



SOMSD 24/25 SY Survey Results for the District
Dr. Kevin F. Gilbert, Assistant Superintendent of Schools
May 29, 2025

Year 4: Triple I Experience Survey– Family

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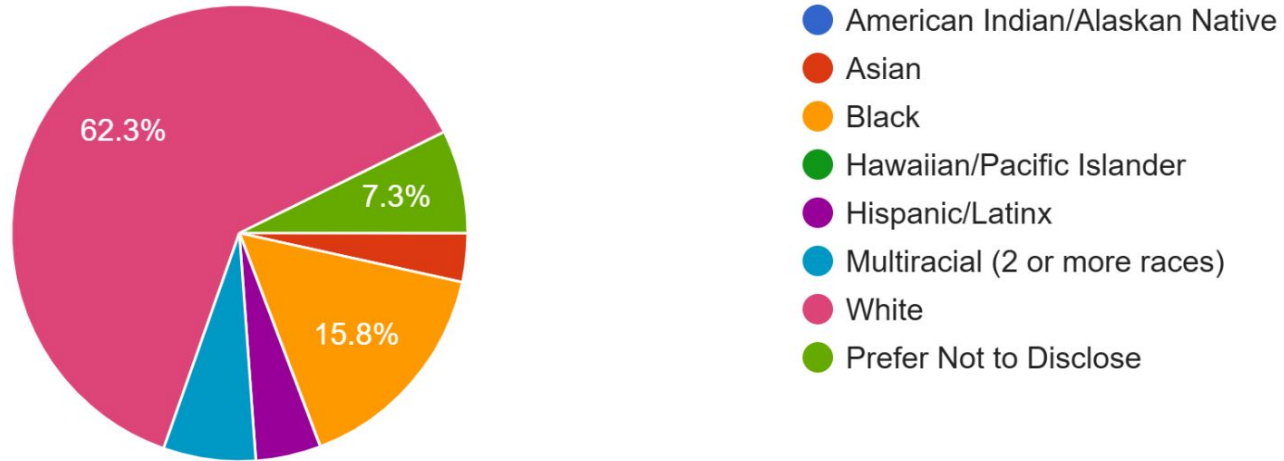
- In January 2025, we surveyed families who were placed through the Intentional Integration Initiative (III).
- Out of the 1,018 students placed; approximately 268 families responded, offering valuable insights into their experiences. Although we fell short of the goal of 300, we did see an increase in the number of families representing our students of color.



Race/Ethnicity Information (Family)

Race/Ethnicity of person completing the survey (Optional)

260 responses



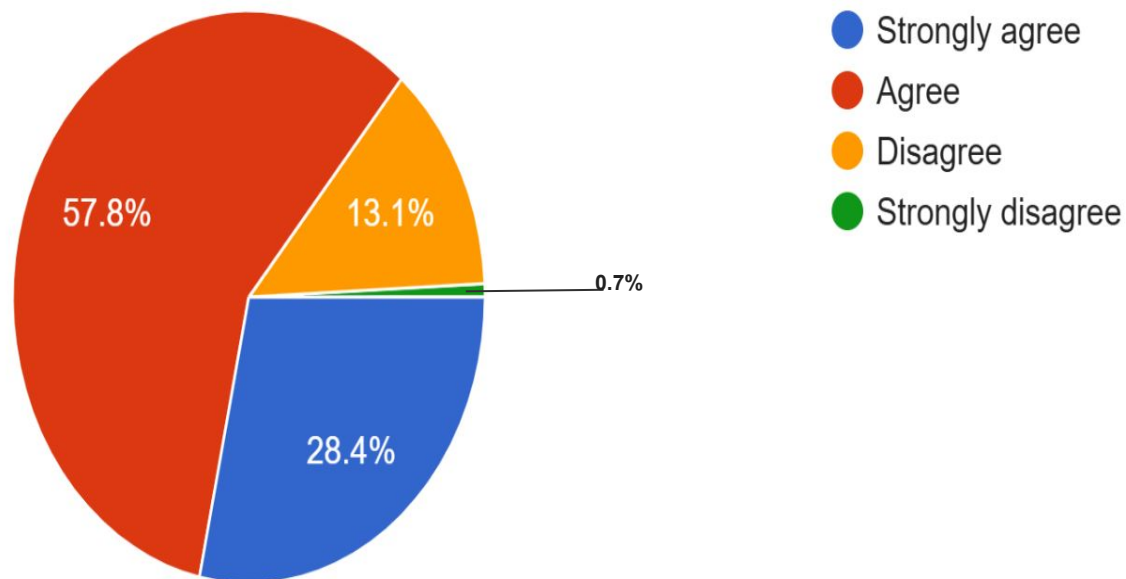
This chart shows the racial and ethnic breakdown of families who responded to the survey. As you can see, the majority of respondents identified as White at 62.3%, followed by Black or African American 15.8%, Multiracial – 6.5%, Hispanic – 4.6%, and Asian 3.5% families.

We recognize the importance of hearing from all voices in our community and are actively exploring additional ways to ensure more representative participation in future surveys.



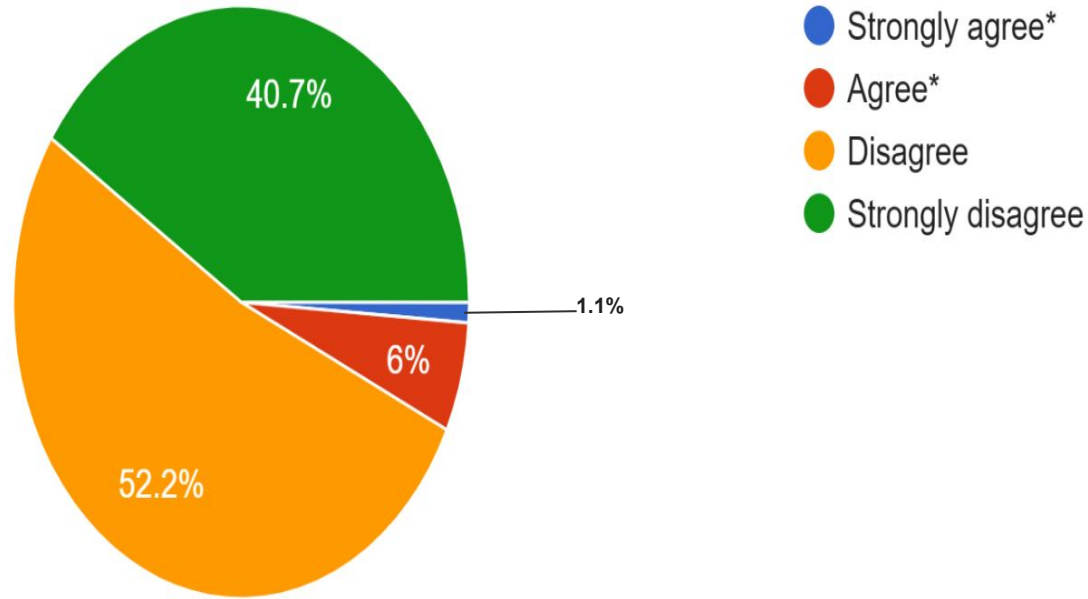
1. The student body at my child's/children's school is very diverse. *Diversity includes characteristics such as race/ethnicity, gender, gender ...nitive ability, disability, age, and national origin.

268 responses



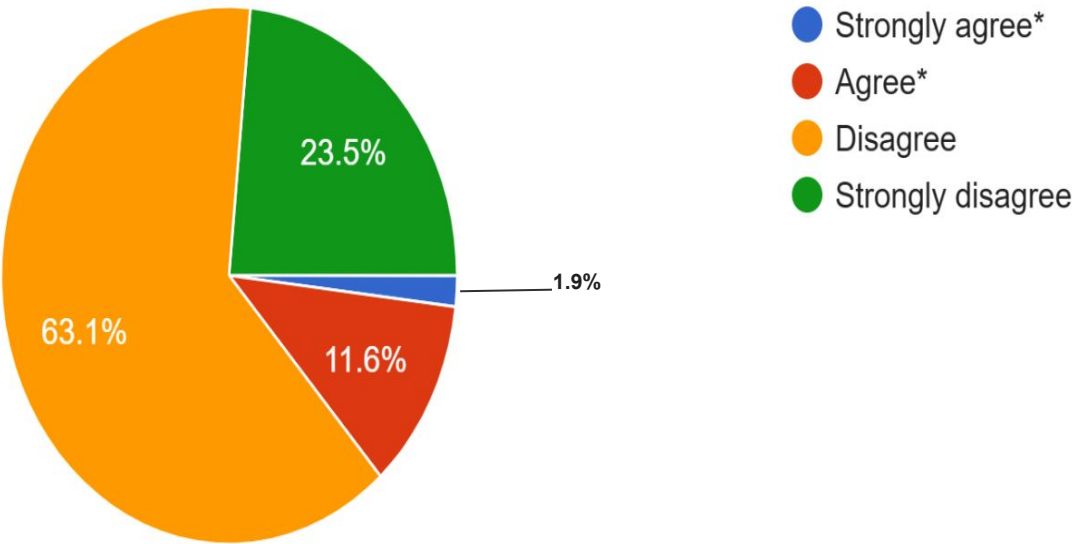
3. It is hard for my child/children to be accepted at this school.

268 responses



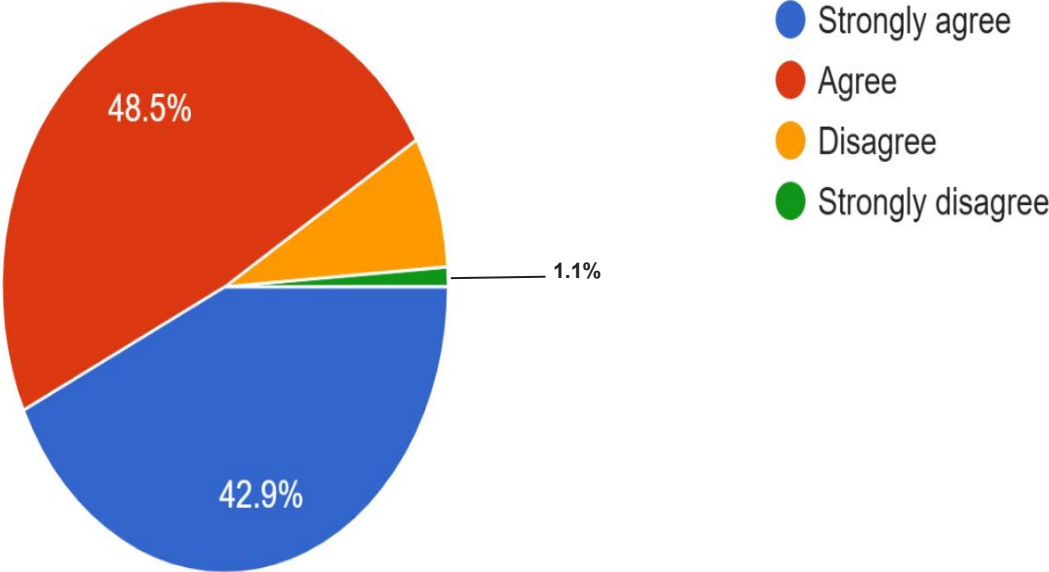
4. There are tensions in school between students with different backgrounds and identities at this school.

268 responses



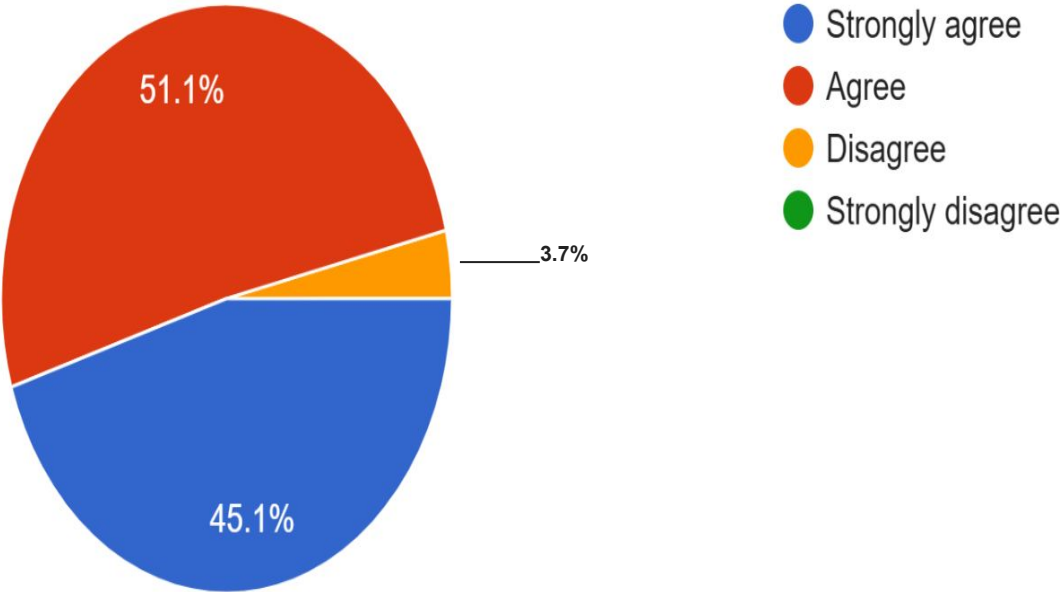
5. My child/children have been able to feel connected to at least one adult at this school.

268 responses



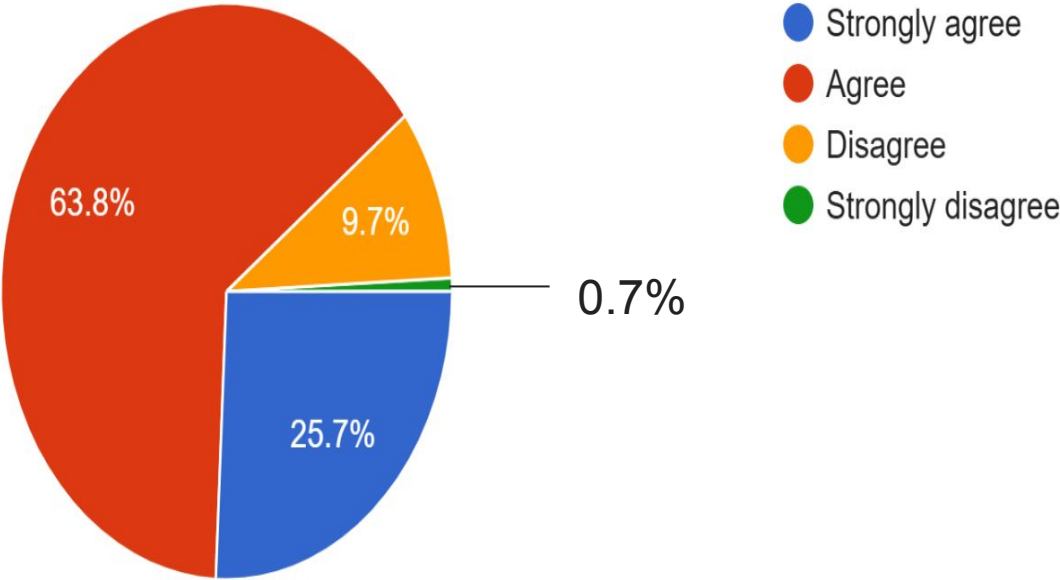
6. I believe staff at this school cares about my child/children.

268 responses



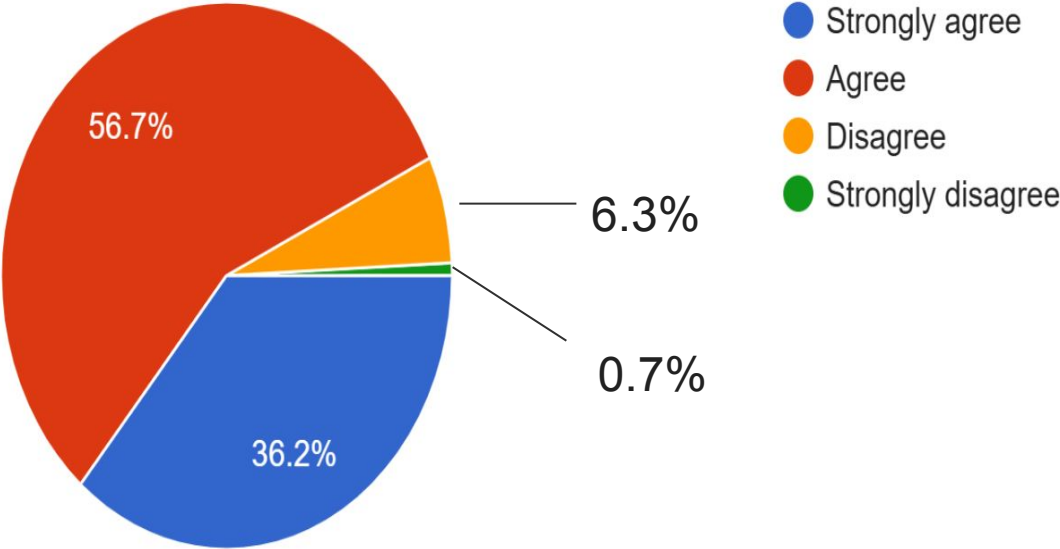
8. Staff at this school understands my child's/children's culture and background.

268 responses



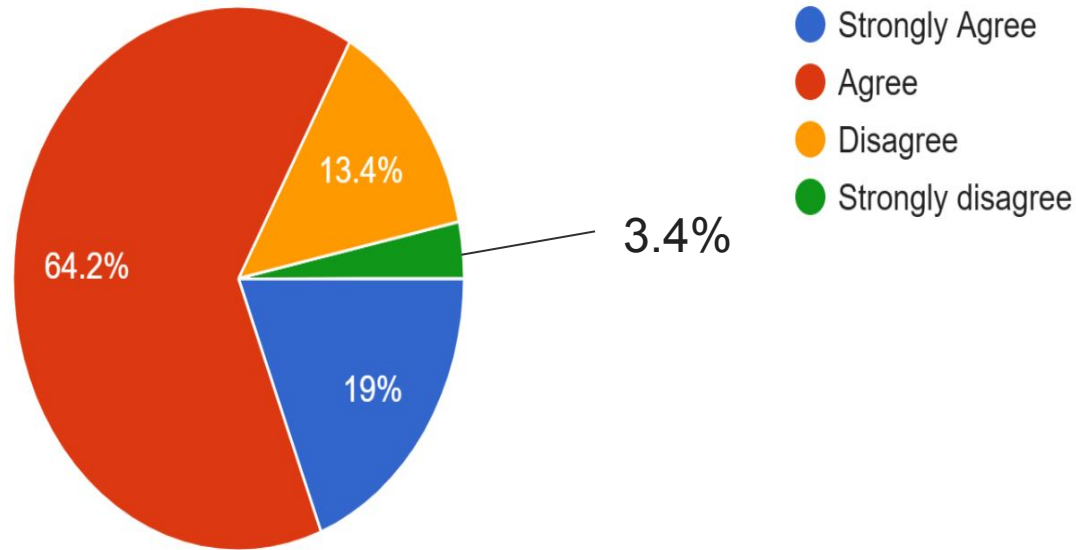
10. Staff at this school encourage students to learn about people from from different races, ethnicities, or cultures.

268 responses



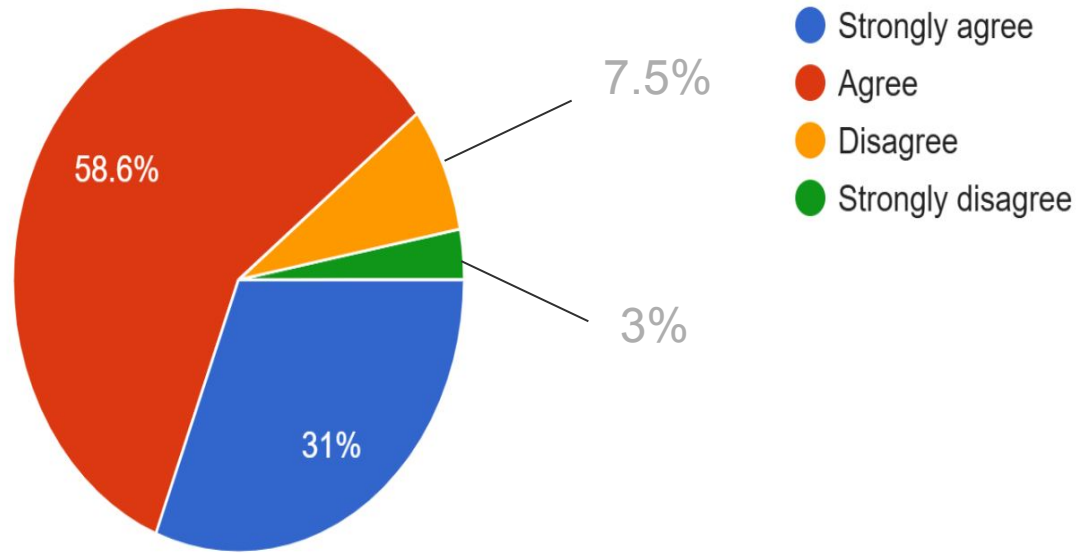
12. My child/children see themselves (their diversity) reflected in their lessons. *Diversity includes characteristics such as race/ethnicity, gender, gender i...itive ability, disability, age, and national origin.

268 responses



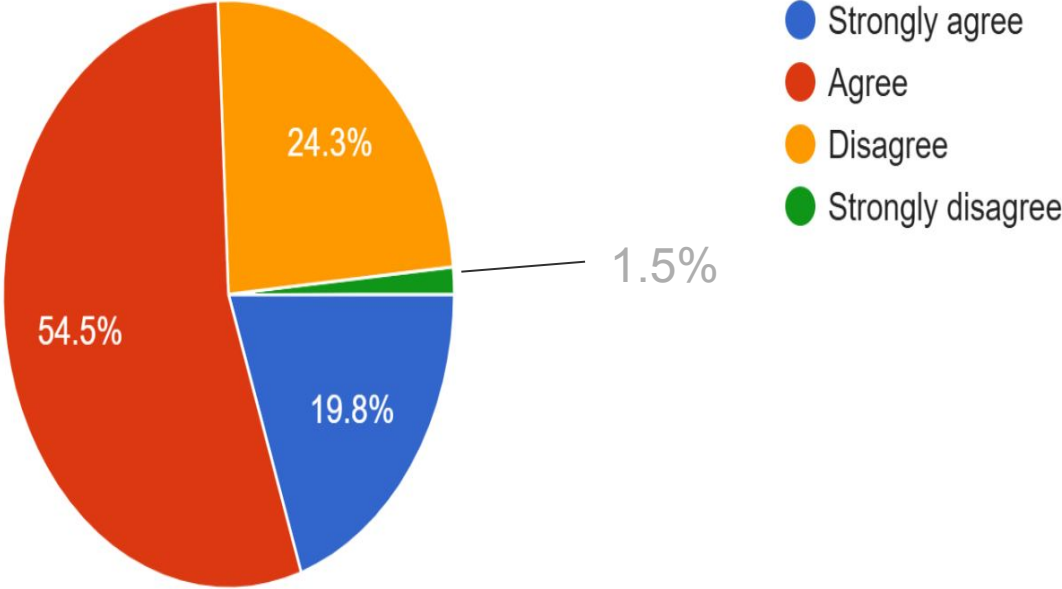
13. My child/children is/are receiving the proper supports to achieve grade level benchmarks at their school.

268 responses



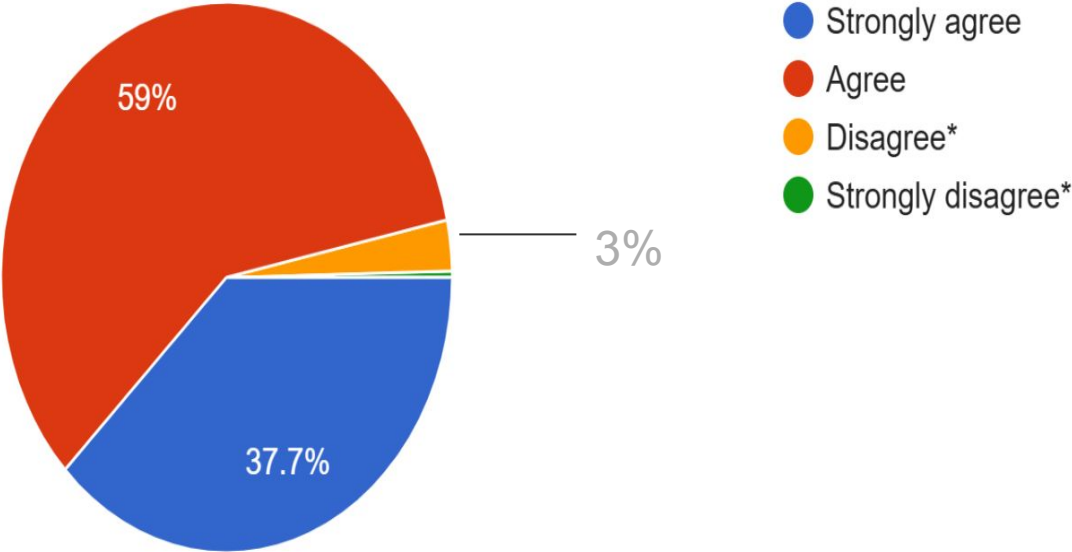
14. As a caregiver, I feel very engaged with this school.

268 responses



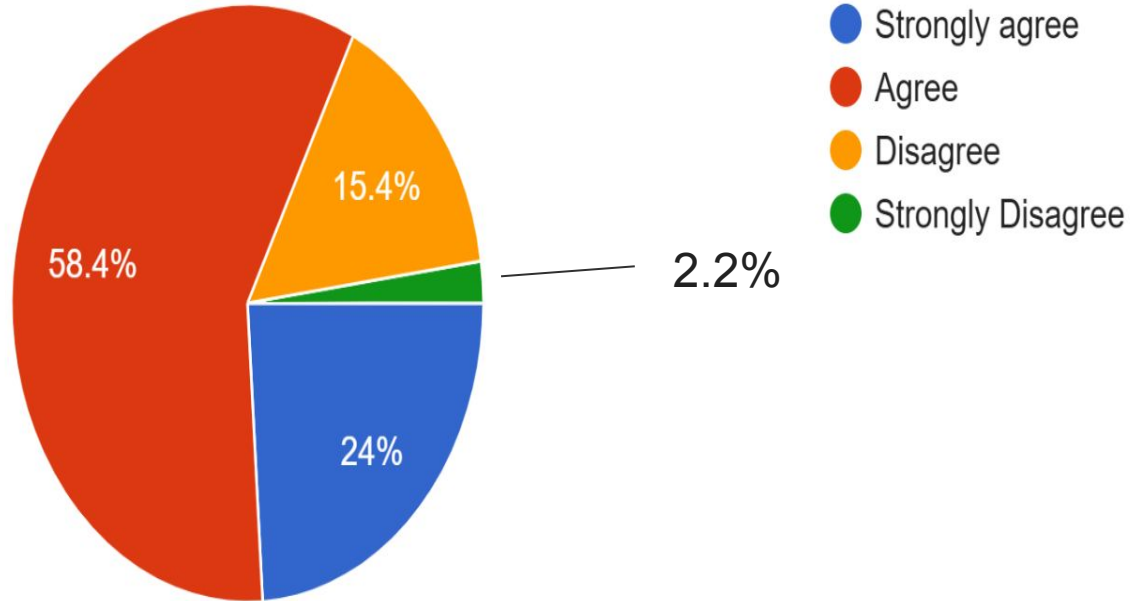
15. When I am at the school, I feel I am treated with as much respect as other families or caregivers.

268 responses



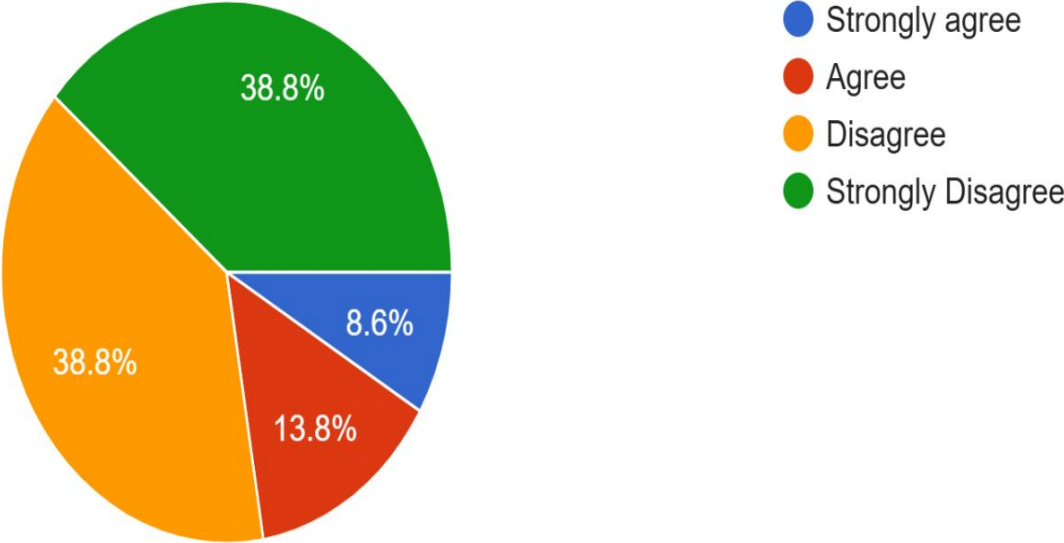
16. School staff reaches out to my family to ensure we feel welcomed and valued.

267 responses



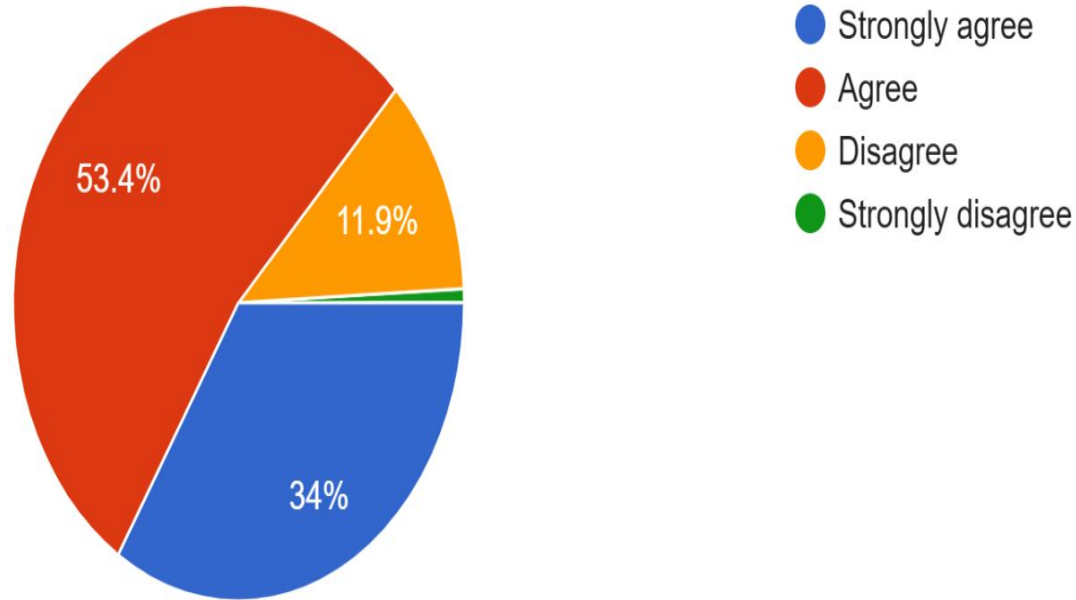
18. My family has experienced hardships as a result of my child's/children's placement in this school.

268 responses



As a caregiver, I feel proud to belong to this school community.

268 responses



Key Takeaways– Triple I Experience Survey

- 92.9% of respondents believe their children do not find it hard to be accepted at their school.
- 91.4% believe their child is connected to at least one adult at school.
- 96.2% of respondents feel that school staff care about their children.
- 96.7% agree or strongly agree that they are treated with the same respect as other families at their school.
- Though most of the responses to questions around welcoming and belonging environments were in the mid 80's to high 80's range, we still have much opportunity to grow in creating those welcomed environments we want for our students.
- Although 83% of respondents agreed/strongly agreed that their children see themselves in their lessons, there is a tremendous opportunity for SOMSD to improve this within the district.
- Family engagement continues to be challenge in SOMSD. Only 74.3% respondents agreed/strongly agreed that they felt very engaged with the school
- Only 82.4% of families felt staff reaches out to them to ensure they are welcomed and valued.
Another area of growth for SOMSD




New Jersey School Climate Improvement Survey (NJSCI)

NJSCI Survey (2023–24)

- In the **2021–22 school year (SY)**, Rutgers University piloted the NJSCI (New Jersey School Climate Improvement) survey platform in several New Jersey districts, including **South Orange–Maplewood School District (SOMSD)**. The survey was initially administered at **Maplewood Middle School (MMS)**, **South Orange Middle School (SOMS)**, and **Columbia High School (CHS)**. In **SY 2022–23**, these three schools **continued** to administer the survey.
- By **SY 2023–24**, the district expanded the initiative, with **all six elementary schools** joining the three secondary schools in administering the survey.
- The NJSCI survey is administered to **students (Grades 3–12), staff, and caregivers**. In SY 2023–24, participation included:
 - a. **3,292 students**
 - b. **450 staff members**
 - c. **857 caregivers**
- The survey evaluates **13 domain areas**, with scores reported on a **4.0 scale**.
- **Building principals** collaborate with their **school culture and climate teams** to analyze the data and use the results to inform and develop **school goals** for the upcoming year.
- The **administration window** for the **SY 2024–25 survey** was held from **April 28 to May 23**.



NJSCI Survey Domains

	Students 3-5	Students 6-12	Staff	Parents/ Caregivers
	1194	2098	450	857
Academic Culture and Classroom Practices	2.97	2.66	2.84	3.03
Behavioral Expectations	2.98	2.68	3.00	2.92
Negative Student Interpersonal Behaviors 	2.73	2.63	2.23	2.64
Prosocial Student Interpersonal Behaviors	2.90	2.49	2.82	2.92
Sense of Physical Safety	3.36	2.98	2.88	3.01

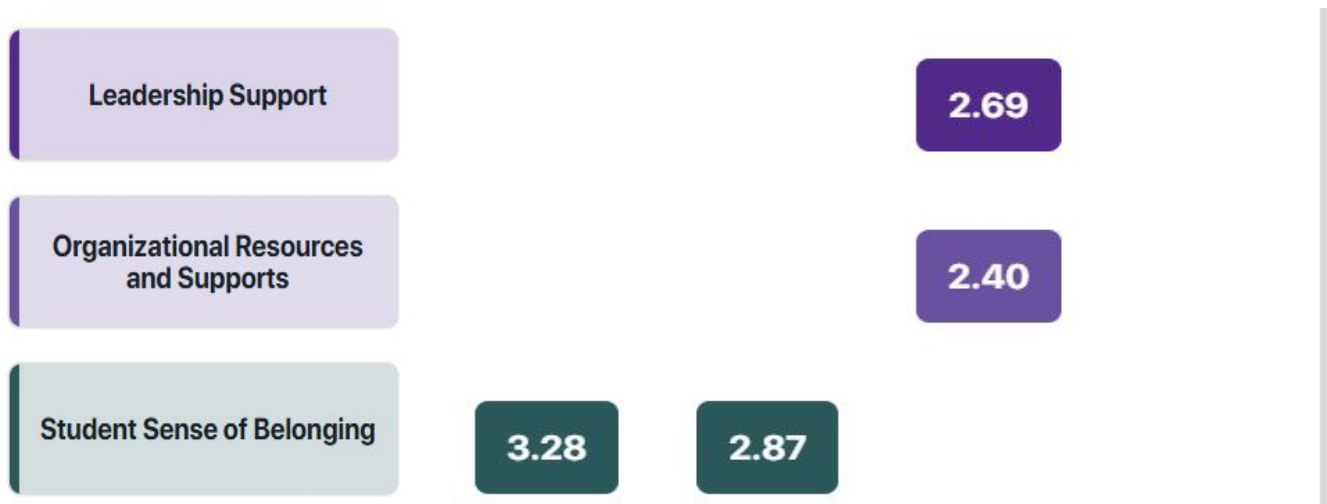


NJSCI Survey Domains

Student Voice and Involvement	2.70	2.69	3.09	2.94
Supportive Staff-Student Relationships	3.18	2.97	3.24	3.06
Supports for Student Social and Emotional Learning	3.08	2.57	2.91	2.82
Family Support and Engagement			2.97	2.93
Collegial Support			3.04	



NJSCI Survey Domains



Key Takeaways– NJSCI Survey

Areas of glow from the the NJSCI Data:

- Strong sense of physical safety (consistent across all groups; especially among students 3–5)
- Supportive Staff–Student Relationships domain scores were generally positive
- High sense of belonging with students 3–5
- Positive family and collegial support among staff and between staff and families

Opportunities to grow from NJSCI Data:

- Adolescent culture and climate gap (6–12 students scores are consistently lower than 3–5 students)
- Student voice and involvement opportunity (student scores were lower as compared to families and staff scores in these areas)
- Social emotional supports for students, especially with our 6–12 grade students
- Student interpersonal relationships (adults and students had different perceptions but the scores were high in the Negative Student Interpersonal Behavior Domain)



Hanover DEIB Survey

Hanover DEIB Survey

- The survey was conducted from December 2024 through January 2025
- There was a total of 2,539 respondents, consisting mainly of students, with approximately 450+ respondents who were caregivers.



Hanover DEIB Survey

RESPONDENT CHARACTERISTICS

Group (n=2359)

Student	79%
Parent	21%

Student Grade (n=2359)

Pre-K	1%
Kindergarten	2%
Grade 1	2%
Grade 2	2%
Grade 3	3%
Grade 4	2%
Grade 5	2%
Grade 6	22%
Grade 7	13%
Grade 8	16%
Grade 9	11%
Grade 10	9%
Grade 11	7%
Grade 12	7%

Special Programs (n=2359)

Special Education Services	9%
Free or Reduced-Price Lunch	6%
English Language Learner (ELL)	2%
Gifted and Talented	2%
None of the above	83%

School Site (n=2359)

Clinton Elementary School	2%
Columbia High School	35%
Deila Bolden Elementary School	3%
Maplewood Middle School	23%
Marshall Elementary School	3%
Montrose Early Childhood Center	1%
Seth Boyden Elementary School	2%
South Mountain Elementary School	3%
South Orange Middle School	29%
Tuscan Elementary School	2%

Gender (n=1929)

Male	44%
Female	44%
Non-binary/Gender non-conforming	3%
Not listed/Prefer to self-describe	3%
Prefer not to respond	6%

Race/Ethnicity (n=1928)

White	60%
Black or African American	21%
Hispanic or Latin(o/a/x)	10%
Asian	9%
American Indian or Alaska Native	2%
Middle Eastern or North African	2%
Native Hawaiian or Pacific Islander	1%
Not listed/Prefer to self-describe	10%
Prefer not to respond	9%

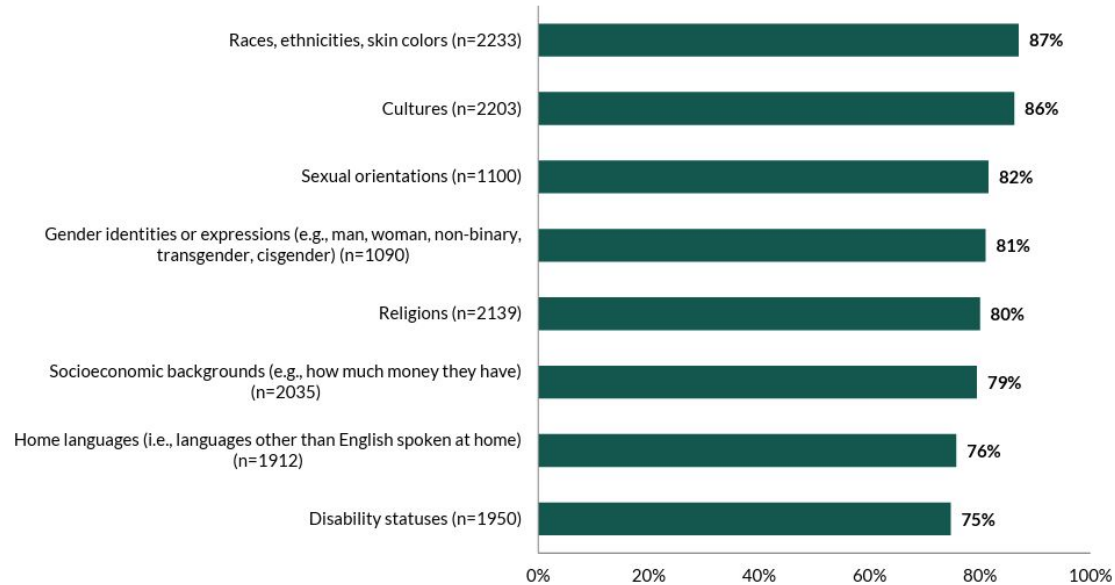


Hanover DEIB Survey

OVERALL SATISFACTION

Please say how much you agree or disagree with the following statements about overall support for people from diverse backgrounds. Overall, [my school supports/my student's school supports] individuals with diverse:

% Agree + % Strongly Agree

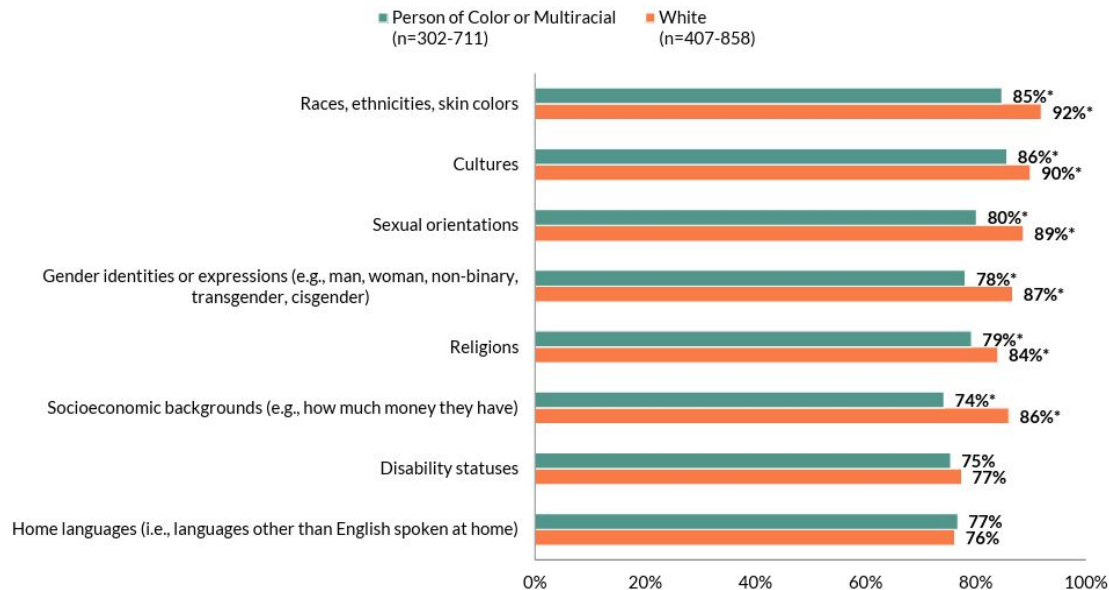


Hanover DEIB Survey

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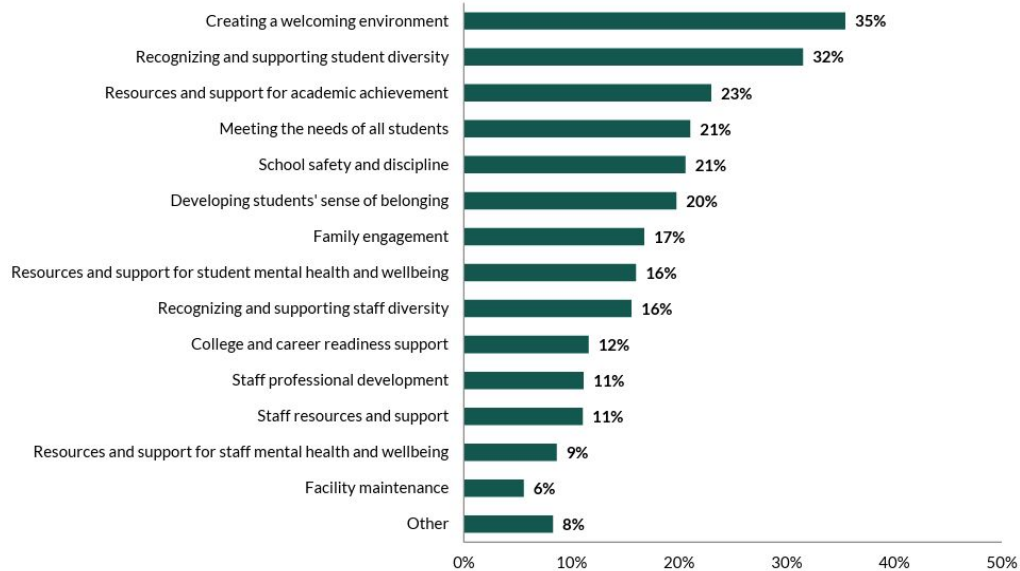
% Agree + % Strongly Agree



Hanover DEIB Survey

DISTRICT PRIORITIES

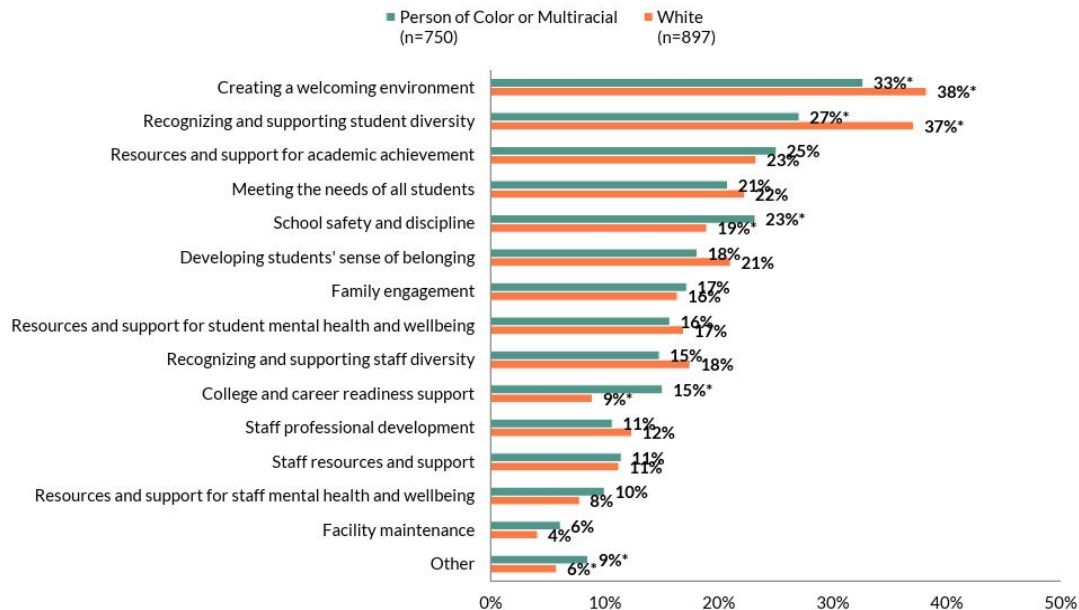
In which of the following areas [is your school/is your student's school/are district schools] performing best (i.e., what is going well)? Please select up to three options. (n=1957)



Hanover DEIB Survey

DISTRICT PRIORITIES

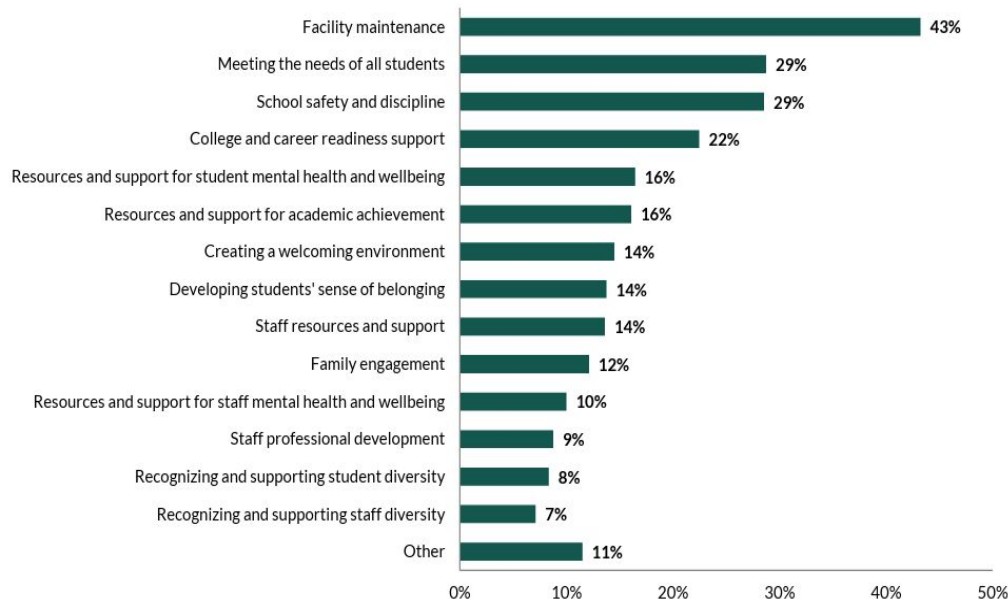
In which of the following areas [is your school/is your student's school/are district schools] performing best (i.e., what is going well)? Please select up to three options.



Hanover DEIB Survey

DISTRICT PRIORITIES

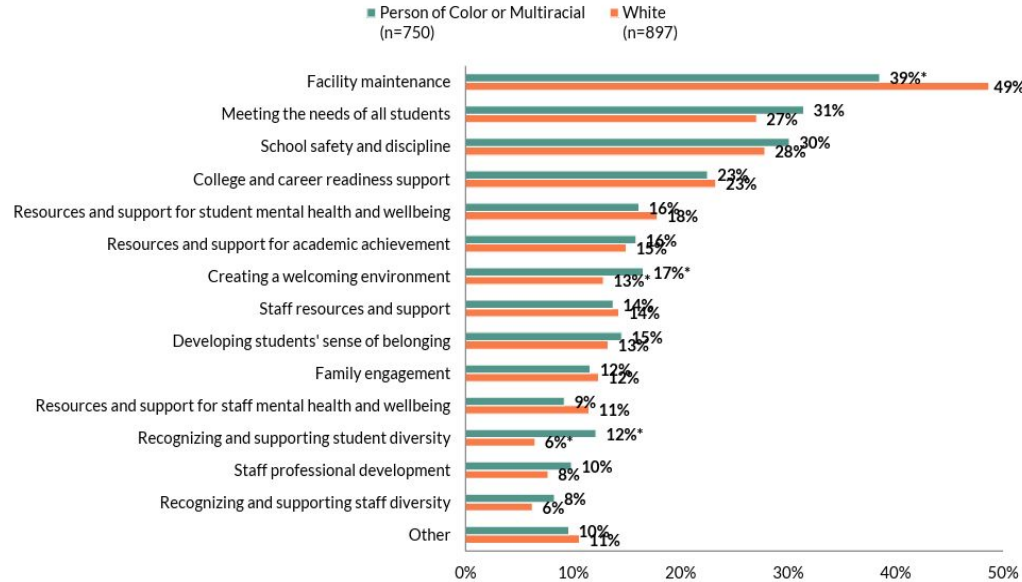
Which of the following areas should [your school/your student's school/district schools] focus on for improvement (i.e., which areas need the most additional support and attention)? Please select up to three options. (n=1941)



Hanover DEIB Survey

DISTRICT PRIORITIES

Which of the following areas should [your school/your student's school/district schools] focus on for improvement (i.e., which areas need the most additional support and attention)? Please select up to three options.



Key Takeaways– Hanover DEIB Survey

- Student social emotional and mental health supports are an area of opportunity for SOMSD
- Perceptions of support for diverse groups are positive
- Even though respondents feel adults in school treat students from diverse backgrounds fairly and with respect, they do not believe the adults know very much about student's backgrounds
- Although SOMSD students frequently take classes with those from different backgrounds; however, fewer spend time interacting with those from different backgrounds outside of class or at school events
- Incorporating DEIB in instruction is a potential growth area for SOMSD.
- Respondents do not feel SOMSD does enough to hire and retain teachers of diverse backgrounds.



Key Takeaways– Hanover DEIB Survey

- Slightly fewer People of Color (POC) respondents agree that adults enforce rules fairly for students of all backgrounds than White respondents
- Respondents most agree that students of different cultures, religions, and home languages are treated fairly. They least agree that students of different gender identities and disability statuses are treated fairly
- There are significant disparities in perceptions between POC respondents and White respondents when it comes to perceptions around SOMSD creating a welcoming environment and recognizing and supporting student diversity
- Facility maintenance stands out as the area that SOMSD should prioritize for improvement.



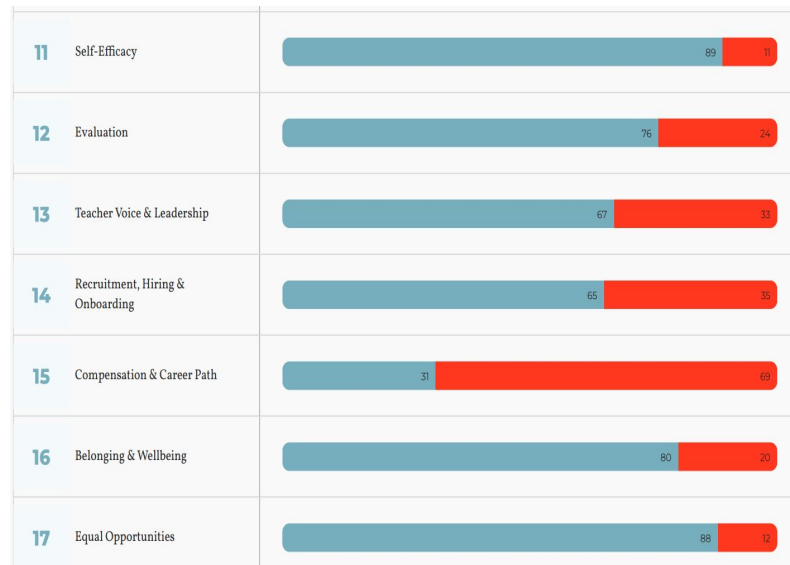
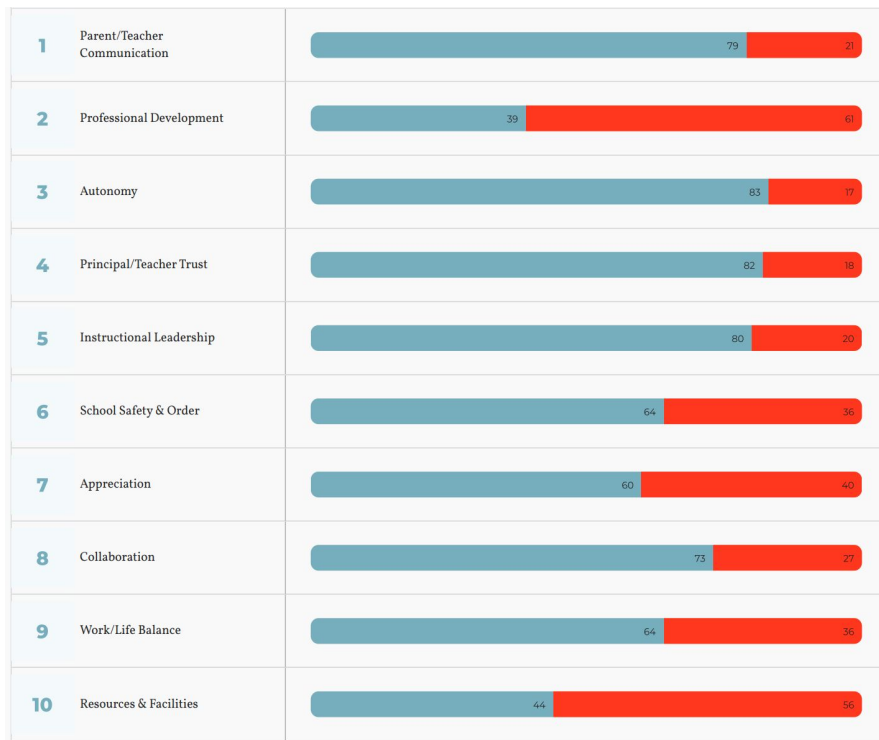
Upbeat Staff Survey

Upbeat Staff Survey

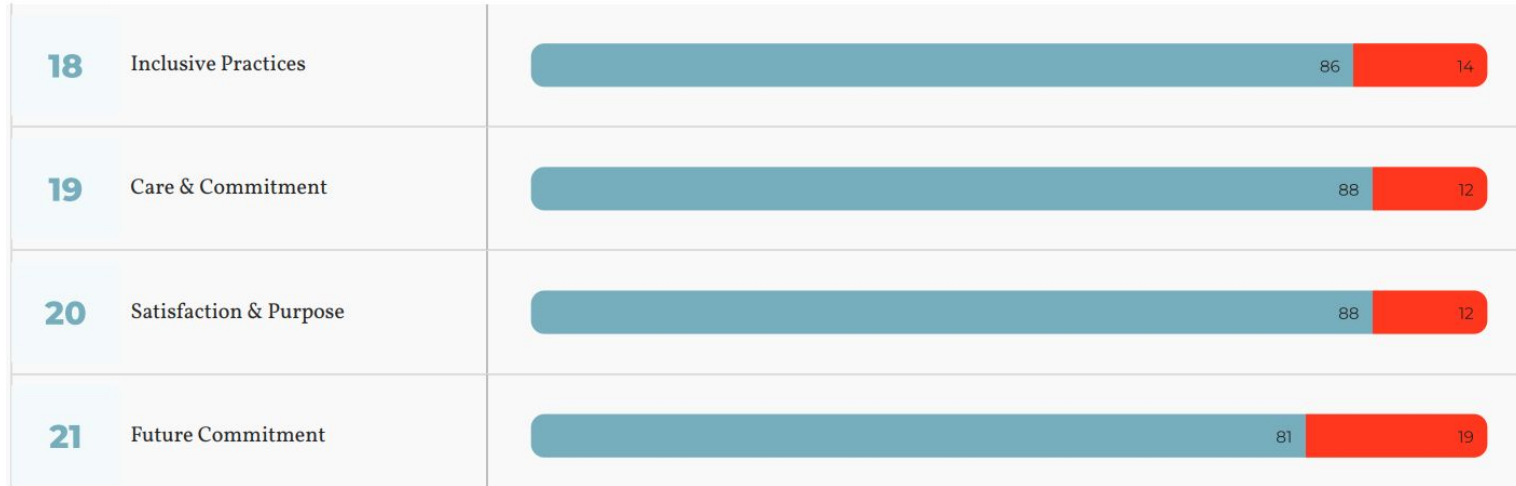
- The Upbeat Staff Survey was administered March 4 –18, 2025
- A total of 480 teachers and 20 classified staff participated in the survey
- There were 21 various domains plus a series of SOMSD specific questions given to staff



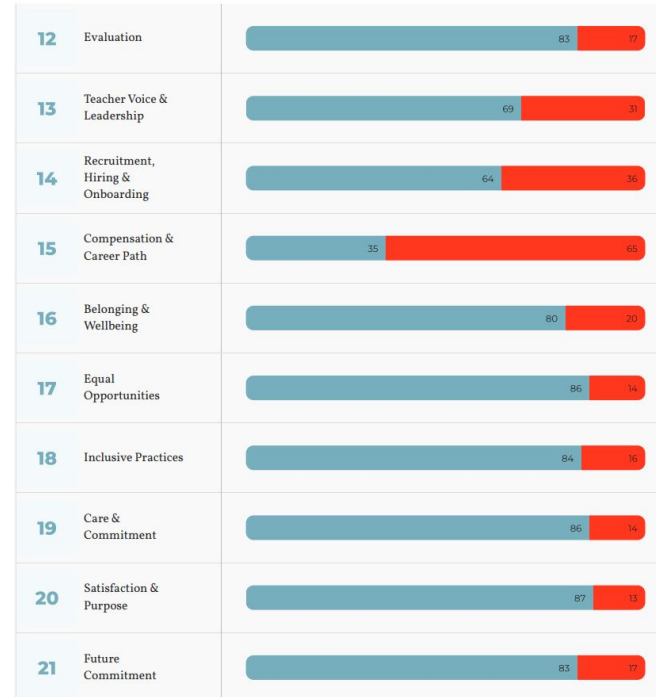
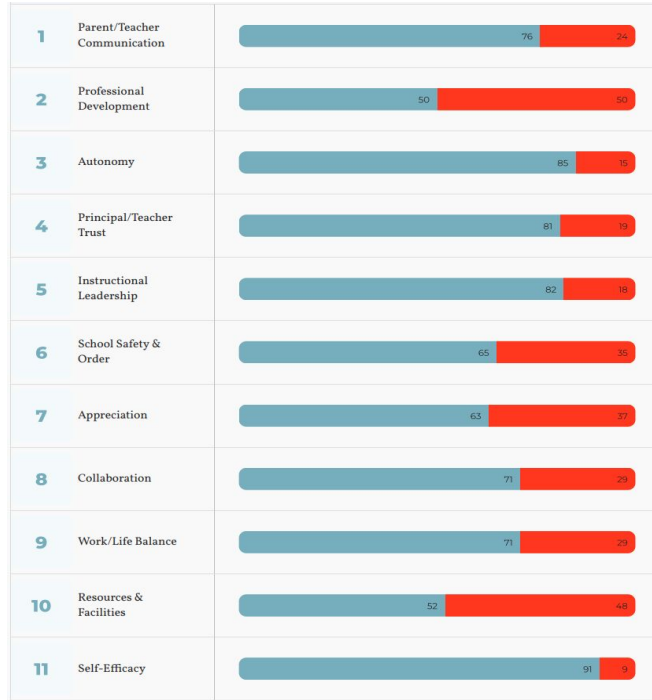
Upbeat Staff Survey Domains



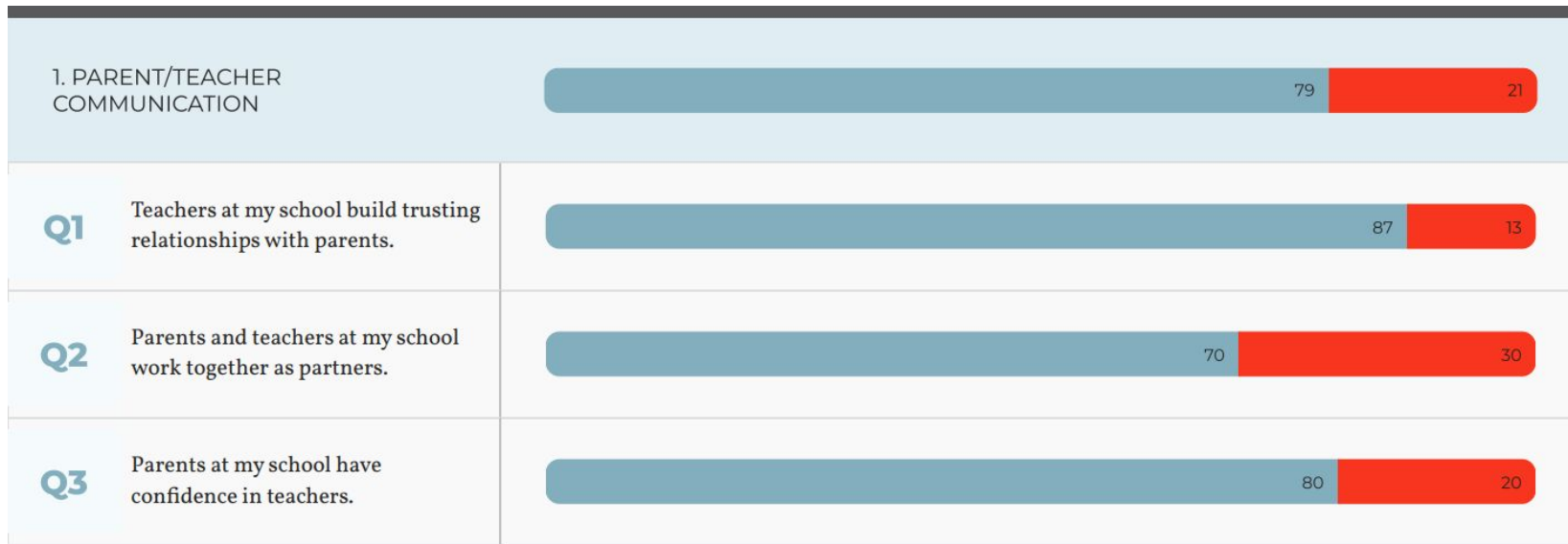
Upbeat Staff Survey



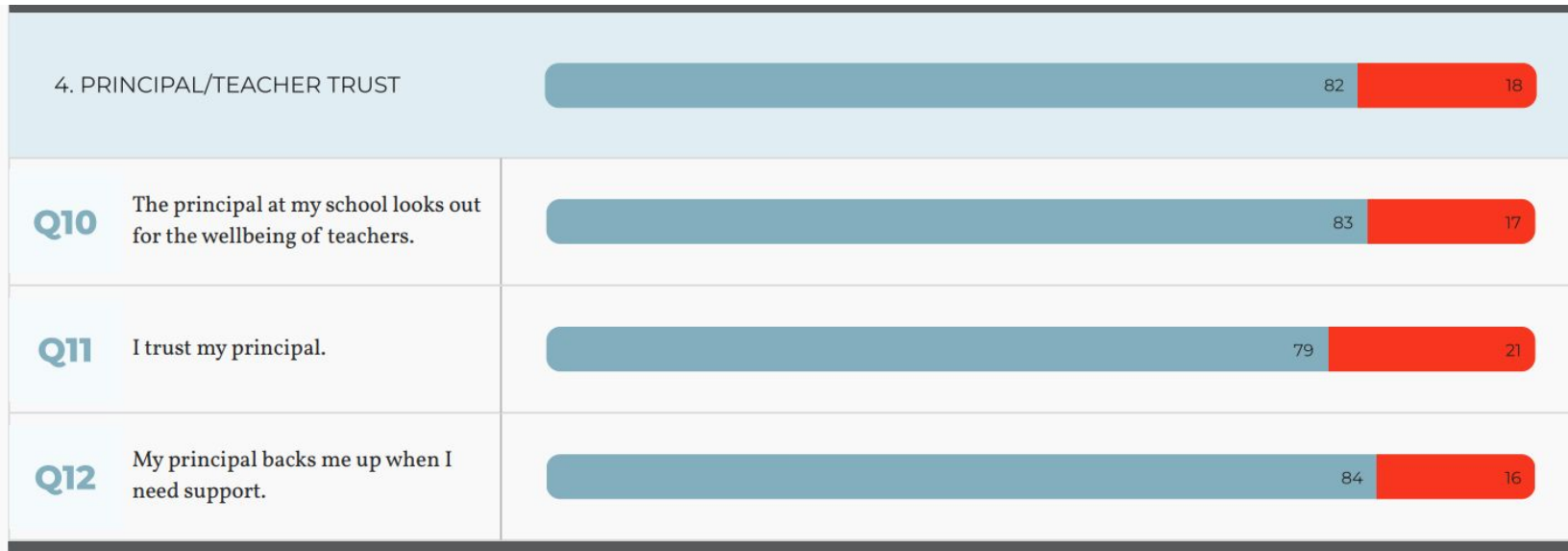
Upbeat Staff Survey Domains (Staff of Color)



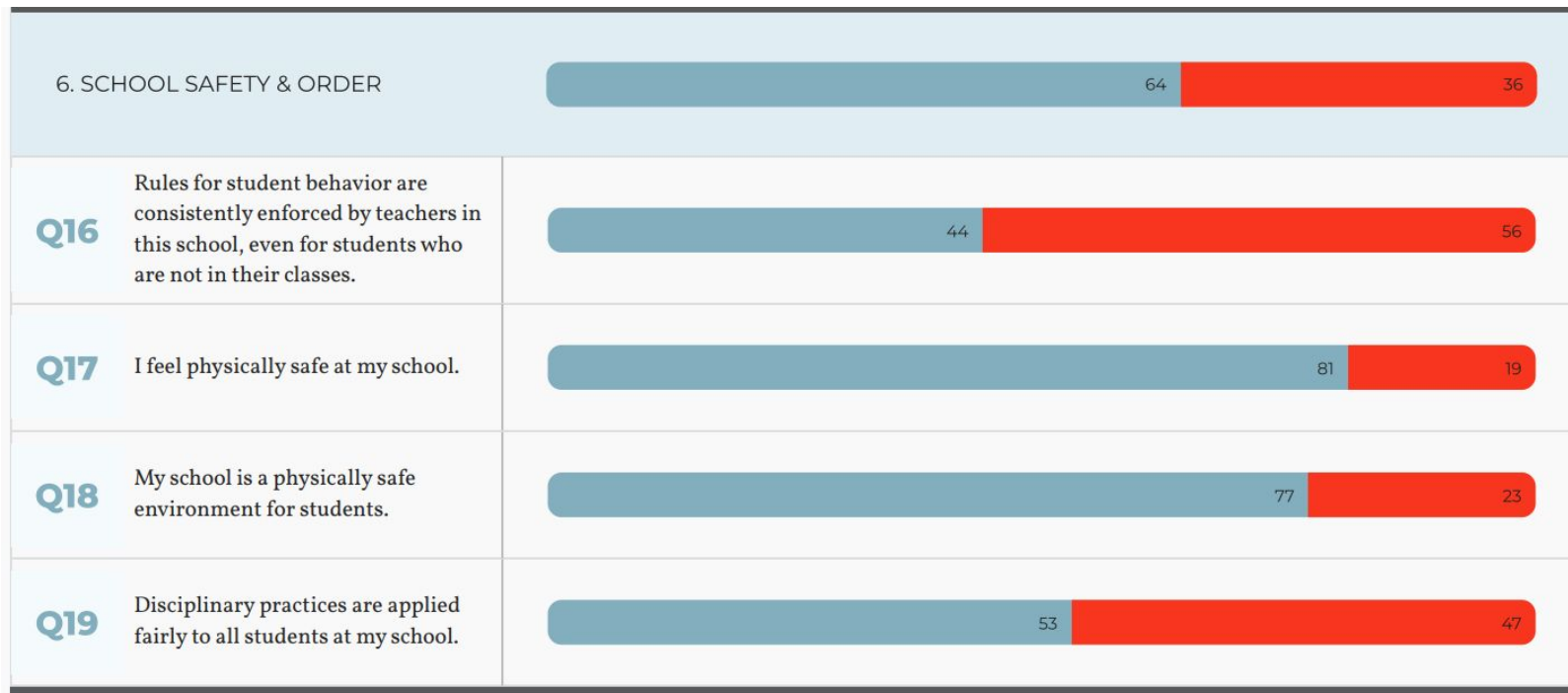
Upbeat Staff Survey



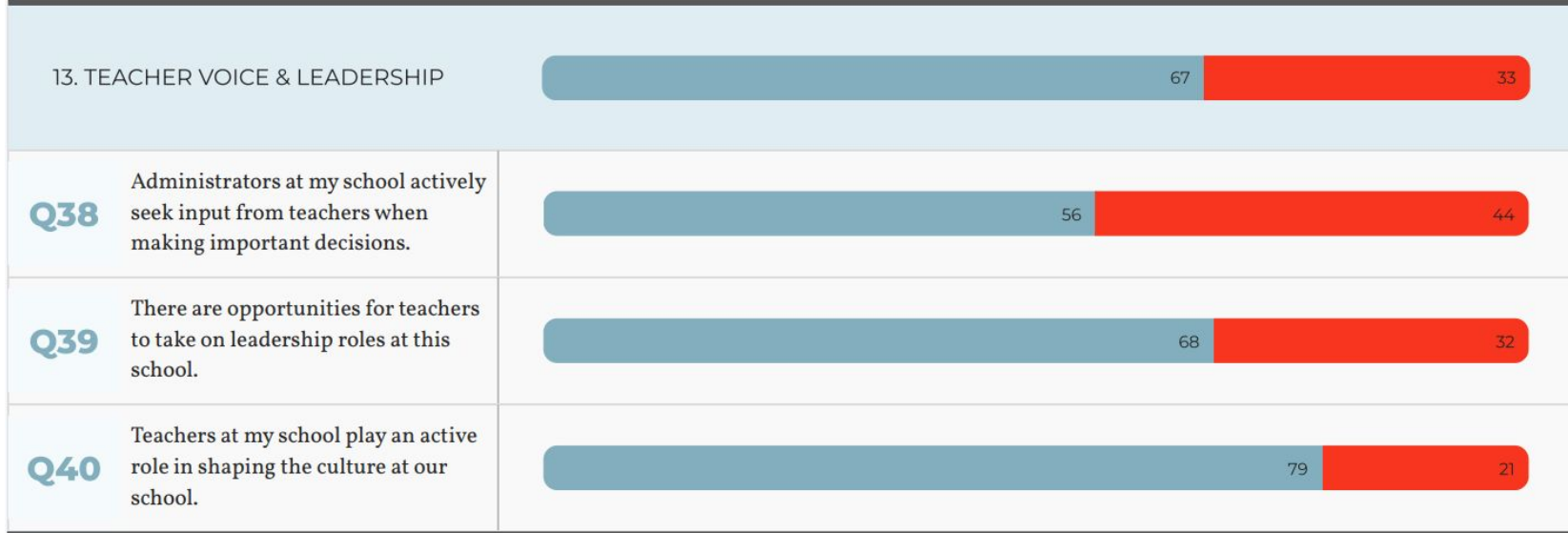
Upbeat Staff Survey



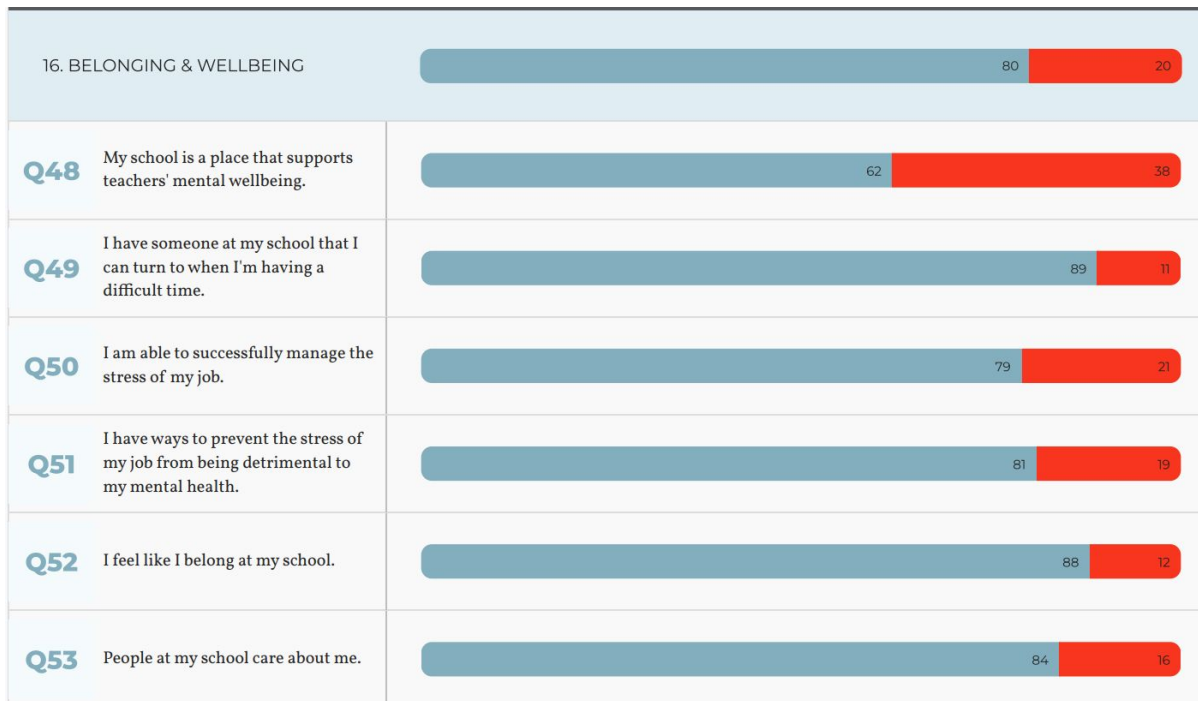
Upbeat Staff Survey



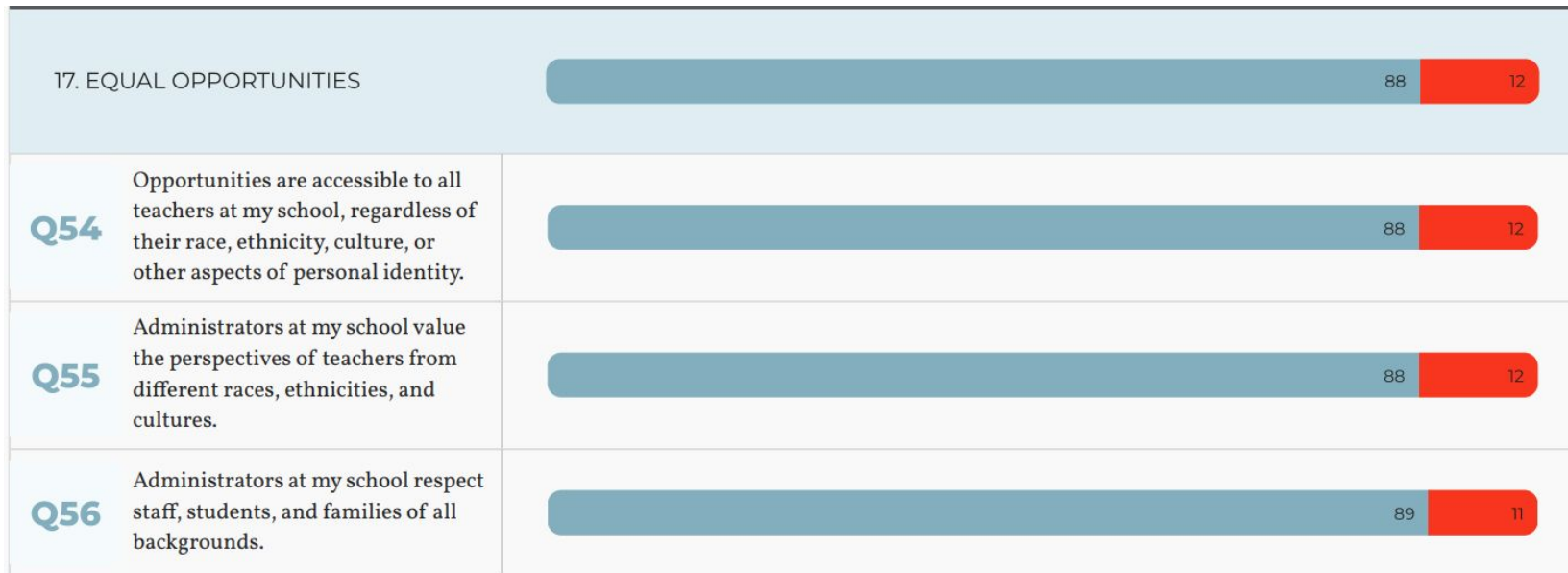
Upbeat Staff Survey



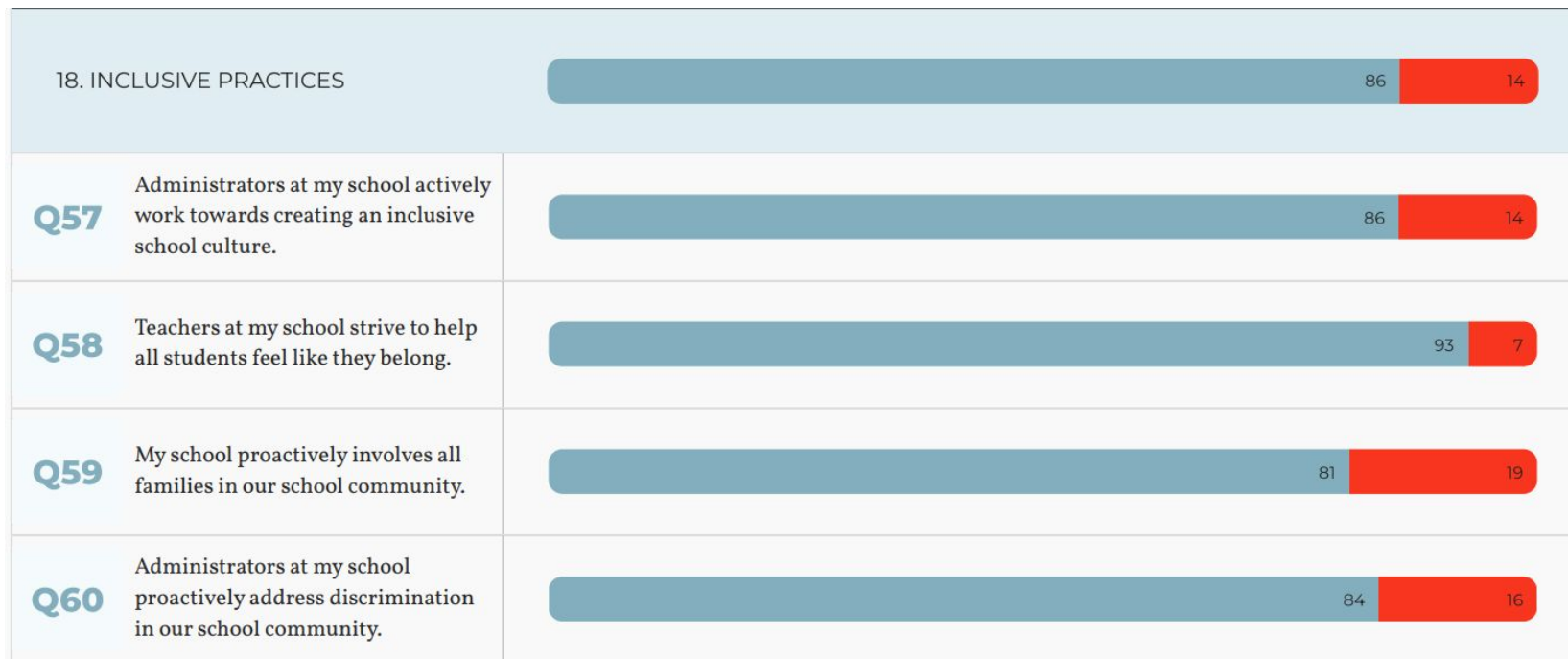
Upbeat Staff Survey



Upbeat Staff Survey



Upbeat Staff Survey



Key Takeaways– Upbeat Survey

- Compensation and career path opportunities were rated as positive by only 31% of teachers and 30% of classified staff, indicating widespread concern about salary levels and advancement.
- Professional development was another area of concern, with just 39% of teachers and 40% of classified staff expressing satisfaction with the current offerings.
- Finally, only 55% of both teachers and classified staff felt that resources and facilities were adequate to support their work.

The survey results indicate strong staff perceptions in areas such as self-efficacy, equal opportunities, trust, and sense of purpose. However, both teachers and classified staff identified compensation, professional development, and resources/facilities as significant areas needing attention.



SOMSD Next Steps

Based on the data from the surveys some next steps will include...

- Bolster social and emotional support systems for students
- Continue to strengthen DEIB initiatives to address gaps especially through practices and curriculum
- Continue implementation of the Rutgers Equity Audit Recommendations to address opportunity and performance gaps in district; and to address some of the relationship and belonging issues highlighted with the data
- Professional development committee established to improve the professional development within the district
- Build more opportunities for staff to learn and grow together through an affinity model that supports them not only academically but socially and emotionally
- Increase leadership and growth opportunities for staff
- Continue to enhance facility upgrades and maintenance throughout the district



QUESTIONS

