



AMERICAN INSTITUTES FOR RESEARCH®

SCHOOL CLIMATE AND CONNECTEDNESS SURVEY REPORT 2011

NOME PUBLIC SCHOOL DISTRICT:

ANVIL CITY SCIENCE ACADEMY
NOME-BELTZ JUNIOR/SENIOR HIGH SCHOOL
NOME ELEMENTARY SCHOOL
NOME YOUTH FACILITY SCHOOL

STUDENT AND STAFF RESULTS¹

**Survey Administered Spring 2011
Report Prepared July 15, 2011**

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

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

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INTRODUCTION

We wish to thank all of the school staff members and students who participated in the 2011 School Climate and Connectedness Survey (SCCS) for their commitment, time, and effort.

What Are School Climate and Connectedness?

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

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

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

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

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

Who Took the Survey?

The 2011 SCCS was completed by 22,481 students and 4,982 school staff in 250 schools in 26 school districts across Alaska. Student grade levels ranged from 5 through 12 or 6 through 12, depending on the district. And generally, all staff in the district that work with students in grades 5 and up were invited to take the survey. The participating schools included elementary schools, middle schools, high schools, and a variety of charter and alternative schools. As in previous years, the 2011 sample was not selected to be representative of the state as a whole, but included a large number of participants from a broad variety of schools.

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

Year	Participating Districts	Participating Schools	Valid Student Surveys	Valid Staff Surveys
2006	15	148	24,732	3,453
2007	14	150	22,411	3,315
2008	33	242	30,124	4,730
2009	24	225	26,949	5,177
2010	34	268	33,413	5,931
2011	26	250	22,481	4,982

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 2011 SBA results will not be available until the fall of 2011, we present results here based on 2010 SBA and SCCS data. A 2011 statewide SCCS report will be produced as soon as 2011 SBA data become available.

Student 2010 ratings for High Expectations, School Safety, Respectful Climate, Caring Adults, Parent and Community Involvement, and Social and Emotional Learning were all positively associated with their school's performance on the 2010 SBAs in reading, writing, and/or mathematics.² That means that schools that held high expectations for students, provided a safe environment, had a climate of respect between staff and students, had adults who reached out to students, had a high level of parent and community involvement, and had good social and emotional learning among their students had significantly higher SBA proficiency rates in all three subjects than did schools who did not provide this kind of environment.

We found weaker relationships between SBA proficiency rates and student ratings for school leadership and student involvement and for peer climate, with school leadership and student involvement having a small correlation with SBA mathematics proficiency rates and peer climate

² Statistically significant correlations (*r*-values) ranged from .15 to .38

having a small correlation with SBA proficiency rates in writing. 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 student drug and alcohol use, the higher the SBA proficiency rate. We did not find any other significant relationships between student reports of delinquent behaviors or drug and alcohol use among their peers at school and school events, and SBA proficiency rates for those schools.

Staff 2010 ratings for school climate across all subscales showed moderate to strong positive correlations with student performance on all three subject areas of the SBAs.³ That means that in schools where staff felt that there were positive staff attitudes, good leadership, 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 than at schools that did not provide this 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 reported student risk behaviors, the higher the school’s SBA proficiency rates.

How do School Climate and Connectedness Relate to Community Support for Youth?

Within the 2011 SCCS sample from across Alaska, we found significant relationships between several aspects of community support and youth outcomes. Students who had adults in their community who cared about them, who encouraged them to do their best, who knew what they really did in their free time, and who assisted them with homework were significantly more likely to report that they tried hard to do well in school and that they wanted to get more education after high school, and were more likely to indicate that they had a high level of social and emotional learning than students without these community supports.

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

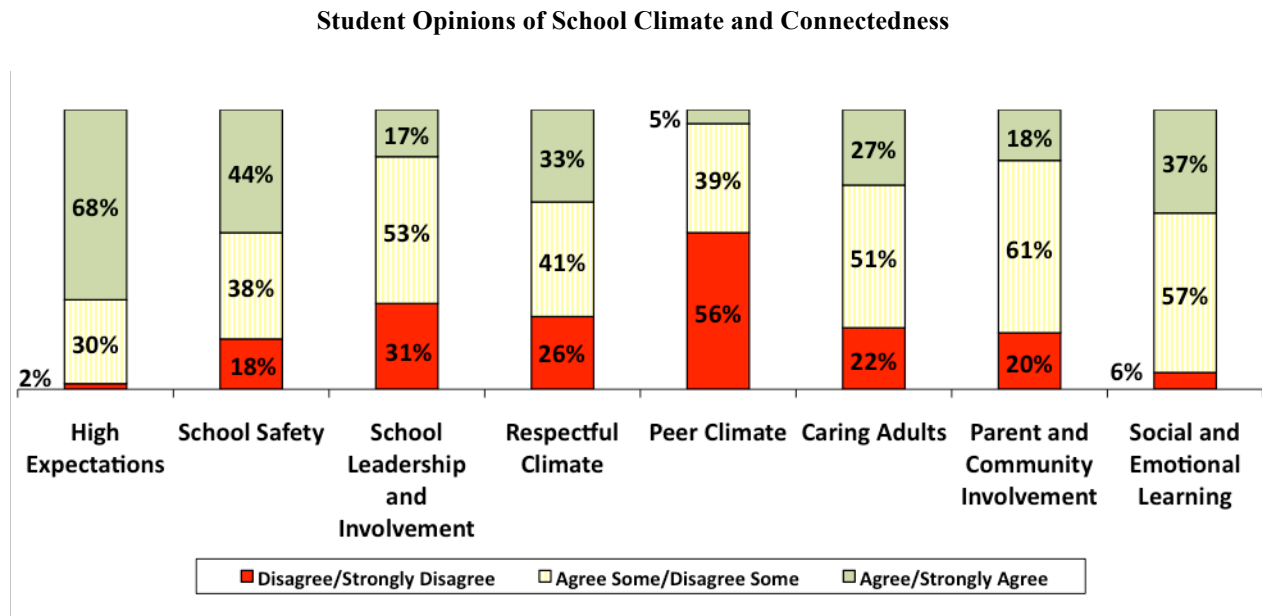
³ Statistically significant correlations (*r*-values) ranged from .26 to .61 for school climate scales, –.19 to –.48 for risk behaviors

SUMMARY FOR NOME PUBLIC SCHOOL DISTRICT

This is the first year that the Nome Public School District participated in the SCCS. At the district level, Nome students gave ratings for their school climate and connectedness that were slightly below the average across all 26 participating districts. Nome students also reported observing somewhat more delinquent behavior and more drug and alcohol abuse than was typical across the whole sample. Nome staff gave ratings for their school climate that were consistently below the whole sample average. Nome staff reported observing somewhat more student delinquent behavior at school and school events than was typical across all 26 participating districts.

District-Wide Student Opinions of School Climate and Connectedness

The chart below shows the percentage of Nome students who agreed, disagreed, or had mixed feelings regarding each of the aspects of school climate and connectedness covered in the SCCS.⁴

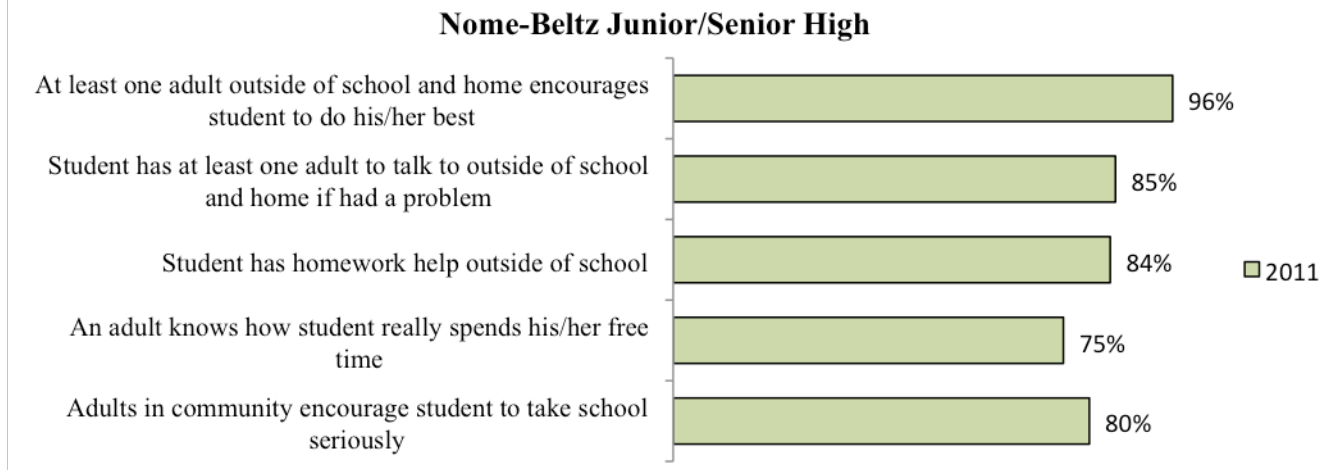
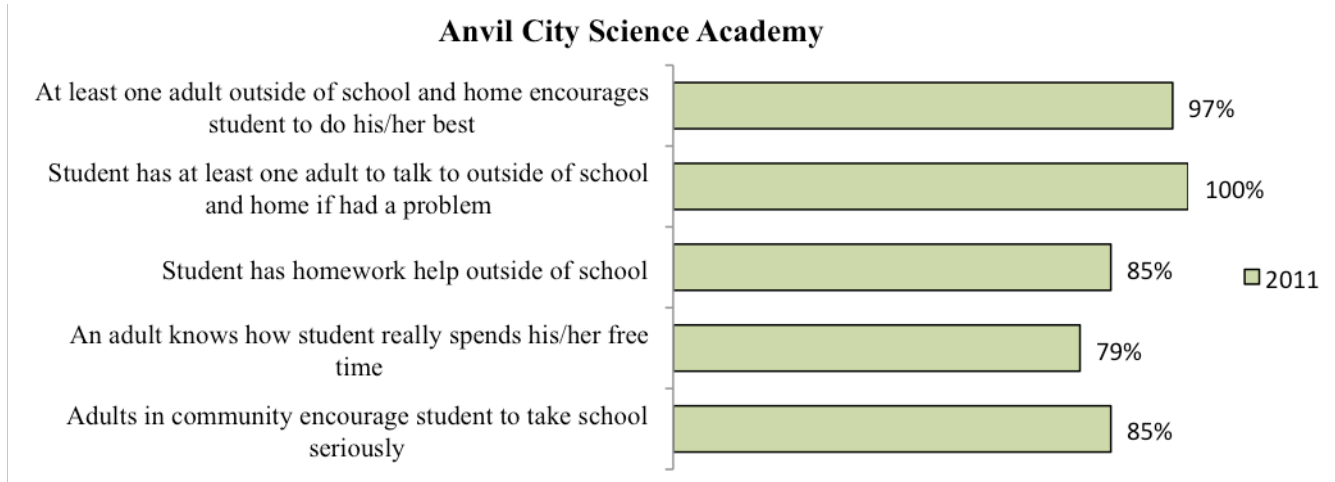


⁴ Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Columns may not exactly add up to 100% due to rounding.

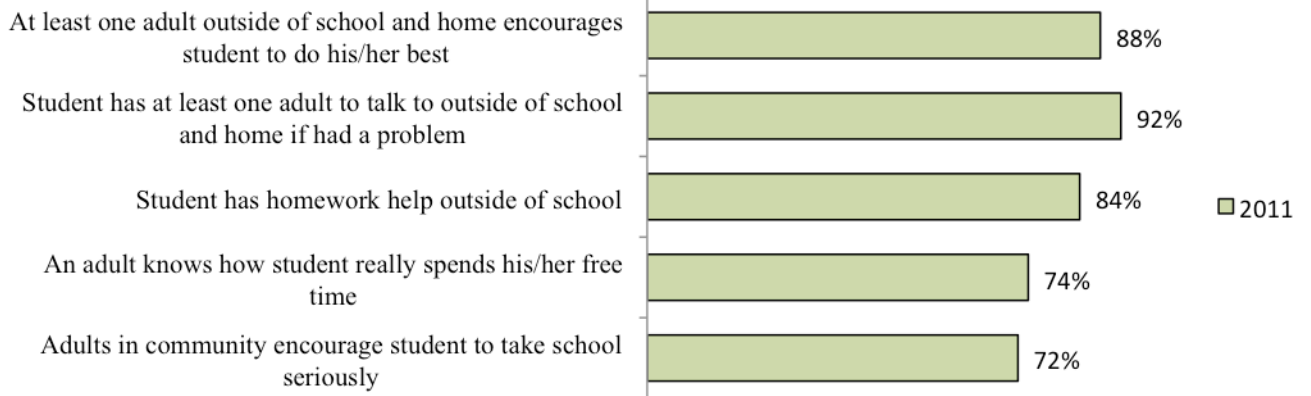
COMMUNITY SUPPORT AND YOUTH INVOLVEMENT

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

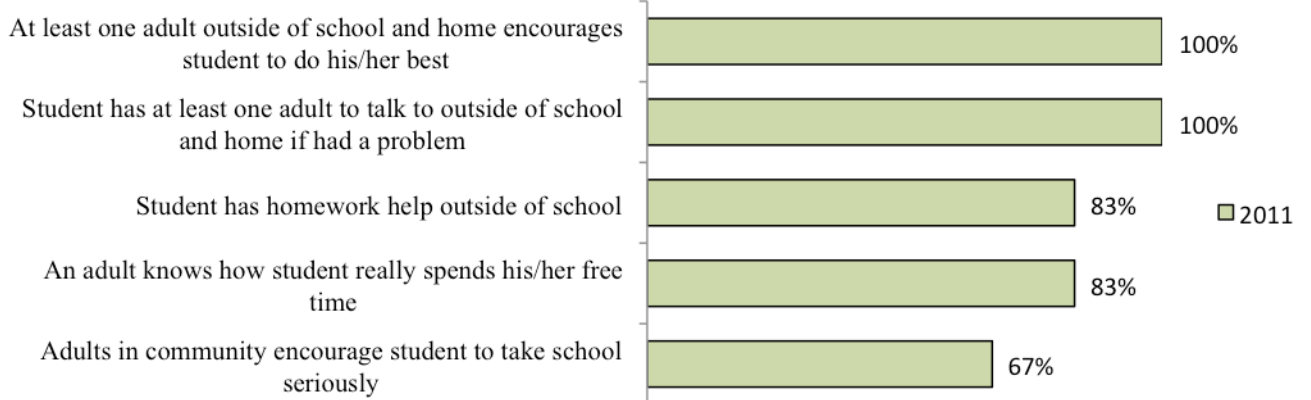
Community Supports



Nome Elementary School



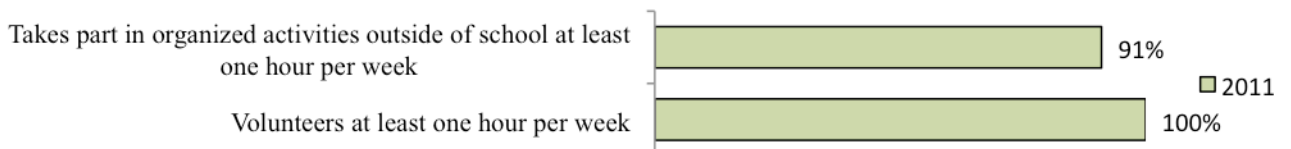
Nome Youth Facility

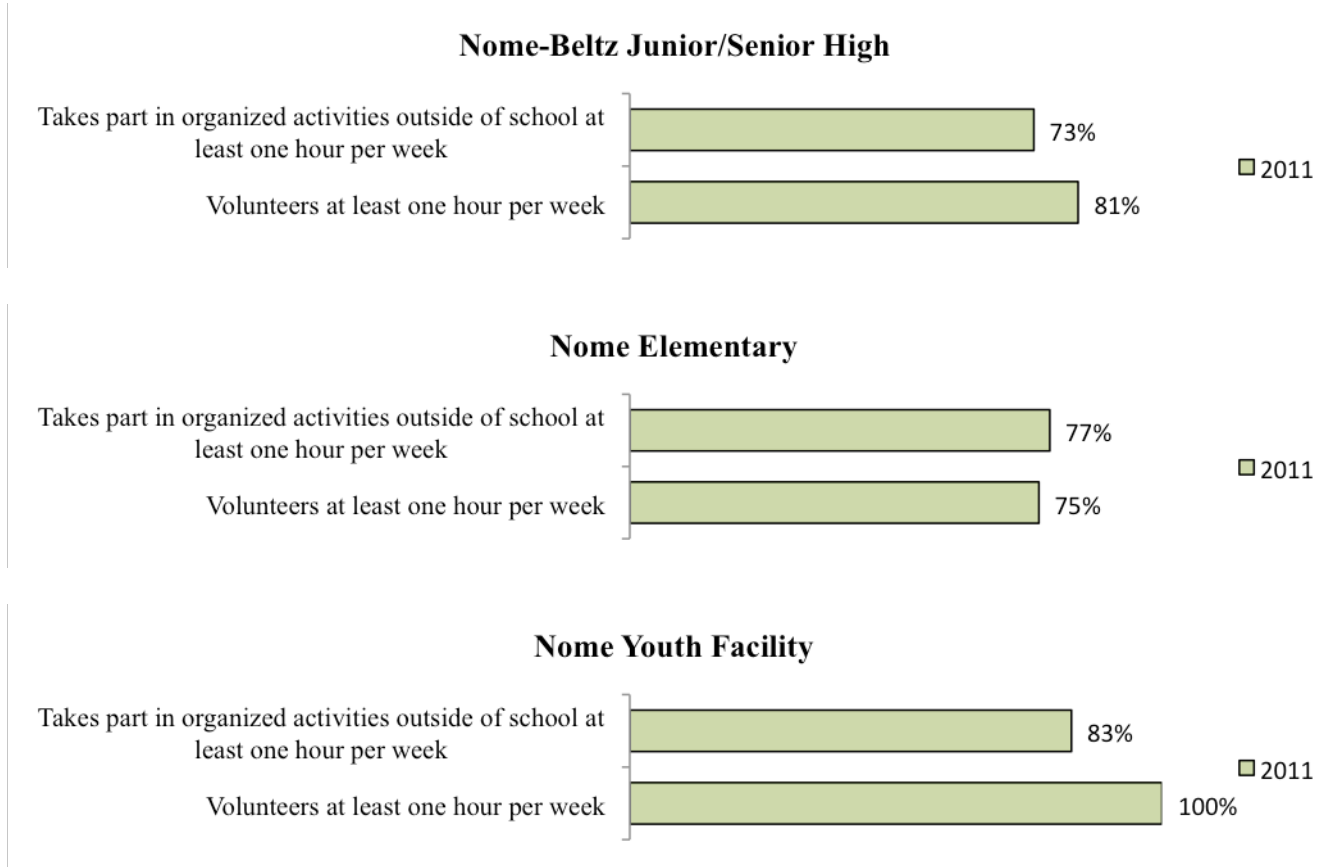


The chart below shows the percentage of students who indicated that they took part in extracurricular activities and the percentage who reported that they volunteered in their community at least one hour per week.

Youth Involvement

Anvil City Science Academy





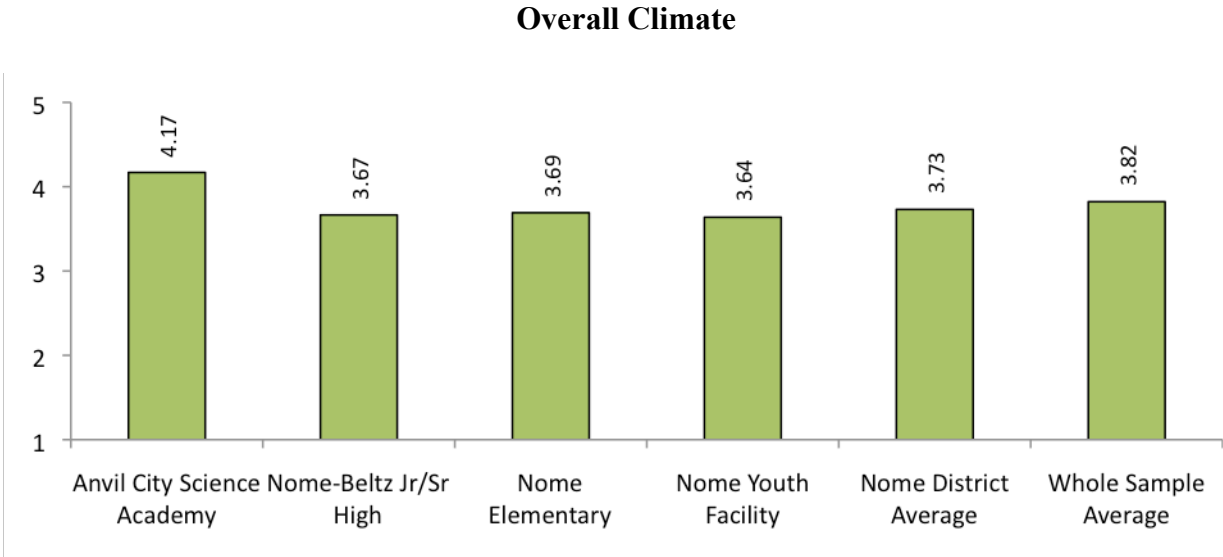
STUDENT RESULTS BY SCALE

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

Each of these scales will be discussed in turn below.

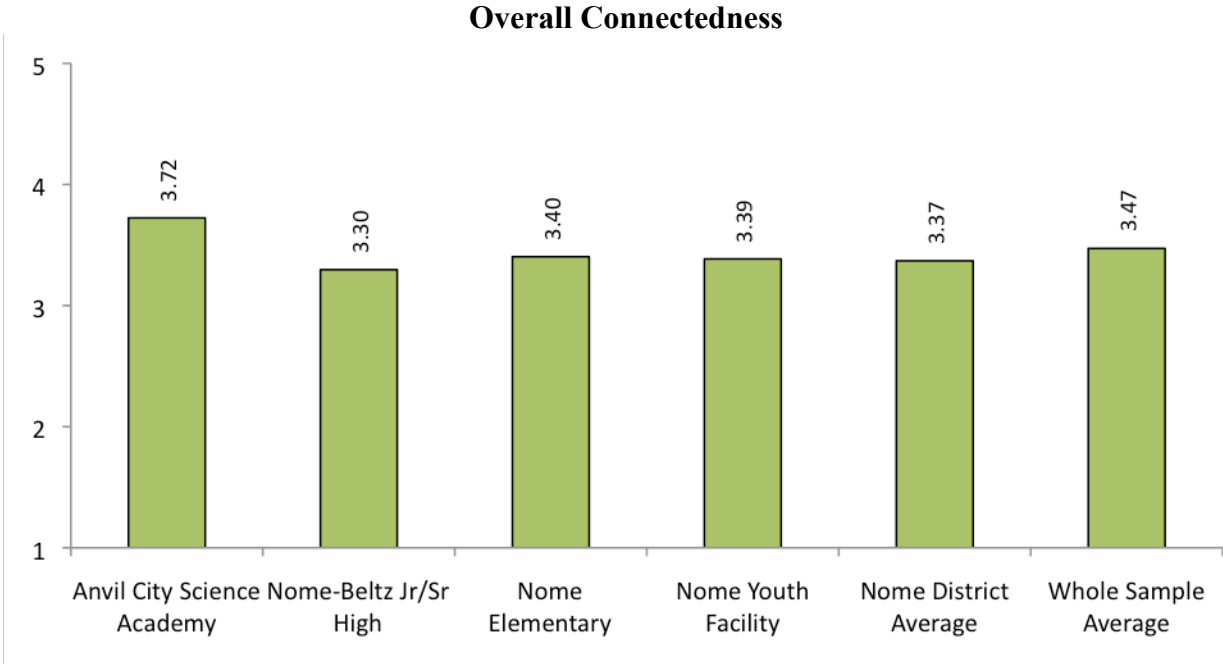
Overall Climate

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



Overall Connectedness

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



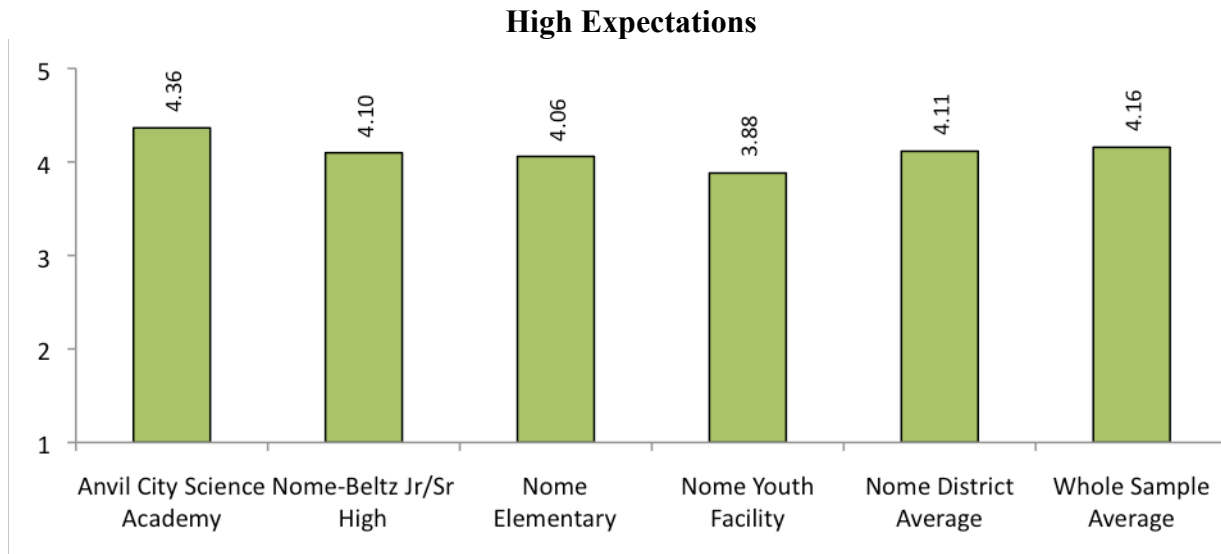
High Expectations

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

Factor 1: High Expectations ($\alpha = .71$)

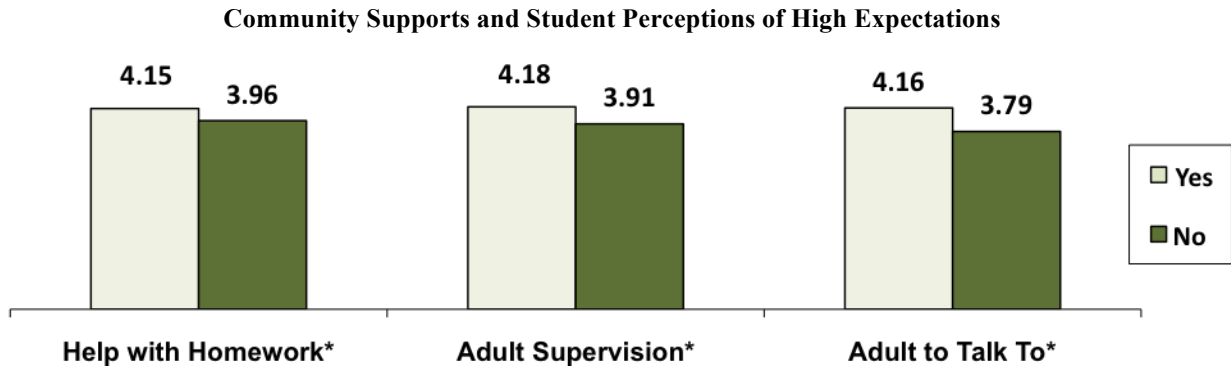
- 18. I have given up on school (reverse scored)
- 19. At this school, students are encouraged to work to the best of their abilities
- 20. If students like their school, they will do better in their classes
- 23. I try hard to do well in school
- 24. I want very much to get more education after high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



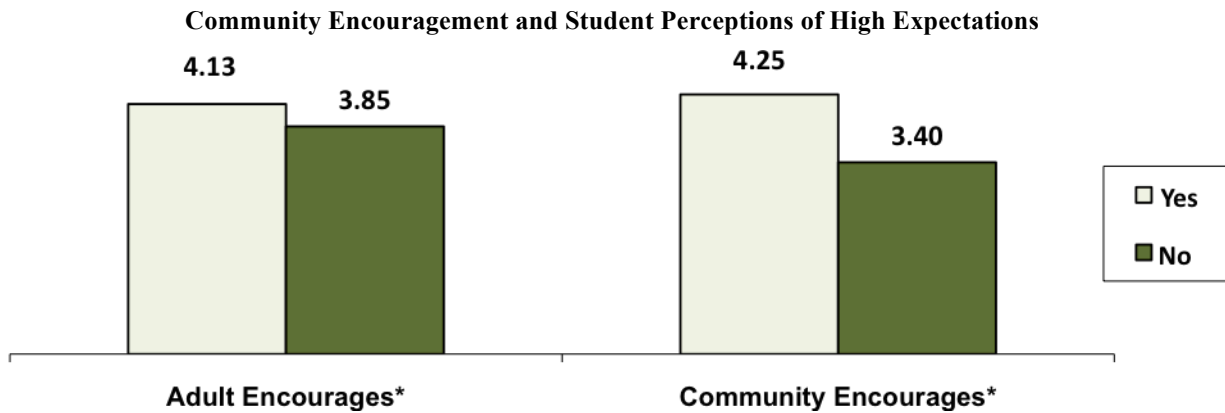
Community Support and High Expectations

We examined the extent to which community supports for youth were associated with student ratings for High Expectations. Students who reported that they had help with homework outside of school, adult supervision, and/or had an adult outside of school and home to talk to if they had a problem experienced significantly higher expectations when compared with students who did not have these types of supports.⁵



* Differences between groups are statistically significant based on t-tests.

Students who reported having an adult outside of school and home who encouraged them to do their best and/or felt that adults in their community encouraged them to take school seriously experienced significantly higher expectations when compared with students who did not have these types of supports.⁶



* Differences between groups are statistically significant based on t-tests.

⁵ $t(254) = 2.33, p < .05$ for help with homework; $t(255) = 3.90, p < .001$ for adult supervision; $t(249) = 3.96, p < .001$ for having an adult to talk to

⁶ $t(255) = 2.25, p < .05$ for *There is at least one adult outside of school and home who encourages me to do my best*; $t(207) = 4.80, p < .001$ for *Adults in my community encourage me to take school seriously*

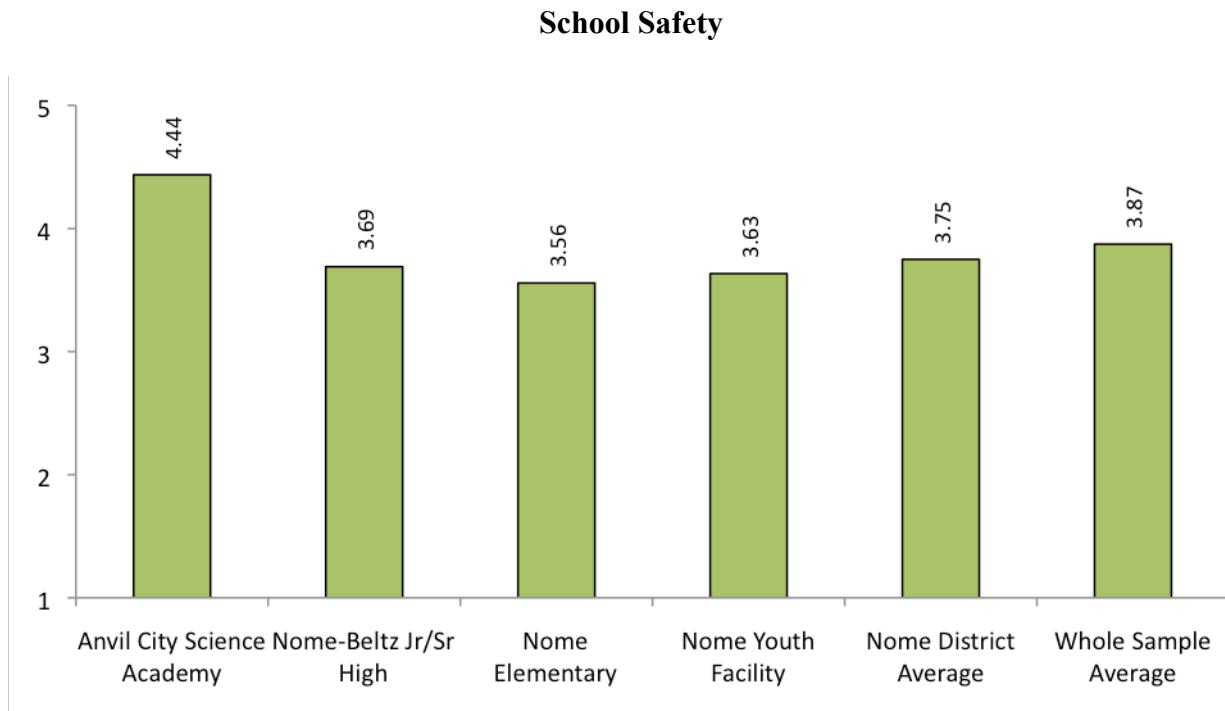
School Safety

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

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

- 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)

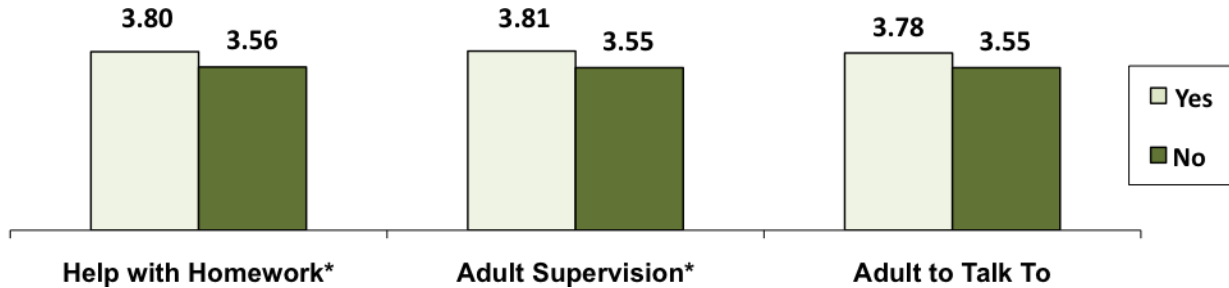
Students selected responses between 1 and 5, where 1 indicates a low level of school safety and 5 indicates a high level of safety.



Community Support and School Safety

We examined the extent to which community supports for youth were associated with student ratings for School Safety. Students who reported that they had help with homework outside of school and/or adult supervision experienced a significantly safer school environment when compared with students who did not have these types of supports.⁷

Community Supports and Student Perceptions of School Safety



* Differences between groups are statistically significant based on t-tests.

Students who felt that adults in their community encouraged them to take school seriously experienced significantly higher expectations when compared with students who did not have this type of support.⁸

Community Encouragement and Student Perceptions of School Safety



* Differences between groups are statistically significant based on t-tests.

⁷ $t(76.0) = 2.34, p < .05$ for help with homework; $t(259) = 2.47, p < .05$ for adult supervision; $t(252) = 1.63, ns$ for having an adult to talk to

⁸ $t(259) = 0.53, ns$ for *There is at least one adult outside of school and home who encourages me to do my best*; $t(210) = 3.30, p < .01$ for *Adults in my community encourage me to take school seriously*

School Leadership and Student Involvement

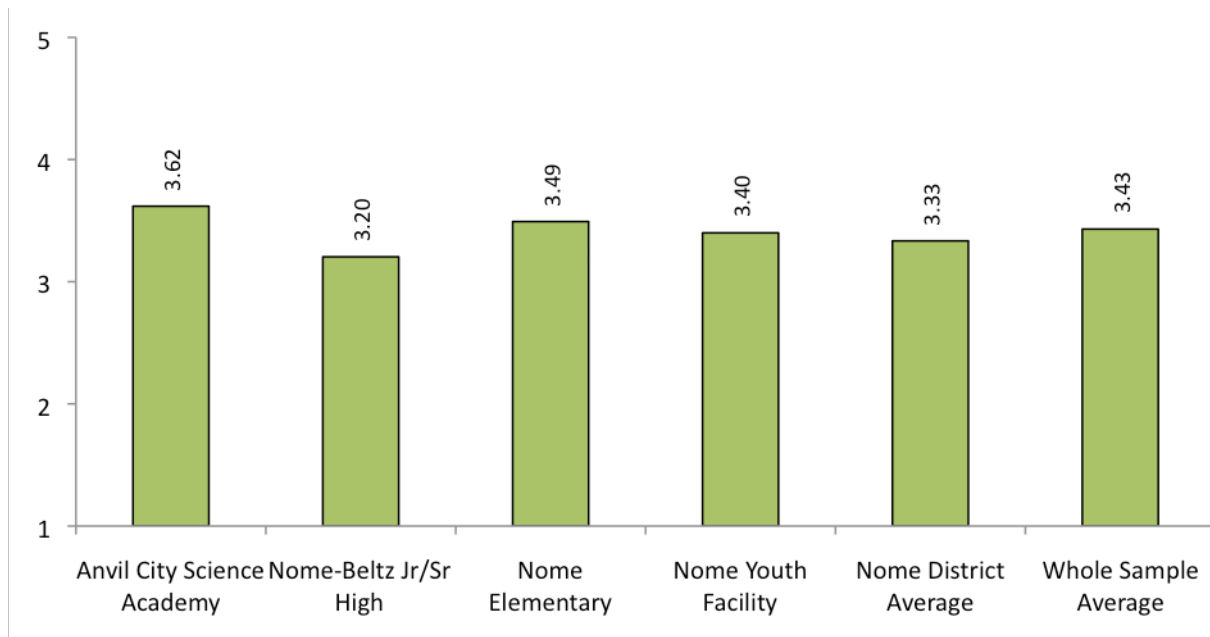
This scale reflects students' feelings about the decision making of school leaders as well as student participation in the school governance. This scale is also included as part of the Overall Climate summary scale. The items comprising this scale (and the scale's reliability) are as follows.

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

- 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 of school leadership and student involvement.

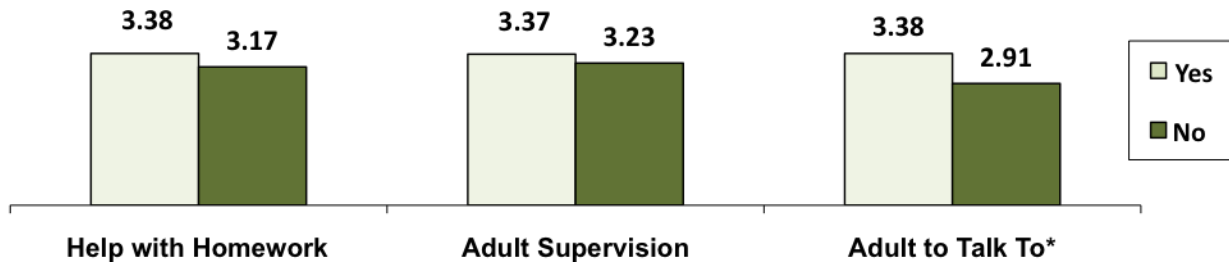
School Leadership and Student Involvement



Community Support and School Leadership and Student Involvement

We examined the extent to which community supports for youth were associated with student ratings for School Leadership and Student Involvement. Students who reported that they had an adult outside of school and home to talk to if they had a problem experienced significantly better school leadership and student involvement when compared with students who did not have this type of support.⁹

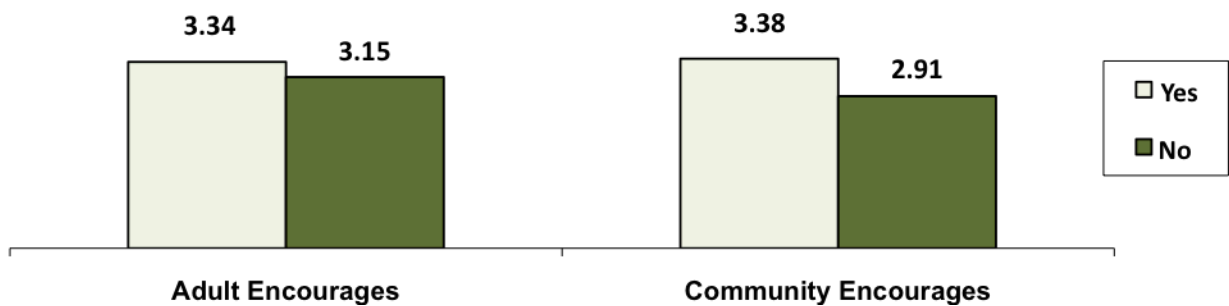
Community Supports and Student Perceptions of School Leadership and Student Involvement



* Differences between groups are statistically significant based on t-tests.

Student perceptions of school leadership and student involvement were unrelated to whether they had an adult outside of school and home who encouraged them to do their best, or whether they or felt that adults in their community encouraged them to take school seriously.¹⁰

Community Encouragement and Student Perceptions of School Leadership and Student Involvement



* Differences between groups are statistically significant based on t-tests.

⁹ $t(253) = 1.87, ns$ for help with homework; $t(254) = 1.37, ns$ for adult supervision; $t(247) = 3.67, p < .001$ for having an adult to talk to

¹⁰ $t(254) = 1.11, ns$ for *There is at least one adult outside of school and home who encourages me to do my best*; $t(208) = 1.79, ns$ for *Adults in my community encourage me to take school seriously*

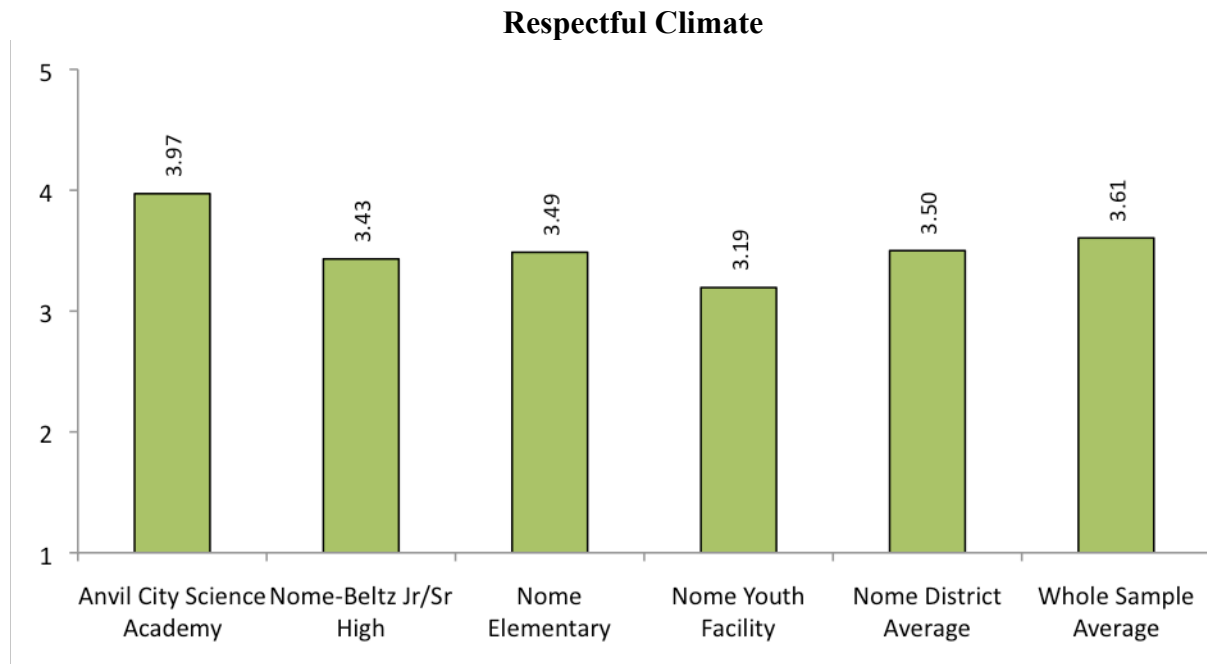
Respectful Climate

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

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

- 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

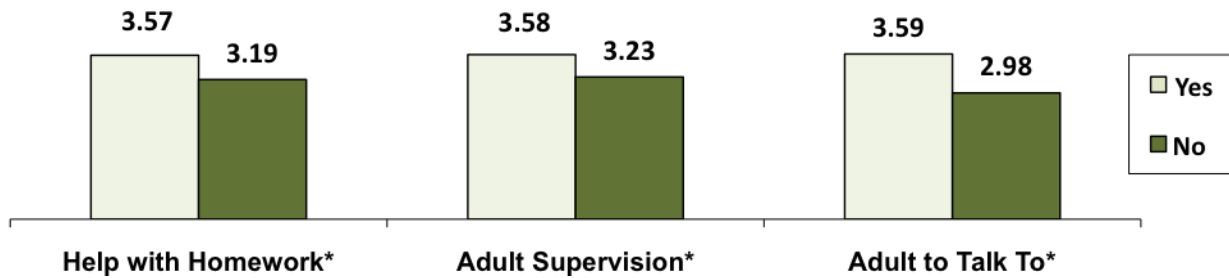
Students selected responses between 1 and 5, where 1 indicates a lack of a respectful climate and 5 indicates a highly respectful climate for students.



Community Support and Respectful Climate

We examined the extent to which community supports for youth were associated with student ratings for Respectful Climate. Students who reported that they had help with homework outside of school, adult supervision, and/or had an adult outside of school and home to talk to if they had a problem experienced a significantly more respectful school climate when compared with students who did not have these types of supports.¹¹

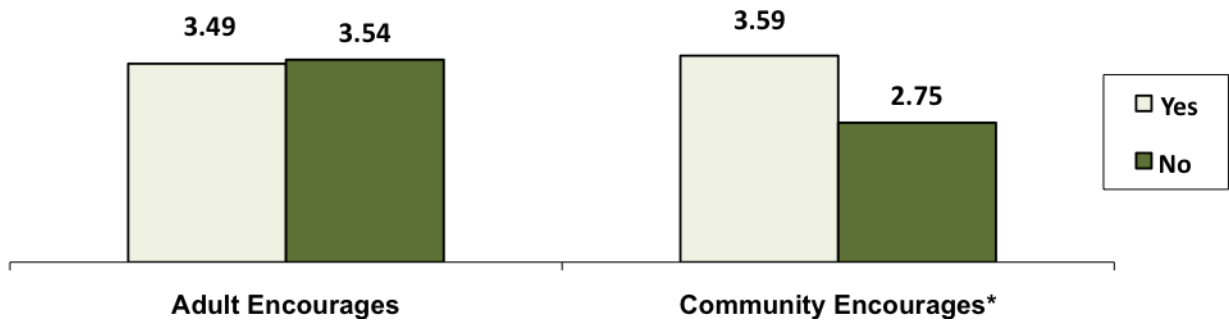
Community Supports and Student Perceptions of Respectful Climate



* Differences between groups are statistically significant based on t-tests.

Students who felt that adults in their community encouraged them to take school seriously experienced a significantly more respectful school climate when compared with students who did not have this type of support.¹²

Community Encouragement and Student Perceptions of Respectful Climate



* Differences between groups are statistically significant based on t-tests.

¹¹ $t(249) = 3.18, p < .01$ for help with homework; $t(250) = 3.40, p < .01$ for adult supervision, $t(243) = 4.51, p < .001$ for having an adult to talk to

¹² $t(249) = -0.30, ns$ for *There is at least one adult outside of school and home who encourages me to do my best*; $t(201) = 2.85, p < .01$ for *Adults in my community encourage me to take school seriously*

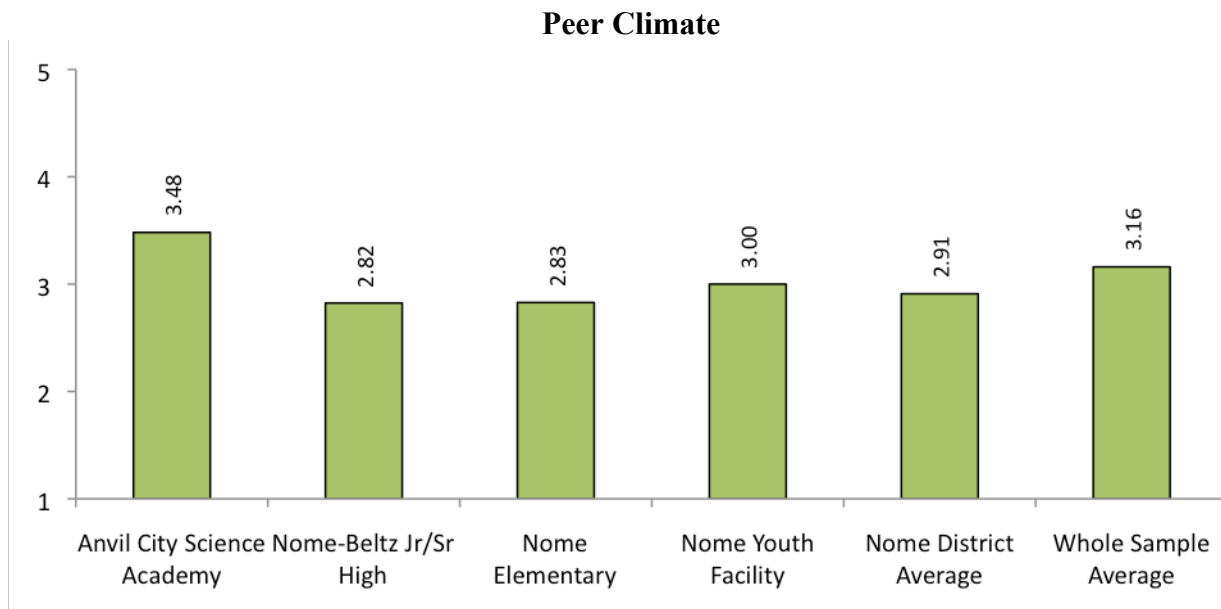
Peer Climate

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

Factor 5: Peer Climate ($\alpha = .73$)

- 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)

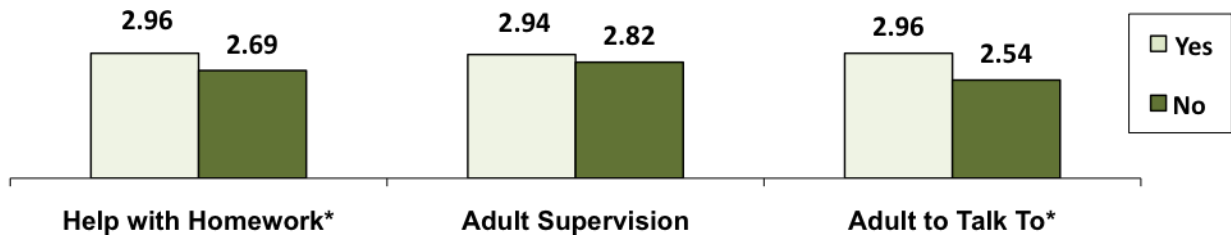
Students selected responses between 1 and 5, where 1 indicates a more negative peer climate and 5 indicates a very positive peer climate at the school.



Community Support and Peer Climate

We examined the extent to which community supports for youth were associated with student ratings for Peer Climate. Students who reported that they had help with homework outside of school, and/or had an adult outside of school and home to talk to if they had a problem experienced a significantly better peer climate when compared with students who did not have these types of supports.¹³

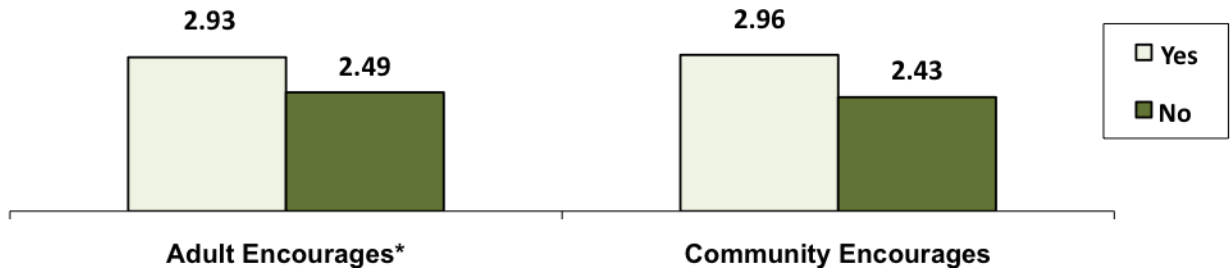
Community Supports and Student Perceptions of Peer Climate



* Differences between groups are statistically significant based on t-tests.

Students who reported having an adult outside of school and home who encouraged them to do their best experienced a significantly better peer climate when compared with students who did not have this type of support.¹⁴

Community Encouragement and Student Perceptions of Peer Climate



* Differences between groups are statistically significant based on t-tests.

¹³ $t(253) = 2.31, p < .05$ for help with homework; $t(255) = 1.18, ns$ for adult supervision; $t(247) = 2.99, p < .01$ for having an adult to talk to

¹⁴ $t(254) = 2.49, p < .05$ for *There is at least one adult outside of school and home who encourages me to do my best*; $t(208) = 1.82, ns$ for *Adults in my community encourage me to take school seriously*

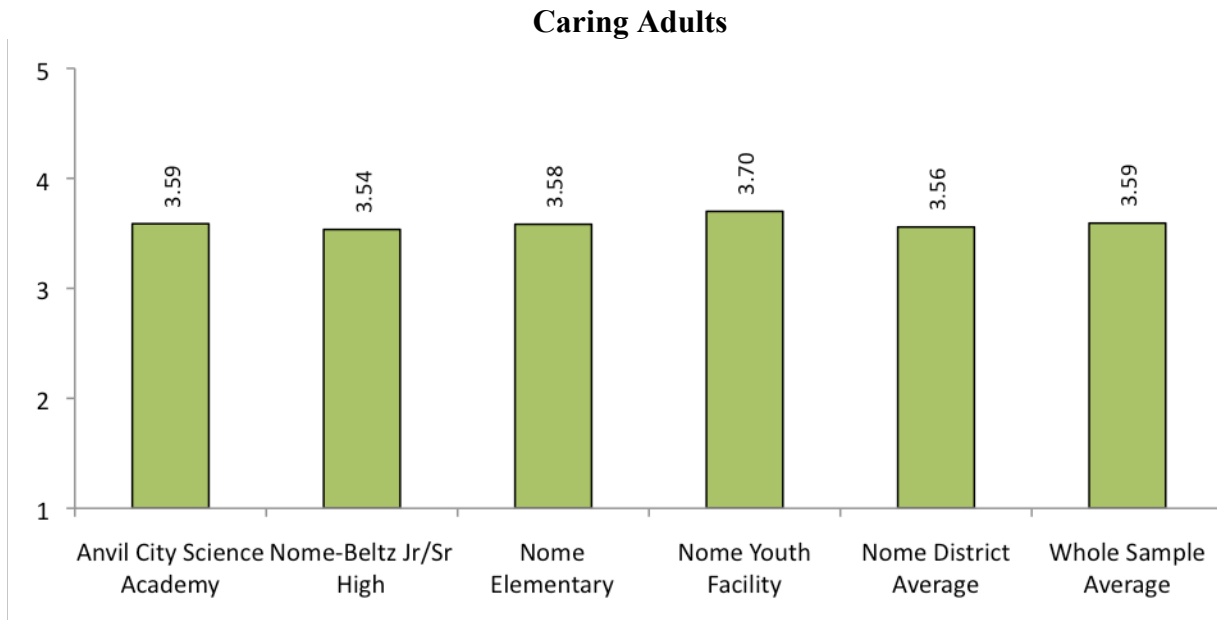
Caring Adults

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

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

- 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

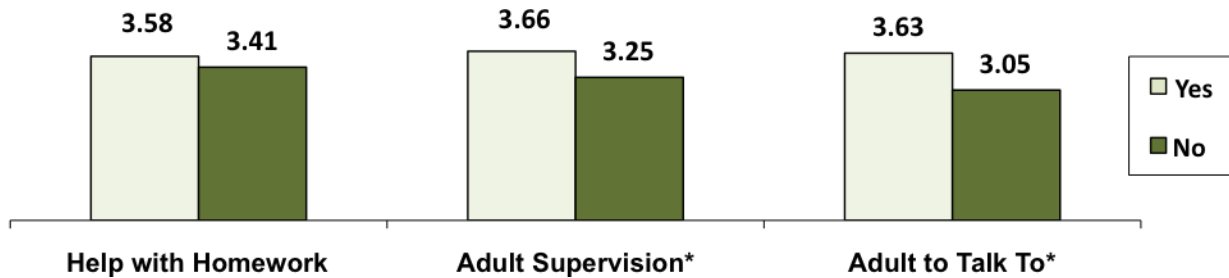
Students selected responses between 1 and 5, where 1 indicates a lack of caring adult relationships and 5 indicates a high number of caring adult relationships at the school.



Community Support and Caring Adults

We examined the extent to which community supports for youth were associated with student ratings for Caring Adults. Students who reported that they had adult supervision, and/or had an adult outside of school and home to talk to if they had a problem, experienced adults at school as significantly more caring when compared with students who did not have these types of supports.¹⁵

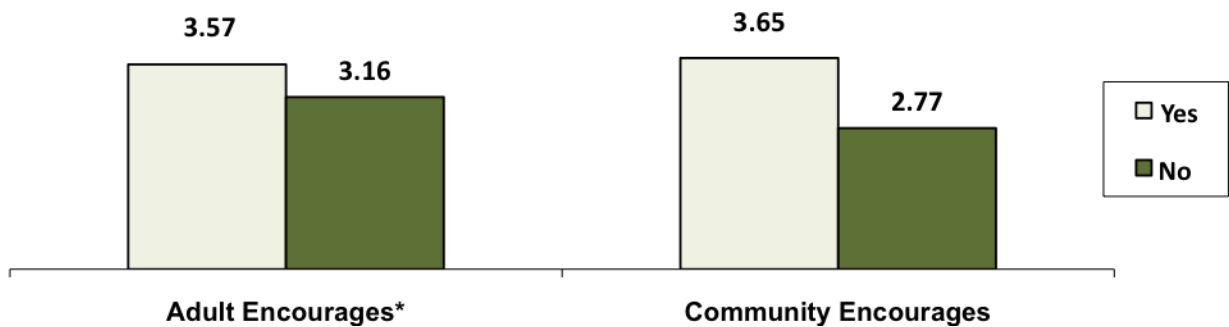
Community Supports and Student Perceptions of Caring Adults



* Differences between groups are statistically significant based on t-tests.

Students who reported having an adult outside of school and home who encouraged them to do their best experienced adults at school as significantly more caring when compared with students who did not have this type of support.¹⁶

Community Encouragement and Student Perceptions of Caring Adults



* Differences between groups are statistically significant based on t-tests.

¹⁵ $t(258) = 1.61, ns$ for help with homework; $t(86.6) = 3.96, p < .001$ for adult supervision; $t(253) = 4.63, p < .001$ for having an adult to talk to

¹⁶ $t(259) = 2.42, p < .05$ for *There is at least one adult outside of school and home who encourages me to do my best*; $t(5.1) = 1.94, ns$ for *Adults in my community encourage me to take school seriously*

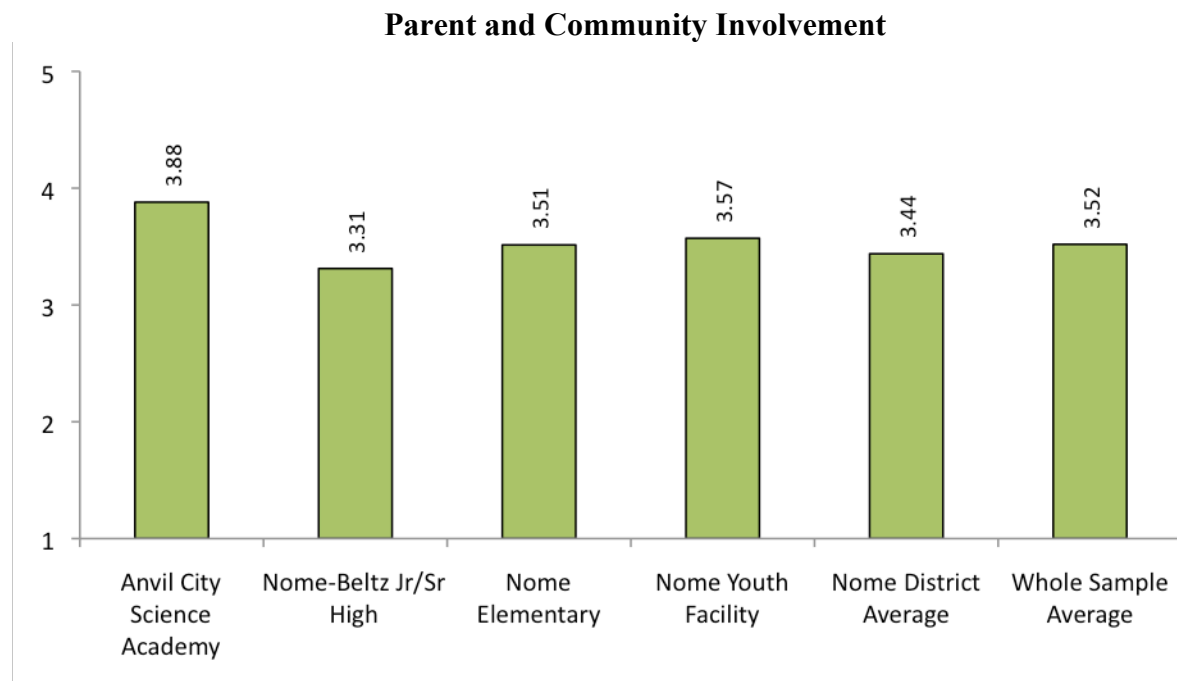
Parent and Community Involvement

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

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

- 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 with 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.



Social and Emotional Learning

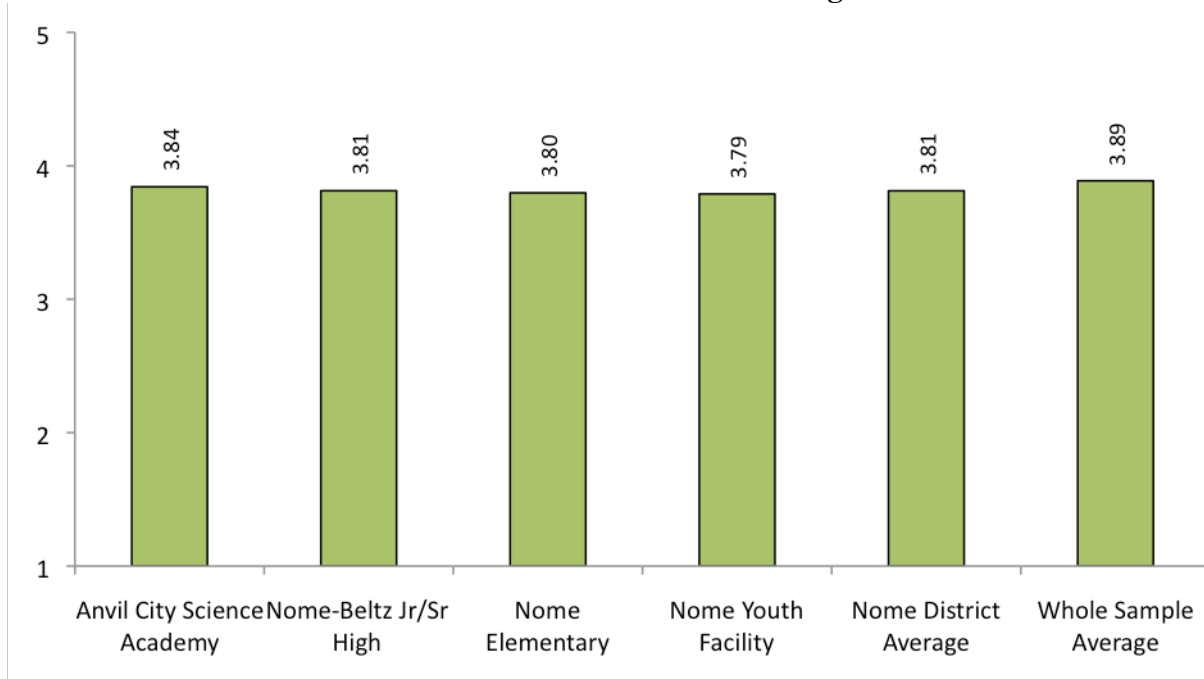
Social and Emotional Learning (SEL) is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. It is the process through which students enhance their ability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

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

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 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 at the school perceive themselves as having poorer social and emotional learning, and 5 indicates higher levels of social and emotional learning.

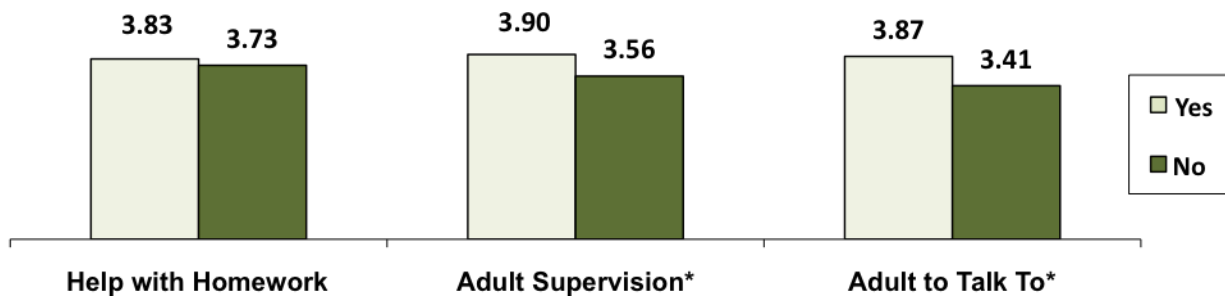
Social and Emotional Learning



Community Supports and Social and Emotional Learning

We examined the extent to which community supports for youth were associated with student ratings for Social and Emotional Learning. Students who reported that they had adult supervision, and/or had an adult outside of school and home to talk to if they had a problem, had significantly better social and emotional learning when compared with students who did not have these types of supports.¹⁷

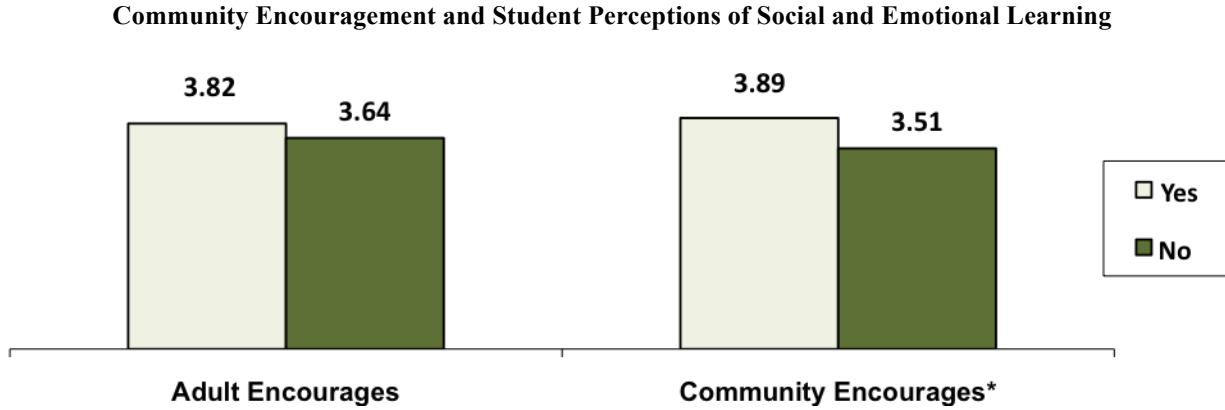
Practical Supports and Student Perceptions of Social and Emotional Learning



* Differences between groups are statistically significant based on t-tests.

¹⁷ $t(240) = 1.23, ns$ for help with homework; $t(83.5) = 4.36, p < .001$ for adult supervision; $t(236) = 4.74, p < .001$ for having an adult to talk to

Students who felt that adults in their community encouraged them to take school seriously had significantly better social and emotional learning when compared with students who did not have this type of support.¹⁸



* Differences between groups are statistically significant based on t-tests.

¹⁸ $t(241) = 1.49, ns$ for *There is at least one adult outside of school and home who encourages me to do my best*; $t(194) = 2.09, p < .05$ for *Adults in my community encourage me to take school seriously*

Risk Behaviors

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

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

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

Response categories are:

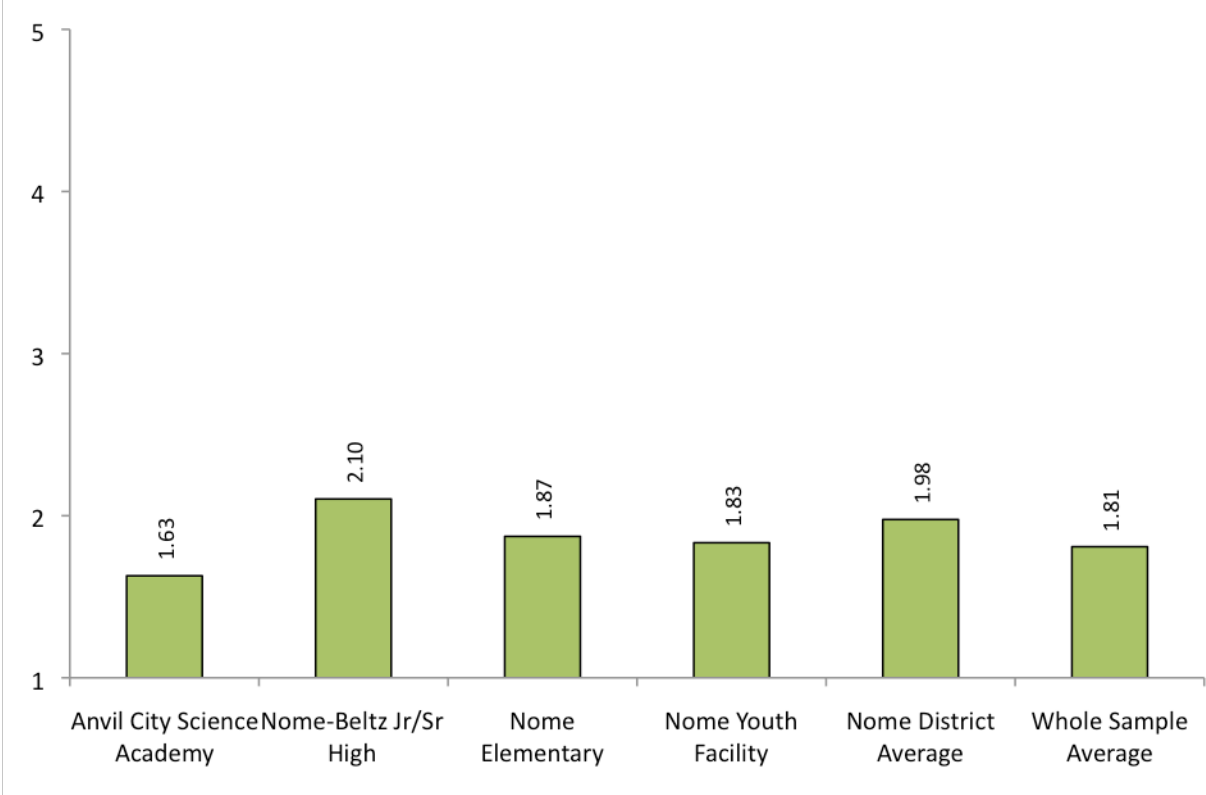
- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = More than 12 times

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

Student Delinquent Behaviors (α = .84)

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

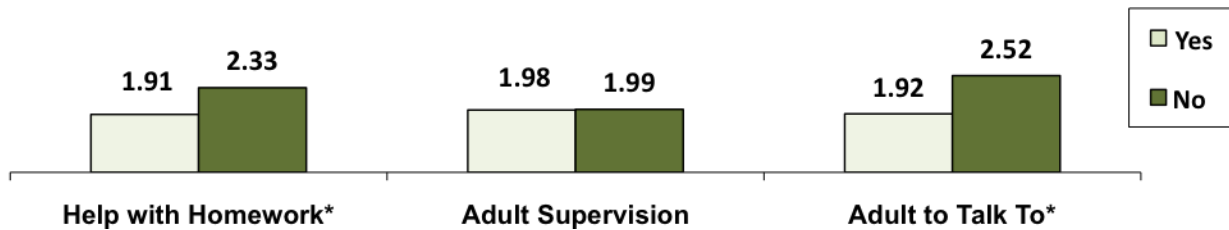
Student Delinquent Behaviors



Community Supports and Student Delinquent Behaviors

We examined the extent to which community supports for youth were associated with student ratings for Student Delinquent Behaviors. Students who reported that they had help with homework outside of school, and/or had an adult outside of school and home to talk to if they had a problem, reported observing significantly less delinquent behavior among peers at school and school events when compared with students who did not have these types of supports.¹⁹

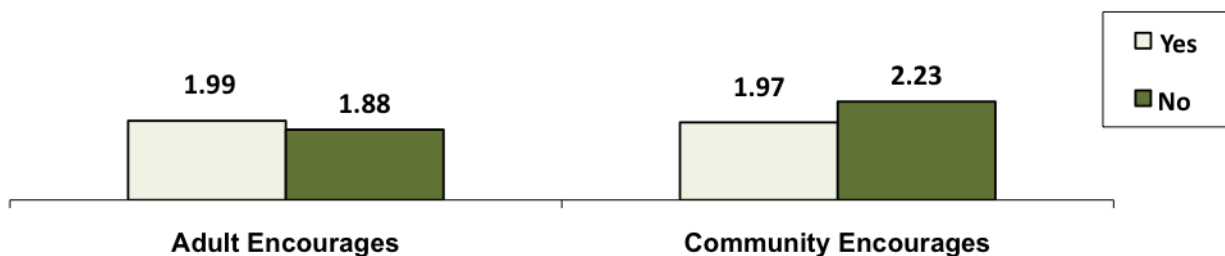
Community Supports and Student Perceptions of Student Delinquent Behaviors



* Differences between groups are statistically significant based on t-tests.

There was no significant relationship between whether students had an adult who encouraged them to do their best, and/or whether they felt that adults in their community encouraged them to take school seriously, and their observations of delinquent behaviors among peers at school and school events.²⁰

Community Encouragement and Student Perceptions of Student Delinquent Behaviors



* Differences between groups are statistically significant based on t-tests.

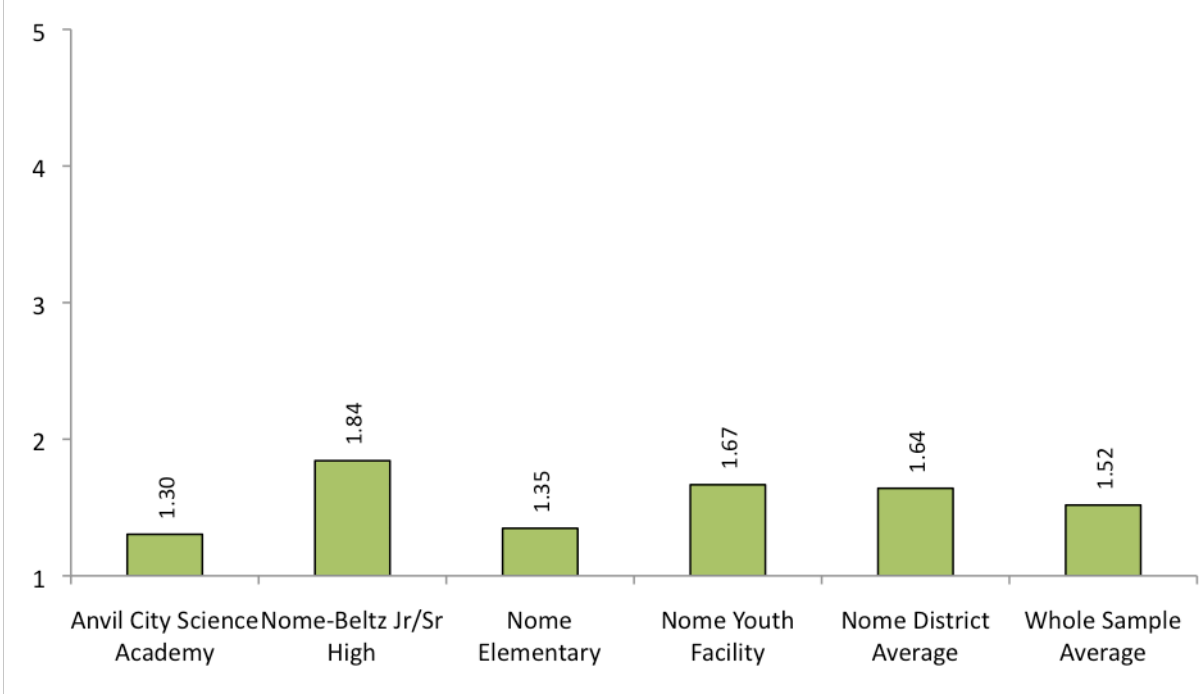
¹⁹ $t(261) = -3.07, p < .01$ for help with homework; $t(261) = -0.10, ns$ for adult supervision; $t(256) = -3.69, p < .001$ for having an adult to talk to

²⁰ $t(261) = 0.52, ns$ for *There is at least one adult outside of school and home who encourages me to do my best*; $t(6.1) = -0.47, ns$ for *Adults in my community encourage me to take school seriously*

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

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

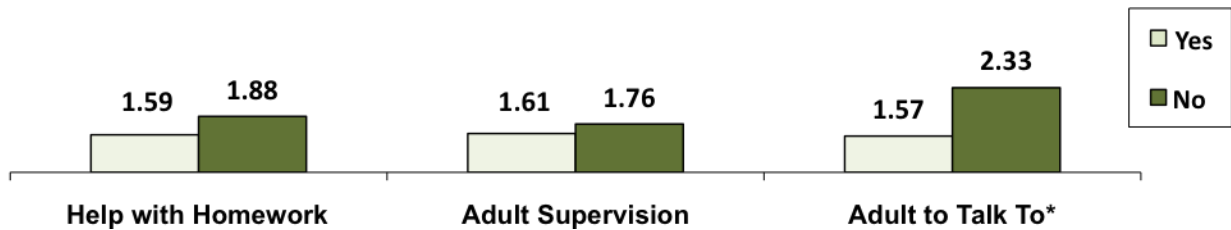
Student Drug and Alcohol Use



Community Supports and Student Drug and Alcohol Use

We examined the extent to which community supports for youth were associated with student ratings for Student Drug and Alcohol Use. Students who reported that they had an adult outside of school and home to talk to if they had a problem reported observing significantly less drug and alcohol use among peers at school and school events when compared with students who did not have this type of support.²¹

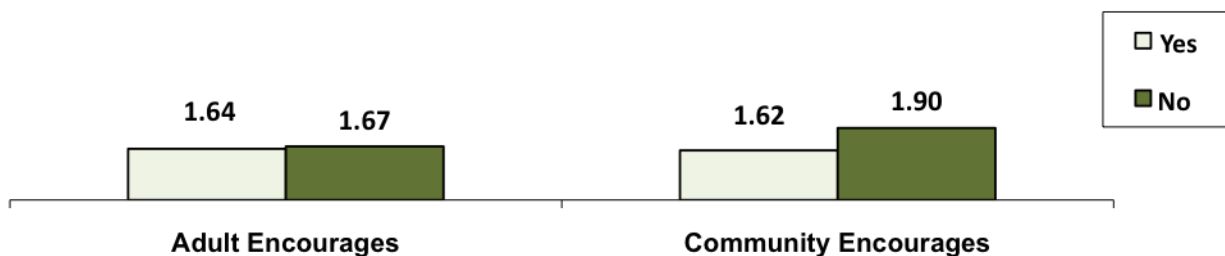
Community Supports and Student Perceptions of Student Drug and Alcohol Use



* Differences between groups are statistically significant based on t-tests.

There was no significant relationship between whether students had an adult who encouraged them to do their best, and/or whether they felt that adults in their community encouraged them to take school seriously, and their observations of drug and alcohol use among peers at school and school events.²²

Community Encouragement and Student Perceptions of Student Drug and Alcohol Use



* Differences between groups are statistically significant based on t-tests.

²¹ $t(53.5) = -1.71$, *ns* for help with homework; $t(262) = -1.16$, *ns* for adult supervision; $t(32.4) = -3.85$, $p < .01$ for having an adult to talk to

²² $t(262) = -0.10$, *ns* for *There is at least one adult outside of school and home who encourages me to do my best*; $t(6.17) = -0.61$, *ns* for *Adults in my community encourage me to take school seriously*

SUMMARY OF STUDENT SCALE SCORES: NOME PUBLIC 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 250 schools across 26 districts. Note that for the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores are better because they reflect fewer observed instances of risk behaviors.

School Name	# Participating Students	# Enrolled ²³	% 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
Anvil City Science Academy	34	44	77.3	4.17	3.72	4.36	4.44	3.62	3.97	3.48	3.59	3.88	3.84	1.63	1.30
Nome-Beltz Jr/Sr High School	161	228	70.6	3.67	3.30	4.10	3.69	3.20	3.43	2.82	3.54	3.31	3.81	2.10	1.84
Nome Elementary School	77	102	75.5	3.69	3.40	4.06	3.56	3.49	3.49	2.83	3.58	3.51	3.80	1.87	1.35
Nome Youth Facility	6	15	40.0	3.64	3.39	3.88	3.63	3.40	3.19	3.00	3.70	3.57	3.79	1.83	1.67
<i>Nome District Average</i>	<i>278</i>	<i>389</i>	<i>71.5</i>	<i>3.73</i>	<i>3.37</i>	<i>4.11</i>	<i>3.75</i>	<i>3.33</i>	<i>3.50</i>	<i>2.91</i>	<i>3.56</i>	<i>3.44</i>	<i>3.81</i>	<i>1.98</i>	<i>1.64</i>
<i>Whole Sample Average</i>	<i>22,481</i>	<i>75,485</i>	<i>29.8</i>	<i>3.82</i>	<i>3.47</i>	<i>4.16</i>	<i>3.87</i>	<i>3.43</i>	<i>3.61</i>	<i>3.16</i>	<i>3.59</i>	<i>3.52</i>	<i>3.89</i>	<i>1.81</i>	<i>1.52</i>

²³ Data on enrollment at the school and district level is as of Spring, 2011, 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, 2010 figures from the EED.

SUMMARY OF SCALE SCORES BY GENDER: NOME PUBLIC 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 250 schools across 26 districts. Asterisks are placed next to values where there are significant differences between males and females on that scale.

School Name	# Participating Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Males Anvil City Science	18	4.18	3.68	4.44	4.38	3.56	3.92	3.39	3.55	3.88	3.70	1.77	1.26
Females Anvil City Science	16	4.16	3.76	4.29	4.51	3.69	4.02	3.59	3.63	3.88	4.01	1.48	1.35
Males Nome-Beltz Jr/Sr High	86	3.63	3.35	4.06	3.64	3.20	3.47	2.90	3.54	3.34	3.76	2.15	1.90
Females Nome-Beltz Jr/Sr High	74	3.71	3.24	4.15	3.74	3.22	3.39	2.75	3.53	3.28	3.88	2.06	1.79
Males Nome Elementary School	38	3.72	3.42	4.09	3.54	3.50	3.52	2.94	3.54	3.42	3.81	1.94	1.30
Females Nome Elementary School	39	3.66	3.39	4.03	3.58	3.48	3.46	2.74	3.63	3.60	3.79	1.82	1.39
Males Nome Youth Facility	5	---	---	---	---	---	---	---	---	---	---	---	---
Females Nome Youth Facility	1	---	---	---	---	---	---	---	---	---	---	---	---
<i>Males Nome Public School District</i>	<i>147</i>	<i>3.72</i>	<i>3.40</i>	<i>4.10</i>	<i>3.72</i>	<i>3.32</i>	<i>3.52</i>	<i>2.98</i>	<i>3.55</i>	<i>3.44</i>	<i>3.76</i>	<i>2.04</i>	<i>1.68</i>
<i>Females Nome School District</i>	<i>130</i>	<i>3.75</i>	<i>3.33</i>	<i>4.13</i>	<i>3.78</i>	<i>3.35</i>	<i>3.48</i>	<i>2.84</i>	<i>3.57</i>	<i>3.44</i>	<i>3.87</i>	<i>1.91</i>	<i>1.61</i>
<i>Males Whole Sample</i>	<i>10,704</i>	<i>3.79*</i>	<i>3.45*</i>	<i>4.12*</i>	<i>3.82*</i>	<i>3.41*</i>	<i>3.59*</i>	<i>3.15*</i>	<i>3.57*</i>	<i>3.51*</i>	<i>3.83*</i>	<i>1.85*</i>	<i>1.50*</i>
<i>Females Whole Sample</i>	<i>11,154</i>	<i>3.86*</i>	<i>3.49*</i>	<i>4.19*</i>	<i>3.93*</i>	<i>3.45*</i>	<i>3.62*</i>	<i>3.17*</i>	<i>3.62*</i>	<i>3.53*</i>	<i>3.94*</i>	<i>1.77*</i>	<i>1.53*</i>

DEMOGRAPHIC DIFFERENCES IN STUDENT SCALE SCORES

The table below presents results of analysis of student scale scores by demographic category for the **whole sample of 22,481 students** across all 26 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	4,139	3.82	3.50	4.12	3.81*	3.52*	3.64	3.18	3.60	3.56	3.83	1.70*	1.37*
	Amer. Indian	219	3.75	3.44	4.09	3.69	3.38	3.56	3.07	3.60	3.49	3.81	1.76	1.44*
	Asian	1,942	3.81	3.47	4.19	3.65	3.60*	3.66*	3.25*	3.45*	3.50	3.97*	1.70*	1.38*
	African Amer.	851	3.79	3.44	4.15	3.76	3.45	3.51	3.15	3.61	3.46	3.88	1.80	1.52
	Latino	922	3.79	3.42	4.13	3.78*	3.46	3.56	3.15	3.54	3.45	3.87	1.82	1.59
	Hawaii/PI	639	3.85	3.53*	4.24*	3.62	3.67*	3.70*	3.25*	3.61	3.60*	3.96*	1.90	1.56
	White	9,537	3.85*	3.50	4.18	4.00*	3.37	3.62	3.17	3.65	3.53	3.91	1.83	1.56
2 or more races	3,981	3.77	3.40	4.12	3.84*	3.36	3.52	3.08	3.53	3.47	3.85	1.92	1.62	
Grade Level	5	3,038	3.97*	3.74*	4.30*	3.86	3.75*	3.92*	3.30*	3.83*	3.84*	4.03*	1.73	1.20*
	6	3,431	3.95*	3.62*	4.27*	3.94	3.62*	3.78*	3.25*	3.71*	3.73*	3.97*	1.73	1.22*
	7	3,767	3.87*	3.48*	4.22*	3.88	3.49*	3.64*	3.15	3.54	3.56*	3.89*	1.79	1.34*
	8	3,354	3.77*	3.36	4.15*	3.88	3.28	3.47	3.05*	3.50	3.41*	3.83	1.91*	1.49*
	9	2,683	3.72	3.32	4.07	3.79*	3.30	3.46	3.08	3.39*	3.34	3.80	1.92*	1.80
	10	2,249	3.71	3.34	4.03	3.82*	3.27	3.42	3.10	3.49*	3.35	3.81	1.84*	1.80
	11	2,111	3.73	3.39*	4.02	3.90	3.26	3.45	3.15	3.58	3.35	3.84	1.79	1.87
12	1,673	3.74	3.46*	4.03	3.90	3.30	3.53*	3.20*	3.74*	3.36	3.88*	1.76	1.88	
Grades Obtained	A's	7,603	3.96*	3.59*	4.33*	4.04*	3.49*	3.74*	3.26*	3.76*	3.60*	4.04*	1.78	1.48
	B's	9,167	3.81*	3.46*	4.15*	3.85*	3.45*	3.59*	3.16*	3.57*	3.53*	3.87*	1.80	1.51
	C's	4,321	3.67*	3.34*	3.97*	3.71*	3.35	3.45*	3.04*	3.44*	3.41*	3.73*	1.82	1.56*
	D's/F's	1,114	3.51*	3.17*	3.74*	3.55*	3.22	3.31*	2.88*	3.22*	3.27*	3.53*	2.06*	1.72*
School Missed w/o Permission	None	14,740	3.88*	3.52*	4.22*	3.94*	3.47*	3.67*	3.20*	3.64*	3.57*	3.94*	1.77*	1.44*
	Any	7,508	3.71*	3.38*	4.02*	3.75*	3.36*	3.48*	3.09*	3.51*	3.42*	3.78*	1.88*	1.67*

The table below presents results of analysis of student scale scores by demographic category for **just the Nome Public School District**. 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	160	3.71	3.38	4.08	3.66	3.39	3.49	2.90	3.47	3.53	3.82	1.87	1.52
	Amer. Indian	3	---	---	---	---	---	---	---	---	---	---	---	---
	Asian	5	---	---	---	---	---	---	---	---	---	---	---	---
	African Amer.	2	---	---	---	---	---	---	---	---	---	---	---	---
	Latino	1	---	---	---	---	---	---	---	---	---	---	---	---
	Hawaii/PI	0	---	---	---	---	---	---	---	---	---	---	---	---
	White	49	3.85	3.53	4.22	4.09*	3.26	3.73*	3.19*	3.78*	3.45	3.87	2.04	1.74
2 or more races	49	3.70	3.18*	4.10	3.75	3.23	3.30	2.70	3.63	3.13*	3.77	2.31*	2.01*	
Grade Level	5	48	3.79	3.49	4.12	3.60	3.62*	3.69	2.98	3.69	3.61*	3.76	1.77	1.22
	6	42	3.81	3.43	4.14	3.87	3.43	3.48	2.88	3.49	3.56	3.85	1.79	1.42
	7	43	3.79	3.44	4.11	3.82	3.44	3.63	2.96	3.44	3.58	3.84	1.89	1.40
	8	29	3.84	3.61	4.35	3.88	3.25	3.78	3.27*	3.52	3.72*	3.92	1.94	1.60
	9	43	3.75	3.32	4.12	3.61	3.45	3.53	2.76	3.51	3.46	3.84	2.09	1.71
	10	27	3.54	3.15	4.00	3.73	2.90	3.26	2.87	3.46	3.01	3.68	2.13	2.16*
	11	25	3.64	3.27	4.03	3.83	3.10	3.11	2.90	3.73	3.17	3.77	2.27	2.03*
12	19	3.55	3.22	3.99	3.71	3.01	3.25	2.53	3.80	3.08	3.83	2.34	2.33*	
Grades Obtained	A's	66	3.86	3.49	4.25	3.96	3.37	3.68	3.07	3.68	3.45	3.95	2.00	1.74
	B's	131	3.73	3.35	4.11	3.69	3.38	3.48	2.87	3.57	3.49	3.81	2.04	1.65
	C's	59	3.65	3.27	4.05	3.65	3.25	3.38	2.81	3.45	3.37	3.71	1.83	1.56
	D's/F's	15	3.39*	3.18	3.65*	3.62	3.02	3.14*	2.75	3.25	3.20	3.57*	2.02	1.67
School Missed w/o Permission	None	165	3.81*	3.43*	4.18*	3.84*	3.41*	3.56	2.97	3.66*	3.50*	3.86	1.90	1.56*
	Any	107	3.60*	3.28*	4.00*	3.58*	3.21*	3.43	2.81	3.43*	3.34*	3.75	2.11	1.79*

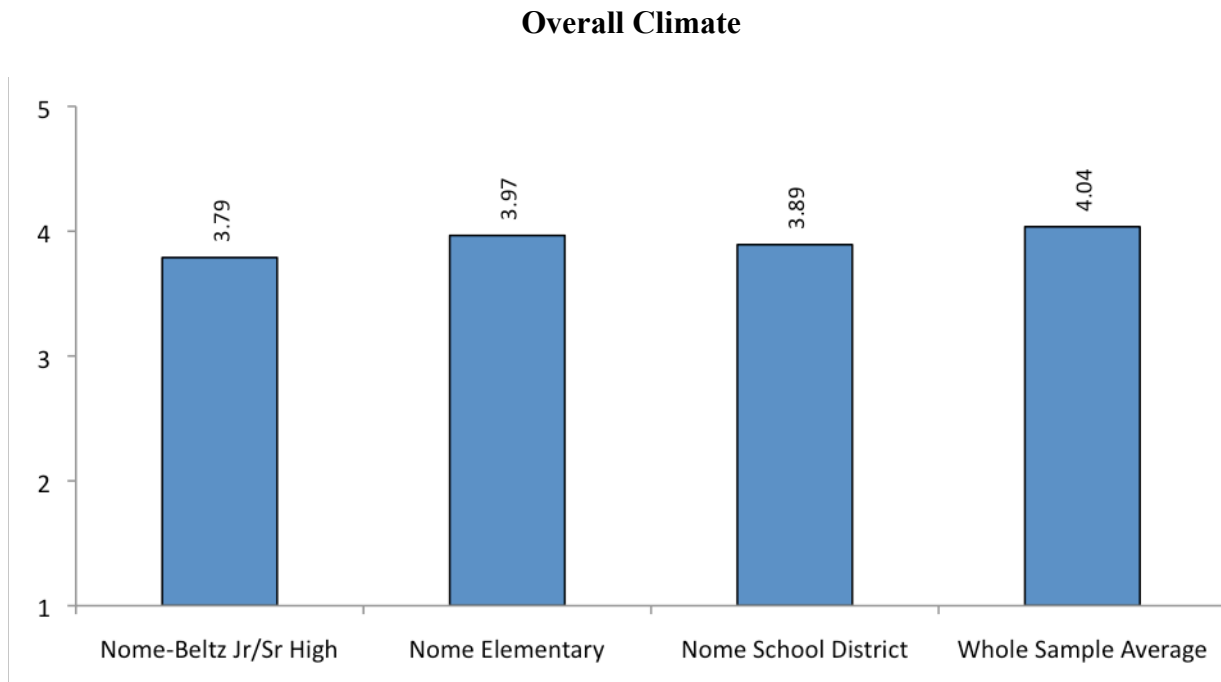
STAFF RESULTS BY SCALE

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

Each of these scales will be discussed in turn below. Scale scores are only presented at the school levels for schools that had six or more participants. However results from all participating schools are included in the district and whole sample figures.

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.



School Leadership and Involvement

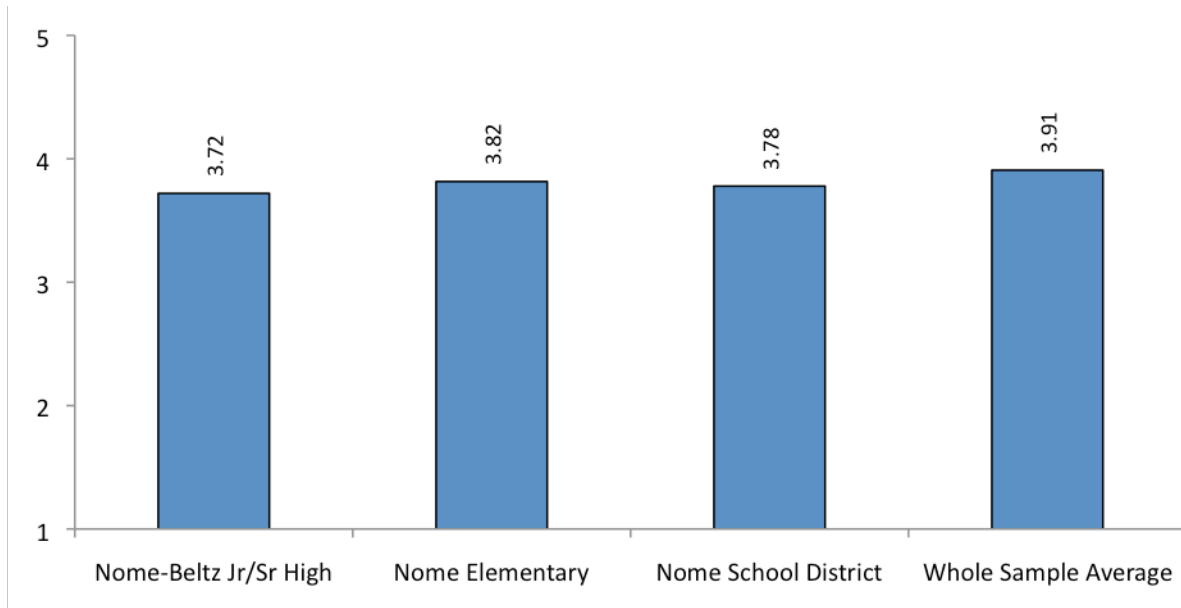
This scale reflects staff members' feelings about the decision making of school leaders as well as the fairness of school rules. The items comprising this scale (and the scale's reliability) are as follows.

Factor 1: School Leadership and Involvement ($\alpha = .92$)

- 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.

School Leadership and Involvement



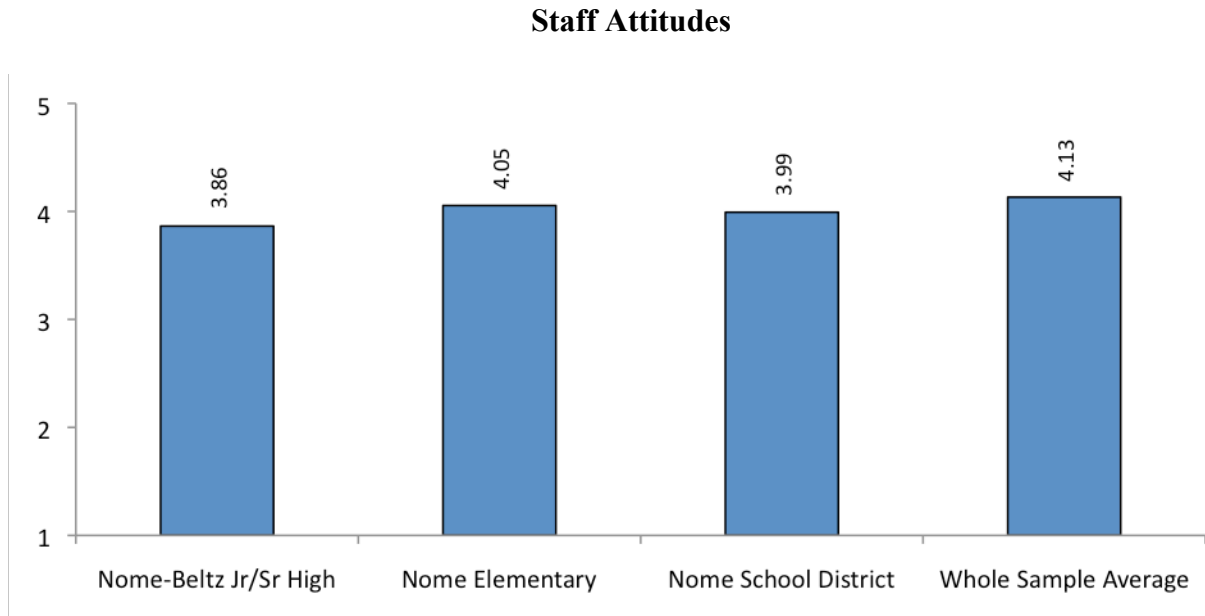
Staff Attitudes

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

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

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

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



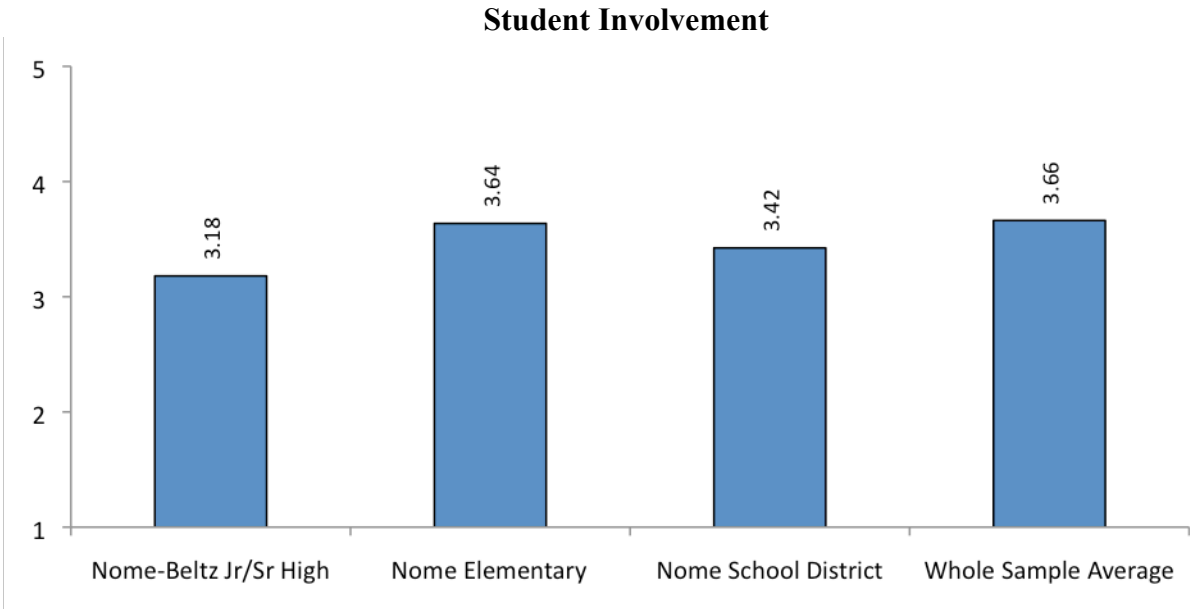
Student Involvement

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

Factor 3: Student Involvement ($\alpha = .84$)

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

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



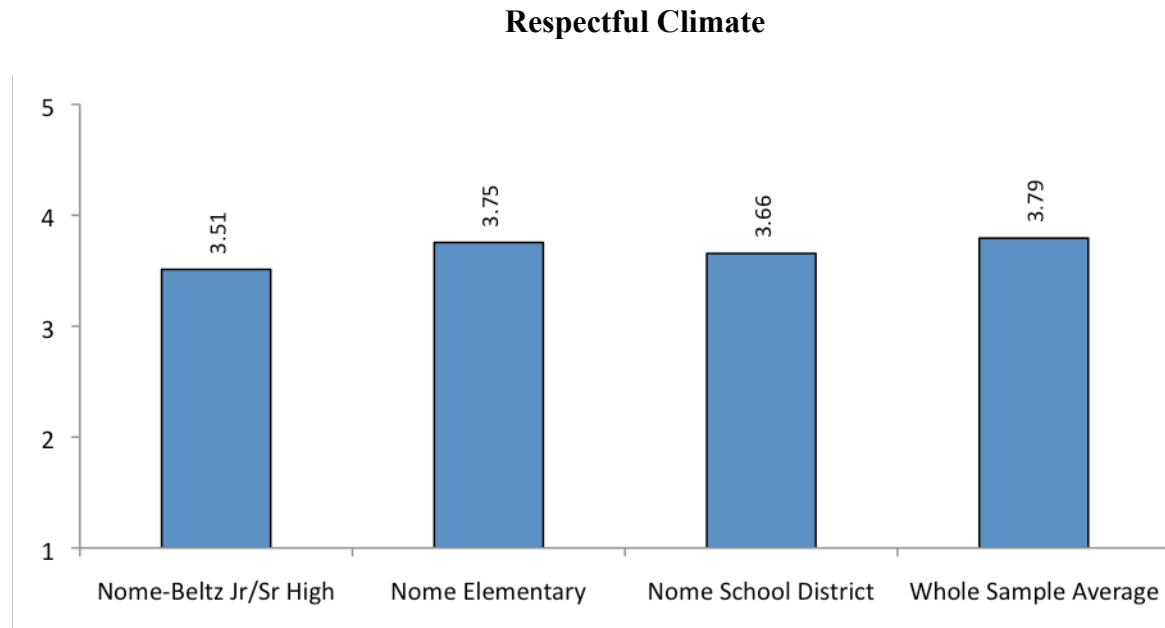
Respectful Climate

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

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

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

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



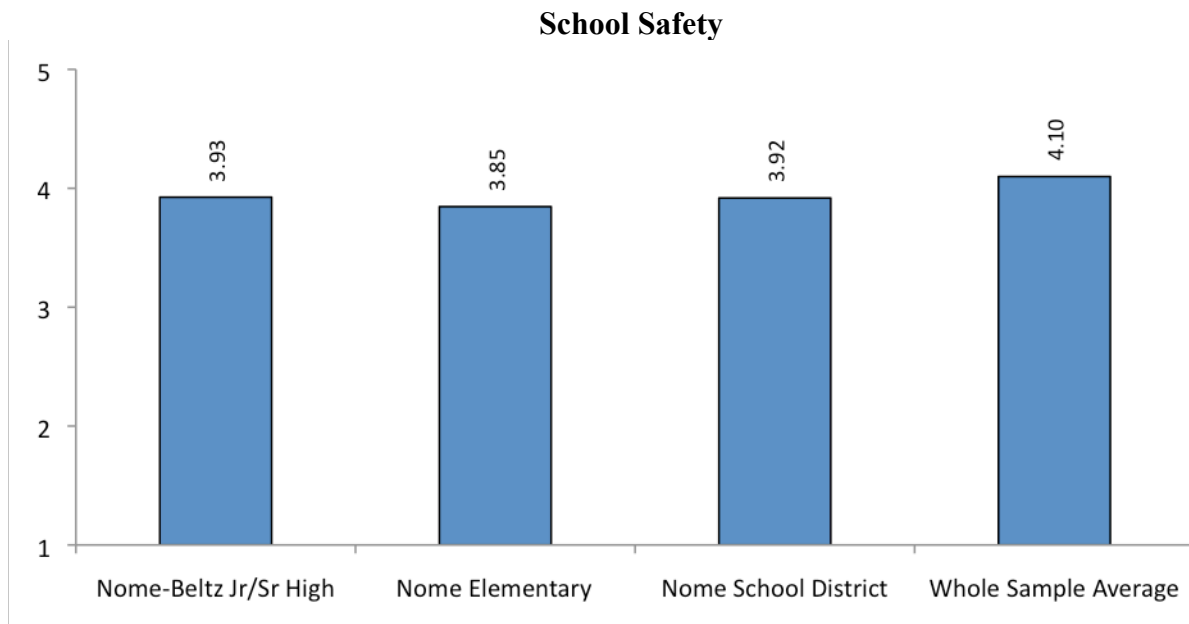
School Safety

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

Factor 5: School Safety ($\alpha = .72$)

- 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.



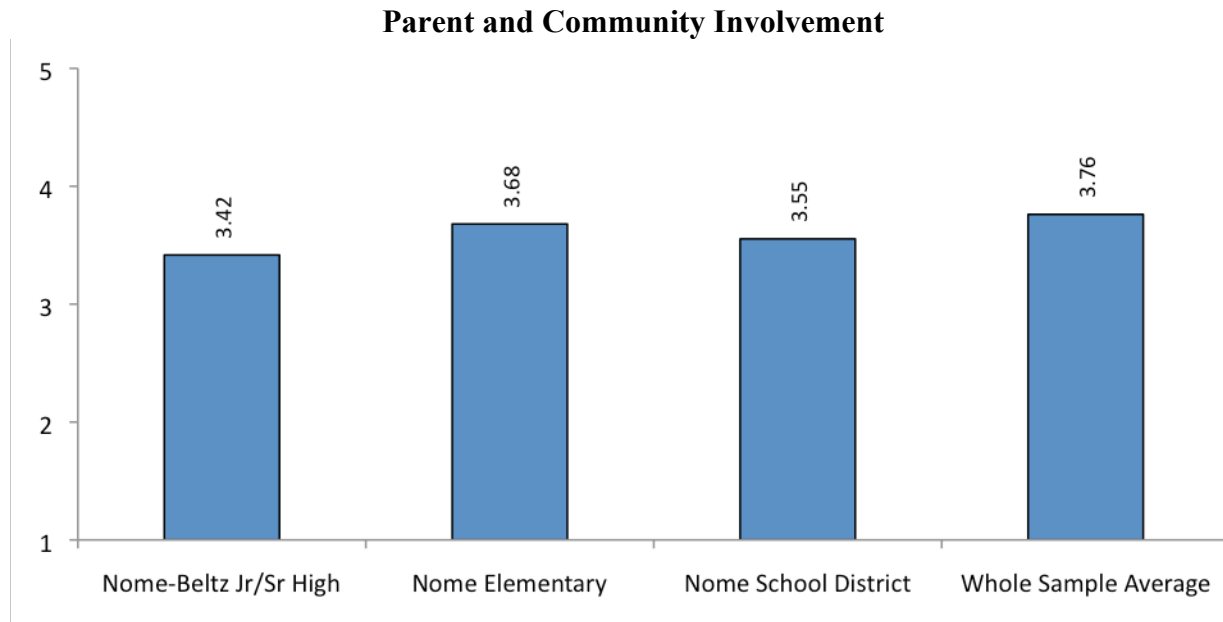
Parent and Community Involvement

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

Factor 6: Parent and Community Involvement ($\alpha = .84$)

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

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



Risk Behaviors

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

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

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

Response categories are:

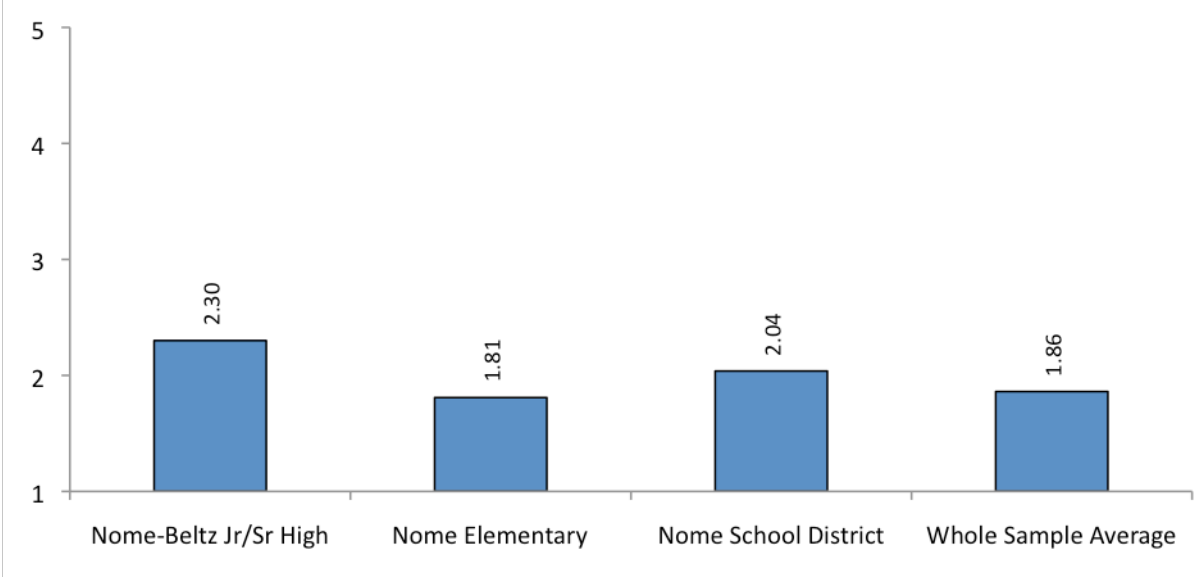
- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = More than 12 times

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

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

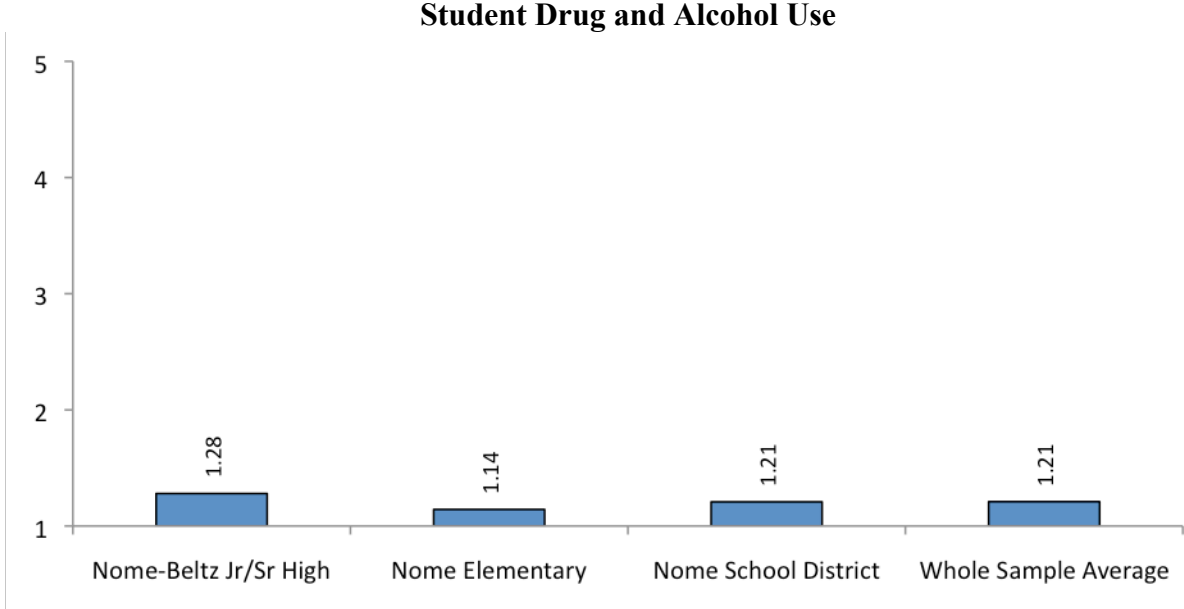
- 41. Destroy things (vandalism)
- 42. Get into fights
- 43. Steal things
- 44. Threaten or bully
- 46. Carry weapons

Student Delinquent Behaviors



Student Drug and Alcohol Use ($\alpha = .70$)

- 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)



SUMMARY OF STAFF SCALE SCORES: NOME PUBLIC 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 250 schools across 26 districts. Note that for the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores are better because they reflect fewer observed instances of risk behaviors.

School Name	# Staff Participating	# Teachers	Overall Climate	School Leadership & Involvement	Staff Attitudes	Student Involvement	Respectful Climate	School Safety	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Anvil City Science Academy	2	2	---	---	---	---	---	---	---	---	---
Nome-Beltz Jr/Sr High School	25	15	3.79	3.72	3.86	3.18	3.51	3.93	3.42	2.30	1.28
Nome Elementary School	22	10	3.97	3.82	4.05	3.64	3.75	3.85	3.68	1.81	1.14
Nome Youth Facility	1	0	---	---	---	---	---	---	---	---	---
<i>Nome Public District Average</i>	<i>50</i>	<i>27</i>	<i>3.89</i>	<i>3.78</i>	<i>3.99</i>	<i>3.42</i>	<i>3.66</i>	<i>3.92</i>	<i>3.55</i>	<i>2.04</i>	<i>1.21</i>
<i>Whole Sample Average</i>	<i>4,982</i>	<i>2,711</i>	<i>4.04</i>	<i>3.91</i>	<i>4.13</i>	<i>3.66</i>	<i>3.79</i>	<i>4.10</i>	<i>3.76</i>	<i>1.86</i>	<i>1.21</i>

DEMOGRAPHIC DIFFERENCES IN STAFF SCALE SCORES

The table below presents results of analysis of staff scale scores by demographic categories **for the whole sample of 4,982 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	1,234	4.01*	3.92	4.11	3.65	3.77	4.07*	3.69*	1.92*	1.26*
	Female	3,660	4.05*	3.91	4.14	3.67	3.80	4.11*	3.79*	1.84*	1.19*
Race/Ethnicity	Alaska Native	450	3.95	3.84	4.11	3.57	3.77	4.07	3.63	2.00	1.34
	Amer. Indian	32	3.98	3.87	4.23	3.56	3.74	4.02	3.60	1.98	1.34
	Asian	123	4.18	4.08	4.26	3.88	3.88	4.21	3.93	1.62	1.20
	African Amer.	94	4.10	3.92	4.09	3.72	3.97	4.06	3.90	1.81	1.28
	Latino	104	4.11	3.90	4.14	3.78	3.79	4.09	3.83	1.82	1.17
	Hawaii/PI	27	4.15	4.29	4.11	3.88	3.88	4.01	3.86	1.90	1.23
	White	3,833	4.04	3.92	4.13	3.67	3.79	4.10	3.77	1.85	1.19
2 or more races	188	4.05	3.92	4.13	3.69	3.77	4.12	3.84	1.89	1.20	
Role in School	Teacher	2,711	4.02	3.87	4.13	3.63	3.77	4.10	3.74	1.88	1.21
	Admin	222	4.11	4.16*	4.21	3.86*	3.92*	4.19	3.84	1.97	1.33*
	Oth. Cert.	664	4.06	3.96	4.15	3.69	3.83	4.13	3.81	1.82	1.16
	Classified	1,169	4.04	3.93	4.12	3.68	3.79	4.07	3.77	1.83	1.22
	Other	176	4.03	3.93	4.11	3.65	3.86	4.11	3.76	1.84	1.23
Years in District	< 2	960	4.03	3.96*	4.13	3.69	3.77	4.06	3.72*	1.87	1.19
	3-5	1,030	4.02	3.92	4.10	3.66	3.78	4.11	3.73	1.89	1.21
	6-10	1,121	4.02	3.84	4.11	3.65	3.77	4.09	3.75	1.87	1.22
	11-15	794	4.05	3.89	4.15	3.66	3.82	4.12	3.80	1.84	1.21
	> 15	1,029	4.07	3.94	4.18	3.67	3.84	4.12	3.82	1.82	1.21
Years in School	< 2	1,391	4.05	3.99*	4.15	3.70	3.80	4.09	3.76	1.85	1.19
	3-5	1,358	4.03	3.90	4.10	3.65	3.77	4.09	3.76	1.86	1.20

	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
	6-10	1,063	4.04	3.87	4.13	3.67	3.80	4.13	3.78	1.86	1.22
	11-15	555	4.02	3.83	4.16	3.58	3.81	4.09	3.77	1.83	1.22
	> 15	564	4.03	3.89	4.15	3.66	3.80	4.11	3.75	1.90	1.23

The table below presents results of analysis of staff scale scores by demographic categories for **just the Nome Public School District**. The numbers in cells represent the mean scale score for each category. When 5 or fewer staff made up a given demographic group, that group was excluded from the analyses based on that characteristic as the sample size is too small for a valid comparison. **No significant differences were found between demographic groups.**

	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	17	3.84	3.79	3.96	3.25	3.59	4.00	3.53	2.09	1.27
	Female	32	3.92	3.79	4.01	3.51	3.69	3.88	3.57	2.01	1.18
Race/Ethnicity	Alaska Native	4	---	---	---	---	---	---	---	---	---
	Amer. Indian	1	---	---	---	---	---	---	---	---	---
	Asian	0	---	---	---	---	---	---	---	---	---
	African Amer.	0	---	---	---	---	---	---	---	---	---
	Latino	0	---	---	---	---	---	---	---	---	---
	Hawaii/PI	0	---	---	---	---	---	---	---	---	---
	White	38	---	---	---	---	---	---	---	---	---
2 or more races	4	---	---	---	---	---	---	---	---	---	
Role in School	Teacher	27	3.89	3.85	3.98	3.41	3.70	3.83	3.54	1.90	1.23
	Admin	1	---	---	---	---	---	---	---	---	---
	Oth. Cert.	7	3.82	3.68	4.11	3.43	3.57	3.89	3.47	2.46	1.14
	Classified	10	3.97	3.84	4.00	3.60	3.68	4.02	3.81	2.08	1.10
	Other	3	---	---	---	---	---	---	---	---	---
Years in District	< 2	14	4.04	3.92	4.10	3.61	3.66	4.18	3.69	2.25	1.23
	3-5	9	3.60	3.53	3.87	3.00	3.40	3.47	3.17	2.27	1.41
	6-10	9	3.92	3.82	3.84	3.37	3.67	3.84	3.73	1.84	1.07
	11-15	5	---	---	---	---	---	---	---	---	---
	> 15	13	3.78	3.55	3.83	3.41	3.58	4.00	3.37	2.05	1.22
Years in School	< 2	15	4.04	3.95	4.11	3.62	3.65	4.14	3.67	2.20	1.21
	3-5	9	3.60	3.53	3.87	3.00	3.40	3.47	3.17	2.27	1.41
	6-10	9	3.97	3.89	3.96	3.37	3.73	3.87	3.81	1.78	1.07
	11-15	6	4.13	4.13	4.37	3.78	4.07	4.00	3.74	2.00	1.06
	> 15	11	3.77	3.46	3.76	3.39	3.58	4.00	3.39	1.89	1.23