

# YOUTHTRUTH SURVEY 2021-2022

RESULTS

# OVERVIEW AND CONTEXT

THE SURVEY WAS ADMINISTERED IN EARLY NOVEMBER OF 2021

5312 TOTAL RESPONDENTS

- 1810 FAMILY (44% OF TOTAL POPULATION)
- 2979 STUDENTS (94% OF TOTAL POPULATION)
- 523 STAFF ((86% OF TOTAL POPULATION)

SCHOOL ENVIRONMENT

- STUDENTS RETURNING TO SCHOOL AND REACCLIMATING TO THE PROCESSES, PROCEDURES AND EXPECTATIONS OF BEING IN A SCHOOL.
- TIK TOK!
- RE-ESTABLISHMENT OF BUILDING EXPECTATIONS AND RULES
- STUDENTS NAVIGATING THE EMOTIONAL, SOCIAL AND ACADEMIC CHALLENGES AND STRESSES OF RETURNING TO A “NORMAL” LEARNING ENVIRONMENT IN OVER 18 MONTHS

# PENNSYLVANIA SCHOOLS FOR COMPARISON DATA

- BIG SPRING SCHOOL DISTRICT
- BRISTOL TOWNSHIP SCHOOL DISTRICT
- CENTENNIAL SCHOOL DISTRICT
- DOWNINGTOWN AREA SCHOOL DISTRICT
- GARNET VALLEY SCHOOL DISTRICT
- GREAT VALLEY SCHOOL DISTRICT
- NORTHERN YORK COUNTY SCHOOL DISTRICT
- PENN-DELCO SCHOOL DISTRICT
- RIDLEY SCHOOL DISTRICT
- ROSE TREE MEDIA SCHOOL DISTRICT

# OVERVIEW AND CONTEXT

**THIS IS A SNAPSHOT!**

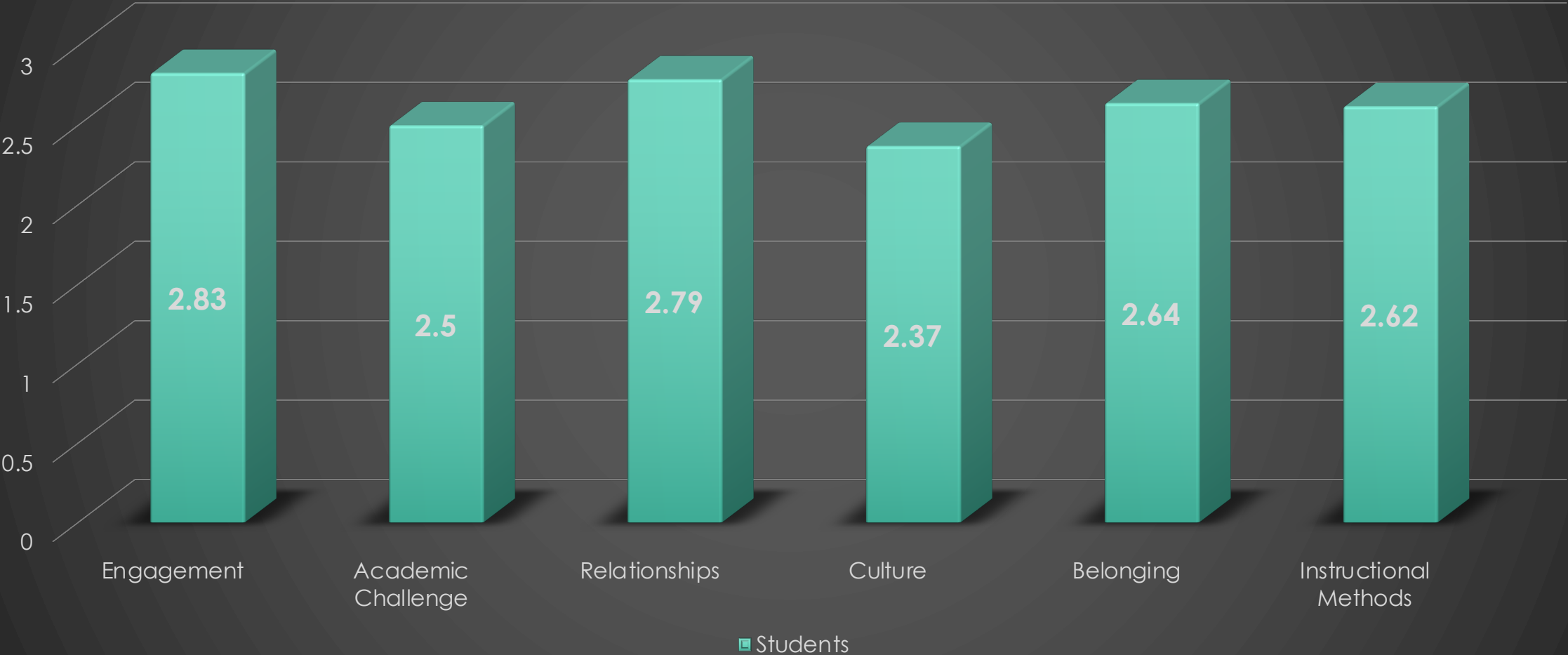
**THE FOCUS OF THIS PRESENTATION IS ON STUDENT RESPONSES, WITH A GENERAL OVERVIEW OF THE RESULTS FROM FAMILIES AND STAFF SURVEYS.**

**DETAILED REPORTS WILL BE POSTED ON THE WEBSITE FOR THE COMMUNITY TO VIEW.**

**SLIDES WILL BE PRESENTED QUICKLY TO RESPECT OUR TIME HERE THIS EVENING.**

# ELEMENTARY SCHOOL STUDENT SURVEYS (1-3 SCALE)

## Average Ratings



# ENGAGEMENT THEME, ELEMENTARY

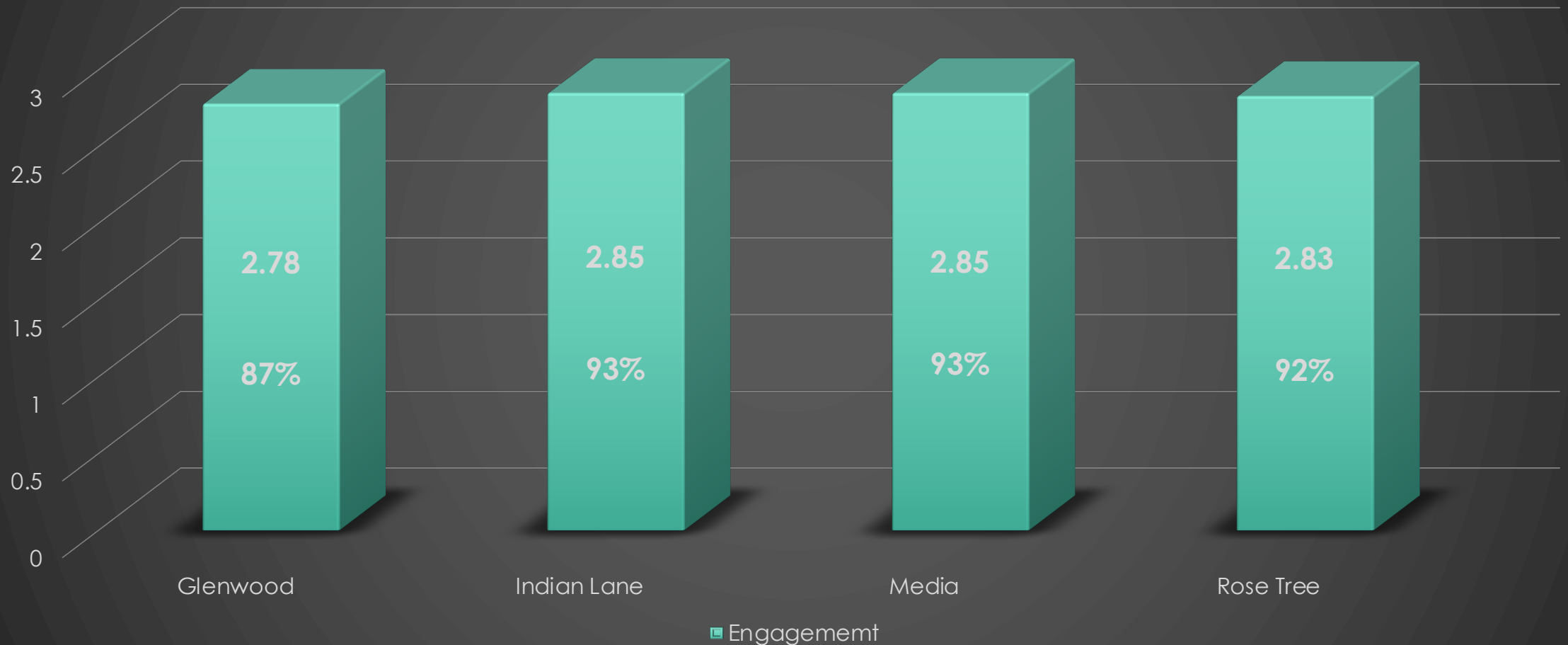
THE DEGREE TO WHICH STUDENTS PERCEIVE HIGH EXPECTATION AND FEEL ENGAGED WITH THEIR SCHOOL AND THEIR EDUCATION.

## QUESTIONS:

- DO YOU THINK YOUR TEACHERS WANTS YOU TO WORK YOUR HARDEST?
- DOES YOUR TEACHER ASK YOU TO KEEP TRYING WHEN THE WORK GETS HARD?
- DOES YOUR TEACHER WANT YOU TO DO YOUR BEST?

# ELEMENTARY SCHOOL ENGAGEMENT (1-3 SCALE)

## Average Ratings & Percentage of 3's



# RELATIONSHIP THEME, ELEMENTARY

THE DEGREE TO WHICH STUDENTS HAVE STRONG, SUPPORTIVE  
RELATIONSHIPS WITH THEIR TEACHERS.

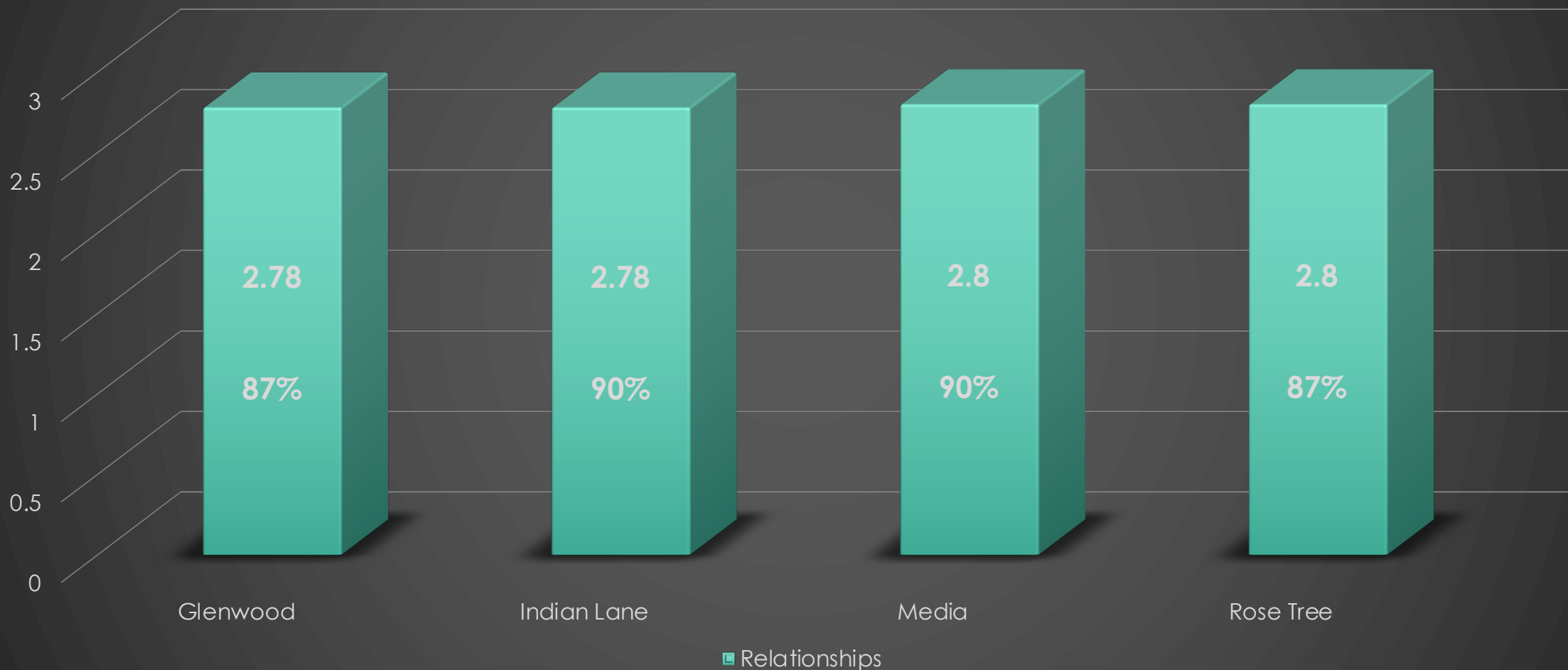
## QUESTIONS:

- DO YOU LIKE THE WAY YOUR TEACHER TREATS YOU WHEN YOU NEED HELP?
- DOES YOUR TEACHER TREAT YOU WITH RESPECT?
- IS YOUR TEACHER FAIR TO YOU?
- DO YOU THINK YOUR TEACHER CARES ABOUT YOU?
- DOES YOUR TEACHER GIVE YOU EXTRA HELP IF YOU NEED IT?



# ELEMENTARY SCHOOL RELATIONSHIPS (1-3 SCALE)

## Average Ratings & Percentage of 3's



# CULTURE THEME, ELEMENTARY

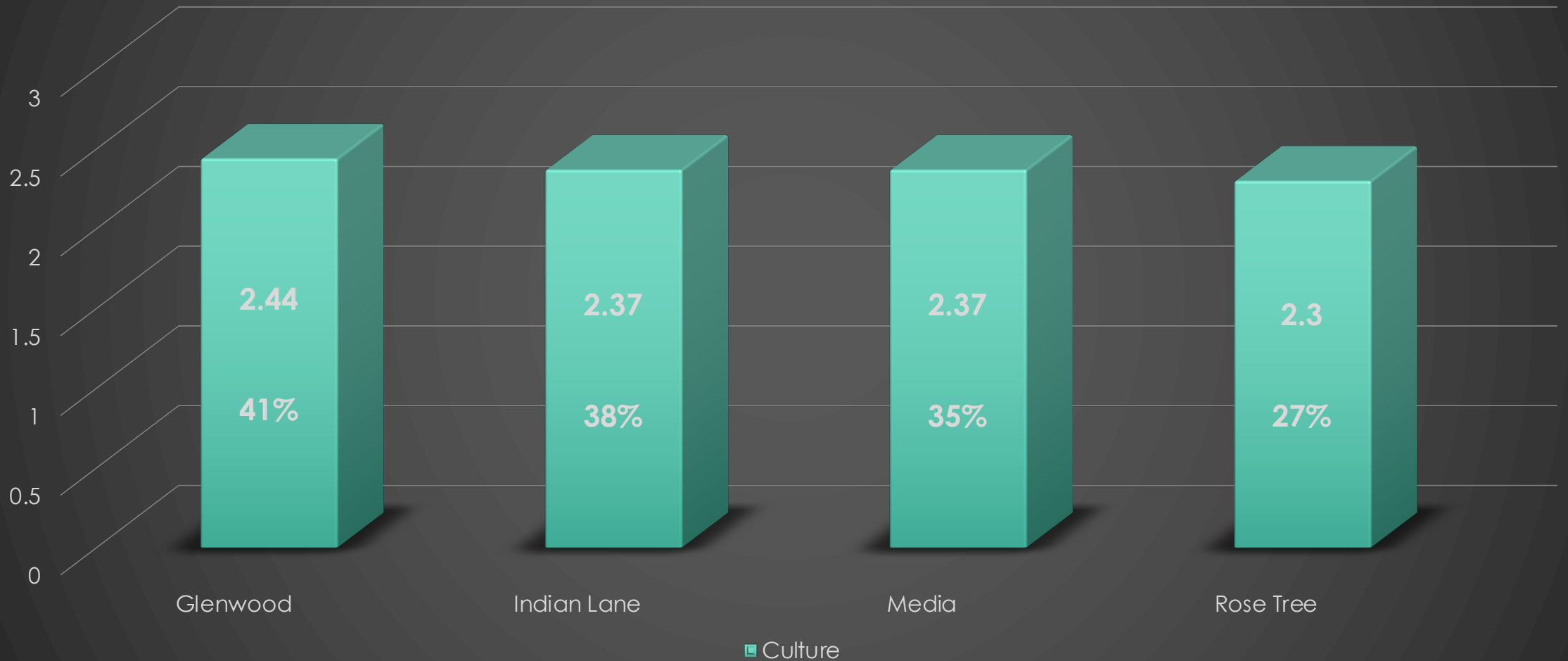
THE DEGREE TO WHICH STUDENTS EXPERIENCE AN ORDERLY, RESPECTFUL CLASSROOM ENVIRONMENT.

## QUESTIONS:

- DOES YOUR CLASS STAY BUSY AND NOT WASTE TIME?
- DO STUDENTS BEHAVE WELL IN YOUR CLASS?
- DO STUDENTS IN YOUR CLASS TREAT THE TEACHER WITH RESPECT?

# ELEMENTARY SCHOOL CULTURE (1-3 SCALE)

## Average Ratings & Percentage of 3's



# BELONGING THEME, ELEMENTARY

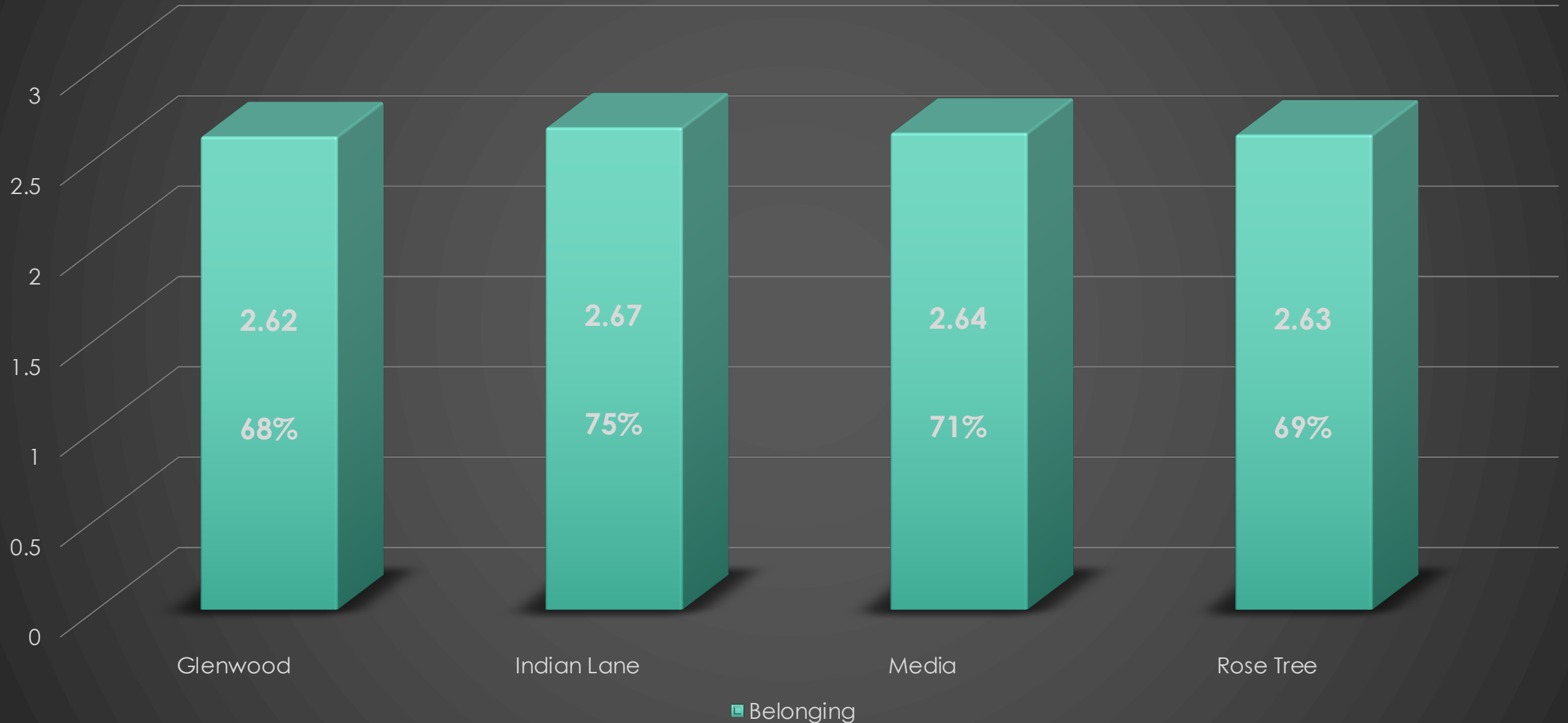
THE DEGREE TO WHICH STUDENTS FEEL WELCOME AT THEIR SCHOOL.

## QUESTIONS

- CAN YOU BE YOURSELF WITH OTHER STUDENTS?
- DO YOU FEEL LIKE A REAL PART OF YOUR SCHOOL COMMUNITY?
- ARE STUDENTS FRIENDLY TO YOU?

# ELEMENTARY SCHOOL BELONGING (1-3 SCALE)

## Average Ratings & Percentage of 3's



# ACADEMIC CHALLENGE THEME, ELEMENTARY

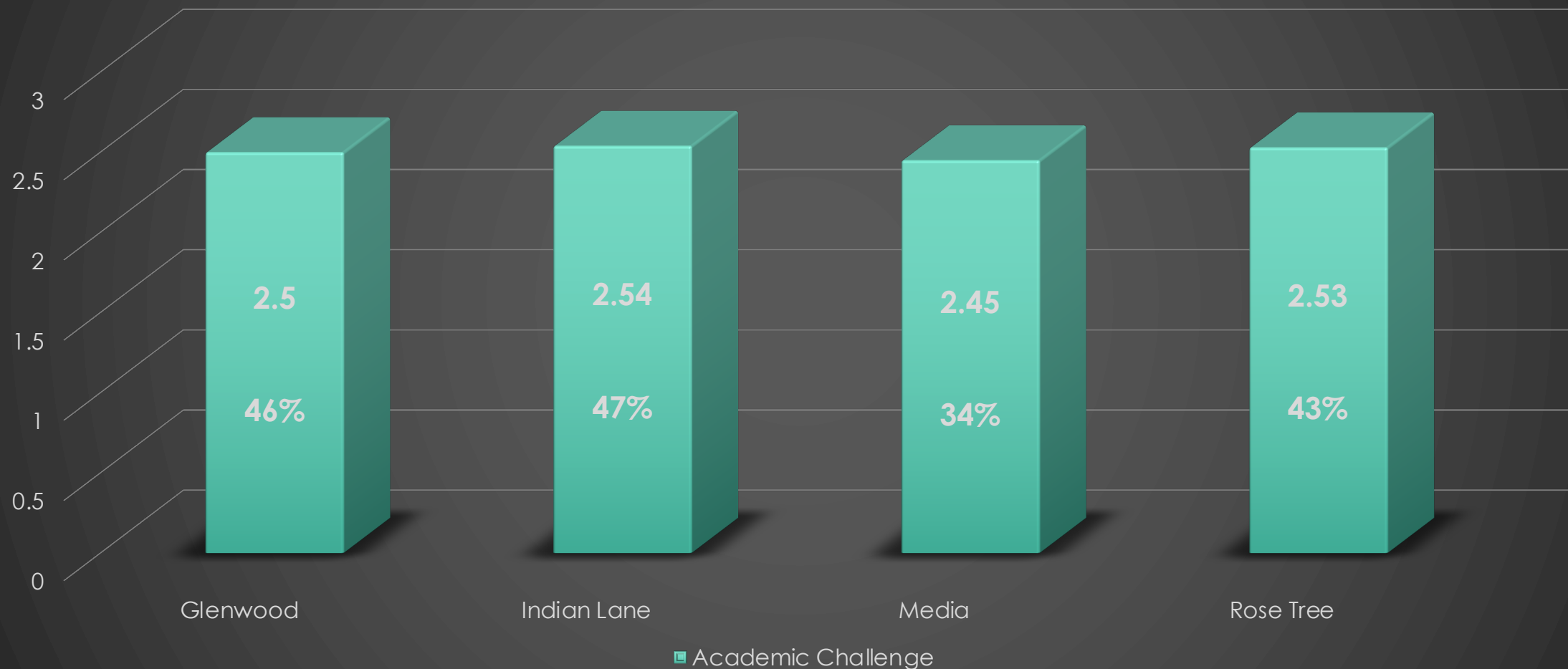
THE DEGREE TO WHICH STUDENTS FEEL THEIR LEARNING IS CHALLENGING AND RELEVANT.

## QUESTIONS:

- DOES THE WORK YOU DO IN CLASS MAKE YOU REALLY THINK?
- DO YOU LEARN A LOT IN YOUR CLASS?
- DO YOU LEARN INTERESTING THINGS IN YOUR CLASS?
- DOES WHAT YOU LEARN IN CLASS HELP YOU OUTSIDE OF SCHOOL?

# ELEMENTARY SCHOOL ACADEMIC CHALLENGE (1-3 SCALE)

## Average Ratings & percentage of 3's



# INSTRUCTIONAL METHODS (ELEMENTARY ONLY)

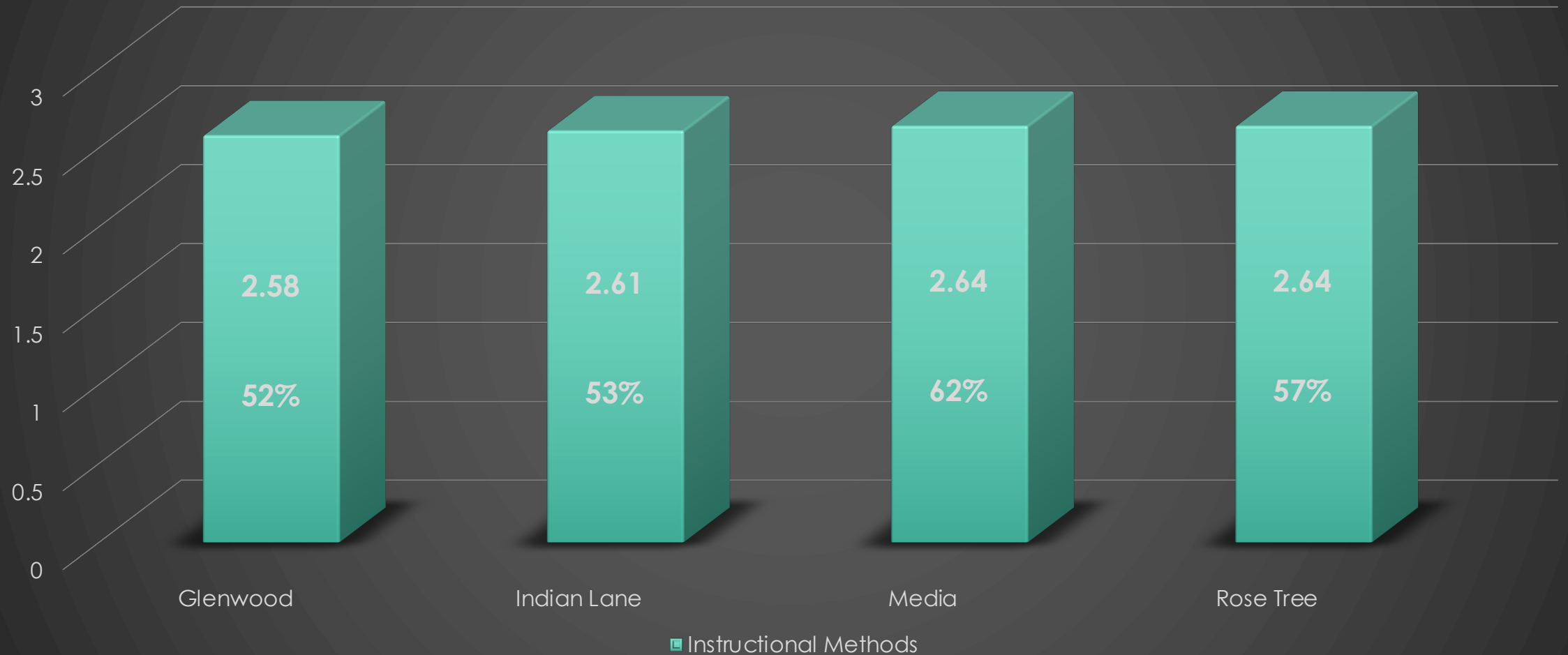
## QUESTIONS:

- WHEN YOU MAKE A MISTAKE, DOES YOUR TEACHER HELP YOU CORRECT IT?
- DOES YOUR TEACHER ASK YOU IF YOU UNDERSTAND WHAT YOU ARE LEARNING?
- DOES YOUR TEACHER LET YOU EXPLAIN YOUR IDEAS?
- DOES YOUR TEACHER EXPLAIN THINGS IN WAYS YOU CAN UNDERSTAND?



# ELEMENTARY SCHOOL INSTRUCTIONAL METHODS (1-3 SCALE)

## Average Ratings and Percentage of 3's



# ELEMENTARY SCHOOL STAFF SURVEYS (1-5 SCALE)

## Average Ratings



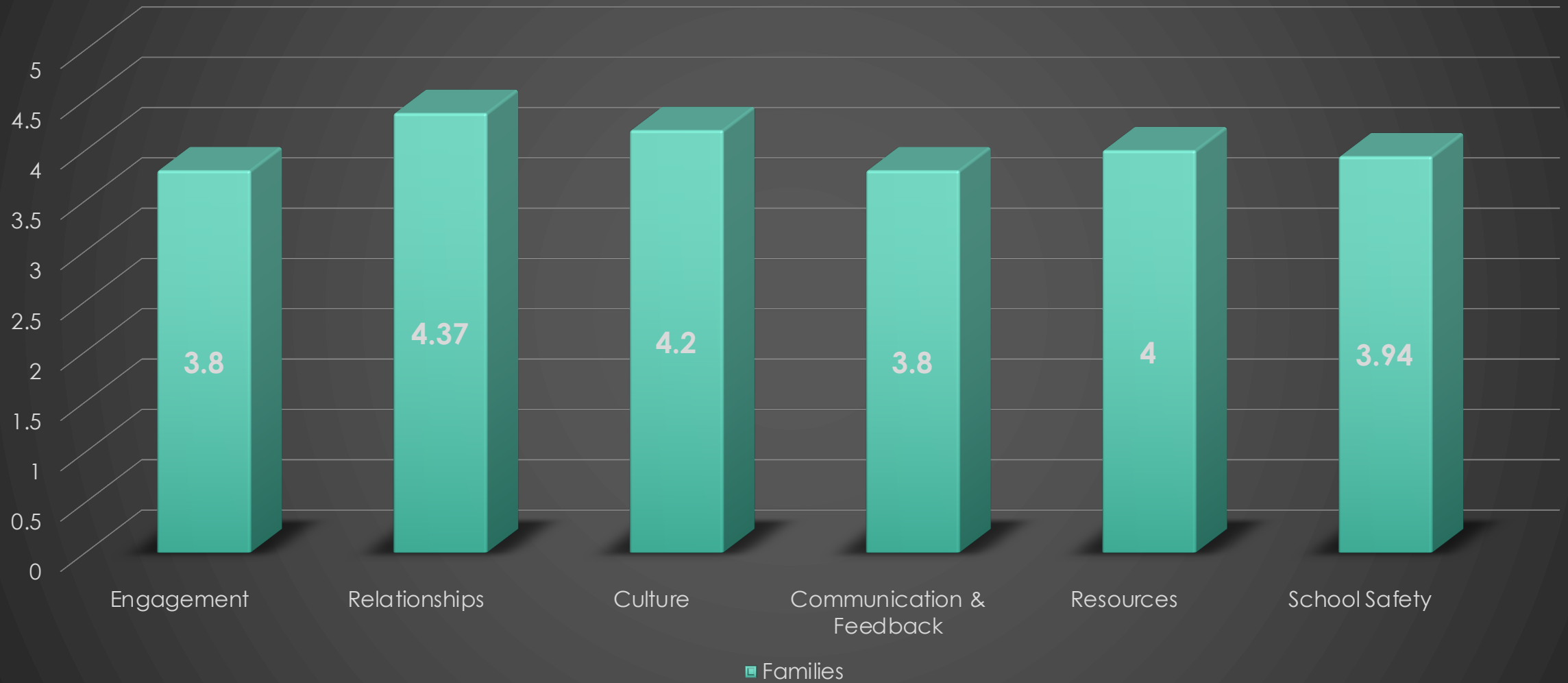
# ELEMENTARY SCHOOL FAMILY SURVEY

FAMILY MEMBERS AT RTMSD WERE SURVEYED IN NOVEMBER 2021 ABOUT THEIR PERCEPTIONS OF THEIR SCHOOL IN TERMS OF ENGAGEMENT, RELATIONSHIPS, CULTURE, SCHOOL SAFETY, RESOURCES, AND COMMUNICATION AND FEEDBACK.

THIS REPORT REPRESENTS FEEDBACK FROM **905** FAMILY MEMBERS. **BASED ON THE ENROLLMENT DATA PROVIDED, YOU HAD A 47% RESPONSE RATE.**

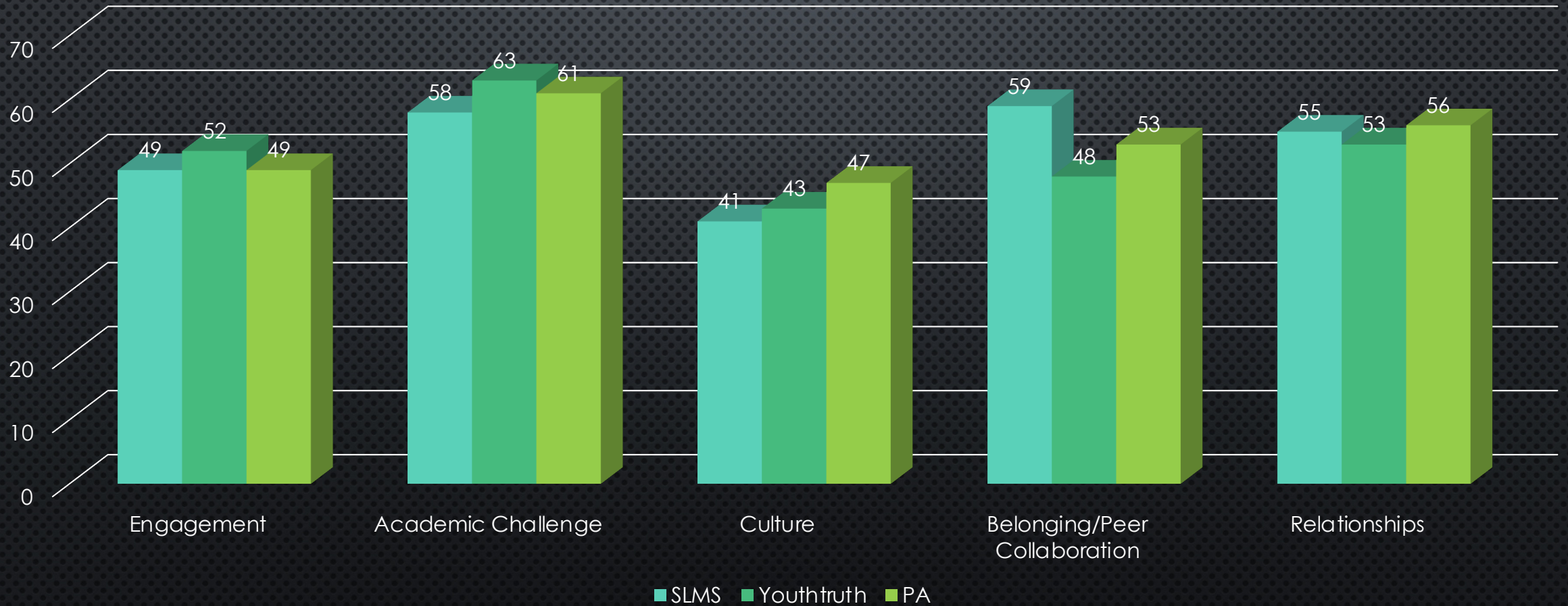
# ELEMENTARY SCHOOL FAMILY SURVEY (1-5 SCALE)

## Average Ratings



# SPRINGTON LAKE MIDDLE SCHOOL STUDENT SURVEY SUMMARY

Percent Positives, 4's & 5's



# ENGAGEMENT THEME SUMMARY

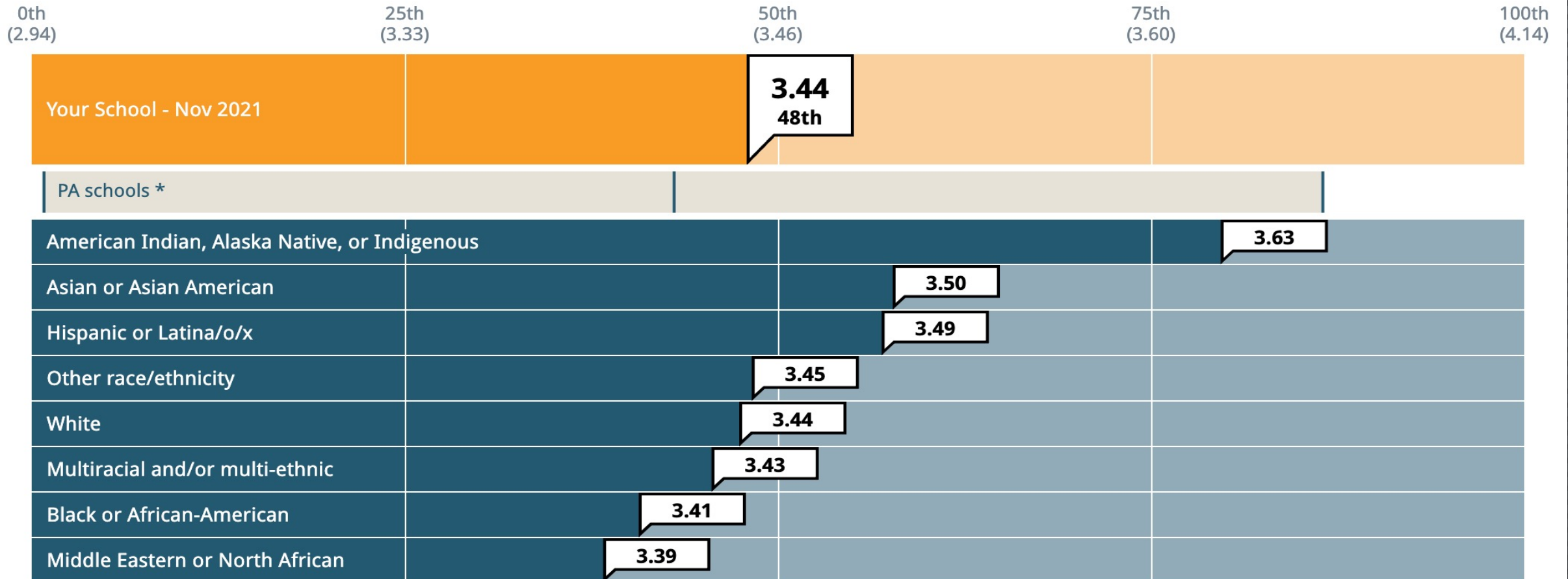
HERE IS THE FULL LIST OF QUESTIONS IN THE ENGAGEMENT THEME:

- I ENJOY SCHOOL MOST OF THE TIME.
- I TAKE PRIDE IN MY SCHOOL WORK.
- WHAT I LEARN IN CLASS HELPS ME OUTSIDE OF SCHOOL.

# ENGAGEMENT SUMMARY MEASURE

## Engagement Summary Measure

This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.



# ACADEMIC CHALLENGE THEME SUMMARY

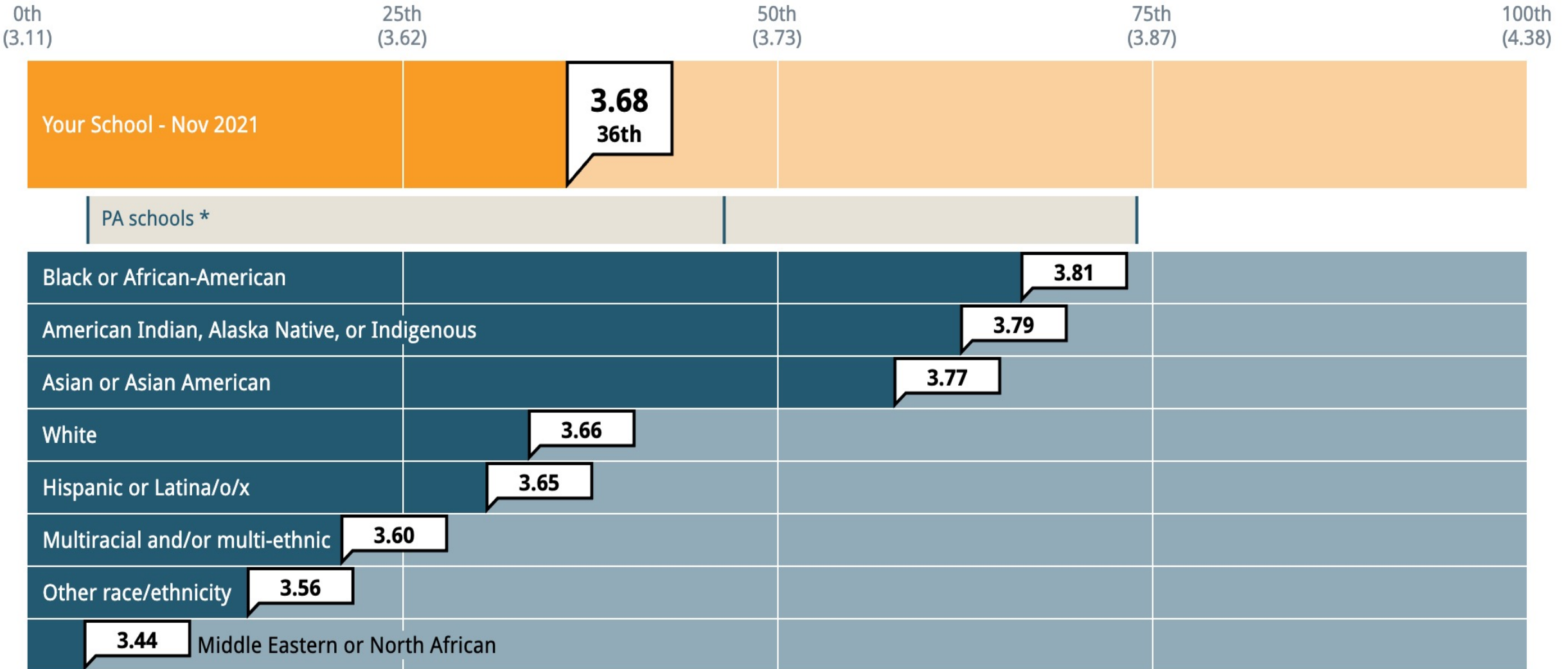
HERE IS THE FULL LIST OF QUESTIONS IN THE ACADEMIC CHALLENGE THEME:

- IN ORDER TO GET A GOOD GRADE, I HAVE TO WORK HARD IN MY CLASSES.
- THE WORK THAT I DO FOR MY CLASSES MAKES ME REALLY THINK.
- MY TEACHERS EXPLAIN THINGS IN A WAY THAT I UNDERSTAND.
- MY TEACHERS GIVE ME ASSIGNMENTS THAT REALLY HELP ME LEARN.



# ACADEMIC CHALLENGE SUMMARY MEASURE

This summary measure describes the degree to which students feel they are challenged by their coursework and teachers.



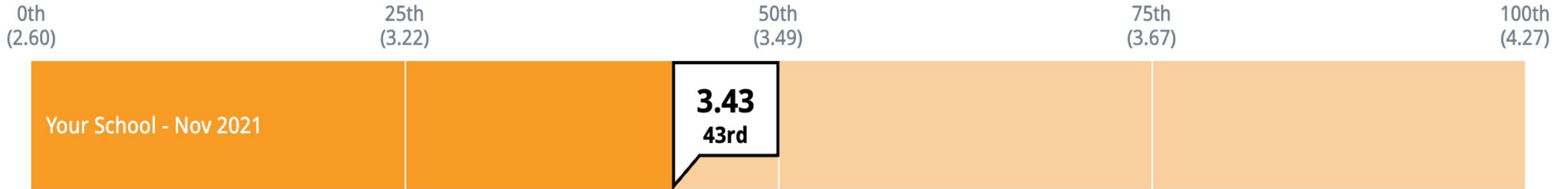
# CULTURE THEME SUMMARY

HERE IS THE FULL LIST OF QUESTIONS IN THE CULTURE THEME:

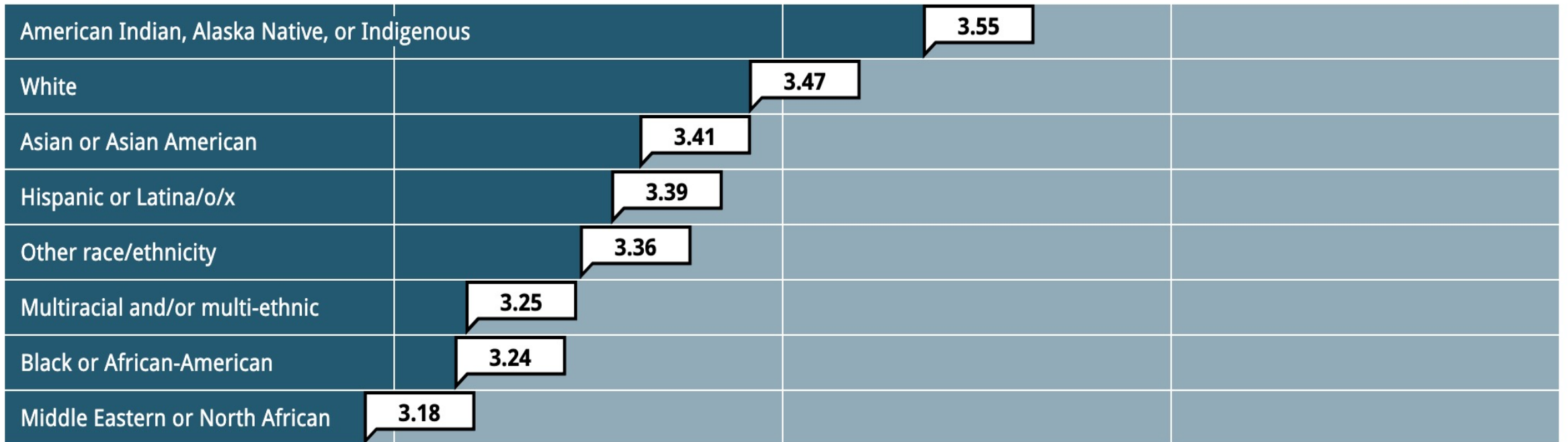
- DISCIPLINE IN THIS SCHOOL IS FAIR.
- MY CLASSMATES WANT TO DO WELL IN SCHOOL.
- ADULTS FROM MY SCHOOL TREAT STUDENTS WITH RESPECT.
- STUDENTS FROM MY SCHOOL TREAT ADULTS WITH RESPECT.

# CULTURE SUMMARY MEASURE

This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.



PA schools \*



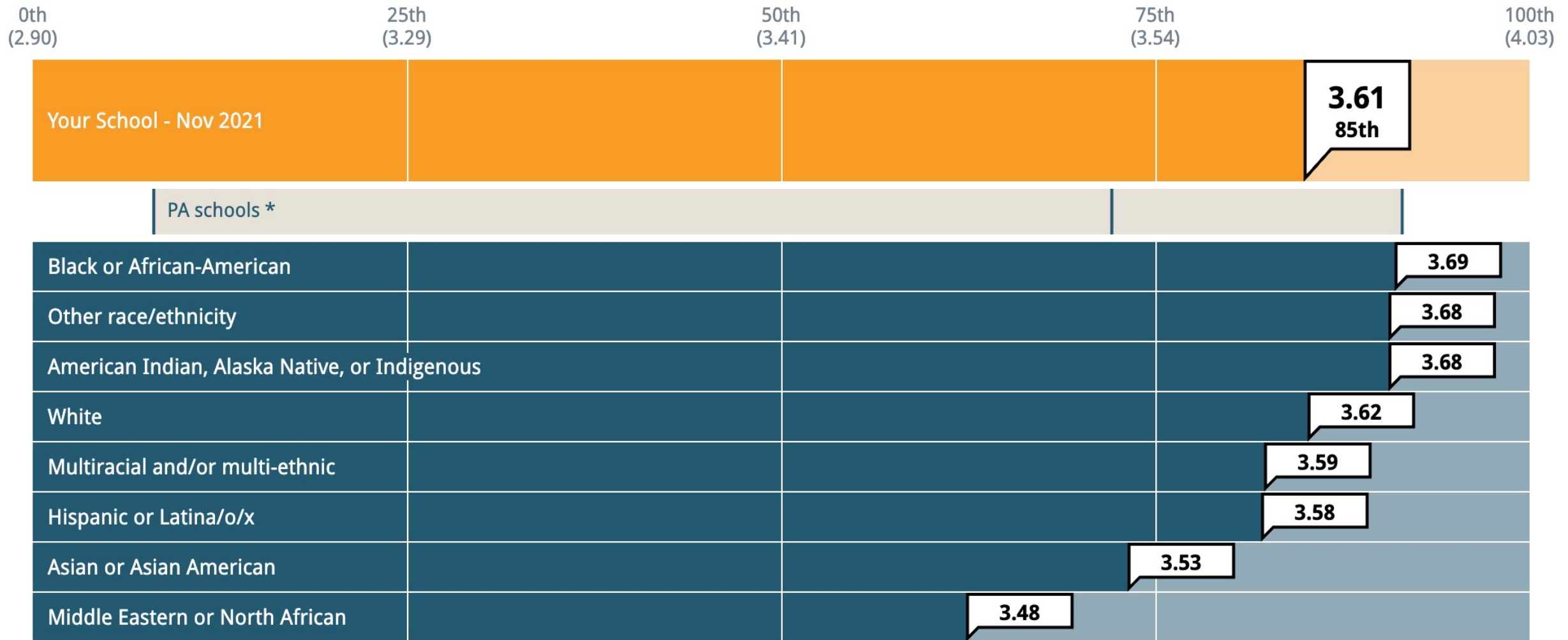
# BELONGING & PEER COLLABORATION THEME SUMMARY

HERE IS THE FULL LIST OF QUESTIONS IN THE BELONGING & PEER COLLABORATION THEME:

- I REALLY FEEL LIKE A PART OF MY SCHOOL'S COMMUNITY.
- I CAN USUALLY BE MYSELF AROUND OTHER STUDENTS.
- MOST STUDENTS ARE FRIENDLY TO ME.

# BELONGING & PEER COLLABORATION SUMMARY MEASURE

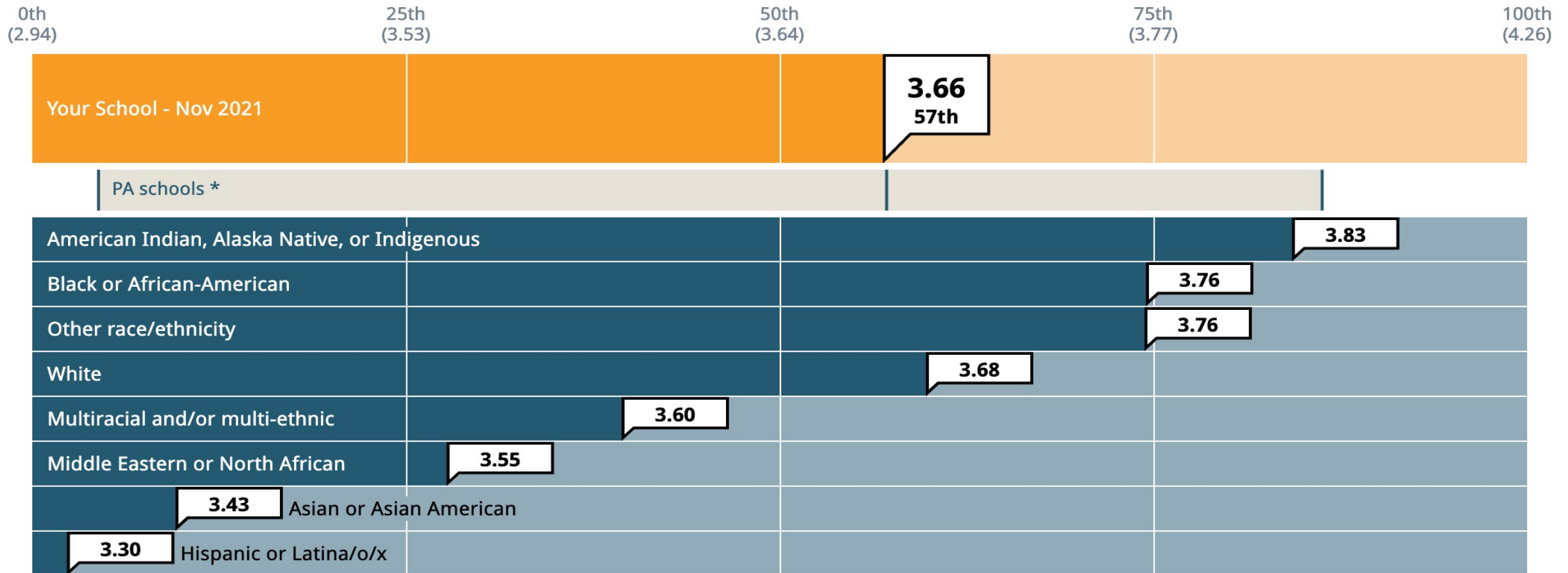
This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.



# SAMPLE OF STUDENT BELONGING RESPONSES

## I can usually be myself around other students.

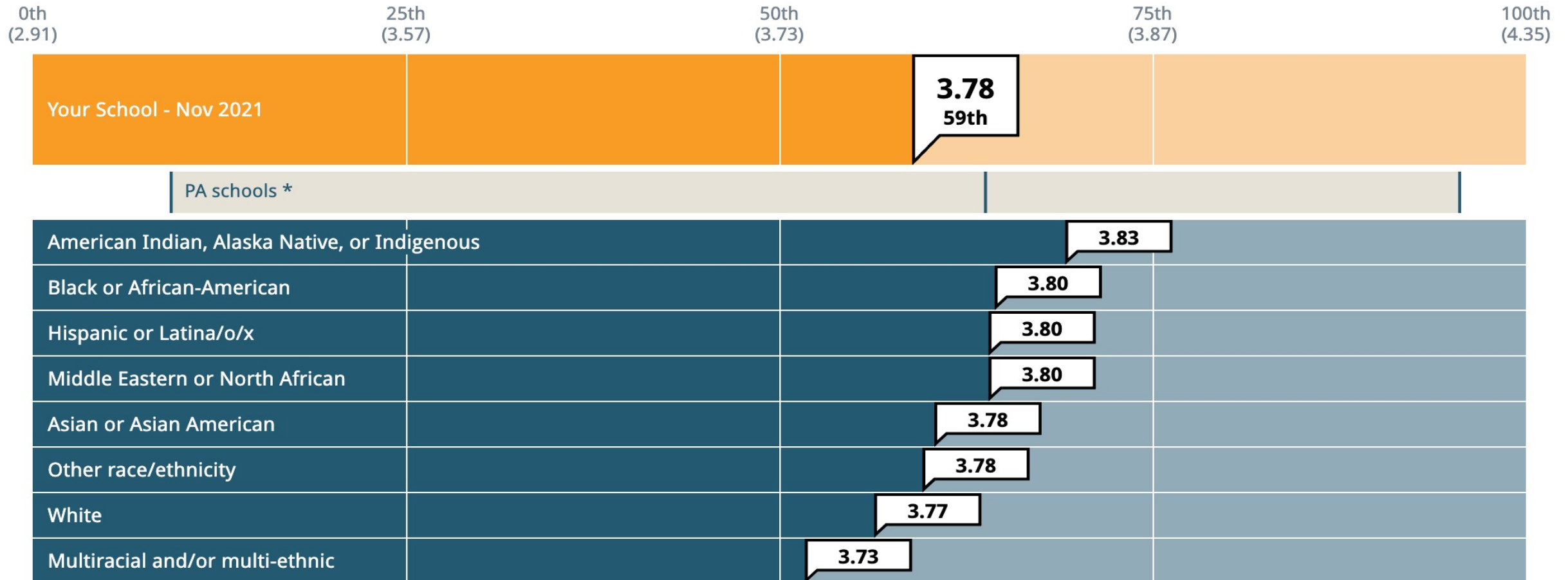
1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



# SAMPLE OF STUDENT BELONGING RESPONSES

## Most students are friendly to me.

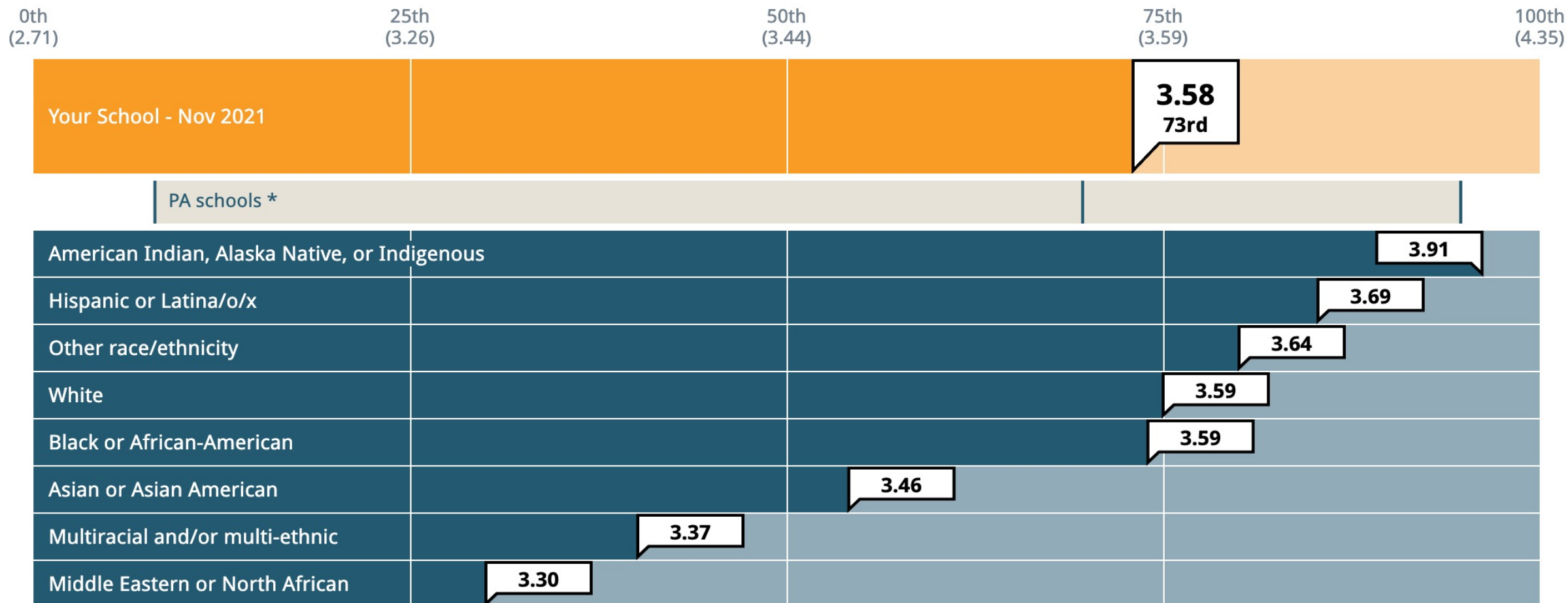
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# SAMPLE OF STUDENT BELONGING RESPONSES

**I really feel like a part of my school's community.**

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree





# RELATIONSHIPS THEME SUMMARY

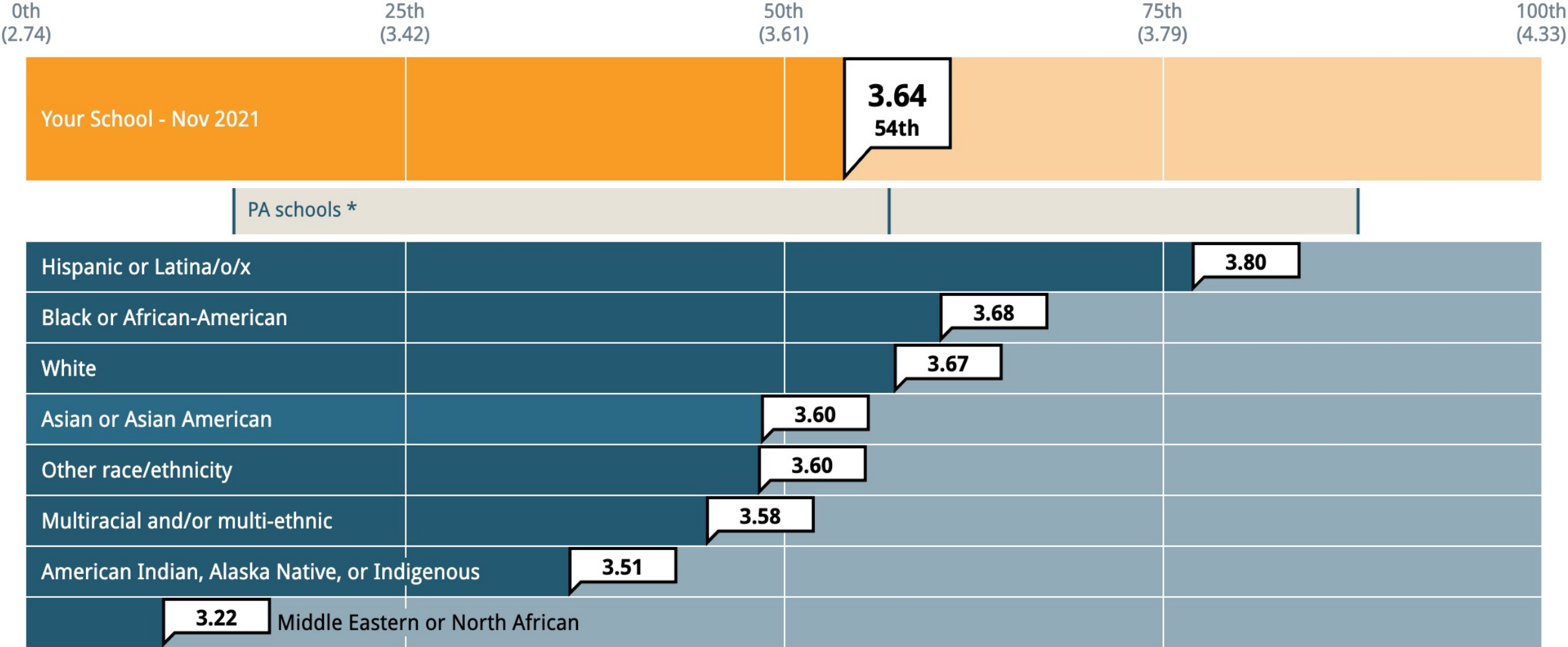
HERE IS THE FULL LIST OF QUESTIONS IN THE RELATIONSHIPS THEME:

- HOW MANY OF YOUR TEACHERS ARE WILLING TO GIVE EXTRA HELP ON SCHOOL WORK IF YOU NEED IT?
- HOW MANY OF YOUR TEACHERS TRY TO BE FAIR?
- HOW MANY OF YOUR TEACHERS BELIEVE THAT YOU CAN GET A GOOD GRADE IF YOU TRY?
- HOW MANY OF YOUR TEACHERS ARE NOT JUST SATISFIED IF YOU PASS, THEY CARE IF YOU'RE REALLY LEARNING?
- HOW MANY OF YOUR TEACHERS CONNECT WHAT YOU'RE LEARNING IN CLASS WITH YOUR LIFE OUTSIDE OF SCHOOL?
- HOW MANY OF YOUR TEACHERS TRY TO UNDERSTAND WHAT YOUR LIFE IS LIKE OUTSIDE OF SCHOOL?

**52%** OF SLMS STUDENTS REPORT THAT *THERE IS AT LEAST ONE ADULT AT SCHOOL WHO WOULD BE WILLING TO HELP THEM WITH A PERSONAL PROBLEM*. THIS IS **SIMILAR** TO THE PERCENTAGE AT OTHER PARTICIPATING MIDDLE SCHOOLS.

# RELATIONSHIPS SUMMARY MEASURE

This summary measure describes the degree to which students feel they receive support and personal attention from their teachers.



# DIVERSITY, EQUITY AND INCLUSION THEME SUMMARY

STUDENTS AT SLMS WERE ASKED A SERIES OF QUESTIONS ABOUT THEIR EXPERIENCES WITH DIVERSITY, EQUITY AND INCLUSION AT THEIR SCHOOLS.

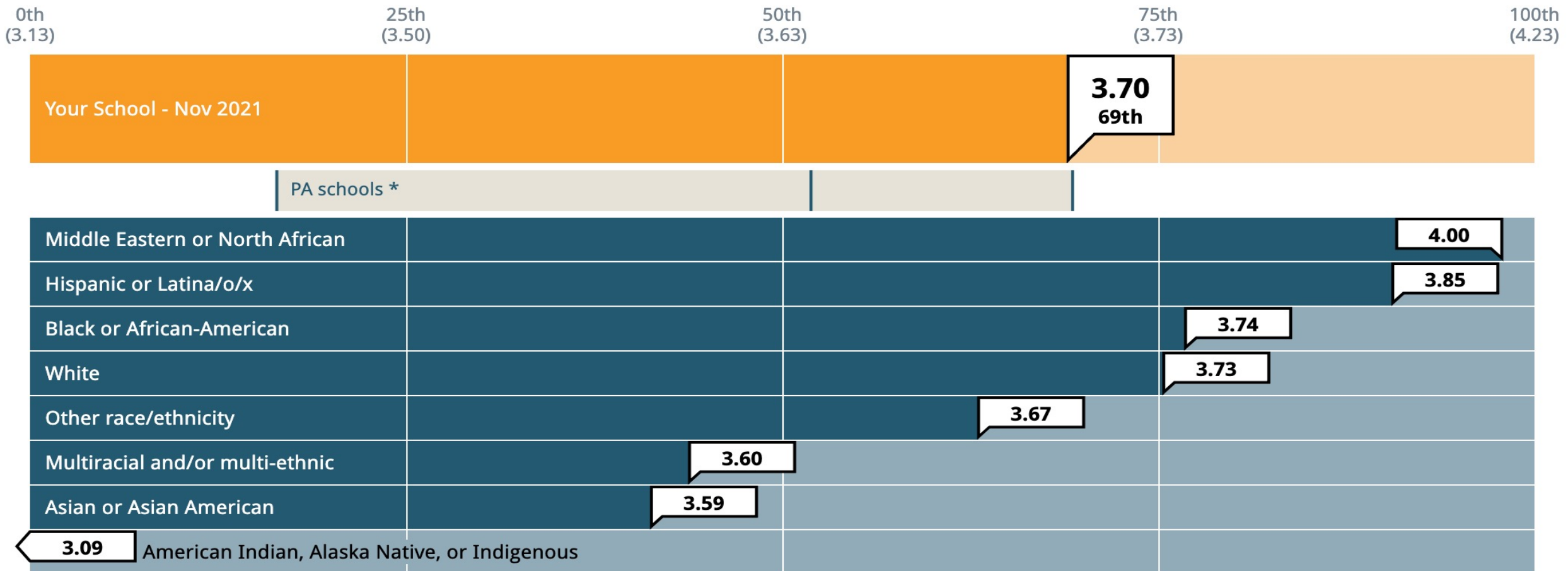
THE EQUITY ADDITIONAL TOPIC MODULE WAS DEVELOPED TO ASSESS STUDENTS' SCHOOL EXPERIENCES THROUGH THE LENS OF DIVERSITY, INCLUSION AND SOCIAL JUSTICE.

YOU WILL SEE SAMPLES IN THE NEXT FEW SLIDES.

# SAMPLE OF STUDENT DEI RESPONSES: RACE/ETHNICITY

When talking to students from my school, I feel comfortable talking about my race or ethnicity.

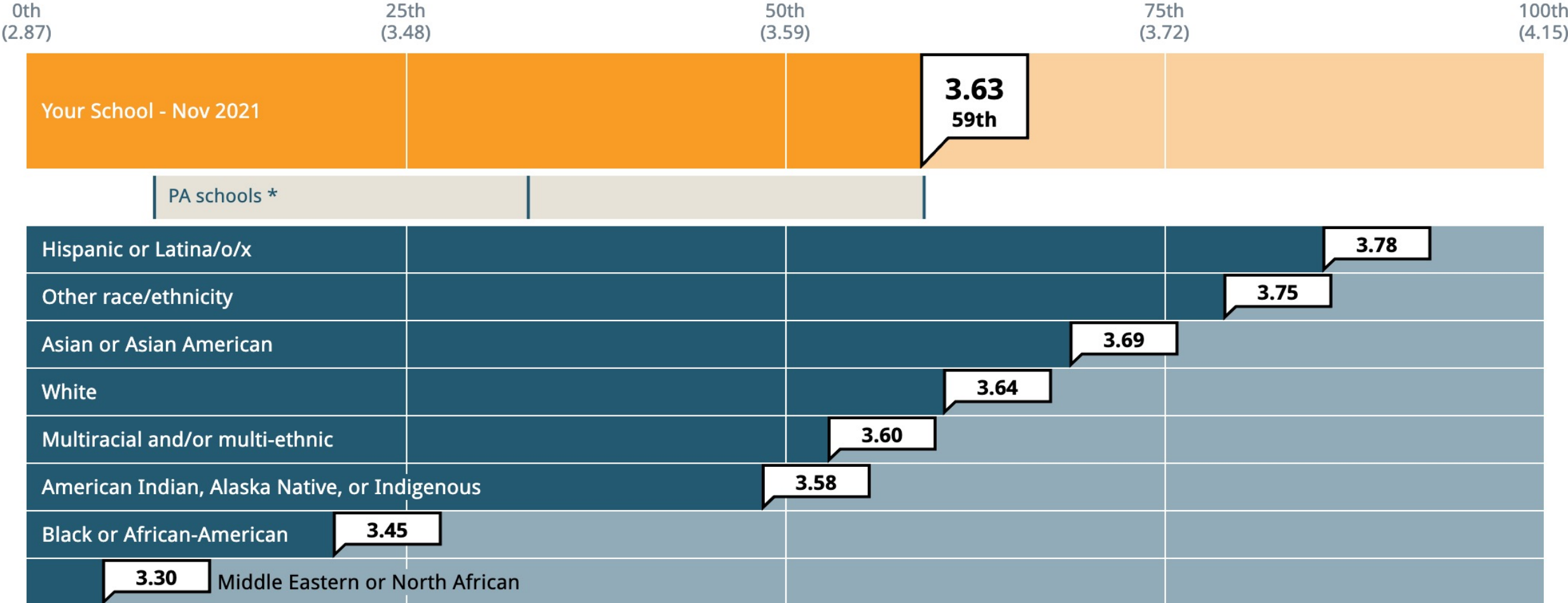
1 = Strongly agree    3 = Neither agree nor disagree    5 = Strongly agree



# SAMPLE OF STUDENT DEI RESPONSES: RACE/ETHNICITY

When talking to adults from my school, I feel comfortable talking about my race or ethnicity.

1 = Strongly agree    3 = Neither agree nor disagree    5 = Strongly disagree

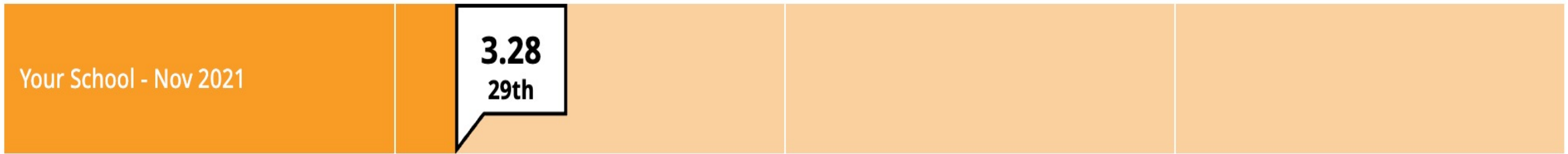


# SAMPLE OF STUDENT DEI RESPONSES: GENDER IDENTITY

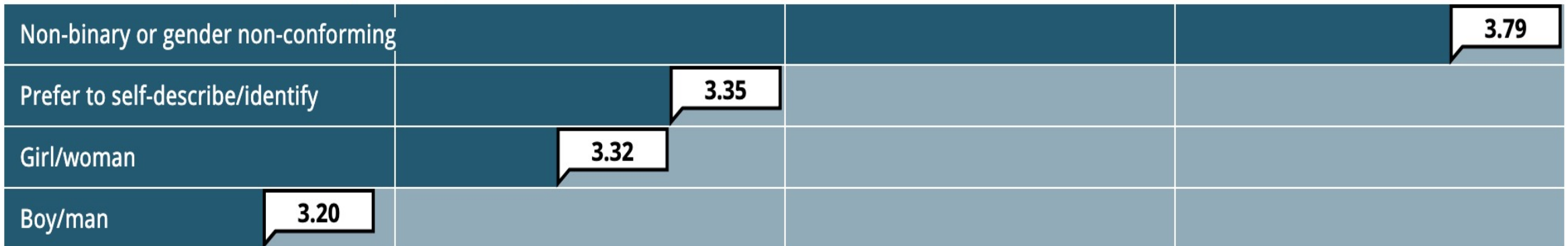
Students from my school value people of diverse gender identities. (e.g. Men, Women, Transgender, people who identify in a different way, etc.)

1 = Strongly agree    3 = Neither agree nor disagree    5 = Strongly agree

0th (2.87)                      25th (3.26)                      50th (3.38)                      75th (3.54)                      100th (3.98)



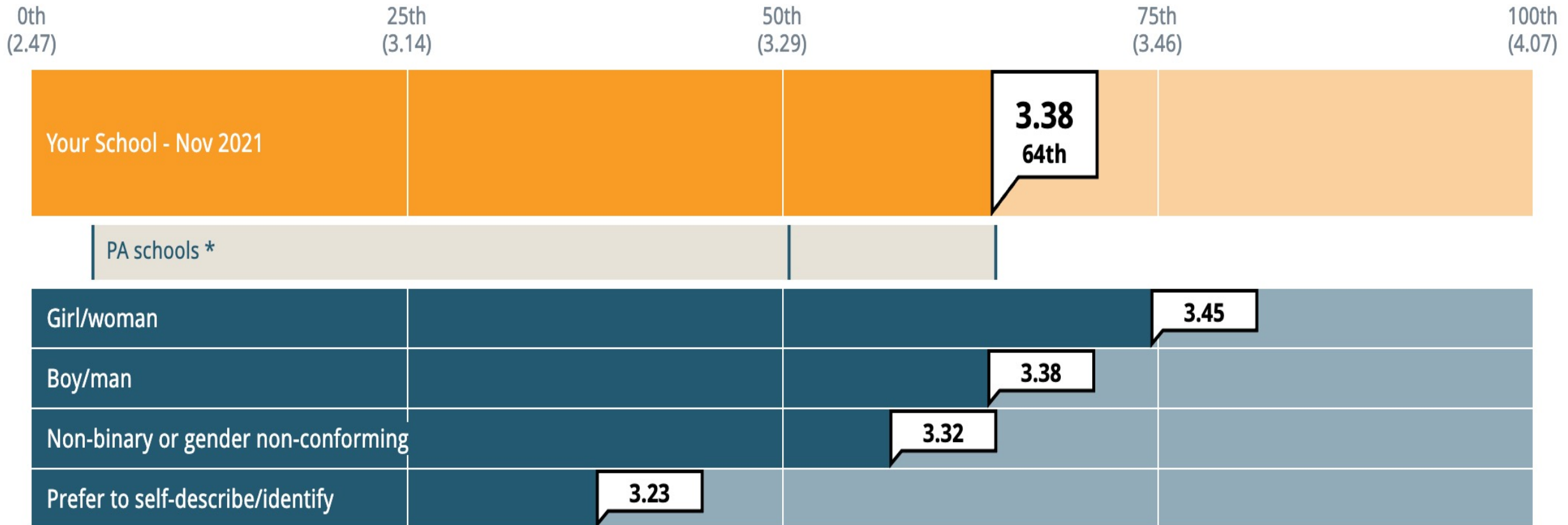
PA schools \*



# SAMPLE OF STUDENT DEI RESPONSES: SEXUAL ORIENTATION

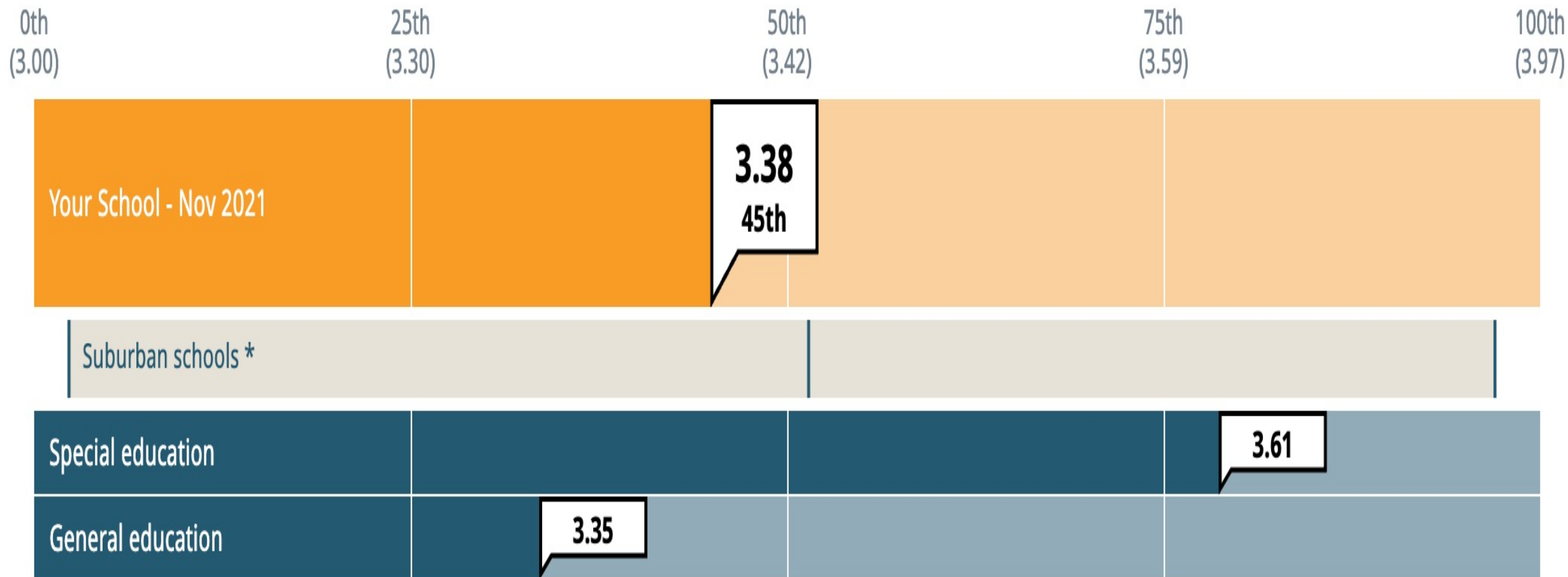
When talking to adults from my school, I feel comfortable talking about my sexual orientation. (e.g. gay, straight, bisexual, etc.)

1 = Strongly agree    3 = Neither agree nor disagree    5 = Strongly agree



# SAMPLE OF STUDENT DEI RESPONSES: DIFFERENT ABILITIES

Students from my school value people of different abilities. (e.g. people with disabilities).





# SPRINGTON LAKE MIDDLE SCHOOL FAMILY SURVEY

THIS REPORT REPRESENTS FEEDBACK FROM **423** FAMILY MEMBERS. **BASED ON THE ENROLLMENT DATA PROVIDED, YOU HAD A 45% RESPONSE RATE.**

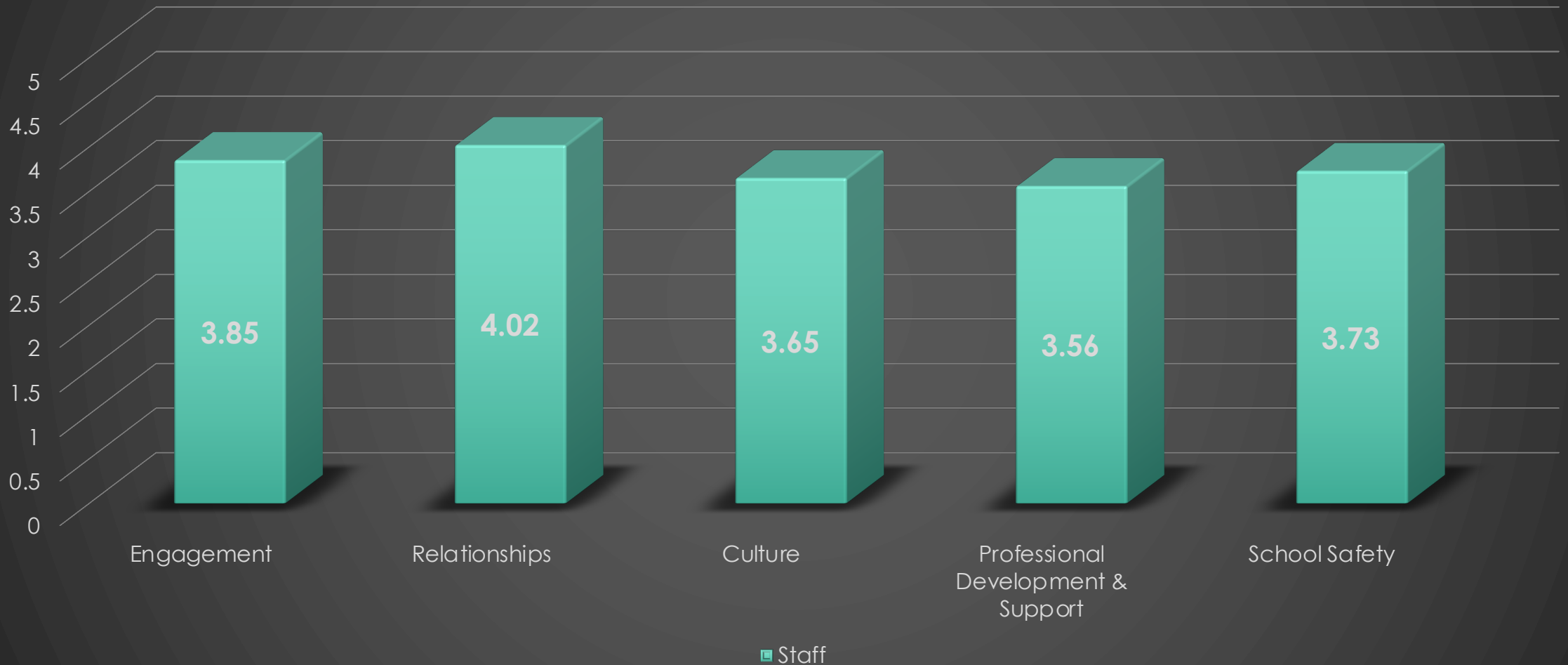
# SPRINGTON LAKE MIDDLE SCHOOL FAMILY SURVEYS (1-5 SCALE)

## Average Ratings



# SPRINGTON LAKE MIDDLE SCHOOL STAFF SURVEYS (1-5 SCALE)

## Average Ratings



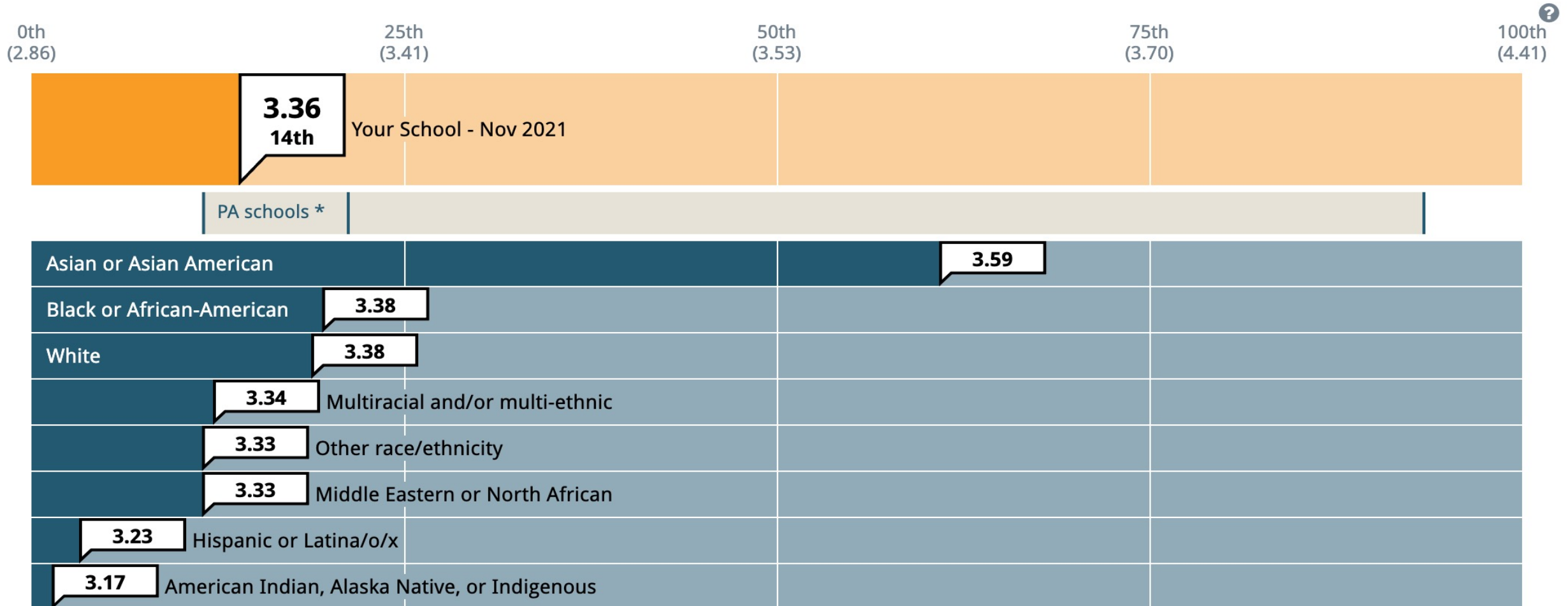
# PENNCREST HIGH SCHOOL STUDENT SURVEY SUMMARY

Percent Positives, 4's & 5's



# ENGAGEMENT THEME SUMMARY MEASURE

This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.

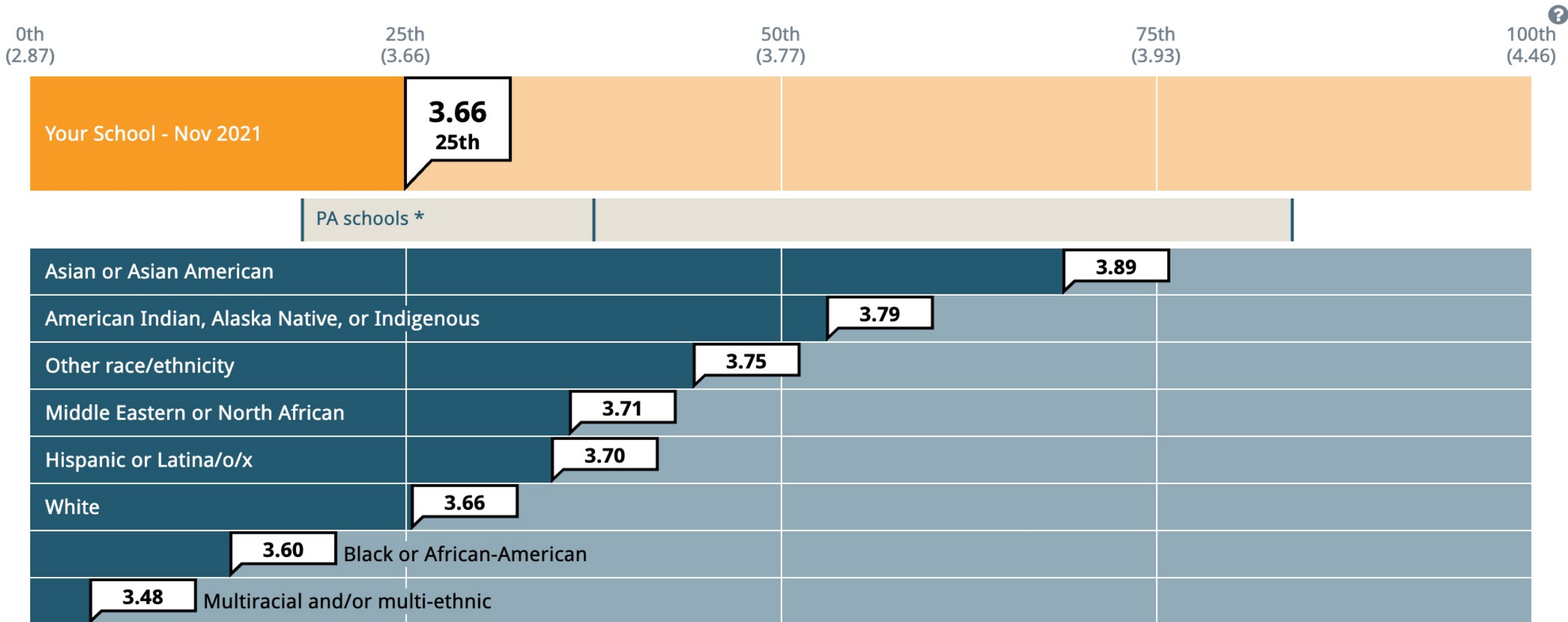


# PERCENT POSITIVES ENGAGEMENT THEME PENNCREST HIGH SCHOOL

Question	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
I take pride in my school work.	63%	64%	65%
I try to do my best in school.	84%	79%	81%
I enjoy school most of the time.	32%	46%	39%
My teachers' expectations make me want to do my best.	48%	59%	55%
What I learn in class helps me outside of school.	28%	43%	33%

# ACADEMIC CHALLENGE THEME SUMMARY MEASURE

This summary measure describes the degree to which students feel they are challenged by their coursework and teachers.



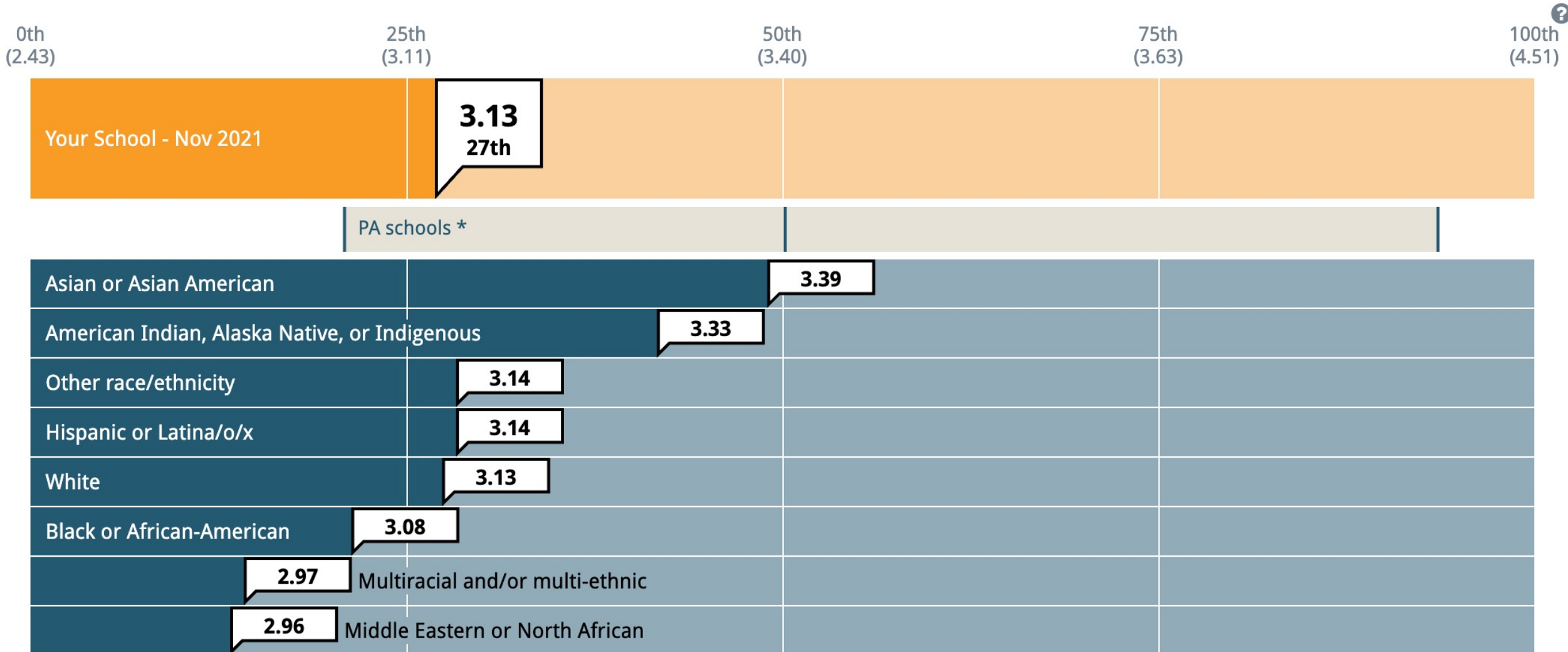
# PERCENT POSITIVES ACADEMIC CHALLENGE THEME PENNCREST HIGH SCHOOL

<b>Question</b>	<b>Your School - Nov 2021</b>	<b>Typical YouthTruth school</b>	<b>Typical PA school *</b>
In order to receive a good grade, I have to work hard in my classes.	75%	78%	76%
The work that I do for my classes makes me really think.	47%	60%	55%
I can tell that my teachers understand the subjects that they are teaching.	76%	73%	77%
My teachers give me assignments that help me to better understand the subject.	53%	62%	58%



# CULTURE THEME SUMMARY MEASURE

This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.

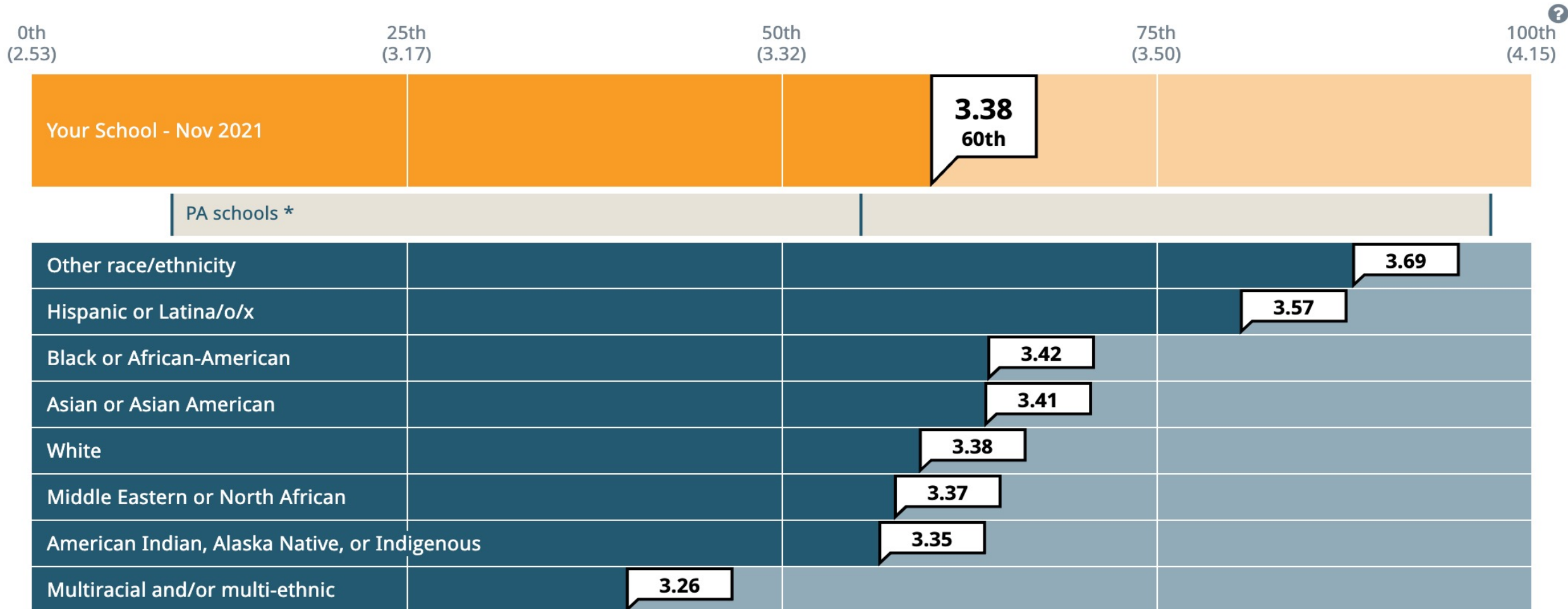


# PERCENT POSITIVES CULTURE THEME PENNCREST HIGH SCHOOL

<b>Question</b>	<b>Your School - Nov 2021</b>	<b>Typical YouthTruth school</b>	<b>Typical PA school *</b>
Most students in this school treat adults with respect.	27%	43%	44%
Most adults in this school treat students with respect.	56%	66%	68%
Most students in this school want to do well in class.	45%	47%	49%
Discipline in this school is fair.	27%	45%	43%

# BELONGINGNESS AND PEER COLLABORATION SUMMARY MEASURE

This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.



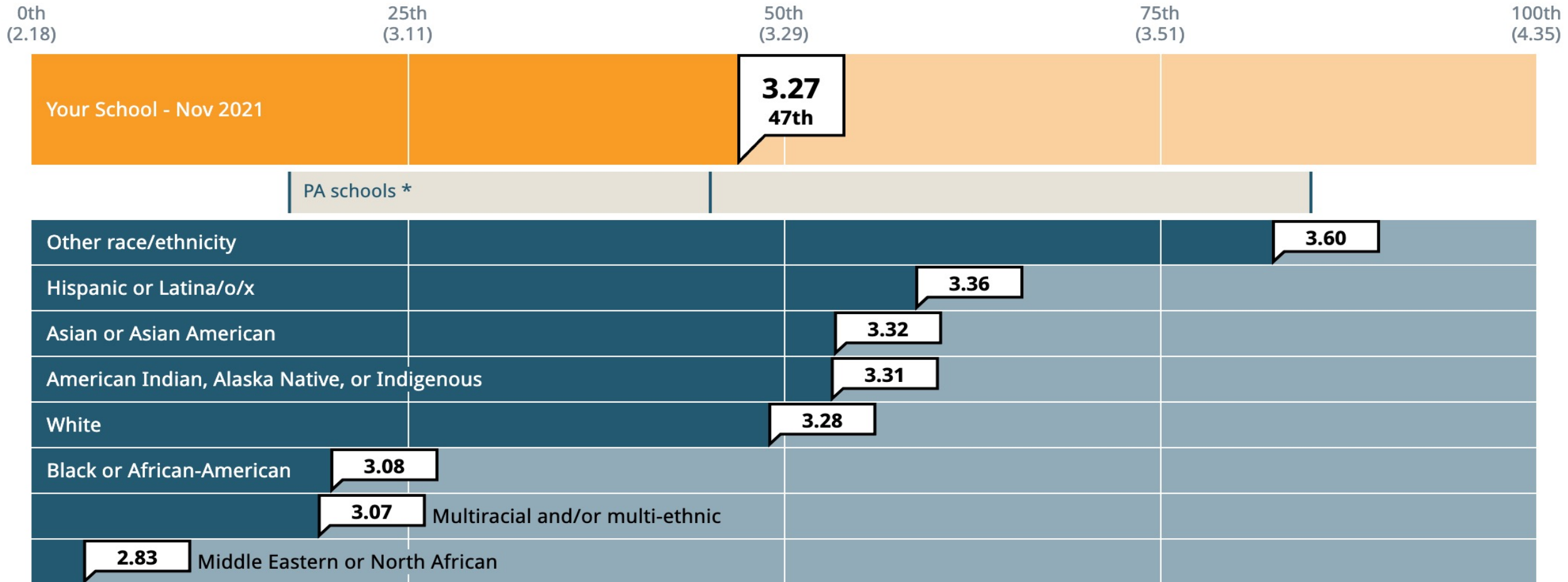
# PENNCREST HIGH SCHOOL PERCENT POSITIVES BELONGING AND PEER COLLABORATION THEME

<b>Question</b>	<b>Your School - Nov 2021</b>	<b>Typical YouthTruth school</b>	<b>Typical PA school *</b>
I really feel like part of my school's community.	46%	46%	47%
I can usually be myself around other students at this school.	52%	59%	60%
Most students at this school are friendly to me.	72%	65%	72%
How often do you work with other students for your classes because your teachers ask or tell you to?	53%	43%	49%
How often do you work with other students for your classes, even when your teacher doesn't ask or tell you to?	36%	32%	33%

# SAMPLE OF STUDENT BELONGINGNESS AND PEER COLLABORATION RESPONSE

## I really feel like part of my school's community.

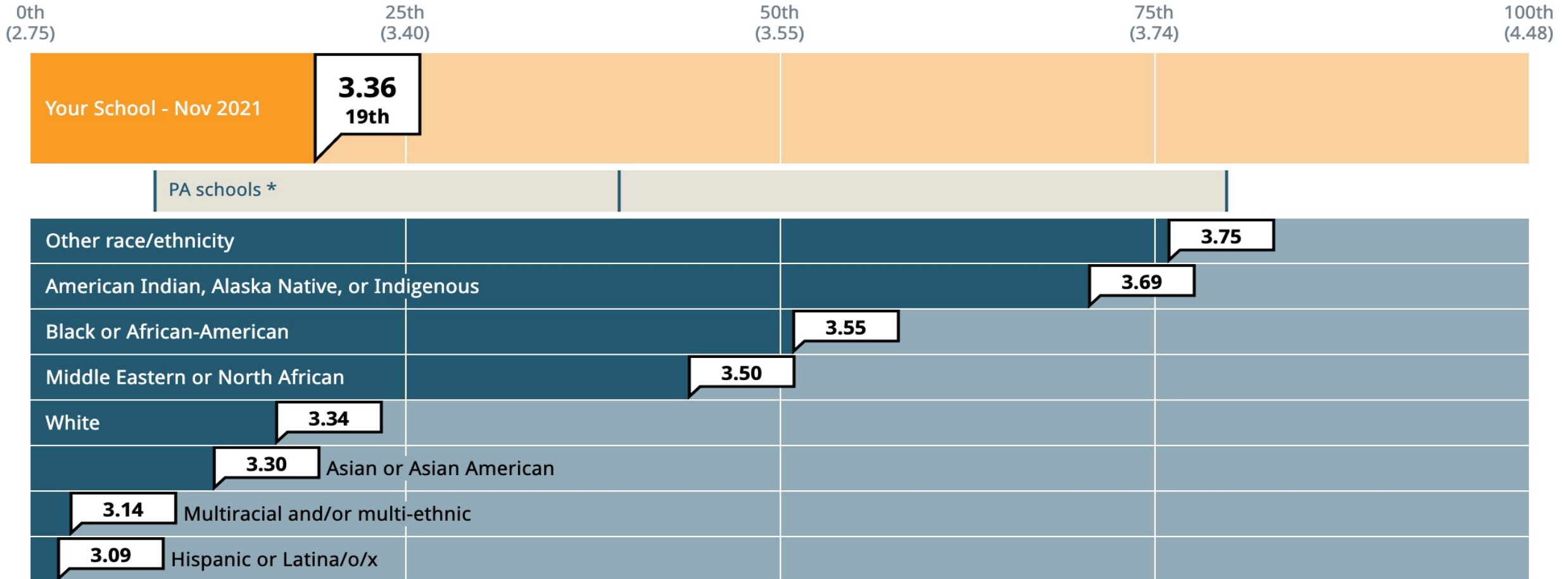
1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



# SAMPLE OF STUDENT BELONGINGNESS AND PEER COLLABORATION RESPONSE

**I can usually be myself around other students at this school.**

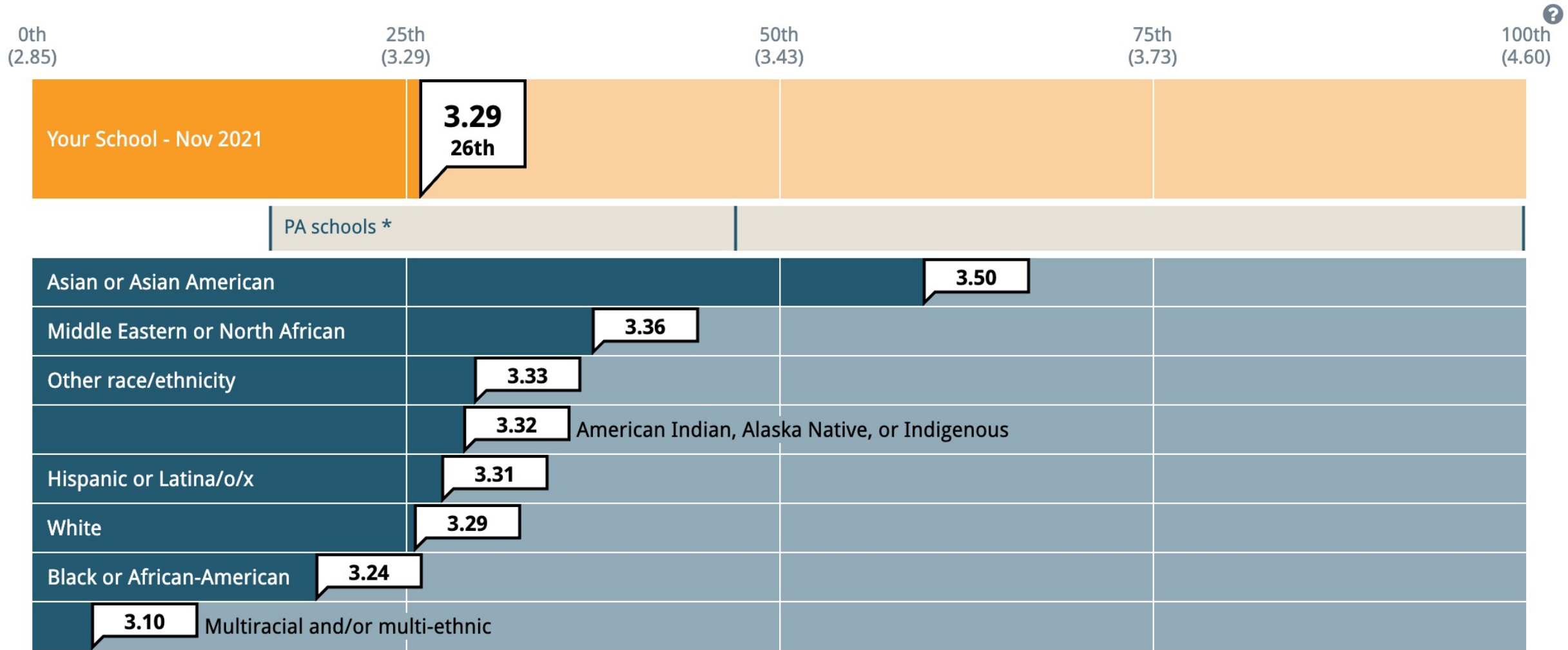
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# RELATIONSHIPS THEME SUMMARY MEASURE

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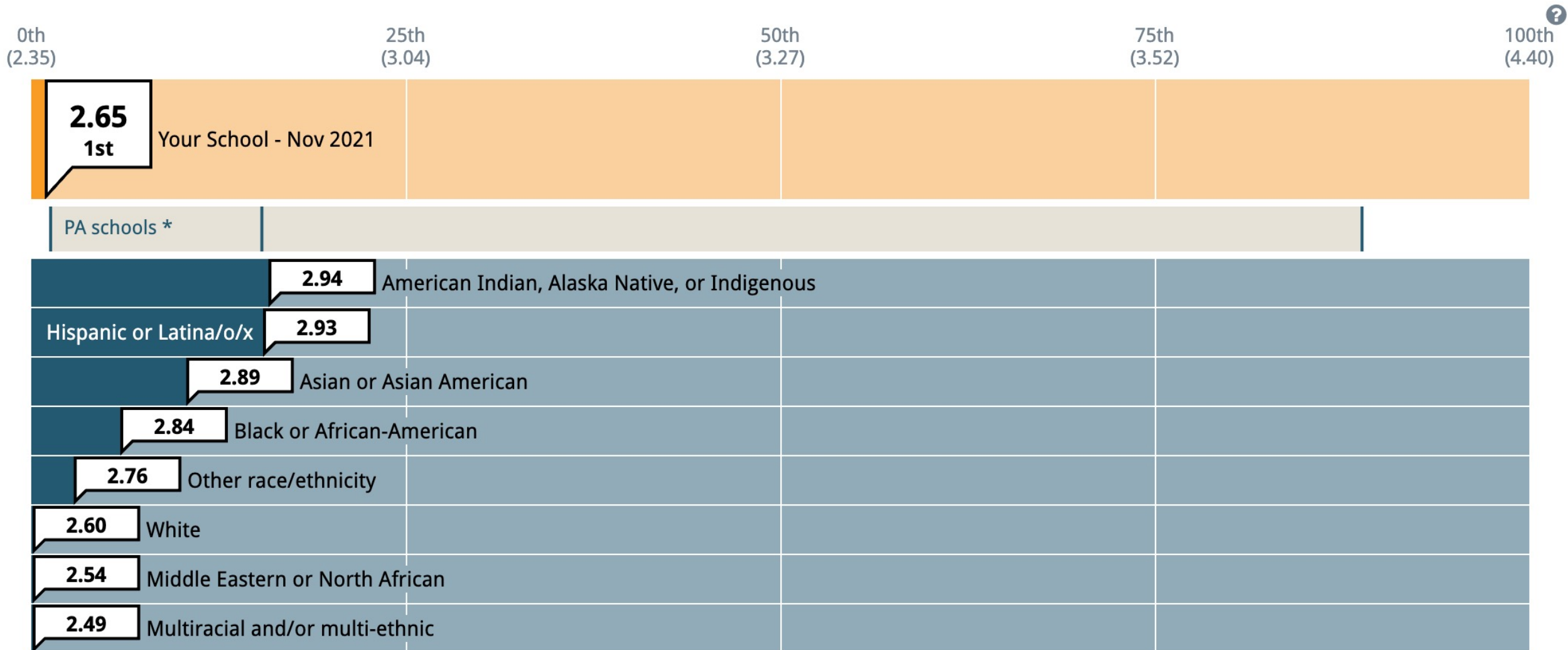


# PENNCREST HIGH SCHOOL PERCENT POSITIVES RELATIONSHIPS THEME

<b>Question</b>	<b>Your School - Nov 2021</b>	<b>Typical YouthTruth school</b>	<b>Typical PA school *</b>
How many of your teachers are willing to give extra help on school work if you need it?	72%	66%	72%
How many of your teachers try to be fair?	59%	62%	66%
How many of your teachers believe that you can get a good grade if you try?	83%	79%	84%
How many of your teachers are not just satisfied if you pass, they care if you're really learning?	36%	51%	46%
How many of your teachers connect what you're learning in class with your life outside of school?	18%	33%	24%
How many of your teachers make an effort to understand what your life is like outside of school?	12%	31%	25%

# COLLEGE & CAREER READINESS SUMMARY MEASURE

This summary measure describes the degree to which students feel equipped to pursue college and careers.



# PENNCREST HIGH SCHOOL PERCENT POSITIVES

## COLLEGE & CAREER READINESS THEME

<b>Question</b>	<b>Your School - Nov 2021</b>	<b>Typical YouthTruth school</b>	<b>Typical PA school *</b>
My school has helped me develop the skills and knowledge I will need for college level classes.	40%	54%	50%
My school has helped me understand the steps I need to take in order to apply to college.	22%	48%	37%
My school has helped me figure out which careers match my interests and abilities.	19%	42%	36%
My school has helped me understand the steps I need to take in order to have the career that I want.	17%	44%	32%

# DIVERSITY, EQUITY AND INCLUSION THEME SUMMARY

STUDENTS AT PHS WERE ASKED A SERIES OF QUESTION ABOUT THEIR EXPERIENCES WITH DIVERSITY, EQUITY AND INCLUSION AT THEIR SCHOOLS.

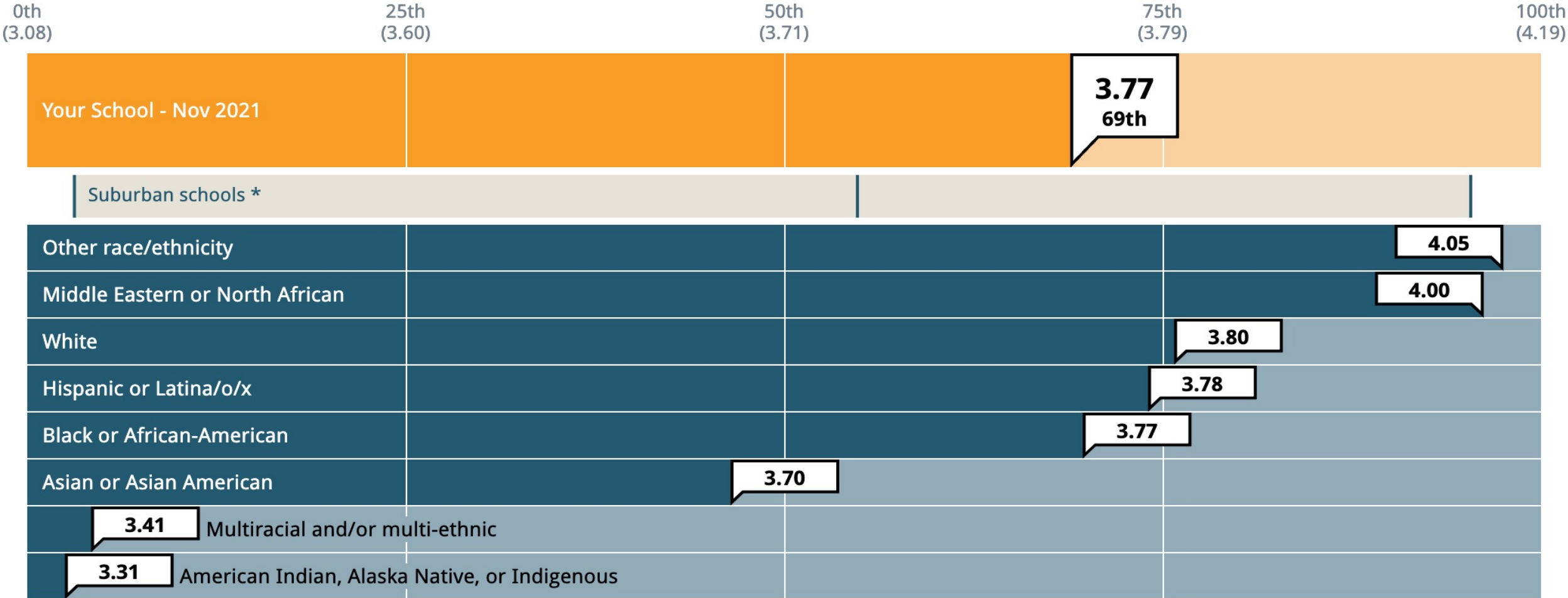
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YOU WILL SEE SAMPLES FROM EACH SECTION IN THE NEXT FEW SLIDES.

# SAMPLE OF STUDENT DEI RESPONSE: RACE/ETHNICITY

When talking to students from my school, I feel comfortable talking about my race or ethnicity.

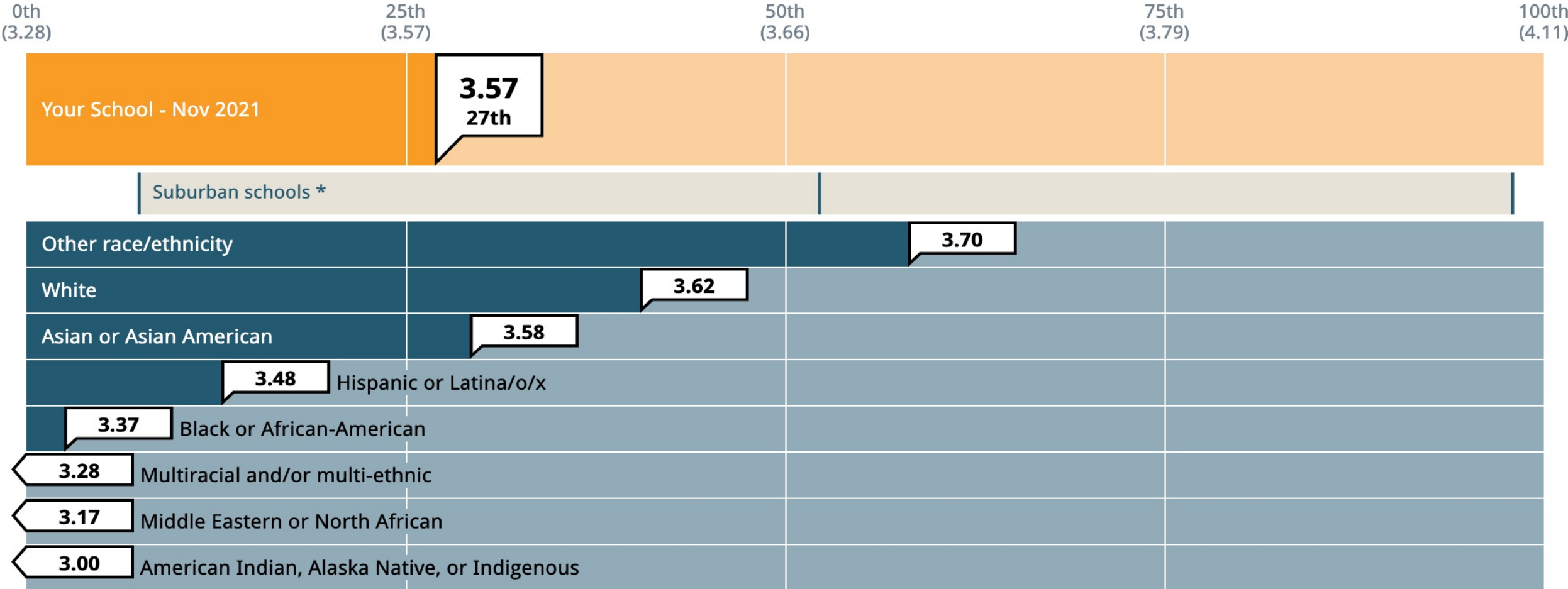
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# SAMPLE OF STUDENT DEI RESPONSE: RACE/ETHNICITY

When talking to adults from my school, I feel comfortable talking about my race or ethnicity.

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# SAMPLE OF STUDENT DEI RESPONSE: GENDER IDENTITY

Students from my school value people of diverse gender identities. (e.g. Men, Women, Transgender, people who identify in a different way, etc.)

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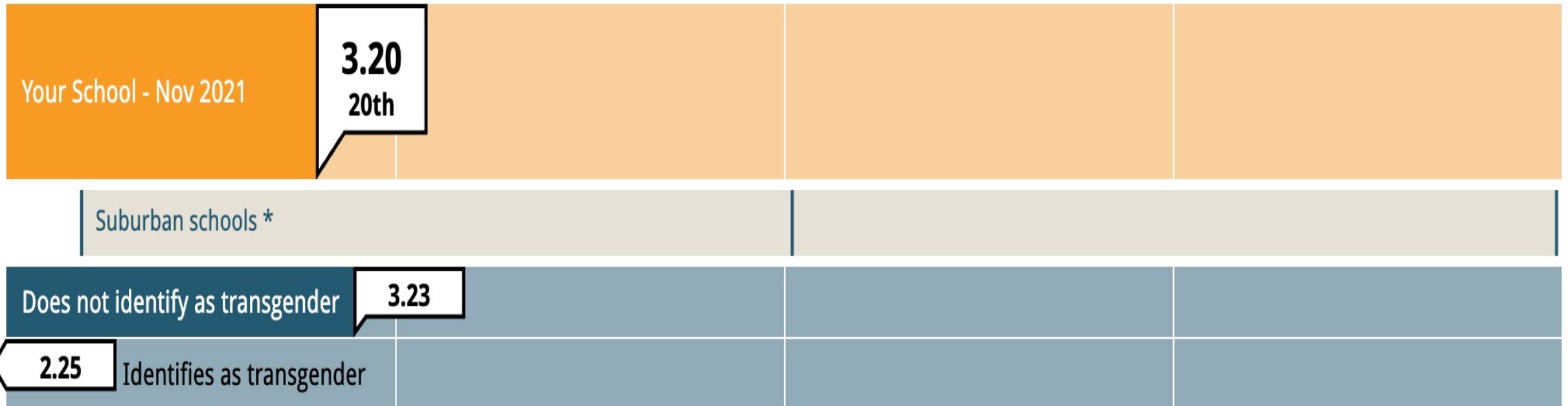
0th  
(2.75)

25th  
(3.26)

50th  
(3.40)

75th  
(3.56)

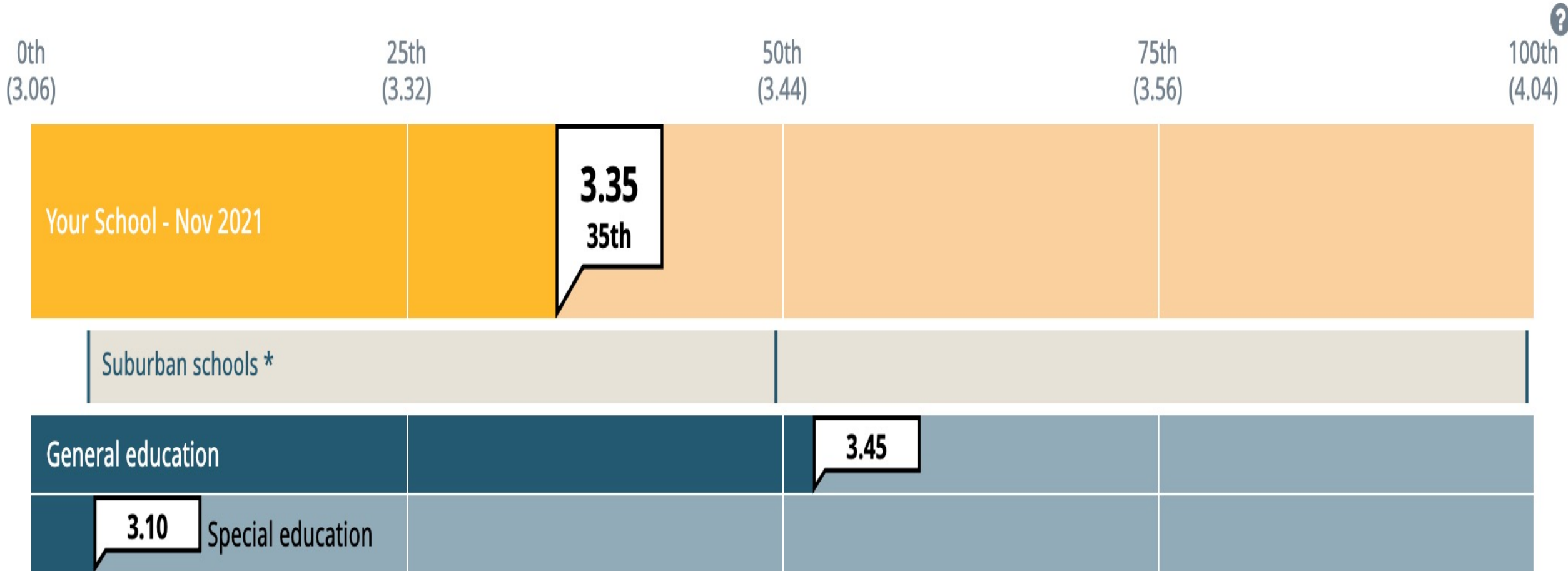
100th  
(4.10)





# SAMPLE OF STUDENT DEI RESPONSE: DIFFERENT ABILITIES

Students from my school value people of different abilities. (e.g. people with disabilities).



# PENNCREST HIGH SCHOOL PERCENT POSITIVES

## DIVERSITY, EQUITY & INCLUSION THEME

<b>Question</b>	<b>Your School - Nov 2021</b>	<b>Typical YouthTruth school</b>	<b>Typical PA school *</b>
When talking to students from my school, I feel comfortable talking about my religion/My faith.	52%	48%	50%
When talking to students from my school, I feel comfortable talking about my sexual orientation. (e.g. gay, straight, bisexual, etc.)	61%	57%	59%
When talking to students from my school, I feel comfortable talking about a disability I have.	45%	40%	45%
When talking to students from my school, I feel comfortable talking about my gender identity. (e.g. Men, Women, Transgender, identifying in a different way etc.)	63%	60%	63%
When talking to students from my school, I feel comfortable talking about how much money my family has.	42%	36%	37%
When talking to students from my school, I feel comfortable talking about my race/ethnicity.	68%	63%	64%
When talking to students from my school, I feel comfortable talking about where my family is from.	73%	66%	67%

# PENNCREST HIGH SCHOOL PERCENT POSITIVES

## DIVERSITY, EQUITY & INCLUSION THEME

<b>Question</b>	<b>Your School - Nov 2021</b>	<b>Typical YouthTruth school</b>	<b>Typical PA school *</b>
When talking to adults from my school, I feel comfortable talking about my religion/My faith.	50%	52%	48%
When talking to adults from my school, I feel comfortable talking about my sexual orientation. (e.g. gay, straight, bisexual, etc.)	47%	52%	48%
When talking to adults from my school, I feel comfortable talking about a disability I have.	40%	46%	40%
When talking to adults from my school, I feel comfortable talking about my gender identity. (e.g. Men, Women, Transgender, identifying in a different way etc.)	53%	56%	55%
When talking to adults from my school, I feel comfortable talking about how much money my family has.	37%	42%	34%
When talking to adults from my school, I feel comfortable talking about my race/ethnicity.	58%	61%	58%
When talking to adults from my school, I feel comfortable talking about where my family is from.	62%	63%	60%

# PENNCREST HIGH SCHOOL PERCENT POSITIVES

## DIVERSITY, EQUITY & INCLUSION THEME

<b>Question</b>	<b>Your School - Nov 2021</b>	<b>Typical YouthTruth school</b>	<b>Typical PA school *</b>
Students from my school value people of diverse religions and faiths.	49%	49%	48%
Students from my school value people of diverse sexual orientations. (e.g. gay, straight, bisexual, etc.)	43%	48%	43%
Students from my school value people of different abilities. (e.g. people with disabilities).	48%	48%	48%
Students from my school value people of diverse gender identities. (e.g. Men, Women, Transgender, people who identify in a different way, etc.)	42%	46%	41%
Students from my school value people of diverse incomes. (how much money someone makes)	42%	44%	40%
Students from my school value people of diverse races/ethnicities.	51%	53%	51%
Students from my school value people of diverse countries.	52%	53%	51%

# PENNCREST HIGH SCHOOL PERCENT POSITIVES

## DIVERSITY, EQUITY & INCLUSION THEME

<b>Question</b>	<b>Your School - Nov 2021</b>	<b>Typical YouthTruth school</b>	<b>Typical PA school *</b>
Adults from my school value people of diverse religions and faiths.	63%	60%	58%
Adults from my school value people of diverse sexual orientations. (e.g. gay, straight, bisexual, etc.)	61%	59%	57%
Adults from my school value people of different abilities. (e.g. people with disabilities).	65%	61%	65%
Adults from my school value people of diverse gender identities. (e.g. Men, Women, Transgender, people who identify in a different way, etc.)	60%	58%	55%
Adults from my school value people of diverse incomes. (how much money someone makes.	58%	57%	53%
Adults from my school value people of diverse races/ethnicities.	64%	61%	59%
Adults from my school value people of diverse countries.	64%	61%	60%

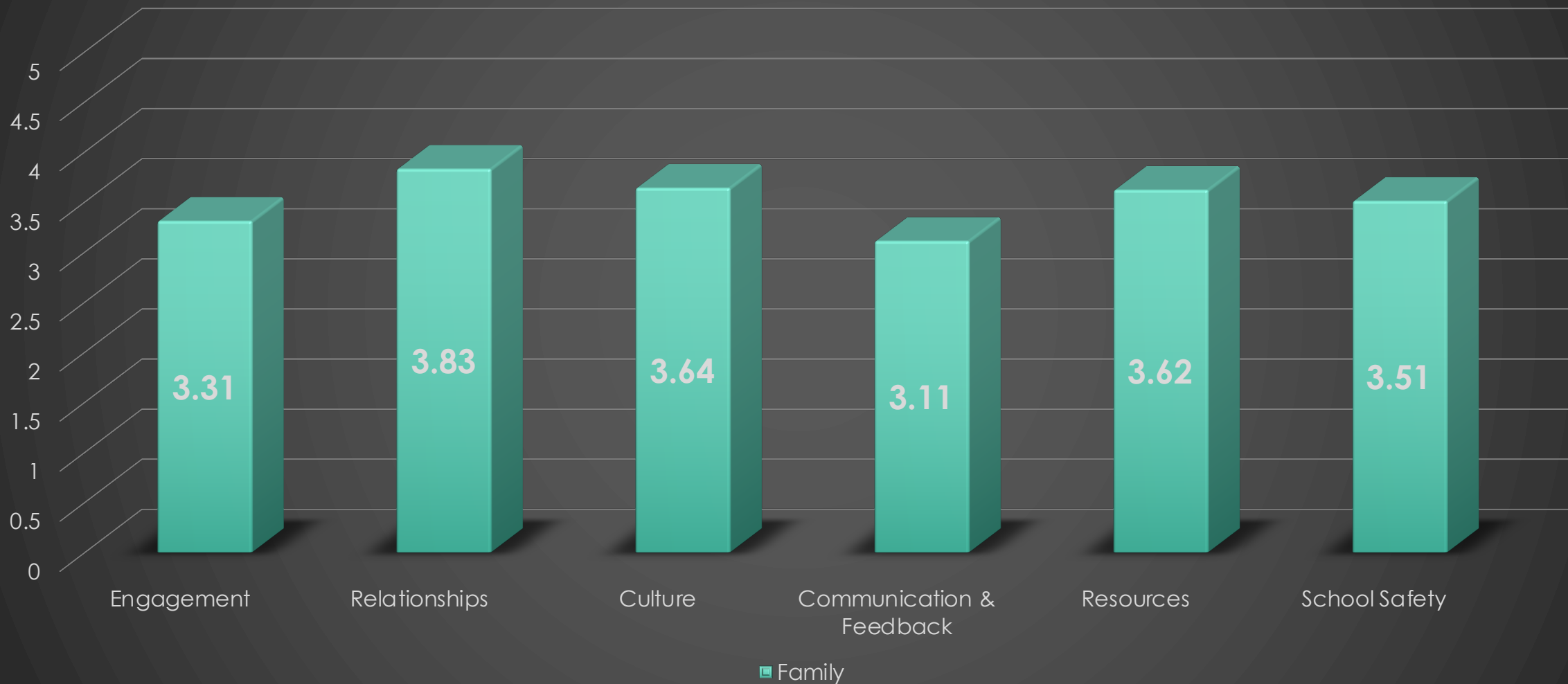
# PENNCREST HIGH SCHOOL FAMILY SURVEY

FAMILY MEMBERS AT PHS WERE SURVEYED IN NOVEMBER 2021 ABOUT THEIR PERCEPTIONS OF THEIR SCHOOL IN TERMS OF ENGAGEMENT, RELATIONSHIPS, CULTURE, SCHOOL SAFETY, RESOURCES, AND COMMUNICATION AND FEEDBACK.

THIS REPORT REPRESENTS FEEDBACK FROM **482** FAMILY MEMBERS. **BASED ON THE ENROLLMENT DATA PROVIDED, YOU HAD A 39% RESPONSE RATE.**

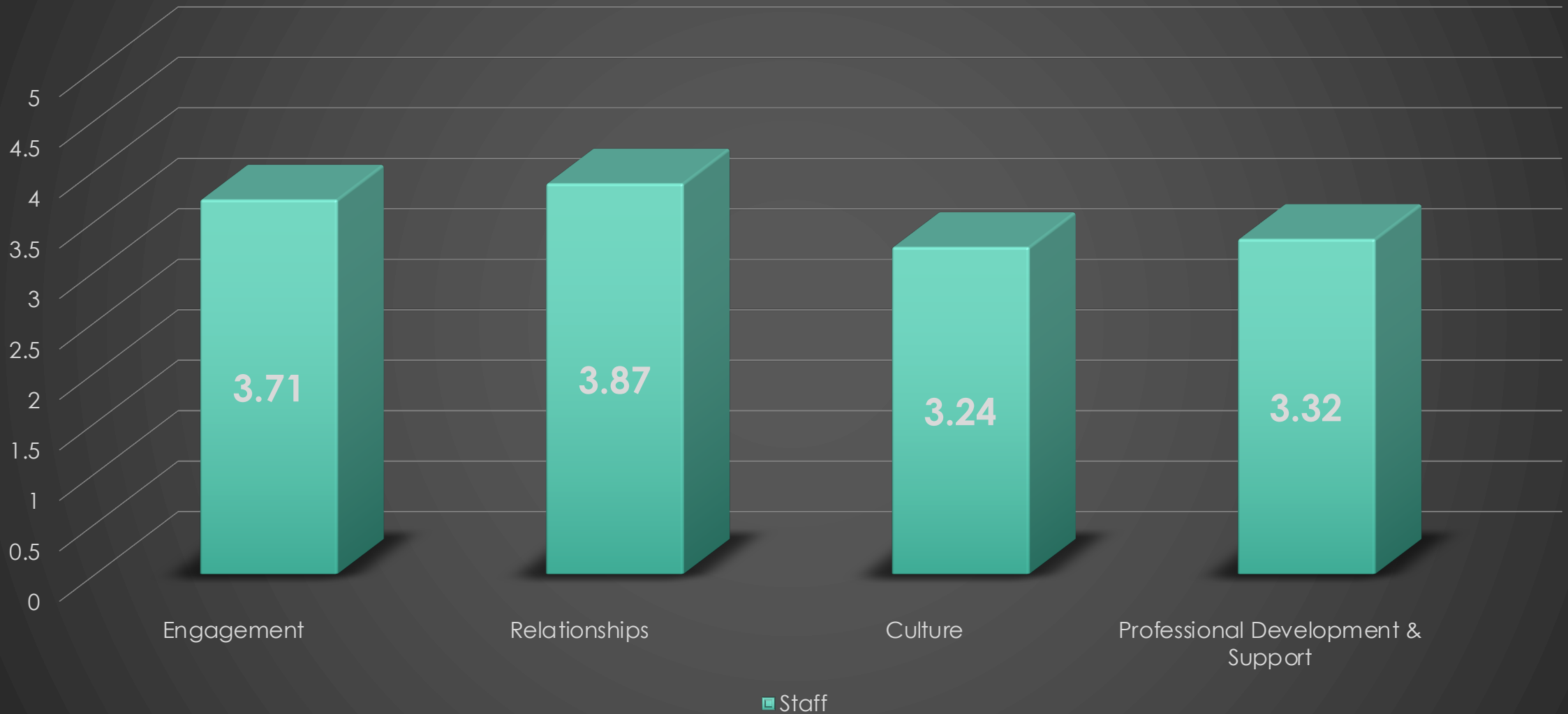
# PENNCREST HIGH SCHOOL FAMILY SURVEY (1-5 SCALE)

## Average Ratings



# HIGH SCHOOL STAFF SURVEY (1-5 SCALE)

## Average Ratings





# MOVING FORWARD

- THE DATA WERE SHARED WITH BUILDING PRINCIPALS AND THEY PROCESSED WITH LEADERSHIP TEAMS.
- PRINCIPALS ARE SHARING AND PROCESSING THE RESULTS WITH FACULTY/STAFF ON MONDAY, MARCH 14.
  - SCHOOL TEAMS WILL DEVELOP MEASURABLE GOALS TO ADDRESS THE AREAS OF GROWTH.
- DISTRICT-LEVEL PROCESSING, IN COMBINATION WITH REVIEW OF THE AUDIT RESULTS, WILL LEAD TO ACTION PLANNING FOR THE SPRING AND BEYOND.
- SUMMARY REPORTS FOR EACH SCHOOL WILL BE POSTED ON THE WEBSITE.