



WAKE COUNTY PUBLIC SCHOOL SYSTEM STUDENT SURVEY RESULTS, 2022-23

March 2024



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

Data, Research, and Accountability

Contents

Introduction and Response Rates	3
Overall Domain Level Findings	4
Results	6
Limitations and Conclusions	12
References	13
Appendices	14

In spring 2023, a total of 33,643 students in grades 5 through 12 participated in Wake County Public School System’s annual Student Engagement Survey, yielding a 33% response rate. Notably, the response rate declined in higher grades, ranging from 67.9% for grade 5 to 8.8% for grade 12. Due to very low response rates for high school students, this report exclusively covers grades 5 through 8.

Overall, most students reported positive perceptions of their school experience, although middle school students had lower rates of agreement on four of the eight student engagement domains; Teacher-Student Relationships, Control and Relevance of School Work, Civic Engagement, and Creativity. Among all domains, the highest percent agreement was for Future Aspirations and Goals and Family Support and Learning, both of which were more than 90%. Analysis by student groups revealed that African-American students had lower percent agreement for approximately 25% of the items in the survey. Detailed results are summarized in the subsequent sections of this report.

INTRODUCTION

The Wake County Public School System (WCPSS) conducts a student survey in the spring of each year to determine the level of student engagement in and out of the classroom. Students who actively participate in their learning process generally experience higher academic achievement (Wang & Hofkens, 2020). The survey contains items from the Student Engagement Instrument (Appleton et al., 2006), which measures students' level of engagement in school on five domains: Teacher-Student Relationships, Control and Relevance of School Work, Peer Support for Learning, Future Aspirations and Goals, and Family Support and Learning. Additional items to measure three other domains were added to include Rigor, Civic Engagement, and Creativity. The survey results from 2022-23 can be used to identify areas of strengths and weaknesses so schools can proactively determine whether the environment is meeting the needs of students (Huang, 2019).

The purpose of this report is to highlight key district findings from the 2022-23 survey administration. A total of 33,643 eligible students in grades 5-12 (33.3%) from 188 schools completed the survey during the administration period. The report examines survey domains, presents item-level results by grade level, and concludes by exploring item-level results across various student groups.

RESPONSE RATES

The survey is intended to be administered to students in grades 5-12. However, the response rate for students in 2022-23 was greater for elementary than high school students (Table 1). Differing response rates of items by student groups and ability levels, along with an overall low response rate, can increase the likelihood of nonresponse bias (Dillman, 1999). Due to low response rates in grades 9-12, responses from high school students were excluded from this report. More detailed information about response rates can be found in Appendix A.

Table 1

2022-23 Non-Response Rates by Grade Level

Grade Level	Enrollment	Number Participating	Response Rate
5	11,897	8,078	67.9%
6	11,904	6,625	55.7%
7	12,344	5,475	44.4%
8	12,803	5,540	43.3%
9	14,279	2,844	19.9%
10	13,681	2,285	16.7%
11	12,717	1,794	14.1%
12	11,363	1,002	8.8%

OVERALL DOMAIN LEVEL FINDINGS

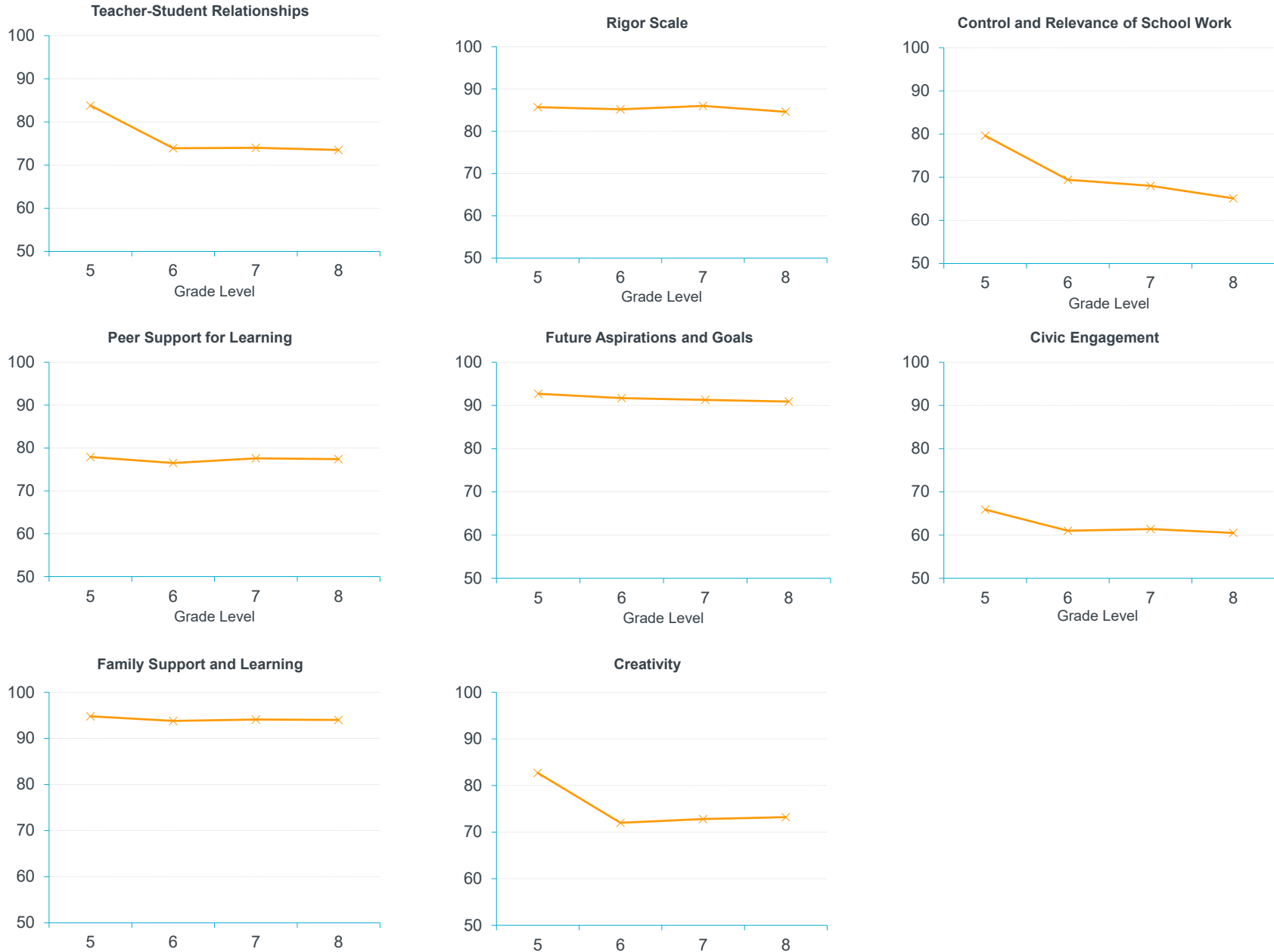
The WCPSS Student Engagement Survey items are measured on a Likert Scale that has response options of “Strongly Agree” to “Strongly Disagree.” Items are grouped into eight domains.

Figure 1 shows the percent agreement (Agree or Strongly Agree) for each domain in grades 5 through 8. Overall, the percent agreement remained consistent or declined as students transitioned to middle school. This is consistent with findings from previous years (Halstead & Shropshire, 2023; Huang, 2019). The domains that remained more consistent across grades are Rigor, Peer Support for Learning, Future Aspirations and Goals, and Family Support for Learning. The domains that decreased by grade level, specifically between grades 5 and 6, were Teacher-Student Relationships, Control and Relevance of School Work, Civic Engagement, and Creativity.



Figure 1

Percent Agreement (Agree or Strongly Agree)



TEACHER-STUDENT RELATIONSHIPS

Teacher-Student Relationships items focus on the importance of positive interactions between teachers and students to create a conducive learning environment. Positive teacher-student interaction influences the overall well-being of students during class (Xiao et al., 2023). Table 2 shows the results for the nine items used to measure Teacher-Student Relationships. Percent agreement for these items dropped between grades 5 and 6 but then remained relatively consistent across middle school. In grades 5 through 8, a consistently high percentage of students felt that teachers treated them fairly and cared about them. However, a lower proportion of students believed their school rules were fair, schools were safe, and teachers were interested in them individually.

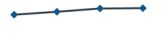

Table 2
Teacher-Student Relationships


Teacher Student Relationships Scale Items	2022-2023				Pattern Grades 5-8
	Grade 5	Grade 6	Grade 7	Grade 8	
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>					
1. Overall, adults at my school treat students fairly	84.9%	78.4%	78.2%	77.6%	
2. Adults at my school listen to the students	82.9%	73.5%	72.9%	70.8%	
3. At my school, teachers care about students	93.9%	87.8%	86.2%	85.4%	
4. My teachers are there for me when I need them	87.4%	78.7%	80.1%	81.5%	
5. The school rules are fair	76.0%	61.3%	58.5%	56.4%	
6. Overall, my teachers are honest and open with me	87.1%	78.9%	79.6%	79.9%	
7. I enjoy talking to the teachers here	85.2%	75.4%	75.3%	76.6%	
8. I feel safe at school	82.6%	69.6%	73.8%	71.7%	
9. Most teachers at my school are interested in me as a person, not just as a student	74.5%	61.7%	61.8%	61.7%	

RIGOR AND CREATIVITY

Creativity is demonstrated through innovative problem-solving by designing unique ideas and solutions, taking intellectual risks, and overcoming challenges while learning from failures within the educational experience (WCPSS, n.d.). Students who perceive challenging school work, cultivated with a sense of creativity, are more likely to be engaged with their academic tasks (Fan & Cai, 2022; Li, 2023). Table 3 shows the results for the two items that were used to measure the Rigor domain and the one item used to measure the Creativity domain. Generally, the percent of agreement was high for all items. Percent agreement for item 10 (“My teachers give me challenging work”) increased with each grade level. The opposite trend was seen for item 11 (“I work hard to meet my teachers’ expectations”). In terms of teachers allowing students to be creative, the percent agreement for item 44 (“My teachers give me the opportunity to be creative at school”) sharply dropped after elementary school and remained consistent across the middle school grades.

Table 3
Rigor & Creativity

Rigor Scale Items	2022-2023				Pattern Grades 5-8
	Grade 5	Grade 6	Grade 7	Grade 8	
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>					
10. My teachers give me challenging work.	78.0%	80.7%	83.7%	84.2%	
11. I work hard to meet my teachers' expectations	93.4%	89.6%	88.4%	85.0%	

Creativity Scale Items	2022-2023				Pattern Grades 5-8
	Grade 5	Grade 6	Grade 7	Grade 8	
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>					
44. My teachers give me the opportunity to be creative at school	82.7%	72.0%	72.8%	73.2%	

CONTROL AND RELEVANCE FOR SCHOOL WORK

Items in the Control and Relevance for School Work domain examine students’ attitudes and beliefs towards education. Students instinctively gravitate toward acquiring knowledge if it is applicable to their immediate and present needs (Darling-Hammond et al., 2020). Table 4 shows the results of the nine items used to measure Control and Relevance for School Work. Grade 5 had the highest percent of agreement on all items in this domain when compared to grades 6 through 8. In general, items that asked students to evaluate the quality of their learning experience showed a downward trend across grade levels. Those items where students evaluated their own learning behaviors showed less of a decline across grade levels.

Table 4
Control and Relevance for Schoolwork

Control and Relevance for School Work Scale Items	2022-2023				Pattern Grades 5-8
	Grade 5	Grade 6	Grade 7	Grade 8	
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>					
12. The tests in my classes do a good job of measuring what I am able to do	85.3%	77.5%	73.9%	70.5%	
13. Most of what is important to know you can learn in school	80.1%	63.6%	59.0%	51.3%	
14. The grades in my classes do a good job of measuring what I am able to do	86.0%	73.2%	69.3%	64.4%	
15. What I am learning in my classes will be important in my future	79.1%	65.4%	61.8%	56.3%	
16. After finishing my schoolwork, I check it over to see if it is correct	76.7%	69.9%	69.2%	68.1%	
17. When I do schoolwork, I check to see whether I understand what I am doing	87.0%	82.8%	82.6%	84.0%	
18. Learning is fun because I get better at something	66.1%	50.3%	53.9%	53.2%	
19. When I do well in school, it is because I work hard	90.7%	86.4%	85.9%	83.6%	
20. I feel like I have a say about what happens to me at school	65.8%	55.8%	56.6%	53.9%	

PEER SUPPORT FOR LEARNING

Peer Support for Learning is a component that measures how students help each other. Students who have strong connections with their peers are more likely to be engaged at school, experience a stronger sense of belonging, and achieve higher student outcomes (Martinot et al., 2022). Table 5 shows the results of the six items used to measure Peer Support for Learning. The trend for percent agreement remained stable from elementary to middle school. Almost all responding students indicated they had friends in school. However, a lower agreement was seen when asked about how other students respect what they have to say.

Table 5
Peer Support for Learning

Peer Support for Learning Scale Items	2022-2023				Pattern Grades 5-8
	Grade 5	Grade 6	Grade 7	Grade 8	
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>					
21. Other students at school care about me	72.0%	71.4%	73.2%	73.4%	
22. Students at my school are there for me when I need them	72.4%	69.7%	70.5%	72.1%	
23. Other students here like me the way I am	74.8%	73.3%	75.9%	75.2%	
24. I enjoy talking to the students here	87.8%	84.7%	84.2%	80.9%	
25. Students here respect what I have to say	63.8%	63.4%	65.3%	66.2%	
26. I have some friends at school	96.9%	96.5%	96.6%	96.4%	

FUTURE ASPIRATIONS AND GOALS

Future Aspirations and Goals items explore students' beliefs about the role of education in shaping their future. Overall, the percentage of agreement for all items was high (Table 6). Almost all of the responding students in grades 5 through 8 agreed that they plan to continue their education after high school, with a slightly lower percentage agreeing that school is important for their future success.

Table 6
Future Aspiration and Goals

Future Aspirations and Goals Scale Items	2022-2023				Pattern Grades 5-8
	Grade 5	Grade 6	Grade 7	Grade 8	
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>					
27. I plan to continue my education following high school	95.7%	96.1%	95.7%	96.3%	
28. Going to school after high school is important	90.9%	90.8%	89.2%	86.7%	
29. School is important for achieving my future goals	90.5%	88.5%	88.7%	87.8%	
30. My education will create many future opportunities for me	93.0%	92.0%	92.2%	92.7%	
31. I am hopeful about my future	93.6%	91.2%	90.9%	91.0%	

CIVIC ENGAGEMENT

The Civic Engagement items measure the level of student engagement outside of the classroom. Service-learning behaviors can improve character values and responsible behavior when students invest time in extracurricular activities (Alscher et al., 2022). Table 7 shows the results of the seven items used to measure Civic Engagement. Items related to volunteering and community participation showed the greatest decline between grade 5 and middle school.

Table 7
Civic Engagement

Civic Engagement Scale Items	2022-2023				Pattern Grades 5-8
	Grade 5	Grade 6	Grade 7	Grade 8	
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>					
33. I believe I can make a difference in my community	76.6%	71.1%	73.4%	72.5%	
34. When I'm old enough, I plan to vote in most elections	76.4%	77.0%	79.7%	79.7%	
35. I care a great deal about who is elected to be our next president	70.8%	66.5%	64.5%	66.1%	
36. I pay attention to what's going on in the news	48.1%	47.2%	50.1%	50.9%	
37. I think politics and government are boring	52.5%	59.9%	61.1%	61.1%	
38. I participate in projects in my community	66.5%	55.4%	55.4%	50.0%	
39. I often volunteer my time to help others	75.5%	70.0%	68.1%	65.1%	

FAMILY SUPPORT AND LEARNING

Family Support and Learning explores students' views on the help they receive from their families and the impact it has on their learning. Table 8 shows the results from the four items in this domain. Almost all of the students across all grades believed they had consistent and strong family support.

Table 8
Family Support and Learning

Family Support and Learning Scale Items	2022-2023				Pattern Grades 5-8
	Grade 5	Grade 6	Grade 7	Grade 8	
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>					
40. My family/guardian(s) are there for me when I need them	94.9%	93.3%	94.1%	93.4%	
41. When I have problems at school, my family/guardian(s) are willing to help me	93.3%	93.0%	93.4%	93.5%	
42. When something good happens at school, my family/guardian(s) want to know about it	93.9%	92.4%	92.2%	92.1%	
43. My family/guardian(s) want me to keep trying when things are tough at school	97.1%	96.6%	97.0%	97.1%	

RESULTS ACROSS STUDENT GROUPS

This section of the report examines the survey results for various student groups in grades 5 through 8 categorized by gender, ethnicity, students with disabilities (SWD), English learners (EL), and academically or intellectually gifted students (AIG). In each domain, the item percent agreement for student groups was compared to the average for that item. Student groups that exceeded the overall item percent agreement average by 5% are shaded blue while those that were more than 5% below the overall average are shaded orange.

A few observations were apparent when considering differences among student groups. Asian students had a higher percentage of agreement than the average in the majority of items. In contrast, African-American students reported a lower percentage of agreement than average in about 25% of the items. Many of these are in the Teacher-Student Relationships and Peer Support for Learning domains. A higher percent agreement was noticeable in the Control and Relevance of Schoolwork domain for SWD and EL student groups. However, SWD reported lower levels of percent agreement in the Peer Support for Learning domain. Finally, no differences were observed between males and females across all survey domains.

For more information on how various student groups responded, please see Appendix B.



LIMITATIONS AND CONCLUSIONS

As noted previously, the research literature generally shows that students who are actively engaged in their schoolwork in and out of the classroom have better academic outcomes.

The current survey's findings provide valuable insights into students' views on school engagement. Furthermore, these findings can assist WCPSS stakeholders in addressing areas of weakness or concern. Within this report, key insights for 5th through 8th graders are outlined as follows:

- Trends indicate either a consistent percentage agreement across grades or a noticeable decline in students' responses to items in specific domains across grade levels. These trends emphasize the changing nature of school engagement perceptions at different grade levels.
- Three notable differences are evident across student groups among the various domains explored. In particular, African-American students responded less positively to items on Teacher-Student Relationships and Peer Support for Learning. SWD were also less positive about Peer Support for Learning. EL and SWD were more positive about Control and Relevance of Schoolwork. Lastly, Asian students rose across the board.
- Nonresponse bias is a concern for this report given the response rate decreases significantly as the enrolled grade increases. No inferences about high school students were made due to the low levels of participation. Participation rates indicated greater representation among student groups that typically perform well academically.

REFERENCES

- Alscher, P., Ludewig, U., & McElvany, N. (2022). Civic education, teaching quality and students' willingness to participate in political and civic life: Political interest and knowledge as mediators. *Journal of Youth and Adolescence*, 51(10), 1886–1900. <https://doi.org/10.1007/s10964-022-01639-9>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140. <https://doi.org/10.1080/10888691.2018.153779>
- Dillman, D. A. (1999). *Mail and internet surveys: The tailored design method* (2nd ed.). John Wiley & Sons.
- Fan, M., & Cai, W. (2022). How does a creative learning environment foster student creativity? An examination on multiple explanatory mechanisms. *Current Psychology*, 41(8), 4667–4676. <https://doi.org/10.1007/s12144-020-00974-z>
- Halstead, S., & Shropshire, K. (2023). Wake County Public School System student survey results. WCPSS Data, Research, and Accountability Department. <https://drive.google.com/file/d/1QpiXwFIFboBLTzwg6SlhJz2j7uakh1le/view?usp=sharing>
- Huang, H. (2018). How do students feel about their schools? WCPSS student survey results: 2017-18. WCPSS Data, Research, and Accountability Department. <https://webarchive.wcpss.net/results/reports/2018/1807student-survey2017-18.pdf>
- Li, W. (2023). On the role of creativity in the application-oriented university students' engagement and success. *Heliyon*, 9(6), e17374. <https://doi.org/10.1016/j.heliyon.2023.e17374>
- Martinot, D., Sicard, A., Gul, B., Yakimova, S., Taillandier-Schmitt, A., & Maintenant, C. (2022). Peers and teachers as the best source of social support for school engagement for both advantaged and priority education area students. *Frontiers in Psychology*, 13, Article 958286. <https://doi.org/10.3389/fpsyg.2022.958286>
- Xiao, M., Tian, Z., & Xu, W. (2023). Impact of teacher-student interaction on students' classroom well-being under the online education environment. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-11681-0>
- Wang, M.-T., & Hofkens, T. (2020). Beyond classroom academics: A school-wide and multi-contextual perspective on student engagement in school. *Adolescent Research Review*, 5(4), 419–433. <https://doi.org/10.1007/s40894-019-00115-z>
- Worley, J. T., Meter, D. J., Ramirez Hall, A., Nishina, A., & Medina, M. A. (2023). Prospective associations between peer support, academic competence, and anxiety in college students. *Social Psychology of Education*, 26(8), 1017–1035. <https://doi.org/10.1007/s11218-023-09781-3>

APPENDIX A

Table A-1
Response Rate

	Grades 5-8		
	Enrollment	Number Participating	Response Rate
Gender			
Female	23,705	12,755	53.8%
Male	25,243	12,963	51.4%
	Grades 5-8		
	Enrollment	Number Participating	Response Rate
Ethnicity			
American Indian	99	47	47.5%
Asian	6,096	3,699	60.7%
Hispanic	9,683	4,671	48.2%
Black	10,789	5,008	46.4%
White	20,304	11,215	55.2%
Multi-Racial	1,921	1,061	55.2%
Native Hawaiian/Pacific Islander	56	17	30.4%
	Enrollment	Number Participating	Response Rate
Gifted Status			
No	35,975	17,965	49.9%
Yes	12,973	7,753	59.8%
	Enrollment	Number Participating	Response Rate
English Learner Status			
No	43,584	23,269	53.4%
Yes	5,364	2,449	45.7%
	Enrollment	Number Participating	Response Rate
Special Education Status			
No	43,095	23,360	54.2%
Yes	5,853	2,358	40.3%
	Enrollment	Number Participating	Response Rate
Student Ability			
Number of EOGs Passed (Reading and Math)			
Proficient on Both	23,713	14,032	59.2%
Proficient on One	9,203	4,877	53.0%
Proficient on None	14,989	6,757	45.1%
Missing	1,043	52	5.0%

APPENDIX B

Table B-1

Percent Agreement by Student Ethnicity

Domain	Item	Asian	Hispanic	Black/African American	White
Teacher Student Relationship	1. Overall, adults at my school treat students fairly	87.8%	79.3%	70.2%	82.8%
	2. Adults at my school listen to the students	84.8%	74.3%	64.9%	78.5%
	3. At my school, teachers care about students	94.2%	87.6%	84.1%	90.0%
	4. My teachers are there for me when I need them	88.0%	80.9%	78.0%	83.2%
	5. The school rules are fair	76.7%	63.0%	52.2%	66.3%
	6. Overall, my teachers are honest and open with me	89.1%	79.9%	75.6%	83.2%
	7. I enjoy talking to the teachers here	85.3%	77.5%	71.5%	80.4%
	8. I feel safe at school	83.6%	73.1%	66.1%	77.2%
	9. Most teachers at my school are interested in me as a person, not just as a student	71.1%	62.7%	62.4%	67.0%
	Overall	84.5%	75.4%	69.4%	78.7%
Rigor Scale	10. My teachers give me challenging work	75.0%	82.3%	83.6%	81.8%
	11. I work hard to meet my teachers' expectations	93.5%	86.6%	85.3%	91.4%
	Overall	84.2%	84.5%	84.5%	86.6%
Control and Relevance of School Work	12. The tests in my classes do a good job of measuring what I am able to do	81.6%	78.6%	76.7%	76.7%
	13. Most of what is important to know you can learn in school	71.5%	69.7%	67.0%	60.7%
	14. The grades in my classes do a good job of measuring what I am able to do	78.7%	74.5%	73.6%	74.1%
	15. What I am learning in my classes will be important in my future	76.8%	68.9%	67.8%	62.9%
	16. After finishing my schoolwork, I check it over to see if it is correct	80.8%	70.2%	70.3%	69.5%
	17. When I do schoolwork, I check to see whether I understand what I am doing	88.3%	83.7%	82.9%	83.9%
	18. Learning is fun because I get better at something	69.5%	61.1%	56.8%	51.0%
	19. When I do well in school, it is because I work hard	88.8%	86.9%	87.4%	86.8%
	20. I feel like I have a say about what happens to me at school	65.5%	61.5%	59.8%	55.2%
	Overall	77.9%	72.8%	71.4%	68.9%
Peer Support for Learning	21. Other students at school care about me	77.7%	68.9%	64.5%	75.8%
	22. Students at my school are there for me when I need them	77.4%	68.9%	65.4%	73.0%
	23. Other students here like me the way I am	79.4%	73.6%	71.9%	75.3%
	24. I enjoy talking to the students here	89.3%	84.3%	80.0%	85.9%
	25. Students here respect what I have to say	73.9%	63.5%	57.1%	65.4%
	26. I have some friends at school	97.2%	96.0%	95.0%	97.4%
	Overall	82.5%	75.9%	72.3%	78.8%
Future Aspirations and Goals	27. I plan to continue my education following high school	98.3%	93.8%	95.0%	96.4%
	28. Going to school after high school is important	95.7%	86.4%	85.6%	90.7%
	29. School is important for achieving my future goals	94.1%	87.8%	88.1%	88.4%
	30. My education will create many future opportunities for me	96.3%	90.4%	92.0%	92.4%
	31. I am hopeful about my future	93.3%	89.7%	92.9%	92.0%
	Overall	95.5%	89.6%	90.7%	92.0%
Civic Engagement	33. I believe I can make a difference in my community	78.9%	67.4%	72.0%	75.3%
	34. When I'm old enough, I plan to vote in most elections	79.7%	66.0%	68.9%	86.1%
	35. I care a great deal about who is elected to be our next president	67.7%	63.3%	63.8%	70.6%
	36. I pay attention to what's going on in the news	54.0%	47.6%	47.3%	48.3%
	37. I think politics and government are boring	54.4%	56.7%	61.0%	58.5%
	38. I participate in projects in my community	65.1%	50.2%	51.3%	61.4%
	39. I often volunteer my time to help others	76.3%	69.0%	68.4%	69.8%
	Overall	68.0%	60.1%	61.9%	67.1%
Family Support and Learning	40. My family/guardian(s) are there for me when I need them	95.6%	91.8%	92.0%	95.1%
	41. When I have problems at school, my family/guardian(s) are willing to help me	94.7%	90.4%	90.9%	95.0%
	42. When something good happens at school, my family/guardian(s) want to know about it	93.3%	89.6%	91.1%	94.7%
	43. My family/guardian(s) want me to keep trying when things are tough at school	97.4%	95.6%	95.9%	97.8%
	Overall	95.3%	91.8%	92.4%	95.6%
Creativity	44. My teachers give me the opportunity to be creative at school	83.6%	77.2%	76.3%	72.8%

Note. Student groups that exceeded the overall item percent agreement average by 5% are shaded blue while those that were more than 5% below the overall average are shaded orange.

APPENDIX B

Table B-2

Percent Agreement by Student Category

Domain	Item	Female	Male	AIG	SWD	EL
Teacher Student Relationship	1. Overall, adults at my school treat students fairly	80.4%	80.1%	84.8%	78.1%	82.4%
	2. Adults at my school listen to the students	74.0%	77.5%	81.2%	72.5%	78.7%
	3. At my school, teachers care about students	88.7%	89.0%	92.6%	86.7%	88.3%
	4. My teachers are there for me when I need them	81.9%	82.9%	85.1%	82.7%	84.9%
	5. The school rules are fair	63.9%	64.7%	71.8%	61.0%	67.0%
	6. Overall, my teachers are honest and open with me	80.9%	82.8%	85.8%	78.9%	82.5%
	7. I enjoy talking to the teachers here	79.9%	77.6%	82.4%	78.0%	80.8%
	8. I feel safe at school	73.3%	76.8%	80.1%	73.3%	77.2%
	9. Most teachers at my school are interested in me as a person, not just as a student	66.6%	65.0%	69.5%	67.9%	67.1%
	Overall	76.6%	77.3%	81.5%	75.4%	78.8%
Rigor Scale	10. My teachers give me challenging work	82.6%	79.8%	75.2%	83.9%	80.0%
	11. I work hard to meet my teachers' expectations	92.0%	87.2%	92.2%	85.2%	86.8%
	Overall	87.3%	83.5%	83.7%	84.5%	83.4%
Control and Relevance of School Work	12. The tests in my classes do a good job of measuring what I am able to do	77.6%	77.8%	77.3%	77.8%	80.9%
	13. Most of what is important to know you can learn in school	66.2%	64.4%	59.3%	75.2%	80.7%
	14. The grades in my classes do a good job of measuring what I am able to do	76.2%	73.0%	76.3%	74.3%	77.6%
	15. What I am learning in my classes will be important in my future	69.2%	65.0%	66.7%	72.7%	78.8%
	16. After finishing my schoolwork, I check it over to see if it is correct	75.5%	67.6%	72.9%	69.6%	74.4%
	17. When I do schoolwork, I check to see whether I understand what I am doing	85.3%	83.4%	85.7%	81.5%	85.8%
	18. Learning is fun because I get better at something	57.8%	55.6%	57.6%	62.5%	71.9%
	19. When I do well in school, it is because I work hard	89.3%	84.9%	85.8%	84.8%	88.7%
	20. I feel like I have a say about what happens to me at school	60.0%	57.5%	55.9%	62.8%	66.5%
	Overall	73.0%	69.9%	70.8%	73.4%	78.4%
Peer Support for Learning	21. Other students at school care about me	72.3%	72.5%	79.6%	63.4%	65.8%
	22. Students at my school are there for me when I need them	71.8%	70.7%	76.8%	65.4%	68.3%
	23. Other students here like me the way I am	72.8%	76.7%	78.5%	68.4%	71.9%
	24. I enjoy talking to the students here	82.7%	86.9%	88.3%	81.8%	85.6%
	25. Students here respect what I have to say	62.1%	67.0%	69.9%	59.4%	66.8%
	26. I have some friends at school	97.1%	96.1%	97.9%	92.2%	95.0%
	Overall	76.5%	78.3%	81.8%	71.8%	75.5%
Future Aspirations and Goals	27. I plan to continue my education following high school	97.2%	94.6%	97.8%	91.7%	92.9%
	28. Going to school after high school is important	91.1%	88.2%	93.6%	84.6%	88.0%
	29. School is important for achieving my future goals	91.9%	86.2%	91.7%	85.9%	89.1%
	30. My education will create many future opportunities for me	94.6%	90.3%	94.9%	89.0%	91.2%
	31. I am hopeful about my future	91.4%	92.3%	92.9%	89.8%	91.3%
	Overall	93.2%	90.3%	94.2%	88.1%	90.4%
Civic Engagement	33. I believe I can make a difference in my community	74.2%	73.2%	78.7%	73.9%	71.2%
	34. When I'm old enough, I plan to vote in most elections	78.6%	77.2%	87.5%	69.8%	64.9%
	35. I care a great deal about who is elected to be our next president	68.0%	66.8%	71.3%	68.4%	66.9%
	36. I pay attention to what's going on in the news	48.3%	49.4%	50.8%	53.0%	51.5%
	37. I think politics and government are boring	58.2%	57.9%	55.3%	56.6%	48.2%
	38. I participate in projects in my community	60.2%	55.5%	61.2%	62.0%	56.6%
	39. I often volunteer my time to help others	73.1%	67.6%	70.3%	71.5%	75.2%
Overall	65.8%	64.0%	67.9%	65.0%	62.1%	
Family Support and Learning	40. My family/guardian(s) are there for me when I need them	92.4%	95.6%	95.7%	90.0%	92.4%
	41. When I have problems at school, my family/guardian(s) are willing to help me	92.6%	93.9%	95.7%	89.4%	90.0%
	42. When something good happens at school, my family/guardian(s) want to know about it	93.0%	92.6%	95.2%	89.2%	89.2%
	43. My family/guardian(s) want me to keep trying when things are tough at school	97.3%	96.6%	98.3%	93.7%	94.7%
Overall	93.8%	94.6%	96.2%	90.5%	91.6%	
Creativity	44. My teachers give me the opportunity to be creative at school	77.7%	74.0%	76.3%	76.4%	81.9%

Note. Student groups that exceeded the overall item percent agreement average by 5% are shaded blue while those that were more than 5% below the overall average are shaded orange.



**Serena Halstead, EdD and
Kevin Shropshire, PhD**

Data, Research, and Accountability Department
Wake County Public School System
Cary, North Carolina



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

Data, Research, and Accountability