

	2005-2006 # of Palm EL Respondents	2006-2007 # of Palm EL Respondents	2007-2008 # of Palm EL Respondents	2007-2008 # of All EL Respondents
Teacher	39	49	40	2786
Administrator or Other Non-Teaching Professional	1	5	4	373
Classified/Support Staff	5	19	19	773
Total	55	73	63	4,220

¹ Effect sizes (Cohen's d) were calculated using the means from 2006-2007 and 2007-2008. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where $d \geq .18$.

Note: It is desirable to have an average response of at least 3.0, indicated in **bold**

Note: It is desirable to have an average response of *less than 2.0*, indicated in **bold** type. á â Indicate increases and decrease in the frequency of each behavior from the previous year.

Safety. The frequency and prevalence of undesirable student behaviors have been combined to form a score that indicates the overall staff perception of student behaviors. Scores have been converted to range from 1 (least desirable) to 4 (most desirable).

Table 10. Results for Safety Subscale Score

	Palm EL Avg 2005-06	Palm EL Avg 2006-07	Palm EL Avg 2007-08	All EL Average 2007-08
Safety Subscale Score	*	2.95	2.99	3.17

Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors.

This subscale measures the frequency and prevalence of positive student behavior and staff reinforcement of positive behaviors. Average scores for each item are shown in the table that follows.

Table 11. Results for Positive Student Behavior and Behavior Support

To the best of your knowledge, how often do the following events occur at your school?	Palm EL Avg 2005-06	Palm EL Avg 2006-07	Palm EL Avg 2007-08	All EL Average 2007-08

The first step in improving campus climate is to look at your school's score for each of the climate subscales (shown in Table 2 on page 2). These will help you to identify areas where