

Total	n/a	24	58	4,220
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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 $d \geq .18$.

Collegial Leadership. This subscale consists of 7 items that address the degree to which the principal meets the social needs of the facu

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. ^aItem was reverse-scored such that a response of “Rarely Occurs” was scored as a 4. indicate increases and decreases from the previous year.

Achievement Press. This subscale consists of 8 items that describe the extent to which the school has set high but achievable academic standards and goals. Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. In addition, this subscale measures the extent to which parents, teachers, and principals exert pressure for high standards and school improvement.

Table 6. Results for Achievement Press

	Lucy Read EL Avg 2005-06	Lucy Read EL Avg 2006-07	Lucy Read EL Avg 2007-08	All EL Average 2007-08
2. The school sets high standards for academic performance.	*	3.58	3.51	3.47
5. Teachers in this school believe that their students have the ability to achieve academically.	*	3.67	3.32	3.40
6. Parents exert pressure to maintain high standards.	*	2.25	2.42	2.38
7. Academic achievement is recognized and acknowledged by the school.	*	3.29	3.19	3.26
12. Parents press for school improvement.	*	2.50	2.00	2.24
14. Students in this school can achieve the goals that have been set for them.	*	3.38	3.53	3.11
18. Students respect others who get good grades.	n/a	3.40	2.81	2.96
24. Students seek extra work so they can get good grades.	2* es.			

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. ^aItem was reverse-scored such that a response of “Rarely Occurs” was scored as a 4. indicate increases and decreases from the previous year.

Frequency of Selected Student Behaviors. This subscale measures the frequency of selected undesirable student behaviors. The items were rated on a scale of 0 (

Note: It is desirable to have an average response of *less than 2.0*, indicated in **bold** type. 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

	Lucy Read EL Avg 2005-06	Lucy Read EL Avg 2006-07	Lucy Read EL Avg 2007-08	All EL Average 2007-08
Safety Subscale Score	*n/a	3.14	3.54	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

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