

<i>Dimension and Subscale</i>	Houston 03-04	Houston 04-05	Houston 05-06	All Elementary Schools 05-06
Behavioral Environment	2.97	3.12	3.14	3.04
<i>Peer Behavior</i>	2.66	2.87	2.87	2.79
<i>Behavioral Expectations</i>	3.13	3.23	3.30	3.13
<i>School Safety and Cleanliness</i>	3.24	3.33	3.30	3.27

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

<i>Peer Behavior Items</i>	Houston 03-04	Houston 04-05	Houston 05-06	All Elementary Schools 05-06
1. Students in my school respect each other.	2.62	2.91	2.76	2.74
2. Students at my school respect other students who are different than they are.	2.69	2.85	2.94	2.87
3. I am happy with the way students treat me at school.	2.85	3.15	3.09	2.98
14. Students at my school obey the school rules.	2.54	2.49	2.63	2.54
Peer Behavior Average	2.66	2.87	2.87	2.79



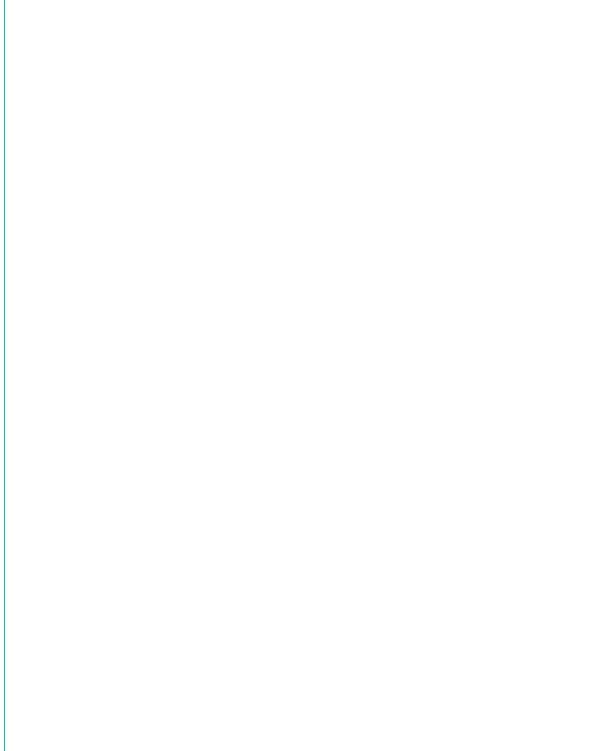
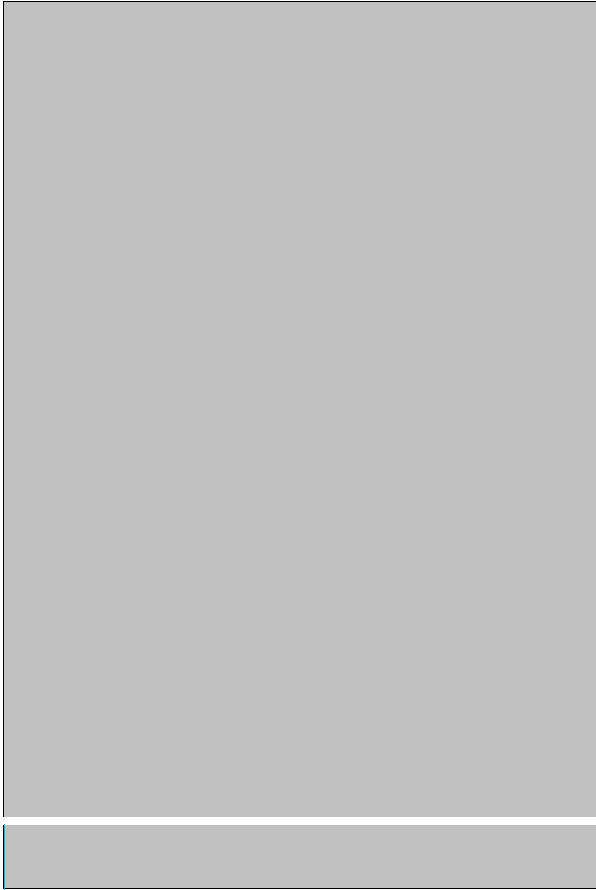
<i>Teacher Support and Engagement Items</i>	Houston 03-04	Houston 04-05	Houston 05-06	All Elementary Schools 05-06
18. Teachers give rewards or praise for good behavior.	3.40	3.40	3.55	3.37
31. Teachers give rewards or praise for good work.	3.32	3.43	3.51	3.33
27. My teachers are excited about what they teach.	3.46	3.41	3.52	3.41
28. My teachers seem to enjoy teaching.	3.37	3.51	3.62	3.54
36. Teachers give me the help I need with assignments.	3.51	3.55	3.58	
37. My teachers are understanding when I have	3.22	3.36	3.46	
	3.33	3.43	3.53	
Teacher Support and Engagement Average	3.37	3.43	3.51	3.39

Average Response for Adult Fairness and Respect Items

<i>Adult Fairness and Respect Items</i>	Houston 03-04	Houston 04-05	Houston 05-06	All Elementary Schools 05-06
4. Teachers at this school care about their students.	3.71	3.72	3.75	3.71
5. Adults at this school listen to student ideas and opinions	3.36	3.39	3.39	3.31
6. Adults at this school treat all students fairly.	3.36	3.43	3.36	3.28
7. The staff in the front office respect students.	3.56	3.57	3.64	3.60
10. The school rules are fair.	3.31	3.35	3.40	3.30
11. The punishment for breaking the rules is the same no matter who you are.	3.16	3.30	3.42	3.29
39. I get the grades I deserve on my class work.	3.41	3.48	3.56	3.45
40. My teachers are fair with students.	3.33	3.50	3.53	3.40
41. My teachers apply classroom rules fairly to all students.	3.44	3.56	3.58	3.49
Adult Fairness and Respect Average	3.41	3.47	3.50	3.41

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 numb.24 -0.ca ioneoan.2nl teach rie8.3(m)(i)-1.1u8.3(risi)-6.b8.3(rie(1)6((1)5.5.5(1)5



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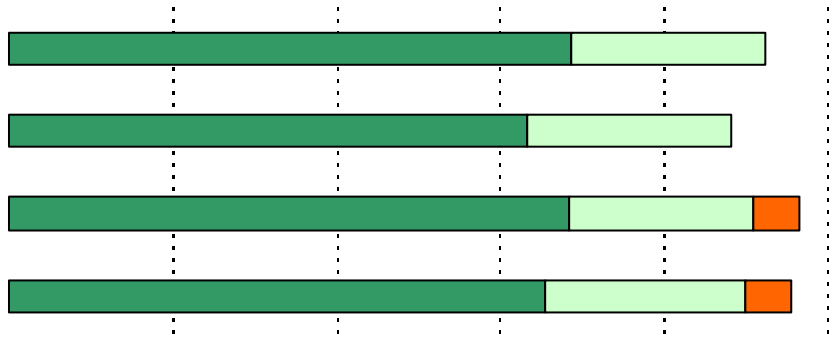
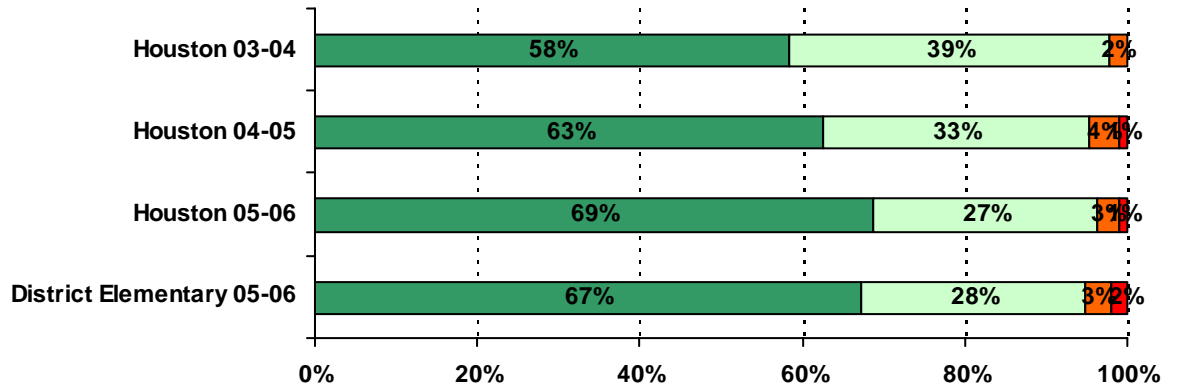
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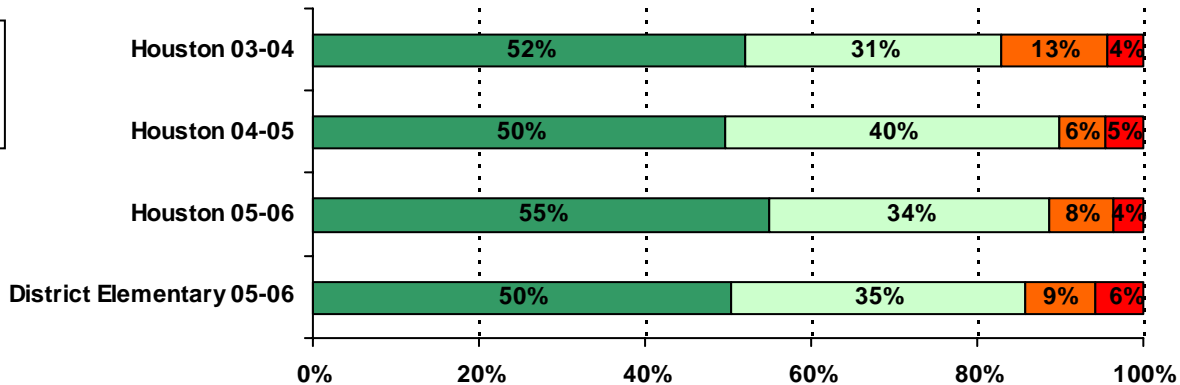
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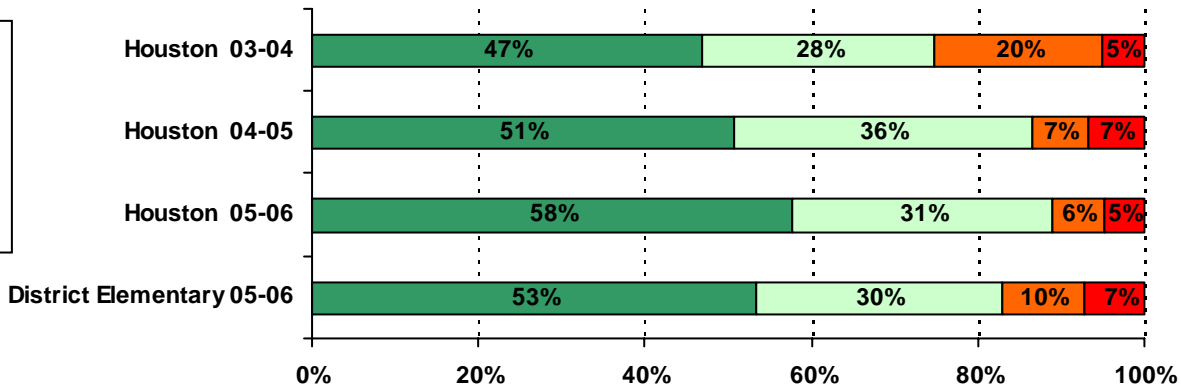
7. The staff in the front office respect students.



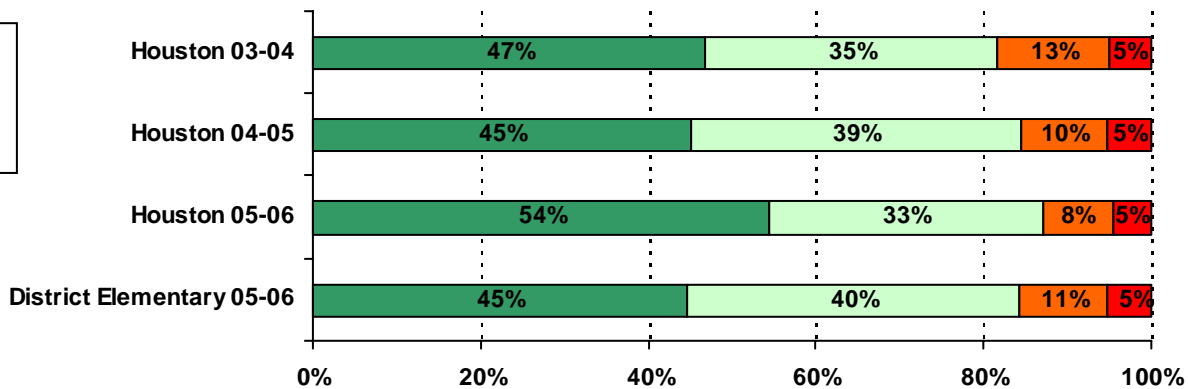
10. The school rules are fair.



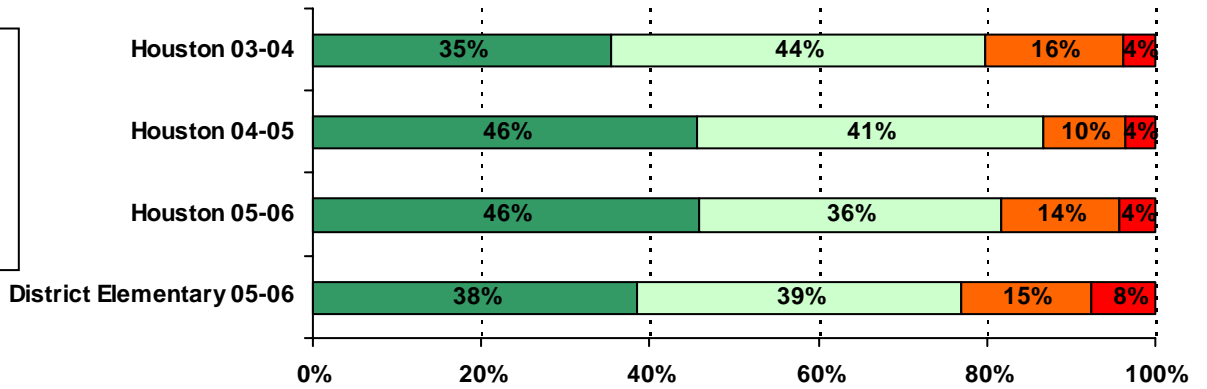
11. The punishment for breaking school rules is the same no matter who you are.



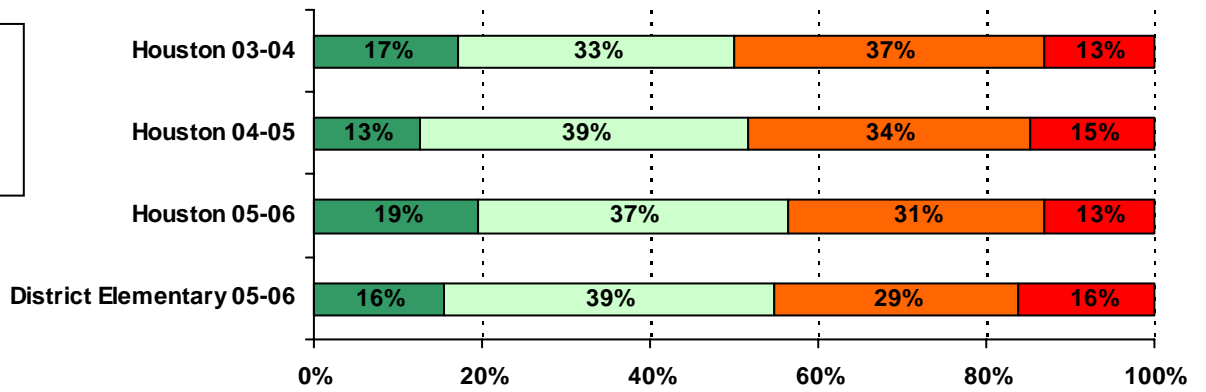
12. The school rules are strictly enforced.



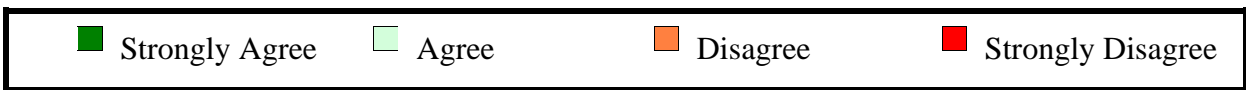
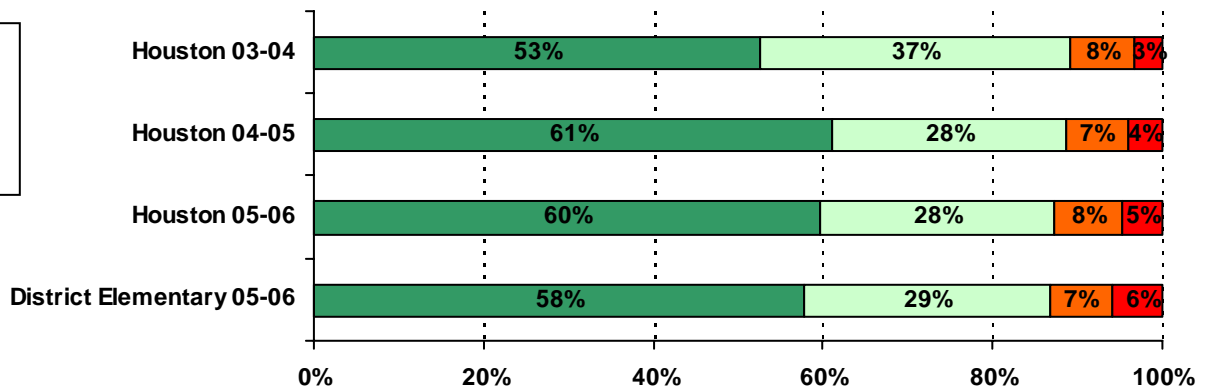
13. If a school rule is broken, students know what kind of punishment will follow.

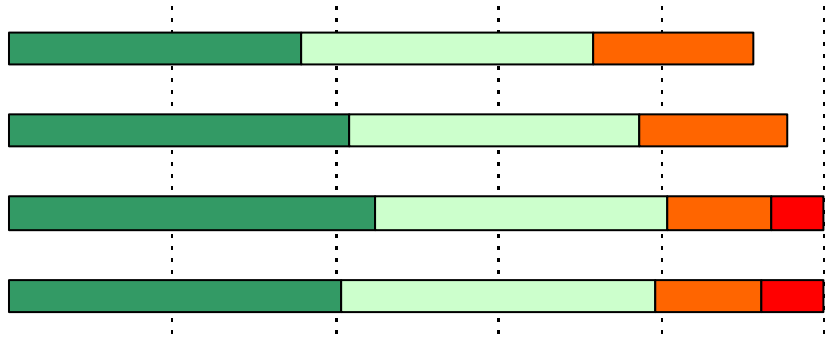


14. Students at my school obey the school rules.



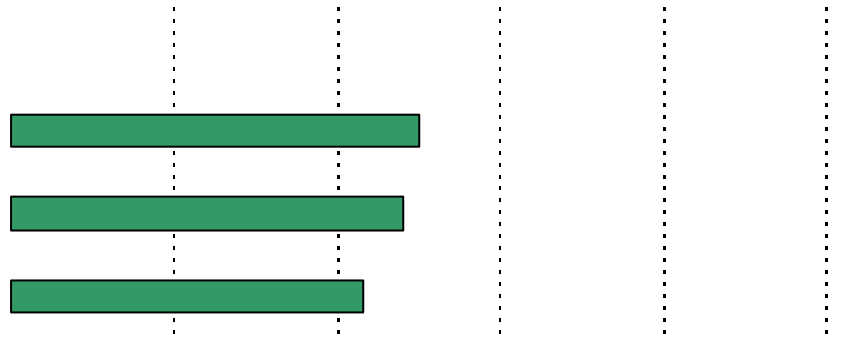
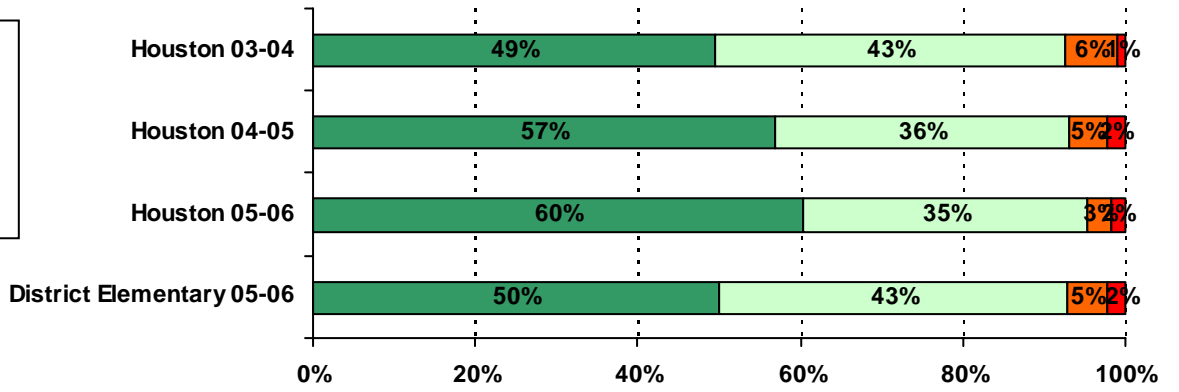
15. I feel safe at my school.



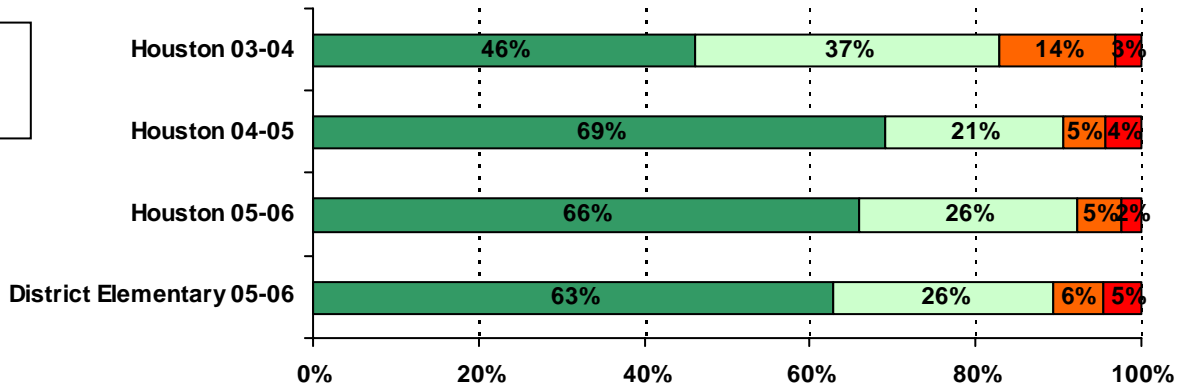




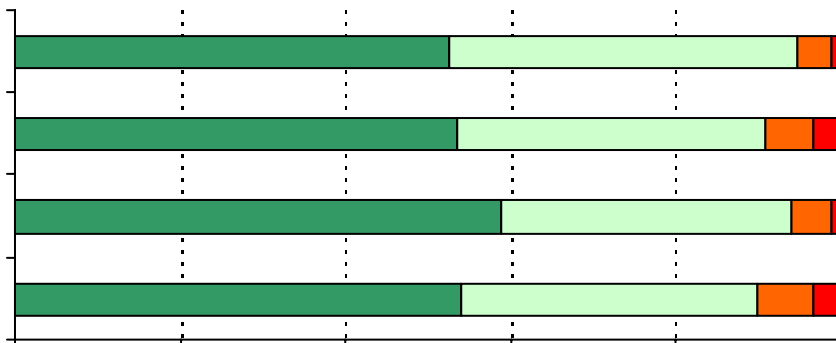
22. I have learned how to listen better so I can understand the ideas of other students.

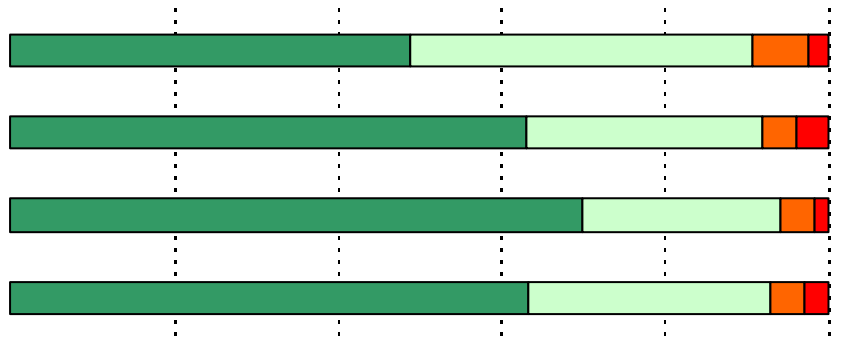


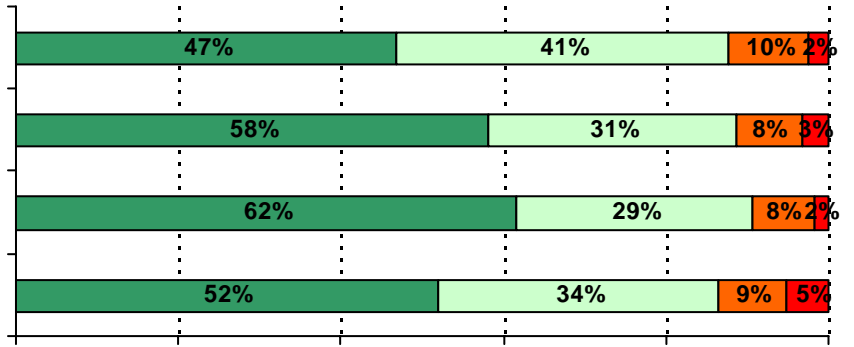
25. I feel/felt well prepared for TAKS.

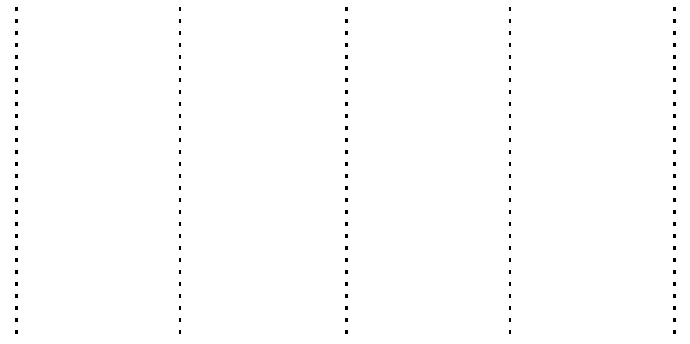


26. I try hard to do my best on my schoolwork.









37. My teachers are understanding when I have personal problems.

