

How Do Students Feel About Their Schools?



WCPSS Student Survey Results: 2017-18

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Abstract

The WCPSS Student Survey is administered each year to measure students' perceptions about their learning experiences. Over 24,000 students in grades 5, 8, and 9 responded to the 51-item survey in the spring of 2018. Results by grade were very similar to 2017 survey results. The majority of students had positive perceptions of their schools and teachers, were hopeful about their future, felt supported by their family, and had friends at school. Rates of agreement declined from 5th grade to 9th grade, particularly in response to items about Control and Relevance of School Work. Additionally, for many survey items there were moderate to large differences (more than five percentage points) across racial/ethnic subgroups.

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Introduction

Each spring, the Wake County Public School System (WCPSS) surveys elementary, middle, and high school students about their perception of various aspects of their learning experiences. The purpose of the survey is to provide WCPSS with feedback about a variety of topics that can be used for evaluation and planning. School administrators and program evaluation staff can use the survey results as a benchmark while tracking changes over time and comparing a school to the district average. The differences between one school's results and the district average might lead to insights about school practices relevant to the survey items. In the spring of 2018, students in grades 5, 8, and 9 were administered a 51-item survey covering teacher-student relationships, rigor, student work, peer support, future goals, civic engagement, family support, and grit. This report presents the results of that survey.

Methods

In the spring of 2018, the WCPSS Student Survey was administered online to all 5th, 8th, and 9th grade students in WCPSS schools. The survey contained items from the Student Engagement Instrument (Appleton, Christenson, Kim, & Reschly, 2006), which measures students' connectedness to school on five dimensions: Teacher-Student Relationships, Control and Relevance of School Work, Peer Support for Learning, Future Aspirations and Goals, and Family Support and Learning. Students answered additional questions from the Duckworth Grit Scale, a popular measure of students' ability to persevere in the face of challenges (Duckworth & Quinn, 2009). In addition, two items measuring rigor, seven items measuring civic engagement, and one item for creativity were included in the survey. The overall response rate in 2017-18 to the survey was 65%, lower than the previous years' rate of 75%.

Responses to the first 43 survey items were based on a 4-point scale ranging from "strongly agree" to "strongly disagree." Items 44 through 51 were based on a 5-point scale ranging from "very much like me" to "not at all like me." A copy of the survey is included in the Appendix. The 51-question survey contained items measuring a total of nine domains:

- Teacher-Student Relationships
- Rigor Scale
- Control and Relevance of School Work
- Peer Support for Learning
- Future Aspirations and Goals
- Civic Engagement
- Family Support and Learning
- Creativity
- Duckworth Grit Scale

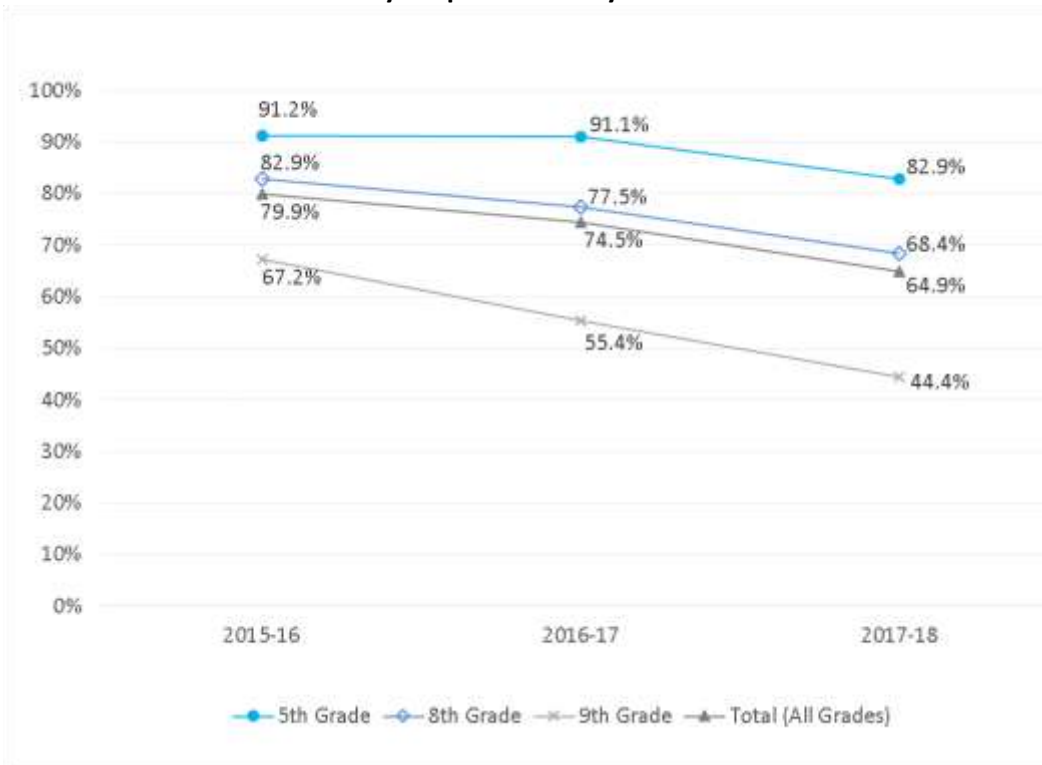
A total of 24,735 students responded to the survey. The response rates for the 2017-18 WCPSS Student Survey are displayed in Table 1. Response rates were the highest for 5th grade students (82.9%) and the lowest for 9th grade students (44.4%), with an overall response rate of 64.9%. Respondents included students from 167 WCPSS schools.

Table 1
2017-18 WCPSS Student Survey Response Rate by Grade Level

Grade	Number of Students by Grade Level	Number of Participating Students	Response Rate
5th	12,888	10,683	82.9%
8th	11,875	8,122	68.4%
9th	13,354	5,930	44.4%
Total	38,117	24,735	64.9%

Figure 1 shows a three-year trend of the student survey response rate. From 2015-16 to 2017-18, the overall response rate across three grade levels decreased by 15 percentage points. The response rate for 9th graders dropped more than 20 percentage points.

Figure 1
WCPSS Student Survey Response Rate by Grade 2014-15 to 2017-18



Results

Overall Survey Results

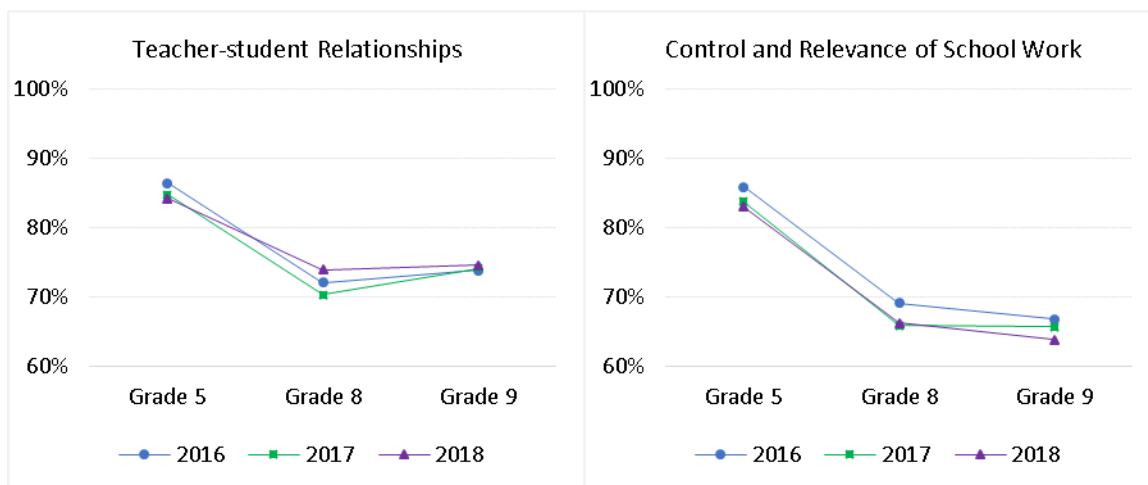
Similarity across survey years. The 2017-18 WCPSS Student Survey provided valuable insight into how our students view their teachers, their school, their peers, their family, and themselves. The majority of students agreed that school is important for achieving their future goals, planned to continue their education following high school, and were hopeful about their future. The majority of students felt supported by their family and had friends at school. Nearly 90% of students across the three survey grade levels reported that they work hard to meet their teachers' expectations. Results from the 2017-18 student survey are largely consistent with results from the previous year.

Differences across years. The following are differences in response patterns over the past three years of the survey.

- *Teacher-Student Relationships:* overall, the responses were not noticeably different from 2015-16 to 2017-18 in the percentages of 8th and 9th grade students who believed their teachers are interested in them as people — not just as students (Q9); however, there was a five percentage point increase in agreement for the item from 2016-17 to 2017-18 for 8th graders.
- *Control and Relevance of School Work:* the percentages of 5th grade students who believed grades in their classes do a good job of measuring what they are able to do (Q14) were not noticeably different from 2016-17 to 2017-18. However, for both the 8th and 9th graders, there was a slight decrease with the same item from 2016-17 to 2017-18.
- *Civic Engagement:* the percentage of 9th graders who reported caring greatly about who the next president is (Q34) has remained about the same over the past three years. However, 5th and 8th graders have shown declines during the same time span. Higher percentages of the 5th graders think politics and government are boring (Q36) in 2017-18 compared to the previous two years; the 8th and 9th graders' agreement on the same item changed little over the three years.

Two domains—teacher-student relationships and control and relevance of school work—had the largest differences in agreement by grade level (see Figure 2). The difference was particularly striking on questions about the relevance of school work, with the percentage of students agreeing with the statement that “most of what is important to know you can learn in school” having declined from 84.1% in 5th grade to 55.8% in 8th and 48.7% in 9th grade during 2017-18. Again, all three years of survey data showed the same trend—students in the 8th and 9th grades had lower rates of agreement than the 5th graders.

Figure 2
Agreement with Student Engagement, Two out of the Eight Domains by Grade, 2015-16 to 2017-18



Note: Y-axis is truncated to show the changes across grade levels better.

Results by subgroups are displayed in Appendix B. For some survey items there were moderate or large differences (more than five percentage points) across subgroups, and for other items there were negligible differences. For example, compared with other racial groups Black/African American students had lower agreement with many teacher-student relationship statements. However, Black/African American students had comparable agreement with the future aspiration statements.

By Survey Domain

Student survey results are summarized for each of the nine domains. Data tables are displayed for each item and grade. The percentage of students responding “agree” or “strongly agree” were combined to obtain an overall rate of agreement for each item in each domain. The following is a summary of each of the eight domains.

Teacher-Student Relationships

Teacher-student relationships are essential in promoting a positive learning environment (Baker, 1999; Poulou, 2017). The WCPSS Student Survey “Teacher-Student Relationships” domain consists of nine items measuring students’ perceptions of their teachers and school. Overall, students’ responses indicated more agreement in teacher-student relationships in the 5th grade than in 8th or 9th grade. On each item in the Teacher-Student Relationships domain, students’ responses differed significantly by grade. In each case, the rate of agreement among 5th grade students was substantially higher than that of 8th grade students. With the exception of “I feel safe at school,” students’ rate of agreement remained fairly stable or increased slightly when comparing 8th grade to 9th grade respondents. One item—“The school rules are fair”—had a

decline in student agreement of almost 20 percentage points between 5th grade and 8th grade. Table 2 presents the responses of students across grades. Among the racial subgroups, Black/African American students had lower agreement with most of the teacher-student relationships statements compared with the other groups (Appendix B).

Table 2
Responses to Teacher-Student Relationships Items, 2015-16 to 2017-18

Items	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2016	2017	2018	2016	2017	2018	2016	2017	2018	
1	Overall, adults at my school treat students fairly.	88.2	86.7	85.9	75.5	72.1	76.6	80.8	79.8	80.6
2	Adults at my school listen to the students.	85.3	83.8	83.3	67.8	65.3	70.6	72.2	71.0	72.1
3	At my school, teachers care about students.	95.0	94.0	93.4	83.5	82.2	85.7	83.5	83.1	85.0
4	My teachers are there for me when I need them.	88.5	87.5	87.4	78.1	77.1	79.8	80.1	79.7	81.0
5	The school rules are fair.	82.4	79.4	79.7	58.5	56.8	60.2	63.7	65.4	67.2
6	Overall, my teachers are honest and open with me.	88.3	85.8	86.1	77.3	75.6	78.9	78.5	78.5	78.5
7	I enjoy talking to the teachers here.	85.4	84.2	83.5	71.7	69.7	73.6	73.3	74.0	74.8
8	I feel safe at school.	88.1	86.2	84.3	77.6	78.1	79.4	74.3	77.6	73.9
9	Most teachers at my school are interested in me as a person, not just as a student.	76.8	75.1	74.6	58.4	55.5	60.3	57.9	57.3	58.0

Rigor Scale

Research has shown that high expectations by teachers and challenging classwork are related to increased achievement (Sorhagen, 2013). The Rigor Scale survey domain consists of two items—one about the challenge of the work students are given and one about the effort students put forth to meet teachers’ expectations. As shown in Table 3, the vast majority of students agreed with both items in this domain, and there was very little difference from the previous years’ results. Overall, there was negligible difference across subgroups for the rigor scale statements.

Table 3
Responses to Rigor Scale Items, 2015-16 to 2017-18

Items		Percent Agreement								
		Grade 5			Grade 8			Grade 9		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
10	My teachers give me challenging work.	80.8	79.5	79.4	86.0	84.8	84.6	87.0	86.5	87.5
11	I work hard to meet my teachers' expectations.	95.7	94.7	94.9	89.1	88.0	87.7	88.6	89.1	87.8

Control and Relevance of School Work

Students are more likely to be interested in learning when they feel schoolwork is relevant to themselves and their future (Assor, Kaplan, & Roth, 2002). The Control and Relevance of School Work domain consists of nine items measuring students' perceptions of how well their tests/classes capture their ability/effort and how useful what they learn in school will be in their future. As in the previous years, there were large differences in responses by grade level on most items, with 5th grade students indicating much higher rates of agreement. The item receiving the least agreement across all three grades in 2017-18 was Question 13: "Most of what is important to know you can learn in school." Overall, there was small or negligible differences across subgroups in the agreement of Control and Relevance of School Work statements. However, Black/African American and Hispanic/Latino eighth and ninth grade students had much higher agreement with question 13 (Appendix B).

Table 4
Responses to Control and Relevance of School Work Items, 2015-16 to 2017-18

Items	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2016	2017	2018	2016	2017	2018	2016	2017	2018	
12	The tests in my classes do a good job of measuring what I am able to do.	88.2	86.4	86.9	72.0	69.4	69.3	66.5	64.4	62.8
13	Most of what is important to know you can learn in school.	87.9	85.9	84.1	62.9	57.8	55.8	54.7	51.3	48.7
14	The grades in my classes do a good job of measuring what I am able to do.	88.1	86.1	86.6	68.4	63.0	62.4	62.2	59.8	57.0
15	What I am learning in my classes will be important in my future.	91.9	90.4	87.9	66.5	63.5	61.5	60.9	60.6	56.1
16	After finishing my schoolwork, I check it over to see if it is correct.	81.5	78.3	78.1	62.8	59.3	64.3	62.7	63.1	62.2
17	When I do schoolwork, I check to see whether I understand what I am doing.	92.4	90.2	89.9	86.4	85.0	84.8	86.4	86.5	86.3
18	Learning is fun because I get better at something.	77.4	75.4	73.1	60.2	56.7	57.0	63.2	62.3	58.3
19	When I do well in school, it is because I work hard.	94.9	93.7	93.3	87.2	86.5	86.2	87.7	87.1	87.0
20	I feel like I have a say about what happens to me at school.	70.8	66.9	66.8	55.1	51.1	54.2	56.8	55.7	55.7

Peer Support for Learning

Not only do students learn from teachers and parents, they also learn from their peers. A strong peer support network can have a positive impact on student learning (Hoxby, 2000; Kiefer, Alley, & Ellerbrock, 2015). The Peer Support for Learning domain consists of six items about students’ relationships with their peers. In contrast to some of the other domains, there were very few differences in the scope of agreement among students in the three grades. About three-quarters of students in each grade agreed that other students cared about them and are there for

them when needed. Compared with the other racial groups, Black/African American students overall had lower agreement with many of the peer support statements (Appendix B).

Table 5
Responses to Peer Support for Learning Items, 2015-16 to 2017-18

Items	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2016	2017	2018	2016	2017	2018	2016	2017	2018	
21	Other students at school care about me.	77.4	76.3	75.4	75.7	75.4	77.2	73.8	74.6	76.3
22	Students at my school are there for me when I need them.	79.1	77.5	76.1	75.3	74.5	75.9	73.3	75.2	75.2
23	Other students here like me the way I am.	82.7	80.5	80.6	80.0	78.5	79.7	81.1	81.9	81.4
24	I enjoy talking to the students here.	92.3	90.9	90.5	84.1	82.5	84.0	81.9	82.1	83.4
25	Students here respect what I have to say.	72.3	69.0	68.9	68.8	65.5	68.5	69.9	70.7	71.3
26	I have some friends at school.	96.9	96.6	96.2	95.9	95.6	95.7	95.0	94.7	95.5

Future Aspirations and Goals

When students have aspirations and goals they tend to have stronger motivation to learn (Watt & Richardson, 2008). The Future Aspirations and Goals domain consists of five items about students’ future plans and their beliefs in the importance of education. Similar to the previous years’ results, nearly 95% of students in each of the three grades agreed with most of the statements (see Table 6). The percentage of students who “plan to continue their education following high school” was 98% for 5th grade, 97% for 8th, and 96% for 9th grade students. As with survey results from previous years, almost all students were hopeful about their future and agreed that education would create many future opportunities for them. There was negligible difference across subgroups for the future aspiration statements.

Table 6
Responses to Future Aspirations and Goals Items, 2015-16 to 2017-18

Items	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2016	2017	2018	2016	2017	2018	2016	2017	2018	
27	I plan to continue my education following high school.	98.4	97.9	97.8	98.2	97.5	96.9	96.7	96.3	95.6
28	Going to school after high school is important.	97.3	96.9	96.0	96.1	94.5	93.2	94.0	92.9	90.9
29	School is important for achieving my future goals.	96.9	96.0	95.5	95.2	93.7	92.9	94.4	93.4	92.5
30	My education will create many future opportunities for me.	97.5	96.7	96.3	96.4	95.6	95.2	96.1	95.3	95.0
31	I am hopeful about my future.	97.6	96.8	96.6	95.5	93.9	93.6	94.8	94.1	93.2

Civic Engagement

One of the purposes of education is to prepare civically engaged citizens (Galston, 2007). The Civic Engagement domain consists of seven items measuring students’ interest in civic issues. More than 80 percent of students over the past three years indicated that they “care a great deal about who is elected to be our next president”. Results for question 38 showed approximately three-fourths of 5th grade students and about two-thirds of 8th and 9th grade students in 2017-18 volunteer often to help others. Overall different racial groups had very small differences in agreement for most statements. However, Black/African American and Hispanic/Latino students indicated lower agreement with the two statements, "when I'm old enough, I plan to vote in most elections" and "I participate in projects in my community." (Appendix B)

Table 7
Responses to Civic Engagement Items, 2015-16 to 2017-18

Items	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2016	2017	2018	2016	2017	2018	2016	2017	2018	
32	I believe I can make a difference in my community.	89.3	87.4	86.1	85.6	82.2	82.1	85.2	83.8	83.5
33	When I am old enough, I plan to vote in most elections.	84.5	82.0	78.8	84.9	86.3	83.4	83.7	86.5	85.9
34	I care a great deal about who is elected to be our next president.	87.4	83.1	80.8	84.1	82.9	80.9	83.3	83.8	82.4
35	I pay attention to what is going on in the news.	68.7	64.6	61.8	70.1	68.9	67.4	71.3	72.3	70.3
36	I think politics and government are boring.	39.8	41.9	46.1	52.6	48.6	52.3	54.6	51.1	52.6
37	I participate in projects in my community.	73.2	72.1	70.0	55.2	53.6	52.6	56.9	56.2	56.1
38	I often volunteer my time to help others.	78.5	76.6	76.8	65.8	63.3	62.7	67.7	66.7	66.7

Family Support and Learning

Students depend on family support to learn and to make transitions through elementary, middle, and high school. Numerous studies suggest family involvement in children’s education can make a big difference (Jeynes, 2003; Wilder, 2014). The Family Support and Learning domain consists of four items measuring students’ perceptions of their family support. Over 90% of respondents in each of the three grades surveyed agreed that their family/guardian(s) are reliable and supportive with regard to school. These items show very high consistency and agreement across years. Among the racial groups, there was no large differences in family support and learning (Appendix B).

Table 8
Responses to Family Support and Learning Items, 2015-16 to 2017-18

Items	Percent Agreement											
	Grade 5			Grade 8			Grade 9					
	2016	2017	2018	2016	2017	2018	2016	2017	2018			
39	My family/guardian(s) are there for me when I need them.			96.7	96.4	96.2	93.9	94.0	94.3	93.4	93.5	93.9
40	When I have problems at school, my family/guardian(s) are willing to help me.			95.7	95.3	95.1	93.8	93.7	94.1	93.2	93.4	93.6
41	When something good happens at school, my family/guardian(s) want to know about it.			95.5	94.7	94.4	92.0	91.3	92.1	92.1	92.2	93.2
42	My family/guardian(s) want me to keep trying when things are tough at school.			98.0	97.9	97.5	97.3	97.2	97.0	97.1	97.1	97.4

Creativity

Creative students are able to think creatively, collaborate with others, demonstrate courage to explore, and implement innovations (Lucas, Claxton, & Spencer, 2013). In order to understand how well teachers at WCPSS foster creativity, an item was added to the 2017-18 survey asking students to what extent they agreed that “my teachers give me the opportunity to be creative at school.” The survey results showed that 83 percent of 5th graders and 74 percent of 8th and 9th graders agreed with the statement. Among the racial groups, Black/African American and Hispanic/Latino 9th graders had a higher agreement in the creativity statement than White students (Appendix B).

Table 9
Responses to Creativity Item, 2017-18

Items	Percent Agreement											
	Grade 5			Grade 8			Grade 9					
	2016	2017	2018	2016	2017	2018	2016	2017	2018			
43	My teachers give me the opportunity to be creative at school.			-	-	83.4	-	-	73.8	-	-	73.5

Duckworth Grit Scale

The Duckworth Grit Scale domain consists of eight items measuring students’ perceptions of their propensity to work hard, focus, and avoid distraction (Duckworth, Peterson, Matthews, & Kelly, 2007). The answer options “very much like me” and “mostly like me” were combined into one category, and “somewhat like me,” “not much like me,” and “not at all like me” were combined into another to more easily interpret the responses. Survey results were similar to the previous years’ results, and rates of agreement by grade were similar on most items. Most students perceive themselves as hard-working (Question 47) and diligent (Question 51), although the percentage of 5th grade students who agreed with these statements was close to 10 percentage points higher than students in the two other grades. Overall, for most of the statements there were only small differences across subgroups. However, Black/African American and Hispanic/Latino students agreed much more with the statement, "I often set a goal but later choose to pursue a different one," but agreed less with "I am diligent (hard working and careful)." (Appendix B)

Table 10
Responses to Duckworth Grit Scale Items, 2015-16 to 2017-18

Items	Percent Responding Very much like me or Mostly like me								
	Grade 5			Grade 8			Grade 9		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
44	New ideas and projects sometimes distract me from previous ones.								
	35.7	34.7	34.8	40.8	42.8	40.9	43.7	43.3	44.2
45	Setbacks (delays and obstacles) do not discourage me. I bounce back from disappointments faster than most people.								
	54.8	53.6	52.2	48.9	48.0	48.0	48.6	48.1	48.7
46	I have been obsessed with a certain idea or project for a short time but later lost interest.								
	35.1	35.9	36.5	36.4	37.0	37.4	36.2	35.9	36.5
47	I am a hard worker.								
	85.5	83.9	82.8	73.2	72.3	71.3	75.2	73.9	74.1
48	I often set a goal but later choose to pursue (follow) a different one.								
	41.2	42.1	42.3	40.6	37.0	37.7	37.3	33.8	36.1
49	I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.								
	34.3	33.3	33.5	44.3	44.2	44.0	44.4	43.4	44.4
50	I finish whatever I begin.								
	70.9	69.7	69.0	61.9	60.1	60.2	62.6	61.5	61.2
51	I am diligent (hard working and careful).								
	82.8	80.8	79.4	72.8	71.0	69.2	73.6	73.4	72.6

Conclusion

Moving forward, several implications of these student survey results are worthy of discussion. First, exploring the cause of declining agreement by grade level may shed light on possible school improvement efforts. For example, given that students in 5th grade rated their teacher-student relationships and their control and relevance of school work much more favorably than the 8th and 9th graders in all three survey years, is there something that middle and high schools could learn from elementary schools? More importantly, students from a small number of middle schools and high schools agreed on the aforementioned domains at rates comparable to those of elementary students. It would be valuable for these exemplary schools to share their best practices with the rest of the school district.

Second, WCPSS students in general plan to pursue further education after high school, understand the importance of education, and are hopeful about their futures. While strong family support for learning is indispensable to student aspirations, positive learning experiences in WCPSS might be also a contributing factor. About 95% of WCPSS students strongly agreeing with these future-oriented survey items (Table 6) is a strong indicator that our schools have systematically succeeded in providing an enjoyable learning experience. At the same time, schools would not be able to do so without family support and involvement in our students' schooling. WCPSS Strategic Plan Vision 2020's Community Engagement Goal "to foster shared responsibility for student success by building trust, collaboration, and engagement among staff, families and community partners" captures the essence of how to create a positive learning environment. Continuing efforts to promote community and family engagement will be necessary to sustain students' strong aspirations and high hopes for their future.

Third, if schools plan to use student survey results in decision-making it is necessary to maintain an adequate response rate (Research Alliance for New York City Schools, 2017). While more than two thirds of WCPSS schools had an adequate response rate, many had a rate much lower than 70% in 2017-18. Results based on a response rate lower than 70% might render the results less representative of the total school population.

Perhaps the most salient takeaway from this survey are the clear differences in agreement among racial/ethnic subgroups. Although this survey does not reveal the root cause of those differences, schools should use it as a starting point to discuss why Black/African American/African-American and Hispanic/Latino students in particular had systematically less positive responses than their peers in such areas as teacher-student relationships, peer support in learning, civic engagement, and grit. Unpacking how these perceptions of school may relate to the historical gaps in achievement-related outcomes speaks directly to the district's first two Core Beliefs (<https://www.wcpss.net/Page/4775>) and could help identify targets for professional learning and other supports critical to preparing *all* WCPSS students for college, career, and citizenship.

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Appendices

Appendix A: 2017-18 WCPSS Student Survey

Welcome to the 2017-18 WCPSS Student Survey. Answer the questions as best you can. If you have any problems, please ask your teacher.

There are 51 questions in this survey. **Student ID #** _____

1. Overall, adults at my school treat students fairly.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Adults at my school listen to the students.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. At my school, teachers care about students.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. My teachers are there for me when I need them.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The school rules are fair.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Overall, my teachers are honest and open with me.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. I enjoy talking to the teachers here.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued

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8. I feel safe at school.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Most teachers at my school are interested in me as a person, not just as a student.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. My teachers give me challenging work.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. I work hard to meet my teachers' expectations.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. The tests in my classes do a good job of measuring what I am able to do.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Most of what is important to know you can learn in school.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. The grades in my classes do a good job of measuring what I am able to do.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What I am learning in my classes will be important in my future.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. After finishing my schoolwork, I check it over to see if it is correct.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued

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17. When I do schoolwork, I check to see whether I understand what I am doing.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

18. Learning is fun because I get better at something.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

19. When I do well in school, it is because I work hard.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

20. I feel like I have a say about what happens to me at school.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

21. Other students at school care about me.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

22. Students at my school are there for me when I need them.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

23. Other students here like me the way I am.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

24. I enjoy talking to the students here.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

25. Students here respect what I have to say.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Continued

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26. I have some friends at school.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

27. I plan to continue my education following high school.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

28. Going to school after high school is important.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

29. School is important for achieving my future goals.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

30. My education will create many future opportunities for me.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

31. I am hopeful about my future.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

32. I believe I can make a difference in my community.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

33. When I'm old enough, I plan to vote in most elections.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

34. I care a great deal about who is elected to be our next president.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Continued

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35. I pay attention to what's going on in the news.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
36. I think politics and government are boring.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
37. I participate in projects in my community.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
38. I often volunteer my time to help others.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
39. My family/guardian(s) are there for me when I need them.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
40. When I have problems at school, my family/guardian(s) are willing to help me.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
41. When something good happens at school, my family/guardian(s) want to know about it.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
42. My family/guardian(s) want me to keep trying when things are tough at school.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
43. My teachers give me the opportunity to be creative at school.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

Continue

The following items have different answers ranging from “Very much like me” to “Not at all like me.”

Continued from previous page

44. New ideas and projects sometimes distract me from previous ones.					
Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

45. Setbacks (delays and obstacles) don't discourage me. I bounce back from disappointments faster than most people.					
Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

46. I have been obsessed with a certain idea or project for a short time but later lost interest.					
Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

47. I am a hard worker.					
Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

48. I often set a goal but later choose to pursue (follow) a different one.					
Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

49. I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.					
Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

50. I finish whatever I begin.					
Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

51. I am diligent (hard working and careful).					
Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Appendix B: WCPSS Student Survey Results by Subgroups 2017-18

Question	Grade Level	All	Female	Male	American Indian/Alaskan Native	Asian	His./Lat.	Black	White	Multi-racial	Native Hawaiian/Pacific Is.	AIG	Special Ed	ELs
1. Overall, adults at my school treat students fairly	5	86%	87%	84%	90%	92%	86%	75%	90%	85%	100%	91%	82%	90%
	8	77%	76%	77%	63%	85%	80%	65%	79%	77%	83%	80%	75%	86%
	9	81%	80%	81%	94%	89%	80%	71%	84%	77%	67%	86%	76%	83%
2. Adults at my school listen to the students	5	83%	84%	82%	80%	88%	85%	73%	87%	82%	75%	88%	79%	84%
	8	71%	70%	72%	50%	84%	72%	60%	72%	70%	83%	75%	67%	81%
	9	72%	70%	74%	75%	84%	75%	58%	75%	70%	67%	78%	71%	82%
3. At my school, teachers care about students	5	93%	94%	93%	100%	97%	93%	88%	95%	93%	100%	96%	91%	93%
	8	86%	86%	85%	75%	92%	87%	81%	87%	82%	83%	88%	84%	92%
	9	85%	85%	85%	88%	93%	84%	79%	86%	81%	92%	89%	83%	86%
4. My teachers are there for me when I need them	5	87%	88%	86%	90%	92%	88%	83%	89%	81%	100%	89%	87%	90%
	8	80%	80%	80%	56%	88%	81%	75%	80%	76%	100%	82%	79%	85%
	9	81%	81%	81%	87%	88%	81%	75%	82%	81%	75%	85%	79%	82%
5. The school rules are fair	5	80%	83%	77%	90%	88%	81%	71%	82%	76%	100%	84%	76%	82%
	8	60%	56%	64%	44%	75%	60%	47%	64%	57%	50%	66%	56%	68%
	9	67%	65%	70%	69%	82%	64%	52%	72%	64%	67%	76%	58%	73%
6. Overall, my teachers are honest and open with me	5	86%	86%	86%	100%	91%	87%	80%	88%	85%	75%	88%	84%	88%
	8	79%	79%	79%	56%	86%	82%	73%	80%	72%	83%	82%	77%	84%
	9	78%	78%	79%	81%	86%	81%	74%	79%	74%	75%	80%	78%	85%
7. I enjoy talking to the teachers here	5	83%	87%	80%	90%	89%	84%	78%	85%	80%	88%	84%	84%	86%
	8	74%	75%	73%	56%	81%	75%	67%	75%	73%	83%	75%	72%	80%
	9	75%	76%	73%	81%	83%	75%	67%	77%	74%	67%	80%	74%	77%
8. I feel safe at school	5	84%	86%	82%	90%	92%	84%	76%	87%	83%	71%	89%	79%	86%
	8	79%	78%	81%	88%	88%	80%	71%	81%	80%	67%	85%	76%	80%
	9	74%	71%	77%	56%	83%	75%	65%	76%	72%	75%	80%	71%	78%
9. Most teachers at my school are interested in me as a person, not just as a student	5	75%	78%	71%	90%	76%	74%	72%	76%	72%	75%	76%	73%	76%
	8	60%	61%	60%	38%	65%	61%	58%	61%	57%	67%	62%	63%	71%
	9	58%	58%	58%	44%	66%	57%	56%	59%	50%	67%	62%	59%	64%
10. My teachers give me challenging work	5	79%	81%	77%	100%	72%	81%	82%	79%	78%	75%	70%	81%	80%
	8	85%	86%	83%	75%	81%	86%	86%	85%	82%	100%	81%	84%	82%
	9	87%	88%	87%	94%	86%	88%	89%	87%	86%	83%	84%	85%	82%
11. I work hard to meet my teachers' expectations	5	95%	97%	93%	90%	96%	94%	93%	96%	94%	100%	96%	90%	91%
	8	88%	91%	84%	75%	91%	85%	84%	89%	86%	80%	89%	85%	87%
	9	88%	92%	83%	81%	91%	84%	86%	89%	86%	83%	88%	84%	85%

Question	Grade Level	All	Female	Male	American Indian/Alaskan Native	Asian	His./Lat.	Black	White	Multi-racial	Native Hawaiian/Pacific Is.	AIG	Special Ed	ELs
12. The tests in my classes do a good job of measuring what I am able to do	5	87%	88%	86%	100%	89%	89%	85%	87%	82%	100%	83%	82%	85%
	8	69%	69%	70%	63%	73%	74%	69%	67%	71%	83%	66%	71%	79%
	9	63%	62%	64%	67%	67%	66%	63%	62%	57%	55%	60%	70%	72%
13. Most of what is important to know you can learn in school	5	84%	86%	83%	100%	89%	87%	84%	82%	77%	88%	77%	87%	92%
	8	56%	52%	60%	69%	60%	66%	61%	50%	54%	50%	43%	69%	84%
	9	49%	47%	51%	50%	57%	58%	53%	43%	44%	27%	38%	64%	77%
14. The grades in my classes do a good job of measuring what I am able to do	5	87%	89%	85%	100%	89%	89%	83%	87%	86%	100%	86%	82%	86%
	8	62%	65%	60%	63%	70%	64%	61%	61%	60%	83%	64%	65%	74%
	9	57%	60%	54%	38%	63%	57%	54%	58%	53%	45%	60%	63%	67%
15. What I am learning in my classes will be important in my future	5	88%	89%	87%	100%	91%	90%	88%	86%	85%	88%	84%	88%	92%
	8	62%	60%	63%	63%	73%	67%	65%	56%	62%	67%	56%	70%	85%
	9	56%	55%	57%	63%	67%	61%	57%	53%	51%	45%	54%	62%	76%
16. After finishing my schoolwork, I check it over to see if it is correct	5	78%	82%	74%	80%	85%	79%	76%	78%	76%	75%	78%	77%	82%
	8	64%	69%	60%	50%	75%	61%	64%	64%	60%	60%	64%	62%	72%
	9	62%	67%	57%	50%	70%	62%	63%	61%	60%	45%	63%	63%	70%
17. When I do schoolwork, I check to see whether I understand what I am doing	5	90%	91%	88%	89%	94%	89%	87%	91%	90%	100%	91%	85%	88%
	8	85%	86%	84%	81%	89%	83%	83%	86%	85%	83%	86%	82%	86%
	9	86%	88%	85%	81%	89%	85%	85%	87%	84%	80%	87%	85%	84%
18. Learning is fun because I get better at something	5	73%	77%	69%	90%	84%	78%	74%	69%	66%	86%	70%	74%	85%
	8	57%	57%	57%	50%	74%	65%	58%	51%	58%	67%	55%	59%	80%
	9	58%	62%	55%	44%	69%	64%	58%	55%	60%	36%	61%	58%	77%
19. When I do well in school, it is because I work hard	5	93%	95%	91%	100%	95%	93%	92%	94%	91%	88%	92%	90%	93%
	8	86%	90%	83%	75%	86%	89%	87%	85%	84%	100%	82%	86%	92%
	9	87%	90%	83%	94%	91%	89%	88%	85%	81%	91%	83%	89%	91%
20. I feel like I have a say about what happens to me at school	5	67%	71%	63%	70%	72%	70%	66%	65%	63%	88%	62%	68%	70%
	8	54%	55%	53%	56%	65%	60%	56%	50%	50%	50%	49%	56%	72%
	9	56%	56%	55%	19%	64%	60%	58%	53%	49%	55%	51%	64%	70%
21. Other students at school care about me	5	75%	78%	73%	100%	80%	74%	68%	79%	75%	75%	82%	66%	69%
	8	77%	78%	77%	63%	82%	75%	71%	80%	77%	83%	82%	69%	72%
	9	76%	77%	76%	75%	84%	74%	65%	80%	78%	82%	83%	69%	71%
22. Students at my school are there for me when I need them	5	76%	79%	73%	100%	80%	77%	69%	78%	76%	75%	80%	70%	75%
	8	76%	77%	75%	67%	83%	75%	70%	78%	76%	83%	80%	69%	72%
	9	75%	76%	74%	88%	83%	74%	63%	79%	73%	82%	81%	68%	70%
23. Other students here like me the way I am	5	81%	82%	79%	100%	84%	82%	77%	81%	76%	88%	84%	72%	79%
	8	80%	78%	82%	80%	86%	80%	79%	79%	80%	67%	83%	77%	78%

Question	Grade Level	All	Female	Male	American Indian/Alaskan Native	Asian	His./Lat.	Black	White	Multi-racial	Native Hawaiian/Pacific Is.	AIG	Special Ed	ELs
24. I enjoy talking to the students here	9	81%	80%	83%	81%	86%	82%	77%	82%	79%	82%	84%	78%	79%
	5	90%	91%	90%	100%	92%	91%	87%	92%	89%	100%	93%	86%	90%
	8	84%	80%	88%	79%	91%	84%	79%	85%	83%	67%	88%	80%	84%
	9	83%	81%	86%	75%	89%	84%	76%	86%	80%	73%	87%	80%	84%
25. Students here respect what I have to say	5	69%	70%	68%	100%	76%	72%	60%	71%	64%	75%	76%	64%	69%
	8	69%	65%	72%	60%	80%	70%	62%	69%	66%	67%	74%	63%	76%
	9	71%	70%	73%	56%	84%	71%	62%	73%	69%	64%	77%	68%	75%
26. I have some friends at school	5	96%	97%	96%	100%	98%	97%	95%	96%	96%	100%	98%	92%	95%
	8	96%	96%	95%	93%	97%	95%	94%	96%	94%	100%	97%	94%	92%
	9	96%	96%	95%	94%	97%	94%	92%	97%	97%	100%	97%	91%	92%
27. I plan to continue my education following high school	5	98%	99%	97%	100%	99%	97%	97%	98%	97%	100%	99%	94%	95%
	8	97%	98%	96%	93%	99%	95%	97%	97%	97%	100%	98%	95%	94%
	9	96%	98%	93%	94%	98%	93%	95%	96%	95%	82%	98%	92%	92%
28. Going to school after high school is important	5	96%	97%	95%	100%	97%	95%	95%	97%	95%	88%	98%	92%	93%
	8	93%	94%	93%	80%	97%	91%	91%	94%	93%	100%	96%	89%	92%
	9	91%	92%	90%	94%	96%	87%	89%	92%	88%	82%	94%	84%	89%
29. School is important for achieving my future goals	5	95%	96%	95%	100%	98%	96%	95%	95%	94%	100%	96%	94%	96%
	8	93%	94%	92%	80%	97%	92%	92%	93%	92%	100%	94%	91%	96%
	9	92%	95%	90%	88%	96%	91%	92%	93%	92%	82%	95%	87%	91%
30. My education will create many future opportunities for me	5	96%	97%	95%	100%	98%	96%	97%	96%	95%	100%	97%	91%	95%
	8	95%	96%	94%	87%	96%	94%	95%	95%	95%	100%	97%	94%	93%
	9	95%	96%	93%	88%	97%	94%	95%	95%	94%	91%	97%	92%	92%
31. I am hopeful about my future	5	97%	97%	96%	100%	97%	96%	96%	97%	96%	88%	97%	94%	95%
	8	94%	94%	94%	86%	95%	93%	96%	93%	92%	100%	93%	92%	92%
	9	93%	93%	93%	88%	96%	93%	93%	93%	92%	82%	93%	90%	95%
32. I believe I can make a difference in my community	5	86%	89%	83%	80%	88%	84%	85%	87%	87%	75%	88%	85%	87%
	8	82%	83%	81%	64%	85%	80%	82%	83%	81%	80%	83%	79%	84%
	9	84%	86%	81%	75%	89%	80%	81%	85%	83%	80%	87%	77%	84%
33. When I'm old enough, I plan to vote in most elections	5	79%	83%	75%	80%	79%	75%	74%	83%	80%	75%	88%	74%	75%
	8	83%	86%	81%	79%	87%	73%	80%	88%	84%	67%	92%	74%	71%
	9	86%	88%	84%	69%	87%	77%	82%	90%	88%	90%	93%	75%	72%
34. I care a great deal about who is elected to be our next president	5	81%	84%	78%	70%	83%	82%	81%	80%	81%	100%	84%	77%	78%
	8	81%	84%	78%	93%	84%	78%	84%	80%	82%	100%	84%	76%	77%
	9	82%	85%	79%	81%	83%	80%	84%	82%	83%	70%	85%	74%	76%
	5	62%	64%	59%	60%	64%	65%	62%	60%	63%	50%	62%	65%	65%

Question	Grade Level	All	Female	Male	American Indian/Alaskan Native	Asian	His./Lat.	Black	White	Multi-racial	Native Hawaiian/Pacific Is.	AIG	Special Ed	ELs
35. I pay attention to what's going on in the news	8	67%	68%	67%	57%	75%	65%	66%	68%	72%	83%	73%	62%	62%
	9	70%	71%	70%	63%	79%	68%	66%	71%	73%	60%	76%	62%	62%
36. I think politics and government are boring	5	46%	45%	47%	50%	36%	43%	50%	48%	41%	57%	41%	48%	44%
	8	52%	51%	54%	64%	46%	56%	56%	50%	55%	50%	42%	57%	54%
37. I participate in projects in my community	9	53%	52%	53%	69%	49%	57%	58%	50%	54%	50%	43%	58%	60%
	5	70%	74%	66%	70%	71%	69%	66%	73%	69%	63%	70%	76%	75%
38. I often volunteer my time to help others	8	53%	57%	49%	36%	63%	40%	45%	58%	51%	17%	62%	50%	55%
	9	56%	61%	51%	67%	71%	42%	45%	62%	54%	50%	68%	48%	45%
39. My family/guardian(s) are there for me when I need them	5	77%	81%	73%	90%	78%	78%	76%	77%	73%	75%	73%	82%	81%
	8	63%	68%	57%	36%	71%	59%	63%	63%	58%	50%	64%	60%	73%
40. When I have problems at school, my family/guardian(s) are willing to help me	9	67%	73%	60%	69%	78%	57%	63%	70%	59%	60%	72%	62%	63%
	5	96%	96%	97%	100%	96%	95%	96%	97%	95%	88%	97%	94%	95%
41. When something good happens at school, my family/guardian(s) want to know about it	8	94%	94%	95%	79%	97%	93%	93%	95%	93%	100%	95%	93%	96%
	9	94%	93%	95%	100%	95%	93%	92%	95%	91%	90%	95%	91%	93%
42. My family/guardian(s) want me to keep trying when things are tough at school	5	95%	95%	95%	100%	95%	94%	94%	96%	95%	100%	97%	91%	92%
	8	94%	94%	94%	71%	97%	93%	93%	95%	94%	100%	95%	92%	94%
43. My teachers give me the opportunity to be creative at school	9	94%	94%	94%	94%	94%	92%	90%	96%	89%	100%	96%	88%	91%
	5	94%	95%	94%	100%	95%	93%	93%	96%	96%	100%	96%	89%	90%
44. New ideas and projects sometimes distract me from previous ones	8	92%	93%	91%	79%	93%	89%	91%	93%	90%	100%	94%	88%	90%
	9	93%	93%	93%	100%	94%	92%	89%	95%	91%	90%	95%	89%	91%
45. Setbacks (delays and obstacles) do not discourage me - I bounce back from disappointments faster than most people	5	98%	98%	97%	100%	98%	97%	97%	98%	98%	100%	99%	94%	95%
	8	97%	98%	96%	93%	98%	97%	96%	98%	97%	100%	98%	93%	96%
46. I am confident about my future	9	97%	98%	97%	100%	98%	97%	96%	98%	98%	100%	99%	94%	95%
	5	83%	86%	81%	100%	89%	85%	81%	83%	78%	100%	84%	83%	87%
47. I am proud of my school	8	74%	75%	72%	57%	81%	77%	74%	71%	72%	67%	72%	75%	84%
	9	73%	74%	72%	69%	80%	79%	75%	70%	73%	50%	72%	75%	85%
48. I am satisfied with my school	5	35%	31%	39%	40%	30%	36%	37%	34%	38%	38%	32%	45%	42%
	8	41%	39%	43%	46%	36%	39%	39%	43%	42%	50%	43%	46%	35%
49. I am satisfied with my school	9	44%	41%	47%	69%	36%	43%	44%	46%	48%	50%	46%	42%	35%
	5	52%	51%	53%	78%	56%	46%	50%	55%	53%	75%	62%	42%	43%
50. I am satisfied with my school	8	48%	44%	52%	31%	56%	42%	50%	48%	46%	17%	53%	41%	42%
	9	49%	45%	53%	31%	53%	44%	45%	51%	51%	60%	54%	41%	44%
51. I am satisfied with my school	5	36%	34%	39%	30%	31%	38%	41%	34%	39%	38%	30%	45%	40%
	8	37%	38%	37%	31%	40%	35%	37%	38%	38%	50%	40%	39%	39%

Question	Grade Level	All	Female	Male	American Indian/Alaskan Native	Asian	His./Lat.	Black	White	Multi-racial	Native Hawaiian/Pacific Is.	AIG	Special Ed	ELs
46. I have been obsessed with a certain idea or project for a short time but later lost interest	9	36%	35%	38%	44%	36%	38%	34%	37%	39%	40%	40%	37%	40%
	5	83%	87%	79%	70%	86%	77%	80%	86%	78%	75%	90%	74%	71%
	8	71%	76%	67%	54%	77%	64%	70%	74%	68%	67%	76%	61%	64%
47. I am a hard worker	9	74%	80%	67%	63%	78%	65%	73%	77%	74%	70%	79%	66%	58%
	5	42%	41%	43%	50%	39%	47%	51%	37%	42%	75%	32%	55%	51%
	8	38%	37%	38%	46%	37%	40%	41%	36%	42%	0%	34%	46%	41%
48. I often set a goal but later choose to pursue (follow) a different one	9	36%	35%	38%	44%	37%	38%	39%	34%	40%	40%	31%	44%	42%
	5	33%	30%	37%	50%	27%	37%	41%	30%	38%	50%	26%	51%	43%
	8	44%	44%	44%	69%	34%	44%	43%	46%	43%	33%	43%	48%	39%
49. I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete	9	44%	42%	47%	31%	41%	46%	42%	45%	45%	60%	42%	46%	44%
	5	69%	70%	68%	60%	76%	66%	66%	71%	63%	88%	72%	61%	66%
	8	60%	59%	61%	31%	67%	52%	61%	62%	58%	33%	61%	52%	60%
50. I finish whatever I begin	9	61%	62%	61%	63%	67%	55%	58%	63%	61%	60%	64%	51%	57%
	5	79%	83%	76%	80%	85%	74%	76%	82%	75%	88%	86%	73%	72%
	8	69%	74%	64%	46%	78%	60%	68%	72%	67%	50%	74%	58%	64%
51. I am diligent (hard working and careful)	9	73%	79%	66%	69%	74%	63%	69%	77%	71%	70%	79%	64%	58%

Note AIG = Academically/Intellectually Gifted
 ELs = English Learners