Dimension and Subscale	McCallum	McCallum	McCallum	All High Schools
	03-04	04-05	05-06	05-06
Behavioral Environment	2.50	2.49	2.54	2.52
Peer Behavior Behavioral Expectations School Safety and Cleanliness	2.46 2.50 2.56	2.41 2.50 2.57	2.49 2.58 2.59	2.42 2.60 2.60
Adult/Student Interactions Teacher Support and Engagement				

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.

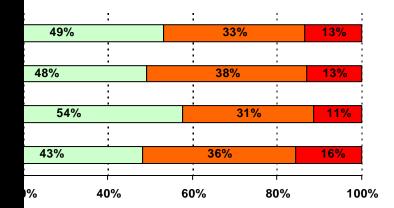
The following pages contain response averages for each survey item, grouped by subscale. More detailed information regarding the percentage of students selecting each response option may be found in the Appendix at the end of this report.

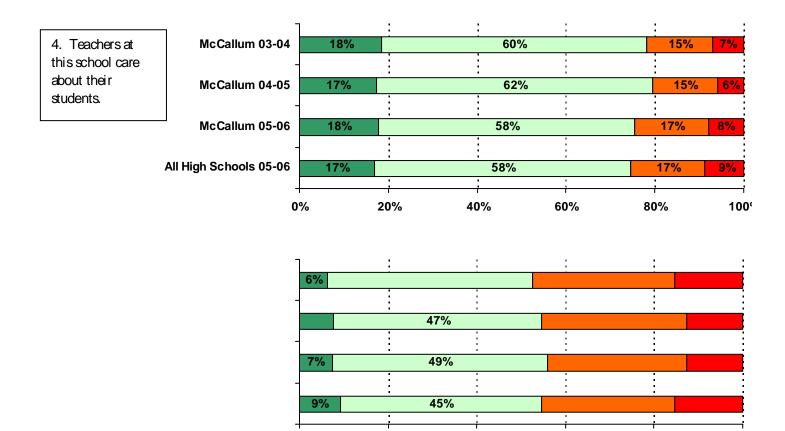
Peer Behavior Items	McCallum	McCallum	McCallum	All High Schools
	03-04	04-05	05-06	05-06
Students in my school respect each other.	2.44	2.38	2.49	2.38
Students at my school respect other students who are different than they are.	2.39	2.32	2.43	2.28
3. I am happy with the way students treat me at school.	2.97	2.95	2.96	2.92
14. Students at my school obey the school rules.	2.00	1.92	2.01	2.04
Peer Behavior Average	2.46	2.41	2.49	2.42

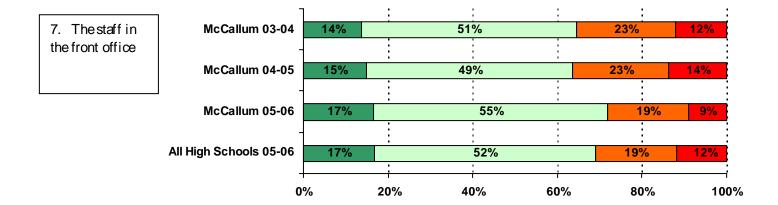
Teacher Support and Engagement Items	McCallum	McCallum	McCallum	All High Schools
	03-04	04-05	05-06	05-06
18. Teachers give rewards or praise for good behavior.	2.31	2.28	2.20	2.34
31. Teachers give rewards or praise for good work.	2.43	2.43	2.34	2.43
27. My teachers are excited about what they teach.	2.60	2.62	2.62	2.60
28. My teachers seem to enjoy teaching.	2.69	2.77	2.76	2.72
	2.78	2.80	2.82	
	2.38	2.48	2.47	
	2.30	2.36	2.40	
Teacher Support and Engagement Average	2.51	2.54	2.51	2.53

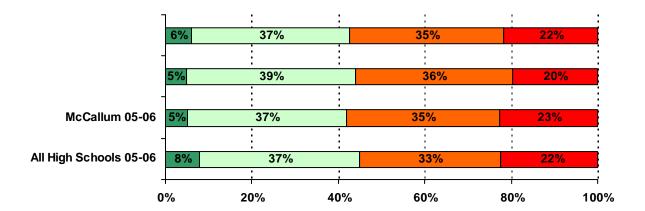
	McCallum	McCallum	All High Schools
2.90	2.91	2.85	2.83
2.44	2.50	2.51	2.48
2.19	2.16	2.23	2.28

	McCallum	McCallum	McCallum	All High Schools
	03-04	04-05	05-06	05-06
22. I have learned how to listen better so I can understand the ideas of other students.	2.79	2.79	2.78	2.83
23. I have learned how to explain my ideas more clearly to others in discussions.	2.77	2.80	2.79	2.76
24. I have learned how to explain my ideas in writing more clearly.	2.86	2.91	2.87	2.80









12. The school rules are strictly enforced.

13% 45% 46% 11% 52% 15% 47%

