
Penncrest High School - "Staff Survey" School Report - February 2024

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The online version of this report can be accessed at youthtruth.surveyresults.org

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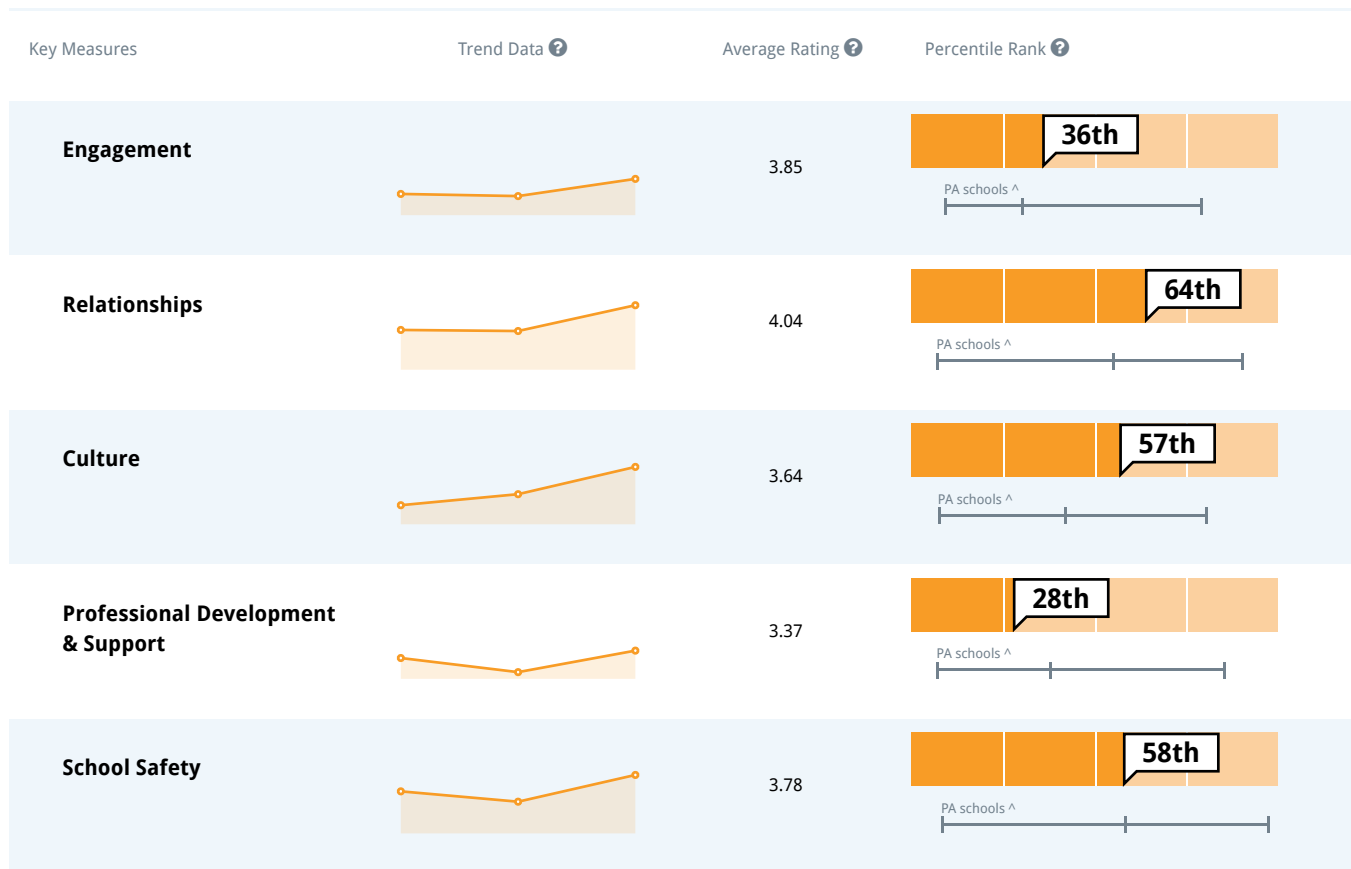
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KEY RATINGS

Youth Truth

STUDENT SURVEY

A NATIONAL NONPROFIT



Key Measures

Trend Data 

Average Rating 

Percentile Rank 

Distance Learning

Rating of overall experience with distance learning.

N/A

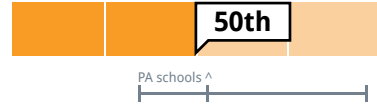
4.09

Diversity, Equity & Inclusion (DEI)

Degree to which adults value people of different backgrounds.



4.13



The additional topics section of the key ratings page are summary measures of any additional topics your school added to the survey. Given that they are separate datasets (with fewer schools and responses than the core topics), we display these measures in a separate chart.

^ Your school is in this cohort (*School Reports only*).

EXECUTIVE SUMMARY

Staff members at PHS were surveyed in February 2024 about their perceptions of their school in terms of Culture, Engagement, Relationships, Professional Development & Support, and School Safety.

In order to put feedback into context, this report compares PHS staff members' ratings to the ratings of staff members from **285** other high schools across the country.

Compared to other participating high schools, PHS's **highest rated themes** were:

- Relationships
- School Safety

and the **lowest rated themes** were:

- Professional Development and Support
- Engagement

Compared to other participating high schools, PHS's **highest rated question** within the key themes was:

- *I feel comfortable approaching other staff members if I need help solving a problem.* (which is in the Relationships theme)

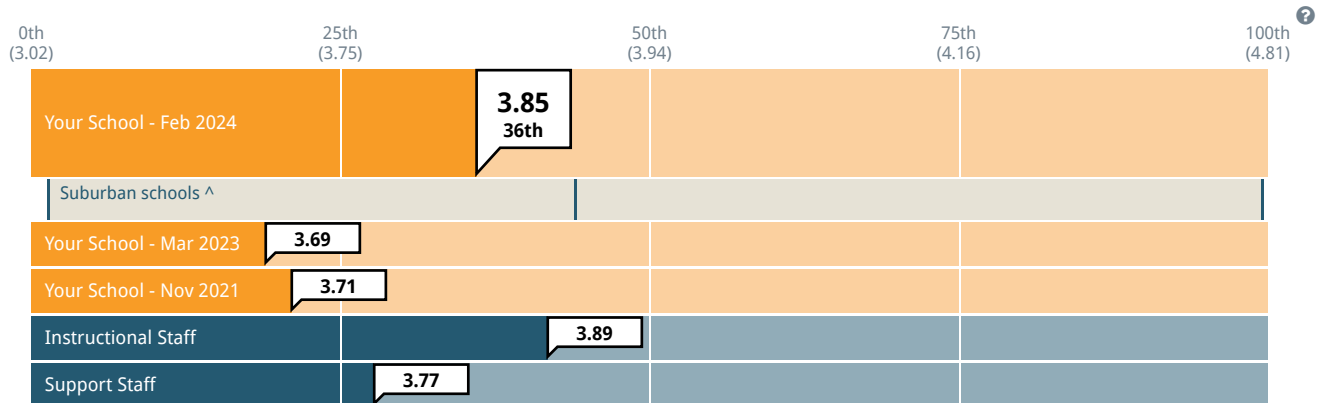
and the **lowest rated question** within the key themes was:

- *I have access to meaningful professional development.* (which is in the Professional Development and Support theme)

This report represents feedback from **113** staff members. **Based on the enrollment data provided, you had a 67% response rate.** Please refer to the Appendix section for more information about the demographics of the respondents.

Engagement Summary Measure

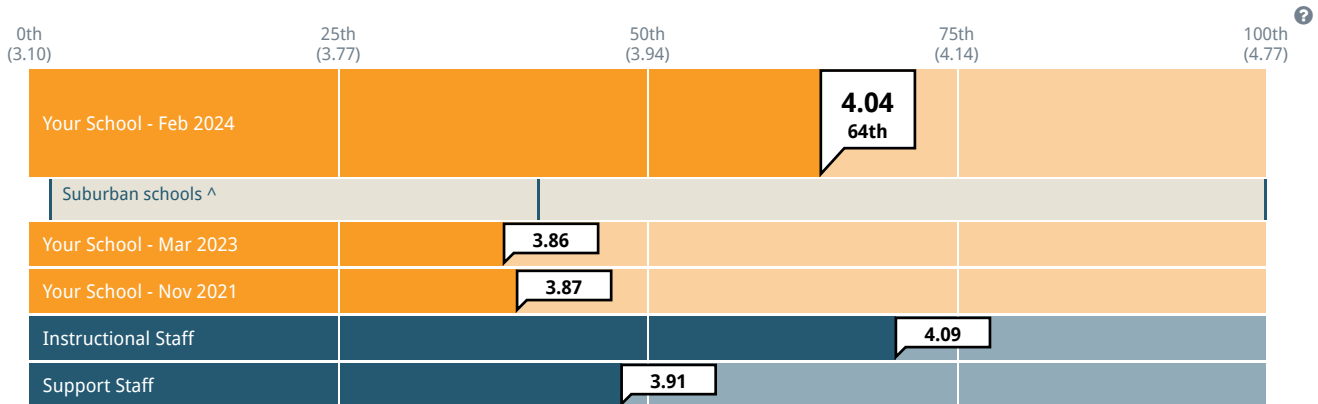
This summary measure describes the degree to which staff feel engaged in their work and empowered to influence their schools.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Relationships Summary Measure

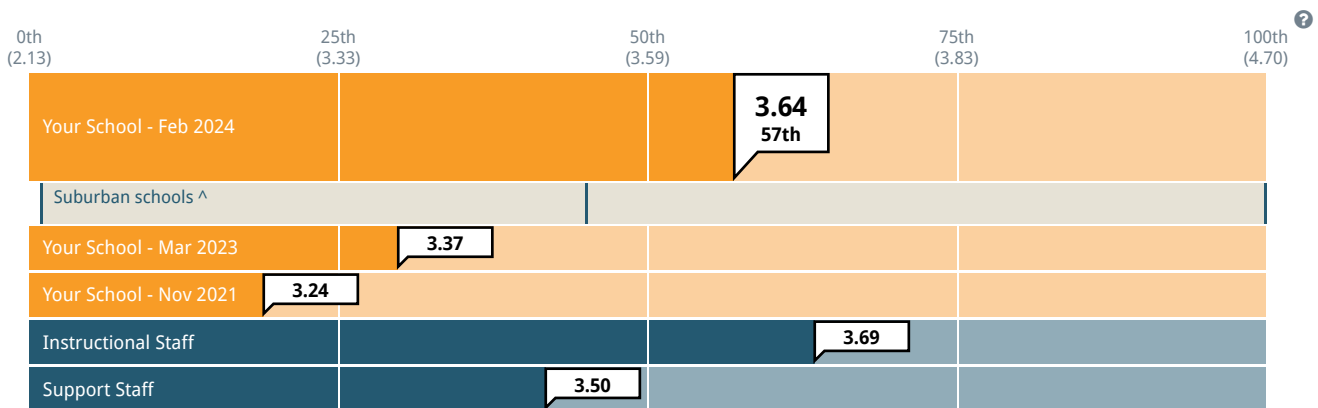
This summary measure describes the degree to which staff experience positive relationships in their school based on respect, care and approachability.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Culture Summary Measure

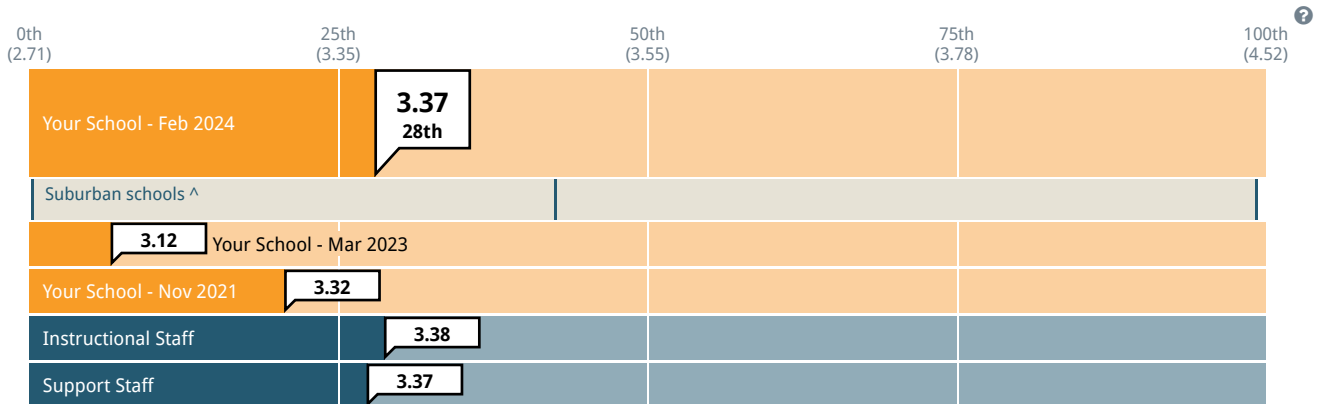
This summary measure describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Professional Development & Support Summary Measure

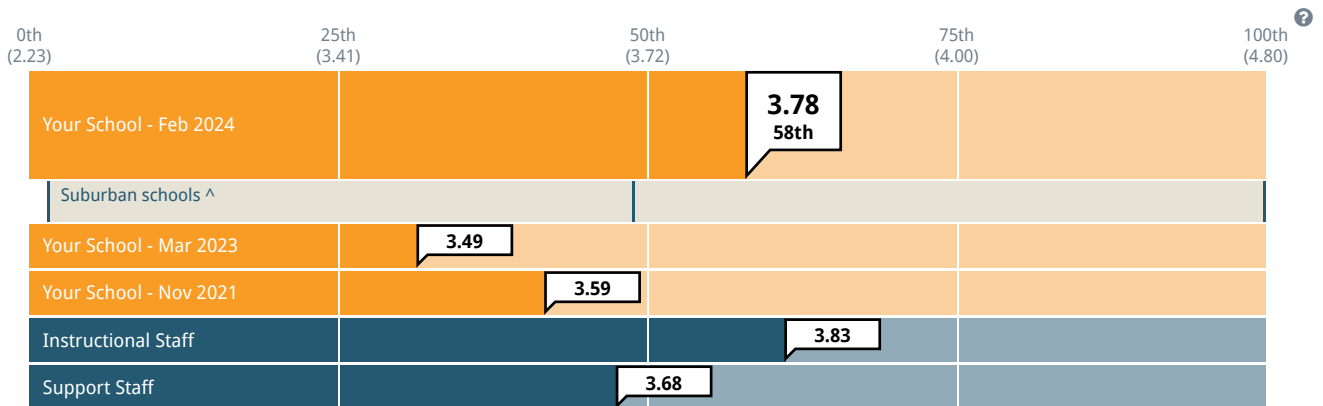
This summary measure describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

School Safety

This summary measure describes staff members' level of perceived safety for themselves and students on campus, as well as of the rules and protocols in place to address violence at school.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

^ Your school is in this cohort (School Reports only).

Executive Summary Percent Positives

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5 - Overall

| Selected Cohort: Typical Suburban school ^ | | | | | |
|--|------------------------|------------------------|------------------------|---------------------------|---------------------------|
| Summary Measure | Your School - Feb 2024 | Your School - Mar 2023 | Your School - Nov 2021 | Typical YouthTruth school | Typical Suburban school ^ |
| Engagement | 69% | 62% | 60% | 74% | 73% |
| Relationships | 92% | 85% | 79% | 80% | 79% |
| Culture | 60% | 44% | 33% | 55% | 54% |
| Professional Development and Support | 41% | 32% | 41% | 57% | 55% |
| School Safety | 69% | 50% | 62% | 64% | 64% |

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5 - Subgroup

| Selected Subgroup: Role | | | |
|--------------------------------------|---------------------|---------------|-------|
| Summary Measure | Instructional Staff | Support Staff | Other |
| Engagement | 72% | 62% | N/A |
| Relationships | 94% | 86% | N/A |
| Culture | 62% | 50% | N/A |
| Professional Development and Support | 41% | 40% | N/A |
| School Safety | 73% | 55% | N/A |

GENERAL

Within the General theme, compared to other participating high schools, the **highest rated question** for PHS was:

- *I am not seriously considering leaving this school in the next academic year.*

and the **lowest rated question** was:

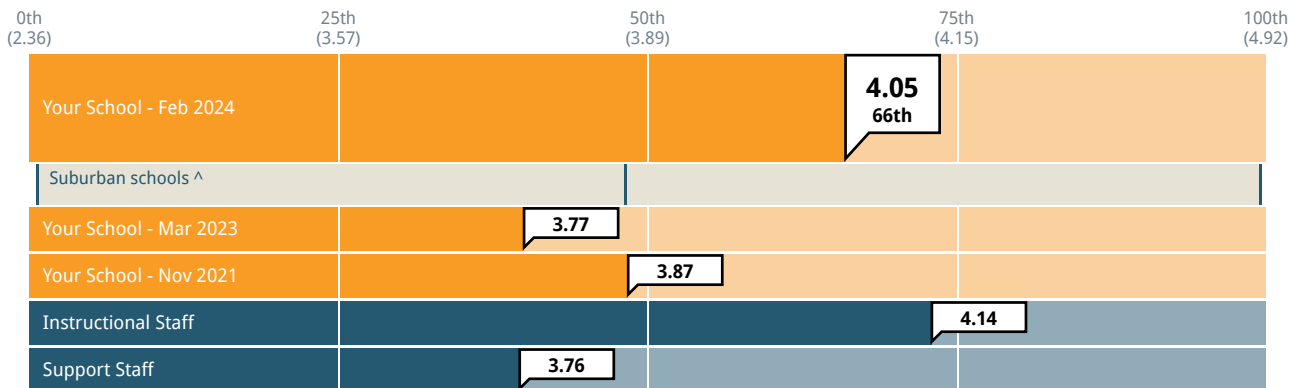
- *I would recommend this school to a friend or colleague as a great place to work.*

Here is the full list of questions in the General theme:

- I would recommend this school to a friend or colleague as a great place to work.
- I am not seriously considering leaving this school in the next academic year.
- Students are getting a high quality education at this school.

I would recommend this school to a friend or colleague as a great place to work.

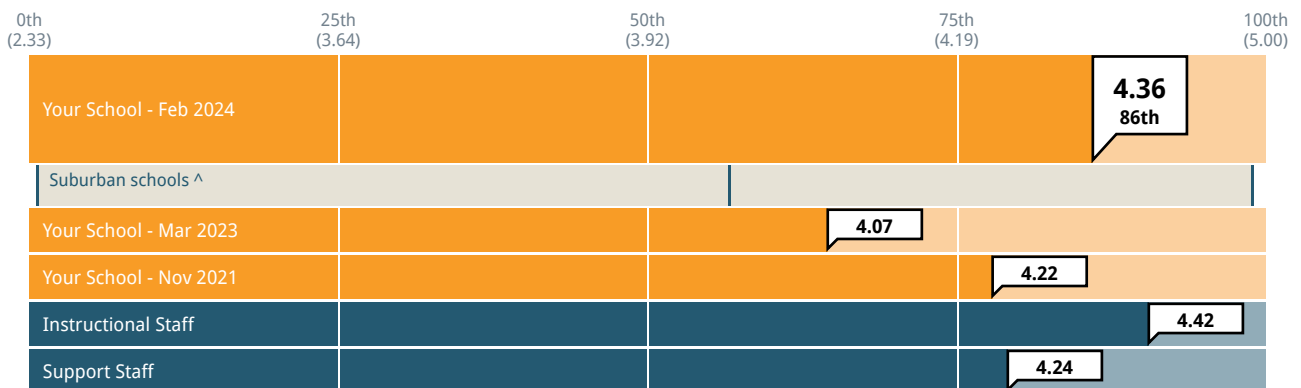
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

I am not seriously considering leaving this school next academic year.

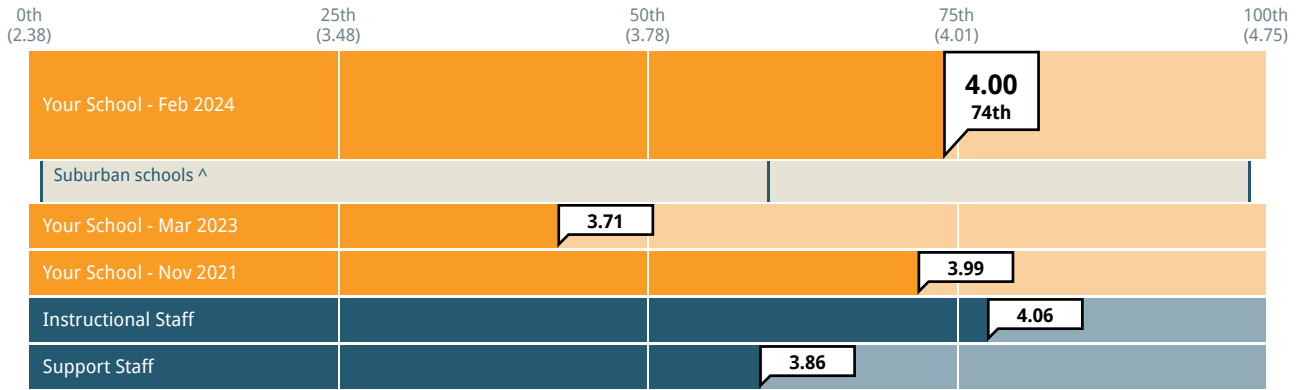
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Students are getting a high quality education at this school.

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



Cohort: Suburban schools ^ Past results: on Subgroup: Role

General Percent Positives

General Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4= Agree, 5 = Strongly Agree). - Overall

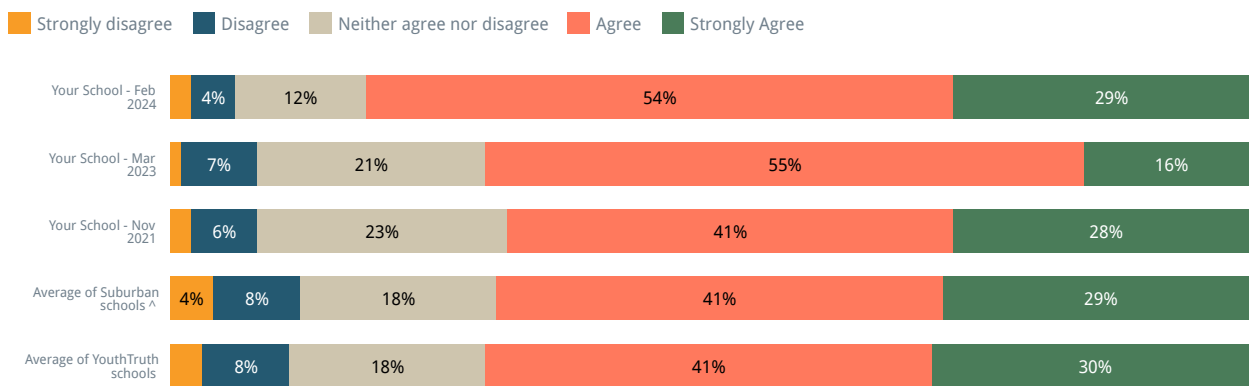
| Selected Cohort: Typical Suburban school ^ | | | | | |
|--|------------------------|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Your School - Nov 2021 | Typical YouthTruth school | Typical Suburban school ^ |
| I would recommend this school to a friend or colleague as a great place to work. | 83% | 71% | 69% | 70% | 70% |
| I am not seriously considering leaving this school in the next academic year. | 88% | 78% | 79% | 69% | 70% |
| Students are getting a high quality education at this school. | 86% | 75% | 78% | 69% | 72% |

General Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|--|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| I would recommend this school to a friend or colleague as a great place to work. | 88% | 67% | N/A |
| I am not seriously considering leaving this school in the next academic year. | 91% | 76% | N/A |
| Students are getting a high quality education at this school. | 91% | 67% | N/A |

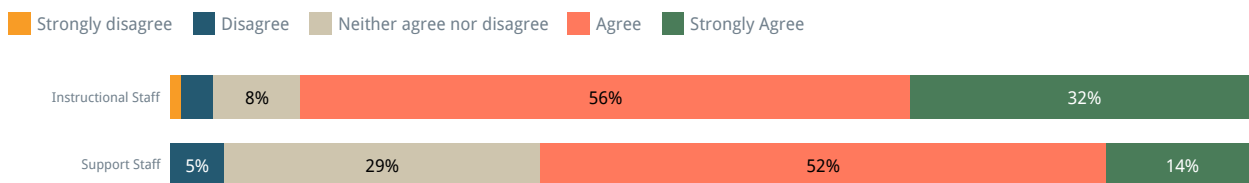
General Response Distributions

I would recommend this school to a friend or colleague as a great place to work. - Overall



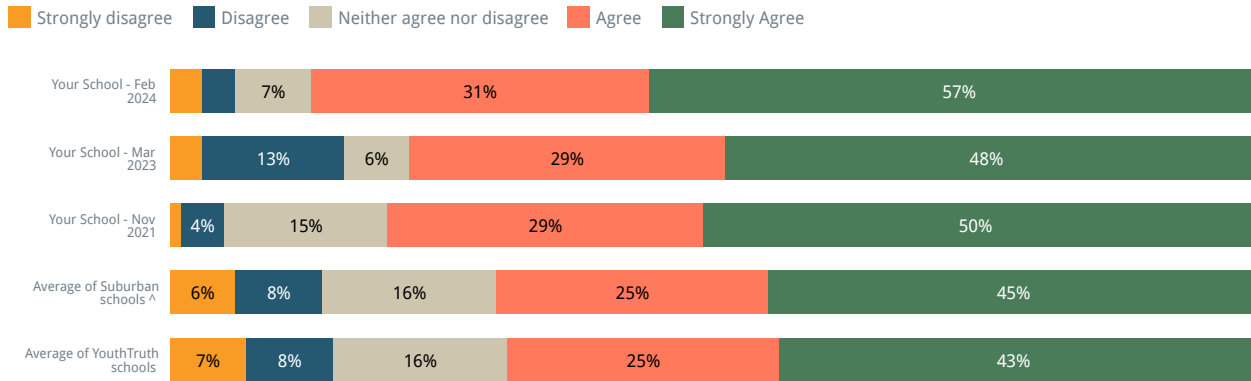
Cohort: Average of Suburban schools ^ Past results: on

I would recommend this school to a friend or colleague as a great place to work. - Subgroup



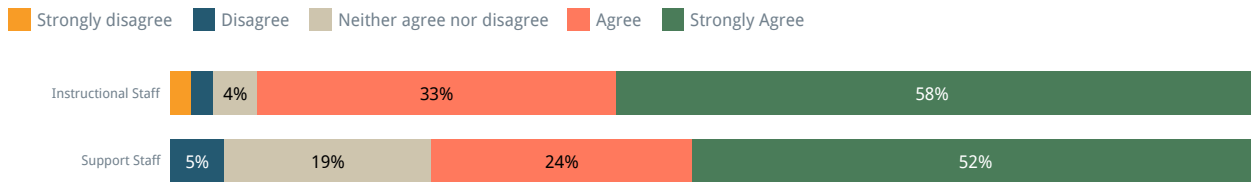
Subgroup: Role

I am not seriously considering leaving this school next academic year. - Overall



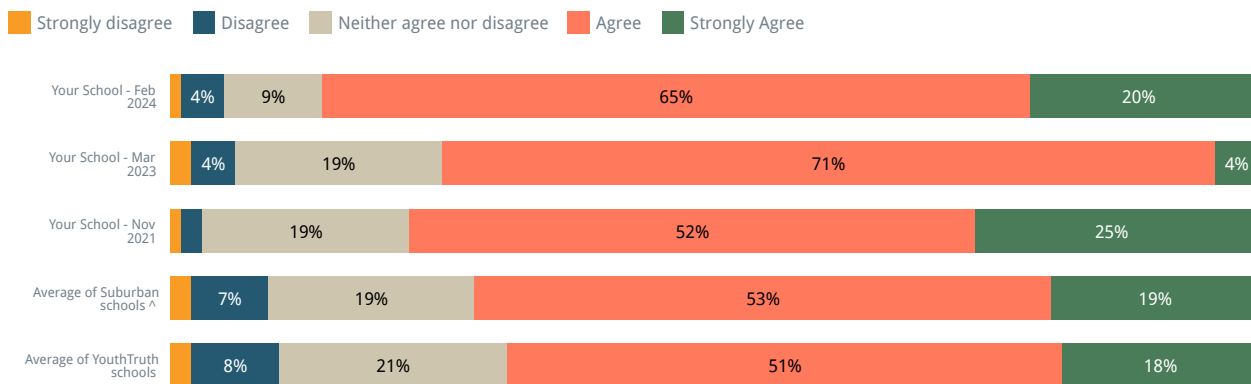
Cohort: Average of Suburban schools ^ Past results: on

I am not seriously considering leaving this school next academic year. - Subgroup



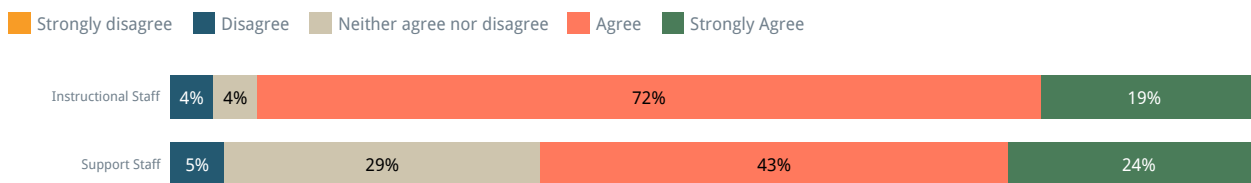
Subgroup: Role

Students are getting a high quality education at this school. - Overall



Cohort: Average of Suburban schools ^ Past results: on

Students are getting a high quality education at this school. - Subgroup



Subgroup: Role

ENGAGEMENT

Within the Engagement theme, compared to other participating high schools, the **highest rated question** for PHS was:

- *I am proud of my school.*

and the **lowest rated question** was:

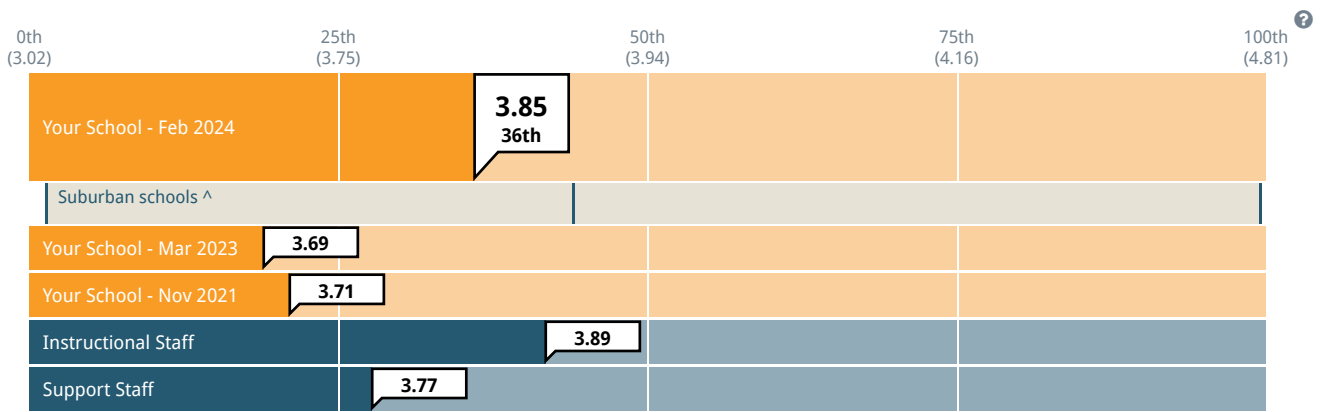
- *I understand my school's goals.*

Here is the full list of questions in the Engagement theme:

- I am proud of my school.
- I feel that my work at my school is valued.
- My work gives me a feeling of personal accomplishment.
- My job makes good use of my skills and abilities.
- I understand my school's goals.
- I feel that my work contributes to the goals of my school.
- I feel empowered to play a meaningful role in decision-making at my school.
- My school empowers me to use creativity in how I do my work.

Engagement Summary Measure

This summary measure describes the degree to which staff feel engaged in their work and empowered to influence their schools.

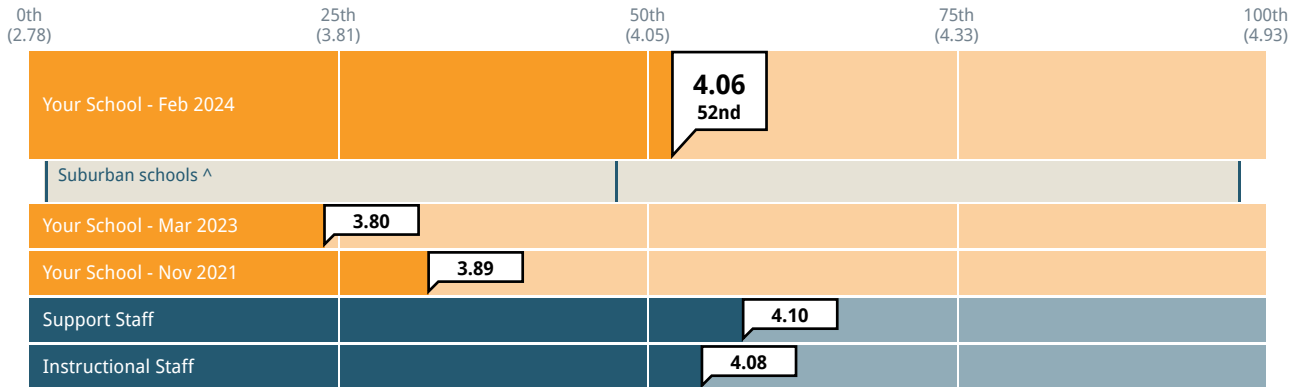


Cohort: Suburban schools ^ Past results: on Subgroup: Role

Engagement Percentile Charts

I am proud of my school.

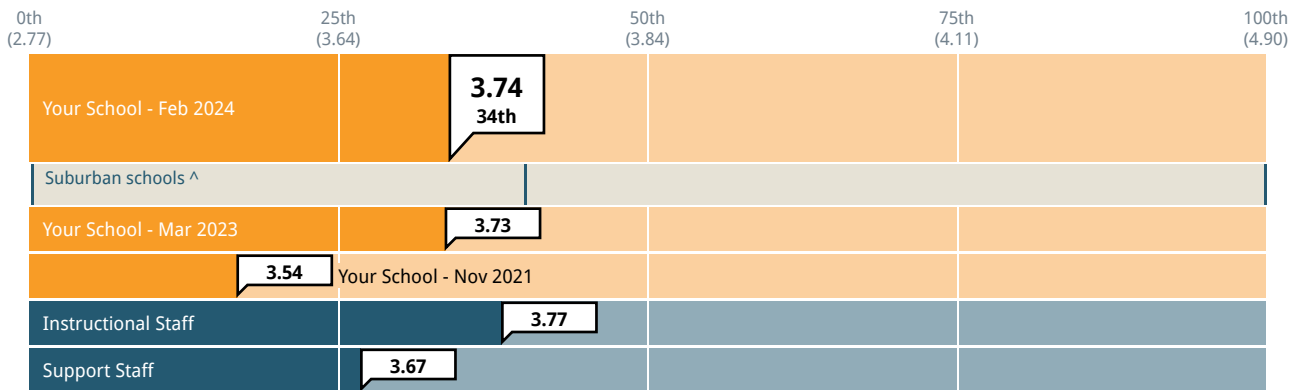
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

I feel that my work at my school is valued.

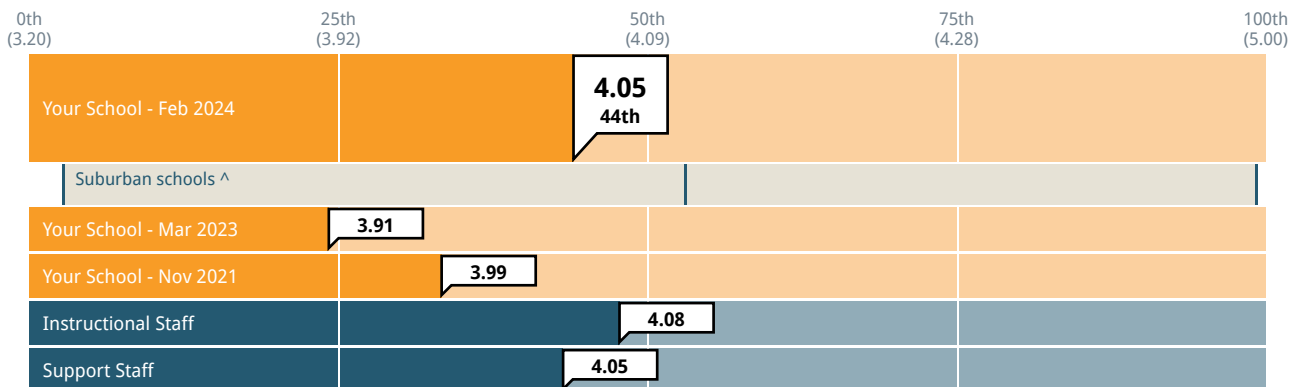
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My work gives me a feeling of personal accomplishment.

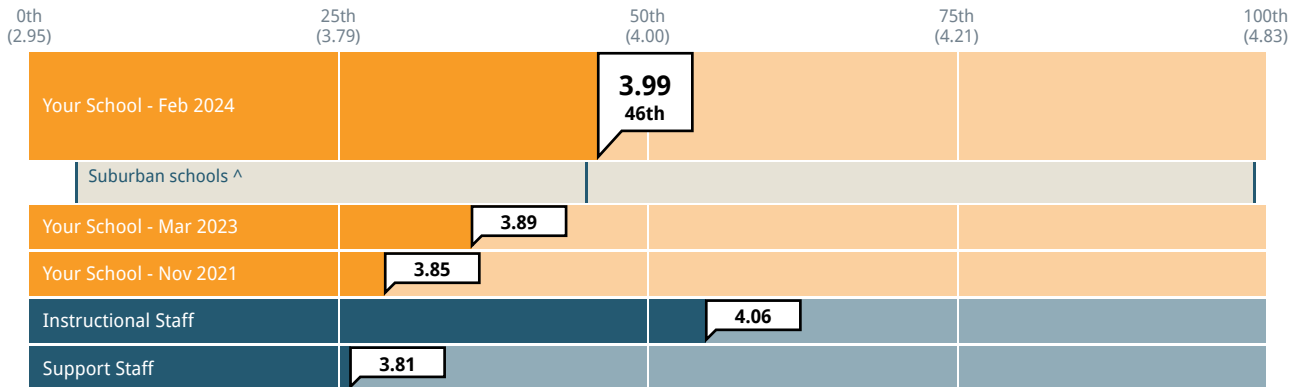
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My job makes good use of my skills and abilities.

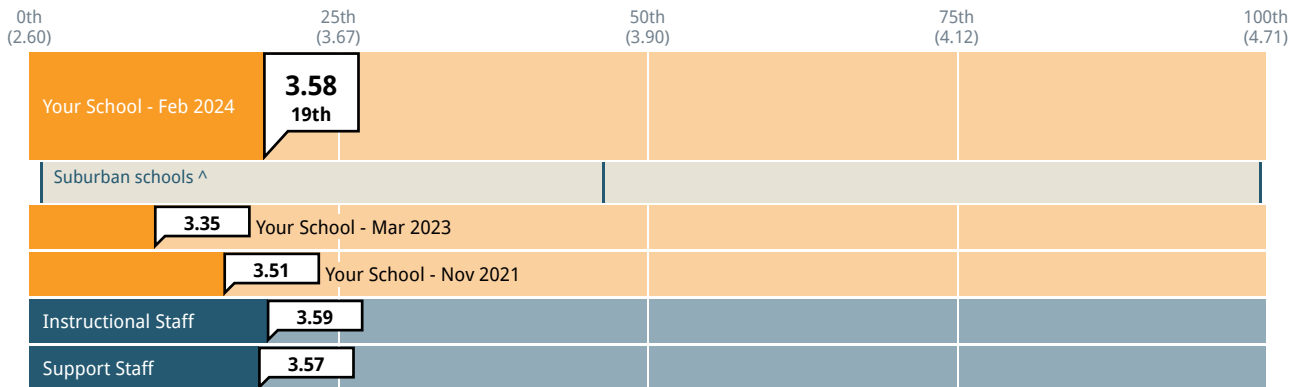
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

I understand my school's goals.

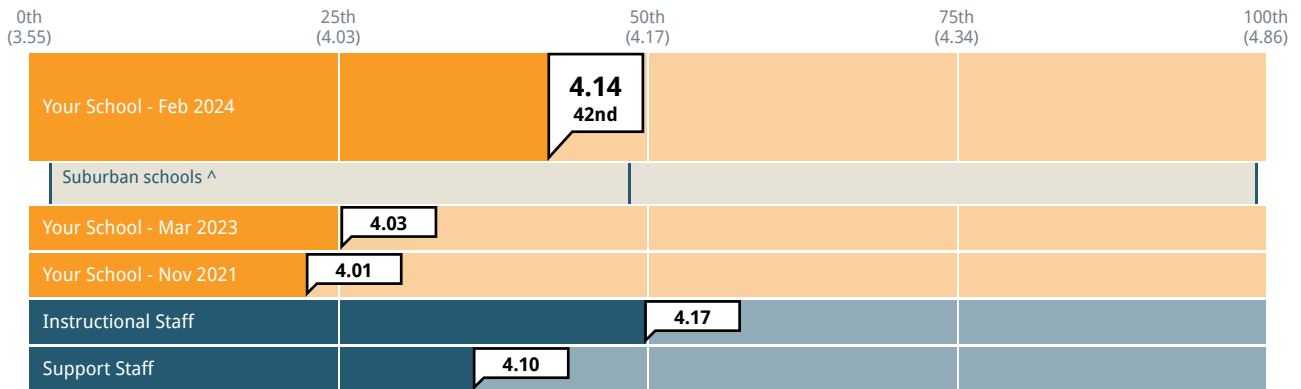
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

I feel that my work contributes to the goals of my school.

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

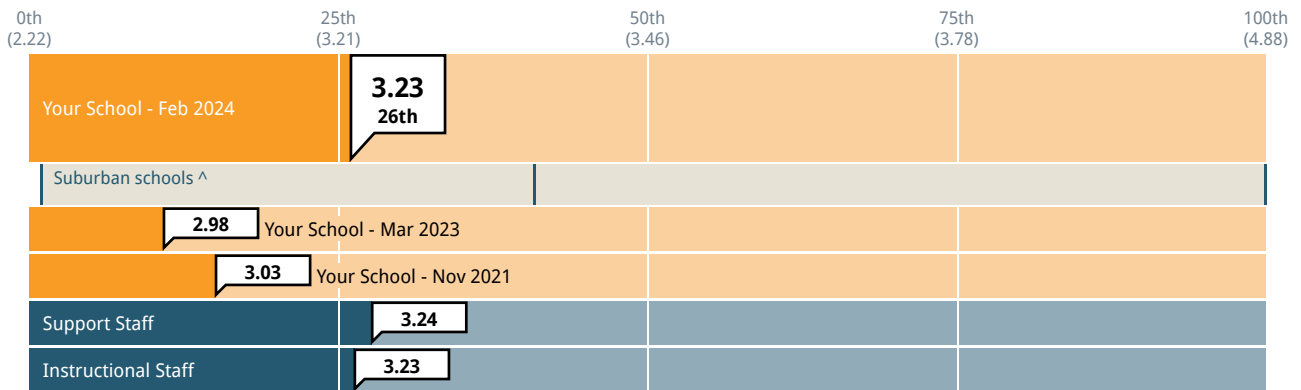


Cohort: Suburban schools ^ Past results: on Subgroup: Role

The questions below focus specifically on **empowerment** as it relates to **engagement**.

I feel empowered to play a meaningful role in decision-making at my school.

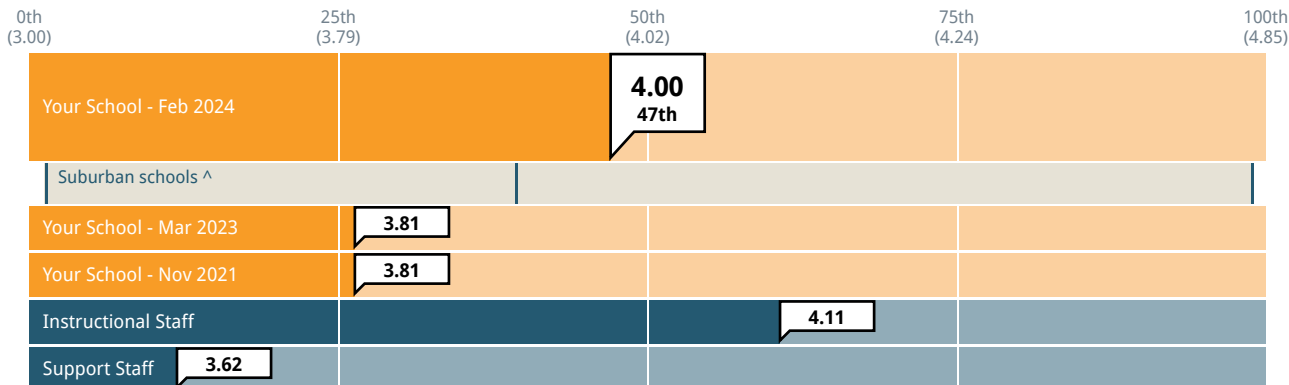
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My school empowers me to use creativity in how I do my work.

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



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Engagement Percent Positives

Engagement Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

| Selected Cohort: Typical Suburban school ^ | | | | | |
|---|------------------------|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Your School - Nov 2021 | Typical YouthTruth school | Typical Suburban school ^ |
| I am proud of my school. | 85% | 75% | 76% | 78% | 79% |
| I feel that my work at my school is valued. | 73% | 71% | 60% | 73% | 71% |
| My work gives me a feeling of personal accomplishment. | 80% | 77% | 79% | 82% | 83% |
| My job makes good use of my skills and abilities. | 81% | 77% | 74% | 80% | 80% |
| I understand my school's goals. | 59% | 48% | 53% | 74% | 73% |
| I feel that my work contributes to the goals of my school. | 87% | 87% | 79% | 87% | 86% |
| I feel empowered to play a meaningful role in decision-making at my school. | 46% | 38% | 36% | 56% | 53% |
| My school empowers me to use creativity in how I do my work. | 80% | 71% | 68% | 78% | 76% |

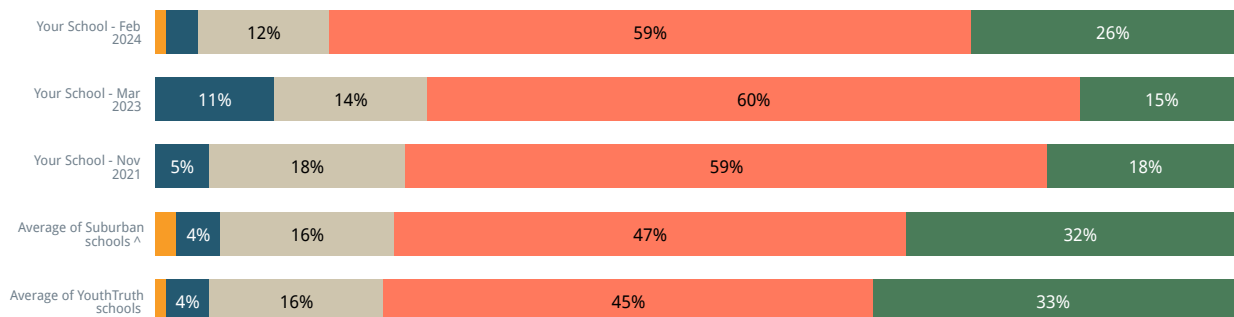
Engagement Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|---|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| I am proud of my school. | 85% | 86% | N/A |
| I feel that my work at my school is valued. | 75% | 67% | N/A |
| My work gives me a feeling of personal accomplishment. | 82% | 76% | N/A |
| My job makes good use of my skills and abilities. | 84% | 71% | N/A |
| I understand my school's goals. | 61% | 52% | N/A |
| I feel that my work contributes to the goals of my school. | 89% | 86% | N/A |
| I feel empowered to play a meaningful role in decision-making at my school. | 47% | 43% | N/A |
| My school empowers me to use creativity in how I do my work. | 85% | 62% | N/A |

Engagement Response Distributions

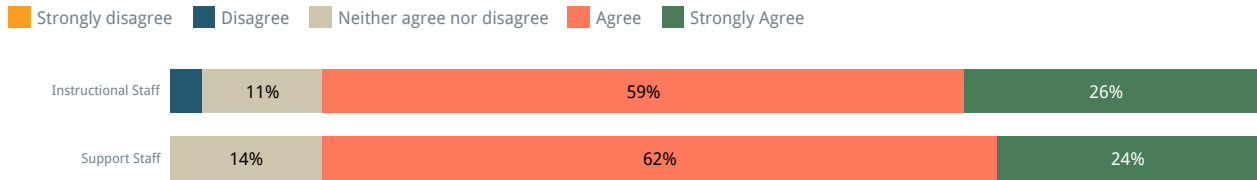
I am proud of my school. - Overall

■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly Agree



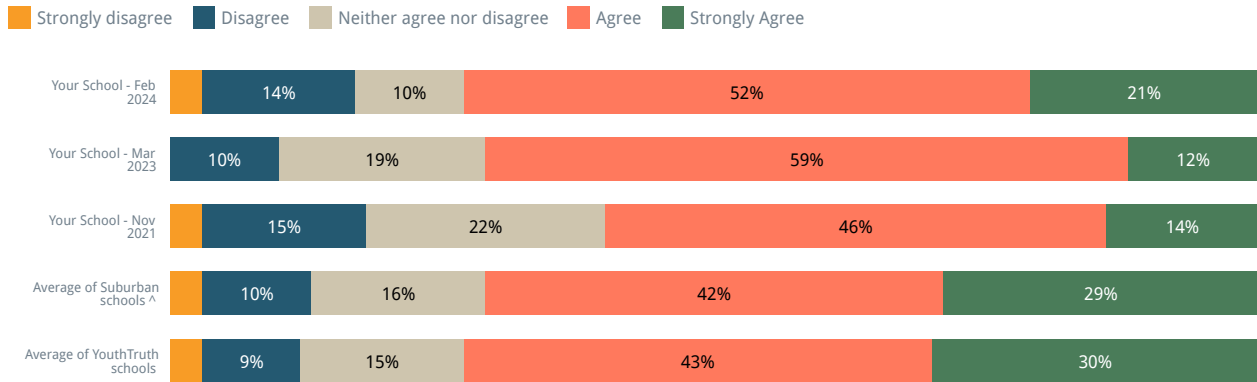
Cohort: Average of Suburban schools ^ Past results: on

I am proud of my school. - Subgroup



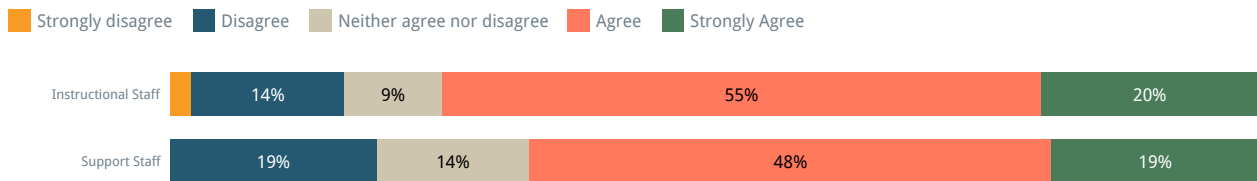
Subgroup: Role

I feel that my work at my school is valued. - Overall



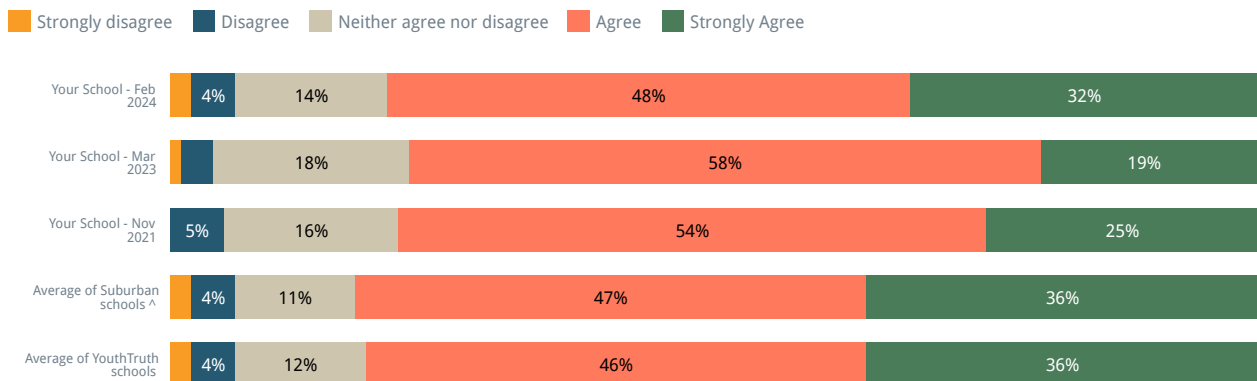
Cohort: Average of Suburban schools ^ Past results: on

I feel that my work at my school is valued. - Subgroup



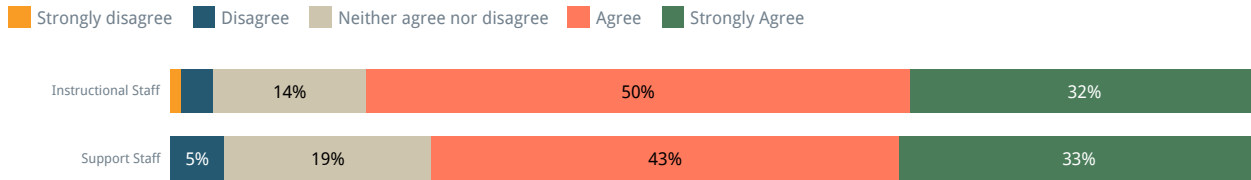
Subgroup: Role

My work gives me a feeling of personal accomplishment. - Overall



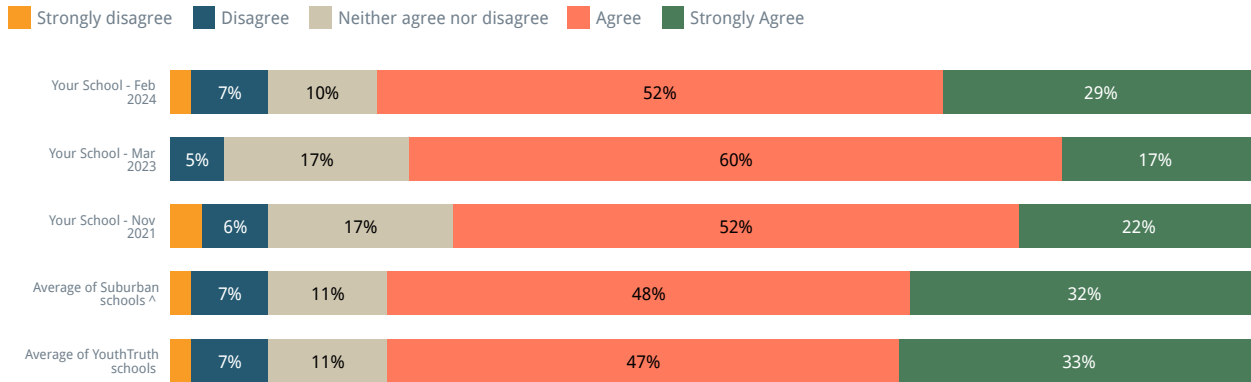
Cohort: Average of Suburban schools ^ Past results: on

My work gives me a feeling of personal accomplishment. - Subgroup



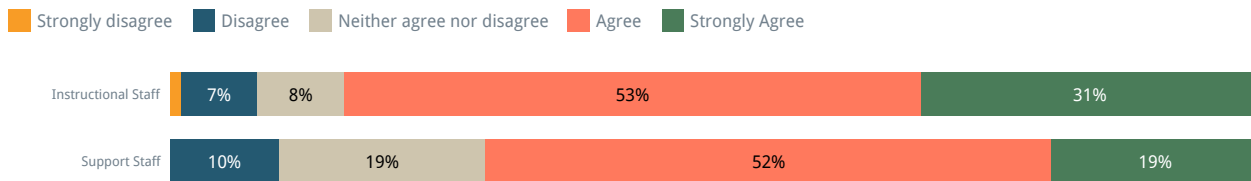
Subgroup: Role

My job makes good use of my skills and abilities. - Overall



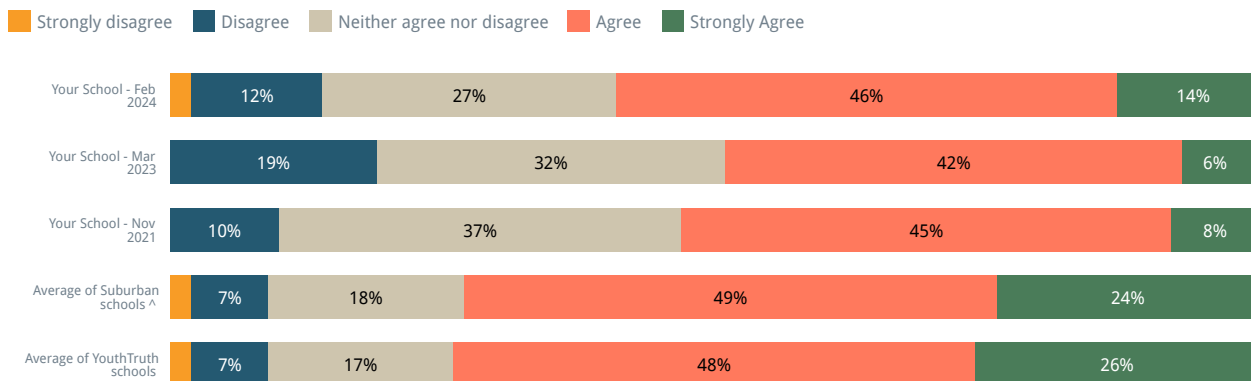
Cohort: Average of Suburban schools ^ Past results: on

My job makes good use of my skills and abilities. - Subgroup



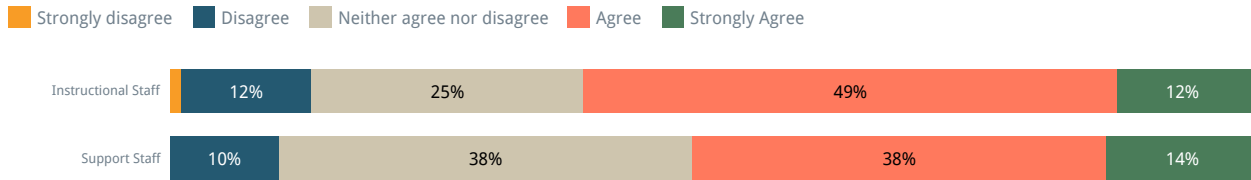
Subgroup: Role

I understand my school's goals. - Overall



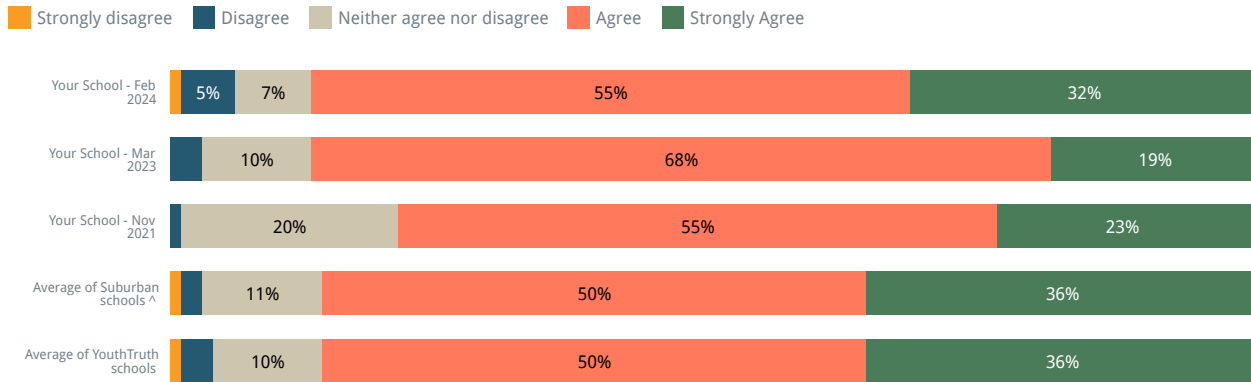
Cohort: Average of Suburban schools ^ Past results: on

I understand my school's goals. - Subgroup



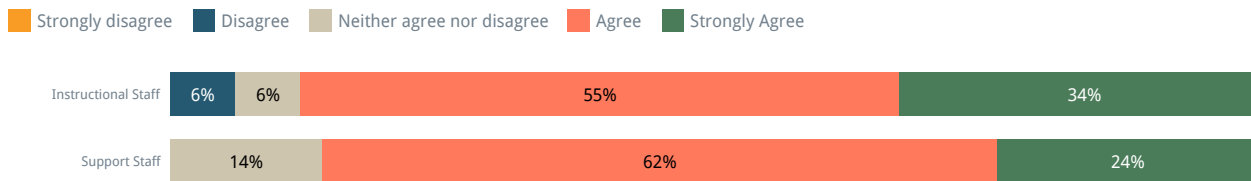
Subgroup: Role

I feel that my work contributes to the goals of my school. - Overall



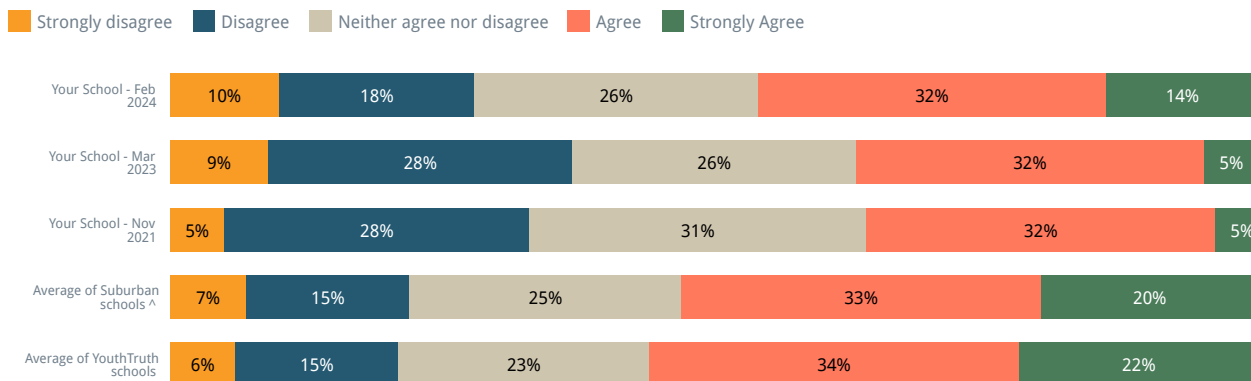
Cohort: Average of Suburban schools ^ Past results: on

I feel that my work contributes to the goals of my school. - Subgroup



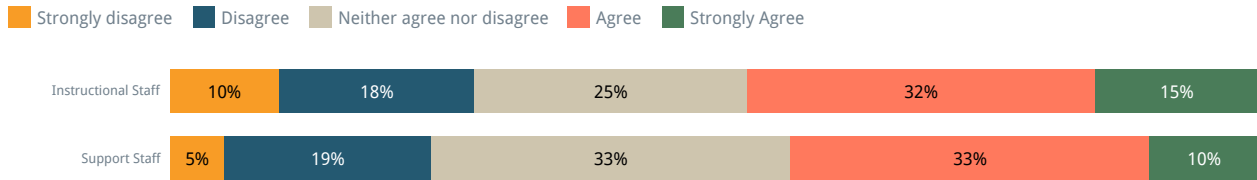
Subgroup: Role

I feel empowered to play a meaningful role in decision-making at my school. - Overall



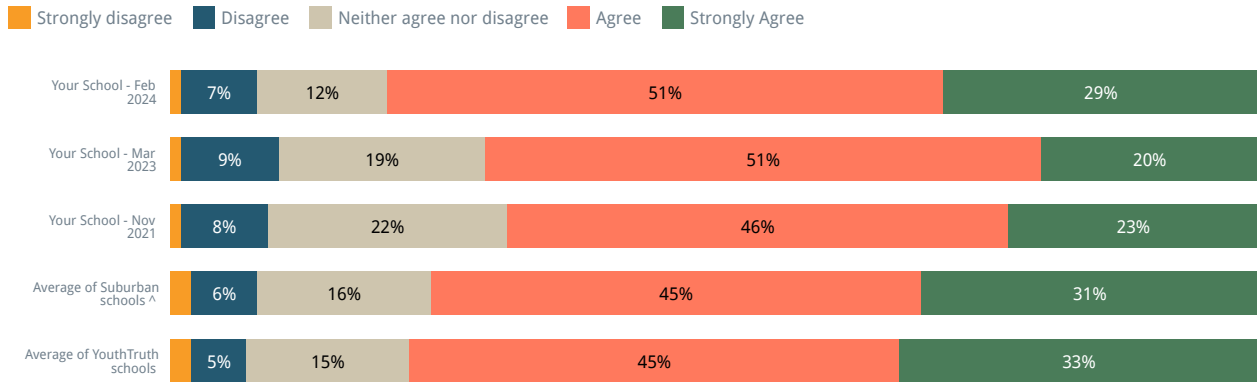
Cohort: Average of Suburban schools ^ Past results: on

I feel empowered to play a meaningful role in decision-making at my school. - Subgroup



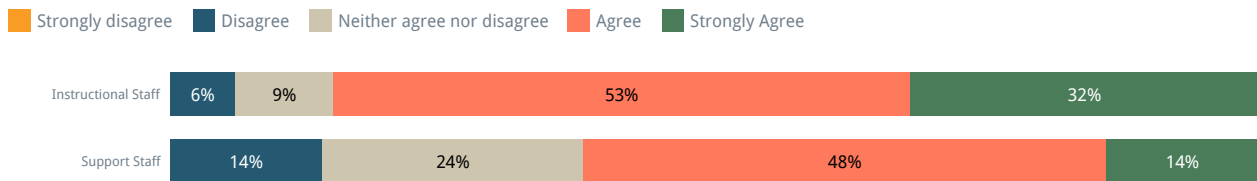
Subgroup: Role

My school empowers me to use creativity in how I do my work. - Overall



Cohort: Average of Suburban schools ^ Past results: on

My school empowers me to use creativity in how I do my work. - Subgroup



Subgroup: Role

RELATIONSHIPS

Within the Relationships theme, compared to other participating high schools, the **highest rated question** for PHS was:

- *I feel comfortable approaching other staff members if I need help solving a problem.*

and the **lowest rated question** was:

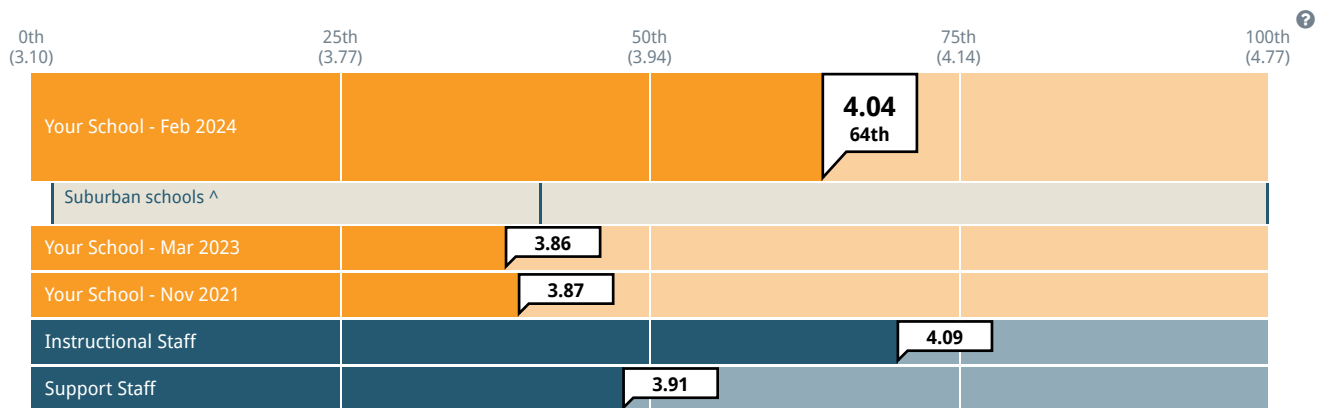
- *I feel comfortable speaking honestly to families about their child's progress.*

Here is the full list of questions in the Relationships theme:

- Administrators treat staff with respect.
- Staff treat administrators with respect.
- Staff treat families with respect.
- Families treat staff with respect.
- Staff treat each other with respect.
- Students treat staff with respect.
- Staff treat students with respect.
- Staff and students care about each other.
- Staff and administrators care about each other.
- Staff and families care about each other.
- Teachers in my school work together to improve instructional practice.
- I feel comfortable approaching the administration if I need help solving a problem.
- I feel comfortable approaching other staff members if I need help solving a problem.
- I feel comfortable speaking honestly to families about their child's progress.
- My school is cooperative and team-oriented.

Relationships Summary Measure

This summary measure describes the degree to which staff experience positive relationships in their school based on respect, care and approachability.

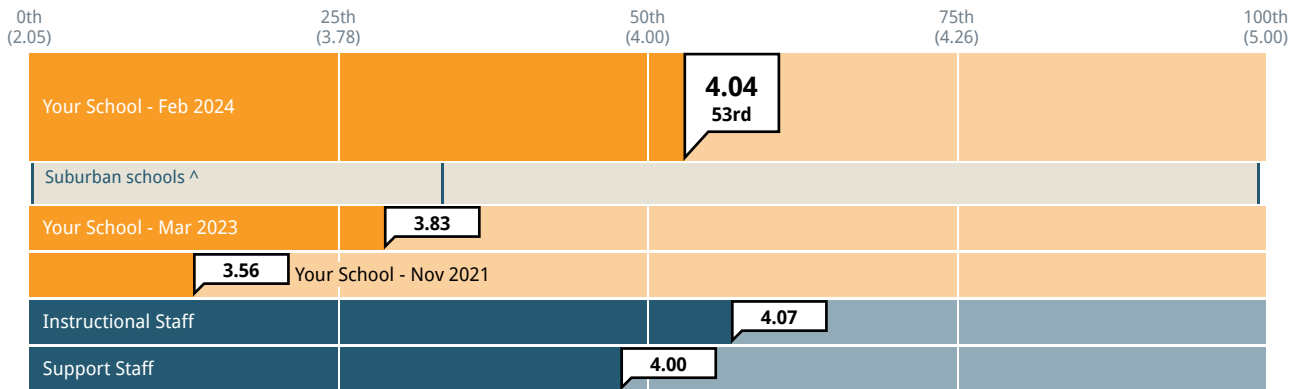


Cohort: Suburban schools ^ Past results: on Subgroup: Role

Relationships Percentile Charts

Administrators treat staff with respect.

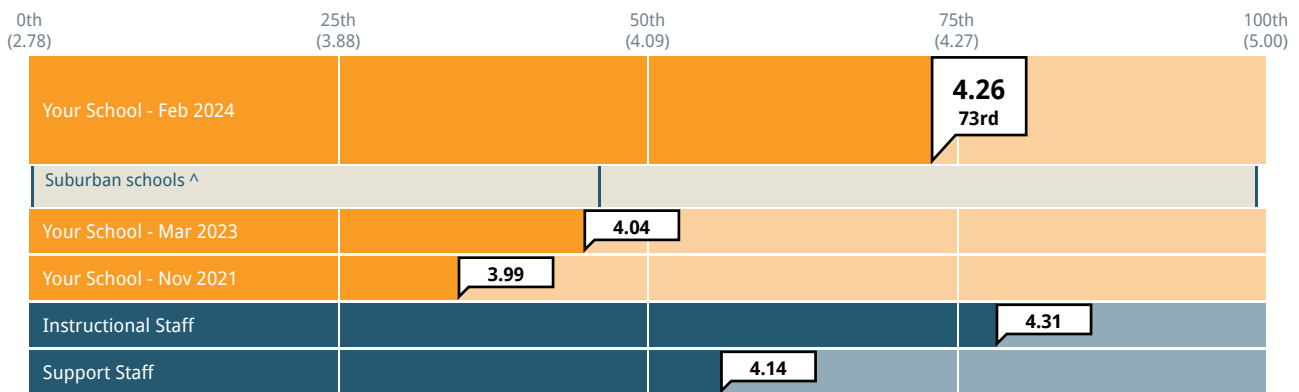
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Staff treat administrators with respect.

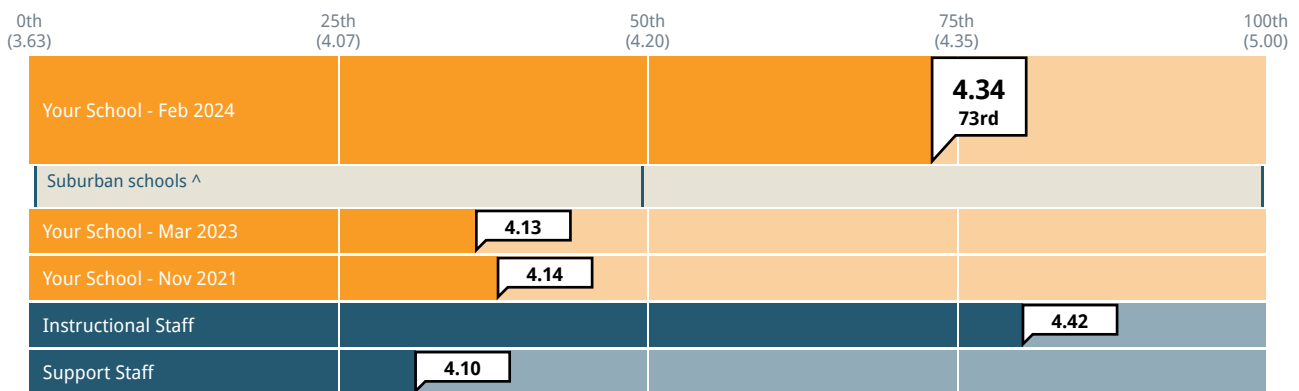
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Staff treat families with respect.

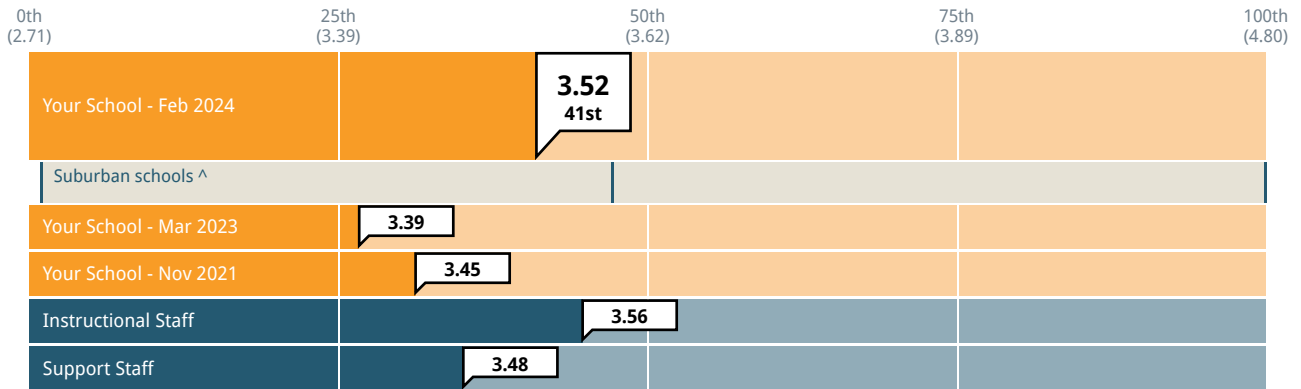
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Families treat staff with respect.

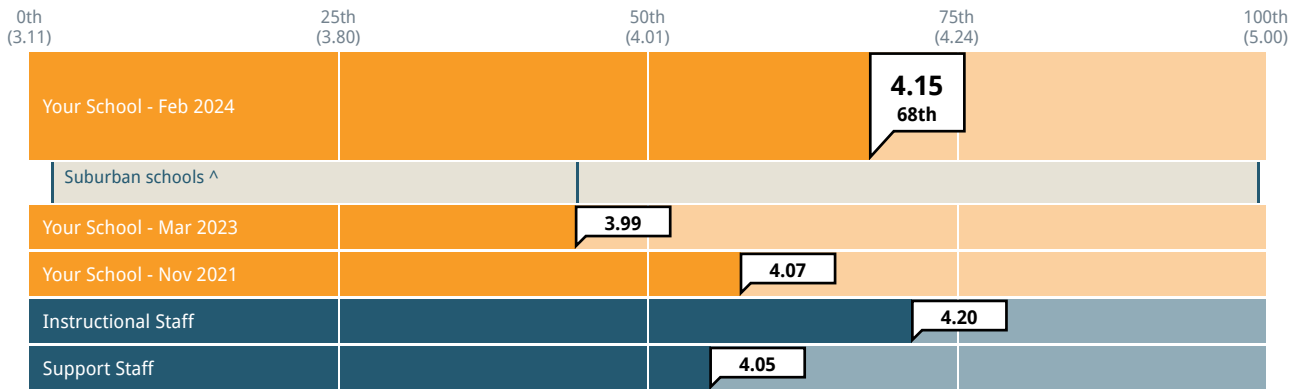
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Staff treat each other with respect.

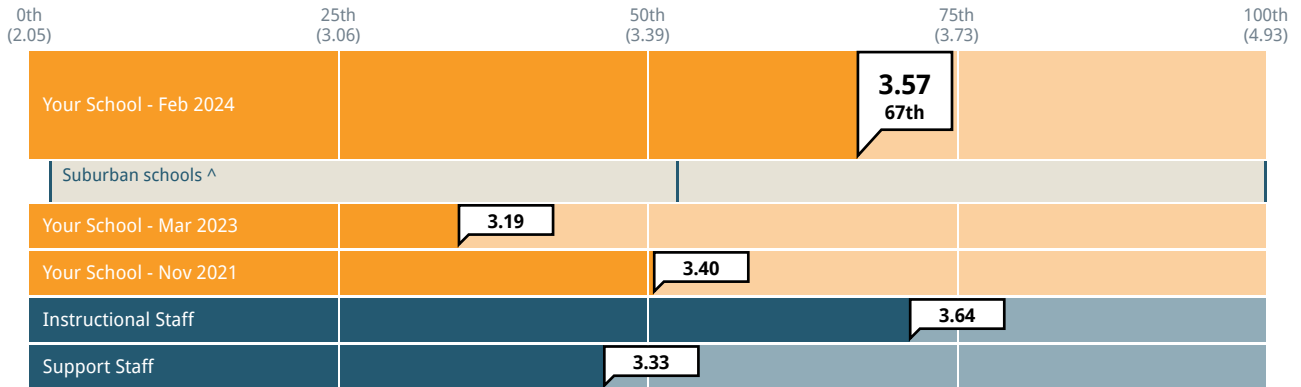
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Students treat staff with respect.

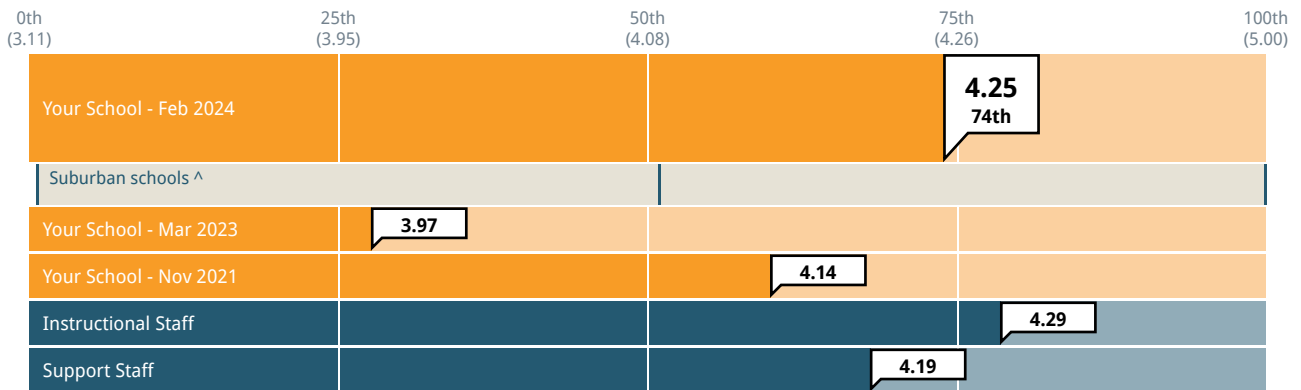
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Staff treat students with respect.

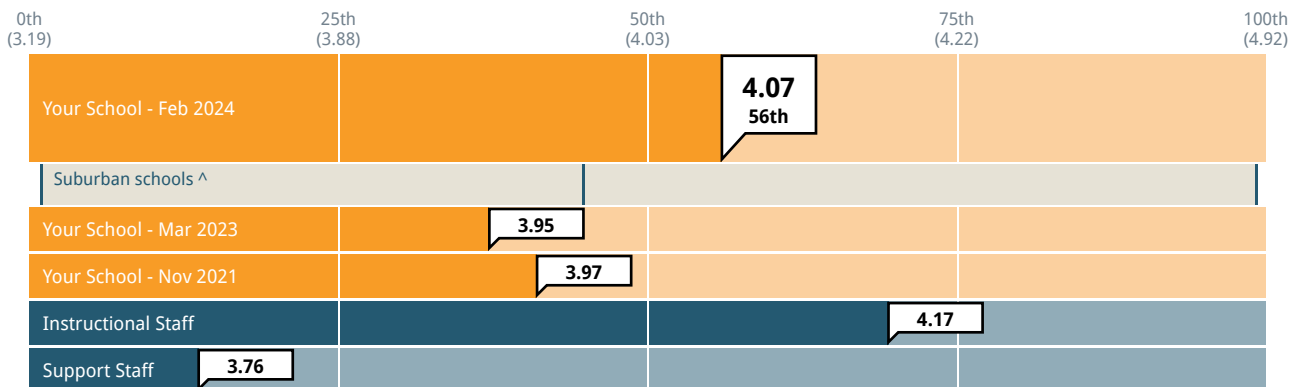
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Staff and students care about each other.

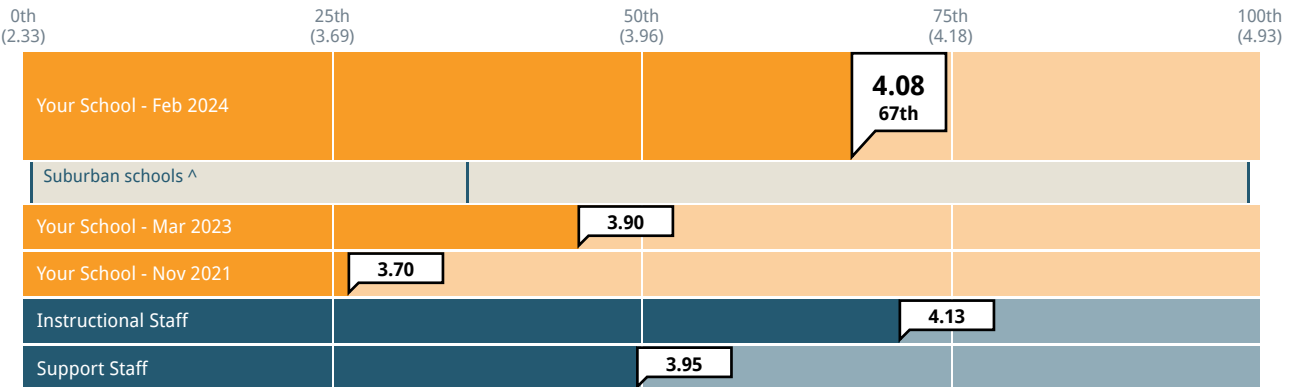
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Staff and administrators care about each other.

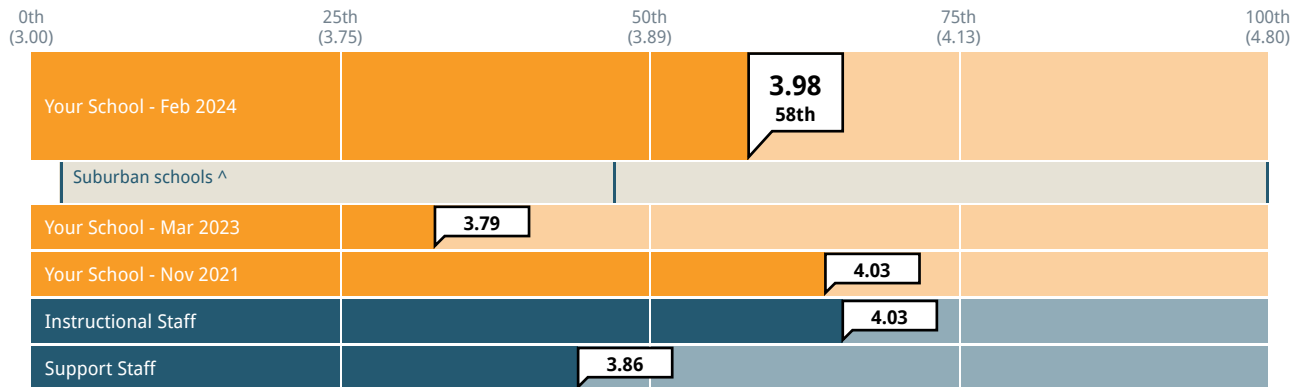
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Staff and families care about each other.

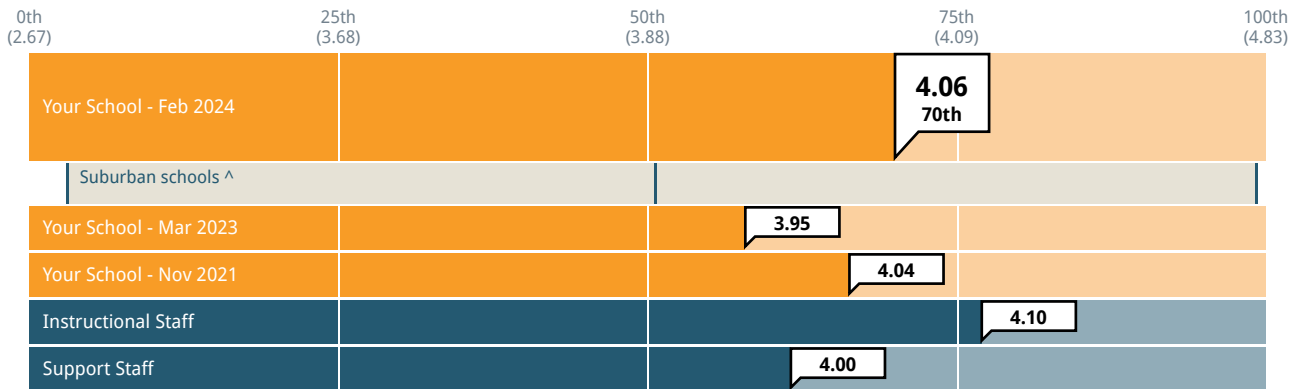
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Teachers in my school work together to improve instructional practice.

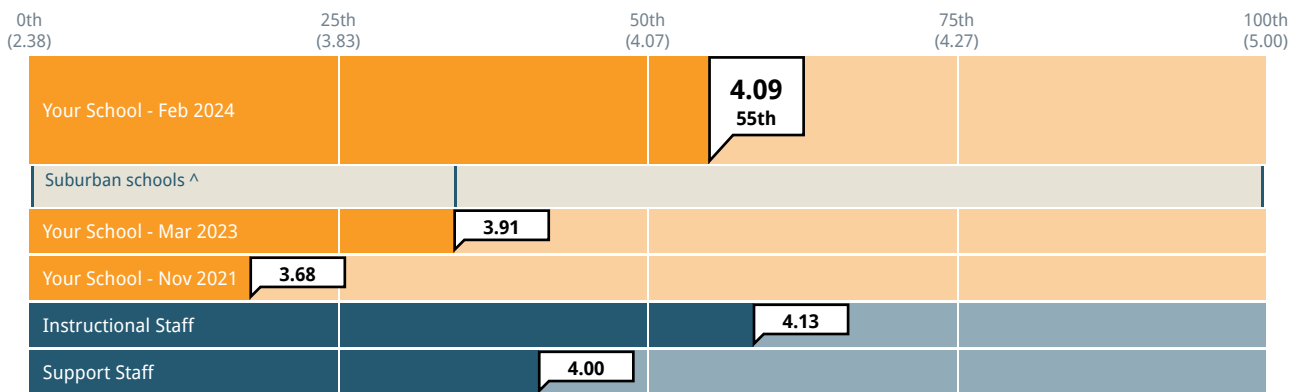
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

I feel comfortable approaching the administration if I need help solving a problem.

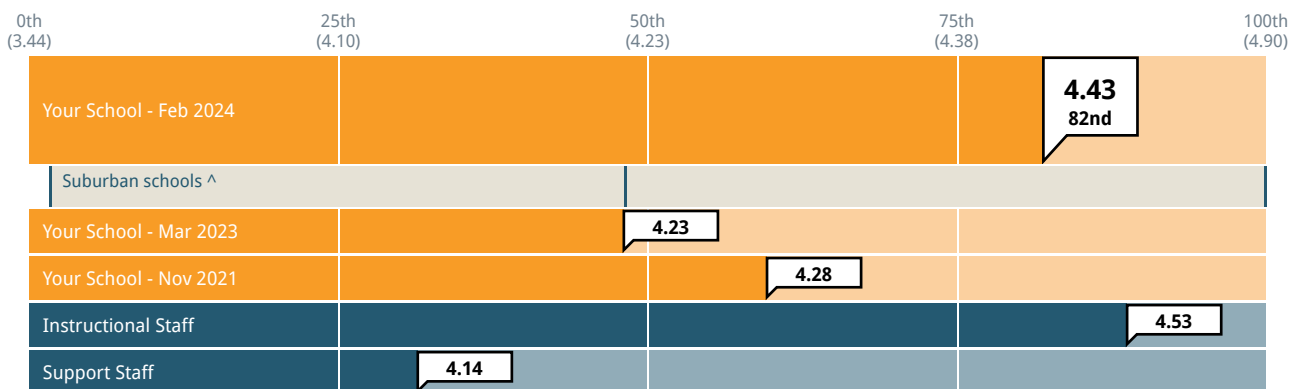
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

I feel comfortable approaching other staff members if I need help solving a problem.

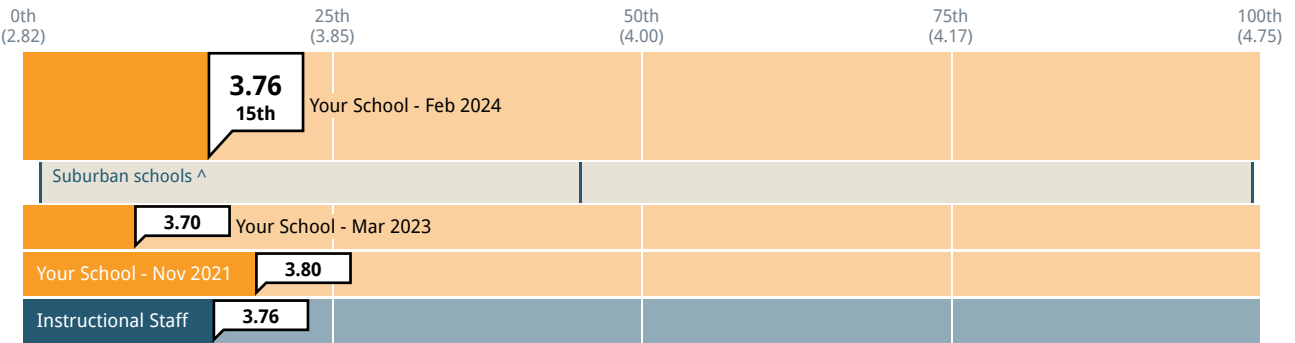
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

I feel comfortable speaking honestly to families about their child's progress.*

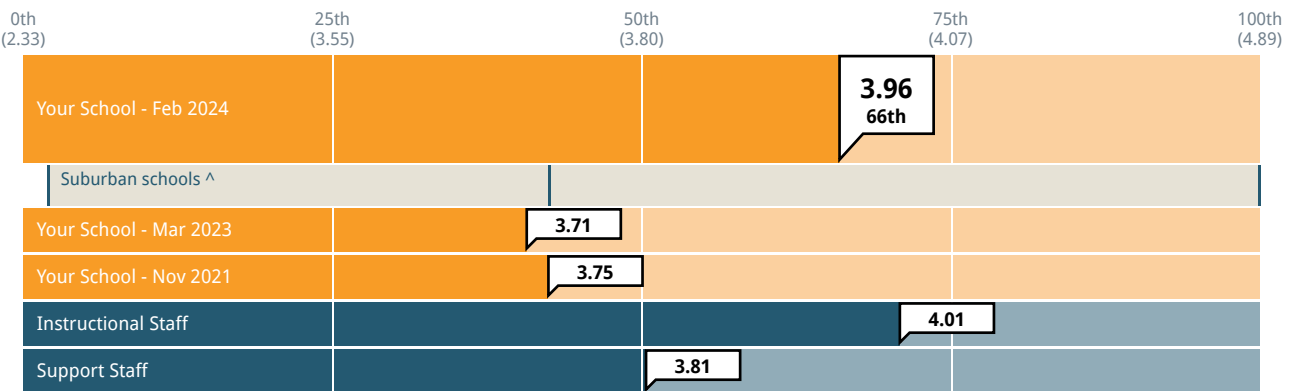
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role
 *Question asked to instructional staff ONLY.

My school is cooperative and team-oriented.

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



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Relationships Percent Positives

Relationships Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4= Agree, 5 = Strongly Agree). - Overall

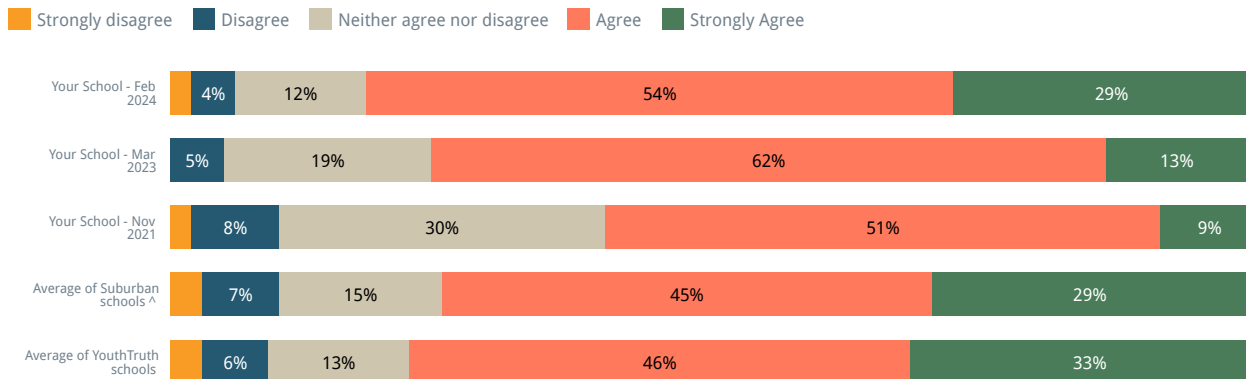
| Selected Cohort: Typical Suburban school ^ | | | | | |
|--|------------------------|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Your School - Nov 2021 | Typical YouthTruth school | Typical Suburban school ^ |
| Administrators treat staff with respect. | 82% | 75% | 60% | 78% | 74% |
| Staff treat administrators with respect. | 95% | 84% | 80% | 83% | 83% |
| Staff treat families with respect. | 94% | 87% | 86% | 89% | 89% |
| Families treat staff with respect. | 59% | 48% | 55% | 62% | 61% |
| Staff treat each other with respect. | 89% | 85% | 84% | 81% | 80% |
| Students treat staff with respect. | 59% | 40% | 56% | 54% | 56% |
| Staff treat students with respect. | 97% | 85% | 90% | 86% | 86% |
| Staff and students care about each other. | 89% | 80% | 80% | 83% | 83% |
| Staff and administrators care about each other. | 87% | 78% | 66% | 74% | 71% |
| Staff and families care about each other. | 86% | 70% | 83% | 76% | 75% |
| Teachers in my school work together to improve instructional practice. | 88% | 80% | 80% | 75% | 75% |
| I feel comfortable approaching the administration if I need help solving a problem. | 82% | 76% | 61% | 78% | 75% |
| I feel comfortable approaching other staff members if I need help solving a problem. | 92% | 90% | 89% | 88% | 88% |
| I feel comfortable speaking honestly to families about their child's progress. | 70% | 67% | 72% | 82% | 80% |
| My school is cooperative and team-oriented. | 81% | 67% | 70% | 71% | 69% |

Relationships Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|--|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| Administrators treat staff with respect. | 83% | 81% | N/A |
| Staff treat administrators with respect. | 94% | 100% | N/A |
| Staff treat families with respect. | 94% | 95% | N/A |
| Families treat staff with respect. | 62% | 48% | N/A |
| Staff treat each other with respect. | 89% | 95% | N/A |
| Students treat staff with respect. | 63% | 43% | N/A |
| Staff treat students with respect. | 98% | 100% | N/A |
| Staff and students care about each other. | 93% | 76% | N/A |
| Staff and administrators care about each other. | 89% | 81% | N/A |
| Staff and families care about each other. | 89% | 76% | N/A |
| Teachers in my school work together to improve instructional practice. | 88% | 90% | N/A |
| I feel comfortable approaching the administration if I need help solving a problem. | 83% | 81% | N/A |
| I feel comfortable approaching other staff members if I need help solving a problem. | 94% | 86% | N/A |
| I feel comfortable speaking honestly to families about their child's progress. | 70% | N/A | N/A |
| My school is cooperative and team-oriented. | 82% | 76% | N/A |

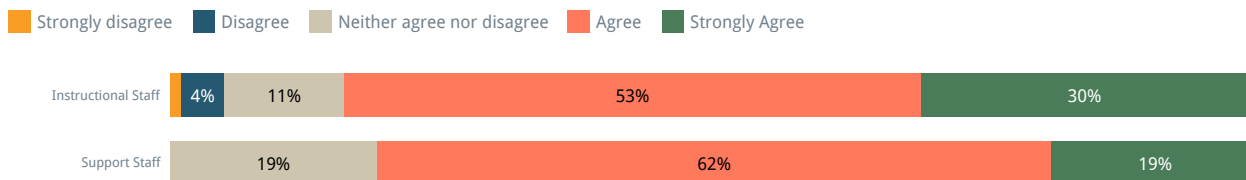
Relationships Response Distributions

Administrators treat staff with respect. - Overall



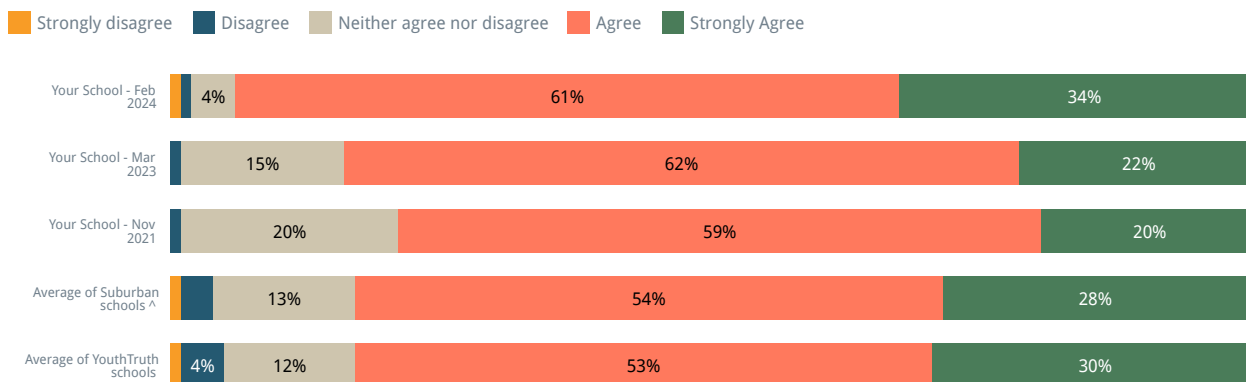
Cohort: Average of Suburban schools ^ Past results: on

Administrators treat staff with respect. - Subgroup



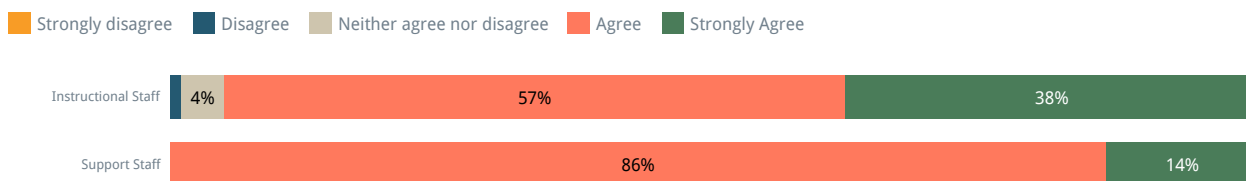
Subgroup: Role

Staff treat administrators with respect. - Overall



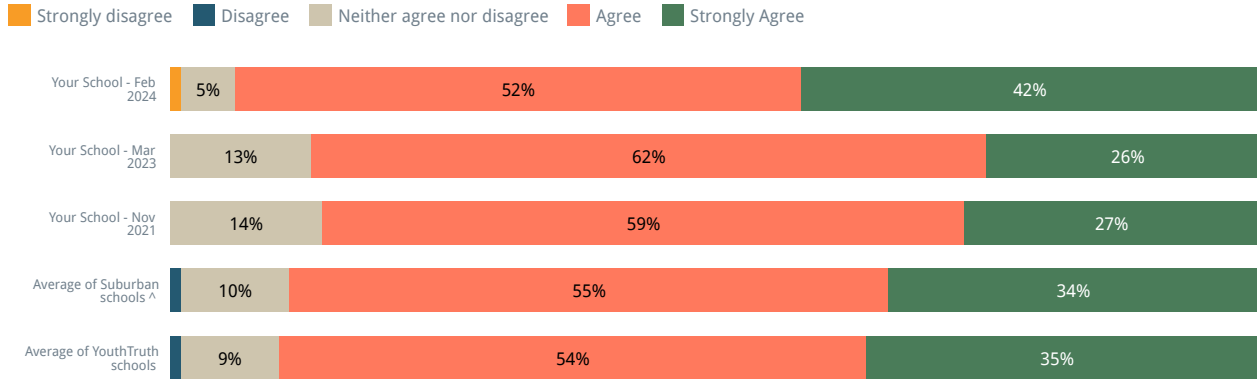
Cohort: Average of Suburban schools ^ Past results: on

Staff treat administrators with respect. - Subgroup



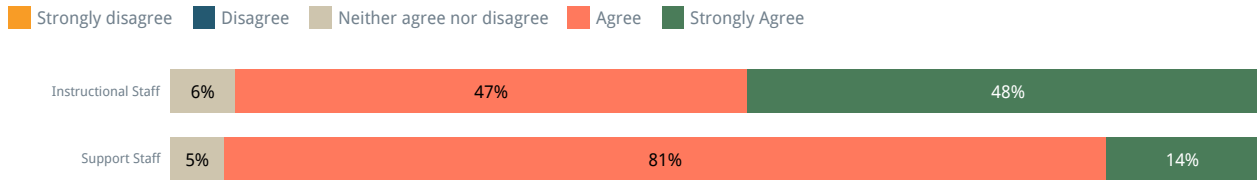
Subgroup: Role

Staff treat families with respect. - Overall



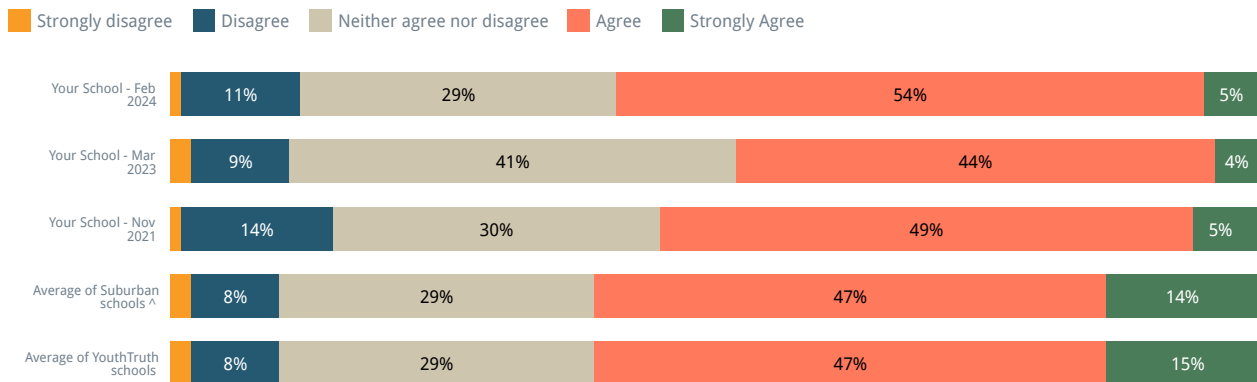
Cohort: Average of Suburban schools ^ Past results: on

Staff treat families with respect. - Subgroup



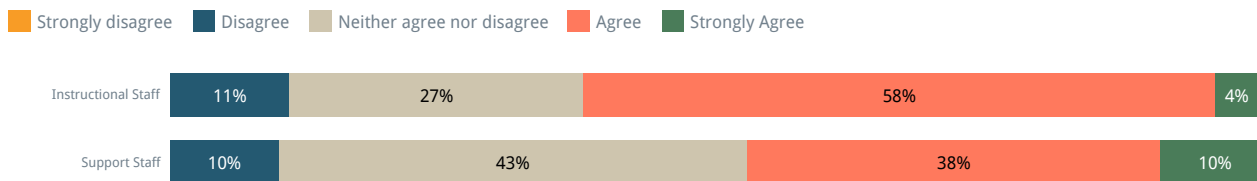
Subgroup: Role

Families treat staff with respect. - Overall



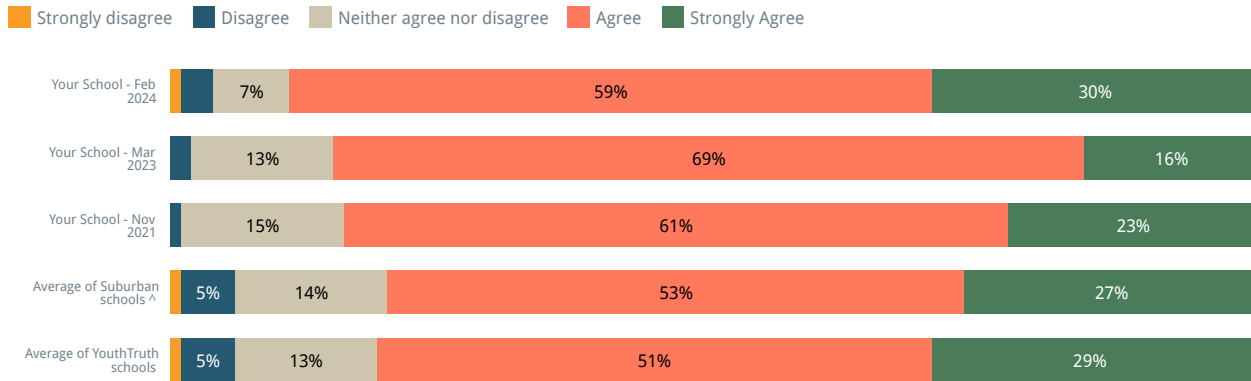
Cohort: Average of Suburban schools ^ Past results: on

Families treat staff with respect. - Subgroup



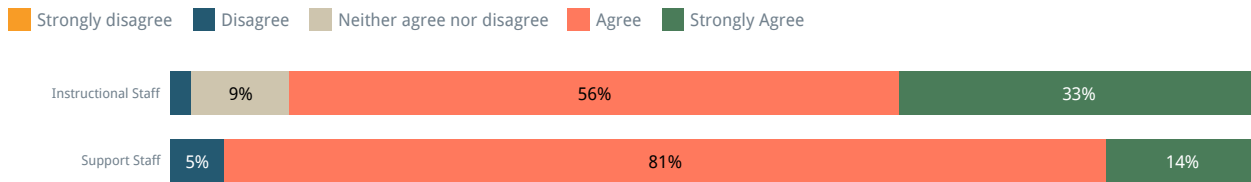
Subgroup: Role

Staff treat each other with respect. - Overall



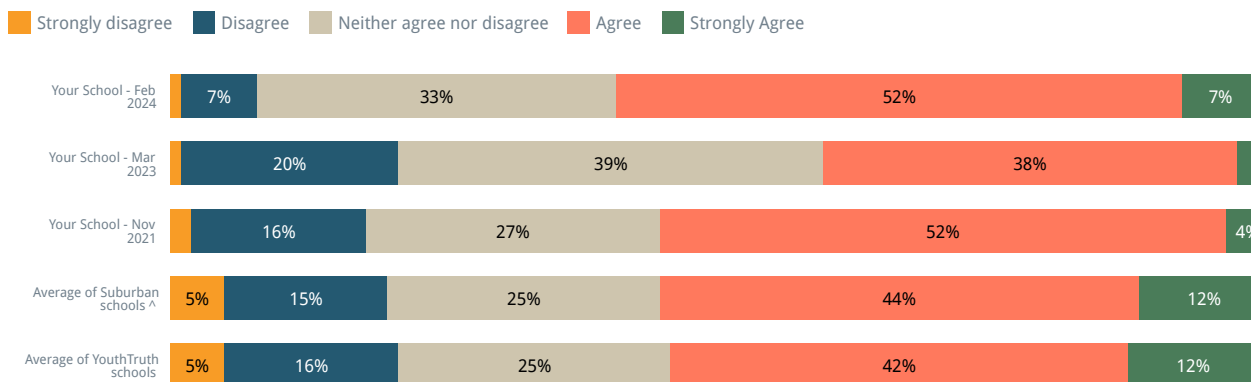
Cohort: Average of Suburban schools ^ Past results: on

Staff treat each other with respect. - Subgroup



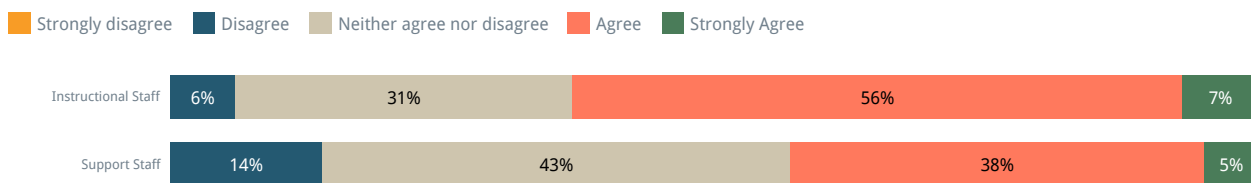
Subgroup: Role

Students treat staff with respect. - Overall



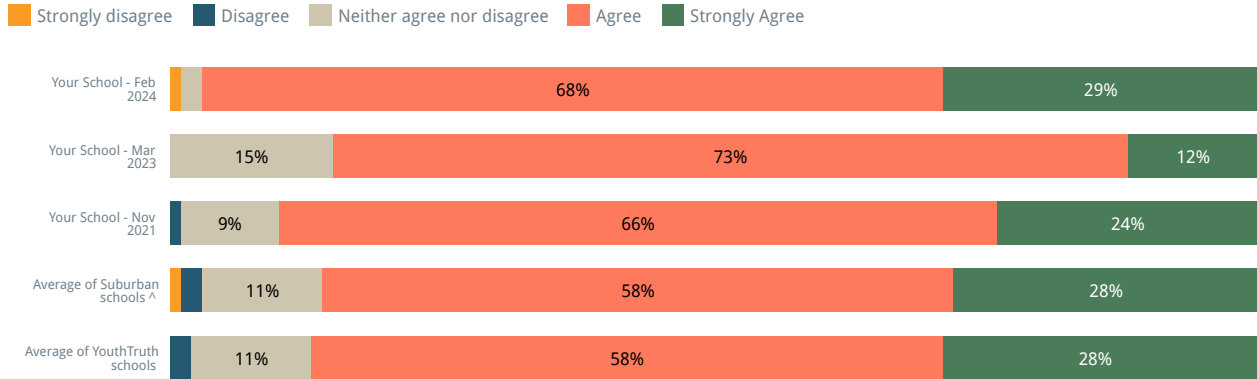
Cohort: Average of Suburban schools ^ Past results: on

Students treat staff with respect. - Subgroup



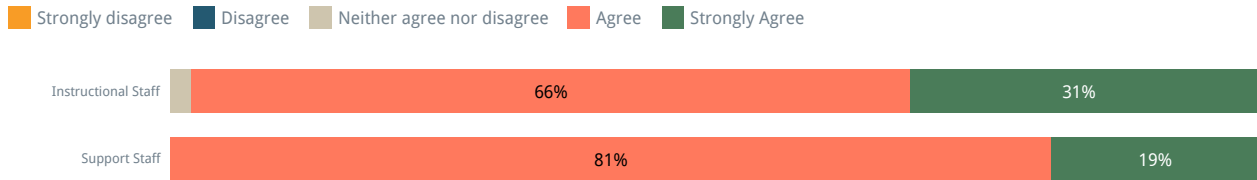
Subgroup: Role

Staff treat students with respect. - Overall



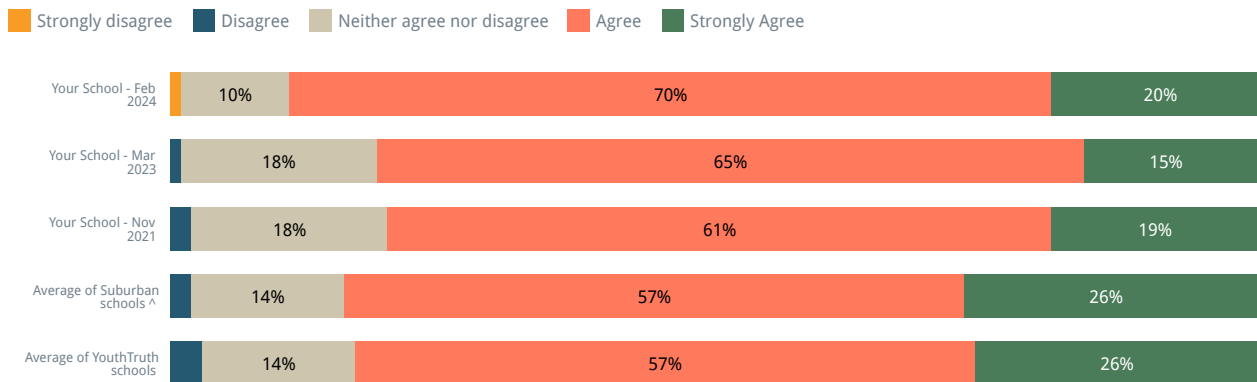
Cohort: Average of Suburban schools ^ Past results: on

Staff treat students with respect. - Subgroup



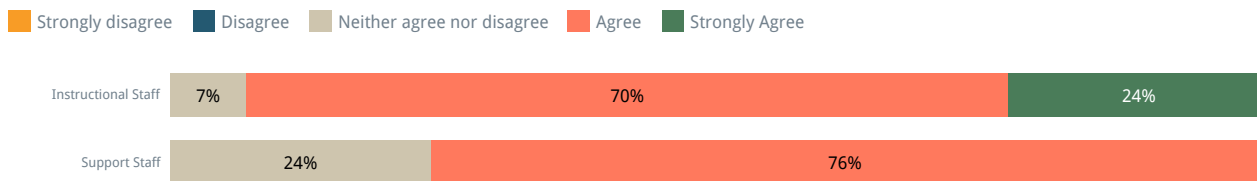
Subgroup: Role

Staff and students care about each other. - Overall



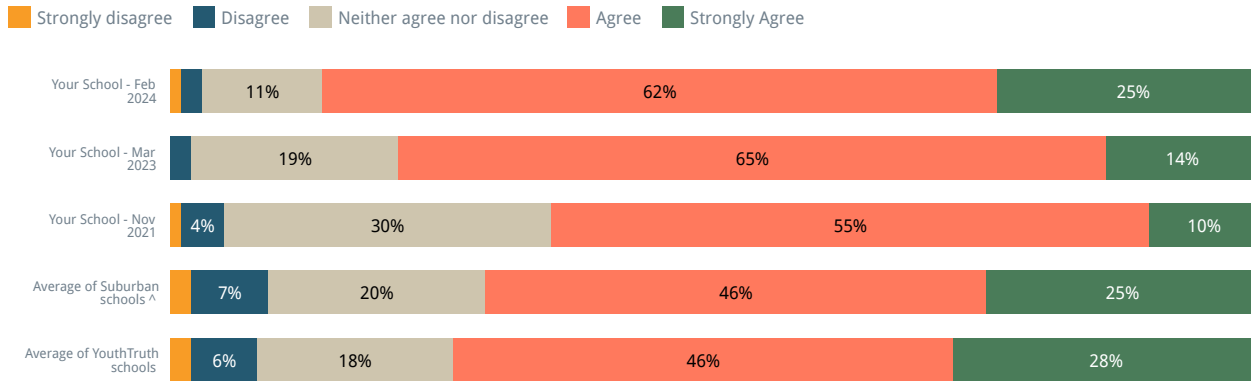
Cohort: Average of Suburban schools ^ Past results: on

Staff and students care about each other. - Subgroup



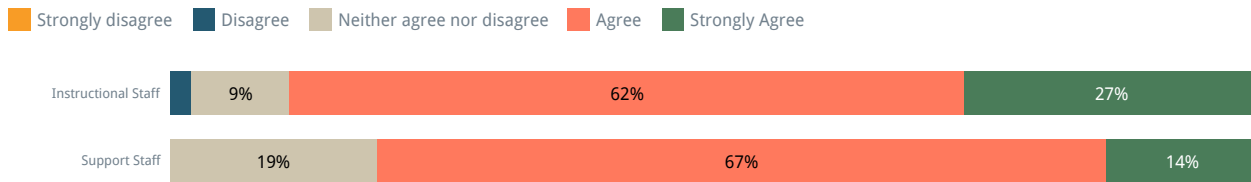
Subgroup: Role

Staff and administrators care about each other. - Overall



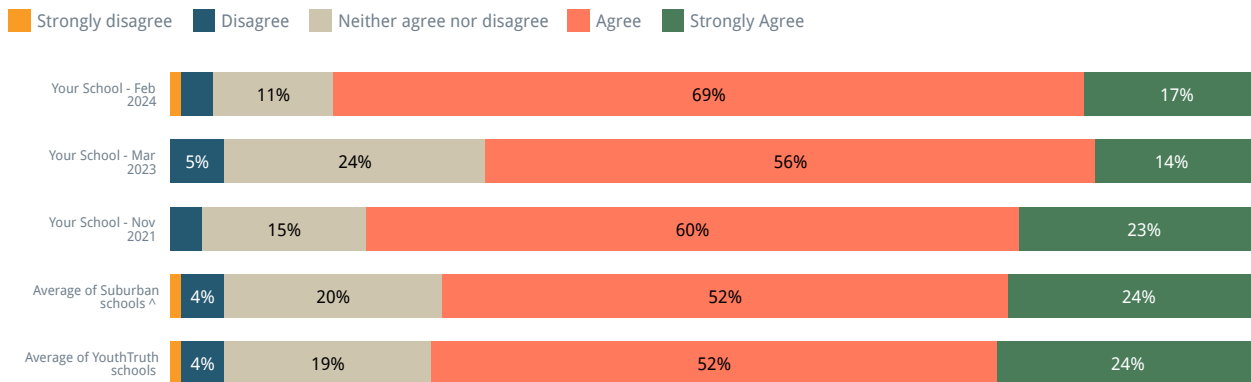
Cohort: Average of Suburban schools ^ Past results: on

Staff and administrators care about each other. - Subgroup



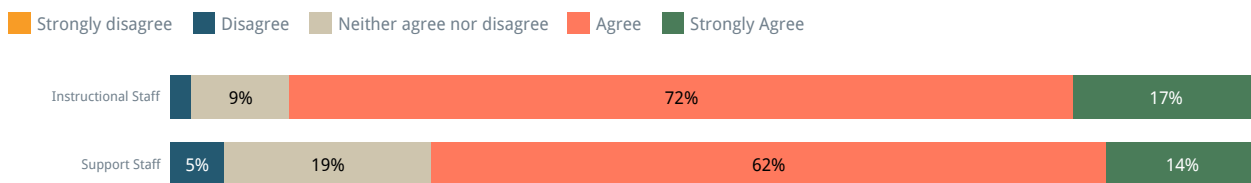
Subgroup: Role

Staff and families care about each other. - Overall



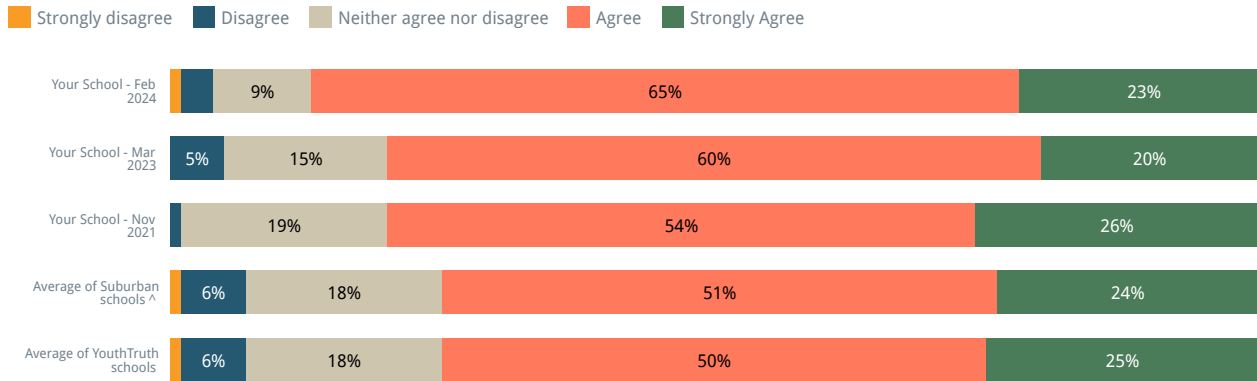
Cohort: Average of Suburban schools ^ Past results: on

Staff and families care about each other. - Subgroup



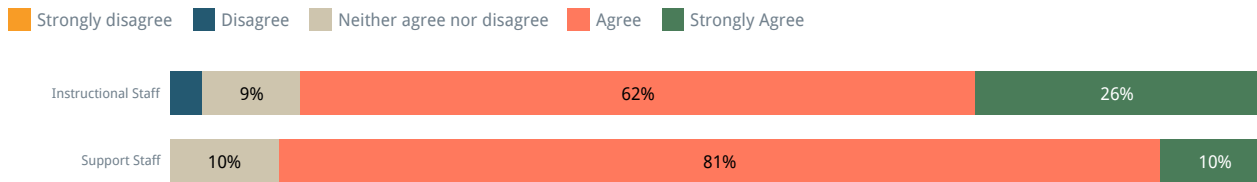
Subgroup: Role

Teachers in my school work together to improve instructional practice. - Overall



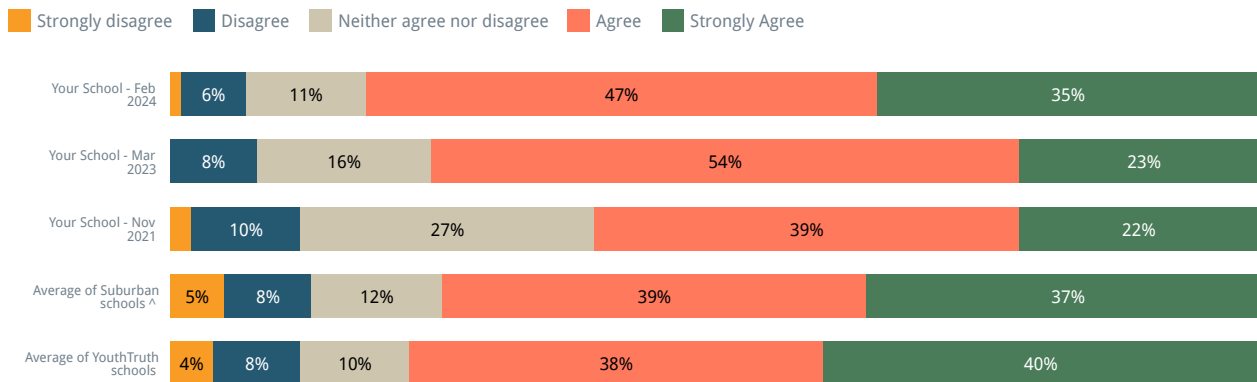
Cohort: Average of Suburban schools ^ Past results: on

Teachers in my school work together to improve instructional practice. - Subgroup



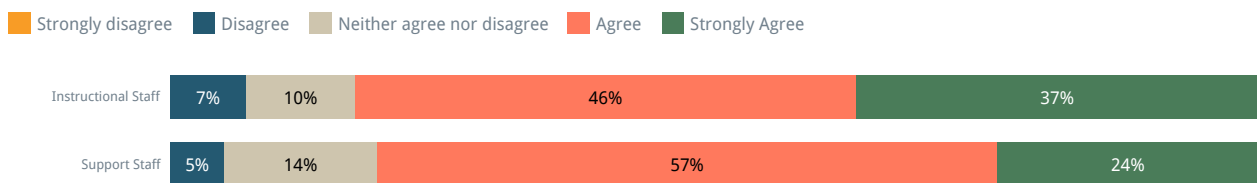
Subgroup: Role

I feel comfortable approaching the administration if I need help solving a problem. - Overall



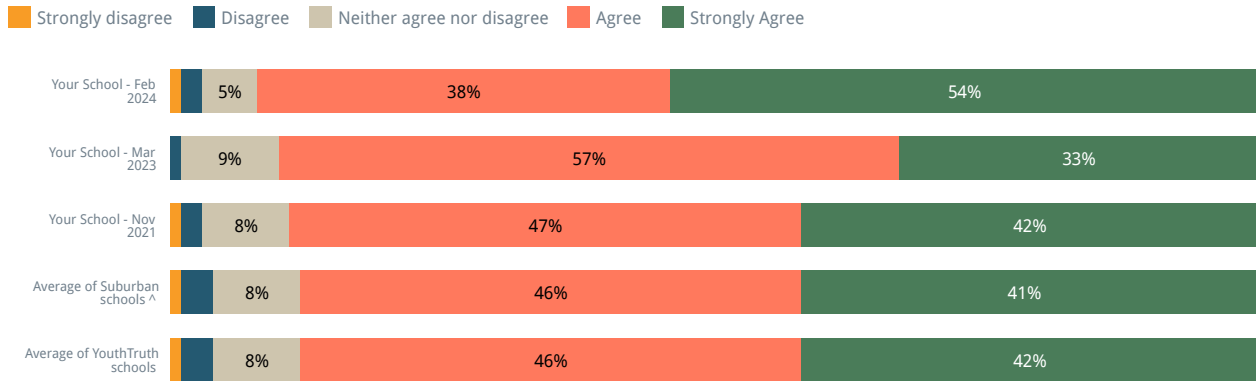
Cohort: Average of Suburban schools ^ Past results: on

I feel comfortable approaching the administration if I need help solving a problem. - Subgroup



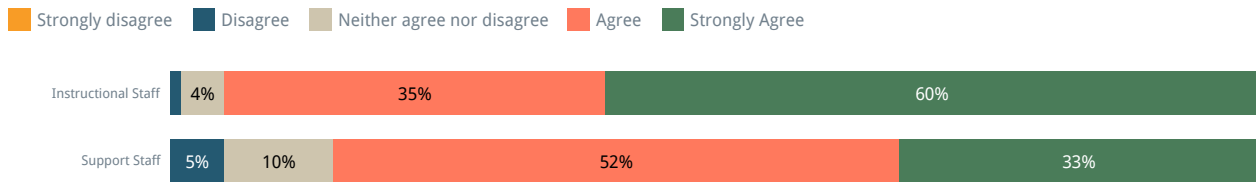
Subgroup: Role

I feel comfortable approaching other staff members if I need help solving a problem. - Overall



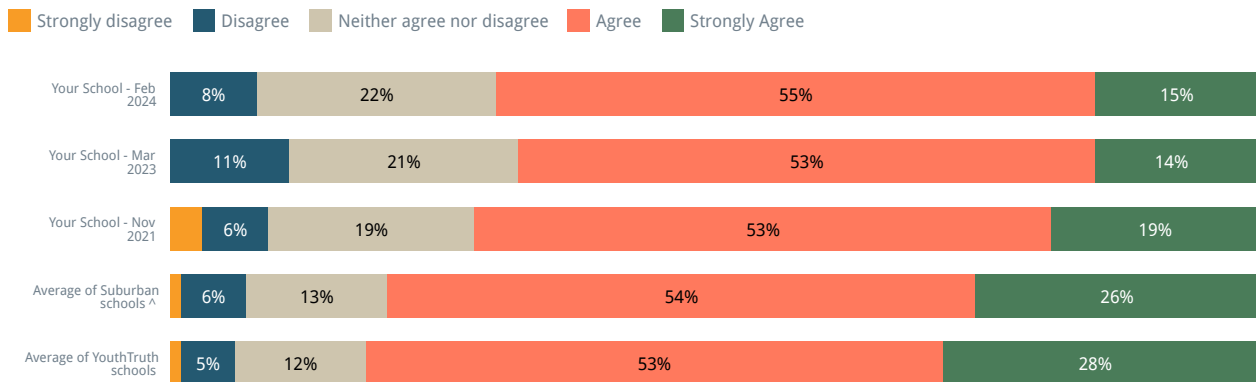
Cohort: Average of Suburban schools ^ Past results: on

I feel comfortable approaching other staff members if I need help solving a problem. - Subgroup



Subgroup: Role

I feel comfortable speaking honestly to families about their child's progress.* - Overall



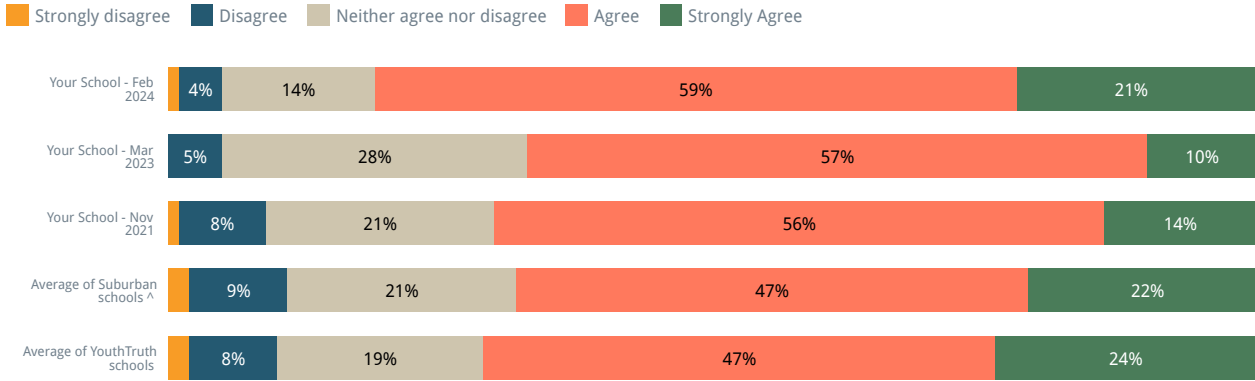
Cohort: Average of Suburban schools ^ Past results: on

I feel comfortable speaking honestly to families about their child's progress.* - Subgroup



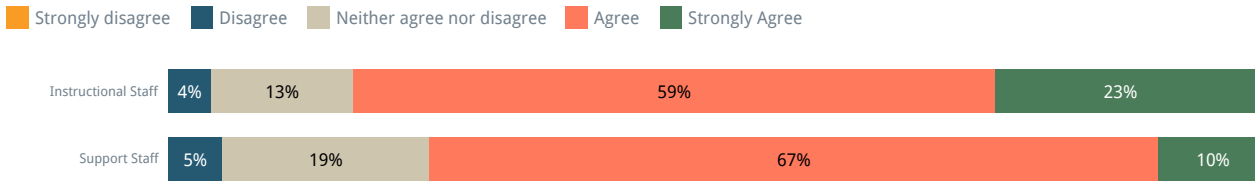
Subgroup: Role

My school is cooperative and team-oriented. - Overall



Cohort: Average of Suburban schools ^ Past results: on

My school is cooperative and team-oriented. - Subgroup



Subgroup: Role

CULTURE

Within the Culture theme, compared to other participating high schools, the **highest rated question** for PHS was:

- *My school runs smoothly.*

and the **lowest rated question** was:

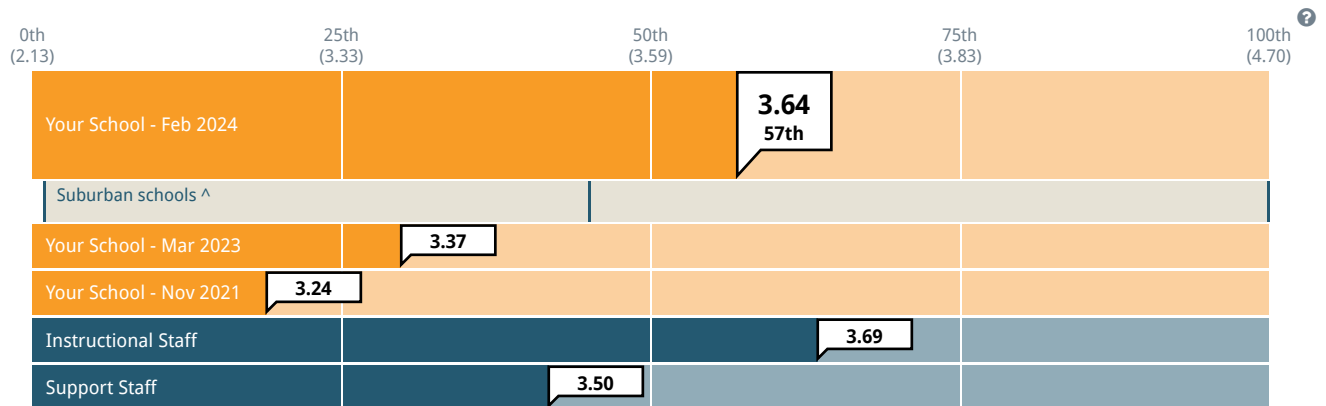
- *My school communicates a clear direction for the future.*

Here is the full list of questions in the Culture theme:

- My school's policies are administered fairly and consistently.
- My school is managed effectively.
- My school runs smoothly.
- My school creates a positive work environment.
- Discipline in this school is fair.
- My school sets high expectations for students.
- My school's employees are committed to the success of my school.
- I feel informed about important decisions regarding my school.
- My school communicates a clear direction for the future.
- Information about school policies is disseminated to staff clearly.

Culture Summary Measure

This summary measure describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.

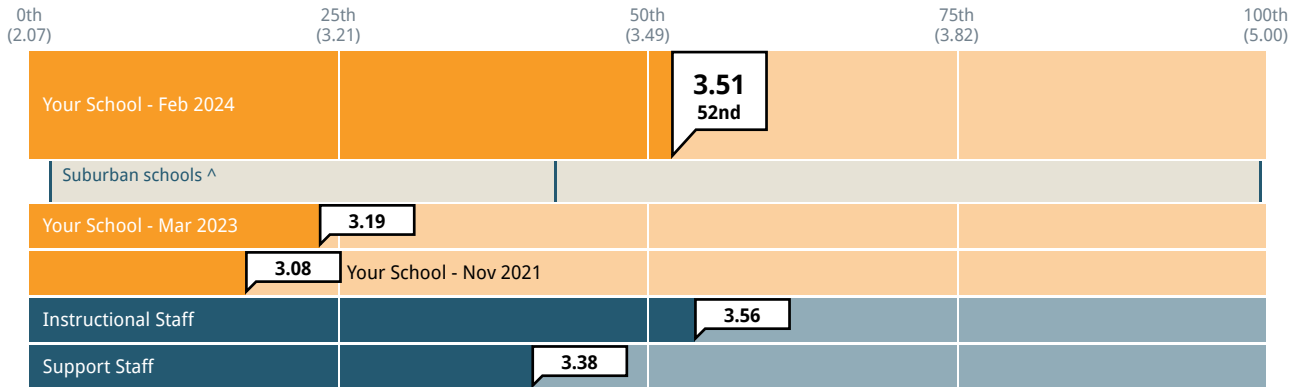


Cohort: Suburban schools ^ Past results: on Subgroup: Role

Culture Percentile Charts

My school's policies are administered fairly and consistently.

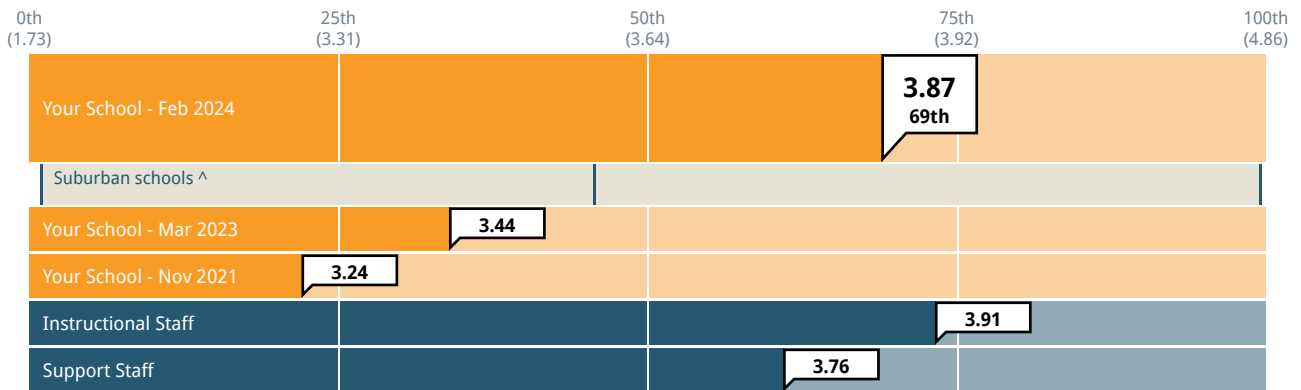
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My school is managed effectively.

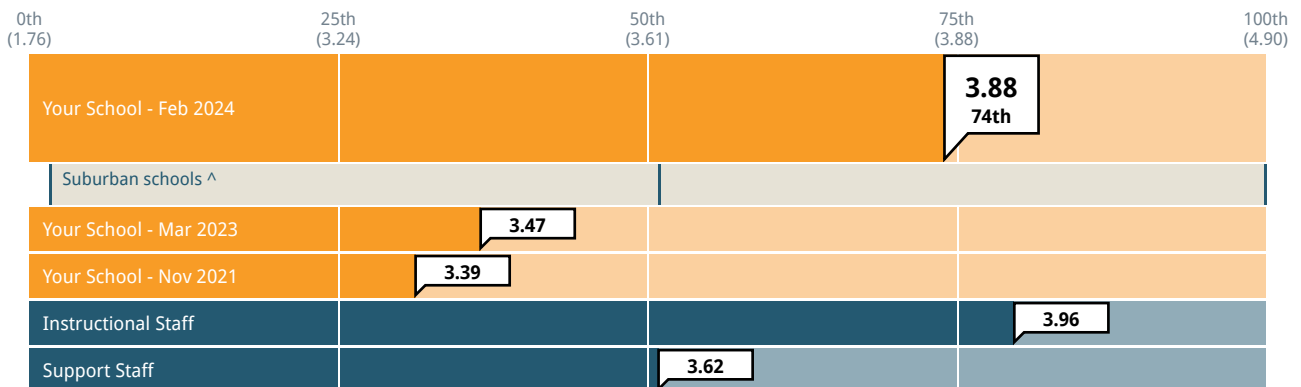
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My school runs smoothly.

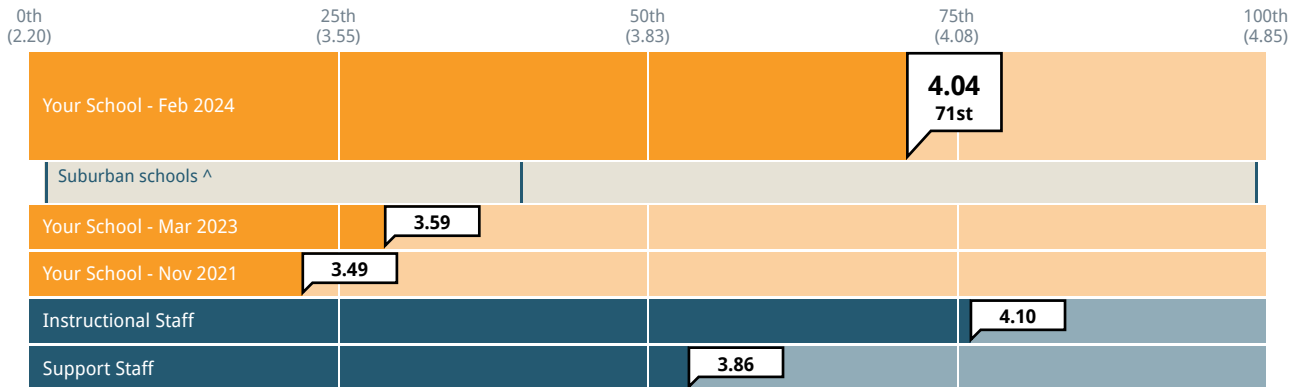
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My school creates a positive work environment.

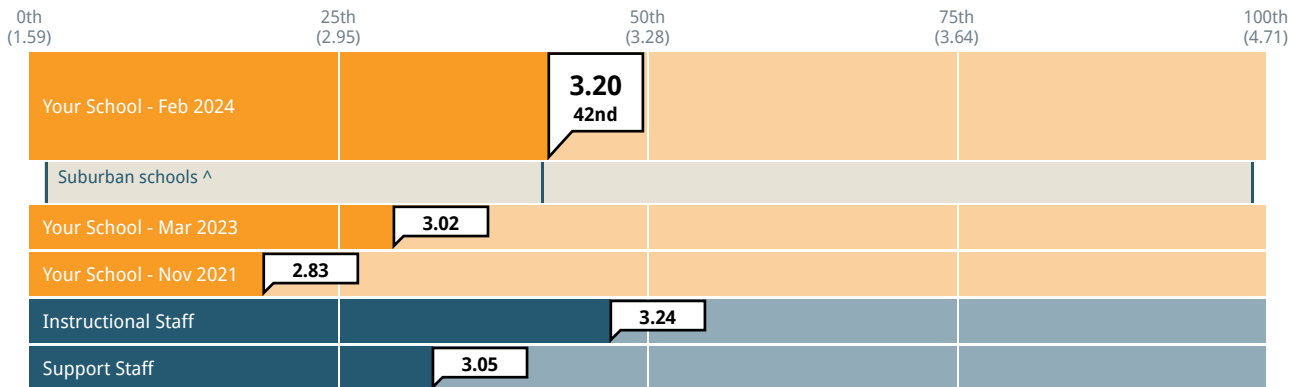
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Discipline in this school is fair.

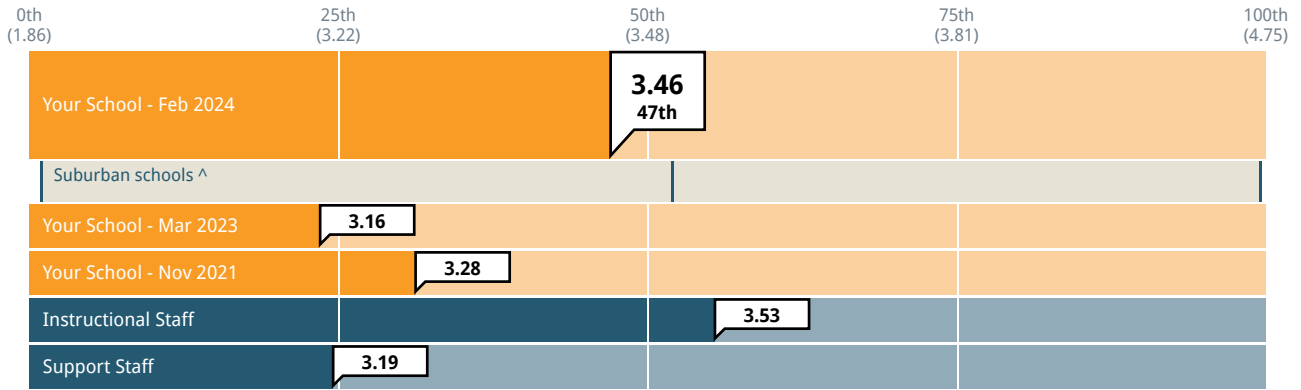
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My school sets high expectations for students.

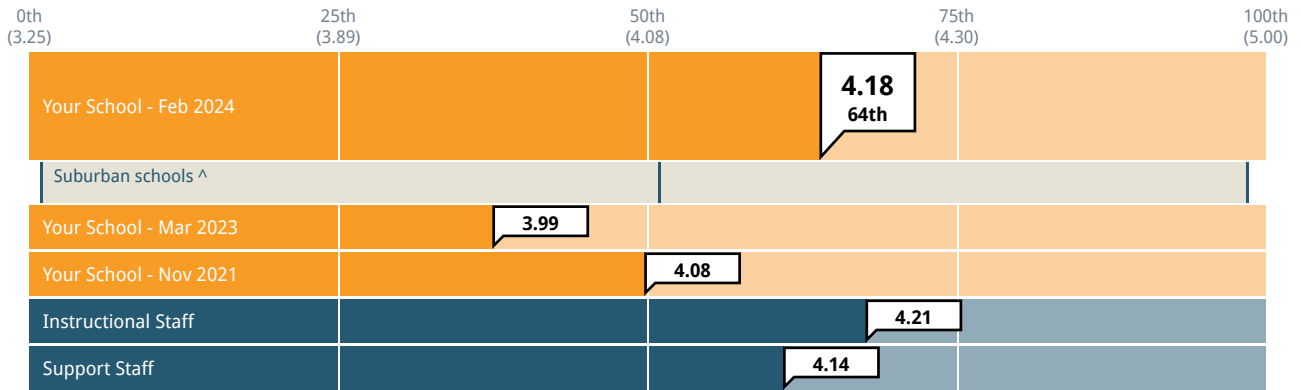
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My school's employees are committed to the success of the school.

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

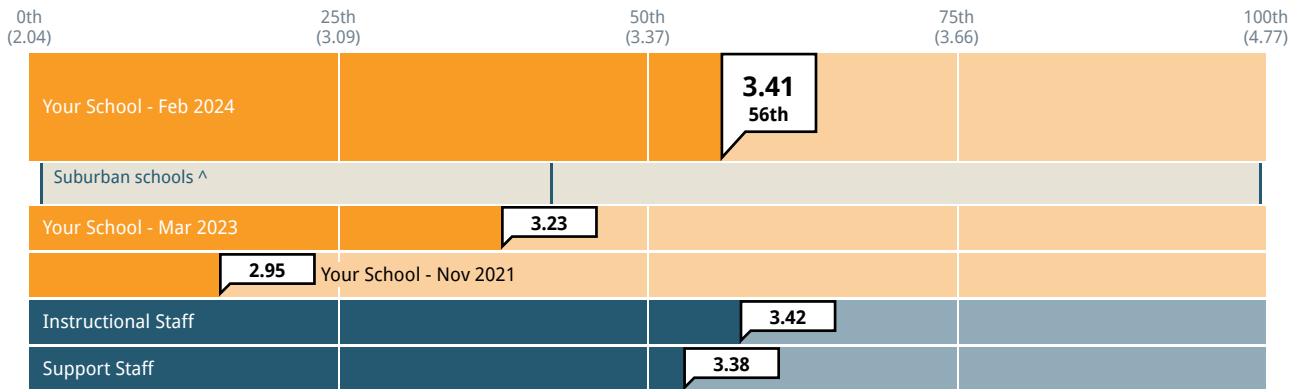


Cohort: Suburban schools ^ Past results: on Subgroup: Role

The questions below focus specifically on **communication** as it relates to **culture**.

I feel informed about important decisions regarding my school.

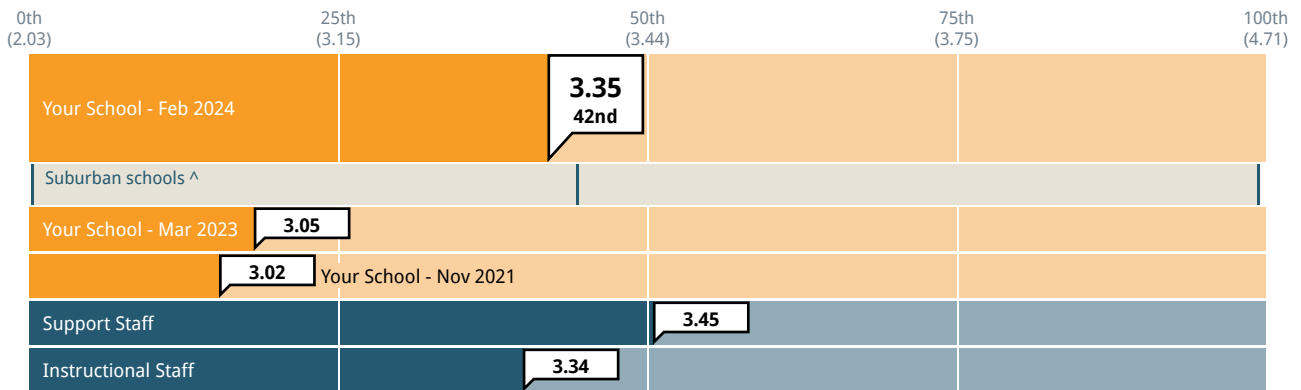
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My school communicates a clear direction for the future.

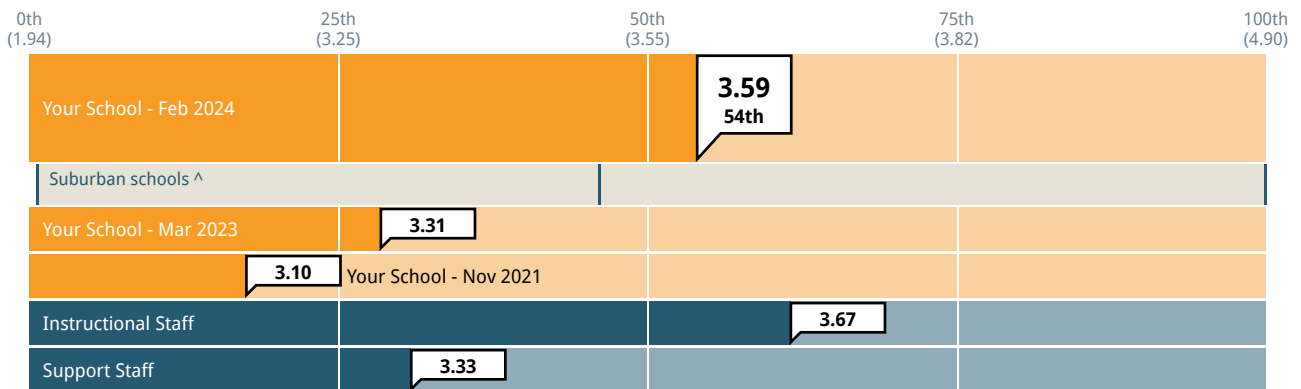
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Information about school policies is disseminated to staff clearly.

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

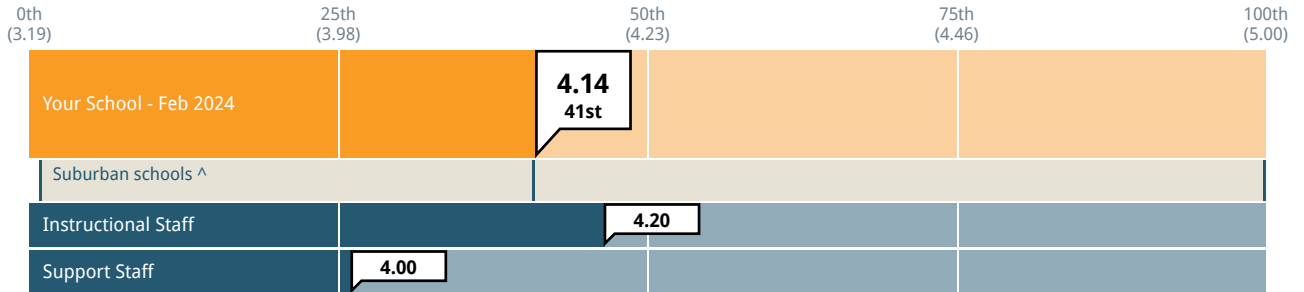


Cohort: Suburban schools ^ Past results: on Subgroup: Role

Different backgrounds question.

My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders).

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



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Culture Percent Positives

Culture Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

| Selected Cohort: Typical Suburban school ^ | | | | | |
|---|------------------------|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Your School - Nov 2021 | Typical YouthTruth school | Typical Suburban school ^ |
| My school's policies are administered fairly and consistently. | 58% | 44% | 34% | 56% | 54% |
| My school is managed effectively. | 77% | 58% | 43% | 62% | 60% |
| My school runs smoothly. | 79% | 57% | 48% | 60% | 61% |
| My school creates a positive work environment. | 86% | 62% | 56% | 71% | 68% |
| Discipline in this school is fair. | 38% | 34% | 26% | 49% | 47% |
| My school sets high expectations for students. | 58% | 40% | 44% | 58% | 59% |
| My school's employees are committed to the success of my school. | 91% | 81% | 85% | 82% | 83% |
| I feel informed about important decisions regarding my school. | 53% | 46% | 36% | 52% | 51% |
| My school communicates a clear direction for the future. | 51% | 37% | 32% | 53% | 52% |
| Information about school policies is disseminated to staff clearly. | 65% | 53% | 39% | 60% | 58% |

Culture Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|---|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| My school's policies are administered fairly and consistently. | 60% | 48% | N/A |
| My school is managed effectively. | 80% | 67% | N/A |
| My school runs smoothly. | 83% | 62% | N/A |
| My school creates a positive work environment. | 89% | 76% | N/A |
| Discipline in this school is fair. | 37% | 40% | N/A |
| My school sets high expectations for students. | 60% | 48% | N/A |
| My school's employees are committed to the success of my school. | 91% | 95% | N/A |
| I feel informed about important decisions regarding my school. | 56% | 43% | N/A |
| My school communicates a clear direction for the future. | 53% | 45% | N/A |
| Information about school policies is disseminated to staff clearly. | 70% | 48% | N/A |

The following questions are related to the Culture Summary Measure but are not included in the Summary Measure calculation.

Different Backgrounds Related Question Percent Positives: This table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

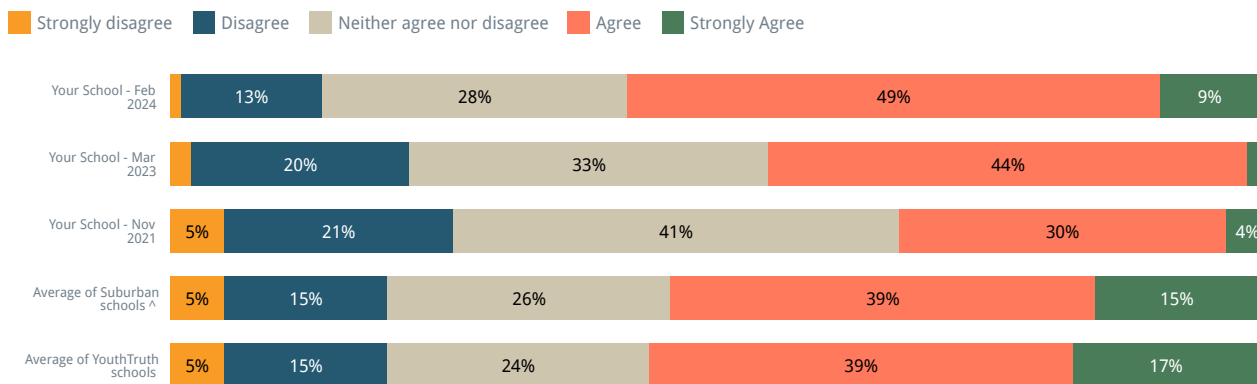
| Selected Cohort: Typical Suburban school ^ | | | |
|--|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Typical YouthTruth school | Typical Suburban school ^ |
| My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders). | 87% | 84% | 82% |

Different Backgrounds Related Question Percent Positives: This table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|--|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders). | 88% | 86% | N/A |

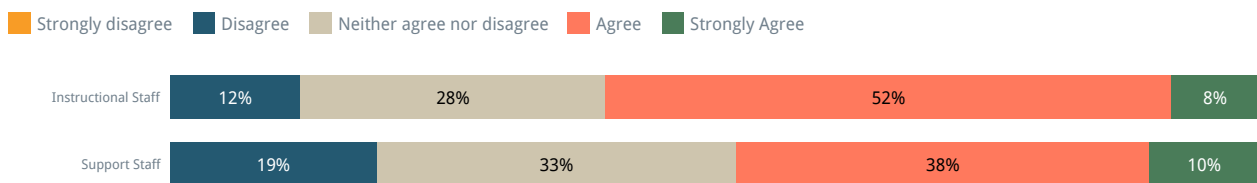
Culture Response Distributions

My school's policies are administered fairly and consistently. - Overall



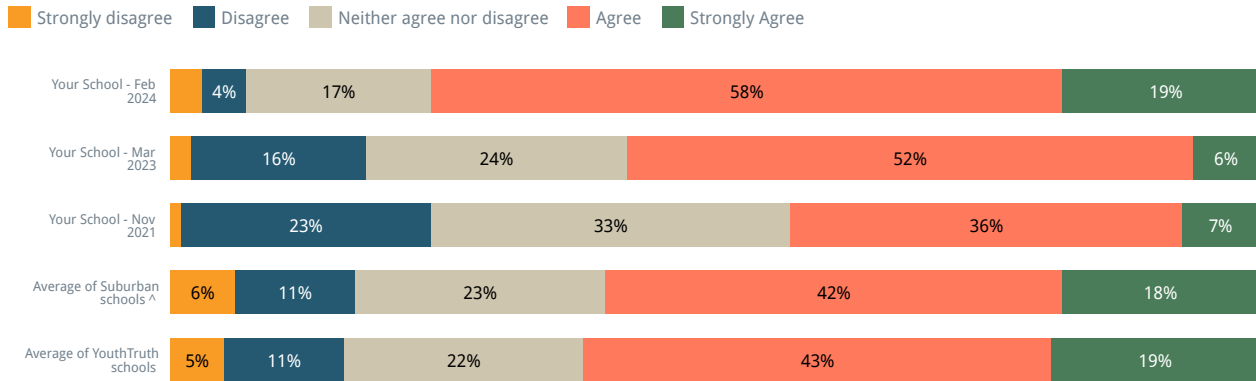
Cohort: Average of Suburban schools ^ Past results: on

My school's policies are administered fairly and consistently. - Subgroup



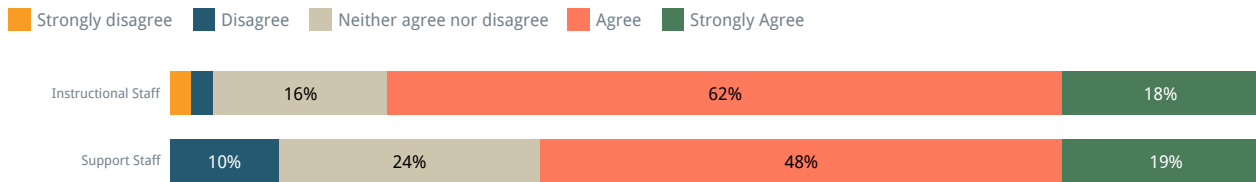
Subgroup: Role

My school is managed effectively. - Overall



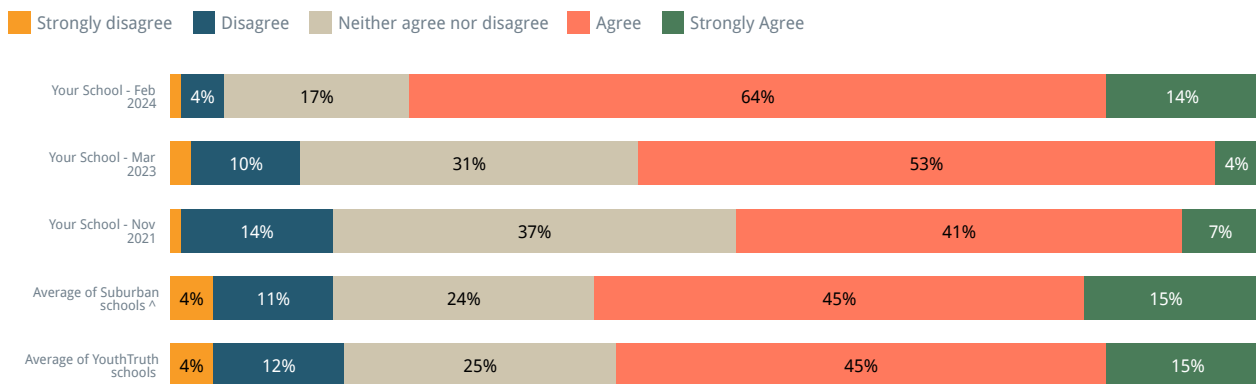
Cohort: Average of Suburban schools ^ Past results: on

My school is managed effectively. - Subgroup



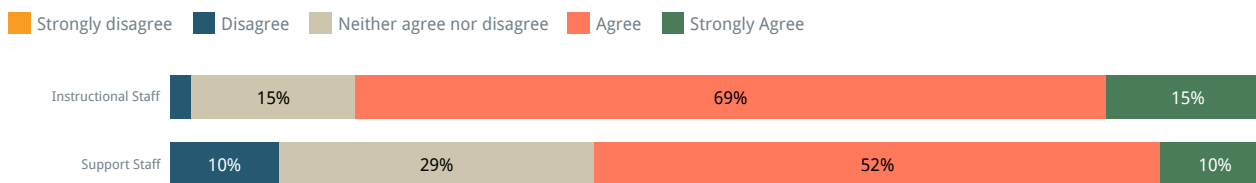
Subgroup: Role

My school runs smoothly. - Overall



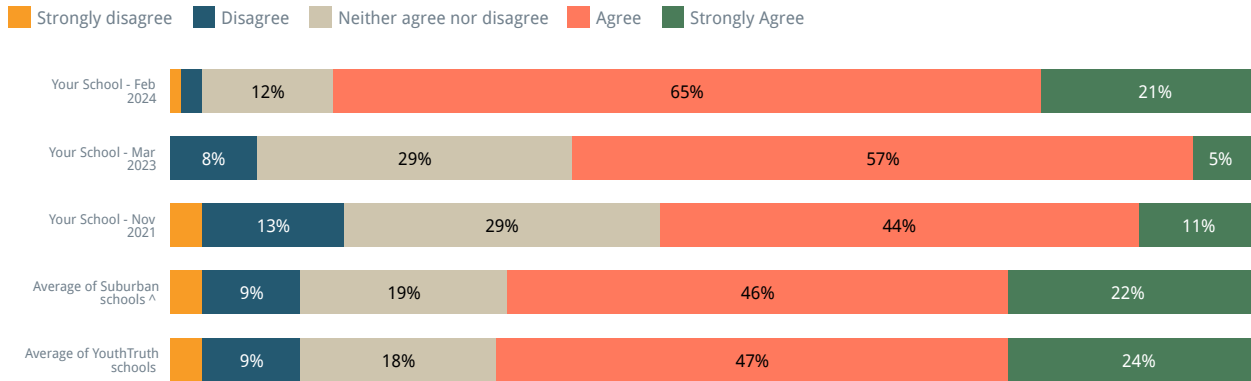
Cohort: Average of Suburban schools ^ Past results: on

My school runs smoothly. - Subgroup



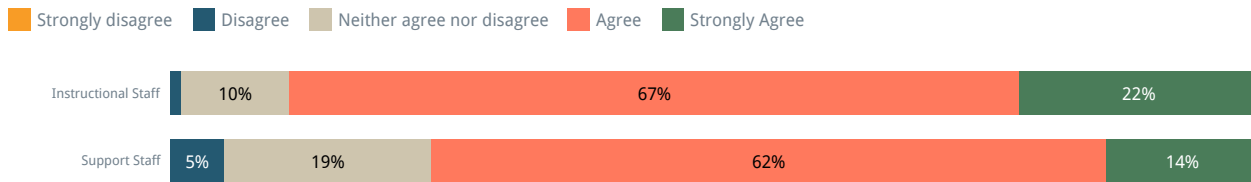
Subgroup: Role

My school creates a positive work environment. - Overall



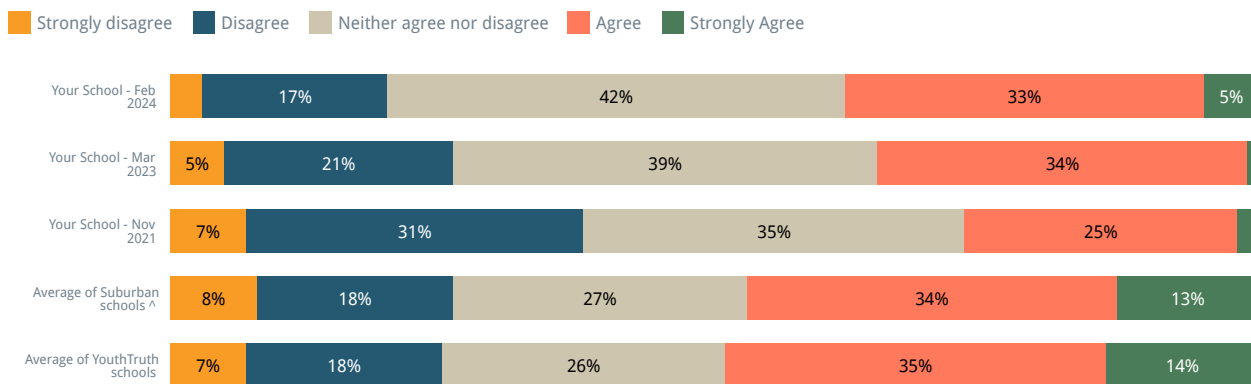
Cohort: Average of Suburban schools ^ Past results: on

My school creates a positive work environment. - Subgroup



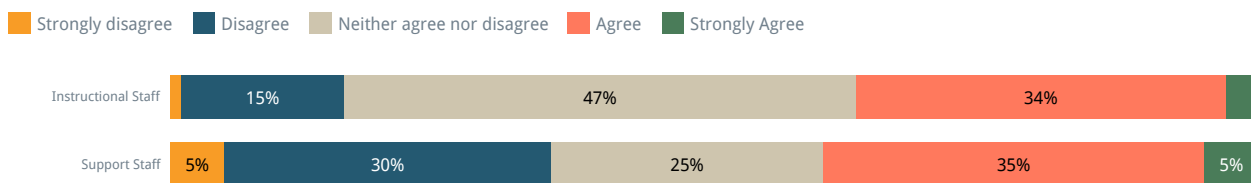
Subgroup: Role

Discipline in this school is fair. - Overall



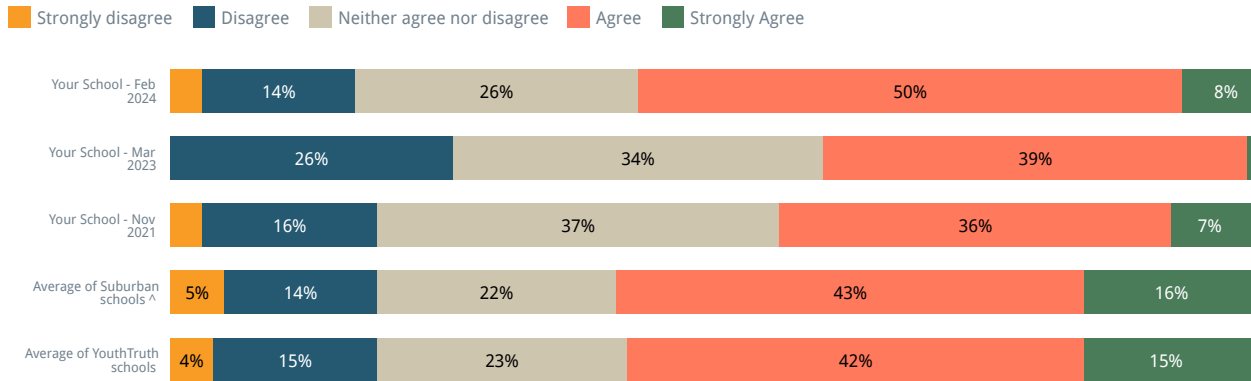
Cohort: Average of Suburban schools ^ Past results: on

Discipline in this school is fair. - Subgroup



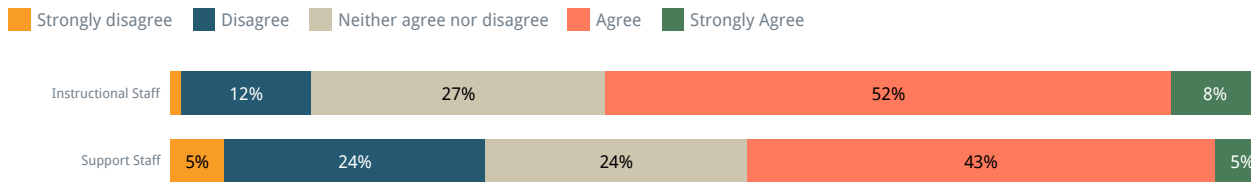
Subgroup: Role

My school sets high expectations for students. - Overall



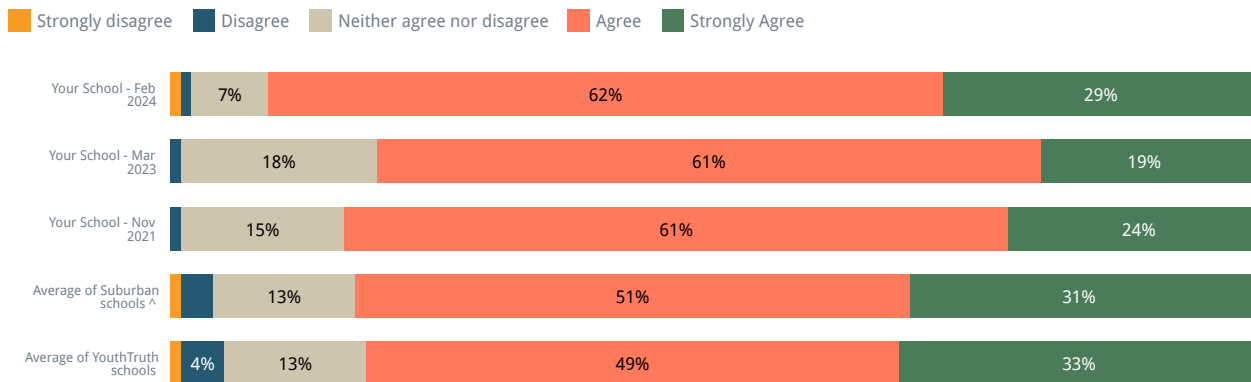
Cohort: Average of Suburban schools ^ Past results: on

My school sets high expectations for students. - Subgroup



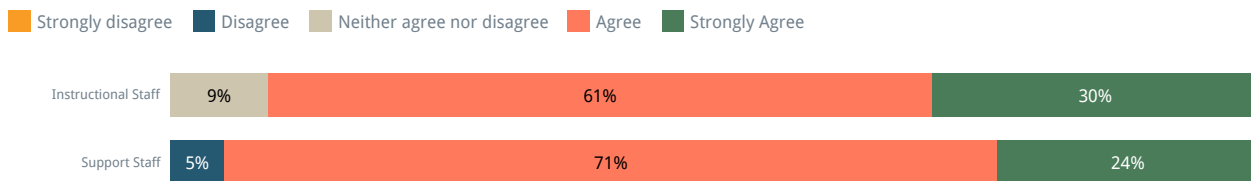
Subgroup: Role

My school's employees are committed to the success of the school. - Overall



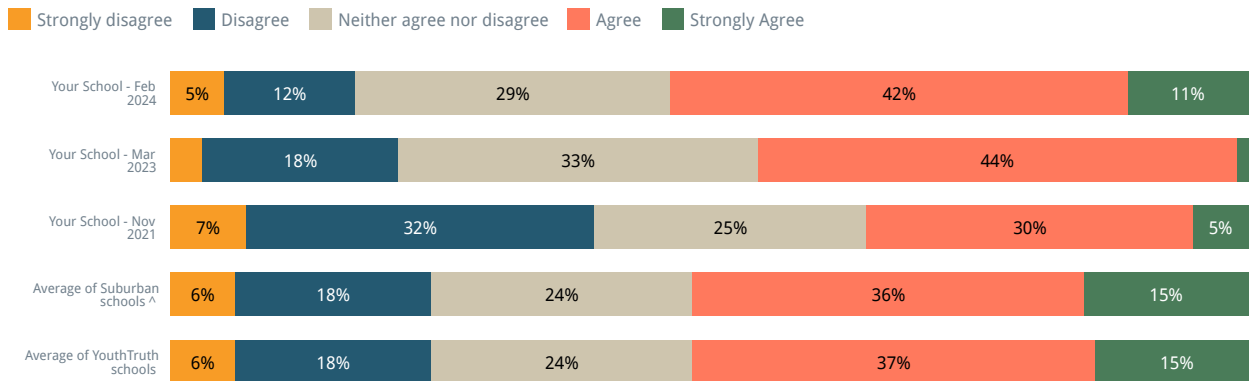
Cohort: Average of Suburban schools ^ Past results: on

My school's employees are committed to the success of the school. - Subgroup



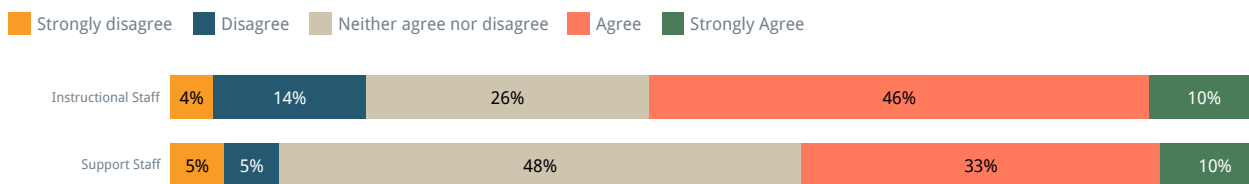
Subgroup: Role

I feel informed about important decisions regarding my school. - Overall



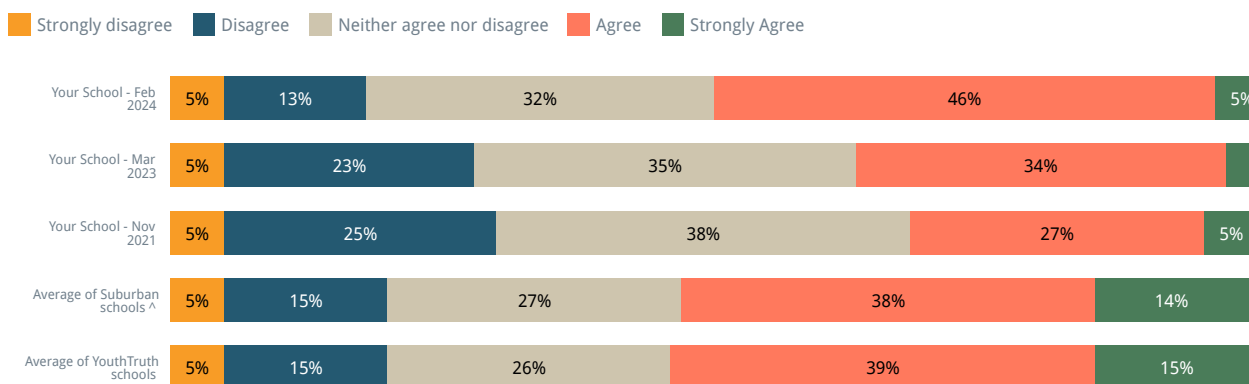
Cohort: Average of Suburban schools ^ Past results: on

I feel informed about important decisions regarding my school. - Subgroup



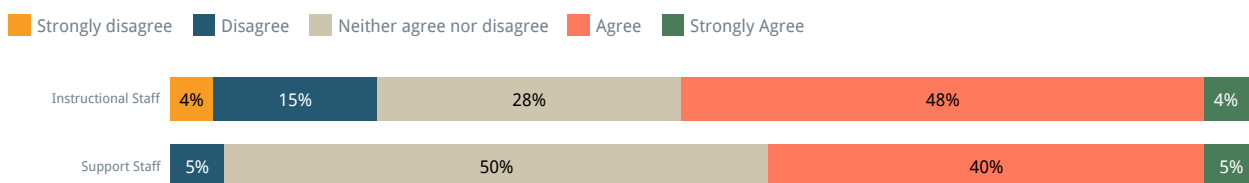
Subgroup: Role

My school communicates a clear direction for the future. - Overall



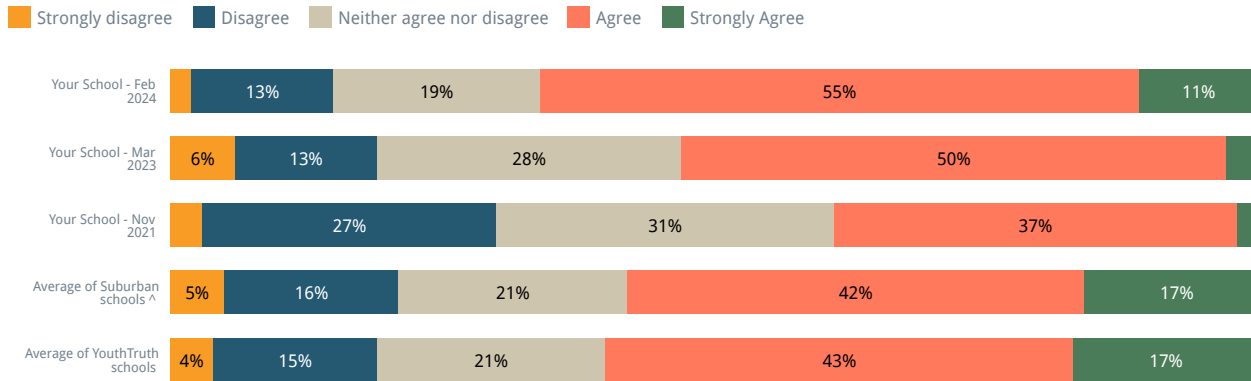
Cohort: Average of Suburban schools ^ Past results: on

My school communicates a clear direction for the future. - Subgroup



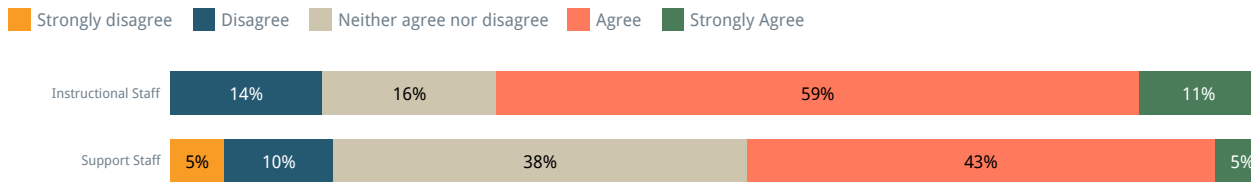
Subgroup: Role

Information about school policies is disseminated to staff clearly. - Overall



Cohort: Average of Suburban schools ^ Past results: on

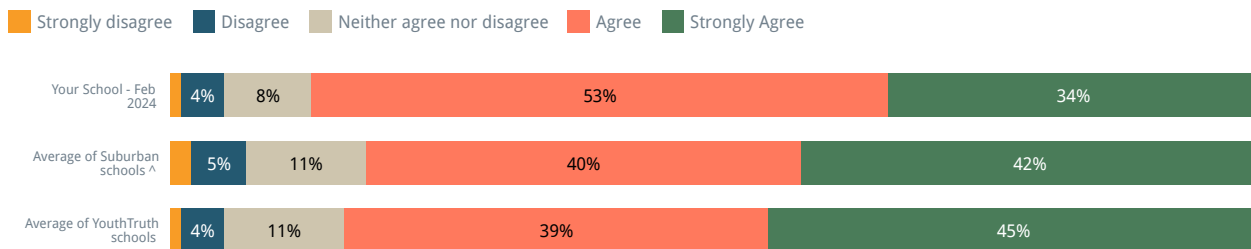
Information about school policies is disseminated to staff clearly. - Subgroup



Subgroup: Role

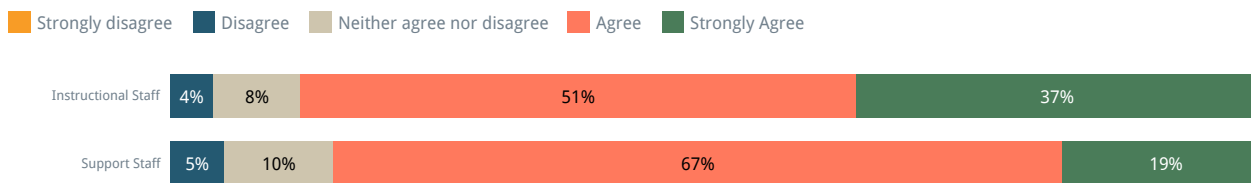
The following questions are related to the Culture Summary Measure but are not included in the Summary Measure calculation.

My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders).. - Overall



Cohort: Average of Suburban schools ^ Past results: on

My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders). - Subgroup



Subgroup: Role

PROFESSIONAL DEVELOPMENT & SUPPORT

Within the Professional Development & Support theme, compared to other participating high schools, the **highest rated question** for PHS was:

- *The feedback I receive from my colleagues helps me improve my work.*

and the **lowest rated question** was:

- *I have access to meaningful professional development.*

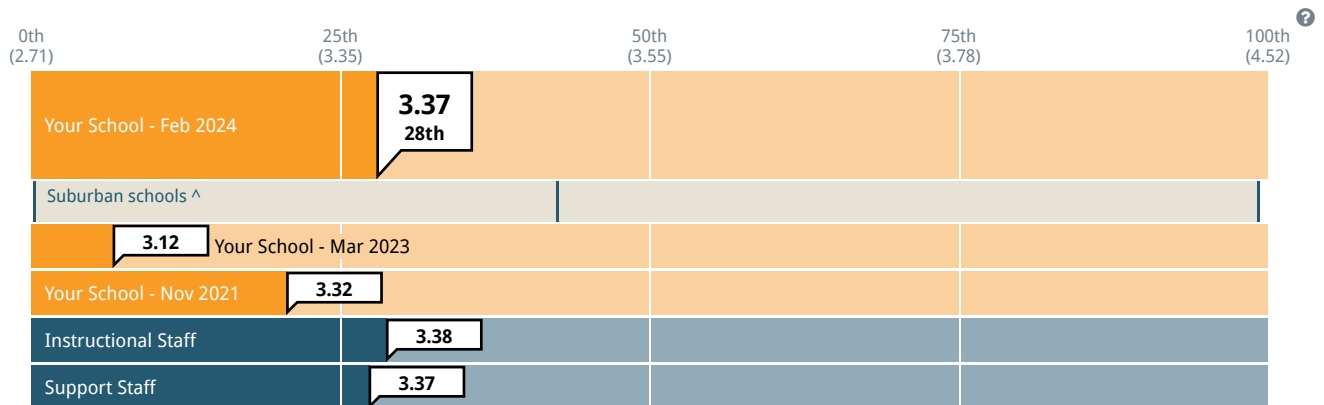
Here is the full list of questions in the Professional Development & Support theme:

- I have opportunities to learn at work.
- I have opportunities to grow professionally at work.
- My school supports me in implementing what I have learned in professional development.
- I have the necessary resources to do my job well.
- My school encourages me to seek professional development opportunities to improve my practice.
- I have access to meaningful professional development.
- My professional development over the last year has been closely connected with my school's priorities.
- My professional development over the last year has provided me with teaching strategies to better meet my students' needs.
- My professional development over the last year has provided me with content support.
- I receive regular feedback from my supervisors.
- I receive regular feedback from my colleagues.
- The feedback I receive from my supervisors helps me improve my work.
- The feedback I receive from my colleagues helps me improve my work.

Note: The feedback in this section is directed to whoever provides professional development for instructional staff members, either the school or the district/network.

Professional Development & Support Summary Measure

This summary measure describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.

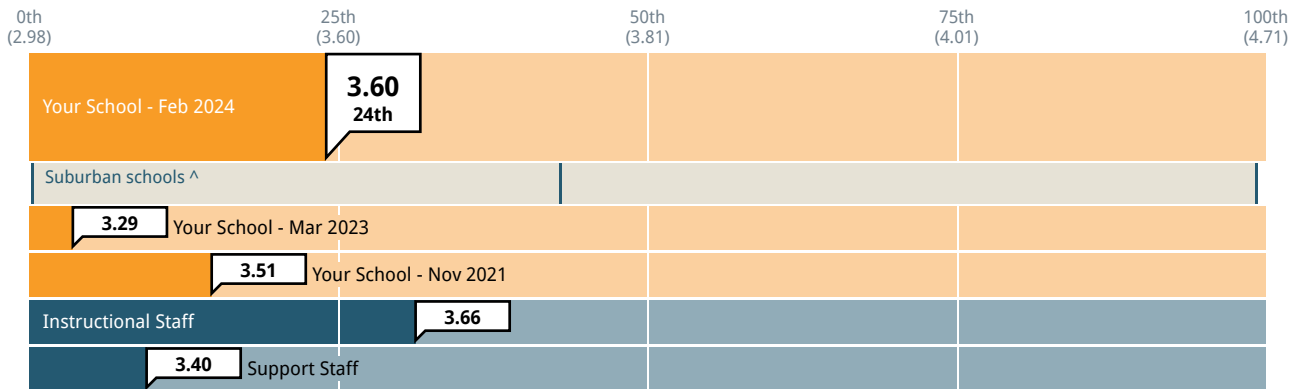


Cohort: Suburban schools ^ Past results: on Subgroup: Role

Professional Development & Support Percentile Charts

I have opportunities to learn at work.

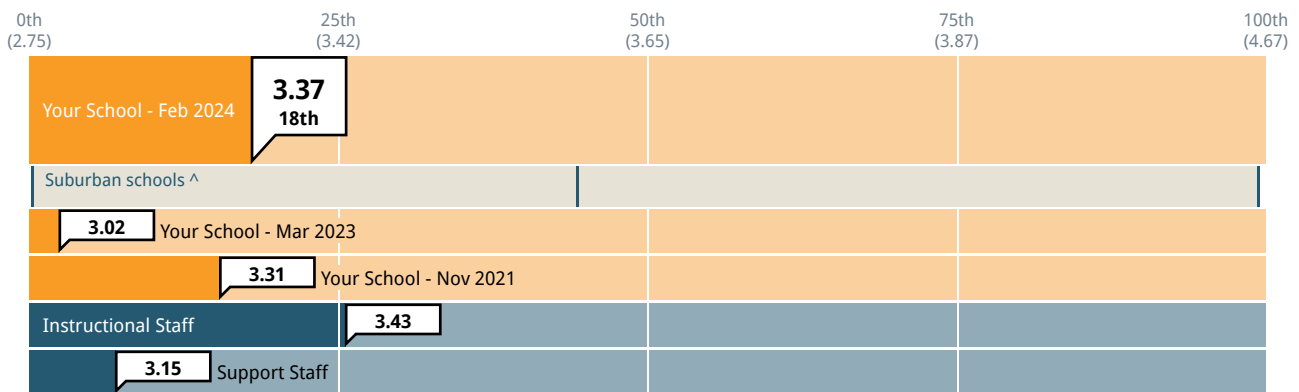
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

I have opportunities to grow professionally at work.

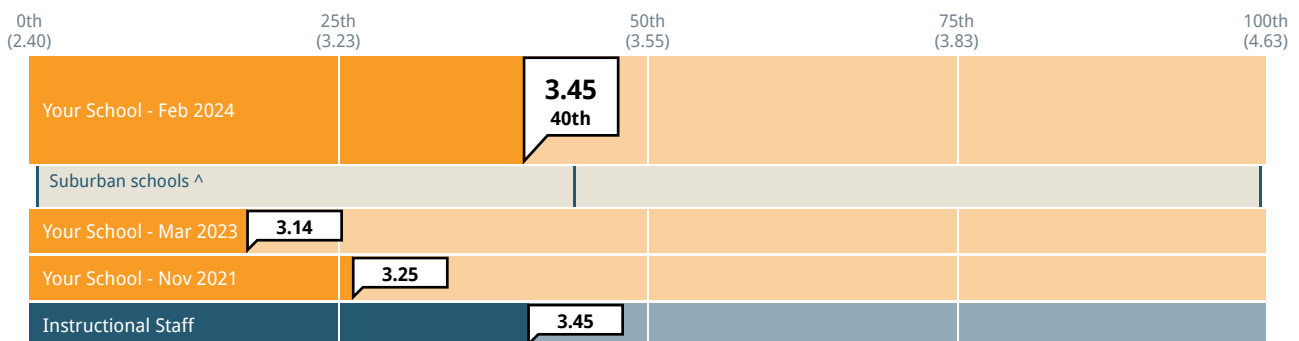
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My school supports me in implementing what I have learned in professional development.*

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

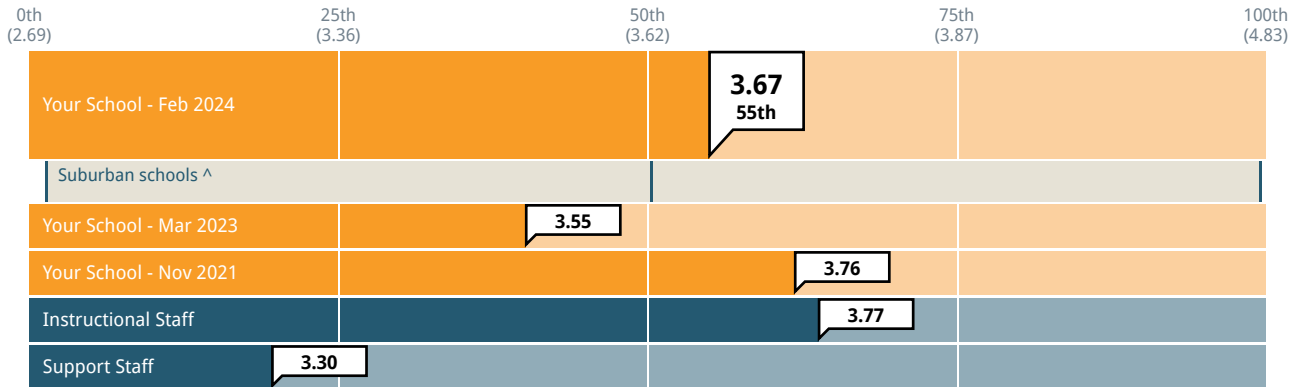


Cohort: Suburban schools ^ Past results: on Subgroup: Role

*Question asked to instructional staff ONLY.

I have the necessary resources to do my job well.

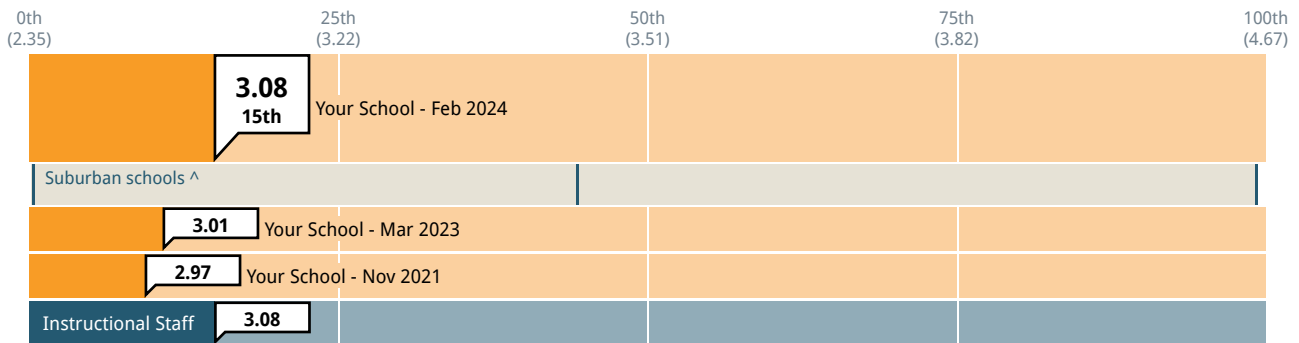
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My school encourages me to seek professional development opportunities to improve my practice.*

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

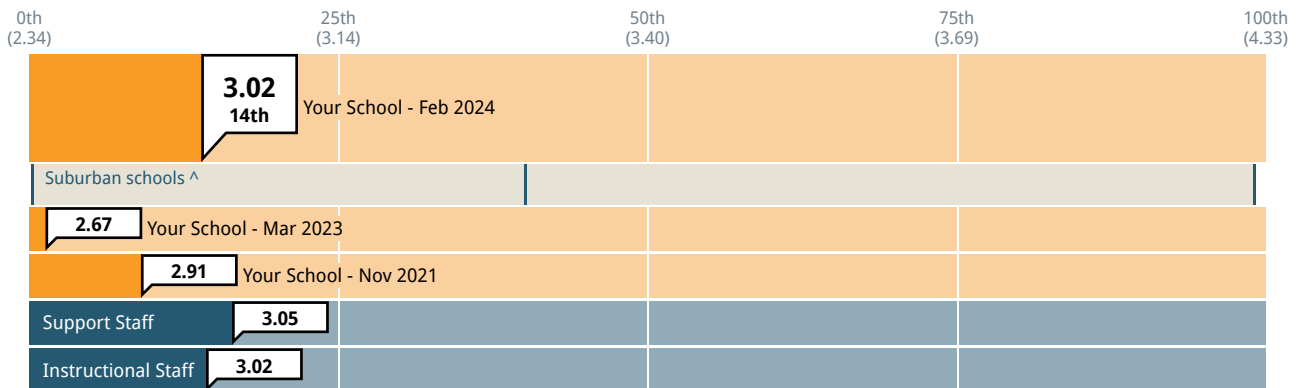


Cohort: Suburban schools ^ Past results: on Subgroup: Role

*Question asked to instructional staff ONLY.

I have access to meaningful professional development.

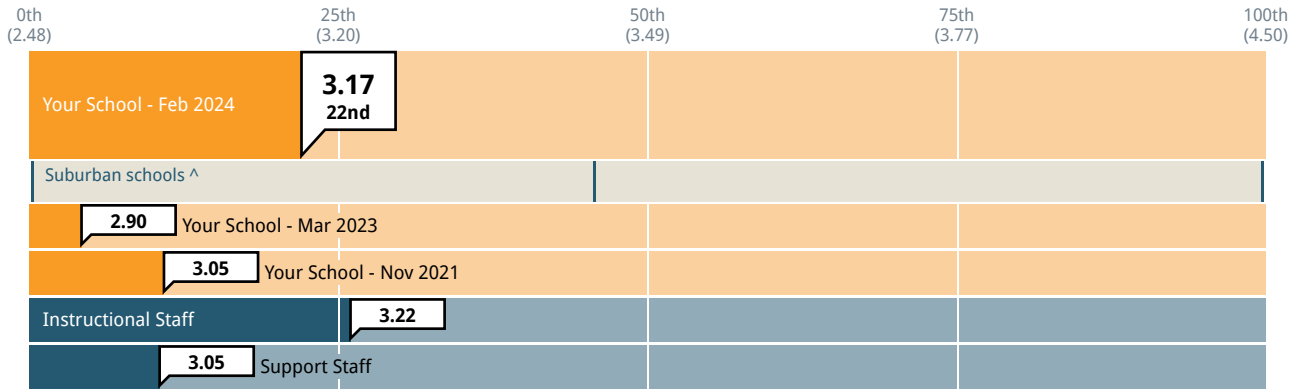
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My professional development over the last year has been closely connected with my school's priorities.

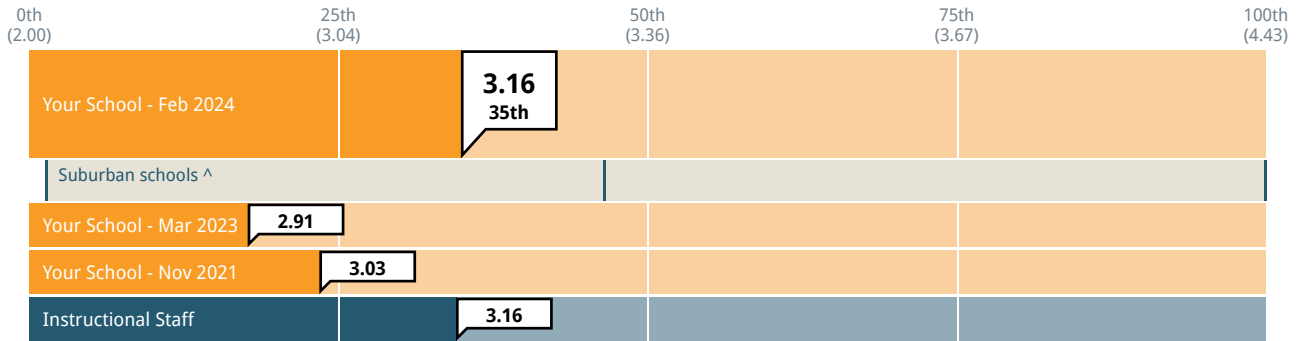
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

My professional development over the last year has provided me with teaching strategies to better meet my students' needs.*

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

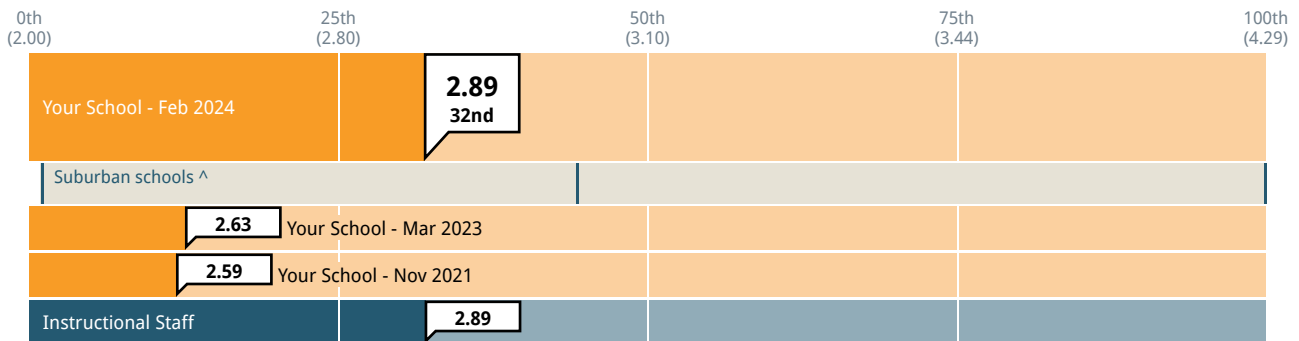


Cohort: Suburban schools ^ Past results: on Subgroup: Role

*Question asked to instructional staff ONLY.

My professional development over the last year has provided me with content support.*

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

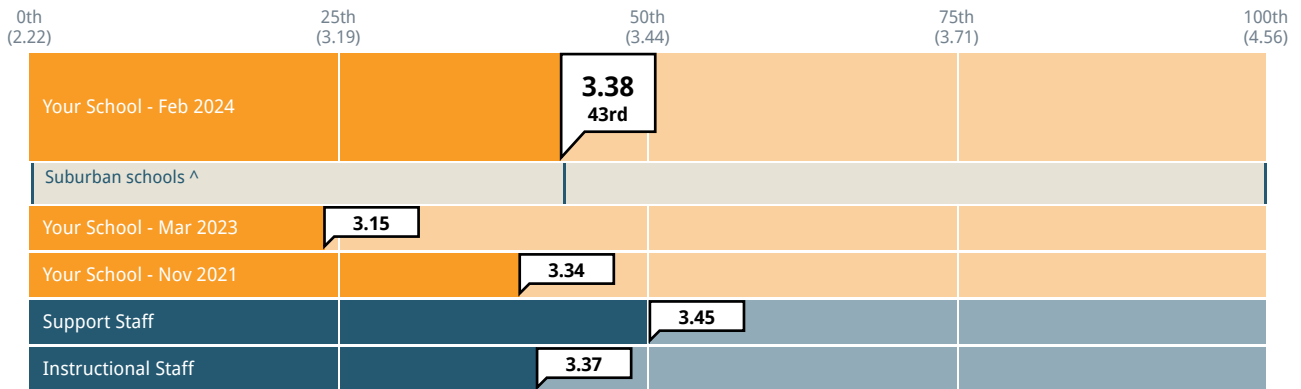


Cohort: Suburban schools ^ Past results: on Subgroup: Role

*Question asked to instructional staff ONLY.

I receive regular feedback from my supervisors.

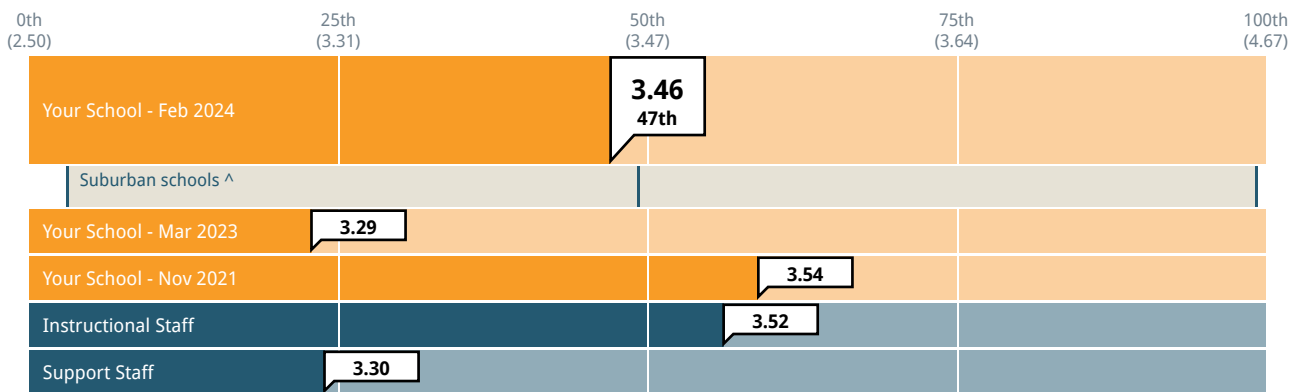
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

I receive regular feedback from my colleagues.

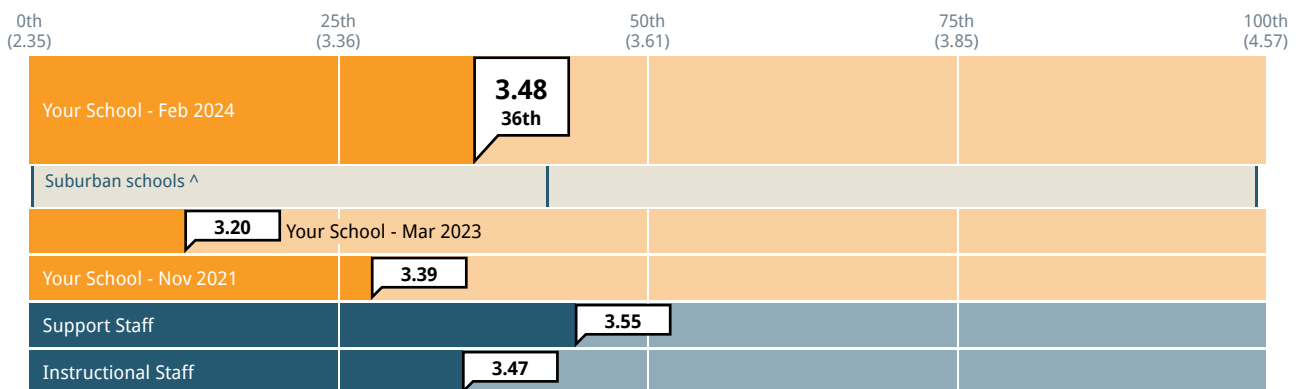
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

The feedback I receive from my supervisors helps me improve my work.

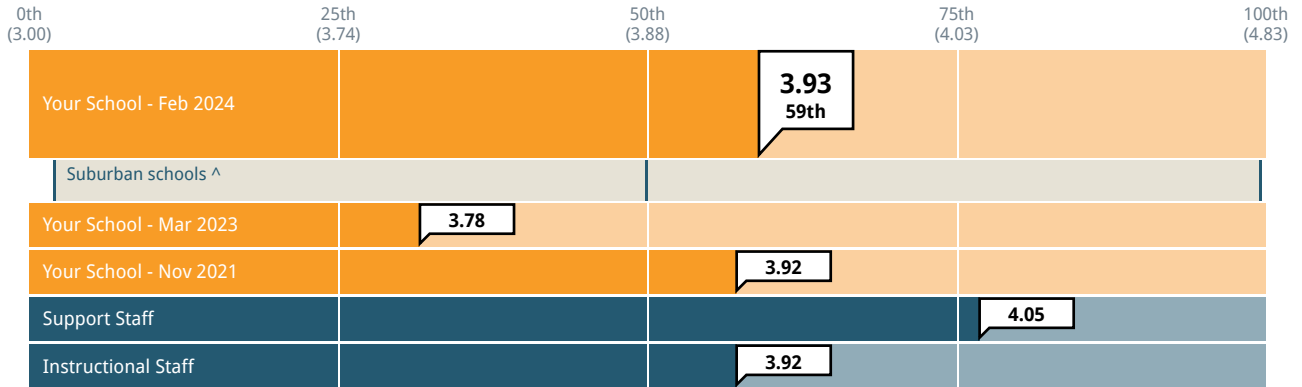
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: Suburban schools ^ Past results: on Subgroup: Role

The feedback I receive from my colleagues helps me improve my work.

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



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Professional Development & Support Percent Positives

Professional Development & Support Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

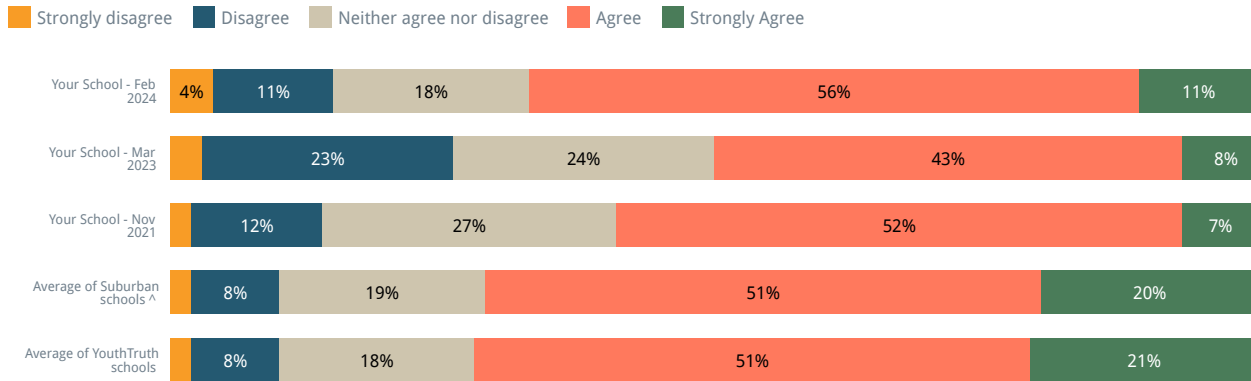
| Selected Cohort: Typical Suburban school ^ | | | | | |
|--|------------------------|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Your School - Nov 2021 | Typical YouthTruth school | Typical Suburban school ^ |
| I have opportunities to learn at work. | 67% | 51% | 59% | 72% | 71% |
| I have opportunities to grow professionally at work. | 53% | 38% | 53% | 64% | 62% |
| My school supports me in implementing what I have learned in professional development. | 57% | 40% | 50% | 57% | 53% |
| I have the necessary resources to do my job well. | 72% | 66% | 74% | 65% | 66% |
| My school encourages me to seek professional development opportunities to improve my practice. | 41% | 37% | 35% | 57% | 55% |
| I have access to meaningful professional development. | 38% | 26% | 32% | 53% | 51% |
| My professional development over the last year has been closely connected with my school's priorities. | 42% | 30% | 34% | 54% | 53% |
| My professional development over the last year has provided me with teaching strategies to better meet my students' needs. | 52% | 34% | 44% | 52% | 51% |
| My professional development over the last year has provided me with content support. | 39% | 30% | 25% | 43% | 41% |
| I receive regular feedback from my supervisors. | 52% | 35% | 54% | 55% | 53% |
| I receive regular feedback from my colleagues. | 57% | 46% | 56% | 56% | 56% |
| The feedback I receive from my supervisors helps me improve my work. | 53% | 38% | 52% | 60% | 57% |
| The feedback I receive from my colleagues helps me improve my work. | 80% | 73% | 78% | 74% | 75% |

Professional Development & Support Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|--|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| I have opportunities to learn at work. | 70% | 55% | N/A |
| I have opportunities to grow professionally at work. | 56% | 40% | N/A |
| My school supports me in implementing what I have learned in professional development. | 57% | N/A | N/A |
| I have the necessary resources to do my job well. | 77% | 50% | N/A |
| My school encourages me to seek professional development opportunities to improve my practice. | 41% | N/A | N/A |
| I have access to meaningful professional development. | 38% | 35% | N/A |
| My professional development over the last year has been closely connected with my school's priorities. | 45% | 30% | N/A |
| My professional development over the last year has provided me with teaching strategies to better meet my students' needs. | 52% | N/A | N/A |
| My professional development over the last year has provided me with content support. | 39% | N/A | N/A |
| I receive regular feedback from my supervisors. | 52% | 55% | N/A |
| I receive regular feedback from my colleagues. | 59% | 50% | N/A |
| The feedback I receive from my supervisors helps me improve my work. | 54% | 50% | N/A |
| The feedback I receive from my colleagues helps me improve my work. | 78% | 90% | N/A |

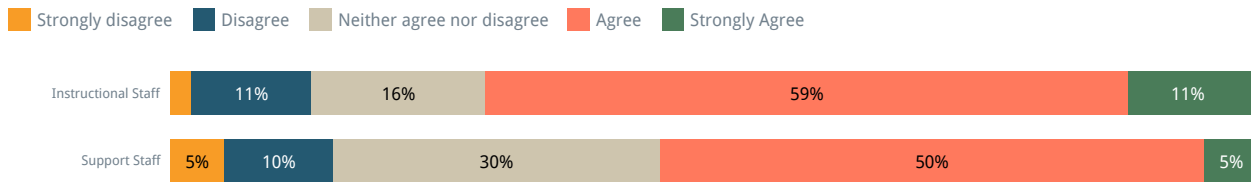
Professional Development & Support Response Distributions

I have opportunities to learn at work. - Overall



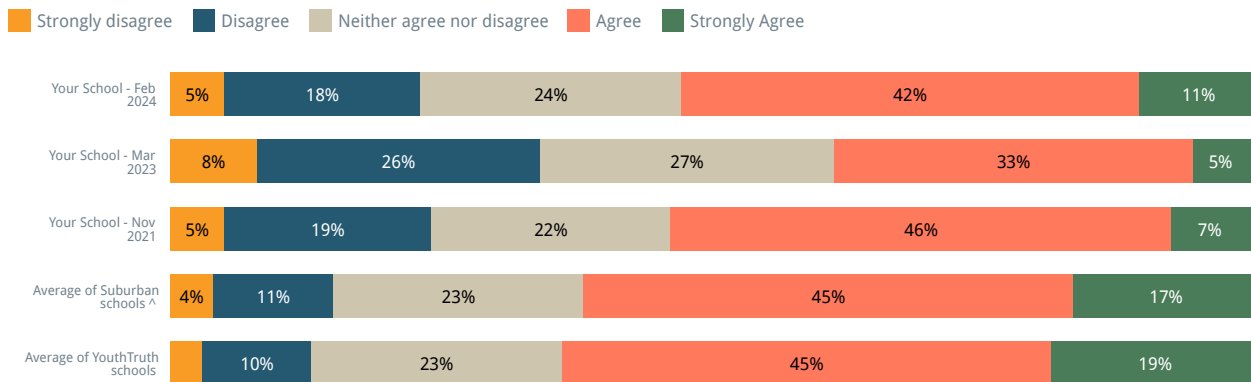
Cohort: Average of Suburban schools ^ Past results: on

I have opportunities to learn at work. - Subgroup



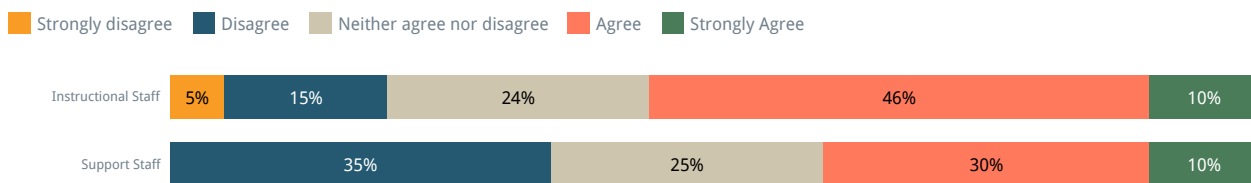
Subgroup: Role

I have opportunities to grow professionally at work. - Overall



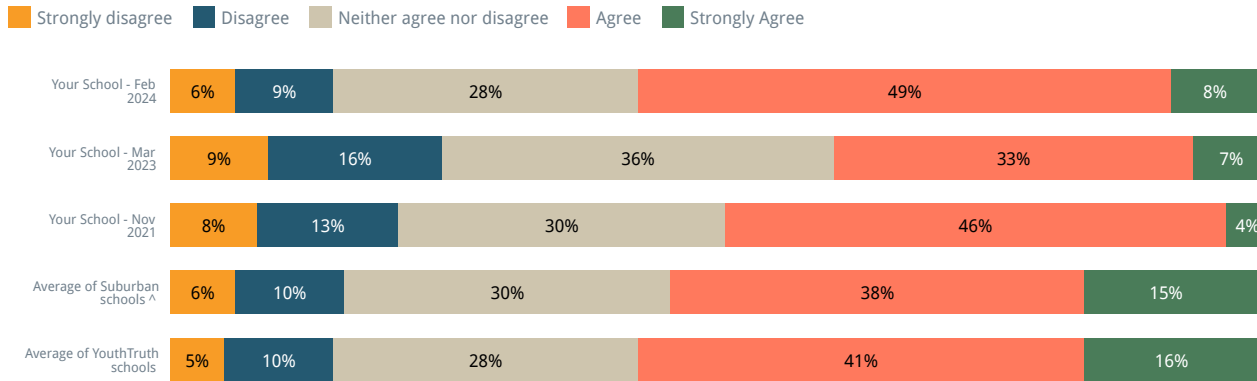
Cohort: Average of Suburban schools ^ Past results: on

I have opportunities to grow professionally at work. - Subgroup



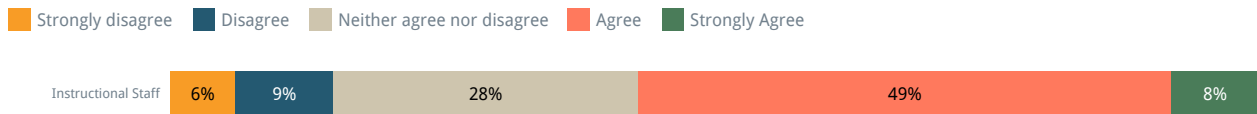
Subgroup: Role

My school supports me in implementing what I have learned in professional development.* - Overall



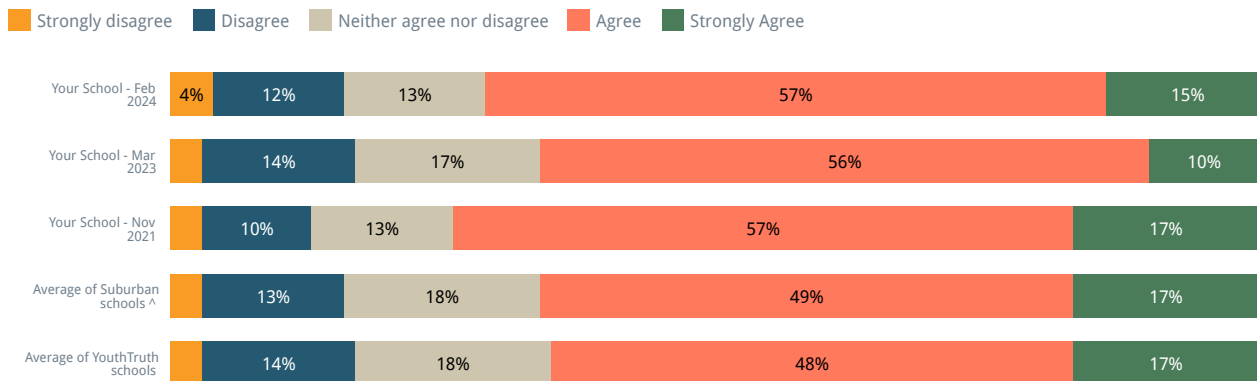
Cohort: Average of Suburban schools ^ Past results: on

My school supports me in implementing what I have learned in professional development.* - Subgroup



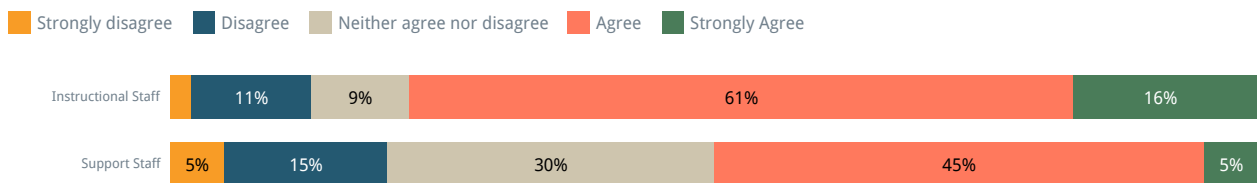
Subgroup: Role

I have the necessary resources to do my job well. - Overall



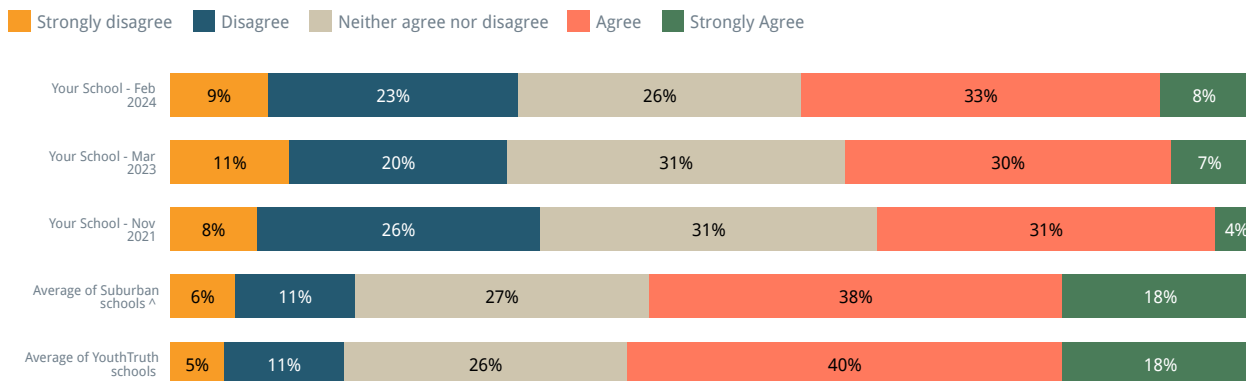
Cohort: Average of Suburban schools ^ Past results: on

I have the necessary resources to do my job well. - Subgroup



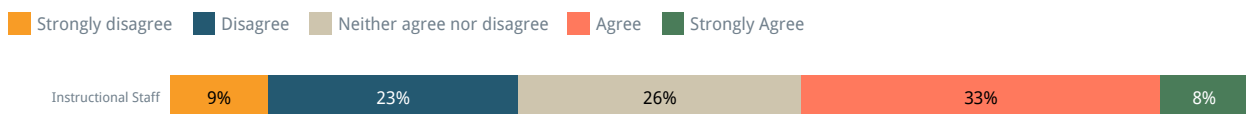
Subgroup: Role

My school encourages me to seek professional development opportunities to improve my practice.* - Overall



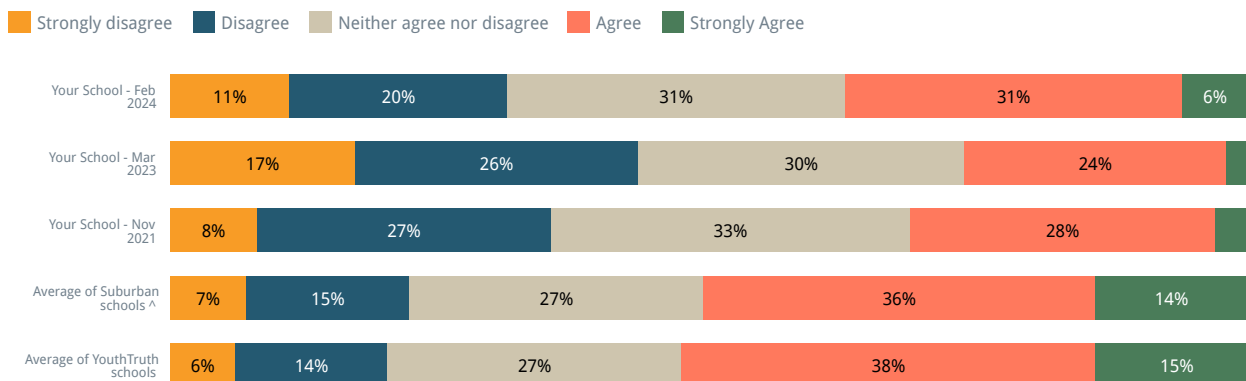
Cohort: Average of Suburban schools ^ Past results: on

My school encourages me to seek professional development opportunities to improve my practice.* - Subgroup



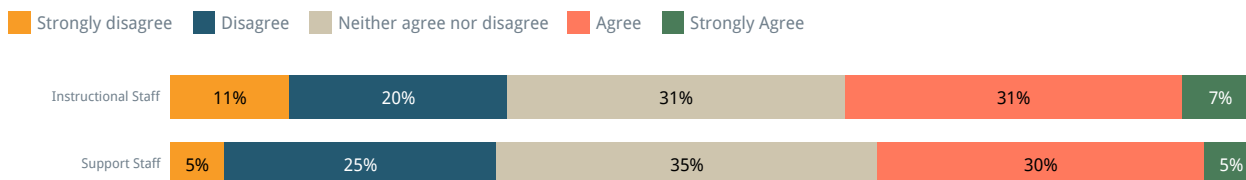
Subgroup: Role

I have access to meaningful professional development. - Overall



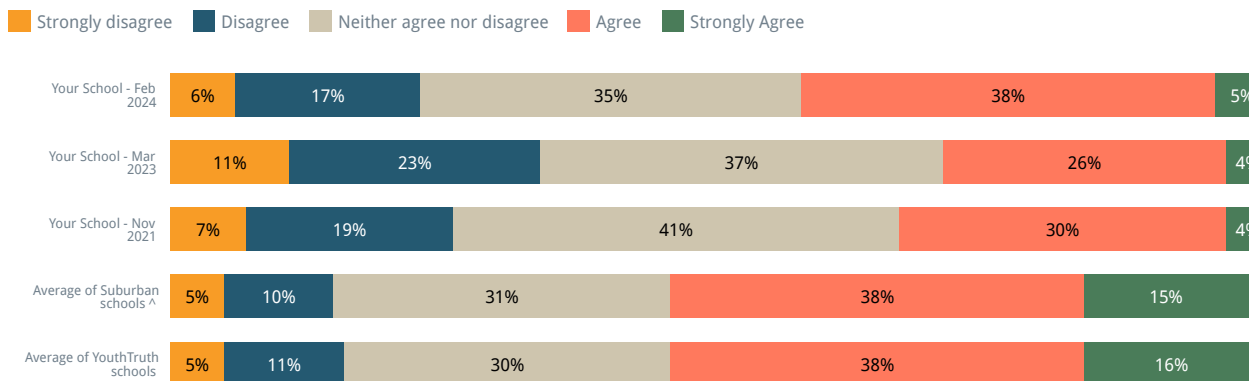
Cohort: Average of Suburban schools ^ Past results: on

I have access to meaningful professional development. - Subgroup



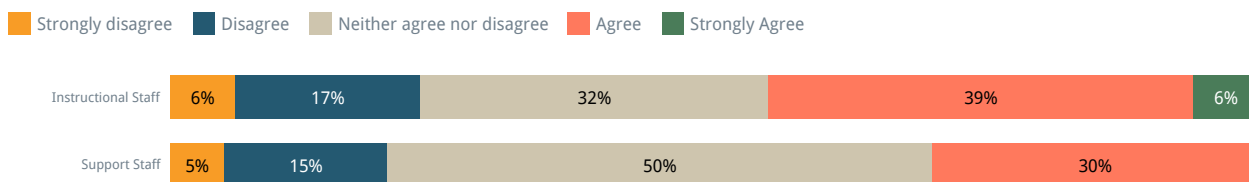
Subgroup: Role

My professional development over the last year has been closely connected with my school's priorities. - Overall



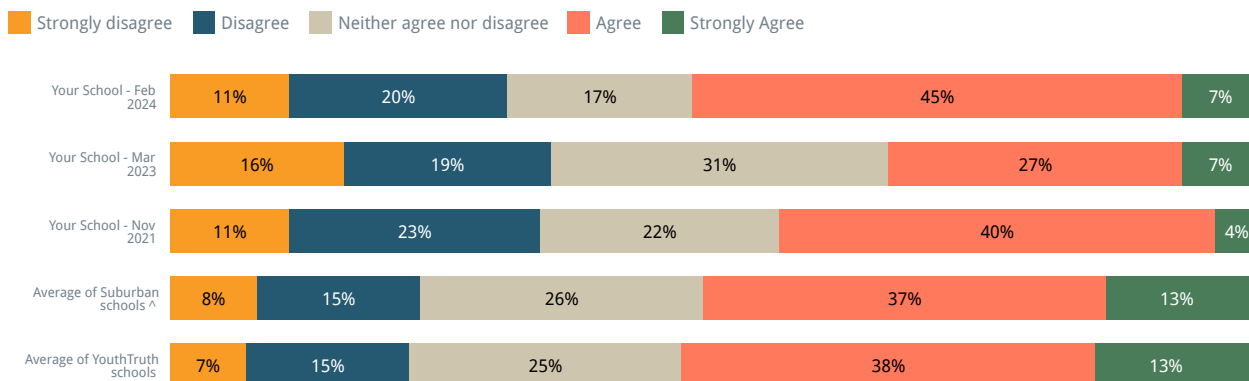
Cohort: Average of Suburban schools ^ Past results: on

My professional development over the last year has been closely connected with my school's priorities. - Subgroup



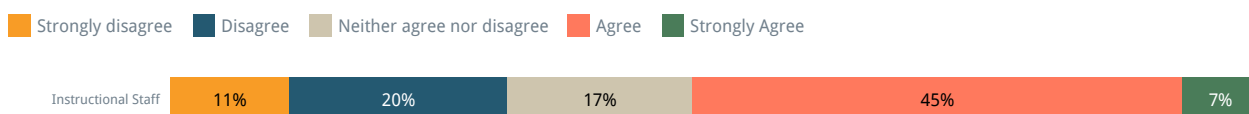
Subgroup: Role

My professional development over the last year has provided me with teaching strategies to better meet my students' needs.* - Overall



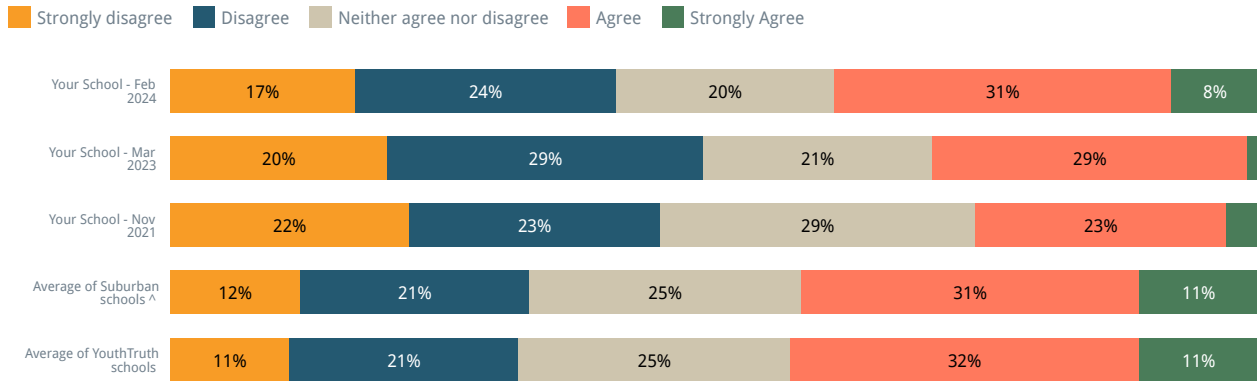
Cohort: Average of Suburban schools ^ Past results: on

My professional development over the last year has provided me with teaching strategies to better meet my students' needs.* - Subgroup



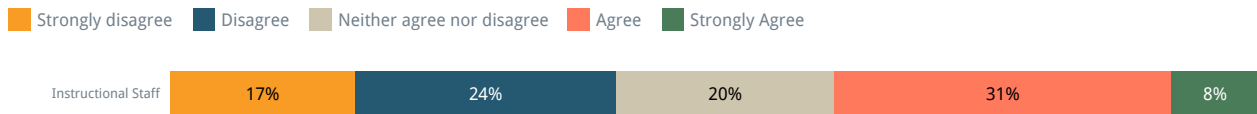
Subgroup: Role

My professional development over the last year has provided me with content support.* - Overall



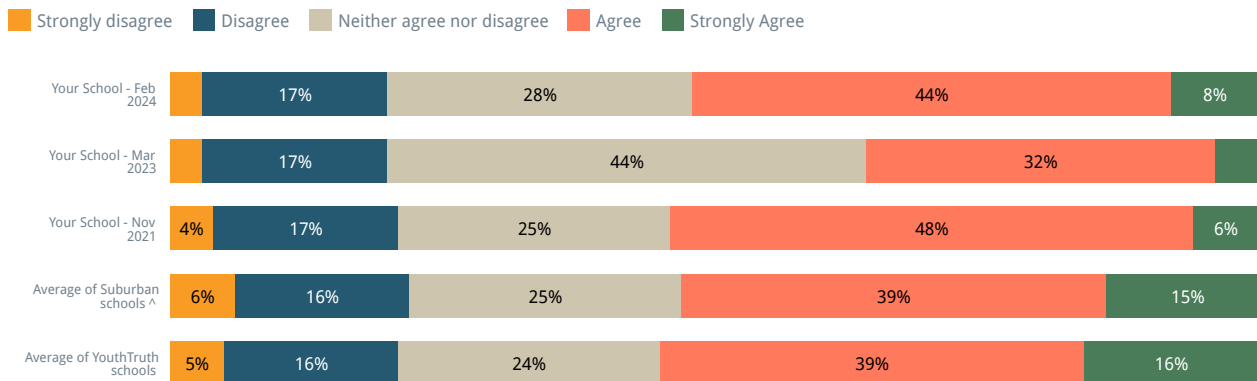
Cohort: Average of Suburban schools ^ Past results: on

My professional development over the last year has provided me with content support.* - Subgroup



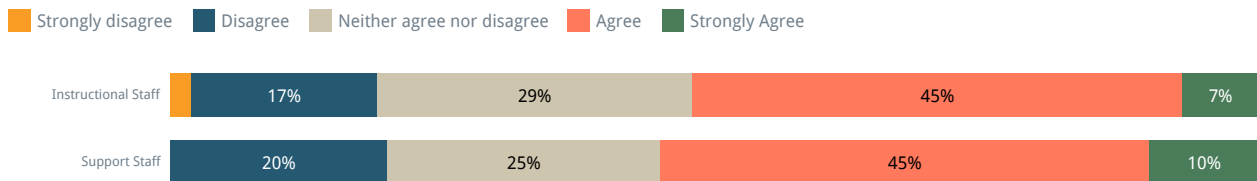
Subgroup: Role

I receive regular feedback from my supervisors. - Overall



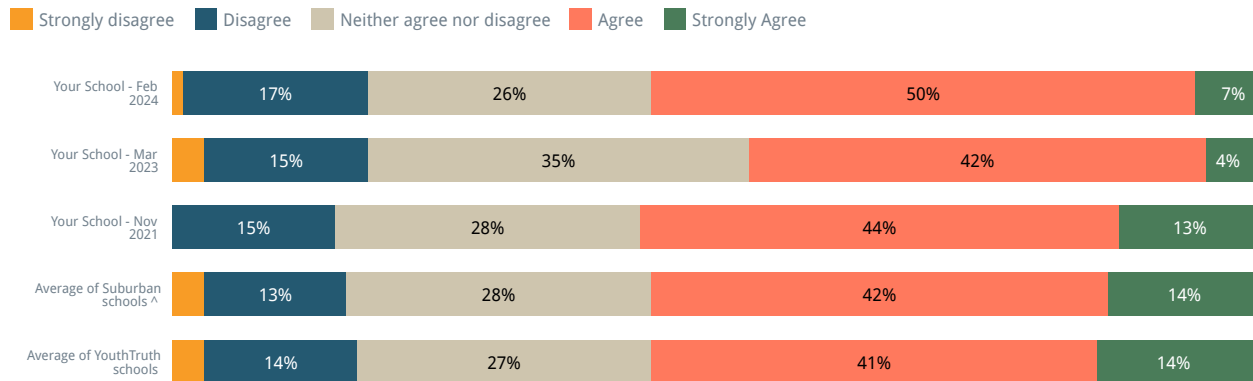
Cohort: Average of Suburban schools ^ Past results: on

I receive regular feedback from my supervisors. - Subgroup



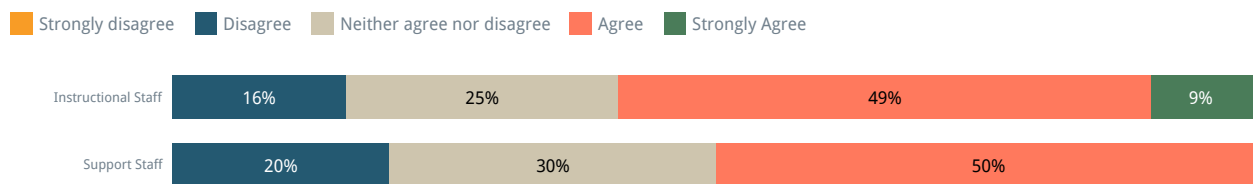
Subgroup: Role

I receive regular feedback from my colleagues. - Overall



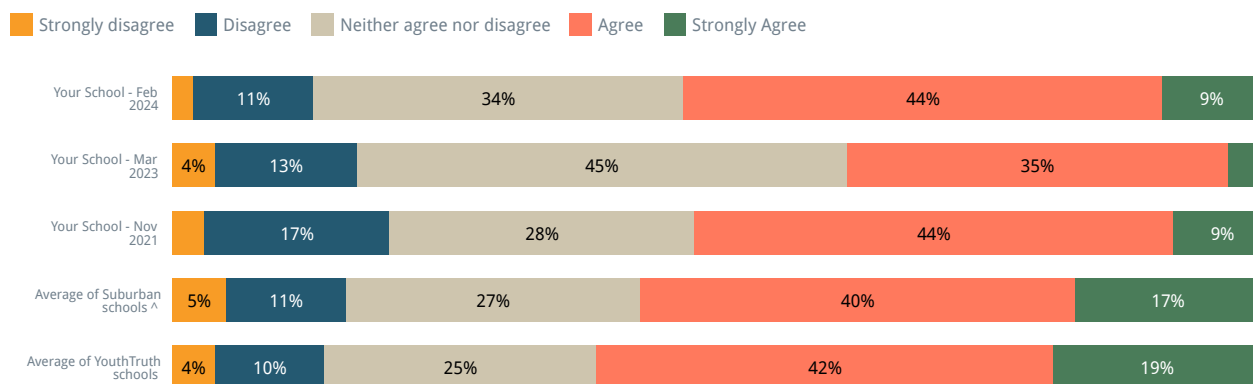
Cohort: Average of Suburban schools ^ Past results: on

I receive regular feedback from my colleagues. - Subgroup



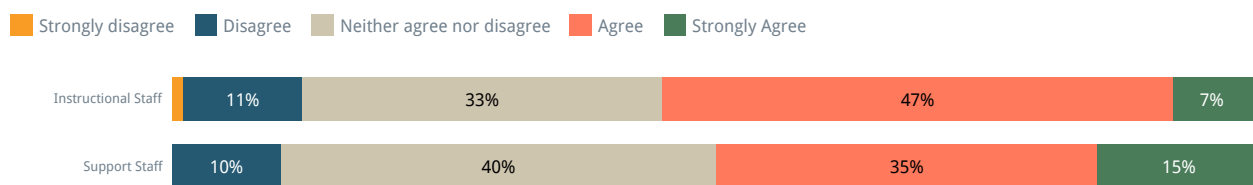
Subgroup: Role

The feedback I receive from my supervisors helps me improve my work. - Overall



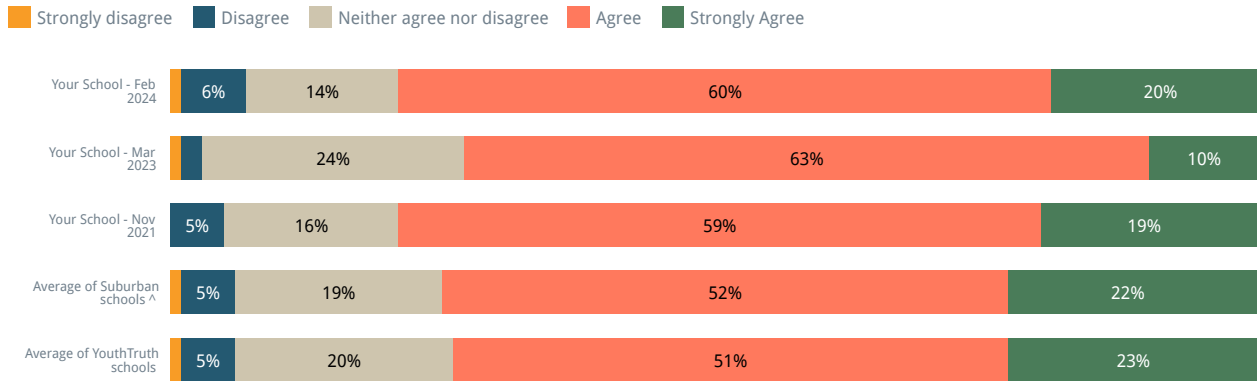
Cohort: Average of Suburban schools ^ Past results: on

The feedback I receive from my supervisors helps me improve my work. - Subgroup



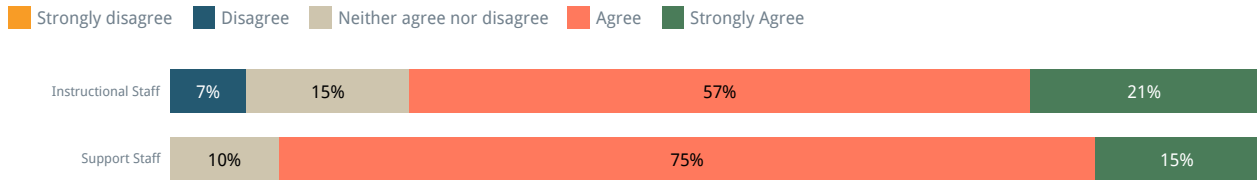
Subgroup: Role

The feedback I receive from my colleagues helps me improve my work. - Overall



Cohort: Average of Suburban schools ^ Past results: on

The feedback I receive from my colleagues helps me improve my work. - Subgroup



Subgroup: Role

SCHOOL SAFETY

Within the School Safety theme, compared to other participating high schools, the **highest rated question** for PHS was:

- *During school, there are clear rules for students against hurting other people (for example bullying, hitting, or pushing).*

and the **lowest rated question** was:

- *Adults at my school try to stop bullying and harassment.*

Here is the full list of questions in the School Safety theme:

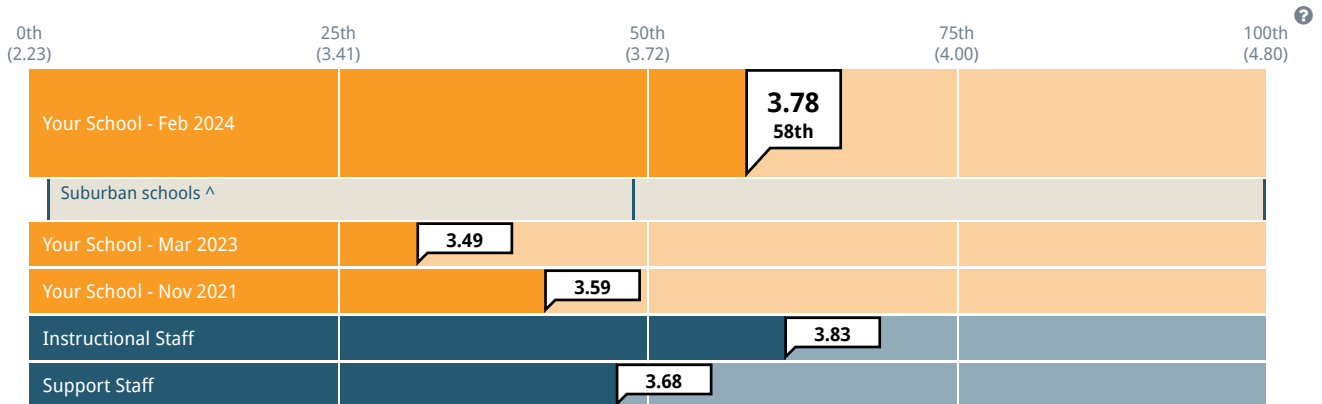
- Students are safe from bullying at my school.
- Adults at my school try to stop bullying and harassment.
- During school, there are clear rules for students against hurting other people (for example bullying, hitting, or pushing).
- I feel safe from harm while at my school.

Here are the related questions in the school Safety Theme:

- Students are safe from violence at my school.

School Safety

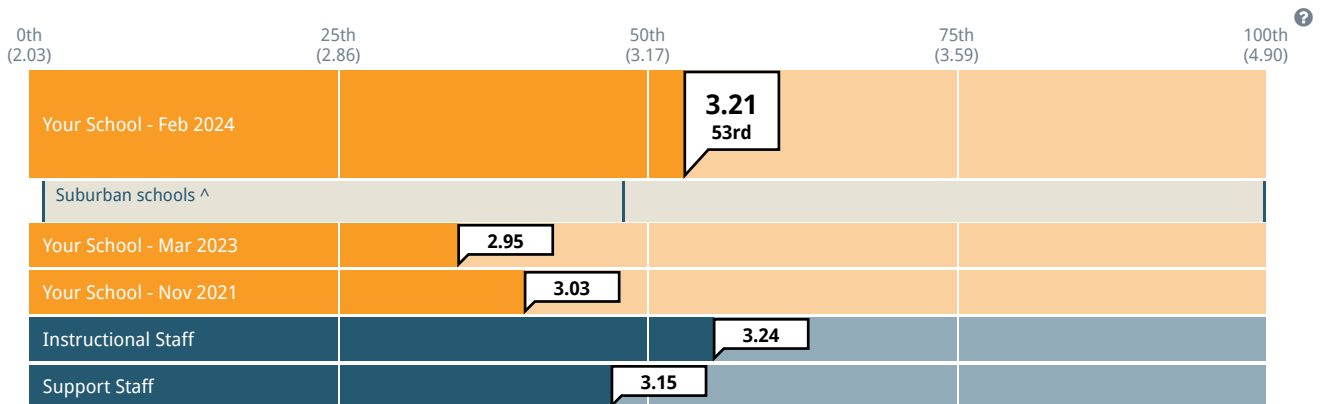
This summary measure describes the degree to which staff feel the school is a safe learning environment.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

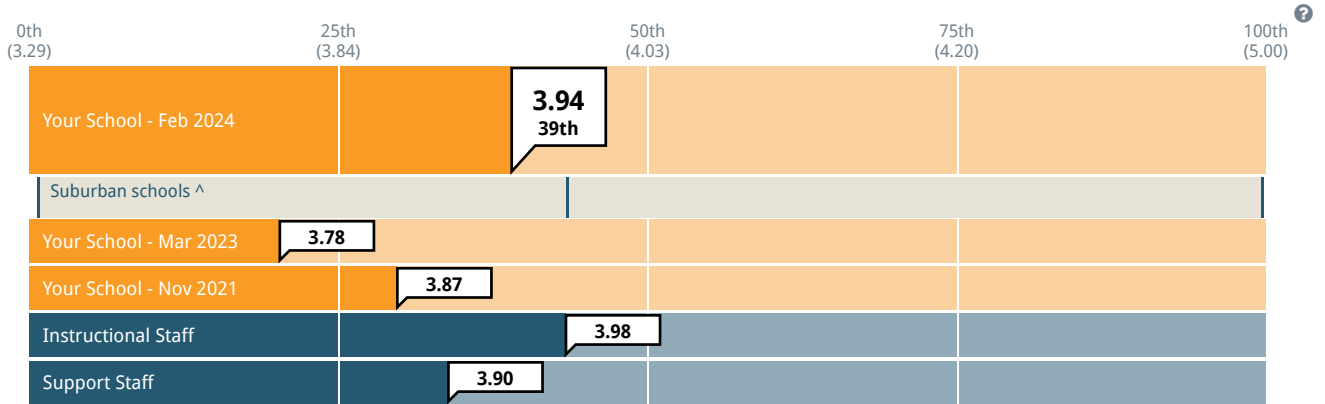
School Safety Percentile Charts

Students are safe from bullying at my school.



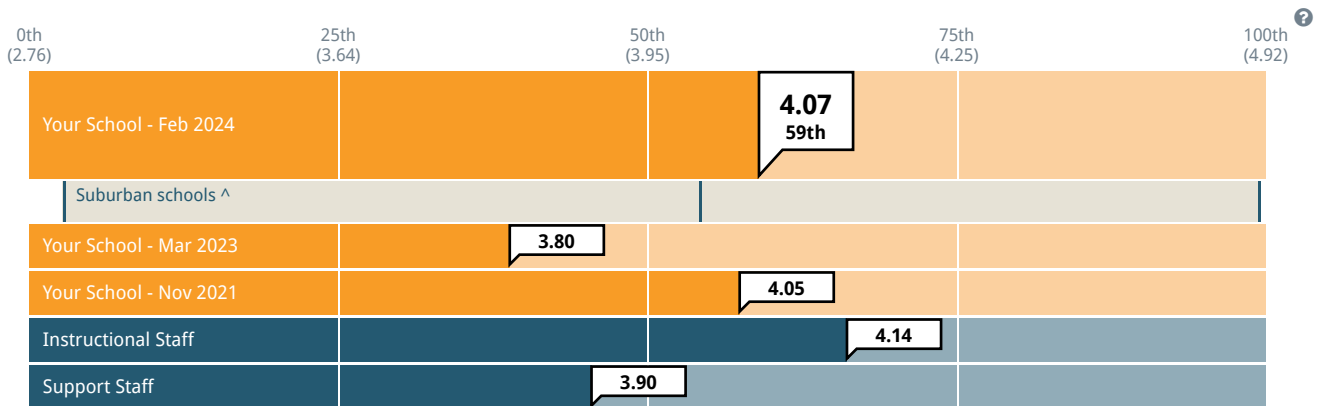
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Adults at my school try to stop bullying and harassment.



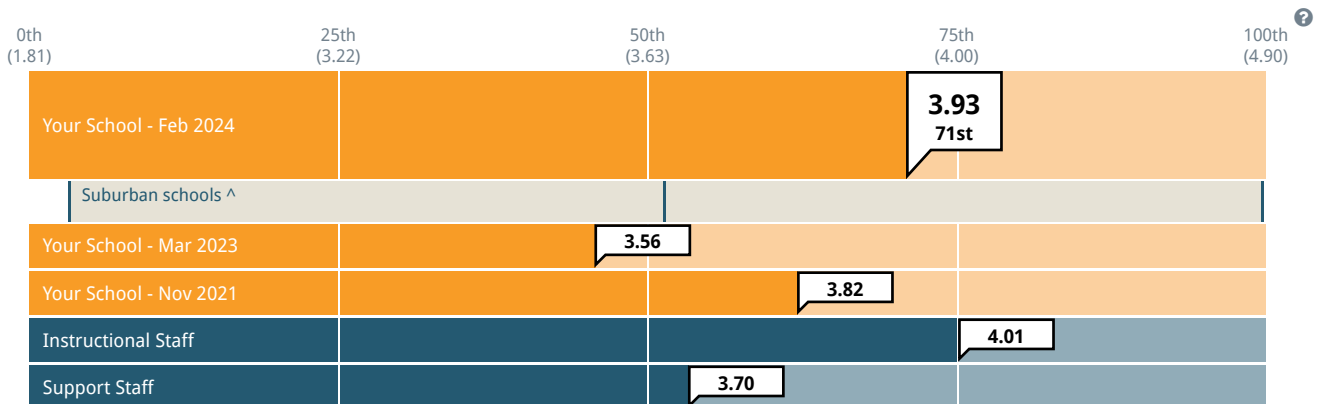
Cohort: Suburban schools ^ Past results: on Subgroup: Role

I feel safe from harm while at my school.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

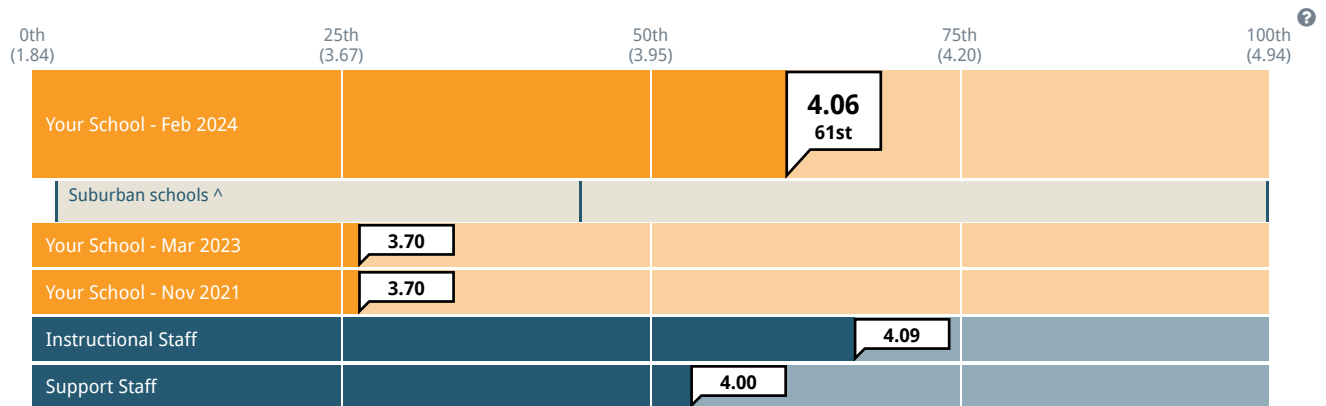
Students are safe from violence at my school.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

The following question is not included in the School Safety theme because it is only asked of staff who teach in-person.

During school, there are clear rules for students against hurting other people (for example bullying, hitting, or pushing).



Cohort: Suburban schools ^ Past results: on Subgroup: Role

School Safety Percent Positives

School Safety Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

| Selected Cohort: Typical Suburban school ^ | | | | | |
|---|------------------------|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Your School - Nov 2021 | Typical YouthTruth school | Typical Suburban school ^ |
| Students are safe from bullying at my school. | 46% | 31% | 31% | 44% | 45% |
| Adults at my school try to stop bullying and harassment. | 79% | 73% | 79% | 82% | 81% |
| During school, there are clear rules for students against hurting other people (for example bullying, hitting, or pushing). | 86% | 68% | 69% | 76% | 76% |
| I feel safe from harm while at my school. | 85% | 73% | 85% | 75% | 75% |

School Safety Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|---|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| Students are safe from bullying at my school. | 50% | 30% | N/A |
| Adults at my school try to stop bullying and harassment. | 79% | 80% | N/A |
| During school, there are clear rules for students against hurting other people (for example bullying, hitting, or pushing). | 87% | 85% | N/A |
| I feel safe from harm while at my school. | 89% | 75% | N/A |

The following question is not included in the School Safety theme because it is only asked of staff who teach in-person.

Related Safety Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

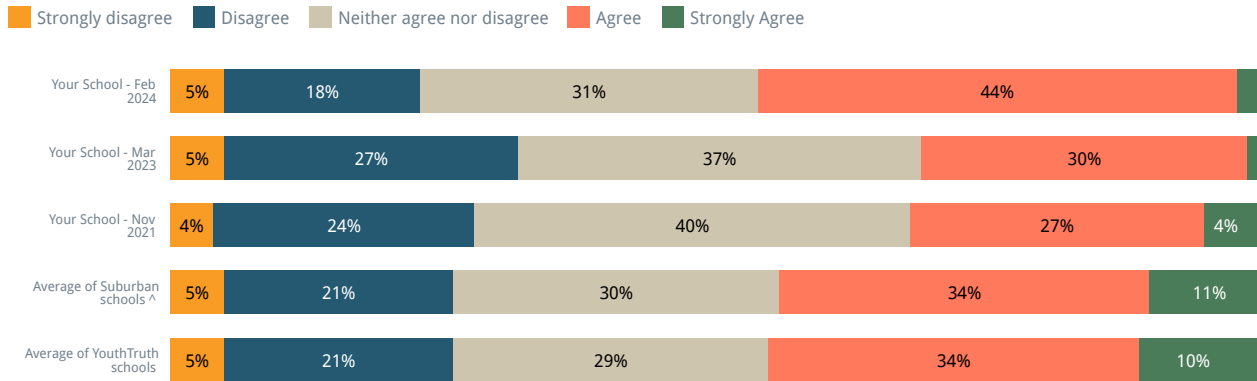
| Selected Cohort: Typical Suburban school ^ | | | | | |
|---|------------------------|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Your School - Nov 2021 | Typical YouthTruth school | Typical Suburban school ^ |
| Students are safe from violence at my school. | 79% | 60% | 71% | 61% | 62% |

Related Safety Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4= Agree, 5 = Strongly Agree). - Overall

| Selected Subgroup: Role | | | |
|---|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| Students are safe from violence at my school. | 85% | 55% | N/A |

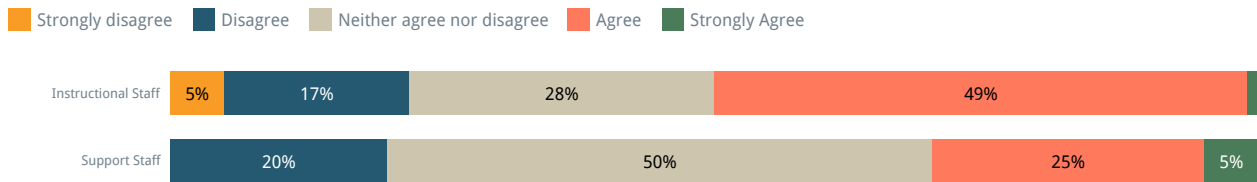
School Safety Response Distributions

Students are safe from bullying at my school. - Overall



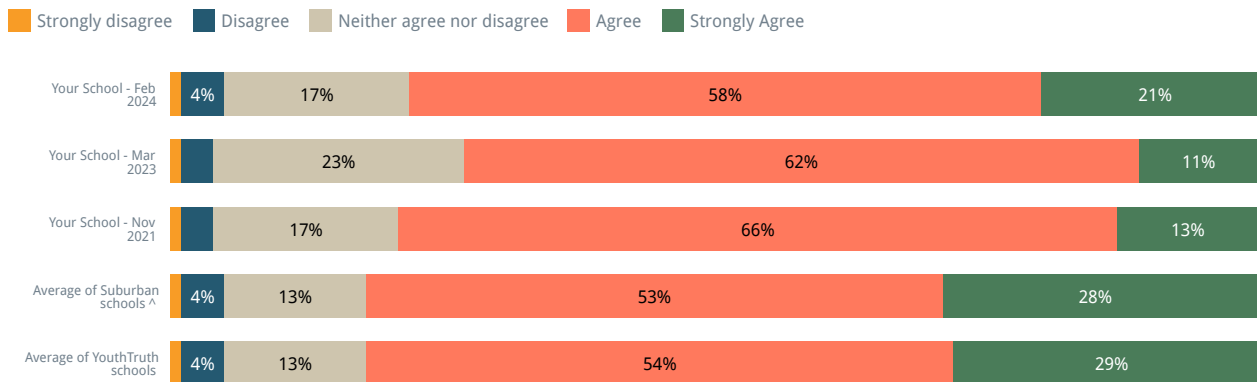
Cohort: Average of Suburban schools ^ Past results: on

Students are safe from bullying at my school. - Subgroup



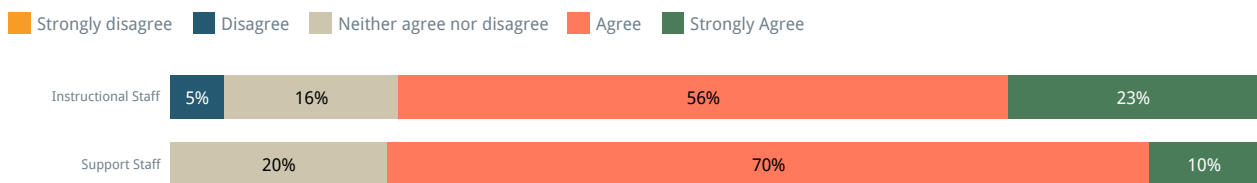
Subgroup: Role

Adults at my school try to stop bullying and harassment. - Overall



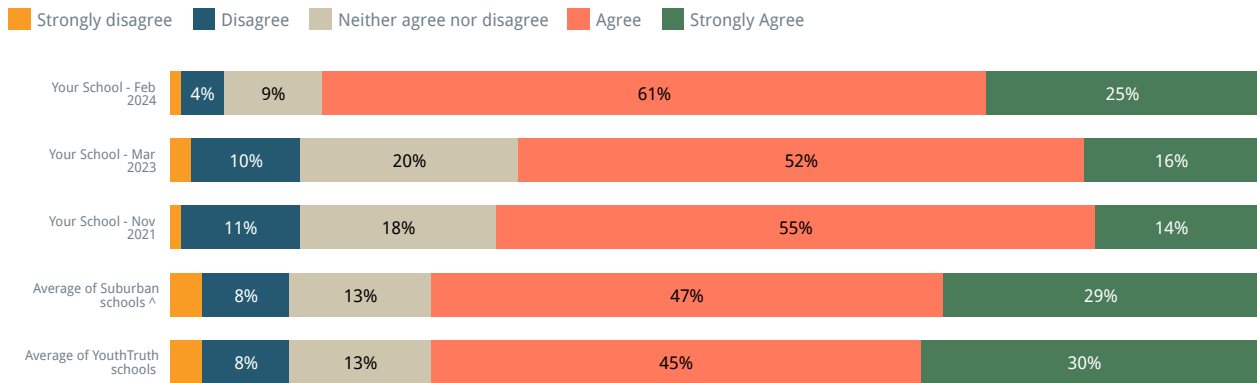
Cohort: Average of Suburban schools ^ Past results: on

Adults at my school try to stop bullying and harassment. - Subgroup



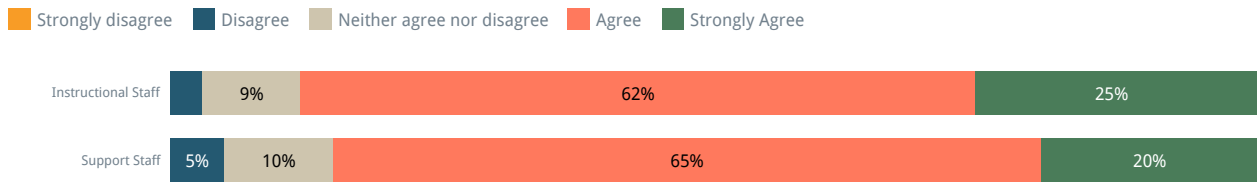
Subgroup: Role

During school, there are clear rules for students against hurting other people (for example bullying, hitting, or pushing). - Overall



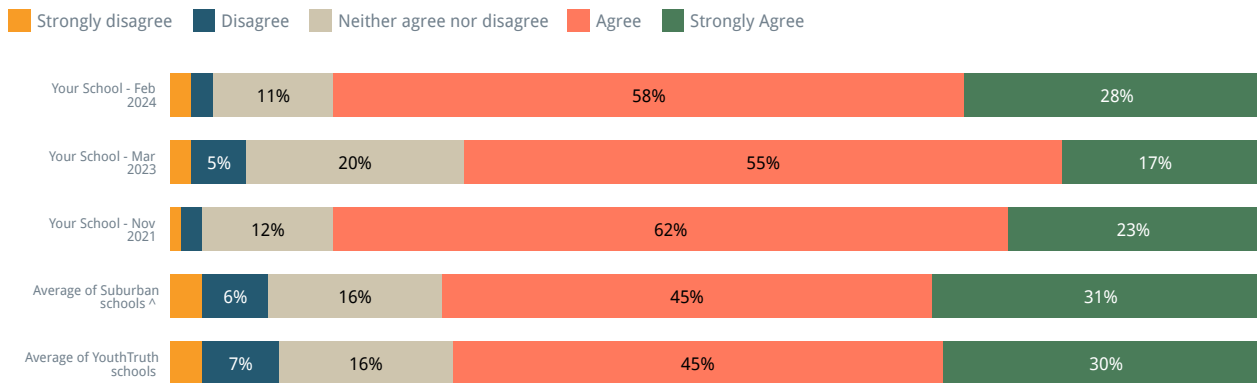
Cohort: Average of Suburban schools ^ Past results: on

During school, there are clear rules for students against hurting other people (for example bullying, hitting, or pushing). - Subgroup



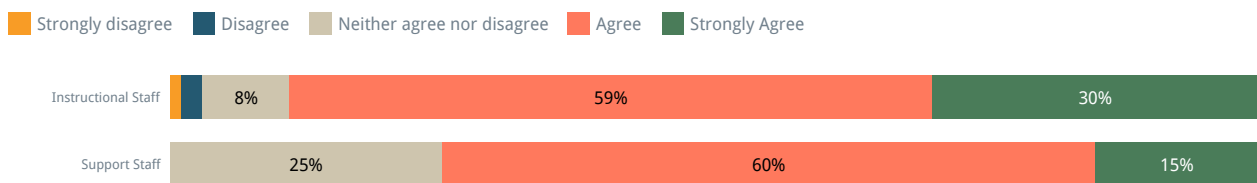
Subgroup: Role

I feel safe from harm while at my school. - Overall



Cohort: Average of Suburban schools ^ Past results: on

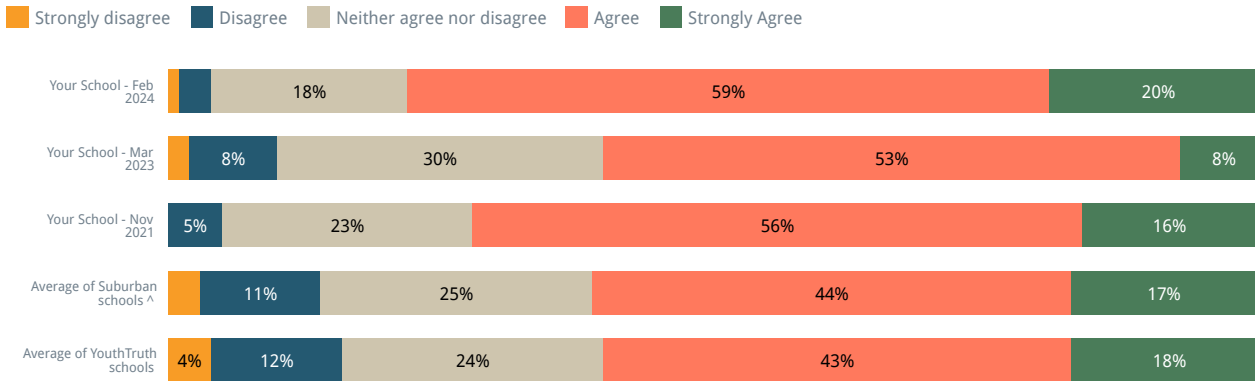
I feel safe from harm while at my school. - Subgroup



Subgroup: Role

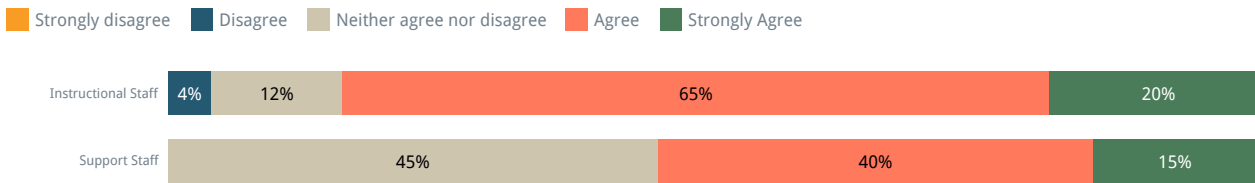
The following question is not included in the School Safety theme because it is only asked of staff who teach in-person.

Students are safe from violence at my school. - Overall



Cohort: Average of Suburban schools ^ Past results: on

Students are safe from violence at my school. - Subgroup



Subgroup: Role

DIVERSITY, EQUITY & INCLUSION (DEI)

Staff at PHS were asked a series of question about their experiences with diversity, equity and inclusion at their schools.

The Equity Additional Topic module was developed to assess staff’s school experiences through the lens of diversity, inclusion and social justice. Because of the density of this module, we have broken down response distributions in three sections. The questions for this module are:

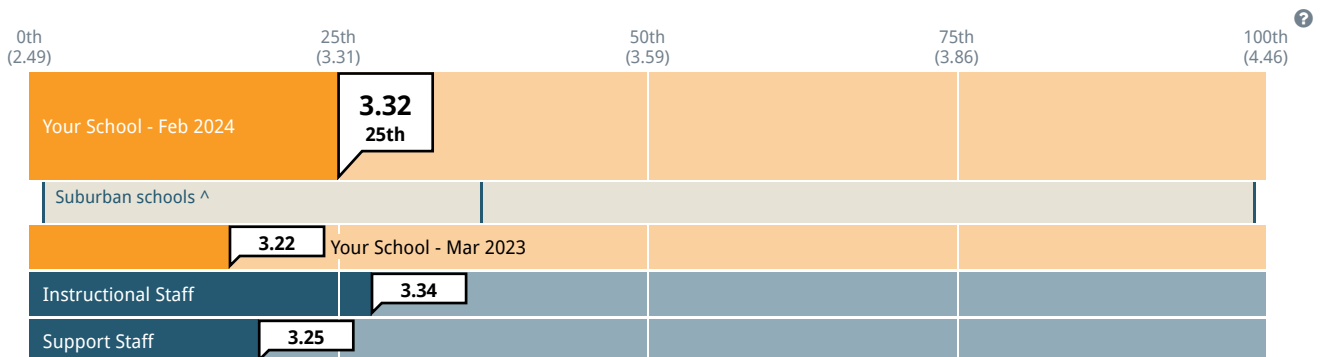
1. My school puts practices in place that include staff of diverse backgrounds in decision making processes.
2. How often do you see people of diverse backgrounds:
 - In artwork, posters and/or pictures around the school?
 - In instructional materials?
 - In student work and projects?
 - During school events (e.g. virtual school activities, school fairs, sporting events, etc.)?
 - In staff leadership roles (e.g. committee or department chair, school site council representative, special assignment)?
3. **Students** from my school value people of different:
 - Religions or faiths.
 - Sexual orientations.
 - Abilities. (e.g. people with disabilities)
 - Gender identities.
 - Incomes.
 - Races or ethnicities.
 - Countries.
4. **Adults** from my school value people of different:
 - Religions or faiths.
 - Sexual orientations.
 - Abilities. (e.g. people with disabilities)
 - Gender identities.
 - Incomes.
 - Races or ethnicities.
 - Countries.
5. My school encourages staff to speak out against racism.
6. My school clearly communicates how to report acts of discrimination.
7. My school provides professional development that helps me learn about culturally relevant teaching strategies.*
8. The curriculum and materials my school provides me are culturally relevant.*
9. I am comfortable implementing culturally relevant teaching practices.*

*Questions asked to instructional staff only

Please note that not every school that has taken the YouthTruth Staff Survey has chosen to participate in the Diversity, Equity & Inclusion (DEI) survey module. The charts in this section of your report include significantly smaller numbers of schools and districts than do the charts associated with items in the core survey. In order to put student feedback into context, this report compares your ratings to the ratings from students at 150 schools across the country. Please make comparisons between your school and your cohort or the YouthTruth sample with caution.

DEI Percentile Charts Questions 1-2

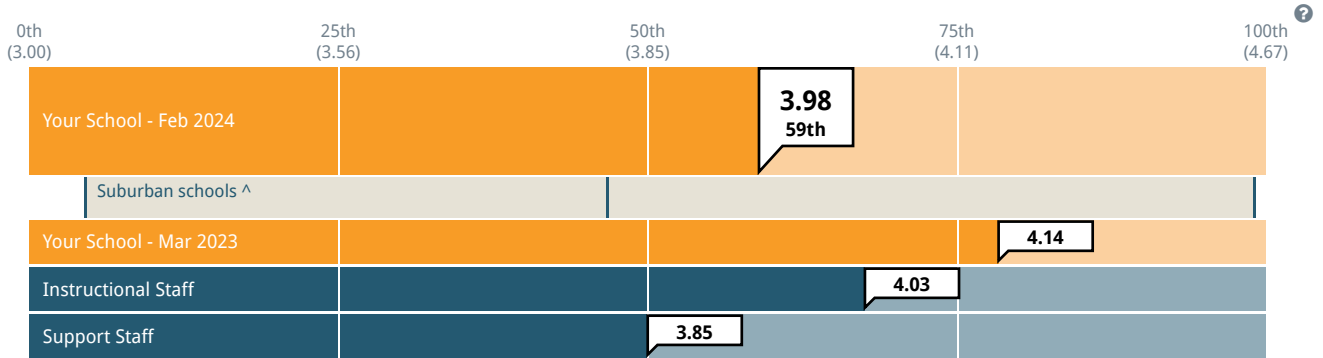
My school puts practices in place that include staff of diverse backgrounds in decision making processes.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Think about your school.

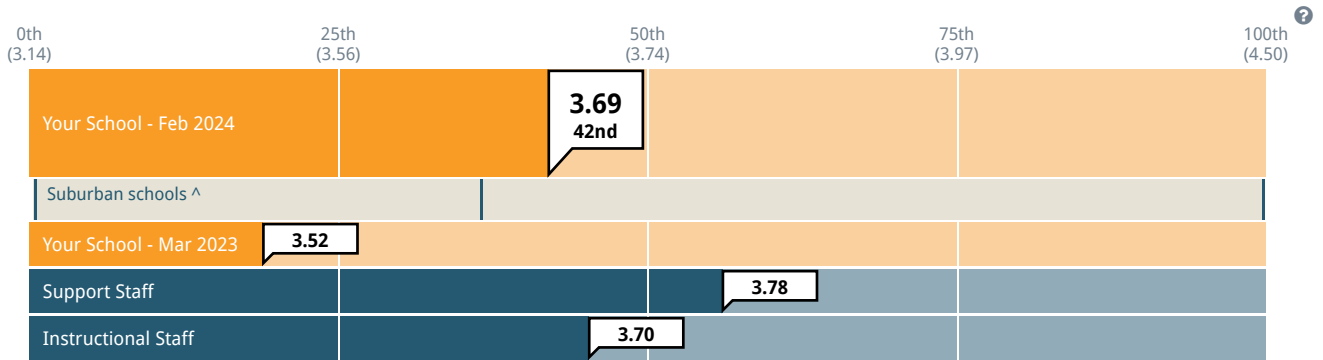
How often do you see people of diverse backgrounds in artwork, posters and/or pictures around the school?



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Think about your school.

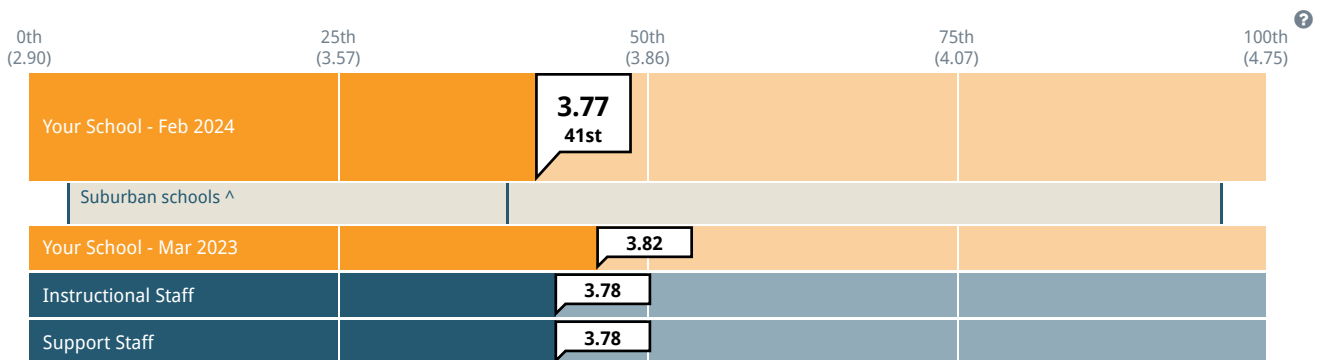
How often do you see people of diverse backgrounds in instructional materials?



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Think about your school.

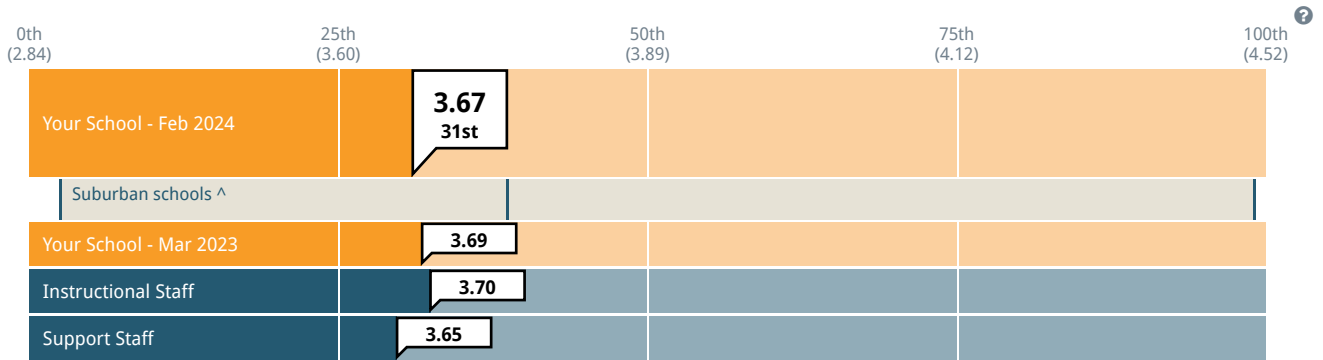
How often do you see people of diverse backgrounds in student work and projects?



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Think about your school.

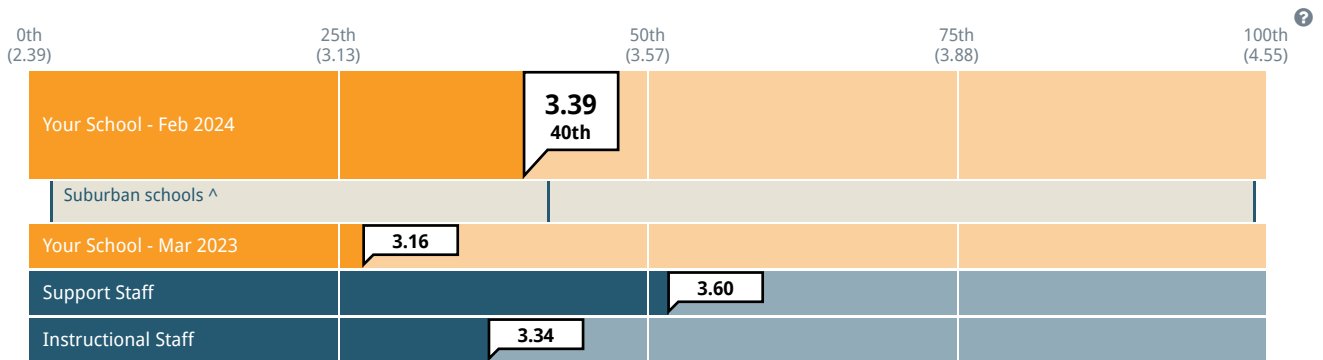
How often do you see people of diverse backgrounds during school events (e.g. virtual school activities, school fairs, sporting events, etc.)?



Cohort: Suburban schools ^ Past results: on Subgroup: Role

Think about your school.

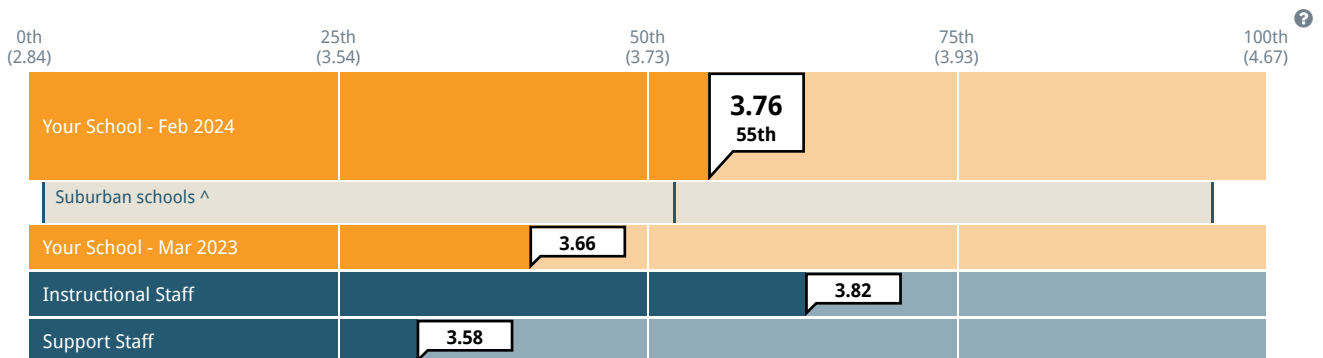
How often do you see people of diverse backgrounds in staff leadership roles (e.g. committee or department chair, school site council representative, special assignment)?



Cohort: Suburban schools ^ Past results: on Subgroup: Role

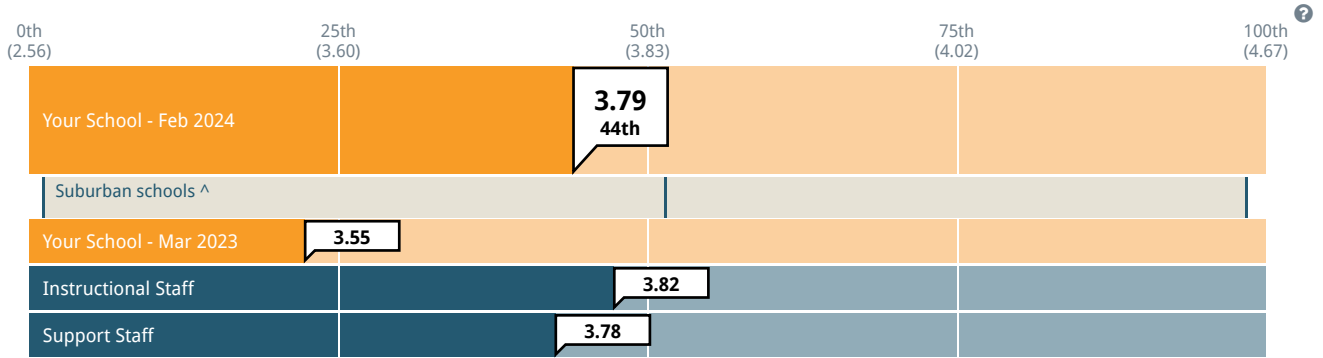
DEI Percentile Charts Questions 3-4

Students from my school value people of different religions, faiths or spiritual beliefs.



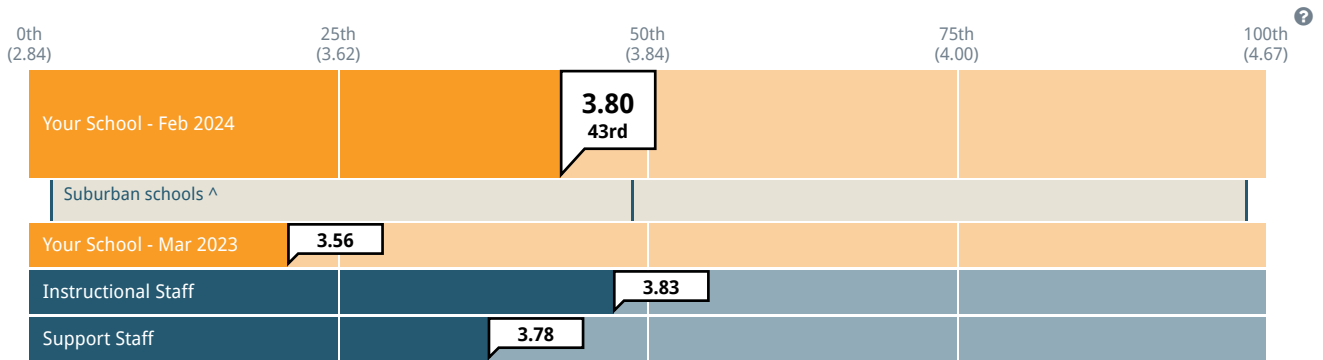
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Students from my school value people of different sexual orientations.



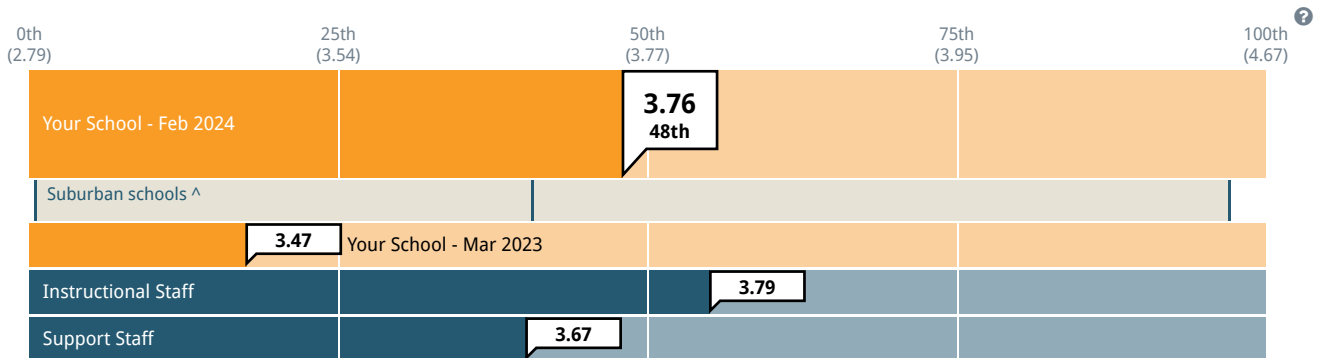
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Students from my school value people of different genders.



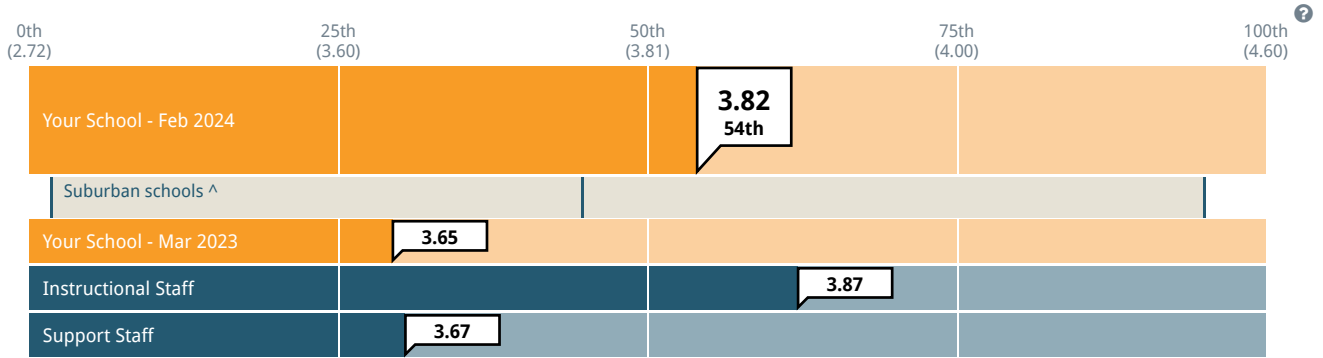
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Students from my school value people of different incomes.



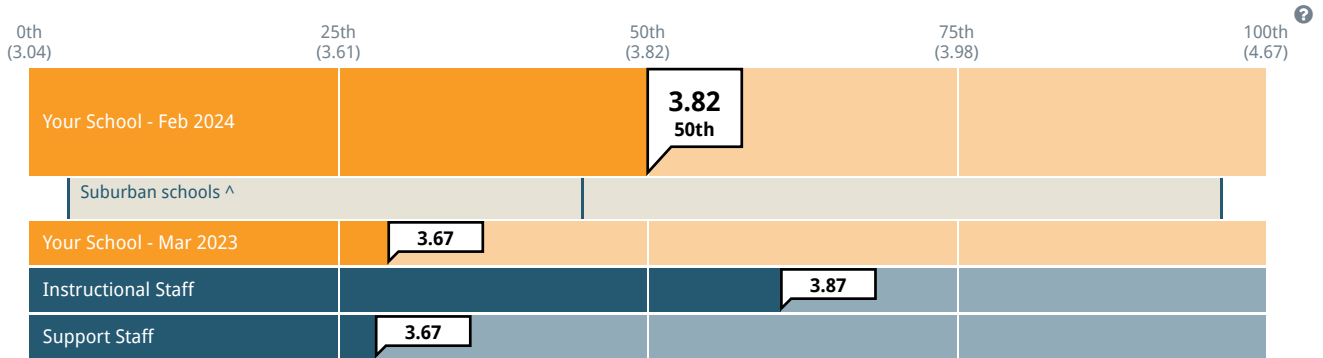
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Students from my school value people of different races and/or ethnicities.



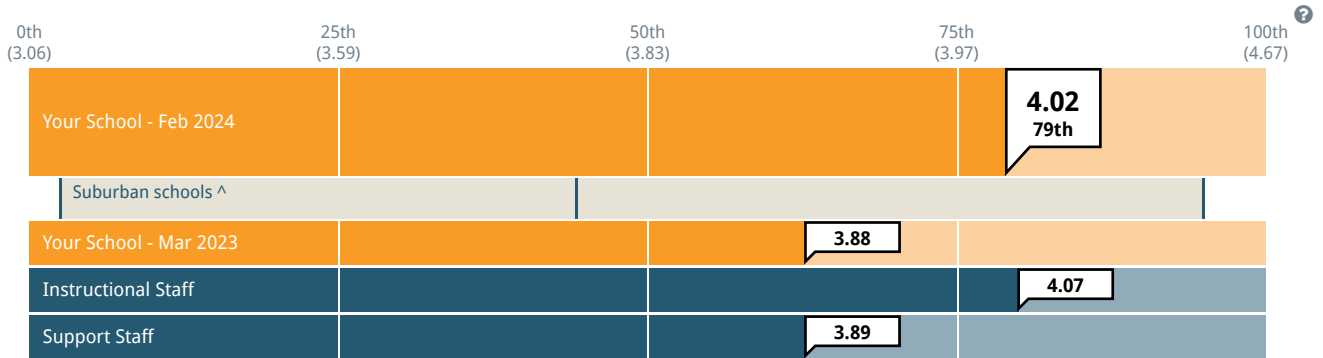
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Students from my school value people of different countries.



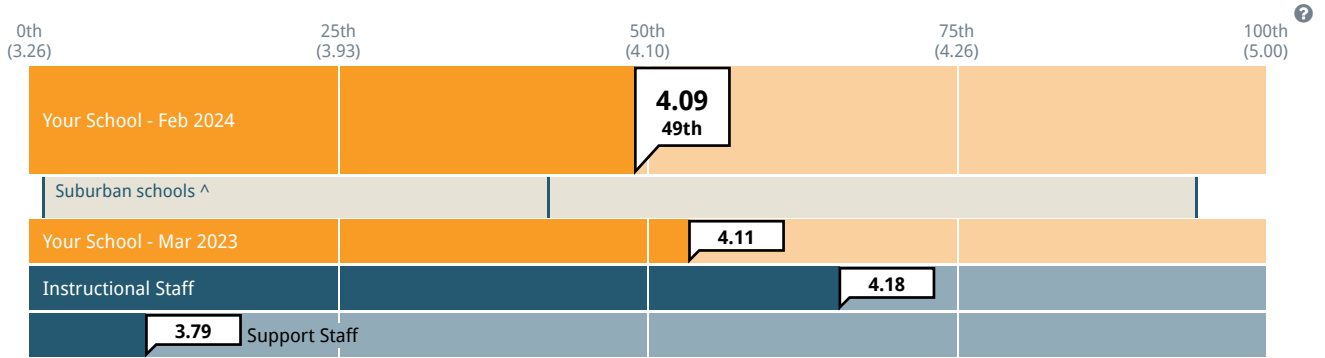
Cohort: Suburban schools ^ Past results: on Subgroup: Role

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



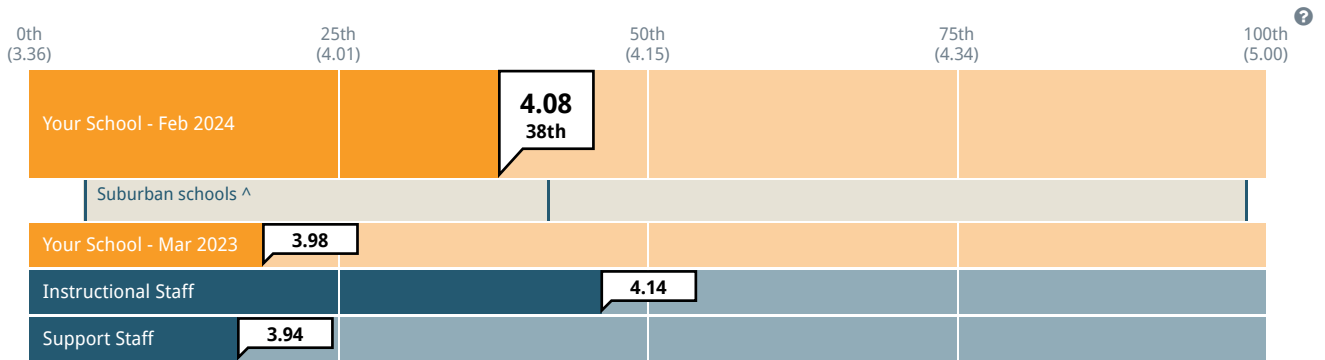
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Adults from my school value people of different religions, faiths or spiritual beliefs.



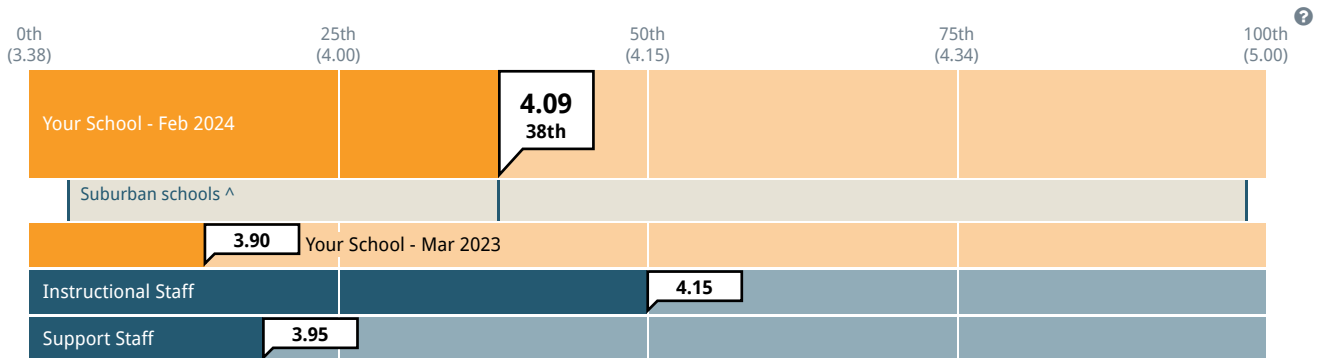
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Adults from my school value people of different sexual orientations.



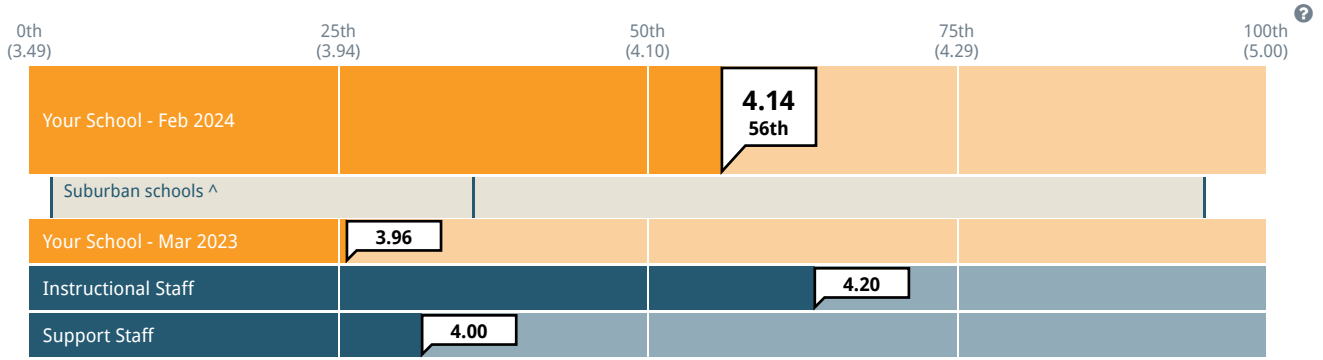
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Adults from my school value people of different genders.



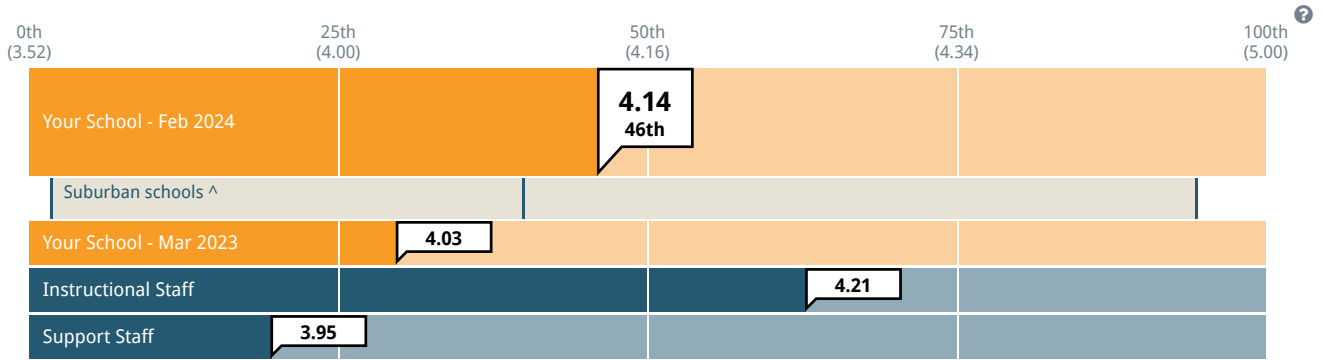
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Adults from my school value people of different incomes.



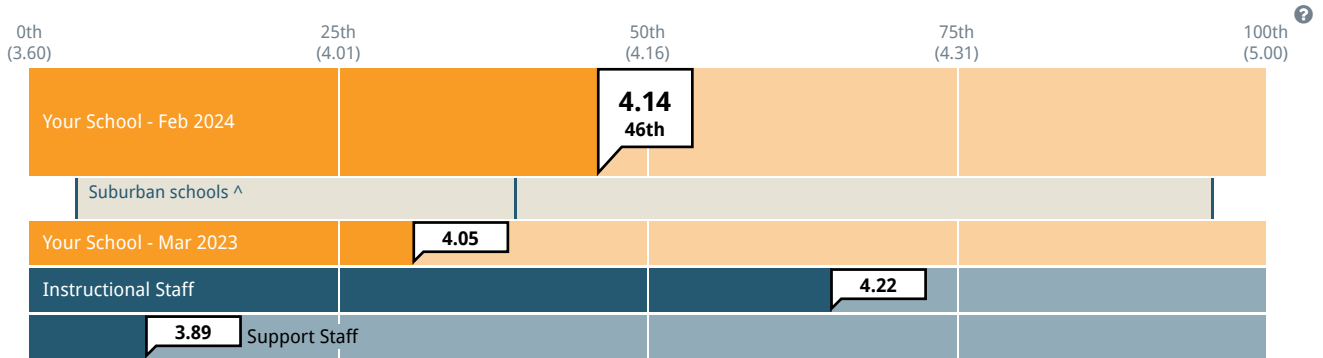
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Adults from my school value people of different races and/or ethnicities.



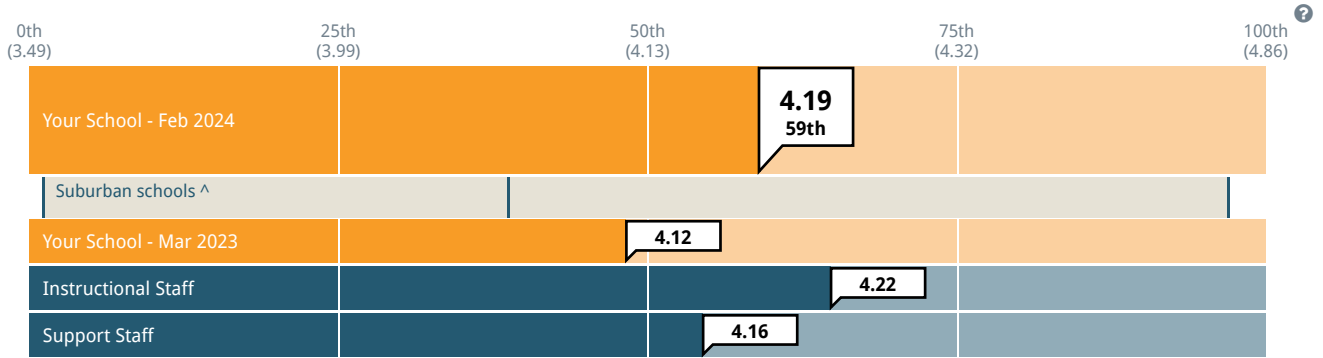
Cohort: Suburban schools ^ Past results: on Subgroup: Role

Adults from my school value people of different countries.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

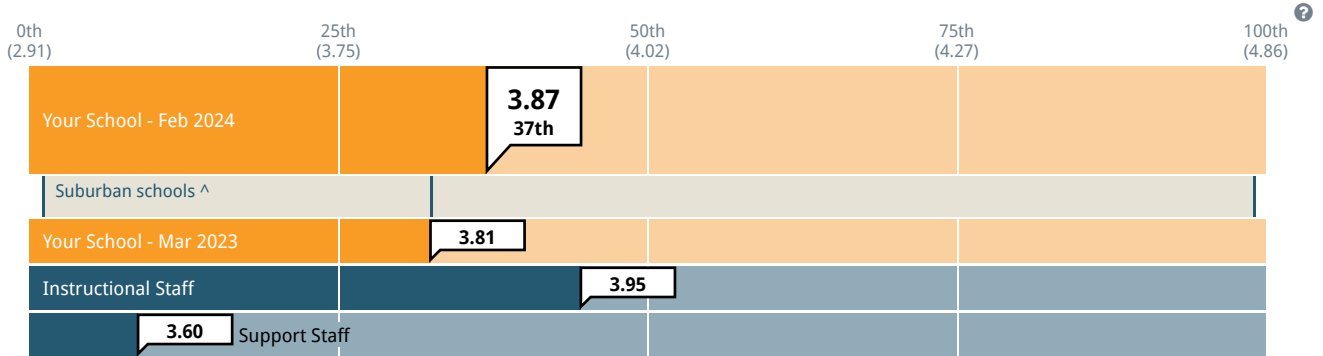
Adults from my school value people of different abilities (e.g. people with disabilities).



Cohort: Suburban schools ^ Past results: on Subgroup: Role

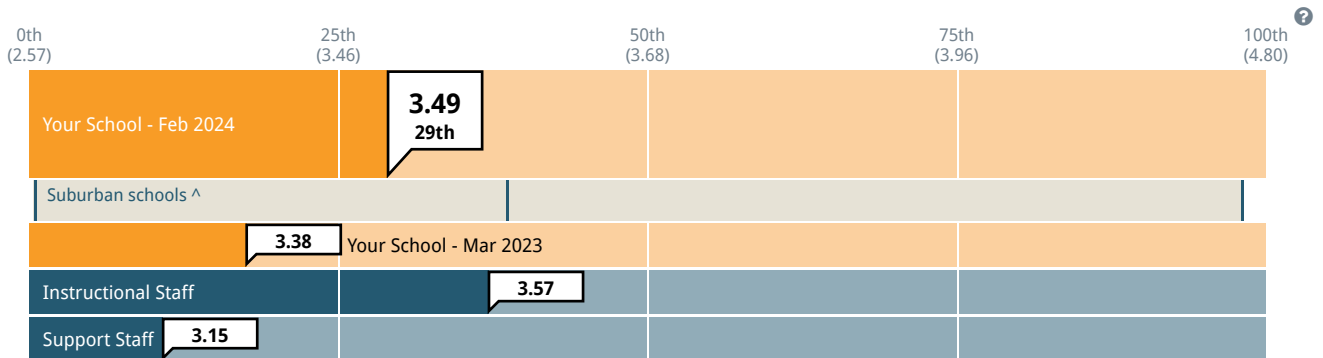
DEI Percentile Charts Questions 5-9

My school encourages staff to speak out against racism.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

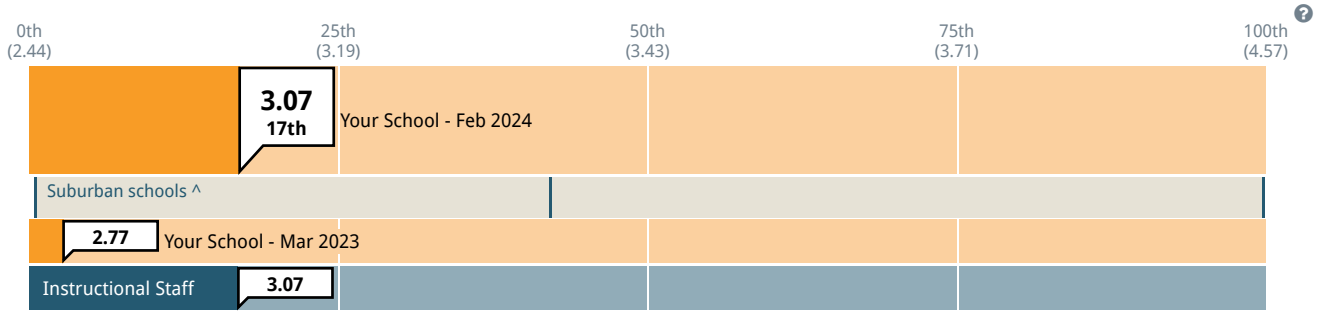
My school clearly communicates how to report acts of discrimination.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

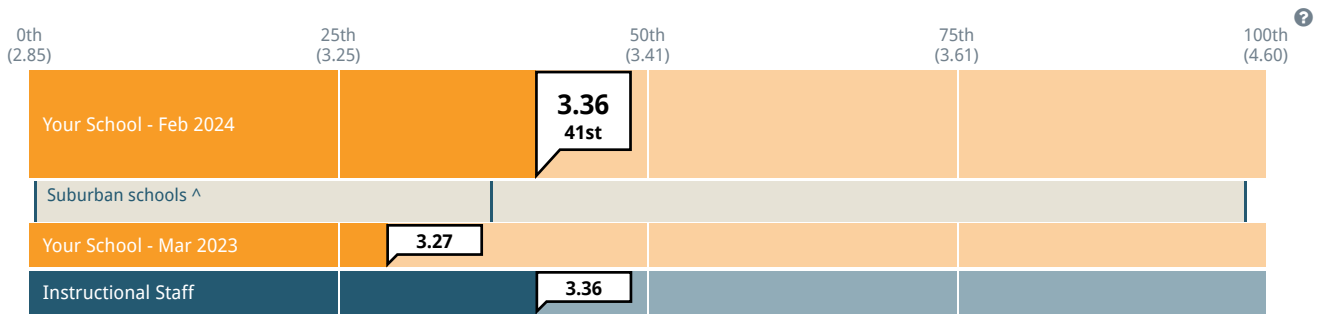
The following charts are of survey items only asked to instructional staff.

My school provides professional development that helps me learn about culturally relevant teaching strategies.



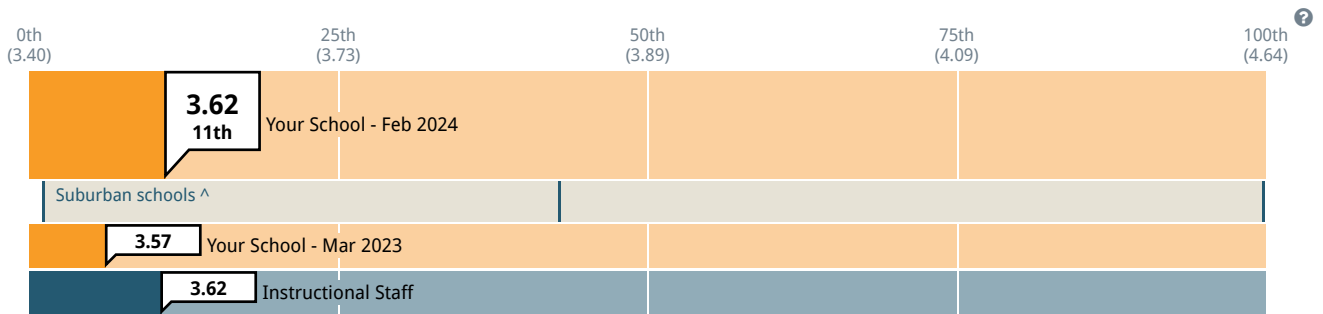
Cohort: Suburban schools ^ Past results: on Subgroup: Role

The curriculum and materials my school provides me are culturally relevant.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

I am comfortable implementing culturally relevant teaching practices.



Cohort: Suburban schools ^ Past results: on Subgroup: Role

DEI Percent Positives

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

| Selected Cohort: Typical Suburban school ^ | | | | |
|---|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Typical YouthTruth school | Typical Suburban school ^ |
| My school puts practices in place that include staff of diverse backgrounds in decision making processes. | 47% | 44% | 57% | 53% |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|---|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| My school puts practices in place that include staff of diverse backgrounds in decision making processes. | 46% | 50% | N/A |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Somewhat often, 5 = Very Often). - Overall

| Selected Cohort: Typical Suburban school ^ | | | | |
|--|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Typical YouthTruth school | Typical Suburban school ^ |
| How often do you see people of diverse backgrounds in artwork, posters and/or pictures around the school? | 77% | 84% | 65% | 64% |
| How often do you see people of diverse backgrounds in instructional materials? | 62% | 52% | 61% | 57% |
| How often do you see people of diverse backgrounds in student work and projects? | 63% | 67% | 65% | 62% |
| How often do you see people of diverse backgrounds during school events (e.g. virtual school activities, school fairs, sporting events, etc.)? | 60% | 62% | 65% | 63% |
| How often do you see people of diverse backgrounds represented in staff leadership roles (e.g. committee or department chair, school site council representative, special assignment)? | 47% | 43% | 53% | 50% |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Somewhat often, 5 = Very Often). - Subgroup

| Selected Subgroup: Role | | | |
|--|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| How often do you see people of diverse backgrounds in artwork, posters and/or pictures around the school? | 78% | 75% | N/A |
| How often do you see people of diverse backgrounds in instructional materials? | 64% | 50% | N/A |
| How often do you see people of diverse backgrounds in student work and projects? | 64% | 56% | N/A |
| How often do you see people of diverse backgrounds during school events (e.g. virtual school activities, school fairs, sporting events, etc.)? | 61% | 55% | N/A |
| How often do you see people of diverse backgrounds represented in staff leadership roles (e.g. committee or department chair, school site council representative, special assignment)? | 47% | 45% | N/A |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

| Selected Cohort: Typical Suburban school ^ | | | | |
|--|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Typical YouthTruth school | Typical Suburban school ^ |
| Students from my school value people of different religions, faiths or spiritual beliefs. | 68% | 60% | 64% | 64% |
| Students from my school value people of different sexual orientations. | 72% | 60% | 69% | 71% |
| Students from my school value people of different abilities. (e.g. people with disabilities) | 81% | 77% | 68% | 67% |
| Students from my school value people of different genders. | 73% | 59% | 70% | 71% |
| Students from my school value people of different incomes (how much money someone makes). | 70% | 52% | 64% | 61% |
| Students from my school value people of different races and/or ethnicities. | 71% | 60% | 68% | 68% |
| Students from my school value people of different countries. | 72% | 61% | 68% | 69% |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|--|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| Students from my school value people of different religions, faiths or spiritual beliefs. | 70% | 58% | N/A |
| Students from my school value people of different sexual orientations. | 72% | 72% | N/A |
| Students from my school value people of different abilities. (e.g. people with disabilities) | 83% | 79% | N/A |
| Students from my school value people of different genders. | 74% | 72% | N/A |
| Students from my school value people of different incomes (how much money someone makes). | 71% | 67% | N/A |
| Students from my school value people of different races and/or ethnicities. | 72% | 67% | N/A |
| Students from my school value people of different countries. | 74% | 67% | N/A |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

| Selected Cohort: Typical Suburban school ^ | | | | |
|--|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Typical YouthTruth school | Typical Suburban school ^ |
| Adults from my school value people of different religions, faiths or spiritual beliefs. | 86% | 87% | 81% | 81% |
| Adults from my school value people of different sexual orientations. | 89% | 82% | 85% | 85% |
| Adults from my school value people of different Abilities. (e.g. people with disabilities) | 90% | 87% | 84% | 82% |
| Adults from my school value people of different genders. | 90% | 76% | 84% | 84% |
| Adults from my school value people of different incomes (how much money someone makes). | 89% | 81% | 82% | 80% |
| Adults from my school value people of different races and/or ethnicities. | 90% | 80% | 85% | 83% |
| Adults from my school value people of different countries. | 91% | 82% | 84% | 83% |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|--|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| Adults from my school value people of different religions, faiths or spiritual beliefs. | 90% | 74% | N/A |
| Adults from my school value people of different sexual orientations. | 91% | 83% | N/A |
| Adults from my school value people of different Abilities. (e.g. people with disabilities) | 91% | 89% | N/A |
| Adults from my school value people of different genders. | 92% | 84% | N/A |
| Adults from my school value people of different incomes (how much money someone makes). | 91% | 84% | N/A |
| Adults from my school value people of different races and/or ethnicities. | 92% | 84% | N/A |
| Adults from my school value people of different countries. | 94% | 79% | N/A |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

| Selected Cohort: Typical Suburban school ^ | | | | |
|--|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Typical YouthTruth school | Typical Suburban school ^ |
| My school encourages staff to speak out against racism | 76% | 69% | 76% | 73% |
| My school clearly communicates how to report acts of discrimination. | 57% | 51% | 63% | 59% |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|--|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| My school encourages staff to speak out against racism | 79% | 65% | N/A |
| My school clearly communicates how to report acts of discrimination. | 61% | 40% | N/A |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

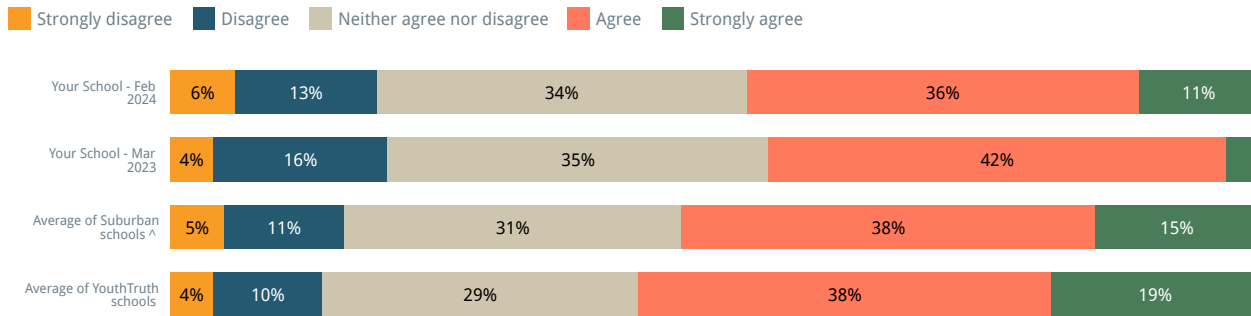
| Selected Cohort: Typical Suburban school ^ | | | | |
|--|------------------------|------------------------|---------------------------|---------------------------|
| Question | Your School - Feb 2024 | Your School - Mar 2023 | Typical YouthTruth school | Typical Suburban school ^ |
| My school provides professional development that helps me learn about culturally relevant teaching strategies. | 37% | 29% | 54% | 51% |
| The curriculum and materials my school provides me are culturally relevant. | 49% | 46% | 50% | 47% |
| I am comfortable implementing culturally relevant teaching practices. | 56% | 59% | 74% | 71% |

Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

| Selected Subgroup: Role | | | |
|--|---------------------|---------------|-------|
| Question | Instructional Staff | Support Staff | Other |
| My school provides professional development that helps me learn about culturally relevant teaching strategies. | 37% | N/A | N/A |
| The curriculum and materials my school provides me are culturally relevant. | 49% | N/A | N/A |
| I am comfortable implementing culturally relevant teaching practices. | 56% | N/A | N/A |

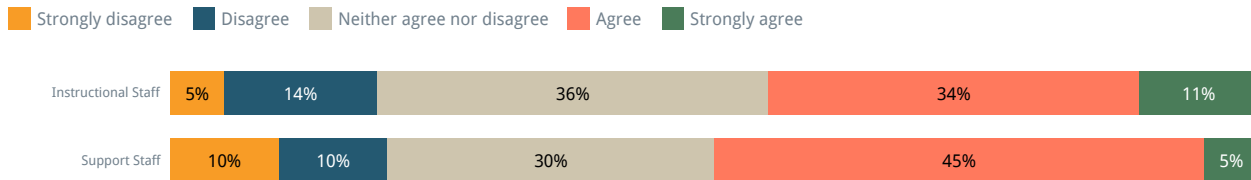
DEI Response Distributions Questions 1-2

My school puts practices in place that include staff of diverse backgrounds in decision making processes. - Overall



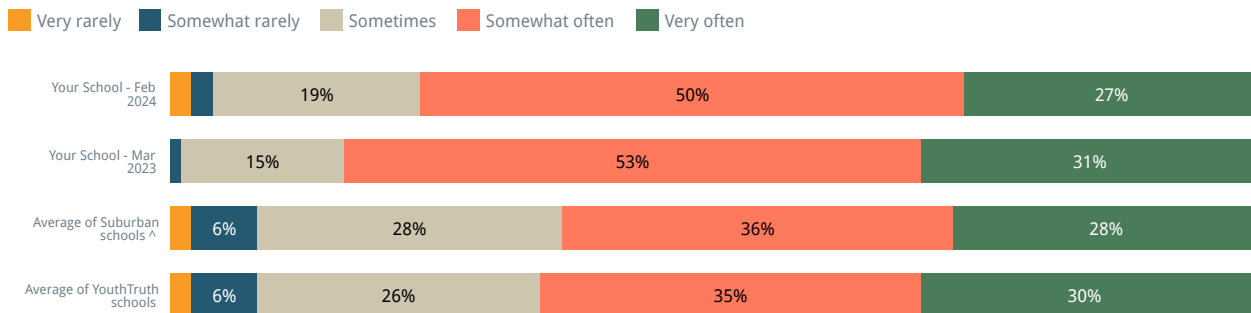
Cohort: Average of Suburban schools ^ Past results: on

My school puts practices in place that include staff of diverse backgrounds in decision making processes. - Subgroup



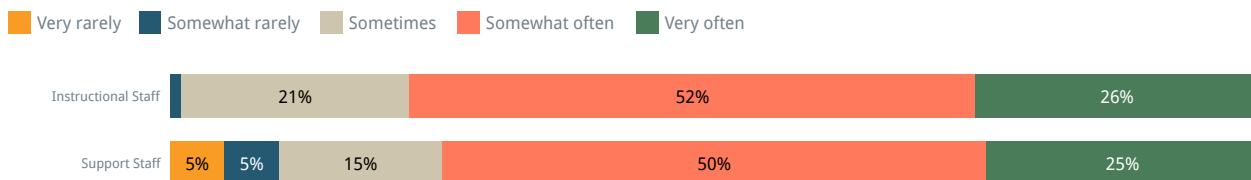
Subgroup: Role

Within your school, how often do you see people of diverse backgrounds represented in artwork, posters and/or pictures around the school? - Overall



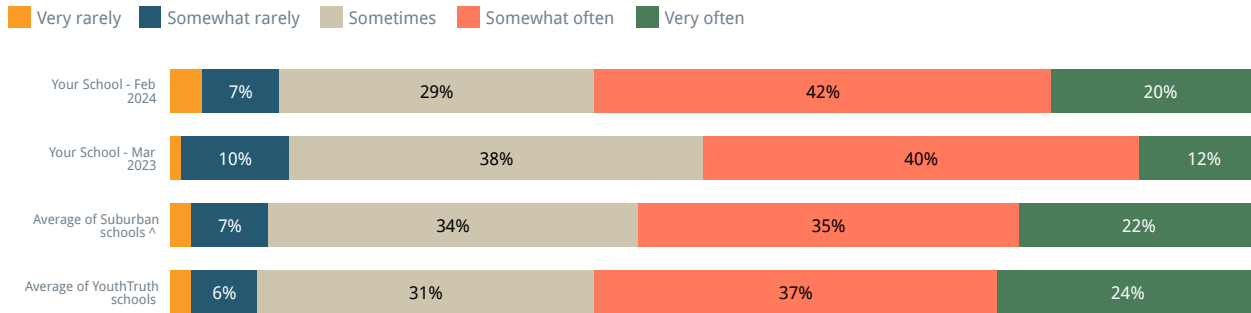
Cohort: Average of Suburban schools ^ Past results: on

Within your school, how often do you see people of diverse backgrounds represented in artwork, posters and/or pictures around the school? - Subgroup



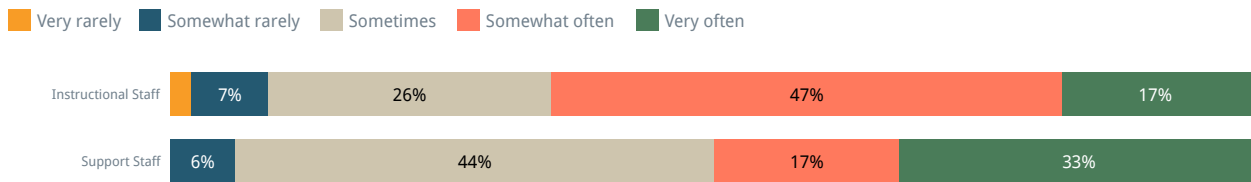
Subgroup: Role

Within your school, how often do you see people of diverse backgrounds represented in instructional materials? - Overall



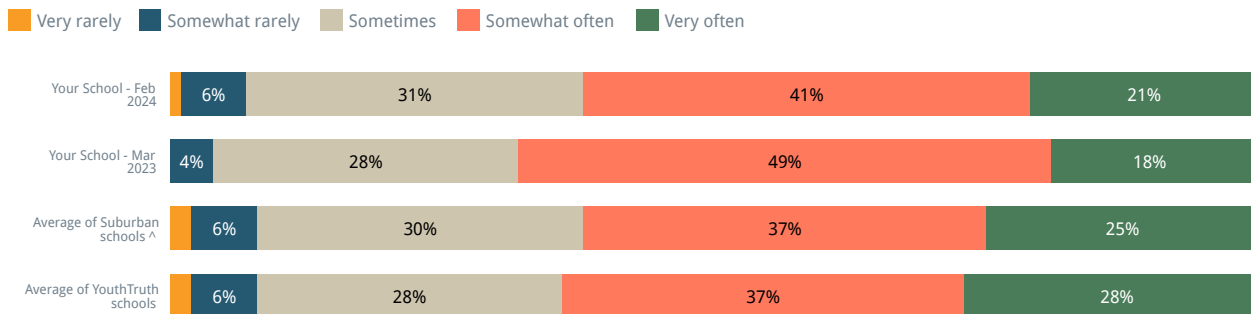
Cohort: Average of Suburban schools ^ Past results: on

Within your school, how often do you see people of diverse backgrounds represented in instructional materials? - Subgroup



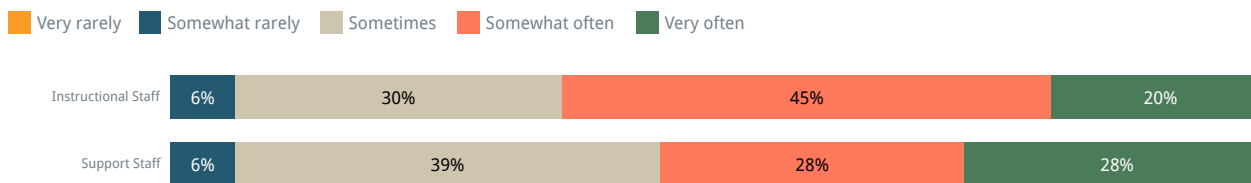
Subgroup: Role

Within your school, how often do you see people of diverse backgrounds represented in student work and projects? - Overall



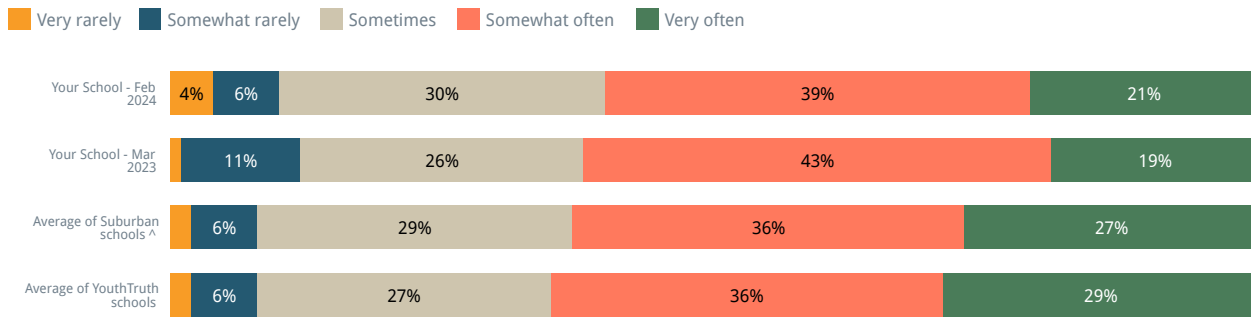
Cohort: Average of Suburban schools ^ Past results: on

Within your school, how often do you see people of diverse backgrounds represented in student work and projects? - Subgroup



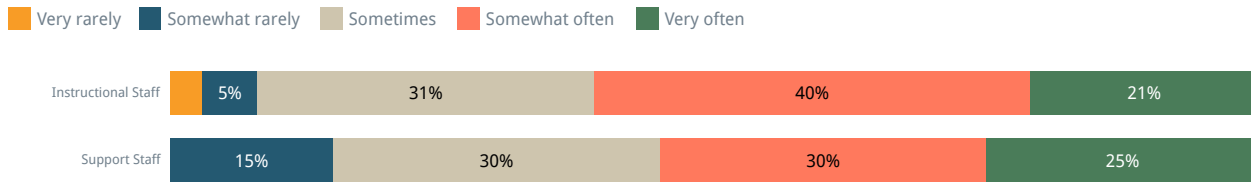
Subgroup: Role

Within your school, how often do you see people of diverse backgrounds represented during school events (e.g. virtual school activities, school fairs, sporting events, etc.)? - Overall



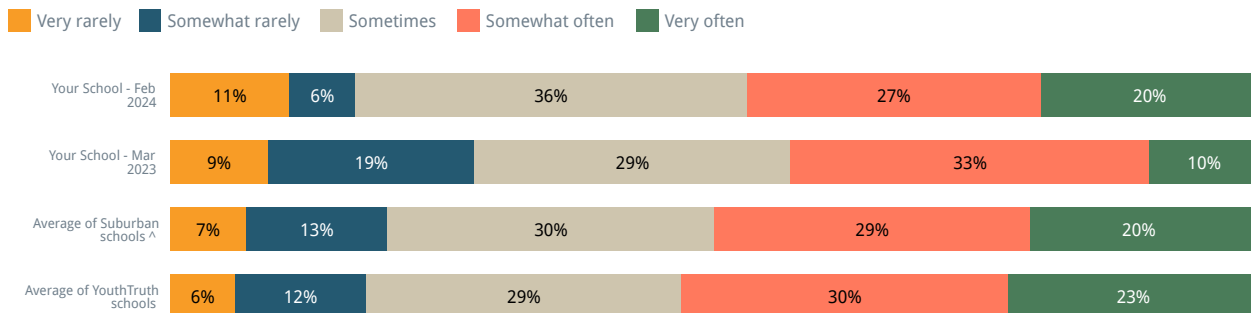
Cohort: Average of Suburban schools ^ Past results: on

Within your school, how often do you see people of diverse backgrounds represented during school events (e.g. virtual school activities, school fairs, sporting events, etc.)? - Subgroup



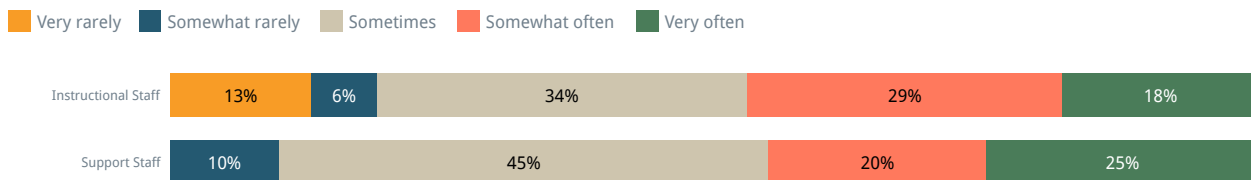
Subgroup: Role

Within your school, how often do you see people of diverse backgrounds represented in staff leadership roles (e.g. committee or department chair, school site council representative, special assignment)? - Overall



Cohort: Average of Suburban schools ^ Past results: on

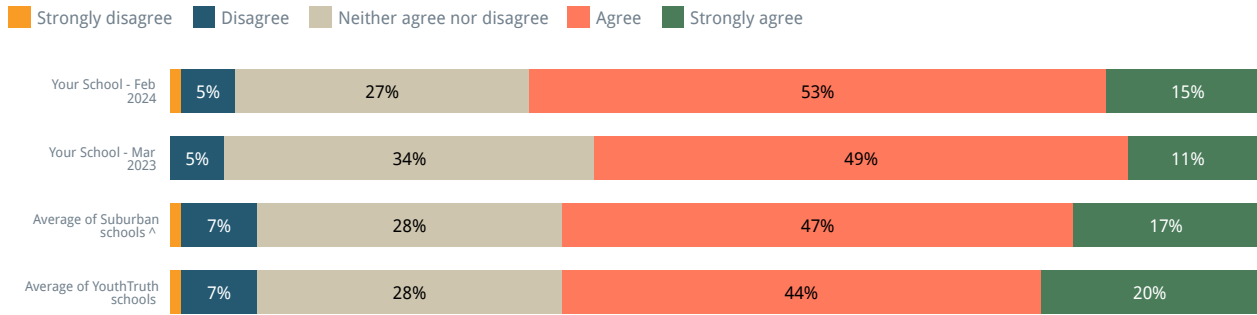
Within your school, how often do you see people of diverse backgrounds represented in staff leadership roles (e.g. committee or department chair, school site council representative, special assignment)? - Subgroup



Subgroup: Role

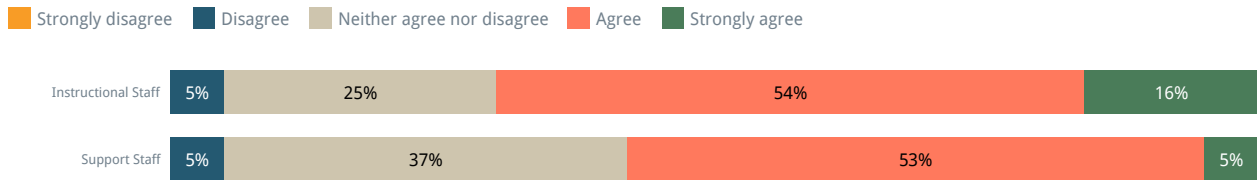
DEI Response Distributions Questions 3-4

Students from my school value people of different religions, faiths or spiritual beliefs. - Overall



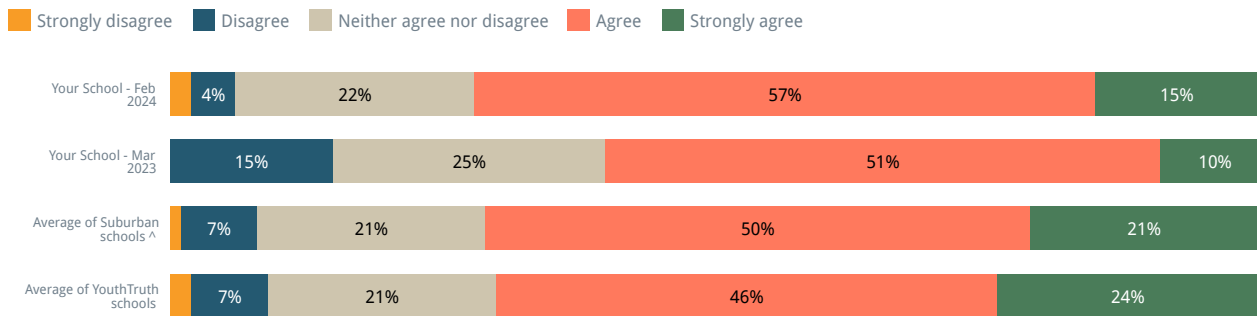
Cohort: Average of Suburban schools ^ Past results: on

Students from my school value people of different religions, faiths or spiritual beliefs. - Subgroup



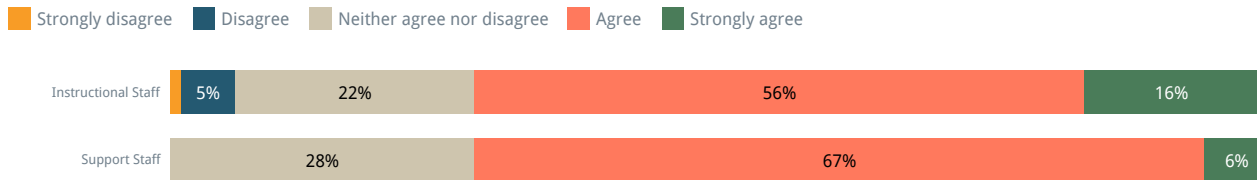
Subgroup: Role

Students from my school value people of different sexual orientations. - Overall



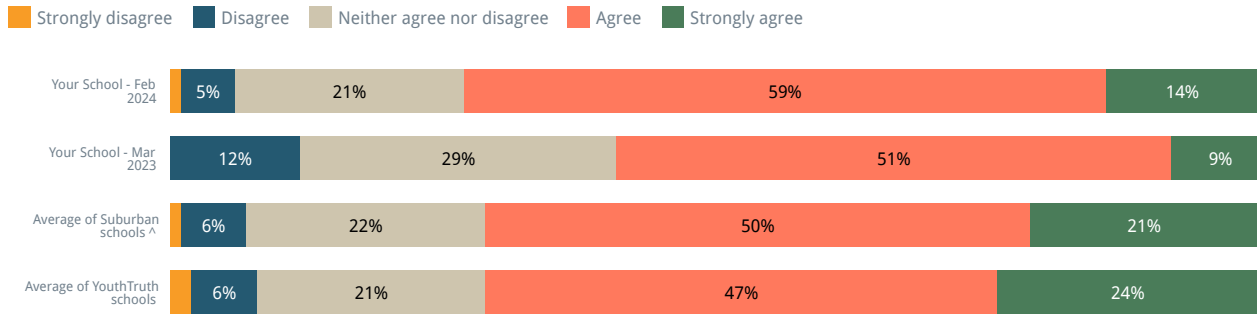
Cohort: Average of Suburban schools ^ Past results: on

Students from my school value people of different sexual orientations. - Subgroup



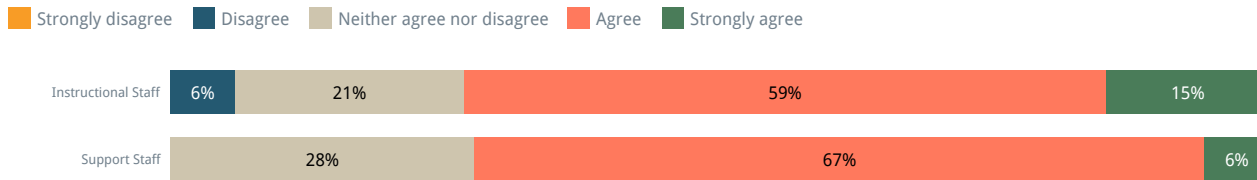
Subgroup: Role

Students from my school value people of different genders. - Overall



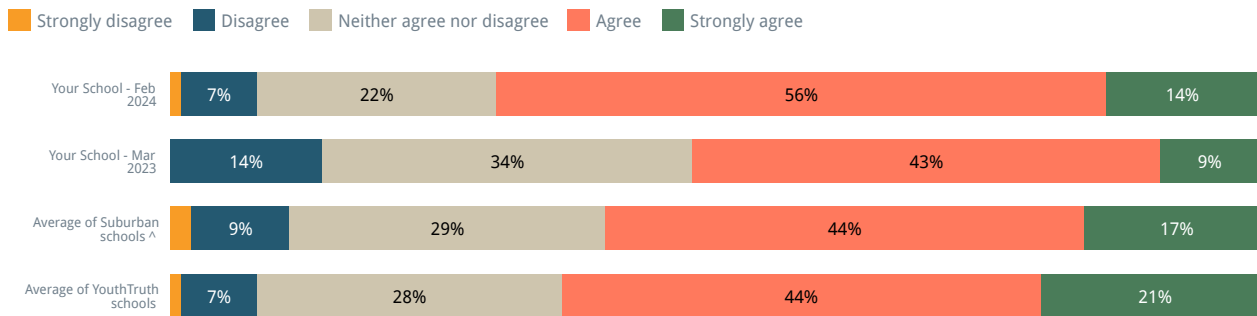
Cohort: Average of Suburban schools ^ Past results: on

Students from my school value people of different genders. - Subgroup



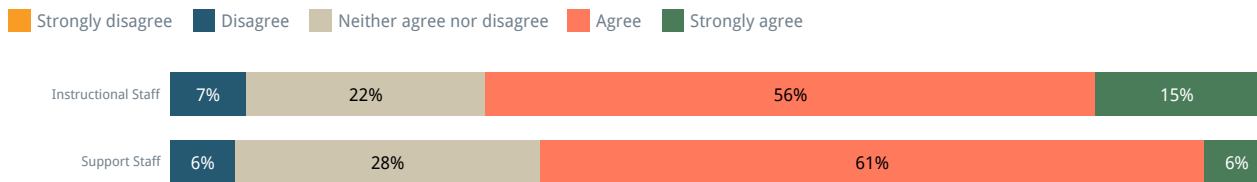
Subgroup: Role

Students from my school value people of different incomes. - Overall



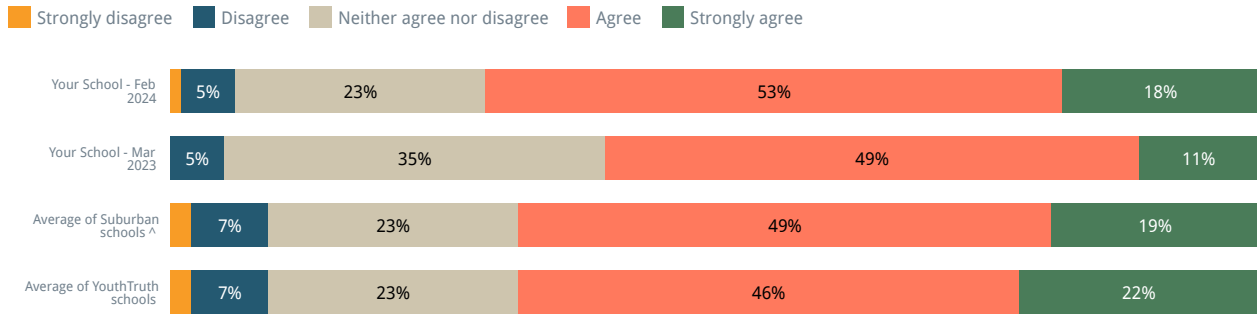
Cohort: Average of Suburban schools ^ Past results: on

Students from my school value people of different incomes. - Subgroup



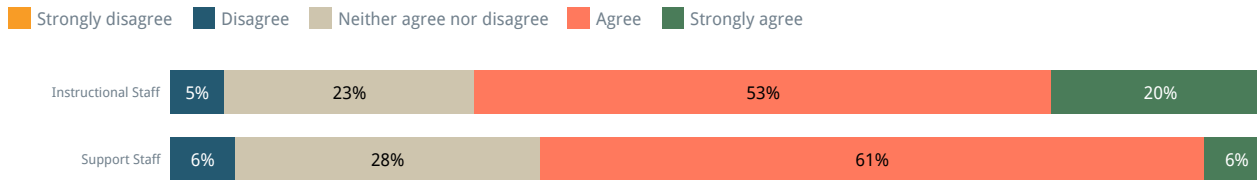
Subgroup: Role

Students from my school value people of different races and/or ethnicities. - Overall



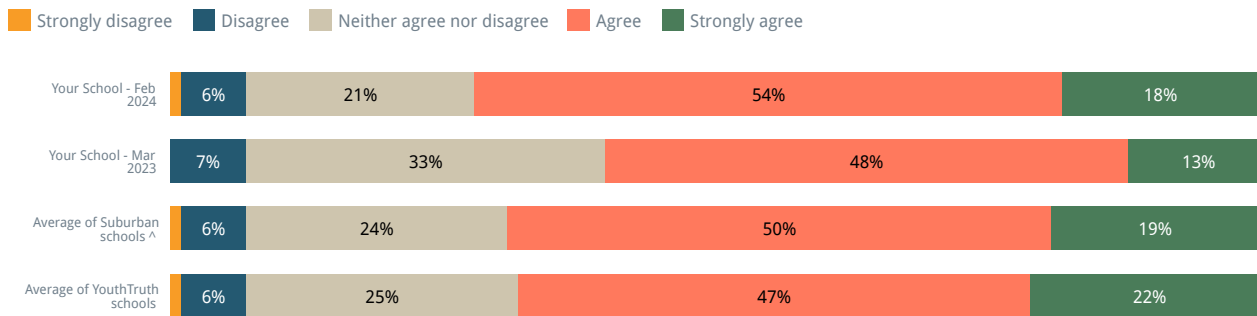
Cohort: Average of Suburban schools ^ Past results: on

Students from my school value people of different races and/or ethnicities. - Subgroup



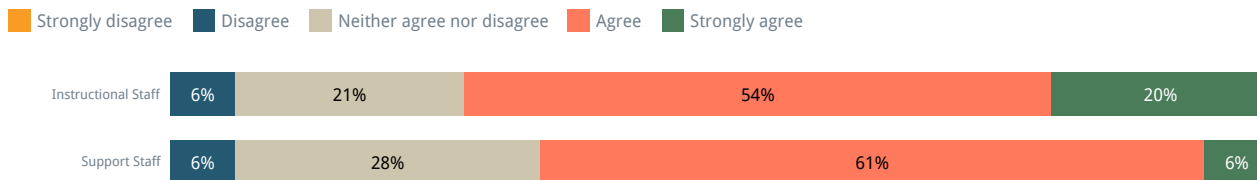
Subgroup: Role

Students from my school value people of different countries. - Overall



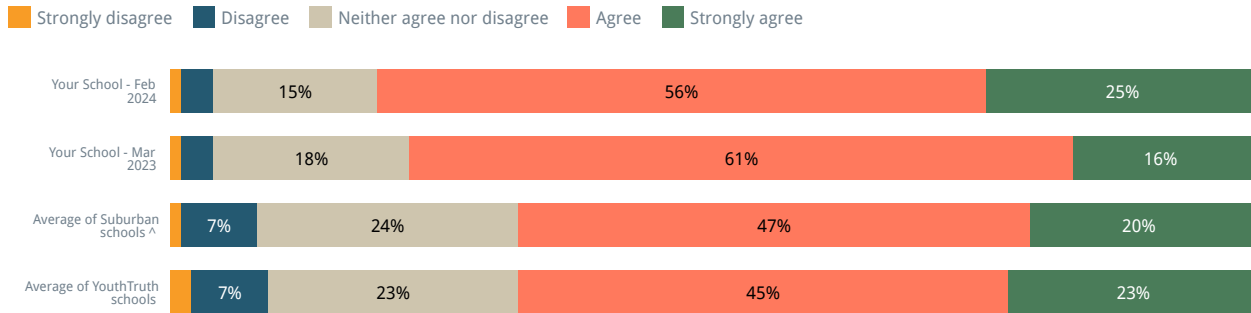
Cohort: Average of Suburban schools ^ Past results: on

Students from my school value people of different countries. - Subgroup



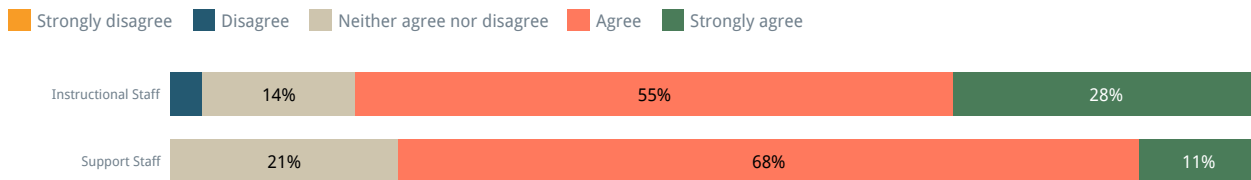
Subgroup: Role

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



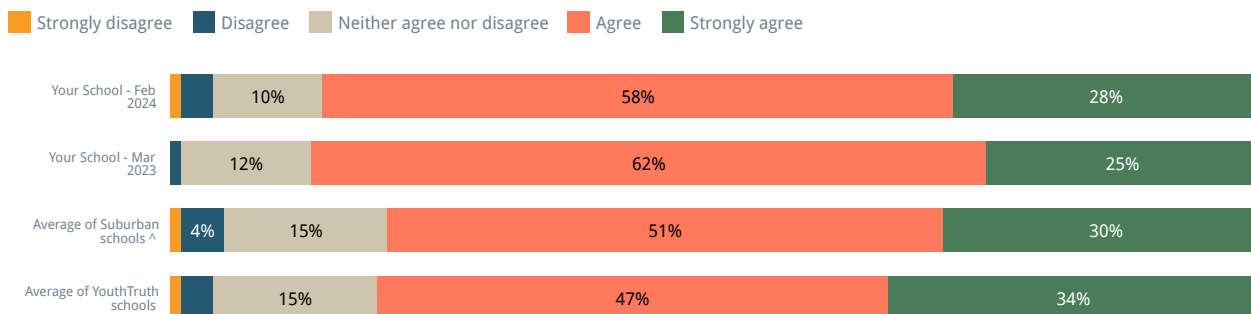
Cohort: Average of Suburban schools ^ Past results: on

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



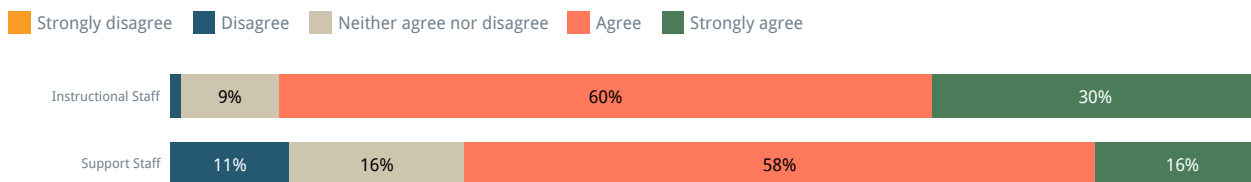
Subgroup: Role

Adults from my school value people of different religions, faiths or spiritual beliefs. - Overall



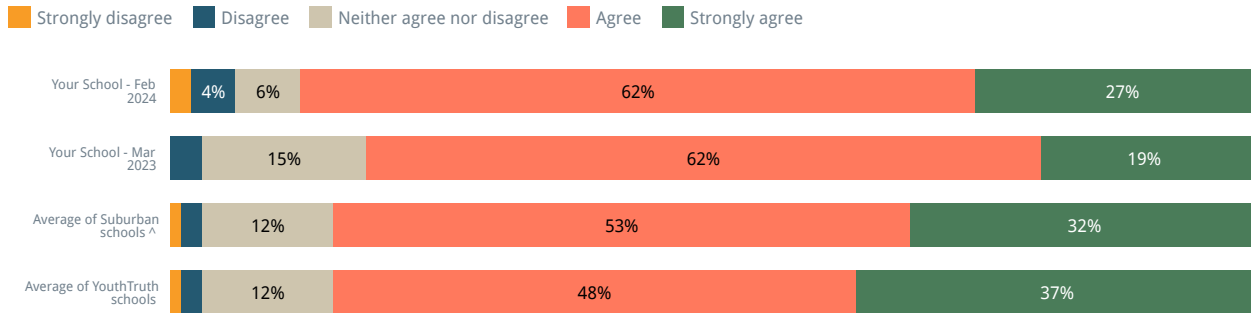
Cohort: Average of Suburban schools ^ Past results: on

Adults from my school value people of different religions, faiths or spiritual beliefs. - Subgroup



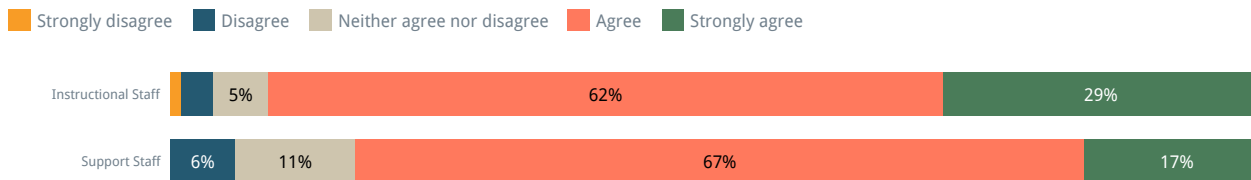
Subgroup: Role

Adults from my school value people of different sexual orientations. - Overall



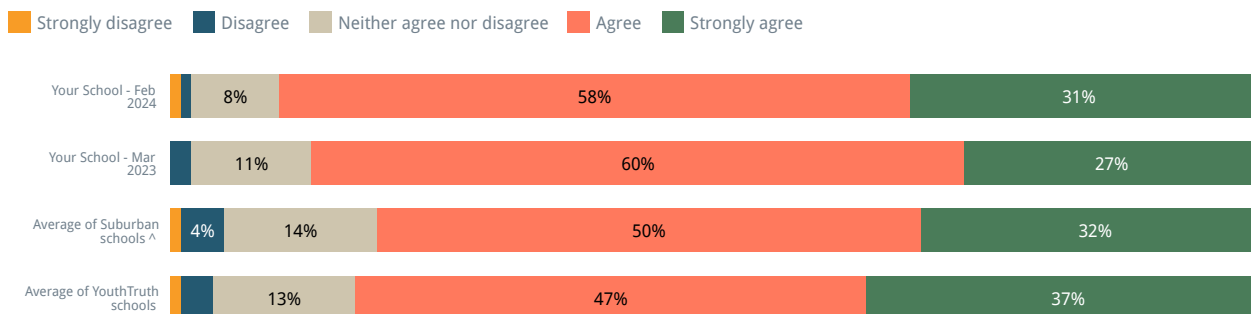
Cohort: Average of Suburban schools ^ Past results: on

Adults from my school value people of different sexual orientations. - Subgroup



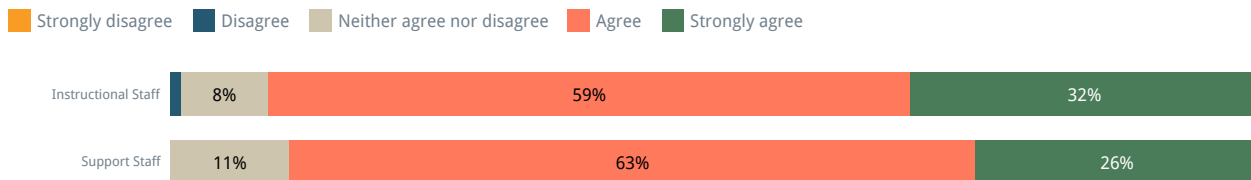
Subgroup: Role

Adults from my school value people of different abilities. (e.g. people with disabilities) - Overall



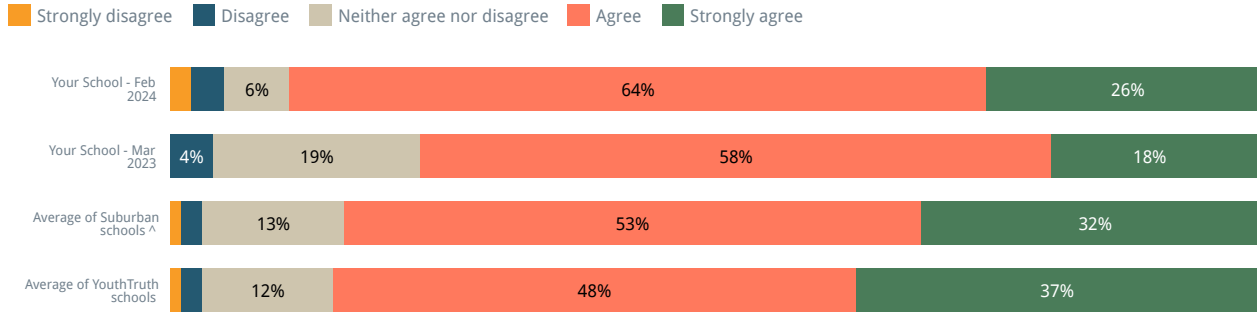
Cohort: Average of Suburban schools ^ Past results: on

Adults from my school value people of different abilities. (e.g. people with disabilities) - Subgroup



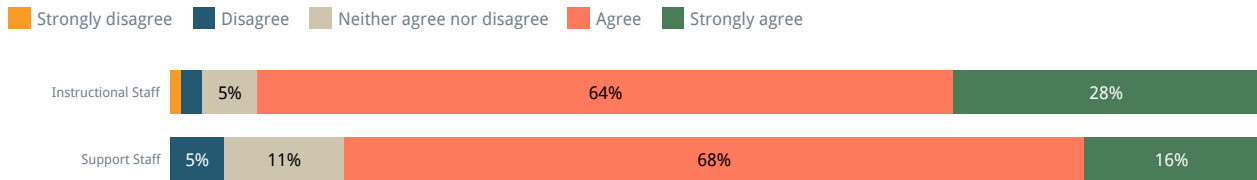
Subgroup: Role

Adults from my school value people of different genders. - Overall



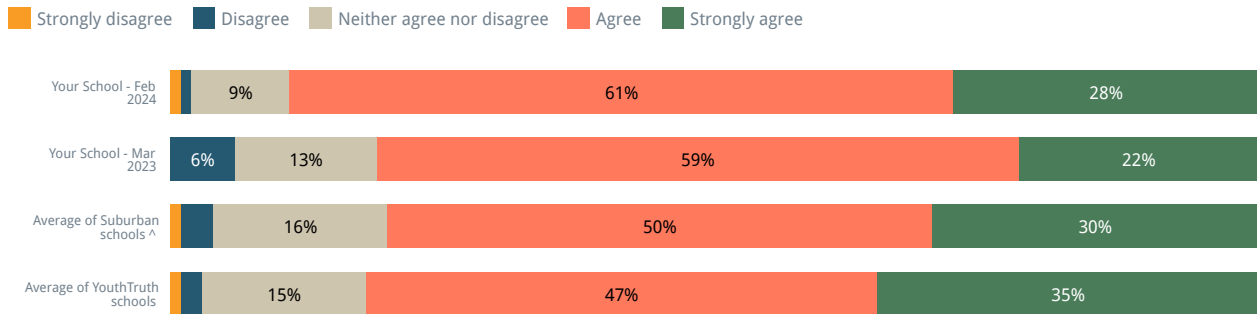
Cohort: Average of Suburban schools ^ Past results: on

Adults from my school value people of different genders. - Subgroup



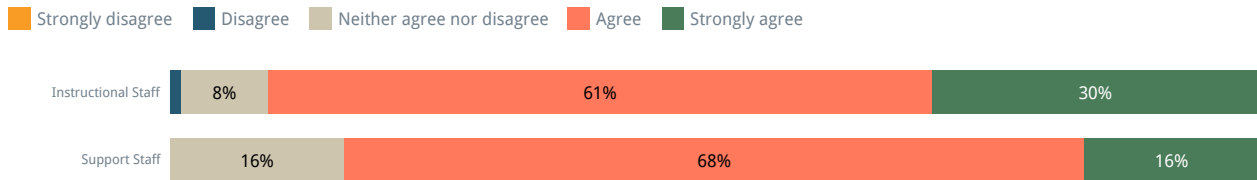
Subgroup: Role

Adults from my school value people of different incomes. - Overall



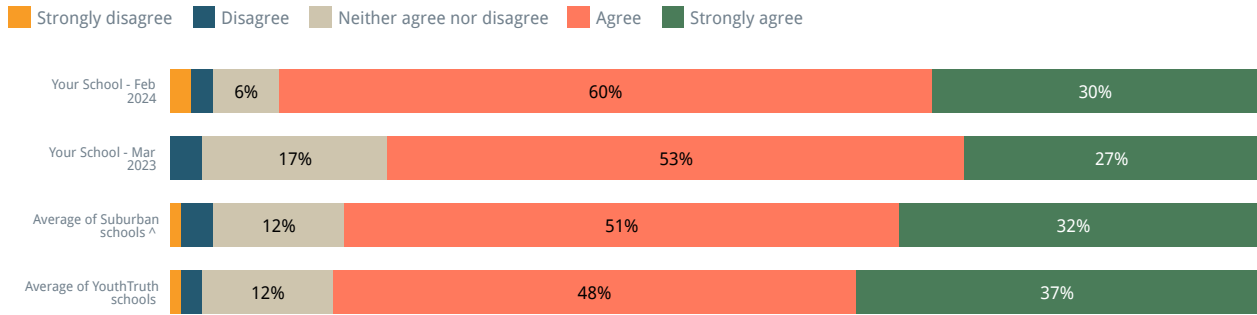
Cohort: Average of Suburban schools ^ Past results: on

Adults from my school value people of different incomes. - Subgroup



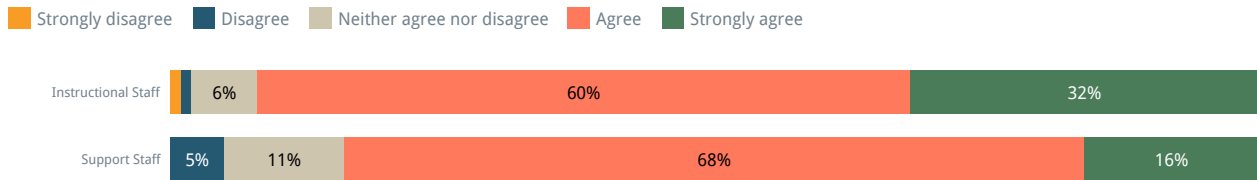
Subgroup: Role

Adults from my school value people of different races and/or ethnicities. - Overall



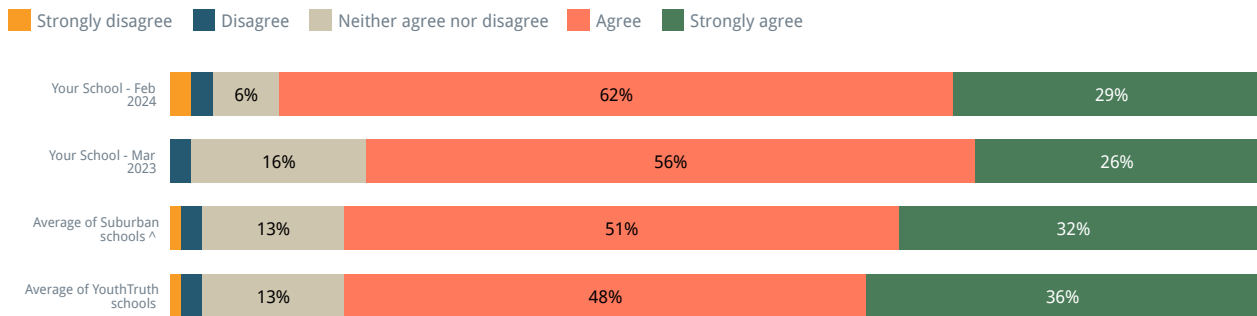
Cohort: Average of Suburban schools ^ Past results: on

Adults from my school value people of different races and/or ethnicities. - Subgroup



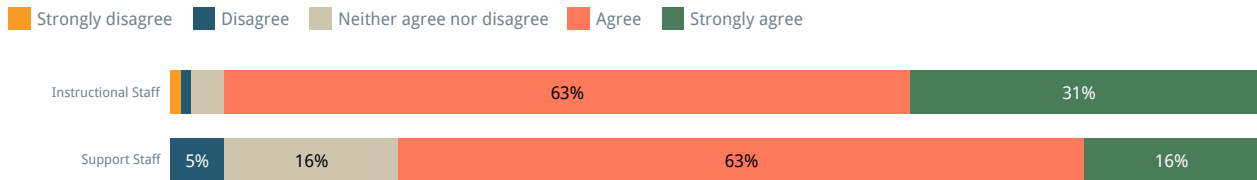
Subgroup: Role

Adults from my school value people of different countries. - Overall



Cohort: Average of Suburban schools ^ Past results: on

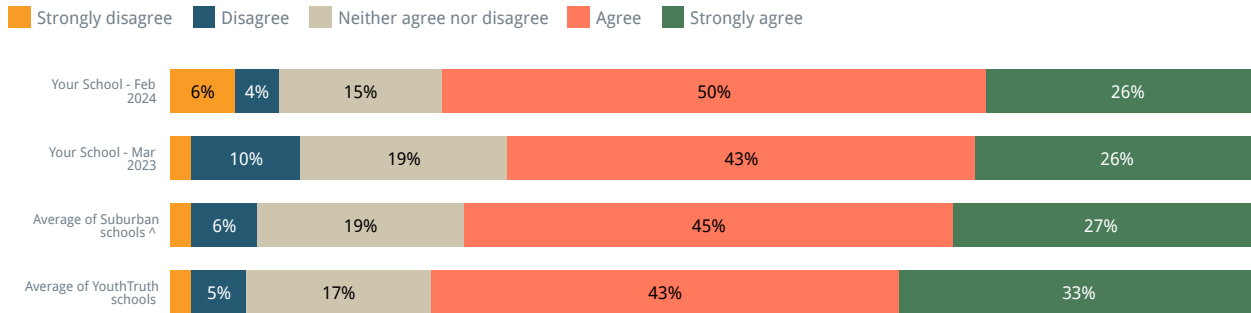
Adults from my school value people of different countries. - Subgroup



Subgroup: Role

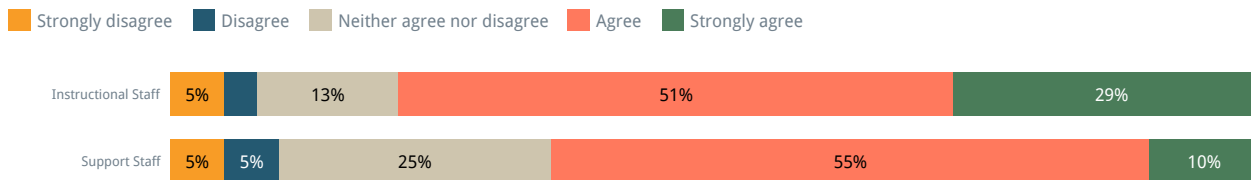
DEI Response Distributions Questions 5-9

My school encourages staff to speak out against racism. - Overall



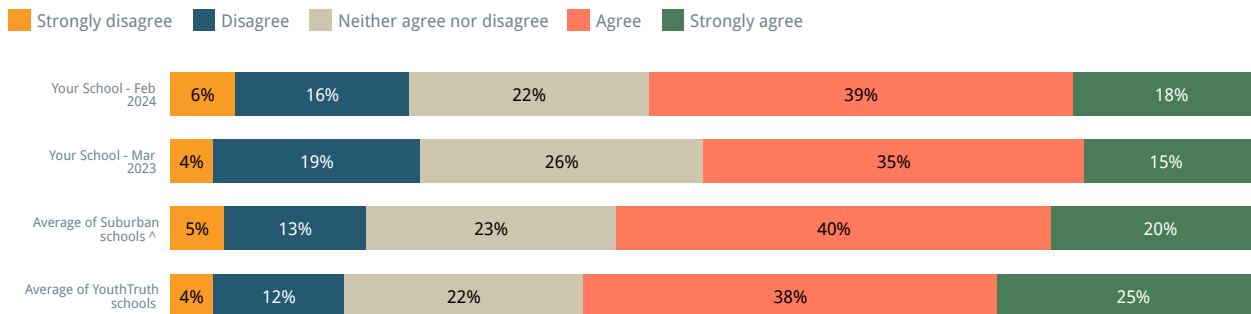
Cohort: Average of Suburban schools ^ Past results: on

My school encourages staff to speak out against racism. - Subgroup



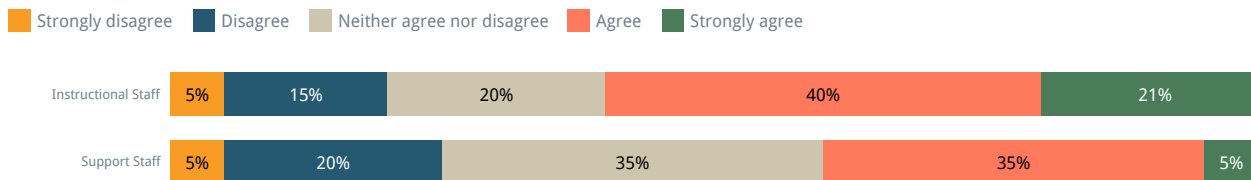
Subgroup: Role

My school clearly communicates how to report acts of discrimination. - Overall



Cohort: Average of Suburban schools ^ Past results: on

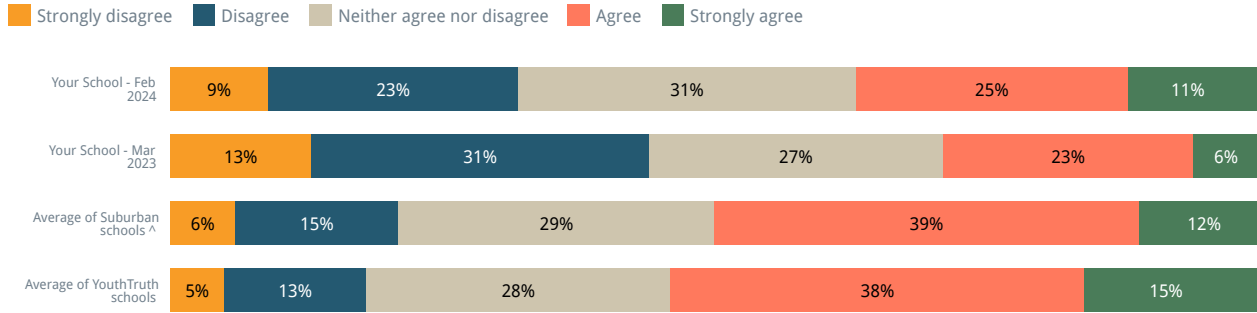
My school clearly communicates how to report acts of discrimination. - Subgroup



Subgroup: Role

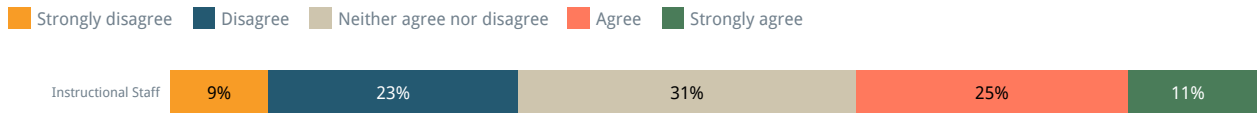
The following charts are of survey items only asked to instructional staff.

My school provides professional development that helps me learn about culturally relevant teaching strategies. - Overall



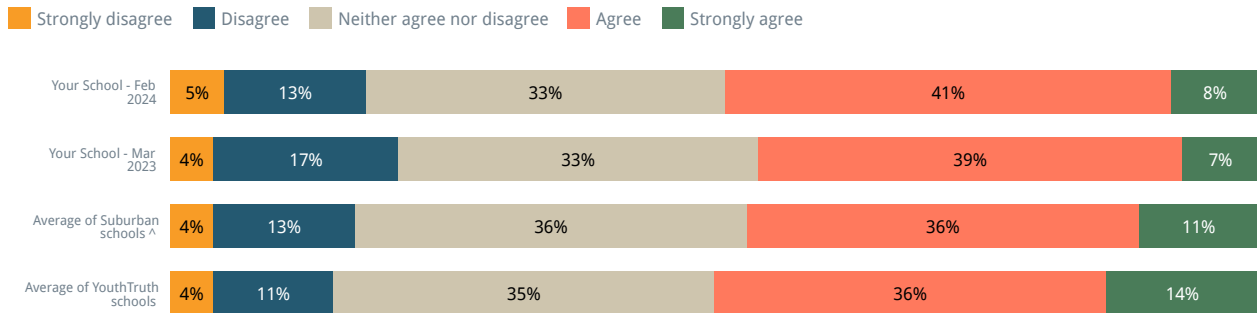
Cohort: Average of Suburban schools ^ Past results: on

My school provides professional development that helps me learn about culturally relevant teaching strategies. - Subgroup



Subgroup: Role

The curriculum and materials my school provides me are culturally relevant. - Overall



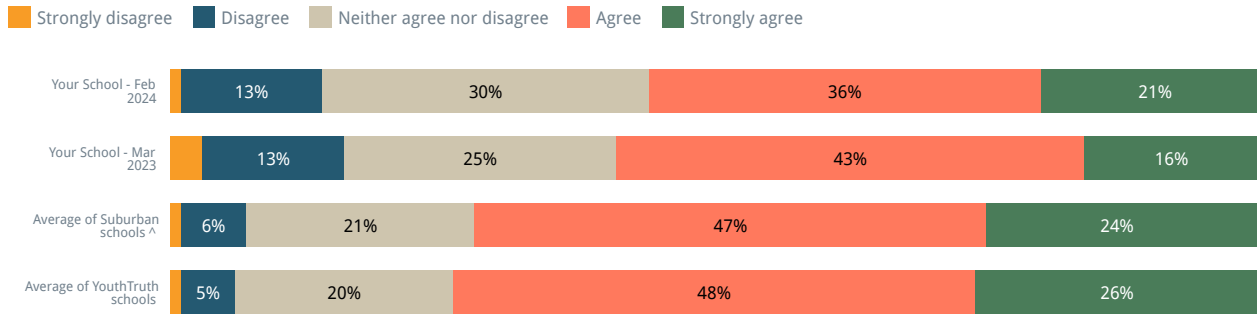
Cohort: Average of Suburban schools ^ Past results: on

The curriculum and materials my school provides me are culturally relevant. - Subgroup



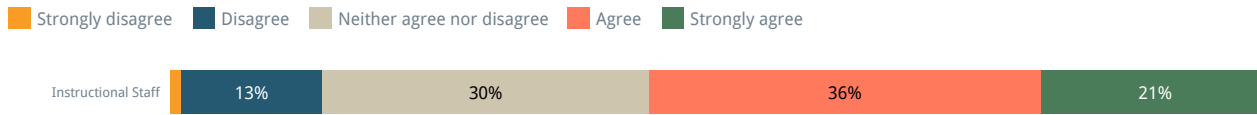
Subgroup: Role

I am comfortable implementing culturally relevant teaching practices. - Overall



Cohort: Average of Suburban schools ^ Past results: on

I am comfortable implementing culturally relevant teaching practices. - Subgroup



Subgroup: Role

IN THEIR OWN WORDS

The rest of the "In Their Own Words" section contains tables and charts representing responses to the following two questions:

What do you like the most about your school?

What is one area in which your school could improve?

Staff members at Penncrest High School selected an answer from several options that are core parts of their experience. The options for the question "What do you like the most about your school?" are listed below.

- 1: My school administrators are friendly and supportive (Friendly and Supportive Administration)
- 2: My work at this school gives me a feeling of personal accomplishment (Individual Empowerment)
- 3: I am treated with respect by school administrators and other staff (Respectful Relationships)
- 4: I have access to high-quality professional development opportunities (Professional Development)
- 5: My school has great supplies and/or facilities (Supplies and/or Facilities)
- 6: Other
- 7: Nothing

The options for the question "What is one area in which your school could improve?" are listed below.

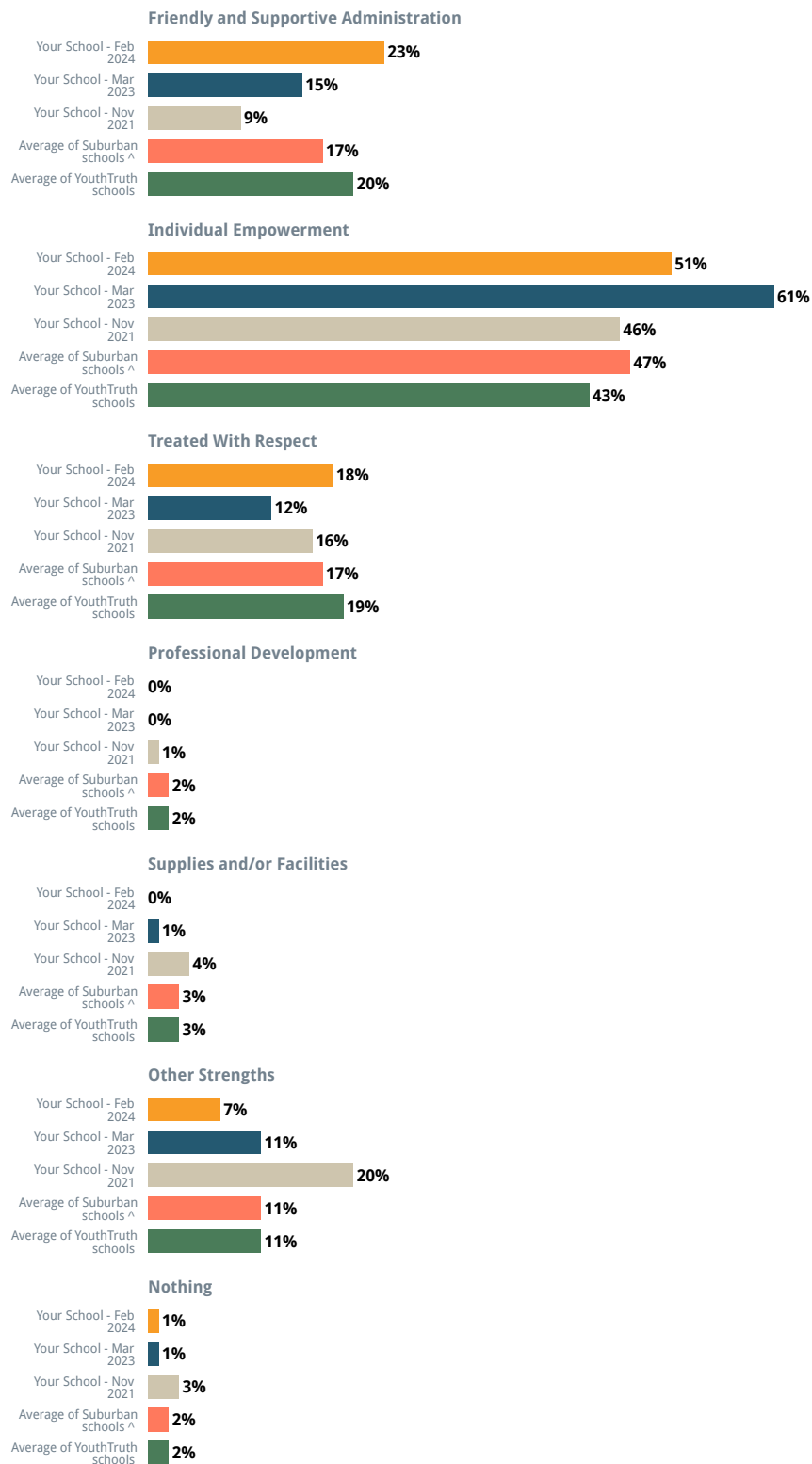
- 1: My school administration could do more to be friendly and supportive (More Friendly and Supportive Administration)
- 2: I would like the work that I do at this school to give me more of a feeling of personal accomplishment (Individual Empowerment)
- 3: I would like to be treated with more respect by the school administration and other staff (More Respectful Relationships)
- 4: I would like more access to high-quality professional development opportunities (Better Professional Development)
- 5: My school needs better supplies and/or facilities (Better Supplies and/or Facilities)
- 6: Other
- 7: Nothing

To see comments about staff members' reasons for their choices, please refer to the Comments file linked above.

Strengths

What do you like most about your school?

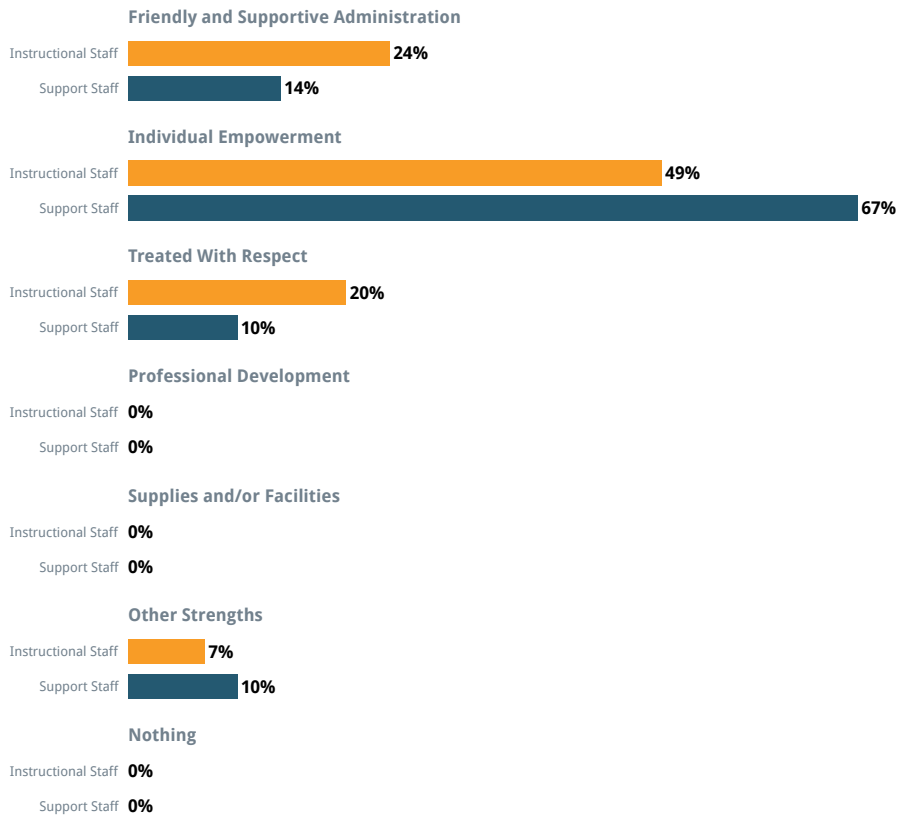
■ Your School - Feb 2024
 ■ Your School - Mar 2023
 ■ Your School - Nov 2021
 ■ Average of Suburban schools ^
 ■ Average of YouthTruth schools



Cohort: Average of Suburban schools ^ Past results: on

What do you like most about your school? - Subgroup

Instructional Staff Support Staff

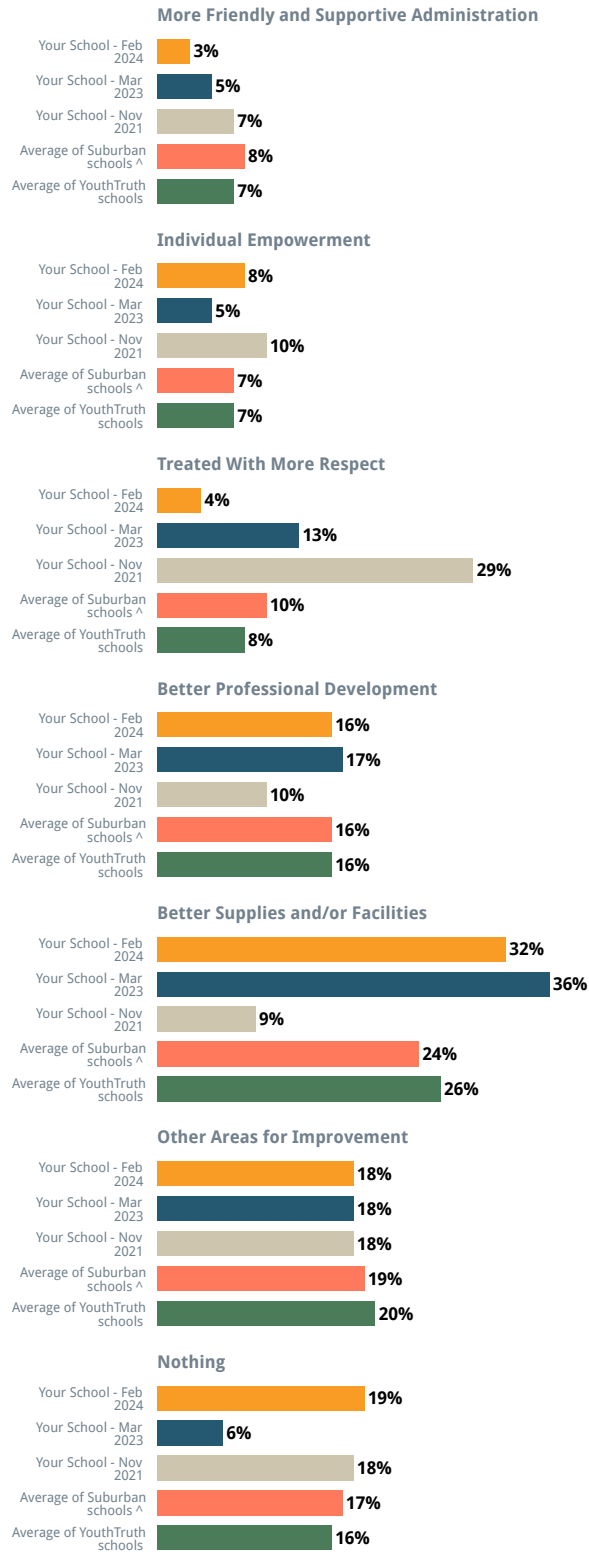


Subgroup: Role

Areas for Improvement

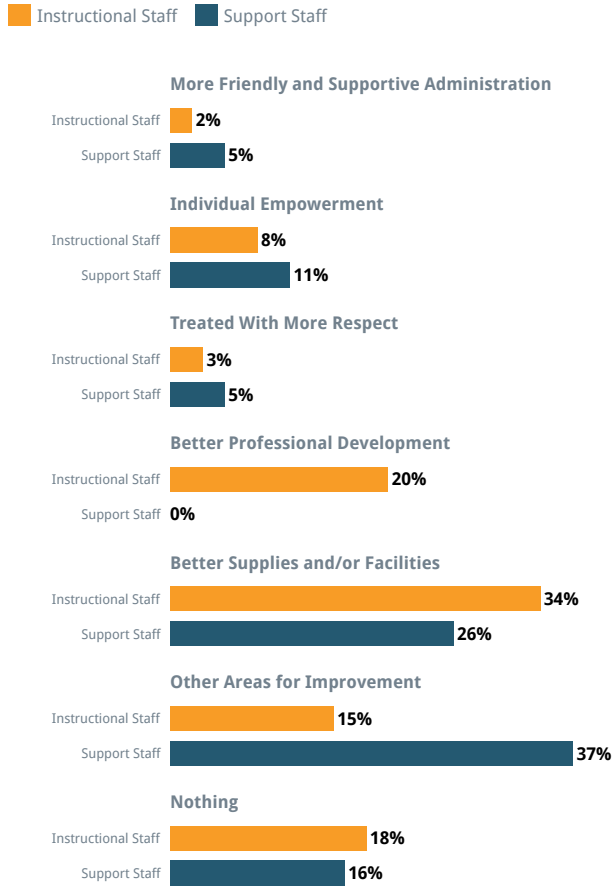
What is one area in which your school could improve?

■ Your School - Feb 2024
 ■ Your School - Mar 2023
 ■ Your School - Nov 2021
 ■ Average of Suburban schools ^
 ■ Average of YouthTruth schools



Cohort: Average of Suburban schools ^ Past results: on

What is one area in which your school could improve? -Subgroup



Subgroup: Role

APPENDIX

YouthTruth gathers candid staff feedback through a confidential online survey. YouthTruth conducts rigorous analysis on the quantitative data and qualitative comments. This is designed to be an actionable report, and compares your results to those of other schools across the country.

The details of your survey are:

| Survey Fielded | Survey Population | Number of Responses Received | Survey Response Rate |
|----------------|-------------------|------------------------------|----------------------|
| February 2024 | 169 | 113 | 67% |
| March 2023 | 143 | 95 | 66% |
| November 2021 | 232 | 169 | 73% |

Comparative Dataset

INTERPRETING YOUR RESULTS

This report reflects perceptions in your school as captured by the YouthTruth survey instrument. The dataset to which we compare you contains only schools that have participated in YouthTruth. Therefore, we consider this report to be an informative, though not comprehensive, source of data. The comparative data included in this report offers a helpful point of reference for interpreting feedback from family members in your school, but does not comprise a representative sample of U.S. high schools.

We encourage you to interpret this feedback in light of your own goals, strategies, and context, and to review it in conjunction with other data sources that you use to monitor your school's progress.

COMPARATIVE DATASET

YouthTruth's high school comparative dataset includes 285 schools, and the average response rate is 108% percent.

The comparative dataset includes ten years of public school data. It does not include data from private/independent schools. Schools who survey outside standard grade level parameters (grades 3-6 for elementary school, 5-9 for middle school, or 8-13 for high school) are also excluded.

The number of schools in the table below may be slightly different than the number of schools in the comparative dataset because: 1) the comparative dataset includes international schools, and 2) schools are occasionally double counted in this table if they participated in YouthTruth once through their district and once through a network of which they are a part, or if they participated through two different networks.

Schools from the following districts and charters networks comprise the comparative dataset for this report:

| District | Number of Schools |
|---|-------------------|
| California | |
| ARISE High School | 1 |
| Alhambra Unified School District | 3 |
| Amethod Public Schools | 2 |
| Apple Valley Unified School District | 3 |
| Azusa Unified School District | 3 |
| CHAMPS Charter High School of the Arts | 1 |
| Cloverdale Unified School District (through Sonoma County Schools) | 1 |
| Colusa Unified School District | 1 |
| Cotati-Rohnert Park Unified School District (through Sonoma County Schools) | 3 |
| Culver City Unified School District | 1 |
| Davis Joint Unified School District | 4 |
| Gateway College and Career Academy | 1 |
| Glendora Unified School District | 1 |
| Grizzly Challenge Charter School | 1 |

| District | Number of Schools |
|--|-------------------|
| Hanford Joint Union High School District | 6 |
| Healdsburg Unified School District (through Sonoma County Schools) | 1 |
| Hesperia Unified School District | 1 |
| High Tech High | 6 |
| Lincoln Unified School District | 2 |
| Lynwood Unified School District | 3 |
| Metropolitan Education District | 1 |
| Monterey County Office of Education | 1 |
| Monterey Peninsula Unified School District | 4 |
| Novato Unified School District | 4 |
| Oxnard Union High School District | 11 |
| Pajaro Valley Unified School District | 6 |
| Petaluma City Schools (through Sonoma County Schools) | 4 |
| Piner-Olivet Union School District (through Sonoma County Schools) | 1 |
| Roseland Public Schools (through Sonoma County Schools) | 2 |
| San Bernardino County Office of Education (through Barstow Unified School District) | 2 |
| San Bernardino County Office of Education (through Provisional Accelerated Learning Academy) | 1 |
| San Diego Unified School District | 1 |
| San Leandro Unified School District | 2 |
| San Luis Coastal Unified School District | 3 |
| San Rafael City Schools | 3 |
| Santa Rosa City Schools (through Sonoma County Schools) | 6 |
| Shoreline Unified School District | 1 |
| Sonoma County Office of Education (through Sonoma County Schools) | 1 |
| Sonoma Independent Charter Schools (through Sonoma County Schools) | 1 |
| Sonoma Valley Unified School District (through Sonoma County Schools) | 2 |
| Tamalpais Union High School District | 5 |
| Teach Public Schools | 1 |
| The Palmdale Aerospace Academy | 1 |
| Twin Hills Union School District (through Sonoma County Schools) | 1 |
| Ventura County Office of Education | 1 |
| West Contra Costa Unified School District | 9 |
| West Sonoma County High School District | 1 |
| West Sonoma County Union High School District (through Sonoma County Schools) | 3 |
| Windsor Unified School District (through Sonoma County Schools) | 2 |
| Winters Joint Unified School District | 1 |
| Youth Policy Institute Charter Schools | 1 |
| Colorado | |
| 5280 High School | 1 |
| Center Consolidated School District 26JT (through Colorado Education Initiative SERN) | 1 |

| District | Number of Schools |
|--|-------------------|
| Colorado Springs School District 11 (through Colorado Education Initiative SERN) | 1 |
| Delta County School District (through Colorado Education Initiative SERN) | 1 |
| Denver Public Schools (through Colorado Education Initiative SERN) | 1 |
| Education reEnvisioned BOCES (through Colorado Education Initiative SERN) | 1 |
| Mesa County Valley School District 51 (through Colorado Education Initiative SERN) | 1 |
| Mountain Valley School District RE-1 (through YC and SERN) | 1 |
| Woodland Park School District (through Colorado Education Initiative SERN) | 1 |
| Connecticut | |
| Barr Foundation | 1 |
| Illinois | |
| Distinctive Schools | 1 |
| Kentucky | |
| Allen County Schools | 1 |
| Massachusetts | |
| Barr Foundation | 4 |
| Barr Foundation Grantees | 1 |
| Baystate Charter Academy (through Barr Foundation Grantees) | 1 |
| Brockton Public Schools | 1 |
| Gateway Regional School District (through Barr Foundation) | 1 |
| Malden Public Schools | 1 |
| Maine | |
| Regional School Unit 57 | 1 |
| Michigan | |
| Bay City Public Schools | 4 |
| Cornerstone Education Group (through Michigan Department of Education) | 1 |
| Creative Urban Education, Inc. (through Michigan Department of Education) | 1 |
| Detroit 9090 (through Michigan Department of Education) | 1 |
| Detroit Cristo Rey High School (through Michigan Department of Education) | 1 |
| Detroit Public Schools (through Michigan Department of Education) | 1 |
| Equity Education Management Solutions (through Michigan Department of Education) | 2 |
| Ferndale Public Schools (through Michigan Department of Education) | 1 |
| University Prep Schools | 3 |
| Minnesota | |
| Hopkins Public Schools | 1 |
| Missouri | |
| Branson Public Schools | 1 |
| Mississippi | |

| District | Number of Schools |
|---|-------------------|
| Oxford School District | 1 |
| North Carolina | |
| Madison County Schools | 1 |
| New Hampshire | |
| Barr Foundation Grantees | 1 |
| New Jersey | |
| Ramsey School District | 1 |
| Westwood Regional School District | 1 |
| New York | |
| Kenmore-Tonawanda Union Free School District | 2 |
| Ohio | |
| Clinton-Massie Local Schools | 1 |
| North Olmsted City Schools | 1 |
| Oberlin City Schools | 1 |
| Princeton City Schools | 1 |
| Westlake City Schools | 1 |
| Oregon | |
| 14-J Jefferson School District (through Willamette Education Service District) | 1 |
| Ashland School District | 1 |
| Baker School District 5J | 1 |
| Bend-La Pine School District | 8 |
| Corbett School District | 1 |
| Corvallis School District | 3 |
| Creswell School District (through Linn Benton Lincoln Education Service District) | 1 |
| Dallas School District (through Willamette Education Service District) | 1 |
| Dayton School District #8 (through Willamette Education Service District) | 1 |
| Eagle Point School District 9 | 1 |
| Gervais School District | 1 |
| Gladstone School District | 1 |
| Grants Pass School District 7 | 2 |
| Jefferson County School District 509-J | 2 |
| Lake Oswego School District | 2 |
| Linn Benton Lincoln Education Service District | 1 |
| McMinnville School District (through Willamette Education Service District) | 1 |
| Molalla River School District | 1 |
| Monroe School District (through Linn Benton Lincoln Education Service District) | 1 |
| Newberg Public Schools (through Willamette Education Service District) | 2 |
| North Bend School District | 1 |

| District | Number of Schools |
|---|-------------------|
| North Clackamas School District | 7 |
| North Marion School District (through Willamette Education Service District) | 1 |
| North Santiam School District (through Willamette Education Service District) | 1 |
| Oakridge School District (through Linn Benton Lincoln Education Service District) | 1 |
| Oregon Trail School District | 1 |
| Riverdale 51J | 1 |
| Sheridan School District (through Willamette Education Service District) | 1 |
| Silver Falls School District (through Willamette Education Service District) | 1 |
| Siuslaw School District (through Linn Benton Lincoln Education Service District) | 1 |
| South Lane School District | 2 |
| Warrenton-Hammond School District | 1 |
| Woodburn School District 103 (through Willamette Education Service District) | 6 |
| Yamhill Carlton School District (through Willamette Education Service District) | 1 |
| Pennsylvania | |
| Big Spring School District | 1 |
| Bristol Township School District | 1 |
| Centennial School District | 1 |
| Downingtown Area School District | 4 |
| Great Valley School District | 1 |
| Penn-Delco School District | 1 |
| Ridley School District | 1 |
| Rose Tree Media School District | 1 |
| Shippensburg Area School District | 1 |
| Rhode Island | |
| Barr Foundation Grantees | 1 |
| Texas | |
| Clear Creek Independent School District | 8 |
| Huntsville Independent School District | 1 |
| Lancaster Independent School District | 2 |
| Manor Independent School District | 1 |
| Midlothian Independent School District | 3 |
| Por Vida Academy | 3 |
| Terrell Independent School District | 1 |
| Vermont | |
| Essex Westford School District | 1 |
| Washington | |
| Bethel School District | 4 |
| Darrington School District | 1 |
| Evergreen Public Schools | 8 |

District

Number of Schools

Woodland Public Schools

1

Methodology

SURVEY ADMINISTRATION

Staff members participated in the YouthTruth Staff Survey during a multi-week survey window. The survey was administered online, with administration coordinated by school personnel.

REPORTING THRESHOLD

Throughout this report, we remove any results reflecting responses from fewer than five respondents in order to preserve respondent confidentiality. If fewer than five respondents of any given subgroup at your school respond to a particular question, the average rating of that particular subgroup for that question will not appear in your report. If fewer than five respondents of any given subgroup at your school respond to the entire survey, the average ratings of that particular subgroup will not appear separately for any questions, although they will contribute to your overall ratings.

ABSOLUTE VS. RELATIVE RATINGS

Throughout this report, you will see a number of references to the "typical" YouthTruth school. These guidelines describe our approach to characterizing schools' results relative to the "typical" school.

- **For likert questions (1-3 or 1-5 scale):** Results are described as "higher than typical" when they fall at or above the 60th percentile in the comparative dataset – that is, higher than 60 percent of other high schools that have participated in YouthTruth. Conversely, results are described as "lower than typical" when they falls below the 40th percentile – or, lower than 60 percent of other participating high schools.
- **For questions allowing multiple responses (e.g., Do any of the following make it hard for you to do your best in school? – Home life; extracurricular commitments; etc.):** Results are considered "higher than typical" when they are at least 8 percentage points higher than the results for the median school in the comparative dataset, and "lower than typical" when they are at least 8 percentage points lower than the median.
- **For categorical questions allowing only one response (e.g., Do you want to go to college? – Yes; No; Maybe; I'm not sure):** Results are considered "higher than typical" when they are at least 8 percentage points higher than the results for the average YouthTruth school, and "lower than typical" when they are at least 8 percentage points lower than the average.

SUBGROUP COMPARISONS

Throughout this report, you are able to disaggregate data based on subgroups of people with similar characteristics.

Results for likert questions (1-3 or 1-5 scale) with percentile charts are displayed from highest to lowest rating for categorical subgroups (gender, race, special education status, etc.), and are displayed in order for variables that are ordinal (grade, years at school, student-reported grades, etc.)

For questions allowing multiple responses (e.g., Do any of the following make it hard for you to do your best in school? – Home life; extracurricular commitments; etc.), which are displayed in bar charts, categorical subgroups (gender, race, special education status, etc.) are shown in order of highest to lowest proportion of the population. Ordinal subgroups (grade, years at school, student-reported grades, etc.) are shown in order.

For percent positive charts (showing the percent 4's and 5's), categorical subgroups (gender, race, special education status, etc.) are shown in order of highest to lowest proportion of the population. Ordinal subgroups (grade, years at school, student-reported grades, etc.) are shown in order.

COHORT COMPARISONS

To help make comparisons more contextually meaningful, you can toggle to compare your results to a subset of participants with similar characteristics. Groups that are similar to your school's characteristics are marked with an asterisk.

Most schools participate in the YouthTruth surveys alongside other schools within their local school district or network. When this is the case, schools can compare their results to those of other schools in their district or network. Reports also include a set of comparison groups that allow for comparisons across school-level indicators related to poverty, school size, school type, and geography. These groups include:

| Cohort Name | Description | Number of schools |
|---------------------|--|-------------------|
| PA schools ^ | Schools that are located in this state. | 12 |
| Alternative schools | Schools that (1) address needs of students that typically cannot be met in a regular school, (2) provide nontraditional education, (3) serve as adjuncts to regular school, or (4) fall outside the categories of regular, special education, or vocational education. | 11 |
| Charter schools | Publicly funded, independently managed schools established under the terms of a charter with a local or national authority. | 36 |

| Cohort Name | Description | Number of schools |
|-------------------------|--|-------------------|
| Early college schools | Schools that implement an early college model. | 2 |
| High poverty schools | Greater than or equal to 70% of a district or school's students receiving free or reduced price lunch. | 69 |
| Large city schools | Schools located in an urbanized area and in a principal city with a population greater than or equal to 250,000. | 30 |
| Large size schools ^ | Greater than or equal to 1200 students but less than 2500 students. | 93 |
| PBL schools | Schools utilizing project-based-learning models as part of curriculum. | 31 |
| Rural schools | Schools not located in an urbanized area. | 71 |
| Small city schools | Schools located in an urbanized area and in a principal city with a population of less than 100,000. | 36 |
| Small size schools | Less than or equal to 300 students. | 79 |
| STEM schools | Schools utilizing a curriculum focusing primarily on science, technology, engineering, and math. | 13 |
| Suburban schools ^ | Schools located in an urbanized area, but outside a principal city. | 108 |
| Very large size schools | Greater than or equal to 2500 students. | 1 |

^ Your school is in this cohort (*School Reports only*).

The four geographic cohorts are defined based on collapsed categories using NCES locale codes. For more information on NCES methodology, please visit https://nces.ed.gov/programs/edge/docs/LOCALE_CLASSIFICATIONS.pdf.

Respondents are also asked a series of demographic questions, the responses from which are used to create subgroup comparisons that you can toggle throughout your report.

SUMMARY MEASURES

YouthTruth survey questions are grouped into summary measures, each of which captures data from statistically related questions. To identify these summary measures, YouthTruth uses factor analysis, a statistical tool that analyzes underlying patterns in the data.

In your report, subsections titled, for example, "Engagement Questions" include the survey questions that comprise the summary measure, or factor, describing Engagement. Subsections titled "Related Questions" contain survey questions that are thematically but not statistically related to the factor.

For the middle and high school Student surveys, certain summary measures were developed after the launch of the survey. Therefore the number of schools in the comparative dataset for those questions. For more information about the development of summary measures and the analytical techniques used, please refer to the YouthTruth Design and Methodology Report [here](#).

Chart Types and Features

Percentile Charts

