

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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SCHOOL BOARD COMMUNICATION

| | | | |
|-----------------------|------------------------------------------------------------------|---------------------|-------------|
| Title: | 2011 – 12 School Climate and Connectedness Survey Results | | |
| Date: | 10/9/12 | Item Number: | Worksession |
| Administrator: | Sean Dusek, Assistant Superintendent <i>Sean Dusek</i> | | |
| Attachments: | District level results | | |

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

On October 16, 2012 the Board will have a work session to discuss the results of the 2011 – 12 School Climate and Connectedness Survey. The results include 33 schools that have grades 5 to 12. Also included are staff results from the 33 schools.

The schools involved with this survey are:

| | |
|--------------------------|-------------------------------|
| K-Beach Elementary | McNeil Canyon Elementary |
| Mountain View Elementary | Nikiski North Star Elementary |
| Redoubt Elementary | Seward Elementary |
| Soldotna Elementary | Sterling Elementary |
| Tustumena School | West Homer Elementary |
| Homer Middle | Kenai Middle |
| Seward Middle | Soldotna Middle |
| Nikiski Middle/High | River City Academy |
| Homer High | Kenai Central High |
| Seward High | Skyview High |
| Soldotna High | Chapman Elementary |
| Kachemak Selo School | Nanwalek |
| Nikolaevsk School | Ninilchik School |
| Razdolna School | Susan B. English |
| Tebughna School | Voznesenka School |
| Fireweed Academy | Kaleidoscope |
| Soldotna Montessori | |

ADMINISTRATIVE RECOMMENDATION

N/A



School Climate and Connectedness Survey Report 2012: Student and Staff Results

Kenai Peninsula Borough School District

Survey Administered Spring 2012

Report Prepared July 20, 2012

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

The contents of this report were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.

If you have questions, concerns, or comments about the results presented in this report, please contact:

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TABLE OF CONTENTS

| | |
|-----------------------------------------------------------------------------------------------|-----|
| INTRODUCTION | 1 |
| What Are School Climate and Connectedness? | 1 |
| Who Took the Survey?..... | 3 |
| How do School Climate and Connectedness Relate to Student Achievement? | 4 |
| How Will I Know if 2012 Scores Are Different from Scores in Previous Years?..... | 5 |
| SUMMARY FOR THE KENAI PENINSULA BOROUGH SCHOOL DISTRICT | 6 |
| STUDENT RESULTS | 9 |
| School Climate | 11 |
| Summary Scale: Student Overall Climate | 11 |
| High Expectations..... | 15 |
| School Safety | 19 |
| School Leadership and Student Involvement..... | 23 |
| School Connectedness..... | 27 |
| Summary Scale: Student Overall Connectedness | 27 |
| Respectful Climate..... | 31 |
| Peer Climate..... | 35 |
| Caring Adults | 39 |
| Parent and Community Involvement | 43 |
| Social and Emotional Learning | 47 |
| Social and Emotional Learning and Student Scale Scores | 51 |
| Student Risk Behaviors | 52 |
| Student Delinquent Behaviors | 52 |
| Student Drug and Alcohol Use | 56 |
| Community Support and Youth Involvement | 59 |
| Youth Involvement | 59 |
| Community Support..... | 63 |
| Community Support and Student Scale Scores..... | 74 |
| Summary of Student Scale Scores: Kenai Peninsula Borough School District | 75 |
| Summary of Student Scale Scores by Gender: Kenai Peninsula Borough School District..... | 77 |
| Demographic Differences in Student Scale Scores: Whole Sample | 81 |
| Demographic Differences in Student Scale Scores: Kenai Peninsula Borough School District..... | 82 |
| STAFF RESULTS | 83 |
| School Climate: Staff | 84 |
| Summary Scale: Overall Climate..... | 85 |
| School Leadership and Involvement..... | 88 |
| Staff Attitudes | 91 |
| Student Involvement | 94 |
| Respectful Climate..... | 97 |
| School Safety | 100 |
| Parent and Community Involvement | 103 |
| Student Delinquent Behaviors | 106 |
| Student Drug and Alcohol Use | 109 |
| Summary of Staff Scale Scores: Kenai Peninsula Borough School District..... | 112 |
| Demographic Differences in Staff Scale Scores: Whole Sample..... | 114 |
| Demographic Differences in Staff Scale Scores: Kenai Peninsula Borough School District | 115 |

INTRODUCTION

We wish to thank all of the school staff members and students who participated in the 2012 School Climate and Connectedness Survey (SCCS) for their commitment, time, and effort. In this report, we present an overview of the SCCS, a summary of findings for this district, and then detailed results for students and for staff.

What Are School Climate and Connectedness?

School climate refers to the social and environmental factors that contribute to someone'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 other school staff consistently treat them with respect.

National research shows that positive school climate and connectedness are associated with higher student achievement and reduced youth risk behavior.

What is the School Climate and Connectedness Survey?

The mission of the Association of Alaska School Boards (AASB) is to advocate for children and youth by assisting school boards in providing quality public education focused on student achievement through effective local governance. Through its work with school districts, AASB gives Alaskans at the local level the information, tools, and assistance needed to work together and engage in the shared responsibility for preparing Alaska's children and youth for the future. AASB promotes an assets framework for positive youth development.¹

AASB contracted with the American Institutes for Research (AIR) to evaluate student and school staff perceptions of school climate and student perceptions of school connectedness. AIR developed a School Climate and Connectedness Survey (SCCS) in 2005 specifically to evaluate school climate and student connectedness in Alaskan schools. The SCCS also measures other student characteristics that are related to school climate and connectedness: social and emotional learning and student risk behaviors. *Social and emotional learning* can be defined as the process of learning the skills needed to handle ourselves, our relationships, and our work, ethically and effectively.² Student social and emotional learning contributes to school climate. In turn, the

¹ The assets framework is based on the Search Institute's Developmental Assets[®], 40 research-based, concrete, common-sense, positive qualities and experiences essential to raising successful young people.

² Definition taken from the Collaborative for Academic, Social and Emotional Learning (CASEL) at <http://www.casel.org/>

school environment can play an important role in helping students develop good social and emotional skills (for example, through guidance from caring adults). *Student risk behaviors* such as delinquent behaviors and substance use can have a negative effect on school climate for both students and staff. For example, students who feel unsafe at school due to delinquent behaviors among peers (e.g., fighting, bullying, and theft) tend to have lower attendance and poorer academic outcomes.

The SCCS was administered to staff and students in a small number of Alaska school districts in 2005 and to larger numbers each year since.

What Scales are Reported for the SCCS?

Results from the SCCS are reported as scale scores for both students and staff. These scales are as follows.

| Student Scale | Scale Topic |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| School Climate | |
| High Expectations | Students' feelings about their own expectations as well as those of adults in their school and community |
| School Safety | Students' feelings about bullies and gangs at school as well as general crime and violence that affect the school |
| School Leadership & Student Involvement | Students' feelings about the decision making of school leaders as well as student participation in the school governance |
| School Connectedness | |
| Respectful Climate | Students' feelings about fairness of rules and respect for students' contributions |
| Peer Climate | Students' feelings about how respectful students are to one another and how helpful students are to other students |
| Caring Adults | Students' feelings about how close they feel to adults in the school |
| Parent & Community Involvement | Students' feelings about how much their parents and community are involved in their school |
| Additional Scales | |
| Social & Emotional Learning | Student self-report of their level of social and emotional learning |
| Student Delinquent Behaviors | Frequency of observed delinquent behaviors among peers at school and school events within the past 12 months |
| Student Drug & Alcohol Use | Frequency of observed drug and alcohol use among peers at school and school events within the past 12 months |

| Staff Scale | Scale Topic |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| School Leadership & Involvement | Staff members' feelings about the decision making of school leaders as well as the fairness of school rules |
| Staff Attitudes | Staff members' feelings about the competence of teachers and their attitudes toward their jobs |
| Student Involvement | Staff members' feelings about how involved students are in the decision making process at school |
| Respectful Climate | Staff members' feelings about how students treat each other and how well students and staff members treat one another |
| School Safety | Staff members' feelings about the impact of gangs and bullies as well as general crime and violence that affect the school |
| Parent & Community Involvement | Staff members' feelings about how accessible the school is for parents as well as how connected adults in the community are to the school |
| Student Delinquent Behaviors | Frequency of observed delinquent behaviors among students at school and school events within the past 12 months |
| Student Drug & Alcohol Use | Frequency of observed drug and alcohol use among students at school and school events within the past 12 months |

Although some items and scales are administered to both students and staff, it is not possible to statistically compare student versus staff results (unless data are available from about 30 or more schools, which is not the case in most districts). However, informal comparisons can be made based on the patterns of change from year to year (for example, student ratings for Parent and Community Involvement may increase over time while staff ratings decrease).

How Reliable Are the SCCS Scales?

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. Reliability statistics are presented with the results for each scale. Each SCCS scale has at least an acceptable level of reliability.

Who Took the Survey?

The 2012 SCCS was completed by 31,711 students and 6,484 school staff in 298 schools in 28 school districts across Alaska. Student grade levels ranged from 5 through 12 or 6 through 12, depending on the district. 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, K – 12 schools, and a variety of charter and alternative schools. As in previous years, the 2012 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 larger numbers in 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 |
| 2011 | 26 | 250 | 22,481 | 4,982 |
| 2012 | 28 | 298 | 31,711 | 6,484 |

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 2012 SBA results will not be available until the fall of 2012, we present results here based on SBA and SCCS data from 2011.

The table below shows the relationship between 2011 scale scores, and student performance on the SBAs in each of the three subject areas. A ✓ indicates a statistically significant relationship.

| Scale | SBA Reading | SBA Writing | SBA Math |
|-----------------------------------|-------------|-------------|----------|
| Students | | | |
| High Expectations | ✓ | ✓ | ✓ |
| School Safety | ✓ | ✓ | ✓ |
| School Leadership and Involvement | | | |
| Respectful Climate | ✓ | ✓ | ✓ |
| Peer Climate | ✓ | ✓ | ✓ |
| Caring Adults | ✓ | ✓ | ✓ |
| Parent and Community Involvement | ✓ | ✓ | ✓ |
| Social and Emotional Learning | ✓ | ✓ | ✓ |
| Student Delinquent Behaviors | | | |
| Student Drug and Alcohol Use | | | ✓ |
| Staff | | | |
| School Leadership and Involvement | | | |
| Staff Attitudes | ✓ | ✓ | ✓ |
| Student Involvement | | | |
| Respectful Climate | ✓ | ✓ | ✓ |
| School Safety | ✓ | ✓ | ✓ |
| Parent and Community Involvement | ✓ | ✓ | ✓ |
| Student Delinquent Behaviors | ✓ | ✓ | ✓ |
| Student Drug and Alcohol Use | ✓ | ✓ | ✓ |

At the school level, 2011 student ratings on High Expectations, School Safety, Respectful Climate, Peer Climate, Caring Adults, Parent and Community Involvement, and Social and Emotional Learning were all positively associated with their school's performance on the 2011

SBA in reading, writing, or mathematics.³ This means that schools that held high expectations for students, provided a safe environment, had a climate of respect among students and between staff and students, had adults who reached out to students, had a high level of parent and community involvement, and/or had good social and emotional learning among their students had significantly higher SBA proficiency rates in all three subjects than did schools that did not provide that kind of environment. These findings have been consistent from year to year.

As in the 2010 results, there was a small negative correlation between student drug and alcohol use and SBA proficiency rates in mathematics—that is, the lower the rate of observed student drug and alcohol use, the higher the SBA proficiency rate in mathematics. We did not find any other significant relationships between SBA proficiency rates and student reports of delinquent behaviors or drug and alcohol use among their peers at school and school events. There was no significant relationship between average student ratings on School Leadership and Student Involvement and SBA proficiency rates in any of the three subjects. This result was consistent with findings from 2010 as well as from prior years.

Average staff ratings on school climate in the areas of Staff Attitudes, Respectful Climate, School Safety, and Parent and Community Involvement showed moderate positive correlations with student performance on all three subject areas of the SBAs.⁴ That means that in schools where staff felt that there were positive staff attitudes, a respectful climate, a safe environment for staff and students, and a high level of parent and community involvement, students had significantly higher SBA proficiency rates in all three subjects when compared with schools that did not provide that kind of environment. Staff reports of observed student delinquent behavior and student drug and alcohol use were negatively related to SBA proficiency rates—meaning that the fewer observed student risk behaviors reported by staff, the higher the school’s SBA proficiency rates. As with students, staff ratings on School Leadership and Involvement and Student Involvement were unrelated to SBA proficiency rates in any of the three subjects. These findings have been consistent from year to year.

How Will I Know if 2012 Scores Are Different from Scores in 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 2010 and from 2012) 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 across years. 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 2012 scores. The Kenai Peninsula Borough School District elected to compare 2012 SCCS scores with scores from 2008.

³ Statistically significant correlations (*r*-values) ranged from 0.14 to 0.41

⁴ Statistically significant correlations (*r*-values) ranged from 0.18 to 0.42

SUMMARY FOR THE KENAI PENINSULA BOROUGH SCHOOL DISTRICT

In this section, we present information regarding participation in the SCCS within the district, and a summary of results for students and for staff.

SCCS Participation

This is the fifth year that the Kenai Peninsula Borough School District participated in the SCCS. Kenai Peninsula Borough School District participants for each year are as follows. Participation was far higher in 2012 than in 2008, so changes in scale scores between those two years should be interpreted with caution.

| District Schools | 2008 | 2009 | 2010 | 2011 | 2012 |
|----------------------------------------|------|------|------|------|------|
| Kalifornsky Beach School Students | 0 | 80 | 97 | 91 | 96 |
| Kalifornsky Beach School Staff | 0 | 46 | 35 | 54 | 39 |
| McNeil Canyon Elementary Students | 0 | 0 | 0 | 24 | 22 |
| McNeil Canyon Elementary Staff | 0 | 0 | 0 | 14 | 8 |
| Mount View Elementary Students | 0 | 0 | 0 | 54 | 54 |
| Mount View Elementary Staff | 0 | 0 | 0 | 3 | 23 |
| Nikiski North Star Elementary Students | 0 | 0 | 0 | 72 | 43 |
| Nikiski North Star Elementary Staff | 0 | 0 | 0 | 35 | 15 |
| Redoubt Elementary Students | 0 | 0 | 0 | 0 | 34 |
| Redoubt Elementary Staff | 0 | 0 | 0 | 0 | 28 |
| Soldotna Elementary Students | 0 | 0 | 0 | 46 | 39 |
| Soldotna Elementary Staff | 0 | 0 | 0 | 24 | 13 |
| Sterling Elementary School Students | 0 | 0 | 0 | 37 | 28 |
| Sterling Elementary School Staff | 0 | 0 | 0 | 17 | 15 |
| Tustumena Elementary Students | 0 | 0 | 0 | 0 | 19 |
| Tustumena Elementary Staff | 0 | 0 | 0 | 0 | 17 |
| West Homer Elementary Students | 0 | 0 | 80 | 7 | 15 |
| West Homer Elementary Staff | 0 | 0 | 15 | 1 | 1 |
| William H. Seward Elementary Students | 30 | 61 | 37 | 54 | 56 |
| William H. Seward Elementary Staff | 19 | 33 | 17 | 27 | 30 |
| Homer Middle School Students | 0 | 0 | 0 | 161 | 150 |
| Homer Middle School Staff | 0 | 0 | 0 | 23 | 28 |
| Kenai Middle School Students | 0 | 0 | 246 | 196 | 147 |
| Kenai Middle School Staff | 0 | 0 | 27 | 21 | 21 |
| Seward Middle School Students | 73 | 50 | 46 | 56 | 46 |
| Seward Middle School Staff | 11 | 11 | 5 | 15 | 11 |
| Soldotna Middle School Students | 0 | 341 | 363 | 294 | 271 |
| Soldotna Middle School Staff | 0 | 50 | 44 | 32 | 24 |
| Nikiski Middle/Sr High Students | 0 | 37 | 239 | 198 | 228 |
| Nikiski Middle/Sr High Staff | 0 | 6 | 37 | 25 | 45 |

2012 School Climate and Connectedness Survey Report
Kenai Peninsula Borough School District

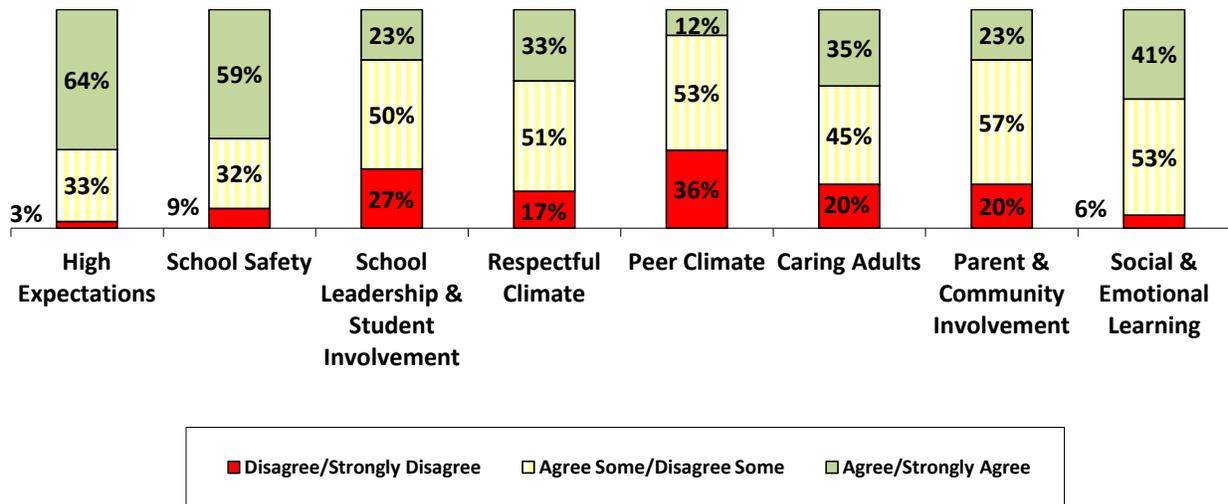
| District Schools | 2008 | 2009 | 2010 | 2011 | 2012 |
|-----------------------------------------------|-------------|-------------|--------------|--------------|--------------|
| River City Academy Students | 0 | 25 | 46 | 47 | 35 |
| River City Academy Staff | 0 | 5 | 5 | 7 | 5 |
| Homer High School Students | 0 | 0 | 0 | 0 | 244 |
| Homer High School Staff | 0 | 0 | 0 | 0 | 13 |
| Kenai Central High School Students | 0 | 0 | 0 | 0 | 310 |
| Kenai Central High School Staff | 0 | 0 | 0 | 0 | 41 |
| Seward High School Students | 104 | 86 | 115 | 60 | 74 |
| Seward High School Staff | 21 | 15 | 24 | 12 | 3 |
| Skyview High School Students | 0 | 0 | 0 | 0 | 156 |
| Skyview High School Staff | 0 | 0 | 0 | 0 | 48 |
| Soldotna High School Students | 0 | 0 | 0 | 0 | 322 |
| Soldotna High School Staff | 0 | 0 | 0 | 0 | 11 |
| Chapman School Students | 0 | 31 | 35 | 40 | 35 |
| Chapman School Staff | 0 | 6 | 9 | 12 | 2 |
| Kachemak Selo School Students | 0 | 0 | 0 | 30 | 27 |
| Kachemak Selo School Staff | 0 | 0 | 0 | 9 | 4 |
| Nanwalek School Students | 26 | 28 | 31 | 19 | 16 |
| Nanwalek School Staff | 6 | 6 | 10 | 7 | 0 |
| Nikolaevsk School Students | 0 | 0 | 0 | 35 | 31 |
| Nikolaevsk School Staff | 0 | 0 | 0 | 14 | 5 |
| Ninilchik School Students | 64 | 51 | 56 | 45 | 68 |
| Ninilchik School Staff | 14 | 17 | 7 | 21 | 28 |
| Razdolna School Students | 0 | 12 | 6 | 18 | 15 |
| Razdolna School Staff | 0 | 3 | 3 | 5 | 2 |
| Susan B English School Students | 0 | 0 | 0 | 22 | 21 |
| Susan B English School Staff | 0 | 0 | 0 | 13 | 4 |
| Tebughna School Students | 6 | 9 | 10 | 15 | 17 |
| Tebughna School Staff | 11 | 4 | 7 | 7 | 5 |
| Voznesenka School Students | 0 | 0 | 0 | 45 | 56 |
| Voznesenka School Staff | 0 | 0 | 0 | 8 | 14 |
| Fireweed Academy Students | 0 | 0 | 0 | 36 | 35 |
| Fireweed Academy Staff | 0 | 0 | 0 | 5 | 12 |
| Kaleidoscope Arts & Sciences Students | 0 | 0 | 0 | 53 | 59 |
| Kaleidoscope Arts & Sciences Staff | 0 | 0 | 0 | 26 | 13 |
| Soldotna Montessori Charter Students | 0 | 35 | 36 | 39 | 32 |
| Soldotna Montessori Charter Staff | 0 | 18 | 17 | 19 | 9 |
| <i>Kenai Peninsula District Student Total</i> | <i>303</i> | <i>863</i> | <i>1,453</i> | <i>1,794</i> | <i>2,801</i> |
| <i>Kenai Peninsula District Staff Total</i> | <i>82</i> | <i>233</i> | <i>272</i> | <i>456</i> | <i>437</i> |

School Climate and Connectedness

From 2008 to 2012, there were no significant changes in school climate and connectedness at the district level. However, far fewer Kenai schools participated in 2008 than in 2012, so these results should be interpreted with caution. Among individual schools that participated in both 2008 and 2012, there were patterns of significant change (mostly improvements). In 2012, Kenai students who reported that they had been truant one or more days within the last 12 months had significantly *lower* scale scores for all areas of school climate and connectedness relative to students who had not been truant.

The chart below shows the percentage of Kenai Peninsula Borough School District students who agreed, disagreed, or had mixed feelings regarding each aspect of school climate and connectedness covered in the SCCS.⁵ Please see the table on page 2 for a description of each of these scales.

2012 Student Opinions of School Climate and Connectedness



From 2008 to 2012, there was a significant increase in Kenai staff scale scores for School Leadership and Involvement, Student Involvement, Respectful Climate, and Parent and Community Involvement. Scores were relatively stable for Staff Attitudes, and School Safety. However, far fewer Kenai schools participated in 2008 than in 2012, so these results should be interpreted with caution. Patterns of change varied at the individual school level.

⁵ Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Student Social and Emotional Learning

Kenai student scale scores for Social and Emotional Learning were relatively stable from 2008 to 2012, although patterns of change varied at the individual school level. In 2012, the higher a Kenai student's scale score for Social and Emotional Learning, the higher his or her scale scores across all areas of school climate and connectedness.

Student Risk Behaviors

Kenai student reports of delinquent behaviors and drug and alcohol abuse among peers at school and school events were relatively stable from 2008 to 2012. Kenai staff reports of student delinquent behavior decreased significantly from 2008 to 2012, but staff reports of student drug and alcohol use were relatively stable. Patterns of change varied at the individual school level.

Community Support and Youth Involvement

We cannot conduct tests to examine the statistical significance of changes in perceptions of community support and youth community involvement from year to year. Patterns of change varied at the school level. Across the district, Kenai students who had community support (such as community encouragement to take school seriously) had significantly higher scale scores for their school climate and connectedness relative to students who did not feel that they had community support.

STUDENT RESULTS

For most items, the student had five options from which to choose a response. The answer options ranged from strongly disagree (1) to strongly agree (5). For the questions about Risk Behaviors, students indicated the frequency with which events occurred, with 1 being the least frequent and 5 being the most frequent. In addition to the individual scales, we calculated overall scores for School Climate and Student Connectedness. Each of the scales will be discussed in turn in the following sections.

In 2012, valid surveys were received from students as follows.⁶

| | Students Participating | Students Enrolled | Participation Rate |
|------------------------------------------------|-----------------------------------|------------------------------|-------------------------------|
| Kalifornsky Beach School | 96 | 123 | 78.0% |
| McNeil Canyon Elementary | 22 | 39 | 56.4% |
| Mount View Elementary School | 54 | 72 | 75.0% |
| Nikiski North Star Elementary | 43 | 64 | 67.2% |
| Redoubt Elementary School | 34 | 99 | 34.3% |
| Soldotna Elementary School | 39 | 59 | 66.1% |
| Sterling Elementary School | 28 | 37 | 75.7% |
| Tustumena Elementary School | 19 | 50 | 38.0% |
| West Homer Elementary School | 15 | 108 | 13.9% |
| William Seward Elementary | 56 | 72 | 77.8% |
| Homer Middle School | 150 | 196 | 76.5% |
| Kenai Middle School | 147 | 358 | 41.1% |
| Seward Middle School | 46 | 78 | 59.0% |
| Soldotna Middle School | 271 | 394 | 68.8% |
| Nikiski Middle/Senior High | 228 | 388 | 58.8% |
| River City Academy | 35 | 73 | 47.9% |
| Homer High School | 244 | 387 | 63.0% |
| Kenai Central High School | 310 | 513 | 60.4% |
| Seward High School | 74 | 173 | 42.8% |
| Skyview High School | 156 | 369 | 42.3% |
| Soldotna High School | 322 | 491 | 65.6% |
| Chapman School | 35 | 41 | 85.4% |
| Kachemak Selo School | 27 | 44 | 61.4% |
| Nanwalek School | 16 | 36 | 44.4% |
| Nikolaevsk School | 31 | 39 | 79.5% |
| Ninilchik School | 68 | 103 | 66.0% |
| Razdolna School | 15 | 28 | 53.6% |
| Susan B English School | 21 | 26 | 80.8% |
| Tebughna School | 17 | 24 | 70.8% |
| Voznesenka School | 56 | 74 | 75.7% |
| Fireweed Academy School | 35 | 41 | 85.4% |
| Kaleidoscope School | 59 | 67 | 88.1% |
| Soldotna Montessori Charter | 32 | 47 | 68.1% |
| <i>Kenai Peninsula Borough School District</i> | <i>2,801</i> | <i>4,713</i> | <i>59.4%</i> |
| Whole Sample | 31,711 | 73,810 | 43.0% |

⁶ Data on enrollment at the school and district level is as of spring 2012, and were obtained directly from the Alaska Department of Education and Early Development (EED), with school districts updating information as needed.

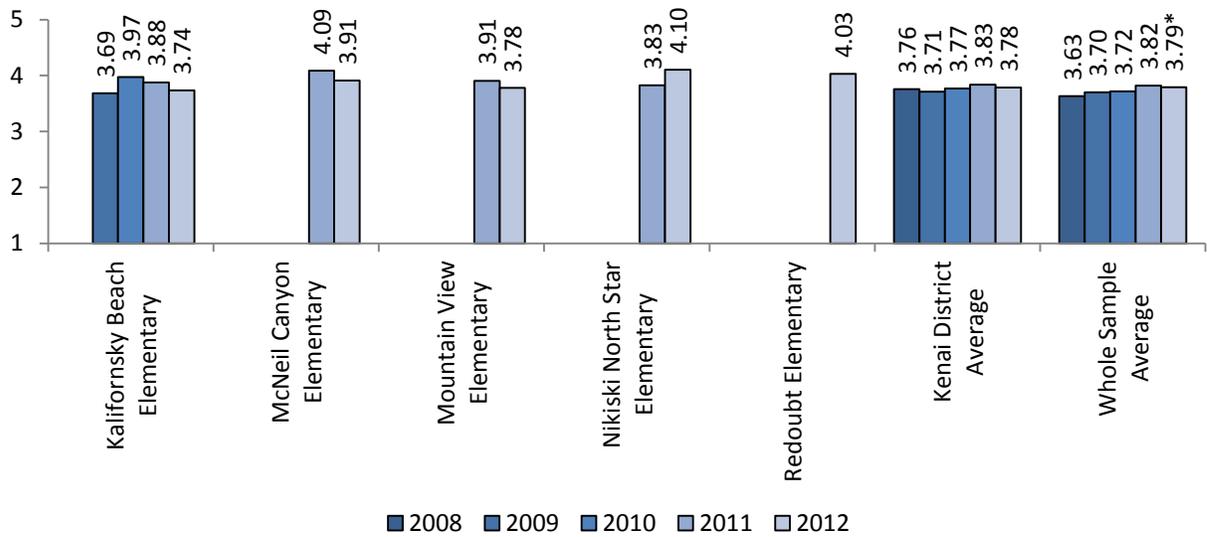
School Climate

Students were asked to rate their school climate in three areas: High Expectations; School Safety; and School Leadership and Student Involvement. An Overall Climate summary scale is presented that captures all three of these subscales.

Summary Scale: Student Overall Climate

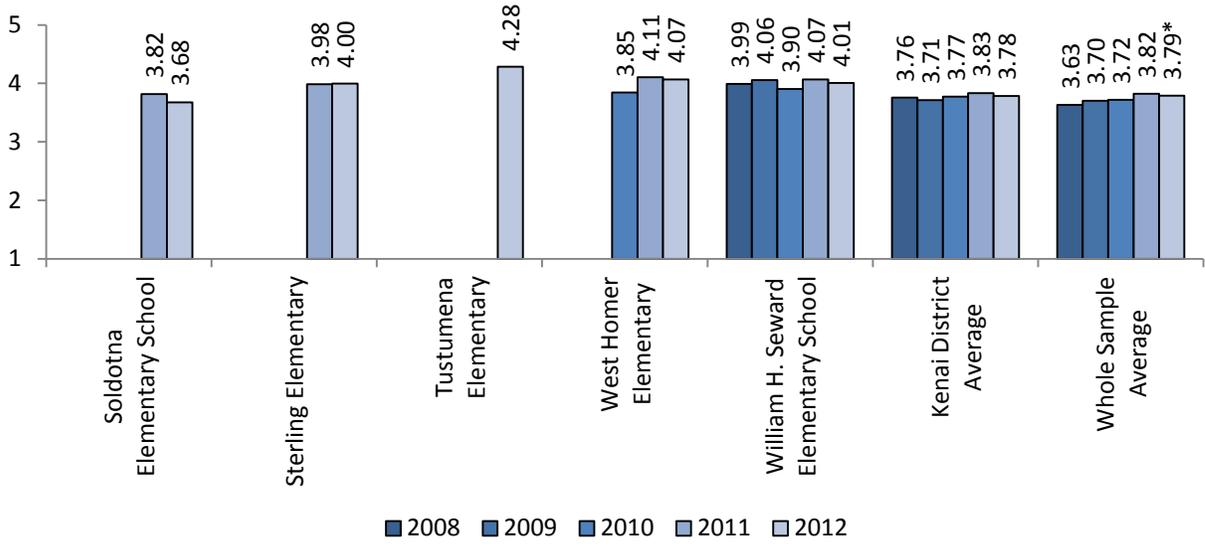
Student Overall Climate was computed as the mean of three scales: High Expectations, School Safety, and School Leadership and Student Involvement.

Students: Overall Climate I



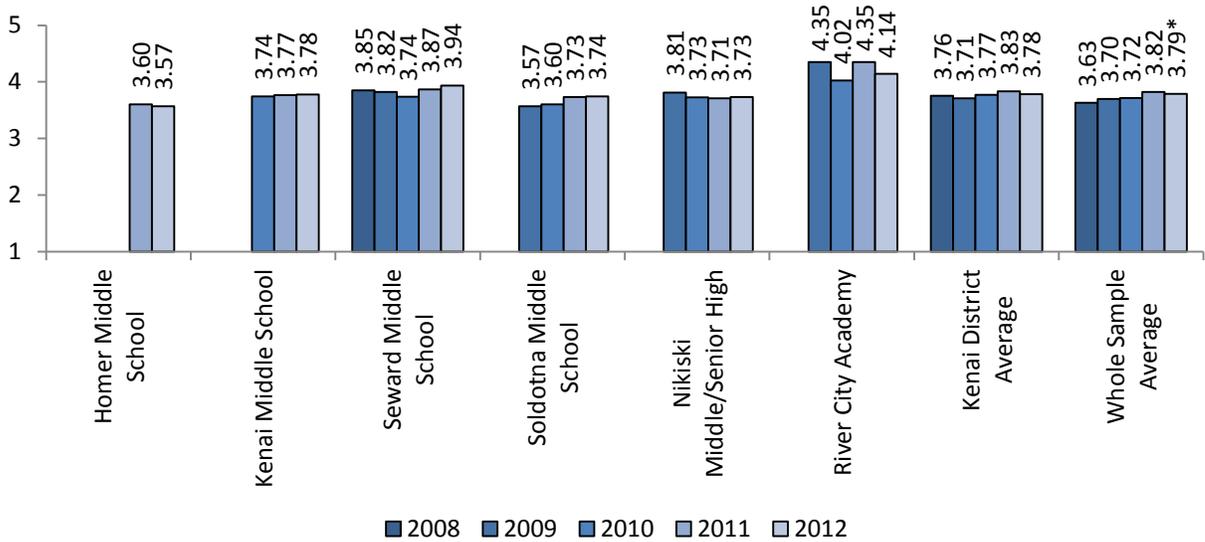
*Indicates a significant change in score from 2008 to 2012

Students: Overall Climate II



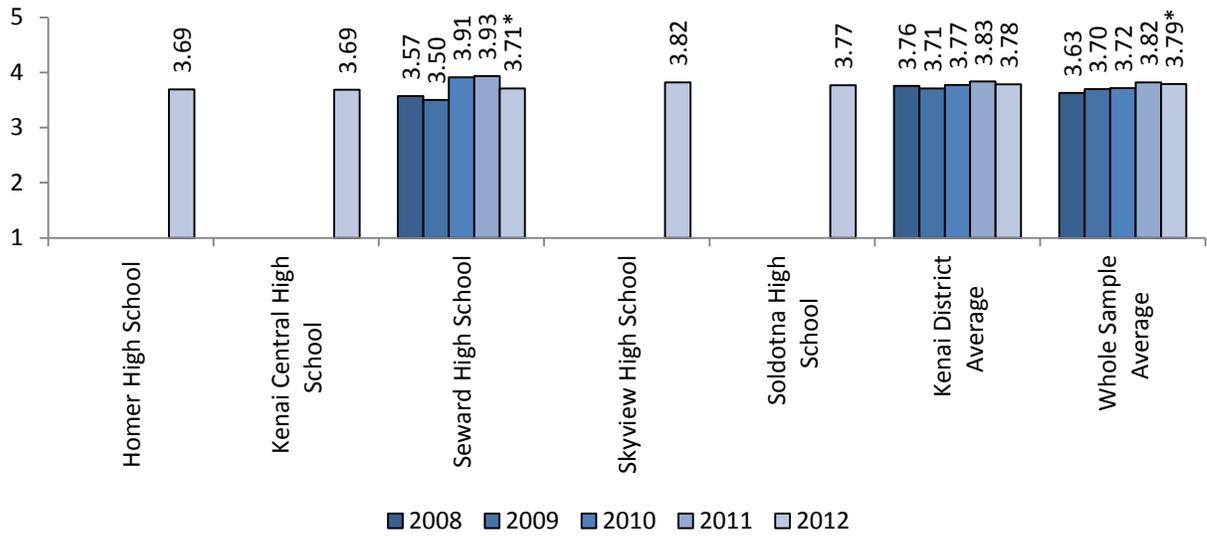
*Indicates a significant change in score from 2008 to 2012

Students: Overall Climate III



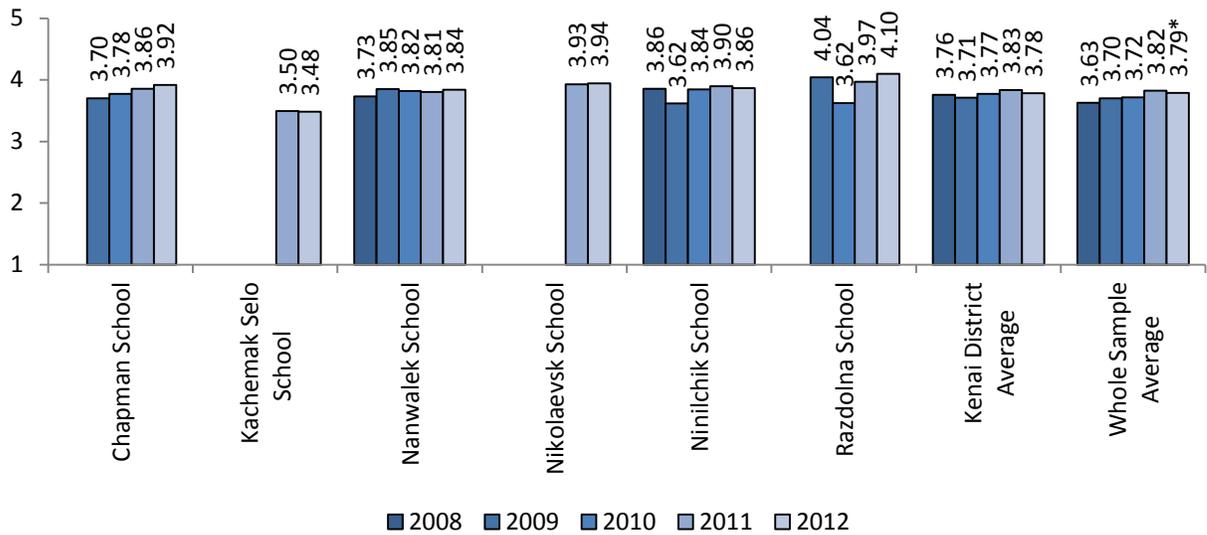
*Indicates a significant change in score from 2008 to 2012

Students: Overall Climate IV

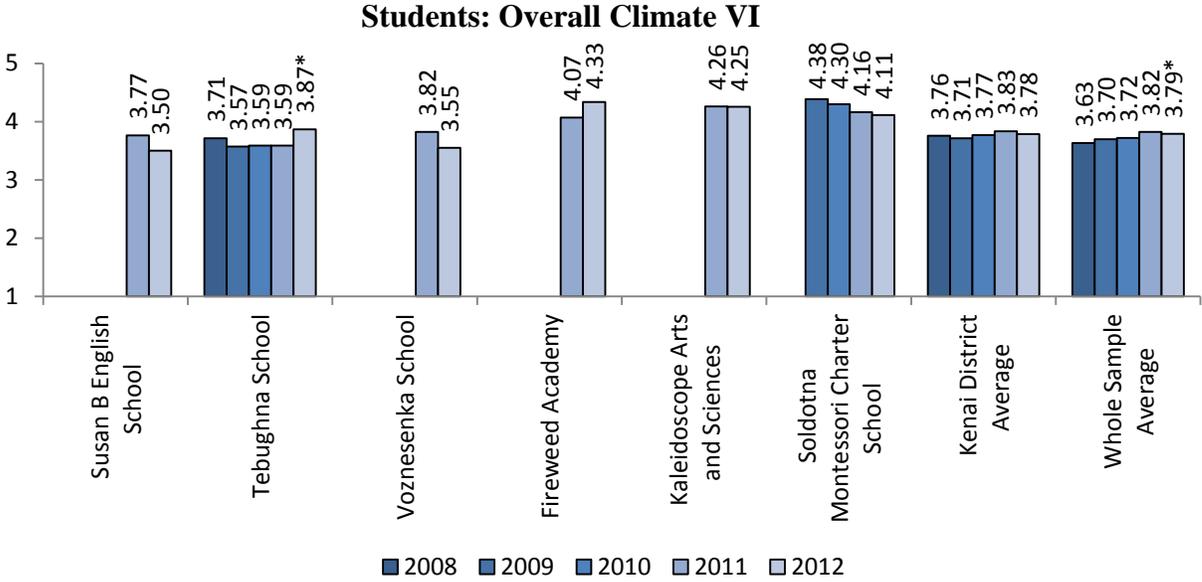


*Indicates a significant change in score from 2008 to 2012

Students: Overall Climate V



*Indicates a significant change in score from 2008 to 2012



*Indicates a significant change in score from 2008 to 2012

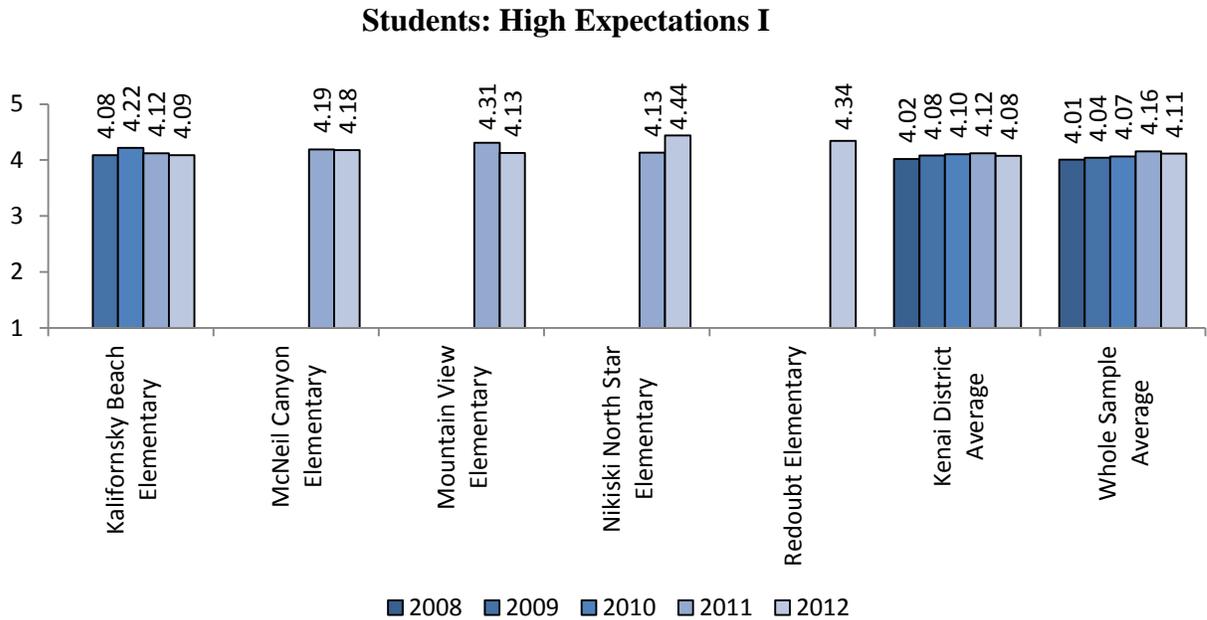
High Expectations

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 composing this scale (and the scale's reliability) are as follows.

Scale 1: High Expectations ($\alpha = .70$)

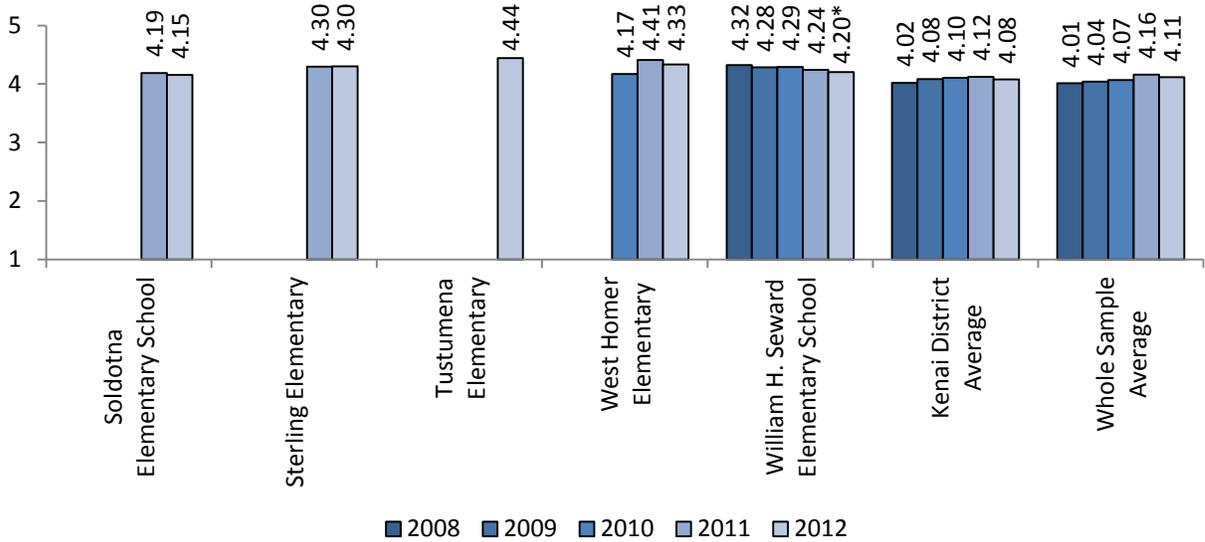
- 18. I have given up on school (reverse scored)
- 19. At this school, students are encouraged to work to the best of their abilities
- 20. If students like their school, they will do better in their classes
- 23. I try hard to do well in school
- 24. I want very much to get more education after high school
- 30. Adults in my community encourage me to take school seriously
- 39. 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.



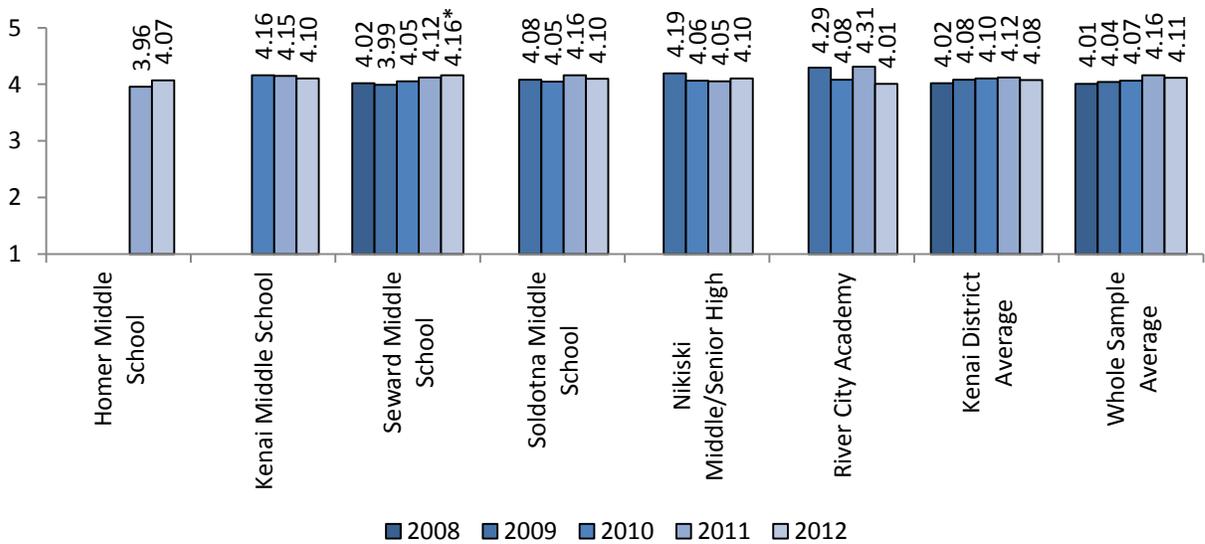
*Indicates a significant change in score from 2008 to 2012

Students: High Expectations II



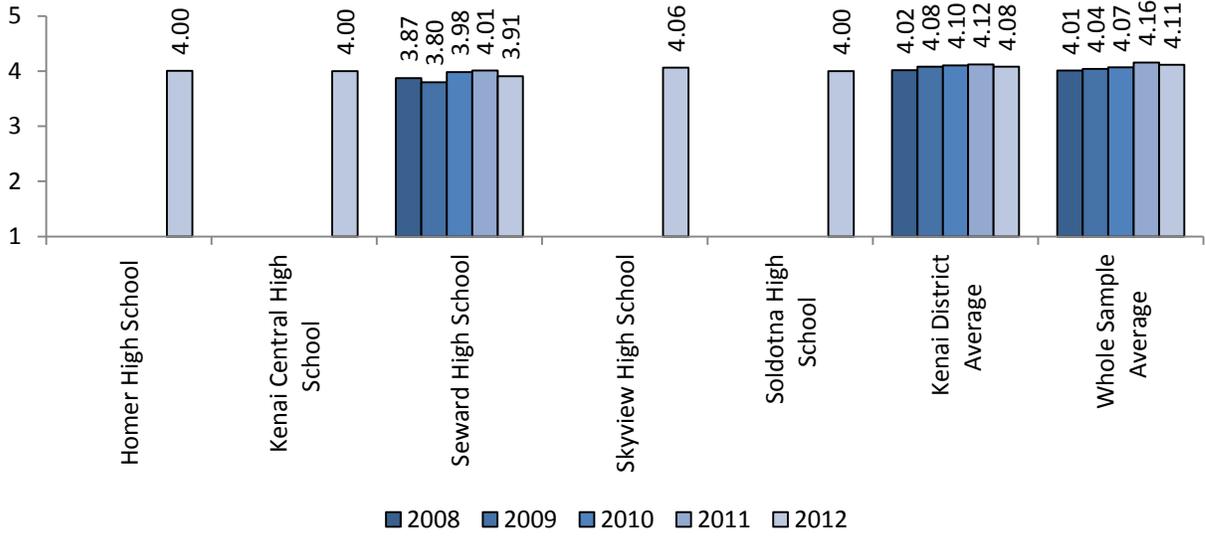
*Indicates a significant change in score from 2008 to 2012

Students: High Expectations III



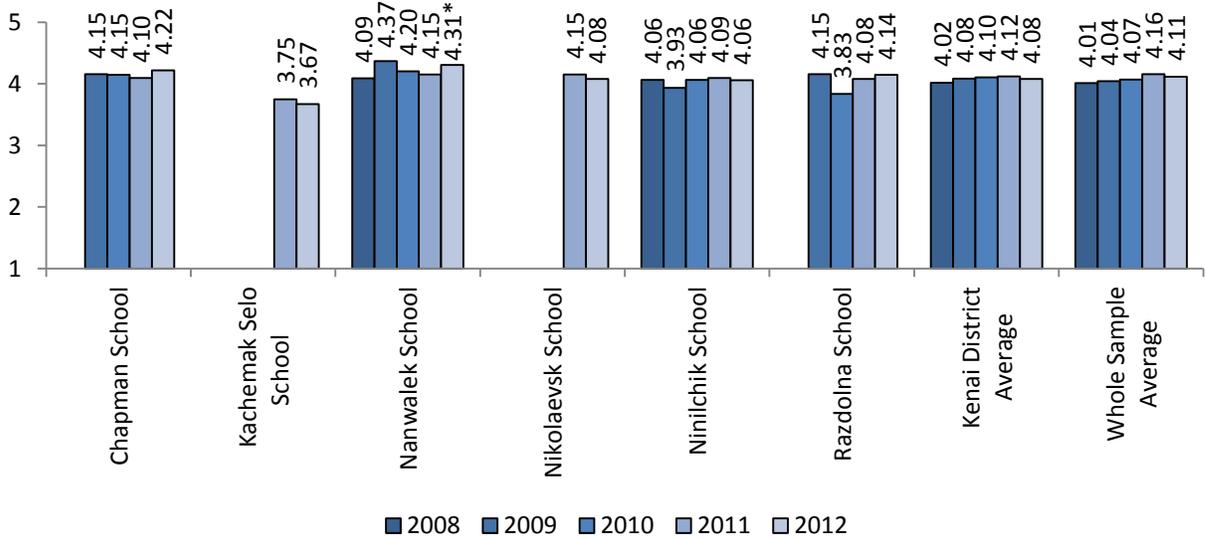
*Indicates a significant change in score from 2008 to 2012

Students: High Expectations IV



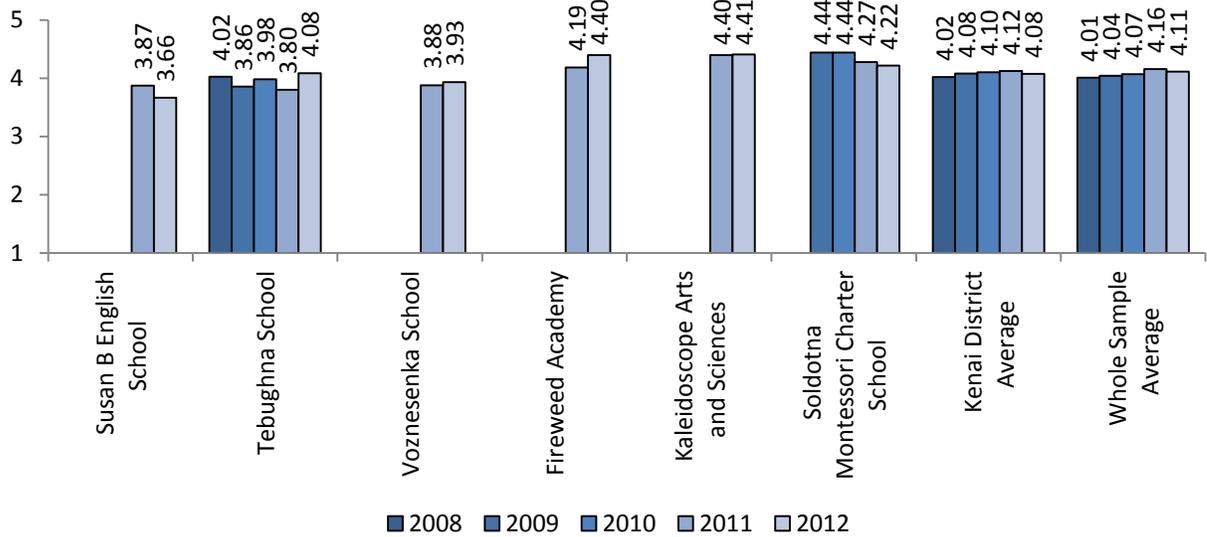
*Indicates a significant change in score from 2008 to 2012

Students: High Expectations V



*Indicates a significant change in score from 2008 to 2012

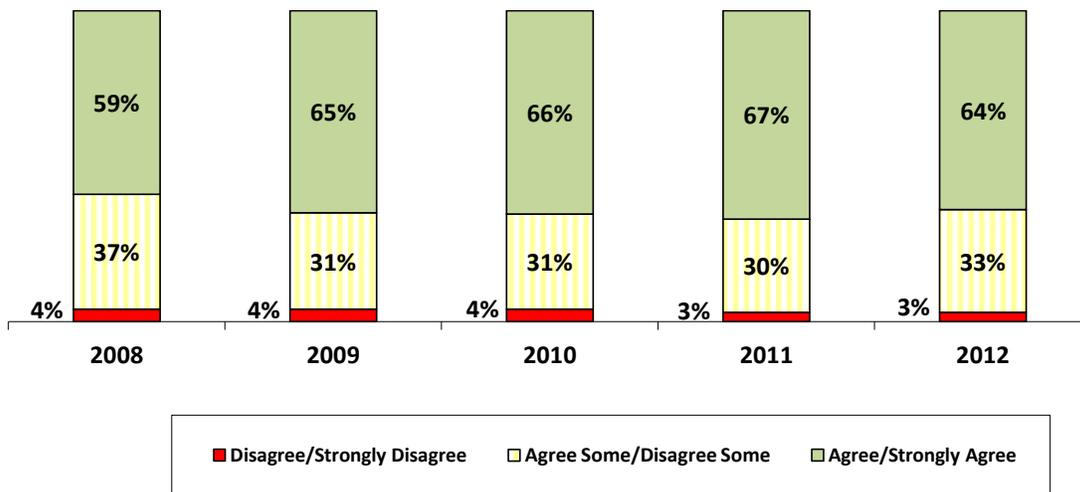
Students: High Expectations VI



*Indicates a significant change in score from 2008 to 2012

The chart below shows the percentage of Kenai Peninsula Borough School District students who agreed, disagreed, or had mixed feelings about whether there were high expectations for them at school.⁷

Students: Agreement for High Expectations



⁷ Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

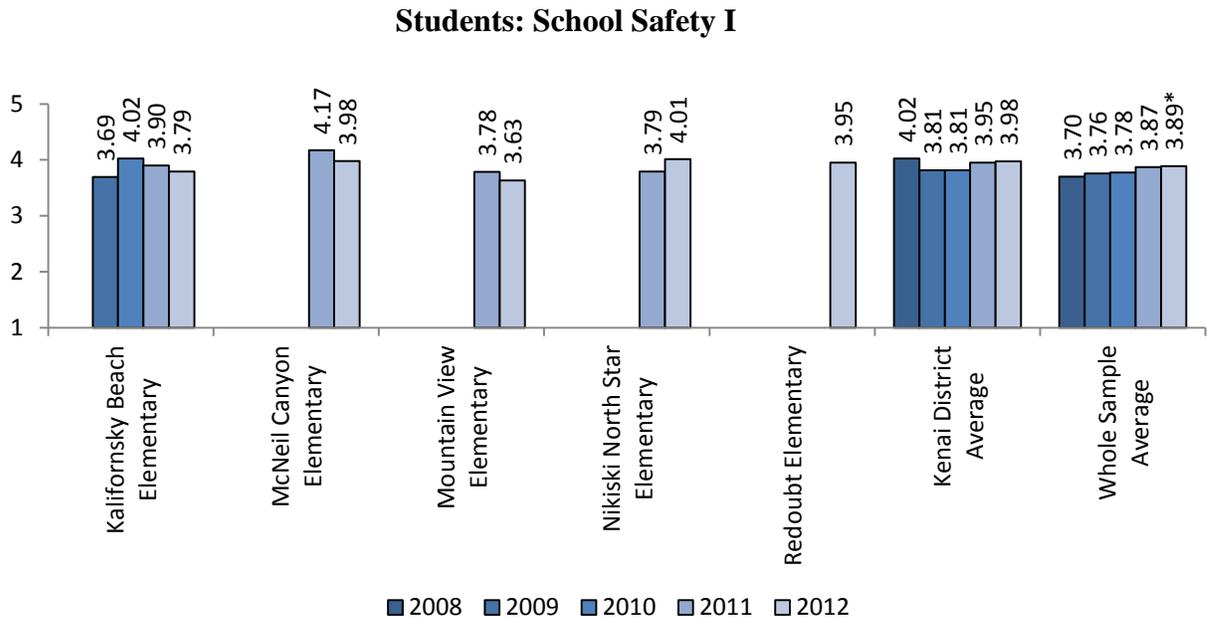
School Safety

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 composing this scale (and the scale's reliability) are as follows.

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

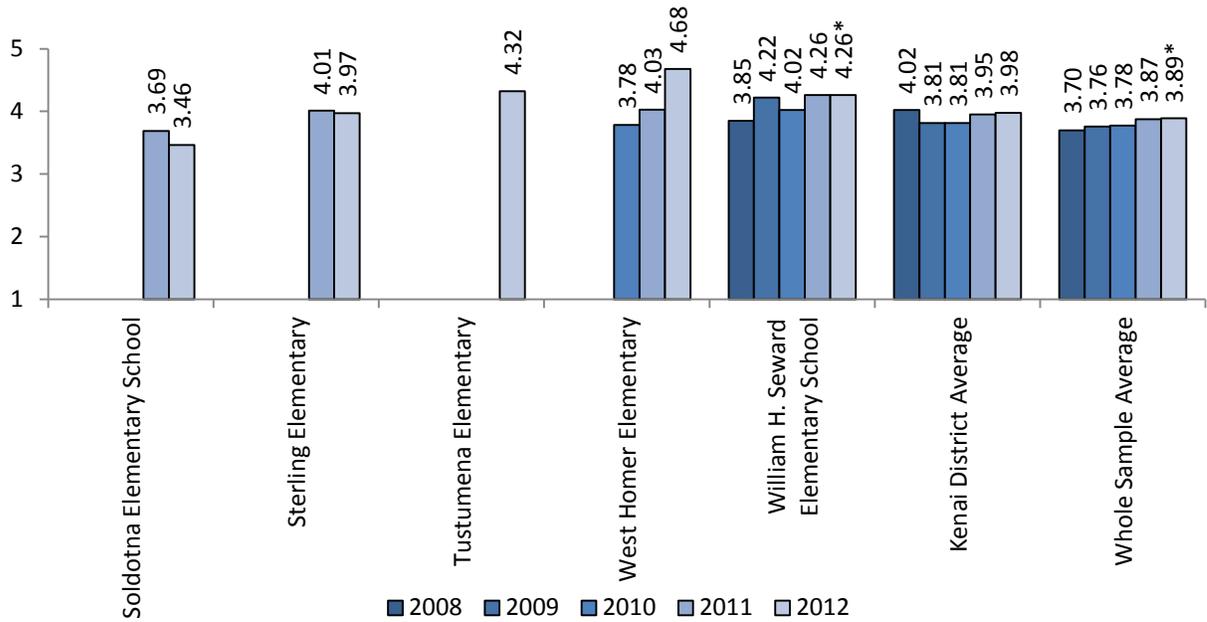
- 40. I am safe at school
- 43. This school is being ruined by bullies (reverse scored)
- 45. This school is badly affected by crime and violence in the community (reverse scored)
- 49. Gang members make this school dangerous (reverse scored)
- 51. Crime and violence are major concerns at school (reverse 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.



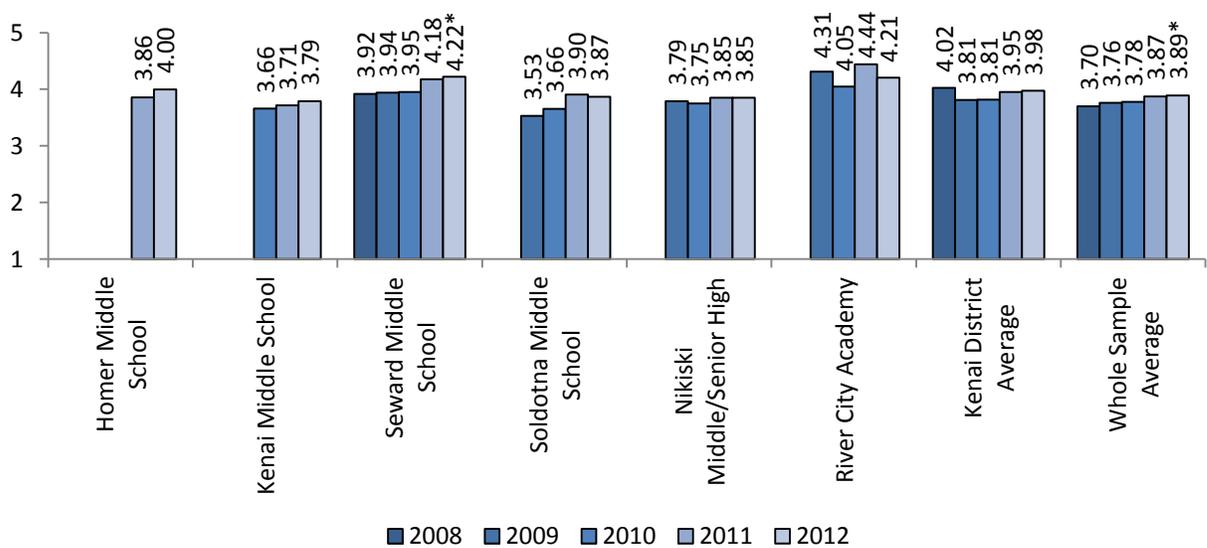
*Indicates a significant change in score from 2008 to 2012

Students: School Safety II



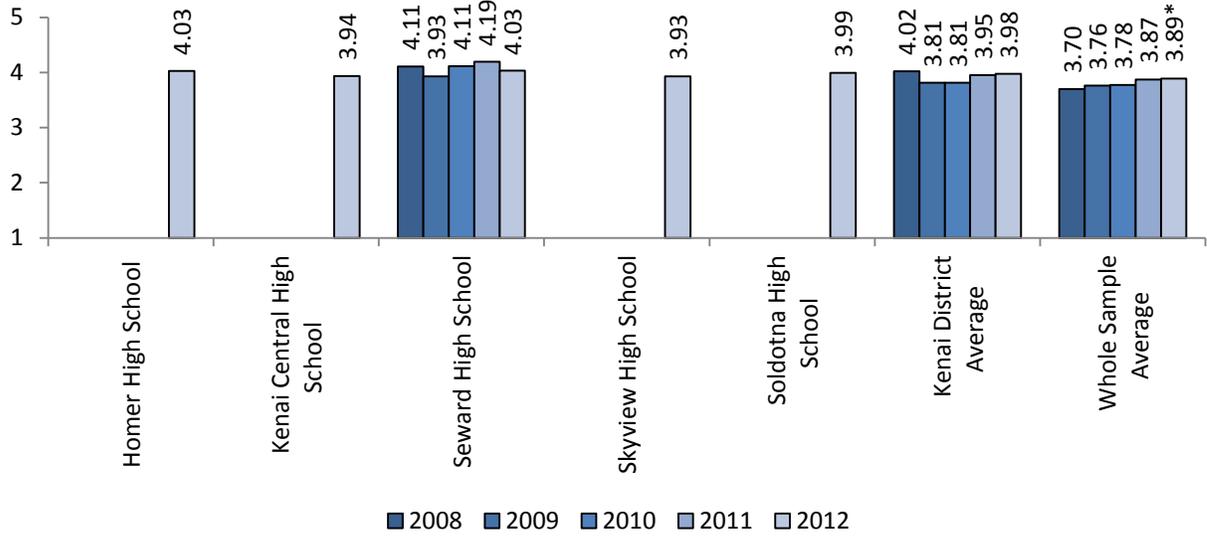
*Indicates a significant change in score from 2008 to 2012

Students: School Safety III



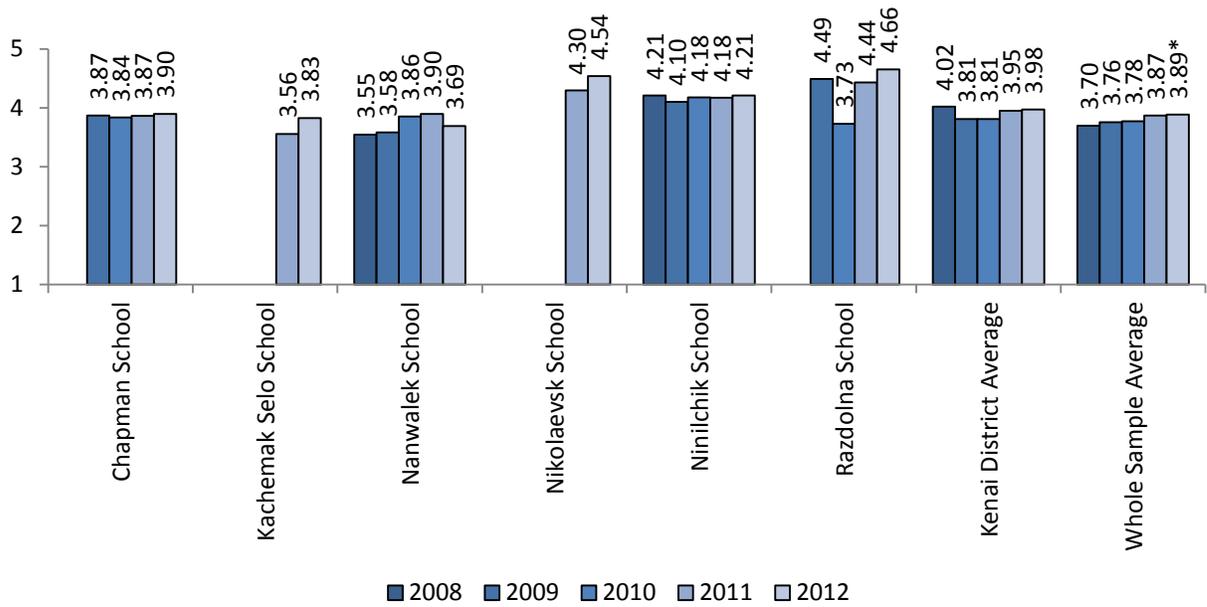
*Indicates a significant change in score from 2008 to 2012

Students: School Safety IV



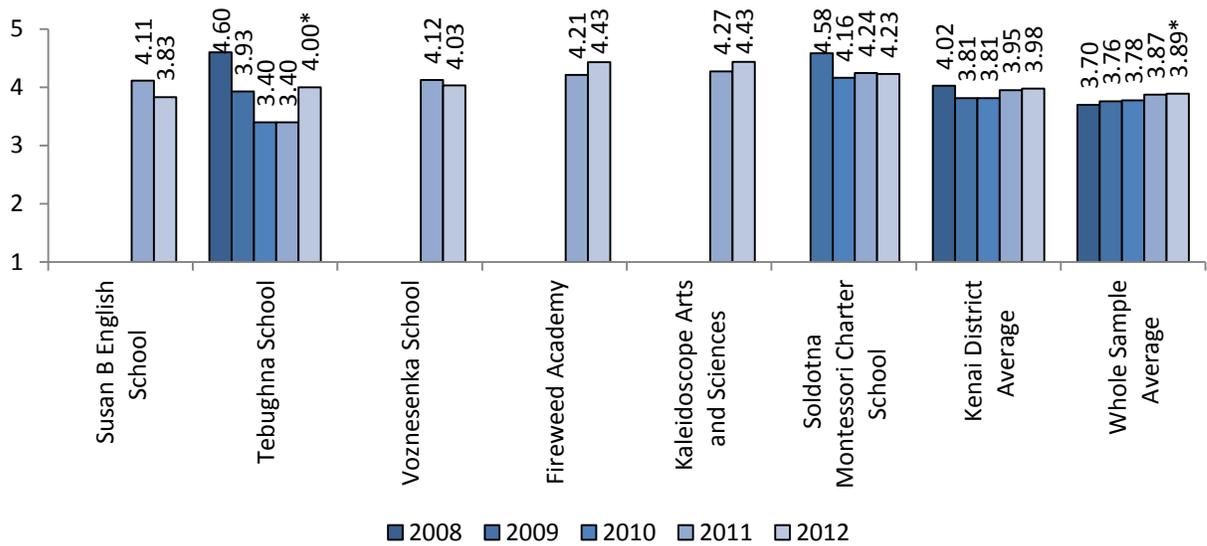
*Indicates a significant change in score from 2008 to 2012

Students: School Safety V



*Indicates a significant change in score from 2008 to 2012

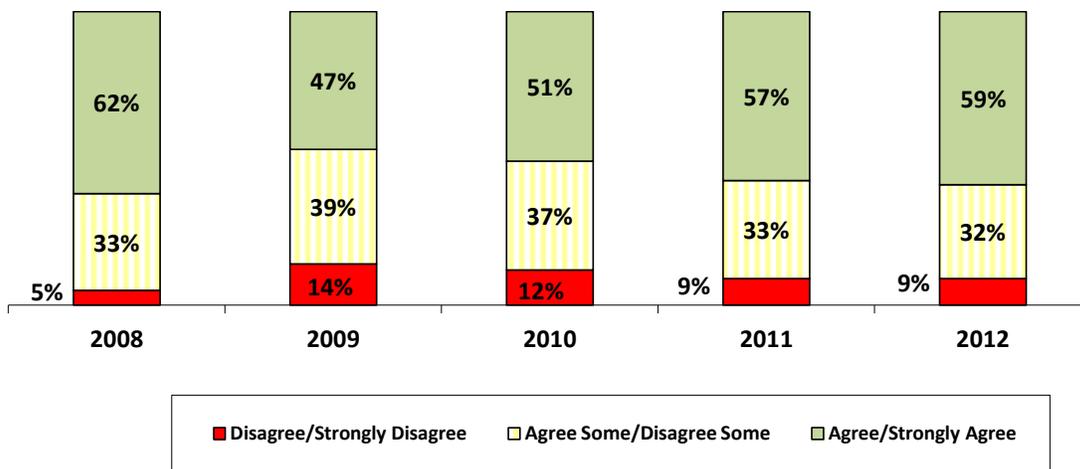
Students: School Safety VI



*Indicates a significant change in score from 2008 to 2012

The chart below shows the percentage of Kenai Peninsula Borough School District students who agreed, disagreed, or had mixed feelings about whether they felt safe at school.⁸

Students: Agreement for School Safety



⁸ Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

School Leadership and Student Involvement

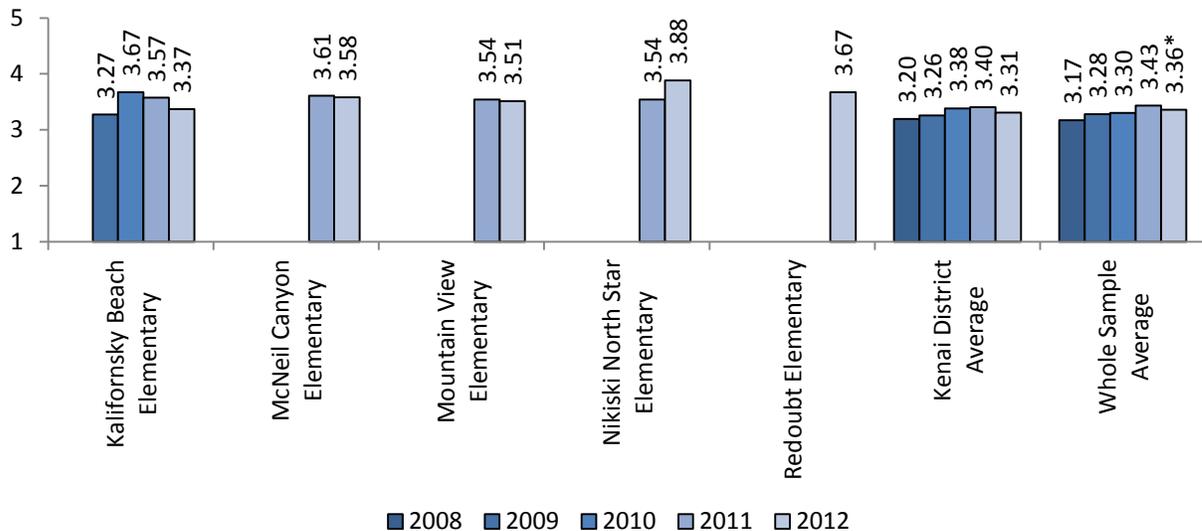
This scale reflects students' feelings about decision making of school leaders as well as student participation in school governance. This scale is also included as part of the Overall Climate summary scale. The items composing this scale (and the scale's reliability) are as follows.

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

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

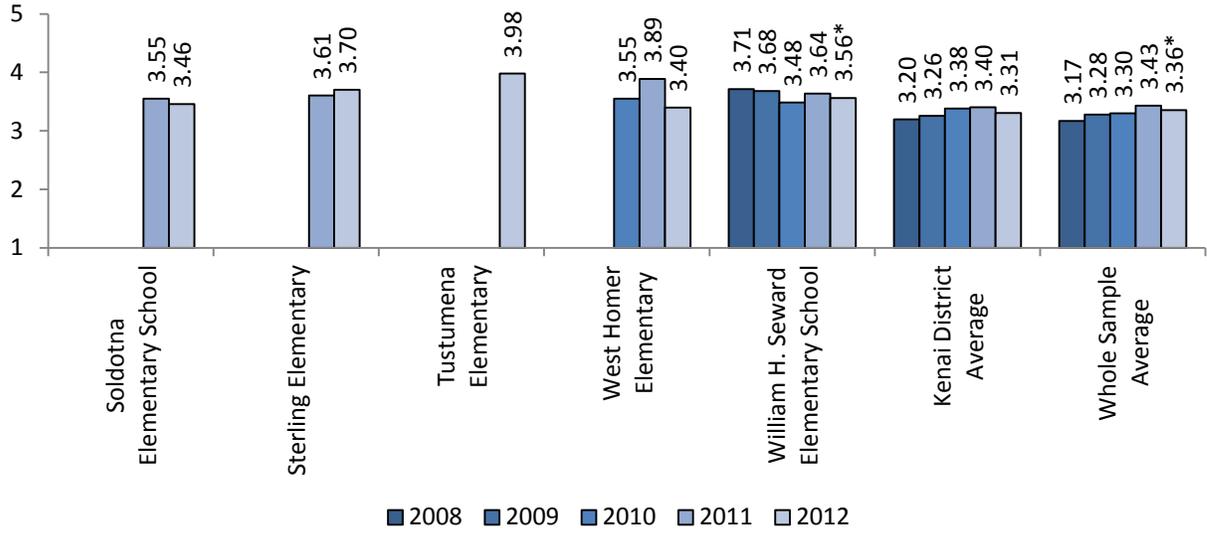
Students selected responses between 1 and 5, where 1 indicates a low level of school leadership and student involvement and 5 indicates a high level.

Students: School Leadership and Student Involvement I



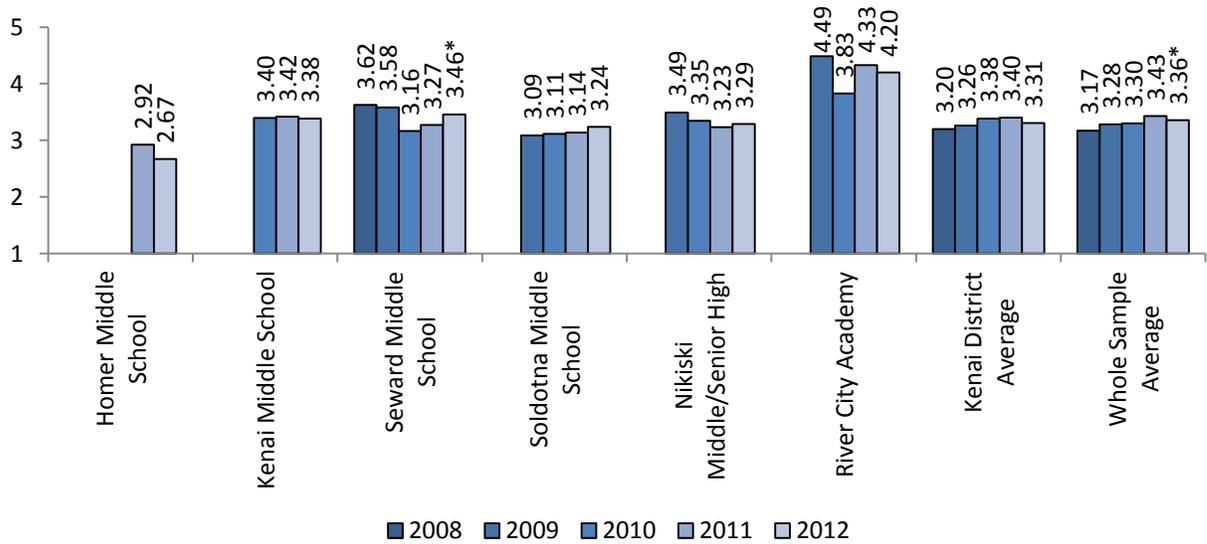
*Indicates a significant change in score from 2008 to 2012

Students: School Leadership and Student Involvement II



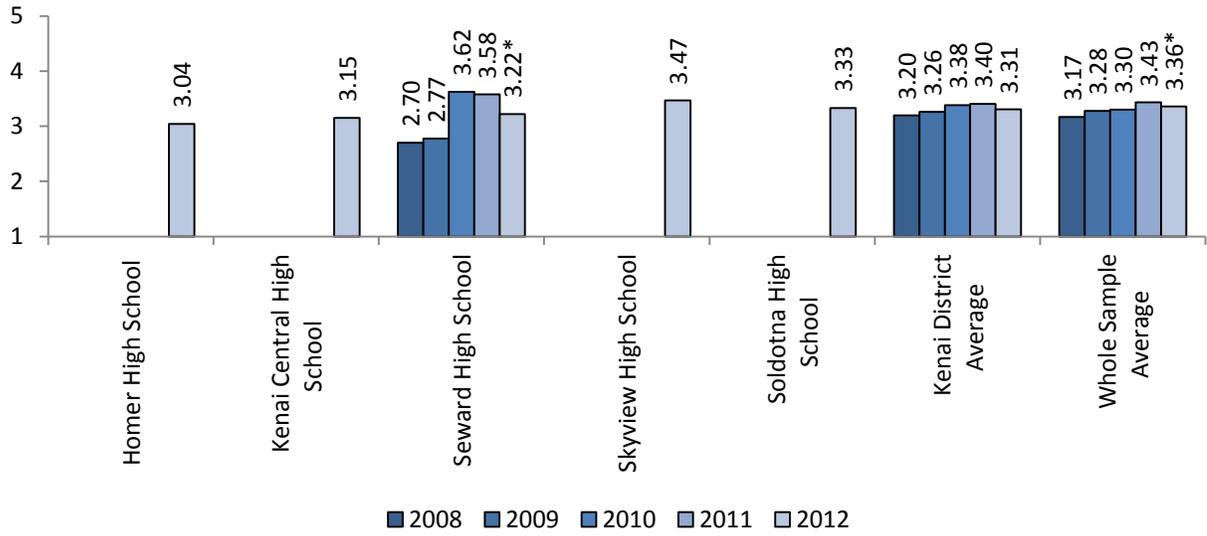
*Indicates a significant change in score from 2008 to 2012

Students: School Leadership and Student Involvement III



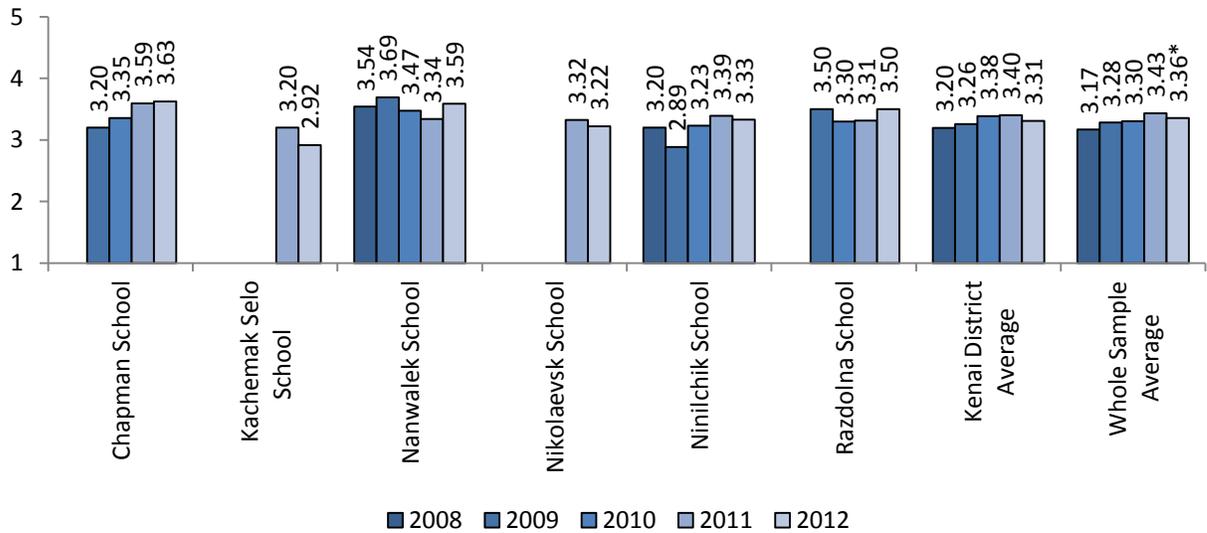
*Indicates a significant change in score from 2008 to 2012

Students: School Leadership and Student Involvement IV



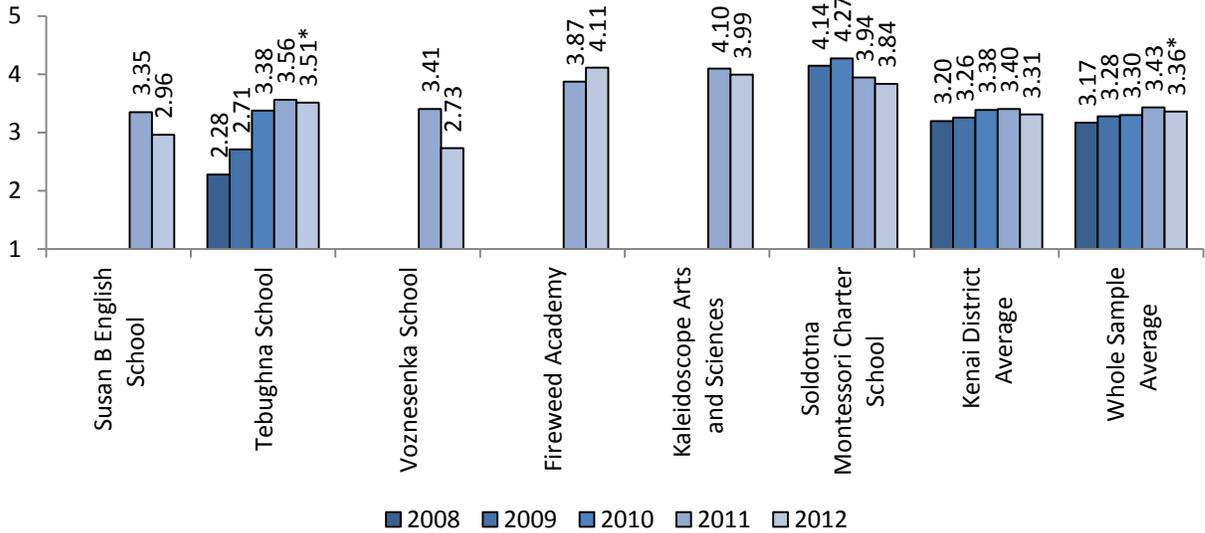
*Indicates a significant change in score from 2008 to 2012

Students: School Leadership and Student Involvement V



*Indicates a significant change in score from 2008 to 2012

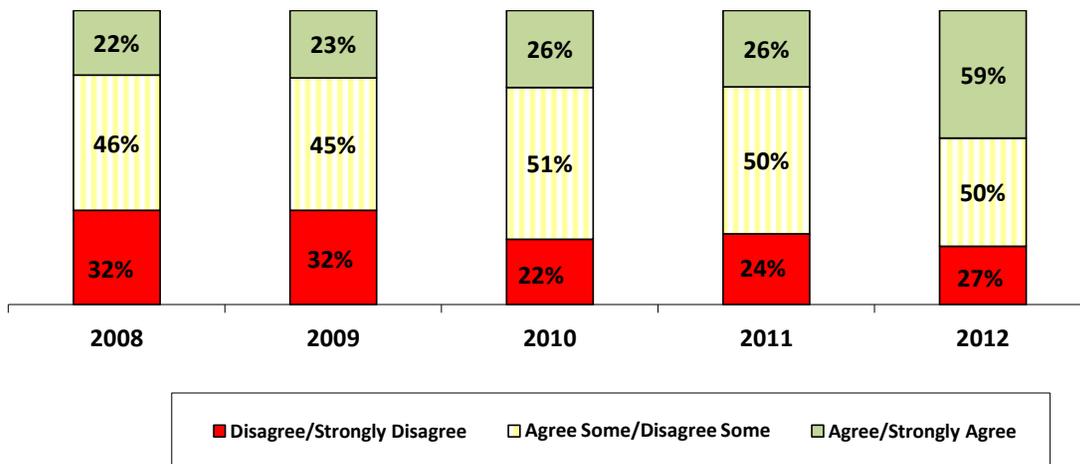
Students: School Leadership and Student Involvement VI



*Indicates a significant change in score from 2008 to 2012

The chart below shows the percentage of Kenai Peninsula Borough School District students who agreed, disagreed, or had mixed feelings about whether there was good school leadership and student involvement at their school.⁹

Students: Agreement for School Leadership and Student Involvement



⁹ Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

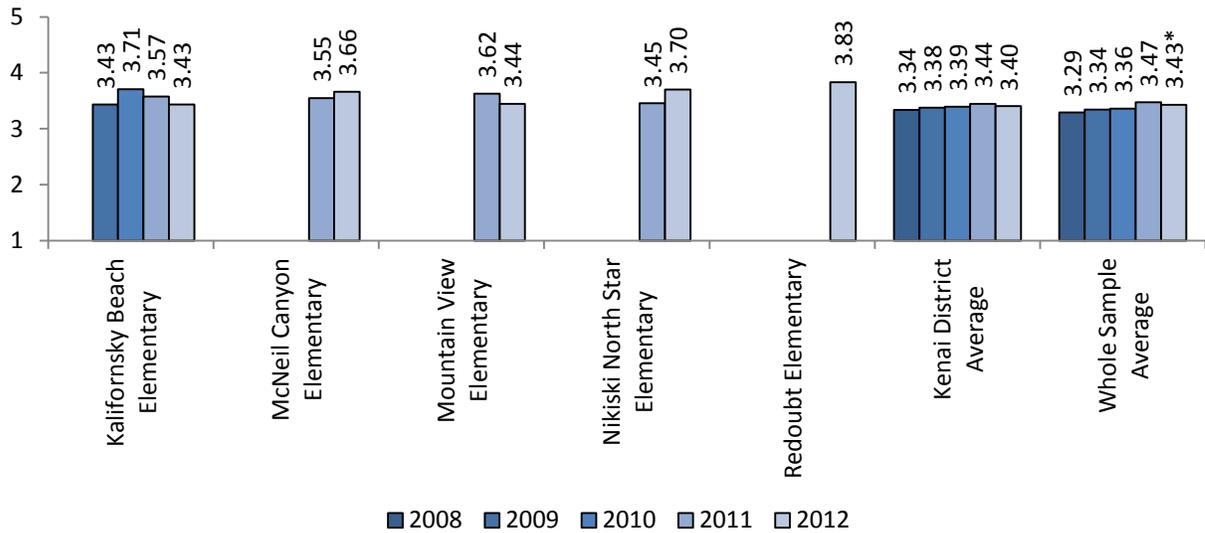
School Connectedness

Students were asked to rate their school connectedness in four areas: Respectful Climate; Peer Climate; Caring Adults; and Parent and Community Involvement. Each of these areas is addressed in a separate scale below. An Overall Connectedness summary scale is presented that captures all four of these subscales.

Summary Scale: Student Overall Connectedness

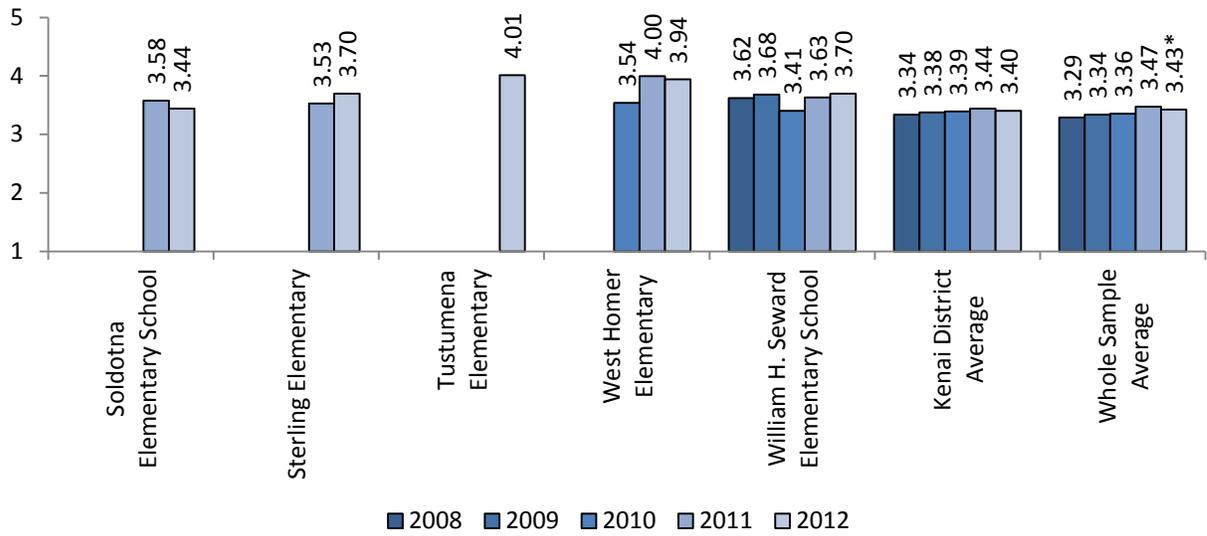
Student Overall Connectedness was computed as the mean of four scales: Respectful Climate, Peer Climate, Caring Adults, and Parent and Community Involvement.

Students: Overall Connectedness I



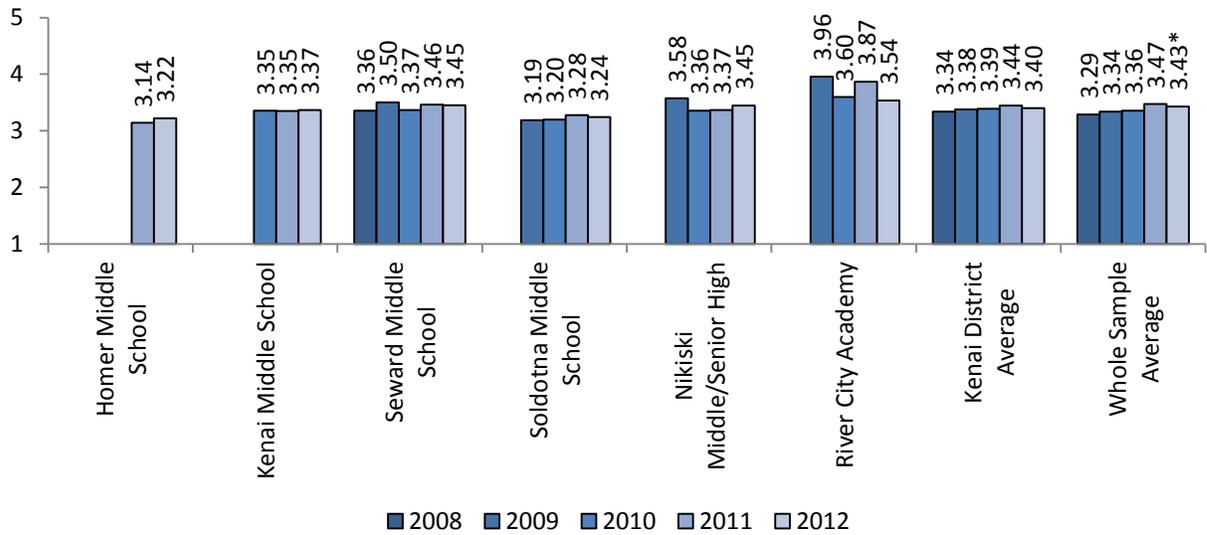
*Indicates a significant change in score from 2008 to 2012

Students: Overall Connectedness II



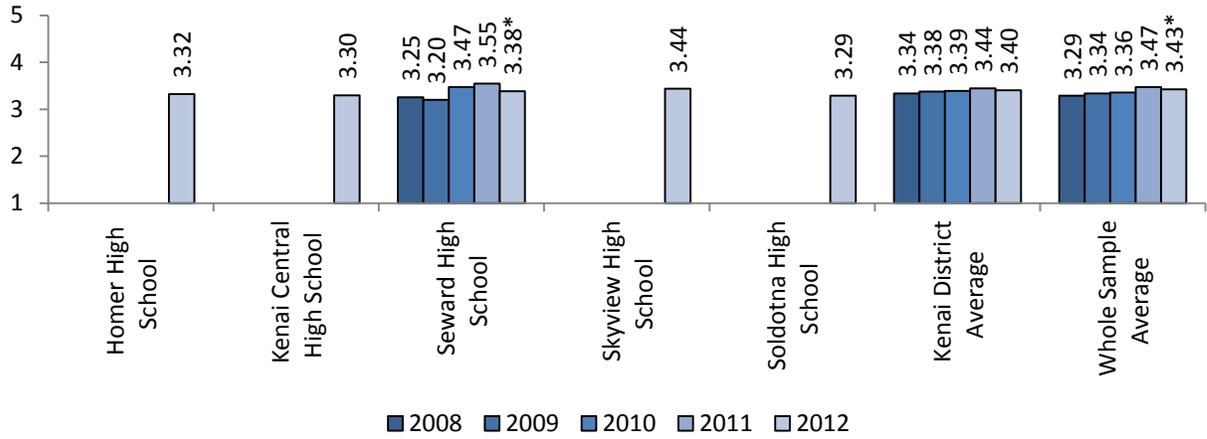
*Indicates a significant change in score from 2008 to 2012

Students: Overall Connectedness III



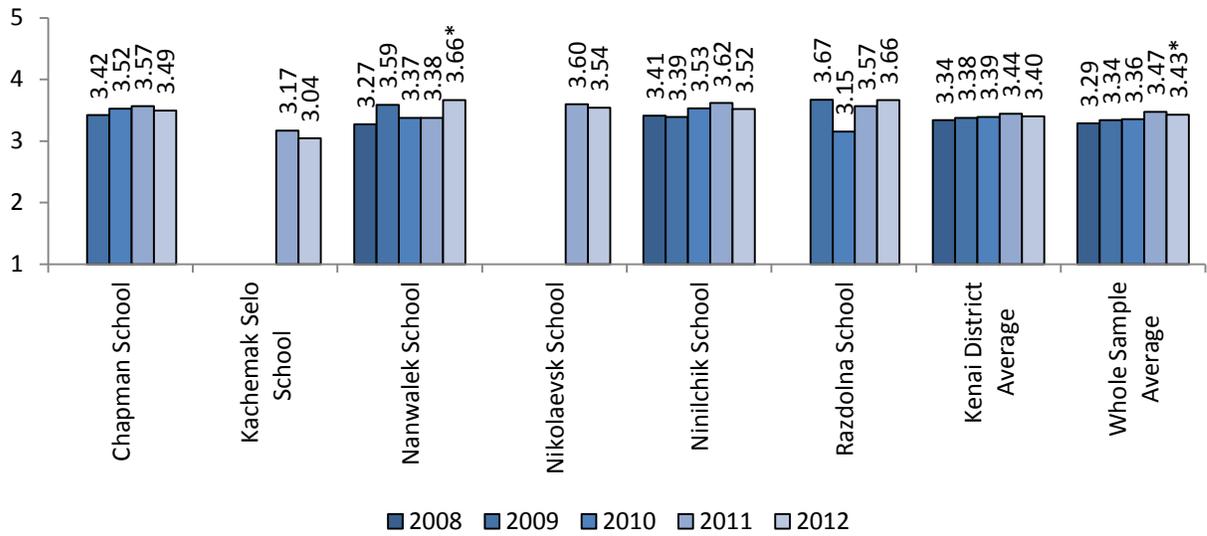
*Indicates a significant change in score from 2008 to 2012

Students: Overall Connectedness IV



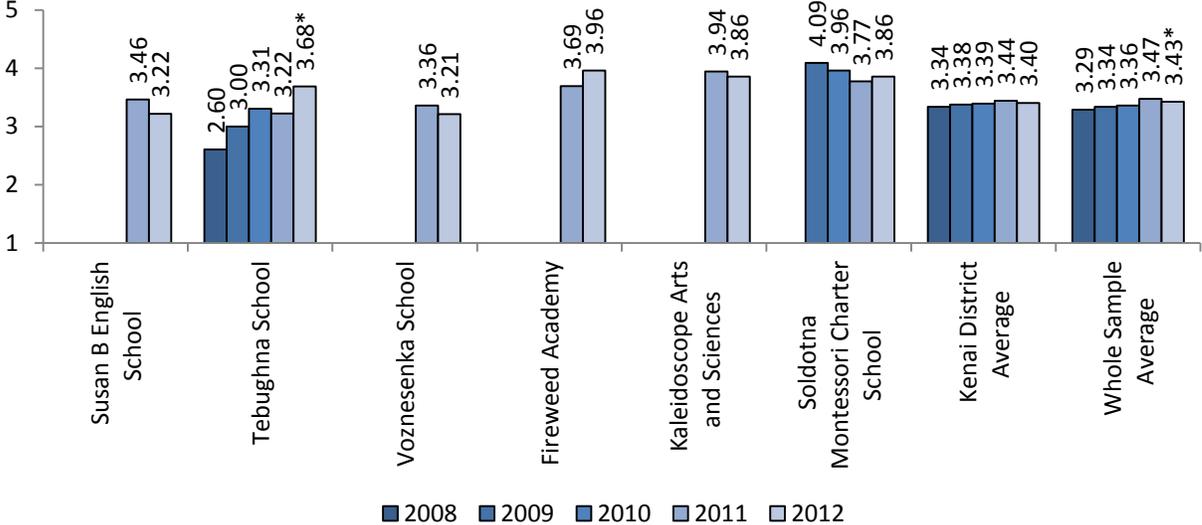
*Indicates a significant change in score from 2008 to 2012

Students: Overall Connectedness V



*Indicates a significant change in score from 2008 to 2012

Students: Overall Connectedness VI



*Indicates a significant change in score from 2008 to 2012

Respectful Climate

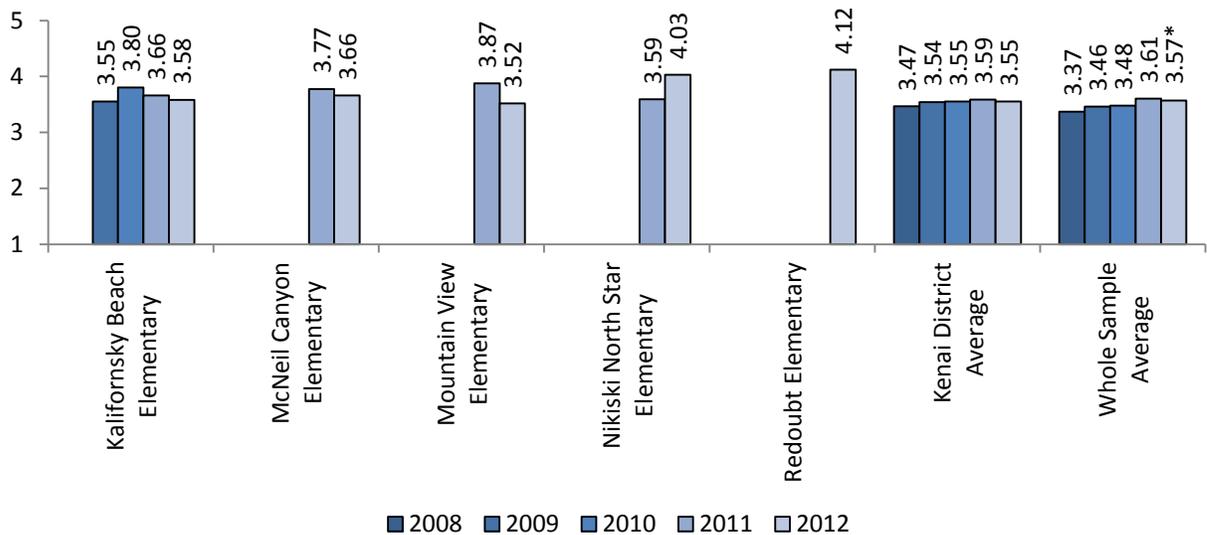
This scale reflects students' feelings about fairness of rules and respect for students' contributions. This scale is also included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 4: Respectful Climate ($\alpha = .84$)

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

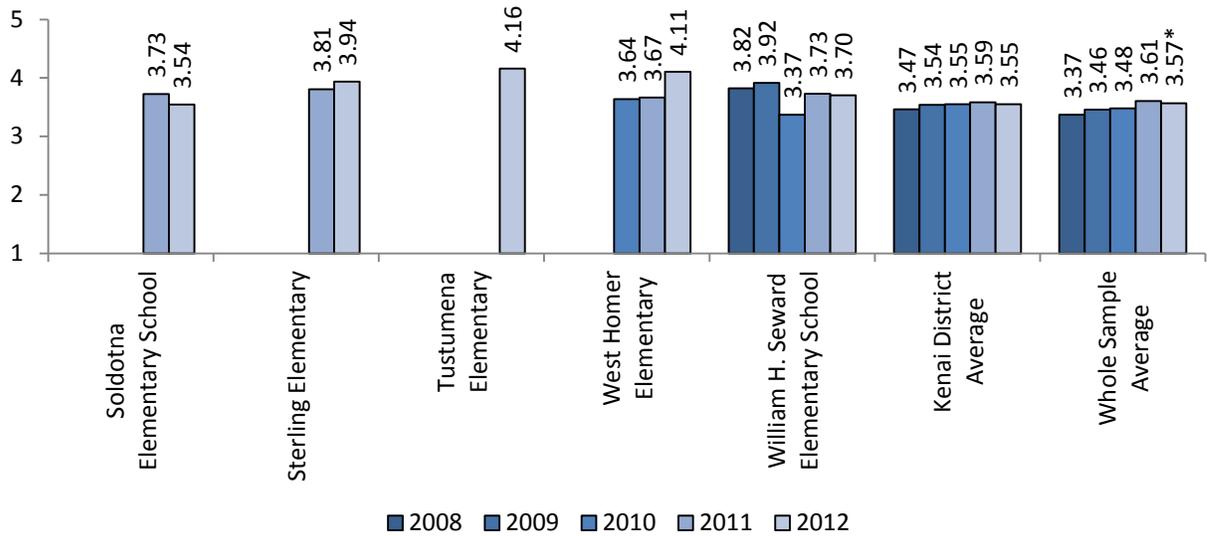
Students selected responses between 1 and 5, where 1 indicates a lack of a respectful climate and 5 indicates a highly respectful climate for students.

Students: Respectful Climate I



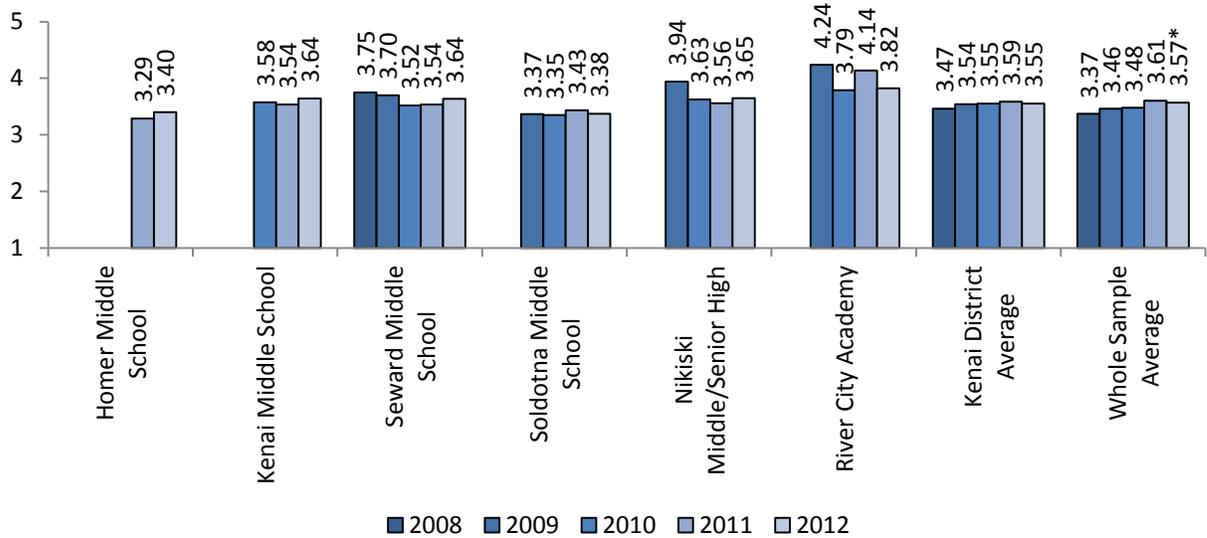
*Indicates a significant change in score from 2008 to 2012

Students: Respectful Climate II



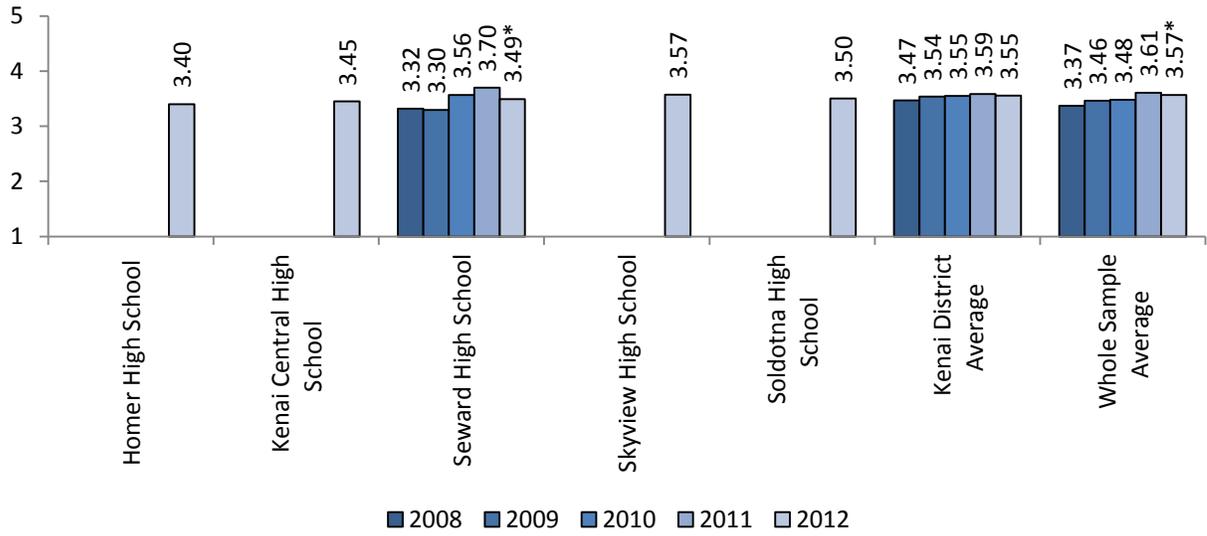
*Indicates a significant change in score from 2008 to 2012

Students: Respectful Climate III



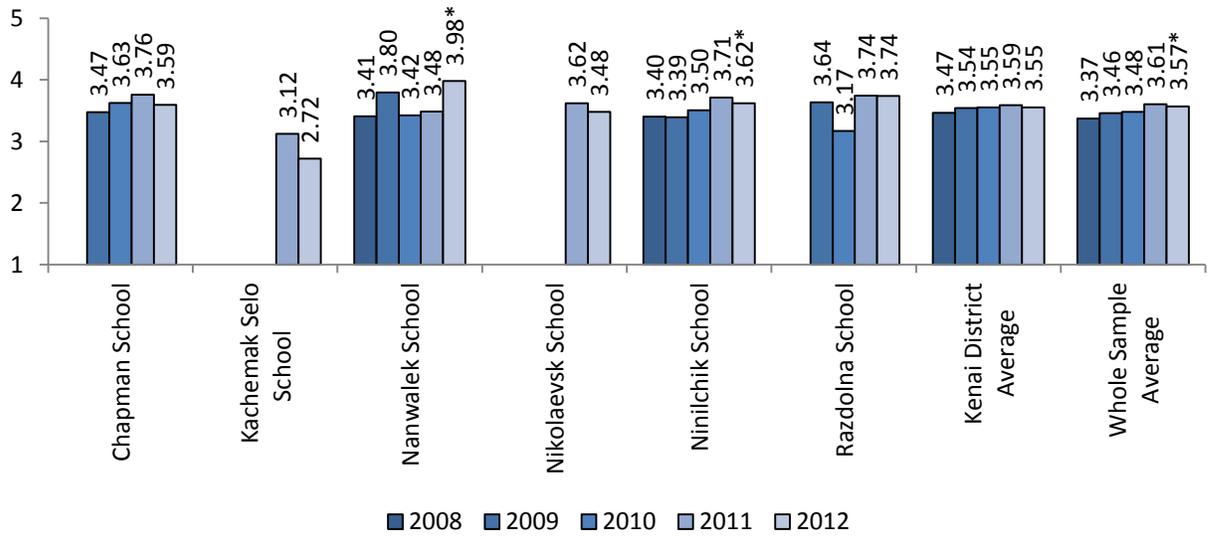
*Indicates a significant change in score from 2008 to 2012

Students: Respectful Climate IV

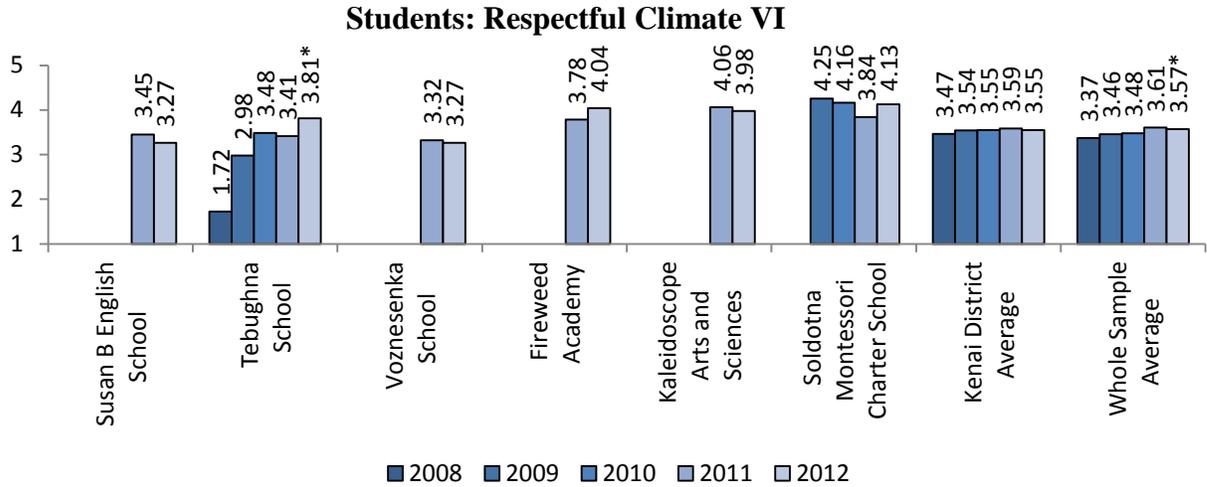


*Indicates a significant change in score from 2008 to 2012

Students: Respectful Climate V

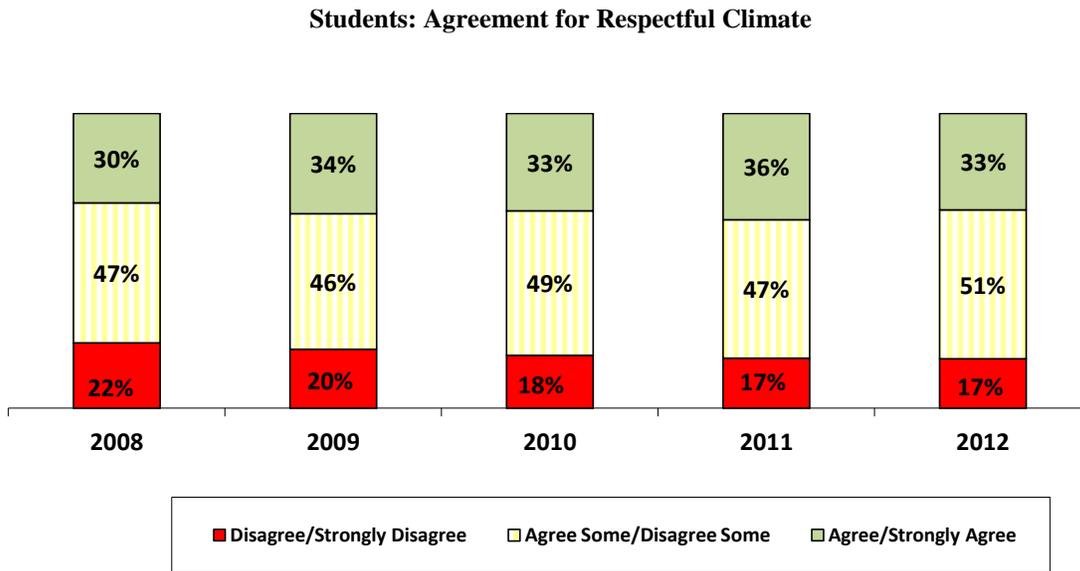


*Indicates a significant change in score from 2008 to 2012



*Indicates a significant change in score from 2008 to 2012

The chart below shows the percentage of Kenai Peninsula Borough School District students who agreed, disagreed, or had mixed feelings about whether there was a respectful climate at their school.¹⁰



¹⁰ Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Peer Climate

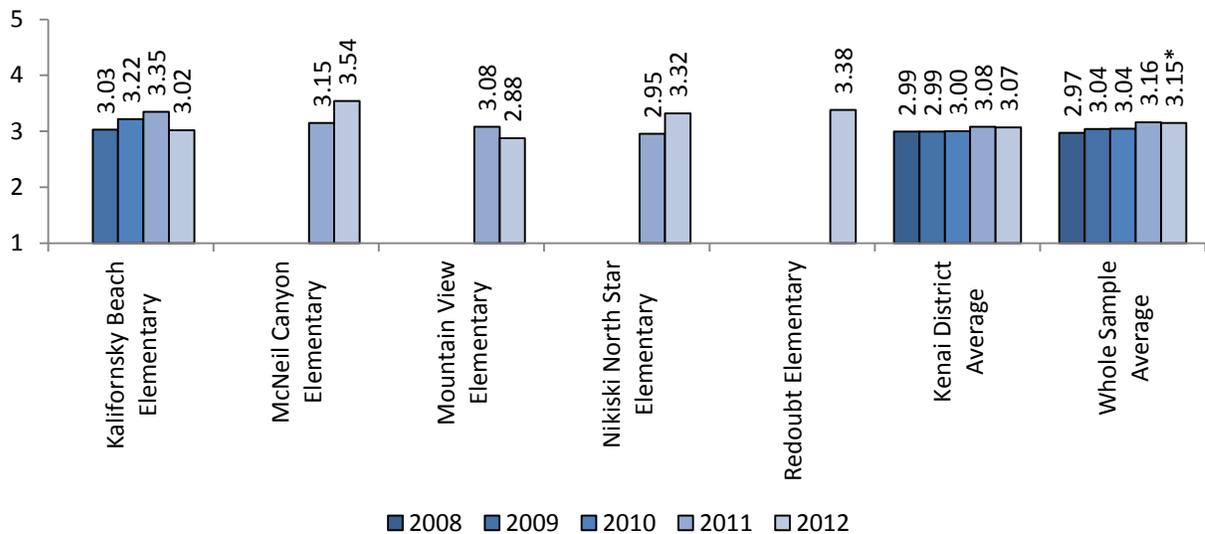
This scale reflects students' feelings about how respectful students are to one another and how helpful students are to other students. This scale is included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 5: Peer Climate ($\alpha = .75$)

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

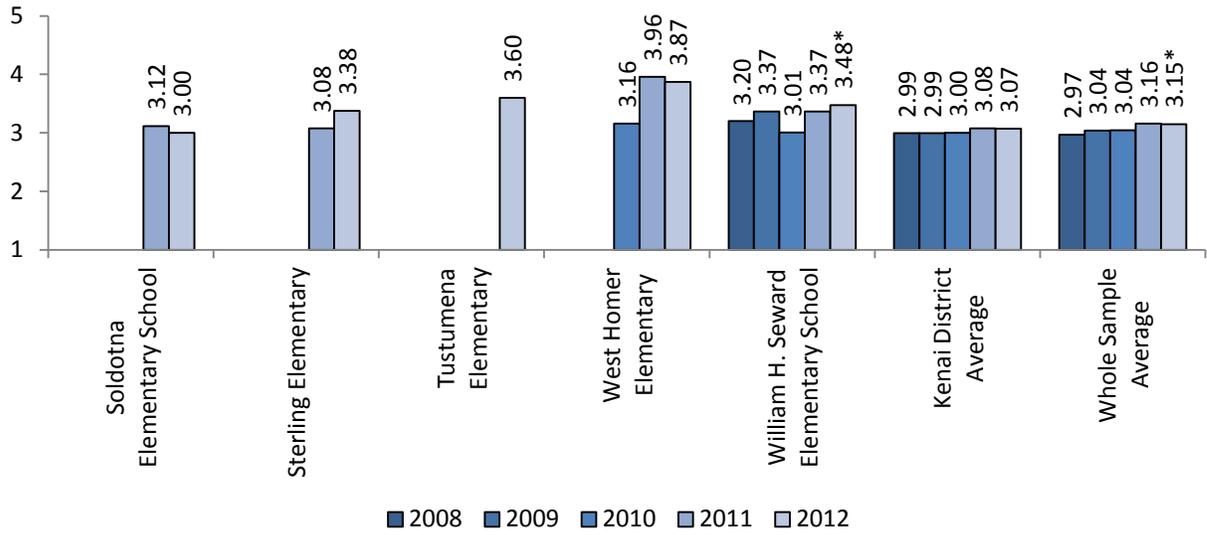
Students selected responses between 1 and 5, where 1 indicates a more negative peer climate and 5 indicates a very positive peer climate at the school.

Students: Peer Climate I



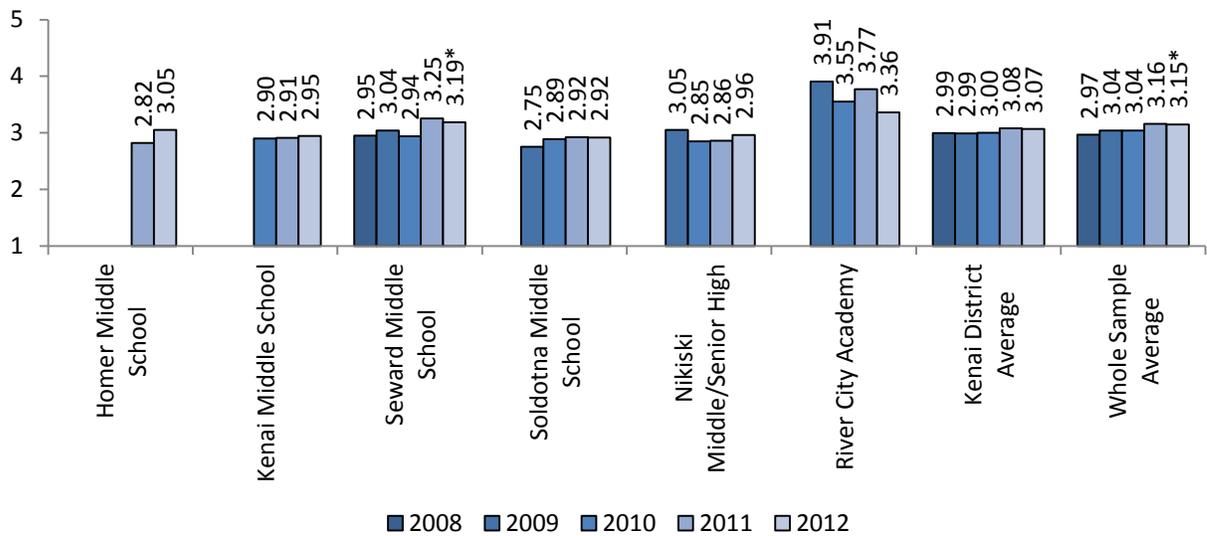
*Indicates a significant change in score from 2008 to 2012

Students: Peer Climate II



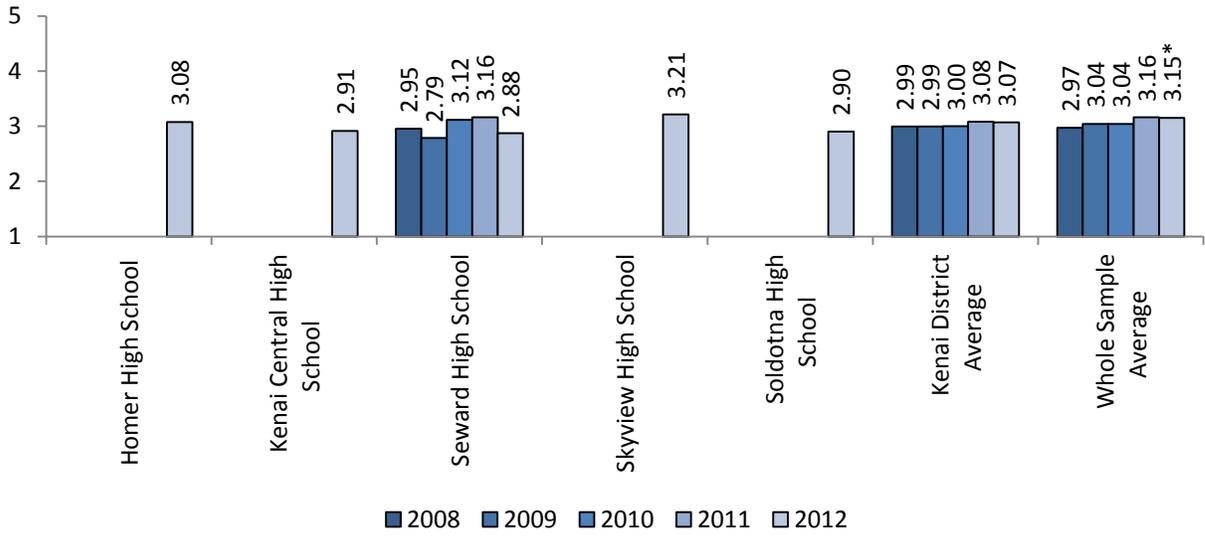
*Indicates a significant change in score from 2008 to 2012

Students: Peer Climate III



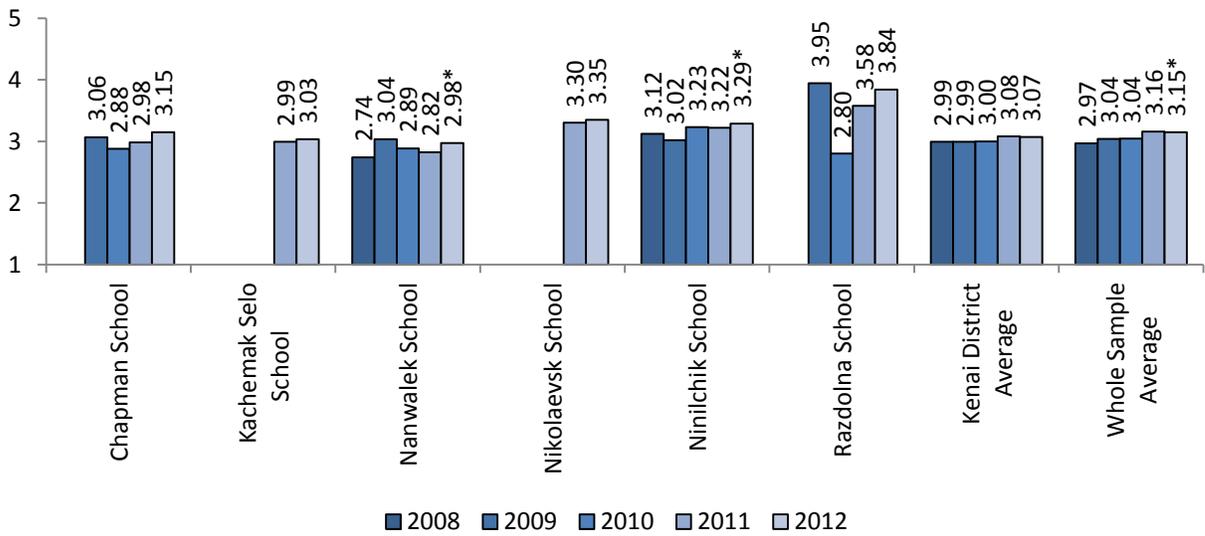
*Indicates a significant change in score from 2008 to 2012

Students: Peer Climate IV



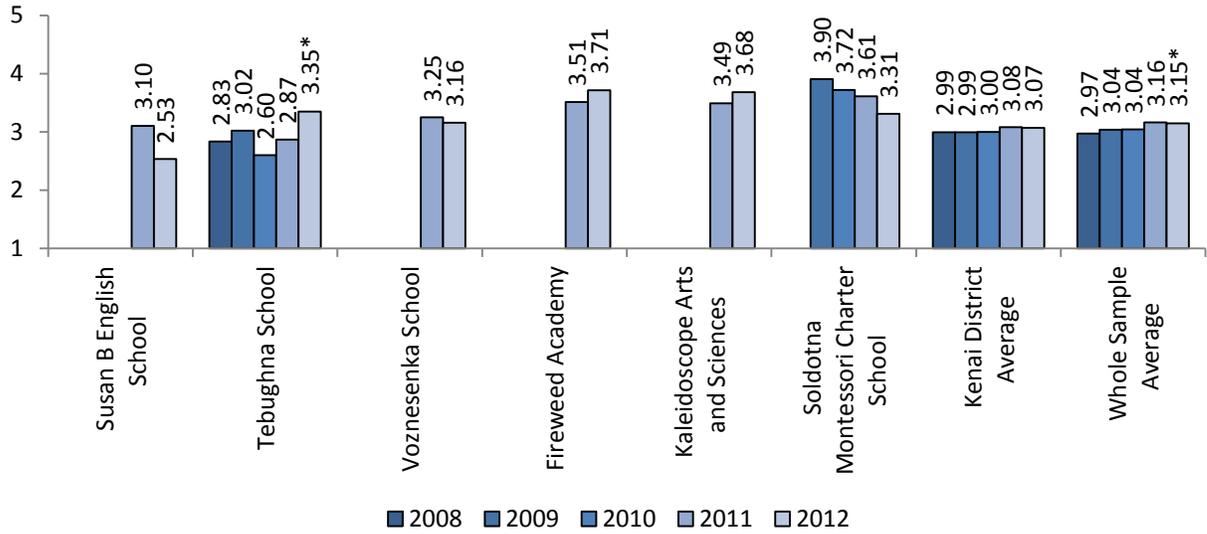
*Indicates a significant change in score from 2008 to 2012

Students: Peer Climate V



*Indicates a significant change in score from 2008 to 2012

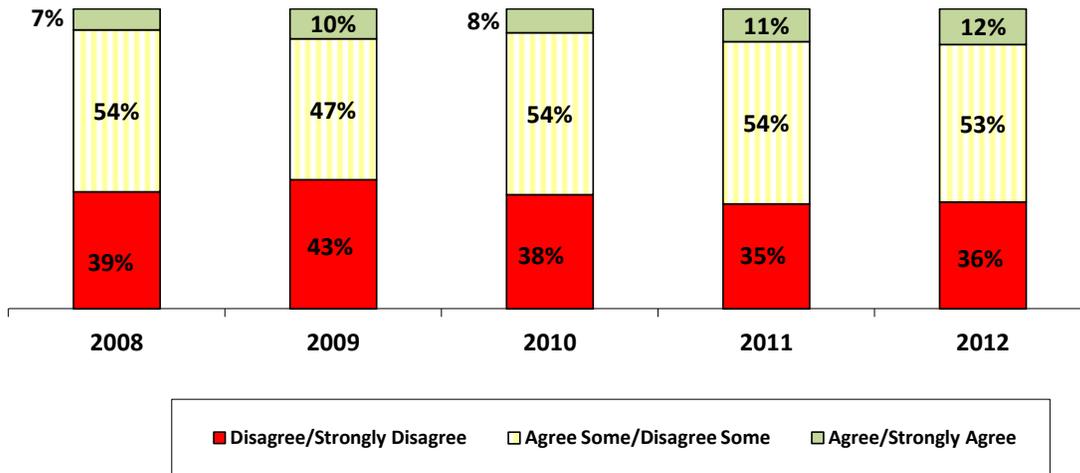
Students: Peer Climate VI



*Indicates a significant change in score from 2008 to 2012

The chart below shows the percentage of Kenai Peninsula Borough School District students who agreed, disagreed, or had mixed feelings about whether there was a positive peer climate at their school.¹¹

Students: Agreement for Peer Climate



¹¹ Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Caring Adults

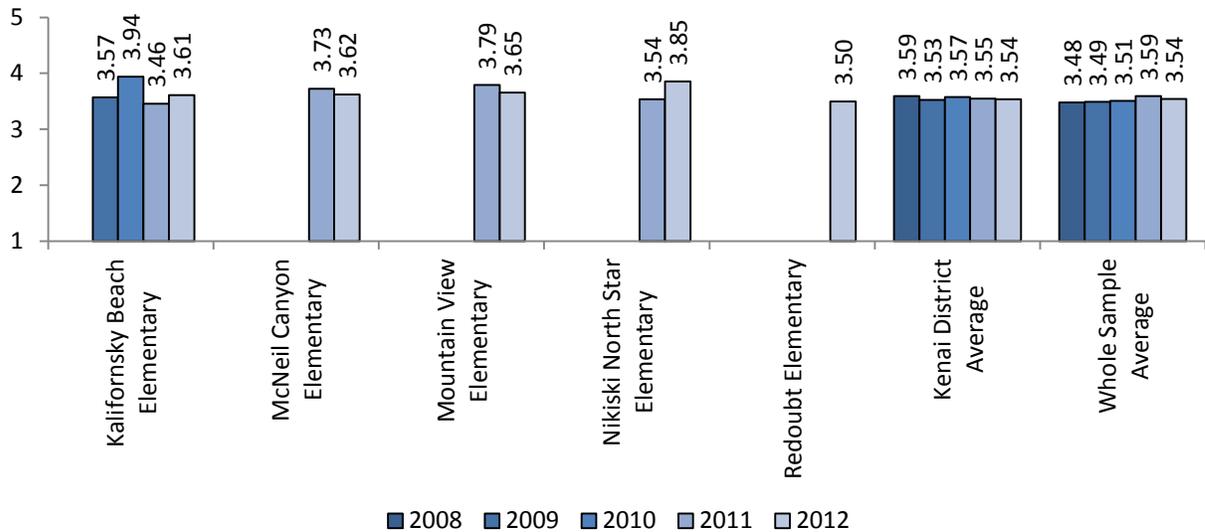
This scale reflects students' feelings about how close they feel to adults in the school. This scale is included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 6: Caring Adults ($\alpha = .70$)

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

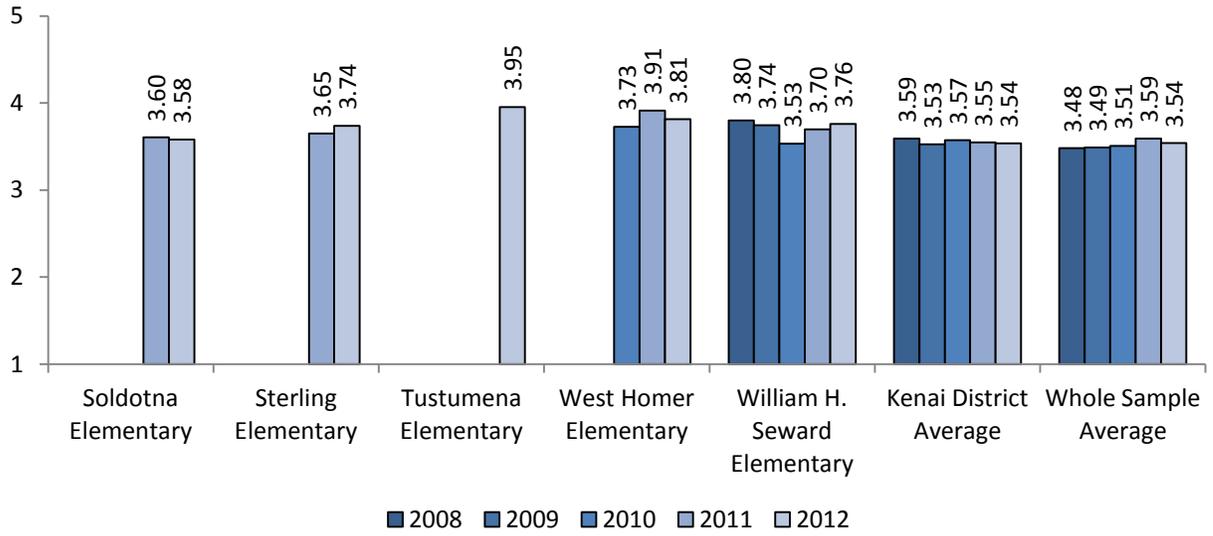
Students selected responses between 1 and 5, where 1 indicates a lack of caring adult relationships and 5 indicates a high number of caring adult relationships at the school.

Students: Caring Adults I



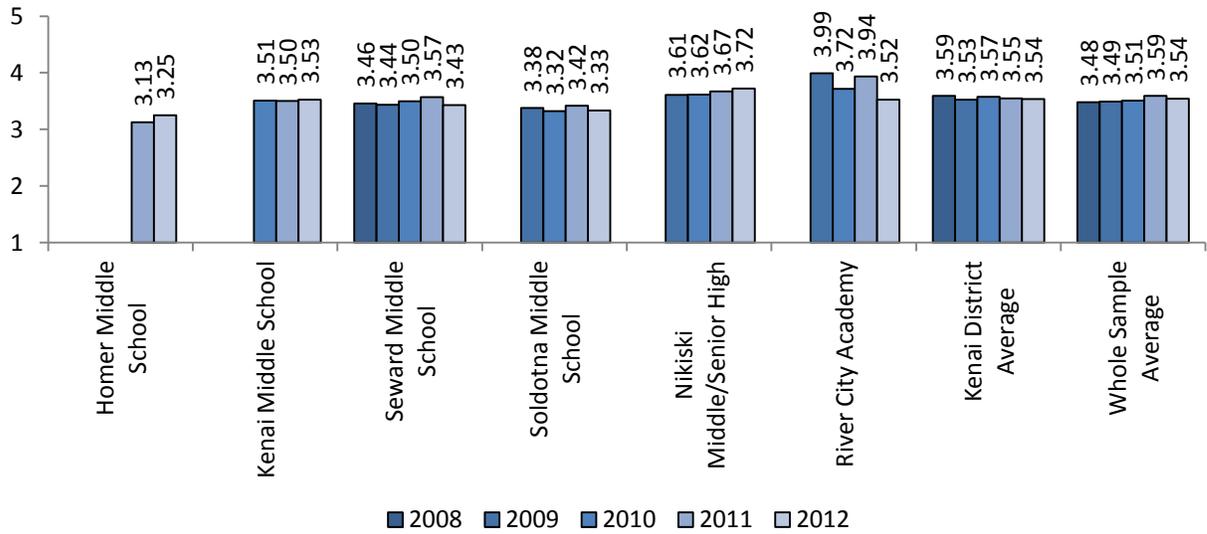
*Indicates a significant change in score from 2008 to 2012

Students: Caring Adults II



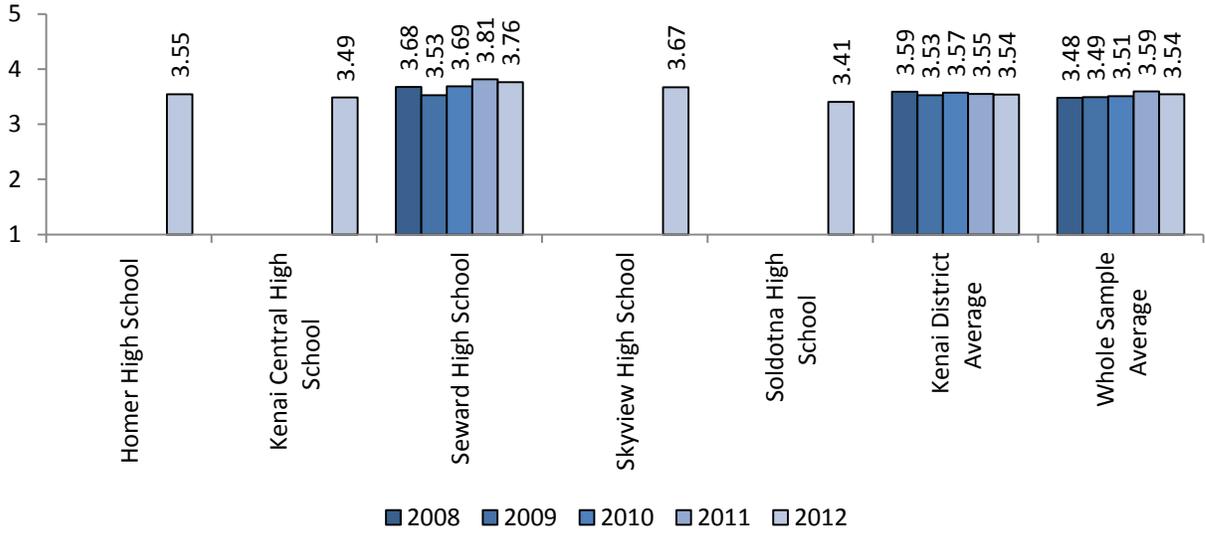
*Indicates a significant change in score from 2008 to 2012

Students: Caring Adults III



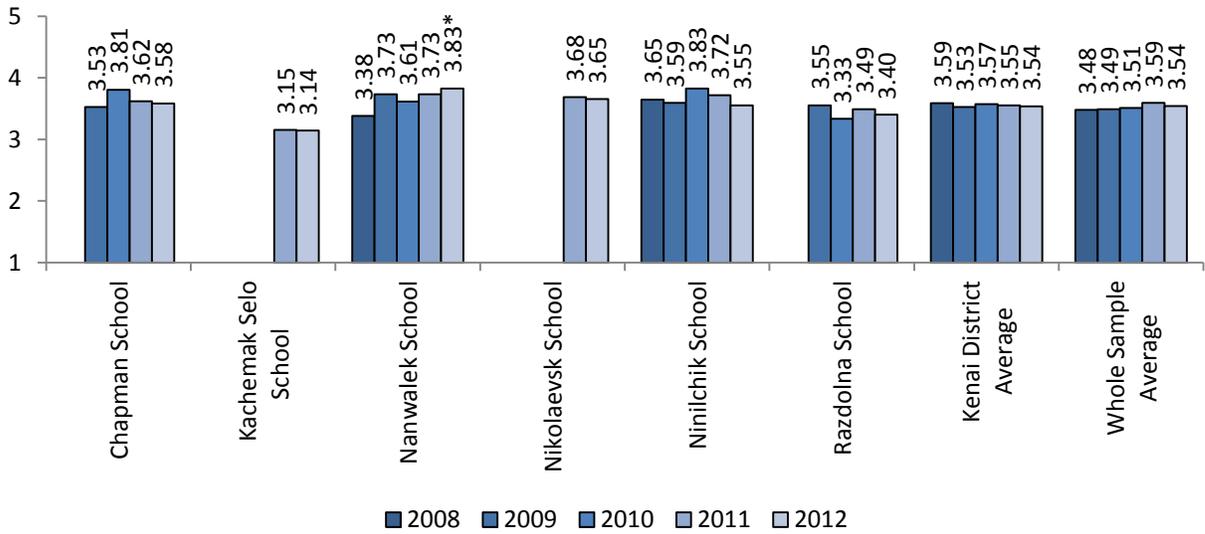
*Indicates a significant change in score from 2008 to 2012

Students: Caring Adults IV



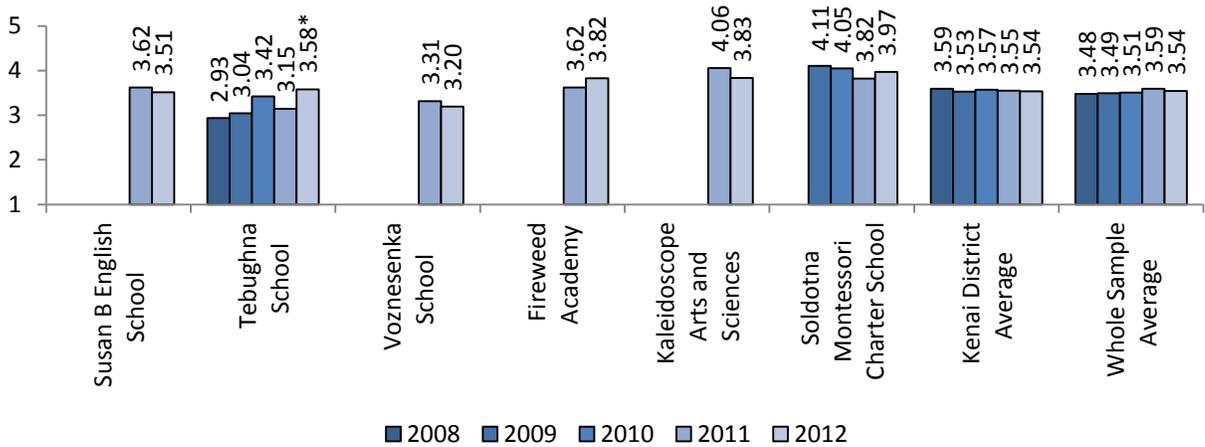
*Indicates a significant change in score from 2008 to 2012

Students: Caring Adults V



*Indicates a significant change in score from 2008 to 2012

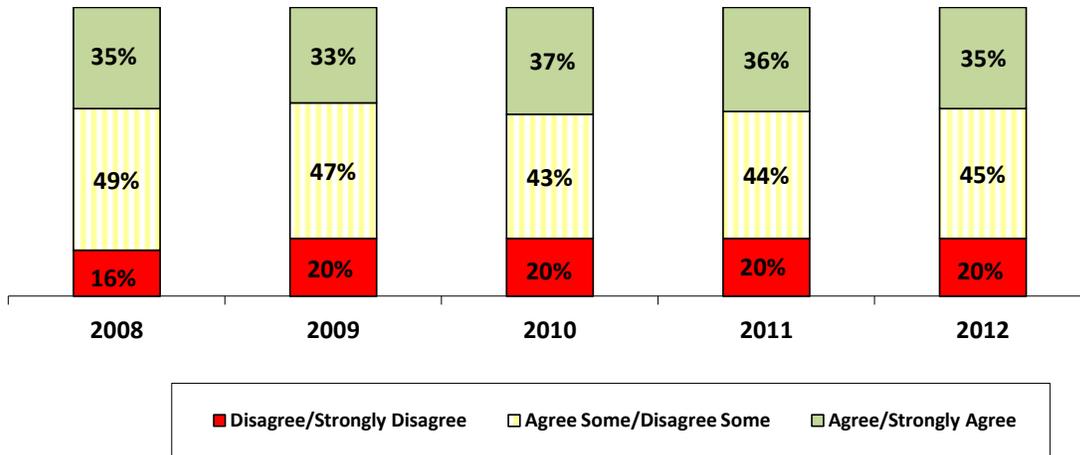
Students: Caring Adults VI



*Indicates a significant change in score from 2008 to 2012

The chart below shows the percentage of Kenai Peninsula Borough School District students who agreed, disagreed, or had mixed feelings about whether there were caring adults at their school.¹²

Students: Agreement for Caring Adults



¹² Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Parent and Community Involvement

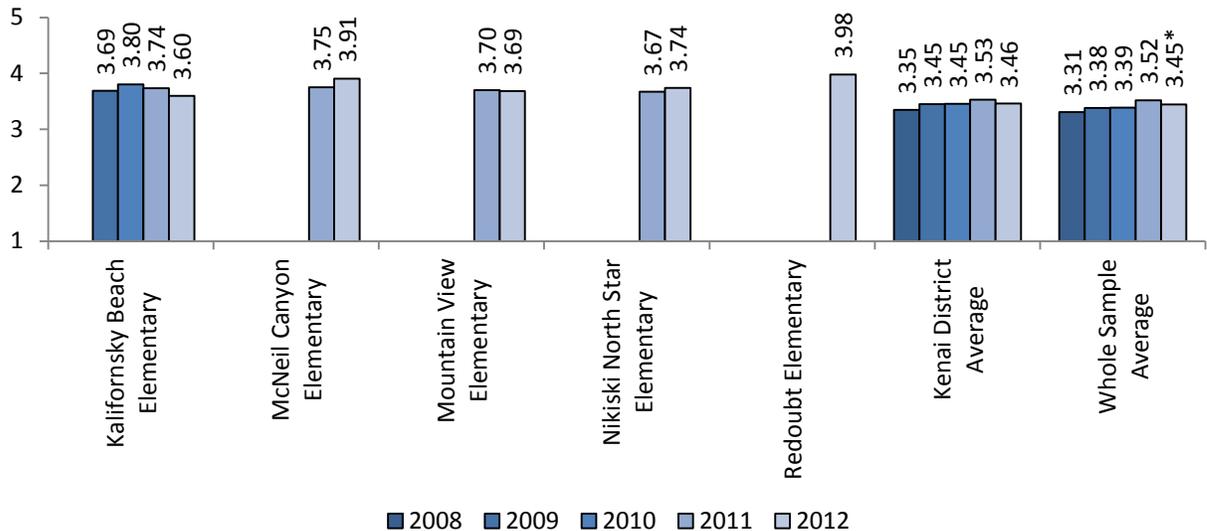
This scale reflects students' feelings about how much their parents and community are involved in their school. This scale is also included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 7: Parent and Community Involvement ($\alpha = .77$)

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

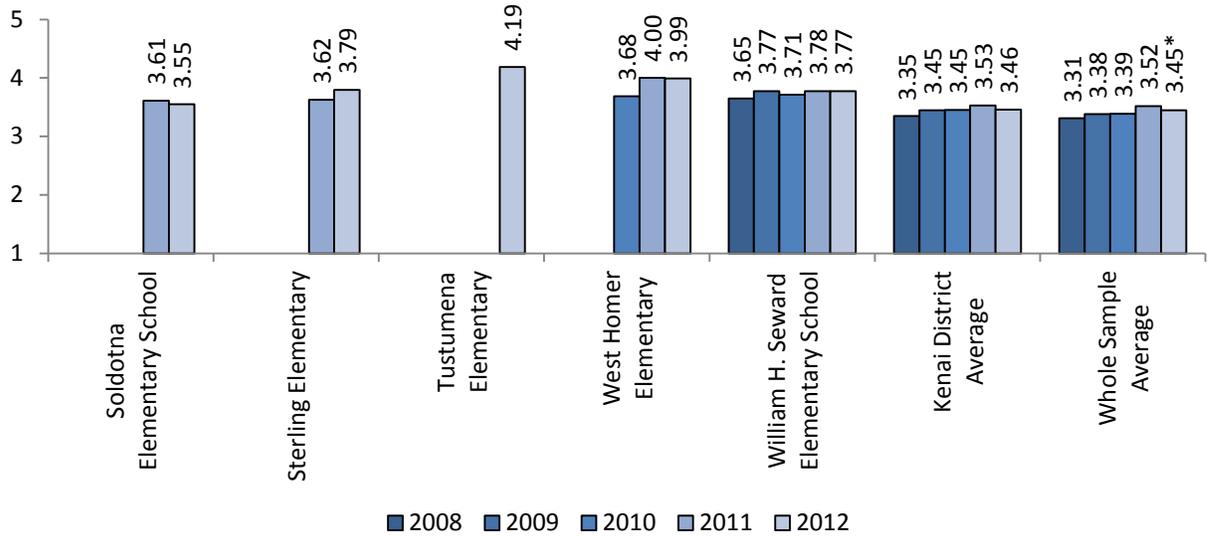
Students selected responses between 1 and 5, where 1 indicates a lack of parent and community involvement and 5 indicates a high level of parent and community involvement at the school.

Students: Parent and Community Involvement I



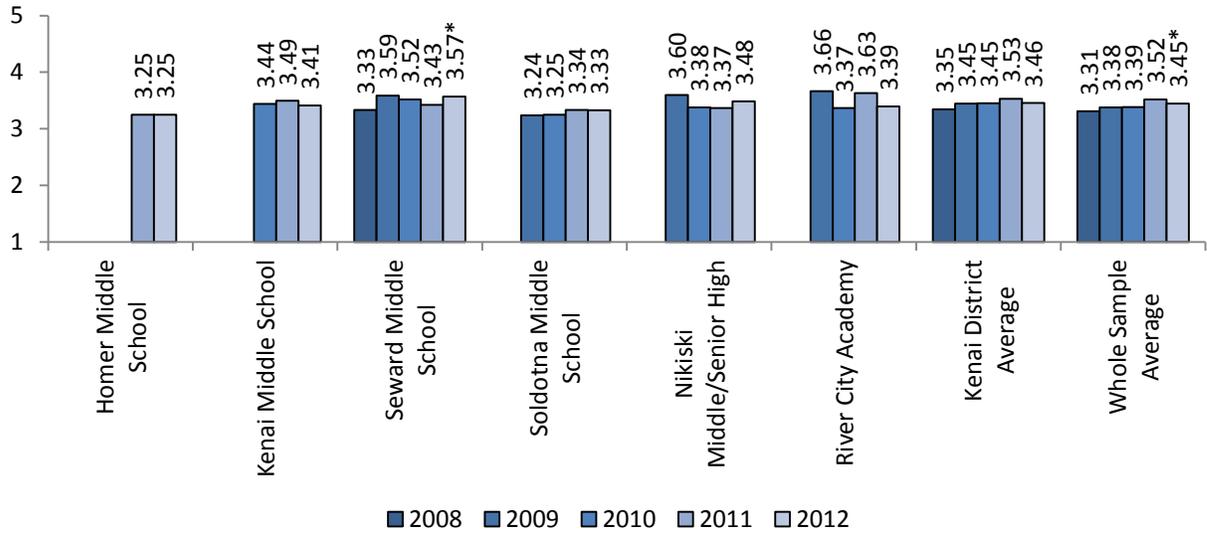
*Indicates a significant change in score from 2008 to 2012

Students: Parent and Community Involvement II



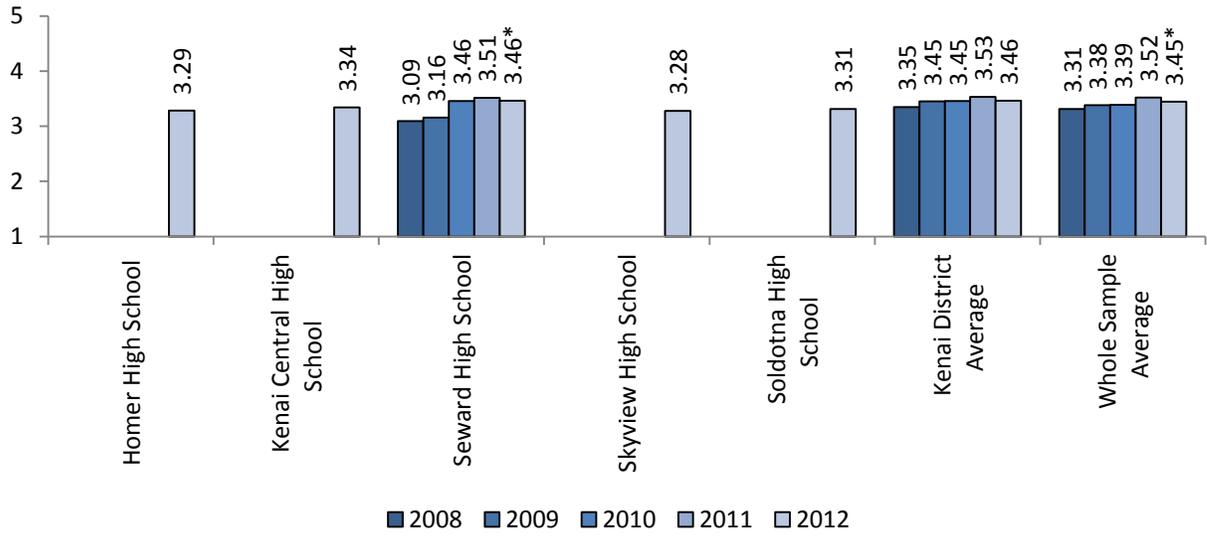
*Indicates a significant change in score from 2008 to 2012

Students: Parent and Community Involvement III



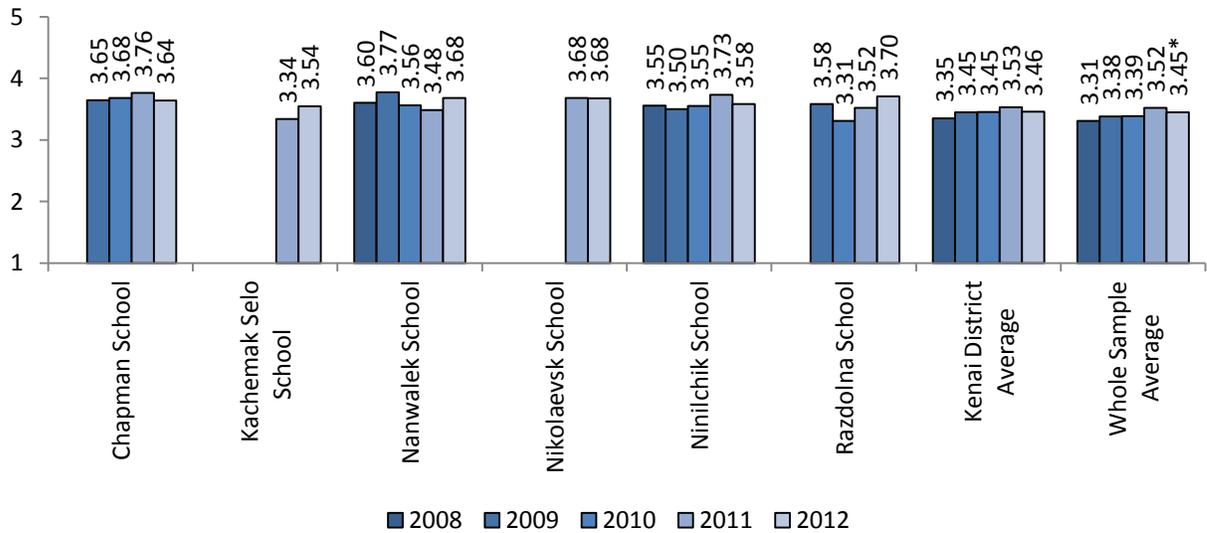
*Indicates a significant change in score from 2008 to 2012

Students: Parent and Community Involvement IV



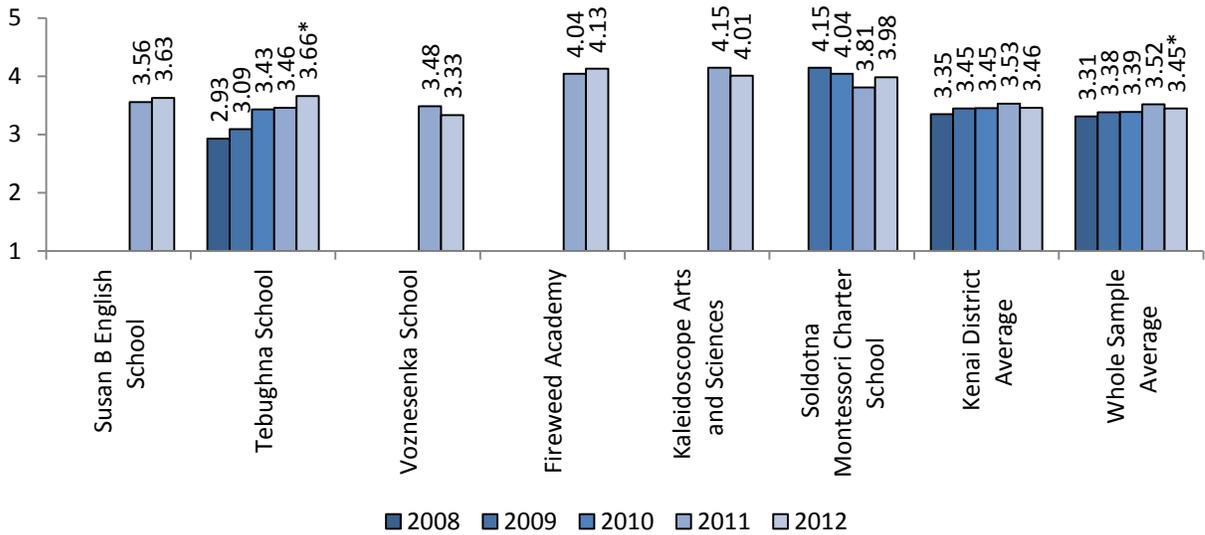
*Indicates a significant change in score from 2008 to 2012

Students: Parent and Community Involvement V



*Indicates a significant change in score from 2008 to 2012

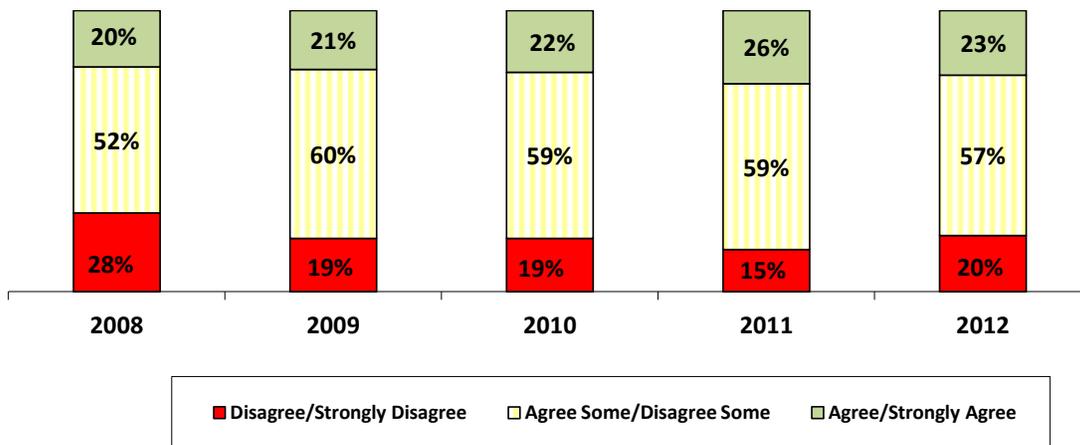
Students: Parent and Community Involvement VI



*Indicates a significant change in score from 2008 to 2012

The chart below shows the percentage of Kenai Peninsula Borough School District students who agreed, disagreed, or had mixed feelings about whether there was parent and community involvement at their school.¹³

Students: Agreement for Parent and Community Involvement



¹³ Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Social and Emotional Learning

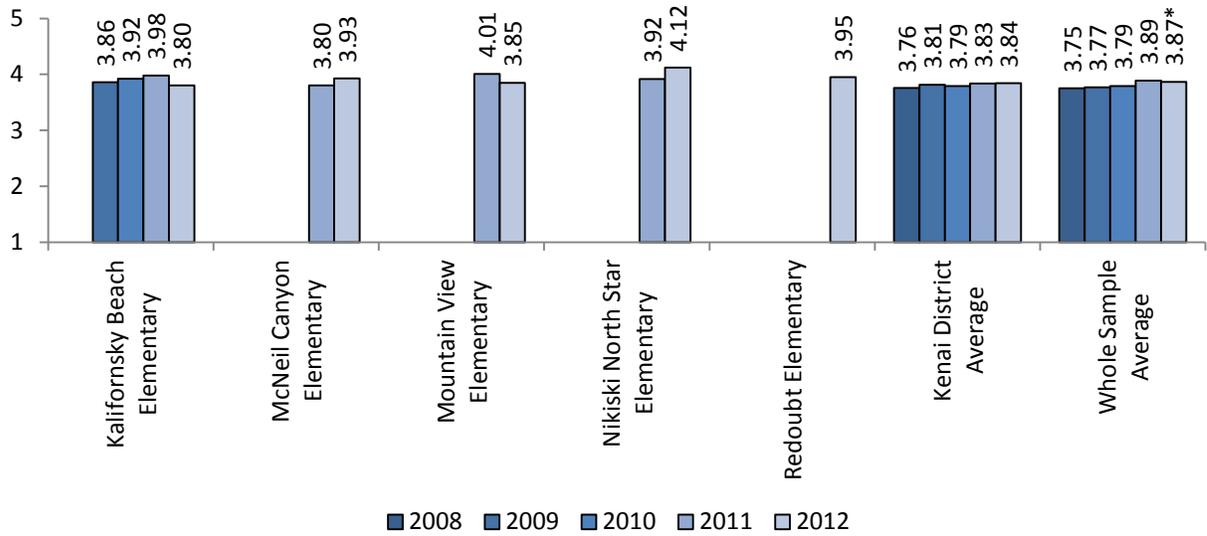
Social and Emotional Learning (SEL) is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. It is the process through which students enhance their ability 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 2006, the Anchorage School District adopted 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.

Scale 8: Social and Emotional Learning ($\alpha = .86$)

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

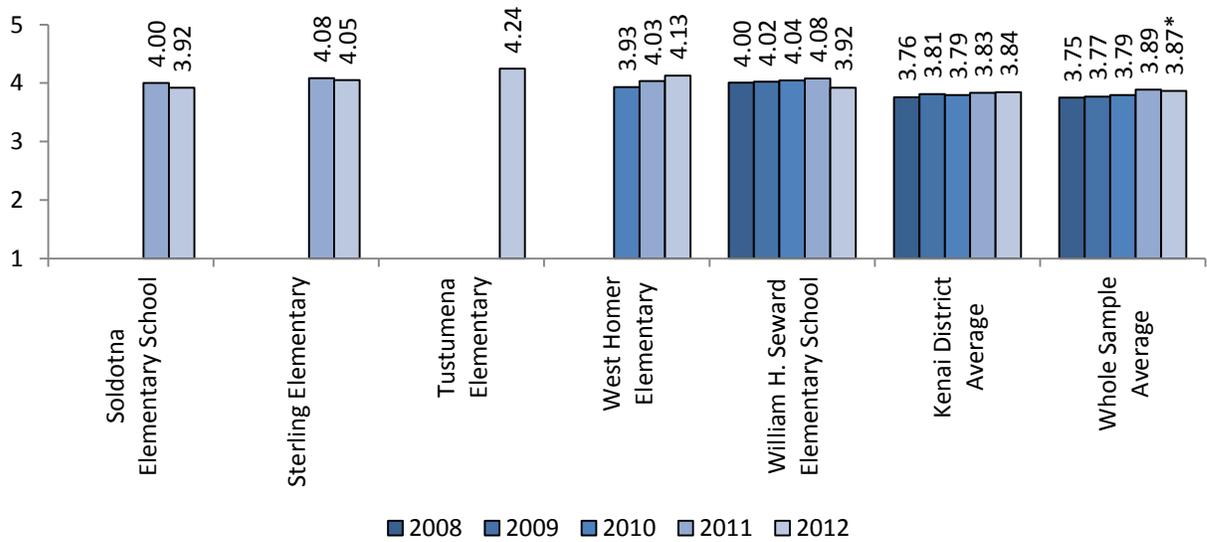
Students selected responses between 1 and 5, where 1 indicates that students perceive themselves as having poorer social and emotional learning, and 5 indicates higher levels of social and emotional learning.

Students: Social and Emotional Learning I



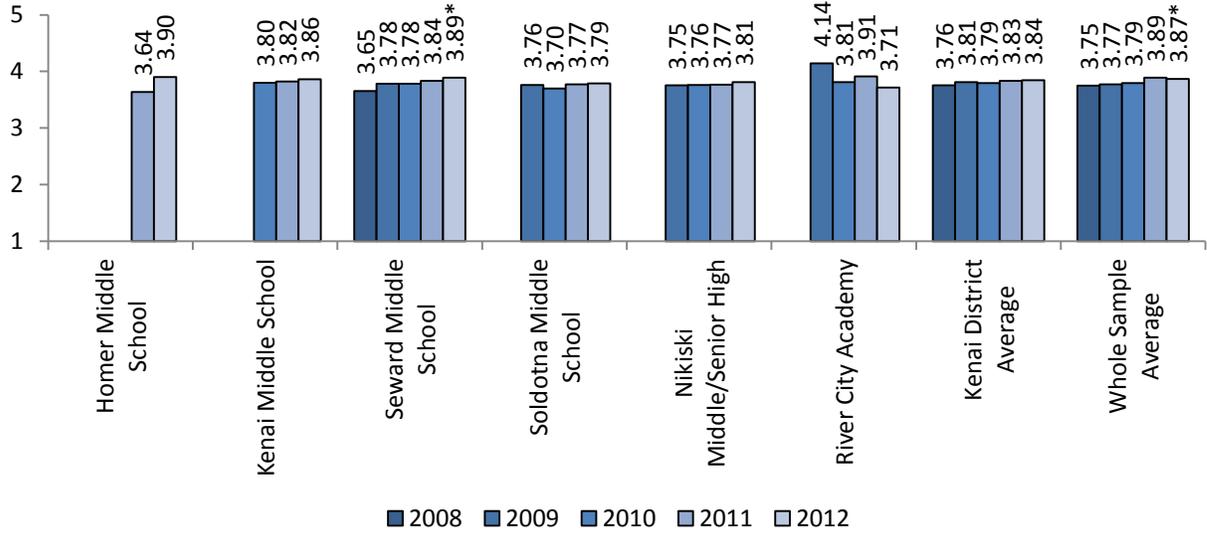
*Indicates a significant change in score from 2008 to 2012

Students: Social and Emotional Learning II



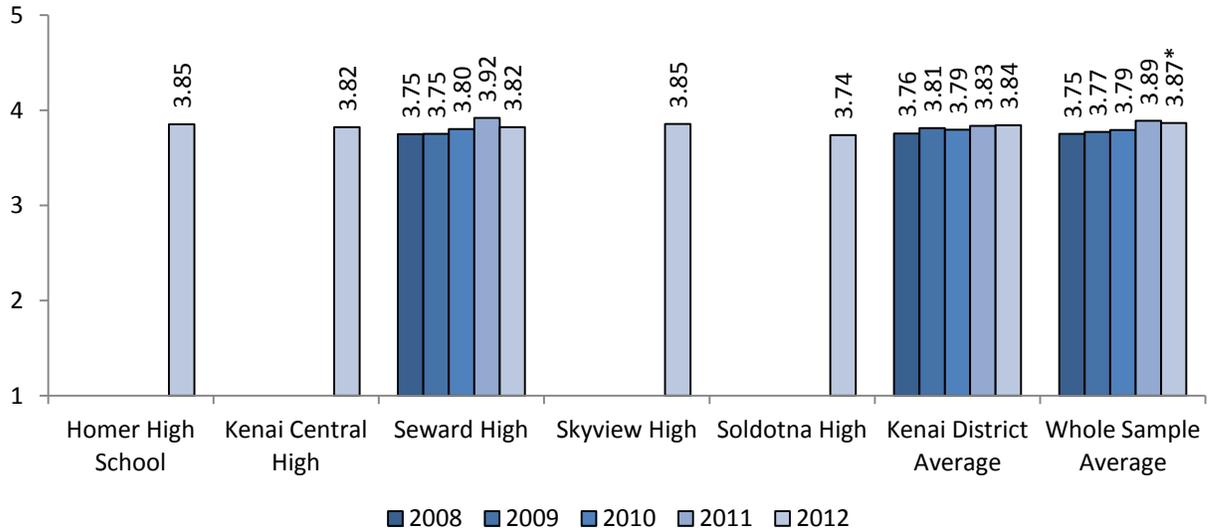
*Indicates a significant change in score from 2008 to 2012

Students: Social and Emotional Learning III



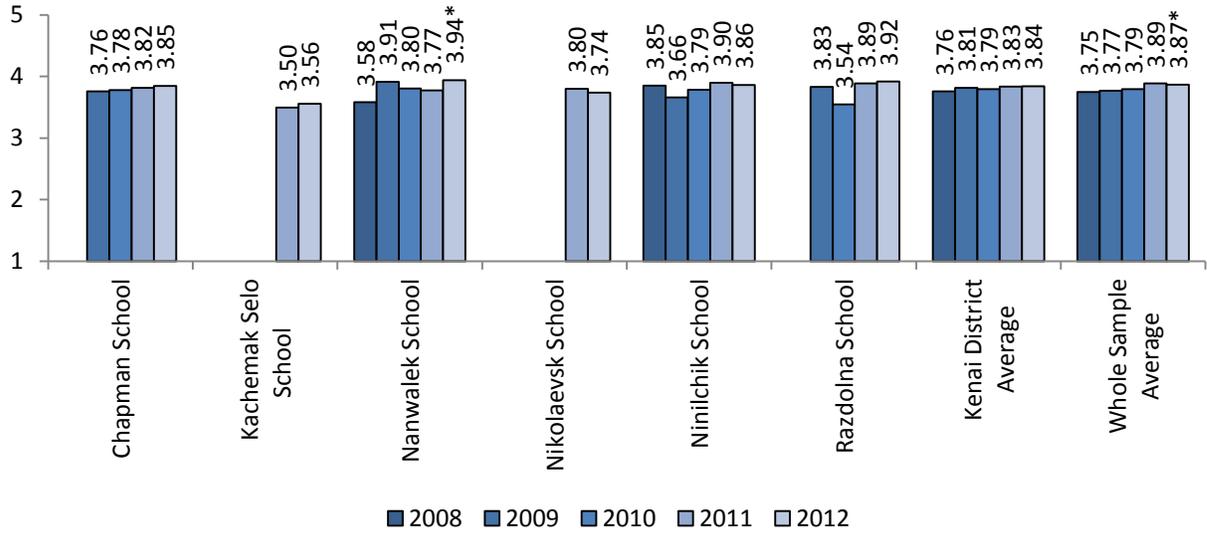
*Indicates a significant change in score from 2008 to 2012

Students: Social and Emotional Learning IV



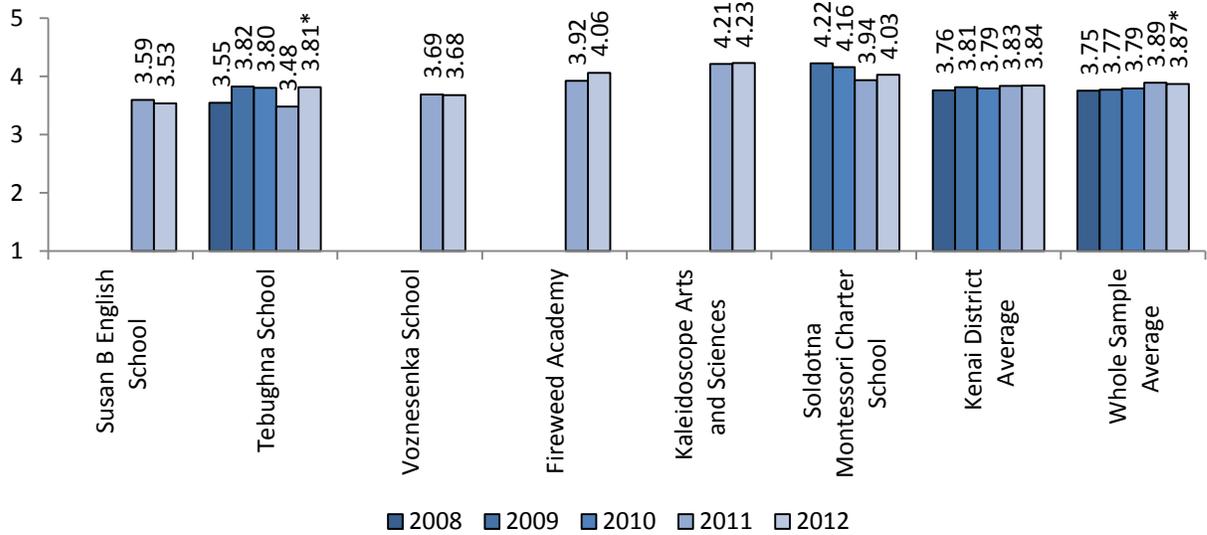
*Indicates a significant change in score from 2008 to 2012

Students: Social and Emotional Learning V



*Indicates a significant change in score from 2008 to 2012

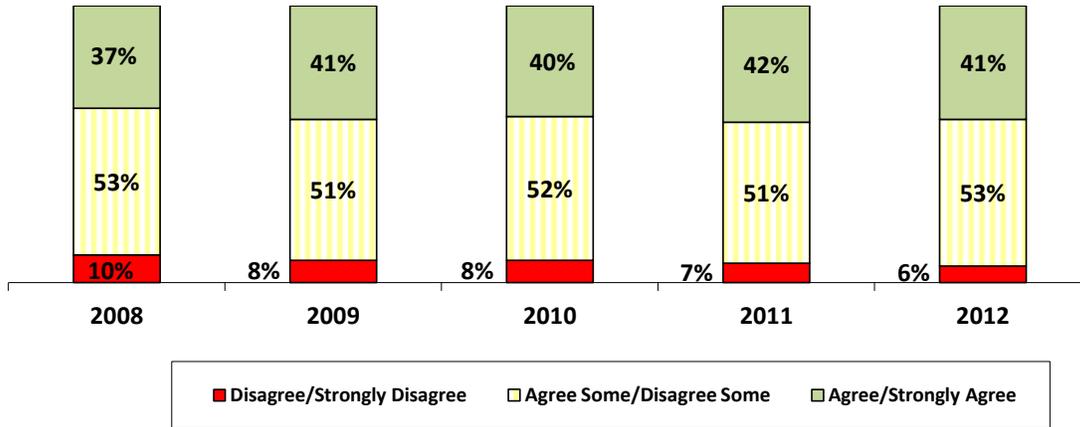
Students: Social and Emotional Learning VI



*Indicates a significant change in score from 2008 to 2012

The chart below shows the percentage of Kenai Peninsula Borough School District students who agreed, disagreed, or had mixed feelings about whether they had good social and emotional learning.¹⁴

Students: Agreement for Social and Emotional Learning



Social and Emotional Learning and Student Scale Scores

Student social and emotional learning can carry over into the school environment. Within Kenai Peninsula Borough School District, we examined the extent to which student ratings for their own social and emotional learning were related to student perceptions of school climate and connectedness and student risk behaviors. The table below displays a ✓ where there was a statistically significant correlation between Social and Emotional Learning scale scores and other scale scores. A statistically significant correlation means that positive ratings for social and emotional learning are related to better scale scores for school climate and connectedness, and is related to lower levels of risk behavior.

Correlations Between Social and Emotional Learning and Other Student Scale Scores

| | High Expectations | School Safety | School Leadership & Student Involvement | Respectful Climate | Peer Climate | Caring Adults | Parent & Community Involvement | Student Delinquent Behaviors | Student Drug & Alcohol Use |
|-------------------------------------------|-------------------|---------------|-----------------------------------------|--------------------|--------------|---------------|--------------------------------|------------------------------|----------------------------|
| Social and Emotional Learning Scale Score | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

¹⁴ Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Student Risk Behaviors

Students were asked to report how often they had observed peers engage in delinquent behaviors and engage in drug and alcohol use at school and school events with in the past 12 months. These risk behaviors were divided into two scales: Student Delinquent Behaviors and Student Drug and Alcohol Use.

Students were asked, “Within the past 12 months, how often have you personally seen other students do these things at your school or school events?”

Response categories for each item were:

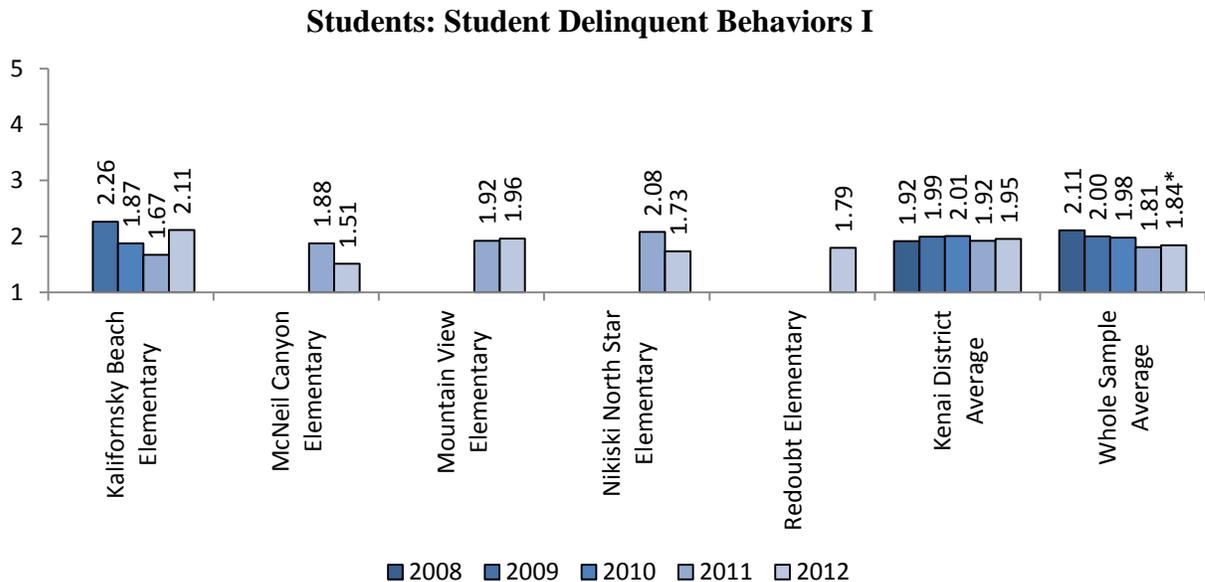
- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = More than 12 times

Student Delinquent Behaviors

The items composing this scale (and the scale’s reliability) are as follows.

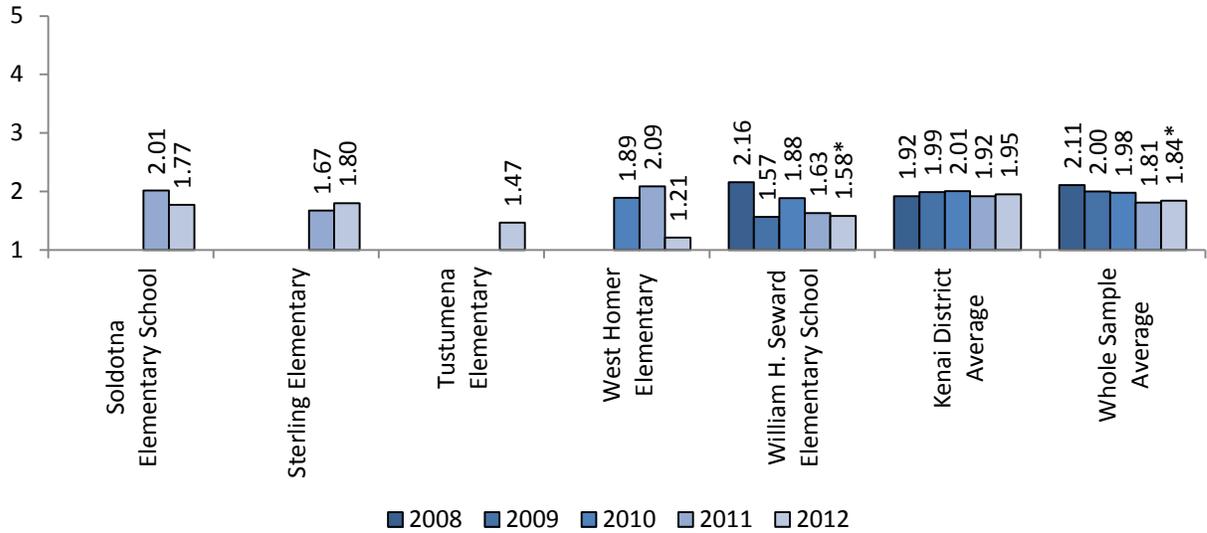
Student Delinquent Behaviors ($\alpha = .84$)

- 58. Destroy things (such as school property, or other people’s personal items)
- 59. Get into fights with other students
- 60. Steal things (such as taking things from the school or other people)
- 61. Threaten or bully other students
- 63. Carry weapons (such as knives or guns)



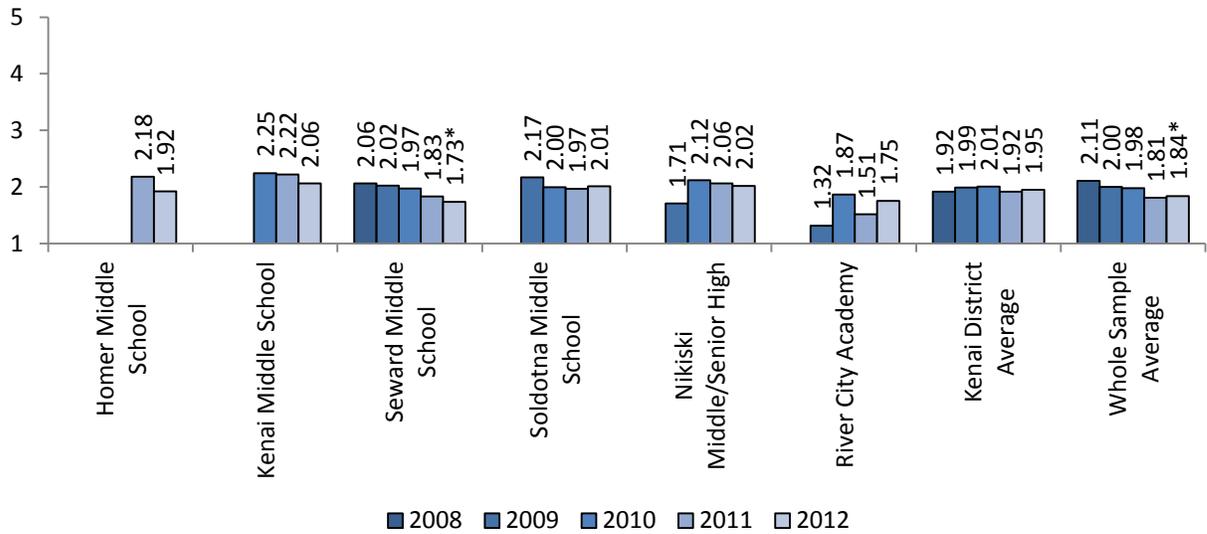
*Indicates a significant change in score from 2008 to 2012

Students: Student Delinquent Behaviors II



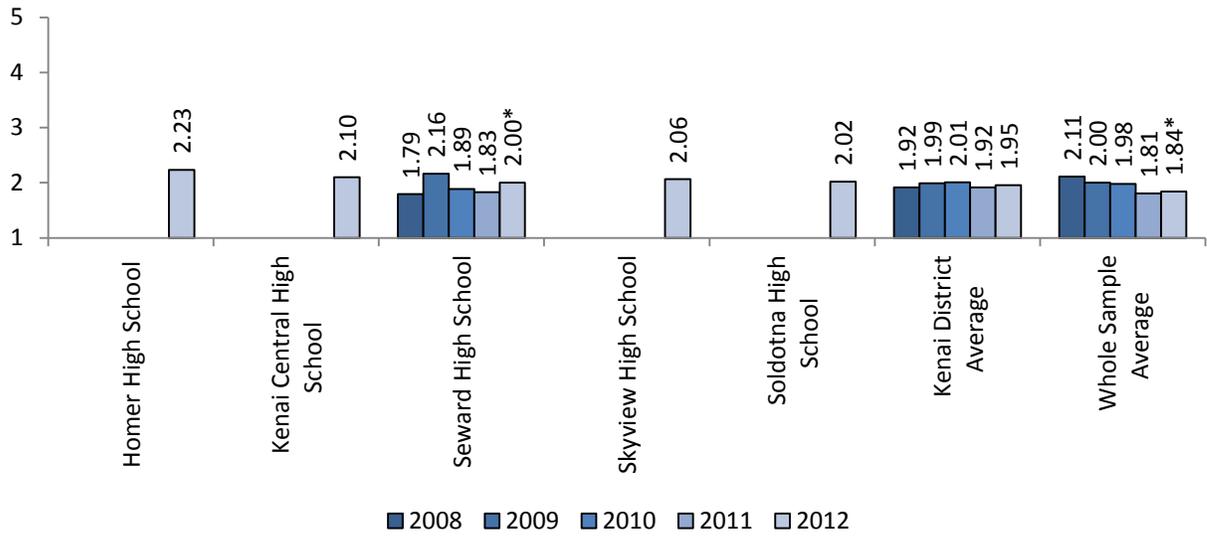
*Indicates a significant change in score from 2008 to 2012

Students: Student Delinquent Behaviors III



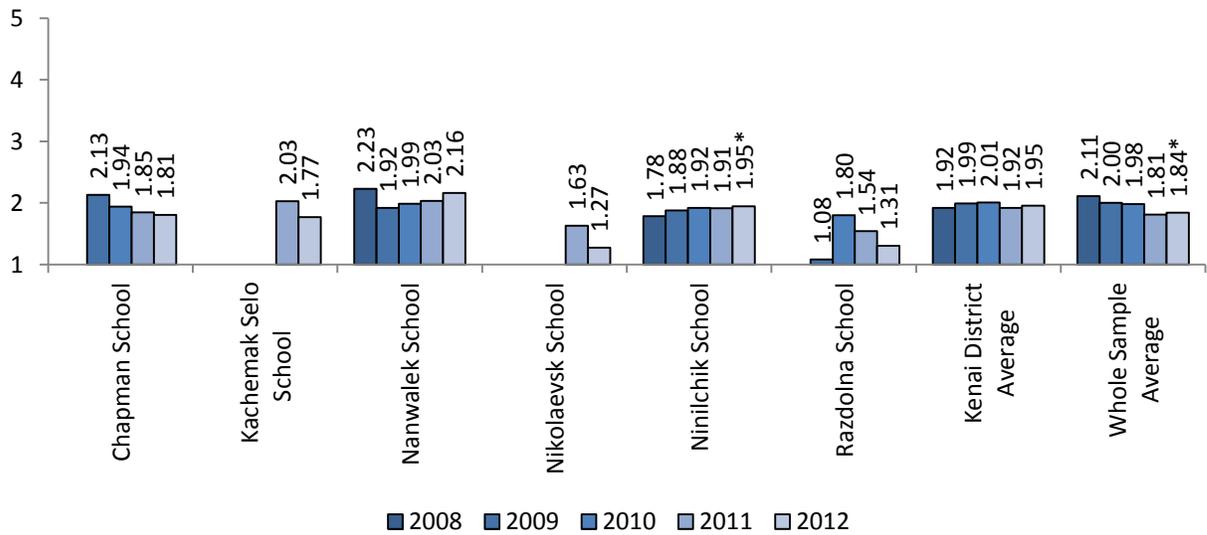
*Indicates a significant change in score from 2008 to 2012

Students: Student Delinquent Behaviors IV



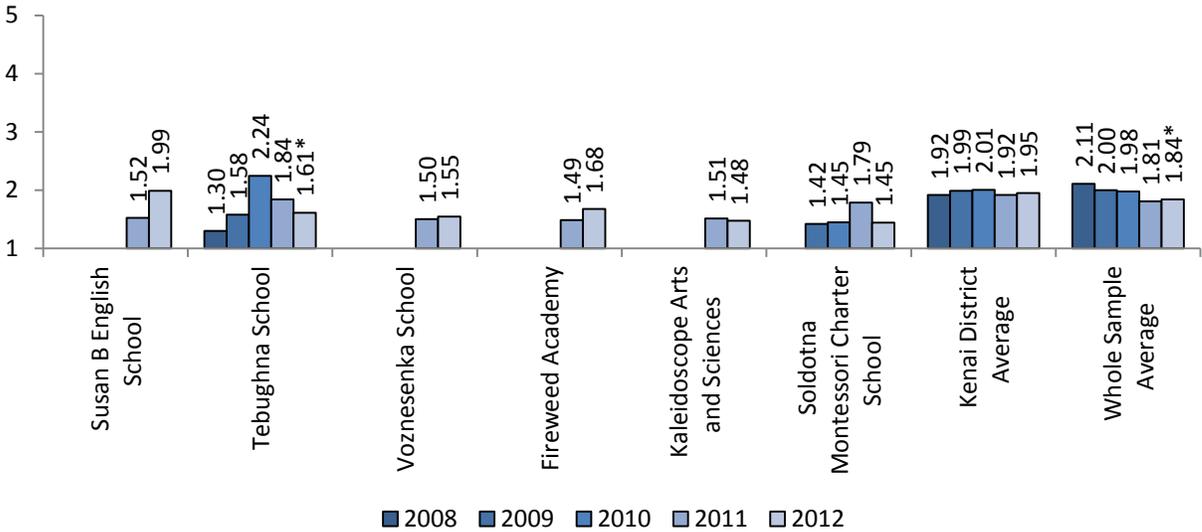
*Indicates a significant change in score from 2008 to 2012

Students: Student Delinquent Behaviors V



*Indicates a significant change in score from 2008 to 2012

Students: Student Delinquent Behaviors VI



*Indicates a significant change in score from 2008 to 2012

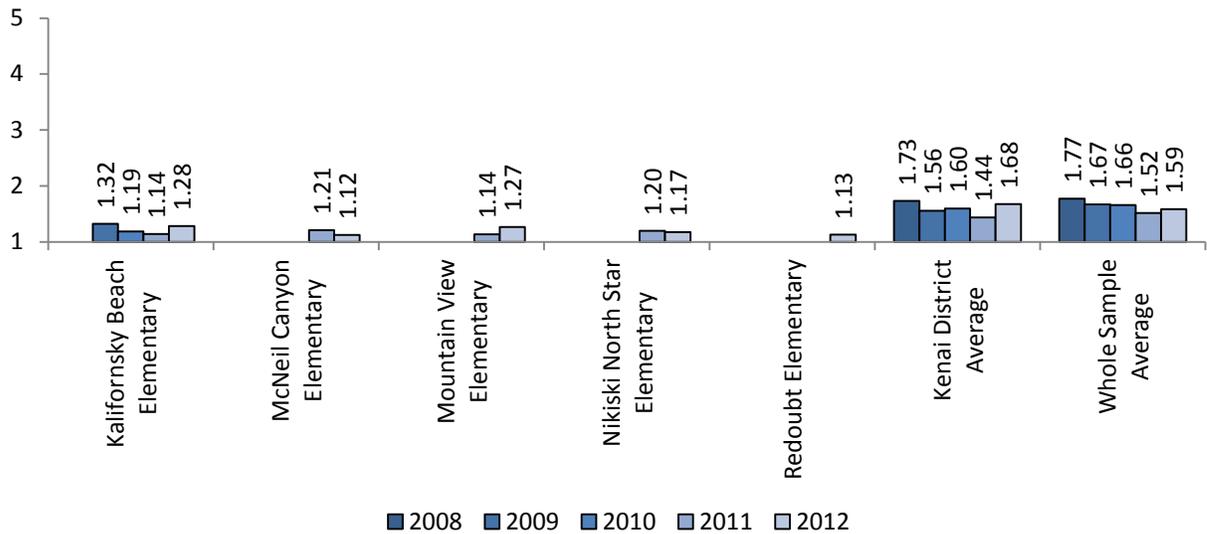
Student Drug and Alcohol Use

The items composing this scale (and the scale's reliability) are as follows.

Student Drug and Alcohol Use ($\alpha = .73$)

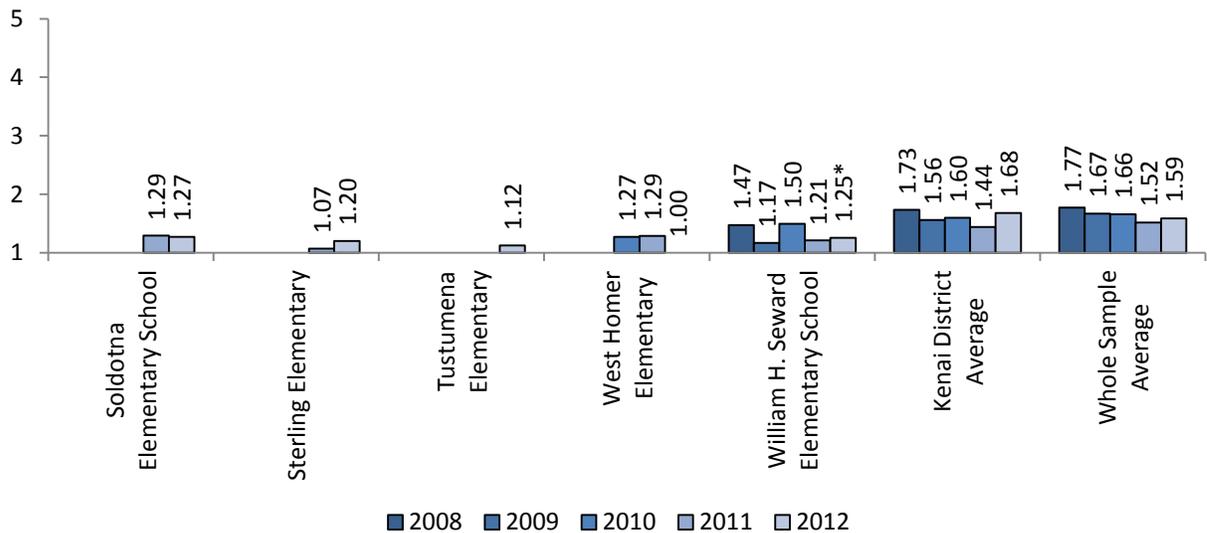
- 56. Under the influence of drugs (such as marijuana, coke or crack)
- 57. Under the influence of alcohol (such as beer, wine, wine coolers, liquor, such as vodka or whisky)
- 62. Under the influence of inhalants (such as sniffing glue, paints, or aerosol sprays)

Students: Student Drug and Alcohol Use I



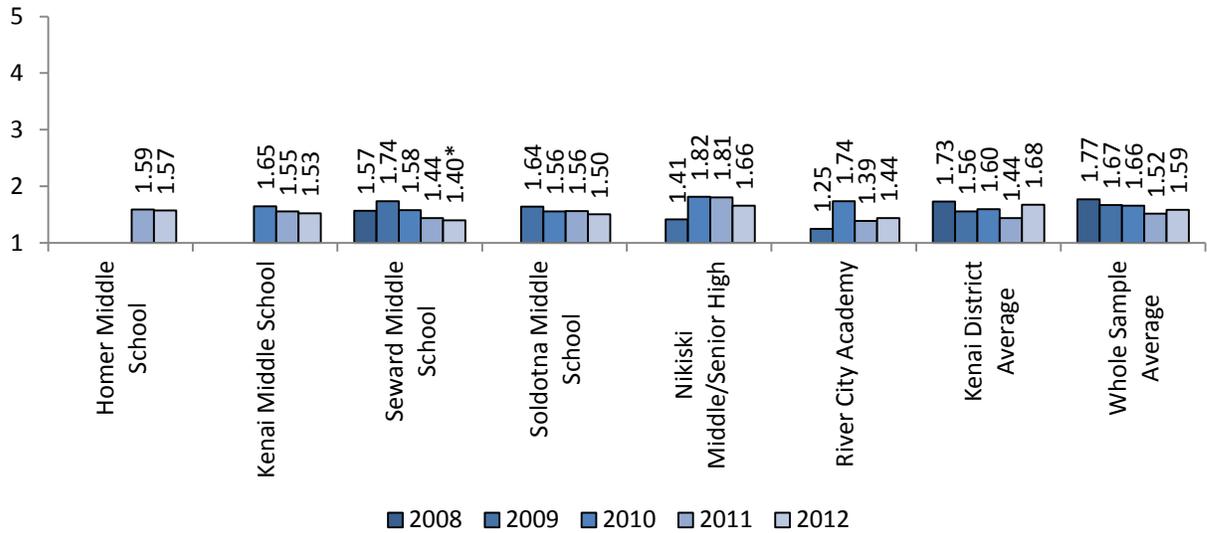
*Indicates a significant change in score from 2008 to 2012

Students: Student Drug and Alcohol Use II



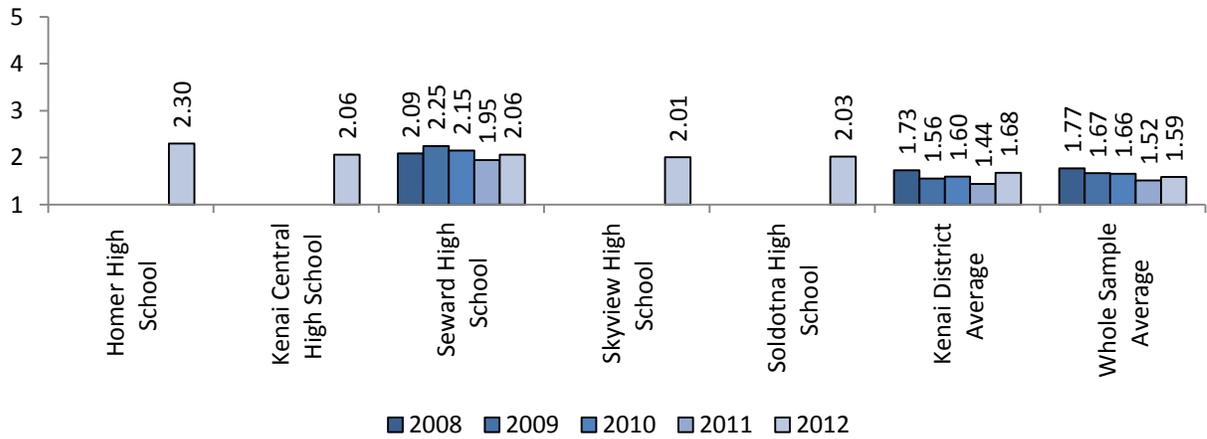
*Indicates a significant change in score from 2008 to 2012

Students: Student Drug and Alcohol Use III



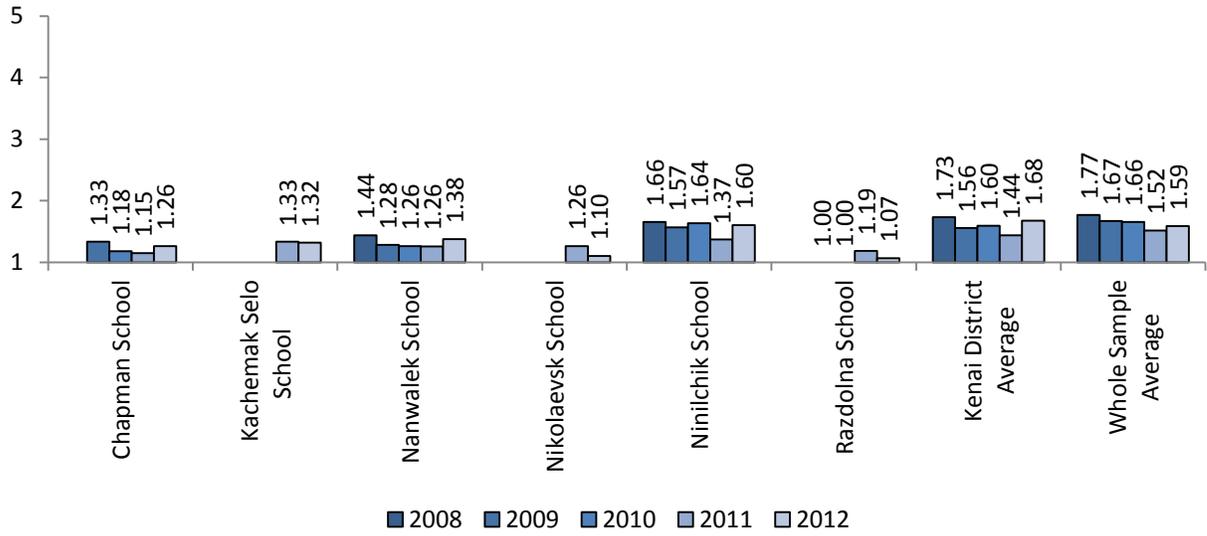
*Indicates a significant change in score from 2008 to 2012

Students: Student Drug and Alcohol Use IV



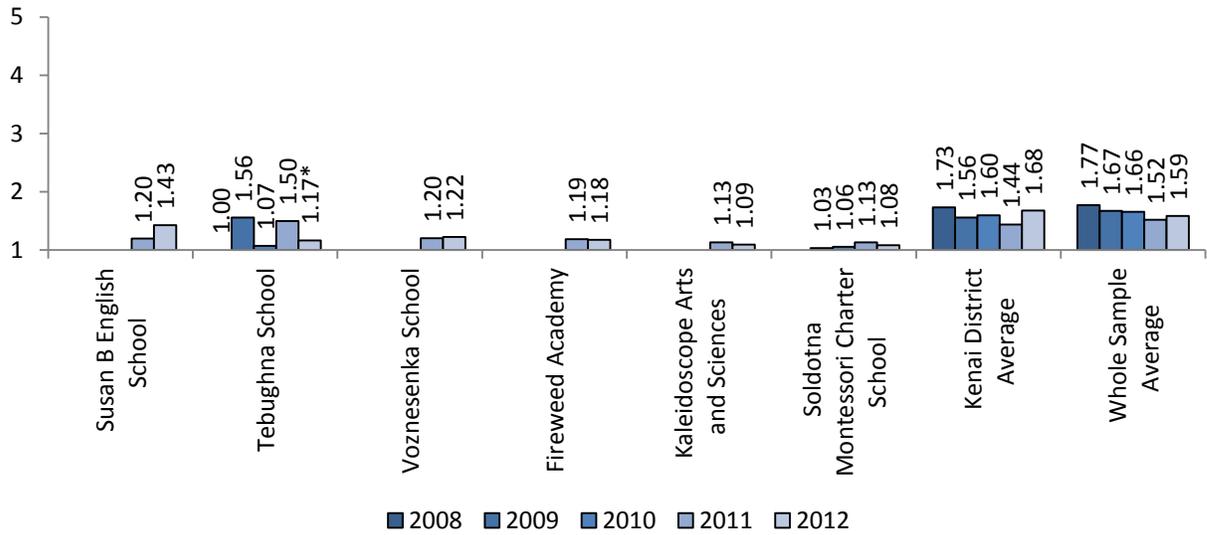
*Indicates a significant change in score from 2008 to 2012

Students: Student Drug and Alcohol Use V



*Indicates a significant change in score from 2008 to 2012

Students: Student Drug and Alcohol Use VI



*Indicates a significant change in score from 2008 to 2012

Community Support and Youth Involvement

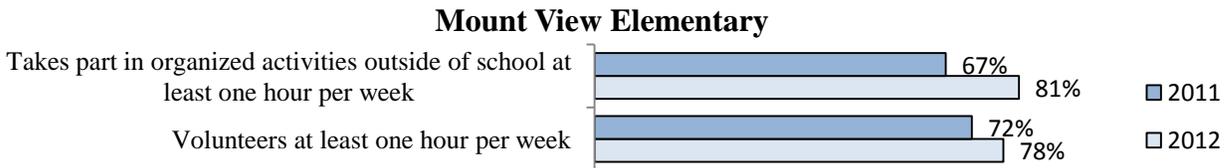
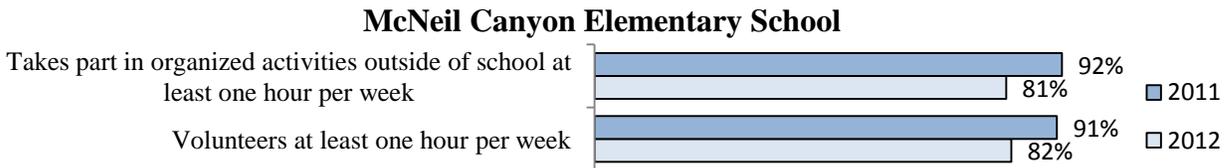
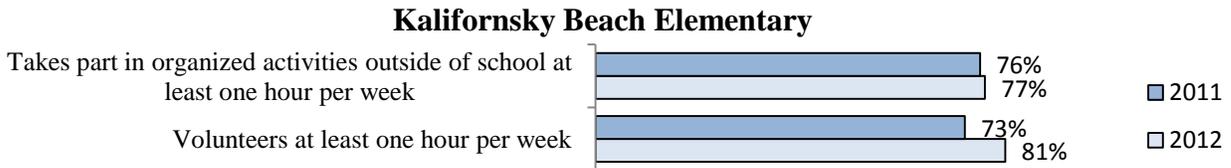
Students and schools exist within communities, and student-community engagement can benefit both schools and communities. Since 2010, we have presented information regarding the extent to which students are engaged in their communities, and the extent to which communities support students. In the remainder of this section, we present school-level information regarding student engagement in their community, community support for students, and the relationship between community support and student perceptions of their school climate and connectedness, social and emotional learning, and peer risk behaviors at school and school events.

Youth Involvement

Students were administered two survey items regarding their engagement in their community:

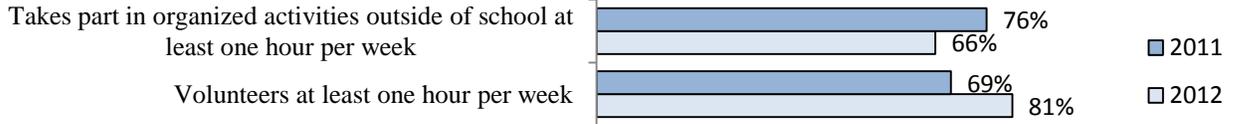
- During an average week, how much time do you spend participating in organized activities after school or on weekends? (examples: sports; clubs; youth groups; music/art/dance/drama activities; cultural, religious, or other community activities)
- During an average week, how much time do you help other people without getting paid? (examples: helping elders or neighbors; watching young children; peer teaching, tutoring, mentoring; helping the environment; or doing other volunteer activities)

The charts below show the percentages of students who indicated that they took part in extracurricular activities and the percentage who reported that they volunteered in their community at least one hour per week.¹⁵

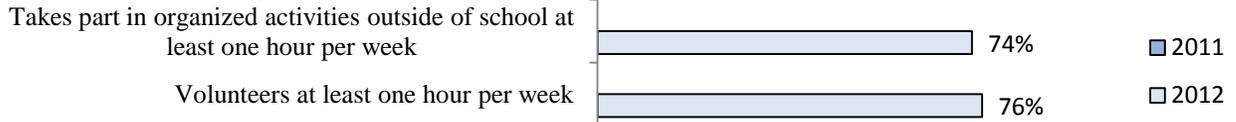


¹⁵ 2010 data on youth involvement are not presented here because the wording of the response options for these two questions was changed from frequency to duration of participation.

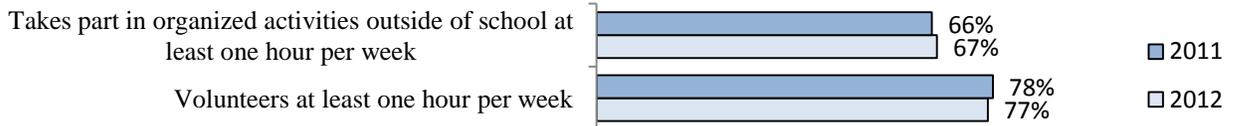
Nikiski North Star Elementary



Redoubt Elementary



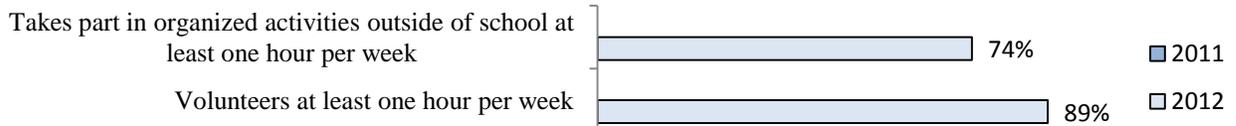
Soldotna Elementary



Sterling Elementary



Tustumena Elementary



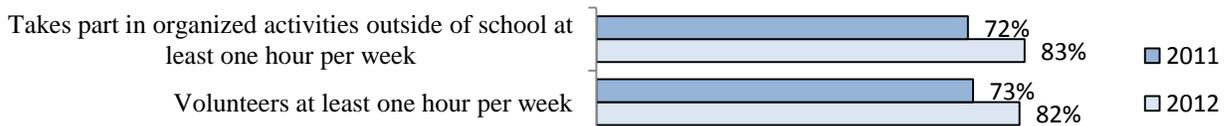
West Homer Elementary



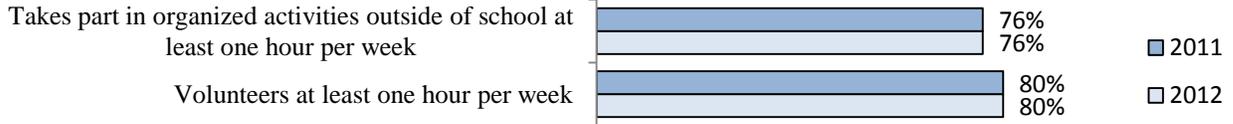
Seward Elementary School



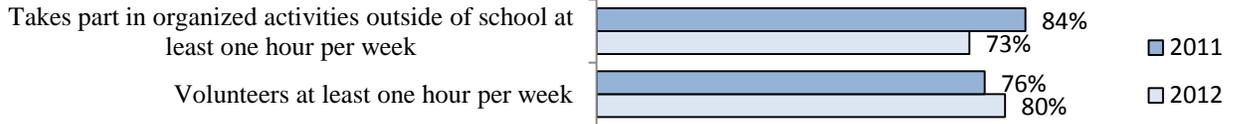
Homer Middle School



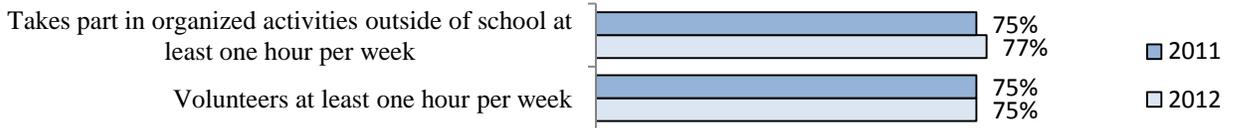
Kenai Middle School



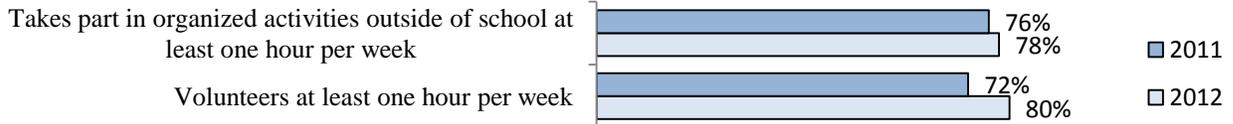
Seward Middle School



Soldotna Middle School



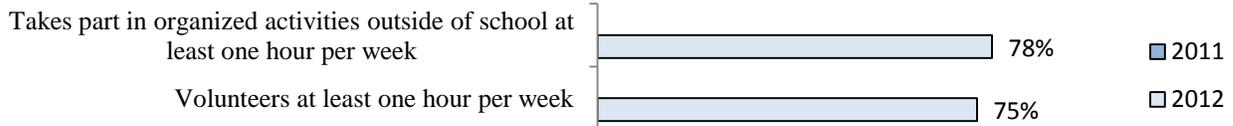
Nikiski Middle/High School



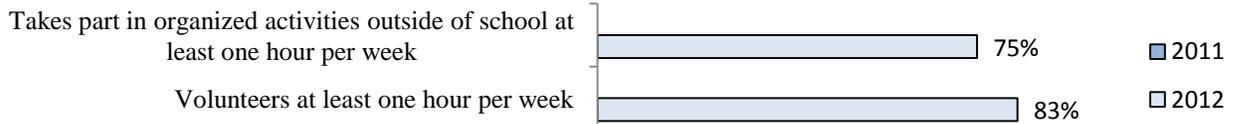
River City Academy



Homer High



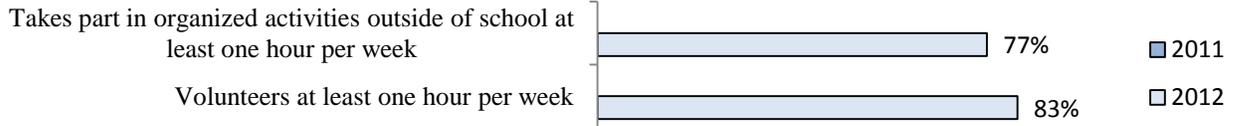
Kenai Central High



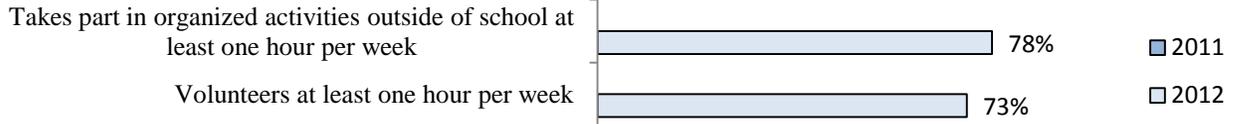
Seward High School



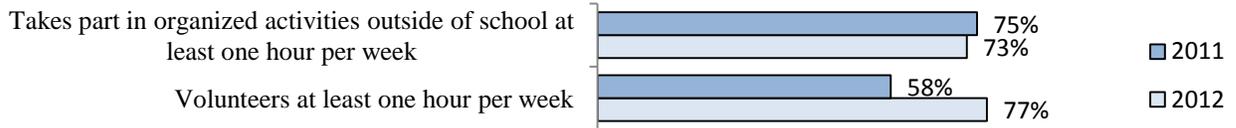
Skyview High



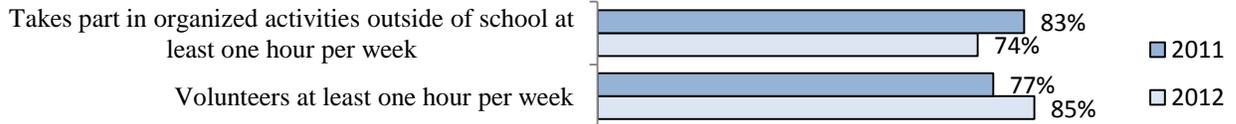
Soldotna High



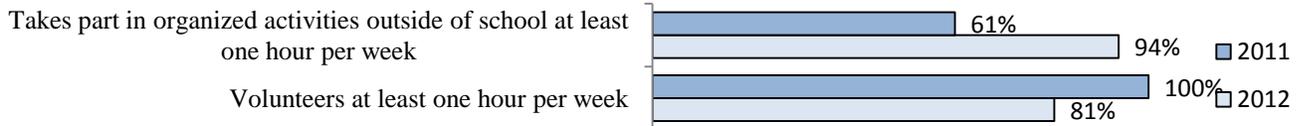
Chapman School



Kachemak Selo School



Nanwalek School



Nikolaevsk School



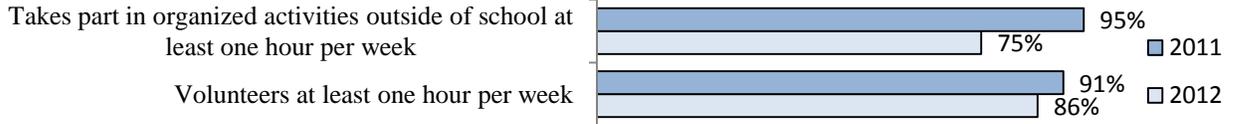
Ninilchik School



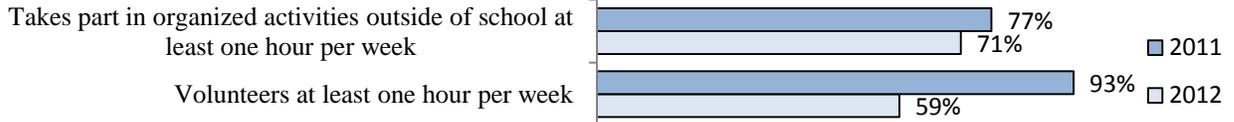
Razdolna School



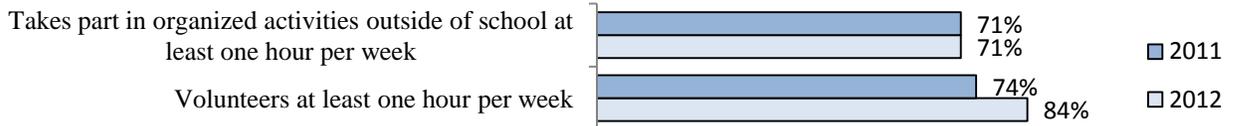
Susan B English School



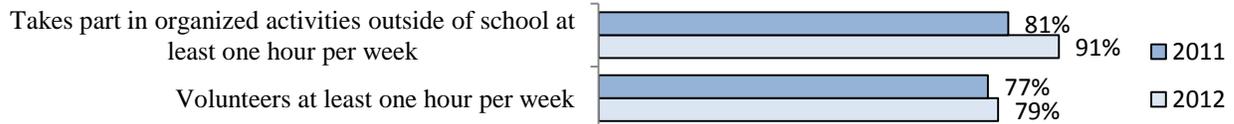
Tebughna School



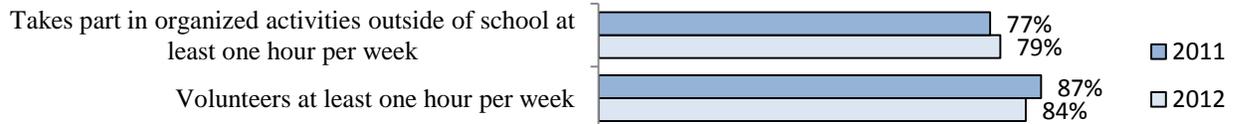
Voznesenka School



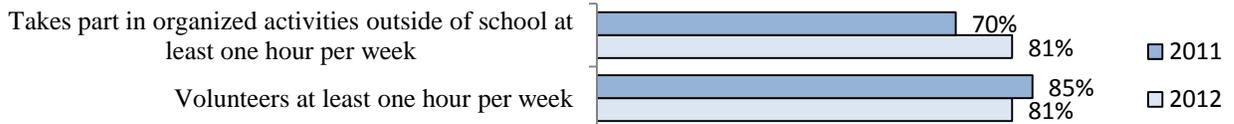
Fireweed Academy



Kaleidoscope School of Arts and Sciences



Soldotna Montessori Charter School



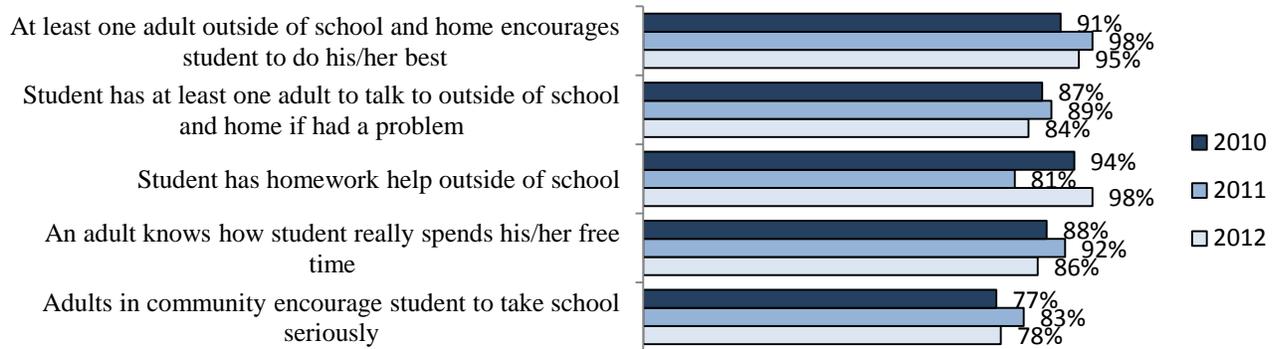
Community Support

Students were administered several survey items regarding their perceptions of community support for them:

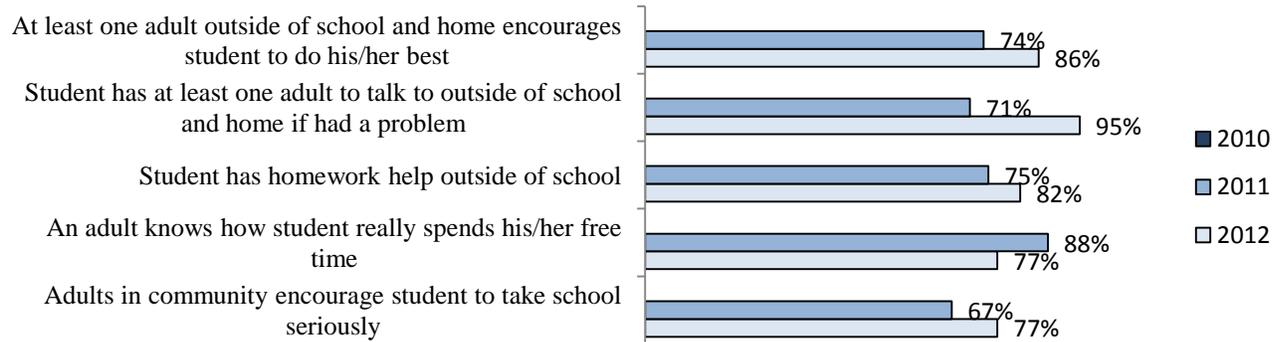
- Outside of school and home, I know at least one adult who encourages me to do my best
- Outside of school and home, I know at least one adult I can talk to, if I have a problem
- Do you have someone outside of school who can help you with homework?
- Is there an adult who *really* knows what you do with your free time?
- Adults in my community encourage me to take school seriously

The charts below shows the percentage of students who indicated “yes” or “agree/strongly agree” in response to each question listed above.

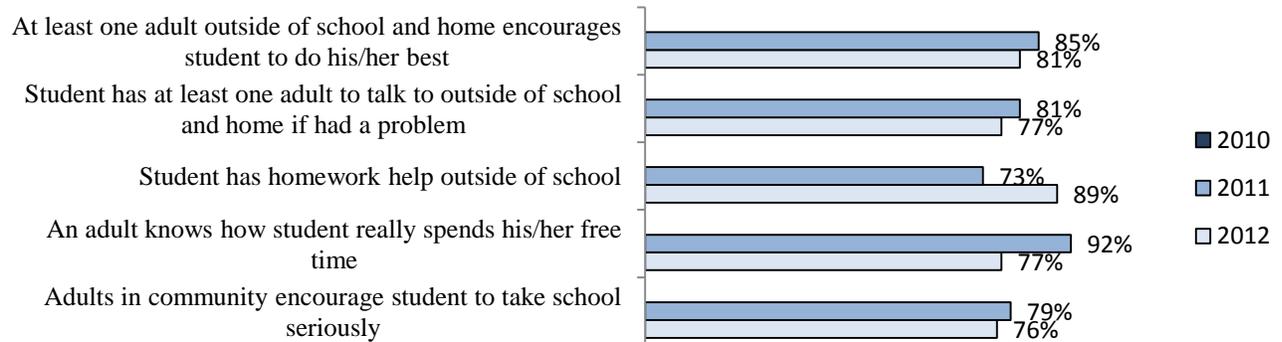
Kalifornsky Beach School



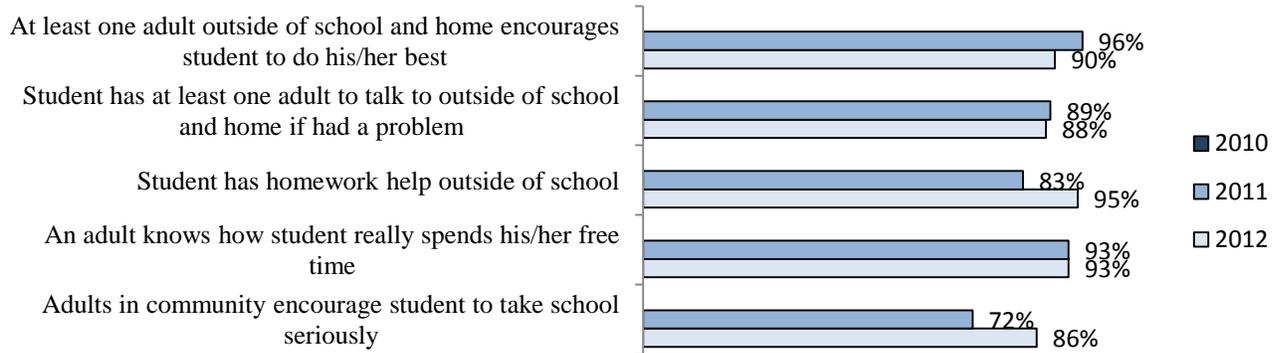
McNeil Canyon Elementary School



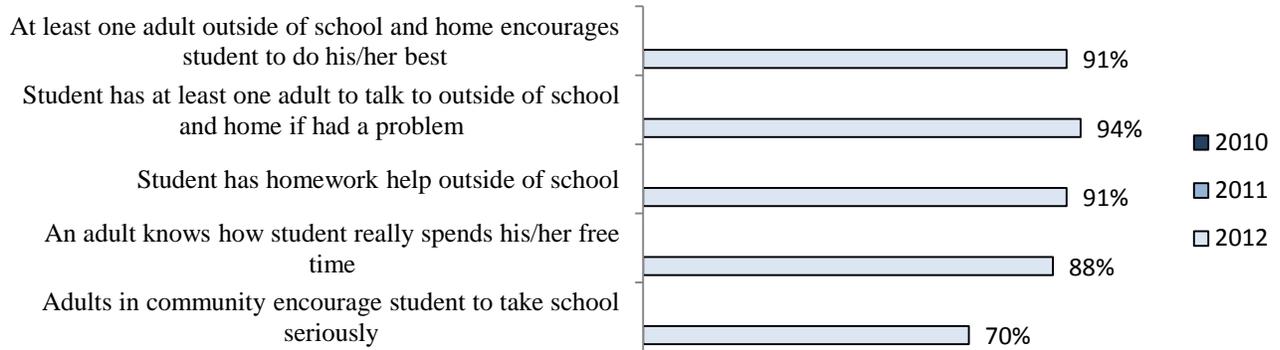
Mount View Elementary



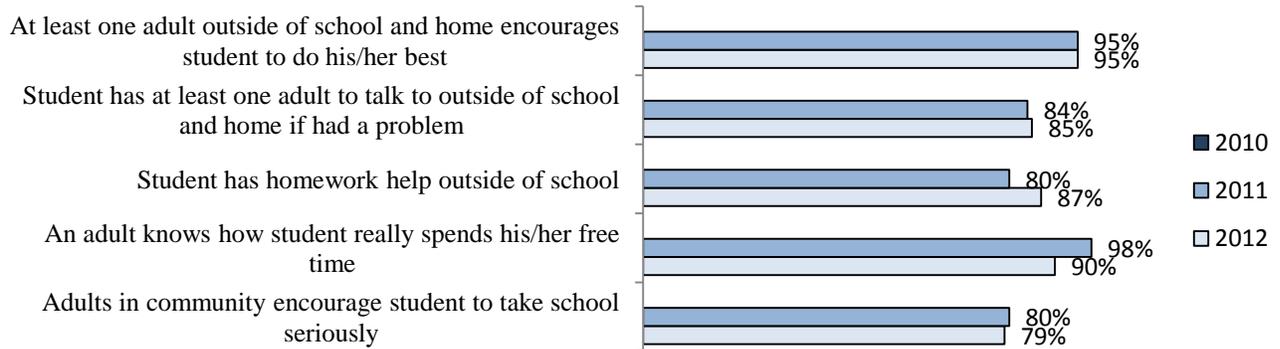
Nikiski North Star Elementary School



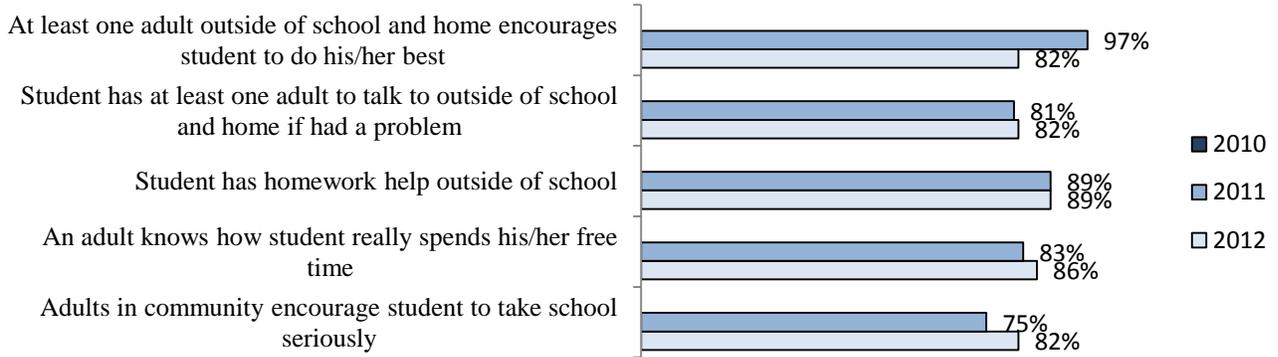
Redoubt Elementary School



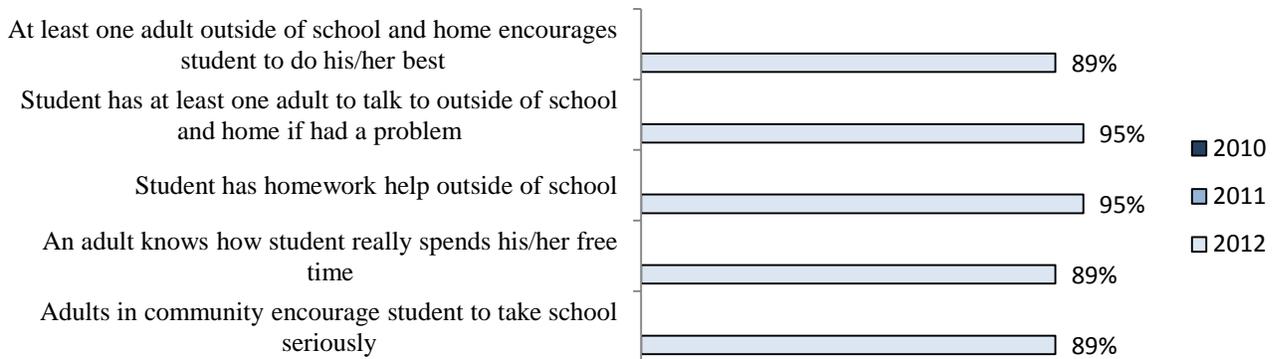
Soldotna Elementary School



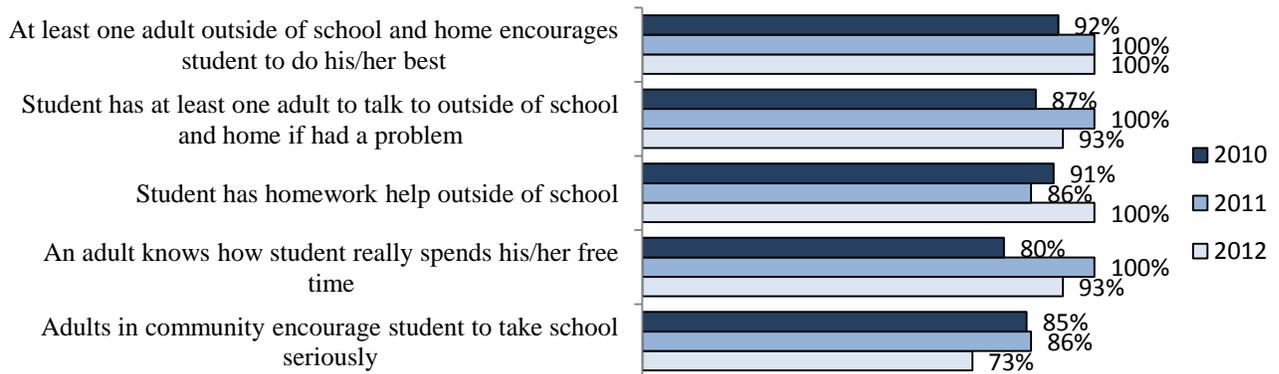
Sterling Elementary School



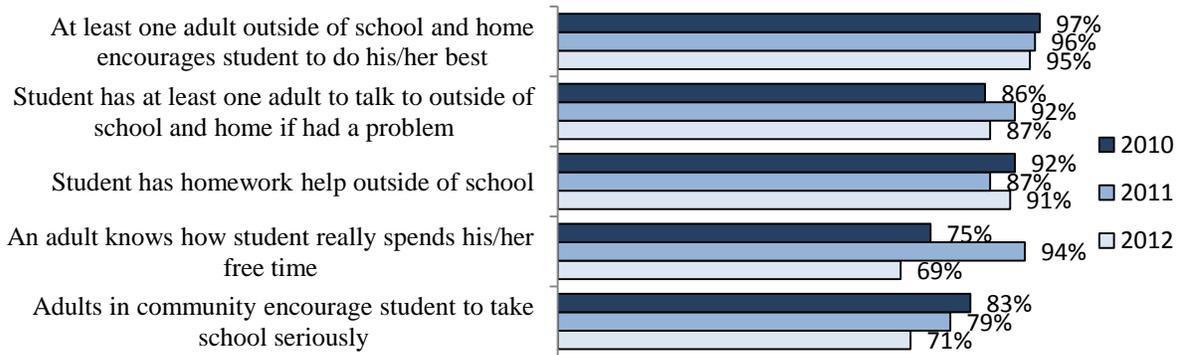
Tustumena Elementary School



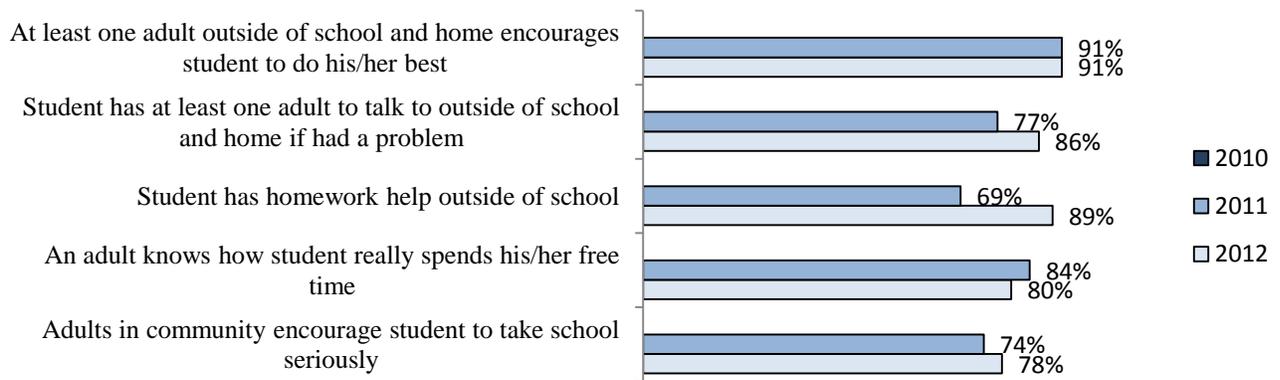
West Homer Elementary School



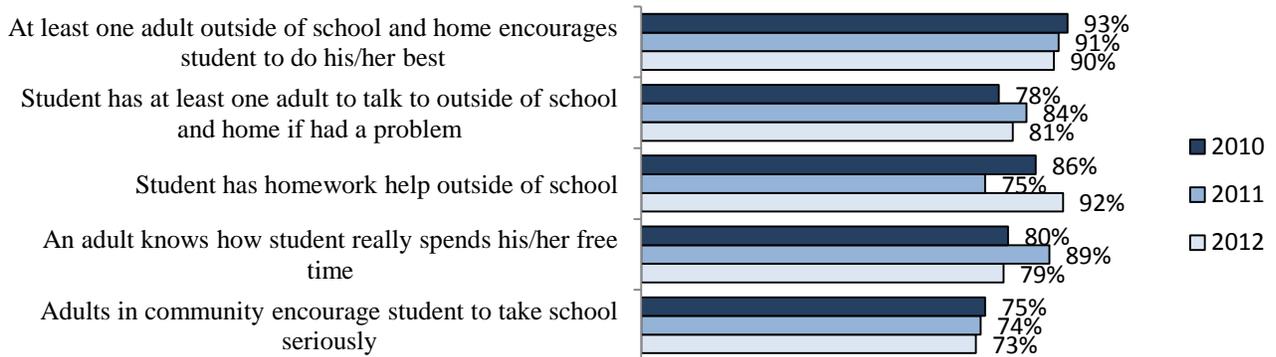
Seward Elementary School



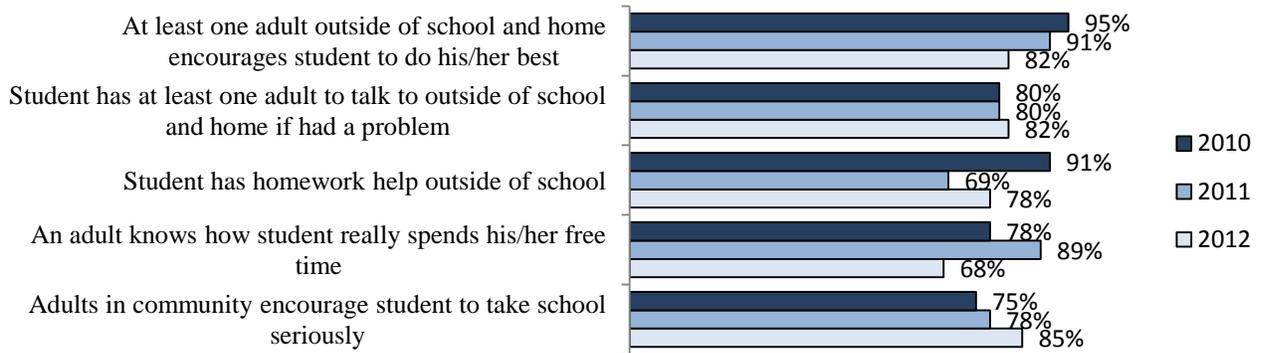
Homer Middle School



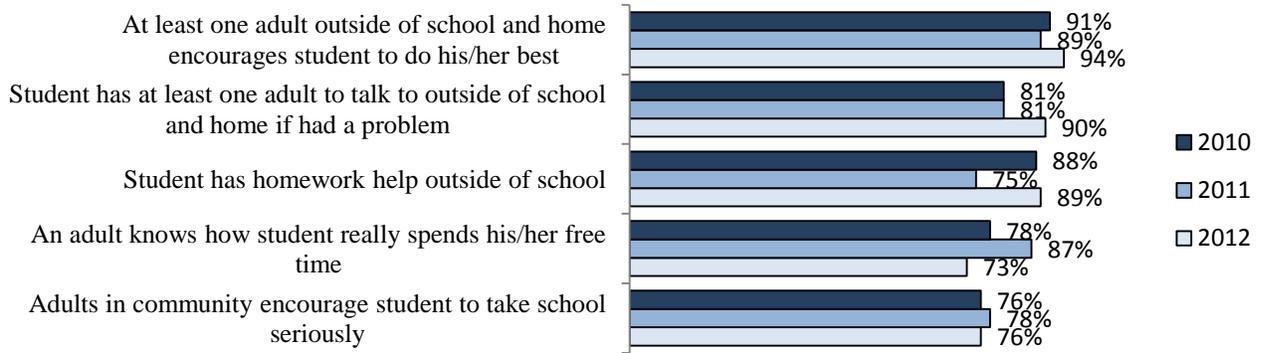
Kenai Middle School



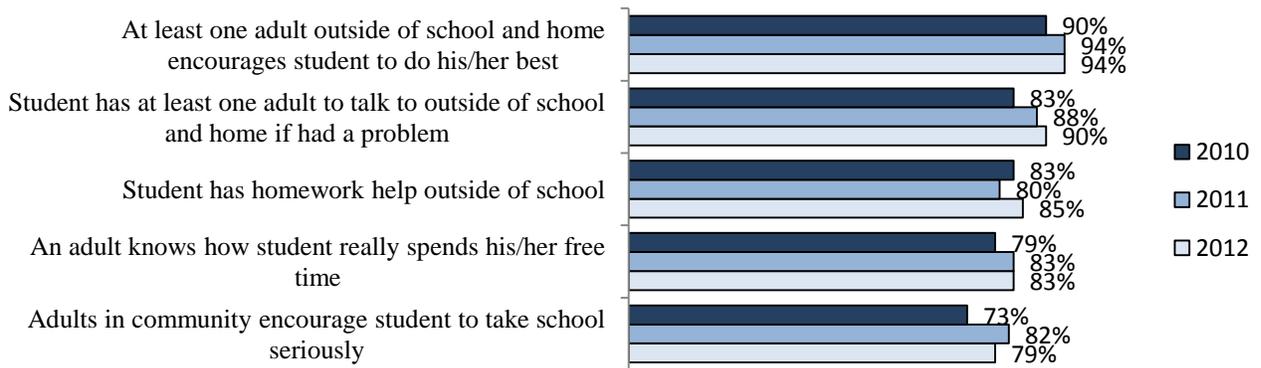
Seward Middle School



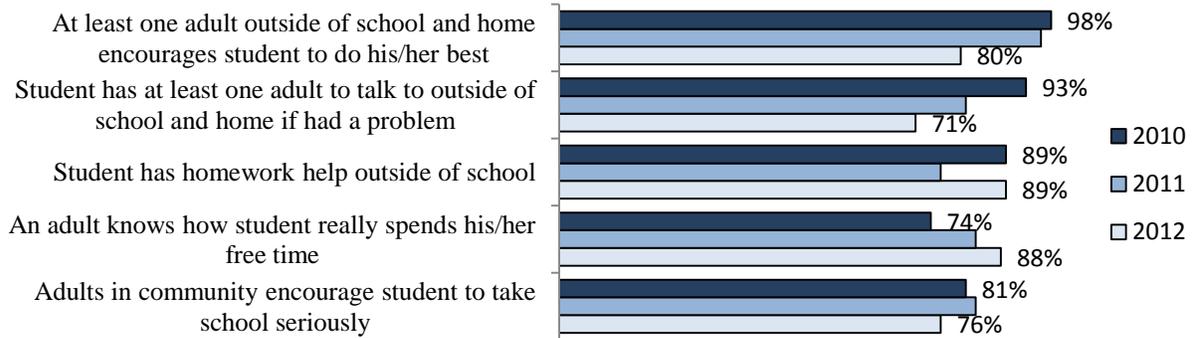
Soldotna Middle School



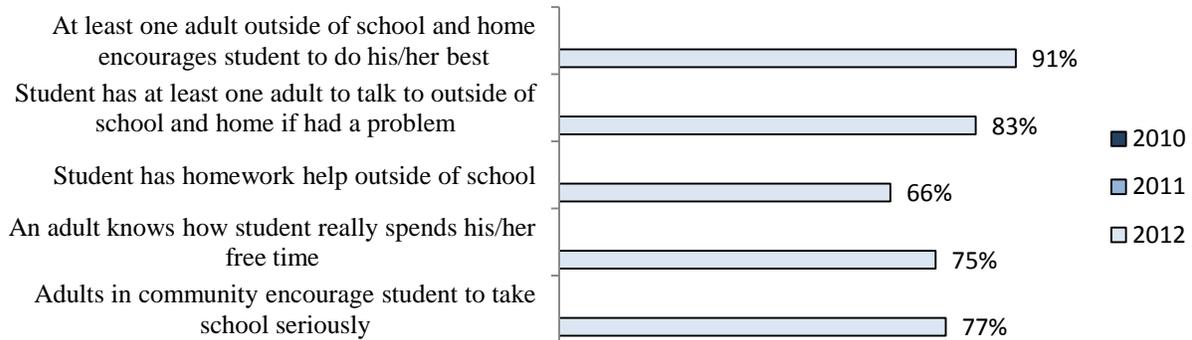
Nikiski Middle/High School



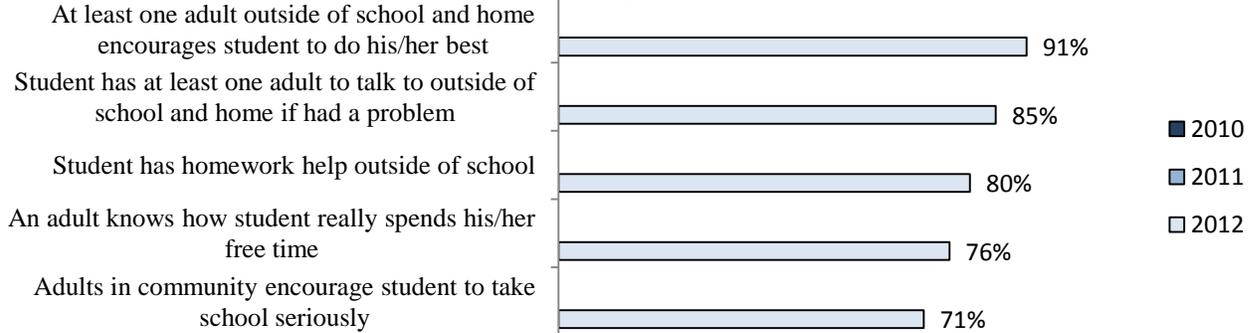
River City Academy



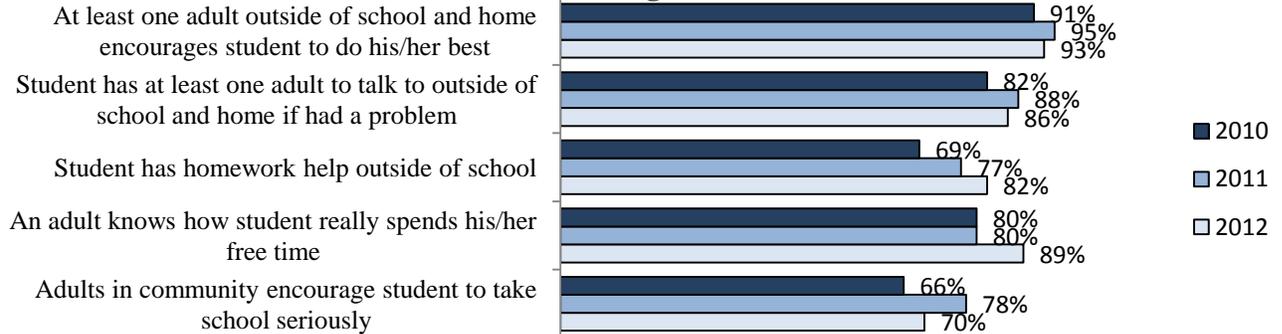
Homer High



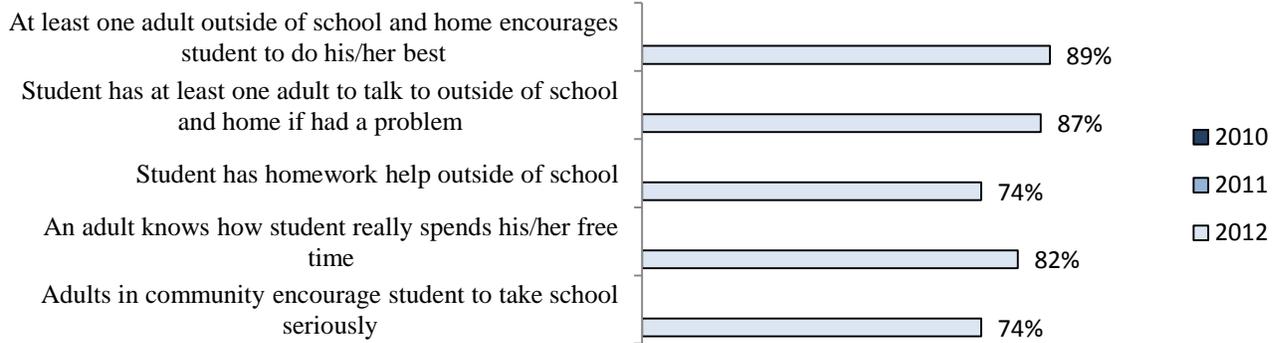
Kenai High School



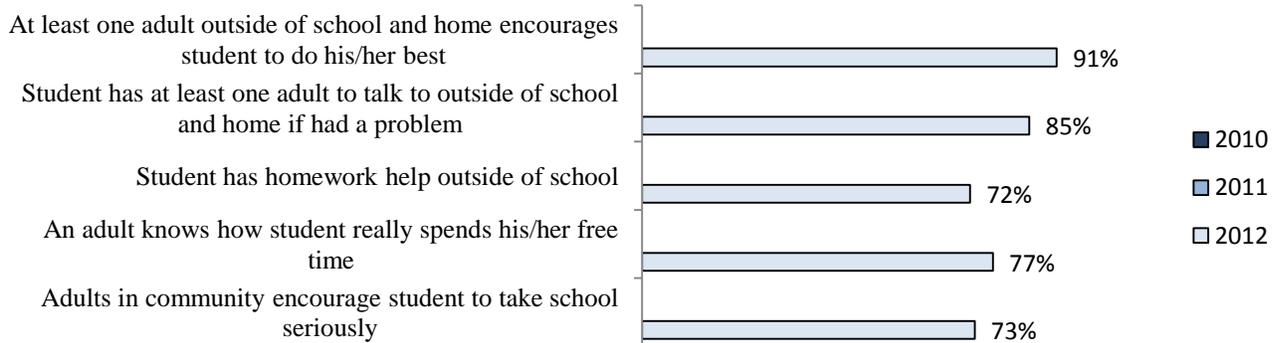
Seward High School



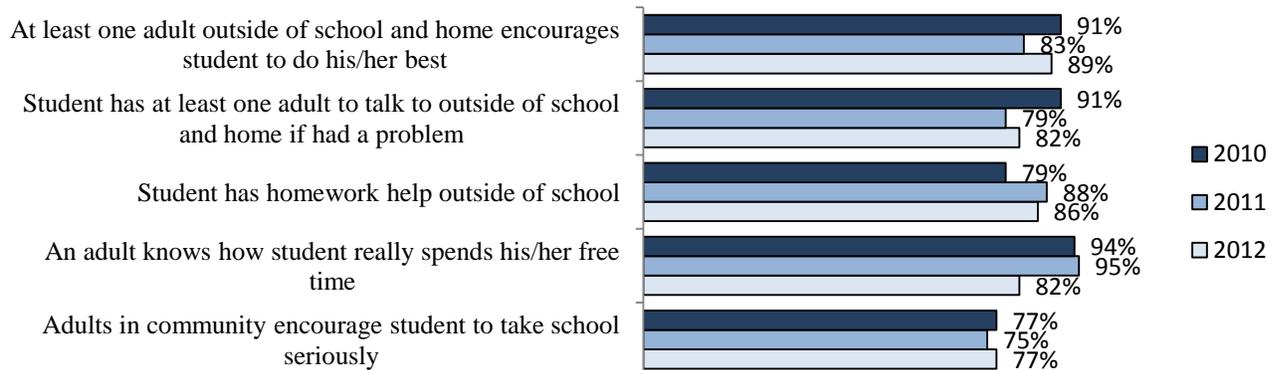
Skyview High School



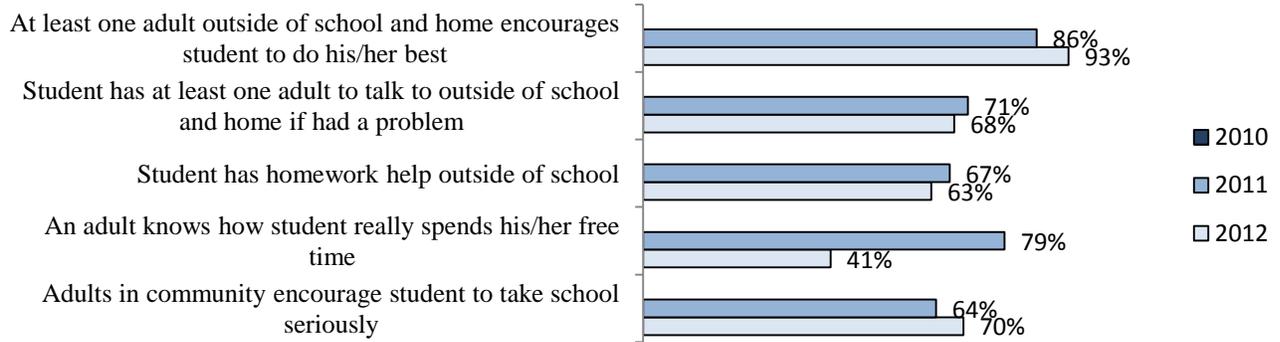
Soldotna High School



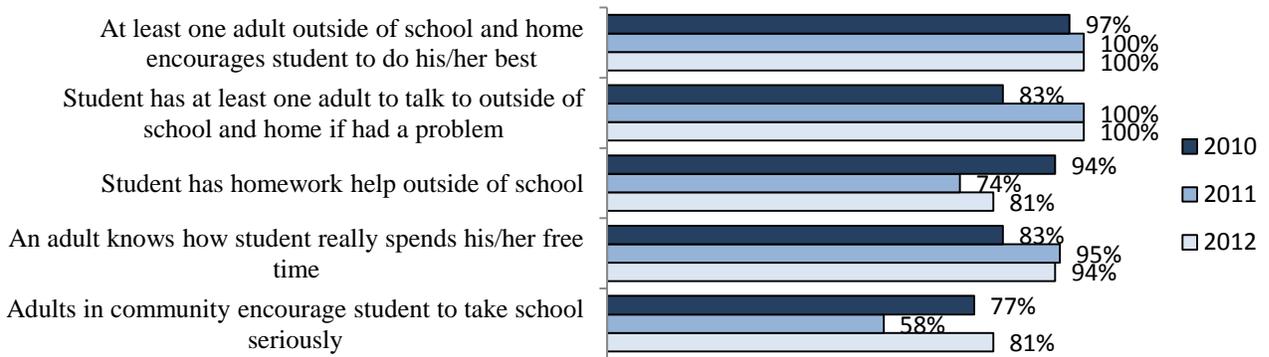
Chapman School



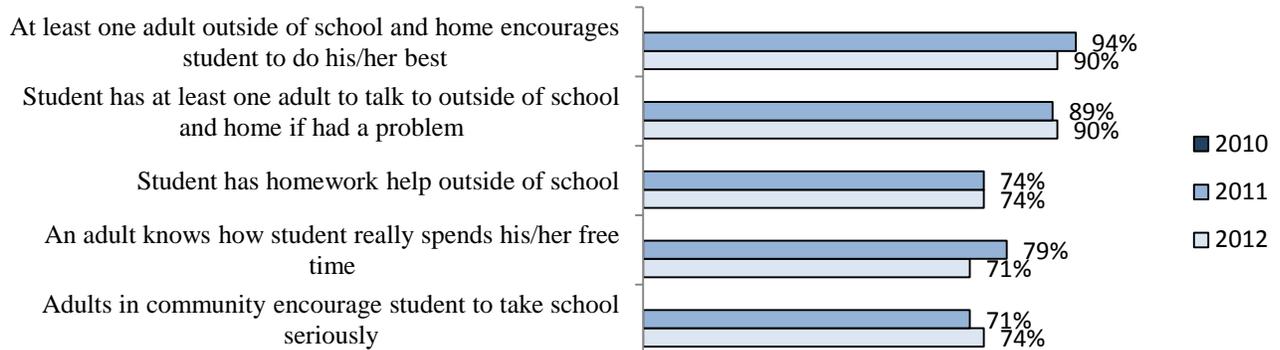
Kachemak Selo School



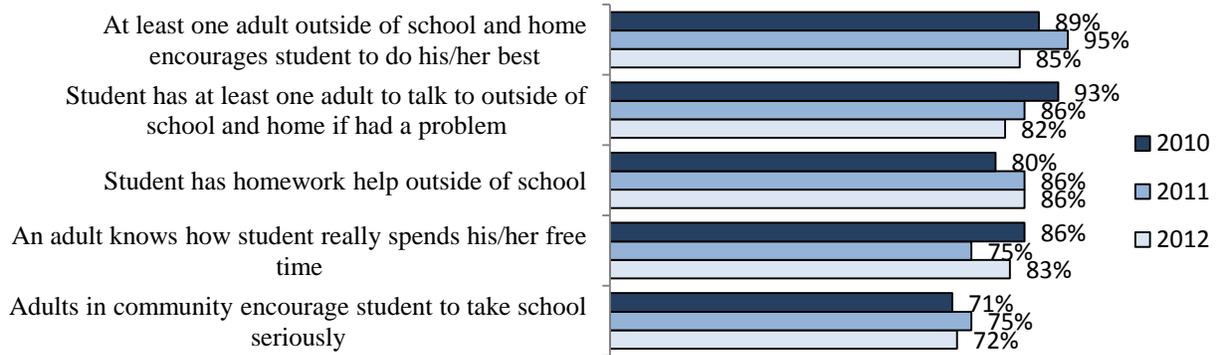
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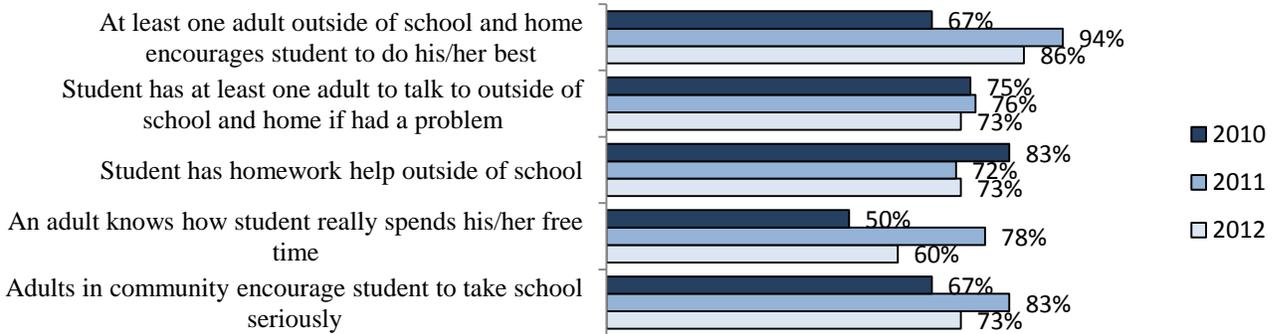
Nikolaevsk School



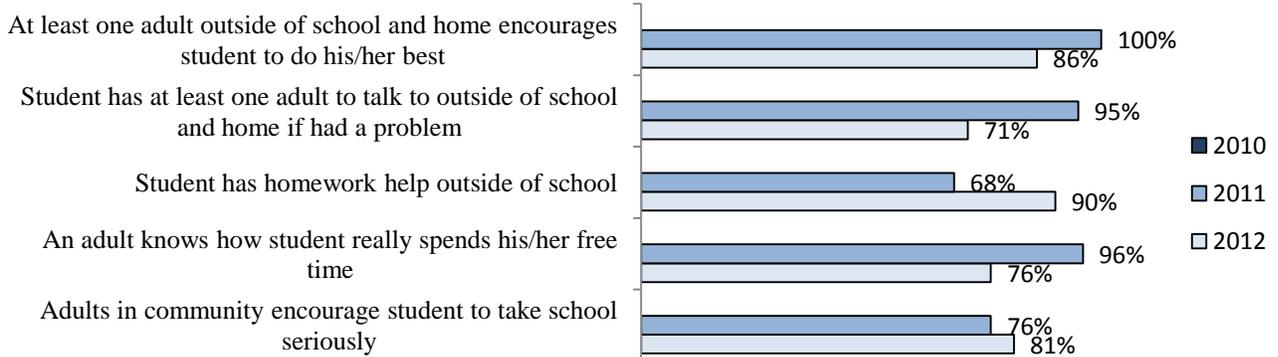
Ninilchik School



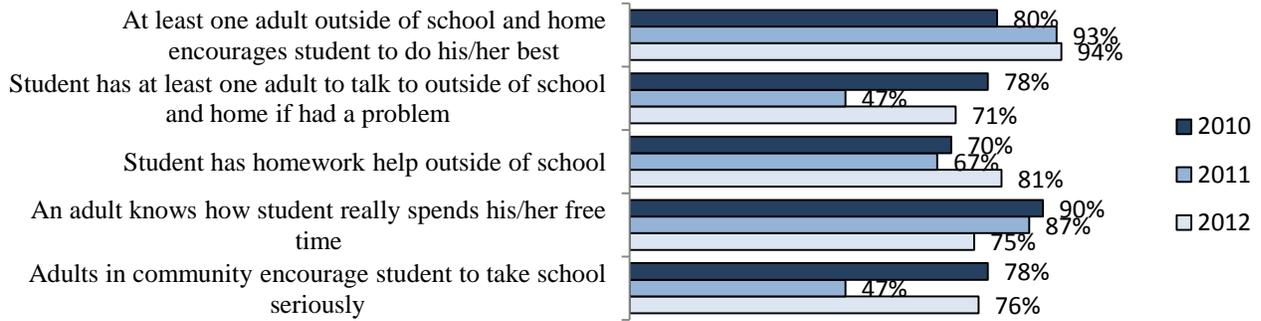
Razdolna School



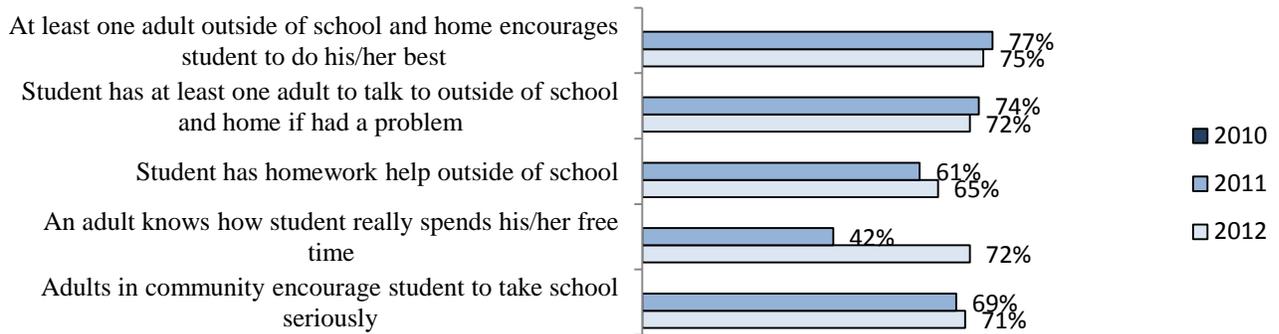
Susan B English School



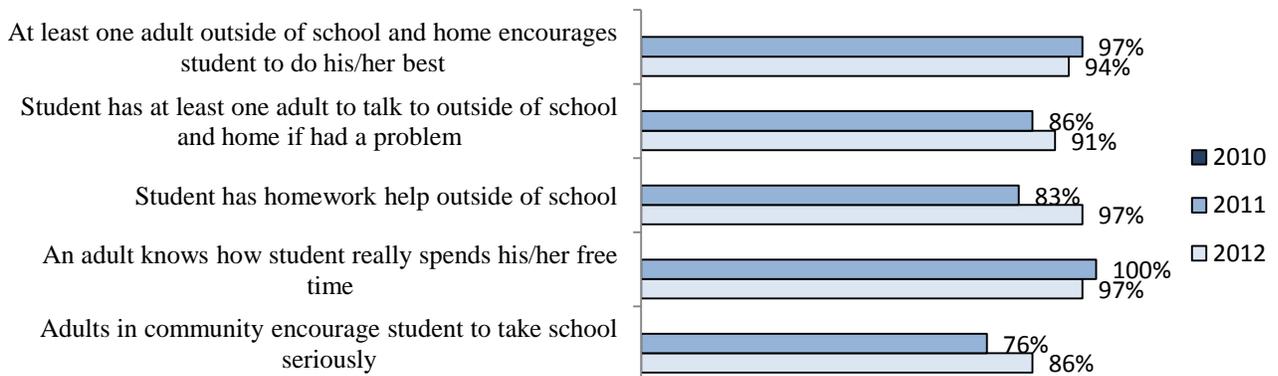
Tebughna School



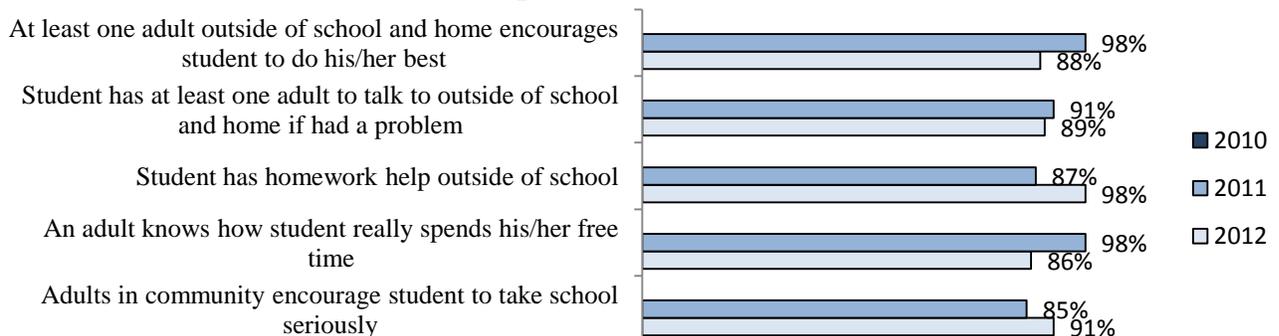
Voznesenka School



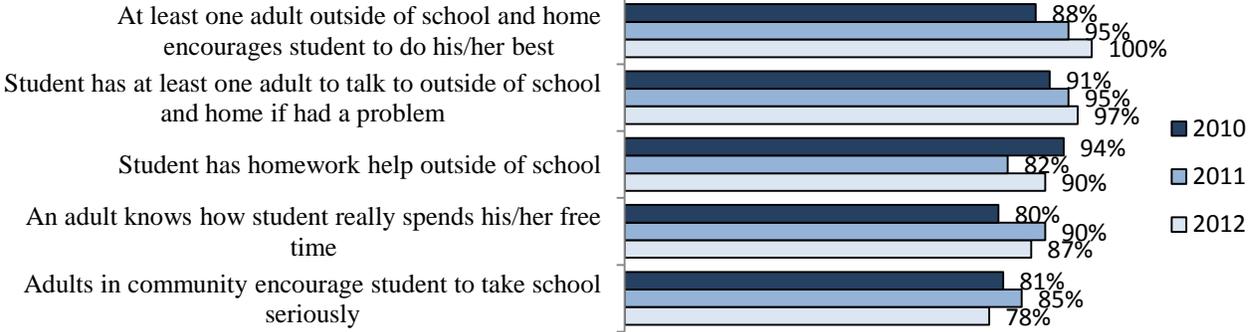
Fireweed Academy



Kaleidoscope School of Arts and Sciences



Soldotna Montessori Charter School



Community Support and Student Scale Scores

Within Kenai Peninsula Borough School District, we examined the extent to which community support for youth was related to student perceptions of school climate and connectedness, social and emotional learning, and student risk behaviors. The table below displays a ✓ where there was a statistically significant correlation between community support and scale scores. A statistically significant correlation means that a positive response to the community support question was related to better scale scores for school climate connectedness, for social and emotional learning, and/or was related to lower levels of risk behavior.

Correlations Between Community Support, and Student School Climate and Connectedness, Social and Emotional Learning, and Risk Behaviors

| | High Expectations | School Safety | School Leadership & Student Involvement | Respectful Climate | Peer Climate | Caring Adults | Social & Emotional Learning | Student Delinquent Behaviors | Student Drug & Alcohol Use |
|---------------------------------------------------------------------------------------|-------------------|---------------|-----------------------------------------|--------------------|--------------|---------------|-----------------------------|------------------------------|----------------------------|
| At least one adult outside of school and home encourages student to do his/her best | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Student has at least one adult to talk to outside of school and home if had a problem | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Student has homework help outside of school | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Adult knows how student really spends his/her time | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Adults in community encourage student to take school seriously | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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 298 schools across 28 districts. 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 ¹⁶ | % 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 |
|------------------------------------|--------------------------|--------------------------|---------------------|--------------------|-----------------------|--------------------|--------------------|-----------------------------------------|--------------------|--------------------|--------------------|--------------------------------|-----------------------------|------------------------------|----------------------------|
| Kalifornsky Beach School | 96 | 123 | 78.0% | 3.74 | 3.43 | 4.09 | 3.79 | 3.37 | 3.58 | 3.02 | 3.61 | 3.60 | 3.80 | 2.11 | 1.28 |
| McNeil Canyon Elementary | 22 | 39 | 56.4% | 3.91 | 3.66 | 4.18 | 3.98 | 3.58 | 3.66 | 3.54 | 3.62 | 3.91 | 3.93 | 1.51 | 1.12 |
| Mount View Elementary | 54 | 72 | 75.0% | 3.78 | 3.44 | 4.13 | 3.63 | 3.51 | 3.52 | 2.88 | 3.65 | 3.69 | 3.85 | 1.96 | 1.27 |
| Nikiski North Star Elementary | 43 | 64 | 67.2% | 4.10 | 3.70 | 4.44 | 4.01 | 3.88 | 4.03 | 3.32 | 3.85 | 3.74 | 4.12 | 1.73 | 1.17 |
| Redoubt Elementary School | 34 | 99 | 34.3% | 4.03 | 3.83 | 4.34 | 3.95 | 3.67 | 4.12 | 3.38 | 3.50 | 3.98 | 3.95 | 1.79 | 1.13 |
| Soldotna Elementary School | 39 | 59 | 66.1% | 3.68 | 3.44 | 4.15 | 3.46 | 3.46 | 3.54 | 3.00 | 3.58 | 3.55 | 3.92 | 1.77 | 1.27 |
| Sterling Elementary School | 28 | 37 | 75.7% | 4.00 | 3.70 | 4.30 | 3.97 | 3.70 | 3.94 | 3.38 | 3.74 | 3.79 | 4.05 | 1.80 | 1.20 |
| Tustumena Elementary School | 19 | 50 | 38.0% | 4.28 | 4.01 | 4.44 | 4.32 | 3.98 | 4.16 | 3.60 | 3.95 | 4.19 | 4.24 | 1.47 | 1.12 |
| West Homer Elementary | 15 | 108 | 13.9% | 4.07 | 3.94 | 4.33 | 4.68 | 3.40 | 4.11 | 3.87 | 3.81 | 3.99 | 4.13 | 1.21 | 1.00 |
| William Seward Elementary | 56 | 72 | 77.8% | 4.01 | 3.70 | 4.20 | 4.26 | 3.56 | 3.70 | 3.48 | 3.76 | 3.77 | 3.92 | 1.58 | 1.25 |
| Homer Middle School | 150 | 196 | 76.5% | 3.57 | 3.22 | 4.07 | 4.00 | 2.67 | 3.40 | 3.05 | 3.25 | 3.25 | 3.90 | 1.92 | 1.57 |
| Kenai Middle School | 147 | 358 | 41.1% | 3.78 | 3.37 | 4.10 | 3.79 | 3.38 | 3.64 | 2.95 | 3.53 | 3.41 | 3.86 | 2.06 | 1.53 |
| <i>Kenai District Average</i> | <i>2,801</i> | <i>4,713</i> | <i>59.4%</i> | <i>3.78</i> | <i>3.40</i> | <i>4.08</i> | <i>3.98</i> | <i>3.31</i> | <i>3.55</i> | <i>3.07</i> | <i>3.54</i> | <i>3.46</i> | <i>3.84</i> | <i>1.95</i> | <i>1.68</i> |
| <i>Whole Sample Average</i> | <i>31,711</i> | <i>73,810</i> | <i>43.0%</i> | <i>3.79</i> | <i>3.43</i> | <i>4.11</i> | <i>3.89</i> | <i>3.36</i> | <i>3.57</i> | <i>3.15</i> | <i>3.54</i> | <i>3.45</i> | <i>3.87</i> | <i>1.84</i> | <i>1.59</i> |

¹⁶ Data on enrollment at the school and district level is as of spring 2012, and were obtained directly from the Alaska Department of Education and Early Development (EED), with school districts updating information as needed. Statewide enrollment is based on October 1, 2011 figures from EED.

| School Name | # Participating Students | # Enrolled ¹⁶ | % 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 Middle School | 46 | 78 | 59.0% | 3.94 | 3.45 | 4.16 | 4.22 | 3.46 | 3.64 | 3.19 | 3.43 | 3.57 | 3.89 | 1.73 | 1.40 |
| Soldotna Middle School | 271 | 394 | 68.8% | 3.74 | 3.24 | 4.10 | 3.87 | 3.24 | 3.38 | 2.92 | 3.33 | 3.33 | 3.79 | 2.01 | 1.50 |
| Nikiski Middle/Senior High | 228 | 388 | 58.8% | 3.73 | 3.45 | 4.10 | 3.85 | 3.29 | 3.65 | 2.96 | 3.72 | 3.48 | 3.81 | 2.02 | 1.66 |
| River City Academy | 35 | 73 | 47.9% | 4.14 | 3.54 | 4.01 | 4.21 | 4.20 | 3.82 | 3.36 | 3.52 | 3.39 | 3.71 | 1.75 | 1.44 |
| Homer High School | 244 | 387 | 63.0% | 3.69 | 3.32 | 4.00 | 4.03 | 3.04 | 3.40 | 3.08 | 3.55 | 3.29 | 3.85 | 2.23 | 2.30 |
| Kenai Central High School | 310 | 513 | 60.4% | 3.69 | 3.30 | 4.00 | 3.94 | 3.15 | 3.45 | 2.91 | 3.49 | 3.34 | 3.82 | 2.10 | 2.06 |
| Seward High School | 74 | 173 | 42.8% | 3.71 | 3.38 | 3.91 | 4.03 | 3.22 | 3.49 | 2.88 | 3.76 | 3.46 | 3.82 | 2.00 | 2.06 |
| Skyview High School | 156 | 369 | 42.3% | 3.82 | 3.44 | 4.06 | 3.93 | 3.47 | 3.57 | 3.21 | 3.67 | 3.28 | 3.85 | 2.06 | 2.01 |
| Soldotna High School | 322 | 491 | 65.6% | 3.77 | 3.29 | 4.00 | 3.99 | 3.33 | 3.50 | 2.90 | 3.41 | 3.31 | 3.74 | 2.02 | 2.03 |
| Chapman School | 35 | 41 | 85.4% | 3.92 | 3.49 | 4.22 | 3.90 | 3.63 | 3.59 | 3.15 | 3.58 | 3.64 | 3.85 | 1.81 | 1.26 |
| Kachemak Selo School | 27 | 44 | 61.4% | 3.48 | 3.04 | 3.67 | 3.83 | 2.92 | 2.72 | 3.03 | 3.14 | 3.54 | 3.56 | 1.77 | 1.32 |
| Nanwalek School | 16 | 36 | 44.4% | 3.84 | 3.66 | 4.31 | 3.69 | 3.59 | 3.98 | 2.98 | 3.83 | 3.68 | 3.94 | 2.16 | 1.38 |
| Nikolaevsk School | 31 | 39 | 79.5% | 3.94 | 3.54 | 4.08 | 4.54 | 3.22 | 3.48 | 3.35 | 3.65 | 3.68 | 3.74 | 1.27 | 1.10 |
| Ninilchik School | 68 | 103 | 66.0% | 3.86 | 3.52 | 4.06 | 4.21 | 3.33 | 3.62 | 3.29 | 3.55 | 3.58 | 3.86 | 1.95 | 1.60 |
| Razdolna School | 15 | 28 | 53.6% | 4.10 | 3.66 | 4.14 | 4.66 | 3.50 | 3.74 | 3.84 | 3.40 | 3.70 | 3.92 | 1.31 | 1.07 |
| Susan B English School | 21 | 26 | 80.8% | 3.50 | 3.22 | 3.66 | 3.83 | 2.96 | 3.27 | 2.53 | 3.51 | 3.63 | 3.53 | 1.99 | 1.43 |
| Tebughna School | 17 | 24 | 70.8% | 3.87 | 3.68 | 4.08 | 4.00 | 3.51 | 3.81 | 3.35 | 3.58 | 3.66 | 3.81 | 1.61 | 1.17 |
| Voznesenka School | 56 | 74 | 75.7% | 3.55 | 3.21 | 3.93 | 4.03 | 2.73 | 3.27 | 3.16 | 3.20 | 3.33 | 3.68 | 1.55 | 1.22 |
| Fireweed Academy School | 35 | 41 | 85.4% | 4.33 | 3.96 | 4.40 | 4.43 | 4.11 | 4.04 | 3.71 | 3.82 | 4.13 | 4.06 | 1.68 | 1.18 |
| Kaleidoscope School | 59 | 67 | 88.1% | 4.25 | 3.86 | 4.41 | 4.43 | 3.99 | 3.98 | 3.68 | 3.83 | 4.01 | 4.23 | 1.48 | 1.09 |
| Soldotna Montessori Charter | 32 | 47 | 68.1% | 4.11 | 3.86 | 4.22 | 4.23 | 3.84 | 4.13 | 3.31 | 3.97 | 3.98 | 4.03 | 1.45 | 1.08 |
| <i>Kenai District Average</i> | <i>2,801</i> | <i>4,713</i> | <i>59.4%</i> | <i>3.78</i> | <i>3.40</i> | <i>4.08</i> | <i>3.98</i> | <i>3.31</i> | <i>3.55</i> | <i>3.07</i> | <i>3.54</i> | <i>3.46</i> | <i>3.84</i> | <i>1.95</i> | <i>1.68</i> |
| <i>Whole Sample Average</i> | <i>31,711</i> | <i>73,810</i> | <i>43.0%</i> | <i>3.79</i> | <i>3.43</i> | <i>4.11</i> | <i>3.89</i> | <i>3.36</i> | <i>3.57</i> | <i>3.15</i> | <i>3.54</i> | <i>3.45</i> | <i>3.87</i> | <i>1.84</i> | <i>1.59</i> |

Summary of Student 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 298 schools across 28 districts. Results are not reported at the school level if a school had fewer than 6 boys and/or 6 girls participating (to protect confidentiality, and because the sample size is too small for a valid comparison). 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 Kalifornsky Beach School | 39 | 3.56* | 3.25* | 3.97 | 3.61 | 3.16* | 3.29* | 2.91 | 3.48 | 3.45 | 3.66* | 2.25 | 1.33 |
| Females Kalifornsky Beach School | 57 | 3.85* | 3.54* | 4.18 | 3.91 | 3.51* | 3.77* | 3.09 | 3.69 | 3.69 | 3.90* | 2.02 | 1.25 |
| Males McNeil Canyon Elementary | 9 | 3.73 | 3.59 | 4.08 | 4.03 | 3.29 | 3.52 | 3.56 | 3.53 | 3.75 | 3.88 | 1.76 | 1.19 |
| Females McNeil Canyon Elementary | 12 | 4.10 | 3.77 | 4.30 | 4.02 | 3.83 | 3.83 | 3.60 | 3.70 | 4.06 | 3.98 | 1.35 | 1.08 |
| Males Mount View Elementary | 26 | 3.87 | 3.52 | 4.26 | 3.71 | 3.63 | 3.63 | 2.94 | 3.68 | 3.76 | 3.93 | 1.65* | 1.12 |
| Females Mount View Elementary | 25 | 3.66 | 3.37 | 4.02 | 3.53 | 3.34 | 3.38 | 2.85 | 3.59 | 3.62 | 3.79 | 2.28* | 1.43 |
| Males Nikiski North Star Elementary | 21 | 4.15 | 3.75 | 4.37 | 4.20 | 3.89 | 4.00 | 3.45 | 3.89 | 3.73 | 4.06 | 1.68 | 1.10 |
| Females Nikiski North Star Elem. | 21 | 4.06 | 3.65 | 4.55 | 3.81 | 3.93 | 4.08 | 3.22 | 3.77 | 3.74 | 4.20 | 1.78 | 1.27 |
| Males Redoubt Elementary | 17 | 4.07 | 3.79 | 4.31 | 4.09 | 3.75 | 4.16 | 3.49 | 3.45 | 4.07 | 3.91 | 1.64 | 1.12 |
| Females Redoubt Elementary | 16 | 4.05 | 3.89 | 4.42 | 3.84 | 3.64 | 4.08 | 3.38 | 3.61 | 3.91 | 4.03 | 1.95 | 1.15 |
| Males Soldotna Elementary | 21 | 3.61 | 3.49 | 4.12 | 3.30 | 3.43 | 3.56 | 3.18 | 3.65 | 3.54 | 3.82 | 1.82 | 1.38 |
| Females Soldotna Elementary | 17 | 3.74 | 3.41 | 4.19 | 3.67 | 3.49 | 3.60 | 2.75 | 3.53 | 3.57 | 4.08 | 1.69 | 1.16 |
| <i>Males Kenai School District</i> | <i>1,325</i> | <i>3.75*</i> | <i>3.39</i> | <i>4.04*</i> | <i>3.93*</i> | <i>3.29</i> | <i>3.53</i> | <i>3.07</i> | <i>3.51</i> | <i>3.46</i> | <i>3.79*</i> | <i>2.01*</i> | <i>1.66</i> |
| <i>Females Kenai School District</i> | <i>1,441</i> | <i>3.82*</i> | <i>3.41</i> | <i>4.12*</i> | <i>4.01*</i> | <i>3.33</i> | <i>3.57</i> | <i>3.07</i> | <i>3.56</i> | <i>3.46</i> | <i>3.90*</i> | <i>1.90*</i> | <i>1.70</i> |
| <i>Males Whole Sample</i> | <i>15,377</i> | <i>3.76*</i> | <i>3.42</i> | <i>4.09*</i> | <i>3.85*</i> | <i>3.35*</i> | <i>3.56</i> | <i>3.16</i> | <i>3.52*</i> | <i>3.45</i> | <i>3.82*</i> | <i>1.86*</i> | <i>1.57*</i> |
| <i>Females Whole Sample</i> | <i>15,544</i> | <i>3.82*</i> | <i>3.43</i> | <i>4.14*</i> | <i>3.93*</i> | <i>3.37*</i> | <i>3.57</i> | <i>3.14</i> | <i>3.56*</i> | <i>3.44</i> | <i>3.91*</i> | <i>1.82*</i> | <i>1.60*</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 Sterling Elementary School | 15 | 3.96 | 3.69 | 4.27 | 3.99 | 3.60 | 3.88 | 3.36 | 3.88 | 3.72 | 3.96 | 1.88 | 1.18 |
| Females Sterling Elementary School | 13 | 4.03 | 3.71 | 4.33 | 3.95 | 3.82 | 4.00 | 3.40 | 3.57 | 3.87 | 4.15 | 1.72 | 1.23 |
| Males Tustumena Elementary | 11 | 4.32 | 4.06 | 4.39 | 4.47 | 4.18 | 4.20 | 3.64 | 4.10 | 4.35 | 4.25 | 1.31 | 1.09 |
| Females Tustumena Elementary | 6 | 4.20 | 4.08 | 4.60 | 3.84 | 3.70 | 4.11 | 3.56 | 3.84 | 4.14 | 4.26 | 1.60 | 1.11 |
| Males West Homer Elementary | 10 | — | — | — | — | — | — | — | — | — | — | — | — |
| Females West Homer Elementary | 4 | — | — | — | — | — | — | — | — | — | — | — | — |
| Males Seward Elementary | 24 | 3.95 | 3.82 | 4.17 | 4.09 | 3.63 | 3.77 | 3.60 | 3.82 | 3.87 | 3.79 | 1.57 | 1.19 |
| Females Seward Elementary | 30 | 4.04 | 3.57 | 4.20 | 4.40 | 3.46 | 3.60 | 3.36 | 3.71 | 3.67 | 4.01 | 1.48 | 1.28 |
| Males Homer Middle School | 68 | 3.58 | 3.30 | 4.05 | 3.97 | 2.74 | 3.45 | 3.10 | 3.29 | 3.29 | 3.97 | 1.98 | 1.56 |
| Females Homer Middle School | 80 | 3.58 | 3.16 | 4.09 | 4.03 | 2.62 | 3.38 | 3.04 | 3.22 | 3.23 | 3.86 | 1.89 | 1.60 |
| Males Kenai Middle School | 63 | 3.83 | 3.35 | 4.20 | 3.80 | 3.41 | 3.67 | 2.84 | 3.54 | 3.37 | 3.84 | 2.18 | 1.45 |
| Females Kenai Middle School | 84 | 3.74 | 3.38 | 4.03 | 3.78 | 3.37 | 3.63 | 3.03 | 3.52 | 3.44 | 3.88 | 1.99 | 1.58 |
| Males Seward Middle School | 23 | 3.86 | 3.48 | 4.06 | 4.20 | 3.42 | 3.54 | 3.22 | 3.32 | 3.55 | 3.75 | 1.79 | 1.39 |
| Females Seward Middle School | 23 | 4.01 | 3.42 | 4.27 | 4.24 | 3.50 | 3.74 | 3.15 | 3.55 | 3.60 | 4.04 | 1.68 | 1.41 |
| Males Soldotna Middle School | 120 | 3.76 | 3.27 | 4.07 | 3.87 | 3.30 | 3.43 | 2.94 | 3.31 | 3.38 | 3.73 | 2.02 | 1.41 |
| Females Soldotna Middle School | 149 | 3.73 | 3.22 | 4.11 | 3.87 | 3.19 | 3.34 | 2.90 | 3.35 | 3.28 | 3.83 | 2.00 | 1.58 |
| Males Nikiski Middle/Sr High | 112 | 3.65* | 3.39 | 4.03* | 3.73* | 3.26 | 3.60 | 2.82* | 3.65 | 3.47 | 3.73* | 2.12 | 1.68 |
| Females Nikiski Middle/Sr High | 114 | 3.82* | 3.51 | 4.18* | 3.97* | 3.33 | 3.70 | 3.10* | 3.79 | 3.50 | 3.89* | 1.91 | 1.64 |
| <i>Males Kenai School District</i> | <i>1,325</i> | <i>3.75*</i> | <i>3.39</i> | <i>4.04*</i> | <i>3.93*</i> | <i>3.29</i> | <i>3.53</i> | <i>3.07</i> | <i>3.51</i> | <i>3.46</i> | <i>3.79*</i> | <i>2.01*</i> | <i>1.66</i> |
| <i>Females Kenai School District</i> | <i>1,441</i> | <i>3.82*</i> | <i>3.41</i> | <i>4.12*</i> | <i>4.01*</i> | <i>3.33</i> | <i>3.57</i> | <i>3.07</i> | <i>3.56</i> | <i>3.46</i> | <i>3.90*</i> | <i>1.90*</i> | <i>1.70</i> |
| <i>Males Whole Sample</i> | <i>15,377</i> | <i>3.76*</i> | <i>3.42</i> | <i>4.09*</i> | <i>3.85*</i> | <i>3.35*</i> | <i>3.56</i> | <i>3.16</i> | <i>3.52*</i> | <i>3.45</i> | <i>3.82*</i> | <i>1.86*</i> | <i>1.57*</i> |
| <i>Females Whole Sample</i> | <i>15,544</i> | <i>3.82*</i> | <i>3.43</i> | <i>4.14*</i> | <i>3.93*</i> | <i>3.37*</i> | <i>3.57</i> | <i>3.14</i> | <i>3.56*</i> | <i>3.44</i> | <i>3.91*</i> | <i>1.82*</i> | <i>1.60*</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 River City Academy | 17 | 4.08 | 3.49 | 4.00 | 4.16 | 4.07 | 3.70 | 3.25 | 3.28 | 3.45 | 3.60 | 1.91 | 1.48 |
| Females River City Academy | 18 | 4.20 | 3.57 | 4.02 | 4.24 | 4.31 | 3.94 | 3.46 | 3.74 | 3.35 | 3.81 | 1.61 | 1.41 |
| Males Homer High School | 124 | 3.67 | 3.34 | 4.04 | 3.93* | 3.01 | 3.36 | 3.12 | 3.58 | 3.30 | 3.81 | 2.48* | 2.25 |
| Females Homer High School | 119 | 3.72 | 3.31 | 3.97 | 4.12* | 3.07 | 3.44 | 3.03 | 3.51 | 3.27 | 3.90 | 2.00* | 2.36 |
| Males Kenai Central High School | 146 | 3.63 | 3.28 | 3.95 | 3.83* | 3.13 | 3.42 | 2.86 | 3.46 | 3.33 | 3.75* | 2.21 | 2.14 |
| Females Kenai Central High School | 159 | 3.74 | 3.32 | 4.06 | 4.03* | 3.17 | 3.48 | 2.95 | 3.53 | 3.35 | 3.89* | 2.01 | 2.01 |
| Males Seward High School | 38 | 3.67 | 3.36 | 3.83 | 4.02 | 3.20 | 3.43 | 2.91 | 3.68 | 3.47 | 3.70* | 2.06 | 2.01 |
| Females Seward High School | 36 | 3.74 | 3.41 | 3.99 | 4.05 | 3.24 | 3.55 | 2.83 | 3.84 | 3.45 | 3.95* | 1.94 | 2.12 |
| Males Skyview High School | 70 | 3.79 | 3.46 | 4.00 | 3.91 | 3.45 | 3.64 | 3.24 | 3.66 | 3.30 | 3.85 | 2.15 | 1.92 |
| Females Skyview High School | 85 | 3.85 | 3.43 | 4.12 | 3.95 | 3.49 | 3.52 | 3.20 | 3.68 | 3.27 | 3.86 | 2.01 | 2.08 |
| Males Soldotna High School | 147 | 3.67* | 3.23 | 3.90* | 3.90* | 3.22* | 3.43 | 2.88* | 3.33 | 3.27 | 3.63* | 2.10 | 2.00 |
| Females Soldotna High School | 171 | 3.84* | 3.34 | 4.07* | 4.06* | 3.41* | 3.56 | 2.91* | 3.47 | 3.35 | 3.83* | 1.96 | 2.05 |
| Males Chapman School | 22 | 3.92 | 3.47 | 4.21 | 3.98 | 3.59 | 3.52 | 3.26 | 3.47 | 3.66 | 3.87 | 1.90 | 1.28 |
| Females Chapman School | 13 | 3.91 | 3.53 | 4.24 | 3.77 | 3.68 | 3.71 | 2.95 | 3.78 | 3.61 | 3.81 | 1.63 | 1.23 |
| Males Kachemak Selo School | 16 | 3.35 | 3.02 | 3.50* | 3.73 | 2.84 | 2.57 | 2.91* | 3.11 | 3.46 | 3.42 | 1.78 | 1.42 |
| Females Kachemak Selo School | 11 | 3.78 | 3.09 | 3.92* | 4.00 | 3.08 | 2.98 | 3.24* | 3.18 | 3.69 | 3.75 | 1.76 | 1.18 |
| Males Nanwalek School | 6 | 4.09 | 3.92 | 4.23 | 4.30* | 3.60 | 4.00 | 3.63* | 3.96 | 3.60 | 3.72 | 1.70 | 1.17 |
| Females Nanwalek School | 10 | 3.68 | 3.52 | 4.35 | 3.29* | 3.58 | 3.96 | 2.58* | 3.76 | 3.73 | 4.05 | 2.44 | 1.50 |
| <i>Males Kenai School District</i> | <i>1,325</i> | <i>3.75*</i> | <i>3.39</i> | <i>4.04*</i> | <i>3.93*</i> | <i>3.29</i> | <i>3.53</i> | <i>3.07</i> | <i>3.51</i> | <i>3.46</i> | <i>3.79*</i> | <i>2.01*</i> | <i>1.66</i> |
| <i>Females Kenai School District</i> | <i>1,441</i> | <i>3.82*</i> | <i>3.41</i> | <i>4.12*</i> | <i>4.01*</i> | <i>3.33</i> | <i>3.57</i> | <i>3.07</i> | <i>3.56</i> | <i>3.46</i> | <i>3.90*</i> | <i>1.90*</i> | <i>1.70</i> |
| <i>Males Whole Sample</i> | <i>15,377</i> | <i>3.76*</i> | <i>3.42</i> | <i>4.09*</i> | <i>3.85*</i> | <i>3.35*</i> | <i>3.56</i> | <i>3.16</i> | <i>3.52*</i> | <i>3.45</i> | <i>3.82*</i> | <i>1.86*</i> | <i>1.57*</i> |
| <i>Females Whole Sample</i> | <i>15,544</i> | <i>3.82*</i> | <i>3.43</i> | <i>4.14*</i> | <i>3.93*</i> | <i>3.37*</i> | <i>3.57</i> | <i>3.14</i> | <i>3.56*</i> | <i>3.44</i> | <i>3.91*</i> | <i>1.82*</i> | <i>1.60*</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 Nikolaevsk School | 10 | 3.91 | 3.51 | 4.01 | 4.50 | 3.16 | 3.48 | 3.32 | 3.62 | 3.57 | 3.59 | 1.48 | 1.07 |
| Females Nikolaevsk School | 20 | 3.98 | 3.55 | 4.11 | 4.61 | 3.24 | 3.52 | 3.43 | 3.65 | 3.73 | 3.84 | 1.18 | 1.13 |
| Males Ninilchik School | 29 | 3.80 | 3.48 | 3.95 | 4.16 | 3.31 | 3.56 | 3.35 | 3.42 | 3.50 | 3.76 | 1.87 | 1.71 |
| Females Ninilchik School | 39 | 3.91 | 3.55 | 4.14 | 4.25 | 3.34 | 3.66 | 3.25 | 3.65 | 3.64 | 3.94 | 1.99 | 1.52 |
| Males Razdolna School | 7 | 4.05 | 3.56 | 4.00 | 4.57 | 3.60 | 3.64 | 3.80 | 3.29 | 3.63 | 3.96 | 1.31 | 1.00 |
| Females Razdolna School | 8 | 4.14 | 3.74 | 4.27 | 4.73 | 3.43 | 3.81 | 3.88 | 3.50 | 3.77 | 3.89 | 1.30 | 1.13 |
| Males Susan B English School | 12 | 3.42 | 3.29 | 3.56 | 3.83 | 2.87 | 3.39 | 2.62 | 3.57 | 3.67 | 3.62 | 2.15 | 1.25 |
| Females Susan B English School | 9 | 3.62 | 3.14 | 3.82 | 3.82 | 3.09 | 3.11 | 2.42 | 3.44 | 3.57 | 3.42 | 1.78 | 1.67 |
| Males Tebughna School | 7 | 3.57 | 3.56 | 3.73 | 3.77 | 3.20 | 3.64 | 3.13 | 2.97* | 3.37 | 3.59 | 1.97 | 1.44 |
| Females Tebughna School | 10 | 4.10 | 3.75 | 4.33 | 4.16 | 3.76 | 3.92 | 3.48 | 4.00* | 3.89 | 3.98 | 1.36 | 1.00 |
| Males Voznesenka School | 30 | 3.58 | 3.23 | 3.89 | 4.14 | 2.77 | 3.15 | 3.28 | 3.21 | 3.36 | 3.68 | 1.58 | 1.28 |
| Females Voznesenka School | 25 | 3.52 | 3.19 | 3.98 | 3.90 | 2.68 | 3.39 | 3.01 | 3.18 | 3.30 | 3.68 | 1.51 | 1.16 |
| Males Fireweed Academy | 21 | 4.35 | 3.94 | 4.37 | 4.60 | 4.02 | 4.06 | 3.87 | 3.81 | 4.07 | 4.10 | 1.54 | 1.21 |
| Females Fireweed Academy | 12 | 4.37 | 4.00 | 4.56 | 4.14 | 4.33 | 4.11 | 3.57 | 3.92 | 4.32 | 4.12 | 1.96 | 1.13 |
| Males Kaleidoscope | 24 | 4.18 | 3.73 | 4.39 | 4.37 | 3.88 | 3.94 | 3.44* | 3.81 | 3.90 | 4.07* | 1.33 | 1.00 |
| Females Kaleidoscope | 33 | 4.28 | 3.95 | 4.40 | 4.45 | 4.06 | 4.01 | 3.84* | 3.83 | 4.09 | 4.34* | 1.59 | 1.16 |
| Males Soldotna Montessori | 20 | 4.04 | 3.75 | 4.24 | 4.09 | 3.80 | 4.06 | 3.22 | 3.78 | 3.95 | 3.99 | 1.46 | 1.07 |
| Females Soldotna Montessori | 12 | 4.24 | 4.02 | 4.19 | 4.48 | 3.89 | 4.23 | 3.45 | 4.31 | 4.04 | 4.08 | 1.42 | 1.11 |
| <i>Males Kenai School District</i> | <i>1,325</i> | <i>3.75*</i> | <i>3.39</i> | <i>4.04*</i> | <i>3.93*</i> | <i>3.29</i> | <i>3.53</i> | <i>3.07</i> | <i>3.51</i> | <i>3.46</i> | <i>3.79*</i> | <i>2.01*</i> | <i>1.66</i> |
| <i>Females Kenai School District</i> | <i>1,441</i> | <i>3.82*</i> | <i>3.41</i> | <i>4.12*</i> | <i>4.01*</i> | <i>3.33</i> | <i>3.57</i> | <i>3.07</i> | <i>3.56</i> | <i>3.46</i> | <i>3.90*</i> | <i>1.90*</i> | <i>1.70</i> |
| <i>Males Whole Sample</i> | <i>15,377</i> | <i>3.76*</i> | <i>3.42</i> | <i>4.09*</i> | <i>3.85*</i> | <i>3.35*</i> | <i>3.56</i> | <i>3.16</i> | <i>3.52*</i> | <i>3.45</i> | <i>3.82*</i> | <i>1.86*</i> | <i>1.57*</i> |
| <i>Females Whole Sample</i> | <i>15,544</i> | <i>3.82*</i> | <i>3.43</i> | <i>4.14*</i> | <i>3.93*</i> | <i>3.37*</i> | <i>3.57</i> | <i>3.14</i> | <i>3.56*</i> | <i>3.44</i> | <i>3.91*</i> | <i>1.82*</i> | <i>1.60*</i> |

Demographic Differences in Student Scale Scores: Whole Sample

The table below presents results of analysis of student scale scores by demographic category for the **whole sample of 31,711 students** across all 28 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 | 4,657 | 3.83* | 3.50 | 4.11 | 3.85 | 3.52 | 3.64 | 3.21* | 3.59 | 3.56* | 3.82 | 1.65* | 1.37* |
| | Amer. Indian | 335 | 3.76 | 3.42 | 4.07 | 3.79 | 3.39 | 3.63 | 3.05 | 3.52 | 3.47 | 3.89 | 1.81* | 1.47* |
| | Asian | 2,307 | 3.80 | 3.46 | 4.18 | 3.68* | 3.55 | 3.66 | 3.25* | 3.43* | 3.48 | 3.96* | 1.70* | 1.39* |
| | African Amer. | 1,078 | 3.72 | 3.37 | 4.05 | 3.71* | 3.39 | 3.46* | 3.07 | 3.52 | 3.39 | 3.83 | 1.92 | 1.63 |
| | Latino | 1,221 | 3.74 | 3.35 | 4.08 | 3.78 | 3.36 | 3.48* | 3.11 | 3.43* | 3.39 | 3.83 | 1.85 | 1.69 |
| | Hawaii/PI | 799 | 3.82* | 3.49 | 4.19 | 3.65* | 3.61 | 3.61 | 3.24* | 3.58 | 3.54* | 3.95* | 1.91 | 1.62 |
| | White | 15,345 | 3.81* | 3.43 | 4.13 | 3.99* | 3.29 | 3.58 | 3.15 | 3.57 | 3.44 | 3.88 | 1.87 | 1.63 |
| 2 or more races | 5,657 | 3.73 | 3.36 | 4.06 | 3.82 | 3.28 | 3.47* | 3.06 | 3.49 | 3.38 | 3.83 | 1.95 | 1.70 | |
| Grade Level | 5 | 3,806 | 3.94* | 3.69* | 4.25* | 3.86 | 3.69* | 3.88* | 3.30* | 3.76* | 3.78* | 3.99* | 1.76* | 1.21* |
| | 6 | 4,101 | 3.92* | 3.60* | 4.26* | 3.91* | 3.59* | 3.78* | 3.23* | 3.66* | 3.68* | 3.98* | 1.77* | 1.24* |
| | 7 | 4,828 | 3.85* | 3.45* | 4.20* | 3.86 | 3.48* | 3.64* | 3.13 | 3.50 | 3.51* | 3.88* | 1.83 | 1.36* |
| | 8 | 4,188 | 3.79* | 3.38* | 4.14* | 3.89 | 3.32* | 3.50 | 3.07 | 3.51 | 3.42* | 3.83 | 1.87 | 1.47* |
| | 9 | 4,279 | 3.71 | 3.30 | 4.05* | 3.83 | 3.24* | 3.45 | 3.09 | 3.35* | 3.30 | 3.79 | 1.90 | 1.78* |
| | 10 | 3,975 | 3.68 | 3.30 | 4.00 | 3.88 | 3.15 | 3.39* | 3.08 | 3.44 | 3.27 | 3.79 | 1.90 | 1.93 |
| | 11 | 3,451 | 3.69 | 3.33 | 3.97 | 3.94* | 3.14 | 3.41* | 3.13 | 3.52* | 3.26 | 3.82 | 1.88 | 1.93 |
| 12 | 2,849 | 3.72 | 3.42* | 3.97 | 3.99* | 3.20 | 3.49 | 3.21* | 3.65* | 3.31 | 3.86* | 1.80* | 1.94 | |
| Grades Obtained | A's | 10881 | 3.92* | 3.55* | 4.29* | 4.04* | 3.41* | 3.71* | 3.24* | 3.70* | 3.52* | 4.02* | 1.82 | 1.53 |
| | B's | 12838 | 3.79* | 3.42* | 4.11* | 3.88* | 3.38* | 3.56* | 3.16* | 3.52* | 3.46* | 3.85* | 1.82 | 1.58 |
| | C's | 5971 | 3.62* | 3.27* | 3.89* | 3.72* | 3.24 | 3.39* | 3.03* | 3.37* | 3.32* | 3.70* | 1.87 | 1.66* |
| | D's/F's | 1594 | 3.48* | 3.14* | 3.69* | 3.56* | 3.19 | 3.26* | 2.85* | 3.20* | 3.21* | 3.53* | 2.05* | 1.80* |
| School Missed w/o Permission | None | 21,240 | 3.84* | 3.47* | 4.19* | 3.94* | 3.40* | 3.64* | 3.18* | 3.58* | 3.49* | 3.92* | 1.79* | 1.49* |
| | Any | 10,142 | 3.67* | 3.33* | 3.96* | 3.78* | 3.26* | 3.43* | 3.09* | 3.46* | 3.35* | 3.76* | 1.94* | 1.79* |

Demographic Differences in Student Scale Scores: Kenai Peninsula Borough School District

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 demographic group, that group was excluded from 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 | 197 | 3.78 | 3.44 | 4.05 | 3.85 | 3.40 | 3.62 | 3.12 | 3.47 | 3.53 | 3.79 | 1.86 | 1.54 |
| | Amer. Indian | 40 | 3.78 | 3.45 | 4.05 | 3.78 | 3.50 | 3.63 | 2.94 | 3.51 | 3.50 | 3.88 | 1.99 | 1.62 |
| | Asian | 58 | 3.78 | 3.31 | 4.02 | 3.99 | 3.23 | 3.48 | 3.01 | 3.35 | 3.35 | 3.88 | 1.71 | 1.44* |
| | African Amer. | 35 | 3.52 | 3.29 | 3.81 | 3.53 | 3.26 | 3.43 | 2.95 | 3.39 | 3.24 | 3.66 | 2.21 | 2.15 |
| | Latino | 72 | 3.78 | 3.36 | 4.03 | 4.03 | 3.34 | 3.51 | 3.15 | 3.37 | 3.43 | 3.73 | 1.75 | 1.63 |
| | Hawaii/PI | 22 | 3.95* | 3.55 | 4.21* | 4.09* | 3.55 | 3.63 | 2.98 | 3.50 | 3.78* | 4.03 | 2.07 | 1.68 |
| | White | 1,944 | 3.80 | 3.41 | 4.09 | 4.02 | 3.30 | 3.56 | 3.09 | 3.56 | 3.46 | 3.85 | 1.95 | 1.68 |
| | 2 or more races | 411 | 3.71 | 3.35 | 4.05 | 3.87 | 3.27 | 3.50 | 2.99 | 3.49 | 3.42 | 3.84 | 2.04 | 1.75 |
| Grade Level | 5 | 369 | 3.97* | 3.66* | 4.27* | 4.00 | 3.66* | 3.83* | 3.30* | 3.70* | 3.84* | 3.98* | 1.76* | 1.17* |
| | 6 | 286 | 3.88* | 3.56* | 4.17* | 3.95 | 3.49* | 3.66* | 3.25* | 3.63* | 3.67* | 3.95* | 1.78* | 1.30* |
| | 7 | 420 | 3.77 | 3.35 | 4.12 | 3.89 | 3.29 | 3.57 | 3.02 | 3.40 | 3.42 | 3.82 | 2.00 | 1.45* |
| | 8 | 379 | 3.75 | 3.34 | 4.06 | 4.04 | 3.17 | 3.50 | 3.01 | 3.46 | 3.39 | 3.82 | 1.86* | 1.50* |
| | 9 | 390 | 3.73 | 3.31 | 4.06 | 3.88 | 3.24 | 3.47 | 2.98 | 3.42 | 3.31 | 3.77 | 2.13 | 1.94 |
| | 10 | 336 | 3.75 | 3.34 | 4.00 | 3.99 | 3.28 | 3.49 | 3.00 | 3.53 | 3.37 | 3.77 | 1.98 | 2.05 |
| | 11 | 341 | 3.75 | 3.34 | 4.01 | 4.04 | 3.20 | 3.47 | 3.01 | 3.55 | 3.36 | 3.83 | 2.07 | 2.05 |
| | 12 | 258 | 3.68 | 3.37 | 3.88* | 4.04 | 3.13 | 3.41 | 3.02 | 3.69* | 3.32 | 3.83 | 2.06 | 2.06 |
| Grades Obtained | A's | 1,098 | 3.93* | 3.53 | 4.25* | 4.12* | 3.40 | 3.72* | 3.16 | 3.71* | 3.53 | 3.99* | 1.92 | 1.64 |
| | B's | 1,088 | 3.78* | 3.40 | 4.07* | 3.95 | 3.33 | 3.53* | 3.08 | 3.51* | 3.48 | 3.83* | 1.92 | 1.65 |
| | C's | 475 | 3.57* | 3.21* | 3.83* | 3.81 | 3.11* | 3.32* | 2.92* | 3.31* | 3.33* | 3.65* | 2.00 | 1.74 |
| | D's/F's | 127 | 3.36* | 3.01* | 3.58* | 3.53* | 2.99* | 3.09* | 2.68* | 3.08* | 3.16* | 3.37* | 2.36* | 1.96* |
| School Missed w/o Permission | None | 1,919 | 3.84* | 3.44* | 4.15* | 4.02* | 3.36* | 3.62* | 3.11* | 3.59* | 3.49* | 3.89* | 1.90* | 1.60* |
| | Any | 844 | 3.65* | 3.30* | 3.92* | 3.86* | 3.18* | 3.40* | 2.99* | 3.41* | 3.39* | 3.74* | 2.06* | 1.85* |

STAFF RESULTS

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 five 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 across the domains assessed by the staff survey. Each of these scales will be discussed in turn below. Asterisks next to scale scores indicate a significant change from 2008 to 2012.

In 2012, valid surveys were received from school staff as follows:

| | Staff Participating | Teachers |
|-----------------------------------|---------------------|----------|
| Kalifornsky Beach School | 39 | 19 |
| McNeil Canyon Elementary School | 8 | 4 |
| Mount View Elementary School | 23 | 16 |
| Nikiski North Star Elementary | 15 | 8 |
| Redoubt Elementary School | 28 | 5 |
| Soldotna Elementary School | 13 | 5 |
| Sterling Elementary School | 15 | 7 |
| Tustumena Elementary School | 17 | 8 |
| West Homer Elementary School | 1 | 0 |
| William H. Seward Elementary | 30 | 9 |
| Homer Middle School | 28 | 10 |
| Kenai Middle School | 21 | 9 |
| Seward Middle School | 11 | 5 |
| Soldotna Middle School | 24 | 12 |
| Nikiski Middle/Senior High School | 45 | 20 |
| River City Academy | 5 | 3 |
| Homer High School | 13 | 8 |
| Kenai Central High School | 41 | 23 |
| Seward High School | 3 | 0 |
| Skyview High School | 48 | 18 |
| Soldotna High School | 11 | 5 |
| Chapman School | 2 | 1 |
| Kachemak Selo School | 4 | 2 |
| Nanwalek School | 0 | 0 |
| Nikolaevsk School | 5 | 3 |
| Ninilchik School | 28 | 10 |
| Razdolna School | 2 | 2 |
| Susan B English School | 4 | 2 |

| | Staff Participating | Teachers |
|------------------------------------------------|----------------------------|---------------------|
| Tebughna School | 5 | 4 |
| Voznesenka School | 14 | 9 |
| Fireweed Academy School | 12 | 8 |
| Kaleidoscope School | 13 | 7 |
| Soldotna Montessori Charter | 9 | 2 |
| <i>Kenai Peninsula Borough School District</i> | <i>537</i> | <i>244</i> |
| <i>Whole Sample</i> | <i>6,484</i> | <i>3,375</i> |

When schools had fewer than 6 staff participants in 2012, their scale scores are not displayed individually but the data are included in the district and full sample averages.

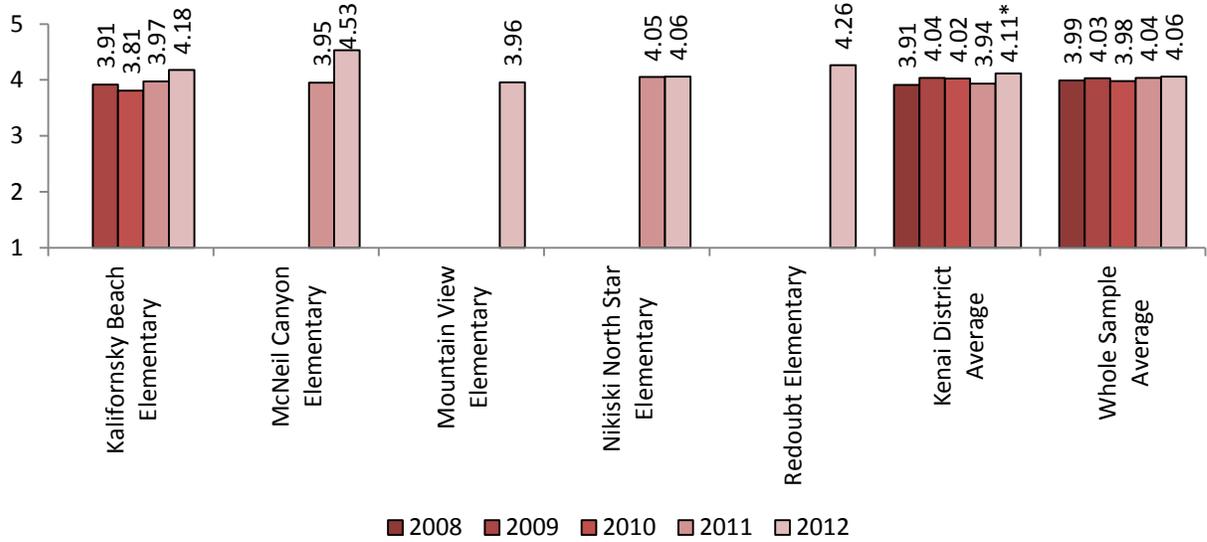
School Climate: Staff

Staff were asked to rate their school climate in 6 areas: 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. Each of these areas is addressed in a separate scale below. At the beginning of this section, an Overall Climate summary scale is presented that captures all of these subscales.

Summary Scale: Overall Climate

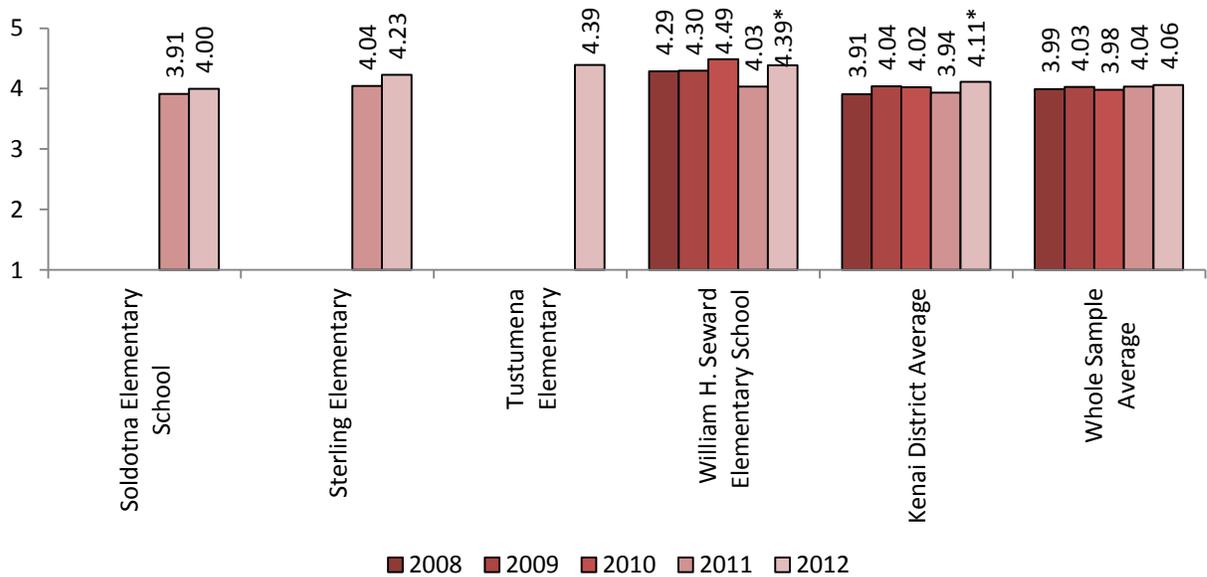
Staff Overall Climate was computed as the mean of six scales: School Leadership, Staff Attitudes, Student Involvement, Respectful Climate, School Safety, and Parent and Community Involvement, plus reverse-coded Student Delinquent Behaviors and Student Drug and Alcohol Use scores.

Staff: Overall Climate I



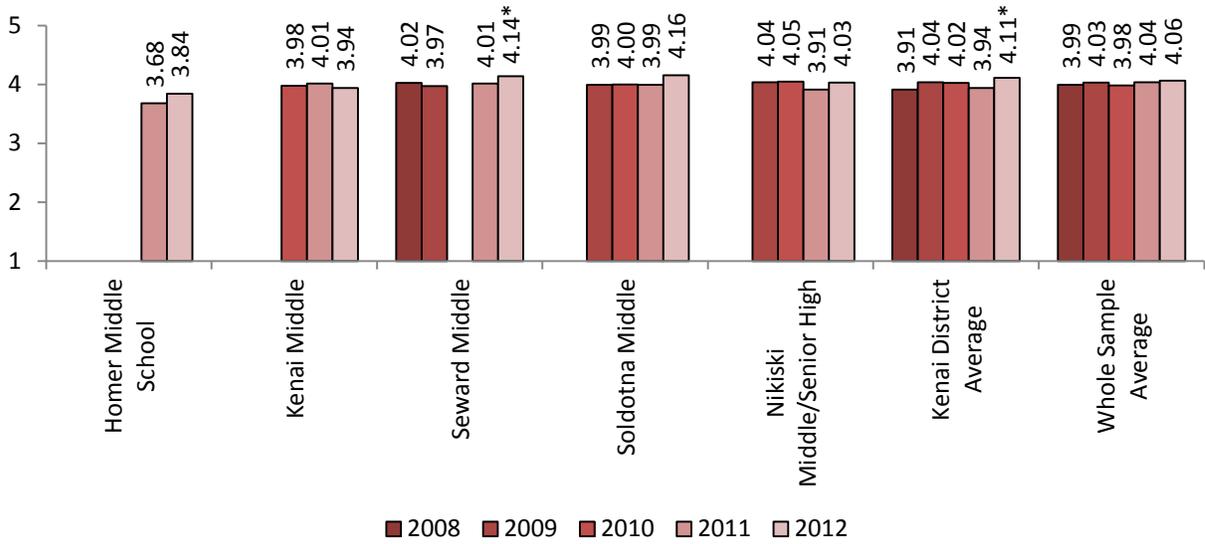
*Indicates a significant change in score from 2008 to 2012

Staff: Overall Climate II



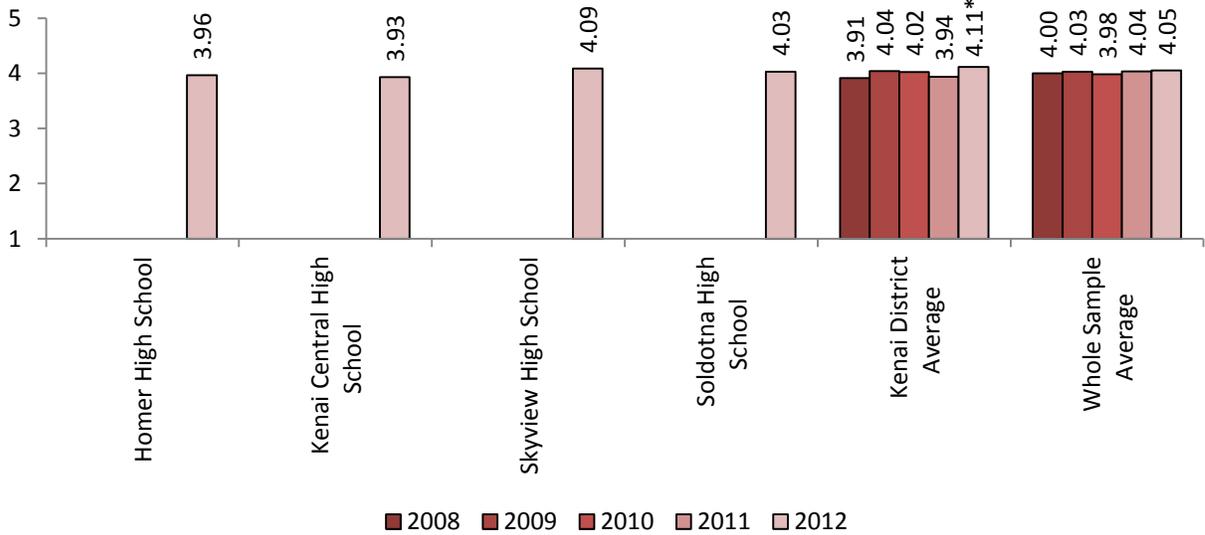
*Indicates a significant change in score from 2008 to 2012

Staff: Overall Climate III



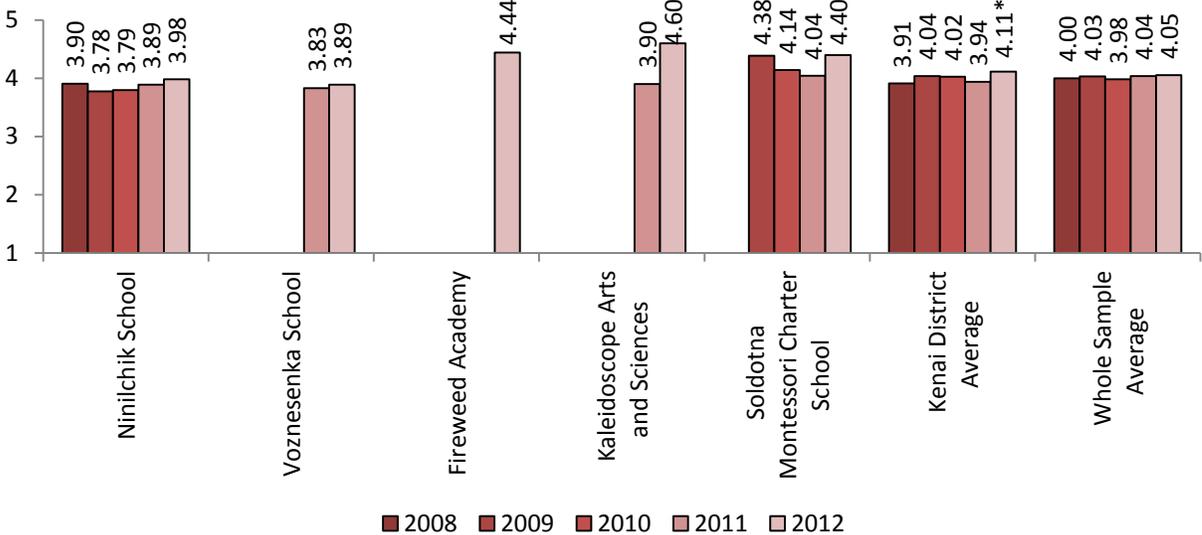
*Indicates a significant change in score from 2008 to 2012

Staff: Overall Climate IV



*Indicates a significant change in score from 2008 to 2012

Staff: Overall Climate V



*Indicates a significant change in score from 2008 to 2012

School Leadership and Involvement

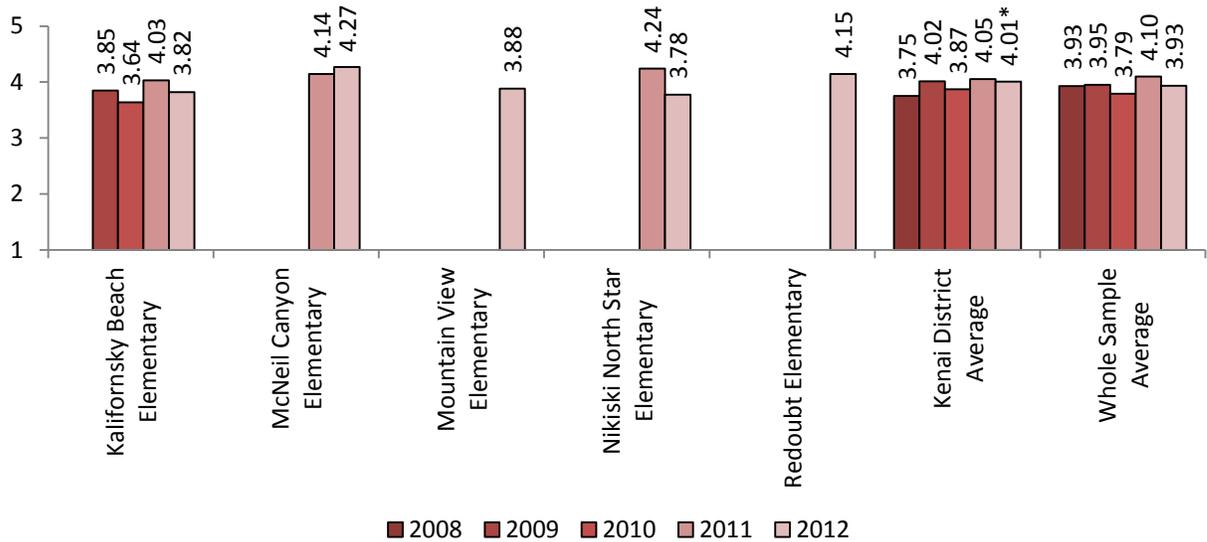
This scale reflects staff members' feelings about the decision making of school leaders as well as the fairness of school rules. The items composing this scale (and the scale's reliability) are as follows.

Scale 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

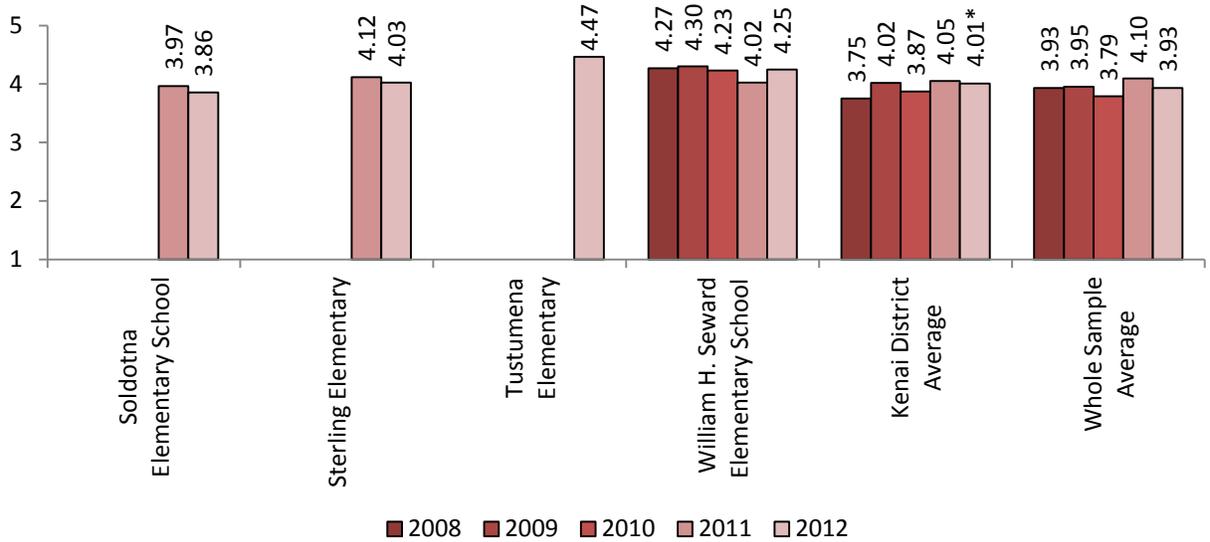
Staff members selected responses between 1 and 5, where 1 indicates a low level of school leadership and 5 indicates a high level of school leadership.

Staff: School Leadership and Involvement I



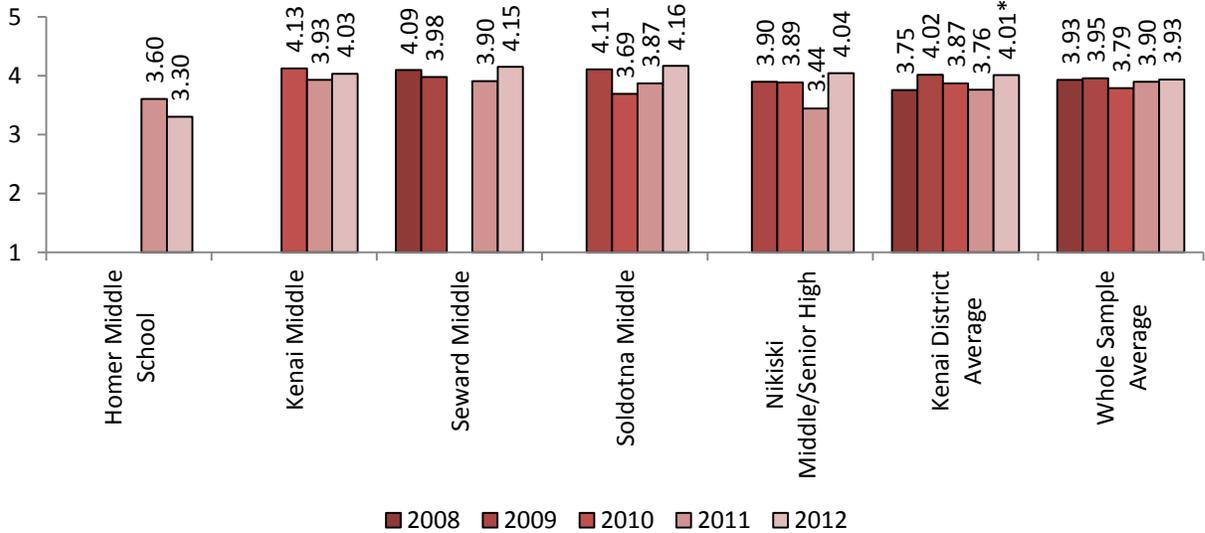
*Indicates a significant change in score from 2008 to 2012

Staff: School Leadership and Involvement II



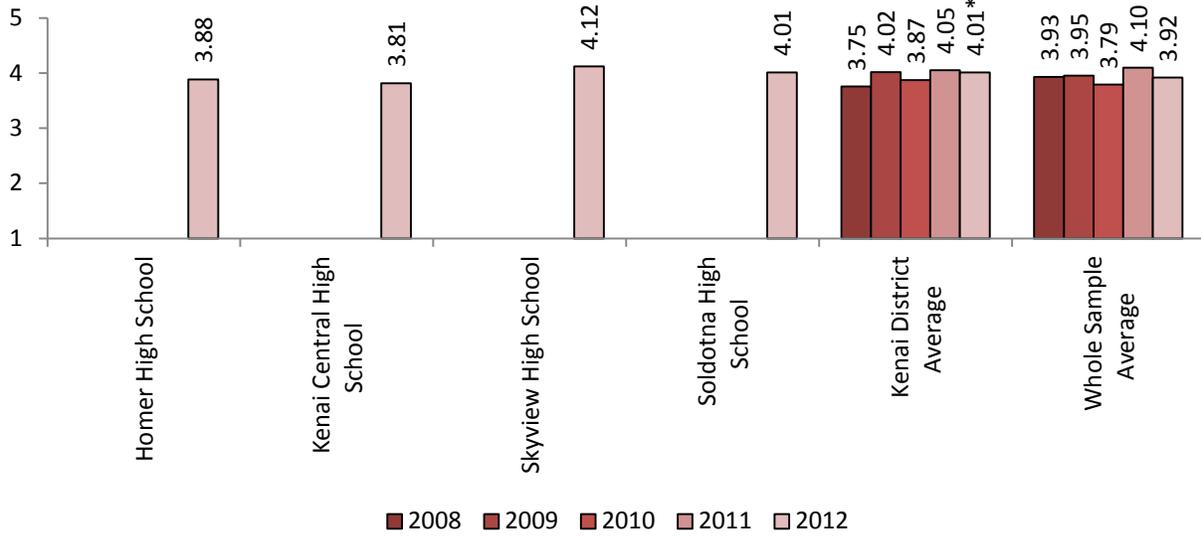
*Indicates a significant change in score from 2008 to 2012

Staff: School Leadership and Involvement III



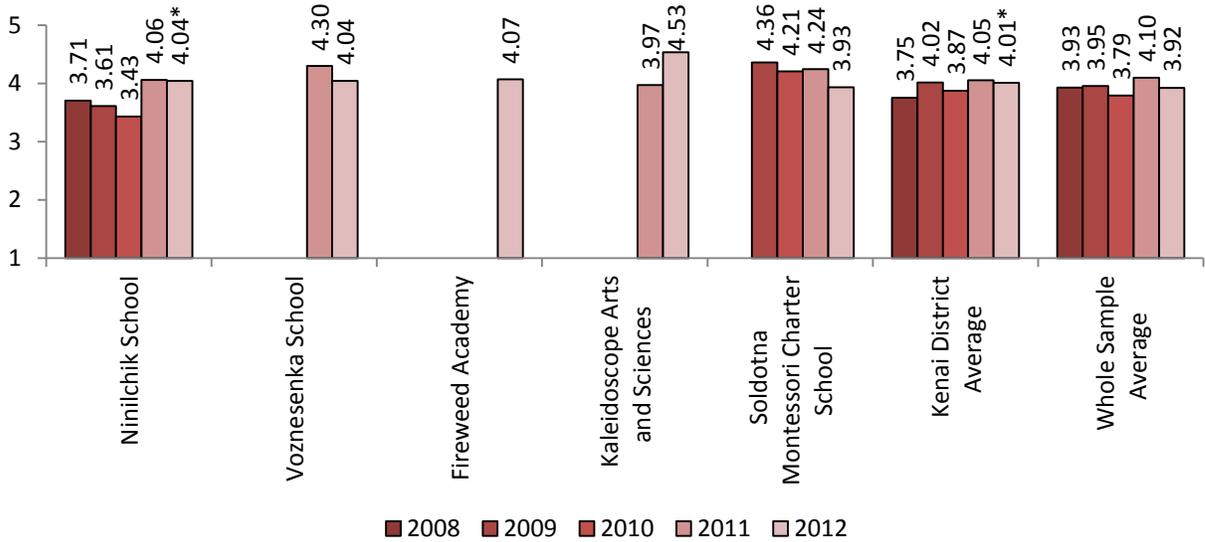
*Indicates a significant change in score from 2008 to 2012

Staff: School Leadership and Involvement IV



*Indicates a significant change in score from 2008 to 2012

Staff: School Leadership and Involvement V



*Indicates a significant change in score from 2008 to 2012

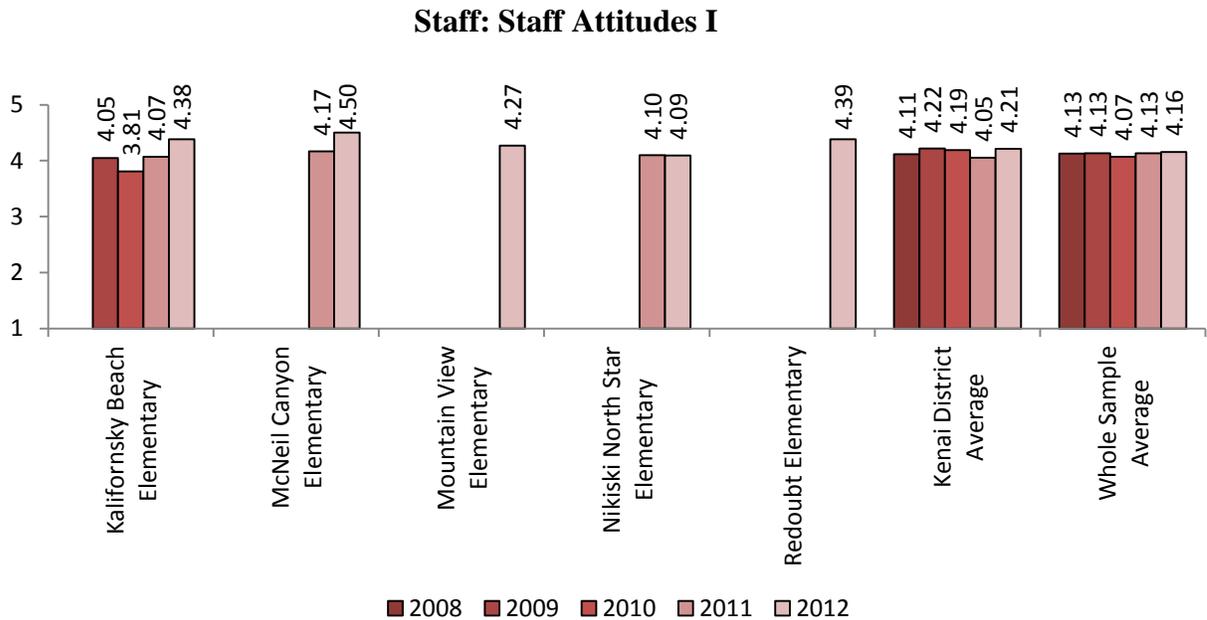
Staff Attitudes

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

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

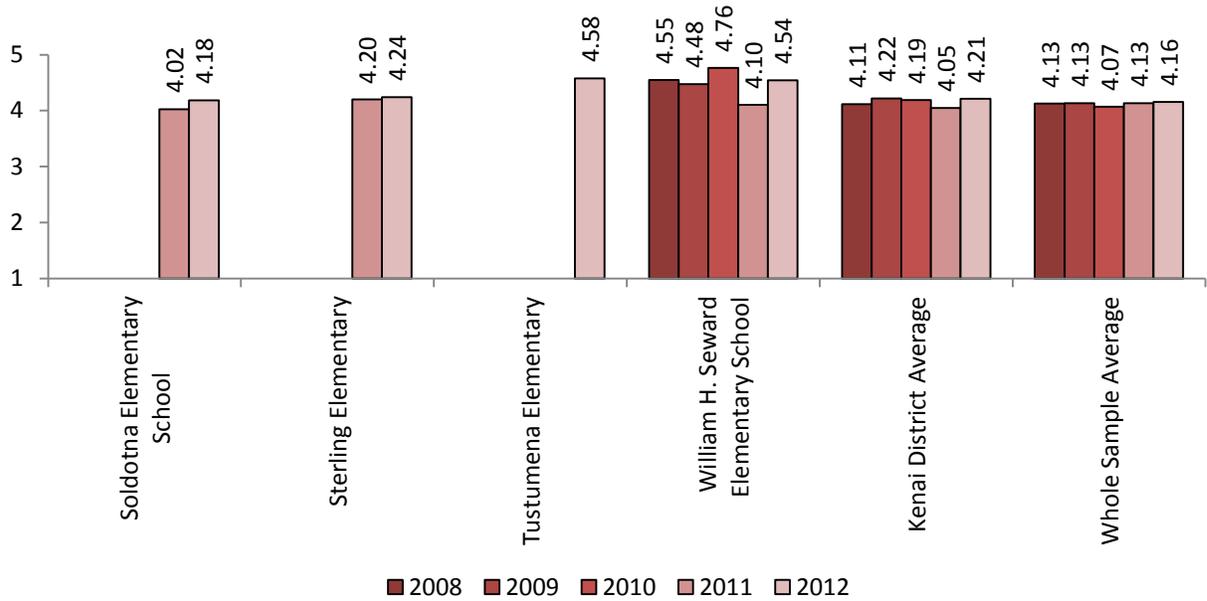
- 10. The teachers at this school are good at their jobs
- 22. Teachers here set high standards for themselves
- 24. In this school, staff members have a “can do” attitude
- 27. Teachers and staff believe that *all* students can do good work
- 30. Teachers here are nice people

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



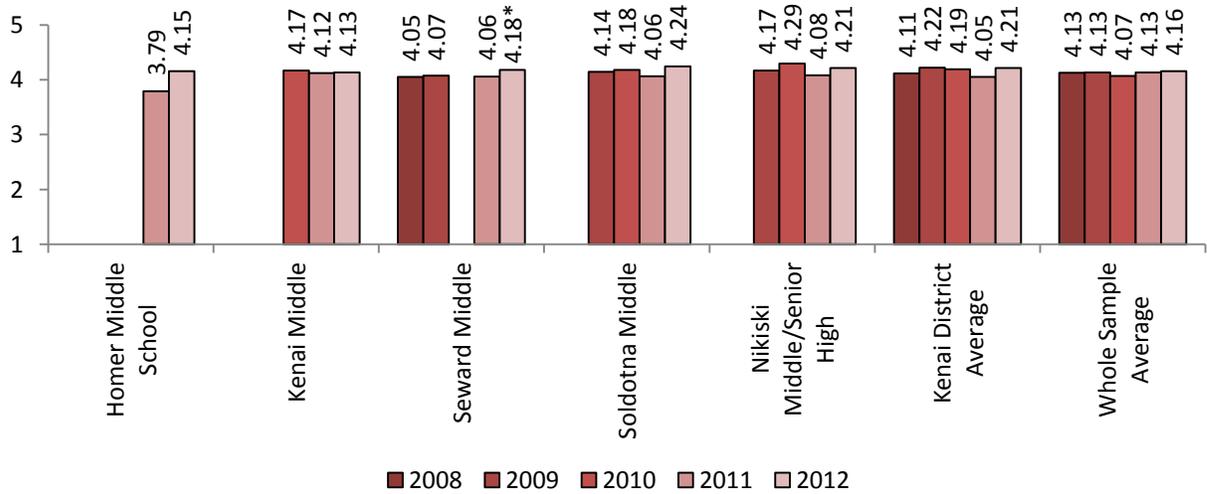
*Indicates a significant change in score from 2008 to 2012

Staff: Staff Attitudes II



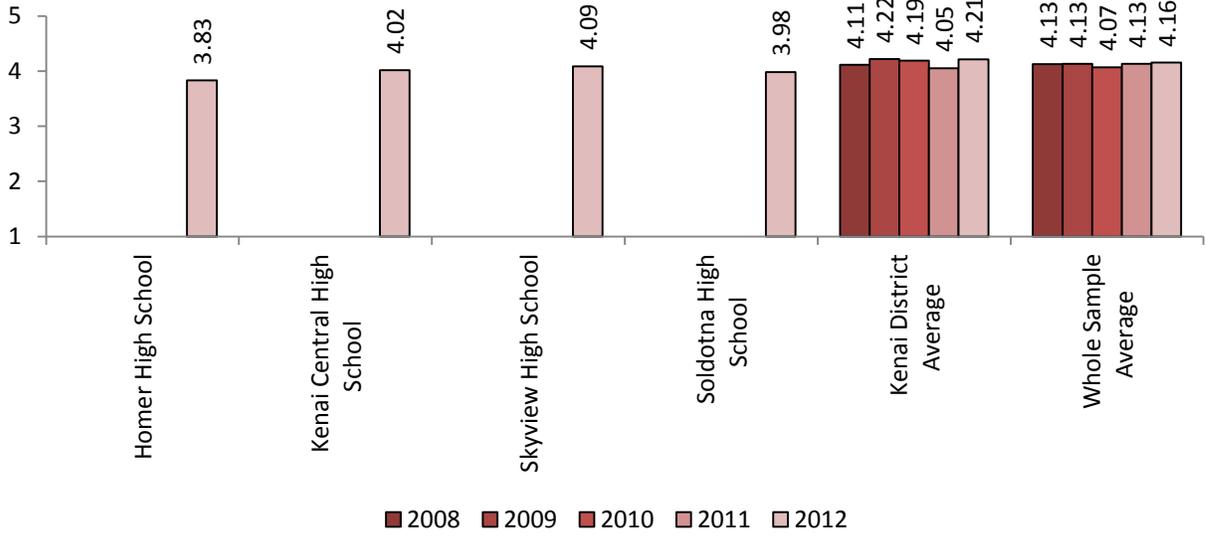
*Indicates a significant change in score from 2008 to 2012

Staff: Staff Attitudes III



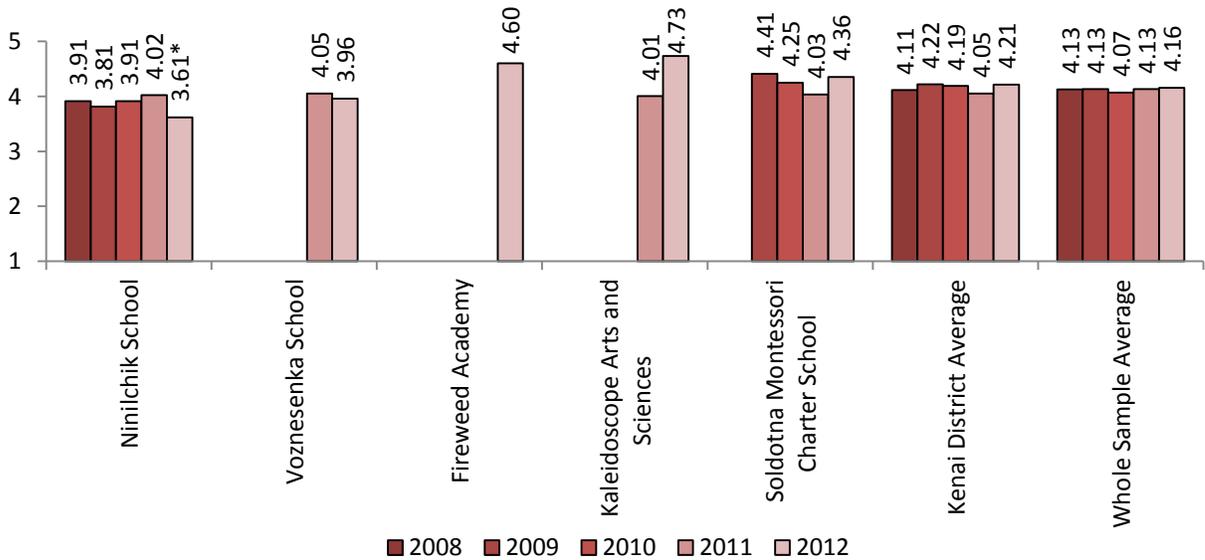
*Indicates a significant change in score from 2008 to 2012

Staff: Staff Attitudes IV



*Indicates a significant change in score from 2008 to 2012

Staff: Staff Attitudes V



*Indicates a significant change in score from 2008 to 2012

Student Involvement

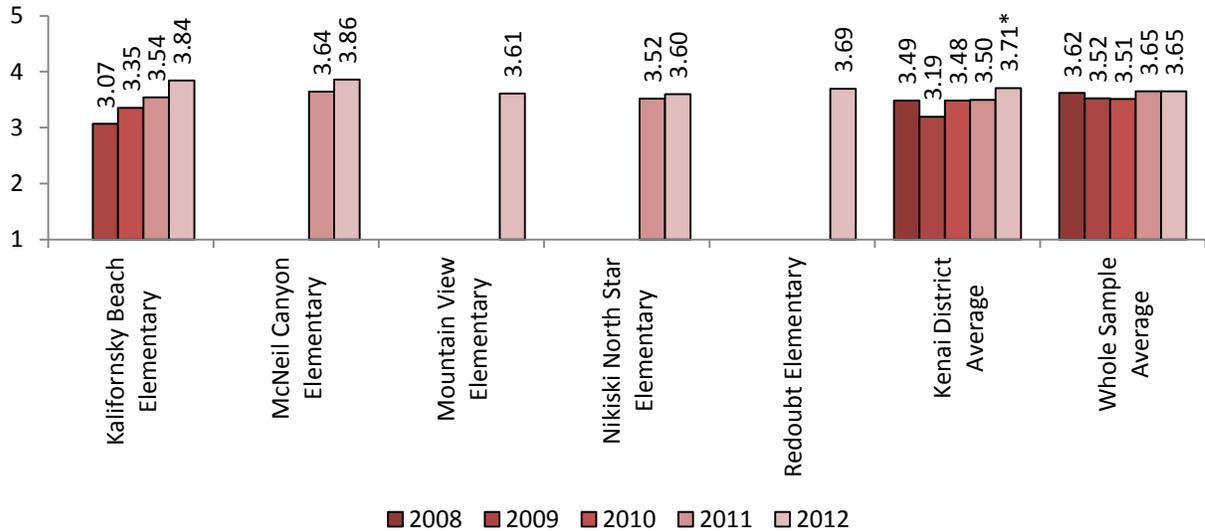
This scale reflects staff members' feelings about how involved students are in the decision making process at school. The items composing this scale (and the scale's reliability) are as follows.

Scale 3: Student Involvement ($\alpha = .83$)

- 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

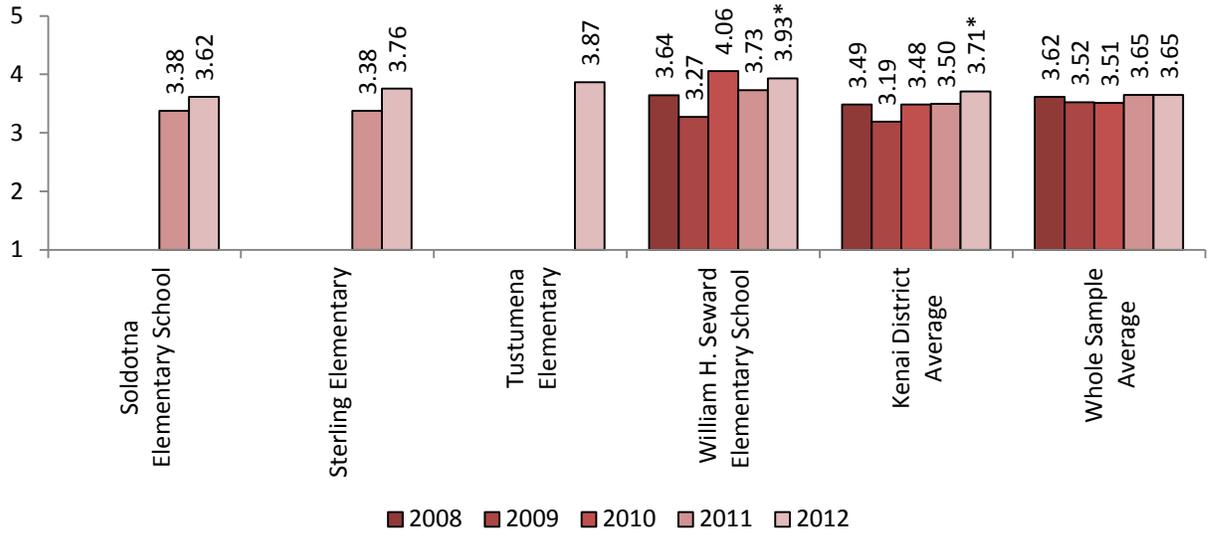
Staff members selected responses between 1 and 5, where 1 indicates a low level of student involvement in decision making at school and 5 indicates a high level of student involvement.

Staff: Student Involvement I



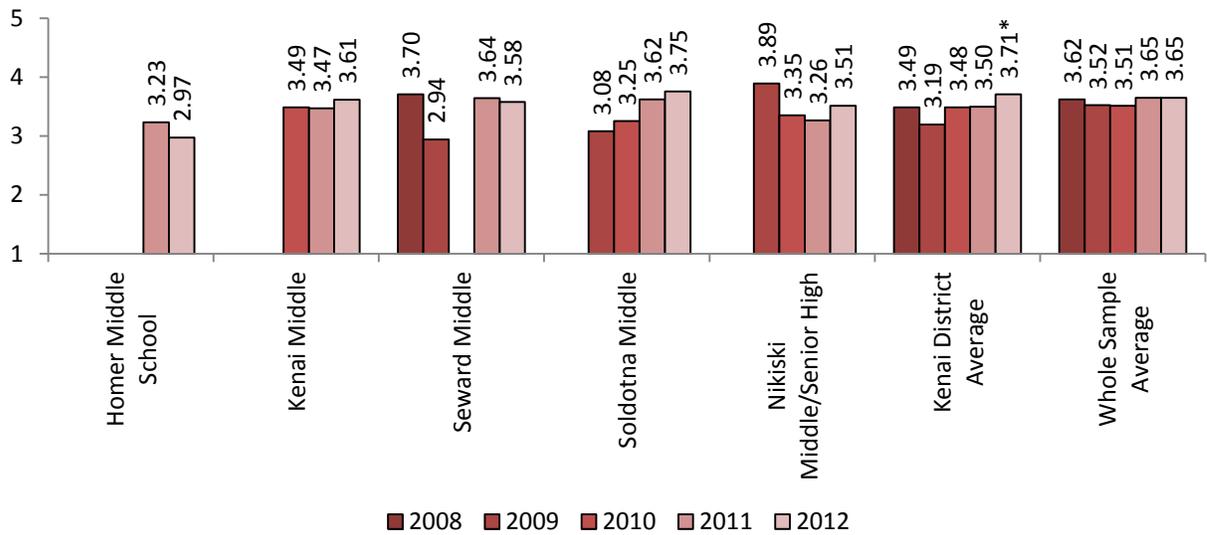
*Indicates a significant change in score from 2008 to 2012

Staff: Student Involvement II



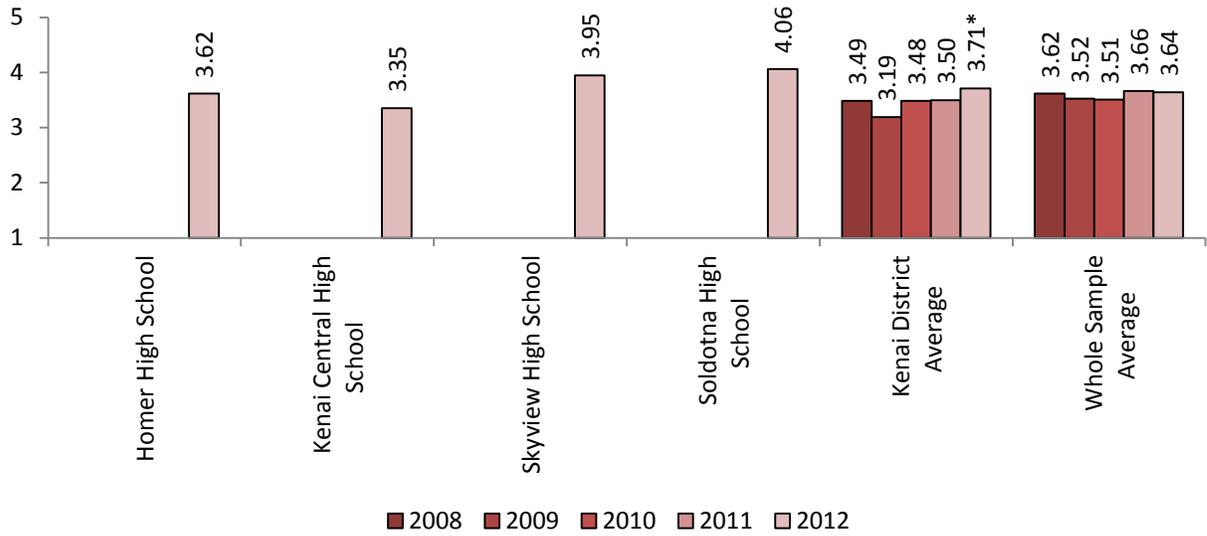
*Indicates a significant change in score from 2008 to 2012

Staff: Student Involvement III



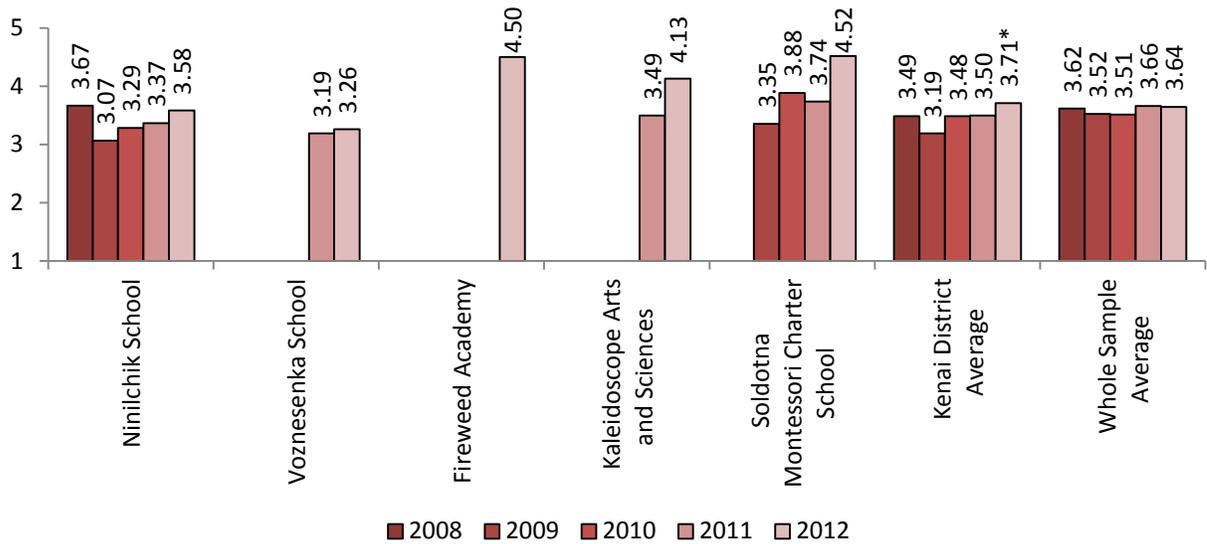
*Indicates a significant change in score from 2008 to 2012

Staff: Student Involvement IV



*Indicates a significant change in score from 2008 to 2012

Staff: Student Involvement V



*Indicates a significant change in score from 2008 to 2012

Respectful Climate

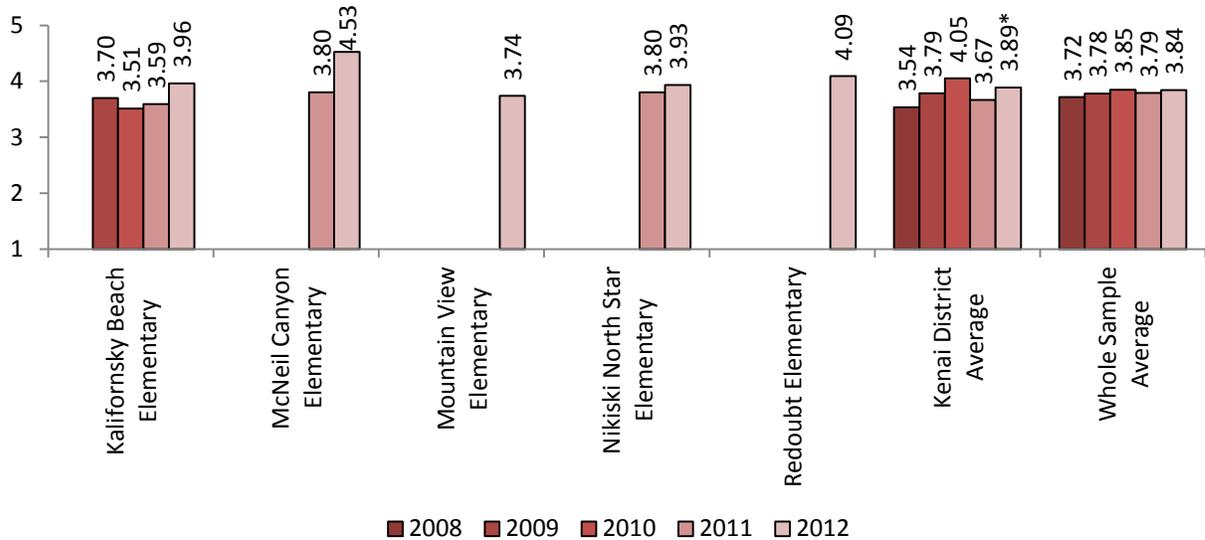
This scale reflects staff members' feelings about how students treat each other and how well students and staff members treat one another. The items composing this scale (and the scale's reliability) are as follows.

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

- 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)

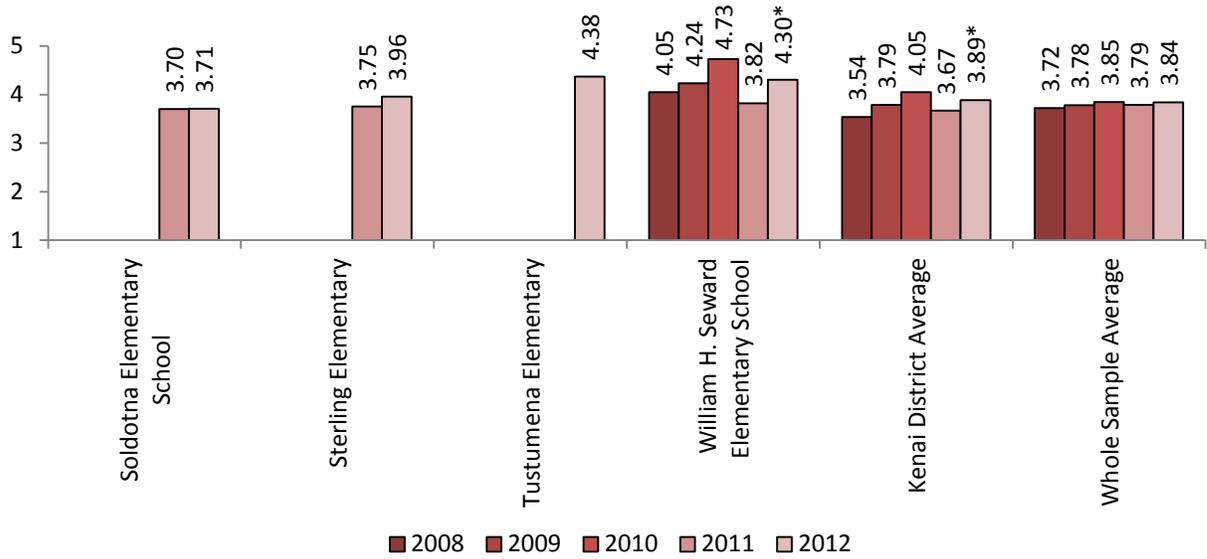
Staff members selected responses between 1 and 5, where 1 indicates a low level of respect and 5 indicates a high level of respect.

Staff: Respectful Climate I



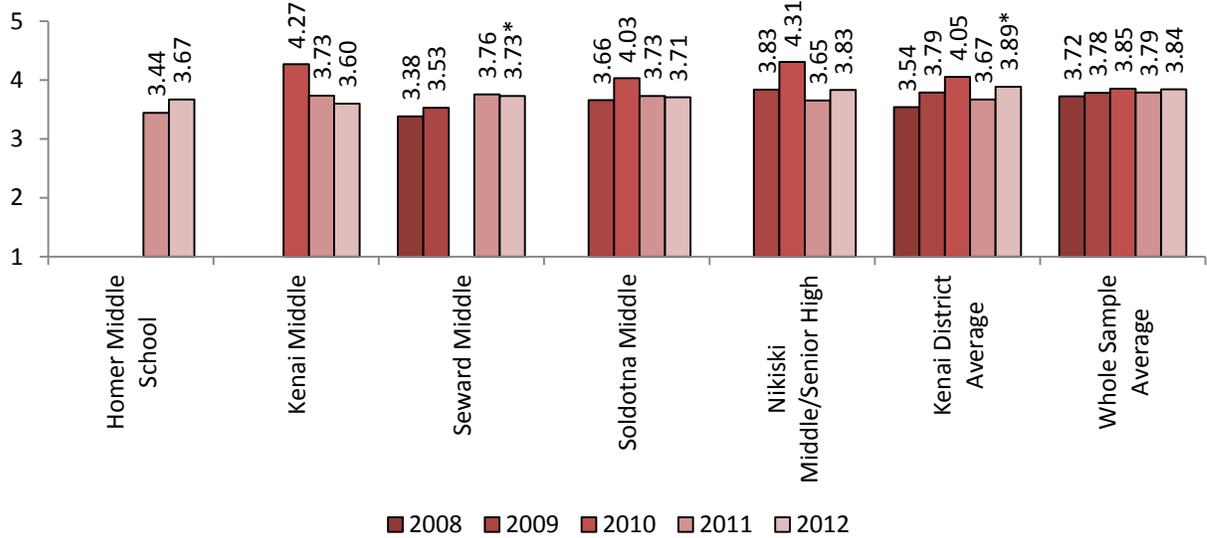
*Indicates a significant change in score from 2008 to 2012

Staff: Respectful Climate II



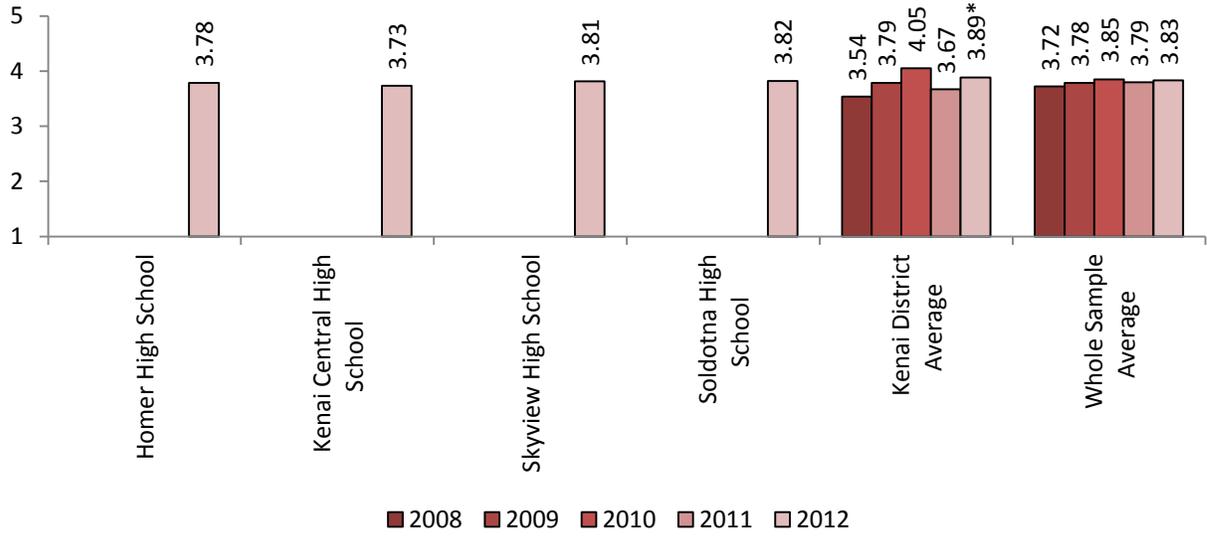
*Indicates a significant change in score from 2008 to 2012

Staff: Respectful Climate III



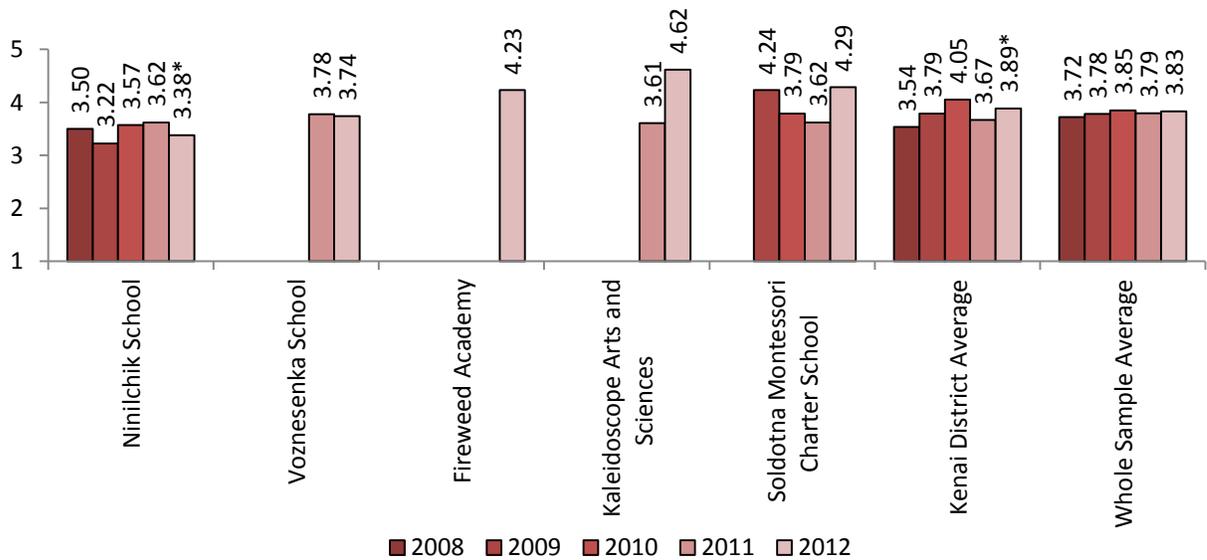
*Indicates a significant change in score from 2008 to 2012

Staff: Respectful Climate IV



*Indicates a significant change in score from 2008 to 2012

Staff: Respectful Climate V



*Indicates a significant change in score from 2008 to 2012

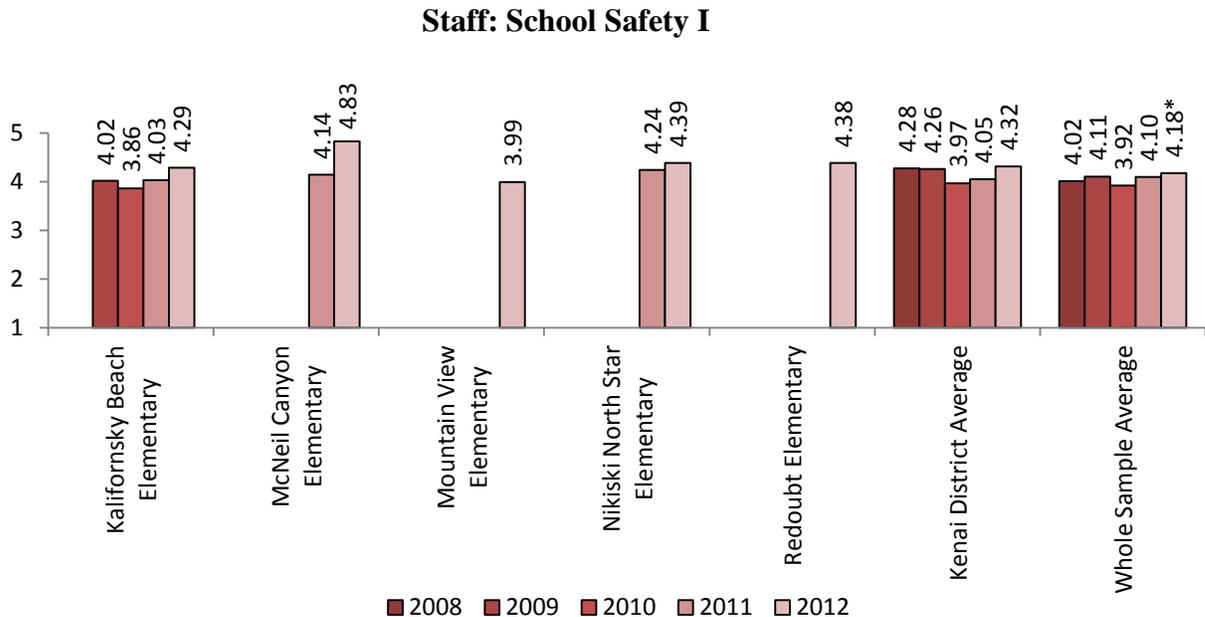
School Safety

This scale reflects staff members' feelings about the impact of gangs and bullies as well as general crime and violence that affect the school. The items composing this scale (and the scale's reliability) are as follows.

Scale 5: School Safety ($\alpha = .70$)

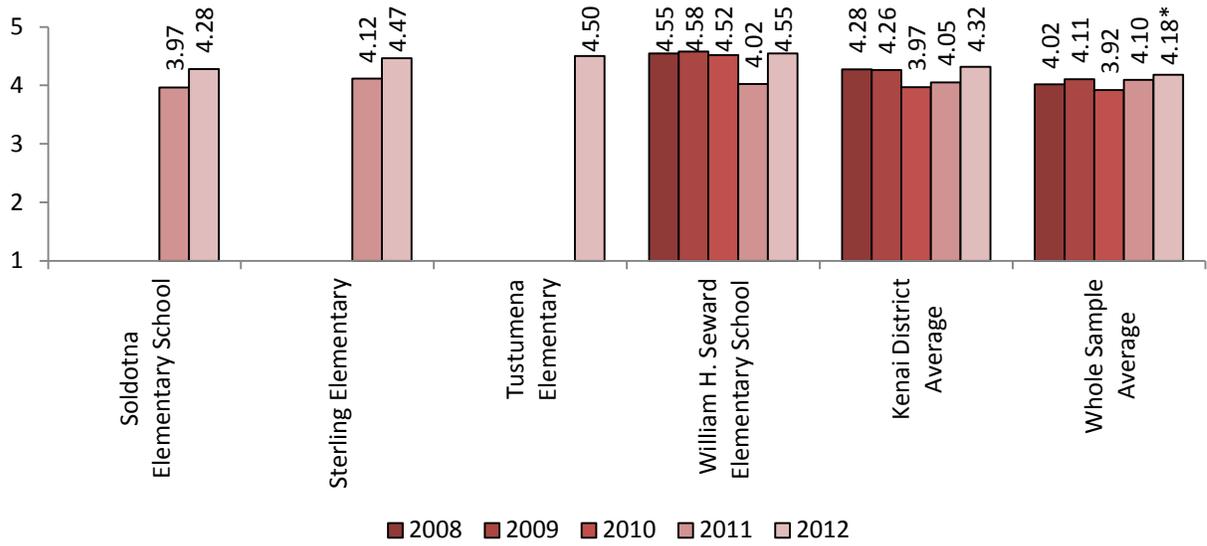
- 28. I feel safe at my school
- 29. This school is being ruined by bullies (reverse scored)
- 31. This school is badly affected by crime and violence in the community (reverse scored)
- 34. Gang members make this school dangerous (reverse scored)
- 36. Crime and violence are or should be major concerns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



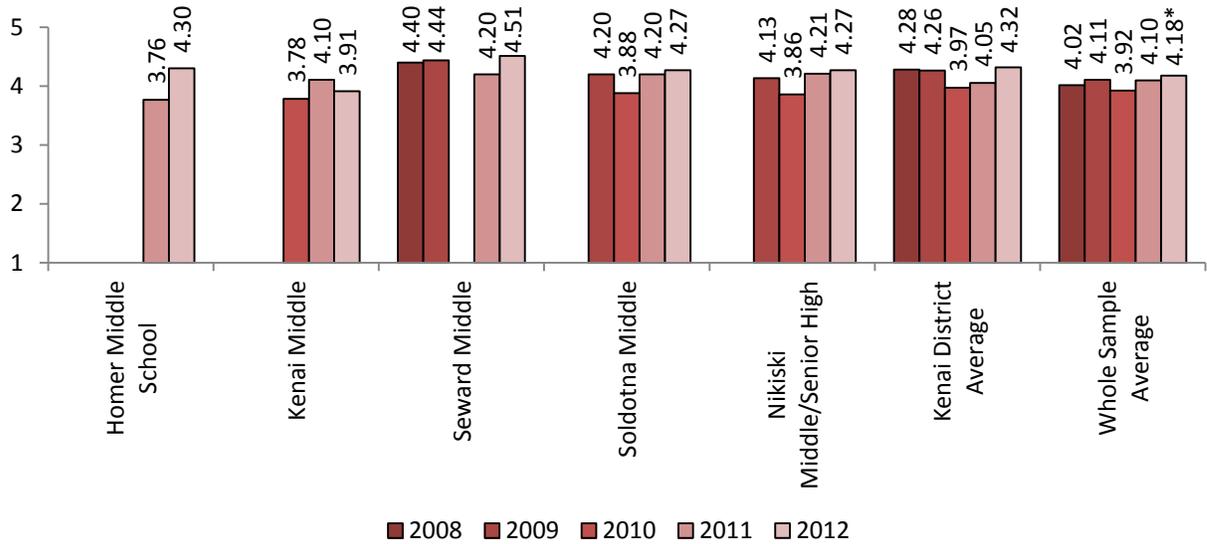
*Indicates a significant change in score from 2008 to 2012

Staff: School Safety II



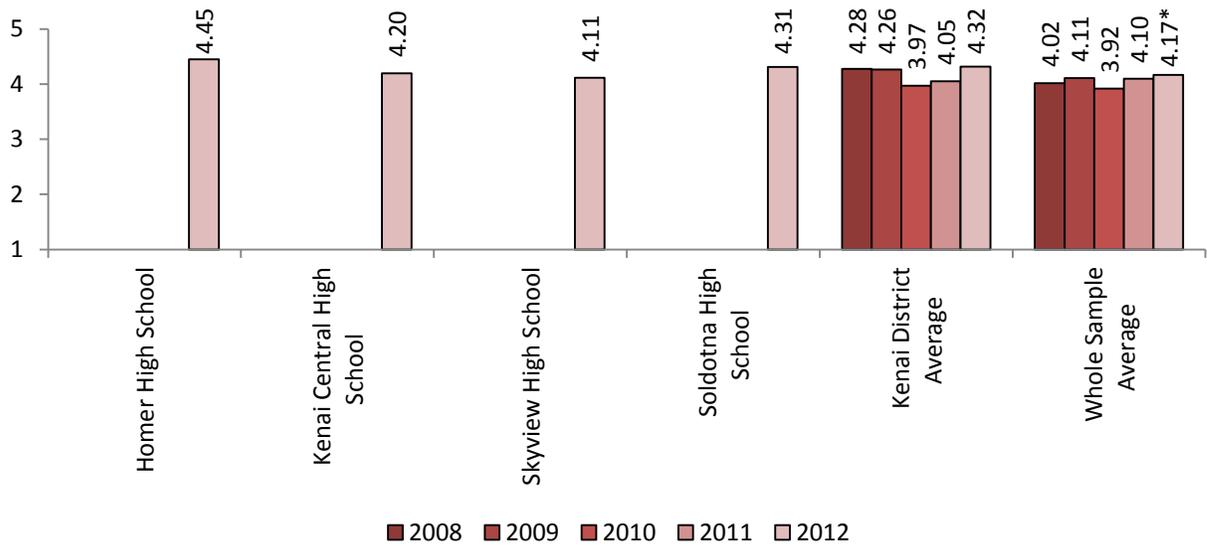
*Indicates a significant change in score from 2008 to 2012

Staff: School Safety III



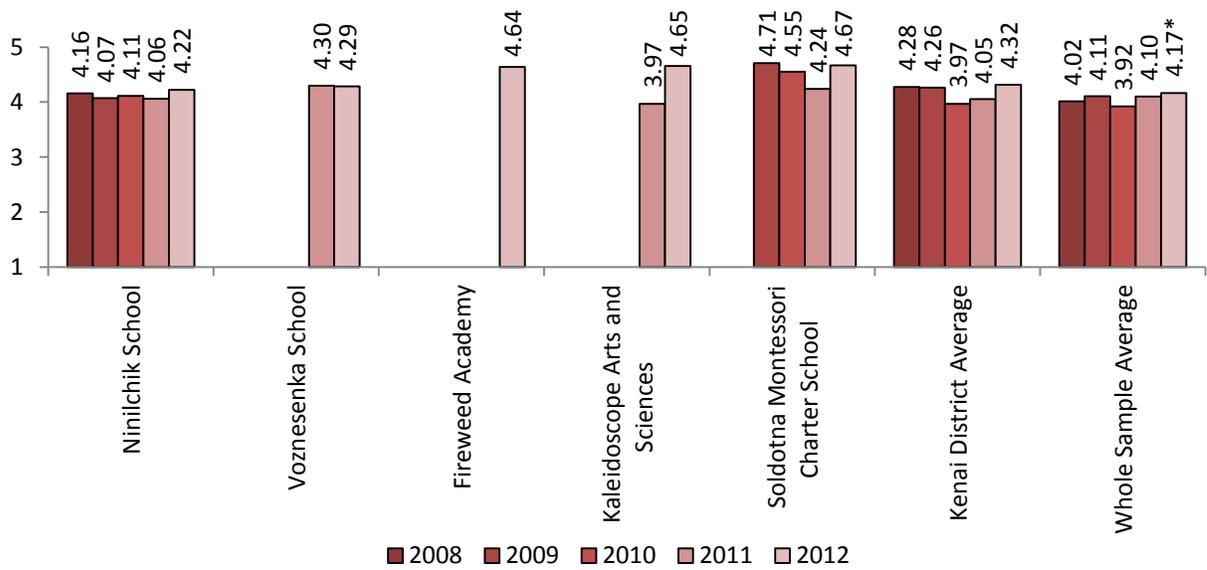
*Indicates a significant change in score from 2008 to 2012

Staff: School Safety IV



*Indicates a significant change in score from 2008 to 2012

Staff: School Safety V



*Indicates a significant change in score from 2008 to 2012

Parent and Community Involvement

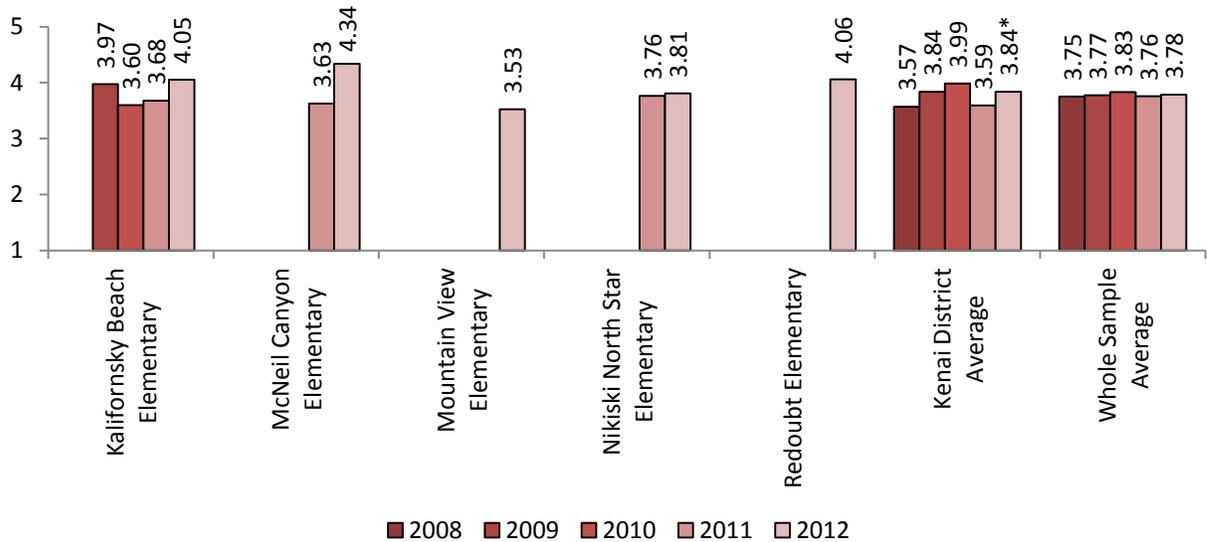
This scale reflects staff members' feelings about how accessible the school is for parents as well as how connected adults in the community are to the school. The items composing this scale (and the scale's reliability) are as follows.

Scale 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

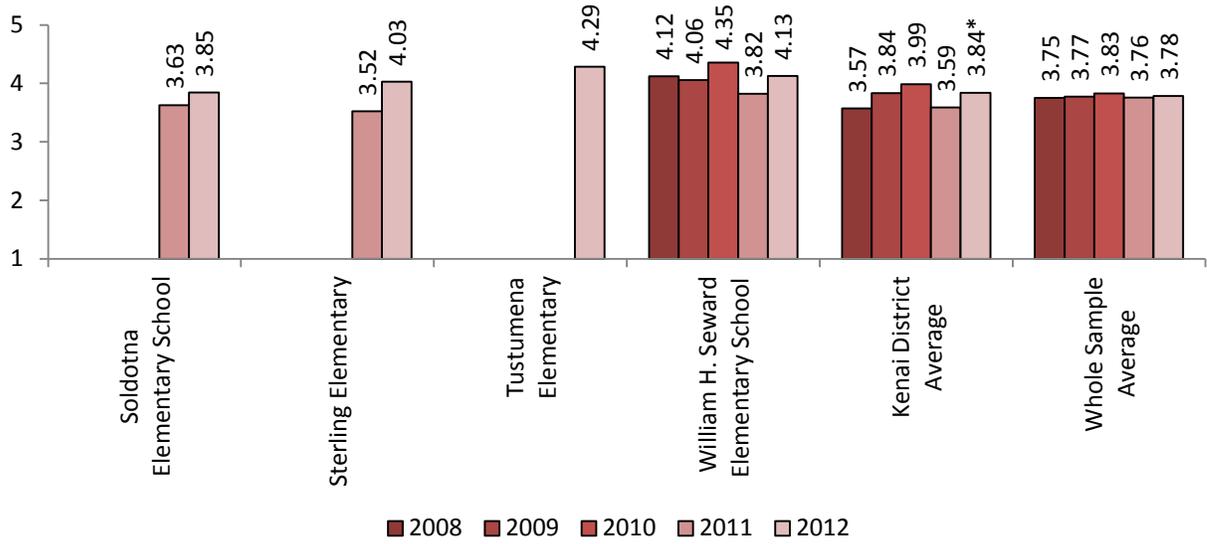
Staff members selected responses between 1 and 5, where 1 indicates a low level of parent and community involvement and 5 indicates a high level.

Staff: Parent and Community Involvement I



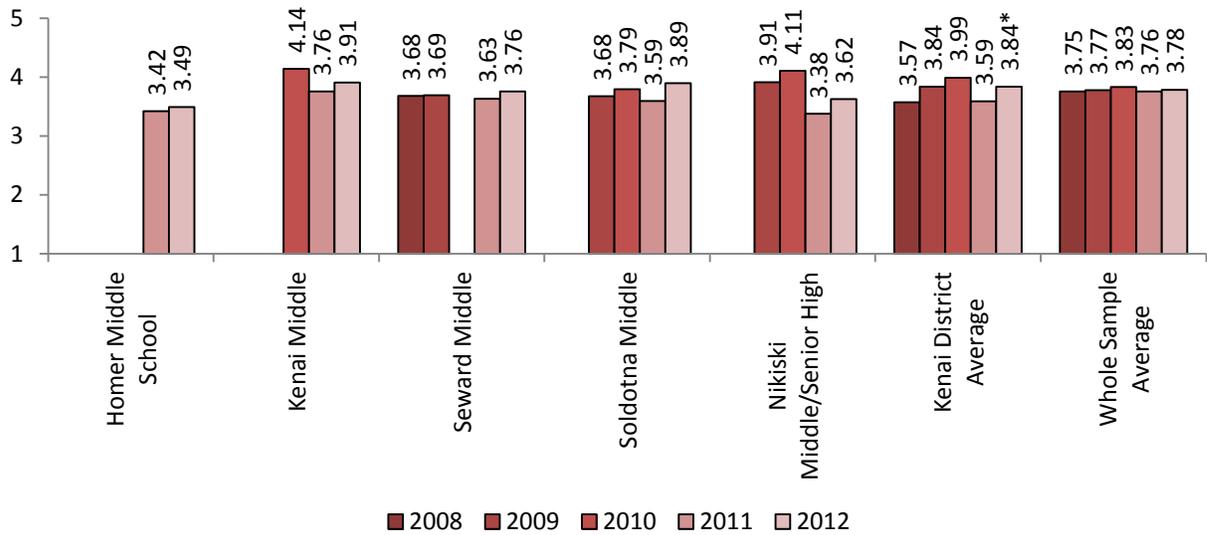
*Indicates a significant change in score from 2008 to 2012

Staff: Parent and Community Involvement II



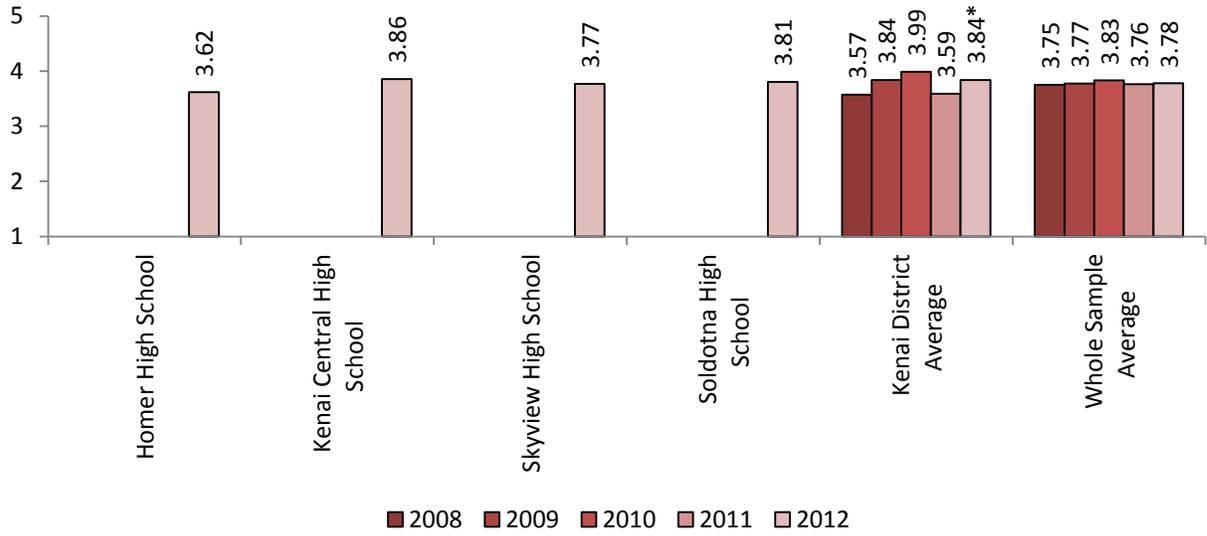
*Indicates a significant change in score from 2008 to 2012

Staff: Parent and Community Involvement III



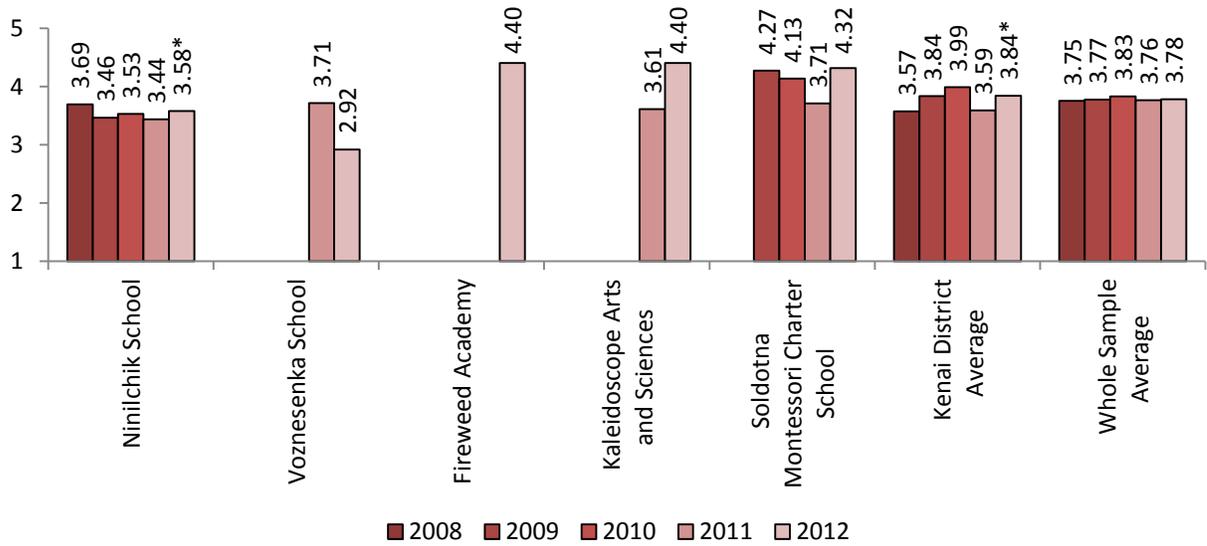
*Indicates a significant change in score from 2008 to 2012

Staff: Parent and Community Involvement IV



*Indicates a significant change in score from 2008 to 2012

Staff: Parent and Community Involvement V



*Indicates a significant change in score from 2008 to 2012

Student Delinquent Behaviors

Staff were asked to report how often they had observed students engage in delinquent behaviors at school and school events with in the past 12 months.

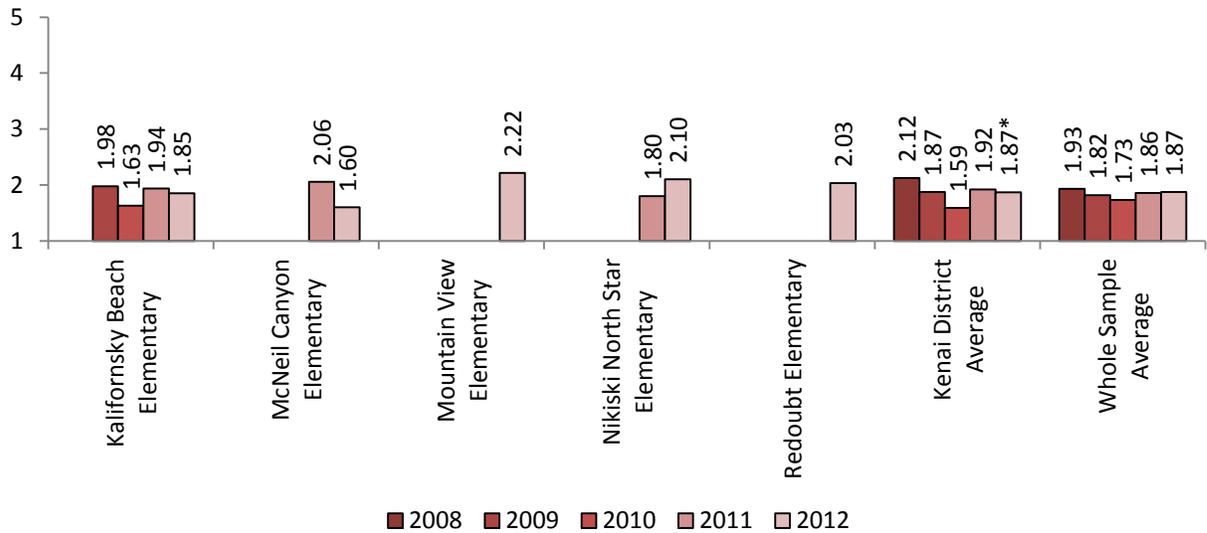
Response categories for each item were:

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

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

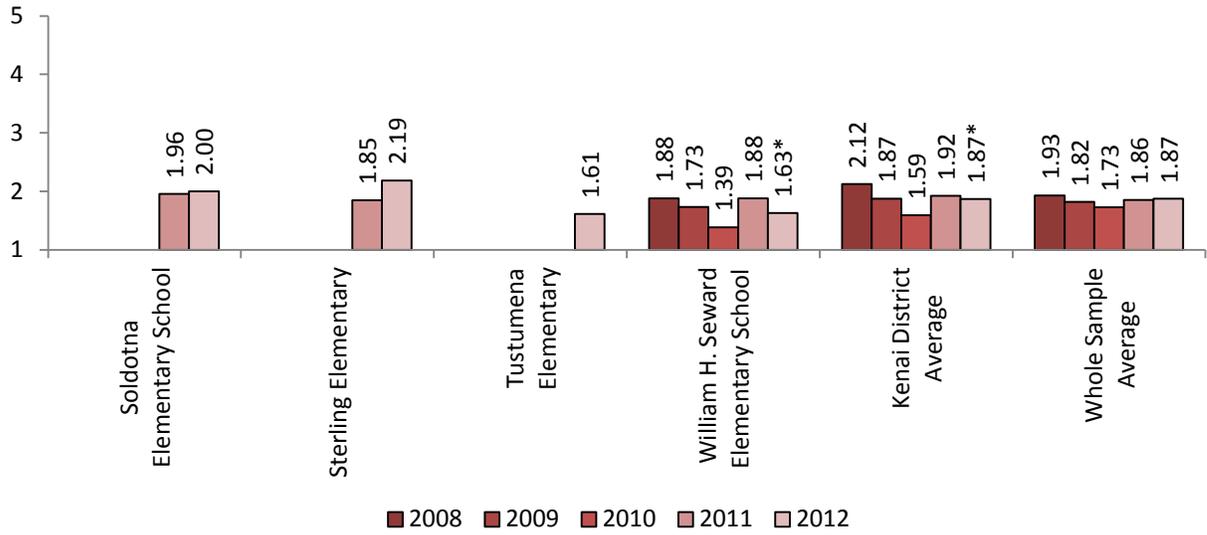
41. Destroy things (vandalism)
42. Get into fights
43. Steal things
44. Threaten or bully
46. Carry weapons

Staff: Student Delinquent Behaviors I



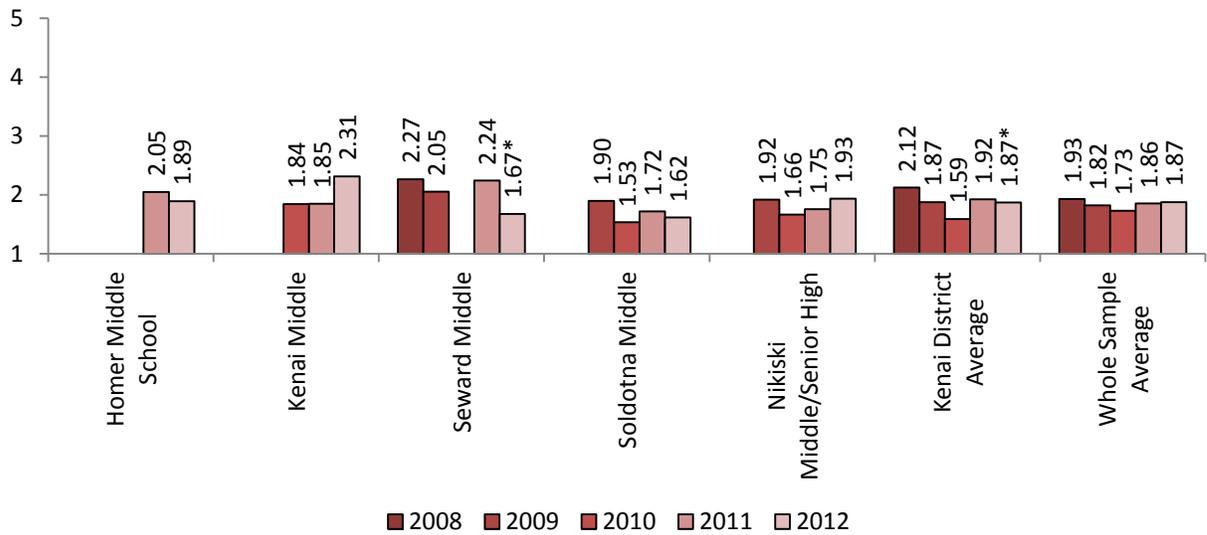
*Indicates a significant change in score from 2008 to 2012

Staff: Student Delinquent Behaviors II



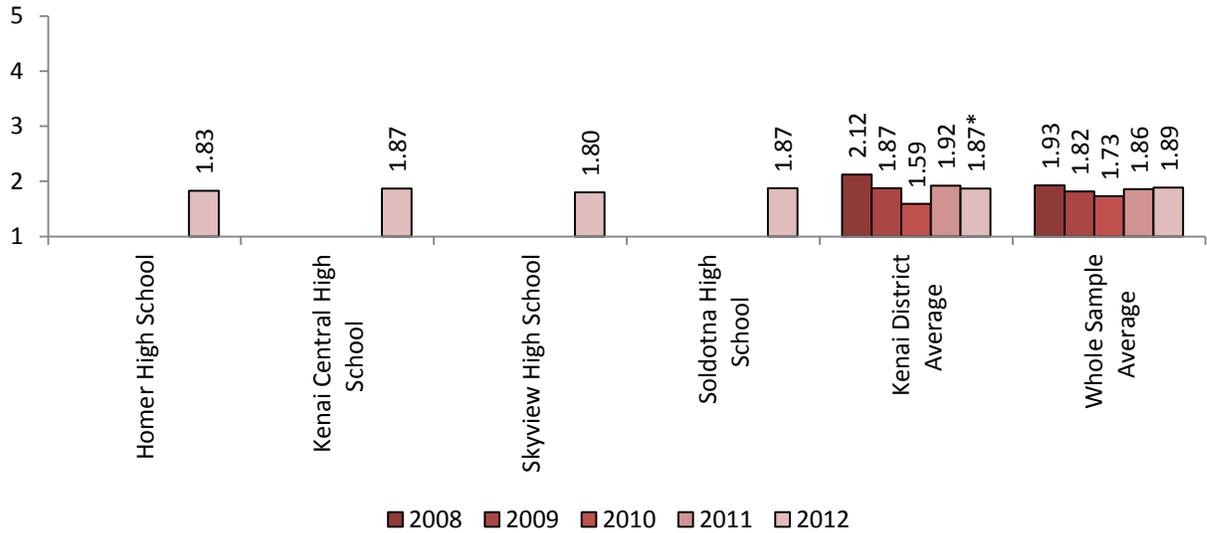
*Indicates a significant change in score from 2008 to 2012

Staff: Student Delinquent Behaviors III



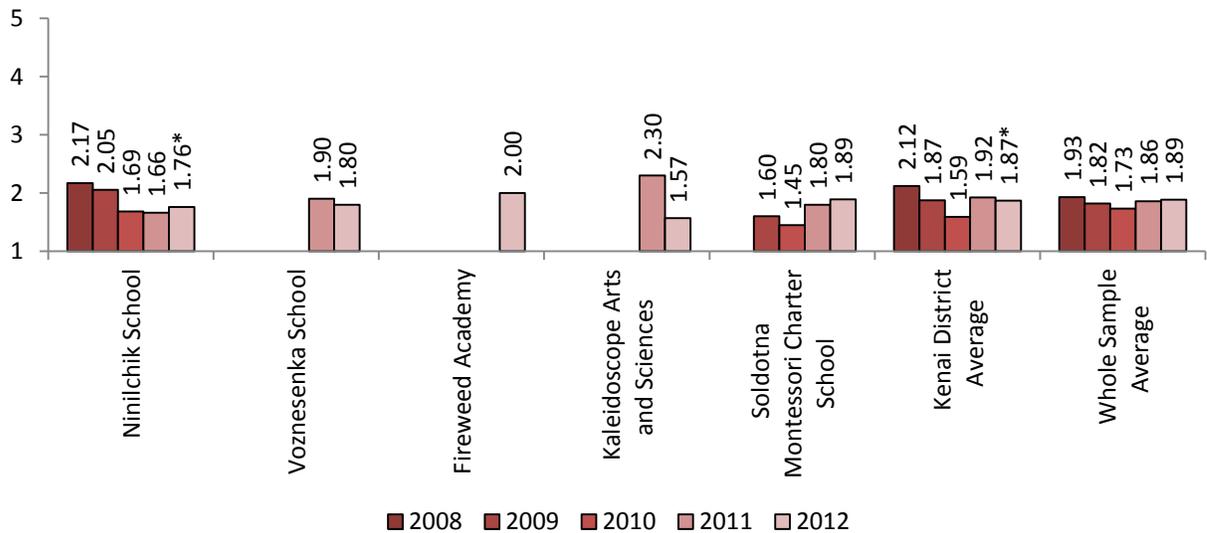
*Indicates a significant change in score from 2008 to 2012

Staff: Student Delinquent Behaviors IV



*Indicates a significant change in score from 2008 to 2012

Staff: Student Delinquent Behaviors V



*Indicates a significant change in score from 2008 to 2012

Student Drug and Alcohol Use

Staff were asked to report how often they had observed students engage in drug and alcohol use at school and school events with in the past 12 months.

Response categories for each item were:

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

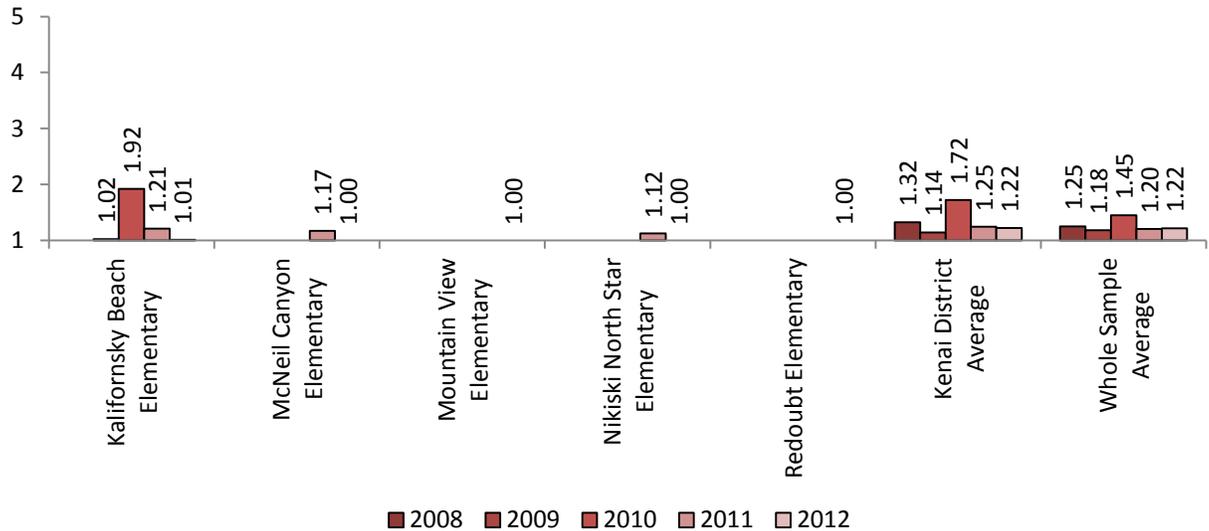
Student Drug and Alcohol Use ($\alpha = .64$)

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

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

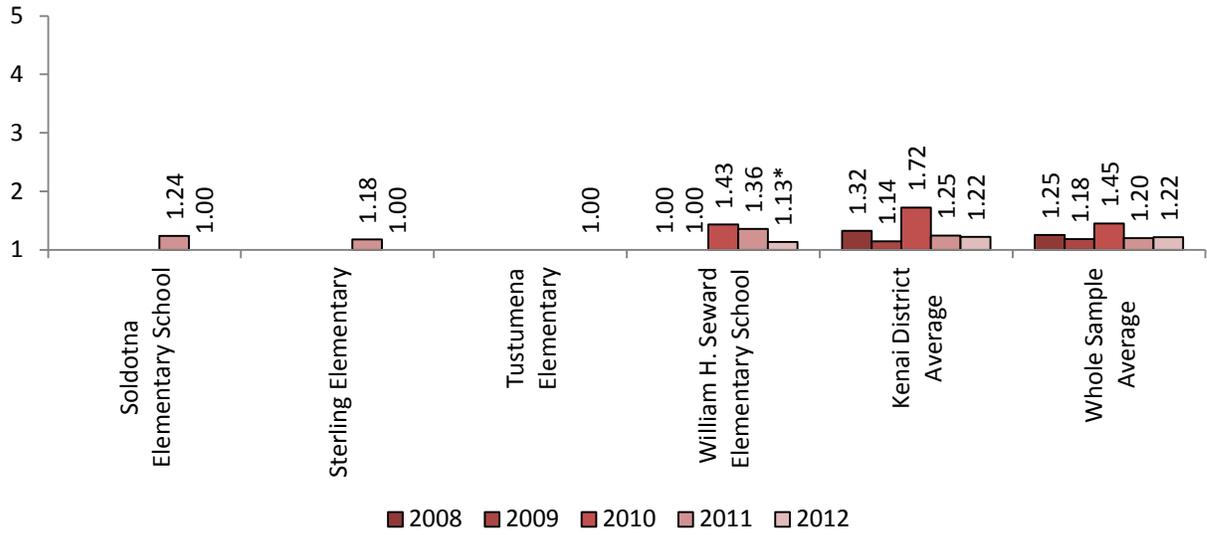
45. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)

Staff: Student Drug and Alcohol Use I



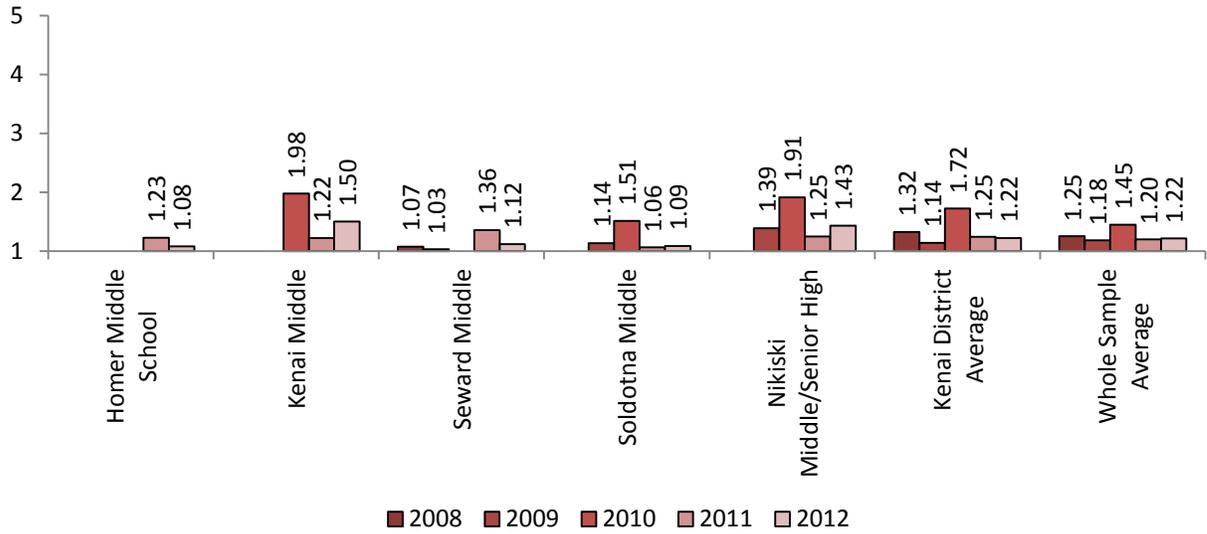
*Indicates a significant change in score from 2008 to 2012

Staff: Student Drug and Alcohol Use II



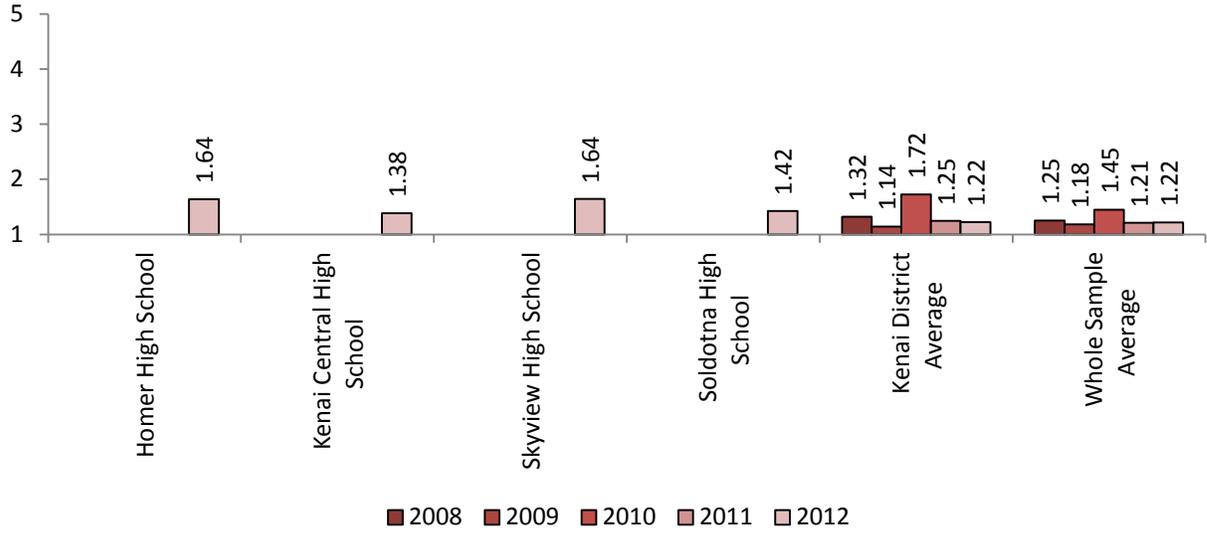
*Indicates a significant change in score from 2008 to 2012

Staff: Student Drug and Alcohol Use III



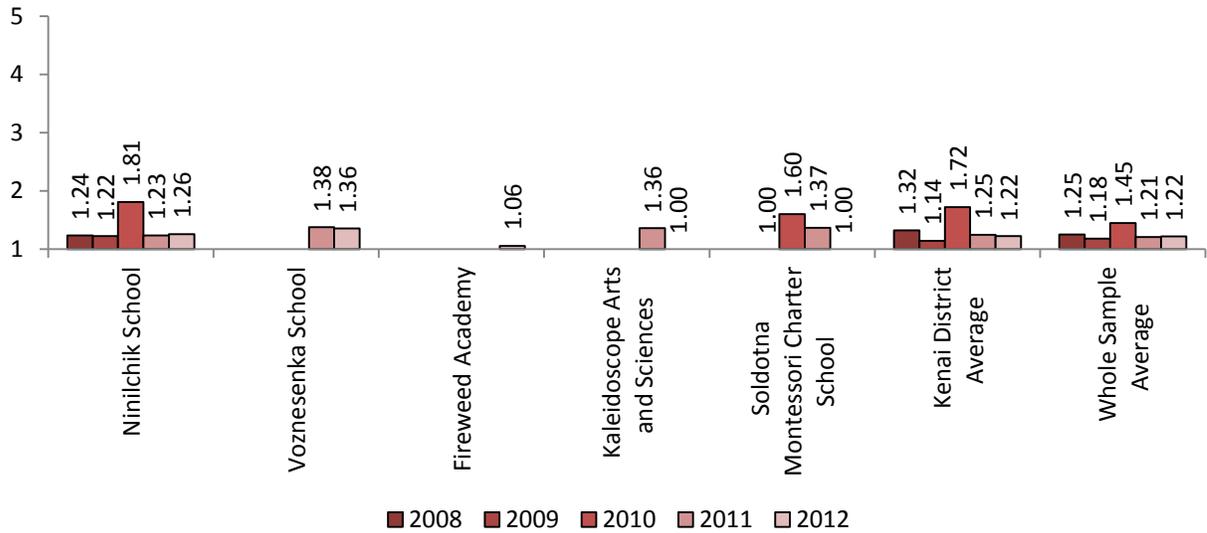
*Indicates a significant change in score from 2008 to 2012

Staff: Student Drug and Alcohol Use IV



*Indicates a significant change in score from 2008 to 2012

Staff: Student Drug and Alcohol Use V



*Indicates a significant change in score from 2008 to 2012

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 298 schools across 28 districts. 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 |
|-----------------------------------------|-----------------------|---------------------|--------------------|---------------------------------|--------------------|---------------------|--------------------|--------------------|--------------------------------|------------------------------|----------------------------|
| Kalifornsky Beach School | 39 | 19 | 4.18 | 3.82 | 4.38 | 3.84 | 3.96 | 4.29 | 4.05 | 1.85 | 1.01 |
| McNeil Canyon Elementary School | 8 | 4 | 4.53 | 4.27 | 4.50 | 3.86 | 4.53 | 4.83 | 4.34 | 1.60 | 1.00 |
| Mount View Elementary School | 23 | 16 | 3.96 | 3.88 | 4.27 | 3.61 | 3.74 | 3.99 | 3.53 | 2.22 | 1.00 |
| Nikiski North Star Elementary | 15 | 8 | 4.06 | 3.78 | 4.09 | 3.60 | 3.93 | 4.39 | 3.81 | 2.10 | 1.00 |
| Redoubt Elementary School | 28 | 5 | 4.26 | 4.15 | 4.39 | 3.69 | 4.09 | 4.38 | 4.06 | 2.03 | 1.00 |
| Soldotna Elementary School | 13 | 5 | 4.00 | 3.86 | 4.18 | 3.62 | 3.71 | 4.28 | 3.85 | 2.00 | 1.00 |
| Sterling Elementary School | 15 | 7 | 4.23 | 4.03 | 4.24 | 3.76 | 3.96 | 4.47 | 4.03 | 2.19 | 1.00 |
| Tustumena Elementary School | 17 | 8 | 4.39 | 4.47 | 4.58 | 3.87 | 4.38 | 4.50 | 4.29 | 1.61 | 1.00 |
| West Homer Elementary School | 1 | 0 | — | — | — | — | — | — | — | — | — |
| William H. Seward Elementary | 30 | 9 | 4.39 | 4.25 | 4.54 | 3.93 | 4.30 | 4.55 | 4.13 | 1.63 | 1.13 |
| Homer Middle School | 28 | 10 | 3.84 | 3.30 | 4.15 | 2.97 | 3.67 | 4.30 | 3.49 | 1.89 | 1.08 |
| Kenai Middle School | 21 | 9 | 3.94 | 4.03 | 4.13 | 3.61 | 3.60 | 3.91 | 3.91 | 2.31 | 1.50 |
| Seward Middle School | 11 | 5 | 4.14 | 4.15 | 4.18 | 3.58 | 3.73 | 4.51 | 3.76 | 1.67 | 1.12 |
| Soldotna Middle School | 24 | 12 | 4.16 | 4.16 | 4.24 | 3.75 | 3.71 | 4.27 | 3.89 | 1.62 | 1.09 |
| Nikiski Middle/Senior High School | 45 | 20 | 4.03 | 4.04 | 4.21 | 3.51 | 3.83 | 4.27 | 3.62 | 1.93 | 1.43 |
| River City Academy | 5 | 3 | — | — | — | — | — | — | — | — | — |
| <i>Kenai Peninsula District Average</i> | <i>537</i> | <i>244</i> | <i>4.11</i> | <i>4.01</i> | <i>4.21</i> | <i>3.71</i> | <i>3.89</i> | <i>4.32</i> | <i>3.84</i> | <i>1.87</i> | <i>1.22</i> |
| <i>Whole Sample Average</i> | <i>6,484</i> | <i>3,375</i> | <i>4.05</i> | <i>3.92</i> | <i>4.16</i> | <i>3.64</i> | <i>3.83</i> | <i>4.17</i> | <i>3.78</i> | <i>1.89</i> | <i>1.22</i> |

| 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 |
|-----------------------------------------|-----------------------|---------------------|--------------------|---------------------------------|--------------------|---------------------|--------------------|--------------------|--------------------------------|------------------------------|----------------------------|
| Homer High School | 13 | 8 | 3.96 | 3.88 | 3.83 | 3.62 | 3.78 | 4.45 | 3.62 | 1.83 | 1.64 |
| Kenai Central High School | 41 | 23 | 3.93 | 3.81 | 4.02 | 3.35 | 3.73 | 4.20 | 3.86 | 1.87 | 1.38 |
| Seward High School | 3 | 0 | — | — | — | — | — | — | — | — | — |
| Skyview High School | 48 | 18 | 4.09 | 4.12 | 4.09 | 3.95 | 3.81 | 4.11 | 3.77 | 1.80 | 1.64 |
| Soldotna High School | 11 | 5 | 4.03 | 4.01 | 3.98 | 4.06 | 3.82 | 4.31 | 3.81 | 1.87 | 1.42 |
| Chapman School | 2 | 1 | — | — | — | — | — | — | — | — | — |
| Kachemak Selo School | 4 | 2 | — | — | — | — | — | — | — | — | — |
| Nanwalek School | 0 | 0 | — | — | — | — | — | — | — | — | — |
| Nikolaevsk School | 5 | 3 | — | — | — | — | — | — | — | — | — |
| Ninilchik School | 28 | 10 | 3.98 | 4.04 | 3.61 | 3.58 | 3.38 | 4.22 | 3.58 | 1.76 | 1.26 |
| Razdolna School | 2 | 2 | — | — | — | — | — | — | — | — | — |
| Susan B English School | 4 | 2 | — | — | — | — | — | — | — | — | — |
| Tebughna School | 5 | 4 | — | — | — | — | — | — | — | — | — |
| Voznesenka School | 14 | 9 | 3.89 | 4.04 | 3.96 | 3.26 | 3.74 | 4.29 | 2.92 | 1.80 | 1.36 |
| Fireweed Academy School | 12 | 8 | 4.44 | 4.07 | 4.60 | 4.50 | 4.23 | 4.64 | 4.40 | 2.00 | 1.06 |
| Kaleidoscope School | 13 | 7 | 4.60 | 4.53 | 4.73 | 4.13 | 4.62 | 4.65 | 4.40 | 1.57 | 1.00 |
| Soldotna Montessori Charter | 9 | 2 | 4.40 | 3.93 | 4.36 | 4.52 | 4.29 | 4.67 | 4.32 | 1.89 | 1.00 |
| <i>Kenai Peninsula District Average</i> | <i>537</i> | <i>244</i> | <i>4.11</i> | <i>4.01</i> | <i>4.21</i> | <i>3.71</i> | <i>3.89</i> | <i>4.32</i> | <i>3.84</i> | <i>1.87</i> | <i>1.22</i> |
| <i>Whole Sample Average</i> | <i>6,484</i> | <i>3,375</i> | <i>4.05</i> | <i>3.92</i> | <i>4.16</i> | <i>3.64</i> | <i>3.83</i> | <i>4.17</i> | <i>3.78</i> | <i>1.89</i> | <i>1.22</i> |

Demographic Differences in Staff Scale Scores: Whole Sample

The table below presents results of analysis of staff scale scores by demographic categories **for the whole sample of 6,484 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 | 1,641 | 4.03* | 3.96* | 4.14 | 3.65 | 3.84 | 4.16 | 3.69* | 1.95* | 1.33* |
| | Female | 4,709 | 4.06* | 3.91* | 4.17 | 3.65 | 3.83 | 4.17 | 3.81* | 1.86* | 1.18* |
| Race/Ethnicity | Alaska Native | 421 | 4.00 | 3.89 | 4.06 | 3.59 | 3.69 | 3.97 | 3.69 | 1.73 | 1.15 |
| | Amer. Indian | 37 | 4.01 | 3.86 | 4.09 | 3.43 | 3.81 | 4.02 | 3.65 | 1.85 | 1.16 |
| | Asian | 148 | 4.12 | 3.96 | 4.16 | 3.80 | 3.92 | 4.10 | 3.91 | 1.68 | 1.15 |
| | African Amer. | 99 | 4.09 | 4.00 | 4.05 | 3.82 | 3.87 | 4.07 | 3.77 | 1.84 | 1.30 |
| | Latino | 125 | 4.05 | 3.93 | 4.10 | 3.73 | 3.82 | 4.16 | 3.82 | 1.83 | 1.18 |
| | Hawaii/PI | 47 | 4.01 | 3.89 | 4.18 | 3.71 | 3.81 | 4.07 | 3.69 | 1.89 | 1.36 |
| | White | 5143 | 4.06 | 3.93 | 4.17 | 3.65 | 3.85 | 4.19 | 3.79 | 1.91 | 1.22 |
| 2 or more races | 250 | 4.04 | 3.88 | 4.13 | 3.67 | 3.77 | 4.10 | 3.74 | 1.94 | 1.25 | |
| Role in School | Teacher | 3,375 | 4.01 | 3.84 | 4.16 | 3.57 | 3.82 | 4.18 | 3.72 | 1.95* | 1.23 |
| | Admin | 295 | 4.27* | 4.56* | 4.32* | 4.00* | 4.11* | 4.51* | 4.04* | 2.13* | 1.38* |
| | Oth. Cert. | 949 | 4.08 | 3.98 | 4.17 | 3.64 | 3.86 | 4.18 | 3.83 | 1.83 | 1.18 |
| | Classified | 1,605 | 4.07 | 3.93 | 4.11 | 3.71 | 3.79 | 4.08 | 3.83 | 1.77 | 1.17 |
| | Other | 189 | 4.13 | 4.05* | 4.17 | 3.80* | 3.83 | 4.16 | 3.83 | 1.71 | 1.27* |
| Years in District | < 2 | 1,381 | 4.07 | 4.03* | 4.15 | 3.77* | 3.78 | 4.11 | 3.78 | 1.88 | 1.20 |
| | 3-5 | 1,534 | 4.03 | 3.90 | 4.14 | 3.61 | 3.82 | 4.15 | 3.76 | 1.92 | 1.21 |
| | 6-10 | 1,510 | 4.03 | 3.86 | 4.13 | 3.59 | 3.83 | 4.18 | 3.75 | 1.90 | 1.23 |
| | 11-15 | 930 | 4.03 | 3.89 | 4.16 | 3.56 | 3.83 | 4.18 | 3.78 | 1.91 | 1.23 |
| | > 15 | 1,021 | 4.11* | 3.93 | 4.22* | 3.67 | 3.92* | 4.24* | 3.83* | 1.82* | 1.21 |
| Years in School | < 2 | 1,384 | 4.06 | 4.03* | 4.17 | 3.71* | 3.77 | 4.15 | 3.75 | 1.90 | 1.22 |
| | 3-5 | 1,522 | 4.03 | 3.91 | 4.13 | 3.62 | 3.82 | 4.15 | 3.74 | 1.92 | 1.23 |
| | 6-10 | 1,392 | 4.02 | 3.83 | 4.14 | 3.59 | 3.83 | 4.15 | 3.75 | 1.92 | 1.23 |
| | 11-15 | 976 | 4.05 | 3.89 | 4.15 | 3.63 | 3.85* | 4.16 | 3.81 | 1.88 | 1.23 |
| | > 15 | 1,097 | 4.12* | 3.93* | 4.20 | 3.67 | 3.92* | 4.24* | 3.88* | 1.79* | 1.18 |

Demographic Differences in Staff Scale Scores: Kenai Peninsula Borough School District

The table below presents results of staff scale score analyses by demographic categories for **just 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 demographic group, that group was excluded from 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 | 162 | 4.08 | 4.02 | 4.18 | 3.66 | 3.89 | 4.31 | 3.75* | 1.89 | 1.39* |
| | Female | 360 | 4.13 | 4.01 | 4.23 | 3.74 | 3.88 | 4.32 | 3.88* | 1.86 | 1.15* |
| Race/Ethnicity | Alaska Native | 6 | 4.38 | 4.25 | 4.52 | 4.22 | 4.10 | 4.52 | 4.54 | 1.67 | 1.44 |
| | Amer. Indian | 6 | 4.01 | 4.02 | 4.33 | 3.61 | 3.77 | 4.10 | 3.71 | 2.13 | 1.33 |
| | Asian | 0 | — | — | — | — | — | — | — | — | — |
| | African Amer. | 1 | — | — | — | — | — | — | — | — | — |
| | Latino | 10 | 3.98 | 3.86 | 4.00 | 3.79 | 3.62 | 4.13 | 3.86 | 1.82 | 1.52 |
| | Hawaii/PI | 4 | — | — | — | — | — | — | — | — | — |
| | White | 468 | 4.12 | 4.02 | 4.23 | 3.71 | 3.91 | 4.33 | 3.83 | 1.88 | 1.21 |
| 2 or more races | 20 | 4.10 | 3.92 | 4.00 | 3.63 | 3.76 | 4.41 | 3.88 | 1.77 | 1.35 | |
| Role in School | Teacher | 244 | 4.11 | 3.99 | 4.30* | 3.72 | 3.94 | 4.34 | 3.80 | 1.94 | 1.22 |
| | Admin | 28 | 4.10 | 4.39* | 4.07 | 3.88 | 3.97 | 4.50 | 4.00 | 2.42* | 1.57* |
| | Oth. Cert. | 95 | 4.17 | 4.08 | 4.19 | 3.68 | 3.94 | 4.40 | 3.87 | 1.69 | 1.14 |
| | Classified | 126 | 4.11 | 3.94 | 4.16 | 3.71 | 3.82 | 4.26 | 3.88 | 1.77 | 1.15 |
| | Other | 32 | 4.00 | 3.92 | 3.92 | 3.70 | 3.51* | 4.03* | 3.75 | 1.82 | 1.50* |
| Years in District | < 2 | 80 | 4.15 | 4.13 | 4.19 | 3.81 | 3.86 | 4.32 | 3.83 | 1.87 | 1.19 |
| | 3-5 | 113 | 4.09 | 3.99 | 4.26 | 3.64 | 3.88 | 4.35 | 3.75 | 1.90 | 1.20 |
| | 6-10 | 125 | 4.12 | 4.03 | 4.17 | 3.71 | 3.84 | 4.36 | 3.79 | 1.82 | 1.18 |
| | 11-15 | 80 | 4.05 | 3.94 | 4.17 | 3.64 | 3.86 | 4.27 | 3.90 | 1.95 | 1.28 |
| | > 15 | 119 | 4.17 | 4.01 | 4.32 | 3.77 | 4.02 | 4.33 | 3.96 | 1.87 | 1.24 |
| Years in School | < 2 | 134 | 4.18 | 4.16 | 4.25 | 3.80 | 3.91 | 4.42 | 3.90 | 1.84 | 1.14 |
| | 3-5 | 137 | 4.07 | 4.01 | 4.20 | 3.65 | 3.83 | 4.29 | 3.77 | 1.91 | 1.21 |
| | 6-10 | 111 | 4.11 | 3.92 | 4.17 | 3.69 | 3.91 | 4.30 | 3.84 | 1.86 | 1.21 |
| | 11-15 | 51 | 4.01 | 3.90 | 4.17 | 3.67 | 3.76 | 4.25 | 3.80 | 1.93 | 1.45* |
| | > 15 | 80 | 4.16 | 3.98 | 4.31 | 3.75 | 4.04* | 4.30 | 3.88 | 1.86 | 1.24 |