

# School Climate Survey – Linworth Alternative Program

Prepared for Worthington City Schools

August 2013



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

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# EXECUTIVE SUMMARY AND KEY FINDINGS

## INTRODUCTION

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

The survey received eight staff responses, 25 parent responses, and 18 student responses. Due to the low response rate, this report does not analyze staff responses.

## KEY FINDINGS

- **Parents and students think highly of the Linworth climate.** Most respondents agreed that the school cares about students and their families and welcomes parental involvement.
- **The academic environment at Linworth is strong.** Parents and students agreed that the school sets high expectations for students and offers the support necessary for students to achieve their academic goals. Students believe that their school is preparing them well for adulthood.
- **Students experience stress and but report strong levels of support.** Students identified some difficulty handling stress related to school performance, emerging adult responsibilities, and uncertainties about their futures. However, nearly all students reported feeling supported, with most students reporting that a parent or teacher is a source of support.
- **Students value academic goals.** Most students intend to graduate from a college or technical school or earn a professional degree, and nearly all consider graduating from high school to be important.

## SECTION I: PARENT SURVEY

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

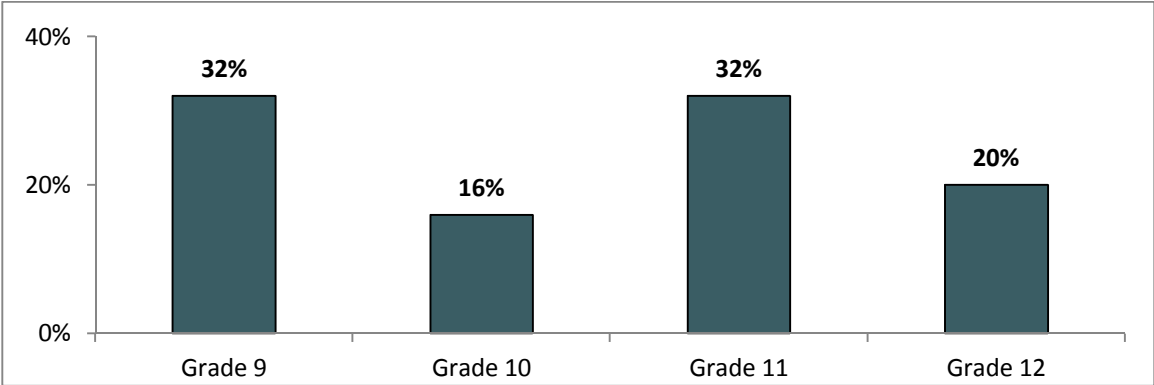
**Linworth parents offered very favorable responses regarding the school.** They largely agreed that the school cares about students and offers a safe environment (Figure 1.8). Parents also agreed that teachers hold high expectations for their children and that their children are challenged by the curriculum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

**Communication with parents is effective and frequent.** Parents agreed that Linworth stays in contact with parents and that these communications are easy to understand (Figure 1.4). Parents reported that their questions and concerns are addressed in a timely manner by all school personnel (Figure 1.4). Although most parents indicated that they received information regarding support services for families (Figure 1.5), few reported that they received information on child development or health and nutrition (Figure 1.4).

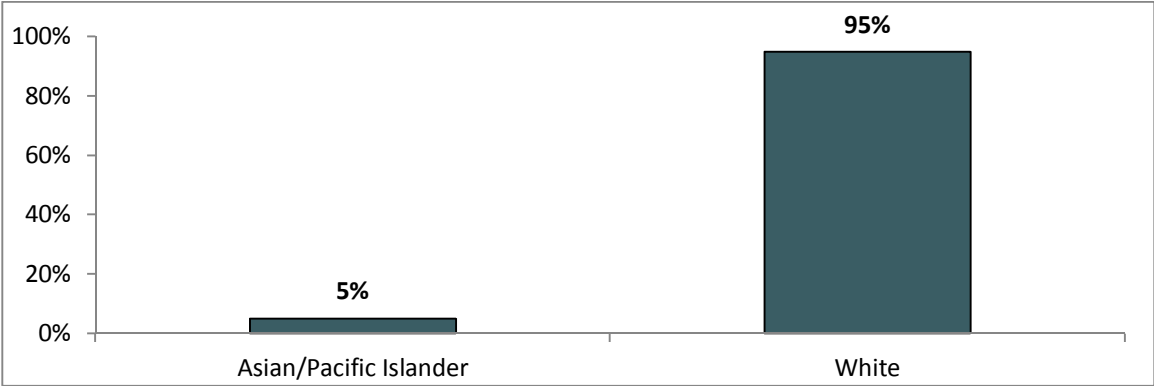
**Parents reported that they are satisfied with the amount of involvement they have with the school and feel welcome to participate.** Respondents agreed that they are invited to meetings and that there are many ways for them to become involved (Figure 1.5). Most parents agreed that the school values their involvement (Figure 1.7).

**DEMOGRAPHICS**

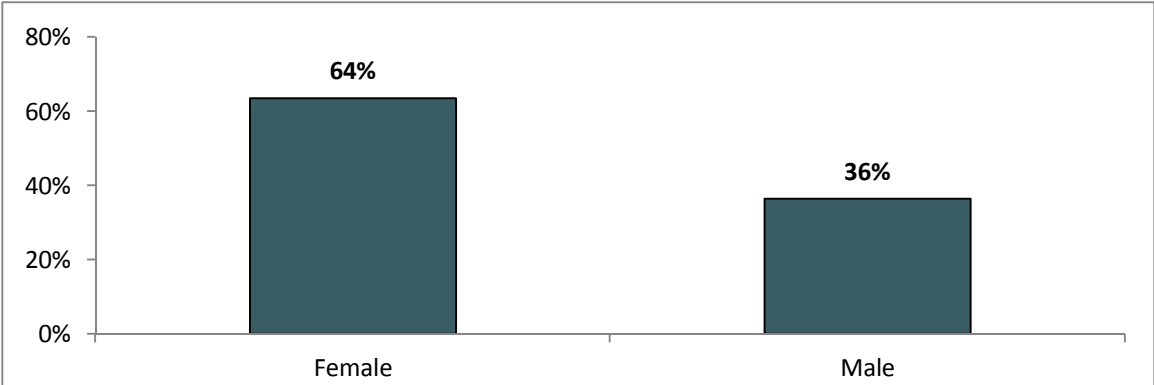
**Figure 1.1: Child Grade Level (n=25)**



**Figure 1.2: Respondent Race (n=20)**

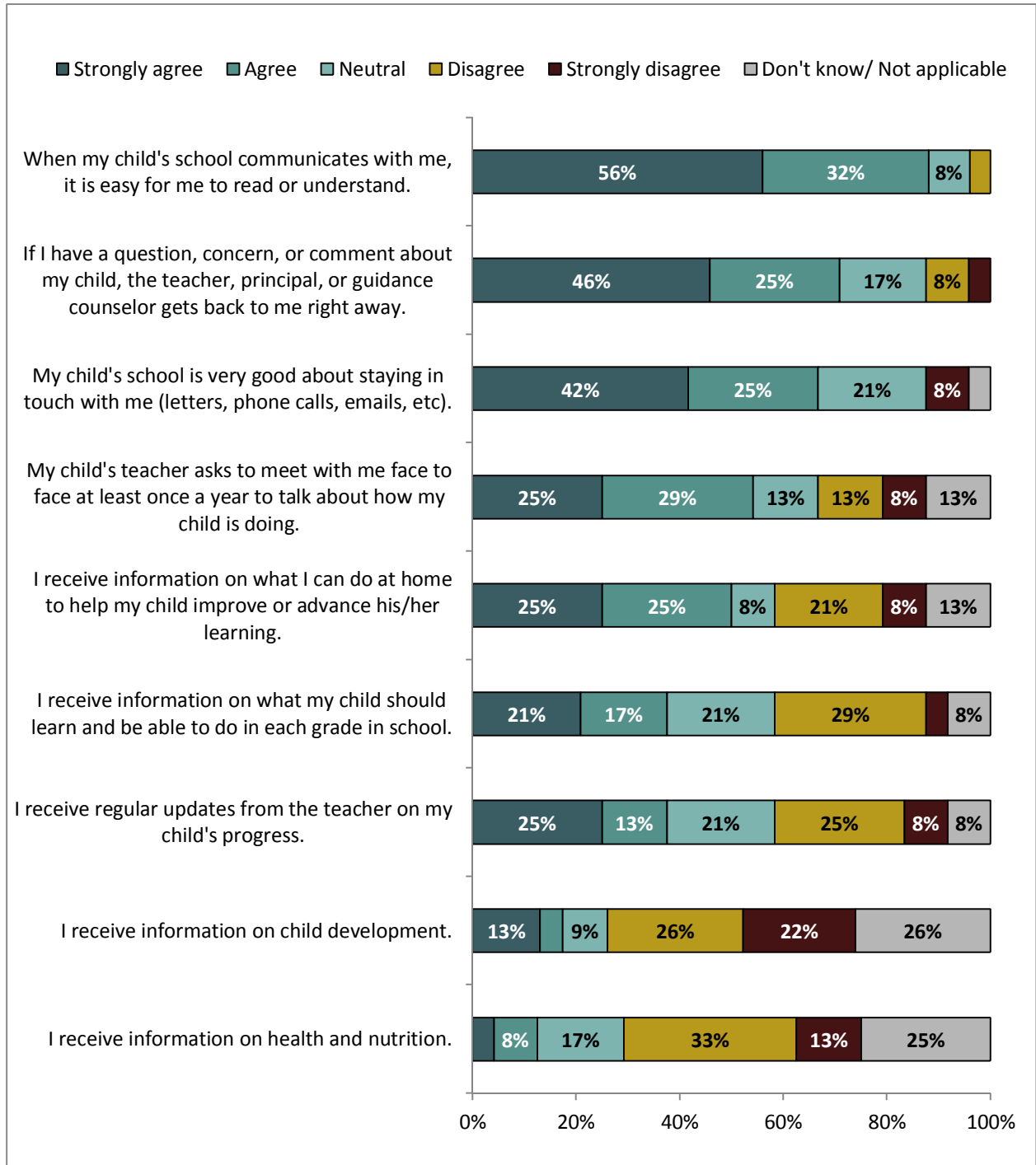


**Figure 1.3: Respondent Gender (n=22)**

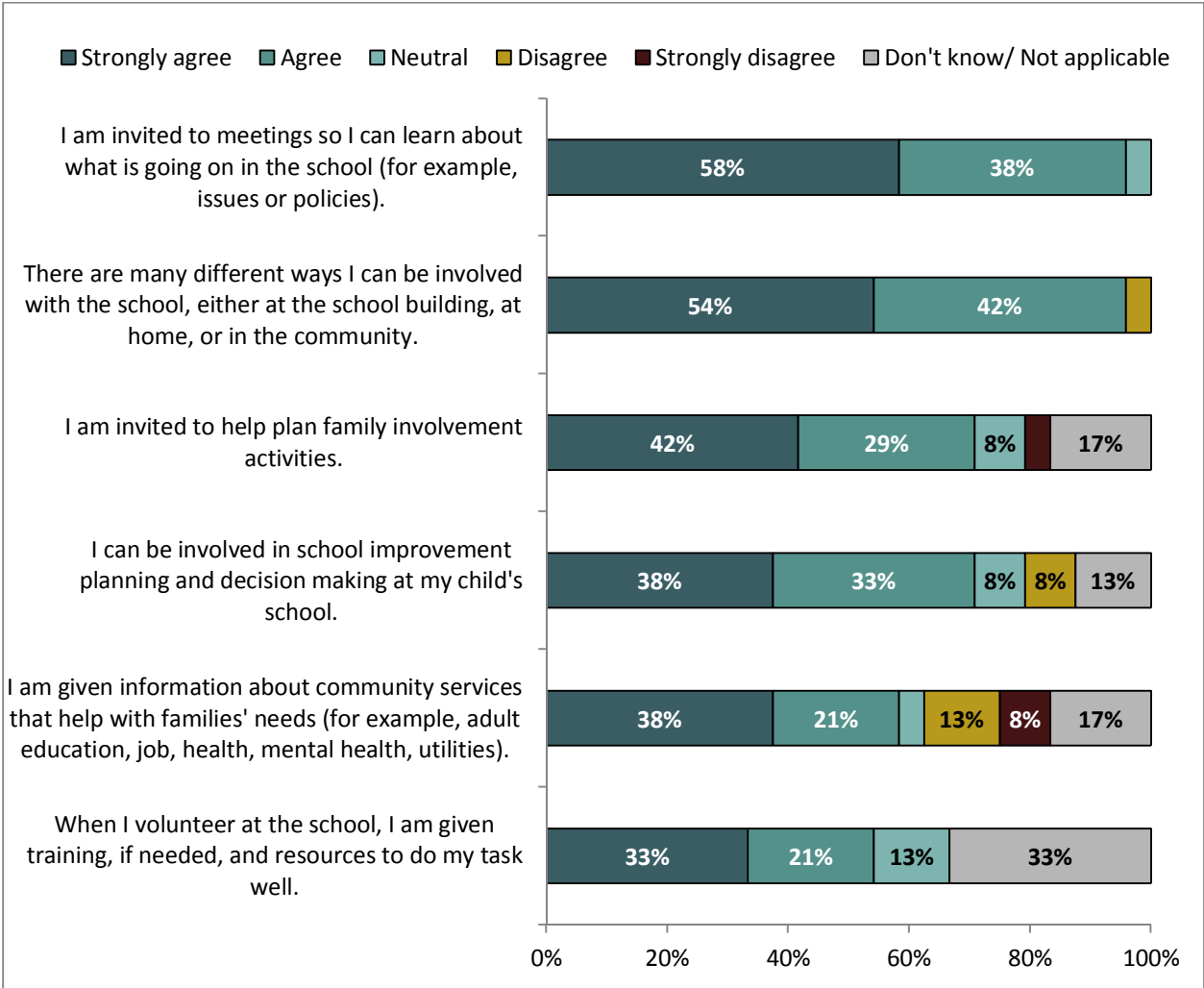


**COMMUNICATION AND INVOLVEMENT**

**Figure 1.4: Parents Rate Communication from School (n=23-25)**

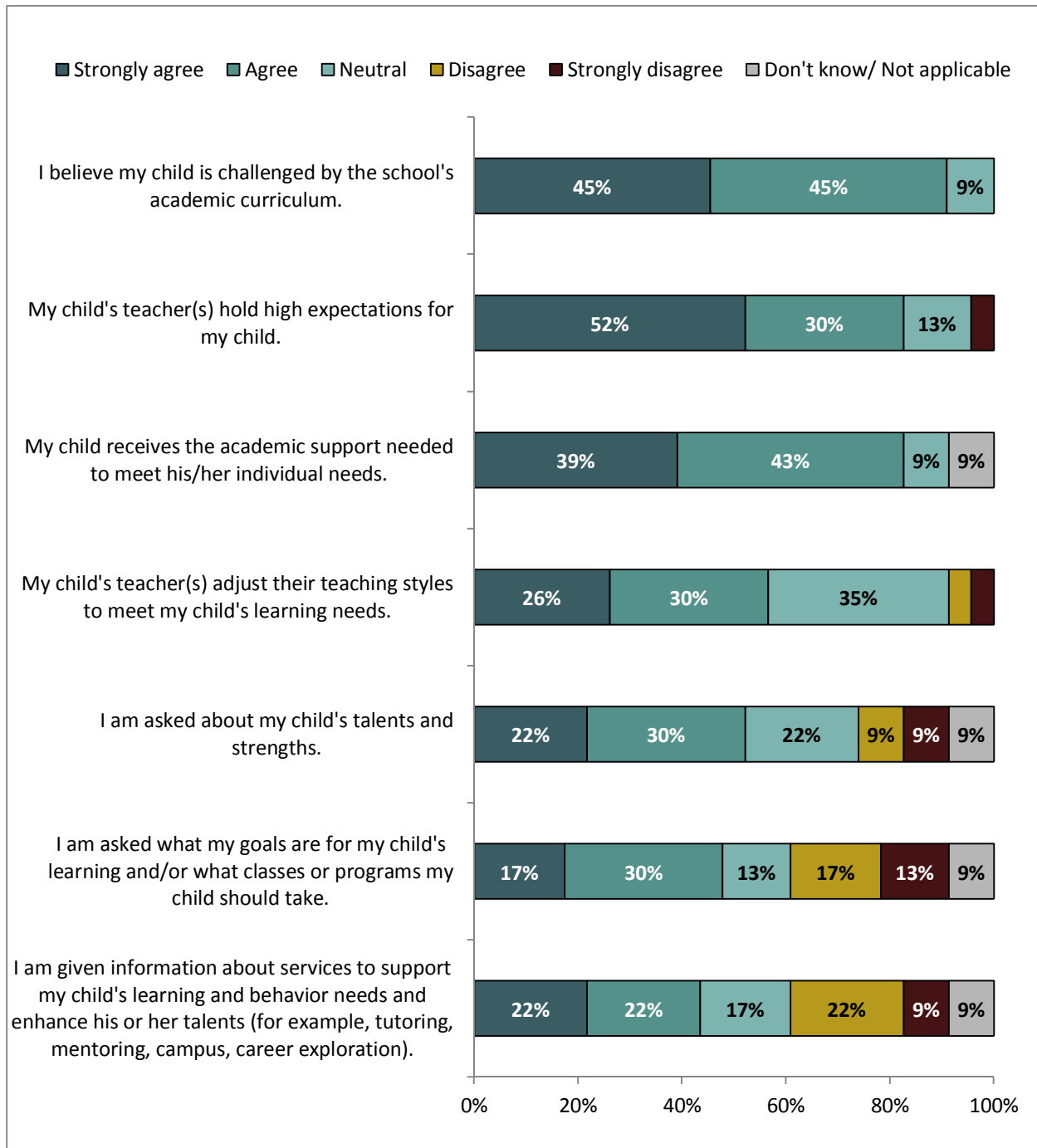


**Figure 1.5: Parents Rate Involvement with School (n=24)**



**STUDENT LEARNING**

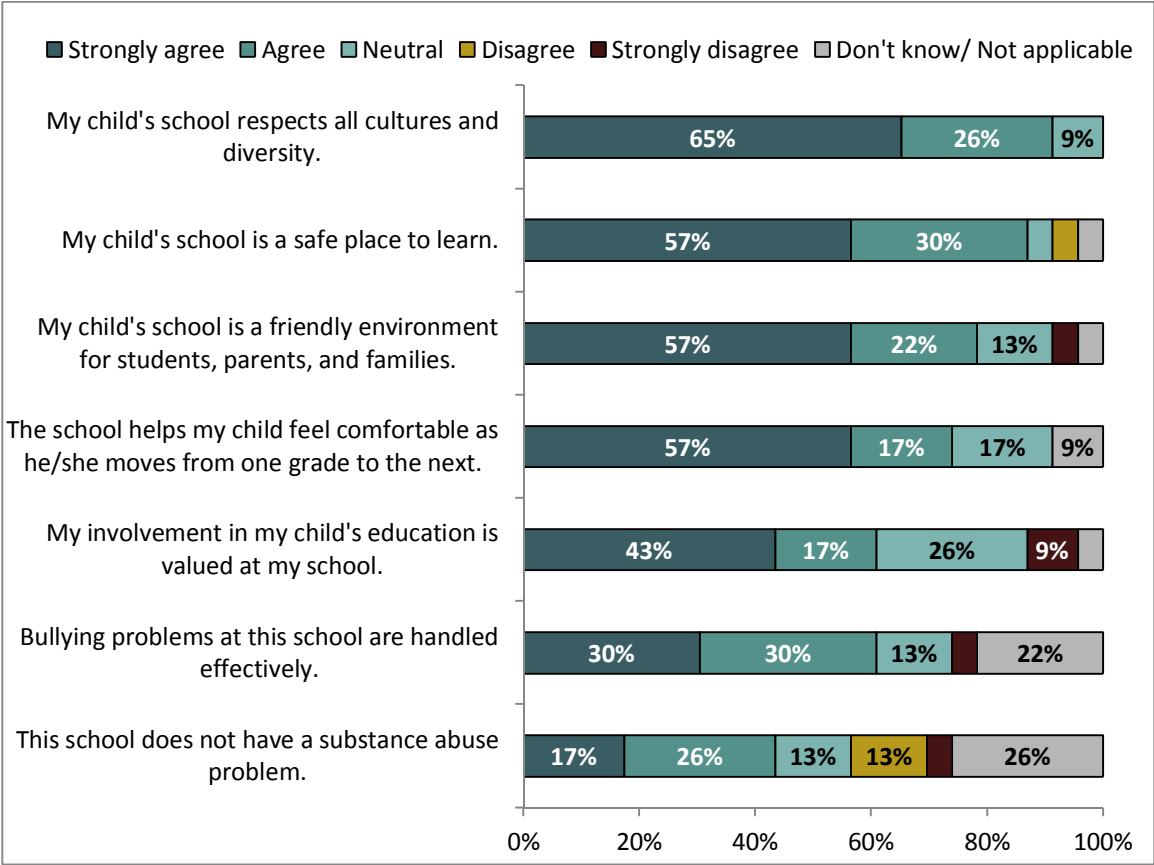
**Figure 1.6: Parents Rate Student Learning (n=22-23)**





### SCHOOL ENVIRONMENT

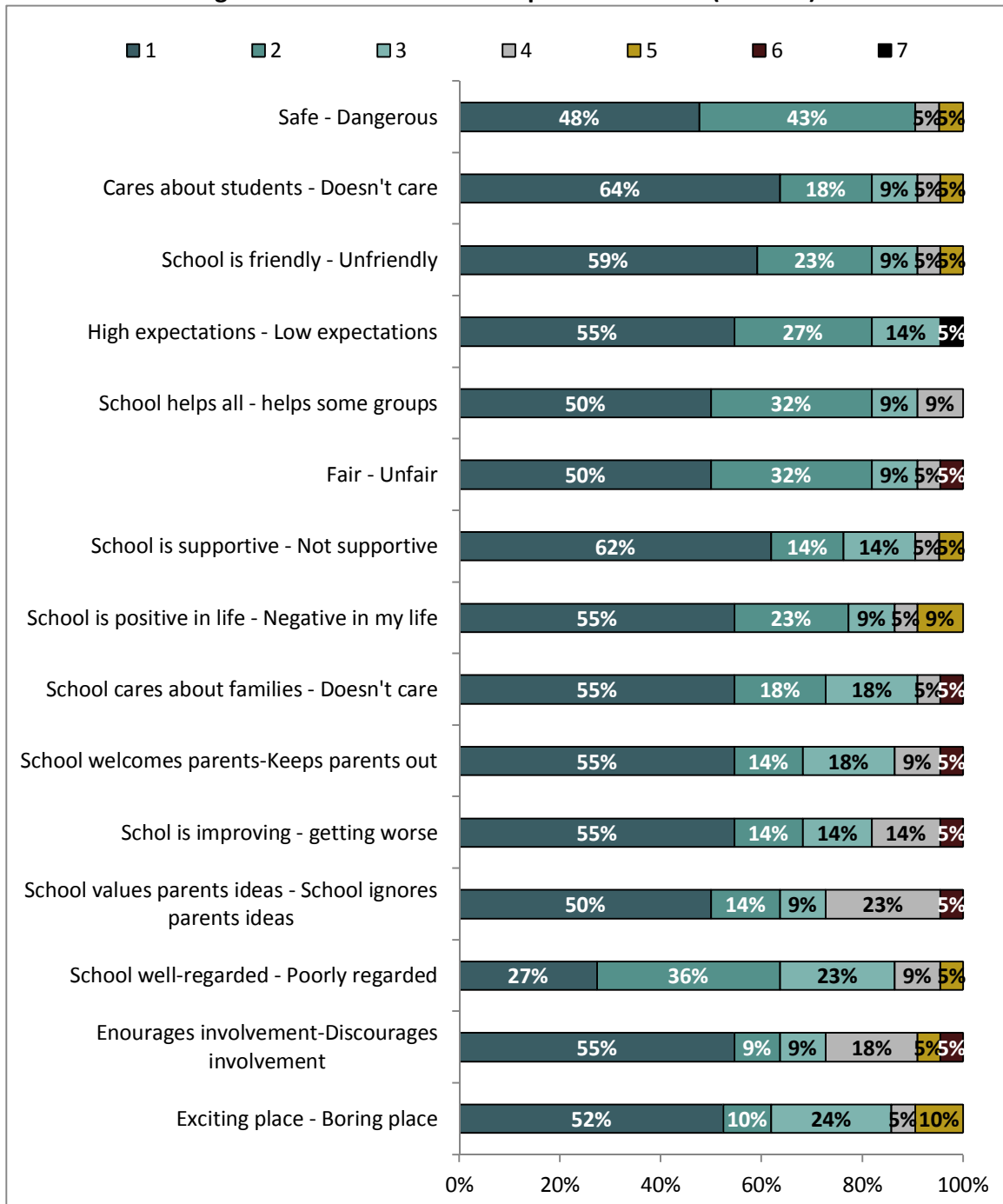
Figure 1.7: Parents Rate School Environment (n=23)



### PERCEPTION OF SCHOOL

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

**Figure 1.8: Parents Rate Perceptions of School (n=21-22)**



## SECTION II: STUDENT SURVEY

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

**Parents and teachers play important roles in students' lives.** Most students agreed that their parents and teachers have high academic expectations for them (Figure 2.6), and nearly all students indicated that they receive support from parents and teachers (Figure 2.10).

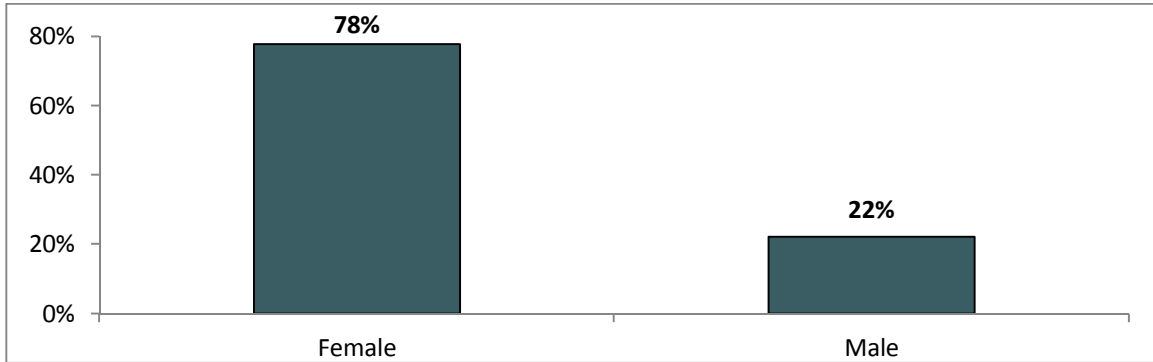
**Students reported moderate levels of stress and support.** Roughly half of the student respondents reported some difficulty handling stress related to school performance, emerging adult responsibilities, and uncertainties about their futures (Figure 2.11). Nearly all students reported that they have at least some sense of support (Figure 2.9). In addition to reporting support from parents and teachers, students also reported that they receive some support from friends and other family members (Figure 3.10). Many students indicated that their confidence in their ability to handle their stress is somewhat lacking (Figure 2.12).

**Students described the school as safe and welcoming.** Most students described the school as safe, caring, and welcoming to parents (Figure 2.14). Most students also agreed that the school sets fair rules (Figure 2.13) and holds high expectations for all students (Figure 2.14). More than 80 percent of students agreed that the school is preparing them well for adulthood (Figure 2.8).

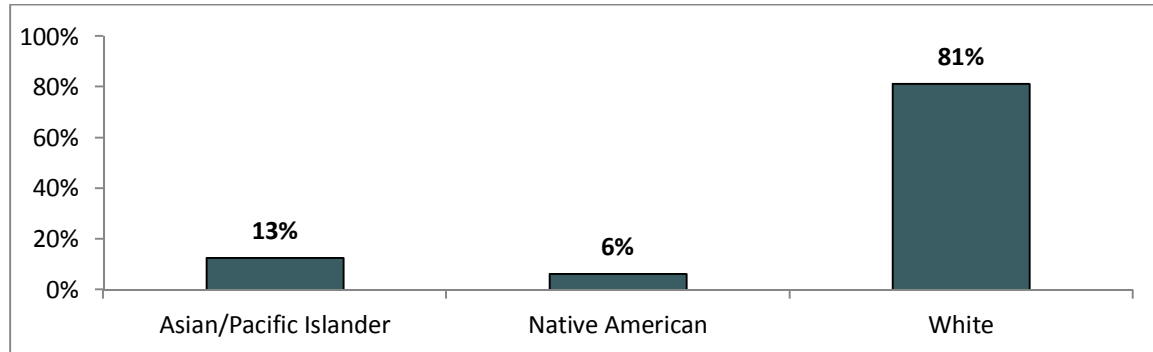
**Students are working toward important goals.** Half of students reported that they intend to graduate from college or a technical school, and an additional 28 percent indicated that they intend to earn a professional degree (Figure 2.5). Nearly 90 percent of students indicated that it is important for them to graduate from high school (Figure 2.15).

**DEMOGRAPHICS**

**Figure 2.1: Student Gender (n=18)**



**Figure 2.2: Student Race (n=16)**



**Figure 2.3: Description of Respondent Families (n=18)**

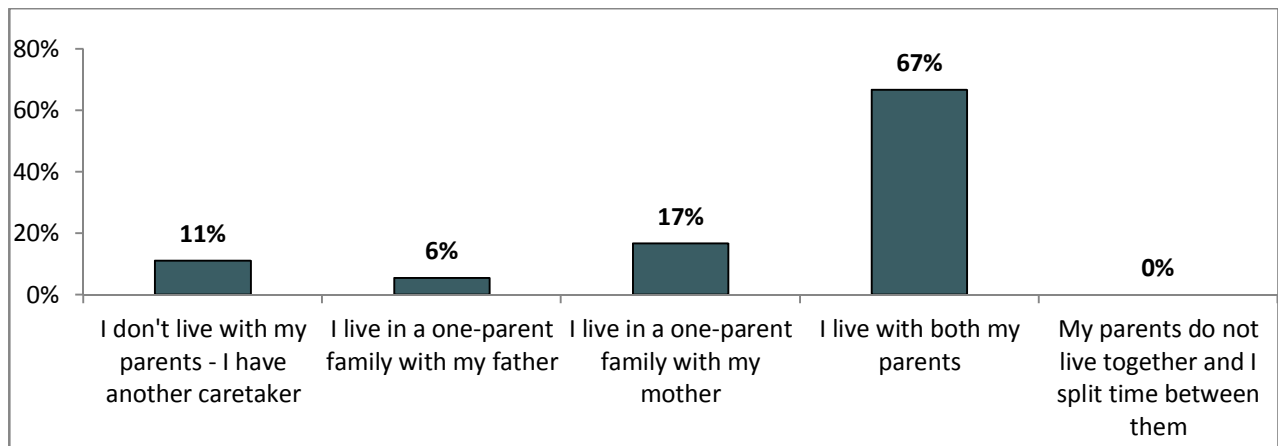


Figure 2.4: Average Grades (n=18)

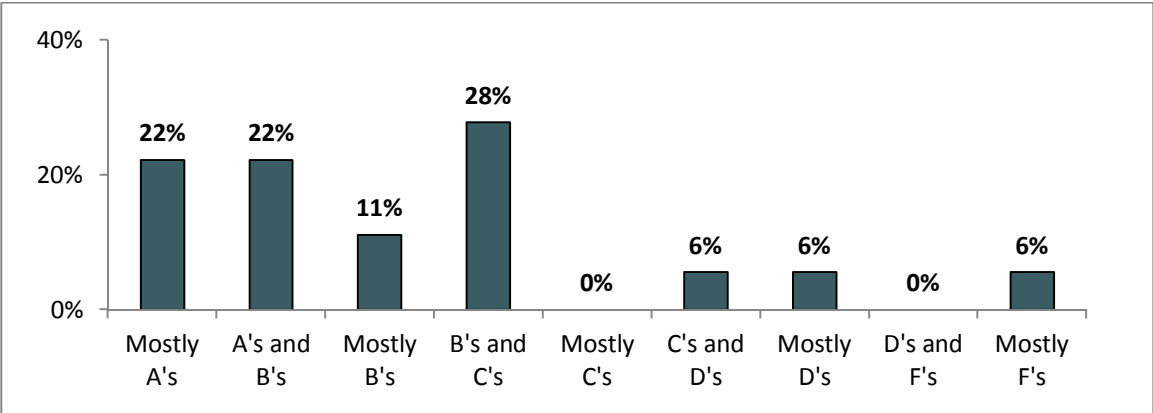
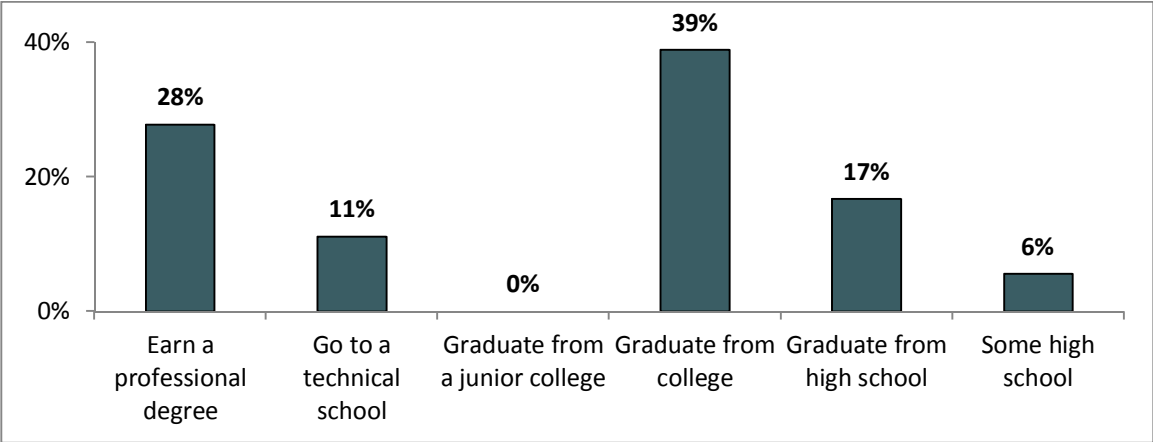
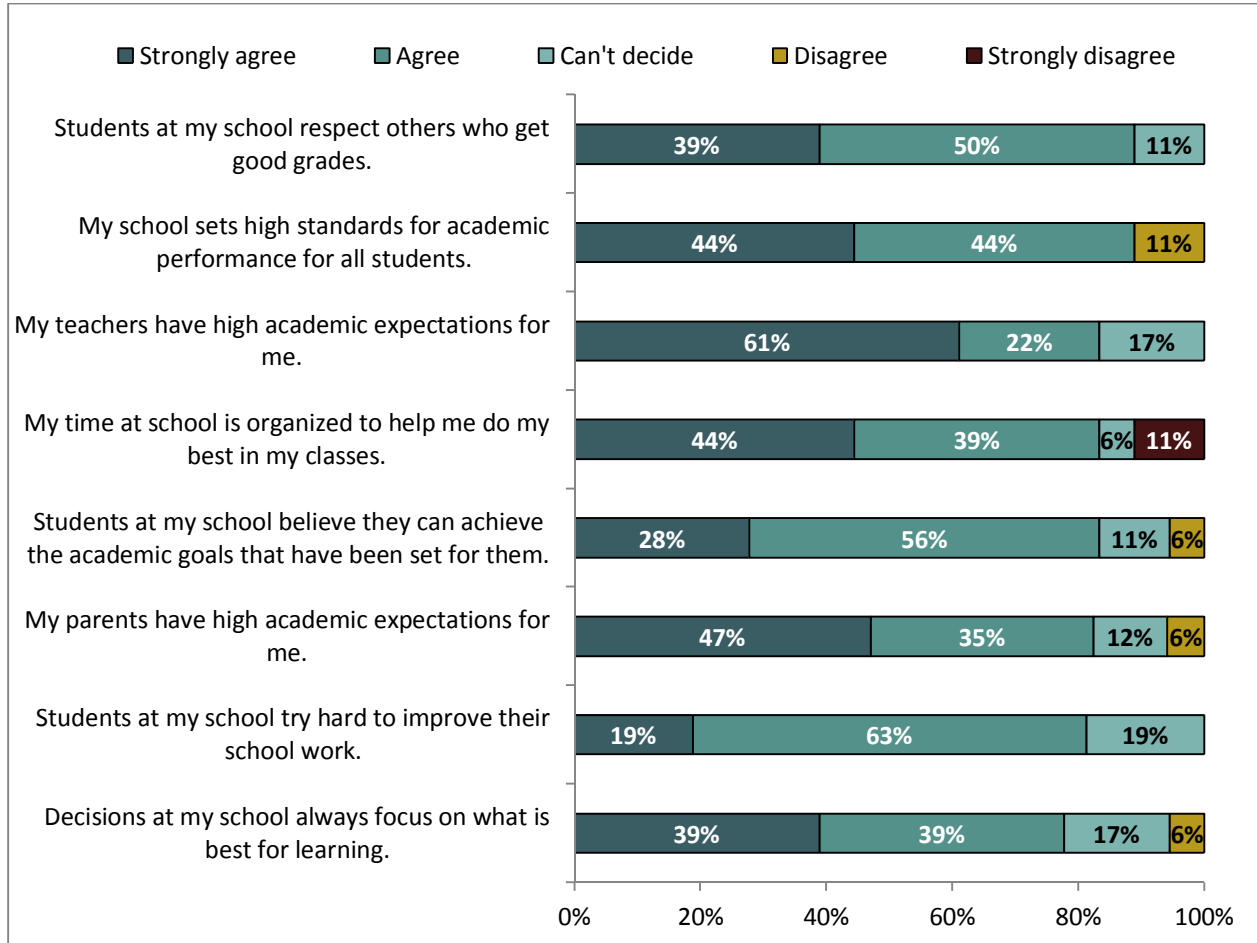


Figure 2.5: Student Plans after Graduation (n=18)

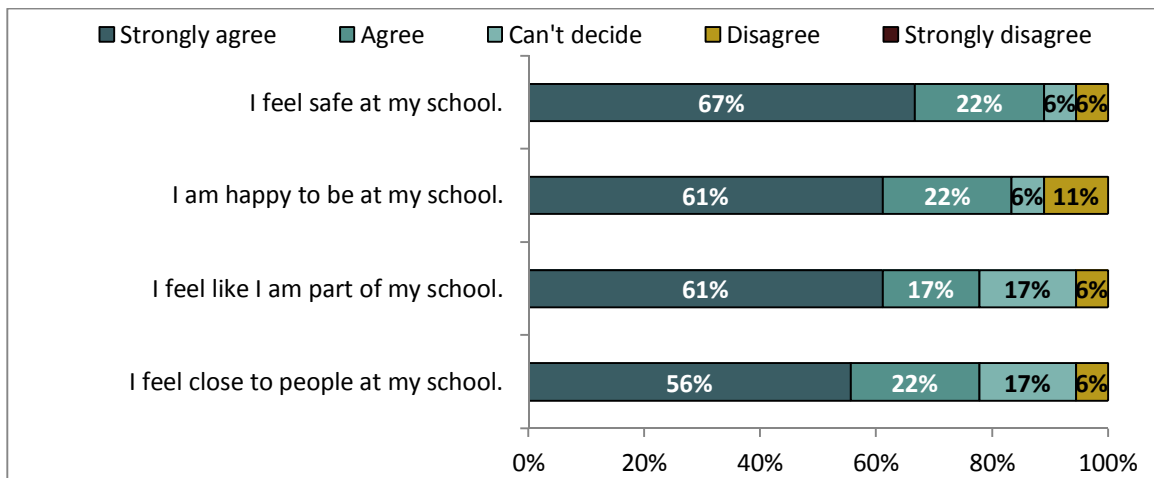


**EXPECTATIONS AND CONNECTIONS**

**Figure 2.6: Students Rate Relationships and Expectations in School (n=16-18)**

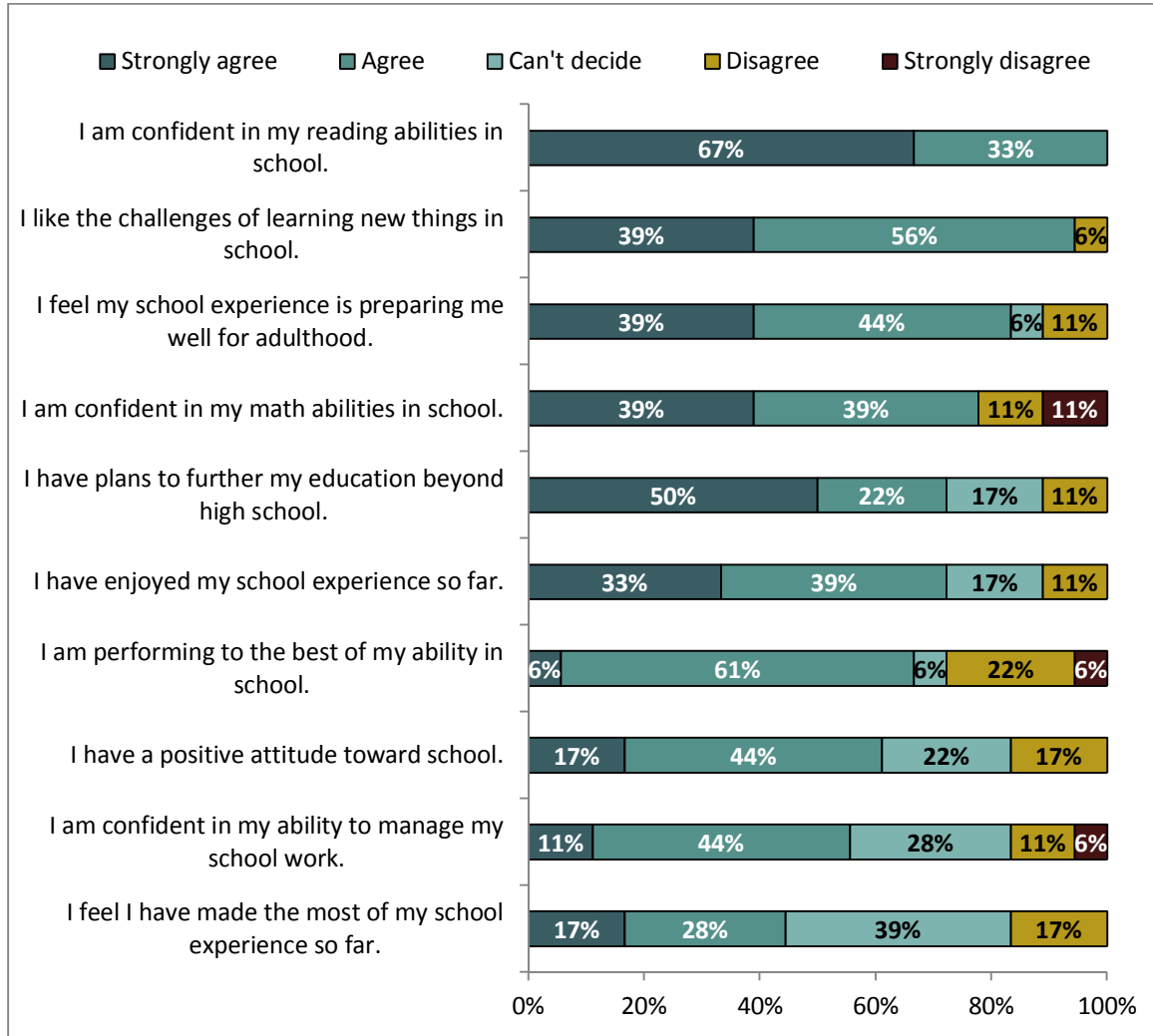


**Figure 2.7: Students Rate Feelings at School (n=18)**



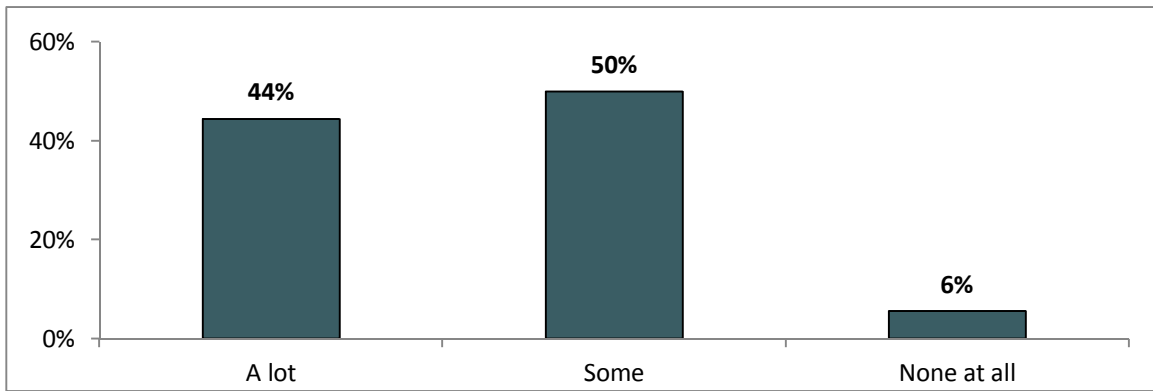
**SCHOOL EXPERIENCE**

**Figure 2.8: Students Rate Attitudes Toward School (n=18)**

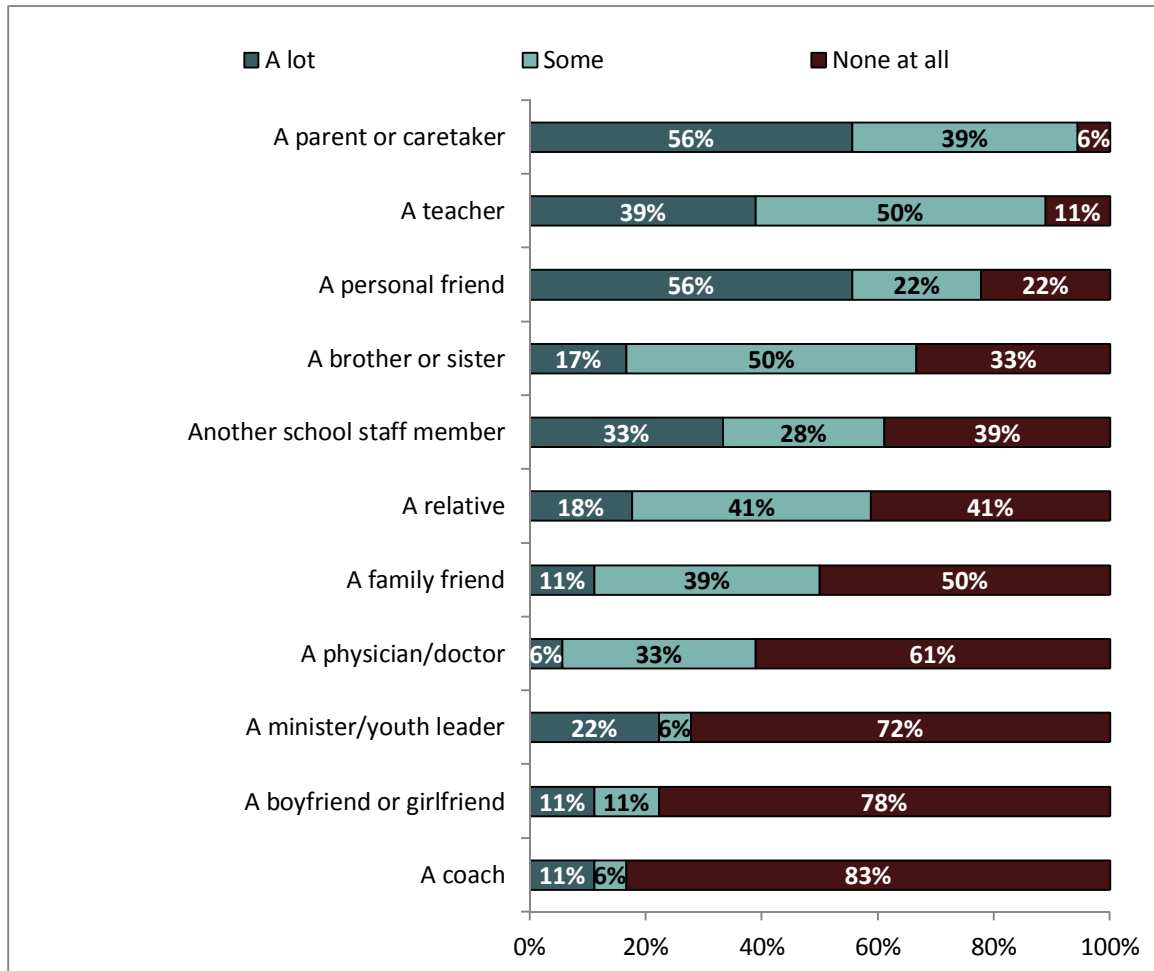


## SOURCES OF SUPPORT

**Figure 2.9: Students Rate Overall Sense of Support (n=18)**



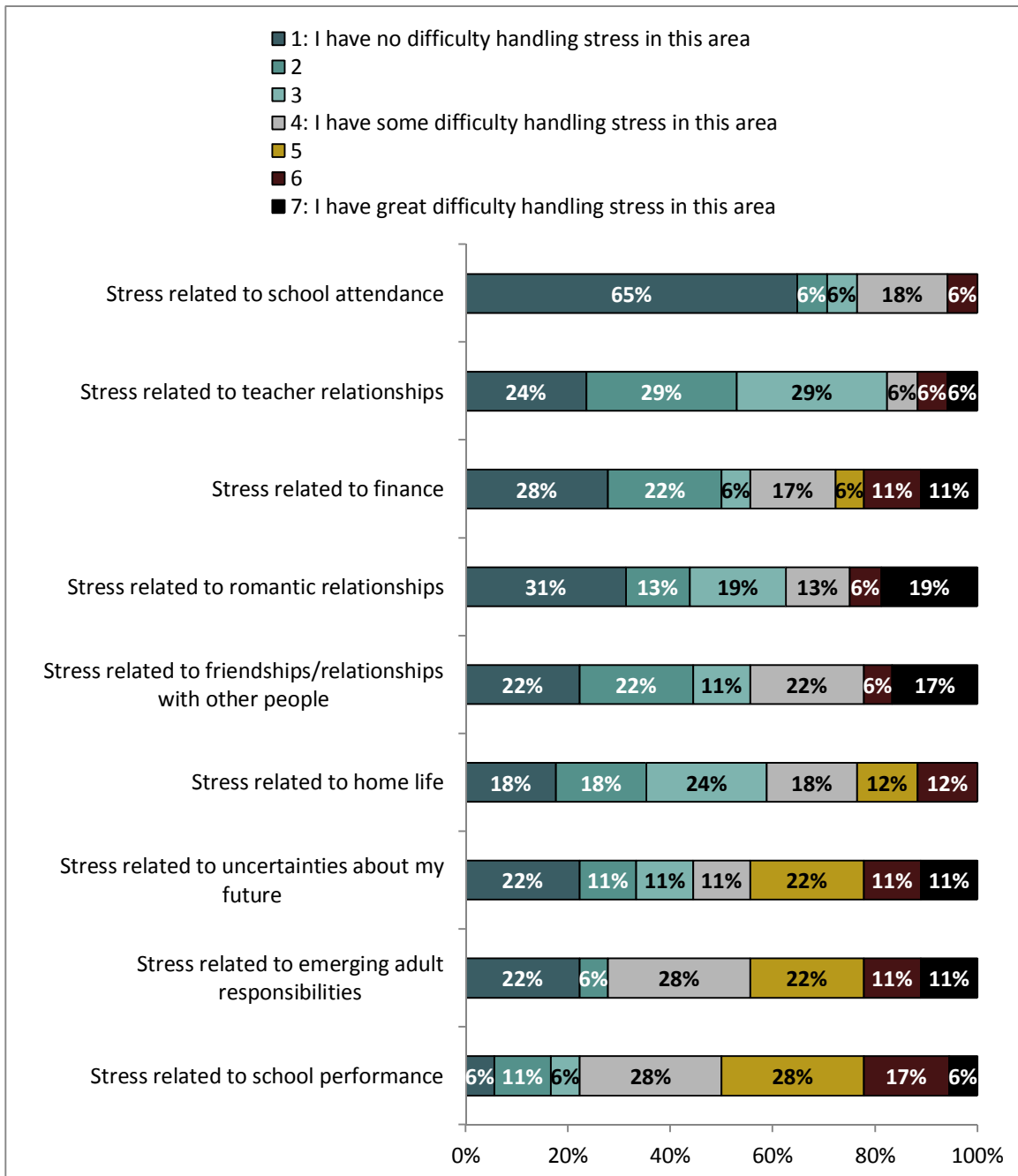
**Figure 2.10: Students Rate Sources of Support (n=17-18)**



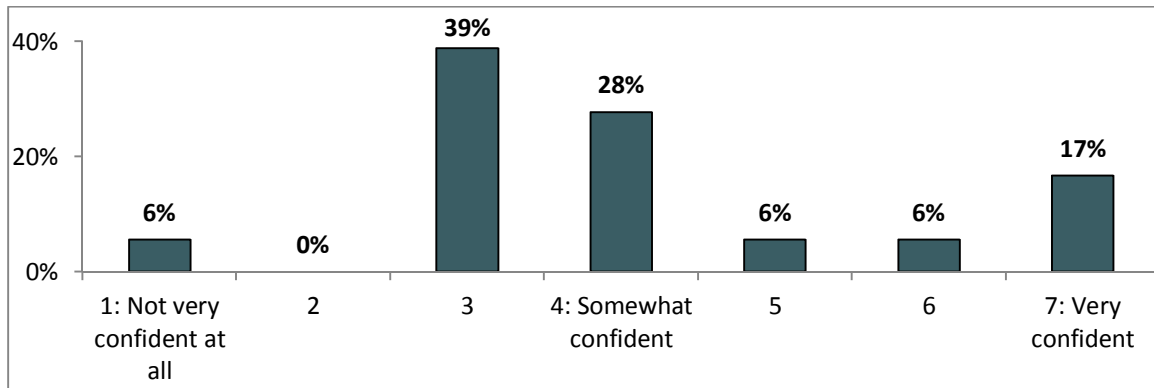


**STRESS MANAGEMENT**

**Figure 2.11: Students Rate Sources of Stress (n=16-18)**

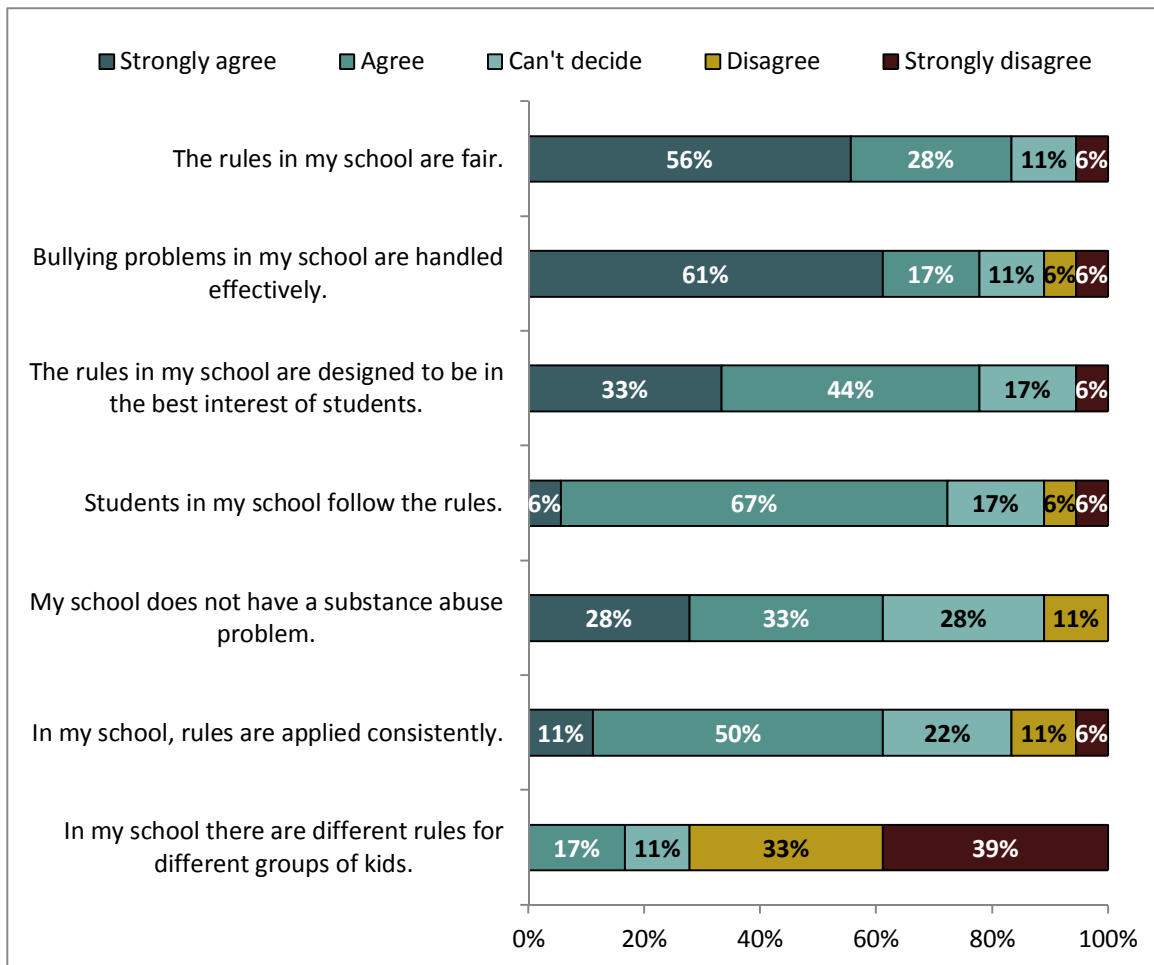


**Figure 2.12: Students Rate Overall Confidence Dealing with Stress (n=18)**



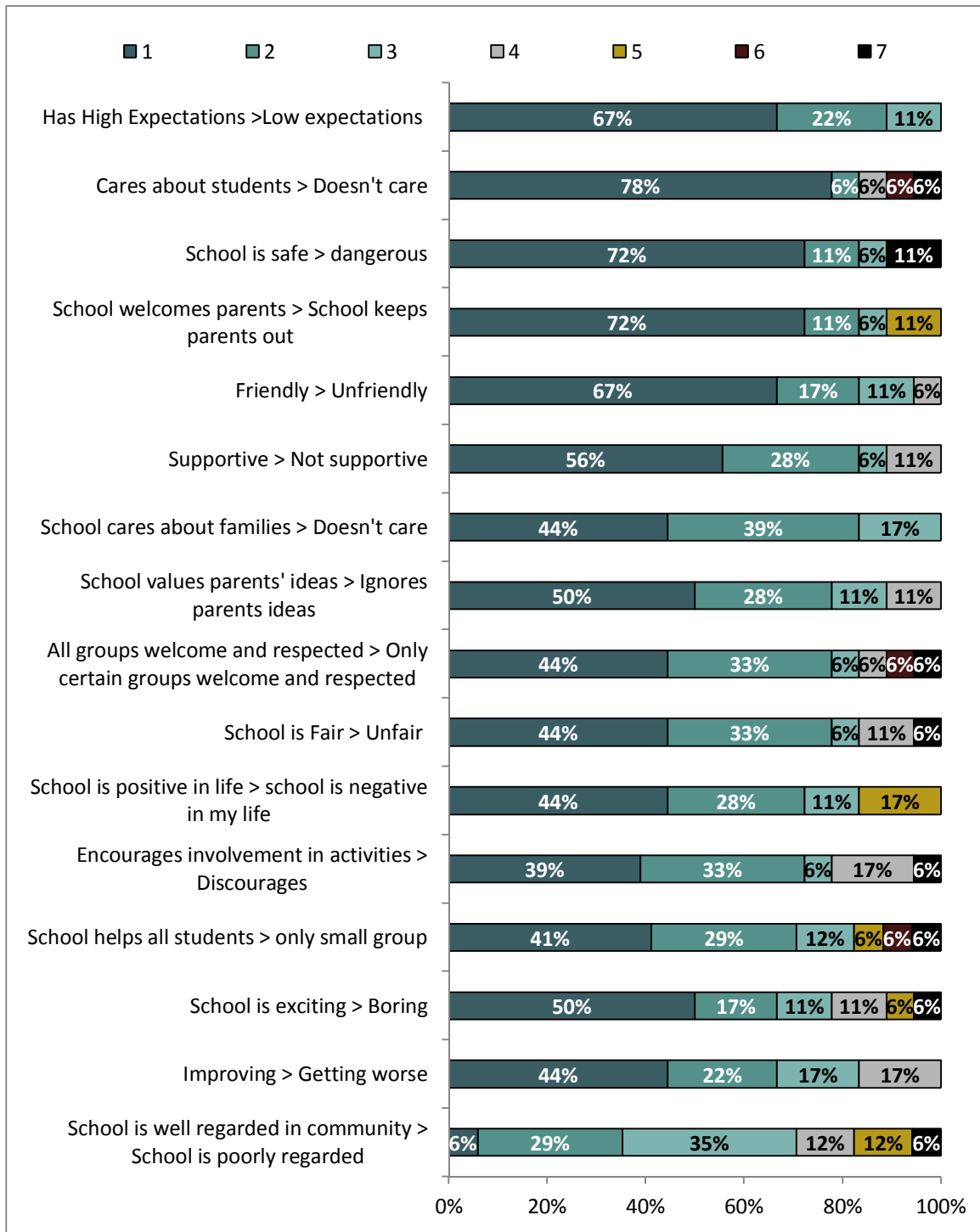
**SCHOOL RULES**

**Figure 2.13: Students Rate Opinions on School Rules and Discipline (n=18)**



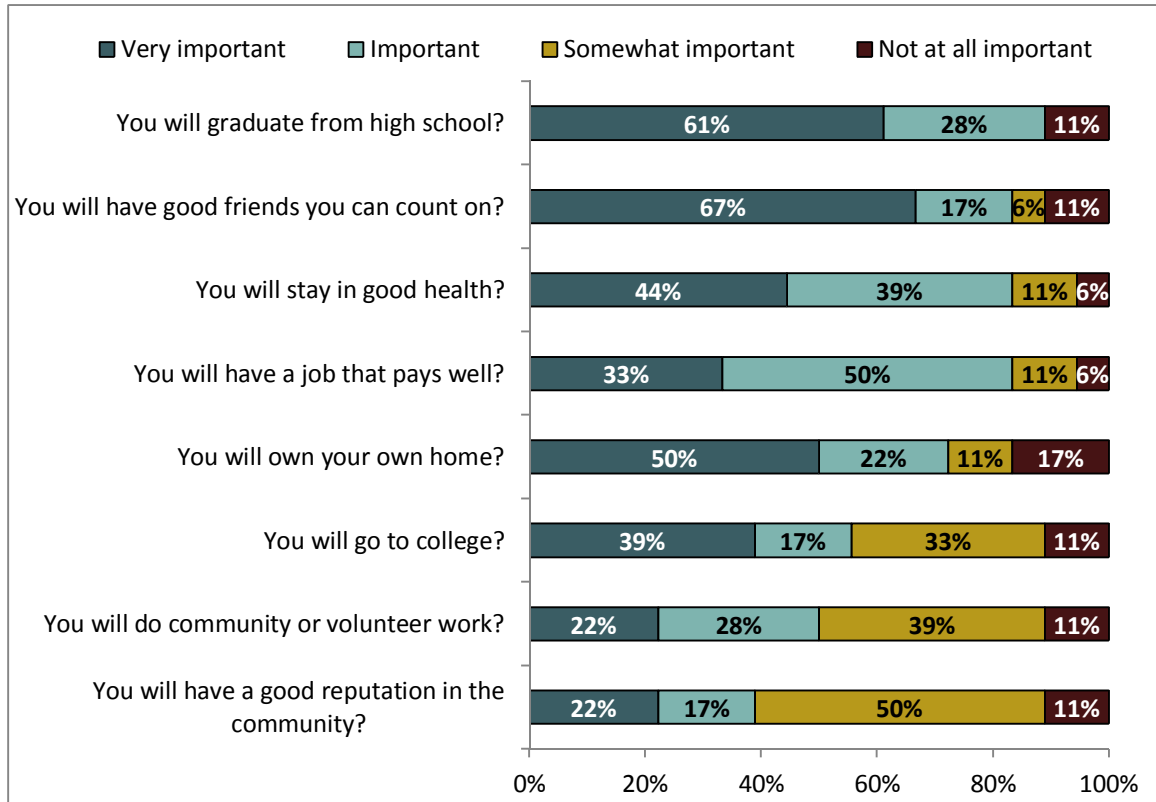
**PERCEPTIONS OF SCHOOL**

**Figure 2.14: Students Rate Perceptions of School (n=17-18)**



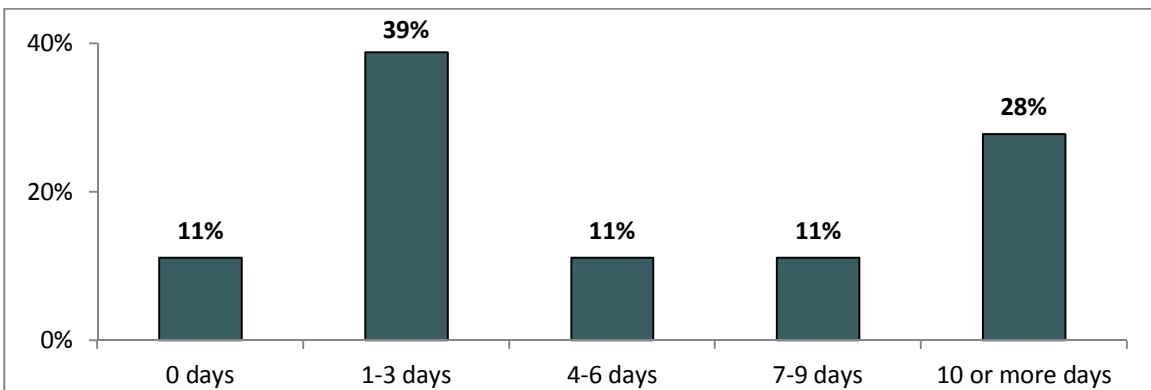
**FUTURE ASPIRATIONS**

**Figure 2.15: Students Rate Importance of Future Goals (n=18)**

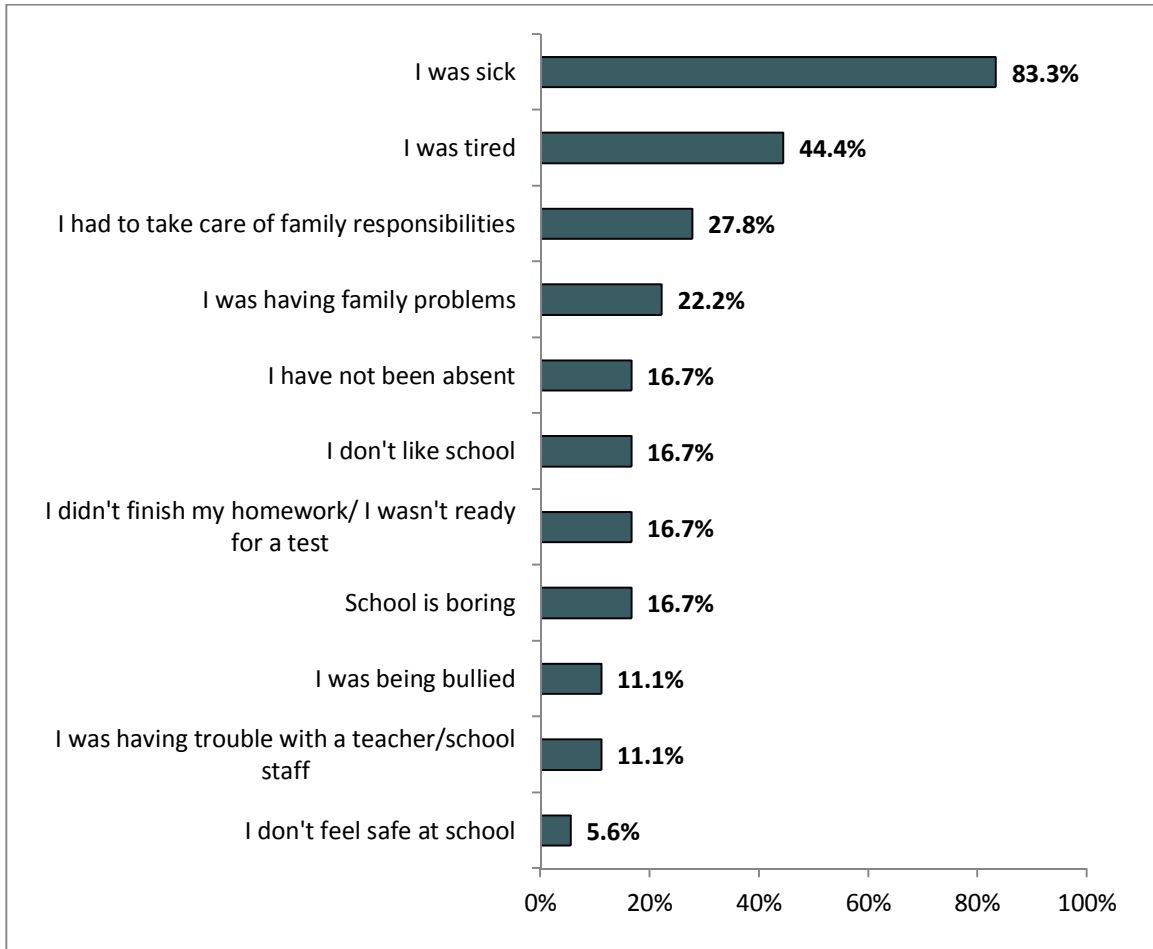


**ATTENDANCE**

**Figure 2.16: Number of Days Missed (n=18)**



**Figure 2.17: Reasons for Absences (n=18)**



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