

Student Voice Grades 6-12 Survey Report

Woodside High School

Survey date range: 03/06/2023 to 03/20/2023

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The Role of Student Aspirations in Today's Schools

Today's students want to be successful, whether their goal is to learn algebra or a trade, get good grades or go to college. Too often, however, students can't reach their future goals and dreams because their schools' conditions are not supportive. The key to understanding whether supportive conditions exist is to ask the students themselves.

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.* The 8 Conditions make a difference because they help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth, Engagement,* and *Purpose.*

Developing Students' Self-Worth:
Belonging, Heroes, and *Sense of Accomplishment*

Self-Worth begins when students experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Students also experience *Self-Worth* when someone in their lives believes in them. They need Heroes, people they can look up to, respect, and learn from. To develop *Self-Worth*, students also need a Sense of Accomplishment. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

Fostering Students' Engagement in Learning:
Fun & Excitement, Curiosity & Creativity, and *Spirit of Adventure*

Engagement means that students experience Fun & Excitement in their learning. They become so involved that they almost lose track of time. At the end of the lesson, they wonder, "Where did that time go?" Actively engaged students are not afraid to ask "Why?" or "Why not?" about the world around them. Curiosity & Creativity are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged students also have a Spirit of Adventure. They are not afraid to try new things or to take on healthy challenges, regardless of whether they might succeed or fail. With *Engagement,* learning becomes important in and of itself.

Encouraging a Sense of Purpose:
Leadership & Responsibility and *Confidence to Take Action*

Schools must challenge students to think about their *Purpose -- who* they want to become as well as *what* they want to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose,* students need the opportunity to assume Leadership & Responsibility in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose,* they have the Confidence to Take Action toward a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

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 *Student Voice Survey*

The *Student Voice Survey* assesses student aspirations by asking students questions based on each of the 8 Conditions. By asking students how they perceive their school environment, *Student 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 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 *Student 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 identified from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, staff, and students. In conjunction with other information about your school, community, and students, *School Voice* is a powerful tool for initiating innovative, meaningful school change.

For more information, please visit surveys.quagliainstitute.org

How to Use This Report

The *Student Voice Grades 6-12 Survey* 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 Demographics. 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 every Condition can be explored individually.
- Look for connections among the results that warrant deeper discussion. For example, did a high percentage of students say learning can be fun, 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.

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.

The survey has several internal consistency checks to ensure data are accurate and valid. As a result, respondents who flat-lined responses (e.g., answered "Strongly agree" to all survey statements), along with those who answered fewer than one-quarter of the survey statements, are not included in the reporting function.

Demographics

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

Total number of respondents: 1305

Gender of Students		
Gender	Count	Percent
Male	648	50.2%
Female	594	46.0%
Other	49	3.8%

Students Planning on Going to College		
College	Count	Percent
Yes	1127	86.8%
No	26	2.0%
Undecided	146	11.2%

Grade of Students		
Grade	Count	Percent
6th	0	0.0%
7th	0	0.0%
8th	1	0.1%
9th	330	25.4%
10th	340	26.2%
11th	328	25.3%
12th	299	23.0%

Participants in Co-Curricular Activities[2]		
Co-Curricular	Count	Percent
Music	113	8.7%
Theater	72	5.6%
Sports	635	49.0%
Academic Clubs	240	18.5%
Student Council	37	2.9%
Other	184	14.2%
Not involved in activities	415	32.0%

Age of Students		
Age	Count	Percent
9	1	0.1%
10	1	0.1%
11	0	0.0%
12	1	0.1%
13	1	0.1%
14	191	14.7%
15	351	26.9%
16	322	24.7%
17	316	24.3%
18	111	8.5%
19	6	0.5%
Other	2	0.2%

Racial Heritage of Students[2]		
Racial Heritage	Count	Percent
White	666	51.4%
Black or African American	49	3.8%
Hispanic, Latino	611	47.1%
Asian	163	12.6%
Native Hawaiian	6	0.5%
American Indian or Alaska Native	11	0.8%
Other Pacific Islander	17	1.3%
Other	41	3.2%

Language Selected by Respondent for Survey		
Language	Count	Percent
English	1235	94.6%
Spanish	70	5.4%

[1] *Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding.*

[2] *In this table, the percentages may total more than 100% since respondents were instructed to select all that apply.*

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 outline 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 do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students. All schools can benefit by creating and cultivating these Conditions in the lives of their students.

"Aspirations is the ability to dream and set goals for the future while being inspired in the present to reach those dreams."

-Dr. Russell J. Quaglia

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 an important 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. Teachers have the opportunity to establish a culture of Belonging in their classrooms, one that promotes their students' sense of well-being, connection, and self-belief.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
1. School is a welcoming and friendly place.	76.6%	78.7%	75.7%	N/A*	N/A*	N/A*	75.1%	75.4%	81.1%	74.2%
2. Teachers make an effort to get to know me.	59.3%	60.4%	58.4%	N/A*	N/A*	N/A*	57.9%	59.0%	60.4%	59.5%
3. I have difficulty fitting in at school.	17.2%	16.0%	16.7%	N/A*	N/A*	N/A*	16.4%	16.4%	16.8%	19.1%
4. I am proud of my school.	55.8%	57.1%	55.4%	N/A*	N/A*	N/A*	60.7%	50.3%	61.7%	49.8%
5. I am a valued member of my school community.	48.2%	48.6%	49.3%	N/A*	N/A*	N/A*	44.5%	48.5%	51.7%	48.1%

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 lifestyle. 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. Teachers can be heroes to their students. Students can look up to teachers 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.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
6. Students respect teachers.	65.0%	66.5%	64.0%	N/A*	N/A*	N/A*	57.5%	64.3%	73.9%	64.1%
7. Adults at this school listen to students' suggestions.	60.4%	61.5%	60.4%	N/A*	N/A*	N/A*	58.8%	58.8%	65.7%	58.2%
8. My parents care about my education.	96.6%	96.1%	97.6%	N/A*	N/A*	N/A*	97.6%	97.6%	96.3%	95.0%
9. If I have a problem, I have a teacher that I can talk to.	67.4%	65.6%	69.9%	N/A*	N/A*	N/A*	61.9%	66.9%	69.7%	71.1%
10. Teachers respect students.	71.0%	70.2%	73.4%	N/A*	N/A*	N/A*	68.3%	67.7%	76.9%	71.7%
11. Students respect each other.	56.9%	59.6%	55.4%	N/A*	N/A*	N/A*	51.1%	55.6%	64.2%	56.2%
12. Teachers care if I am absent from school.	46.1%	47.5%	45.5%	N/A*	N/A*	N/A*	39.9%	45.3%	53.0%	45.4%

**To preserve anonymity, results will only be produced when there is data for ten or more respondents.*

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. Teachers have the opportunity to 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.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
13. I have never been recognized for something positive at school.	19.7%	20.7%	17.7%	N/A*	N/A*	N/A*	13.9%	22.1%	19.9%	22.8%
14. Teachers recognize me when I try my best.	64.9%	65.5%	65.0%	N/A*	N/A*	N/A*	65.7%	63.9%	64.4%	65.5%
15. Adults and students work together to make our school better.	58.1%	56.9%	60.3%	N/A*	N/A*	N/A*	55.5%	57.1%	61.9%	57.8%
16. Teachers let my parents know what I do well.	39.0%	42.6%	35.4%	N/A*	N/A*	N/A*	42.3%	39.1%	39.3%	34.4%
17. I put forth my best effort at school.	74.3%	70.1%	79.3%	N/A*	N/A*	N/A*	71.2%	74.9%	79.3%	71.0%
18. I know what I need to do to be successful in my classes.	85.4%	85.1%	86.3%	N/A*	N/A*	N/A*	84.9%	84.9%	86.3%	86.0%

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. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect 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.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
19. I enjoy being at school.	50.3%	50.9%	49.4%	N/A*	N/A*	N/A*	48.2%	47.9%	52.9%	51.7%
20. Teachers enjoy working with students.	73.8%	74.6%	73.8%	N/A*	N/A*	N/A*	69.9%	70.0%	80.4%	74.8%
21. School is boring.	54.7%	56.4%	52.2%	N/A*	N/A*	N/A*	51.4%	59.3%	52.2%	55.4%
22. Teachers have fun at school.	41.6%	47.5%	36.1%	N/A*	N/A*	N/A*	37.5%	40.4%	42.9%	46.0%
23. Learning can be fun.	75.8%	72.8%	80.0%	N/A*	N/A*	N/A*	69.1%	74.4%	78.9%	80.8%

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Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness 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. Teachers can devote extra attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
24. I feel comfortable asking questions in class.	68.7%	71.5%	65.9%	N/A*	N/A*	N/A*	68.2%	66.7%	71.1%	68.6%
25. Students work with adults to find solutions to school problems.	57.8%	58.3%	58.5%	N/A*	N/A*	N/A*	56.5%	57.4%	61.0%	56.2%
26. I enjoy working on projects with other students.	64.0%	65.7%	64.0%	N/A*	N/A*	N/A*	62.0%	61.9%	70.2%	61.8%
27. My classes help me understand what is happening in my everyday life.	39.4%	38.8%	40.6%	N/A*	N/A*	N/A*	34.0%	36.3%	40.9%	47.3%
28. I find homework helpful to my overall learning.	30.8%	26.5%	35.8%	N/A*	N/A*	N/A*	28.0%	28.7%	33.5%	32.4%
29. I understand the importance of what I am learning in school.	65.3%	64.2%	67.4%	N/A*	N/A*	N/A*	64.7%	62.1%	67.3%	67.0%
30. At school I am encouraged to be creative.	61.4%	59.8%	63.2%	N/A*	N/A*	N/A*	57.4%	61.0%	64.3%	62.9%

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. Teachers can encourage and support students' Spirit of Adventure by urging them to explore new things. When teachers create an atmosphere that allows for healthy decision making and 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.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
31. Students are supportive of each other.	70.2%	70.4%	71.0%	N/A*	N/A*	N/A*	64.1%	72.0%	77.7%	66.7%
32. I am afraid to try something if I think I may fail.	45.2%	36.0%	53.9%	N/A*	N/A*	N/A*	43.9%	43.5%	48.8%	44.7%
33. I am excited to tell my friends when I am successful.	67.0%	57.5%	77.1%	N/A*	N/A*	N/A*	62.3%	66.9%	71.1%	67.8%
34. I like challenging assignments.	38.9%	38.5%	39.8%	N/A*	N/A*	N/A*	38.0%	33.8%	39.8%	44.7%
35. Teachers help me learn from my mistakes.	68.5%	71.5%	67.2%	N/A*	N/A*	N/A*	67.9%	67.0%	72.0%	66.3%

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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.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
36. Students have a voice in decision making at school.	63.6%	61.3%	66.3%	N/A*	N/A*	N/A*	62.4%	63.8%	70.3%	56.9%
37. I take action on causes I believe in.	66.7%	64.1%	69.4%	N/A*	N/A*	N/A*	57.3%	64.6%	73.8%	71.8%
38. Other students see me as a leader.	30.7%	29.6%	33.1%	N/A*	N/A*	N/A*	24.9%	28.0%	34.9%	35.0%
39. I use my voice to express my thoughts and ideas.	66.7%	65.0%	69.0%	N/A*	N/A*	N/A*	62.0%	64.9%	71.9%	68.5%
40. Teachers encourage students to make decisions.	74.0%	71.8%	76.7%	N/A*	N/A*	N/A*	75.3%	70.7%	77.8%	72.3%
41. Teachers are willing to learn from students.	54.9%	56.4%	54.0%	N/A*	N/A*	N/A*	50.3%	55.5%	61.7%	51.4%
42. It is my responsibility to make sure I am learning.	85.5%	87.3%	85.3%	N/A*	N/A*	N/A*	82.5%	84.6%	89.5%	85.6%
43. I know the goals my school is working on this year.	39.1%	40.2%	38.5%	N/A*	N/A*	N/A*	38.0%	37.8%	41.6%	39.4%

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. 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.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
44. I believe I can be successful.	89.8%	90.2%	91.4%	N/A*	N/A*	N/A*	90.3%	88.5%	92.0%	88.3%
45. I have a responsibility to make the world better for others.	65.9%	63.0%	69.2%	N/A*	N/A*	N/A*	58.5%	67.6%	71.3%	65.9%
46. Teachers believe in me and expect me to be successful.	80.6%	78.4%	84.1%	N/A*	N/A*	N/A*	82.0%	78.8%	82.5%	79.5%
47. I am excited about my future.	71.3%	72.3%	72.6%	N/A*	N/A*	N/A*	69.8%	68.5%	74.4%	72.2%
48. I think it is important to set high goals.	80.3%	80.5%	81.1%	N/A*	N/A*	N/A*	79.6%	78.2%	81.1%	82.1%
49. School is preparing me well for my future.	55.8%	53.7%	59.2%	N/A*	N/A*	N/A*	58.3%	50.2%	58.1%	56.2%
50. Students develop programs that improve the whole school.	51.9%	51.5%	53.0%	N/A*	N/A*	N/A*	51.2%	47.4%	54.3%	54.0%

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Student Voice

The seven statements in the table below appear in other tables throughout this report as they relate to particular Conditions. Student Voice, however, not only gives us access to what students think about school through the lens of the 8 Conditions, it is also a construct in itself. As such, this table provides insight into what students believe about adult openness to and partnership with their ideas and suggestions.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
7. Adults at this school listen to students' suggestions.	60.4%	61.5%	60.4%	N/A*	N/A*	N/A*	58.8%	58.8%	65.7%	58.2%
15. Adults and students work together to make our school better.	58.1%	56.9%	60.3%	N/A*	N/A*	N/A*	55.5%	57.1%	61.9%	57.8%
25. Students work with adults to find solutions to school problems.	57.8%	58.3%	58.5%	N/A*	N/A*	N/A*	56.5%	57.4%	61.0%	56.2%
36. Students have a voice in decision making at school.	63.6%	61.3%	66.3%	N/A*	N/A*	N/A*	62.4%	63.8%	70.3%	56.9%
37. I take action on causes I believe in.	66.7%	64.1%	69.4%	N/A*	N/A*	N/A*	57.3%	64.6%	73.8%	71.8%
39. I use my voice to express my thoughts and ideas.	66.7%	65.0%	69.0%	N/A*	N/A*	N/A*	62.0%	64.9%	71.9%	68.5%
50. Students develop programs that improve the whole school.	51.9%	51.5%	53.0%	N/A*	N/A*	N/A*	51.2%	47.4%	54.3%	54.0%

School Custom

Below are custom questions setup for this particular survey.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
51. I feel encouraged and supported by WHS Staff to take advanced classes in my areas of strengths or interests.	70.5%	69.9%	72.4%	N/A*	N/A*	N/A*	73.1%	70.4%	76.4%	61.5%
52. The current bell schedule works well for me.	48.6%	49.5%	47.5%	N/A*	N/A*	N/A*	61.8%	46.0%	43.0%	42.6%
53. I have knowledge of and access to the resources I need to explore colleges and or careers (school counseling, college & career center, etc).	78.8%	77.3%	81.7%	N/A*	N/A*	N/A*	75.9%	79.6%	80.3%	79.4%
54. I have the confidence to seek out mental health support at school when and if I need it.	54.4%	55.7%	54.0%	N/A*	N/A*	N/A*	55.5%	51.7%	57.7%	52.4%
55. This school year, I feel connected to my school community (i.e. classmates, teachers, sports, clubs, activities, music, drama).	63.2%	65.1%	62.2%	N/A*	N/A*	N/A*	61.8%	62.9%	69.3%	59.0%

**To preserve anonymity, results will only be produced when there is data for ten or more respondents.*

All Results

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Belonging	1. School is a welcoming and friendly place.	76.6%	13.7%	62.9%	13.4%	8.7%	1.3%	0.2%
Belonging	2. Teachers make an effort to get to know me.	59.3%	12.2%	47.1%	22.2%	16.7%	1.8%	0.1%
Belonging	3. I have difficulty fitting in at school.	17.2%	5.7%	11.5%	17.5%	49.8%	15.5%	0.5%
Belonging	4. I am proud of my school.	55.8%	11.5%	44.2%	27.6%	11.7%	4.9%	0.9%
Belonging	5. I am a valued member of my school community.	48.2%	8.3%	40.0%	32.7%	15.2%	3.9%	1.6%
Heroes	6. Students respect teachers.	65.0%	8.1%	56.9%	18.5%	14.4%	2.0%	0.8%
Heroes	7. Adults at this school listen to students' suggestions.	60.4%	12.4%	48.0%	22.3%	14.2%	3.1%	0.1%
Heroes	8. My parents care about my education.	96.6%	63.6%	33.0%	3.1%	0.2%	0.2%	0.2%
Heroes	9. If I have a problem, I have a teacher that I can talk to.	67.4%	18.7%	48.6%	15.9%	12.9%	3.8%	1.1%
Heroes	10. Teachers respect students.	71.0%	15.6%	55.5%	18.5%	7.5%	3.0%	1.6%
Heroes	11. Students respect each other.	56.9%	7.8%	49.1%	25.0%	13.4%	4.7%	1.8%
Heroes	12. Teachers care if I am absent from school.	46.1%	9.9%	36.2%	26.4%	21.9%	5.7%	2.4%
Sense of Accomplishment	13. I have never been recognized for something positive at school.	19.7%	4.8%	14.9%	24.6%	42.3%	13.4%	0.2%
Sense of Accomplishment	14. Teachers recognize me when I try my best.	64.9%	14.4%	50.6%	20.2%	12.0%	2.8%	1.2%
Sense of Accomplishment	15. Adults and students work together to make our school better.	58.1%	12.7%	45.4%	27.2%	11.5%	3.2%	1.1%
Sense of Accomplishment	16. Teachers let my parents know what I do well.	39.0%	8.2%	30.8%	24.8%	27.4%	8.9%	1.5%
Sense of Accomplishment	17. I put forth my best effort at school.	74.3%	23.6%	50.7%	15.4%	8.0%	2.3%	1.5%
Sense of Accomplishment	18. I know what I need to do to be successful in my classes.	85.4%	25.8%	59.6%	10.3%	3.5%	0.7%	2.1%
Fun & Excitement	19. I enjoy being at school.	50.3%	10.2%	40.1%	21.3%	20.4%	8.0%	1.2%
Fun & Excitement	20. Teachers enjoy working with students.	73.8%	15.3%	58.5%	20.0%	4.7%	1.5%	0.5%
Fun & Excitement	21. School is boring.	54.7%	23.0%	31.7%	20.0%	21.2%	4.1%	0.8%
Fun & Excitement	22. Teachers have fun at school.	41.6%	7.2%	34.5%	36.2%	17.3%	4.8%	1.9%

**Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of students who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of students who took the survey.*

All Results (cont.)

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Fun & Excitement	23. Learning can be fun.	75.8%	18.9%	56.9%	15.0%	6.3%	2.9%	2.1%
Curiosity & Creativity	24. I feel comfortable asking questions in class.	68.7%	14.0%	54.6%	15.3%	12.7%	3.3%	1.2%
Curiosity & Creativity	25. Students work with adults to find solutions to school problems.	57.8%	9.7%	48.2%	26.8%	13.0%	2.3%	0.1%
Curiosity & Creativity	26. I enjoy working on projects with other students.	64.0%	15.6%	48.5%	15.9%	14.7%	5.3%	0.5%
Curiosity & Creativity	27. My classes help me understand what is happening in my everyday life.	39.4%	6.0%	33.4%	22.1%	27.8%	10.6%	0.6%
Curiosity & Creativity	28. I find homework helpful to my overall learning.	30.8%	5.3%	25.5%	19.6%	25.8%	23.8%	0.7%
Curiosity & Creativity	29. I understand the importance of what I am learning in school.	65.3%	12.8%	52.5%	17.4%	13.6%	3.8%	1.1%
Curiosity & Creativity	30. At school I am encouraged to be creative.	61.4%	11.8%	49.6%	21.0%	13.6%	3.9%	2.2%
Spirit of Adventure	31. Students are supportive of each other.	70.2%	10.2%	60.1%	18.5%	8.9%	2.3%	0.4%
Spirit of Adventure	32. I am afraid to try something if I think I may fail.	45.2%	9.4%	35.9%	19.2%	27.7%	7.9%	0.9%
Spirit of Adventure	33. I am excited to tell my friends when I am successful.	67.0%	21.1%	45.9%	20.3%	9.6%	3.1%	2.1%
Spirit of Adventure	34. I like challenging assignments.	38.9%	8.6%	30.3%	21.6%	25.5%	14.0%	2.2%
Spirit of Adventure	35. Teachers help me learn from my mistakes.	68.5%	15.0%	53.4%	18.5%	10.4%	2.7%	2.1%
Leadership & Responsibility	36. Students have a voice in decision making at school.	63.6%	12.5%	51.1%	20.5%	12.8%	3.1%	0.1%
Leadership & Responsibility	37. I take action on causes I believe in.	66.7%	18.2%	48.5%	22.3%	9.6%	1.5%	0.2%
Leadership & Responsibility	38. Other students see me as a leader.	30.7%	6.7%	24.0%	33.2%	27.2%	8.8%	0.4%
Leadership & Responsibility	39. I use my voice to express my thoughts and ideas.	66.7%	16.0%	50.7%	18.2%	11.7%	3.4%	0.5%
Leadership & Responsibility	40. Teachers encourage students to make decisions.	74.0%	12.4%	61.6%	18.2%	6.6%	1.2%	0.8%
Leadership & Responsibility	41. Teachers are willing to learn from students.	54.9%	8.8%	46.2%	26.0%	15.8%	3.3%	1.4%
Leadership & Responsibility	42. It is my responsibility to make sure I am learning.	85.5%	29.3%	56.2%	9.7%	3.9%	0.9%	1.9%
Leadership & Responsibility	43. I know the goals my school is working on this year.	39.1%	10.3%	28.7%	24.4%	26.0%	10.5%	2.1%
Confidence to Take Action	44. I believe I can be successful.	89.8%	37.4%	52.3%	8.1%	1.6%	0.5%	0.3%

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All Results (cont.)

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Confidence to Take Action	45. I have a responsibility to make the world better for others.	65.9%	17.9%	48.0%	21.1%	10.0%	3.1%	0.0%
Confidence to Take Action	46. Teachers believe in me and expect me to be successful.	80.6%	19.0%	61.6%	14.1%	3.9%	1.4%	0.6%
Confidence to Take Action	47. I am excited about my future.	71.3%	30.0%	41.3%	16.9%	7.8%	4.0%	1.8%
Confidence to Take Action	48. I think it is important to set high goals.	80.3%	33.4%	47.0%	13.2%	4.9%	1.5%	2.1%
Confidence to Take Action	49. School is preparing me well for my future.	55.8%	14.8%	41.0%	24.7%	13.5%	6.0%	2.1%
Confidence to Take Action	50. Students develop programs that improve the whole school.	51.9%	9.3%	42.6%	33.7%	10.7%	3.8%	2.2%
School Custom	51. I feel encouraged and supported by WHS Staff to take advanced classes in my areas of strengths or interests.	70.5%	21.2%	49.3%	17.6%	9.1%	2.8%	2.8%
School Custom	52. The current bell schedule works well for me.	48.6%	11.0%	37.6%	14.5%	19.7%	17.2%	2.9%
School Custom	53. I have knowledge of and access to the resources I need to explore colleges and or careers (school counseling, college & career center, etc).	78.8%	21.5%	57.3%	15.4%	4.5%	1.3%	3.0%
School Custom	54. I have the confidence to seek out mental health support at school when and if I need it.	54.4%	14.9%	39.4%	21.5%	17.0%	7.1%	3.1%
School Custom	55. This school year, I feel connected to my school community (i.e. classmates, teachers, sports, clubs, activities, music, drama).	63.2%	18.0%	45.3%	20.5%	9.4%	6.9%	2.8%

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