Poll: Black, Hispanic students see school as tougher, more dangerous

By Ben Huller
THE ASSOCIATED FRESS

Black and Hispanic students see school as a more
rowdy, disrespectful and dangerous place than their white
classmates do, a poll says.
The findings suggest that
many minority kids are
struggling in the equivalent
of a hostile work environment, according to Public
Agenda, a nonpartisan opinion research group that
tracks education trends.
Minority children in public
middle and high schools are
more likely than white children to describe profanity,
truancy, fighting, weapons
and drug abuse as "very serious" problems.
The black and Hispanic
children - under pressure to
close their test-score gaps
with whites – also see more
pervasive academic woes,
such as lower standards,
higher droout rates and kids

with whites — also see more pervasive academic woes, such as lower standards, higher dropout rates and kids who advance even if they don't learn "There is so much discussion about the achievement gap, and we talk about teachers and curriculum and testing and money" said Jean Johnson, Public Agenda's

executive vice president and an author of the report. "We need to add something to that list—school climate. For these kids, it has become such a distracting atmos-phere."
Thirty percent of black stu-

phere."
Thirty percent of black students – three in every 10 – said teachers spend more time trying to keep order in class than teaching, 14 percent of white students said the same.

the same.

More than half of black stumore than half of black stu-dents said kids who lack respect for teachers and use bad language is a very seri-ous problem, compared to less than one-third of white students.

Hispanic students also reported worse social and academic conditions in school than white children, although the gaps were not as large as they were between blacks and whites. On the plus side, the poll found positive results that cut across race and ethnicity. Majorities of children said they are learning a lot in reading, writing and math classes. Most students said at least one teacher who has least one teacher who has gotten them interested in a

subject they usually hate.

The students agreed on matters of work ethic, too
About eight in 10 said it is good for school districts to require higher standards, even if that means kids must

require higher standards, even if that means lids must go to summer school. Almost 60 percent of black students acknowledged they could try a little harder, compared to 53 percent of Hispanics and 46 percent of whites.

In perspective, most students said schools were meeting expectations on most measures. Yet the minority children were more likely to see students struggling to get by in class, to see unfair enforcement of discipline rules, to say schools aren't getting enough money.

"Students of color are correct in their understanding that their schools get less in the way of resources and offer less in the way of high standards," said Ross Wiener, policy director of The Education Trust, an advocacy group for poor and minority children. 'It is a shame that a country dedicated to equal opportunity tolerates these inequities.'

Among students in public schools, 59 percent are white,

19 percent are Hispanic and 17 percent are black, according to Education Department numbers from the 2003-04 school year.

In the poll, students in wealthier schools reported fewer serious problems than students in poor schools, but results were not available for racial groups of different income levels

Minority parents were more likely to see problems in schools, just as their kids did. Black and Hispanic parents were more than twice as likely as white parents to call weapons and fighting a very serious problem. They reported bigger concerns about crowded classes and low standards.

Meet teachers, meanwhile

crowded classes and low standards.

Most teachers, meanwhile, said academic expectations for students were high regardless of the racial make-up of the school. Teachers in mostly minority schools reported less parental involvement, lower support from their superintendent and poorer grammar among their students.

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NAACP fund honors advocacy

Some of North Carolina's most prominent advocates of equality and community will be honored by the state NAACP Legal Defense

Fund.

Joe Martin, Carlenia Ivory, Jim Johnson and Angeles Ortega-Moore will be honored by the LDF Saturday at its fundraising banquet at the Marriott, 5700 West Park Drive. Tickets are \$75 Call Franklin McCain at (704) 598-7737 or Anna Hood at (704) 333-4685.

• A retired Bank of America executive, Martin is an advocate of improving race relations, Martin has worked with the Urban League of Central Carolinas and promoted the idea of "Race Day" to encourage cross-cultural understanding.

Vory, supervisor of the Double Oaks Community Resource Center, is an advocate for low-income families and acquiring resources to improve their lives.

Johnson, director of the Urban Investment Strategies Center at UNC-Chapel Hill, launched the Durham Scholars program, an afterschool college preparatory academy where low-income students can improve their academic and social skills.

Ortegan-Moore, executive director of the Latin American Coalition, is one of the leading advocates of equal access for Latinos in Charlotte.

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