The Comprehensive School Climate Inventory
Measuring the Climate for Learning

Prepared for Farm Hill School, May 2015

The CSCI has been developed by the National School Climate Center (NSCC)
schoolclimate.org
# The 12 Dimensions of School Climate Measured by the CSCI

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Major Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>1 Rules and Norms</td>
<td>Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.</td>
</tr>
<tr>
<td>2 Sense of Physical Security</td>
<td>Sense that students and adults feel safe from physical harm in the school.</td>
</tr>
<tr>
<td>3 Sense of Social-Emotional Security</td>
<td>Sense that students feel safe from verbal abuse, teasing, and exclusion.</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>4 Support for Learning</td>
<td>Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.</td>
</tr>
<tr>
<td>5 Social and Civic Learning</td>
<td>Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td></td>
</tr>
<tr>
<td>6 Respect for Diversity</td>
<td>Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.</td>
</tr>
<tr>
<td>7 Social Support—Adults</td>
<td>Pattern of supportive and caring adult relationships for students, including high expectations for students’ success, willingness to listen to students and to get to know them as individuals, and personal concern for students’ problems.</td>
</tr>
<tr>
<td>8 Social Support—Students</td>
<td>Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.</td>
</tr>
<tr>
<td>Institutional Environment</td>
<td></td>
</tr>
<tr>
<td>9 School Connectedness/Engagement</td>
<td>Positive identification with the school and norms for broad participation in school life for students, staff, and families.</td>
</tr>
<tr>
<td>10 Physical Surroundings</td>
<td>Cleanliness, order, and appeal of facilities and adequate resources and materials.</td>
</tr>
<tr>
<td>Staff Only</td>
<td></td>
</tr>
<tr>
<td>11 Leadership</td>
<td>Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.</td>
</tr>
<tr>
<td>12 Professional Relationships</td>
<td>Positive attitudes and relationships among school staff that support effectively working and learning together.</td>
</tr>
</tbody>
</table>
### II. School Climate Overview

#### School Voice: Response Rates

<table>
<thead>
<tr>
<th>Group</th>
<th>Population Size</th>
<th># Respondents</th>
<th>% of Population Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>178*</td>
<td>172</td>
<td>96.63%</td>
</tr>
<tr>
<td>School Personnel</td>
<td>50*</td>
<td>63</td>
<td>126.00%</td>
</tr>
<tr>
<td>Parents</td>
<td>300*</td>
<td>133</td>
<td>44.33%</td>
</tr>
</tbody>
</table>

*Figures received from school to represent potential number of respondents.*
## II. School Climate Overview

### Group Ratings and Rankings

**Median Scores and Rating Patterns — Students**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Median</th>
<th>Score Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules and Norms</td>
<td>4.50</td>
<td>3% 13% 85%</td>
</tr>
<tr>
<td>Physical Security</td>
<td>3.40</td>
<td>14% 38% 48%</td>
</tr>
<tr>
<td>Social - Emotional Security</td>
<td>3.22</td>
<td>14% 54% 32%</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for Learning</td>
<td>4.05</td>
<td>3% 20% 77%</td>
</tr>
<tr>
<td>Social and Civic Learning</td>
<td>4.00</td>
<td>4% 21% 76%</td>
</tr>
<tr>
<td><strong>Interpersonal Relationships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>4.00</td>
<td>2% 29% 70%</td>
</tr>
<tr>
<td>Social Support - Adults</td>
<td>4.25</td>
<td>2% 12% 85%</td>
</tr>
<tr>
<td>Social Support - Students</td>
<td>4.10</td>
<td>5% 11% 85%</td>
</tr>
<tr>
<td><strong>Institutional Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Connectedness Engagement</td>
<td>4.13</td>
<td>1% 23% 75%</td>
</tr>
<tr>
<td>Physical Surroundings</td>
<td>3.67</td>
<td>10% 32% 58%</td>
</tr>
</tbody>
</table>

- = % of individual ratings in the negative range (scores lower than 2.5 on a 5-point scale)
- = % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
- = % of individual ratings in the positive range (scores above 3.5 on a 5-point scale)
## II. School Climate Overview

### Group Ratings and Rankings

#### Median Scores and Rating Patterns — School Personnel

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Median Score</th>
<th>Score Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td>33.3%</td>
</tr>
<tr>
<td>Rules and Norms</td>
<td>4.67</td>
<td>2% 98%</td>
</tr>
<tr>
<td>Physical Security</td>
<td>3.60</td>
<td>8% 30% 62%</td>
</tr>
<tr>
<td>Social - Emotional Security</td>
<td>3.56</td>
<td>5% 43% 52%</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for Learning</td>
<td>4.20</td>
<td>5% 95%</td>
</tr>
<tr>
<td>Social and Civic Learning</td>
<td>4.20</td>
<td>3% 97%</td>
</tr>
<tr>
<td><strong>Interpersonal Relationships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>4.25</td>
<td>8% 92%</td>
</tr>
<tr>
<td>Social Support - Adults</td>
<td>4.50</td>
<td>3% 97%</td>
</tr>
<tr>
<td>Social Support - Students</td>
<td>4.00</td>
<td>3% 97%</td>
</tr>
<tr>
<td><strong>Institutional Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Connectedness Engagement</td>
<td>4.13</td>
<td>2% 10% 89%</td>
</tr>
<tr>
<td>Physical Surroundings</td>
<td>3.33</td>
<td>12% 56% 32%</td>
</tr>
<tr>
<td><strong>Working Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>4.04</td>
<td>20% 80%</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>4.10</td>
<td>14% 86%</td>
</tr>
</tbody>
</table>

- % of individual ratings in the negative range (scores lower than 2.5 on a 5-point scale)
- % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
- % of individual ratings in the positive range (scores above 3.5 on a 5-point scale)
### Dimensional Overview

#### Median Scores and Rating Patterns — Parents

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Median</th>
<th>Score Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules and Norms</td>
<td>4.00</td>
<td>5% 13% 82%</td>
</tr>
<tr>
<td>Physical Security</td>
<td>4.00</td>
<td>5% 19% 75%</td>
</tr>
<tr>
<td>Social - Emotional Security</td>
<td>3.44</td>
<td>10% 42% 48%</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for Learning</td>
<td>4.00</td>
<td>5% 14% 81%</td>
</tr>
<tr>
<td>Social and Civic Learning</td>
<td>3.89</td>
<td>6% 19% 75%</td>
</tr>
<tr>
<td><strong>Interpersonal Relationships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>4.00</td>
<td>4% 20% 77%</td>
</tr>
<tr>
<td>Social Support - Adults</td>
<td>4.00</td>
<td>3% 17% 80%</td>
</tr>
<tr>
<td>Social Support - Students</td>
<td>3.80</td>
<td>5% 24% 71%</td>
</tr>
<tr>
<td><strong>Institutional Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Connectedness Engagement</td>
<td>4.13</td>
<td>4% 11% 85%</td>
</tr>
<tr>
<td>Physical Surroundings</td>
<td>3.67</td>
<td>7% 38% 55%</td>
</tr>
</tbody>
</table>

- **= % of individual ratings in the negative range (scores lower than 2.5 on a 5-point scale)**
- **= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)**
- **= % of individual ratings in the positive range (scores above 3.5 on a 5-point scale)**
II. School Climate Overview

School Climate Ratings --- Positives, Negatives and Neutrals

- Median rating in the negative range (scores lower than 2.5 on a 5-point scale)
- Median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
- Median rating in the positive range (scores above 3.5 on a 5-point scale)
## Comparative Ratings — Another View

### II. School Climate Overview

<table>
<thead>
<tr>
<th>Safey Rules &amp; Norms</th>
<th>Students</th>
<th>School Personnel</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Physical Security</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of Social-Emotional Security</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Civic Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Support/ Adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Support/ Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connectedness/ Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Surroundings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>--- N/A ---</td>
<td></td>
<td>--- N/A ---</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>--- N/A ---</td>
<td></td>
<td>--- N/A ---</td>
</tr>
</tbody>
</table>

= median rating in the negative range (scores lower than 2.5 on a 5-point scale)

= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)

= median rating in the positive range (scores above 3.5 on a 5-point scale)
II. School Climate Overview

Relative Strengths and Weaknesses

Median Scale Scores - Rank Order

Students
- Safety Rules & Norms: 4.50
- Social Support/Adults: 4.25
- Connectedness/Engagement: 4.13
- Social Support/Students: 4.10
- Support for Learning: 4.05
- Social and Civic Learning: 4.00
- Respect for Diversity: 4.00
- Physical Surroundings: 3.67
- Sense of Physical Security: 3.40
- Sense of Social-Emotional Security: 3.22

School Personnel
- Safety Rules & Norms: 4.67
- Social Support/Adults: 4.50
- Connectedness/Engagement: 4.13
- Social and Civic Learning: 4.20
- Support for Learning: 4.20
- Social Support/Students: 4.00
- Sense of Physical Security: 3.60
- Sense of Social-Emotional Security: 3.56
- Physical Surroundings: 3.33

Parents
- Connectedness/Engagement: 4.13
- Respect for Diversity: 4.00
- Support for Learning: 4.00
- Social Support/Adults: 4.00
- Safety Rules & Norms: 4.00
- Sense of Physical Security: 4.00
- Social and Civic Learning: 3.89
- Social Support/Students: 3.80
- Physical Surroundings: 3.67
- Sense of Social-Emotional Security: 3.44
### Comparative Rankings for Shared School Climate Dimensions

<table>
<thead>
<tr>
<th>School Climate Dimensions</th>
<th>Students</th>
<th>School Personnel</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Rules &amp; Norms</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Social Support / Adults</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>School Connectedness / Engagement</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Social Support / Students</td>
<td>4</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Support for Learning</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Social and Civic Learning</td>
<td>6</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Physical Surroundings</td>
<td>8</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Sense of Physical Security</td>
<td>9</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Sense of Social-Emotional Security</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

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

Sub-Group Ratings: Students

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.

Student by Grade - Grade - 3 (37)

Student by Grade - Grade - 4 (56)

Student by Grade - Grade - 5 (62)

- median rating in the negative range (scores lower than 2.5 on a 5-point scale)
- median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
- median rating in the positive range (scores above 3.5 on a 5-point scale)
III. In-Depth Profiles

Sub-Group Ratings: Students

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.

**Student by Gender - Girl (83)**

- Safety Rules and Norms: 4.33
- Sense of Physical Security: 3.60
- Sense of Social - Emotional Security: 3.33
- Support for Learning: 4.00
- Social and Civic Learning: 4.00
- Respect for Diversity: 4.00
- Social Support Adults: 4.25
- Social Support Students: 4.20
- School Connectedness Engagement: 4.12
- Physical Surroundings: 3.75

**Student by Gender - Boy (84)**

- Safety Rules and Norms: 4.67
- Sense of Physical Security: 3.40
- Sense of Social - Emotional Security: 3.22
- Support for Learning: 4.10
- Social and Civic Learning: 4.11
- Respect for Diversity: 4.00
- Social Support Adults: 4.25
- Social Support Students: 4.00
- School Connectedness Engagement: 4.12
- Physical Surroundings: 3.67

- median rating in the negative range (scores lower than 2.5 on a 5-point scale)
- median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
- median rating in the positive range (scores above 3.5 on a 5-point scale)
III. In-Depth Profiles

Sub-Group Ratings: Students

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.
III. In-Depth Profiles

Sub-Group Ratings: Students

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.

= median rating in the negative range (scores lower than 2.5 on a 5-point scale)

= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)

= median rating in the positive range (scores above 3.5 on a 5-point scale)
III. In-Depth Profiles
Sub-Group Ratings: Students

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.

= median rating in the negative range (scores lower than 2.5 on a 5-point scale)

= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)

= median rating in the positive range (scores above 3.5 on a 5-point scale)
III. In-Depth Profiles

Sub-Group Ratings: Students

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.

School Personnel by Position - Position - Teacher (30)

School Personnel by Position - Position - Other professional staff (13)

School Personnel by Position - Position - Paraprofessional (15)

= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
= median rating in the positive range (scores above 3.5 on a 5-point scale)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.

= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
= median rating in the positive range (scores above 3.5 on a 5-point scale)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.

- median rating in the negative range (scores lower than 2.5 on a 5-point scale)
- median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
- median rating in the positive range (scores above 3.5 on a 5-point scale)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.

School Personnel by Years Experience - Years Experience - 1 to 5 Years (29)

School Personnel by Years Experience - Years Experience - 6 to 10 Years (13)

School Personnel by Years Experience at this school - 6 to 20+ Years (16)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.
III. In-Depth Profiles

Sub-Group Ratings: Parents

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.
III. In-Depth Profiles

Sub-Group Ratings: Parents

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.
III. In-Depth Profiles

Sub-Group Ratings: Parents

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.
III. In-Depth Profiles

Sub-Group Ratings: Parents

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 62.

- median rating in the negative range (scores lower than 2.5 on a 5-point scale)
- median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
- median rating in the positive range (scores above 3.5 on a 5-point scale)
VI. Detailed Findings
Demographic Profiles

Students by Grade

- Grade 5 (62) 40%
- Grade 4 (56) 36%
- Grade 3 (37) 24%

Students by Gender

- Boy (84) 56%
- Girl (83) 50%
VI. Detailed Findings

Demographic Profiles

Students by Race/Ethnicity

- A. American Indian / Alaskan Native (5) 3%
- B. Asian / Pacific Islander (2) 1%
- C. Black / African American (27) 16%
- D. Latino / Latina / Hispanic (12) 7%
- E. White / Caucasian (63) 38%
- F. Multiracial (15) 9%
- G. Not Listed Above (42) 26%

Students by First Language - English

- Yes (150) 90%
- No (16) 10%
VI. Detailed Findings

Demographic Profiles

Students by Extra-Curricular Activity

Students by Extra-Curricular Participation
VI. Detailed Findings

Demographic Profiles

School Personnel by Grade

School Personnel by Position

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

- A. Teacher
- B. Other Professional
- C. Paraprofessional
- D. Support Staff
VI. Detailed Findings

Demographic Profiles

School Personnel by Department

- A. English/Language Arts: 6%
- B. Music/Arts/Theatre: 22%
- C. Physical Education: 2%
- D. Special Education: 11%
- E. Other: 5%
- F. N/A: 20%

School Personnel by Gender

- Male: 8%
- Female: 92%
VI. Detailed Findings
Demographic Profiles

School Personnel by Race/Ethnicity

- A. Asian / Pacific Islander: 2%
- B. Latino / Latina / Hispanic: 3%
- C. White / Caucasian: 94%
- D. Multiracial: 2%

School Personnel by Years Experience

- A. 1st year: 15%
- B. 2 to 5 years: 32%
- C. 6 to 10 years: 23%
- D. 11 to 20 years: 21%
- E. 20+ years: 10%
Demographic Profiles

School Personnel by Years Experience at this school

- A. 1st year (27%)
- B. 2 to 5 years (47%)
- C. 6 to 10 years (6%)
- D. 11 to 20 years (13%)
- E. 20+ years (6%)

VI. Detailed Findings
VI. Detailed Findings

Demographic Profiles

### Parents by Grade

- Grade K (32) - 20%
- Grade 1 (29) - 18%
- Grade 2 (24) - 15%
- Grade 3 (21) - 13%
- Grade 4 (19) - 12%
- Grade 5 (34) - 21%

### Parents by Race/Ethnicity

- **A. American Indian / Alaskan Native**
  - 2%
- **B. Asian / Pacific Islander**
  - 2%
- **C. Black / African American**
  - 11%
- **D. Latino / Latina / Hispanic**
  - 65%
- **E. White / Caucasian**
  - 3%
- **F. Multiracial**
  - 2%
- **G. Not Listed Above**
  - 12%
VI. Detailed Findings

Demographic Profiles

Receive Reduced Price Meal Plan

Child with IEP