

My Voice™

Survey

Student Report

Your Middle School

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INTRODUCTION

The Role of Student Aspirations in Today's Schools

When students have high aspirations, *they have the ability to dream about the future and take steps in the present to reach those goals*. Whether their goal is to learn algebra or a trade, get good grades or go to college, today's students want to be successful. Too often, however, students can't reach their future goals and dreams because the conditions around them are not supportive. As a result, their aspirations flounder and achievement wanes.

In order for students to have and sustain high aspirations, the conditions that enable them to reach their goals must be in place. These conditions are known as the **8 Conditions that Make a Difference®** and are a critical, often overlooked part of education and school improvement initiatives.

The *8 Conditions that Make a Difference* in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*.

All members of the school community can foster the 8 Conditions, making a positive difference in the lives of today's students by supporting the goals those students set and strive to reach.

The My Voice Student Aspirations Survey

The My Voice Student Aspirations Survey assesses student aspirations by asking students questions based on each of the 8 Conditions. By asking students how they perceive their school environment, *My Voice* provides educators with a powerful tool for understanding both what motivates and inspires students to achieve, and how well students believe their school is meeting those objectives.

Measuring Student Aspirations in Your School

This report provides information that can help guide your school system in its ongoing efforts to elevate student aspirations, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the *My Voice* survey is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be gleaned from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, and students. In conjunction with other information about your school, community, and students, *My Voice* is a powerful tool for initiating innovative, meaningful, school change.

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HOW TO USE THIS REPORT

The *My Voice* survey report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of students*. The purpose of this report is to provide a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

Demographics

- ✓ First, gain an overall picture of your students by looking closely at the demographic section of the report. Refresh your understanding of who your students are, their backgrounds, and how they spend their time.

The 8 Conditions

- ✓ Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that each condition can be explored individually.
- ✓ Look for connections among the results that warrant deeper discussion. For example, did a high percentage of students say they enjoy learning new things, while a high percentage also said school is boring? How might these two findings be related?
- ✓ Note areas of strength, and celebrate!
- ✓ Note areas of concern, and take steps to understand and make improvements.

Parents

- ✓ These questions reveal the *students' perceptions* of how their parents view their child's education. Such perceptions do not necessarily reflect what parents actually think, but rather provide important information about what students believe about their parents. These results can be used to begin conversations with parents, and between parents and their children, about what school means to them.

Keep in Mind

- ✓ Working with the results is a process, not an event;
- ✓ Critical analysis is much more time consuming than taking the survey itself;
- ✓ Comparisons within your own school (e.g., by grade level, gender, etc.) are often instructive;
- ✓ Ongoing conversations among colleagues *and students* provide the best way to gain a deeper understanding of the data;
- ✓ Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth;
- ✓ The purpose of this entire effort is to improve the teaching and learning environment in your school.

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DEMOGRAPHICS

The student demographic data are presented both as counts and as percentages.¹

Age of Students			Students Planning on Going to College			Participants in Cocurricular Activities		
Age	Count	Percent	College	Count	Percent	Cocurricular	Count	% of Students
9	0	0.0	Yes	297	92.8	Music	59	17.9
10	0	0.0	No	5	1.6	Theater	28	8.5
11	22	6.8	Undecided	18	5.6	Sports	202	61.2
12	102	31.6	TOTAL	320	100.0	Academic Clubs	40	12.1
13	100	31.0	Grade of Students			Student Council	21	6.4
14	79	24.5	Grade	Count	Percent	Other	59	17.9
15	19	5.9	6	121	37.5	Not Involved	71	21.5
16	1	0.3	7	98	30.3	TOTAL	480	
17	0	0.0	8	104	32.2	Racial Heritage of Students		
18	0	0.0	TOTAL	323	100.0	Racial Heritage	Count	Percent
19	0	0.0				White	212	65.8
20	0	0.0				Black/Afr. Amer.	69	21.4
TOTAL	323	100.0				Hispanic/Latino	4	1.2
Gender of Students						Asian	7	2.2
Gender	Count	Percent	Native Hawaiian	2	0.6			
Male	166	51.6	Am.In./Alsk.Nat.	1	0.3			
Female	156	48.4	OthPaclslander	0	0.0			
TOTAL	322	100.0	Other ²	27	8.4			
						TOTAL	322	100.0

¹Counts between tables may differ due to missing data. Actual tabulations of percentages may not total one hundred due to rounding and missing data.

²Other category includes students that selected more than one option for racial heritage.

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THE 8 CONDITIONS THAT MAKE A DIFFERENCE

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions provide an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: there is nothing more important than motivating students to learn. The identified 8 Conditions may not represent an exhaustive list, but each is essential if we are to have ambitious, inspired, and goal-directed students. All schools must aim to create and cultivate these conditions in the lives of their students.

“Aspirations is the ability to dream about the future, while being inspired in the present to reach those dreams.”

-Dr. Russell J. Quaglia

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Belonging

The Condition of **Belonging** means that a student is a valued member of a community, while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is a necessary condition for a student's feeling of well-being, social engagement, and competence. The condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. As a teacher, you have the opportunity to establish a culture of Belonging in your classroom, one that promotes your students' sense of well-being, connection, and self-belief.

Survey Statements	Total in Agreement	Gender		Grade		
		Male	Female	6	7	8
School is a welcoming and friendly place.	67.6%	64.5%	71.2%	85.1%	63.3%	51.0%
I feel accepted for who I am at school.	77.0%	74.4%	80.4%	84.9%	72.4%	72.3%
I have difficulty fitting in at school.	15.2%	14.2%	16.1%	17.1%	13.3%	14.6%
Teachers care about my problems and feelings.	64.7%	60.4%	68.4%	79.7%	64.9%	46.2%
I am proud of my school.	59.4%	55.9%	63.0%	78.6%	60.4%	35.9%
I feel comfortable going to the cafeteria for lunch.	79.3%	77.9%	80.6%	81.4%	78.6%	76.7%
I think bullying is a problem at my school.	47.8%	46.3%	49.7%	56.8%	49.0%	36.3%

Heroes

Heroes are the everyday people—teachers, friends, family—in a student’s life who inspire them to excel and to make positive changes in attitude and lifestyles. Heroes are those a student can connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. As a teacher, you can be a hero to your students. They can look up to you as someone to learn from and communicate with about many things. Building relationships with your students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

Survey Statements	Total in Agreement	Gender		Grade		
		Male	Female	6	7	8
Students respect teachers.	41.6%	42.9%	40.6%	61.3%	30.9%	29.1%
I have a teacher who is a positive role model for me.	72.2%	69.3%	75.6%	80.2%	75.5%	59.6%
Teachers care about me as an individual.	57.4%	52.1%	62.2%	61.2%	63.3%	45.6%
Teachers care if I am absent from school.	51.1%	49.1%	53.5%	70.3%	52.0%	28.2%
If I have a problem, I have a teacher with whom I can talk.	63.8%	55.8%	71.6%	70.3%	68.4%	51.5%
Teachers respect students.	58.8%	55.8%	61.3%	71.2%	61.2%	40.8%
Students respect each other.	37.3%	34.4%	41.1%	49.1%	25.8%	35.3%

Sense of Accomplishment

The condition of **Sense of Accomplishment** recognizes effort, perseverance, and citizenship as signs of a student’s success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is “best in the class.” Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. As a teacher, you have the opportunity to celebrate your students’ accomplishments in visible ways. Taking time to recognize and support your students’ efforts will result in students who are motivated to persevere through difficult tasks and to create a healthy classroom environment through hard work and dedication.

Survey Statements	Total in Agreement	Gender		Grade		
		Male	Female	6	7	8
Tests are an important part of my education.	85.0%	82.0%	89.0%	91.7%	84.5%	78.0%
Teachers recognize students who are kind and helpful.	66.9%	68.1%	65.8%	81.7%	64.3%	51.9%
I have never been recognized for something positive at school.	21.5%	22.4%	18.6%	19.0%	15.3%	28.2%
I give up when schoolwork is difficult.	12.2%	13.1%	9.1%	5.1%	11.6%	18.4%
Teachers recognize me when I try my best.	58.8%	55.6%	61.6%	68.7%	61.1%	44.2%
I put forth my best effort at school.	80.2%	75.5%	85.8%	88.1%	81.6%	69.9%
Getting good grades is important to me.	91.7%	87.2%	97.4%	96.6%	87.8%	90.4%

Fun & Excitement

The condition of **Fun & Excitement** is characterized by students being inspired. They are actively engaged and emotionally involved in their school work. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. After the first three conditions—Belonging, Heroes, and Sense of Accomplishment—are established, you can motivate your students through a fun and exciting classroom environment.

Survey Statements	Total in Agreement	Gender		Grade		
		Male	Female	6	7	8
I enjoy being at school.	57.2%	46.4%	67.9%	68.6%	59.2%	41.3%
Teachers enjoy working with students.	62.3%	58.4%	66.7%	80.7%	59.2%	43.7%
Teachers make school an exciting place to learn.	45.3%	39.8%	50.6%	59.5%	45.9%	26.9%
School is boring.	44.7%	50.9%	37.3%	27.4%	39.6%	68.6%
I enjoy participating in my classes.	61.7%	56.1%	67.7%	75.4%	64.3%	43.3%
Teachers have fun at school.	49.5%	47.2%	51.6%	53.8%	62.2%	32.4%
Learning can be fun.	68.5%	62.8%	74.8%	74.6%	72.4%	57.7%

Curiosity & Creativity

The condition of **Curiosity & Creativity** is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers students to ask “Why?” while creativity gives them the initiative to ask “Why not?” The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Therefore, as a teacher you must pay careful attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

Survey Statements	Total in Agreement	Gender		Grade		
		Male	Female	6	7	8
I feel comfortable asking questions in class.	67.8%	64.8%	71.8%	72.7%	69.4%	61.2%
My teachers present lessons in different ways.	78.2%	73.2%	82.7%	90.8%	82.7%	58.3%
At school I am encouraged to be creative.	61.4%	57.0%	66.2%	78.3%	59.8%	42.7%
My classes help me understand what is happening in my everyday life.	51.9%	52.8%	50.6%	57.6%	63.3%	33.3%
I enjoy learning new things.	79.4%	74.1%	85.7%	84.5%	80.6%	72.8%
I learn new things that are interesting to me at school.	74.1%	68.9%	80.0%	84.7%	79.4%	56.9%
What I learn in school will benefit my future.	89.4%	88.2%	90.9%	94.8%	87.6%	85.4%

Spirit of Adventure

The **Spirit of Adventure** is characterized by a student’s ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. As a teacher you can encourage and support your students’ Spirit of Adventure by urging them to explore new things. By creating an atmosphere that allows for healthy decision making and healthy risk taking, students become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Survey Statements	Total in Agreement	Gender		Grade		
		Male	Female	6	7	8
I am afraid my friends won’t like me if I do well in school.	4.3%	3.7%	5.2%	5.8%	3.1%	4.0%
I push myself to do better academically.	86.5%	83.6%	90.3%	89.2%	84.5%	85.6%
Students are supportive of each other.	45.4%	43.9%	47.1%	57.1%	36.1%	40.4%
I am afraid to try something if I think I may fail.	30.9%	25.0%	36.6%	36.2%	15.6%	38.2%
Teachers help me learn from my mistakes.	64.0%	63.2%	65.2%	79.7%	62.2%	47.6%
Teachers think I can be successful.	77.5%	75.3%	79.9%	80.3%	82.7%	68.6%
I am excited to tell my friends when I get good grades.	70.5%	65.8%	75.8%	82.9%	63.5%	62.7%

Leadership & Responsibility

The condition of **Leadership & Responsibility** means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this condition teach and expect their students to be good decision makers. They provide legitimate decision-making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

Survey Statements	Total in Agreement	Gender		Grade		
		Male	Female	6	7	8
Student council represents all students at school.	39.4%	38.6%	39.0%	50.0%	36.1%	27.9%
I see myself as a leader.	69.1%	64.4%	73.7%	70.0%	74.5%	62.7%
Other students see me as a leader.	39.1%	41.6%	37.8%	37.2%	38.8%	43.3%
Teachers encourage students to make decisions.	73.3%	69.1%	78.1%	86.4%	76.3%	55.3%
I think about others' feelings when I make decisions.	72.2%	67.1%	78.1%	78.0%	65.3%	72.1%
I am a good decision maker.	69.1%	69.5%	70.3%	69.5%	73.5%	66.3%
I know the goals my school is working on this year.	50.7%	50.0%	51.7%	62.3%	56.8%	32.0%

Confidence to Take Action

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what we strive for; all other conditions must be established and supported for students to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

Survey Statements	Total in Agreement	Gender		Grade		
		Male	Female	6	7	8
I believe I can be successful.	93.5%	90.9%	96.8%	95.8%	93.9%	91.2%
I believe I can make a difference in this world.	75.5%	74.1%	77.4%	78.5%	77.3%	70.2%
Teachers expect me to be successful.	78.4%	76.8%	80.0%	86.7%	77.6%	68.6%
Going to college is important for my future.	94.4%	92.0%	97.4%	95.8%	93.9%	94.2%
I work hard to reach my goals.	90.0%	87.7%	92.9%	89.8%	94.8%	86.4%
I am excited about my future.	89.0%	87.6%	92.2%	92.2%	90.8%	85.1%
I think it is important to set high goals.	90.4%	87.1%	94.2%	92.3%	93.9%	85.6%
School is preparing me well for my future.	81.1%	77.6%	84.9%	88.6%	83.3%	69.7%

The Role of the Parents

Research indicates that students consider parents to be among the most influential persons in their lives. A reminder: These questions measure students' perceptions about their parents' involvement; they are not measures of parents' actual involvement. This information is helpful because it lets us see *the reality of the way students view their parents' role*.

Survey Statements	Total in Agreement	Gender		Grade		
		Male	Female	6	7	8
My parents care about my education.	97.2%	95.2%	99.4%	97.5%	99.0%	95.1%
My parents like my school.	66.7%	64.6%	68.4%	84.9%	68.0%	43.3%
My parents think going to college is important.	95.4%	93.4%	97.4%	97.5%	93.9%	94.2%
My parents feel comfortable talking to my teachers.	71.3%	66.0%	76.0%	76.1%	75.3%	61.2%
Teachers let my parents know what I do well.	50.0%	48.8%	51.0%	60.2%	51.0%	36.5%
I would like my parents to attend more school events.	40.8%	36.2%	46.4%	57.8%	38.8%	24.3%

*Addendum**All Statements and Responses by Percentages*

#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7	Belonging	School is a welcoming and friendly place.	67.6%	19.0%	48.6%	15.0%	10.1%	7.3%
16	Belonging	I feel accepted for who I am at school.	77.0%	41.0%	36.0%	9.9%	7.5%	5.6%
25	Belonging	I have difficulty fitting in at school.	15.2%	5.9%	9.3%	11.5%	27.6%	45.7%
34	Belonging	Teachers care about my problems and feelings.	64.7%	30.0%	34.7%	16.7%	7.4%	11.1%
43	Belonging	I am proud of my school.	59.4%	28.1%	31.3%	19.4%	9.1%	12.2%
52	Belonging	I feel comfortable going to the cafeteria for lunch.	79.3%	51.4%	27.9%	10.8%	3.4%	6.5%
62	Belonging	I think bullying is a problem at my school.	47.8%	28.0%	19.9%	21.4%	16.1%	14.6%
8	Heroes	Students respect teachers.	41.6%	9.0%	32.6%	29.2%	19.3%	9.9%
17	Heroes	I have a teacher who is a positive role model for me.	72.2%	44.3%	27.8%	12.5%	5.8%	9.5%
26	Heroes	Teachers care about me as an individual.	57.4%	26.7%	30.7%	23.9%	7.1%	11.7%
35	Heroes	Teachers care if I am absent from school.	51.1%	20.4%	30.7%	24.5%	13.6%	10.8%
44	Heroes	If I have a problem, I have a teacher with whom I can talk.	63.8%	39.0%	24.8%	13.9%	9.0%	13.3%
53	Heroes	Teachers respect students.	58.8%	27.9%	31.0%	16.4%	6.8%	18.0%
63	Heroes	Students respect each other.	37.3%	11.3%	26.0%	26.3%	18.8%	17.6%
9	Sense of Accomplishment	Tests are an important part of my education.	85.0%	52.6%	32.4%	8.4%	3.7%	2.8%
18	Sense of Accomplishment	Teachers recognize students who are kind and helpful.	66.9%	31.0%	35.9%	12.0%	9.8%	11.3%
27	Sense of Accomplishment	I have never been recognized for something positive at school.	21.5%	12.0%	9.5%	11.3%	30.4%	36.8%
36	Sense of Accomplishment	I give up when schoolwork is difficult.	12.2%	5.3%	6.9%	11.3%	33.1%	43.4%
45	Sense of Accomplishment	Teachers recognize me when I try my best.	58.8%	29.9%	28.9%	14.8%	11.9%	14.5%
54	Sense of Accomplishment	I put forth my best effort at school.	80.2%	43.0%	37.2%	10.5%	5.0%	4.3%
64	Sense of Accomplishment	Getting good grades is important to me.	91.7%	67.0%	24.7%	4.9%	1.5%	1.9%

Your Middle School

#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10	Fun & Excitement	I enjoy being at school.	57.2%	18.0%	39.1%	19.6%	11.0%	12.2%
19	Fun & Excitement	Teachers enjoy working with students.	62.3%	29.3%	33.0%	20.7%	10.2%	6.8%
28	Fun & Excitement	Teachers make school an exciting place to learn.	45.3%	14.7%	30.6%	21.1%	15.9%	17.7%
37	Fun & Excitement	School is boring.	44.7%	29.7%	15.0%	19.4%	21.3%	14.7%
46	Fun & Excitement	I enjoy participating in my classes.	61.7%	21.0%	40.7%	21.0%	9.0%	8.3%
55	Fun & Excitement	Teachers have fun at school.	49.5%	22.4%	27.1%	29.0%	9.3%	12.1%
65	Fun & Excitement	Learning can be fun.	68.5%	32.1%	36.4%	17.6%	5.9%	8.0%
11	Curiosity & Creativity	I feel comfortable asking questions in class.	67.8%	26.1%	41.7%	15.3%	9.8%	7.1%
20	Curiosity & Creativity	My teachers present lessons in different ways.	78.2%	35.7%	42.5%	10.2%	7.7%	4.0%
29	Curiosity & Creativity	At school I am encouraged to be creative.	61.4%	23.1%	38.3%	18.2%	11.1%	9.3%
38	Curiosity & Creativity	My classes help me understand what is happening in my everyday life.	51.9%	16.8%	35.1%	24.2%	12.4%	11.5%
47	Curiosity & Creativity	I enjoy learning new things.	79.4%	37.1%	42.4%	13.7%	2.5%	4.4%
56	Curiosity & Creativity	I learn new things that are interesting to me at school.	74.1%	34.9%	39.3%	14.0%	4.4%	7.5%
66	Curiosity & Creativity	What I learn at school will benefit my future.	89.4%	65.0%	24.4%	6.9%	1.6%	2.2%
12	Spirit of Adventure	I am afraid my friends won't like me if I do well in school.	4.3%	1.6%	2.8%	3.4%	20.5%	71.7%
21	Spirit of Adventure	I push myself to do better academically.	86.5%	47.4%	39.1%	8.0%	4.3%	1.2%
30	Spirit of Adventure	Students are supportive of each other.	45.4%	10.5%	34.9%	27.2%	13.6%	13.9%
39	Spirit of Adventure	I am afraid to try something if I think I may fail.	30.9%	12.3%	18.6%	15.5%	29.0%	24.6%
48	Spirit of Adventure	Teachers help me learn from my mistakes.	64.0%	28.3%	35.7%	18.9%	8.7%	8.4%
57	Spirit of Adventure	Teachers think I can be successful.	77.5%	45.3%	32.2%	12.2%	3.1%	7.2%
67	Spirit of Adventure	I am excited to tell my friends when I get good grades.	70.5%	42.0%	28.5%	17.9%	6.9%	4.7%

Your Middle School

#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Leadership& Responsibility	Student council represents all students at school.	39.4%	14.8%	24.6%	28.6%	16.3%	15.7%
22	Leadership & Responsibility	I see myself as a leader.	69.1%	33.3%	35.8%	22.2%	6.2%	2.5%
31	Leadership & Responsibility	Other students see me as a leader.	39.1%	11.9%	27.2%	45.0%	8.3%	7.6%
40	Leadership & Responsibility	Teachers encourage students to make decisions.	73.3%	37.3%	36.0%	14.9%	5.3%	6.5%
49	Leadership & Responsibility	I think about others' feelings when I make decisions.	72.2%	29.6%	42.6%	17.6%	6.2%	4.0%
58	Leadership & Responsibility	I am a good decision maker.	69.1%	27.2%	42.0%	21.0%	6.2%	3.7%
68	Leadership & Responsibility	I know the goals my school is working on this year.	50.7%	23.2%	27.5%	23.2%	13.7%	12.4%
14	Confidence to Take Action	I believe I can be successful.	93.5%	82.1%	11.4%	4.6%	1.2%	0.6%
23	Confidence to Take Action	I believe I can make a difference in this world.	75.5%	41.1%	34.4%	16.6%	4.3%	3.7%
32	Confidence to Take Action	Teachers expect me to be successful.	78.4%	50.6%	27.8%	13.6%	3.4%	4.6%
41	Confidence to Take Action	Going to college is important for my future.	94.4%	86.1%	8.4%	3.1%	1.2%	1.2%
50	Confidence to Take Action	I work hard to reach my goals.	90.0%	60.7%	29.3%	6.5%	1.9%	1.6%
59	Confidence to Take Action	I am excited about my future.	89.0%	68.3%	20.7%	7.5%	1.6%	1.9%
60	Confidence to Take Action	I think it is important to set high goals.	90.4%	66.9%	23.5%	6.5%	1.9%	1.2%
69	Confidence to Take Action	School is preparing me well for my future.	81.1%	52.8%	28.3%	13.0%	2.6%	3.3%
15	Parents	My parents care about my education.	97.2%	86.8%	10.5%	0.9%	0.9%	0.9%
24	Parents	My parents like my school.	66.7%	34.0%	32.7%	16.0%	7.7%	9.6%
33	Parents	My parents think going to college is important.	95.4%	85.9%	9.5%	4.0%	0.0%	0.6%
42	Parents	My parents feel comfortable talking to my teachers.	71.3%	38.0%	33.3%	20.6%	4.0%	4.0%
51	Parents	Teachers let my parents know what I do well.	50.0%	21.0%	29.0%	23.8%	10.2%	16.0%
61	Parents	I would like my parents to attend more school events.	40.8%	19.0%	21.8%	33.3%	13.1%	12.8%

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