

**DUXBURY HIGH SCHOOL
2017 CSCI CLIMATE SURVEY - SUMMARY**

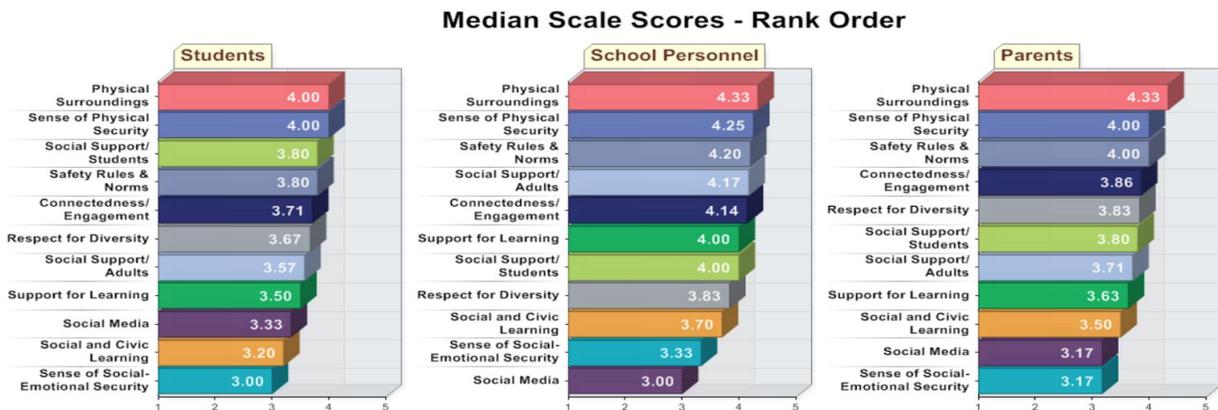
**Student Responses: 640 / 1064
Parent Responses: 244 / 1064
Faculty Responses: 106 / 163**

Every two years, the DHS School Council administers a survey to students, parents and faculty on various aspects pertaining to the school. In January 2017, DHS hired the National School Climate Center (NSCC) to administer a statistically normed and validated climate and culture survey to students, parents and high school staff. The results of the validated 2017 survey are available on the DHS website at [2017 DHS CSCI Survey Report](#).

This survey was chosen as a follow up to the DHS 2015 survey which was also supplied by NSCC to compare Duxbury High School with other high schools across the country. Overall, our high school earned higher marks than the average or median school. The DHS 2017-18 School Council reviewed the results from the survey in detail, reviewing responses from each question of which there were hundreds. The group found that some of the questions were misleading, that many responses were too neutral (neither agree or disagree) and/or that the response rate was too low to get a strong sense of some of the issues. (The School Council recommends selecting a different survey with fewer questions and which are better suited to our needs in 2019.)

In general, DHS students, parents and staff reported that their overall experience is positive. There is a strong sense of physical security, appreciation for physical surroundings, belonging or feeling connected, safety rules & norms, community involvement and diverse opportunities. All groups expressed concern, however, over social media/digital media issues, social and civic learning, and support for social-emotional security. The latter has to do with how students interact with their peers, an issue that is prevalent in high schools across the country.

This chart shows the Median scores for each domain in the three populations at DHS



Student Responses

Students responded positively that they felt they were academically challenged and had opportunities to show what they have learned. They believed that they could participate in activities which helped their community, felt that adults and students respected their differences and welcomed diversity, and acknowledged that there were opportunities in and after school and that kids want to be involved. Teachers were perceived to be good role models by helping one another and had reasonable expectations of students. Generally, new students feel welcome, students have friends, work well together, and have peers at lunch. Students responded negatively for the support for learning and social & civic learning indicators. Students also want more immediate feedback on how they perform on assessments (for example, teachers hold tests until all students have taken them), struggle with planning for their work and finding time to ask for help. They also want conflict resolution skills, information on how to express emotions, exploration of their own learning styles and reassurance on being able to fail without great penalty. The majority reported being threatened or harassed on social media.

Student takeaways: Social-emotional security (interacting between peers) is greatest concern for all students. Our students also expressed a desire for more opportunities to learn from mistakes and how to develop their own learning style. They also would like to continue to contribute to their community as they want to be involved and our students have significant concerns with social media.

This chart shows the median score in each of the twelve focus areas for students in 2017. Students rated DHS higher in 2017 than they did 2015 in the following areas: Support for Learning, Social/Civic Learning, Respect for Diversity, Social Support Adults, Social Support Students, School Connectedness/Engagement, Social Media.

Difference Students 2015/2017

Dimensions	2015 Median	2017 Median	Difference
Rules and Norms	3.80	3.80	0.00%
Sense of Physical Security	4.00	4.00	0.00%
Sense of Social-Emotional Security	3.00	3.00	0.00%
Support for Learning	3.38	3.50	2.40%
Social and Civic Learning	3.00	3.20	4.00%
Respect for Diversity	3.50	3.67	3.40%
Social Support - Adults	3.43	3.57	2.80%
Social Support - Students	3.80	3.80	0.00%
School Connectedness/Engagement	3.57	3.71	2.80%
Physical Surroundings	4.00	4.00	0.00%
Social Media	3.17	3.33	3.20%

Parent Responses

Although there were more neutral responses (neither agree or disagree) than we hoped, parents had similar responses to the students. They felt that the rules & norms were consistent, that the physical security was good, the physical surroundings were positive and that the majority of

students treat each other the way that they want to be treated. The communication from the school is good and there is strong support for learning. Although there was neutral feedback on social & civic learning and school connectedness/engagement, some replied that the opportunities do exist for different learning styles and that families would like to be more involved. There was some concern that some students had been physically hurt at some point, that kids don't talk to other students outside their peer group and that the message of failure as part of the learning process is missing in the school. In fact, the only dimension that declined from 2015 to 2017 across any of the three populations (students, parents, school personnel) was social support for students as rated by the parents.

Parent takeaways: Add the message that failure is part of learning to the curriculum. Social media is a concern. Provide more opportunities for parents to connect to DHS.

This chart shows the median score in each of the twelve focus areas for parents in 2017. Parents rated DHS higher in 2017 than they did 2015 in the following areas: Rules and Norms, Support for Learning, Social and Civic Learning, Respect for Diversity, Social Support - Adults, School Connectedness/Engagement, Physical Surroundings and Social Media.

Difference Parents 2015/2017

Dimensions	2015 Median	2017 Median	Difference
Rules and Norms	3.80	4.00	4.00%
Sense of Physical Security	4.00	4.00	0.00%
Sense of Social-Emotional Security	3.17	3.17	0.00%
Support for Learning	3.50	3.63	2.60%
Social and Civic Learning	3.18	3.50	6.40%
Respect for Diversity	3.67	3.83	3.20%
Social Support - Adults	3.29	3.71	8.40%
Social Support - Students	4.00	3.80	-4.00%
School Connectedness/Engagement	3.43	3.86	8.60%
Physical Surroundings	4.17	4.33	3.20%
Social Media	3.00	3.17	3.40%

Staff Responses

The DHS staff responded positively to the rules & norms, were happy with the physical surroundings, and believed that there is support for learning. Positive responses on school connectedness/engagement showed growth from 2015 survey after school-wide focus on faculty support. Great appreciation for the physical surroundings was evident in the responses as the construction was completed! Among the negative responses, there was some concern about physical safety as it pertains to emergency plans and that students often act as bystanders. Staff responses suggested that there is some room to improve communication, to allow parents view into the students' workflow and to provide more feedback to students on their work. Half of the responses to social & civic learning were neutral, perhaps in part because these are not explicitly

taught or are part of the formal curriculum. Teachers responded similarly in 2015 to respect for diversity (strong for groups of students, not as much for individual students), social support for adults (positive) and social support students (although staff would like to know who new students are).

Staff takeaways: Provide more attention/support for transfer students. Explore potential for more subgroups. Increase visibility/value for diversity in individuals. Generate school wide theme to increase school spirit. Add “life lessons to curriculum.” Address Social Emotional Security and “bystander” (peer-to-peer issues.) Update emergency plans.

This chart shows the median score in each of the twelve focus areas for school personnel in 2017. Parents rated DHS higher in 2017 than they did 2015 in the following areas: Sense of Social Emotional Security, Social Emotional Learning, Social/Civic Learning, Leadership, Professional Relationships.

Difference School Personnel 2015/2017

Dimensions	2015 Median	2017 Median	Difference
Rules and Norms	4.20	4.20	0.00%
Sense of Physical Security	4.25	4.25	0.00%
Sense of Social-Emotional Security	3.25	3.33	1.60%
Support for Learning	4.00	4.00	0.00%
Social and Civic Learning	3.36	3.70	6.80%
Respect for Diversity	3.83	3.83	0.00%
Social Support - Adults	4.17	4.17	0.00%
Social Support - Students	4.00	4.00	0.00%
School Connectedness/Engagement	3.86	4.14	5.60%
Physical Surroundings	3.83	4.33	10.00%
Leadership	2.80	3.80	20.00%
Professional Relationships	3.63	3.88	5.00%
Social Media	3.00	3.0	0.00%

Respectfully submitted,
 School Council 2017-18
 12/19/18