# Comprehensive School Climate Inventory 2016 – Wilder Elementary School
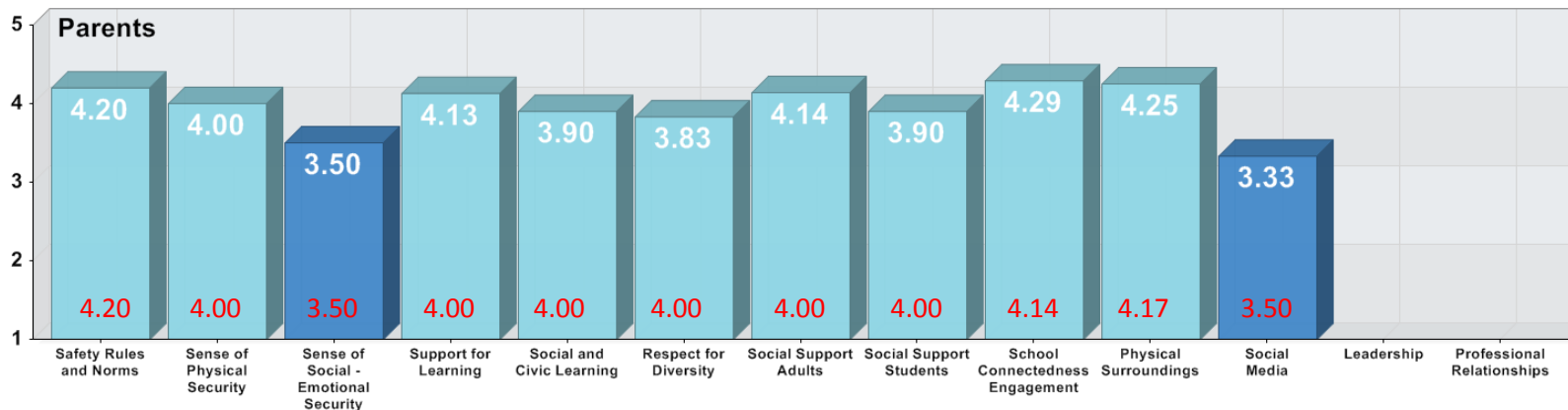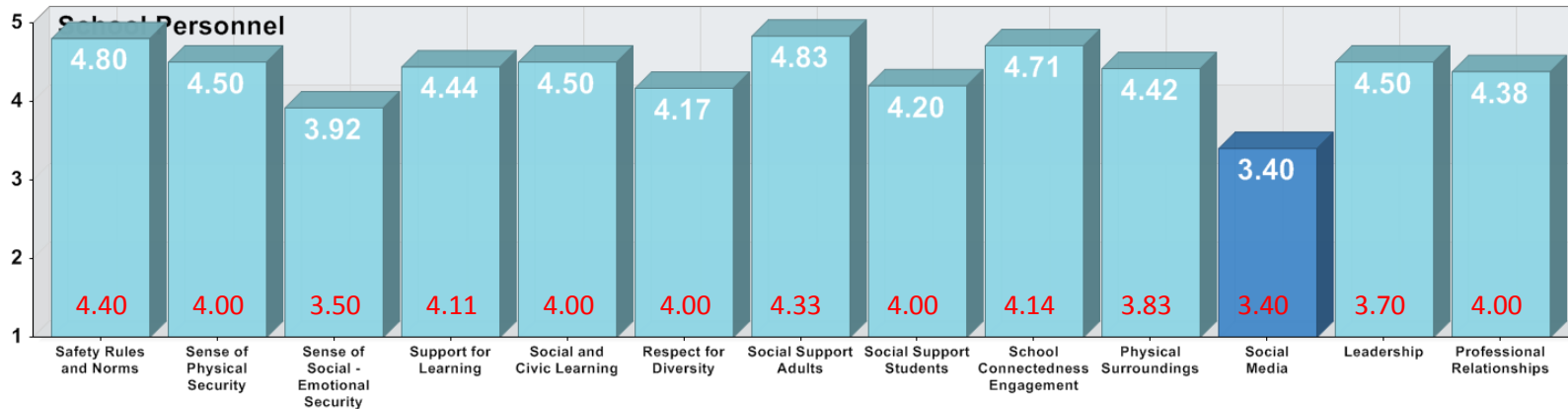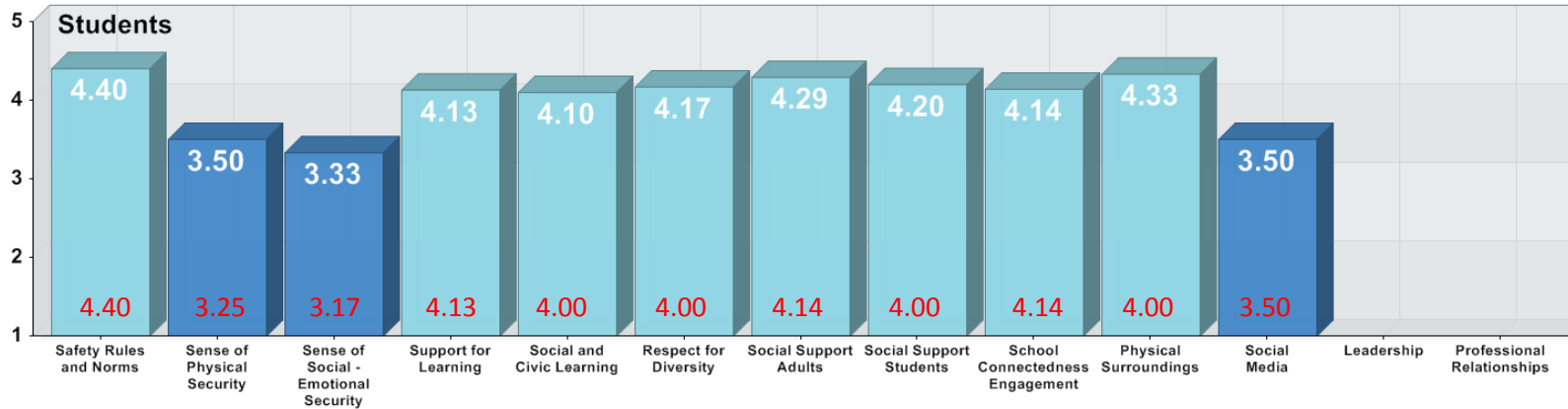## (Students = 292, Parents = 90, Personnel = 35)

**Littleton Public Schools**

### Students

| | Safety Rules and Norms | Sense of Physical Security | Sense of Social - Emotional Security | Support for Learning | Social and Civic Learning | Respect for Diversity | Social Support Adults | Social Support Students | School Connectedness Engagement | Physical Surroundings | Social Media | Leadership | Professional Relationships |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Median | 4.40 | 3.50 | 3.33 | 4.13 | 4.10 | 4.17 | 4.29 | 4.20 | 4.14 | 4.33 | 3.50 | | |
| National Norm | 4.40 | 3.25 | 3.17 | 4.13 | 4.00 | 4.00 | 4.14 | 4.00 | 4.14 | 4.00 | 3.50 | | |

### School Personnel

| | Safety Rules and Norms | Sense of Physical Security | Sense of Social - Emotional Security | Support for Learning | Social and Civic Learning | Respect for Diversity | Social Support Adults | Social Support Students | School Connectedness Engagement | Physical Surroundings | Social Media | Leadership | Professional Relationships |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Median | 4.80 | 4.50 | 3.92 | 4.44 | 4.50 | 4.17 | 4.83 | 4.20 | 4.71 | 4.42 | 3.40 | 4.50 | 4.38 |
| National Norm | 4.40 | 4.00 | 3.50 | 4.11 | 4.00 | 4.00 | 4.33 | 4.00 | 4.14 | 3.83 | 3.40 | 3.70 | 4.00 |

### Parents

| | Safety Rules and Norms | Sense of Physical Security | Sense of Social - Emotional Security | Support for Learning | Social and Civic Learning | Respect for Diversity | Social Support Adults | Social Support Students | School Connectedness Engagement | Physical Surroundings | Social Media | Leadership | Professional Relationships |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Median | 4.20 | 4.00 | 3.50 | 4.13 | 3.90 | 3.83 | 4.14 | 3.90 | 4.29 | 4.25 | 3.33 | | |
| National Norm | 4.20 | 4.00 | 3.50 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.14 | 4.17 | 3.50 | | |

**School Climate Ratings**

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

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

■ = median rating in the **POSITIVE** range (scores above 3.5 on a 5-point scale)

**RED = National Norm**

*The CSCI was administered in October, 2016 via anonymous online survey to students in grades 3-12, parents, and school personnel. The tool was developed by the National School Climate Center and is designed to help schools assess and improve key dimensions of school climate. For more information about the CSCI, please visit www.schoolclimate.org.*

# I. Introduction

## The 13 Dimensions of School Climate Measured by the CSCI

| Dimensions | Major Indicators |
|---|---|
| **Safety** | |
| 1 **Rules and Norms** | Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention. |
| 2 **Sense of Physical Security** | Sense that students and adults feel safe from physical harm in the school. |
| 3 **Sense of Social-Emotional Security** | Sense that students feel safe from verbal abuse, teasing, and exclusion. |
| **Teaching and Learning** | |
| 4 **Support for Learning** | Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention. |
| 5 **Social and Civic Learning** | Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making. |
| **Interpersonal Relationships** | |
| 6 **Respect for Diversity** | Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance. |
| 7 **Social Support—Adults** | Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems. |
| 8 **Social Support—Students** | Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students. |
| **Institutional Environment** | |
| 9 **School Connectedness/Engagement** | Positive identification with the school and norms for broad participation in school life for students, staff, and families. |
| 10 **Physical Surroundings** | Cleanliness, order, and appeal of facilities and adequate resources and materials. |
| **Social Media** | |
| 11 **Social Media** | Sense that students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example, facebook, twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.). |
| **Staff Only** | |
| 12 **Leadership** | Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development. |
| 13 **Professional Relationships** | Positive attitudes and relationships among school staff that support effectively working and learning together. |