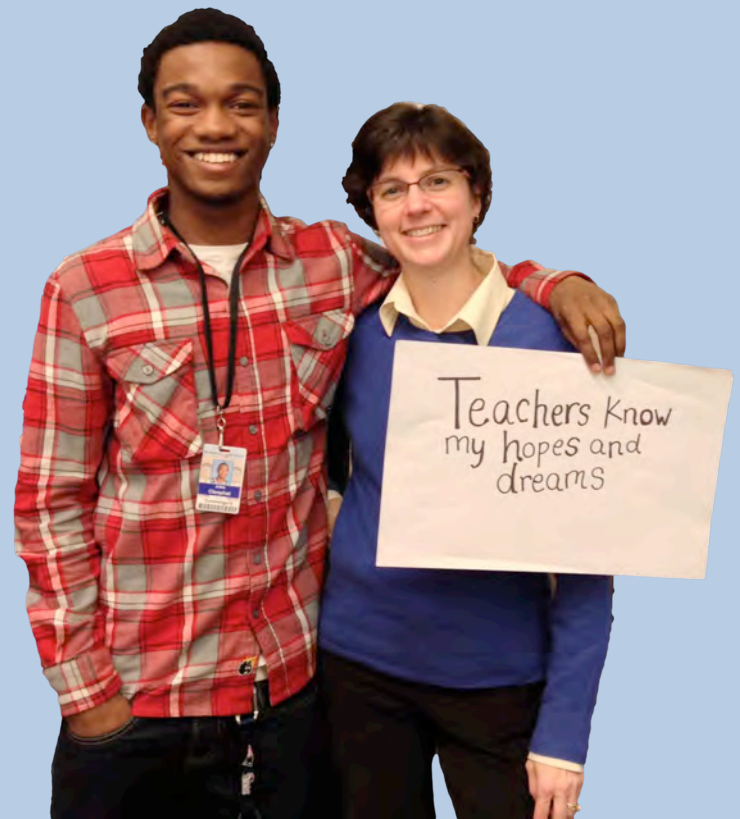


# My Voice National Student Report 2014 Grades 6-12



A QISA Aspirations Research Center Study



Quaglia Institute  
for Student Aspirations

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Aspirations Research Center

<http://qisa.org>

The Quaglia Institute for Student Aspirations (QISA) is an independent nonprofit organization dedicated to studying, promoting, and putting into practice the conditions that foster student aspirations in schools and learning communities around the world.

## **Acknowledgments**

The *My Voice National Student Report 2014* (Grades 6-12) was made possible through the generous support of the Pearson Foundation.

The mission of My Voice, a Pearson Foundation initiative, is to help measure the perceptions of everyone at school, elevate the impact of student voice and foster the changes that are vital for students to realize academic, social and personal success.

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# EXECUTIVE SUMMARY

The underlying philosophy of the My Voice Survey and the Quaglia Institute for Student Aspirations (QISA) is that students have something to teach us. The 2014 My Voice National Student Report (Grades 6-12) reveals the voices of students from across the United States and demonstrates the vital importance of listening to them.

Students who have aspirations have the ability to dream and set goals for the future while being inspired in the present to reach those dreams. The presence of high aspirations is fostered by the Quaglia Institute for Student Aspirations’ 3 Guiding Principles and the 8 Conditions that operationalize those principles in a school environment:

Guiding Principle	Associated Conditions
Self-Worth	Belonging Heroes Sense of Accomplishment
Engagement	Fun & Excitement Curiosity & Creativity Spirit of Adventure
Purpose	Leadership & Responsibility Confidence to Take Action

These Conditions comprise an overarching framework that is critical for students’ success in school. The My Voice Student Survey was developed to assess this framework.

For the present report, the My Voice Survey was completed by 66,314 students in grades 6-12, during the 2013-2014 academic year, representing 234 schools from across the United States. The gender breakdown is roughly even and the grade breakdowns show a steady decline from 7<sup>th</sup> grade (18% of respondents) to 12<sup>th</sup> grade (10.5% of respondents). The sample was both racially and socioeconomically diverse.

## Year Over Year

Previous My Voice National Reports have presented findings in light of the Aspirations Framework outlined above. As last year's report indicated, a comparison of results by Condition (found in Appendix A) to previous year's results by Condition reveals not much has changed in our nation's schools--at least not in the eyes of students. The same is true of this year's report. Prompted by this three-year constancy in the results, QISA conducted a further five-year analysis of My Voice scales related to Self-Worth, Engagement, Purpose, Teacher Support, and Peer Support (see Appendix B). Drawing on My Voice surveys in grades 6-12 for the past five academic years, from students' point of view relatively little has changed in schools since 2009. Educators must consider these results in light of the numerous initiatives (Common Core, P21, new teacher evaluation systems, etc.) that have come into education during that same time.

## Odds Analyses (Logistic Regression)

In order to better understand the significance and practical implications of the My Voice survey data, the Quaglia Institute examined the data using a process called logistic regression analysis, first employed in the 2012 – 2013 My Voice National Report, to assess and analyze data from the 2013 – 2014 academic year. Logistic regression (sometimes referred to as “odds analysis”) is a statistical tool used for predicting the outcome of a dependent variable, based on one or more predictor (independent) variables. Logistic regression measures the strength of the relationship between predictor variables and a single outcome variable.

For the purposes of this analysis, survey statements were grouped into five predictor variables determined by statistical tests of scale reliability<sup>1</sup> and aligned to the Aspirations Framework. These predictor variables are Self Worth, Engagement, and Purpose; as well as Teacher Support and Peer Support (which comprise many of the indicators associated with Belonging and Heroes). The outcome variable used in this analysis is Academic Motivation. The purpose of conducting the odds analysis is to determine to what degree each predictor variable influences the outcome variable; that is, which of these predictor variables is most strongly related to students' perceptions of their own academic motivation. The result of these analyses is an "odds ratio."

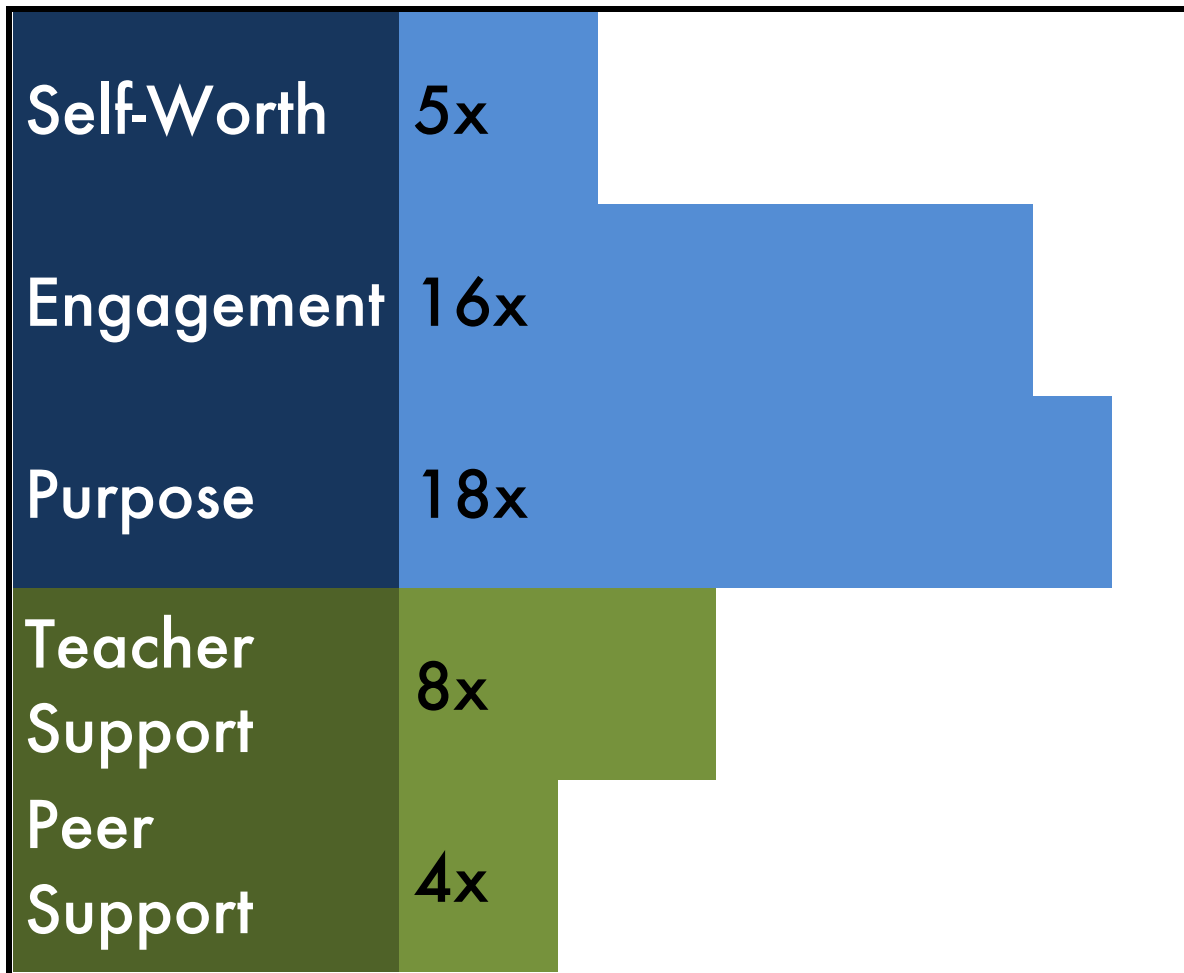
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<sup>1</sup>Reliability tests allow for creation of scale variables based on the internal consistency of the items therein. That is, each predictor variable is made up of a number of survey statements found to be strongly inter-correlated.

## Odds Analyses: U.S. Students (Grades 6-12)

2013-14 My Voice Student Survey Data (controlling for race, gender, grade, and school)

### School Variables Affecting Student Academic Motivation



Clearly, working on developing a sense of Purpose in school and helping students become more engaged in school has a profound affect on their academic motivation. But even the "weaker" effect sizes associated with Peer Support and Self-Worth will increase the likelihood that a student is academically motivated four and five-fold respectively. There are, indeed, non-academic means to academic ends.

# MY VOICE 2013-2014 NATIONAL STUDENT REPORT (GRADES 6-12)

The My Voice National Student Report (Grades 6-12) is organized around the 8 Conditions. In each section, the Condition is defined and data on the survey statements about that Condition are described.

The data are reported in percentages based on the combined number of students who responded Strongly Agree or Agree to each statement. The results are then discussed in relation to key aspects of the Condition.

## Demographics

The My Voice Survey was completed by 66,314 students in grades 6-12 during the 2013-2014 academic year. Two hundred thirty-four schools, representing various sizes and socioeconomic backgrounds, from nine states across the United States (Arizona, California, Indiana, Louisiana, Massachusetts, Maine, Montana, Ohio, and Texas) were included. The gender breakdown was roughly 50% male and 50% female. Grade level and race/ethnicity breakdowns were as follows:

Grade of Students		
Grade	Count	Percent
6	10,667	16.1%
7	11,953	18.0%
8	11,173	16.8%
9	9,494	14.3%
10	8,390	12.7%
11	7,400	11.2%
12	6,972	10.5%

Gender of Students		
Gender	Count	Percent
Male	33,118	49.9%
Female	32,775	49.4%

Racial Heritage of Students		
Racial Heritage	Count	Percent
White Alone	39,176	59.1%
Black/African-American Alone	5,470	8.2%
Hispanic/Latino Alone	7,683	11.5%
Asian Alone	692	1.0%
Native Hawaiian Alone	87	0.13%
American Indian or Alaska Native Alone	2,331	3.5%
Other Pacific Islander Alone	164	0.25%
Other Race Alone	1,699	2.6%
Two or More Races	8,649	13.0%
No Race Identified	363	.6%

# PART I:

## ODDS AND IMPACT ANALYSIS

In the following chart, the “Odds Ratio” reveals how likely it is that a predictor variable positively impacts the outcome variable. For example, an odds ratio of sixteen (16) means that students who agreed with the statements that make up that variable are 16 times more likely to be academically motivated than those who did not agree with the statements. The following chart depicts five school variables (self worth, engagement, purpose, teacher support, and peer support). The indicators that comprise these scales are as follows:

### Academic Motivation (outcome variable)

Getting good grades is important to me.  
I want to do my best at school.

I push myself to do better academically.  
I put forth my best effort at school.

### Self Worth

I feel accepted for who I am at school.  
I have difficulty fitting in at school.\*  
I am a valued member of my school community.  
Other students see me as a leader.  
I feel comfortable asking questions in class.

### Teacher Support

Teachers recognize students who are kind and helpful.  
Teachers recognize me when I try my best.  
Teachers let my parents/guardians know that I do well.  
Teachers respect students.  
Teachers help me learn from my mistakes.  
Teachers make an effort to get to know me.  
Teachers care about my problems and feelings.  
Teachers believe in me and expect me to be successful.  
Teachers enjoy working with students.  
Teachers make school an exciting place to learn.  
I have a teacher who is a positive role model for me.  
Teachers encourage students to make decisions.  
Teachers care about me as an individual.  
Teachers care if I am absent from school.  
If I have a problem, I have a teacher with whom I can talk.

### Engagement

School inspires me to learn.  
I enjoy learning new things.  
I learn new things that are interesting to me at school.  
I enjoy being at school.  
Learning can be fun.  
School is boring.\*  
My classes help me understand what is going on in my everyday life.  
I enjoy participating in my classes.

### Peer Support

Students are supportive of each other.  
Students respect each other.

### Purpose

I am excited about my future.  
I think it is important to set high goals.  
School is preparing me well for my future.  
What I learn in school will benefit my future.

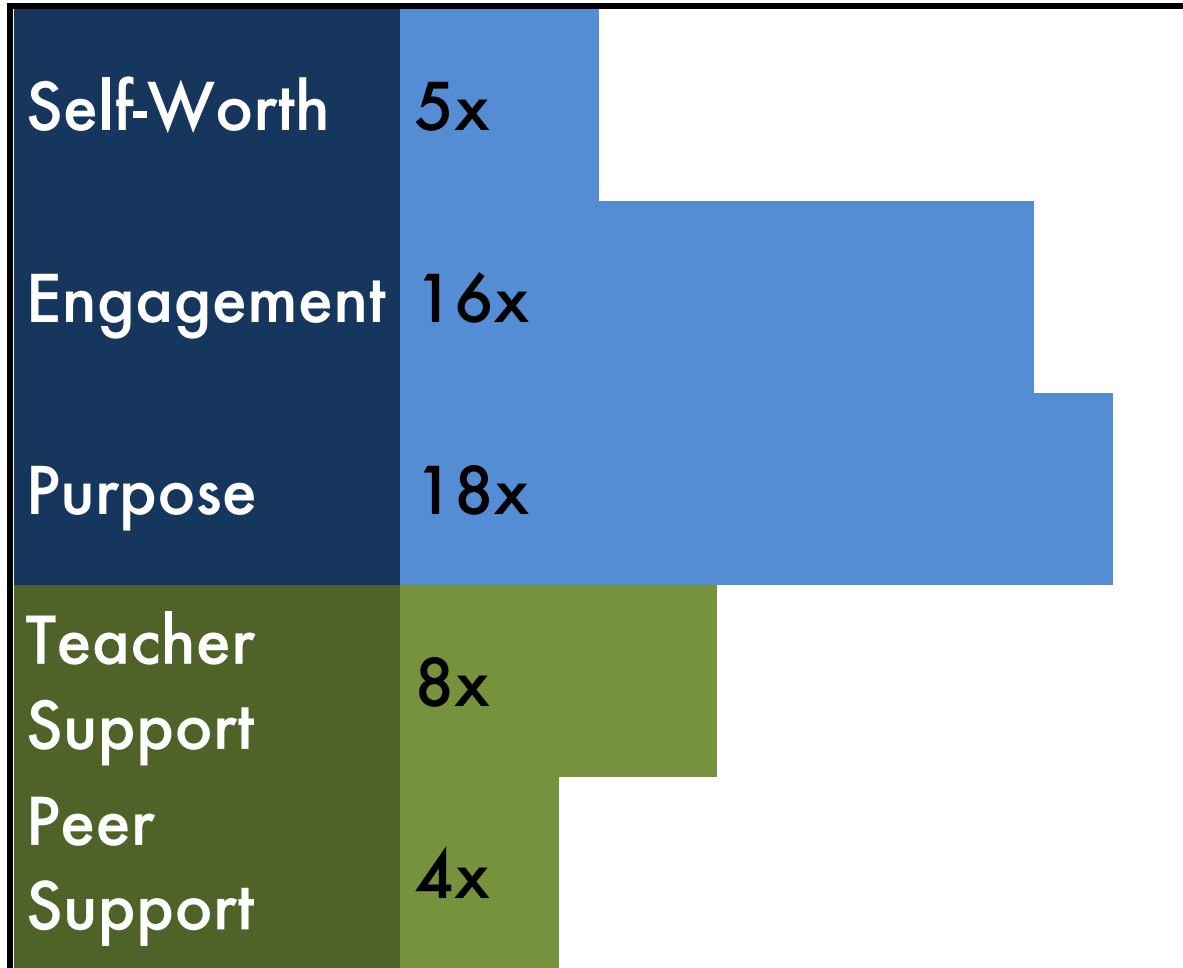
\* Indicates statements that are reverse-coded.



## Odds Analyses: U.S. Students (Grades 6-12)

2013-14 My Voice Student Survey Data (controlling for race, gender, grade, and school)

### School Variables Affecting Student Academic Motivation



Once an odds ratio was determined, we wanted to understand the relative impact of working to improve students' experiences of the predictor variables. Given that we know from the odds analyses that students who experience Self-Worth, Engagement, etc. are more likely to be academically motivated than those who do not have such experiences, we were able to assess the relative impact of "converting" those students who currently do *not* have experiences of Self-Worth, Engagement, etc. Thus, the "Impact Index" represents the combined strength of two data points: the "odds" that a variable will impact academic motivation and the percentage of students who *do not* agree with the statements that make up each variable.

The "Impact Index" represents the combined strength of two data points: the "odds" that a variable will impact academic motivation, and the percentage of students who do not agree with the statements that make up each variable.

For example, the high Impact Index of 6.4 indicates that Engagement is an important area on which to concentrate, because (controlling for race, grade, gender and school) when students feel engaged they are 16 times more likely to be academically motivated, and 40% of students do not feel engaged. The purpose of this analysis of the national aggregate is to help us focus energy on variables that could most significantly improve student academic motivation.

## School Variables Affecting Student Academic Motivation and Their Relative Impact

Scale (Predictor Variable)	Odds Ratio	Percent Disagree	Impact Index
<b>Academic Motivation</b>	<b>N/A</b>	<b>10%</b>	<b>N/A</b>
Self Worth	5	45%	2.3
Engagement	16	40%	6.4
Purpose	18	15%	2.7
Teacher Support	8	39%	3.1
Peer Support	4	56%	2.2

When controlling for grade, race, gender, and school, the highlights of the impact analysis for each predictor variable on academic motivation are as follows:

- Clearly, working on Engagement in our nation's schools would improve students' academic motivation. Engaged students are 16 times more likely to report being academically motivated than students who are not engaged. Finding ways to engage the 40% of students who are *not* engaged would have a significant impact on their Academic Motivation.
- Students who report feeling supported by their teachers are 8 times more likely to be academically motivated than students who do not believe teachers are supportive. We hear this all the time in focus groups: Students work harder for teachers they believe care about them as a person, and will actually withhold their best effort from teachers they believe do not care.
- While the vast majority of students (85%) say they have a sense of Purpose, targeted interventions for those who do not have Purpose is likely to improve their Academic Motivation 18-fold!
- Those with Self-Worth are 5 times more likely to be academically motivated than those who do not report experiencing Self-Worth. Improving Self-Worth for the more than 4 out of 10 students (45%) who are struggling in this area would go a long way to helping them become academically motivated.
- Even working on the least "impactful" measures in this analysis—Peer Support—is likely to quadruple the academic motivation of students who do not feel other students are supportive.

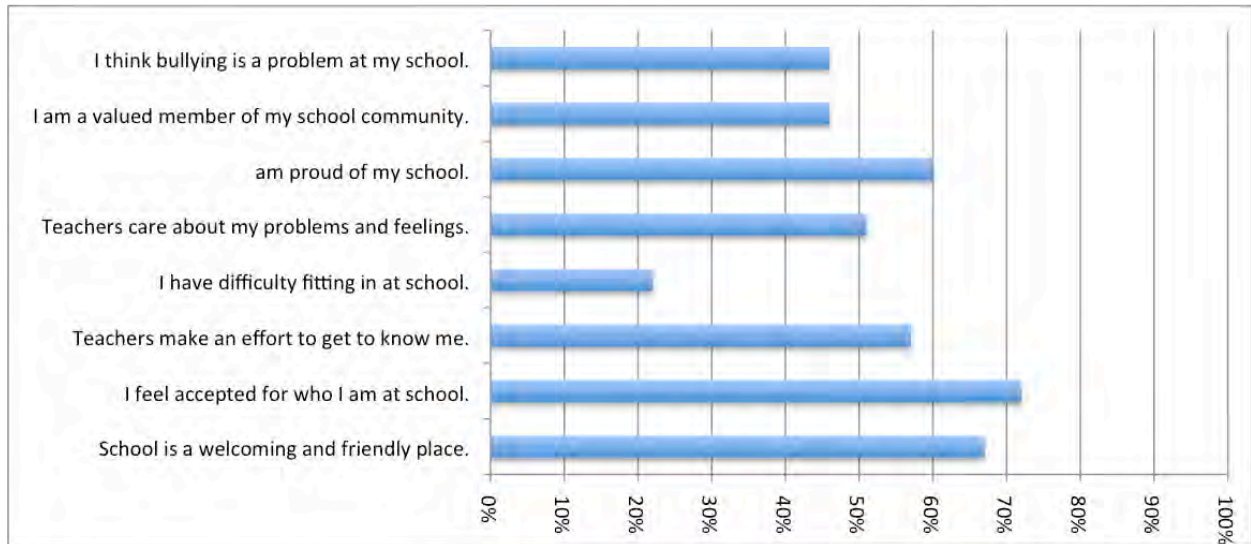
# PART II:

## 8 CONDITIONS THAT MAKE A DIFFERENCE

In its fieldwork, the Quaglia Institute for Student Aspirations operationalizes the 3 Guiding Principles, analyzed above, through the 8 Conditions that Make a Difference™ in schools. The highlights of the results for each Condition, as well as trends in the Conditions across grade levels and gender differences, are as follows:

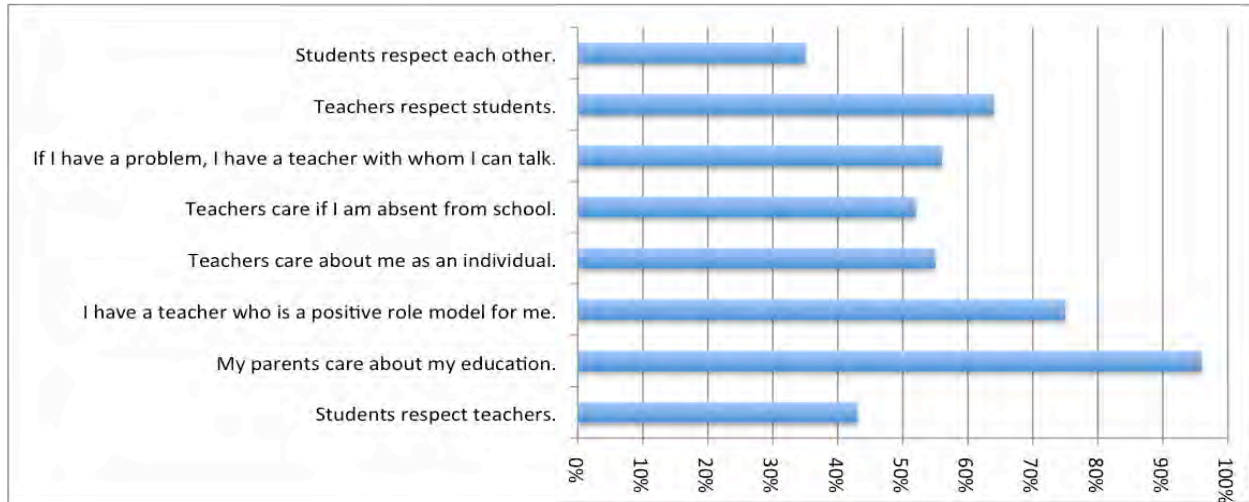
### Condition 1: Belonging

*The Condition of Belonging means that a student is a valued member of a community while still maintaining his or her uniqueness. It is manifested in relationships between two or more persons and is characterized by a sense of connection and support. A sense of Belonging is an important Condition for a student’s feeling of well-being, social engagement, and competence. The Condition of Belonging is likely to enhance intrinsic motivation, for it fosters self-confidence and investment in the community.*



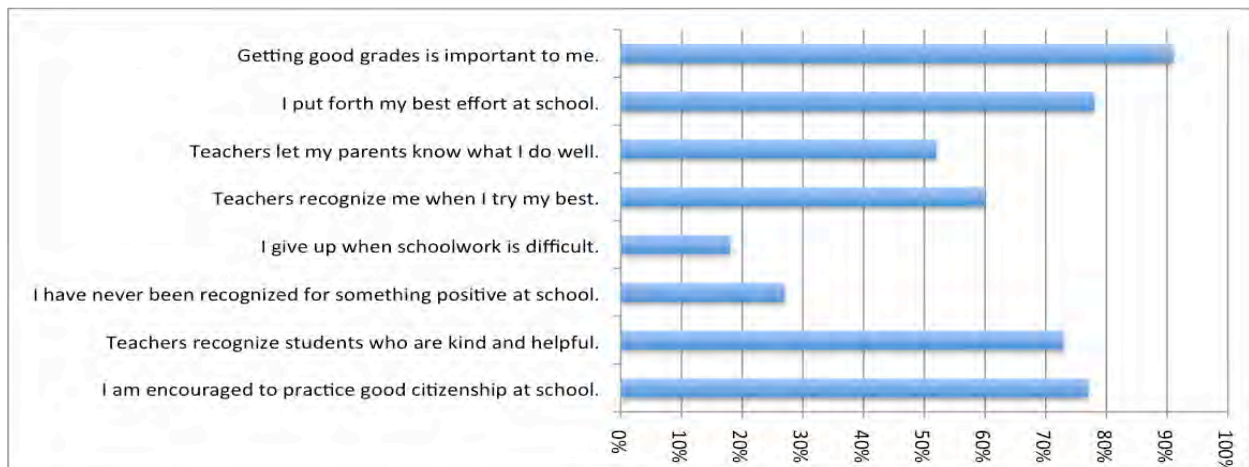
## Condition 2: Heroes

*Heroes are the everyday people—teachers, friends, family—in students’ lives who inspire them to excel and to make positive changes in attitude and lifestyles. Heroes are the people students 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. Educators are, by definition, Heroes to their students who look up to teachers and school leaders as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.*



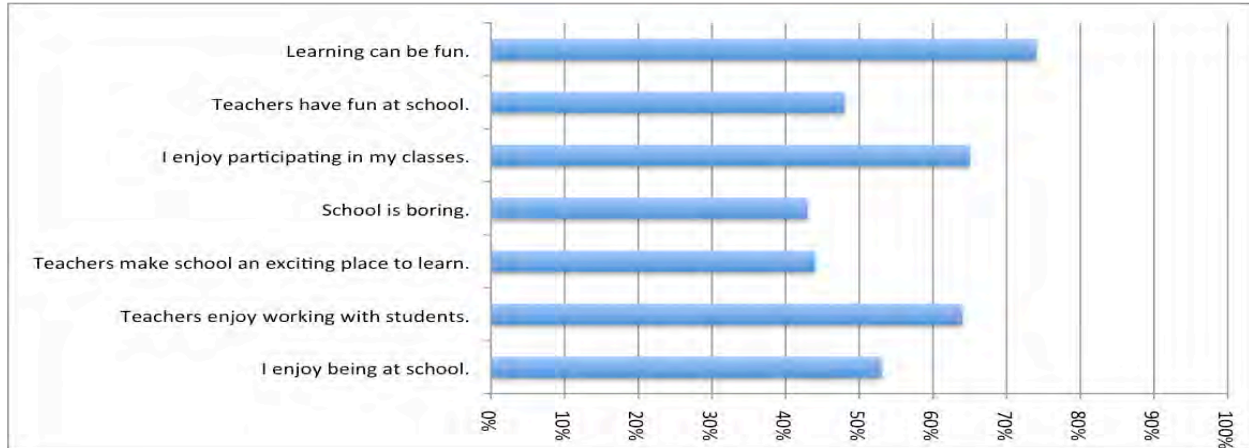
## Condition 3: Sense of Accomplishment

*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 as it refers to academic achievement or innate ability. Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. Schools can celebrate their students’ accomplishments in visible ways. Taking time to recognize and support students’ efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.*



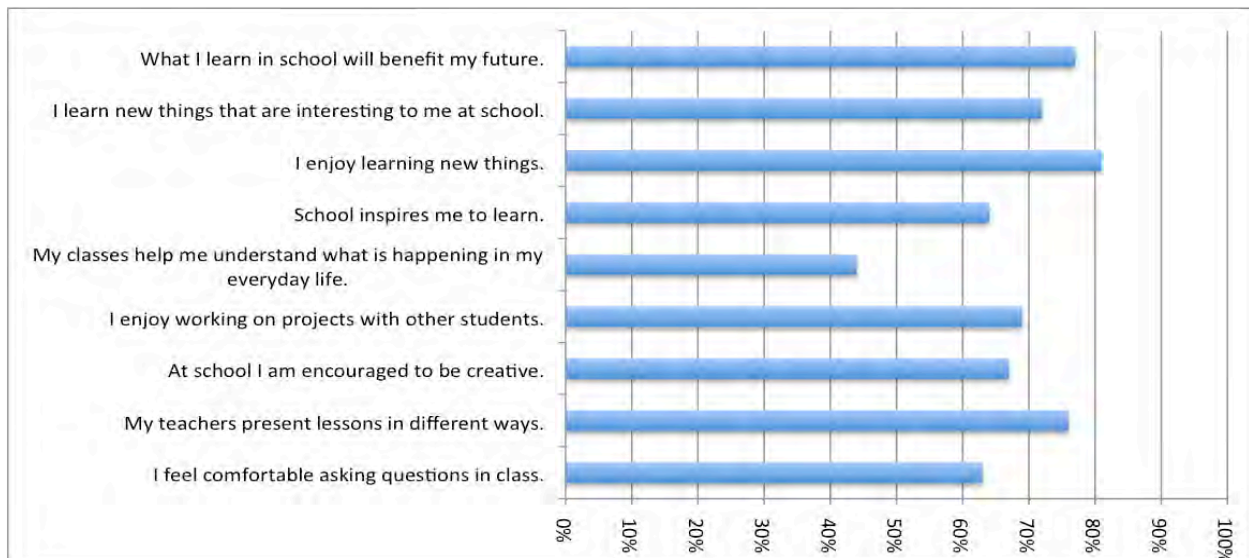
## Condition 4: Fun & Excitement

*The Condition of Fun & Excitement is characterized by students being inspired. They are actively engaged and emotionally involved in their schoolwork. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. To foster Fun & Excitement in schools, students need to be offered new opportunities, as well as meaningful challenges, that are connected with their individual interests. The first three Conditions—Belonging, Heroes, and Sense of Accomplishment— help establish a learning environment in which students can feel safe to have fun together in learning.*



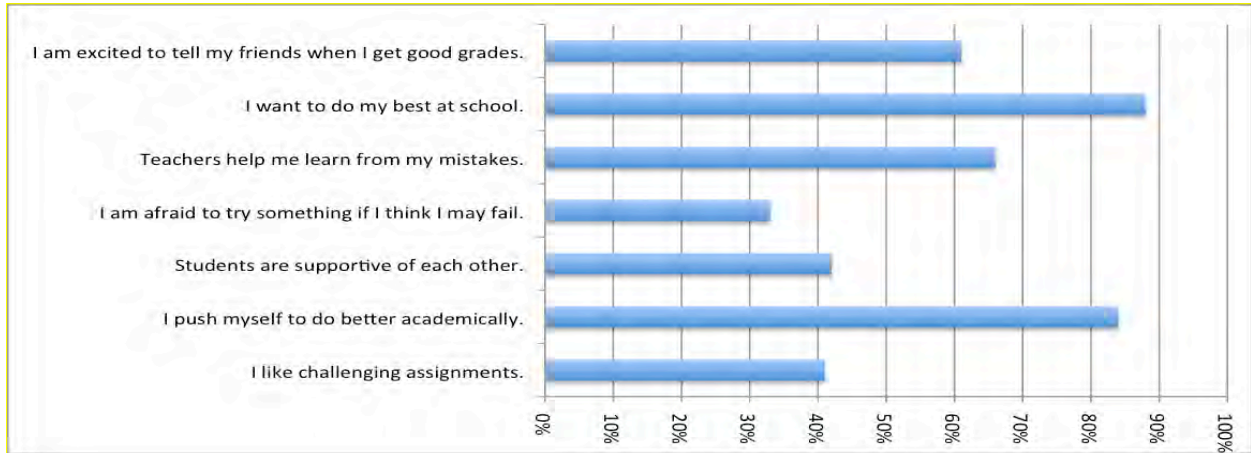
## Condition 5: Curiosity & Creativity

*The Condition of Curiosity & Creativity is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and intellectual engagement in learning. 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. To sustain student motivation, schools can devote extra attention to creating learning environments that promote questioning and creative exploration.*



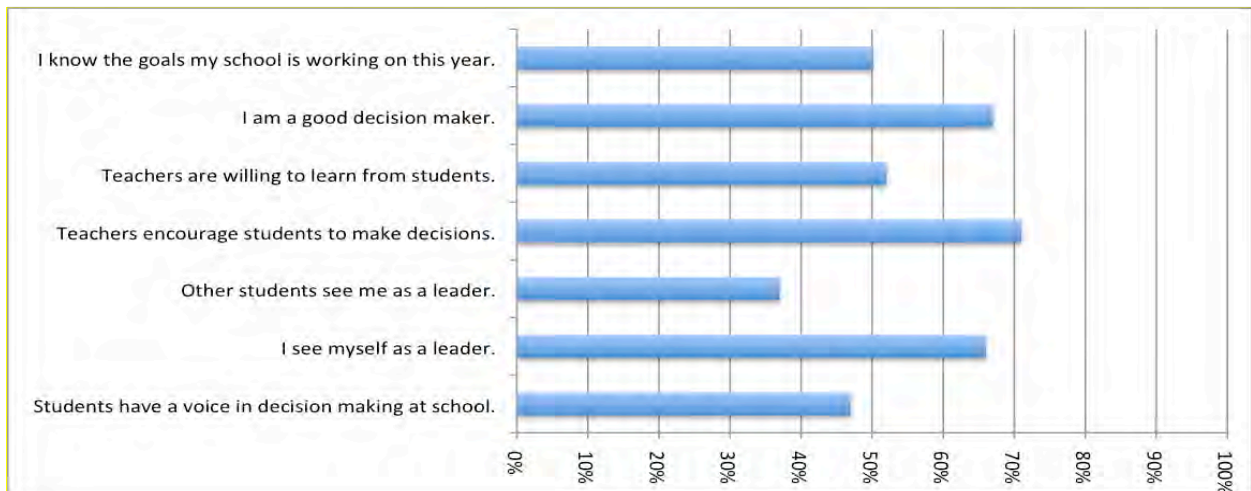
## Condition 6: Spirit of Adventure

*The Condition of 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 a Spirit of Adventure when they tackle something new without the fear of failure or success. When schools promote healthy decision making and healthy risk taking, students can become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.*



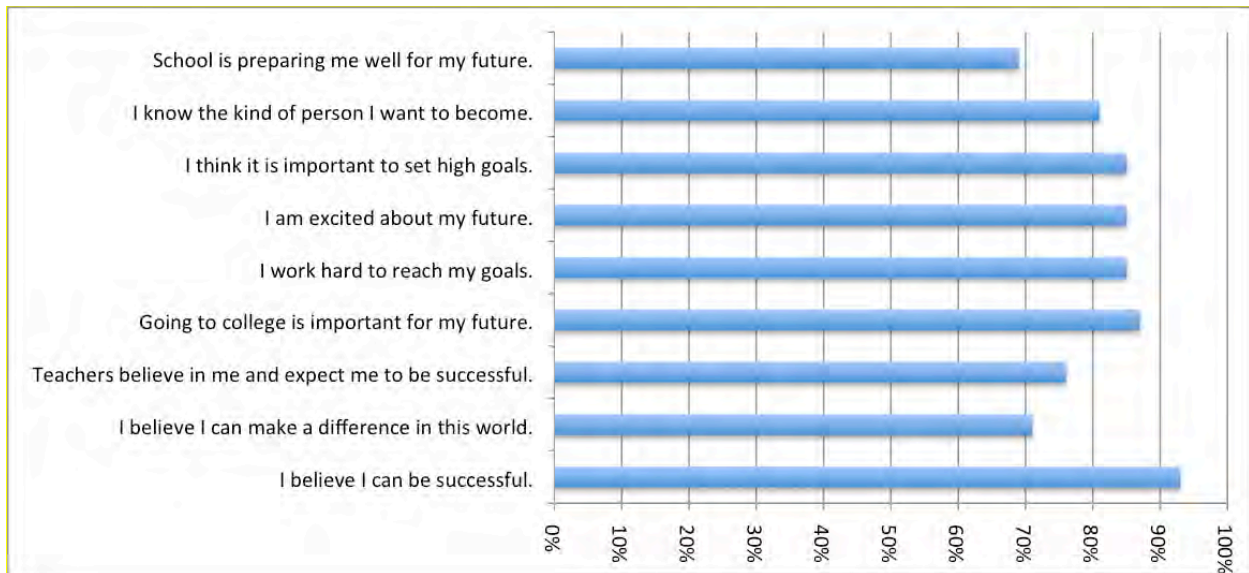
## Condition 7: Leadership & Responsibility

*The Condition of Leadership & Responsibility means students are able to express their ideas and are willing to accept the consequences of 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. Schools which 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.*



## Condition 8: 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 at the heart of what educators ultimately strive for: instilling in their students a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Schools can help build their students' Confidence to Take Action by having high expectations of students, providing support, and encouraging independent thinking. By enhancing the quality of academic and personal growth, schools empower students to become active and involved members of their learning community.*



## Year Over Year Considerations

**Our exploration of differences in levels of the 8 Conditions across grade levels found that nearly one half of the statements on the My Voice Survey show practically significant trends that reveal *worsening* of various aspects of each of the Conditions from the beginning of middle school through, typically, the middle of high school.**

Of the 63 statements on the My Voice Survey, 30 show practically significant trends across the 6<sup>th</sup> through 12<sup>th</sup> grade levels. Of these significant trends, only one suggests improvement in a particular aspect of the school environment: perceptions that bullying is a problem in school decrease from 54% agreement in sixth grade to 36% in 12<sup>th</sup> grade. To be sure, even the improved 12<sup>th</sup> grade level is unacceptably high. We interpret this trend to suggest that efforts to curtail bullying remain vital at all grade levels, though of particular importance in the middle school years.

Of the remaining 29 statements that show significant differences in levels of agreement by grade, all but one are in the downward direction through the high school years; unfortunately, the one practically significant change in upward movement is reflective of increasing disengagement: in sixth grade, 30% of students report school to be boring, but by 10<sup>th</sup> grade, the percentage rises to 49%.

Many of the statements exhibiting negative trends are consistent with this theme of decreasing engagement in school across the middle school and into the high school years. This highlights the critical importance of Engagement as discussed in the analyses above. A particular area worth focusing on is the fact that school is increasingly perceived as less relevant the longer a student is in school; related to that theme, we also see that as students move up grade levels, they ironically feel less confident that school is preparing them well for their futures. One would hope this trend could be reversed so that the longer students are in school the *more* they see its relevance in their everyday lives and perceive that it is preparing them for life after high school.

One other unfortunate theme emerges: from the beginning of middle school to the end of high school students feel like they have less of a voice at school. In 6<sup>th</sup> grade, 63% of students believe they have a voice in decision-making at school, but by 12<sup>th</sup> grade, that number declines sharply to only 36%.

Despite somewhat lackluster news about students' engagement in school, an encouraging trend, observed in last year's report and again this year, is that students' perceptions of their relationships with teachers – specifically, how well teachers make an effort to get to know them and whether or not teachers enjoy working with students – seems to be improving from 9<sup>th</sup> and 10<sup>th</sup> grades to 11<sup>th</sup> and 12<sup>th</sup>. Though these upticks are not practically significant, they still represent positive movement as students prepare to leave high school. For example, in 6<sup>th</sup> grade, 74% of students feel that their teachers make an effort to get to know them. By 10<sup>th</sup> grade, that number decreases sharply to only 47%, but the percentage ticks up slightly in 12<sup>th</sup> grade to 53%. Similarly, in 6<sup>th</sup> grade 75% of students feel that teachers enjoy working with them; in 10<sup>th</sup> grade



that number drops to 57%, but by 12<sup>th</sup> grade, 64% of students agree that teachers enjoy working with them.

In fact, of the 29 statements with which levels of agreement declined steadily from middle through high school, an uptick of at least 3 percentage points was observed from 10<sup>th</sup> grade to 12<sup>th</sup> grade on 9 of those statements. Overall, the My Voice survey results from the 2013-2014 academic year show that early middle school students have higher rates of agreement with survey statements than their high school counterparts, with 10<sup>th</sup> graders consistently reporting the lowest levels of agreement overall.

### **Differences in levels of the 8 Conditions by gender found that differences across the 8 Conditions were minimal and thus of little practical import.**

Only five of the 63 My Voice Survey statements show practically significant differences between males and females, and those differences are *very slight*, based on interpretation of the results of practical significance testing. Given these minimal differences, we suggest that gender should not be viewed as a particularly meaningful factor in how educators foster the 8 Conditions.

## **Conclusion**

The 2014 My Voice National Student Report (Grades 6-12) reveals some findings for each of the 8 Conditions that Make a Difference to be encouraged by—and others that should signal calls to action for positive change. While schools should take time to celebrate and learn from their accomplishments, they must simultaneously commit to needed improvements. By listening to, respecting, and responding to the voices of students, educators can create learning environments that will allow students to reach their fullest potential.

The 8 Conditions that support student aspirations, engagement, and growth—Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action—need to be in place if schools are to foster students' ability to set and reach their goals. Yet, as the lack of change in the past five years attests and this year's survey findings corroborate, these Conditions continue to be inadequately integrated into our nation's schools. Unfortunately, these results suggest that not enough has been done by schools to focus as much attention on fostering a positive learning environment *as a way of* improving academic outcomes, as it has on assessing those outcomes. Those working in schools know well that there are non-academic means to academic ends. Yet, as a nation, we have focused our attention only on academic results and have paid far too little attention to the personal, social, and environmental factors that our students tell us make a significant contribution to their academic motivation.

Moreover, many of the most important indicators of the Conditions show downward trends from early middle school into high school. Based on our findings in this report, as well as previous

reports, along with our extensive work in schools across the country, we believe there is evidence of an increasing reality that features of the inherited education model (such as grade-specific instruction, academic tracking, teaching in the silos of the academic disciplines, unidirectional knowledge transfer from teacher to student, time as a constant, etc.) may not adequately suit or serve the current generation of learners. We believe students' disaffection with school may be less about particular schools, classes, or teachers, and more about the structural underpinnings of an increasingly outdated educational system. At least this much is certain: If schools are to be places in which teaching and learning thrive and all students are meaningfully engaged, the realities of students' experiences in school must change. Listening to students' voices can and should help us to this end.

## Appendix A: Table of Results for All My Voice Statements:

### *Belonging*

Survey Statements	Total	Gender		Grade						
		M	F	6	7	8	9	10	11	12
School is a welcoming and friendly place.	67%	69%	66%	77%	69%	64%	65%	62%	63%	68%
I feel accepted for who I am at school.	72%	76%	68%	79%	73%	69%	69%	68%	70%	73%
Teachers make an effort to get to know me.	57%	59%	55%	74%	63%	56%	51%	47%	48%	53%
I have difficulty fitting in at school.	22%	21%	23%	27%	25%	22%	20%	19%	18%	17%
Teachers care about my problems and feelings.	51%	50%	51%	68%	57%	50%	43%	41%	42%	44%
I am proud of my school.	60%	60%	61%	75%	66%	57%	59%	53%	52%	54%
I am a valued member of my school community.	46%	47%	45%	57%	50%	45%	40%	39%	40%	44%
I think bullying is a problem at my school.	46%	44%	49%	54%	55%	51%	42%	41%	37%	36%

### *Heroes*

Survey Statements	Total	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Students respect teachers.	43%	46%	41%	58%	45%	40%	39%	37%	39%	42%
My parents care about my education.	96%	95%	96%	97%	97%	96%	96%	94%	94%	93%
I have a teacher who is a positive role model for me.	75%	72%	78%	82%	75%	72%	70%	73%	75%	80%
Teachers care about me as an individual.	55%	55%	55%	67%	59%	54%	48%	48%	50%	55%
Teachers care if I am absent from school.	52%	52%	52%	63%	56%	50%	48%	45%	47%	50%
If I have a problem, I have a teacher with whom I can talk.	56%	55%	58%	66%	57%	54%	49%	50%	54%	60%
Teachers respect students.	64%	64%	64%	78%	69%	63%	60%	55%	56%	57%
Students respect each other.	35%	38%	31%	44%	35%	31%	33%	31%	32%	35%

## *Sense of Accomplishment*

Survey Statements	Total	Gender		Grade						
		M	F	6	7	8	9	10	11	12
I am encouraged to practice good citizenship at school.	77%	76%	79%	87%	83%	78%	74%	71%	70%	71%
Teachers recognize students who are kind and helpful.	73%	73%	72%	82%	76%	72%	68%	67%	67%	70%
I have never been recognized for something positive at school.	27%	27%	26%	28%	27%	26%	27%	26%	26%	25%
I give up when schoolwork is difficult.	18%	18%	18%	14%	16%	17%	20%	21%	23%	20%
Teachers recognize me when I try my best.	60%	60%	59%	71%	64%	59%	55%	53%	54%	56%
Teachers let my parents know what I do well.	52%	53%	51%	74%	62%	55%	45%	39%	37%	36%
I put forth my best effort at school.	78%	74%	82%	88%	83%	79%	75%	71%	69%	70%
Getting good grades is important to me.	91%	88%	94%	96%	93%	92%	90%	88%	87%	86%

## *Fun & Excitement*

Survey Statements	Total	Gender		Grade						
		M	F	6	7	8	9	10	11	12
I enjoy being at school.	53%	52%	55%	66%	57%	51%	52%	47%	47%	49%
Teachers enjoy working with students.	64%	64%	64%	78%	68%	62%	59%	56%	58%	61%
Teachers make school an exciting place to learn.	44%	45%	43%	64%	50%	42%	36%	33%	34%	38%
School is boring.	43%	46%	40%	30%	38%	45%	46%	50%	51%	49%
I enjoy participating in my classes.	65%	65%	65%	77%	70%	64%	60%	58%	60%	62%
Teachers have fun at school.	48%	49%	46%	60%	52%	46%	44%	40%	41%	44%
Learning can be fun.	74%	72%	76%	79%	73%	72%	70%	72%	74%	77%

## Curiosity & Creativity

Survey Statements	Total	Gender		Grade						
		M	F	6	7	8	9	10	11	12
I feel comfortable asking questions in class.	63%	66%	59%	67%	62%	61%	59%	60%	62%	67%
My teachers present lessons in different ways.	76%	76%	76%	85%	81%	76%	73%	70%	70%	71%
At school I am encouraged to be creative.	67%	65%	69%	80%	73%	67%	63%	59%	58%	60%
I enjoy working on projects with other students.	69%	71%	68%	79%	74%	73%	66%	63%	61%	61%
My classes help me understand what is happening in my everyday life.	44%	46%	43%	59%	52%	46%	40%	34%	34%	35%
School inspires me to learn.	64%	61%	66%	78%	69%	64%	60%	56%	56%	57%
I enjoy learning new things.	81%	80%	82%	85%	81%	79%	79%	80%	82%	85%
I learn new things that are interesting to me at school.	72%	71%	73%	82%	76%	72%	69%	65%	67%	67%
What I learn in school will benefit my future.	77%	76%	78%	88%	84%	81%	75%	69%	67%	67%

## Spirit of Adventure

Survey Statements	Total	Gender		Grade						
		M	F	6	7	8	9	10	11	12
I like challenging assignments.	41%	40%	42%	49%	42%	38%	37%	36%	39%	46%
I push myself to do better academically.	84%	82%	87%	89%	88%	85%	83%	81%	80%	81%
Students are supportive of each other.	42%	43%	41%	52%	43%	39%	40%	37%	40%	43%
I am afraid to try something if I think I may fail.	33%	29%	37%	37%	36%	35%	34%	31%	31%	27%
Teachers help me learn from my mistakes.	66%	67%	65%	81%	74%	67%	61%	56%	56%	57%
I want to do my best at school.	88%	85%	92%	94%	91%	90%	87%	85%	85%	84%
I am excited to tell my friends when I get good grades.	61%	55%	66%	73%	66%	62%	55%	54%	53%	52%

## Leadership & Responsibility

Survey Statements	Total	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Students have a voice in decision making at school.	47%	47%	46%	63%	54%	46%	45%	38%	36%	36%
I see myself as a leader.	66%	66%	66%	70%	67%	66%	62%	62%	67%	70%
Other students see me as a leader.	37%	38%	36%	38%	36%	36%	33%	35%	38%	43%
Teachers encourage students to make decisions.	71%	71%	72%	79%	75%	73%	69%	66%	66%	66%
Teachers are willing to learn from students.	52%	53%	52%	67%	59%	52%	48%	44%	43%	45%
I am a good decision maker.	67%	68%	66%	69%	66%	65%	65%	67%	69%	71%
I know the goals my school is working on this year.	50%	50%	50%	64%	57%	51%	45%	41%	39%	42%

## Confidence to Take Action

Survey Statements	Total	Gender		Grade						
		M	F	6	7	8	9	10	11	12
I believe I can be successful.	93%	93%	93%	94%	94%	93%	92%	92%	93%	93%
I believe I can make a difference in this world.	71%	70%	72%	75%	72%	71%	68%	68%	71%	75%
Teachers believe in me and expect me to be successful.	76%	75%	76%	84%	78%	76%	72%	70%	71%	73%
Going to college is important for my future.	87%	84%	91%	91%	89%	89%	86%	84%	84%	84%
I work hard to reach my goals.	85%	83%	88%	91%	88%	86%	83%	81%	81%	83%
I am excited about my future.	85%	83%	87%	89%	86%	85%	83%	83%	83%	85%
I think it is important to set high goals.	85%	83%	87%	89%	86%	85%	83%	83%	83%	85%
I know the kind of person I want to become.	81%	80%	83%	84%	81%	81%	79%	80%	80%	83%
School is preparing me well for my future.	69%	68%	71%	84%	77%	73%	67%	60%	56%	56%

## Appendix B: Table of Results of Year Over Year Comparison of Students in Agreement with Scale Variables

Scale Variable	Total in Agreement	Year 1	Year 2	Year 3	Year4	Year 5
Academic Motivation	89%	87%	89%	89%	89%	90%
Self-Worth	58%	59%	60%	59%	56%	55%
Engagement	60%	56%	58%	60%	60%	60%
Purpose	86%	84%	86%	87%	86%	85%
Teacher Support	60%	59%	58%	61%	60%	61%
Peer Support	43%	45%	43%	43%	42%	44%

