

# School Climate Survey- Brookside Elementary School

Prepared for Worthington City Schools

July 2013



In the following report, Hanover Research provides school-level responses to a survey administered to students, teachers, and parents in the Worthington City Schools district.

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## EXECUTIVE SUMMARY AND KEY FINDINGS

### INTRODUCTION

The following report presents school-level findings of a school climate survey administered to staff, parents, and students associated with Brookside Elementary School. The survey addressed themes related to the school climate, including instructional quality, student relationships with teachers and each other, impacts of home life on student learning, and communication with parents.

The survey received six staff responses, 32 parent responses, and 14 responses from students in grade 3. Due to the low response rate, this analysis does not assess staff responses.

### KEY FINDINGS

- **The responses to the school climate survey reveal that students and parents think highly of the climate at Brookside Elementary School.** Parents agreed that the school is caring of both students and their families. Parents also indicated that the school is welcoming of all cultures and diversity.
- **Parents indicated positive views of the academic environment and students reported confidence their academic abilities.** Parents and students agreed that there are high expectations for all students' learning, and parents agreed that their children are challenged by the academic curriculum. Although some students reported that their work is sometimes too hard and that they find reading and writing difficult at times, most reported that they consider themselves to be good math and reading students and believe they can earn good grades.
- **Students and parents reported feeling high levels of school support.** Students reported positive relationships with teachers and other students. Student respondents also agreed that their parents ask about schoolwork and encourage homework completion. Parents and friends encouraged student respondents to hold positive outlooks on their future. The school communicates effectively with parents about their children, and teachers encourage a dialogue with parents about student academic performance and goals.
- **Students reported some behavioral issues.** Most students reported that they have gotten in trouble in class, and many students reported difficulty controlling their behavior at times. Nearly two-thirds of students reported that they have been bullied, although all students and most parents agreed that the school addresses bullying effectively.

## SECTION I: PARENT SURVEY

The following section addresses parent responses to the school climate survey. Parents responded to questions and statements regarding communication with teachers and the school, their perceptions of the school's characteristics, and their involvement with the school.

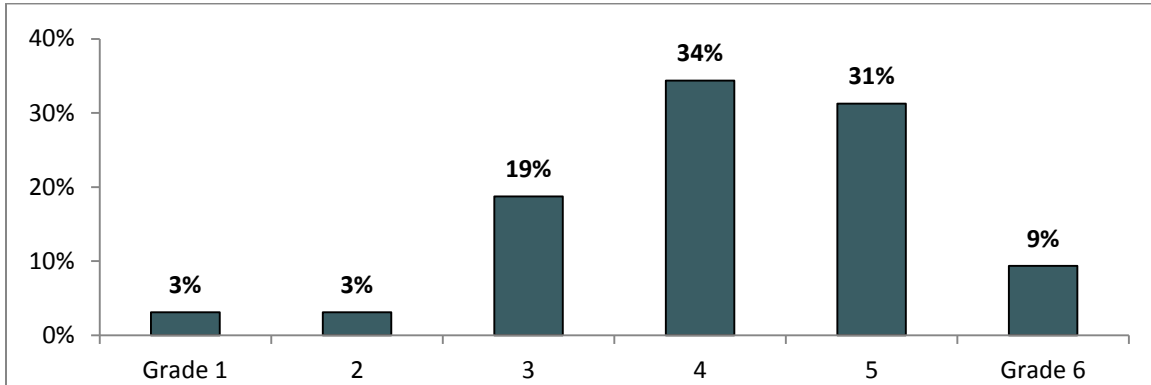
**Brookside Elementary parents offered very favorable responses to the school.** They largely agreed that the school cares about students and that the environment is friendly (Figure 1.8). They generally agreed that teachers hold high expectations for their children and that their children are challenged by the curriculum (Figure 1.6). Nearly all participants categorized the school as a safe environment for students, parents, and families, and indicated that the school respects all cultures and diversity (Figure 1.7).

**Communications with parents are effective and frequent.** Parents agreed that communication is two-way, with teachers asking about their goals for their child and about their child's talents and strengths (Figure 1.6). They agreed that Brookside stays in contact with parents and that these communications are easy to understand (Figure 1.4). Parents reported that their questions and concerns are addressed in a timely manner by all school personnel (Figure 1.4). While most parents received information regarding what they can do at home to support their child's learning, a portion of parents did not receive information on child development or health and nutrition (Figure 1.4, Figure 1.5, and Figure 1.6).

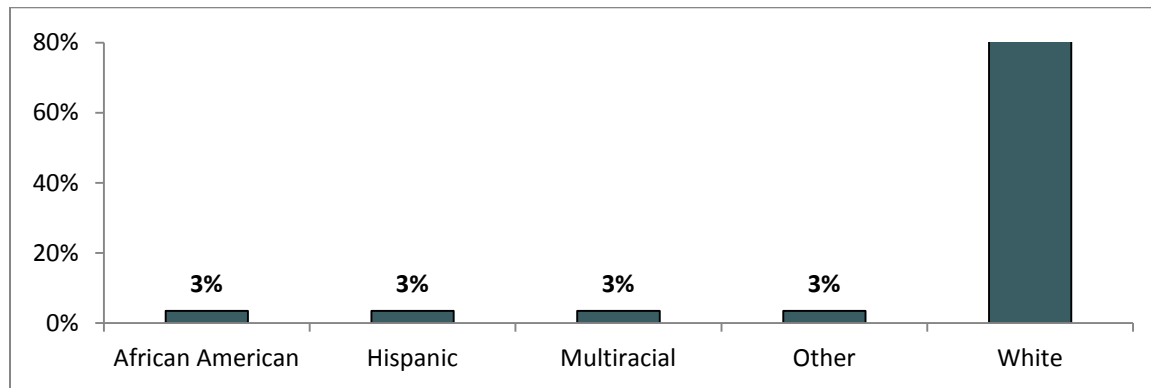
**Parents reported that they are satisfied with the amount of involvement they have with Brookside Elementary and feel welcome to participate at the school.** Respondents agreed that they are invited to meetings and to help plan activities at the school (Figure 1.5). They reported that on occasions when they have participated, they have received sufficient training or resources to perform their task well (Figure 1.5). Nearly all parents agreed that the school values their involvement (Figure 1.7).

## DEMOGRAPHICS

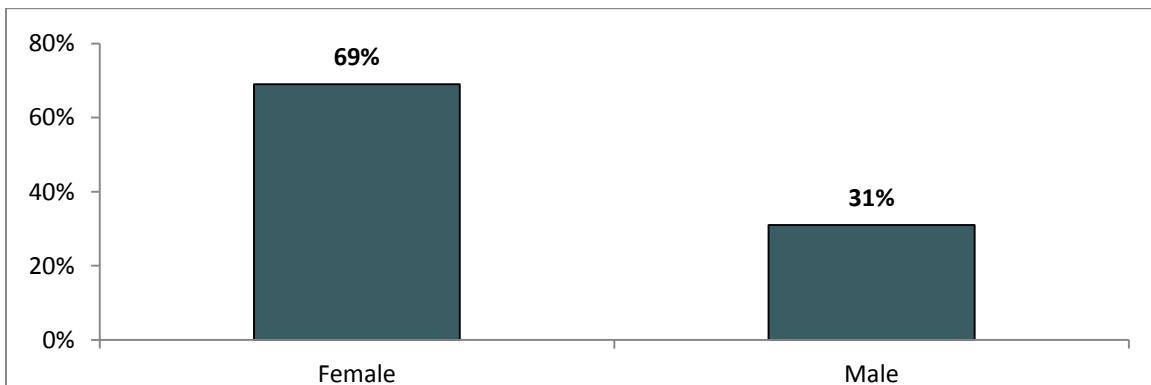
**Figure 1.1: Child Grade Level (n=32)**



**Figure 1.2: Respondent Race (n=29)**

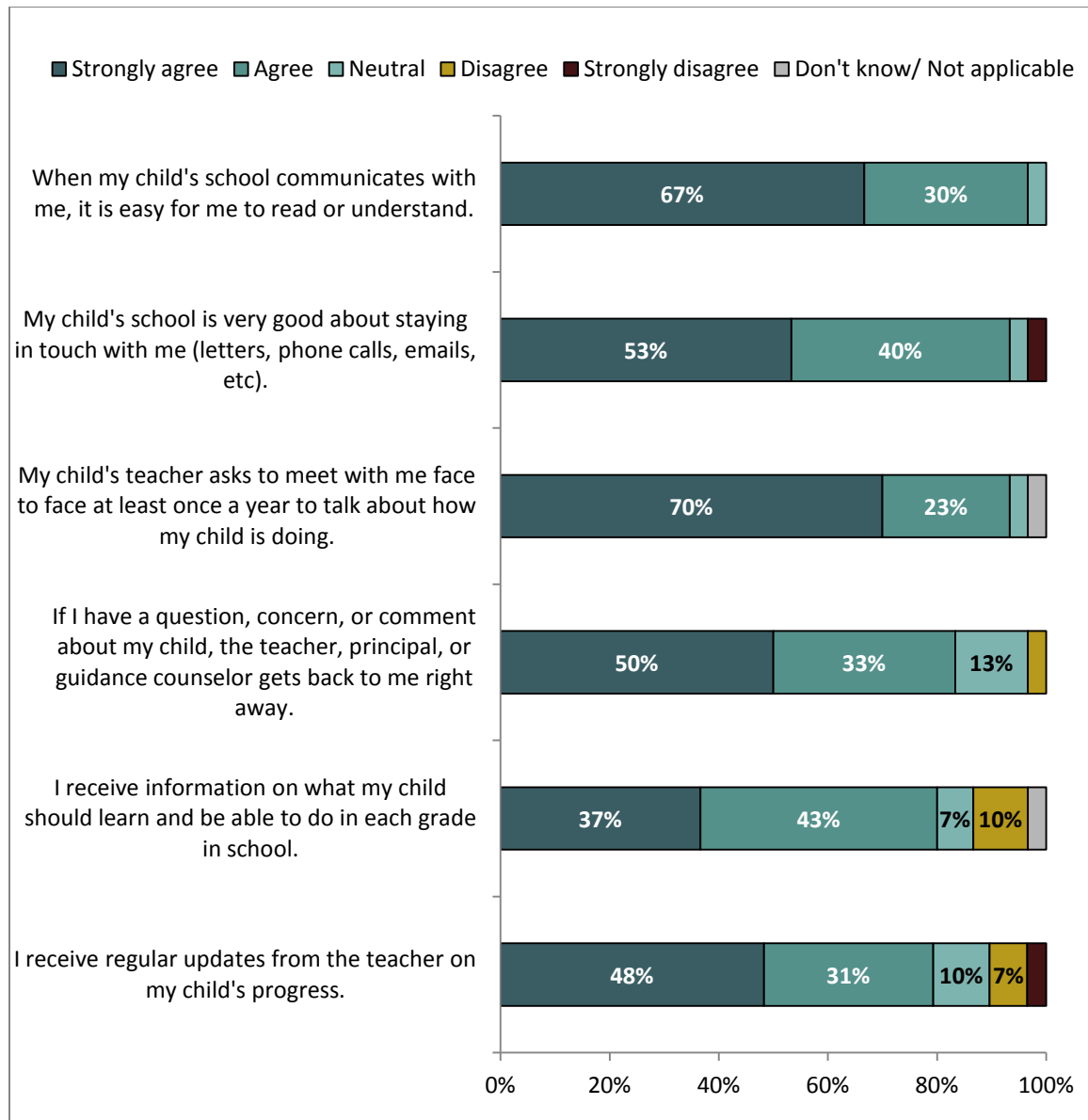


**Figure 1.3: Respondent Gender (n=29)**

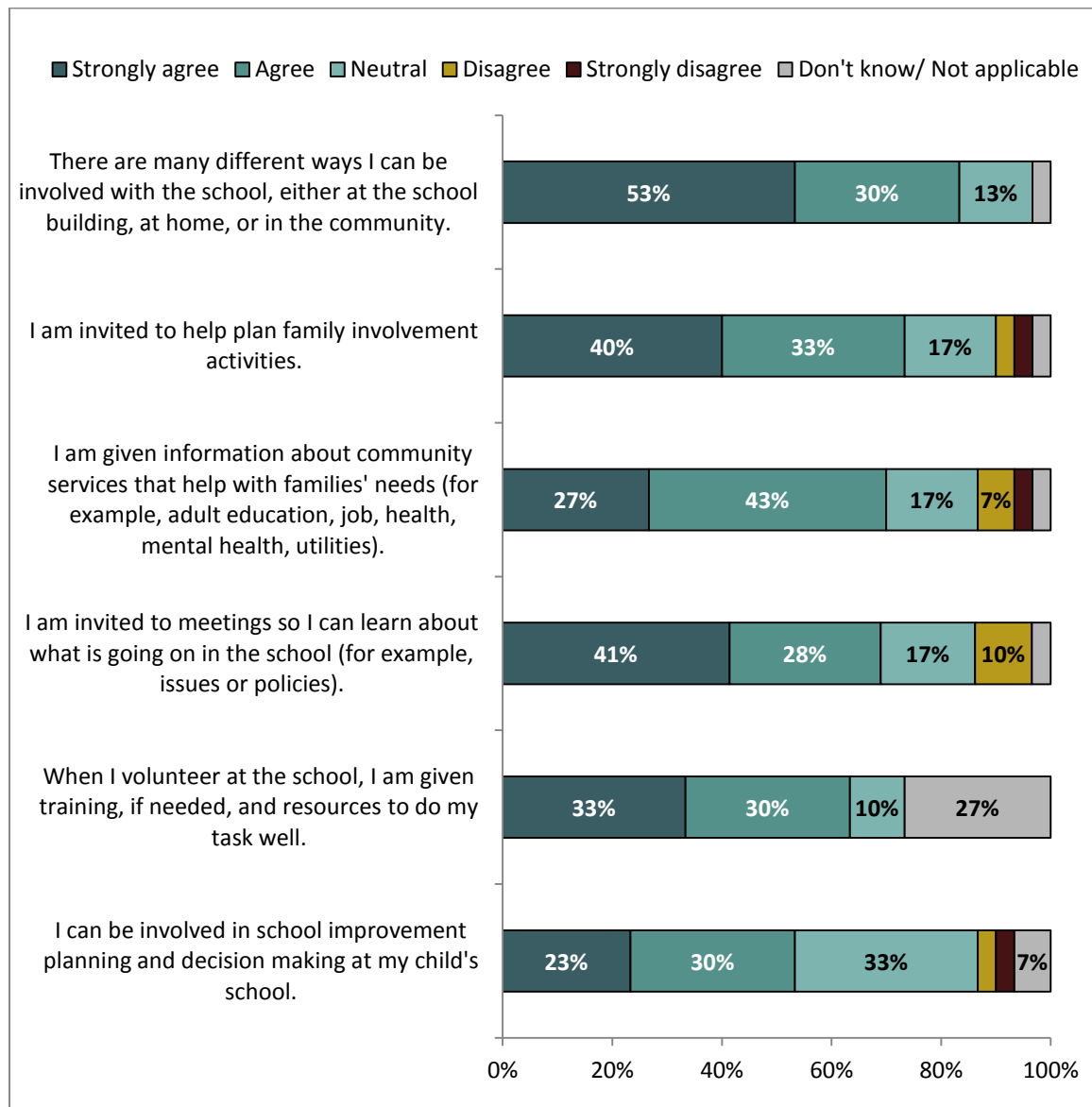


## COMMUNICATION AND INVOLVEMENT

**Figure 1.4: Parents Rate Communication from School (n=29-30)**

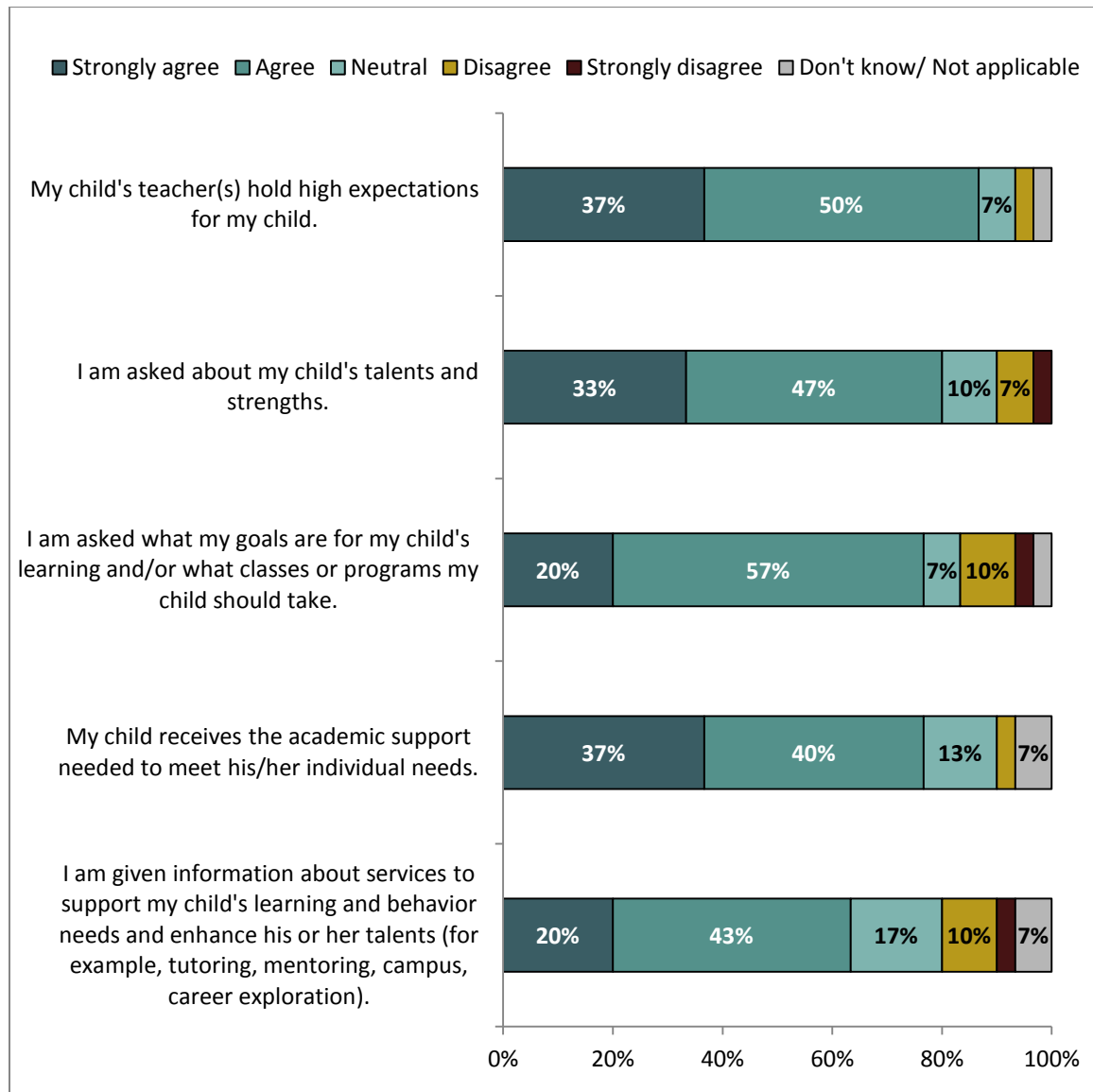


**Figure 1.5: Parents Rate Involvement with School (n=29-30)**



## STUDENT LEARNING

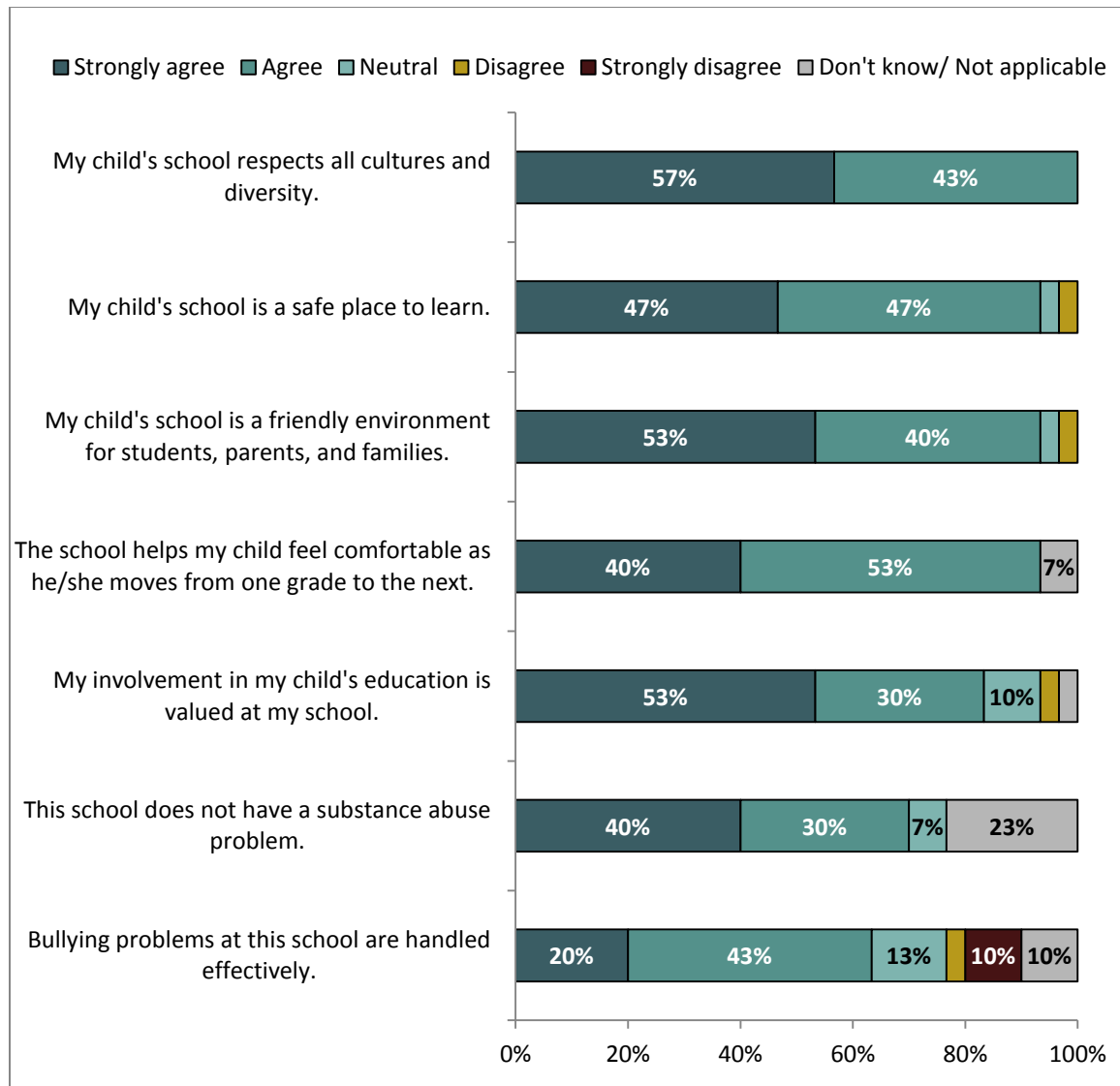
**Figure 1.6: Parents Rate Student Learning (n=30)**





## SCHOOL ENVIRONMENT

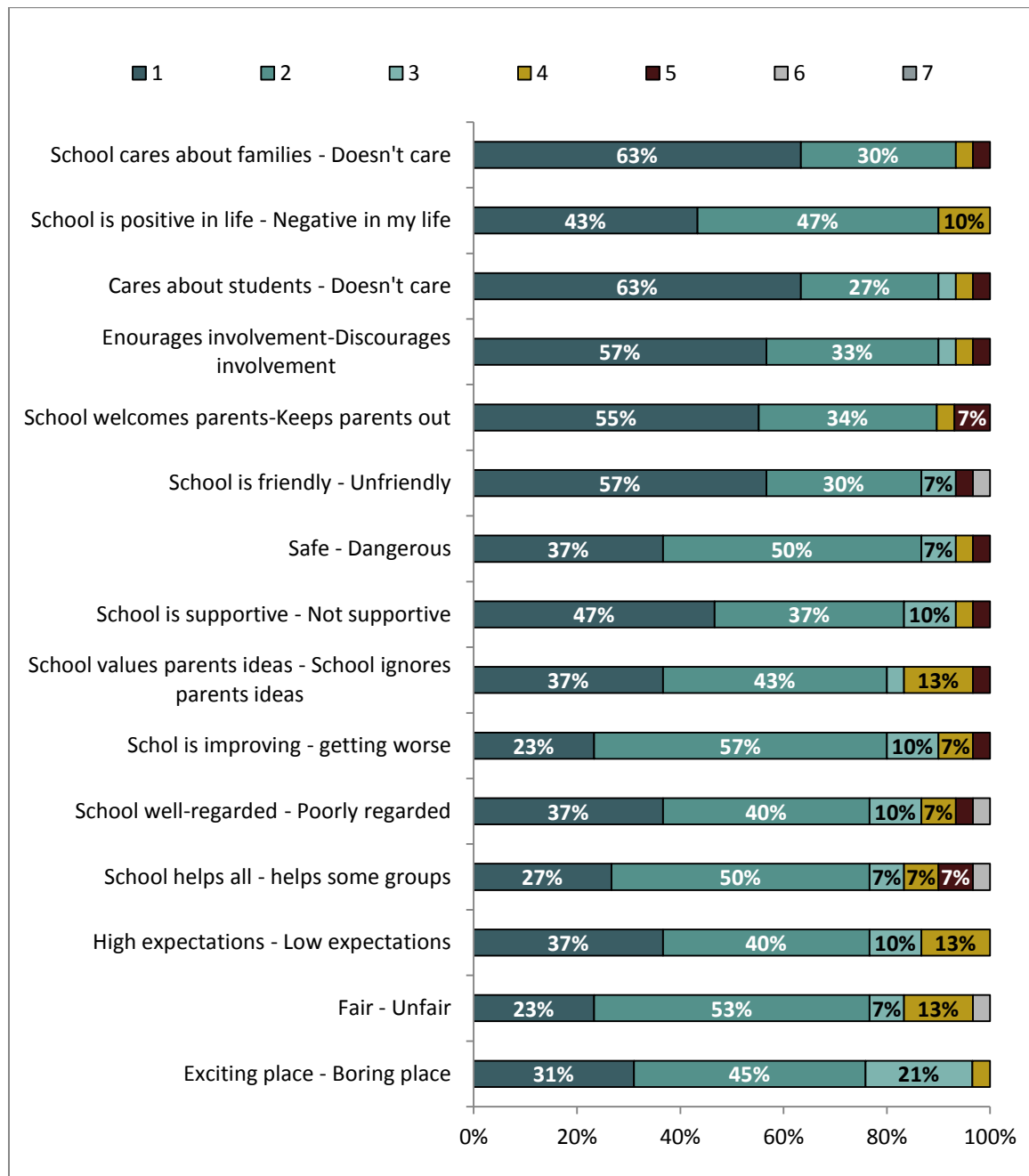
**Figure 1.7: Parents Rate School Environment (n=29-30)**



## PERCEPTION OF SCHOOL

The following figure presents respondent ratings of their perception of the school. The question was presented on a scale of one to seven, where one represents the most positive outlook and seven the most negative. For example, “My school is fair” and “My school is unfair” were two opposite ends, shortened to “Fair - Unfair” in the figure below.

**Figure 1.8: Parents Rate Perceptions of School (n=29-30)**



## SECTION II: STUDENT SURVEY

This section addresses student responses to the school climate survey. Students answered questions about their perception of their own abilities, their relationships with teachers and other students, and the support they receive at home.

**Students reflected very positively on their relationships with their teachers.** Every student reported that they trust their teachers and would go to their teachers for help (Figure 2.4 and Figure 2.5). They reported feeling that their teachers care about them and that teachers would notice if they were not in school (Figure 2.5 and Figure 2.6). Over 90 percent also agreed that they could get help with a problem from a teacher (Figure 2.6).

**Students receive support for their learning in their home lives.** All respondents agreed that their parents want them to learn a lot (Figure 2.7), and most students reported that their parents push them to work hard in school (Figure 2.10). More than 90 percent of students reported that their parents ask them about what they do in school, while about 80 percent receive help from their parents on homework (Figure 2.10). All students agreed that their family members have a good outlook about their futures (Figure 2.13). While parents support their child's schoolwork, a portion of students reported that their parents do not come to their school (Figure 2.10).

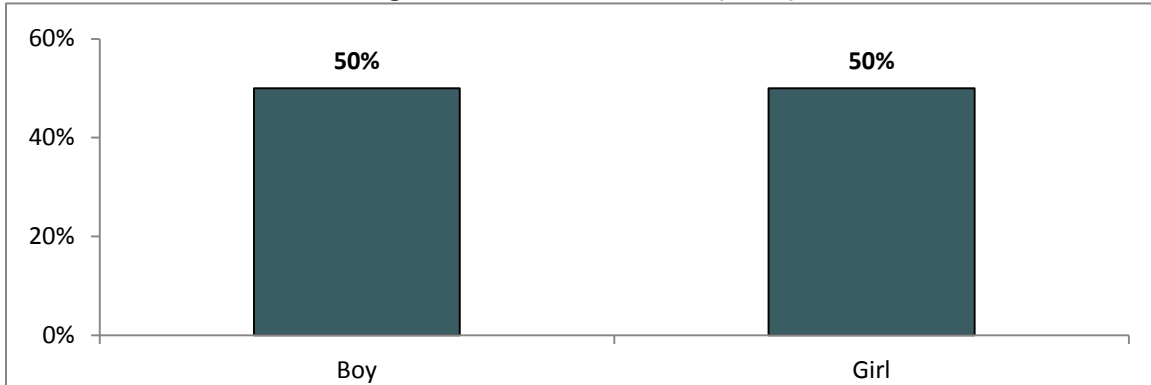
**Respondents revealed that nearly all students have positive relationships with their peers.** All students described themselves as good friends and indicated that they care about and help others (Figure 2.11). Approximately two-thirds of responding students indicated that they feel they belong at their school (Figure 2.4).

**Students reported academic challenges and confidence in their ability to overcome them.** Half of students reported difficulty reading or writing and more than half reported that their schoolwork is too hard at least some of the time (Figure 2.8). Nevertheless, nearly all students agreed that they are good at math and reading and have the ability to earn good grades (Figure 2.5).

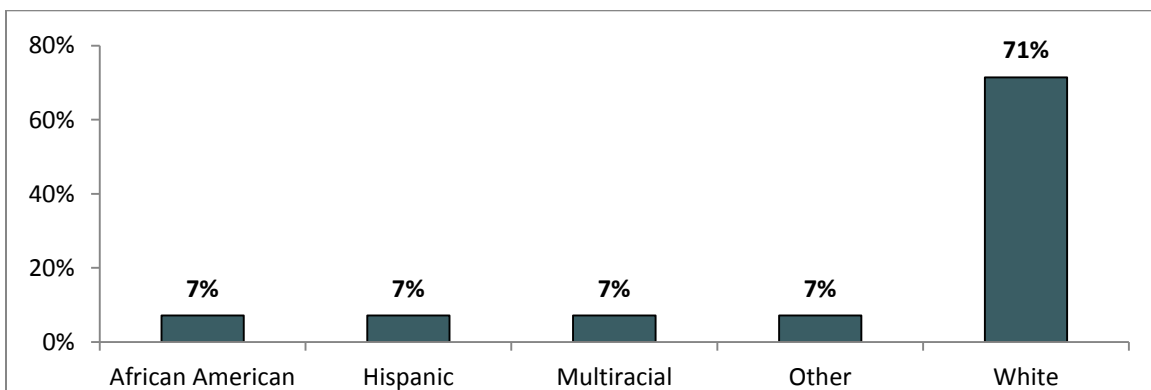
**Although most students reported confidence in their social abilities, some reported behavioral difficulties.** Most respondents reported that they consider themselves responsible and cooperative and agreed that they get along well with others and are good at making friends (Figure 2.11). Still, most students reported that they have gotten in trouble in class and 50 percent indicated that they sometimes have trouble controlling their behavior (Figure 2.8). Over one-third of student respondents reported that they have bullied another student at some point, and nearly two-thirds reported that they have been bullied (Figure 2.12). Although many students have faced bullying, students report that the school handles bullying effectively (Figure 2.7).

## DEMOGRAPHICS

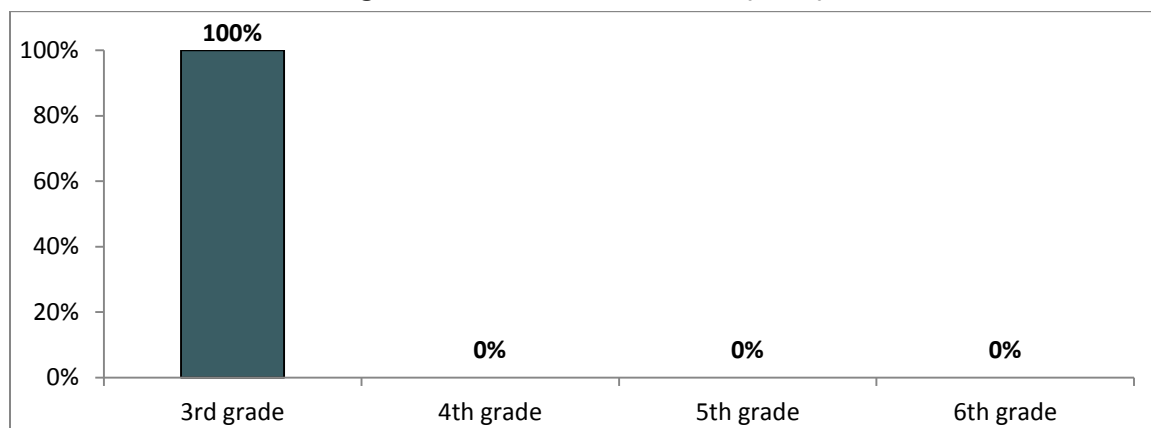
**Figure 2.1: Student Gender (n=14)**



**Figure 2.2: Student Race (n=14)**

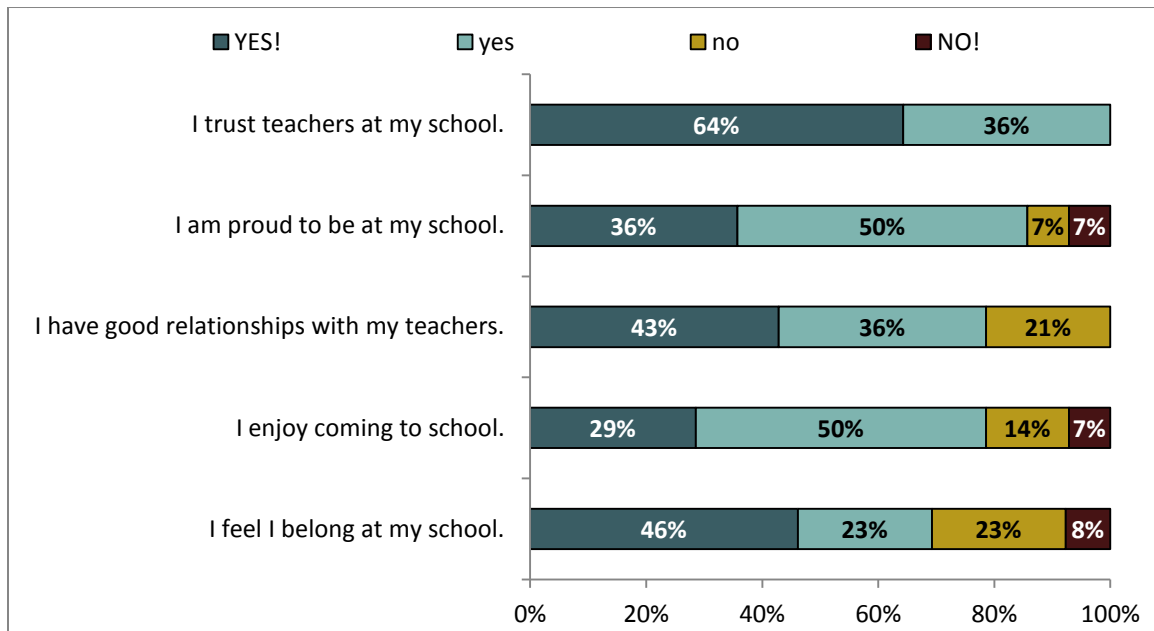


**Figure 2.3: Student Grade Level (n=14)**

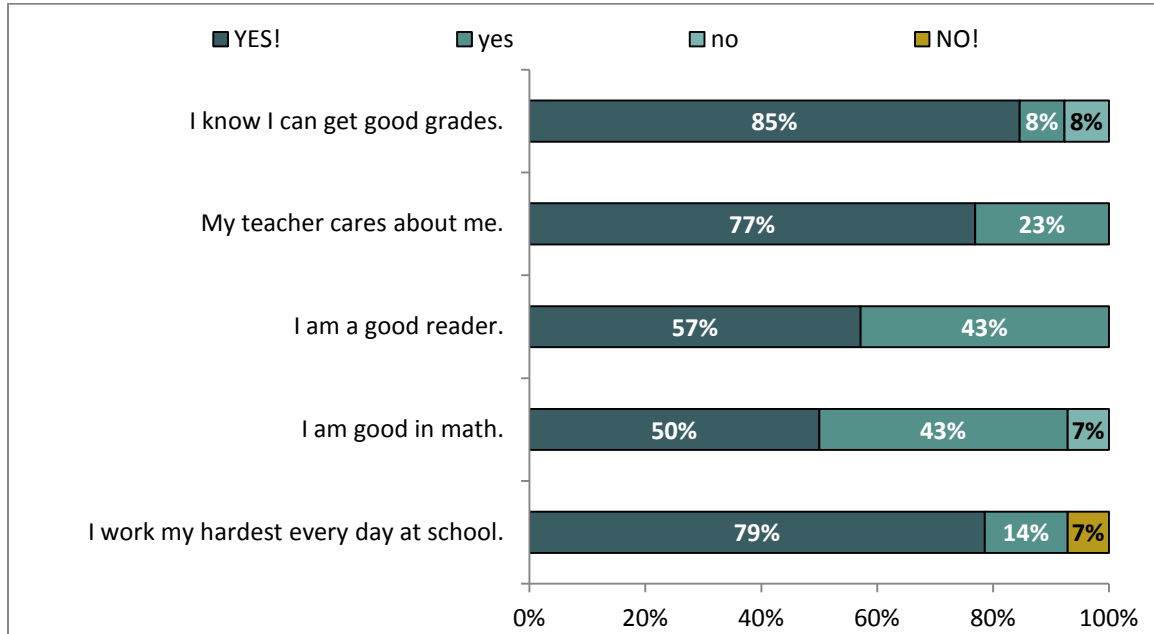


## SCHOOL CONNECTIONS AND EXPERIENCES

**Figure 2.4: Students Rate Feelings about School (n=13-14)**

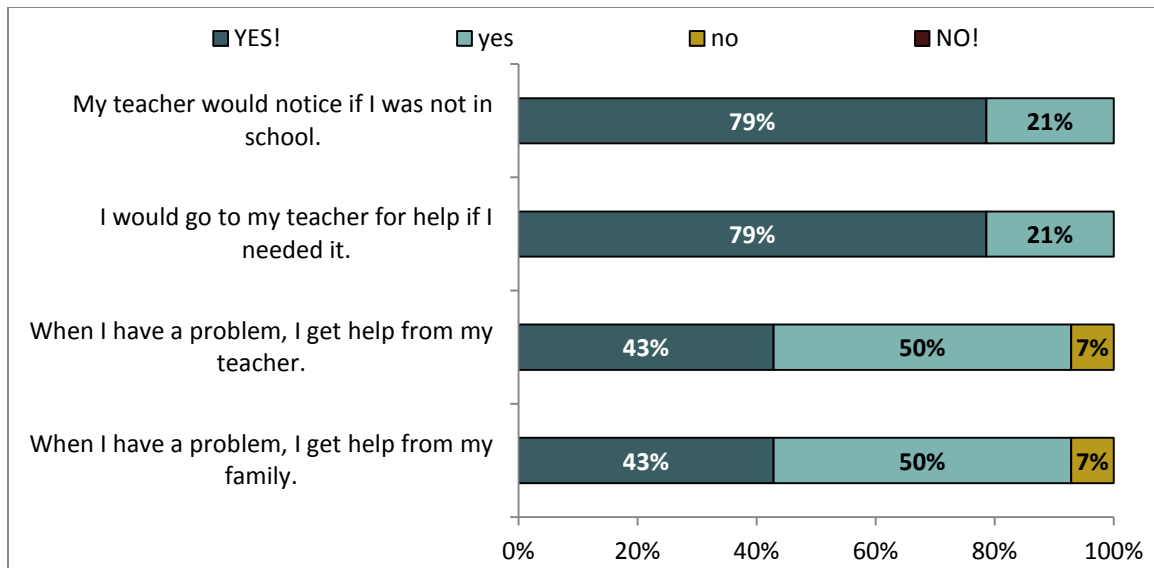


**Figure 2.5: Students Rate Effort and Engagement (n=13-14)**



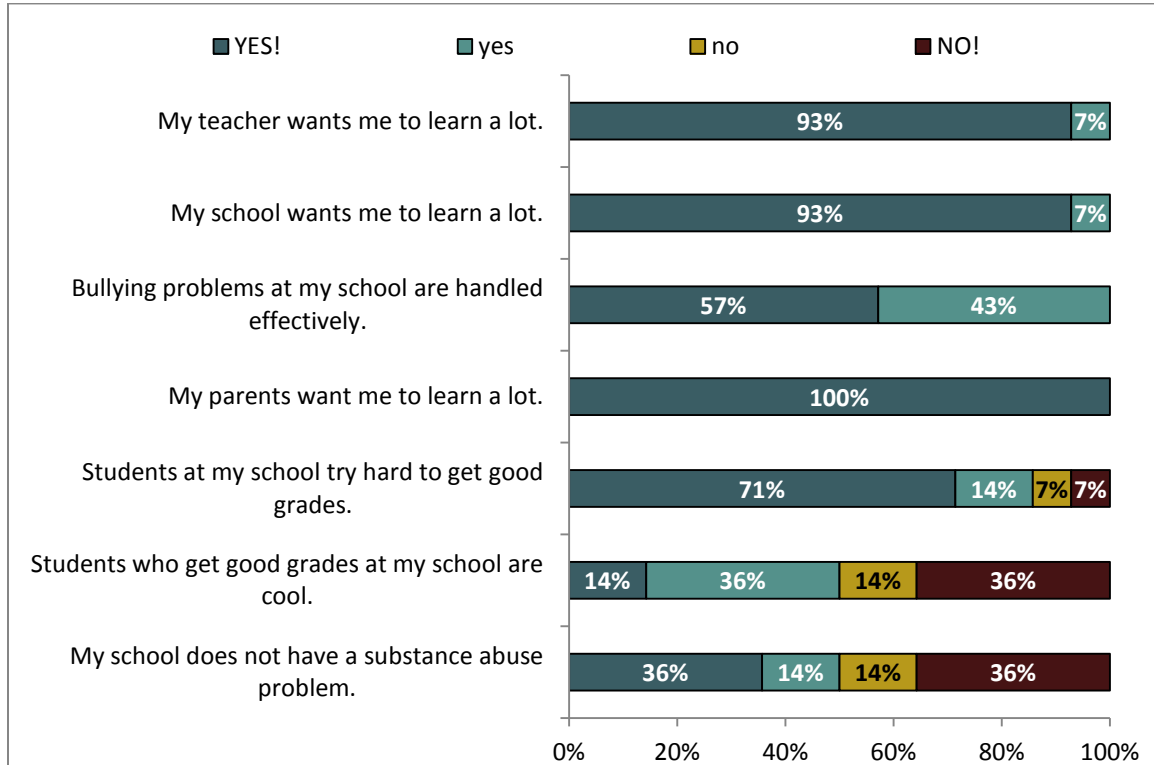
## STUDENT SUPPORT

**Figure 2.6: Students Identify Sources of Support (n=14)**

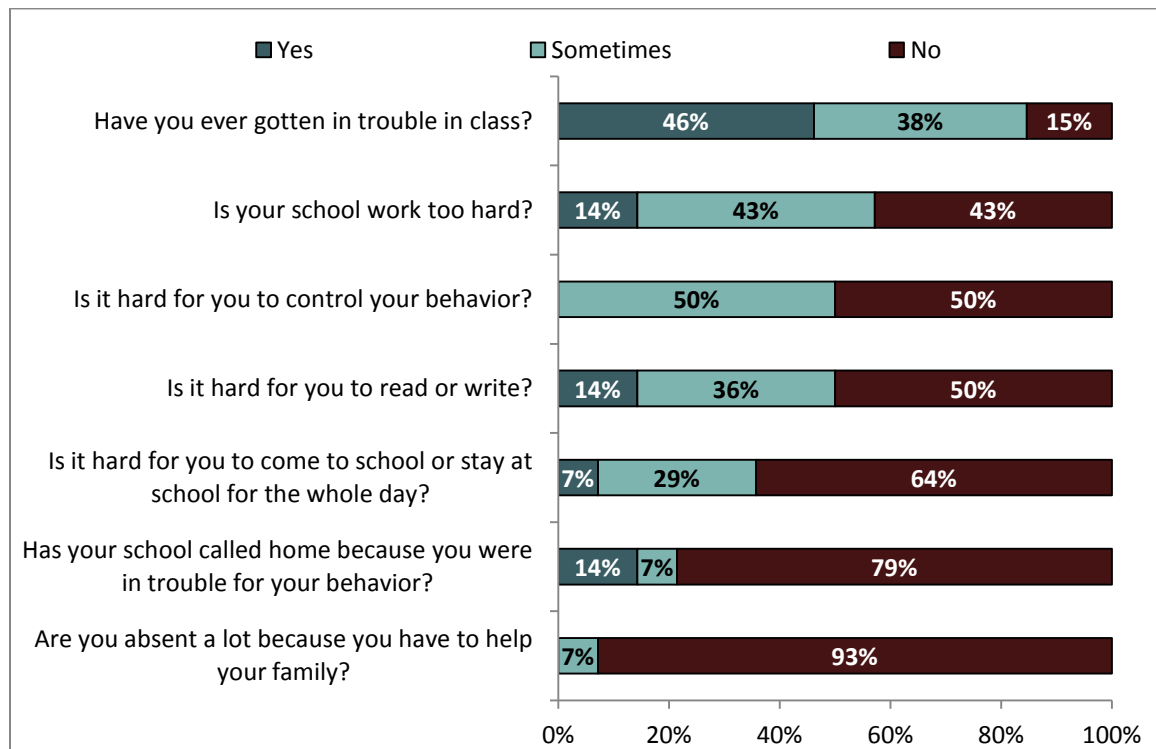


## EXPECTATIONS LEARNING AND ACTIVITIES

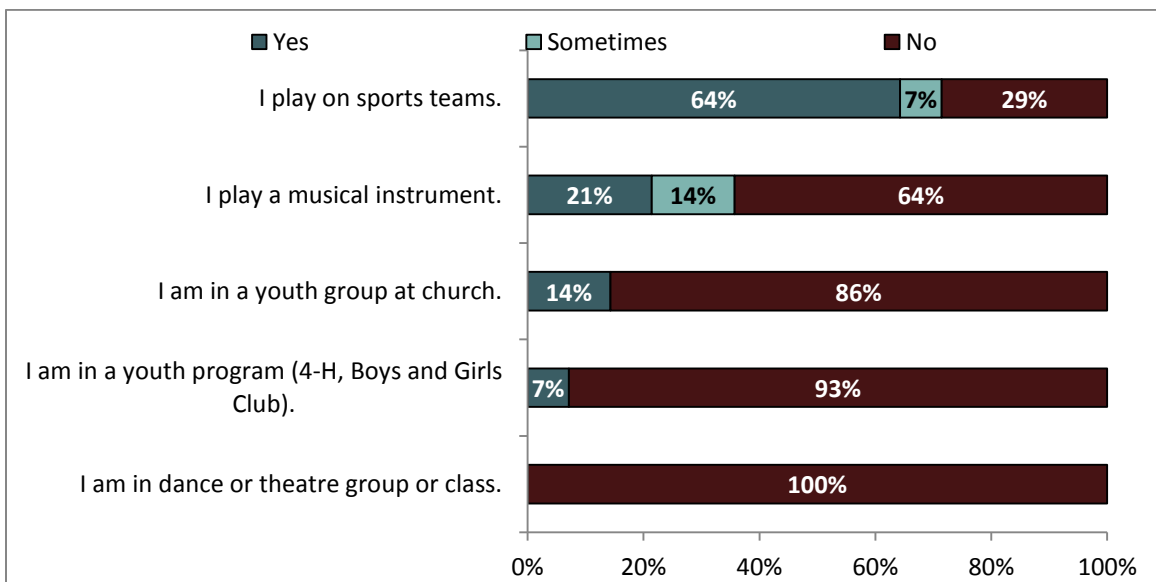
**Figure 2.7: Students Rate Expectations (n=14)**



**Figure 2.8: Students Rate Behavior and Capabilities (n=14)**

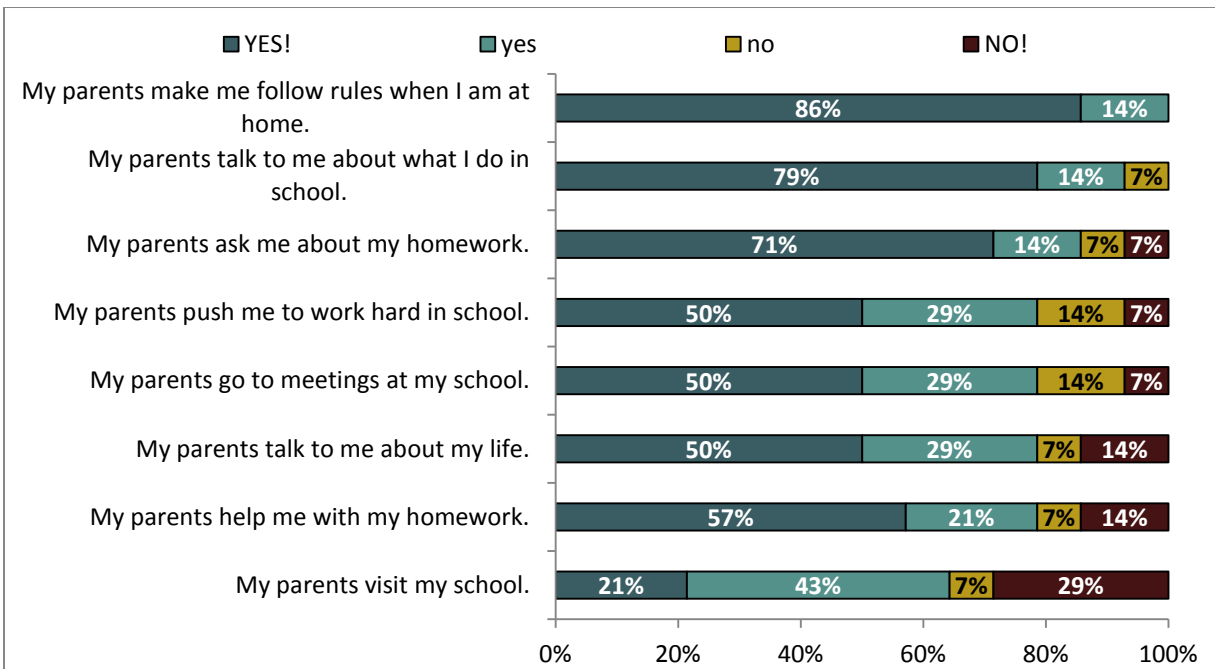


**Figure 2.9: Students Report Engagement in Extra-Curricular Activities (n=14)**

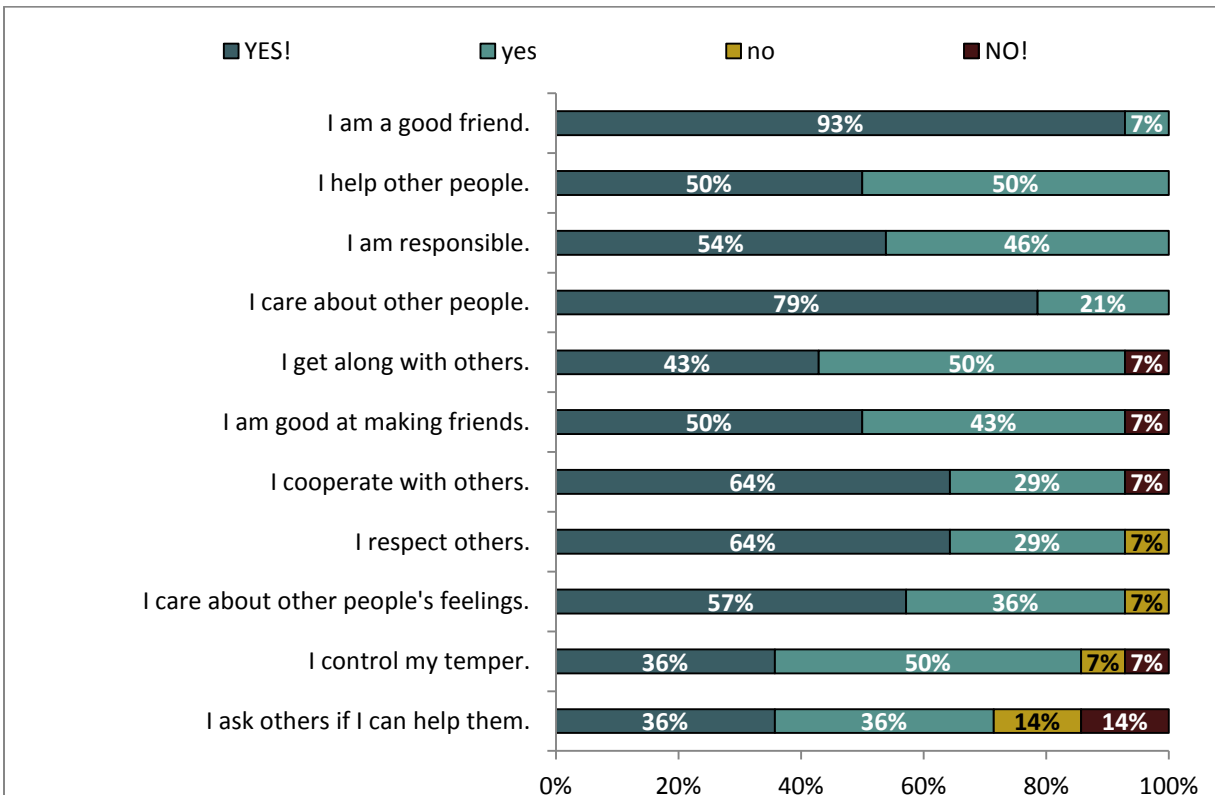


## PARENTS AND RELATIONSHIPS

**Figure 2.10: Students Rate Relationship with Parents (n=14)**



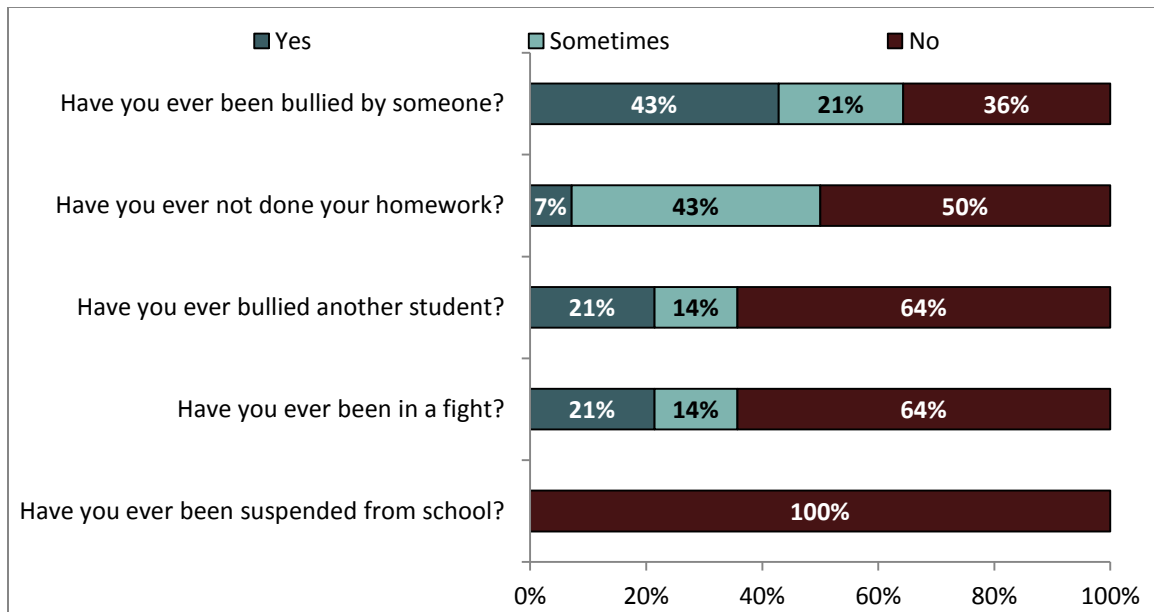
**Figure 2.11: Students Rate Relationships with Other People (n=13-14)**



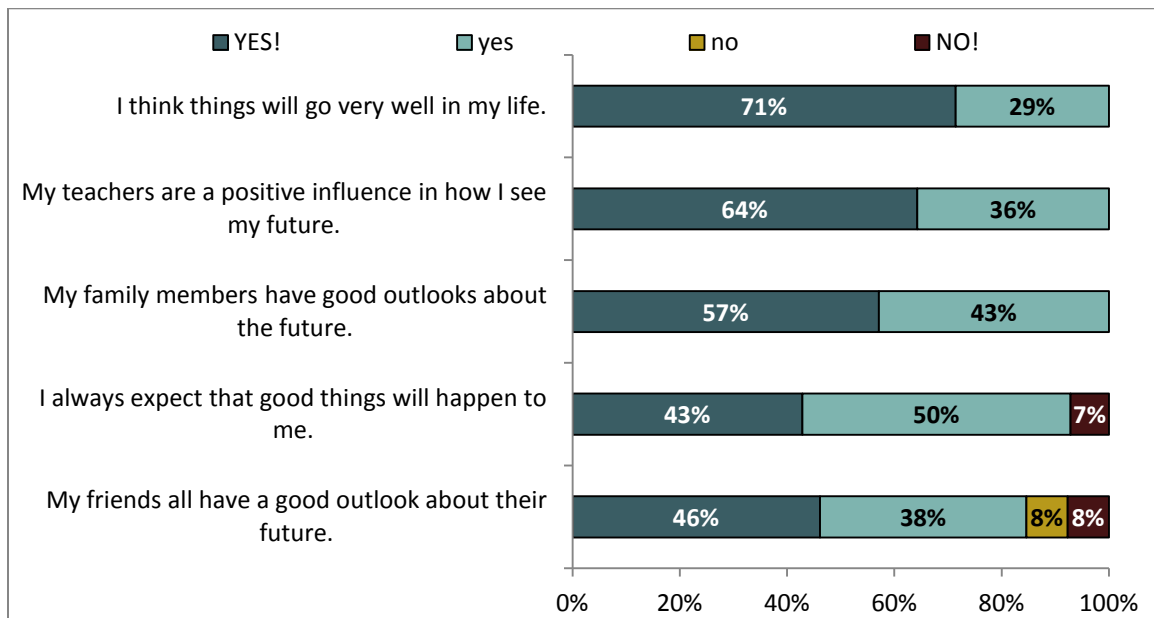


## ACTIVITIES AND THE FUTURE

**Figure 2.12: Students Report Disciplinary Issues (n=14)**



**Figure 2.13: Students Rate their Impressions of Future (n=14)**



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