

2025-2026 School Climate Survey Results



2025-2026 Certified Faculty School Climate Survey

Question By Question Results Breakdown

1. The faculty and staff are happy to be in school.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86.7%	13.3%	0.0%	0.0%
Harry S. Fisher Elementary School	73.9%	26.1%	0.0%	0.0%
Eli Terry Jr. Middle School	45.5%	54.5%	0.0%	0.0%
Terryville High School	71.4%	28.6%	0.0%	0.0%

2. Teachers in this school are trusted to make instructional decisions that are in the best interest of student learning.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	83.3%	13.3%	3.3%	0.0%
Harry S. Fisher Elementary School	82.6%	13.0%	4.3%	0.0%
Eli Terry Jr. Middle School	57.6%	39.4%	3.0%	0.0%
Terryville High School	75.0%	17.9%	0.0%	7.1%

3. The relationship between students and teachers is good.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	96.7%	3.3%	0.0%	0.0%
Harry S. Fisher Elementary School	95.7%	4.3%	0.0%	0.0%
Eli Terry Jr. Middle School	90.9%	9.1%	0.0%	0.0%
Terryville High School	89.3%	7.1%	0.0%	3.6%

4. My work environment is positive.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	83.3%	16.7%	0.0%	0.0%
Harry S. Fisher Elementary School	73.9%	26.1%	0.0%	0.0%
Eli Terry Jr. Middle School	48.5%	51.5%	0.0%	0.0%
Terryville High School	75.0%	25.0%	0.0%	0.0%

5. My input is solicited and valued in school decision-making processes.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	50.0%	43.3%	6.7%	0.0%
Harry S. Fisher Elementary School	56.5%	34.8%	8.7%	0.0%
Eli Terry Jr. Middle School	45.5%	42.4%	9.1%	3.0%
Terryville High School	39.3%	42.9%	17.9%	0.0%

6. There are effective channels for staff to provide feedback and ideas.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	66.7%	23.3%	10.0%	0.0%
Harry S. Fisher Elementary School	69.6%	26.1%	4.3%	0.0%
Eli Terry Jr. Middle School	45.5%	39.4%	15.2%	0.0%
Terryville High School	60.7%	28.6%	10.7%	0.0%

7. Student discipline practices are fair and consistent.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	36.7%	46.7%	13.3%	3.3%
Harry S. Fisher Elementary School	65.2%	34.8%	0.0%	0.0%
Eli Terry Jr. Middle School	36.4%	54.5%	9.1%	0.0%
Terryville High School	50.0%	39.3%	7.1%	3.6%

8. I feel satisfied with my job at school.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	76.7%	20.0%	3.3%	0.0%
Harry S. Fisher Elementary School	82.6%	17.4%	0.0%	0.0%
Eli Terry Jr. Middle School	57.6%	39.4%	3.0%	0.0%
Terryville High School	75.0%	25.0%	0.0%	0.0%

9. I feel physically safe on school premises.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	96.7%	3.3%	0.0%	0.0%
Harry S. Fisher Elementary School	100.0%	0.0%	0.0%	0.0%
Eli Terry Jr. Middle School	93.9%	6.1%	0.0%	0.0%
Terryville High School	96.4%	3.6%	0.0%	0.0%

10. Protocols and procedures for reporting safety-related concerns are effective.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	10.0%	0.0%	0.0%
Harry S. Fisher Elementary School	91.3%	8.7%	0.0%	0.0%
Eli Terry Jr. Middle School	75.8%	15.2%	9.1%	0.0%
Terryville High School	89.3%	10.7%	0.0%	0.0%

11. I am aware of and can navigate the school's safety policies and procedures.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	100.0%	0.0%	0.0%	0.0%
Harry S. Fisher Elementary School	100.0%	0.0%	0.0%	0.0%
Eli Terry Jr. Middle School	93.9%	3.0%	0.0%	3.0%
Terryville High School	92.9%	7.1%	0.0%	0.0%

12. I feel I've received adequate training on how to handle emergencies in school.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	93.3%	6.7%	0.0%	0.0%
Harry S. Fisher Elementary School	91.3%	8.7%	0.0%	0.0%
Eli Terry Jr. Middle School	81.8%	12.1%	3.0%	3.0%
Terryville High School	92.9%	3.6%	0.0%	3.6%

13. I am satisfied with how the school manages safety concerns.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	80.0%	16.7%	3.3%	0.0%
Harry S. Fisher Elementary School	95.7%	4.3%	0.0%	0.0%
Eli Terry Jr. Middle School	72.7%	24.2%	3.0%	0.0%
Terryville High School	92.9%	7.1%	0.0%	0.0%

14. I'm confident in my ability to handle a safety incident should one arise.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	6.7%	3.3%	0.0%
Harry S. Fisher Elementary School	100.0%	0.0%	0.0%	0.0%
Eli Terry Jr. Middle School	84.8%	15.2%	0.0%	0.0%
Terryville High School	92.9%	7.1%	0.0%	0.0%

15. The school culture promotes respect and understanding among teachers and students.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	83.3%	13.3%	3.3%	0.0%
Harry S. Fisher Elementary School	73.9%	26.1%	0.0%	0.0%
Eli Terry Jr. Middle School	51.5%	45.5%	3.0%	0.0%
Terryville High School	78.6%	21.4%	0.0%	0.0%

16. I am satisfied with the physical condition of the school facilities.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	53.3%	46.7%	0.0%	0.0%
Harry S. Fisher Elementary School	43.5%	56.5%	0.0%	0.0%
Eli Terry Jr. Middle School	48.5%	48.5%	3.0%	0.0%
Terryville High School	60.7%	35.7%	3.6%	0.0%

17. Teachers have adequate input on the Professional Development Committee.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	60.0%	30.0%	3.3%	6.7%
Harry S. Fisher Elementary School	56.5%	39.1%	0.0%	4.3%
Eli Terry Jr. Middle School	60.6%	33.3%	3.0%	3.0%
Terryville High School	17.9%	60.7%	7.1%	14.3%

18. Staff Professional Development opportunities are relevant and valuable.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	73.3%	23.3%	3.3%	0.0%
Harry S. Fisher Elementary School	73.9%	26.1%	0.0%	0.0%
Eli Terry Jr. Middle School	60.6%	36.4%	3.0%	0.0%
Terryville High School	32.1%	64.3%	3.6%	0.0%

19. This school has been supportive of my professional growth.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	83.3%	13.3%	3.3%	0.0%
Harry S. Fisher Elementary School	91.3%	8.7%	0.0%	0.0%
Eli Terry Jr. Middle School	75.8%	24.2%	0.0%	0.0%
Terryville High School	64.3%	28.6%	7.1%	0.0%

20. The school meets the learning needs of the students.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86.7%	13.3%	0.0%	0.0%
Harry S. Fisher Elementary School	87.0%	13.0%	0.0%	0.0%
Eli Terry Jr. Middle School	51.5%	45.5%	3.0%	0.0%
Terryville High School	67.9%	25.0%	0.0%	7.1%

21. The current curriculum is conducive to providing a comprehensive education to the students.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	63.3%	30.0%	3.3%	3.3%
Harry S. Fisher Elementary School	78.3%	21.7%	0.0%	0.0%
Eli Terry Jr. Middle School	48.5%	36.4%	3.0%	12.1%
Terryville High School	67.9%	21.4%	0.0%	10.7%

22. Teachers are provided with the needed resources to embed new instructional practices.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	73.3%	23.3%	3.3%	0.0%
Harry S. Fisher Elementary School	78.3%	21.7%	0.0%	0.0%
Eli Terry Jr. Middle School	63.6%	30.3%	0.0%	6.1%
Terryville High School	78.6%	17.9%	0.0%	3.6%

23. Professional development activities include components of collaborative or peer-learning.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86.7%	13.3%	0.0%	0.0%
Harry S. Fisher Elementary School	82.6%	17.4%	0.0%	0.0%
Eli Terry Jr. Middle School	75.8%	21.2%	0.0%	3.0%
Terryville High School	64.3%	25.0%	3.6%	7.1%

24. I've noticed improvements in instructional effectiveness as a result of participating in professional development.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	60.0%	33.3%	3.3%	3.3%
Harry S. Fisher Elementary School	73.9%	26.1%	0.0%	0.0%
Eli Terry Jr. Middle School	57.6%	33.3%	3.0%	6.1%
Terryville High School	53.6%	32.1%	7.1%	7.1%

Certified Faculty School Climate Survey

Strengths & Areas of Focus

Plymouth Center School

2024-2025 Survey Results - (Certified & Non-Certified Faculty Were Combined On The 2024-2025 Survey)

- **Area of Strength:** Teachers are knowledgeable and committed to student success, and parents feel their child is provided strong academic, social, and emotional support.
- **Area of Focus:** Enhance professional development to better align with staff's current needs and instructional priorities.
 - **Evidence** - Staff Professional Development opportunities are relevant and valuable. (3% Never, 40% Sometimes, 49% Often, 9% Always)
 - **Evidence** - Teachers have adequate input on the Professional Development Committee. (14% Never, 34% Sometimes, 40% Often, 11% Always)

2025-2026 Survey Results -

- **Areas of Strengths:** Faculty report high levels of confidence in safety policies and procedures, with many responding "Always" or "Often" regarding their training and ability to handle emergencies. Teacher-student relationships and the school's support for professional growth are also viewed positively.
- **Areas of Focus:** A number of staff feel their input is only "Sometimes" solicited or valued in decision making processes. Additionally, several respondents expressed concerns with the fairness and consistency of student discipline, with some "Never" and "Sometimes" ratings appearing in the data.

Harry S. Fisher Elementary School

2024-2025 Survey Results - (Certified & Non-Certified Faculty Were Combined On The 2024-2025 Survey)

- **Area of Strength:** Staff perception of safety, staff satisfaction with coming to work, and staff relationships with students were all positive.
- **Area of Focus:** Improve staff input on professional development as to improve the perceived relevance and value of professional development provided.
 - **Evidence** - Teachers have adequate input on the professional development committee. (6% Never, 47% Sometimes, 26% Often, 21% Always)
 - **Evidence** - Staff professional development opportunities are relevant and valuable. (0% Never, 41% Sometimes, 35% Often, 24% Always)

2025-2026 Survey Results -

- **Areas of Strengths:** The faculty believes that student-teacher relationships is a strength, frequently receiving "Always" or "Often" ratings. Staff also express confidence in their ability to handle safety incidents and feel well trained for emergencies.
- **Areas of Focus:** The physical condition of the school facilities is a concern, with many faculty members marking this as "Sometimes" or "Often" rather than "Always". Professional Development relevance and faculty input into the professional development committee are areas identified for improvement.

Eli Terry Jr. Middle School

2024-2025 Survey Results - (Certified & Non-Certified Faculty Were Combined On The 2024-2025 Survey)

- **Area of Strength:** Teachers and staff feel valued and trusted, maintain good relationships with students, and are satisfied with their work and safety conditions.
- **Area of Focus:** Student discipline presents potential for further enhancement.
 - **Evidence** - Student discipline practices are fair and consistent. (20% Never, 35% Sometimes, 37% Often, 8% Always)

2025-2026 Survey Results -

- **Areas of Strengths:** The faculty feels the school is successful in meeting the learning needs of students. There is a sense of personal confidence among staff in managing safety related incidents should they arise.
 - **Areas of Focus:** The physical condition of the school facilities is a concern, with multiple "Never" responses. Staff indicate gaps in organizational communication, specifically regarding effective feedback and the solicitation of staff input for decision making. Student discipline consistency is an area for targeted growth.
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Terryville High School

2024-2025 Survey Results - (Certified & Non-Certified Faculty Were Combined On The 2024-2025 Survey)

- **Area of Strength:** A positive school culture marked by trust in teachers' instructional decisions, strong student-staff relationships, a safe environment, and a commitment to professional growth through collaboration and training.
- **Area of Focus:** Opportunities for input from the staff regarding professional development to increase the relevance and value of the professional development that is provided.
 - **Evidence** - Teachers have adequate input on the Professional Development Committee (6% never, 47% sometimes, 43% often, 4% always)
 - **Evidence** - Staff Professional Development opportunities are relevant and valuable (0% never, 57% sometimes, 38% often, 4% always)

2025-2026 Survey Results -

- **Areas of Strengths:** The mutual respect between teachers and students is a strength, with high marks for school culture. Faculty report feeling physically safe and are aware of safety protocols and procedures.
- **Areas of Focus:** There is a perceived lack of fair and consistent student discipline, with several "Never" and "Sometimes" responses. Staff feel that the channels for feedback and ideas could be improved.

2025-2026 Non-Certified Faculty School Climate Survey

Question By Question Results Breakdown

1. The faculty and staff are happy to be in school.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86%	14%	0%	0%
Harry S. Fisher Elementary School	78%	22%	0%	0%
Eli Terry Jr. Middle School	91%	9%	0%	0%
Terryville High School	88%	13%	0%	0%

2. Staff in this school are trusted to make instructional decisions that are in the best interest of student learning.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86%	14%	0%	0%
Harry S. Fisher Elementary School	78%	11%	0%	11%
Eli Terry Jr. Middle School	100%	0%	0%	0%
Terryville High School	81%	13%	0%	6%

3. The relationship between students and staff is good.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	100%	0%	0%	0%
Harry S. Fisher Elementary School	89%	11%	0%	0%
Eli Terry Jr. Middle School	91%	9%	0%	0%
Terryville High School	81%	19%	0%	0%

4. My work environment is positive.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86%	14%	0%	0%
Harry S. Fisher Elementary School	89%	11%	0%	0%
Eli Terry Jr. Middle School	91%	9%	0%	0%
Terryville High School	88%	13%	0%	0%

5. My input is solicited and valued in school decision-making processes.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	29%	43%	14%	14%
Harry S. Fisher Elementary School	44%	44%	0%	11%
Eli Terry Jr. Middle School	55%	27%	9%	9%
Terryville High School	38%	50%	0%	13%

6. There are effective channels for staff to provide feedback and ideas.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	29%	71%	0%	0%
Harry S. Fisher Elementary School	44%	44%	11%	0%
Eli Terry Jr. Middle School	73%	27%	0%	0%
Terryville High School	63%	25%	13%	0%

7. Student discipline practices are fair and consistent.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	71%	29%	0%	0%
Harry S. Fisher Elementary School	22%	67%	11%	0%
Eli Terry Jr. Middle School	64%	36%	0%	0%
Terryville High School	38%	44%	13%	6%

8. I am satisfied with my job at school.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86%	14%	0%	0%
Harry S. Fisher Elementary School	89%	11%	0%	0%
Eli Terry Jr. Middle School	91%	9%	0%	0%
Terryville High School	100%	0%	0%	0%

9. I feel physically safe on school premises.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	100%	0%	0%	0%
Harry S. Fisher Elementary School	89%	11%	0%	0%
Eli Terry Jr. Middle School	100%	0%	0%	0%
Terryville High School	100%	0%	0%	0%

10. Protocols and procedures for reporting safety-related concerns are effective.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	71%	14%	0%	14%
Harry S. Fisher Elementary School	78%	11%	0%	11%
Eli Terry Jr. Middle School	91%	9%	0%	0%
Terryville High School	88%	13%	0%	0%

11. I am aware of and can navigate the school's safety policies and procedures.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86%	14%	0%	0%
Harry S. Fisher Elementary School	78%	22%	0%	0%
Eli Terry Jr. Middle School	100%	0%	0%	0%
Terryville High School	88%	13%	0%	0%

12. I feel I've received adequate training on how to handle emergencies in school.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86%	14%	0%	0%
Harry S. Fisher Elementary School	67%	33%	0%	0%
Eli Terry Jr. Middle School	73%	27%	0%	0%
Terryville High School	81%	19%	0%	0%

13. I am satisfied with how the school manages safety concerns.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	100%	0%	0%	0%
Harry S. Fisher Elementary School	89%	11%	0%	0%
Eli Terry Jr. Middle School	100%	0%	0%	0%
Terryville High School	81%	13%	0%	6%

14. I'm confident in my ability to handle a safety incident should one arise.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	100%	0%	0%	0%
Harry S. Fisher Elementary School	78%	22%	0%	0%
Eli Terry Jr. Middle School	100%	0%	0%	0%
Terryville High School	94%	6%	0%	0%

15. The school culture promotes respect and understanding among staff and students.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86%	14%	0%	0%
Harry S. Fisher Elementary School	67%	22%	11%	0%
Eli Terry Jr. Middle School	100%	0%	0%	0%
Terryville High School	88%	6%	6%	0%

16. I am satisfied with the physical condition of the school facilities.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	71%	29%	0%	0%
Harry S. Fisher Elementary School	33%	56%	11%	0%
Eli Terry Jr. Middle School	64%	27%	0%	9%
Terryville High School	63%	25%	0%	13%

17. Staff has adequate input on the Professional Development Committee.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	43%	0%	14%	43%
Harry S. Fisher Elementary School	44%	11%	11%	33%
Eli Terry Jr. Middle School	45%	18%	18%	18%
Terryville High School	19%	25%	13%	44%

18. Staff Professional Development opportunities are relevant and valuable.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	71%	0%	14%	14%
Harry S. Fisher Elementary School	67%	0%	11%	22%
Eli Terry Jr. Middle School	45%	36%	0%	18%
Terryville High School	31%	31%	6%	31%

19. This school has been supportive of my professional growth.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	57%	14%	0%	29%
Harry S. Fisher Elementary School	89%	0%	11%	0%
Eli Terry Jr. Middle School	64%	27%	9%	0%
Terryville High School	44%	31%	6%	19%

20. The school meets the learning needs of the students.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	100%	0%	0%	0%
Harry S. Fisher Elementary School	89%	11%	0%	0%
Eli Terry Jr. Middle School	91%	9%	0%	0%
Terryville High School	63%	19%	0%	19%

21. The current curriculum is conducive to providing a comprehensive education to the students.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	100%	0%	0%	0%
Harry S. Fisher Elementary School	78%	22%	0%	0%
Eli Terry Jr. Middle School	73%	18%	0%	9%
Terryville High School	50%	6%	6%	38%

22. Staff are provided with the needed resources to embed new instructional practices.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	71%	14%	0%	14%
Harry S. Fisher Elementary School	78%	22%	0%	0%
Eli Terry Jr. Middle School	64%	36%	0%	0%
Terryville High School	25%	13%	13%	50%

23. Professional development activities include components of collaborative or peer-learning.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	43%	0%	14%	43%
Harry S. Fisher Elementary School	67%	0%	11%	22%
Eli Terry Jr. Middle School	45%	18%	9%	27%
Terryville High School	25%	13%	13%	50%

24. I've noticed improvements in instructional effectiveness as a result of participating in professional development.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	71%	14%	0%	14%
Harry S. Fisher Elementary School	56%	0%	11%	33%
Eli Terry Jr. Middle School	36%	18%	9%	36%
Terryville High School	25%	19%	13%	44%

Non-Certified Faculty School Climate Survey

Strengths & Areas of Focus

Plymouth Center School

2024-2025 Survey Results - (Certified & Non-Certified Faculty Were Combined On The 2024-2025 Survey)

- **Area of Strength:** Teachers are knowledgeable and committed to student success, and parents feel their child is provided strong academic, social, and emotional support.
- **Area of Focus:** Enhance professional development to better align with staff's current needs and instructional priorities.
 - **Evidence** - Staff Professional Development opportunities are relevant and valuable. (3% Never, 40% Sometimes, 49% Often, 9% Always)
 - **Evidence** - Teachers have adequate input on the Professional Development Committee. (14% Never, 34% Sometimes, 40% Often, 11% Always)

2025-2026 Survey Results -

- **Areas of Strengths:** This group reports high levels of physical safety and confidence in emergency protocols, with "Always" being the most frequent response for these categories. Student-staff relationships are a notable strength, consistently rated as "Always" or "Often". Most staff members report being satisfied with their jobs.
 - **Areas of Focus:** An area for improvement is staff input in decision making, which received several "Sometimes" and even one "Never" rating. Participation in the Professional Development Committee is low, with some staff reporting "Never" having input in this area.
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Harry S. Fisher Elementary School

2024-2025 Survey Results - (Certified & Non-Certified Faculty Were Combined On The 2024-2025 Survey)

- **Area of Strength:** Staff perception of safety, staff satisfaction with coming to work, and staff relationships with students were all positive.
- **Area of Focus:** Improve staff input on professional development as to improve the perceived relevance and value of professional development provided.
 - **Evidence** - Teachers have adequate input on the professional development committee. (6% Never, 47% Sometimes, 26% Often, 21% Always)
 - **Evidence** - Staff professional development opportunities are relevant and valuable. (0% Never, 41% Sometimes, 35% Often, 24% Always)

2025-2026 Survey Results -

- **Areas of Strengths:** Non-certified staff at this school express a high confidence in their ability to handle safety incidents and feel well trained for emergencies, frequently selecting "Always". They strongly believe the school meets the learning needs of students.
- **Areas of Focus:** Effective channels for feedback show some inconsistency, with one respondent noting they "Never" feel these channels are effective. Input into school decision making and satisfaction with the physical condition of facilities are areas where "Sometimes" and "Often" are more common than "Always".

Eli Terry Jr. Middle School

2024-2025 Survey Results - (Certified & Non-Certified Faculty Were Combined On The 2024-2025 Survey)

- **Area of Strength:** Teachers and staff feel valued and trusted, maintain good relationships with students, and are satisfied with their work and safety conditions.
- **Area of Focus:** Student discipline presents potential for further enhancement.
 - **Evidence** - Student discipline practices are fair and consistent. (20% Never, 35% Sometimes, 37% Often, 8% Always)

2025-2026 Survey Results -

- **Areas of Strengths:** Staff feel physically safe and report strong student-staff relationships. There is also confidence regarding emergency preparedness and awareness of safety policies. Most respondents feel they are trusted to make decisions in the best interest of students.
 - **Areas of Focus:** Staff input in decision making is a growth area, with responses ranging from "Always" to "Never". Input on the Professional Development Committee is also a weakness, with multiple respondents selecting "Never" or "N/A". Consistency in student discipline is an area where "Sometimes" and "Often" ratings indicate a need for more uniformity.
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Terryville High School

2024-2025 Survey Results - (Certified & Non-Certified Faculty Were Combined On The 2024-2025 Survey)

- **Area of Strength:** A positive school culture marked by trust in teachers' instructional decisions, strong student-staff relationships, a safe environment, and a commitment to professional growth through collaboration and training.
- **Area of Focus:** Opportunities for input from the staff regarding professional development to increase the relevance and value of the professional development that is provided.
 - **Evidence** - Teachers have adequate input on the Professional Development Committee (6% never, 47% sometimes, 43% often, 4% always)
 - **Evidence** - Staff Professional Development opportunities are relevant and valuable (0% never, 57% sometimes, 38% often, 4% always)

2025-2026 Survey Results -

- **Areas of Strengths:** Job satisfaction is a major strength for non-certified staff at the high school, with nearly all respondents marking "Always" or "Often". They report feeling physically safe and having high levels of respect and understanding within the school culture.
- **Areas of Focus:** The fairness and consistency of student discipline is a concern, with multiple staff members selecting "Never" or "Sometimes". Effective feedback channels and staff input into decision making received low ratings, including "Never" and "Sometimes" responses. Several staff members expressed a lack of relevant and valuable professional development opportunities.

2025-2026 Parent School Climate Survey

Question By Question Results Breakdown

1. Standards for achievement are high, reasonable, and achievable.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	70.0%	26.7%	3.3%	0.0%
Harry S. Fisher Elementary School	61.3%	29.0%	9.7%	0.0%
Eli Terry Jr. Middle School	65.9%	31.7%	2.4%	0.0%
Terryville High School	56.0%	44.0%	0.0%	0.0%

2. Teachers are dedicated to the success of their students.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	10.0%	0.0%	0.0%
Harry S. Fisher Elementary School	80.6%	12.9%	6.5%	0.0%
Eli Terry Jr. Middle School	80.5%	19.5%	0.0%	0.0%
Terryville High School	64.0%	36.0%	0.0%	0.0%

3. Teachers are well-qualified and knowledgeable in their subjects.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	10.0%	0.0%	0.0%
Harry S. Fisher Elementary School	87.1%	9.7%	3.2%	0.0%
Eli Terry Jr. Middle School	85.4%	14.6%	0.0%	0.0%
Terryville High School	68.0%	32.0%	0.0%	0.0%

4. I feel satisfied with my child's academic performance this school year.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	10.0%	0.0%	0.0%
Harry S. Fisher Elementary School	67.7%	22.6%	9.7%	0.0%
Eli Terry Jr. Middle School	78.0%	17.1%	4.9%	0.0%
Terryville High School	72.0%	20.0%	8.0%	0.0%

5. The school provides adequate support for my child's learning needs.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86.7%	10.0%	3.3%	0.0%
Harry S. Fisher Elementary School	71.0%	19.4%	6.5%	3.2%
Eli Terry Jr. Middle School	73.2%	24.4%	0.0%	2.4%
Terryville High School	64.0%	32.0%	4.0%	0.0%

6. The school adequately supports my child's social/emotional development.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86.7%	10.0%	3.3%	0.0%
Harry S. Fisher Elementary School	74.2%	16.1%	9.7%	0.0%
Eli Terry Jr. Middle School	70.7%	19.5%	4.9%	4.9%
Terryville High School	64.0%	28.0%	4.0%	4.0%

7. My child conveys a generally positive attitude about learning in school.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86.7%	13.3%	0.0%	0.0%
Harry S. Fisher Elementary School	74.2%	16.1%	9.7%	0.0%
Eli Terry Jr. Middle School	73.2%	22.0%	4.9%	0.0%
Terryville High School	60.0%	32.0%	8.0%	0.0%

8. I feel welcome to participate in my child's education.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	6.7%	3.3%	0.0%
Harry S. Fisher Elementary School	77.4%	12.9%	9.7%	0.0%
Eli Terry Jr. Middle School	80.5%	9.8%	7.3%	2.4%
Terryville High School	72.0%	20.0%	4.0%	4.0%

9. My child feels safe while in school.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	93.3%	0.0%	0.0%	6.7%
Harry S. Fisher Elementary School	83.9%	9.7%	6.5%	0.0%
Eli Terry Jr. Middle School	85.4%	14.6%	0.0%	0.0%
Terryville High School	92.0%	4.0%	4.0%	0.0%

10. The school makes adequate efforts to create a safe learning environment.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	3.3%	0.0%	6.7%
Harry S. Fisher Elementary School	83.9%	9.7%	3.2%	3.2%
Eli Terry Jr. Middle School	87.8%	9.8%	0.0%	2.4%
Terryville High School	88.0%	8.0%	4.0%	0.0%

11. I am satisfied with the school's handling of unkind student behavior.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	66.7%	23.3%	3.3%	6.7%
Harry S. Fisher Elementary School	58.1%	22.6%	16.1%	3.2%
Eli Terry Jr. Middle School	46.3%	36.6%	12.2%	4.9%
Terryville High School	40.0%	44.0%	4.0%	12.0%

12. I am confident in the school's emergency preparedness.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	80.0%	10.0%	3.3%	6.7%
Harry S. Fisher Elementary School	80.6%	9.7%	6.5%	3.2%
Eli Terry Jr. Middle School	78.0%	14.6%	2.4%	4.9%
Terryville High School	84.0%	12.0%	4.0%	0.0%

13. The school provides sufficient support for students' mental health.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	73.3%	10.0%	0.0%	16.7%
Harry S. Fisher Elementary School	71.0%	16.1%	3.2%	9.7%
Eli Terry Jr. Middle School	61.0%	24.4%	0.0%	14.6%
Terryville High School	52.0%	24.0%	4.0%	20.0%

14. Students easily access counseling and support services, if needed.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	80.0%	6.7%	6.7%	6.7%
Harry S. Fisher Elementary School	77.4%	12.9%	0.0%	9.7%
Eli Terry Jr. Middle School	75.6%	9.8%	2.4%	12.2%
Terryville High School	80.0%	4.0%	4.0%	12.0%

15. The school communicates adequately with parents about safety issues.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	6.7%	0.0%	3.3%
Harry S. Fisher Elementary School	80.6%	12.9%	6.5%	0.0%
Eli Terry Jr. Middle School	68.3%	24.4%	7.3%	0.0%
Terryville High School	76.0%	20.0%	4.0%	0.0%

16. I feel well-informed about the school's policies and procedures.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86.7%	10.0%	3.3%	0.0%
Harry S. Fisher Elementary School	80.6%	12.9%	6.5%	0.0%
Eli Terry Jr. Middle School	75.6%	22.0%	2.4%	0.0%
Terryville High School	76.0%	24.0%	0.0%	0.0%

17. I feel satisfied with the frequency of communication from the school.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86.7%	6.7%	3.3%	3.3%
Harry S. Fisher Elementary School	77.4%	12.9%	9.7%	0.0%
Eli Terry Jr. Middle School	75.6%	22.0%	2.4%	0.0%
Terryville High School	84.0%	16.0%	0.0%	0.0%

18. Communication methods used by the school are effective.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	6.7%	3.3%	0.0%
Harry S. Fisher Elementary School	83.9%	6.5%	9.7%	0.0%
Eli Terry Jr. Middle School	80.5%	19.5%	0.0%	0.0%
Terryville High School	80.0%	12.0%	4.0%	4.0%

19. The school responds promptly to my questions or concerns.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86.7%	13.3%	0.0%	0.0%
Harry S. Fisher Elementary School	83.9%	6.5%	6.5%	3.2%
Eli Terry Jr. Middle School	80.5%	17.1%	2.4%	0.0%
Terryville High School	84.0%	12.0%	4.0%	0.0%

20. I receive the necessary information regarding my child's progress and school activities.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	6.7%	3.3%	0.0%
Harry S. Fisher Elementary School	80.6%	12.9%	6.5%	0.0%
Eli Terry Jr. Middle School	82.9%	17.1%	0.0%	0.0%
Terryville High School	68.0%	28.0%	4.0%	0.0%

21. The school encourages parental involvement and feedback.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	86.7%	6.7%	3.3%	3.3%
Harry S. Fisher Elementary School	77.4%	12.9%	9.7%	0.0%
Eli Terry Jr. Middle School	73.2%	24.4%	2.4%	0.0%
Terryville High School	52.0%	40.0%	4.0%	4.0%

22. Parent-teacher meetings are effective in communicating my child's progress and needs.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	90.0%	6.7%	0.0%	3.3%
Harry S. Fisher Elementary School	74.2%	16.1%	9.7%	0.0%
Eli Terry Jr. Middle School	70.7%	19.5%	0.0%	9.8%
Terryville High School	48.0%	20.0%	0.0%	32.0%

23. I have opportunities to participate in school decision-making processes relevant to my child.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	70.0%	13.3%	6.7%	10.0%
Harry S. Fisher Elementary School	71.0%	16.1%	12.9%	0.0%
Eli Terry Jr. Middle School	65.9%	22.0%	7.3%	4.9%
Terryville High School	44.0%	28.0%	20.0%	8.0%

24. I feel comfortable reaching out to teachers or administrators with questions.

School	Always/Often	Sometimes	Never	N/A
Plymouth Center School	93.3%	3.3%	0.0%	3.3%
Harry S. Fisher Elementary School	87.1%	6.5%	6.5%	0.0%
Eli Terry Jr. Middle School	80.5%	17.1%	2.4%	0.0%
Terryville High School	92.0%	8.0%	0.0%	0.0%

Parent School Climate Survey

Strengths & Areas of Focus

Plymouth Center School

2024-2025 Survey Results -

- **Area of Strength:** The school communicates effectively, and families feel comfortable engaging in communication with staff.
- **Area of Focus:** To identify more meaningful opportunities to be involved at the school site for families.
 - **Evidence** - I feel welcome to participate in my child's education. (14% Never, 13% Sometimes, 22% Often, 52% Always)
 - **Evidence** - The school encourages parental involvement and feedback. (9% Never, 18% Sometimes, 25% Often, 49% Always)

2025-2026 Survey Results -

- **Areas of Strengths:** Parents report high levels of confidence in teacher dedication and qualifications, with "Always" and "Often" being the most frequent responses for these categories. There is a strong sense of physical safety and confidence in the school's emergency preparedness. Parents feel very welcome to participate in their child's education and are comfortable reaching out to staff.
 - **Areas of Focus:** The handling of unkind student behavior is an area for improvement, as it received a higher frequency of "Sometimes" or "Never" responses compared to other safety indicators. Some parents feel less involved in school wide decision making processes.
-

Harry S. Fisher Elementary School

2024-2025 Survey Results -

- **Area of Strength:** Teacher knowledge and student safety.
- **Area of Focus:** Improve how students treat each other as well as how staff respond to student behaviors.
 - **Evidence** - I am satisfied with the school's handling of unkind student behavior. (8% Never, 42% Sometimes, 30% Often, 20% Always)

2025-2026 Survey Results -

- **Areas of Strengths:** This school shows significant strength in teacher-parent communication and accessibility. Parents feel satisfied with teacher knowledge and the school's efforts to create a safe learning environment. The majority of parents believe their children feel safe and that the school responds promptly to concerns.
- **Areas of Focus:** The management of unkind behavior is a noted growth area. There are mixed reviews regarding the school's support for social and emotional development, with some parents desiring more consistent support in this area.

Eli Terry Jr. Middle School

2024-2025 Survey Results -

- **Area of Strength:** High academic standards, dedicated and qualified teachers, comprehensive support for students' academic and emotional needs, effective communication with parents, and fostering a safe and positive learning environment.
- **Area of Focus:** Satisfaction with the handling of student behavior.
 - **Evidence** - I am satisfied with the school's handling of unkind student behavior. (10% Never, 32% Sometimes, 35% Often, 22% Always)

2025-2026 Survey Results -

- **Areas of Strengths:** Parents express high satisfaction with the professionalism of the staff and feel that academic standards are high and achievable. The open door policy is effective, as parents feel very comfortable contacting administrators and teachers.
 - **Areas of Focus:** An area of concern is the child's attitude toward learning, with several parents reporting that their children "Sometimes" or "Never" have a positive attitude about school. Handling unkind behavior and providing sufficient mental health support are identified as areas for targeted growth.
-

Terryville High School

2024-2025 Survey Results -

- **Area of Strength:** Parents are highly satisfied with the school's academic standards, dedicated teachers, supportive environment, effective communication, and the overall well-being and success of their children.
- **Area of Focus:** Improve communication and opportunities for parents to be involved within the school community.
 - **Evidence** - The school encourages parental involvement and feedback. (12% never, 26% sometimes, 29% often, 32% always)

2025-2026 Survey Results -

- **Areas of Strengths:** The high school's primary strengths are teacher qualifications and the effectiveness of parent-teacher meetings in communicating progress. Parents report feeling well informed about school policies and procedures and feel their children are physically safe on campus.
- **Areas of Focus:** Engagement is an area of growth, as many parents report their children do not always have a positive attitude about learning. Parents indicated a desire for more opportunities to participate in decision making and expressed a need for improved support for students' social/emotional and mental health needs.

2025-2026 Harry S. Fisher Student School Climate Survey

Question By Question Results Breakdown

Survey Question	Always/Often	Sometimes	Never	N/A
I like coming to school.	37%	52%	9%	2%
I want to raise my hand/answer questions.	59%	31%	8%	2%
I have fun during school assemblies.	82%	10%	7%	1%
I have friends in my class.	84%	14%	1%	1%
My teacher helps me when I ask.	93%	5%	1%	1%
An adult knows me well.	68%	20%	10%	2%
I feel like people at school like me.	72%	19%	6%	3%
I understand school expectations.	83%	14%	2%	1%
I feel safe at school.	88%	10%	1%	1%
My classmates are nice to each other.	48%	42%	9%	1%
Students are nice despite differences.	65%	23%	6%	6%
Students stick up for each other.	67%	21%	8%	4%
Teachers are nice to me.	97%	2%	1%	0%
Students are nice to teachers.	79%	17%	3%	1%
An adult would help me with a problem.	92%	6%	1%	1%
I feel protected by adults in school.	89%	7%	2%	2%
Teachers respond to challenging behavior.	82%	12%	3%	3%
Teachers expect me to learn.	96%	3%	1%	0%
I try my best on schoolwork.	91%	8%	1%	0%
Teachers want students to do a good job.	97%	2%	1%	0%
I feel like I can manage my schoolwork.	78%	16%	5%	1%
Teachers give me extra help if I ask.	86%	8%	4%	2%
Teachers talking to me about work helps.	82%	10%	6%	2%
Teachers check for understanding.	81%	13%	4%	2%
Teachers understand how I learn best.	76%	15%	4%	5%

Harry S. Fisher Student Climate Survey

Strengths & Areas of Focus

2024-2025 Survey Results -

- **Area of Strength:** Students feel their teachers help them and that teachers want to see students succeed.
- **Area of Focus:** Improve student relationships and how students treat one another.
 - **Evidence** - My classmates are nice to each other. (5% Never, 52% Sometimes, 31% Often, 11% Always)

2025-2026 Survey Results -

Areas of Strengths:

- **Supportive Staff:** 97% of students report that their teachers are nice to them "Always" or "Often," and 97% believe their teachers want them to do a good job of learning.
- **High Academic Expectations:** 96% of students feel their teachers expect them to learn what they are being taught.
- **Adult Accessibility and Protection:** 92% of students feel there is an adult who would help them with a problem, and 89% feel protected by the adults in the school.
- **Physical Safety:** 88% of the student body reports feeling safe at school "Always" or "Often".
- **Student Effort:** 91% of students state they try their best on their schoolwork "Always" or "Often".

Areas of Focus:

- **Peer Interactions:** 48% of students feel their classmates are nice to each other "Always" or "Often," with 9% stating this "Never" happens.
- **Daily School Enjoyment:** General happiness regarding coming to school is a growth area, with 37% of students saying they like coming to school "Always" or "Often".
- **Personal Connection:** While teachers are viewed as supportive, 68% of students feel there is an adult who knows them well, and 10% feel that "Never" describes their situation.
- **Classroom Engagement:** 59% of students are eager to raise their hand or answer questions in class "Always" or "Often".

2025-2026 Eli Terry Jr. Student School Climate Survey

Question By Question Results Breakdown

Survey Question	Always/Often	Sometimes	Never	N/A
I like coming to school.	23%	57%	18%	2%
I enjoy participating in class discussion.	43%	41%	15%	1%
I enjoy participating in school activities.	64%	22%	11%	3%
I feel like I belong with my classmates.	51%	39%	9%	1%
I feel comfortable asking for help when needed.	61%	30%	8%	1%
My teachers take the time to get to know me.	60%	32%	7%	1%
I would describe my school as welcoming.	55%	35%	8%	2%
I find the school rules to be clear and fair.	53%	31%	15%	1%
I feel safe at school.	67%	27%	5%	1%
Students in my school are nice to each other.	32%	54%	13%	1%
Students respect each other's differences.	43%	40%	12%	5%
Students will try to stop challenging behavior.	38%	43%	16%	3%
Teachers treat me with respect.	90%	9%	1%	0%
Students treat teachers with respect.	51%	40%	8%	1%
I have at least one trusted adult I can go to.	85%	13%	2%	0%
Adults do a good job of keeping students safe.	80%	17%	2%	1%
Teachers effectively respond to challenging behavior.	72%	21%	5%	2%
My teachers expect students to learn.	90%	8%	1%	1%
I feel successful in learning what I'm taught.	65%	29%	5%	1%
My teachers want to help all students learn.	90%	8%	1%	1%
I feel like I can manage my schoolwork.	56%	35%	8%	1%
Extra help is available to me when I need it.	76%	18%	5%	1%
Feedback from teachers helps me understand.	62%	26%	9%	3%
Teachers check in to see if I understand.	58%	34%	7%	1%
Teachers understand my academic needs.	56%	30%	11%	3%

Eli Terry Jr. Student Climate Survey

Strengths & Areas of Focus

2024-2025 Survey Results -

- **Area of Strength:** The school environment is largely positive, with significant strengths in teacher-student respect, safety perceptions, and teacher expectations.
- **Area of Focus:** Fostering positive peer relationships and ensuring all students feel a strong sense of belonging and support.
 - **Evidence** - I feel like I belong with my classmates. (6% Never, 33% Sometimes, 41% Often, 20% Always)
 - **Evidence** - Students in my school are nice to each other. (7% Never, 61% Sometimes, 28% Often, 4% Always)
 - **Evidence** - Students in my school respect each other's differences. (10% Never, 51% Sometimes, 30% Often, 8% Always)

2025-2026 Survey Results -

Areas of Strengths:

- **Teacher Respect and Dedication:** 90% of students feel that their teachers treat them with respect "Always" or "Often". 90% believe their teachers genuinely want to help all students learn and have high expectations for their success.
- **Presence of Trusted Adults:** 85% of the student body reports having at least one trusted adult they can turn to for help.
- **Adult Protection and Safety:** 80% of students feel that the adults in the school do a good job of keeping students safe, and 67% report feeling physically safe at school "Always" or "Often".
- **Availability of Support:** 76% of students state that extra academic help is available to them whenever they need it.

Areas of Focus:

- **Peer Social Dynamics:** Only 32% of students feel their peers are nice to each other "Always" or "Often," and less than half (43%) feel that students respect each other's differences.
- **Daily School Enjoyment:** Increasing the daily "joy of learning" is a priority, as only 23% of students report they like coming to school "Always" or "Often."
- **Fairness of Rules:** There is an opportunity to improve student perception of fairness, as only 53% currently find school rules to be clear and fair.
- **Peer Respect for Differences:** Less than half of students (43%) feel that their peers respect each other's differences "Always" or "Often".

2025-2026 Terryville High Student School Climate Survey

Question By Question Results Breakdown

Survey Question	Always/Often	Sometimes	Never	N/A
I like coming to school.	44%	43%	10%	3%
I enjoy participating in class discussion.	43%	41%	15%	1%
I enjoy participating in school activities.	65%	22%	10%	3%
I feel like I belong with my classmates.	56%	30%	13%	1%
I feel comfortable asking for help when needed.	87%	10%	2%	1%
My teachers take the time to get to know me.	54%	31%	13%	2%
I would describe my school as welcoming.	71%	22%	5%	2%
I find the school rules to be clear and fair.	58%	26%	13%	3%
I feel safe at school.	85%	12%	2%	1%
Students in my school are nice to each other.	40%	46%	13%	1%
Students respect each other's differences.	42%	38%	15%	5%
Students will try to stop challenging behavior.	39%	43%	15%	3%
Teachers treat me with respect.	92%	7%	1%	0%
Students treat teachers with respect.	55%	35%	9%	1%
I have at least one trusted adult I can go to.	84%	13%	2%	1%
Adults do a good job of keeping students safe.	74%	22%	2%	2%
Teachers effectively respond to challenging behavior.	71%	21%	6%	2%
My teachers expect students to learn.	83%	14%	2%	1%
I feel successful in learning what I'm taught.	66%	27%	5%	2%
My teachers want to help all students learn.	89%	9%	1%	1%
I feel like I can manage my schoolwork.	63%	30%	5%	2%
Extra help is available to me when I need it.	82%	13%	4%	1%
Feedback from teachers helps me understand.	64%	23%	11%	2%
Teachers check in to see if I understand.	60%	31%	8%	1%
Teachers understand my academic needs.	58%	29%	11%	2%

Terryville High Student Climate Survey

Strengths & Areas of Focus

2024-2025 Survey Results -

- **Area of Strength:** Students feel safe, supported, and respected at school, with trusted adults, high expectations, and a strong sense of engagement and encouragement in their learning.
- **Area of Focus:** Improve the atmosphere to be more welcoming and inclusive/respectful of others differences.
 - **Evidence** - I would describe the atmosphere of the school as welcoming. (13% Never, 40% Sometimes, 35% Often, 12% Always)
 - **Evidence** - Students in my school respect each other's differences. (17% Never, 48% Sometimes, 30% Often, 5% Always)

2025-2026 Survey Results -

Areas of Strengths:

- **Teacher Respect and Support:** 92% of students feel that their teachers treat them with respect "Always" or "Often". 89% of students believe their teachers genuinely want to help all students learn.
- **Personal Safety and Security:** 85% of students report feeling safe at school "Always" or "Often," and 74% feel secure with the specific security measures currently in place.
- **Access to Assistance:** 87% of students feel comfortable asking for help when they need it, and 84% have at least one trusted adult they can turn to with a problem.
- **Academic Standards:** 83% of students feel their teachers set high standards for learning, and 82% report that extra help is readily available.

Areas of Focus:

- **Peer Interactions:** 40% of students feel that their peers treat each other well "Always" or "Often," while 13% report that "Never" happens.
- **Respect for Diversity:** 42% of the student body feels that students respect each other's differences "Always" or "Often," and 15% state this never occurs.
- **Bystander Intervention:** 39% of students feel that their peers will try to stop challenging behaviors when they witness them.
- **Daily Engagement:** 44% of students respond that they enjoy coming to school "Always" or "Often," with 10% reporting they "Never" enjoy it.