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

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.

Teacher Support and Engagement Items	Clayton	Clayton	Clayton 06-07	All Elementary Schools 06-07
			00-07	00-07
18. Teachers give rewards or praise for good behavior.			3.20	3.31
31. Teachers give rewards or praise for good work.			3.13	3.27
27. My teachers are excited about what they teach.			3.62	3.55
28. My teachers like to teach.			3.89	3.79
Teacher Support and Engagement Average			3.44	3.48

Average Response for Adult Fairness and Respect Items

Adult Fairness and Respect Items	Clayton	Clayton	Clayton 06-07	All Elementary Schools 06-07
4. Teachers at this school care about their students.			3.94	3.88
5. Adults at this school listen to student ideas and opinions			3.69	3.49
6. Adults at this school treat all students fairly.			3.72	3.59
7. The staff in the front office show respect to students.			3.93	3.81
10. The school rules are fair.			3.68	3.53
11. The consequences for breaking school rules are the same for everyone.			3.63	3.45
39. I get the grades I deserve on my class work.			3.64	3.63
40. My teachers are fair with students.			3.66	3.64
41. My teachers are fair to everyone.			3.72	3.65
Adult Fairness and Respect Average			3.73	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 Items	Clayton	Clayton	Clayton	All Elementary Schools	
			06-07	06-07	
19. My teachers expect me to do my best work.			3.94	3.93	
20. My teachers challenge me to do better.			3.61	3.65	
21. My teachers expect me to finish my homework on timy79em number40 0 s1 452.88 61.5601 Tm[3.	8)8(3)][JET1 1 1	sc9r5fe2.88 65	3.95 2.08.98421c.3.	ag 10.9 r3.3.ag 10).9 r3.3.3.
Academic Standards Average		·	3.83	3.81	Ī

υ‰ 20% 40% 60% 80% 100%



















