The Comprehensive School Climate Inventory

Measuring the Climate for Learning

Glenbrook Off Campus

NSCC
National School Climate Center
at Ramapo for Children

powered by resonant education

The CSCI has been developed by the National School Climate Center

www.schoolclimate.org

What is school climate?

- School climate refers to the quality of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.
- The school climate sets the tone for all the learning and teaching done in the school environment, and is predictive of students' ability to learn and develop in healthy ways.
- All schools, like all people, have a range of strengths and weaknesses, as well as a distinctive vision for the kind of school they aspire to be.

Measuring school climate:

- The CSCI (Comprehensive School Climate Inventory) is a scientifically developed survey based on research and theory defining what contributes to positive climates for learning.
- The CSCI measures the shared perceptions of the school community and reveals how the populations whose perceptions were measured (e.g. students, school personnel, and families) feel about the school environment.

Who developed the CSCI?

The CSCI was developed by the National School Climate Center at Ramapo for Children (NSCC), a non-profit organization dedicated to measuring and improving the climate for learning in schools so that all students have access to learning environments that help them achieve their fullest potential in school and in life.

Goals for this Report

The Report will show you:

- How surveyed members of your school community—students, school personnel and families—rate each dimension of school climate.
- Which dimensions of school climate are perceived by each group as generally positive, negative, or neutral.
- Which dimensions are rated highest and lowest for each group as a whole.
- The distribution of rating patterns for individuals within each group for every dimension so that you can see the range of responses from negative to positive.
- Where perceptions are consistent across the three school groups—students, school personnel and families—and where they diverge.

In reading through this report:

1. You will see that similar information is presented in a variety of ways. If one graph or chart does not seem to capture the information you feel is most important, a different part of the report may provide what you need.
2. Looking at results is often a question of peeling back layers of information. It is important to progress from overall summary to more detailed results in order to get a full picture. Looking at results at only one level may be misleading.
3. It is important to understand that the real value in the data is the degree to which the information becomes a catalyst for discussion, deeper inquiry, and action. The report will present the findings for your school and try to help you understand how to examine and interpret them to aid the process of inquiry and discussion.
4. Reports are available online to allow for more dynamic interaction with the data and answer additional questions

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Overview of Survey Results

- Review the response rates and demographic graphs for your school.
- Identify any under-represented populations or demographic groups, and keep this in mind as you read the reports.
- Be sure you understand the dimensions of school climate, as measured by the CSCI.
- Look at the summary graphs to see how each group perceives the dimensions of climate in your school.
- Look at the relative rankings for each school respondent group, and see how they compare across groups.
- Look for dimensions that are ranked differently by different groups. These could signal areas that need attention. Review the guidelines for improvement at the end of the report and review the Action charts for next steps.

For a more in depth analysis to begin working toward school climate change:

- Review the overview information stated previously.
- To get a fuller picture of the range of perceptions within each school group about each dimension, look at the score distributions in Group Rating and Rankings
- Examine how different sub-groups within each school respondent group viewed the various dimensions. For example, Physical Security may show different perceptions based on gender, grade, race/ethnicity, and (for school personnel) years of experience.

For a very detailed examination of your results:

- Review the overview information and the in-depth information.
- Read carefully through the entire report. Detailed explanations and guiding questions are included next to each graph.
- Access other reports and documents available online.
- You will find a detailed breakdown of how each group responded to each individual survey item. These are grouped by school climate dimension, so you can see exactly which survey items made up each dimension. The full text of the item is included, as well as a chart showing the percentage of respondents from that group who gave each of the five potential responses, or did not respond at all.
- If accessed online, all results can be filtered using the various demographic data captured in the survey allowing for multi-filter analysis. Note: this data will only be shown when there are sufficient numbers to guarantee anonymity for respondents.

The 14 Dimensions of School Climate Measured by the CSCI

DIMENSIONS	MAJOR INDICATORS
Safety	
1. Rules and Norms	Clearly communicated rules about physical violence, clearly communicated rules about verbal abuse, harassment, and teasing, clear and consistent norms and enforcement for adult intervention.
2. Physical Security	Students and adults feel safe from physical harm in the school.
3. Social-Emotional Security	Students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4. Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback, varied opportunities to demonstrate knowledge and skills, support for risk-taking and independent thinking, atmosphere conducive to dialogue and questioning, academic challenge, and individual attention.
5. Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection, emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6. Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student, adult-student, adult-adult and overall norms for tolerance.
7. Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and a personal concern for students' problems.
8. Social Support—Students	Pattern of supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students.

The 14 Dimensions of School Climate Measured by the CSCI

DIMENSIONS	MAJOR INDICATORS
Institutional Environment	
9. School Connectedness- Engagement	Positive identification with the school; norms for broad participation in school life for students, staff, and families.
10. Physical Surroundings	Cleanliness, order, appeal of facilities; adequate resources and materials.
11. Social Inclusion	Acceptance of students with disabilities as members of the school community, including enhanced opportunities for socialization, extracurricular activities, leadership, and decision-making.
Social Media	
12. Social Media	Students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (ie: Facebook, Twitter, other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
13. Leadership	Administration creates and communicates a clear vision and is accessible and supportive of school staff development.
14. Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.
www.schoolclimate.org	The 14 Dimensions of School Climate Measured	

This overview section will give you a snapshot of who responded to the survey, as well as feedback on the way each school group perceives your school climate in the broadest terms—based on median scale scores for each dimension of school climate. It will also give you an overview of the amount of variation within each group's perceptions of these ten dimensions.

One of the most important attributes of this survey is its ability to reflect the perceptions of the distinct populations who were surveyed—students, school personnel and families. Therefore, it is important to know how many members of each group responded.

How to look at this data:

- It is not unusual to see the lowest response rates for families, as they are further removed from school life than students or school personnel.
- The survey results are most valuable when they capture the perceptions of all school community members, and low response rates should be addressed.
- In the Detailed Results section, there is a demographic profile of respondents in all three groups. In addition to considering the overall response rate, it is recommended that you look at the profile of respondents compared to your school profile. To the extent that respondents for each group do not mirror the school's composition, the voice you are hearing may be skewed. You should keep this in mind and make an effort to reach out to groups that appear to have been under-represented.
- This is especially important if the survey results indicate that different sub-groups experience the school in very different ways, which you can see in Section III.

Group	Population Size	# of Survey Respondents	% of Population Represented
Student	42	30	71.43%
Parent	38	15	39.47%
Teacher	33	26	78.79%

*Figures received from school to represent potential number of respondents.

All Respondent School Summary Distribution Report

Why is this important?

- This chart allows you to look at a comparative profile of the overall (median) ratings to help you understand two important relationships: 1. how ratings for different dimensions compare for the same school group; and 2. how ratings for similar dimensions compare across school groups.

How to look at this data:

- Look for each group's relative perceptions about the various aspects of school climate by looking across the chart.
- Look at the convergence of opinion across groups by looking at the columns that correspond to each dimension.
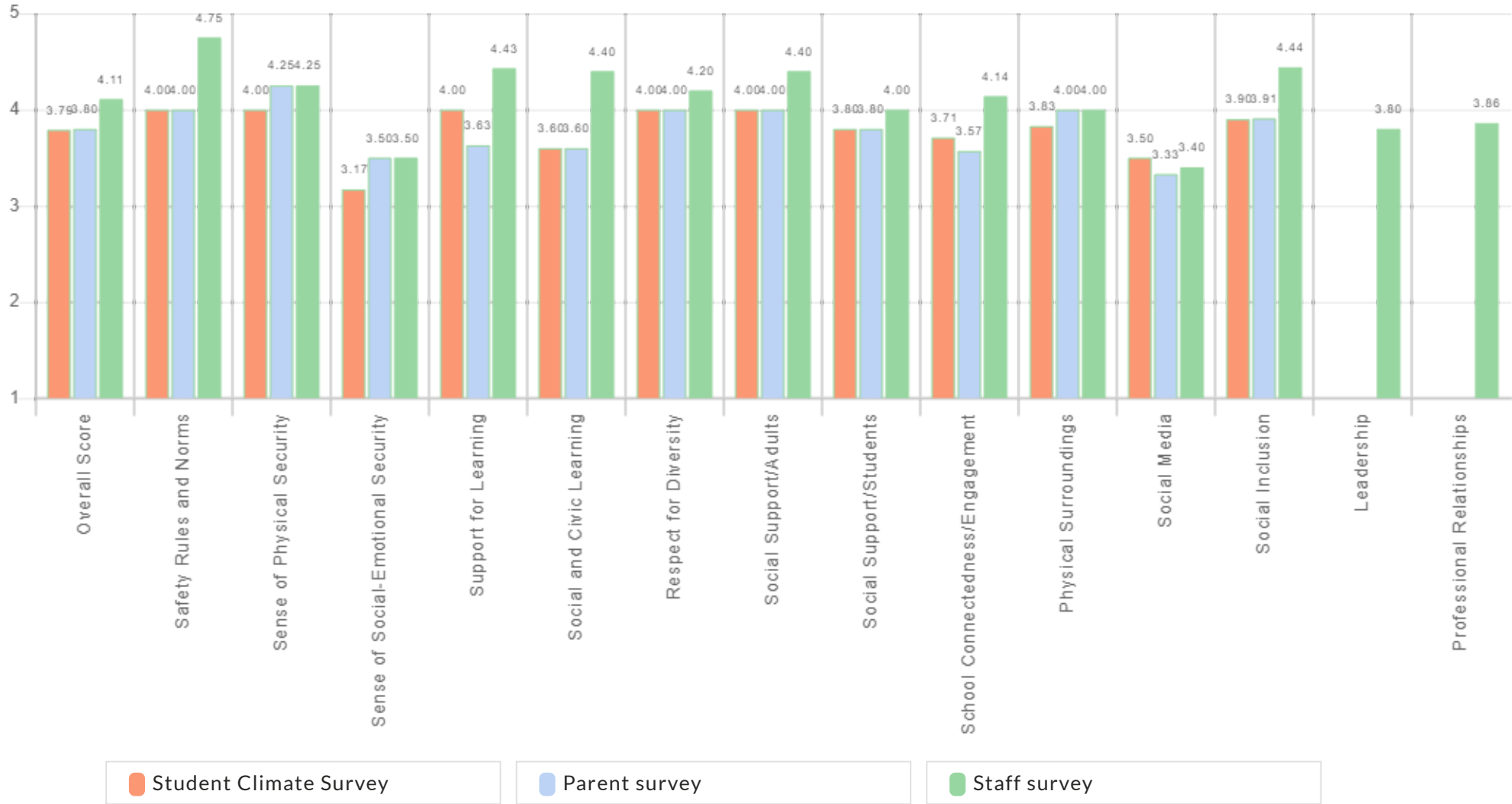
Important Note:
When you compare results across groups, remember that while the surveys are designed to measure similar dimensions, they do so in slightly different ways and with different populations. Therefore, some level of difference is to be expected, simply because of the differences inherent in the groups themselves. (For example, adults may be less likely to give extreme answers than students as a result of age.) We recommend that you concentrate most on major differences, and pay special attention to the relative rankings of the dimensions by each group. For example, if the school personnel rated the environment higher than any other dimension (regardless of the actual numerical score), while the students rated it near the bottom, that would be worth exploring.
For more detailed information about each group's perceptions, be sure to look at the detailed response patterns (in Section III of this report).
The median is only a midpoint—there are as many scores below that number as above.

All Respondent School Summary Median Report

Legend:
- Student Climate Survey
- Parent survey
- Staff survey

Group Ratings and Rankings

Why is this important?

- These charts allow you to see how each group rates the dimensions of school climate, as well as the variability of opinion within each group.
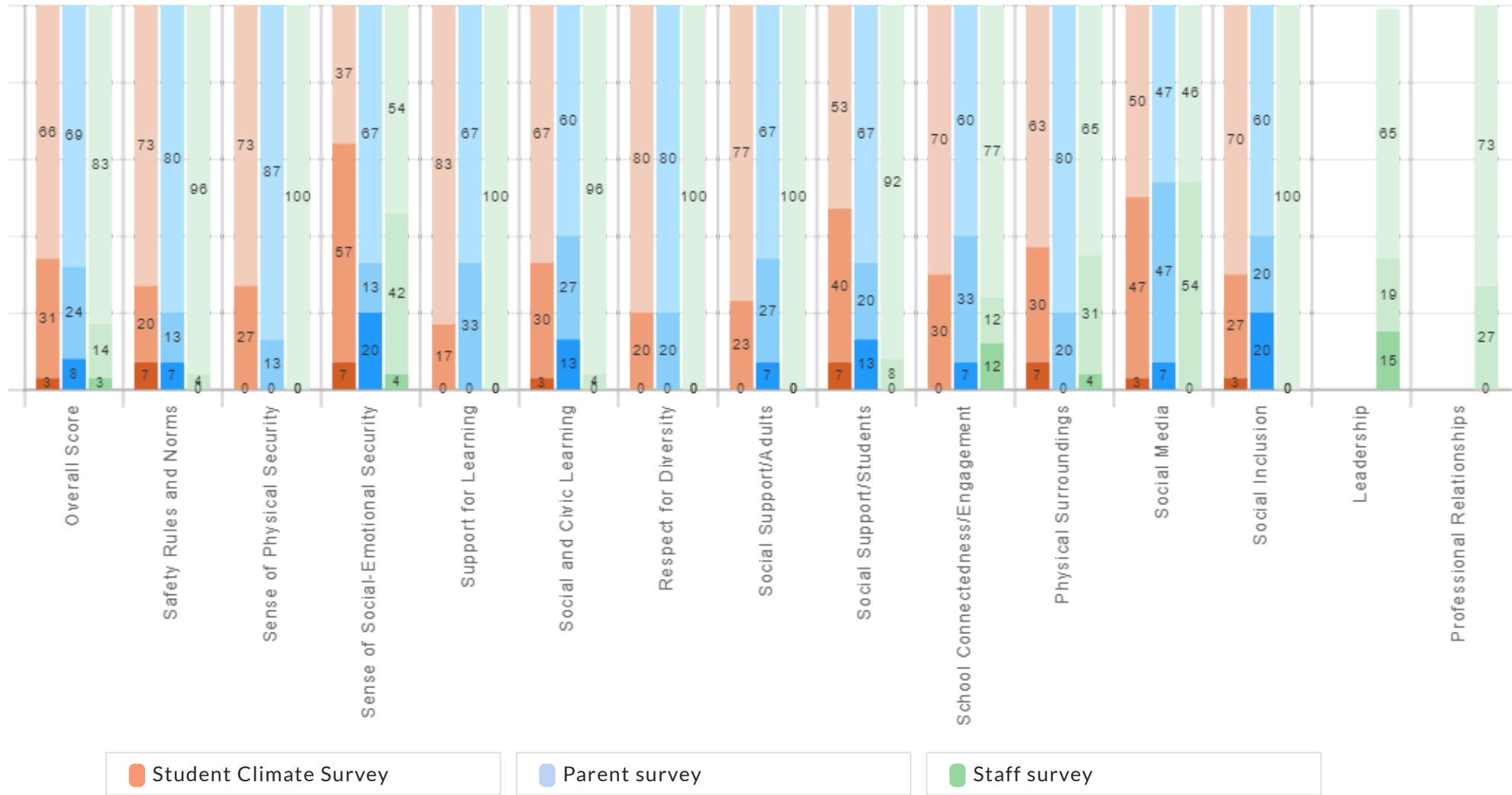
How to look at this data:

- In the center column, you'll see the median scale score for each of the relevant dimensions that contribute to overall school climate.
- The median score is the midpoint of the distribution of scale scores for the individuals in this group. It should give you an understanding of how the group as a whole perceives each dimension.
- You'll also see that each bar is color coded into three sections from darkest to lightest. In looking at the results, it is important to understand not just how the group as a whole perceives this dimension, but also the range and distribution of opinion within each group.
- The color coding represents the percentage of individuals in each group whose scale scores fall into three ranges: negative (<2.5), positive (>3.5) and neutral (2.5-3.5).

Note:
How were these dimension scores obtained from the survey responses, and how were "negative," "neutral," and "positive" scores identified?
As you may remember from the survey itself, possible responses ranged from 1 (the most negative) to 5 (the most positive). Each of the survey items is linked to one particular dimension of school climate. For each dimension, we give each individual respondent a "scale score" based on an average of his or her responses to those particular items. In order to obtain an overall sense of the group's perception of a particular dimension, we found the median of all the individual scale scores. The median is a midpoint—there are equal numbers of scores below and above the median. To help you interpret the scores, we've grouped them according to the 5-point scale from the original survey. Any individual dimension scores below 2.5 were considered negative, any scores above 3.5 were considered positive, and any scores between 2.5 and 3.5 were considered neutral.

All Respondent School Summary Distribution Report

Legend: Student Climate Survey | Parent survey | Staff survey

Note: Numbers in Graph Represent % of Respondents

Why is this important?

- As a companion to the previous chart, this chart presents the positive, neutral, and negative ratings in a slightly different form.

How to look at this data:

- We recommend that you keep in mind the considerations discussed earlier about group differences, although major discrepancies between school groups should certainly be explored further.
- We encourage you to examine these findings in the context of the more detailed profiles that follow. In all cases, it is important to consider and discuss not just whether dimensions are rated positively or negatively, but also to use the results to think about why—what you as a school may have done to promote dimensions that are strengths, and how the areas for improvement dimensions may have been neglected or even inadvertently undermined.
- NSCC also recommends that the answers to these questions lead you to consider more questions and ideas for data-gathering in your school, either now or in the future.

Median Scale Scores Comparative Rankings

Dimensions	Student Climate Survey	Parent survey	Staff survey
Safety Rules and Norms	1	2	1
Sense of Physical Security	1	1	6
Sense of Social-Emotional Security	12	11	13
Support for Learning	1	8	3
Social and Civic Learning	10	9	4
Respect for Diversity	1	2	7
Social Support/Adults	1	2	4
Social Support/Students	8	7	9
School Connectedness/Engagement	9	10	8
Physical Surroundings	7	2	9
Social Media	11	12	14
Social Inclusion	6	6	2
Leadership			12
Professional Relationships			11

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3".

Area of Strength and Area of Focus

School Level Areas of Strength

Below is the 'Area of Strength' for your School across all dimensions. This is based on how your ratings compare on each dimension across all respondent groups. Note, that if two or more dimensions have the same median score, they are given the same higher rank.

Your Area of Strength across all respondent groups is Safety Rules and Norms. This scale focuses on the clarity of the school's rules for maintaining safety, both physical safety and social-emotional safety, and the consistency and fairness with which rules are enforced. For example, is it clear that there are rules about physical and social bullying? Are they fairly enforced by adults in the school?

This scale is organized under the major areas that contribute to school climate: **Safety**. **Safety** is a basic need. Feeling unsafe naturally undermines learning and healthy development. Safe schools promote student achievement and school success. Historically, schools have concentrated on physical safety, showing less sensitivity to emotional safety. In recent years, schools have become more attuned to how social safety and the problem of social bullying shapes learning and development. This survey looks at three aspects of safety: rules and norms (institutional safety) and actual sense of security - both physical and social-emotional.

School Level Areas of Focus

Below is the 'Area of Focus' for your School across all dimensions. This is based on how your ratings compare on each dimension across all respondent groups. Note, that if two or more dimensions have the same median score, they are given the same higher rank.

Your Area of Focus across all respondent groups is Social Media. This scale focuses on the degree to which people feel safe in social-emotional terms on social media. Questions on this scale probe experience and exposure to verbal abuse, harassment, and exclusion on social media.

This scale is organized under the major areas that contribute to school climate: **Social Media**. /

Distribution Scores and Rating Patterns - Student

Dimension	Median	Scores Distribution
Overall Score	3.79	3% / 31% / 66%
Safety Rules and Norms	4.00	7% / 20% / 73%
Sense of Physical Security	4.00	27% / 73%
Sense of Social-Emotional Security	3.17	7% / 56% / 37%
Support for Learning	4.00	17% / 83%
Social and Civic Learning	3.60	3% / 30% / 67%
Respect for Diversity	4.00	20% / 80%
Social Support/Adults	4.00	23% / 77%
Social Support/Students	3.80	7% / 40% / 53%
School Connectedness/Engagement	3.71	30% / 70%
Physical Surroundings	3.83	7% / 30% / 63%
Social Media	3.50	3% / 47% / 50%
Social Inclusion	3.90	3% / 27% / 70%

■ = % of Individual ratings in the nagative range (score lower than 2.5 on a 5 - point scale)
■ = % of Individual ratings in the neutral range (score between 2.5 and 3.5 on a 5 - point scale)
■ = % of Individual ratings in the positive range (score above 3.5 on a 5 - point scale)

Distribution Scores and Rating Patterns - Parent

Dimension	Median	Scores Distribution		
Overall Score	3.80	8%	24%	68%
Safety Rules and Norms	4.00	7%	13%	80%
Sense of Physical Security	4.25		13%	87%
Sense of Social-Emotional Security	3.50	20%	13%	67%
Support for Learning	3.63		33%	67%
Social and Civic Learning	3.60	13%	27%	60%
Respect for Diversity	4.00		20%	80%
Social Support/Adults	4.00	7%	27%	66%
Social Support/Students	3.80	13%	20%	67%
School Connectedness/Engagement	3.57	7%	33%	60%
Physical Surroundings	4.00		20%	80%
Social Media	3.33	7%	47%	47%
Social Inclusion	3.91	20%	20%	60%

|	
■	= % of Individual ratings in the nagative range (score lower than 2.5 on a 5 - point scale)
■	= % of Individual ratings in the neutral range (score between 2.5 and 3.5 on a 5 - point scale)
■	= % of Individual ratings in the positive range (score above 3.5 on a 5 - point scale)

Distribution Scores and Rating Patterns - Teacher

Dimension	Median	Scores Distribution
Overall Score	4.11	3% 14% 83%
Safety Rules and Norms	4.75	4% 96%
Sense of Physical Security	4.25	100%
Sense of Social-Emotional Security	3.50	4% 42% 54%
Support for Learning	4.43	100%
Social and Civic Learning	4.40	4% 96%
Respect for Diversity	4.20	100%
Social Support/Adults	4.40	100%
Social Support/Students	4.00	8% 92%
School Connectedness/Engagement	4.14	12% 12% 76%
Physical Surroundings	4.00	4% 31% 65%
Social Media	3.40	54% 46%
Social Inclusion	4.44	100%
Leadership	3.80	15% 19% 66%
Professional Relationships	3.86	27% 73%

■ = % of Individual ratings in the nagative range (score lower than 2.5 on a 5 - point scale)

■ = % of Individual ratings in the neutral range (score between 2.5 and 3.5 on a 5 - point scale)

■ = % of Individual ratings in the positive range (score above 3.5 on a 5 - point scale)

Introduction

- This In-Depth Profile section will provide you with a deeper and more focused picture of perceptions about safety, teaching and learning, relationships, and the institutional environment for each of the school groups and for selected sub-groups of students, school personnel and families.
- The School Climate Dimensions and Comparative Rating Patterns sections will provide information on the rating patterns of each group for each dimension, looking at consistency of response for each school group across school dimensions and also comparing the patterns across the surveyed school groups.
- In the Overview section at the beginning of this report, the emphasis was on overall group response, based on median, or mid-point scores, which is a good indicator of overall opinion. However, one overall measure can never fully capture everything that you want to know. This section of the report will help you dig deeper to understand the distribution of responses and act accordingly.
- The Sub-Group Profiles section focuses on comparative ratings for key sub-groups. This includes students (e.g. grade, gender, race/ethnicity, language status); school personnel (e.g. grade and experience); and families (e.g. grade, race/ethnicity). This should help you see whether there are identifiable groups that perceive school climate dimensions in consistently different ways and which dimensions might be most sensitive to different population characteristics.
- The findings in the School Climate Dimensions section are organized around the thirteen (School Personnel) or eleven (Students and Families) measured dimensions of school climate organized under the four major areas that contribute to school climate: safety, teaching and learning, relationships and the environment.
- Because there are as many scores below the median as above, it is important to look not just at the median ratings, but also to understand the distribution of responses by digging more deeply. For example a median rating of 3.0 on the 5 point scale might mean that almost all of those responding had scores between 2.5 and 3.5, or it could mean that half had highly negative scores (close to 1) and half had highly positive scores (close to 5). How you interpret and act on this information would be very different in these two instances.
- The graphs in this section illustrate the pattern of responses for each school group, showing the percentage of students, school personnel and families whose scale scores for each dimension fall into each range from very negative to very positive. In looking at and discussing the response patterns for each dimension, you should think about the degree to which respondents cluster around certain judgments or vary across the spectrum. If the pattern indicates multiple clusters, this may suggest that there are sub-groups that could be experiencing this dimension of school climate very differently.
- Sub-group ratings can be further explored in the Sub-Group Profiles section, which reports results for some of the sub-groups that might be expected to experience various aspects of school climate differently. Your school should identify whether there are additional sub-groups that might be important for future analysis.
- For full details on how the surveyed groups responded to each individual survey item that comprises each school dimension scale, you can refer to the Detailed Results section at the end of this Report.

Introduction

Why is this important?

- These charts will allow you to see in greater detail the distribution of scale scores for individuals within each group. This enables you to understand how much individuals' perceptions within each group converge around the group median score and the percentage whose scale scores fall into different ranges from highly negative to highly positive.
- The first set of graphs is organized around the eleven dimensions of school climate, which allows you to see the range of perceptions for the three surveyed populations in relation to each dimension. The second set is organized by survey group (e.g all student graphs together, all family graphs together, etc). This allows you to see each group's responses across all dimensions, and identify any patterns.

How to look at this data:

- These charts show the percentage of individuals within each of the three groups whose scores fall into different ranges from very negative (1.0 to 1.5) to very positive (4.5-5.0) on the five-point scale. The scores are grouped in increments of 0.5 to provide you with more detail about the distribution of scores within each school group.
- As has been shown in previous charts, there is a notation giving the percentage of respondents whose scores can be considered negative (less than 2.5), positive (greater than 3.5) and neutral (between 2.5 and 3.5). The median score is also noted on each chart.
- You should start by looking at the response patterns for each group and consider:
  - The percentage of each population surveyed (e.g students, school personnel, and families) who perceive each dimension in a positive, negative or neutral light in your school, as well as how consistent the patterns of opinion appear to be within each group.
  Whether there are other indicators in your school that dovetail with these patterns, and any theories you have that may account for some of the variation.
- In the next section you can explore these theories by looking at overall rating patterns for specific sub-groups that may experience school differently. Do school personnel with more experience see support for learning differently from newer staff?
- You should also look at these patterns in comparative terms:
  - Is there any one group whose opinions appear more consistent? For example, is there more convergence of opinion among school staff than among students or families? For which dimensions do you see this most clearly? How much do the patterns vary?
- What are the shifting patterns between negative, positive and neutral?
  - If one group rates respect for diversity higher than another, is this primarily because more individuals see it in a very positive way, or fewer see it in a very negative light? What might be affecting these ratings?
  - What does it mean for your school if most opinions converge toward the center vs. a range of opinions that are both very positive and very negative? What difference might it make in what actions you consider appropriate for improvement?

School Climate Dimension: Working Environment - Leadership

WORKING ENVIRONMENT

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Working Environment: Leadership

This scale focuses on the leadership characteristics and decision making style of the school's administration. Do school leaders establish and communicate a clear vision? Are they accessible and open? Are they supportive and appreciative of school staff? Do they involve staff in key decisions?

Distribution by Dimension

Leadership	15%	19%	65%

- ● Student Climate Survey
- ● Parent survey
- ● Staff survey
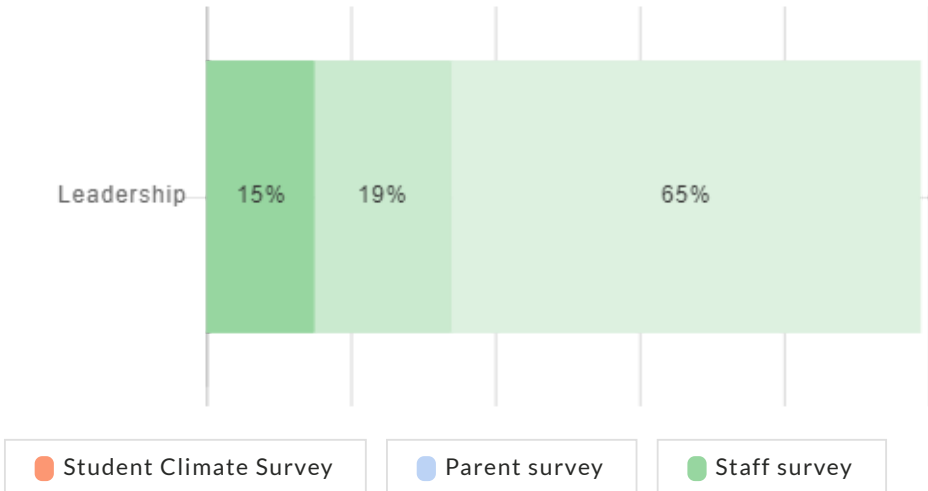
School Climate Dimension: Institutional Environment - Physical Surroundings
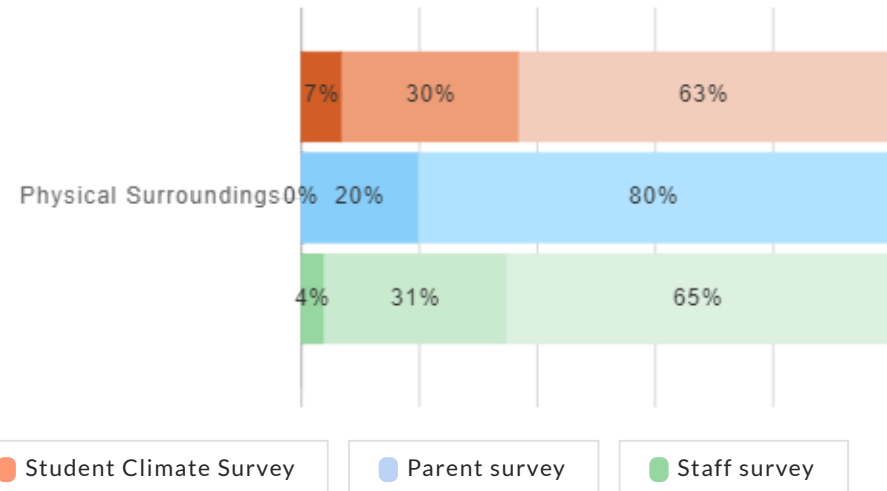
INSTITUTIONAL ENVIRONMENT

The institutional environment in the school is defined in both physical and social terms. Socially, this entails students' positive sense of connectedness to and engagement in the life of the school as an institution. Do they identify positively with the school and have a sense that both they and their families belong there and are welcome. This is an important aspect of a student's school experience and contributes substantially to school success. The physical environment - facilities and resources - is also important. Naturally, how clean, cared for, orderly and attractive the school is affects teaching, learning, school engagement and overall morale.

Institutional Environment: Physical Surroundings

This scale focuses on the school's physical plant. This includes the range of school facilities, their attractiveness, cleanliness and condition, and the adequacy of the space and resources for positive school life.

Distribution by Dimension

Physical Surroundings

Student Climate Survey	7%	30%	63%
Parent survey	0%	20%	80%
Staff survey	4%	31%	65%

- Student Climate Survey
- Parent survey
- Staff survey

School Climate Dimension: Working Environment - Professional Relationships

WORKING ENVIRONMENT

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Working Environment: Professional Relationships

This scale focuses on the quality of working relationships among school staff. Do staff work well together and learn from one another? Is there mutual trust and constructive collaboration? Are staff supportive of one another and generous with their help?

Distribution by Dimension
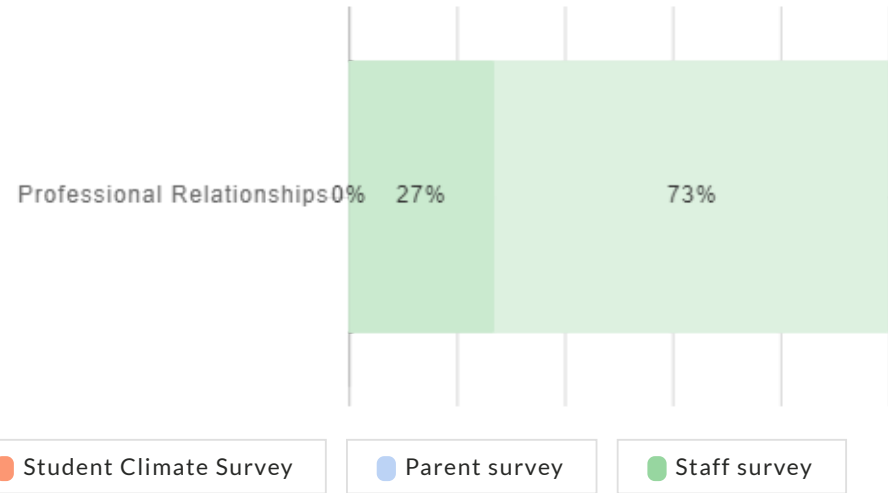
Professional Relationships 0%   27%   73%

- Student Climate Survey
- Parent survey
- Staff survey

School Climate Dimension: Interpersonal Relationships - Respect for Diversity
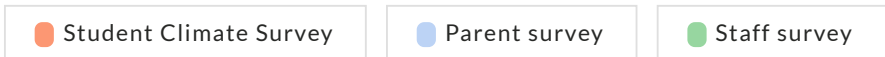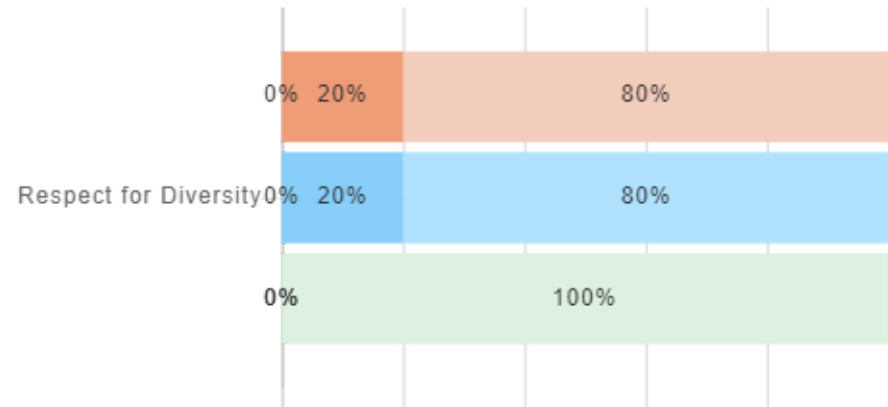
INTERPERSONAL RELATIONSHIPS

School experiences are based on relationships. The extent to which adults and students listen to, respect and trust one another shapes the school community. How do students treat one another and do they have a network of friends they can count on for support? What is the quality of support they feel they can expect from adults in the school? Do they feel there are adults who care about them as individuals and to whom they can turn for help? Finally, how well do adults communicate and collaborate with one another and what tone does that set for students? How all of this is perceived by students profoundly affects their expectations for appropriate behavior and the quality of their school experience.

Interpersonal Relationships: Respect for Diversity

This scale focuses on the extent to which adults and students in the school respect each others' differences with regard to such factors as gender, race/ethnicity, or physical differences. It focuses on peer relationships among students and among adults and on the relationships between adults and students.

Distribution by Dimension

Respect for Diversity

	0%	20%	80%
Student Climate Survey			
Parent survey	0%	20%	80%
Staff survey	0%		100%

Legend: Student Climate Survey, Parent survey, Staff survey

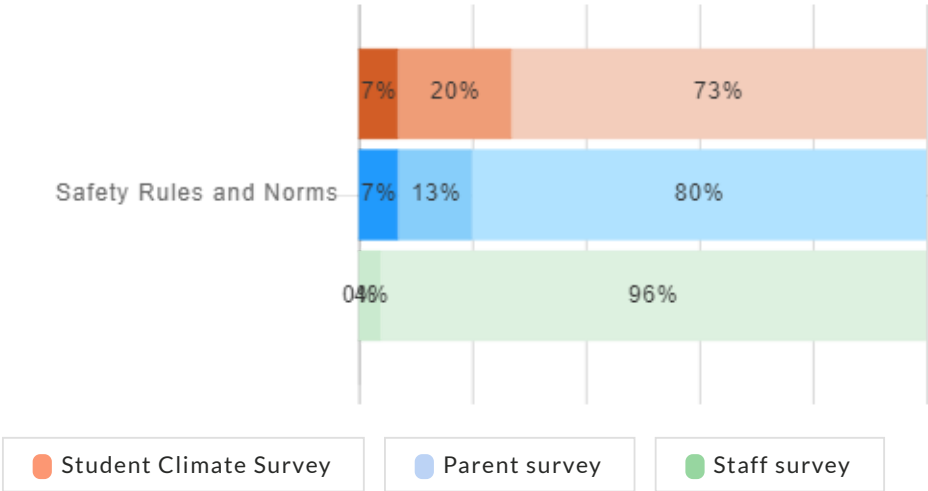**School Climate Dimension: Safety - Safety Rules and Norms**

SAFETY

Safety is a basic need. Feeling unsafe naturally undermines learning and healthy development. Safe schools promote student achievement and school success. Historically, schools have concentrated on physical safety, showing less sensitivity to emotional safety. In recent years, schools have become more attuned to how social safety and the problem of social bullying shapes learning and development. This survey looks at three aspects of safety: rules and norms (institutional safety) and actual sense of security - both physical and social-emotional.

Safety: Safety Rules and Norms

This scale focuses on the clarity of the school's rules for maintaining safety, both physical safety and social-emotional safety, and the consistency and fairness with which rules are enforced. For example, is it clear that there are rules about physical and social bullying? Are they fairly enforced by adults in the school?

Distribution by Dimension

Safety Rules and Norms

Survey			
Student Climate Survey	7%	20%	73%
Parent survey	7%	13%	80%
Staff survey	0%	4%	96%

- Student Climate Survey
- Parent survey
- Staff survey

School Climate Dimension: Institutional Environment - School Connectedness/Engagement

INSTITUTIONAL ENVIRONMENT

The institutional environment in the school is defined in both physical and social terms. Socially, this entails students' positive sense of connectedness to and engagement in the life of the school as an institution. Do they identify positively with the school and have a sense that both they and their families belong there and are welcome. This is an important aspect of a student's school experience and contributes substantially to school success. The physical environment - facilities and resources - is also important. Naturally, how clean, cared for, orderly and attractive the school is affects teaching, learning, school engagement and overall morale.

Institutional Environment: School Connectedness/Engagement

This scale focuses on how positively students feel about their school and the degree to which they and their families are encouraged to participate in school life. Do students feel good about their school and what they accomplish there? Do they feel that they are encouraged to become involved in school life beyond academics? Does the school reach out to families, by keeping them informed and making them feel comfortable speaking with teachers or attending school events?

Distribution by Dimension

School Connectedness/Engagement

- Student Climate Survey
- Parent survey
- Staff survey
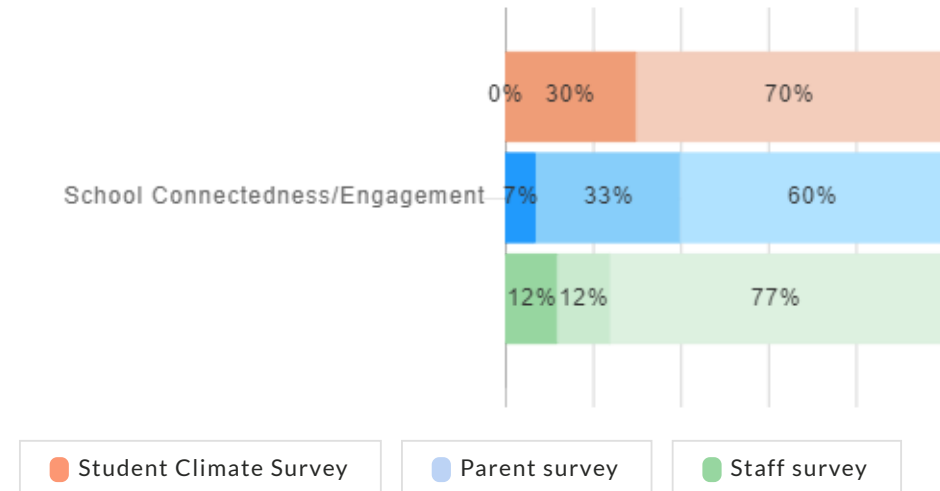
School Climate Dimension: Safety - Sense of Physical Security

SAFETY

Safety is a basic need. Feeling unsafe naturally undermines learning and healthy development. Safe schools promote student achievement and school success. Historically, schools have concentrated on physical safety, showing less sensitivity to emotional safety. In recent years, schools have become more attuned to how social safety and the problem of social bullying shapes learning and development. This survey looks at three aspects of safety: rules and norms (institutional safety) and actual sense of security - both physical and social-emotional.

Safety: Sense of Physical Security

This scale focuses on the degree to which people feel physically safe in the school building and in the area surrounding the school. For example, have individuals themselves experienced physical abuse and to what extent have they seen others being subjected to physical harm such as pushing, slapping or punching?

Distribution by Dimension

Sense of Physical Security

- 0% 27% 73% (Student Climate Survey)
- 0% 13% 87% (Parent survey)
- 0% 100% (Staff survey)

● Student Climate Survey   ● Parent survey   ● Staff survey

School Climate Dimension: Safety - Sense of Social-Emotional Security
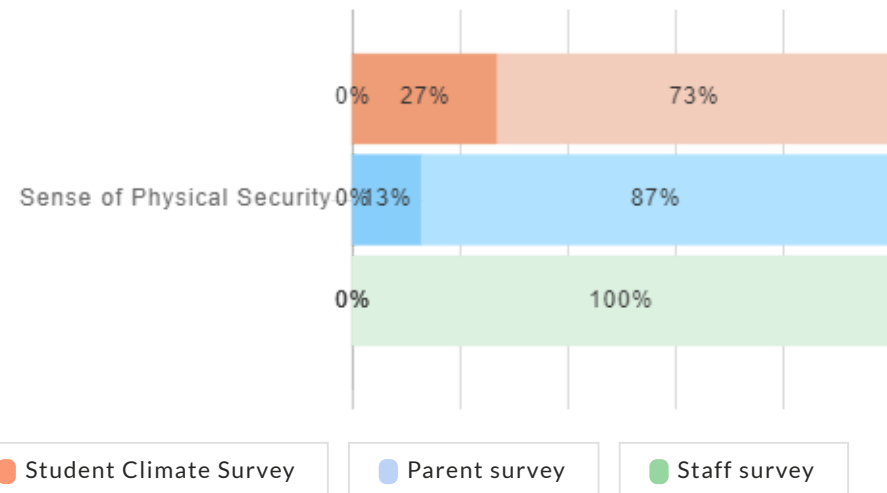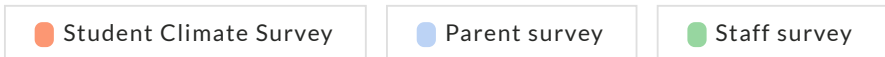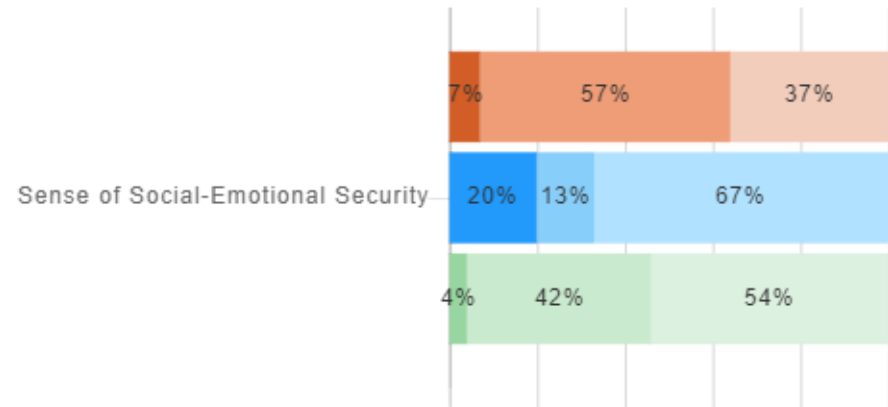
SAFETY

Safety is a basic need. Feeling unsafe naturally undermines learning and healthy development. Safe schools promote student achievement and school success. Historically, schools have concentrated on physical safety, showing less sensitivity to emotional safety. In recent years, schools have become more attuned to how social safety and the problem of social bullying shapes learning and development. This survey looks at three aspects of safety: rules and norms (institutional safety) and actual sense of security - both physical and social-emotional.

Safety: Sense of Social-Emotional Security

This scale focuses on the degree to which people feel safe in social-emotional terms. Questions on this scale probe experience and witnessing of verbal abuse, harassment, and exclusion.

Distribution by Dimension

Sense of Social-Emotional Security

Student Climate Survey: 7% | 57% | 37%
Parent survey: 20% | 13% | 67%
Staff survey: 4% | 42% | 54%

- Student Climate Survey
- Parent survey
- Staff survey

School Climate Dimension: Teaching and Learning - Social and Civic Learning
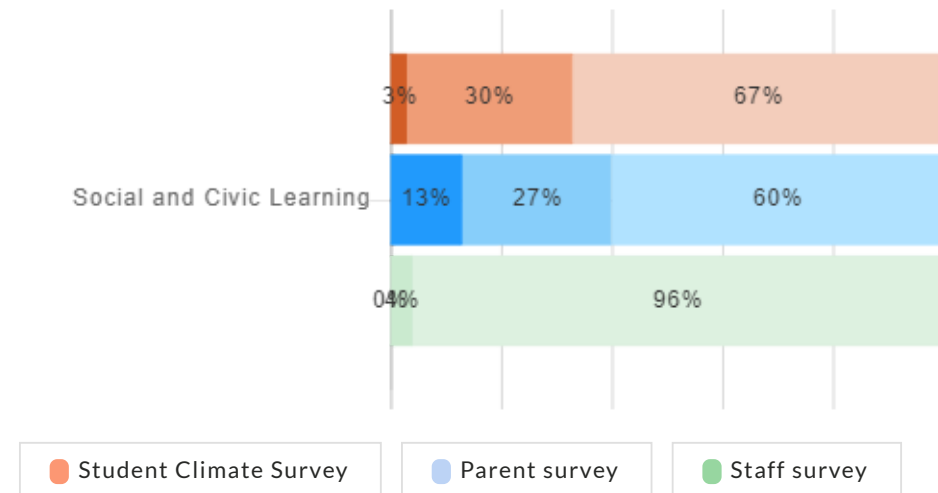
TEACHING AND LEARNING

The goal of schooling is to foster learning and development. Educational research has identified factors that influence school success, including the use of varied and customized instructional strategies and the promotion of students' reflective, self-monitoring, and decision-making skills. Students are also more able learners when they are made comfortable taking risks, when they feel safe "not knowing", and can genuinely ask for help in understanding. Adults' expectations for students—and the ability to communicate this—also powerfully shape learning and school engagement. Teaching and learning is always social, emotional and ethical as well as cognitive in nature. Active and purposeful social, emotional, and ethical teaching and modeling also supports students' academic achievement and school success, as well as their development into responsible and productive citizens.

Teaching and Learning: Social and Civic Learning

This scale describes the extent to which social and civic knowledge and skills are actively incorporated into school learning and how ethical dispositions are recognized and valued. For example, do students learn to listen and cooperate with others? Are they encouraged to think about "right" and "wrong"? Are they supported in the development of skills for reflection and self-control? Do they learn how to resolve conflicts effectively and amicably?

Distribution by Dimension

Social and Civic Learning

- Student Climate Survey: 3% | 30% | 67%
- Parent survey: 13% | 27% | 60%
- Staff survey: 0% 4% | 96%

Legend: Student Climate Survey | Parent survey | Staff survey

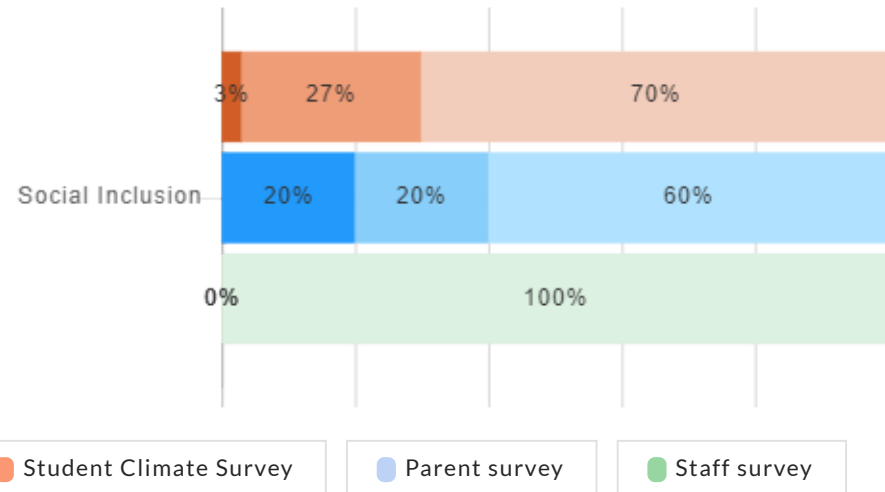**School Climate Dimension: Institutional Environment - Social Inclusion**

INSTITUTIONAL ENVIRONMENT

The institutional environment in the school is defined in both physical and social terms. Socially, this entails students' positive sense of connectedness to and engagement in the life of the school as an institution. Do they identify positively with the school and have a sense that both they and their families belong there and are welcome. This is an important aspect of a student's school experience and contributes substantially to school success. The physical environment - facilities and resources - is also important. Naturally, how clean, cared for, orderly and attractive the school is affects teaching, learning, school engagement and overall morale.

Institutional Environment: Social Inclusion

This scale deals with the quality of support for students with disabilities. This scale focuses on how the school community creates conditions for success for students with disabilities. The extent to which students with disabilities are actively involved in all facets of school life, including opportunities for socialization, extracurricular activities, leadership, and decision-making, is an important reflection of the health of the school community. What extracurricular activities/clubs include students with disabilities? What opportunities exist for students with disabilities to collaborate, learn, and play with students without disabilities? Do students with disabilities feel valued as members of the school community?

Distribution by Dimension

Social Inclusion

- Student Climate Survey: 3% | 27% | 70%
- Parent survey: 20% | 20% | 60%
- Staff survey: 0% | 100%

Legend: Student Climate Survey | Parent survey | Staff survey

School Climate Dimension: Social Media - Social Media

SOCIAL MEDIA

/

Social Media: Social Media

This scale focuses on the degree to which people feel safe in social-emotional terms on social media. Questions on this scale probe experience and exposure to verbal abuse, harassment, and exclusion on social media.

Distribution by Dimension
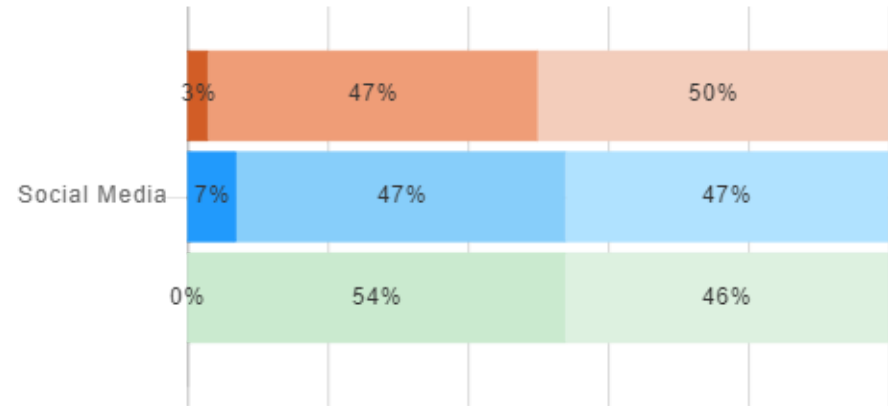
Social Media

3%	47%	50%
7%	47%	47%
0%	54%	46%

🟠 Student Climate Survey   🔵 Parent survey   🟢 Staff survey

School Climate Dimension: Interpersonal Relationships - Social Support/Adults

INTERPERSONAL RELATIONSHIPS

School experiences are based on relationships. The extent to which adults and students listen to, respect and trust one another shapes the school community. How do students treat one another and do they have a network of friends they can count on for support? What is the quality of support they feel they can expect from adults in the school? Do they feel there are adults who care about them as individuals and to whom they can turn for help? Finally, how well do adults communicate and collaborate with one another and what tone does that set for students? How all of this is perceived by students profoundly affects their expectations for appropriate behavior and the quality of their school experience.

Interpersonal Relationships: Social Support/Adults

This scale deals with quality of social relationships among adults and students. Is there mutual trust and support? Do adults appear to work well with their peers? Do students feel that adults in the school show an interest in them and listen to what they have to say?

Distribution by Dimension

- Student Climate Survey
- Parent survey
- Staff survey

School Climate Dimension: Interpersonal Relationships - Social Support/Students
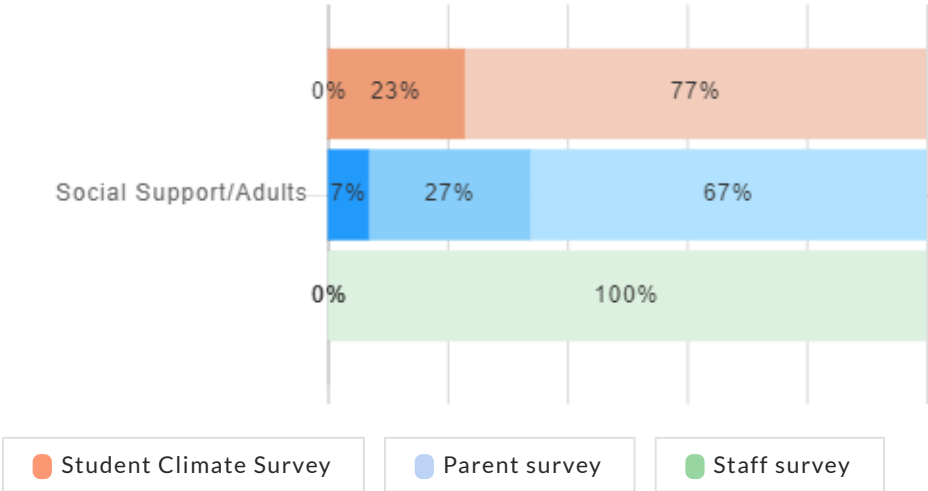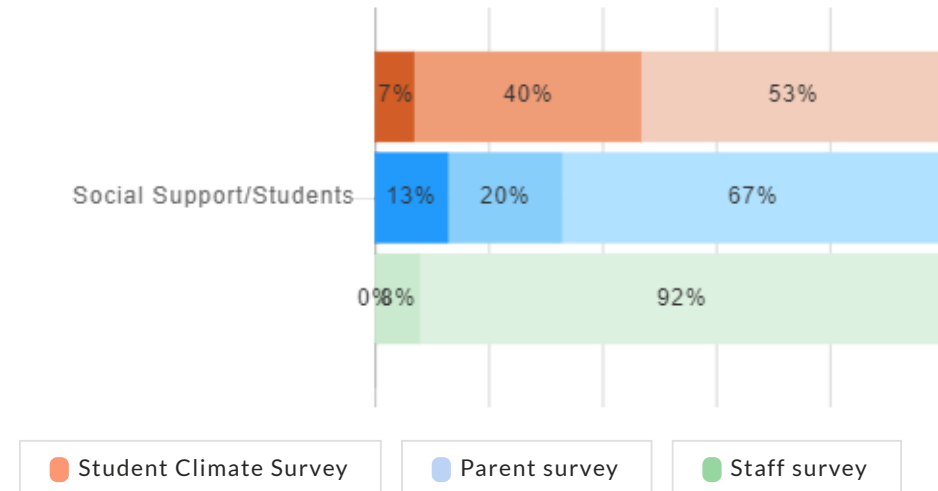
INTERPERSONAL RELATIONSHIPS

School experiences are based on relationships. The extent to which adults and students listen to, respect and trust one another shapes the school community. How do students treat one another and do they have a network of friends they can count on for support? What is the quality of support they feel they can expect from adults in the school? Do they feel there are adults who care about them as individuals and to whom they can turn for help? Finally, how well do adults communicate and collaborate with one another and what tone does that set for students? How all of this is perceived by students profoundly affects their expectations for appropriate behavior and the quality of their school experience.

Interpersonal Relationships: Social Support/Students

This scale deals with quality of social support among students. Do students have a network of friends that sustain them academically and socially?

Distribution by Dimension

Social Support/Students

Survey	Values
Student Climate Survey	7% / 40% / 53%
Parent survey	13% / 20% / 67%
Staff survey	0% 8% / 92%

- Student Climate Survey
- Parent survey
- Staff survey

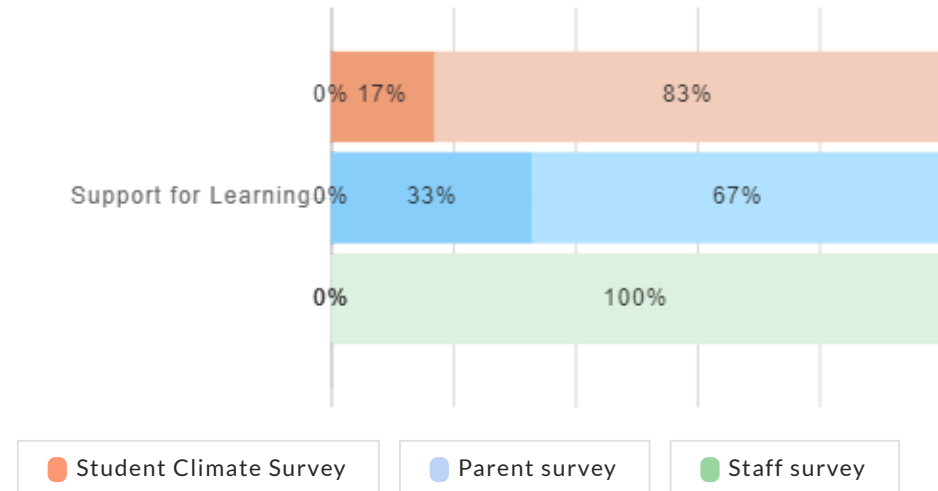**School Climate Dimension: Teaching and Learning - Support for Learning**

TEACHING AND LEARNING

The goal of schooling is to foster learning and development. Educational research has identified factors that influence school success, including the use of varied and customized instructional strategies and the promotion of students' reflective, self-monitoring, and decision-making skills. Students are also more able learners when they are made comfortable taking risks, when they feel safe "not knowing", and can genuinely ask for help in understanding. Adults' expectations for students—and the ability to communicate this—also powerfully shape learning and school engagement. Teaching and learning is always social, emotional and ethical as well as cognitive in nature. Active and purposeful social, emotional, and ethical teaching and modeling also supports students' academic achievement and school success, as well as their development into responsible and productive citizens.

Teaching and Learning: Support for Learning

This scale highlights adults' and students' interactions in the learning process. For example, do students feel that teachers let them know when they do a good job and offer them constructive feedback? Is schoolwork challenging? Is there support for learning from mistakes? Is there an opportunity to demonstrate knowledge and skills in a variety of ways?

Distribution by Dimension

● Student Climate Survey	● Parent survey	● Staff survey

Support for Learning

- 0% 17% ... 83%
- 0% 33% ... 67%
- 0% ... 100%

Demographic profiles: Student - What grade are you in?
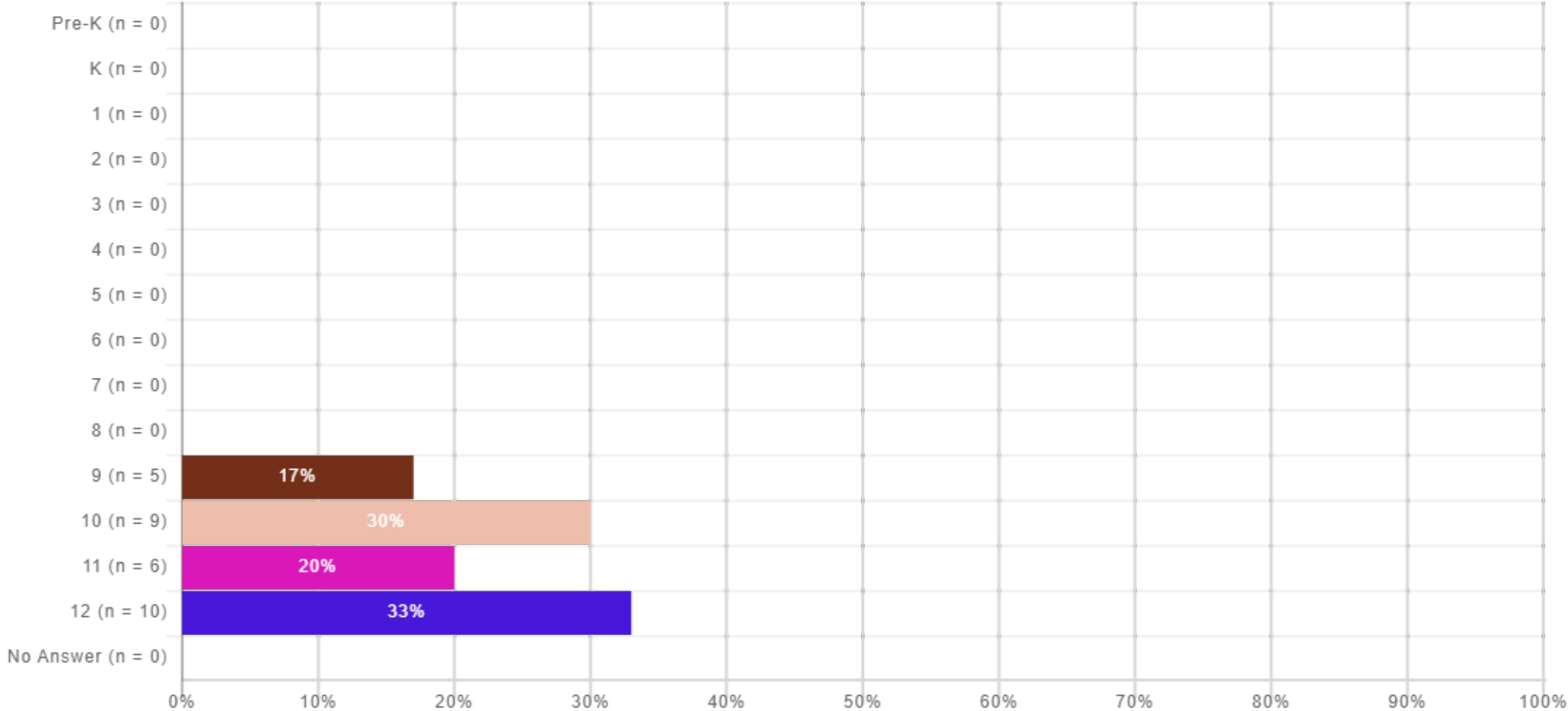
Distribution Scores and Rating Patterns

Filter(s): What grade are you in? = 12

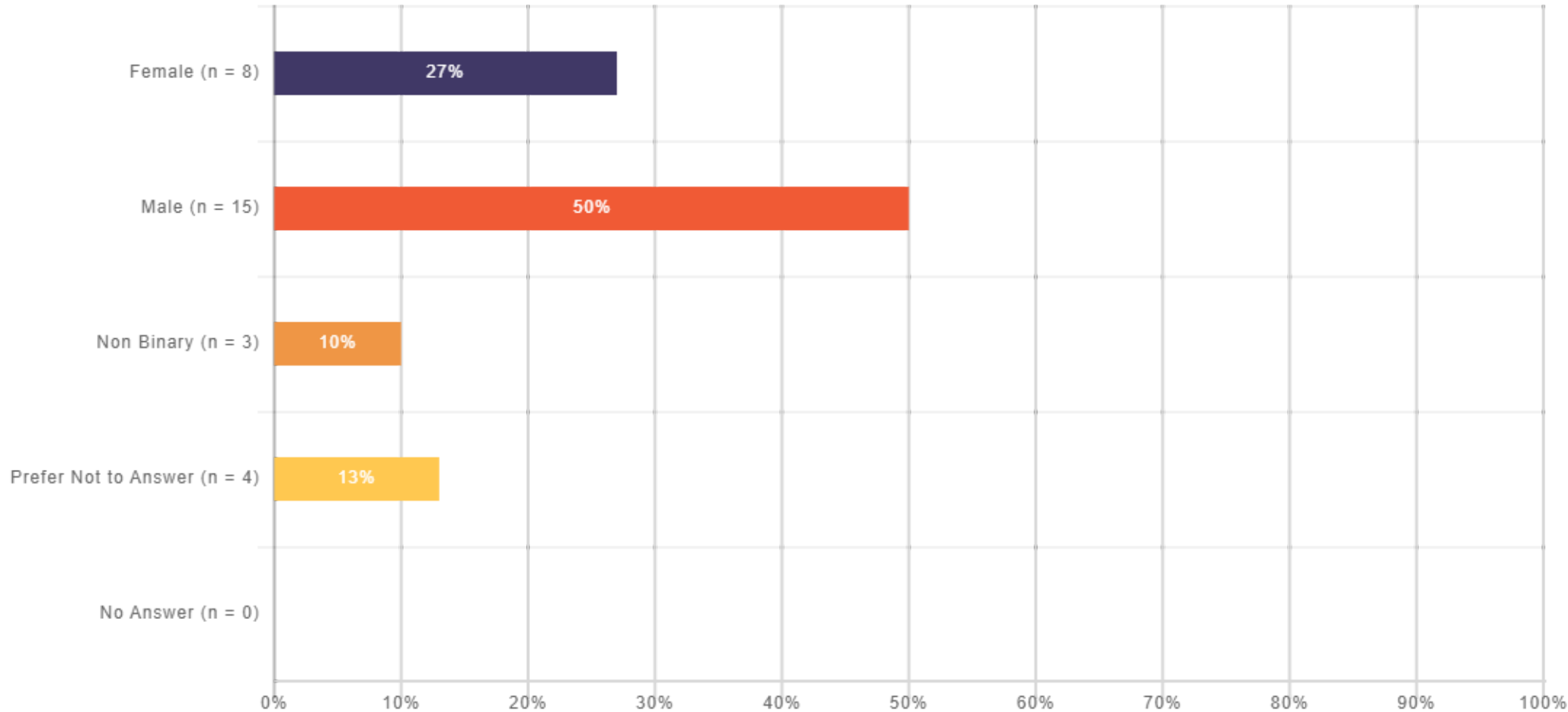| Dimension	Median	Scores Distribution		
Overall Score	3.82	7%	27%	66%
Safety Rules and Norms	3.80	10%	20%	70%
Sense of Physical Security	4.00		30%	70%
Sense of Social-Emotional Security	3.17	10%	50%	40%
Support for Learning	4.13		100%	
Social and Civic Learning	3.80		40%	60%
Respect for Diversity	4.17		20%	80%
Social Support/Adults	3.86		20%	80%
Social Support/Students	3.40	20%	40%	40%
School Connectedness/Engagement	3.86		30%	70%
Physical Surroundings	4.00	20%	20%	60%
Social Media	3.67	10%	30%	60%
Social Inclusion	3.92	10%	20%	70%

Responses

Number of surveys included in this report

10

Demographic profiles: Student - With which gender do you most identify?

Distribution Scores and Rating Patterns

Filter(s): With which gender do you most identify? = Male

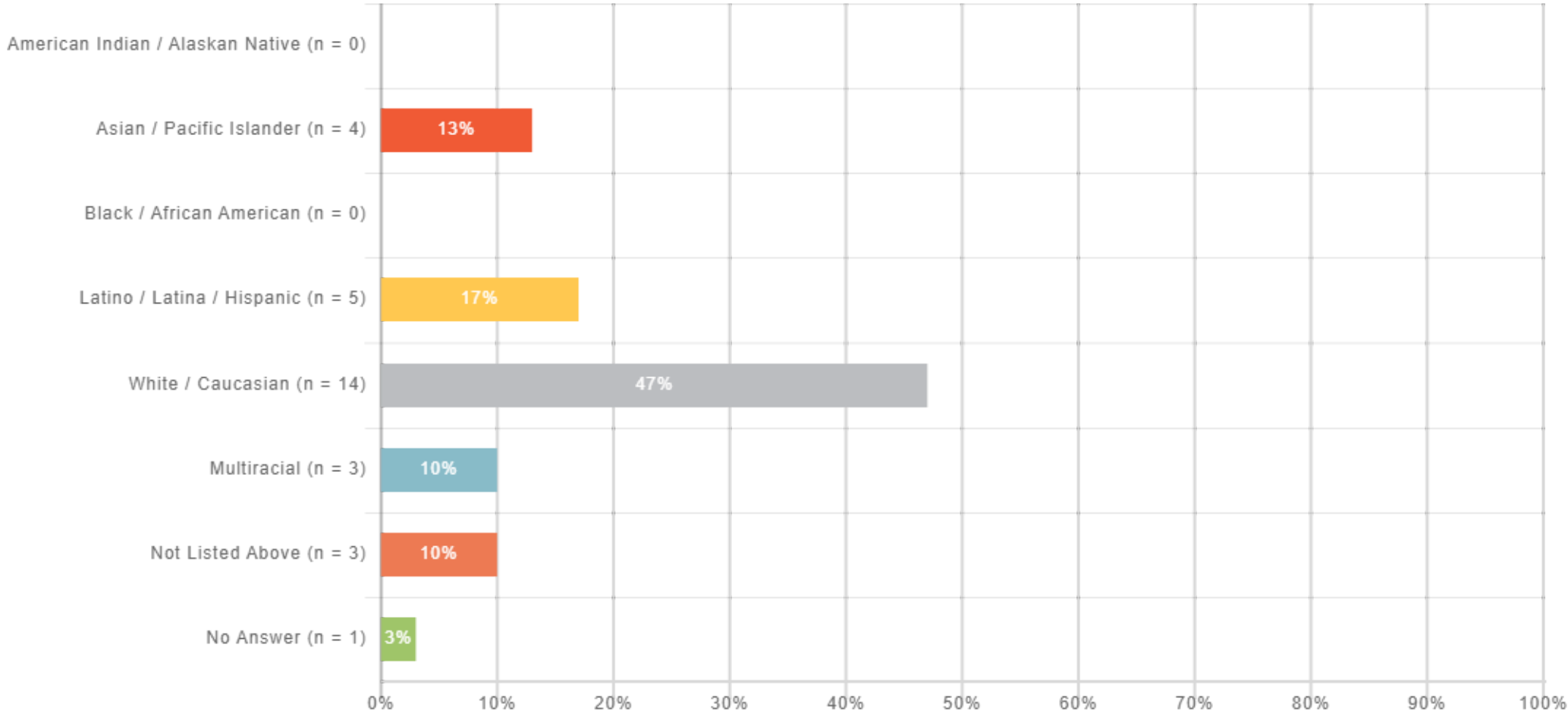| Dimension	Median	Scores Distribution		
Overall Score	3.74	2	33%	65%
Safety Rules and Norms	4.00		27%	73%
Sense of Physical Security	4.00		27%	73%
Sense of Social-Emotional Security	3.33		53%	47%
Support for Learning	3.88		20%	80%
Social and Civic Learning	3.60		40%	60%
Respect for Diversity	4.00		20%	80%
Social Support/Adults	4.00		27%	73%
Social Support/Students	3.80	7%	40%	53%
School Connectedness/Engagement	3.57		40%	60%
Physical Surroundings	3.67	13%	27%	60%
Social Media	3.33	7%	47%	47%
Social Inclusion	3.67		33%	67%

Responses

Number of surveys included in this report

15

Demographic profiles: Student - What is your race/ethnicity? (Please fill in the circle that best describes you)

Distribution Scores and Rating Patterns

Filter(s): What is your race/ethnicity? (Please fill in the circle that best describes you) = White / Caucasian

Dimension	Median	Scores Distribution		
Overall Score	3.80	4	32%	64%
Safety Rules and Norms	4.40	14% 7%		79%
Sense of Physical Security	4.00	29%		71%
Sense of Social-Emotional Security	3.33	7%	64%	29%
Support for Learning	4.00	14%		86%
Social and Civic Learning	3.60	36%		64%
Respect for Diversity	4.00	21%		79%
Social Support/Adults	4.00	21%		79%
Social Support/Students	3.80	7%	29%	64%
School Connectedness/Engagement	3.86	29%		71%
Physical Surroundings	3.33	7%	50%	43%
Social Media	3.33	7%	50%	43%
Social Inclusion	3.90	7%	29%	64%

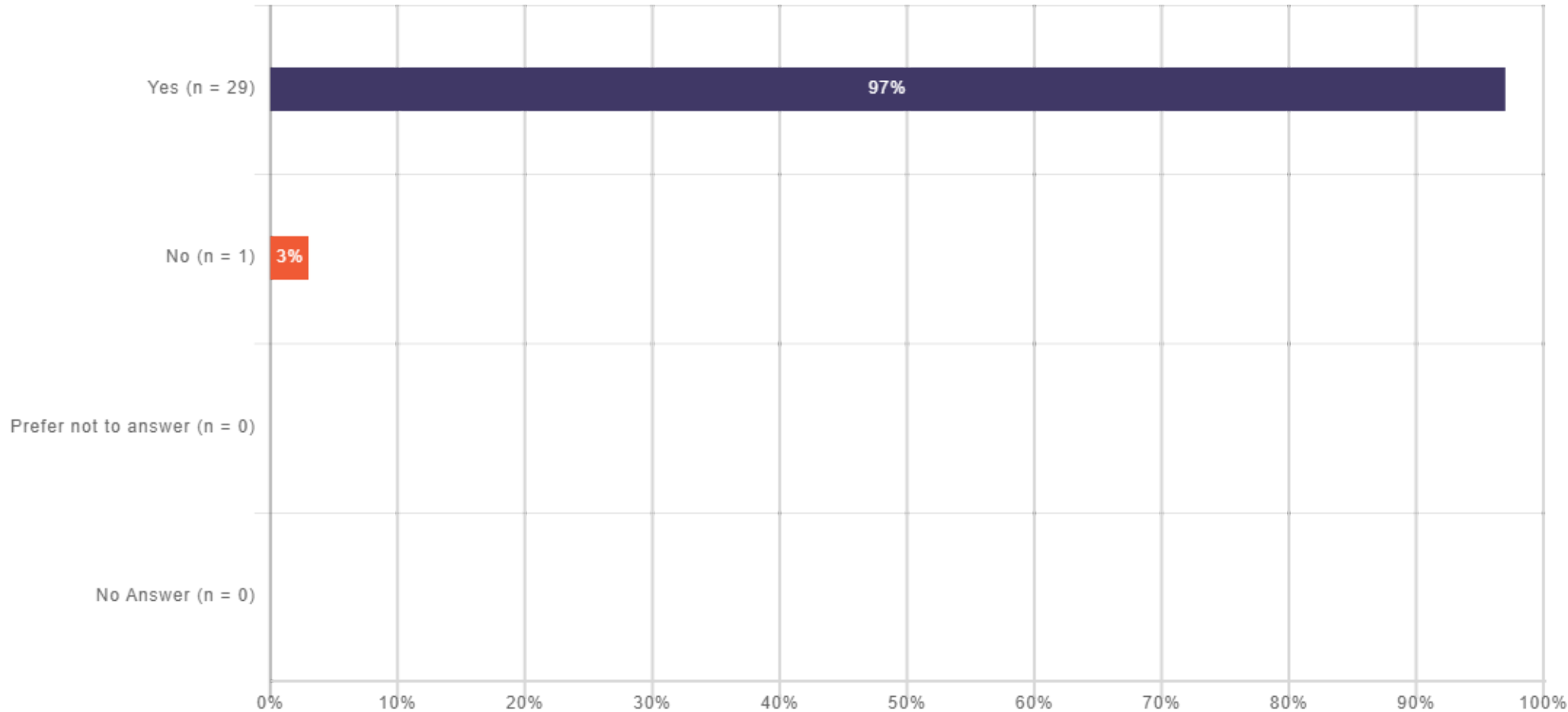# Responses

Number of surveys included in this report

14

Demographic profiles: Student - Is English your first language?

Distribution Scores and Rating Patterns

Filter(s): Is English your first language? = Yes

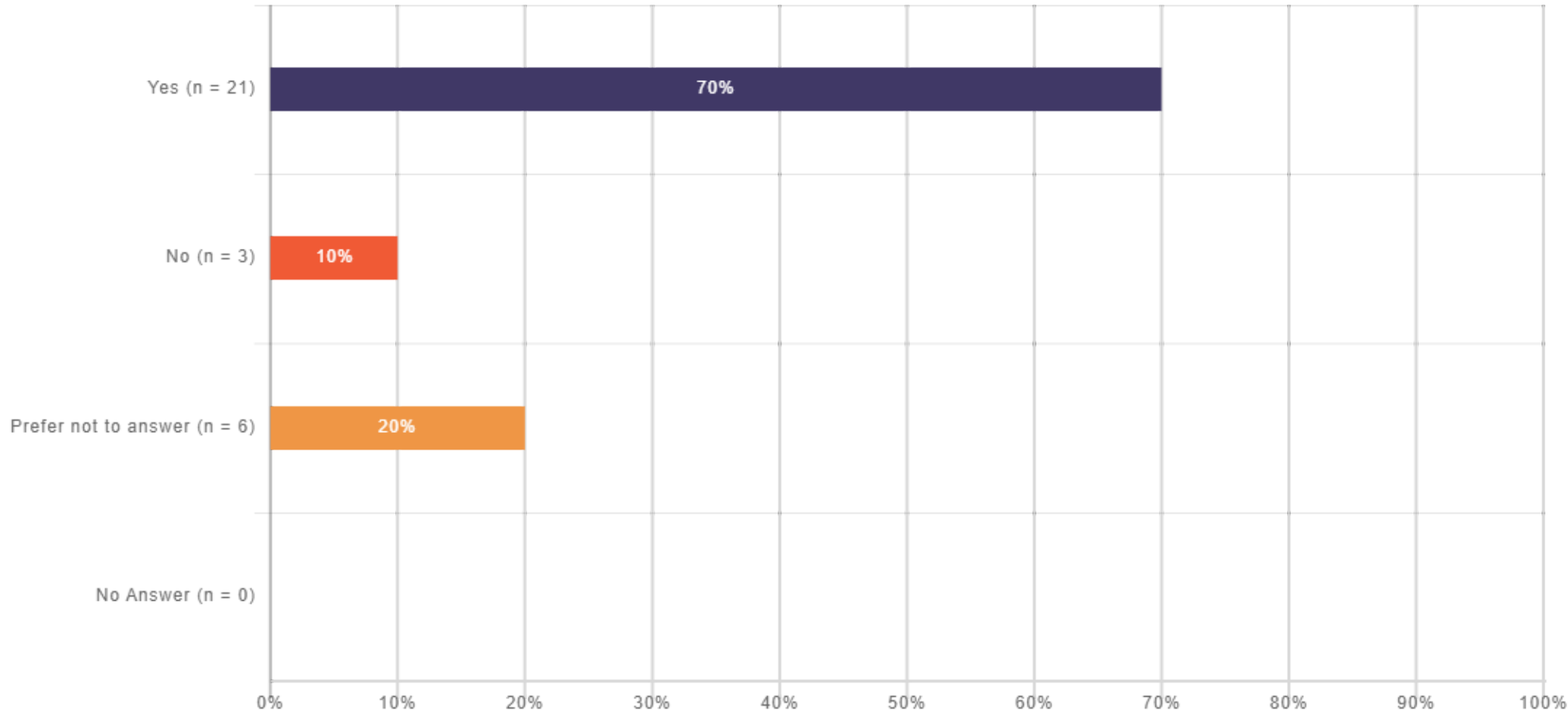| Dimension	Median	Scores Distribution		
Overall Score	3.77	3	31%	66%
Safety Rules and Norms	4.00	7%	21%	72%
Sense of Physical Security	4.00		28%	72%
Sense of Social-Emotional Security	3.17	7%	59%	34%
Support for Learning	3.94		17%	83%
Social and Civic Learning	3.60	3	31%	66%
Respect for Diversity	4.00		21%	79%
Social Support/Adults	3.93		24%	76%
Social Support/Students	3.80	7%	38%	55%
School Connectedness/Engagement	3.71		31%	69%
Physical Surroundings	3.82	7%	31%	62%
Social Media	3.33	3	48%	48%
Social Inclusion	3.96	3	28%	69%

Responses

Number of surveys included in this report

29

Demographic profiles: Student - Do you receive special education services?

Distribution Scores and Rating Patterns

Filter(s): Do you receive special education services? = Yes

Dimension	Median	Scores Distribution		
Overall Score	3.69	4	36%	60%
Safety Rules and Norms	4.00	10%	29%	61%
Sense of Physical Security	4.00	29%	71%	
Sense of Social-Emotional Security	3.17	10%	66%	24%
Support for Learning	3.88	24%	76%	
Social and Civic Learning	3.50	5%	33%	62%
Respect for Diversity	4.00	24%	76%	
Social Support/Adults	3.79	29%	71%	
Social Support/Students	3.30	10%	48%	43%
School Connectedness/Engagement	3.64	38%	62%	
Physical Surroundings	3.82	10%	24%	66%
Social Media	3.33	57%	43%	
Social Inclusion	3.85	5%	33%	62%

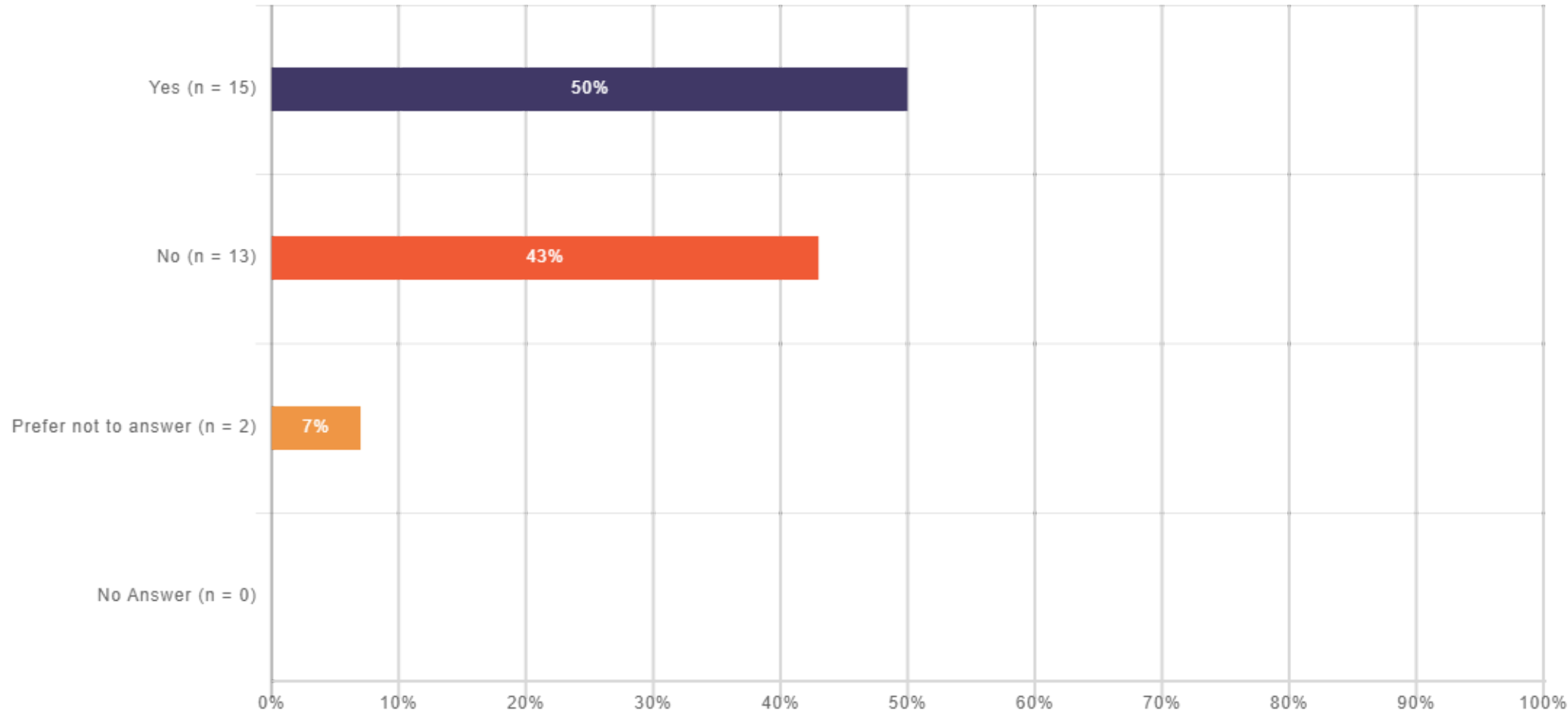# Responses

Number of surveys included in this report

21

Demographic profiles: Student - Are you involved in any extra-curricular activities at your school?

Distribution Scores and Rating Patterns

Filter(s): Are you involved in any extra-curricular activities at your school? = Yes

Dimension	Median	Scores Distribution		
Overall Score	3.90		30%	68%
Safety Rules and Norms	4.20	7%	20%	73%
Sense of Physical Security	4.00		20%	80%
Sense of Social-Emotional Security	3.17	7%	60%	33%
Support for Learning	4.00		20%	80%
Social and Civic Learning	3.80		27%	73%
Respect for Diversity	4.00		20%	80%
Social Support/Adults	4.14		27%	73%
Social Support/Students	3.80		47%	53%
School Connectedness/Engagement	4.00		20%	80%
Physical Surroundings	4.00	7%	33%	60%
Social Media	3.67	7%	40%	53%
Social Inclusion	4.00		27%	73%

Filter(s): Are you involved in any extra-curricular activities at your school? = No

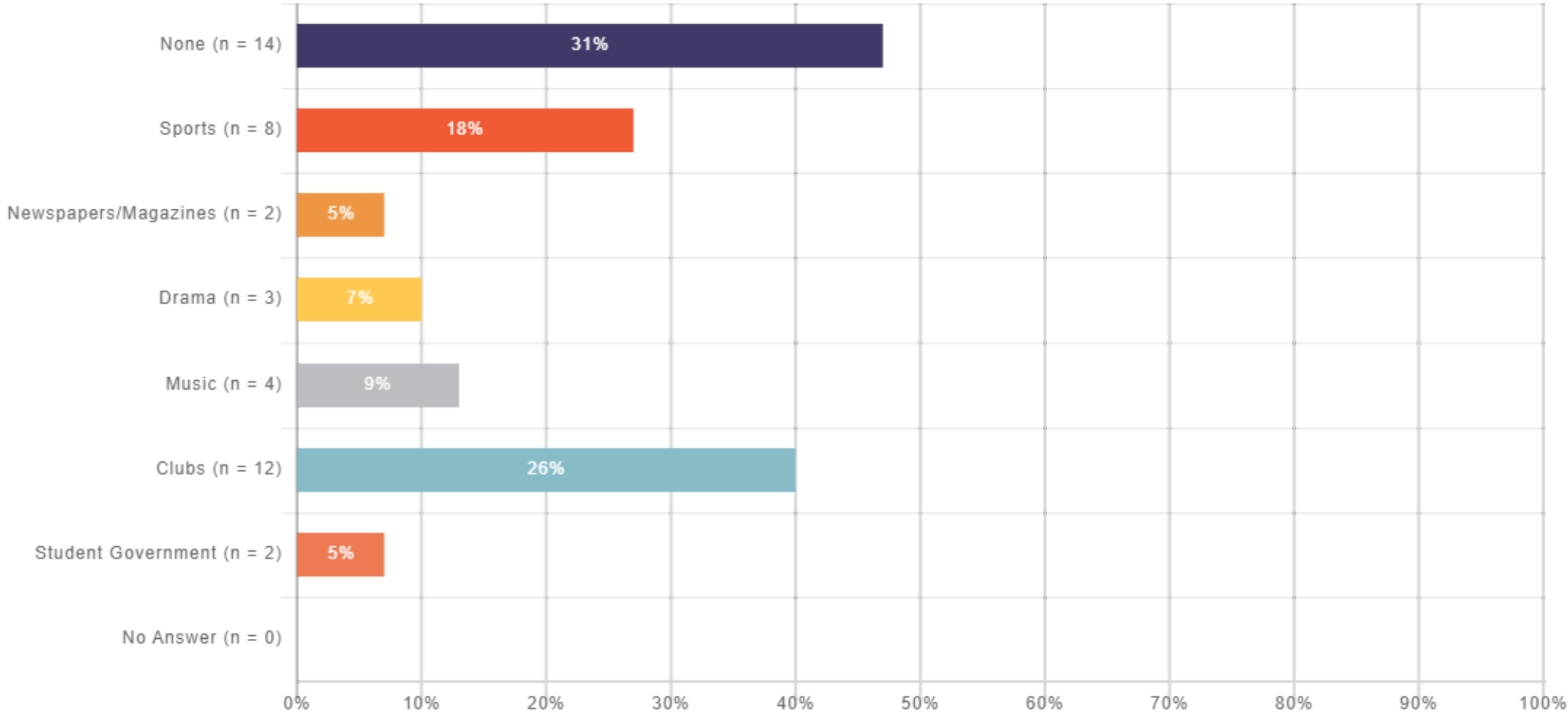| Dimension	Median	Scores Distribution		
Overall Score	3.68	3	31%	66%
Safety Rules and Norms	3.90	8%	15%	77%
Sense of Physical Security	4.00		38%	62%
Sense of Social-Emotional Security	3.17	8%	54%	38%
Support for Learning	3.84		15%	85%
Social and Civic Learning	3.55	8%	31%	61%
Respect for Diversity	3.92		23%	77%
Social Support/Adults	3.86		15%	85%
Social Support/Students	3.60	8%	38%	54%
School Connectedness/Engagement	3.57		38%	62%
Physical Surroundings	3.73		31%	69%
Social Media	3.33		54%	46%
Social Inclusion	3.67	8%	23%	69%

Responses

Number of surveys included in this report

15

Responses

Number of surveys included in this report

13

Demographic profiles: Student - If you are involved in any extra-curricular activities at your school, please fill in the circle for all that apply

Distribution Scores and Rating Patterns

Filter(s): If you are involved in any extra-curricular activities at your school, please fill in the circle for all that apply = None

Dimension	Median	Scores Distribution		
Overall Score	3.77	4	27%	69%
Safety Rules and Norms	4.00	7%	21%	72%
Sense of Physical Security	4.00		29%	71%
Sense of Social-Emotional Security	3.33	7%	50%	43%
Support for Learning	3.88		14%	86%
Social and Civic Learning	3.60	7%	29%	64%
Respect for Diversity	4.00		14%	86%
Social Support/Adults	4.00		14%	86%
Social Support/Students	3.80	14%	29%	57%
School Connectedness/Engagement	3.57		36%	64%
Physical Surroundings	3.83	7%	21%	72%
Social Media	3.50		50%	50%
Social Inclusion	3.67	7%	21%	72%

Filter(s): If you are involved in any extra-curricular activities at your school, please fill in the circle for all that apply = Clubs

Dimension	Median	Scores Distribution		
Overall Score	3.82	2	34%	64%
Safety Rules and Norms	4.30	8%	25%	67%
Sense of Physical Security	4.00		17%	83%
Sense of Social-Emotional Security	3.17		75%	25%
Support for Learning	4.06		25%	75%
Social and Civic Learning	3.70		33%	67%
Respect for Diversity	4.00		25%	75%
Social Support/Adults	4.00		25%	75%
Social Support/Students	3.60		50%	50%
School Connectedness/Engagement	3.86		25%	75%
Physical Surroundings	3.42	8%	42%	50%
Social Media	3.50	8%	42%	50%
Social Inclusion	4.17		25%	75%

Responses

Number of surveys included in this report

14

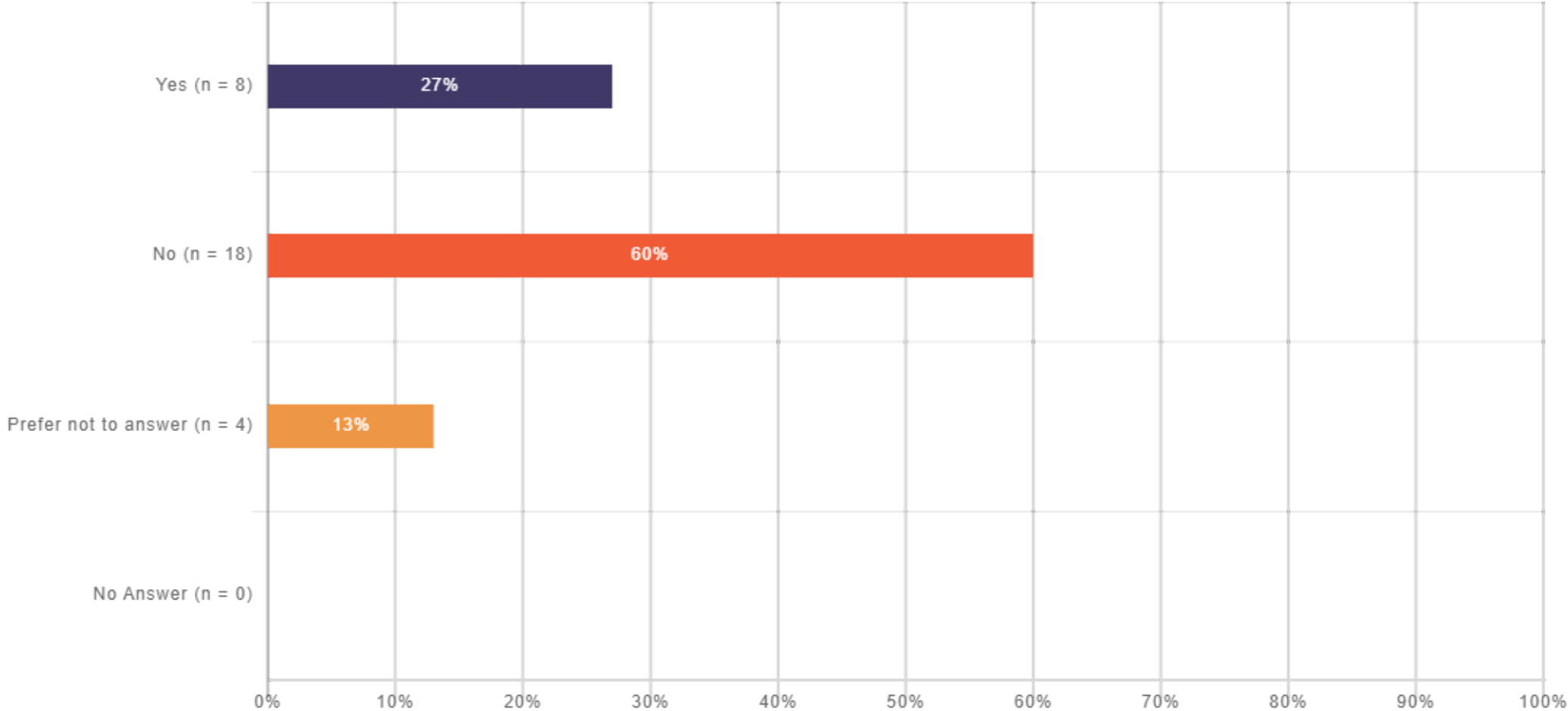# Responses

Number of surveys included in this report

12

Demographic profiles: Student - Do you identify as gay, lesbian, bisexual, or transgender?

Distribution Scores and Rating Patterns

Filter(s): Do you identify as gay, lesbian, bisexual, or transgender? = No

Dimension	Median	Scores Distribution		
Overall Score	3.78	3	31%	66%
Safety Rules and Norms	4.00	6%	22%	72%
Sense of Physical Security	4.00		28%	72%
Sense of Social-Emotional Security	3.33	6%	50%	44%
Support for Learning	3.88		17%	83%
Social and Civic Learning	3.60		39%	61%
Respect for Diversity	4.00		17%	83%
Social Support/Adults	4.00		22%	78%
Social Support/Students	4.00	11%	28%	61%
School Connectedness/Engagement	3.57		39%	61%
Physical Surroundings	4.00	6%	22%	72%
Social Media	3.33		56%	44%
Social Inclusion	3.67	6%	28%	66%

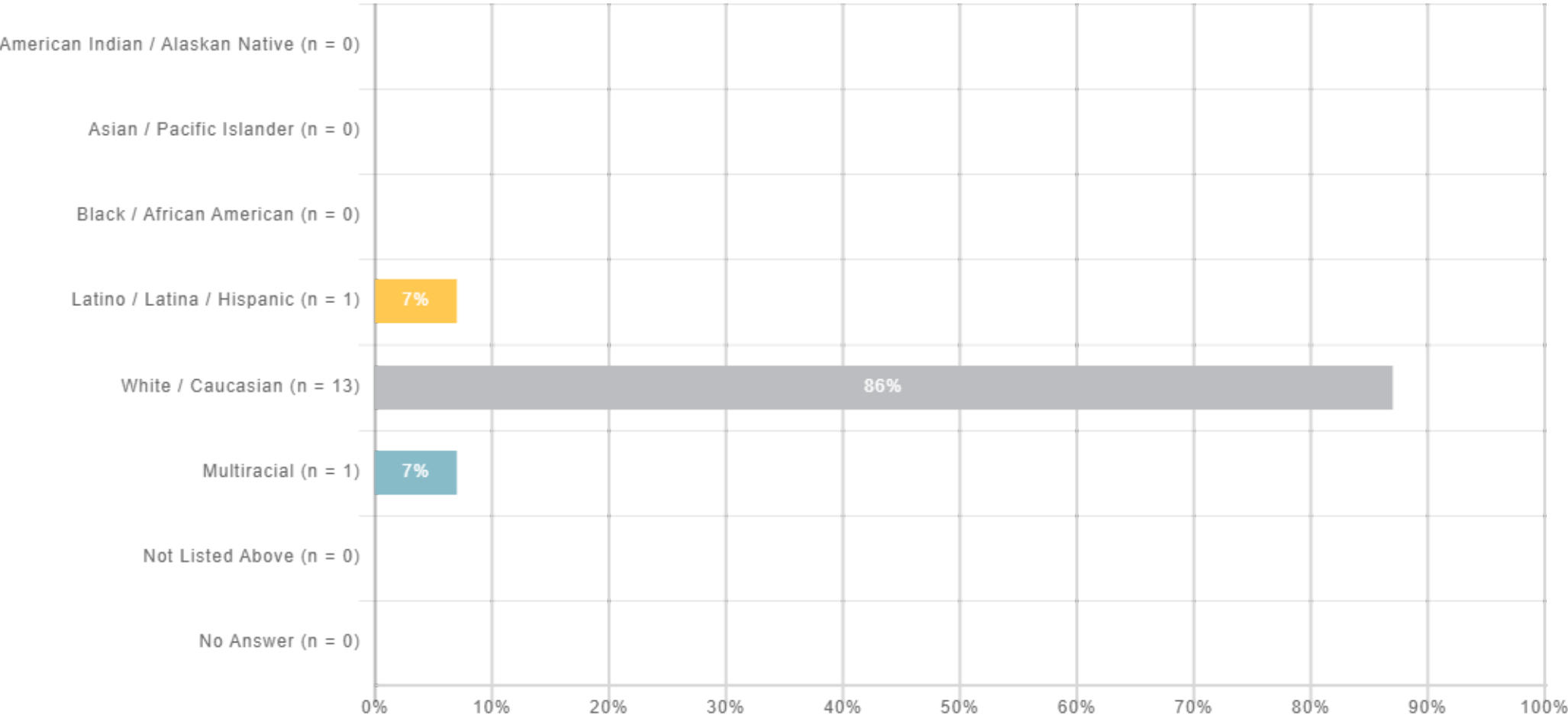# Responses

Number of surveys included in this report

18

Demographic profiles: Parent - What is your race/ethnicity? (Please fill in the circle that best describes you.)

Distribution Scores and Rating Patterns

Filter(s): What is your race/ethnicity? (Please fill in the circle that best describes you.) = White / Caucasian

Dimension	Median	Scores Distribution		
Overall Score	3.76	9%	25%	66%
Safety Rules and Norms	4.10	8%	15%	77%
Sense of Physical Security	4.13	15%		85%
Sense of Social-Emotional Security	3.50	23%	8%	69%
Support for Learning	3.56		38%	62%
Social and Civic Learning	3.41	15%	31%	54%
Respect for Diversity	4.00	23%		77%
Social Support/Adults	3.86	8%	31%	61%
Social Support/Students	3.90	15%	15%	70%
School Connectedness/Engagement	3.57	8%	31%	61%
Physical Surroundings	4.00	15%		85%
Social Media	3.25	8%	54%	38%
Social Inclusion	3.87	23%	23%	54%

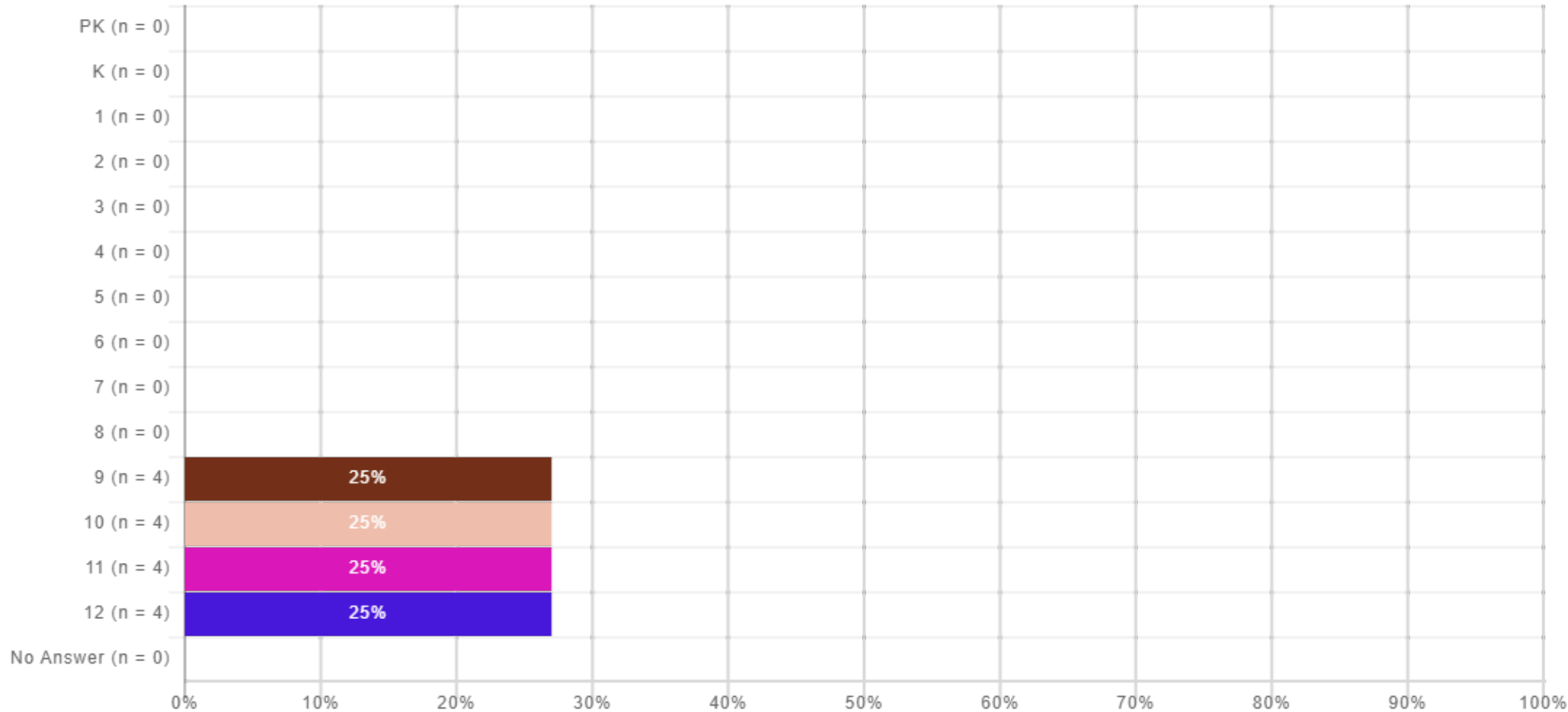# Responses

Number of surveys included in this report

13

Demographic profiles: Parent - Please indicate your child's grade at this school.

Demographic profiles: Parent - Is English your child's first language?
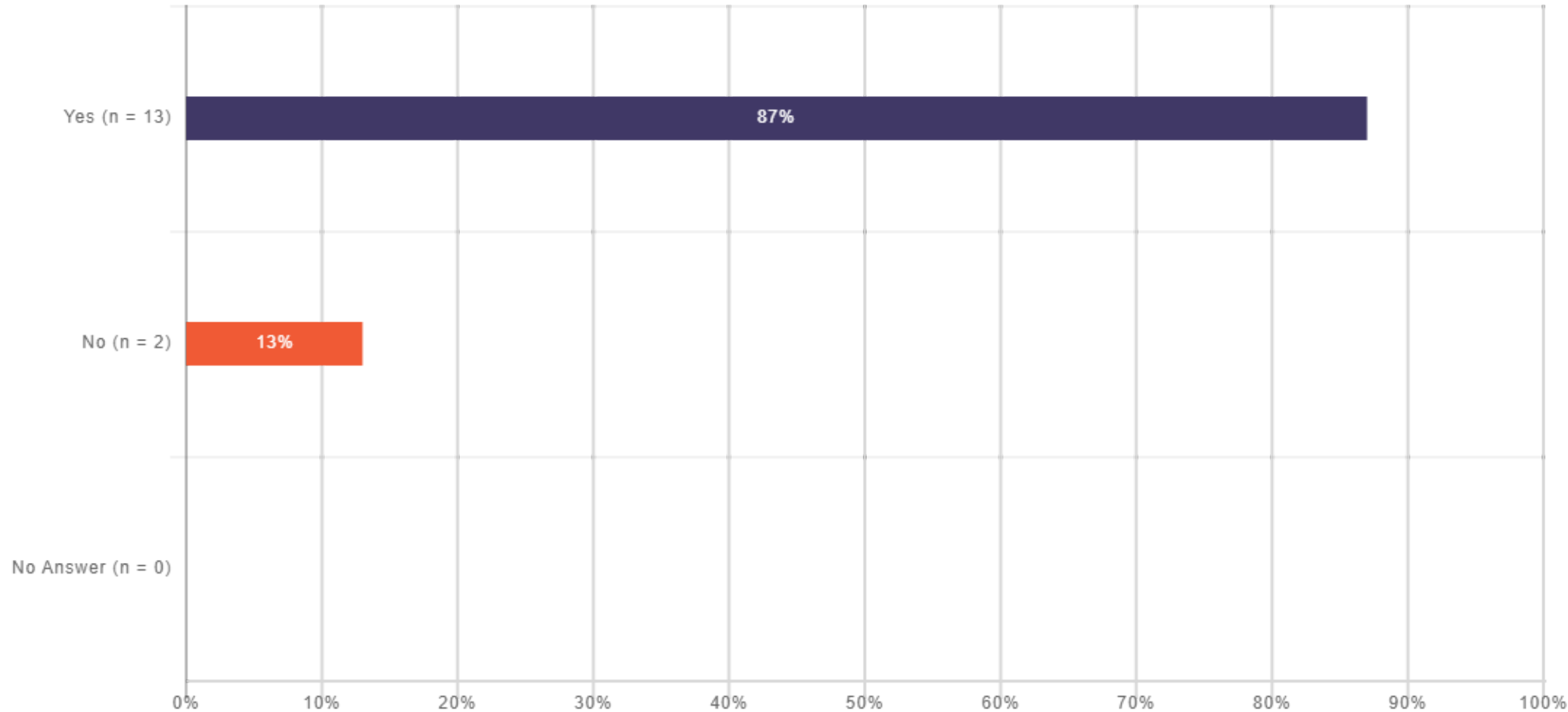
Distribution Scores and Rating Patterns

Filter(s): Is English your child's first language? = Yes

Dimension	Median	Scores Distribution		
Overall Score	3.79	9%	24%	67%
Safety Rules and Norms	4.00	8%	15%	77%
Sense of Physical Security	4.13	15%		85%
Sense of Social-Emotional Security	3.50	23%	15%	62%
Support for Learning	3.56	31%		69%
Social and Civic Learning	3.55	15%	23%	62%
Respect for Diversity	4.00	23%		77%
Social Support/Adults	4.14	8%	23%	69%
Social Support/Students	3.80	15%	15%	70%
School Connectedness/Engagement	3.50	8%	38%	54%
Physical Surroundings	4.00	23%		77%
Social Media	3.25	8%	46%	46%
Social Inclusion	4.00	23%	23%	54%

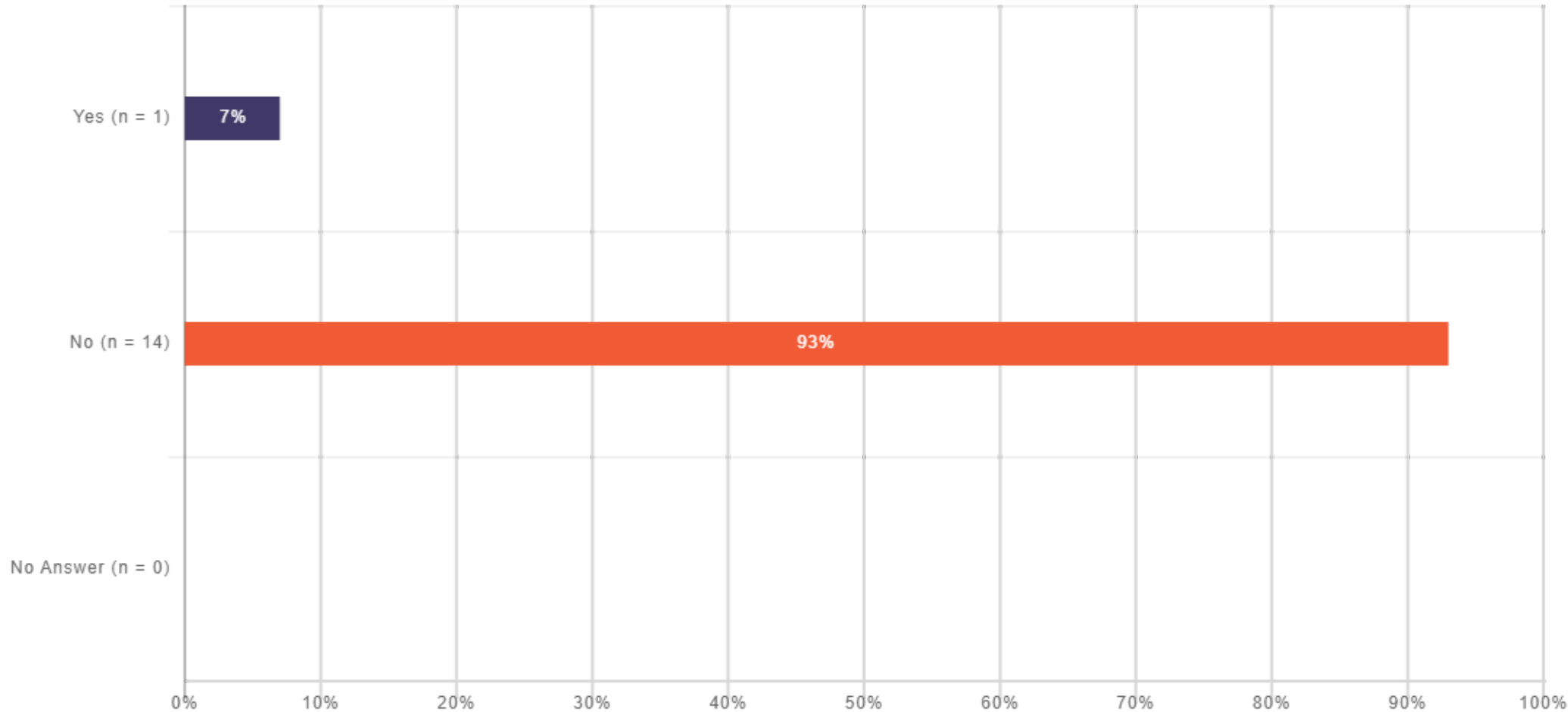# Responses

Number of surveys included in this report

13

Demographic profiles: Parent - Does your child qualify for free or reduced price meals?

Distribution Scores and Rating Patterns

Filter(s): Does your child qualify for free or reduced price meals?
= No

Dimension	Median	Scores Distribution		
Overall Score	3.85	8%	25%	67%
Safety Rules and Norms	4.20	7% 14%		79%
Sense of Physical Security	4.25	14%		86%
Sense of Social-Emotional Security	3.50	21%	14%	65%
Support for Learning	3.63	36%		64%
Social and Civic Learning	3.60	14%	29%	57%
Respect for Diversity	4.00	21%		79%
Social Support/Adults	4.29	7%	29%	64%
Social Support/Students	4.00	14% 14%		72%
School Connectedness/Engagement	3.57	7%	36%	57%
Physical Surroundings	4.00	21%		79%
Social Media	3.33	7%	50%	43%
Social Inclusion	3.87	21%	21%	58%

Responses

Number of surveys included in this report

14

Demographic profiles: Parent - Does your child have IEP?
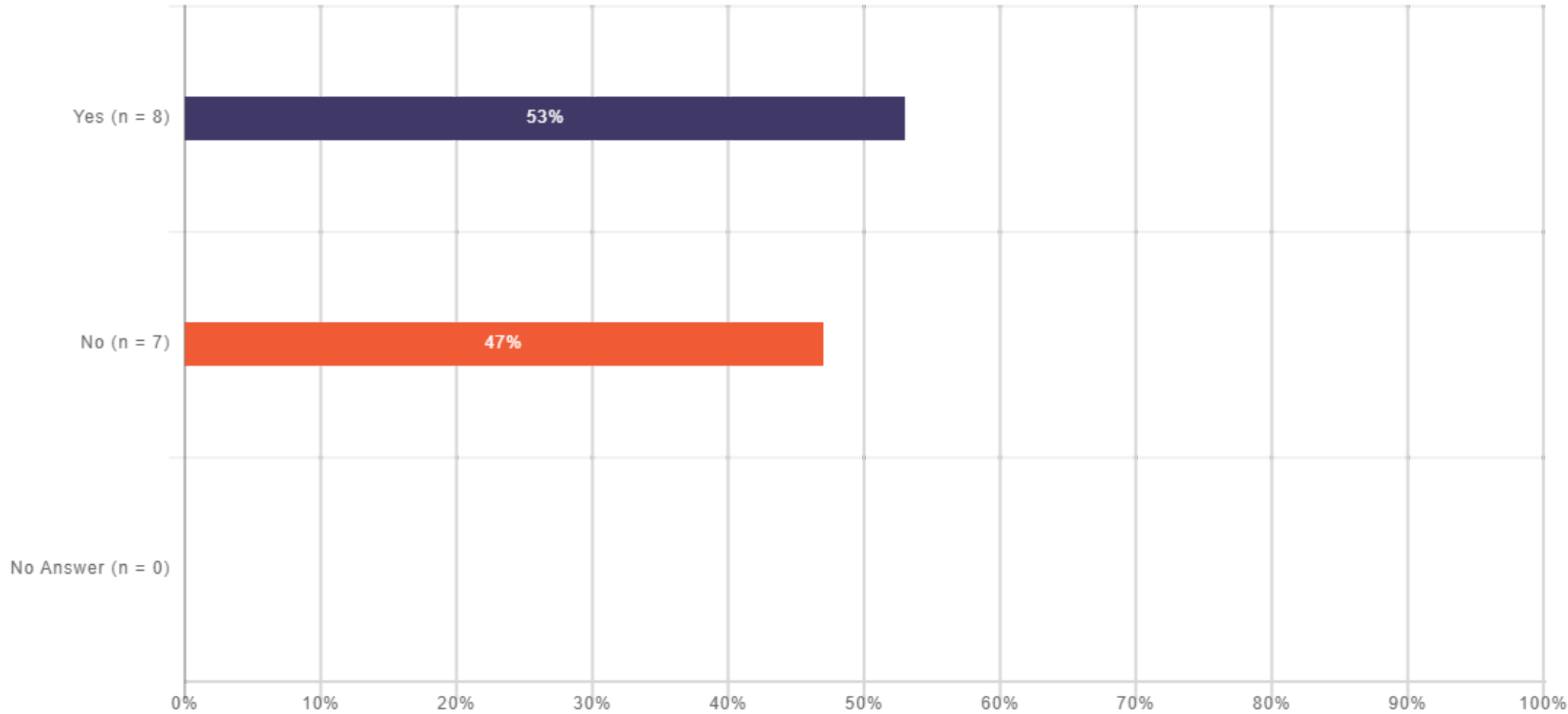
Demographic profiles: Teacher - With which gender do you most identify?
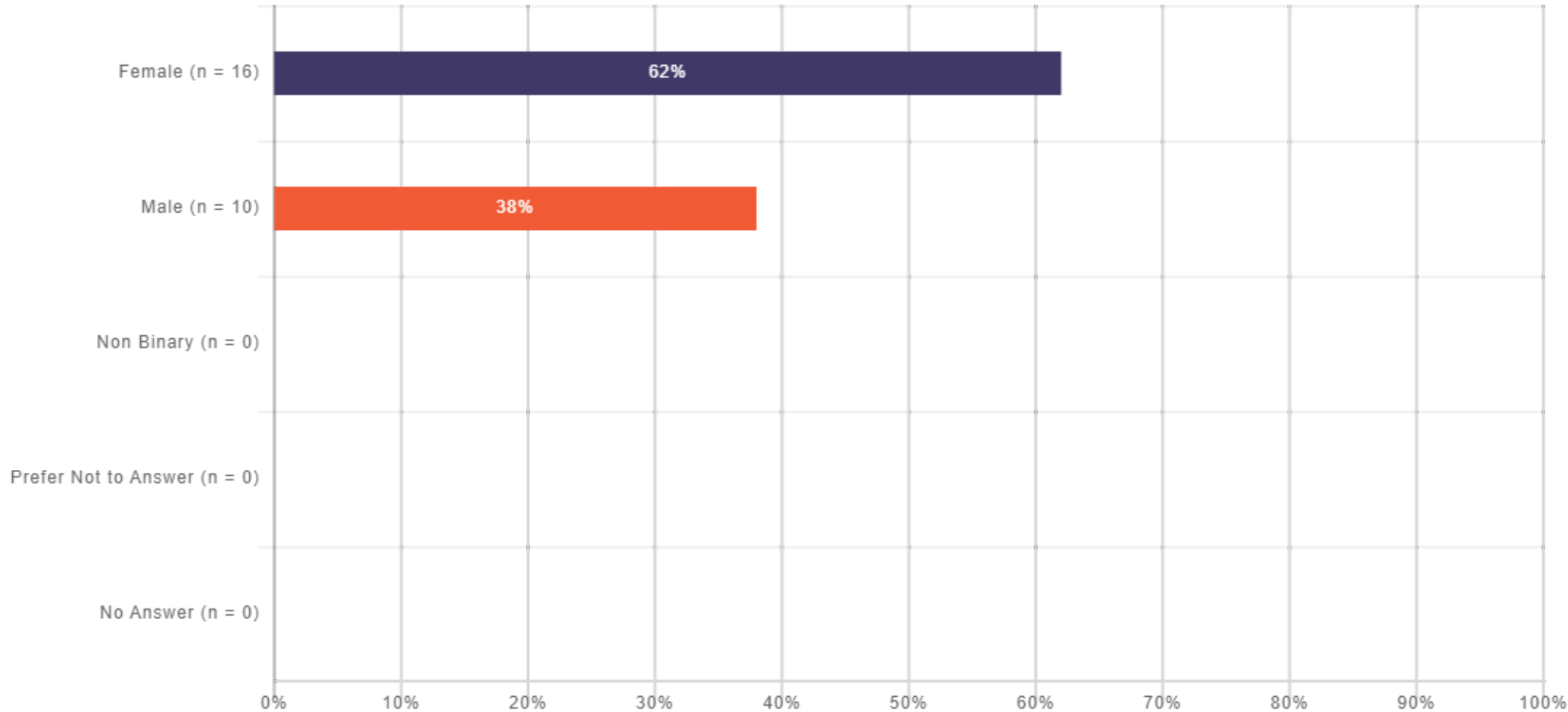
Distribution Scores and Rating Patterns

Filter(s): With which gender do you most identify? = Female

Dimension	Median	Scores Distribution
Overall Score	4.10	15% 83%
Safety Rules and Norms	4.88	6% 94%
Sense of Physical Security	4.38	100%
Sense of Social-Emotional Security	3.50	6% 38% 56%
Support for Learning	4.36	100%
Social and Civic Learning	4.20	6% 94%
Respect for Diversity	4.18	100%
Social Support/Adults	4.40	100%
Social Support/Students	4.00	13% 87%
School Connectedness/Engagement	4.07	13% 13% 74%
Physical Surroundings	4.00	38% 62%
Social Media	3.55	44% 56%
Social Inclusion	4.56	100%
Leadership	3.75	13% 25% 62%
Professional Relationships	3.57	31% 69%

Filter(s): With which gender do you most identify? = Male

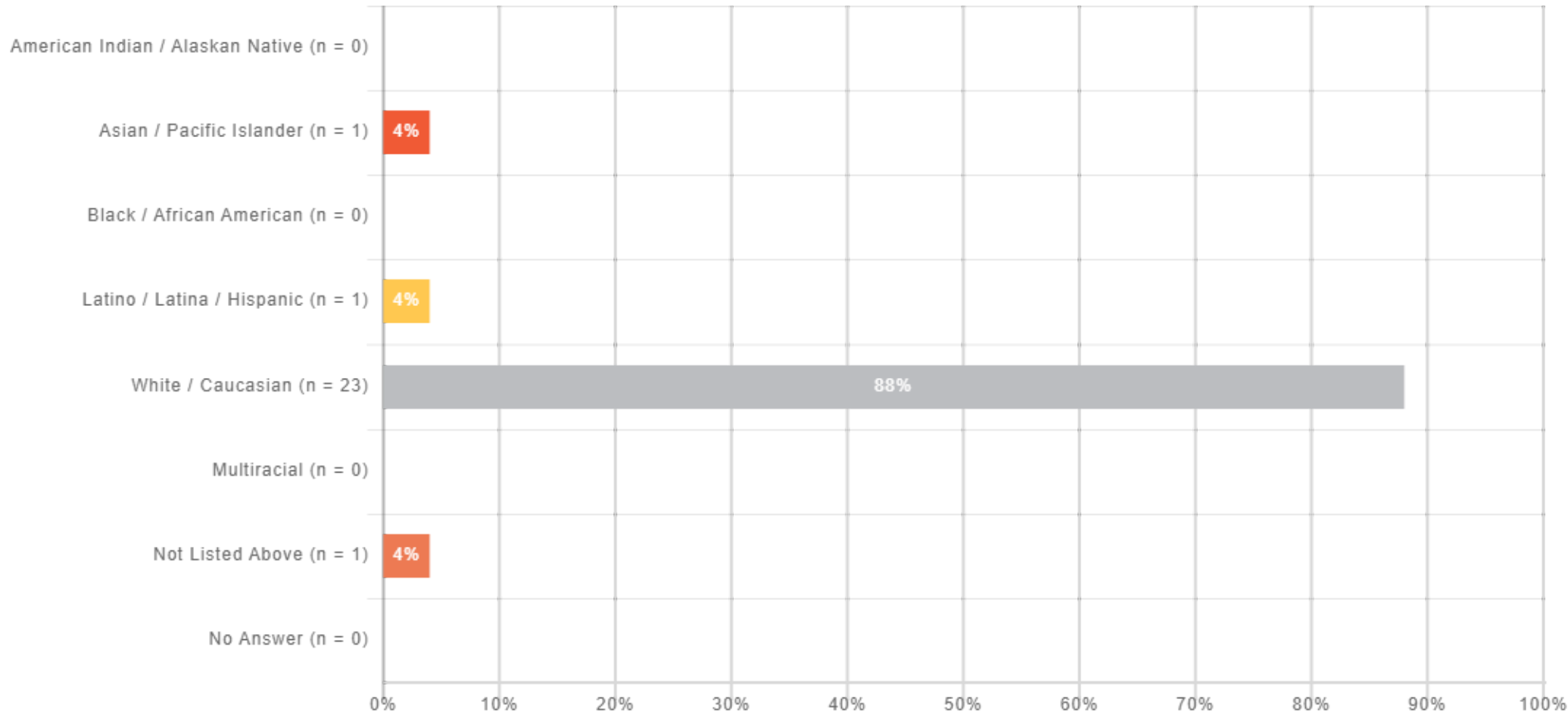| Dimension	Median	Scores Distribution
Overall Score	4.25	3% 13% 84%
Safety Rules and Norms	4.75	100%
Sense of Physical Security	4.25	100%
Sense of Social-Emotional Security	4.00	50% 50%
Support for Learning	4.57	100%
Social and Civic Learning	4.60	100%
Respect for Diversity	4.33	100%
Social Support/Adults	4.60	100%
Social Support/Students	4.20	100%
School Connectedness/Engagement	4.29	10% 10% 80%
Physical Surroundings	4.00	10% 20% 70%
Social Media	3.25	70% 30%
Social Inclusion	4.42	100%
Leadership	4.30	20% 10% 70%
Professional Relationships	4.00	20% 80%

Responses

Number of surveys included in this report

16

Responses

Number of surveys included in this report

10

Demographic profiles: Teacher - What is your race/ethnicity? (Please fill in the circle that is most appropriate)

Distribution Scores and Rating Patterns

Filter(s): What is your race/ethnicity? (Please fill in the circle that is most appropriate) = White / Caucasian

Dimension	Median	Scores Distribution		
Overall Score	4.13	14%	84%	
Safety Rules and Norms	4.75	4	96%	
Sense of Physical Security	4.25		100%	
Sense of Social-Emotional Security	3.50	4	35%	61%
Support for Learning	4.43		100%	
Social and Civic Learning	4.40	4	96%	
Respect for Diversity	4.20		100%	
Social Support/Adults	4.40		100%	
Social Support/Students	4.20	9%	91%	
School Connectedness/Engagement	4.14	13% 9%	78%	
Physical Surroundings	4.00	35%	65%	
Social Media	3.40	52%	48%	
Social Inclusion	4.44		100%	
Leadership	3.80	17% 13%	70%	
Professional Relationships	3.86	30%	70%	

Responses

Number of surveys included in this report

23

Demographic profiles: Teacher - What is your position?
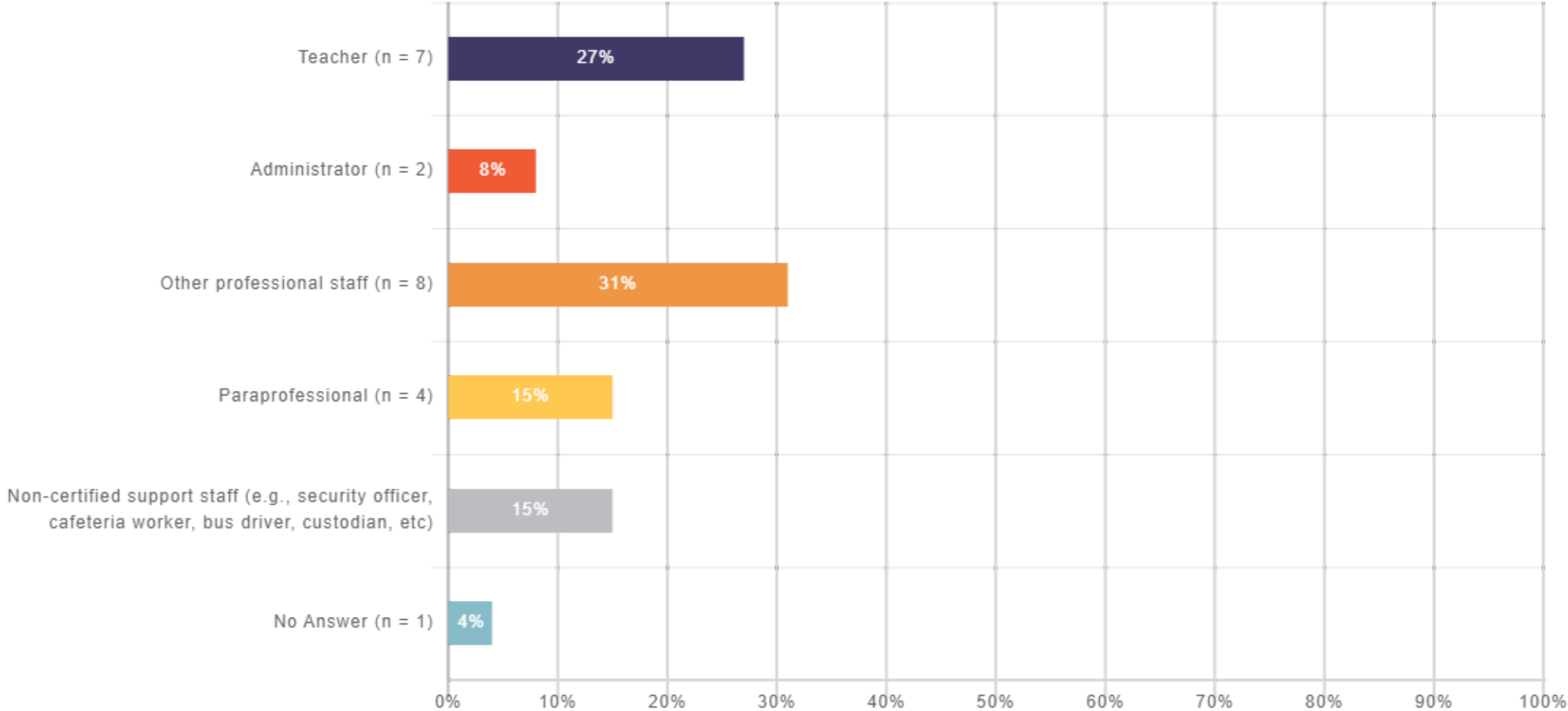
Demographic profiles: Teacher - If your school is organized into academic departments, please indicate your department.
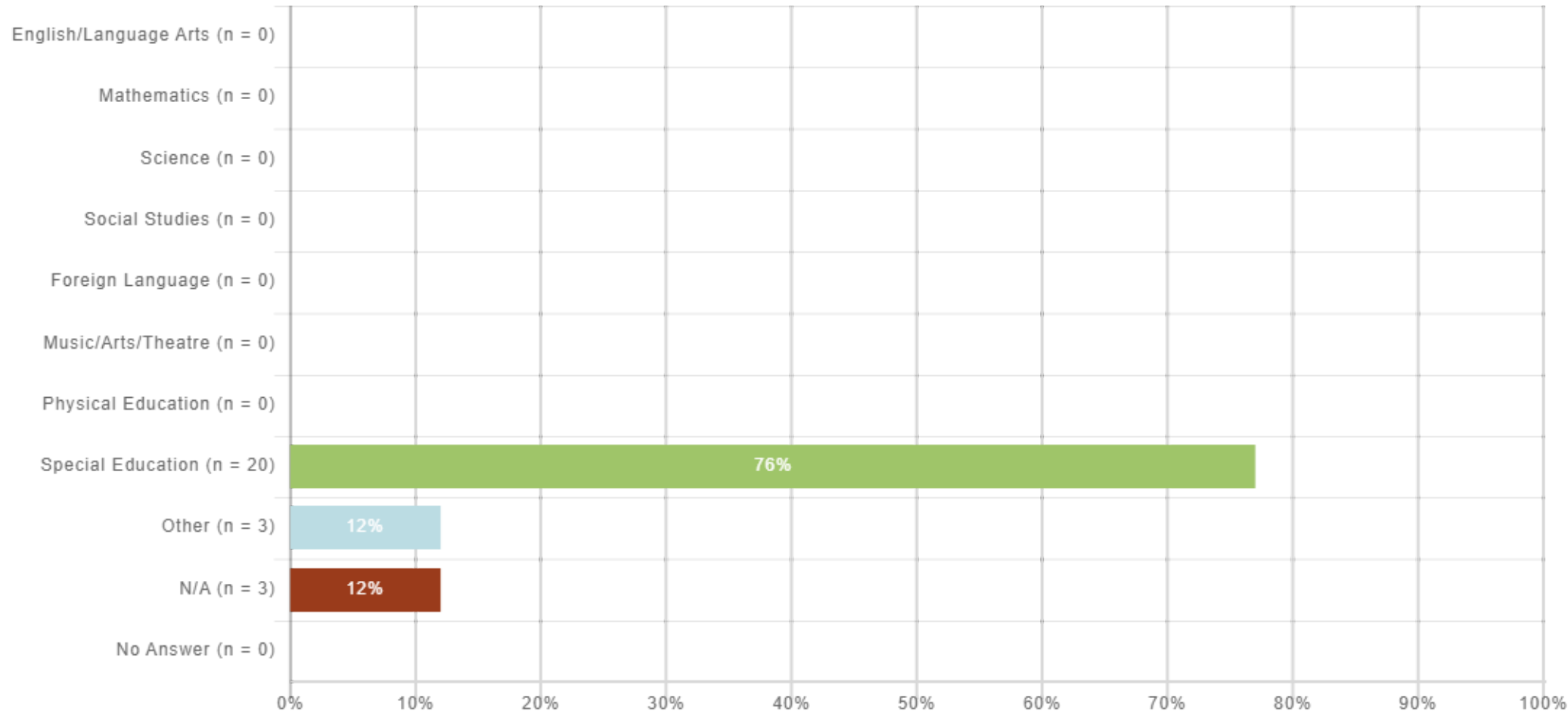
Distribution Scores and Rating Patterns

Filter(s): If your school is organized into academic departments, please indicate your department. = Special Education

Dimension	Median	Scores Distribution
Overall Score	4.09	3 15% / 82%
Safety Rules and Norms	4.75	100%
Sense of Physical Security	4.25	100%
Sense of Social-Emotional Security	3.50	5% 40% 55%
Support for Learning	4.43	100%
Social and Civic Learning	4.40	100%
Respect for Diversity	4.27	100%
Social Support/Adults	4.40	100%
Social Support/Students	4.00	5% 95%
School Connectedness/Engagement	4.14	10% 15% 75%
Physical Surroundings	4.00	5% 35% 60%
Social Media	3.40	60% 40%
Social Inclusion	4.42	100%
Leadership	3.75	15% 20% 65%
Professional Relationships	3.57	30% 70%

Responses
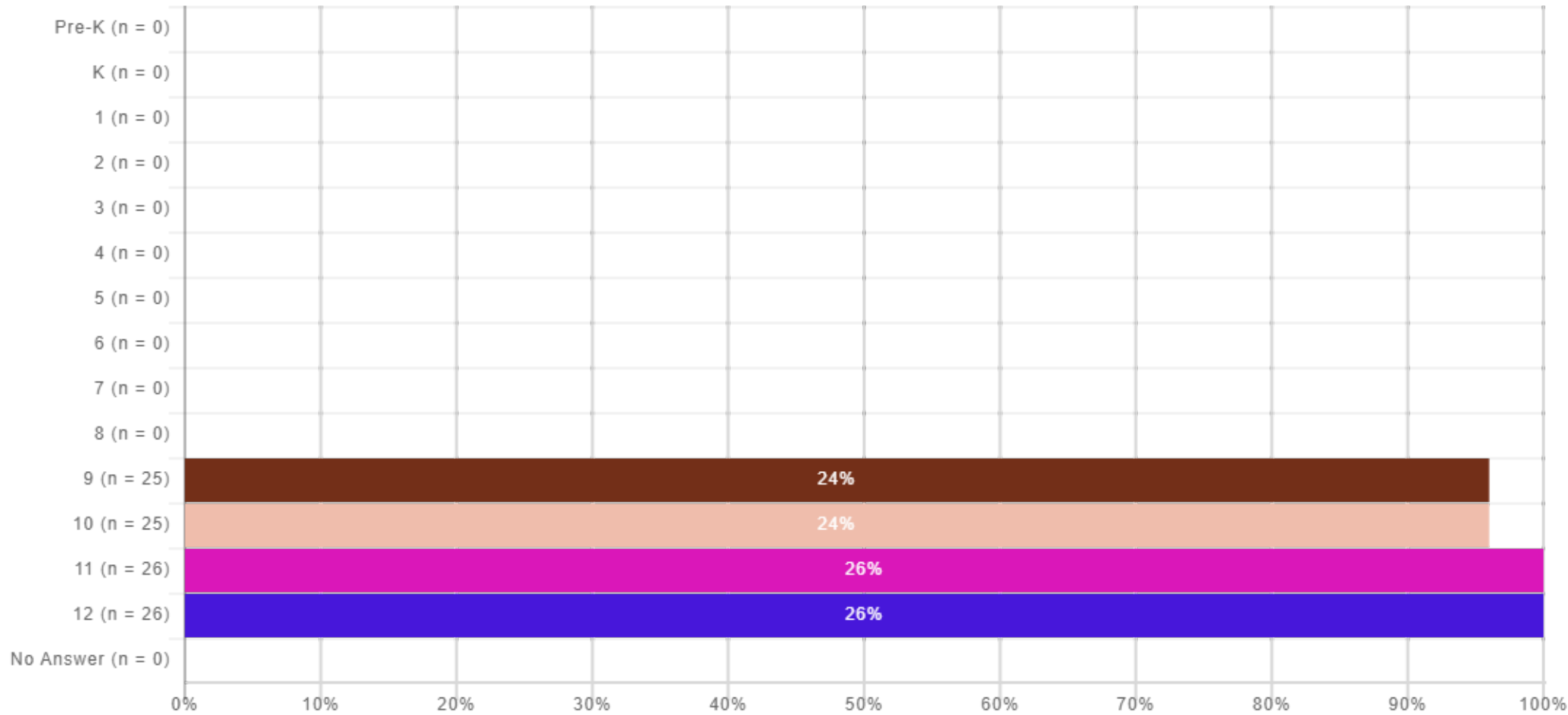
Number of surveys included in this report

20

Demographic profiles: Teacher - What grade(s) do you work with? (Please click the box for all that apply)

Distribution Scores and Rating Patterns

Filter(s): What grade(s) do you work with? (Please click the box for all that apply) = 9

Dimension	Median	Scores Distribution
Overall Score	4.06	3 15% 82%
Safety Rules and Norms	4.75	4 96%
Sense of Physical Security	4.25	100%
Sense of Social-Emotional Security	3.38	4 44% 52%
Support for Learning	4.36	100%
Social and Civic Learning	4.30	4 96%
Respect for Diversity	4.17	100%
Social Support/Adults	4.40	100%
Social Support/Students	4.00	8% 92%
School Connectedness/Engagement	4.07	12% 12% 76%
Physical Surroundings	4.00	4 32% 64%
Social Media	3.40	52% 48%
Social Inclusion	4.43	100%
Leadership	3.70	16% 20% 64%
Professional Relationships	3.57	28% 72%

Filter(s): What grade(s) do you work with? (Please click the box for all that apply) = 10

Dimension	Median	Scores Distribution
Overall Score	4.06	3 15% 82%
Safety Rules and Norms	4.75	4 96%
Sense of Physical Security	4.25	100%
Sense of Social-Emotional Security	3.38	4 44% 52%
Support for Learning	4.36	100%
Social and Civic Learning	4.30	4 96%
Respect for Diversity	4.17	100%
Social Support/Adults	4.40	100%
Social Support/Students	4.00	8% 92%
School Connectedness/Engagement	4.07	12% 12% 76%
Physical Surroundings	4.00	4 32% 64%
Social Media	3.40	52% 48%
Social Inclusion	4.43	100%
Leadership	3.70	16% 20% 64%
Professional Relationships	3.57	28% 72%

Responses

Number of surveys included in this report

25

Responses

Number of surveys included in this report

25

Distribution Scores and Rating Patterns

Filter(s): What grade(s) do you work with? (Please click the box for all that apply) = 11

Dimension	Median	Scores Distribution
Overall Score	4.11	3 14% 83%
Safety Rules and Norms	4.75	4 96%
Sense of Physical Security	4.25	100%
Sense of Social-Emotional Security	3.50	4 42% 54%
Support for Learning	4.43	100%
Social and Civic Learning	4.40	4 96%
Respect for Diversity	4.20	100%
Social Support/Adults	4.40	100%
Social Support/Students	4.00	8% 92%
School Connectedness/Engagement	4.14	12% 12% 76%
Physical Surroundings	4.00	4 31% 65%
Social Media	3.40	54% 46%
Social Inclusion	4.44	100%
Leadership	3.80	15% 19% 66%
Professional Relationships	3.86	27% 73%

Filter(s): What grade(s) do you work with? (Please click the box for all that apply) = 12

| Dimension	Median	Scores Distribution
Overall Score	4.11	3 14% 83%
Safety Rules and Norms	4.75	4 96%
Sense of Physical Security	4.25	100%
Sense of Social-Emotional Security	3.50	4 42% 54%
Support for Learning	4.43	100%
Social and Civic Learning	4.40	4 96%
Respect for Diversity	4.20	100%
Social Support/Adults	4.40	100%
Social Support/Students	4.00	8% 92%
School Connectedness/Engagement	4.14	12% 12% 76%
Physical Surroundings	4.00	4 31% 65%
Social Media	3.40	54% 46%
Social Inclusion	4.44	100%
Leadership	3.80	15% 19% 66%
Professional Relationships	3.86	27% 73%

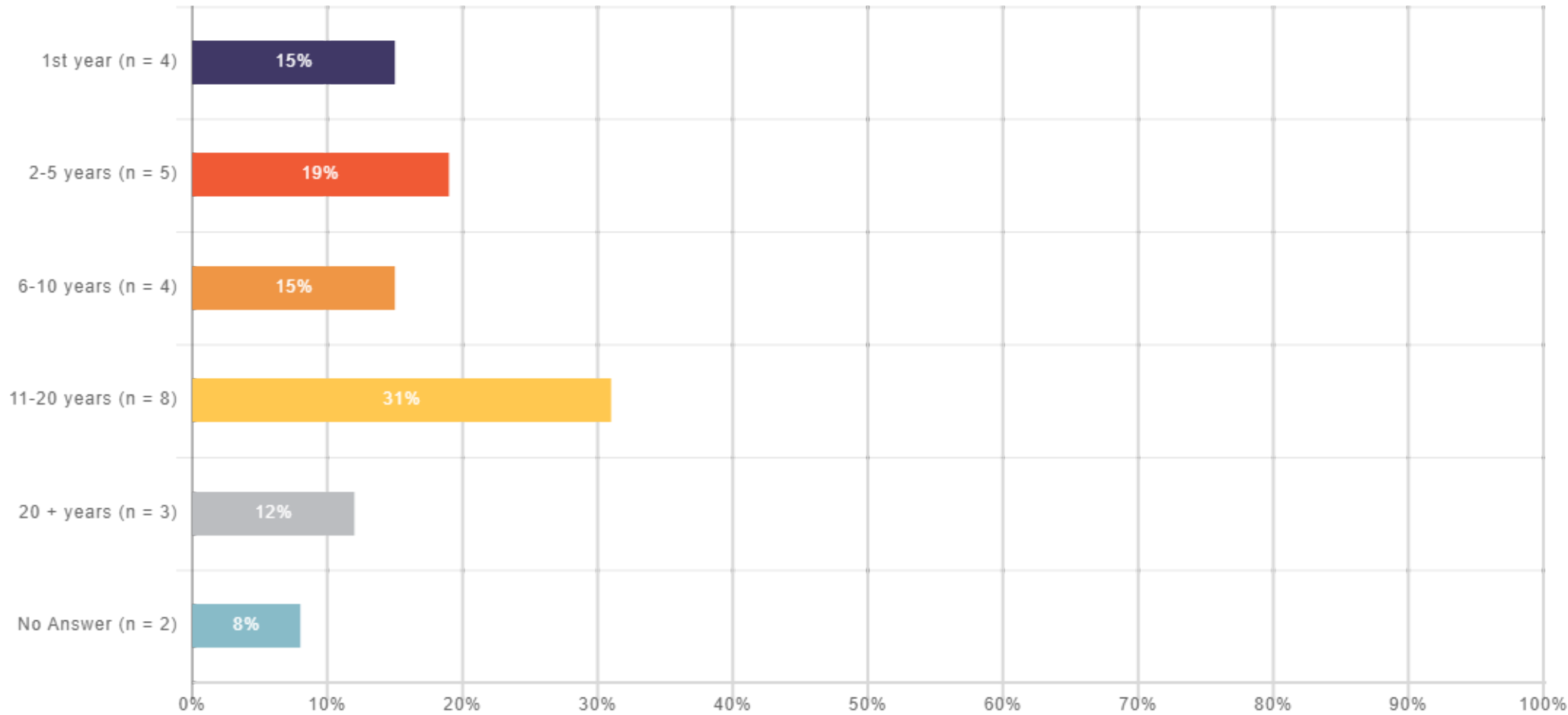## Responses

Number of surveys included in this report

26

Responses

Number of surveys included in this report

26

Demographic profiles: Teacher - How many years have you been working in schools in this position?
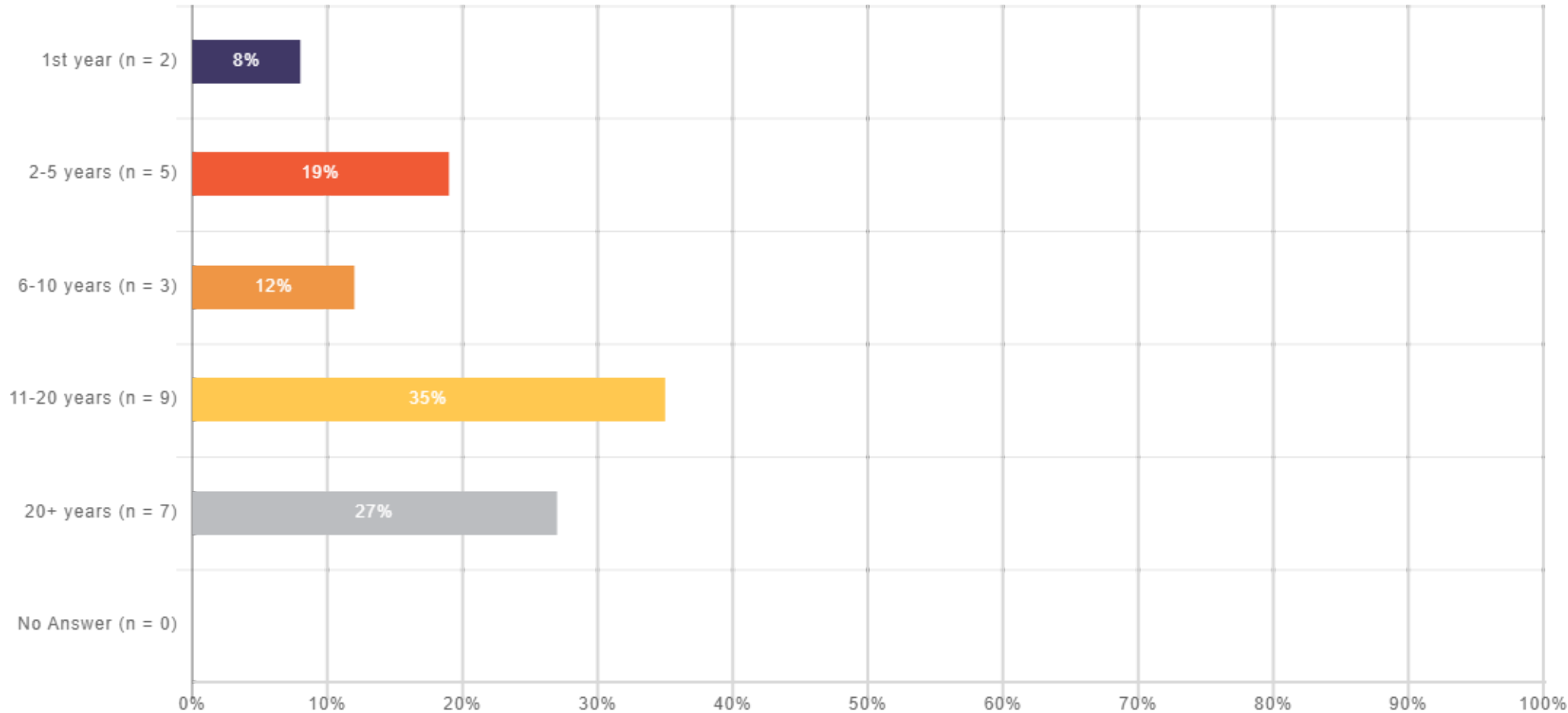
Demographic profiles: Teacher - How many years have you been working at this school in this position?

Further Details on the CSCI Measure

The CSCI as a measure is intended to provide information about school climate as specifically measured by ten scales corresponding to ten important dimensions of school climate—Safety-Rules & Norms, Sense of Physical Security, Sense of Social-Emotional Security, Support for Learning, Social & Civic Learning, Respect for Diversity, Social Support—Adults, Social Support—Students, School Connectedness/Engagement, and Physical Surroundings. For school personnel there are two additional scales that are relevant to school climate—Leadership and Professional Relationships. Each of these scales consists of a particular subset of individual survey items.

The survey was developed to be most reliable at the scale level. The scale scores depend on an individual's response to a number of items that together reveal the perceptions of a given aspect of school climate. Information on the individual survey items is included in order to show you what kinds of indicators are used to measure each dimension. However, response to an individual item is less reliable, and NSCC does not recommend making policy decisions based on these numbers alone. Therefore, the findings are discussed on the scale level throughout the report, and it is recommended that you concentrate on the scale scores for discussion and planning.

The scale or dimension scores for each respondent are calculated as the average score across these items. Averages rather than total scores are used to promote understanding and usability. With average scores, all scale scores are comparable to one another regardless of the number of items that contribute to that score. Scores range from 1 to 5 as do the ratings for individual items. However, since the scale scores are calculated as average ratings across all of the survey items that are part of that scale, individual respondents' scale scores will no longer be in the five original neat categories corresponding to the response categories from 1 to 5, but will vary from 1 to 5 in fractional terms; for example if an individual respondent rated 5 items on a 10-item scale as "3" or "neutral" and 5 as "4" or positive, the scale score for the respondent would be 3.5. This also helps in the interpretability of the scale scores.

To understand the meaning of scale scores, scores can be considered as highly negative to highly positive according to where they fall on the continuum from 1 to 5, with scores below 2.5 indicating a relatively negative rating, scores above 3.5 relatively positive and those in the middle neutral—the lower the score in the negative range, the stronger the negative judgment; conversely the higher the score in the positive range, the stronger the positive judgment.

Further Details on the CSCI Measure

For school groups, the overall measure that is reported is the median score, which is the midpoint of the range of scores across all individual respondents in the group. For example, a median score of 3.0 for students on Support for Learning would indicate that the overall rating is fairly neutral, as measured. While this is slightly different than a mean or average, it is one of the commonly used indicators of central tendency or overall group performance. Median values are typically equivalent to mean values, except where there are a small number of extreme ratings which would skew the mean more than the median.

For a questionnaire that uses a five point rating scale, while it is clear that most respondents interpret the order of the scale the same way, i.e. 5 is higher than 4, and so on in the way that they respond, it is not clear that the intervals between ratings mean the same things to all respondents. For this reason, using median values across respondents which takes into account ranking but not actual ratings, is considered a more appropriate measure.

In addition to the median scores, the report contains response distributions for each school climate dimensions, which show the percentage of respondents in each school group whose scores fall into each category or range. These should help you understand the consistency and/or variability of perceptions and the strength of opinion within school groups. For example, if the overall or median score for Support for Learning for students is neutral, is that because most respondents are neutral or is it because there are an even number with positive and negative views; if the latter, are positive and negative opinions symmetrical or are the positives concentrated around highly positive, while negatives are just mildly so, or vice versa.

Each of these patterns provides valuable insight into the perceptions held by students, staff and families, and different patterns will suggest different courses of action.

223 W. 38th St. / PO Box 490 / New York / NY / 10018 www.schoolclimate.org