



End of Year Report 2022-2023 School Year



Listen

Create a two-way conversation with every member of your community



Learn

Ask the right questions, collect valuable insight and make smarter decisions



Lead

Turn data into action and draft a clear plan to achieve your vision

YOUR 2023-2024 K12 *INSIGHT* TEAM



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OUR PILLARS

Student-centered curriculum

Culture for success

Collaboration and partnership

Stewardship and efficiency

OUR GOALS

1. Ensure high quality and innovative curriculum, instruction, and learning
2. Provide a network of student support to meet the needs of the whole child
3. Strengthen family, school, and community partnerships to support student growth
4. Provide efficient and cost-effective operations, systems, and services

Year in Review

Hewlett-Woodmere Public Schools



HW2025 SURVEY CALENDAR: 2022-2023

Project	Participant Group(s)	Timeframe
Student Engagement Survey	Students in Grades 6-12	November – December 2022
Curriculum & Instruction Survey	Instructional Staff	January – February 2023
Senior Exit Survey	Graduating Seniors	June 2023

Student Engagement Survey

Students Grades 6-12 (N=1,723)



KEY FINDINGS

- 61% of participating students said they almost always/always or often like school, an 8 percentage-point increase from the 2021-2022 school year.
- Within Overall Engagement, 71% of students strongly agreed or agreed that they are proud to go to their school, a 6 percentage-point increase from last school year.
- There were decreases across all four items within the Class Experience dimension, including:
 - 41% of participating students said classes are fun almost always/always or often, down from 52% last school year
 - 61% said their classes are challenging, down from 72%
 - 40% said their classes let them be creative, down from 48%
- There was a rise in comfort with interactions with others. 80% of participants said they almost always/always or often feel comfortable interacting with adults, a 2 percentage-point increase from last school year and a 13 percentage-point increase from 2020-2021. Also, 76% of participants said they almost always/always or often feel they can make friends easily in and out of school, a 3 percentage-point increase from last school year and an 8 percentage-point increase from 2020-2021.
- 44% of participating students said they almost always/always or often see how what they are learning in school relates to their future, an 8 percentage-point decrease from the 2021-2022 school year. 32% said they see how what they learn in school relates to the outside world, an 8 percentage-point decrease from last school year.
- Within the dimension of Autonomy, 70% percent of participating students said they almost always/always or often can complete their homework/study at home with minimal distractions, a 3 percentage-point increase from the 2021-2022 school year and a 6 percentage-point increase from 2020-2021.

Curriculum & Instruction Survey Instructional Staff (N=214)



KEY FINDINGS

- 94% of participating instructional staff strongly agreed or agreed that students are being prepared to do well in the next grade or after high school graduation. This is consistent with the past two survey administrations. Additionally, 85% of participants said students are being taught the skills they need to be successful in life outside of school, a 4 percentage-point decrease from 2021-2022.

- There was an increase in agreement on many items in the Support for Social-Emotional Learning dimension, particularly those regarding bullying. For example:

- 90% of participants strongly agreed or agreed that a student in their class would tell them if she or he were being bullied, a 7 percentage-point increase from 2021-2022.
- 81% of participants strongly agreed or agreed that students tell teachers when other students are being bullied, a 3 percentage-point increase from last school year.

- There was an overall decline in agreement among items within the Professional Development dimension. For example, 81% percent of participating teachers strongly agreed or agreed that professional development experiences helped them implement practices to support the well-being of their students, a 4 percentage-point decrease from 2021-2022. Additionally, 70% of participating teachers said that professional development helped them understand how self-care benefits their students, a 10 percentage-point decrease from last school year. Furthermore, within the Support for Social-Emotional Learning dimension, 81% of participants strongly agreed or agreed that their school provides professional development on social-emotional learning, a 9 percentage-point decrease from last school year.

- Several items within the dimension of Self-management were some of the lowest-ranking items. Yet these items still saw increases in favorable responses from the 2020-2021 survey administration. For example, 38% of participants strongly agreed or agreed that students in their school are rarely distracted by their peers, a 7 percentage-point increase.

Senior Exit Survey Instructional Staff (N=38)



KEY FINDINGS

- 97% of participating graduating students plan on continuing their education. 95% of those who will be going into higher education will be attending a 4-year private or public university.

- 50% of respondents anticipate that they will pursue a Masters Degree and 24% anticipate they will receive their doctorate.

- Despite students reporting feeling prepared in the academic area of Technology, the highest percentage of students indicated the Technology and Tutoring departments (32%) needed improvement.

- Students were most confident in their preparation in English/Language Arts and Civic and Social Responsibility. 100% of respondents felt prepared to very prepared to succeed in college level courses. Also 100% of respondents felt prepared or very prepared to act as a responsible citizen.

- Students were less confident in their academic preparation in Math and Science, 16% of students felt unprepared or very unprepared to succeed in a college level mathematics course. Also 11% of students felt unprepared to succeed in a college level science course.

- When asked about college and career planning, 26% strongly disagreed or disagreed that they were offered guidance on applying for scholarships for college and 24% strongly disagreed or disagreed that they were offered guidance on how to prepare for college admissions testing. Moreover, 24% of students strongly disagreed or disagreed that they were aware career information was available through their school's college and career center.

- When asked about what made them feel actively connected to their school most students (79%) noted a favorite teacher.

Hewlett-Woodmere Public Schools

The Year Ahead



HW2025 SURVEY CALENDAR: 2023-2024

Project	Participant Group(s)	Timeframe
State of the District	Parents, Employees, Students in Grades 6-12	October – November 2023
Senior Exit Survey	Graduating Seniors	January - April 2024

K12 Insight 

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