

An illustration on the left side of the page shows a vertical column of diverse hands reaching out to assemble puzzle pieces. The hands are of various skin tones and are wearing different colored sleeves and accessories like bracelets. The puzzle pieces are in shades of green, orange, red, and blue. The background is a textured blue. The entire page has a light green border at the bottom.

SBCS Culture, Climate & Diversity Report



2024

Abstract

This survey was administered by the Diversity, Equity, and Inclusion Committee. Our mission is to raise children for tomorrow's society by creating an equitable school environment where all students and staff feel welcome, accepted, and celebrated for who they are.

To make informed decisions of how to best meet the committee's goals, students in grades 5-8 participated in a Climate, Culture, and Diversity Survey administered by committee members during the second week of June 2024. Questions were selected based upon other climate, culture, and diversity surveys completed by the US Department of Education, New York City Schools, and other local and national districts.

Student surveys reflect a high favorability towards their teachers but how they feel about coming to school, but how they treat each other leaves room for improvement. When looking at whole group data, students who identify as Male, White, or Hispanic feel the most favorably about their educational experience, while female students consistently answered less favorably than their male counterparts for each question surveyed.

The conclusion of this report provides committee suggestions for the school and staff to participate in during the 2024/25 school year.

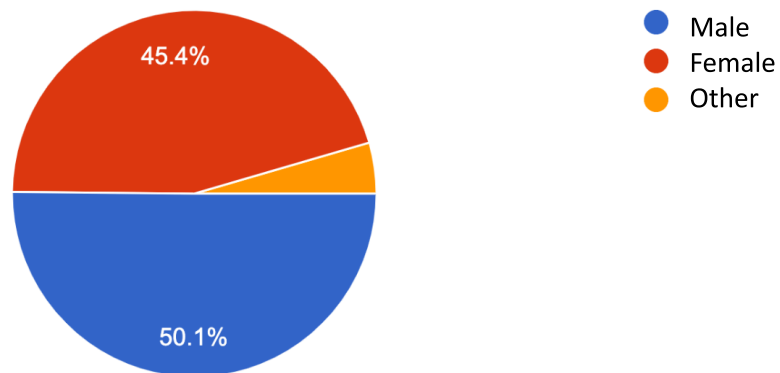
General Demographic Data

Students were asked to self identify their gender, race, and orientation at the onset of the survey. Data was also reviewed by grade level.

**Due to sample size when reviewing whole group data, students who identified as Asian, Middle Eastern, or Native American were grouped together to have a comparable participant size as students who identified their gender as Other.

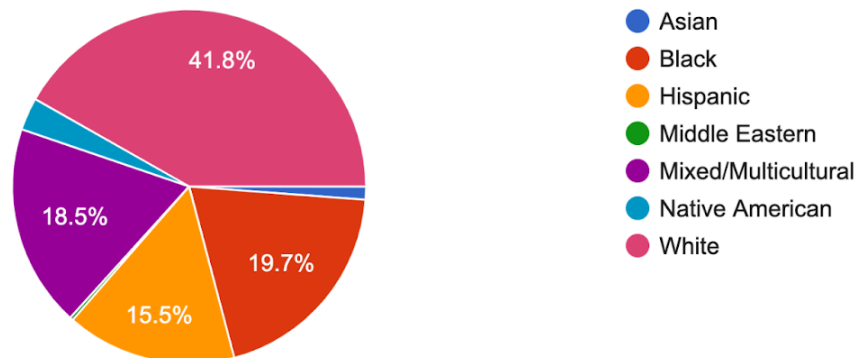
What is your gender?

335 responses



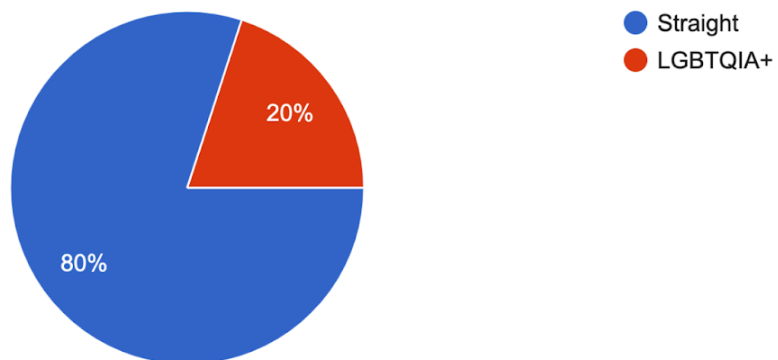
How do you racially identify?

335 responses



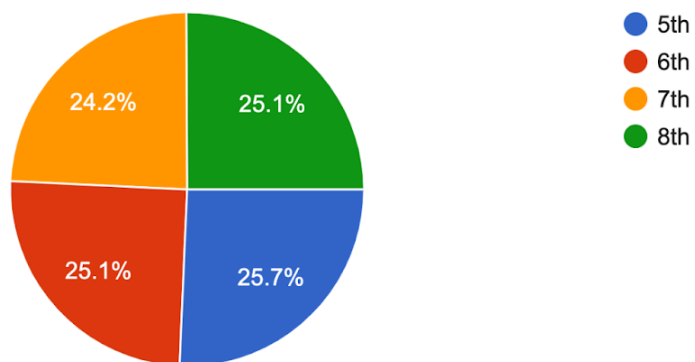
What is your sexual orientation?

335 responses



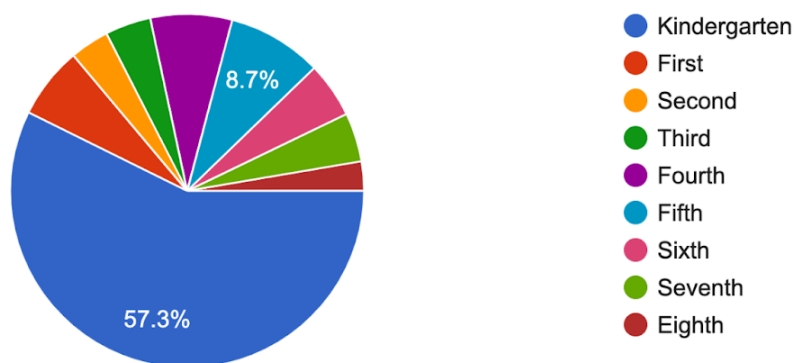
Which grade are you in?

335 responses



What grade did you start at SBCS?

335 responses



	Overall	Male	Female	Other	Asian	Black	Hispanic	Middle Eastern	Mixed	Native America	White	Straight	LGBTQ+
Total Participants:	335	168	152	15	4	66	52	1	62	10	140	268	67
Percentage:	100%	50%	45%	5%	1%	20%	16%	<1%	19%	3%	42%	80%	20%

**See final pages of this report to view full data sets by question.

Procedure & Survey

Students answered a 20 question survey administered by a Committee member who provided vocabulary definitions so that all participants had a uniform understanding of what was being asked. All answers were self reported where students selected if they Strongly Disagree, Disagree, Agree, or Strongly Agree to each statement. The below is an analysis of student responses in grades 5-8.

Perception of Staff

Overall, students feel positively towards staff members within SBCS.

I feel connected to adults in school.

Male participants responded most positively to this statement with 65% agreeing to the above statement. White students were the second largest group with 62% agreeing. Students who identify their gender as Other responded least favorably with an average of 40% agreeing.

58%

Agreed with this statement

My teachers care about me.

Male respondents responded most positively to this statement with 89% agreeing. Hispanic students were the second largest group with 87% agreeing. Students who identify their gender as Other responded least favorably with an average of 67% agreeing with the above statement.

83%

Agreed with this statement

My teachers encourage me to do my best.

Asian/Middle Eastern/Native American takers responded most positively to this statement with 100% agreeing to the above statement. Hispanic students were the second largest group with 92% agreeing. Students who identify their gender as Other responded least favorably with an average of 67% agreeing.

90%

Agreed with this statement

My teachers help me feel confident that I can do well in school.

Male participants responded most positively to this statement with 85% agreeing. Hispanic and White students were the second largest group with 81% agreeing. Students who identify their gender as Other responded least favorably with an average of 60% agreeing with the above statement.

79%

Agreed with this statement

My teachers respect me and my identities.

Male respondents responded most positively to this statement with 94% agreeing to the above statement. Straight students were the second largest group with 93% agreeing. Students who identify their gender as Other responded least favorably with an average of 67% agreeing.

91%

Agreed with this statement

In general, my teachers treat students from different cultures, backgrounds, or identities equally.

Male participants responded most positively to this statement with 89% agreeing. White students were the second largest group with 86% agreeing. Students who identify as Mixed/Multicultural responded least favorably with an average of 76% agreeing with the above statement.

84%

Agreed with this statement

Teachers have made assumptions/judgements about my ability, character, or behavior based upon my race.

33% of Asian/Middle Eastern/Native American surveyed students felt that they have been judged based upon their race by teachers. Mixed/Multicultural and Black students are the second largest group with 29% of those surveyed agreeing. Hispanic students are the least likely to agree with the statement with only 17% agreeing to the above.

21%

Agreed with this statement

Perception of School

Students range in their perception of sense of belonging, sense of safety, and enjoyment of school.

I feel like I belong at this school.

Male and Asian/Middle Eastern/Native American respondents responded most positively to this statement with 86% agreeing to the above statement. Straight students were the second largest group with 82% agreeing. Students who identify their gender as Other responded least favorably with an average of 53% agreeing with the above statement.

79%

Agreed with this statement

I like coming to school.

Asian/Middle Eastern/Native American participants responded most positively to this statement with 66% agreeing. Hispanic students were the second largest group with 58% agreeing. Students who identify as Black responded least favorably with an average of 29% responding favorably.

50%

Agreed with this statement

I feel safe in school.

Male respondents responded most positively to this statement with 83% agreeing to the above. Asian/Middle Eastern/Native American and White students were the second largest group with 80% agreeing. Students who identify their gender as Other responded least favorably with an average of 67% agreeing.

78%

Agreed with this statement

Perception of the Classroom

Students feel represented in the curriculum, but less so in its application.

I see people of many races, ethnicities, cultures, and backgrounds represented in learning materials.

White participants responded most positively to the above statement with 92% agreeing. Female students were the second largest group with 91% agreeing. Black students responded least favorably with an average of 83% responding favorably.

89%

Agreed with this statement

I am presented with positive images of people from a variety of races, ethnicities, cultures, and backgrounds in learning materials.

LGBTQ+ respondents responded most positively with 94% agreeing to the above statement. Students who identify their gender as Other were the second largest group with 93% agreeing. Students who identify as Asian/Middle Eastern/Native American responded least favorably with an average of 80% agreeing.

89%

Agreed with this statement

I feel comfortable discussing topics of discrimination, injustice, or racism in class.

75% of students who identify as Hispanic responded most positively to this statement. Male students were the second largest group with 69% agreeing. Students who identify as Asian/Middle Eastern/Native American responded least favorably with an average of 46% agreeing.

66%

Agreed with this statement

School rules are evenly applied to all students.

Males responded most positively to this statement with 74% agreeing to the above. White students were the second largest group with 71% agreeing. Students who identify as Black or with a gender of Other responded least favorably with an average of 44% agreeing.

67%

Agreed with this statement

Perception of Peers

Students interact with other identities than their own, but overall could benefit from increased positive interactions.

I have friends of different identities than my own.

Respondents who identify Hispanic as responded most positively with 98% agreeing to the above statement. Mixed/Multicultural, White, and Straight students were the second largest group with 97% agreeing. Asian/Middle Eastern/Native American participants responded least favorably with an average of 86% responding favorably.

96%

Agreed with this statement

I feel respected by my peers.

Asian/Middle Eastern/Native American participants responded most positively with 73% agreeing to the above statement. Male and White students were the second largest group with 71% of students agreeing. Students who identify their gender as Other responded least favorably with an average of 40% responding favorably.

63%

Agreed with this statement

I have experienced discrimination by classmates.

60% of respondents who identify their gender as Other agreed with the above statement. Students who identify as Black are the second largest group with 52% agreeing. Hispanic students responded most favorably with an average of 69% disagreeing with the above statement.

39%

Agreed with this statement

In the past week, I have helped or received help from other students.

Asian/Middle Eastern/Native American survey takers responded most positively to this statement with 86% agreeing. Black and Hispanic students were the second largest group with 79% agreeing to the above statement. Students who identify their orientation as Other responded least favorably with an average of 60% responding favorably.

73%

Agreed with this statement

I feel comfortable discussing topics of discrimination, injustice, or racism with my classmates.

Hispanic participants responded most positively with 81% agreeing to the above statement. Male students were the second largest group with 70% agreeing. Students who identify their gender as Other responded least favorably with an average of 46% responding favorably.

66%

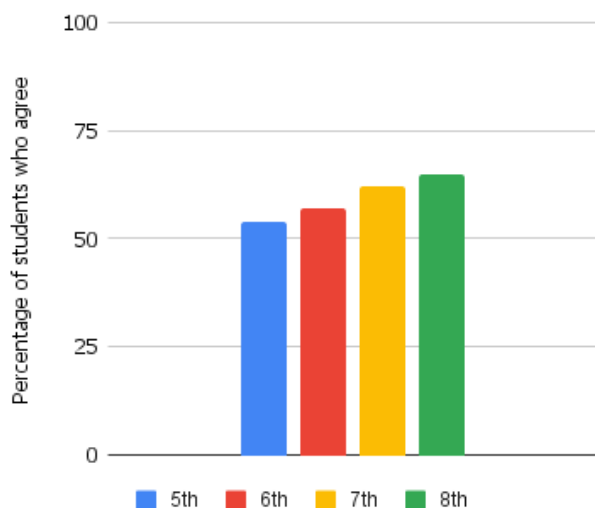
Agreed with this statement

Grade level comparison data

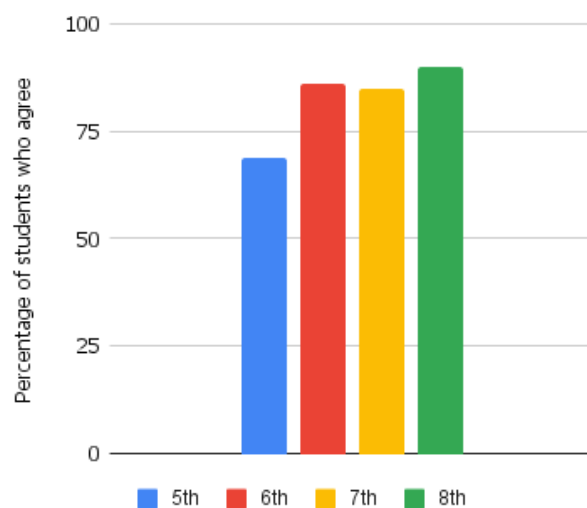
Below are the same questions, but disaggregated by grade level instead of student identities.

Perception of Staff

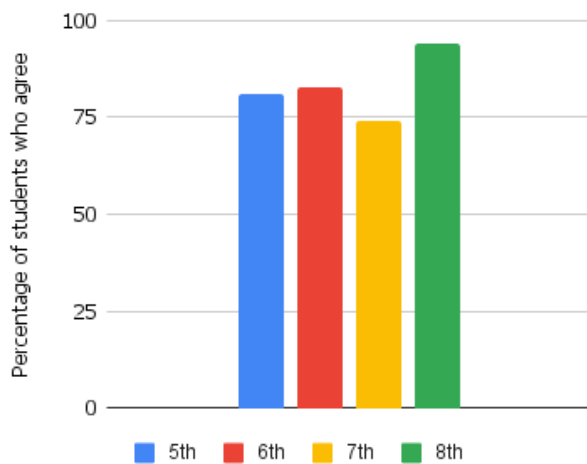
I feel connected to adults in school



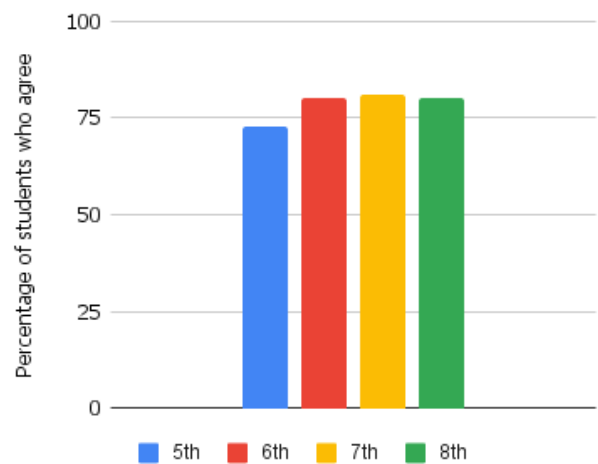
My teachers care about me



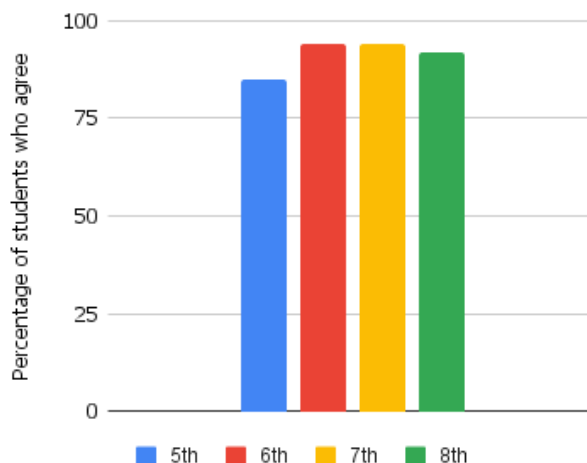
My teachers encourage me to do my best



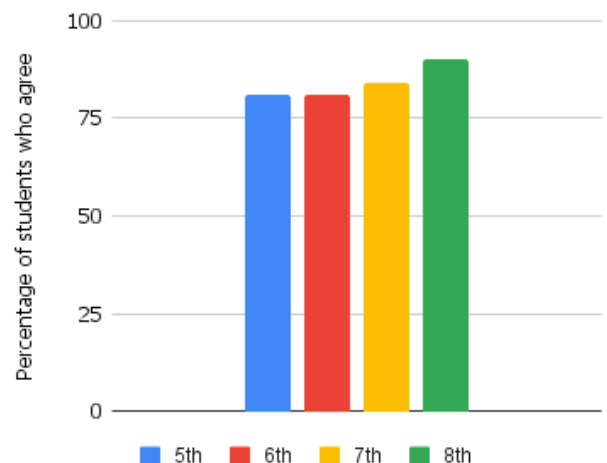
My teachers help me feel confident that I can do well in school



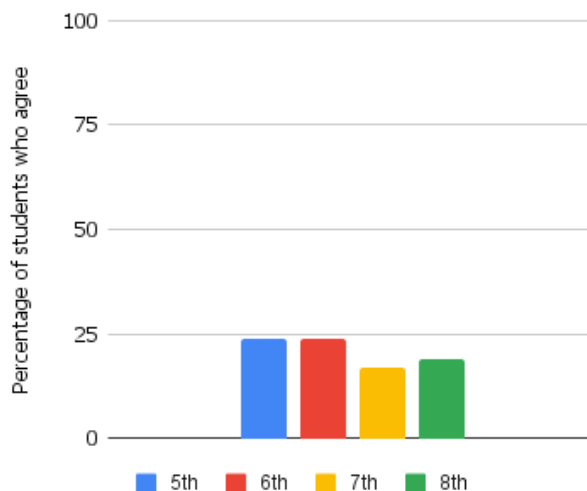
My teachers respect me, and my identities



In general, my teachers treat students from different cultures, backgrounds,

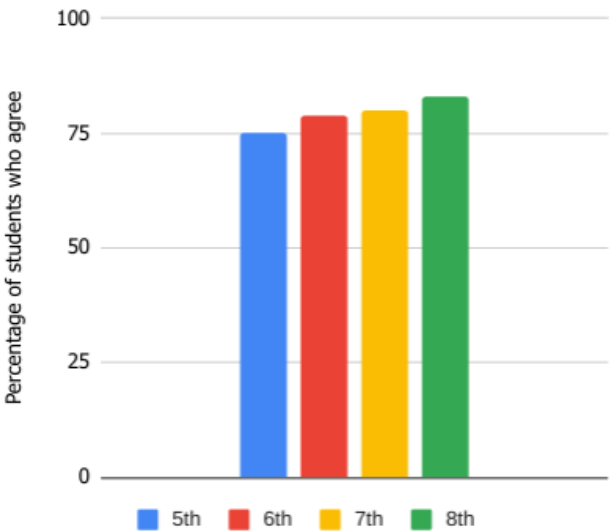


Teachers have made assumptions/judgements about my ability, character, or behavior base upon my race

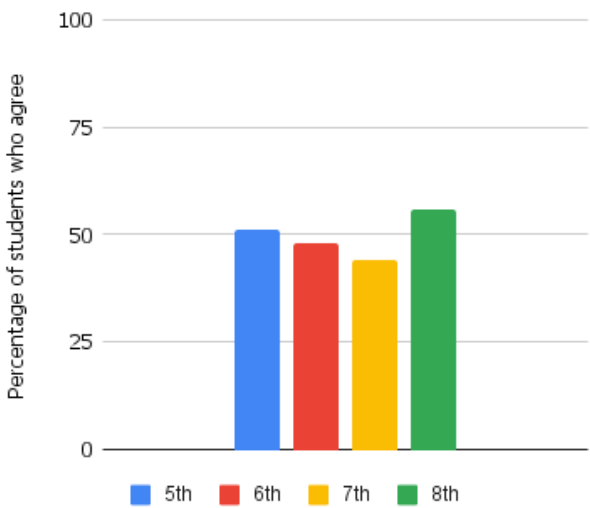


Perception of School

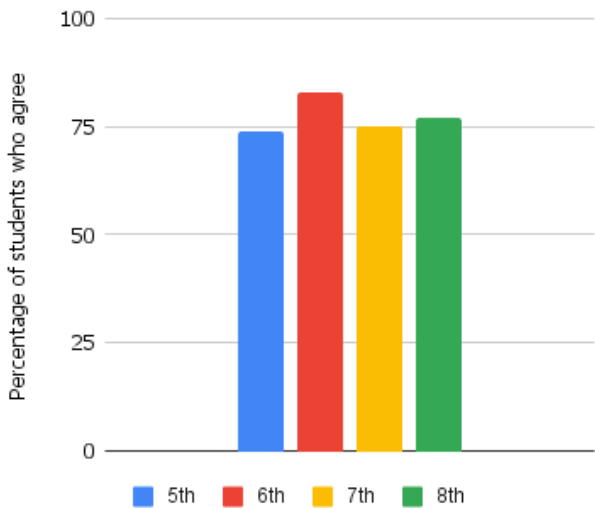
I feel like I belong at this school



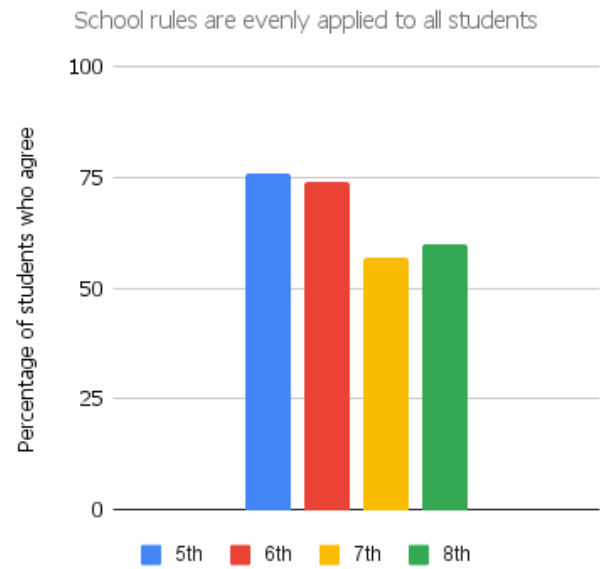
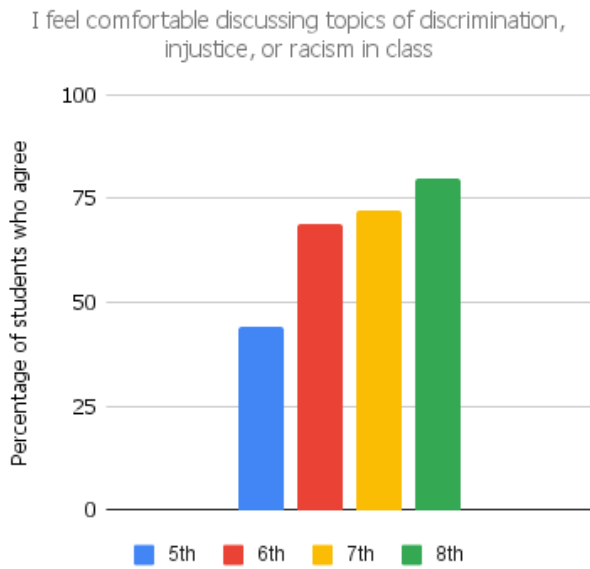
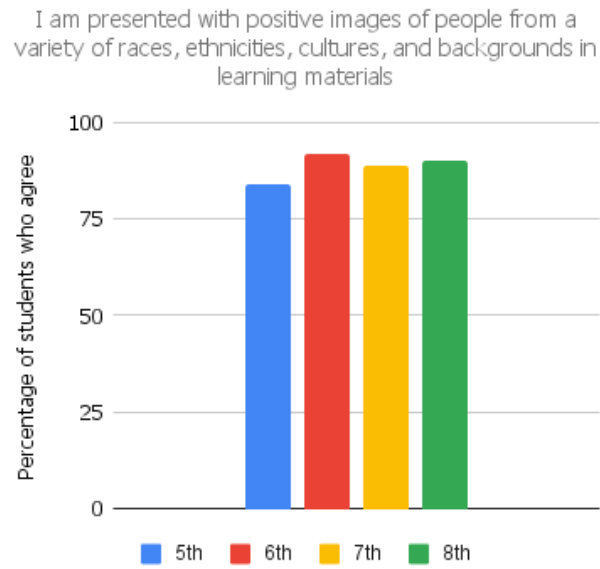
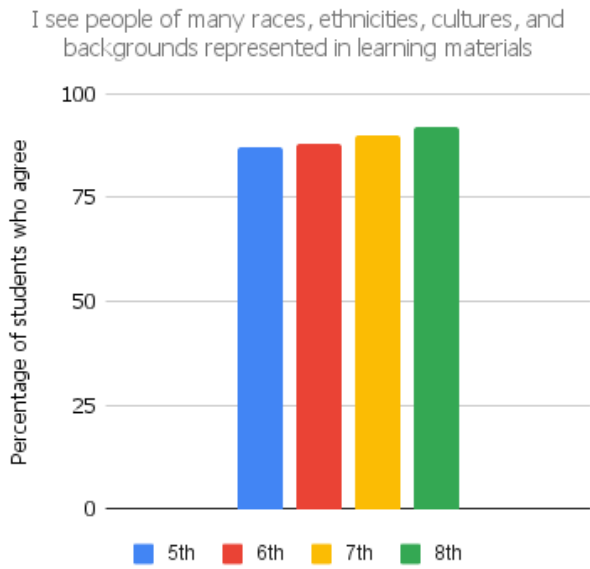
I like coming to school



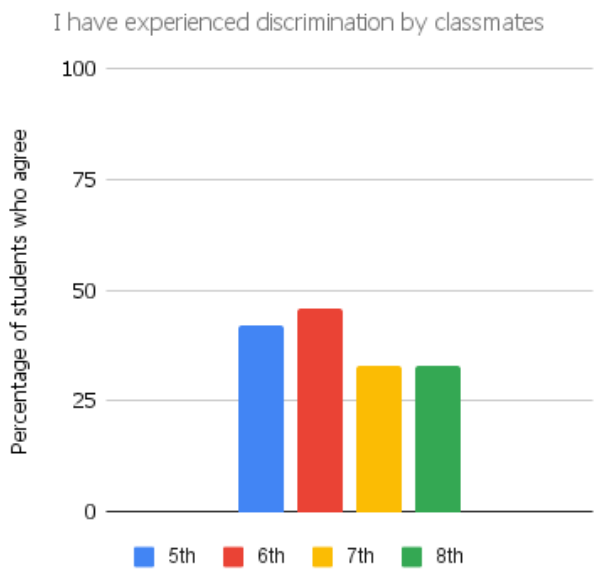
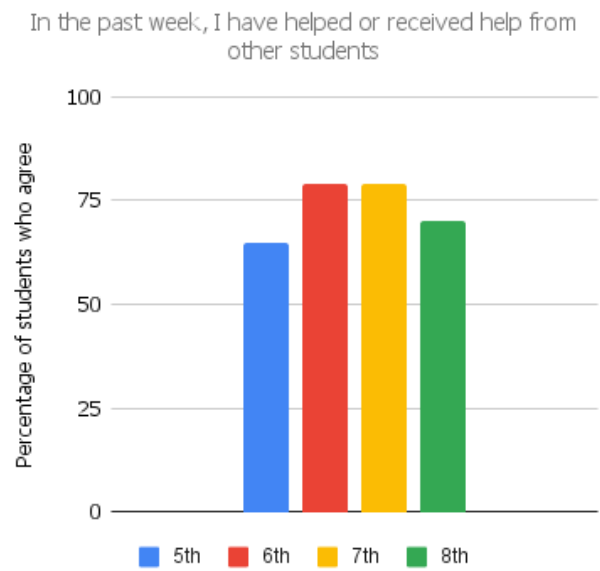
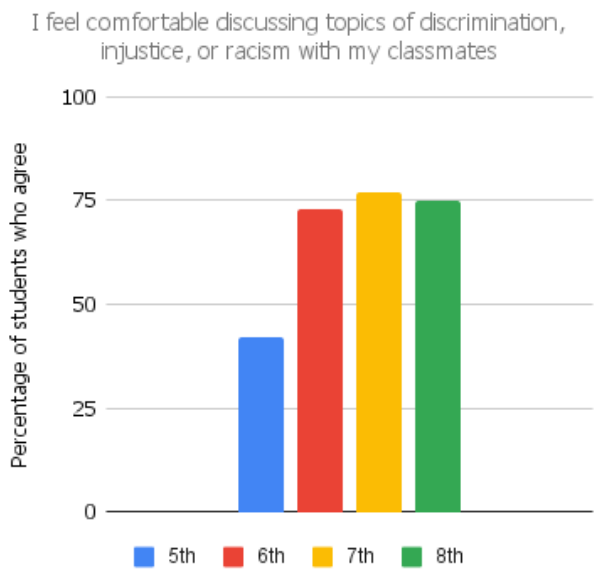
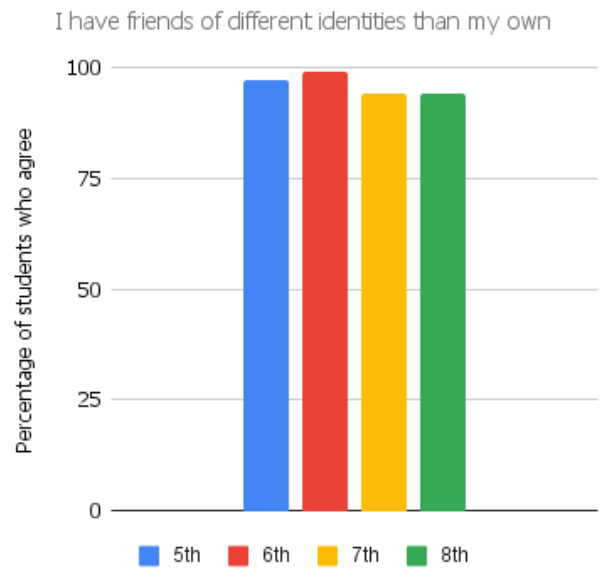
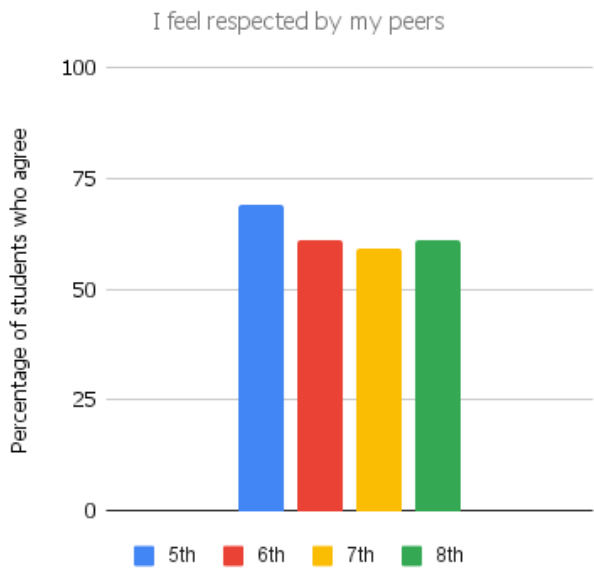
I feel safe in school



Perception of the Classroom



Perception of Peers



Recommendations

Based upon survey results, the DEI Committee has five recommendations for the 2024/25 school year.

1. Student DEI Committee

Students at SBCS are experts in knowing what it is like to be a student in this building; student input and direction is needed to improve their perception of staff, school, the classroom, and peers. A Student DEI Committee will be established this year to gain their perspective and directive. All students, grades 5-8th, will be invited to apply for this committee. The SBCS Staff DEI Committee will review applications and select the Student DEI Committee each year. Students will meet monthly with staff leaders to voice concerns, pitch ideas, and implement change in the school to further our DEI goals and vision. The goal of the Student DEI Committee is to empower students to become leaders of change within our school and leave a lasting impact on the climate and culture of SBCS.

2. Affinity groups support

Based upon provided student data over the past two school years, affinity groups for student confidence and empowerment will benefit the student body as a whole. Our LGBTQIA+ and non-binary gendered students (25% of those surveyed) consistently feel least favorable about their experiences in school. Continuation of the GSA Club is strongly recommended. Female students (45% of those surveyed) also consistently responded less favorably than their male counterparts in almost all categories. Although the gap narrowed between the year end 2023 to the 2024 survey, that is a consistent trend. Therefore, it is recommended that a female engagement, empowerment, or building of self-identity group be established in the building.

3. Data informed instruction 5-8

Teaching is a data driven process. Teachers make groups based upon growing reading levels, plan interventions based upon assessment results, and routinely tweek which standards they will more heavily lean in on based upon their cohorts performance on the previous years state exams. The same can be true for student perceptions of themselves, staff, and school as a whole. Providing staff with their cohort grade-level survey data should be weighted by each grade-level team as any other data is.

4. Data informed instruction K-4

- I feel respected by my peers, 63% agree
- I have friends of different identities than my own, 96% agree
- In the past week I have helped or received help from other students, 73% agree
- I feel comfortable discussing topics of discrimination, injustice, or racism in class, 66% agree
- I feel comfortable discussing topics of discrimination, injustice, or racism with my classmates, 66% agree

Respect, teamwork and critical conversations are social and learning skills that start in the elementary classroom. Encouraging staff to explicitly plan for these concepts within their standards and materials will build these skills for our secondary students.

5. Social-Emotional programing

- I like coming to school, 50% agree
- I feel respected by my peers, 63% agree
- I have experienced discrimination by classmates 39% agree
- I have received help from other students in the past week 73%
- I feel comfortable discussing topics of discrimination, injustice, or racism with my classmates, 66% agree

This year SBCS is starting the Choose Love social-emotional program to proactively address social-emotional skills in the K-5 setting, and to better support our 6-8 students. Weekly push-ins will occur in K-5, and monthly push-ins will occur 6-8.

	Overall		Male		Female		Other		Asian		Black		Hispanic		Middle Eastern		Mixed		Native American		White		Straight		LGBTQIA+		
%	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	
I feel like I belong at this school	79	21	89	14	64	36	53	47	100	0	77	23	75	25	<1	0	69	31	80	20	81	19	82	18	66	34	
I like coming to school	50	50	54	46	45	55	33	67	50	50	29	71	58	42	0	<1	50	50	60	40	49	51	51	49	42	58	
I feel connected to adults in school	58	42	65	35	55	45	40	60	50	50	58	42	54	46	<1	0	56	44	60	40	62	38	61	39	53	47	
My teachers care about me	83	17	89	11	77	23	67	33	50	50	82	18	87	13	<1	0	76	24	90	10	85	15	83	17	82	18	
My teachers encourage me to do my best	90	10	91	9	91	9	67	33	100	0	89	11	92	8	<1	0	82	18	100	0	91	9	91	9	84	16	
My teachers help me feel confident that I can do well in school	79	21	85	15	74	26	60	40	50	50	71	29	81	19	<1	0	79	21	80	20	81	19	80	20	72	28	
I feel safe in school	78	22	83	17	72	28	67	33	100	0	75	25	79	21	<1	0	73	27	70	30	80	20	78	22	71	29	
I feel respected by my peers	63	37	71	29	56	44	40	60	50	50	70	30	71	29	<1	0	56	44	80	20	58	42	68	32	42	58	
I have friends of different	96	4	96	4	95	5	93	7	75	25	92	8	98	2	0	<1	97	3	100	0	97	3	97	3	96	3	

identities than my own																										
I feel comfortable discussing topics of discrimination, injustice, or racism with my classmates	66	34	70	30	64	36	46	54	50	50	61	39	81	19	<1	0	65	35	60	40	65	35	68	32	60	40
In the past week, I have helped or received help from other students	73	27	76	24	72	28	60	40	75	25	79	21	79	21	<1	0	74	26	90	10	74	26	74	26	70	30
I have experienced discrimination by classmates	39	61	33	67	43	57	60	40	25	75	52	48	31	69	<1	0	37	63	50	50	36	64	36	64	51	49
My teachers respect me, and my identities	91	9	94	6	90	10	67	33	100	0	88	12	96	4	0	<1	89	11	100	0	91	9	93	7	85	15
In general, my teachers treat students from different cultures, backgrounds, or identities equally	84	16	89	11	80	20	80	20	75	25	80	20	85	15	<1	0	76	24	70	30	86	14	85	15	81	19

I see people of many races, ethnicities, cultures, and backgrounds represented in learning materials	89	11	88	12	91	9	80	20	50	50	83	17	90	10	<1	0	89	11	100	0	92	8	90	10	88	12
I am presented with positive images of people from a variety of races, ethnicities, cultures, and backgrounds in learning materials	89	11	89	11	88	12	93	7	50	50	85	15	90	10	<1	0	89	11	90	10	91	9	87	13	94	6
I feel comfortable discussing topics of discrimination, injustice, or racism in class	66	34	69	31	64	36	47	53	50	50	64	36	75	25	<1	0	63	37	40	60	67	33	67	33	63	37
Teachers have made assumptions/judgements about my ability, character, or behavior base upon my race	21	79	21	79	21	79	27	73	25	75	29	71	17	83	<1	0	29	71	30	70	14	86	21	79	24	76

School rules are evenly applied to all students	67	33	74	26	61	39	47	53	75	25	44	56	69	31	<1	0	63	37	50	50	69	31	71	29	51	49
	Overall	Male	Female	Other	Asian	Black	Hispanic	Middle Eastern	Mixed	Native American	White	Straight	LGBTQ+													
Total Participants:	335	168	152	15	4	66	52	1	62	10	140	268	67													
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