

*Dimension and Subscale*

Research indicates that school climate

				<b>3.04</b>
				2.79
				3.13
<i>School Safety and Cleanliness</i>	2.90	3.14	3.17	3.27
<b>Adult/Student Interactions</b>	<b>3.26</b>	<b>3.33</b>	<b>3.30</b>	<b>3.41</b>
<i>Teacher Support and Engagement</i>				3.39
<i>Adult Fairness and Respect</i>				
<i>Academic Standards</i>				
		3.29	3.29	

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.

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## 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.

### *Peer Behavior:*

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

<i>Peer Behavior Items</i>	Cunningham	Cunningham	Cunningham	All Elementary Schools
	03-04	04-05	05-06	05-06
1. Students in my school respect each other.	2.47	2.56	2.56	2.74
2. Students at my school respect other students who are different than they are.	2.46	2.65	2.48	2.87
3. I am happy with the way students treat me at school.	2.76	2.74	2.78	2.98
14. Students at my school obey the school rules.	2.08	2.23	2.25	2.54
<b>Peer Behavior Average</b>	<b>2.47</b>	<b>2.55</b>	<b>2.52</b>	<b>2.79</b>



All Cunningham Cunningham Cunningham Elementary Schools			
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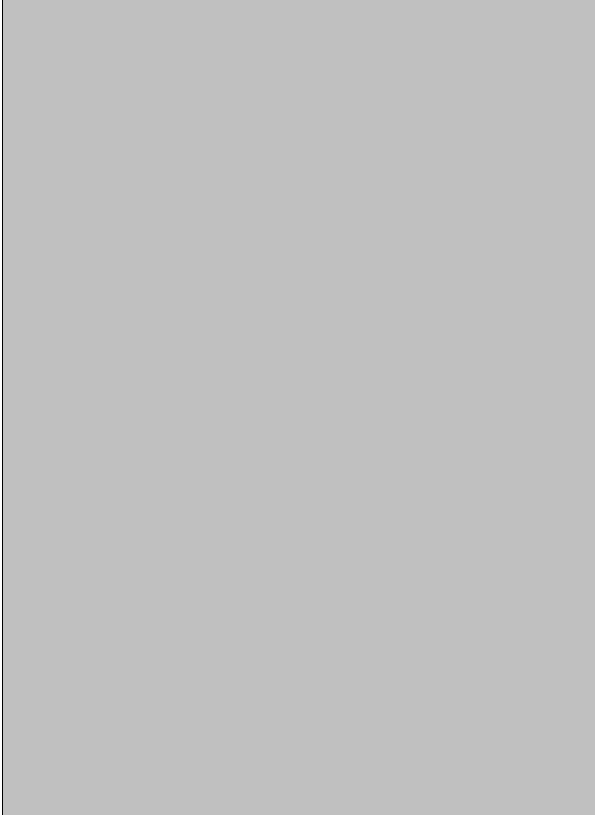
	3.37	3.26	3.36	3.37
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	3.20	3.16	3.27	3.33
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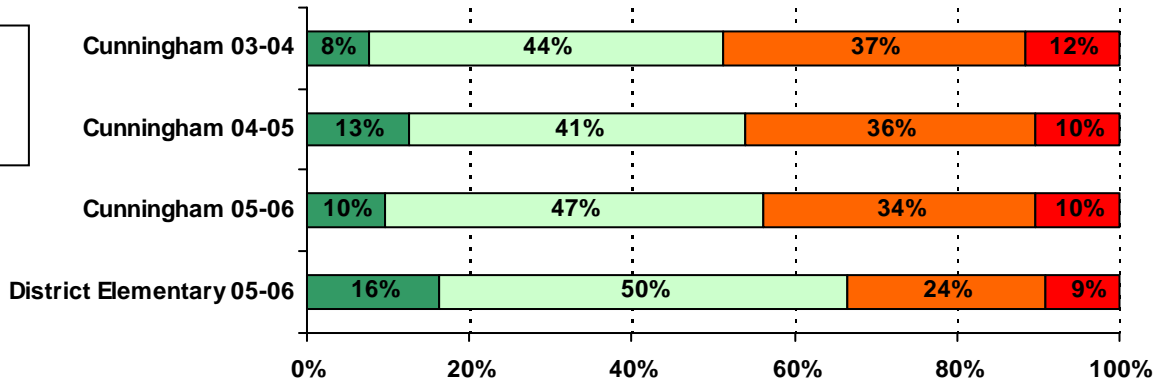
	3.23	3.22	3.21	3.41
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	Cunningham	Cunningham	Cunningham	All Elementary Schools
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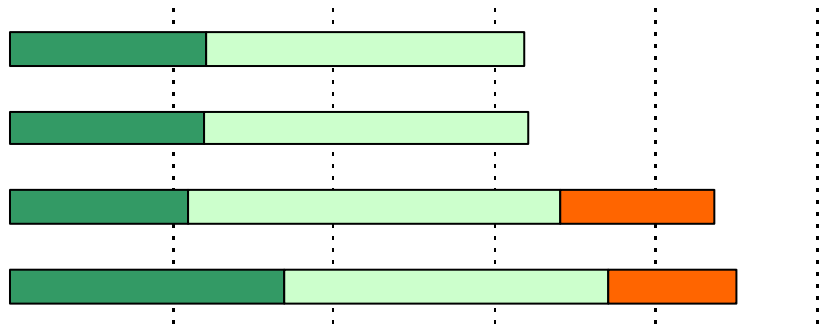
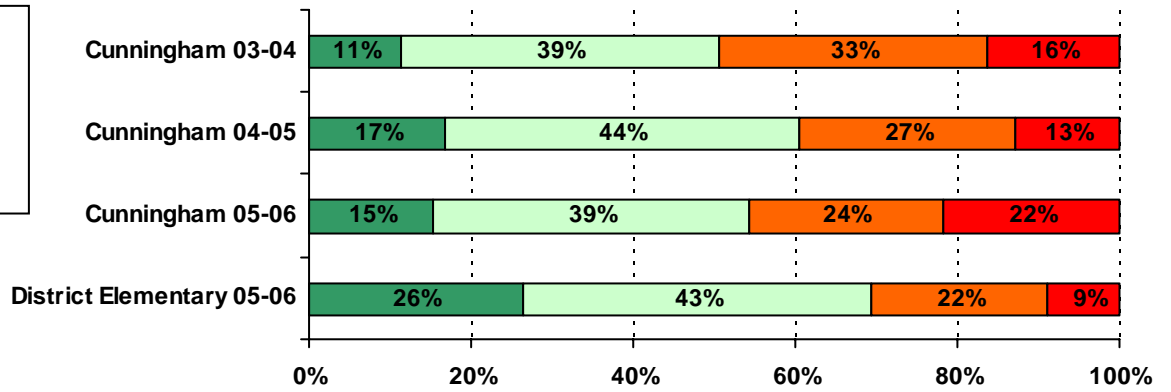
5. Adults at this school listen to student ideas and	3.62	3.68	3.64	3.71
	3.16	3.29	3.14	3.31
	3.11	3.22	2.98	3.28



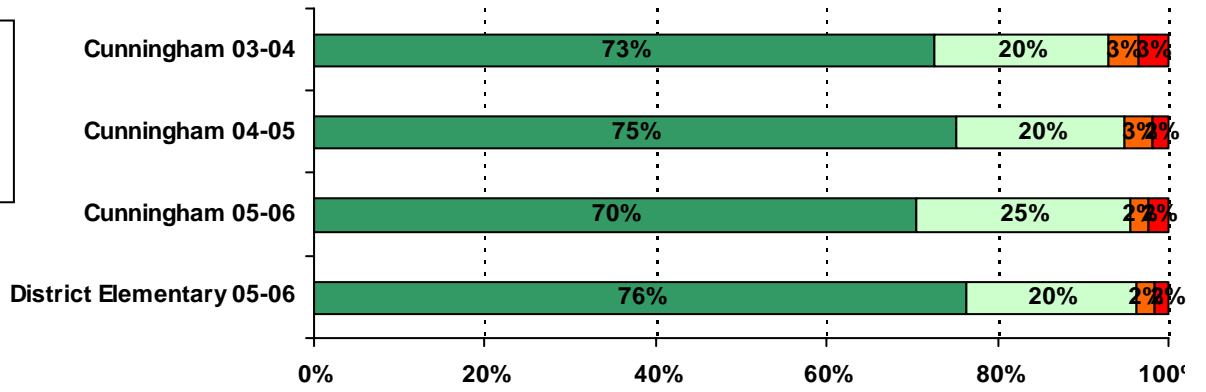
1. Students in my school respect each other.



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



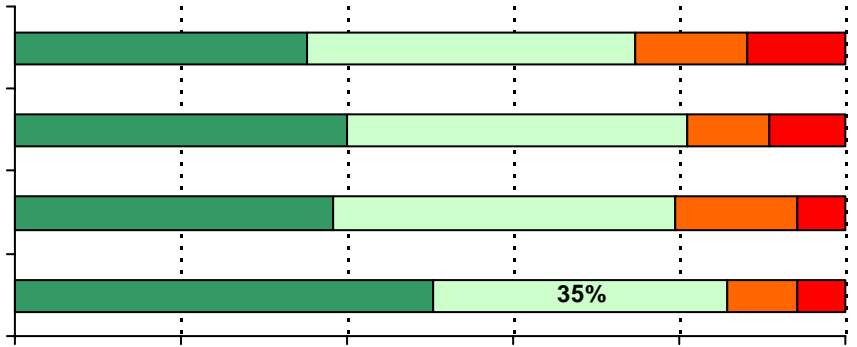
4. Teachers at this school care about their students.



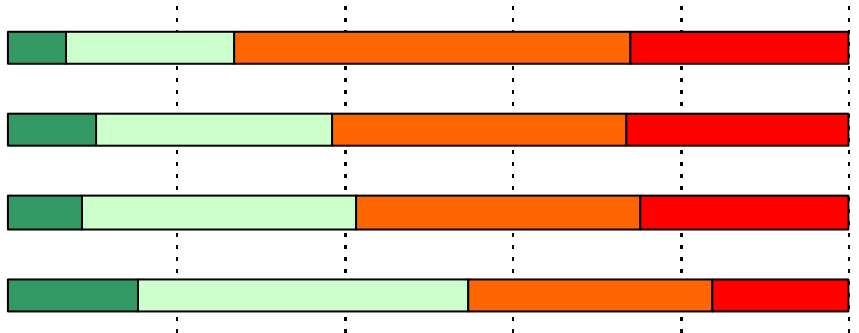
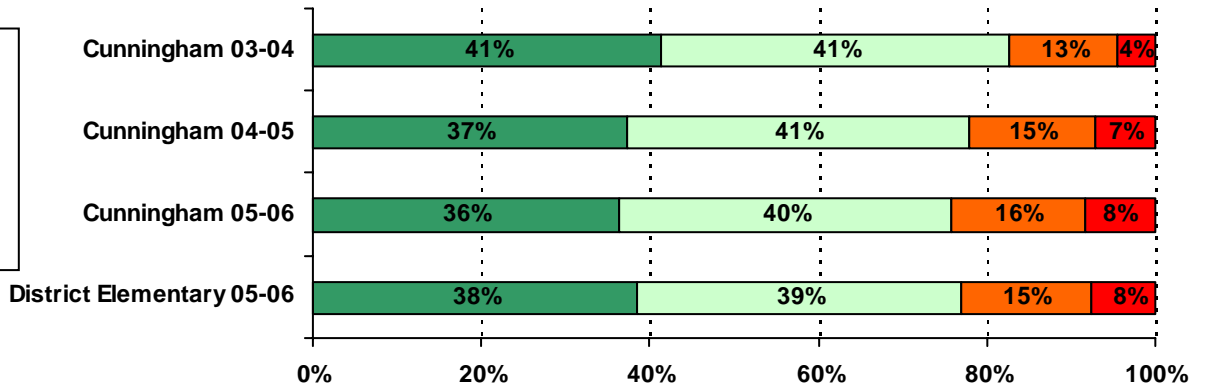


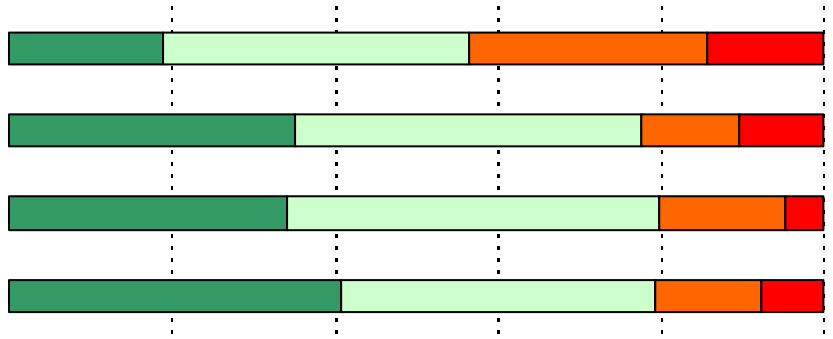
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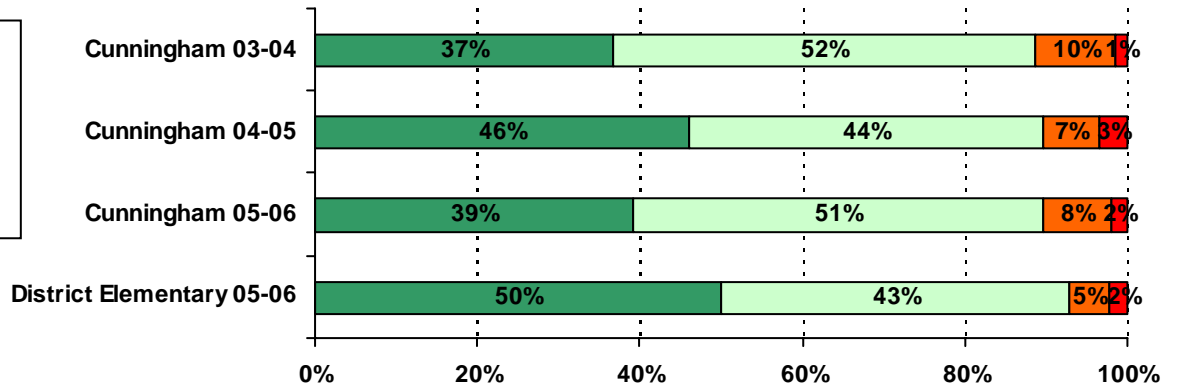
13. If a school rule is broken, students know what kind of punishment will follow.



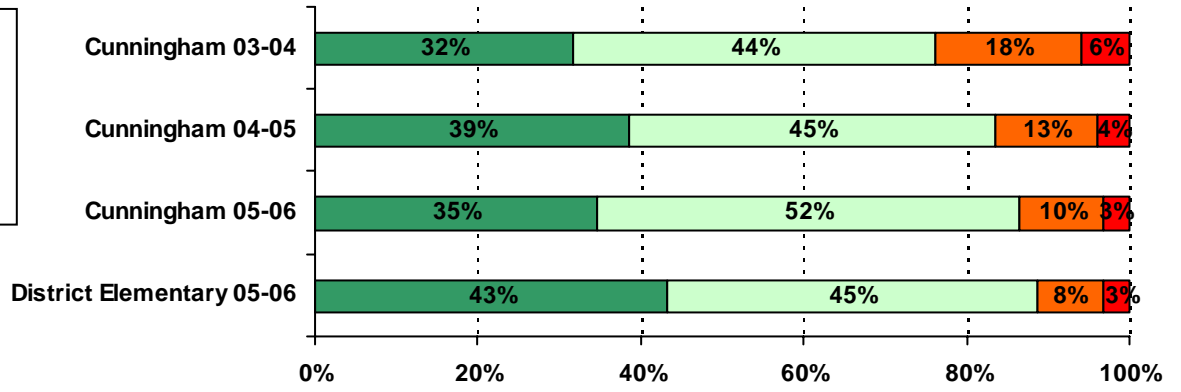


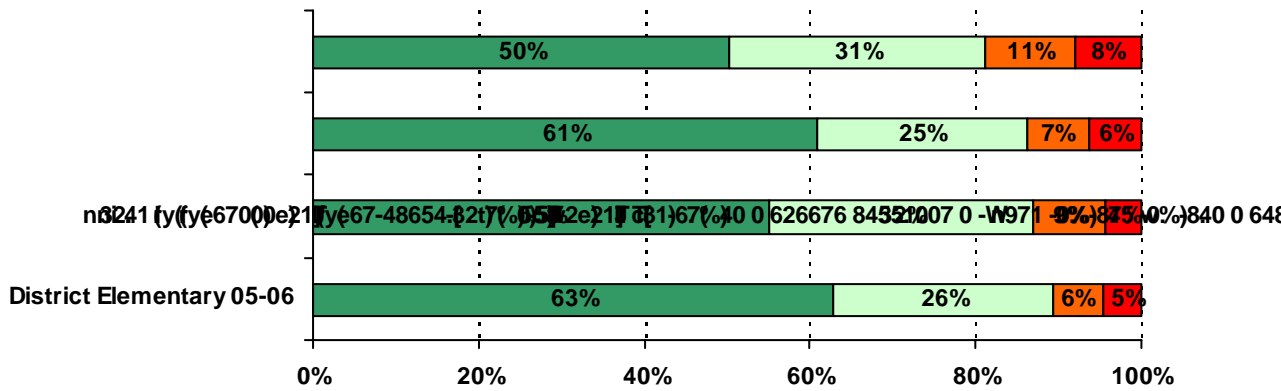


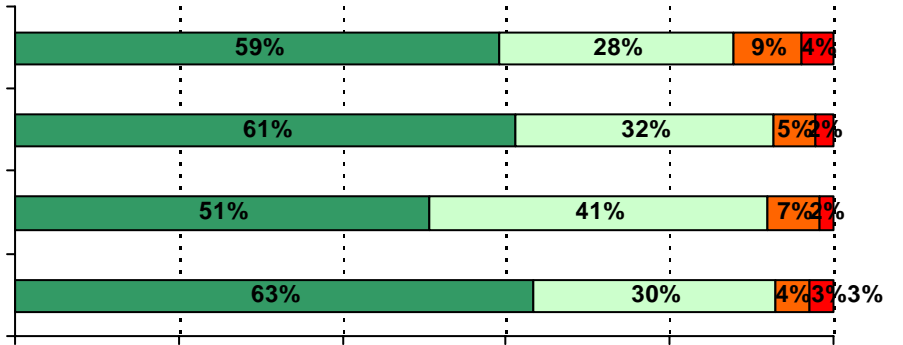
22. I have learned how to listen better so I can understand the ideas of other students.



23. I have learned

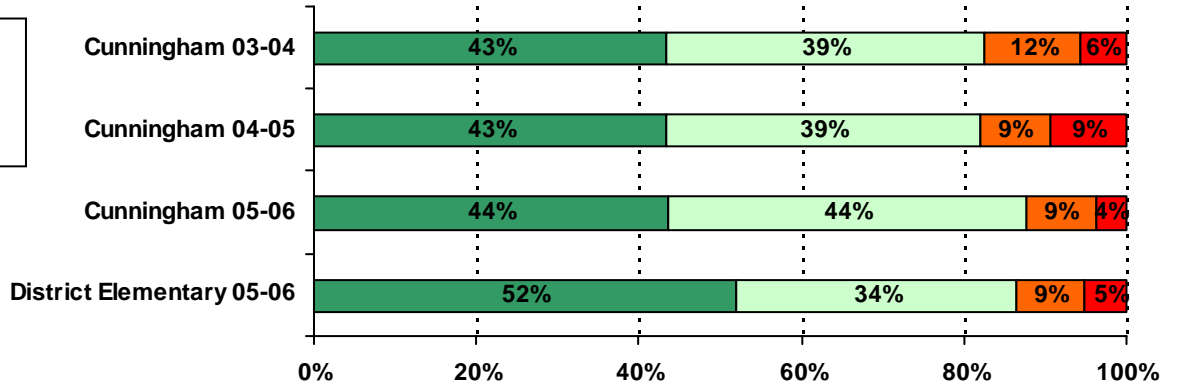




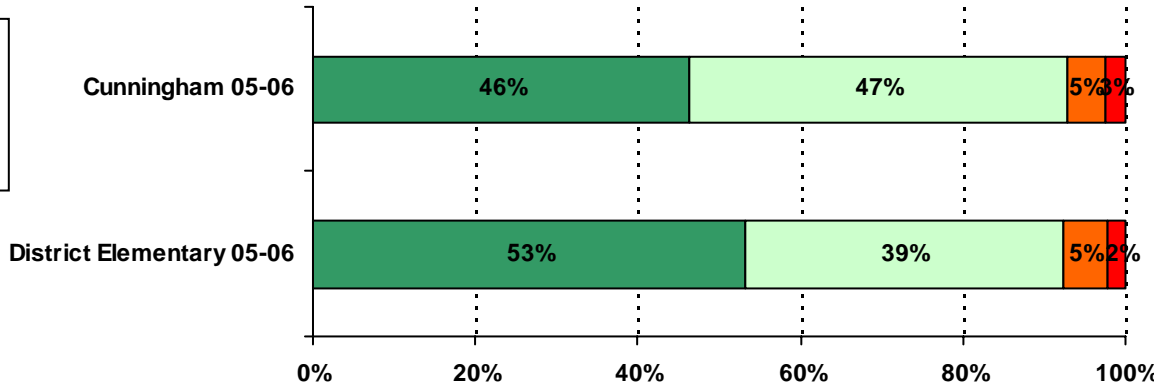




31. Teachers give rewards or praise for good work.

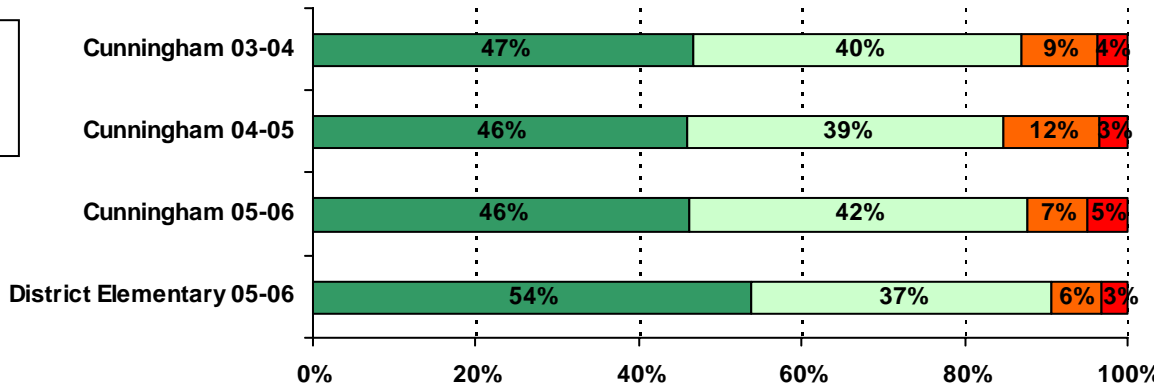


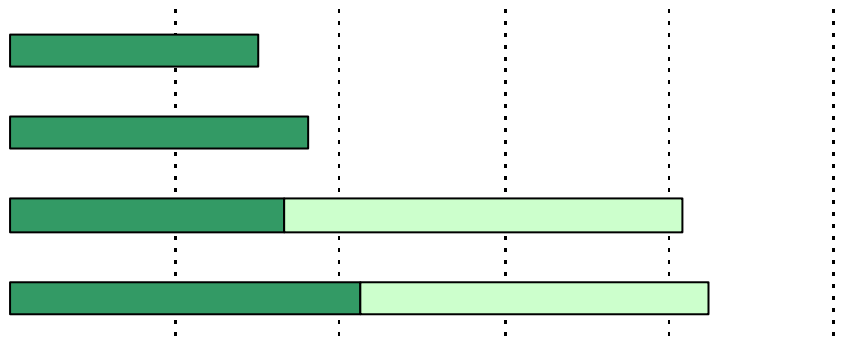
32. I have learned to reach the goals I set for myself.

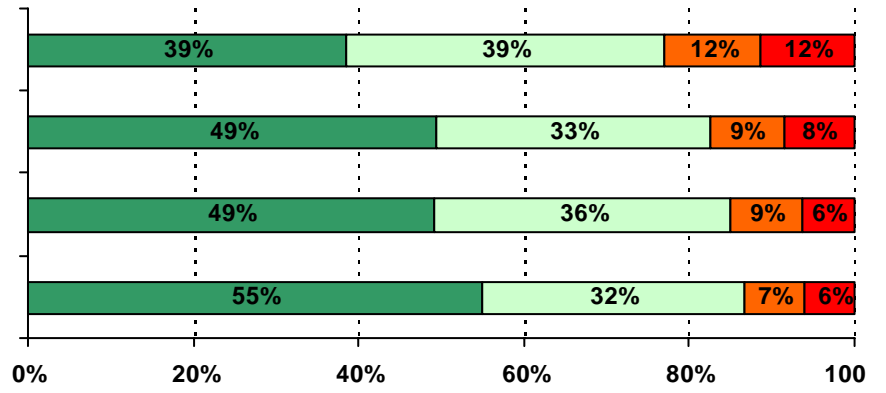


\* This item was added to the survey in 2005-2006.

33. I have learned ways of working better in groups.







40. My teachers are fair with students.

