

HADDONFIELD SCHOOL DISTRICT

School Climate Survey Results

A Year-Over-Year Comparison: 2025 → 2026

Presented by Dr. Gino R. Priolo, Assistant Superintendent

Board of Education Meeting

School Climate and Culture

1. **School climate** is the character and quality of school life that is based on the interconnected experiences and perceptions of students, staff, and parents/family members and encompasses multiple dimensions (i.e., safety, relationships, academics)
2. **Positive climate** is associated with:
 - a. Academic achievement
 - b. Improved attendance/graduation
 - c. Bullying and violence reduction
 - d. Physical, psychological, social and emotional well-being
 - e. Positive intergroup relations
 - f. Inclusion practices
 - g. Staff retention, self-efficacy, commitment
 - h. Improved relationships and communication with families

Scan the QR code for a
one-page resource on school
climate





The **New Jersey School Climate Improvement (NJ SCI) Survey** is administered through the **NJ SCI Platform**, which supports school and district climate leadership teams in implementing the School Climate Change Process. The dynamic data reporting tools and resources support strategic planning efforts including goal development, school climate strategy selection, and progress monitoring.

To learn more about the NJ
SCI Platform, scan the QR
code or visit
njschoolclimate.org





NJ SCI Survey Domains

- A domain is a topic or concept related to school climate and the conditions for teaching and learning.
- Each domain is made up of 4-13 items that together measure the concept.

To view a handout describing each domain, scan the QR code or visit njschoolclimate.org



Academic Culture and Classroom Practices

Supportive Staff-Student Relationships

Supports for Student Social and Emotional Learning

Behavioral Expectations

Negative Student Interpersonal Behaviors

Prosocial Student Interpersonal Behaviors

Student Voice and Involvement

Sense of Physical Safety

Leadership Support *(Staff only)*

Organizational Resources and Supports *(Staff only)*

Collegial Support *(Staff only)*

Family Support & Engagement *(Staff & Parents)*

Student Sense of Belonging *(Students only)*

What This Presentation Covers

1

Compare 2025 → 2026

See how every school-climate domain moved for students, staff, and parents/caregivers between the May/June 2025 and May 2026 administrations.

2

Identify improvements

Highlight the domains and stakeholder groups where perceptions of school climate grew stronger.

3

Flag areas to watch

Surface domains that declined, so climate teams can dig into root causes.

4

Refresh priority goals

Use this year's movement, not just this year's snapshot, to sharpen 2026-27 school climate goals.

Same Survey, Two Points in Time

2024-2025 Administration

May 23 - June 5, 2025

2,325 respondents

2025-2026 Administration

April 7-14, 2026

2,256 respondents

NJ SCI Survey Scale & Interpretation (unchanged across both administrations)

2.50 & below

Area of Concern

2.51 - 3.24

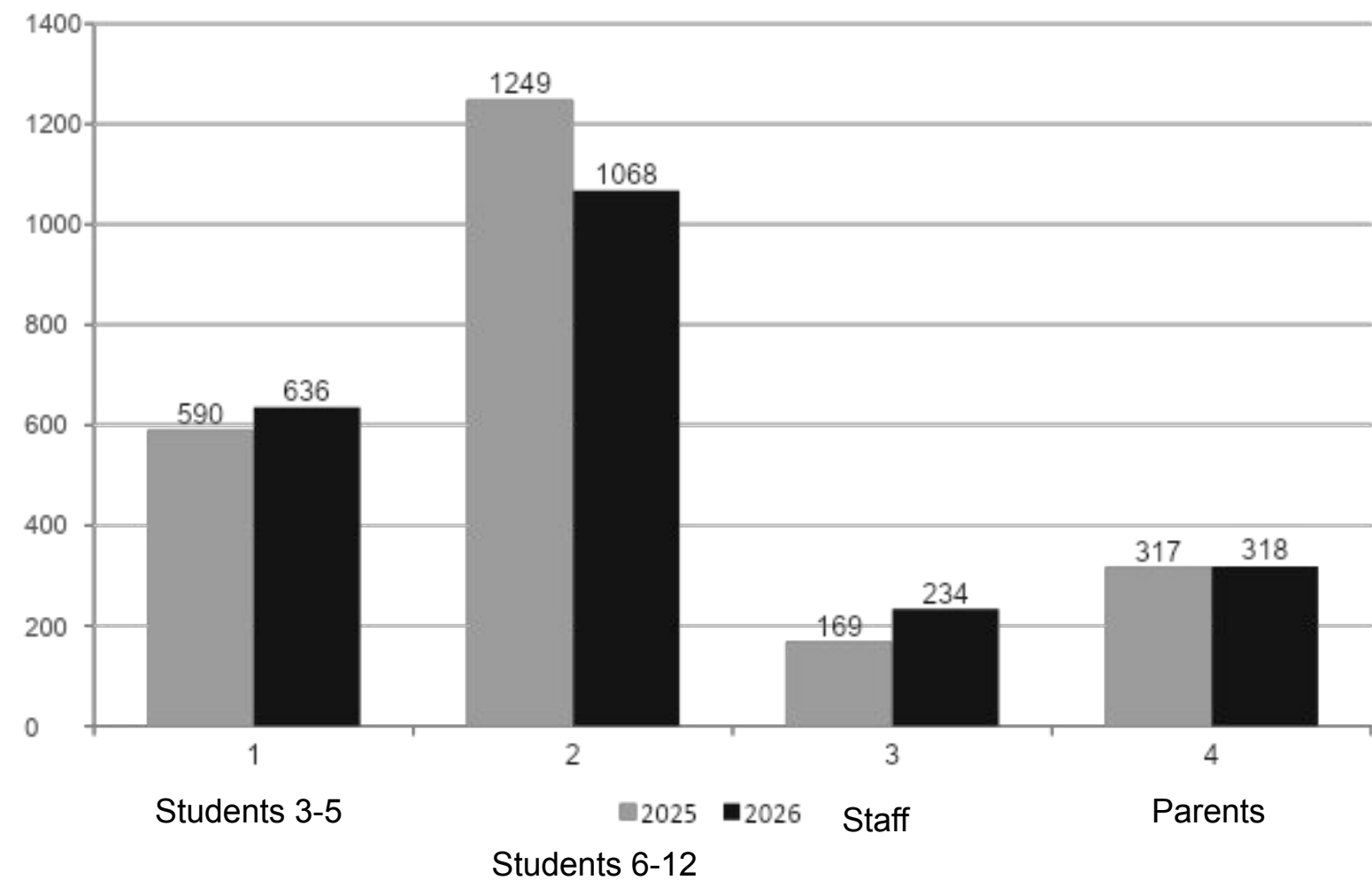
Area for Growth

3.25 & above

Strength

*Four-point Likert scale (1 = Strongly Disagree, 4 = Strongly Agree). *Negative Student Interpersonal Behaviors is reverse-scored — a higher score means fewer perceived problems. These same red/yellow/green bands are used for every score throughout this deck.*

Who Responded: 2025 vs. 2026



Net Change in Respondents

Students 3-5

+46

Students 6-12

-181

Staff

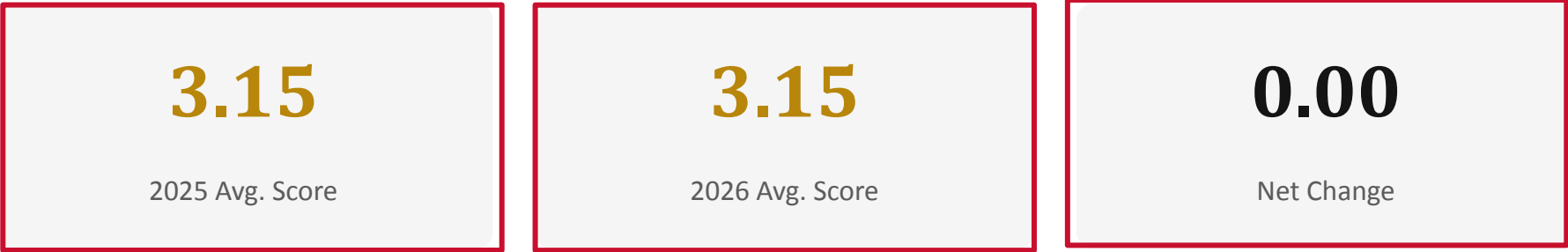
+65

Parents/Caregivers

+1

Total respondents: 2,325 (2025) → 2,256 (2026). Grades 6-12 participation declined; all other groups grew.

The Big Picture: 2025 → 2026



District-wide, average scores held essentially flat — no domain moved by a full point in either direction — but there is real movement underneath.

MOST IMPROVED

Supports for Student Social & Emotional Learning

Students 6-12

2.93 → 3.01 (+0.08)

LARGEST DECLINE

Behavioral Expectations

Parents

3.10 → 3.01 (-0.09)



DOMAIN COMPARISON

All-Stakeholder Domains (Part 1 of 2)

Domain	Students 3-5	Students 6-12	Staff	Parents
Academic Culture and Classroom Practices	3.02 ▲ 3.04	2.83 ▲ 2.88	3.25 ▼ 3.16	3.17 ▼ 3.14
Behavioral Expectations	3.09 ▼ 3.04	3.03 ▲ 3.05	3.36 ▼ 3.35	3.10 ▼ 3.01
Negative Student Interpersonal Behaviors**	2.82 ▲ 2.86	3.10 ▲ 3.11	2.74 ▼ 2.73	2.83 ▼ 2.75
Prosocial Student Interpersonal Behaviors	3.04 ▲ 3.06	2.91 ▲ 2.93	3.09 ▼ 3.03	2.96 ▼ 2.95
Sense of Physical Safety	3.51 ▼ 3.46	3.41 ▲ 3.45	3.43 ▲ 3.45	3.30 — 3.30
Student Voice and Involvement	2.90 ▼ 2.82	2.99 ▲ 3.03	3.44 ▲ 3.47	3.25 ▼ 3.24
Supportive Staff-Student Relationships	3.28 ▼ 3.26	3.27 ▲ 3.32	3.62 — 3.62	3.31 ▼ 3.28

Each cell: 2025 → 2026, colored by that year's band. Background reflects the 2026 band. Arrow shows direction only. n/a = domain not surveyed for that group.

≤ 2.50 Area of Concern

2.51 - 3.24 Area for Growth

≥ 3.25 Strength

** higher scores reflect more favorable conditions and lower scores indicate less favorable conditions.

Remaining Domains (Part 2 of 2)

Domain	Students 3-5	Students 6-12	Staff	Parents
Supports for Student Social & Emotional Learning	3.25 ▼ 3.22	2.93 ▲ 3.01	3.23 ▼ 3.22	3.04 ▼ 3.00
Family Support and Engagement	n/a	n/a	3.44 ▼ 3.42	3.22 ▼ 3.16
Student Sense of Belonging	3.42 ▼ 3.40	3.17 ▲ 3.25	n/a	n/a
Collegial Support (Staff only)	n/a	n/a	3.30 ▲ 3.36	n/a
Leadership Support (Staff only)	n/a	n/a	3.09 ▲ 3.15	n/a
Organizational Resources and Supports (Staff only)	n/a	n/a	2.90 ▼ 2.88	n/a

Each cell: 2025 → 2026, colored by that year's band. Background reflects the 2026 band. Arrow shows direction only. n/a = domain not surveyed for that group.

≤ 2.50

Area of Concern

2.51 - 3.24

Area for Growth

≥ 3.25

Strength

Staff vs. Student Views: Then and Now

Domain	Gap (Staff vs. Students) 2025	Gap 2026	Trend
Student Voice and Involvement (Staff 3.47 vs. Students 3-5 2.82)	0.54	0.65	▲ Widening
Academic Culture and Classroom Practices (Staff 3.16 vs. Students 6-12 2.88)	0.42	0.28	▼ Narrowing
Supportive Staff-Student Relationships (Staff 3.62 vs. Students 3-5 3.26)	0.34	0.36	▲ Widening

Why gaps matter: Large, widening gaps signal that staff and students are experiencing the same domain differently — a strong candidate for structured dialogue and joint problem-solving.

Potential Priority Areas for 2026-27 Goals

Students	Staff	Parents
- Negative Student Interpersonal Behaviors — persistent concern across both years - Student Voice and Involvement (Grades 3-5) — declined further this year	- Academic Culture and Classroom Practices — largest staff decline (-0.09) - Organizational Resources and Supports — remains below growth threshold	- Behavioral Expectations — largest parent decline (-0.09) - Negative Student Interpersonal Behaviors — parent concern increased

These build on last year's priorities — Negative Student Interpersonal Behaviors remains the only domain flagged as a concern by every stakeholder group in both 2025 and 2026.

CONTACT INFORMATION & NEXT STEPS

Contact

Dr. Gino Priolo

Assistant Superintendent

gpriolo@haddonfield.k12.nj.us

609-429-4130

2026 School Based Survey Results

- [Central](#)
- [Elizabeth Haddon](#)
- [J.F. Tatem](#)
- [HMS](#)
- [HMHS](#)

Goal Development

School-based teams to refine 2026-27 climate goals using this comparison, prioritizing domains that declined or show widening gaps.