



# **2016 Alaska School Climate and Connectedness Survey**

## **Detailed Report: Northwest Arctic Borough School District**

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**Surveys Administered Spring 2016**

Prepared for the Association of Alaska School Boards

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

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## Introduction

### SCHOOL CLIMATE AND CONNECTEDNESS SURVEY

The School Climate and Connectedness Survey (SCCS) is a statewide survey developed by American Institutes for Research (AIR) in partnership with AASB in 2006. Through student and staff responses, it measures positive school climate, how connected students feel to adults and peers, social and emotional learning (SEL), and observed risk behaviors at school or school events.

In 2016, there were two student surveys (grade 6–12 and grade 3–5) and one staff survey available to school districts.

The 2016 SCCS was taken by 14,168 grade 3–5 students, 29,704 grade 6–12 students, and 8,282 staff from 298 schools in 29 Alaskan school districts. It was administered from February through April 2016.

### REPORTS PROVIDED TO YOUR DISTRICT

- District Summary Report: Visual summary of district student and staff results
- Detailed Report: Provides three-year data comparison for each scale, survey questions, and survey reliability/interpretation guide
- Item-By-Item Report: Frequencies for each survey item

## How to Use Your Reports

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

- Your district data are valid, but are only a snapshot in time.
- These results can be a tool to help districts and communities 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 for improving school climate, connectedness, and social and emotional skills, and reducing risk behaviors.

AASB is available to help you understand your results and develop a plan for improving school climate in your district.

## District Participation

The following chart shows Northwest Arctic Borough School District participation in the SCCS in 2014, 2015, and 2016. The younger student survey was first offered in 2015, and the district began to participate in 2016.

<b>Student Grades 3–5</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
June Nelson Elementary School	—	—	137 (84%)
Ambler School	—	—	14 (100%)*
Aqqaluk High/Noorvik Elementary School	—	—	37 (82%)
Buckland School	—	—	41 (93%)
Davis-Ramoth School	—	—	42 (65%)
Deering School	—	—	10 (77%)
Kiana School	—	—	19 (83%)
Kobuk School	—	—	10 (100%)
McQueen School	—	—	31 (82%)
Napaaqtugmiut School	—	—	41(77%)
Shungnak School	—	—	23 (96%)
<i>Northwest Arctic Borough School District</i>	—	—	405 (82%)
<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Kotzebue Middle/High School	182 (61%)	223 (72%)	235 (73%)
Ambler School	28 (80%)	33 (75%)	20 (59%)
Aqqaluk High/Noorvik Elementary School	54 (56%)	68 (67%)	56 (75%)
Buckland School	61 (68%)	68 (74%)	67 (80%)
Davis-Ramoth School	80 (52%)	100 (64%)	50 (39%)
Deering School	18 (90%)	12 (67%)	6 (50%)
Kiana School	53 (72%)	59 (87%)	37 (64%)
Kobuk School	22 (79%)	15 (65%)	13 (72%)
McQueen School	58 (91%)	48 (76%)	42 (70%)
Napaaqtugmiut School	70 (71%)	72 (80%)	61 (78%)
Shungnak School	25 (63%)	38 (95%)	26 (90%)
<i>Northwest Arctic Borough School District</i>	691 (65%)	780 (74%)	613 (68%)

\*In spring 2016, enrollment was 13 students in grades 3-5.

<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
June Nelson Elementary School	43	44	33
Kotzebue Middle/High School	34	37	37
Ambler School	16	19	8
Aqqaluk High/Noorvik Elementary School	25	25	18
Buckland School	22	23	18
Davis-Ramoth School	31	29	22
Deering School	7	10	7
Kiana School	11	24	8
Kobuk School	7	11	7
McQueen School	19	22	13
Napaaqtugmiut School	19	29	18
Shungnak School	14	20	13
<i>Northwest Arctic Borough School District</i>	<i>248</i>	<i>293</i>	<i>202</i>

## School Climate for Students in Grades 3–5

The younger student survey was first offered in 2015, and the district began to participate in 2016.

### Caring Others

**Definition:** *Caring Others* reflects the level of caring and support that students received from peers and staff at school.

<b>Students Grades 3–5</b>	<b>2016</b>
June Nelson Elementary School	2.62
Ambler School	2.42
Aqqaluk High/Noorvik Elementary School	2.68
Buckland School	2.70
Davis-Ramoth School	2.37
Deering School	2.68
Kiana School	2.50
Kobuk School	2.67
McQueen School	2.58
Napaaqtugmiut School	2.56
Shungnak School	2.68
<i>Northwest Arctic Borough School District</i>	<i>2.59</i>
<i>Statewide</i>	<i>2.59</i>

## Social and Emotional Learning (SEL)

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

<b>Students Grades 3–5</b>	<b>2016</b>
June Nelson Elementary School	2.65
Ambler School	2.51
Aqqaluk High/Noorvik Elementary School	2.61
Buckland School	2.59
Davis-Ramoth School	2.45
Deering School	2.68
Kiana School	2.46
Kobuk School	2.61
McQueen School	2.59
Napaaqtugmiut School	2.50
Shungnak School	2.62
<i>Northwest Arctic Borough School District</i>	2.59
<i>Statewide</i>	2.60



## School Climate for Students in Grades 6–12 and Staff

### Respectful Climate

**Definition:** *Respectful Climate reflects student and staff perceptions of the respectful relationships among and between students and staff.*

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Kotzebue Middle/High School	3.57	3.51	3.48
Ambler School	3.80	3.56	<b>3.86</b>
Aqqaluk High/Noorvik Elementary School	3.50	3.56	<b>3.71</b>
Buckland School	3.20	3.46	<b>3.72</b>
Davis-Ramoth School	3.59	3.61	3.55
Deering School	3.88	3.75	3.83
Kiana School	3.57	3.51	<b>3.29</b>
Kobuk School	3.63	3.73	3.69
McQueen School	3.74	3.72	<b>3.34</b>
Napaaqtugmiut School	3.70	3.61	3.62
Shungnak School	3.74	3.71	<b>3.93</b>
<i>Northwest Arctic Borough School District</i>	<i>3.59</i>	<i>3.56</i>	<i>3.56</i>
<i>Statewide</i>	<i>3.57</i>	<i>3.59</i>	<i>3.67</i>

<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
June Nelson Elementary School	3.80	3.83	3.90
Kotzebue Middle/High School	3.62	3.35	<b>3.19</b>
Ambler School	3.54	3.40	<b>3.65</b>
Aqqaluk High/Noorvik Elementary School	3.80	3.77	<b>3.57</b>
Buckland School	3.67	3.64	3.59
Davis-Ramoth School	3.23	2.73	2.73
Deering School	4.09	3.76	<b>4.23</b>
Kiana School	3.78	3.67	<b>2.98</b>
Kobuk School	3.69	3.98	<b>3.71</b>
McQueen School	3.57	3.55	3.54
Napaaqtugmiut School	3.45	3.98	<b>3.72</b>
Shungnak School	3.34	3.77	<b>3.65</b>
<i>Northwest Arctic Borough School District</i>	3.61	3.59	3.48
<i>Statewide</i>	3.89	3.90	3.87

## School Safety

**Definition:** School Safety reflects student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life.

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Kotzebue Middle/High School	3.44	3.87	<b>3.39</b>
Ambler School	3.65	3.81	<b>3.58</b>
Aqqaluk High/Noorvik Elementary School	3.27	4.03	<b>3.78</b>
Buckland School	3.29	3.86	3.90
Davis-Ramoth School	3.48	3.95	<b>3.33</b>
Deering School	3.61	4.10	<b>3.72</b>
Kiana School	3.71	3.90	<b>3.61</b>
Kobuk School	3.75	3.71	<b>3.97</b>
McQueen School	3.69	3.90	<b>3.28</b>
Napaaqtugmiut School	3.64	3.88	3.80
Shungnak School	3.69	3.87	<b>4.04</b>
<i>Northwest Arctic Borough School District</i>	3.52	3.89	<b>3.57</b>
<i>Statewide</i>	3.96	3.96	3.95
<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
June Nelson Elementary School	3.99	3.95	3.95
Kotzebue Middle/High School	3.94	3.82	<b>3.52</b>
Ambler School	3.95	4.12	<b>4.33</b>
Aqqaluk High/Noorvik Elementary School	3.91	4.00	<b>3.45</b>
Buckland School	4.25	4.13	<b>4.28</b>
Davis-Ramoth School	3.50	3.26	<b>2.90</b>
Deering School	4.00	4.00	<b>4.56</b>
Kiana School	4.22	4.24	<b>3.17</b>
Kobuk School	3.63	4.15	<b>3.67</b>
McQueen School	3.69	3.93	<b>3.44</b>
Napaaqtugmiut School	3.90	4.28	4.30
Shungnak School	3.53	3.99	<b>3.85</b>
<i>Northwest Arctic Borough School District</i>	3.88	3.96	<b>3.73</b>
<i>Statewide</i>	4.18	4.16	4.17

## Parent and Community Involvement

**Definition:** Parent and Community Involvement reflects student and staff perceptions of parents' and community members' degree of involvement in their school.

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Kotzebue Middle/High School	3.56	3.55	3.53
Ambler School	3.66	3.67	3.63
Aqqaluk High/Noorvik Elementary School	3.69	3.57	<b>3.81</b>
Buckland School	3.56	3.45	<b>3.97</b>
Davis-Ramoth School	3.61	3.62	3.66
Deering School	3.91	3.88	<b>4.07</b>
Kiana School	3.90	3.55	3.63
Kobuk School	3.78	3.66	3.62
McQueen School	3.69	3.55	3.51
Napaaqtugmiut School	3.73	3.52	<b>3.93</b>
Shungnak School	3.89	3.69	<b>4.09</b>
<i>Northwest Arctic Borough School District</i>	<i>3.67</i>	<i>3.57</i>	<b><i>3.69</i></b>
<i>Statewide</i>	<i>3.56</i>	<i>3.58</i>	<b><i>3.71</i></b>
<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
June Nelson Elementary School	3.67	3.62	<b>3.79</b>
Kotzebue Middle/High School	3.46	3.49	<b>3.32</b>
Ambler School	3.67	3.71	<b>4.02</b>
Aqqaluk High/Noorvik Elementary School	3.71	3.63	3.66
Buckland School	3.39	3.48	3.59
Davis-Ramoth School	3.12	2.92	<b>3.26</b>
Deering School	3.96	3.64	<b>4.00</b>
Kiana School	3.74	3.73	<b>2.46</b>
Kobuk School	3.88	3.86	<b>3.55</b>
McQueen School	3.56	3.68	<b>3.44</b>
Napaaqtugmiut School	3.92	4.23	3.17
Shungnak School	3.72	4.14	<b>3.78</b>
<i>Northwest Arctic Borough School District</i>	<i>3.58</i>	<i>3.65</i>	<i>3.58</i>
<i>Statewide</i>	<i>3.81</i>	<i>3.85</i>	<i>3.87</i>

## Student Involvement

**Definition:** *Student Involvement reflects student and staff perceptions of student participation in school governance.*

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Kotzebue Middle/High School	3.30	3.35	<b>3.10</b>
Ambler School	3.59	3.39	<b>3.50</b>
Aqqaluk High/Noorvik Elementary School	3.13	3.37	<b>3.60</b>
Buckland School	3.18	3.15	<b>3.68</b>
Davis-Ramoth School	3.46	3.33	<b>3.51</b>
Deering School	3.50	3.81	<b>3.44</b>
Kiana School	3.68	3.39	3.12
Kobuk School	3.83	3.55	3.54
McQueen School	3.64	3.38	3.37
Napaaqtugmiut School	3.52	3.30	<b>3.55</b>
Shungnak School	3.65	3.59	<b>3.90</b>
<i>Northwest Arctic Borough School District</i>	<i>3.44</i>	<i>3.36</i>	<i>3.36</i>
<i>Statewide</i>	<i>3.29</i>	<i>3.32</i>	<i>3.44</i>
<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
June Nelson Elementary School	3.38	3.57	3.63
Kotzebue Middle/High School	2.72	3.11	<b>2.93</b>
Ambler School	3.63	3.63	3.50
Aqqaluk High/Noorvik Elementary School	3.26	3.71	<b>3.87</b>
Buckland School	3.37	3.60	3.45
Davis-Ramoth School	2.88	2.82	<b>3.37</b>
Deering School	4.00	3.89	3.76
Kiana School	3.13	3.55	<b>2.83</b>
Kobuk School	4.05	4.27	<b>4.38</b>
McQueen School	3.22	3.48	<b>3.79</b>
Napaaqtugmiut School	3.55	3.98	<b>3.78</b>
Shungnak School	3.40	4.07	<b>3.78</b>
<i>Northwest Arctic Borough School District</i>	<i>3.26</i>	<i>3.56</i>	<i>3.51</i>
<i>Statewide</i>	<i>3.63</i>	<i>3.67</i>	<i>3.70</i>

## School Leadership and Involvement

**Definition:** *School Leadership and Involvement reflects staff members' perceptions of the decision making of school leaders, as well as the fairness of school rules. This scale is completed by staff only.*

<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
June Nelson Elementary School	3.94	3.98	4.08
Kotzebue Middle/High School	3.03	3.18	3.05
Ambler School	3.86	3.76	<b>4.14</b>
Aqqaluk High/Noorvik Elementary School	3.70	4.12	<b>3.95</b>
Buckland School	3.63	3.85	<b>3.69</b>
Davis-Ramoth School	3.16	3.10	<b>3.80</b>
Deering School	4.41	4.33	<b>4.13</b>
Kiana School	2.95	3.67	<b>3.48</b>
Kobuk School	3.96	4.62	4.61
McQueen School	3.46	3.97	4.03
Napaaqtugmiut School	3.97	4.32	4.35
Shungnak School	3.73	4.28	4.30
<i>Northwest Arctic Borough School District</i>	<i>3.59</i>	<i>3.85</i>	<i>3.84</i>
<i>Statewide</i>	<i>3.94</i>	<i>3.96</i>	<i>4.01</i>

## Staff Attitudes

**Definition:** *Staff Attitudes reflects members' perceptions of the competence of teachers and of teachers' attitudes toward their work. This scale is completed by staff only.*

<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
June Nelson Elementary School	3.94	3.94	<b>4.26</b>
Kotzebue Middle/High School	4.01	3.95	3.87
Ambler School	4.01	4.06	<b>4.25</b>
Aqqaluk High/Noorvik Elementary School	4.21	4.03	<b>4.24</b>
Buckland School	4.08	3.97	3.93
Davis-Ramoth School	3.88	3.47	<b>3.85</b>
Deering School	4.37	4.16	4.27
Kiana School	4.13	3.88	<b>3.37</b>
Kobuk School	4.33	4.46	<b>4.57</b>
McQueen School	3.84	4.08	4.08
Napaaqtugmiut School	3.91	4.31	<b>4.01</b>
Shungnak School	4.16	4.55	<b>4.28</b>
<i>Northwest Arctic Borough School District</i>	<i>4.02</i>	<i>4.03</i>	<i>4.06</i>
<i>Statewide</i>	<i>4.17</i>	<i>4.20</i>	<i>4.21</i>

## High Expectations

**Definition:** *High Expectations* reflects student perceptions of their own academic expectations as well as those of adults in their school and community. This scale is completed by students only.

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Kotzebue Middle/High School	3.66	4.08	4.08
Ambler School	3.67	4.02	<b>4.17</b>
Aqqaluk High/Noorvik Elementary School	3.79	4.15	4.16
Buckland School	3.84	3.99	<b>4.34</b>
Davis-Ramoth School	3.55	4.16	<b>4.04</b>
Deering School	4.40	4.21	<b>3.89</b>
Kiana School	4.05	4.01	3.96
Kobuk School	3.83	4.06	4.10
McQueen School	3.59	4.07	<b>3.88</b>
Napaaqtugmiut School	3.91	4.08	4.01
Shungnak School	3.49	4.14	<b>4.30</b>
<i>Northwest Arctic Borough School District</i>	<i>3.73</i>	<i>4.09</i>	<i>4.10</i>
<i>Statewide</i>	<i>4.15</i>	<i>4.13</i>	<i>4.18</i>



## Caring Adults

**Definition:** *Caring Adults* reflects students' perceptions of their closeness to adults in the school. This scale is completed by students only.

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Kotzebue Middle/High School	3.74	3.55	3.67
Ambler School	3.89	3.69	<b>3.88</b>
Aqqaq High/Noorvik Elementary School	3.90	3.59	3.72
Buckland School	3.64	3.44	<b>3.94</b>
Davis-Ramoth School	3.71	3.61	3.69
Deering School	3.98	3.80	3.67
Kiana School	3.83	3.55	<b>3.38</b>
Kobuk School	3.74	3.60	3.62
McQueen School	3.88	3.67	<b>3.45</b>
Napaaqtugmiut School	3.79	3.64	3.74
Shungnak School	3.70	3.78	3.90
<i>Northwest Arctic Borough School District</i>	<i>3.77</i>	<i>3.59</i>	<i>3.70</i>
<i>Statewide</i>	<i>3.58</i>	<i>3.59</i>	<i>3.63</i>

## Peer Climate

**Definition:** *Peer Climate reflects students' perceptions of how respectful and helpful students are to one another. This scale is completed by students only.*

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Kotzebue Middle/High School	2.96	3.14	<b>2.74</b>
Ambler School	3.20	3.19	3.22
Aqqaq High/Noorvik Elementary School	3.00	3.19	3.06
Buckland School	3.08	3.15	3.07
Davis-Ramoth School	2.91	3.17	<b>2.98</b>
Deering School	3.20	3.37	<b>3.00</b>
Kiana School	3.37	3.37	<b>2.97</b>
Kobuk School	3.13	3.24	2.31
McQueen School	3.25	3.28	<b>2.93</b>
Napaaqtugmiut School	3.00	3.24	<b>2.88</b>
Shungnak School	3.32	3.25	3.36
<i>Northwest Arctic Borough School District</i>	<i>3.07</i>	<i>3.20</i>	<b>2.92</b>
<i>Statewide</i>	<i>3.23</i>	<i>3.26</i>	<i>3.23</i>

## Social and Emotional Learning (SEL)

**Definition:** SEL reflects self-awareness, social awareness, self-management, relationship skills, and good decision making. This scale is completed by students only.

**Note that in 2016, the SEL responses shifted to a 4-point scale with new questions, so results from 2016 cannot be compared with results from prior years.**

Students Grades 6–12	2014	2015	2016
Kotzebue Middle/High School	—	—	2.85
Ambler School	—	—	3.04
Aqqaluk High/Noorvik Elementary School	—	—	2.92
Buckland School	—	—	3.00
Davis-Ramoth School	—	—	3.00
Deering School	—	—	2.87
Kiana School	—	—	3.04
Kobuk School	—	—	3.10
McQueen School	—	—	2.82
Napaaqtugmiut School	—	—	2.97
Shungnak School	—	—	3.15
<i>Northwest Arctic Borough School District</i>	—	—	2.93
<i>Statewide</i>	—	—	3.00

## Student Risk Behaviors

### Student Delinquent Behaviors

**Definition:** For this measure of student risk behaviors, students and staff were asked to report how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. For this scale, lower scores are better because they reflect fewer instances of observed risk behavior.

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Kotzebue Middle/High School	1.78	1.64	<b>1.86</b>
Ambler School	2.11	1.83	<b>1.39</b>
Aqqaluk High/Noorvik Elementary School	1.93	1.65	1.63
Buckland School	1.33	1.66	<b>1.52</b>
Davis-Ramoth School	1.72	1.64	<b>1.84</b>
Deering School	1.36	1.78	1.77
Kiana School	1.32	1.68	1.66
Kobuk School	1.81	1.97	<b>1.49</b>
McQueen School	1.56	1.64	<b>1.86</b>
Napaaqtugmiut School	1.67	1.64	1.60
Shungnak School	1.41	1.65	<b>1.45</b>
<i>Northwest Arctic Borough School District</i>	<i>1.67</i>	<i>1.66</i>	<i>1.72</i>
<i>Statewide</i>	<i>1.75</i>	<i>1.71</i>	<i>1.68</i>

<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
June Nelson Elementary School	1.96	2.07	<b>1.83</b>
Kotzebue Middle/High School	2.38	2.62	<b>2.41</b>
Ambler School	2.44	1.95	<b>2.15</b>
Aqqaluk High/Noorvik Elementary School	1.95	2.16	<b>2.47</b>
Buckland School	1.77	1.72	1.73
Davis-Ramoth School	2.81	3.32	3.36
Deering School	1.66	1.92	<b>1.20</b>
Kiana School	2.13	1.73	<b>2.93</b>
Kobuk School	2.37	1.96	<b>2.31</b>
McQueen School	2.06	1.98	<b>2.23</b>
Napaaqtugmiut School	2.23	1.68	<b>1.78</b>
Shungnak School	2.48	2.02	<b>2.20</b>
<i>Northwest Arctic Borough School District</i>	<i>2.20</i>	<i>2.15</i>	<i>2.26</i>
<i>Statewide</i>	<i>1.86</i>	<i>1.85</i>	<i>1.83</i>

## Student Drug and Alcohol Use

**Definition:** For this measure of student risk behaviors, 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. For this scale, lower scores are better because they reflect fewer instances of observed risk behavior.

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Kotzebue Middle/High School	1.55	1.45	1.78
Ambler School	1.74	1.47	1.22
Aqqaluk High/Noorvik Elementary School	1.57	1.37	1.41
Buckland School	1.32	1.47	1.36
Davis-Ramoth School	1.43	1.38	1.62
Deering School	1.39	1.42	1.39
Kiana School	1.17	1.43	1.84
Kobuk School	1.33	1.60	1.38
McQueen School	1.40	1.45	1.78
Napaaqtugmiut School	1.21	1.38	1.39
Shungnak School	1.32	1.33	1.37
<i>Northwest Arctic Borough School District</i>	<i>1.41</i>	<i>1.42</i>	<i>1.60</i>
<i>Statewide</i>	<i>1.48</i>	<i>1.47</i>	<i>1.49</i>

<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
June Nelson Elementary School	1.11	1.20	1.03
Kotzebue Middle/High School	1.55	1.86	1.81
Ambler School	1.77	1.63	1.96
Aqqaluk High/Noorvik Elementary School	1.49	1.64	1.59
Buckland School	1.43	1.42	1.07
Davis-Ramoth School	1.54	1.60	2.24
Deering School	1.33	1.13	1.05
Kiana School	1.23	1.15	1.96
Kobuk School	1.19	1.30	1.43
McQueen School	1.32	1.33	1.77
Napaaqtugmiut School	1.25	1.09	1.08
Shungnak School	1.55	1.19	1.54
<i>Northwest Arctic Borough School District</i>	<i>1.40</i>	<i>1.40</i>	<i>1.53</i>
<i>Statewide</i>	<i>1.19</i>	<i>1.18</i>	<i>1.20</i>

## Student Perceptions of Peer Alcohol Use

**Definition:** Students answered three questions regarding the extent to which they believed peers used alcohol and whether they had heard a message saying most students do not drink.

Students Grades 6–12	2014	2015	2016
<b>Believed most students in their school drank at least once in last 30 days</b>			
Kotzebue Middle/High School	56%	54%	72%
Ambler School	61%	45%	25%
Aqqaluk High/Noorvik Elementary School	57%	46%	39%
Buckland School	35%	41%	37%
Davis-Ramoth School	63%	49%	54%
Deering School	17%	42%	50%
Kiana School	18%	45%	43%
Kobuk School	33%	64%	23%
McQueen School	71%	47%	60%
Napaaqtugmiut School	41%	49%	48%
Shungnak School	50%	42%	56%
<i>Northwest Arctic Borough School District</i>	<i>48%</i>	<i>48%</i>	<i>55%</i>
<i>Statewide</i>	<i>54%</i>	<i>53%</i>	<i>52%</i>



<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Believed the average student in their school drank at least once in last 30 days</b>			
Kotzebue Middle/High School	—	55%	68%
Ambler School	—	56%	35%
Aqqaluk High/Noorvik Elementary School	—	46%	31%
Buckland School	—	39%	33%
Davis-Ramoth School	—	48%	54%
Deering School	—	42%	33%
Kiana School	—	42%	32%
Kobuk School	—	50%	31%
McQueen School	—	49%	59%
Napaaqtugmiut School	—	44%	43%
Shungnak School	—	42%	54%
<i>Northwest Arctic Borough School District</i>	—	48%	51%
<i>Statewide</i>	—	56%	50%
<b>Heard or saw a message saying most students do not drink alcohol at least once in last 12 months</b>			
Kotzebue Middle/High School	59%	53%	66%
Ambler School	61%	58%	50%
Aqqaluk High/Noorvik Elementary School	54%	50%	46%
Buckland School	38%	48%	52%
Davis-Ramoth School	59%	47%	56%
Deering School	50%	50%	67%
Kiana School	37%	42%	51%
Kobuk School	68%	57%	38%
McQueen School	64%	48%	50%
Napaaqtugmiut School	54%	52%	49%
Shungnak School	80%	42%	73%
<i>Northwest Arctic Borough School District</i>	55%	50%	58%
<i>Statewide</i>	58%	56%	62%

## 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.

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Participated in organized activities after school or on weekends 1 hour or more per week</b>			
Kotzebue Middle/High School	70%	79%	73%
Ambler School	82%	72%	85%
Aqqaluk High/Noorvik Elementary School	87%	79%	80%
Buckland School	79%	75%	82%
Davis-Ramoth School	76%	75%	76%
Deering School	94%	83%	83%
Kiana School	88%	73%	69%
Kobuk School	96%	62%	77%
McQueen School	88%	73%	75%
Napaaqtugmiut School	84%	84%	72%
Shungnak School	75%	73%	76%
<i>Northwest Arctic Borough School District</i>	<i>80%</i>	<i>78%</i>	<i>75%</i>
<i>Statewide</i>	<i>75%</i>	<i>74%</i>	<i>75%</i>

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Helped others without getting paid 1 hour or more per week</b>			
Kotzebue Middle/High School	84%	78%	84%
Ambler School	89%	82%	80%
Aqqaluk High/Noorvik Elementary School	90%	82%	86%
Buckland School	80%	76%	91%
Davis-Ramoth School	78%	84%	90%
Deering School	89%	92%	100%
Kiana School	85%	81%	89%
Kobuk School	96%	93%	92%
McQueen School	90%	90%	88%
Napaaqtugmiut School	89%	79%	93%
Shungnak School	96%	78%	88%
<i>Northwest Arctic Borough School District</i>	<i>86%</i>	<i>81%</i>	<i>87%</i>
<i>Statewide</i>	<i>78%</i>	<i>71%</i>	<i>78%</i>
<b>Agreed/strongly agreed that at least one adult encouraged them to do their best</b>			
Kotzebue Middle/High School	92%	89%	93%
Ambler School	89%	94%	89%
Aqqaluk High/Noorvik Elementary School	91%	82%	91%
Buckland School	98%	90%	92%
Davis-Ramoth School	94%	89%	88%
Deering School	94%	92%	67%
Kiana School	94%	88%	92%
Kobuk School	100%	87%	100%
McQueen School	97%	96%	83%
Napaaqtugmiut School	96%	89%	88%
Shungnak School	92%	95%	92%
<i>Northwest Arctic Borough School District</i>	<i>94%</i>	<i>89%</i>	<i>91%</i>
<i>Statewide</i>	<i>93%</i>	<i>92%</i>	<i>92%</i>

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Agreed/strongly agreed that they knew at least one adult to talk to</b>			
Kotzebue Middle/High School	87%	83%	89%
Ambler School	89%	81%	74%
Aqqaluk High/Noorvik Elementary School	85%	77%	84%
Buckland School	88%	79%	88%
Davis-Ramoth School	85%	84%	86%
Deering School	100%	100%	100%
Kiana School	90%	81%	84%
Kobuk School	95%	87%	100%
McQueen School	88%	85%	80%
Napaaqtugmiut School	89%	86%	80%
Shungnak School	84%	83%	81%
<i>Northwest Arctic Borough School District</i>	<i>87%</i>	<i>82%</i>	<i>86%</i>
<i>Statewide</i>	<i>86%</i>	<i>86%</i>	<i>86%</i>
<b>Had an adult outside of school to help with homework</b>			
Kotzebue Middle/High School	88%	78%	86%
Ambler School	96%	82%	85%
Aqqaluk High/Noorvik Elementary School	83%	75%	79%
Buckland School	85%	72%	91%
Davis-Ramoth School	84%	85%	82%
Deering School	89%	83%	67%
Kiana School	87%	88%	89%
Kobuk School	81%	80%	92%
McQueen School	83%	89%	71%
Napaaqtugmiut School	91%	80%	87%
Shungnak School	88%	89%	77%
<i>Northwest Arctic Borough School District</i>	<i>87%</i>	<i>81%</i>	<i>84%</i>
<i>Statewide</i>	<i>84%</i>	<i>84%</i>	<i>83%</i>

<b>Students Grades 6–12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Had an adult outside of school who knew how they spent free time</b>			
Kotzebue Middle/High School	75%	78%	78%
Ambler School	93%	88%	90%
Aqqaluk High/Noorvik Elementary School	79%	85%	79%
Buckland School	72%	76%	79%
Davis-Ramoth School	79%	80%	86%
Deering School	72%	50%	100%
Kiana School	83%	78%	70%
Kobuk School	73%	87%	62%
McQueen School	84%	62%	60%
Napaaqtugmiut School	81%	85%	84%
Shungnak School	84%	86%	73%
<i>Northwest Arctic Borough School District</i>	<i>79%</i>	<i>80%</i>	<i>78%</i>
<i>Statewide</i>	<i>80%</i>	<i>81%</i>	<i>81%</i>
<b>Agreed/strongly agreed that adults in their community encouraged them to take school seriously</b>			
Kotzebue Middle/High School	77%	76%	81%
Ambler School	82%	76%	65%
Aqqaluk High/Noorvik Elementary School	76%	81%	80%
Buckland School	67%	79%	95%
Davis-Ramoth School	86%	85%	78%
Deering School	67%	92%	17%
Kiana School	94%	75%	76%
Kobuk School	82%	87%	77%
McQueen School	84%	81%	67%
Napaaqtugmiut School	96%	79%	77%
Shungnak School	88%	86%	92%
<i>Northwest Arctic Borough School District</i>	<i>82%</i>	<i>79%</i>	<i>80%</i>
<i>Statewide</i>	<i>80%</i>	<i>80%</i>	<i>81%</i>

## Demographic Differences Between Scale Scores

The tables below present results of analyses of student scores by demographic category for Northwest Arctic Borough School District. The numbers in cells represent the mean score for each category. When five or fewer students made up a demographic group, that group was excluded from analyses based on that characteristic, as the sample size is too small for a valid comparison. Asterisks and bold type indicate scores that were significantly higher or lower than for the other groups on that scale.

### Demographic Comparisons for Students in Grades 3–5

	Categories	Students ( <i>n</i> )	Caring Adults	Social & Emotional Learning
Gender	Male	205	2.59	2.56
	Female	196	2.59	2.62
Race/Ethnicity	Alaska Native	310	2.60	2.58
	American Indian	8	2.66	2.84
	Asian	2	—	—
	African American	2	—	—
	Latino	0	—	—
	Hawaiian/Pacific Islander	1	—	—
	White	13	2.57	2.63
	Two or more races	23	2.53	2.53
Don't know	36	2.56	2.63	
Grade Level	3	134	<b>2.66*</b>	2.61
	4	131	2.58	2.61
	5	139	2.53	2.53

Demographic Comparisons for Students in Grades 6–12

	Categories	Students (n)	Respectful Climate	School Safety	Parent & Community Involvement	Student Involvement	High Expectations	Peer Climate	Caring Adults	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Gender	Male	295	3.53	3.57	3.69	3.38	4.05	<b>3.03*</b>	3.70	2.93	1.67	1.62
	Female	311	3.60	3.57	3.70	3.34	4.14	<b>2.82*</b>	3.68	2.93	1.77	1.58
Race/Ethnicity	Alaska Native	501	3.59	3.62	3.72	3.44	4.11	2.97	3.68	2.96	1.66	1.55
	American Indian	1	—	—	—	—	—	—	—	—	—	—
	Asian	2	—	—	—	—	—	—	—	—	—	—
	African American	3	—	—	—	—	—	—	—	—	—	—
	Latino	1	—	—	—	—	—	—	—	—	—	—
	Hawaiian/Pacific	3	—	—	—	—	—	—	—	—	—	—
	White	17	3.47	3.44	3.42	2.88	4.15	2.48	3.86	2.85	2.44	1.90
Two or more races	77	3.45	3.34	3.62	3.03	4.00	2.75	3.69	2.77	1.91	1.86	
Grade Level	6	110	<b>3.70*</b>	3.43	3.65	<b>3.41*</b>	4.11	3.03	3.70	2.84	1.86	<b>1.38*</b>
	7	85	3.56	3.54	3.76	3.57	4.22	2.99	3.76	3.03	1.70	<b>1.42*</b>
	8	91	3.64	3.51	3.73	3.40	4.24	2.94	3.74	2.97	1.78	<b>1.60*</b>
	9	87	3.44	3.63	3.67	3.31	4.00	2.82	3.47	2.89	1.70	1.63
	10	79	3.52	3.65	3.68	3.34	4.11	2.82	3.73	2.92	1.70	1.86
	11	97	3.49	3.58	3.68	3.22	3.96	2.91	3.71	2.90	1.65	1.72
	12	63	3.58	3.77	3.69	3.26	4.04	2.94	3.76	3.00	1.55	1.72
Grades Obtained	A's	185	3.70	3.60	3.81	3.39	4.30	2.88	3.87	3.03	1.72	1.54
	B's	257	3.54	3.57	3.68	3.34	4.12	2.96	3.69	2.91	1.74	1.65
	C's	129	3.50	3.56	3.63	3.38	3.93	2.97	3.57	2.92	1.60	1.53
	D's/F's	39	3.25	3.51	3.43	3.28	3.54	2.78	3.30	2.64	1.96	1.90
School Missed w/o Permission	None	350	3.67	3.64	3.75	3.41	4.20	2.98	3.76	2.96	1.75	1.54
	Any	260	3.41	3.48	3.62	3.29	3.96	2.85	3.61	2.89	1.68	1.70

### Demographic Comparisons for Staff

	Categories	Staff (n)	Respectful Climate	School Safety	Parent & Community Involvement	School Leadership & Involvement	Student Involvement	Staff Attitudes	Student Delinquent Behaviors	Student Drug & Alcohol Use
Gender	Male	71	3.40	<b>3.56*</b>	3.50	3.79	3.53	3.98	<b>2.48*</b>	1.74
	Female	129	3.52	<b>3.83*</b>	3.62	3.87	3.51	4.10	<b>2.13*</b>	1.43
Race/ Ethnicity	Alaska Native	37	<b>3.78*</b>	<b>3.99*</b>	<b>3.86*</b>	3.98	3.64	4.01	1.76	1.30
	American Indian	1	—	—	—	—	—	—	—	—
	Asian	1	—	—	—	—	—	—	—	—
	African American	4	—	—	—	—	—	—	—	—
	Latino	4	—	—	—	—	—	—	—	—
	Hawaiian/Pacific	0	—	—	—	—	—	—	—	—
	White	139	3.39	3.61	3.48	3.82	3.47	4.05	<b>2.42*</b>	<b>1.62*</b>
Two or more races	10	3.51	4.10	3.59	3.80	3.41	4.18	1.98	1.40	
Role in School	Teacher	120	3.39	3.66	3.51	3.77	3.44	4.05	2.41	1.58
	Administrator	14	3.72	4.02	3.80	4.54	4.00	4.22	2.07	1.55
	Other Certified Staff	20	3.46	3.82	3.48	3.89	3.51	4.09	2.02	1.51
	Classified	42	3.67	3.83	3.77	3.84	3.58	4.06	2.06	1.41
	Other	4	—	—	—	—	—	—	—	—
Years in District	< 2	54	3.26	3.63	3.53	3.78	3.37	4.08	2.41	1.68
	3–5	80	3.48	3.70	3.50	3.77	3.49	4.02	2.39	1.59
	6–10	18	3.44	4.06	3.61	3.85	3.43	3.94	2.04	1.39
	11–15	22	3.62	3.53	3.47	3.82	3.62	4.05	2.11	1.58
	> 15	26	<b>3.91*</b>	4.00	<b>4.01*</b>	4.27	4.03	4.25	1.86	1.15
Years in School	< 2	67	3.31	3.65	3.50	3.80	3.42	4.06	2.39	1.64
	3–5	86	3.47	3.71	3.53	3.80	3.54	4.07	2.34	1.57
	6–10	12	3.58	4.17	3.61	3.79	3.19	3.75	1.95	1.42
	11–15	14	3.82	3.71	3.50	3.90	3.58	4.08	2.11	1.48
	> 15	19	3.88	3.89	4.11	<b>4.26*</b>	4.10	4.25	1.83	1.16



## Appendix A: How to Read This Report

### What do the scale scores show for students in grades 3–5?

See Appendix B for a list of School Climate and Connectedness Survey (SCCS) questions that make up each scale for students in grades 3–5. For most items, the respondent had three options from which to choose a response: No (1), Sometimes (2), and Yes (3). The scale score is an average of responses across all items listed for that scale. Therefore, the higher the average scale score, the better.

### What do the scale scores show for students in grades 6–12 and for staff?

See Appendix C for a list of survey items that compose each scale for students in grades 6–12, and Appendix D 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 in drug and alcohol use at school or school events within the past 12 months. Response categories for each risk behavior item were the following: 0 Times (1), 1–2 Times (2), 3–6 Times (3), 7–12 Times (4), and More Than 12 Times (5). 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  $\alpha$  (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–.79 is considered *acceptable*; higher than .80 is considered *moderate to good*. See Appendix E 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 statistic (*Cohen's d*) that tells us about the magnitude of differences, in addition to whether they are statistically significant. Scale scores that show significant change from 2015 to 2016 are marked in **bold** font.

## Appendix B: SCCS Questions for Grades 3–5

### Caring Others

- 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.
- At this school, students are encouraged to do their very best.
- The adults at this school believe that all students can do good work.
- Adults in my community let me know that school is important.
- There is an adult at this school who I can talk 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 lots 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.
- At school, other adults besides my teachers know my name.
- I feel safe at school.

### Social and Emotional Learning (SEL)

- I try hard to do well in school.
- If someone asks me I can tell them how I am feeling.
- I know what kinds of work I need help with to be successful.
- I ask for help from my teachers or others when I need it.
- I am careful when I use something that belongs to someone else.
- I can control myself when I am frustrated or disappointed.
- I can explain why it is important to tell the truth.
- If something is bothering me, I think of different ways I can react.
- I set goals and then work to reach them.
- I care about other people's feelings and what they think.
- It is important for me to help others in my school.
- I respect people even if they 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 know how to make friends with new people.

## Appendix C: SCCS Questions for Grades 6–12

### 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.

### 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)*

### 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.
- *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 in this school treat each other 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)*

### Student Involvement

- 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)**

- Knowing the emotions I feel.
- Knowing ways I calm myself down.
- Knowing what my strengths are.
- Knowing when my feelings are making it hard for me to focus.
- Being patient even when I am really excited.
- Finishing tasks even if they are hard for me.
- Setting goals for myself.
- Doing my schoolwork even when I do not feel like it.
- Being prepared for tests.
- Getting through something even when I feel frustrated.
- Learning from people with different opinions than me.
- Knowing what people may be feeling by the look on their face.
- Knowing when someone needs help.
- Respecting a classmate's opinions during a disagreement.
- Getting along with my classmates.
- Thinking about what might happen before making a decision.
- Knowing what is right or wrong.

### **Student Delinquent Behaviors**

- Destroy things (such as school property or people's personal items)
- Get into fights with other students
- Steal things (such as taking things from the school or other people)
- Threaten or bully other students
- Carry weapons (such as knives or guns)

### **Student Drug and Alcohol Use**

- Under the influence of drugs (such as meth, heroin, cocaine, etc.)
- Under the influence of marijuana
- Under the influence of alcohol (such as beer, wine, liquor, vodka or whiskey, etc.)

### **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?

### **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?

## Appendix D: 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 feel safe at my school.
- *This school is being ruined by bullies. (reverse scored)*
- *This school is badly affected by crime and violence in the community. (reverse scored)*

### Parent and Community Involvement

- *This school **does not** 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 place for families.
- 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 school, staff have a “can do” attitude.
- Teachers and staff in this school believe that all students can do good work.
- Teachers here are nice people.

### School Leadership and Involvement

- 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 (such as school property or people's personal items)
- Get into fights with other students
- Steal things (such as taking things from the school or other people)
- Threaten or bully other students
- Carry weapons (such as knives or guns)

### **Student Drug and Alcohol Use**

- Under the influence of drugs (such as meth, heroin, cocaine, etc.)
- Under the influence of marijuana
- Under the influence of alcohol (such as beer, wine, liquor, vodka or whiskey, etc.)

## Appendix E: Scale Reliability

Scale	Reliability (Cronbach's Alpha)
<b>Grade 3–5 Students</b>	
Caring Others	.71
Social and Emotional Learning	.73
<b>Grade 6–12 Students</b>	
Respectful Climate	.80
School Safety	.69
Parent and Community Involvement	.72
High Expectations	.75
Caring Adults	.74
Peer Climate	.80
Student Involvement	.73
Social and Emotional Learning	.86
Student Delinquent Behaviors	.83
Student Drug and Alcohol Use	.78
<b>Staff</b>	
Respectful Climate	.87
School Safety	.70
Parent and Community Involvement	.83
Staff Attitudes	.87
School Leadership and Involvement	.93
Student Involvement	.83
Student Delinquent Behaviors	.83
Student Drug and Alcohol Use	.71