



All
Elementary
Schools

3.34 3.37 3.36

3.47 3.89 3.82

3.40 3.62 3.58

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 that follows.

Average Response for Teacher Support and Engagement Items

<i>Teacher Support and Engagement Items</i>	Becker 04-05	Becker 05-06	Becker 06-07	All Elementary Schools 06-07
18. Teachers give rewards or praise for good behavior.	3.41	3.65	3.60	3.31
31. Teachers give rewards or praise for good work.	3.46	3.54	3.50	3.27
27. My teachers are excited about what they teach.	3.62	3.73	3.53	3.55
28. My teachers like to teach.	3.55	3.76	3.74	3.79
36. Teachers give me the help I need with assignments.	3.58	3.70	3.68	3.62
37. My teachers understand when I have a personal problem.	3.57	3.54	3.63	3.44
38. Teachers help students with personal problems.	3.55	3.65	3.69	3.51
Teacher Support and Engagement Average	3.51	3.64	3.59	3.48

Adult Fairness and Respect:

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

Average Response for Adult Fairness and Respect Items

<i>Adult Fairness and Respect Items</i>	Becker 04-05	Becker 05-06	Becker 06-07	All Elementary Schools 06-07
4. Teachers at this school care about their students.	3.71	3.77	3.84	3.88
5. Adults at this school listen to student ideas and opinions	3.45	3.44	3.47	3.49
6. Adults at this school treat all students fairly.	3.28	3.35	3.65	3.59
7. The staff in the front office show respect to students.	3.33	3.38	3.74	3.81
10. The school rules are fair.	3.15	3.34	3.43	3.53
11. The consequences for breaking school rules are the same for everyone.	3.47	3.31	3.31	3.45
39. I get the grades I deserve on my class work.	3.51	3.55	3.60	3.63
40. My teachers are fair with students.	3.44	3.59	3.76	3.64
41. My teachers are fair to everyone.	3.62	3.59	3.74	3.65
Adult Fairness and Respect Average	3.43	3.48	3.61	3.63

ACADEMIC ENVIRONMENT

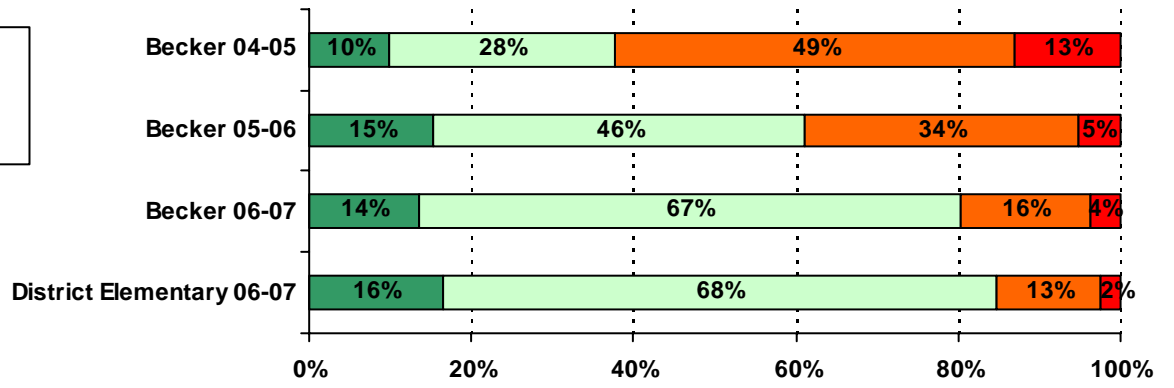
A total of fourteen items measure the rigor of academic expectations and students' sense of academic efficacy. Two subscales, labeled "Academic Standards" and "Academic Self-Confidence", comprise the dimension called Academic Environment. Results for the subscales and individual items comprising each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

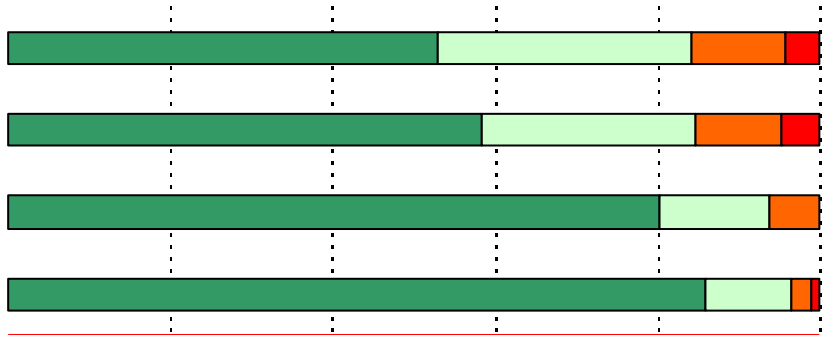
Academic Standards:

Three items comprise this subscale, which measures teachers' expectations for students and their work. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Academic Standards Items

<i>Academic Standards Items</i>	Becker 04-05	Becker 05-06	Becker 06-07	All Elementary Schools 06-07
19. My teachers expect me to do my best work.	3.76	3.91	3.93	3.93
20. My teachers challenge me to do better.	3.68	3.66	3.72	3.65
21. My teachers expect me to finish my homework on time.	3.79	3.73	3.76	3.87
Academic Standards Average	3.74	3.77	3.80	3.81





.....

.....

.....

.....

.....

Vertical line on the left side of the page, extending from the top margin down to the horizontal line.

Horizontal line extending from the left margin towards the right.

Vertical dotted line.

Vertical dotted line.

Vertical dotted line.

Vertical dotted line.

.....

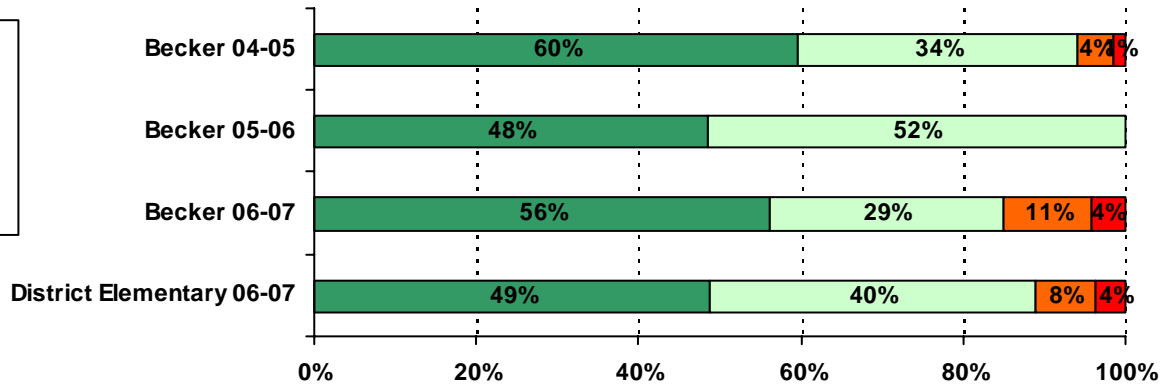
.....

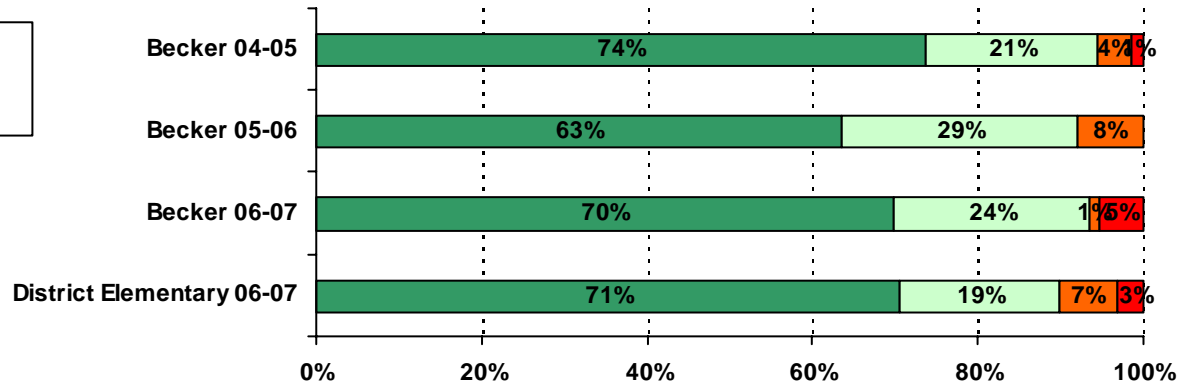
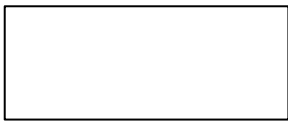
.....

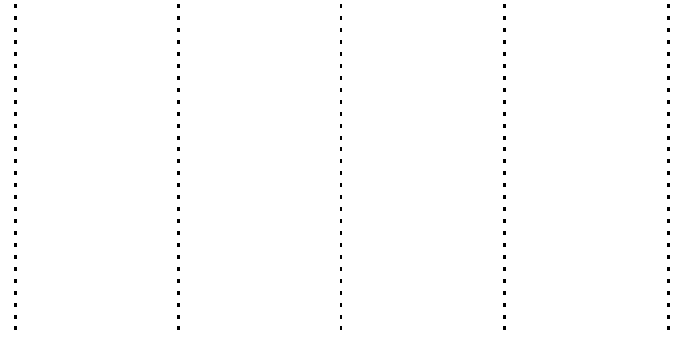
.....

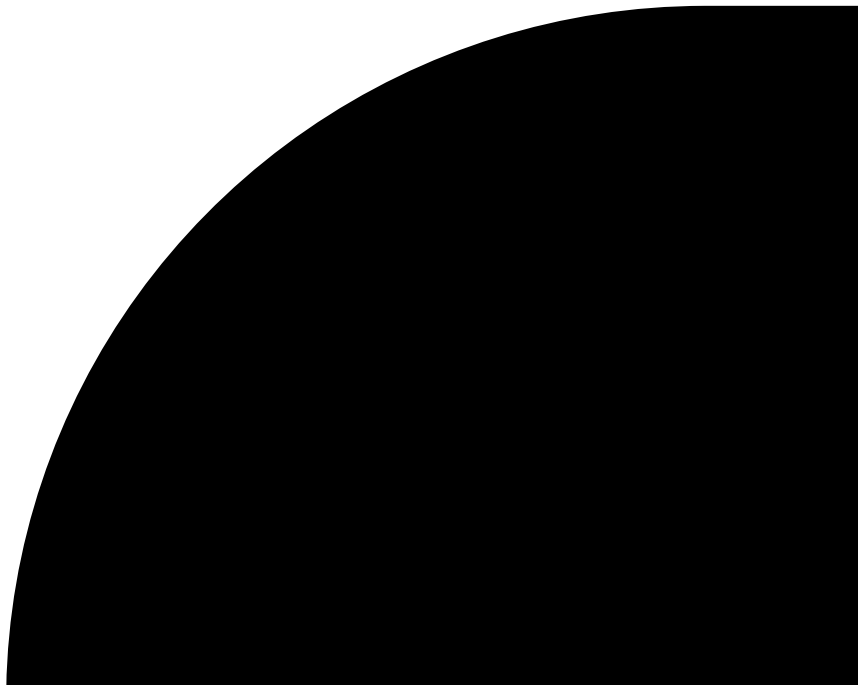
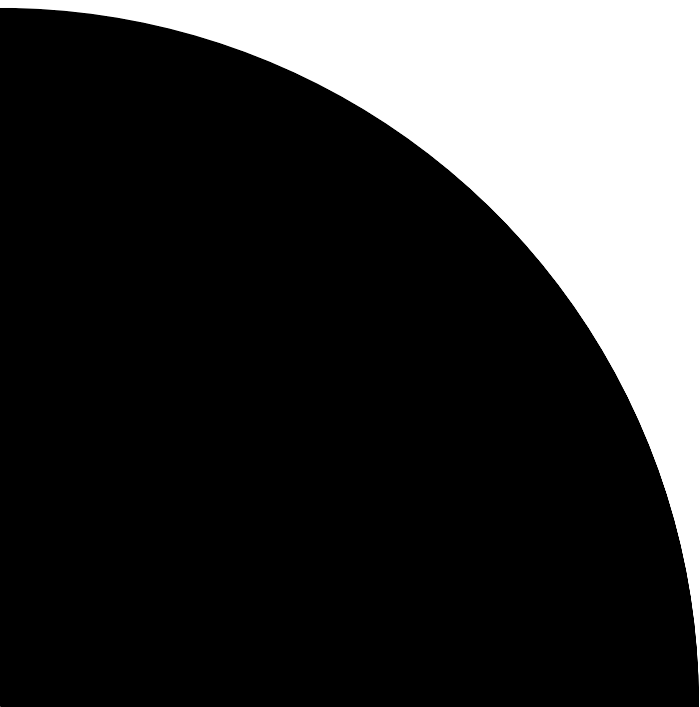
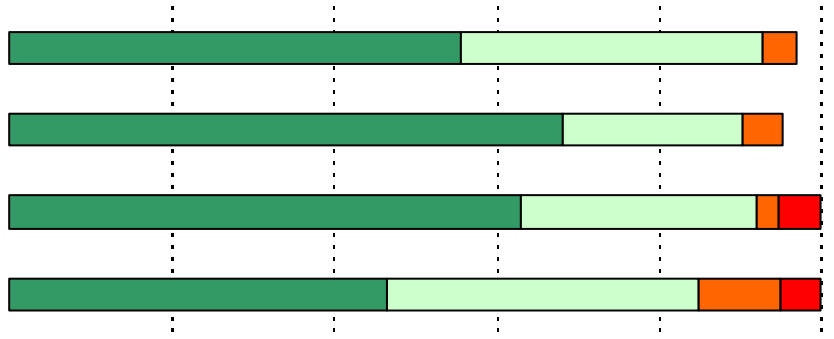
.....

22. I can listen well and understand the thoughts and feelings of other students.

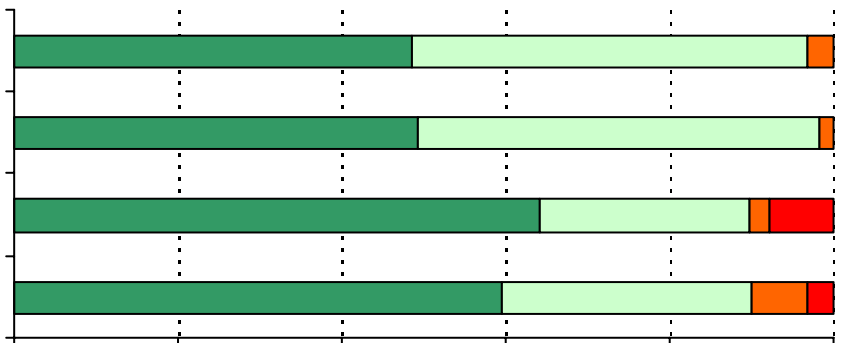
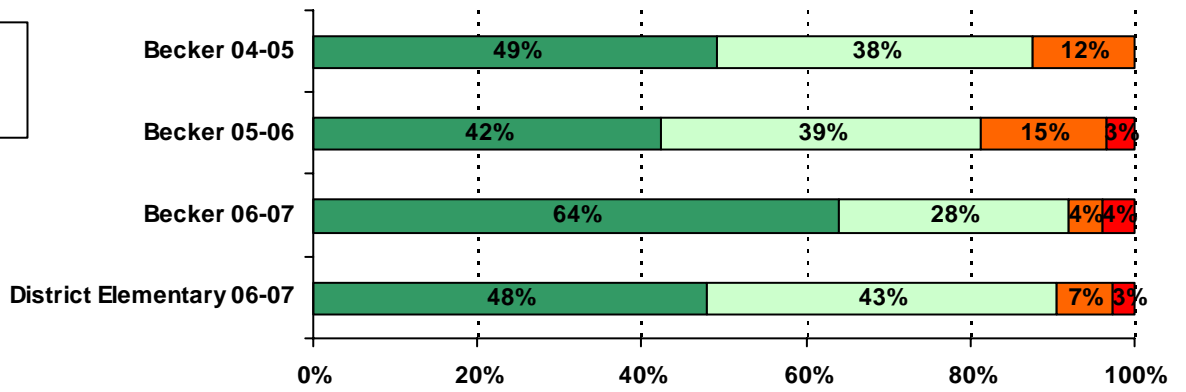








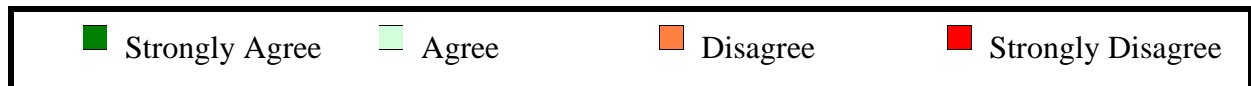
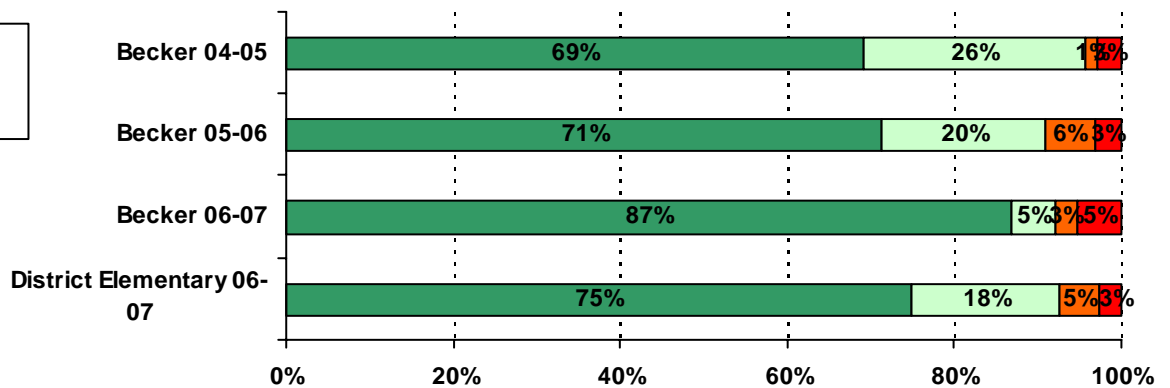
34. I can tell if my work is good.



40. My teachers are fair with students.



41. My teachers are fair to everyone.



REFERENCES

Marshall, M. L. (n.d.). Examining school climate: Defining factors and educational influences. Retrieved May 10, 2006, from Georgia State University, Center for Research on School Safety, School Climate and Classroom Management Web site:
<http://education.gus.edu/schoolsafety/download%20files/wp%202002%20school%20climate.pdf>

Perkins, B. K. (2006). Where we learn. National School Boards Association. Alexandria, VA.

Stover, D. (2005). Climate and Culture: Why your board should pay attention to the attitudes of students and staff. American School Board Journal, Vol. 192, 12.