

**School Climate Surveys
District Results for 2005-06**

Research Services
Office of Accountability and Systemwide Performance
Miami-Dade County Public Schools
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Miami, Florida 33132
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Overview

Each school year, the School Climate Survey is administered to gather information on the perceptions that students, their parents, and school staffs hold concerning their schools and their performance. In 2005-2006, the survey was distributed to approximately 77,500 parents, 47,500 primary, secondary, and adult students, and 25,000 staff. This report summarizes selected major points from the results of that survey, as they pertain to the Pre-k through 12th grade program.

Results continue to be very similar to those in past years. The majority of respondents from the three groups surveyed (parents, students, and staff) were satisfied with their schools in Miami-Dade County. Parents and staff from all educational levels (elementary, K-8, middle, and senior high) provided overall quality grades in the “B” range. As in previous survey administrations, responses from older students were not as positive. Both middle school and senior high school students assigned their schools an overall grade of “C+.” With eight years of comparable data available since new survey instruments were introduced in 1998-99, most of the items for all groups surveyed show a gradual trend toward more positive attitudes toward their schools.

For the first time this year, results are broken down by regional center. Information identical to that summarized for the region is summarized for the regular schools of each region. Due to their small numbers, alternative and vocational/adult schools continue to be summarized only across the district.

About the Surveys

School Climate Surveys of parents, students, and staff have been regularly administered in the Miami-Dade County Public School district since the early 1990s. The purpose of these surveys is to gather information regarding what these groups think about the school and their perceptions concerning how the school can be improved. The results of the climate surveys are reported in the *Statistical Abstract*, and selected results are also reported in the *District and School Profiles*. Several of the most recent years are also available by school on the Department of Research Services website: <http://drs.dadeschools.net>. In addition to providing information to the public, survey results are intended to assist schools in the identification of priorities for their annual School Improvement Plans, and to track trends for the Districtwide Scorecards.

The 2006 surveys were administered in January and February. Detailed by-school results were provided to the schools in June. The primary purpose of these reports was to facilitate an in-depth view of the learning climate at each school. In addition, graphs of item-by-item individual school results over the past five years were provided to each school, and—for the first time—regional summaries directly comparable to district summaries have been prepared for each of the past five years and provided to the regional centers. The present report represents a byproduct of these by-school reports and summarizes selected districtwide and regional results.

The 2006 Survey Results

The results reported here pertain to the Pre-K through 12th grade program. Data from the charter schools have been integrated into these results. Results for the K-8 schools are now calculated as a distinct level, and are separately acknowledged here for the third year. However, the K-8 schools are relatively few, and the summary results are tentative. Data regarding alternative and adult student programs were excluded from this report. Percentages sometimes do not sum to 100 due to rounding error.

The patterns of the responses were for all groups very similar to the previous year's patterns, and do not deviate overall from the response patterns of earlier administrations. All groups were generally positive in their responses, as they have been in previous years, expressing general agreement with the survey items. Parents and staff have a high percent of agreement or degree of satisfaction with their schools on the average. Students at the elementary level also have a high average agreement on the items, but middle and senior high students are less likely to express satisfaction with their school. With respect to school safety for example, elementary, middle school, and senior high parents agreed 86, 74, and 71 percent, respectively with the proposition that the school 'is safe and secure.' The responses from staff were 91, 88, and 85 percent. The average response of elementary school students was a comparable 84 percent, but the responses for middle school and senior high students were substantially lower, 64 and 67 percent respectively.

The item by item results are listed by level for each of the three groups—parents, staff, and students—in the appendices. The last item in each survey asks the respondent to give

his or her school a grade analogous to the grade that students receive for their work. This grade may be regarded as a summary of the attitudes that the respondent holds toward the school, and the district averages of those grades, by group by level, are shown in Table 1. Three groups increased their average school grade over last year: elementary staff and elementary students went from a “B” to a “B+” average grade, while middle school staff increased from “B-” to “B”.

Table 1
School Grades from 2006 Survey Respondents, Aggregated to the District Level

	Parents	Staff	Students
Elementary	B+	B+	B+
K-8	B+	B+	B
Middle School	B	B	C+
Senior High	B-	B-	C+

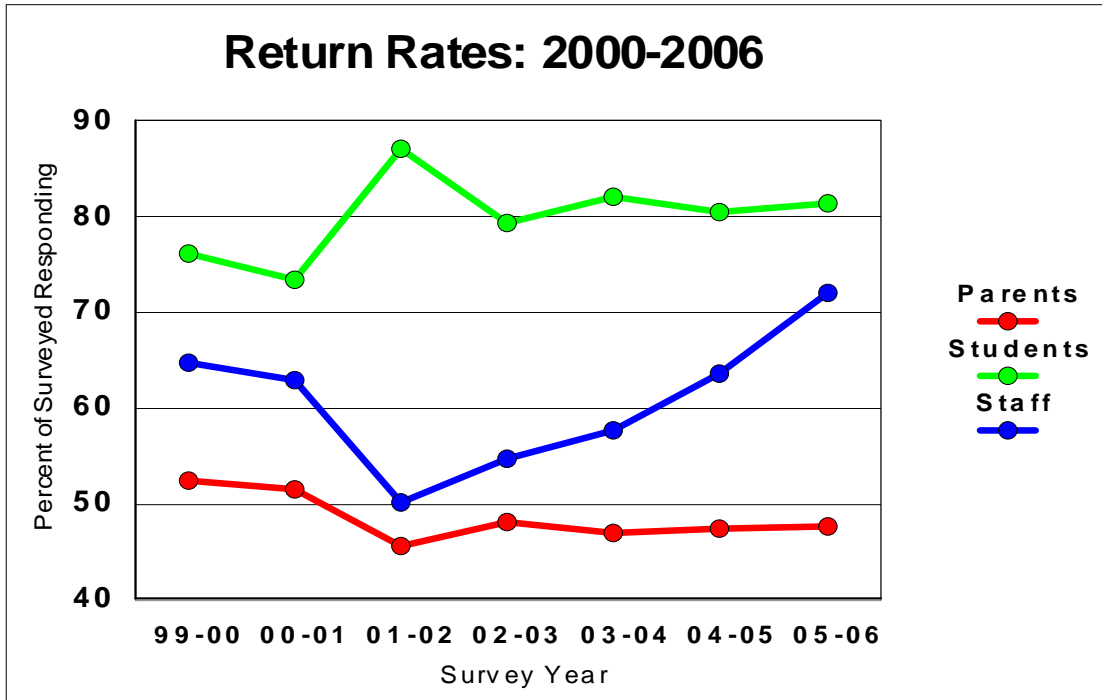
Survey Return Rates

Of the 77,498 parents who were surveyed in 2006, 36,853 or 47.6 percent responded, roughly the same as last year. Of the 47,559 students surveyed, 38,727, or 81.4 percent responded, also very close to last year’s rate. Of 24,481 staff that were sent materials for participation, 17,650 responded, a return rate of 72.1 percent, up from last year’s 63.5 percent.

These results are graphed in Figure 1, along with the other return rates for the past six years. These rates reflect the administrative changes introduced in 2002 intended to reduce the effort required of the schools in administering the surveys. Beginning with the 2002 survey, the instructional staff survey was put on line. A Canadian company, Infopoll, provided the server and necessary services for the collection of the survey data, ensuring anonymity. Responses are entered by individual staff members over the internet and school administrators no longer have to deal with paper forms.

Internet participation was not a feasible alternative for parents and students, who continue to be surveyed through the schools, students by classroom and parents through survey forms sent home with students and collected by teachers. Prior to 2002, one fourth of parents and one fourth of students in grades 4 and higher, were surveyed. In place of this fixed percentage, a varying rate based on each school’s average return rate over the previous three years is now used to determine the size of the school’s survey sample for the group (student or parent), with the result that for most schools, the sample required is smaller.

Figure 1
Return Rate Trends



Since the changes were introduced, no unusual alterations in the response patterns of the surveys have been detected. There are, however, alterations in the response rates, and those alterations can be observed in Figure 1. When the staff survey was taken on line, the return rate dropped by over ten percentage points. However, the rate rose substantially in each following year, as staff became familiar with the online procedures and the added assurance of anonymity.

The student return rate also increased substantially the first year, when the sample sizes were noticeably lower, and then leveled off 3 to 5 percentage points above the rate observed prior to the changes. Presumably collection was made more efficient with the smaller burden. Parent returns, however, did not improve; they leveled off at a somewhat lower return rate than previously. Instead of a quarter of the parents at each school being surveyed, the schools with low response rates now receive many more forms. A consequence of this strategy has been that overall the numbers of forms dispatched has been greater than the increase in returns, so that the district response rate has declined. The goal of a specified minimum number of responses from each school, however, has generally been achieved. In addition to the new sample selection strategy, greater emphasis on data-driven decision making utilized by the district in the past two years, may have contributed to the increased staff return rate observed in the 2005-06 administration of the School Climate Survey.

Trends

There are multiple years of comparable data available since the 1998-99 change in the survey instruments, which is considered enough to observe gross trends. These data are

explored below in two ways. First, the annual gross sums of the changes across all items are presented. Then one item is chosen as an example and a trend line developed, first for the district as a whole, and then for each of the six regional centers.

Mean Annual Percentage Point Change

There are three groups: staff, parents, and students. For this analysis, the responses for each group were broken down by level: elementary, middle, and senior, for a total of nine subgroups. Each subgroup was separately analyzed for change from one year to the next. With eight years of results available for each survey, there are now seven sets of year-to-year changes to observe. The School Climate Surveys have shown exceptional stability of response from one year to the next. Any trends that may be present will be incremental.

Results are presented in terms of the percent of respondents agreeing with each item, where the “agree” and “strongly agree” responses have been combined for an overall percentage. The empirical mean annual change in all of the group distributions is slightly positive. These figures are displayed in Table 2. Five of the percentage point changes do not differ significantly from zero. Four of the nine groups in 2005-06 had mean change scores that tested significantly different from zero. These are the middle school and senior high parent groups and the elementary and middle school staff groups. The mean change is small in every case—less than a percentage point, and although some changes are statistically significant, none may be of any practical significance due to the large sample sizes involved. The reader should also bear in mind that results for any given school or selected group of schools may vary substantially from the averages.

Table 2
Mean Annual Percentage Point Change Over Eight Years

	Parents	Staff	Students
Elementary	0.118	0.332*	0.121
Middle School	0.311*	0.542*	0.071
Senior High	0.744*	0.227	0.022

*Differs significantly from zero at 0.01 level.

Student Perceptions of School Climate Over the Years

While there are too many items to show trends by item, graphs of one item will give an example of the data now available. Trends of student responses to one item (“The overall climate at my school is positive and helps me learn”) are graphically displayed in this section at both the district and regional levels. The trend lines are constructed of 5-year exponential averages (see the Methodological Notes for details).

At the District Level For each graph in Figure 2, which follows on page 6, five years of district data from item 26 of the student survey are plotted as circular symbols, and the exponential average is computed for these points and plotted as a line. The line is continuous through 2006 and the projected score for 2007 is connected as a broken line. It is immediately apparent that at the district level, there is almost no change in the exponential average over the five year period—the line is nearly flat. There is very little

variance in the actual scores at the elementary level, while the middle level scores are the most volatile.

Substantively, agreement with the item is strongest at the elementary level, where the percent agreement does not deviate from 75 percent. Agreement is lowest at the middle level, where the scores fluctuate around 48 percent. The senior level falls in between, with the annual percentages hovering around 52 percent.

By Regional Center Figure 3, which follows on page 7, contains responses to item 26 displayed by regional center. To avoid confusion, only the exponential averages (explained in the appendix) are plotted, and a different color is used for each regional center.

At the elementary level, all the regions exhibit the same lack of variation over time that characterizes the district trend. There is very little change from year to year. There is variation, however, from one region to another. Regional Center 5 is highest, with total agreement in the upper 70s, while Regional Center 2 is the lowest, with responses consistently below 70 percent.

Regional Center 5 is also highest at the middle level, and Regional Center 2 the lowest, although the responses for all middle level regional centers are some 25 percentage points lower than at the elementary level. Between those two regional centers, however, there are changes; with Regional Center 3 moving down to next-to-lowest while Regional Center 4 has moved up, ranking second in 2005.

The regions are in a different relationship at the senior high level. The regions divide into two groups, one (consisting of Regional Centers 4, 5, and 6) that has a total agreement above 50 percent for the whole period, and a second group (Regional Centers 1, 2, and 3) that has consistently scored below 50 percent. Regional Center 5, which consistently showed the highest percentage agreement on the school climate at other educational levels, is third at the senior high level, and Regional Center 2, lowest at the other levels, was above 3 in 2001 but has declined to become the only regional center at the same relative rank at every level, and the projection (the broken line from 2006 to 2007) indicates that the region will continue to decrease next year on this item. Regional Center 3, on the other hand, has consistently increased its agreement percentage, and the projection indicates that it is expected to continue to increase next year. Regional Center 4 has also increased over the past 5 years and has emerged with the highest percentage of all regions at the senior high level, though the projection indicates that it will level off next year.

Figure 2

Average district percentages of students over seven years agreeing with survey item 26, "The overall climate at my school is positive and helps me learn."

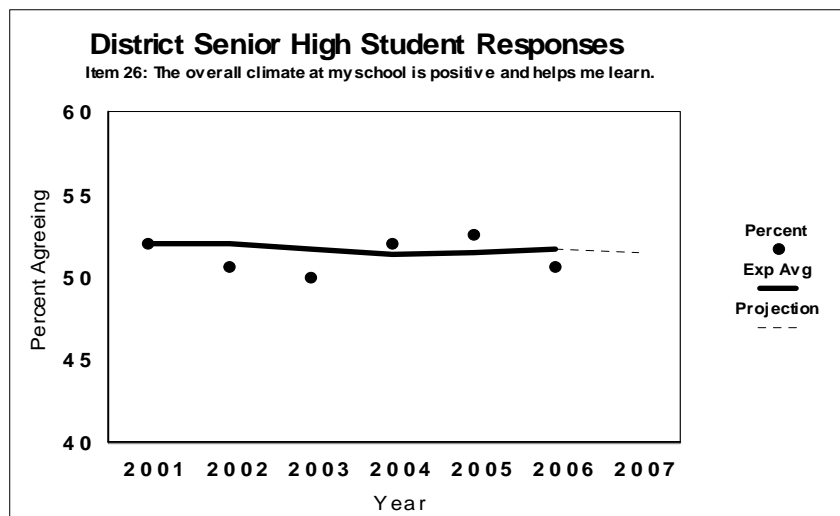
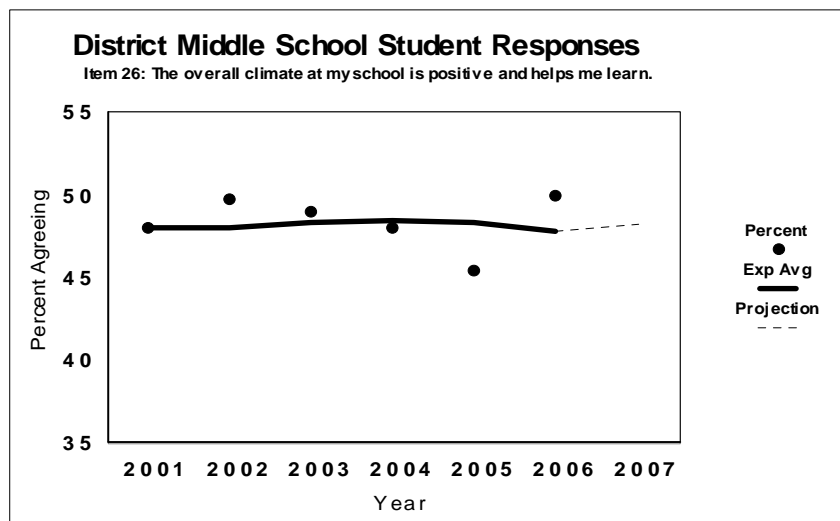
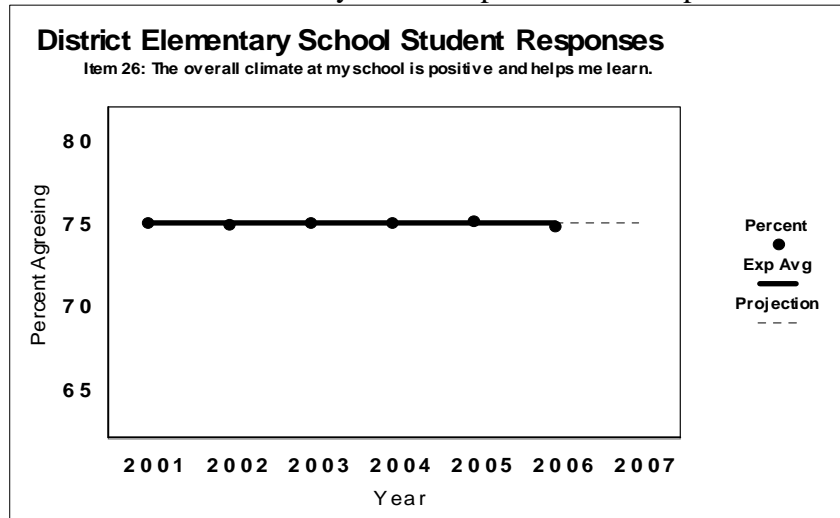
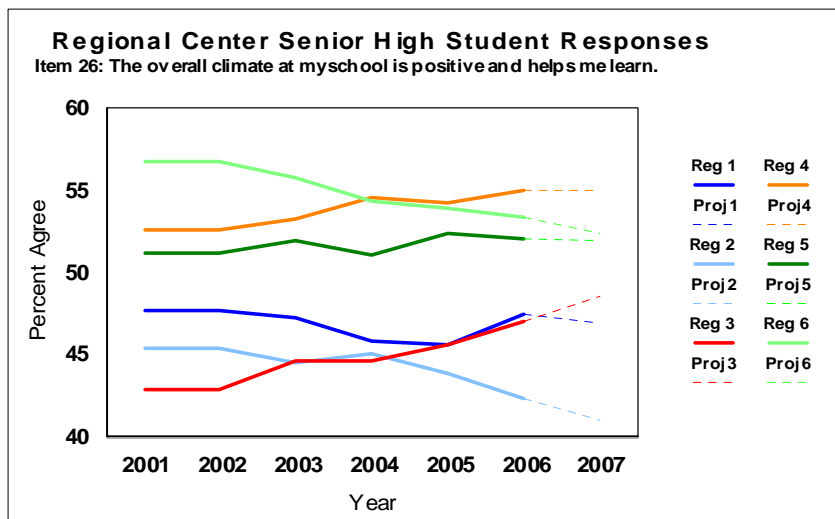
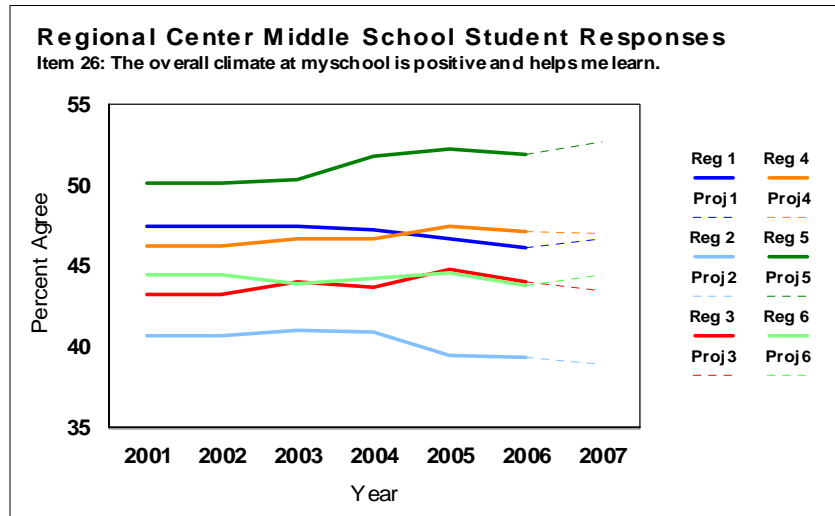
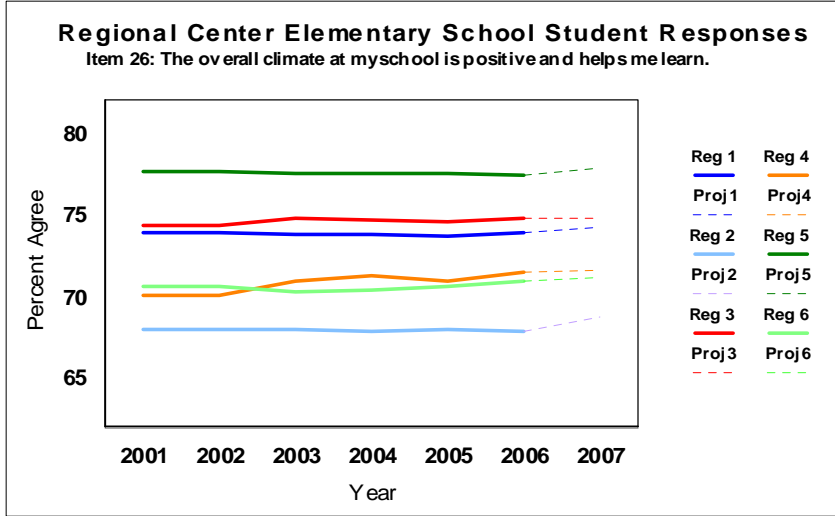


Figure 3

Average percentage of students by regional center over seven years agreeing with survey item 26, "The overall climate at my school is positive and helps me learn."



References

- Cronbach, L. (1951). Coefficient Alpha and the Internal Structure of Tests. *Psychometrika*, 16, 527-530.
- Romanik, D., & Froman, T. (1992, December). *Results From the 1991-92 Administration of the School Report Card Survey*. Miami, FL: Dade County Public Schools, Office of Educational Accountability.

Appendices

Methodological Notes
District Summary of Parent Responses
District Summary of Staff Responses
District Summary of Student Responses

Methodological Notes

Survey Reliability

All measurement involves some error. However, there are several methods of estimating how accurate or reliable responses are to a survey. Reliability coefficients for the parent, student, and staff forms of the *School Climate Survey* were estimated from an internal consistency measure referred to as Cronbach's Alpha (Cronbach 1951). The value of an alpha depends on the average inter-item correlations (i.e., similarity or consistency in responses from item to item) and the number of items on the survey. The average correlation among items on a survey increases as the consistency of ratings across the various items increase. The closer the value of alpha approaches 1.00 the higher the survey's reliability. The total reliability estimate for the parent form (alpha = 0.96), student form (alpha = 0.88), and for the staff form (alpha = 0.88) support the usefulness of the surveys as reliable instruments.

Caveats

Several methodological factors must be considered when interpreting these survey results. In general, the larger the sample, the more accurate the results. The district-wide results reported here are based on sample sizes of several tens of thousands. These sample sizes may be excessive for insuring district-level reliability, but they are the result of aggregating the individual school samples necessary for intended interpretations at that level.

In theory, with district-level samples of these sizes, one can say with 95 percent certainty that the results have a statistical precision of plus or minus one percentage point of what they would be if the entire population had been surveyed with complete accuracy. In the school-level applications of the data derived from the *School Climate Surveys*, as the sample size decreases, the margin of error increases.

Other possible sources of error include wording and question order, inadequate weighting of the data, and (perhaps most important for this survey process) the refusal of sample members to respond to survey items or the survey as a whole. While it is difficult or impossible to quantify the errors that may result from these influences, there are some mitigating factors.

The response rates for this survey process are among those generally considered by the field to be more than minimally adequate for providing meaningful data. Follow-up telephone survey studies conducted in previous years by the predecessors of the Office of Evaluation and Research regarding similar procedures suggest that district-wide survey results are exceedingly reliable (Romanik & Froman 1992). Also, consistent patterns of response across similar items can substantially contribute to the readers' confidence in the reported opinion percentages. In addition, it is reasonable to assume that whatever factors contribute to response bias, they are consistent from one year to the next. Thus,

yearly changes in reported opinions (except in cases of extremely aberrant response levels) are advanced as representing real changes worthy of serious consideration.

Additionally, the opinions offered in the survey represent anonymous and self-reported perceptions by parents, students, and staff and may not precisely describe the actual situation in the district. However, these opinions represent a reality to the respondents and should afford insight into the impression the district is making on the local community.

Creating the Trend Lines: The Exponential Average

It is customary to show trends as some form of moving average. The exponential average is a moving average in which the previous year is weighted most heavily, while past scores are represented as far back as the data extends. The exponential average is widely employed in investment circles and in computer modeling, and the method has an advantage in that this year's average can be computed using only two pieces of information: last year's average and last year's score. In turn, this year's average and score can be used to compute next year's average, which is also a projection for the coming year; a convenient estimate of what the score is expected to be in the absence of any intervention.

In the graphs displayed in Figures 2 and 3 of this report, 5-year exponential averages are plotted across five years of data for the school climate item. For the first year, 2001, only the one score is known. In this first instance, the next year's average is computed by taking the score for 2001 and multiplying it by $4/5$; this is the "average" for the computation. Then the score is multiplied by $1/5$; this is the weighting of the current year score. The two are added and divided by 5, yielding (in this first instance) the same score as 2001, which is then the projection for the following year. From that point on, the procedure is repeated each year, and with each succeeding year, the preceding year is always weighted $1/5$, while the average is influenced by every preceding year (with the weight of each receding exponentially).

District Summary of Parent Responses

Survey Item	Percent Responding*											
	Elementary			K-8			Middle			Senior		
	A	D	U	A	D	U	A	D	U	A	D	U
1. The school is safe and secure.	86	7	7	89	5	6	86	7	7	71	14	14
2. The school is kept clean and in good condition.	89	6	5	89	5	5	89	6	5	62	22	15
3. The school is overcrowded to the degree that it affects learning.	26	55	19	25	61	15	26	55	19	36	41	22
4. The school maintains high academic standards.	81	5	14	85	4	11	81	5	14	61	18	22
5. The school uses adequate disciplinary measures in dealing with disruptive students.	72	6	22	76	6	18	72	6	22	63	15	23
6. The school makes available textbooks, equipment, and supplies needed for learning.	90	4	5	87	7	6	90	4	5	75	14	11
7. The school serves lunches that are nutritious and taste good.	64	17	18	52	25	23	64	17	18	37	35	28
8. The school keeps bathrooms clean and in good condition.	58	23	20	59	21	19	58	23	20	32	45	23
9. Teachers are friendly and easy to talk to.	94	3	3	92	3	5	94	3	3	72	10	18
10. Teachers make learning interesting and relevant.	91	3	6	88	3	8	91	3	6	65	13	22
11. Teachers motivate students to learn.	91	3	6	88	4	8	91	3	6	67	12	20
12. Teachers take an interest in students' educational future.	89	3	9	87	3	9	89	3	9	70	11	19
13. Teachers are knowledgeable and understand their subject matter.	91	1	7	89	2	9	91	1	7	75	7	18
14. Teachers assign meaningful homework that helps students learn.	93	4	3	90	6	4	93	4	3	70	15	15
15. Teachers do their best to include me in matters directly affecting my child's progress in school.	90	6	5	85	6	8	90	6	5	58	22	20
16. The school teaches students the basic academic skills in reading.	93	3	5	93	3	4	93	3	5	83	7	11
17. The school teaches students basic academic skills in mathematics.	93	3	5	93	4	4	93	3	5	81	7	11
18. The school teaches students to speak and write correctly in English.	93	3	5	92	4	4	93	3	5	82	7	11
19. The school teaches how to solve problems in science.	78	4	18	82	4	15	78	4	18	71	10	20
20. The school teaches use of computers.	81	7	13	74	10	15	81	7	13	71	12	17
21. The school teaches students to think critically.	84	4	13	83	4	14	84	4	13	72	8	19
22. The school teaches students to develop good study and work habits.	89	4	7	86	4	9	89	4	7	69	13	18
23. The school teaches students to get along with different kinds of people.	88	3	9	86	3	11	88	3	9	68	12	20
24. The school is free of violence.	82	6	11	84	7	10	82	6	11	67	18	16
25. The school is free of gang activity.	81	6	14	82	7	11	81	6	14	63	17	19
26. The school is free of substance abuse.	82	5	12	84	5	11	82	5	12	60	20	20
27. The principal does an effective job running my child's school.	86	5	9	87	5	9	86	5	9	66	14	20
28. The principal is available and easy to talk to.	74	8	18	75	8	17	74	8	18	50	20	30
29. The assistant principals are effective administrators.	76	5	19	75	7	18	76	5	19	61	13	26
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	73	5	23	68	6	26	73	5	23	69	13	17
31. Staff in the principal's office treat me with respect when I contact my child's school.	91	4	4	90	5	5	91	4	4	73	13	15
32. School staff respond to my needs and concerns in a reasonable period of time.	86	6	8	85	6	9	86	6	8	63	17	20
33. My child is getting a good education at this school.	93	3	4	92	3	5	93	3	4	78	10	12
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	91	3	5	91	4	6	91	3	5	68	15	17
35. What overall grade would you give to your child's school?	B+			B+			B			B-		

* A = agree, D = disagree, U = undecided/unknown

District Summary of Staff Responses

Survey Item	Percent Responding*											
	Elementary			K-8			Middle			Senior		
	A	D	U	A	D	U	A	D	U	A	D	U
1. At my school I feel safe and secure.	91	5	4	97	2	2	88	7	4	86	9	6
2. At my school the school building is kept clean and in good condition.	79	16	5	85	11	4	78	18	5	69	25	6
3. At my school personnel work together as a team.	84	9	7	87	7	6	80	14	7	72	17	11
4. At my school administrators solve problems effectively.	80	11	9	83	9	8	75	15	11	69	19	13
5. At my school I feel that my ideas are listened to and considered.	79	11	10	80	10	10	73	14	13	65	18	16
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	74	17	9	83	11	7	67	25	8	63	26	11
7. My principal is an effective administrator.	85	8	7	90	6	4	80	9	10	78	10	12
8. My principal represents the school in a positive manner.	90	5	6	91	5	4	89	5	7	87	5	8
9. My principal demonstrates good interpersonal skills.	83	10	7	83	10	6	81	11	8	77	13	10
10. My principal deals with conflict constructively.	80	10	10	84	8	7	76	10	13	70	11	19
11. My principal responds in a reasonable time to my concerns.	85	7	7	87	6	7	82	7	11	75	9	16
12. My principal treats me with respect.	90	5	5	89	5	5	90	5	5	87	6	7
13. My principal is receptive to constructive criticism.	74	9	16	77	9	14	68	10	21	60	11	28
14. My principal is supportive of teachers.	85	7	8	87	7	7	82	8	10	78	9	13
15. I am limited by too many students in each class.	35	58	8	32	61	7	38	53	10	47	42	10
16. I am limited by student deficiencies in basic academic skills.	53	38	10	41	49	10	64	29	8	69	22	9
17. I am limited by lack of concern/support from parents.	52	40	8	39	53	9	59	33	8	59	28	13
18. I am limited by lack of concern/support from the principal.	9	82	9	7	87	6	9	81	10	10	76	14
19. I am limited by lack of concern/support from the district administration.	17	58	25	13	62	25	17	53	30	22	45	33
20. I am limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	25	66	9	21	69	9	28	62	9	38	51	11
21. I am limited by school violence.	6	89	5	3	93	4	12	81	8	13	76	11
22. I am limited by student gang activity.	2	93	5	2	93	4	5	83	11	8	76	15
23. I am limited by student substance abuse.	2	93	5	2	93	6	5	79	16	14	65	22
24. Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	48	41	12	55	32	12	41	47	13	34	52	14
25. I feel satisfied concerning how my career is progressing at this school.	79	10	11	82	8	10	74	13	12	72	15	13
26. I have a feeling of job security in my present position.	85	6	8	85	5	9	80	9	11	79	10	12
27. I like working at my school.	89	4	6	90	5	5	87	6	7	87	6	7
28. Staff morale is high at my school.	65	20	15	74	15	11	59	25	16	53	28	19
29. I frequently feel overloaded and overwhelmed while working at my school.	53	37	10	46	41	12	47	42	11	50	38	12
30. Annual teacher evaluations are fair and reasonable.	86	3	11	86	2	12	83	3	13	78	4	17
31. Annual teacher evaluations are used to improve teacher performance.	78	5	16	80	6	15	71	9	21	61	13	27
32. Inservice programs keep me informed of the latest educational strategies.	81	8	10	81	9	11	77	12	11	71	16	13
33. I believe children attending my school are receiving a good education.	92	3	6	95	1	4	85	5	9	81	7	12
34. The overall climate or atmosphere at my school is positive and helps students learn.	88	5	7	91	4	5	81	9	9	78	12	10
35. What overall grade would you give to this school?	B+			B+			B			B-		

* A = agree, D = disagree, U = undecided/unknown

District Summary of Student Responses

Survey Item	Percent Responding*											
	Elementary			K-8			Middle			Senior		
	A	D	U	A	D	U	A	D	U	A	D	U
1. I feel safe at my school.	84	8	8	81	10	9	64	18	18	66	18	15
2. My school building is kept clean and in good condition.	55	29	15	59	24	17	41	40	19	47	37	15
3. Students in my school usually follow school rules.	36	42	22	30	44	26	20	58	23	30	47	23
4. There are too many students in my classroom and that affects how much I learn.	22	68	11	16	72	12	18	67	16	25	58	16
5. My teachers require that I work very hard for the grades I get.	89	5	7	85	5	10	80	7	14	79	9	13
6. My school has enough books and equipment to help me learn.	83	10	7	72	16	12	66	18	16	56	29	16
7. Food served for lunch at my school looks good and tastes good.	34	48	18	24	57	19	20	60	20	27	48	25
8. Bathrooms in my school are clean and in good condition.	23	66	11	30	54	17	16	71	13	22	63	14
9. My teachers are friendly and easy to talk to.	83	8	10	75	12	13	58	20	22	64	16	20
10. My teachers make learning fun and interesting.	84	8	9	68	14	18	48	27	24	49	27	25
11. My teachers make me want to learn.	84	6	9	70	13	17	53	22	24	49	25	27
12. My teachers know a lot about the subjects they teach.	91	3	5	88	5	8	79	7	13	75	9	16
13. My teachers give me meaningful homework that helps me learn.	85	7	8	71	13	16	60	20	21	52	26	23
14. My teachers are interested in how I do in the future.	80	5	14	73	9	18	60	17	23	56	19	25
15. My teachers let me know how I am doing on my schoolwork.	89	5	6	83	9	8	75	13	12	68	16	15
16. Violence is a problem at my school.	33	53	13	25	56	19	40	39	22	28	50	21
17. Gangs are a problem at my school.	22	67	11	17	66	18	23	55	22	17	61	22
18. Student drug and alcohol use are problems at my school.	14	80	7	13	72	14	19	59	22	27	47	27
19. My principal does a good job running the school.	81	10	9	74	13	13	58	22	20	51	22	26
20. The assistant principals are available when needed.	71	12	17	62	16	23	52	21	27	40	28	32
21. My guidance counselor helps me with school and personal problems.	69	9	21	58	11	31	57	16	26	54	22	24
22. Adults at my school care about me as an individual.	70	11	19	57	16	26	43	25	32	36	30	34
23. Adults at my school help me when I need it.	78	9	13	70	13	18	55	20	25	47	23	29
24. I like coming to my school.	69	18	14	58	25	17	48	32	20	52	29	20
25. I am getting a good education at my school.	87	4	9	81	6	13	70	12	19	66	14	21
26. The overall climate or feeling at my school is positive and helps me learn.	74	8	17	67	12	21	50	22	28	51	22	28
27. What overall grade would you give to your school?	B+			B			C+			C+		

* A = agree, D = disagree, U = undecided/unknown