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INDICATOR 29

Student Perceptions of Their School's Social and Learning Environment

The indicator and corresponding tables are taken directly from *The Condition of Education 2005.* Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2005*, visit the NCES website (http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2005094) or contact ED PUBs at 1-877-4ED-PUBS.

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School Characteristics and Climate

Student Perceptions of Their School's Social and Learning Environment

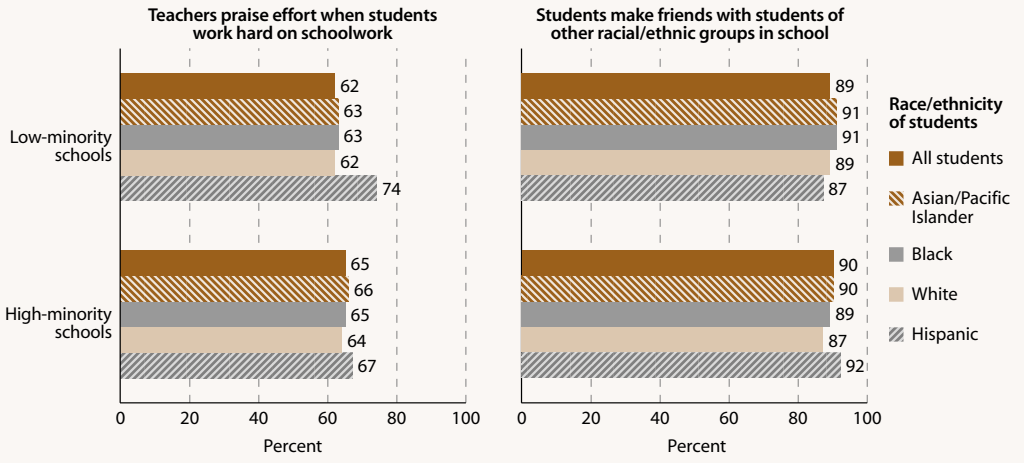
In both high- and low-minority public schools, the majority of students reported that when they work hard at school, their teachers praise their efforts. In addition, they reported that they make friends with students from other racial and ethnic groups.

This indicator examines how public school 10th-graders perceived their school's learning and social environment in the spring of 2002. When asked about their school's learning environment, the majority of students reported that teachers praised their efforts on schoolwork (63 percent), and that students did not feel "put down" by teachers (87 percent), but that students often got away with misbehavior (53 percent) (see supplemental table 29-1). There were no discernible differences in the percentage of students who reported these perceptions between high- and low-minority schools. About half of 10th-grade students in all public schools reported that disruptions by other students did not interfere with their learning (53 percent). However, students in low-minority schools were more likely to report this perception than students in high-minority schools (59 vs. 44 percent).

When asked about their school's social environment, the majority of students reported that students made friends with students of other racial and ethnic groups (90 percent), and that students did not often feel "put down" by other students (83 percent) (see supplemental table 29-2). The percentage of students who reported these perceptions was not measurably different in low- and high-minority schools. In contrast, the percentage of students who reported that fights often occurred between different racial/ethnic groups and the percentage who reported not feeling safe at school differed between low- and high-minority schools, with the percentage agreeing increasing from low- to high-minority schools.

Among students of the same race or ethnicity, differences were found between high- and low-minority schools in four of the eight student perception measures. For example, White and Hispanic students in high-minority schools were more likely to agree with the statement that misbehaving students often "get away with it" than their counterparts in low-minority schools. Asian/Pacific Islander, White, and Hispanic students in high-minority schools were more likely to report that fights often occur between different racial/ethnic groups than their peers in low-minority schools. The opposite was true for Blacks.

STUDENT PERCEPTIONS: Percentage of 10th-graders in public schools who agreed with selected statements about their school's learning and social environment, by race/ethnicity of students and minority enrollment at school: 2002



NOTE: When asked to respond about their school's social and learning environment, students could respond in four ways. "Agree" includes responses "Strongly agree" and "Agree"; "Disagree" includes responses "Disagree" and "Strongly disagree." Schools classified as "low minority" had less than 25 percent minority enrollment, and schools classified as "high minority" had 50 percent or more minority enrollment. Only data for major racial/ethnic groups are shown separately in the figure. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Questionnaire, 2002" and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey" 2001–02, previously unpublished tabulation (October 2004).

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 29-1, 29-2

Student Perceptions of Their School's Social and Learning Environment

Table 29-1. Percentage of 10th-graders in public schools who agreed and disagreed with selected statements about their school's learning environment, by race/ethnicity of students and level of minority enrollment at school: 2002

Selected statements, all schools, and level of minority enrollment	All students		Race/ethnicity of students[1]									
			Asian/Pacific Islander		Black		White		Hispanic		Other	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
When I work hard on schoolwork, my teachers praise my effort												
All schools	63.2	36.8	66.3	33.7	64.8	35.2	61.9	38.1	67.4	32.6	58.2	41.8
High-minority	65.2	34.8	65.8	34.2	65.1	35.0	63.6	36.5	66.9	33.1	60.3	39.7
Medium-minority	62.0	38.0	69.0	31.0	64.5	35.5	60.4	39.6	65.2	34.9	57.9	42.1
Low-minority	62.4	37.6	62.9	37.1	62.8	37.3	62.2	37.8	73.6	26.4	57.0	43.1
In class I often feel "put down" by my teachers												
All schools	13.5	86.5	12.2	87.9	12.7	87.3	12.3	87.7	18.1	81.9	15.9	84.1
High-minority	14.7	85.3	12.8	87.2	13.4	86.7	10.6	89.4	18.5	81.6	14.4	85.7
Medium-minority	13.3	86.8	10.5	89.5	11.1	89.0	13.0	87.0	17.1	82.9	14.4	85.6
Low-minority	12.8	87.2	12.8	87.2	11.5	88.5	12.3	87.7	17.3	82.8	17.8	82.2
Misbehaving students often get away with it												
All schools	53.5	46.6	57.2	42.8	48.7	51.3	54.1	45.9	54.4	45.6	54.0	46.0
High-minority	55.5	44.5	59.5	40.5	49.7	50.3	60.8	39.2	55.4	44.6	65.6	34.4
Medium-minority	52.8	47.2	54.2	45.8	46.5	53.5	54.6	45.5	56.0	44.0	44.0	56.0
Low-minority	52.3	47.7	54.8	45.2	46.4	53.7	52.9	47.1	46.4	53.6	50.9	49.1
Disruptions by other students get in the way of my learning												
All schools	46.7	53.3	55.3	44.7	55.1	44.9	42.5	57.5	50.8	49.2	51.1	48.9
High-minority	55.6	44.4	58.1	41.9	57.6	42.4	53.8	46.2	53.4	46.7	61.3	38.8
Medium-minority	45.2	54.9	54.7	45.3	48.5	51.5	43.4	56.6	44.8	55.2	46.7	53.3
Low-minority	41.5	58.5	49.1	50.9	52.3	47.8	40.5	59.5	45.6	54.4	45.9	54.1

[1] Black includes African American, Pacific Islander includes Native Hawaiian, Hispanic includes Latino, and Other includes American Indian (including Alaska Native) and persons of more than one race. Race categories exclude Hispanic origin unless specified.

NOTE: When asked to respond to statements about their school's learning and social environment, students could respond in four ways. "Agree" includes responses "Strongly agree" and "Agree"; "Disagree" includes responses "Disagree" and "Strongly disagree." Schools classified as "Low-minority" had less than 25 percent minority enrollment; schools classified as "Medium-minority" had 25 percent to 49 percent minority enrollment; and schools classified as "High-minority" had 50 percent or more minority enrollment. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Common Core of Data (CCD) and the Education Longitudinal Study of 2002 (ELS:2002).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Questionnaire, 2002" and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey" 2001–02, previously unpublished tabulation (October 2004).

Student Perceptions of Their School's Social and Learning Environment

Table 29-2. Percentage of 10th-graders in public schools who agreed and disagreed with selected statements about their school's social environment, by race/ethnicity of students and level of minority enrollment at school: 2002

Selected statements, all schools, and level of minority enrollment	All students		Race/ethnicity of students[1]									
			Asian/Pacific Islander		Black		White		Hispanic		Other	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
Students make friends with students of other racial/ethnic groups												
All schools	89.6	10.4	90.2	9.8	90.7	9.3	88.9	11.1	91.0	9.0	89.8	10.2
High-minority	89.9	10.1	90.2	9.8	89.4	10.6	87.3	12.7	91.7	8.3	89.2	10.8
Medium-minority	90.6	9.4	89.3	10.7	94.5	5.5	89.6	10.4	90.8	9.2	90.5	9.6
Low-minority	89.1	11.0	91.1	8.9	90.6	9.4	89.0	11.1	87.5	12.5	90.5	9.5
In class I often feel "put down" by other students												
All schools	16.7	83.3	16.7	83.3	14.1	85.9	16.4	83.6	18.5	81.5	21.7	78.3
High-minority	18.2	81.8	19.0	81.0	15.4	84.6	18.5	81.5	19.7	80.3	22.4	77.6
Medium-minority	14.3	85.7	13.2	86.8	10.1	89.9	14.6	85.4	16.8	83.2	17.2	82.8
Low-minority	16.8	83.2	15.8	84.2	15.3	84.7	16.6	83.4	14.9	85.1	24.2	75.8
Fights often occur between different racial/ethnic groups												
All schools	28.0	72.0	35.9	64.1	26.8	73.3	23.8	76.3	41.9	58.1	30.2	69.8
High-minority	34.9	65.1	40.7	59.3	24.1	75.9	37.6	62.4	42.2	57.9	32.6	67.4
Medium-minority	36.2	63.8	36.1	63.9	29.2	70.8	35.1	64.9	47.6	52.4	37.7	62.3
Low-minority	19.7	80.3	23.6	76.4	37.1	62.9	18.1	81.9	31.8	68.2	23.9	76.1
I don't feel safe at this school												
All schools	12.6	87.4	12.5	87.5	17.7	82.3	9.8	90.2	17.1	83.0	16.0	84.0
High-minority	18.5	81.5	14.9	85.1	21.2	78.8	14.4	85.6	19.1	80.9	18.0	82.0
Medium-minority	11.1	88.9	11.3	88.7	9.0	91.1	10.5	89.6	13.0	87.0	17.7	82.3
Low-minority	9.3	90.7	7.9	92.1	13.6	86.4	8.8	91.2	12.0	88.0	13.3	86.7

[1]Black includes African American, Pacific Islander includes Native Hawaiian, Hispanic includes Latino, and Other includes American Indian (including Alaska Native) and persons of more than one race. Race categories exclude Hispanic origin unless specified.

NOTE: When asked to respond to statements about their school's learning and social environment, students could respond in four ways. "Agree" includes responses "Strongly agree" and "Agree"; "Disagree" includes responses "Disagree" and "Strongly disagree." Schools classified as "Low-minority" had less than 25 percent minority enrollment; schools classified as "Medium-minority" had 25 percent to 49 percent minority enrollment; and schools classified as "High-minority" had 50 percent or more minority enrollment. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Common Core of Data (CCD) and the Education Longitudinal Study of 2002 (ELS:2002).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Questionnaire, 2002" and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey" 2001–02, previously unpublished tabulation (October 2004).

Student Perceptions of Their School's Social and Learning Environment

Table S29. Standard errors for the percentage of 10th-graders in public schools who agreed with selected statements about their school's learning and social environment, by race/ethnicity of students and minority enrollment at school: 2002

Selected statements and level of minority enrollment	All students	Race/ethnicity of students			
		Asian/ Pacific Islander	Black	White	Hispanic
Teachers praise effort when students work hard on schoolwork					
Schools with a minority enrollment of					
High-minority	1.0	2.6	1.7	2.5	1.8
Low-minority	0.9	4.3	4.3	0.9	2.9
Students make friends with students of other racial/ethnic groups in school					
Schools with a minority enrollment of					
High-minority	0.7	1.4	1.0	1.9	1.0
Low-minority	0.6	2.1	2.2	0.6	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Questionnaire, 2002" and Common Core of Data (CCD), "Public Elementary/ Secondary School Universe Survey" 2001–02, previously unpublished tabulation (October 2004).

Student Perceptions of Their School's Social and Learning Environment

Table S29-1. Standard errors for the percentage of 10th-graders in public schools who agreed and disagreed with selected statements about their school's learning environment, by race/ethnicity of students and level of minority enrollment at school: 2002

Selected statements, all schools, and level of minority enrollment	All students		Race/ethnicity of students									
			Asian/Pacific Islander		Black		White		Hispanic		Other	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
When I work hard on schoolwork, my teachers praise my effort												
All schools	0.58	0.58	1.92	1.92	1.37	1.37	0.79	0.79	1.35	1.35	2.25	2.25
High-minority	0.98	0.98	2.62	2.62	1.70	1.70	2.52	2.52	1.76	1.76	4.49	4.49
Medium-minority	1.35	1.35	3.23	3.23	2.48	2.48	1.98	1.98	3.10	3.10	4.77	4.77
Low-minority	0.86	0.86	4.28	4.28	4.30	4.30	0.94	0.94	2.94	2.94	3.29	3.29
In class I often feel "put down" by my teachers												
All schools	0.41	0.41	1.15	1.15	0.89	0.89	0.49	0.49	1.17	1.17	1.68	1.68
High-minority	0.73	0.73	1.61	1.61	1.09	1.09	1.49	1.49	1.50	1.50	2.91	2.91
Medium-minority	0.83	0.83	1.85	1.85	1.71	1.71	1.17	1.17	2.21	2.21	3.83	3.83
Low-minority	0.60	0.60	2.86	2.86	2.72	2.72	0.61	0.61	2.67	2.67	2.28	2.28
Misbehaving students often get away with it												
All schools	0.64	0.64	2.10	2.10	1.58	1.58	0.82	0.82	1.59	1.59	2.45	2.45
High-minority	1.16	1.16	2.99	2.99	1.98	1.98	2.63	2.63	2.03	2.03	4.22	4.22
Medium-minority	1.34	1.34	4.39	4.39	3.15	3.15	1.79	1.79	3.01	3.01	5.12	5.12
Low-minority	0.89	0.89	3.94	3.94	4.53	4.53	0.99	0.99	3.53	3.53	3.37	3.37
Disruptions by other students get in the way of my learning												
All schools	0.60	0.60	1.86	1.86	1.47	1.47	0.74	0.74	1.34	1.34	2.46	2.46
High-minority	1.02	1.02	2.48	2.48	1.94	1.94	2.55	2.55	1.56	1.56	3.38	3.38
Medium-minority	1.37	1.37	3.98	3.98	2.67	2.67	1.83	1.83	3.18	3.18	6.23	6.23
Low-minority	0.79	0.79	3.97	3.97	3.75	3.75	0.84	0.84	3.90	3.90	2.92	2.92

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Questionnaire, 2002" and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey" 2001–02, previously unpublished tabulation (October 2004).

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			Asian/Pacific Islander		Black		White		Hispanic		Other	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
Students make friends with students of other racial/ethnic groups												
All schools	0.37	0.37	1.06	1.06	0.79	0.79	0.50	0.50	0.84	0.84	1.41	1.41
High-minority	0.69	0.69	1.35	1.35	1.04	1.04	1.88	1.88	0.97	0.97	2.49	2.49
Medium-minority	0.72	0.72	2.29	2.29	1.31	1.31	0.95	0.95	2.01	2.01	2.69	2.69
Low-minority	0.55	0.55	2.06	2.06	2.21	2.21	0.61	0.61	2.46	2.46	2.15	2.15
In class I often feel "put down" by other students												
All schools	0.43	0.43	1.28	1.28	0.90	0.90	0.54	0.54	1.14	1.14	1.75	1.75
High-minority	0.81	0.81	1.69	1.69	1.06	1.06	1.95	1.95	1.47	1.47	2.90	2.90
Medium-minority	0.78	0.78	2.57	2.57	1.73	1.73	1.03	1.03	2.30	2.30	3.34	3.34
Low-minority	0.63	0.63	3.03	3.03	2.82	2.82	0.66	0.66	2.53	2.53	2.87	2.87
Fights often occur between different racial/ethnic groups												
All schools	0.78	0.78	2.21	2.21	1.45	1.45	0.87	0.87	2.20	2.20	2.28	2.28
High-minority	1.68	1.68	3.74	3.74	1.76	1.76	2.79	2.79	2.95	2.95	4.18	4.18
Medium-minority	1.78	1.78	3.95	3.95	2.91	2.91	2.14	2.14	3.87	3.87	4.42	4.42
Low-minority	1.05	1.05	3.59	3.59	3.98	3.98	1.03	1.03	3.62	3.62	3.31	3.31
I don't feel safe at this school												
All schools	0.41	0.41	1.30	1.30	1.18	1.18	0.48	0.48	1.13	1.13	1.71	1.71
High-minority	0.87	0.87	2.13	2.13	1.54	1.54	1.81	1.81	1.55	1.55	2.69	2.69
Medium-minority	0.89	0.89	1.76	1.76	1.41	1.41	1.22	1.22	1.84	1.84	4.46	4.46
Low-minority	0.50	0.50	1.96	1.96	2.61	2.61	0.54	0.54	2.57	2.57	2.43	2.43

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Questionnaire, 2002" and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey" 2001–02, previously unpublished tabulation (October 2004).