

Peer Behavior
2.65

2.65

2.62

3.11

3.04

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

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 Expectations Items

9. Everyone knows what the school rules are.	2.67	2.82	2.96	2.87
12. My teachers always make sure that students follow the rules.	2.66	2.38	3.06	3.04
13. My classmates know there are consequences for breaking the rules.	2.62	2.67	3.29	3.20

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A17



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3.04

2.79

3.03

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2.52

2.56

2.88



Average Response for Adult Fairness and Respect Items

<i>Adult Fairness and Respect Items</i>				
4. Teachers at this school care about their students.	2.86	2.93	3.14	3.09
5. Adults at this school listen to student ideas and opinions	2.59	2.43	2.91	2.76
6. Adults at this school treat all students fairly.	2.40	2.29	2.87	2.74
7. The staff in the front office show respect to students.	2.94	2.89	3.29	3.15
10. The school rules are fair.	2.37	2.32	2.71	2.66
11. The consequences for breaking school rules are the same for everyone.	2.66	2.61	2.97	2.83
39. I get the grades I deserve on my class work.	2.78	2.77	3.12	3.08
40. My teachers are fair with students.	2.51	2.58	2.95	2.86
41. My teachers are fair to everyone.	2.64	2.66	2.90	2.81

A total of fourteen items measure the rigor of academic expectations and students' sense of academic efficacy. Two subscales, labeled "Academic Standards" and s



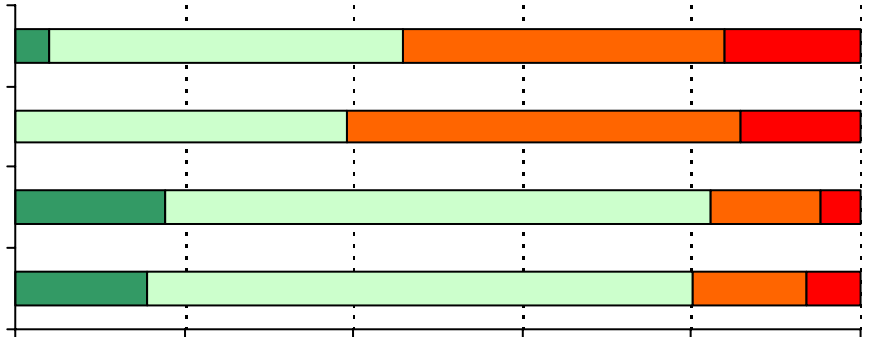
22. I can listen well and understand the thoughts and feelings of other students.	2.90	2.74	3.19	3.17
23. I can explain my thoughts and feelings clearly in discussions.	2.76	2.90	2.85	2.93
24. I can explain my thoughts and feelings clearly in writing.	2.80	2.84	3.03	3.03



48%

44%

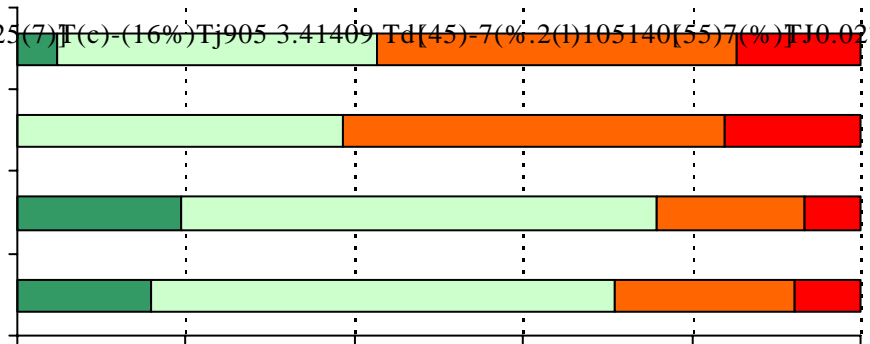
1. My classmates show respect to each other.



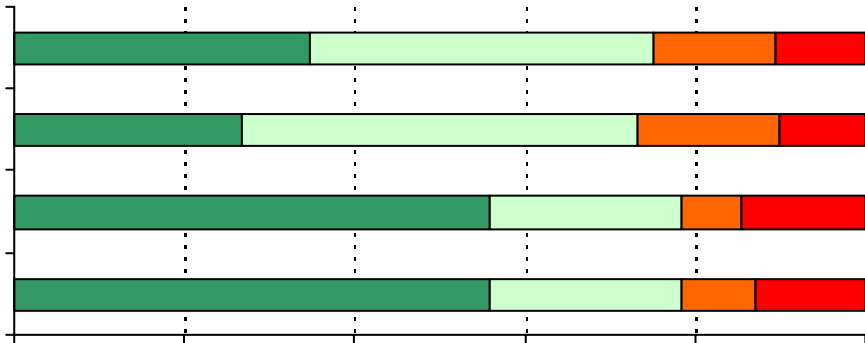
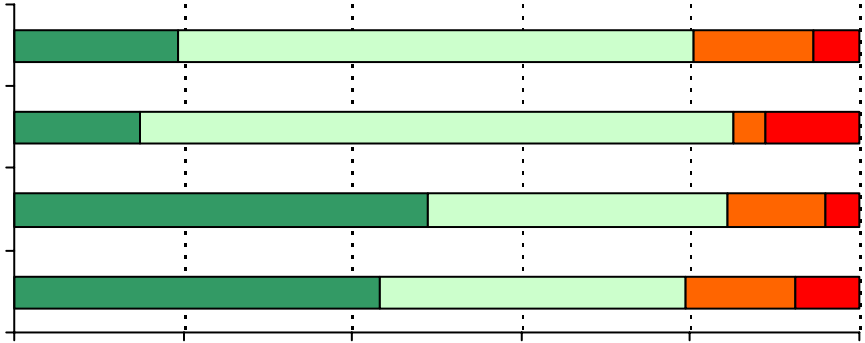
42%

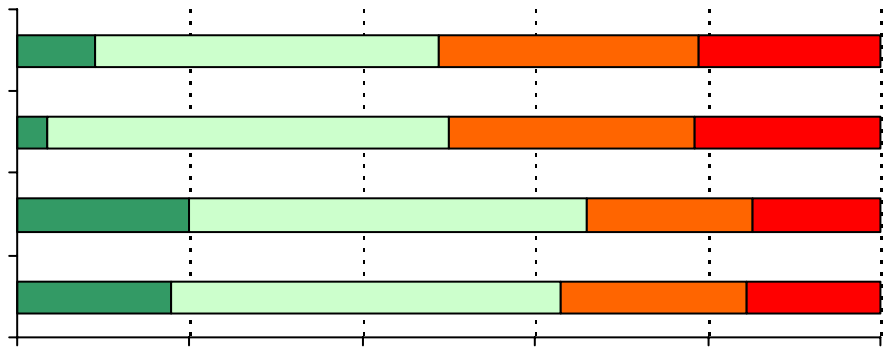
2. My classm clas2[60809 3.414081 10(s25(7)T(c)-(16%)Tj905 3.41409 Td[45]-7(% .2(l)105140[55]7(%)Tj10.0274 0.055(7))

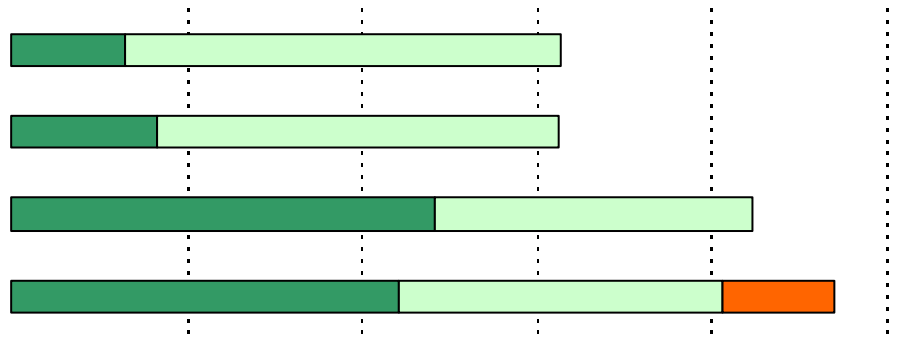
14%



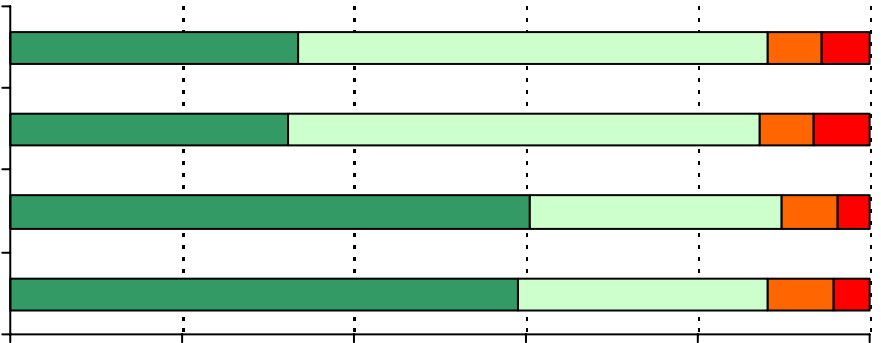
7. The staff in the front office show respect to students.



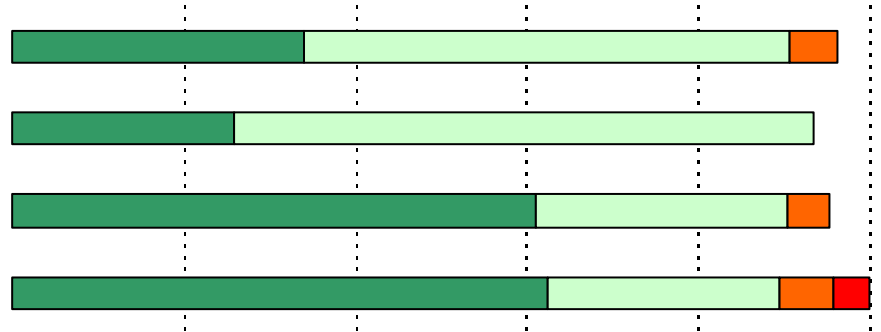
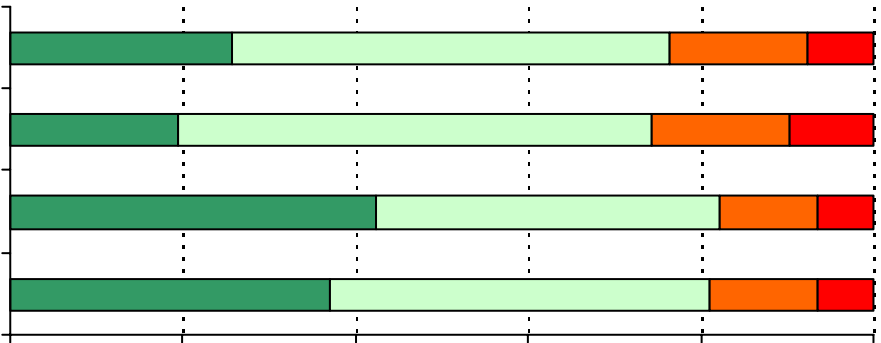




19. My teachers expect me to do my best work.



20. My teachers challenge me to do better.

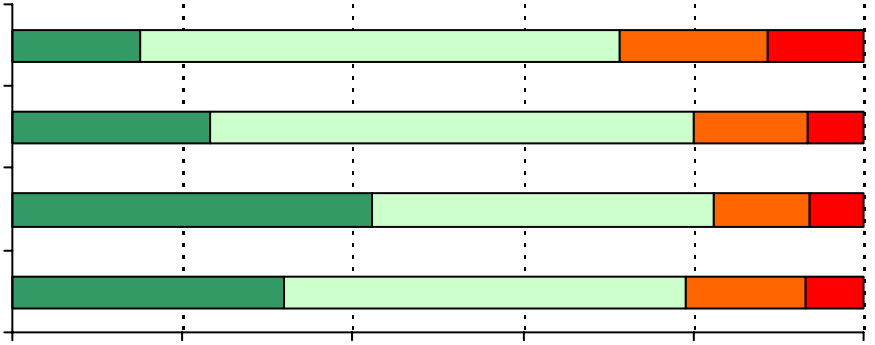


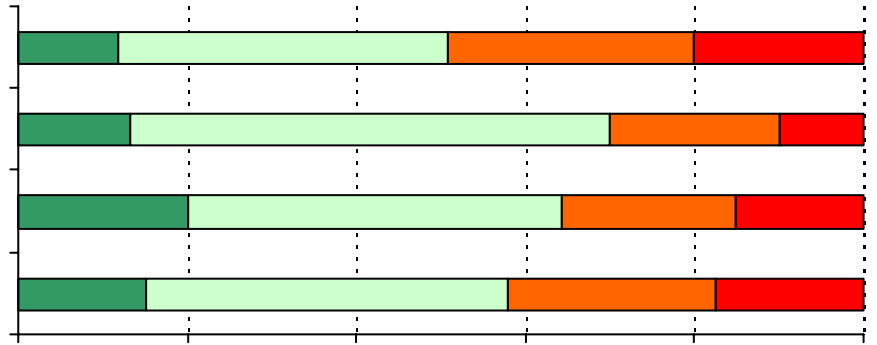
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