

# School Quality Survey of Parents, Staff, and Students

## Results and Analysis

Croton-Harmon Union Free School District

School Year: 2018-2019

CROTON-HARMON  
SCHOOLS



# Project Overview

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Positive school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school.

The Croton-Harmon Union Free School District School Quality Survey asked parents, staff members, and students in grades 6-12 for feedback on school climate. Results will be used to reinforce the current strategic plan and identify strengths and areas in need of improvement.

K12 *Insight* partnered with the district leadership team to develop the survey, which addressed the following topics:

- Academic support
- Student support
- School leadership
- Family involvement
- Safety and behavior
- Strategic plan
- Athletics
- Parent-school relationship
- Culture of respect

# Details of the Study

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- The survey was open from April 26 to June 26
- Parents, staff members, and students in grades 6-12 could participate via a public link on the district's website
- Pre-survey communications included social media posts and website news items

# Understanding the Results

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- This report summarizes survey results and breaks them down by participant group. Comparison data from the 2017-2018 school year is also included.
- Results do not reflect random sampling; therefore, they should not be generalized to all Croton-Harmon Schools parents, staff members, and students. Rather, results reflect only the perceptions and opinions of survey participants.
- Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding. Data labels less than 5 percent are not shown in charts and graphs.

# Participation

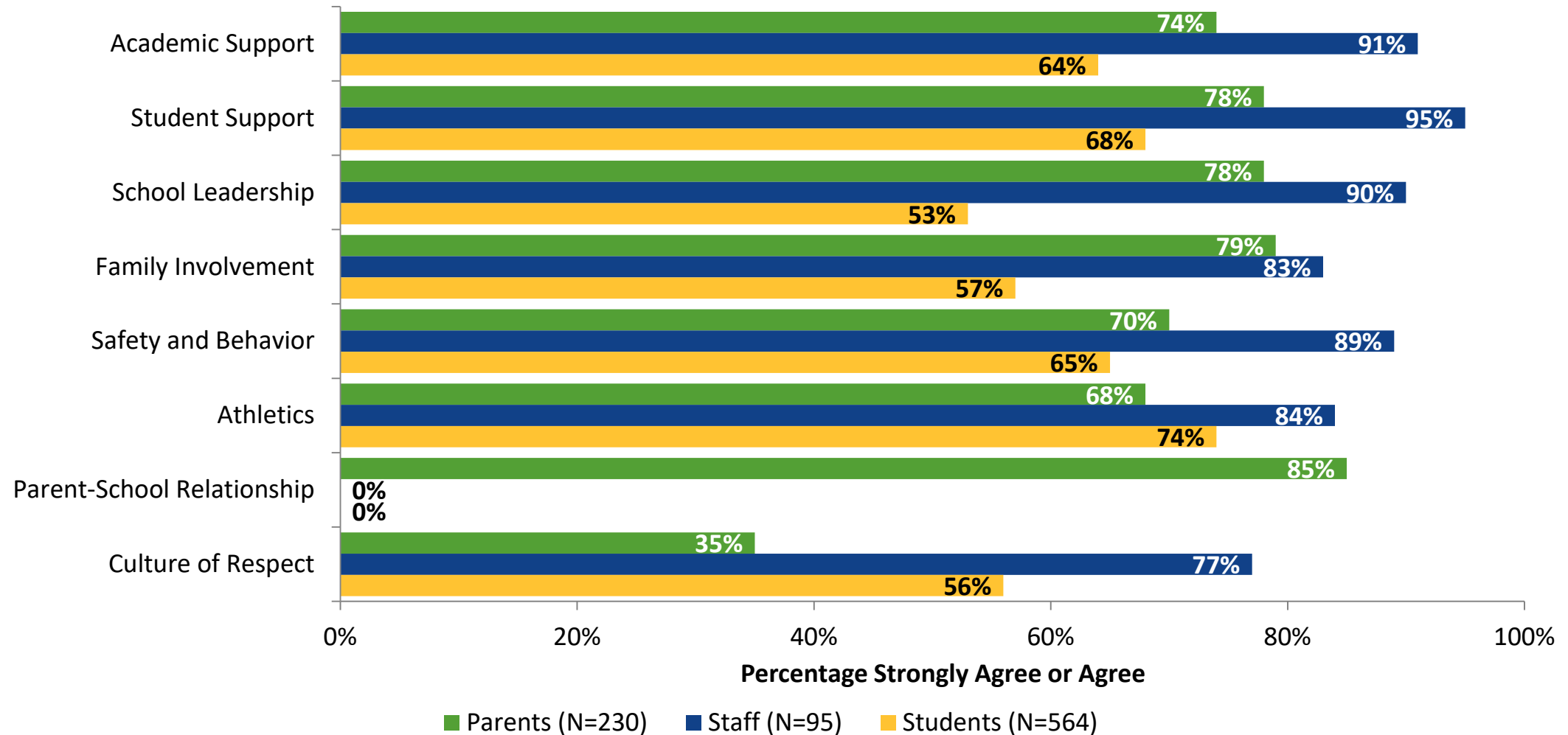
## 2018-2019 Participation:

Responding Group	Total Responses
Parents	250
Staff	120
Students	674
Total	1,044

## 2017-2018 Participation:

Responding Group	Total Responses
Parents	348
District office staff	13
School staff	158
Students	797
Total	1,316

# Dimension Scores: Comparison by Respondent Type

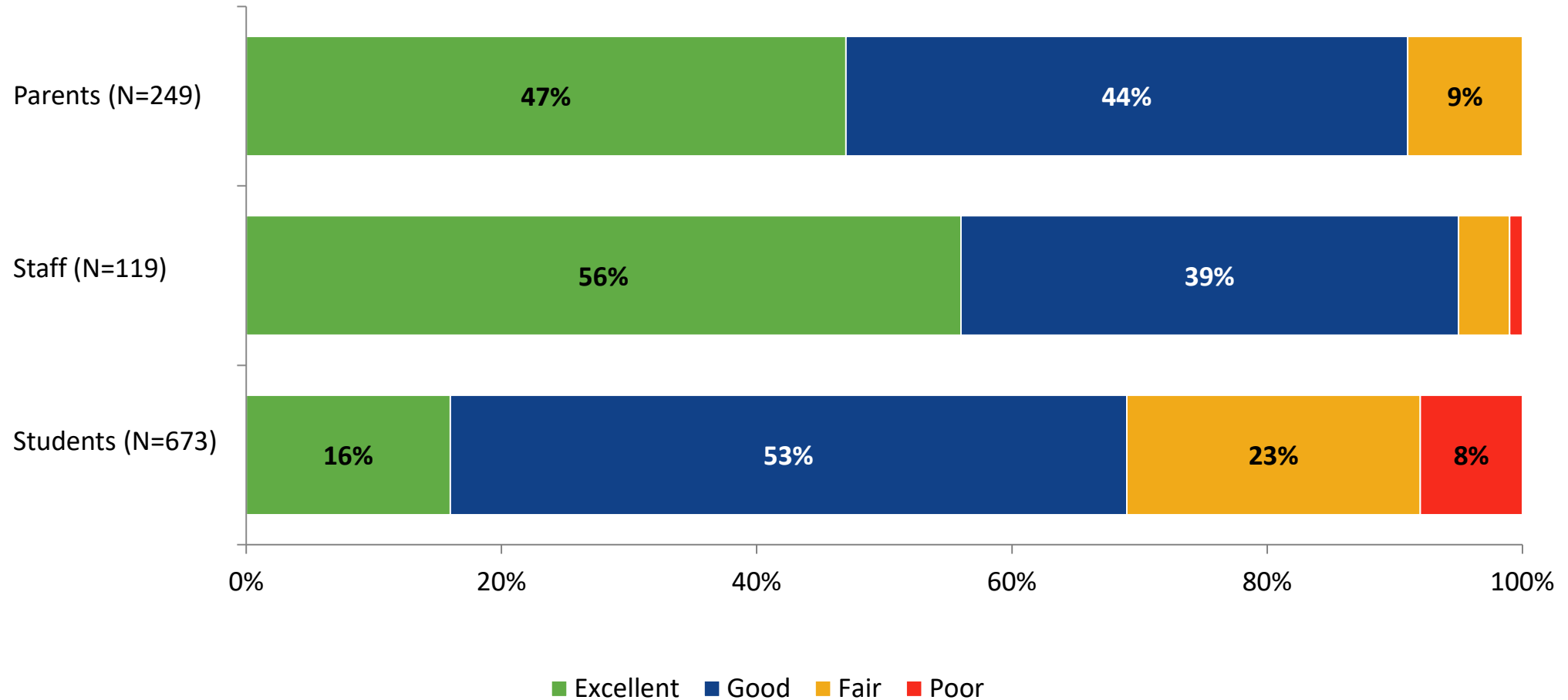


Answer options: Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know

Notes: This graph shows Strongly Agree or Agree responses for all items within each dimension. The Parent-School Relationship questions were only asked of parents.

# Overall School Quality

How would you rate the overall quality of this school?



# Theme Analysis

Please tell us how we can earn a higher rating from you next year.

Parents (N=106)	Staff (N=33)	Students (N=417)
<p><b>Teachers.</b> Consistent with last year, participating parents expressed a need for better academic support, hands-on activities in the classroom, a coherent curriculum, and high-quality instruction. Parents want teachers who are held accountable to high standards, who deliver interactive and engaging lessons, and can show empathy to their children.</p>	<p><b>Support.</b> Most teachers want support through professional development. They want support with differentiating instruction, specifically for students in special education and ELL programs. They want more support and training with helping students with their social-emotional needs. Teachers also want more support/training for the teacher aids and said they need more substitute teachers.</p>	<p><b>Teachers.</b> Like last year, a majority of students said they want to learn from high-quality teachers, which includes having a diverse teaching staff. They want teachers who are fair, consistent, and respectful. They also described the need for their teachers who differentiate instruction, desire the success of <i>all</i> their students, and set and communicate clear learning expectations.</p>
<p><b>Differentiation.</b> Parents said they want teachers to tailor instruction to meet the needs of their children. They want their children to be challenged and have more opportunities for enrichment.</p>	<p><b>Communication.</b> The staff want to see an improvement in communication from the administration. They want communication that is timely and respectful. They also want to be included in decision-making.</p>	<p><b>Learning.</b> Students expressed a desire for learning to be more engaging. Students want to be challenged and develop critical thinking skills. Students want creative, fun, interactive lessons, with more opportunities to collaborate with their peers. This is also consistent with last year's findings.</p>
<p><b>Communication.</b> Like last year, participating parents want better communication between school and families. Parents want more timely feedback from teachers about how their child is performing academically.</p>	<p><b>School environment.</b> Several staff members expressed a desire for an improvement in their physical space, such as a new cafeteria, classroom phones, air conditioning in all classrooms, and faster internet speed.</p>	<p><b>School environment.</b> Many students wrote about the physical building space, including the cafeteria and bathrooms. They want a space that is cleaner, and more comfortable.</p>

Notes: Themes are presented from most recurrent to least recurrent.

Only participants who did not rate their school quality as Excellent answered this question.

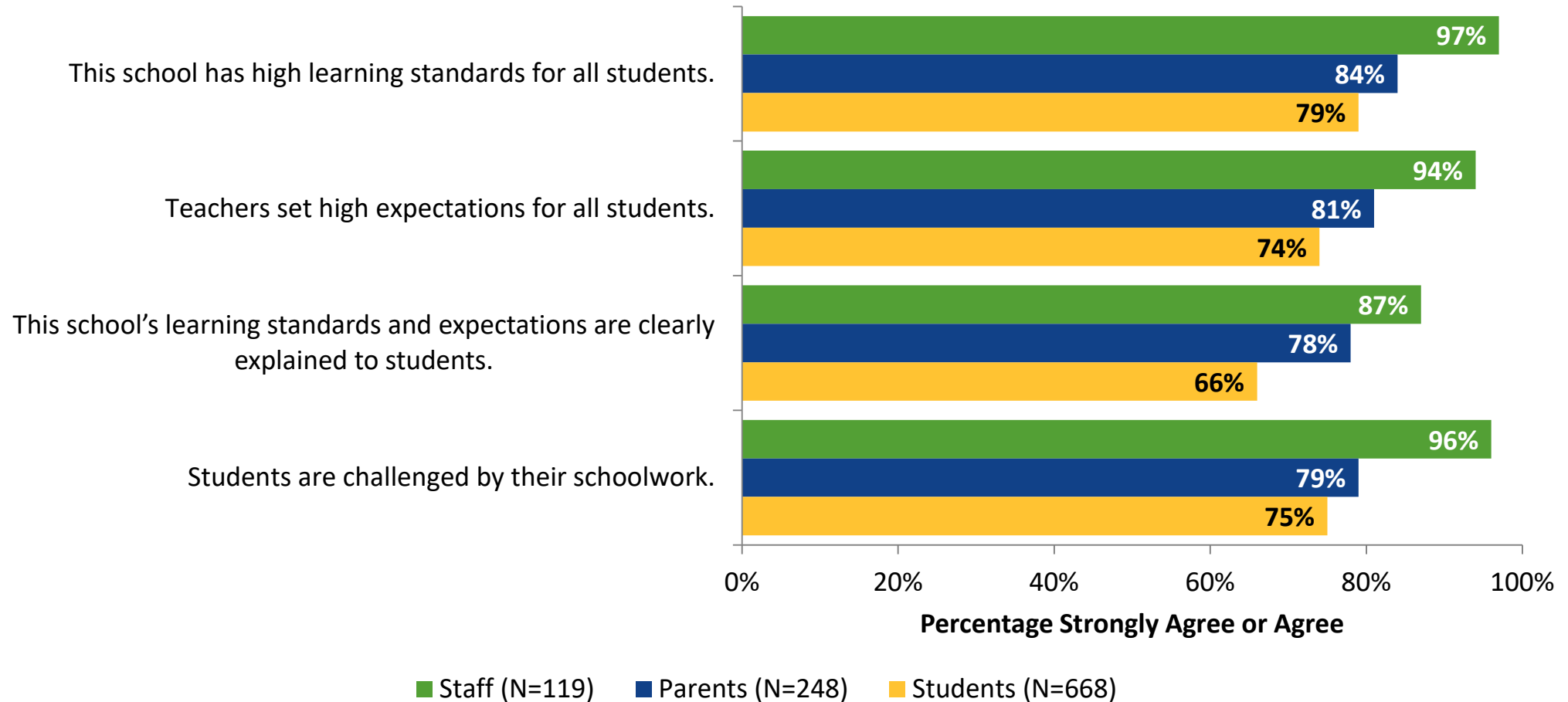


# Academic Support

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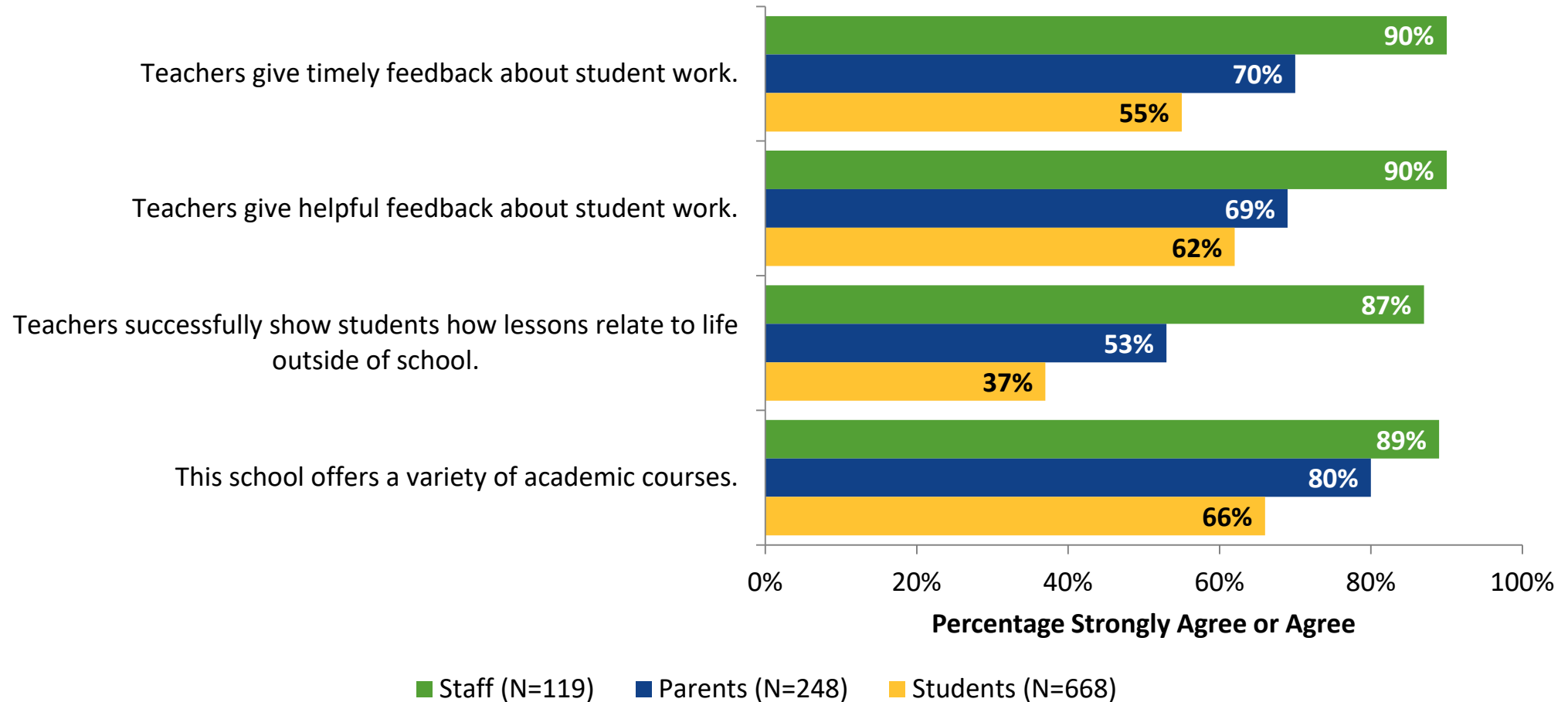
# Academic Support: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



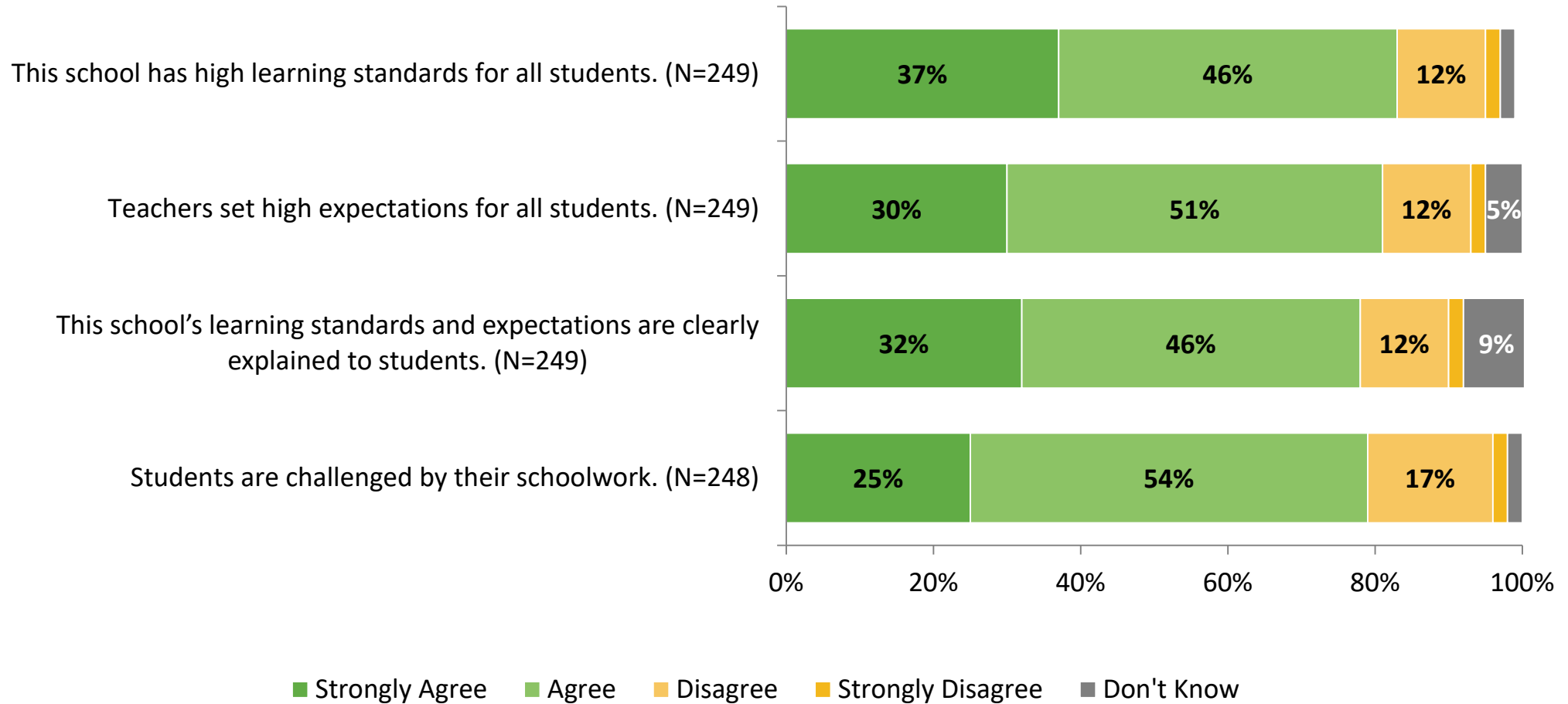
# Academic Support: Comparison by Respondent Type (Continued)

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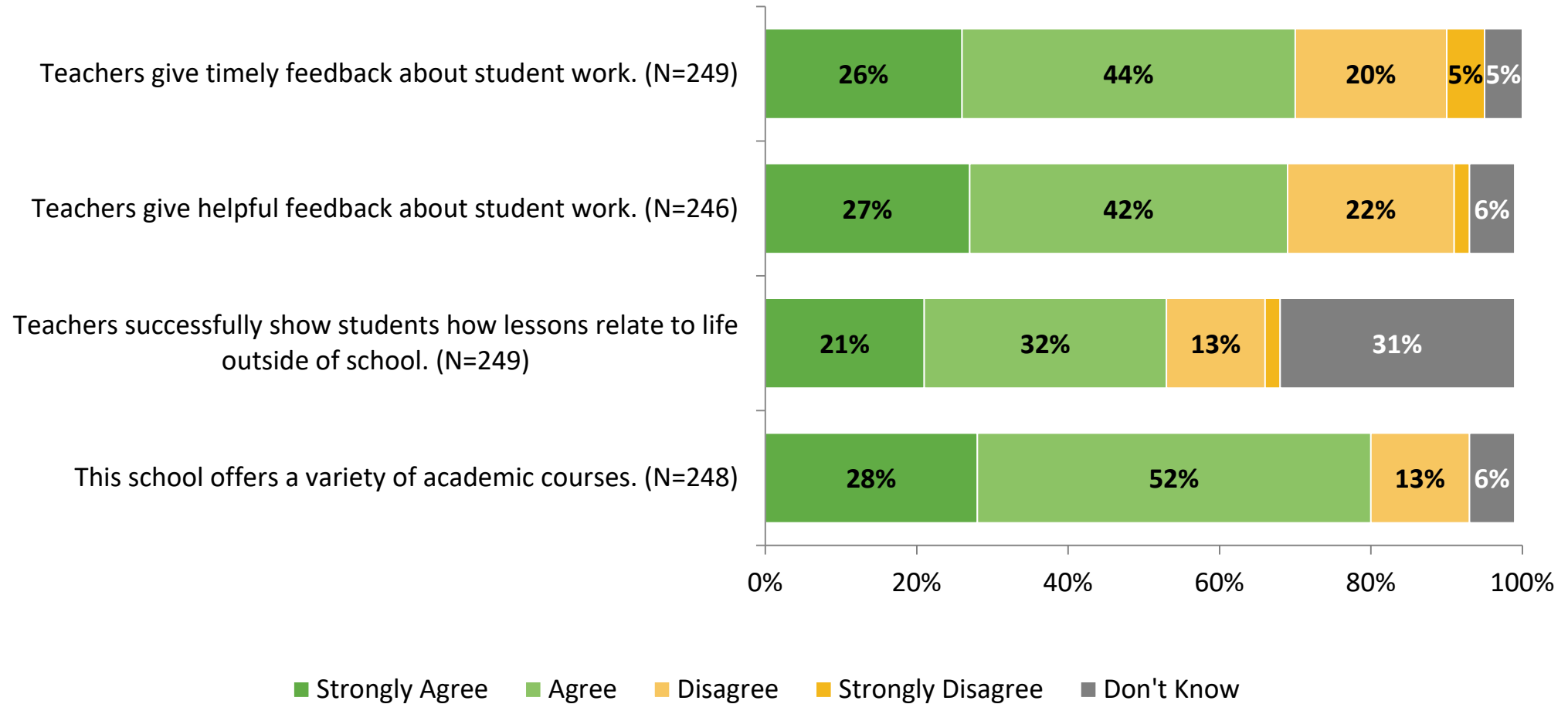
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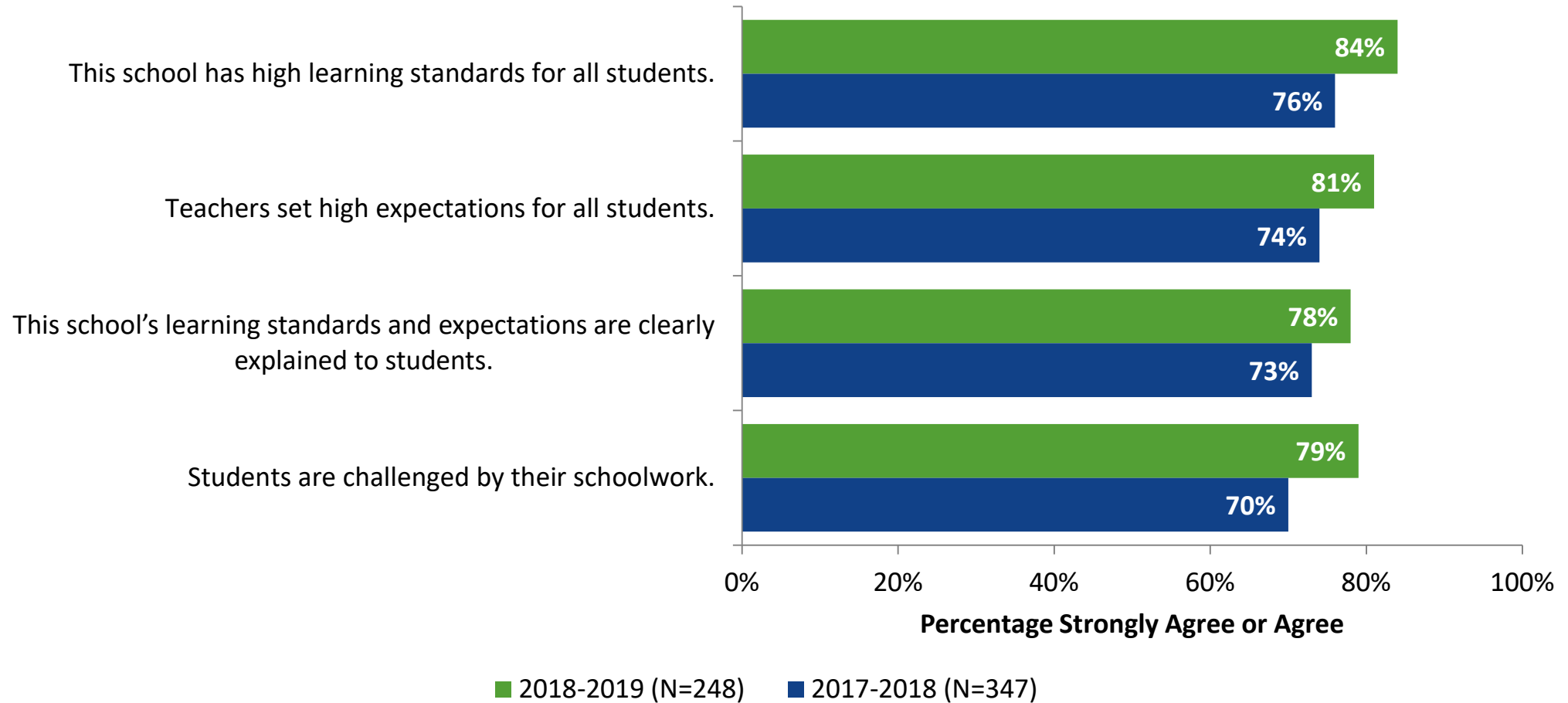
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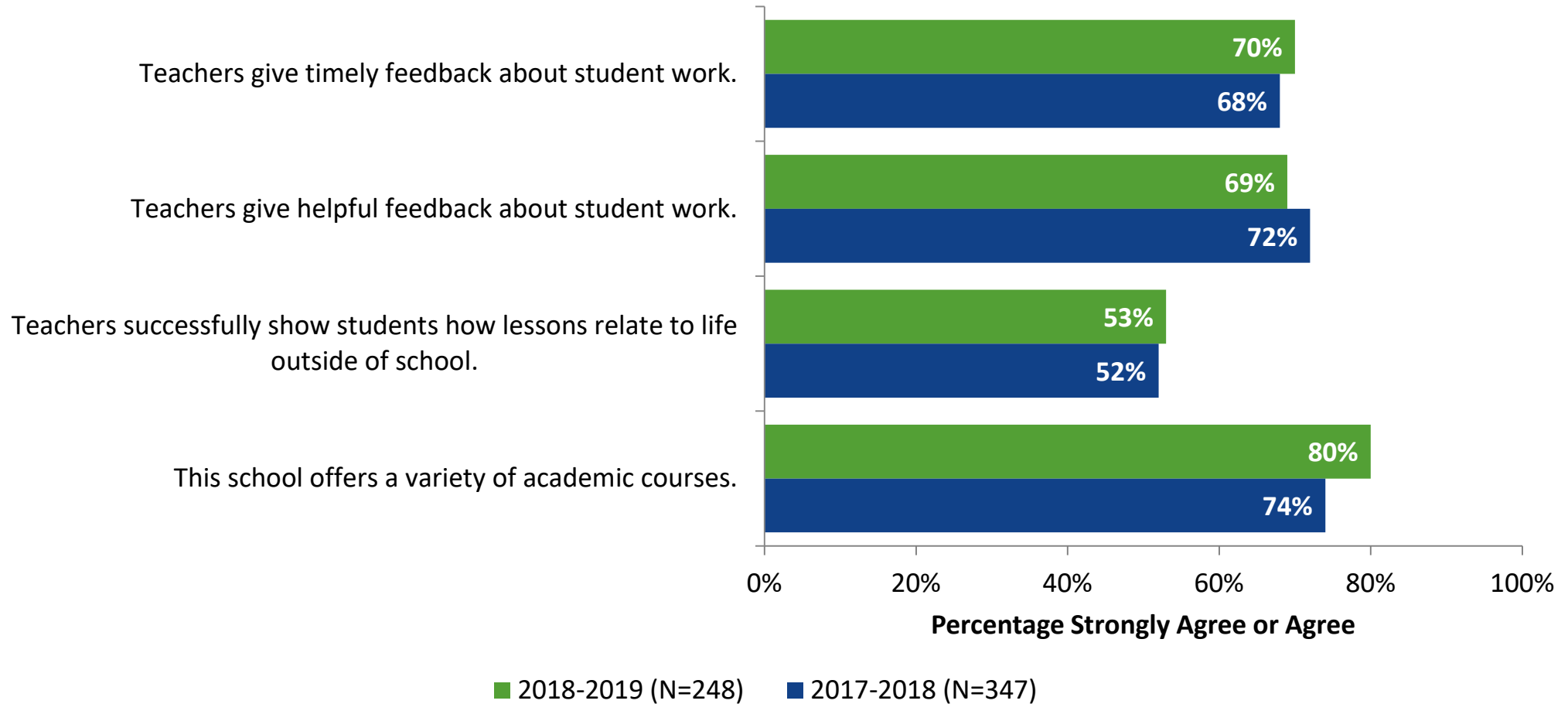
# Academic Support: Comparison Over Time

How strongly do you disagree or agree with the following statements?



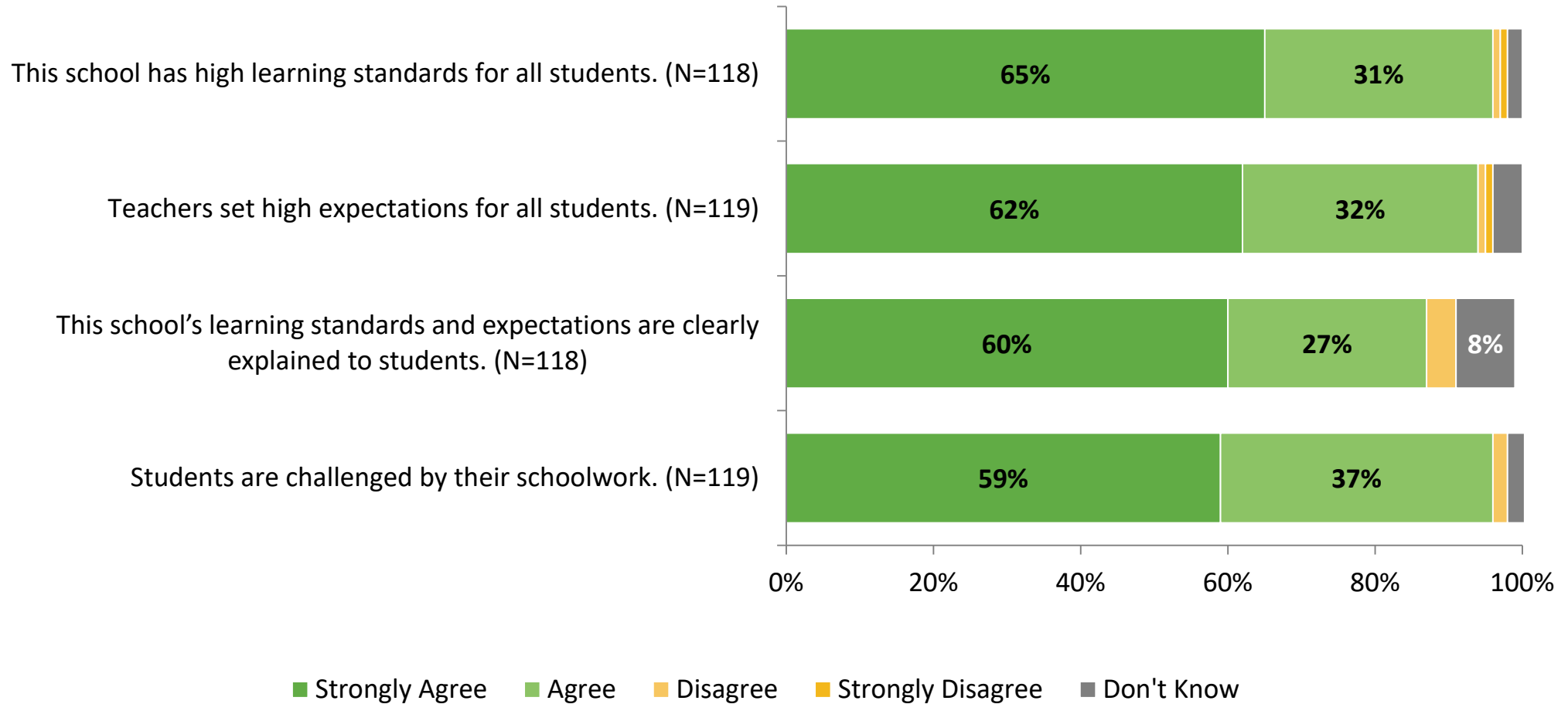
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# Academic Support

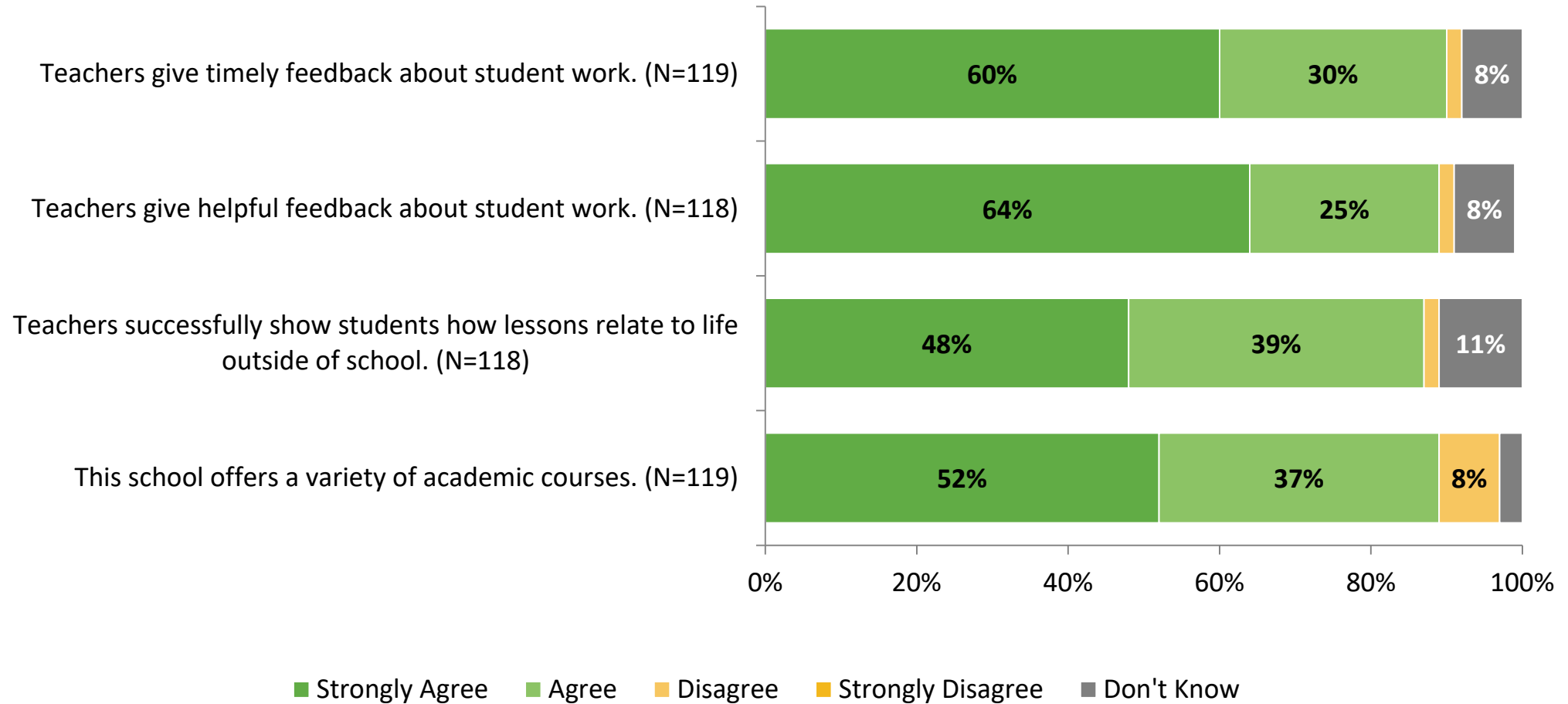
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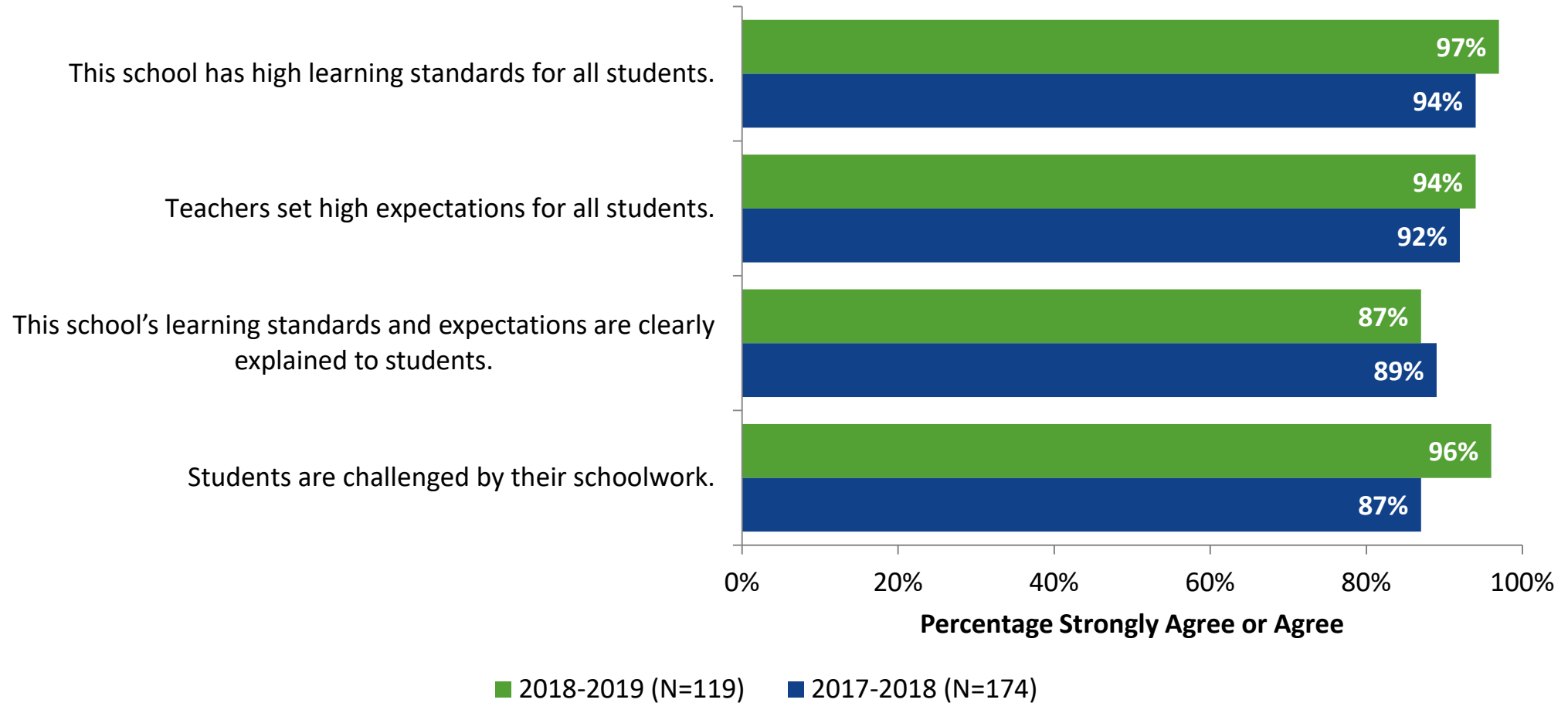
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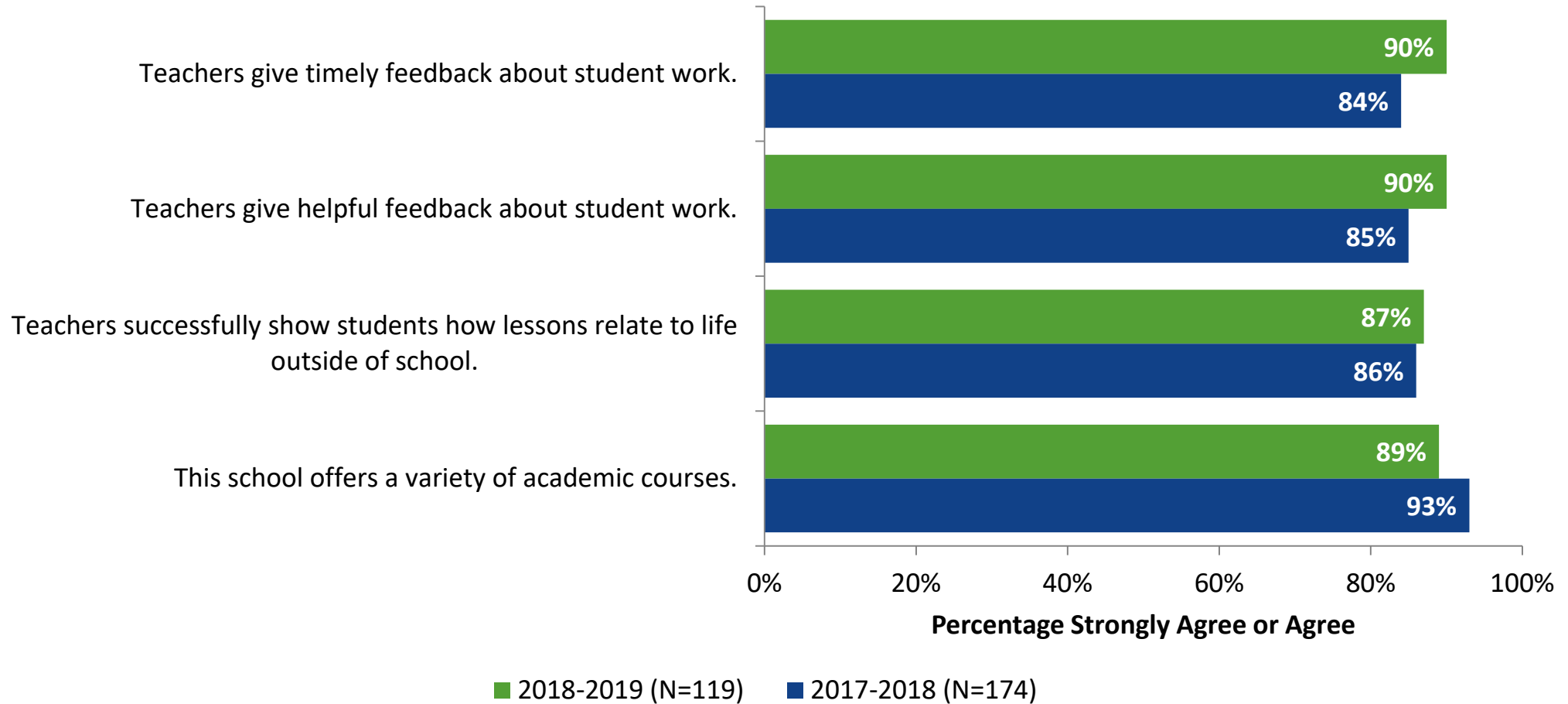
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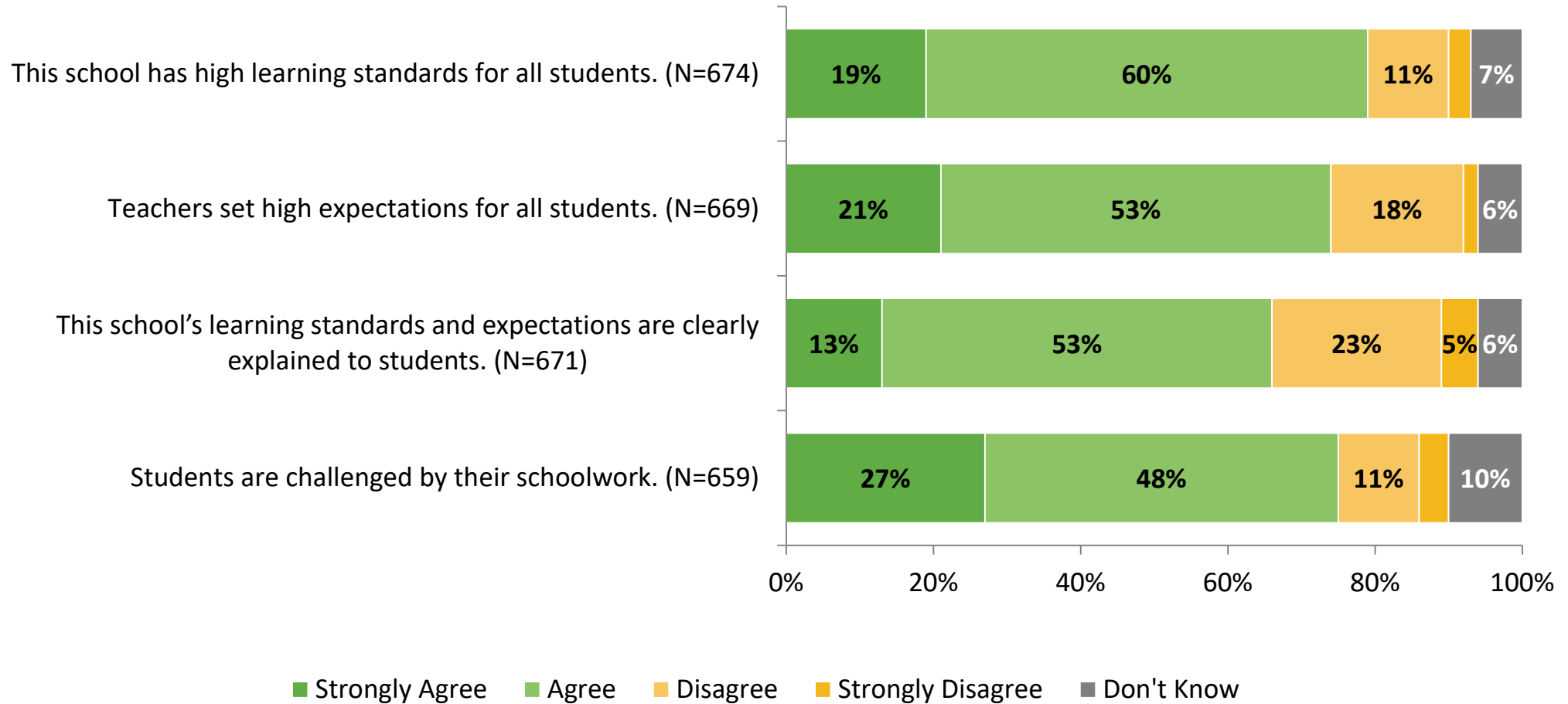
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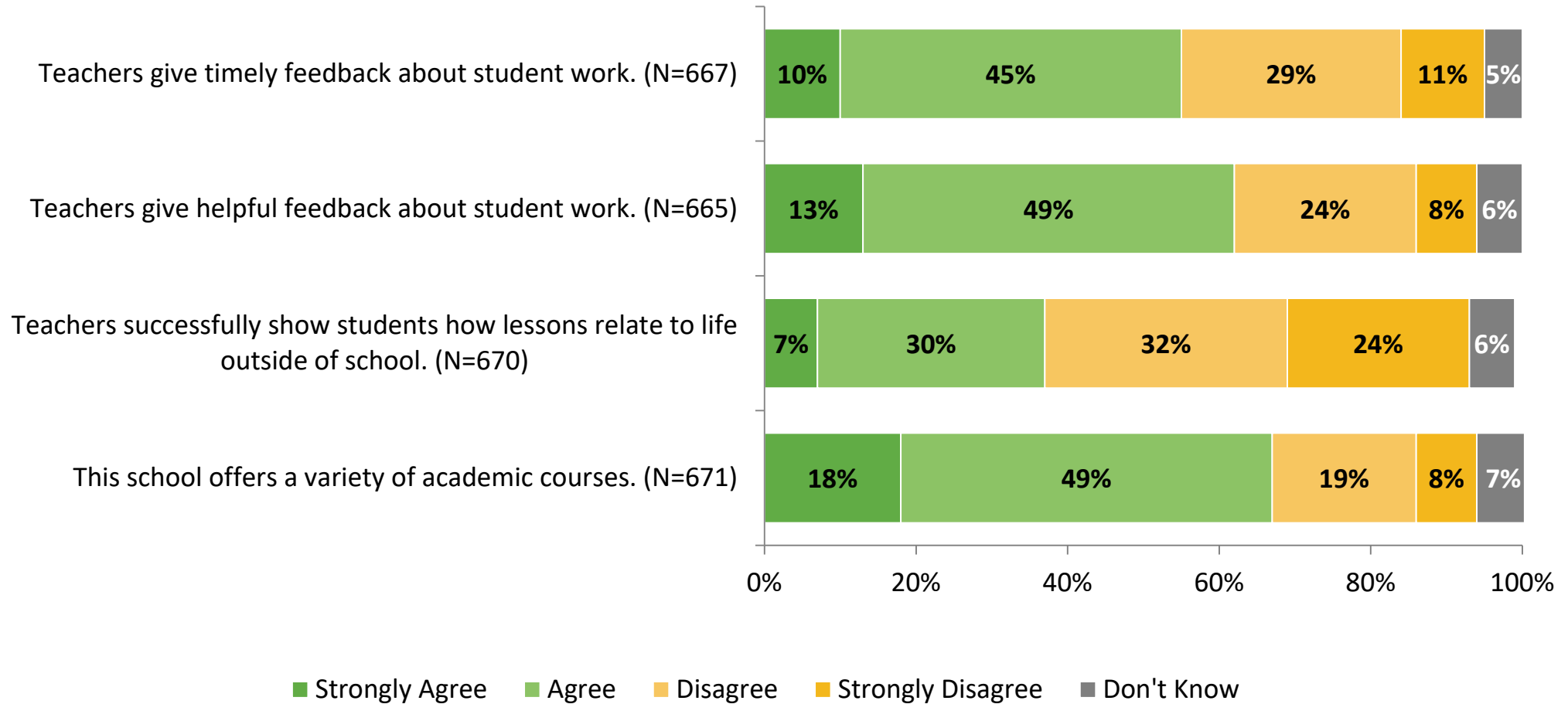
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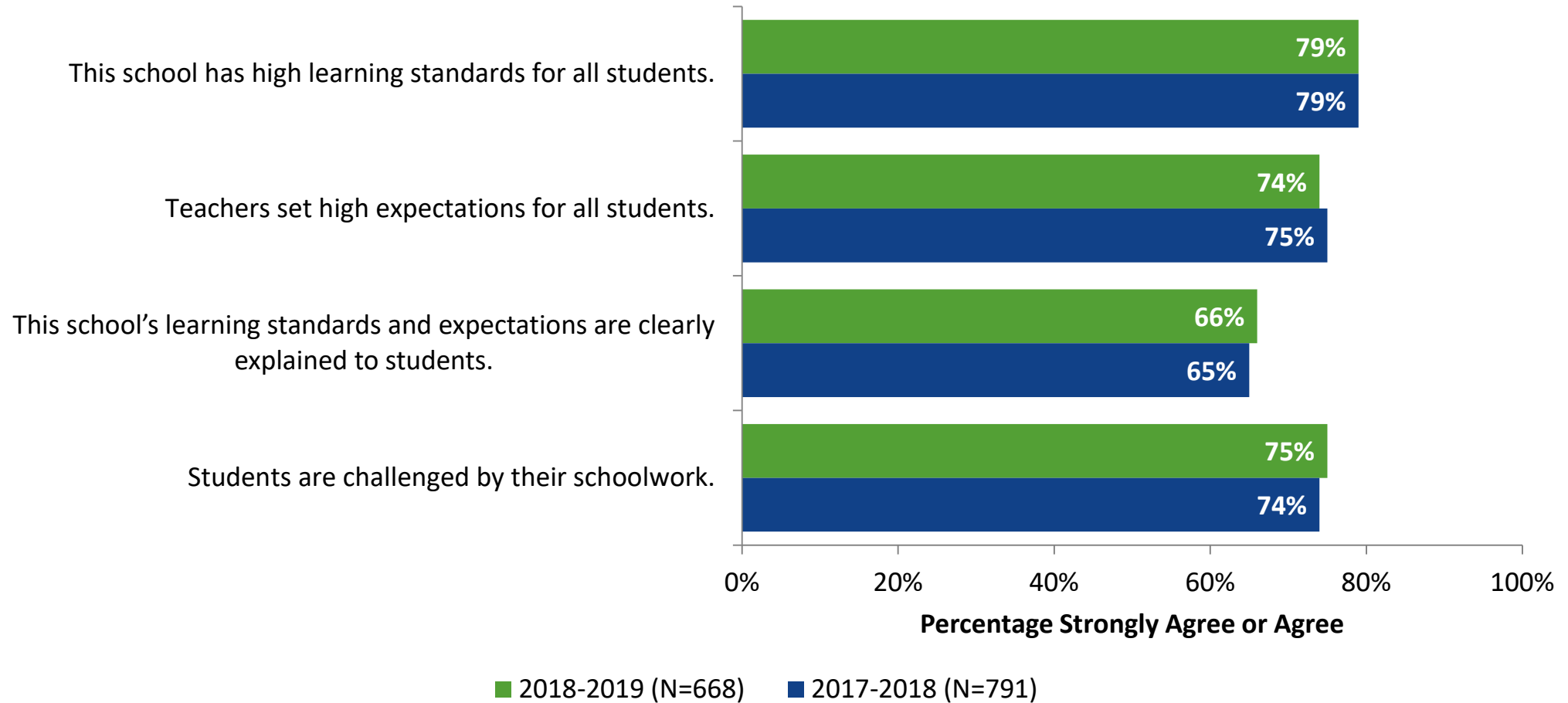
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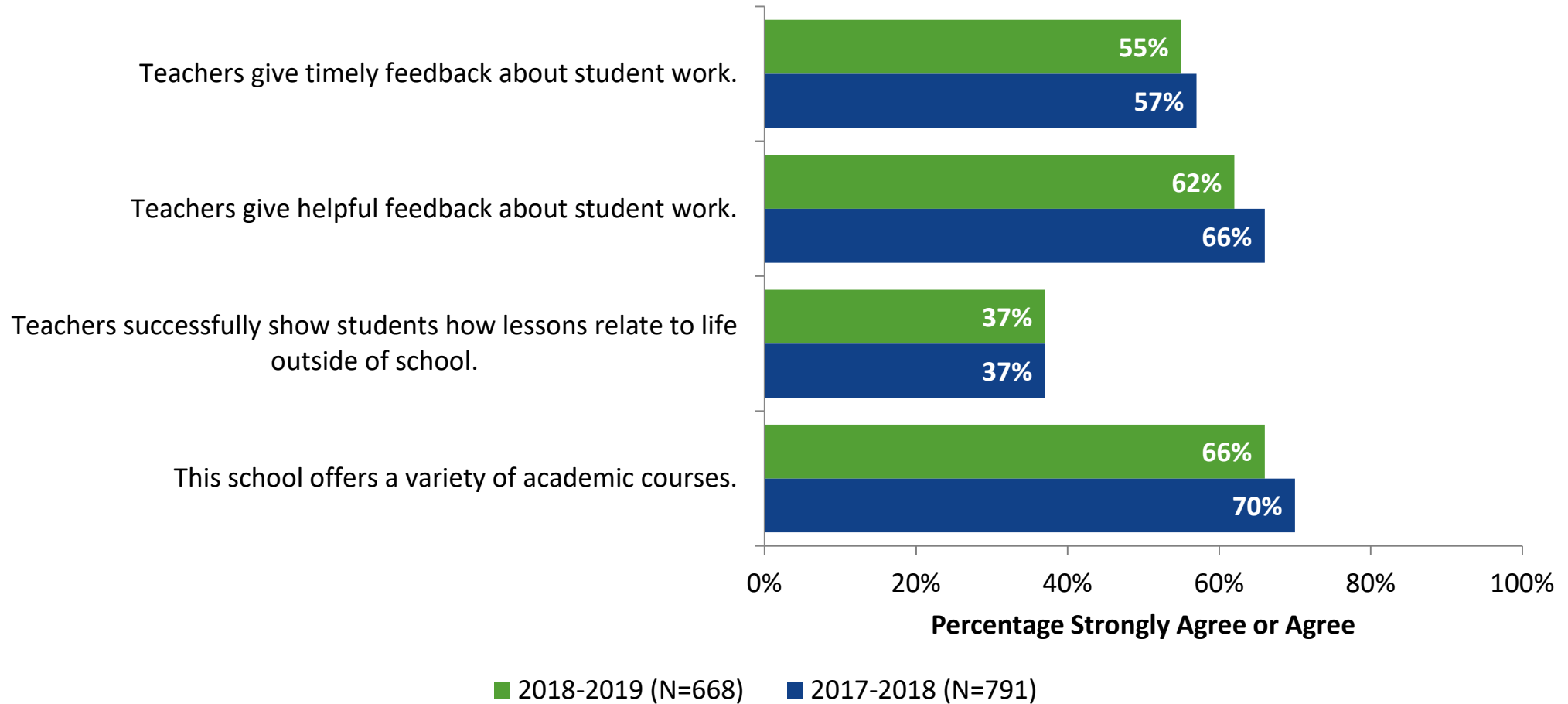
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# Academic Support: Comparison Over Time (Continued)

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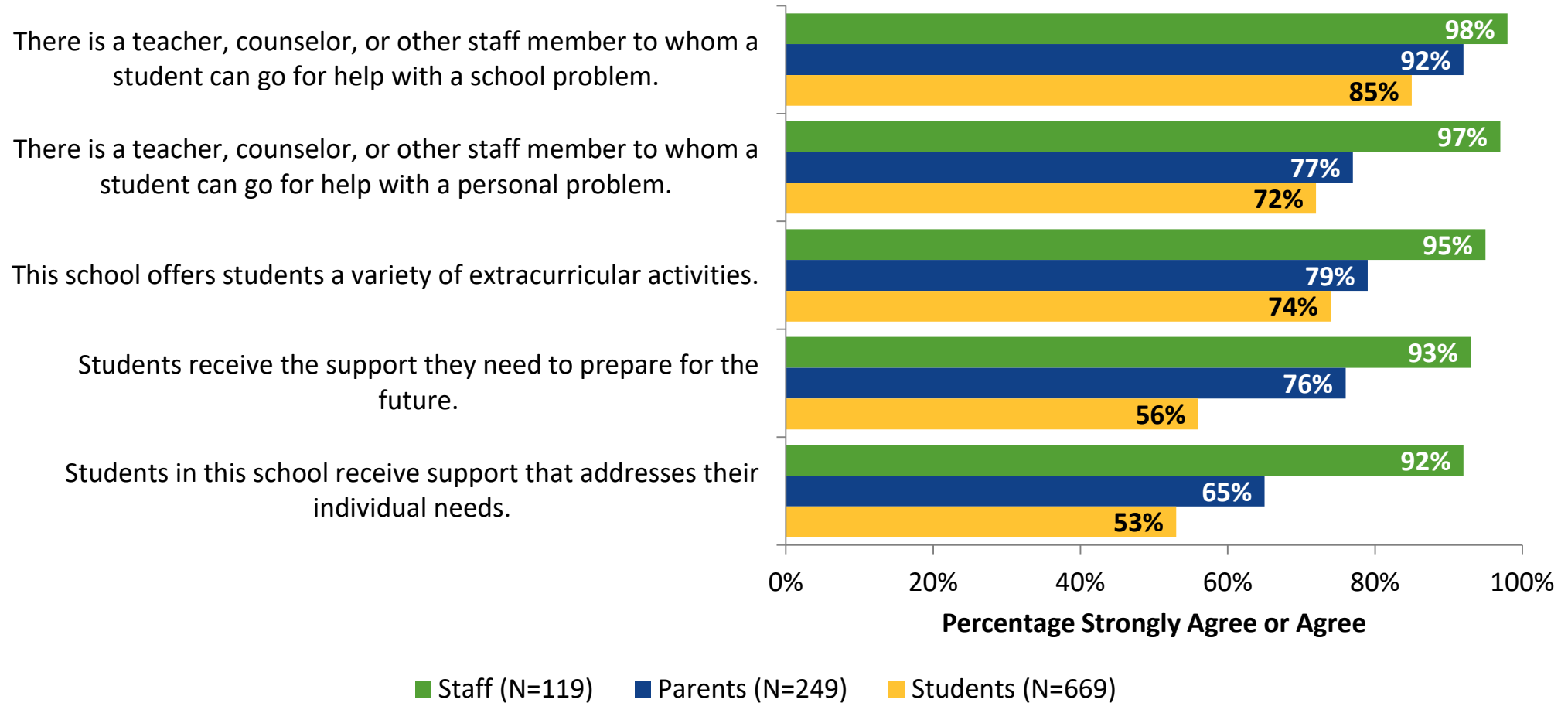
# Student Support

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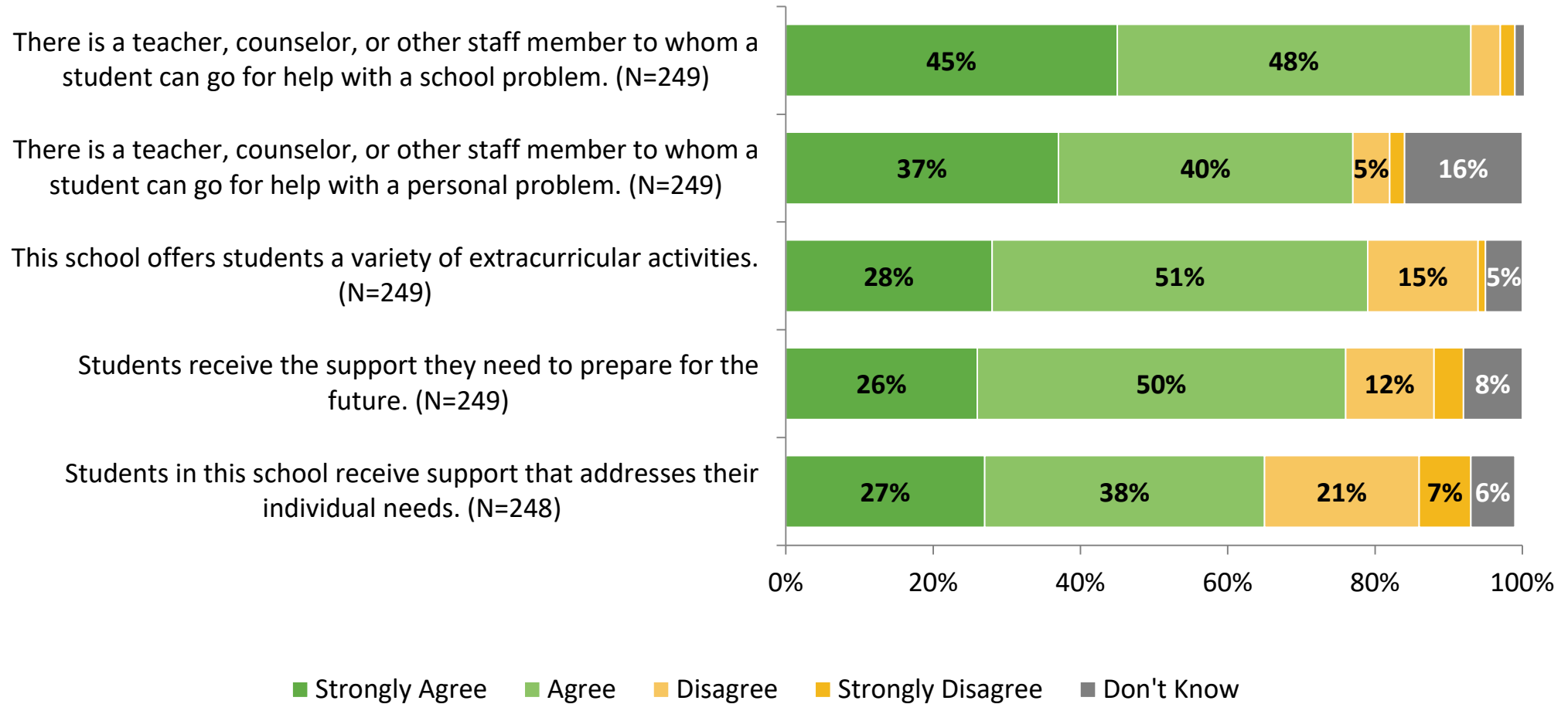
# Student Support: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



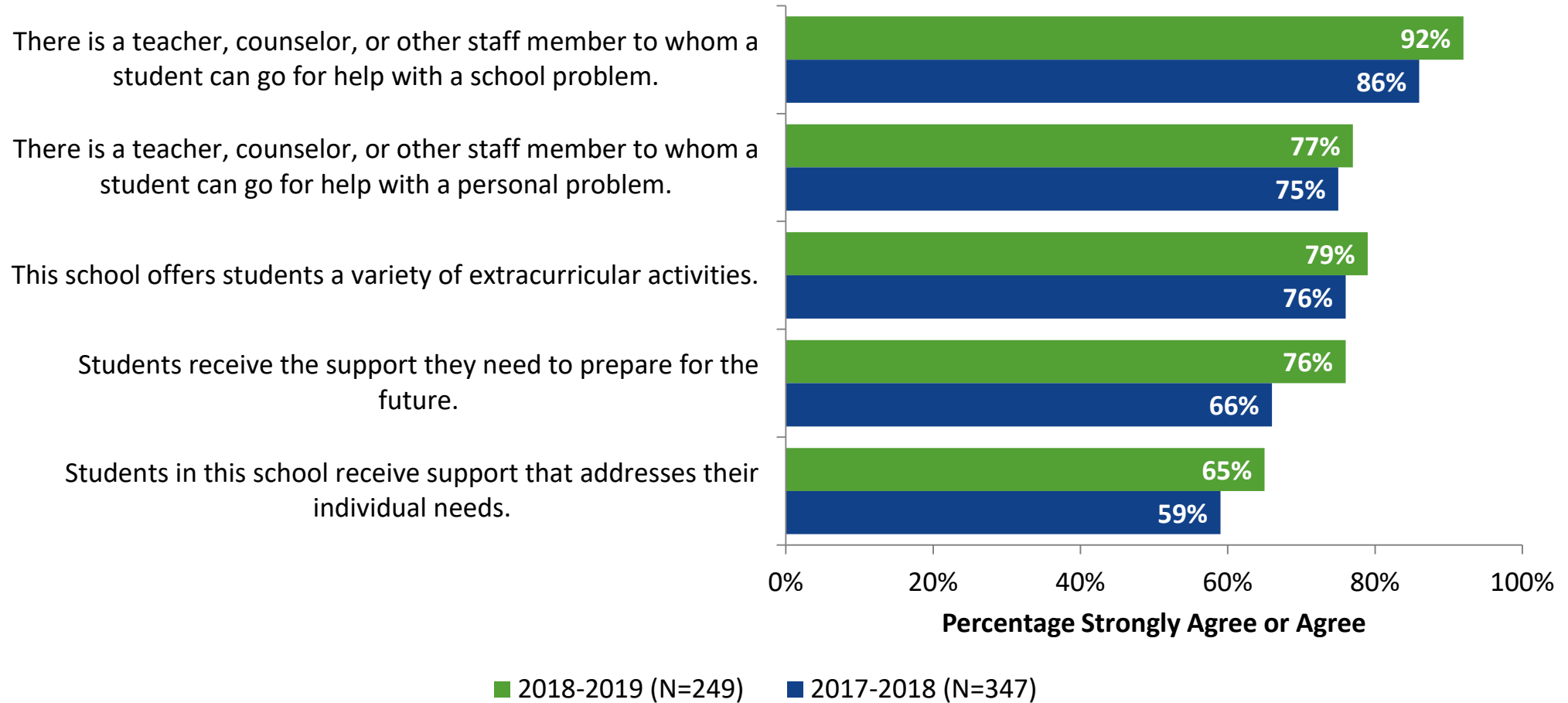
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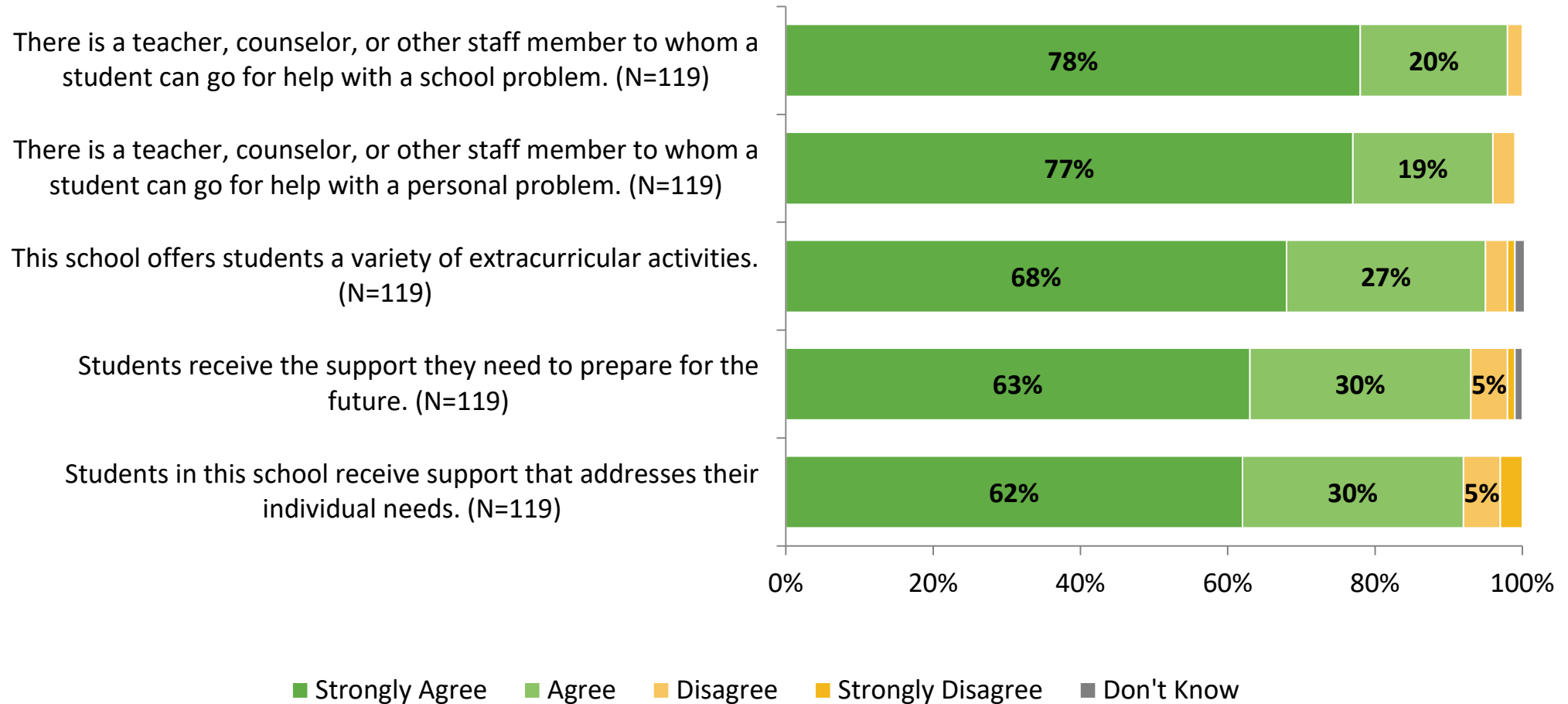
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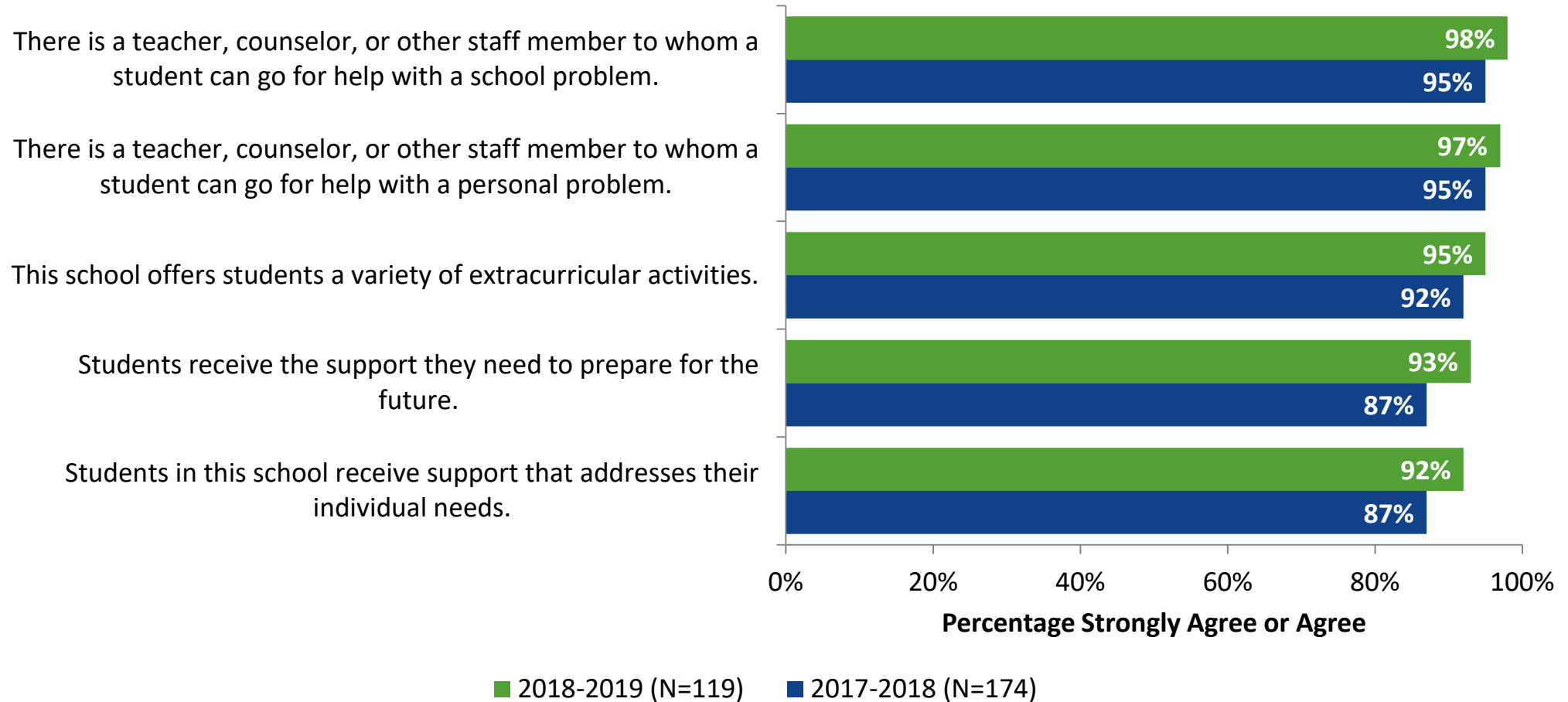
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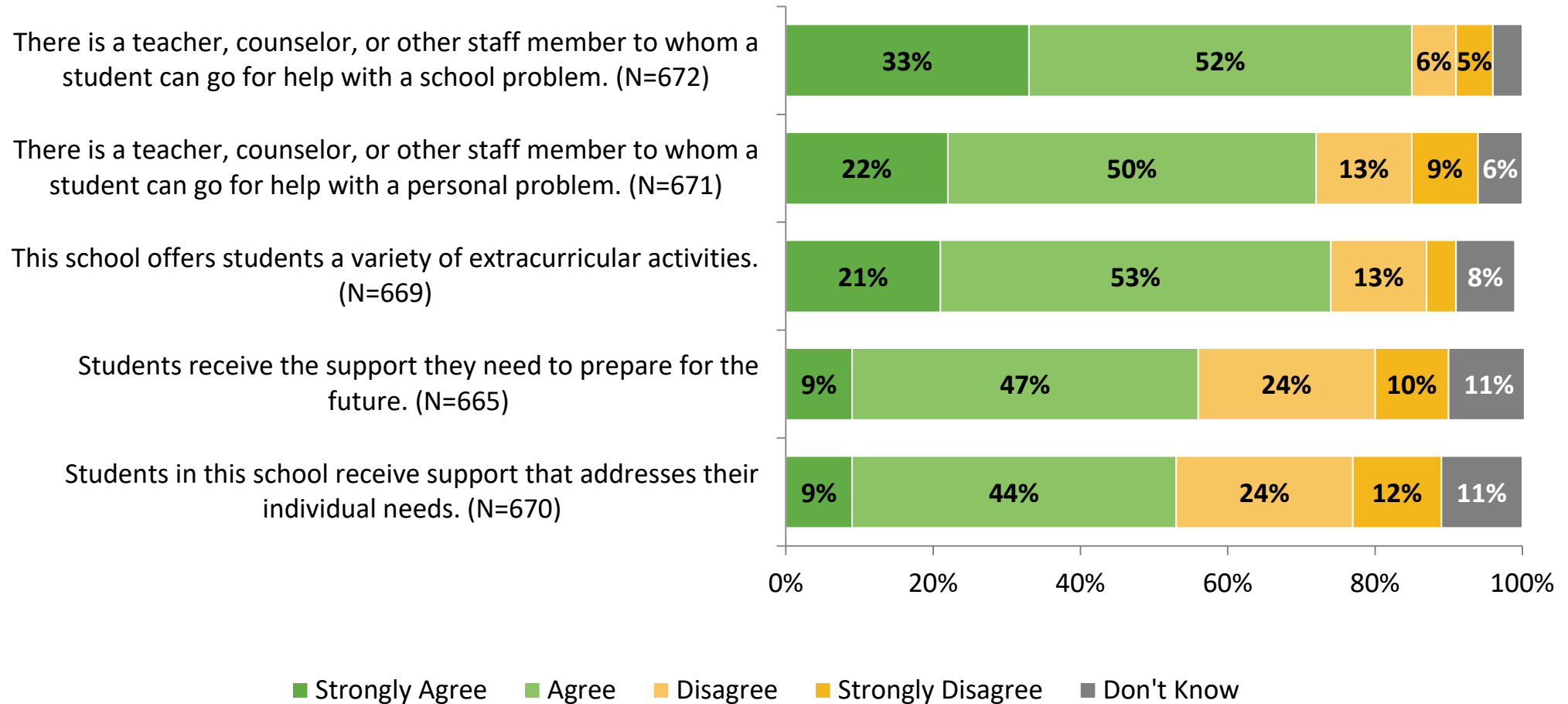
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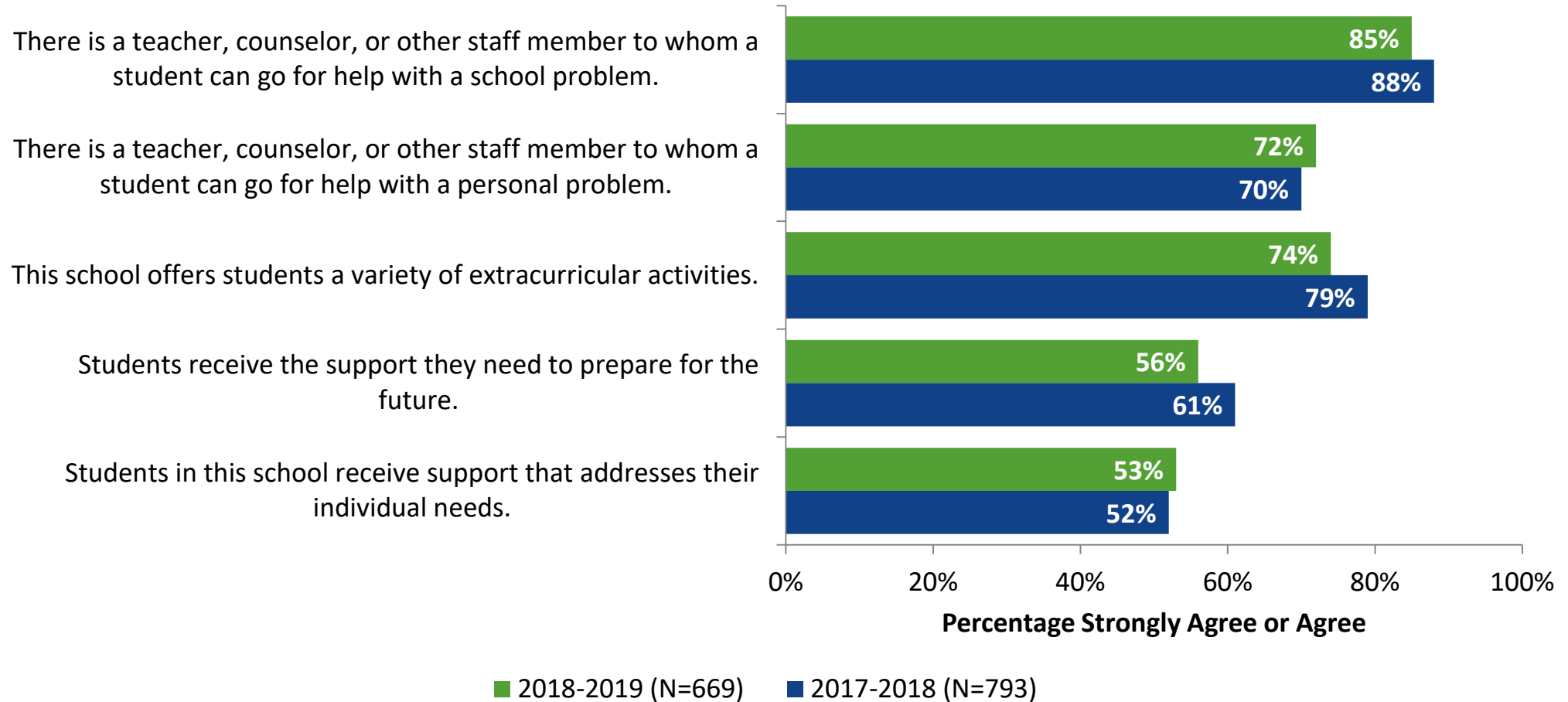
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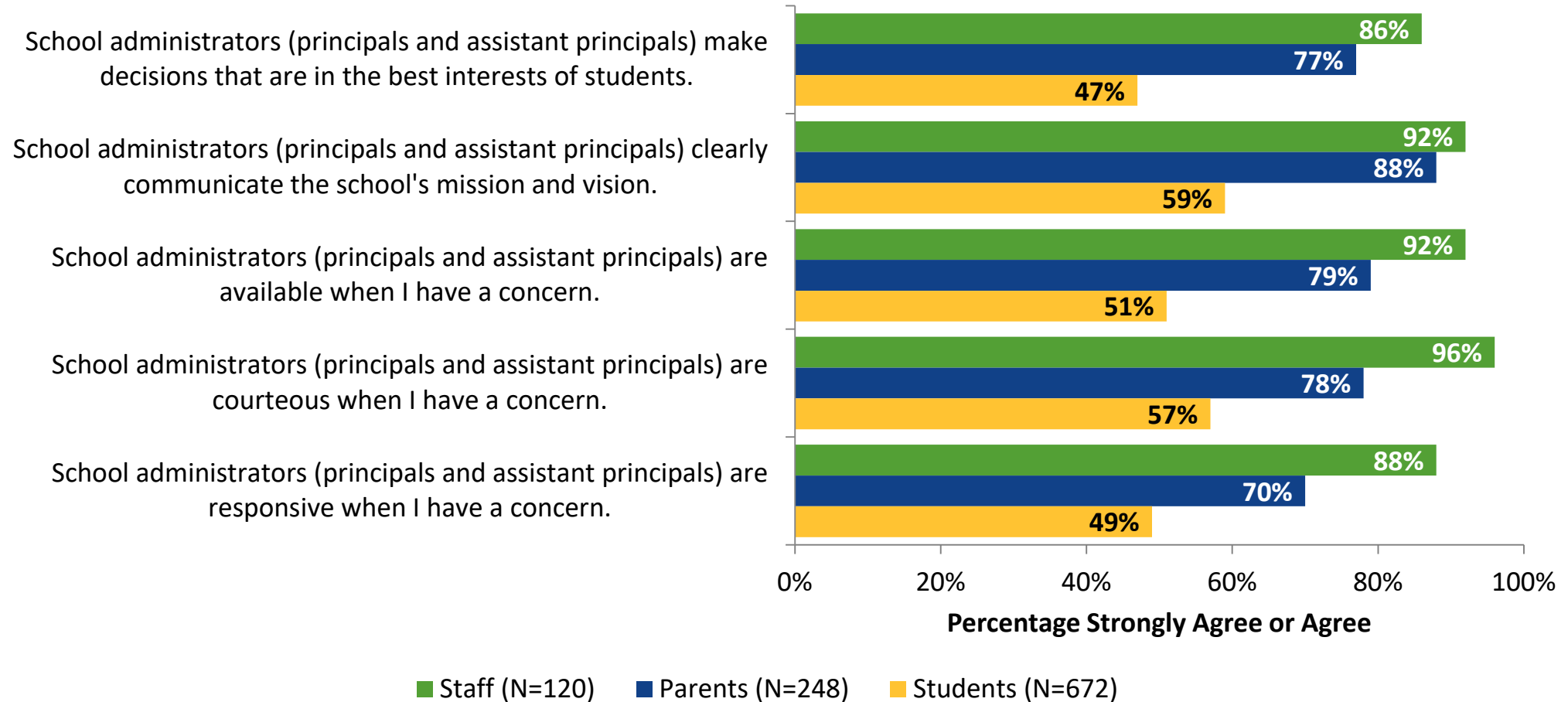
# School Leadership

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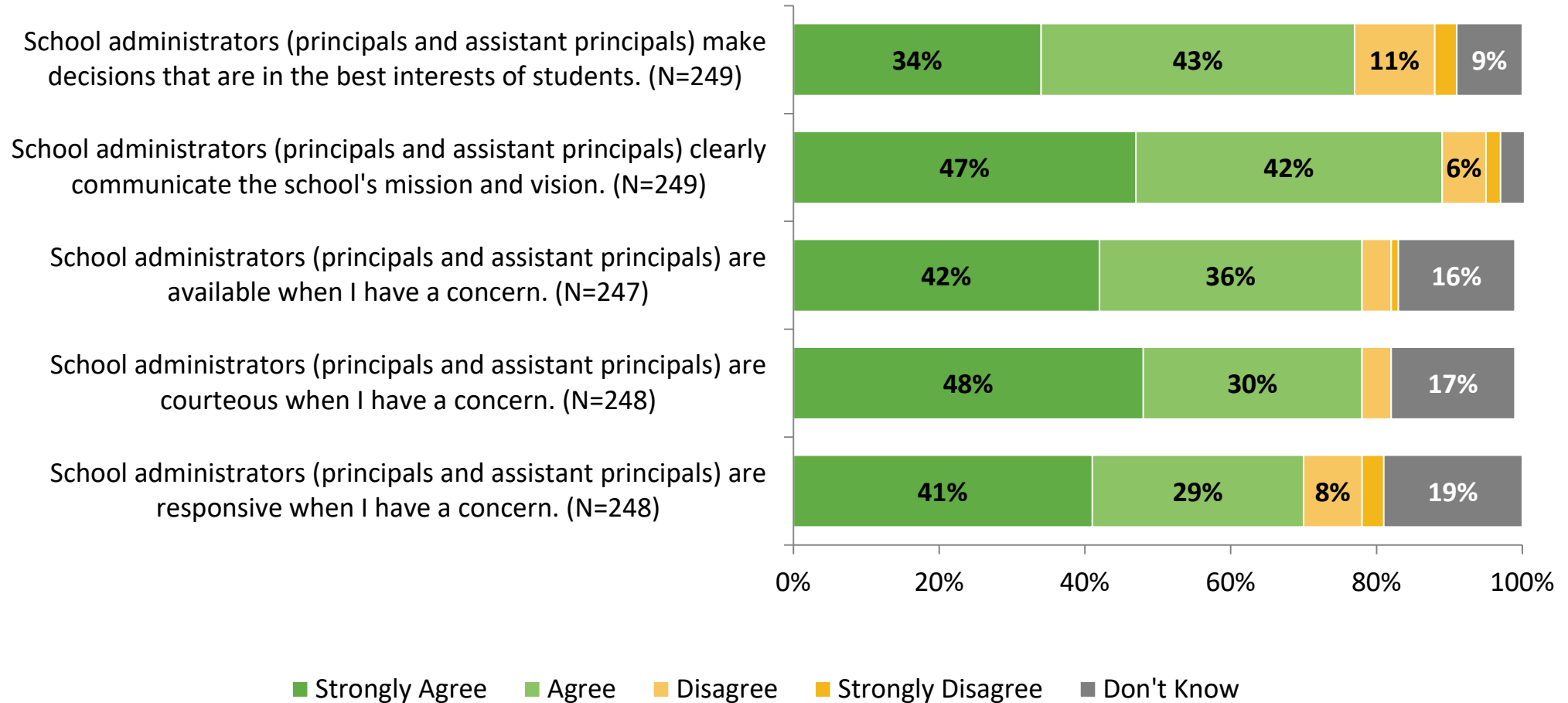
# School Leadership: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



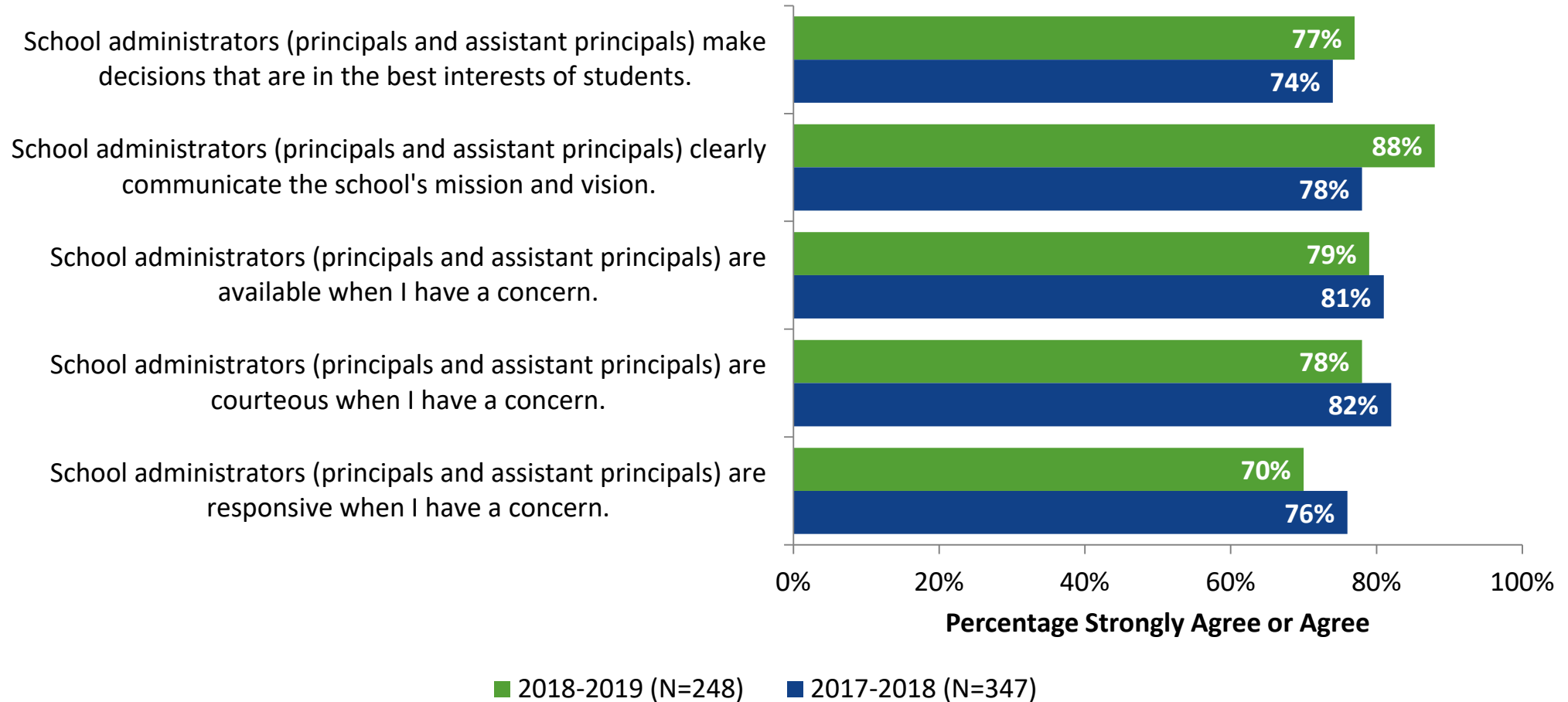
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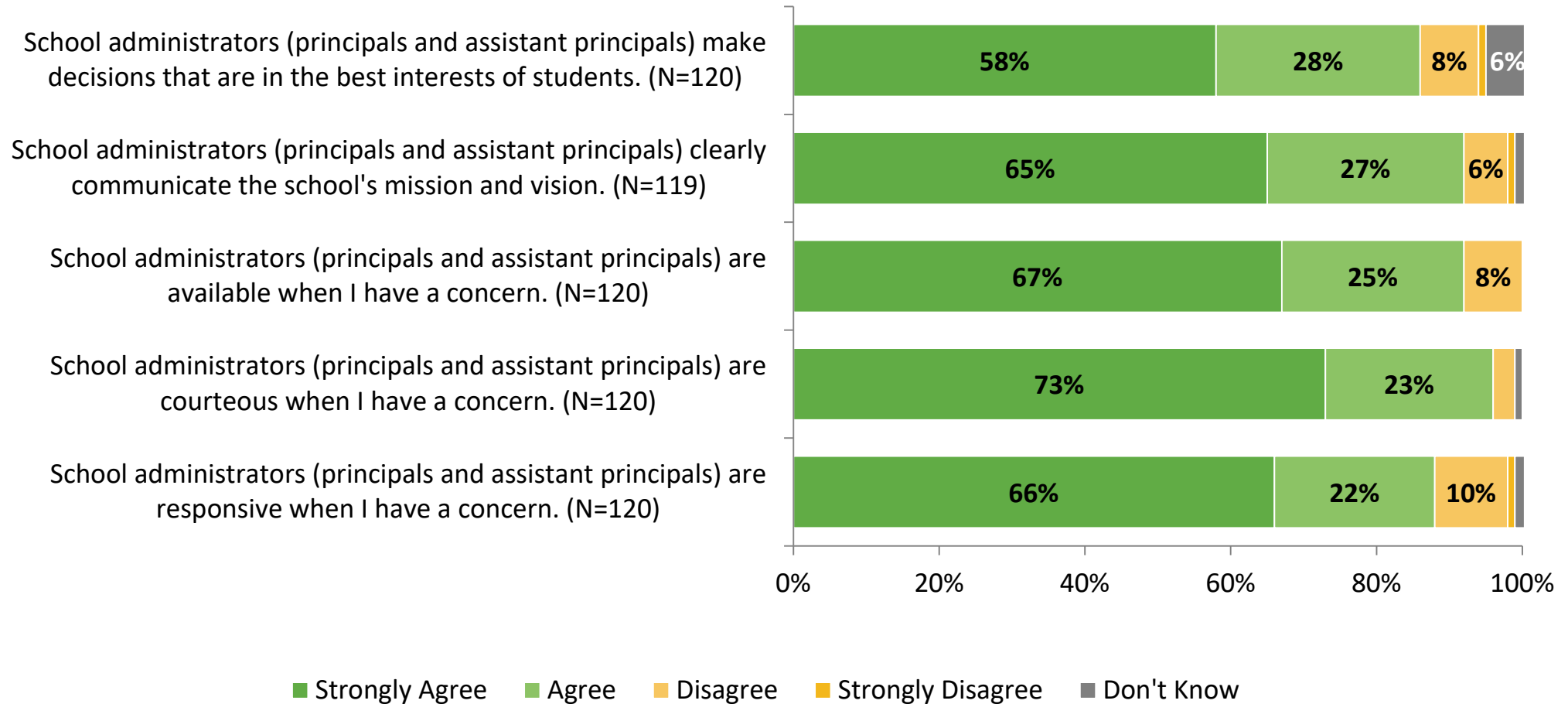
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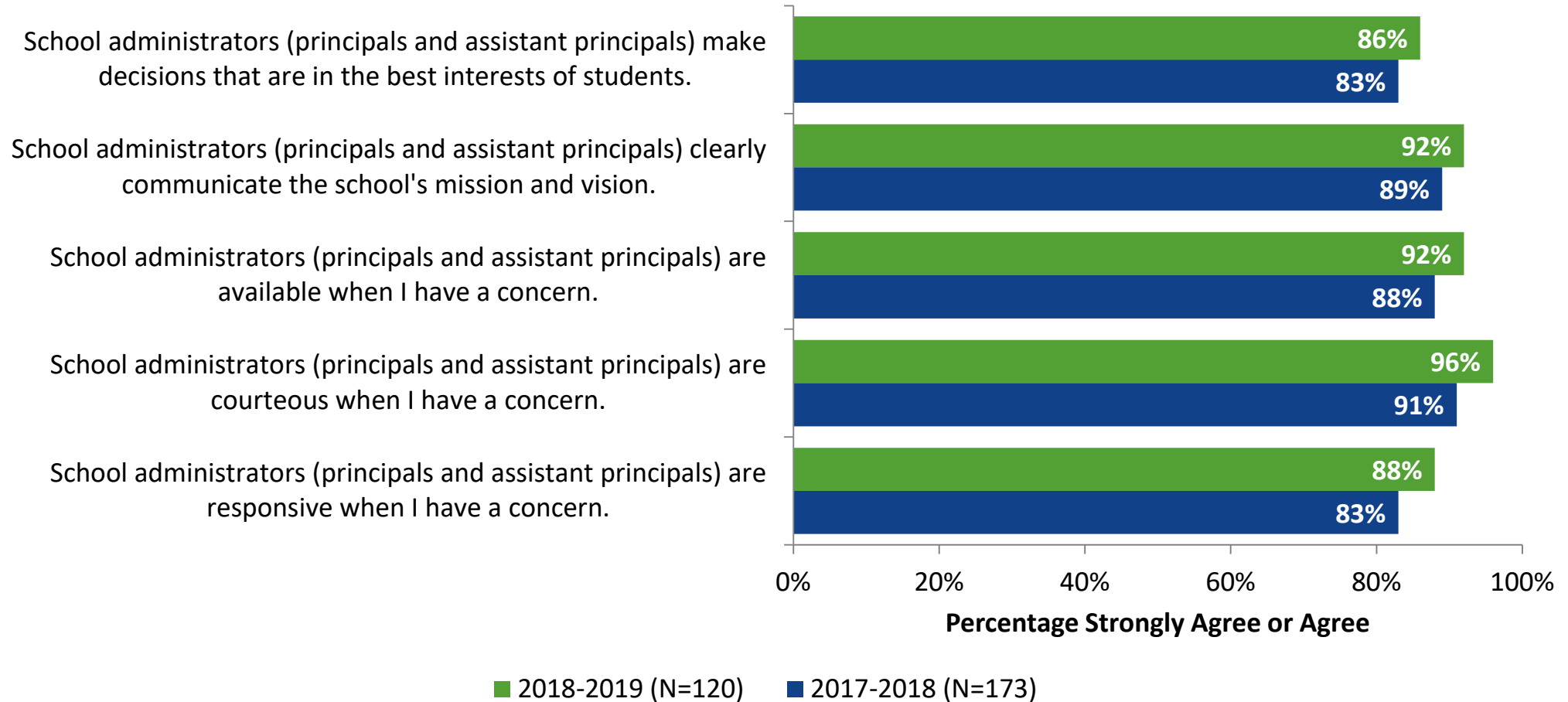
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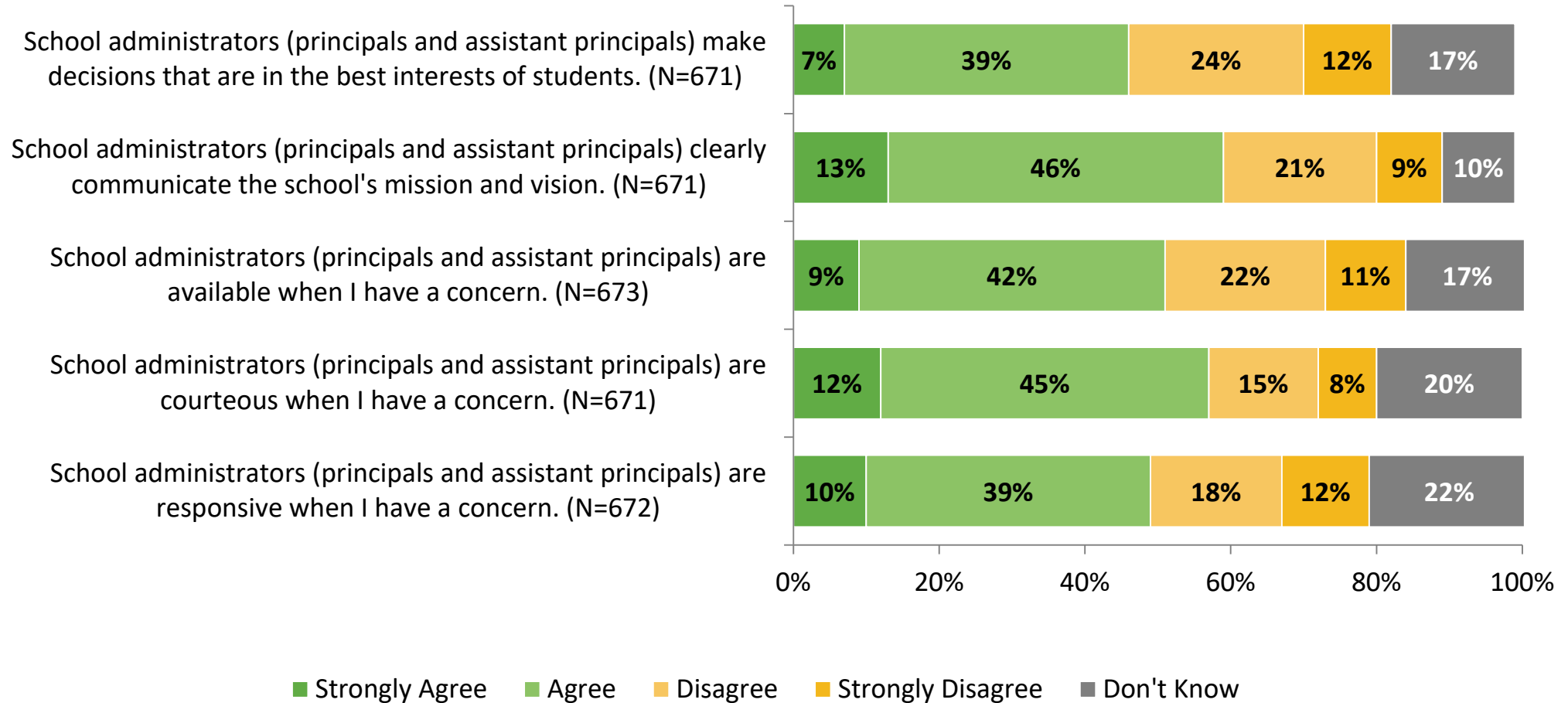
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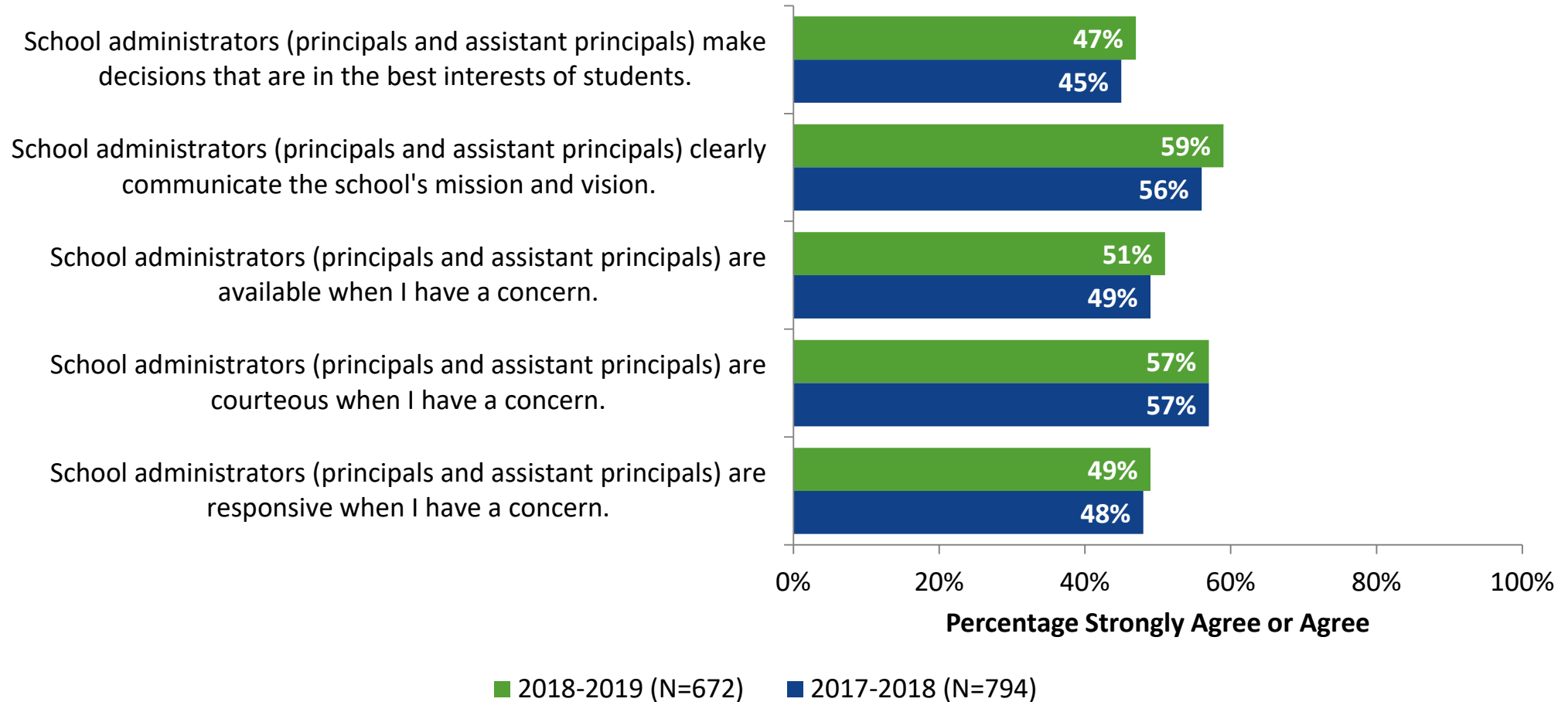
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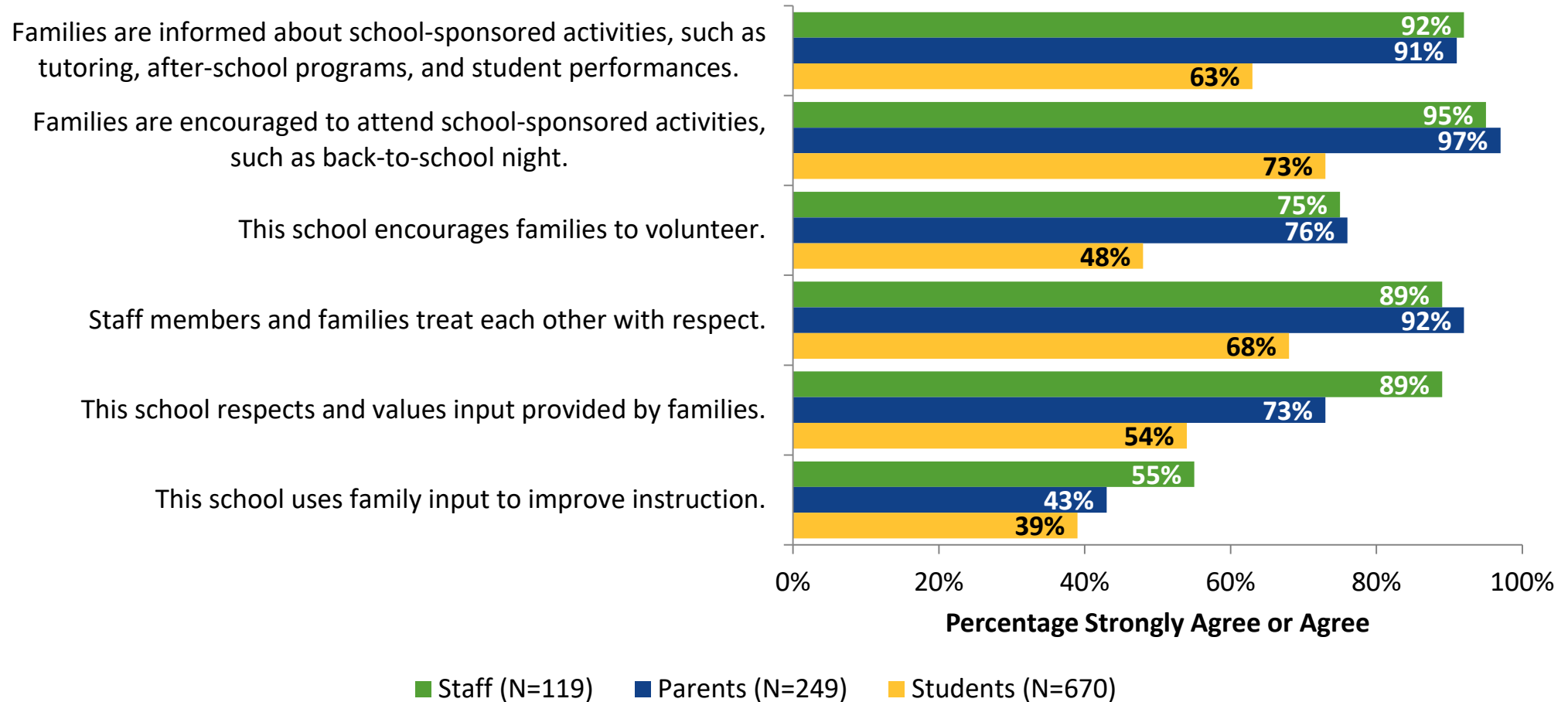
# Family Involvement

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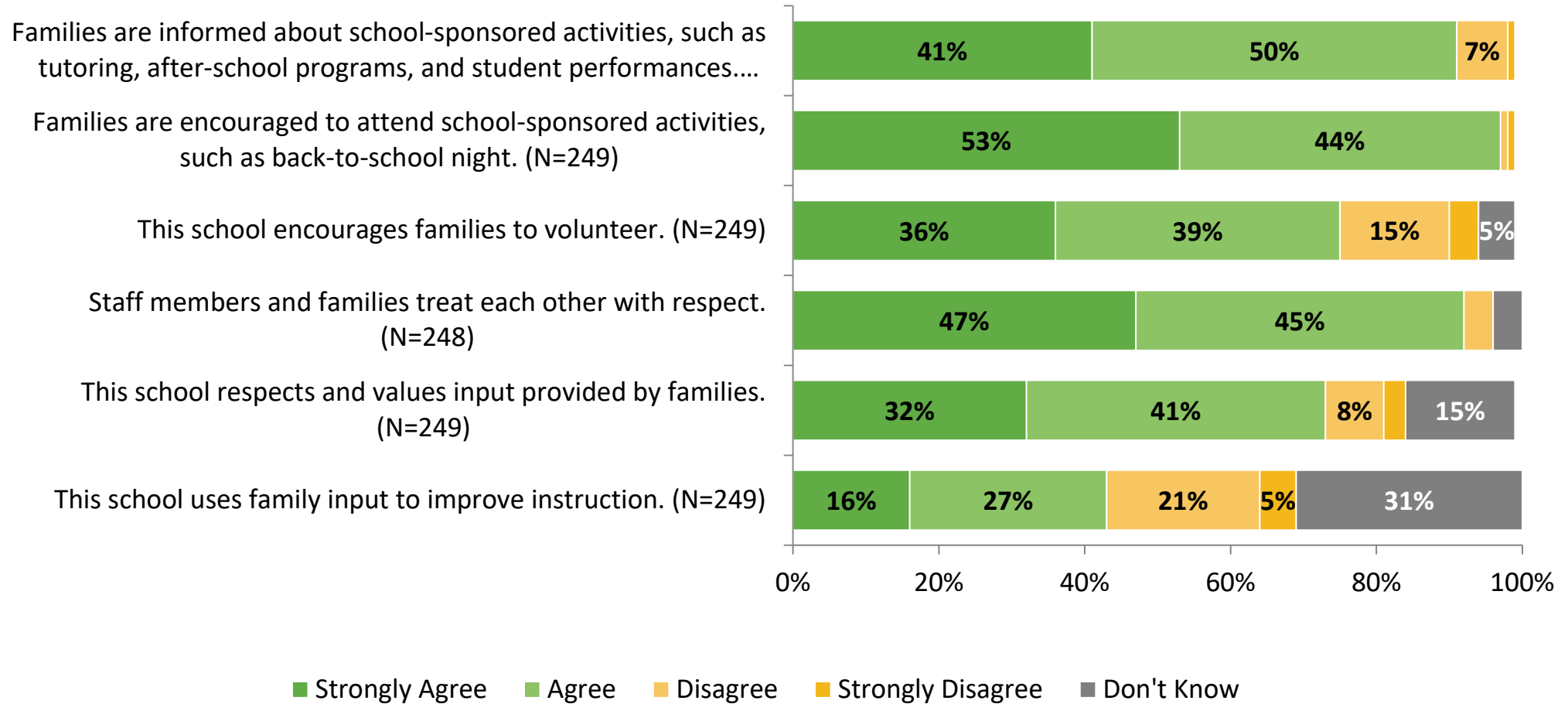
# Family Involvement: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



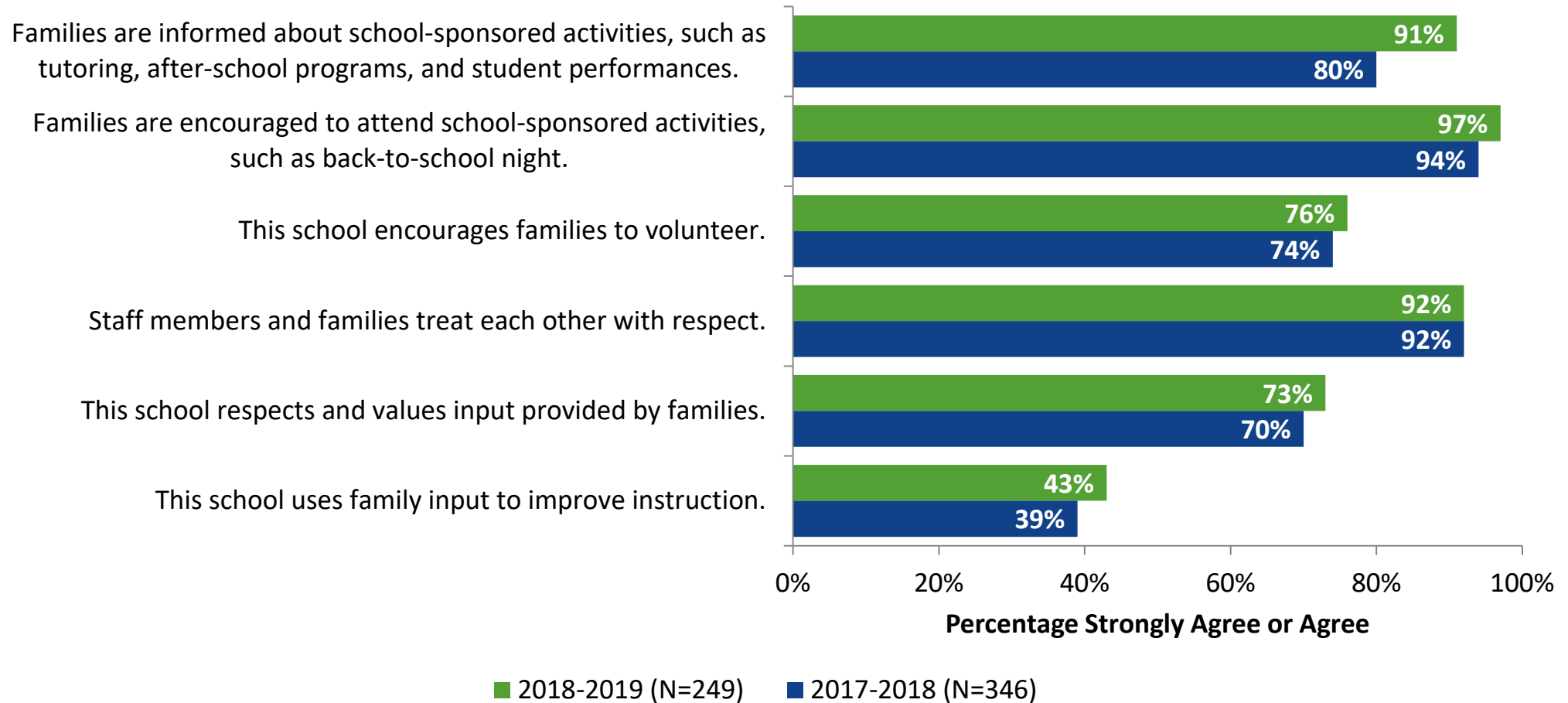
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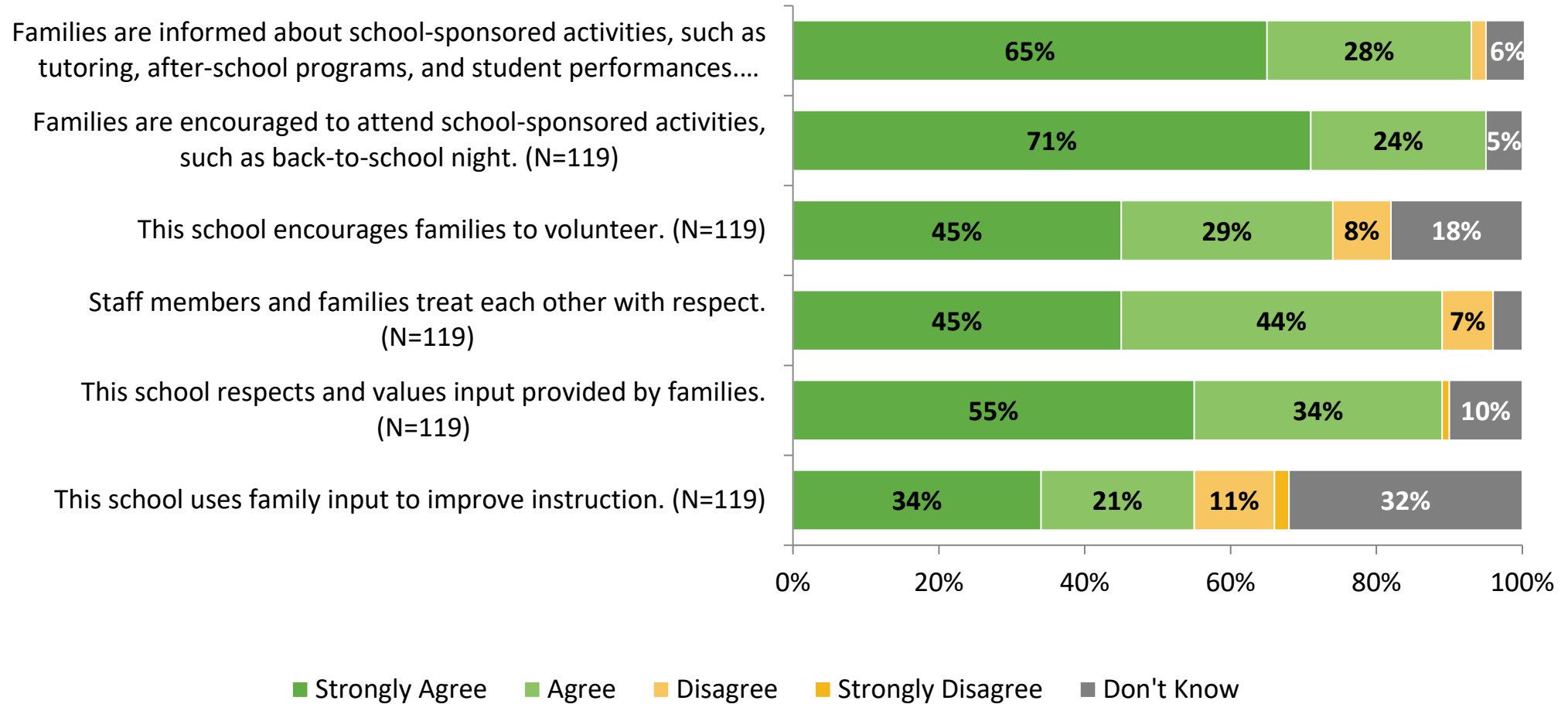
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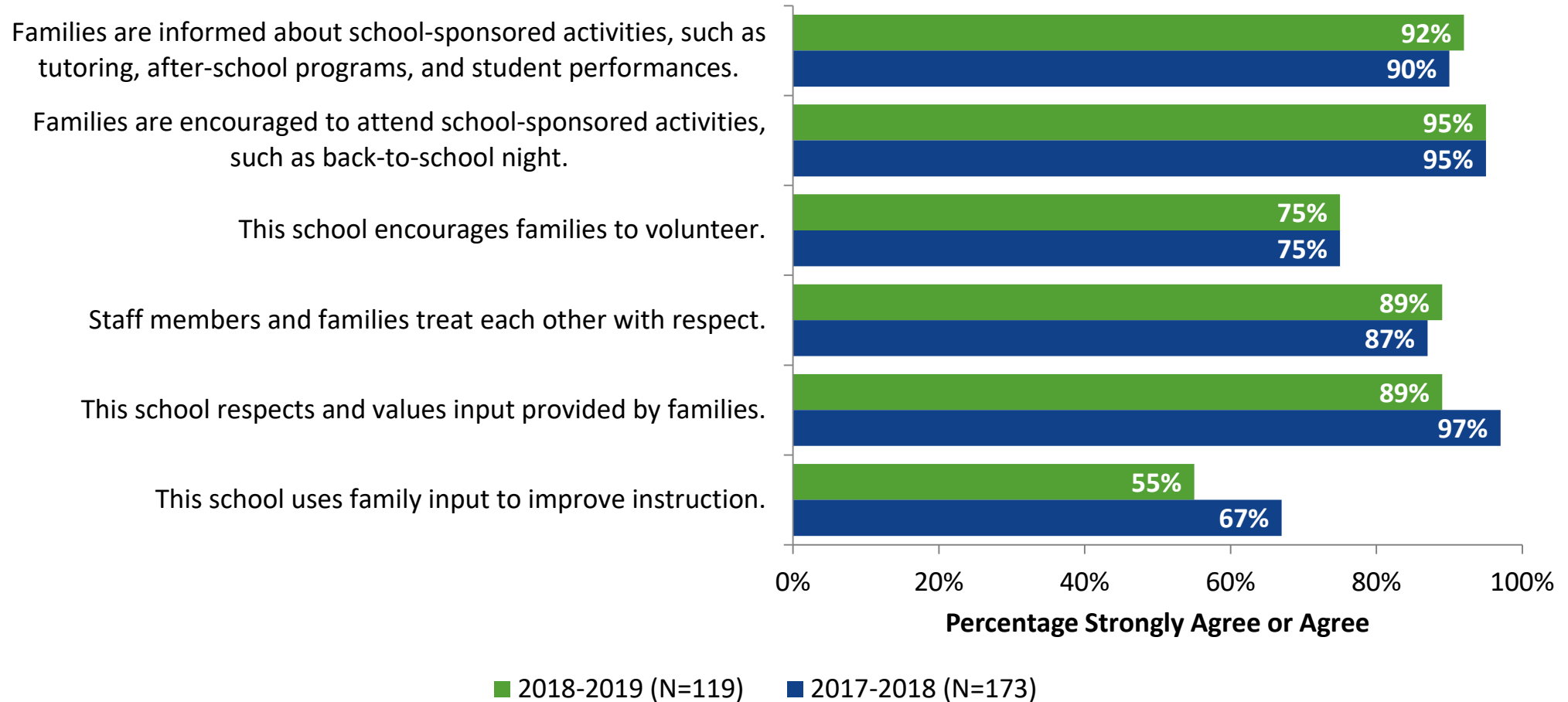
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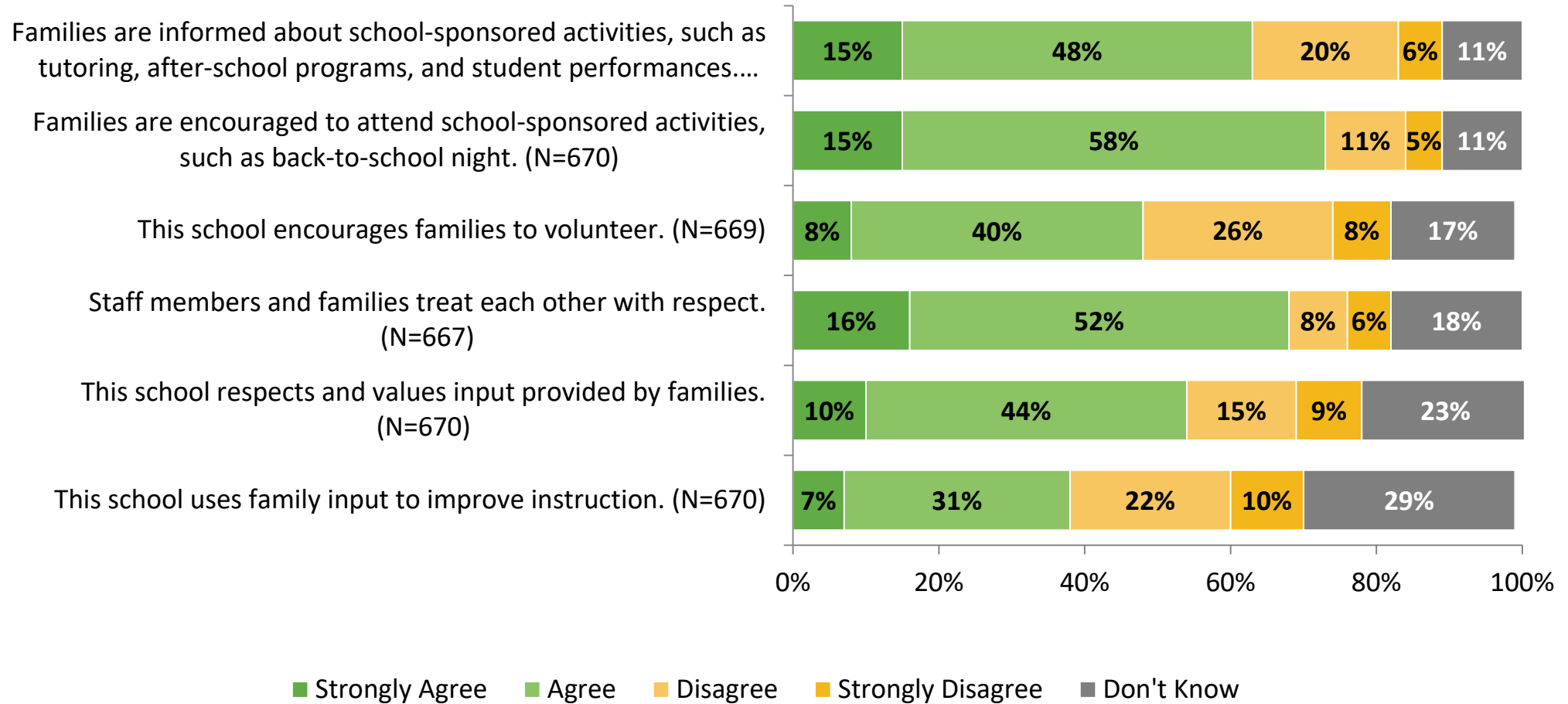
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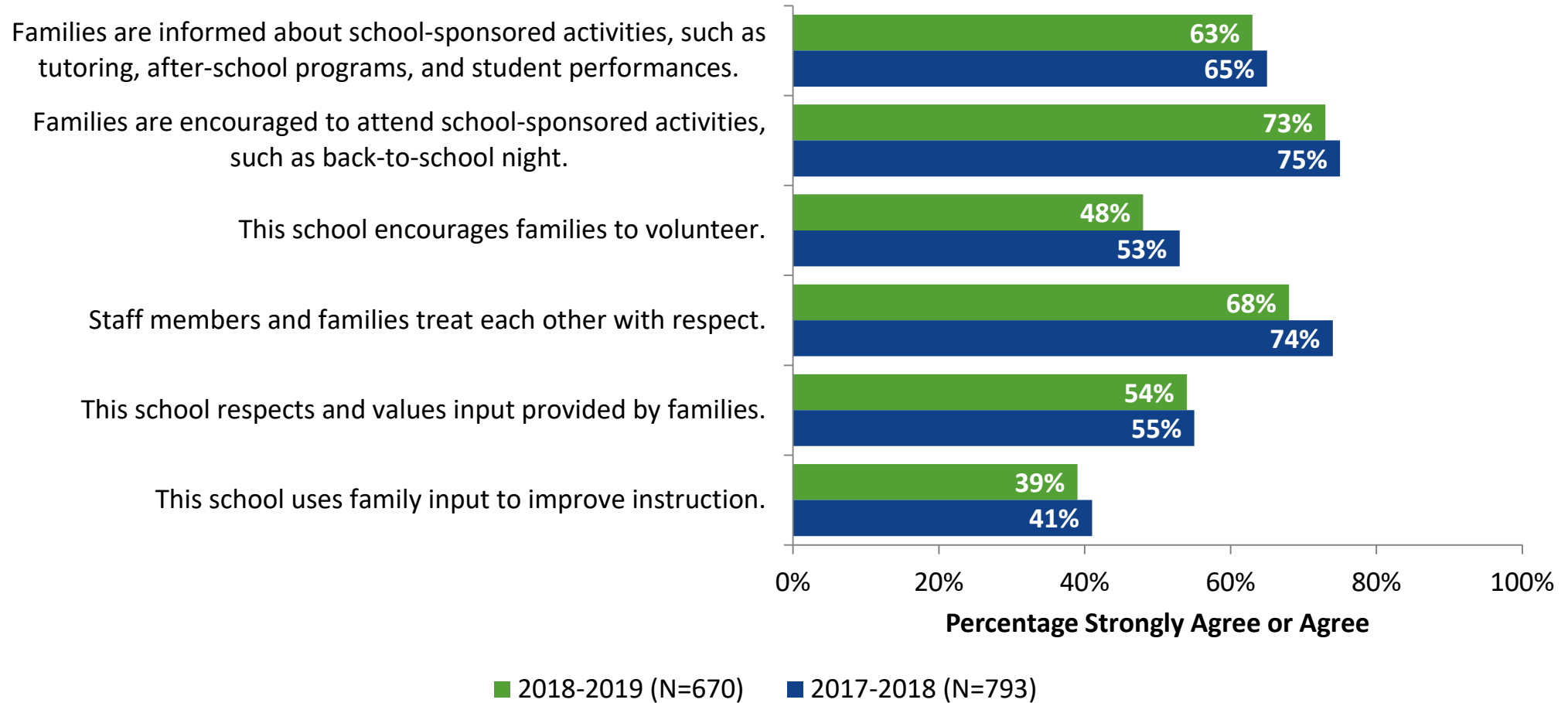
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# Family Involvement: Comparison Over Time

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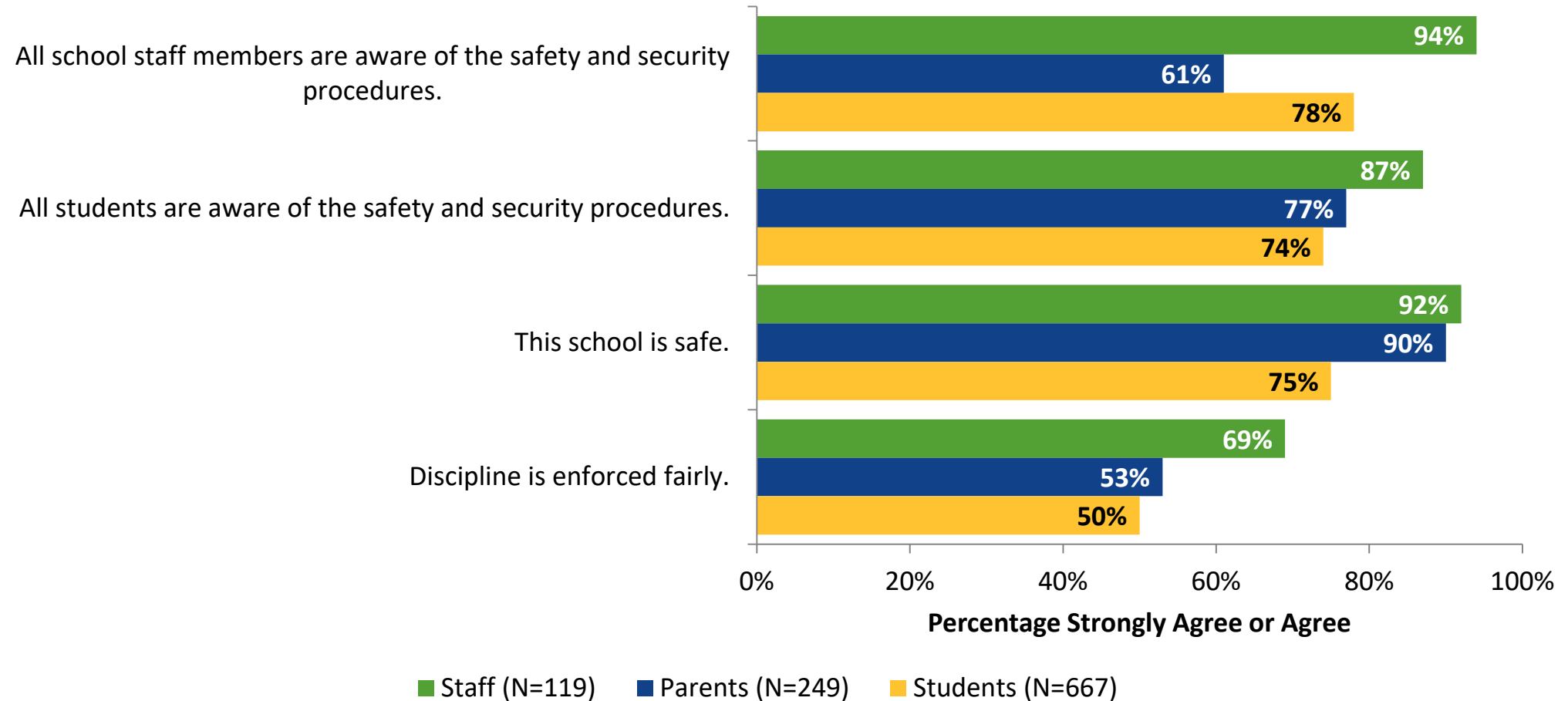
# Safety and Behavior

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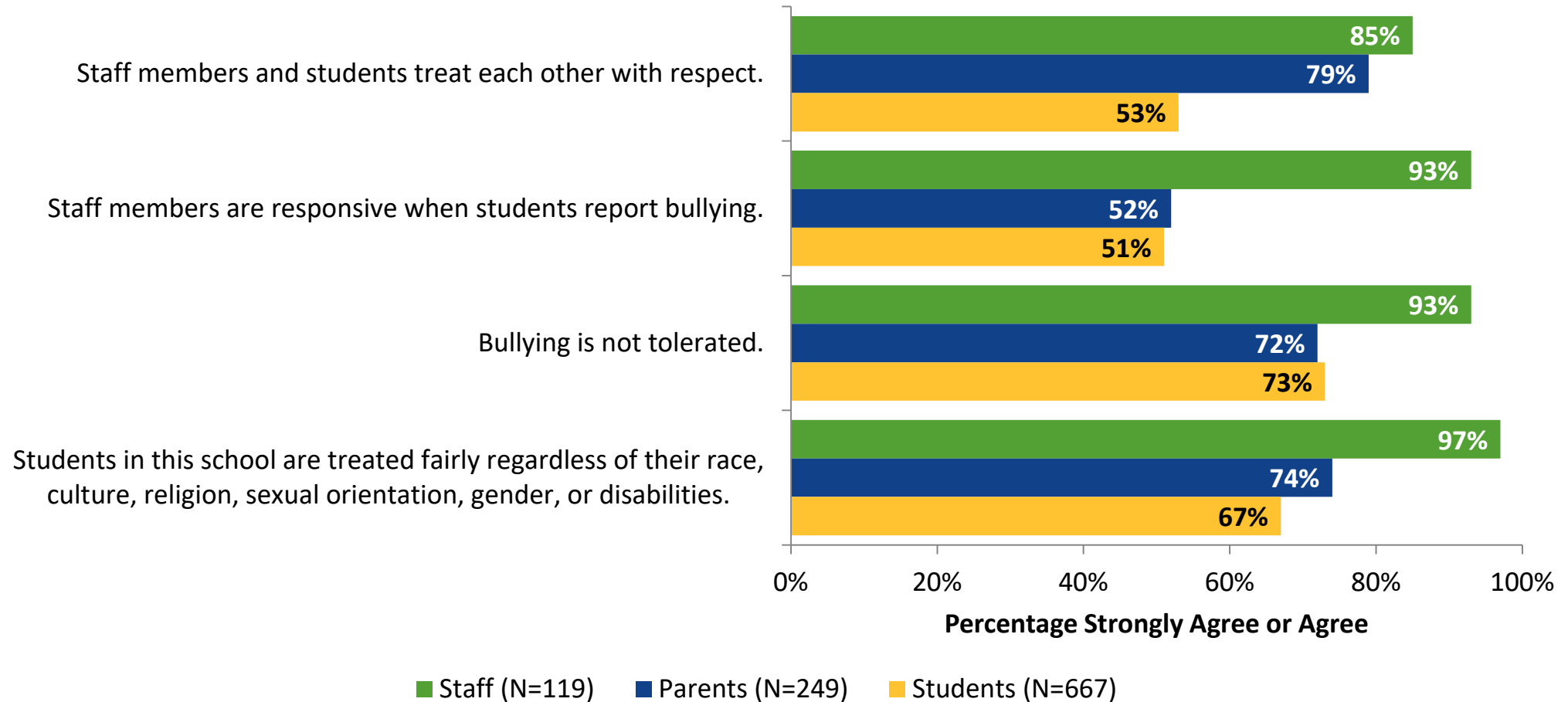
# Safety and Behavior: Comparison by Respondent Type

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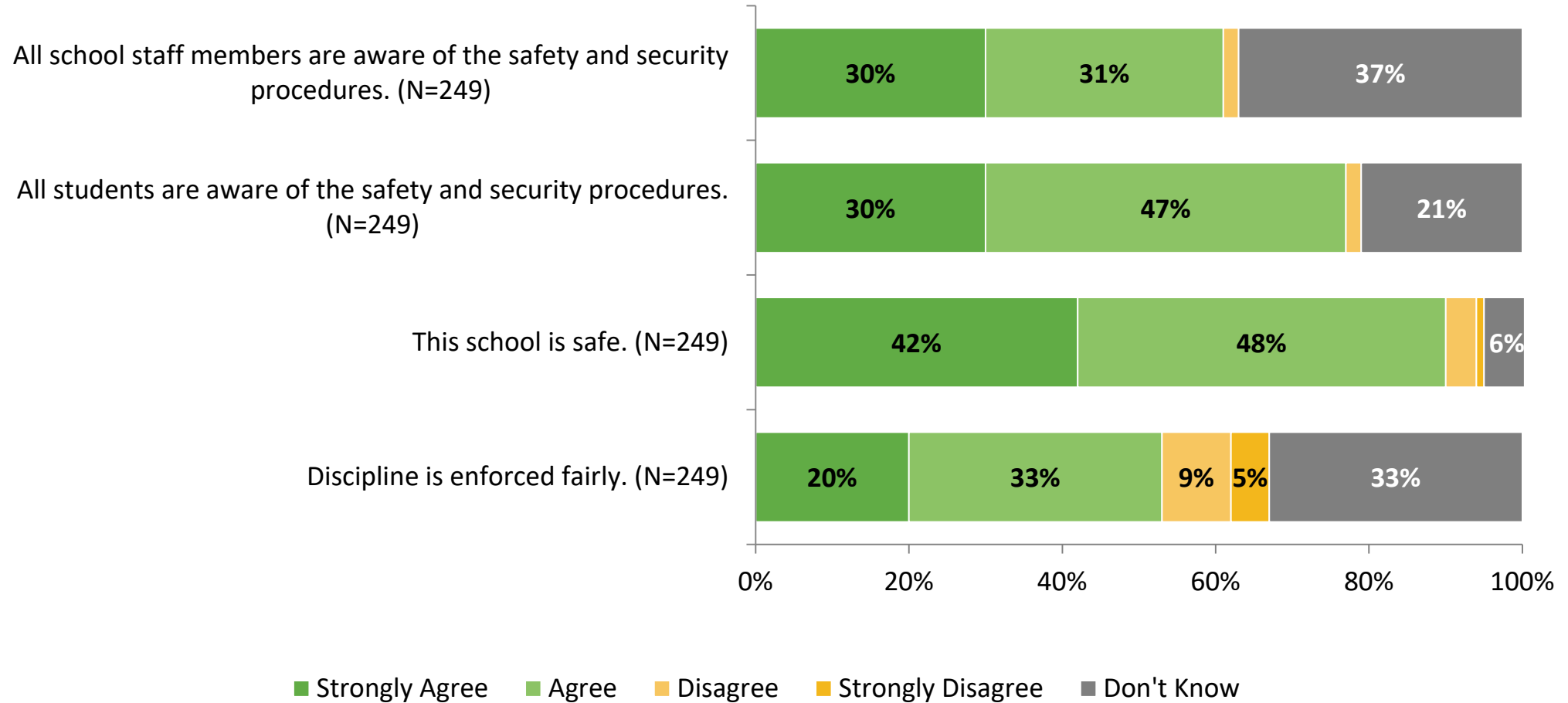
# Safety and Behavior: Comparison by Respondent Type (Continued)

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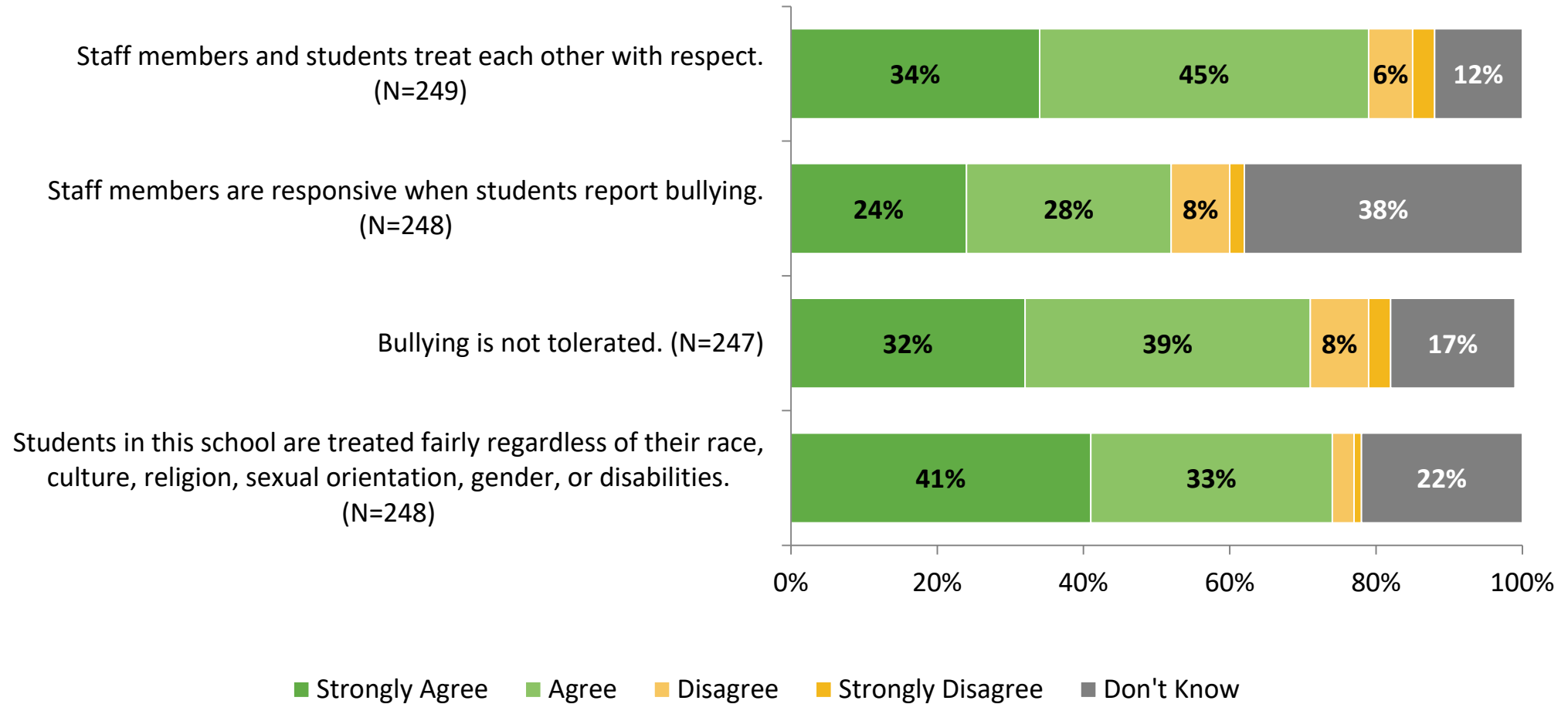
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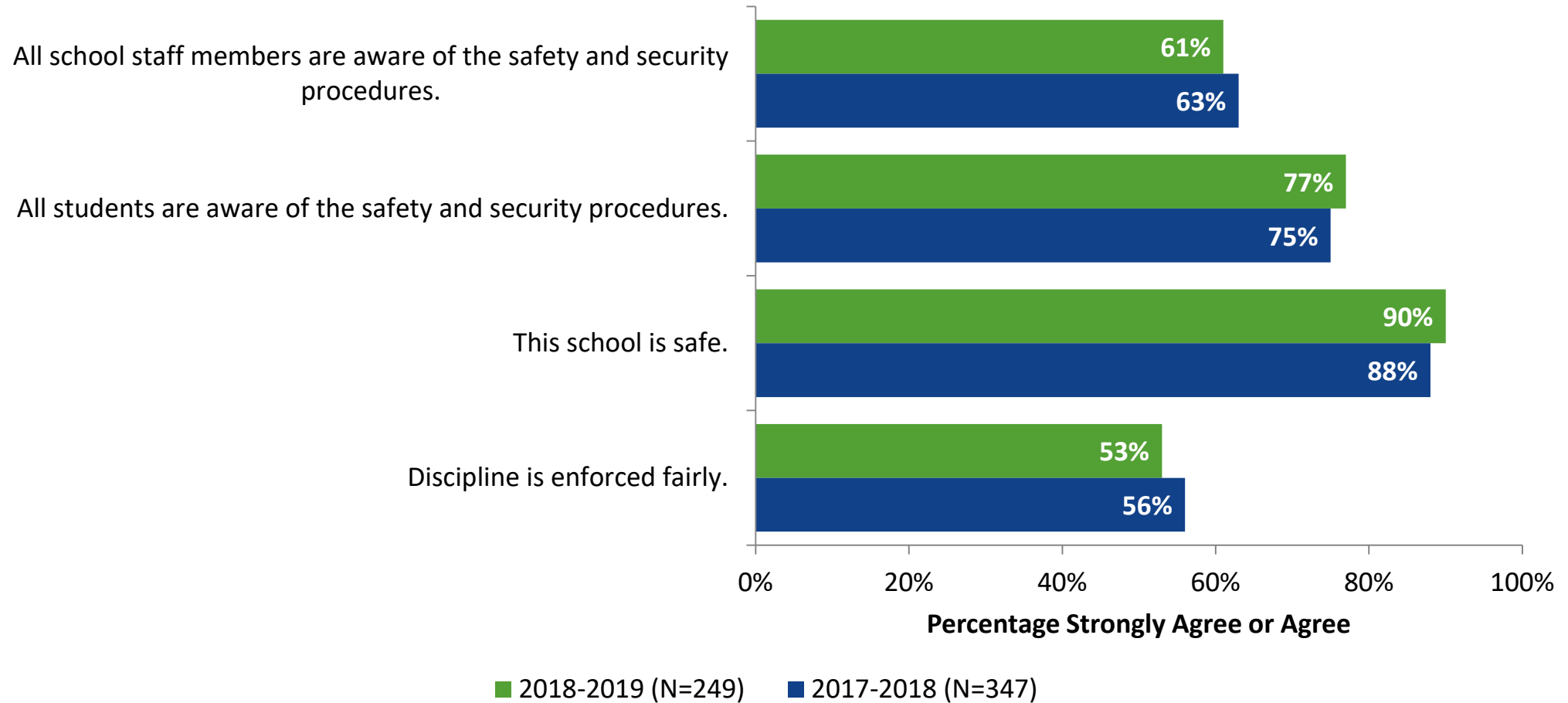
# Safety and Behavior (Continued)

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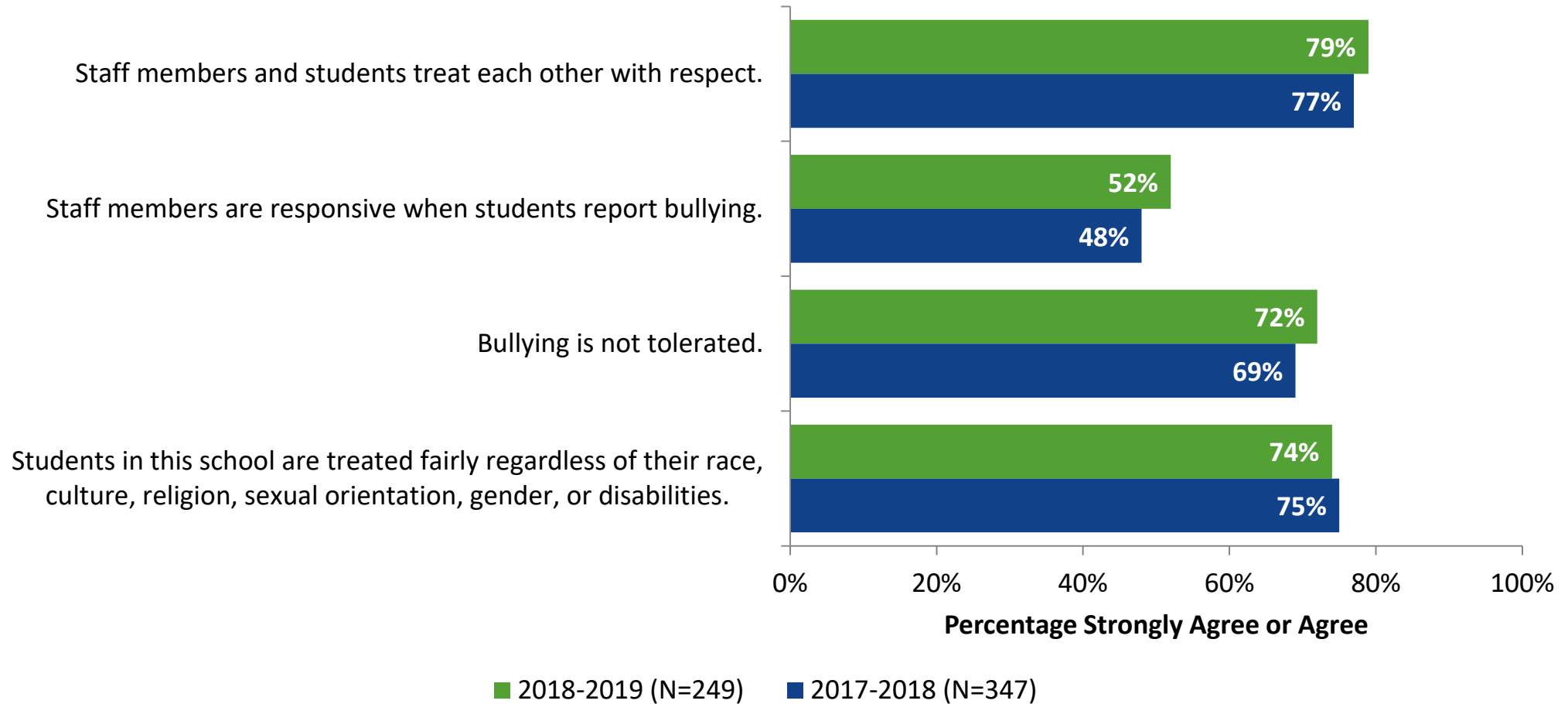
# Safety and Behavior: Comparison Over Time

How strongly do you disagree or agree with the following statements?



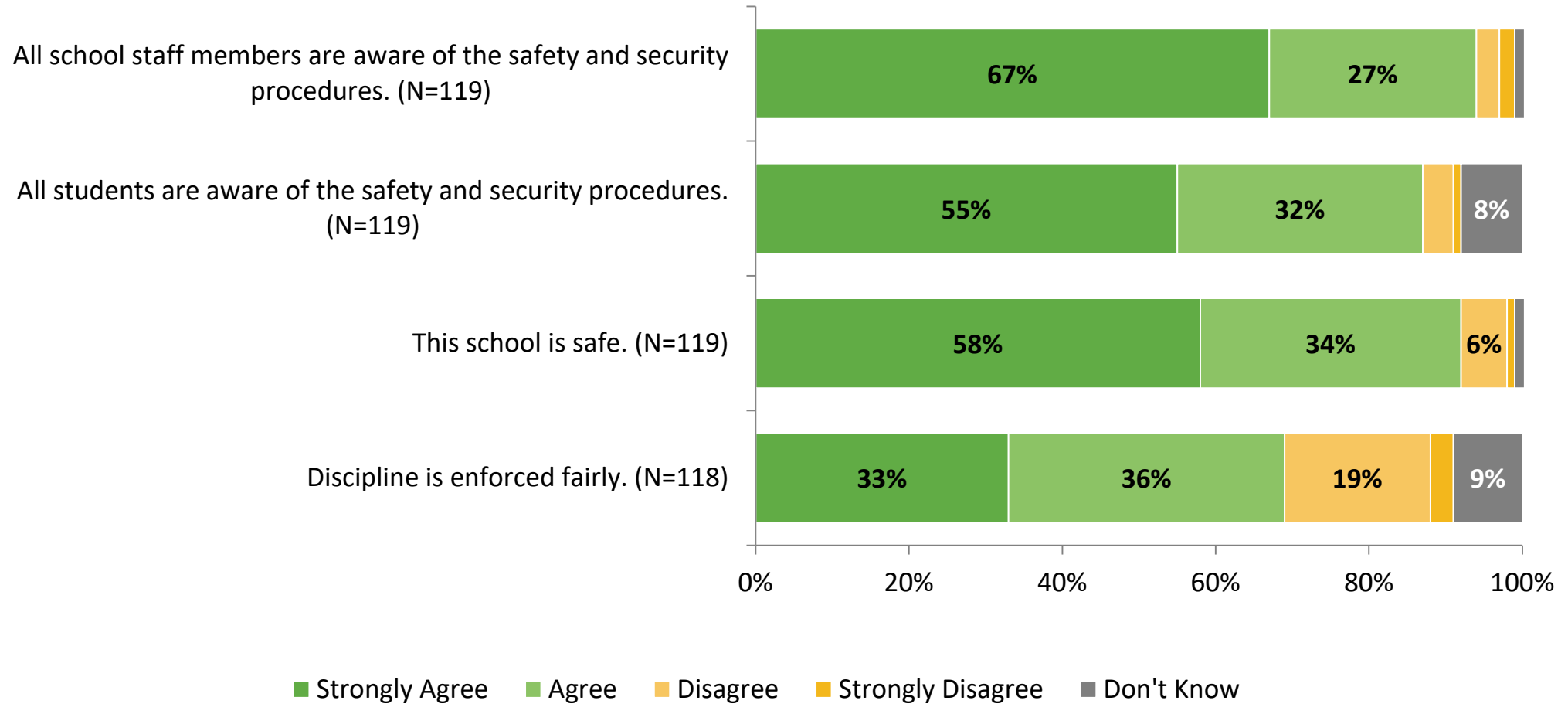
# Safety and Behavior: Comparison Over Time (Continued)

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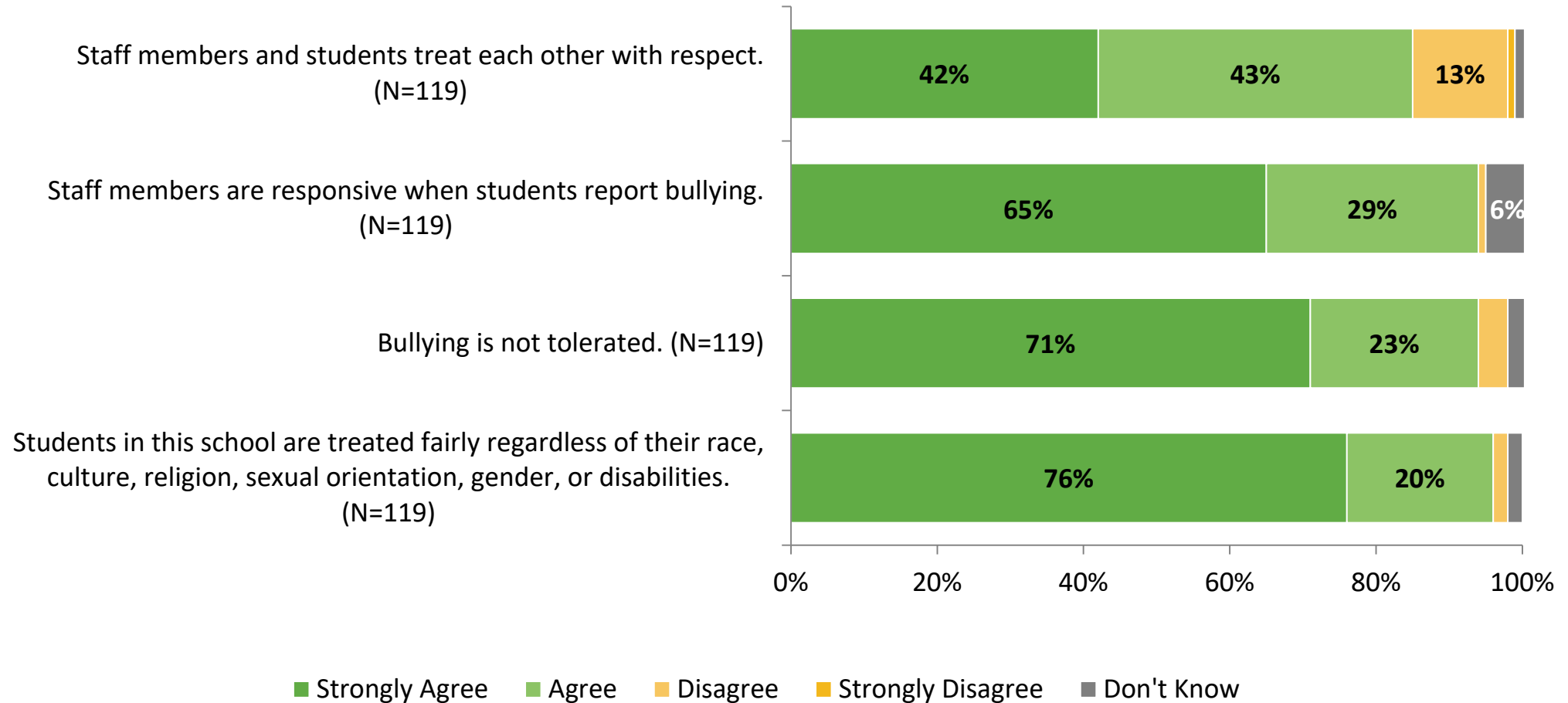
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## Safety and Behavior (Continued)

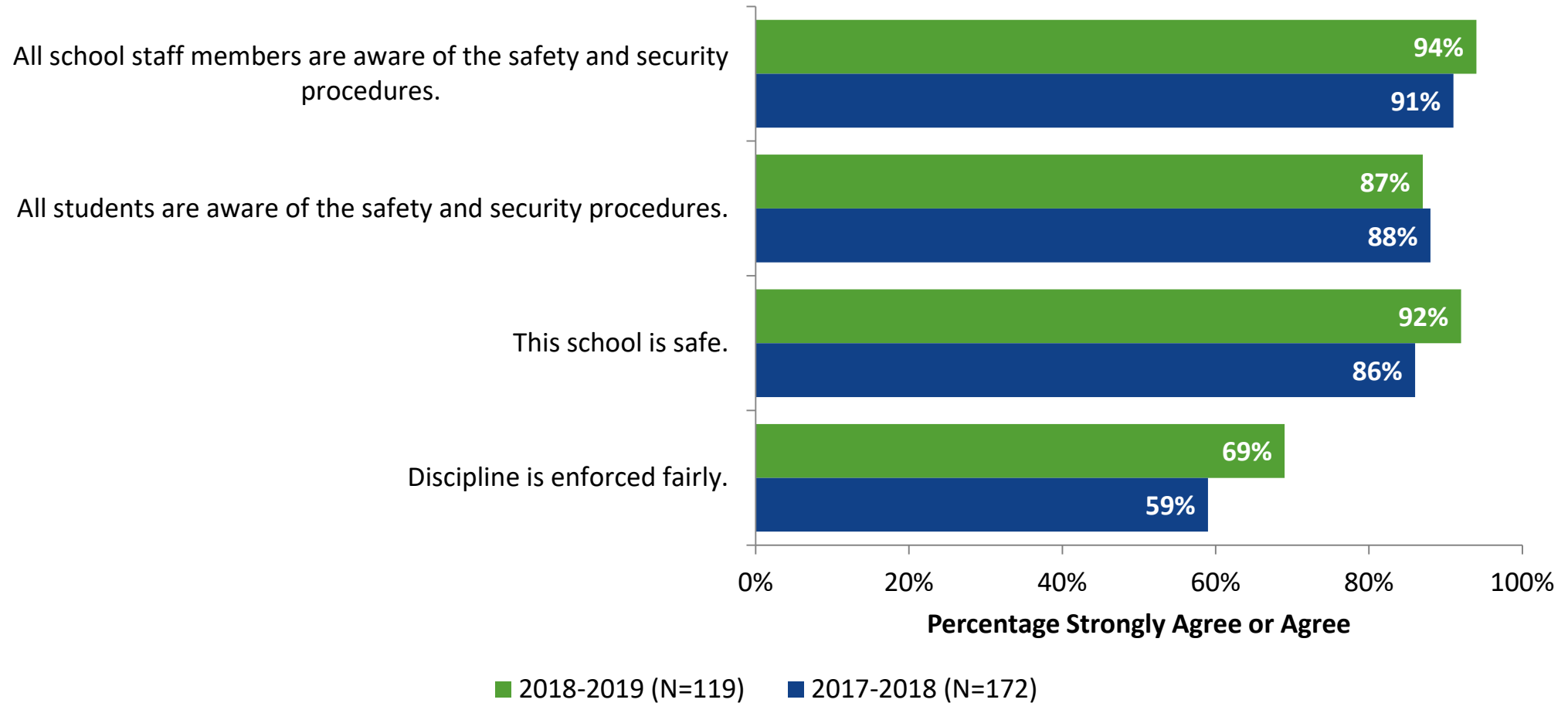
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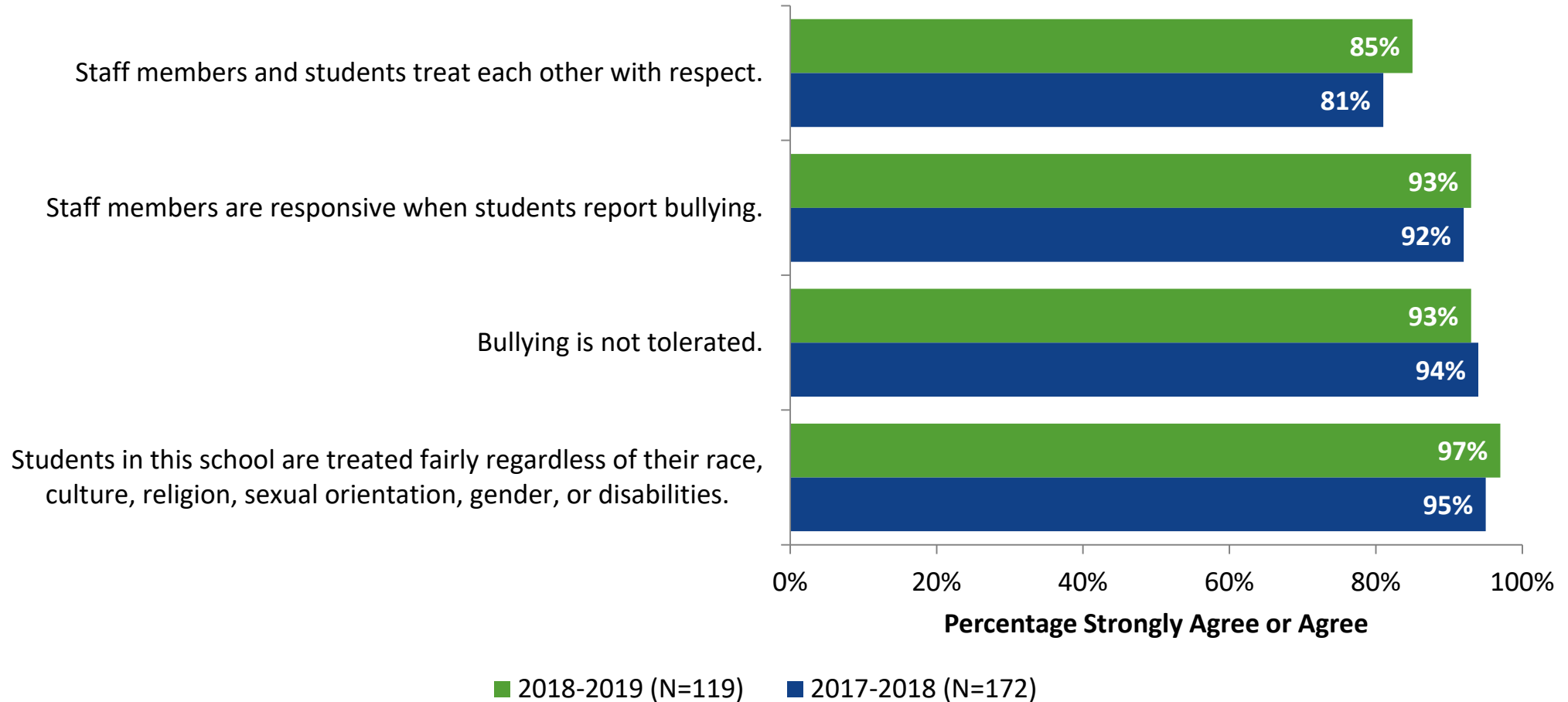
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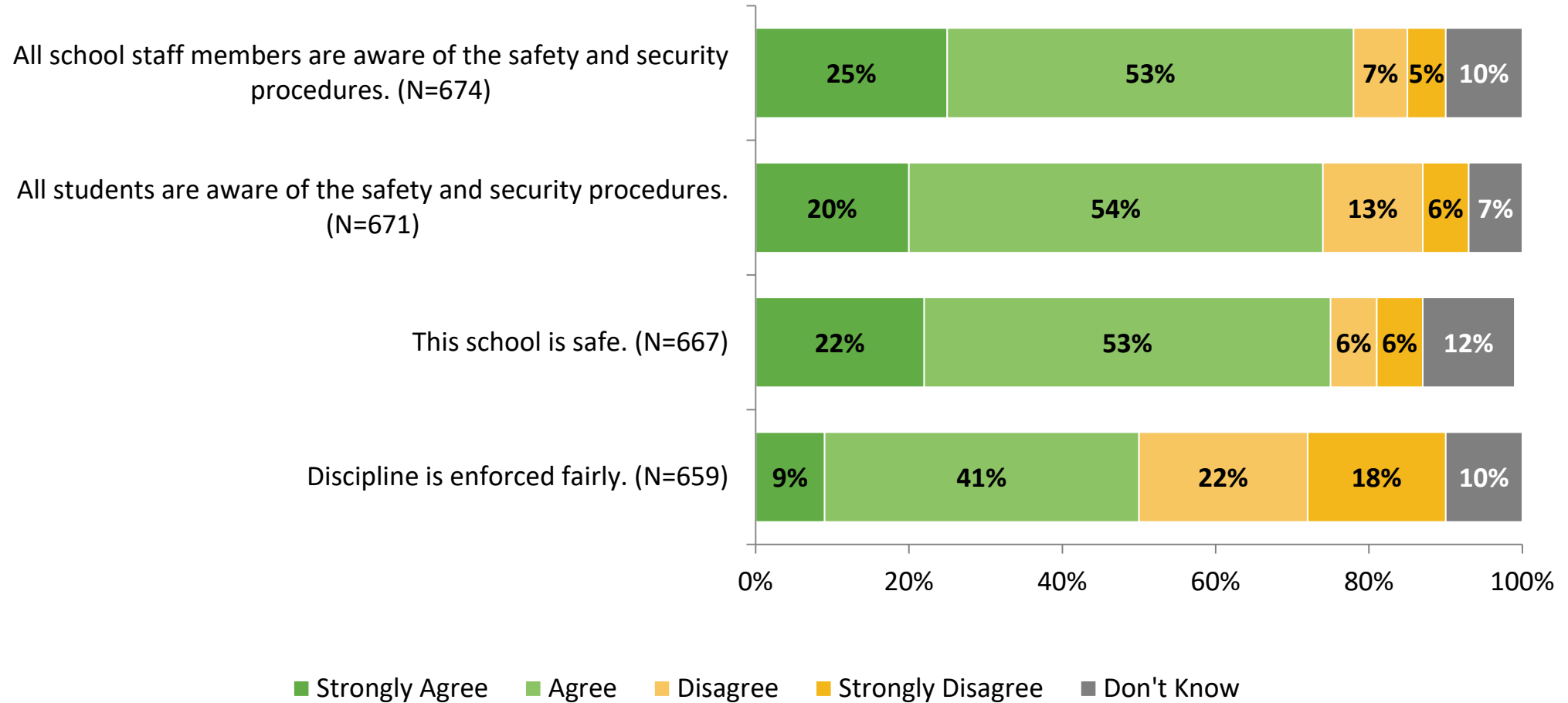
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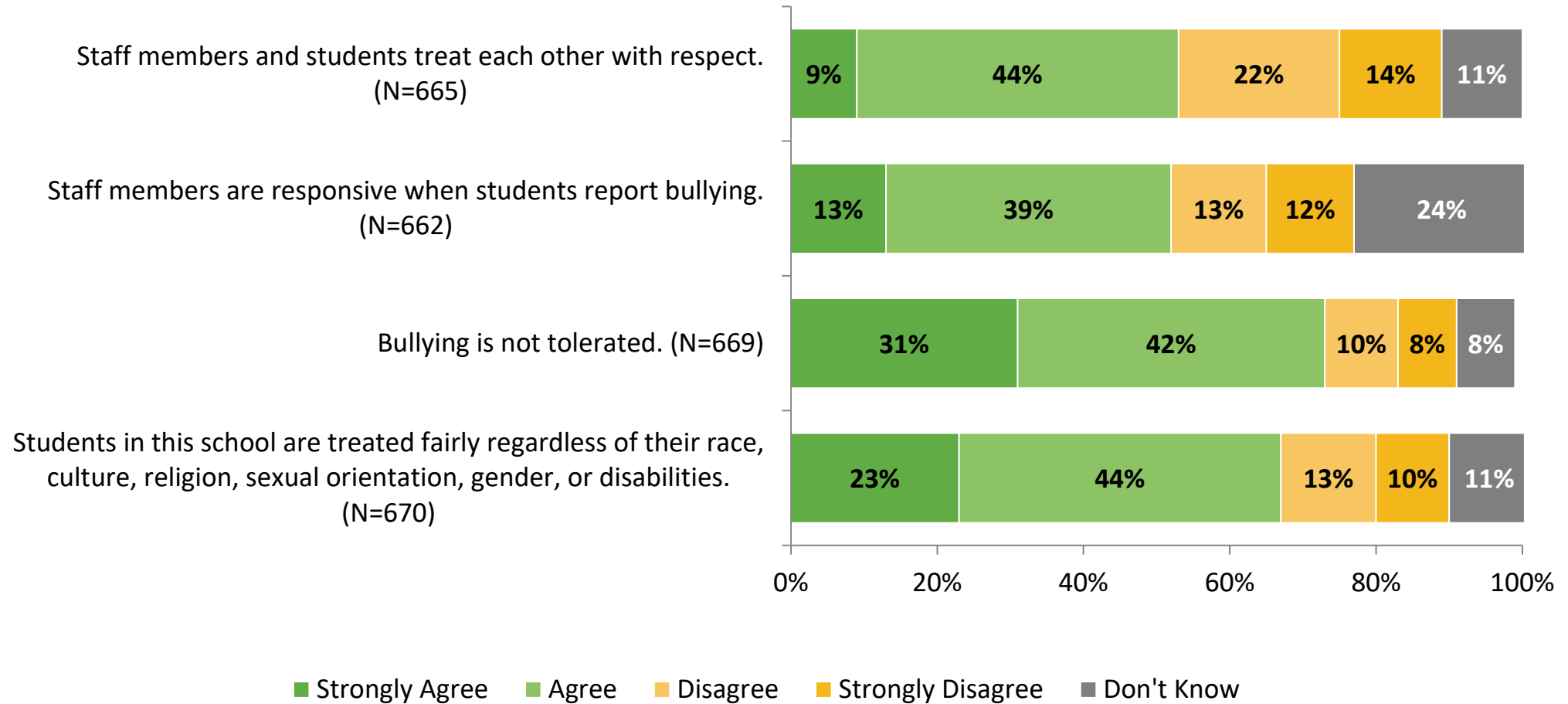
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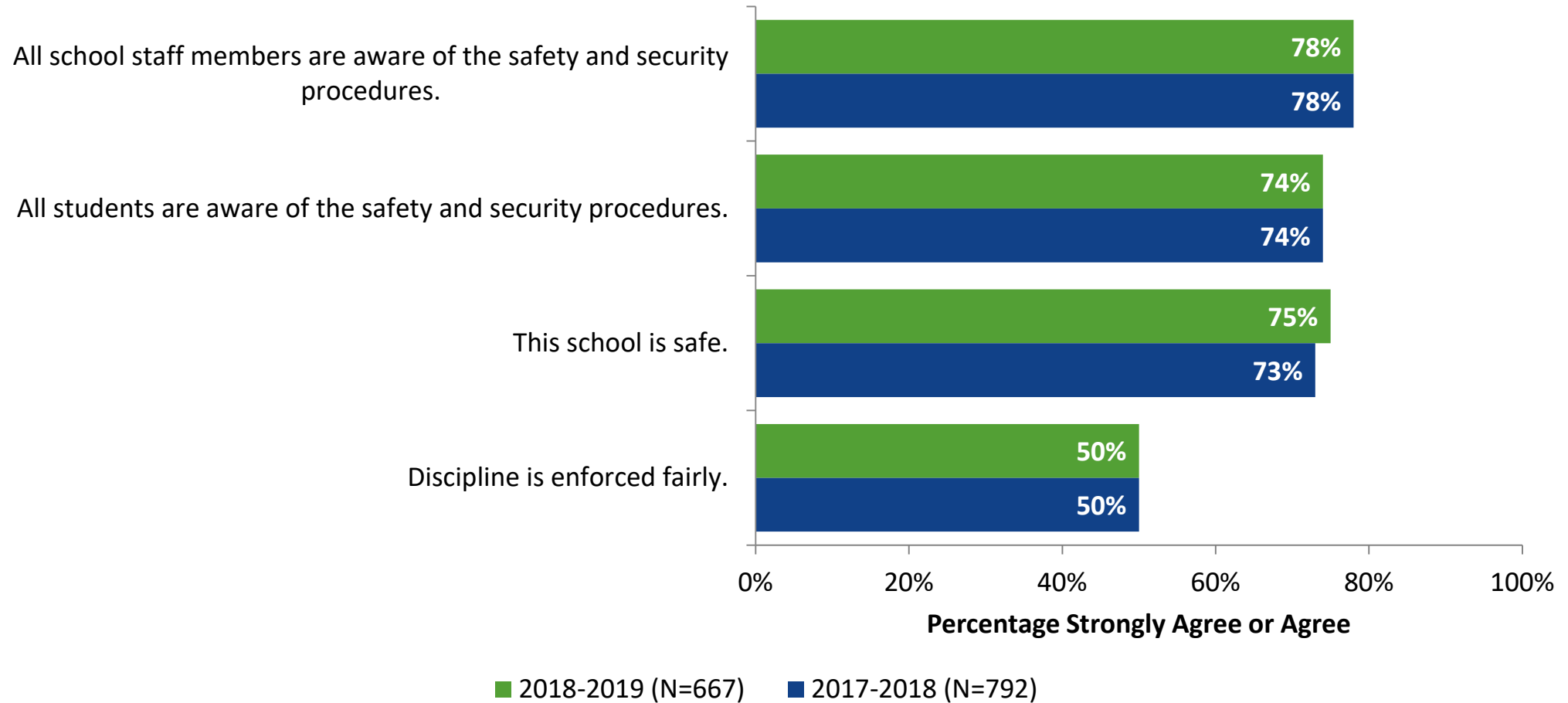
# Safety and Behavior (Continued)

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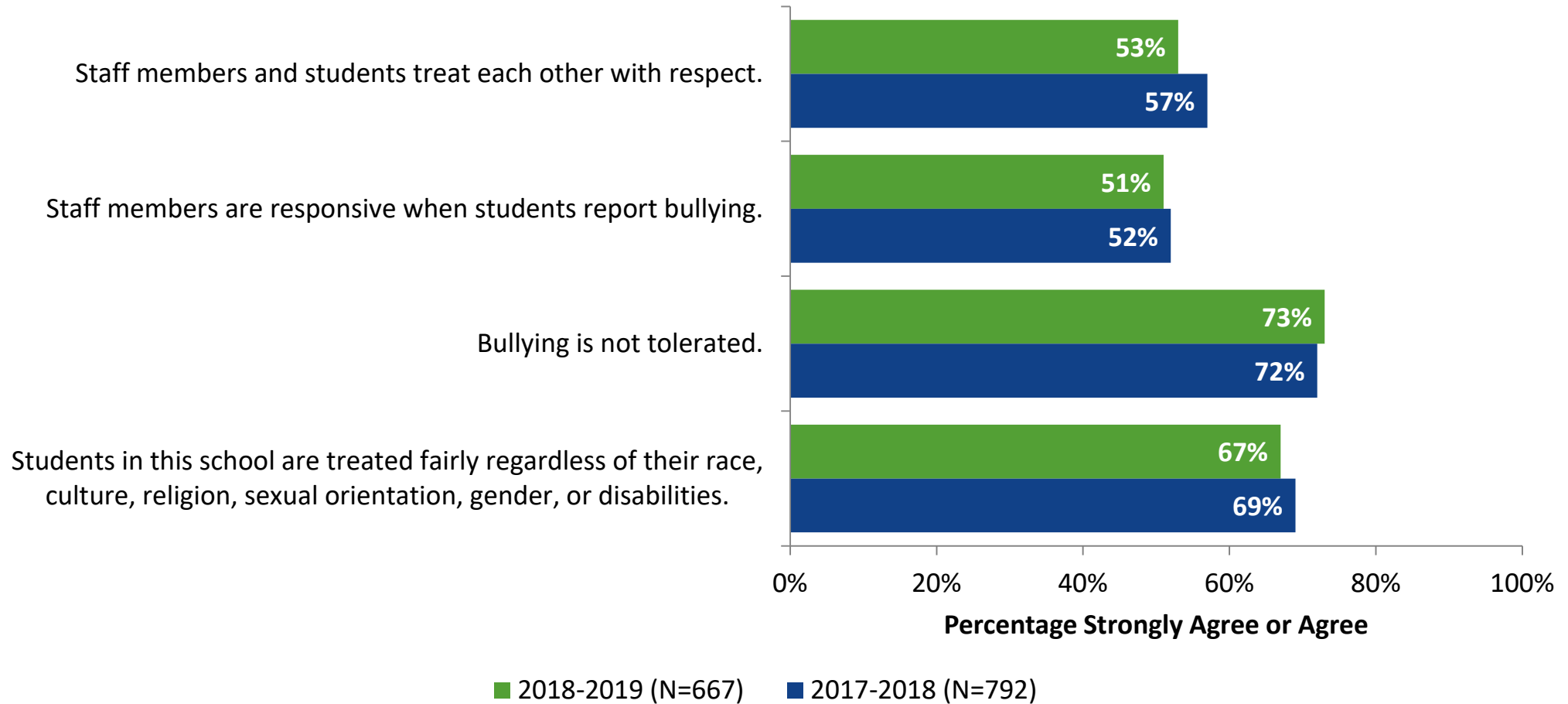
# Safety and Behavior: Comparison Over Time

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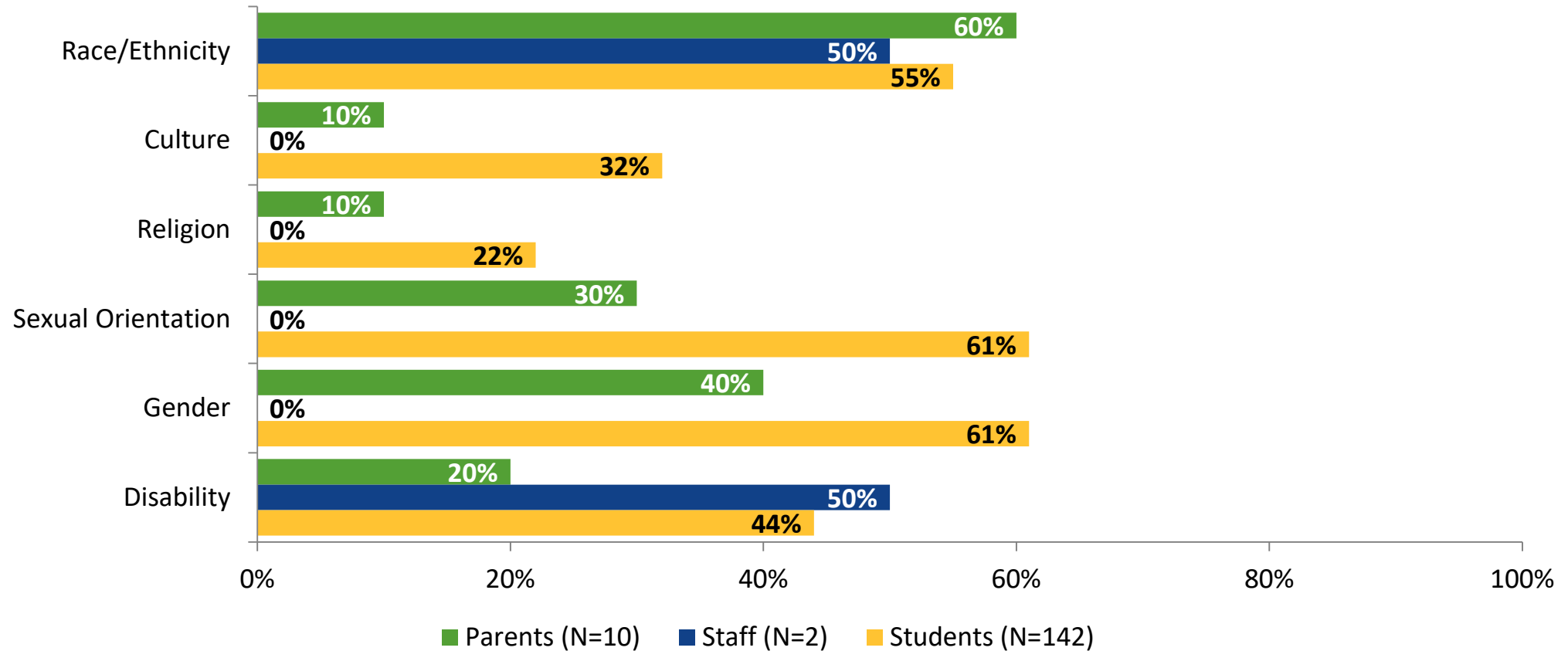
# Safety and Behavior: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?



# Unfair Treatment

For which of the following are students treated unfairly?



Notes: Only participants who strongly disagreed or disagreed that students in their school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities responded to this question. Percentage totals may exceed 100 since participants could select more than one answer.

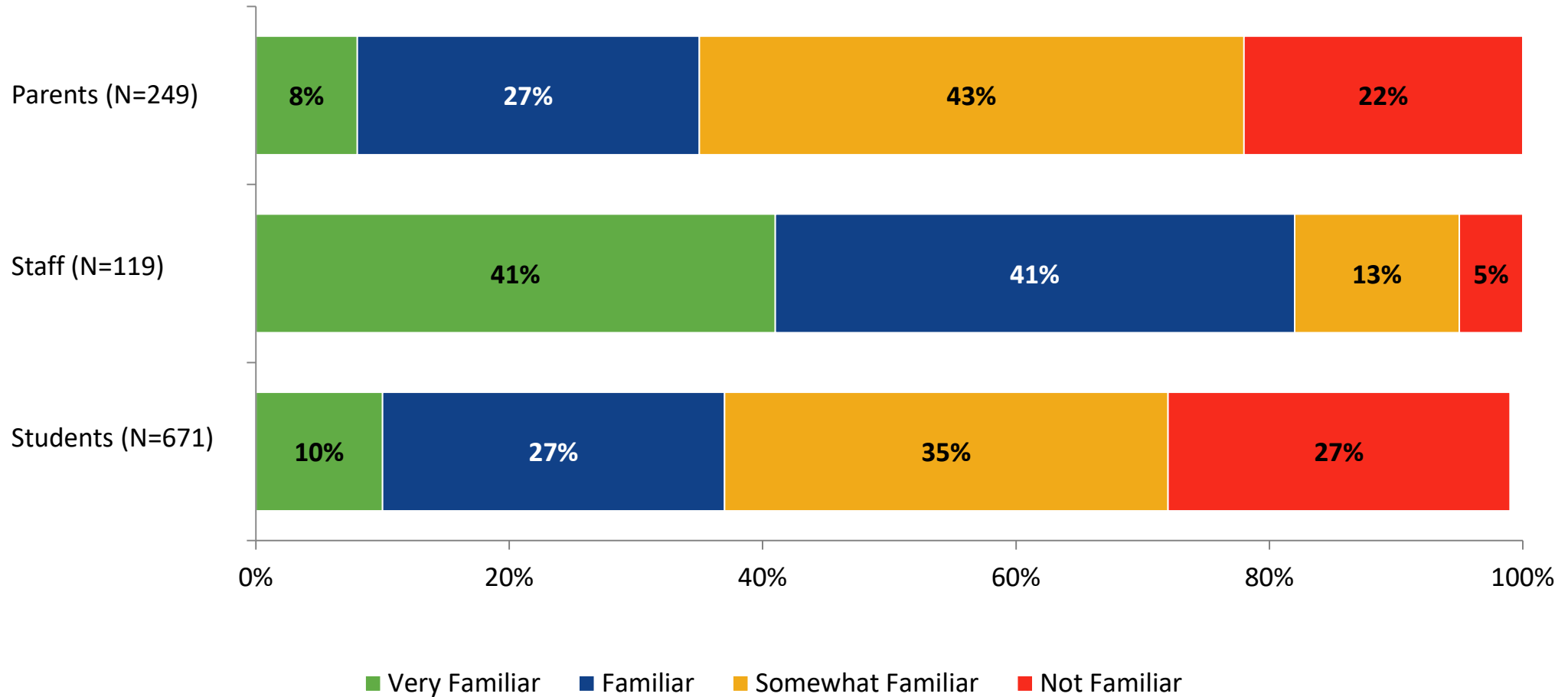
# Strategic Plan

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# Familiarity With Strategic Plan

How familiar are you with the Croton-Harmon School District's five-year education plan?

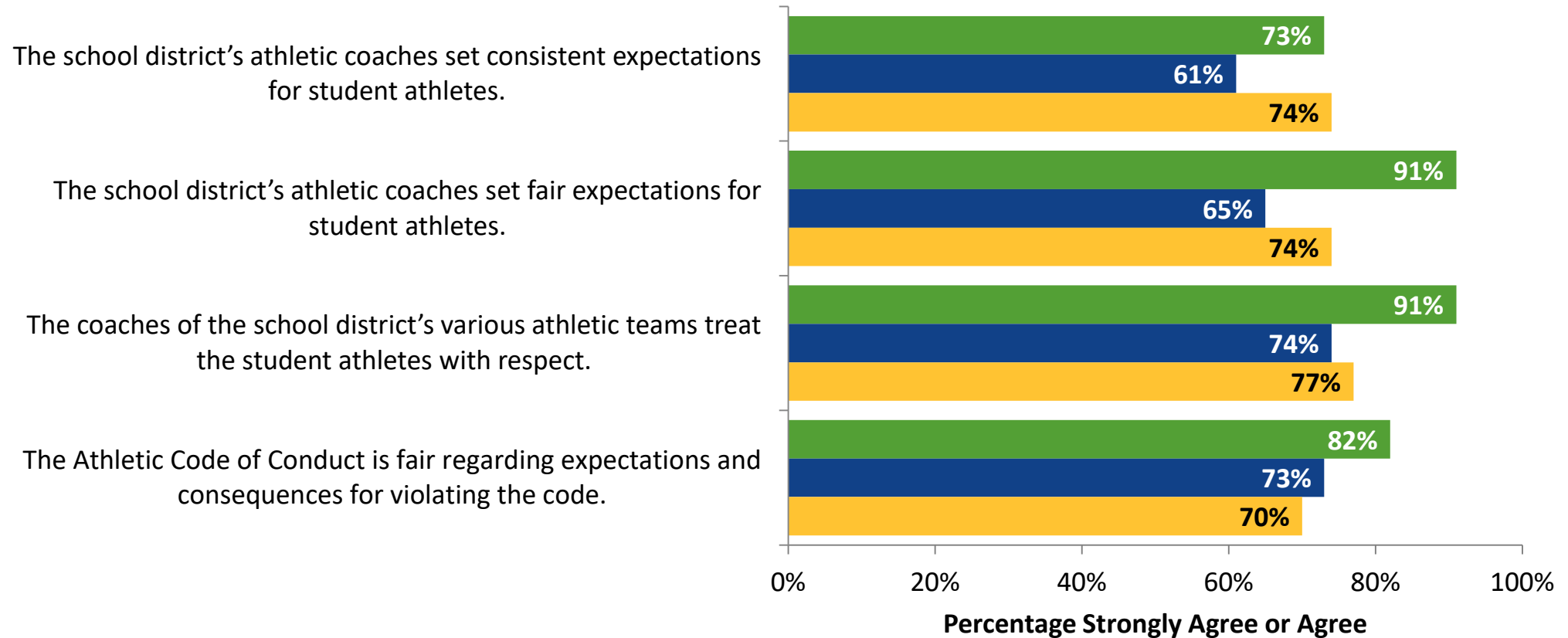


# Athletics

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# Athletics: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements about athletics?

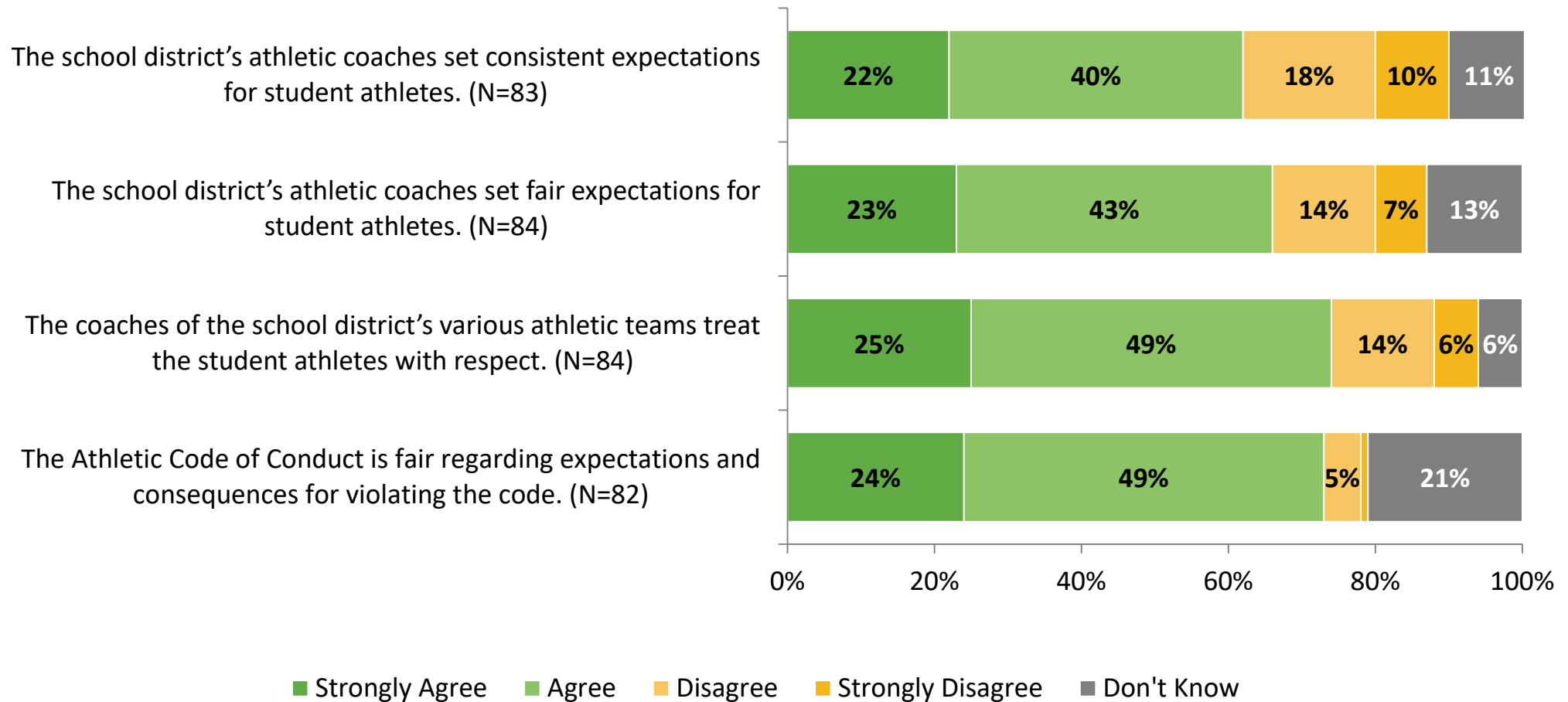


■ Staff (N=22) ■ Parents (N=83) ■ Students (N=389)

67 Answer options: Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know  
Note: Only participants who are involved with the Croton-Harmon High School athletic program responded to these questions.

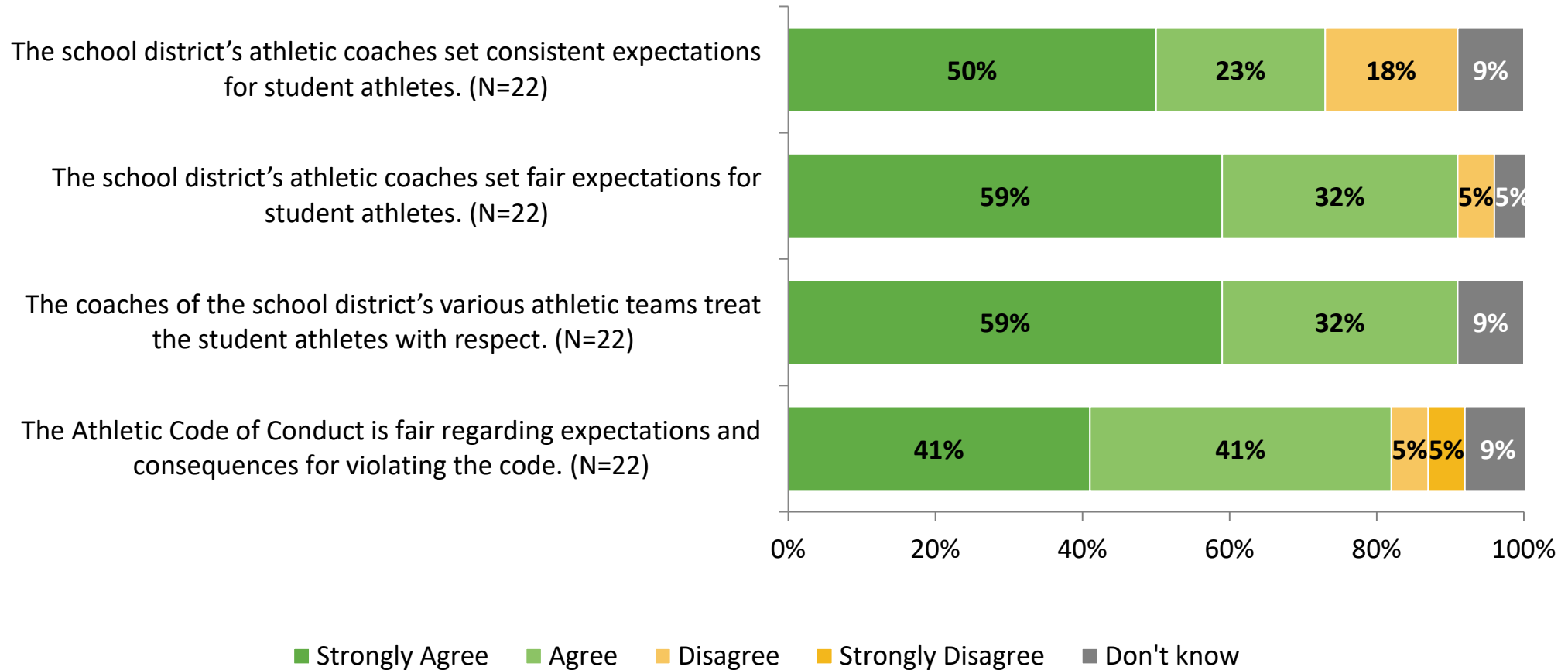
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# Athletics

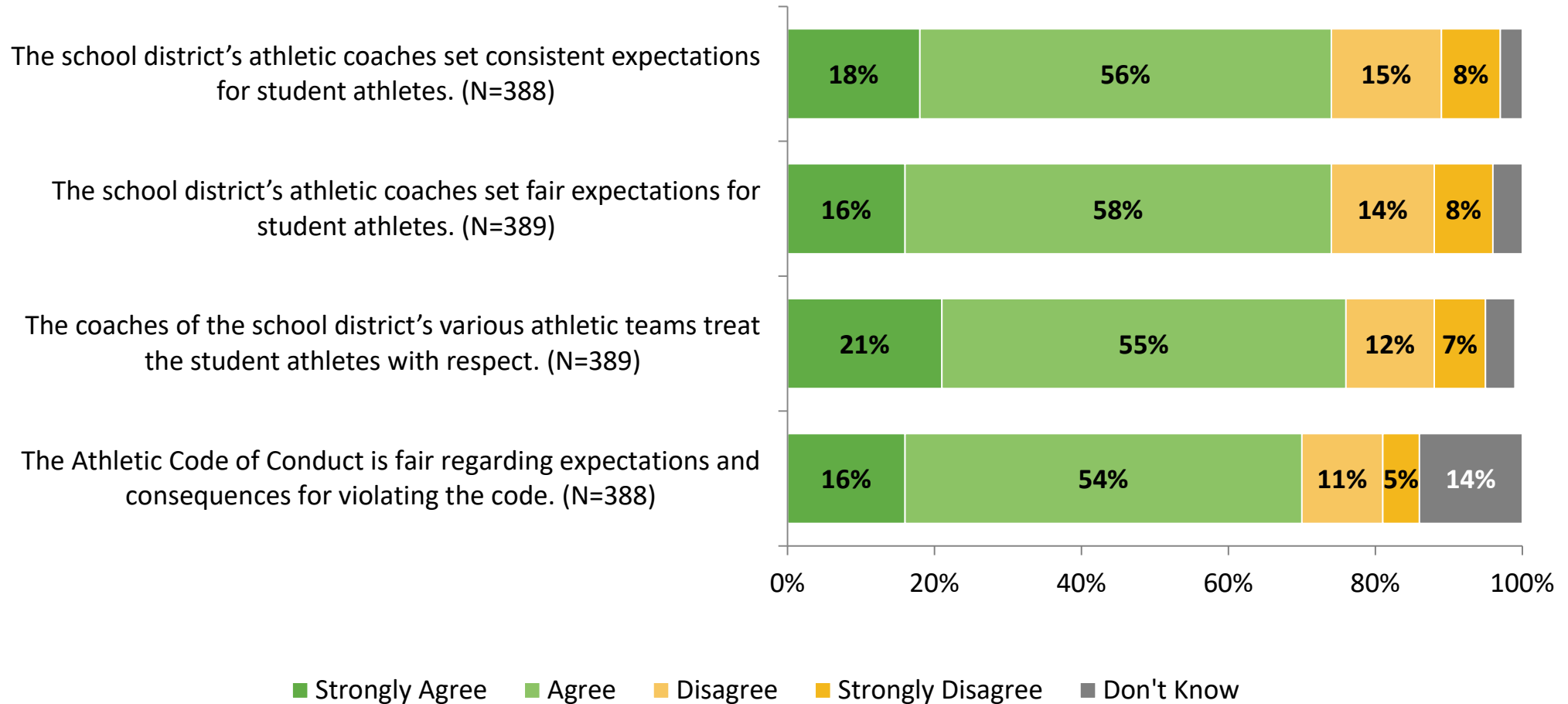
How strongly do you disagree or agree with the following statements about athletics?



Note: Only staff members who indicated they participate as a coach or volunteer in the Croton-Harmon High School athletic program responded to these questions.

# Athletics

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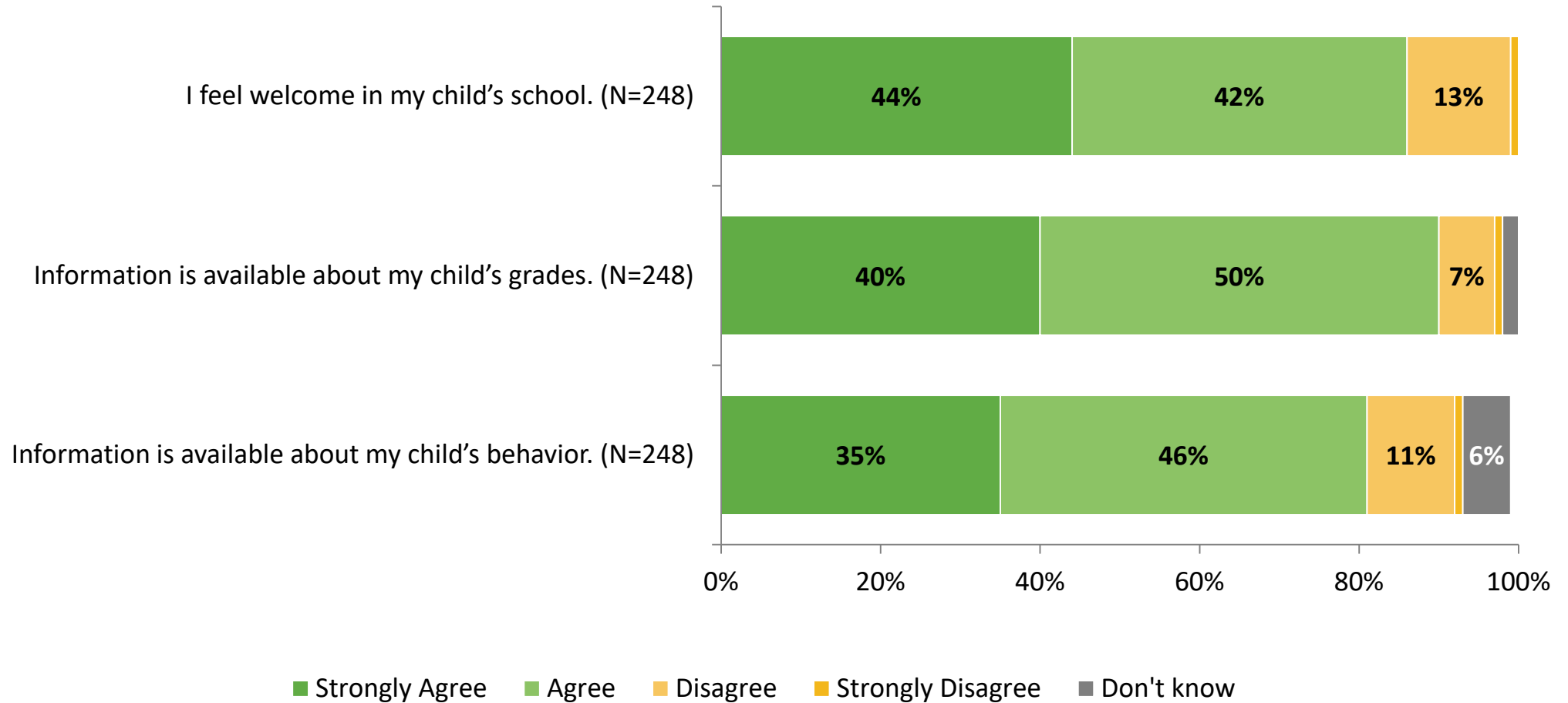


# Parent-School Relationship

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# Parent-School Relationship

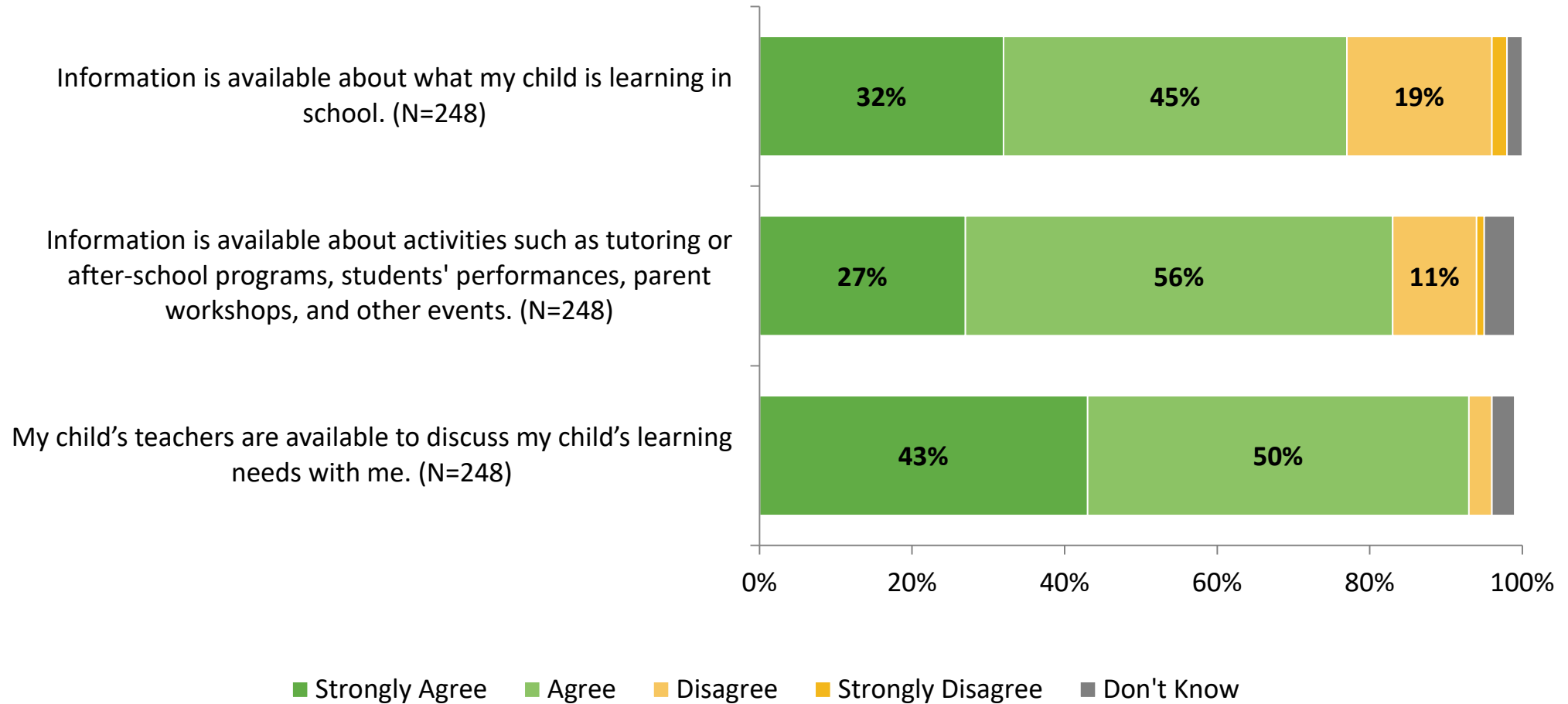
How strongly do you disagree or agree with each of the following statements?





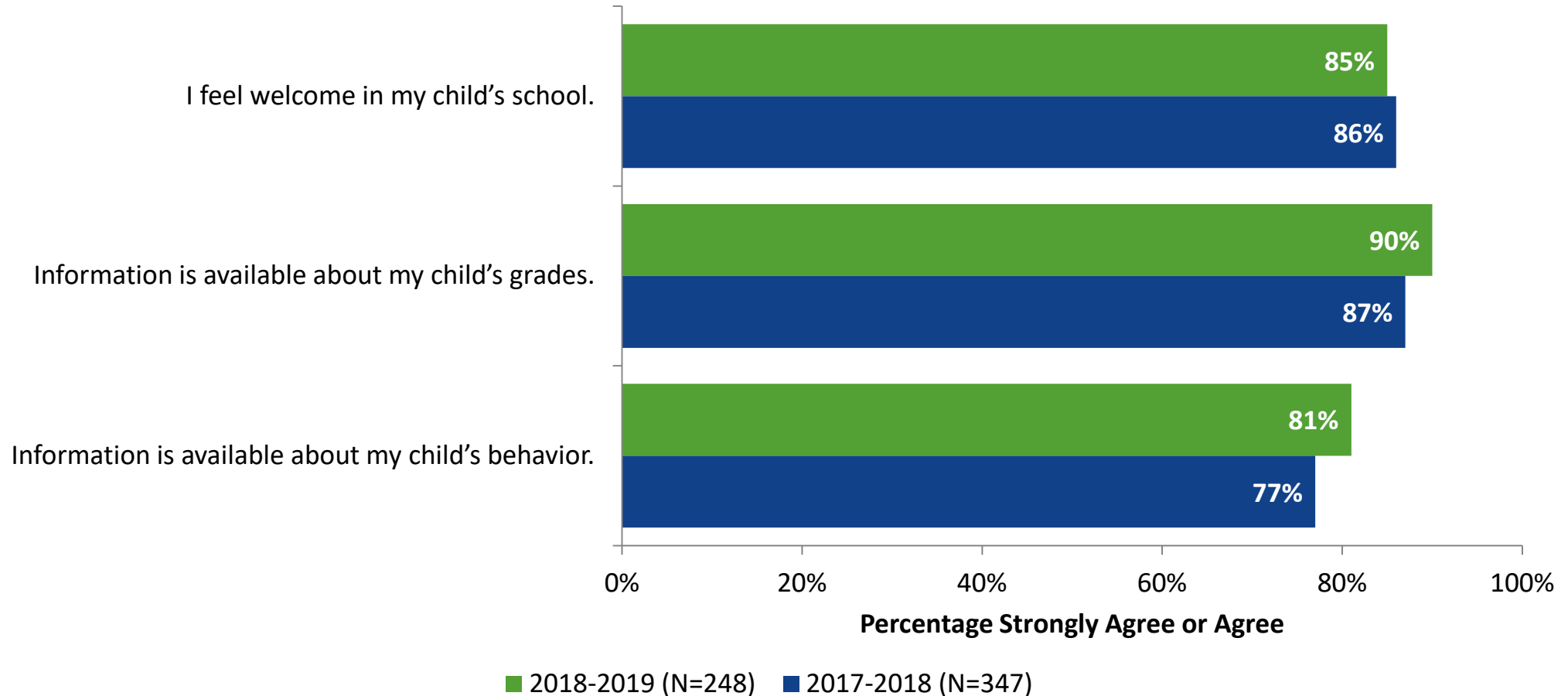
# Parent-School Relationship (Continued)

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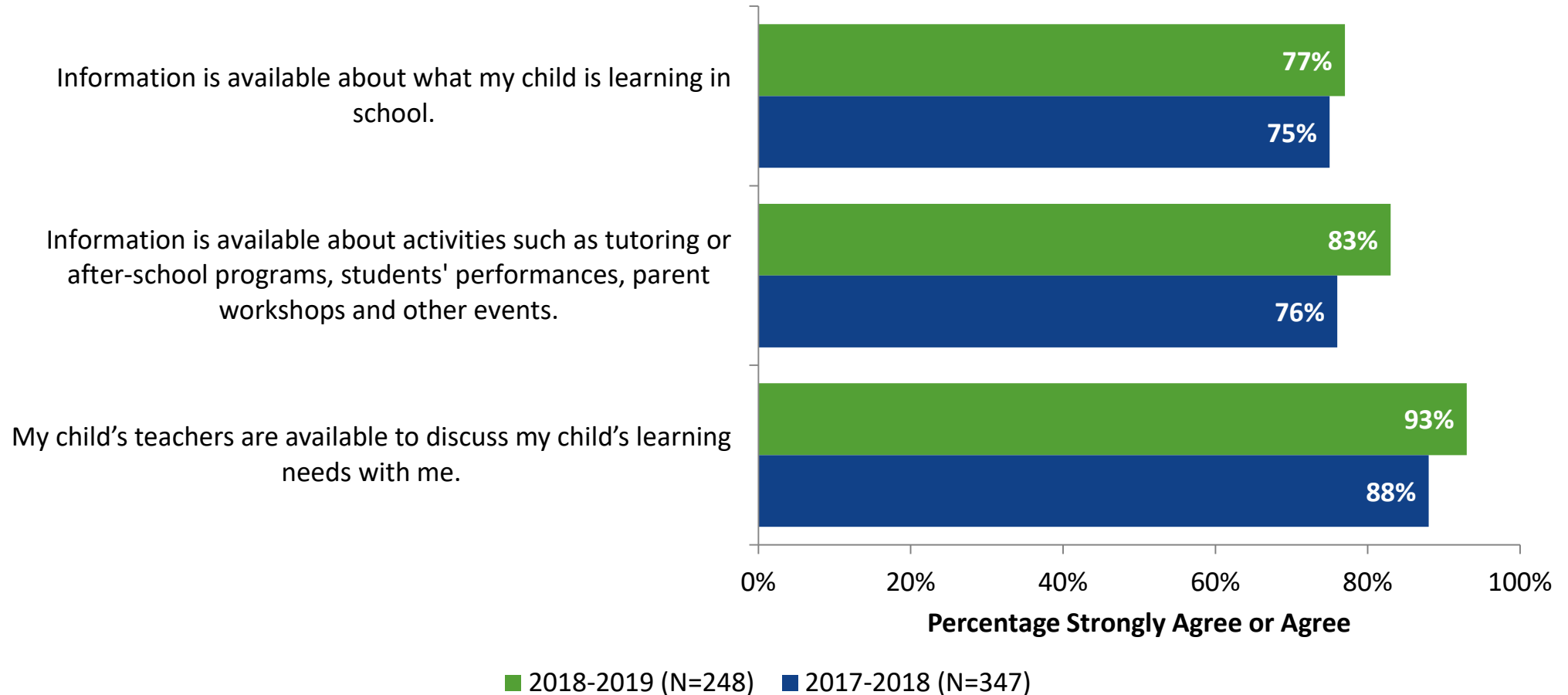
# Parent-School Relationship: Comparison Over Time

How strongly do you disagree or agree with each of the following statements?



# Parent-School Relationship: Comparison Over Time (Continued)

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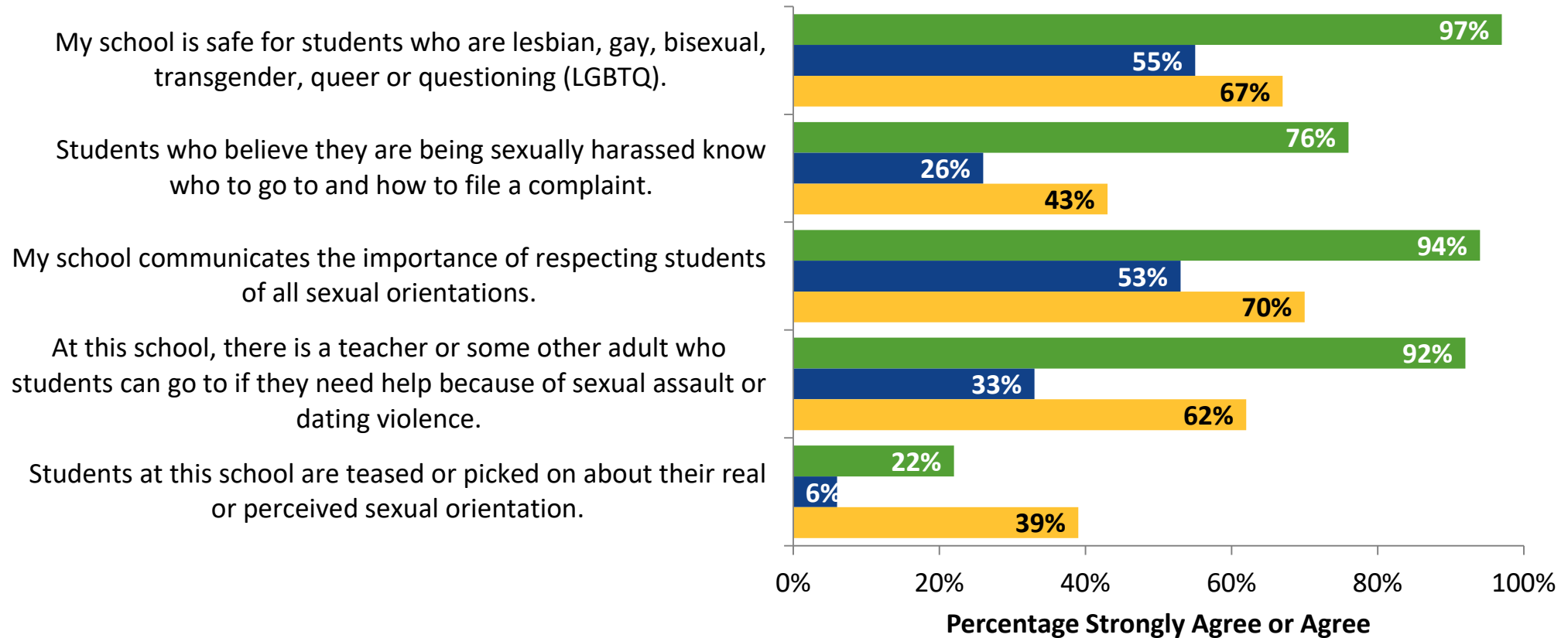


# Culture of Respect

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# Culture of Respect: Comparison by Respondent Type

How strongly do you disagree or agree with each of the following statements?

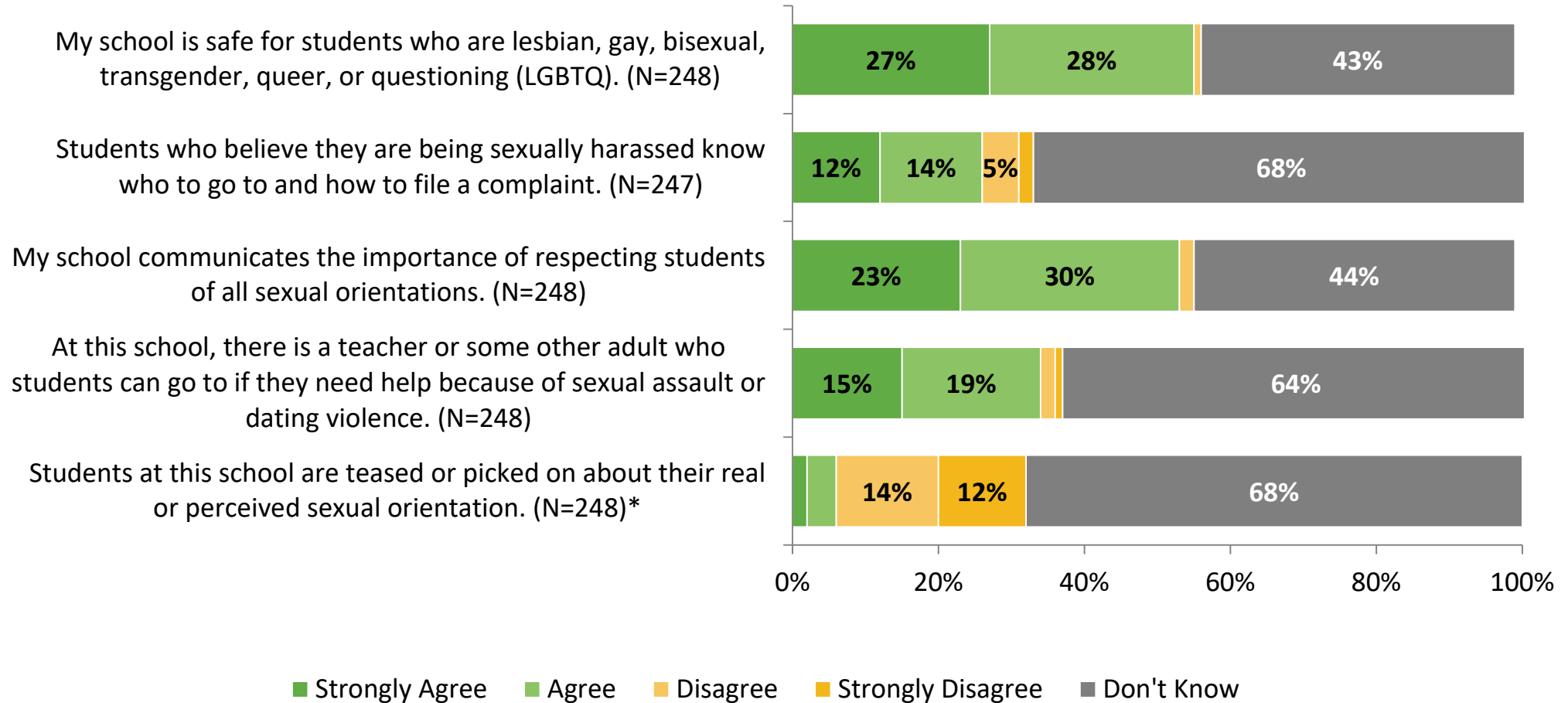


■ Staff (N=119) ■ Parents (N=248) ■ Students (N=669)

77 Answer options: Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know  
 Notes: Don't Know responses were very high, especially for parents and students. \*Low agreement is the desirable response for this item.

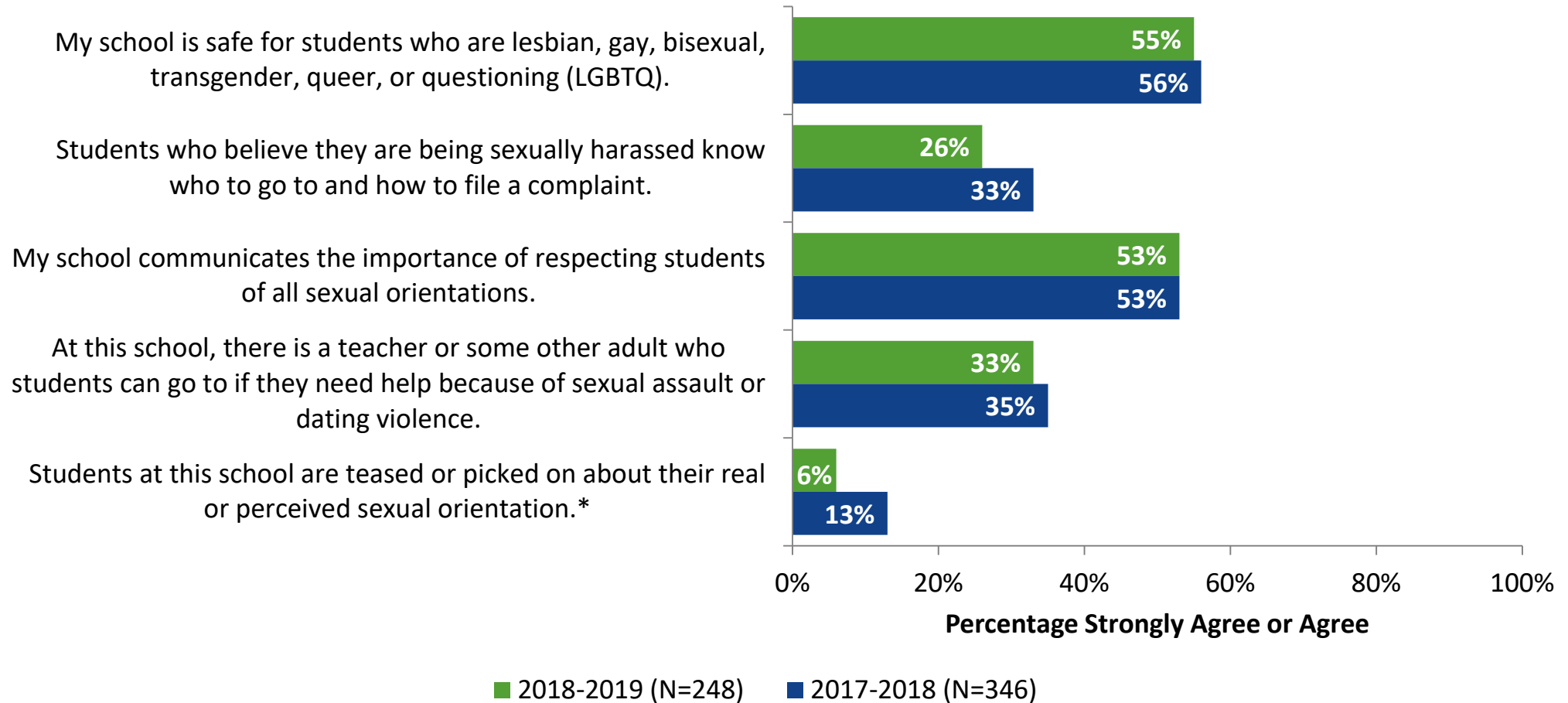
# Culture of Respect

How strongly do you disagree or agree with each of the following statements?



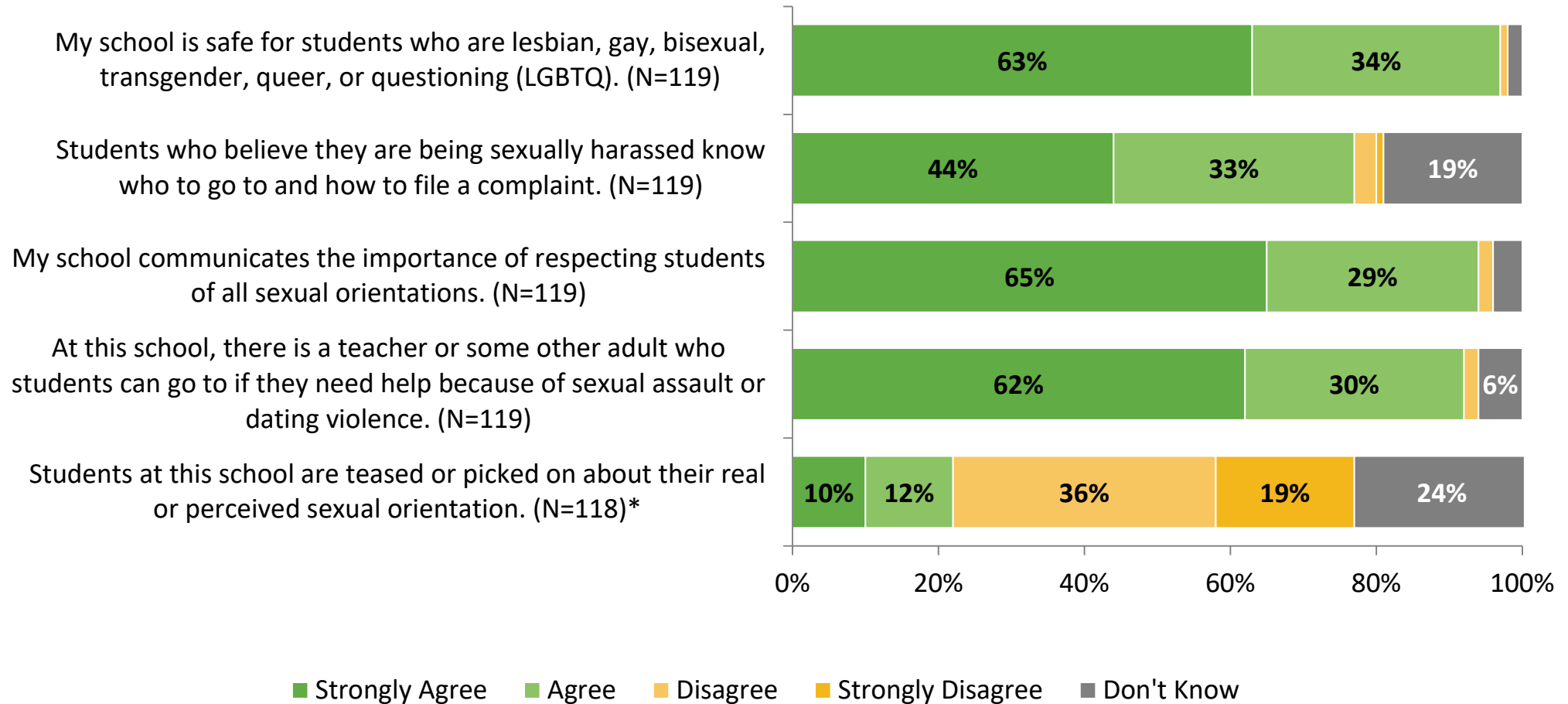
# Culture of Respect: Comparison Over Time

How strongly do you disagree or agree with each of the following statements?



# Culture of Respect

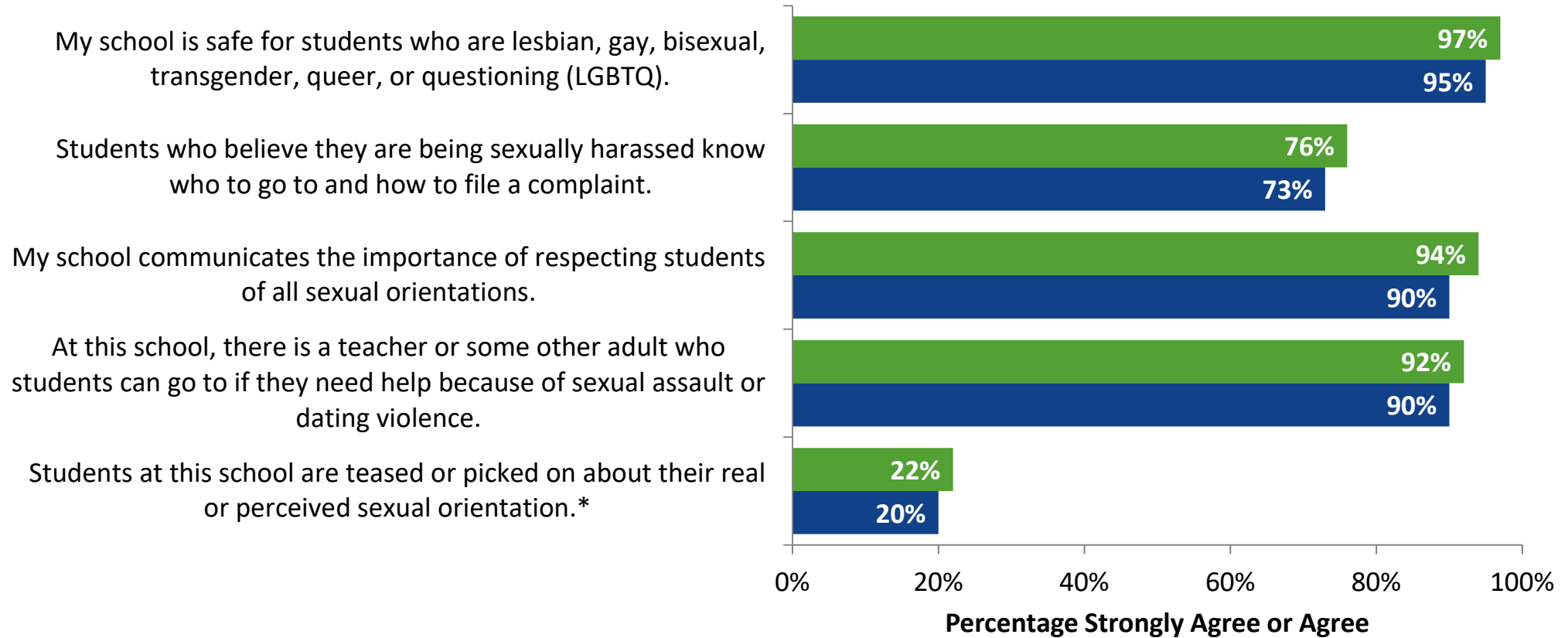
How strongly do you disagree or agree with each of the following statements?





# Culture of Respect: Comparison Over Time

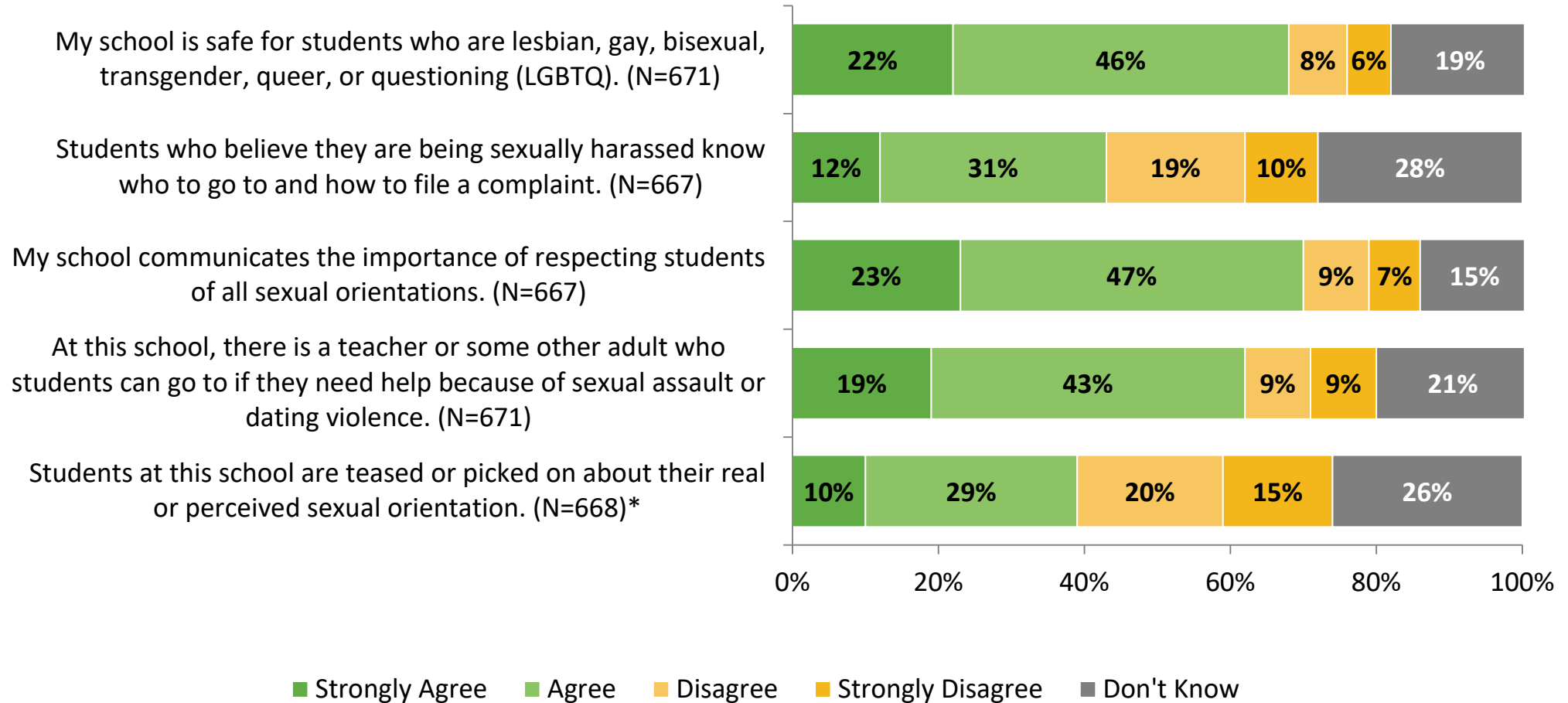
How strongly do you disagree or agree with each of the following statements?



■ 2018-2019 (N=119) ■ 2017-2018 (N=172)

# Culture of Respect

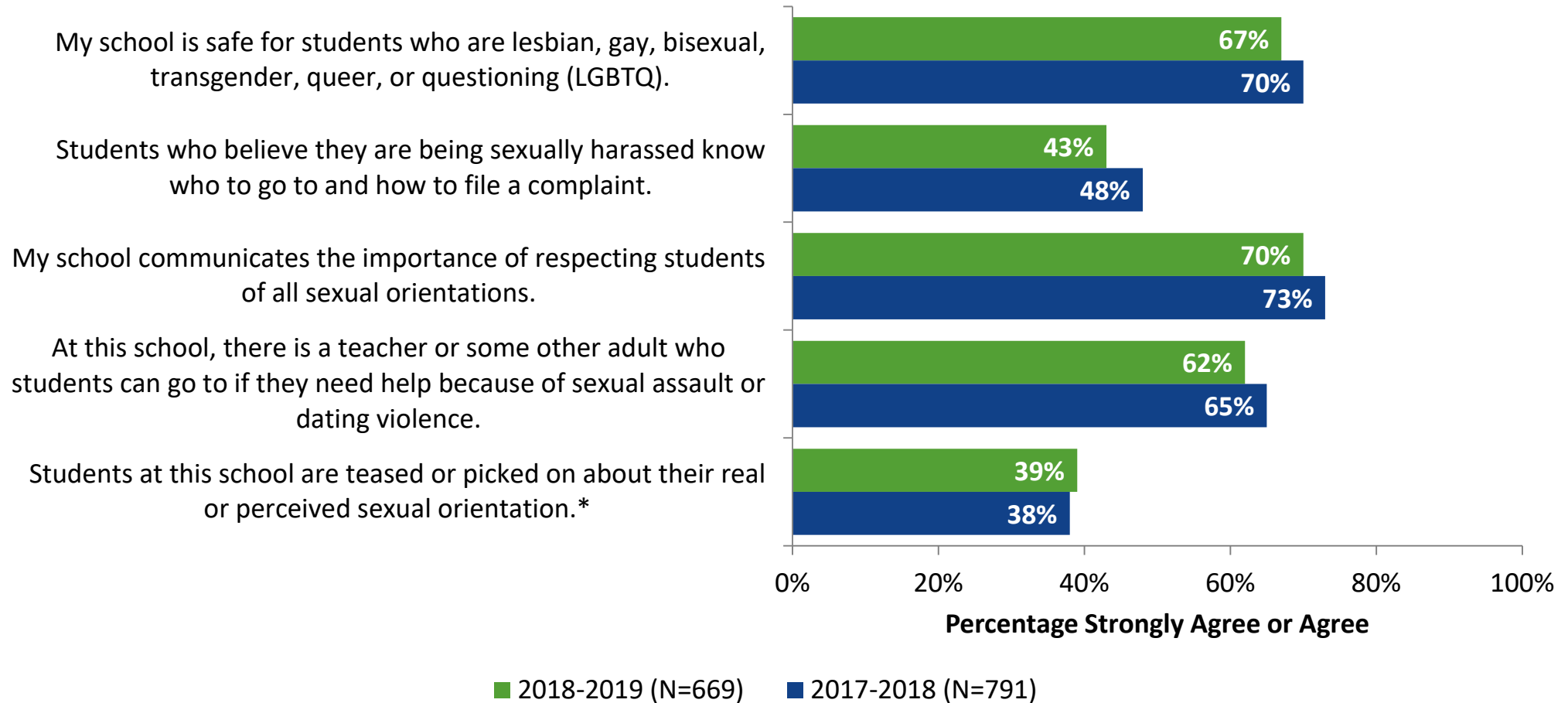
How strongly do you disagree or agree with each of the following statements?



82 \*Low agreement is the desirable response for this item.

# Culture of Respect: Comparison Over Time

How strongly do you disagree or agree with each of the following statements?



# Highest and Lowest Ranking Indicators

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# Highest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
Families are encouraged to attend school-sponsored activities, such as back-to-school night.	97%	Family Involvement
My child's teachers are available to discuss my child's learning needs with me.	93%	Parent-School Relationship
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	92%	Student Support
Staff members and families treat each other with respect.	92%	Family Involvement
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.	91%	Family Involvement

## Lowest Ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Students in this school receive support that addresses their individual needs.	28%	Student Support
The school district's athletic coaches set consistent expectations for student athletes.	28%	Athletics
This school uses family input to improve instruction.	27%	Family Involvement
Teachers give helpful feedback about student work.	25%	Academic Support
Teachers give timely feedback about student work.	24%	Academic Support

## Highest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	98%	Student Support
This school has high learning standards for all students.	97%	Academic Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	97%	Student Support
Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.	97%	Safety and Behavior
My school is safe for students who are lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ).	97%	Culture of Respect

## Lowest Ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Discipline is enforced fairly.	22%	Safety and Behavior
The school district's athletic coaches set consistent expectations for student athletes.	18%	Athletics
Staff members and students treat each other with respect.	13%	Safety and Behavior
This school uses family input to improve instruction.	13%	Family Involvement
School administrators (principals and assistant principals) are responsive with I have a concern.	11%	School Leadership



## Highest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	85%	Student Support
This school has high learning standards for all students.	79%	Academic Support
All school staff members are aware of the safety and security procedures.	78%	Safety and Behavior
The coaches of the school district's various athletic teams treat the student athletes with respect.	77%	Athletics
Students are challenged by their schoolwork.	75%	Academic Support

## Lowest Ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Teachers successfully show students how lessons relate to life outside of school.	56%	Academic Support
Teachers give timely feedback about student work.	40%	Academic Support
Discipline is enforced fairly.	40%	Safety and Behavior
Students in this school receive support that addresses their individual needs.	36%	Student Support
School administrators (principals and assistant principals) make decisions that are in the best interests of students.	36%	School Leadership

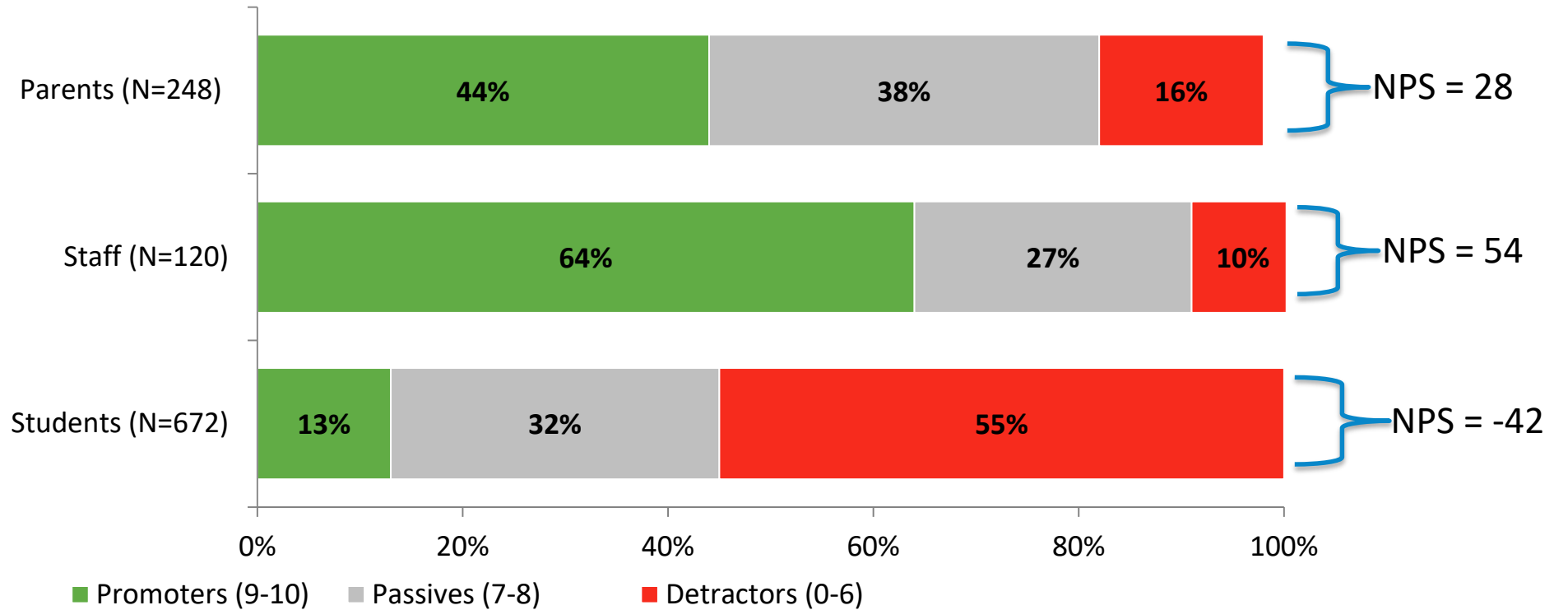
# Net Promotor Scores

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# School Net Promoter Score

The school net promoter score (NPS) serves as a proxy for public confidence in district schools and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting district schools than detracting from them.

How likely are you to recommend your school to a friend or colleague?

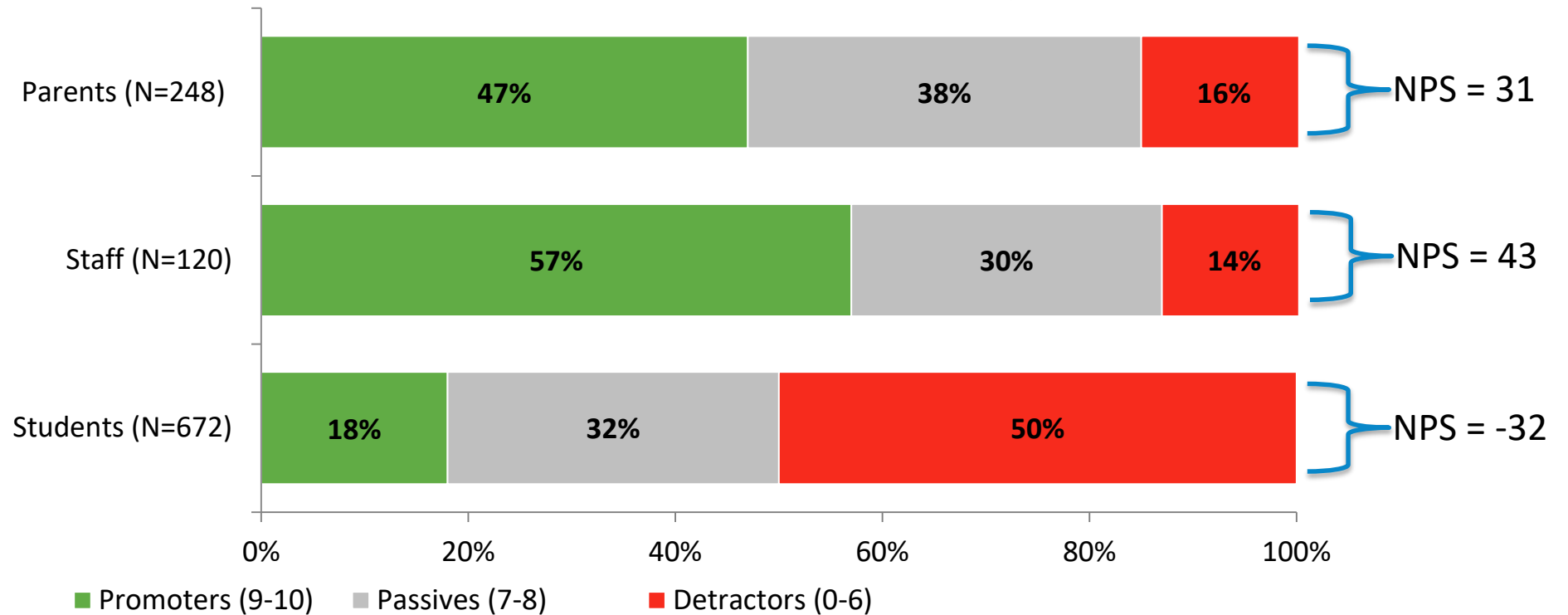


Note: Participants were asked how likely they were to recommend their school to a friend or colleague on a scale of zero to 10, with zero being Not at All Likely and 10 being Extremely Likely. The scores are clustered into promoters, passives, and detractors based on the rating. The net promoter score is calculated by subtracting the percentage of detractors from the percentage of promoters.

# District Net Promoter Score

The district net promoter score (NPS) serves as a proxy for public confidence in the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting the district than detracting from it.

How likely are you to recommend Croton-Harmon Union Free School District to a friend or colleague?



Note: Participants were asked how likely they were to recommend the district to a friend or colleague on a scale of zero to 10, with zero being Not at All Likely and 10 being Extremely Likely. The scores are clustered into promoters, passives, and detractors based on the rating. The net promoter score is calculated by subtracting the percentage of detractors from the percentage of promoters.

# Key Insights

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- More than 90% of participating parents and staff rated the overall quality of their school as excellent or good, whereas only 69% of participating students gave the same rating.
- Of those participants who are involved with the Croton-Harmon High School athletic program, 77% of students agreed or strongly agreed that coaches treat student athletes with respect, but only 73% of staff members and 61% of parents said that coaches set consistent expectations for student athletes.
- There are large perception gaps between participant groups in the dimension of academic support. There is a 50 percentage-point difference between staff and students and a 34 percentage-point difference between staff and parents on “Teachers successfully show students how lessons relate to life outside of school.”
- In the academic support dimension, 97% of participating staff members and 79% of participating students agreed or strongly agreed that their school has high learning standards for all students and 75% of participating students agreed that they are challenged by their schoolwork.
- There was an increase in agreement for all items in the student support dimension for participating parents and staff, yet a decrease for participating students on some items. Participating staff members and students had the same highest-ranking item, with 98% of staff and 85% of students agreeing or strongly agreeing that “There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.” This is consistent with last school year’s findings. There is a perception gap between participant groups for the item, “Students in this school receive support that addresses their individual needs,” with 92% of teachers agreeing or strongly agreeing with that item, but only 65% of parents and 53% of students agreeing or strongly agreeing.

## Key Insights (Continued)

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- The dimension with the greatest variance between participant groups was safety and behavior, with staff responding more favorably (Strongly Agree or Agree responses) than parents and students. 93% of participating staff members said they are responsive to student reports of bullying, whereas only 52% of participating parents and 51% of participating students said the same.
- 39% of participating students agreed or strongly agreed that students are teased about their sexual orientation. In contrast, most agreed that their school is safe for LGBTQ students (67%).
- There was a large variance between participating parents, staff members, and students on familiarity with the strategic plan. 82% of the participating staff members said they are very familiar or familiar with the strategic plan, while only 37% of participating students and 35% of participating parents said the same.
- Participating parents agreed or strongly agreed that families are encouraged to attend school activities (97%), staff members and families treat each other with respect (92%), and families are informed about school-sponsored activities (91%). However, only 43% of participating parents and 55% of participating staff agree that their school uses family input to improve instruction.
- Parent-school relationship items received high levels of agreement from participating parents with 93% saying that their child's teachers are available to discuss their child's learning needs and 90% saying that information is available about their child's grades.
- Net promotor scores (NPS) were added to the survey this school year. The scores serve as a proxy of trust and confidence. Both participating parents and staff showed strong confidence in Croton-Harmon schools and the district, with scores of 28 or higher. Participating students gave low NPS scores for their school (-42) and the district (-32), indicating low levels of trust and confidence. Parents and students gave the district a slightly higher NPS than their school.

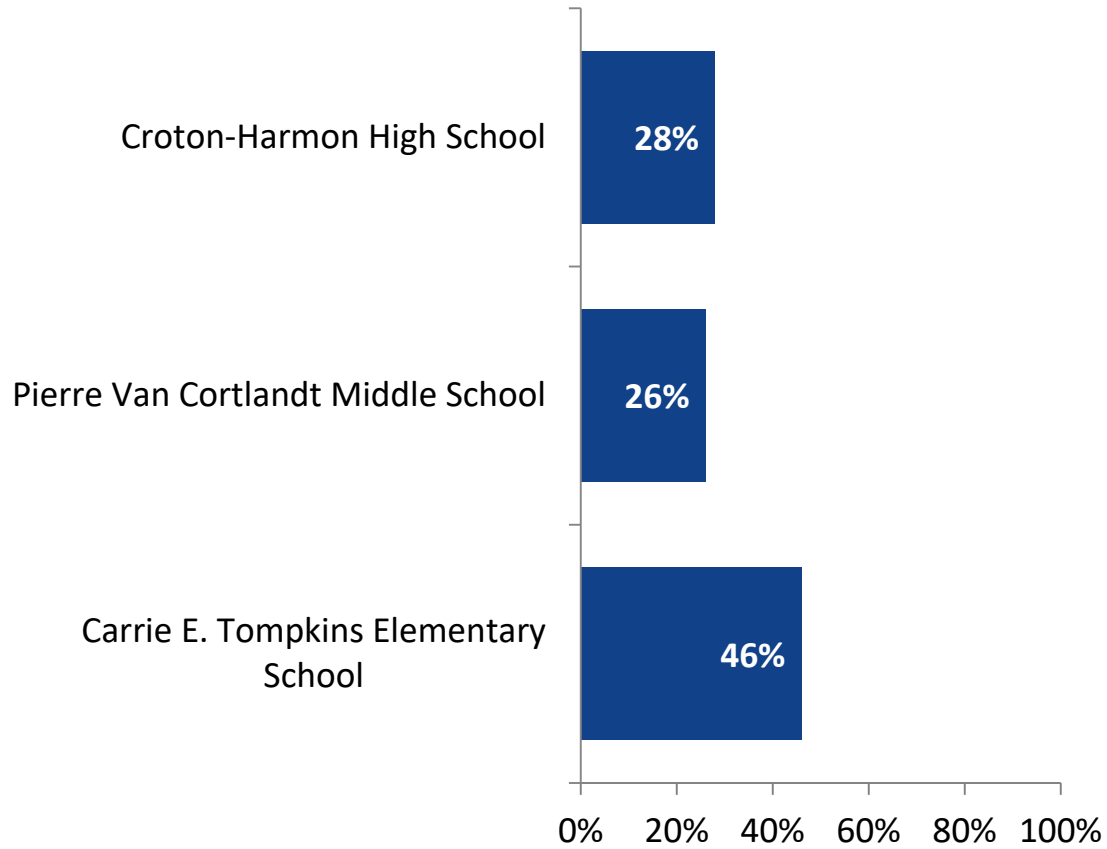
# Demographic Information

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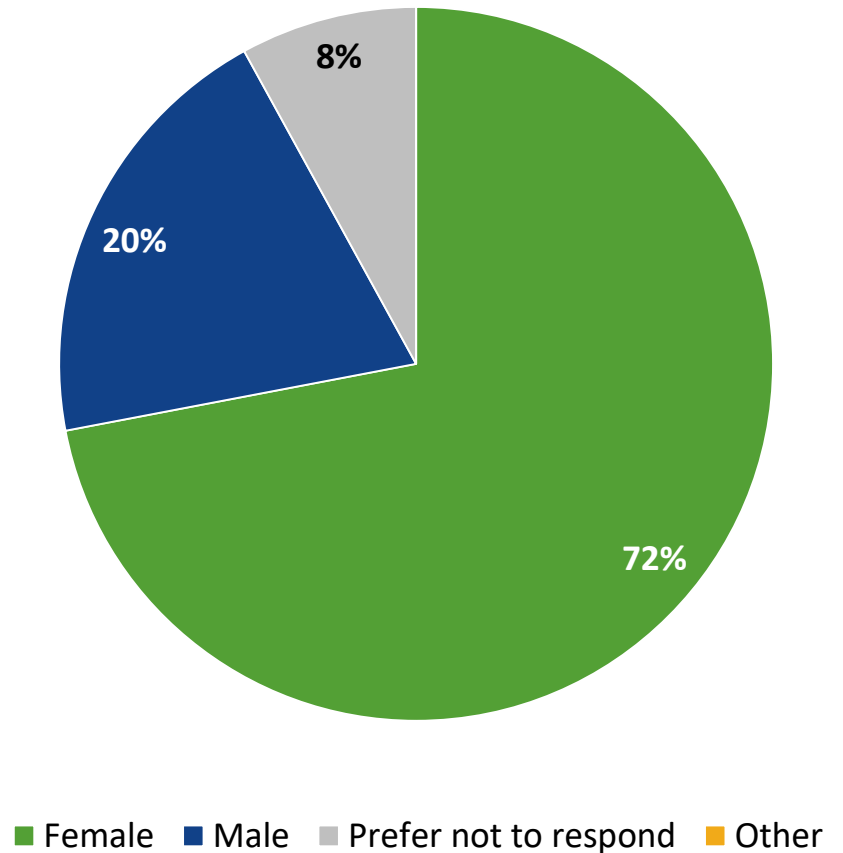


# Participation

Please select your child's school. (N=250)

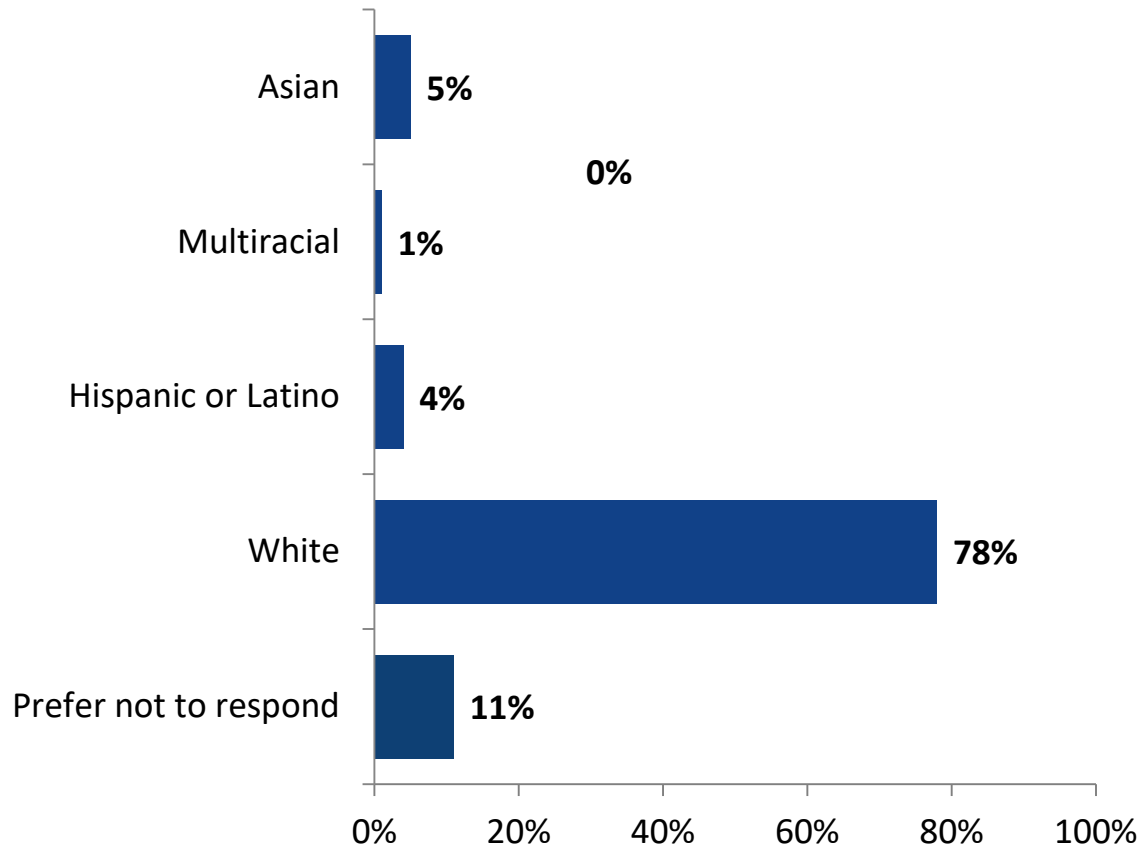


Please select your gender. (N=246)



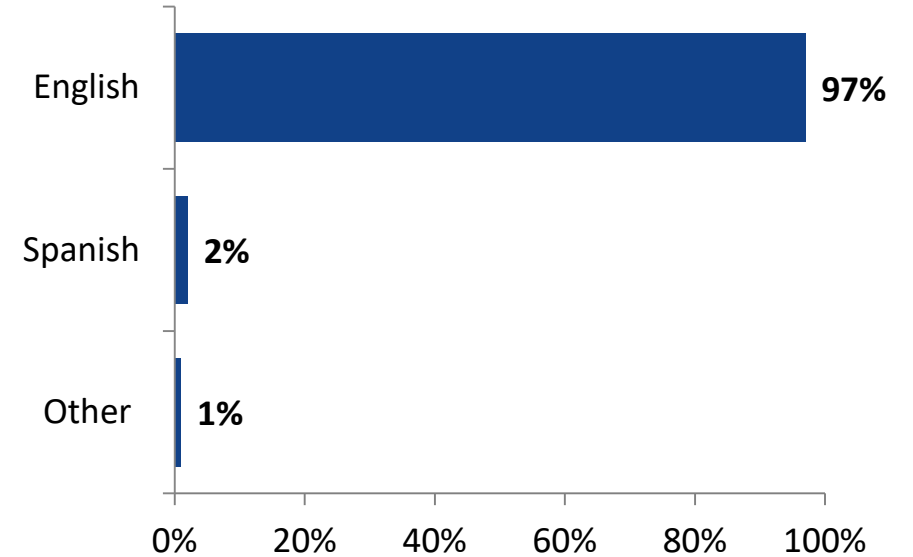
# Participation (Continued)

Which of the following best describes your race/ethnicity? (N=245)



Note: Black or African American, Native Hawaiian or Other Pacific Islander, and American Indian and Alaska Native are not included in the graph since no one selected it.

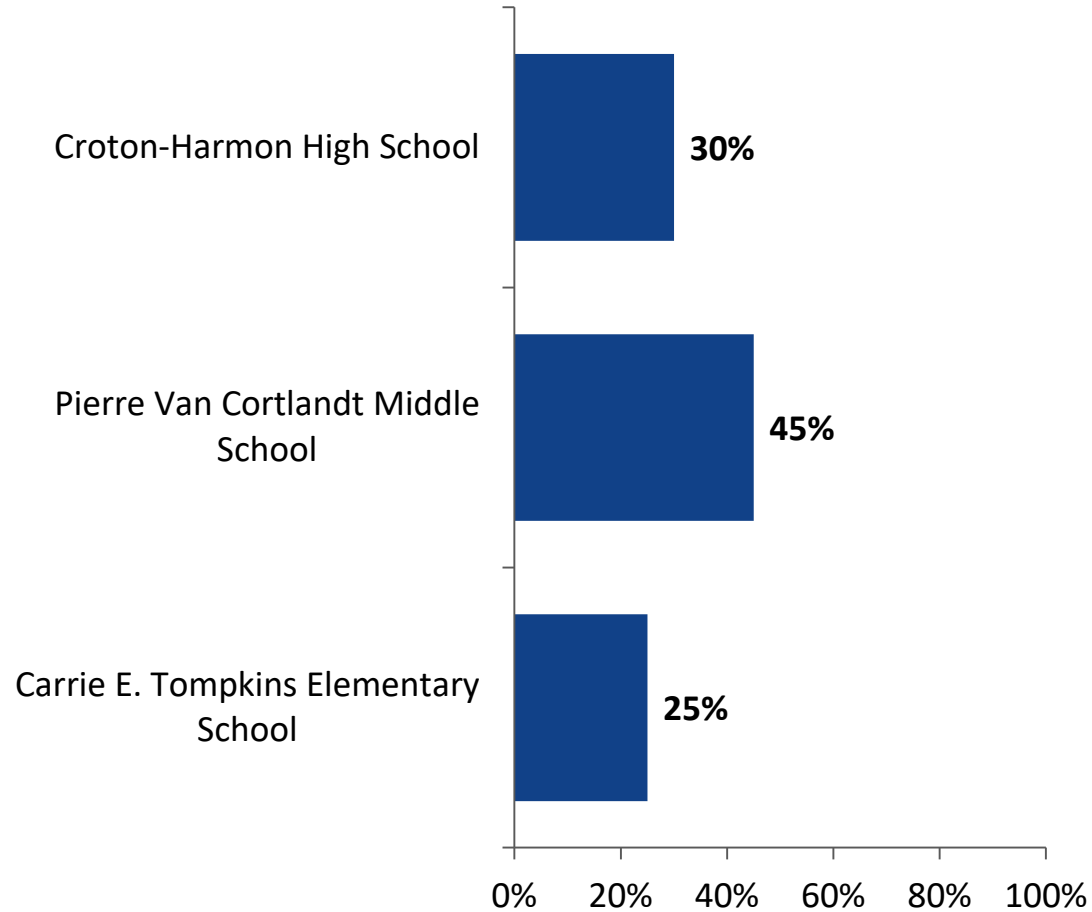
Which language do you most often speak at home? (N=245)



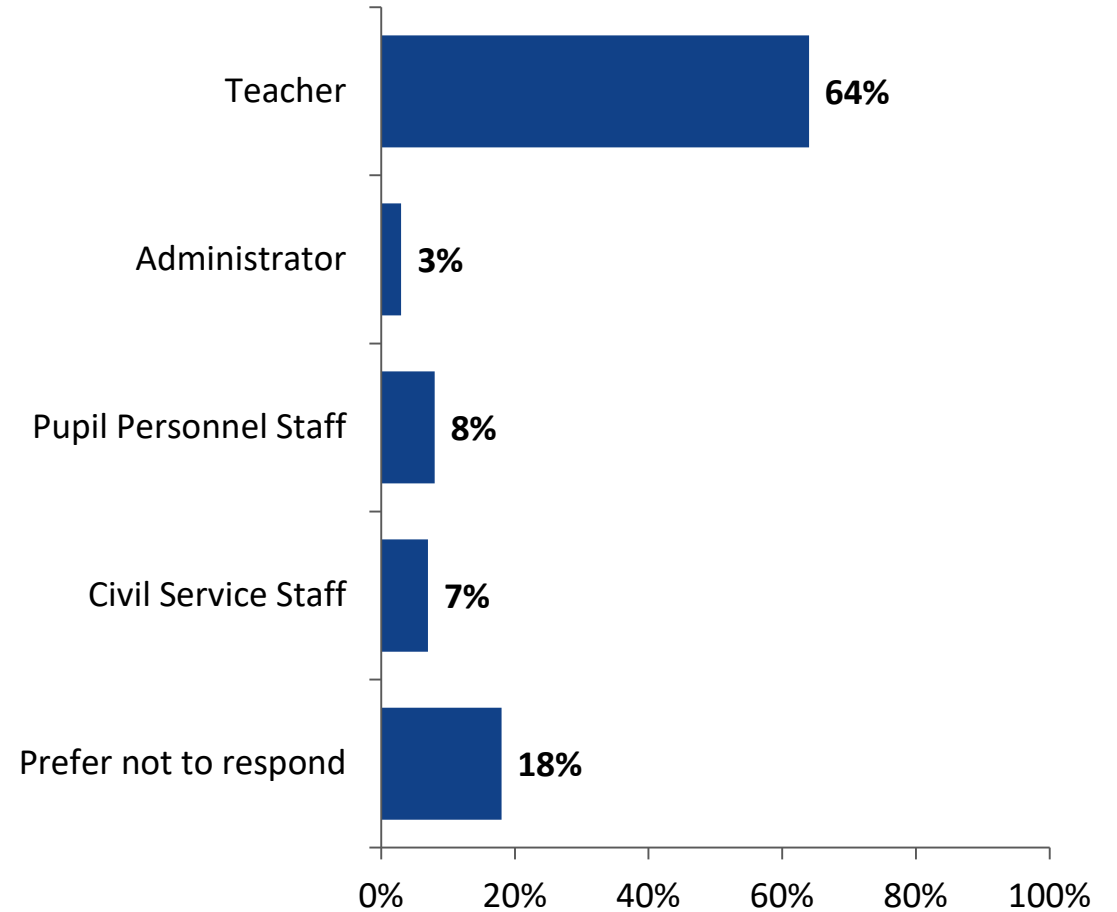
Note: Chinese and Arabic are not included in the graph since no one selected them.

# Participation

Please select your work location. (N=120)

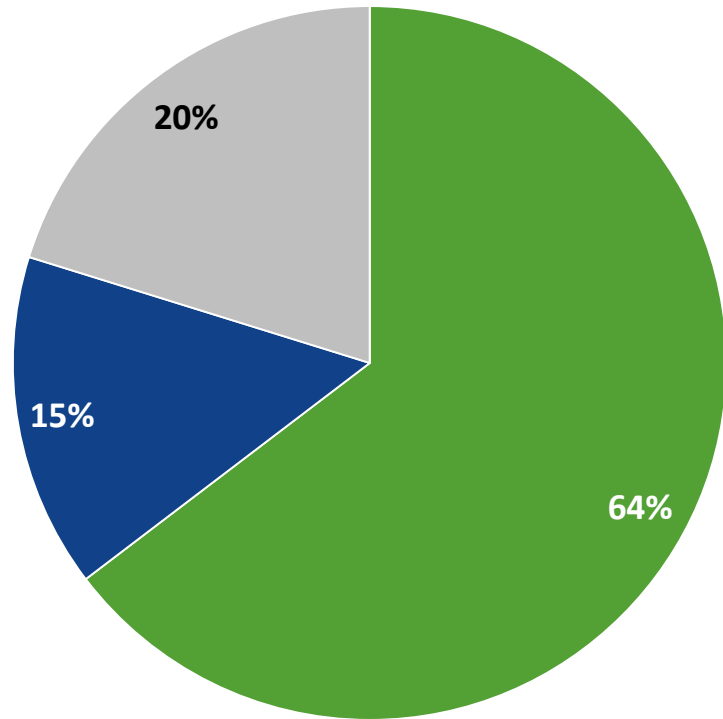


I am a(n) ... (N=118)



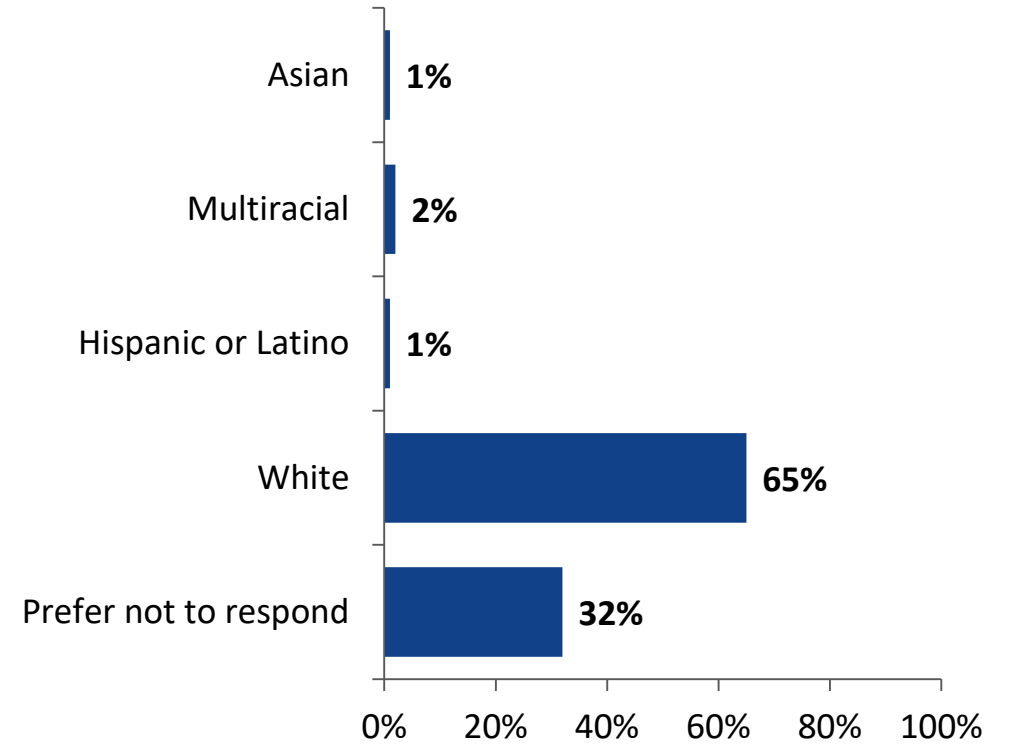
# Participation (Continued)

Please select your gender. (N=118)



■ Female ■ Male ■ Prefer not to respond ■ Other

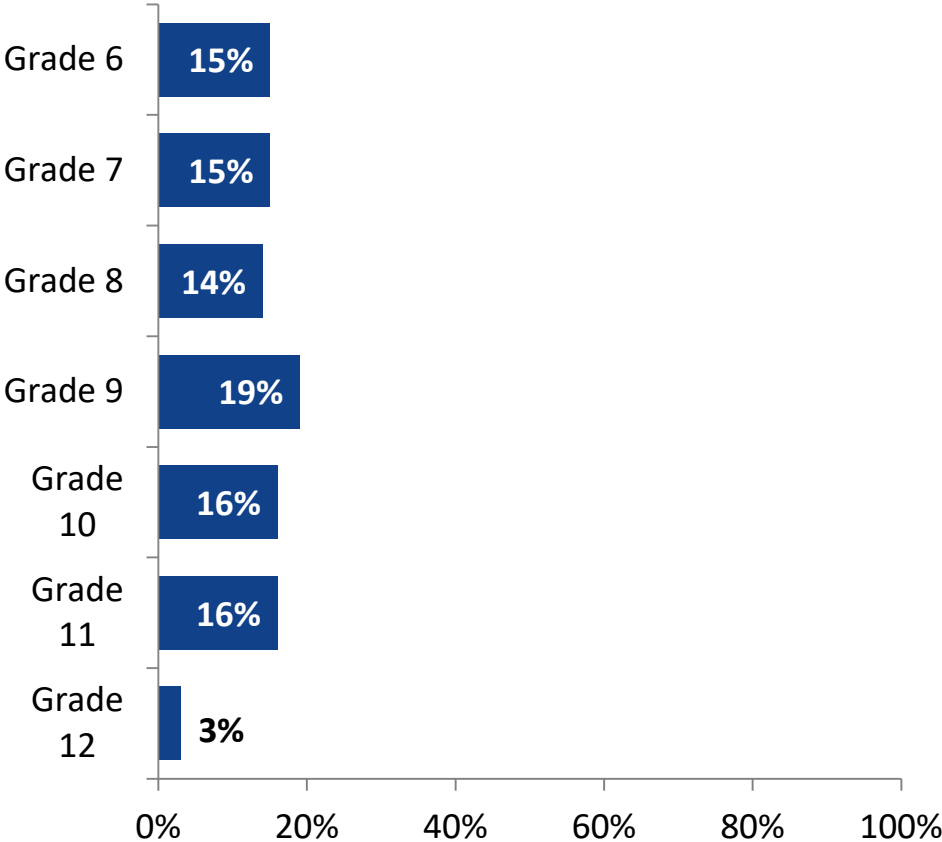
Which of the following best describes your race/ethnicity? (N=116)



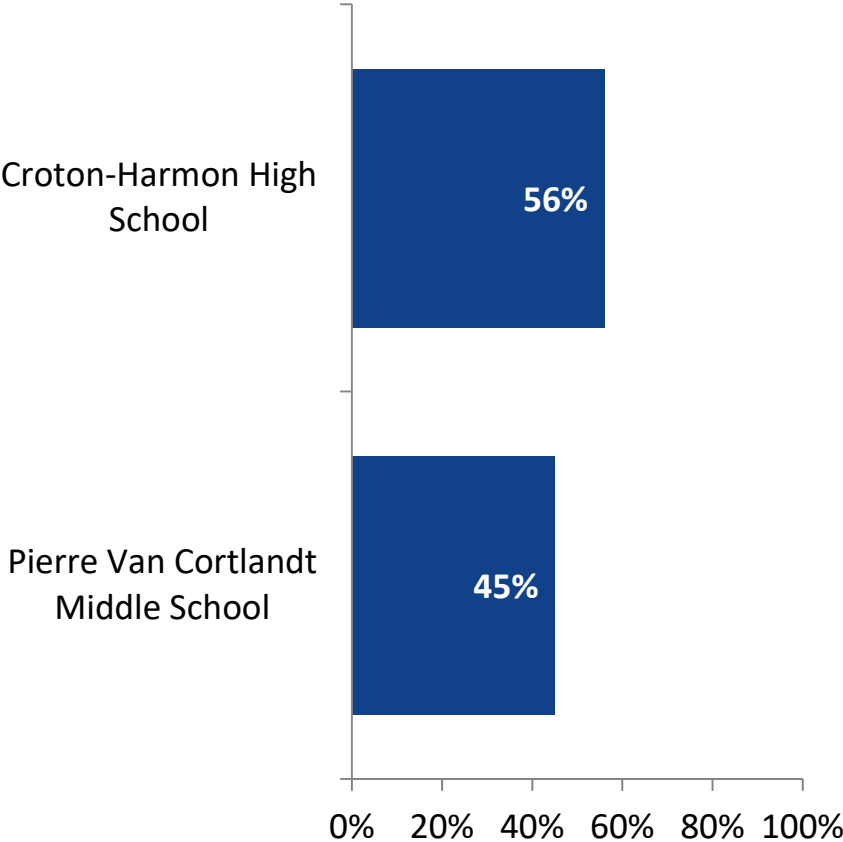
*Note: Black or African American, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native are not included in the graph since no one selected them.*

# Participation

Please select your grade level. (N=674)

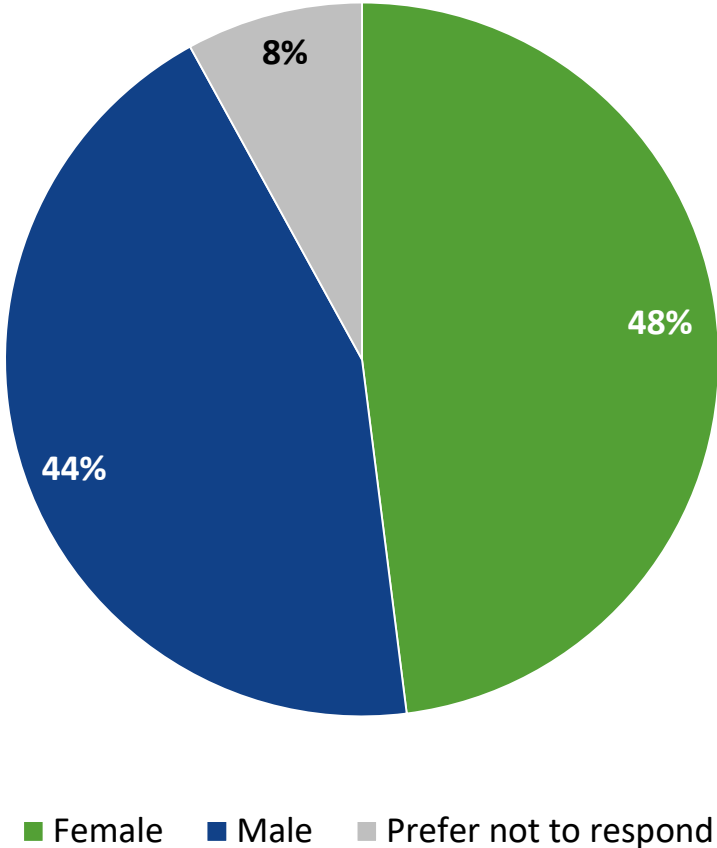


Please select your school. (N=674)

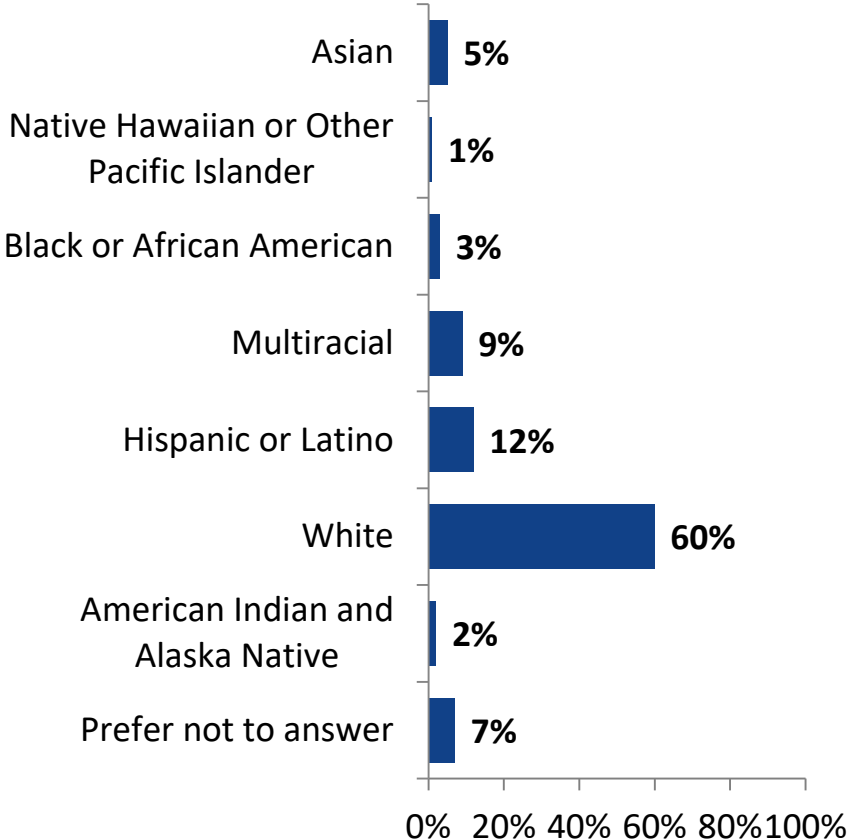


# Participation (Continued)

Please select your gender. (N=671)

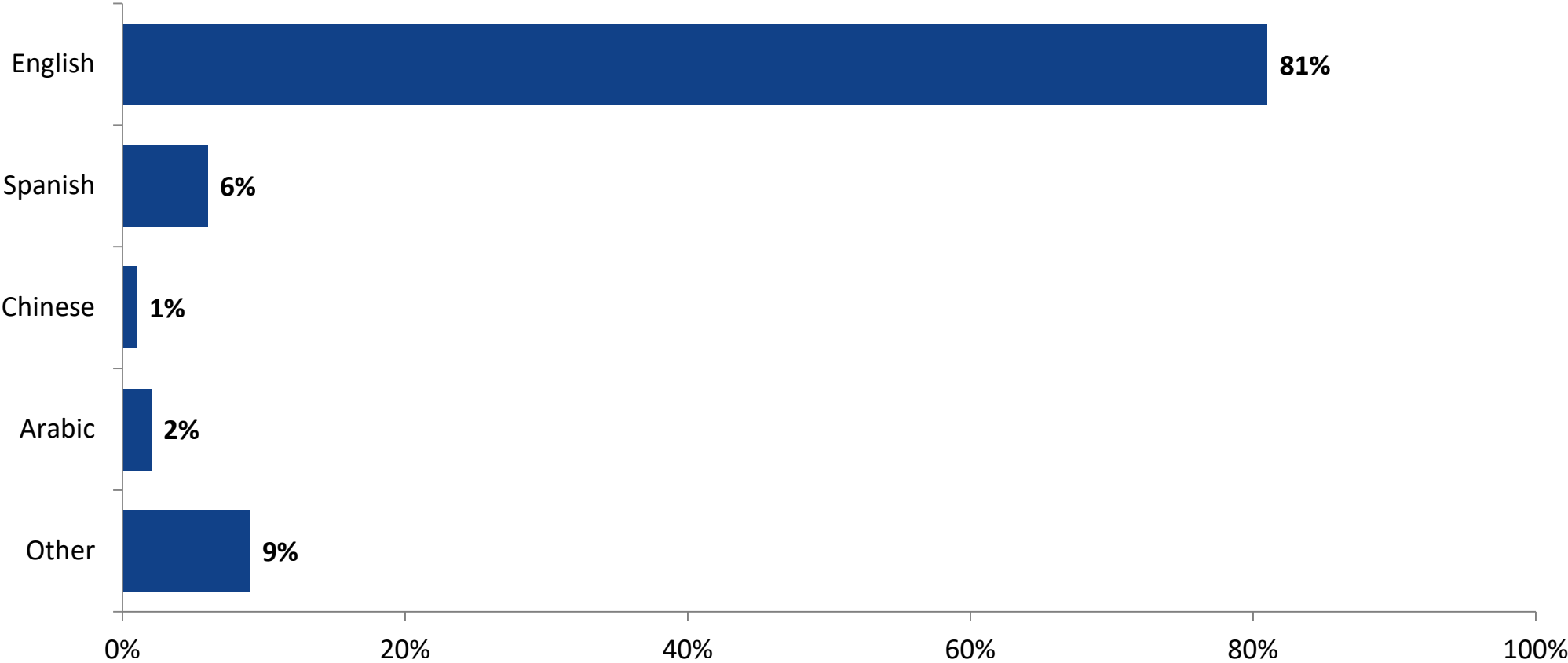


Which of the following best describes your race/ethnicity? (N=670)



# Participation (Continued)

Which language do you most often speak at home? (N=670)





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