



South Plaquemines High School

School Climate Score Summary - Spring 2013

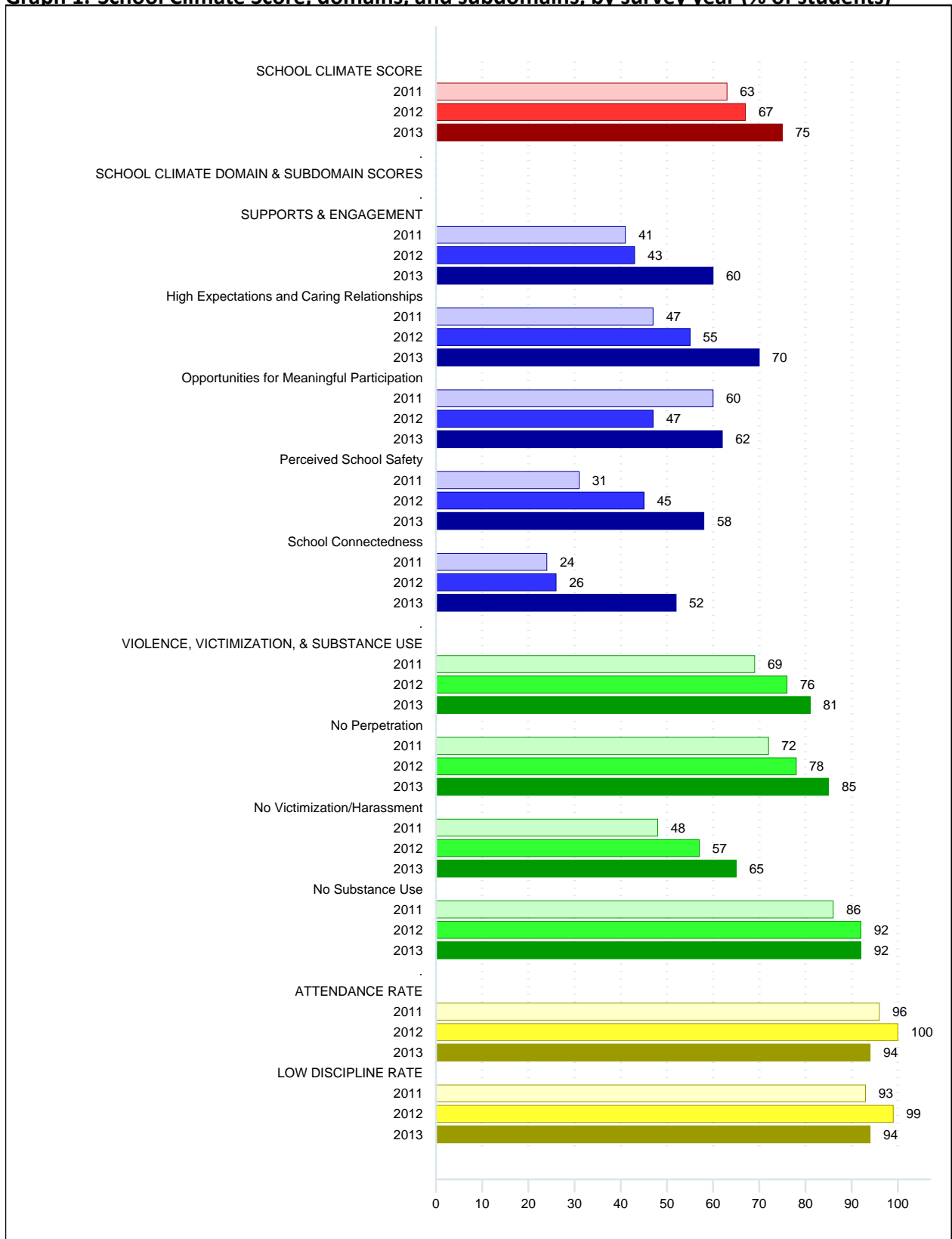
School climate refers to the social environment of the school. It reflects a school's culture and the relationships between and among students and staff. A positive school climate is associated with higher levels of student achievement and social and emotional outcomes. **South Plaquemines High School's School Climate Score was 75 in 2013, 67 in 2012, and 63 in 2011.** The School Climate Score is generated by four unique factors assessed through the LSSSI Student Survey and school-level incident data collected from the Student Information System: (1) Supports & Engagement; (2) Violence, Victimization, & Substance Use; (3) Attendance Rate; and (4) Discipline Rate¹.

The broad domain of Supports & Engagement measures how safe and supportive students perceive their school environment to be and how engaged they are in school activities. Included in this domain are four subdomains: (1) High Expectations & Caring Relationships; (2) Opportunities for Meaningful Participation; (3) Perceived Safety; and (4) School Connectedness². High Expectations & Caring Relationships measures students' perceptions of adult support at school. Opportunities for Meaningful Participation measures students' perceptions of their ability to provide input at school and in the classroom. Perceived Safety measures students' perceptions of how safe they feel in the school environment. School Connectedness measures students' perceptions of how socially and emotionally connected they feel in the school environment and to those in it (i.e., teachers and other students) (graph 1).

¹Supports & Engagement (40%) and Violence, Victimization, & Substance Use (40%) collectively make up 80% of a school's School Climate Score. The remaining 20% of the School Climate Score comes from a school's Attendance Rate (10%) and Discipline Rate (10%). Domain and subdomain scores range from 0 to 100, with high scores representing higher levels of supports, engagement, and attendance and lower levels of violence, victimization, substance use, and discipline.

²Subdomains, such as "Supports & Engagement" are made up of multiple survey items measured on a scale of 1 ("Strongly Disagree") to 5 ("Strongly Agree") or 1 ("Not at All True") to 4 ("Very Much True"). In order for a student's subdomain rating to be considered "high," the average of his/her responses to each item must be 4 or higher or 3 or higher, respectively. A rating of "low" indicates that the average response was 2 or lower. Many subdomain scores represent the percentage of students who responded with a "high" rating. This "high/low" definition is used throughout the report. Domain scores — that is, "Supports & Engagement" and "Violence, Victimization, & Substance Use" are calculated by averaging the percentage of students who report "high" Supports & Engagement on each subdomain and the percentage of students who report no experience with each of the subdomains of Violence, Victimization, & Substance Use.

Graph 1. School Climate Score, domains, and subdomains, by survey year (% of students)



Source: LSSSI 2011, 2012, and 2013 student surveys and school-level incidence data

- Overall, 60% of students reported high supports and engagement in 2013, compared with 43% in 2012 and 41% in 2011.
 - 70% of students reported high levels of high expectations and caring adults (55% in 2012 and 47% in 2011).
 - 62% of students reported high levels of opportunity for participation (47% in 2012 and 60% in 2011).
 - 58% of students reported that they feel safe at school (45% in 2012 and 31% in 2011).
 - 52% of students reported high levels of school connectedness (26% in 2012 and 24% in 2011).

The second broad domain of Violence, Victimization, & Substance Use measures the prevalence of violence and substance use on school property. Included in this domain are three subdomains: (1) Violence Perpetration; (2) Violence, Victimization, & Harassment; and (3) Substance Use. Violence Perpetration measures student perpetration of acts of physical violence toward another student on school property. Violence, Victimization, & Harassment measures the extent to which students have been victims of physical or emotional violence at school, the extent to which they fear victimization at school, and the extent to which they have been harassed or bullied based on their race, gender, religion, disability, etc. Substance Use measures the frequency of substance use occurring on school property.

- Overall, 81% of students reported no violence, victimization, and substance use in 2013 (76% in 2012 and 69% in 2011).
 - 85% of students reported no violence perpetration (78% in 2012 and 72% in 2011).
 - 65% of students reported no violence victimization and/or harassment (57% in 2012 and 48% in 2011).
 - 92% of students reported that they had never used any substances on school property (92% in 2012 and 86% in 2011).

The third and fourth broad domains of Attendance Rate and Low Discipline Incidence were calculated from school-level data. The Attendance Rate reflects the percentage of days the average student is present within the total number of instructional days. The Low Discipline Incidence reflects the percentage of students not suspended or expelled during the school year for drugs, weapons, and/or violence.

- South Plaquemines High School's attendance rate was 94 in 2013, 100 in 2012 and 96 in 2011.
- South Plaquemines High School's low discipline incidence was 94 in 2013, 99 in 2012 and 93 in 2011.