

The Metropolitan Life Survey of

THE
AMERICAN
TEACHER

1996

Students Voice Their Opinions On:
Violence, Social Tension and
Equality Among Teens

Part I

 MetLife®

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The American Teacher

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Part I

Conducted for
Metropolitan Life Insurance Company
by
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INTRODUCTION

The Metropolitan Life Survey of the American Teacher 1996, Students Voice Their Opinions On: Violence, Social Tension and Equality Among Teens was conducted by Louis Harris and Associates on behalf of Metropolitan Life Insurance Company. This report, the first in a series of four 1996 releases of students' opinions, represents a continued effort by MetLife to provide insight and understanding to the issues of violence and social tension in the nation's public schools. These findings build on MetLife's groundbreaking studies on violence in the public schools which appear in two publications, *Violence in America's Public Schools* (1993) and *Violence in America's Public Schools: The Family Perspective* (1994). MetLife's overall goal is to bring the opinions of teachers, students and parents to the attention of educators, policymakers and the American public.

This survey focuses on the social climate of the nation's public schools from the perspective of public school students in middle and high school, grades seven through twelve. Included in the report are students' accounts of:

- ☞ How well they get along with one another;
- ☞ The level of social tension and violence that exists in their schools; and
- ☞ Their perceptions of equality among young people from different economic, racial/ethnic and religious backgrounds.

We have identified important factors that may promote positive social relations among students and that may reduce the level of social tension that exists in public schools. These factors include the quality of education, the quality of teachers' interactions with students and the social skills teachers impart to students.

Survey Method

A total of 2,524 questionnaires were completed with public school students enrolled in grades seven through twelve throughout all states of the continental United States. Every public school containing any of these grades had an equal chance of being selected. Weights were applied so that the sample of students in grades seven through twelve is projectable to the total student population nationally. From December 19th, 1995 through February 2, 1996 questionnaires were self-administered by students in the classroom under the close supervision of a teacher.

Notes on Reading Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. The base for each question is the total number of respondents answering that question.

Public Release of Survey Findings

All Louis Harris and Associates, Inc. surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, any release must stipulate that the complete report is also available.

Project Responsibility and Acknowledgements

The Harris team responsible for the design and analysis of this survey includes Robert Leitman, Executive Vice President, Katherine Binns, Senior Vice President, and Alan Steinberg, Research Director. Louis Harris and Associates gratefully acknowledges the contributions to this project of our colleagues at MetLife.

Louis Harris and Associates, Inc. is responsible for the final determination of the topics, question wording, collection of the actual data, and analysis and interpretation in the report.

EXECUTIVE SUMMARY

This report describes students' opinions and perceptions of the social climate in the nation's public schools. Included in this report are accounts of how well students get along with one another, the level of social tension and violence that exists in their schools, and the degree to which students from different backgrounds are treated equally by adults in their community. The findings underscore the critical role teachers play in promoting positive social relations among students.

Three important factors have been identified as playing important roles in promoting positive relations: the quality of teachers' relationships with students, the quality of education and the social skills teachers impart to students. When teachers support students by treating them with respect and caring about their futures, and encourage students by helping them to succeed, students are more likely to respect and get along with one another; when taught how to be more tolerant of others, students exhibit greater tolerance. One important implication of these findings is that students can and do learn from teachers how to get along better with their fellow students. This message is an important one for educators who feel discouraged by the many factors that contribute to social problems at school that lie outside their control. When these factors are present in the school environment students are also less likely to perceive social problems in their school as very serious and express greater levels of confidence that young people from different backgrounds are treated equally by adults in their community.

For many students (43%) the social climate in school is at best fair. Nearly as many students (43%) say that only some get along as those who say most get along in their school (50%). No more than 1 in 4 report that students from different economic and racial/ethnic backgrounds get along well, and just as many say they do not get along well or at all.

While there are a host of factors external to the school environment itself that shape the social climate of schools (i.e., family environment, values, role models outside the school, the media) when students give their teachers high marks (A's) on caring about their futures and treating them with respect, they are twice as likely to report that most students in their school get along, as compared with those who give their teachers low marks on these factors. Students who say their teachers do a good job of teaching tolerance are much more likely to get along well with one another compared with those who say their teachers do a poor job.

About 1 in 4 students nationally report having serious problems in their school with hostile or threatening remarks, physical fights, destructive acts other than physical fights, turf battles and

gang violence. These concerns appear more prevalent in urban than in suburban or rural schools and among racial/ethnic minority students than among white students. However, when teachers are supportive and encouraging, fewer students report serious concerns with these problems. For example, among those who give their teachers A's on treating them with respect, 49% report experiencing very or somewhat serious problems with hostile or threatening remarks, compared with 64% among those who give their teachers D's or F's.

The level of violence in the nation's public schools clearly remains a serious one, yet according to students' perceptions more students today are reporting declines over the previous year than they were in 1994, the last time this data was gathered. In the current survey, 22% report a decrease in the level of violence over the past year compared with 14% who reported a decrease in 1994. One possible explanation for these findings is that violence prevention initiatives may be resulting in less frequent outbreaks of violence over the past two years. This trend is particularly promising given that in the previous period, 1993 to 1994, an increase was noted in the level of violence.

While students in urban schools express greater concerns with problems of social tension and violence than do their suburban and rural counterparts, another promising finding is that a larger proportion of urban students (28%) than suburban or rural students (18% and 20%) say that the level of violence has decreased over the past year. This may provide further support for the effectiveness of prevention programs specifically targeting urban school districts.

A majority of students do not feel very confident that teachers, parents and other adults in their community treat young people from different economic and racial/ethnic backgrounds equally. For example, less than half of students nationally express a lot of confidence that teachers (44%) and parents (39%) treat young people fairly regardless of their economic background, while substantially fewer feel very confident that police officers (31%), local storekeepers (20%) and the courts (26%) treat students from different economic backgrounds equally. Significant improvements occur in students' perceptions of equality when they experience their teachers as respectful and encouraging. And not surprisingly, when students feel their teachers help them learn to exhibit tolerance towards others, they are more likely to view adults, especially teachers, as treating young people fairly.

Major Findings of the Survey

1. Social Relations Among Students

1. A large proportion of students (43%) say that in their school only some students get along with one another. A somewhat larger proportion (50%) say that most students get along with one another.

✕ Social relations improves at the high school level: more than half of all high school students (54%) say most get along, while less than half (43%) of middle school students say the same.

✕ Suburban and rural students are more likely than urban students to describe their school as a place where most students get along (52% and 57%, respectively vs. 43%).

2. Students who give their teachers high marks on treating them with respect and caring about their futures, report better social relations at school than do students who give their teachers low marks.

✕ When students give their teachers grades of D and F on treating them with respect, 29% say that most students in their school get along with one another. By comparison, twice as many (60%) who give their teachers A's say that most get along in their school.

✕ Students who give their teachers high marks (A's) on caring about their future, are about twice as likely (61%) to report that most get along at school as those who give low marks (D's and F's) to teachers (34%).

3. Students who feel their teachers do an effective job of teaching them how to be more tolerant of others who are different from themselves, are much more likely to get along better with one another. Compared to the national average (50%) students who feel teachers have helped them become more tolerant of others are more likely to say most students get along (65%).

4. **Students who believe the quality of education they receive is high are much more likely to say most students in their school get along than those who believe the quality of education is low (56% vs. 37%).**

II. *Social Relations Among Students from Different Economic and Racial/Ethnic or Religious Backgrounds*

1. **Only 1 in 5 (19%) students nationally say that students from different economic backgrounds get along very well in their school.**

✗ Just as many (19%) say that students from different economic backgrounds do not get along very well or do not get along at all. The majority, however, feel relations among economically diverse students is fair -- 55% say they get along "somewhat well."

2. **Social relations among students from different economic backgrounds are better, according to students, when teachers do a good job of teaching tolerance, and the education students receive is considered by them to be of high quality.**

✗ Eighty-two percent of students who say their teachers do a good job of teaching tolerance, compared to 63% of those who say their teachers do a poor job, report that students from different economic backgrounds get along very or somewhat well.

✗ Among those who are dissatisfied with the quality of their education, two-thirds (67%) say students from different economic backgrounds get along at least somewhat well; more than three-quarters (77%) of those who are satisfied with their education say students from different economic backgrounds get along well.

3. **One in four (27%) say that students from different racial/ethnic or religious backgrounds are very likely to get along very well; one-half (51%) say they get along somewhat well.**

4. Lessons in tolerance benefit students' race relations while school-related risk factors impact negatively on them.

- ✘ More than 4 in 5 (84%) of those who give their teachers high marks on teaching tolerance say students from culturally diverse backgrounds get along very or somewhat well, compared to one-third (68%) of those who give their teachers low marks on teaching tolerance.

- ✘ Compared to the national average (77%), those who believe their teachers do not help them succeed (69%), or who are dissatisfied with the quality of their teachers (66%), or dissatisfied with the quality of their education (71%) are less likely to report that students from different racial/ethnic or religious backgrounds get along very or somewhat well.

III. Social Tension and Violence in Schools

1. About 1 in 4 students nationally report having very serious problems in their school with:

- ✘ Hostile or threatening remarks among different groups of students (25%);
- ✘ Physical fights among members of different groups of friends (26%);
- ✘ Threats or destructive acts other than physical fights (24%);
- ✘ Turf battles among different groups of students (21%); and
- ✘ Gang violence (26%).

- ✘ Age appears to be an important factor affecting the level of social tension and violence during the middle and high school years. Beginning in ninth grade, there is a steady decline in the proportion of students who report having serious problems with each of these social problems. In contrast to eighth graders, of whom 30%-36% see these as very serious problems, just 11%-15% of twelfth graders express the same level of concern.

- ✘ Urban students are more likely to report having serious problems with hostile remarks, physical fights, threats or destructive acts and gang

violence (32%-36%) than suburban (20%-24%) or rural (17%-20%) students.

- ✗ African-American¹ and Hispanic students are twice as likely than white students to report experiencing very serious problems with turf battles (32% and 33%, respectively vs. 16%) and gang violence (40% and 41%, respectively vs. 19%).

2. When teachers are supportive and encouraging students report less social tension and violence in their schools.

- ✗ Among those who give their teachers A's on treating them with respect, smaller percentages report serious problems with each of the following, compared with those who give their teachers D's and F's:
 - ✓ Hostile or threatening remarks among different groups of students (49% vs. 64%);
 - ✓ Physical fights among members of different groups of friends (50% vs. 61%);
 - ✓ Threats or destructive acts other than physical fights (44% vs. 57%); and
 - ✓ Turf battles among different groups of students (36% vs. 49%).

- ✗ Among students who give their teachers A's on caring about pupils' futures, smaller percentages report each of the following as a very or somewhat serious problem, compared with those who give their teachers D's and F's:
 - ✓ Hostile or threatening remarks among different groups of students (52% vs. 63%);
 - ✓ Physical fights among members of different groups of friends (51% vs. 63%);
 - ✓ Threats or destructive acts other than physical fights (48% vs. 60%); and

¹The term "African-American" is used throughout this report to refer to both non-Hispanic Blacks and non-Hispanic African-Americans.

- ✓ Turf battles among different groups of students (38% vs. 54%).

IV. Perceptions of Change in the Level of Violence in the Past Year

1. One in 5 students (22%) say the level of violence has decreased over the past year, yet an equal proportion says it has increased (21%); two in 5 believe there has been no change in the level of violence over the past year.

- ✗ A larger percentage of students in urban schools (28%) report a decrease in violence than students in suburban (18%) or rural schools (20%). The proportions reporting an increase in violence are consistent (1 in 5) across geographic areas.

2. Students are more likely to report a decrease rather than an increase in violence when they are satisfied with the quality of education and the lessons they receive from teachers on tolerance.

- ✗ Students who rate the quality of education high are more likely to report decreases (24%) than increases (19%) in violence in the past year, while conversely, low raters are more likely to report increases (28%) than decreases (18%).

- ✗ Students are more likely to report a decrease in violence compared with all students (28% vs. 21%) when their teachers do a good job of teaching tolerance.

V. A Comparison of Changes in the Level of Violence: 1993 to 1994 and 1994 to 1996.

1. From 1993 to 1994, the percent reporting an increase in violence from the previous year rose from 15% to 24%, but then dropped to 21% in 1996. From 1994 to 1996, the percent reporting a decrease in violence grew substantially (from 14% to 22%). These changes reflect an improvement over the 1994 to 1996 period.

2. While 2 in 5 students (42%) say they rarely see violence in or around their school, nearly as many (41%) report seeing violence sometimes. One in 10 (9%) say they very often see violence in or around their school.

✗ A large majority of students (80%) are not very or not at all worried about being physically hurt, about the same percentage as reported by middle and high school students in 1993 (77%).

VI. Perceptions of Equality Among Teens

1. Less than a majority of students feel very confident that young people from different economic and different racial/ethnic and religious backgrounds are treated equally by adults in their community.

✗ Less than half of all students feel very confident that young people from different economic backgrounds are treated equally by teachers (44%) and parents (39%); even fewer feel this confident in other adults in their communities -- including police officers (31%), local storekeepers (20%) and the courts (26%).

✗ There is, however, a majority who feel at least somewhat confident that young people from different economic backgrounds are treated equally by teachers (84%), parents (81%), police officers (63%), local storekeepers (61%) and the courts (58%).

✗ Students are just as unlikely to feel very confident that young people from different racial/ethnic or religious backgrounds are treated equally by teachers (44%), parents (35%), police officers (28%), local storekeepers (21%) and the courts (23%).

2. When teachers score high on treating students with respect, caring about their futures and helping them learn to be tolerant of others, students are more likely to perceive adults as fair in the manner in which they treat students from different backgrounds.

- ✘ Among those who say their teachers do a good job of teaching tolerance, about two-thirds feel very confident that their teachers treat young people from different economic backgrounds (65%) and racial/ethnic backgrounds (63%) equally, but only one-quarter of those who feel their teachers do a poor job of teaching tolerance believe teachers treat young people from different economic backgrounds (20%) and racial/ethnic backgrounds (27%) equally.

 - ✘ Two-thirds (67%) of those who say their teachers treat them with respect are very confident that teachers treat students from different economic backgrounds equally, compared with one-third of those who say their teachers do not treat them with respect. Similar proportions feel very confident that their teachers are fair in the way they treat students from different racial/ethnic backgrounds.
- 3. One in four (24%) say it is very likely that a person like themselves would be treated fairly by the police if they were a suspect in a crime.**
- ✘ There is a threefold difference between the percent reporting “very likely” among white students (30%) compared with African-American and Hispanic students (10%).

 - ✘ Nearly twice as many African-American (54%) and Hispanic (53%) students as white students (28%) say it is not very or not at all likely that the police would treat the suspect fairly.

CHAPTER 1: SOCIAL RELATIONS AMONG STUDENTS AS A WHOLE

One-half of all students say that most students in their school get along with one another, yet a substantial proportion (43%) say that only some get along. Social relations improve at the high school level, where 54% say most get along, compared with 43% of students in middle school. Students in suburban and rural schools are more likely to say most get along with one another (52% and 57%, respectively), than do urban students (43%). More than half (54%) of white students say most get along in their school compared with 43% of African-Americans and 42% of Hispanics.

When students give teachers A's on treating them with respect, they are about twice as likely to also say that most students in their school get along well. Sixty percent of those who give teachers high ratings on treating them with respect say most students get along; only 29% of those who feel teachers do not treat them with respect say the same. When students give their teachers high marks on caring about their futures, they too are twice as likely to report harmonious relations among their fellow students (61% vs. 34%). Compared with the national average (50%), students who feel teachers have helped them become more tolerant of others are also more likely to say that most students get along (65%).

Students who are faced with school-related risks report a less harmonious social climate, compared with the average for all students. Of those who give low ratings on quality of education and quality of teachers, about one-third (37% and 35%, respectively) say that most students get along in their schools (vs. 50% for all students). Similarly, of those who say their teachers do not help students succeed, one-third (36%) report positive social relations in their school.

TABLE 1-1

HOW WELL STUDENTS GET ALONG BY SCHOOL LEVEL AND GENDER

Q.C1: Overall, would you say that most students in your school get along with one another, only some students get along, or hardly any students get along with one another?

	<u>Total</u>	<u>SCHOOL LEVEL</u>		<u>GENDER</u>	
		<u>7-8</u>	<u>9-12</u>	<u>Male</u>	<u>Female</u>
Base	2496	868	1626	1136	1355
	%	%	%	%	%
Most students get along	50	43	54	48	52
Only some students get along	43	48	40	43	43
Hardly any students get along	5	7	4	6	4
Don't Know	2	2	2	3	1

TABLE 1-2

HOW WELL STUDENTS GET ALONG BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C1: Overall, would you say that most students in your school get along with one another, only some students get along, or hardly any students get along with one another?

	<u>Total</u>	<u>LOCATION</u>			<u>RACE/ETHNICITY</u>		
		<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	2496	1379	652	465	1318	467	492
	%	%	%	%	%	%	%
Most students get along	50	43	52	57	54	43	42
Only some students get along	43	47	42	38	40	48	51
Hardly any students get along	5	7	4	4	5	6	4
Don't Know	2	2	2	1	1	2	3

TABLE 1-3

HOW WELL STUDENTS GET ALONG BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C1: Overall, would you say that most students in your school get along with one another, only some students get along, or hardly any students get along with one another?

	<u>Total</u>	<u>WHITE</u>		<u>AFRICAN-AMERICAN</u>		<u>HISPANIC</u>	
		<u>Urban</u>	<u>Suburban/Rural</u>	<u>Urban</u>	<u>Suburban/Rural</u>	<u>Urban</u>	<u>Suburban/Rural</u>
Base	2496 %	524 %	794 %	382 %	85 %	336 %	156 %
Most students get along	50	45	57	41	48	43	40
Only some students get along	43	45	38	48	49	50	53
Hardly any students get along	5	8	4	8	0	5	4
Don't Know	2	2	1	2	2	2	3

TABLE 1-4

HOW WELL STUDENTS GET ALONG BY THE QUALITY OF TEACHER INTERACTIONS WITH STUDENTS

Q.C1: Overall, would you say that most students in your school get along with one another, only some students get along, or hardly any students get along with one another?

	<u>Total</u>	<u>TREAT STUDENTS WITH RESPECT</u>		<u>CARE ABOUT STUDENTS' FUTURE</u>	
		<u>Do</u>	<u>Do Not</u>	<u>Do</u>	<u>Do Not</u>
Base	2496 %	589 %	346 %	732 %	388 %
Most students get along	50	60	29	61	34
Only some students get along	43	37	51	36	48
Hardly any students get along	5	1	17	2	16
Don't Know	2	2	3	1	2

TABLE G1-4

IMPACT OF TREATING STUDENTS WITH RESPECT
ON SOCIAL RELATIONS AMONG STUDENTS

Q: Overall, would you say that most students in your school get along with one another, only some students get along, or hardly any students get along with one another?

% Who Say Most Get Along

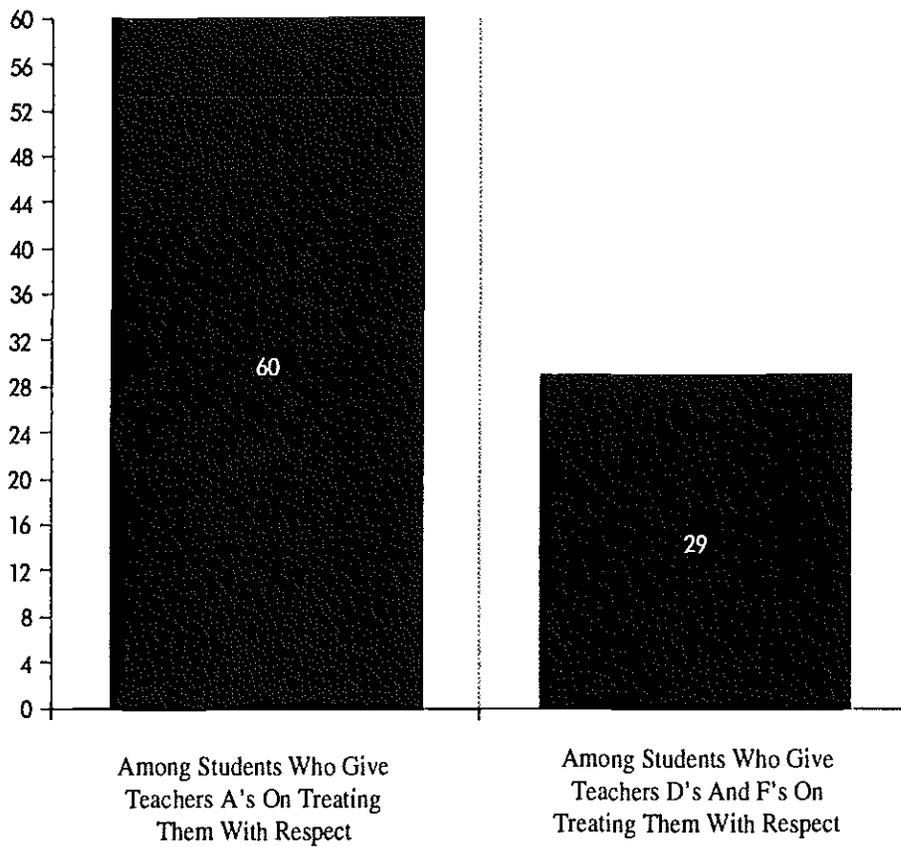


TABLE I-5
HOW WELL STUDENTS GET ALONG BY RISK FACTORS

Q.C1: Overall, would you say that most students in your school get along with one another, only some students get along, or hardly any students get along with one another?

	SCHOOL-RELATED RISK FACTORS				
	<u>Total</u>	Quality of Education		<u>Quality of Teachers (Low)</u>	<u>Do Not Help Students Succeed</u>
		<u>High</u>	<u>Low</u>		
Base	2496 %	1596 %	798 %	692 %	713 %
Most students get along	50	56	37	35	36
Only some students get along	43	40	49	52	52
Hardly any students get along	5	3	11	10	10
Don't Know	2	1	3	3	2

Social Relations Among Students from Different Economic Backgrounds

One in 5 (19%) students nationally say that in their school, students from different economic backgrounds get along very well; more than half (55%) say they get along somewhat well. There are no substantial differences across school level, gender or urbanicity.

Social relations are better, according to students, when teachers do a good job of teaching tolerance. Eighty-two percent of students who say their teachers do a good job of teaching tolerance-- compared with 63% of those who say their teachers do a poor job -- report that students from varied economic backgrounds get long very or somewhat well.

School-related risk factors have a negative impact on these relationships. Those who give their teachers low ratings on helping students succeed and on the quality of their teachers are less likely (65% and 62%, respectively) to report positive social relations among students from different economic backgrounds, compared with the total sample (73%). Those who give low ratings on the quality of their education are less likely (67%) than high raters (77%) to report positive relations among economically diverse students.

Students seem to be as likely to become friends with those from different economic backgrounds as they are to get along well with them. Three-quarters (74%) say these students are very or somewhat likely to become friends.

TABLE 1-6

SOCIAL RELATIONS AMONG ECONOMICALLY DIVERSE STUDENTS
BY SCHOOL LEVEL AND GENDER

Q.C7: Overall, would you say that in your school students from different economic backgrounds get along very well, somewhat well, not very well, or not at all well?

	<u>Total</u>	<u>SCHOOL LEVEL</u>		<u>GENDER</u>	
		<u>7-8</u>	<u>9-12</u>	<u>Male</u>	<u>Female</u>
Base	2501	867	1632	1142	1355
	%	%	%	%	%
Very Well	19	20	18	18	19
Somewhat Well	55	55	55	55	55
Not Very Well	15	12	16	14	16
Not At All Well	4	3	4	5	3
Don't Know	8	11	7	9	8
Very/Somewhat Well	73	75	73	73	74
Not Very/Not At All Well	18	15	20	18	18

TABLE 1-7

SOCIAL RELATIONS AMONG ECONOMICALLY DIVERSE STUDENTS
BY RISK FACTORS AND LESSONS ON TOLERANCE

Q.C7: Overall, would you say that in your school students from different economic backgrounds get along very well, somewhat well, not very well, or not at all well?

	<u>SCHOOL-RELATED RISK FACTORS</u>					<u>TEACHING TOLERANCE</u>	
	<u>Total</u>	<u>Quality of Education</u>		<u>Quality of Teachers (Low)</u>	<u>Do Not Help Students Succeed</u>	<u>Good Job</u>	<u>Poor Job</u>
		<u>High</u>	<u>Low</u>				
Base	2501	1598	800	695	715	602	438
	%	%	%	%	%	%	%
Very /Somewhat Well	73	77	67	62	65	82	63
Not Very/Not At All Well	18	15	26	29	28	12	32

TABLE 1-8

LIKELIHOOD OF FRIENDSHIP AMONG ECONOMICALLY DIVERSE STUDENTS
BY SCHOOL LEVEL AND GENDER

Q.C8: In your school, how likely is it that students who come from different economic backgrounds would become friends -- very likely, somewhat likely, not very likely, or not at all likely?

	<u>Total</u>	<u>SCHOOL LEVEL</u>		<u>GENDER</u>	
		<u>7-8</u>	<u>9-12</u>	<u>Male</u>	<u>Female</u>
Base	2502	868	1632	1142	1356
	%	%	%	%	%
Very Likely	21	24	19	19	23
Somewhat Likely	54	51	55	54	53
Not Very Likely	15	13	17	16	15
Not At All Likely	4	4	4	4	3
Don't Know	6	8	5	7	5
Very/Somewhat Likely	74	75	74	73	76
Not Very/Not Very Likely	10	12	9	12	9

Social Relations Among Students from Different Racial/Ethnic or Religious Backgrounds

Racial or religious differences appear to be somewhat less of a barrier to socializing than are economic differences. When asked how well students from different racial/ethnic or religious backgrounds get along, 1 in 4 (27%) say very well, and one-half (51%) say somewhat well. Fewer (19%) say that students from different economic backgrounds get along very well. Females are more likely than males to perceive good race relations in their school (83% vs. 72%). Urban African-American students are the least likely to report good race relations (71%), while urban Hispanic students are the most likely (83%).

Lessons in tolerance seem to have their benefits in boosting race relations. More than 4 in 5 (84%) report that students of different racial or religious backgrounds get along very or somewhat well when they also give their teachers high marks on teaching tolerance. Among students who give their teachers low marks, two-thirds (68%) report good relations among students from different racial or religious backgrounds.

Risk factors appear to also play a role in race relations. Those who give low ratings on the quality of education, quality of teachers, and teachers' efforts to help students succeed are also less likely report positive relations (71%, 66%, and 69%, respectively), as compared with the national average (77%).

When asked the likelihood that students from different racial/ethnic or religious backgrounds would become friends, 1 in 4 (28%) say very likely and half (48%) say somewhat likely. The likelihood of becoming friends is about the same for students of different economic backgrounds as it is for different racial or religious backgrounds.

Friendship among those who come from different racial/ethnic or religious backgrounds is less likely to occur in urban schools than in suburban or rural schools, according to African-American students (68% vs. 78%). Females (82%) are more likely than males (71%) to say friendships would develop among students from different racial or religious backgrounds.

TABLE 1-9

SOCIAL RELATIONS AMONG RACIALLY AND RELIGIOUSLY DIVERSE STUDENTS
BY SCHOOL LEVEL AND GENDER

Q.C9: Overall, would you say that in your school students from different racial, ethnic or religious backgrounds get along very well, somewhat well, not very well, or not at all well?

	<u>Total</u>	<u>SCHOOL LEVEL</u>		<u>GENDER</u>	
		<u>7-8</u>	<u>9-12</u>	<u>Male</u>	<u>Female</u>
Base	2502	868	1632	1142	1356
	%	%	%	%	%
Very Well	27	30	25	24	29
Somewhat Well	51	46	53	48	53
Not Very Well	13	12	13	15	10
Not At All Well	4	4	4	5	3
Don't Know	6	8	5	7	4
Very/Somewhat Well	77	76	78	72	83
Not Very/Not At All Well	17	16	17	20	13

TABLE 1-10

SOCIAL RELATIONS AMONG RACIALLY AND RELIGIOUSLY DIVERSE STUDENTS
BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C9: Overall, would you say that in your school students from different racial, ethnic or religious backgrounds get along very well, somewhat well, not very well, or not at all well?

	<u>Total</u>	<u>LOCATION</u>			<u>RACE/ETHNICITY</u>		
		<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	2502	1382	654	466	1320	468	492
	%	%	%	%	%	%	%
Very Well	27	24	27	30	26	27	31
Somewhat Well	51	52	50	50	52	45	48
Not Very Well	13	13	11	13	12	12	11
Not At All Well	4	5	5	3	4	7	3
Don't Know	6	6	7	5	5	8	6
Very/Somewhat Well	77	76	77	79	78	73	80
Not Very/Not At All Well	17	18	16	16	16	19	14

TABLE 1-11

SOCIAL RELATIONS AMONG RACIALLY AND RELIGIOUSLY DIVERSE STUDENTS
BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C9: Overall, would you say that in your school students from different racial, ethnic or religious backgrounds get along very well, somewhat well, not very well, or not at all well?

	<u>Total</u>	WHITE		AFRICAN-AMERICAN		HISPANIC	
		Urban	Suburban/ Rural	Urban	Suburban/ Rural	Urban	Suburban/ Rural
		%	%	%	%	%	%
Base	2502	524	796	383	85	335	157
Very Well	27	22	27	26	34	32	30
Somewhat Well	51	55	51	46	45	50	46
Not Very Well	13	14	12	13	9	10	13
Not At All Well	4	5	4	8	4	2	5
Don't Know	6	4	6	8	8	6	6
Very/Somewhat Well	77	78	78	71	79	83	76
Not Very/Not At All Well	17	18	16	21	13	12	18

TABLE 1-12

SOCIAL RELATIONS AMONG RACIALLY AND RELIGIOUSLY DIVERSE STUDENTS
BY RISK FACTORS AND LESSONS ON TOLERANCE

Q.C9: Overall, would you say that in your school students from different racial, ethnic or religious backgrounds get along very well, somewhat well, not very well, or not at all well?

	SCHOOL-RELATED RISK FACTORS					TEACHING TOLERANCE	
	<u>Total</u>	Quality of Education		Quality of Teachers (Low)	Do Not Help Students Succeed	<u>Good Job</u>	<u>Poor Job</u>
		High	Low				
Base	2502	1599	800	695	715	602	438
	%	%	%	%	%	%	%
Very/Somewhat Well	77	81	71	66	69	84	68
Not Very/Not At All Well	17	14	24	26	26	11	29

TABLE G1-12

IMPACT OF TEACHING TOLERANCE ON SOCIAL RELATIONS
AMONG STUDENTS FROM DIFFERENT RACIAL/ETHNIC BACKGROUNDS

Q: Overall, would you say that in your school, students from different racial/ethnic or religious backgrounds get along well, somewhat well, or not very well, or not at all well?

% Reporting Very or Somewhat Well

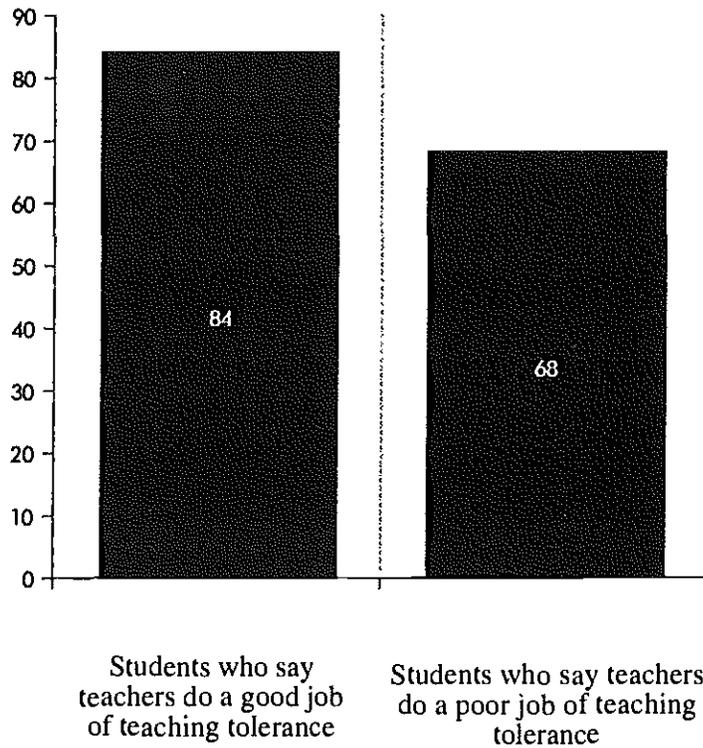


TABLE 1-13

LIKELIHOOD OF FRIENDSHIP AMONG RACIALLY OR RELIGIOUSLY
DIVERSE STUDENTS BY SCHOOL LEVEL AND GENDER

Q.C10: In your school, how likely is it that students who are of different racial, ethnic or religious backgrounds would become friends -- very likely, somewhat likely, not very likely, or not at all likely?

	Total	SCHOOL LEVEL		GENDER	
		7-8	9-12	Male	Female
Base	2502	868	1632	1142	1356
	%	%	%	%	%
Very Likely	28	30	27	25	31
Somewhat Likely	48	44	51	46	51
Not Very Likely	14	14	13	17	10
Not At All Likely	3	4	3	4	2
Don't Know	7	9	6	8	6
Very/Somewhat Likely	76	73	78	71	82
Not Very/Not At All Likely	10	13	9	12	8

TABLE 1-14

LIKELIHOOD OF FRIENDSHIP AMONG RACIALLY OR RELIGIOUSLY DIVERSE STUDENTS BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C10: In your school, how likely is it that students who are of different racial, ethnic or religious backgrounds would become friends -- very likely, somewhat likely, not very likely, or not at all likely?

	Total	WHITE		AFRICAN-AMERICAN		HISPANIC	
		Urban	Suburban/ Rural	Urban	Suburban/ Rural	Urban	Suburban/ Rural
Base	2502	524	796	383	85	335	157
	%	%	%	%	%	%	%
Very Likely	28	27	28	26	36	33	29
Somewhat Likely	48	50	50	42	41	42	44
Not Very Likely	14	14	12	17	13	13	16
Not At All Likely	3	3	3	4	1	4	3
Don't Know	7	6	6	10	8	8	8
Very/Somewhat Likely	76	77	78	68	78	75	73
Not Very/Not At All Likely	10	9	9	15	9	12	110

CHAPTER 2: SOCIAL TENSION AND VIOLENCE IN SCHOOLS

Students were presented with a list of six items that describe different sources of social tension and physical violence at school and were asked to rate how serious a problem each is in their school. About one-quarter of all students report having very serious problems with:

- ★ Hostile or threatening remarks between different groups of students (25%);
- ★ Threats or destructive acts, other than physical fights (24%);
- ★ Turf battles between different groups of students (21%);
- ★ Physical fights between members of different groups of friends (26%); and
- ★ Gang violence (26%).

Middle school students are more likely than high school students to report having serious problems with hostile or threatening remarks (32% vs. 22%), physical fights (32% vs. 23%) and gang violence (31% vs. 23%). Maturity alone appears to have a dramatic effect on these three problems. There is a steady drop in the proportion of students who report each of these as a very serious problem as they get older. In eighth grade, from 34%-36% of students see these as very serious problems. By the last year of high school (twelfth grade), this proportion shrinks to less than half of what it was four years earlier (11%-15%).

Urban students are more likely to report having serious problems with hostile remarks, physical fights and gang violence than suburban and rural students. The percentage reporting each problem as very serious ranges from 32%-36% for urban students, 21%-24% for suburban students and 17%-20% for students in rural areas.

Group differences also occur between white and racial/ethnic minority students. Minority students are twice as likely to say they have very serious problems with turf battles between different groups of students and gang violence in their school. Less than 1 in 5 white students report serious problems with turf battles (16%) and gang violence (19%), whereas one-third of African-American and Hispanic students (32% and 33%, respectively) indicate serious problems with turf battles; at least 40% identify gang violence as a serious problem.

White and African-American students from suburban and rural schools report lower levels of social tension and violence than their urban counterparts. For Hispanics, however, social tension and violence appear as much a problem in suburban and rural schools as they do in urban schools.

Students who give their teachers A's on treating them with respect and caring about their futures, report fewer problems resulting from social tension and violence in their schools than do students who give their teachers D's and F's. About one-quarter of those who give their teachers A's report serious problems with each type of social tension, but when students give their teachers D's and F's, from 31% - 39% say these are serious problems in their school. Similarly, about one-quarter (ranging from 23%-29%) of those who rate teachers positively on caring about their futures say these problems are very serious. By comparison, of those who rate their teachers negatively, at least one-third (from 33%-38%) say these are very serious problems in their school.

TABLE 2-1

SERIOUSNESS OF DIFFERENT TYPES OF SOCIAL TENSION AND VIOLENCE
BY SCHOOL LEVEL AND GENDER

Q.C2: Thinking about your school, do you think each of these issues is a very serious problem, somewhat serious, not very serious, or not at all a serious problem?

SUMMARY OF VERY SERIOUS

	Total	SCHOOL LEVEL		GENDER	
		7-8	9-12	Male	Female
	%	%	%	%	%
Tight groups of friends that do not talk to one another	10	9	11	10	10
Hostile or threatening remarks between different groups of students	25	32	22	24	27
Threats or destructive acts, other than physical fights	24	28	22	23	26
Turf battles between different groups of students	21	24	20	21	21
Physical fights between members of different groups of friends	26	32	23	26	27
Gang violence	26	31	23	25	26

TABLE 2-2

SERIOUSNESS OF DIFFERENT TYPES OF SOCIAL TENSION AND VIOLENCE
BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C2: Thinking about your school, do you think each of these issues is a very serious problem, somewhat serious, not very serious, or not at all a serious problem?

SUMMARY OF VERY SERIOUS

	LOCATION			RACE/ETHNICITY			
	Total	Urban	Suburban	Rural	White	African-American	Hispanic
	%	%	%	%	%	%	%
Tight groups of friends that do not talk to one another	10	11	11	8	9	12	13
Hostile or threatening remarks between different groups of students	25	32	22	20	22	36	33
Threats or destructive acts, other than physical fights	24	33	20	19	21	33	32
Turf battles between different groups of students	21	30	18	13	16	32	33
Physical fights between members of different groups of friends	26	33	24	20	22	37	34
Gang violence	26	36	21	17	19	40	41

TABLE 2-3

SERIOUSNESS OF DIFFERENT TYPES OF SOCIAL TENSION AND VIOLENCE
BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C2: Thinking about your school, do you think each of these issues is a very serious problem, somewhat serious, not very serious, or not at all a serious problem?

SUMMARY OF VERY SERIOUS

	WHITE		AFRICAN-AMERICAN		HISPANIC		
	<u>Total</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>
	%	%	%	%	%	%	%
Tight groups of friends that do not talk to one another	10	11	9	12	14	12	15
Hostile or threatening remarks between different groups of students	26	29	19	38	33	36	31
Threats or destructive acts, other than physical fights	25	31	17	35	28	33	31
Turf battles between different groups of students	22	25	13	36	23	33	34
Physical fights between members of different groups of friends	27	29	20	39	34	35	35
Gang violence	26	28	16	42	35	46	37

TABLE 2-4

SERIOUSNESS OF DIFFERENT TYPES OF SOCIAL TENSION AND VIOLENCE
BY QUALITY OF TEACHER INTERACTIONS WITH STUDENTS

Q.C2: Thinking about your school, do you think each of these issues is a very serious problem, somewhat serious, not very serious, or not at all a serious problem?

SUMMARY OF VERY SERIOUS

	<u>Total</u>	<u>TREAT STUDENTS WITH RESPECT</u>		<u>CARE ABOUT STUDENTS' FUTURE</u>	
		<u>Do</u>	<u>Do Not</u>	<u>Do</u>	<u>Do Not</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Tight groups of friends that do not talk to one another	10	10	19	9	19
Hostile or threatening remarks between different groups of students	25	25	39	26	36
Threats or destructive acts, other than physical fights	24	24	36	26	37
Turf battles between different groups of students	21	22	30	23	33
Physical fights between members of different groups of friends	26	27	39	29	37
Gang violence	26	26	33	27	35

TABLE G2-4

IMPACT OF TREATING STUDENTS WITH RESPECT
ON THE PROBLEM OF PHYSICAL FIGHTS

Q: Thinking about your school, do you think physical fights between members of different groups of friends is a very serious problem, somewhat serious, not very serious, or not at all a serious problem?

% Who Report Problem as Very Serious

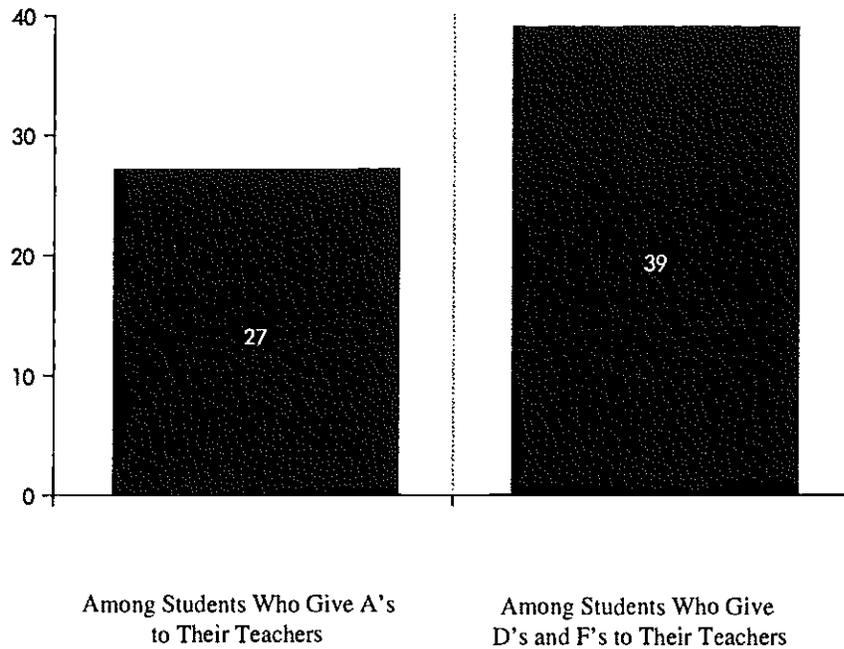


TABLE 2-5

SERIOUSNESS OF DIFFERENT TYPES OF SOCIAL TENSION AND VIOLENCE
BY QUALITY OF TEACHER INTERACTIONS WITH STUDENTS

Q.C2: Thinking about your school, do you think each of these issues is a very serious problem, somewhat serious, not very serious, or not at all a serious problem?

SUMMARY OF VERY OR SOMEWHAT SERIOUS

	<u>Total</u>	<u>TREAT STUDENTS WITH RESPECT</u>		<u>CARE ABOUT STUDENTS' FUTURE</u>	
		<u>Do</u>	<u>Do Not</u>	<u>Do</u>	<u>Do Not</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Tight groups of friends that do not talk to one another	37	30	45	33	49
Hostile or threatening remarks between different groups of students	54	49	64	52	63
Threats or destructive acts, other than physical fights	48	44	57	48	60
Turf battles between different groups of students	38	36	49	38	54
Physical fights between members of different groups of friends	53	50	61	51	63
Gang violence	36	34	43	35	47

Perceptions of Change in the Level of School Violence in the Past Year

When asked whether the level of violence at school has changed in the past year, 1 in 5 say it has decreased (22%), an equal proportion say it has increased (21%) while 2 in 5 (40%) report no change in the level of violence in the past year.

A larger percentage of students in urban areas report a decrease (28%) in the level of violence over the past year than they do an increase (22%). This is true to a greater extent for African-American and Hispanic students: 34% of each report decreases in violence while 20% of African-Americans and 22% of Hispanics report increases. This pattern is consistent across geographic areas. White students, on the other hand, are somewhat more likely to report increases than decreases regardless of school location.

School-related risk factors are associated with higher percentages of reported increases in violence than those from all students. Between 28%-30% of students who report the presence of risk factors at their schools perceive increases in violence over the past year, compared with one in five (21%) for all students.

When looking more closely at one risk factor, quality of education, a dramatic shift occurs between students who rate the quality of education high as compared to those who rate it low. High raters are more likely to report decreases (24%) than increases (19%); conversely, low raters are more likely to report increases (28%) than decreases (18%).

The most favorable responses to changes in the level of violence are reported by those who feel helped by their teachers' lessons on tolerance. Twenty-eight percent report a decline while 16% report an increase.

TABLE 2-6

PERCEPTIONS OF CHANGE IN LEVEL OF VIOLENCE
BY SCHOOL LEVEL AND GENDER

Q.C3: In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

	<u>Total</u>	<u>SCHOOL LEVEL</u>		<u>GENDER</u>	
		<u>7-8</u>	<u>9-12</u>	<u>Male</u>	<u>Female</u>
Base	2514	876	1636	1149	1360
	%	%	%	%	%
Increased	21	20	22	23	19
Decreased	22	24	21	24	20
Stayed About the Same	40	41	40	39	42
Don't Know	16	15	17	14	19

TABLE 2-7

PERCEPTIONS OF CHANGE IN LEVEL OF VIOLENCE
BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C3: In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

	<u>Total</u>	<u>LOCATION</u>			<u>RACE/ETHNICITY</u>		
		<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	2514	1392	654	468	1325	470	496
	%	%	%	%	%	%	%
Increased	21	22	21	20	22	20	22
Decreased	22	28	18	20	17	34	34
Stayed About the Same	40	33	44	47	46	30	27
Don't Know	16	17	18	13	15	17	18

TABLE 2-8

PERCEPTIONS OF CHANGE IN LEVEL OF VIOLENCE
BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C3: In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

	<u>Total</u>	<u>WHITE</u>		<u>AFRICAN-AMERICAN</u>		<u>HISPANIC</u>	
		<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>
Base	2514	527	798	385	85	339	157
	%	%	%	%	%	%	%
Increased	21	23	21	20	20	27	16
Decreased	22	20	16	35	29	34	34
Stayed About the Same	40	39	48	27	39	29	24
Don't Know	16	18	14	18	12	11	26

TABLE 2-9

PERCEPTIONS OF CHANGE IN LEVEL OF VIOLENCE
BY RISK FACTORS

Q.C3: In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

	<u>SCHOOL-RELATED RISK FACTORS</u>				
	<u>Total</u>	<u>Quality Of Education</u>		<u>Quality of Teachers (Low)</u>	<u>Do Not Help Students Succeed</u>
		<u>High</u>	<u>Low</u>		
Base	2514	1605	804	700	721
	%	%	%	%	%
Increased	21	19	28	29	30
Decreased	22	24	18	19	18
Stayed About the Same	40	43	37	38	39
Don't Know	16	15	17	14	13

**Perceptions of Change in the Level of School Violence
Over the Past Year: A Comparison of 1993, 1994 and 1996 Responses**

Students' perception of change in the level of violence was assessed in two previous national student surveys: *The Metropolitan Life Survey of the American Teacher 1993, Violence in America's Public Schools*, and *The Metropolitan Survey of the American Teacher 1994, Violence and the Family Perspective*. This allows for a time-based analysis over two periods, 1993 to 1994, and 1994 to 1996.

From 1993 to 1994, violence in the schools worsened, according to students' perceptions. In 1993, 15% reported an increase in violence over the past year. This percent grew to 24% in 1994. By 1996, it dropped to 21% and the percent reporting a decrease in violence grew. Together these changes indicate an overall improvement between 1994 and 1996.

When this data is analyzed by racial/ethnic group, some important differences emerge. White students show a modest increase in the level of violence from 1993 to 1994, and then a modest decline between 1994 and 1996. This pattern for African-American students is more pronounced. Following an increase between 1993 and 1994, they show a substantial improvement between 1994 and 1996, exceeding that shown by white students. Hispanics, on the other hand, improved steadily over the two periods. While showing little change in the proportion who reported an increase in violence, the proportion reporting a decrease rose steadily from 14% in 1993 to 21% in 1994 to 34% in 1996.

It is also interesting to note that between 1993 and 1996, the percent reporting "not sure" to this question decreased from 27 percent in 1993 to 20 percent in 1994 and to 16 percent in 1996. This trend suggests that the level of student awareness of violence increased during this three-year period.

TABLE 2-10

PERCEPTIONS OF CHANGE IN THE LEVEL OF VIOLENCE IN SCHOOLS:
COMPARISON OF 1993, 1994 AND 1996 RESPONSES

1996: Q.3; 1994: Q.A5; 1993: Q.B1

In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

	TOTAL		
	1993	1994	1996
	%	%	%
Increased	15	24	21
Decreased	13	14	22
Stayed About the Same	45	42	40
Don't Know	27	20	16

TABLE G2-10

PERCEPTIONS OF CHANGE IN THE LEVEL OF VIOLENCE:
COMPARISON OF RESPONSES FROM 1993, 1994 AND 1996

Q: In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

% Who Report an Increase or Decrease

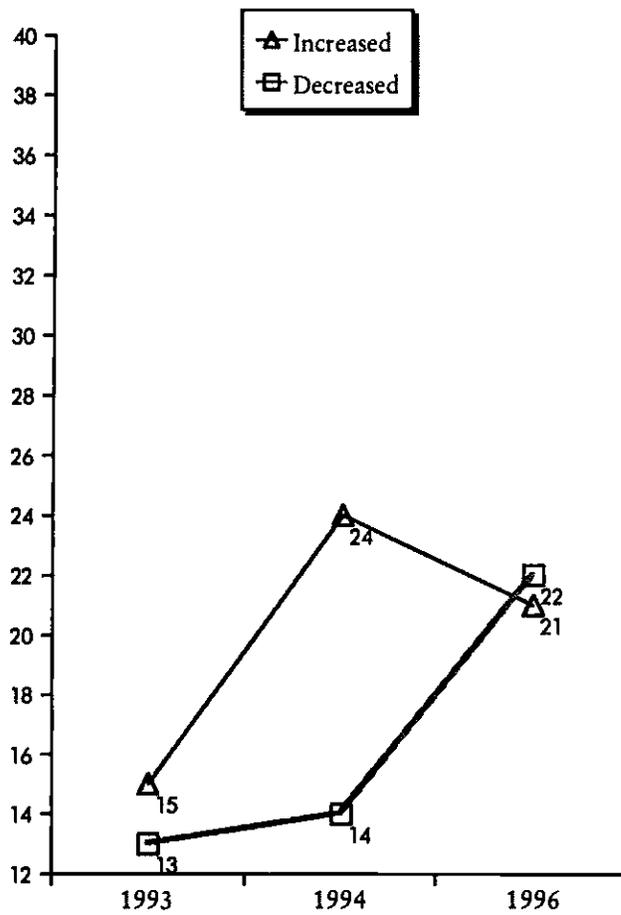


TABLE 2-11

PERCEPTIONS OF CHANGE IN THE LEVEL OF VIOLENCE IN SCHOOLS
 BY RACE/ETHNICITY: COMPARISON OF 1993, 1994 AND 1996 RESPONSES

1996: Q.C3; 1994: Q.A5; 1993: Q.B1

In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	1993	1994	1996	1993	1994	1996	1993	1994	1996
	%	%	%	%	%	%	%	%	%
Increased	13	22	22	19	29	20	20	21	22
Decreased	10	12	17	26	23	34	14	21	34
Stayed About the Same	50	46	46	27	30	30	46	37	27
Don't Know	27	20	15	28	18	17	20	21	18

TABLE 2-12

PERCEPTIONS OF CHANGE IN THE LEVEL OF VIOLENCE IN SCHOOLS
 BY SCHOOL LOCATION: COMPARISON OF 1993, 1994 AND 1996 RESPONSES

1996: Q.C3; 1994: Q.A5; 1993: Q.B1

In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

	URBAN			SUBURBAN			RURAL		
	1993	1994	1996	1993	1994	1996	1993	1994	1996
	%	%	%	%	%	%	%	%	%
Increased	16	26	22	14	23	21	15	22	20
Decreased	14	21	28	8	11	18	16	12	20
Stayed About the Same	47	35	33	54	44	44	35	45	47
Don't Know	23	18	17	25	22	18	34	21	13

How Often Students See Violence at or Around School and How Worried They Are

Fewer than 1 in 10 (9%) say they see violence in or around their school very often, although a much larger proportion (2 in 5) say they sometimes see violence (41%). Another 42% say they rarely see violence around their school. Students in urban schools are more likely to report at least sometimes seeing violence (55%) than students in suburban (47%) or rural (48%) schools.

In 1993, substantially fewer (38%) said they very often or sometimes saw violence at or around school. Since comparable data is not available for 1994, changes occurring between 1994 and 1996 could not be determined.

Although there are about 1 in 4 students nationwide who believe that hostile or threatening remarks, threats of violence and physical fights are serious problems in their schools, a much smaller percentage (5%) say they are very worried of being physically harmed. A large majority (80%) are not very worried or not at all worried.

Middle school students are more likely than high school students (26% vs. 15%) to feel very or somewhat worried about being physically hurt; urban students are more likely (27%) than suburban or rural students (27% vs. 16% and 12%, respectively) to feel worried; and African-American and Hispanic students (26%) are more likely than white students (26% vs. 15%) to worry. Differences between white and minority students occur mostly in urban schools.

Findings from MetLife's survey in 1993 indicate little change in the proportion who say they are worried about being physically hurt. In 1993, 9% said they were very worried about physical harm and 77% said they were not very or not at all worried. It is interesting to note that compared with 1993, students today see violence at school more frequently, yet are no more worried about their personal safety.

Students were asked to describe who in their schools are usually involved in physical fights. By far the most common response (two-thirds) was that most fights occur between students who know but do not like each other. Only about 1 in 10 said most fights are between students who don't know each other or between friends. This perception is the same across geographic areas and racial/ethnic groups.

TABLE 2-13

HOW OFTEN STUDENTS SEE VIOLENCE IN OR AROUND SCHOOL
BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C4: How often do you see violence in or around your school -- very often, sometimes, rarely, or never?

	LOCATION			RACE/ETHNICITY			
	<u>Total</u>	<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	2513	1391	654	468	1325	470	495
	%	%	%	%	%	%	%
Very Often	9	11	10	6	8	10	14
Sometimes	41	44	37	42	41	42	37
Rarely	42	40	42	47	43	43	42
Never	6	4	10	4	7	3	5
Don't Know	1	1	1	0	1	1	2
Very Often/Sometimes	50	55	47	48	49	53	51
Rarely/Never	49	44	52	51	50	46	47

TABLE 2-14

HOW WORRIED STUDENTS ARE ABOUT BEING PHYSICALLY ATTACKED
BY SCHOOL LEVEL AND GENDER

Q.C5: How worried are you about being physically attacked (hurt by someone else) in or around your school -- very worried, somewhat worried, not very worried, or not at all worried?

	SCHOOL LEVEL			GENDER	
	<u>Total</u>	<u>7-8</u>	<u>9-12</u>	<u>Male</u>	<u>Female</u>
Base	2512	874	1636	1148	1359
	%	%	%	%	%
Very Worried	5	8	4	5	5
Somewhat Worried	14	18	12	14	14
Not Very Worried	31	29	32	28	34
Not At All Worried	49	43	52	51	46
Don't Know	1	3	1	2	1
Very/Somewhat Worried	19	26	15	19	20
Not Very/Not At All Worried	80	72	84	79	80

TABLE 2-15

HOW WORRIED STUDENTS ARE ABOUT BEING PHYSICALLY ATTACKED
BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C5: How worried are you about being physically attacked (hurt by someone else) in or around your school -- very worried, somewhat worried, not very worried, or not at all worried?

	LOCATION			RACE/ETHNICITY			
	Total	Urban	Suburban	Rural	White	African-American	Hispanic
Base	2512	1390	654	468	1325	469	495
	%	%	%	%	%	%	%
Very Worried	5	7	5	3	3	8	10
Somewhat Worried	14	19	12	9	12	18	15
Not Very Worried	31	31	29	33	32	28	31
Not At All Worried	49	41	55	54	52	44	41
Don't Know	1	2	1	2	1	2	2
Very/Somewhat Worried	19	27	16	12	15	26	26
Not Very/Not At All Worried	80	72	83	86	84	72	73

TABLE 2-16

HOW WORRIED STUDENTS ARE ABOUT BEING PHYSICALLY ATTACKED
BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C5: How worried are you about being physically attacked (hurt by someone else) in or around your school -- very worried, somewhat worried, not very worried, or not at all worried?

	<u>Total</u>	<u>WHITE</u>		<u>AFRICAN-AMERICAN</u>		<u>HISPANIC</u>	
		<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>
Base	2512	527	798	384	85	338	157
	%	%	%	%	%	%	%
Very Worried	5	3	3	9	5	12	9
Somewhat Worried	14	18	10	21	7	20	10
Not Very Worried	31	34	31	28	29	29	34
Not At All Worried	49	43	55	40	57	37	47
Don't Know	1	1	1	3	2	3	0
Very/Somewhat Worried	19	21	13	30	12	31	19
Not Very/Not At All Worried	80	78	86	68	86	66	81

TABLE 2-17

DESCRIPTIONS OF WHO ARE INVOLVED IN FIGHTS BY SCHOOL AND GENDER

Q.C6: Which of these statements best describes most of the physical fights that take place in your school?

	<u>Total</u>	<u>SCHOOL LEVEL</u>		<u>GENDER</u>	
		<u>7-8</u>	<u>9-12</u>	<u>Male</u>	<u>Female</u>
Base	2510	874	1634	1146	1359
	%	%	%	%	%
Most physical fights are between friends	7	9	6	7	7
Most physical fights are between students who know, but do not like each other	67	69	66	65	70
Most physical fights are between students who barely know one another	13	13	13	14	12
Don't Know	13	9	15	14	12

CHAPTER 3: PERCEPTIONS OF EQUALITY AMONG TEENS

Equality Among Teens from Different Economic Backgrounds

Less than half of all students feel very confident that young people from different economic backgrounds are treated equally by teachers (44%) and parents (39%); but fewer feel this confident in other adults in their communities -- including police officers (31%), local storekeepers (20%) and the courts (26%). A majority, however, feel at least somewhat confident in teachers (84%) and parents (81%), while a smaller majority feel somewhat confident in police officers (63%), local storekeepers (61%) and the courts (58%).

Greater proportions of middle school than high school students are very confident that young people are treated equally by parents (50% vs. 34%), police officers (39% vs. 27%), local storekeepers (23% vs. 18%) and the courts (31% vs. 23%). Also, students in suburban and rural schools are more likely than their urban counterparts to feel very confident in teachers (49% and 45% vs. 38%), police officers (33% and 36% vs. 26%), and storekeepers (24% and 22% vs. 15%).

Perceptions of equality differ by race/ethnicity. White students are more likely than African-American and Hispanic students to feel very confident (47% vs. 38% and 39%, respectively) that young people of different economic backgrounds are treated equally by teachers, yet the opposite is true regarding their confidence in parents. About half of African-American (48%) and Hispanic students (49%) feel very confident in parents compared with only one-third (36%) of white students.

About two-thirds (65%) of those who say their teachers do a good job of teaching tolerance believe their teachers treat young people from different economic backgrounds equally, yet only one-fifth (20%) of those who feel their teachers do a poor job of teaching tolerance feel the same way.

Two additional positive factors impacting students' perceptions of equality are the level of respect and encouragement students receive from their teachers. There is nearly a threefold difference between students who view teachers as being respectful or not respectful of them. Two-thirds (67%) of those who have a positive view of their teachers are at least somewhat confident that teachers are fair in their treatment of students from different economic backgrounds. Only one in four (23%) who hold a negative view have confidence in their teachers.

Students' perceptions of equality become significantly more negative when risk factors are taken into consideration. One in five (22%) students who give low marks on the quality of their teachers feel very confident that their teachers treat young people from different economic backgrounds equally, half as many as compared to that of the national average (44%). Also, students who give high marks to the quality of their education are significantly more likely (51%) to say they feel very confident in their teachers than those who give low marks (29%). Further, the proportion of students who say they feel very confident in teachers (25%), parents (27%) and police officers (19%) drops markedly from the national average (44%, 39%, and 31%, respectively) for those who give teachers low marks on helping students succeed.

A similar pattern emerges for students who give teachers high marks and low marks on caring about students' futures. Those who feel teachers care a lot, as opposed to those who don't, express a much higher degree of confidence that adults in their community treat students from different economic backgrounds equally. These groups show a threefold difference regarding students' confidence in teachers (65% vs. 18%) and more than a twofold difference in their confidence in police officers (44% vs. 17%), local storekeepers (30% vs. 13%) and the courts (36% vs. 14%).

TABLE 3-1

EQUALITY AMONG TEENS FROM DIFFERENT ECONOMIC BACKGROUNDS
BY SCHOOL LEVEL AND GENDER

Q.C11: How confident are you that, in your community, young people from DIFFERENT ECONOMIC BACKGROUNDS are treated equally by the following groups -- very confident, somewhat confident, or not very confident?

Base: Response of Very Confident

	<u>Total</u>	<u>SCHOOL LEVEL</u>		<u>GENDER</u>	
		<u>7-8</u>	<u>9-12</u>	<u>Male</u>	<u>Female</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Teachers	44	43	44	42	45
Parents	39	50	34	40	39
Police Officers	31	39	27	31	31
Local Storekeepers	20	23	18	22	17
The Courts	26	31	23	27	24

TABLE 3-2

EQUALITY AMONG TEENS FROM DIFFERENT ECONOMIC BACKGROUNDS
BY SCHOOL LOCATION AND RACE/ETHNICITY

Q.C11: How confident are you that, in your community, young people from DIFFERENT ECONOMIC BACKGROUNDS are treated equally by the following groups -- very confident, somewhat confident, or not very confident?

Base: Response of Very Confident

	<u>Total</u>	<u>LOCATION</u>			<u>RACE/ETHNICITY</u>		
		<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
	%	%	%	%	%	%	%
Teachers	44	38	49	45	47	38	39
Parents	39	40	39	39	36	48	49
Police Officers	31	26	33	36	32	27	29
Local Storekeepers	20	15	24	22	22	15	18
The Courts	26	23	26	29	26	24	27

TABLE 3-3

EQUALITY AMONG TEENS FROM DIFFERENT ECONOMIC BACKGROUNDS
BY THE QUALITY OF TEACHERS' LESSONS ON TOLERANCE

Q.C11: How confident are you that, in your community, young people from DIFFERENT ECONOMIC BACKGROUNDS are treated equally by the following groups -- very confident, somewhat confident, or not very confident?

Base: Response of Very Confident

	<u>Total</u>	<u>TEACHING TOLERANCE</u>	
		<u>Good Job</u>	<u>Poor Job</u>
	%	%	%
Teachers	44	65	20
Parents	39	51	31
Police Officers	31	43	19
Local Storekeepers	20	33	13
The Courts	26	38	10

TABLE 3-4

EQUALITY AMONG TEENS FROM DIFFERENT ECONOMIC BACKGROUNDS
BY THE QUALITY OF TEACHER INTERACTIONS WITH STUDENTS

Q.C11: How confident are you that, in your community, young people from DIFFERENT ECONOMIC BACKGROUNDS are treated equally by the following groups -- very confident, somewhat confident, or not very confident?

Base: Response of Very Confident

	<u>Total</u>	<u>TREAT STUDENTS WITH RESPECT</u>		<u>CARE ABOUT STUDENTS' FUTURE</u>	
		<u>Do</u>	<u>Do Not</u>	<u>Do</u>	<u>Do Not</u>
	%	%	%	%	%
Teachers	44	67	23	65	18
Parents	39	56	31	52	28
Police Officers	31	47	23	44	17
Local Storekeepers	20	28	18	30	13
The Courts	26	40	19	36	14

TABLE 3-5

EQUALITY AMONG TEENS FROM DIFFERENT ECONOMIC BACKGROUNDS
BY RISK FACTORS

Q.C11: How confident are you that, in your community, young people from DIFFERENT ECONOMIC BACKGROUNDS are treated equally by the following groups -- very confident, somewhat confident, or not very confident?

Base: Response of Very Confident

<u>SCHOOL-RELATED RISK FACTORS</u>					
	<u>Total</u>	<u>Quality of Education</u>		<u>Quality of Teachers (Low)</u>	<u>Do Not Help Students Succeed</u>
		<u>High</u>	<u>Low</u>		
	%	%	%	%	%
Teachers	44	51	29	22	25
Parents	39	43	32	28	27
Police Officers	31	36	22	21	19
Local Storekeepers	20	23	13	12	14
The Courts	26	30	18	16	17

Equality Among Students from Different Racial, Ethnic, or Religious Backgrounds

Many students are unlikely to feel very confident that young people from different racial/ethnic or religious backgrounds are treated equally by teachers (44%), parents (35%), police officers (28%), local storekeepers (21%) and the courts (23%). Middle school students are more likely than high school students to feel very confident in adults in their community. Differences in the percent reporting "very confident" range from 11-17 points.

White students are more likely than minority students to feel confident that teachers treat young people who differ in race or religion equally. The converse is true regarding their confidence in parents: minority students show greater confidence in parents than do white students.

The largest differences are found between students who rate their teachers differently on treating them with respect, caring about their futures, and teaching them about tolerance. When students say teachers do a good job as opposed to a poor job of teaching tolerance, they are more than twice as likely to feel confident that adults in their community treat young people from different racial/ethnic or religious backgrounds equally.

Similar differences are found between students who give their teachers high versus low grades on treating students with respect. For example, two-thirds (66%) of those who give their teachers high marks, compared to one-quarter (24%) of those who give their teachers low marks, feel very confident that teachers treat young people from different racial and religious backgrounds fairly.

The same pattern is found when comparing those who give high marks to those who give low marks to their teachers on caring about their futures. Among those who give high marks, two-thirds (66%) feel very confident that young people from different racial/ethnic or religious background are treated equally by teachers, and just under one-half (47%) feel this way about parents. The comparable percentage for police officers is 38%; for storekeepers and the courts, 31%. Among those who give low marks to teachers on caring about their futures, the proportion of students who feel very confident in teachers drops threefold, confidence in parents drops almost twofold, and confidence drops more than twofold for police officers, local storekeepers and the courts.

Students' ratings on the quality of education and quality of teachers also play a role in their perceptions of equality among teens from different racial or religious backgrounds. For example, those who rate the quality of education high are more likely to feel confident that young people are

being treated equally by teachers (51%), parents (38%), police officers (31%), storekeepers (24%) and the courts (27%). In most cases, a 10 percentage point drop occurs in the level of confidence for students who give low ratings on quality of education.

Students' perceptions of fairness were assessed in another way as well -- they were asked whether or not they feel that police would treat someone like themselves fairly if they were a suspect in a crime or a victim of a crime. One in 4 (24%) say it is very likely that this person would be treated fairly if he/she were a suspect. There is a threefold difference between the responses of white and racial/ethnic minority students: 30% of white students answer "very likely" compared with 10% of African-American and Hispanic students. Conversely, nearly twice as many African-American (54%) and Hispanic (53%) students as white students (28%) say it is not very or not at all likely that the police would treat the suspect fairly.

A larger proportion of students nationally feel it is very likely that if someone like themselves were a victim of a crime they would be treated fairly by the police (35%). Racial/ethnic differences are noteworthy: less than 1 in 5 African-American (19%) and Hispanic (15%) students feel that police are very likely to treat the victim fairly, compared with 2 in 5 (42%) white students.

TABLE 3-6

EQUALITY AMONG TEENS FROM DIFFERENT RACIAL/ETHNIC OR RELIGIOUS BACKGROUNDS BY SCHOOL LEVEL AND GENDER

Q.C12: How confident are you that, in your community, young people from DIFFERENT RACIAL, ETHNIC OR RELIGIOUS BACKGROUNDS are treated equally by the following groups -- very confident, somewhat confident, or not very confident?

Base: Response of Very Confident

	Total	SCHOOL LEVEL		GENDER	
		7-8	9-12	Male	Female
	%	%	%	%	%
Teachers	44	51	40	43	45
Parents	35	46	29	36	34
Police Officers	28	36	23	29	27
Local Storekeepers	21	28	17	22	20
The Courts	23	31	20	25	22

TABLE 3-7

EQUALITY AMONG TEENS FROM DIFFERENT RACIAL/ETHNIC OR RELIGIOUS BACKGROUNDS BY LOCATION AND RACE/ETHNICITY

Q.C12: How confident are you that, in your community, young people from DIFFERENT RACIAL, ETHNIC OR RELIGIOUS BACKGROUNDS are treated equally by the following groups -- very confident, somewhat confident, or not very confident?

Base: Response of Very Confident

	<u>Total</u>	<u>LOCATION</u>			<u>RACE/ETHNICITY</u>		
		<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
	%	%	%	%	%	%	
Teachers	44	41	46	46	47	40	36
Parents	35	35	34	37	33	41	43
Police Officers	28	24	29	32	30	27	21
Local Storekeepers	21	17	24	24	22	19	19
The Courts	23	22	22	27	24	25	22

TABLE 3-8

EQUALITY AMONG TEENS FROM DIFFERENT RACIAL/ETHNIC OR RELIGIOUS BACKGROUNDS BY THE QUALITY OF TEACHERS' LESSONS ON TOLERANCE

Q.C12: How confident are you that, in your community, young people from DIFFERENT RACIAL, ETHNIC OR RELIGIOUS BACKGROUNDS are treated equally by the following groups -- very confident, somewhat confident, or not very confident?

Base: Response of Very Confident

	<u>Total</u>	<u>TEACHING TOLERANCE</u>	
		<u>Good Job</u>	<u>Poor Job</u>
	%	%	%
Teachers	44	63	27
Parents	35	48	27
Police Officers	28	41	17
Local Storekeepers	21	35	14
The Courts	23	37	15

TABLE 3-9

EQUALITY AMONG TEENS FROM DIFFERENT RACIAL/ETHNIC OR RELIGIOUS BACKGROUNDS BY THE QUALITY OF TEACHER INTERACTIONS WITH STUDENTS

Q.C12: How confident are you that, in your community, young people from DIFFERENT RACIAL, ETHNIC OR RELIGIOUS BACKGROUNDS are treated equally by the following groups -- very confident, somewhat confident, or not very confident?

Base: Response of Very Confident

	Total	TREAT STUDENTS WITH RESPECT		CARE ABOUT STUDENTS' FUTURE	
		Do	Do Not	Do	Do Not
	%	%	%	%	%
Teachers	44	66	24	66	19
Parents	35	48	28	47	26
Police Officers	28	46	20	38	14
Local Storekeepers	21	30	18	31	13
The Courts	23	37	19	31	13

TABLE 3-10

EQUALITY AMONG TEENS FROM DIFFERENT RACIAL/ETHNIC OR RELIGIOUS BACKGROUNDS BY RISK FACTORS

Q.C12: How confident are you that, in your community young people from DIFFERENT RACIAL, ETHNIC OR RELIGIOUS BACKGROUNDS are treated equally by the following groups -- very confident, somewhat confident, or not very confident?

Base: Response of Very Confident

SCHOOL-RELATED RISK FACTORS					
	Total	Quality of Education		Quality of Teachers (Low)	Do Not Help Students Succeed
		High	Low		
	%	%	%	%	%
Teachers	44	51	32	25	24
Parents	35	38	29	24	24
Police Officers	28	31	21	18	18
Local Storekeepers	21	24	15	13	14
The Courts	23	27	18	14	17

TABLE 3-11

FAIRNESS OF TREATMENT OF A SUSPECT IN A CRIME

Q.C13: If a young person like you were a suspect in a crime, how likely do you think it is that they would be treated fairly by the police -- very likely, somewhat likely, not very likely, or not at all likely?

	<u>Total</u>	<u>LOCATION</u>			<u>RACE/ETHNICITY</u>		
		<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	1173	607	305	261	640	200	227
	%	%	%	%	%	%	%
Very Likely	24	21	26	26	30	10	10
Somewhat Likely	36	32	35	42	38	29	39
Not Very Likely	25	27	26	22	20	37	40
Not At All Likely	10	14	8	7	7	17	14
Don't Know	5	5	5	3	4	7	3

TABLE 3-12

FAIRNESS OF TREATMENT OF A VICTIM OF A CRIME

Q.C14: If a person like you were a victim of a crime, how likely do you think it is that they would be treated fairly by the police -- very likely, somewhat likely, not very likely, or not at all likely?

	<u>Total</u>	<u>LOCATION</u>			<u>RACE/ETHNICITY</u>		
		<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	1173	607	305	261	640	200	227
	%	%	%	%	%	%	%
Very Likely	35	32	38	36	42	19	15
Somewhat Likely	36	36	34	39	34	37	48
Not Very Likely	18	18	17	18	15	29	25
Not At All Likely	6	8	6	5	5	8	9
Don't Know	5	6	5	3	4	8	4

APPENDIX A: CLEANING DATA FOR THE REPORT

CLEANING DATA FOR THE REPORT

As with all self-administered surveys, school-based surveys are susceptible to recording error. Although we take every possible precaution to prevent students from missing questions or misunderstanding instructions, we do not have the ability to ensure complete and error-free completion of every questionnaire. For this reason, there are a number of quality control steps and decision rules that we follow with school-based surveys. It should be noted that creating decision rules is as much an art as a science. They are reviewed on a study specific basis and whenever possible are designed to reduce the potential for bias. However, there are often no right or wrong answers and several different arguments could be made for or against each type of decision rule. This appendix provides a brief description of three basic categories of decision rules and provides examples of the kinds of rules that were used for this report.

Accounting for Missing Data

The majority of the questions in this survey were asked of all students; however, individual students occasionally missed questions or chose not to answer them. For this reason, the frequencies for each question (with only a few notable exceptions as described below) are based on the total number of responses to each question. As an overall check, each questionnaire is reviewed to ensure that a majority of all possible responses have been completed.

Filters and Consistency Checks

Because school-based surveys are “self-administered,” it is our preference to keep skip instructions to an absolute minimum in order to reduce the potential for recording error and for accidental skips of questions that should have been completed. Data cleaning permits us to double check written skip instructions and to add filters so the base for a given question is more closely defined. In other instances, it is possible to check for consistency between responses on separate questions and create decision rules that set a precedence between potentially conflicting responses.

Two specific examples:

In this survey, students were asked how many adults live in their household and how many of these adults work full-time or part-time (Q.A4 and Q.A7). First, a filter was added to this question so that any students living in a home with no adults would not be included in the group of students answering the question about adult employment. Second, a consistency check was used with the two questions, so that the number of employed adults could not exceed the total number of adults living with the respondent.

Decision Rules for Erroneous Multiple Responses

Many questions in this survey required students to choose only one answer (e.g., gender or grade in school). If more than one response was selected when only one was allowed, two types of decision rules were applied: prioritization or deletion of these responses from the individual record. Where multiple responses make it impossible to prioritize without potential bias -- such as gender or parents' marital status -- responses are deleted.

APPENDIX B: METHODOLOGY

METHODOLOGY

An Overview

This survey on young people's opinions and perceptions of social tension, violence and equality among teens was conducted by Louis Harris and Associates, Inc. on behalf of Metropolitan Life Insurance Company. A total of 2,524 questionnaires were completed with public school students in grades 7 through 12 throughout the United States. All administrations of the survey were conducted in the classroom between December 19, 1995 and February 2, 1996.

There are several benefits that can be gained from school-based interviewing as compared to home-based, in-person, or telephone interviewing. The school setting proves to be far more neutral, since young people are allowed to express their attitudes and experiences without the influence of a parent nearby. The privacy of a self-administered questionnaire provides further guarantee of confidentiality when asking young people questions of a sensitive nature. Furthermore, this approach assures the sample will include young people in households without telephones or whose parents might otherwise not agree to allow their teenager to complete an interview.

Creating a School Sample

The Harris Scholastic national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national surveys of students and schools that are conducted by the National Center for Educational Statistics.

The sample was selected to account for differences in grade enrollment, region and the size of the municipality where schools are located. A random selection of schools was drawn on the basis of the number of students in each cell proportionate to the number of students in the universe, creating a cross section of young people in grades 7 through 12. For this survey, two separate samples were created: a nationally representative sample of schools and an oversample of schools from the nation's 15 largest school districts. Urban schools were defined as those located in the named central cities of metropolitan statistical areas (MSA's) as they are defined by the U.S. Census Bureau; suburban schools are located in the remaining portion of MSA's, and rural schools are located outside MSA's. Appendix C provides a detailed technical summary of the Harris Scholastic sample design methodology.

Weighting the Data

As with all school-based surveys, a two-stage weighting process was used to ensure a representative sample of students. These weights are based on data from the National Center for Education Statistics, and they control the distribution of students by grade, region, size of place, gender and race/ethnicity. The average class size was 23 students per class. Second stage weights controlled for grade, region, size of place, gender and race/ethnicity.

Table B-1 provides a comparison of the demographic profile of the weighted and unweighted total sample. Table B-2 provides a demographic profile of the weighted total sample, of urban, suburban and rural students. Table B-3 provides the same information for the unweighted sample, followed by a list of the 15 largest school districts by tier, the first tier representing the five largest districts, the second tier representing the 6th-10th largest districts, and the third tier representing the 11th-15th largest districts.

TABLE B-1
A COMPARISON OF WEIGHTED AND UNWEIGHTED SAMPLES

	TOTAL SAMPLE	
	Weighted	Unweighted
Base	2524 %	2524 %
<u>Grade:</u>		
7th	18	20
8th	17	15
9th	19	18
10th	16	17
11th	16	14
12th	13	16
<u>Region:</u>		
East	22	11
South	31	42
Midwest	25	20
West	22	27
<u>Location:</u>		
Urban	39	55
Suburban	35	26
Rural	26	19
<u>Gender:</u>		
Male	51	46
Female	49	54
<u>Race:</u>		
White	66	53
African-American‡	15	19
Hispanic	12	24

‡The term "African-American" is used to refer to both non-Hispanic Blacks and non-Hispanic African-Americans.

TABLE B-2
 DEMOGRAPHIC PROFILE BY LOCATION
 (WEIGHTED TOTAL SAMPLE)

	LOCATION			
	Total	Urban	Suburban	Rural
Base	2524 %	981 %	883 %	660 %
<u>Grade:</u>				
7th	18	12	16	30
8th	17	60	5	15
9th	19	14	38	*
10th	17	18	13	19
11th	15	15	13	24
12th	14	11	16	12
<u>Region:</u>				
East	21	11	34	22
South	32	43	9	43
Midwest	25	26	27	18
West	22	19	29	17
<u>Location:</u>				
Urban	32	100	-	-
Suburban	36	-	100	-
Rural	33	-	-	100
<u>Gender:</u>				
Male	51	50	52	51
Female	49	49	47	49
<u>Race:</u>				
White	64	46	74	84
African-American†	14	29	5	6
Hispanic	11	17	14	3

*Less Than 0.5%

†The term "African-American" is used to refer to both non-Hispanic Blacks and non-Hispanic African-Americans.

TABLE B-3
 DEMOGRAPHIC PROFILE BY LOCATION
 (UNWEIGHTED DATA)

	<u>LOCATION</u>			
	<u>Total</u>	<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>
Base	2524	1399	656	469
	%	%	%	%
<u>Grade:</u>				
7th	17	18	15	32
8th	17	22	3	12
9th	16	16	35	*
10th	19	18	16	16
11th	15	13	12	20
12th	17	13	18	20
<u>Region:</u>				
East	11	7	17	14
South	42	50	21	47
Midwest	20	18	25	20
West	27	25	37	19
<u>Location:</u>				
Urban	61	100	-	-
Suburban	21	-	100	-
Rural	18	-	-	100
<u>Gender:</u>				
Male	44	46	46	45
Female	56	54	53	55
<u>Race:</u>				
White	60	38	63	82
African-American†	15	28	8	6
Hispanic	14	24	21	5

*Less Than 0.5%

†The term "African-American" is used to refer to both non-Hispanic Blacks and non-Hispanic African-Americans.

List of the fifteen largest school districts from which oversample was drawn:

First Tier:

New York City
Los Angeles Unified
City of Chicago
Dade County, FL
Philadelphia

Second Tier:

Houston ISD
Broward County, FL
Detroit Public Schools
Clark County, NV
Dallas ISD

Third Tier:

Fairfax County, VA
Hillsborough County, FL
San Diego City Unified
Palm Beach County, FL
Duval County, FL

Reliability of Survey Percentages

The results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Table B-4 shows the range of sampling variation that applies to percentage results for this survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

TABLE B-4

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

Number Of People Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
2,500	1	2	2	2	2
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Table B-5 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the table, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

TABLE B-5

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE
IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE
RESULTS APPEARING IN THIS REPORT

Approximate Sample Size Of Two Groups Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
2,500 vs. 2,500	2	2	3	3	3
2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

The Interviewing Process

Gaining the Principal's Consent and Selecting a Class

After they were sent a letter soliciting their participation, Louis Harris and Associates contacted the principals in selected schools by telephone to request their participation in the survey. An eligible grade was randomly assigned to each school. If the principal agreed to participate, a random selection process was then used to select a particular class to complete the survey. The principal was asked to alphabetize all English classes for the grade assigned by the Harris firm. Using a random number selection grid, the interviewer identified an individual class. The survey was limited to English classes since this is one subject that all students are required to study at every grade level, which ensures a more representative sample of students by academic track and level of achievement.

Maximizing Response Rates

A number of steps were included in the consent process in order to maximize response rates among schools. The alert letter contained a brief description of the survey process and some background information on the Harris organization. Schools were offered educational materials from Scholastic as an incentive to participate. Our past experience has proven that the combination of the Harris and Scholastic names yields very high cooperation rates within the schools.

In addition, at a principal's request, calls were made to local boards or district offices to gain approval from the appropriate officials. If necessary, new copies of the introductory letter were mailed or sent via fax to the principal and/or other school officials.

Maintaining a Representative Sample

If a particular school could not participate, it was replaced by a school with similar demographic characteristics so as to preserve the integrity of the primary selection. Another randomly drawn school was chosen within the same region, with similar grade enrollment and size of municipality, and in the same or the nearest zip code to the original school.

Questionnaires were mailed to 126 schools in total; of these schools, 100 completed and returned the questionnaires. Table B-6 provides a breakdown of consents and completes for the national cross-section and the oversample.

TABLE B-6

A COMPARISON OF SCHOOLS WHO CONSENTED AND
THOSE WHO COMPLETED THE INTERVIEW

	Consents	Completes
	126	100
Cross-Section	82	66
Oversample	44	34

Interviewing the Students

Louis Harris and Associates mailed instructions, a set of questionnaires, and materials for return mail to the teacher of the selected class. In addition, teachers were provided with general instructions to use when administering the survey. The directions for each individual question appeared in capital letters above or near each question on the survey instrument itself.

The teachers administered the questionnaire from the front of the classroom; they were encouraged to read questions out loud to their students if they felt their class would have difficulty reading or answering the questions. By providing teachers with educational materials, including *The Basic Primer on Public Opinion Polling*, we hoped to assure that this exercise was woven into the classroom curriculum in a meaningful way. Furthermore, by surveying only one class in each school we imposed on the school as little as possible. Students were given envelopes in which to seal their completed surveys before returning them to the teacher. Please note that the survey instrument is anonymous; at no point is the student asked to provide his or her name.

Questionnaire Development

Initial drafts of the questionnaire were tested for length and comprehensibility. Testing was conducted in the classroom using the exact procedures that would be used for the full survey. Members of the Harris staff spoke to the teachers who administered the survey and asked for their observations regarding comprehensibility and about questions their students had difficulty answering. The survey instrument was refined accordingly.

Cleaning the Data

All interviews were carefully edited and checked for completeness and accuracy (see Appendix A for details). Surveys with significant errors or large proportions of missing data were removed; less than 1% of the questionnaires from this survey were removed. However, as with all self-administered questionnaires, occasional questions are sometimes left blank. For the purposes of this survey, the findings for each question are based on the total number of answers rather than the total number of potential respondents in the sample; for this reason, the bases on individual questions vary slightly.

Potential Sampling Error

The results for sample surveys are subject to sampling error -- the potential difference between results obtained from the sample and those that would have been obtained had the entire population been questioned. The size of the potential sampling error varies with both the size of the sample and with the percentage giving a particular answer.

Sampling error is only one way in which a survey may vary from the findings that would result from interviewing the entire population under study. Survey research is susceptible to human and mechanical errors as well. The most important potential sources are:

- ✓ Non-response (if those who are interviewed differ from those who are not interviewed). It should be noted that in this survey all students completed the survey, so errors caused by non-response are non-existent.
- ✓ Random or sampling error, which may in theory be substantial, even on large samples. Contrary to the impression given by the typical media caveat, there is no way to calculate the maximum possible error for any survey. All we deal with are probabilities.
- ✓ Question wording, particularly where the survey is measuring attitude or future intention and not a "fact." Several equally good questions may yield different (and equally valid) responses. In addition, question sequence can influence the responses, particularly to attitude questions.

The results of this survey, therefore, are susceptible to a variety of errors, some of which cannot be quantified. However, the procedures used by the Harris firm reflect the most reliable information available.

APPENDIX C: HARRIS SCHOLASTIC SAMPLE DESIGN METHODOLOGY

HARRIS SCHOLASTIC SAMPLE DESIGN METHODOLOGY

Introduction

The Harris Scholastic national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national samples of students and schools that are conducted by the National Center for Education Statistics.

Many of the studies which employ the Harris Scholastic national probability sample are based on a sample size of 2,500 students distributed over 100 schools. However, the basic design is sufficiently flexible to support any overall sample size between 500 and 25,000 students distributed over 25 to 1,000 schools.

The basic sample design involves two stages of sampling. In the first stage, a sample of schools is selected from a list of all schools. In the second stage, a sample of students is selected within those schools that are selected into the sample in the first stage.

Special procedures are employed to assure that the sampling process adequately represents the full range of schools over the entire nation. Particular care is given to the replacement of schools that are initially selected but are unwilling or unable to cooperate in the subsequent second stage selection of students.

Basic Sampling Design

The basic design used by Harris Scholastic for the selection of student samples involves a two-stage, stratified and clustered sampling process. Stratification variables involve school type (public, parochial and private), grade coverage, urbanicity and region. Specifically:

For public schools, the stratification dimensions include:

- a. Grade coverage (elementary, middle, upper, K-12 and other odd grade ranges 1-8, 6-12, etc.).
- b. Urbanicity (URBAN = central city of MSA or CMA; SUBURBAN = non-central city of MSA or CMA; RURAL = non-MSA).
- c. Region (Northeast, Midwest, South and West).

Within the basic strata, defined by these dimensions, stratification is carried out by state, grade enrollment and zip code.

The numbers of sub-stratum depend upon the particular design. Within each sub-stratum, the required number of schools is selected on an “nth student” basis (i.e., with probabilities proportional to the number of students). Replacement schools are selected by finding the nearest match (by zip code) for selected schools within the same cell and the same size group.

Sample Efficiency

In general, when clustered samples are compared to pure random samples that involve no clustering, it is found that the cluster samples exhibit somewhat greater sampling variation. The ratio of the variance shown by the cluster sample to the variance that would be expected from a pure random sample of the same size is known as the design effect or DEFF². The square root of DEFF is denoted by DEFT. The design effect is a measure of efficiency of a given sample design as compared to the benchmark of simple random sampling.

On the basis of empirical computation, the values of DEFF and DEFT for the standard Harris Scholastic sample design have been determined as 2.25 and 1.50, respectively. Thus, statistical inferences using data from a Harris Scholastic sample, which employ standard statistical formulas for the variance and standard error of estimate, should be modified through multiplication by the factors of 2.25 and 1.50, respectively. It is often the case that in-person area samples have DEFF values of approximately 2.0. The ratio of this DEFF value to average DEFF values calculated from other Harris Scholastic studies (i.e., DEFF = 2.25) shows that samples using the present design show variations similar to that of household samples of about 88% the size. Thus, the design as presented is highly efficient.

Values shown in Tables C-1 and C-2 may be converted into 95% confidence ranges through multiplying by the factor 1.96.

²See, for example, the discussion by L.Kish in Kotz, S. and Johnson, N.L. *Encyclopedia of Statistical Sciences: Vol. 2* New York: John Wiley & Sons, 1982.

TABLE C-1

HARRIS SCHOLASTIC SAMPLES
SAMPLING ERRORS FOR SINGLE PERCENTAGES
PERCENTAGES FROM SAMPLE

Sample Base	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5000	0.46	0.64	0.85	0.97	1.04	1.06
4750	0.47	0.64	0.86	0.98	1.05	1.07
4500	0.47	0.65	0.87	1.00	1.06	1.09
4250	0.48	0.66	0.88	1.01	1.08	1.10
4000	0.49	0.67	0.89	1.02	1.10	1.12
3750	0.50	0.68	0.91	1.04	1.11	1.14
3500	0.50	0.69	0.93	1.06	1.13	1.16
3250	0.51	0.71	0.94	1.08	1.16	1.18
3000	0.53	0.72	0.97	1.11	1.18	1.21
2750	0.54	0.74	0.99	1.14	1.21	1.24
2500	0.56	0.76	1.02	1.17	1.25	1.27
2250	0.57	0.79	1.05	1.21	1.29	1.32
2000	0.60	0.82	1.10	1.25	1.34	1.37
1750	0.62	0.86	1.15	1.31	1.40	1.43
1500	0.66	0.91	1.21	1.39	1.48	1.51
1250	0.71	0.97	1.30	1.48	1.59	1.62
1000	0.77	1.06	1.41	1.62	1.73	1.77
750	0.87	1.19	1.59	1.82	1.95	1.99
500	1.03	1.42	1.90	2.17	2.32	2.37
250	1.42	1.96	2.61	2.99	3.19	3.26

NOTE: To use this table, find the row corresponding to the size of the sample base for the proportion. For base sizes not shown, use the next smallest base that appears in the table. Use the column corresponding to the sample proportion for which a sampling error is desired. If the sample proportion is not shown, round toward 50% (e.g., 43% becomes 50%).

TABLE C-2

HARRIS SCHOLASTIC SAMPLES
 SAMPLING ERROR FOR DIFFERENCES BETWEEN SUBCLASS PERCENTAGES
 PROPORTION NEAREST 50%

Subclass Split	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5-95	1.50	2.06	2.75	3.15	3.36	3.43
10-90	1.14	1.57	2.09	2.39	2.56	2.61
15-85	0.99	1.36	1.82	2.08	2.23	2.27
20-80	0.91	1.25	1.67	1.92	2.05	2.09
25-75	0.86	1.19	1.58	1.81	1.94	1.98
30-70	0.83	1.14	1.52	1.75	1.87	1.91
35-65	0.81	1.11	1.49	1.70	1.82	1.86
40-60	0.80	1.10	1.46	1.67	1.79	1.83
45-55	0.79	1.09	1.45	1.66	1.77	1.81
50-50	0.79	1.08	1.44	1.65	1.77	1.80

NOTE: This table shows sampling errors for differences between percentages P1 and P2, based on two subclasses. First, find the subclass proportion nearest 50%. Use this proportion to find the appropriate column. The appropriate row is determined on the basis of the sample split between the two subclasses. For example, if the total sample size is 2,000 and the subclass sizes were 500 and 1,500, the split would be 25-75. A split of 25-75 uses the same table row as a split of 75-25. This table is only appropriate for dichotomous subclasses.

APPENDIX D: THE QUESTIONNAIRE

LOUIS HARRIS AND ASSOCIATES, INC.
111 Fifth Avenue
New York, New York 10003

FOR OFFICE USE ONLY:

Questionnaire No.: _____
(1-5)

Study No.952030
(108-113)

Card Number (6,7)

December 18, 1995
(Grades 7-12)
(114-115)

Sample Point No. / / / / / / / / / / / / / / / /
(116-125)

STUDENTS VOICE THEIR OPINIONS

THANK YOU for taking part in our important study. This survey is being conducted to help us learn more about students' experiences and opinions of school life and their day-to-day challenges and concerns.

Many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you think, or have experienced. This is not a test. There are no right or wrong answers. Again, please be as honest as you can in answering these questions.

Please answer the questions in the order they appear and do not skip ahead.

We are not asking for your name, your answers will be kept confidential and anonymous. You have been given an envelope in which to seal your questionnaire before you hand it in. It will not be opened except by Harris personnel.

The schools taking part in this project have been scientifically chosen to represent all schools in the country. So it is very important that you answer all questions carefully.

NOTE: This questionnaire contains students' responses to Section A (Demographics) and Section C, the subject of this report. Subsequent reports will cover the remaining sections of the survey.

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THE QUESTIONNAIRE IS EASY TO FILL OUT

1. Simply circle the number that matches your answer. On a few questions you may write in an answer -- you will see a line where you can do this.

EXAMPLES:

What is your favorite season of the year? (**CIRCLE ONE ANSWER ONLY**)

Spring 1
 Summer 2
 Fall 3
 Winter 4
 Don't know 5

What are your favorite colors? (**CIRCLE AS MANY ANSWERS AS APPLY**)

Blue 1
 Green 2
 Red 3
 Yellow 4
 Purple 5
 Other (WRITE IN ANSWER BELOW):
 _____ 6
 Don't know 7

2. Other questions will ask you to answer a series of questions.

EXAMPLE: Do you go to school during the (**CIRCLE ONLY ONE FOR EACH ITEM -- A THROUGH D**)

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
A. Spring	1	2	3
B. Summer	1	2	3
C. Fall	1	2	3
D. Winter	1	2	3

3. Use a **pencil** to mark your answers. In case you change your mind, you can then erase your first answer and mark the one you want. Make sure you erase your first answer completely.

4. Please do not talk over your answers with others.

**IN ADVANCE, THANK YOU VERY MUCH FOR YOUR HELP
 WITH THIS VERY IMPORTANT STUDY**

A. HOME AND SCHOOL LIFE

A1. What grade of school are you in?

7th grade	7	18	
8th grade	8	17	
9th grade	9	19	
10th grade	10	16	
11th grade	11	16	
12th grade	12	18	(137-138)

A2. Are you...?

Male (a boy)	1	51	(139)
Female (a girl)	2	49	

A3. What is your race or ethnic background? **(CIRCLE ONE ANSWER ONLY)**

White (not Hispanic)	1	66	(140)
Black or African-American (not Hispanic) ..	2	15	
Hispanic/Latino -- White	3	8	
Hispanic/Latino -- Black	4	1	
Asian, Asian Indian, or Pacific Islander	5	5	
Native American or Alaskan Native	6	1	
Some other race (WRITE IN BELOW)			
<u>Hispanic/Latino-Unspecified</u>	7	3	
Don't know	8	1	

Bold = % Answering

- A7. How many of the adults in your home work full-time or part-time outside the home? **(WRITE THE NUMBER BELOW)**

_____ **MEAN = 2** _____ (153-154)
 1 Adult = 29%; 2 Adults = 55%; 3 or More Adults = 21%

- A8. How many of the adults in your home are currently unemployed, but would like to work? **(WRITE THE NUMBER BELOW)**

_____ (155-156)
 1 Adult = 21%; 2 Adults = 4%; 3 or More Adults = 1%

THESE QUESTIONS ARE ABOUT YOUR SCHOOL LIFE.

- A9. What grades do you usually get? **(CIRCLE ONE ANSWER ONLY)**

Mostly A's	1	16		(157)
Mostly A's and B's	2	37		
Mostly B's	3	7		
Mostly B's and C's	4	25		
Mostly C's	5	5		
Mostly C's and D's	6	7		
Mostly D's and F's	7	2		

- A10. In a typical school week, how often are you assigned homework -- everyday, 3 or 4 days a week, 1 or 2 days a week, or less often? **(CIRCLE ONE ANSWER ONLY)**

Every day	1	49		(158)
3 or 4 days a week	2	34		
1 or 2 days a week	3	10		
Less often	4	5		
Don't know	5	2		

Bold = % Answering

A11. How often do you complete your homework -- nearly always, sometimes, hardly ever, or never? **(CIRCLE ONE ANSWER ONLY)**

Nearly always	1	66	(159)
Sometimes	2	27	
Hardly ever	3	5	
Never	4	1	
Don't know	5	1	

A12. Have you ever been suspended or expelled from school, or not?

Have been suspended or expelled	1	22	(160)
Have not	2	78	

A13. Do you take part in your school's free lunch program, or not?

Take part in lunch program	1	21	(161)
Do not	2	79	

162-180Z

B. EVALUATING THE EDUCATION SYSTEM

B1. Students are given grades in school -- A, B, C, D or FAIL based on the quality of their school work. If you were to grade your school on the job it does providing you with a good education, what grade would you choose? **(CIRCLE ONE ANSWER ONLY)**

A	1	(208)
B	2	
C	3	
D	4	
Fail	5	
Don't know	6	

Bold = % Answering

B2. How would you rate your school on the following issues -- excellent, pretty good, only fair, or poor? **(CIRCLE ONE ANSWER FOR EACH ITEM)**

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't Know</u>	
1. The quality of teachers in your school	1	2	3	4	5	(209)
2. Parental and community support for your school	1	2	3	4	5	(210)

B3. In your school, do you think each of these issues is a very serious problem, somewhat serious, not very serious, or not at all a serious problem? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	<u>Very Serious</u>	<u>Somewhat Serious</u>	<u>Not Very Serious</u>	<u>Not At All Serious</u>	<u>Don't Know</u>	
1. Overcrowded classrooms	1	2	3	4	5	(211)
2. Students lacking basic skills ..	1	2	3	4	5	(212)
3. Not enough equipment in places like science labs, gym rooms or computer labs	1	2	3	4	5	(213)
4. Not enough textbooks or other educational materials to go around	1	2	3	4	5	(214)

B4. Overall, do you think each of these problems is getting better, getting worse or staying the same? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	<u>Getting Better</u>	<u>Getting Worse</u>	<u>Staying The Same</u>	<u>Don't Know</u>	
1. Overcrowded classrooms	1	2	3	4	(215)
2. Students lacking basic skills	1	2	3	4	(216)
3. Not enough equipment in places like science labs, gym rooms, or computer labs .	1	2	3	4	(217)
4. Not enough textbooks or other educational materials to go around	1	2	3	4	(218)

B5. Do you think your school provides students with up-to-date equipment in places like science labs, gym rooms and computer labs, or not?

School provides up-to-date equipment	1	(219)
Does not	2	
Don't know	3	

B6. Do you think your school provides students with up-to-date textbooks, or not?

School provides up-to-date textbooks	1	(220)
No, does not	2	
Don't know	3	

B7. Does your school do a good job, an average job or a poor job of using computers and technology to help students learn?

A good job	1	(221)
An average job	2	
A poor job	3	
Don't know	4	

B8. Does your school do a good job, an average job or a poor job of teaching students how to use computers?

A good job	1	(222)
An average job	2	
A poor job	3	
Don't know	4	

B9. How would you rate your school on providing students with interesting experiences outside the classroom -- like field trips, visiting speakers or special events -- do they do more than is needed, the right amount, or not enough?

More than is needed	1	(223)
The right amount	2	
Not enough	3	
Don't know	4	

B9a. How would you rate the choice of classes you have in your school -- do you have more than enough choices, just enough choices, or not enough choices?

More than enough choices	1	(224)
Just enough choices	2	
Not enough choices	3	
Don't know	4	

B10. If you could grade the teachers in your school on the following items, what grade would you give them? **(CIRCLE ONE GRADE FOR EACH ITEM)**

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>Fail</u>	<u>Don't Know</u>	
1. Treating students with respect	1	2	3	4	5	6	(225)
2. Helping students who are having problems with their studies	1	2	3	4	5	6	(226)
3. Making learning interesting for everyone	1	2	3	4	5	6	(227)
4. Caring about their students' futures	1	2	3	4	5	6	(228)
5. Taking an interest in students' home and personal lives	1	2	3	4	5	6	(229)
6. Understanding the subjects they teach	1	2	3	4	5	6	(230)
7. Keeping control and discipline in their classrooms	1	2	3	4	5	6	(231)
8. Encouraging students' academic interests	1	2	3	4	5	6	(232)

B11. Please mark whether you think each of these statements is more often true or more often false for your school? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	<u>More Often True</u>	<u>More Often False</u>	<u>Don't Know</u>	
1. Teachers in my school often treat their students like numbers	1	2	3	(233)
2. Teachers in my school do everything they can to help students succeed	1	2	3	(234)
3. Teachers in my school don't have enough time to pay attention to everyone	1	2	3	(235)

B12. How interested would you be in becoming a teacher -- very interested, somewhat interested, not very interested or not at all interested? **(CIRCLE ONE ANSWER ONLY)**

Very interested	1	(236)
Somewhat interested	2	
Not very interested	3	
Not at all interested	4	
Don't know	5	

B13. Have you ever talked to one of your teachers about the possibility of becoming a teacher yourself one day, or not?

Yes, have talked to a teacher about the possibility	1	(237)
No, have not	2	
Don't know	3	

B14. Has one of your teachers ever told you they thought you would make a good teacher, or not?

Yes, have been told I would make a good teacher	1	(238)
No, have not	2	
Don't know	3	

B15. If you could grade your school's guidance counselors on the following items, what grade would you give them -- A, B, C, D, or Fail? **(CIRCLE ONE GRADE FOR EACH ITEM)**

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>Fail</u>	<u>Don't Know</u>	
1. Being knowledgeable about the courses you need to graduate from high school	1	2	3	4	5	6	(239)
2. Being knowledgeable about the courses you need for college	1	2	3	4	5	6	(240)
3. Being knowledgeable about options aside from college, like vocational or technical training programs	1	2	3	4	5	6	(241)
4. Being available when you need advice	1	2	3	4	5	6	(242)
5. Taking an interest in students' futures	1	2	3	4	5	6	(243)
6. Helping students who are having problems with their studies	1	2	3	4	5	6	(244)

245-280Z

C. SOCIAL TENSIONS, VIOLENCE AND EQUALITY AMONG TEENS

- C1. Overall, would you say that most students in your school get along with one another, only some students get along, or hardly any students get along with one another? **(CIRCLE ONE ANSWER ONLY)**

Most students get along	1	50	(308)
Only some students get along	2	43	
Hardly any students get along	3	5	
Don't know	4	2	

- C2. Thinking about your school, do you think each of these issues is a very serious problem, somewhat serious, not very serious, or not at all a serious problem? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	<u>Very Serious</u>	<u>Somewhat Serious</u>	<u>Not Very Serious</u>	<u>Not At All Serious</u>	<u>Don't Know</u>						
1. Tight groups of friends that do not talk to one another	1	10	2	27	3	39	4	16	5	8	(309)
2. Hostile or threatening remarks between different groups of students	1	25	2	29	3	29	4	12	5	4	(310)
3. Threats or destructive acts, other than physical fights ...	1	24	2	24	3	30	4	17	5	5	(311)
4. Turf battles between different groups of students	1	21	2	17	3	27	4	28	5	6	(312)
5. Physical fights between members of different groups of friends	1	26	2	26	3	28	4	16	5	4	(313)
6. Gang violence	1	26	2	10	3	22	4	36	5	6	(314)

Bold = % Answering

C3. In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

Increased	1	21	(315)
Decreased	2	22	
Stayed about the same	3	40	
Don't know	4	16	

C4. How often do you see violence in or around your school -- very often, sometimes, rarely, or never?

Very often	1	9	(316)
Sometimes	2	41	
Rarely	3	42	
Never	4	6	
Don't know	5	1	

C5. How worried are you about being physically attacked (hurt by someone else) in or around your school -- very worried, somewhat worried, not very worried, or not at all worried?

Very worried	1	5	(317)
Somewhat worried	2	14	
Not very worried	3	31	
Not at all worried	4	49	
Don't know	5	1	

C6. Which of these statements best describes most of the physical fights that take place in your school? **(CIRCLE ONE ANSWER ONLY)**

Most physical fights are between friends	1	7	(318)
Most physical fights are between students who know, but do not like each other	2	67	
Most physical fights are between students who barely know one another	3	13	
Don't know	4	13	

Bold = % Answering

C7. Overall, would you say that in your school students from different economic backgrounds get along very well, somewhat well, not very well, or not at all well?

Very well	1	19	(319)
Somewhat well	2	55	
Not very well	3	15	
Not at all well	4	4	
Don't know	5	8	

C8. In your school, how likely is it that students who come from different economic backgrounds would become friends -- very likely, somewhat likely, not very likely, or not at all likely?

Very likely	1	21	(320)
Somewhat likely	2	54	
Not very likely	3	15	
Not at all likely	4	4	
Don't know	5	6	

C9. Overall, would you say that in your school students from different racial, ethnic or religious backgrounds get along very well, somewhat well, not very well, or not at all well?

Very well	1	27	(321)
Somewhat well	2	51	
Not very well	3	13	
Not at all well	4	4	
Don't know	5	6	

C10. In your school, how likely is it that students who are of different racial, ethnic or religious backgrounds would become friends -- very likely, somewhat likely, not very likely, or not at all likely?

Very likely	1	28	(322)
Somewhat likely	2	48	
Not very likely	3	14	
Not at all likely	4	3	
Don't know	5	7	

Bold = % Answering

C11. How confident are you that, in your community, young people from different economic backgrounds are treated equally by the following groups -- very confident, somewhat confident, or not very confident? **(CIRCLE ONE ANSWER FOR EACH ITEM)**

		<u>Very Confident</u>	<u>Somewhat Confident</u>	<u>Not very Confident</u>	<u>Don't Know</u>	
1. Teachers	1	44	2 40	3 9	4 7	(323)
2. Parents	1	39	2 42	3 10	4 8	(324)
3. Police officers	1	31	2 32	3 25	4 12	(325)
4. Local storekeepers	1	20	2 41	3 25	4 14	(326)
5. The courts	1	26	2 32	3 19	4 24	(327)

C12. How confident are you that, in your community young people from different racial, ethnic or religious backgrounds are treated equally by the following groups -- very confident, somewhat confident, or not very confident? **(CIRCLE ONE ANSWER FOR EACH ITEM)**

		<u>Very Confident</u>	<u>Somewhat Confident</u>	<u>Not very Confident</u>	<u>Don't Know</u>	
1. Teachers	1	44	2 38	3 9	4 8	(328)
2. Parents	1	35	2 43	3 12	4 10	(329)
3. Police officers	1	28	2 32	3 26	4 13	(330)
4. Local storekeepers	1	21	2 36	3 26	4 17	(331)
5. The courts	1	23	2 33	3 19	4 24	(332)

Bold = % Answering

ASKED ONLY OF 10TH-12TH GRADE STUDENTS

C13. If a young person like you were a suspect in a crime, how likely do you think it is that they would be treated fairly by the police -- very likely, somewhat likely, not very likely, or not at all likely?

Very likely	1	24	(333)
Somewhat likely	2	36	
Not very likely	3	25	
Not at all likely	4	10	
Don't know	5	5	

ASKED ONLY OF 10TH-12TH GRADE STUDENTS

C14. If a young person like you were the victim of a crime, how likely do you think it is that they would be treated fairly by the police -- very likely, somewhat likely, not very likely, or not at all likely?

Very likely	1	35	(334)
Somewhat likely	2	36	
Not very likely	3	18	
Not at all likely	4	6	
Don't know	5	5	

335-380Z

D. VALUES IN YOUNG PEOPLE'S LIVES

D1. Do you believe that lessons on values and principles of right and wrong belong in the classroom, or not?

Lessons on values and principles of right and wrong belong in the classroom	1	(408)
No, they do not	2	
Don't know	3	

D2. When teachers in your school talk about values and principles of right and wrong in the classroom, do you think the examples they use are realistic, or not?

The examples they use are realistic .	1	(409)
They are not realistic	2	
Don't know	3	

Bold = % Answering

D3. Do you think the lessons teachers try to teach about values and principles of right and wrong will be helpful to you in the future, or not?

They will be helpful in the future . . .	1	(410)
They will not	2	
Don't know	3	

D4. Overall, do you think your school should place more emphasis on teaching values and principles of right and wrong, less emphasis, or is the level of emphasis about right?

Should place more emphasis on teaching values	1	(411)
Should place less emphasis on teaching values	2	
Current emphasis is about right	3	
Don't know	4	

D5. In your school life, how important to you are faith and values -- very important, somewhat important, or not very important?

Very important	1	(412)
Somewhat important	2	
Not very important	3	
Don't know	4	

D6. Where do you think teenagers mostly learn their values -- from their parents, their friends, their teachers, or from someone else?
(CIRCLE ONE ANSWER ONLY)

From their parents	1	(413)
From their friends	2	
From their teachers	3	
From someone else	4	
Don't know	5	

D7. Who do you think teenagers go to most often when they need advice -- to their parents, their friends, their teachers, or someone else? **(CIRCLE ONE ANSWER ONLY)**

- | | | |
|----------------------|---|-------|
| Their parents | 1 | (414) |
| Their friends | 2 | |
| Their teachers | 3 | |
| Someone else | 4 | |
| Don't know | 5 | |

D8. When you have an argument with another person, which statement is most true for you? **(CIRCLE ONE ANSWER ONLY)**

1. I try to convince the other person to agree with my point of view 1 (415)

OR

2. I try to understand the other person's point of view and agree with that person 2

D9. When you have to make a difficult decision, which statement is most true for you? **(CIRCLE ONE ANSWER ONLY)**

1. I like to know I made a decision that I think is right 1 (416)

OR

2. I like to know that my friends think I made the right decision 2

D10. When you have to make a difficult decision, which statement is most true for you? **(CIRCLE ONE ANSWER ONLY)**

- 1. I think it is best to learn from the advice of people you respect 1 (417)

OR

- 2. I think it is best to make your own decisions and learn from your own mistakes 2

D11. Which of these activities have you taken part in during the past year? **(CIRCLE ALL THE ACTIVITIES YOU HAVE TAKEN PART IN)**

- 1. Attending religious services 1 (418)
- 2. Belonging to an after school group, like the drama club, a sport team or the school choir 1 (419)
- 3. Participating in demonstrations or political rallies 1 (420)
- 4. Running for student government 1 (421)
- 5. Doing volunteer work or community service, like helping in a nursing home, community center or public library 1 (422)
- 6. Belonging to a youth organization like the Girl Scouts, Boy Scouts, or 4H Club 1 (423)

(CIRCLE BELOW IF YOU DO NOT DO ANY OF THESE THINGS)

- 7. I don't do any of these things 1 (424)

425-480Z

E. MULTICULTURALISM IN THE CLASSROOM

E1. Please mark whether you agree or disagree with each of these statements?
(CIRCLE ONE ANSWER FOR EACH STATEMENT)

Agree Disagree Don't Know

- | | | | | |
|--|---|---|---|-------|
| 1. The teachers in my school mirror the social and ethnic make-up of the students in my school | 1 | 2 | 3 | (508) |
| 2. My school does not offer classes that teach students about the history and culture of people who came to the U.S. from different parts of the world, such as Asia, India, Africa or South America | 1 | 2 | 3 | (509) |
| 3. My school does a good job of helping students who have recently moved to this country learn or improve their English | 1 | 2 | 3 | (510) |

E2. Many schools are trying to teach students about the history and culture of many different people. Do you think your school places the right amount of emphasis on these kinds of lessons, too much emphasis, or not enough emphasis?

The right amount of emphasis	1	(511)
Too much emphasis	2	
Not enough emphasis	3	
Don't know	4	

E3. Do you think your teachers do a good job, an average job or poor job of helping students learn to be tolerant of those who are different from themselves?

Do a good job of helping students learn to be tolerant	1	(512)
Do an average job of helping students learn to be tolerant	2	
Do a poor job of helping students learn to be tolerant	3	
Don't know	4	

E4. How interested would you be in learning more about the holidays and other special events that people celebrate in different parts of the world -- very interested, somewhat interested, or not very interested?

Very interested	1	(513)
Somewhat interested	2	
Not very interested	3	
Don't know	4	

514-580Z

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY, YOUR PARTICIPATION IS GREATLY APPRECIATED!

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