

# California GEAR UP

*Gear UP Report: Inglewood High School,  
Student: Two Year Comparison Data (2002-2004)*

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*Principal Investigator*

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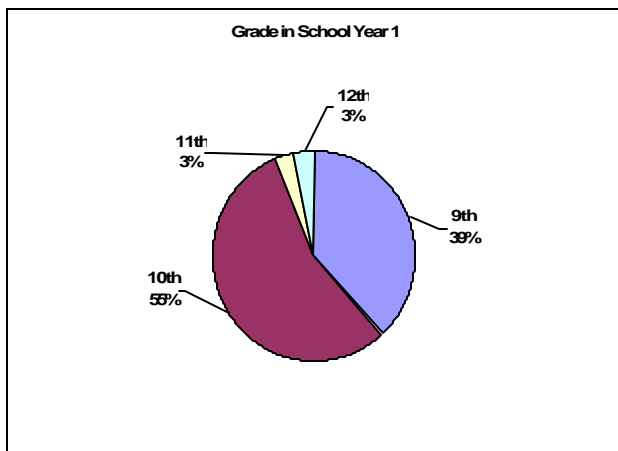
**Introduction**

During the past two academic years at Inglewood High School, students were given a survey that focused on their own college aspirations, their beliefs about their family, and teacher expectations. This report will be divided into four sections, each addressing a different thematic area of the survey. The first section will focus on student reported demographics across the two years. The second section will look into student self perceptions and future expectations. The third section looks at student perceptions of their parents, teachers, and the school. The final section focuses on student self reported academic habits.

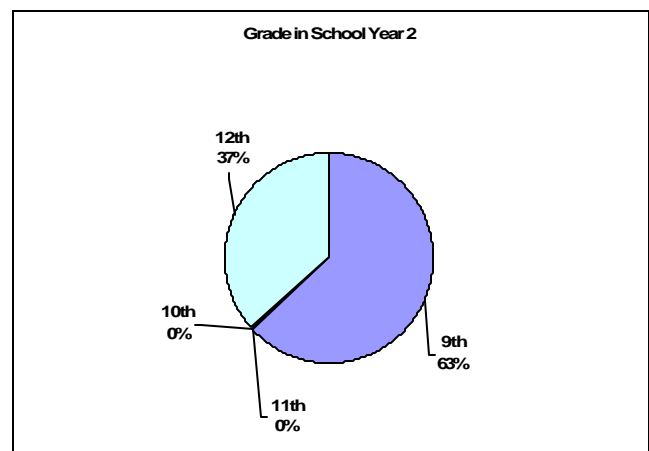
**Section 1: Demographics**

In the first year that the survey was conducted there were only 31 students who took the survey. These students were primarily from 10<sup>th</sup> (55%) and 9<sup>th</sup> (39%) grade (Graph 1a). In the second year more than 200 students took the survey and these students came from primarily 9<sup>th</sup> (63%) and 12<sup>th</sup> (37%) grade (Graph 1b). This is important to note because in Year 2 there were more students who took the survey, and this may have an impact on the variability of the results<sup>1</sup>. Additionally, the Year 2 survey included 12<sup>th</sup> graders who were not represented in the Year 1 survey. This difference may have some impact on the results of the two year comparison, because the grade levels were not equally represented. This should be noted when interpreting findings.

**Graph 1a.**



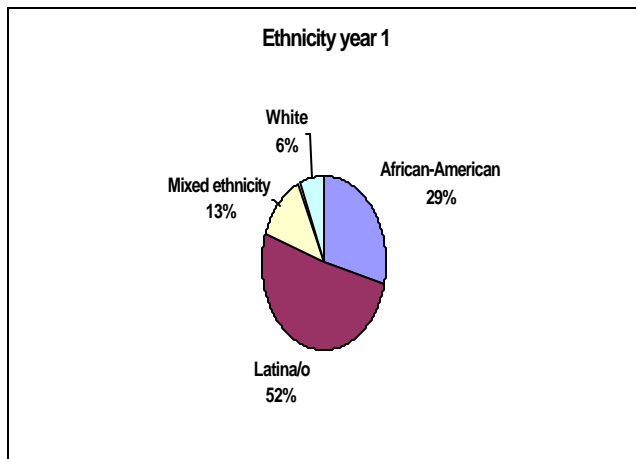
**Graph 1b.**



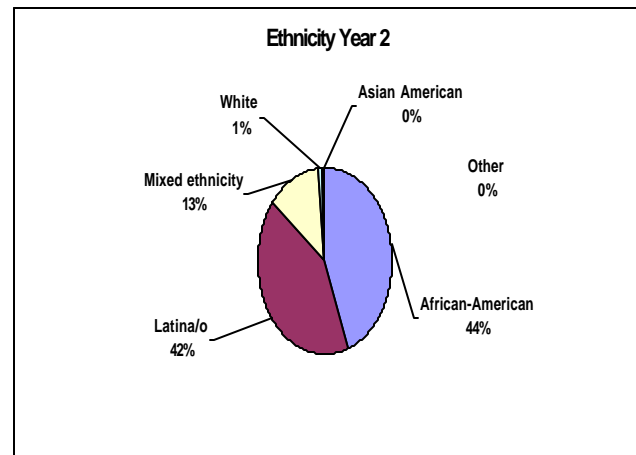
<sup>1</sup> The smaller the number of students who take the survey, the easier it is for the average response to change based on the responses of a relatively few students. As the number of students increase, the harder it is for individual outliers to affect the mean response.

In terms of ethnicity, in Year 1 the majority of students surveyed were Latina/o (52%) followed by African-Americans (29%) (Graph 2a). In Year 2, there was an almost even split in the percentage of African-Americans (44%), and Latina/o students (42%) (Graph 2b). So, in Year 2 there was an increase in the proportion of African-Americans and a decrease in the proportion of Latina/o students.

***Graph 2a.***



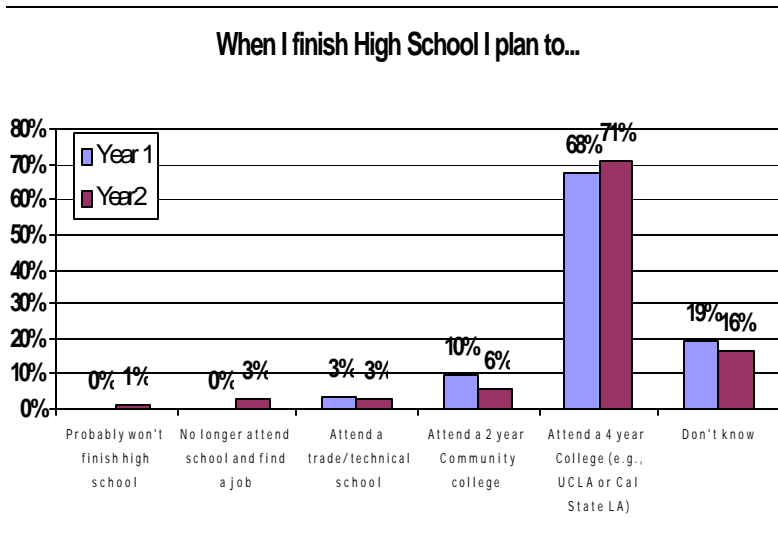
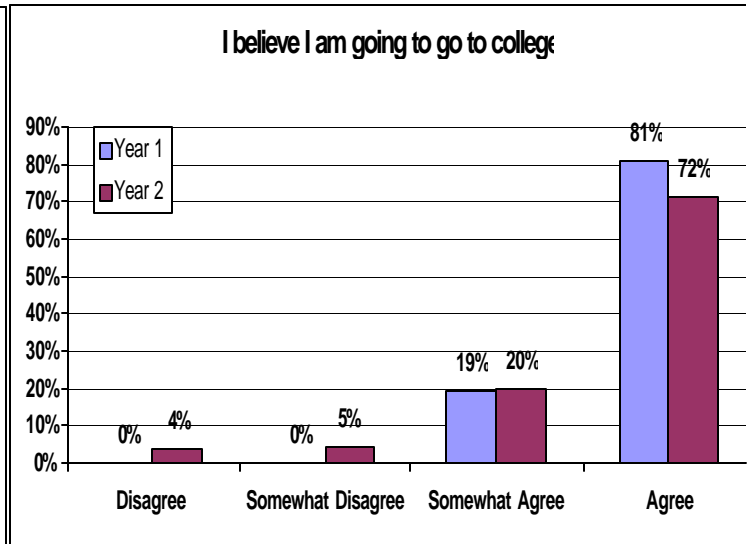
***Graph 2b.***



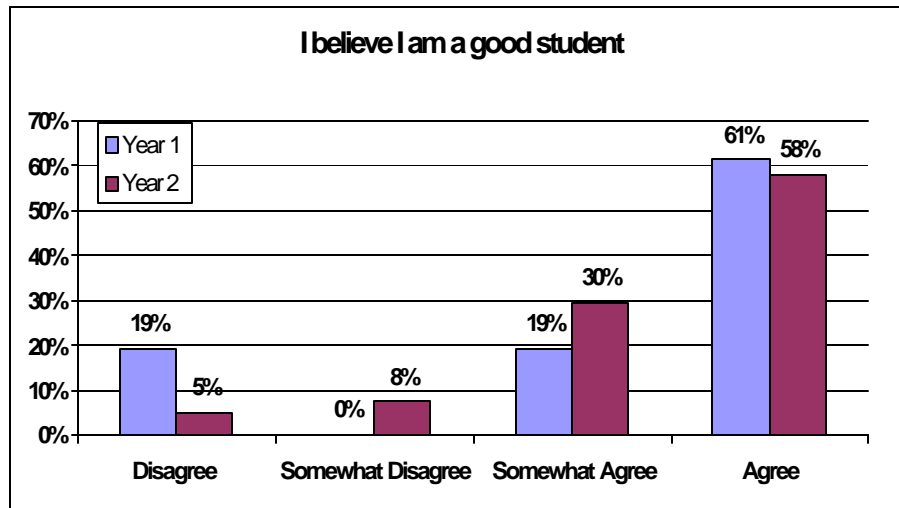
### **Section 2: Student perceptions of their future & themselves**

Students, in both years, were asked two questions about how they viewed their own future. The first question focused on student plans after finishing high school and the second question focused on student beliefs about their chances of getting into college. Responses to both questions were encouraging. The majority of students (Year 1= 68%, Year 2= 71%) indicated that they plan on going to a four year college after finishing high school (Graph 3). Similarly, most students (Year 1= 81%, Year 2= 72%) believed that they would be able to go to college (Graph 4).

There were some minor differences in responses from Year 1 to Year 2. In Year 2, a slightly higher percentage of students indicated that they would be going to college after high school (Graph 3). In contrast, during Year 2 a lower percentage of students believed that they would attend college (Graph 4). This is interesting because students in Year 2 are indicating that they plan on going to college, but a lower percentage of them believe that they will be able to go. Further study is needed to understand the reasons behind the trend. It may be the case that presence of 12<sup>th</sup> grade responses in Year 2 effected student beliefs and expectations about college.

*Graph 3.**Graph 4.*

Students were also asked about how they viewed their own performance as a student. Most students (Year 1= 79%, Year 2= 88%) believed that they were good students (Graph 5). This belief also increased in Year 2, where a higher percentage of students (88% vs. 79%) believed that they were good students (Graph 5).

*Graph 5.*

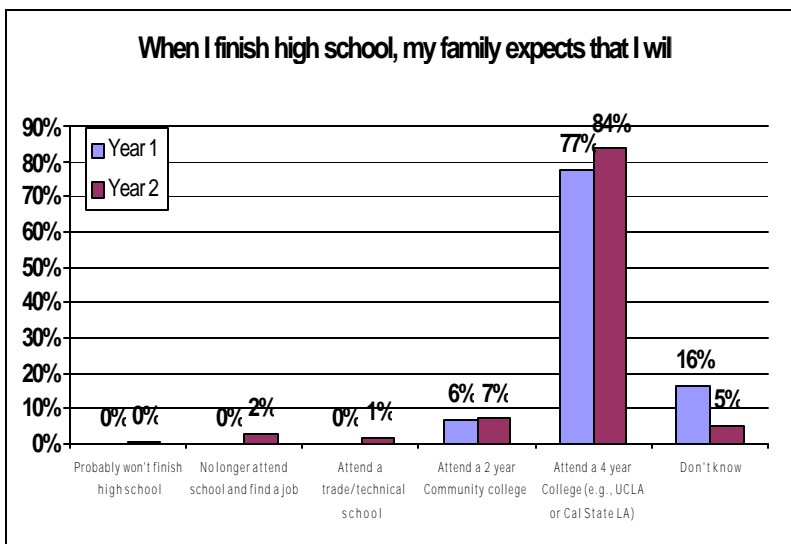
### **Section 3: Student perceptions of their family, teachers, & the school**

Students were asked a series of questions focused on their perceptions of their family, teachers, and school. These perceptions are meant to tap into the beliefs that students have about the expectations of their family, teachers, and school. This section will be divided into three subsections focusing on each group individually for better clarity. The first subsection will look at student perceptions of their family, the second focuses on perceptions of teachers, and the third looks at how students view their school.

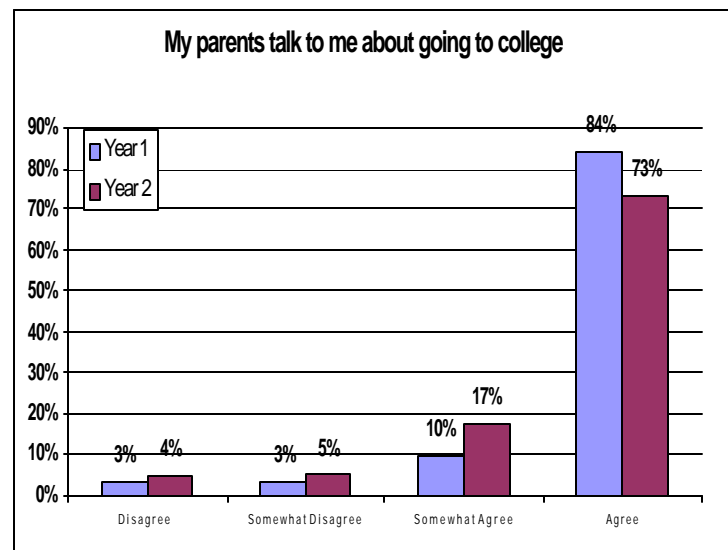
#### **Subsection 3A: Student perceptions of their family**

Looking at students' perception of their family we see that most students believe that their family expects them to go to a four year college, and that their family talks to them about going to college. This result remained relatively constant from Year 1 to Year 2. When asked about what they believed to be their parent's expectations for them, the majority of students (Year 1= 77%, Year 2= 84%) said that their parents expected them to go to a four year college (Graph 6). This percentage also increased in Year 2, where more students believed that their parents expected them to go on to college after high school. Similarly, most students (Year 1= 84%, Year 2=73%) indicated that their parents did talk to them about college (Graph 7). This result dropped in Year 2, indicating that there were slightly less conversations between students and their parents about college, but this response still remained a very large majority.

**Graph 6.**



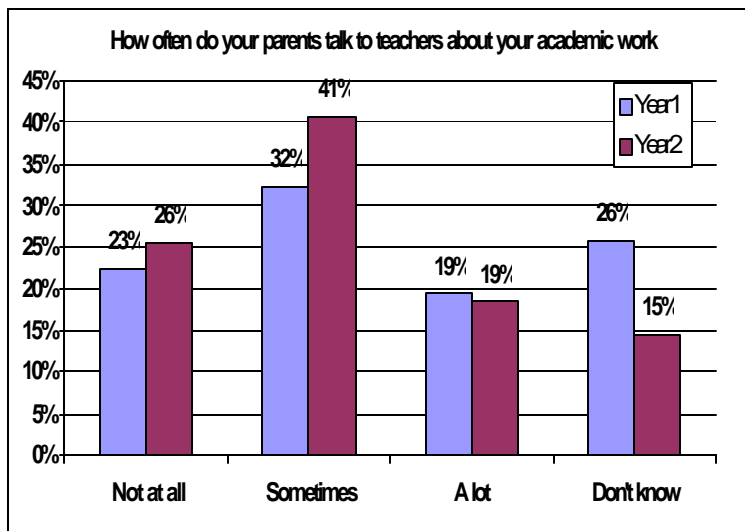
**Graph 7.**



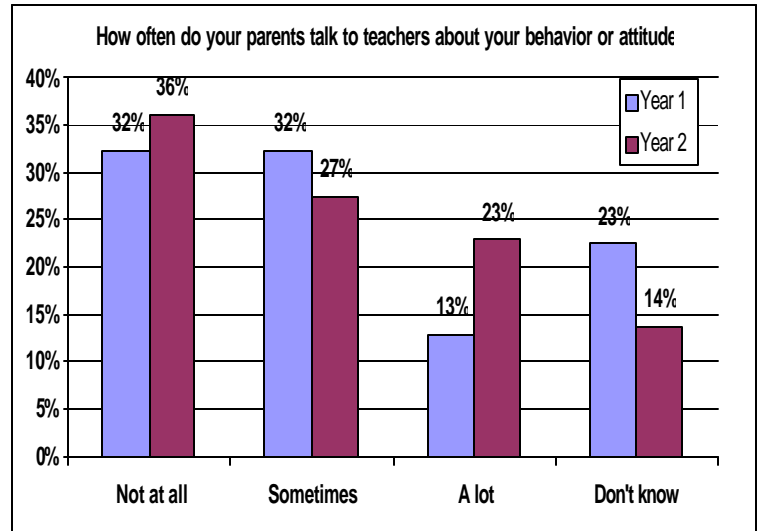
Students were also asked about how involved their parents were in their education. Many students (Year 1= 32%, Year 2= 41%) indicated that their parents *sometimes* talked to teachers about the progress of their academic work (Graph 8). This percentage increased in Year 2, indicating a slightly higher level of conversation between parents and teachers about student academics. When students were asked if their parents talked to teachers about their behavior and attitude, many indicated (Year 1= 32%, Year 2= 36%) that their parents *did not* talk to teachers about these things (Graph 9). This finding remained constant from Year 1 to Year 2, indicating that student behavioral issues were either not addressed and discussed with parents or did not occur.

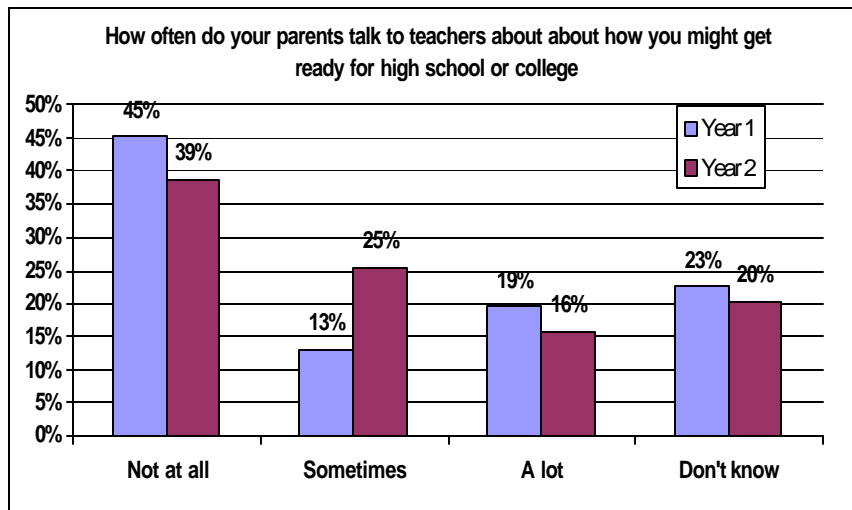
Similarly, when students were asked about how often their parents talked to teachers about college, many students (Year 1= 45%, Year 2= 39%) indicated that their parents *never* talked about college with their teachers (Graph 10). What is encouraging to see is an increase in the percentage of students who indicated that their parents *sometimes* talked to teachers about college; it went up from 13% in Year 1 to 25% in Year 2. This increase is positive because it points to a heightened level of conversation about college between parents and teachers.

Graph 8.



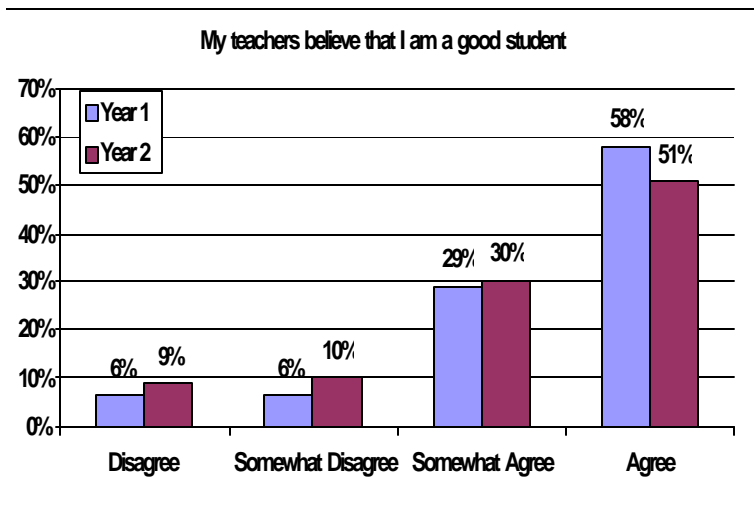
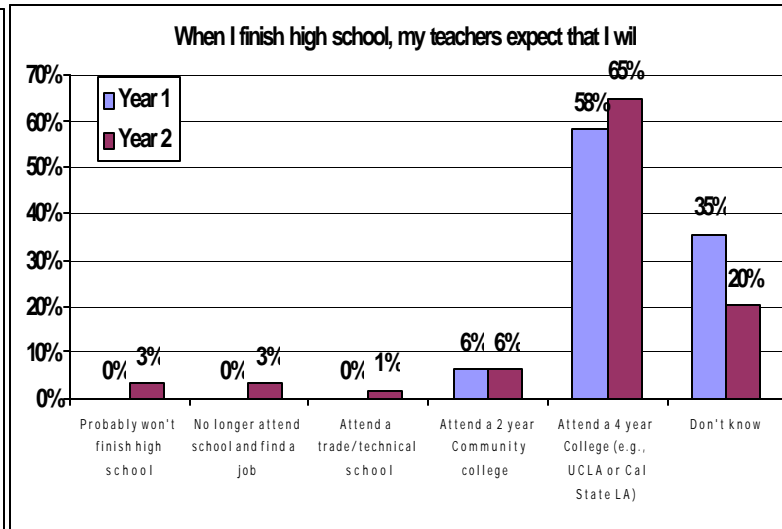
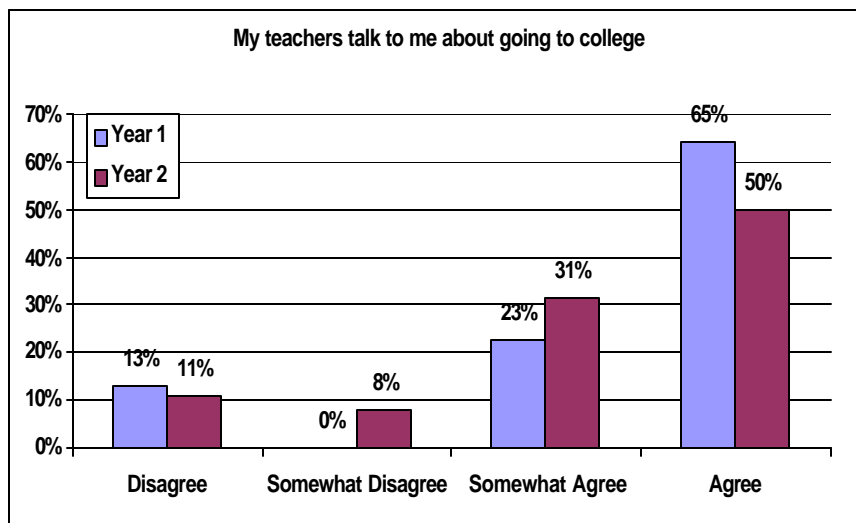
Graph 9.



***Graph 10.******Subsection 3B: Student perceptions of their teachers***

Students were also asked a series of questions about how often their teachers talked to them about college, and what students believed to be teacher's views of their own academic performance, and future. The majority of students (Year 1= 87%, Year 2= 81%) believed that their teachers considered them "good students" (Graph 11), this result did not change significantly from Year 1 to Year 2.

When students were asked about what they thought their teachers expected of them in the future, the majority of students (Year 1= 58%, Year 2= 65%) believed that their teachers expected them to go on to a four year college (Graph 12). This percentage also increased in Year 2, indicating students felt heightened expectations coming from their teachers. In terms of conversations about college between students and teachers, the majority of students (Year 1=88%, Year 2= 81%) indicated that their teachers *did* talk to them about going to college (Graph 13). These findings are interesting, because they point to teachers as being supportive of high academic achievement, and engaging in conversations about college (as perceived by students).

*Graph 11.**Graph 12.**Graph 13.*

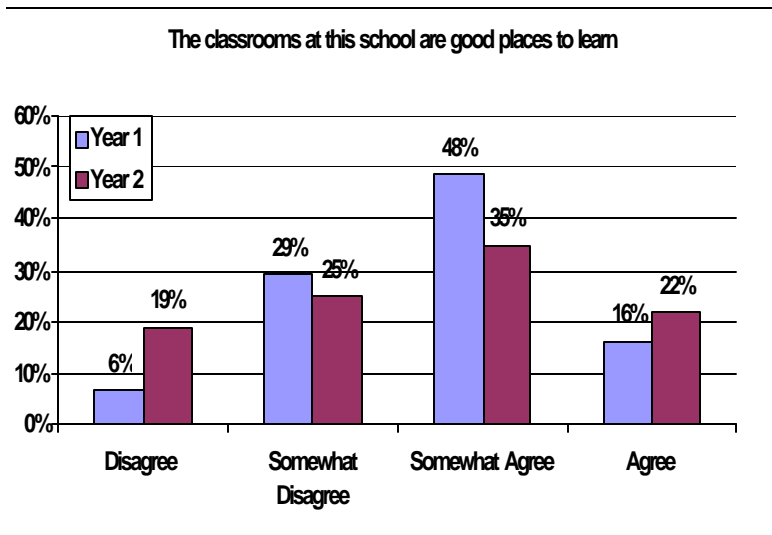
### **Subsection 3C: Student perceptions of their school**

Student views about the school are divided into two areas. The first is focused on perceptions of the actual classroom environment, and the second is focused on the school in general. In terms of the classroom, the majority of students (Year 1= 64%, Year 2= 57%) thought that the classrooms were good places to learn (Graph 14). This percentage did drop from Year 1 to Year 2, indicating that students seem to view the classroom in a less favorable light in Year 2. This can be due to many factors, such as the amount of disruptions in the class or the availability of texts and educational material. When they were asked about the availability of texts to use and take home, the majority of students

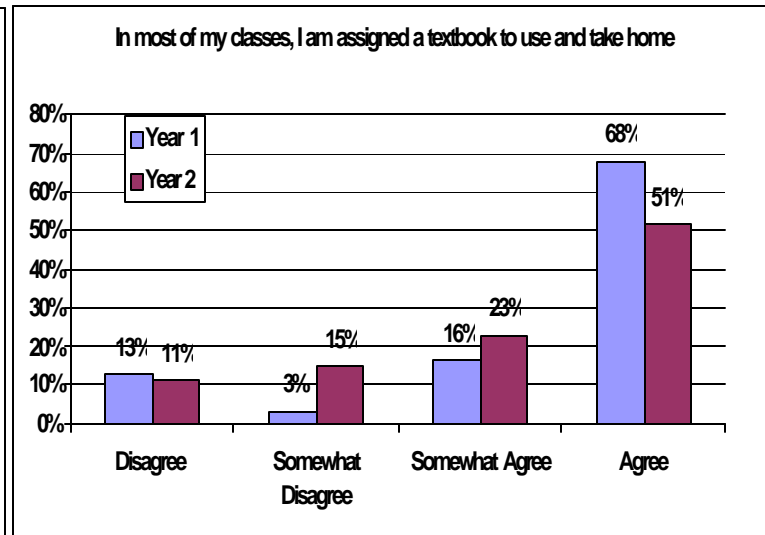


(Year 1= 84%, Year 2= 74%) indicated that they did have enough texts to use (Graph 15), but this percentage also dropped from Year 1 to Year 2. This drop may be a contributing factor to the overall drop in student satisfaction with their classes. As students perceive a drop in the amount of school materials (such as texts), so would they perceive a drop in the overall quality of their classes.

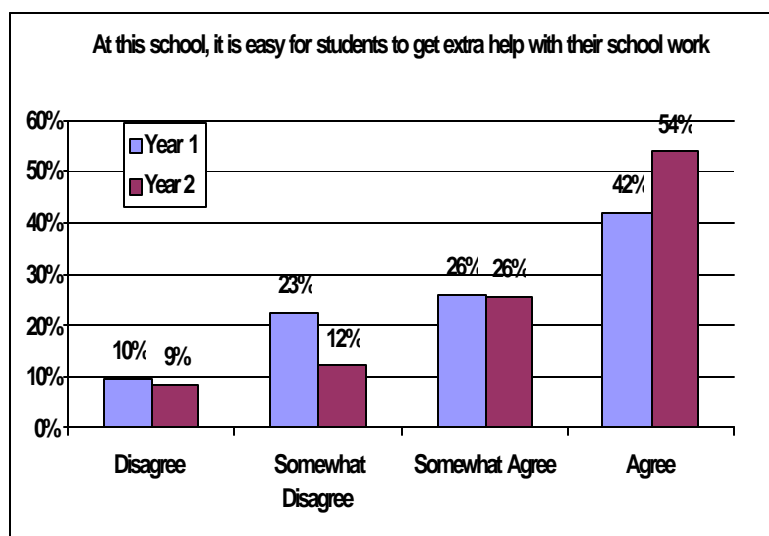
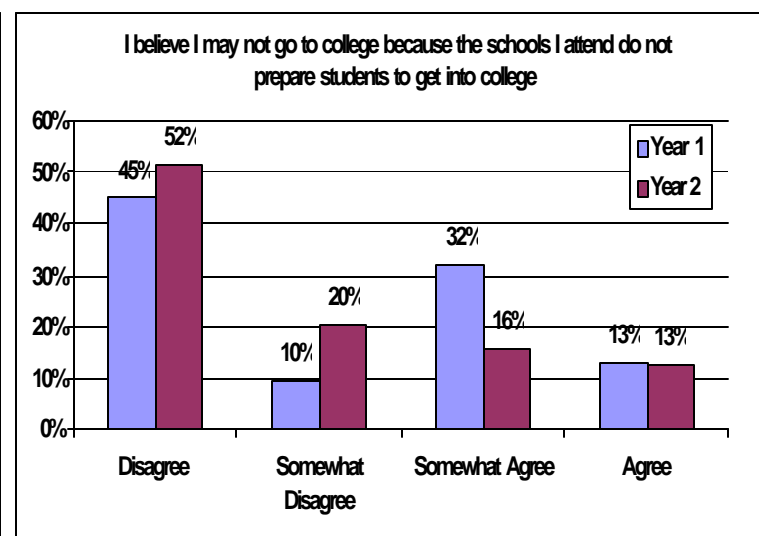
**Graph 14.**



**Graph 15.**



In terms of how students perceive the school, most believed that it's easy to get extra help at the school, and that the school does a good job preparing them for college. Students indicated (Year 1= 68%, Year 2= 80%) that they found it easy to get extra help at school when they needed (Graph 16). This percentage also increased in Year 2, indicating that the level of perceived school support had also increased amongst students. When students were asked about how well the school prepared them for college, many believed that the school did a good job preparing them for college (Graph 17). This response also increased in Year 2, indicating a heightened expectation about the quality of education at the school. This should be noted, because this perception runs counter to student perceptions of the classrooms (where they found the classroom not as good in the second year). So there seems to be a distinction made by students between the actual classroom environment, and the general school environment, where the classroom is seen in a more negative light than the school. Further study of this finding is needed to understand why students hold on to these contradictory views.

*Graph 16.**Graph 17.*

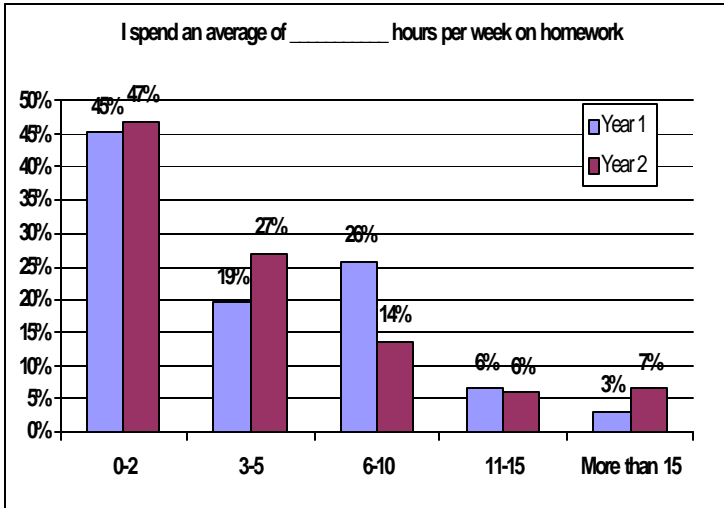
#### **Section 4: Student academic habits**

Students were asked a few questions about the amount of time they spent on homework, and how often they went to school. These questions were aimed at getting a glimpse of the level of student academic engagement. In addition, students were asked about how many hours of homework they needed to get into college. This question targeted student understanding of what it takes to get into college, and if they were actually taking the steps necessary to accomplish that goal.

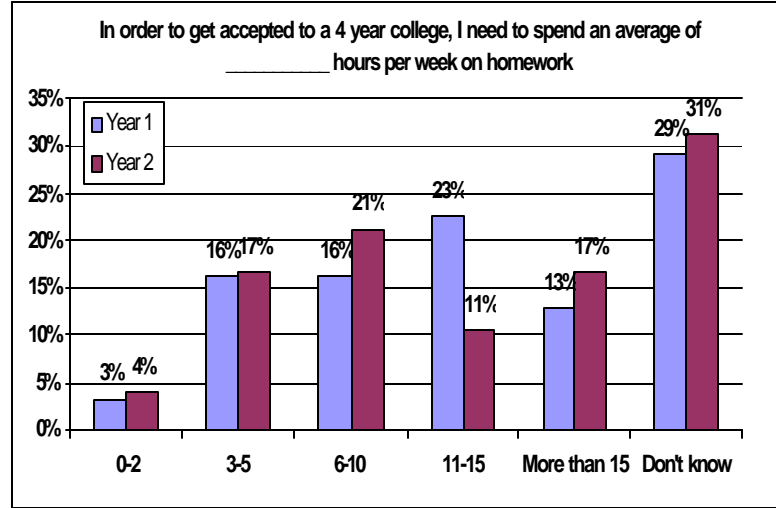
When asked about how many hours they spent doing homework, the majority of students indicated that they spent about 0 to 2 hours a week on homework (Graph 18). This percentage did not change significantly from year to year (Year 1=45%, Year 2=47%, Graph 18). In terms of the number of hours students believed they should be doing to get into college, many indicated that they did not know how many hours of homework they needed to do (Graph 19). This percentage also did not change much from year to year (Year 1= 29%, Year 2=31%, Graph 19). It seems that many students are not aware of what they need to be doing in terms of homework to get ready for college.

In terms of school attendance, the majority of students indicated that they go to school all of the time (Graph 20). This percentage did drop from Year 1 to Year 2 year (Year 1=77%, Year 2=65%, Graph 20), meaning that students are going to school less in Year 2. This trend may be due to the inclusion of 12<sup>th</sup> graders in the survey in Year 2, and the effects of “seniorities.”

**Graph 18.**



**Graph 19.**



**Graph 19.**

