

Measures of School Culture

June 26, 2023



Hunterdon Central Regional High School Flemington, NJ

Climate Surveys Administered Annually
2018-2019
2019-2020

Hybrid Learning Survey
2020-2021

Climate & Culture Surveys
2021-2022
2022-2023



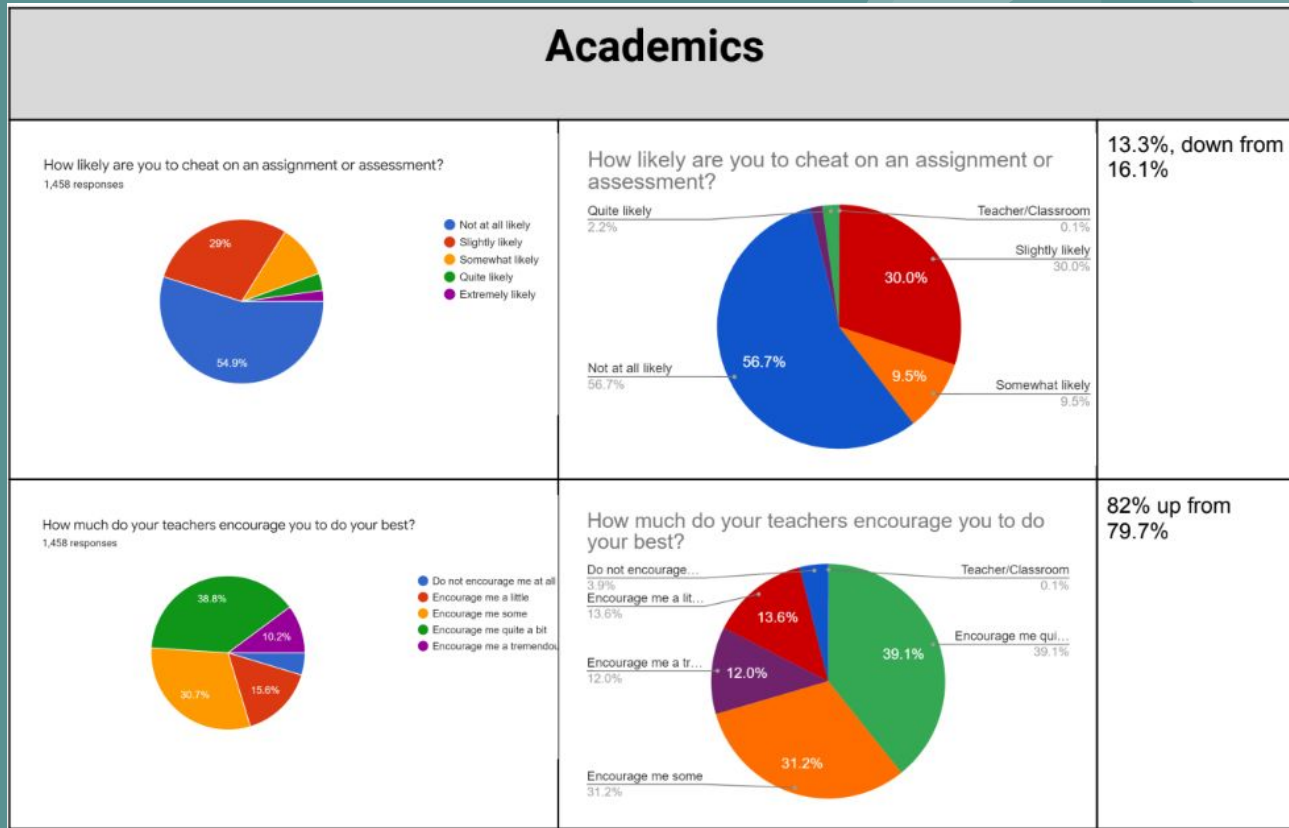
❖ Administration of the Surveys

- Students: During an Activity Block
 - 1164 completed the online questionnaire in April
 - 40 students interviewed in June
- Staff members: Available to all members via email and paper
 - 103 staff members completed online surveys, thus far
 - Expanded representation on the Staff Cohort
 - Increased availability of the surveys

❖ Analysis of the Survey Results

- Staff Members in Cohort - Analysis of Student Survey
 - Initial broad review of results
 - Compared quantitative results with 21-22
 - Disaggregated the data
 - Identified themes from interviews
- Staff Members in Cohort - Analysis of Staff Survey
 - Initial review of results from 21-22
 - Identified ten focal areas
 - Developed priority identifying tool
 - Administration and Cohort will use moving forward

❖ Analysis of the Survey Results



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Theme	Prompts	2021-2022	2022-2023	Difference	Test for Significance (Paired t-Test)	
Academics	How likely are you to cheat on an assignment or assessment? (Complement used)	83.9	86.7	2.8	t-Test	0.0024
	How much do your teachers encourage you to do your best?	79.7	82	2.3		
	How many of your teachers make learning interesting?	49.4	52	2.6		
	How often do your teachers recognize when you are doing a good job?	58.8	62.6	3.8		
	Overall, how would you describe your teachers' expectations of you?	93	93.1	0.1		
	On average, how eager are you to participate in classroom activities and discussions?	58	59.4	1.4		

Theme	Prompts	2021-2022	2022-2023	Difference	Test for Significance (Paired t-Test)	
Climate & Safety	How clear are Central's rules and consequences for behavior?	69	74.6	5.6	t-Test	0.307283110
	When you encounter a difficult task, how likely is it that you will keep trying?	80.7	85.9	5.2		
	How much do you feel you matter to others at Central?	59.8	60.3	0.5		
	I feel that students at Central help each other when needed.	61.6	60.6	-1		
	How much respect do other students at Central show you?	73.3	74.4	1.1		
	How often are students at Central able to work out disagreements with other students?	58.2	60.7	2.5		
	How likely is it that someone from your school will bully you (online or in person)? (Complement used)	73.5	70.8	-2.7		
	How often do you stay home because you do not feel safe at school (not including COVID)? (Complement used)	91.7	90.7	-1		
	In which of the following locations do you feel unsafe? (Safe in all locations reported)	60.5	52.3	-8.2		
	How often do you enjoy being in school?	55.8	58	2.2		
	To what degree are you involved in sports, clubs, or other school activities outside of class?	63.1	66	2.9		
	How comfortable are you expressing yourself at Central?	62.7	66.5	3.8		
	How often do students help decide what goes on at Central?	48	54.6	6.6		
	How often do you wish you went to a different school? (Complement used)	81.5	79.6	-1.9		

Theme	Prompts	2021-2022	2022-2023	Difference	Test for Significance (Paired t-Test)	
Staff / Family	How many of the staff members at Central treat you fairly and with respect?	79	81.8	2.8	t-Test	0.0010
	How often are you able to talk with your teacher one-on-one when needed?	74.2	75.1	0.9		
	How often are you able to talk with your counselor(s) one-on-one when needed?	66	71.7	5.7		
	How often are you able to talk with your vice principal one-on-one when needed?	45.7	49.2	3.5		
	How do you feel the adults at Central treat the students?	58.6	59.4	0.8		
	If you walked into class visibly upset, how many of your teachers would be concerned?	47.1	49.5	2.4		
	How often do your parents/guardians view your grades in Aspen?	63.3	64.4	1.1		
	How connected do you feel to the adults at your school?	49.7	54.9	5.2		
	How much does your family encourage you to do well in school?	91	92.7	1.7		
	If you need to talk to someone about your personal well-being, do you know whom to contact or where to go in the school?	85.8	87.9	2.1		

Belonging	How effective is Central in addressing mental health concerns among students?	53.3	62.2	8.9	t-Test	0.0378
	How fairly do students at Central treat people of different races, ethnicities, cultures, or sexual orientations?	70.4	70.1	-0.3		
	How fairly do adults at Central treat people of different races, ethnicities, cultures, or sexual orientations?	83.6	85.9	2.3		
	How often do teachers encourage you to think about the experiences of someone of a different race, ethnicity, culture, or	54	61.3	7.3		
	How confident are you that students at your school can have honest conversations with each other about race?	53.3	58.3	5		
	How comfortable are you sharing your thoughts about race-related topics with other students at your school?	55.9	59.3	3.4		
	How often do students at your school have constructive conversations about race?	30.4	28.4	-2		
	How well does your school help students speak out against racism?	54.3	55.3	1		
	Overall, how much do you feel like you belong at Central?	72.1	73.1	1		
	Mean Percentages	65.59	67.69	2.10	t-Test All	0.00009

❖ Summary of Interview Themes

Relationships

Flowers

- Fantastic experience with teachers. The theme was "we have mostly great teachers here."
- Students reported administrators (VPS, DOS, Principal) seem very present and approachable

Thorns

- Seeking more relationships between students/teachers.
- Everyone should receive the same message from admin (staff, students, and parents), longer lead time in communication events
- Lack of advertising school resources and programs.
- Transparency- Encouraging a "seat at the table" in terms of learning about policy decisions.
- LGBTQ Training - using pronouns
- Lack of school spirit events involving all groups
- Black History month and other affinity months could do more to celebrate all of our cultures.
- Everyone in the school should do the Mental Health First Aid training.
- give us space to open up
- Teachers assume all students are the same
- Teachers don't see outside problems
- Discrimination- LGBTQ and Mental Health. Need to build safe spaces.

Supports

Flowers

- Mental Health Resources
- Amazing college counselor
- Students report appreciated the sheer amount of resources for their mental health and college/career readiness.
 - The college path in particular is well-supported.
- Neurodivergent students are supported effectively and with compassion at our school.
- Students appreciate the security/DRA and staff in the halls during passing time.

Thorns

- While praising the counseling staff individually, students noticed that counselors are often overwhelmed or difficult to access.
- Counseling department more proactive in reaching out to students
- Awareness of mental health resources
- More accepting of mental health disorders/understanding that it is different per student
- More training - "Seeing the entire person"
- how difficult it is to get diagnosed with a learning disability

Basic Needs

Flowers

- Food
- Bathrooms
- Students enjoy the freedom within their lunch block, which allows them to decide where they will eat.

Thorns

- Bathrooms - cleanliness, availability, use of gender neutral bathroom (and access to the bathroom), vape detectors, closed during lunch, passing time, and after school
- Lunch - Long lunch lines 11/12, insufficient seating, costly options
- Student safety in the bathrooms
- School/work - life balance

Learning

Flowers

- Students reported that for the most part their teachers are qualified, caring, and create a positive experience for them.
- The variety and abundance of classes were considered a highlight of Hunterdon Central.
 - Several AP students reported that they felt they had a lot of additional resources beyond the class materials available to them.
- Students reported tutorial is helpful. As one student put it "if you reach out for help, you will get it."

Thorns

- Students felt that while tutorial is beneficial, the time to actually meet in tutorial could be longer.
- Content/grading differs between teachers of same course
- Home instruction communication
- Not everyone learns the same way - vary teaching styles
- What was on the test doesn't always match what was "taught"
- Lesson screen time - we don't want to use computers 24/7
- Be more spontaneous in class - mix it up
- Stressful finding partners and working with partners in a group
- Offer flexibility with workload
- Can not always get to tutorial

Extracurriculars

Flowers

- Several students reported feeling supported in student lead initiatives and opportunities for leadership growth. Examples included extracurriculars as well as through curriculum programs like the ASPIRE garden.
- Programs - there are many opportunities to join vast amounts of clubs/sports. Students highlighted the connection with the community through student run events.

Thorns

- Overlapping of tutorial and sports
- Would like to see more opportunities that build communities to continue to grow. Students pointed to Spirit Weeks as an example of how strong events can be enhanced and grow.

❖ Next Steps

➤ Continue to analyze the results

■ Student Survey:

- Disaggregate for focal groups
- Link interview results with quantitative data
- Work with staff members and student representatives

■ Staff Survey:

- Share results with administration and cohort
- Determine methods of incorporation into current processes
- Honor the participation of the staff members



