

YEP Leap the Gap Survey Summary – 2006-2007

General

- The sample consists of 897 students that range from age 14 to 19 and grades 9 thru 12, with an average age of 16 and average grade of 10.
- Twenty-four percent (n=214) are in the 9th grade, 36% are in the 10th grade (n=324), 30% in the 11th grade (n=272), and the remaining 10% are 12th graders (n=87)
- Fifty percent of the students attend Huron High School (n=448) and the other 50% (n=449) attend Pioneer High School
- Forty-six percent of the sample is male (54% female)
- Twelve percent of the sample is African American (n=109, 14%), 57% White (n=532, 68%), 15% Asian (n=138, 18%), and 17% (n=160) of students failed to provide their race
- 10% of students receive free lunch (n=85); equal split between schools (Huron n=47; Pioneer n=38)
- More than twice as many African American students (n=35) reported receiving free or reduced lunch than Whites (n=17) and Asians (n=11)
- More students from Pioneer (n=34) were enrolled in special education courses than Huron (n=14)
- More White students (n=26) were enrolled in special education courses than African American (n=17) or Asian (n=0) students
- The average cumulative gpa is 3.21 and the average semester gpa is 3.15
- The average cumulative (3.29) and semester (3.35) gpa for Pioneer was higher than the average cumulative (3.06) and semester (3.00) gpa for Huron
- The average gpa for African American students was 2.38 (sem) and 2.41 (cum) in comparison to 3.27 (sem) and 3.35 (cum) for White students and 3.60 (sem) and 3.61 (sem) for Asian students

Factors contributing to group differences in achievement:

- 1.) Difficulty in access to information or other resources:
 - a. Significant differences between Pioneer and Huron (p=.000)
 - b. Significant differences between African Americans, Asians, and Whites (p= .001)
- 2.) Racial or ethnic stereotyping or discrimination:
 - a. Significant differences between Pioneer and Huron students (p=.000)
 - b. Significant differences between African American , Asian, and White students (p= .000)
- 3.) Negative Expectations from adults at school:
 - a. Significant differences between Pioneer and Huron students (p=.000)

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- 4.) Lack of support from teachers:
 - a. Significant differences between Pioneer and Huron students
 - b. Significant differences between African American, Asian, and White students (p=.000)

Factors contributing to one's own achievement:

- 1.) Difficulty in access to information or resources:
 - a. Significant differences between Pioneer and Huron students
 - b. Significant differences between races; African Americans significantly differ from Whites (p=.002) and Whites significantly differ from Asians (p=.000)
- 2.) Racial or ethnic stereotyping or discrimination:
 - a. Significant differences between Pioneer and Huron Students (p=.000)
 - b. Significant differences between African American, Asian, and White students (p=.000)
- 3.) Negative expectations form adults at school:
 - a. Significant differences between Pioneer and Huron students (p=.000)
 - b. Significant differences between races; African Americans significantly differ from Whites (p=.003) and Whites significantly differ from Asians (p=.008)
- 4.) Lack of support from teachers:
 - a. Significant difference between Pioneer and Huron students (p=.000)
 - b. Significant differences between races; African American students significantly differ from Whites (p=.022) and Whites differ from Asians (p.009)

How students describe their schools:

- 1.) Teachers take a personal interest in students:
 - a. Significant differences between Pioneer and Huron (p=.000)
- 2.) Teachers treat students who get good grades better than other students:
 - a. Significant differences between Pioneer and Huron (p=.000)
 - b. No difference between races
- 3.) The administration in this school listen to student ideas and takes them seriously:
 - a. Significant differences between Pioneer and Huron (p=.000)
 - b. Significant differences between races; Asians significantly differ from Whites (p=.005)
- 4.) Teachers feel pride and in this school and its students:
 - a. Significant differences between Pioneer and Huron students (p=.000)
 - b. Significant differences between races; Whites significantly differ from Asians (p=.038)
- 5.) The principals really care about students:
 - a. Significant differences between Pioneer and Huron students (p=.000)
 - b. Significant differences between races; African Americans differ from Asians (p=.004) and Whites differ from Asians (p=.010)

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- 6.) Students can count on teachers to listen to their side of the story and be fair:
 - a. Significant differences between Pioneer and Huron students ($p=.015$)
 - b. Significant differences between races; African Americans differ from Asians ($p=.003$) and Whites differ from Asians ($p=.002$)
- 7.) Teachers communicate to students that each of them can be successful:
 - a. Significant differences between Pioneer and Huron students ($p=.000$)
- 8.) Teachers encourage students to think about their future:
 - a. Significant differences between Pioneer and Huron students ($p=.000$)
 - b. Significant differences between races; African Americans significantly differ from Whites ($p=.008$)
- 9.) Regular opportunities are provided for parents to be involved in their children's learning by teachers and administration:
 - a. Significant differences between Pioneer and Huron students ($p=.000$)
 - b. Significant differences between races; Asians significantly differ from Whites ($p=.037$)
- 10.) Differences between individuals and groups are valued, not viewed as negative things by teachers and administrators:
 - a. Significant differences between Pioneer and Huron students ($p=.000$)
- 11.) Students feel free to share their concerns openly:
 - a. Pioneer students feel they can share concerns more openly than Huron students ($p = .005$; meanP= 3.03; meanH=2.88)
- 12.) I feel a sense of belonging in my school:
 - a. Pioneer ($m=3.40$) students report stronger sense of belonging than Huron ($m=3.32$) students ($p=.000$)
- 13.) My school is a place where I feel wanted and needed:
 - a. Asian ($m=3.151$) students feel more wanted and needed than White students ($m=2.888$) ($p=.026$)
- 14.) Teachers at my school are concerned about more than just how well I perform but also about my well-being:
 - a. Huron ($m=3.22$) feel that teachers care less about their well-being than Pioneer students ($m=3.30$) ($p=.002$)
- 15.) My school values my contribution to it:
 - a. Huron ($m=2.90$) feel that their school values their contribution less than Pioneer students ($m=3.02$)
 - b. Black students ($m=3.234$) feel that the school values their contributions more than White students ($m=2.887$) ??? which way does scale go?

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- 16.) Finding where to get academic help (such as tutoring):
 - a. Huron students ($m=3.43$) find it harder to get academic help than Pioneer students ($m=3.61$) ($p=.000$)
- 17.) Finding information about non-college career options:
 - a. Huron students ($m=3.48$) find it harder to get info than Pioneer students ($m=3.63$) ($p=.004$)
- 18.) Talking to teachers about college or future plans:
 - a. Pioneer ($m=3.40$) students find it easier to talk to teachers about college or future plans than Huron students ($m=3.21$) ($p=.005$)
- 19.) How many of your teachers show equal respect for students regardless of their racial group:
 - a. Huron students ($m=3.72$) believe less that teachers show equal respect in comparison to Pioneer students ($m=3.88$) ($p=.000$)
 - b. This difference also approaches significance for Black and White students, with Black students believing less that teachers show equal respect
- 20.) “” Equal economic status
 - a. Huron students ($m=4.11$) believe less that teachers show equal respect to students of varying economic backgrounds in comparison to Pioneer students ($m=4.15$) ($p=.000$) ??
- 21.) Talking to school counselors about college or future plans:
 - a. There is a significant ($p=.024$) difference between Black ($m=3.580$) and White ($m=3.219$) students perceptions of ease with discussing college or future plans with school counselors. ??
- 22.) How often is there tension between school staff members and students of different racial/ethnic backgrounds:
 - a. Huron students ($m=2.78$) report more tension than Pioneer students ($m=2.71$) ($p=.027$)
 - b. Black students ($m=3.025$) report more tension than White students ($m=2.711$) and Asian students ($m=2.609$) ($p=.027$)
- 23.) How often is there tension between school staff members and students of different economic backgrounds:
 - a. Huron students ($m=2.20$) report more tension than Pioneer students ($m=2.18$) ($p=.000$)
- 24.) How often do racial or ethnic insults occur among students at your school?
 - a. Huron students ($m=3.92$) a greater occurrence of such insults than Pioneer students ($m=3.69$) ($p=.018$)

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- 25.) After members of different ethnic groups get to know each other, they find they have a lot in common:
- Pioneer students ($m=3.65$) agreed with this statement significantly more than Huron students ($m=3.52$) ($p=.007$)
- 26.) The school principals encourage students to make friends with students of different races:
- Huron students ($m=3.44$) support this statement more than Pioneer students ($m=2.91$) ($p=.000$)
- 27.) Teachers like for students of different races to get along:
- Huron students ($m=3.80$) support this statement significantly more than Pioneer students ($m=3.78$) ($p=.001$)
- 28.) Students from different ethnic and racial groups socialize together at my school:
- Pioneer students ($m=3.52$) support this statement more than Huron students ($m=3.48$) ($p=.000$)
 - Approaching significance: Black students ($m=3.430$) support this statement less than Asian students ($m=3.710$) ($p=.053$)
- 29.) Teachers pay equal attention to students from different Racial groups:
- Huron students ($m=3.47$) support this idea less than Pioneer students ($m=3.57$) ($p=.010$)
- 30.) Teachers pay equal attention to students from different economic backgrounds:
- Huron students support this statement less than Pioneer students ($p=.000$)
 - Asian ($m=3.617$) students support this statement significantly less than White($m=3.874$) students ($p=.006$)
- 31.) The school administration treats students of all racial, ethnic, and economic groups fairly:
- Huron ($m=3.47$) students support this statement **more/less** than Pioneer students ($m=3.32$) ($p=.019$)
- 32.) Members of my racial/ethnic group are treated worse than some other ethnic/racial groups by teachers and administration:
- Huron students agree more ($m=2.47$) than Pioneer ($m=2.26$) ($p=.000$)
 - All groups differ significantly from one another with Black students agreeing most with the statement ($m=3.050$) and White students agreeing least ($m=2.176$). (Asian student mean= 2.579)
- 33.) Members of my racial/ethnic group are treated better than some other groups by teachers and administrators:
- Huron students supports statement less that Pioneer students ($p=.044$)
 - Opposite results of previous question: Whites agreed most ($m=2.971$), Blacks agreed least ($m=2.296$) only these two groups differed significantly from each other in addition to Black students differing significantly from Asian students($m=2.952$)

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- 34.) I feel as though I can not be by myself at school because of my ethnic, racial, or religious background:
 - a. Huron students (m=2.19) agreed more with this statement than students from Pioneer (m=1.95) (p=.000)
 - b. Black students (m=2.353) significantly differed from White students (m=1.922), in which they agreed more with the statement
 - c. White and Asian students (m=2.394) differed significantly in which Asians agreed more with the statement (p=.000)
- 35.) Huron students (m=2.64) feel they have been discriminated/prejudiced more than Pioneer students (m=2.29) in relation to their race/ethnicity (p=.000)
- 36.) Black students (m=3.016) feel that they have been discriminated against/experienced more prejudiced in comparison to White students (m=2.246) (p=.000); similar relationship was for found Asian (m=2.952) and White students (p=.000)
- 37.) Huron students (m=1.67) perceive more discrimination than Pioneer students (m=1.66) in relation to their economic background (p=.000)
- 38.) Pioneer students (m=1.80) report more perceptions of discrimination than Huron students (m=1.73) in relation to student's religious background (p=.000)
- 39.) Both Black (m=1.577) and Asian (m=1.599) students significantly differed from White students (m=1.859) in relation to perceptions of discrimination as a result of religious background (p=.016)
- 40.) Huron students (m=2.27) perceive less prejudice and discrimination as a result of their physical appearance in comparison to Pioneer students (m=2.40) (p=.000)
- 41.) Black students (m=1.935) feel that teachers ignore or call on them less than they call on other students because of their race/ethnicity in comparison White students (m=1.400) (p=.000)
- 42.) Similar relationship found for Asian (m=1.784) and White students, with Asian students agreeing more with this statement (p=.000)
- 43.) Black students (m=1.698) feel that teachers grade them less hard? than they grade other students because of their race or ethnicity in comparison to Asian students (m=2.057) (p=.026)
- 44.) As similar relationship was found between White (m=1.593) and Asian students (p=.000)
- 45.) In comparison to White students (m=1.349) Black students (m=1.823) feel that teachers grade them differently because of their race/ethnicity (unsure of direction) (p=.000)

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- 46.) A similar relationship was found between Asian ($m=1.614$) and White students ($p=.002$)
- 47.) Black students ($m=1.997$) feel that teachers discipline them more harshly than other students because of their race/ethnicity in comparison to White students ($m=1.419$) ($p=.000$)
- 48.) A similar relationship was found between Asian (1.716) and White students ($p=.002$)
- 49.) There was also a difference in Black student ($m=2.058$) report of teachers thinking that they are less intelligent than they really are because for their race/ethnicity in comparison to White students ($m=1.243$; $p=.000$) and Asian ($m=1.389$; $p=.000$) students
- 50.) Significant differences also existed between Black students ($m=1.869$) perceptions of being unfairly called out/picked on by staff because of their race/ethnicity in comparison to White students ($m=1.332$; $p=.000$) and Asian ($m= 1.571$; $p=.020$) students
- 51.) A similar relationship was found between White and Asian students ($p=.005$)