

<i>Dimension and Subscale</i>				
<i>Peer Behavior</i>	2.91	2.75	2.91	2.79
<i>Behavioral Expectations</i>	3.07	3.02	3.10	3.13
<i>School Safety and Cleanliness</i>	3.35	3.19	3.29	3.27
<i>Teacher Support and Engagement</i>				

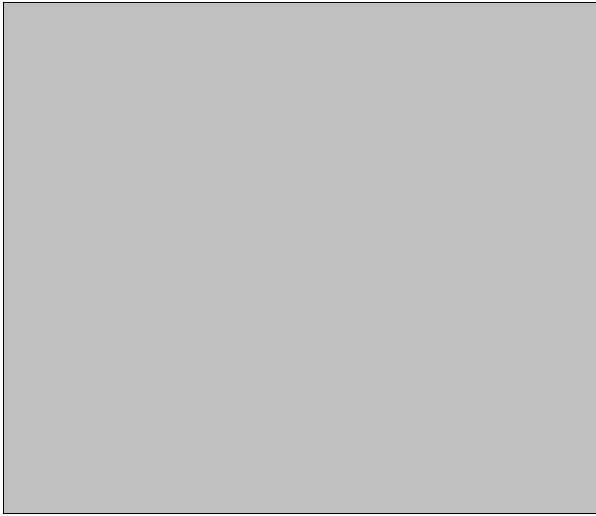
First, examine your campus scores for changes over time. Green upward-facing arrows indicate a statistically meaningful increase in average score from the previous year, red downward-facing arrows indicate a statistically meaningful decrease from the previous year. It is particularly important to examine 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.

	2.89	2.67	2.79	2.74
2. Students at my school respect other students who are different than they are.	2.98	2.82	3.02	2.87
3. I am happy with the way students treat me at	3.13	2.95	3.10	2.98
	2.60	2.46	2.67	2.54

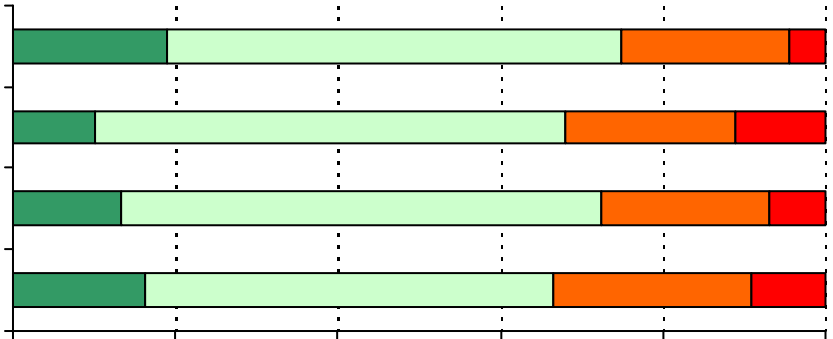




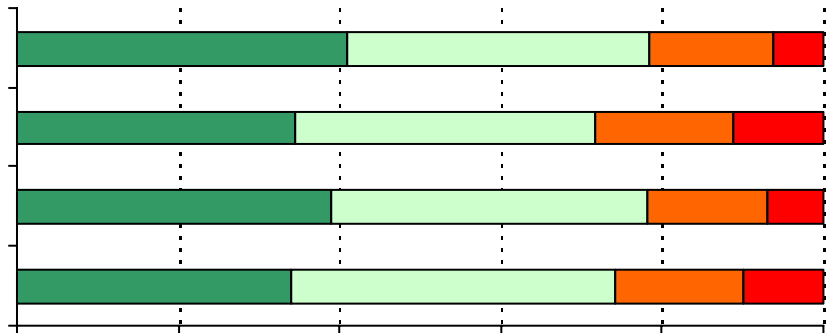
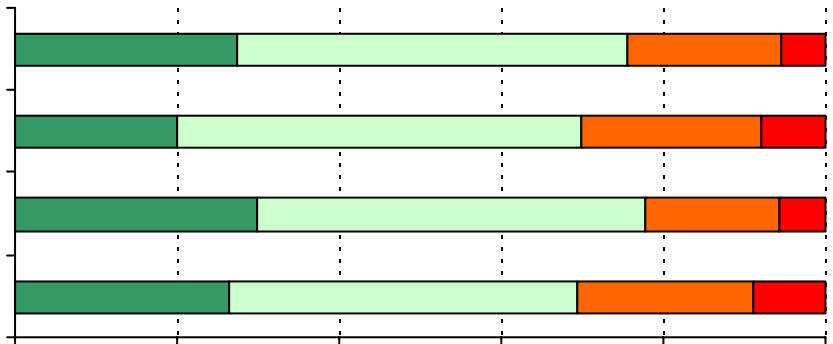
Academic Self-Confidence Items

22. I have learned how to listen better so I can understand the ideas of other students.	3.39	3.33	3.35	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.19	3.07	3.24	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.24	3.21	3.26	3.34
32. I have learned to reach the goals I set for myself.			3.42	3.43
33. I have learned ways of working better in groups.	3.37	3.27	3.41	████████
25. I feel/felt well prepared for TAKS.	3.29	3.28	████████ 3.42	3.48
30. My teachers show me ways to judge for myself the quality of my work.	3.31	3.24	████████ 3.36	3.39

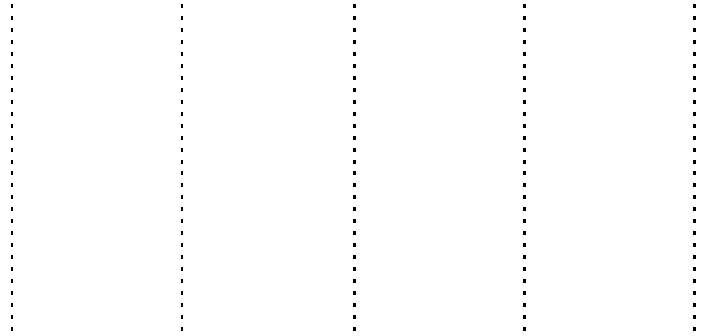
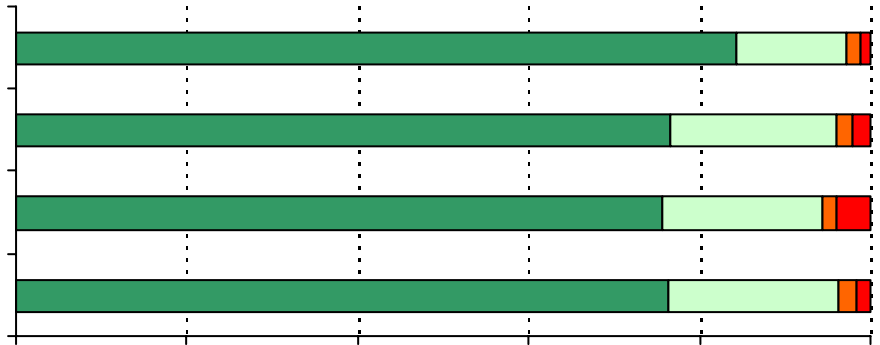
1. Students in my school respect each other.

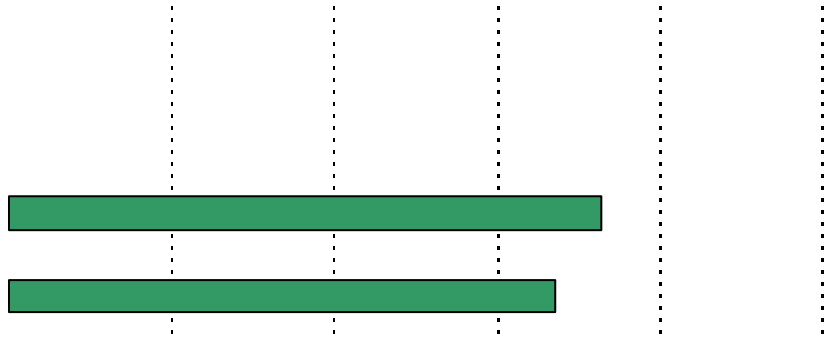


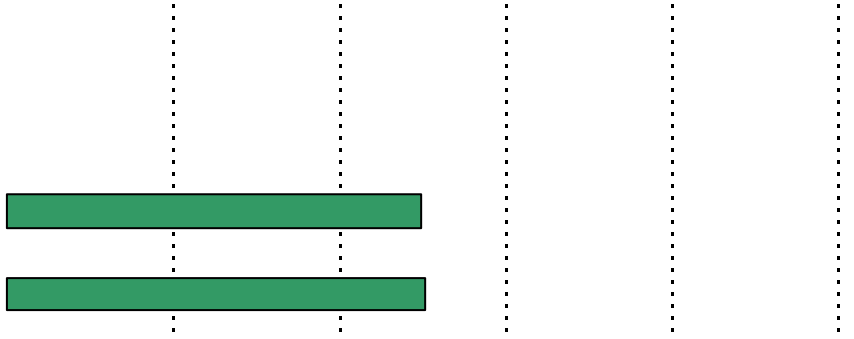
2. Students at my school respect other students who are different than they are.

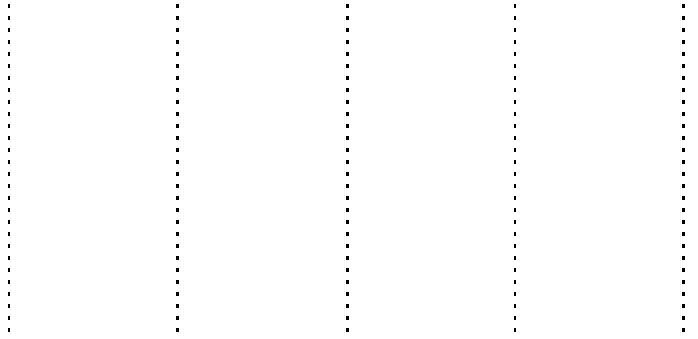


45% teachers at
this school care
about their
students.45%



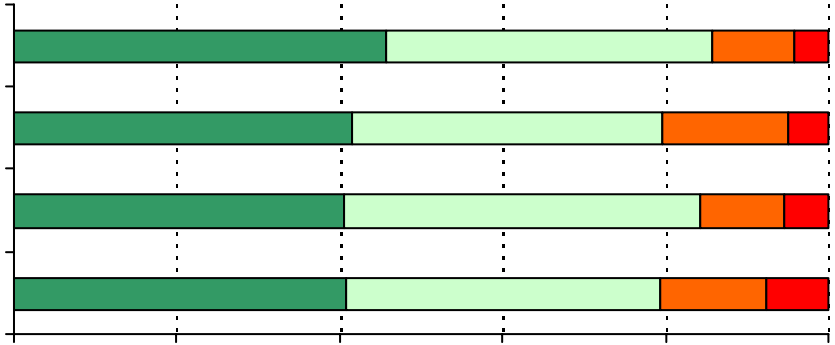






16. This school is clean.

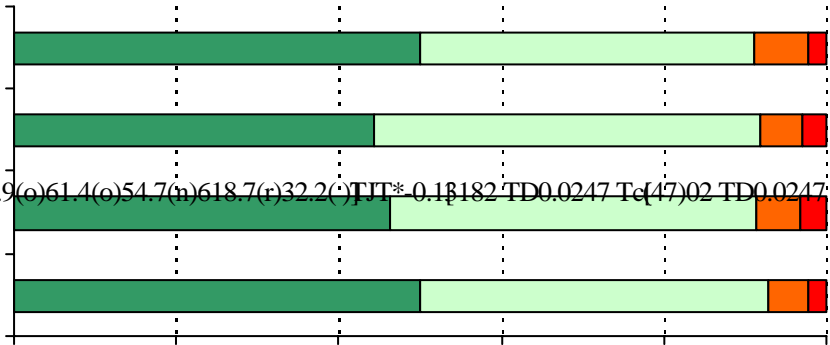
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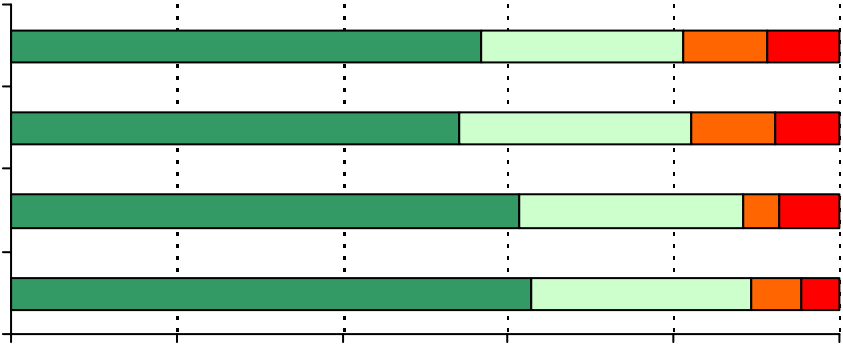
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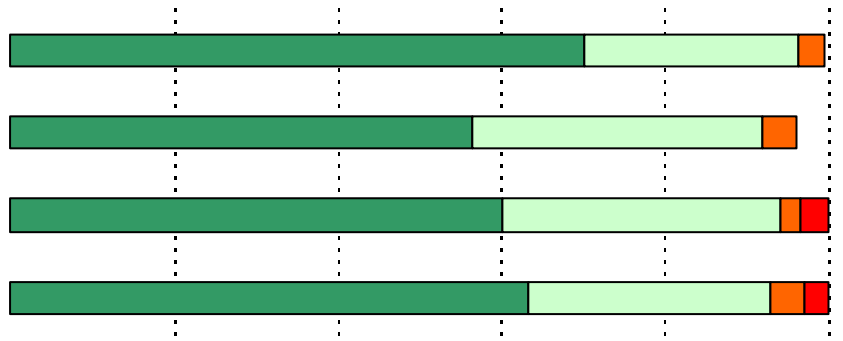
22. I have learned how to listen better so I can understand the ideas of other students.

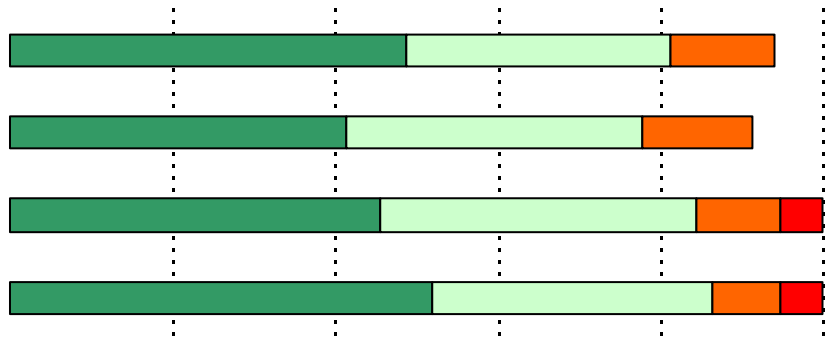


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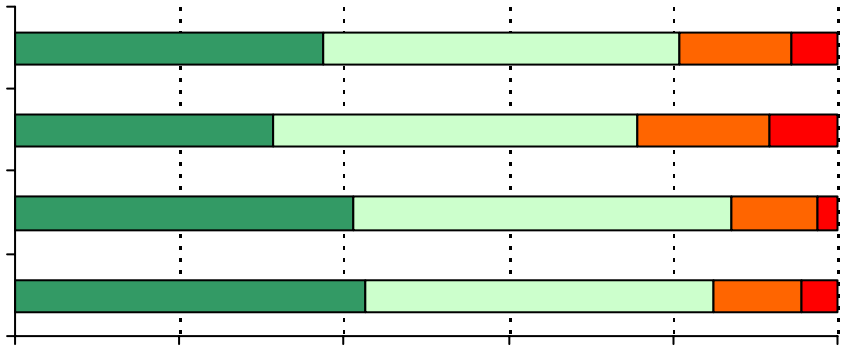
25. I feel/felt well
p







34. I know whether or not my work is good without being told.



35. I have learned how to evaluate my own work and keep track of my progress.

