

# **School Diversity Inventory™**

## **Faculty and Staff Questionnaire School Report**

School: Sample High School (#56)

Date: December 2001

Number of faculty/staff responding: 96

Faculty/staff response rate: 46%

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# School Diversity Inventory – Faculty and Staff Survey

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## Interpreting School Diversity Inventory Results

The results summarized in this report are intended to be used with a companion workbook, *An Educational Leader's Workbook for Diagnosing a School's Climate for Diversity: Initiating Action to Improve or Maintain School Climate*. That workbook provides a step-by-step method to generate consensus on what your school's climate profile should be. It will help you integrate your expectations for the school with these results, and it will help your school set goals.

The present report is organized to provide a detailed summary of how educators in your school see the school by showing how they responded to each statement in the inventory. All results summarize the views of groups of educators about the school.

This report provides summaries of school climate for diversity in each of twelve domains. The companion workbook provides a structure for graphing and interpreting these domain scores. Some parts of this report may also show results for diversity domains separately for members of different groups. These parts are organized to make it easy to learn how different groups rate your school's climate. To preserve confidentiality, subgroup results are not shown for very small groups (usually, fewer than seven individuals).

The information in this report is based on surveys, and all survey information involves some degree of uncertainty or error. You are probably familiar with opinion polls that report percentages with a "margin of error" of plus or minus a few points. In this report, some pages report 90% confidence intervals for domain scores. These are your "margins of error" for the scores reported. It is unlikely that true scores lie outside these bands. When the confidence intervals for different groups overlap, an apparent difference between the groups may have arisen by chance. If confidence intervals don't overlap it is likely that there is a real difference between the groups. An appendix table at the end of this report provides a way to estimate margins of error for percentages contained in this report. Some pages present technical information about the statistical significance of differences between groups. These are intended for use by educational evaluators.

### Special Administrative Indices

Those interpreting School Diversity Inventory results should attend to the width of confidence intervals that are included with score reports or that are printed on profiles. The wider these confidence intervals, the less information is contained in the report or profile. Confidence bands are narrow when sample sizes are large and there is a high degree of agreement among respondents. Confidence bands are wide when sample sizes are large or respondents are in marked disagreement in their views. In general, interpret these confidence intervals as bands of plausible values for the results.

Attend to the response rate for your survey. Surveys with poor response rates may influence results in ways that are difficult to anticipate. Schools should be able easily to achieve participation rates of 80% or above. If a response rate falls below 80% consider whether the respondents adequately represent the school. If a response rate falls below 70%, interpret results with caution. If both student and faculty/staff surveys have been conducted, separate response rates are reported for each survey. Denominators to calculate these rates are derived from Quality Control Worksheets returned with answer sheets for processing.

Administrative indices for this school:

Faculty/staff response rate (percentage) .....46 %

## Interpretations Based on Judgement About Raw Scores and on Norms

The developers of the School Diversity Inventory recommend basing interpretations primarily on the raw score results in comparison to what the responsible parties in each school regard as desirable for the school. The *Educational Leader's Workbook for Diagnosing a School's Climate for Diversity* (available from the publisher) provides guidance in making this kind of interpretation.

Survey results can also be compared with results from a reference sample of schools. The school is compared with other schools at the same level. That is, a high school is compared with other high schools, a middle school with other middle schools, and an elementary school (faculty/staff surveys only) with other elementary schools.

The graph in Appendix C shows profiles of norm-referenced scores known as T-scores. In the reference sample, the average school's T-score is 50 and the standard deviation of schools' scores is 10. The introductory tables translate T-score ranges into verbal interpretations. The following table shows T-score ranges for each interpretive statement, and approximate percentile ranges assuming a normal distribution of schools:

<b>Interpretation</b>	<b>Percentile</b>	<b>T-score</b>
Very High	94th and above	65.2 and above
High	85th to 93rd	60.2 to 65.1
Moderately High	70th to 84th	55.1 to 60.1
Average	31st to 69th	44.9 to 55.0
Moderately Low	16th to the 30th	39.9 to 44.8
Low	7th to the 15th	34.8 to 39.8
Very Low	6th and below	34.7 and below

The reference samples are described in the *Supplemental Norms and Profile Sheets for the School Diversity Inventory: Technical Manual Supplement*, available from the publisher.

In preparing the table of verbal interpretations and profile of T-scores, your results were compared to the following reference sample: high schools.

### Suggested Interpretation for Raw Domain Scores

<b>Score range</b>	<b>Interpretation</b>
3.5 - 4.0	Most people see the school climate as very supportive of diversity. Work to maintain a respectful and civil climate.
3.0 - 3.4	Most people see the school climate as supportive of diversity. There is still room for improvement.
2.5 - 2.9	Some people are reporting problems that undermine school climate for diversity, and some groups may be uncomfortable or dissatisfied with their treatment. Corrective action is needed.
2.0 - 2.4	The school has barriers or problems that probably make it uncomfortable for a substantial number of people. Corrective action is needed.
1.5 - 1.9	The school has major problems that require correction.
1.0 - 1.4	The school has extreme problems that require correction.

*Note.* Does not apply to Teamwork versus Conflict domain.

## **Your Results**

The following pages summarize your results, beginning with a table that shows the demographic composition of your sample according to survey participants' self-reports.

Then an interpretive summary is provided. This summary provides a comparison of your results with a reference sample.

A table of numerical domain averages follows the interpretive summary, and this is followed by detailed tabulations of the results.

### Respondent Demographics

	<i>n</i>	%
<i>Respondent sex:</i>		
Female	64	67.4
Male	31	32.6
<i>Respondent self-reported primary role in school:</i>		
Administrator (e.g., principal, vice principal, dean)	5	5.2
Classroom teacher	72	75.0
Specialist (e.g., counselor, librarian, social worker, nurse, mental health worker)	7	7.3
Other school staff (e.g., secretary; administrative assistant; clerical worker; maintenance, repair, or custodial worker; aide or paraprofessional)	12	12.5
<i>Respondent race/ethnic self-identification:</i>		
Black or African American	33	35.5
White or European American	50	53.8
Native American or Alaskan Native	1	1.1
Asian American or Pacific Islander	1	1.1
Latino	0	0.0
Multiracial or other	8	8.6

*Note.* *n* = number of respondents in each subgroup. % = percentage of respondents who indicated membership in each sex, role, or race/ethnic group.



**Interpretive Summary: School Diversity Inventory Faculty/Staff Survey**

<b>Domain</b>	<b>Meaning</b>	<b>This School</b>
<b>Diversity Policies and Practices</b>	Assesses the degree to which a school has clear policies and puts practices in place to prevent the unfair treatment of individuals because of their race/ethnicity, sex, sexual orientation, or religion. Also reflects the degree to which the school monitors how well groups get along, detects potentially inflammatory or destructive behavior, and deliberately seeks diversity when groups are composed. This scale is a gauge of formal policy and leadership practices directed at diversity. High scoring schools have articulated policies to promote fairness and put practices in place to follow through on these policies.	Average
<b>Openness to Diversity</b>	Measures the climate of openness or receptivity to the views, traditions, and contributions of different groups. This scale is a gauge of group attitudes or norms allowing the disclosure and discussion of multiple perspectives and encouraging the open expression of differences. In high scoring schools, members of different groups openly seek each other's views.	Average
<b>Inclusion</b>	Assesses the extent to which a school actively takes steps to make members of all groups feel welcome and comfortable – and anticipates and removes obstacles to the participation of all kinds of persons. In high scoring schools, the views of persons from different cultural origins and special needs are anticipated in planning, and individuals are not put down or left out of activities because of their differences.	Moderately High
<b>Diversity Knowledge and Role Models</b>	Indicates the degree to which examples of the accomplishments of members of many racial/ethnic/cultural groups – and of both men and women – are displayed in a school. In high scoring schools, teachers and staff know about and deliberately teach about the culture and history of different groups.	Average
<b>Accessibility</b>	Assesses the degree to which the school helps or accommodates persons with special needs, so that hearing, visual, or physical difficulties; cost; language differences; or transportation problems do not limit access to school facilities or events. High scoring schools anticipate and remove obstacles to access.	Average
<b>Intergroup Relations</b>	Measures the quality of intergroup relations in a school. This scale includes two sub-scales.	
<b>Race/Ethnic</b>	Indicates the degree of positive interaction and social integration of members of different race/ethnic groups. In a high scoring school, members of different groups interact socially with each other, help each other, and enjoy working together.	Average
<b>Male-Femal</b>	Indicates the degree of positive interaction and social integration	Average

**Interpretive Summary: School Diversity Inventory Faculty/Staff Survey**

<b>Domain</b>	<b>Meaning</b>	<b>This School</b>
<b>e Interaction</b>	of men and women. In a high scoring school, men and women interact socially with each other, help each other, and enjoy working together.	
<b>Group Commitment to Diversity</b>	Reflects the extent to which people report a commitment to diversity and determination to act to promote it in social exchange. In a high scoring school, people act to see that members of all groups get an even break and to stop offensive behavior.	Average
<b>Perceived Fairness and Equity</b>	Measures perceptions of the degree to which fair and equitable treatment of different groups characterizes a school. This scale includes two sub-scales.	
<b>Perceived</b>	Assesses the degree to which the school provides access for students of both sexes and all ethnic/racial groups to instruction in which girls or minority group students are sometimes under-represented. In a high scoring school, girls and racial/ethnic minorities are well represented in math and science classes for high ability students.	Low
<b>Perceived</b>	Assesses perceptions of the evenhandedness or fairness in the treatment of boys and girls, men and women, members of different racial/ethnic groups, and people of diverse views in a school. In a high scoring school, different groups are seen as fairly treated.	Low
<b>Pro-Diversity Attitudes</b>	Measures the level of personal commitment to promoting a climate of respect and understanding among diverse groups that characterizes the average staff member in a school. In high scoring schools, staff value reductions in insensitivity and bias, the achievement of equal outcomes for persons of all groups, and respect for persons of different faiths, cultures, and personal orientations.	Average
<b>Teamwork versus Conflict</b>	Measures the degree of cooperation (versus conflict) among different groups in a school. In a high scoring school, principal and teachers, persons of different ethnic groups, teachers and students, parents and teachers, and different categories of school personnel are working well together; in a low scoring school there is conflict among some groups.	Average

**Domain Averages**

Domain	Average	<i>SD</i>	<i>N</i>	90% Conf. Int.
Diversity Policies and Practices	2.76	0.50	93	2.67 - 2.85
Openness to Diversity	2.68	0.46	94	2.60 - 2.76
Inclusion	2.90	0.51	96	2.81 - 2.99
Diversity Knowledge and Role Models	3.03	0.59	93	2.93 - 3.13
Accessibility	2.75	0.40	94	2.68 - 2.82
Intergroup Relations				
Race/Ethnic Group Relations	2.75	0.51	94	2.66 - 2.84
Male-Female Interaction	3.04	0.47	90	2.96 - 3.12
Group Commitment to Diversity	2.89	0.44	93	2.81 - 2.97
Perceived Educational Equity				
Perceived Educational Access	2.82	0.58	87	2.72 - 2.92
Perceived Fairness	2.82	0.59	94	2.72 - 2.92
Pro-Diversity Attitudes	3.17	0.37	95	3.11 - 3.23
Teamwork versus Conflict	3.79	0.74	94	3.66 - 3.92

*Note.* *SD* = standard deviation, *N* = number of respondents, 90% Conf. Int. = 90% confidence interval for the mean under simple random sampling. Averages for the first 11 domains are based on a scale of 1 to 4, with 1 being the low end and 4 being the high end. In other words, high scores reflect more positive school climate. For the Teamwork versus Conflict domain, the average is based on a scale of 1 to 5, with 1 indicating conflict and 5 indicating teamwork.

**Domain Averages by Sex**

Domain	Average	<i>SD</i>	<i>N</i>	90% Conf. Int.
Diversity Policies and Practices				
Males	2.82	0.40	30	2.70 - 2.94
Females	2.72	0.53	62	2.61 - 2.83
Openness to Diversity				
Males	2.70	0.47	29	2.55 - 2.85
Females	2.65	0.44	64	2.56 - 2.74
Inclusion				
Males	2.92	0.48	31	2.78 - 3.06
Females	2.88	0.52	64	2.77 - 2.99
Diversity Knowledge and Role Models				
Males	2.99	0.62	29	2.80 - 3.18
Females	3.03	0.57	63	2.91 - 3.15
Accessibility				
Males	2.77	0.33	29	2.67 - 2.87
Females	2.73	0.43	64	2.64 - 2.82
Race/Ethnic Group Relations				
Males	2.72	0.48	29	2.57 - 2.87
Females	2.76	0.52	64	2.65 - 2.87
Male-Female Interaction				
Males	3.05	0.52	28	2.88 - 3.22
Females	3.03	0.45	62	2.93 - 3.13
Group Commitment to Diversity				
Males	2.90	0.37	29	2.78 - 3.02
Females	2.88	0.47	63	2.78 - 2.98

**Domain Averages by Sex**

Domain	Average	<i>SD</i>	<i>N</i>	90% Conf. Int.
<b>Perceived Educational Access</b>				
Males	2.90	0.48	29	2.75 - 3.05
Females	2.76	0.61	57	2.62 - 2.90
<b>Perceived Fairness</b>				
Males	2.94	0.62	29	2.75 - 3.13
Females	2.75	0.57	64	2.63 - 2.87
<b>Pro-Diversity Attitudes</b>				
Males	3.15	0.38	30	3.03 - 3.27
Females	3.19	0.37	64	3.11 - 3.27
<b>Teamwork versus Conflict</b>				
Males	3.85	0.70	30	3.64 - 4.06
Females	3.74	0.76	63	3.58 - 3.90

*Note.* *SD* = standard deviation, *N* = number of respondents, 90% Conf. Int. = 90% confidence interval for the mean under simple random sampling. Averages for the first 11 domains are based on a scale of 1 to 4, with 1 being the low end and 4 being the high end. In other words, high scores reflect more positive school climate. For the Teamwork versus Conflict domain, the average is based on a scale of 1 to 5, with 1 indicating conflict and 5 indicating teamwork. Dashes are printed where results are not reported for scales with fewer than five respondents.

**Domain Averages by Ethnicity**

Domain	Average	<i>SD</i>	<i>N</i>	90% Conf. Int.	
<b>Diversity Policies and Practices</b>					
Black or African American	2.50	0.58	32	2.33 -	2.67
White or European American	2.91	0.37	49	2.82 -	3.00
Native American or Alaskan Native	—	—	1	—	—
Asian American or Pacific Islander	—	—	1	—	—
Latino			0		
Multiracial or other	2.89	0.49	7	2.58 -	3.20
<b>Openness to Diversity</b>					
Black or African American	2.49	0.46	32	2.35 -	2.63
White or European American	2.79	0.38	50	2.70 -	2.88
Native American or Alaskan Native	—	—	1	—	—
Asian American or Pacific Islander	—	—	1	—	—
Latino			0		
Multiracial or other	2.56	0.63	8	2.19 -	2.93
<b>Inclusion</b>					
Black or African American	2.63	0.55	33	2.47 -	2.79
White or European American	3.06	0.39	50	2.97 -	3.15
Native American or Alaskan Native	—	—	1	—	—
Asian American or Pacific Islander	—	—	1	—	—
Latino			0		
Multiracial or other	2.80	0.59	8	2.45 -	3.15
<b>Diversity Knowledge and Role Models</b>					
Black or African American	2.79	0.63	32	2.60 -	2.98
White or European American	3.19	0.44	49	3.08 -	3.30

**Domain Averages by Ethnicity**

Domain	Average	<i>SD</i>	<i>N</i>	90% Conf. Int.	
Native American or Alaskan Native	—	—	1	—	—
Asian American or Pacific Islander	—	—	1	—	—
Latino			0		
Multiracial or other	2.80	0.84	8	2.30 -	3.30
<b>Accessibility</b>					
Black or African American	2.57	0.36	32	2.46 -	2.68
White or European American	2.87	0.37	50	2.78 -	2.96
Native American or Alaskan Native	—	—	1	—	—
Asian American or Pacific Islander	—	—	1	—	—
Latino			0		
Multiracial or other	2.70	0.58	8	2.36 -	3.04
<b>Race/Ethnic Group Relations</b>					
Black or African American	2.53	0.55	32	2.37 -	2.69
White or European American	2.88	0.44	50	2.78 -	2.98
Native American or Alaskan Native	—	—	1	—	—
Asian American or Pacific Islander	—	—	1	—	—
Latino			0		
Multiracial or other	2.70	0.47	8	2.42 -	2.98
<b>Male-Female Interaction</b>					
Black or African American	2.81	0.45	32	2.68 -	2.94
White or European American	3.13	0.42	48	3.03 -	3.23
Native American or Alaskan Native	—	—	1	—	—
Asian American or Pacific Islander	—	—	1	—	—

**Domain Averages by Ethnicity**

Domain	Average	<i>SD</i>	<i>N</i>	90% Conf. Int.	
Latino			0		
Multiracial or other	3.25	0.57	7	2.89 -	3.61
<b>Group Commitment to Diversity</b>					
Black or African American	2.61	0.47	33	2.47 -	2.75
White or European American	3.07	0.30	49	3.00 -	3.14
Native American or Alaskan Native	—	—	1	—	—
Asian American or Pacific Islander	—	—	1	—	—
Latino			0		
Multiracial or other	2.87	0.50	8	2.57 -	3.17
<b>Perceived Educational Access</b>					
Black or African American	2.56	0.66	31	2.36 -	2.76
White or European American	2.95	0.47	45	2.83 -	3.07
Native American or Alaskan Native	—	—	1	—	—
Asian American or Pacific Islander	—	—	1	—	—
Latino			0		
Multiracial or other	2.97	0.49	8	2.68 -	3.26
<b>Perceived Fairness</b>					
Black or African American	2.52	0.55	32	2.36 -	2.68
White or European American	3.01	0.52	50	2.89 -	3.13
Native American or Alaskan Native	—	—	1	—	—
Asian American or Pacific Islander	—	—	1	—	—
Latino			0		
Multiracial or other	2.66	0.64	8	2.28 -	3.04



**Domain Averages by Ethnicity**

Domain	Average	<i>SD</i>	<i>N</i>	90% Conf. Int.
<b>Pro-Diversity Attitudes</b>				
Black or African American	3.28	0.27	33	3.20 - 3.36
White or European American	3.10	0.36	49	3.01 - 3.19
Native American or Alaskan Native	—	—	1	—
Asian American or Pacific Islander	—	—	1	—
Latino			0	
Multiracial or other	3.17	0.61	8	2.81 - 3.53
<b>Teamwork versus Conflict</b>				
Black or African American	3.43	0.91	33	3.16 - 3.70
White or European American	3.98	0.51	49	3.86 - 4.10
Native American or Alaskan Native	—	—	1	—
Asian American or Pacific Islander	—	—	1	—
Latino			0	
Multiracial or other	3.74	0.67	8	3.34 - 4.14

*Note.* *SD* = standard deviation, *N* = number of respondents, 90% Conf. Int. = 90% confidence interval for the mean under simple random sampling. Averages for the first 11 domains are based on a scale of 1 to 4, with 1 being the low end and 4 being the high end. In other words, high scores reflect more positive school climate. For the Teamwork versus Conflict domain, the average is based on a scale of 1 to 5, with 1 indicating conflict and 5 indicating teamwork. Dashes are printed where results are not reported for groups with fewer than seven respondents.

**Statement Responses: Diversity Policies and Practices**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Our school system has taken steps to demonstrate the value of diversity and multicultural education.	8.3	10.4	56.3	25.0	2.98	96
Policies to prevent individuals from being treated unfairly <i>because of race or ethnicity</i> are vigorously pursued in this school.	9.4	16.7	50.0	24.0	2.89	96
Policies to prevent individuals from being treated unfairly <i>because of their sex</i> are vigorously pursued in this school.	8.3	17.7	55.2	18.8	2.84	96
Policies to prevent individuals from being treated unfairly <i>because of their sexual orientation</i> are vigorously pursued in this school.	9.5	27.4	52.6	10.5	2.64	95
Policies to prevent individuals from being treated unfairly <i>because of their religion</i> are vigorously pursued in this school.	4.2	16.7	53.1	26.0	3.01	96
This school deliberately composes groups of students that are diverse according to cultural background and sex for instruction and co-curricular activities.	10.6	35.1	39.4	14.9	2.59	94
School policy requires that faculty and staff deliberately seek to include diversity into working teams.	7.4	37.2	44.7	10.6	2.59	94
The principal praises faculty and staff who work especially well with diverse students.	9.7	32.3	45.2	12.9	2.61	93
How well each educator fosters the participation of persons of diverse groups is a formal part of performance evaluation in this school.	6.5	29.3	55.4	8.7	2.66	92
This school system encourages experienced educators to act as coaches for less experienced educators of different ethnic, gender, or social groups.	1.1	13.8	54.3	30.9	3.15	94
Everyone in this school knows what to do if a person is discriminated against or harassed	4.3	41.5	36.2	18.1	2.68	94

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
because of his or her race/ethnicity, sex, or sexual orientation.						
The school has a system to monitor how different groups of students get along.	14.1	38.0	38.0	9.8	2.43	92
The school is alert to the activities of students to detect the possibility of hate crimes or the formation of supremacist groups.	7.4	14.7	64.2	13.7	2.84	95
This school has publicized a way for students or staff to make anonymous reports of potentially inflammatory or destructive behavior.	10.8	25.8	41.9	21.5	2.74	93
The school has distributed written policies for taking action when any person is treated unfairly or harassed because of ethnicity, sex, or sexual orientation.	4.4	25.6	47.8	22.2	2.88	90

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, N = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

**Statement Responses: Openness to Diversity**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
No educator in this school is left out of planning school activities because his or her views are different or unpopular.	12.5	27.1	41.7	18.8	2.67	96
Most teachers and school staff believe it is important to learn about the culture and history of persons who are likely to join the school community.	2.2	25.8	58.1	14.0	2.84	93
<i>Teachers and school staff</i> who are members of one group try to learn from people who are members of other groups.	4.3	24.5	62.8	8.5	2.76	94
<i>Students</i> who are members of one group try to learn from people who are members of other groups.	6.4	33.0	52.1	8.5	2.63	94
In the cafeteria or at school events, this school serves food that comes from different cultural traditions (African, Latino, Asian, Polish, etc.)	9.6	47.9	27.7	14.9	2.48	94
Some educators in this school think it is rude when students or school staff speak to each other in a language other than English.*	7.9	51.7	27.0	13.5	2.54	89
Faculty and staff often deliberately seek to work with other educators or students who have a social or ethnic background different from their own.	6.3	33.7	51.6	8.4	2.62	95
This school has a reputation for valuing diversity among students and staff.	3.3	22.0	53.8	20.9	2.92	91
This school provides opportunities for educators to disclose and evaluate their personal views in a safe environment.	4.3	25.5	52.1	18.1	2.84	94
Educators in this school have discussed and compared views on sensitive issues such as race/ethnicity or sexual orientation in a productive manner.	8.8	38.5	46.2	6.6	2.51	91

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
In this school students are helped to explore their own views and the views of members of other race/ethnic or gender groups in areas where opinions may differ.	6.7	27.0	53.9	12.4	2.72	89

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, N = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

\* Reverse-scored statement.

**Statement Responses: Inclusion**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
No one is treated with disrespect in this school because of his/her gender.	11.5	29.2	38.5	20.8	2.69	96
This school has taken specific steps to ensure that educators of <i>all</i> ethnic/race groups feel welcome to participate in developing procedures and planning events.	8.3	11.5	54.2	26.0	2.98	96
The leaders in this school have made sure that culturally and socially diverse views are represented when plans are made.	9.4	14.6	55.2	20.8	2.88	96
The school takes visible steps to ensure that men and women, and persons with different opinions and views contribute to school programs.	7.3	16.7	59.4	16.7	2.85	96
The school has taken specific action to ensure that students with disabilities are asked to contribute to school activities.	2.1	18.9	52.6	26.3	3.03	95
No student is left out of school activities or events because of his or her social background, values, religion, or ethnicity.	7.4	12.8	54.3	25.5	2.98	94
This school has taken specific steps to make all kinds of people feel welcome and comfortable.	3.2	6.3	60.0	34.0	3.18	95
No one in this school is put down because of his or her social background, or handicapping condition.	9.5	32.6	41.1	16.8	2.65	95
The school makes people who speak a language other than English in their homes feel comfortable using that language in school.	3.4	50.6	38.2	7.9	2.51	89
People choose to come to this school because we welcome diversity here.	5.5	30.8	46.2	17.6	2.76	91

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Any newcomer to this school's staff—regardless of gender, social background, or handicap—is actively recruited to join teams or committees working on school projects.	1.1	7.4	53.2	38.3	3.29	94
Some students or staff are teased or harassed because of their ethnicity, race, or sexual orientation.*	14.0	41.9	39.8	4.3	2.66	93
Planning for after-school activities usually includes planning for transportation for any students who need it.	3.1	11.5	49.0	36.5	3.19	96

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, N = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

\* Reverse-scored statement.

**Statement Responses: Diversity Knowledge and Role Models**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
In this school we deliberately display examples of accomplishments by members of many racial/ethnic groups.	4.2	13.7	38.9	43.2	3.21	95
In this school we deliberately teach about the contributions to science of both men and women.	4.3	9.7	54.8	31.2	3.13	93
In this school we deliberately expose students to the writing of people from different racial/ethnic groups.	5.3	8.4	53.7	32.6	3.14	95
In this school we deliberately teach about social reforms from different cultural groups.	2.2	12.1	57.1	28.6	3.12	91
Most teachers and school staff know about the culture and history of students and co-workers who are now in the school.	8.6	36.6	44.1	10.8	2.57	93

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, N = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.



**Statement Responses: Accessibility**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
This school actively makes it known that it will help people with hearing, visual, or physical difficulties.	2.1	3.2	60.6	34.0	3.27	94
People with physical disabilities could find it difficult getting to all places in this school.*	13.8	44.7	33.0	8.5	2.64	94
Accommodations are made in this school so that individuals with special needs can learn and contribute comfortably.	1.1	0.0	62.8	36.2	3.34	94
Events held away from the school are in locations that are easy to get to for families who might not want to come to the school.	12.1	37.4	39.6	11.0	2.49	91
Cost does not prevent students from taking part in school events.	8.5	39.4	45.7	6.4	2.50	94
The school tries to communicate with students' homes in more than one language.	7.8	55.6	31.1	5.6	2.34	90
No students or families are unable to take part in school events because transportation is too hard to arrange.	13.8	26.6	43.6	16.0	2.62	94

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, N = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

\* Reverse-scored statement.

**Statement Responses: Race/Ethnic Group Relations**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
<i>Teachers and school staff</i> who are members of different ethnic/racial groups want to work together in this school.	2.1	10.6	56.4	30.9	3.16	94
<i>Students</i> who are members of different ethnic/racial groups enjoy working together in this school.	5.4	16.1	58.1	20.4	2.94	93
<i>Teachers and school staff</i> who are members of one race/ethnic group usually hang out mostly with members of their own group.*	8.4	40.0	35.8	15.8	2.41	95
<i>Students</i> who are members of one race/ethnic group usually hang out with members of their own group.*	2.1	17.0	61.7	19.1	2.02	94
Staff of different racial/ethnic groups help each other at school.	2.1	4.3	62.8	30.9	3.22	94

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, N = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

\* Reverse-scored statement.

**Statement Responses: Male-Female Interaction**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Women freely join in faculty activities where most participants are men.	3.3	7.7	64.8	24.2	3.10	91
Men freely join in faculty activities where most participants are women.	2.2	22.2	56.7	18.9	2.92	90
Some members of the faculty or staff avoid some school activities because they feel that they are not welcome because of their sex, race, or social group.*	17.6	46.2	25.3	11.0	2.70	91
<i>Teachers and school staff</i> of different sexes eat lunch together and hang out together when they are not teaching.	1.1	9.5	51.6	37.9	3.26	95
<i>Students</i> of different sexes eat lunch together and hang out together when they are not in class.	1.1	9.7	55.9	33.3	3.22	93

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, N = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

\* Reverse-scored statement.

**Statement Responses: Group Commitment to Diversity**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Educators from groups that are minorities in this school have said that they want to continue working here.	5.4	4.3	62.4	28.0	3.13	93
Educators who are members of groups that are minorities in this school know they can count on others in the school for help and respect.	2.2	6.5	63.0	28.3	3.17	92
If someone in this school told a sexist or racist joke, I would expect others to let that person know he/she was off base.	4.2	22.9	52.1	20.8	2.90	96
Educators in this school openly express a commitment to diversity.	4.3	24.5	60.6	10.6	2.78	94
Members of this school feel free to let others know if they feel offended or mistreated.	6.5	17.4	62.0	14.1	2.84	92
People in the school speak openly about stopping harassment or teasing of people because of their group membership.	3.2	36.6	52.7	7.5	2.65	93
If a staff member were being teased or bothered because of his or her ethnicity, sex, or sexual orientation, other staff would try to stop it.	5.4	7.5	67.7	19.4	3.01	93
If a staff member were telling a joke about another person's sexual orientation, other staff members would laugh at the joke.*	5.4	47.8	39.1	7.6	2.51	92
Staff members of different ethnic groups usually do whatever they can to help each other get along.	2.1	6.3	64.6	27.1	3.17	96
Most people in this school want to see members of <i>all</i> racial/ethnic groups get an even break.	5.3	6.3	54.7	33.7	3.17	95
Some people in this school don't care whether students of all groups get ahead.*	13.7	36.8	36.8	12.6	2.52	95
Teachers would rather be in a school without pupils from a different race.*	21.5	54.8	14.0	9.7	2.88	93

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, *N* = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

\* Reverse-scored statement.

**Statement Responses: Perceived Educational Access**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Science classes for high ability students have students in them from all ethnic/racial groups.	5.5	14.3	60.4	19.8	2.95	91
Science classes for high ability students are about half girls and half boys.	2.3	33.7	51.2	12.8	2.74	86
Math classes for high ability students are about half boys and half girls.	4.6	31.0	51.7	12.6	2.72	87
Math classes for high ability students have students in them from all ethnic/racial groups.	5.7	19.3	59.1	15.9	2.85	88

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, N = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

**Statement Responses: Perceived Fairness**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
The school's response to student misbehavior is the same for boys and girls.	7.4	30.9	50.0	11.7	2.66	94
A member of the school staff has been treated unfairly because of his/her race or ethnic group.*	22.3	57.4	16.0	4.3	2.98	94
Teachers and other staff are treated fairly regardless of their gender.	3.2	19.1	54.3	23.4	2.98	94
People are treated fairly regardless of their opinions.	9.7	31.2	40.9	18.3	2.68	93

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, N = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

\* Reverse-scored statement.

**Statement Responses: Pro-Diversity Attitudes**

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
[A goal or objective of an education program should be to] reduce racial incidents among students.	5.4	8.6	43.0	43.0	3.24	93
[A goal or objective of an education program should be to] reduce insensitivity and bias by staff members towards cultural differences.	4.3	8.5	36.2	51.1	3.34	94
[A goal or objective of an education program should be to] equalize the academic achievement of students of different race/ethnic groups.	4.3	8.6	36.6	50.5	3.33	93
[A goal or objective of an education program should be to] reduce suspensions for Black and Latino male students.	11.8	31.2	34.4	22.6	2.68	93
[A goal or objective of an education program should be to] promote a climate of respect and understanding of all races and ethnic groups.	0.0	0.0	16.7	83.3	3.83	96
[A goal or objective of an education program should be to] introduce multiracial, multiethnic, and multicultural curriculum content into instructional materials.	5.3	7.4	56.4	30.9	3.13	94
[A goal or objective of an education program should be to] increase the connectedness of all students to the school (reduce alienation among all groups).	1.0	2.1	39.6	57.3	3.53	96
[A goal or objective of an education program should be to] increase the participation of parents of all ethnic/racial groups in making decisions about the school.	2.1	5.3	47.4	45.3	3.36	95
[A goal or objective of an education program should be to] promote a climate of respect for persons of high <i>and</i> low academic ability or achievement.	0.0	1.1	30.5	68.4	3.67	95
[A goal or objective of an education program should be to] ensure respect and appreciation for persons of different sexual orientations.	7.4	5.3	52.6	34.7	3.15	95



Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
[A goal or objective of an education program should be to] increase understanding and appreciation for persons of various faiths or religions.	3.2	3.2	51.6	42.1	3.33	95
[A goal or objective of an education program should be to] enhance tolerance, understanding, and appreciation of diversity in beliefs, values, and opinions in society.	1.1	5.3	49.5	44.2	3.37	95
[A goal or objective of an education program should be to] build skills among students and educators for working effectively with persons of different groups	1.1	3.2	38.9	56.8	3.52	95
Diversity education is a frill.*	26.9	34.4	30.1	8.6	2.80	93
Students or educators from groups that are minorities in this community will succeed to the extent that they adopt mainstream American customs and values.*	1.1	29.3	54.3	15.2	2.16	92
Some people in this school have been hired or promoted just to fill a position with a minority group or a woman.*	9.8	30.4	37.0	22.8	2.27	92

*Note.* SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, N = number of respondents. Percentages exclude nonrespondents. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

\* Reverse-scored statement.

**Statement Responses: Teamwork versus Conflict**

Statement	Percentage choosing response					Average	N
	Conflict		Teamwork				
	A	B	C	D	E		
<i>Rate the degree of teamwork versus tension that might go in either direction for each pairing:</i>							
Diversity education ↔ the general school program	4.2	4.2	34.4	38.5	18.8	3.64	96
Principal ↔ teachers	1.0	5.2	21.9	40.6	31.3	3.96	96
Faculty as a whole	3.1	4.2	17.7	44.8	30.2	3.95	96
Teachers ↔ school office	1.0	5.2	20.8	47.9	25.0	3.91	96
Teachers of one ethnicity ↔ other teachers	4.2	2.1	18.9	51.6	23.2	3.87	95
Union ↔ building management	7.8	3.3	53.3	25.6	10.0	3.27	90
Male staff ↔ female staff	4.2	2.1	20.0	46.3	27.4	3.91	95
Teachers of one ethnicity ↔ students of other ethnic groups	7.4	4.3	27.7	40.4	20.2	3.62	94
Parents ↔ teachers	6.4	6.4	30.9	46.8	9.6	3.47	94
Local businesses ↔ the school	1.1	3.2	15.8	50.5	29.5	4.04	95
Teachers ↔ students	2.2	6.5	18.3	49.5	23.7	3.86	93
Principal ↔ diversity education	1.1	2.2	31.5	43.5	21.7	3.83	92
Certified employees (e.g., teachers) ↔ classified employees (e.g., maintenance, clerical and other staff)	7.4	3.2	16.0	45.7	27.7	3.83	94

*Note.* A = conflict, C = neutral, E = teamwork, N = number of respondents. Percentages exclude nonrespondents. Statement averages are of responses ranging from 1 (conflict) to 5 (teamwork).

## Appendix A: Guide to Technical Information in Tables

This appendix explains the technical information shown in the tables in this report. All people using this report should understand the meaning of the percentages, averages, and confidence intervals presented in the tables. The meaning of confidence intervals is described in Appendix B. All users should also understand the importance of examining the survey response rate and the number of persons reporting for the school or any subgroup.

SDI reports contain additional information that is intended for use by evaluation specialists. Not all users of this report will need to understand all of the technical information presented.

**Response rate.** The response rate is important. Consider both the number of individuals upon which results are based and the percentage of individuals who completed questionnaires. If the number of respondents is small, results may have large margins of error. If a response rate for a school is low (below 80%) consider the possibility that the survey may not represent the school well or may not have been well conducted. The response rates contained in this report are based on information provided to the scoring service about the population size (denominator) and counts of answer documents scored (numerator).

**Demographic characteristics of respondents.** The table showing the demographic composition (sex, role/position, race/ethnicity) of respondents is based on the self-identification of survey respondents. The table shows the number of respondents in each category (column labeled "n") and the percentage of those respondents who indicated their category membership who fall in each category (column headed %).

**Domain score reports.** The principal tables of results are organized first by SDI domain score (Diversity Policies and Practices, Openness to Diversity, Inclusion, and so on) and then by respondent groupings (school, role, sex, ethnicity) for which there were an adequate number of respondents. Results for groups smaller than 7 are not reported. Users of the SDI should focus their attention on these domain scores.

Columns headed "N" show the number of respondents on which the remainder of the information in each row is based. In many cases the Ns shown in the rows of the score reports are somewhat smaller than the total number of respondents in the groups. This occurs when individuals fail to respond to enough of the specific *items* (individual statements) that are used to calculate a domain score that the score can not be calculated for those individuals.

Columns headed "Average" show the average domain score for respondents in each group. Scores for all but one of the scales potentially range from 1 to 4, with 1 being the low (undesirable) end of the scale and 4 being the high (desirable) end of the scale. In other words, higher scores reflect more positive school climate. Scores for the Teamwork versus Conflict domain potentially range from 1 to 5, with 1 being the undesirable end (conflict) and 5 being the desirable end (teamwork).

Columns headed "SD" report the standard deviation of scores for each group. The standard deviation (along with the average and number of respondents) is information required by evaluation personnel for estimating the statistical significance of certain differences. Most users can interpret SDI results without an understanding of the standard deviation. In nontechnical terms, it is a measure of how much variability around the mean was observed in the scores of individual respondents. The larger the standard deviation, the greater the variability around the average score.

The columns headed "90% Conf. Int." make the range of plausible values for the average clear. The probability that a score lies outside the confidence interval (lower bound to upper bound) shown is 10% or less. (See appendix B for an explanation of confidence intervals and why the intervals tabled are usually conservative.)

***Detailed tabulation of item responses by domain.*** Tables show the percentage distribution of respondents choosing each response alternative for every item (statement) in each domain. Percentages add to 100% across the rows. The columns headed "Average" and "N" show the mean score for each item and the number of persons responding to each item. Scores are on a scale of 1 to 4 (for the first 11 domains) where 4 is the most desirable response. For the 12th domain—Teamwork versus Conflict—means are reported on a scale of 1 to 5, where 5 is the most desirable response.

### **Comparing Schools and Groups and Examining Change Over Time**

In making comparisons among groups, or when comparing your school's results on successive assessments, use the score averages and confidence intervals. If the confidence intervals for two groups overlap, a difference in the sample estimates of the average Domain Scores for these groups may have arisen by chance. If the confidence intervals do not overlap, it is not plausible to assume that the averages are actually equal. Standard deviations and sample sizes are provided to help district evaluation personnel apply statistical tests for the significance of changes over time or of differences among schools. Appendix B provides further information on using confidence intervals.

## Appendix B: Confidence Intervals for School Diversity Inventory Results

All estimates from sample surveys involve some degree of error. This appendix will help you understand how sampling error may influence the SDI results for your school or for a specific group in a school.

Some of the survey features that influence the amount of error in an estimate made from the school assessment include the following:

- The *number* of individuals included in the sample. Other things being equal, the larger the number of individuals in a simple random sample or subsample, the smaller the sampling error.
- Whether *all* or *most* persons are included or if *only some* persons are included. Other things being equal, the *larger the fraction* of individuals in a school who are included in a sample, the smaller the sampling error. This means that in a small school, if all or nearly all persons have been included in a survey, sampling errors can be small or negligible.
- How the sample was designed. Sample size and other things being equal, sampling from within well chosen strata can decrease sampling error. On the other hand, sampling of intact classrooms or homerooms usually produces sampling errors that are considerably larger than those produced by simple random samples of the same number of persons, and it may be necessary to utilize weighting of the data to produce unbiased estimates.<sup>1</sup>

The SDI's developers have recommended that schools include all students and all educators in a school in surveys – or use large simple random samples of individuals – because this will avoid introducing bias in the sampling, weighting is not required to represent the school, and special expertise in sampling is not required (although a person with training in research methods should be involved in drawing even simple random samples).

### Confidence Intervals for Percentages

Table B-1 provides 90% confidence intervals for percentages estimated from samples of different sizes. To use the table, find the sub-table for the sample size ( $N$ ) closest to the sample size on which your percentage is based. Then look down the column headed % to find the percentage closest to that estimated from your sample. Then look across the row to read the lower and upper bounds of the confidence interval. The probability is .90 that the population proportion is greater than the lower bound of the confidence interval and less than the upper bound of the confidence interval. In other words, there is only a 1 in 10 chance that the population proportion is outside this range of percentages.

The confidence intervals shown in Table B-1 are usually conservative because they are based on an assumption of simple random sampling from an infinitely large population. Because no school's population is infinitely large, the tabled values overestimate the width of the confidence intervals.<sup>2</sup>

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<sup>1</sup>For complex samples (such as samples involving the sampling of intact classes), it is advisable to consult a sampling statistician or a behavioral scientist knowledgeable about the estimation of standard errors.

<sup>2</sup>Sampling of clusters of persons (such as intact classrooms) increases sampling errors. In such cases, the confidence intervals based on an assumption of simple random sampling may not be conservative.

Not all values are tabled, but you can approximate the width of the confidence band around a sample percentage not tabled by assuming that it will be about as wide as the band for nearby percentages that are tabled. Notice that the confidence bands are not symmetrical for very large and very small percentages.

In comparing percentages based on the responses of two separate groups—say boys and girls—find the confidence bands for each percentage. If the confidence bands do not overlap, you can be reasonably confident that the difference observed in your samples did not arise by chance.

### **Confidence Intervals for Domain Scores**

Tables showing domain scores in this school report present 90% confidence intervals for means (averages). These confidence intervals are based on the assumption of simple random sampling from a very large population. If all educators were included in the sample—or if a large fraction of the individuals in the school population were included in a simple random sample—then these confidence intervals are conservative.

The probability is .90 that the population mean domain score is greater than the lower bound of the confidence interval and less than the upper bound of the confidence interval. In other words, there is only a 1 in 10 chance that the population mean is outside the confidence band.

The same survey features that influence the size of sampling errors for proportions influence the size of errors for means. If intact classrooms are sampled, or if some other deviation from simple random sampling or inclusion of all persons in samples is used, you may wish to consult a sampling statistician or scientist knowledgeable about the design of and estimation of errors from complex samples.

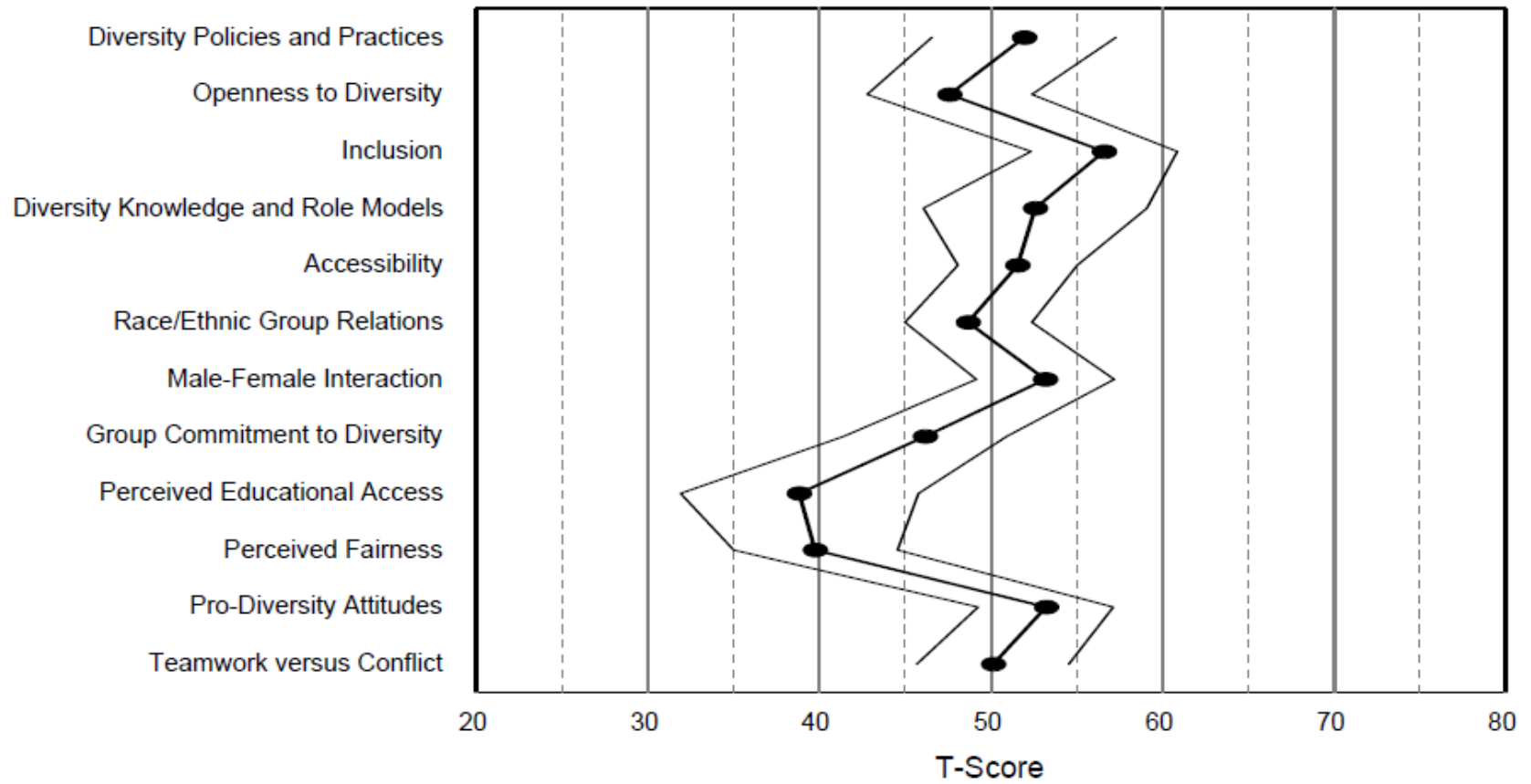
In comparing percentages based on the responses of two separate groups—say Black students and White students—examine the confidence bands for each domain score. If the confidence bands do not overlap, you can be reasonably confident that the difference observed in your samples did not arise by chance.

Table B-1  
 90% Confidence Intervals for Percentages for Samples of Different Sizes

N = 25			N = 75			N = 125			N = 175			N = 225		
%	Low	High	%	Low	High	%	Low	High	%	Low	High	%	Low	High
0	0.0	9.8	0	0.0	3.5	0	0.0	2.1	0	0.0	1.5	0	0.0	1.2
5	1.3	17.5	5	2.2	10.9	5	2.6	9.3	5	2.9	8.5	5	3.1	8.0
10	3.7	24.1	10	5.6	17.2	10	6.4	15.3	10	6.9	14.4	10	7.2	13.8
15	6.7	30.1	15	9.4	23.0	15	10.5	21.0	15	11.1	20.0	15	11.5	19.3
20	10.1	35.8	20	13.5	28.6	20	14.8	26.5	20	15.5	25.4	20	16.0	24.7
25	13.7	41.2	25	17.7	34.0	25	19.2	31.9	25	20.0	30.7	25	20.6	30.0
30	17.5	46.4	30	22.1	39.3	30	23.7	37.1	30	24.6	36.0	30	25.2	35.2
35	21.5	51.4	35	26.6	44.4	35	28.4	42.3	35	29.3	41.1	35	30.0	40.4
40	25.6	56.3	40	31.2	49.5	40	33.1	47.3	40	34.1	46.2	40	34.8	45.5
45	29.9	61.0	45	35.9	54.5	45	37.9	52.3	45	38.9	51.2	45	39.6	50.5
50	34.4	65.6	50	40.7	59.3	50	42.7	57.3	50	43.8	56.2	50	44.5	55.5
55	39.0	70.1	55	45.5	64.1	55	47.7	62.1	55	48.8	61.1	55	49.5	60.4
60	43.7	74.4	60	50.5	68.8	60	52.7	66.9	60	53.8	65.9	60	54.5	65.2
65	48.6	78.5	65	55.6	73.4	65	57.7	71.6	65	58.9	70.7	65	59.6	70.0
70	53.6	82.5	70	60.7	77.9	70	62.9	76.3	70	64.0	75.4	70	64.8	74.8
75	58.8	86.3	75	66.0	82.3	75	68.1	80.8	75	69.3	80.0	75	70.0	79.4
80	64.2	89.9	80	71.4	86.5	80	73.5	85.2	80	74.6	84.5	80	75.3	84.0
85	69.9	93.3	85	77.0	90.6	85	79.0	89.5	85	80.0	88.9	85	80.7	88.5
90	75.9	96.3	90	82.8	94.4	90	84.7	93.6	90	85.6	93.1	90	86.2	92.8
95	82.5	98.7	95	89.1	97.8	95	90.7	97.4	95	91.5	97.1	95	92.0	96.9
100	90.2	100.0	100	96.5	100.0	100	97.9	100.0	100	98.5	100.0	100	98.8	100.0
N = 50			N = 100			N = 150			N = 200			N = 250		
%	Low	High	%	Low	High	%	Low	High	%	Low	High	%	Low	High
0	0.0	5.1	0	0.0	2.6	0	0.0	1.8	0	0.0	1.3	0	0.0	1.1
5	1.9	12.8	5	2.5	9.9	5	2.8	8.8	5	3.0	8.2	5	3.2	7.8
10	5.0	19.2	10	6.1	16.0	10	6.7	14.8	10	7.0	14.0	10	7.3	13.6
15	8.5	25.1	15	10.1	21.8	15	10.8	20.4	15	11.3	19.6	15	11.7	19.1
20	12.3	30.7	20	14.2	27.3	20	15.2	25.9	20	15.8	25.0	20	16.2	24.5
25	16.4	36.2	25	18.6	32.7	25	19.7	31.2	25	20.3	30.3	25	20.8	29.8
30	20.6	41.5	30	23.1	38.0	30	24.2	36.5	30	25.0	35.6	30	25.5	35.0
35	24.9	46.6	35	27.6	43.1	35	28.9	41.6	35	29.7	40.7	35	30.2	40.1
40	29.4	51.6	40	32.3	48.2	40	33.7	46.7	40	34.5	45.8	40	35.0	45.2
45	34.0	56.5	45	37.1	53.2	45	38.5	51.7	45	39.3	50.8	45	39.9	50.2
50	38.7	61.3	50	41.9	58.1	50	43.3	56.7	50	44.2	55.8	50	44.8	55.2
55	43.5	66.0	55	46.8	62.9	55	48.3	61.5	55	49.2	60.7	55	49.8	60.1
60	48.4	70.6	60	51.8	67.7	60	53.3	66.3	60	54.2	65.5	60	54.8	65.0
65	53.4	75.1	65	56.9	72.4	65	58.4	71.1	65	59.3	70.3	65	59.9	69.8
70	58.5	79.4	70	62.0	76.9	70	63.5	75.8	70	64.4	75.0	70	65.0	74.5
75	63.8	83.6	75	67.3	81.4	75	68.8	80.3	75	69.7	79.7	75	70.2	79.2
80	69.3	87.7	80	72.7	85.8	80	74.1	84.8	80	75.0	84.2	80	75.5	83.8
85	74.9	91.5	85	78.2	89.9	85	79.6	89.2	85	80.4	88.7	85	80.9	88.3
90	80.8	95.0	90	84.0	93.9	90	85.2	93.3	90	86.0	93.0	90	86.4	92.7
95	87.2	98.1	95	90.1	97.5	95	91.2	97.2	95	91.8	97.0	95	92.2	96.8
100	94.9	100.0	100	97.4	100.0	100	98.2	100.0	100	98.7	100.0	100	98.9	100.0

Note. N = number of individuals in sample. % = estimate of percentage obtained from sample. Low = lower bound of the 90% confidence interval for the population percentage. High = upper bound of the 90% confidence interval for the population percentage.

**Appendix C: School Faculty/Staff Profile**



*Note.* The dark line shows the profile of T-scores for this school, and the lighter lines show the 80% confidence boundaries for this school's T-score.