



2013-2014 Climate Survey

Results Summary

To view the full results for the scale survey, visit www.SpruceCreekHighSAC.weebly.com. To view the open-ended response questions, please visit our Curriculum AP, Mrs. Gangi, in the main office. We cannot post those results on-line because of names mentioned in comments, whether positive or negative, for confidentiality reasons.



Thank you to everyone who took the time to complete this year's survey!

16% of SCHS families

85% of SCHS faculty and staff

45% of SCHS students

While we had hoped to reach at least 20% of our families, these numbers are comparable to what we have had for the past two years of climate survey data.

The survey was a little different this year because our county is going through the national accreditation process, so the verbiage was not ideal for our stakeholders. Many people reported that they didn't like that the questions were stated so absolutely. For example: "All of my child's teachers give work that challenges my child." They felt that this skewed the results down.

The responses for each question were ranked and averaged similarly to how you would calculate a GPA.

Strongly Agree = 5 points

Agree = 4 points

Neutral = 3 points

Disagree = 2 points

Strongly Disagree = 1 point

Not Applicable = 0 points

With an average of 3 being a neutral response, any question with an average above 3 would be a positive response and anything below 3 would be negative. All questions were phrased positively, so a negative response would indicate an area for improvement.

What did we learn?

STUDENTS

Strengths (Above 3.8)

- SCHS offers a high quality education (4.06).
- We have a challenging curriculum and learning experiences (3.98).
- Programs and services are available to help students succeed (3.96).
- A variety of resources are available to help students succeed (e.g. staff, technology, media center) (3.95).
- The administration and teachers have high expectations of students (3.93).
- Teachers use tests, projects, presentations, and portfolios to check understanding (3.9).
- Students can participate in activities that interest them (3.9).
- SCHS gives multiple assessments to check understanding of what was taught (3.87).
- Students have access to counseling, career planning, and other programs to help in school (3.81).

The following things came up repeatedly in the open ended responses for what students like best about SCHS:

- | | | |
|--------------------|------------------------|--------------------|
| • Administration | • Fine Arts Department | • Sports |
| • Quality teachers | • Academy of Finance | • 1 Lunch |
| • Guidance | • AITR | • Media center |
| • Tons of options | • School spirit | • Wifi |
| • IB | • Clubs | • Nice environment |

In summary, the survey results indicate that SCHS students generally feel that we are offering them a quality, challenging curriculum; we are assessing them appropriately; we have support systems in place to help them succeed; and we provide them with ample opportunities to get involved in things. They generally enjoy coming to school. The IB students seem especially proud of the world class education they are receiving.

Areas for Improvement (Below 3.2)

- Students do not respect the property of others (2.63).
- Not all teachers change their teaching to meet student learning needs (2.68).
- Not all students are treated with respect (2.94).
- Not all students treat adults with respect (2.94).
- Students do not help each other even if they are not friends (2.95).
- We need to consider more students' opinions when planning ways to improve the school (3.02).
- Many students feel that we are not preparing them to deal with issues they may face in the future (3.13).
- Not all teachers keep students informed of their academic progress (3.14).

The following things came up repeatedly in the open ended responses for what students like least about SCHS:

- | | | |
|------------------|--|--------------------|
| • Bathrooms | • Some teachers won't work with students | • Academic honesty |
| • Old facilities | • Lack of respect | |
| • Dress code | • Security of belongings | |

In summary, the survey results indicate that SCHS students feel that our biggest area for improvement surrounds respect. Respect between peers, respect between students and teachers, respect between students and administrators. They do not indicate that there is a universal lack of respect; in fact their positive comments indicate the opposite is true. However, the portion that does lack respect really bothers the rest. There is also still a major concern with our aging facilities, especially the condition of the bathrooms.

PARENTS/FAMILIES

Strengths (Above 3.9)

- Our school provides opportunities for students to participate in activities that interest them (4.21).
- Our school's purpose statement is clearly focused on student success (4.16).
- Our school has high expectation for students in all classes (4.13).
- Our school provides a safe learning environment (4.08).
- Our school communicates effectively about the school's goals and activities (4.05).
- My child knows the expectations for learning in all classes (4.04).
- Our school provides students with access to a variety of information resources to support learning (3.99).
- My child is prepared for success in the next school year (3.98).
- Our school has established goals and a plan for improving student learning (3.96).
- Our school provides opportunities for stakeholders to be involved in the school (3.95).
- Our school ensures that the facilities support student learning (3.95).
- All of my child's teachers give work that challenges my child (3.92).

The following things came up repeatedly in the open ended responses for what parents like best about SCHS:

- | | | |
|----------------------------|-----------------------------------|----------------------|
| • Great reputation | • IB, AoF, AITR, special programs | • Sports |
| • Administration | • High expectations for all | • Safe |
| • Quality, caring teachers | • School spirit | • Open Communication |
| • Academic Options | • Clubs | |

In summary, the survey results indicate that SCHS parents generally feel that we are providing their students with a quality education that will prepare them for college and life after school, that we communicate with them frequently, and that we provide a safe environment conducive for learning.

Areas for Improvement (Below 3.4)

- All of my child's teachers meet his/her learning needs by individualizing instruction (3.25).
- All of my child's teachers keep me informed regularly of how my child is being graded (3.33).

The following things came up repeatedly in the open ended responses for what parents like least about SCHS:

- | | | |
|--|--|--|
| • IB can overshadow other programs because it is so successful | • Some teachers not updating grades in a timely manner | • Some teachers not attempting to engage students |
| • Deterioration of older buildings | • Some inconsistent enforcement of rules | • Need more info in Pinnacle or more communication |
| • Work load for IB | • One lunch/sitting on floor | • Parent drop off better, but still needs work. |
| • Not all teachers are consistently high quality | • Some IB/AP teachers being too rigid | |

In summary, the survey results indicate that SCHS parents feel that our biggest areas for improvement deal with differentiating instruction and making it relevant and engaging. They are also concerned that some teachers do not put enough information into Pinnacle or enter grades in a timely manner. And, of course, the issue with having old facilities is still there.

FACULTY AND STAFF

Strengths (Above 4.2)

- Our school's purpose statement is clearly focused on student success (4.54).
- Our school provides opportunities for students to participate in activities that interest them (4.48).
- We have an improvement process based on data, goals, actions, and measures for growth (4.44).
- Our school's leaders expect staff members to hold all students to high academic standards (4.37).
- Our school provides a variety of information resources to support student learning (4.28).
- We use multiple assessment measures to determine student learning and school performance (4.27).
- Our school's purpose statement is based on shared values and beliefs that guide decision-making (4.26).
- Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body (4.26).
- Our school's leaders hold all staff members accountable for student learning (4.24).
- Our school's leaders provide opportunities for stakeholders to be involved in the school (4.24).

The following things came up repeatedly in the open ended responses for what faculty and staff like best about SCHS:

- Supportive faculty
- Supportive, visible administration
- Students
- Culture and pride
- High achievement is an expectation, not just a goal

In summary, the survey results indicate that SCHS faculty and staff generally feel supported by each other and administration. They are proud of our school and our students and feel they have a voice in the path our school takes.

Areas for Improvement (Below 3.7)

- All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students (3.61).
- All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills (3.68).
- All teachers in our school provide students with specific and timely feedback about their learning (3.58).
- All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria (3.63).
- All staff members use student data to address the unique learning needs of all students (3.68).
- In our school, staff members provide peer coaching to teachers (3.64).
- In our school, all school personnel regularly engage families in their children's learning progress (3.52).

The following things came up repeatedly in the open ended responses for what faculty and staff like least about SCHS:

- Such a large faculty makes it harder to see each other
- Portables
- Some negativity
- Some inconsistent discipline
- Outsourcing of custodial department
- Some non-productive meetings/ PD
- Lack of time, too many responsibilities

In summary, the survey results indicate that SCHS faculty and staff feel that our biggest areas for improvement involve more consistency across the staff, from discipline to grading and differentiating learning. There is also the constant struggle with not enough time, too many meetings and an aging school.