

**All**



<b>3.20</b>	<b>3.32</b>	<b>3.33</b>
2.94	2.96	3.04
3.31	3.66	3.60

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

n70.86 7

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.

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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.

<i>Behavioral Expectations Items</i>	Dawson 04-05	Dawson 05-06	Dawson 06-07	All Elementary Schools 06-07
9. Everyone knows what the school rules are.	3.35	3.28	3.49	3.36
12. My teachers always make sure that students follow the rules.	3.40	3.45	3.82	3.82
13. My classmates know there are consequences for breaking the rules.	3.28	3.25	3.71	3.58
<b>Behavioral Expectations Average</b>	<b>3.35</b>		<b>3.66</b>	<b>3.60</b>

	Dawson	Dawson	All Elementary Schools
	3.29	3.51	3.61
	3.29	3.51	3.61
		3.53	3.65
			3.52

### ***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

<b><i>Teacher Support and Engagement Items</i></b>	<b>Dawson</b>	<b>Dawson</b>	<b>Dawson</b>	<b>All Elementary Schools</b>
	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>06-07</b>
18. Teachers give rewards or praise for good behavior.	3.48	3.62	3.45	3.31
31. Teachers give rewards or praise for good work.	3.50	3.57	3.42	3.27
27. My teachers are excited about what they teach.	3.49	3.50	3.64	3.55
28. My teachers like to teach.	3.53	3.67	3.82	3.79
36. Teachers give me the help I need with assignments.	3.58	3.73	3.65	3.62
37. My teachers understand when I have a personal problem.	3.38	3.62	3.46	3.44
38. Teachers help students with personal problems.	3.45	3.54	3.55	3.51
<b>Teacher Support and Engagement Average</b>	<b>3.45</b>	<b>3.60</b>	<b>3.55</b>	<b>3.48</b>

### ***Adult Fairness and Respect:***

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



### ***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.

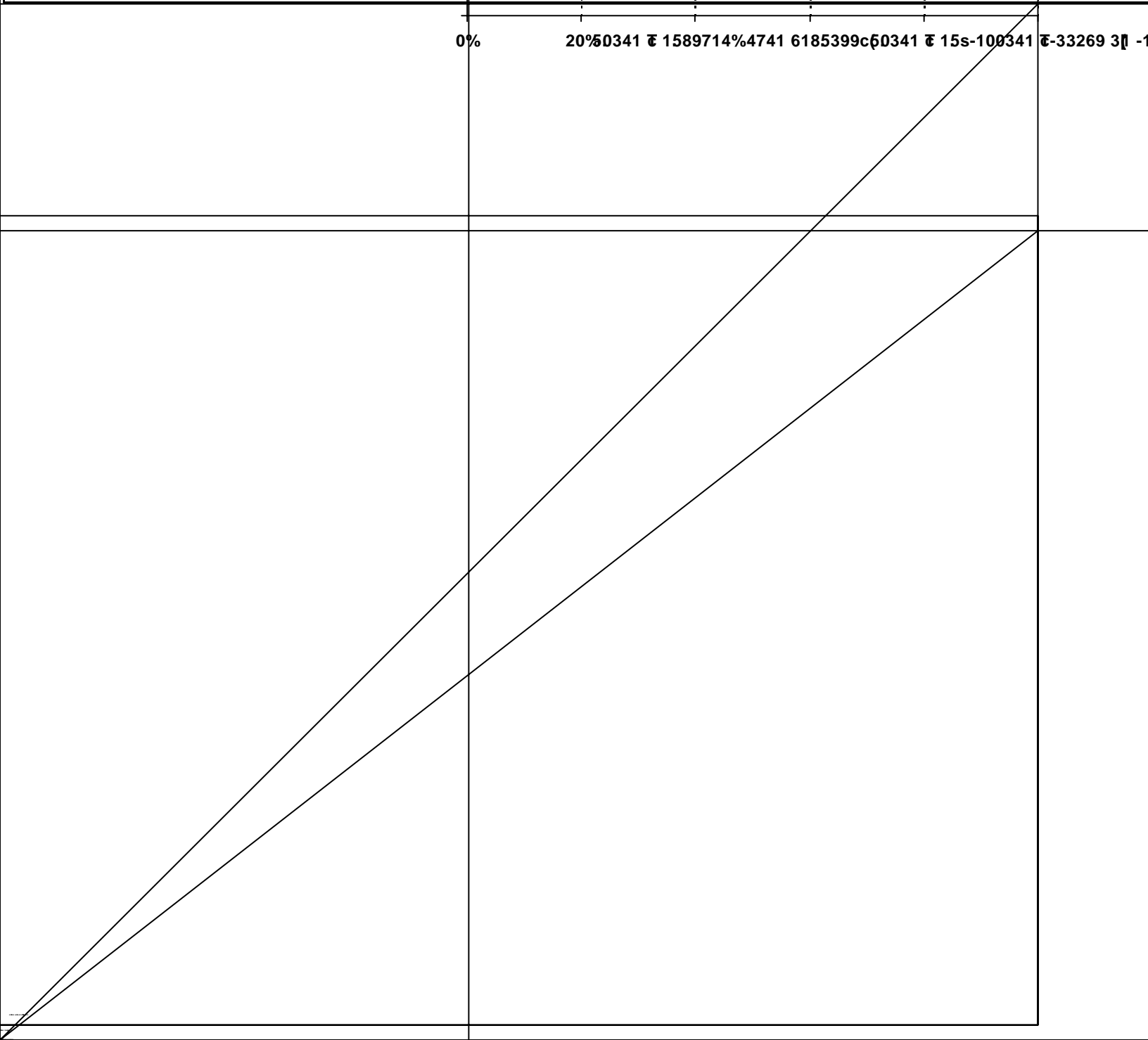
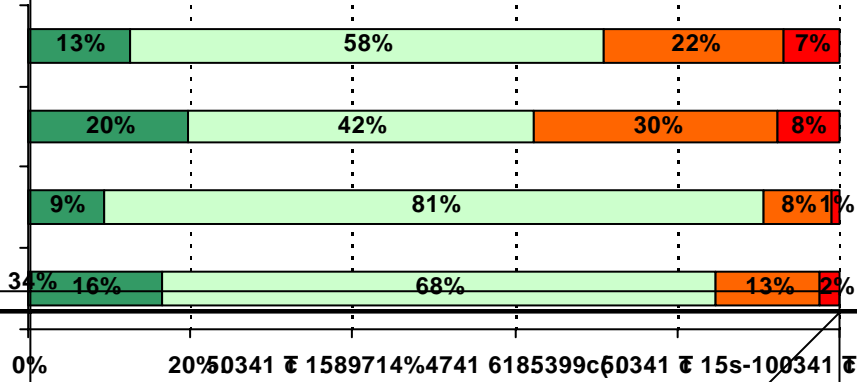
Average Response for Academic Self-Confidence Items

<b><i>Academic Self-Confidence Items</i></b>	<b>Dawson 04-05</b>	<b>Dawson 05-06</b>	<b>Dawson 06-07</b>	<b>All Elementary Schools 06-07</b>
22. I can listen well and understand the thoughts and feelings of other students.	3.40	3.56	3.36	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.37	3.38	3.21	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.35	3.47	3.22	3.20
32. I can reach the goals I set for myself.	n/a		3.45	3.48
33. I can work well in groups.	3.46	3.54	3.36	3.43
25. I feel/felt well prepared for TAKS.	3.44	3.53	3.71	3.57
30. My teachers show me how to know if my work is good.	3.35	3.61	3.80	3.64
34. I can tell if my work is good.	3.20	3.31	3.45	3.36
35. I know how I'm doing in school.	3.35	3.54	3.59	3.46
26. I try hard to do my best work.	3.58	3.79	3.81	3.81
29. I feel successful in my schoolwork.	3.38	3.59	3.60	3.50
<b>Academic Self-Confidence Average</b>	<b>3.36</b>	<b>3.52</b>	<b>3.49</b>	<b>3.44</b>

### **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-k



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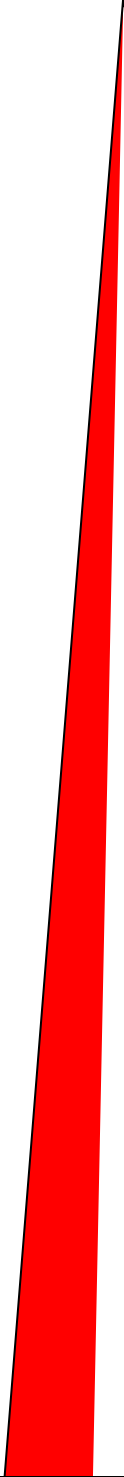
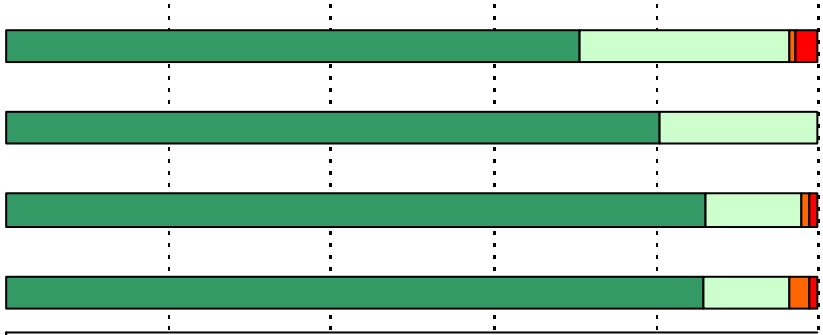
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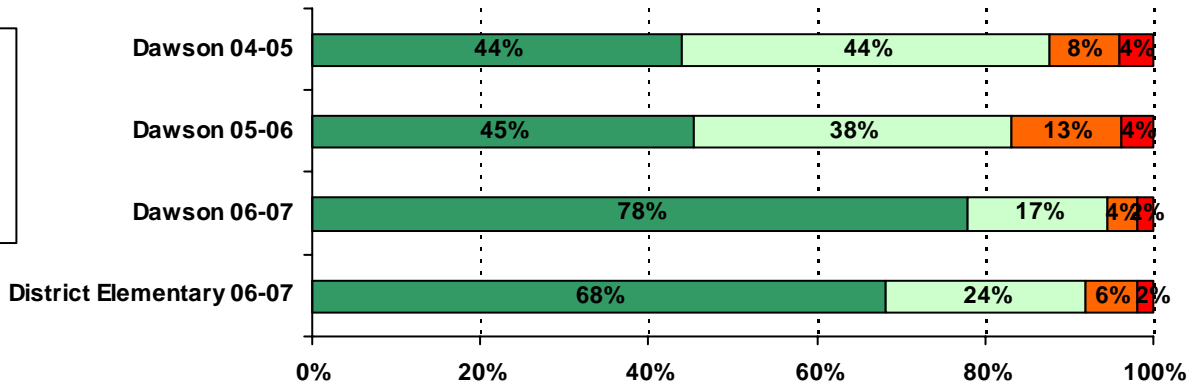
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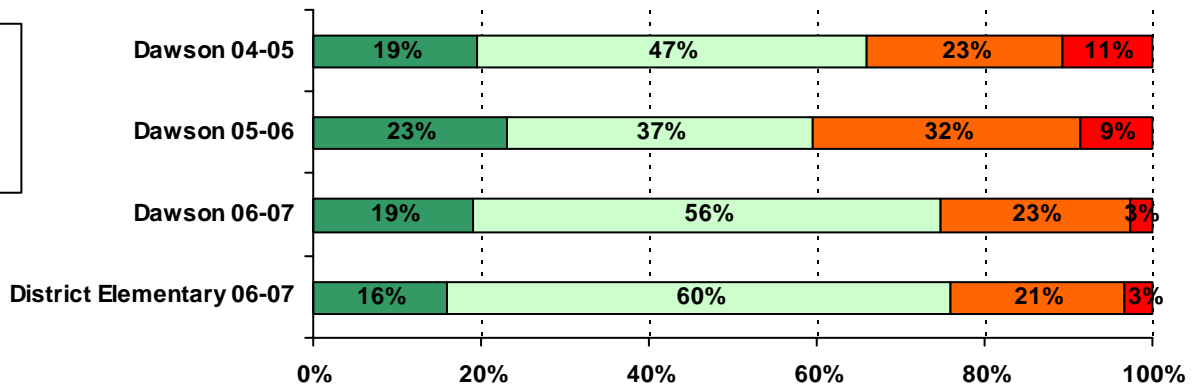




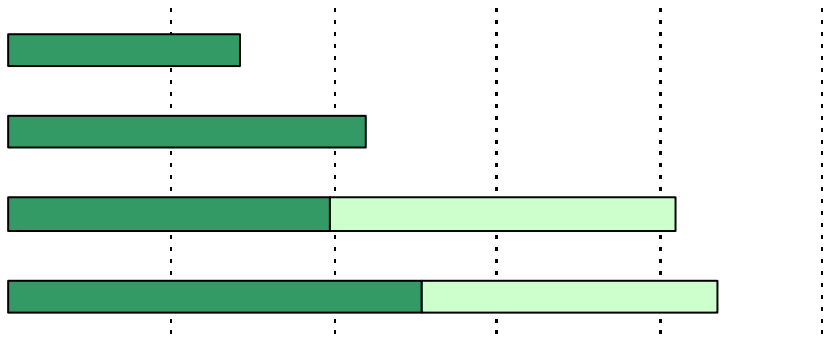
13. My classmates know there are consequences for breaking the rules.



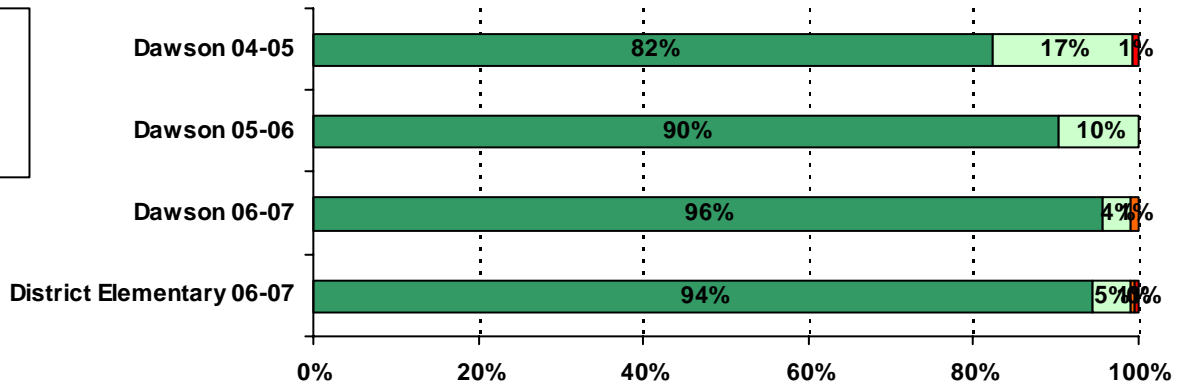
14. Students at my school follow the rules.



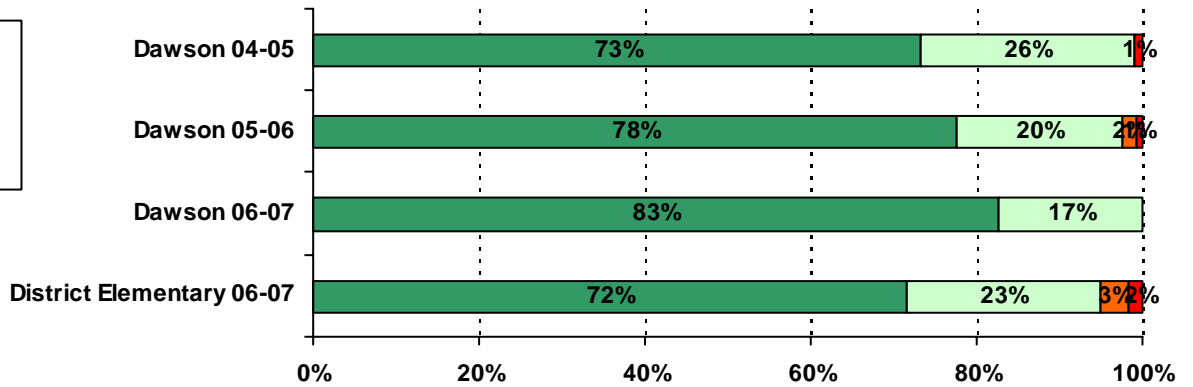
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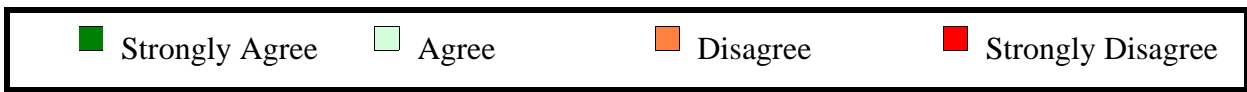
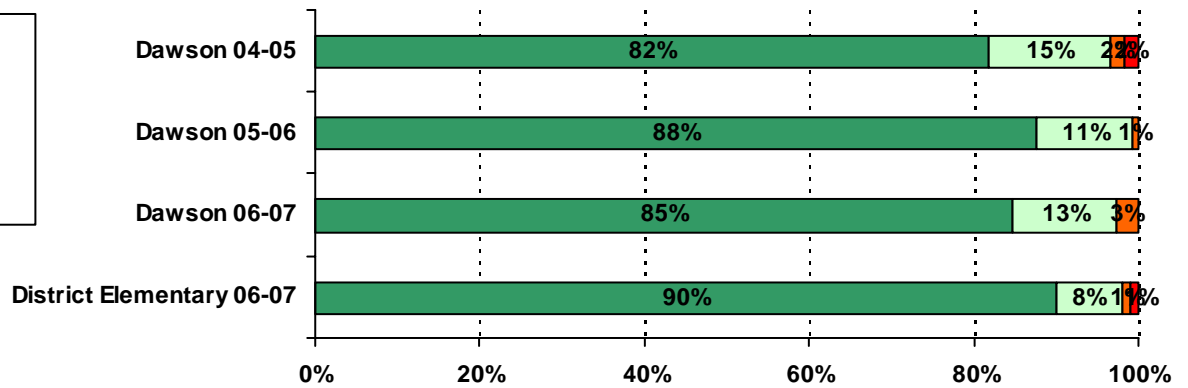
19. My teachers expect me to do my best work.

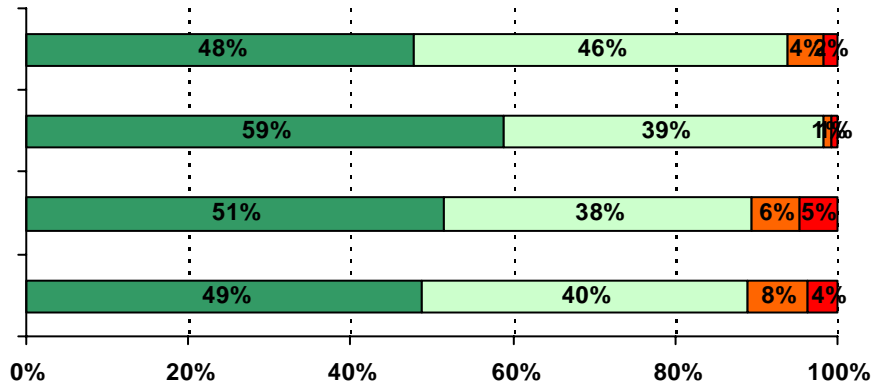


20. My teachers challenge me to do better.

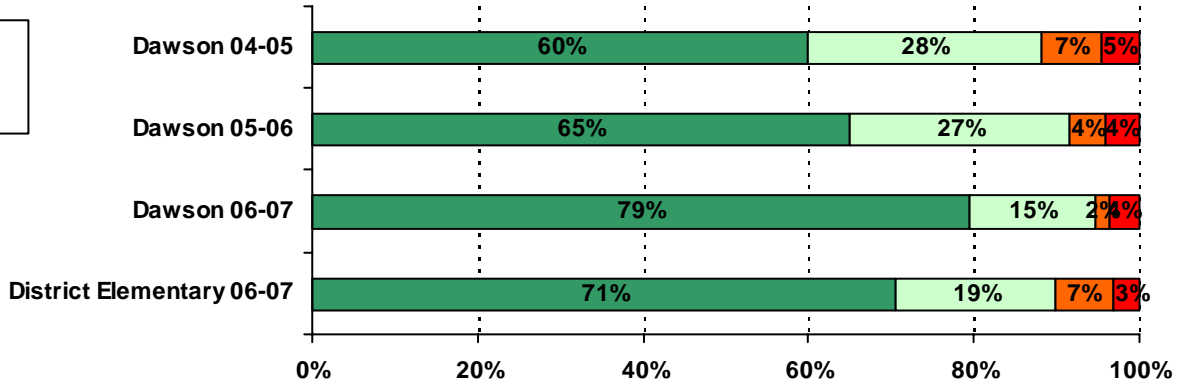


21. My teachers expect me to finish my homework on time.

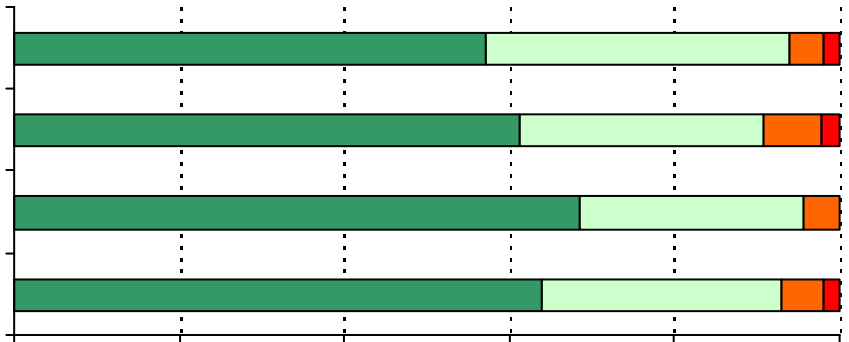
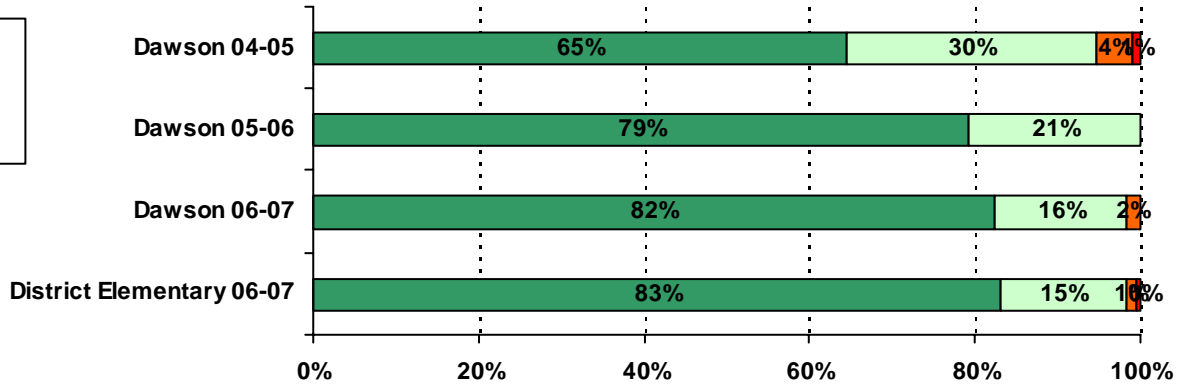




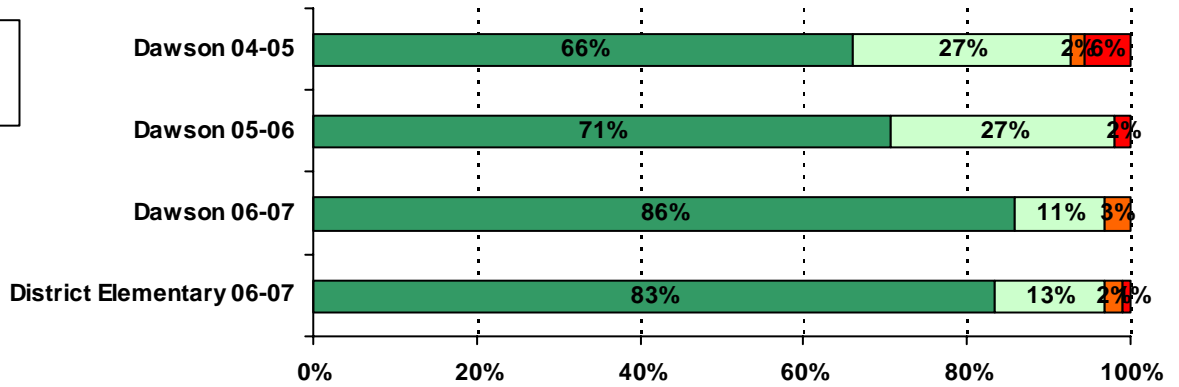
25. I feel/felt well prepared for TAKS.



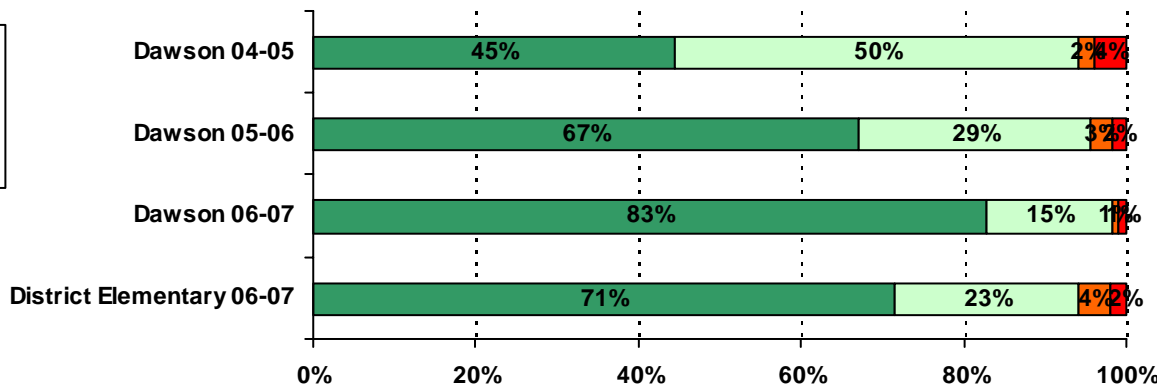
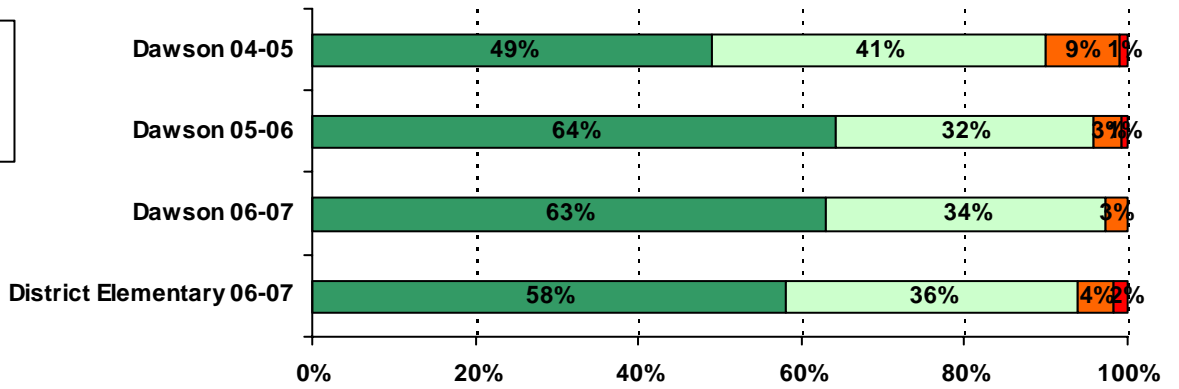
26. I try hard to do my best work.



28. My teachers like to teach.

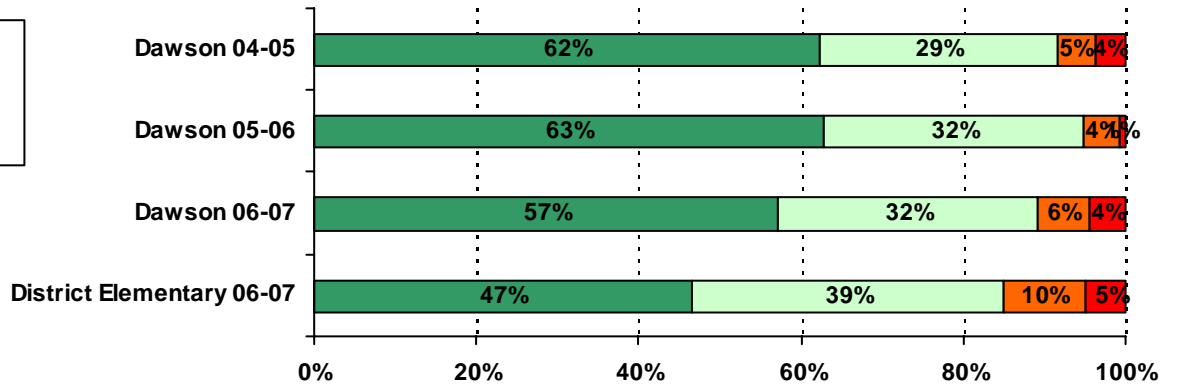


29. I feel successful in my schoolwork.

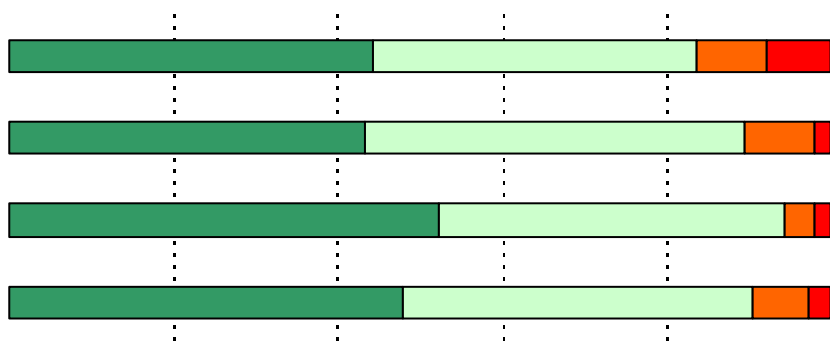




31. Teachers give rewards or praise for good work.



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40. My teachers are fair with students.

