

District Report

Comprehensive School Climate Inventory
(CSCI) Measuring the Climate for Learning

Plainview-Old Bethpage



Developed by the National School Climate Center (NSCC)
schoolclimate.org



I. Introduction

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 parents) feel about the school environment.

Who developed the CSCI?

- The CSCI was developed by the National School Climate Center (NSCC), a non-profit organization dedicated to measuring and improving the climate for learning in schools. NSCC's mission is to help schools integrate crucial social, emotional, and ethical learning with academic instruction to enhance student performance, prevent dropouts, reduce violence, and develop healthy and positively engaged adults.



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.
Staff Only	
11 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
12 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.



Introduction

This report is intended to provide overall school climate trends for the Plainview-Old Bethpage school district. This data covers eight schools: Kindergarten Center, Parkway School, Stratford Road, Old Bethpage School, Pasadena, Plainview-Old Bethpage Middle School, Mattlin Middle School, Plainview-Old Bethpage and JFK High School. Please refer to the individual school reports for more in-depth information on particular school-level trends and areas of strength and need.

This report will analyze district trends among student, staff and parent populations on the elementary, middle and high school levels. It is organized around the following sections: (1) differences among the three populations by school level; (2) differences within each population; (3) breakdown of relative rankings; (4) concluding thoughts and questions.

The purpose of this report is to identify the meaningful trends across the district. Incomplete or inadequate data due to population size have been omitted. This includes district-wide charts on activity participation, since participation rates vary widely among different schools. Additionally, there is no breakdown of staff perceptions by position or department, since many respondents left these categories blank. In order to protect anonymity, we only share out sub-group information when the sub-group contains 10 or more constituents.

For all schools, it will be important to bear in mind schools with low responses (ex. POBJFK High School students), a handful of responses can swing the average ratings in one direction or the other. It will be important to view the demographic charts in the individual school reports to ascertain which voices may be missing.



Differences between School Levels

The following three charts show the differences among Parkway School, Stratford Road, Old Bethpage School, Pasadena, Plainview-Old Bethpage Middle School Mattlin Middle School, Plainview-Old Bethpage and POB JFK High School for students, staff and parents. All schools follow a similar pattern, displaying common areas of high strength and/or need across the district.

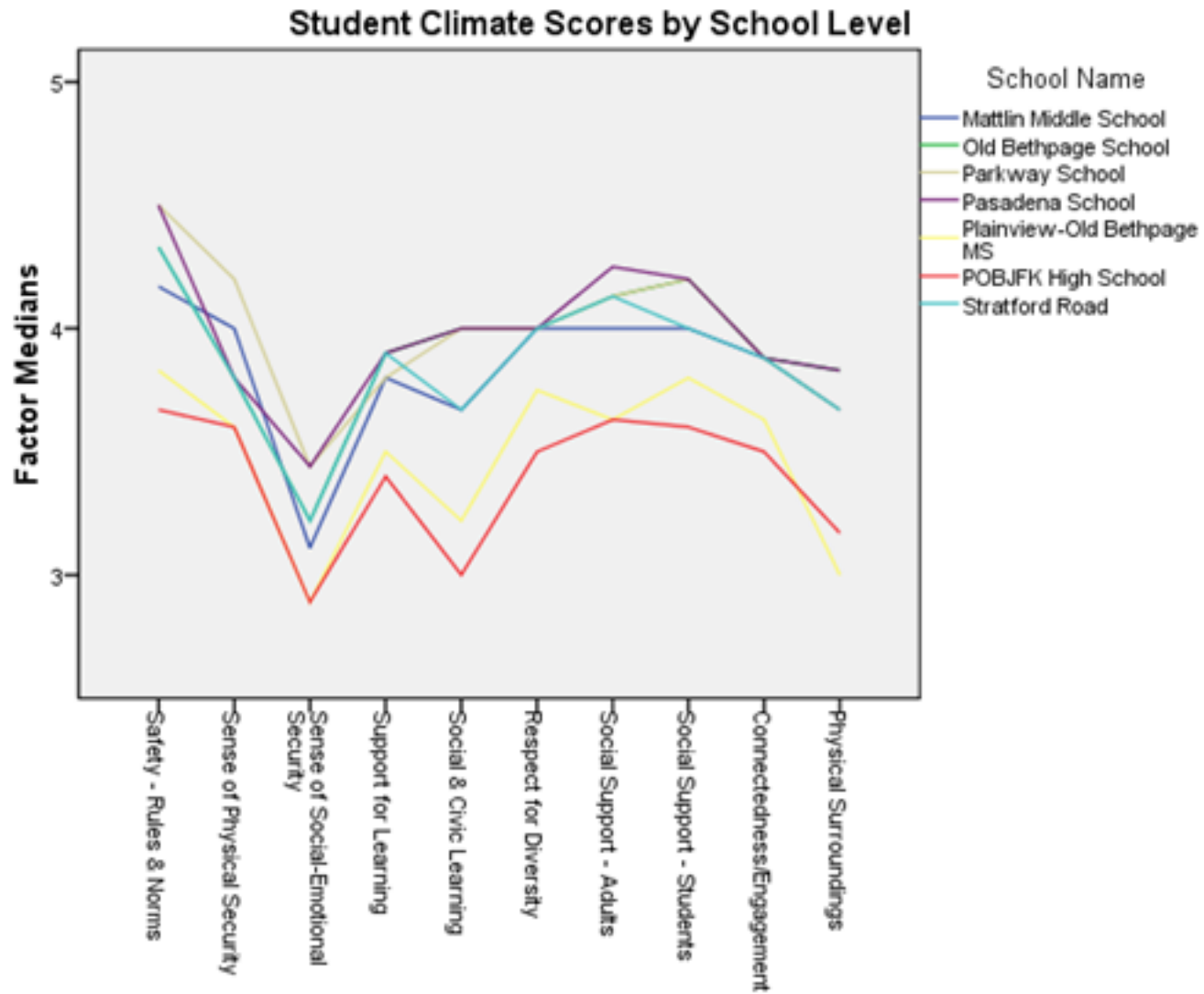
As you will see in the following chart, elementary students have higher perceptions than students in the middle and high schools. Parkway Elementary and Pasadena School both lye to the top of the chart, while Plainview-Old Bethpage Middle School and POBJFK High School fall to the bottom of the chart. It is typical for student ratings to dip as students progress from the elementary through the middle school and into the high school.

Across all schools, Safety - Rules and Norms Support for Learning and Sense of Physical Security are overall strengths. The biggest gap in perceptions among the schools is in Social and Civic Learning and Social Support-Adults. Social and Civic Learning is perceived most positively at the elementary school level and lowest at Plainview-Old Bethpage Middle School and POB JFK High School. This is a downward trend found among many schools, as the explicit emphasis on these skills begins to take a backseat to development changes and an emphasis on testing and grades.

Sense of Social and Emotional Security and Physical Surroundings are universal areas of need. Both middle schools and the high school rated these items lower than the elementary school level.



District Climate Overview



*Please note POBJFK High School had a very low response rate in comparison to the other schools.

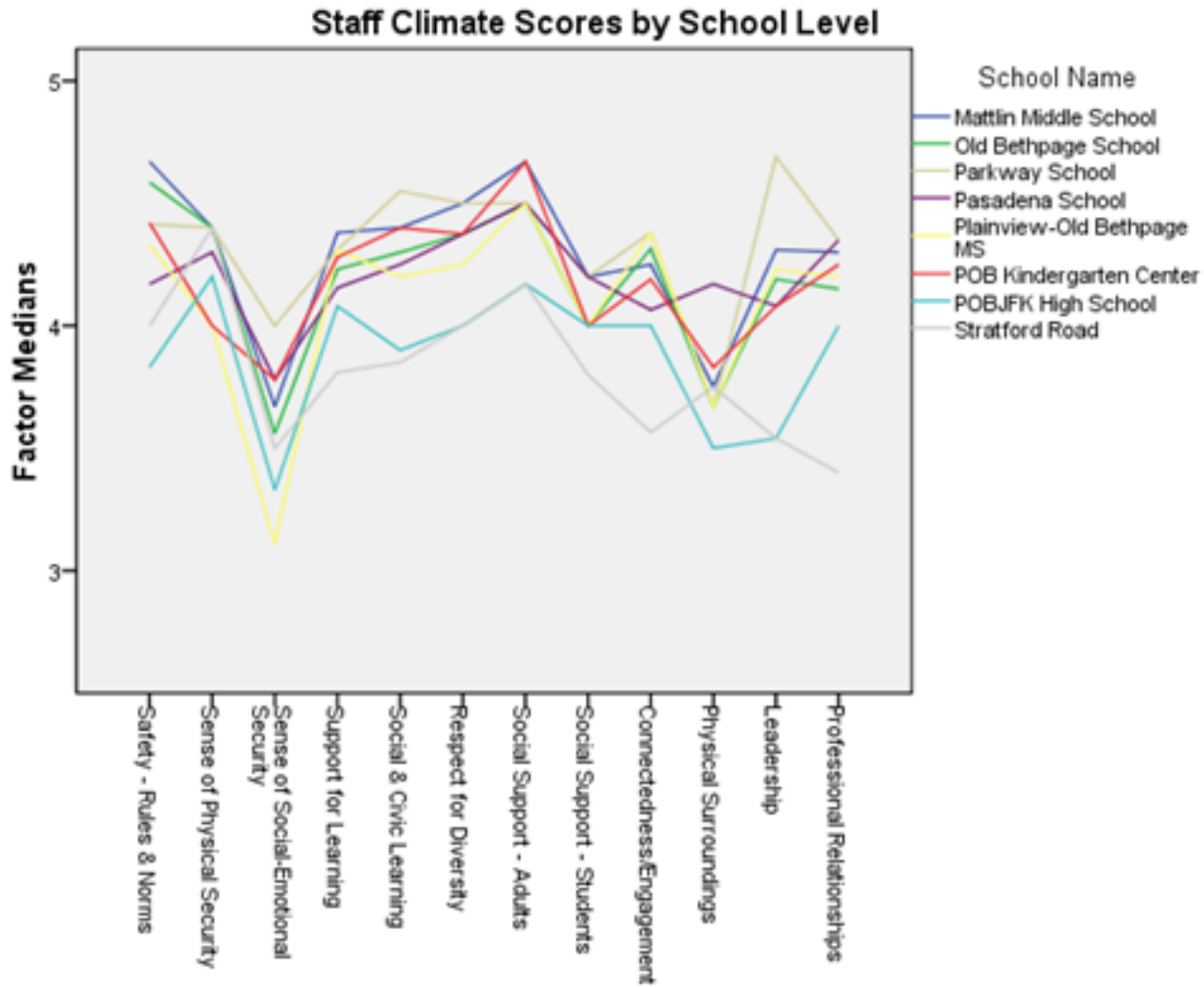


Staff ratings are all much closer together across elementary, middle and high schools compared to student ratings. Parkway School staff members tend to have slightly higher ratings, while ratings for the middle and high schools are more overlapping. Sense of Social-Emotional Security, Support for Learning, Social Support-Adults, and Sense of Physical Security are most significantly similar.

The biggest gap in perceptions among the schools is Connectedness and Engagement, Leadership (staff only item) and Social and Civic Learning. A common trend among staff is to see ratings much higher among elementary school staff members and a bit lower for middle and high school staff members. Universal areas of need among all schools: Sense of Social and Emotional Security along with Physical Surroundings.



District Climate Overview

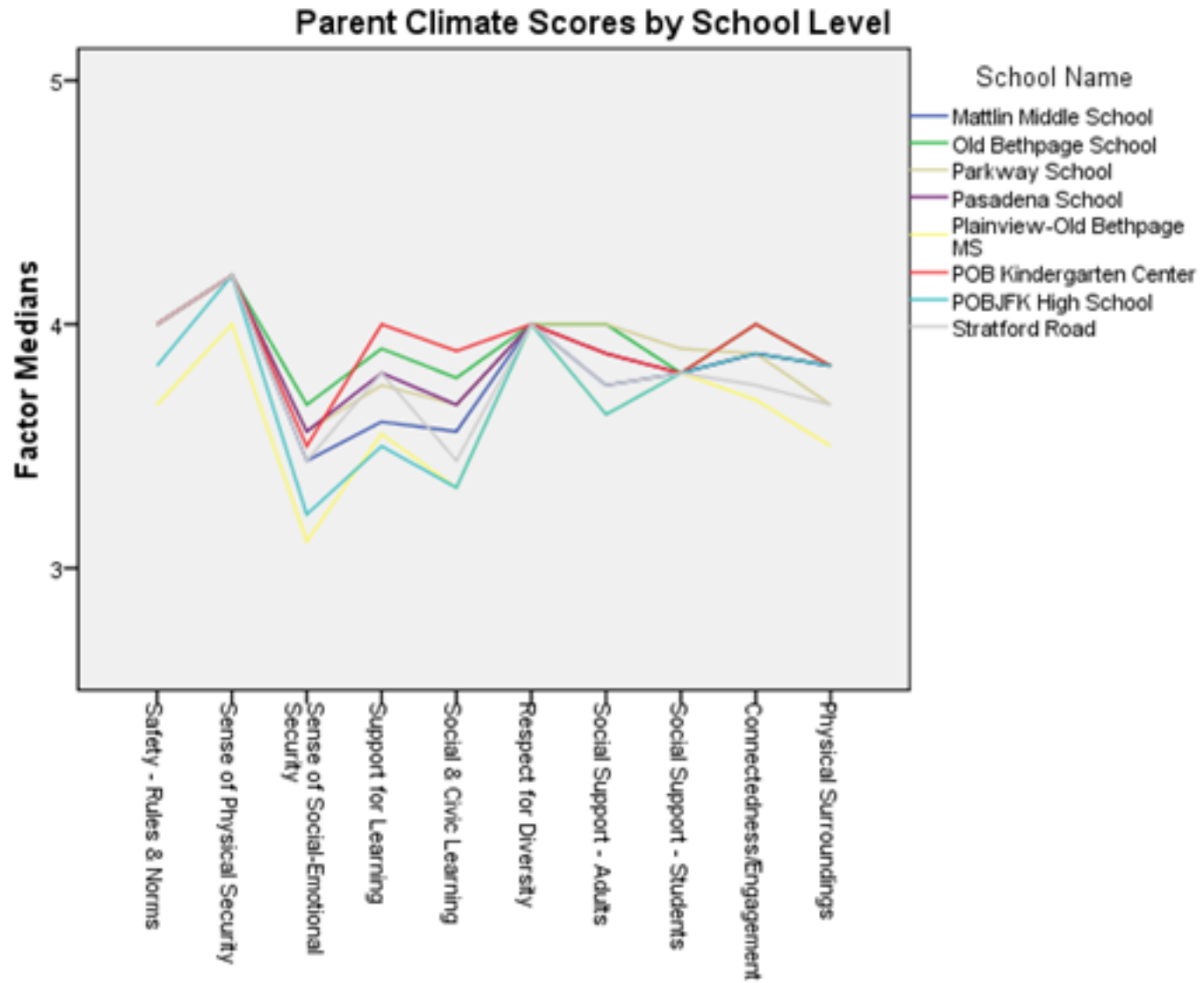




Parents' perceptions across all schools are slightly different from those of their children for Safety Rules and Norms, Sense of Physical Security and Social Support-Students. Parents of Plainview- Old Bethpage Middle School and POBJFK High School have lower ratings in most dimensions of the chart, while parents of POB Kindergarted Center and Old Bethpage School are ranking most dimensions the highest. Two universal areas of need among all schools are Sense of Social and Emotional Security and Social and Civic Learning. Elementary parents are more positive about Connectedness and Engagement and Support for Learning than are middle school and high school parents. Universally, parents feel positively about Respect for Diversity. This is an area to celebrate among parents at Plainview-Old Bethpage District and to build on moving forward.



District Climate Overview





Overall

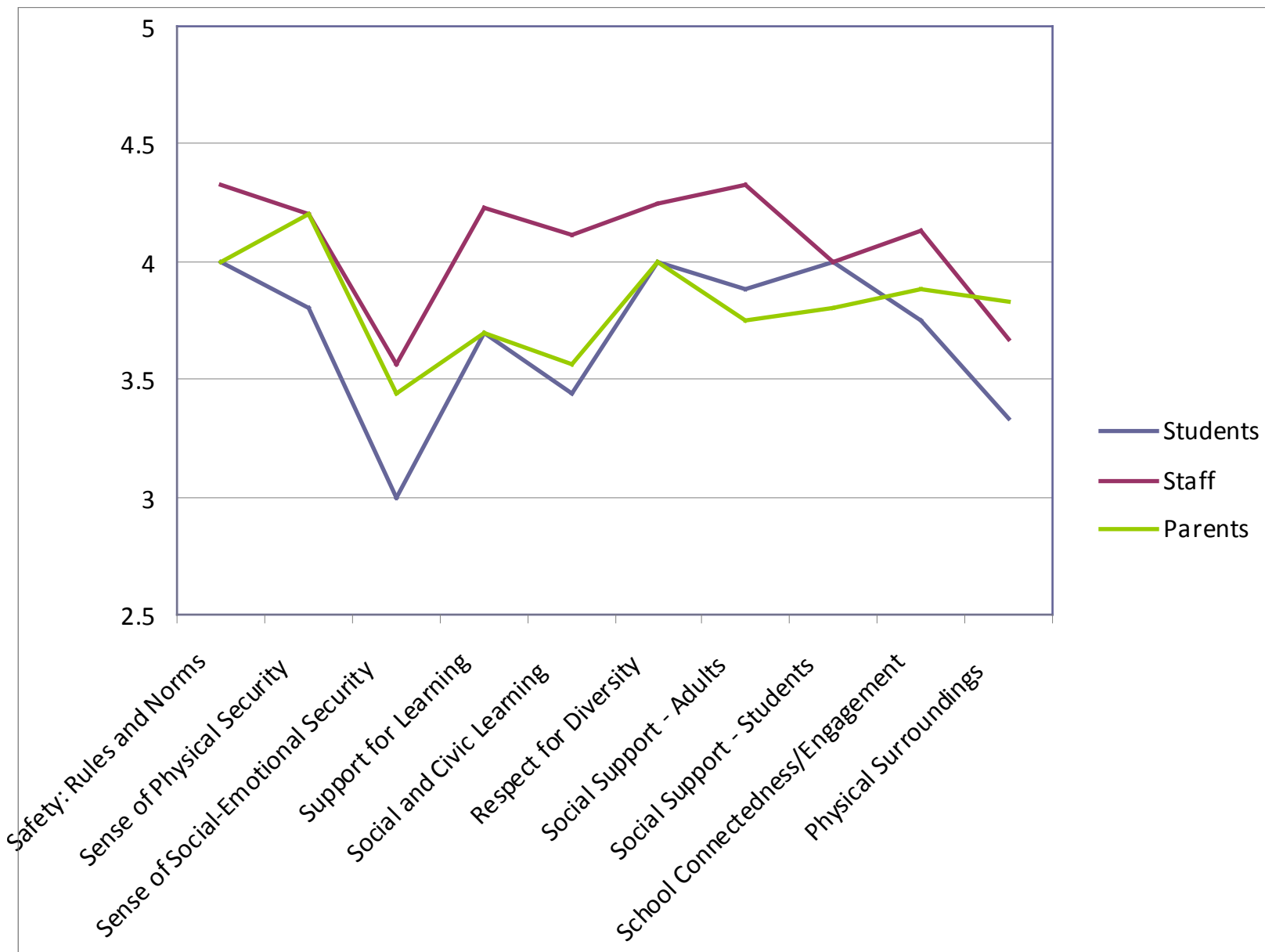
Students and parents follow a similar trend, but exhibit systematic differences in ratings. Staff members follow their own trend and do not mirror students as much as the parent community. The community as a whole agrees most about Sense of Social and Emotional Security and Safety-Rules and Norms, and least about Social and Civic Learning and Social Support- Adults. In particular, staff holds significantly more positive views of School Connectedness and Engagement and Support for Learning.

Parents rate Sense of Physical Security much higher than students, with staff members falling closey behind them. This could possibly mean that parents and staff members may not be in tune with all of their childrens and students experiences within the school building. A point in this chart where students increase their ratings and staff members decrease is Social Support-Students. Students are saying that they feel they receive support from their peers, including: friendships for socializing, for problems, for academic help, and for new students. Staff members also feel more positively about Social Support-Adults which is adults in the building providing supportive and caring relationships for students. This includes high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems. The fact that staff members rate Support-Adults higher than students can be seen as an area of need. We want to see students rating that high because it means they do feel supported and cared about by adults in the building. Although, a total median for this item is still rated at a 4.0 for students, when students other ratings overall are lower, thus this is indeed a good sign district-wide.

Overall, staff memebtrs rate the two Teaching and Learning scales much higher than students and parents. This is a typical pattern to be seen and better integration of social and civic learning as well as communication with parents about such education may help build alignment in this area.



Differences by Population



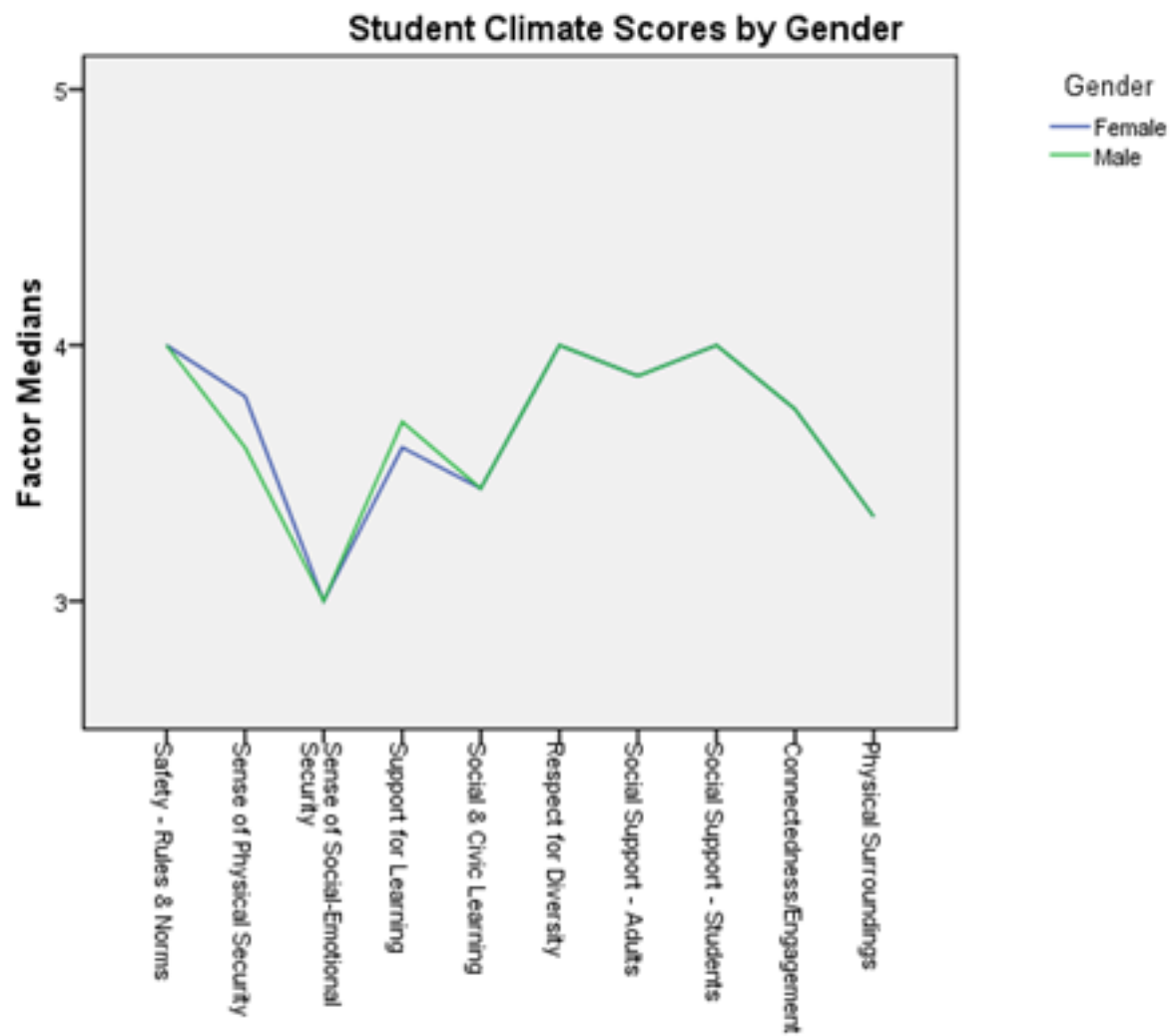


Students

The next chart illustrates the aggregate median scores for students across (excluding POB Kindergarten Center) all schools by gender. Gender differences between male and female students are very slight and follow a typical pattern of girls having higher Sense of Physical Security ratings than boys. There were also slight differences for Safety Rules and Norms and Support for Learning.



Differences by Population



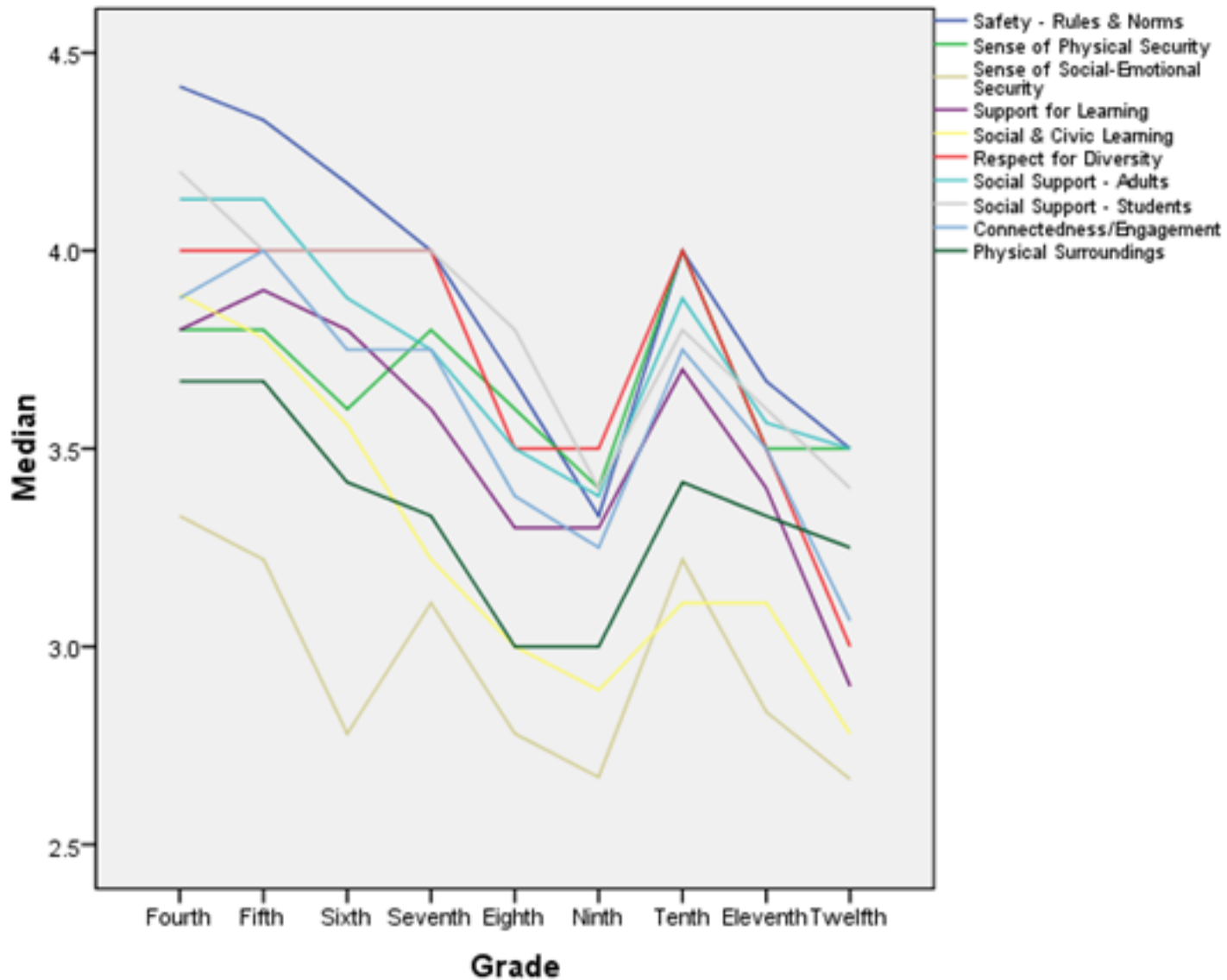


The next chart illustrates the aggregate median scores for students across all schools by grade. For the most part, students' perceptions follow a typical pattern as they move from grade to grade. Perceptions are highest among elementary students and generally decline as students get older. One thing to notice is the dramatic decline as students move from 8th grade to 9th grade, and then the rise in 10th grade and dip again in 11th and 12th grade. It is important to remember the response rates for students in the high school were 11%. Here is where it is important to use the demographic charts in the back of POBJFK individual report to understand where the 11% feedback is coming from and think about who it may exclude. The drop in ratings from the 7th grade to 8th grade is signaling that this may be a particularly difficult transition on year for students.

While some dimensions remain relatively constant over time, there are large decreases in others. In particular, Respect for Diversity drops significantly between 7th and 8th grade. Sense of Social and Emotional Security is shown as the lowest rated dimension throughout all grades. Social and Emotional Security is shown as the lowest-rated dimension across all grades, taking the most significant drops in the 6th, 9th, and 12th grades. As noted earlier, this points to a universal area of need for the district. The Physical Surrounding dimension reflects the lowest ratings in the middle school level, with the steepest drop between 7th and 8th grade. Sense of Physical Security has the most significant drop between grades 7 and 9. Based on the overall dip in ratings between middle and high school, the district may want to focus on transition supports between 8th and 9th grade.



Differences by Population



*Please note POBJFK High School had a very low response rate in comparison to the other schools.

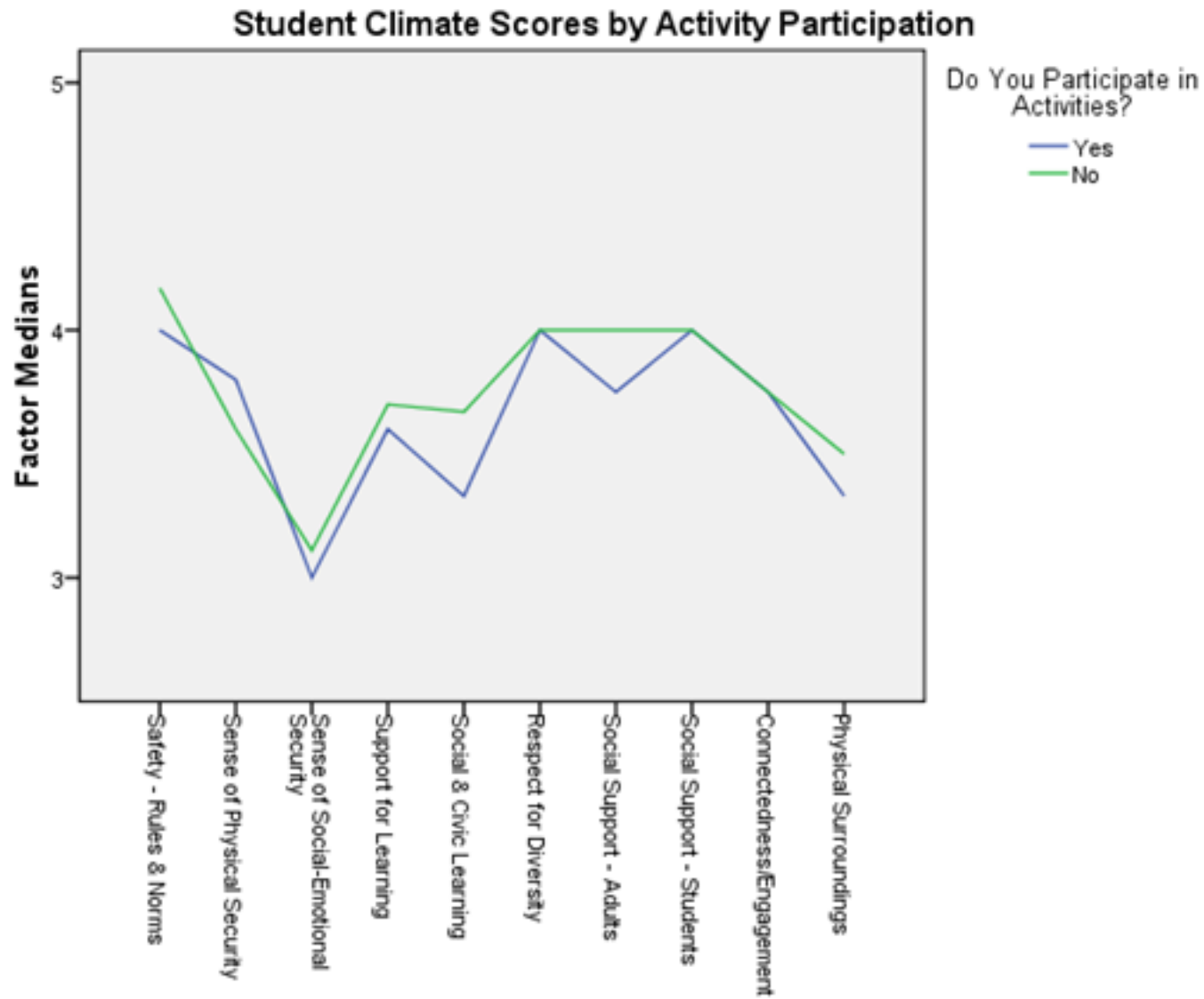


The next chart illustrates the aggregate median scores for students across all schools by their involvement in extra curricular activities. You will see that students who reported not being involved have an overall higher perception of school climate than those students who reported being involved, this can be because those involved have a better sense of what is going on in their community and with their peers. You will see this demonstrated in a number of dimensions within the chart, particularly Social-Emotional Security, Social and Civic Learning, and Social Support Adults

Question: Is this what is being perceived at the ground level?



Differences by Population

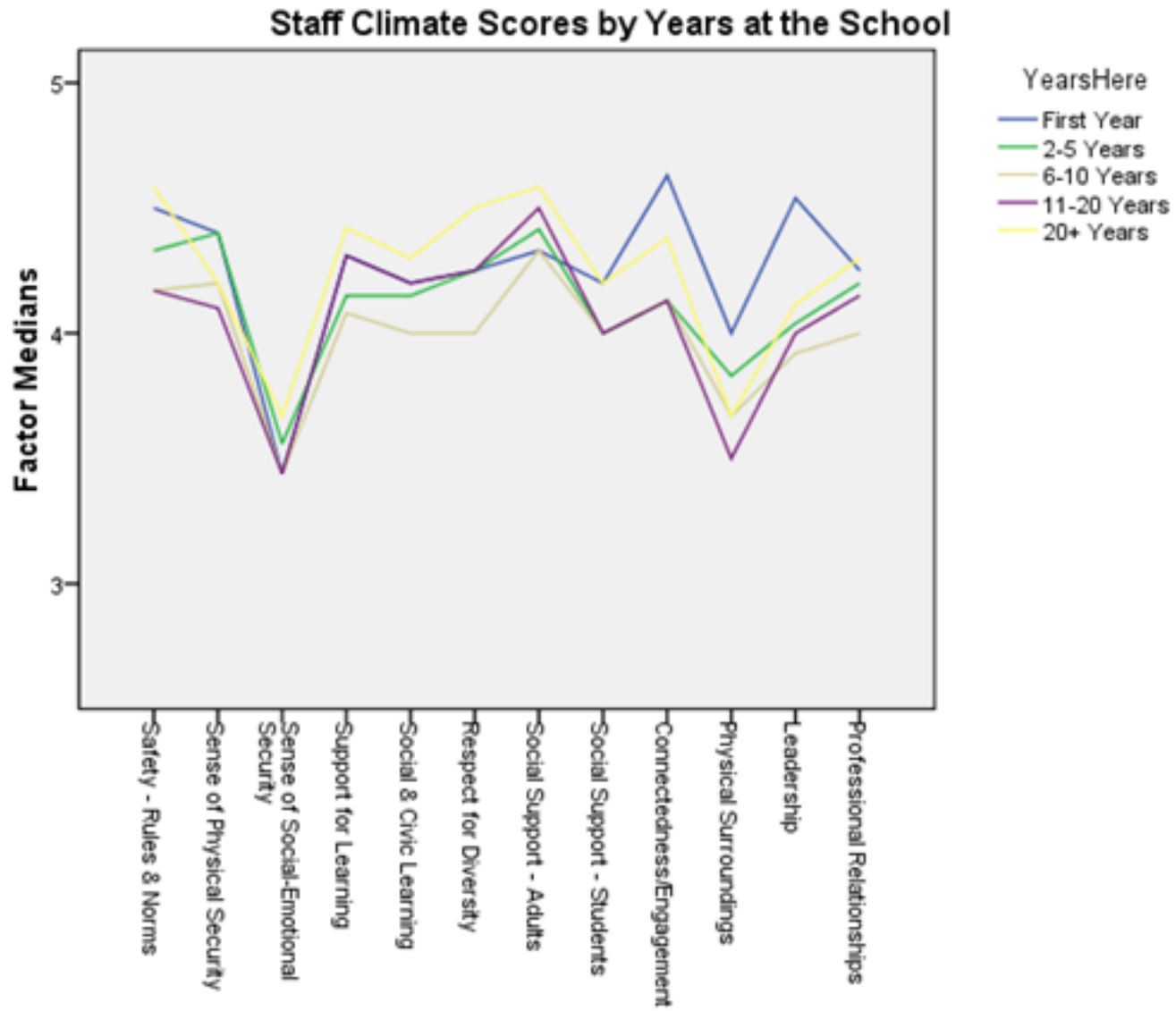




Similarly, while staff exhibit consistent patterns regardless of the length of their tenure at the school, there are systematic differences. One is that newer staff members have somewhat more positive perceptions than staff members who have been at the school longer, particularly in the areas of Leadership and Connectedness and Engagement. Staff members who have reported working at their building more than 20 years have the highest perception of their school climate, notably in the areas of Support for Learning and Social Support Adults. The biggest gap in perception is with Social and Civic Learning. Staff members agree most regardless of their tenure at their building on Sense of Social and Emotional Security, Social Support-Adults and Physical Surroundings. Staff members who reported being in their building from 6-10 years and 11-20 years have a lower perception of their school community's climate than the other groups. Typically, staff members in these groups have been in the school long enough to feel confident in their role, but perhaps also long enough to see school-wide issues that need to be addressed.



Differences by Population





This next chart shows the relative dimension rankings for the three populations across the district. The highest rated area for all three populations is Safety-Rules and Norms and Respect for Diversity. This signifies that the school community believes there are clearly communicated rules about violence, verbal abuse, harassment and teasing, as well as consistent enforcement and norms for adult intervention and there is mutual respect for individual differences at all levels of the school.

While Safety-Rules and Norms is the most universal area of strength, another key facet of Safety - Sense of Social-Emotional Security - is at the bottom of the list for all populations. This means that students are concerned about verbal abuse, teasing and harassment, and staff members and parents are concerned as well. Another potential area of need is Physical Surroundings, which is more of a concern among students and staff than it is among parents.

When looking at the relative ranking charts it is important to also note where there are areas of difference. Two main items that parents and students have rated much lower than staff are Support for Learning and Social and Civic Learning. Staff members have also rated Social Support-Students much lower than parents and students.



Relative Rankings

Relative Factor Ranking Across Populations

Dimensions	Students	Staff	Parents
Safety - Rules & Norms	1	1	2
Social Support - Adults	4	1	7
Social Support - Students	1	8	6
Connectedness/Engagement	6	6	4
Support for Learning	7	3	8
Respect for Diversity	1	3	2
Physical Surroundings	9	9	5
Sense of Physical Security	4	3	1
Social & Civic Learning	8	6	9
Sense of Social-Emotional Security	10	10	10



This next chart displays relative rankings of strengths and needs across students in each building. For students, the highest rated dimensions are Safety - Rules and Norms and Social Support - Students. Students tend to hold similar views across the levels, especially concerning key areas of strength and need. However, there are some unique differences. Social and Civic Learning is ranked much lower among students at the middle school's than the elementary schools. This is a common trend see in schools, because these topics tend to move from explicit social-emotional learning in elementary schools to an implicit aspect of the curriculum in middle schools. Pasadena, Stratford Road and Old Bethpage Elementary all rated Sense of Physical Security much lower than any other school, they are feeling significantly less safe from physical harm than do students at the other schools.

For all schools, Sense of Social-Emotional Security hover at the bottom of the list. On previous charts you have seen how Sense of Social and Emotional Security drops as grade level increases, you will see here that it is still rated the lowest item even among the younger grades.



Relative Rankings

Relative Factor Ranking Across Students

Dimensions	Stratford	POBJFK	POBMS	Pasadena	Parkway	OBP ES	Mattlin
Safety - Rules & Norms	1	1	1	1	1	1	1
Social Support - Adults	2	2	4	3	4	4	2
Social Support - Students	2	3	2	2	2	3	2
Connectedness/Engagement	6	5	4	7	7	7	6
Support for Learning	5	7	6	6	8	6	6
Respect for Diversity	2	5	3	4	5	2	2
Physical Surroundings	8	8	9	8	9	8	8
Sense of Physical Security	7	3	6	9	2	9	2
Social & Civic Learning	8	9	8	4	5	5	9
Sense of Social-Emotional Security	10	10	10	10	10	10	10



For staff, the highest rated dimension is Social Support - Adults. This dimension was one of the lowest ranked for students. The lowest rated dimension for staff members is Sense of Social-Emotional Security.

Elementary staff members ranked Connectedness and Engagement much lower than middle school and high school staff. POBJFK High School staff members uniquely rate Safety - Rules and Norms much lower than the middle and elementary school staff members. Unique to staff members in the community, Physical Surroundings is the second lowest ranked item. Staff members feel that there is a lack of cleanliness, order, and appeal of facilities and/or adequate resources and materials within their buildings.

Where there are differences, in other areas, they seem idiosyncratic to the particular schools. Outside of the areas where staff members agree and disagree on key areas of strength and need, there is no clear pattern by school.



Relative Rankings

Relative Factor Ranking Across Staff								
Dimensions	Stratford	POBJFK	POBMS	Pasadena	Parkway	OBP ES	Mattlin	POB KC
Safety - Rules & Norms	3	7	2	5	3	2	1	2
Social Support - Adults	2	1	1	1	1	2	1	2
Social Support - Students	4	2	7	3	9	8	8	7
Connectedness/Engagement	9	2	4	8	8	6	5	6
Support for Learning	6	2	3	8	6	6	3	5
Respect for Diversity	4	2	4	3	3	5	5	2
Physical Surroundings	8	9	9	5	1	10	9	9
Sense of Physical Security	1	2	7	1	6	1	5	7
Social & Civic Learning	7	8	6	5	3	4	3	1
Sense of Social-Emotional Security	10	10	10	10	10	9	10	10



For parents, the highest rated dimension is Sense of Physical Security. Parkway Elementary parents are the only school which did not rank this at number one. Parents feel that their students are safe from verbal abuse, teasing, and exclusion while at school. The second highest rated dimension for parents is Respect for Diversity. Parents feel, along with students and staff that there is mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school.

The lowest rated dimension for all eight schools is Sense of Social-Emotional Security. As with staff, Physical Surroundings is an area of concern as well. Unique to parents Social and Civic Learning is rated the second lowest, this is an area of concern. Parents feel that there is a lack in the support for the development of social and civic knowledge of their children. Overall, parents exhibit high levels of agreement across all schools.



Relative Rankings

Relative Factor Ranking Across Parents								
Dimensions	Stratford	POBJFK	POBMS	Pasadena	Parkway	OBP ES	Mattlin	POB KC
Safety - Rules & Norms	2	3	4	2	4	2	2	2
Social Support - Adults	7	7	4	4	4	2	7	6
Social Support - Students	4	3	3	4	2	7	4	6
Connectedness/Engagement	4	3	4	4	2	2	4	2
Support for Learning	4	7	7	4	1	6	8	2
Respect for Diversity	2	2	1	2	3	2	2	2
Physical Surroundings	8	3	7	4	3	7	4	6
Sense of Physical Security	1	1	1	1	4	1	1	1
Social & Civic Learning	10	9	9	9	2	9	9	6
Sense of Social-Emotional Security	10	10	10	10	3	10	10	10



This district analysis highlights several trends throughout the Plainview Old-Bethpage school district. It should be noted that overall ratings are high and that the district has many strengths upon which to draw. Following is a summary by major areas:

Safety:

- Rules and Norms are consistently rated very high across all populations and all school levels. The ability to develop well communicated and well understood rules and norms about physical violence, verbal abuse and harassment is a foundational strength to be leveraged.
- Sense of Physical Security represents a more inconsistent picture. Although still positive for all three populations, parents have rated this item as a key strength within Plainview, while students and staff members have rated it more neutrally (still positive). The elementary school students give it the lowest positive ratings. (It will be important to investigate this in the four elementary school's individual reports) There is a disconnect between Parents perception and students overall in this dimension and may be something to dig deeper with in the future. What's consistent overall is that everyone feels positive about physical safety, meaning that on average students, staff and parents feel safe from physical harm.
- Social-Emotional Safety is the universal area of need among all schools and populations. It is rated neutral among all populations throughout the district. Across the board, staff members rate this higher than students and higher or equal to parents. Interesting, at Parkway Elementary this dimension is rated 3rd most positive by parents, but still the most negative from students at that school. At the elementary school level, most students are perceived to make fun of others, and most students have been made fun of more than once. For the most part, this dimension is the universal area of need for Plainview Old-Bethpage district. Students, parents and staff unanimously do not feel safe from verbal abuse, teasing, and exclusion. There are many strengths within the Plainview-Old Bethpage district, and it will be most important to leverage those strengths to support this area of need
- Questions for further consideration:
 - Safety Rules and Norms is a universal strength at Plainview. Are there practices and policies that have been instituted to ensure physical safety that can be usefully adapted for social-emotional safety? How can the rules be modified to more explicitly target verbal harassment and bullying?
 - Are there specific sub-groups within the school who feel particularly negative compared to others in regard to Social-Emotional Safety? If so, what initiatives can be implemented or further research done to address their concerns and improve the overall climate?

Teaching & Learning:

Overall, these dimensions are mixed among the populations. Students have rated Support for Learning more positively than Social and Civic Learning. Although these dimensions are both rated positively among most schools/populations, there is a difference as to how positive they are rated. When beginning to dig deeper, the difference between ratings will be where the focus needs to take place. As a district, to learn where the differences are (students rating this second/third lowest dimension, staff members rating these items higher) and what are next steps to learn why.

- In the middle and high school, there is a slight discrepancy between student and staff perceptions of Support for Learning. Staff members are very positive about these dimensions, while students are neutral or less positive. This is a typical finding; as staff members are the ones teaching the skills, it is often more explicit to them than it is to students, especially in the higher grades as it often becomes a smaller part of curricula.
- Throughout the district, parents and students are less positive about Social and Civic Learning. Social and Civic Learning tends to link to Sense of Social and Emotional security, usually if one is low so is the other, this rings true among students and parents within the district. Staff members, have a slightly different perception of this item, rating it a bit higher.
- Questions for further consideration:
 - Is there consistency in the mission and structure of the school at the classroom level vs. the school level? When you dig deeper into school reports, do you see how this impacts schools, grades and sub-groups?
 - What are the goals for Social and Civic Learning across the district? In what specific ways are students experiencing Social and Civic Learning and Support for Learning differently from teachers?
 - How is Social and Civic Learning incorporated into the curriculum at Pasadena? How can this be modified to also extend to other schools within the district?

Interpersonal Rel

ationships:

- Social Support - Adults and Social Support - Students demonstrate differences across all three populations. Across all school levels, students rate Social Support-Students, much higher than staff members. Students also rate Social Support- Adults, much lower than staff members, while ratings for students are good, the discrepancy between student and staff perceptions of this dimension warrants



closer review. By looking at sub-groups, the district may be able to get a better sense of the students who do not feel as positive about this dimension. In doing this, Plainview can help define potential supports to reach these students and ensure they have adults they can trust within each building. This difference in ratings between students and staff can also be a direct link to the lower perception of Social and Civic Learning. Students across the district feel they have strong patterns of supportive peer relationships from other students, including: friendships for socializing, for problems, for academic help, and for new students.

Respect for Diversity is universally a positive dimension across the district. Students, parents and staff members feel that there is mutual respect for individual differences (e.g. gender, race, culture, etc.) between student-student, adult-student, and adult-adult relationships at all levels of the school. This strength should be built upon within each building and population at Plainview and used to leverage with some of the other areas of need.

•Questions for further consideration:

- How is Social Support-Adults underscored & reflected in adult-to-adult relationships within the school?
- Why are some student groups rating Social Support-Adults very low?
- How can a strong sense of Respect for Diversity among students and staff be extended to create a stronger sense of social support from each population?

Institutional Environment:

Throughout the district, staff and parents are positive about School Connectedness/Engagement. Parents are the most positive, meaning they identify positively with being a member of the Plainview school district. This is a key strength.



Conclusion

- Student ratings for the School Connectedness/Engagement are slightly lower. Staff members mirror students within this dimension. Atypical, students at the elementary levels are rating this dimension lower than the middle school levels.
 - Physical Surroundings is another universal area of need across all populations, particularly with students and staff. This stems from a perceived lack of cleanliness and lack of supplies.
- Questions for further discussion:
- What factors may influence Physical Surroundings? Why might lack of supplies be a perceived issue among students and staff members? Could this be related to factors that are unique to your district, such as scheduling between classes, sharing buildings, renovations, etc?
 - How can a strong sense of School Connectedness/Engagement among parents be extended to create a stronger sense of community among students and staff? How does the district engage parents and what efforts would enhance this relationship?

Staff Only Dimensions:

- Leadership and Professional Relationships are consistently rated positively in the district with a few pockets of neutrality. This is a foundational strength to leverage for improvement in linked areas.
- Staff members feel that administration is accessible, and they feel comfortable going to administrators for help. Staff members also have positive attitudes and relationships among school staff that support effectively working and learning together.

These two strengths should be leveraged and built upon. Universally, students reflected Social Support-Adults as an area of need, how can staff members use their positive relationships with one another and infuse that into relationships with their students?



The Plainview Report has been
developed by the National School Climate Center (NSCC)
545 8th Avenue, Suite 930, New York, NY 10018 | 212.707.8799 | www.schoolclimate.org