

# SAMPLE COMPREHENSIVE SCHOOL CLIMATE INVENTORY REPORT

## WHAT IS SCHOOL CLIMATE?

School climate refers to the quality of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures. The school climate sets the tone for all the learning and teaching done in the school environment, and is predictive of students' ability to learn and develop in healthy ways. All schools, like all people, have a range of strengths and weaknesses, as well as a distinctive vision for the kind of school they aspire to be.

## MEASURING SCHOOL CLIMATE: THE CSCI

- The CSCI (Comprehensive School Climate Inventory) is a scientifically developed survey based on research and theory defining what contributes to positive climates for learning.
- The CSCI measures the shared perceptions of the school community and reveals how the populations whose perceptions were measured (e.g. students, school personnel, and families) feel about the school environment.

## WHO DEVELOPED THE CSCI?

The CSCI was developed by the National School Climate Center at Ramapo for Children (NSCC), a non-profit organization dedicated to measuring and improving the climate for learning in schools so that all students have access to learning environments that help them achieve their fullest potential in school and in life.

## THE 14 DIMENSIONS OF SCHOOL CLIMATE MEASURED BY THE CSCI

**SAFETY:** THIS DOMAIN MEASURES PERCEPTIONS ABOUT SAFETY AT SCHOOL, SUCH AS CLEAR RULES THAT ARE BROADLY COMMUNICATED AND EQUITABLY ENFORCED, AND PROTECTION FROM HARM AND HARASSMENT BOTH WITHIN THE SCHOOL COMMUNITY AND ONLINE.

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| <b>1. Rules and Norms</b>                    | This dimension measures perceptions that the school has rules against physical violence, verbal abuse, harassment, and teasing; and that, overall, the school's rules are reasonable, clearly communicated and equitably enforced. |
| <b>2. Sense of Physical Security</b>         | This dimension measures perceptions that students and adults feel safe from physical harm at school.   |
| <b>3. Sense of Social-Emotional Security</b> | This dimension measures perceptions that students and adults feel safe from verbal abuse, teasing, and exclusion at school.  |
| <b>4. Online Safety</b>                      | This dimension measures perceptions that students feel safe using and get support for engaging responsibly on social media.  |

**TEACHING AND LEARNING:** THIS DOMAIN MEASURES PERCEPTIONS OF HOW TEACHING PRACTICES SUPPORT STUDENTS' ACADEMIC LEARNING, SOCIAL-EMOTIONAL GROWTH AND DEVELOPMENT AS CITIZENS IN A COMMUNITY.

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| <b>5. Support for Academic Learning</b> | This dimension measures perceptions about teaching practices being supportive, encouraging and constructive; that students have varied opportunities to demonstrate knowledge and skills; that risk-taking and independent thinking are encouraged; and that success is expected for all students. |
| <b>6. Social and Emotional Learning</b> | This dimension measures perceptions of teaching that helps students develop skills and attributes that will enable them to succeed in and outside the classroom, in their relationships and in the community.  |

**INTERPERSONAL RELATIONSHIPS:** THIS DOMAIN MEASURES PERCEPTIONS OF MUTUAL RESPECT FOR DIFFERENCES ACROSS THE SCHOOL COMMUNITY, AND WHETHER RELATIONSHIPS - BETWEEN STUDENTS AND TEACHERS AND AMONG STUDENTS - ARE SUPPORTIVE AND CARING.

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| <b>7. Respect for Diversity</b>         | This dimension measures perceptions about how individual differences, such as race or gender identity, are welcomed and appreciated across the school community. |
| <b>8. Teacher-Student Relationships</b> | This dimension measures perceptions of supportive and caring relationships between students and teachers.  |
| <b>9. Peer Relationships</b>            | This dimension measures perceptions of welcoming, supportive and collaborative relationships among students  |

**INSTITUTIONAL ENVIRONMENT:** THIS DOMAIN MEASURES PERCEPTIONS ABOUT THE SCHOOL BEING A COMMUNITY WHERE ALL MEMBERS ARE VALUED, INCLUDING THOSE WITH DISABILITIES, AND WHETHER THE SCHOOL FACILITIES THEMSELVES REFLECT THIS, BY BEING CLEAN AND ACCESSIBLE.

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|----------------------------------|--|
| <b>10. School Connectedness</b>  | This dimension measures perceptions about school as a welcoming place for all where feelings of pride and belonging are cultivated |
| <b>11. Physical Surroundings</b> | This dimension measures perceptions about the school being a clean, comfortable and well-resourced place to learn.                 |
| <b>12. Social Inclusion</b>      | This dimension measures perceptions about students with disabilities being full members of the school community.                   |

## SAMPLE COMPREHENSIVE SCHOOL CLIMATE INVENTORY REPORT

View how many members of each population group are represented in your school climate data! The results are most valuable when they capture the perceptions of all school community members.

### Comprehensive School Climate Inventory Report

Organization:  • School: 2

School Year: 22-23

Run: Pilot Administration Nov 2022

Response Rates: Student = 100% (responses: 115 / Total Population: 109) • Staff = 100% (responses: 44 / Total Population: 44) • Family = 20.5% (responses: 41 / Total Population: 200)

ABOUT THE CSCI

**RESPONSE SUMMARY**

DOMAIN AND DIMENSION SUMMARY

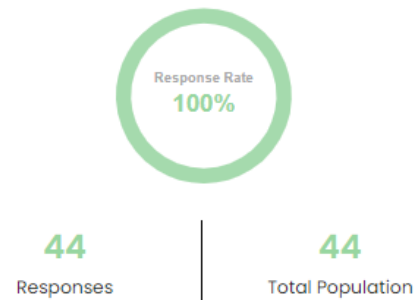
ITEM ANALYSIS

#### Response Rates

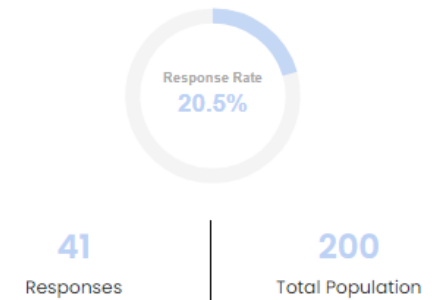
##### STUDENT



##### STAFF



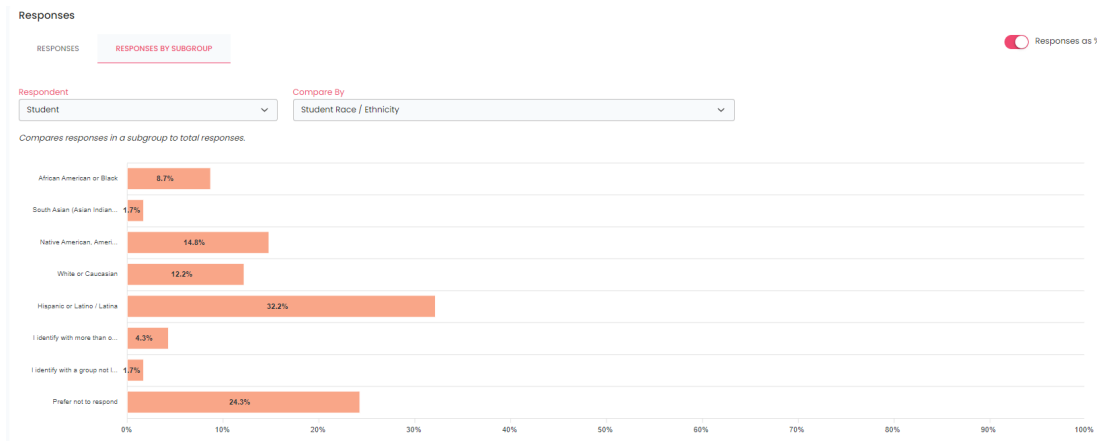
##### FAMILY



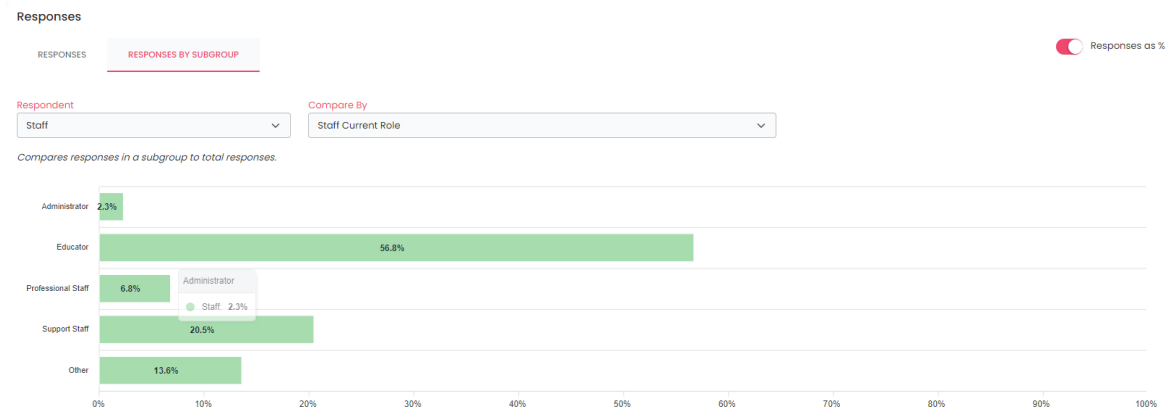
# SAMPLE COMPREHENSIVE SCHOOL CLIMATE INVENTORY REPORT

View various subgroups to better understand diverse perceptives, experiences, and unique needs of your school community. Filter your data by grade, race/ethnicity, disability status, and much more!

## Student by Race/Ethnicity



## Staff by Role



# SAMPLE COMPREHENSIVE SCHOOL CLIMATE INVENTORY REPORT

## Family by Free and Reduced Price Lunch

### Responses

RESPONSES    **RESPONSES BY SUBGROUP**

Responses as %

Respondent  
Family

Compare By  
Family Free and Reduced Price Meals

Compares responses in a subgroup to total responses.

