

**Appendix C: 2009 School Climate Survey – Middle School Version 12.15.10**

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University of Illinois  
School Climate Research Team

## **Appendix C: 2009 School Climate Survey – Middle School Version 12.15.10**

### **Appendix C: 2009 School Climate Survey- Middle School Version**

The School Climate Survey – Middle School Version (SCSMSV) is a multi-dimensional assessment tool that measures middle school students' perceptions of their school's social climate. The SCSMSV is comprised of 7 demographic questions, 68 statements regarding students' perceptions of their school, and a 4 -item experiences of racism section. The survey concludes with questions asking whether or not students were aware of the consent decree, 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 64 statements, respondents rated whether they strongly agree, agree, are neutral/not sure, disagree, or strongly disagree with each. The experience of racism subscale has a slightly different response system, with options ranging between never, a few times, monthly, weekly, and daily. The question about the consent decree and 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 middle school students had disparate perspectives of the social climate in Champaign’s public schools concerning: 1) Need to Address Racial Issues; and 2) Family Attributions for Misbehavior. Mean score differences labeled as “disparate” were statistically significant and had moderate effect sizes (between .45 and .8) as measured by Cohen’s D.

African American and White middle school students had slightly disparate views of the social climate of Champaign’s public schools concerning: 1) Trust and Respect; 2) Teacher Expectations; 3) Racial Fairness; and 4) School Resource Officers. Mean score differences labeled as “slightly disparate” were statistically significant and had large effect sizes (between .25 and .45) as measured by Cohen’s D.

#### **Trust and Respect (p. C9):**

*(Comparison data from 2000 Climate Survey provided – p. 10)*

The overall mean of all respondents was in the neutral range (mean = 3.60).

White middle school students were slightly more likely as African American students to agree or strongly agree with the items on the Trust and Respect subscale. African American students were almost twice as likely as White students to disagree or strongly disagree with the same items on the scale.

#### **Teacher Expectations (p. C11):**

The overall mean for all respondents was in the neutral range (mean = 4.12).

White middle school students were slightly more likely to agree or strongly agree than African American students with the items on the Teacher Expectations scale.

#### **Racial Fairness (p. C12):**

*(Comparison data from 2000 Climate Survey provided – p. C13)*

The overall mean of all respondents was in the agree range (mean = 3.51).

White middle school students were slightly more than twice as likely as African American students to disagree or strongly disagree with the items on this subscale.

#### **Experience of Racism (p. C14):**

*(Comparison data from 2000 Climate Survey provided – p.15)*

The overall mean for all respondents was in the “a few times” range (mean = 2.08).

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

#### **Need to Address Racial Issues (p. C16):**

*(Comparison data from 2000 Climate Survey provided – p. C17)*

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

African American students were almost twice as likely as White students to agree or strongly agree with the items on the Need to Address Racial Issues subscale.

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### **Family Attributions for Misbehavior** (p. C18):

*(Comparison data from 2000 Climate Survey provided – p. C19)*

The overall mean for all respondents was in the neutral range (mean = 2.82).

African American middle school students were almost twice as likely as White students to disagree or strongly disagree with the items on the Family Attributions for Misbehavior subscale.

### **School Resource Officers** (p. C20):

The overall mean of all respondents was in the neutral range (mean = 3.25).

African American middle school students were slightly more likely to disagree or strongly disagree than Whites with items on the School Resource Officers subscale.

### **Teachers' Preparedness for Diversity** (p. C21):

The overall mean of all respondents was in the neutral range (mean = 3.28).

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

### **Future Possibilities** (p. C22):

The overall mean for all respondents was in the neutral range (mean = 4.47).

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

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**Demographic Summary of Middle School Respondents**

The following number of surveys were collected from each school:

School	Number of Respondents	Percentage of Respondents
Edison	389	31.0 %
Franklin	377	30.1%
Jefferson	488	38.9%
All Respondents	1254	100%

The number of students reported at each grade level:

Number of students at each grade level	Frequency	Percentage of Respondents
Sixth grade	443	35.3%
Seventh grade	414	33.0%
Eighth grade	371	29.6%
Did not answer/Marked more than one answer	26	2.1%
All Respondents	1254	100%

The gender breakdown of respondents was:

Student's Gender	Frequency	Percentage of Respondents
Male	607	48.4%
Female	641	51.1%
Did not answer/Marked more than one answer	6	.5%
All Respondents	1254	100%

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The race/ethnicity breakdown of respondents was:

Race/ethnicity	Frequency	Percentage of Respondents
Black/African American	351	28.0%
White	500	39.9%
Latino/a	40	3.2%
Asian/Asian American/ Pacific Islander	110	8.8%
American Indian	2	.2%
Other	48	3.8%
Multiracial (marked multiple races/ethnic groups)	192	15.3%
Did not answer/marked more than one answer	11	.9%
All Respondents	1254	100%

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

Child lunch payment/status	Frequency	Percentage of Respondents
Free or Reduced price lunch	392	31.3%
Full priced lunch	727	58.0%
Not sure	118	9.4%
Did not answer/marked more than one answer	17	1.3%
All Respondents	1254	100%

The typical academic grades reported by respondents:

Grades	Frequency	Percentage of Respondents
Mostly A's	645	54.4%
Mostly B's	363	28.9%
Mostly C's	139	11.1%
Mostly D's	28	2.2%
Mostly F's	10	.8%
Did not answer/Marked more than one answer	69	4.6%
All Respondents	1254	100%

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Respondents who reported being enrolled in at least one honors/AP class

Response:	Frequency	Percentage of Respondents
Yes/Marked	851	67.9%
No/Unmarked	403	29.9%
All Respondents	1254	100%

Respondents who reported being aware of the consent decree

Response:	Frequency	Percentage of Respondents
Yes/Marked	479	38.2%
No/Unmarked	624	49.8%
Did not answer	151	12.1%
All Respondents	1254	100%

Respondents who reported receiving a suspension during the 2008-2009 school year:

Response:	Frequency	Percentage of Respondents
Yes/Marked	181	14.4%
No/Unmarked	964	76.9%
Did not answer	109	8.7%
All Respondents	1254	100%

The number of disciplinary referrals during the 2008-2009 school year:

Number of Detentions	Number of Respondents	Percentage of Respondents
0	822	65.6%
1-4	215	17.1%
5-9	53	4.2%
10+	60	4.8%
Did not answer	104	8.3%
All Respondents	1254	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	410	32.7%
No/Unmarked	844	67.3%
All Respondents	1254	100%

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The SCSMSV contains 9 subscales. Each is listed below accompanied by a brief definition.

Subscale Name	Scale Description
<b>Trust and Respect</b>	Students' perception that they can trust teachers, principal, and other staff and are respected by them.
<b>Teacher Expectations</b>	Perceptions of teachers' expectations for students.
<b>Racial Fairness</b>	Perceptions that students of all races are treated fairly.
<b>Experience of Racism</b>	How often a respondent has experienced racism.
<b>Need to Address Racial Issues</b>	Perceptions of the need to change the school system to better address racial disparities.
<b>Family Attributions for Misbehavior</b>	Perceptions that student misbehavior at school results from families not valuing education.
<b>School Resource Officers</b>	Perceptions that the presence of School Resource Officers makes the schools safer.
<b>Teachers' Preparedness for Diversity</b>	Students' perceptions of teachers' preparedness to work in a diverse environment.
<b>Future Possibilities</b>	Students' perceptions of the likelihood of success beyond 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.



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### Trust and Respect – Subscale Summary

The Trust and Respect subscale measures students' perceptions that they can trust teachers, principal, and other staff and are respected by them. This subscale contains 3 items:

“My teachers understand my point of view.”

“My teachers respect me.”

“I trust teachers to keep their promises.”

The overall mean subscale for all 1201 respondents who filled out this subscale was in the “agree” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	6%	2%	5%	4%
Disagree	11%	7%	6%	8%
Neutral/ Not Sure	36%	28%	27%	31%
Agree	24%	35%	34%	31%
Strongly Agree	23%	28%	28%	26%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups' viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

**THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY**

**Trust and Respect 2000 – Subscale Summary**

The Trust and Respect subscale measures students’ perceptions that they can trust teachers, principal, and other staff and are respected by them. This subscale contains 3 items:

“My teachers understand my point of view.”

“My teachers respect me. “

“I trust teachers to keep their promises.”

The overall mean subscale for all 1348 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	8%	4%	7%	6%
Disagree	12%	5%	9%	7%
Neutral/ Not Sure	33%	29%	24%	30%
Agree	25%	32%	26%	29%
Strongly Agree	22%	30%	34%	28%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

**Teacher Expectations - Subscale Summary**

The Teacher Expectations subscale measures students’ perceptions of teachers’ expectations for students. This subscale contains 7 items:

- “My teachers expect me to go to college.”
- “My teachers care about academic success.”
- “My teachers think I am going to get good grades.”
- “My teachers think I am intelligent.”
- “My teachers expect me to graduate from high school.”
- “My teachers think African American students are going to get in trouble a lot.”
- “I feel like I have been labeled as a bad kid.”

The overall mean subscale for all 1187 respondents who filled out this subscale was in the “agree” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	0%	0%	0%	0%
Disagree	2%	1%	1%	1%
Neutral/ Not Sure	18%	9%	13%	13%
Agree	41%	35%	33%	37%
Strongly Agree	39%	55%	53%	49%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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### Racial Fairness – Subscale Summary

The Racial Fairness subscale measures students' perceptions that students of all races are treated fairly. This subscale contains 4 items:

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

“Black students are treated fairly at my school.”

“The Champaign School System treats students of all races fairly.”

“My school treats students of all races fairly.”

“My teachers treat students of all races fairly.”

The overall mean subscale for all 1111 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	7%	3%	4%	5%
Disagree	19%	9%	9%	12%
Neutral/ Not Sure	36%	28%	38%	32%
Agree	20%	33%	27%	27%
Strongly Agree	18%	28%	22%	24%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups' viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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**Racial Fairness 2000 – Subscale Summary**

The Racial Fairness subscale measures students’ perceptions that students of all races are treated fairly. This subscale contains 5 items:

- “At my school, students are disciplined fairly regardless of their race.”
- “Black students are treated fairly at my school.”
- “The Champaign School System treats students of all races fairly.”
- “My school treats students of all races fairly.”
- “My teachers treat students of all races fairly.”

The overall mean subscale for all 1153 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	7%	4%	3%	5%
Disagree	12%	5%	7%	7%
Neutral/ Not Sure	38%	23%	35%	29%
Agree	27%	32%	28%	30%
Strongly Agree	16%	36%	27%	29%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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### Experience of Racism - Subscale Summary

The Experience of Racism subscale measures how often a respondent has experienced racism. This subscale contains 4 items:

“I have felt uncomfortable in school because of my race.”

“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 1044 respondents who filled out this subscale was in the “disagree” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Never	45%	50%	48%	48%
A Few Times	33%	31%	34%	32%
Monthly	17%	15%	15%	16%
Weekly	4%	4%	2%	4%
Daily	1%	0%	1%	0%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups' viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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**Experience of Racism 2000 – Subscale Summary**

The Experience of Racism subscale measures how often a respondent has experienced racism. This subscale contains 4 items:

- “I have felt uncomfortable in school because of my race.”
- “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 1085 respondents who filled out this subscale was in the “strongly disagree” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Never	60%	72%	56%	67%
A Few Times	23%	19%	22%	20%
Monthly	12%	6%	15%	8%
Weekly	4%	2%	4%	3%
Daily	1%	1%	3%	2%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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### Need to Address Racial Issues – Subscale Summary

The Need to Address Racial Issues subscale measures students' perceptions of the need to change the school system to better address racial disparities. This subscale contains 7 items:

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

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

“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 exists between Black and White students.”

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

“If teachers and principals had a better understanding of their students' ethnic backgrounds, there would be fewer disciplinary problems.”

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

The overall mean subscale for all 1107 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	1%	5%	3%	3%
Disagree	10%	13%	11%	12%
Neutral/ Not Sure	54%	64%	67%	61%
Agree	26%	15%	15%	19%
Strongly Agree	9%	3%	4%	5%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups' viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.



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**Need to Address Racial Issues 2000 – Subscale Summary**

The Need to Address Racial Issues subscale measures students’ perceptions of the need to change the school system to better address racial disparities. This subscale contains 7 items:

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

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

“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 exists between Black and White students.”

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

“If teachers and principals had a better understanding of their students’ ethnic backgrounds, there would be fewer disciplinary problems.”

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

The overall mean subscale for all 1070 respondents who filled out this subscale was in the “disagree” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	2%	9%	2%	6%
Disagree	9%	21%	17%	18%
Neutral/ Not Sure	54%	56%	65%	56%
Agree	28%	11%	14%	16%
Strongly Agree	7%	3%	2%	4%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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### Family Attributions for Misbehavior – Subscale Summary

The Family Attributions for Misbehavior subscale measures students' perceptions that student misbehavior at school results from families not valuing education. This subscale contains 3 items:

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

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

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

The overall mean subscale for all 1192 respondents who filled out this subscale was in the “disagree” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	29%	11%	16%	19%
Disagree	22%	16%	19%	19%
Neutral/ Not Sure	31%	43%	38%	37%
Agree	12%	19%	18%	16%
Strongly Agree	6%	11%	9%	9%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups' viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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**Family Attributions for Misbehavior 2000 – Subscale Summary**

The Family Attributions for Misbehavior subscale measures students’ perceptions that student misbehavior at school results from families not valuing education. This subscale contains 3 items:

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

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

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

The overall mean subscale for all 1073 respondents who filled out this subscale was in the “disagree” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	32%	9%	18%	16%
Disagree	24%	18%	24%	20%
Neutral/ Not Sure	30%	47%	34%	41%
Agree	11%	16%	15%	15%
Strongly Agree	3%	10%	9%	8%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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### School Resource Officers - Subscale Summary

The School Resource Officers subscale measures students' perceptions that the presence of SRO makes the school safer.' This subscale contains 2 items:

“The Police Officers in Champaign's middle and high schools help to reduce the number of discipline issues in these schools.”

“I feel safer in my school because of the presence of the Police Officer.”

The overall mean subscale for all 1124 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	15%	6%	7%	10%
Disagree	20%	16%	19%	18%
Neutral/ Not Sure	37%	42%	36%	39%
Agree	12%	18%	19%	16%
Strongly Agree	16%	18%	19%	17%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups' viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

## Appendix C: 2009 School Climate Survey – Middle School Version 12.15.10

### Teachers' Preparedness for Diversity - Subscale Summary

The Teachers' Preparedness for Diversity subscale measures students' perceptions of teachers' preparedness to work in diverse environments. This subscale contains 5 items:

“Teachers at my school are well prepared to teach students of all races.”

“My teachers make me feel like they understand people of different races.”

“I can take special classes (e.g., Latino studies, African American History) if I want to.”

“I feel prepared by my teachers to talk about race with adults at my school.”

“My teachers make it easy to talk about race in class.”

The overall mean subscale for all 1114 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	4%	2%	5%	3%
Disagree	12%	12%	7%	11%
Neutral/ Not Sure	48%	48%	48%	48%
Agree	26%	30%	31%	29%
Strongly Agree	10%	8%	9%	9%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups' viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

## Appendix C: 2009 School Climate Survey – Middle School Version 12.15.10

### Future Possibilities - Subscale Summary

The Future Possibilities subscale measures students' perceptions of teachers' expectations for students. This subscale contains 3 items:

“I believe I will be able to do most jobs that I would want when I finish school.”

“I believe I can choose my own future pathway in life.”

“I believe there are many good possibilities for me in the future.”

The overall mean subscale for all 1195 respondents who filled out this subscale was in the “agree” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	1%	1%	1%	1%
Disagree	0%	1%	1%	0%
Neutral/ Not Sure	6%	6%	7%	7%
Agree	17%	26%	23%	22%
Strongly Agree	76%	66%	68%	70%
	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups' viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.