

Appendix B: 2009 School Climate Survey - High School Students Version
University of Illinois
School Climate Research Team

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, 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 high school students had very disparate views of the social climate in Champaign’s public schools concerning: 1) Need to Address Racial Issues. Mean score differences labeled as “very disparate” were statistically significant and had large effect sizes ($> .8$) as measured by Cohen’s D.

African American and White high school students had disparate perspectives of the social climate in Champaign’s public schools concerning: 1) Racial Fairness; 2) Family Attributions for Misbehavior; 3) Teacher Expectations; 4) School Resource Officers. 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 high school students had only slightly disparate views of the social climate of Champaign’s public schools concerning: 1) Future Possibilities. 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. B9)

(Comparison data from 2000 Climate Survey provided – p. B10)

The overall mean of all respondents was in the neutral range (mean = 3.47).

White students are slightly more likely to agree or strongly agree

Teacher Expectations (p. B11):

The overall mean for all respondents was in the agree range (mean = 4.00).

White students are slightly more likely to agree or strongly agree than African American students on the Teacher Expectation subscale.

Racial Fairness (p. B12):

(Comparison data from 2000 Climate Survey provided – p. B13)

The overall mean for all respondents was in the neutral range (mean = 3.17).

White students are three times more likely as African American students to agree or strongly agree on the Racial Fairness scale. African American students are two times more likely as White students to disagree or strongly disagree on this scale.

Experiences of Racism (p. B14)

(Comparison data from 2000 Climate Survey provided – p. B15)

The overall mean subscale for all respondents was in the “a few times” range (mean = 2.1).

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

Need to Address Racial Issues - (p. B16):

(Comparison data from 2000 Climate Survey provided – p. B17)

The overall mean for all respondents was in the neutral range (mean = 2.89). African American students are over four times more likely as White students to agree or strongly agree with the items on the Need to Address Racial Issues scale. White students are four times more likely as African American students to disagree or strongly disagree on this scale.

Family Attributions to Misbehavior (p. B18):

(Comparison data from 2000 Climate Survey provided – p. B19)

The overall mean for all respondents was in the neutral range (mean = 3.14). White students are twice as likely as African American students to agree or strongly agree with the items on the Family Attributions for Misbehavior scale. African American students are also about twice as likely as White students to disagree or strongly agree on this scale.

School Resource Officers (p. B20)

The overall mean subscale for all respondents was in the neutral range (mean = 3.0). White students are more than twice as likely to agree or strongly agree with items on the School Resource Officers scale. African American students are twice as likely as White students to disagree or strongly disagree on this scale.

Teachers' Preparedness for Diversity (p. B21)

The overall mean subscale for all respondents was in the neutral range (mean = 3.2). African American students are slightly more likely as White students to disagree or strongly disagree with the items on the Teachers Prepared for Diversity scale.

Future Possibilities (p. B22)

The overall mean subscale for all respondents was in the “strongly agree” range (mean = 4.33). 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 was collected from each school:

School	Number of Respondents	Percentage of Respondents
Centennial	1038	58%
Central	733	40%
Champaign Academic Academy	29	2%
All Respondents	1800	100%

The number of students reported at each grade level:

Number of students at each grade level	Frequency	Percentage of Respondents
Ninth grade	503	28%
Tenth grade	474	26%
Eleventh grade	435	24%
Twelfth grade	380	21%
Did not answer/Marked more than one answer	2	1%
All Respondents	1794	100%

The gender breakdown of respondents was:

Student's Gender	Frequency	Percentage of Respondents
Male	951	53%
Female	843	47%
Did not answer	6	0%
All Respondents	1800	100%

The race/ethnicity breakdown of respondents was:

Race/ethnicity	Frequency	Percentage of Respondents
Black/African American	422	24%
White	914	51%
Latino/a	60	3%
Asian/Asian American/ Pacific Islander	129	7%
American Indian	7	0%
Other	62	3%
Bi-Racial White	88	5%
No Race	13	1%
Bi-Racial Black	99	6%
Bi-Racial Latino	2	0%
Bi-Racial Asian	3	0%
All Respondents	1799	100%

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

Child lunch payment/status	Frequency	Percentage of Respondents
Full Priced Lunch	1204	68%
Free or Reduced Lunch	378	21%
Not Sure	201	11%
Did not answer/marked more than one answer	17	0%
All Respondents	1800	100%

The typical academic grades reported by respondents:

Grades	Frequency	Percentage of Respondents
Mostly A's	697	39%
Mostly B's	636	35%
Mostly C's	339	19%
Mostly D's	55	3%
Mostly F's	13	1%
Did not answer/Marked more than one answer	60	3%
All Respondents	1800	100%

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

Response:	Frequency	Percentage of Respondents
Yes	1357	75%
No	428	24%
Did not answer/Marked more than one answer	15	1%
Did not answer/Marked more than one answer	1800	100%

Have you received a suspension during the 2008-2009 school year:

Number of Detentions	Number of Respondents	Percentage of Respondents
Yes	154	9%
No	1616	90%
Did not answer/Marked more than one answer	30	1%
All Respondents	1800	100%

Number of disciplinary referrals (DR's) you have received during the 2008-2009 school year:

Response:	Frequency	Percentage of Respondents
Zero	1362	76%
1-4	295	16%
5-9	60	3%
10+	49	3%
Did not answer/Marked more than one answer	34	2%
All Respondents	1800	100%

Fill in the bubble to the left if you are interested in working to end inequities in Champaign schools:

Response:	Number of Respondents	Percentage of Respondents
Yes	507	28%
Did not answer/Marked more than one answer	1293	72%
All Respondents	1800	100%

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

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

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 1758 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	5%	2%	2%	3%
Disagree	9%	7%	6%	7%
Neutral/ Not Sure	45%	34%	30%	37%
Agree	30%	39%	45%	37%
Strongly Agree	11%	18%	17%	16%
Total	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian American, Pacific Islanders, American Indian, multiracial, and other racial groups that filled out the student survey, results from these racial groups are 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 each racial group, it was necessary to aggregate these results. Biracial or multiracial students who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial students 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 of trust and respect. 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 2128 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%	4%	5%	4%
Disagree	15%	11%	8%	11%
Neutral/ Not Sure	38%	34%	34%	35%
Agree	28%	36%	40%	35%
Strongly Agree	15%	15%	13%	15%
Total	100%	100%	100%	100%

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%.

Teacher Expectations - Subscale Summary

The Teacher Expectations subscale measures students’ perceptions of teachers’ expectations for them. 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 1775 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	1%	0%	0%	0%
Disagree	2%	1%	0%	1%
Neutral/ Not Sure	27%	10%	16%	17%
Agree	40%	43%	49%	43%
Strongly Agree	30%	46%	35%	39%
Total	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian American, Pacific Islanders, American Indian, multiracial, and other racial groups that filled out the student survey, results from these racial groups are 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 each racial group, it was necessary to aggregate these results. Biracial or multiracial students who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial students who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Racial Fairness – 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.”
- “African American 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 1756 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	14%	4%	7%	7%
Disagree	24%	14%	15%	17%
Neutral/ Not Sure	39%	38%	39%	38%
Agree	18%	30%	30%	27%
Strongly Agree	5%	14%	9%	11%
Total	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian American, Pacific Islanders, American Indian, multiracial, and other racial groups that filled out the student survey, results from these racial groups are 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 each racial group, it was necessary to aggregate these results. Biracial or multiracial students who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial students 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 of racial fairness. 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 2126 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
Strongly Disagree	11%	3%	5%	5%
Disagree	16%	10%	11%	11%
Neutral/ Not Sure	41%	37%	44%	39%
Agree	21%	36%	32%	32%
Strongly Agree	11%	14%	8%	13%
Total	100%	100%	100%	100%

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%.

Experience of Racism – Subscale Summary

The Experience of Racism subscale measures how often students have 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 1651 respondents who filled out this subscale was in the “a few times” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Never	42%	46%	38%	44%
A few times	33%	36%	38%	36%
Monthly	20%	15%	18%	16%
Weekly	3%	3%	5%	3%
Daily	2%	0%	1%	1%
Total	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian American, Pacific Islanders, American Indian, multiracial, and other racial groups that filled out the student survey, results from these racial groups are 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 each racial group, it was necessary to aggregate these results. Biracial or multiracial students who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial students 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 2000 subscale measures students’ perceptions of experiences of 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 2073 respondents who filled out this subscale was in the “a few times” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Never	59%	73%	58%	69%
A few times	25%	17%	24%	20%
Monthly	10%	8%	10%	7%
Weekly	4%	1%	5%	2%
Daily	2%	1%	3%	2%
Total	100%	100%	100%	100%

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 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 inequities. This subscale contains 7 items:

- “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.”
- “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.”

The overall mean subscale for all 1758 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	2%	14%	5%	9%
Disagree	8%	25%	18%	19%
Neutral/ Not Sure	47%	51%	55%	51%
Agree	31%	9%	19%	17%
Strongly Agree	12%	1%	3%	4%
Total	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian American, Pacific Islanders, American Indian, multiracial, and other racial groups that filled out the student survey, results from these racial groups are 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 each racial group, it was necessary to aggregate these results. Biracial or multiracial students who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial students 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

Need to Address Racial Issues 2000 – Subscale Summary

The Need to Address Racial Issues 2000 subscale measures students’ perceptions of a need to address racial issues. This subscale contains 7 items:

- “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.”
- “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.”

The overall mean subscale for all 2128 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
Strongly Disagree	1%	15%	5%	11%
Disagree	9%	26%	15%	21%
Neutral/ Not Sure	46%	51%	57%	51%
Agree	33%	6%	19%	13%
Strongly Agree	11%	2%	4%	4%
Total	100%	100%	100%	100%

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%.

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 1747 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	21%	5%	6%	10%
Disagree	23%	13%	16%	16%
Neutral/ Not Sure	35%	39%	38%	38%
Agree	14%	24%	23%	21%
Strongly Agree	7%	19%	17%	15%
Total	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian American, Pacific Islanders, American Indian, multiracial, and other racial groups that filled out the student survey, results from these racial groups are 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 each racial group, it was necessary to aggregate these results. Biracial or multiracial students who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial students 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

Family Attributions for Misbehavior 2000 – Subscale Summary

The Family Attributions for Misbehavior subscale measures students’ perceptions of family attributions for misbehavior. 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 2109 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	22%	9%	10%	12%
Disagree	25%	18%	22%	19%
Neutral/ Not Sure	36%	47%	47%	45%
Agree	11%	17%	14%	16%
Strongly Agree	6%	9%	7%	8%
Total	100%	100%	100%	100%

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%.

School Resource Officers – Subscale Summary

The School Resource Officers subscale measures students’ perceptions that the presence of School Resource Officers makes the schools 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 1735 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	25%	10%	12%	15%
Disagree	32%	17%	22%	22%
Neutral/ Not Sure	30%	40%	37%	37%
Agree	7%	18%	14%	14%
Strongly Agree	6%	15%	15%	12%
Total	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian American, Pacific Islanders, American Indian, multiracial, and other racial groups that filled out the student survey, results from these racial groups are 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 each racial group, it was necessary to aggregate these results. Biracial or multiracial students who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial students who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Teachers’ Preparedness for Diversity – Subscale Summary

The Teachers Prepared for Diversity subscale measures students’ perceptions of teachers’ preparedness to work in a diverse environment. 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 1754 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	5%	2%	4%	3%
Disagree	15%	12%	12%	13%
Neutral/ Not Sure	51%	52%	53%	52%
Agree	24%	28%	25%	26%
Strongly Agree	5%	6%	6%	6%
Total	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian American, Pacific Islanders, American Indian, multiracial, and other racial groups that filled out the student survey, results from these racial groups are 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 each racial group, it was necessary to aggregate these results. Biracial or multiracial students who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial students who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Future Possibilities – Subscale Summary

The Future Possibilities subscale measures students’ perceptions of the likelihood of their success beyond school. 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 1749 respondents who filled out this subscale was in the “strongly agree” range. Overall student and racial group scores break down as follows:

	African American	White	All Others	All Students
Strongly Disagree	1%	1%	0%	1%
Disagree	0%	0%	1%	1%
Neutral/ Not Sure	8%	9%	14%	8%
Agree	20%	35%	30%	30%
Strongly Agree	71%	55%	55%	60%
Total	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian American, Pacific Islanders, American Indian, multiracial, and other racial groups that filled out the student survey, results from these racial groups are 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 each racial group, it was necessary to aggregate these results. Biracial or multiracial students who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial students who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.