

## Executive Summary

The Parent Satisfaction Survey for the first quarter of the 2022-23 academic year at St. Peter Catholic School was open October 10-October 20, 2022. During that time, 74 parents with children at the school completed the survey. Of those responses, 35 parents provided their name and indicated they would welcome a follow up conversation with our school.

How satisfied are you with the education your child(ren) is/are receiving this school year?

78% Highly Satisfied  
14% Somewhat Satisfied  
7% Neutral  
1% Not Satisfied

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How likely are you to recommend our school to another family?

86% Highly Likely  
9% Somewhat Likely  
4% Neutral  
0% Not Likely

December 2021

How satisfied are you with the education your child is receiving? 57%  
How likely are you to recommend SPCS to another family? 72%

May 2022

How satisfied are you with the education your child is receiving? 54%  
How likely are you to recommend SPCS to another family? 80%

October 2022

How satisfied are you with the education your child is receiving? 78%  
How likely are you to recommend SPCS to another family? 86%

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- How can we open up more opportunities for the parents?
  - Can we have K-2 parents volunteer in the lunchroom?
  - Come to lunch and recess with your kids. Different grade every day.
  - Mystery readers?
  - Community helpers—whose doing it, when, and do the parents know it?
  - Send email to teachers to see what opportunities they are doing? Do you have any suggestions to have parents get more involved?
  - Jessica—can we add volunteers to grades 1 and 2
- “Constant” asking for supplies in Kindergarten.

- Need to limit this right away

### **Strengths**

- Loving teachers who help students when they need extra help
- Rigorous curriculum that challenges students
- New security measures
- Middle school curriculum improvements with high school credit

### **Opportunities for Growth**

- More opportunities for parents to be involved in the classroom and/or volunteer
  - Added field trips back this year
  - How can we open up more opportunities for the parents?
  - Can we have K-2 parents volunteer in the lunchroom?
  - Come to lunch and recess with your kids. Different grade every day.
  - Mystery readers?
  - Community helpers—whose doing it, when, and do the parents know it?
  - Send email to teachers to see what opportunities they are doing? Do you have any suggestions to have parents get more involved?
  - Jessica—can we add volunteers to grades 1 and 2

- “Constant” asking for supplies in Kindergarten.
  - Need to limit this right away
- Communication coming from too many places
- Drop off and pick up to run smoothly
- Too much attention focused on “silly rules” especially in Middle School (and students hearing the same lecture from teacher after teacher about one of those rules)
- Concern about Spanish and whether students will really be able to pass the mastery exam
- More consistent use of Facts for grading and assignments throughout the school
- Half Day Fridays

Highlight the after school workers at the beginning of the year.

Spanish:

We have the information that has been provided to us by Pitt County Schools of what will be on the test. We are continuing to analyze what will be expected. This looks different than what we have taught in the past as we restructure the curriculum across grades 5-8. Curriculum maps have been created for each grade level, so as to not repeat information, and that 7th and 8th grade are the most rigorous to ensure the students pass the test.

This is a guinea pig year for pitt county schools. Pitt County Schools has created many changes in the county. We as well as the other middle schools, are experiencing growing pains as we adjust.

Standards for World History are the same, which Elaina has.

Clear direction in Middle School

-this year, we have standardized the weight of grades of tests, quizzes, homework, projects so they are the same in each subject.

Why no straws? Make a video that is funny

Middle School, like high school, sets tough standards at the start of the year. It’s a balancing act—the kids need boundaries.

Look up information from last year’s surveys in terms of statistics.

Each teacher creates an IGP, which the principal reviews. Principal meets with anyone new or with anyone she needs clarification on their plan. They are signed by the principal. She has a copy, teacher has a copy.

Two - four observations from principal, peer, mentor. New teachers and renewal year teachers have four observations. One principal obs is announced, others are unannounced.

Teacher fills out self assessment. Principal fills out assessment. Meet to compare the lists. Debbie writes summary of their goals, and her observations of how they completed them. What diocesan domain they focused on and their rating. Suggestions for improvement. (see blank checklist) IGP and checklist are from the diocese.

At the end of year, there is an end of year meeting.

The assessment piece is going to change next year, and that will be used as a growth measuring tool.

### 1.3.23

EW went to PCS..

Pacing guides

Curriculum maps

—our students are well on track

PW has a study guide from Spanish 1 for the Mastery Exam

Resources:

-PW has taught the two year 1a/1b for ten+ years

-PCS has provided us with the Spanish 1 Review, which is what they say everything a student needs to know to pass the mastery exam, in 6 categories and many subcategories

-EW has looked at PCS school's pacing guides and curriculum maps

-EW has looked at study guides and test prep questions from school districts—high school spanish 1. The standards are the same.

-EW has looked at the DOR standards; however, the PCS standards are more specific.

Quarter 3 will focus on the conjugation, as well as reiterating vocabulary.

Dear 8th Grade Parents,

The Spanish 1 Mastery Exam will be given to our students in mid-May at our school. The test will be proctored by SPCS faculty, and it will count as our Spanish final exam. The date of the test has not been provided to us yet. The Spanish Department Chairperson at JH Rose High School is creating this test for all schools in the county.

We are using the resources available to us from Pitt County Schools, including pacing guides and curriculum maps in Spanish 1. We will continue to seek more specifics about the test itself, including stem questions to help our students prepare for the exam in a very specific way.

Other resources I am using are study guides and test prep questions from high school Spanish 1 classes in other NC school districts. We have also looked at standards from the Diocese of Raleigh; the PCS standards are tailored to the specific mastery exam that will be given, as opposed to a general NC final exam. For this reason, we are working more closely with the PCS standards.

A Spanish 1 Mastery Exam study guide is in progress, and the first section of it will be shared with our students this Friday in the students' Google Drive folders.

When comparing our lesson plans so far this school year with the PCS pacing guides and with colleagues at public schools in Pitt County who teach Spanish 1, our students are very much on track.