

Appendix C: School Climate Survey- High School Version

The School Climate Survey – High School Version (SCSHSV) is a multi-dimensional assessment tool that measures high school students' perceptions of their school's social climate. The SCSHSV is comprised of 7 demographic questions, 62 statements regarding students' perceptions of their school, and a 3-item experiences of racism section. The survey concludes with questions asking whether or not students had received a suspension during the school year, how many detentions they had in the last year, and whether they would be willing to work to end inequities in the school district.

When presented with the 62 statements, respondents rated whether they strongly agree, agree, are neutral/not sure, disagree, or strongly disagree with each. The experiences of racism subscale has a slightly different response system, with options ranging between never, a few times, monthly, weekly, and daily. The question about recent suspensions provides a yes/no format for the answer, while the detention question provides a range of numbers to choose between. Students indicated whether they were interested in working to end inequities by filling in the bubble next to the statement.

Executive Summary

African American and White high school students had very disparate views of the social climate in Champaign's public schools concerning: 1) Fairness: Academic Programs, and 2) Need for Change. African American and White high school students had disparate perspectives of the social climate in Champaign's public schools concerning: 1) Fairness: General, 2) Reasons for Misbehavior, 3) Fairness: Discipline, and 4) Fear of Black Students. African American and White high school students had only slightly disparate views of the social climate of Champaign's public schools concerning: 1) Cultural Understanding, 2) Experiences of Racism, 3) Influence, 4) Discipline: Overreaction, and 5) Trust and Respect.

Influence (p. C8):

The overall mean for all respondents was in the neutral range (mean = 3.04).

No appreciable differences were found between African American and White high school students on this scale.

Trust & Respect (p. C9):

The overall mean for all respondents was in the neutral range (mean = 3.44).

No appreciable differences were found between African American and White students on this scale.

Fairness: General (p. C10):

The overall mean of all respondents was in the neutral range (mean = 3.24).

White high school students were twice as likely as African American students to agree or strongly agree that their schools are generally fair places for all students. African American students were twice as likely as White students to disagree or strongly disagree with the same notion.

Fairness: Academic Programs (p. C11):

The overall mean of all respondents was in the agree range (mean = 3.71).

White high school students were more than three times as likely as African American students to agree or strongly agree with the items on this subscale. Also, African American students were more than five times more likely to disagree or strongly disagree with the items on this scale.

Fairness: Discipline (p. C12):

The overall mean for all respondents was in the neutral range (mean = 3.10).

White students were twice as likely as African American students to agree or strongly agree with the items on the Fairness of Discipline scale. African American students were also about twice as likely as White students to disagree or strongly agree with these items.

Cultural Understanding (p. C13):

The overall mean for all respondents was in the neutral range (mean = 2.95).

White students were about one and a half times more likely than African American students to agree or strongly agree with the items on this scale.

Need for Change (p. C14):

The overall mean of all respondents was in the neutral range (mean = 2.81).

African Americans were more than four times more likely than White students to agree or strongly agree with the items on the Need for Change scale. Conversely, White students were four times more likely to disagree or strongly disagree that their schools need to change.

Reasons for Misbehavior (p. C15):

The overall mean of all respondents was in the neutral range (mean = 2.91).

African American high school students were almost twice as likely as White high school students to disagree or strongly agree with the reasons for misbehavior described in the survey. White high school

students were one and a half times more likely than African American students to strongly agree or agree with the same statements on the scale.

Fear of Black Students (p. C16):

The overall mean for all respondents was in the neutral range (mean = 2.78).

African American students were twice as likely as Whites to agree that students and teachers at their school feared African American students. White students were one and a half times as likely as African American students to disagree that students and teachers at their school feared African American students.

Experiences of Racism (p. C17):

The overall mean for all respondents was in the strongly disagree range (mean = 1.67).

No appreciable differences were found between African American and White high school students on this scale.

Discipline- Overreaction (p. C18):

The overall mean for all respondents was in the neutral range (mean = 3.02).

No appreciable differences were found between White and African American students on this scale.

Demographic Summary of High School Respondents

The following number of surveys were collected from each school:

School	Number of Respondents	Percentage of Respondents
Centennial	1257	57.3%
Central	919	41.9%
CARE	19	.1%
All Respondents	2195	100%

The number of students reported at each grade level:

Number of students at each grade level	Frequency	Percentage of Respondents
Ninth grade	560	25.5%
Tenth grade	629	28.7%
Eleventh grade	558	25.4%
Twelfth grade	438	20.0%
Did not answer/Marked more than one answer	10	.5%
All Respondents	2195	100%

The gender breakdown of respondents was:

Student's Gender	Frequency	Percentage of Respondents
Male	1112	50.7%
Female	1067	48.6%
Did not answer	16	.7%
All Respondents	2195	100%

The race/ethnicity breakdown of respondents was:

Race/ethnicity	Frequency	Percentage of Respondents
Black/African American	383	17.4%
White	1459	66.5%
Hispanic	35	1.6%
Asian/Asian American/ Pacific Islander	101	4.6%
American Indian	11	.5%
Other	82	3.7%
Multiracial (marked multiple races/ethnic groups)	98	4.5%
Did not answer	24	1.1%
All Respondents	2193	100%

The number of respondents who reported having free, reduced, or full priced lunch:

Child lunch payment/status	Frequency	Percentage of Respondents
Free	265	12.1%
Reduced price lunch	30	1.4%
Full priced lunch	1051	47.9%
Did not answer/Marked more than one answer	849	38.7%
All Respondents	2195	100%

The typical academic grades reported by respondents:

Grades	Frequency	Percentage of Respondents
Mostly A's	695	31.7%
Mostly B's	911	41.5%
Mostly C's	456	20.8%
Mostly D's	45	2.1%
Mostly F's	23	1.0%
Did not answer/Marked more than one answer	65	2.9%
All Respondents	2195	100%

Respondents who reported receiving a suspension during the 1999-2000 school year:

Response:	Frequency	Percentage of Respondents
Yes/Marked	147	6.9%
No/Unmarked	1990	93.1%
All Respondents	2137	100%

The number of detentions received during the 1999-2000 school year:

Number of Detentions	Number of Respondents	Percentage of Respondents
0	968	45.3%
1-4	752	35.2%
5-9	190	8.9%
10+	227	10.6%
All Respondents	2137	100%

Respondents were asked mark a response if they were interested in helping to end inequities in the Champaign school district:

Response:	Frequency	Percentage of Respondents
Yes/Marked	385	17.5%
No/Unmarked	1810	82.5%
All Respondents	2195	100%

The SCSHSV contains 11 subscales. Each is listed below accompanied by a brief definition.

Subscale Name	Description
Influence	Students' perceived influence on school operations and decision-making.
Trust & Respect	Students' trust of their teachers, principal, and other staff.
Fairness – General	Students' perception that all students are treated fairly.
Fairness – Academic Programs	Students' perception that access to academic and social programs is fair.
Fairness – Discipline	Students' perceptions that discipline is administered fairly.
Cultural Understanding	Students' perceptions of how well they are understood by teachers and staff at their schools.
Need for Change	Students' perceptions of the need to change the school system to better address racial inequities.
Reasons for Misbehavior	Students' perceptions of why students have problems at school.
Fear of Black Students	Students' perceptions of whether students and staff at their school are afraid of black students.
Experiences of Racism	Students' perceptions of how often they have experienced racism.
Discipline – Overreaction	Students' perception that discipline is overly stressed in their school.

In addition to these subscales, the survey contained several “stand-alone” items that were repeatedly mentioned as important to ask by stakeholders during the survey construction phase of the project.

Influence - Subscale Summary

The Influence subscale measures students' perceptions of their impact on school operations and decision-making. This subscale contains 4 items:

- “My opinion matters to my teacher.”
- “The principal uses my suggestions to improve the school.”
- “My teachers use my suggestions to improve my classes.”
- “The principal listens to student ideas.”

The overall mean subscale for all 2168 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	8%	6%	9%	7%
Disagree	17%	21%	19%	20%
Neutral/ Not Sure	54%	54%	53%	54%
Agree	17%	18%	18%	18%
Strongly Agree	4%	2%	2%	2%

Note: Subscale scores were computed by averaging students' responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.

Trust & Respect - Subscale Summary

The Trust & Respect subscale measures students' trust of their principal, teachers and the school district. This subscale contains 4 items:

- “I trust my teachers to keep their promises.”
- “I trust the principal to keep his or her promises.”
- “The administrative staff at my school respects me.”
- “My teachers respect me.”

The overall mean subscale for all 2165 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	4%	3%	7%	4%
Disagree	16%	12%	10%	12%
Neutral/ Not Sure	38%	40%	41%	40%
Agree	31%	36%	31%	34%
Strongly Agree	18%	10%	11%	10%

Note: Subscale scores were computed by averaging students' responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.

Fairness: General – Subscale Summary

The Fairness: General subscale measures students' perceptions that all students are treated fairly. This subscale contains 6 items:

- “All students are treated well in my school, even if their grades are good or bad.”
- “All students are treated well at my school, even if they are rich or poor.”
- “Black students are treated fairly at my school.”
- “The Champaign School System treats students of all races fairly.”
- “My teachers treat students of all races fairly.”
- “My school treats students of all races fairly.”

The overall mean subscale for all 2167 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	12%	3%	7%	5%
Disagree	22%	13%	15%	15%
Neutral/ Not Sure	44%	45%	46%	45%
Agree	14%	28%	23%	25%
Strongly Agree	7%	12%	9%	10%

Note: Subscale scores were computed by averaging students' responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.

Fairness: Academic Programs – Subscale Summary

The Fairness: Academic and Social subscale measures students' perceptions that access to specialized academic programs is fair. This subscale contains 2 items:

“Blacks make up 38% of Champaign’s elementary school population and 3% of elementary school gifted and talented enrollment. This shows that Black students are treated unfairly.”

“Blacks make up 33% of Champaign’s student population and 53% of special education enrollment. This shows that Black students are treated unfairly.”

The overall mean subscale for all 2143 respondents who filled out this subscale was in the “agree” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	11%	1%	5%	4%
Disagree	21%	6%	10%	9%
Neutral/ Not Sure	47%	30%	47%	36%
Agree	14%	26%	20%	23%
Strongly Agree	7%	37%	19%	29%

Note: Subscale scores were computed by averaging students' responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.

Fairness: Discipline – Subscale Summary

The Fairness: Discipline subscale measures students' perceptions of whether they feel that discipline is administered fairly. This subscale contains 4 items:

“Different students receive different punishments for breaking the same rules.”

“At my school, I have been disciplined for something I did not do.”

“I feel that I am disciplined fairly at my school.”

“At my school, students are disciplined fairly regardless of their race.”

The overall mean subscale for all 2166 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	9%	1%	4%	3%
Disagree	26%	16%	17%	18%
Neutral/ Not Sure	49%	49%	54%	50%
Agree	14%	29%	21%	25%
Strongly Agree	3%	5%	5%	5%

Note: Subscale scores were computed by averaging students' responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.

Cultural Understanding – Subscale Summary

The Cultural Understanding subscale measures students' perceptions concerning the cultural relevance of teaching styles at their school. This subscale contains 4 items:

- “The principal understands students' points of view.”
- “My teachers understand my point of view.”
- “Teachers take students' learning styles into account when teaching.”
- “Teachers take students' cultural backgrounds into account when teaching.”

The overall mean subscale for all 2162 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	7%	8%	9%	8%
Disagree	28%	31%	27%	30%
Neutral/ Not Sure	46%	48%	51%	48%
Agree	14%	10%	8%	11%
Strongly Agree	6%	4%	6%	5%

Note: Subscale scores were computed by averaging students' responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.

Need for Change – Subscale Summary

The Need for Change subscale measures students' perceptions of a need to change the Champaign school system to better address racial inequities. This subscale contains 7 items:

“My school should spend more time teaching about non-White cultures.”

“Hiring more non-White teachers and administrators will better address the needs of students.”

“At my school we need to talk more about racism.”

“Racial integration of my school will improve the quality of my education.”

“The school district should reduce the difference in gifted and talented enrollment that exists between Black and White students.”

“The school district should reduce the difference in special education enrollment that exist between Black and White students.”

“The school district should reduce the difference in suspension rates that exist between Black and White students.”

The overall mean subscale for all 2158 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	1%	14%	6%	10%
Disagree	8%	28%	14%	22%
Neutral/ Not Sure	49%	51%	57%	51%
Agree	31%	7%	21%	13%
Strongly Agree	11%	1%	3%	3%

Note: Subscale scores were computed by averaging students' responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.

Reasons for Misbehavior - Subscale Summary

The Reasons for Misbehavior subscale measures students' perceptions of why students have problems at school. This subscale contains 3 items:

“Students have problems at school because their parents do not value education enough.”

“Students who get suspended tend to come from families who do not value education.”

“One of the main reasons more Black students than White students are suspended is because some Black parents do not stress the importance of education.”

The overall mean subscale for all 2166 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	24%	8%	13%	12%
Disagree	26%	18%	21%	20%
Neutral/ Not Sure	34%	48%	48%	45%
Agree	10%	17%	12%	15%
Strongly Agree	7%	9%	7%	8%

Note: Subscale scores were computed by averaging students' responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.

Fear of Black Students – Subscale Summary

The Fear of Black Students subscale measures students' perceptions of how different behaviors are expected of and attributed to different groups. This subscale contains 2 items:

“Students are afraid of Black students at my school”

“Teachers are afraid of Black students at my school”

The overall mean subscale for all 2169 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	11%	16%	13%	15%
Disagree	18%	32%	28%	29%
Neutral/ Not Sure	39%	37%	43%	38%
Agree	18%	10%	9%	11%
Strongly Agree	10%	5%	6%	6%

Note: Subscale scores were computed by averaging students' responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.

Experiences of Racism – Subscale Summary

The Experiences of Racism subscale measures students’ perceptions about how often they have experienced racism in their school. This subscale contains 3 items:

- “How often has a teacher treated you badly because of your race?”
- “How often has another student treated you badly because of your race?”
- “How often have you experienced racism at your school?”

The overall mean subscale for all 2123 respondents who filled out this subscale was in the “strongly disagree” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Never	65%	78%	65%	74%
A Few Times	19%	13%	19%	15%
Monthly	8%	6%	5%	6%
Weekly	4%	2%	4%	3%
Daily	4%	1%	7%	2%

Note: Subscale scores were computed by averaging students’ responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.

Discipline: Overreaction – Subscale Summary

The Discipline: Overreaction subscale measures students’ perceptions that discipline is overly stressed in their school. This subscale contains 3 items:

“ My teachers overreact to student misbehavior.”

“There are too many rules in my school.”

“My teachers are too strict.”

The overall mean subscale for all 2167 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	1%	0%	1%	1%
Disagree	14%	13%	12%	13%
Neutral/ Not Sure	66%	72%	73%	71%
Agree	18%	14%	15%	15%
Strongly Agree	1%	1%	0%	1%

Note: Subscale scores were computed by averaging students’ responses across items in the subscale. Percentages in table reflect the proportion of each responding group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables were rounded to the nearest percent; therefore, totals for each column may not add up to exactly 100%.