



Climate & Culture Results


Rahway Public School District
2024-2025



- Collaboration between NJDOE & Rutgers University
- Fully anonymous
- Addresses 13 domains
- Likert Scale Scoring: 1 to 4
- Over 2.50 - More positive than negative responses
- Data was used to aide in setting goals for the 2025-26 school year.




District-Wide Results - Areas of Strength

- Staff/Student Relationships- 3.17 (3.09)
 - Feeling of Safety- 3.15 (3.03)
 - SEL Supports for Students- 3.02
 - Family Support & Engagement- 3.01
 - Collegial Support- 3.11 (3.06) Staff Only
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District-Wide Results - Areas of Growth

- Student Social Interactions- 2.56 (2.53)
 - Student Voice- 2.94 (2.92)
 - Organizational Support- 2.78 (2.71)
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Student Social Interactions - 2.56

- Restorative Practices training for Administrators and Safety Team
 - School Counselor Community Circles and Lessons - Elementary
 - Continued Implementation of Restorative Practices with Students
 - Student Expectations Assemblies
 - Continued Implementation of Student Code of Conduct
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Organizational Support - 2.78

- Interactive boards installed in every classroom
 - Staff professional development sessions throughout the school year and summer
 - School specific climate data reviewed by school principals
 - Labor Management Collaborative Institute
 - Offer Choice-Based and Focused Professional Development to all staff
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Student Voice - 2.94

- Develop a Student Ambassador Program
 - Student Government
 - Create inclusive celebrations that reflect school and community diversity
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Family Support & Engagement - 3.01

- Launch of new website
- New K-4 Standards Based Report Card
- Implementation of Chronic Absenteeism Plan
- Parent Liaisons
- Parent Resource Hub
- Parent Academy
 - Needs Assessment





Thank You



New Jersey School Climate Improvement

SURVEY

NJ SCI Survey Domains

Student Sense of Belonging *(Students only)*

Students' perceptions that they are valued for who they are and feel connected to the school community

Leadership Support *(Staff only)*

Perceptions of practices by administrators and other leaders that promote positive relationships, cohesion, and trust at work

Organizational Resources and Supports *(Staff only)*

Perceptions of school- and district-level structures (e.g., policy, procedures, time) and supports (e.g., resources and professional development) that promote growth, collaboration, productivity, and successful performance at work

Collegial Support *(Staff only)*

Perceptions of professional relationships that promote trust, respect, and support among colleagues for facilitating workplace satisfaction

Family Support and Engagement *(Staff & Parents/Caregivers)*

Perceptions of support and engagement of parents/caregivers, as well as the perceived quality of relationships between staff and parents/caregivers

All Respondent Groups *(Students Grades 3-5; Students Grades 6-12; Staff; and Parents/Caregivers)*

Academic Culture and Classroom Practices

Perceptions of school-wide academic expectations, student motivation, equity and access, and students' experiences in classrooms as indicated by the proportion of teachers who engage in practices to foster engagement

Supportive Staff-Student Relationships

Perceptions of quality relationships between staff and students which feature inclusion, respect, care, and support; and perceptions regarding adults' support and respect for students from diverse social and cultural backgrounds

Supports for Student Social and Emotional Learning

Perceptions of school-wide and instructional practices that promote the development of students' social and emotional skills, as well as availability of resources and supports to help parents/caregivers talk to their children about emotions

Behavioral Expectations

Perceptions of school-wide behavioral expectations as being clearly established and reinforced; perceived by members of the community as fair, culturally responsive, and inclusive of diverse perspectives

Negative Student Interpersonal Behaviors

Perceptions of the occurrence of various types of negative interpersonal behaviors among students and perceived victimization based on students' identities and backgrounds

Prosocial Student Interpersonal Behaviors

Perceptions of the occurrence of prosocial and inclusive behaviors, including empathy, perspective-taking, helpful behaviors, and conflict resolution, as well as getting along well with students from diverse backgrounds and inclusion of students with disabilities

Student Voice and Involvement

Perceptions of conditions in school that support student voice, including listening to and valuing students' ideas and opinions, student leadership opportunities, and student interest and involvement in school activities and events

Sense of Physical Safety

Perceptions of physical safety and the organizational procedures across school contexts and conditions that support a sense of safety and preparedness among the school community