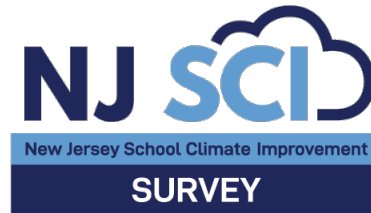


NJ SCI Pilot Survey

Staff Data Report

Maplewood Middle School

June 2022



This report contains data from the New Jersey School Climate Improvement (NJ SCI) Survey. Items in the survey are organized into domains, or main conceptual areas of school climate. Means and response distributions are available for each domain as well as individual items within domains. Item level means represents the average score on an item for all respondents that answered that item. Item level distributions represent the number and percentage of respondents that selected each available response option (e.g., strongly disagree, disagree, agree, strongly agree) for an item. Total number of respondents in each item may vary if respondents skip (an) item(s) or select "Not Applicable." Overall means for each domain are calculated by taking the average of means from individual items within a respective domain. Similarly, overall response distributions are calculated by taking the average percentage distribution for individual items within a respective domain. Please note that mean scores on the domain and item-level pages are ranked highest to lowest.

** = Item includes a "not applicable" option and may have a lower response number compared to other items.*

Stakeholder Summary

Overall	
Overall	84
By: Staff Role	
Certified	60
Non-Certified	2
Not Specified	22
By: Language Survey Submitted In	
English	64
Haitian Creole	0
Not Specified	20
Portuguese	0
Spanish	0

Overall Summary

Domain	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
Supportive Staff-Student Relationships	3.27	1%	6%	58%	35%	78
Student Voice and Involvement	3.15	0%	9%	68%	24%	64
Collegial Support	3.06	4%	11%	61%	25%	66
Family Support and Engagement	2.94	2%	15%	71%	13%	65
Behavioral Expectations	2.86	6%	18%	60%	16%	84
Supports for Student Social and Emotional Learning	2.83	3%	23%	62%	12%	70
Academic Culture and Classroom Practices	2.82	0%	31%	56%	13%	78
Sense of Physical Safety	2.81	5%	19%	64%	11%	79
Prosocial Student Interpersonal Behaviors	2.78	3%	22%	67%	7%	64
Leadership Support	2.56	14%	27%	50%	10%	68
Organizational Resources and Supports	2.52	11%	32%	51%	6%	74
Negative Student Interpersonal Behaviors	2.52	19%	26%	39%	16%	64

Note: Response options in the Academic Culture and Classroom Practices domain range from "None" "Some" "Most" and "All." Response options for the Negative Student Interpersonal Behaviors domain range from "A Big Problem" "A Medium Problem" "A Small Problem" and "Not A Problem."

Academic Culture and Classroom Practices

Item	Mean	None	Some	Most	All	Total Respondents
15. In this school: _____ of the teachers expect all students to work hard.	3.20	0% 0	11% 8	59% 45	30% 23	76
16. In this school: _____ of the teachers help students learn from their mistakes on work.	3.13	0% 0	9% 7	68% 51	23% 17	75
17. In this school: _____ of the teachers help students understand how schoolwork will help them in the future.	3.03	0% 0	18% 13	62% 46	20% 15	74
18. In this school: _____ of the teachers include topics or people from a variety of cultures and identities in their lessons.	2.90	0% 0	28% 20	54% 39	18% 13	72
12. In this school: _____ of the students stay on task in class.	2.59	0% 0	41% 31	59% 45	0% 0	76
13. In this school: _____ of the students care about doing well on work.	2.58	0% 0	43% 33	56% 43	1% 1	77
14. In this school: _____ of the students keep trying when the work is hard.	2.34	0% 0	66% 50	34% 26	0% 0	76

Behavioral Expectations

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
1. In this school: adults teach and model the behavioral expectations.	3.11	2% 2	7% 6	67% 55	23% 19	82
3. In this school: adults help students make things right when they hurt others.	3.02	1% 1	9% 7	76% 61	14% 11	80
2. In this school: adults use practices to reinforce positive student behavior.	2.99	2% 2	11% 9	72% 58	15% 12	81
5. In this school: adults are fair to all groups of students when they apply the rules.	2.85	5% 4	20% 16	59% 47	15% 12	79
4. In this school: students receive additional supports to meet behavioral expectations as needed.	2.74	6% 5	31% 25	45% 36	18% 14	80
6. In this school: contributions from all stakeholders are valued when setting expectations for student behaviors.	2.42	18% 14	31% 24	42% 33	9% 7	78

Sense of Physical Safety

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
8. I feel safe at school events or activities that happen after school hours.	2.95	4% 3	9% 7	75% 58	12% 9	77
9. Students are safe at this school.	2.85	3% 2	20% 16	67% 53	10% 8	79
7. I feel safe in the school building.	2.85	5% 4	20% 16	59% 47	15% 12	79
11. Staff are prepared to deal with a safety threat or crisis.	2.78	4% 3	23% 18	64% 50	9% 7	78
10. There are effective procedures in place to keep everyone safe.	2.63	12% 9	23% 18	56% 44	9% 7	78

Supportive Staff-Student Relationships

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
21. Adults in this school: would do something helpful if a student was being treated badly.	3.36	0% 0	3% 2	58% 45	39% 30	77
27. Adults in this school respect students: from all religions or cultures.	3.36	1% 1	1% 1	58% 44	39% 30	76
20. Adults in this school: build strong relationships with students.	3.29	0% 0	1% 1	68% 51	31% 23	75
28. Adults in this school respect students: whose families have more money or less money.	3.29	4% 3	4% 3	51% 39	41% 31	76
24. Adults in this school respect students: of all sexual orientations.	3.28	1% 1	6% 5	55% 43	37% 29	78
23. Adults in this school respect students: of all races, ethnicities, and nationalities.	3.25	1% 1	10% 8	51% 39	38% 29	77
22. Adults in this school: treat students with respect.	3.24	0% 0	5% 4	65% 51	29% 23	78
25. Adults in this school respect students: of all gender identities.	3.22	1% 1	12% 9	51% 40	36% 28	78
26. Adults in this school respect students: of all ability levels.	3.21	3% 2	8% 6	56% 43	34% 26	77
19. Adults in this school: create opportunities to get to know students.	3.19	0% 0	5% 4	71% 55	24% 19	78

Prosocial Student Interpersonal Behaviors

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
103. Students at this school: are friends with students who are different from them (such as race, ethnicity, religion, gender).	3.16	0% 0	8% 5	69% 44	23% 15	64
98. Students at this school: help each other if they need it.	2.98	0% 0	10% 6	83% 52	8% 5	63
104. Students at this school: include students with disabilities in groups and activities.	2.89	2% 1	16% 9	74% 42	9% 5	57
100. Students at this school: speak up if someone might hurt others.	2.80	0% 0	26% 16	67% 41	7% 4	61
99. Students at this school: are kind to one another.	2.62	8% 5	23% 15	67% 43	2% 1	64
101. Students at this school: discuss different points of view in a respectful way.	2.58	6% 4	29% 18	65% 40	0% 0	62
102. Students at this school: are able to resolve their problems with other students.	2.39	8% 5	45% 28	47% 29	0% 0	62

Negative Student Interpersonal Behaviors

Item	Mean	A Big Problem	A Medium Problem	A Small Problem	Not A Problem	Total Respondents
95. Students at this school pick on each other because of: how they move or walk.	3.09	9% 5	11% 6	44% 25	37% 21	57
97. Students at this school pick on each other because of: how much money their family has.	2.98	7% 4	14% 8	53% 30	26% 15	57
96. Students at this school pick on each other because of: how they speak.	2.89	12% 7	11% 6	53% 30	25% 14	57
90. Students at this school pick on each other because of: their religion or culture.	2.88	12% 7	12% 7	53% 31	24% 14	59
89. Students at this school pick on each other because of: their race, ethnicity, or nationality.	2.68	15% 9	22% 13	42% 25	20% 12	59
91. Students at this school pick on each other because of: their gender or gender expression.	2.68	12% 7	27% 16	42% 25	19% 11	59
92. Students at this school pick on each other because of: their sexual orientation.	2.66	12% 7	31% 18	37% 22	20% 12	59
93. Students at this school pick on each other because of: their academic or learning ability.	2.64	14% 8	24% 14	47% 28	15% 9	59
87. Students at this school: exclude each other from groups or activities on purpose.	2.43	15% 9	37% 22	38% 23	10% 6	60
94. Students at this school pick on each other because of: their physical appearance.	2.35	13% 8	47% 28	32% 19	8% 5	60
86. Students at this school: push, hit, or kick each other on purpose.	1.95	38% 24	30% 19	30% 19	2% 1	63

Item	Mean	A Big Problem	A Medium Problem	A Small Problem	Not A Problem	Total Respondents
88. Students at this school: are mean to each other online or through text.	1.88	39% 22	36% 20	23% 13	2% 1	56
85. Students at this school: say mean things to each other in person.	1.77	42% 27	39% 25	19% 12	0% 0	64

Supports for Student Social and Emotional Learning

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
48. In this school: we teach students to value all cultures and identities.	3.13	1% 1	6% 4	71% 49	22% 15	69
49. In this school: we consider all students' identities and cultures when providing social and emotional learning opportunities.	3.05	0% 0	14% 9	68% 45	18% 12	66
43. In this school: we teach students ways to ask for help when they need it.	3.03	0% 0	10% 7	77% 53	13% 9	69
50. In this school: we model social and emotional competencies for students.	2.97	2% 1	14% 9	71% 46	14% 9	65
44. In this school: we teach students ways to resolve their problems with others.	2.79	3% 2	26% 18	61% 43	10% 7	70
42. In this school: we help students develop strategies to express different feelings.	2.77	5% 3	26% 17	57% 37	12% 8	65
45. In this school: we teach students how to make things right if they hurt others.	2.73	4% 3	28% 19	57% 38	10% 7	67
46. In this school: we teach students how to help the community outside of school.	2.50	5% 3	45% 30	45% 30	5% 3	66
47. In this school: we teach students how to resist inappropriate social pressures.	2.48	9% 6	38% 24	48% 31	5% 3	64

Student Voice and Involvement

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
79. In this school, students have chances to: get involved in clubs or other activities.	3.45	0% 0	0% 0	55% 35	45% 29	64
77. In this school, students have chances to: share their ideas and opinions.	3.27	0% 0	3% 2	67% 43	30% 19	64
83. School activities and events are designed to ensure all students feel included.	3.19	0% 0	3% 2	75% 48	22% 14	64
84. School activities and events are designed to ensure students with disabilities can participate.	3.15	0% 0	7% 4	72% 44	21% 13	61
78. In this school, students have chances to: help lead activities and events.	3.09	0% 0	11% 7	69% 44	20% 13	64
80. In this school, students have chances to: to participate in activities that help the community.	3.03	0% 0	16% 10	65% 40	19% 12	62
81. Students have chances to help decide activities in the classroom or school.	3.03	0% 0	14% 9	68% 43	17% 11	63
82. Students have chances to help make rules in the classroom or school.	2.98	0% 0	16% 10	70% 44	14% 9	63

Organizational Resources and Supports

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
39. I am provided with effective resources and/or training to: integrate social and emotional learning (SEL) across contexts.*	2.88	4% 3	18% 12	63% 43	15% 10	68
40. I am provided with effective resources and/or training to: help students access the mental health supports they may need.	2.83	4% 3	18% 13	68% 48	10% 7	71
36. I am provided with effective resources and/or training to: support the diverse learning needs of all students.*	2.79	4% 3	21% 14	66% 45	9% 6	68
35. I am provided with effective resources and/or training to: use learning technology effectively.*	2.78	7% 5	19% 13	62% 43	12% 8	69
31. I have adequate class time to meet students' instructional needs.*	2.78	7% 5	15% 10	70% 47	7% 5	67
38. I am provided with effective resources and/or training to: support students with disabilities.	2.74	6% 4	25% 18	60% 43	10% 7	72
29. I have adequate time for preparation and planning.	2.62	7% 5	30% 22	58% 42	5% 4	73
34. I am provided the resources and materials I need to do my job.	2.48	13% 9	34% 24	46% 33	7% 5	71
30. I have adequate time for collaboration with other staff.	2.32	12% 9	47% 35	36% 27	4% 3	74
37. I am provided with effective resources and/or training to: support the behavioral needs of all students.*	2.30	14% 10	44% 31	39% 27	3% 2	70

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
33. Professional learning opportunities or trainings that I am provided are sustained over time.	2.25	17% 12	42% 30	42% 30	0% 0	72
41. I am provided with effective resources and/or training to: manage my stress.	2.14	23% 16	41% 29	37% 26	0% 0	71
32. I am given professional learning opportunities or trainings that are relevant to my needs.	1.95	23% 17	60% 44	15% 11	1% 1	73

Leadership Support

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
60. School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads): promote an inclusive and affirming school environment for everyone.	2.78	9% 6	18% 12	57% 37	15% 10	65
58. School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads): provide guidance and useful feedback to support me in my work.	2.74	9% 6	22% 14	55% 36	14% 9	65
52. School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads): encourage experimentation with new ideas and practices.	2.70	10% 7	21% 14	57% 38	12% 8	67
55. School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads): back me up when I need it.	2.70	13% 9	18% 12	54% 36	15% 10	67
59. School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads): recognize staff members for doing well at their jobs.	2.60	12% 8	23% 15	57% 37	8% 5	65
54. School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads): follow through on commitments.	2.57	9% 6	31% 20	54% 35	6% 4	65

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
56. School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads): show concern for the well-being of staff members.	2.56	15% 10	24% 16	50% 33	11% 7	66
57. School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads): communicate effectively with me.	2.41	21% 14	29% 19	38% 25	12% 8	66
51. School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads): work with staff to develop a shared vision that guides our work.	2.39	12% 8	41% 27	42% 28	5% 3	66
53. School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads): value staff involvement in decision making.	2.19	22% 15	40% 27	33% 22	4% 3	67

Collegial Support

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
62. Staff engage with each other in a professional and respectful manner at work.	3.21	2% 1	6% 4	62% 41	30% 20	66
64. I get support from other staff when I need it.	3.21	3% 2	2% 1	67% 44	29% 19	66
66. The role/position I have at this school is valued by other staff.	3.06	6% 4	8% 5	60% 39	26% 17	65
65. I feel all aspects of my identity are valued by staff at this school.	3.03	5% 3	16% 10	52% 33	28% 18	64
63. Staff trust and care for one another at this school.	2.97	5% 3	12% 8	65% 42	18% 12	65
61. Staff learn new practices from each other.	2.84	5% 3	22% 14	58% 37	16% 10	64

Family Support and Engagement

Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Respondents
72. Staff work to build trusting relationships with parents and families.	3.13	0% 0	5% 3	78% 49	17% 11	63
71. Staff communicate with parents and caregivers about their child's progress in effective ways.	3.08	2% 1	8% 5	71% 45	19% 12	63
75. Parents or caregivers are made to feel welcome in this school.	3.08	0% 0	6% 4	80% 51	14% 9	64
70. School-community partnerships enable parents and families to get access to the resources they need.	3.03	0% 0	13% 8	70% 42	17% 10	60
69. This school provides resources for families who speak a language other than English.	3.03	2% 1	8% 5	77% 49	14% 9	64
76. I feel respected by parents and families in the school community.	2.98	3% 2	13% 8	67% 42	17% 11	63
68. The school involves parents and families in making decisions.	2.87	2% 1	21% 13	66% 40	11% 7	61
67. There are various ways for parents and families to participate in the school.	2.86	2% 1	17% 11	75% 47	6% 4	63
74. Parents or caregivers are aware of what is expected of their child at this school.	2.74	3% 2	29% 19	58% 38	9% 6	65
73. Parents or caregivers actively participate in this school.	2.65	3% 2	30% 19	65% 41	2% 1	63