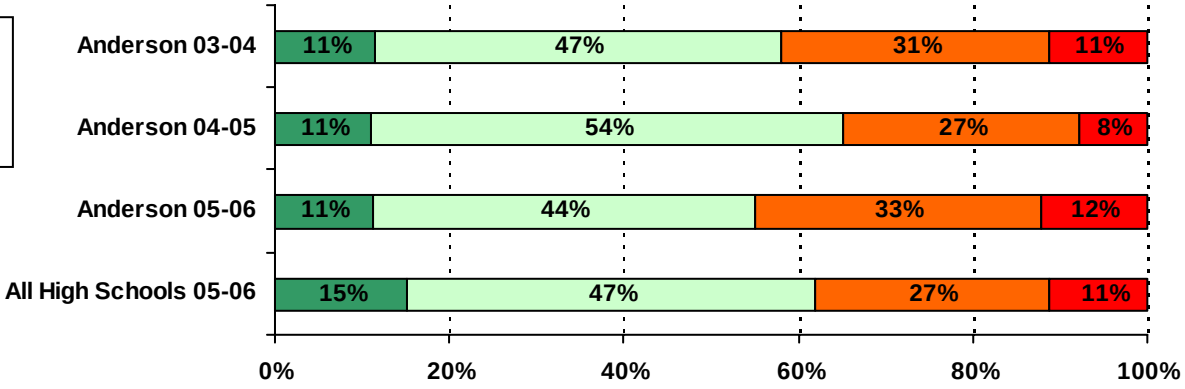
10. The school rules are fair.

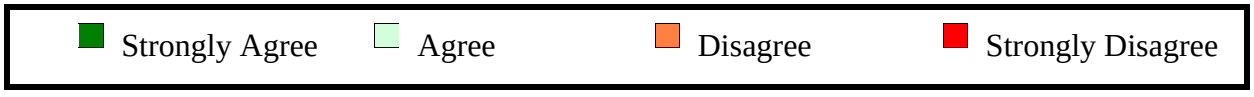


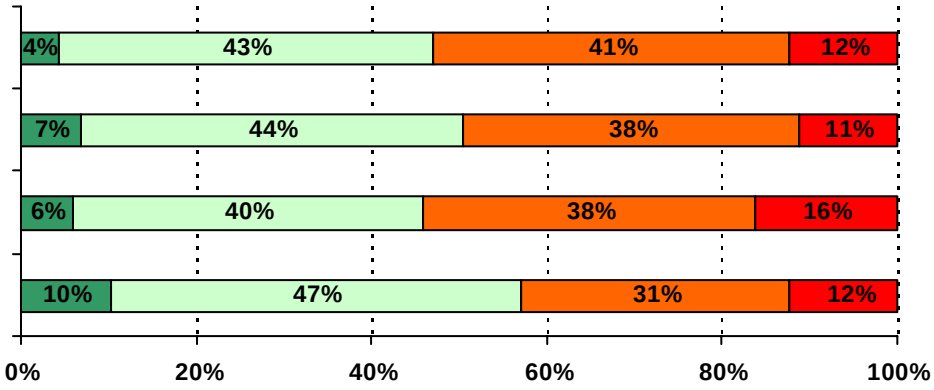
11. The punishement for breaking school rules is the same no matter who you are.



12. The school rules are strictly enforced.



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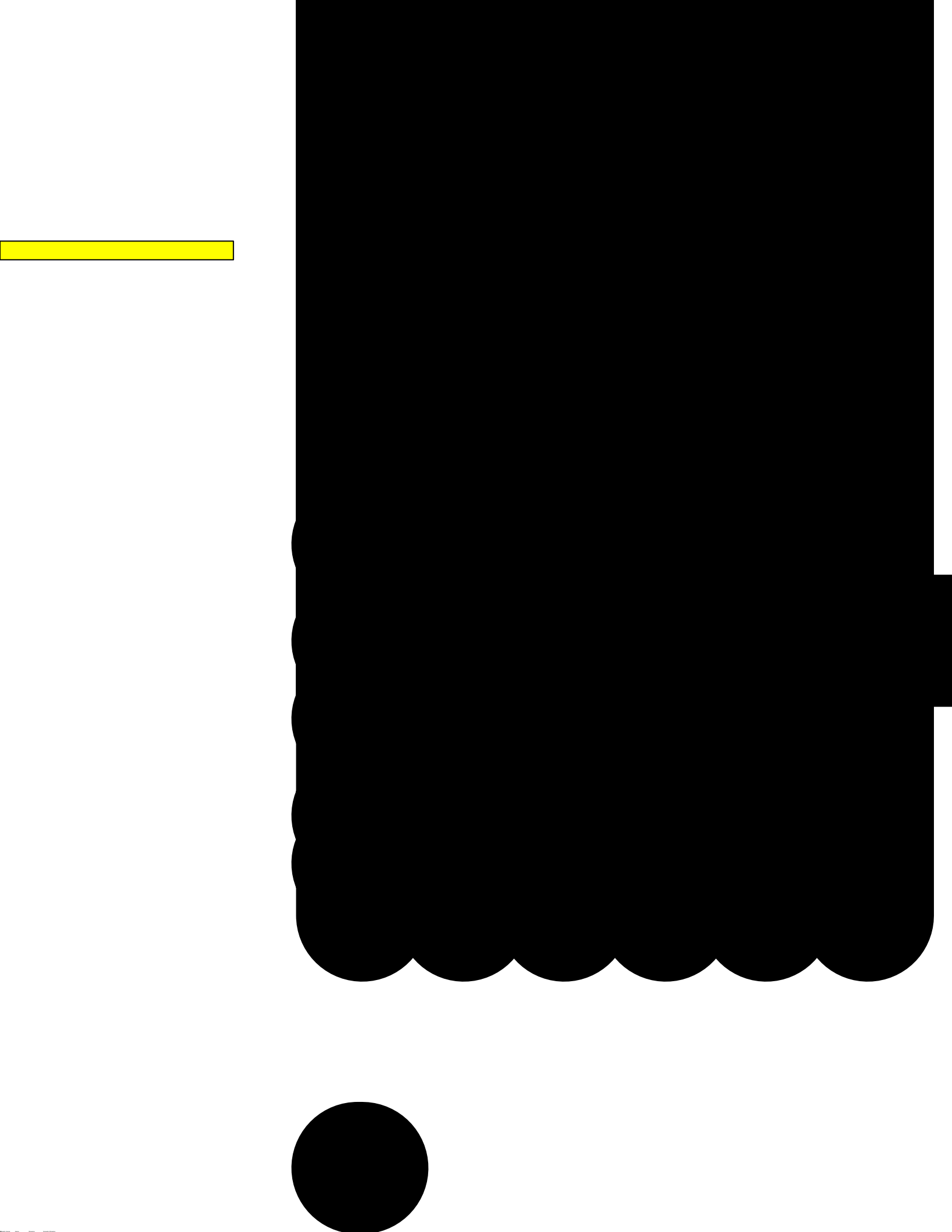
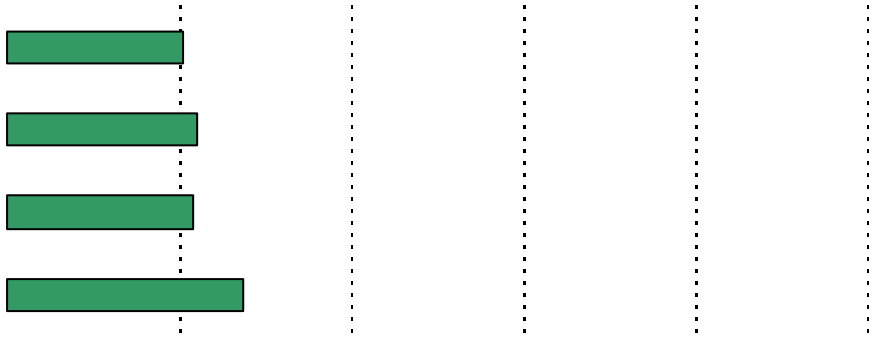
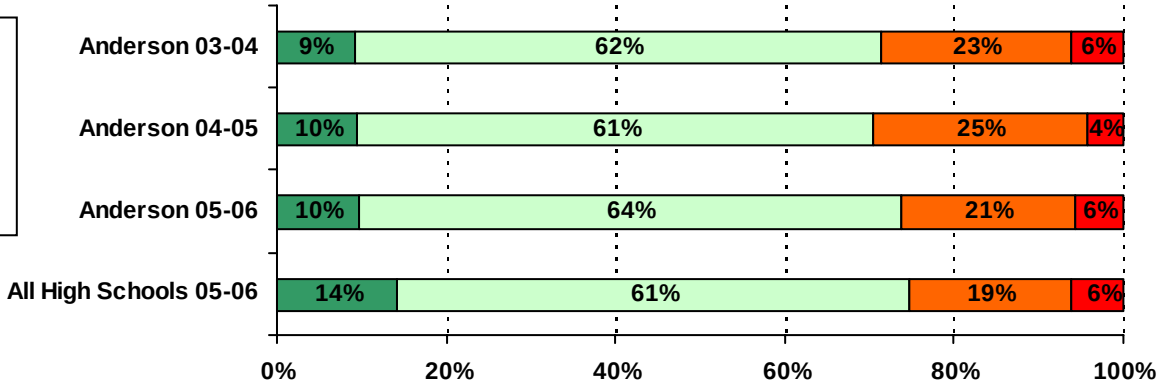
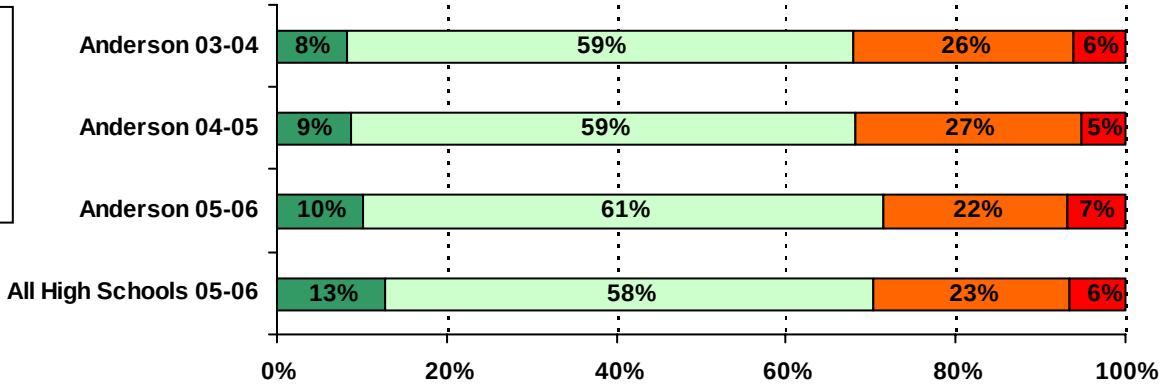




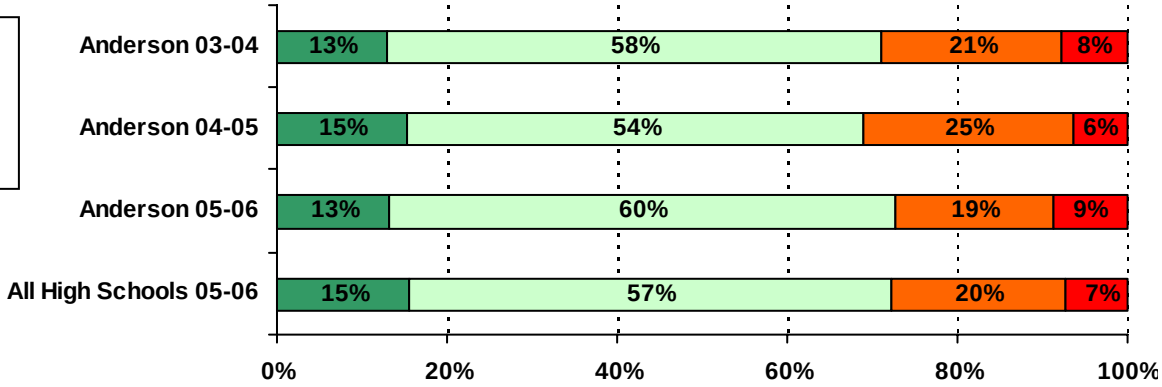
22. I have learned how to listen better so I can understand the ideas of other students.

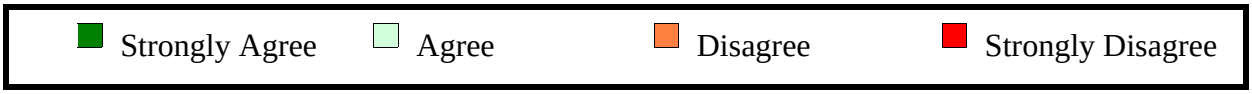


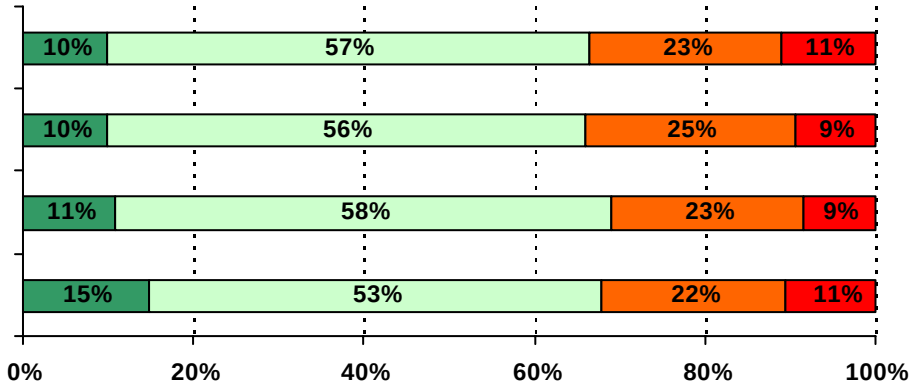
23. I have learned how to explain my ideas more clearly to others in discussions.



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



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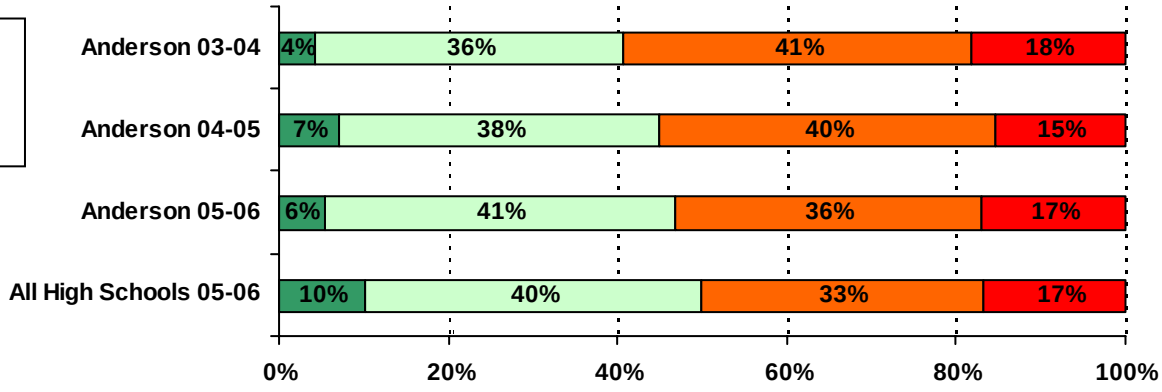
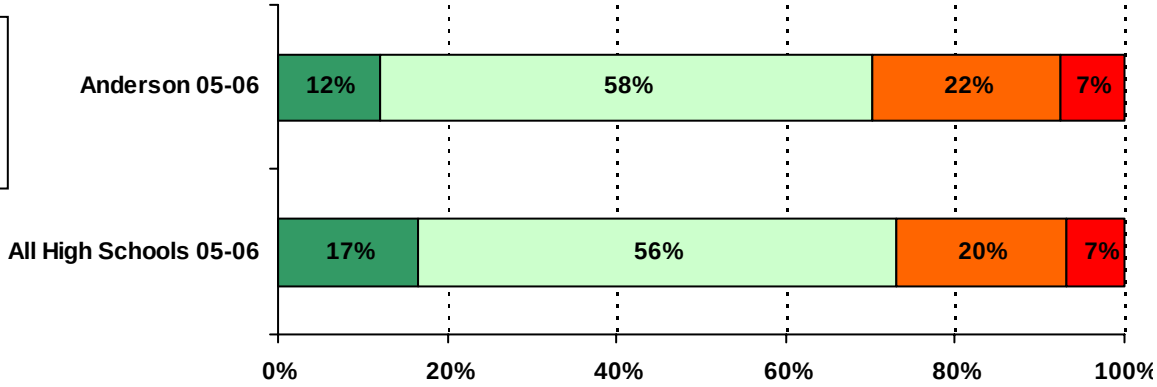
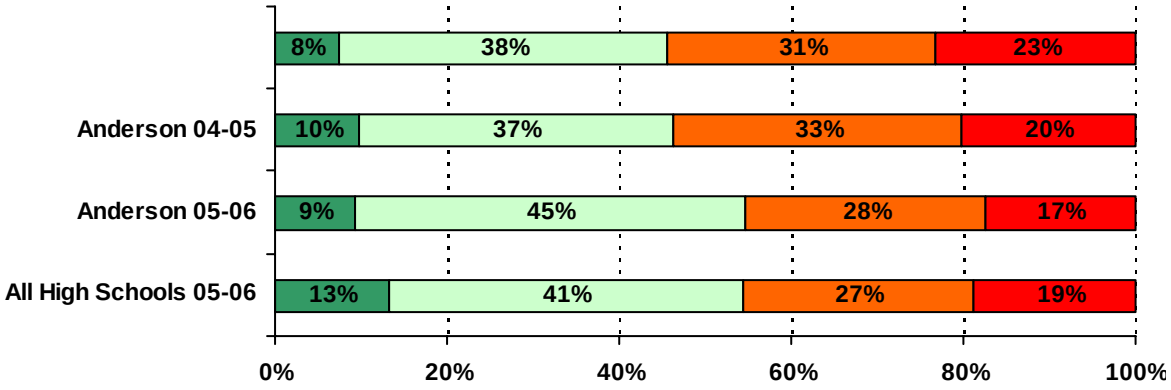
31. Teachers give rewards or praise for good work.



32. I have learned to reach the goals I set for myself.

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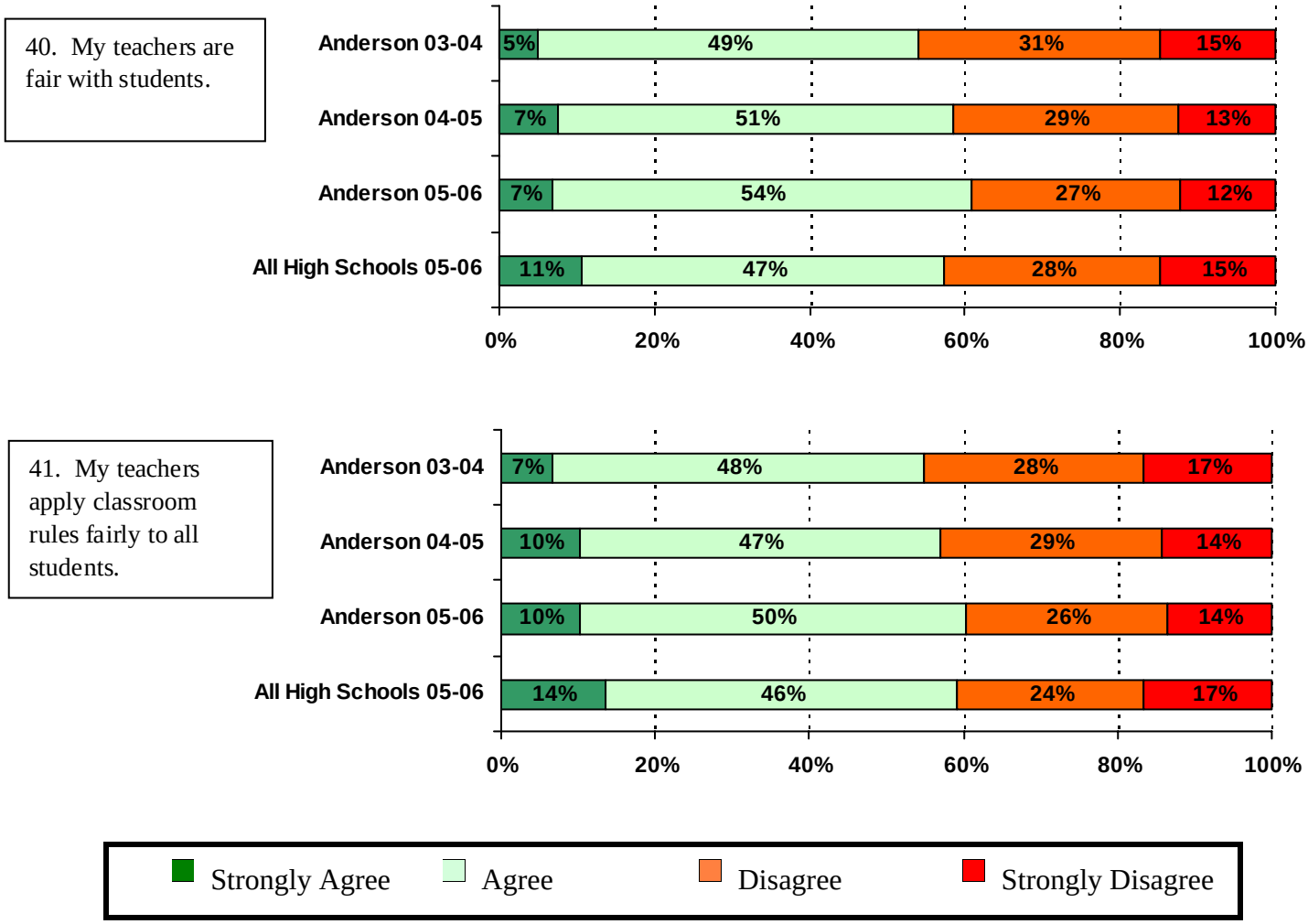

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