## **OVERVIEW**

Dimension and Subscale	Hart	Hart	Hart	All Elementary Schools
	04-05	05-06	06-07	06-07
Behavioral Environment	3.12	3.13	3.29	3.33
Peer Behavior	2.84	2.89	2.97	3.04
Behavioral Expectations	3.27	3.21	3.63	3.60
School Safety and Cleanliness	3.33	3.35	3.36	3.46
Adult/Student Interactions	3.47	3.43	3.55	3.57
Teacher Support and Engagement	3.46	3.47	3.52	3.48
Adult Fairness and Respect	3.47	3.40	3.57	3.63
Academic Environment	3.51	3.49	3.49	3.52
Academic Standards	3.70	3.71	3.80	3.81
Academic Self-Confidence	3.44	3.42	3.40	3.44

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.

#### 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

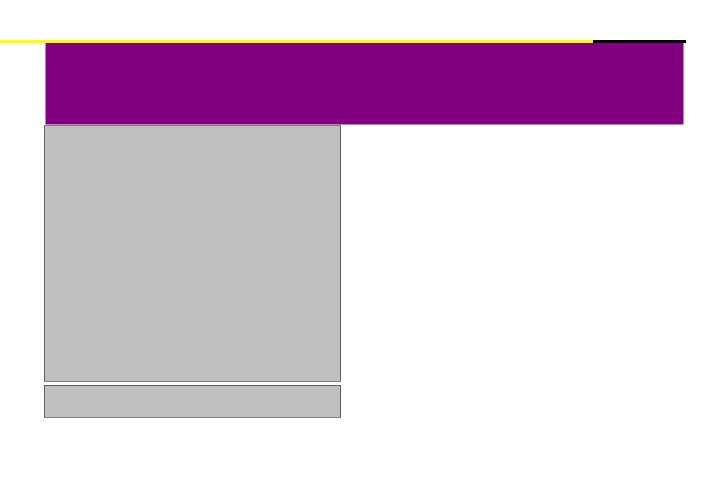
Peer Behavior Items	Hart	Hart	Hart	All Elementary Schools
	04-05	05-06	06-07	06-07
1. My classmates show respect to each other.	2.77	2.80	2.94	2.99
2. My classmates show respect to others who are different.	2.92	2.91	2.99	3.10
3. I am happy with the way my classmates treat me.	3.04	3.08	3.07	3.17
14. Students at my school follow the rules.	2.48	2.60	2.85	2.89
Peer Behavior Average	2.84	2.89	2.97	3.04

# Behavioral Expectations:

Hart

Behavioral Expectations Items	Hart	Hart	Hart	All Elementary Schools
	04-05	05-06	06-07	06-07
9. Everyone knows what the school rules are.	3.28	3.27	3.41	3.36
12. My teachers always make sure that students follow the rules.	3.30	3.24	3.81	3.82
13. My classmates know there are consequences for breaking the rules.	3.24	3.10	3.55	3.58
Behavioral Expectations Average	3.27	3.21	3.63	3.60

School Safety and Cleanliness Items	Hart	Hart	Hart	All Elementary Schools
	04-05	05-06	06-07	06-07
15. I feel safe at my school.	3.43	3.42	3.40	3.53
16. This school is clean.	3.24	3.28	3.33	3.34
17. I feel safe on the school property.	3.38	3.39	3.41	3.52
School Safety and Cleanliness Average	3.33	3.35	3.36	3.46



Average Response for Adult Fairness and Respect Items

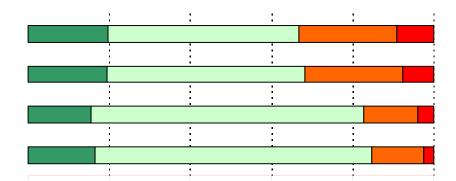
Adult Fairness and Respect Items	Hart	Hart	Hart	All Elementary Schools
	04-05	05-06	06-07	06-07
4. Teachers at this school care about their students.	3.67	3.67	3.81	3.88
5. Adults at this school listen to student ideas and opinions	3.47	3.33	3.46	3.49
6. Adults at this school treat all students fairly.	3.37	3.27	3.55	3.59
7. The staff in the front office show respect to students.	3.55	3.55	3.73	3.81
10. The school rules are fair.	3.30	3.39	3.43	3.53
11. The consequences for breaking school rules are the same for everyone.	3.35	3.10	3.37	3.45
39. I get the grades I deserve on my class work.	3.55	3.45	3.53	3.63
40. My teachers are fair with students.	3.48	3.38	3.62	3.64
41. My teachers are fair to everyone.	3.58	3.53	3.62	3.65
Adult Fairness and Respect Average	3.47	3.40	3.57	3.63

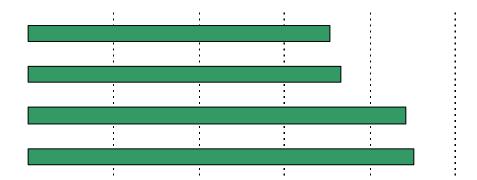
### ACADEMIC ENVIRONMENT

A total of fourteen items measure the rigor of academic expectations and students' sense of academic efficacy. Two subscales, labeled "A cademic Standards" and "A cademic Self-Confidence", comprise the dimension called A cademic 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.

		All Elementary Schools
3.80	3.92	3.93
3.64	3.68	3.65

Academic Self-Confidence Items	Hart	Hart	Hart	All Elementary Schools
	04-05	05-06	06-07	06-07
22. I can listen well and understand the thoughts and feelings of other students.	3.52	3.49	3.34	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.25	3.33	3.07	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.27	3.39	3.10	3.20
32. I can reach the goals I set for myself.			3.48	3.48
33. I can work well in groups.	3.49	3.47	3.42	3.43
25. I feel/felt well prepared for TAKS.	3.54	3.41	3.52	3.57
30. My teachers show me how to know if my work is good.	3.43	3.48	3.65	3.64
34. I can tell if my work is good.	3.27	3.28	3.29	3.36
35. I know how I'm doing in school.	3.49	3.43	3.38	3.46
26. I try hard to do my best work.	3.66			
29. I feel successful in my schoolwork.				
Academic Self-Confidence Average	3.44	3.42	3.40	3.44





7. The staff in the front office show respect to students.

