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AN INTERNSHIP EXPERIENCE TO IMPROVE THE SCHOOL CLIMATE AT UPPER PITTSGROVE SCHOOL THROUGH THE TEACHING OF COURTEOUS BEHAVIORS AND SERVICE LEARNING

By
Susan Perna

A Masters Thesis

Submitted in partial fulfillment for the requirements of the
Master of Arts Degree in the Graduate School
Rowan University
April 14, 1998

Approved by

Professor

Date Approved April 14, 1998

Abstract

Susan Perna

An Internship Experience to Improve the School Climate at Upper Pittsgrove School Through the Teaching of Courteous Behaviors and Service Learning
1998
University Mentor: Dr. Ronald L. Capasso
School Administration

The purpose of this study is to provide evidence to support the statement that all students will be able to follow a basic code of courteous behaviors and participate in service learning during school to improve the climate of the school and to produce a caring community. Surveys were administered to the staff and students at the beginning, midpoint, and end of the year to assess the current school climate conditions. A daily tabulation of behavior incidents was used as a statistical comparison to last years to determine whether the program had any effect on reducing the number of behavior incidents. The survey administered to the staff and students consisted of questions about the idea of a positive climate based on a likert scale. The daily tabulation of behavior incidents tracked each student, their infraction, and the administered consequence as they were referred to the office. It can be concluded from the study's findings that the school climate really made no significant change as a result from this project. The statistics from the research instruments show that the school is divided in their opinion in regard to the idea that the climate of the school is positive.

Mini-Abstract

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Chapter 1
Introduction: Focus of the Study

Purpose

The climate of a school should reflect an environment that fosters and develops a lifelong love of learning. The school community should be a cooperative, caring environment that is designed to stimulate learning, curiosity, and the ingenuity of its members. For the past six years, this intern has been employed at a school where the climate could be improved. The superintendent along with the staff recognized that the students of the school needed improvement in social skills, particularly in the areas of common courtesy, manners and behavior. The staff reported that students were using unkind words with each other, showing a lack of respect for each other and toward adults, being unruly while moving in the hallway, being too loud in the cafeteria and misbehaving on the bus. The superintendent and the staff agreed that changes should be implemented to improve the school climate.

During the 1996-97 school year a committee was formed to help develop a program that would improve the school climate. The Courtesy is Contagious committee consisted of parents, teachers and the superintendent and its main goal was to improve the behavior of the school community to provide an environment that is conducive to learning.

It is the purpose of this study to continue this program while providing evidence that supports the idea that by teaching courteous behaviors to students, misbehavior incidents will be reduced and the school climate will be improved to a more positive one. From this study, data will be gathered that will support the product outcome statement, "all kindergarten through eighth grade students will be able to follow a basic code of courteous behaviors and participate in service learning during school to improve the climate of the school and to produce a caring community."

Definitions

The following terms and definitions are an integral part of this study.

School Climate: The learning and social atmosphere of the school community.

Service Learning: Participation in projects that provide a service to the community and a learning experience for the students.

Conflict Resolution: Solving conflicts in a fair, nonviolent manner through peer mediators and discussion.

Peer Mediators: Students trained in the practice of conflict resolution, who serve as a liaison between parties having a disagreement.

Limitations of Study

The study will show that by teaching courteous behaviors to students, there will be a reduction in the number of discipline incidents from Kindergarten through eighth grade. The study relates to the climate of this school and this can be seen as a limitation because it may not be applicable to other educational institutions or settings.

Other intervening variables that exist in this study include a response rate on the surveys that is less than 100 percent and also the innate reasons why some students behave in the manner that they do.

Setting of the Study

This study takes place in a rural preschool through eighth grade school district of 394 students. The administrative staff consists of one superintendent, one assistant principal, and one business administrator. The child study team includes one school psychologist, one guidance counselor, one learning disabilities teacher, and two speech/language specialists. The teaching staff includes 19 elementary education teachers, one early childhood program coordinator, four special education teachers, one special services teacher, and six special area teachers. Individuals' needs are met through one curriculum coordinator, who is also the reading recovery teacher, The support staff includes 15 instructional/school aides, four secretaries, two custodians, five cafeteria employees and nine bus drivers.

Socioeconomic of the Community

The ethnic makeup of the community is of the majority Caucasian with .012% of the community being African American. Religion and education were most important to the early settlers and continue to play a major role in the history of Upper Pittsgrove. The religious makeup of the community is mostly Presbyterian with a small number of Catholic, Protestant, Methodist, Baptist, Jewish and Muslim religions. The community has strong ties to their church and the school building is used for church service on sundays.

Upper Pittsgrove Township encompasses approximately thirty-nine square miles with the school occupying 30 acres of this land. It is a rural, agricultural area with few businesses. A drive through this scenic country transports you to another time. Many of the old homesteads and farms are still going strong, while new homes are being constructed along the many back roads. History shows that many organizations were formed in this rural area. Although there is no public library in the township today, the Pittsgrove Library Company was founded in this area in 1813. The Daretown Fire Company formed in 1928 and today along with the Monroeville Fire Company provides a valuable service to the community. Daretown Boy Scouting was chartered in 1943 and has produced leaders who still keep scouting active in the community. The stores and post offices in Daretown were the local gathering places for transmitting information to each other. There were three known stores in the Daretown area and not much has changed over the years. The business industry of the area today consists of one service/gas station, one WaWa, one diner, one car dealership, one R.V. dealership and a few roadside produce stands. Upper Pittsgrove Township was and continues to be a progressive farming and dairy industry. The community consists mainly of farmers with an increasing number of commuting blue and white collar workers.

History of the School District

In 1994, the Upper Pittsgrove School expanded to become a K-8 district in one building. The expansion and renovations allowed for new classrooms for grades K-4 with bathrooms in the kindergarten and first grades, a new media center, a gymnasium, a music room, an art room, a technology center with 30 computer stations, a science

laboratory, an enlarged cafeteria, air-conditioning throughout the entire building and three upgraded computers for each classroom. The physical climate of the school was dramatically improved as a result of this five million-dollar bond issue. With the sales of the Monroeville and Daretown schools, the district thought that it was in great financial shape, but in 1997 the district experienced a financial crisis. Over the summer of 1997, the district uncovered evidence that pointed to the alleged embezzlement of approximately $140,000 by the former business administrator of the school. The district also learned that the budget for the year and past years had been allegedly falsified and that the district was approximately $125,000 in debt. The district had to show cuts and as a result of this crisis, there were staff and budget reductions. These reductions have resulted in a climate that has been emotionally stressful to the staff. A school climate survey administered at the beginning of the school year displayed results that showed there were animosities between staff members and also between staff and administration. There are feelings of mistrust and anger existing toward one another and a sense of unity are all but lost. By encouraging the courteous behaviors of the students, it is anticipated that the staff will also follow a cue from this program.

The Upper Pittsgrove Township School is a single building district serving Preschool through eighth grade. The superintendent serves as the chief school administrator and is highly visible and accessible during the day. The administration also consists of an assistant principal, who is in charge of discipline. In the past when there were three buildings, each building had a head teacher who was responsible for discipline and daily administrative duties. The district then moved toward the role of a

principal and in the past ten years the district had seen a total of seven administrators revolve through the doors. With this unstable environment, the school went through climate changes. Discipline went from being tolerant to heavily authoritative. This type of climate did not work well with the district. According to the current Curriculum Coordinator, the climate was so poor that in 1989, the school received a grant from City Schools of Excellence to help improve upon the low morale of teachers, students, and the community. The teachers were also not skilled in any new teaching strategies and this grant money helped to expose them to alternatives of past practice. This is the current superintendent's fifth year and practices have been improving.

The community is an active part of the school and plays an influential role in the decision-making process. The PTA is a strong and active organization within the school. The PTA offers grant money for special classroom projects, organizes educational events for the community, and provides the students with special events such as dances and parties. The school offers a variety of community classes during the winter months and community members are also invited to participate in the Superintendent's Advisory Committee, where concerns and issues are addressed. During the 1997-98 school year the school reactivated the Site-based Management Team, which serves as a liaison between the staff and administration and also as problem-solvers in the school.

The curriculum for the school consists of Reading, Math, Science, Social Studies, Language Arts, Physical Education, Library, Art, Music and Technology Education. There is one curriculum coordinator but there are several curriculum committees that teachers serve on as important decision-makers. These committees review and write

curriculums, plan special school wide activities, and review standardized test scores.

In the Kindergarten through eighth grade, there are two classes per grade level. There is also a special education teacher for K-2, one for grades 3-4, one for grades 5-6, and one for grades 7-8. Each grade has an instructional aide who assists with individual needs of special and regular education students. The grade level teachers work closely with one another and also with the special education teachers to assure that individual education plans are being followed. The progress of students is closely monitored and students identified as at risk students are referred to the Pupil Assistance Committee. The school also has an after school assistance program with transportation that offers students the opportunity to receive homework help or peer tutoring. The needs of the gifted and talented are addressed through a program called Able and Ambitious. Students in this program complete and present projects in various subject areas including Art.

There are many extracurricular activities that take place under the direction of the staff and the community members. The school offers basketball, softball, cheerleading, Olympics of the mind, student government, yearbook staff, and drama club. There is a strong music program at the school offering grades K-4 theory classes and the students in grades 5-8 elective instrumental and chorus classes. The band and chorus perform in two school concerts and participate in competition. The music program also has a gifted class that participates in Jazz Band and Show Choir.

Upper Pittsgrove students score well above the state average on the Iowa of Basic Skills Test and are consistent with other Salem County Districts. The eighth grade Early Warning Test results display that the total average of eighth grade students scored in the "clearly competent" level on the writing, mathematics and reading test. Table 1 shows the Early Warning Test scores and Table 2 shows the Iowa of Basic Skills Test scores.

Table 1.
Early Warning Test Scores

Tests	# Tested	Level 1	Level 2	Level 3	Total Mean
Writing	43	51.5%	41.9%	7.0%	157.2
Math	43	74.4%	23.2%	2.3%	162.5
Reading	43	72.1%	27.9%	0%	157.4

Scores are based on the following competencies:
001-099, Level III, This score is considered to be "below state minimum standards".
100-149, Level II, This score is considered to be "adequately competent".
150-250, Level I, This score is considered as "clearly competent".

Table 2.
Iowa Grade Level Averages

The following scores reflect grade level averages based on actual pupil averages. 50 is the national norm average.

Grade	V	Rdg	RdT	Wda	Spl	Cap	Pun	Lu	LT	MTC	MP	Cmp	MT	SS	Sc	C/D	Rf	SI
7	68	72	71		64	84	83	75	80	80	77	69	82	65	76	76	81	80
6	67	66	67		63	82	69	68	73	79	75	76	79	55	65	76	70	75
5	65	63	64		69	80	85	76	82	86	78	77	82	70	68	86	75	82
4	74	70	73		76	84	81	75	83	75	66	76	74	73	75	74	76	76
3	62	67	66		69	82	82	74	80	79	72	78	77	73	68	79	77	81
2	71	70	73	64				80	79	75	76	71	76	76	78			86
Grade	V	Lis	Wda	Lu	Lt	MTC	Mp	Cmp	MT									
1	70	67	56	83	79	85	73	76	81									
Kind.	70	73	76	77	77				77									

Key:
V-verbal Rdg-reading Rdt-reading total Wda-word analysis Spl-spelling
Cap-capitalization Pun-punctuation Lu-language use LT-language total MTC-math total concepts
MP-math problem-solving Cmp-computation MT-math total SS-social studies
Sc-science C/D-charts and diagrams

Importance of the Study

In today's society, there is an increase in moral problems. Children are changing in the way they behave and speak and as a society we are failing to provide for the moral development of our youth. Developing a climate for learning and teaching students common courtesy is an important issue that schools face. We can no longer expect that students are entering school with a set a common core values and beliefs. Empirical studies show that value's education has had positive results. Students showed increased concern for each other, developed social problem-solving skills, improved their classroom behavior, and were committed to democratic values. This study will demonstrate how teaching students respect and responsibility will have a positive effect on the school community.

Organization of the Study

In chapter two, a review of the literature will provide research that supports the teachings of social and ethical skills. The chapter will describe how improving the climate of the school will improve learning while developing courteous and responsible citizens. In chapter three, the research design that was employed will be described. This chapter will give a description of the sample, the sampling technique and the instruments used to collect data for the study. In chapter 4, the research findings will be interpreted and discussed. The findings will confirm if the study had any effect on the climate of the school. In chapter 5, the study's major conclusions and implications regarding the school's climate will be addressed.

Chapter Two
Review of the Literature

Goals of the Project

From the literature I have gathered and read concerning school climate, the general focus was that school leaders and the staff need to share in the mission to improve school climate. The atmosphere of the school should reflect a climate where students experience academic success and learn social behaviors. According to many sources, this can be accomplished through visual symbols, ceremonies, activities, moral training, the curriculum, and community service. Research has shown that when the school climate and morale of the students and staff are positive, student achievement and moral development will increase while discipline problems will decrease. Power, Higgins, and Kohlberg (1989) wish to establish schools that build community throughout the entire day and where student relationships are based on friendship and care. The National Education Goals developed in 1991 have outlined goals that our schools are to attain by the year 2000. One of these goals deals particularly with school climate and expects "every school to provide a disciplined environment conducive to learning and provide for parental participation that promotes the social, emotional, and academic growth of our children."

For this goal to be attained, schools will need to take a closer look at the climate of their school and develop ways to educate the whole-child. The goal of this project is to help shape the school environment to be a caring community that has courteous, respectful and responsible members.

Need for the Project

A goal of educators should be to prepare students for a place in society so that they may lead a rewarding life and be a responsible citizen. According to Mendler and Curwin (1988), there are many social events that are occurring in and out of school that can affect the beliefs, values and attitudes of students. Out of school, students are dealing with violence in society, the values and beliefs portrayed by the media, the lack of a secure family environment and the decline of values in society. In school, students become bored, feel powerless, are unclear about limits, lack social training and often have a poor self-concept. According to Garbarino (1997), children are not being shielded from the problems of society. From the research the author gathered, it shows that more and more children are at risk of being in trouble. The author refers to the social world as "socially toxic" and contributes this to many elements. The author asserts that children are being exposed to a constant stream of messages that undermine their sense of security, lack adult supervision and are not spending time with adults doing constructive activities. The author feels that children have a human right to be cared for and when the families fail them, society should help out. Noddings (1992) reported that students today come from a variety of backgrounds and their single most

complaint about schooling is that no one cares. The author states that students "feel alienated from their schoolwork, separated from the adults who try to teach them, and adrift in a world perceived as baffling and hostile." Teachers feel frustrated because they do care about their students but find that the system works against them and that students are not always receptive. According to Lickona (1991), "society is failing to provide for the moral development of the young." The author states that there is an increase in violence, vandalism, stealing, cheating, disrespect for authority, peer cruelty, bigotry, bad language, sexual precocity, abuse, self-centeredness, declining civic responsibility and self destructive behavior. With these problems plaguing society, educational systems not only face the task of teaching academics but also need to address these concerns. The author feels that this can be accomplished by teaching students respect and responsibility through a character education program in the school. Kilpatrick (1992) also provides evidence that there is a moral illiteracy that exists among our children. The author asserts that while parents blame schools, the schools blame the parents. In the end, students are the ones to suffer. The author believes that "one way to counter moral illiteracy is to acquaint youngsters with stories and histories that can give them a reference point and supply them with a good stock of good examples."

According to Noddings (1995), schools should teach themes of care because "we should want more from our educational efforts than an adequate academic achievement and, that we will not achieve even that meager success unless our children believe that they themselves are cared for and learn to care for others." According to the author, teaching themes of care will increase academic achievement, help to integrate subjects

and help to connect students to great existential questions. The author feels that teaching students to care for each other should be a major purpose of schools.

Through this project, a goal of schooling would be that students not only improve their academic success but are also good people. Boyte and Skelton (1997) feel that this could be achieved through involving students in public projects where they would learn how to "work together, how to deal with different kinds of people, and how to feel more confident." This project will attempt to integrate various school-wide activities that will center around courteous acts, service learning and the teaching of caring for each other.

Research from Current Projects

Lewis, Schaps and Watson (1996), described a program called the Child Development Project (CDP) at Hazelwood School in Louisville, Kentucky, that teaches students to care about each other. The CDP feels that the goal of elementary education is to "target the social, ethical and intellectual development of children." The program focuses on "a community whose members feel valued, personally connected to one another and committed to everyone's growth and learning." The authors explained how CDP schools become a "caring community of learners" by outlining five principals. First, establishing "a warm supportive, stable relationship" where all members know one another as people. Second, provide students with "constructive learning" experiences, where children become "more skillful, reflective, and self critical in their pursuit of knowledge." Third, provide "an important challenging curriculum" that is driven by long term goals. Fourth, the use of "intrinsic motivation" so students can understand the worth of learning. Fifth, "attention to social and ethical dimensions of learning" that

teaches students about values. (Lewis, et al. 1996). Building such a community takes time and it needs people who care and trust each other. While this project fosters some of these principals, it is just a stepping stone to the larger picture of building such a community.

Another program that nurtures its students and promotes the well-being of faculty and staff is the Highlands Elementary School in Minnesota. According to Johnson, Johnson, Stevahn, and Hodne (1997), this school focuses on two innovative programs called Continuous Progress and Discovery, that parents and children choose before kindergarten. The authors describe Continuous Progress as multi-age classes referred to as families. Each family has two teachers and stays together for five years. In the Discovery program, students are in single-grade self-contained classes with one teacher. The classes focus on thematic instruction with partnerships across grade levels. The authors assert that in each of the two programs, every teacher uses cooperative learning and focuses on building community. This community is built through emphasizing the mission of the school, through involvement of all parents, through cross class cooperation and by the delivery of instruction through cooperative learning. The school also focuses on conflict resolution skills. According to the authors, "all students learn how to engage in problem-solving negotiations and how to mediate schoolmates' conflicts." Teachers from Highlands School, report that because of teaching students conflict resolution skills, discipline problems are virtually nonexistent. The students learn how to solve problems on their own, so less time is spent dealing with these issues in the classroom. This project also involves the use of conflict resolution as a way to

instill responsibility in students for solving and mediating their own problems. Another component to this program is the teaching of civic values. The authors state that "caring, respect, responsibility, and a set of core values are themes that run throughout Highlands." Values are posted in each classroom and are reflected in their curriculum. Cooperation, conflict resolution and civic values are a complete management program for this school and this project will focus on creating a similar type setting.

Lickona (1991) believes that to "educate for respect and responsibility is to educate for character and character consists of moral knowing, moral feeling and moral action." The author describes a comprehensive approach to values education that involves classroom and school wide strategies. In the classroom, the teachers need to "act as care giver, model, and mentor, to create a moral community in the classroom, practice moral discipline, create a democratic classroom environment, teach values through the curriculum, use cooperative learning, develop the conscience of craft by fostering students' academic responsibility, encourage moral reflection and teach conflict resolution." School wide strategies include "fostering caring beyond the classroom, creating a positive moral culture in the school, and recruiting parents and the community, as partners in values education."

Howard (1991) describes methods that follow Kohlberg's theory of moral development. The author suggests engaging students in moral dialogues and discussions in the existing curriculum. Another method the author describes is having students and teachers share in the decision of the classroom through a democratic approach. Classroom rules and procedures would be negotiated through a class meeting.

Lickona (1991) also agrees with the idea of a class meeting as a vehicle for implementing character education. The author feels that the goals of a class meeting should be to "listen respectfully to others and understand their perspectives, provide a forum where students' thoughts are valued and where they can gain self esteem, put respect and responsibility into practice, create a moral community as a support structure, and to develop the attitudes and skills needed tot take part in democratic group decision-making."

Harmin (1990) found similar strategies that can make a difference in character education. The author suggests highlighting the lives of moral models to inspire students, teaching truths and the rationale behind them, discussing moral issues, using instructional methods that bring out the best in students, encourage truth telling, reduce student anxiety, and create activities that build self esteem. The author suggests that each teacher choose strategies that are appropriate to their situations and to test them.

Power, Higgins, and Kohlberg (1989) present a just community approach to moral education. In an alternative school called the Cluster School, the following principles were introduced for governing the school. First, the "school would be governed by direct democracy by discussing major issues through weekly community meetings." Second, "there would be a number of standing committees filled by students, teachers, and parents." Third, "a social contract would be drawn between members which would define everyone's responsibilities and rights." Last, "students and teachers would have the same basic rights, including freedom of expression, respect from others, and freedom from physical or verbal harm." With Kohlberg as their consultant, the faculty at the

Cluster School observed that getting a system of governance was a priority. The authors described the community meeting, the advisor group and the discipline committee as a method of intervention for which students could reflect on their behaviors and understand why they were wrong.

Curwin and Mendler (1988) also feel that it is important for students to understand their behaviors and for schools to provide an environment conducive to learning. They advocate a model of discipline based on a positive value system and stress dignity and responsibility in the classroom. The authors believe that teaching responsibility allows students to share in the decision making process and to have some control over what happens to them. In a responsibility model, the authors describe the main goal as "teaching students to make responsible choices while learning from the outcomes of the decisions." The authors explain that this could be established through a "Three-Dimensional Discipline" approach that stresses prevention, action, and resolution. They found that in the Prevention Dimension, it is important to identify what can be done to prevent discipline problems through "increasing self-awareness, increasing the awareness of students, expressing your feelings, using alternatives, motivating students, establishing and implementing social contracts and dealing with stress." In the Action Dimension, the authors describe that the teacher needs to stop the discipline problem by implementing the rules and consequences associated with the social contract. In the Resolution Dimension, the teacher develops mutually agreed upon plans with those individual students who are out-of-control and do not respond to the traditional methods.

Effects of the Project

Improving school climate will not only help to improve learning, but according to Schultz, Glass, and Kamholtz (1987), will promote "social networking, cooperative behavior and self enhancing independence within a framework of personal responsibility and accountability." The authors believe that in order to promote a climate of "psychological health and well being," schools need to build interpersonal relationships and use specific teaching practices. This project will include activities that will allow students and teachers to interact with open communication and help to build trusting relationships.

In O'Neil (1996), Goleman believes that developing a student's emotional intelligence will help students make better decisions in life. He feels that emotional intelligence is learned and the sooner you teach children healthy emotional responses, the more it will become part of their lives. According to Lewis, Schaps and Watson (1995), adults want children to become "able, motivated learners and principled, caring human beings." A caring community in the classroom and school is one where "every child feels connected to others, involved in decision making, and valued as an individual." To create a caring community, the authors suggest that students help shape the rules and norms that they live by and that "a caring community fosters children's ethical and social development." The authors present research that children have a need for belonging and that classroom and school wide activities can provide opportunities for all members to feel valued. According to the authors, a second reason for schools to develop caring communities is that children need many opportunities to discuss and apply ethical ideas.

The authors also suggest that intrinsic rewards be at a minimum because students will develop a personal commitment to values when they internalize that they are for the good of the whole.

Linden (1997) believes that accountability is one of the main goals for character education. The author wants students and parents to know and understand that there are consequences for their actions. The author emphasizes that character education is an integral part of the school and community and not just an extra thing for teachers to do in their classrooms. To evaluate the effectiveness of a character education program, the author suggests administering pre and post surveys to the students to determine if there were any attitudinal changes. This project will also use surveys to evaluate as well as tracking the number of behavior referrals.

Wynne (1989) found conclusions that schools vary in their policies about character education and discipline, students vary in their level of good character, and the policies of the school strongly affect the character of the students. The author found that to test the effectiveness of character development, one should look at the relationships among the faculty in the school. Student character development will improve if there are relationships of trust, dedication, and good humor among the faculty. After exploring schools where there was evidence of good character, the author found some general themes. These themes include, high levels of communication among faculty, pupils, and parents, good pupil discipline, a system of recognition, adults model appropriate behaviors, there is evidence of enjoyment with their work, and new faculty are accepted into the social network.

The author also finds that when these themes occur, there is a relationship to academic learning. The author believes that students who display good character traits also will treat learning as important.

Powers, et al. found that although students and staff are "conditioned for bureaucracy, we can be retrained for democracy." The authors found that by giving students a vote, decisions were fair and wise and did not lead to tyranny among student majority. As a result of their research, students and staff worked together to form common goals and values and a shared sense of community. Students who were involved in the study reported that they could "see themselves becoming more responsible and better able to stand up for themselves and each other." The researchers reported that they saw students "becoming more involved in making proposals, organizing committees, and chairing meetings."

Conclusion

Students come to school with basic needs that must met before learning can take place. Research has shown that students today are coming to school with such a magnitude of problems that have affected their common value system. These problems are now not only their concern, but are also the concerns of the school because they are interfering with learning. Studies have shown that when a student belongs to a school climate that is positive and has been an integral part to contributing to that environment, then academic achievement and social success will develop. Developing a school environment that is safe, orderly and conducive to learning requires the help and the cooperation of the entire school community. The school climate should resemble the

mission statement that the school stands for and all members of the community should model the behaviors and values that they expect students to exhibit. Through teaching students respect for oneself and each other, responsibility for one's actions, and common core courtesies, schools will improve the future members of society.

Chapter Three
The Design of the Study

General Description of the Research Design

The main goal of the project is for all students in grades K-8 to be able to follow a basic code of courteous behaviors and participate in service learning during school to improve the climate of the school and produce a caring community. The Courtesy is Contagious Committee was formed to develop a program that would achieve this goal and a survey was administered to the staff and students to determine the need to address the school climate problem. The informal survey took place during grade level class meetings. Teachers polled students about their concerns regarding the current school climate conditions. Students were asked to list the behaviors that they observed on the playground, on the bus, in the cafeteria, in the hallways and in the classroom. The teacher complied the list along with his/her concerns and presented them to the superintendent. The superintendent, then presented these concerns to the committee and as a result the following program shown in Figure 3.1 was developed to achieve the goal.

Figure 3.1

The Courtesy is Contagious Program

- A personal pledge to do the following things:

1. Smile, nod, or greet each other when we pass
2. Remember to say, "please, thank you, excuse me, sorry, etc."
3. Look for ways to help out, let others go first.
4. Listen more carefully.
5. Expect the best from each other. Give each other the benefit of the doubt.
6. Accept the consequences for our actions, even when we have done something wrong.
7. Speak up for what we think is right, but speak up in a courteous manner.
8. Pick up after ourselves, and others too, if it will help.
9. Treat each other the way we would like to be treated.

- Banners and signs reflecting courteous themes would be displayed in each room of the school and in the hallways.
- Monthly school wide events focusing on courteous behaviors and service learning would be planned to continue the efforts and enthusiasm for achieving the goal.
- A flyer outlining the major aspects of the program would be sent home encouraging parents to join the crusade.
- A common set of rules and consequences would be developed for the bus riding students.
- Cafeteria and playground aides would develop and post a set of rules and consequences.
- Classroom teachers will conduct monthly class meetings to keep students focused on the goal and to discuss any behavior problems.
- The Courtesy is Contagious Committee would meet every other month to assess the progress of the program and implement new ideas or changes.

Research instruments were used to assess the progress of the program and to determine any effects of the program. The first research instrument used in this study was a written survey administered at the beginning, midpoint, and at the end of the year, that assessed the current school climate conditions. These surveys determined the direction the program would take in producing the desired changes within the school as well as maintaining those changes. The second research instrument that was used in this study included a daily tabulation of behavior incidents. It was hypothesized that if students were taught how to act responsibly and courteously, they would behave in a more positive manner and the number of behavior incidents would be reduced. This tabulation allowed for a statistical comparison to the past year to determine whether the use of this program had any effect on reducing the number of behavior incidents.

Development and Design of the Research Instruments

The survey (Sample surveys appear in appendix A) administered to the staff was a two-part survey consisting of a school climate assessment and a discipline assessment. The school climate assessment part consisted of 15 questions based on a likert scale ranging from a one (strongly disagree) to a five (strongly agree). The climate factor questions were developed to provide evidence of whether respect, trust, morale, common courtesies and opportunities for input existed among the school community. The school discipline assessment part consisted of 15 questions also based on a likert scale ranging from one to five. The discipline factor questions were developed to provide evidence of whether order, consistency of rules, policies and procedures,

communication with the parents, specified consequences, and enforcement by the entire staff existed at the school.

The school climate survey administered to the students consisted of 12 questions based on a likert scale. The questions consisted of climate and discipline factors and were developed to provide evidence of whether fairness, pride, encouragement, order, respect, and satisfaction existed at the school.

The daily tabulation of behavior incidents was designed using the Mac School computer program. As students were referred for administrative action, the incidents were recorded by the school principal. The program tracks each student, their behavior infraction, and the administered consequence. This type of tracking allowed for display of infraction totals and consequence totals throughout the whole school.

Description of the Sample

The participants used in this sample were chosen because they represent the school's population in which this research takes place. The sample that was used for this project included surveying the 46 member staff and 167 students in grades five through eight. The staff includes 46 members. There are 20 regular education teachers, 10 instructional aides, six special area teachers, four special education teachers, five members of the child study team, and one reading recovery teacher/curriculum specialist. The student body includes 167 members of which, 42 are in the fifth grade, 33 are in the sixth grade, 50 are in the seventh grade, and 42 are in the eighth grade.

Data Collection Approach

The first research instrument was the school climate survey, administered personally to the staff and asked to be returned in five days. The survey was administered to the student body during school and was collected and returned by their homeroom teacher the same day. The survey was administered at the beginning, midpoint, and end of the school year. The purpose of administering the survey at the beginning of the school year was to determine whether there was a need for improvement, it provided some guidelines for the direction of the project, and how much staff support there was for such a project. The purpose of the midpoint survey was to determine if the program has made any effects in the improvement of the school climate. The survey results allowed for changes to be implemented before the end of the year that would allow the program to be more effective. The purpose of the survey at the end of the year was to evaluate the overall effectiveness of the program and to determine whether to continue with such efforts.

The second research instrument included the daily tabulation of behavior incidents and to compare them to the number from the previous year. The logged behavior incidents (A list of the behavior incidents appears in Appendix B) include only those incidents reported to the disciplinarian. The behavior incidents are logged on the Mac School computer program along with the administered consequence. This allows for tracking of individual students as well as the number of each type of behavior incident over a number of years.

Data Analysis Plan

The evidence gathered to prove that the project was having an effect on the school climate included the responses on the surveys and the number of behavior incidents that occurred throughout the school year. The data gathered was analyzed to determine if the students displayed courteous and responsible behaviors and actively participated in service learning to create an improved learning environment and a caring community. The surveys administered to the students were analyzed to decide which areas needed attention and improvement. The surveys displayed results about what the students felt about the existing school climate. The survey was examined to determine if the students were proud of their school, enjoyed attending the school, and if they felt they were treated fairly and with respect. It was also examined to determine if they felt the atmosphere was orderly and if the students followed the rules. Since the surveys were administered to each individual grade level, this allowed for analyzation of data regarding the concerns of each grade as well as the overall results. This speculation would show if students at a certain grade level were more positive than others and would be used to provide additional attention to those grade levels.

The survey that was administered to the staff was analyzed to assess their feelings and opinions regarding the school climate. It was explored to determine a direction for the program and to allow for input by the staff. The staff met at a faculty meeting to discuss the results of the survey and the Courtesy Committee formed to address the concerns of the staff and the students.

The daily tabulation of behavior incidents was analyzed on a monthly basis and statistically compared to last year's number of behavior incidents. This showed whether the program was having any effect in reducing the number of behavior incidents. The infraction totals were analyzed to determine if there were any problems with a specific type of behavior. This would allow for the program to be tailored to address this type of recurring problem.

Combined, the research instruments were used to determine if the program was providing any substantial benefits to the staff and students. The instrument's results would be used to confirm whether such a program should continue within the school and if it was contributing to a more positive school climate.

Chapter 4
Presentation of the Research Findings

I embarked upon this project with the hypothesis that the students of the Upper Pittsgrove School will be able to follow a basic code of courteous behaviors and participate in service learning during school to improve the climate of the school, produce a caring community and reduce the number of student behavior incidents. To support this hypothesis, data was gathered using two research instruments. The first research instrument used was a written survey administered to the staff and students at the beginning and the midpoint of the school year. The second research instrument used was a statistical comparison of the number of behavior incidents from the past year to this year to determine if the program was having any effect on the school climate.

Research Findings

In September of 1997, the school staff members were administered a school climate survey. The purpose of this survey was to determine the initial state of the school climate. In February of 1998, the school staff members were administered the same survey to determine if the project had any effects on previous opinions of the school climate. Complete line item survey results for the staff can be found in Appendix C.

The overall results of these surveys are illustrated in the following figures. Figure 4.1 illustrates the idea of a positive school climate in September 1997 as compared to February 1998. The results for September 1997 show that about 43% of the school staff population agrees that the climate of the school is of the positive nature, while about 34% disagrees with this idea and 23% remain undecided. In February, the results show that 44% of the staff population agrees that the climate of the school is of the positive nature, while 37% disagrees with this idea and 19% remain undecided.

Figure 4.1

	September 1997	February 1998
Strongly Agree	3.98%	7.34%
Agree	38.99%	37.06%
Undecided	23.48%	18.88%
Disagree	27.46%	30.42%
Strongly Disagree	6.08%	6.29%

In September 1997 and February 1998, the fifth through eighth grade students were administered a climate survey with the purpose to assess their opinions of the school climate. Complete line item results can be found in Appendix D. Figure 2 exhibits the overall results for grades five through eight, comparing the idea of a positive school climate from those two surveys.

Figure 4.2

5th Grade	September 1997	February 1998	6th Grade	September 1997	February 1998
Strongly Agree	29.50%	21.94%	Strongly Agree	15.56%	20.86%
Agree	29.02%	30.87%	Agree	41.65%	30.86%
Undecided	21.10%	21.43%	Undecided	26.09%	25.14%
Strongly Disagree	13.43%	14.80%	Strongly Disagree	9.38%	14.29%
Disagree	6.95%	10.97%	Disagree	7.32%	8.86%

7th Grade	September 1997	February 1998	8th Grade	September 1997	February 1998
Strongly Agree	11.31%	10.36%	Strongly Agree	16.14%	11.79%
Agree	28.08%	27.49%	Agree	35.00%	39.00%
Undecided	27.68%	28.29%	Undecided	29.55%	30.16%
Strongly Disagree	16.77%	15.54%	Strongly Disagree	12.73%	12.24%
Disagree	16.16%	18.33%	Disagree	6.59%	6.80%

Overall, in September, 51.51% of the students in grades five through eight agreed that the school demonstrated a positive atmosphere, while 22.6% disagreed with this idea and 26.25% remained undecided. In February, the results changed to reflect 47.6% of the students agreeing with the idea of a positive school climate, 25.87% disagreeing with this idea and 26.53% remaining undecided.

The second research instrument employed in this study included a statistical comparison of the number of behavior incidents from this year to the past year. A discipline incident is a write-up on one person and each write-up does not represent that a separate incident occurred. Since September 3, 1997 until January 29, 1998, there have

been 92 school days. Figure 4.3 shows the total number of discipline referrals as compared to this time last school year.

Figure 4.3

1996-97	1997-98
67	108

Figure 4.3 shows that there has been a 60% increase in the number of behavior incidents over last year. This figure represents 108 write-ups of individual students and not events. The 108 incidents for the mid year were committed by 64 of the 404 students. This amounts to 16% of the school population. Of the 108 behavior incidents, 25 of them were committed by seven students.

Figure 4.4 shows the offenses by rank for the mid school year in comparison to last year's offenses. In 1996-97, students were referred to the office predominately for conflict. In 1997-98, the majority of infractions dealt with conflict in the lunch room, disobeying on the school bus, throwing objects in the lunch room, and unacceptable language. In many of the categories the infraction total has either increased or remained the same.

Figure 4.4

Infractions 1996-97	Totals	Infractions 1997-98	Totals
Conflict Regular Classroom	10	Conflict Minor Lunch	15
Conflict Minor Classroom	8	Does Not Cooperate/Obey Bus	15
Conflict Minor Lunch	6	Throwing Objects Lunch	10
Other Behavior	6	Unacceptable Language Class	10
Article of Injuring Nature Classroom	4	Disrespectful During Lunch	9
Disrespectful in Class	4	Conflict Minor Classroom	8
Does Not Cooperate/Obey Class	3	Cutting Class	4
Conflict Extreme Lunch	3	Disrespectful In Class	4
Conflict Minor Bus	3	Conflict Regular Lunch	3
Bicycle Behavior	2	Disturbing Class	3
Damage School property Class	2	Does Not Cooperate/Obey Lunch	3
Loud/Disturbing Lunch	2	Instigating	3
Rude, Discourteous, Annoying Bus	2	Other Behavior	3
Conflict Extreme Bus	1	Unacceptable Language Bus	3
Conflict Extreme Classroom	1	Unacceptable Language Lunch	3
Conflict Regular Bus	1	Disrespectful on Bus	2
Cutting Class	1	Rude, Discourteous, Annoying Lunch	2
Disturbing Class	1	Article of Injuring Nature	1
Does Not Cooperate/Obey Lunch	1	Bicycle Behavior	1
Throwing Objects Bus	1	Does Not Cooperate/Obey Class	1
Unacceptable Language Lunch	1	Leaving School Grounds	1
		Loud/Disturbing Lunch	1
		Racial/Sexual Slurs	1
		Rude, Discourteous, Annoying Class	1
		Stealing (major) Class	1

Most frequent consequences administered since September 3, 1997 are displayed in Figure 4.5. This figure shows that 37% of the time students were referred back to the teacher for discipline action, 30% dealt with a type of suspension, 21% were given a warning or administrative detention, while 12% were given a loss of fitness or restricted lunch.

Figure 4.5

Consequence	Totals
Teacher Action	40
Administrative Warning	17
In School Suspension	18
Loss of Fitness	7
Restricted Lunch Period	7
Bus Suspension	8
Suspended	5
Administrative Detention	6

In conclusion, the two research instruments used in this study show that at mid school year it appears that nearly half of the staff and students in grades five through eight feel that the school is of the positive nature while the other half feel that more improvements to the school climate need to be established. The research instruments also display that the number of behavior incidents has also increased as compared to this time last year.

Chapter 5
Conclusions, Implications, and Further Study

The Study's Major Conclusions and Implications

The hypothesis of the project was that all students would be able to follow a basic code of courteous behaviors and participate in service learning during school to improve the climate of the school and produce a caring community. The research instruments employed to measure whether this project had any effect on the school climate included a written survey administered to staff and students and a daily tabulation of behavior incidents. It can be concluded from the study's findings that the school climate really made no significant change as a result from this project. The statistics from the research instruments show that the school is divided in their opinion in regard to the idea that the climate of the school is positive. Among the staff members, this attitude can be attributed to many factors. In the summer of 1997, it was discovered that the former business administrator allegedly embezzled monies and fabricated budget reports. This left the school with a debt that had to be adjusted before the beginning of the 1997 school year. As a result of this debt, the school made many cuts in programs as well as staff. These cuts caused many hard feelings between community and staff members, community and administration, staff and administration, and staff against staff.

Upon starting the school year in September, the morale of the staff was low and this can be displayed in the results from the initial climate survey. Despite the many efforts to improve morale throughout the year, the staff rebuffed any such attempts. In February, the staff was administered the same climate survey and the results still remained the same.

The students took part in the same type of climate survey and again they are divided in their opinion in regard to the idea of a positive school climate. The February results show little change in their attitude regarding the school climate in comparison to the September results. Charting the number of behavior incidents in comparison to last years was another research instrument used in this study. The results from this comparison show that the number of behavior incidents has risen from last year. The conclusion that can be drawn from these results is that in the past school year, more administrative consequences were administered than this year. When students were referred to the office last year, the student was administered a consequence and as a result, this deferred other students from committing the same incident. During this school year, 37% of the behavior incidents were referred back to the teacher for punishment. Teachers reported that this was frustrating because they felt that the administration did not give the referrals serious consideration. It can be concluded that this type of discipline is not deferring other students from committing theses behavior incidents.

The results from this study have many implications for the staff and students of this school district. A school district that is not united and that does not share in a

common mission is not providing an environment conducive to learning. When staff can't seem be courteous, respectful, and supportive of each other, how can they act as role models for students to follow. The staff has good reasons to feel victimized by the recent financial events, but regardless of the situation, they and the administration have a commitment to provide the best education in the best possible setting for our students.

The Intern's Leadership Development

The intern's key role during this project involved facilitating a committee that would create a school climate which has courteous, respectful and responsible members. The intern's duties included organizing school wide events and service projects that focused on the theme of heros. Each month the intern met with the climate committee to discuss and plan events for the school community. The members of the committee were effective in creating meaningful events and interacting with each other. The combination of staff on this committee interacted well with one another and believed in the mission of the project. The intern found that with this type of commitment, the members were willing to put in the time necessary to achieve the goals of the project. Through this project, the intern experienced development in leadership in many areas. The intern learned to apply effective human relations, listening, and communication skills during committee meetings and while interacting with the staff. It was necessary to facilitate meetings where all ideas are heard and a group decision achieved. The intern applied human relation skills with the staff in order to convey the importance of the project and accomplish the goals of the project. Listening and communication skills were strengthened, as the intern had to articulate ideas and write clear and concise

memorandums to staff. During the duration of the project, it was necessary to delegate and encourage the leadership of others. During each meeting, activities and events were planned and members took on the responsibility to implement the different activities. The intern found that when teachers took on the responsibility to implement certain activities, they were more willing to participate and see the project succeed and to encourage other teachers to participate in the activity.

Organizational Change

This project was originally introduced to the organization during the 1996-97 school year and during that year the courteous theme focused on service for senior citizens. The school community took a personal pledge to be courteous, respectful and responsible about their behaviors. With problems occurring in the cafeteria and on the bus, efforts were made to instill new cafeteria and bus rules with specific consequences. Each class conducted classroom meetings to serve as a reminder of the school mission and to discuss any concerns. At the end of the 1996-97 school year, behavior incidents were lower and the school climate was improving. To continue the efforts of this project, the 1997-98 school year began with the same approach and the courteous theme focused on service for heros. The students participated in monthly projects such as classroom discussions about heros, nominating local heros for recognition, honoring family Veterans and attending a Veteran's Day assembly, preparing food and nursery baskets for the needy, creating tray favors for shut-ins and preparing reports about women heros. Even though the statical research results showed no significant changes in the attitudes regarding the school climate, this intern observed that the students were

actively involved in each of the monthly projects and that they learned important lessons from these activities. Teachers reported that students participated in the discussions about heros and were interested in the events that were planned. Classroom discussions and the quality of the student's projects showed that they were learning about everyday heros and about providing a service to others.

The organization benefitted from this project by acquiring many new events that could be integrated and improved upon each year. These school wide activities provided students with real life experiences and taught them some moral lessons. These projects reached out to many community members and this creates a positive image of the school district and lets community members feel that they are an integral part of the school. Over the past year, the school district has experienced mixed feelings from the community. There have been those in the community who have given selfishly to help the district out of the deficit and others who blame the district for allowing such an occurrence to have taken place. By promoting events that encourage the participation of the community, the school district can make them aware of all the different programs that are offered for their children and the importance of these programs.

Although this project will continue its efforts in the next school year, there still needs to be further study done on improving the project and on the idea of creating a positive school climate. Discipline for this year was a problem and for the next school year, efforts need to concentrate on the area of establishing a discipline code that teachers can support and that defers repeat behavior incidents. In order for this to occur, the administration and the staff need to be unified and consistent when dealing with

behavior incidents as well as modeling appropriate behaviors. Even though the school provided the students with several service learning activities, students and staff need to become more involved in helping the community and the environment. Students can be told how to be kind, courteous and respectful, but it only becomes internalized when they are actually performing these behaviors and seeing the results their actions bring. Further study also needs to focus on guidance and counseling in the classrooms. With the push for academic excellence, the teaching of basic life skills gets diminished. Society is not playing their role for teaching students these skills and students are left to learn them on their own. This has caused many problems within our school and has affected the learning environment. The incorporation of life skills within the classroom might help to alleviate some of these problems.

This was a unique year for the school district and although the results of this study did not show an improvement in the school climate, the intern feels that educating the whole child and preparing students to be courteous, respectful, and responsible citizens still needs to remain an integral goal of educators.

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Appendix A

Sample School Climate Surveys

Sample Student Survey

Directions:
Rate each of the following statements by circling the one most appropriate answer.
Do not write your name on the survey.

School Climate Student Survey	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy coming to school most of the time.	1	2	3	4	5
2. There is a lot of encouragement and support among students in this school.	1	2	3	4	5
3. Most students are friendly and easy to talk with.	1	2	3	4	5
4. I feel very satisfied with my progress in school.	1	2	3	4	5
5. I get along well with other students.	1	2	3	4	5
6. I am proud of my school.	1	2	3	4	5
7. Students are kind and respectful to one another.	1	2	3	4	5
8. I am treated fairly by the staff members of this school.	1	2	3	4	5
9. I know and understand the school and classroom rules.	1	2	3	4	5
10. Students behave in an orderly manner in the public areas such as halls, bathrooms, cafeteria, assemblies, etc.	1	2	3	4	5
11. There are few disruptions during class, making it easy to learn and concentrate.	1	2	3	4	5
12. Students follow the rules in this school.	1	2	3	4	5

Thank you for taking the time to participate in this survey.

Sample Staff Survey

Rate each of the following statements by circling the single most appropriate answer.

School Climate Staff Survey	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The courtesy effort from the past year had a positive effect on the school.	1	2	3	4	5
2. Teachers treat each other with respect, trust one another, and care about each other.	1	2	3	4	5
3. Students treat each other with respect, trust one another, and care about each other.	1	2	3	4	5
4. The school has good teacher morale.	1	2	3	4	5
5. The school has good student morale.	1	2	3	4	5
6. All staff contribute to maintaining a positive school climate.	1	2	3	4	5
7. The school helps students resolve personal problems that might lead to behavioral problems.	1	2	3	4	5
8. The school creates a sense of student belonging and responsibility.	1	2	3	4	5
9. Teachers like working in this school.	1	2	3	4	5
10. Teachers from one subject area or grade level respect those from other subject areas.	1	2	3	4	5
11. There is a "we" spirit in this school.	1	2	3	4	5
12. There is concern for the welfare of all people in the building.	1	2	3	4	5
13. Teachers and students display common courtesies toward each other.	1	2	3	4	5
14. Teachers feel pride in this school and in its students.	1	2	3	4	5
15. Most students in this school appear to be eager and enthusiastic about learning.	1	2	3	4	5

Thank you for taking the time to participate in this survey.

Appendix B

Listing of Behavior Incidents

Listing of Behavior Incidents

- After School Assistance Program Misconduct
- Assault on staff member
- Bicycle behavior
- Cheating
- Conflict (major)
- Conflict (minor)
- Conflict (regular)
- Cutting Class
- Damage to property (major)
- Damage to property (minor)
- Disobedience/Uncooperative/Defiance
- Disruptive
- Drug use/possession/sale
- Failure to attend administrative detention
- Failure to attend teacher detention
- Failure to return signed referral
- False fire alarm
- Fireworks set/possesion/distribution
- Forgery
- Gambling
- Homework neglect
- In unauthorized area
- Inappropriate attire
- Inappropriate language/gestures
- Inappropriate touching
- Inappropriate use of phone
- Instigating
- Leaving school grounds
- Racial slurs
- Simple assault
- Smoking/possession/distribution
- Stealing (major)
- Stealing (minor)
- Tampering with equipment
- Threat upon staff member
- Trespassing
- Unexcused late to class
- Weapons/articles of injurious nature

Appendix C

School Climate Survey Results for Staff

Climate Survey Results for September 1997
Staff Tally Sheet

There were a total of 32 responses out of 46 staff members.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The courtesy effort from the past year had a positive effect on the school.	1	7	9	12	3
2. Teachers treat each other with respect, trust one another, and care about each other.	3	15	4	9	1
3. Students treat each other with respect, trust one another, and care about each other.	1	11	5	14	0
4. The school has good teacher morale.	9	13	8	2	0
5. The school has good student morale.	0	4	9	18	1
6. All staff contribute to maintaining a positive school climate.	5	12	9	6	0
7. The school helps students resolve personal problems that might lead to behavioral problems.	1	7	7	15	2
8. The school creates a sense of student belonging and responsibility.	0	5	5	18	4
9. Teachers like working in this school.	1	6	10	15	0
10. Teachers from one subject area or grade level respect those from other subject areas.	3	10	8	10	1
11. There is a "we" spirit in this school.	1	12	12	6	0
12. There is concern for the welfare of all people in the building.	3	12	6	10	1
13. Teachers and students display common courtesies toward each other.	1	6	6	18	1
14. Teachers feel pride in this school and in its students.	0	4	11	14	2
15. Most students in this school appear to be eager and enthusiastic about learning.	0	7	3	19	3

* For line items that do not total 32, the respondent left the question unanswered.

Climate Survey Results for February 1998
Staff Tally Sheet

There were a total of 19 responses out of 30 staff members.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The courtesy activities for this year have had a positive effect on the school climate.	1	4	6	7	1
2. Teachers treat each other with respect, trust one another, and care about each other.	2	9	1	4	3
3. Students treat each other with respect, trust one another, and care about each other.	1	9	2	6	1
4. The school has good teacher morale.	3	9	4	3	0
5. The school has good student morale.	0	4	4	9	2
6. All staff contribute to maintaining a positive school climate.	1	12	0	6	0
7. The school helps students resolve personal problems that might lead to behavioral problems.	1	1	3	11	3
8. The school creates a sense of student belonging and responsibility.	1	0	4	12	2
9. Teachers like working in this school.	0	4	8	5	2
10. Teachers from one subject area or grade level respect those from other subject areas.	2	3	5	7	2
11. There is a "we" spirit in this school.	3	9	3	3	1
12. There is concern for the welfare of all people in the building.	1	8	3	6	1
13. Teachers and students display common courtesies toward each other.	1	4	2	10	2
14. Teachers feel pride in this school and in its students.	0	6	6	7	0
15. Most students in this school appear to be eager and enthusiastic about learning.	1	5	3	10	1

* For line items that do not total 19, the respondent left the question unanswered.

Appendix D

School Climate Survey Results for Students

Climate Survey Results for September 1997
5th Grade Tally Sheet

35 responses out of 42 students

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy coming to school most of the time.	5	14	6	4	6
2. There is a lot of encouragement and support among students in this school.	5	15	11	3	1
3. Most students are friendly and easy to talk with.	14	7	5	8	0
4. I feel very satisfied with my progress in school.	12	11	10	0	2
5. I get along well with other students.	17	11	5	0	1
6. I am proud of my school.	14	11	6	1	3
7. Students are kind and respectful to one another.	2	10	9	12	1
8. I am treated fairly by the staff members of this school.	17	9	5	2	2
9. I know and understand the school and classroom rules.	25	7	2	1	0
10. Students behave in an orderly manner in the public areas such as halls, bathrooms, cafeteria, assemblies, etc.	1	10	10	8	6
11. There are few disruptions during class, making it easy to learn and concentrate.	6	8	10	7	4
12. Students follow the rules in this school.	5	8	9	10	3

**For line items that do not total 33, the respondant left the question unanswered.

Climate Survey Results for February 1998
5th Grade Tally Sheet

33 responses out of 41 students.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy coming to school most of the time.	3	12	9	4	5
2. There is a lot of encouragement and support among students in this school.	2	7	13	8	3
3. Most students are friendly and easy to talk with.	4	13	5	7	4
4. I feel very satisfied with my progress in school.	9	14	5	3	1
5. I get along well with other students.	16	9	4	0	3
6. I am proud of my school.	8	12	8	2	3
7. Students are kind and respectful to one another.	2	6	12	8	5
8. I am treated fairly by the staff members of this school.	14	12	0	2	3
9. I know and understand the school and classroom rules.	20	11	1	0	1
10. Students behave in an orderly manner in the public areas such as halls, bathrooms, cafeteria, assemblies, etc.	1	8	7	13	4
11. There are few disruptions during class, making it easy to learn and concentrate.	5	9	11	3	5
12. Students follow the rules in this school.	2	8	9	8	6

*For line items that do not total 33, the respondent left the question unanswered.

Climate Survey Results for September 1997
6th Grade Tally Sheet

33 responses out of 33 students

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy coming to school most of the time.	2	18	9	1	3
2. There is a lot of encouragement and support among students in this school.	2	12	14	2	1
3. Most students are friendly and easy to talk with.	7	15	7	1	3
4. I feel very satisfied with my progress in school.	8	14	8	3	0
5. I get along well with other students.	8	17	4	1	3
6. I am proud of my school.	6	13	5	6	3
7. Students are kind and respectful to one another.	0	8	17	4	4
8. I am treated fairly by the staff members of this school.	8	18	4	2	1
9. I know and understand the school and classroom rules.	22	7	2	0	1
10. Students behave in an orderly manner in the public areas such as halls, bathrooms, cafeteria, assemblies, etc.	1	6	8	14	4
11. There are few disruptions during class, making it easy to learn and concentrate.	3	13	9	3	5
12. Students follow the rules in this school.	1	11	13	4	4

**For line items that do not total 33, the respondant left the question unanswered.

Climate Survey Results for February 1998
6th Grade Tally Sheet

29 responses out of 33 students.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy coming to school most of the time.	3	17	3	2	4
2. There is a lot of encouragement and support among students in this school.	2	9	9	8	1
3. Most students are friendly and easy to talk with.	3	12	6	6	2
4. I feel very satisfied with my progress in school.	10	10	5	3	1
5. I get along well with other students.	12	11	5	0	1
6. I am proud of my school.	5	10	9	2	3
7. Students are kind and respectful to one another.	3	5	13	5	3
8. I am treated fairly by the staff members of this school.	12	6	7	3	1
9. I know and understand the school and classroom rules.	16	13	1	0	0
10. Students behave in an orderly manner in the public areas such as halls, bathrooms, cafeteria, assemblies, etc.	3	4	11	3	8
11. There are few disruptions during class, making it easy to learn and concentrate.	4	5	9	9	3
12. Students follow the rules in this school.	0	6	10	9	4

*For line items that do not total 29, the respondent left the question unanswered.

Climate Survey Results for September 1997
7th Grade Tally Sheet

42 responses out of 50 students

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy coming to school most of the time.	4	11	14	10	3
2. There is a lot of encouragement and support among students in this school.	2	11	11	8	8
3. Most students are friendly and easy to talk with.	1	11	12	8	9
4. I feel very satisfied with my progress in school.	8	14	9	3	8
5. I get along well with other students.	8	20	8	4	2
6. I am proud of my school.	2	8	13	9	10
7. Students are kind and respectful to one another.	1	5	13	12	10
8. I am treated fairly by the staff members of this school.	5	16	12	3	6
9. I know and understand the school and classroom rules.	16	18	4	0	3
10. Students behave in an orderly manner in the public areas such as halls, bathrooms, cafeteria, assemblies, etc.	1	8	15	10	8
11. There are few disruptions during class, making it easy to learn and concentrate.	6	12	12	6	6
12. Students follow the rules in this school.	2	5	14	14	7

** For line items that do not total 42, the respondant left the question unanswered.

Climate Survey Results for February 1998
7th Grade Tally Sheet

42 responses out of 49 students.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy coming to school most of the time.	4	8	15	11	4
2. There is a lot of encouragement and support among students in this school.	2	5	13	10	12
3. Most students are friendly and easy to talk with.	3	14	9	7	9
4. I feel very satisfied with my progress in school.	10	13	11	2	6
5. I get along well with other students.	6	22	11	2	1
6. I am proud of my school.	5	8	13	8	8
7. Students are kind and respectful to one another.	0	3	13	7	18
8. I am treated fairly by the staff members of this school.	6	23	8	2	3
9. I know and understand the school and classroom rules.	11	20	6	3	2
10. Students behave in an orderly manner in the public areas such as halls, bathrooms, cafeteria, assemblies, etc.	3	6	12	7	14
11. There are few disruptions during class, making it easy to learn and concentrate.	2	10	17	5	7
12. Students follow the rules in this school.	0	6	14	14	8

*For line items that do not total 42, the respondent left the question unanswered.

Climate Survey Results for September 1997
8th Grade Tally Sheet

36 responses out of 42 students

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy coming to school most of the time.	3	16	7	3	7
2. There is a lot of encouragement and support among students in this school.	3	10	10	10	3
3. Most students are friendly and easy to talk with.	8	18	6	3	1
4. I feel very satisfied with my progress in school.	7	16	10	2	0
5. I get along well with other students.	10	14	7	3	2
6. I am proud of my school.	5	7	16	4	4
7. Students are kind and respectful to one another.	1	8	17	7	3
8. I am treated fairly by the staff members of this school.	8	15	9	2	2
9. I know and understand the school and classroom rules.	15	16	4	1	0
10. Students behave in an orderly manner in the public areas such as halls, bathrooms, cafeteria, assemblies, etc.	5	14	7	8	2
11. There are few disruptions during class, making it easy to learn and concentrate.	4	12	12	7	1
12. Students follow the rules in this school.	2	8	15	6	4

**For line items that do not total 36, the repondant left the question unanswered.

Climate Survey Results for February 1998
8th Grade Tally Sheet

36 responses out of 43 students.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy coming to school most of the time.	2	13	11	5	5
2. There is a lot of encouragement and support among students in this school.	1	15	11	7	2
3. Most students are friendly and easy to talk with.	9	14	8	5	1
4. I feel very satisfied with my progress in school.	4	13	16	4	0
5. I get along well with other students.	9	17	7	1	3
6. I am proud of my school.	2	12	14	6	3
7. Students are kind and respectful to one another.	1	12	15	6	3
8. I am treated fairly by the staff members of this school.	8	19	8	1	1
9. I know and understand the school and classroom rules.	12	18	3	2	2
10. Students behave in an orderly manner in the public areas such as halls, bathrooms, cafeteria, assemblies, etc.	1	11	12	8	5
11. There are few disruptions during class, making it easy to learn and concentrate.	2	19	9	4	2
12. Students follow the rules in this school.	1	9	19	5	3

*For line items that do not total 36, the respondent left the question unanswered.

Biographical Data

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