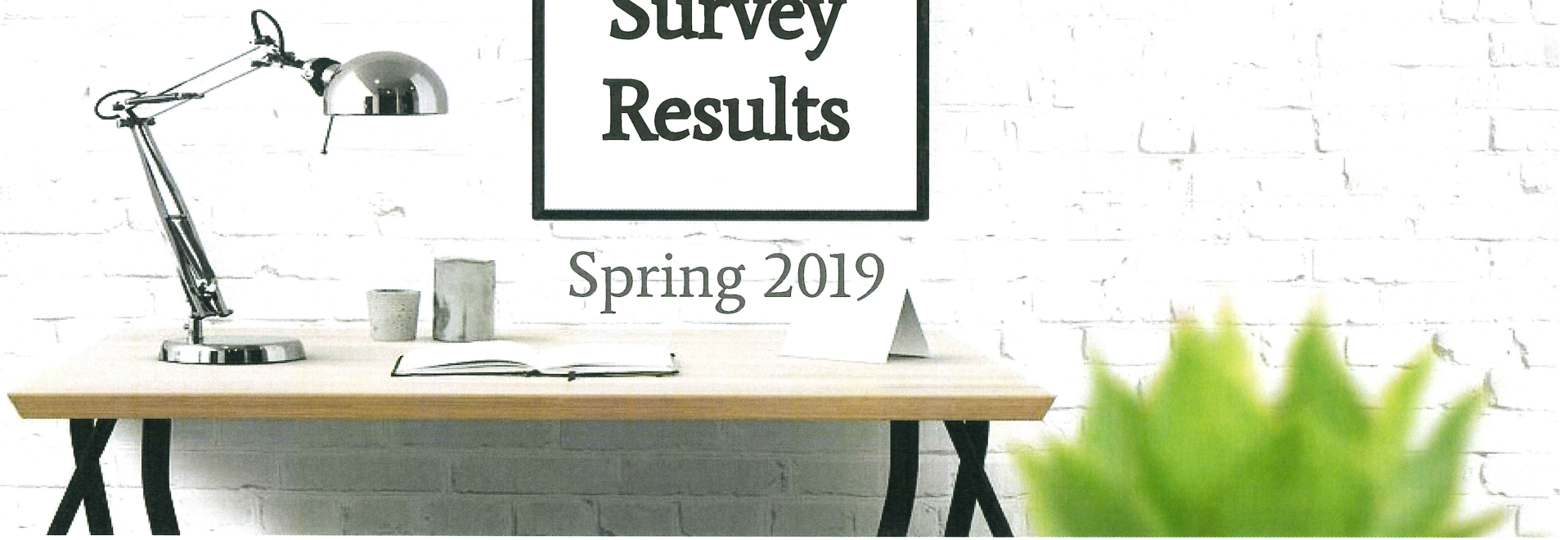
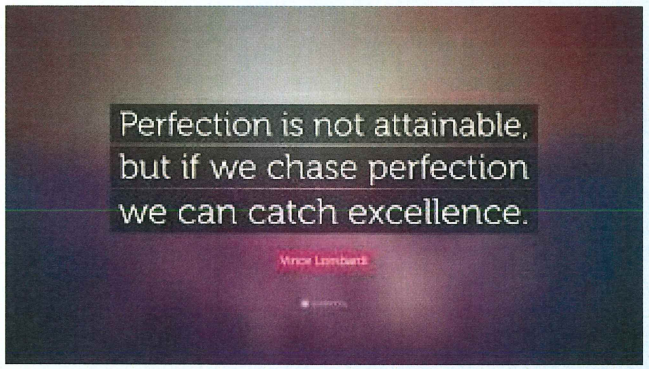
School Climate Survey Results

Spring 2019



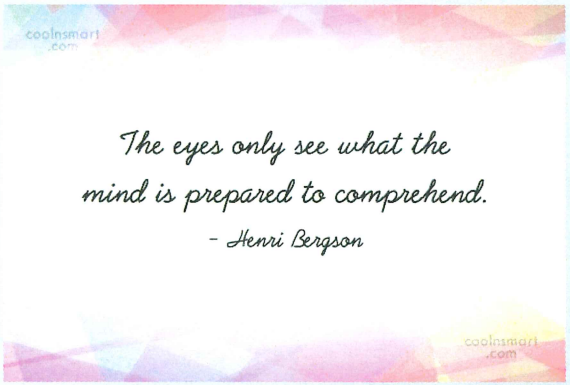
General Thoughts:

- ★ We are so proud of our schools.
- ★ We have amazing teachers, parents, and students that make up the Readington Family.
- ★ No matter how great we are, there is always room for growth..



What We've Learned:

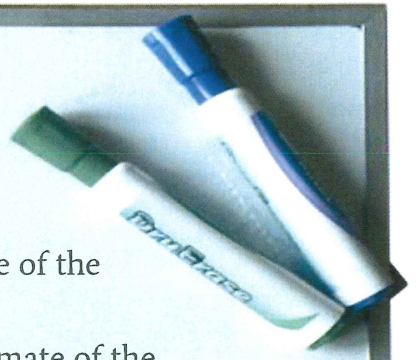
- ★ It is difficult to measure an individual's perception of climate and culture.
- ★ Interpretation is individual.
- ★ It is hard to remain objective and keep emotions out of it, especially for kids.
- ★ This data is still very valuable and can help us grow as a district.



Domains Of the Survey

Staff Survey	Student Survey	Parent Survey
• Physical Environment • Teaching and Learning • Morale in the School Community • Relationships • Parental Support and Engagement • Safety • Emotional Environment • Administration Support	• Physical Environment • Teaching and Learning • Morale in the School Community • Student Relationships • Parental Support and Engagement • Safety • Emotional Environment	• Physical Environment • Teaching and Learning • Morale in the School Community • Relationships • Parental Support and Engagement • Safety • Emotional Environment

Domain Breakdown



- ★ **Physical Environment-** This domain addresses scheduling, the use of the building, and attitudes toward the building
- ★ **Teaching and Learning-** This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and attitudes about "ownership" (i.e., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.
- ★ **Morale in the School Community**- This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school.

Domain Breakdown

- ★ **Parental Support and Engagement-** This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.
- ★ **Safety-** This domain addresses attitudes toward the individual's sense of physical safety in and around the school.
- ★ **Emotional Environment**- This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave, as well as the general fairness of the school.

Domain Breakdown

- ★ **Student Relationships**- This domain assesses the degree to which relationships between students are open, honest, and respectful and lead to positive outcomes rather than negative, preventable outcomes such as bullying, harassment, and intimidation.
- ★ **Administration Support**- By considering the school as a "common cause," this domain assesses the school leadership's perceived ability to support and rally the school community to healthy and positive outcomes in terms of quality of communications, level of integrity, and ease of teamwork, as well as the promotion of professional and academic success.
- ★ **Relationships-** This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts.

Number of Participants Surveyed:

	RMS	*HBS*	*TBS*	*WHS*
Staff	65	37	19	29
Students	286	304	84 (Third Grade Only)	67 (Third Grade Only)
Parents	53	32	36	32

RMS Areas of Strength

Staff	Parents	Students
• Safety - grounds, bathroom, classroom • Physical Environment - appearance, collaboration, planning and prep	• Safety - My child feels safe • Physical Environment - Clean and good condition, length of day • Teaching and Learning - More than half of the respondents believe the best teachers and staff are kept at their child's school	• Safety - grounds, bathroom, classroom • Parental Support - Family wants me to do well; punished if I skip school

RMS Areas of Growth

Staff	Parents	Students
• Morale in the School Community - Code of conduct and student behavior (inconsistent and inequitable) • Morale in the School Community - Student pride in school	• Teaching and Learning - High quality homework; assisting with time management skills • Morale in the School Community - "Pride of place" - Creating a community in a large environment	• Emotional Environment - student behavior; rules not applied equally/fairly • Morale - need more say, need to feel heard

HBS Areas of Strength

Staff	Parents	Students
• Safety - Physical Space and Environment • Administrative Support - Strong school leadership • Teaching and Learning - Strong academic climate	• Physical Environment - Parents report HBS is clean and inviting • Safety - HBS is a safe place to be. • Morale in the School Community - "Pride of Place" and ownership • Relationships -Healthy lines of communication	• Parental Support - Strong school-home connections • Safety - Students feel safe in school • Physical Environment and School Morale - Positive attitudes and pride in the building • Teaching and Learning - Positive academic climate. Students feel supported by their teachers

HBS Areas of Growth

Staff	Parents	Students
• Physical Environment - Collaboration and Prep Time • Emotional Environment - Consistency with Code of Conduct - Time Management	• Parental Support and Engagement - Increased parental involvement in important decision making - Consistency among Discipline/Code of Conduct	• Emotional Environment - Talking when having a problem - Student understanding of fairness - Student Behavior • Teaching and Learning - Student motivation, resilience, and grit

TBS Areas of Strength

Staff	Parents	Students
• Safety - Feel Safe in School • Parental Support - Strong home-school communication • Teaching and Learning - Teachers take pride in their responsibilities in educating children - Take personal pride in successfully achieving academic objectives	• Teaching and Learning - Parents report that they strongly agree or agree that TBS staff members provide high quality instructional opportunities for their students • Parental Support - Parents respect the teachers - Parent/Teacher communication • Child Safety	• Parental Support - My parents support me • Teaching and Learning -My teachers are proud of me • Safety - Students report feeling safe at school • Strong Student Relationships - Students respect each other

TBS Areas of Growth

Staff	Parents	Students
• Social Emotional - Student behavior - Spend a great deal on S.E.L. challenges - Consistency with Code of Conduct - Code of Conduct (Special Education Specific)	• Consistency with Code of Conduct	• Emotional Environment - Student behavior in school

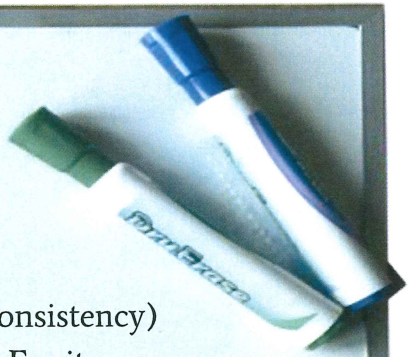
WHS Areas of Strength

Staff	Parents	Students
• Majority of the domains reported are positive	• Teaching and Learning - Strong academic instruction at WHS • Morale in the School Community - Parents are happy with the teachers at WHS • Parental Support and Engagement - Strong parent-teacher relationships	• Teaching and Learning - Students feel supported by the staff - Students treat others with respect • Parent support - My parents support me • School Safety - I feel safe at school

WHS Areas of Growth

Staff	Parents	Students
• Teaching and Learning - How can we increase student motivation when they feel challenged? - Teaching students to become more invested in their own learning	• Parental Support and Engagement - More parental involvement in decision making and collaboration	• Curriculum - How can we rethink homework?

Overall District Trends



Areas of Strength:

- Safety
  - Overall, staff, students and parents report they feel safe in our schools.
- Parental Support
  - Overall, staff, students and parents feel there is a strong connection between teachers and parents
- Physical Environment
  - Schools are clean, inviting, and safe for learning
- Teaching and Learning
  - Staff, students and parents feel Readington schools offer strong academic instruction

Areas of Growth:

- Code of Conduct (Consistency)
  - Fairness, Equality vs. Equity
- Need to be heard/felt valued
  - Classroom needs and support
  - Input into day to day
  - Resources to deal with student behaviors and other building issues
- Strengthening Relationships
  - Student to Teacher
  - Teacher to Student
  - Teacher to Administrator
  - Parent to School

Moving Forward

Priority #1: Restorative Practices

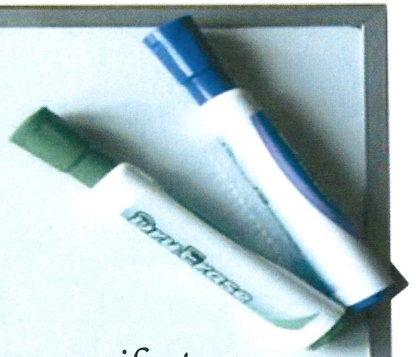
- How do we look at handling consequences?
- Consistent consequences (Students, Teachers, Parents)
- Unpack current methods of dealing with behavior
- Building stronger classroom communities through Connection Circles and Classroom Meetings (RMS and HBS)

Begin the Conversation

RMS and HBS Scheduling

- HBS- Common Planning Time and Prep
- RMS- Ways to create more opportunities for teachers and students

School Counselor's Work



School Counselors will choose 1-2 goals from the **student survey** specific to their buildings.

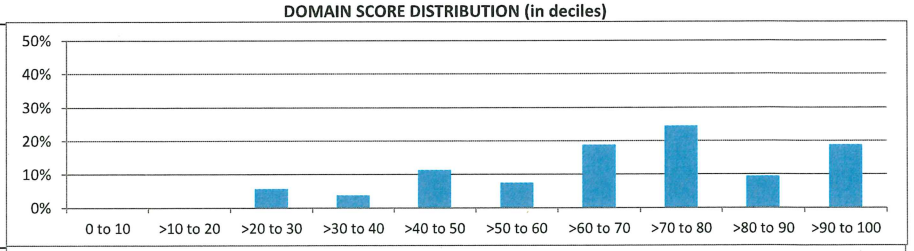
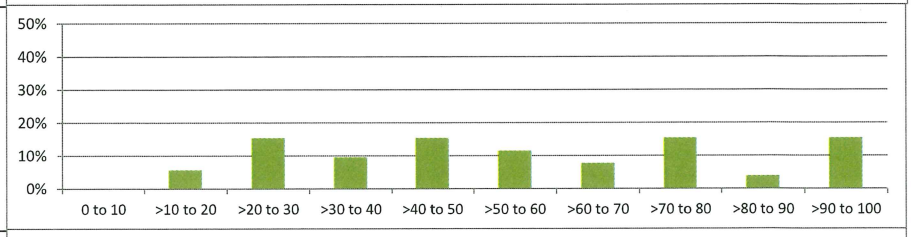
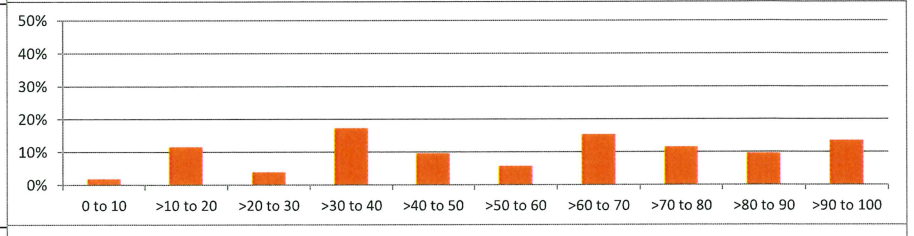
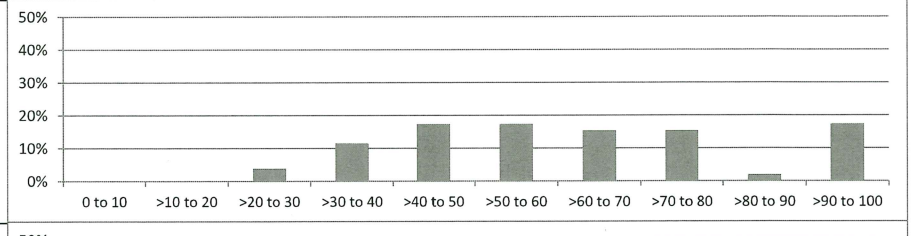
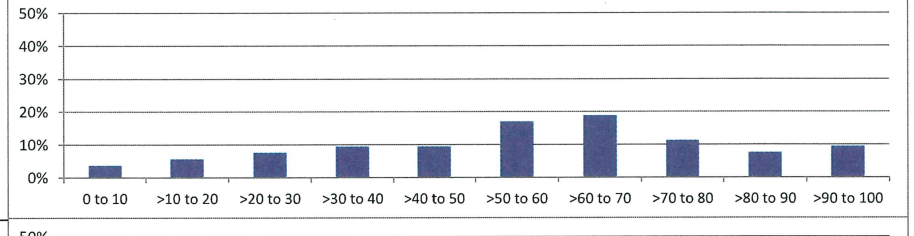
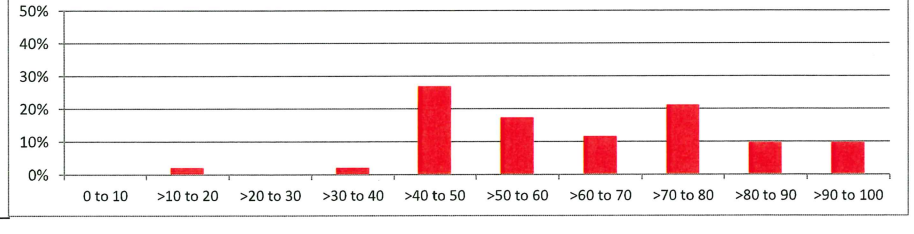
- What is the goal?
- What is the need for this goal?
- What activities will be used to help address this student need?
- What is the timeline of activities?

RMS

School Climate Survey Results

School Climate Survey - Parents
Readington Middle School

2018-2019
DOMAIN SCORE RESULTS

DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	DOMAIN SCORE DISTRIBUTION (in deciles)
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	69.0	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	56.4	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school. By considering the school as a "common cause," this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes.	56.4	
Relationships	This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts, as well as the fairness of the administration of the school's academic and social environments.	62.3	
Parental Support and Engagement	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications, an assessment of the degree of home support for learning, and general parental satisfaction with the school.	56.0	
Safety-Emotional Environment	This domain addresses attitudes toward physical safety, the social environment, and individual emotional safety. This includes perceptions of how the average student ought to, and does, behave.	63.5	

School Climate Survey - School Staff
Readington Middle School

2018-2019
DOMAIN SCORE RESULTS

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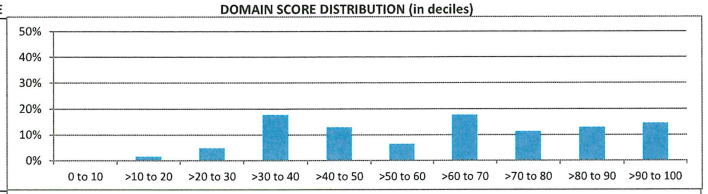
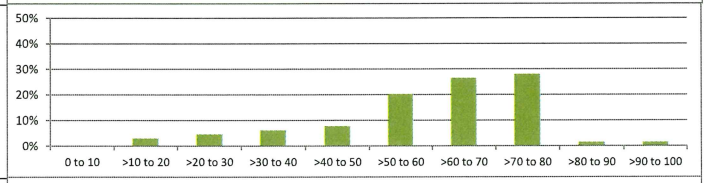
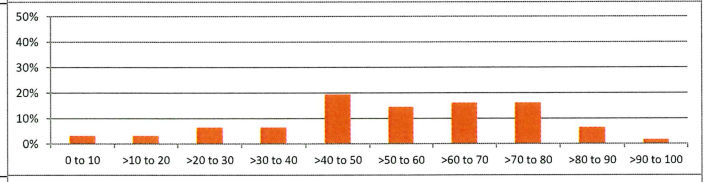
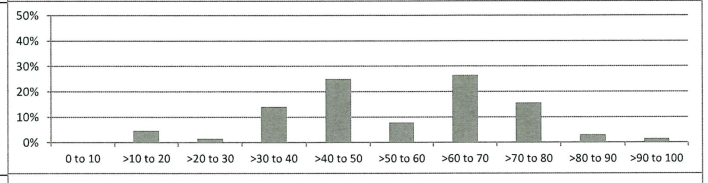
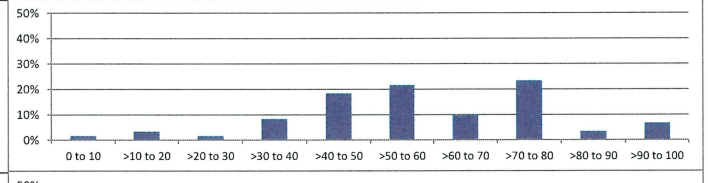
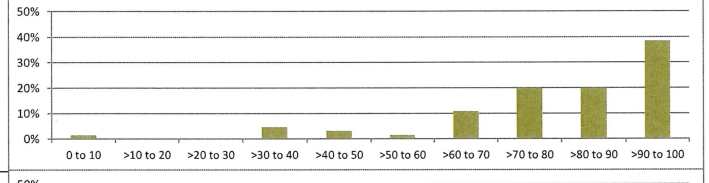
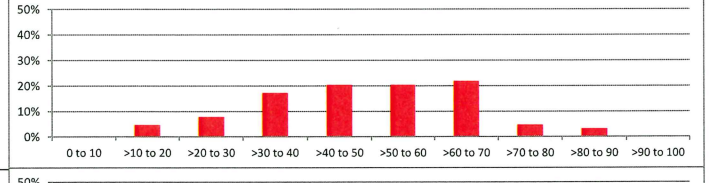
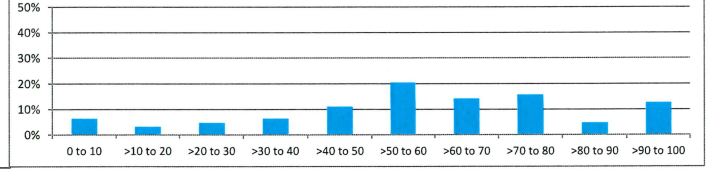
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	62.2	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and attitudes about "ownership" (i.e., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	61.2	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school.	54.0	
Relationships	This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts.	55.1	
Parental Support and Engagement	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.	59.4	
Safety	This domain addresses attitudes toward the individual's sense of physical safety in and around the school.	80.9	
Emotional Environment	This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave, as well as the general fairness of the school.	50.6	
Administration Support	By considering the school as a "common cause," this domain assesses the school leadership's perceived ability to support and rally the school community to healthy and positive outcomes in terms of quality of communications, level of integrity, and ease of teamwork, as well as the promotion of professional and academic success.	58.3	

School Climate Survey - Middle School and High School Students
Readington Middle School

2018-2019
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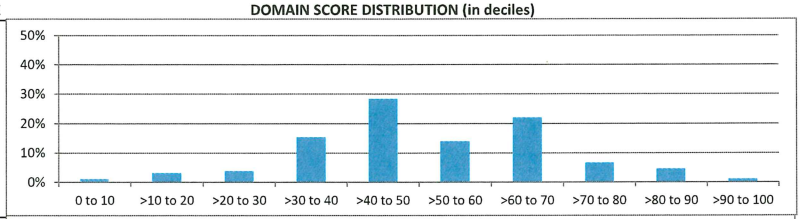
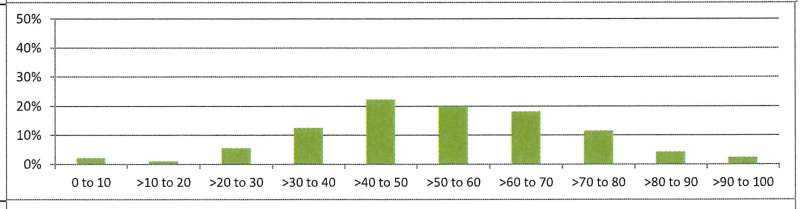
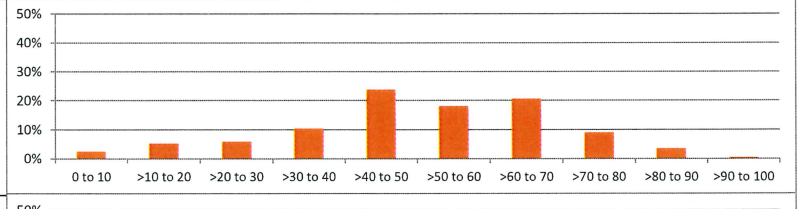
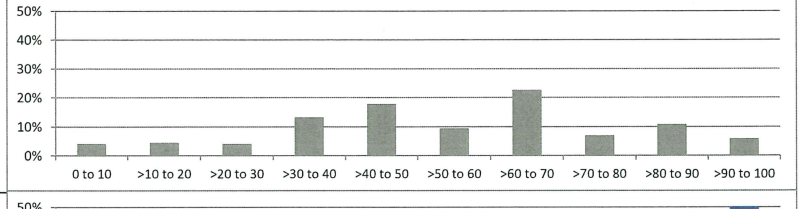
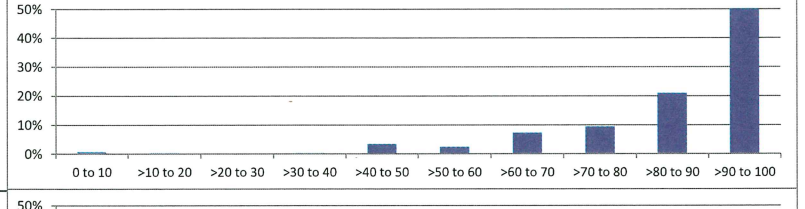
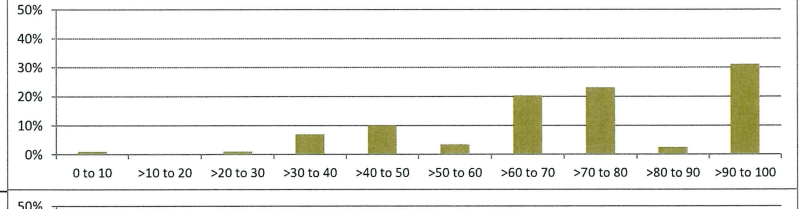
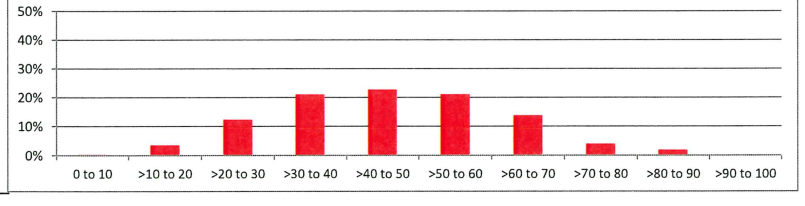
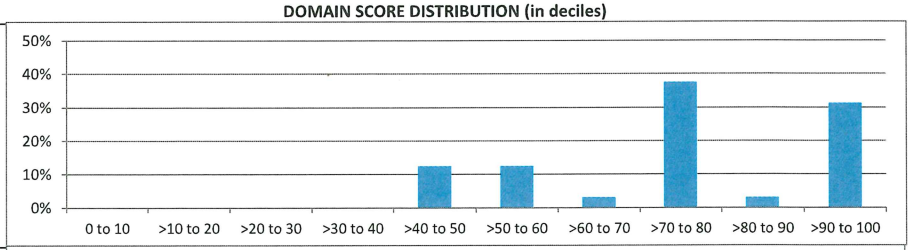
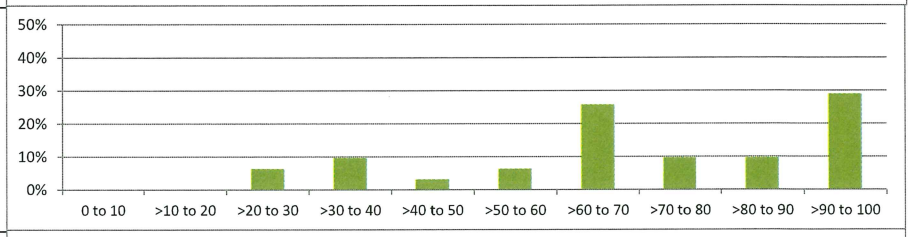
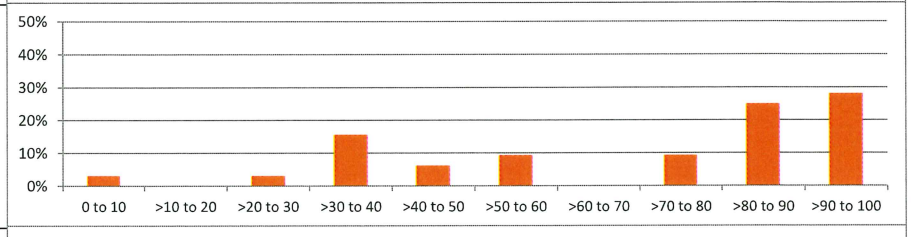
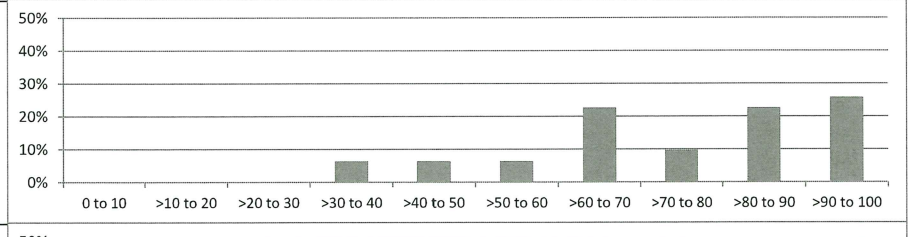
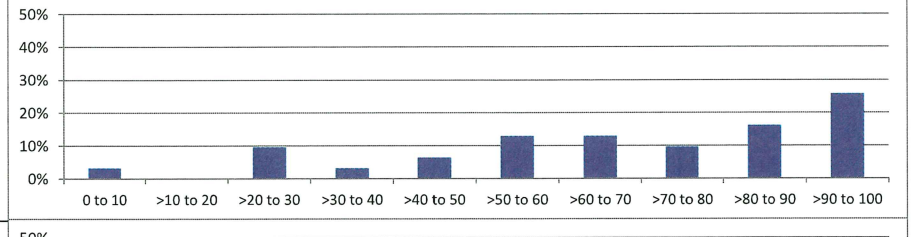
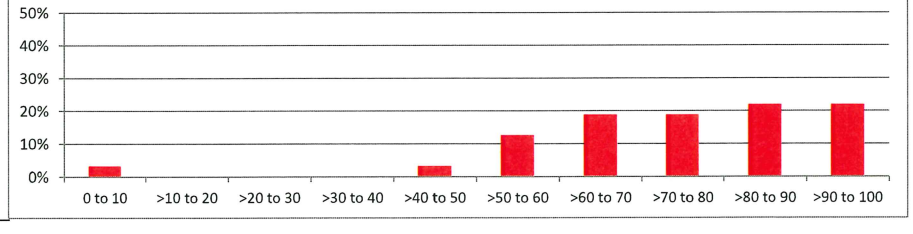
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	52.0	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	53.7	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school. By considering the school as a "common cause," this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes.	51.1	
Student Relationships	This domain assesses the degree to which relationships between students are open, honest, and respectful and lead to positive outcomes rather than negative, preventable outcomes such as bullying, harassment, and intimidation.	54.9	
Parental Support	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic fabric of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.	86.2	
Safety	This domain addresses attitudes toward the individual's sense of physical safety in and around the school.	73.5	
Emotional Environment	This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave as well as the general fairness of the school.	46.2	

HBS

School Climate Survey Results

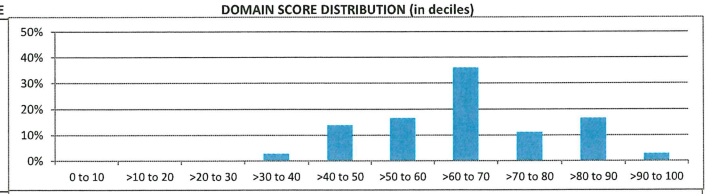
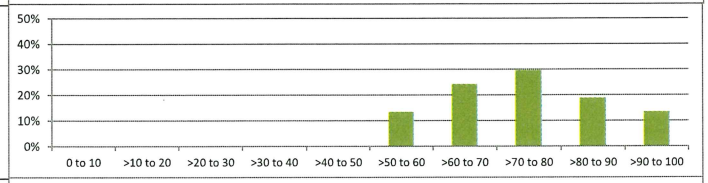
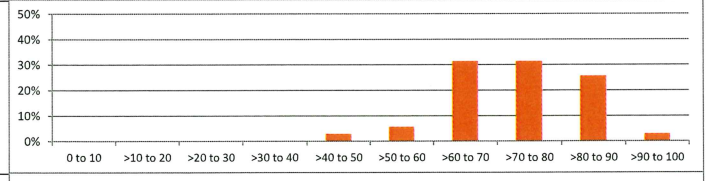
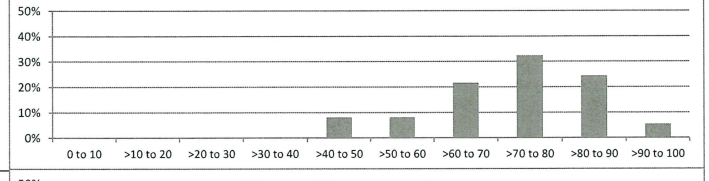
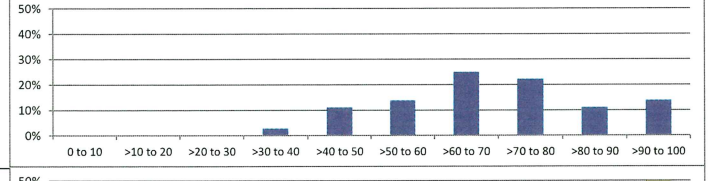
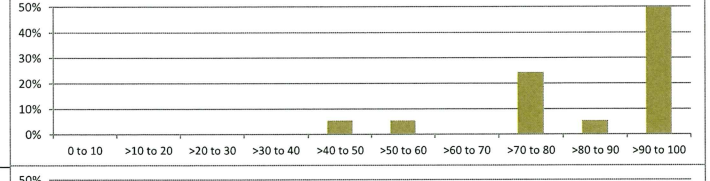
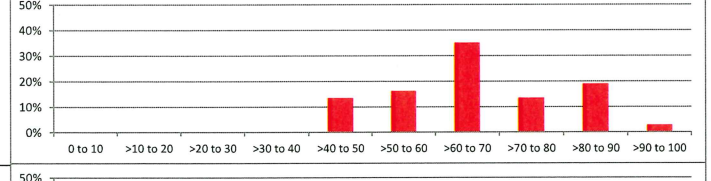
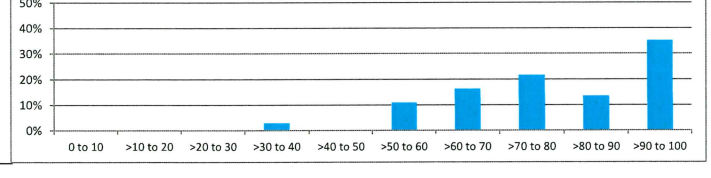
School Climate Survey - Parents
Holland Brook School

2018-2019
DOMAIN SCORE RESULTS

DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	DOMAIN SCORE DISTRIBUTION (in deciles)
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	76.8	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	71.2	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school. By considering the school as a "common cause," this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes.	70.9	
Relationships	This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts, as well as the fairness of the administration of the school's academic and social environments.	74.2	
Parental Support and Engagement	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications, an assessment of the degree of home support for learning, and general parental satisfaction with the school.	68.7	
Safety-Emotional Environment	This domain addresses attitudes toward physical safety, the social environment, and individual emotional safety. This includes perceptions of how the average student ought to, and does, behave.	73.7	

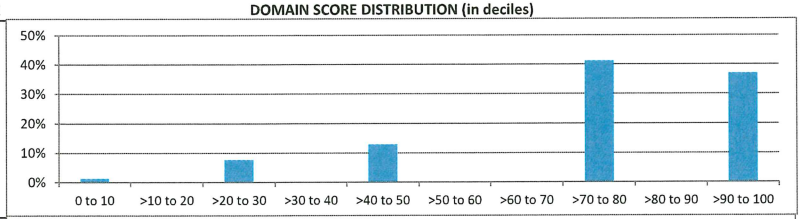
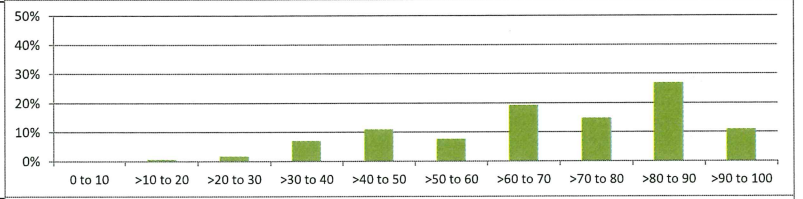
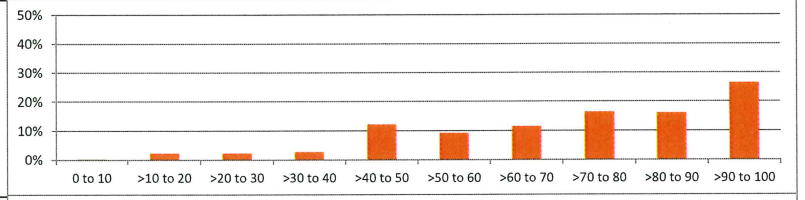
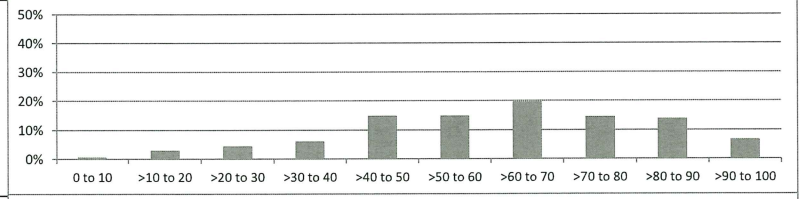
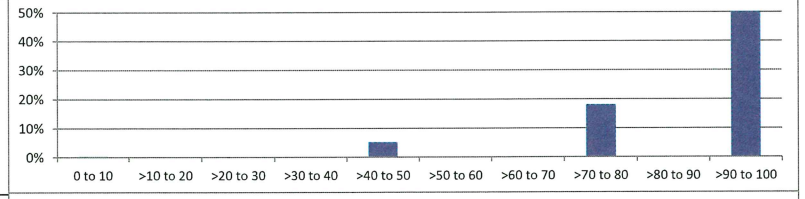
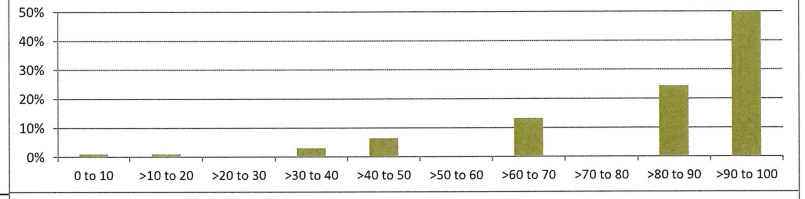
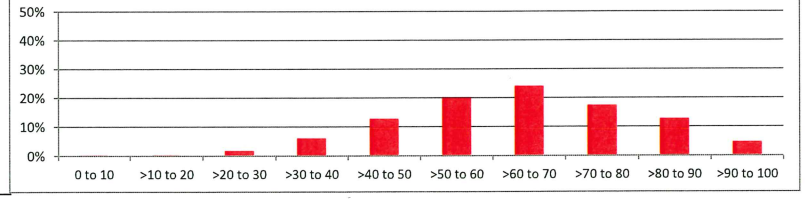
School Climate Survey - School Staff
Holland Brook School

2018-2019
DOMAIN SCORE RESULTS

DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	DOMAIN SCORE DISTRIBUTION (in deciles)
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	65.3	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and attitudes about "ownership" (i.e., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	75.4	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school.	74.9	
Relationships	This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts.	73.0	
Parental Support and Engagement	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.	72.2	
Safety	This domain addresses attitudes toward the individual's sense of physical safety in and around the school.	87.3	
Emotional Environment	This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave, as well as the general fairness of the school.	68.6	
Administration Support	By considering the school as a "common cause," this domain assesses the school leadership's perceived ability to support and rally the school community to healthy and positive outcomes in terms of quality of communications, level of integrity, and ease of teamwork, as well as the promotion of professional and academic success.	79.7	

School Climate Survey - Elementary School Students
Holland Brook School

2018-2019
DOMAIN SCORE RESULTS

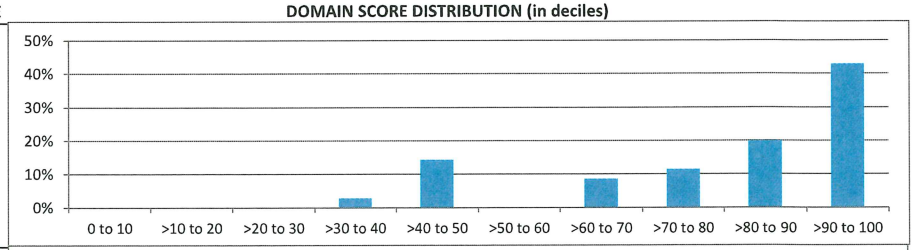
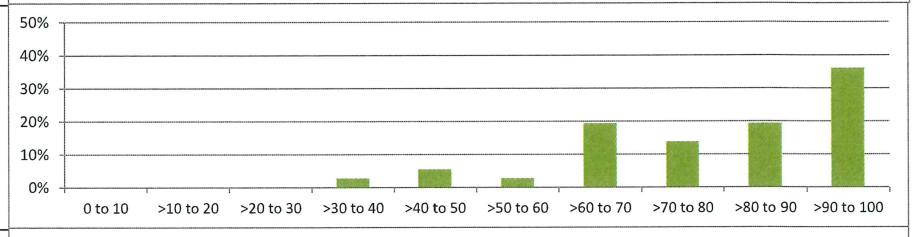
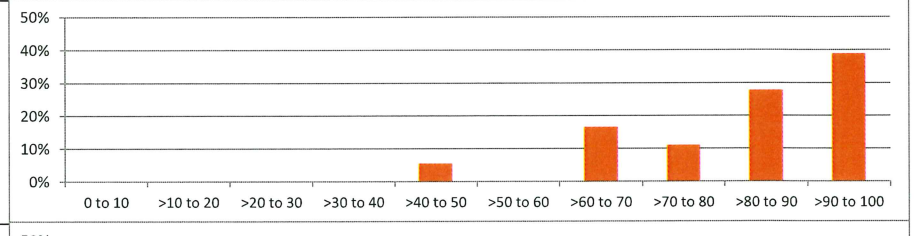
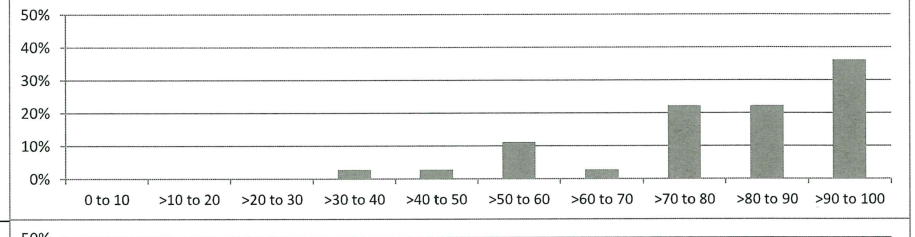
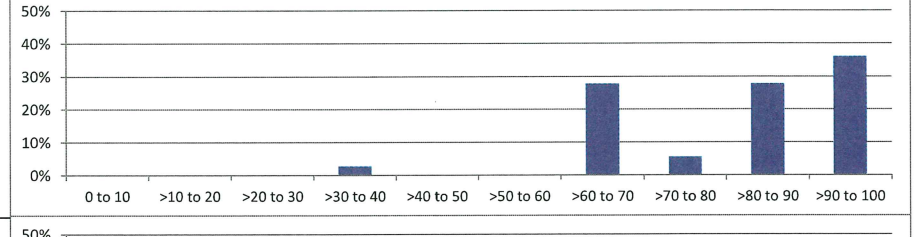
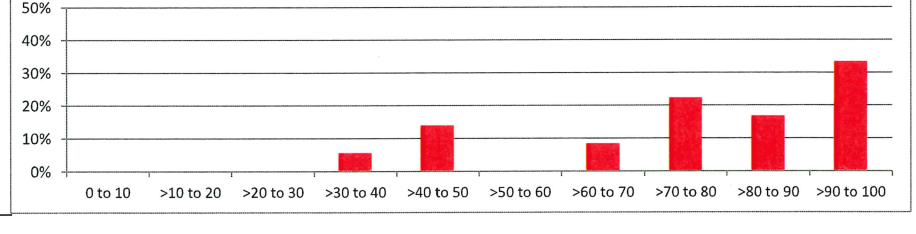
DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	DOMAIN SCORE DISTRIBUTION (in deciles)
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	76.2	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	69.5	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school. By considering the school as a "common cause," this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes.	71.8	
Student Relationships	This domain assesses the degree to which relationships between students are open, honest, and respectful and lead to positive outcomes rather than negative, preventable outcomes such as bullying, harassment, and intimidation.	65.8	
Parental Support	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic fabric of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.	92.6	
Safety	This domain addresses attitudes toward the individual's sense of physical safety in and around the school.	84.5	
Emotional Environment	This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave as well as the general fairness of the school.	65.5	

TBS

School Climate Survey Results

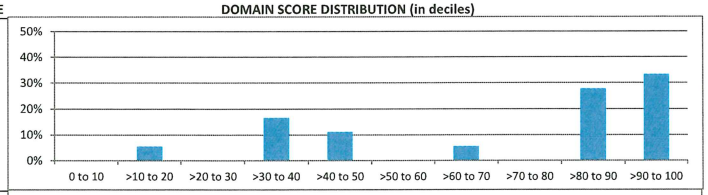
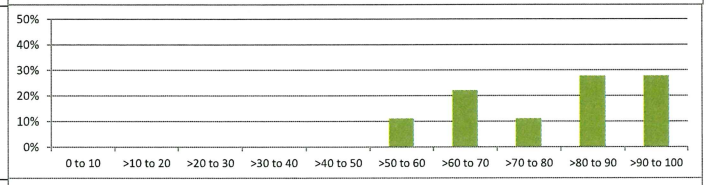
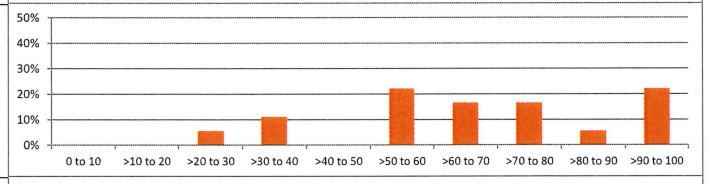
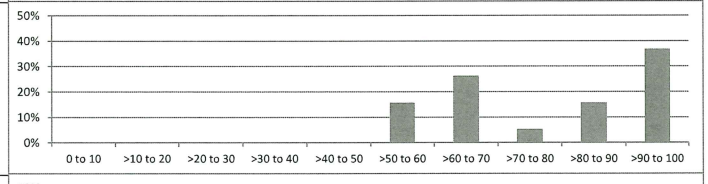
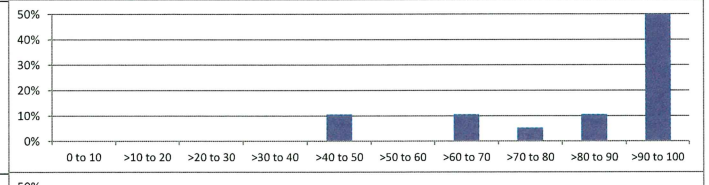
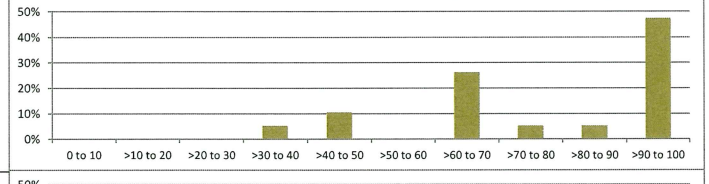
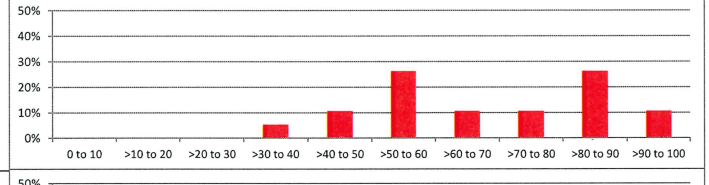
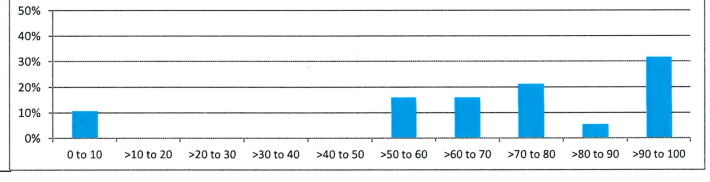
School Climate Survey - Parents
Three Bridges Elementary

2018-2019
DOMAIN SCORE RESULTS

DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	DOMAIN SCORE DISTRIBUTION (in deciles)
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	80.7	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	80.2	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school. By considering the school as a "common cause," this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes.	84.2	
Relationships	This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts, as well as the fairness of the administration of the school's academic and social environments.	81.3	
Parental Support and Engagement	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications, an assessment of the degree of home support for learning, and general parental satisfaction with the school.	81.9	
Safety-Emotional Environment	This domain addresses attitudes toward physical safety, the social environment, and individual emotional safety. This includes perceptions of how the average student ought to, and does, behave.	76.2	

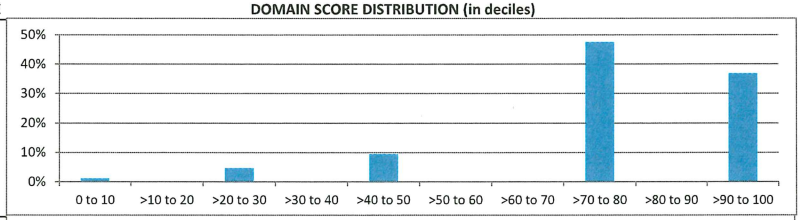
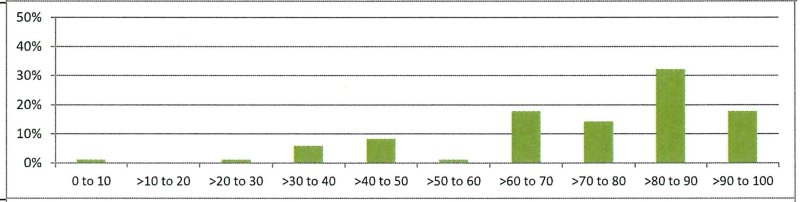
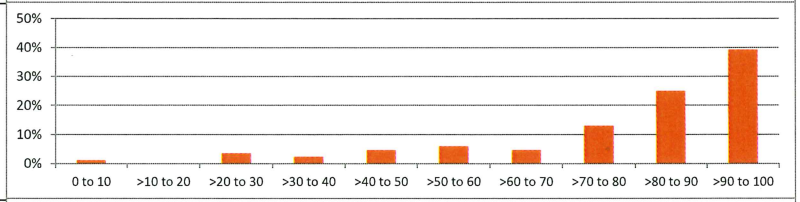
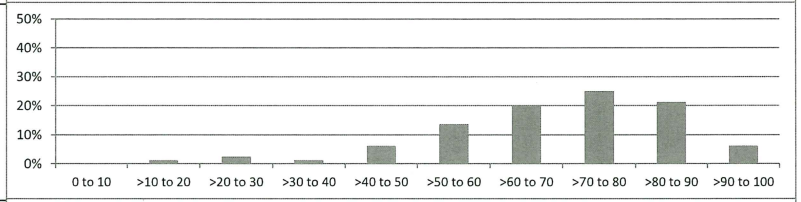
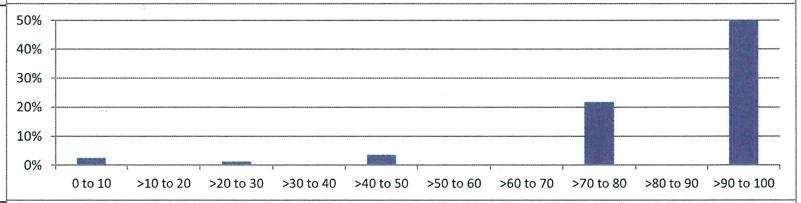
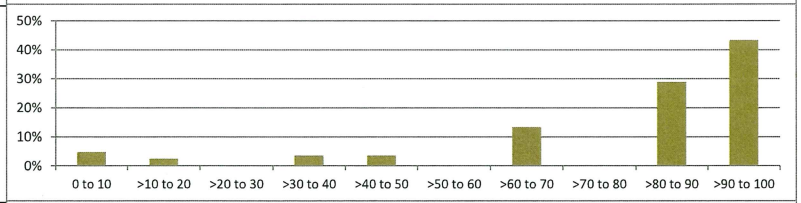
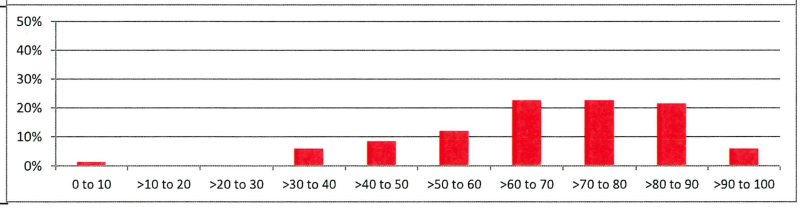
School Climate Survey - School Staff
Three Bridges Elementary School

2018-2019
DOMAIN SCORE RESULTS

DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	DOMAIN SCORE DISTRIBUTION (in deciles)
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	70.8	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and attitudes about "ownership" (i.e., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	78.8	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school.	69.2	
Relationships	This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts.	78.9	
Parental Support and Engagement	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.	87.4	
Safety	This domain addresses attitudes toward the individual's sense of physical safety in and around the school.	80.3	
Emotional Environment	This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave, as well as the general fairness of the school.	69.0	
Administration Support	By considering the school as a "common cause," this domain assesses the school leadership's perceived ability to support and rally the school community to healthy and positive outcomes in terms of quality of communications, level of integrity, and ease of teamwork, as well as the promotion of professional and academic success.	71.3	

School Climate Survey - Elementary School Students
Three Bridges Elementary School

2018-2019
DOMAIN SCORE RESULTS

DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	DOMAIN SCORE DISTRIBUTION (in deciles)
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	78.6	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	73.3	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school. By considering the school as a "common cause," this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes.	79.0	
Student Relationships	This domain assesses the degree to which relationships between students are open, honest, and respectful and lead to positive outcomes rather than negative, preventable outcomes such as bullying, harassment, and intimidation.	72.5	
Parental Support	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic fabric of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.	89.5	
Safety	This domain addresses attitudes toward the individual's sense of physical safety in and around the school.	79.7	
Emotional Environment	This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave as well as the general fairness of the school.	70.1	

WHS

School Climate Survey Results

School Climate Survey - Parents
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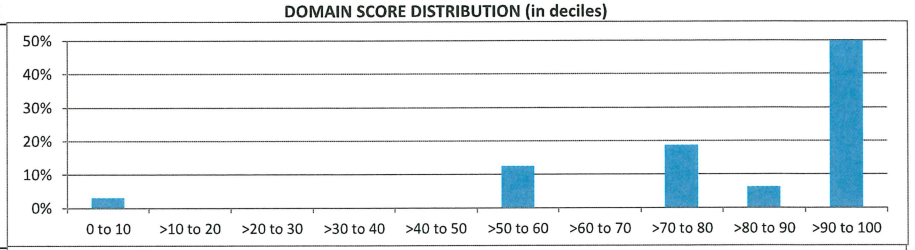
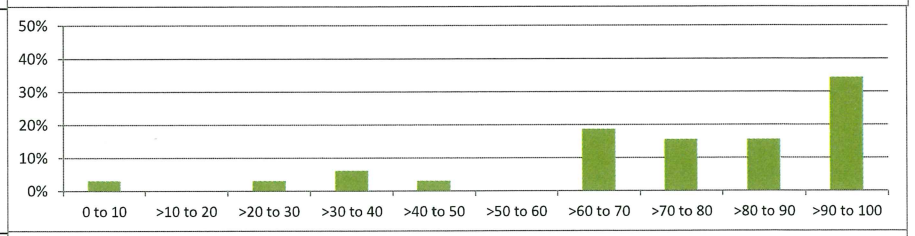
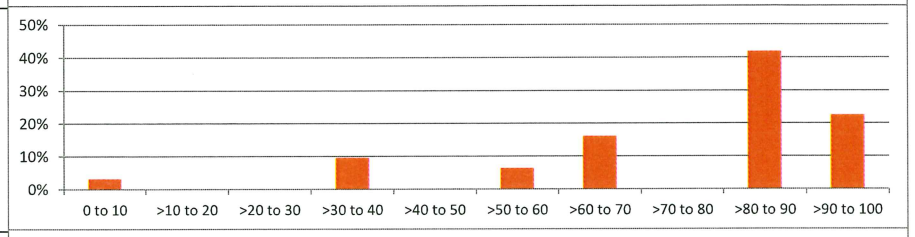
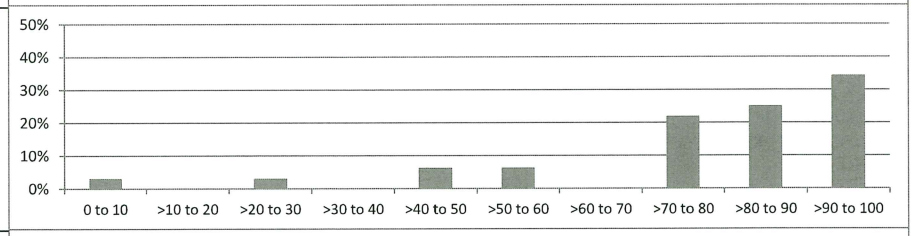
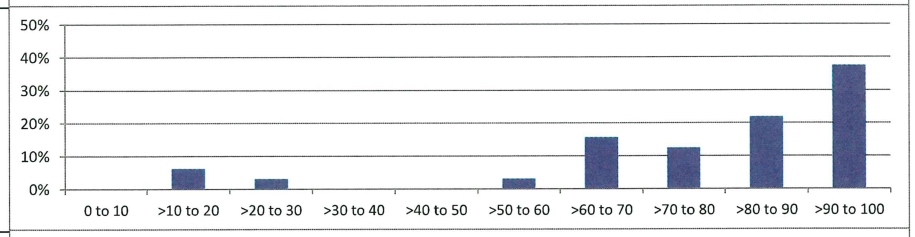
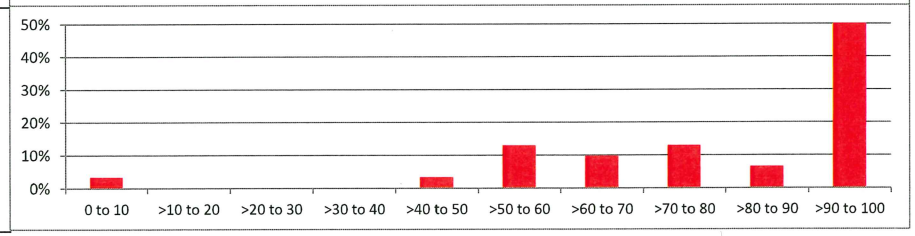
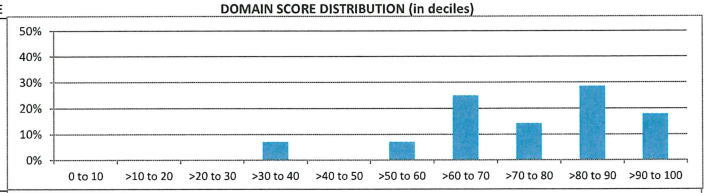
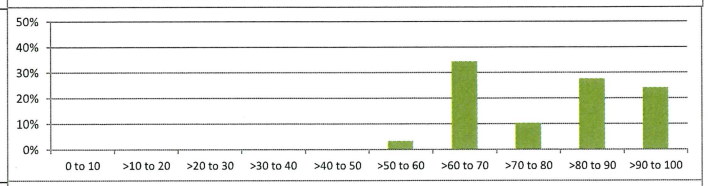
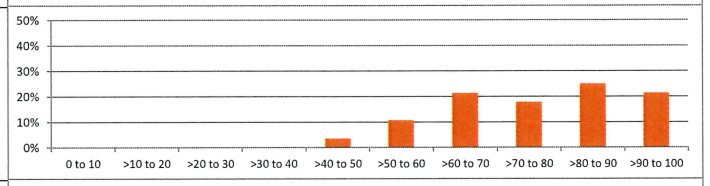
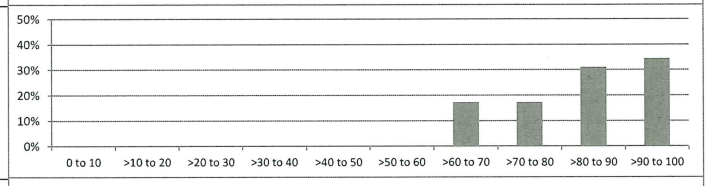
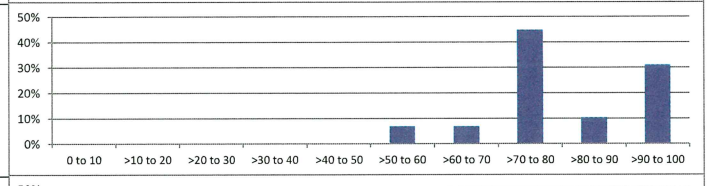
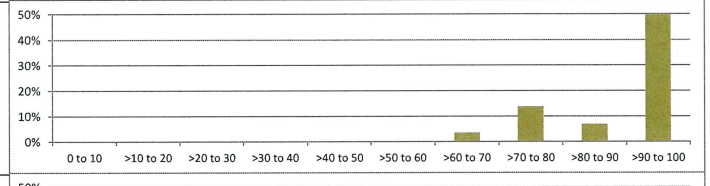
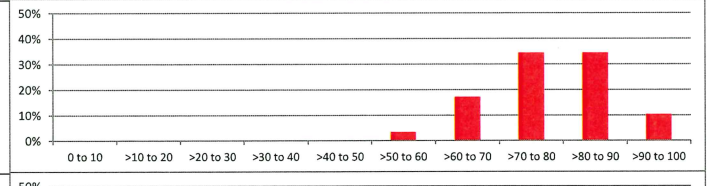
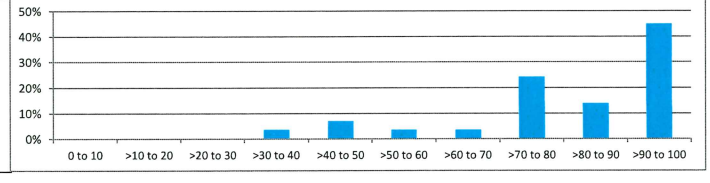
DOMAIN SCORE RESULTS

DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	DOMAIN SCORE DISTRIBUTION (in deciles)
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	83.6	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	75.6	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school. By considering the school as a "common cause," this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes.	75.8	
Relationships	This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts, as well as the fairness of the administration of the school's academic and social environments.	79.1	
Parental Support and Engagement	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications, an assessment of the degree of home support for learning, and general parental satisfaction with the school.	76.6	
Safety-Emotional Environment	This domain addresses attitudes toward physical safety, the social environment, and individual emotional safety. This includes perceptions of how the average student ought to, and does, behave.	78.8	

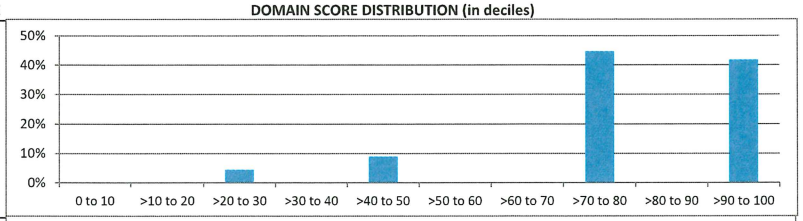
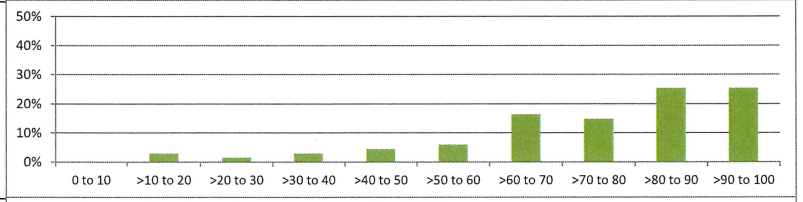
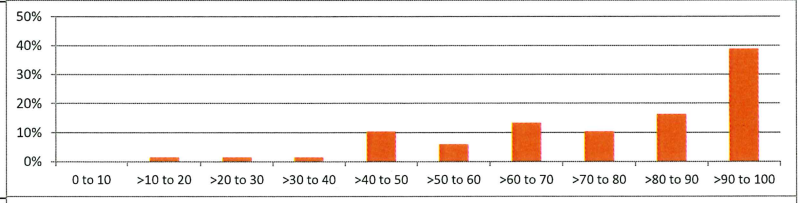
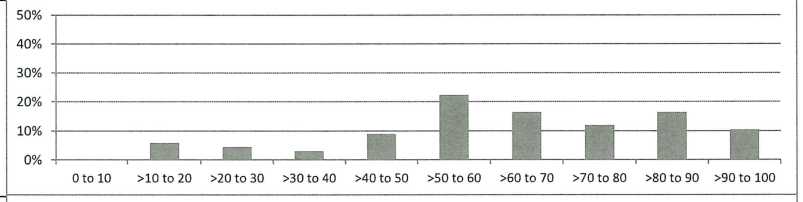
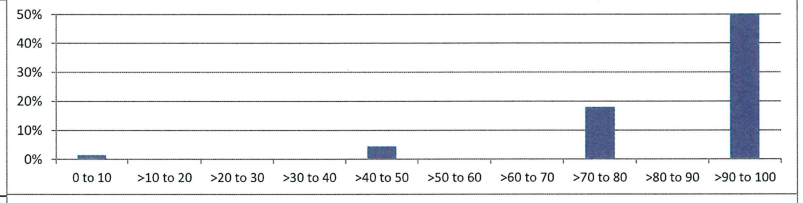
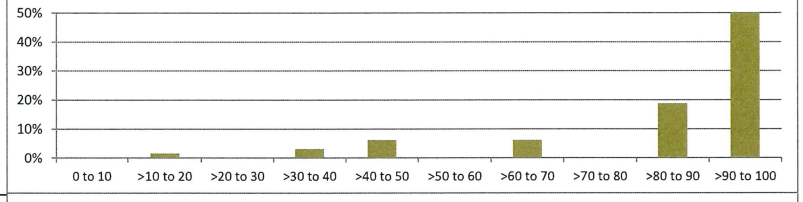
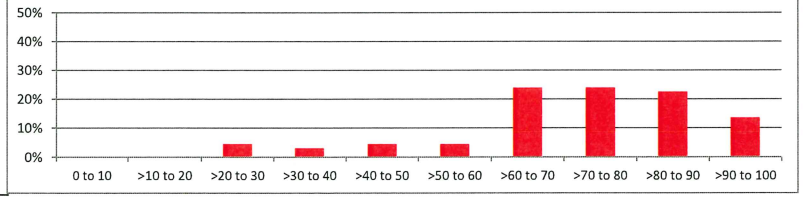
School Climate Survey - School Staff
Whitehouse Elementary School

2018-2019
DOMAIN SCORE RESULTS

DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	DOMAIN SCORE DISTRIBUTION (in deciles)
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	75.9	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and attitudes about "ownership" (i.e., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	81.2	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school.	78.4	
Relationships	This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts.	84.0	
Parental Support and Engagement	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.	82.6	
Safety	This domain addresses attitudes toward the individual's sense of physical safety in and around the school.	93.1	
Emotional Environment	This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave, as well as the general fairness of the school.	80.0	
Administration Support	By considering the school as a "common cause," this domain assesses the school leadership's perceived ability to support and rally the school community to healthy and positive outcomes in terms of quality of communications, level of integrity, and ease of teamwork, as well as the promotion of professional and academic success.	83.2	

School Climate Survey - Elementary School Students
Whitehouse Elementary School

2018-2019
DOMAIN SCORE RESULTS

DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	DOMAIN SCORE DISTRIBUTION (in deciles)
Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	81.0	
Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	75.5	
Morale in the School Community	This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school. By considering the school as a "common cause," this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes.	77.5	
Student Relationships	This domain assesses the degree to which relationships between students are open, honest, and respectful and lead to positive outcomes rather than negative, preventable outcomes such as bullying, harassment, and intimidation.	67.9	
Parental Support	This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic fabric of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.	91.8	
Safety	This domain addresses attitudes toward the individual's sense of physical safety in and around the school.	88.3	
Emotional Environment	This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave as well as the general fairness of the school.	74.5