

*Dimension and Subscale*

<i>Peer Behavior</i>	2.11	2.28	2.60	2.75
<i>Behavioral Expectations</i>	2.82	2.87	3.25	3.16
<i>School Safety and Cleanliness</i>	2.45	2.68	2.85	2.91
<i>Teacher Support and Engagement</i>	2.74	2.93	2.96	2.81
<i>Adult Fairness and Respect</i>		2.80	3.03	2.97
<i>Academic Standards</i>				



***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

<b><i>Behavioral Expectations Items</i></b>				
9. Everyone knows what the school rules are.	2.78	2.77	3.07	2.89
12. My teachers always make sure that students follow the rules.	2.74	2.92	3.28	3.25
13. My classmates know there are consequences for breaking the rules.	2.92	2.93	3.41	3.29

***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

<b><i>School Safety and Cleanliness Items</i></b>				
15. I feel safe at my school.	2.45	2.70	2.84	2.95
16. This school is clean.	2.39	2.58	2.78	2.82
17. I feel safe on the school property.	2.53	2.79	2.92	2.96

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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.



)	2.78	2.58
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)	2.81	2.59
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)	3.09	2.95
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### ***Academic Self-Confidence:***

This subscale is comprised of eleven items that assess students' motivation, self-efficacy, and acquisition of communication and self-evaluation skills. Averages for each item and for the subscale are reflected below.

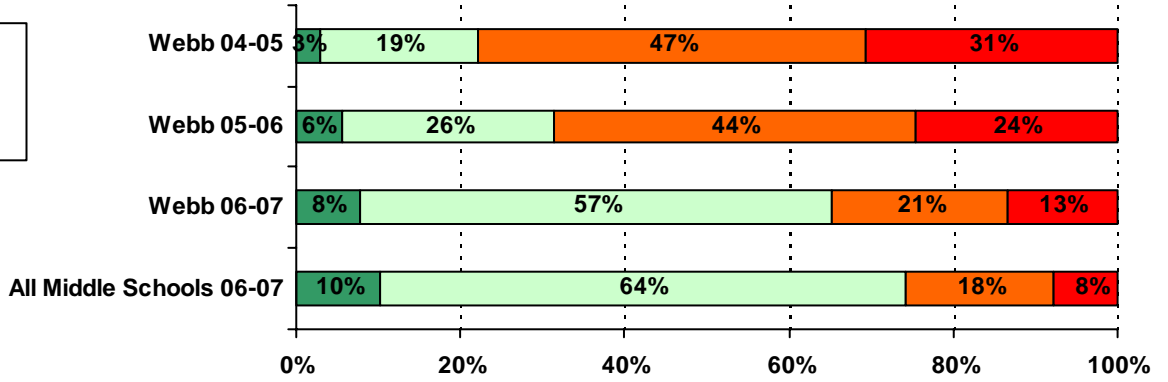
Average Response for Academic Self-Confidence Items

<b><i>Academic Self-Confidence Items</i></b>				
22. I can listen well and understand the thoughts and feelings of other students.	2.83	3.04	3.04	3.07
23. I can explain my thoughts and feelings clearly in discussions.	2.76	2.93	2.65	2.81
24. I can explain my thoughts and feelings clearly in writing.	2.83	2.94	2.80	2.94
32. I can reach the goals I set for myself.	n/a	3.08	3.15	3.20
33. I can work well in groups.	2.90	3.06	3.31	3.28
25. I feel/felt well prepared for TAKS.	2.65	2.89	3.18	3.20
30. My teachers show me how to know if my work is good.	2.71	2.85	3.20	3.01
34. I can tell if my work is good.	2.77	2.95	3.07	3.18
35. I know how I'm doing in school.	2.83	2.89	3.28	3.23
26. I try hard to do my best work.	3.13	3.24	3.44	3.43
29. I feel successful in my schoolwork.	2.88	3.05	3.19	3.14

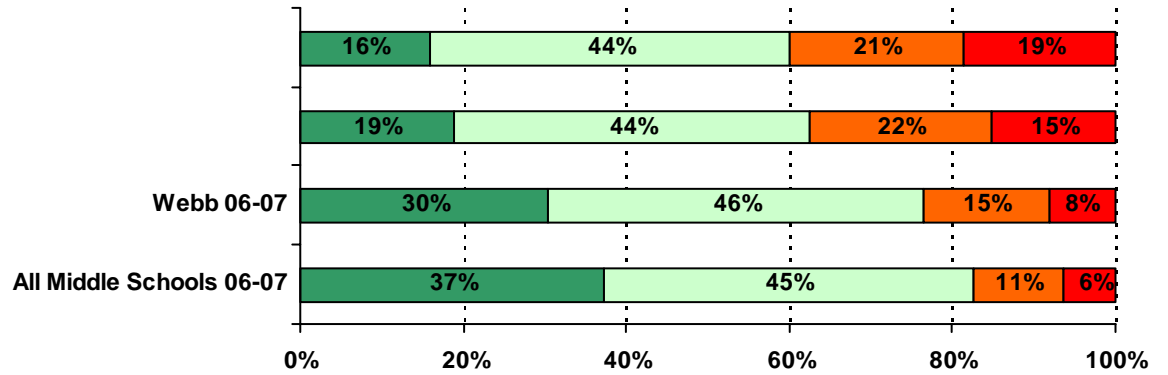
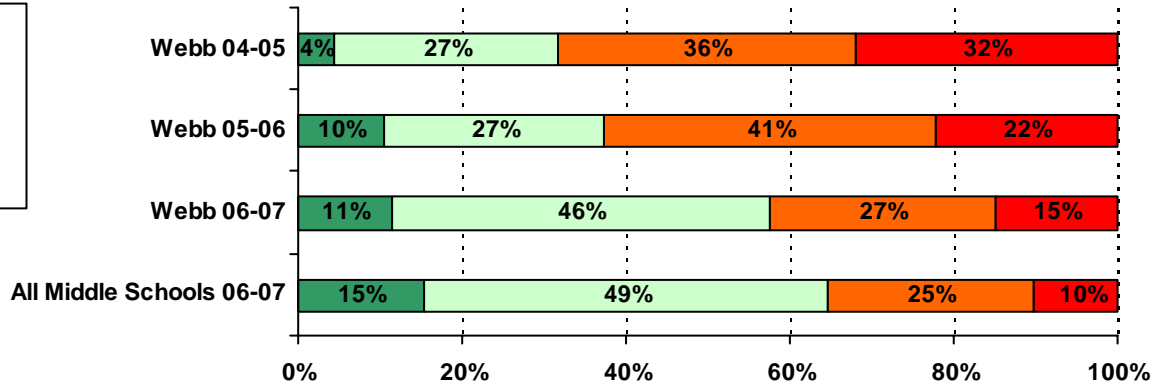
Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enhance school climate and students' overall educational experience (Marshall, n.d.; Stover, 2005; Perkins, 2006). Your campus already is doing some of these things, but you may want to consider ways to enhance current efforts in the following areas.

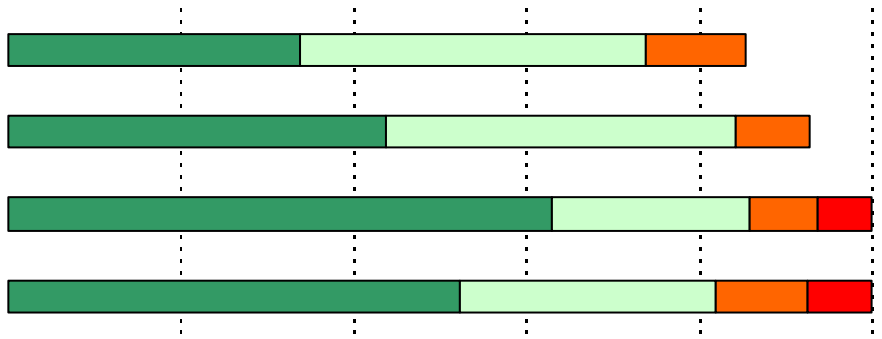
- a) Increased parent and community involvement.
- b) Implementation of character education.
- c) Use of violence-prevention and conflict resolution curricula.
- d) Use of peer mediation.
- e) Prevention of acts of bullying.
- f) Fair, equal, and respectful treatment of students.
- g) Providing a safe environment for staff and students.
- h) Personalization through adopt-a-kid programs or honoring most-improved students.
- i) Implementation of good classroom management.
- j) Modeling of respect and teamwork among leadership and staff.

1. My classmates show respect to each other.

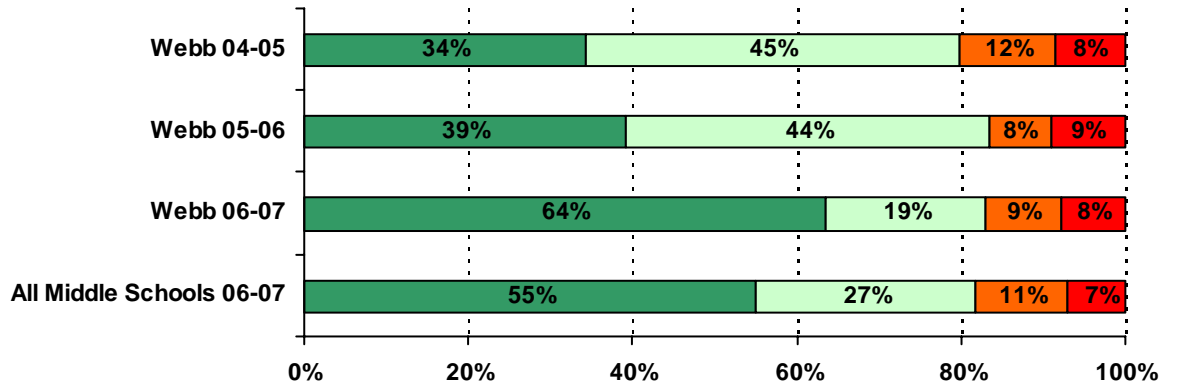
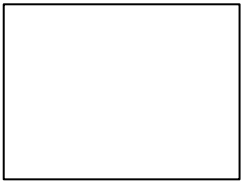


2. My classmates show respect to others who are different.

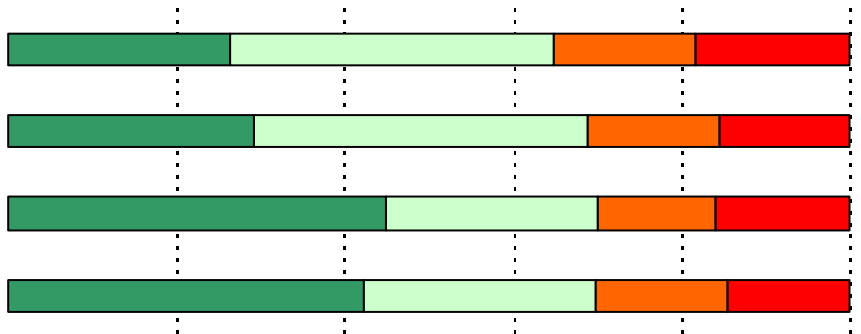
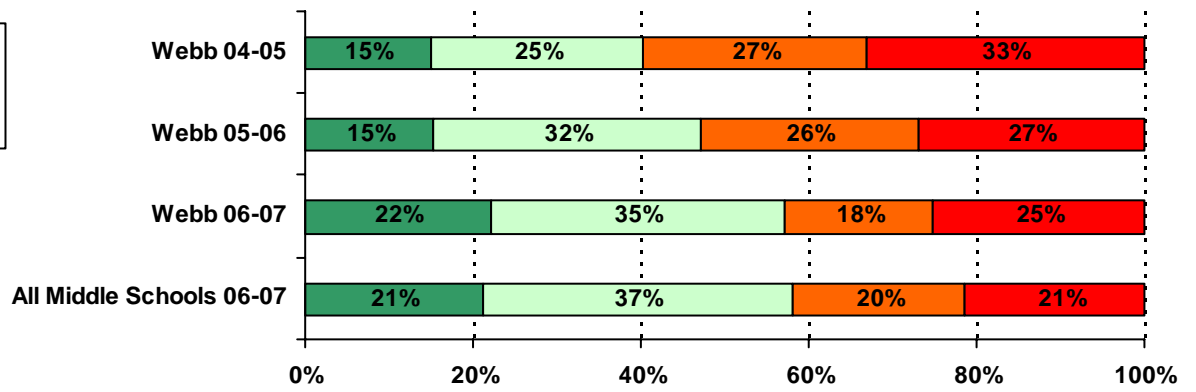




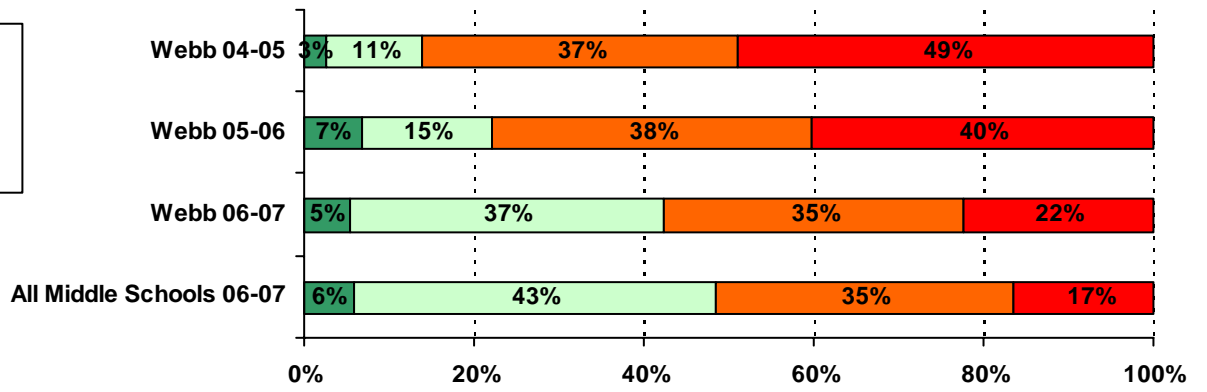
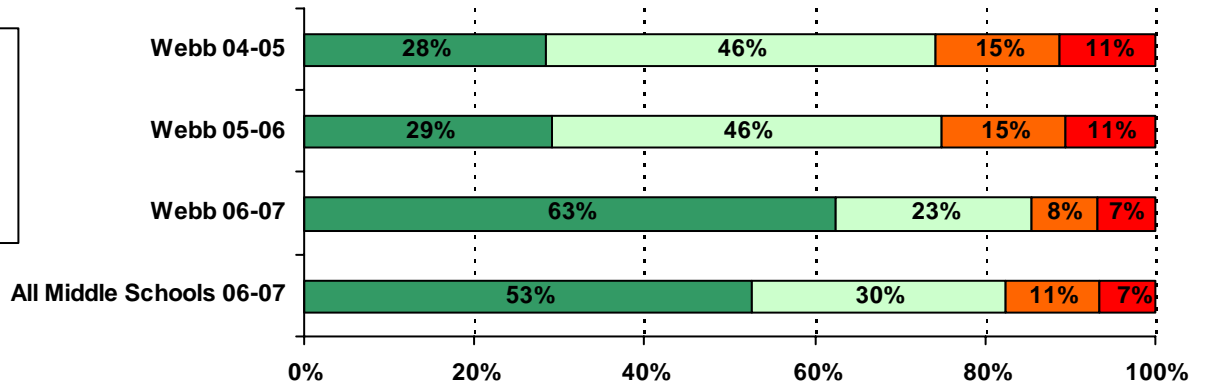




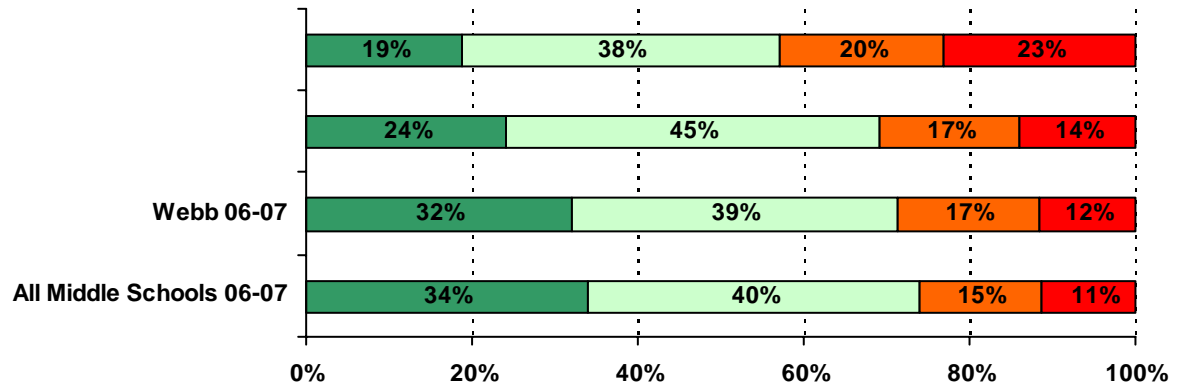
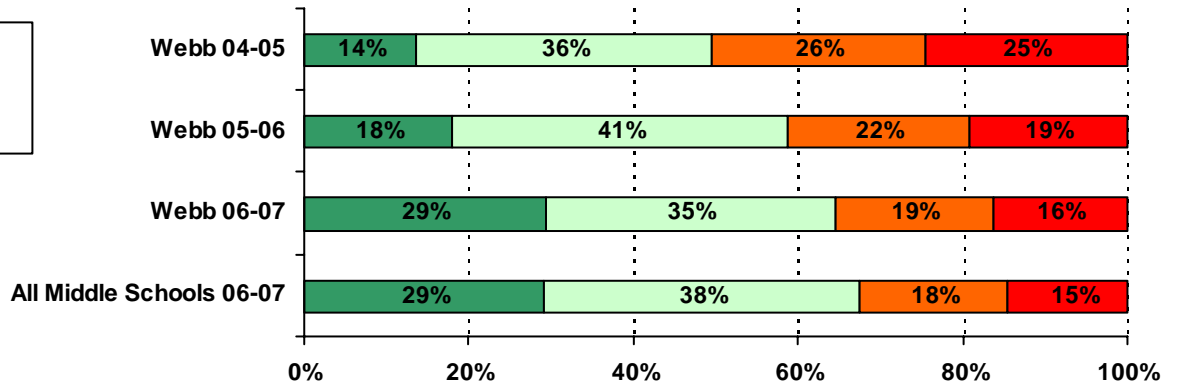
10. The school rules are fair.



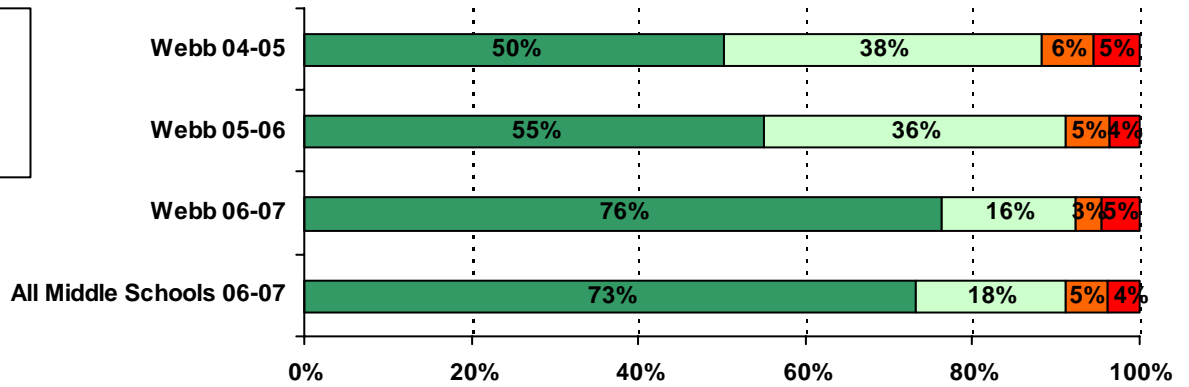
13. My classmates know there are consequences for breaking the rules.



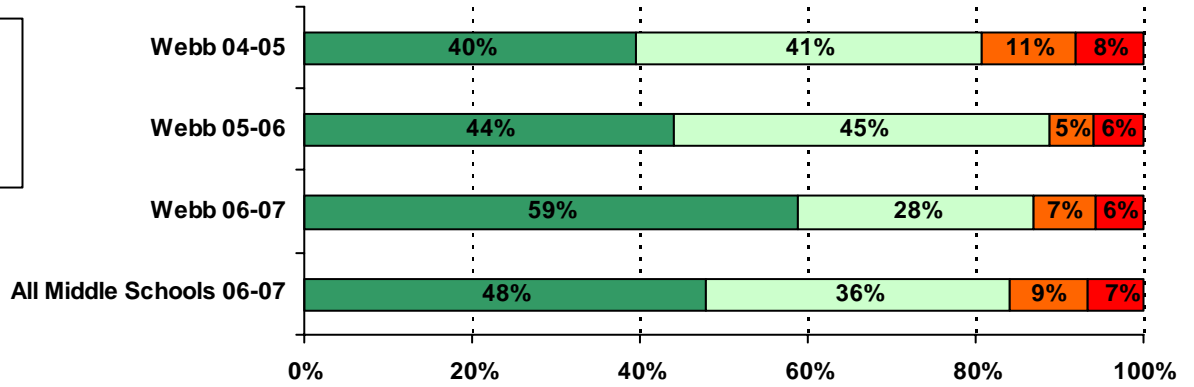
16. This school is clean.



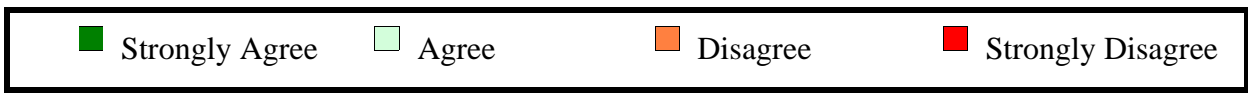
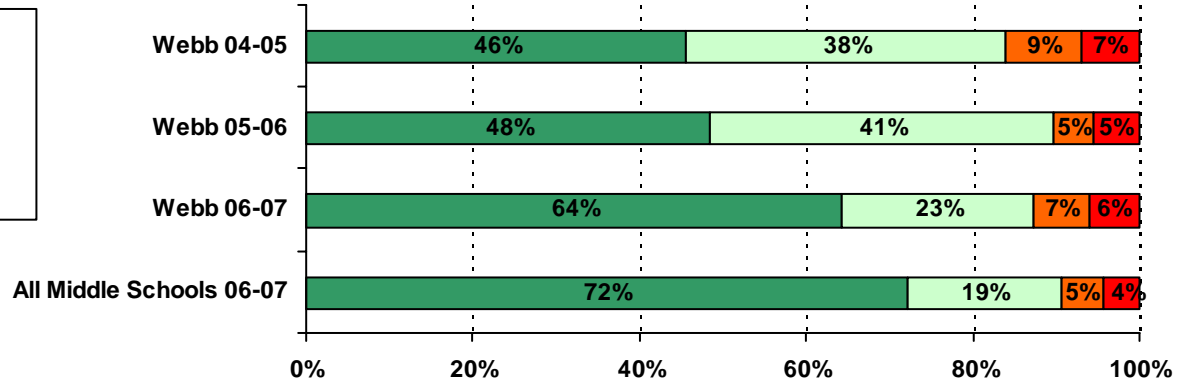
19. My teachers expect me to do my best work.



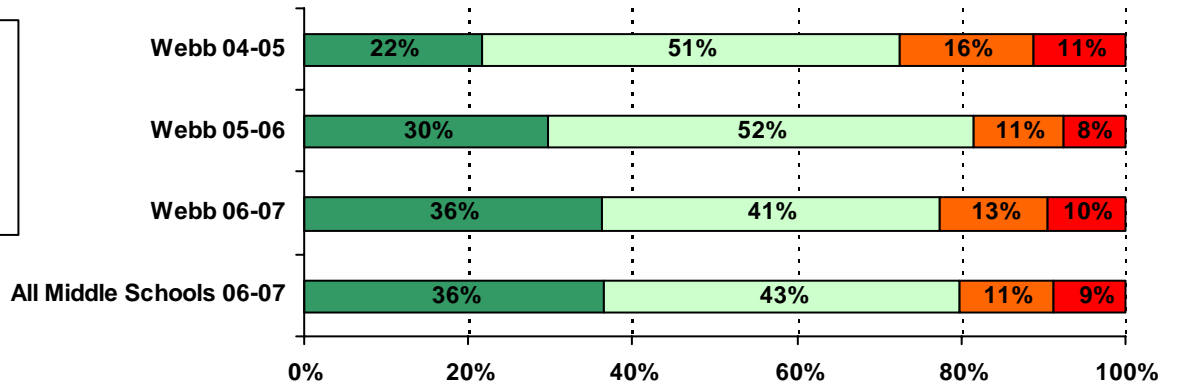
20. My teachers challenge me to do better.



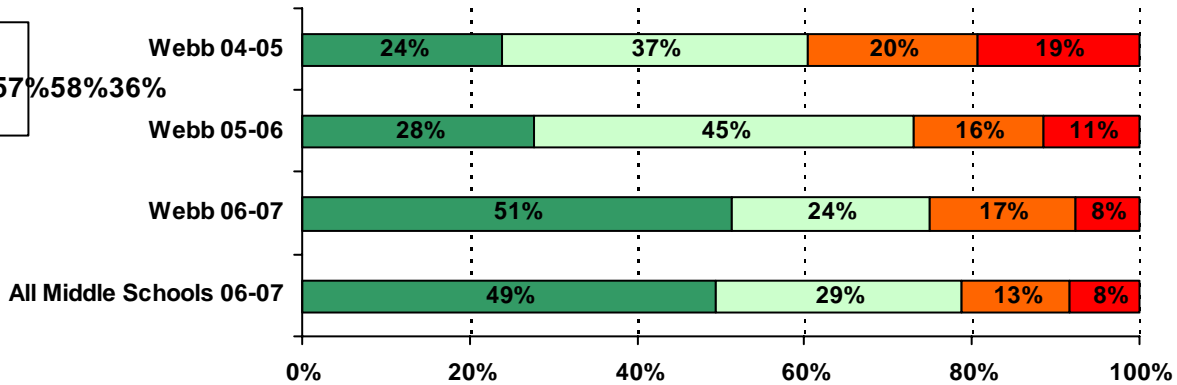
21. My teachers expect me to finish my homework on time.

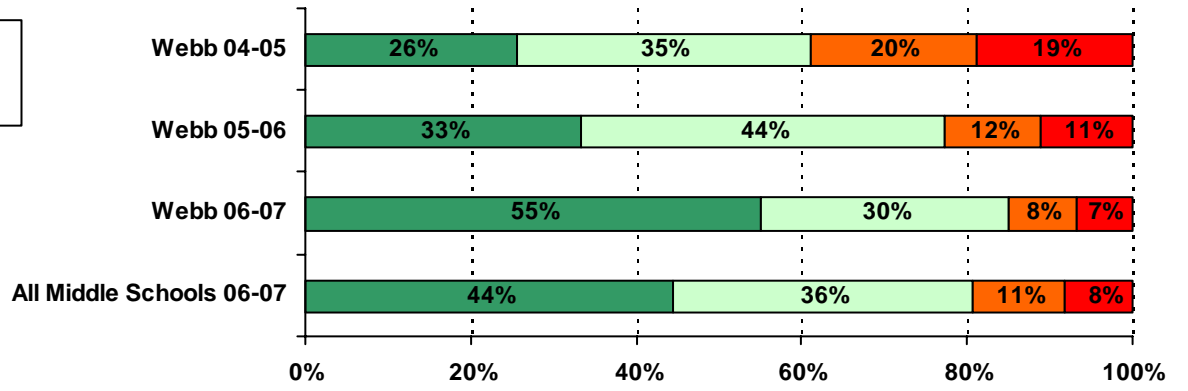


22. I can listen well and understand the thoughts and feelings



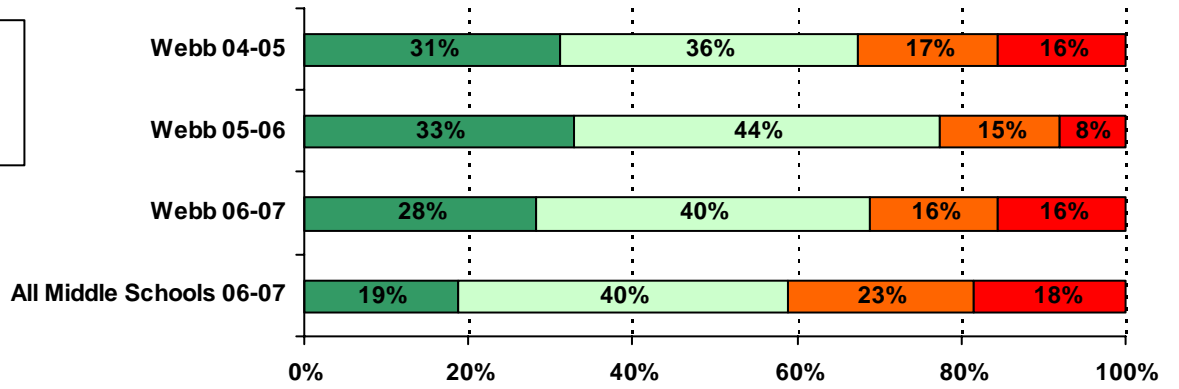
25. I feel/felt well prepared for TAKS.



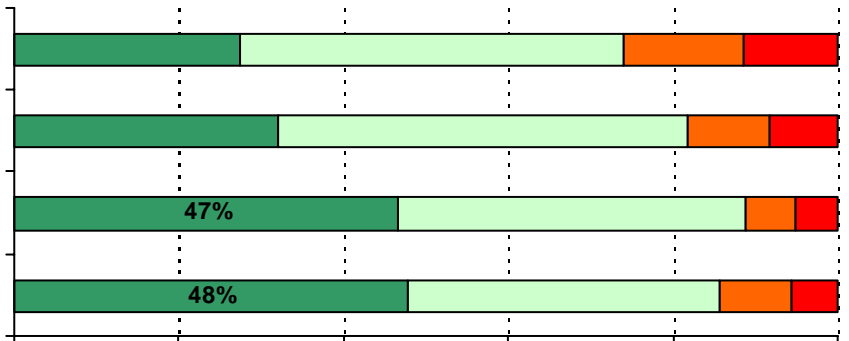
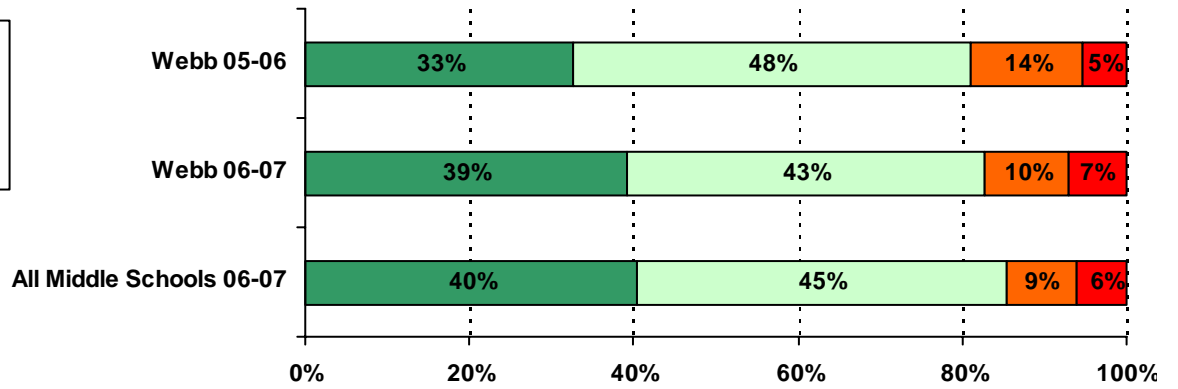




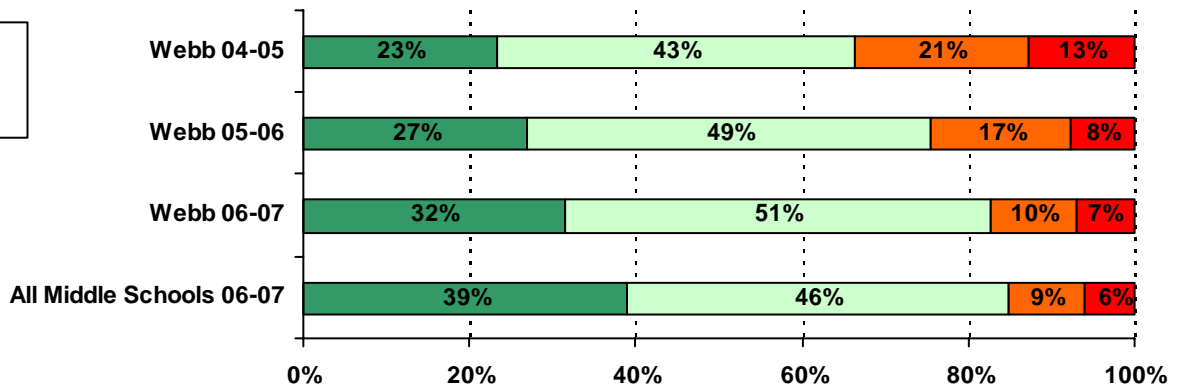
31. Teachers give rewards or praise for good work.



32. I can reach the goals I set for myself.



34. I can tell if my work is good.



35. I know how I'm doing in school.

