



Alaska School Climate and Connectedness Survey Results Report 2015

Valdez City School District:

Hermon Hutchens Elementary
George H. Gilson Middle School
Valdez High School

Survey Administered Spring 2015
Report Prepared August 5, 2015

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

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

Elizabeth Spier, Ph.D.; American Institutes for Research;
2800 Campus Drive, San Mateo, CA 94403; espier@air.org;
(650) 843-8226

TABLE OF CONTENTS

THE SCHOOL CLIMATE AND CONNECTEDNESS SURVEY.....1
HOW TO USE THIS REPORT.....1
DISTRICT SUMMARY AND KEY FINDINGS2
 School Climate and Connectedness Survey Participation2
 School Climate and Connectedness2
 Social and Emotional Learning (SEL)3
 Student Risk Behaviors.....3
 Youth Involvement and Community Support.....4
SCHOOL CLIMATE5
 Respectful Climate.....5
 School Safety7
 Parent and Community Involvement9
 School Leadership and Student Involvement11
 Staff Attitudes14
 High Expectations15
 Caring Adults16
 Peer Climate.....17
SOCIAL AND EMOTIONAL LEARNING (SEL).....18
STUDENT RISK BEHAVIORS.....19
 Student Delinquent Behaviors19
 Students: Student Delinquent Behaviors19
 Student Drug and Alcohol Use21
 Students: Student Drug and Alcohol Use21
 Staff: Student Drug and Alcohol Use21
 Perceptions of Peer Alcohol Use22
YOUTH INVOLVEMENT AND COMMUNITY SUPPORT.....23
 Youth Involvement23
 Community Support.....24
SUMMARY OF STUDENT SCALE SCORES.....26
SUMMARY OF STAFF SCALE SCORES.....27
APPENDIX A: HOW TO READ THIS REPORT28
APPENDIX B: SCCS QUESTIONS FOR STUDENTS.....29
APPENDIX C: SCCS QUESTIONS FOR STAFF32
APPENDIX D: SCALE RELIABILITY34

THE SCHOOL CLIMATE AND CONNECTEDNESS SURVEY

Alaska's School Climate and Connectedness Survey (SCCS) is a tool to measure school climate factors that are directly linked to student achievement. The survey was designed by the American Institutes for Research (AIR) in partnership with the Association of Alaska School Boards (AASB), and has been administered in Alaska since 2006. The SCCS provides information about how students and staff view their school environment, how connected students feel to their school, student social and emotional learning, and student risk behaviors at school or school events.

A new version for younger students (grades 3-4 or grades 3-5) was made available to all school districts in 2015. Valdez City School District did not use the younger student SCCS this year, and instead continued to use the survey for students in grades 5–12 across all schools.

The 2015 SCCS was taken by 8,456 younger students, 29,950 grade 5/6–12 students and 7,957 staff from 292 schools in 28 Alaskan school districts. It was administered from mid-February through mid-April 2015.

HOW TO USE THIS REPORT

When reviewing your district's results, please remember that:

- Your district data is valid, but is only a snapshot in time.
- These results can be a tool for districts and communities to improve school climate, *if* results are shared and reviewed with stakeholders.

How to make the most out of your results:

- Share results with key stakeholders (school leaders, school board members, students and community members).
- Establish time for stakeholders to understand results.
- Consider how best to share results with parents and the wider community.
- Use results to develop a plan on how to improve school climate, connectedness, social and emotional skills, and reduce risk behaviors.

AASB is available to help you understand your results and develop a plan on how to improve school climate in your district.

DISTRICT SUMMARY AND KEY FINDINGS

School Climate and Connectedness Survey Participation

This table shows information regarding the schools that participated in the SCCS in 2015, 2014, and a prior year of the district's choosing.

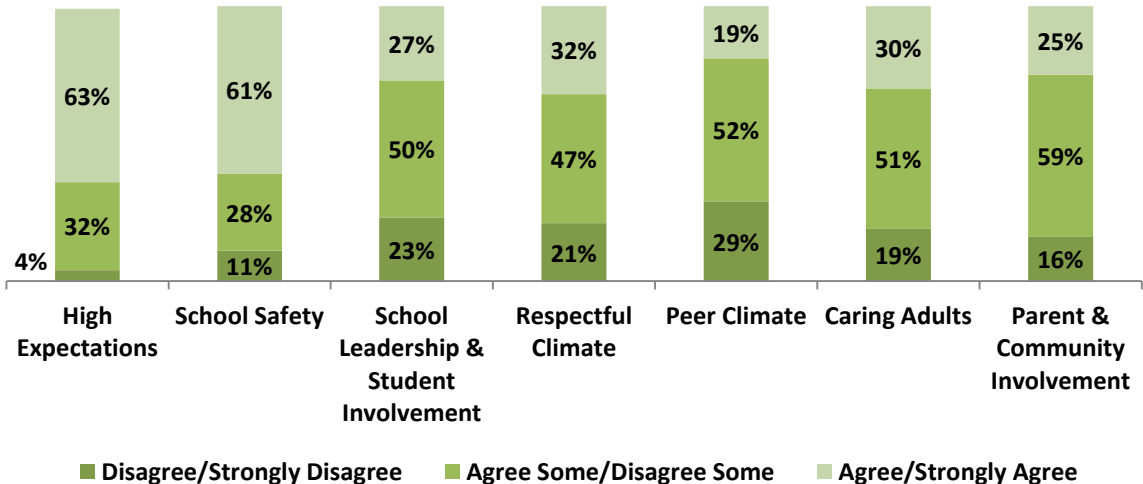
| District Schools | 2013 | 2014 | 2015 |
|---|------------|------------|------------|
| Hermon Hutchens Elementary Students | 0 | 0 | 28 |
| Hermon Hutchens Elementary Staff | 0 | 30 | 34 |
| George H. Gilson Middle School Students | 107 | 91 | 88 |
| George H. Gilson Middle School Staff | 18 | 16 | 8 |
| Valdez High School Students | 102 | 157 | 111 |
| Valdez High School Staff | 34 | 12 | 9 |
| <i>Valdez City School District Students Total</i> | <i>209</i> | <i>248</i> | <i>227</i> |
| <i>Valdez City School District Staff Total</i> | <i>52</i> | <i>58</i> | <i>51</i> |

School Climate and Connectedness

Valdez City School District Students

The chart below summarizes the percentage of Valdez City School District students who agreed, disagreed, or had mixed perceptions regarding each aspect of school climate and connectedness covered in the SCCS. From 2014 to 2015, there was an increase in student ratings for Respectful Climate, School Leadership, and Peer Climate. However, student ratings decreased for School Safety, Caring Adults, and Parent and Community Involvement.

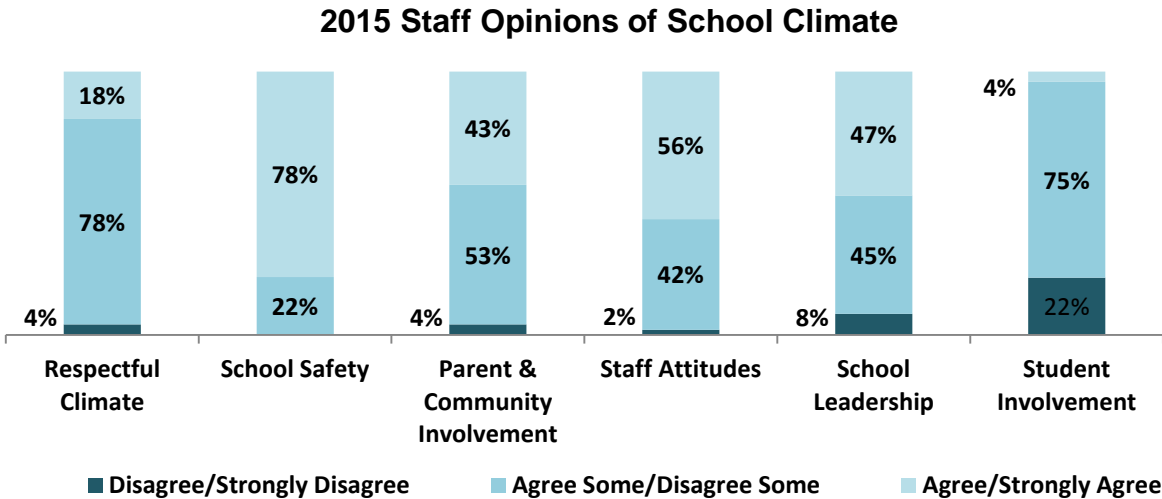
2015 Student Opinions of School Climate and Connectedness



Female Valdez students reported greater school safety and better peer climate than male students. There were no other significant differences in student ratings for school climate based on their demographic characteristics.

Valdez City District Staff

The chart below summarizes the percentage of Valdez City School District staff that agreed, disagreed, or had mixed perceptions regarding each aspect of school climate covered in the SCCS. From 2014 to 2015, Valdez staff ratings decreased across all areas of school climate.



Male Valdez staff reported greater school safety than did female staff. There were no other differences in school climate ratings based on staff gender.

Social and Emotional Learning (SEL)

Social and emotional learning did not change for Valdez City School District students from 2014 to 2015. There were no significant differences in student social and emotional learning based on their demographic characteristics.

Student Risk Behaviors

From 2014 to 2015, there was a small decrease in student reports of peer delinquent behaviors, but an increase in staff reports of student delinquent behaviors. Female Valdez staff reported observing more student delinquent behaviors than did male staff.

From 2014 to 2015, there were significant decreases in both student and staff reports of student drug and alcohol use. Male Valdez staff reported observing more student drug and alcohol use than female staff.

There were no other significant differences in reports of student risk behaviors, based on student or staff demographic characteristics.

Youth Involvement and Community Support

From 2014 to 2015, there was a decrease in the percentage of Valdez students who participated in organized activities and the percentage who volunteered.

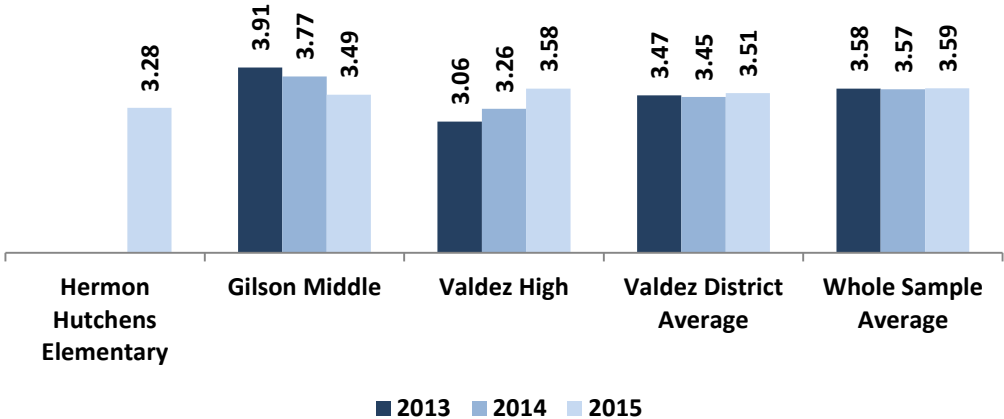
Across the items that asked Valdez students to rate their perception of community support, there was a decrease in the percentage of students who had an adult they can talk to and an adult who knows how they spend their free time. There was variability across schools for the other items, and no consistent pattern of change emerged.

SCHOOL CLIMATE

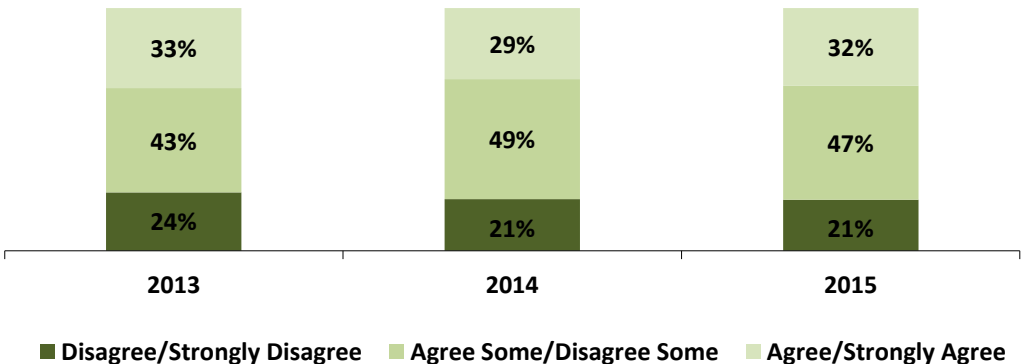
Respectful Climate

Definition: *Student and staff perceptions about the respectful relationships among and between students and staff.*

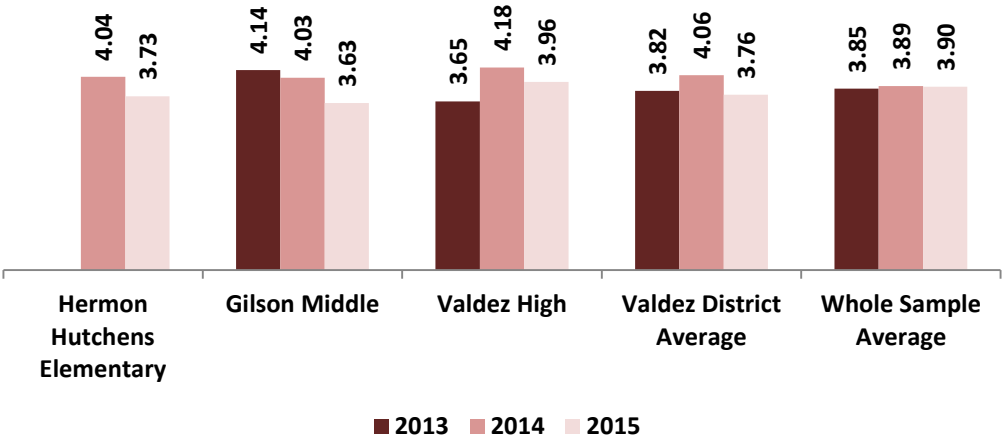
Students: Respectful Climate (Average Scores)



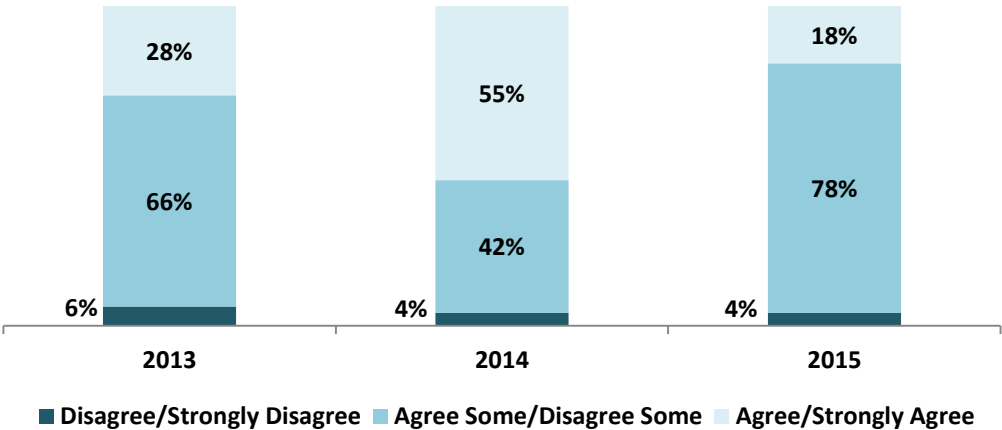
Students: Respectful Climate (Percentage)



Staff: Respectful Climate (Average Scores)



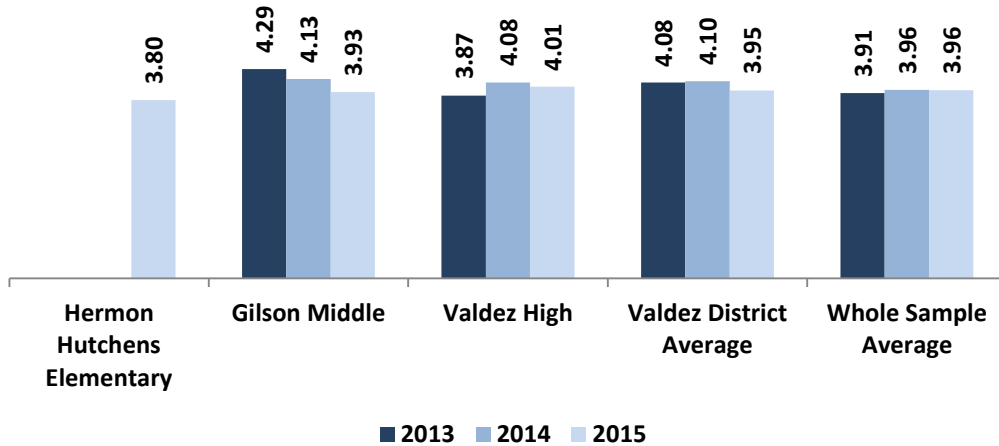
Staff: Respectful Climate (Percentage)



School Safety

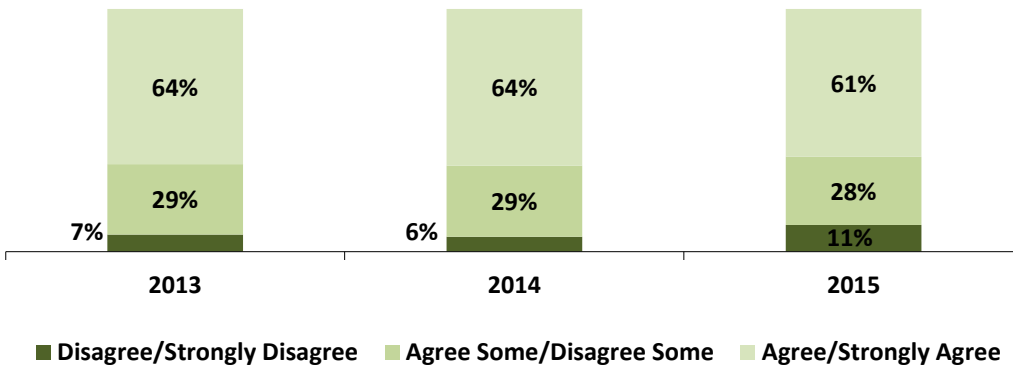
Definition: *Student and staff perceptions about bullies and gangs at school as well as community crime and violence that affect school life.*

Students: School Safety (Average Scores)

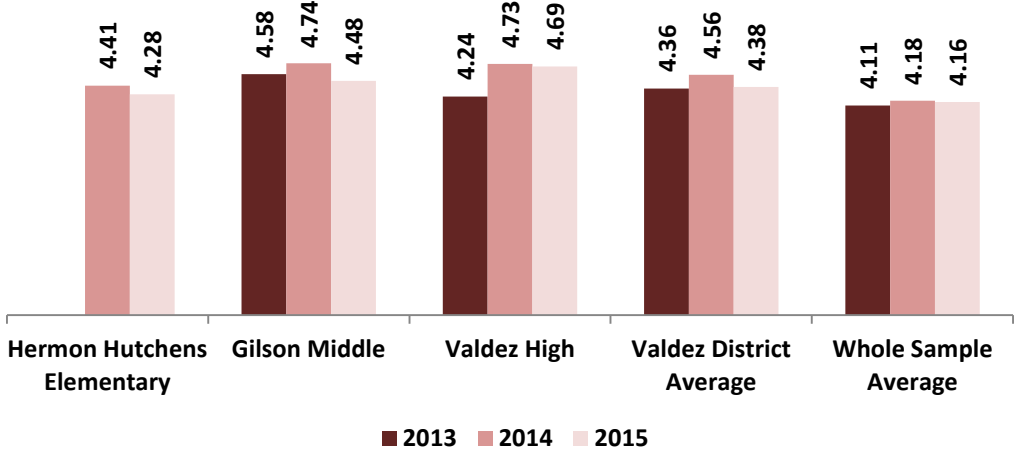


Female Valdez students reported greater school safety than did male students.

Students: School Safety (Percentage)

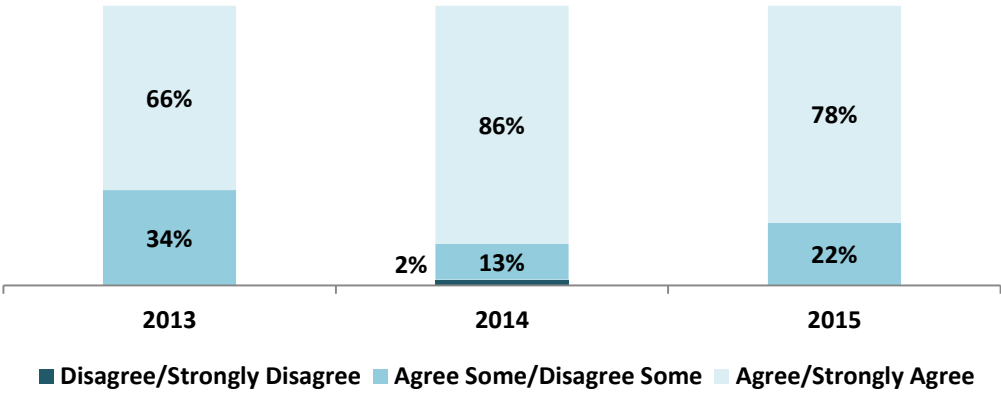


Staff: School Safety (Average Scores)



Male Valdez staff reported greater school safety than did female staff.

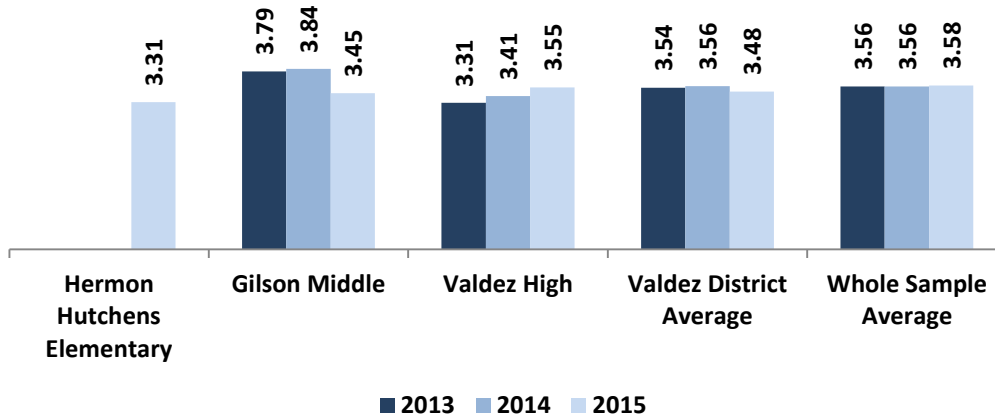
Staff: School Safety (Percentage)



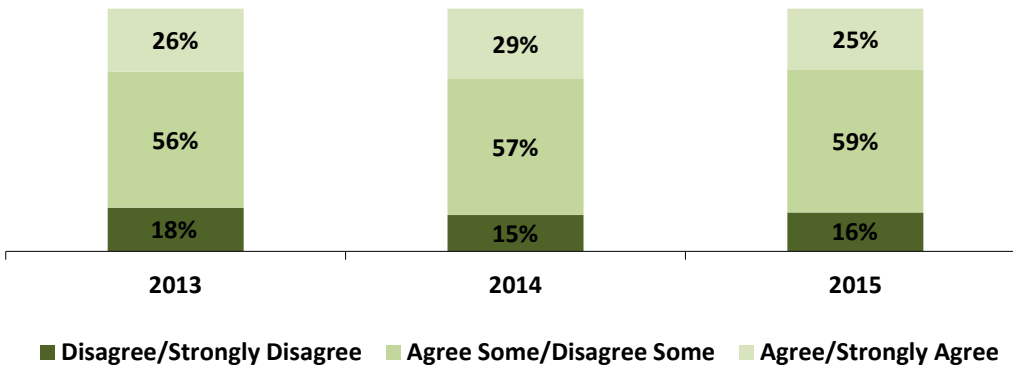
Parent and Community Involvement

Definition: *Student and staff perceptions about how much parents and community members are involved in their school.*

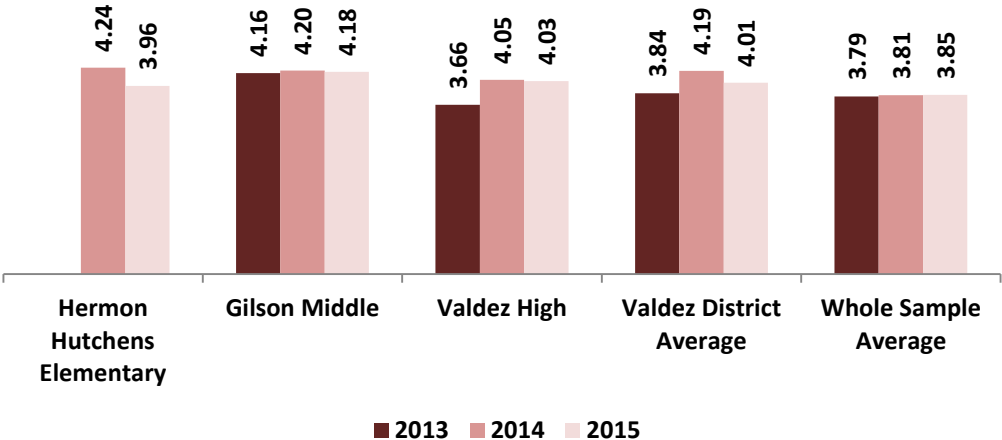
Students: Parent and Community Involvement (Average Scores)



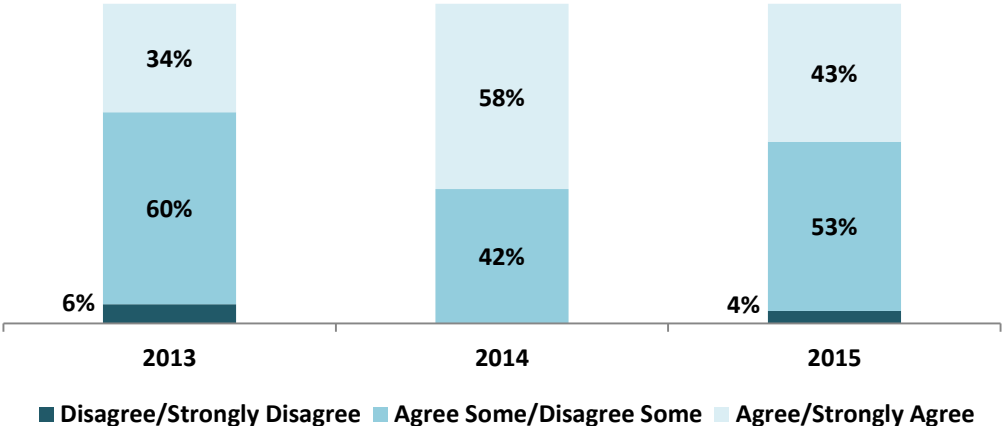
Students: Parent and Community Involvement (Percentage)



Staff: Parent and Community Involvement (Average Scores)



Staff: Parent and Community Involvement (Percentage)

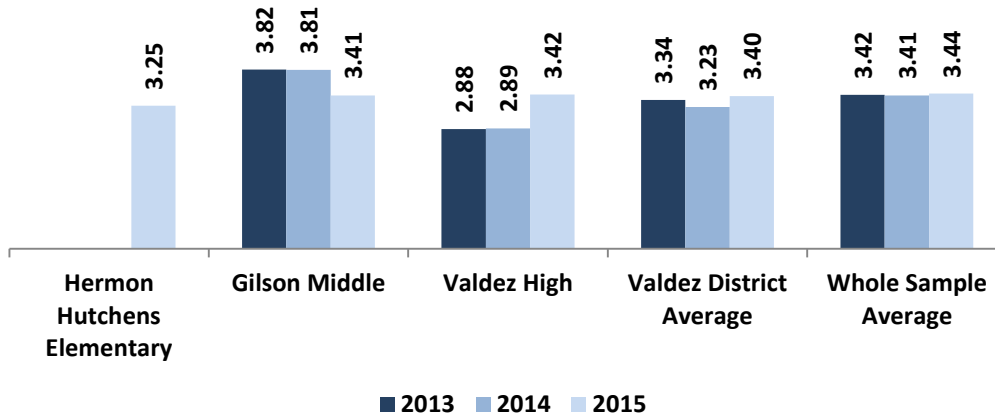


School Leadership and Student Involvement

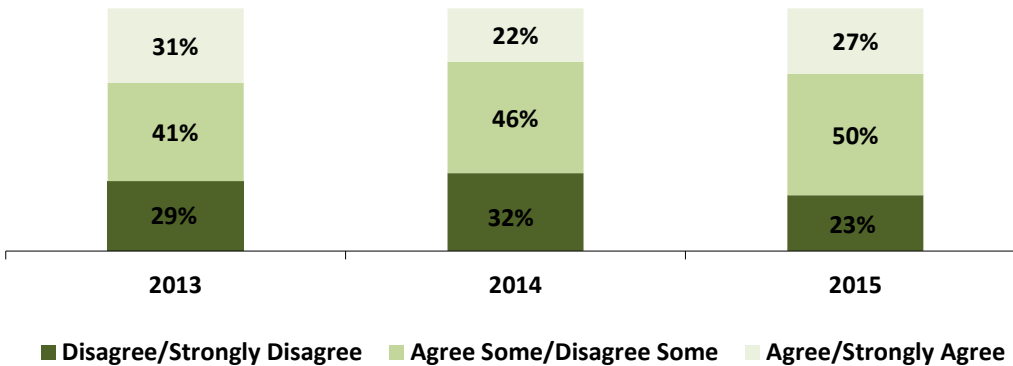
Definition: *Students' perceptions about the decision making of school leaders as well as student participation in school governance.*

This combined School Leadership and Student Involvement scale is completed by students only. Staff ratings for School Leadership and for Student Involvement are reported below as two separate scales.

Students: School Leadership and Student Involvement (Average Scores)



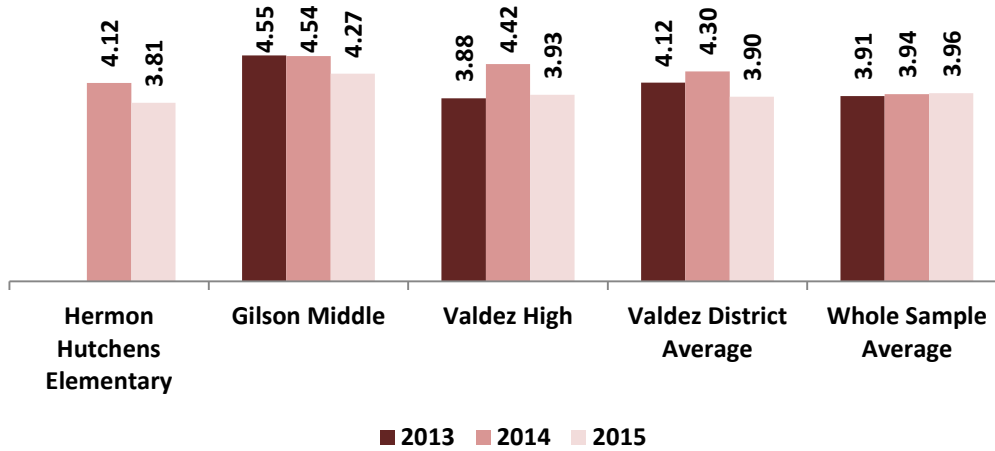
Students: School Leadership and Student Involvement (Percentage)



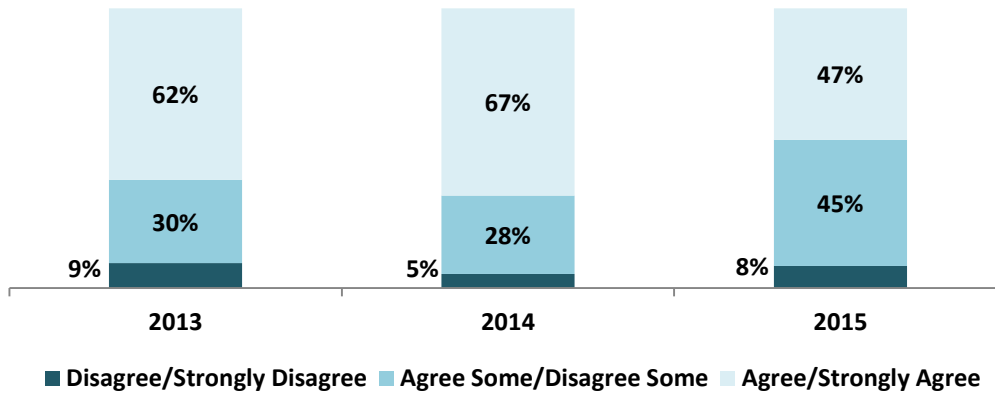
Definition: *School Leadership* reflects staff members' perceptions about the decision making of school leaders as well as the fairness of school rules. *Student Involvement* reflects staff members' perceptions about how involved students are in the decision making process at school.

These scales are completed by staff only.

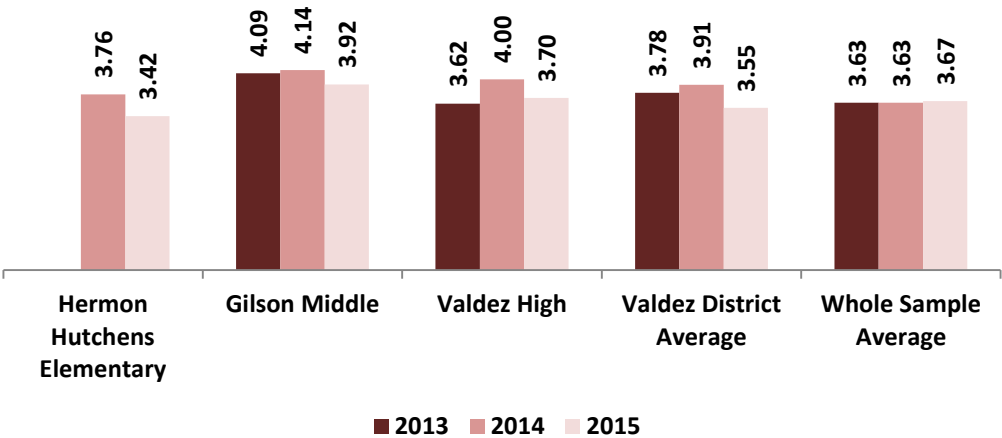
Staff: School Leadership (Average Scores)



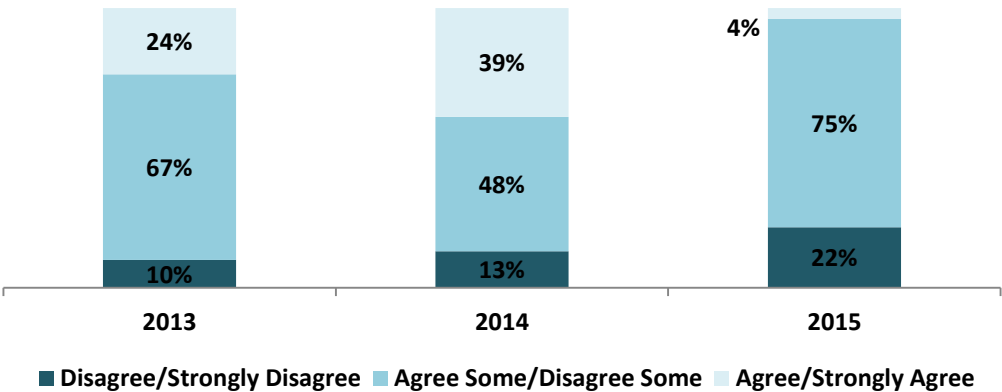
Staff: School Leadership (Percentage)



Staff: Student Involvement (Average Scores)



Staff: Student Involvement (Percentage)

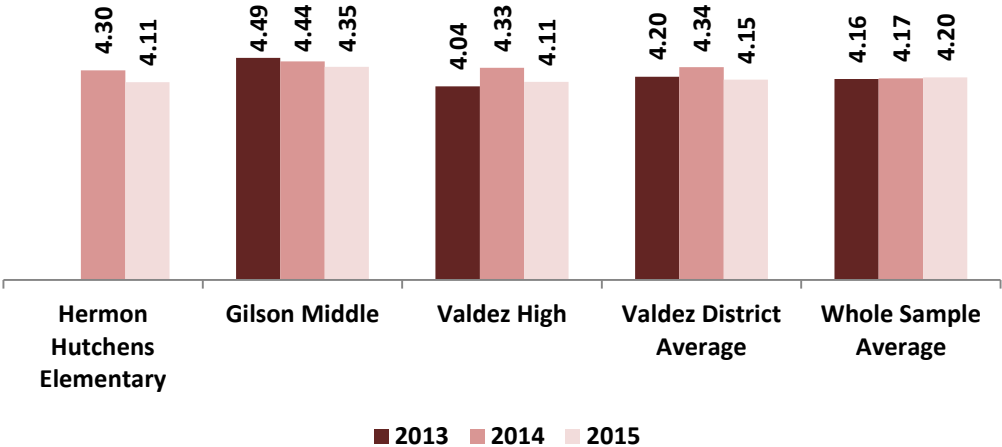


Staff Attitudes

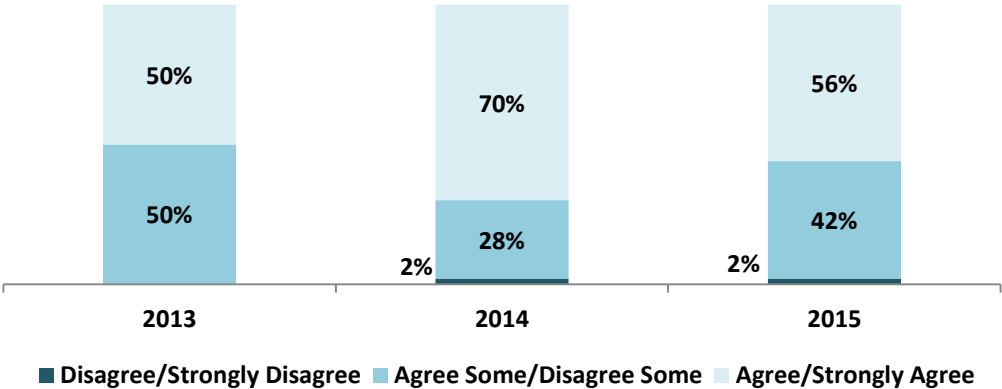
Definition: *Staff members' perceptions about the competence of teachers and teachers' attitudes toward their work.*

This scale is completed by staff only.

Staff: Staff Attitudes (Average Scores)



Staff: Staff Attitudes (Percentage)

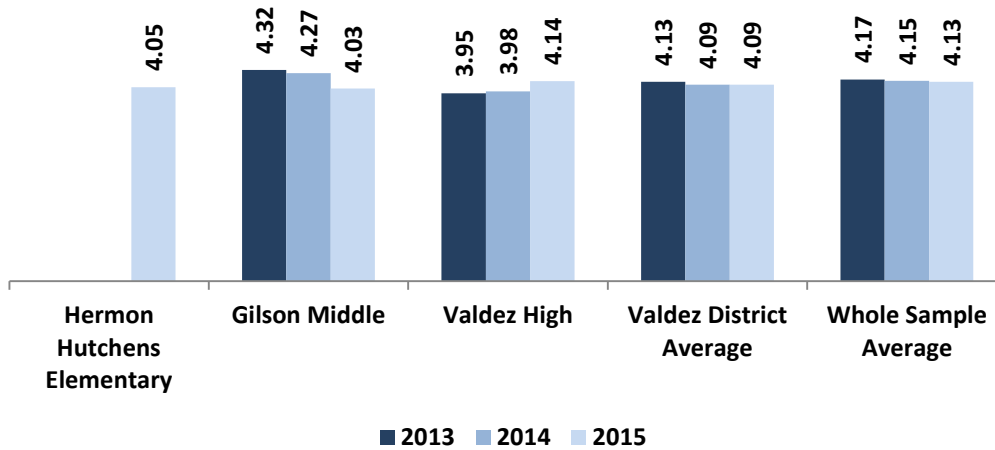


High Expectations

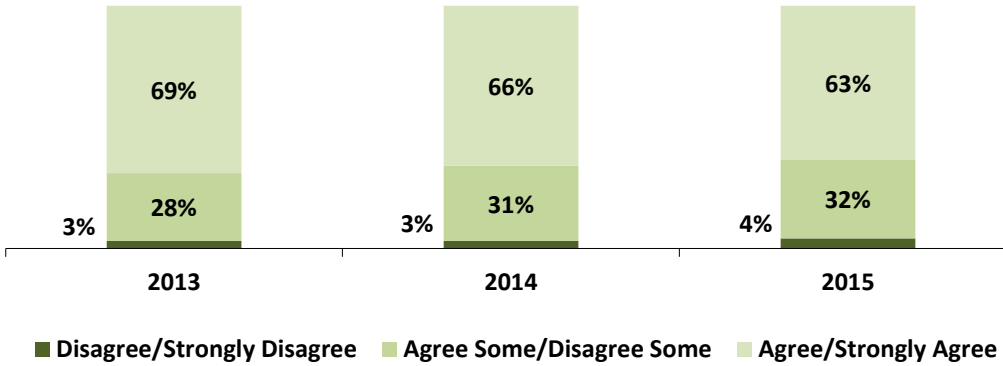
Definition: *Student perceptions about their own academic expectations as well as those of adults in their school and community.*

This scale is completed by students only.

Students: High Expectations (Average Scores)



Students: High Expectations (Percentage)

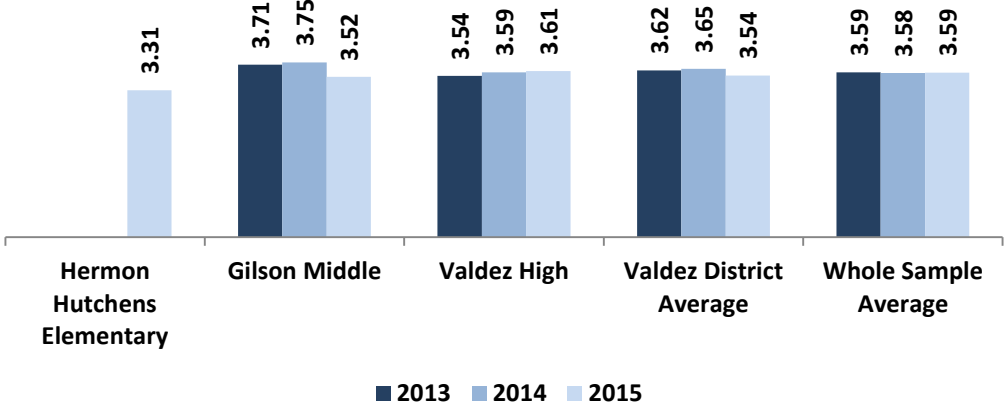


Caring Adults

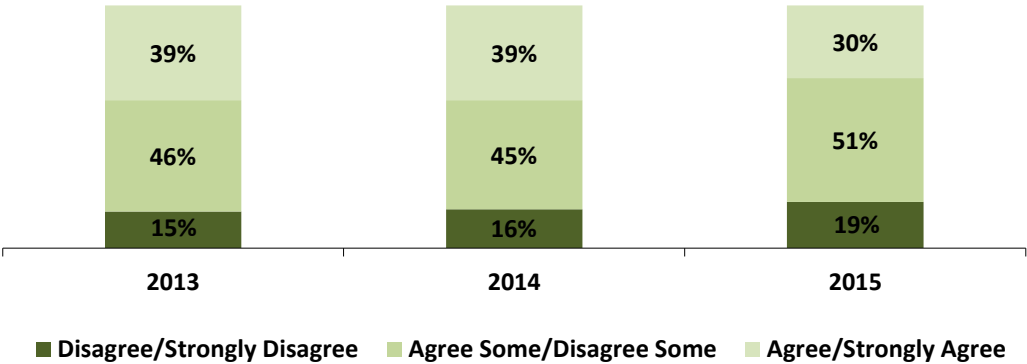
Definition: *Students' perceptions about how close they are to adults in the school.*

This scale is completed by students only.

Students: Caring Adults (Average Scores)



Students: Caring Adults (Percentage)

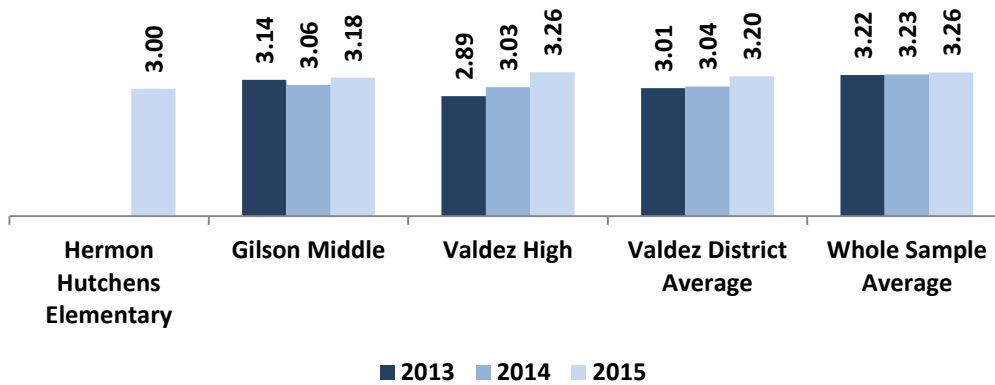


Peer Climate

Definition: *Students' perceptions about how respectful and helpful students are to one another.*

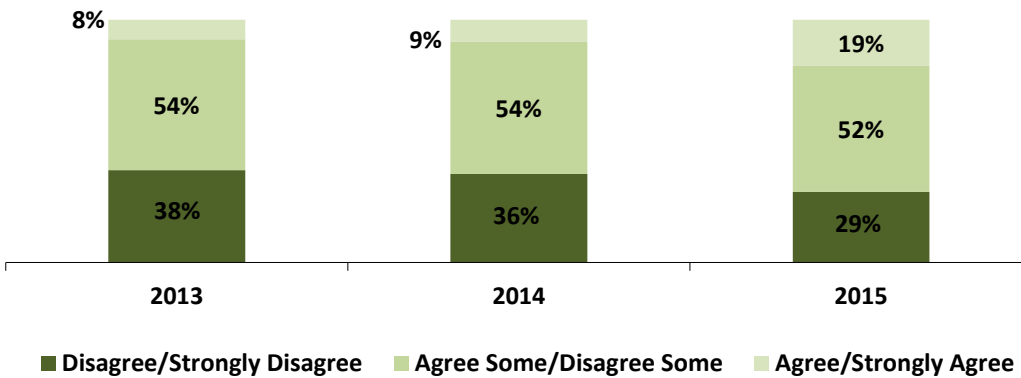
This scale is completed by students only.

Students: Peer Climate (Average Scores)



Female Valdez students reported a better peer climate than did male students.

Students: Peer Climate (Percentage)

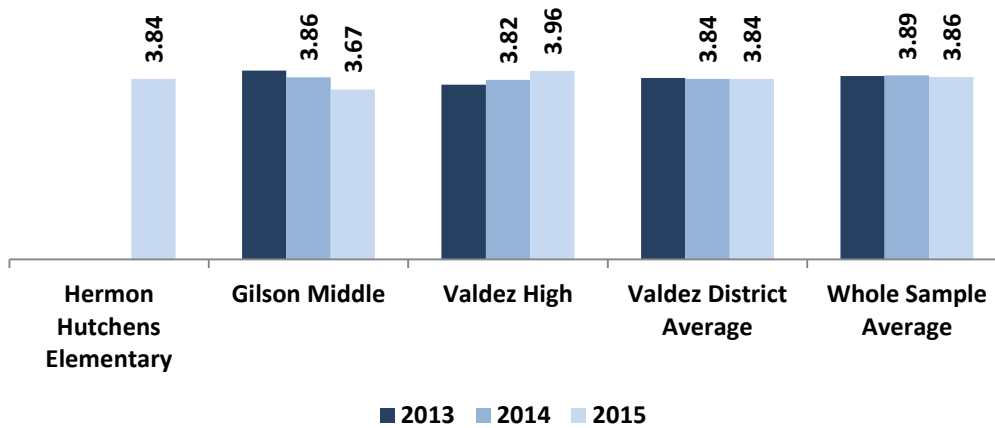


SOCIAL AND EMOTIONAL LEARNING (SEL)

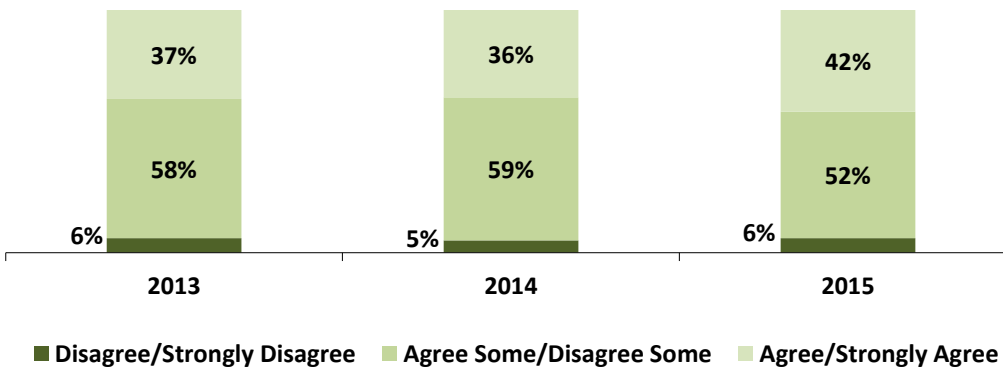
Definition: *Includes self-awareness, social awareness, self-management, relationship skills, and good decision making.*

This scale is completed by students only.

Students: Social and Emotional Learning (Average Scores)



Students: Social and Emotional Learning (Percentage)



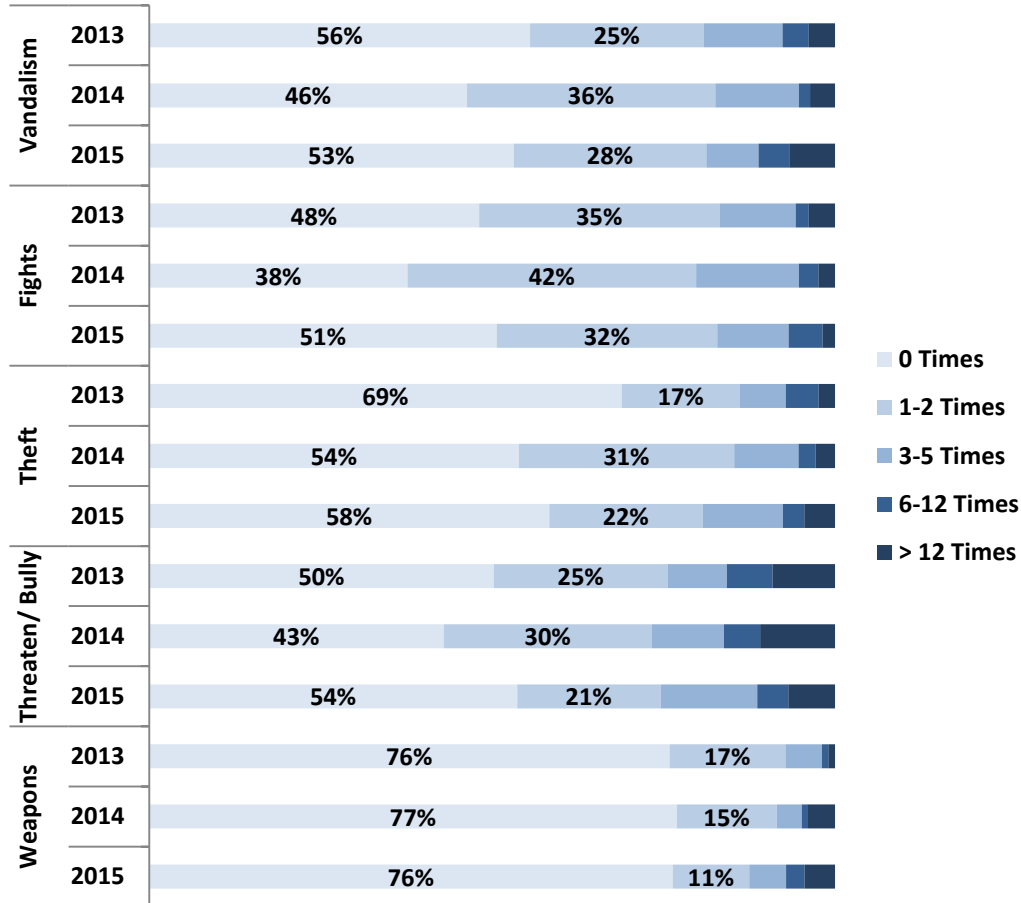
STUDENT RISK BEHAVIORS

Student Delinquent Behaviors

Definition: *Students and staff were asked to report how often they observed students engage in delinquent behaviors at school or school events within the past 12 months.*

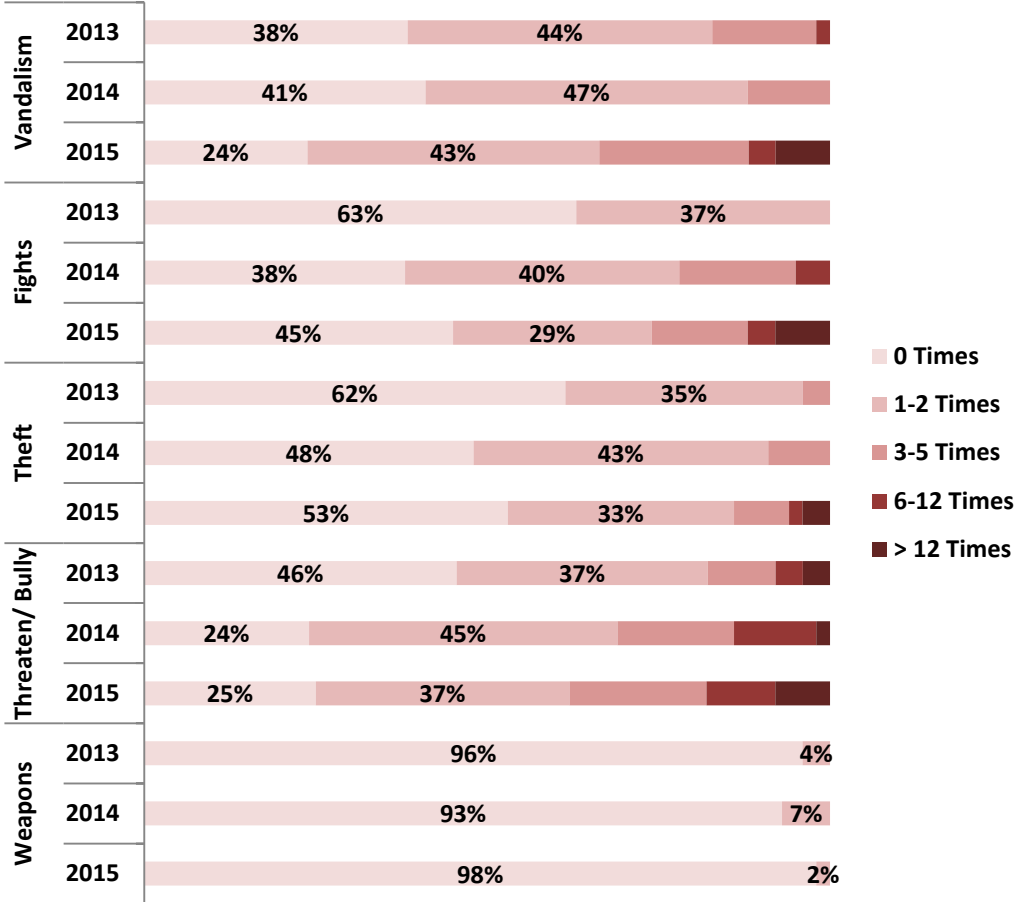
See the district's item-by-item report for details at the school level.

Students: Student Delinquent Behaviors



Female Valdez staff observed more student delinquent behaviors than did male staff.

Staff: Student Delinquent Behaviors

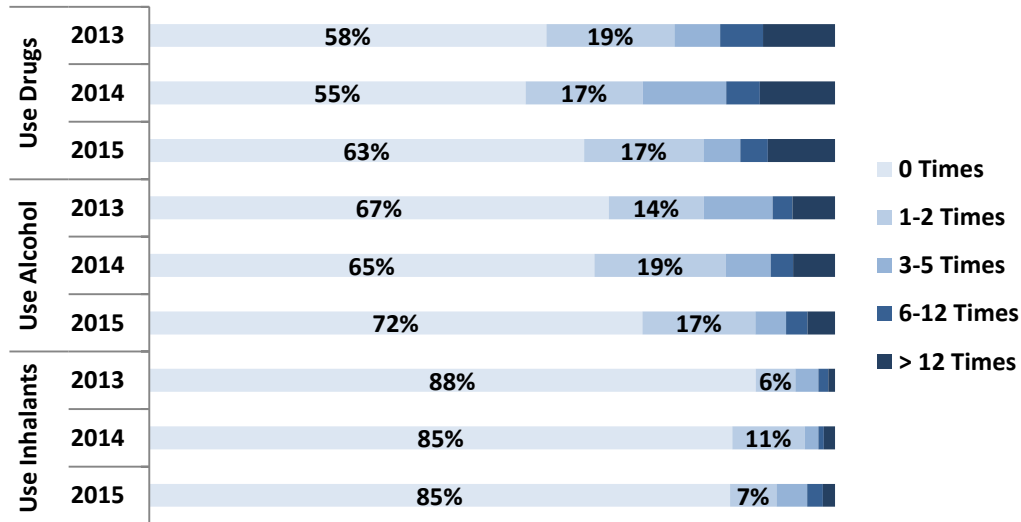


Student Drug and Alcohol Use

Definition: *Students and staff were asked to report how often they observed students engage in drug and alcohol use at school or school events within the past 12 months.*

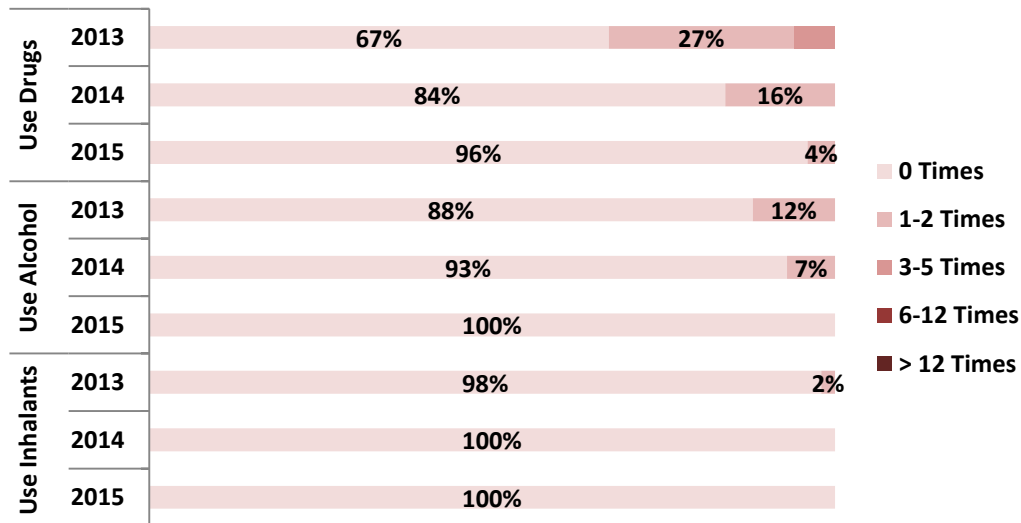
See the district's item-by-item report for details at the school level.

Students: Student Drug and Alcohol Use



Male Valdez staff observed more student drug and alcohol use than did female staff.

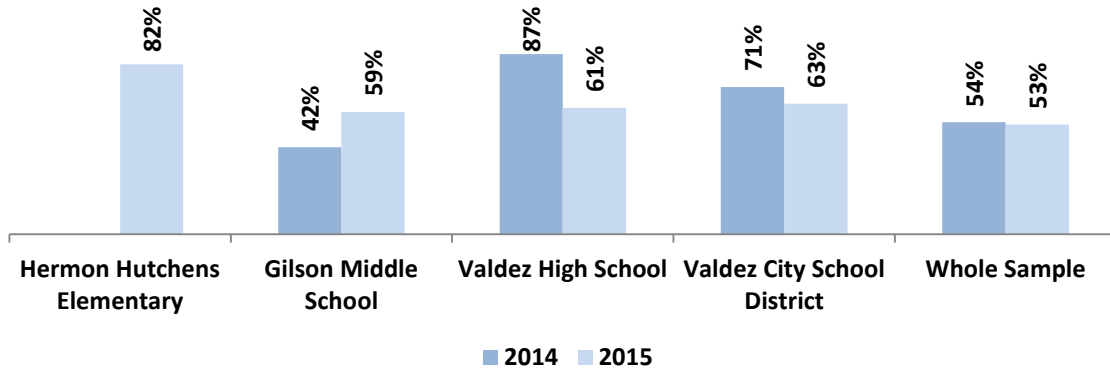
Staff: Student Drug and Alcohol Use



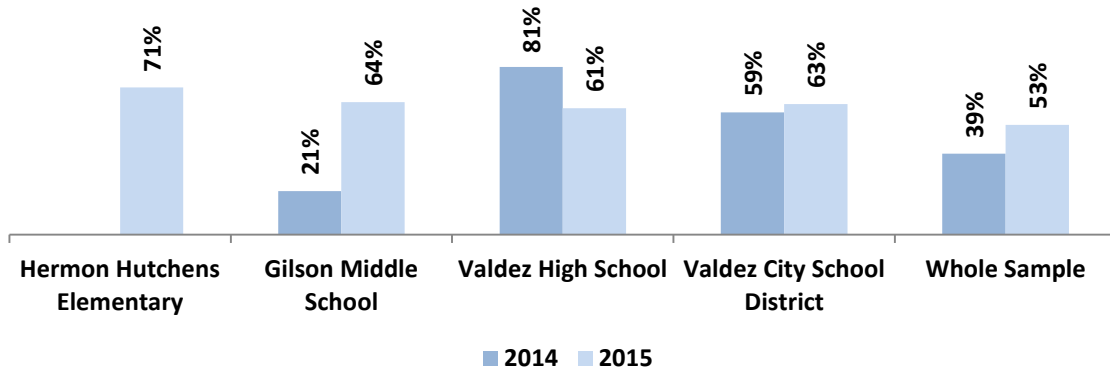
Perceptions of Peer Alcohol Use

Starting in 2014, students were asked three questions with regard to youth alcohol use.

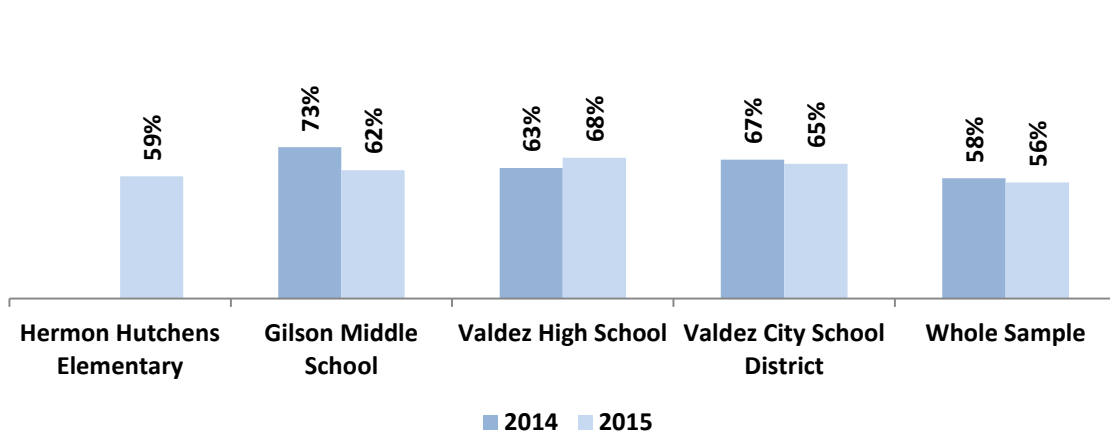
Percentage Who Thought MOST Others Drank at Least Once in the Past 30 Days



Percentage Who Thought the AVERAGE Student Drank at Least Once in the Past 30 Days (New as of 2015)



Percentage Who Heard a Message in the Past Year Saying that Most Students Don't Drink Alcohol

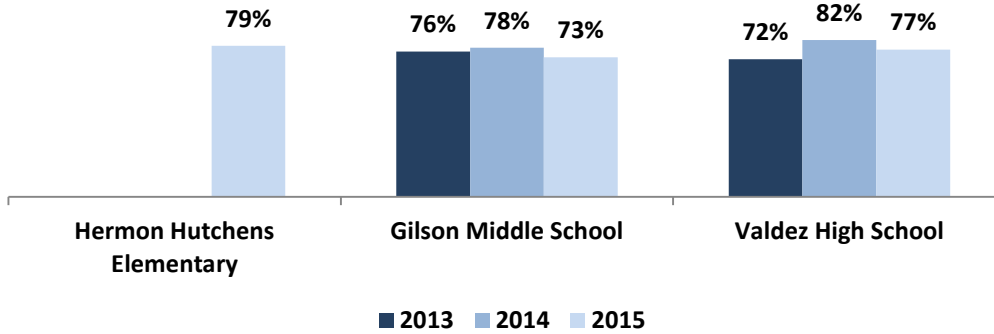


YOUTH INVOLVEMENT AND COMMUNITY SUPPORT

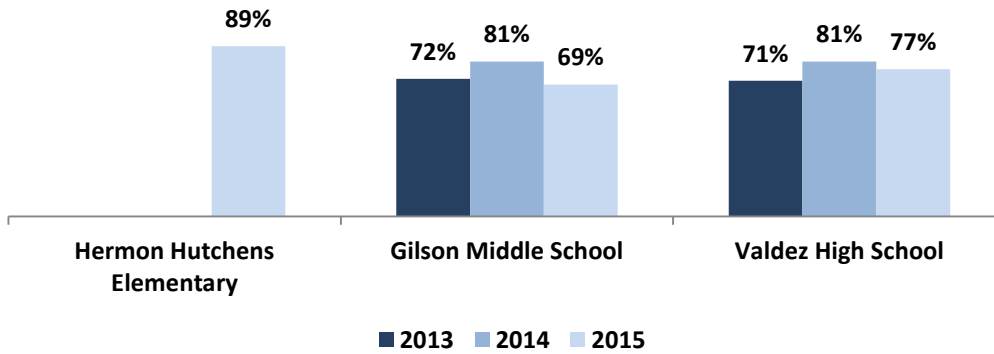
Student-community engagement can benefit both schools and communities. The results presented below show the extent to which students are involved in their communities, and the extent to which students feel supported by their communities.

Youth Involvement

Students Participating in Organized Activities After School or On Weekends for 1 Hour or More per Week

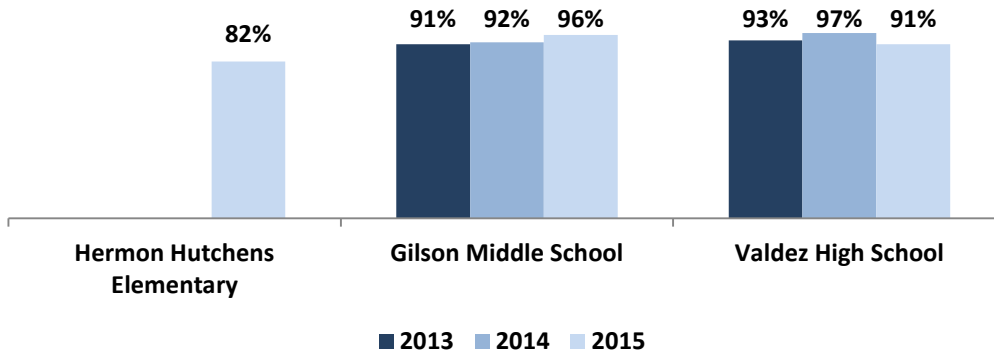


Students Helping Others Without Getting Paid 1 Hour or More per Week

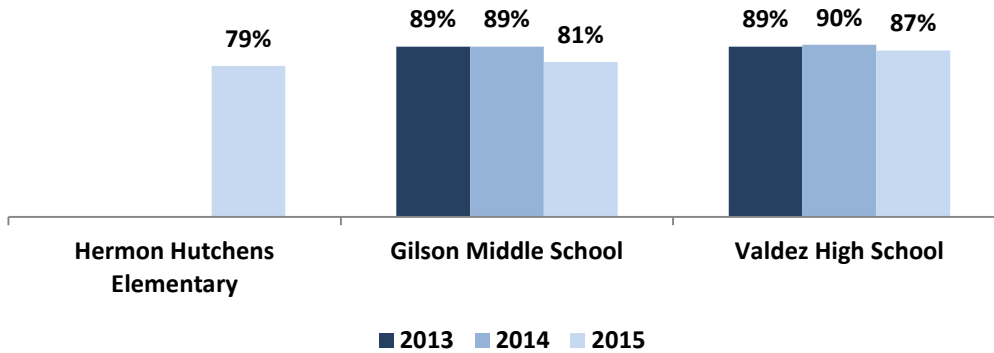


Community Support

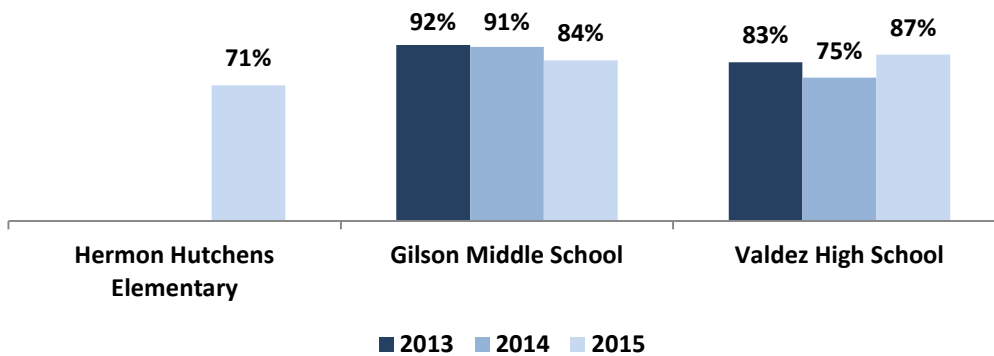
Students Who Agreed/Strongly Agreed that at Least One Adult Encouraged Them to Do their Best



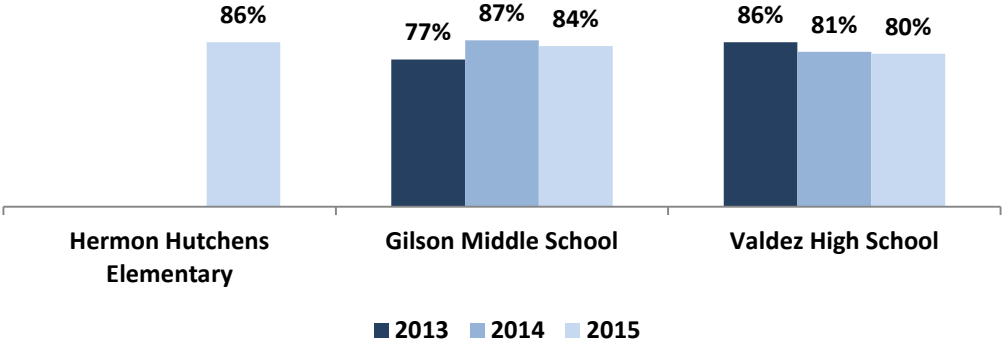
Students Who Agreed/Strongly Agreed that they Knew At Least One Adult to Talk To



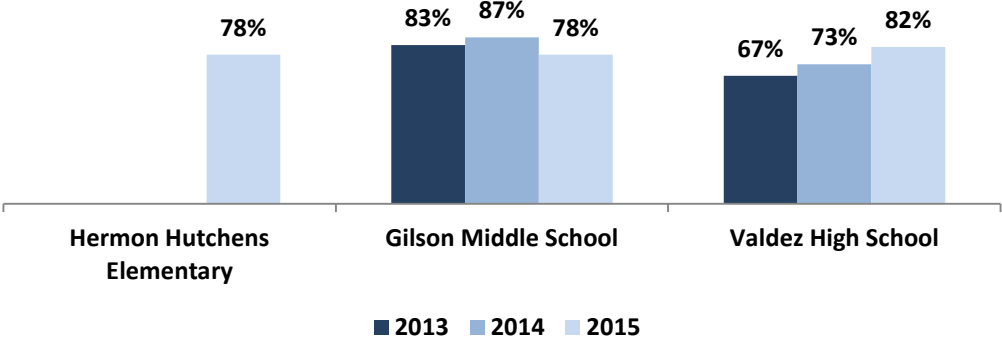
Students Who Had an Adult Outside of School to Help with Homework



Students Who Had an Adult Outside of School Who Knew How they Spent Free Time



Students Who Agreed/Strongly Agreed that Adults in their Community Encouraged them to Take School Seriously



SUMMARY OF STUDENT SCALE SCORES

The table below summarizes the student scale scores that were presented in the bar charts throughout the report. The average is shown for each school, for the district overall, and for the whole sample of 265 schools across 28 districts that participated in the student survey for grades 5 through 12. For the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores reflect fewer observed instances of risk behaviors.

| School Name | # Participating Students | # Enrolled ¹ | % Participating ² | Respectful Climate | School Safety | Parent & Community Involvement | High Expectations | Peer Climate | Caring Adults | School Leadership & Involvement | Social & Emotional Learning | Student Delinquent Behaviors | Student Drug & Alcohol Use |
|--|--------------------------|-------------------------|------------------------------|--------------------|---------------|--------------------------------|-------------------|--------------|---------------|---------------------------------|-----------------------------|------------------------------|----------------------------|
| Hermon Hutchens Elementary | 28 | 40 | 70.0 | 3.28 | 3.80 | 3.31 | 4.05 | 3.00 | 3.31 | 3.25 | 3.84 | 2.11 | 2.00 |
| George H. Gilson Middle School | 88 | 153 | 57.5 | 3.49 | 3.93 | 3.45 | 4.03 | 3.18 | 3.52 | 3.41 | 3.67 | 1.74 | 1.57 |
| Valdez High School | 111 | 168 | 66.1 | 3.58 | 4.01 | 3.55 | 4.14 | 3.26 | 3.61 | 3.42 | 3.96 | 1.64 | 1.35 |
| <i>Valdez City School District Average</i> | 227 | 361 | 62.9 | 3.51 | 3.95 | 3.48 | 4.09 | 3.20 | 3.54 | 3.40 | 3.84 | 1.73 | 1.52 |
| Whole Sample Average | 29,950 | 70,240 | 42.6% | 3.59 | 3.96 | 3.58 | 4.13 | 3.26 | 3.59 | 3.44 | 3.86 | 1.71 | 1.47 |

¹ Data on enrollment at the school and district level are as of fall 2014, and were obtained directly from the Alaska Department of Education and Early Development (EED).

² Participation rates are based on all students in grades 5 – 12 at the school, district and state level (not just those participating in the SCCS).

SUMMARY OF STAFF SCALE SCORES

The table below summarizes the staff scale scores that were presented in the bar charts throughout the report. The average is shown for each school, for the district overall, and for the whole sample of 292 schools across 28 districts that took part in the staff survey. For the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores reflect fewer observed instances of risk behaviors.

| School Name | # Staff Participating | # Teachers | Respectful Climate | School Safety | Parent & Community Involvement | Staff Attitudes | School Leadership | Student Involvement | Student Delinquent Behaviors | Student Drug & Alcohol Use |
|--|-----------------------|--------------|--------------------|---------------|--------------------------------|-----------------|-------------------|---------------------|------------------------------|----------------------------|
| Hermon Hutchens Elementary | 34 | 17 | 3.73 | 4.28 | 3.96 | 4.11 | 3.81 | 3.42 | 2.08 | 1.00 |
| George H. Gilson Middle School | 8 | 5 | 3.63 | 4.48 | 4.18 | 4.35 | 4.27 | 3.92 | 1.53 | 1.04 |
| Valdez High School | 9 | 8 | 3.96 | 4.69 | 4.03 | 4.11 | 3.93 | 3.70 | 1.42 | 1.04 |
| <i>Valdez City School District Average</i> | 51 | 30 | 3.76 | 4.38 | 4.01 | 4.15 | 3.90 | 3.55 | 1.88 | 1.01 |
| Whole Sample Average | 7,957 | 4,119 | 3.90 | 4.16 | 3.85 | 4.20 | 3.96 | 3.67 | 1.85 | 1.18 |

Appendix A: How to Read this Report

What do the scale scores show for students?

See Appendix B for a list of survey items that make up each scale for students in grades 5–12, and Appendix C for items that make up each scale for staff. For most items, the respondent had five options from which to choose. Answer options ranged from strongly disagree (1) to strongly agree (5). The scale score is an average of responses across all items listed for that scale. Therefore, the higher the scale score, the better the school climate or connectedness in that area.

For the questions about risk behaviors, respondents were asked how often they had observed students engage in delinquent behaviors and engage in drug and alcohol use at school or school events within the past 12 months. Response categories for each risk behavior item were: 1 = 0 times; 2 = 1–2 times; 3 = 3–6 times; 4 = 7–12 times; and 5 = More than 12 times. Therefore, for Student Delinquent Behaviors and Student Drug and Alcohol Use scale scores, *lower* values are better because they indicate fewer observed instances of these behaviors.

How reliable are the SCCS scales?

The reliability (internal consistency) 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. Reliability in the range of .65 to .79 is considered *acceptable*; higher than .80 is considered *moderate to good*. See Appendix D for information about the reliability of each SCCS scale.

How will I know if changes in scale scores over time are significant?

Because the SCCS is completed anonymously, we are *not* able to assess change in perceptions of school climate and connectedness over time at the individual level. However, we are able to use a statistical test (*Cohen's d*) that tells us how much change in scale scores is required for us to be reasonably confident that we are seeing more than just random fluctuation. For students, if we observe more than a .01 difference in scale scores, we can be reasonably confident that there is real change. For staff, this value is .02.

What do the percentage agreement bar charts show?

For each student scale score in the areas of school climate and connectedness, we provide a bar chart that shows percentage of students that agree or disagree with the topic area of that scale. The percentage of students with a scale score of 4.0 or higher is shown as agree/strongly agree; the percentage with a scale score of 3.0–3.9 is shown as agree some/disagree some; and percentage of with a scale score below 3.0 is shown as disagree/strongly disagree. Figures in these bar charts may not exactly add up to 100 percent due to rounding.

Appendix B: SCCS Questions for Students

Respectful Climate

- My teachers treat me with respect.
- When students break rules, they are treated fairly.
- My teachers are fair.
- Our school rules are fair.
- It pays to follow the rules at my school.

School Safety

- I am safe at school.
- *This school is being ruined by bullies. (reverse scored)*
- *This school is badly affected by crime and violence in the community. (reverse scored)*
- *Gangs of students make this school dangerous. (reverse scored)*
- *Crime and violence are major concerns at school. (reverse scored)*

Parent and Community Involvement

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

High Expectations

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

Caring Adults

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

Peer Climate

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

School Leadership and Student Involvement

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

Social and Emotional Learning (SEL)

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

Student Delinquent Behaviors

- Destroy things (vandalism)
- Get into fights
- Steal things
- Threaten or bully
- Carry weapons

Student Drug and Alcohol Use

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

Perceptions of Peer Alcohol Use

- During the past 30 days, on how many days do you think most students in your school had at least one drink of alcohol?
- During the past 30 days, on how many days do you think the average student in your school had at least one drink of alcohol?
- In the past 12 months, on average, how often have you seen or heard a message saying MOST students don't drink alcohol?

Youth Involvement and Community Support

- During an average week, how much time do you spend helping other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities)
- 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)
- 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 your 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.

Appendix C: SCCS Questions for Staff

Respectful Climate

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

School Safety

- I am safe at school.
- *This school is being ruined by bullies. (reverse scored)*
- *This school is badly affected by crime and violence in the community. (reverse scored)*
- *Gangs of students make this school dangerous. (reverse scored)*
- *Crime and violence are major concerns at school. (reverse scored)*

Parent and Community Involvement

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

Staff Attitudes

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

School Leadership

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

Student Involvement

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

Student Delinquent Behaviors

- Destroy things (vandalism)
- Get into fights
- Steal things
- Threaten or bully
- Carry weapons

Student Drug and Alcohol Use

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

Appendix D: Scale Reliability

| Scale | Reliability (Cronbach's Alpha) |
|---|--------------------------------|
| Students | |
| Respectful Climate | .80 |
| School Safety | .76 |
| Parent and Community Involvement | .73 |
| High Expectations | .72 |
| Caring Adults | .71 |
| Peer Climate | .76 |
| School Leadership and Student Involvement | .80 |
| Social and Emotional Learning (SEL) | .86 |
| Student Delinquent Behaviors | .82 |
| Student Drug and Alcohol Use | .70 |
| Staff | |
| Respectful Climate | .87 |
| School Safety | .73 |
| Parent and Community Involvement | .84 |
| Staff Attitudes | .87 |
| School Leadership | .93 |
| Student Involvement | .84 |
| Student Delinquent Behaviors | .82 |
| Student Drug and Alcohol Use | .65 |