

How Do Students Feel About Their Schools?



WCPSS Student Survey Results: 2016-17



WCPSS Student Survey Results, 2016-17

Abstract

The WCPSS Student Survey is administered each year to measure students' perceptions about their learning experiences. Over 28,000 students in grades 5, 8, and 9 responded to the 50-item survey in the spring of 2017. Results by grade were very similar to 2016 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.

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Author

Haigen Huang, Ph.D.
Data, Research, and Accountability Department
Wake County Public School System
Cary, North Carolina

March 2018 | DRA Report No. 18.02

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 could 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 2017, students in grades 5, 8, and 9 were administered a 50-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 2017, 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 and seven items measuring civic engagement were included in the survey. The overall response rate to the survey was 75%, slightly lower than the previous years' rate of 80%.

Responses to the first 42 survey items were based on a 4-point scale ranging from "strongly agree" to "strongly disagree." Items 43 through 50 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 50-question survey contained items measuring a total of eight 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
- Duckworth Grit Scale

A total of 28,479 students responded to the survey. The response rates for the 2016-17 WCPSS Student Survey are displayed in Table 1. Response rates were the highest for 5th grade students (91.1%) and the lowest for 9th grade students (55.4%), with an overall response rate of 74.5%. Respondents included students from 176 WCPSS schools.

Table 1
2016-17 WCPSS Student Survey Response Rate by Grade Level

Grade	Number of Students by Grade Level	Number of Participating Students	Response Rate
5 th	12,827	11,687	91.1%
8 th	12,346	9,566	77.5%
9 th	13,051	7,226	55.4%
Total	38,224	28,479	74.5%

Results

Overall Survey Results

Similarity across survey years. The 2016-17 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. Over 88% of students reported that they work hard to meet their teachers’ expectations. Results from the 2016-17 student survey are largely consistent with results from the previous years’ survey.

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

- *Teacher-Student Relationships:* the responses were not noticeably different from 2014-15 to 2015-16 in the percentages of 8th and 9th grade students who believed their teachers are interested in them as people — not just as students (Q9); but there was a slight decrease in agreement with the same item from 2015-16 to 2016-17 for 8th graders.
- *Control and Relevance of School Work:* the percentages of 8th and 9th grade students who believed the grades in their classes do a good job of measuring what they are able to do (Q14) were not noticeably different from 2014-15 to 2015-16. And there was a slight decrease with the same item from 2015-16 to 2016-17 for both 8th and 9th graders.

- Civic Engagement*: a large increase from 2014-15 to 2015-16 but not a noticeable decrease in agreement from 2015-16 to 2016-17 in the percentage of all students caring about who is elected as our next president (Q34), and a large decrease in the percentages who think politics and government are boring (Q36) after 2014-15.

Two domains—teacher-student relationships and control and relevance of school work—had the largest differences in agreement by grade level (see Figure 1). 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 85.9% in 5th grade to 57.8% in 8th and 51.3% in 9th grade during 2016-17. Again all three years of survey data showed the same trend—students in 8th and 9th grade had lower rates of agreement than 5th graders.

Figure 1
Agreement with Student Engagement, Two out of the Eight Domains by Grade, 2014-15 to 2016-17



By Survey Domain

Student survey results are summarized for each of the eight 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 consisted of nine items measuring students’ perceptions of their teachers and school. Overall, students’ responses indicated stronger teacher-student relationships in 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 over 20 percentage points between 5th grade and 8th grade. There were no large differences in results compared to the previous year’s survey. Table 2 presents the responses of students across grades.

Table 2
Responses to Teacher-Student Relationships Items, 2014-15 to 2016-17

Question	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2015	2016	2017	2015	2016	2017	2015	2016	2017	
1	Overall, adults at my school treat students fairly.	88.5	88.2	86.7	76.5	75.5	72.1	80.8	80.8	79.8
2	Adults at my school listen to the students.	86.4	85.3	83.8	67.3	67.8	65.3	70.9	72.2	71.0
3	At my school, teachers care about students.	95.2	95.0	94.0	82.4	83.5	82.2	82.1	83.5	83.1
4	My teachers are there for me when I need them.	89.5	88.5	87.5	77.0	78.1	77.1	78.9	80.1	79.7
5	The school rules are fair.	82.2	82.4	79.4	59.7	58.5	56.8	64.8	63.7	65.4
6	Overall, my teachers are honest and open with me.	88.4	88.3	85.8	78.0	77.3	75.6	78.2	78.5	78.5
7	I enjoy talking to the teachers here.	85.7	85.4	84.2	70.1	71.7	69.7	71.2	73.3	74.0
8	I feel safe at school.	88.5	88.1	86.2	79.8	77.6	78.1	76.0	74.3	77.6
9	Most teachers at my school are interested in me as a person, not just as a student.	77.3	76.8	75.1	56.3	58.4	55.5	54.8	57.9	57.3

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 consisted 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 majority of students agreed with both items in this domain, and there was very little difference from the previous years’ results.

Table 3
Responses to Rigor Scale Items, 2014-15 to 2016-17

Question	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2015	2016	2017	2015	2016	2017	2015	2016	2017	
10	My teachers give me challenging work.	79.6	80.8	79.5	86.5	86.0	84.8	87.8	87.0	86.5
11	I work hard to meet my teachers’ expectations.	96.1	95.7	94.7	89.6	89.1	88.0	89.3	88.6	89.1

Control and Relevance of School Work

Students are more likely to be interested in learning when they feel schoolwork is relevant to themselves and future (Assor, Kaplan, & Roth, 2002). The Control and Relevance of School Work domain consisted of nine items measuring students’ perceptions of how well their 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 was Question 20: “I feel like I have a say about what happens to me at school.”

Table 4
Responses to Control and Relevance of School Work Items, 2014-15 to 2016-17

Question	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2015	2016	2017	2015	2016	2017	2015	2016	2017	
12	The tests in my classes do a good job of measuring what I am able to do.	87.8	88.2	86.4	71.4	72.0	69.4	62.1	66.5	64.4
13	Most of what is important to know you can learn in school.	88.8	87.9	85.9	65.7	62.9	57.8	52.4	54.7	51.3
14	The grades in my classes do a good job of measuring what I am able to do.	87.3	88.1	86.1	66.3	68.4	63.0	57.5	62.2	59.8
15	What I am learning in my classes will be important in my future.	92.0	91.9	90.4	68.7	66.5	63.5	59.8	60.9	60.6
16	After finishing my schoolwork, I check it over to see if it is correct.	81.1	81.5	78.3	62.9	62.8	59.3	61.0	62.7	63.1
17	When I do schoolwork, I check to see whether I understand what I am doing.	92.0	92.4	90.2	86.8	86.4	85.0	85.9	86.4	86.5
18	Learning is fun because I get better at something.	76.9	77.4	75.4	61.6	60.2	56.7	62.0	63.2	62.3
19	When I do well in school, it is because I work hard.	95.2	94.9	93.7	88.7	87.2	86.5	86.5	87.7	87.1
20	I feel like I have a say about what happens to me at school.	70.1	70.8	66.9	54.4	55.1	51.1	52.6	56.8	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 consisted of six items about students’ relationships with their peers. In contrast to some other domains, there were very few differences in the degree 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.

Table 5
Responses to Peer Support for Learning Items, 2014-15 to 2016-17

Question	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2015	2016	2017	2015	2016	2017	2015	2016	2017	
21	Other students at school care about me.	78.7	77.4	76.3	76.0	75.7	75.4	73.1	73.8	74.6
22	Students at my school are there for me when I need them.	80.2	79.1	77.5	75.2	75.3	74.5	73.0	73.3	75.2
23	Other students here like me the way I am.	83.2	82.7	80.5	81.3	80.0	78.5	80.7	81.1	81.9
24	I enjoy talking to the students here.	92.8	92.3	90.9	84.3	84.1	82.5	82.2	81.9	82.1
25	Students here respect what I have to say.	73.9	72.3	69.0	68.5	68.8	65.5	70.1	69.9	70.7
26	I have some friends at school.	97.3	96.9	96.6	96.2	95.9	95.6	95.2	95.0	94.7

Future Aspirations and Goals

When students have aspirations and goals they tend to have stronger motivations to learn (Watt & Richardson, 2008). The Future Aspirations and Goals domain consisted of five items about students' future plans and their beliefs in the importance of education. Similar to the previous years' results, over 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 and 8th grade and 96% for 9th grade students. As with survey results of previous years, almost all students were hopeful about their future.

Table 6
Responses to Future Aspirations and Goals Items, 2014-15 to 2016-17

Question	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2015	2016	2017	2015	2016	2017	2015	2016	2017	
27	I plan to continue my education following high school.	98.3	98.4	97.9	98.0	98.2	97.5	96.8	96.7	96.3
28	Going to school after high school is important.	97.7	97.3	96.9	96.2	96.1	94.5	94.9	94.0	92.9
29	School is important for achieving my future goals.	97.1	96.9	96.0	95.7	95.2	93.7	94.7	94.4	93.4
30	My education will create many future opportunities for me.	97.3	97.5	96.7	96.8	96.4	95.6	95.8	96.1	95.3
31	I am hopeful about my future.	97.9	97.6	96.8	96.3	95.5	93.9	94.7	94.8	94.1

Civic Engagement

One of the purposes of education is to prepare civically engaged citizens (Galston, 2007). The Civic Engagement domain consisted of seven items measuring students’ interest in civic issues. The percentage of students who indicated that they “care about who is elected to be our next president” increased by five to 10 percentage points from 2014-15 to 2015-16 and declined by a similar number for the item about politics and government being boring. An item (Question 38) about volunteering found approximately three-fourths of 5th grade students and two-thirds of 8th and 9th grade students in 2016-17 “often volunteer to help others.”

Table 7
Responses to Civic Engagement Items, 2014-15 to 2016-17

Question	Percent Agreement									
	Grade 5			Grade 8			Grade 9			
	2015	2016	2017	2015	2016	2017	2015	2016	2017	
32	I believe I can make a difference in my community.	89.2	89.3	87.4	86.5	85.6	82.2	84.8	85.2	83.8
33	When I am old enough, I plan to vote in most elections.	83.3	84.5	82.0	82.7	84.9	86.3	82.1	83.7	86.5
34	I care a great deal about who is elected to be our next president.	81.1	87.4	83.1	74.3	84.1	82.9	73.8	83.3	83.8
35	I pay attention to what is going on in the news.	68.0	68.7	64.6	67.4	70.1	68.9	68.0	71.3	72.3
36	I think politics and government are boring.	46.9	39.8	41.9	61.0	52.6	48.6	60.9	54.6	51.1
37	I participate in projects in my community.	73.5	73.2	72.1	55.3	55.2	53.6	57.2	56.9	56.2
38	I often volunteer my time to help others.		78.5	76.6		65.8	63.3		67.7	66.7

Note: Question 38 was new to the survey starting in 2015-16.

Family Support and Learning

Students depend on family support to learn and make transitions to adulthood. Numerous studies suggest family involvement in children’s education can make a big difference (Jeynes, 2003; Wilder, 2014). The Family Support and Learning domain consisted of four items measuring students’ perceptions of their family’s support. Over 90% of survey respondents in each of the three grades agreed that their family/guardian(s) are reliable and supportive when it comes to school. There were no large differences in rates of agreement among the grades or across the three survey years.

Table 8
Responses to Family Support and Learning Items, 2014-15 to 2016-17

Question	Percent Agreement								
	Grade 5			Grade 8			Grade 9		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
39	My family/guardian(s) are there for me when I need them.								
	96.8	96.7	96.4	94.0	93.9	94.0	93.2	93.4	93.5
40	When I have problems at school, my family/guardian(s) are willing to help me.								
	95.6	95.7	95.3	93.0	93.8	93.7	92.8	93.2	93.4
41	When something good happens at school, my family/guardian(s) want to know about it.								
	95.3	95.5	94.7	92.0	92.0	91.3	91.3	92.1	92.2
42	My family/guardian(s) want me to keep trying when things are tough at school.								
	97.8	98.0	97.9	97.2	97.3	97.2	97.0	97.1	97.1

Duckworth Grit Scale

The Duckworth Grit Scale domain consisted of eight items measuring students’ perceptions of their propensity to work hard, focus, and avoid distraction (Duckworth, Peterson, Matthews, & Kelly, 2007). Responses of “very much like me” and “mostly like me” were combined into one category, and responses of “somewhat like me,” “not much like me,” and “not at all like me” were combined into another to more easily interpret the responses of students. 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 46) and diligent (Question 50), although the percentage of 5th grade students who agreed with these statements was about 10 percentage points higher than students in the two other grades.

Table 9
Responses to Duckworth Grit Scale Items, 2014-15 to 2016-17

Question	Percent Responding Very much like me or Mostly like me								
	Grade 5			Grade 8			Grade 9		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
43	New ideas and projects sometimes distract me from previous ones.								
	34.9	35.7	34.7	40.8	40.8	42.8	42.1	43.7	43.3
44	Setbacks (delays and obstacles) do not discourage me. I bounce back from disappointments faster than most people.								
	52.7	54.8	53.6	48.3	48.9	48.0	48.4	48.6	48.1
45	I have been obsessed with a certain idea or project for a short time but later lost interest.								
	35.0	35.1	35.9	35.9	36.4	37.0	36.0	36.2	35.9
46	I am a hard worker.								
	85.4	85.5	83.9	74.3	73.2	72.3	73.1	75.2	73.9
47	I often set a goal but later choose to pursue (follow) a different one.								
	43.4	41.2	42.1	40.2	40.6	37.0	37.8	37.3	33.8
48	I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.								
	34.2	34.3	33.3	44.0	44.3	44.2	44.7	44.4	43.4
49	I finish whatever I begin.								
	71.6	70.9	69.7	62.1	61.9	60.1	61.6	62.6	61.5
50	I am diligent (hard working and careful).								
	82.5	82.8	80.8	72.8	72.8	71.0	72.7	73.6	73.4

Conclusion

Moving forward, two major implications 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, control and relevance of school work, and peer support much more favorably than 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 (Davis Drive MS on all three domains, Heritage MS on peer support, and Mills Park MS on teacher-student relationships and peer support) and high schools (Apex Friendship HS, Green Hope HS, and Panther Creek on teacher-student relationships and peer support) agreed on the aforementioned domains at rates comparable to those of elementary students. Additionally, students from Joyner Elementary ranked in the top three for seven out of the eight survey domains (except the *Rigor Scale*). 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, see the importance of education, and are hopeful about their future. While strong family support for learning is indispensable to student aspirations, positive learning experiences in WCPSS might be also a contributing factor in these positive perceptions. About 95% of nearly 30,000 students in each year strongly agreeing on 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 the students' strong aspirations and high hopes for their future.

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Appendix

2016-17 WCPSS Student Survey

Welcome to the 2015-16 WCPSS Student Survey. Answer the questions as best you can. If you have any problems, please ask your teacher.

There are 50 questions in this survey. **Student ID #** _____

1. Overall, adults at my school treat students fairly.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

5. The school rules are fair.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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

Continued from previous page

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	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

36. I think politics and government are boring.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

37. I participate in projects in my community.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

38. I often volunteer my time to help others.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

39. My family/guardian(s) 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"/>	

40. When I have problems at school, my family/guardian(s) are willing to help me.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

41. When something good happens at school, my family/guardian(s) want to know about it.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

42. My family/guardian(s) want me to keep trying when things are tough at school.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Continued

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

Continued from previous page

43. 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"/>

44. 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"/>

45. 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"/>

46. 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"/>

47. 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"/>

48. 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"/>

49. 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"/>

50. 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"/>