Community Pulse Survey

Results and Analysis

Nyack Public Schools

2021-2022

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Project Overview

The Nyack Public Schools (NPS) Community Pulse asked community members, staff, and parents/guardians for feedback on the district's mission and vision, policies, school opportunities, and communication. Results will be used to reinforce the current strategic plan and identify strengths and areas in need of improvement.

K12 *Insight* partnered with NPS to develop the survey, which addressed the following topics:

- Mission and Vision
- Skills of NPS Graduates
- School-based Opportunities
- Communication
- Strengths and Areas for Improvement

The survey was open from May 10 to May 27. Public access links were used to share the survey with community members, staff members, and parents/guardians.

Results do not reflect random sampling; therefore, they should not be generalized to all NPS community members, staff, or parents/guardians. The findings for each item exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Responses from the open-ended question(s) was/were closely analyzed and coded to identify similarities and dissimilarities within the data. Pattern coding was then utilized to identify and categorize similarly coded data to develop the major themes.

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Key Insights

- 91% of participants strongly agreed or agreed that NPS provides a welcoming and caring environment. 83% strongly agreed or agreed that NPS promotes an environment that fosters scholastic excellence, while 82% strongly agreed or agreed that NPS cultivates self-esteem, self-respect, and a respect for others.
- 98% of participants stated it was very important or important for graduates of NPS to use critical thinking to solve problems and collaborate effectively, actively listening and responding to others' ideas.
- 98% of participants stated it was very important or important for the district to excel in communicating effectively and consistently with families.
- Between 72% and 76% of participants strongly agreed or agreed NPS students exhibit self awareness (72%), social awareness (76%), self management (72%), responsible decision making (73%), and relationships (75%). Between 14% and 16% of participants indicated they did not know whether students exhibit these behaviors.
- 68% of participants strongly agreed or agreed that the homework policy is reasonable for all students. Additionally, 53% strongly agreed or agreed that the amount of homework their child receives is consistent with the homework policy.
- Participants identified performing and creative arts (55%), response to cultural and economic diversity (54%) and academic excellence (51%) as strengths of the district.

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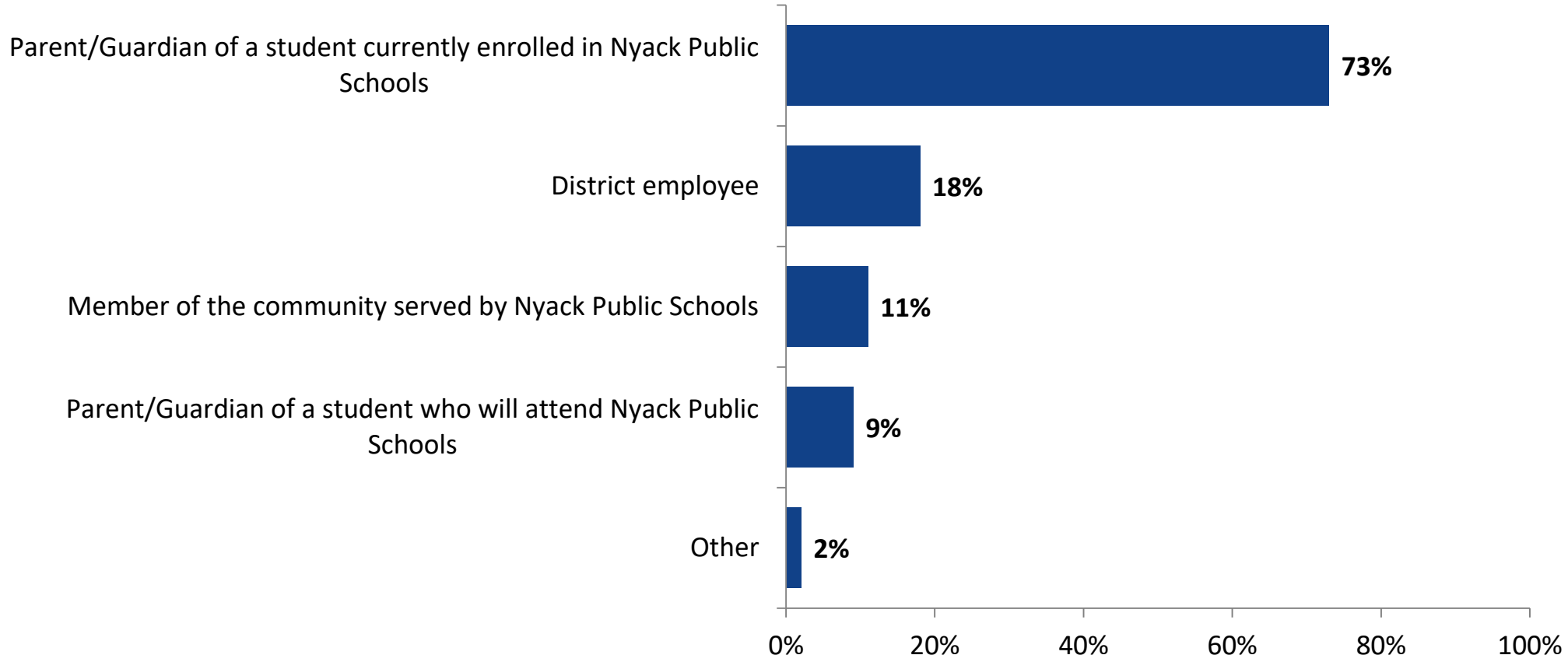
Key Insights (Continued)

- Participants identified response to individual needs (41%), academic excellence (39%), and communications (36%) as areas for improvement for the district.
- Over half of participants indicated they wanted receive communications about school-based activities (56%), student success (53%), and school-based calendar or events (52%) more frequently than they do currently.
- 91% of participants strongly agreed or agreed they can easily receive district information and communications in their home language, 90% of participants strongly agreed or agreed that they can easily understand communications from the school and district, and 89% indicated they can easily access the communications they receive from the school and district.
- 79% of participants indicated they rely on robo-messaging for district and school communications. Participants relied on translation services least frequently; 89% indicated they did not rely on translation services at all.
- Participants ranked email as the most effective way of both receiving information from the school and communicating with the school and ranked translation services as the least effective way of receiving information and communicating with the school.

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Relationship to Nyack Public Schools

What is your relationship to Nyack Public Schools? (N=1,087)



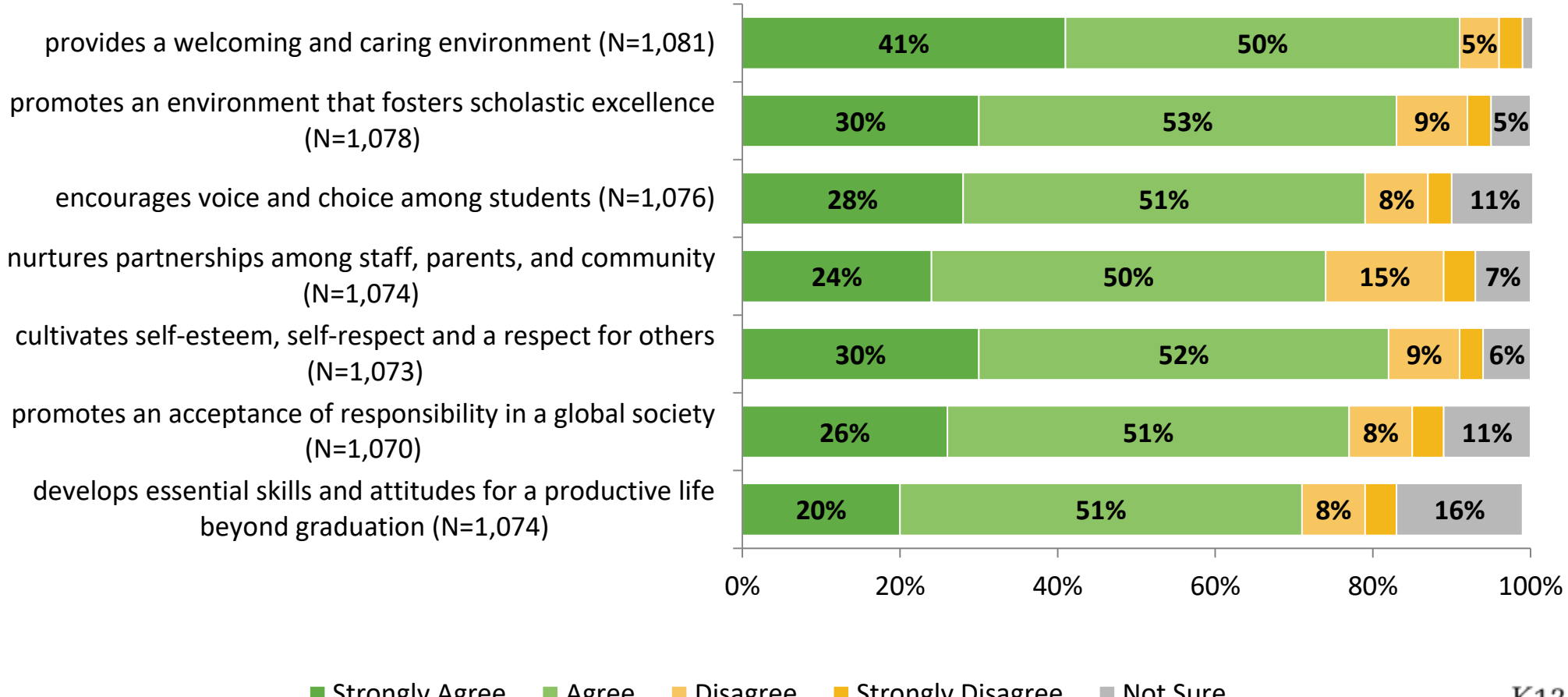
Percentages added may exceed 100 since a participant may select more than one answer for this question.

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Perceptions of Nyack Public Schools

How strongly do you agree or disagree with the following statements?

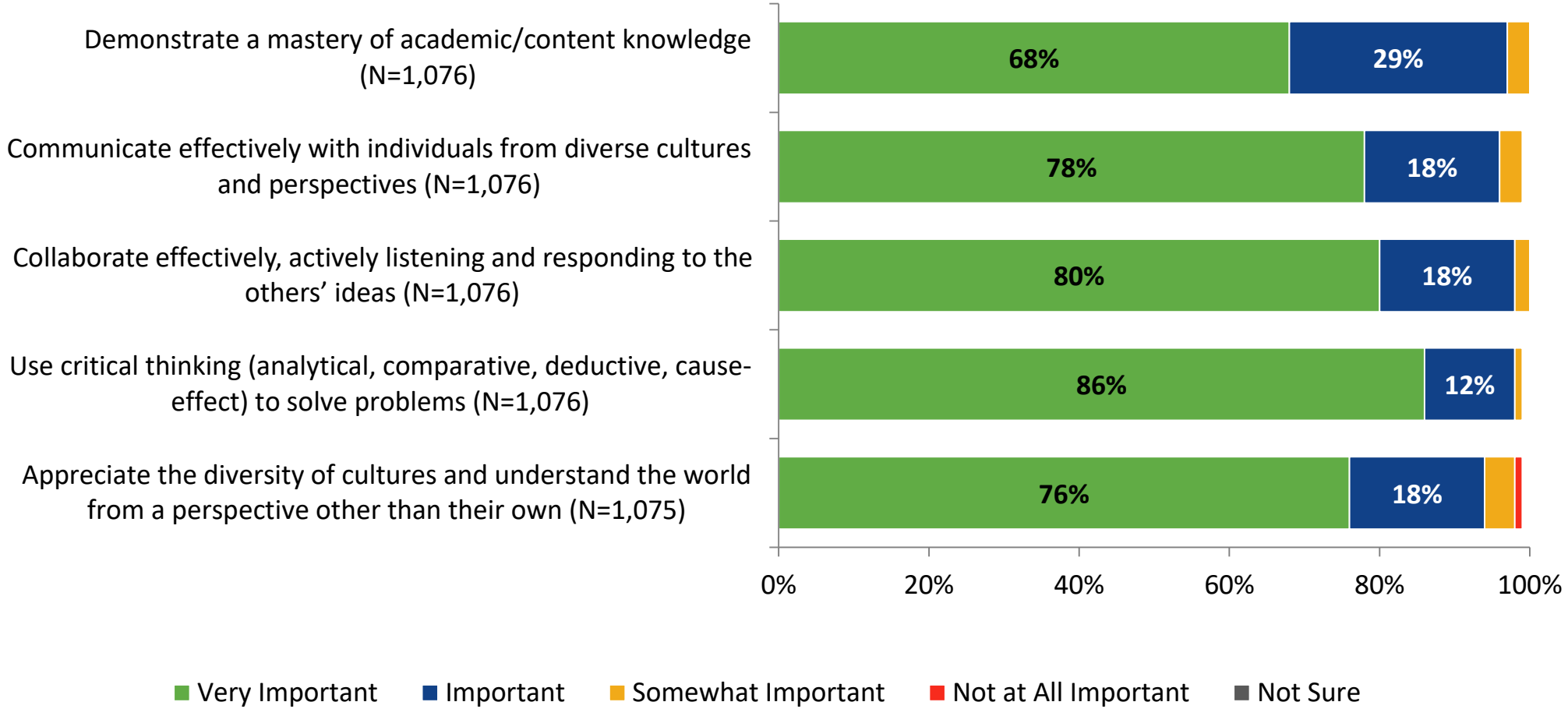
The Nyack Public Schools:



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Importance of Graduate Skills

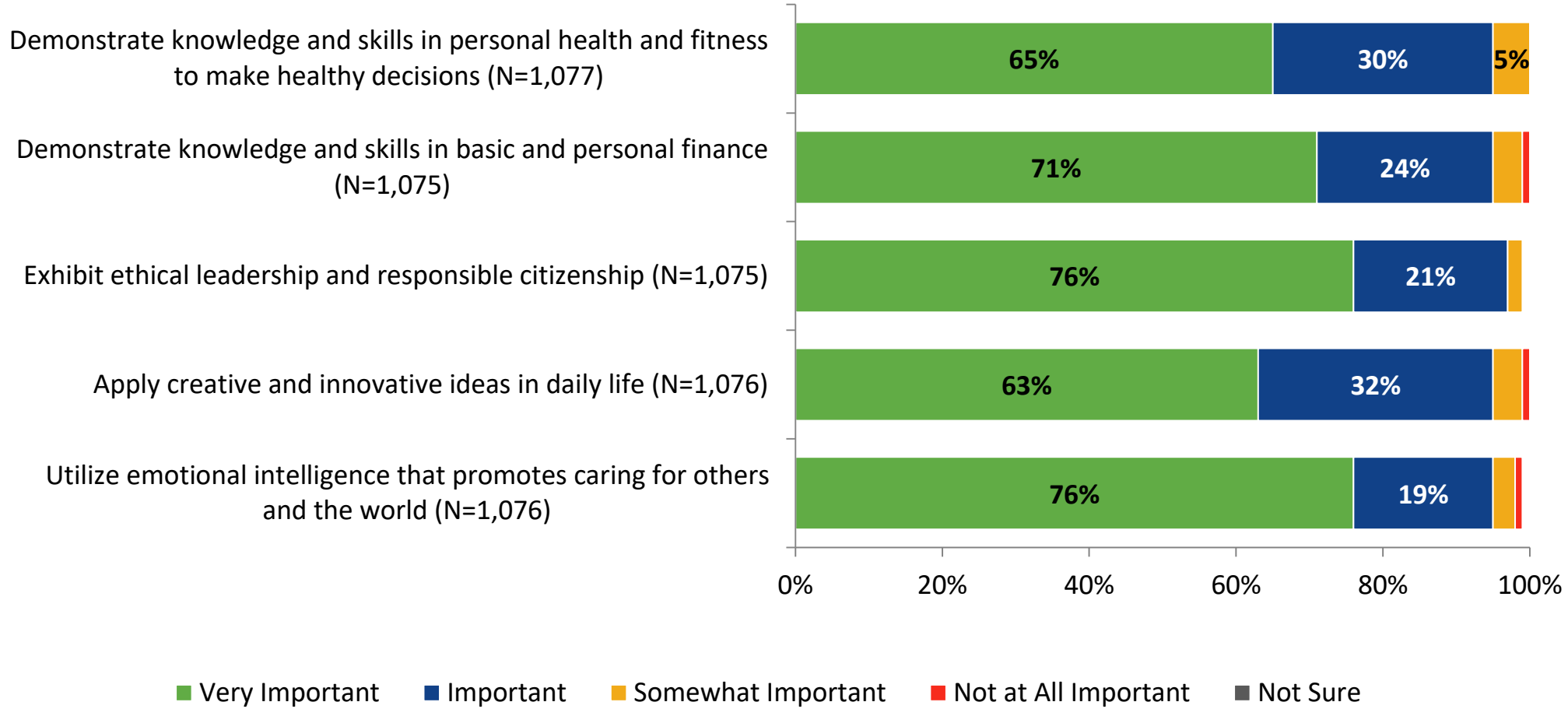
How important is it to you that students demonstrate the following skills upon graduation from high school?



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Importance of Graduate Skills (Continued)

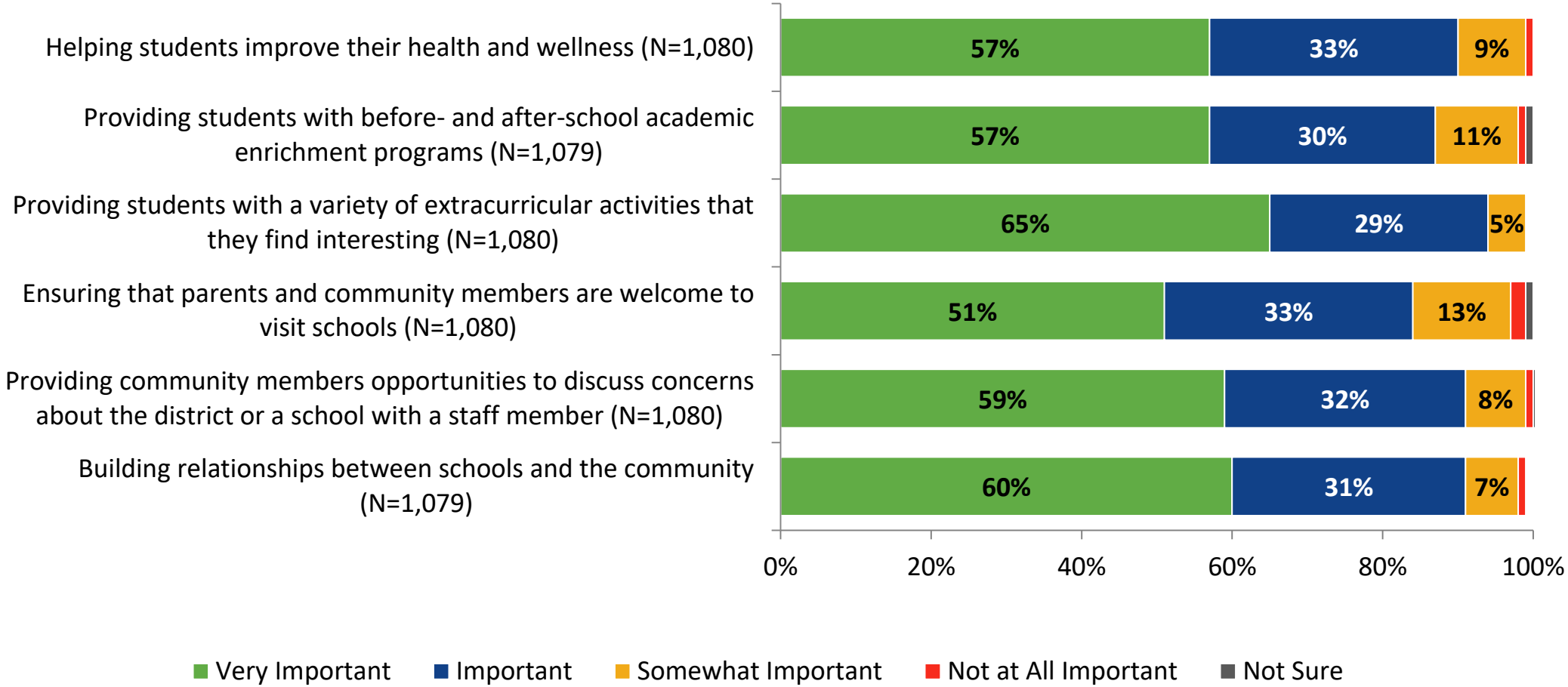
How important is it to you that students demonstrate the following skills upon graduation from high school?



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District and School Management

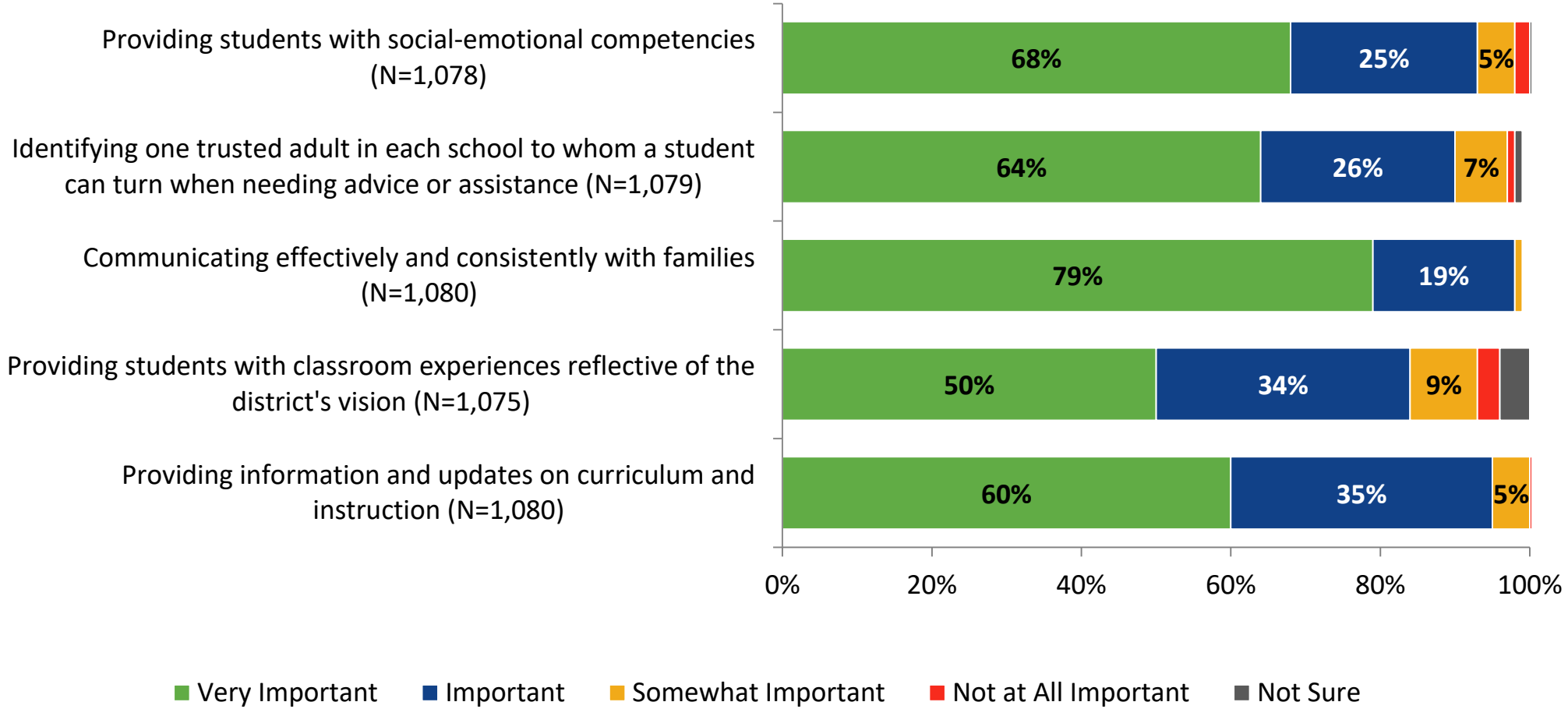
How important is it to you that Nyack Public Schools excel in the following aspects of district and school management?



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District and School Management (Continued)

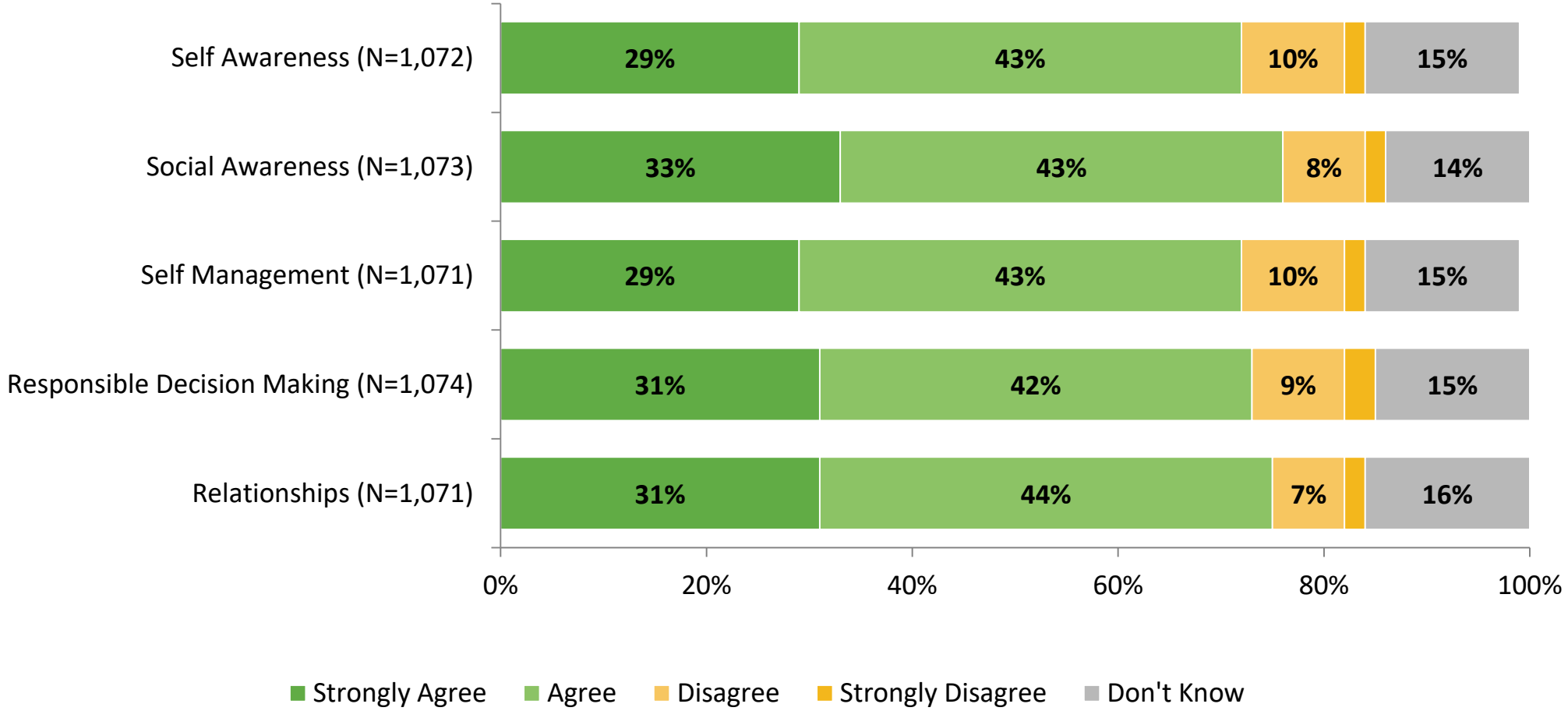
How important is it to you that Nyack Public Schools excel in the following aspects of district and school management?



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Social-Emotional Learning

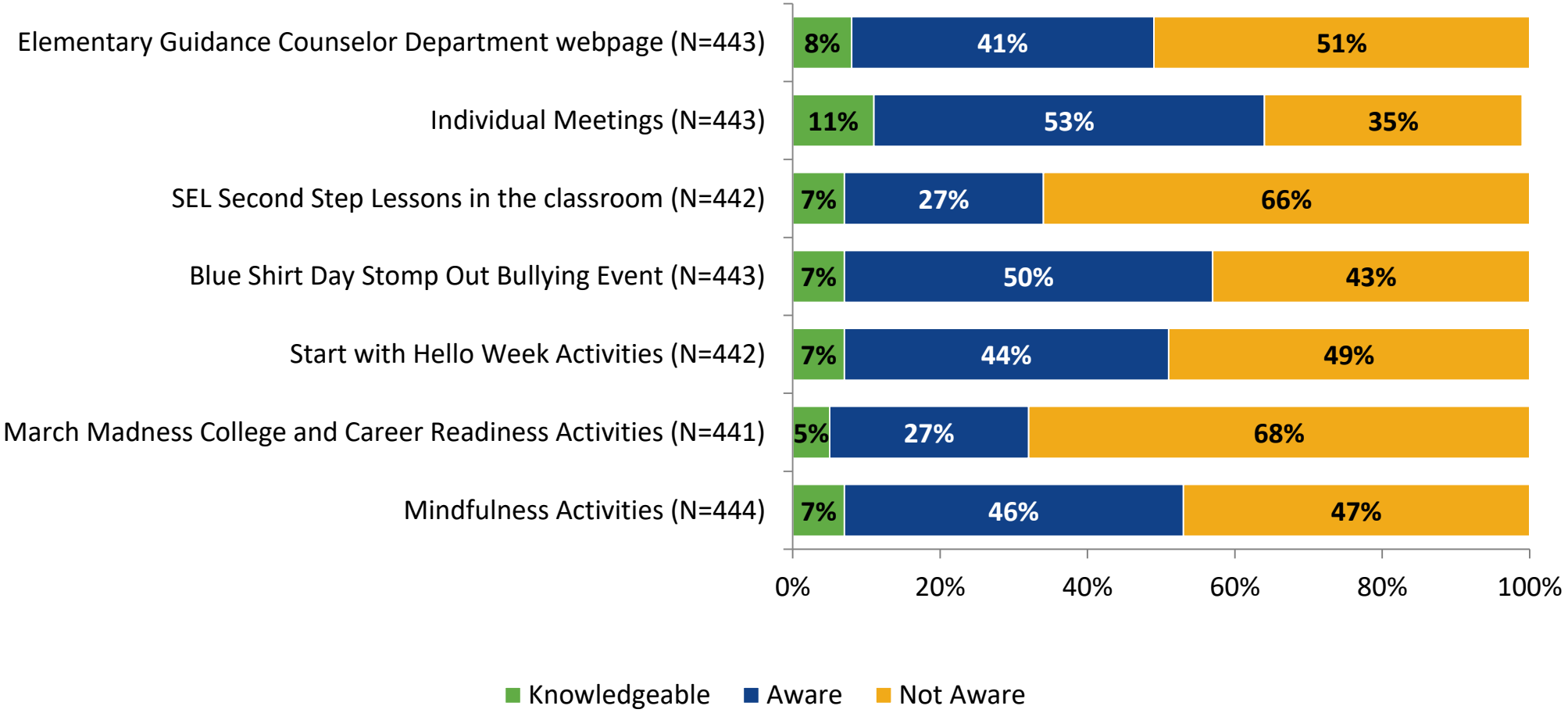
Please indicate the degree to which Nyack students exhibit the behaviors below as a result of Social-emotional Learning (SEL) activities within our K-12 schools.



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Awareness of Elementary School Opportunities

Please indicate your level of awareness of the following opportunities:

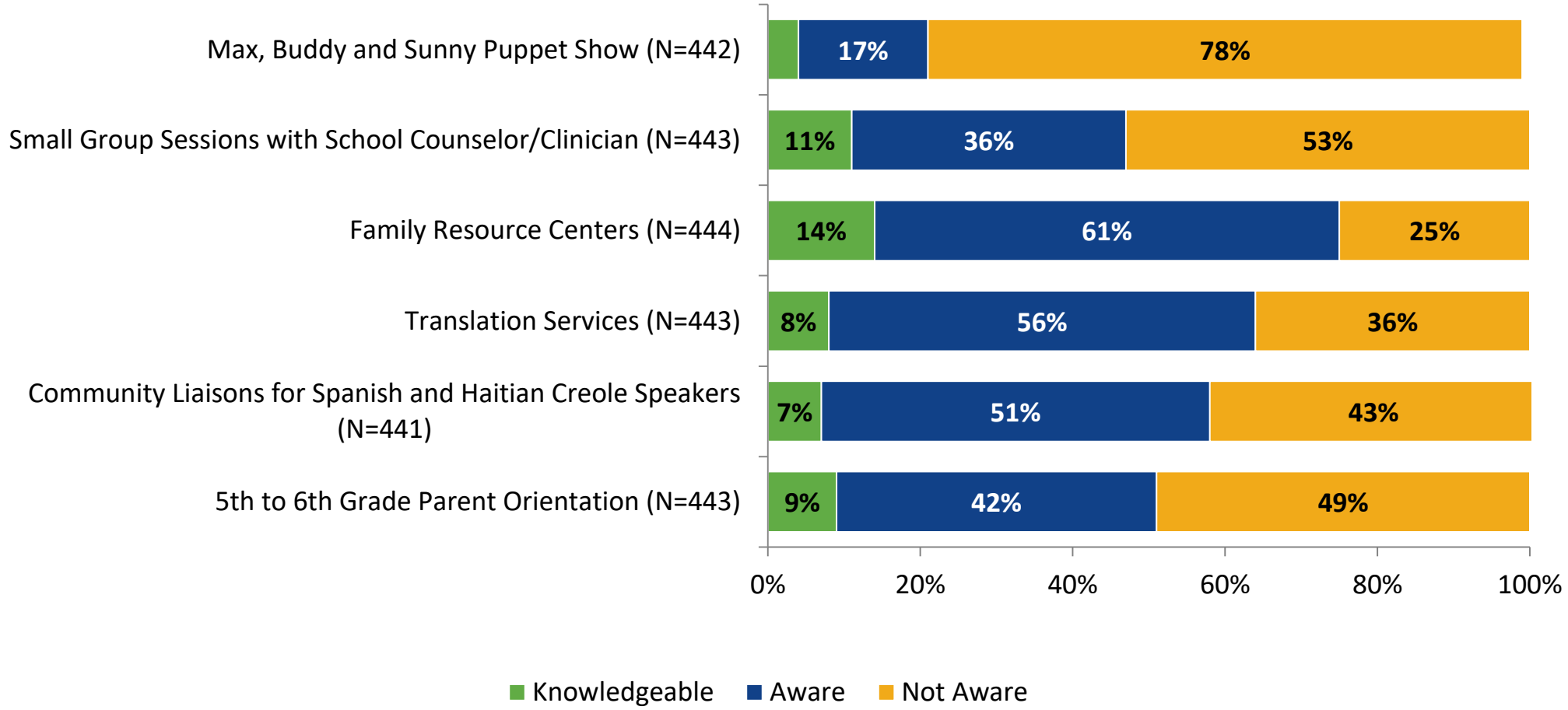


Note: Only participants with children in an elementary school responded to this question.

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Awareness of Elementary School Opportunities (Continued)

Please indicate your level of awareness of the following opportunities:

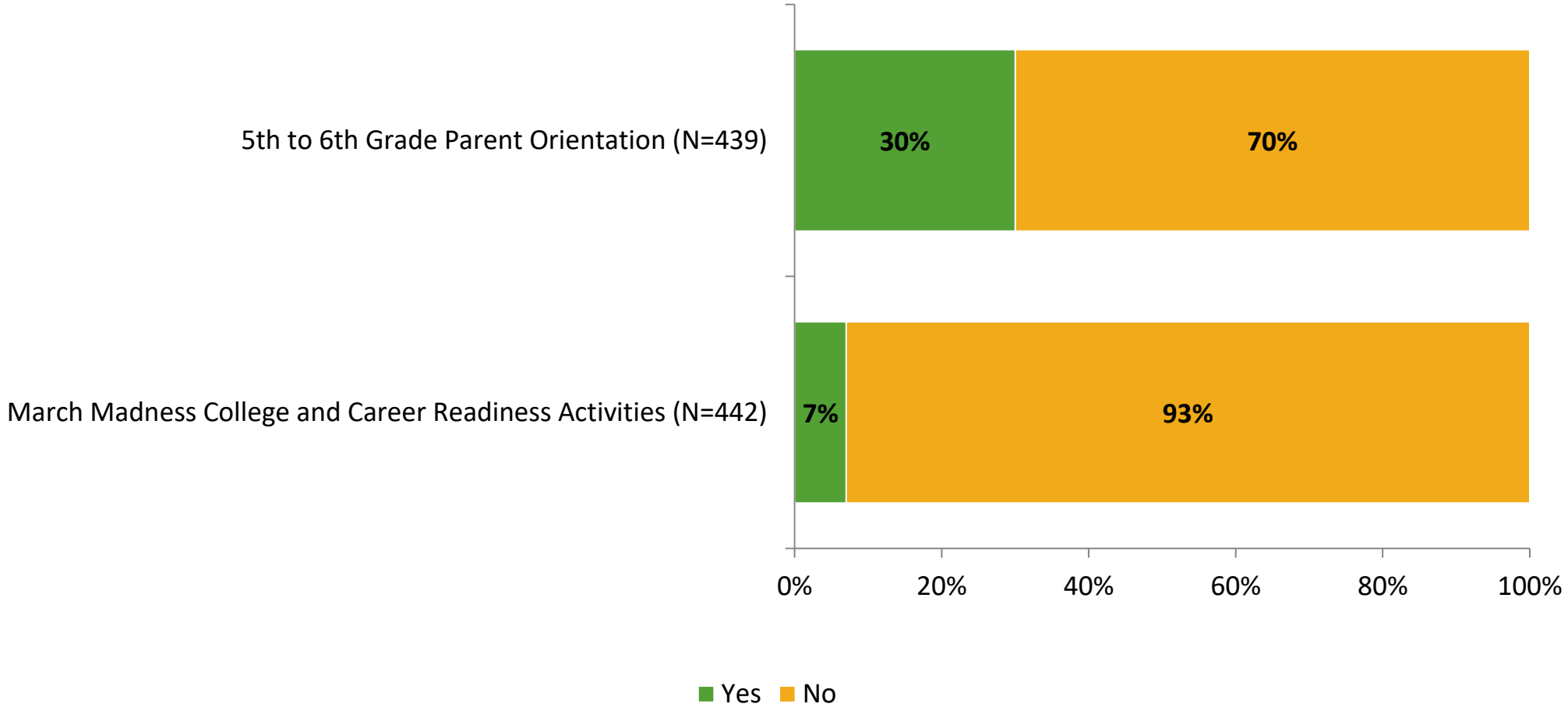


Note: Only participants with children in an elementary school responded to this question.

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Participation in Elementary School Events

Do you participate in the following?

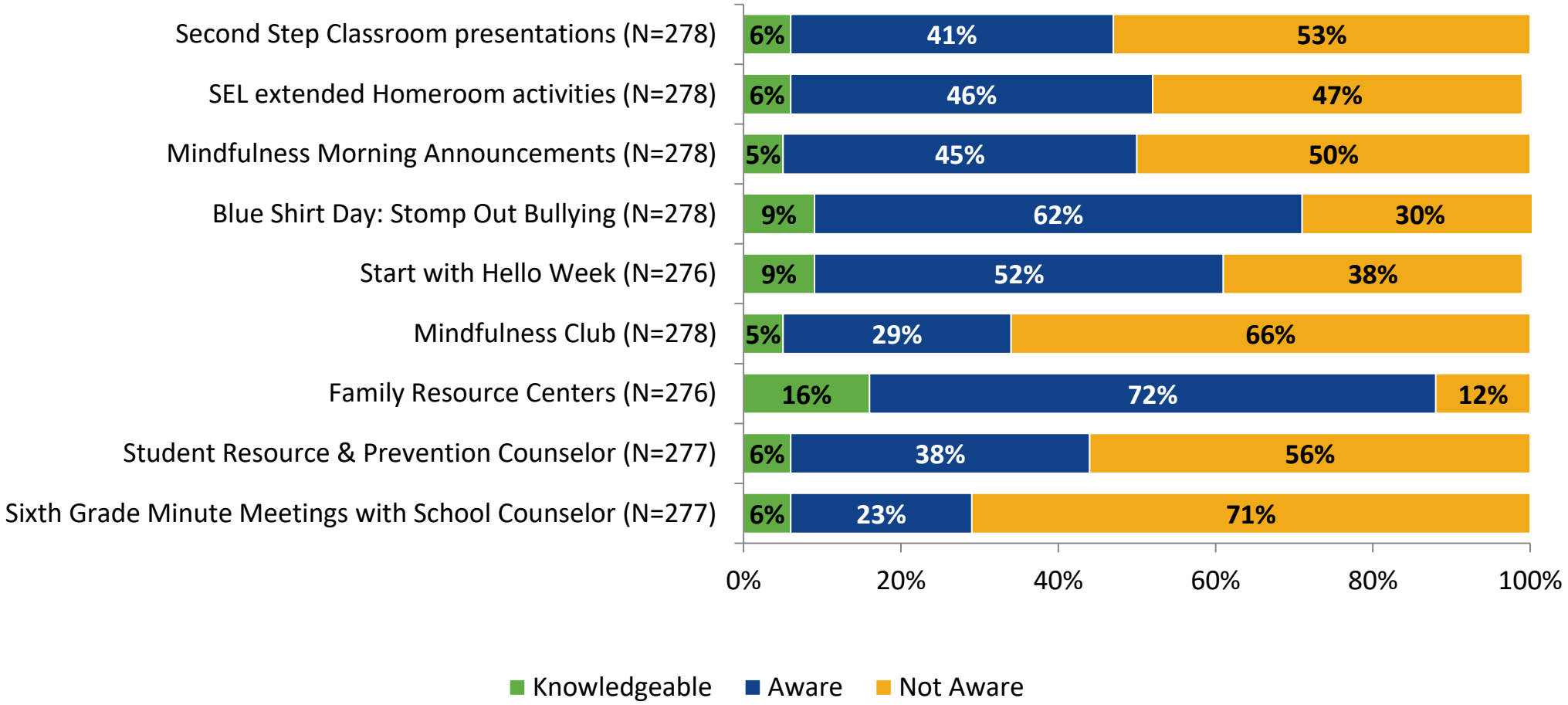


Note: Only participants with children in an elementary school responded to this question.

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Awareness of Middle School Opportunities

Please indicate your level of awareness of the following opportunities:

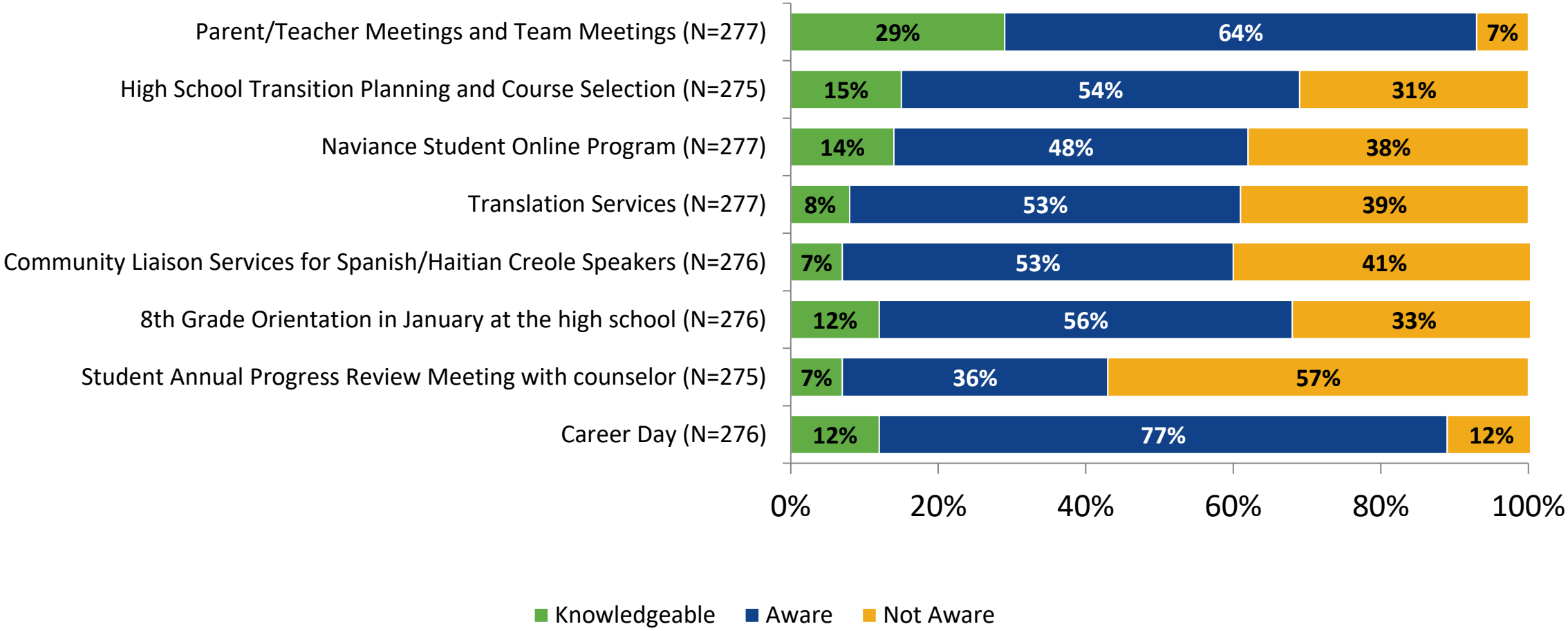


Note: Only participants with children in middle school responded to this question.

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Awareness of Middle School Opportunities (Continued)

Please indicate your level of awareness of the following opportunities:

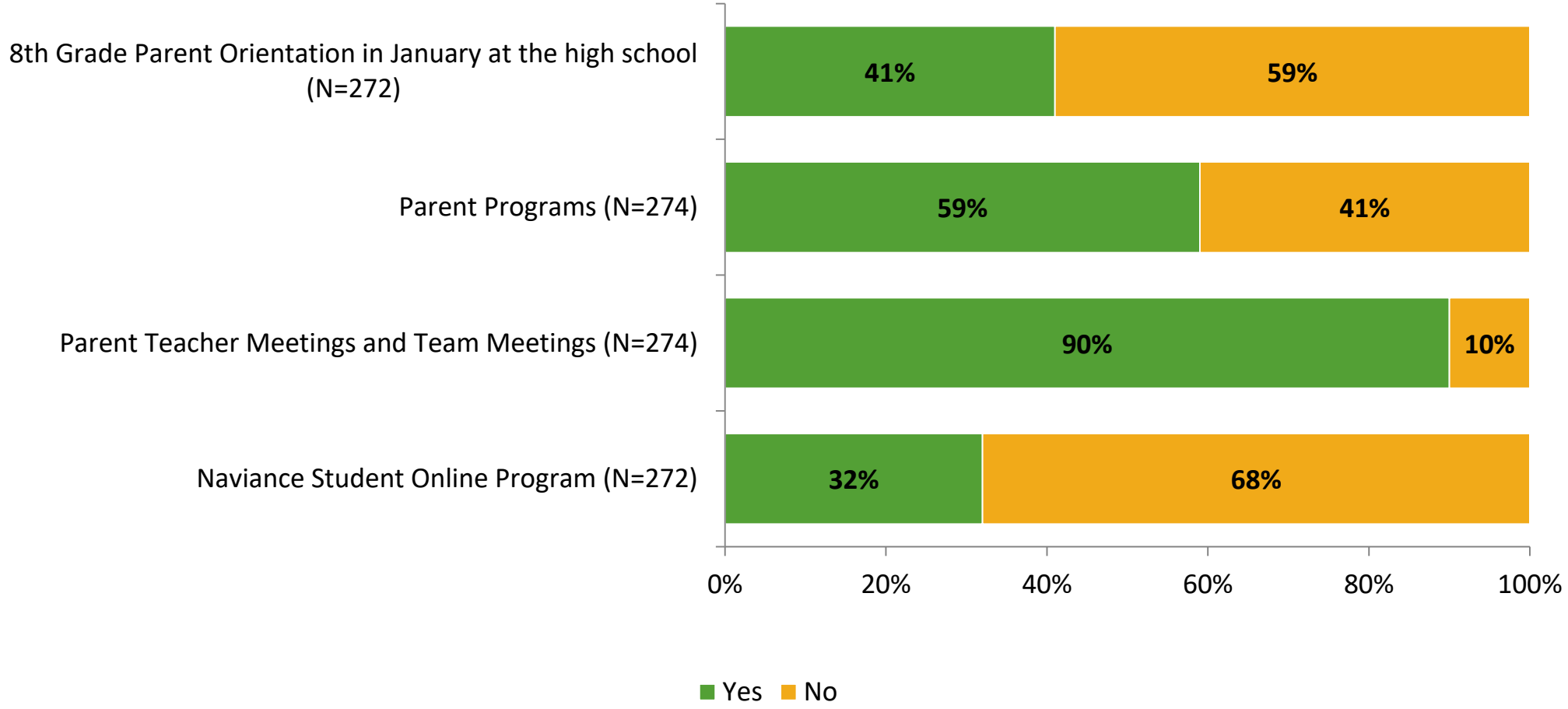


Note: Only participants with children in middle school responded to this question.

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Participation in Middle School Activities

Do you participate in the following?

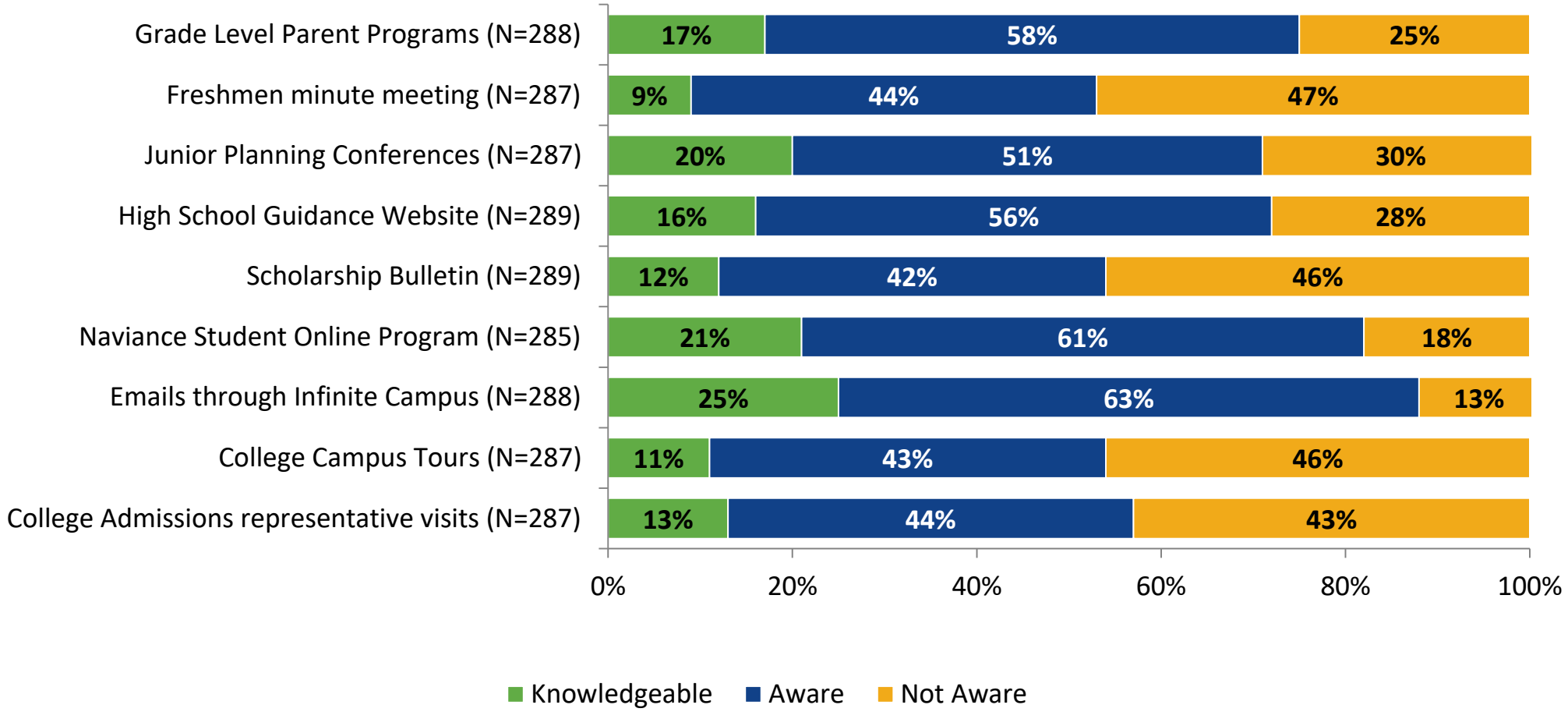


Note: Only participants with children in middle school responded to this question.

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Awareness of High School Opportunities

Please indicate your level of awareness of the following opportunities:

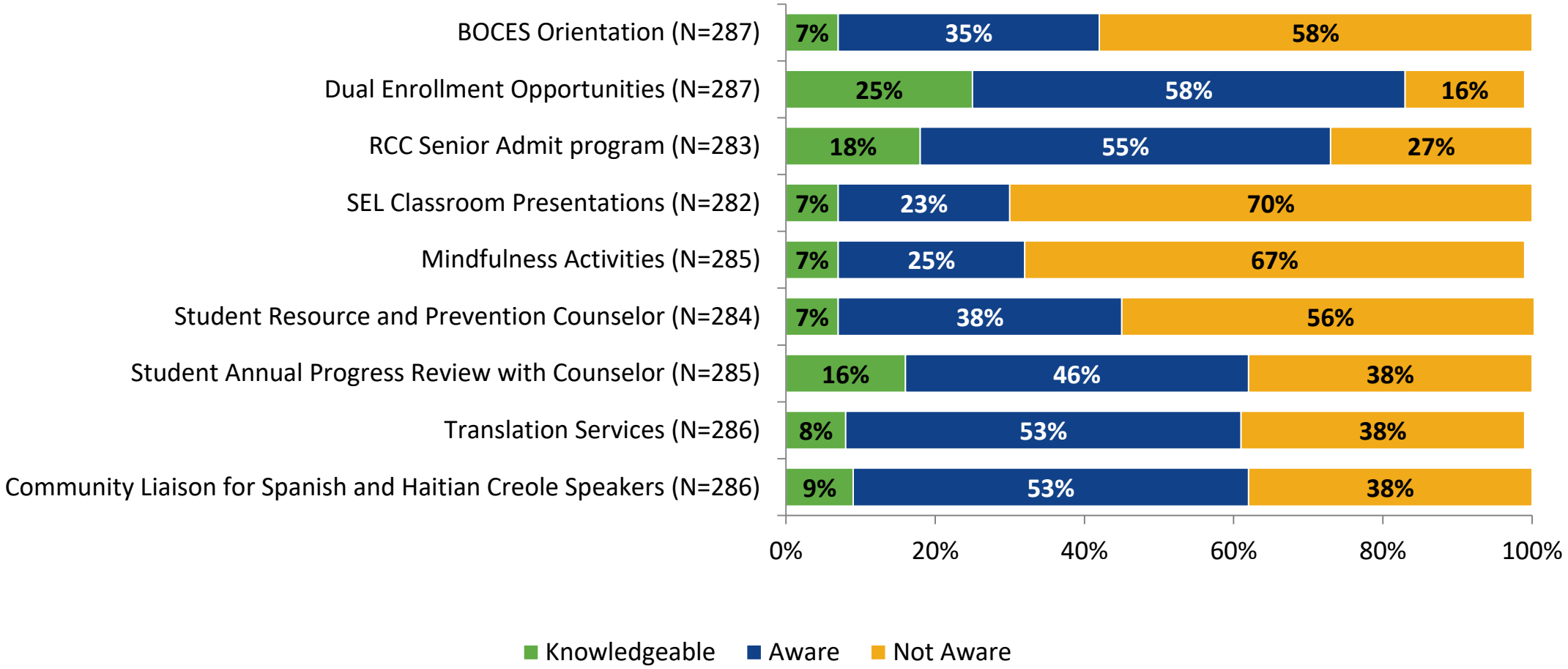


Note: Only participants with children in high school responded to this question.

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Awareness of High School Opportunities (Continued)

Please indicate your level of awareness of the following opportunities:

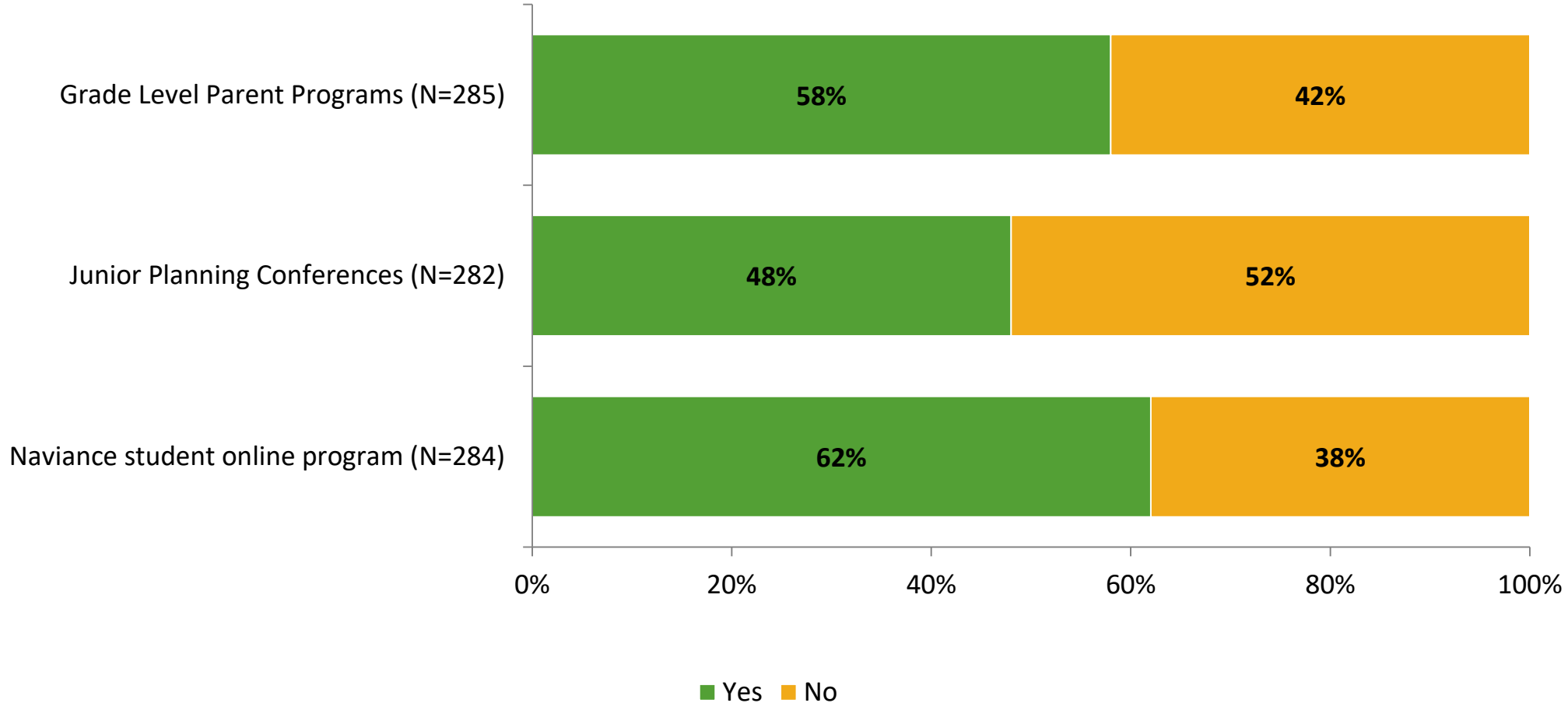


Note: Only participants with children in high school responded to this question.

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Participation in High School Events

Do you participate in the following?

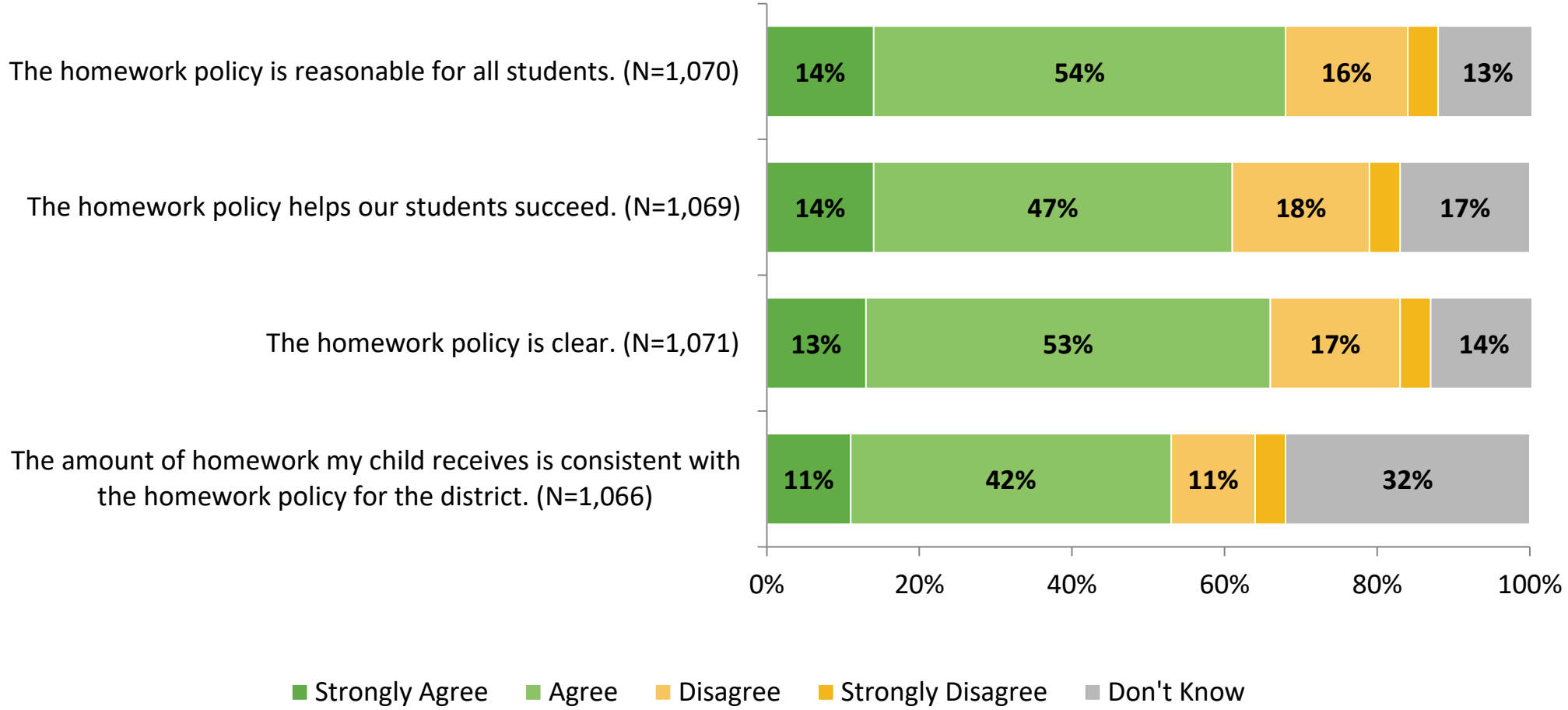


Note: Only participants with children in high school responded to this question.

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Perceptions of the Homework Policy

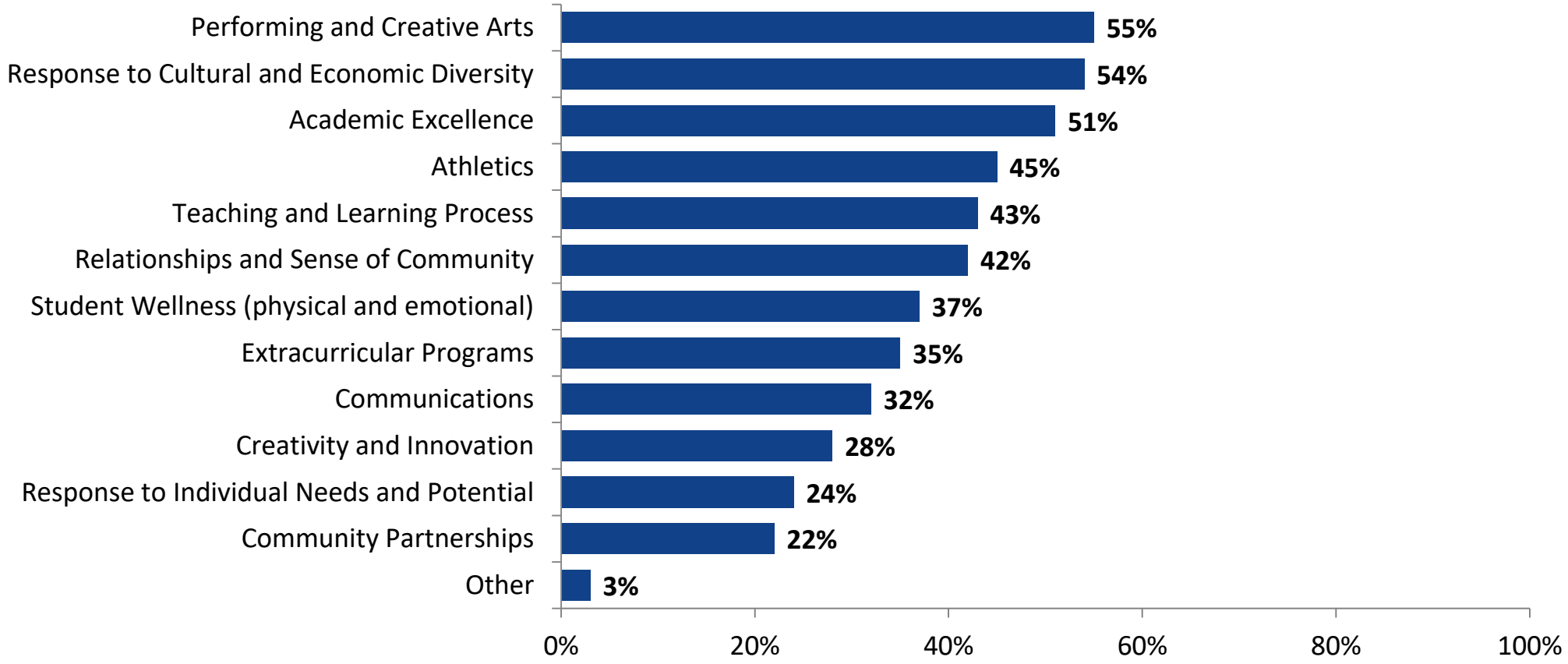
To what degree do you disagree or agree with the following statements about the Homework Policy?



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Nyack Public School Strengths

Which of the following are Nyack Public Schools' strengths? (N=1,013)

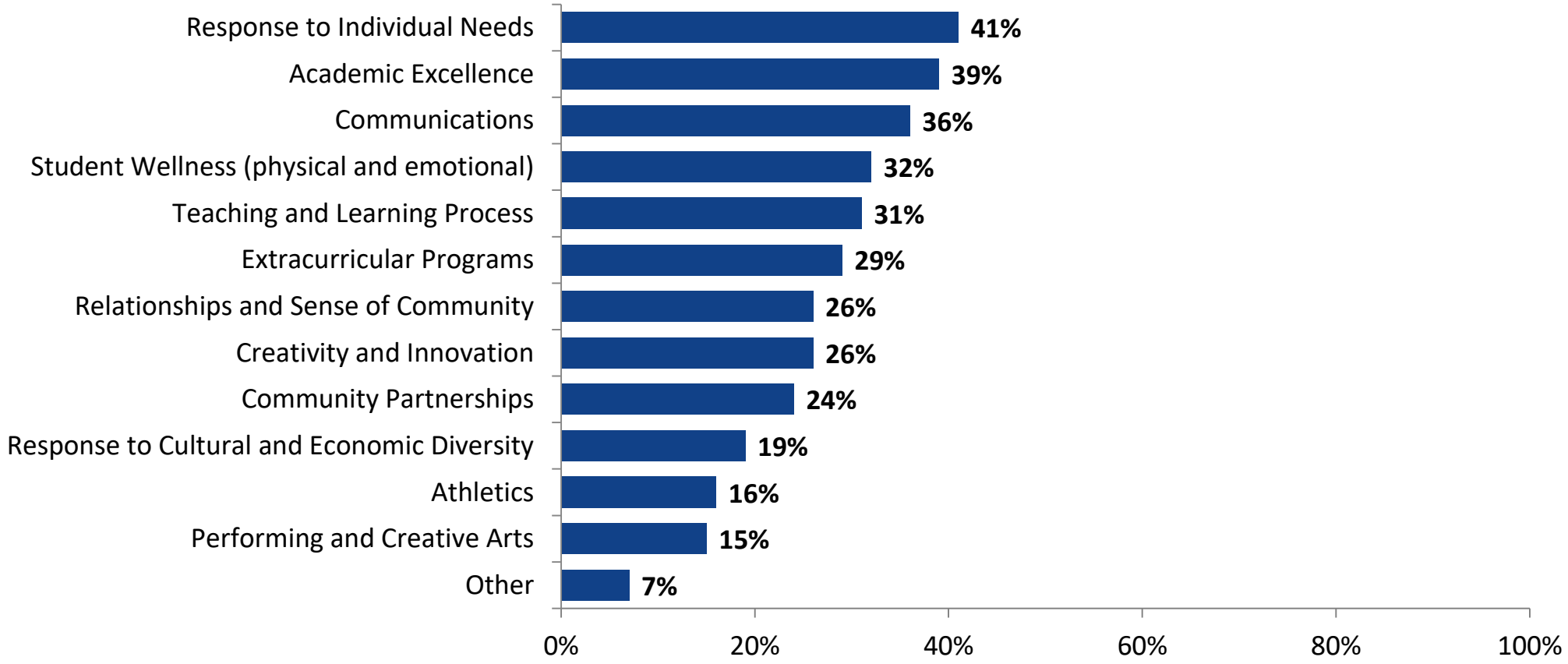


Percentages added may exceed 100 since a participant may select more than one answer for this question.

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Areas Needing Improvement

Which of the following are areas where Nyack Public Schools needs improvement? (N=901)

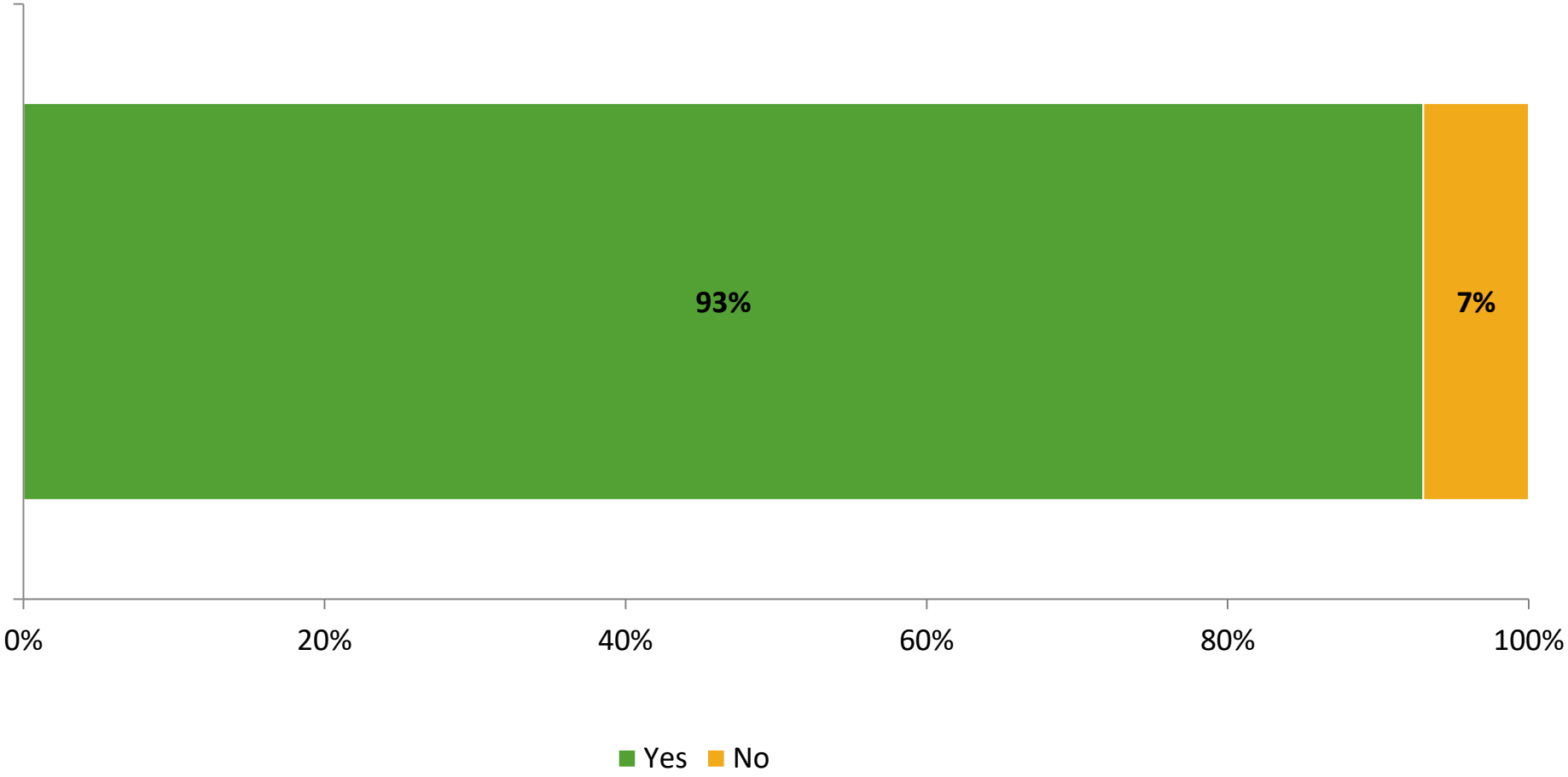


Percentages added may exceed 100 since a participant may select more than one answer for this question.

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Frequency of District Communication

Do you receive regular communications from the district? (N=1,033)

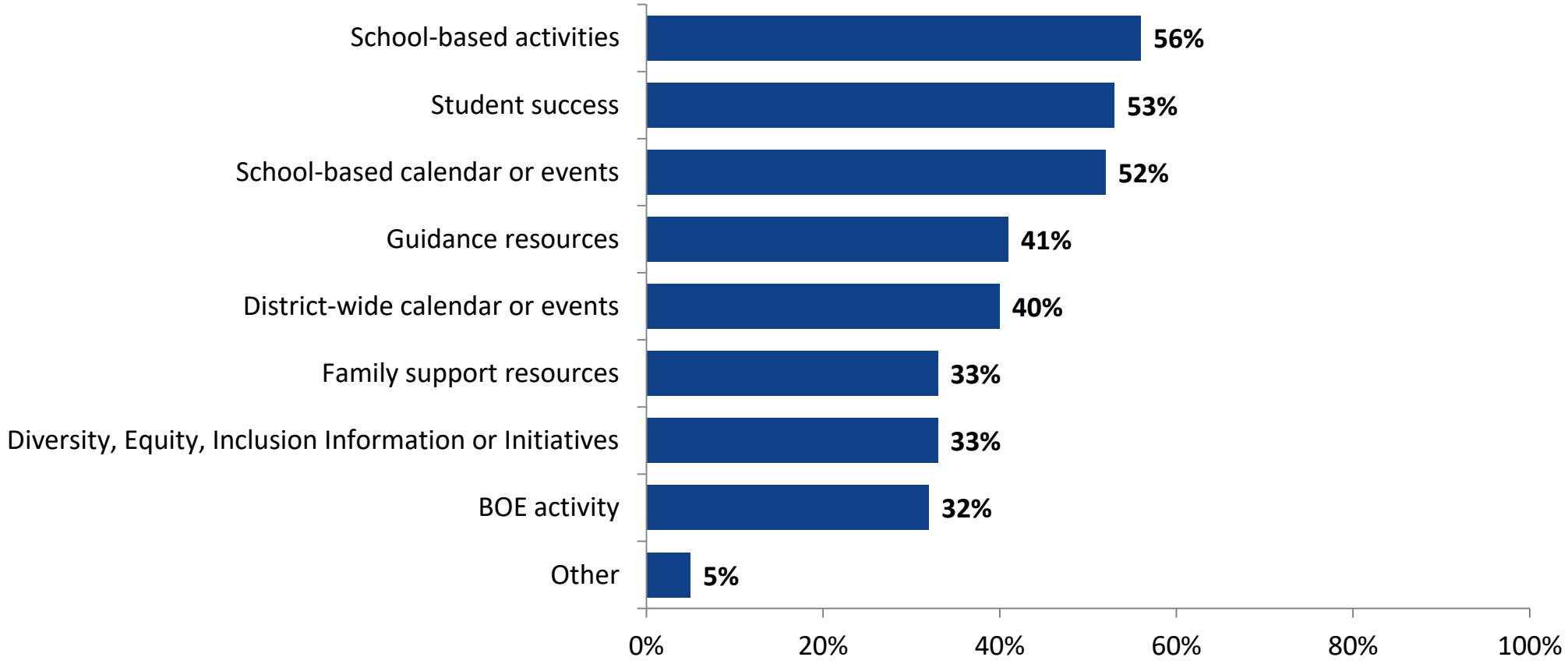


Not Applicable responses have been excluded from calculations.

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Frequency of District Communication

Would you like to receive communications more frequently than you currently do regarding any of the following? (N=783)

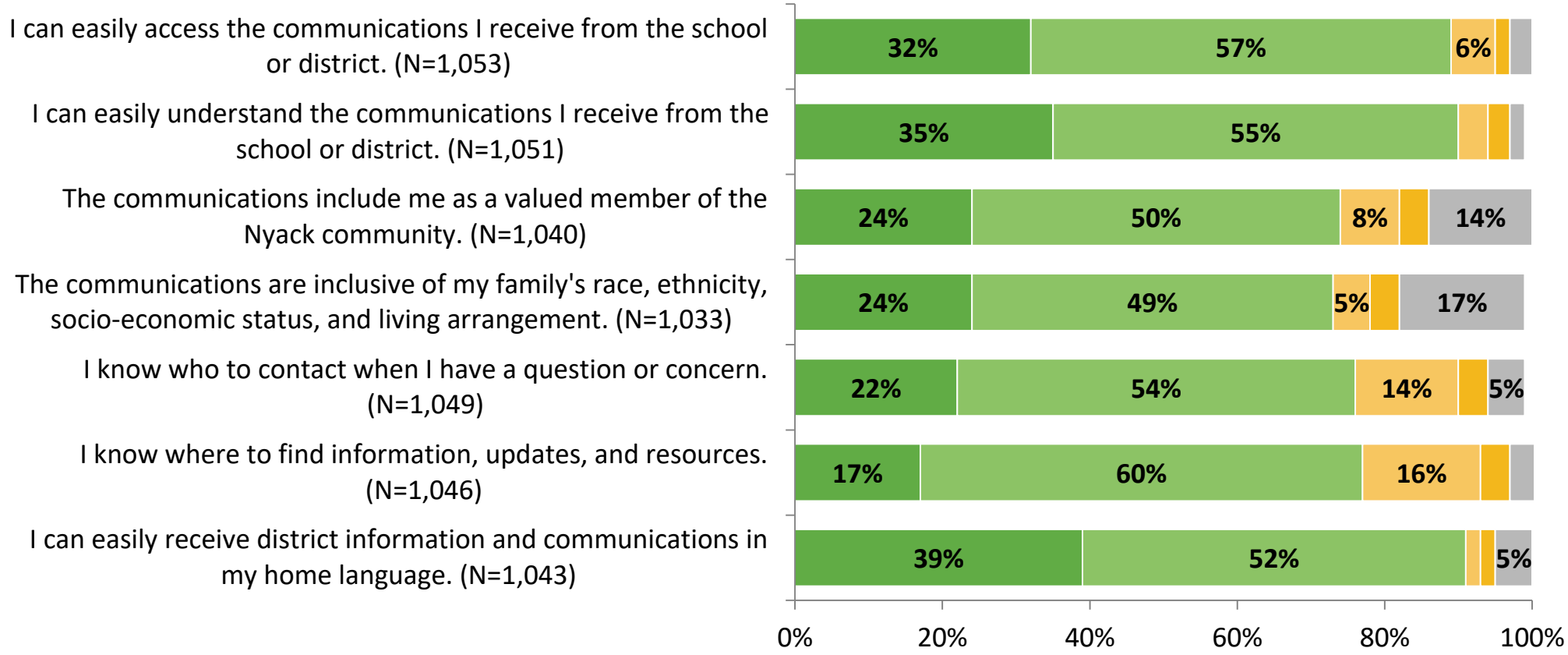


Percentages added may exceed 100 since a participant may select more than one answer for this question.

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Perceptions of Communications

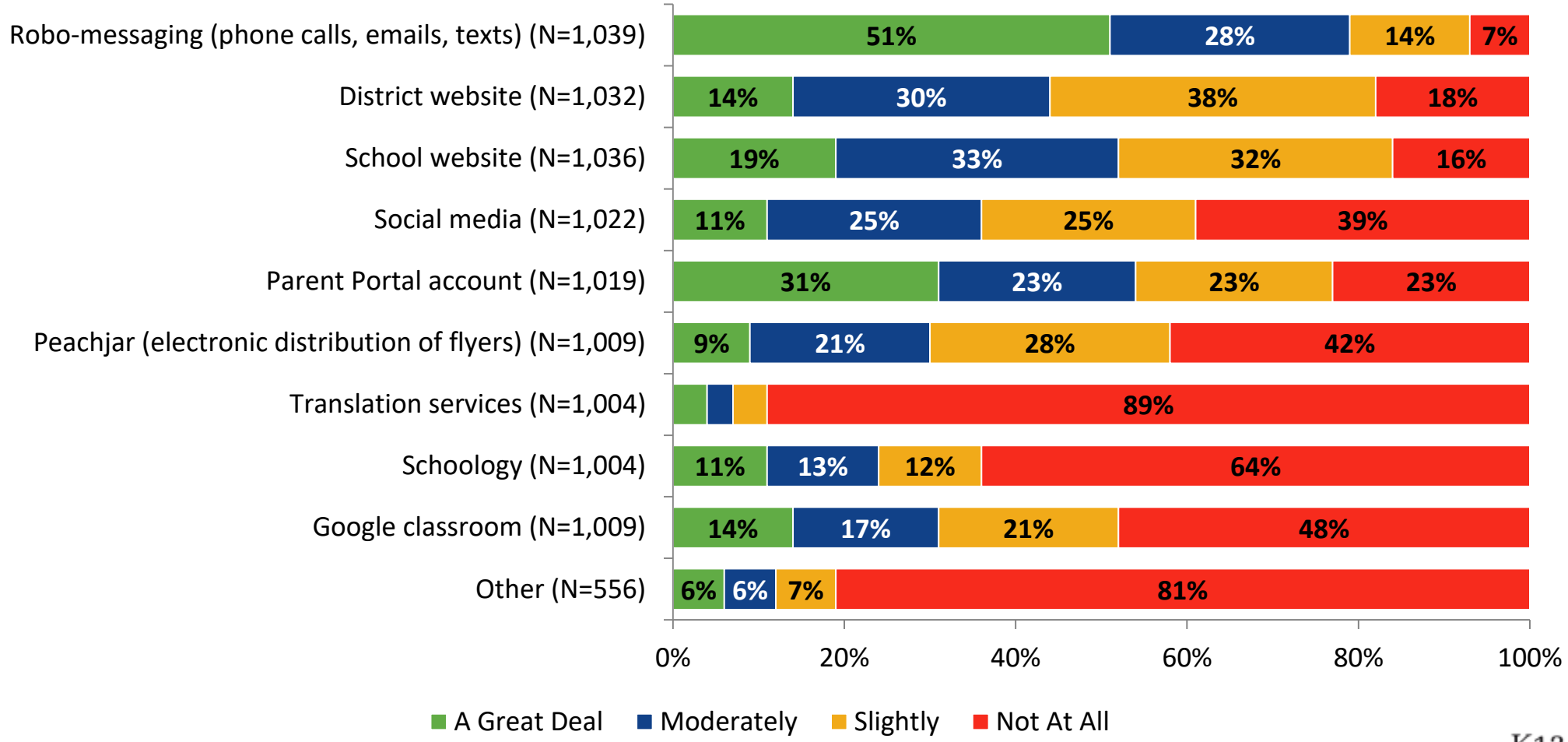
How strongly do you disagree or agree with the following statements regarding District and school-based communications?



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Reliance on Communications Tools

How much do you rely on the following communications apps/tools?



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Effective Ways of Receiving Communications

Please select the three most effective ways to receive information from your child's school. (N=760)

Response	Weighted Score	Relative Weighted Score	Overall Rank
Email	**1526**	**100**	**1**
Text message	**1283**	**84**	**2**
Phone call (personal or robo)	**951**	**62**	**3**
Meeting in person with teachers or staff members	443	29	4
School or district website	179	12	5
Mail to my home address	137	9	6
Through translation services (e.g. Spanish or Haitian Creole liaison)	41	3	7

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Effective Ways of Two-way Communications

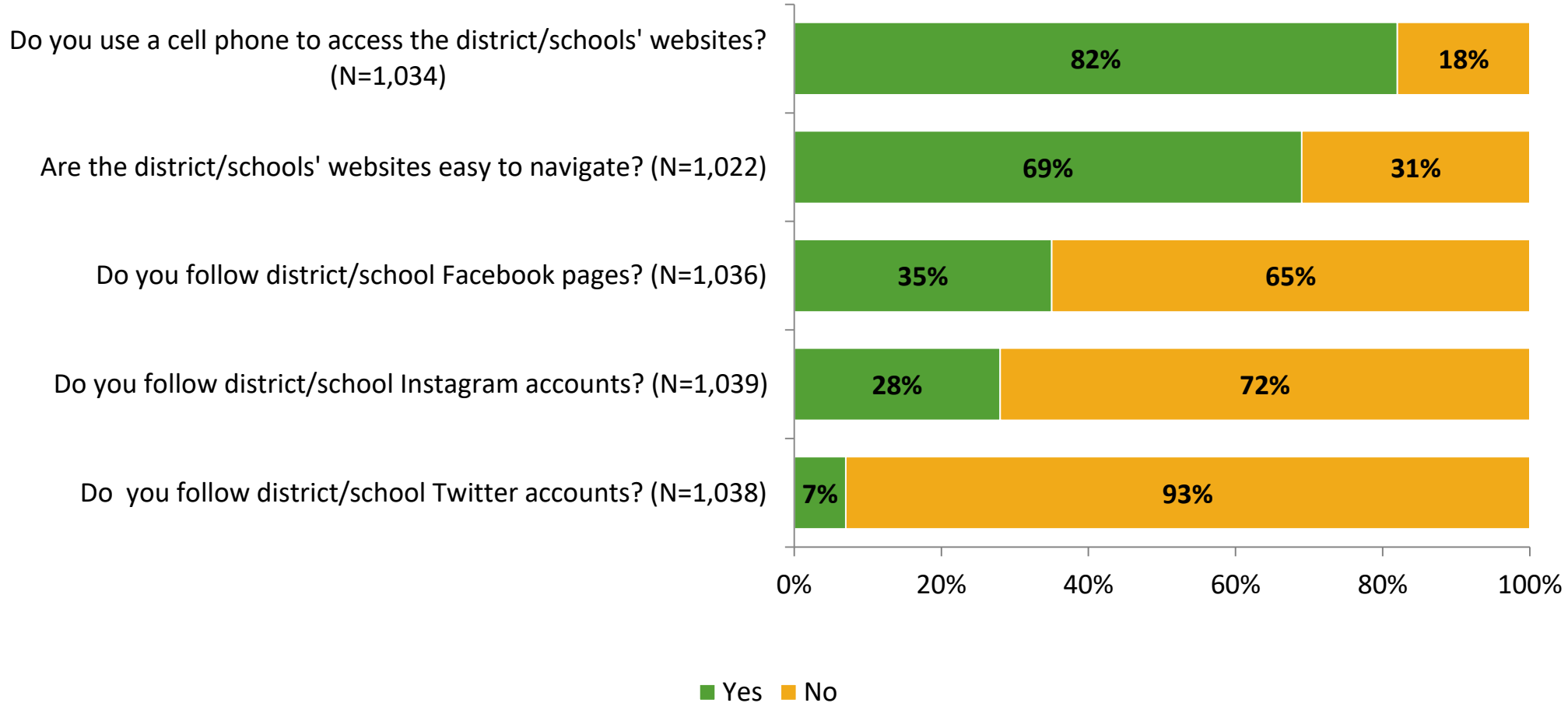
Please select the three most effective means for communicating with your child's school. (N=739)

Response	Weighted Score	Relative Weighted Score	Overall Rank
Email	**1534**	**100**	**1**
Phone call (personal or robo)	**1393**	**91**	**2**
Meeting in person with teachers or staff members	**828**	**54**	**3**
Text message	605	39	4
Let's Talk on the district website	50	3	5
Through translation services (e.g. Spanish or Haitian Creole liaison)	24	2	6

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Access to District Information

Please answer the following questions about your access to District information.



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Thematic Analysis

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Thematic Analysis

If you could immediately change one or two things in the Nyack Public Schools, what would they be? (N=540)
Concerns for current practices in diversity, equity, and inclusion: Participants shared opinions about the district's current DEI practices from two conflicting standpoints. Most participants referring to DEI acknowledged the district's efforts thus far and asked for more to be done to celebrate diversity of all types, include culturally diverse events in history lessons, and offer students and staff members greater exposure to diverse cultures. However, a smaller number of participants said they were concerned that the district's practices in DEI were unnecessary, politically-motivated, and created conflict where there was none previously.
Communication: Participants referred to communication with the school and district as inconsistent and difficult to access. They said they were unsure of how their students were performing and what their students were learning, and expressed interest in being more informed of their child's day-to-day performance and behavior. They asked for communication from the district, school, and teachers to be more frequent, streamlined in their modes of delivery, and clearer in their messaging.
Increased opportunities for family involvement: Participants said they wanted to be more informed about and involved in their children's education. They asked for in person IEP meetings, more parent conferences with more teachers with which their children interact, and more opportunities to offer support from home.
Concerns regarding central office staff: Participants said they were concerned about the amount of power currently offered to the central administration staff. They stated central office staff members did not publicly represent themselves in a way that aligned with their perceptions of the district's mission and vision. Participants expressed a desire to see greater levels of professionalism, transparency, and value in the district's traditions and history.
Social-emotional skill building: Participants said students need consistent instruction, modelling, and facilitation in building their social-emotional skills. They stated that limiting SEL to lessons with the counselor or in SEL homerooms did not allow students to effectively build their skillsets. They asked that SEL be fully integrated into the school's everyday practices and courses.

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Thematic Analysis (Continued)

If you could immediately change one or two things in the Nyack Public Schools, what would they be? (N=540)
Behavior: Participants said the district should focus on positive discipline, equal enforcement of rules, and efforts to understand students' individual reasons for displaying negative behaviors. They asked for a greater focus on respect between students and toward staff members.
Extracurricular activities: Participants said they wanted more variety in the offerings of extracurricular activities for students. Specifically mentioned were athletics, special interest clubs, foreign languages, and exposure to various cultures.
Engaging homework and classwork: Participants said they desired more field trips, projects, and time spent outside for their students during the school day. They also stated the worksheets assigned for homework is repetitive and has minimal impact on student learning; they asked for more engaging, project-based homework assignments. Participants also asked for fewer activities on computers, laptops, and tablets.
Differentiated instruction: Participants stated students with different abilities "fall through the cracks", and are grouped with other students of different abilities, regardless of those abilities. They asked for the unique needs of gifted students and those with learning and behavioral disabilities to be addressed individually.
Teacher accountability: Participants said teachers not meeting expectations of the district, and those behaving and communicating to students in a way that does not align with the district's focus on student development and wellbeing, should be held accountable and/or removed from their position.

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Thematic Analysis (Continued)

If you could immediately change one or two things in the Nyack Public Schools, what would they be? (N=540)
Valuing teachers and their opinions: Participants said teachers need greater support and transparency from administrators. They stated teachers are the most informed on student performance and behavior, and that their opinions should heavily influence decisions made within the school and district.
Air conditioning: Participants said they would like for schools to get air conditioning so the schools did not have to cancel instruction on days during which the weather was too warm to host students in the schools.
Changes to lunch: Participants asked that lunch be more nutritious and of better quality. They also asked that the dining process, from the purchasing of food to sitting and eating, be more efficient so all students have sufficient time and space to comfortably eat their meal.
Concerns for athletics: Participants expressed concern for the quality of the sports teams and asked why a number of coaches were leaving their positions. They asked for an increase in the value the district puts in its sports teams and in efforts to improve the district's athletic performance.

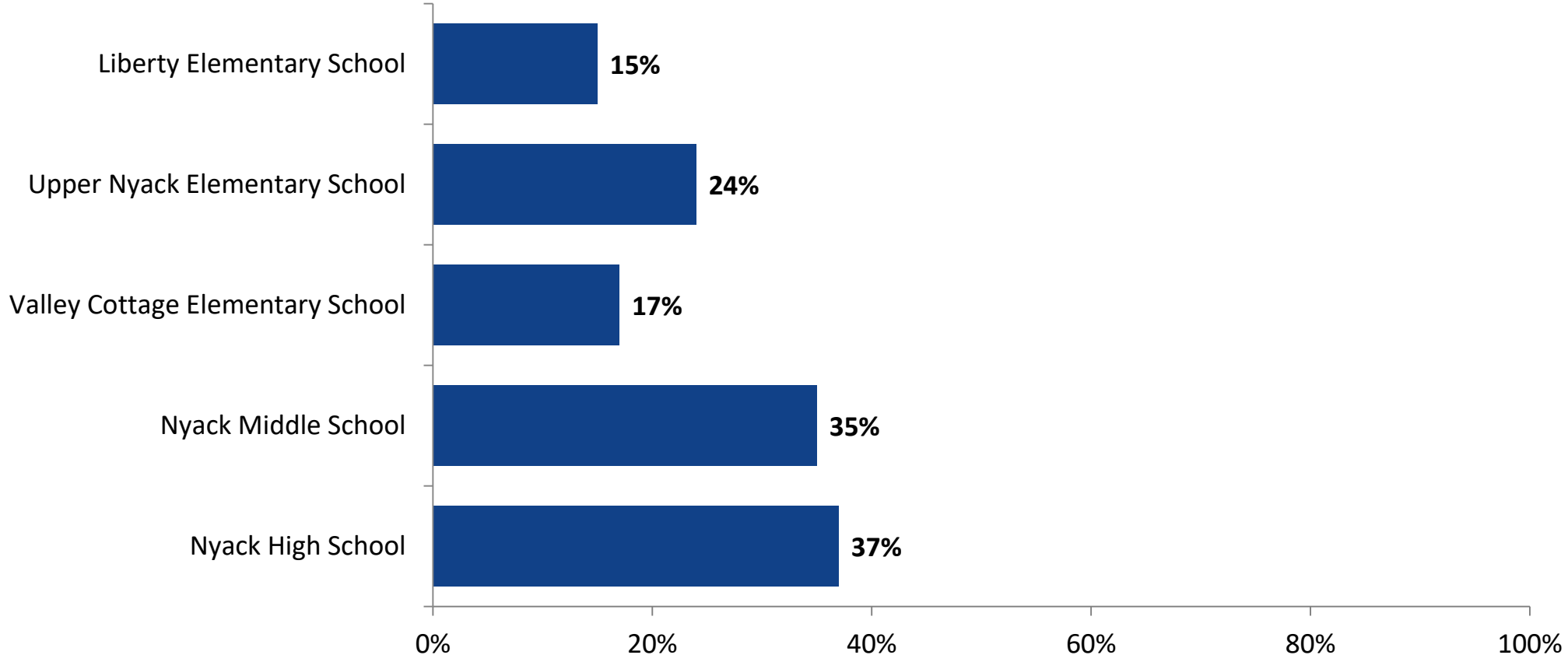
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Participant Demographics

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Children's Schools

Please select your child(ren)'s school. (N=795)

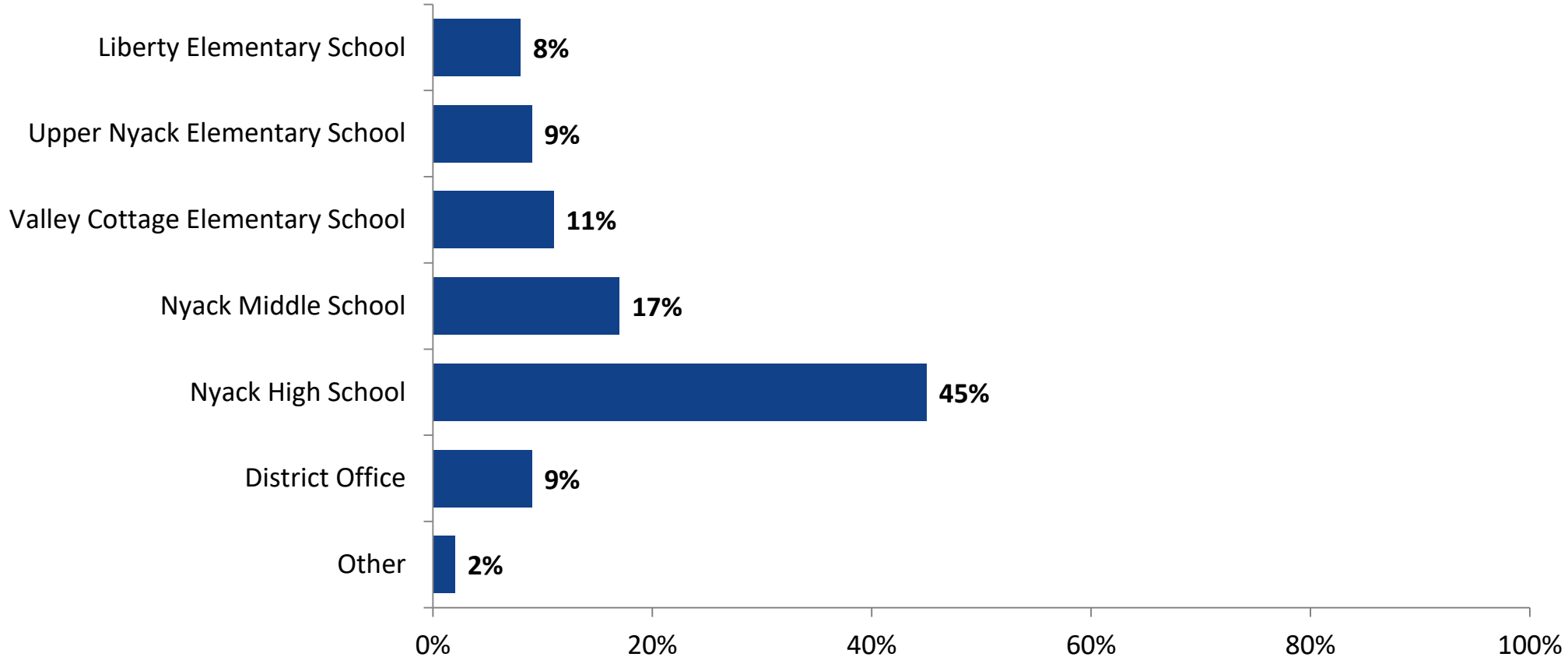


Percentages added may exceed 100 since a participant may select more than one answer for this question.
Note: Only participants with children in at least one Nyack school responded to this question.

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Work Locations of Staff

What is your primary work location? (N=196)

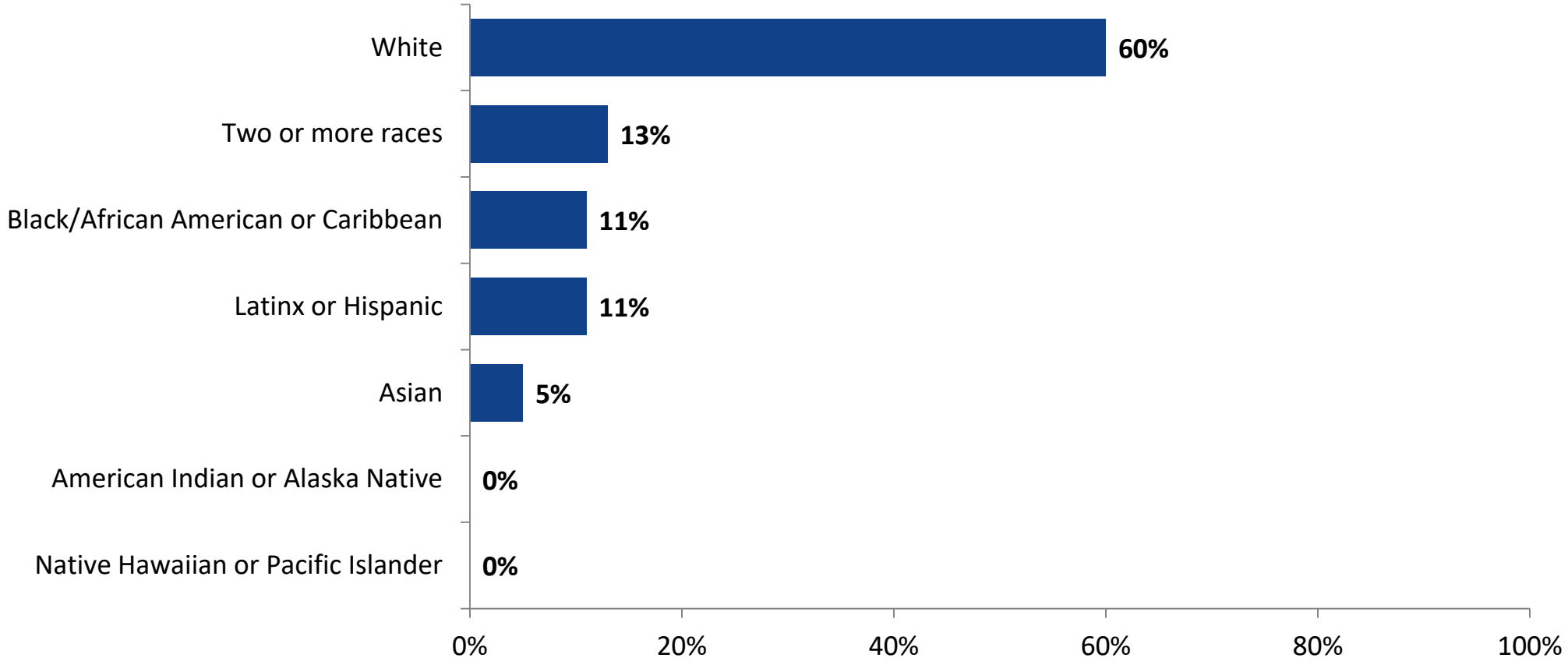


Note: Only participants employed by Nyack Public Schools answered this question.

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Race/Ethnicity

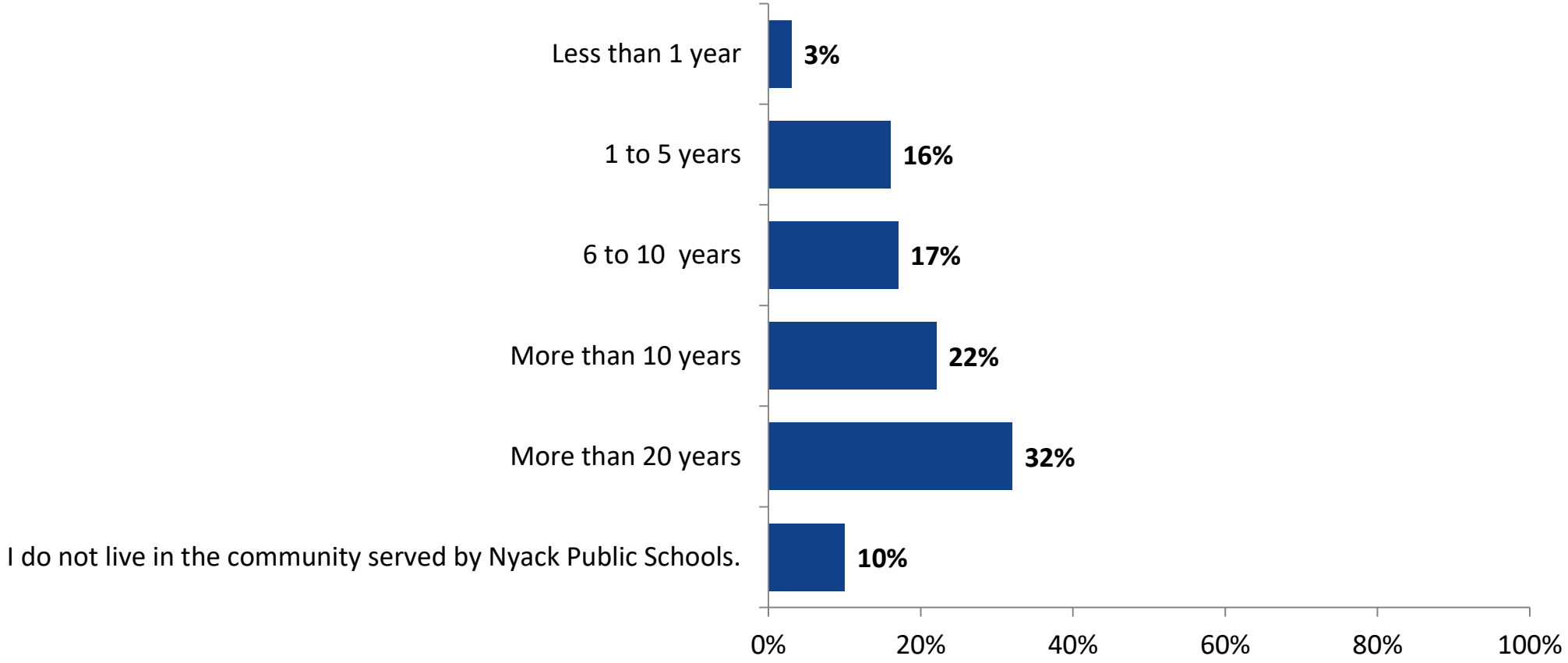
Which of the following best describes your race or ethnicity? (N=1,015)



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Length of Residence

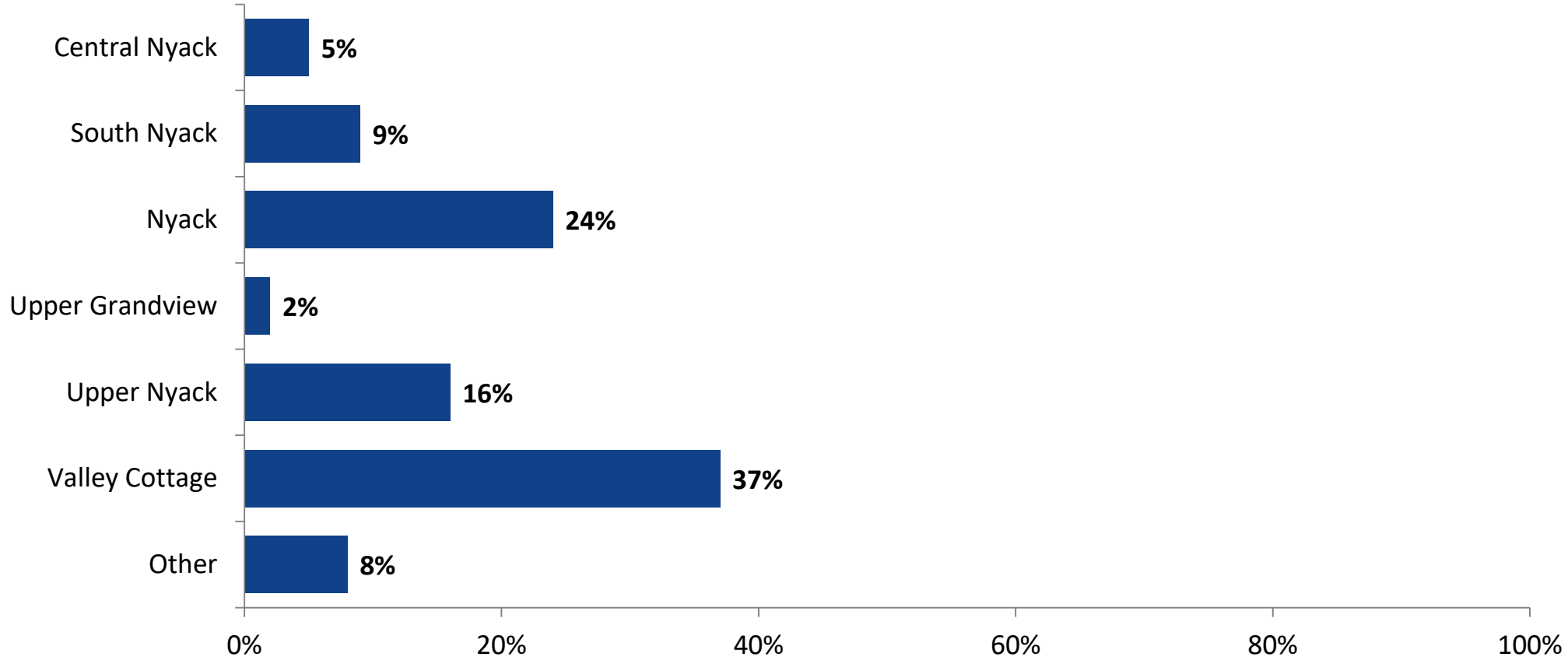
How long have you lived in the Nyack community? (N=1,060)



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Neighborhood of Residence

Which of the following best describes the neighborhood where you live? (N=1,017)



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