



Student Pulse Survey Results: 2019 – 2020 Academic Year

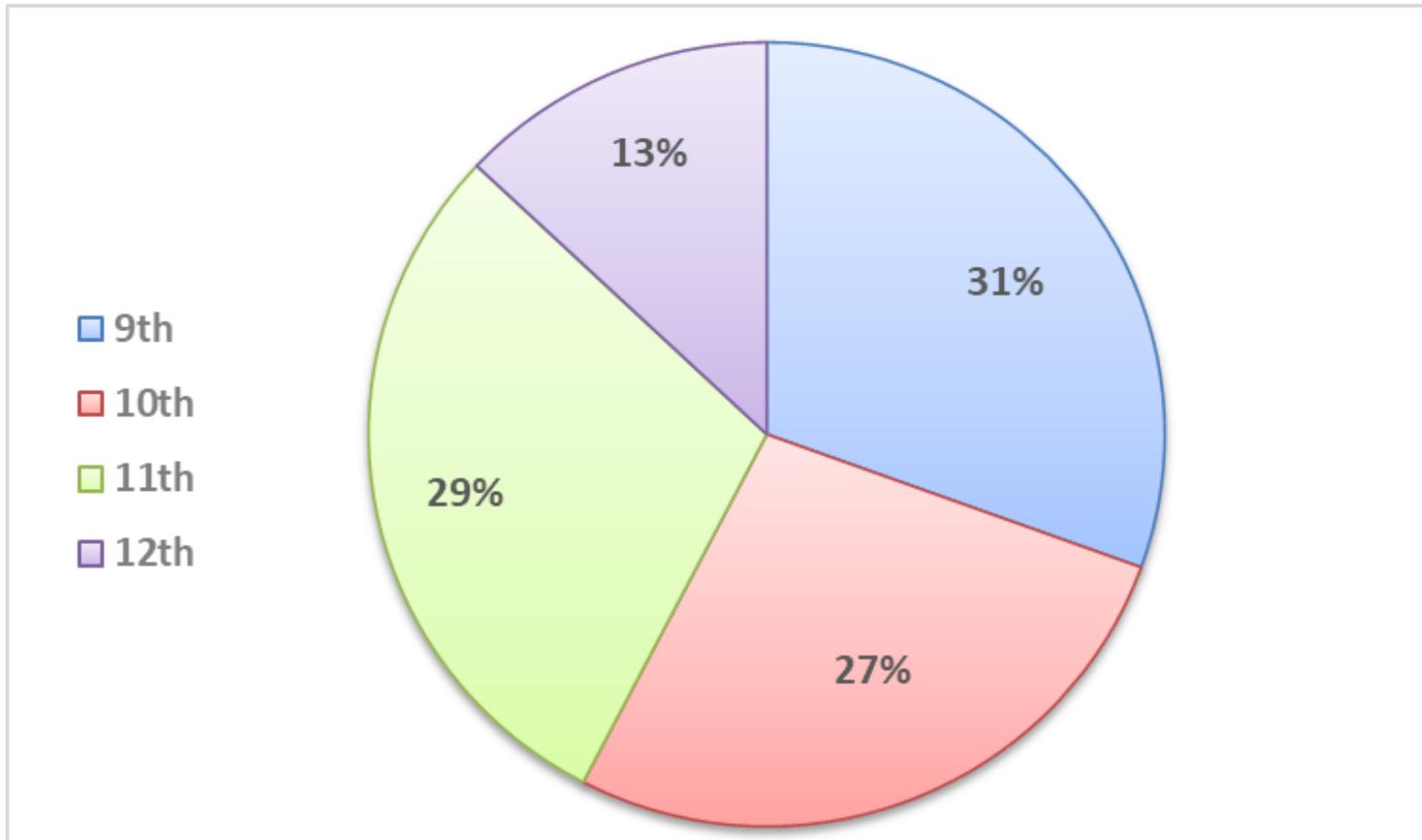
EXECUTIVE SUMMARY



In 2018, the HB Board of Trustee Student Life Committee began a research project to measure how girls are flourishing and thriving at HB. Specifically, they asked, what does flourishing look like, and what might be impediments thriving? How can we make sure we are a school where everyone has a healthy sense of belonging? In 2019, the SFLC hired Caryn Avante, Principal of the Avante Group to help design a survey that would be given to all upper school girls to measure participation in school and extracurricular/cocurricular activities relative to demographic data such as race, creed, sexual orientation, gender, and geography. Director of the Upper School, Hallie Ritzman, harnessed the energy of a small group of upper school students in Spring 2020 to pilot the survey, and with their feedback, modified and honed the questions. Finally, in May 2020, we released the survey to the upper school. Caryn Avante's report is a data analysis action plan around student experience, and anchors much of our DEI-B work. HB plans to continue to survey the upper school, and expand this tool to the middle school, as it is helpful to understand what our girls need, and how we can best create a sense of community and belonging for all.

HB's 2020 Pulse Survey – Respondents by Grade

The survey launched on May 27, 2020 and closed on June 3, 2020.



HB's 2020 Pulse Survey – Snapshot of Respondents

Grade Participation

Grade	Total Enrolled	Students Participating	% Participation
9th	101	54	53
10th	91	48	53
11th	98	52	53
12th	85	23	27
Did not indicate		21	
Total	375	198	53

Racial/Ethnic

American Indian or Alaskan Native	1%	2
Asian	25%	42
Black or African American	10%	17
Hispanic, Latinx or Spanish	6%	10
Indian Subcontinent	11%	18
Middle Eastern or North African	5%	9
Native Hawaiian or Other Pacific Islander	2%	3
White	68%	116
Other (please specify)	0.59%	1

Religious/Spiritual

Athiest	22%	37
Buddhist	1%	2
Hindu	7%	11
Jewish	9%	15
Muslim	2%	3
Protestant	7%	12
Roman Catholic	22%	38
Another type of Christian (Orthodox, LDS, e	17%	28
Some other religious, spiritual or philosophi	7%	11
Questioning	11%	18
None	13%	22
Prefer not to disclose	8%	14

Key Themes Across the Upper School

1. Diversity

HB has done a great job at inclusiveness across all diversity categories. Scores are remarkably similar in most groups and across most categories.

- Racial Diversity – Scores are similar across all racial/ethnic groups in all categories including Wellbeing and Emotional Safety; Belonging & Pride and Participation and Engagement.
- Religious Groups – Scores are similar across most categories for most religious groups. A consistent outlier with lower scores are those with Muslim or Buddhist beliefs who scored mostly lower in all three categories (Wellness & Emotional Safety; Belonging/Pride and Participation/Engagement). This is a very small group – 5 students total but should be an area to find better support.
- Sexual Orientation – Very consistent across all categories with the exception of a sense of belonging where LGBTQ+ students scored 4 points lower than heterosexual students.

Key Themes Across the Upper School

2. Wellbeing & Emotional Safety

- The areas with the highest scores were regarding the ability to have difficult conversations with teachers; ability to be one's self at school and opportunity for leadership positions.
- The lowest score was regarding the ability to manage workload and ability to have difficult conversations with peers.
- Confidence in managing workload – the scores align with what we've seen in parent surveys –takes a dip in 10th and 11th.

3. Participation & Engagement

- Class participation scores are quite strong across all grades
- Feeling excited to attend class scored the lowest. Likely due to the wording of the question. (See Recommendations page.)
- Participation does not seem to be impacted by financial circumstances or distance to HB.

Key Themes Across the Upper School

4. Sense of Belonging

Scores were pretty strong, especially around feeling known and cared for by teachers and pride in academic achievement and peers to connect/hang out.

- Feel teachers know and care about them – great scores across the board
- Social belonging was the lowest-- How much of this is due to the social development stage of adolescence?
- Sense of belonging does not seem to be impacted by financial circumstances or distance to HB.
- Strong correlation between sense of **social and academic** belonging and the ability to have respectful conversations with teachers and peers.
 - Of those who **strongly agreed** with the ability to have conversations with teachers, 75% also feel a strong sense of social belonging and with peers, 82% feel a strong sense of social belonging.
 - Of those who **strongly agreed** with the ability to have conversations with teachers, 84% also feel a strong sense of academic belonging and with peers, 85% feel a strong sense of academic belonging.

What Do We Do?

1. Develop additional support mechanisms for 10th & 11th grade students.

- Time management, stress management and self-care skills.
- Mentoring from Seniors (who've been there).
- Start preparing students when they enter 9th grade.

2. Focus on Improving the Sense of Belonging Scores in 10th & 11th grade.

- There is a strong correlation between sense of belonging (particularly social belonging) and the ability to have difficult conversations with both teachers and peers.)

3. Continue to create/improve support mechanisms for managing workload.

- While this is in-part a normal development aspect of adolescence, this was also a significant issue from the parents' perspective in parent surveys.

What Do We Do?

4. **Continue to focus on fostering empathy and perspective-taking – particularly among peers.**
 - Developing the ability to have empathy and look beyond one's own perspective is a normal developmental aspect of adolescence and continues to be one of the top areas noted in both the student and parent surveys. Creating opportunities for students to further develop these skills is important.

5. **Better understand why so few students utilize HB's student support services.**
 - Only a small percentage of students utilize the school's support services. Why is this?
 - Suggest taking a look at how this question is worded. What are we really asking?