

The West Virginia Safe and Supportive Schools Grant Program

School Climate Index Report Philip Barbour High School

According to the National School Climate Center, school climate refers to the quality and character of school life, and is based on students', parents', and school personnel's experience with the school. It reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures within the school setting.

Although no consensus has been reached about which school climate dimensions are essential, in the context of the Safe and Supportive Schools initiative, school climate has been described in three primary domains:

- ENGAGEMENT:** The quality of relationships and interactions among students and staff, respect for diversity in the school environment, and participation in and connectedness to the school community;
- SAFETY:** The physical and emotional safety of the school community, which is influenced by the positive and negative behaviors of students and staff. Also included here are the availability and use of illicit substances in the school setting;
- ENVIRONMENT:** The physical aspects of the school (facilities upkeep, etc.), the academic environment, the availability of physical and mental health supports for students; and the disciplinary tone in the school setting.

In West Virginia, a School Climate Index has been developed using 20 indicators related to the three domains listed above. The indicators were developed from student and staff survey data, as well as discipline data reported into the WV Education Information System (WVEIS). A score was assigned to each indicator for each school on the basis of how the school compared to 42 West Virginia high schools involved in the Safe and Supportive Schools Grant Program. Index scores range from 1 to 9, with 9 representing more positive or desirable school climate conditions.

Index scores can be interpreted as above the average (scores from 7 to 9), about the same as average (scores from 4 to 6), or below the average (scores from 1 to 3) of all the WV schools involved in the S3 grant. Generally, in planning for school improvement priority should be given to indicators with lower scores.

The school climate index scores on each indicator for this school are shown in the chart below. The scores on the twenty indicators were averaged to obtain an overall school climate index score for each school.

Philip Barbour High School Overall School Climate Index Score: 4.57 on a Scale from 1 to 9

