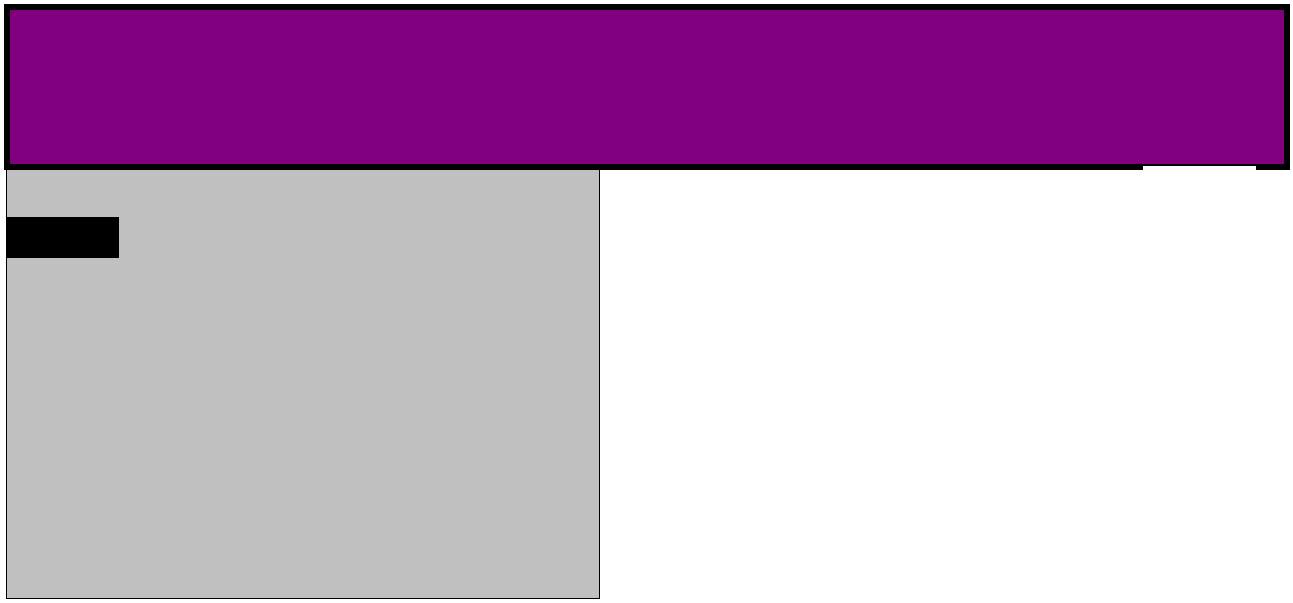


First, examine your campus scores for changes over time. Green upward-facing arrows indicate a statistically meaningful increase in average score from the previous year, red downward-facing arrows indicate a statistically meaningful decrease from the previous year. It is particularly important to examine 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.

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				
1. Students in my school respect each other.	2.26	2.22	2.14	2.38
2. Students at my school respect other students who are different than they are.	2.21	2.18	2.05	2.28
3. I am happy with the way students treat me at school.	2.87	2.77	2.74	2.92
14. Students at my school obey the school rules.	1.88	1.94	1.85	2.04

Behavioral Expectations:

Three items comprise this subscale, which measures the clarity and enforcement of school rules and the consequences for rule violations. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Behavioral Expectations Items

Behavioral Expectations Items				
9. Everyone knows what the school rules are.	2.74	2.59	2.54	2.60
12. The school rules are strictly enforced.	2.54	2.62	2.25	2.66
13. If a school rule is broken, students know what kind of punishment will follow.	2.71	2.69	2.54	2.55

School Safety and Cleanliness:

The three items on this subscale indicate the degree to which students feel safe at school and perceive the school as clean. Average scores for each item and for the subscale are reflected in the table below.

Average Response for School Safety and Cleanliness Items

School Safety and Cleanliness Items				
15. I feel safe at my school.	2.49	2.57	2.41	2.70
16. This school is clean.	2.48	2.54	2.41	2.48
17. I feel safe on the school property.	2.51	2.57	2.40	2.70

Sixteen items on the survey assess the relationship between students and adults on campus, both inside and outside the classroom. The Adult/Student Interactions dimension is measured through two subscales, labeled "Teacher Support and Engagement" and "Adult Fairness and Respect." Results for the two subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

Teacher Support and Engagement:

This subscale consists of seven items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Teacher Support and Engagement Items

Teacher Support and Engagement Items				
18. Teachers give rewards or praise for good behavior.	2.53	2.39	2.25	2.34
31. Teachers give rewards or praise for good work.	2.60	2.48	2.36	2.43
27. My teachers are excited about what they teach.	2.74	2.63	2.42	2.60
28. My teachers seem to enjoy teaching.	2.81	2.66	2.59	2.72
36. Teachers give me the help I need with assignments.	2.88	2.80	2.69	2.75
37. My teachers are understanding when I have personal problems.	2.60	2.58	2.41	2.49
38. Teachers help students with personal problems.	2.54	2.61	2.41	2.43

Adult Fairness and Respect:

The nine items on this subscale assess the treatment of students by teachers and other adults on campus in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions. Average scores for each item and for the subscale are reflected in the table below.

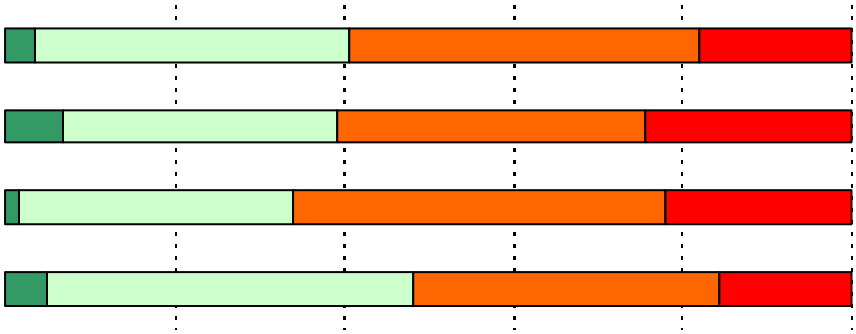
Average Response for Adult Fairness and Respect Items

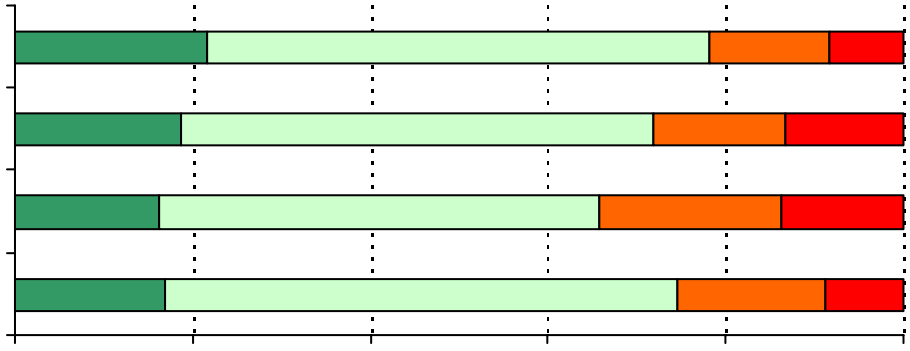
Adult Fairness and Respect Items				
4. Teachers at this school care about their students.	2.91	2.77	2.68	2.83
5. Adults at this school listen to student ideas and opinions	2.61	2.52	2.42	2.48
6. Adults at this school treat all students fairly.	2.29	2.31	2.16	2.28
7. The staff in the front office respect students.	3.02	2.90	2.80	2.74
10. The school rules are fair.	2.38	2.36	2.30	2.30
11. The punishment for breaking the rules is the same no matter who you are.	2.62	2.55	2.31	2.47
39. I get the grades I deserve on my class work.	2.80	2.76	2.71	2.74
40. My teachers are fair with students.	2.52	2.52	2.40	2.53
41. My teachers apply classroom rules fairly to all students.	2.61	2.51	2.44	2.56

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 numbers in each table correspond to the numbers on the survey.

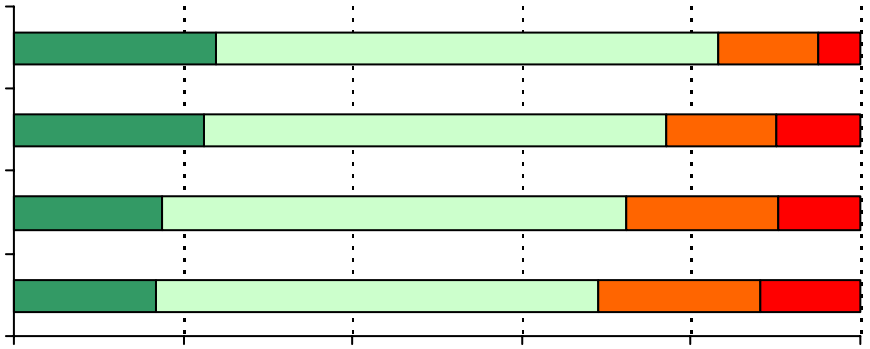
Academic Standards Items				
19. My teachers expect me to do my best work.	3.26	3.10	3.04	3.09
20. My teachers challenge me to do better.	3.02	2.92	2.82	2.88
	3.27	3.03	3.02	

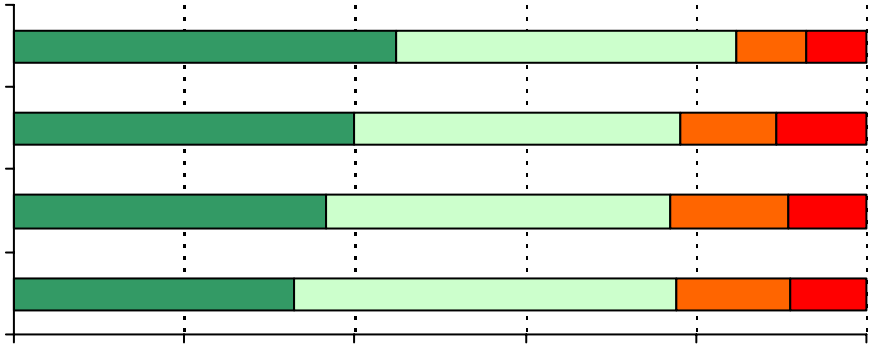
	2.90	2.82	2.78	2.83
23. I have learned how to explain my ideas more	2.84	2.70	2.69	2.76
	2.88	2.81	2.77	2.80



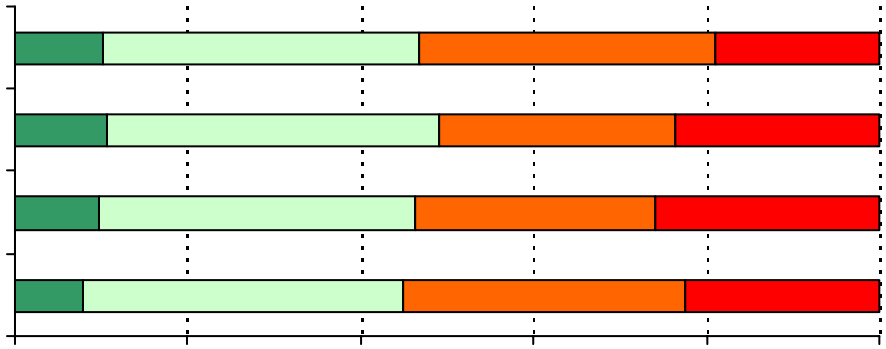


7. The staff in the front office respect students.

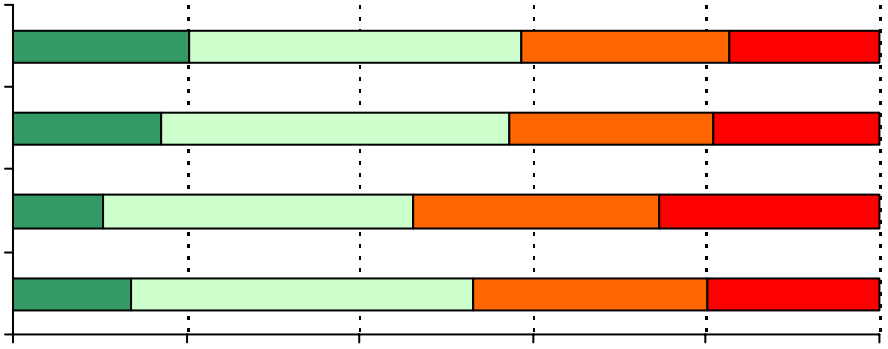




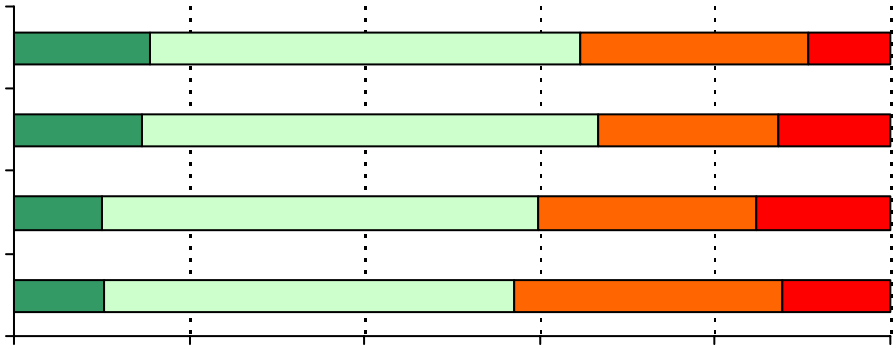
10. The school rules are fair.



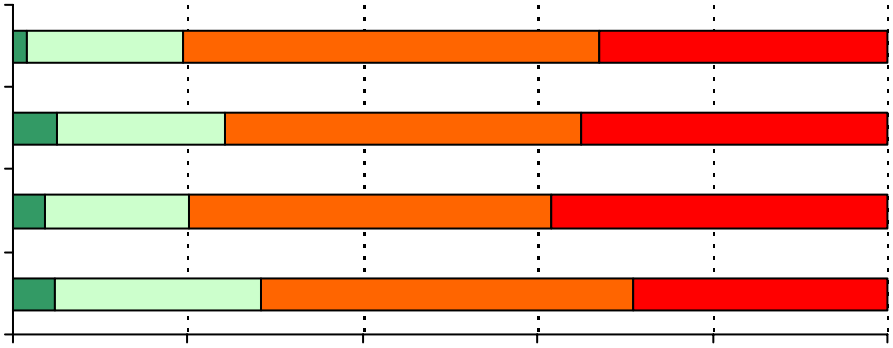
11. The punishement for breaking school rules is the same no matter who you are.

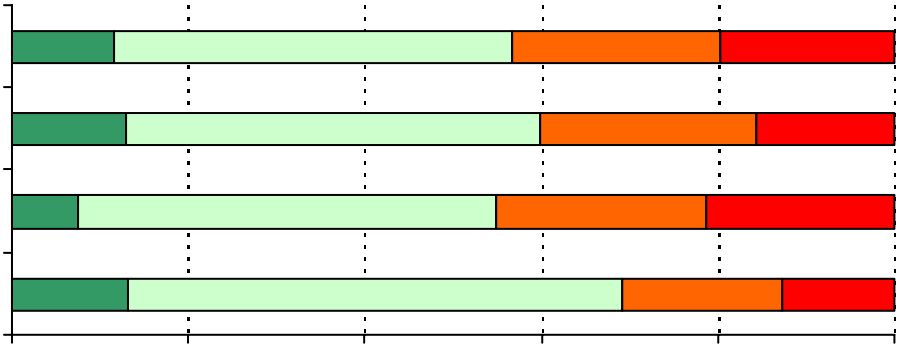


13. If a school rule is broken, students know what kind of punishment will follow.

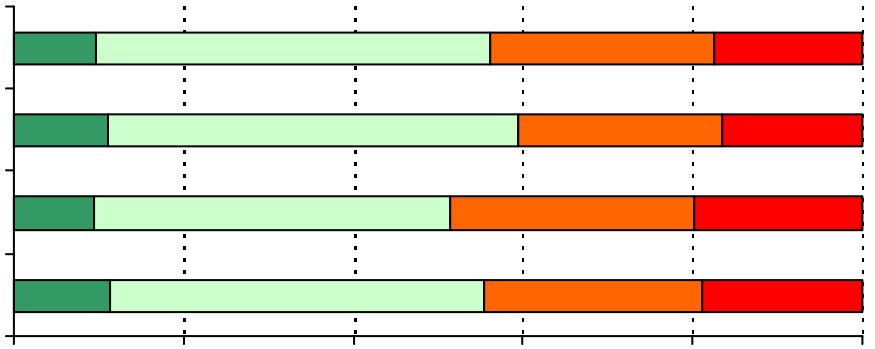


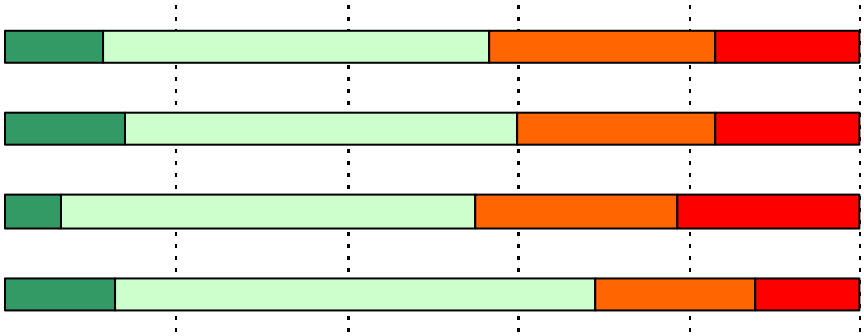
14. Students at my school obey the school rules.



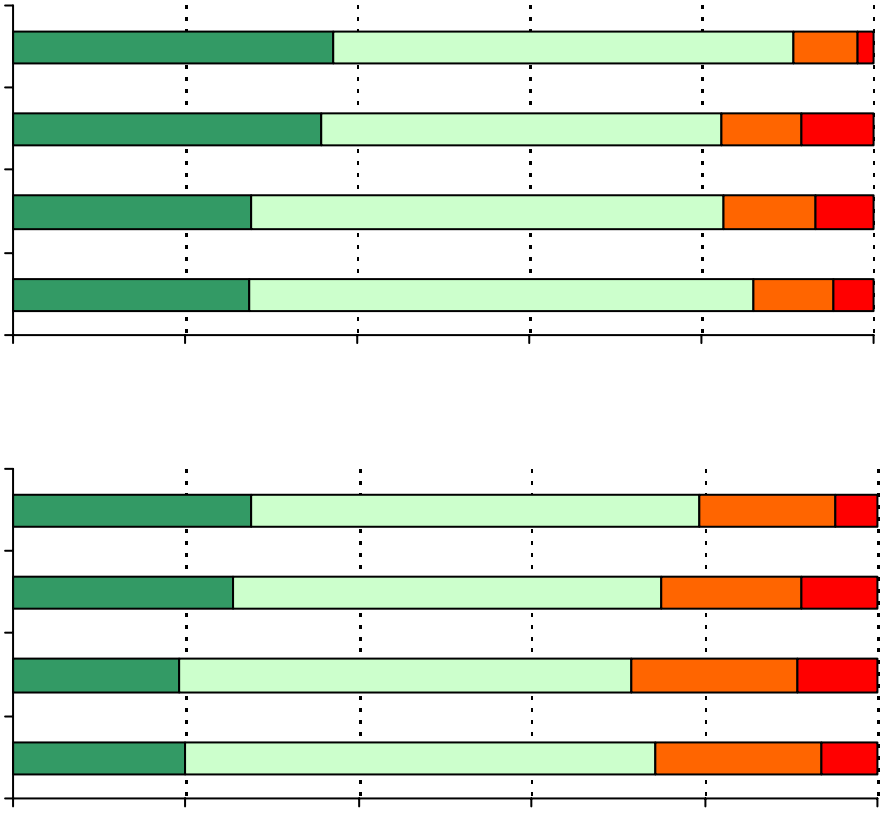


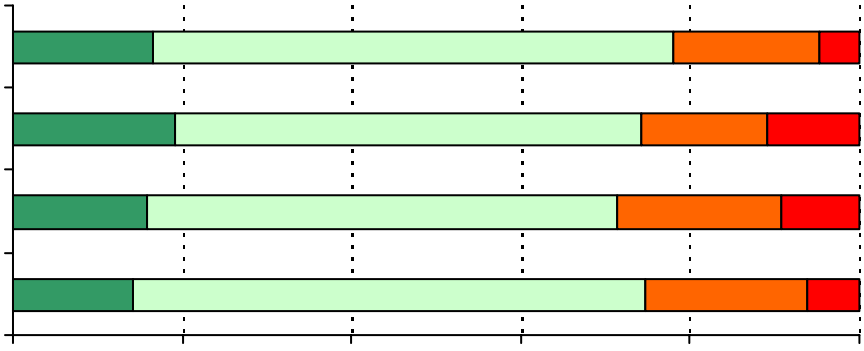
16. This school is clean.



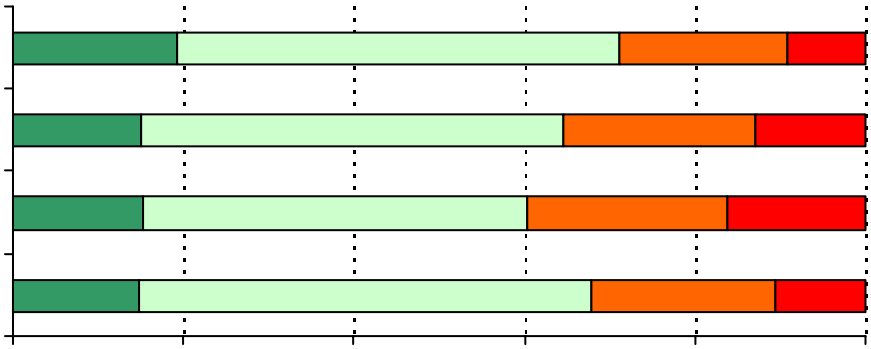


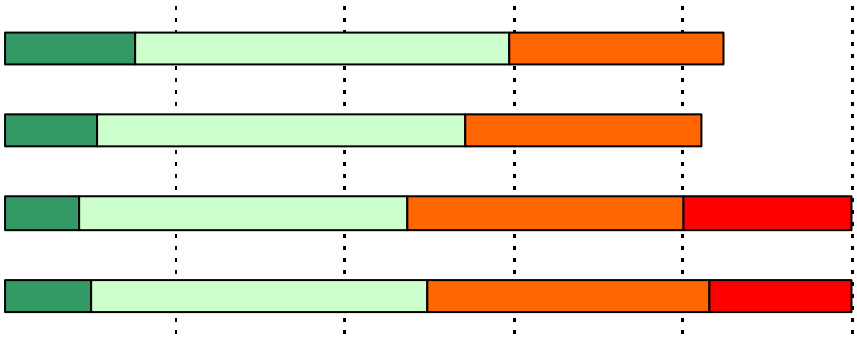
19. My teachers expect me to do my best work.

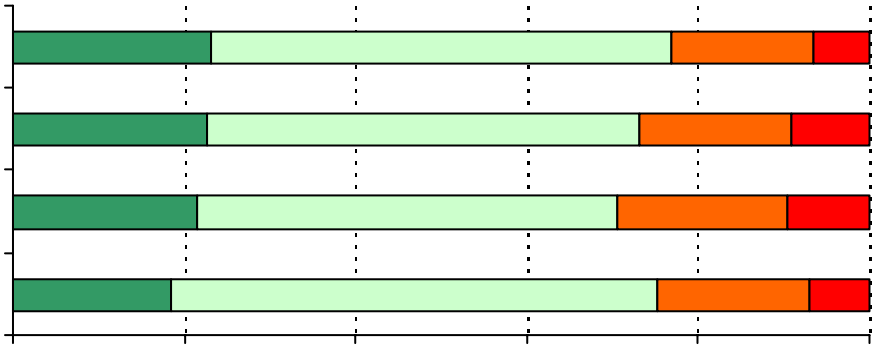


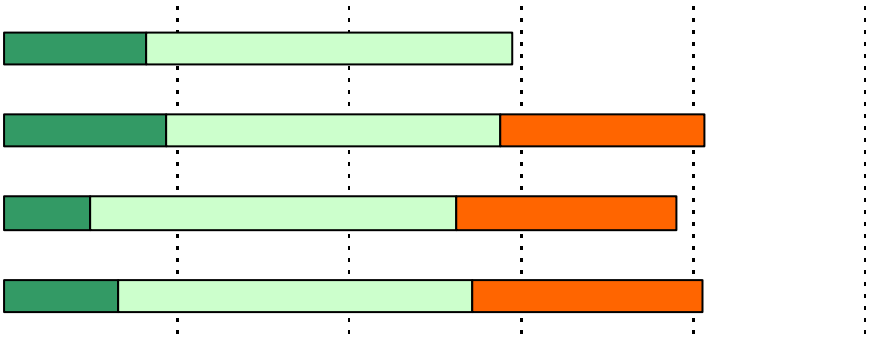
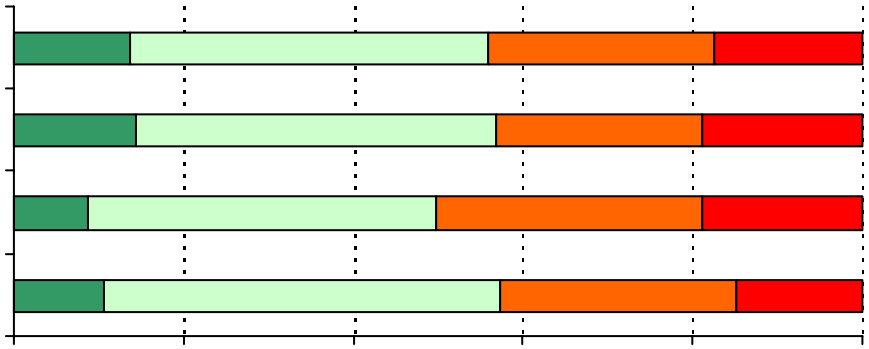


26. I try hard to do my best on my c s holwrk.









40. My teachers are