

2010-2011 site survey by the School Site Council: Summary Report

The following summary was gleaned by the School Site Council from the site survey data and comments.

The site survey results will inform the Bolinas-Stinson Union School District staff's work in school planning.

The School Site Council notes that the survey indicates parents, students, and staff are generally very happy with the school.

Results we noted in the numeric data and in the comments:

General:

- The top two programs in the school that were judged to meet student needs with the smallest variation in responses across students, parents, and staff are Art Shops and Math.
- The majority of parents and staff indicates that the Primary, Intermediate, and Middle School structure is very effective.
- 84 % of parents and 80% of staff indicate that Targeted Reading Instruction is very effective or effective (the vast majority of the remaining respondents indicated that they do not know or that the program does not apply to them).
- The majority of parents and staff indicates that the principal and superintendent administrative structure is effective, although 18% of parent respondents indicated "Don't know/No opinion." Of respondents who offered written comments, staff indicate a preference for a full-time principal, but parents question if the district needs a separate principal and superintendent.
- The majority of staff and parent responses indicates that the Middle School math program is very effective or effective.
- Parents and staff indicate that a greater emphasis could be placed on providing more conflict resolution to students.
- When asked "What do you like best about the Bolinas-Stinson School?" the most frequent responses were:
 - Sense of community
 - Sense of family
 - Small class sizes
 - Art Shops
 - Physical beauty of the campuses
 - Caring, quality staff
 - The ability to teach and learn creatively

Students: 54 of 59 4th-8th graders completed the survey (92%).

- Students feel all programs and services currently offered (and listed on survey) are important to indispensable. Art Shops, library, field trips, computer use, and technology received the highest ratings (80% +), Homeroom academics and PE were next (70% +); followed by music and TRI (60% +).
- Students gave high ratings to both the Art Shops and math, with over 70% noting both that they are important subjects and that their skills are developing in these areas.
- The majority of students agree on the importance of homeroom academics and that their skills are developing in reading, writing, social studies, science, and math.
- The survey indicates that students believe they treat each other with respect more often than not (50% often, 49% sometimes, 1% rarely).
- When asked what they liked best about their school, students replied: the art shops (24 students), dance (5 students), the teachers, field trips and music (4 students each), the other students (3 students), the community, location, technology, PE, "everything" (2 students each), library, the food, and the STAR pancake breakfast (1 student each).
- In written comments students indicated they thought student learning could be improved with more art, field trips, dance, math, writing, library, and study hall, and less recess and a later start to the day.
- In written comments, students felt that math and Language Arts (19 students), science (12 students), art (8 students), and technology and history (7 students each) were parts of their program most likely to benefit them after graduation.

Parents: Of the approximately 175 parents eligible to take the survey, 62 completed it (35%).

- Parents overwhelmingly indicate that their child’s needs are being met in all surveyed program areas.
- The majority of parents indicates that school to home communication is effective to very effective (85%)
- The majority of parents (51%) did *not* indicate that their child’s needs are “Often” met in the area of Conflict Resolution.
- Within the majority of parents who indicate their child’s needs are being met in surveyed program areas, there is a decrease in the size of the majority for Technology (52.7%) and PE (54.5%) as compared to History/Social Science and other programs (65.5% and greater).
- The programs rated most important among the listed programs (i.e.: “very important” or “indispensable”) by parents were:
 - Homeroom academics (87.3%)
 - Music (76.3%)
 - Library (74.5%)
 - TRI (73.1%)
 - PE (69.1%)
 - Art Shops (68.7%)
- The programs rated least important among the listed programs by parents:
 - Assemblies (33.3%)
 - Homework Club (31.5%) (This program is available only to 4th-8th grade students.)
 - After School Program (29.1%) (Over 86% of students participated in the After School Program in 2009-10)
 - Ballroom Dance (27.8%) (This program is available only to Middle School students.)
 - Academic Intervention (27.3%)
- In written comments, parents indicate interest in a foreign language program.

Staff: 32 of 39 staff members completed the survey (82%; 12 full time, 27 part time).

- The majority of staff indicated that student needs are “often” being met in the following surveyed programs: Visual Arts (92%), After School Program (84%), Performing Arts (80%), Math (76%), Reading (76%), TRI (72%), PE (72%), Library (64%), Technology (64%), History/Social Science (52%), English Learner program (52%).
- A minority of staff indicated that student needs are “often” being met in the following surveyed programs: Special Education (48%), Science (48%), Writing (44%), and Conflict Resolution (24%).
- In written comments, staff indicate a preference for more time to teach Science and History/Social Science. (This preference is reflected in the numeric data: Though parents overwhelmingly indicate that student needs are “Often” being met in Science and History/Social Science, staff indicate “often” at a lower rate.)
- The majority of staff indicates that Board-Staff communication is effective (64%), and 36% indicate that it is not effective.
- 100% of staff respondents indicated they find students often treat each other with respect.
- The following table highlights the greatest discrepancies between staff and parent survey data indicating student needs are “Often” being met. It should be noted that when “Often” and “Sometimes” percentages are combined, the discrepancies between staff and parent responses nearly disappear.

	% of parents indicating needs “often” being met	% of staff indicating needs “often” being met
Writing	73%	44%
Science	73%	48%
Library	84%	64%
History/Social Science	68%	52%
P.E.	58%	72%

Program Reduction or Elimination:

- When it comes to consideration of reducing or eliminating programs, staff and parents consistently suggest reduction of programs outside of the classroom (i.e., *outside of* Reading, Writing, Math, Science, History/Social Science, Speaking/Listening, Art, Music, or P.E.)
- If circumstances forced elimination or reductions, over 30% of respondents indicated the following:
 - Among both staff and parents, elimination or reductions should be considered for:
 - Assemblies* (66.1% of parent respondents, 62.5% of staff respondents)
 - Ballroom Dance* (44.6% of parent respondents, 50% of staff respondents)
 - *SSC Observation: Reducing/eliminating these two programs would have a high impact on program and a low impact on overall expenditures.
 - Over 30% of staff respondents, but not parents, include the following for elimination or reductions:
 - After School Program (27.3% of parent respondents, 62.5% of staff respondents)
 - Busing (27.3% of parent respondents, 75% of staff respondents)
 - Organic Lunch (18.2% of parent respondents, 37.5% of staff respondents)
 - Performing arts electives (23.6% of parent respondents, 45.8% of staff respondents)
 - Technology hardware (25.5% of parent respondents, 33.3% of staff respondents)
 - Homework Club (33.3% of parent respondents, 25.5% of staff respondents)
 - Over 30% of parent respondents, but not staff, include the following for cuts or reductions:
 - Field Trips (34.5% of parent respondents, 25% of staff respondents)

The raw survey data and comments are available to all. Inquire at the main office.