



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Assistant Superintendent

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September 7, 2010

MEMORANDUM

To: KPBSD School Board

From: Sean Dusek, Assistant Superintendent *Sean Dusek*

Subject: School Climate and Connectedness Survey

We will have the opportunity to have Bridget Smith from AASB present the results from last year's School Climate and Connectedness Survey. The schools involved with this survey are:

Chapman School
K-Beach Elementary School
Kenai Middle School
Moose Pass School
Nanwalek School
Nikiski Middle/Senior High School
Ninilichik School
Port Graham School
Razdolna School
River City Academy
Seward Elementary School
Seward High School
Soldotna Middle School
Soldotna Montessori Charter School
Tebughna School
West Homer Elementary School

Results include student responses and staff responses.



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SCHOOL CLIMATE AND CONNECTEDNESS SURVEY REPORT 2010

KENAI PENINSULA BOROUGH SCHOOL DISTRICT:

CHAPMAN SCHOOL
KALIFORNSKY BEACH SCHOOL
KENAI MIDDLE SCHOOL
MOOSE PASS SCHOOL
NANWALEK SCHOOL
NIKISKI MIDDLE/SENIOR HIGH SCHOOL
NINILCHIK SCHOOL
PORT GRAHAM SCHOOL
RAZDOLNA SCHOOL
RIVER CITY ACADEMY
SEWARD ELEMENTARY SCHOOL
SEWARD HIGH SCHOOL
SEWARD MIDDLE SCHOOL
SOLDOTNA MIDDLE SCHOOL
SOLDOTNA MONTESSORI CHARTER SCHOOL
TEBUGHNA SCHOOL
WEST HOMER ELEMENTARY SCHOOL

STUDENT AND **STAFF** RESULTS¹

Survey Administered Spring 2010
Report Prepared August 4, 2010

Prepared by the American Institutes for Research® for the Association of Alaska School Boards

If you have questions, concerns, or comments about the results presented in this report, please contact:
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espier@air.org; (650) 843-8226

¹ Throughout this document, student results appear in red, and staff results appear in blue for clarity in distinguishing results.

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INTRODUCTION

We wish to thank all of the school staff members and students who participated in the 2010 School Climate and Connectedness Survey (SCCS) for their commitment, time, and effort.

What Are School Climate and Connectedness?

School climate refers to the social and environmental factors that contribute to one's subjective experience of a school: the tone in, and attitudes toward, a school. Positive school climate reflects well-managed classrooms and common areas, high and clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge all students and fairly address their behavior.

School connectedness refers to students' perceptions and feelings about the people at school. This includes feeling that they are a part of the school, that adults care about them personally, that their learning matters and is a high priority, that they are close to people at school and have supportive relationships with adults, and that teachers and staff consistently treat them with respect.

School climate is related to school connectedness, because without a positive and welcoming school climate, students are unlikely to experience connectedness. Virtually all of the most powerful predictors of school connectedness are related to school climate. Climate can be thought of as external assets (things outside of students that predict, indicate, or promote connectedness), whereas connectedness can be thought of as internal assets (students' feelings, perceptions, and beliefs).

The SCCS measures several aspects of school climate and connectedness for students, and school climate for school staff. Student survey items cluster into the following scales: High Expectations, School Safety, School Leadership and Student Involvement, Respectful Climate, Peer Climate, Caring Adults, Parent and Community Involvement, Social and Emotional Learning, Student Delinquent Behaviors, and Student Drug and Alcohol Use. We also combined several of these subscales into two summary scales: Overall Climate (consisting of High Expectations, School Safety, and School Leadership and Student Involvement), and Overall Connectedness (consisting of Respectful Climate, Peer Climate, Caring Adults, and Parent and Community Involvement). Staff survey items cluster into the following scales: School Leadership and Involvement, Staff Attitudes, Student Involvement, Respectful Climate, School Safety, Parent and Community Involvement, Student Delinquent Behaviors, and Student Drug and Alcohol Use. We also combined all staff subscales into a summary scale, Overall Climate.

The reliability for each scale, expressed as the statistic α (Cronbach's alpha), is a number between 0 and 1 that reflects the degree to which the items in a scale tend to "hang together"—that is, the degree to which they correlate with each other better than they do with other items on the survey. This kind of reliability is also known as *internal consistency*. Reliability in the range of .65 to .79 is considered *acceptable*; reliability higher than .80 is considered *moderate to good*. Cronbach's alpha is very sensitive to the number of items on the scale. Generally, scales with more items will have a higher reliability.

Who Took the Survey?

The 2010 SCCS was completed by 33,413 students and 5,931 school staff in 268 schools in 34 school districts across Alaska. Student grade levels ranged from 5 through 12 or 6 through 12, depending on the district. And generally, all staff in the district that work with students in grades 5 and up were invited to take the survey. The participating schools included elementary schools, middle schools, high schools, and a variety of charter and alternative schools. As in previous years, the 2010 sample was not selected to be representative of the state as a whole, but included a large number of participants from a broad variety of schools.

In 2005, the SCCS was piloted with staff and students in a small number of Alaska school districts, and then administered to a larger number subsequent years (see table below).

Year	Participating Districts	Participating Schools	Valid Student Surveys	Valid Staff Surveys
2006	15	148	24,732	3,453
2007	14	150	22,411	3,315
2008	33	242	30,124	4,730
2009	24	225	26,949	5,177
2010	34	268	33,413	5,931

How do School Climate and Connectedness Relate to Student Achievement?

For the past several years, we have examined the relationship between school climate and connectedness and student achievement within Alaska by looking at the associations between SCCS ratings at the school level, and that school's proficiency rate on Alaska's Standards Based Assessments (SBAs) across the three subject areas (Reading, Writing, and Mathematics). Because 2010 SBA results will not be available until the fall of 2010, we present results here based on 2009 SBA and SCCS data. A 2010 statewide SCCS report will be produced as soon as 2010 SBA data become available.

At the school level, the higher 2009 student ratings for school climate and school connectedness, the greater the 2009 school-wide proficiency rates. We did not find significant relationships between student ratings for school leadership and student involvement, peer climate, or student risk behaviors and SBA proficiency rates.

The higher school-level staff ratings for school climate, the greater the school-wide proficiency rates for students on Alaska's Standards Based Assessments (SBAs) across the three subject areas (Reading, Writing, and Mathematics). The lower staff reports of student risk behaviors at the school level, the higher the school's proficiency rates on all subject areas of the SBAs. We found no significant relationships between staff ratings for school leadership and involvement and SBA proficiency rates.

For more a more detailed presentation of these findings, please see the 2009 SCCS statewide report at <http://www.alaskaice.org/files/2009SCCSStatewideReportNovember16.pdf>

How does the 2010 SCCS Differ from the 2009 SCCS?

In 2010, we combined four new SCCS items with three existing items on the student version of the SCCS to learn more about community support for youth and youth involvement in the community. There is evidence that community support – such as caring youth-adult relationships and adequate supervision - can result in improved outcomes for youth (e.g., school success and healthy choices). Youth involvement in the community – such as through volunteering or participating in organized activities – is also associated with better youth outcomes.² The four new items introduced to the student SCCS in 2010 were:

- Outside of school and home, I know at least one adult I could talk to if I had a problem (response choices were *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree*)
- Outside of school and home, I know at least one adult who encourages me to do my best (response choices were *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree*)
- During an average week, how often do you help other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities) (response choices were *None*, *Once a week*, *2-3 times per week*, and *4 or more*)
- During an average week, how often do you take part in organized activities after school or on weekends? (Examples: sports; clubs; youth groups; music/art/dance/drama activities; cultural, religious, or other community activities) (response choices were *None*, *Once a week*, *2-3 times per week*, and *4 or more*)

Within the 2010 SCCS sample from across Alaska, we found significant relationships between several aspects of community support and youth outcomes. Students who had adults in their community who cared about them, who encouraged them to do their best, who knew what they really did in their free time, and who assisted them with homework were significantly more likely to report that they tried hard to do well in school and that they wanted to get more education after high school, and were more likely to indicate that they had a high level of social and emotional learning than students without these community supports.

Students who indicated that they participated in organized activities outside of school and students who reported that they volunteered in their community were significantly more likely to report that they tried hard to do well in school and that they wanted to get more education after high school, and were more likely to indicate that they had a high level of social and emotional learning than students who did not make such connections in their communities.

² For example, see Werner, E. E., & Smith, R. S. (1992). *Overcoming the Odds: High risk children from birth to adulthood*. Ithaca, NY: Cornell University Press.; Scales P.& Leffert, N. (1999). *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development*. Minneapolis: Search Institute. <http://www.search-institute.org/research/assets>; Rhodes J. & Ryan Lowe S. (2008). *Youth Mentoring and Resilience: Implications for Practice*. Child Care in Practice, 14: 1. www.rhodeslab.org/files/RhodesLoweChildCare2008.pdf

How Will I Know if 2010 Scores Are Different from Previous Years?

Because surveys are completed anonymously, we are not able to compare scores from one year to the next using traditional repeated-measures statistics (although there is likely substantial overlap in respondents from one year to the next). However, we can, within a certain degree of confidence, ascertain whether observed differences in scores from year to year represent real shifts in responses among participants rather than chance fluctuation. We calculated an effect size (Cohen's *d*) to determine whether the differences in two mean scores and differences in the distribution of scores around those means (such as scale scores for *Caring Adults* from 2009 and from 2010) are substantial enough for us to be confident that there really has been a significant change in scores. Asterisks within bar charts show where significant differences were found between mean scale scores from one year and another. For districts with more than two years of SCCS data available, each district indicated which prior year should be considered a baseline against which to compare 2010 scores.

SUMMARY FOR KENAI PENINSULA BOROUGH SCHOOL DISTRICT

This is the third year that the Kenai Peninsula Borough School District has participated in the School Climate and Connectedness Survey. At the district level, there were no significant differences in student scale scores from 2009 to 2010. However, there were significant differences from 2009 to 2010 at the school level for several Kenai schools on several subscales.

Kenai staff scale scores for *Student Involvement*, *Respectful Climate* and for *Parent and Community Involvement* were significantly higher in 2010 than they had been in 2009, but scores were lower for *School Leadership and Involvement* and for *School Safety*. While staff reports of student delinquent behavior at school and school events decreased significantly from 2009 to 2010, reports of student drug and alcohol use increased significantly. Note that these patterns of change varied at the school level.

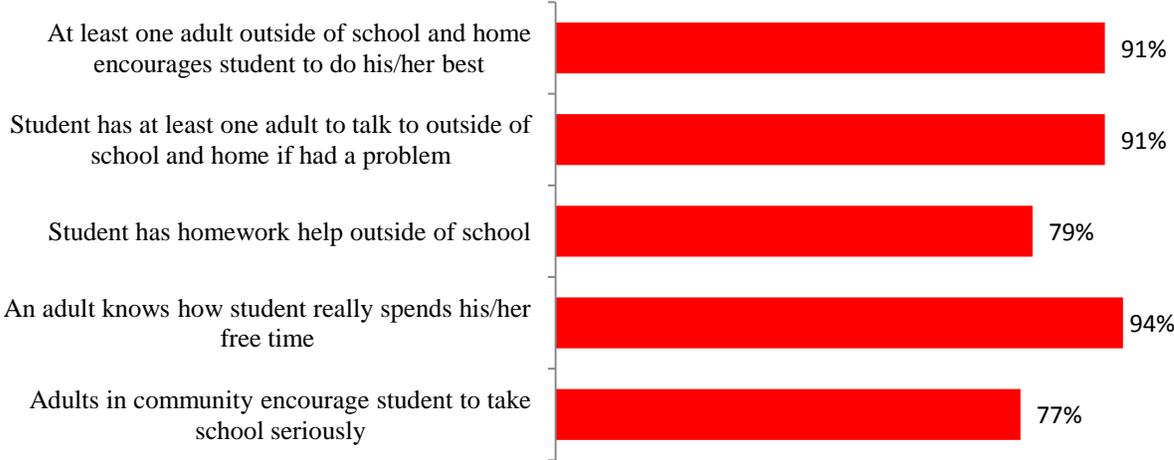
In the remainder of this report, we present findings for Kenai Peninsula Borough School District regarding community support and youth development, student scale scores, and staff scale scores.

COMMUNITY SUPPORT AND YOUTH INVOLVEMENT

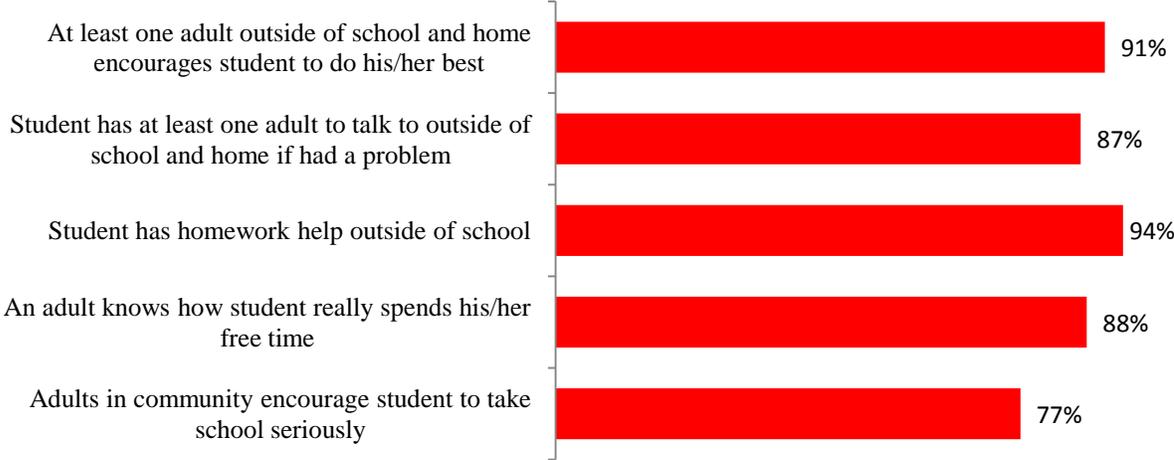
The chart below shows the percentage of students in each participating school who indicated that they had each type of support.

Community Supports

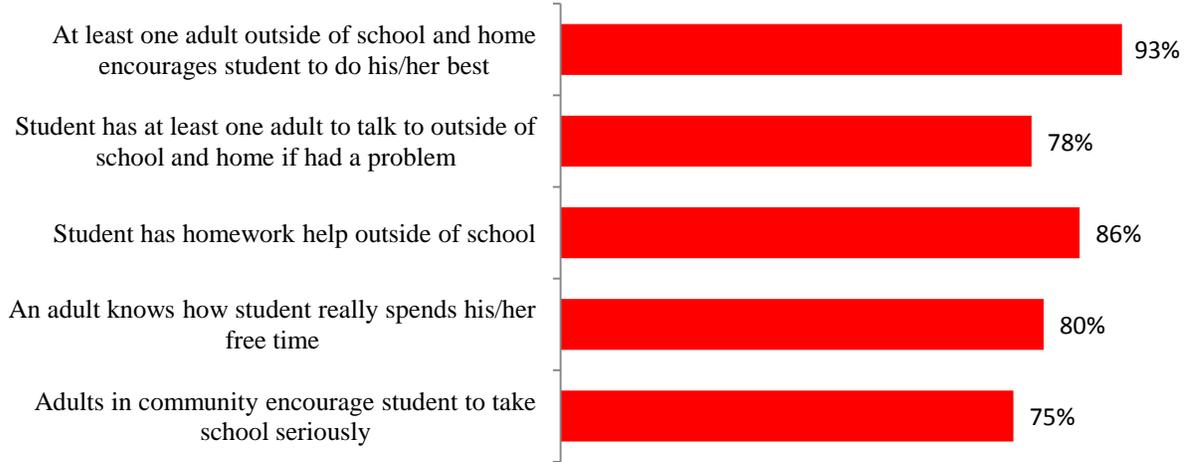
Chapman School



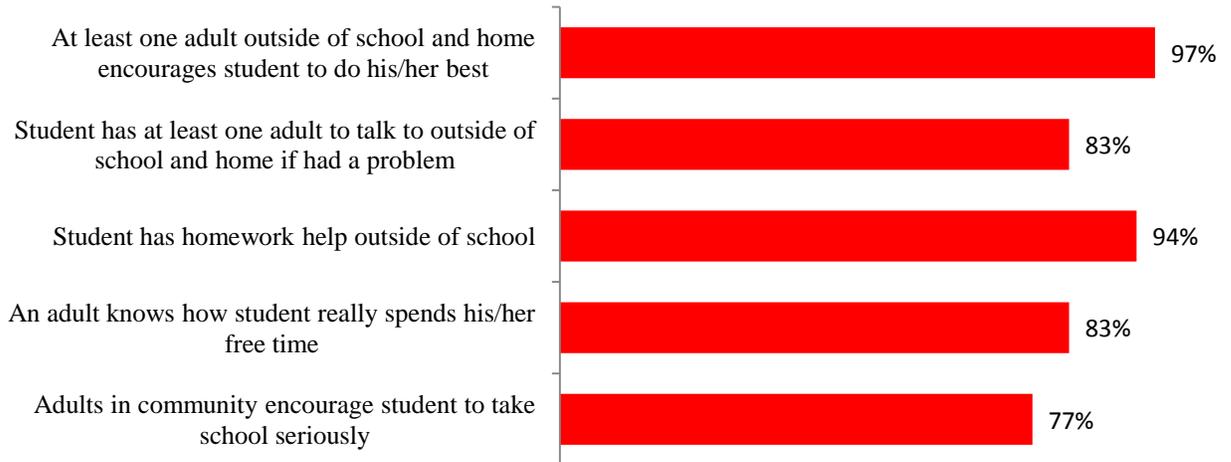
Kalifornsky Beach School



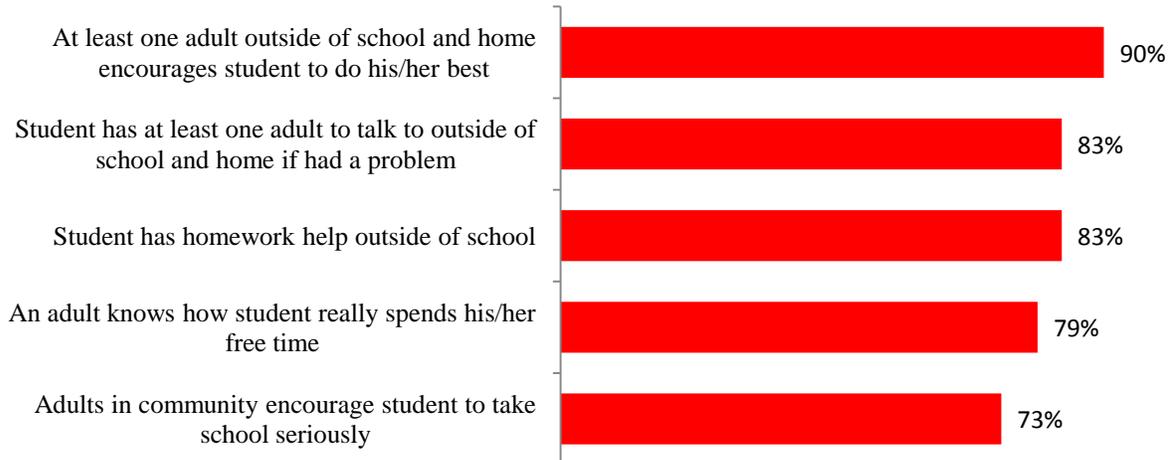
Kenai Middle School



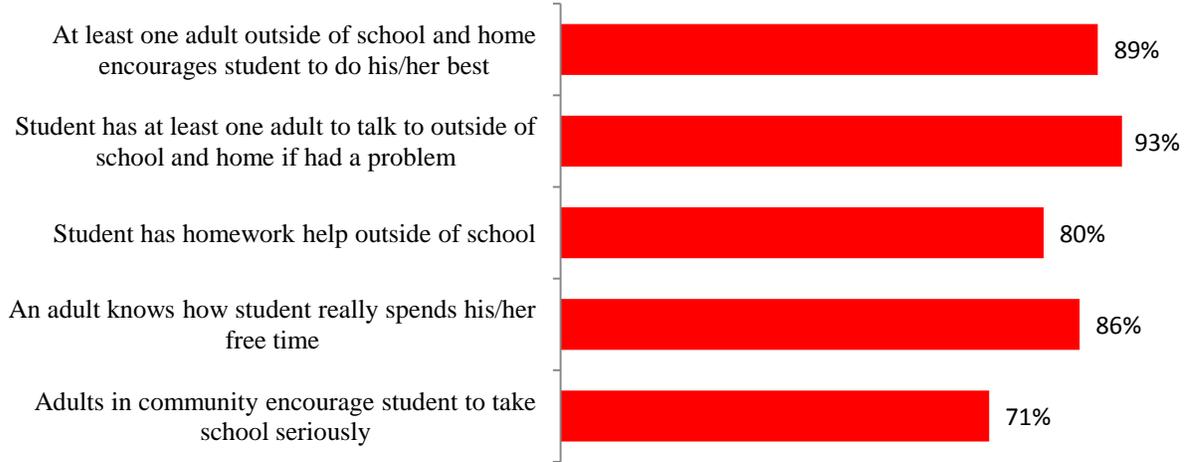
Nanwalek School



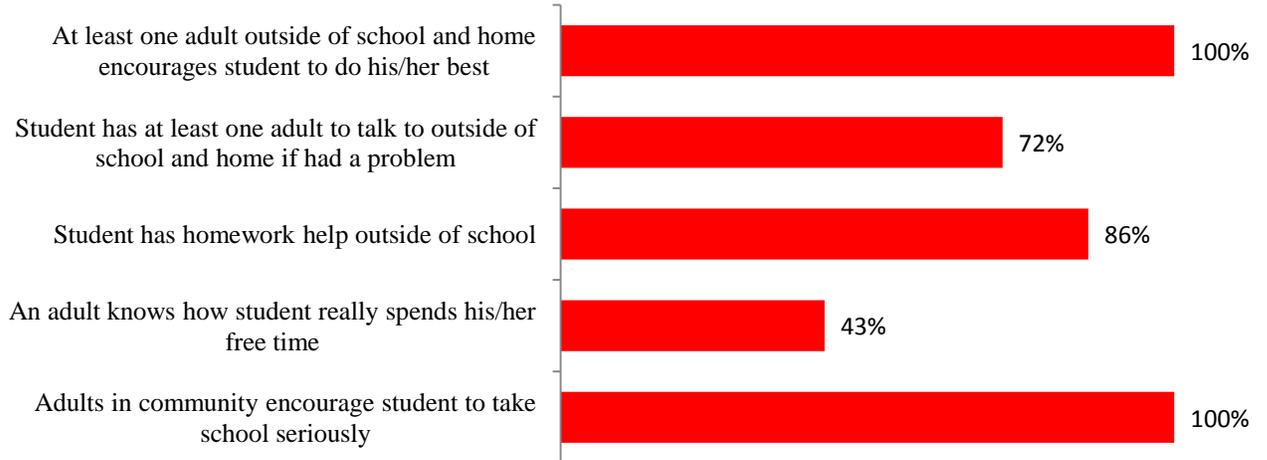
Nikiski Middle/High School



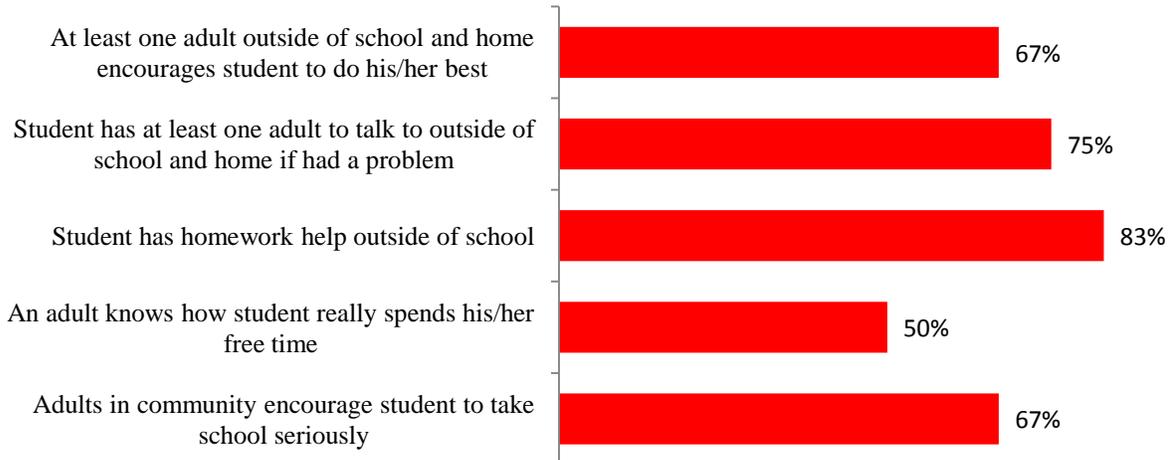
Ninilchik School



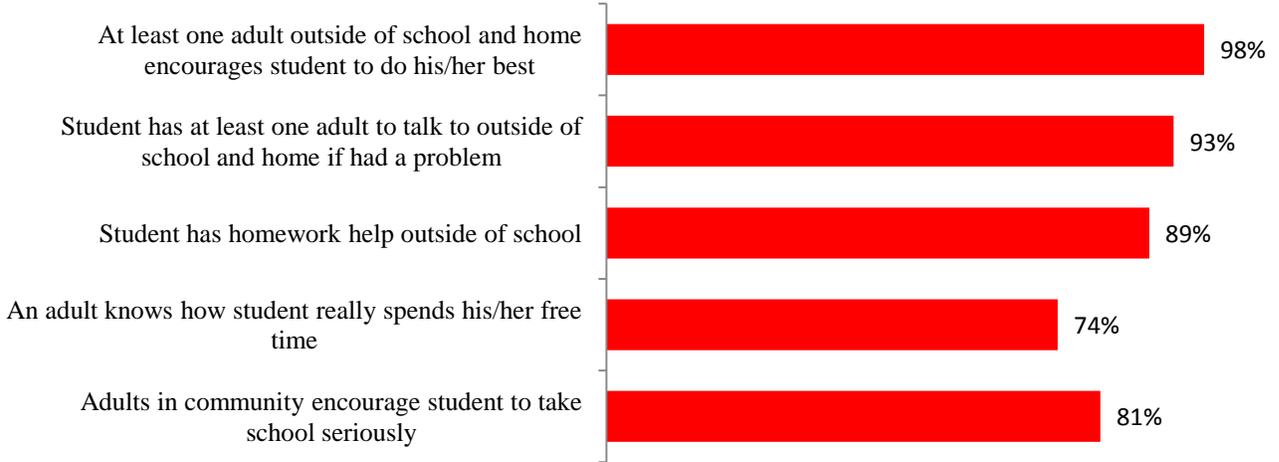
Port Graham School



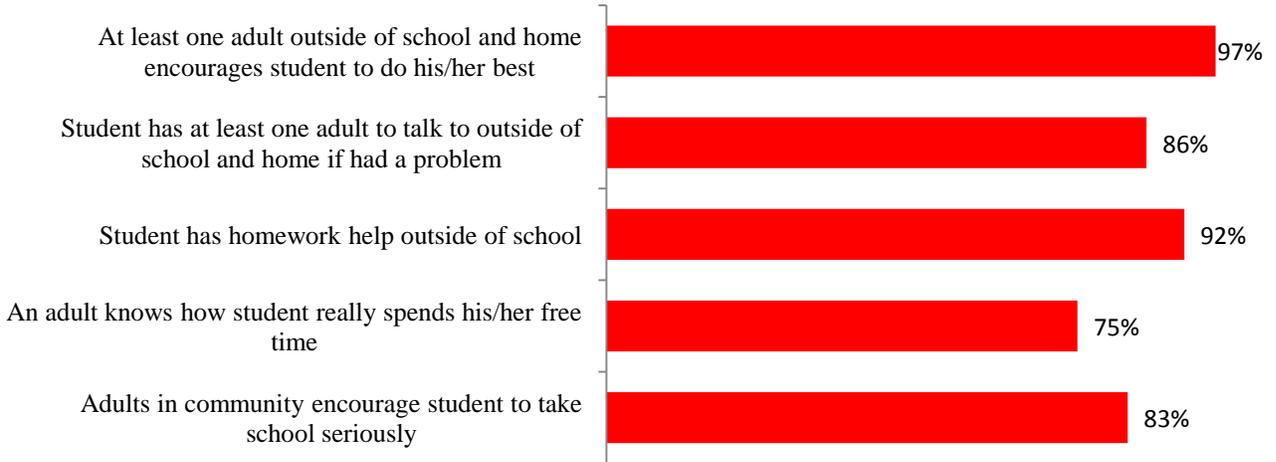
Razdolna School



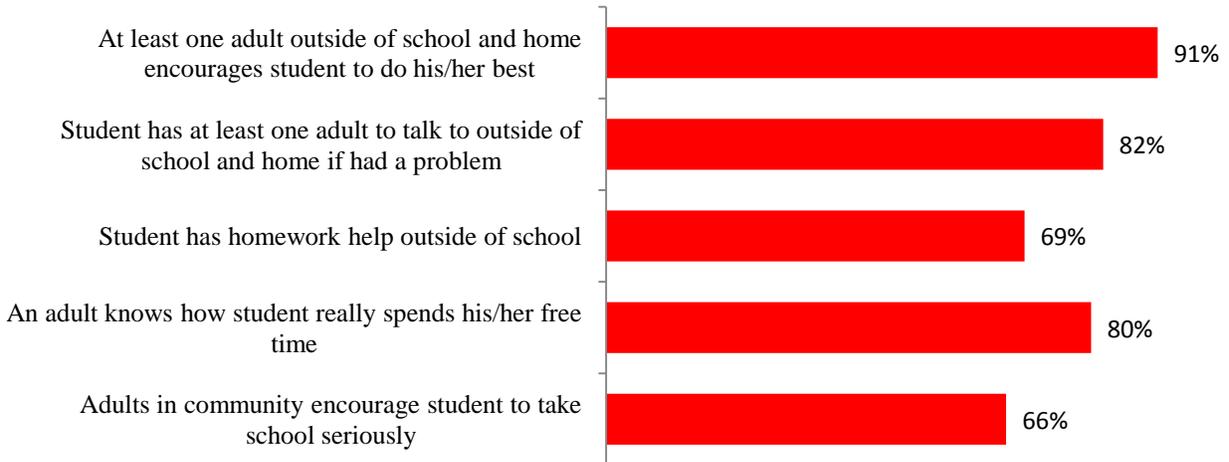
River City Academy



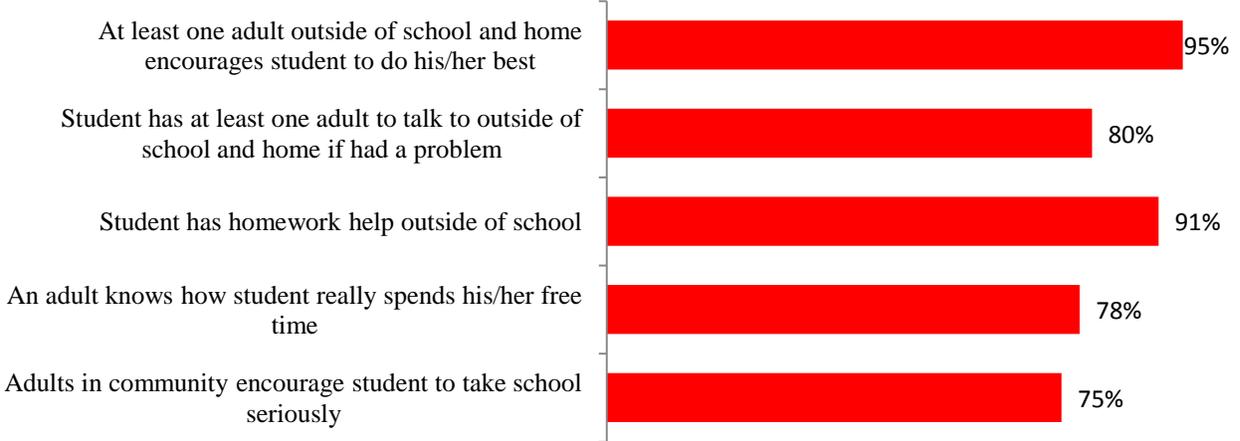
Seward Elementary School



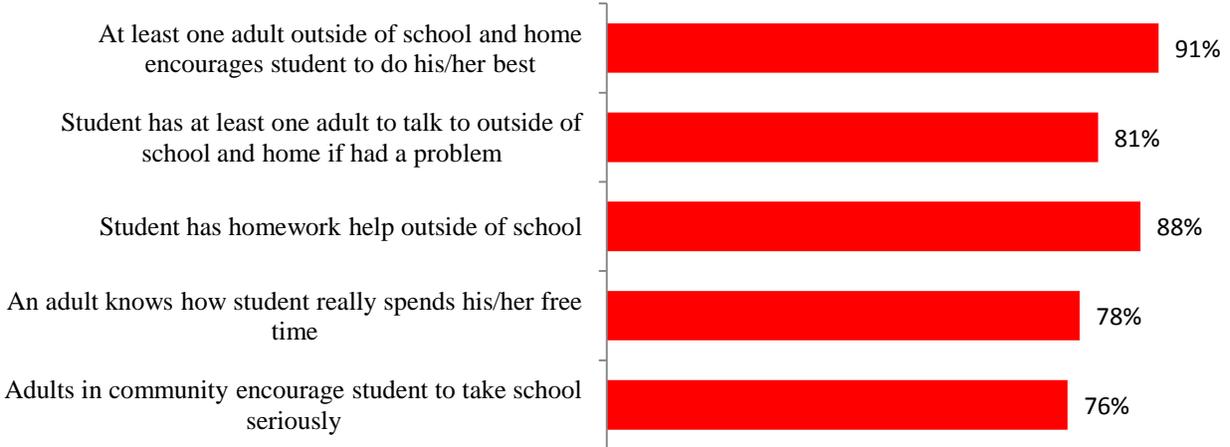
Seward High School



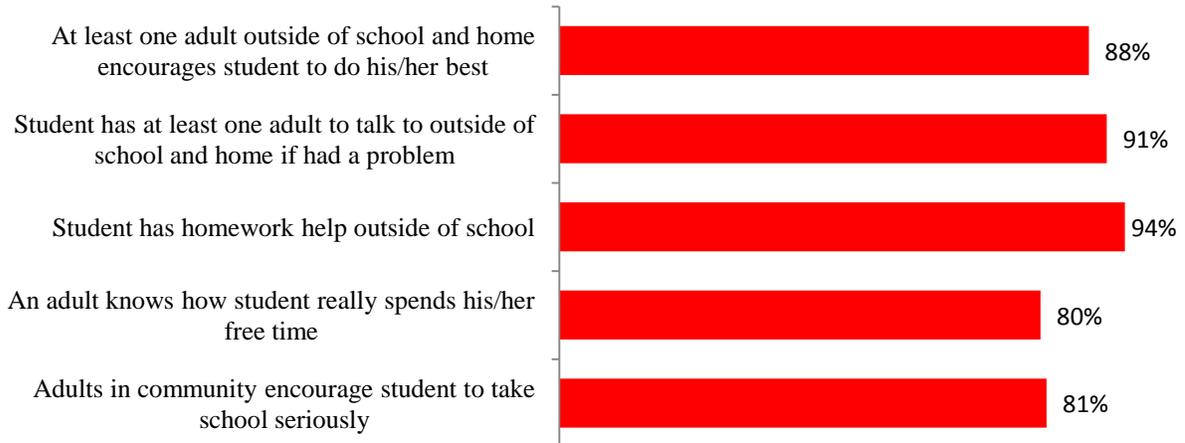
Seward Middle School



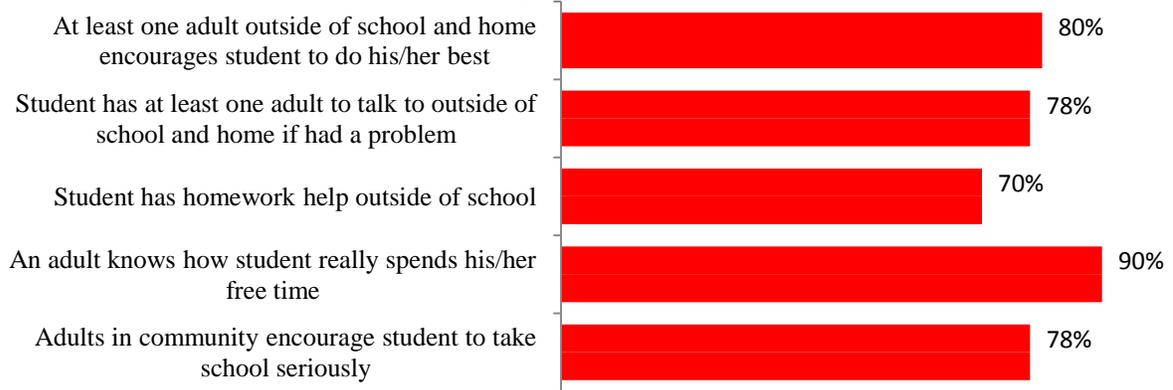
Soldotna Middle School



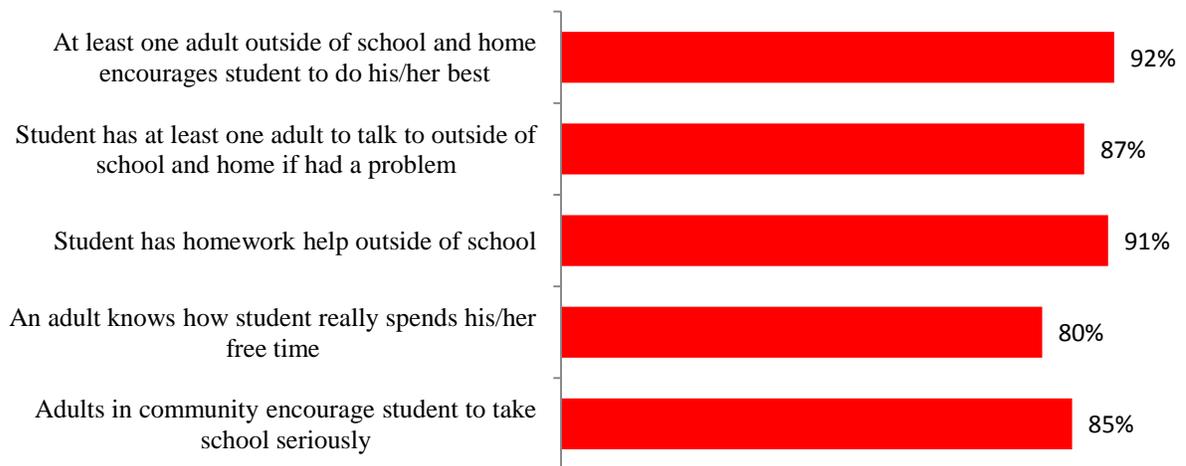
Soldotna Montessori Charter School



Tebughna School



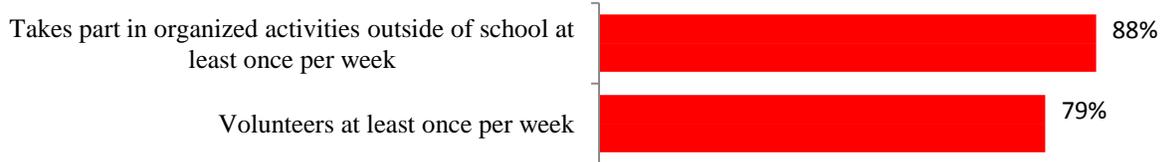
West Homer Elementary School



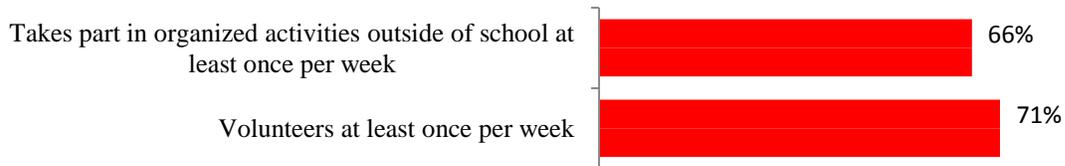
The chart below shows the percentage of students who indicated that they took part in extracurricular activities and the percentage who reported that they volunteered in their community.

Youth Involvement

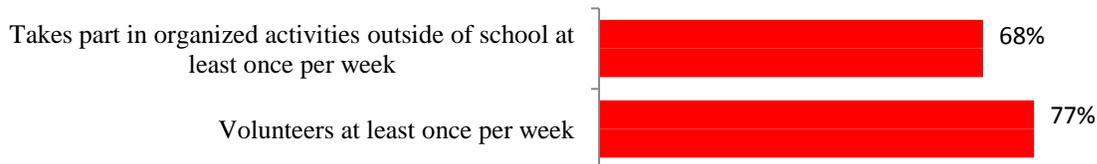
Chapman School



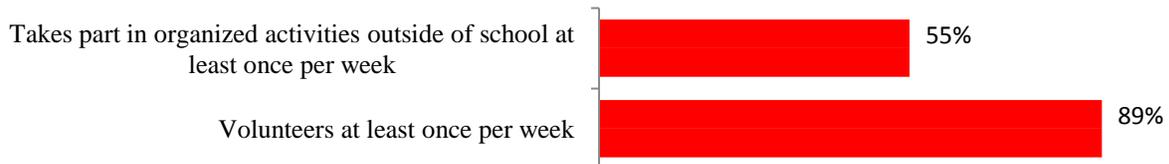
Kalifornsky Beach School



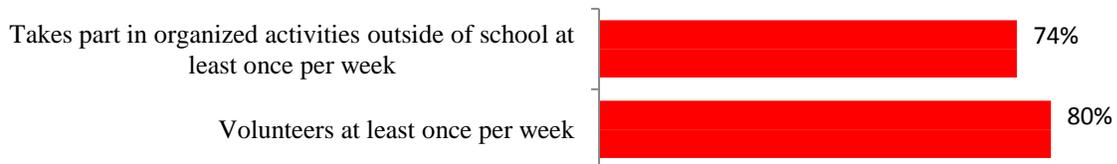
Kenai Middle School



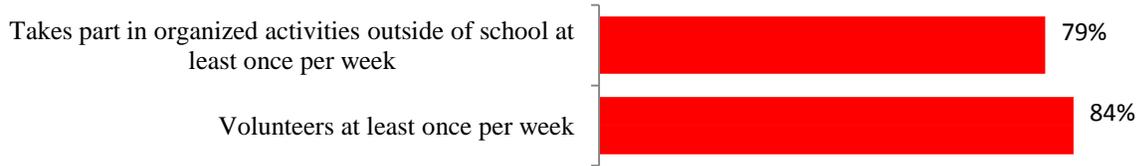
Nanwalek School



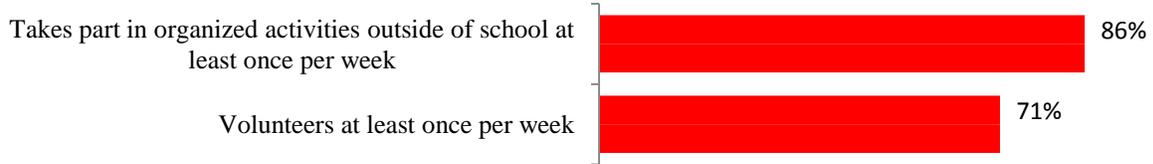
Nikiski Middle/High School



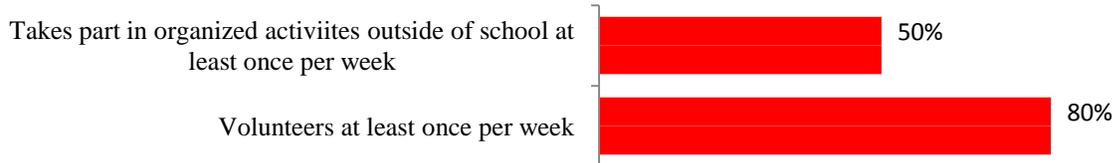
Ninilchik School



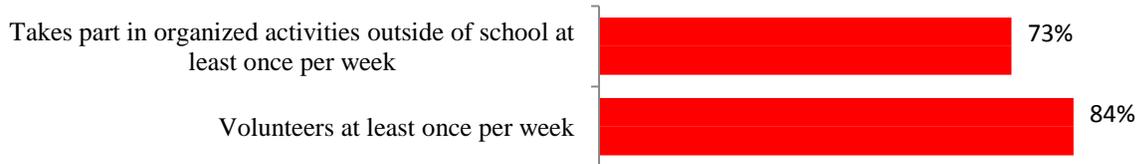
Port Graham School



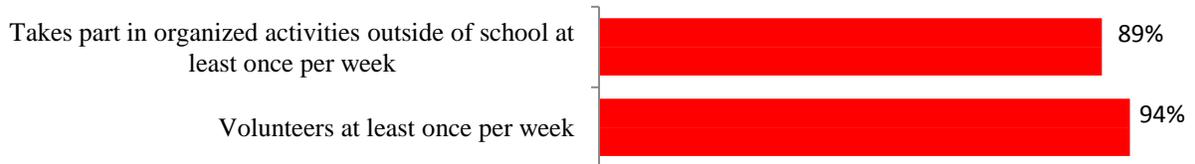
Razdolna School



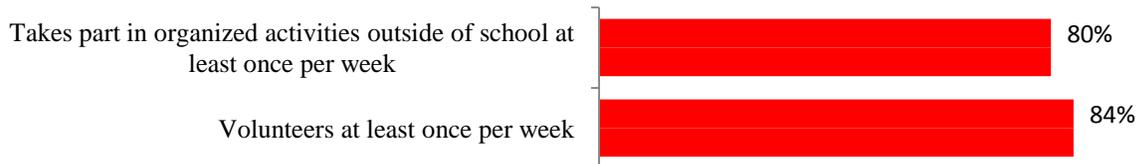
River City Academy



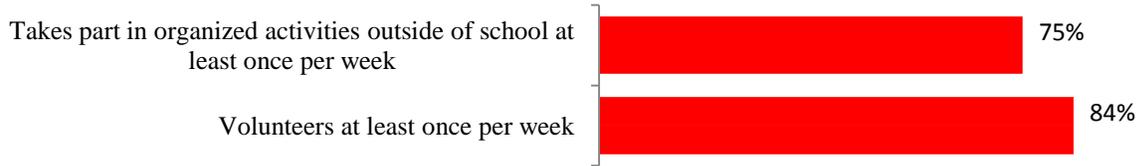
Seward Elementary School



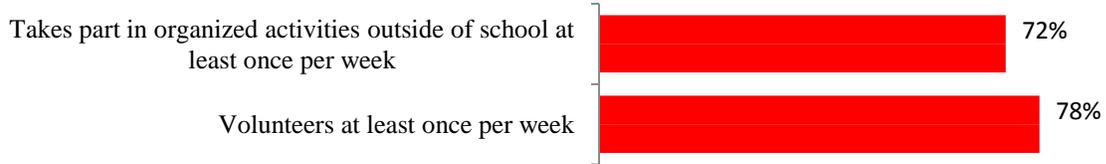
Seward High School



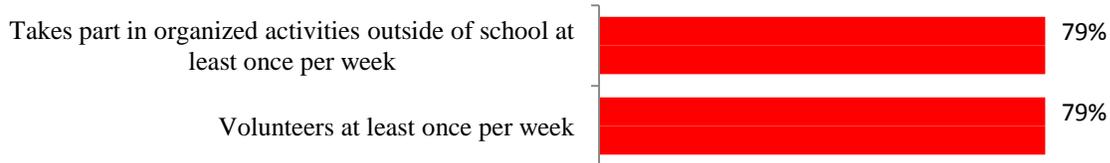
Seward Middle School



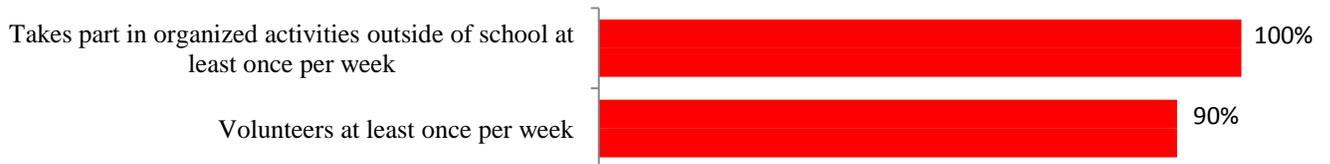
Soldotna Middle School



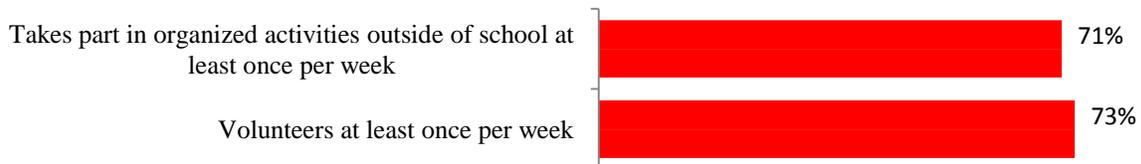
Soldotna Montessori Charter School



Tebughna School



West Homer Elementary School



STUDENT RESULTS BY SCALE

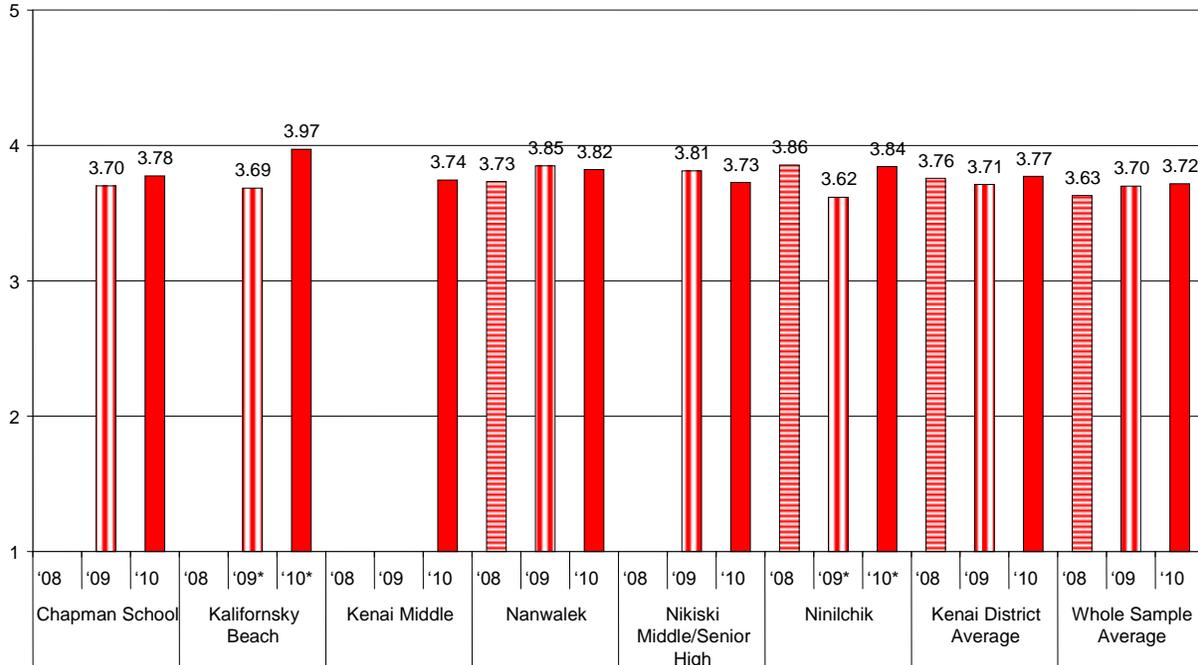
Survey items clustered into the scales High Expectations, School Safety, School Leadership and Student Involvement, Respectful Climate, Peer Climate, Caring Adults, Community Involvement, Social and Emotional Learning, Student Delinquent Behaviors, and Student Drug and Alcohol Use. In addition to the individual scales, we calculated overall scores for School Climate and Student Connectedness.

Each of these scales will be discussed in turn below.

Overall Climate

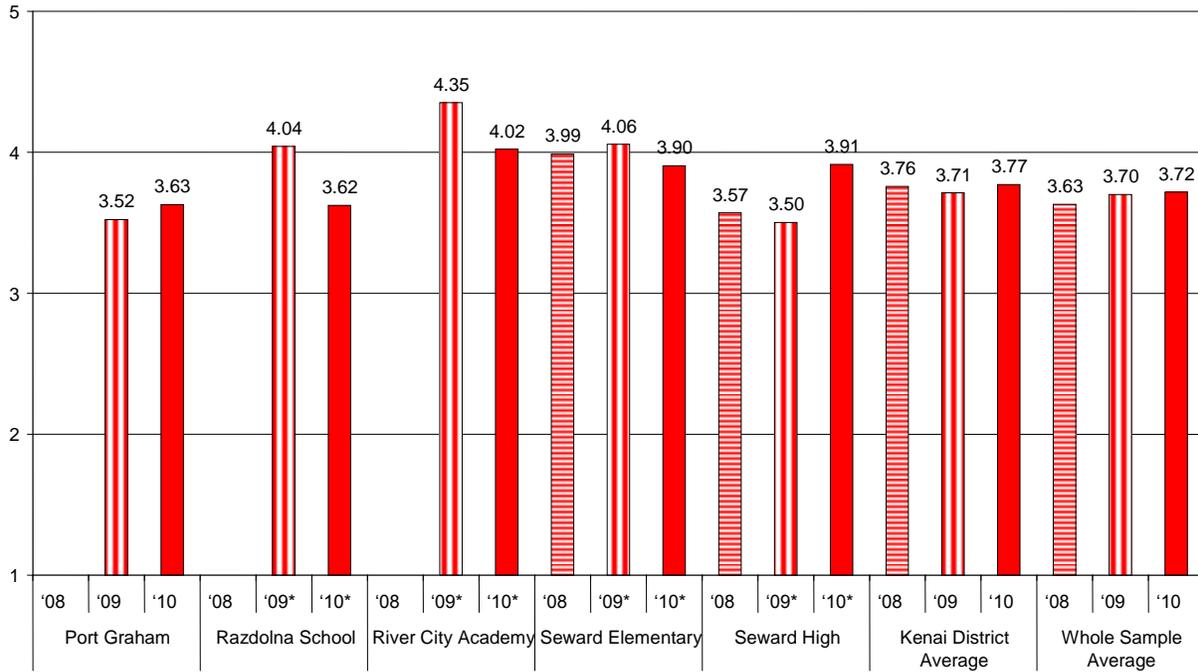
Student Overall Climate was computed as the mean of three scales: High Expectations, School Safety, and School Leadership and Student Involvement. Each of those scales is examined individually and described in greater detail below.

Overall Climate I



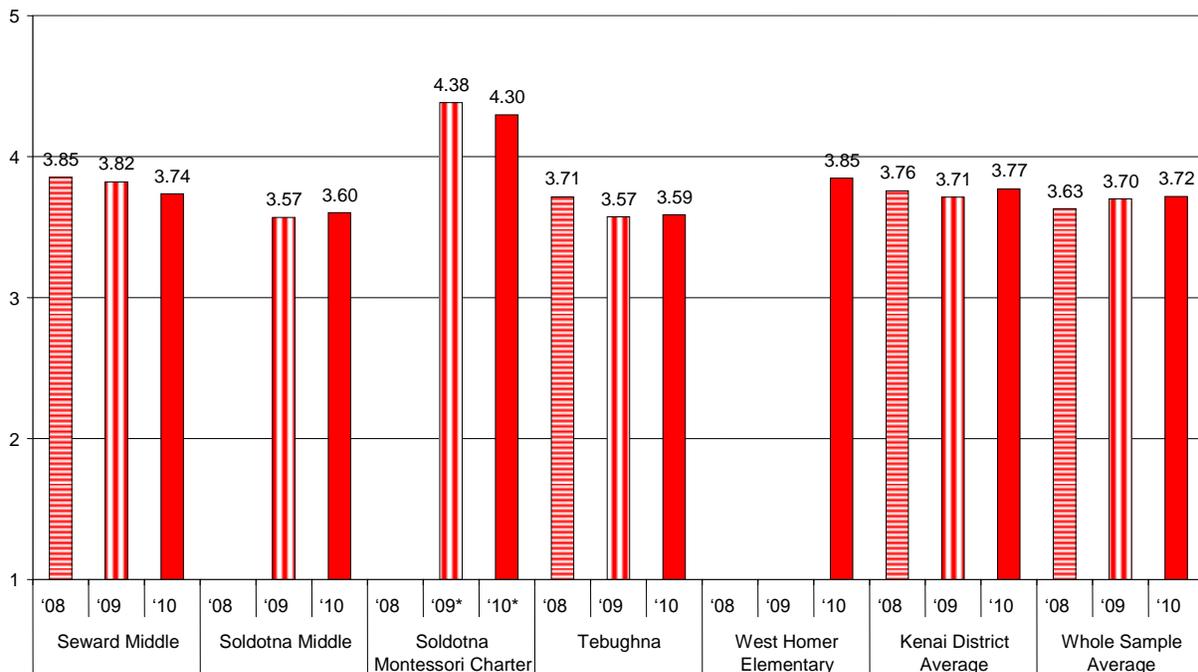
* Significant difference in scale scores from 2009 to 2010

Overall Climate II



* Significant difference in scale scores from 2009 to 2010

Overall Climate III

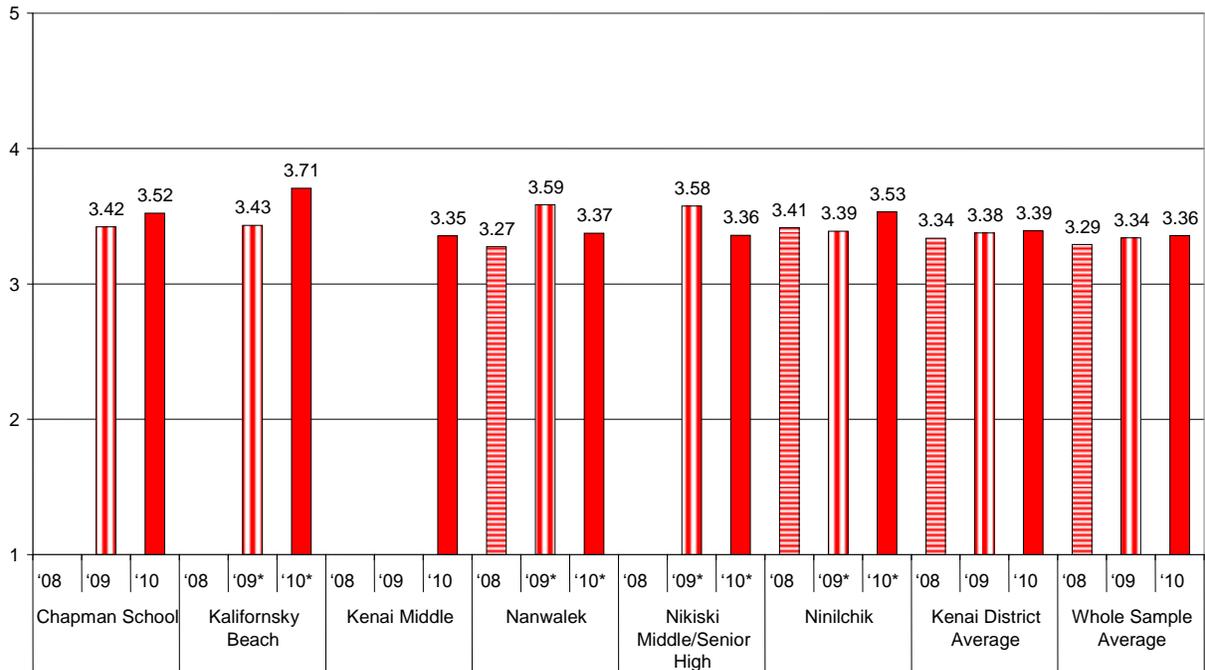


* Significant difference in scale scores from 2009 to 2010

Overall Connectedness

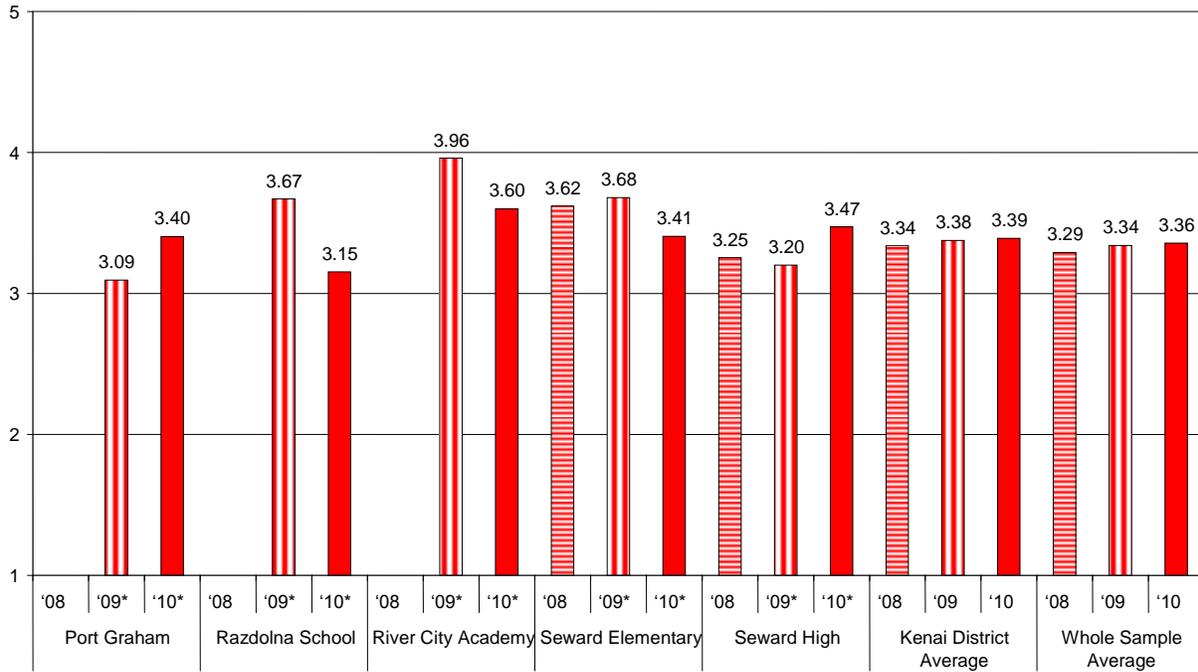
Student Overall Connectedness was computed as the mean of four scales: Respectful Climate, Peer Climate, Caring Adults, and Parent and Community Involvement. Each of those scales is examined individually and described in greater detail below.

Overall Connectedness I



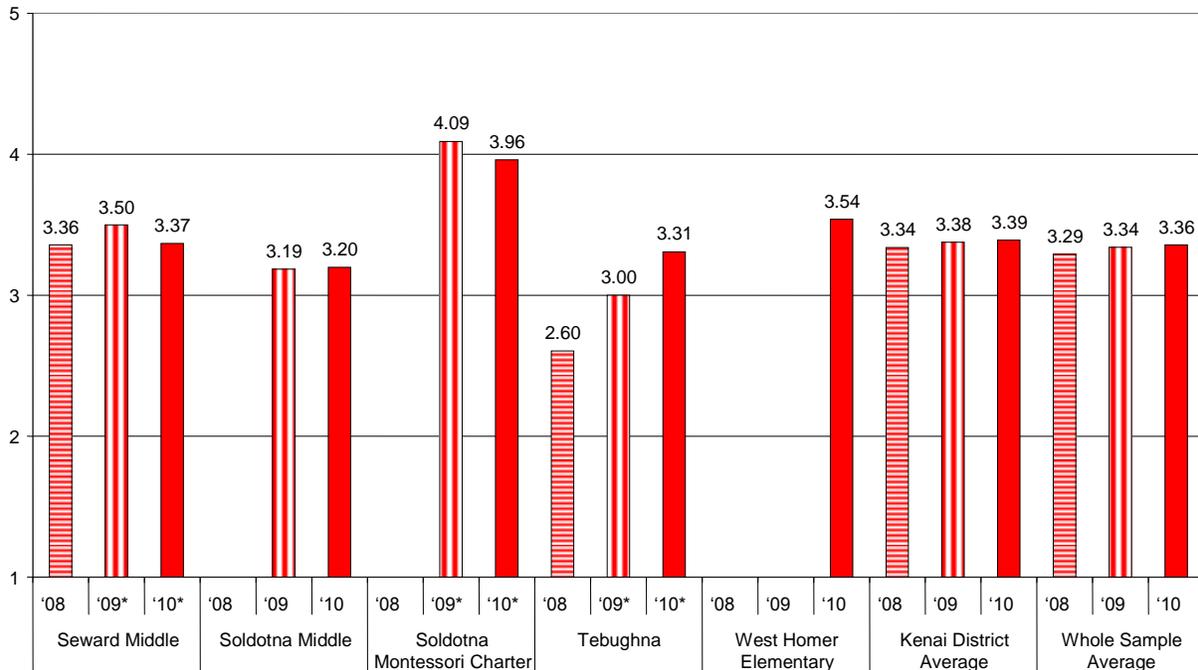
* Significant difference in scale scores from 2009 to 2010

Overall Connectedness II



* Significant difference in scale scores from 2009 to 2010

Overall Connectedness III



* Significant difference in scale scores from 2009 to 2010

High Expectations

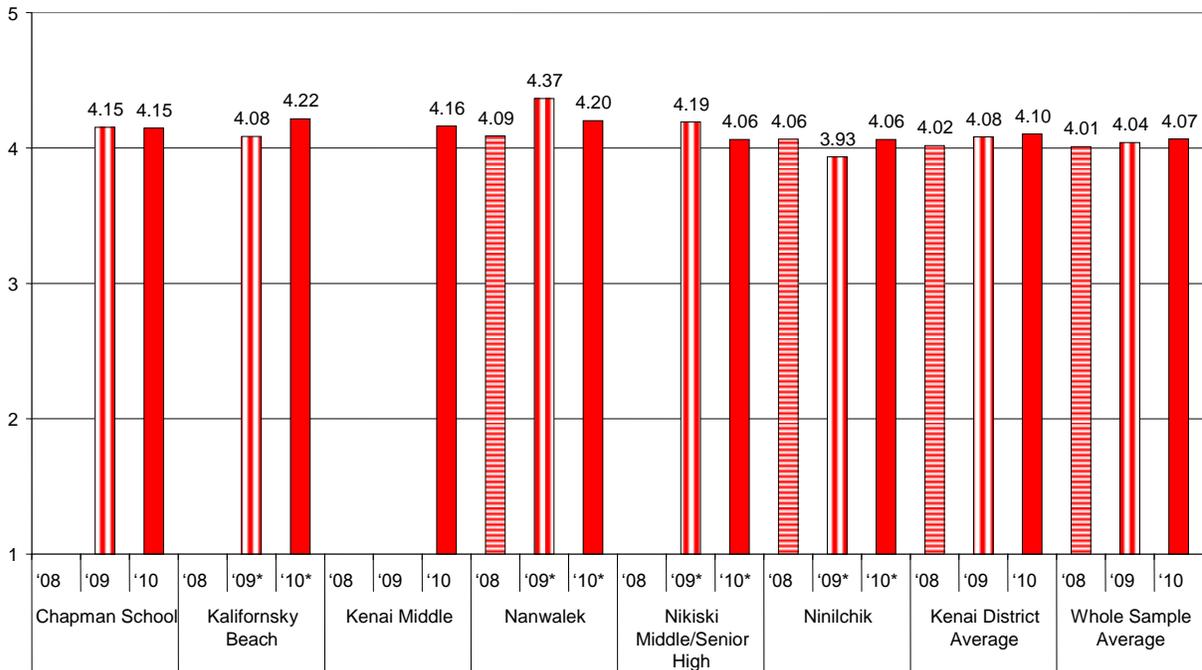
This scale reflects students' feelings about their own expectations as well as those of adults in their school and community. This scale is also included as part of the Overall Climate summary scale. The items comprising this scale (and the scale's reliability) are as follows.

Factor 1: High Expectations ($\alpha = .72$)

- 17. I have given up on school (reverse scored)
- 18. At this school, students are encouraged to work to the best of their abilities
- 19. If students like their school, they will do better in their classes
- 22. I try hard to do well in school
- 23. I want very much to get more education after high school
- 29. Adults in my community encourage me to take school seriously
- 38. Teachers and other adults in this school believe that *all* students can do good work

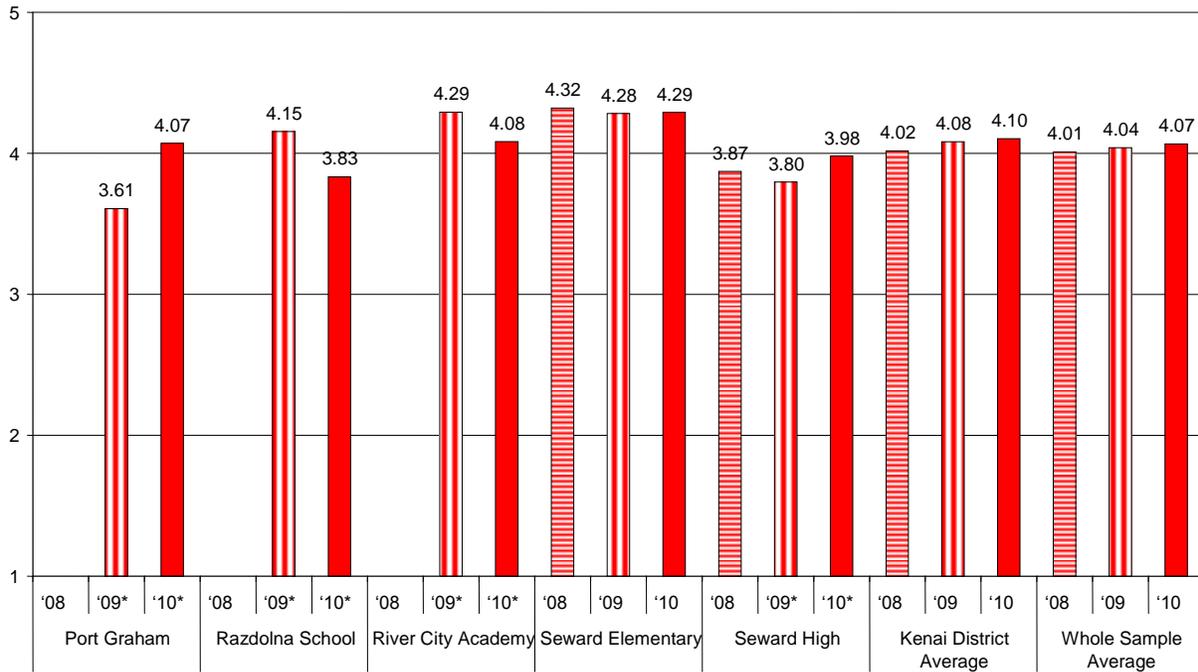
Students selected responses between 1 and 5, where 1 indicates low expectations and 5 indicates high expectations.

High Expectations I



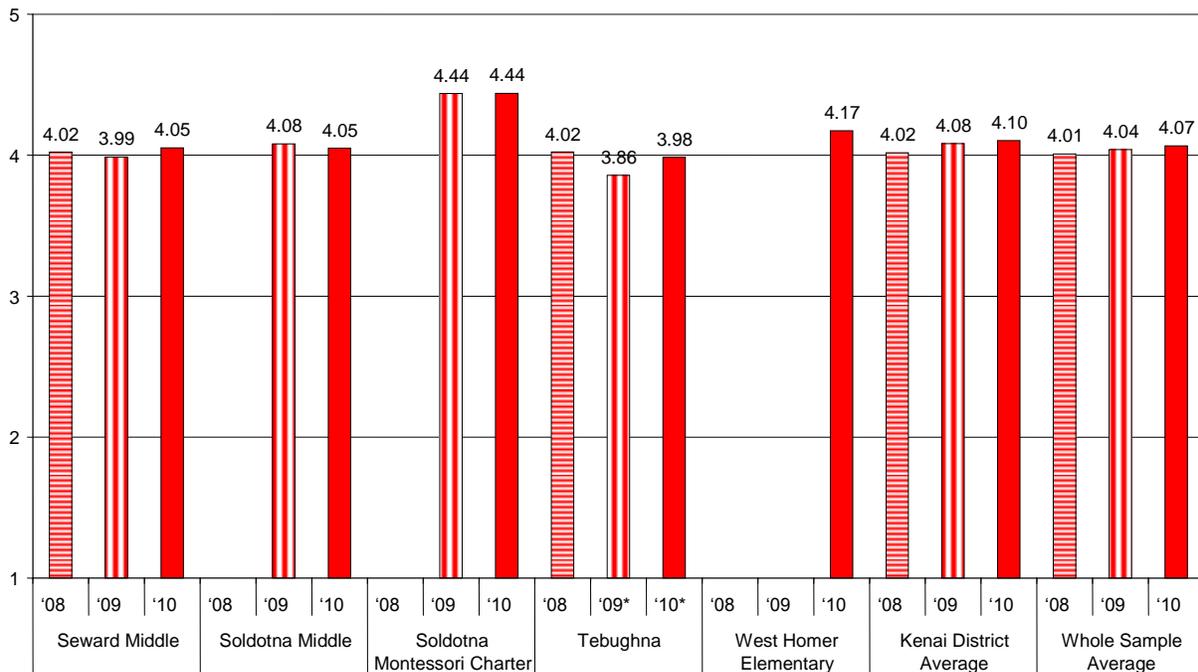
* Significant difference in scale scores from 2009 to 2010

High Expectations II



* Significant difference in scale scores from 2009 to 2010

High Expectations III



* Significant difference in scale scores from 2009 to 2010

School Safety

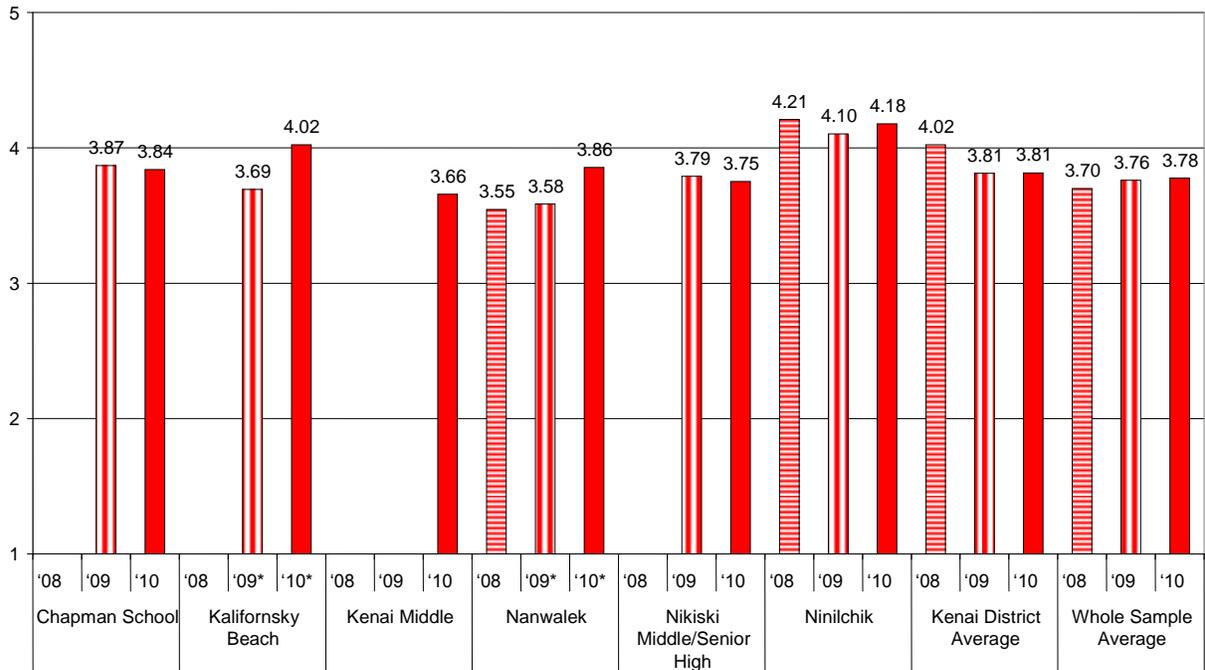
This scale reflects students' feelings about bullies and gangs at school as well as general crime and violence in the community. This scale is also included as part of the Overall Climate summary scale. The items comprising this scale (and the scale's reliability) are as follows.

Factor 2: School Safety ($\alpha = .74$)

- 39. I am safe at school
- 42. This school is being ruined by bullies (reverse scored)
- 44. This school is badly affected by crime and violence in the community (reverse scored)
- 48. Gang members make this school dangerous (reverse scored)
- 50. Crime and violence are major concerns at school (reverse scored)

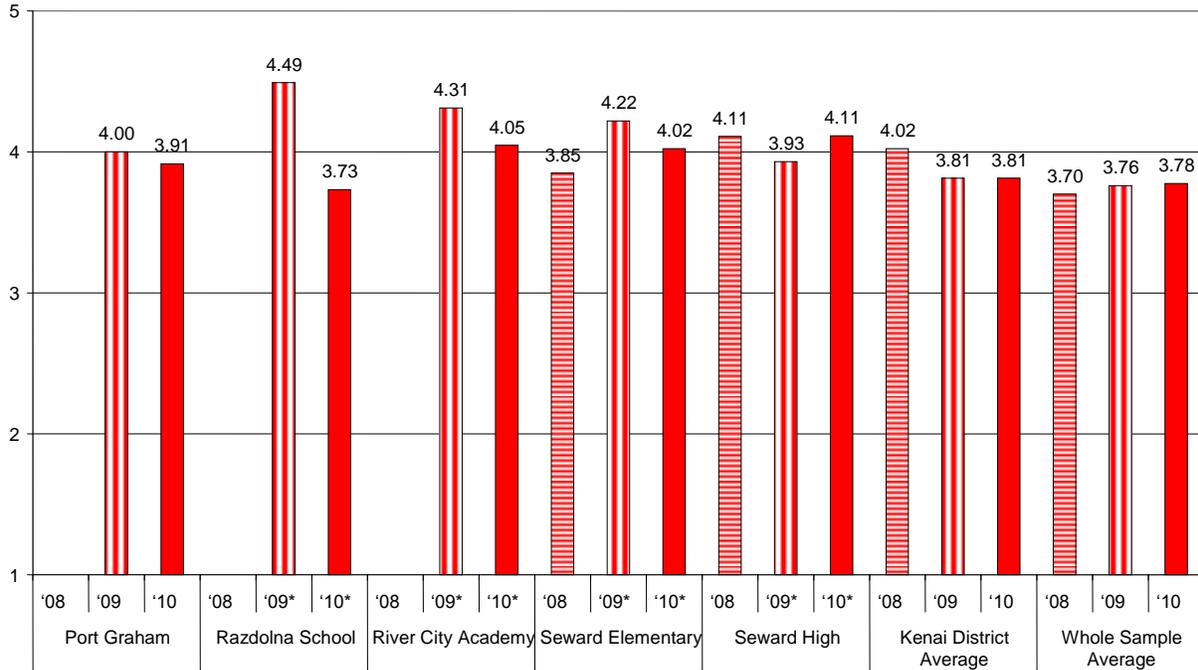
Students selected responses between 1 and 5, where 1 indicates a low level of school safety and 5 indicates a high level of safety.

School Safety I



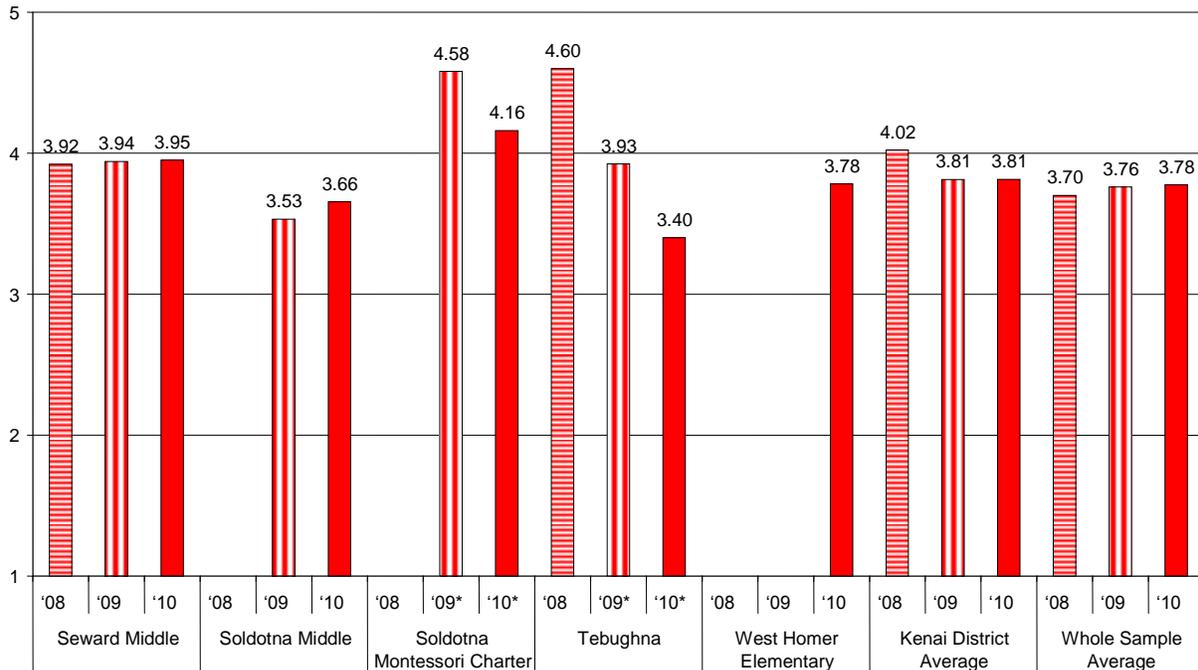
* Significant difference in scale scores from 2009 to 2010

School Safety II



* Significant difference in scale scores from 2009 to 2010

School Safety III



* Significant difference in scale scores from 2009 to 2010

School Leadership and Student Involvement

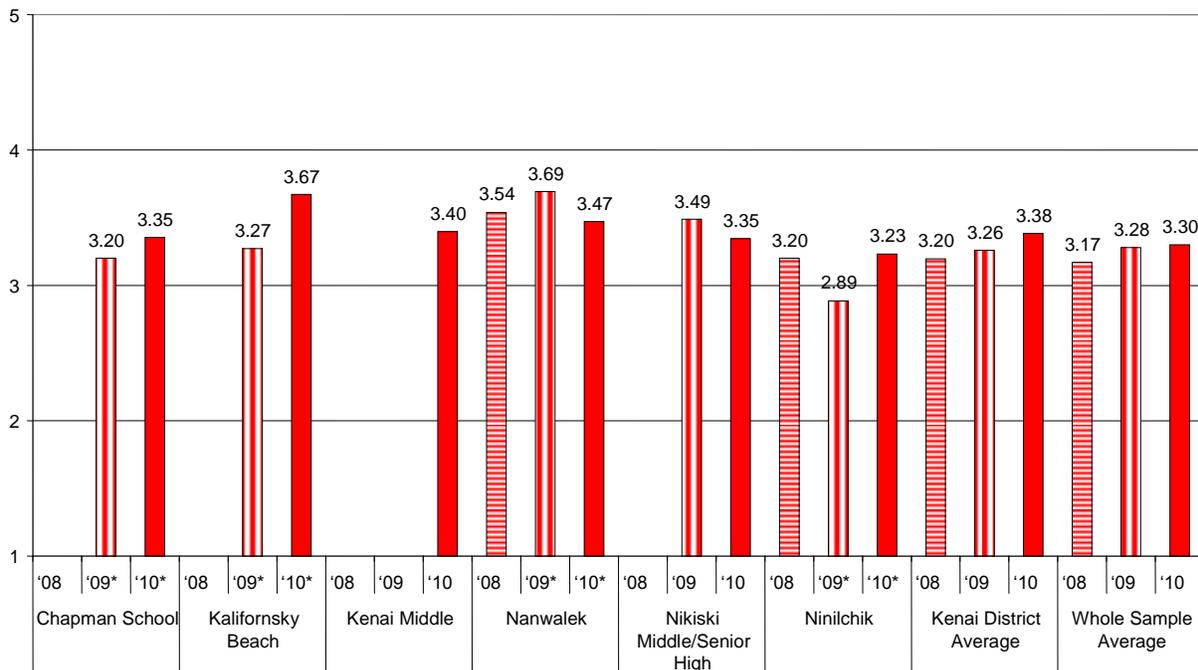
This scale reflects students' feelings about the decision making of school leaders as well as student participation in the school governance. This scale is also included as part of the Overall Climate summary scale. The items comprising this scale (and the scale's reliability) are as follows.

Factor 3: School Leadership and Student Involvement ($\alpha = .80$)

- 13. At school, decisions are made based on what is best for students
- 21. The principal and other leaders in this school make good decisions
- 24. In my school, students are given a chance to help make decisions
- 27. Students are involved in helping to solve school problems
- 54. The principal asks students about their ideas

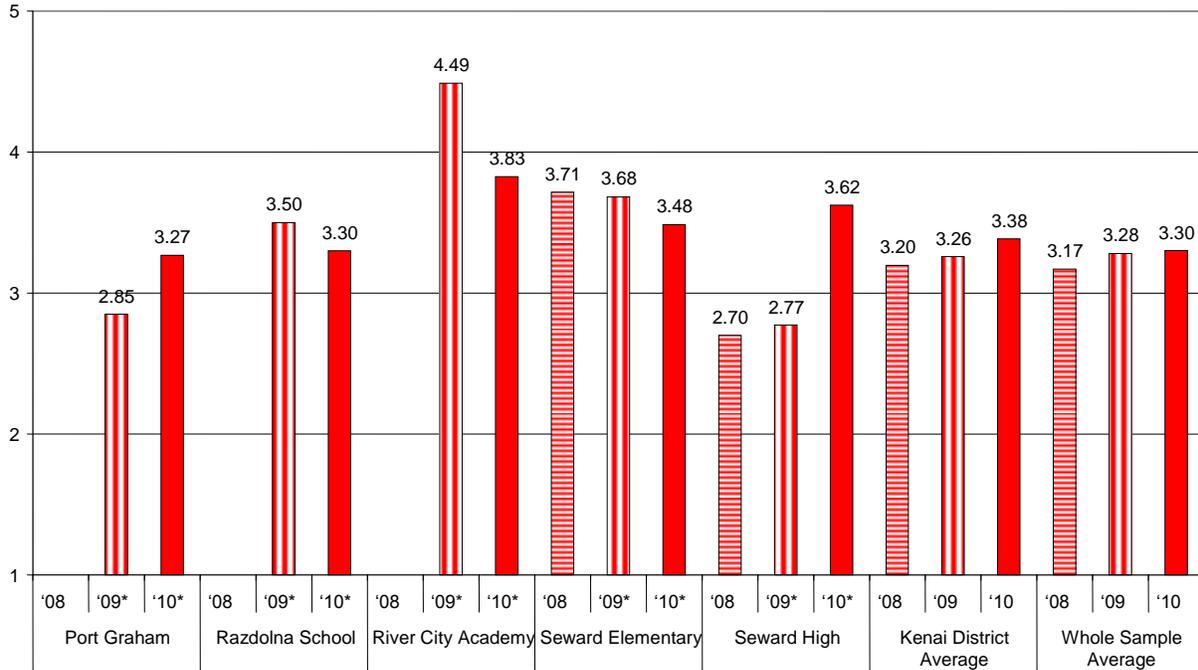
Students selected responses between 1 and 5, where 1 indicates a low level of school leadership and student involvement and 5 indicates a high level of school leadership and student involvement.

School Leadership and Student Involvement I



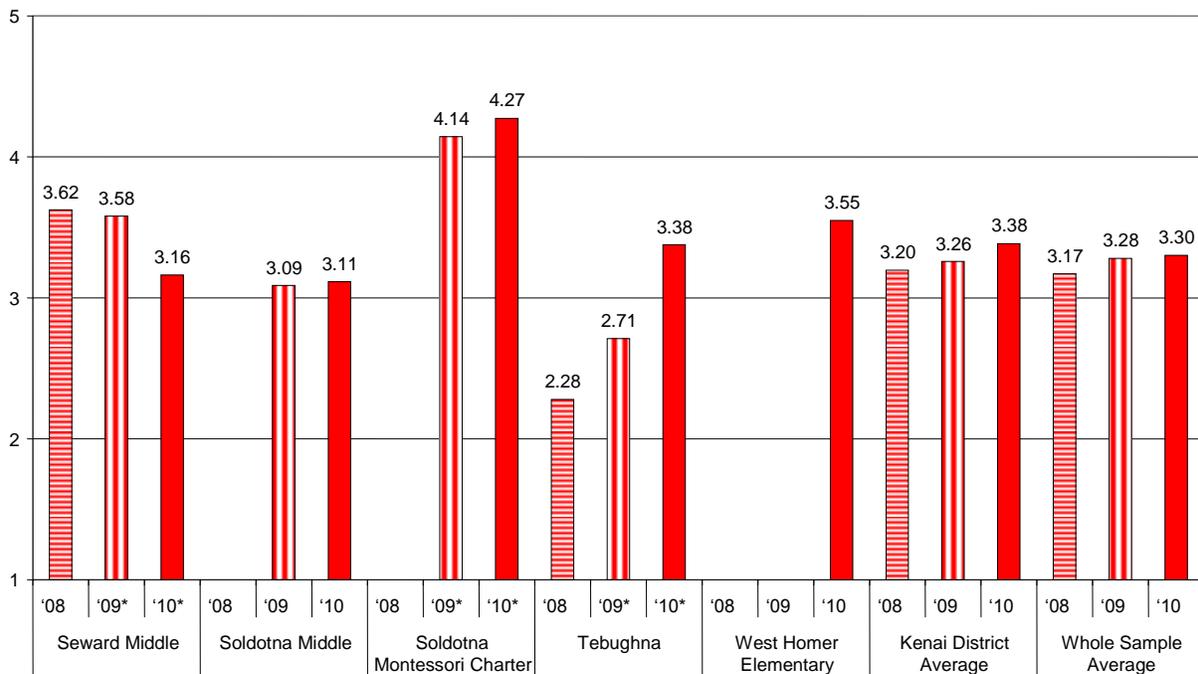
* Significant difference in scale scores from 2009 to 2010

School Leadership and Student Involvement II



* Significant difference in scale scores from 2009 to 2010

School Leadership and Student Involvement III



* Significant difference in scale scores from 2009 to 2010

Respectful Climate

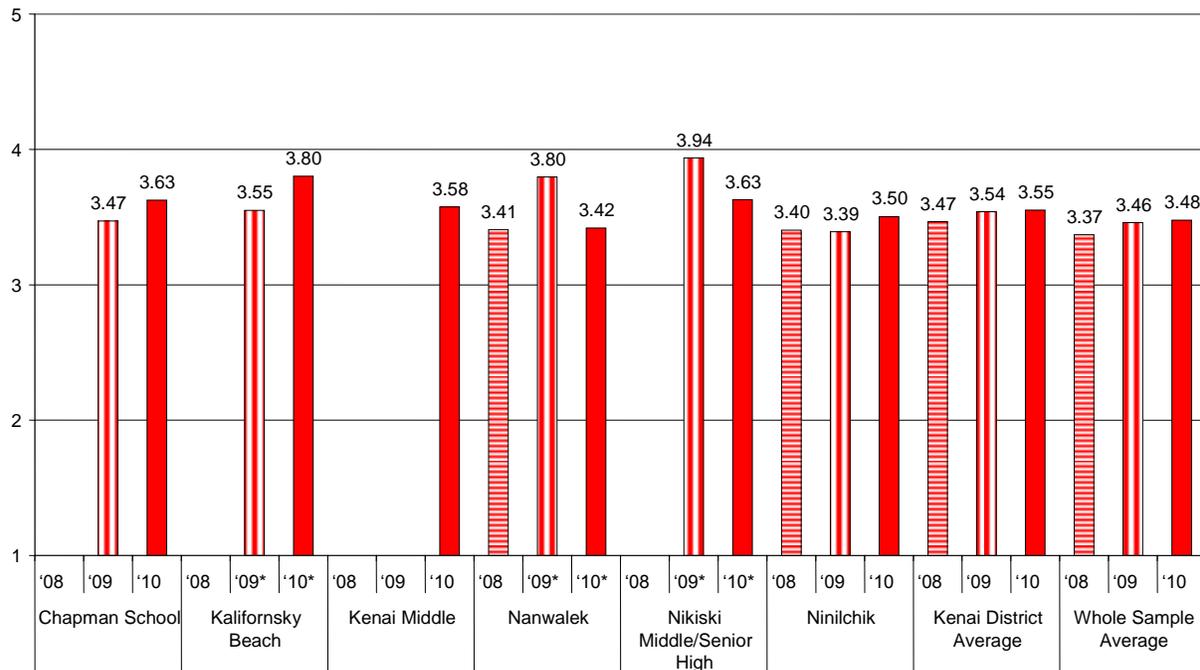
This scale reflects students' feelings about fairness of rules and respect for students' contributions. This scale is also included as part of the Overall Connectedness summary scale. The items comprising this scale (and the scale's reliability) are as follows.

Factor 4: Respectful Climate ($\alpha = .85$)

- 43. Teachers here are nice people
- 45. My teachers treat me with respect
- 46. When students break rules, they are treated fairly
- 49. My teachers are fair
- 52. Our school rules are fair
- 53. It pays to follow the rules at my school

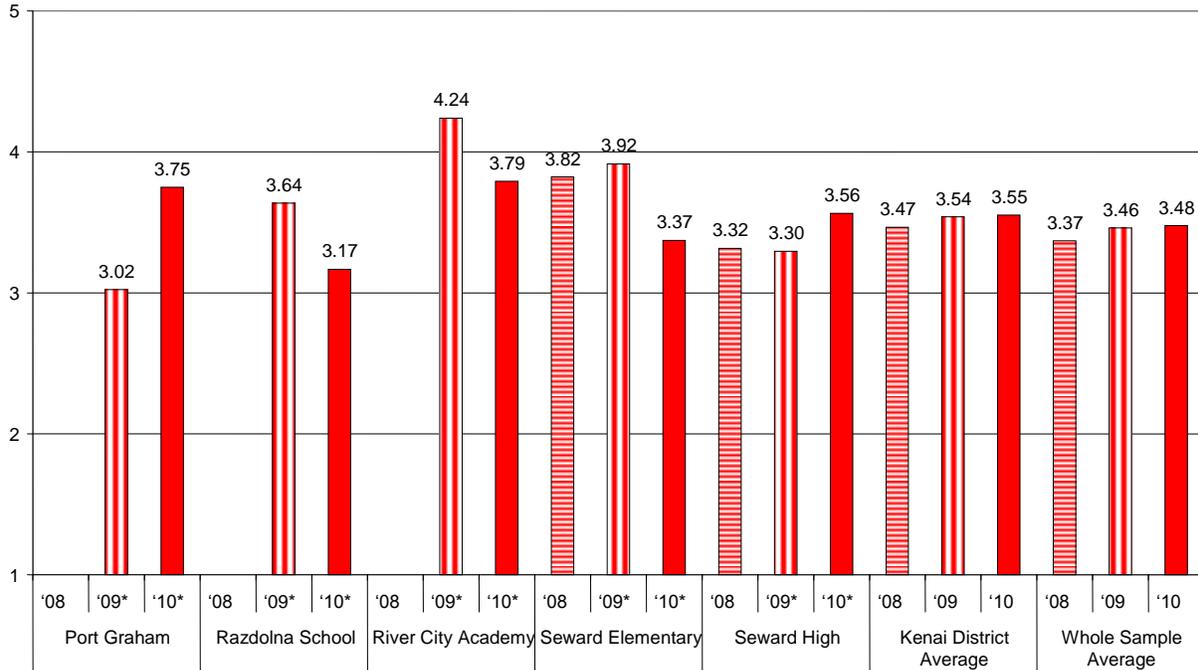
Students selected responses between 1 and 5, where 1 indicates a lack of a respectful climate and 5 indicates a highly respectful climate for students.

Respectful Climate I



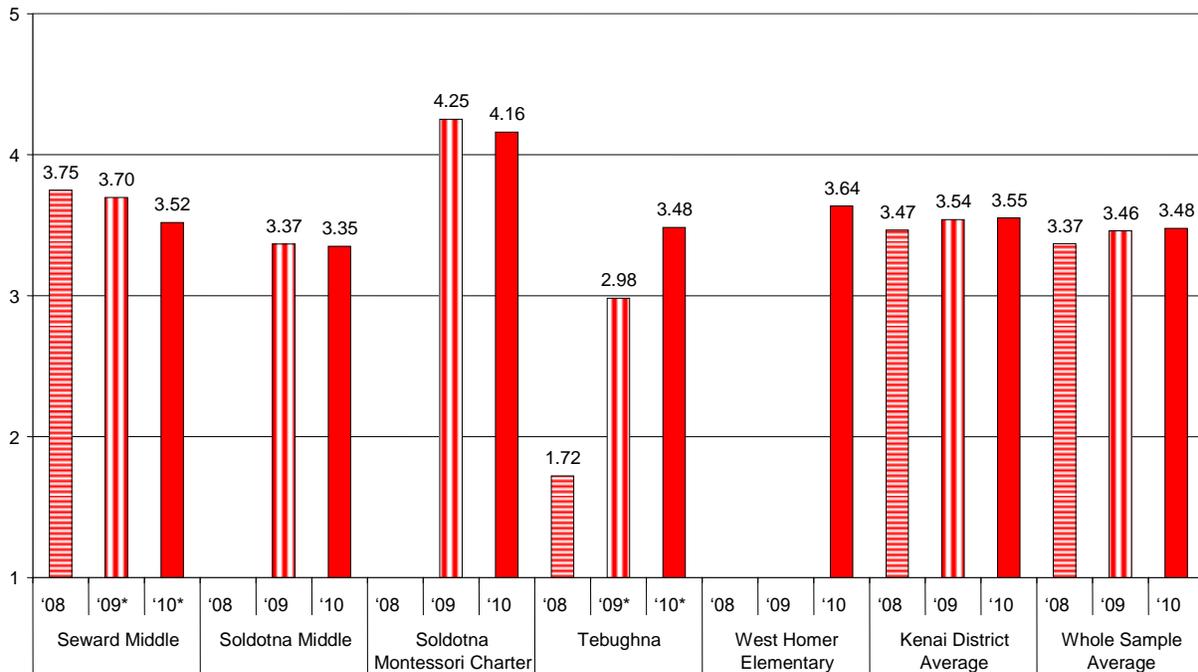
* Significant difference in scale scores from 2009 to 2010

Respectful Climate II



* Significant difference in scale scores from 2009 to 2010

Respectful Climate III



* Significant difference in scale scores from 2009 to 2010

Peer Climate

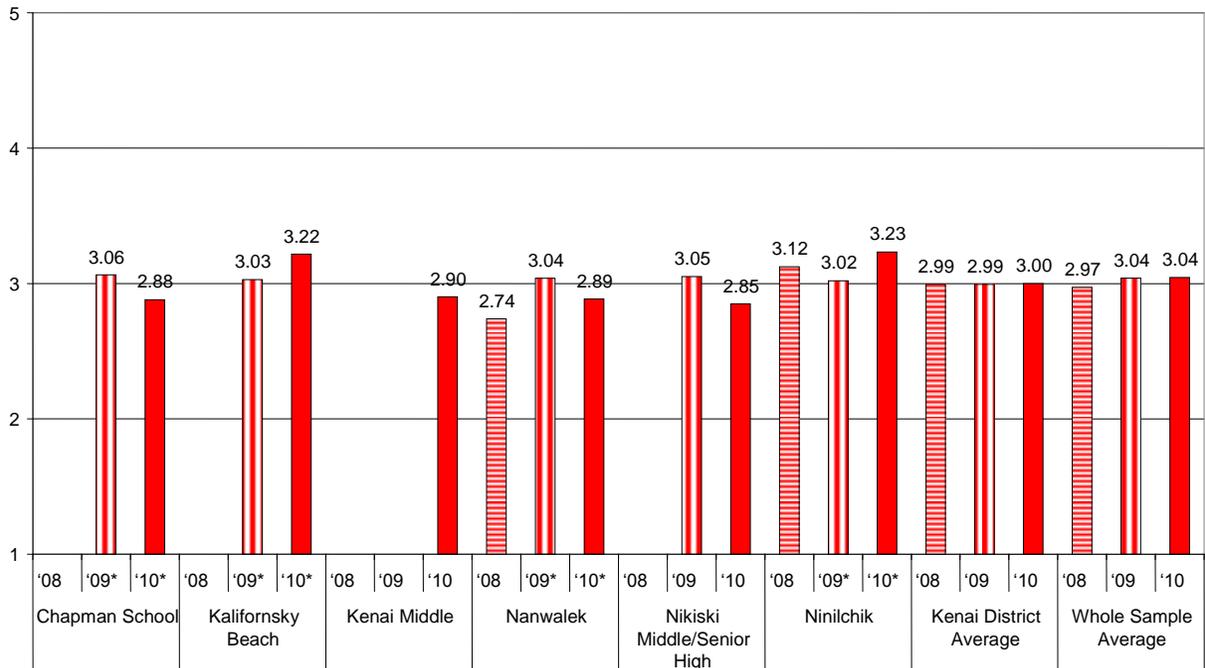
This scale reflects students' feelings about how respectful students are to one another and how helpful students are to other students. This scale is also included as part of the Overall Connectedness summary scale. The items comprising this scale (and the scale's reliability) are as follows.

Factor 5: Peer Climate ($\alpha = .72$)

- 12. Students in this school help each other, even if they are not friends
- 20. Students here treat me with respect
- 28. When students see another student being picked on, they try to stop it
- 41. Students at this school are often teased or picked on (reverse scored)
- 51. Most students in this school like to put others down (reverse scored)

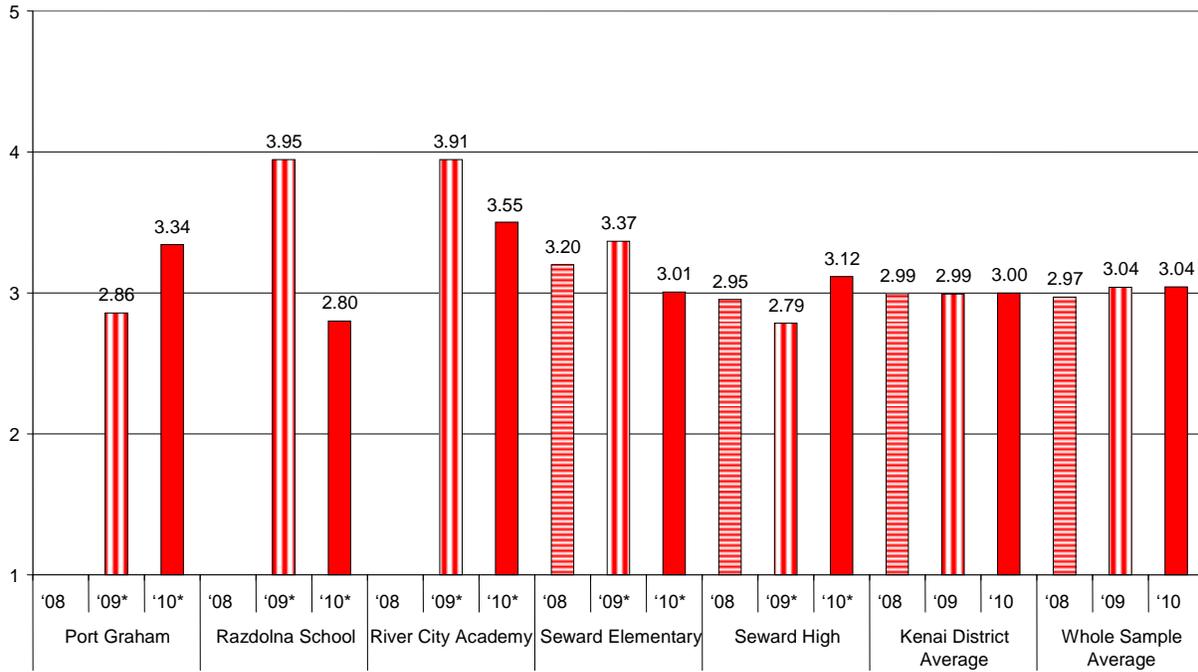
Students selected responses between 1 and 5, where 1 indicates a more negative peer climate and 5 indicates a very positive peer climate at the school.

Peer Climate I



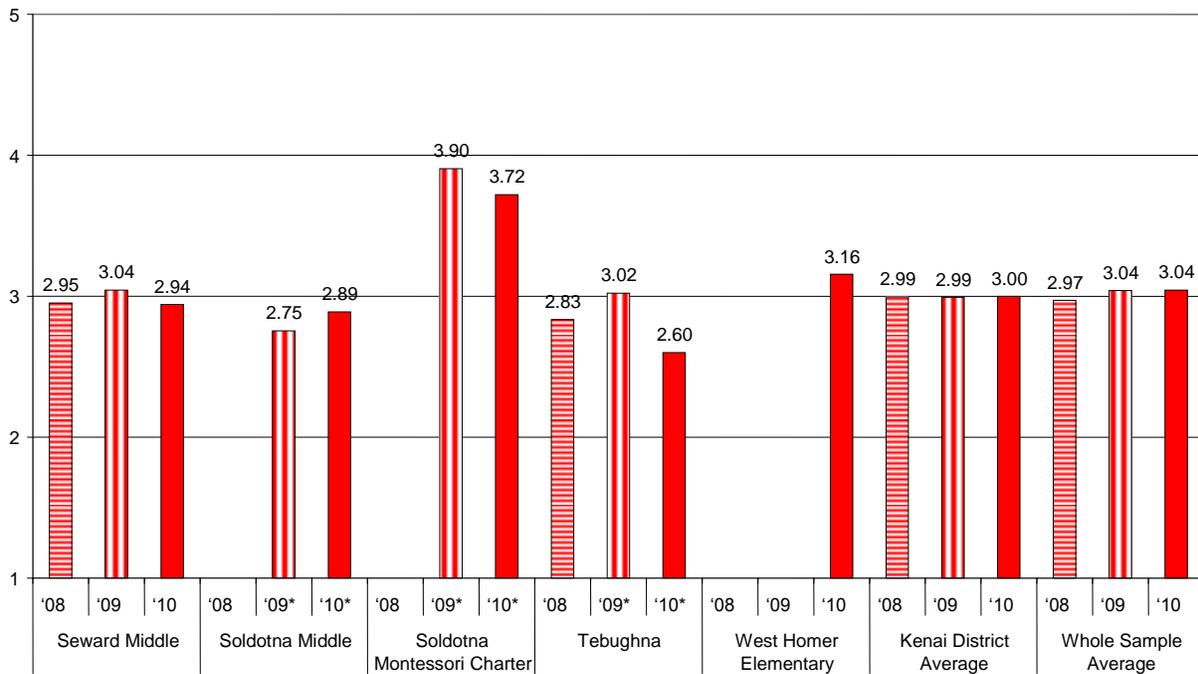
* Significant difference in scale scores from 2009 to 2010

Peer Climate II



* Significant difference in scale scores from 2009 to 2010

Peer Climate III



* Significant difference in scale scores from 2009 to 2010

Caring Adults

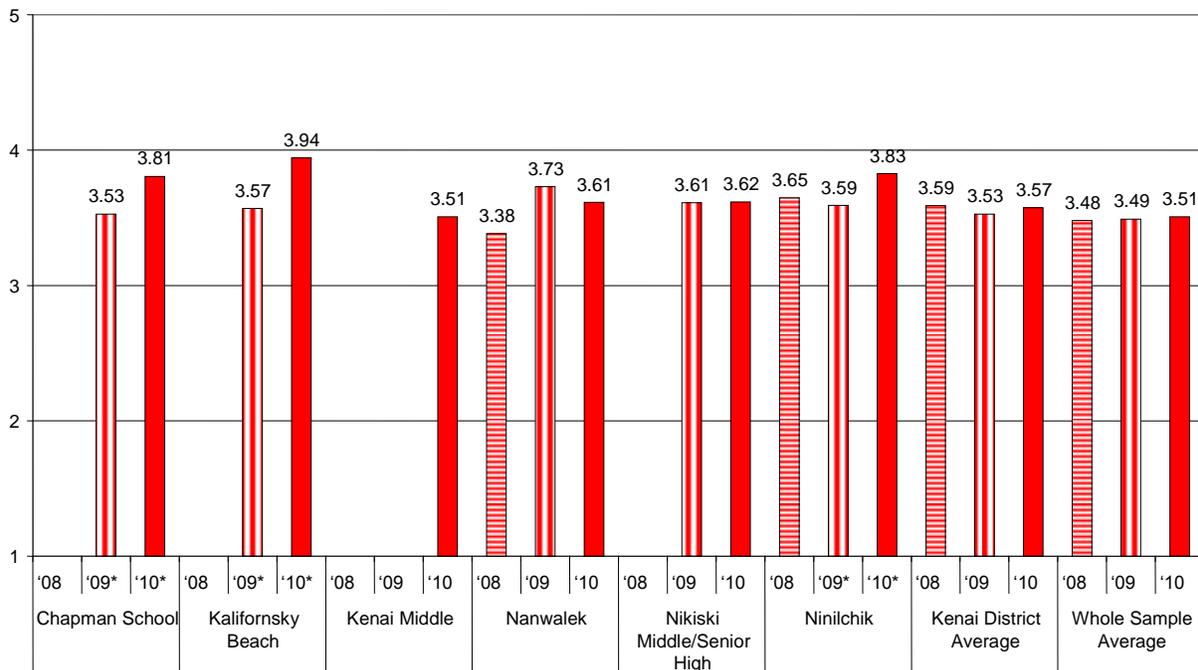
This scale reflects students' feelings about how close they feel to adults in the school. This scale is also included as part of the Overall Connectedness summary scale. The items comprising this scale (and the scale's reliability) are as follows.

Factor 6: Caring Adults ($\alpha = .69$)

- 14. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me
- 15. At school, there is a teacher or some other adult who will miss me when I'm absent
- 16. There are a lot of chances for students in my school to talk with teachers one on one
- 25. I can name at least five adults who really care about me
- 26. Other adults at school besides my teachers know my name

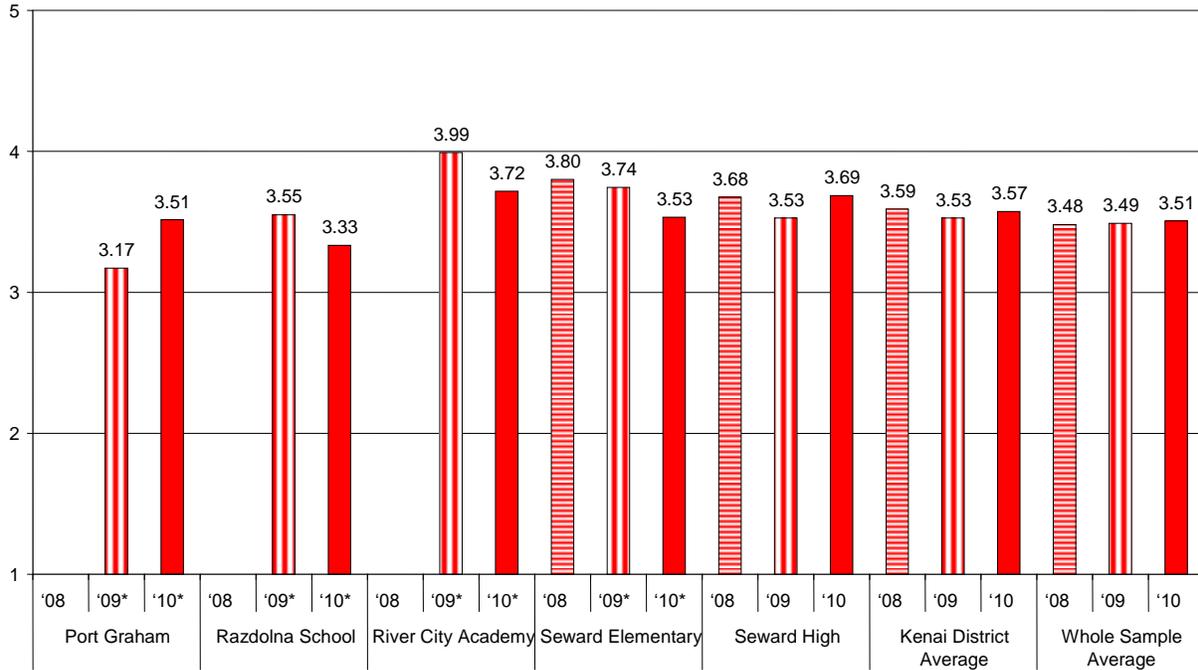
Students selected responses between 1 and 5, where 1 indicates a lack of caring adult relationships and 5 indicates a high number of caring adult relationships at the school.

Caring Adults I



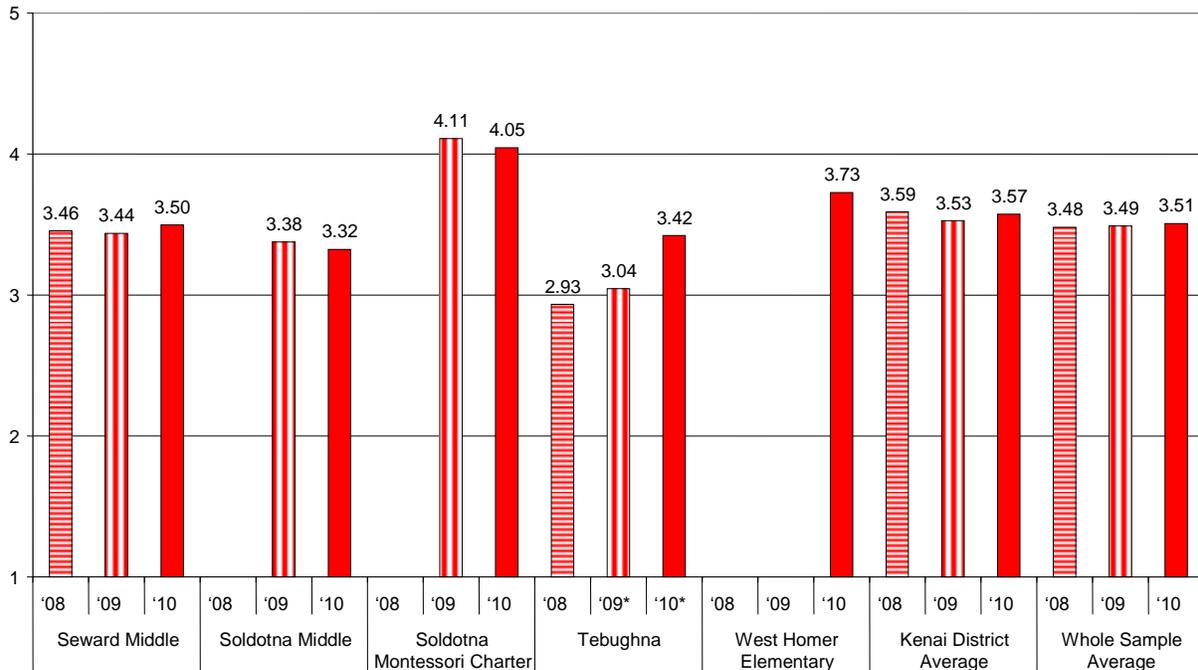
* Significant difference in scale scores from 2009 to 2010

Caring Adults II



* Significant difference in scale scores from 2009 to 2010

Caring Adults III



* Significant difference in scale scores from 2009 to 2010

Parent and Community Involvement

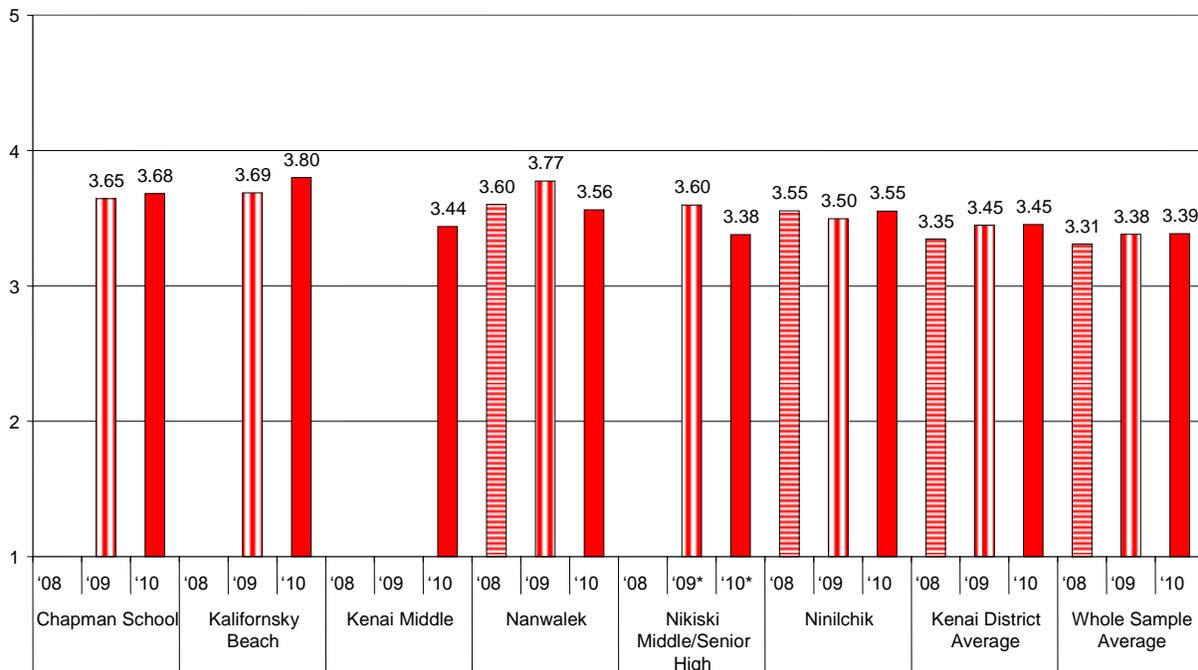
This scale reflects students' feelings about how much their parents and community are involved in their school. This scale is also included as part of the Overall Connectedness summary scale. The items comprising this scale (and the scale's reliability) are as follows.

Factor 7: Parent and Community Involvement ($\alpha = .78$)

- 30. This school is a welcoming place for families like mine
- 31. Adults in my community know what goes on inside of schools
- 32. Adults in my community support this school
- 33. Lots of parents come to events at my school
- 34. Most students in this school talk with their parents about what they are studying in class
- 35. Most students in this school talk with their parents about their homework assignments
- 36. This school does not involve parents in most school events or activities (reverse scored)

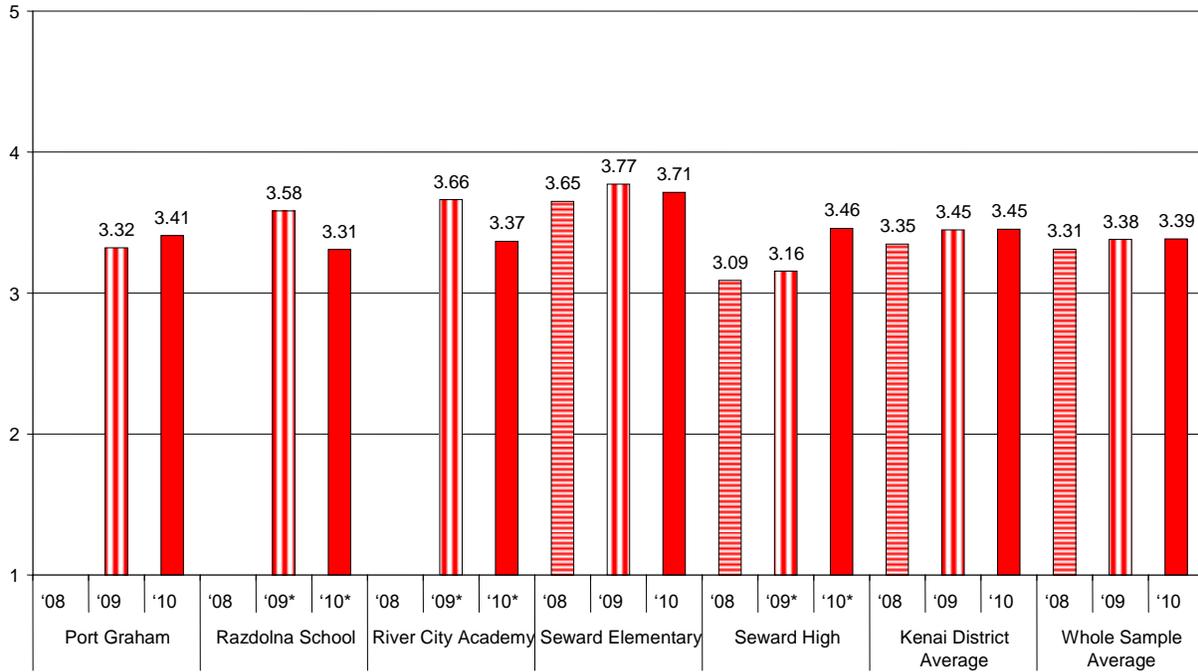
Students selected responses between 1 and 5, where 1 indicates a lack of parent and community involvement and 5 indicates a high level of parent and community involvement at the school.

Parent and Community Involvement I



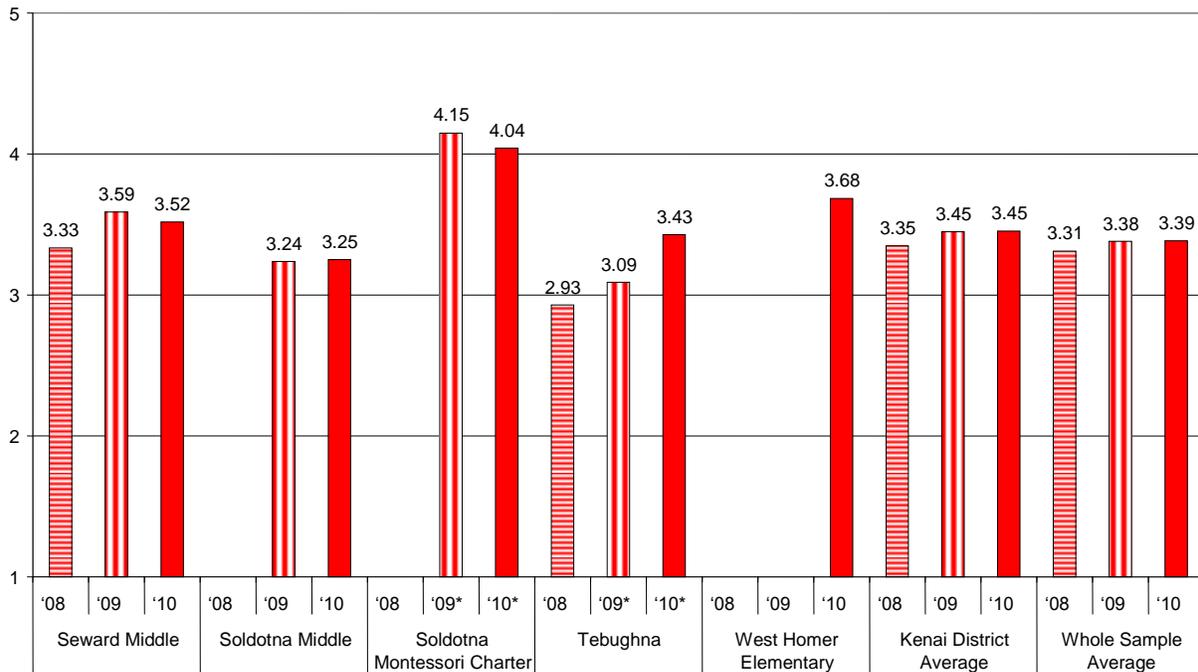
* Significant difference in scale scores from 2009 to 2010

Parent and Community Involvement II



* Significant difference in scale scores from 2009 to 2010

Parent and Community Involvement III



* Significant difference in scale scores from 2009 to 2010

Social and Emotional Learning

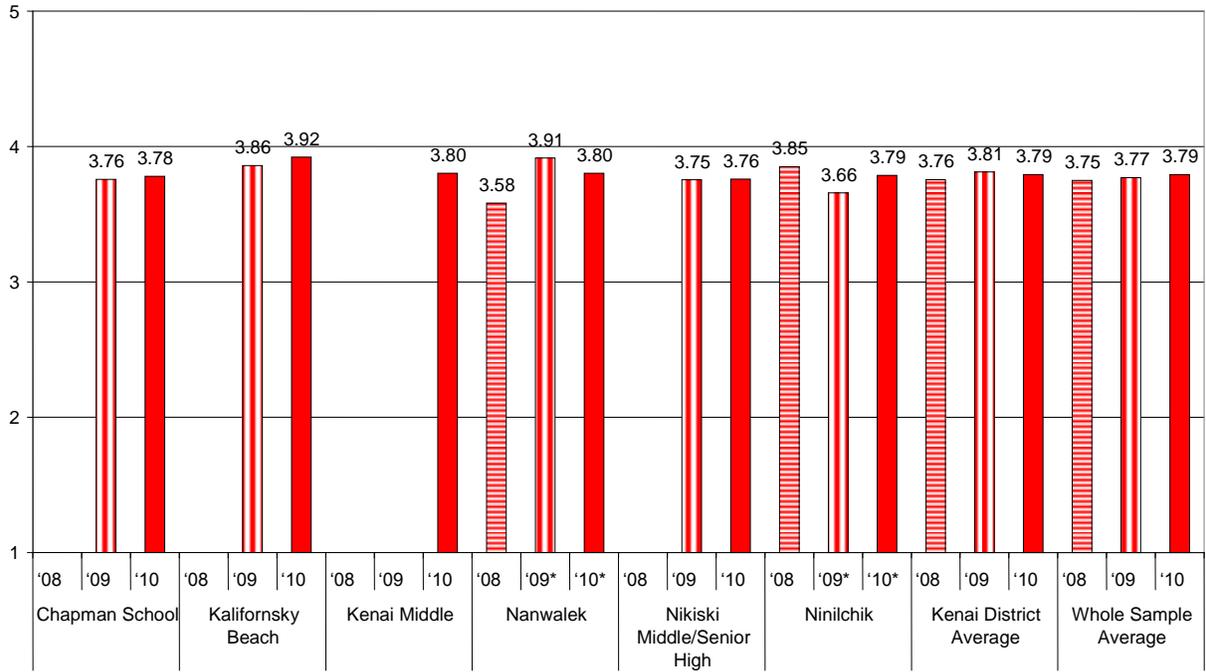
Social and Emotional Learning (SEL) is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. It is the process through which students enhance their ability to integrate thinking, feeling, and behaving in order to achieve important life tasks. Within the school setting, SEL can best be accomplished through a layered approach of skills lessons, infusion into the curricula and classroom practices, and an environment of safety, respect, and caring that models SEL values. In 2005, the Anchorage School District drafted Social and Emotional Learning standards and benchmarks (available through <http://www.asdk12.org/depts/SDFS/SEL/index.asp>). The 15 items in this scale were written to align with and directly assess these standards.

Factor 8: Social and Emotional Learning ($\alpha = .87$)

63. If someone asks me right now, I can describe how I am feeling
64. I know what I do well and what areas I need to work on
65. I ask for help from my teachers or others when I need it
66. I feel bad if my chores, homework, or other responsibilities are not done well or on time
67. I control myself when I am frustrated, angry, or disappointed
68. I am honest, even when telling the truth might get me in trouble
69. When I make a decision, I think about what might happen afterwards
70. I set goals and then work to achieve them
71. I care about other people's feelings and points of view
72. It is important for me to help others in my school
73. I respect the ways in which people are different
74. I can tell when someone is getting angry or upset before they say anything
75. I know how to disagree without starting a fight or argument
76. I get along well with other students
77. I work on having positive relationships with friends, family members, and others

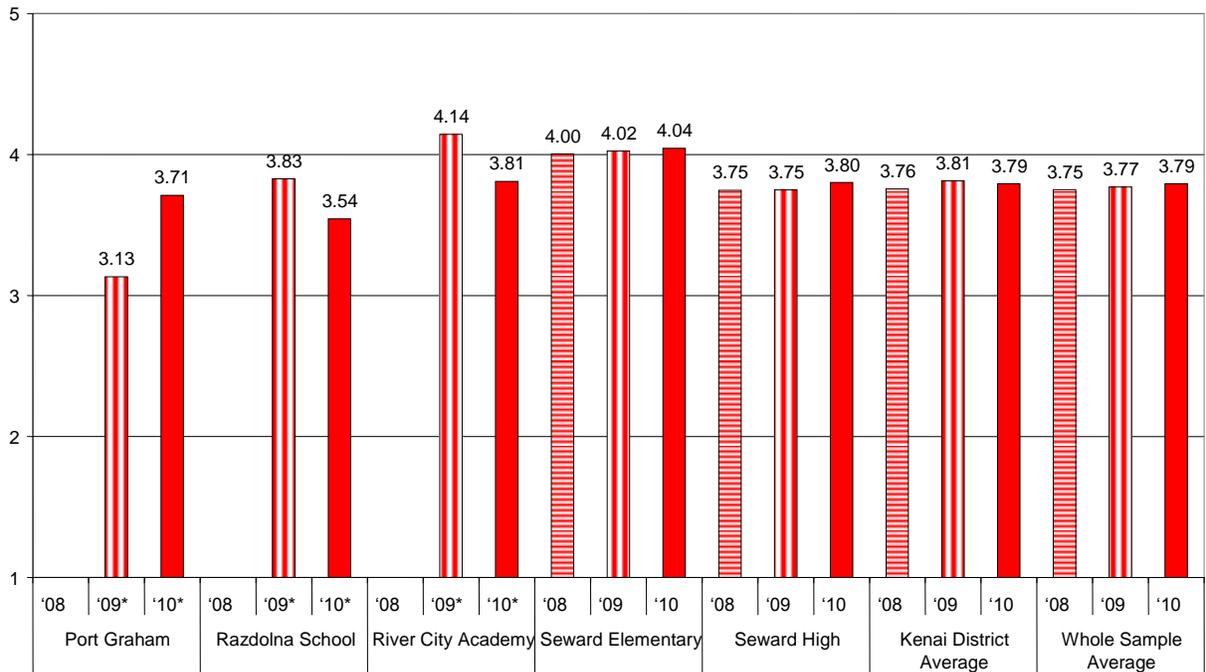
Students selected responses between 1 and 5, where 1 indicates that students at the school perceive themselves as having poorer social and emotional learning, and 5 indicates higher levels of social and emotional learning.

Social and Emotional Learning I



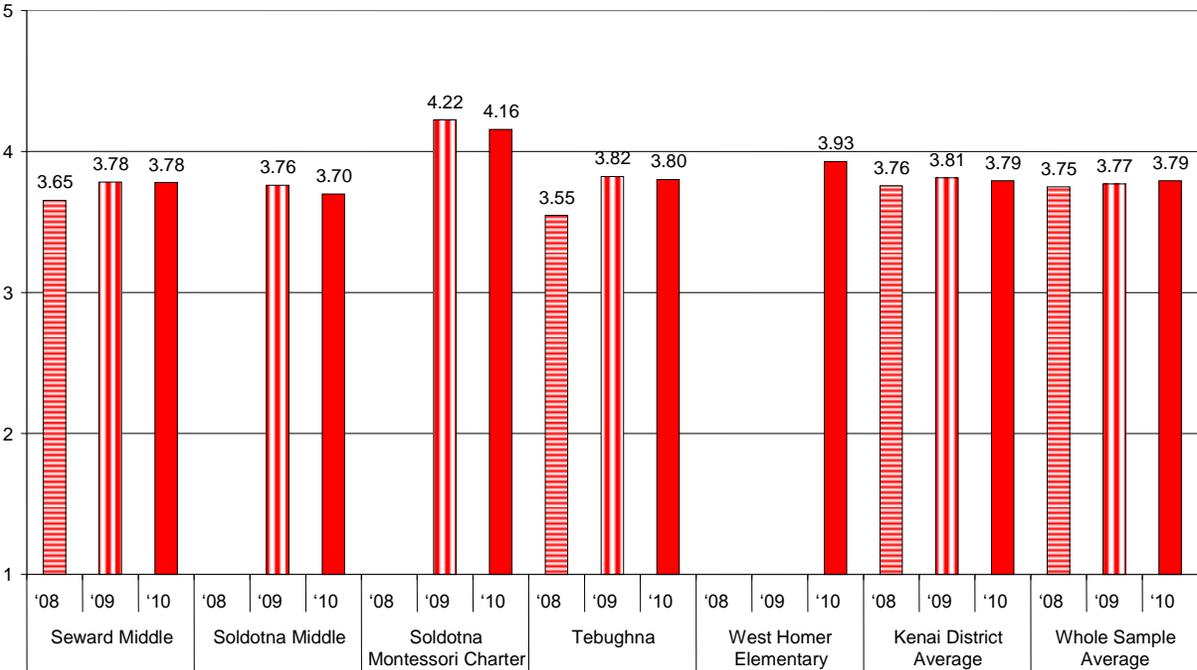
* Significant difference in scale scores from 2009 to 2010

Social and Emotional Learning II



* Significant difference in scale scores from 2009 to 2010

Social and Emotional Learning III



* Significant difference in scale scores from 2009 to 2010

Risk Behaviors

This scale reports the number of times students reported observing other students' drug and alcohol use as well as delinquent acts, such as vandalism. The items comprising these scales (and the scales' reliabilities) are as follows.

In the past 12 months, how many times have you personally seen other students do these things at your school or school events:

55. Under the influence of drugs (marijuana, coke, crack)
56. Under the influence of alcohol (beer/wine/liquor)
57. Destroy things (vandalism)
58. Get into fights
59. Steal things
60. Threaten or bully
61. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)
62. Carry weapons

Response categories are:

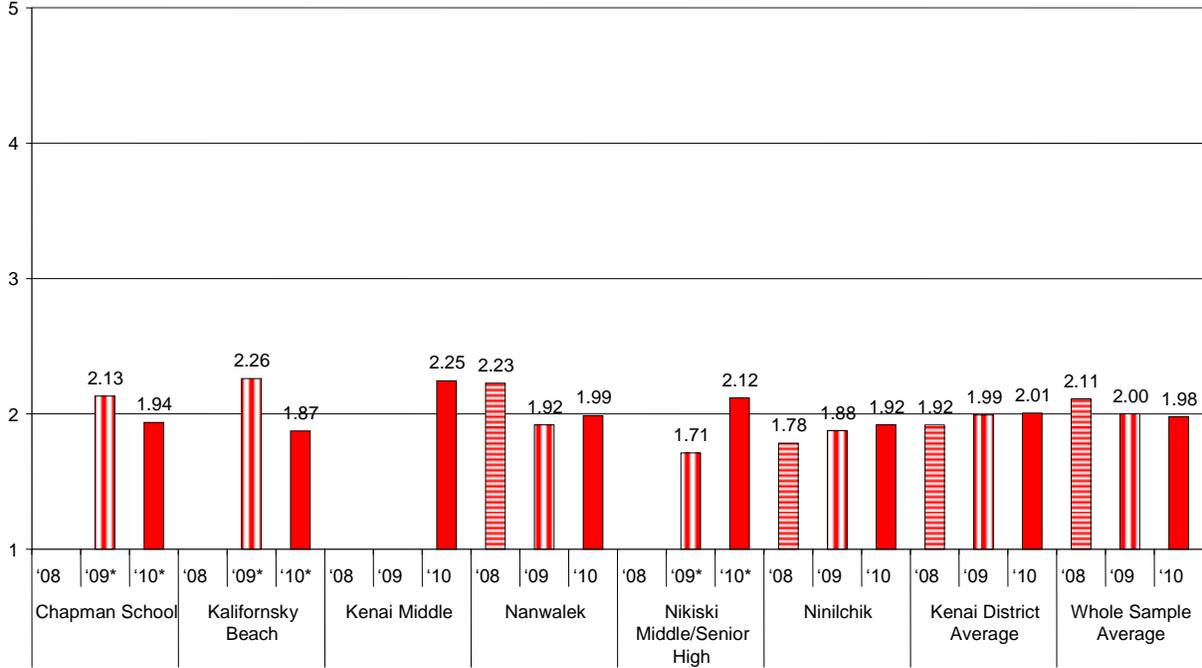
- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = More than 12 times

The items in the Risk Behaviors section are broken out into two separate scales: Student Delinquent Behaviors and Student Drug and Alcohol Use.

Student Delinquent Behaviors (α = .84)

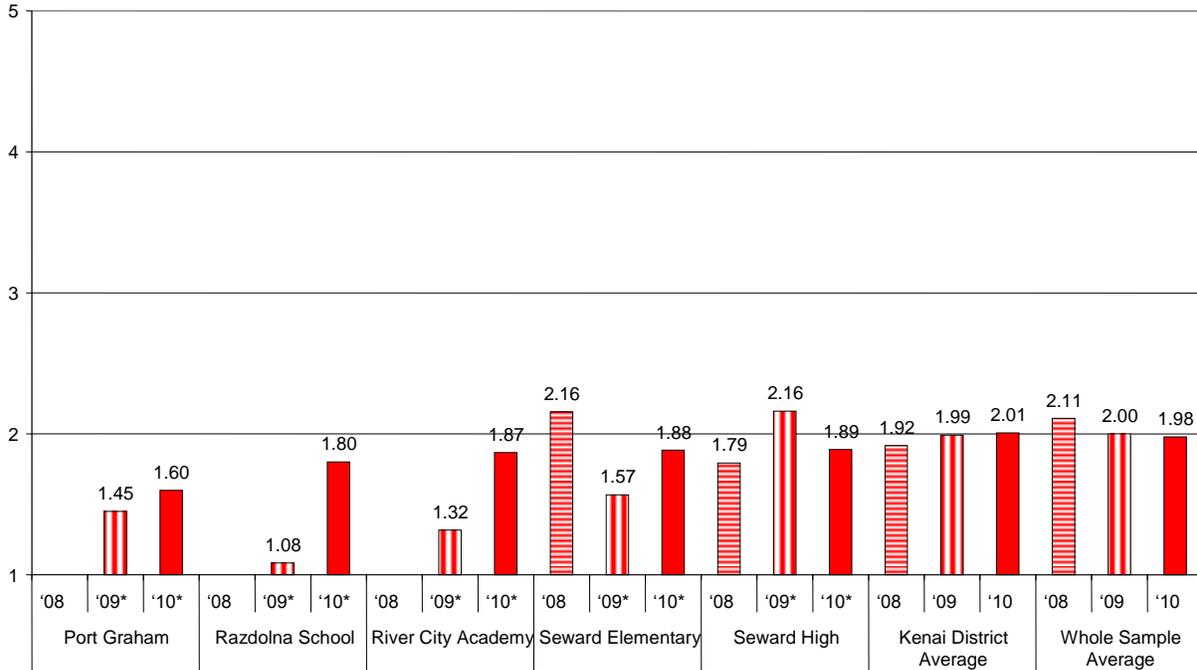
- 57. Destroy things (vandalism)
- 58. Get into fights
- 59. Steal things
- 60. Threaten or bully
- 62. Carry weapons

Student Delinquent Behaviors I



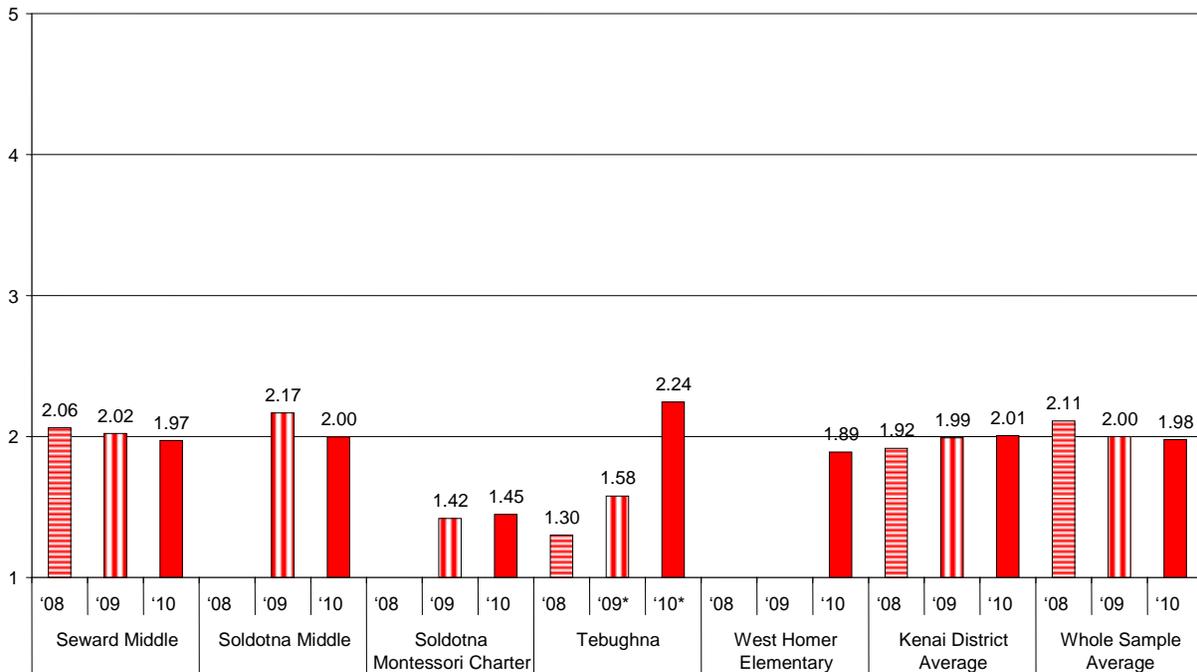
* Significant difference in scale scores from 2009 to 2010

Student Delinquent Behaviors II



* Significant difference in scale scores from 2009 to 2010

Student Delinquent Behaviors III



* Significant difference in scale scores from 2009 to 2010

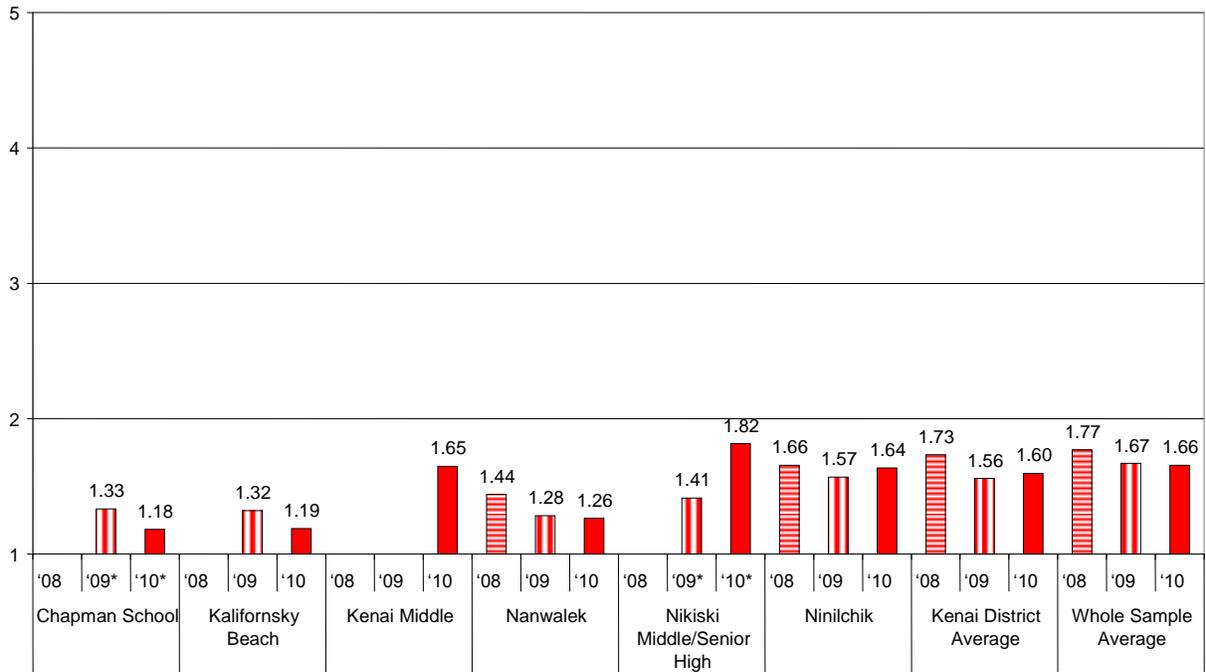
Student Drug and Alcohol Use ($\alpha = .75$)

55. Under the influence of drugs (marijuana, coke, crack)

56. Under the influence of alcohol (beer/wine/liquor)

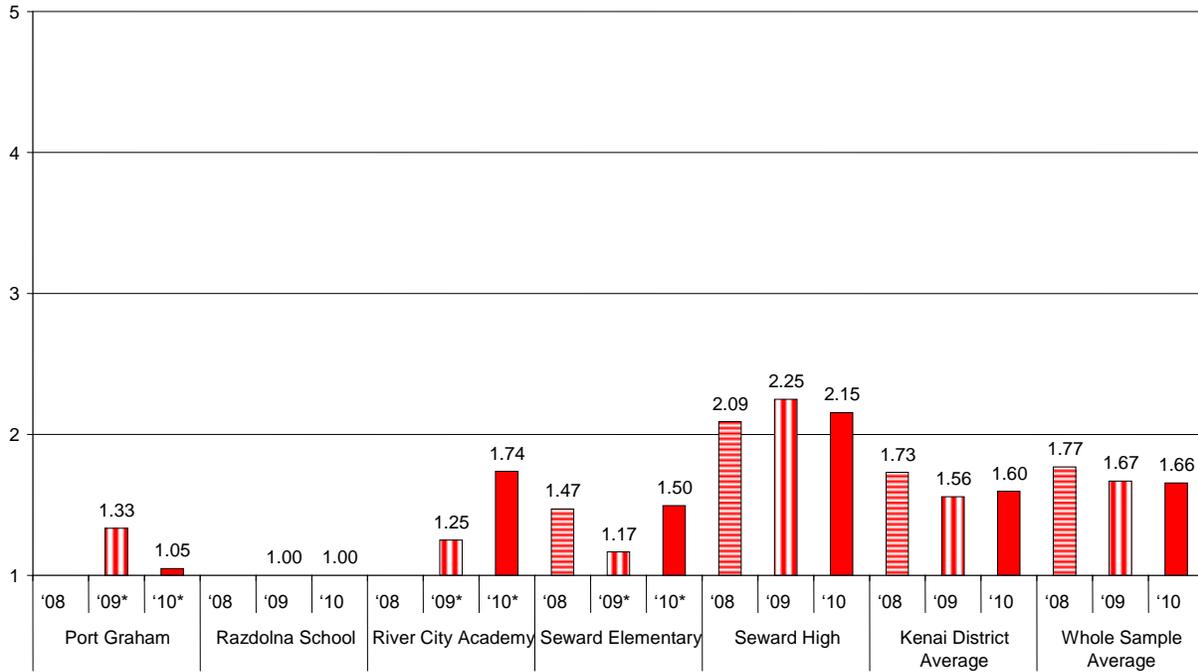
61. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)

Student Drug and Alcohol Use I



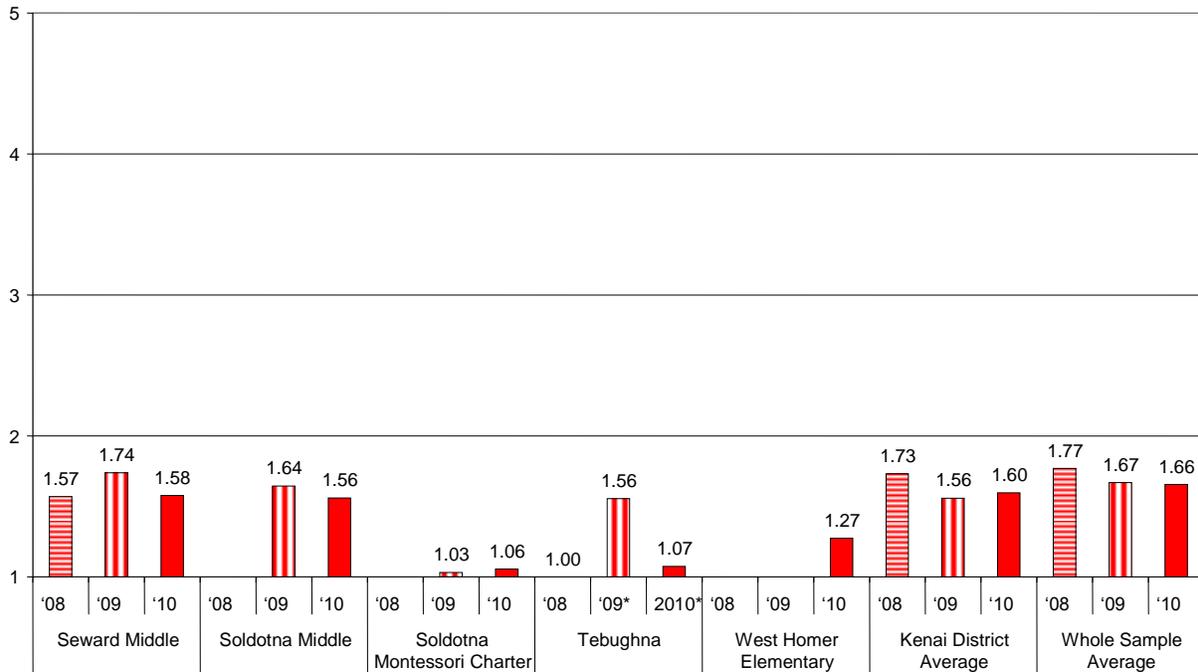
* Significant difference in scale scores from 2009 to 2010

Student Drug and Alcohol Use II



* Significant difference in scale scores from 2009 to 2010

Student Drug and Alcohol Use III



* Significant difference in scale scores from 2009 to 2010

SUMMARY OF STUDENT SCALE SCORES: KENAI PENINSULA BOROUGH SCHOOL DISTRICT

The table below summarizes the scale scores that were presented in the bar charts above. The average score for each scale is presented for each school, for the district overall, and for the whole sample of 268 schools across 34 districts. Note that for the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores are better because they reflect fewer observed instances of risk behaviors.

School Name	# Participating Students	# Enrolled ³	% Participating	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Chapman School	35	44	79.5	3.78	3.52	4.15	3.84	3.35	3.63	2.88	3.81	3.68	3.78	1.94	1.18
Kalifornsky Beach School	97	132	73.5	3.97	3.71	4.22	4.02	3.67	3.80	3.22	3.94	3.80	3.92	1.87	1.19
Kenai Middle School	246	361	68.1	3.74	3.35	4.16	3.66	3.40	3.58	2.90	3.51	3.44	3.80	2.25	1.65
Moose Pass School	3	3	100.0	—	—	—	—	—	—	—	—	—	—	—	—
Nanwalek School	31	41	75.6	3.82	3.37	4.20	3.86	3.47	3.42	2.89	3.61	3.56	3.80	1.99	1.26
Nikiski Middle/Senior High	239	372	64.2	3.73	3.36	4.06	3.75	3.35	3.63	2.85	3.62	3.38	3.76	2.12	1.82
Ninilchik School	56	106	52.8	3.84	3.53	4.06	4.18	3.23	3.50	3.23	3.83	3.55	3.79	1.92	1.64
Port Graham School	7	9	77.8	3.63	3.40	4.07	3.91	3.27	3.75	3.34	3.51	3.41	3.71	1.60	1.05
Razdolna School	6	8	75.0	3.62	3.15	3.83	3.73	3.30	3.17	2.80	3.33	3.31	3.54	1.80	1.00
River City Academy	46	56	82.1	4.02	3.60	4.08	4.05	3.83	3.79	3.55	3.72	3.37	3.81	1.87	1.74
<i>Kenai District Average</i>	<i>1,453</i>	<i>5,944</i>	<i>24.4</i>	<i>3.77</i>	<i>3.39</i>	<i>4.10</i>	<i>3.81</i>	<i>3.38</i>	<i>3.55</i>	<i>3.00</i>	<i>3.57</i>	<i>3.45</i>	<i>3.79</i>	<i>2.01</i>	<i>1.60</i>
<i>Whole Sample Average</i>	<i>33,413</i>	<i>59,262</i>	<i>56.4</i>	<i>3.72</i>	<i>3.36</i>	<i>4.07</i>	<i>3.78</i>	<i>3.30</i>	<i>3.48</i>	<i>3.04</i>	<i>3.51</i>	<i>3.39</i>	<i>3.79</i>	<i>1.98</i>	<i>1.66</i>

³ Data on enrollment are as of October 1, 2009, and were obtained directly from the Alaska Department of Education and Early Development at <http://www.eed.state.ak.us/stats/SchoolEnrollment/2010SchoolEnrollment.pdf>.

School Name	# Participating Students	# Enrolled ³	% Participating	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Seward Elementary School	37	76	48.7	3.90	3.41	4.29	4.02	3.48	3.37	3.01	3.53	3.71	4.04	1.88	1.50
Seward High School	115	183	62.8	3.91	3.47	3.98	4.11	3.62	3.56	3.12	3.69	3.46	3.80	1.89	2.15
Seward Middle School	46	92	50.0	3.74	3.37	4.05	3.95	3.16	3.52	2.94	3.50	3.52	3.78	1.97	1.58
Soldotna Middle School	363	430	84.4	3.60	3.20	4.05	3.66	3.11	3.35	2.89	3.32	3.25	3.70	2.00	1.56
Soldotna Montessori Charter	36	44	81.8	4.30	3.96	4.44	4.16	4.27	4.16	3.72	4.05	4.04	4.16	1.45	1.06
Tebughna School	10	17	58.8	3.59	3.31	3.98	3.40	3.38	3.48	2.60	3.42	3.43	3.80	2.24	1.07
West Homer Elementary	80	120	66.7	3.85	3.54	4.17	3.78	3.55	3.64	3.16	3.73	3.68	3.93	1.89	1.27
<i>Kenai District Average</i>	<i>1,453</i>	<i>5,944</i>	<i>24.4</i>	<i>3.77</i>	<i>3.39</i>	<i>4.10</i>	<i>3.81</i>	<i>3.38</i>	<i>3.55</i>	<i>3.00</i>	<i>3.57</i>	<i>3.45</i>	<i>3.79</i>	<i>2.01</i>	<i>1.60</i>
<i>Whole Sample Average</i>	<i>33,413</i>	<i>59,262</i>	<i>56.4</i>	<i>3.72</i>	<i>3.36</i>	<i>4.07</i>	<i>3.78</i>	<i>3.30</i>	<i>3.48</i>	<i>3.04</i>	<i>3.51</i>	<i>3.39</i>	<i>3.79</i>	<i>1.98</i>	<i>1.66</i>

SUMMARY OF SCALE SCORES BY GENDER: KENAI PENINSULA BOROUGH SCHOOL DISTRICT

The table below summarizes the scale scores for male and female students. The average score for each scale is presented for each school, for the district overall, and for the whole sample of 268 schools across 34 districts. Asterisks are placed next to values where there are significant differences between males and females on that scale.

School Name	# Participating Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Males Chapman School	17	3.80	3.68	4.10	3.97	3.41	3.57	3.00	3.71	3.73	3.65	2.07	1.22
Females Chapman School	17	3.79	3.43	4.25	3.72	3.33	3.80	2.72	3.96	3.59	3.94	1.88	1.16
Males Kalifornsky Beach School	48	3.89	3.66	4.17	3.94	3.57	3.74	3.22	3.96	3.71	3.85	1.84	1.20
Females Kalifornsky Beach School	48	4.05	3.74	4.26	4.10	3.77	3.87	3.21	3.93	3.89	3.99	1.91	1.18
Males Kenai Middle School	125	3.65*	3.25*	4.09	3.53*	3.29	3.51	2.76*	3.39*	3.41	3.74	2.35	1.66
Females Kenai Middle School	118	3.83*	3.46*	4.22	3.79*	3.49	3.64	3.05*	3.62*	3.46	3.86	2.15	1.63
Males Moose Pass School	3	—	—	—	—	—	—	—	—	—	—	—	—
Females Moose Pass School	0	—	—	—	—	—	—	—	—	—	—	—	—
Males Nanwalek School	15	3.73	3.25	4.10	3.85	3.29	3.20	2.95	3.41	3.50	3.76	2.13	1.31
Females Nanwalek School	16	3.92	3.49	4.30	3.86	3.66	3.65	2.83	3.81	3.63	3.84	1.83	1.21
Males Nikiski Middle/Sr High	120	3.63*	3.20*	4.02	3.66*	3.21*	3.50*	2.68*	3.45*	3.32	3.61*	2.22	1.85
Females Nikiski Middle/Sr High	112	3.83*	3.53*	4.11	3.87*	3.48*	3.77*	3.04*	3.81*	3.45	3.89*	1.98	1.78
Males Ninilchik School	28	3.80	3.47	3.95	4.16	3.19	3.44	3.16	3.72	3.57	3.73	1.82	1.43
Females Ninilchik School	27	3.89	3.59	4.18	4.22	3.24	3.56	3.28	3.92	3.54	3.82	1.97	1.73
<i>Males Kenai District</i>	<i>722</i>	<i>3.73*</i>	<i>3.35*</i>	<i>4.07*</i>	<i>3.75*</i>	<i>3.36</i>	<i>3.52</i>	<i>2.96</i>	<i>3.52*</i>	<i>3.45</i>	<i>3.73*</i>	<i>2.05</i>	<i>1.62</i>
<i>Females Kenai District</i>	<i>706</i>	<i>3.81*</i>	<i>3.43*</i>	<i>4.14*</i>	<i>3.89*</i>	<i>3.41</i>	<i>3.58</i>	<i>3.04</i>	<i>3.64*</i>	<i>3.46</i>	<i>3.86*</i>	<i>1.96</i>	<i>1.57</i>
<i>Males Whole Sample</i>	<i>16,039</i>	<i>3.68*</i>	<i>3.34*</i>	<i>4.03*</i>	<i>3.73*</i>	<i>3.28*</i>	<i>3.46*</i>	<i>3.03*</i>	<i>3.48*</i>	<i>3.38</i>	<i>3.74*</i>	<i>2.02*</i>	<i>1.64*</i>
<i>Females Whole Sample</i>	<i>16,132</i>	<i>3.75*</i>	<i>3.37*</i>	<i>4.10*</i>	<i>3.83*</i>	<i>3.32*</i>	<i>3.50*</i>	<i>3.05*</i>	<i>3.54*</i>	<i>3.39</i>	<i>3.85*</i>	<i>1.94*</i>	<i>1.67*</i>

School Name	# Participating Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Males Port Graham School	3	—	—	—	—	—	—	—	—	—	—	—	—
Females Port Graham School	4	—	—	—	—	—	—	—	—	—	—	—	—
Males Razdolna School	5	—	—	—	—	—	—	—	—	—	—	—	—
Females Razdolna School	1	—	—	—	—	—	—	—	—	—	—	—	—
Males River City Academy	25	3.98	3.58	3.99	3.95	3.92	3.90	3.51	3.72	3.33	3.79	1.86	1.70
Females River City Academy	21	4.07	3.62	4.20	4.15	3.74	3.68	3.60	3.71	3.41	3.83	1.87	1.78
Males Seward Elementary School	20	3.92	3.27	4.38	4.00	3.48	3.28	2.79*	3.60	3.69	4.08	2.10	1.63
Females Seward Elementary School	13	3.91	3.53	4.14	4.23	3.42	3.45	3.35*	3.50	3.78	4.04	1.70	1.33
Males Seward High School	58	3.82	3.47	3.95	3.95*	3.53	3.52	3.16	3.61	3.45	3.77	1.96	2.16
Females Seward High School	56	4.01	3.47	4.02	4.29*	3.72	3.61	3.07	3.76	3.47	3.84	1.82	2.17
Males Seward Middle School	20	3.74	3.42	4.08	3.95	3.21	3.56	3.08	3.47	3.60	3.82	1.91	1.63
Females Seward Middle School	26	3.73	3.33	4.03	3.95	3.13	3.49	2.83	3.52	3.46	3.75	2.02	1.54
Males Soldotna Middle School	183	3.63	3.25	4.03	3.62	3.21*	3.41	2.96	3.37	3.30	3.65	2.00	1.60
Females Soldotna Middle School	176	3.57	3.14	4.06	3.70	3.01*	3.29	2.81	3.28	3.20	3.75	1.99	1.52
Males Soldotna Montessori	14	4.27	3.97	4.53	4.06	4.46	4.18	3.54	4.14	4.13	4.03	1.55	1.00
Females Soldotna Montessori	21	4.36	4.01	4.45	4.24	4.22	4.21	3.84	4.07	4.04	4.28	1.36	1.09
Males Tebughna School	4	—	—	—	—	—	—	—	—	—	—	—	—
Females Tebughna School	6	—	—	—	—	—	—	—	—	—	—	—	—
Males West Homer Elementary	34	3.98*	3.67	4.26	3.94	3.72*	3.81	3.27	3.72	3.86*	3.88	1.77	1.26
Females West Homer Elementary	44	3.72*	3.41	4.12	3.65	3.42*	3.49	3.06	3.72	3.58*	3.97	1.99	1.27
<i>Males Kenai District</i>	<i>722</i>	<i>3.73*</i>	<i>3.35*</i>	<i>4.07*</i>	<i>3.75*</i>	<i>3.36</i>	<i>3.52</i>	<i>2.96</i>	<i>3.52*</i>	<i>3.45</i>	<i>3.73*</i>	<i>2.05</i>	<i>1.62</i>
<i>Females Kenai District</i>	<i>706</i>	<i>3.81*</i>	<i>3.43*</i>	<i>4.14*</i>	<i>3.89*</i>	<i>3.41</i>	<i>3.58</i>	<i>3.04</i>	<i>3.64*</i>	<i>3.46</i>	<i>3.86*</i>	<i>1.96</i>	<i>1.57</i>
<i>Males Whole Sample</i>	<i>16,039</i>	<i>3.68*</i>	<i>3.34*</i>	<i>4.03*</i>	<i>3.73*</i>	<i>3.28*</i>	<i>3.46*</i>	<i>3.03*</i>	<i>3.48*</i>	<i>3.38</i>	<i>3.74*</i>	<i>2.02*</i>	<i>1.64*</i>
<i>Females Whole Sample</i>	<i>16,132</i>	<i>3.75*</i>	<i>3.37*</i>	<i>4.10*</i>	<i>3.83*</i>	<i>3.32*</i>	<i>3.50*</i>	<i>3.05*</i>	<i>3.54*</i>	<i>3.39</i>	<i>3.85*</i>	<i>1.94*</i>	<i>1.67*</i>

DEMOGRAPHIC DIFFERENCES IN STUDENT SCALE SCORES

The table below presents results of analysis of student scale scores by demographic category for the **whole sample of 33,413 students** across all 34 participating districts. The numbers in cells represent the mean scale score for each category. Asterisks and bold type indicate scores that were significantly higher or lower than for the other groups on that scale.

	Categories	# Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Race/Ethnicity	Alaska Native	5,457	3.78*	3.44*	4.06	3.78*	3.48*	3.58*	3.12	3.55	3.51*	3.77	1.76*	1.43*
	Amer. Indian	359	3.65	3.28	4.01	3.65	3.27	3.46	2.91*	3.45	3.36	3.69	2.04	1.70
	Asian	2,645	3.71	3.35	4.11*	3.57	3.45*	3.56*	3.12	3.36*	3.37	3.87*	1.86*	1.49*
	African Amer.	1,494	3.62*	3.24*	4.01	3.59	3.23	3.29*	2.93*	3.46	3.26*	3.73	2.14	1.77
	Latino	1,509	3.68	3.30	4.04	3.67	3.31	3.41	3.03	3.42*	3.34	3.77	2.02	1.70
	Hawaii/PI	989	3.67	3.39*	4.11*	3.47*	3.46*	3.50	3.10	3.49	3.45*	3.85*	2.09	1.68
	White	14,804	3.73	3.36	4.08	3.88*	3.22	3.47	3.04	3.54	3.38	3.81*	2.00*	1.72
2 or more races	5,946	3.68	3.31	4.03	3.74*	3.26	3.42	2.98*	3.48	3.34	3.76	2.10	1.72	
Grade Level	5	4,062	3.92*	3.67*	4.26*	3.84*	3.65*	3.87*	3.21*	3.77*	3.76*	3.96*	1.88*	1.25*
	6	4,338	3.90*	3.56*	4.23*	3.89*	3.55*	3.73*	3.15*	3.64*	3.67*	3.90*	1.90*	1.27*
	7	5,004	3.76*	3.34*	4.15*	3.76	3.35*	3.51*	3.00	3.43	3.41*	3.79*	1.98	1.44*
	8	4,881	3.67*	3.25	4.04*	3.76	3.20	3.35*	2.94*	3.40	3.28*	3.71	2.08*	1.63*
	9	4,447	3.62	3.22	3.98*	3.68*	3.18	3.34	2.98	3.31*	3.24	3.70	2.01	1.89*
	10	3,878	3.60	3.23	3.93	3.73	3.12*	3.29	3.01	3.42	3.21	3.72	2.01	1.97
	11	3,704	3.62	3.28*	3.93	3.76	3.14	3.33	3.03	3.52*	3.23	3.76*	1.97	1.98
12	2,835	3.66*	3.37*	3.96	3.82*	3.18	3.41*	3.10*	3.67*	3.25	3.82*	1.94	2.02	
Grades Obtained	A's	10,823	3.85*	3.49*	4.25*	3.93*	3.37	3.64*	3.15*	3.67*	3.48*	3.96*	1.92	1.60
	B's	13,142	3.73*	3.36*	4.08*	3.77*	3.33	3.48*	3.05*	3.51*	3.40*	3.79*	1.95	1.63
	C's	6,447	3.57*	3.22*	3.87*	3.63*	3.20*	3.31*	2.93*	3.35*	3.27*	3.62*	2.04*	1.72*
	D's/F's	1,764	3.35*	3.03*	3.57*	3.43*	3.03*	3.11*	2.74*	3.12*	3.12*	3.39*	2.31*	1.98*
School Missed w/o Permission	None	21,305	3.79*	3.42*	4.16*	3.85*	3.36*	3.57*	3.08*	3.57*	3.45*	3.86*	1.91*	1.54*
	Any	11,535	3.58*	3.24*	3.90*	3.65*	3.19*	3.31*	2.97*	3.40*	3.26*	3.66*	2.10*	1.87*

The table below presents results of analysis of student scale scores by demographic category for **just the Kenai Peninsula Borough School District**. The numbers in cells represent the mean scale score for each category. When 5 or fewer students made up a given demographic group, that group was excluded from the analyses based on that characteristic as the sample size is too small for a valid comparison. Asterisks and bold type indicate scores that were significantly higher or lower than for the other groups on that scale.

	Categories	# Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Race/Ethnicity	Alaska Native	174	3.82	3.44	4.12	3.79	3.51	3.63	3.05	3.56	3.50	3.80	1.83	1.35
	Amer. Indian	28	3.62	3.21	4.04	3.52	3.21	3.32	2.78	3.35	3.39	3.75	2.10	1.64
	Asian	25	3.95	3.51	4.13	3.89	3.81	3.66	3.23	3.71	3.55	3.84	1.73	1.29
	African Amer.	29	3.62	3.27	3.97	3.45	3.44	3.44	2.72	3.42	3.50	3.72	2.30	1.95
	Latino	34	3.72	3.45	4.11	3.70	3.39	3.60	3.07	3.57	3.45	3.69	2.22	1.89
	Hawaii/PI	13	3.68	3.36	4.09	3.62	3.35	3.42	2.94	3.35	3.48	3.63	2.18	1.44
	White	894	3.80	3.43	4.14	3.90	3.38	3.60	3.04	3.63	3.48	3.82	1.98	1.60
	2 or more races	227	3.64	3.23	3.98	3.62	3.28	3.37	2.83	3.42	3.31	3.70	2.21	1.72
Grade Level	5	148	3.92	3.67*	4.23	3.83	3.71*	3.80	3.16	3.83*	3.80*	3.99*	1.81	1.18
	6	209	3.90	3.50	4.21	3.87	3.58	3.63	3.10	3.68	3.67*	3.93	1.95	1.31
	7	349	3.66	3.28	4.11	3.66	3.22	3.44	2.94	3.40	3.29	3.73	2.08	1.58
	8	360	3.69	3.30	4.08	3.76	3.22	3.48	2.91	3.47	3.38	3.74	2.02	1.58
	9	104	3.79	3.42	4.02	3.86	3.41	3.62	2.95	3.58	3.45	3.68	2.14	1.92*
	10	97	3.78	3.41	3.97	3.92	3.46	3.53	3.10	3.62	3.45	3.80	2.04	1.94*
	11	95	3.91	3.46	4.10	4.13*	3.51	3.60	3.04	3.76	3.44	3.81	1.98	2.01*
Grades Obtained	A's	470	3.93	3.53	4.30*	4.00	3.49	3.75	3.07	3.77	3.55	4.00*	1.91	1.48
	B's	555	3.79	3.42	4.13*	3.83	3.42	3.58	3.06	3.60	3.47	3.79*	1.96	1.62
	C's	313	3.61*	3.21*	3.91*	3.62*	3.23*	3.31*	2.84*	3.33*	3.34*	3.60*	2.18*	1.66
	D's/F's	86	3.32*	3.06*	3.57*	3.42*	3.05*	3.11*	2.76*	3.12*	3.23*	3.35*	2.25*	1.93*
School Missed w/o Permission	None	928	3.83*	3.45*	4.20*	3.85*	3.45*	3.64*	3.03	3.66*	3.52*	3.87*	1.95*	1.51*
	Any	492	3.66*	3.28*	3.93*	3.74*	3.26*	3.40*	2.95	3.42*	3.33*	3.65*	2.13*	1.78*

STAFF RESULTS BY SCALE

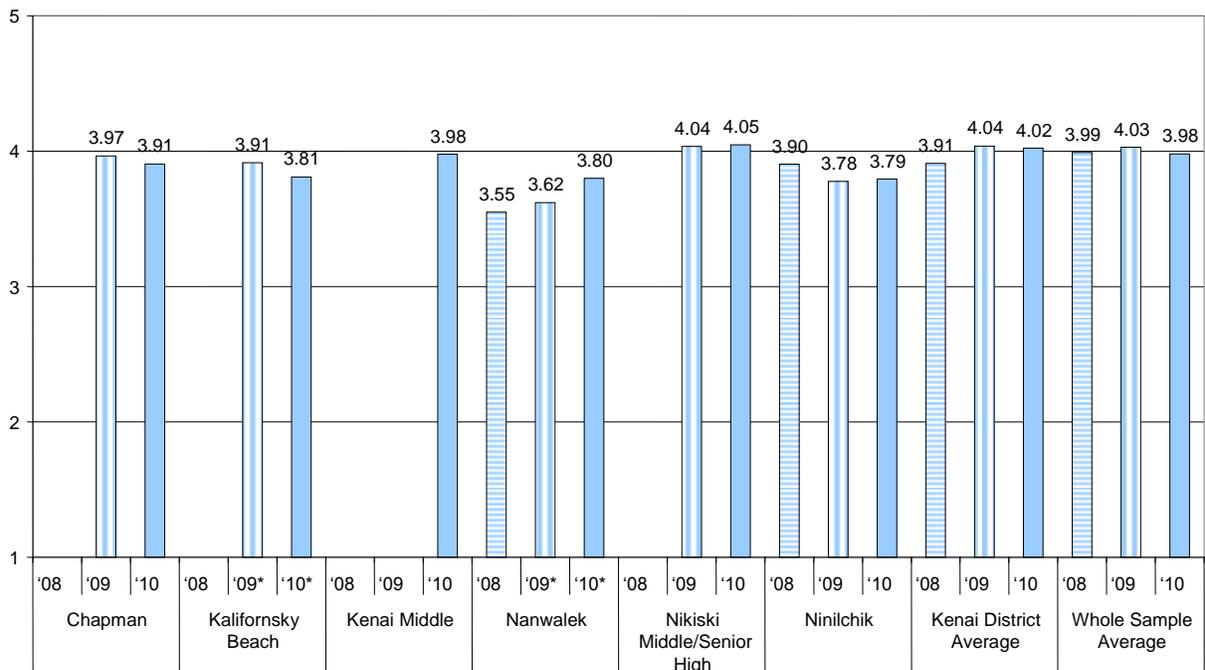
Items for the staff version of this survey were written or selected to represent different facets of “school climate.” Some items reflect staff perspectives on student experiences, and some directly assess the conditions for teaching and working within the school. Each item was presented as a statement and the staff members had 5 options from which to indicate how strongly they agreed or disagreed with that statement. The answer options ranged from strongly disagree (1) to strongly agree (5). The identified scales were School Leadership and Involvement, Staff Attitudes, Student Involvement, Respectful Climate, School Safety, Parent and Community Involvement, Student Delinquent Behaviors, and Student Drug and Alcohol Use. In addition, an Overall Climate scale score was produced to provide a broader picture of how a district or school is doing in the domains assessed by the survey.

Each of these scales will be discussed in turn below.

Overall Climate

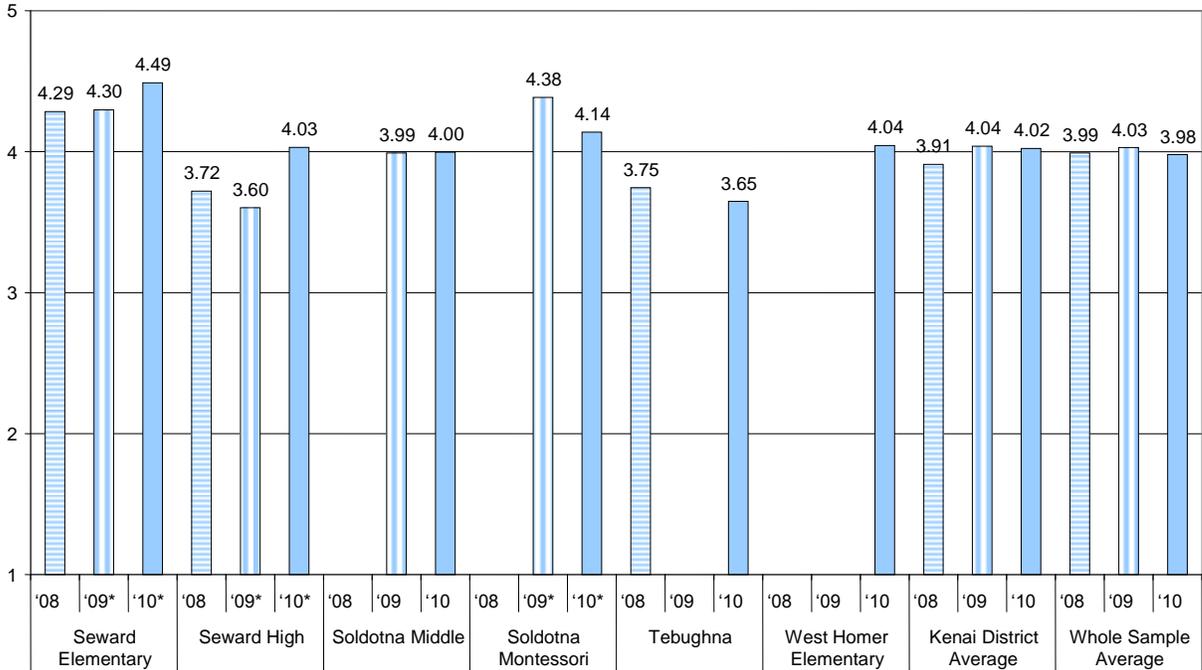
Staff Overall Climate was computed as the mean of six scales: School Leadership and Involvement, Staff Attitudes, Student Involvement, Respectful Climate, School Safety, and Parent and Community Involvement, plus reverse-coded Student Delinquent Behaviors and Student Drug and Alcohol Use scores.

Overall Climate I



* Significant difference in scale scores from 2009 to 2010

Overall Climate II



* Significant difference in scale scores from 2009 to 2010

School Leadership and Involvement

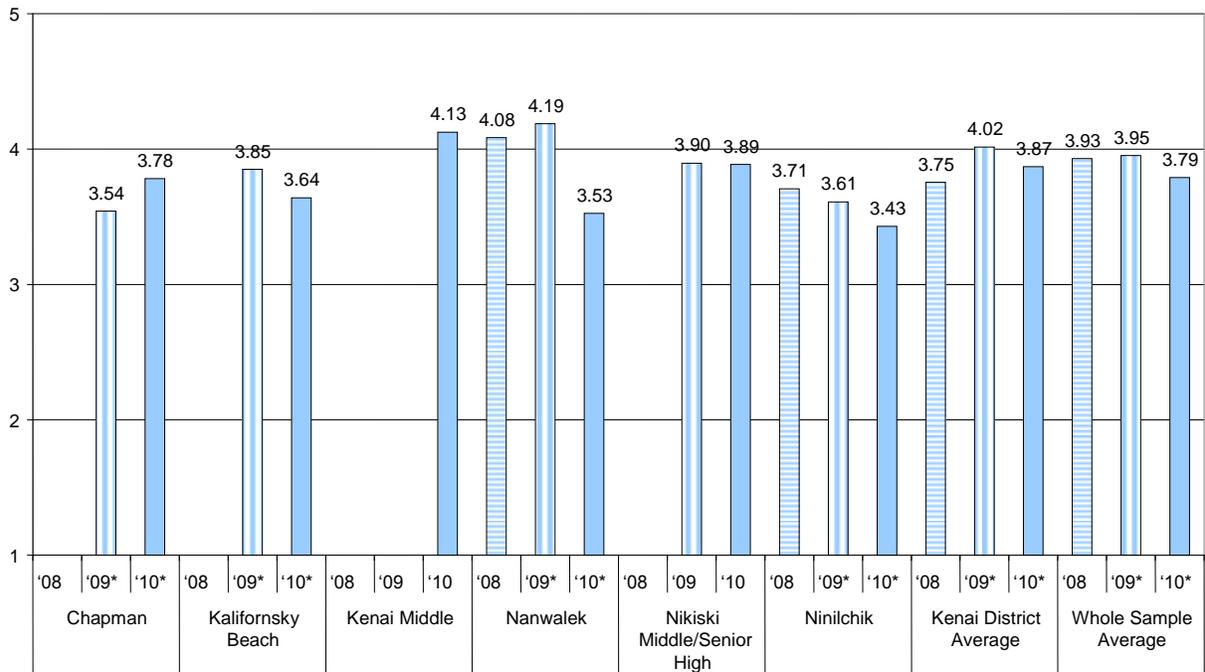
This scale reflects staff members' feelings about the decision making of school leaders as well as the fairness of school rules. The items comprising this scale (and the scale's reliability) are as follows.

Factor 1: School Leadership and Involvement ($\alpha = .93$)

- 9. At school, decisions are made based on what is best for students
- 12. I trust the principal will keep his or her word
- 15. The principal and other leaders in this school make good decisions
- 20. The principal looks out for the personal welfare of school staff members
- 32. I am satisfied with my involvement with decision-making at this school
- 33. When students break rules, they are treated fairly
- 35. School staff members have a lot of informal opportunities to influence what happens here
- 37. The work rules at this school are fair

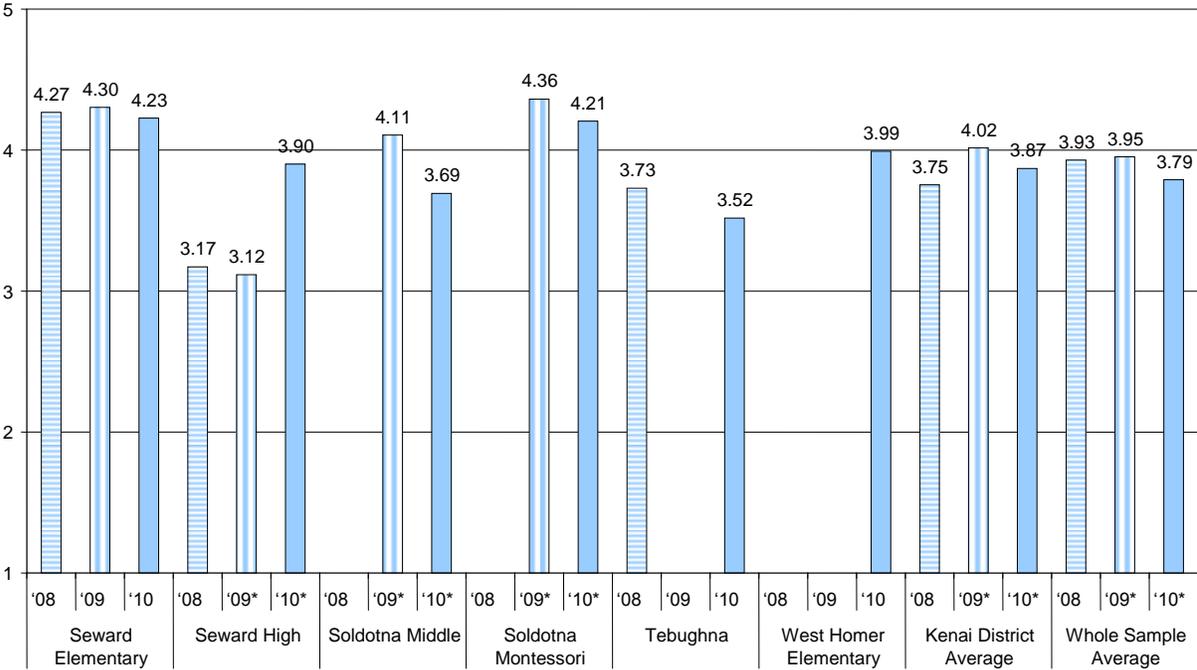
Staff members selected responses between 1 and 5, where 1 indicates a low level of school leadership and involvement and 5 indicates a high level of school leadership and involvement.

School Leadership and Involvement I



* Significant difference in scale scores from 2009 to 2010

School Leadership and Involvement II



* Significant difference in scale scores from 2009 to 2010

Staff Attitudes

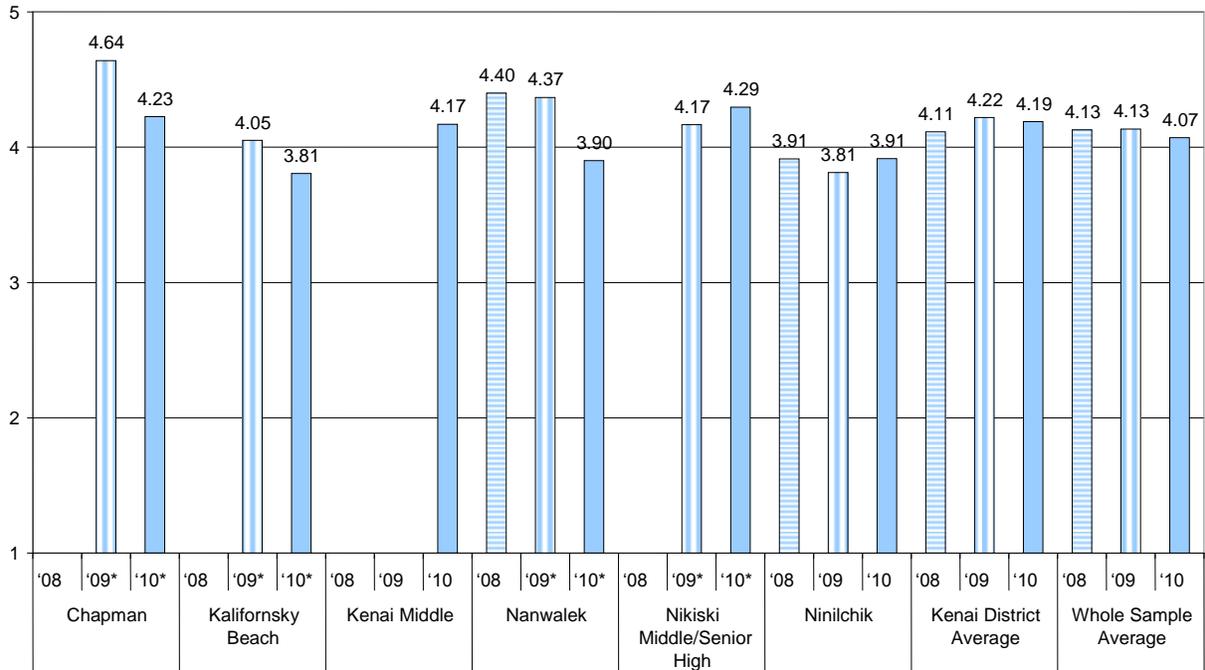
This scale reflects staff members’ feelings about the competence of teachers and their attitudes toward their jobs. The items comprising this scale (and the scale’s reliability) are as follows.

Factor 2: Staff Attitudes ($\alpha = .86$)

- 10. The teachers at this school are good at their jobs
- 22. Teachers here set high standards for themselves
- 24. In this school, staff members have a “can do” attitude
- 27. Teachers and staff believe that *all* students can do good work
- 30. Teachers here are nice people

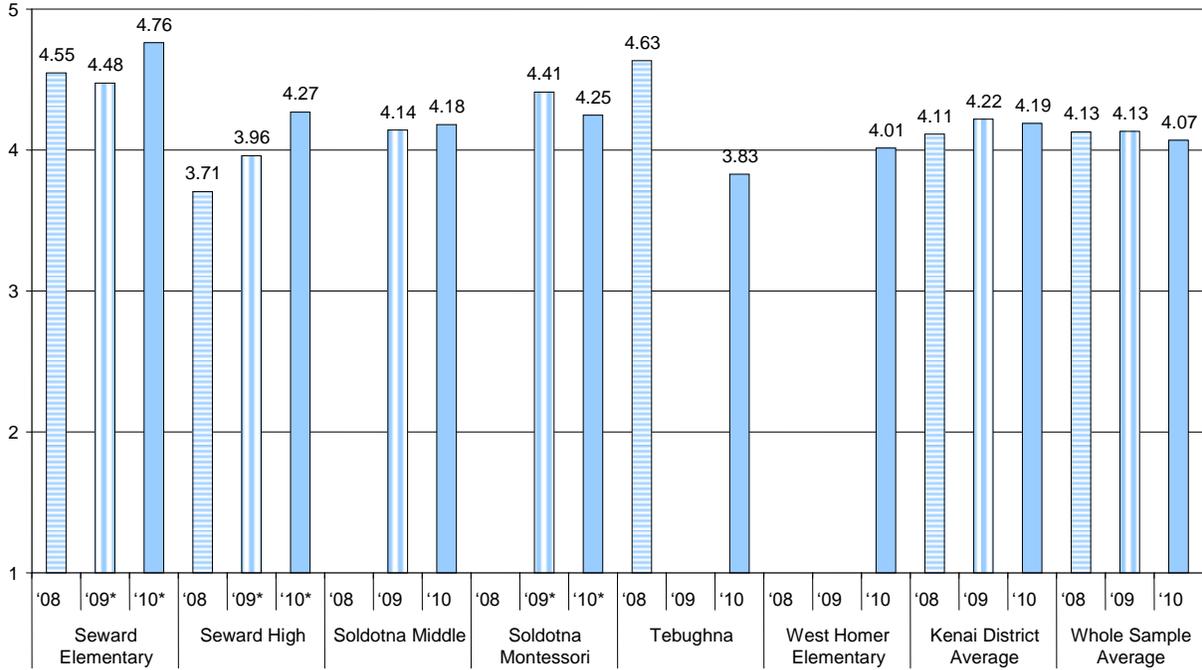
Staff members selected responses between 1 and 5, where 1 indicates more negative staff attitudes and 5 indicates highly positive staff attitudes.

Staff Attitudes I



* Significant difference in scale scores from 2009 to 2010

Staff Attitudes II



* Significant difference in scale scores from 2009 to 2010

Student Involvement

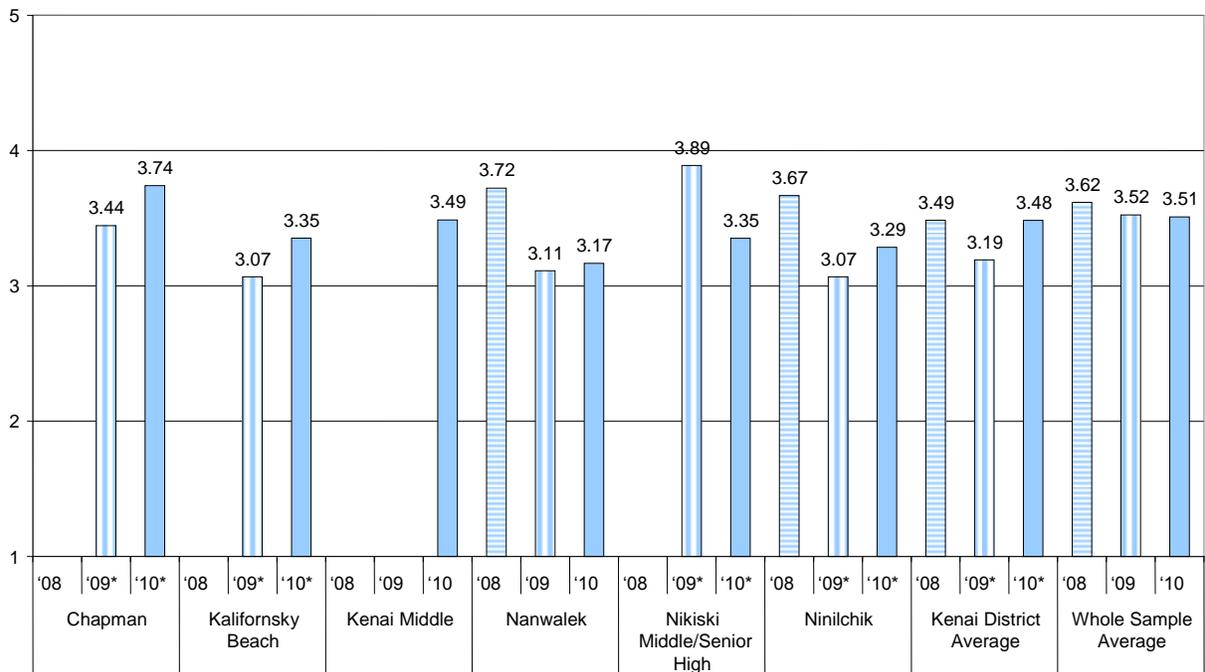
This scale reflects staff members' feelings about how involved students are in the decision making process at school. The items comprising this scale (and the scale's reliability) are as follows.

Factor 3: Student Involvement ($\alpha = .59$)

- 23. In this school, students are given a chance to help make decisions
- 25. Students are involved in helping to solve school problems
- 38. The principal asks students about their ideas

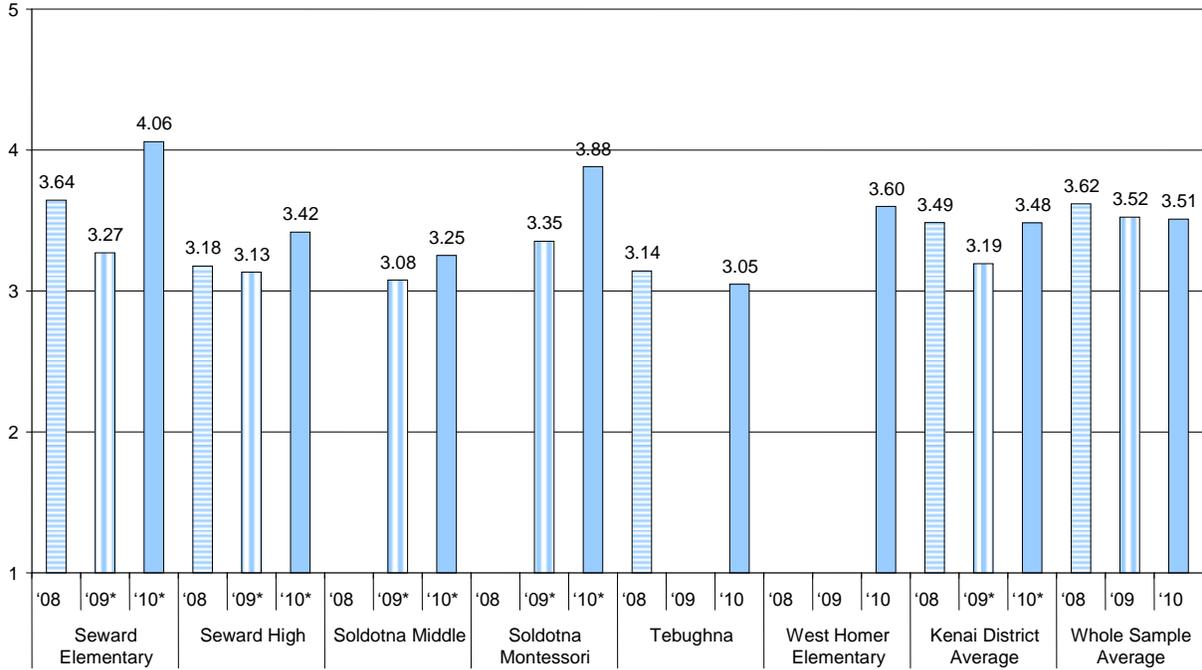
Staff members selected responses between 1 and 5, where 1 indicates a low level of student involvement and 5 indicates a high level of student involvement.

Student Involvement I



* Significant difference in scale scores from 2009 to 2010

Student Involvement II



* Significant difference in scale scores from 2009 to 2010

Respectful Climate

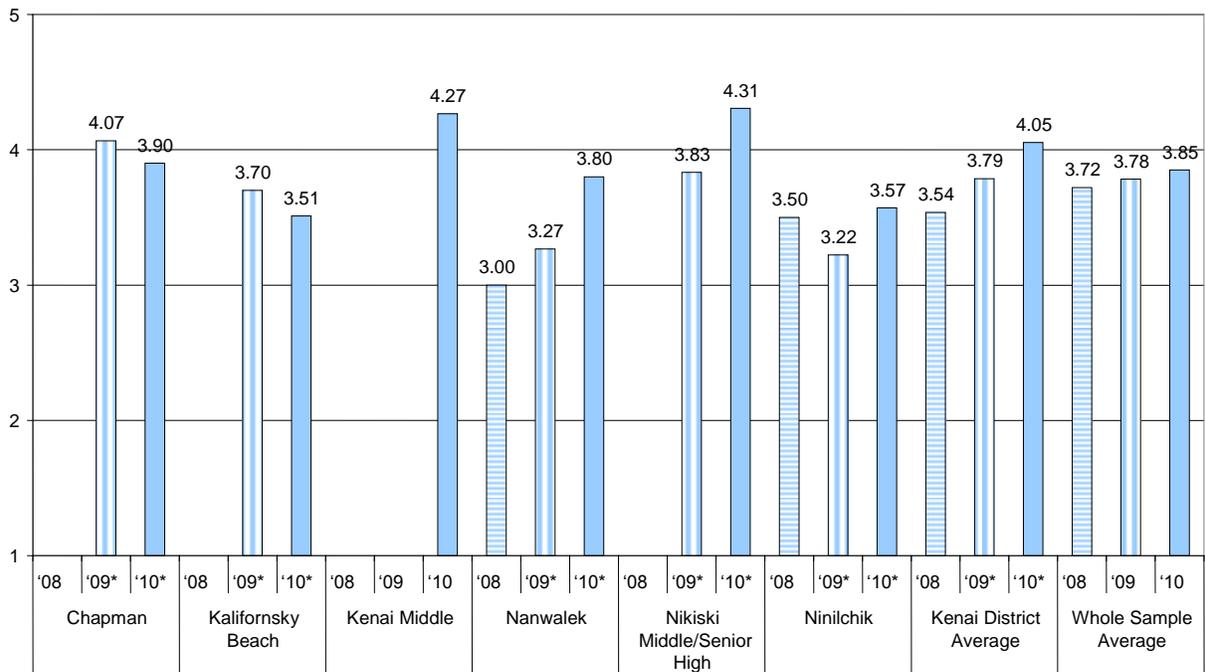
This scale reflects staff members' feelings about how students treat each other and how well students and staff members treat one another. The items comprising this scale (and the scale's reliability) are as follows.

Factor 4: Respectful Climate ($\alpha = .86$)

- 6. At this school, students and teachers get along really well
- 7. Students in this school help each other, even if they are not friends
- 11. Teachers and students treat each other with respect in this school
- 14. Students in this school treat each other with respect
- 16. The students in this school don't really care about each other (reverse scored)

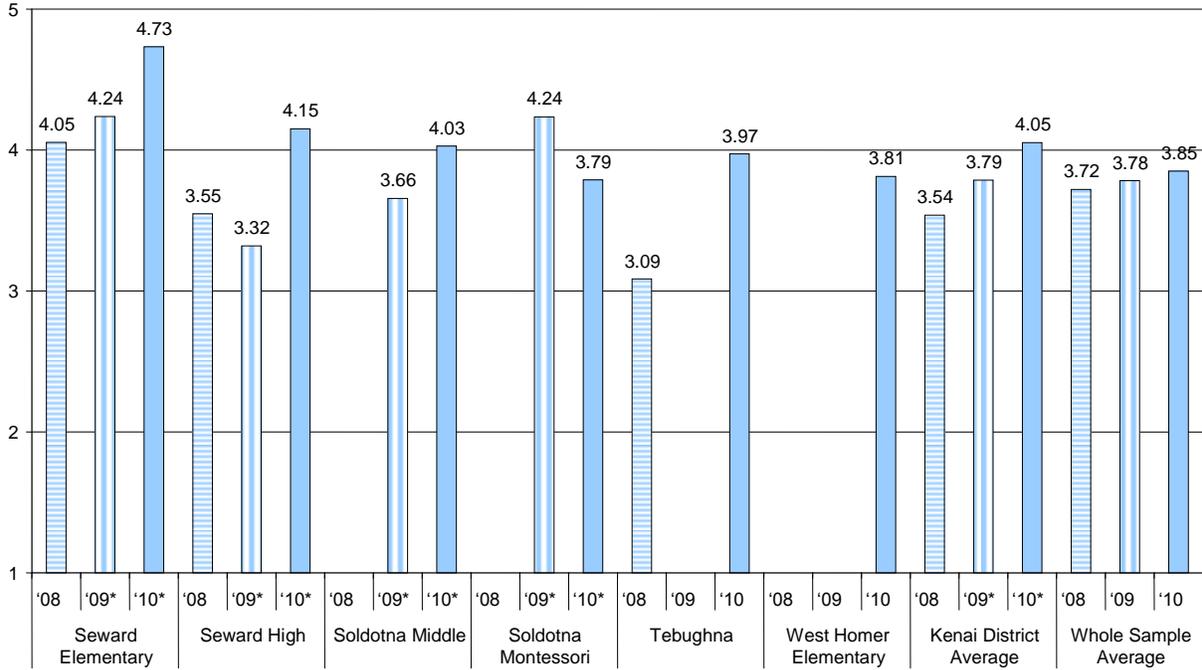
Staff members selected responses between 1 and 5, where 1 indicates a low level of respect and 5 indicates a high level of respect.

Respectful Climate I



* Significant difference in scale scores from 2009 to 2010

Respectful Climate II



* Significant difference in scale scores from 2009 to 2010

School Safety

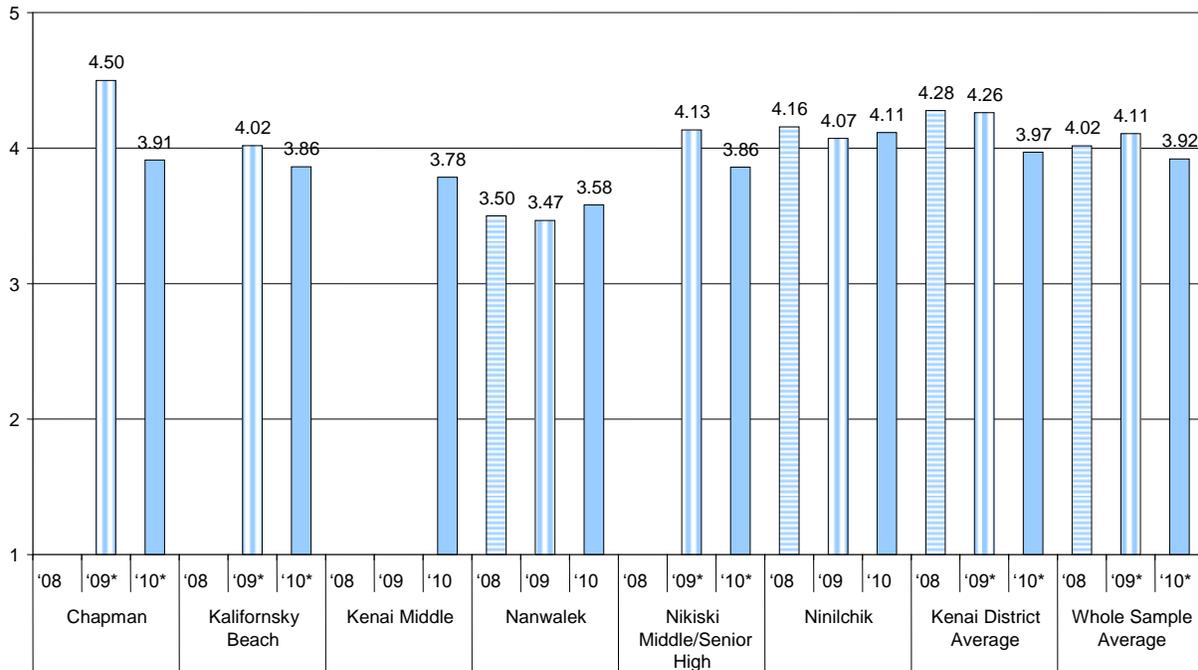
This scale reflects staff members' feelings about the impact of gangs and bullies as well as general violence in the community. The items comprising this scale (and the scale's reliability) are as follows.

Factor 5: School Safety ($\alpha = .74$)

- 28. I feel safe at my school
- 29. This school is being ruined by bullies (reverse scored)
- 31. This school is badly affected by crime and violence in the community (reverse scored)
- 34. Gang members make this school dangerous (reverse scored)
- 36. Crime and violence are or should be major concerns at this school (reverse scored)

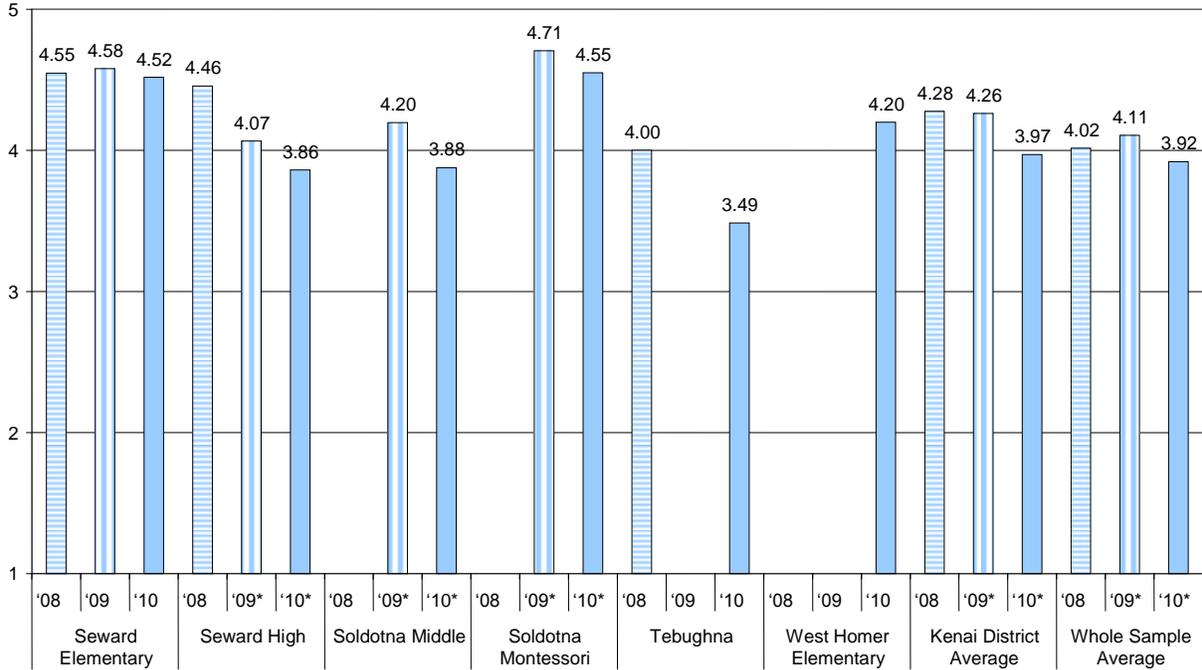
Staff members selected responses between 1 and 5, where 1 indicates a low level of school safety and 5 indicates a high level of school safety.

School Safety I



* Significant difference in scale scores from 2009 to 2010

School Safety II



* Significant difference in scale scores from 2009 to 2010

Parent and Community Involvement

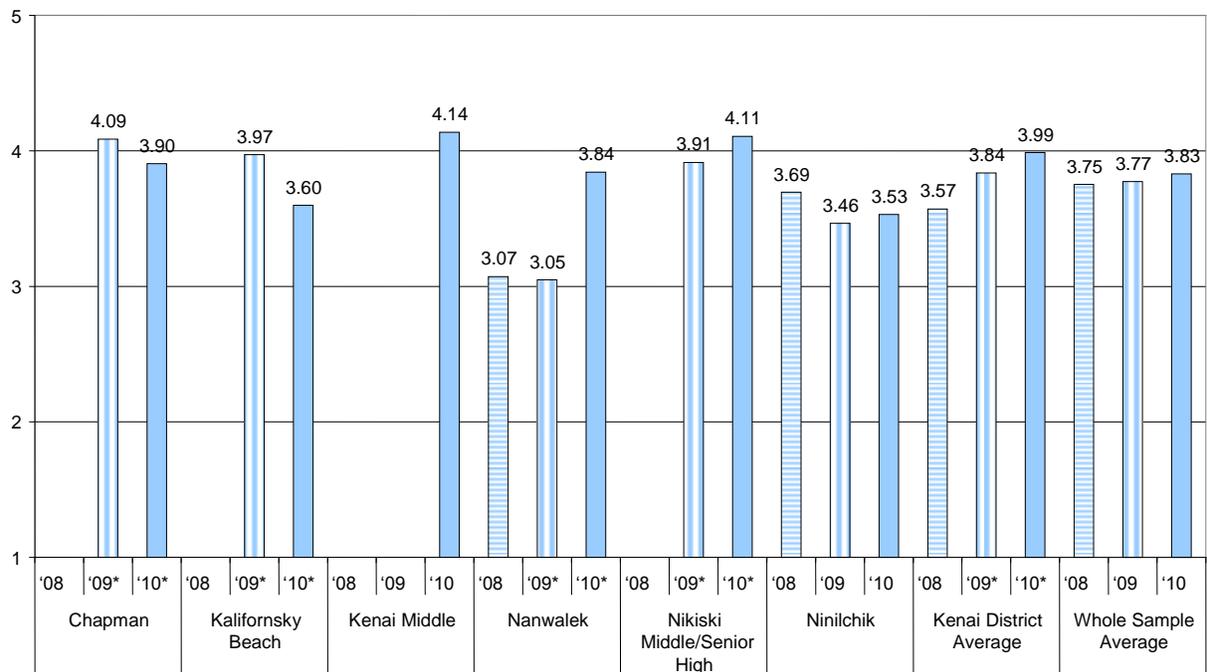
This scale reflects staff members' feelings about how accessible the school is for parents as well as how connected adults in the community are to the school. The items comprising this scale (and the scale's reliability) are as follows.

Factor 6: Parent and Community Involvement ($\alpha = .83$)

- 8. This school fails to involve parents in most school events or activities (reverse scored)
- 13. At this school, it is difficult to overcome the cultural barriers between teachers and parents (reverse scored)
- 17. The school is a welcoming and inviting place for parents
- 18. Adults in the community support this school
- 19. Lots of parents come to events at this school
- 21. Adults in the community encourage youth to take school seriously
- 26. Adults in the community know what goes on inside schools

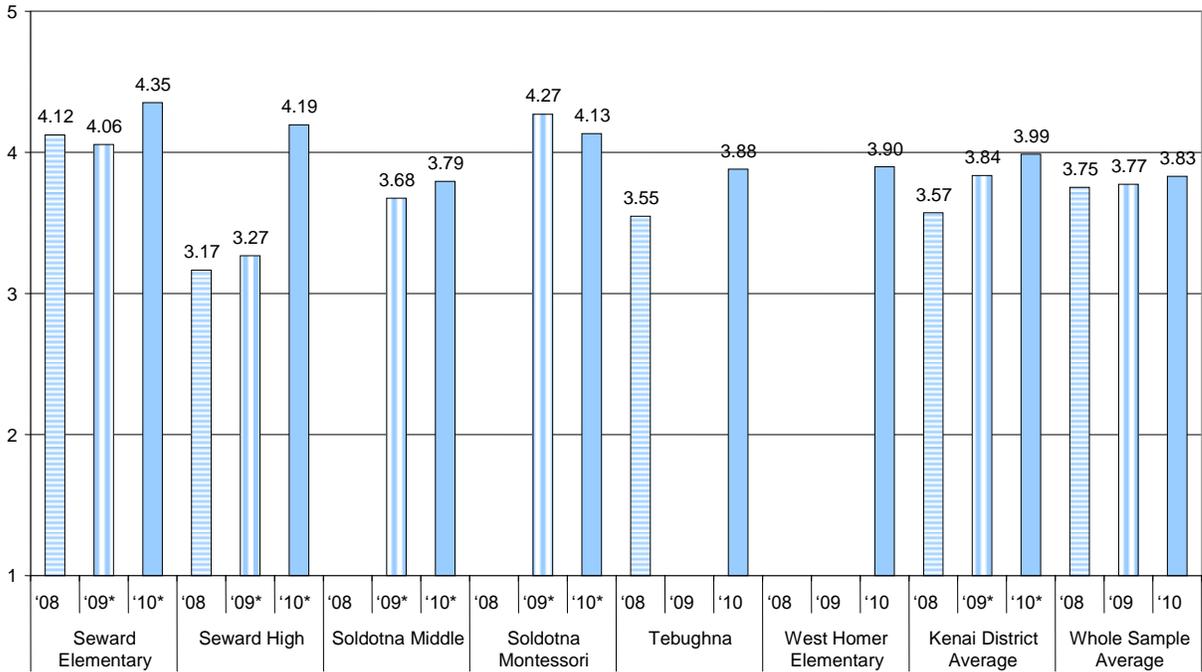
Staff members selected responses between 1 and 5, where 1 indicates a low level of parent and community involvement and 5 indicates a high level of parent and community involvement.

Parent and Community Involvement I



* Significant difference in scale scores from 2009 to 2010

Parent and Community Involvement II



* Significant difference in scale scores from 2009 to 2010

Risk Behaviors

School staff responded to the same set of eight items pertaining to Risk Behaviors that the students were presented with:

Indicate how often you personally have seen students do these things at this school or at school events over the past 12 months:

39. Under the influence of drugs (marijuana, coke, crack)
40. Under the influence of alcohol (beer/wine/liquor)
41. Destroy things (vandalism)
42. Get into fights
43. Steal things
44. Threaten or bully
45. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)
46. Carry weapons

Response categories are:

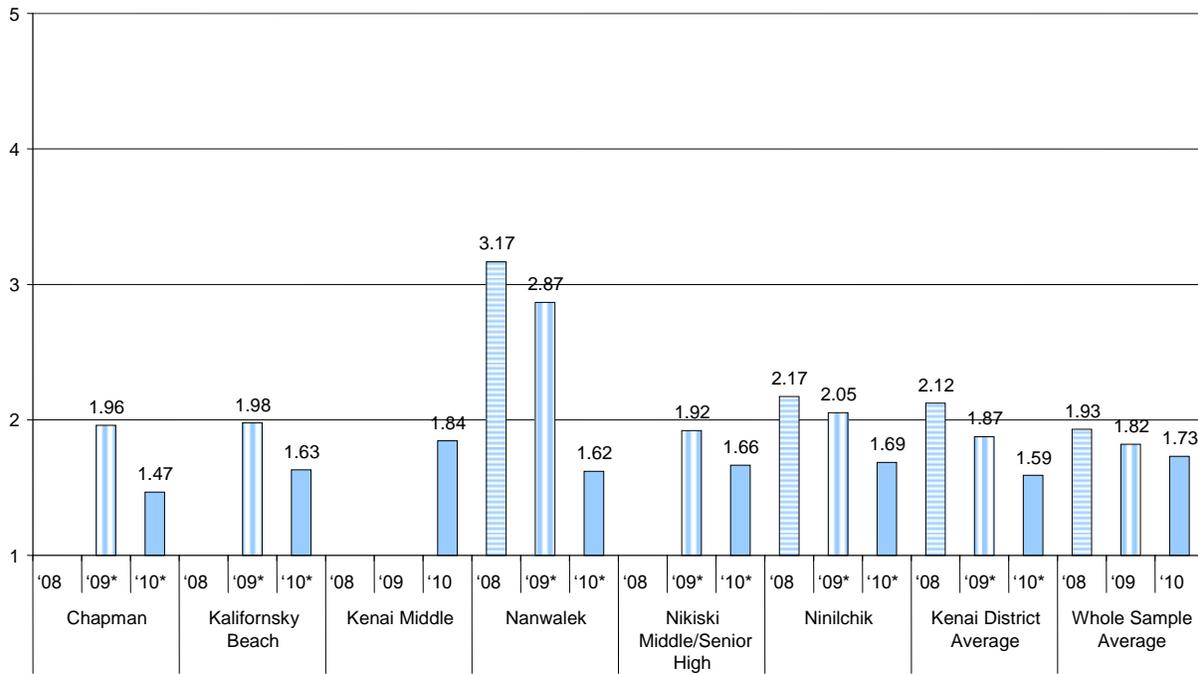
- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = More than 12 times

The items in the Risk Behaviors section were broken out into two separate scales: Student Delinquent Behaviors and Student Drug and Alcohol Use.

Student Delinquent Behaviors ($\alpha = .81$)

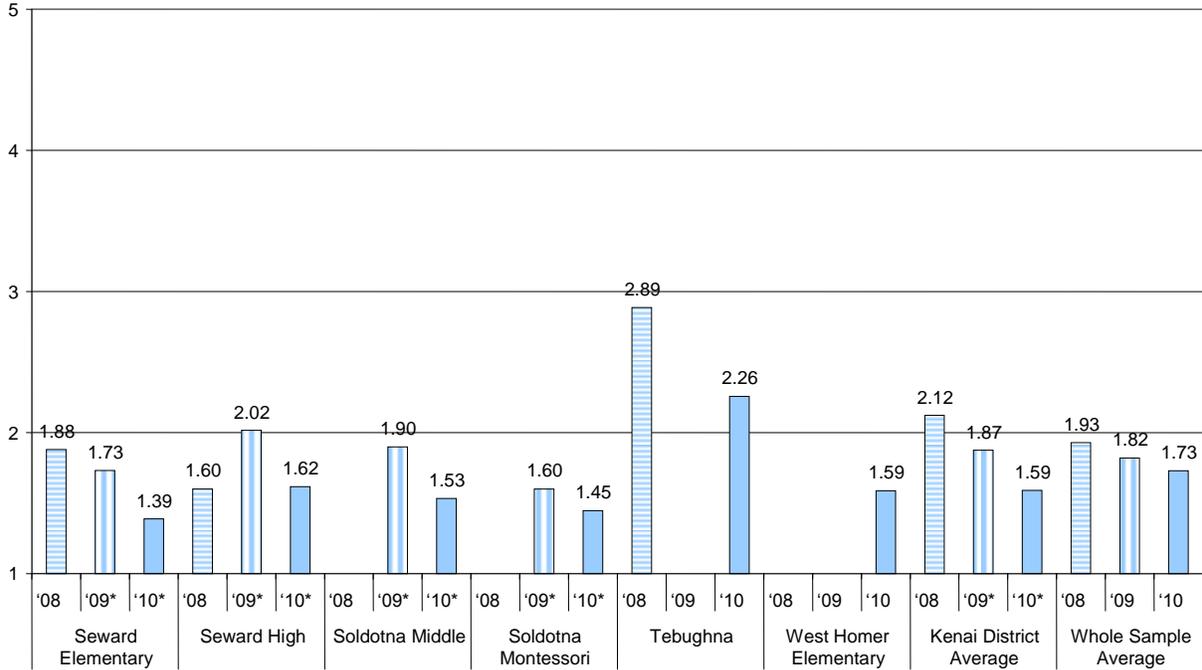
- 41. Destroy things (vandalism)
- 42. Get into fights
- 43. Steal things
- 44. Threaten or bully
- 46. Carry weapons

Student Delinquent Behaviors I



* Significant difference in scale scores from 2009 to 2010

Student Delinquent Behaviors II

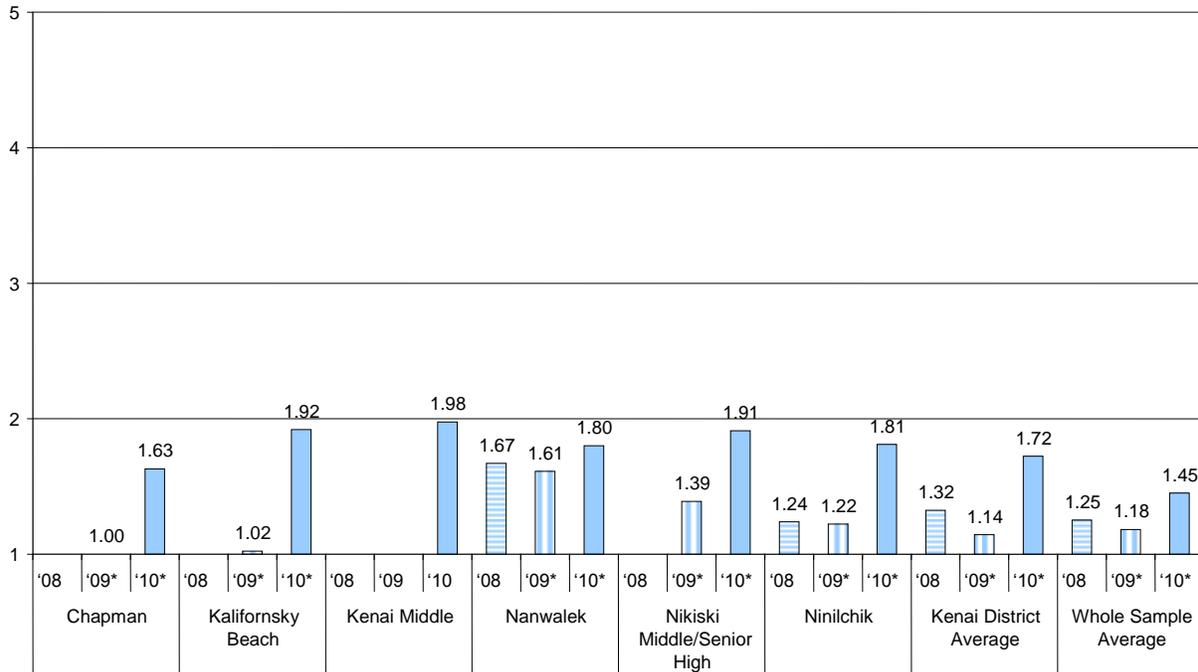


* Significant difference in scale scores from 2009 to 2010

Student Drug and Alcohol Use ($\alpha = .67$)

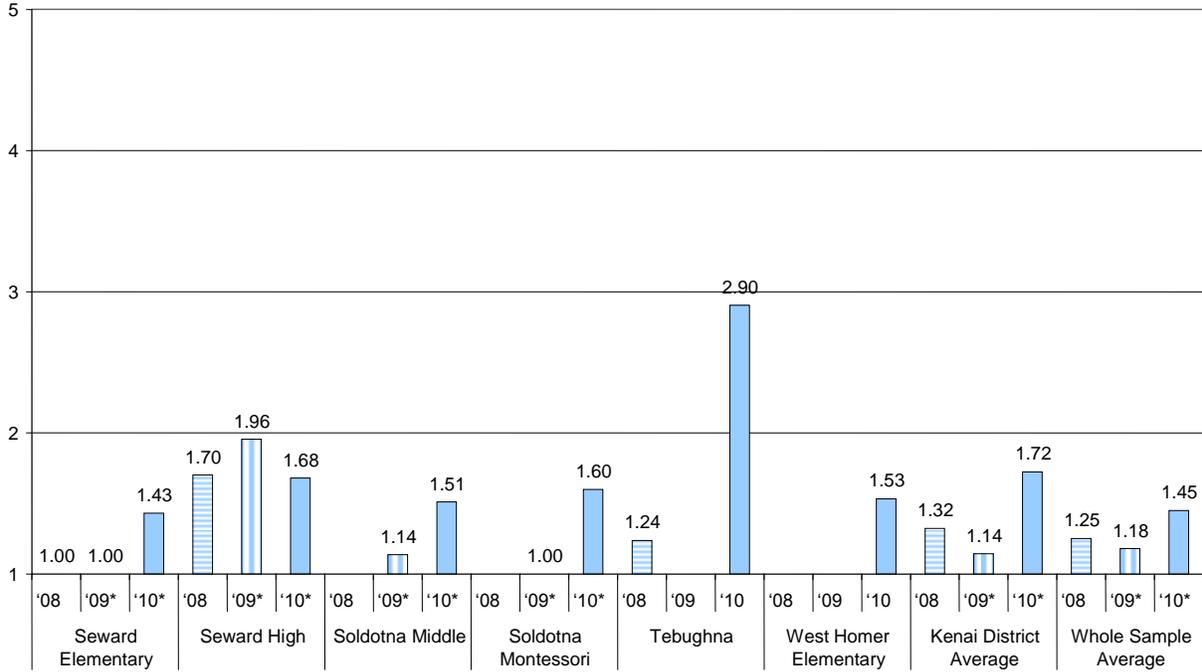
- 39. Under the influence of drugs (marijuana, coke, crack)
- 40. Under the influence of alcohol (beer/wine/liquor)
- 45. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)

Student Drug and Alcohol Use I



* Significant difference in scale scores from 2009 to 2010

Student Drug and Alcohol Use II



* Significant difference in scale scores from 2009 to 2010

SUMMARY OF STAFF SCALE SCORES: KENAI PENINSULA BOROUGH SCHOOL DISTRICT

The table below summarizes the scale scores that were presented in the bar charts above. The average score for each scale is presented for each school, for the district overall, and for the whole sample of 268 schools across 34 districts. Note that for the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores are better because they reflect fewer observed instances of risk behaviors.

School Name	# Staff Participating	# Teachers	Overall Climate	School Leadership & Involvement	Staff Attitudes	Student Involvement	Respectful Climate	School Safety	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Chapman School	9	4	3.91	3.78	4.23	3.74	3.90	3.91	3.90	1.47	1.63
Kalifornsky Beach School	35	20	3.81	3.64	3.81	3.35	3.51	3.86	3.60	1.63	1.92
Kenai Middle School	27	16	3.98	4.13	4.17	3.49	4.27	3.78	4.14	1.84	1.98
Moose Pass School	5	2	—	—	—	—	—	—	—	—	—
Nanwalek School	10	5	3.80	3.53	3.90	3.17	3.80	3.58	3.84	1.62	1.80
Nikiski Middle/Senior High	37	21	4.05	3.89	4.29	3.35	4.31	3.86	4.11	1.66	1.91
Ninilchik School	7	4	3.79	3.43	3.91	3.29	3.57	4.11	3.53	1.69	1.81
Port Graham School	5	2	—	—	—	—	—	—	—	—	—
Razdolna School	3	0	—	—	—	—	—	—	—	—	—
River City Academy	5	2	—	—	—	—	—	—	—	—	—
Seward Elementary School	17	9	4.49	4.23	4.76	4.06	4.73	4.52	4.35	1.39	1.43
Seward High School	24	13	4.03	3.90	4.27	3.42	4.15	3.86	4.19	1.62	1.68
Seward Middle School	5	3	—	—	—	—	—	—	—	—	—
Soldotna Middle School	44	23	4.00	3.69	4.18	3.25	4.03	3.88	3.79	1.53	1.51
Soldotna Montessori Charter	17	4	4.14	4.21	4.25	3.88	3.79	4.55	4.13	1.45	1.60
Tebughna School	7	3	3.65	3.52	3.83	3.05	3.97	3.49	3.88	2.26	2.90
West Homer Elementary School	15	10	4.04	3.99	4.01	3.60	3.81	4.20	3.90	1.59	1.53
<i>Kenai District Average</i>	<i>272</i>	<i>141</i>	<i>4.02</i>	<i>3.87</i>	<i>4.19</i>	<i>3.48</i>	<i>4.05</i>	<i>3.97</i>	<i>3.99</i>	<i>1.59</i>	<i>1.72</i>
<i>Whole Sample Average</i>	<i>5,931</i>	<i>3,204</i>	<i>3.98</i>	<i>3.79</i>	<i>4.07</i>	<i>3.51</i>	<i>3.85</i>	<i>3.92</i>	<i>3.83</i>	<i>1.73</i>	<i>1.45</i>

DEMOGRAPHIC DIFFERENCES IN STAFF SCALE SCORES

The table below presents results of analysis of staff scale scores by demographic categories **for the whole sample of 5,931 staff**. The numbers in cells represent the mean scale score for each category. Asterisks and bold type indicate scores that were significantly higher or lower than for the other groups on that scale.

	Categories	# Staff	Overall Climate	School Leadership & Involvement	Staff Attitudes	Student Involvement	Respectful Climate	School Safety	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Gender	Male	1,486	3.94*	3.75*	4.05	3.47*	3.85	3.84*	3.80*	1.78*	1.59*
	Female	4,331	4.00*	3.80*	4.08	3.53*	3.85	3.94*	3.85*	1.71*	1.39*
Race/Ethnicity	Alaska Native	442	3.90	3.58	3.90	3.42	3.76	3.70	3.76	1.49*	1.57
	Amer. Indian	38	3.76	3.50	3.78	3.22	3.51	3.65	3.59	1.90	1.69
	Asian	140	4.10*	3.93*	4.07	3.75*	3.97*	3.90	3.89	1.62	1.37
	African Amer.	137	3.95	3.79	3.98	3.58	3.74	3.87	3.78	1.86	1.36
	Latino	111	4.08*	3.90	4.14*	3.69*	3.88	4.03	3.90	1.60	1.18*
	Hawaii/PI	27	4.01	3.87	4.09	3.64	3.95*	3.65	3.95*	1.69	1.55
	White	4,619	3.99	3.81	4.10	3.52	3.87	3.95	3.85	1.75	1.44
2 or more races	233	3.94	3.81	4.03	3.48	3.79	3.86	3.78	1.82	1.45	
Role in School	Teacher	3,204	3.95	3.73	4.08	3.48	3.81	3.91	3.80	1.78	1.46
	Admin	279	4.15*	4.13*	4.36*	3.79*	4.25*	4.18*	4.15*	1.93*	1.67*
	Oth. Cert.	781	4.01	3.82	4.06	3.54	3.85	3.96	3.83	1.72	1.35*
	Classified	1,266	3.99	3.80	3.99	3.51	3.84	3.86	3.85	1.58	1.43
	Other	334	4.03	3.90*	4.10	3.62*	3.88	3.91	3.85	1.71	1.35
Years in District	< 2	1,124	3.94	3.76	4.03	3.47	3.86	3.86	3.83	1.71	1.50
	3-5	1,214	3.93	3.75	4.03	3.49	3.81	3.87	3.80	1.78	1.48
	6-10	1,352	3.98	3.79	4.07	3.53	3.83	3.92	3.81	1.75	1.42*
	11-15	921	3.98	3.77	4.07	3.50	3.81	3.95*	3.82	1.74	1.44
	> 15	1,246	4.07*	3.87*	4.15*	3.59*	3.92*	3.99*	3.91*	1.68*	1.38*
Years in School	< 2	1,784	3.97	3.79	4.06	3.51	3.86	3.88	3.86	1.73	1.46
	3-5	1,596	3.98	3.80	4.07	3.53	3.82	3.92	3.83	1.76	1.44
	6-10	1,224	3.99	3.78	4.07	3.52	3.84	3.95	3.82	1.74	1.42
	11-15	618	3.97	3.76	4.07	3.48	3.84	3.92	3.80	1.73	1.45
	> 15	635	4.02	3.80	4.12	3.55	3.90	3.94	3.85	1.65*	1.47

The table below presents results of analysis of staff scale scores by demographic categories for **just the Kenai Peninsula Borough School District**. The numbers in cells represent the mean scale score for each category. When 5 or fewer staff made up a given demographic group, that group was excluded from the analyses based on that characteristic as the sample size is too small for a valid comparison. Asterisks and bold type indicate scores that were significantly higher or lower than for the other groups on that scale.

	Categories	# Staff	Overall Climate	School Leadership & Involvement	Staff Attitudes	Student Involvement	Respectful Climate	School Safety	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Gender	Male	85	4.04	3.83	4.25	3.46	4.18	3.92	4.02	1.64	1.80
	Female	179	4.03	3.90	4.18	3.51	4.02	3.99	3.99	1.57	1.67
Race/Ethnicity	Alaska Native	5	—	—	—	—	—	—	—	—	—
	Amer. Indian	2	—	—	—	—	—	—	—	—	—
	Asian	0	—	—	—	—	—	—	—	—	—
	African Amer.	1	—	—	—	—	—	—	—	—	—
	Latino	6	3.88	3.67	3.96	3.53	3.64	4.23	3.71	1.47	1.56
	Hawaii/PI	3	—	—	—	—	—	—	—	—	—
White	239	4.04	3.90	4.21	3.50	4.09	3.97	4.02	1.59	1.72	
2 or more races	5	—	—	—	—	—	—	—	—	—	
Role in School	Teacher	141	4.01	3.83	4.18	3.47	4.07	3.99	3.96	1.62	1.76
	Admin	17	4.16	4.21	4.51	3.76	4.49	4.31*	4.37	1.91	2.00
	Oth. Cert.	39	4.03	3.80	4.03	3.46	3.94	3.91	3.89	1.48	1.58
	Classified	63	4.03	3.91	4.22	3.51	4.03	3.87	4.04	1.51	1.67
	Other	7	4.02	3.90	4.40	3.33	4.11	3.70	4.00	1.51	1.57
Years in District	< 2	52	3.99	3.86	4.13	3.48	4.11	3.80	4.04	1.65	1.90
	3-5	57	3.99	3.73	4.23	3.39	4.03	3.97	3.94	1.53	1.64
	6-10	50	4.05	3.90	4.22	3.46	4.02	4.01	3.97	1.50	1.65
	11-15	44	4.10	3.89	4.30	3.59	4.07	4.00	3.99	1.66	1.71
	> 15	66	4.03	3.96	4.13	3.53	4.06	4.06	4.01	1.63	1.72
Years in School	< 2	75	4.02	3.89	4.19	3.47	4.14	3.84	4.05	1.58	1.79
	3-5	79	4.06	3.85	4.24	3.48	4.07	4.01	4.00	1.54	1.63
	6-10	45	4.02	3.90	4.14	3.48	3.94	4.09	3.93	1.65	1.86
	11-15	31	3.91	3.78	4.23	3.47	3.94	3.88	3.94	1.70	1.77
	> 15	38	4.05	3.91	4.12	3.54	4.09	4.09	3.97	1.57	1.61