

Appendix E:

School Climate Survey – Elementary Version Summary

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The School Climate Survey – Elementary Version (SCSEV) is a multi-dimensional assessment tool that measures elementary students’ perceptions of their schools’ social climate. The SCSEV is composed of 7 demographic items, 43 statements about students’ perceptions of their school, two questions about receiving suspensions and detentions, and one question about whether they would be willing to work to help end inequities in Champaign schools.

Respondents rated whether they agree, are neutral/not sure, or disagree with each of the 43 statements.

Executive Summary

General Climate (see page E7 for more information): African American, White, and all other¹ students had similar perceptions of the general social climate of their schools as it relates to how teachers treat children. The overall mean of all respondents was in the “agree” range (mean = 2.51). General Climate was positive across racial groups. Percentage differences did exist: White students “agreed” at slightly higher percentages than African American and all other students.

Experiences of Racism from Other Students (see page E8 for more information): African American, White, and all other students had disparate perspectives of the social climate of Champaign’s public schools concerning experiences of racism from other students. The overall mean of all respondents was in the “disagree” range (mean = 1.52). African Americans were almost a third as likely as Whites to “agree” with this subscale while all other students exceeded African American rates in the “agree” category. “Neutral/not sure” respondents were even across race, but African Americans and all other students “disagreed” less than Whites. African Americans and all other students experienced racism from other students considerably more than White students.

¹ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the elementary student survey, results from these racial groups were combined in order to protect the anonymity of these students. This category is not meant to marginalize these groups’ viewpoints. However, given the small number of students in several of these racial groups it was necessary to aggregate these results.

Demographic Summary of Elementary Student Respondents

The following number of surveys were collected from each school:

Elementary School	Number of Respondents	Percentage of Respondents
Barkstall	201	10.5%
Bottenfield	183	9.6%
B. T. Washington	119	6.2%
Carrie Busey	184	9.6%
Dr. Howard	217	11.3%
Garden Hills	179	9.3%
Kenwood	188	9.8%
Robeson	236	12.3%
South Side	124	6.5%
Stratton	143	7.5%
Westview	142	7.4%
All Schools	1916	100%

The grade level respondents reported was:

Grade Level	Number of Respondents	Percentage of Respondents
Third	620	32.4%
Fourth	661	34.5%
Fifth	623	32.5%
Did not answer	12	0.6%
All Respondents	1916	100%

The number of years respondents have been at their school was:

Number of Years In School	Number of Respondents	Percentage of Respondents
One	274	14.3%
Two	464	24.2%
Three	201	10.5%
Four	377	19.7%
Five	333	17.4%
Six or more	241	12.5%
Did not respond	26	1.4%
All Respondents	1916	100%

The gender breakdown of respondents was:

Gender	Number of Respondents	Percentage of Respondents
Male	994	51.9%
Female	908	47.4%
Did not answer	14	0.7%
All Respondents	1916	100%

The race/ethnicity breakdown of respondents was:

Race/Ethnicity	Number of Respondents	Percentage of Respondents
Black/African American	561	29.3%
White	892	46.6%
Hispanic	29	1.5%
Asian/Asian American/ Pacific Islander	91	4.7%
American Indian	19	1.0%
Other	77	4.0%
Multiracial (marked multiple races/ethnic groups)	195	10.2%
Did not answer	45	2.3%
Missing for other reason	7	0.4%
All Respondents	1916	100%

The level of socioeconomic status was judged by lunch payment plan:

Lunch Payment Status	Number of Respondents	Percentage of Respondents
I do have to pay	1045	54.5%
I do not have to pay	769	40.1%
Did not respond	102	5.3%
All Respondents	1916	100%

The respondents reported that they received:

Grades	Number of Respondents	Percentage of Respondents
Very Good Grades	844	44.1%
Okay Grades	968	50.5%
Not Good Grades	64	3.3%
Did not respond	40	2.1%
All Respondents	1916	100%

Respondents reported if they had received a suspension during the current school year or not:

Received a Suspension	Number of Respondents	Percentage of Respondents
Yes	116	6.1%
No	1708	89.1%
Did not respond	92	4.8%
All Respondents	1916	100%

Respondents indicated the number of detentions they had received during the current year:

Number of Detentions	Number of Respondents	Percentage of Respondents
None	1469	76.7%
1-4	261	13.6%
5-9	41	2.1%
10 or more	21	1.1%
Did not respond	124	6.5%
All Students	1916	100%

Respondents were asked to mark a response only if they were interested in helping “Champaign schools meet the needs of all students”:

Response:	Number of Respondents	Percentage of Respondents
Yes/Marked	282	14.7%
No/Unmarked	1634	85.3%
All Respondents	1916	100%

SCSEV Subscales

The SCSEV contained two reliable subscales across all respondents:

Subscale Name	Description
General Climate	School climate as indicated predominantly by how teachers treat the respondent and students in general
Experiences of Racism from Other Students	Perceptions of racism directed towards the respondent by other students

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

Subscale Summary of Elementary School Respondents

General Climate – Subscale Summary

The General Climate subscale measured students’ perceptions of school climate as indicated predominantly by how teachers treated the respondent and students in general. This subscale contained 14 items:

- 6. At my school, teachers treat all children fairly.
- 8. My teacher thinks I am going to get in trouble a lot.
- 12. I can talk to my teacher if something is bothering me.
- 13. My teacher treats me politely.
- 15. When I get in trouble, my teacher lets me tell my side of the story.
- 17. My teacher understands me.
- 19. My teacher thinks I can do well in school.
- 20. My teacher treats me fairly when I get in trouble at school.
- 22. My teacher treats all children fairly.
- 24. My teacher is too strict.
- 25. I feel safe in my school.
- 26. My teacher uses what I say to make my classes better.
- 31. My teacher makes me feel smart.
- 39. My teacher thinks Black children are going to get in trouble a lot.

The overall mean subscale score for all 1836 respondents who filled out this subscale was in the “agree” range; racial group scores broke down as follows:

	Respondents’ Racial Group			All Students
	African American	White	All Others	
Disagree	6%	5%	7%	6%
Neutral/Not Sure	21%	17%	22%	19%
Agree	73%	79%	71%	75%

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

Experiences of Racism From Other Students – Subscale Summary

The Experiences of Racism subscale measured students’ perceptions of racism directed towards them by other students. This subscale contained 3 items:

- 35. I sometimes feel sad in school because of the color of my skin.
- 37. I have been treated unfairly by a student because of the color of my skin.
- 43. Another student has treated me badly because of the color of my skin.

The overall mean subscale score for all 1703 respondents who filled out this subscale was in the “disagree” (indicating no experiences of racism for a majority of respondents) range; racial group scores break down as follows:

	Respondents’ Racial Group			All Students
	African American	White	All Others	
Disagree	55%	65%	51%	59%
Neutral/Not Sure	21%	18%	21%	19%
Agree	24%	17%	28%	22%

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