

WCPSS Student Survey Results: 2015-16



WCPSS Student Survey Results, 2015-16

Abstract

The WCPSS Student Survey is administered each year to measure students' perceptions about their learning experiences. Over 30,000 students in grades 5, 8, and 9 responded to the 50-item survey in the spring of 2016. Results by grade and subgroup were very similar to 2015 survey results. The vast 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. Significant differences in response patterns among subgroups were identified on some survey items, and the responses of proficient and non-proficient students differed significantly on some items as well.

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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. In the spring of 2016, students in grades 5, 8, and 9 were administered a 50-item survey covering topics such as 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 2016, 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 Inventory, 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. Higher levels of student engagement have been found to be related to higher grade point averages (GPA) and lower numbers of suspensions (Appleton, Christenson, Kim, & Reschly, 2006). 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 six items measuring civic engagement were included in the survey. The overall response rate to the survey was 80%, substantially higher than the 63% rate the previous year.

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 Appendix A. 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 30,209 students responded to the survey. The response rates for the 2015-16 WCPSS Student Survey are displayed in Table 1. Response rates were highest for 5th grade students (91.2%) and lowest for 9th grade students (67.2%), with an overall response rate of 79.9%. Respondents included students from 170 of WCPSS’s 172 schools.

Table 1
2015-16 WCPSS Student Survey Response Rates by Grade Level

Grade	Number of Students by grade level	Number of Students Participating in Survey	Response rate
5 th	12,052	10,991	91.2%
8 th	12,102	10,033	82.9%
9 th	13,663	9,185	67.2%
Total	37,817	30,209	79.9%

Results

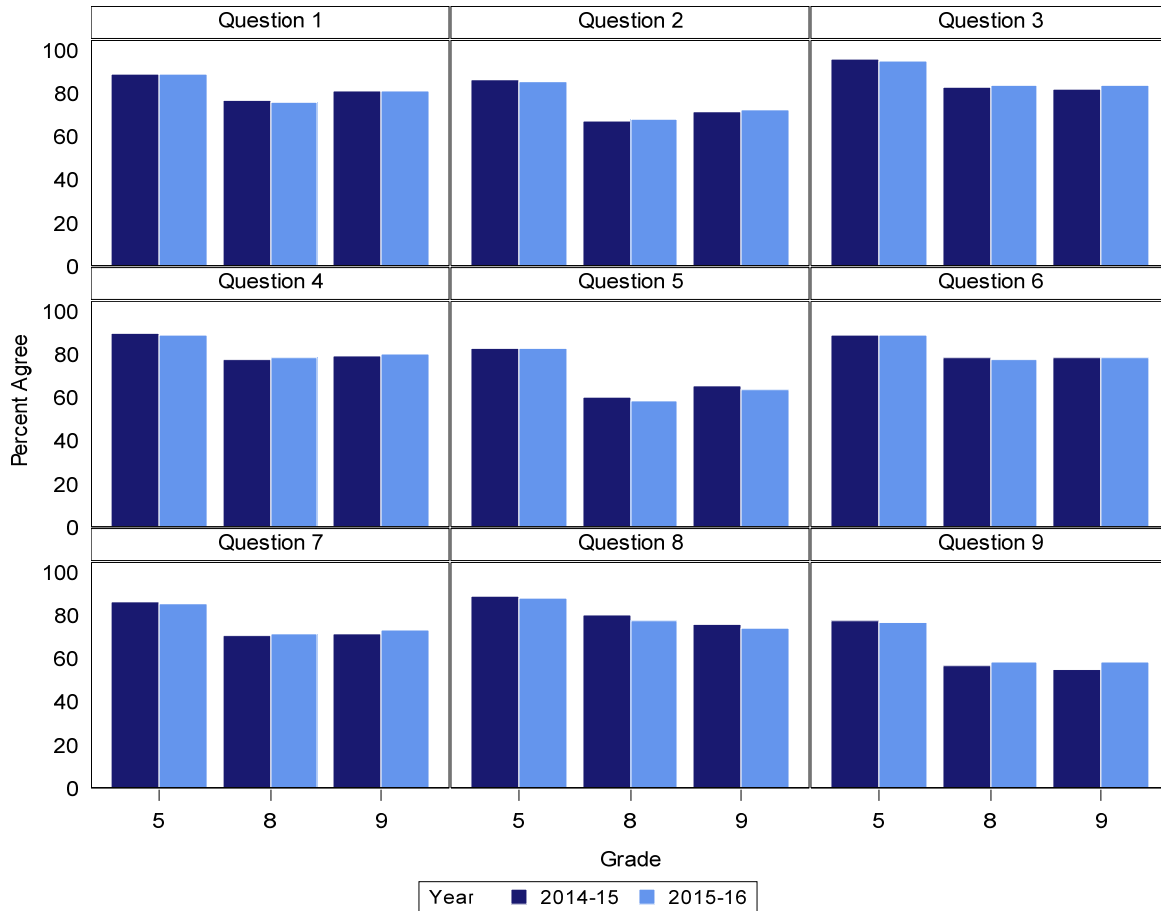
Student survey results are summarized for each of the eight domains. Bar charts and data tables are displayed for each item and grade. The percentage of students responding “agree” or “strongly agree” were combined to obtain an overall rate of agreement for each item in each domain. Students’ survey responses were also analyzed across subgroups of students, including gender; race; Students with disabilities (SWD) status, Academically/Intellectually Gifted (AG) status, and Limited English Proficient (LEP) status; and proficiency on 2014-15 EOG exams in reading and math.

Teacher-Student Relationships

The Teacher-Student Relationships (TSR) 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 TSR 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.

Figure 1 presents the responses of students across grades to TSR items.

Figure 1
Responses to Teacher-Student Relationships Items, 2014-15 and 2015-16



Question		Percent Agreement					
		Grade 5		Grade 8		Grade 9	
		14-15	15-16	14-15	15-16	14-15	15-16
1	Overall, adults at my school treat students fairly.	88.5	88.2	76.5	75.5	80.8	80.8
2	Adults at my school listen to the students.	86.4	85.3	67.3	67.8	70.9	72.2
3	At my school, teachers care about students.	95.2	95.0	82.4	83.5	82.1	83.5
4	My teachers are there for me when I need them.	89.5	88.5	77.0	78.1	78.9	80.1
5	The school rules are fair.	82.2	82.4	59.7	58.5	64.8	63.7
6	Overall, my teachers are honest and open with me.	88.4	88.3	78.0	77.3	78.2	78.5
7	I enjoy talking to the teachers here.	85.7	85.4	70.1	71.7	71.2	73.3
8	I feel safe at school.	88.5	88.1	79.8	77.6	76.0	74.3
9	Most teachers at my school are interested in me as a person, not just as a student.	77.3	76.8	56.3	58.4	54.8	57.9

Teacher-Student Relationships Results by Subgroup

When students' responses to TSR items were analyzed across subgroups of students, several significant differences in responses were identified. A table showing the percentage of students agreeing with these items by subgroup is presented in Appendix B, Table B1, and a table of the percentage of students agreeing with these items by proficiency on the 2014-15 EOG tests is presented in Appendix C, Table C1.

Similar to 2015 survey results, the percentages of Black/African-American students who agreed with statements in this domain were *substantially lower* than all other racial subgroups in each of the three grades. The items with the largest differences (more than 10 percentage points) between Black/African-American students and other students were Q1 (Adults at my school treat students fairly), Q2 (Adults at my school listen to students), and Q5 (The school rules are fair).

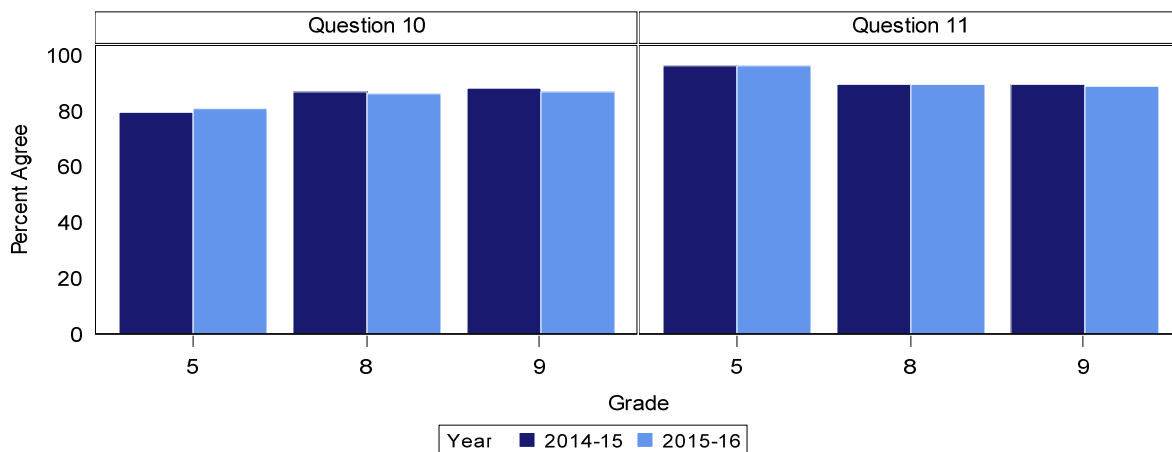
In contrast, Asian students reported the highest rate of agreement of all racial subgroups on all items in this domain. Students identified as AIG also had higher rates of agreement than those not identified, although on most items, the differences were less than five percentage points.

There were also large differences between students who scored proficient on EOG exams in math and reading and those who did not, with the former group indicating much higher levels of agreement on a majority of the items in this domain. This pattern was evident across all three grades although the gap was widest between 8th and 9th grade students. Items with the largest differences concerned perceptions of fairness: Q1 (adults at my school treat students fairly) and Q5 (the school rules are fair), with non-proficient students much less likely to agree with these statements (by 8-11 percentage points).

Rigor Scale

This 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 Figure 2, the vast majority of students agreed with both items in this domain, and there was very little difference from the previous year's results.

Figure 2
Responses to Rigor Scale Items, 2014-15 and 2015-16



Question:		Percent Agreement					
		Grade 5		Grade 8		Grade 9	
		14-15	15-16	14-15	15-16	14-15	15-16
10	My teachers give me challenging work.	79.6	80.8	86.5	86.0	87.8	87.0
11	I work hard to meet my teachers' expectations.	96.1	95.7	89.6	89.1	89.3	88.6

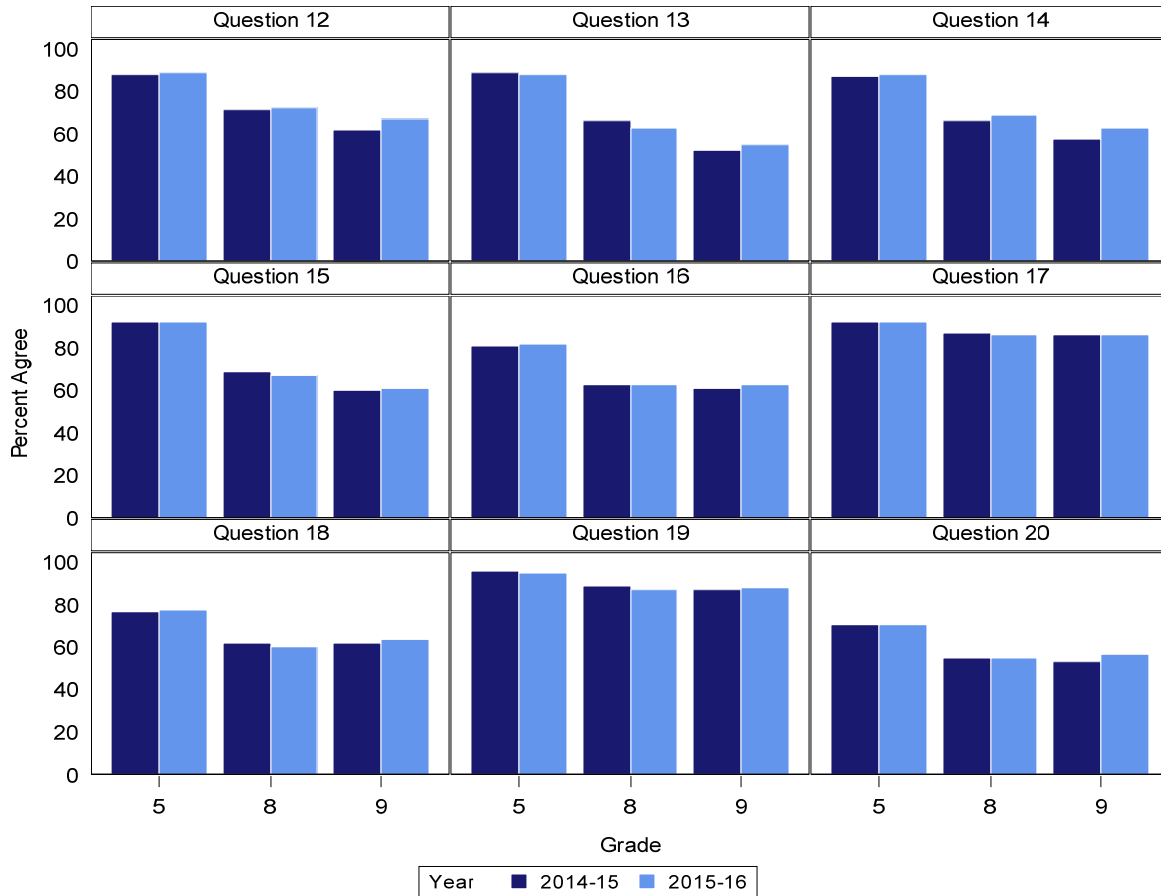
Rigor Results by Subgroup

There were no large differences in responses among subgroups on these two items, although Asian and AIG students were less likely to agree that teachers gave them challenging work. Female students had a higher rate of agreement than male students (about a 5 percentage point difference overall) in response to the question: “I work hard to meet my teachers’ expectations.” A table of the percentage of students agreeing with these items by subgroup is presented in Appendix B, Table B2, and a table of the percentage of students agreeing with these items by their proficiency on the 2014-15 EOG tests is presented in Appendix C, Table C2.

Control and Relevance of School Work

The Control and Relevance of School Work (CRSW) 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 year, 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.”

Figure 3
Responses to Control and Relevance of School Work Items, 2014-15 and 2015-16



Question:		Percent Agreement					
		Grade 5		Grade 8		Grade 9	
		14-15	15-16	14-15	15-16	14-15	15-16
12	The tests in my classes do a good job of measuring what I am able to do.	87.8	88.2	71.4	72.0	62.1	66.5
13	Most of what is important to know you can learn in school.	88.8	87.9	65.7	62.9	52.4	54.7
14	The grades in my classes do a good job of measuring what I am able to do.	87.3	88.1	66.3	68.4	57.5	62.2
15	What I am learning in my classes will be important in my future.	92.0	91.9	68.7	66.5	59.8	60.9
16	After finishing my schoolwork, I check it over to see if it is correct.	81.1	81.5	62.9	62.8	61.0	62.7
17	When I do schoolwork, I check to see whether I understand what I am doing.	92.0	92.4	86.8	86.4	85.9	86.4
18	Learning is fun because I get better at something.	76.9	77.4	61.6	60.2	62.0	63.2
19	When I do well in school, it is because I work hard.	95.2	94.9	88.7	87.2	86.5	87.7
20	I feel like I have a say about what happens to me at school.	70.1	70.8	54.4	55.1	52.6	56.8

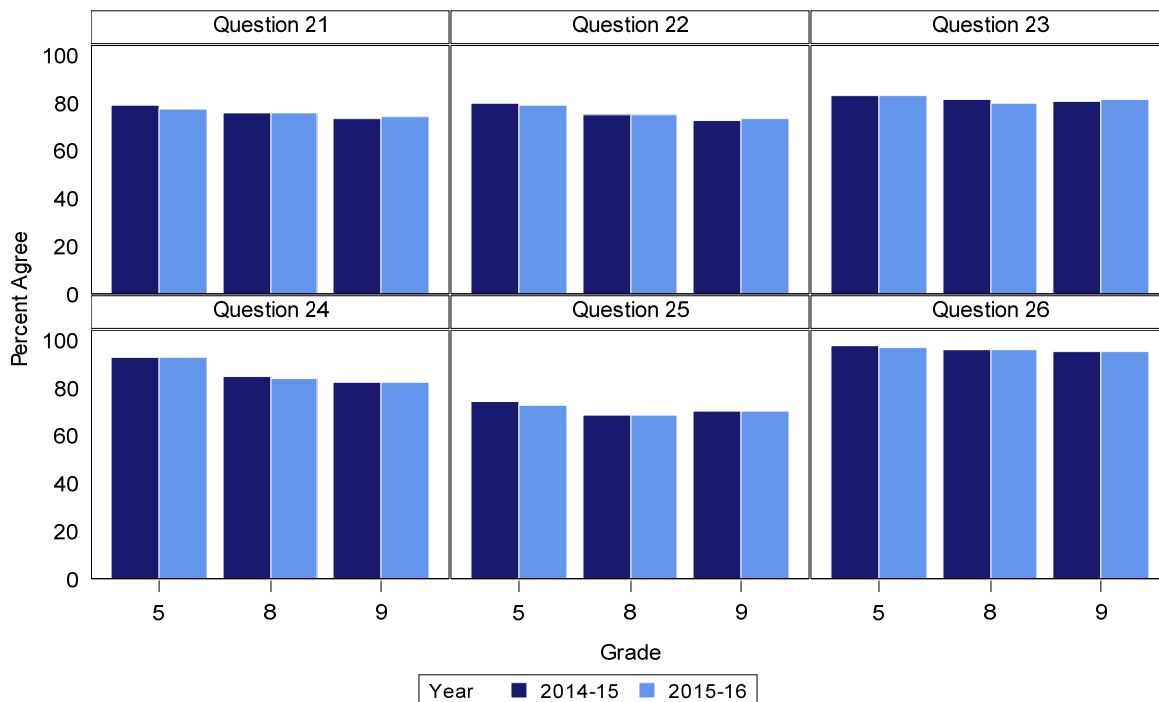
Control and Relevance of School Work Results by Subgroup

There were few substantial differences on the nine items among most subgroups. White students and Multi-racial students in 8th and 9th grade had lower rates of agreement on the relevance of school work, specifically four questions: Q12, Q13, and Q15, Q18. LEP students, especially in 8th and 9th grade agreed with most of the statements at a much higher rate than non-LEP students. Interestingly, non-proficient students had much higher levels of agreement than proficient students on the value of school (Q13 and Q15) and their control over what happens to them at school (Q20). A table of the percentage of students agreeing with these items by subgroup is presented in Appendix B, Table B3, and a table of the percentage of students agreeing with these items by their proficiency on the 2014-15 EOG tests is presented in Appendix C, Table C3.

Peer Support for Learning

This 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 they need them.

Figure 4
Responses to Peer Support for Learning Items, 2014-15 and 2015-16



Question:		Percent Agreement					
		Grade 5		Grade 8		Grade 9	
		14-15	15-16	14-15	15-16	14-15	15-16
21	Other students at school care about me.	78.7	77.4	76.0	75.7	73.1	73.8
22	Students at my school are there for me when I need them.	80.2	79.1	75.2	75.3	73.0	73.3
23	Other students here like me the way I am.	83.2	82.7	81.3	80.0	80.7	81.1
24	I enjoy talking to the students here.	92.8	92.3	84.3	84.1	82.2	81.9
25	Students here respect what I have to say.	73.9	72.3	68.5	68.8	70.1	69.9
26	I have some friends at school.	97.3	96.9	96.2	95.9	95.2	95.0

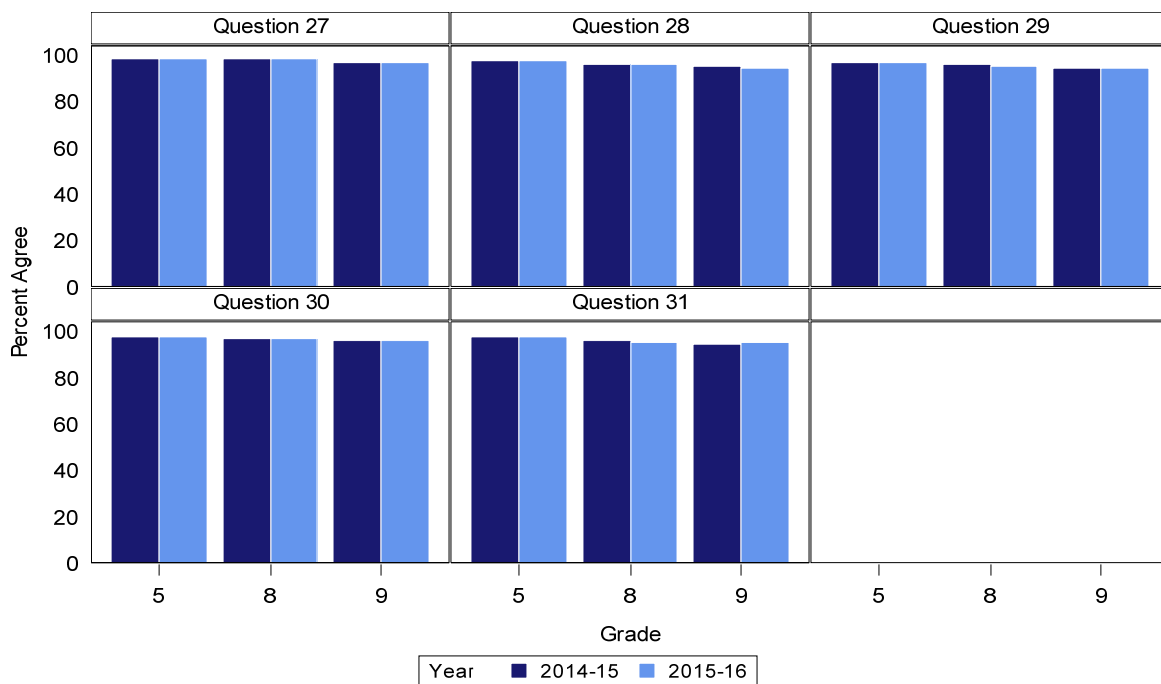
Peer Support for Learning Results by Subgroup

Across all three grades, Black/African-American students reported lower rates of agreement on six of the seven items measuring peer support for learning. They were less likely than other racial subgroups to agree that “other students care about me,” “students are there for me when I need them,” and “students respect what I say.” Similarly, non-proficient students were much less likely than proficient students to report that they had support and respect from their peers. On a positive note, about 95% of respondents across all grades and subgroups indicated that they “have some friends at school.” (See Appendix B, Table B4, and Appendix C, Table C4).

Future Aspirations and Goals

The Future Aspirations and Goals domain consisted of five items questioning students about their future plans and their belief in the importance of education. Similar to the previous year’s results, over 95% of students in each of the three grades agreed with most of the statements. The percentage of students who “plan to continue their education following high school” was 98% for 5th and 8th grade and 97% for 9th grade students. As with the 2014-15 survey, almost all students were hopeful about their future.

Figure 5
Responses to Future Aspirations and Goals Items, 2014-15 and 2015-16



Question:		Percent Agreement					
		Grade 5		Grade 8		Grade 9	
		14-15	15-16	14-15	15-16	14-15	15-16
27	I plan to continue my education following high school.	98.3	98.4	98.0	98.2	96.8	96.7
28	Going to school after high school is important.	97.7	97.3	96.2	96.1	94.9	94.0
29	School is important for achieving my future goals.	97.1	96.9	95.7	95.2	94.7	94.4
30	My education will create many future opportunities for me.	97.3	97.5	96.8	96.4	95.8	96.1
31	I am hopeful about my future.	97.9	97.6	96.3	95.5	94.7	94.8

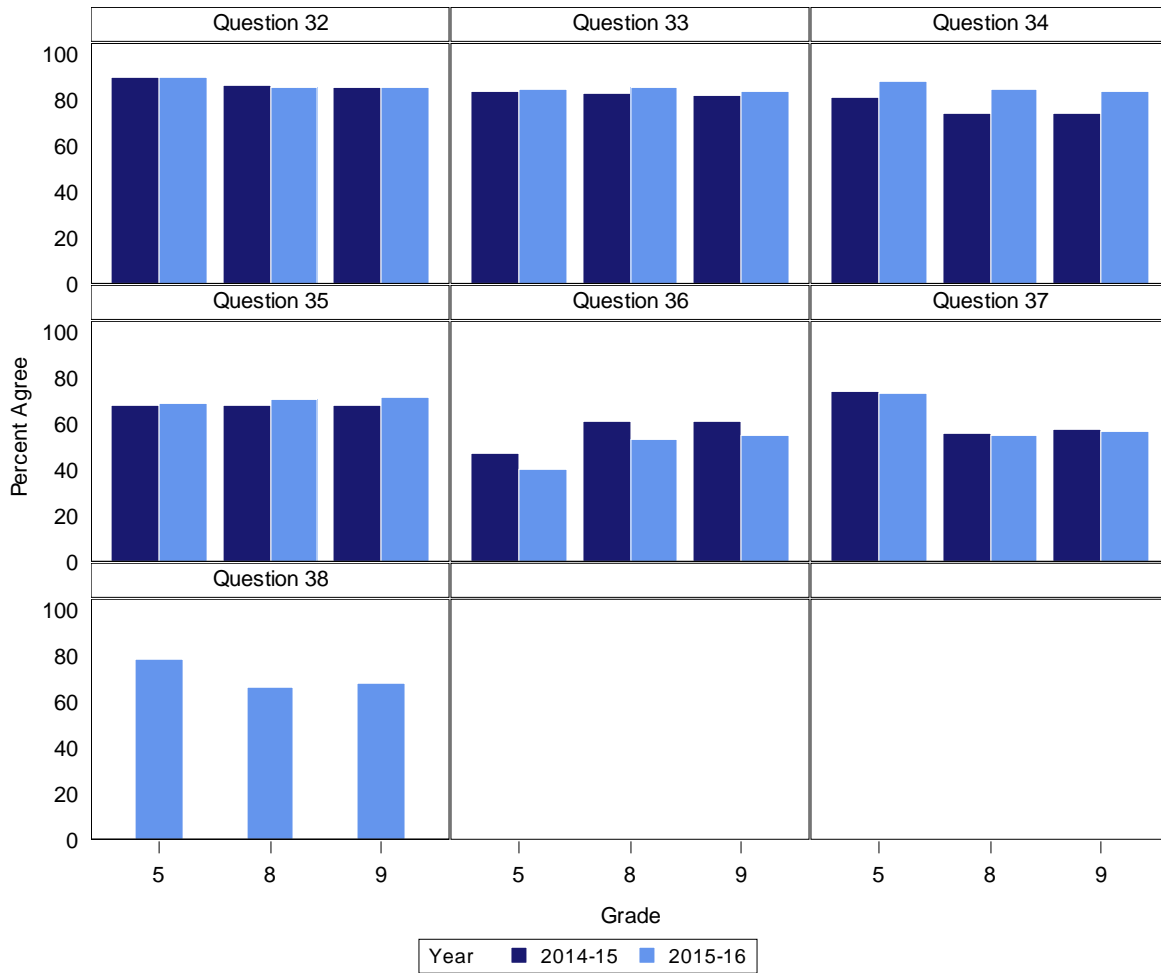
Future Aspirations and Goals Results by Subgroup

There was very little variation in rates of agreement among subgroups on items measuring future aspirations and goals. Over 95% of students in each subgroup agreed about the importance of school to their future and were hopeful about their future. Students with disabilities reported slightly less agreement on most of the items, about two percentage points lower on average. For more information, see Appendices B, Table B5, and C, Table C5.

Civic Engagement

The Civic Engagement domain consisted of seven items measuring students' interest in civic issues. Perhaps due to the impending 2016 presidential election, the percentage of students who indicated that they "care about who is elected to be our next president" increased from six to ten percentage points compared to the previous year and declined by a similar amount for the item about politics and government being boring. A new item (Question 38) about volunteering found almost four-fifths of 5th grade students and three-fourths of 8th and 9th grade students "often volunteer to help others."

Figure 6
Responses to Civic Engagement Items, 2014-15 and 2015-16



Question:		Percent Agreement					
		Grade 5		Grade 8		Grade 9	
		14-15	15-16	14-15	15-16	14-15	15-16
32	I believe I can make a difference in my community.	89.2	89.3	86.5	85.6	84.8	85.2
33	When I am old enough, I plan to vote in most elections.	83.3	84.5	82.7	84.9	82.1	83.7
34	I care a great deal about who is elected to be our next president.	81.1	87.4	74.3	84.1	73.8	83.3
35	I pay attention to what is going on in the news.	68.0	68.7	67.4	70.1	68.0	71.3
36	I think politics and government are boring.	46.9	39.8	61.0	52.6	60.9	54.6
37	I participate in projects in my community.	73.5	73.2	55.3	55.2	57.2	56.9
38	I often volunteer my time to help others.		78.5		65.8		67.7

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

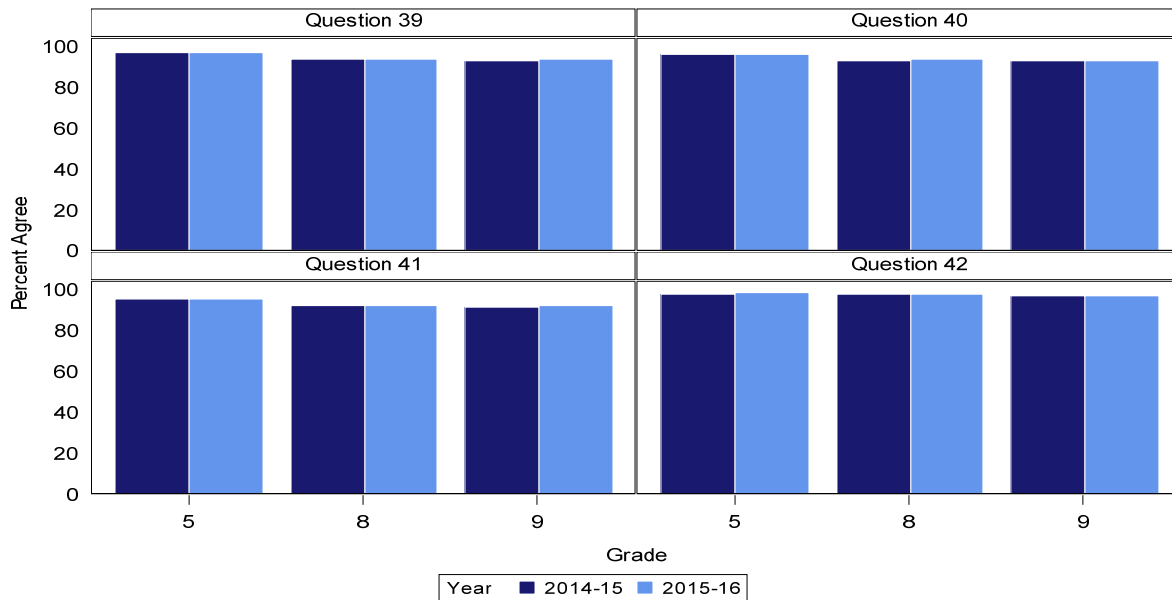
Civic Engagement Results by Subgroup

There were several differences in response patterns among student subgroups. Male students were less likely than female students to agree that they “could make a difference in my community,” “plan to vote in most elections” “participate in projects in my community,” and “volunteer my time to help others.” Asian students were more likely to agree that they could make a difference in their community, and participate in community projects and volunteer. Students identified as AIG also had higher rates of agreement than other students on most of the items, especially on future plans to vote in elections. Proficient students agreed at a higher rate than non-proficient students that they planned to vote in most elections and participate in projects in their community. A table of the percentage of students agreeing with these items by subgroup is presented in Appendix B, Table B6, and a table of the percentage of students agreeing with these items by their proficiency on the 2014-15 EOG tests is presented in Appendix C, Table C6.

Family Support and Learning

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 two survey years.

Figure 7
Responses to Family Support and Learning Items, 2014-15 and 2015-16



Question:		Percent Agreement					
		Grade 5		Grade 8		Grade 9	
		14-15	15-16	14-15	15-16	14-15	15-16
39	My family/guardian(s) are there for me when I need them.	96.8	96.7	94.0	93.9	93.2	93.4
40	When I have problems at school, my family/guardian(s) are willing to help me.	95.6	95.7	93.0	93.8	92.8	93.2
41	When something good happens at school, my family/guardian(s) want to know about it.	95.3	95.5	92.0	92.0	91.3	92.1
42	My family/guardian(s) want me to keep trying when things are tough at school.	97.8	98.0	97.2	97.3	97.0	97.1

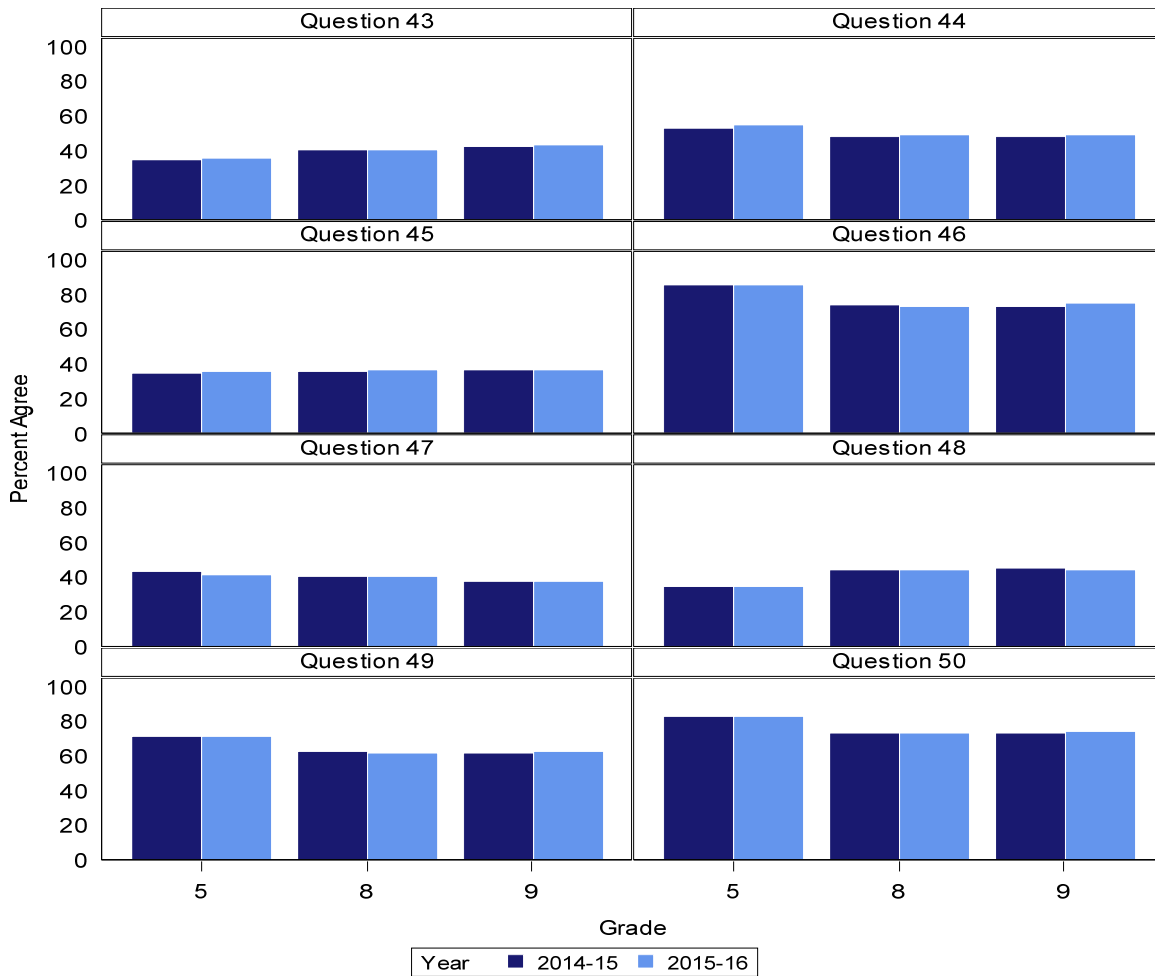
Family Support and Learning Results by Subgroup

There was very high consistency in rates of agreement among most subgroups on the family support and learning items, with over 90% of students indicating their family supported them in school. For more information, see Appendix B, Table B7, and Appendix C, Table C7.

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 year’s results, and rates of agreement by grade were similar on most items. Large majorities of 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.

Figure 8
Responses to Duckworth Grit Scale Items, 2014-15 and 2015-16



Question:	Percent Responding Very much like me or Mostly like me						
	Grade 5		Grade 8		Grade 9		
	14-15	15-16	14-15	15-16	14-15	15-16	
43	New ideas and projects sometimes distract me from previous ones.	34.9	35.7	40.8	40.8	42.1	43.7
44	Setbacks (delays and obstacles) do not discourage me. I bounce back from disappointments faster than most people.	52.7	54.8	48.3	48.9	48.4	48.6
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	36.4	36.0	36.2
46	I am a hard worker.	85.4	85.5	74.3	73.2	73.1	75.2
47	I often set a goal but later choose to pursue (follow) a different one.	43.4	41.2	40.2	40.6	37.8	37.3
48	I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.	34.2	34.3	44.0	44.3	44.7	44.4
49	I finish whatever I begin.	71.6	70.9	62.1	61.9	61.6	62.6
50	I am diligent (hard working and careful).	82.5	82.8	72.8	72.8	72.7	73.6

Duckworth Grit Results by Subgroup

Female students reported being less distracted, harder-working and more diligent than male students, but a larger percentage of male students indicated that they were not discouraged by setbacks and bounced back from disappointments. Asian students reported higher levels of grit as measured by the survey items than students from other racial and ethnic backgrounds. Students identified either as AIG, not SWD, or not LEP had higher levels of grit than their counterparts. In addition, there were large differences between proficient and non-proficient students on most items, with proficient students indicating higher levels of grit. A table of the percentage of students agreeing with these items by subgroup is presented in Appendix B, Table B8, and a table of the percentage of students agreeing with these items by their proficiency on the 2014-15 EOG tests is presented in Appendix C, Table C8.

Conclusions/Discussion

The 2015-16 WCPSS Student Survey provided valuable insight into how our students view their teachers, their school, their peers, their family, and themselves. The vast majority of students — nearly all of those responding to the survey — agreed that school is important for achieving their future goals, planned to continue their education following high school, and were hopeful about their future. Nearly all students felt supported by their family and had friends at school. Over 89% of students reported that they work hard to meet their teachers' expectations.

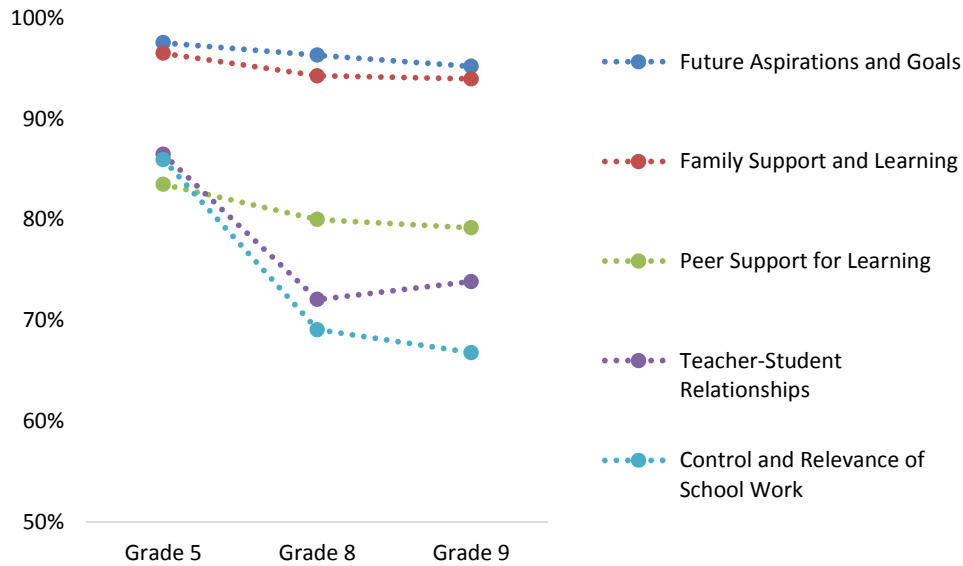
Results from the 2015-16 student survey are largely consistent with results from the previous year's survey. In most domains, the percentages of students agreeing with the statements from the Student Engagement Inventory were very similar to those from the 2014-15 survey both by grade and subgroup. Among the few differences in response patterns between the two years of the survey are the following:

- *Teacher-Student Relationships*: a slight increase in the percentages of 8th and 9th grade students who believed their teachers are interested in them as people — not just as students (Q9). Last year, this question had the lowest level of agreement of all the items in this domain.
- *Control and Relevance of School Work*: a slight increase in 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).
- *Civic Engagement*: a large increase in the percentage of all students caring about who is elected to be our next president (Q34), and a large decrease in the percentages who think politics and government are boring (Q36).

Looking at rates of agreement across the nine domains, the domains of Future Aspirations and Goals (94-98% agreement) and Family Support and Learning (92-98%) had the highest rates of student agreement. Survey results in these two domains also stand out for their similarities across all three grades — they are all uniformly high (see Figure 9).

On the other hand, domains with rates of agreement in the middle range (40-60%) are also the domains with the largest differences in agreement by grade level. For example, the Control and Relevance of School Work domain had wide variation between 5th grade students and 8th and 9th grade students (see Figure 9). The difference is 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 88% in 5th grade to 63% in 8th grade to 55% in 9th grade.

Figure 9
Agreement with Student Engagement Domain Items by Grade



When disaggregated by student subgroup, significant differences in response patterns were evident on many items. Students of different races/ethnicities responded significantly differently to all survey items but two, with Asian students generally reporting the highest degree of agreement or “grit” of any race/ethnic group. The survey also highlighted some differences in the perceptions of students who scored proficient and those who did not on the prior year’s (2014-15) EOG tests.

Schools were provided with school-level results in July 2016, and staff can use these data to identify trends within their school and to compare the responses of students within their school to students across the district. In addition to individual and family-level factors, research suggests that schools play a pivotal role in shaping students’ perceptions of and experiences in school (Samdal, Nutbeam, Wold, & Kansas, 1998; Libby, 2004; Shukia, Konoid, & Cornell, 2016). Students are more likely to do well in school if they feel safe, perceive that school rules are fair, and feel that their teachers support them. Results from this student survey can aid school staff in their efforts to improve their students’ feelings of connectedness to and engagement in school, which are critical for creating positive educational outcomes.

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Appendices

Appendix A: 2015-16 WCPSS Student Survey

Appendix B: Survey Results by Subgroup

Appendix C: Survey Results by EOG Proficiency

Appendix A

2015-16 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"/>					

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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"/>

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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

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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"/>	

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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"/>	

Appendix B

Survey Results by Subgroup

**Table B1
Percentage of Students Agreeing with Teacher-Student Relationship Items by Subgroup, 2015-16**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
Overall, adults at my school treat students fairly.	5	88.2	89.9	86.6	92.3	89.7	79.0	91.3	87.3	88.5	86.3	87.1	91.9	88.2	88.3
	8	75.5	74.7	76.2	80.5	77.3	63.3	79.7	74.4	75.5	75.5	73.9	79.6	75.2	80.4
	9	80.8	80.1	81.5	86.5	80.3	72.4	84.6	75.8	81.0	79.2	79.0	86.4	80.8	81.3
	All	81.7	81.9	81.6	86.6	83.0	71.8	85.4	79.5	81.9	80.6	80.3	85.9	81.7	83.3
Adults at my school listen to the students.	5	85.3	86.5	84.1	89.4	86.1	76.1	88.5	85.8	85.7	82.2	83.8	89.8	85.4	83.5
	8	67.8	66.3	69.2	75.2	70.0	55.6	71.8	63.7	67.7	68.3	66.4	71.5	67.3	77.7
	9	72.2	69.9	74.5	83.4	72.8	62.4	75.5	68.0	72.3	71.8	70.4	77.9	71.9	79.0
	All	75.5	74.7	76.2	82.8	77.0	65.0	78.9	72.9	75.6	74.5	74.0	79.8	75.3	80.1
At my school, teachers care about students.	5	95.0	95.9	94.2	97.7	95.3	91.2	96.4	93.8	95.2	93.8	94.4	96.9	95.1	92.9
	8	83.5	84.0	83.1	85.6	84.4	77.2	85.7	84.1	83.5	83.5	82.9	85.2	83.3	88.3
	9	83.5	82.9	84.1	88.7	82.6	79.7	85.2	78.6	83.5	83.2	82.6	86.4	83.3	86.6
	All	87.7	88.0	87.4	91.0	88.1	83.0	89.4	86.0	87.8	87.2	87.0	89.7	87.6	89.3
My teachers are there for me when I need them.	5	88.5	90.1	87.0	92.1	89.4	83.1	90.2	87.2	88.7	87.2	87.8	90.7	88.4	91.5
	8	78.1	78.7	77.6	78.0	80.8	73.9	79.6	75.2	77.8	80.9	77.5	79.9	77.9	84.2
	9	80.1	79.3	80.8	83.2	81.1	78.5	80.0	80.2	79.7	82.8	79.6	81.5	79.7	86.3
	All	82.5	83.1	82.0	84.8	84.2	78.6	83.5	81.1	82.3	83.8	81.9	84.2	82.3	87.4
The school rules are fair.	5	82.4	84.6	80.3	88.9	85.0	74.5	84.0	81.1	83.0	78.2	81.4	85.6	82.3	84.1
	8	58.5	55.2	61.7	76.0	58.3	44.7	62.3	55.7	58.4	59.1	55.7	65.8	58.1	66.1
	9	63.7	60.6	66.9	75.6	61.6	52.7	68.2	62.8	64.6	57.4	60.9	72.7	63.6	66.3
	All	68.8	67.5	70.0	80.9	69.5	57.8	71.9	67.0	69.2	65.7	66.7	74.8	68.6	72.2

Continued

Table B1 continued
Percentage of Students Agreeing with Teacher-Student Relationship Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
Overall, my teachers are honest and open with me.	5	88.3	88.5	88.1	93.2	88.9	82.1	90.2	86.1	88.5	86.7	87.5	90.7	88.3	87.7
	8	77.3	77.6	76.9	79.9	78.8	72.0	79.2	73.3	77.1	78.4	76.4	79.7	77.1	81.9
	9	78.5	77.8	79.1	84.5	77.7	74.9	79.7	78.0	78.4	79.2	77.6	81.0	78.3	82.4
	All	81.7	81.6	81.7	86.3	82.4	76.5	83.3	79.3	81.6	81.8	80.9	84.0	81.5	84.0
I enjoy talking to the teachers here.	5	85.4	87.5	83.2	91.7	86.6	79.3	86.9	82.0	85.4	85.0	84.9	86.7	85.4	85.3
	8	71.7	73.6	69.7	76.0	72.1	63.7	74.5	71.4	71.4	73.4	70.7	74.3	71.3	80.2
	9	73.3	73.4	73.1	83.0	73.3	67.1	75.2	68.9	73.3	73.4	71.7	78.2	73.0	78.4
	All	77.1	78.6	75.7	83.9	78.1	70.3	79.2	74.5	77.1	77.7	76.3	79.8	77.0	81.3
I feel safe at school.	5	88.1	89.8	86.4	92.3	88.9	81.8	90.2	84.8	88.7	83.4	86.8	91.9	88.2	85.7
	8	77.6	77.7	77.4	78.7	79.1	71.9	79.9	74.5	77.9	74.6	76.7	80.0	77.4	81.2
	9	74.3	73.4	75.2	82.6	74.4	67.4	76.5	71.9	74.4	73.1	72.7	79.2	74.1	77.2
	All	80.4	80.8	80.0	85.0	81.5	74.0	82.6	77.5	80.8	77.4	79.2	84.0	80.4	81.4
Most teachers at my school are interested in me as a person, not just as a student.	5	76.8	79.8	73.8	81.0	76.4	72.1	78.5	75.5	77.2	73.7	75.8	79.9	76.9	74.3
	8	58.4	58.5	58.3	60.6	58.5	57.5	58.7	55.4	57.5	65.4	58.3	58.8	58.0	66.4
	9	57.9	56.9	58.9	60.9	60.3	56.4	57.5	57.5	56.9	65.5	57.6	58.9	57.5	66.5
	All	65.0	65.8	64.1	68.6	65.9	62.3	65.4	63.3	64.5	68.5	64.5	66.3	64.8	69.1

Note 1: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

Note 2: Significant differences ($p < .05$) among subgroups are noted in the report.

Table B2
Percentage of Students Agreeing with Rigor Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
My teachers give me challenging work.	5	80.8	81.9	79.7	75.0	81.8	82.2	80.8	79.7	80.6	82.1	82.8	74.7	80.9	78.5
	8	86.0	87.1	85.0	80.7	87.4	85.0	86.8	87.0	86.2	84.9	87.5	82.0	86.2	81.6
	9	87.0	87.7	86.2	87.1	85.8	86.7	87.5	86.8	87.2	85.3	87.6	85.0	87.4	78.4
	All	84.4	85.4	83.4	80.2	84.8	84.5	84.9	84.3	84.5	84.0	85.8	80.3	84.6	79.5
I work hard to meet my teachers' expectations.	5	95.7	97.1	94.4	97.5	94.3	94.1	96.8	94.8	96.3	91.3	95.2	97.4	96.0	89.0
	8	89.1	92.0	86.2	92.3	85.8	86.9	90.9	86.4	89.5	85.6	89.0	89.2	89.2	87.1
	9	88.6	92.0	85.1	89.6	86.8	86.8	90.0	86.5	88.9	85.9	88.1	89.9	88.7	86.4
	All	91.3	93.8	88.8	93.6	89.4	89.4	92.7	89.5	91.8	87.8	91.0	92.3	91.5	87.5

Note 1: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

Note 2: Significant differences ($p < .05$) among subgroups are noted in the report.

Table B3
Percentage of Students Agreeing with Control and Relevance of School Work Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
The tests in my classes do a good job of measuring what I am able to do.	5	88.2	89.3	87.1	88.8	90.6	86.7	88.0	88.9	88.8	84.4	88.9	86.2	88.4	84.7
	8	72.0	70.6	73.3	71.9	76.2	73.6	70.1	69.6	71.3	77.4	74.1	66.2	71.6	80.3
	9	66.5	64.5	68.6	65.7	72.3	72.3	61.9	67.5	66.0	70.7	68.1	61.5	65.9	79.3
	All	76.3	75.6	76.9	76.8	80.6	77.8	74.0	76.1	76.0	78.0	77.7	71.9	76.0	81.4
Most of what is important to know you can learn in school.	5	87.9	89.2	86.5	89.6	91.9	88.4	85.9	87.4	87.6	89.4	89.3	83.3	87.7	92.3
	8	62.9	61.0	64.8	64.9	70.3	69.8	57.3	59.7	61.1	76.7	67.4	50.7	61.8	86.1
	9	54.7	51.0	58.4	59.9	64.6	64.8	46.1	53.3	52.1	74.2	58.6	42.8	53.3	81.3
	All	69.5	68.3	70.8	73.2	77.0	74.8	64.1	67.9	68.1	80.7	72.8	60.0	68.7	86.6
The grades in my classes do a good job of measuring what I am able to do.	5	88.1	89.5	86.8	89.0	88.9	86.4	88.3	89.9	88.6	84.9	88.4	87.3	88.2	85.5
	8	68.4	70.4	66.3	70.5	70.0	69.4	67.3	66.2	67.8	72.7	69.2	66.1	68.0	75.7
	9	62.2	63.0	61.4	68.4	64.6	64.3	59.6	62.1	61.5	67.5	62.4	61.6	61.4	76.8
	All	73.7	75.1	72.3	77.1	75.7	73.8	72.5	73.7	73.4	75.7	74.2	72.3	73.4	79.4
What I am learning in my classes will be important in my future.	5	91.9	92.7	91.1	94.8	94.8	92.5	90.2	91.0	92.1	90.9	92.7	89.7	91.8	94.3
	8	66.5	64.9	68.2	73.8	73.4	71.2	61.0	65.9	64.8	79.9	68.5	61.2	65.5	88.7
	9	60.9	57.8	64.1	70.7	66.3	65.9	55.7	58.5	59.5	71.5	61.8	58.3	59.9	80.5
	All	74.1	72.9	75.4	81.1	79.6	77.1	69.9	72.9	73.2	81.5	75.4	70.5	73.5	87.9
After finishing my schoolwork, I check it over to see if it is correct.	5	81.5	84.7	78.3	85.8	83.0	79.6	81.3	78.0	81.7	80.3	81.6	81.1	81.3	86.8
	8	62.8	66.6	58.9	69.9	59.4	63.3	62.3	65.4	62.3	66.0	63.3	61.4	62.4	70.6
	9	62.7	66.7	58.6	71.5	61.5	65.2	60.8	59.9	62.5	63.5	63.1	61.3	62.1	72.7
	All	69.6	73.2	65.9	76.5	69.1	69.7	68.7	68.4	69.4	70.6	70.0	68.4	69.2	76.8

Continued

Table B3 continued
Percentage of Students Agreeing with Control and Relevance of School Work Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
When I do schoolwork, I check to see whether I understand what I am doing.	5	92.4	93.4	91.4	95.7	92.7	90.2	93.0	88.8	92.9	88.6	92.2	93.1	92.5	91.1
	8	86.4	87.7	85.1	89.8	84.1	85.4	87.3	83.8	86.8	83.8	86.0	87.5	86.4	85.8
	9	86.4	87.6	85.1	88.4	85.3	86.5	86.3	87.5	86.5	85.8	86.5	86.0	86.3	88.5
	All	88.6	89.7	87.4	91.7	87.8	87.4	89.1	86.7	88.9	86.2	88.4	89.1	88.6	88.5
Learning is fun because I get better at something.	5	77.4	81.2	73.7	84.6	83.6	79.2	73.5	73.4	77.4	77.5	78.2	75.0	77.0	86.7
	8	60.2	61.0	59.3	68.9	66.5	64.1	55.1	58.3	59.3	66.8	60.8	58.4	59.5	75.7
	9	63.2	64.5	61.8	73.6	67.6	66.8	59.1	57.2	62.9	65.4	63.3	62.8	62.5	75.5
	All	67.4	69.4	65.4	76.2	73.5	70.3	62.9	63.5	67.0	70.4	68.0	65.6	66.8	79.4
When I do well in school, it is because I work hard.	5	94.9	96.4	93.4	95.4	95.6	94.2	95.1	93.3	95.3	92.2	95.5	93.1	95.0	92.5
	8	87.2	90.6	83.8	83.4	89.4	89.8	86.1	85.5	87.1	88.3	89.3	81.5	87.1	89.7
	9	87.7	90.6	84.7	86.6	89.2	91.2	85.8	86.1	87.3	90.5	89.4	82.3	87.5	91.6
	All	90.2	92.7	87.6	88.9	91.7	91.8	89.3	88.5	90.1	90.4	91.6	85.8	90.1	91.3
I feel like I have a say about what happens to me at school.	5	70.8	73.8	67.8	74.9	74.3	70.6	69.3	67.7	70.4	73.4	72.2	66.6	70.5	76.9
	8	55.1	54.7	55.5	58.5	58.0	59.8	51.6	53.2	53.7	65.6	58.0	47.2	54.4	69.8
	9	56.8	57.2	56.4	62.4	61.4	61.8	52.5	51.6	55.9	63.7	58.9	50.3	56.0	71.1
	All	61.4	62.4	60.3	65.9	65.3	64.3	58.3	58.1	60.5	68.0	63.5	55.0	60.8	72.7

Note 1: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

Note 2: Significant differences ($p < .05$) among subgroups are noted in the report.

Table B4
Percentage of Students Agreeing with Peer Support for Learning Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
Other students at school care about me.	5	77.4	80.7	74.1	81.1	77.0	66.1	82.0	78.5	78.2	71.6	75.2	84.4	77.6	72.3
	8	75.7	75.6	75.8	80.4	76.3	66.8	79.2	72.8	76.8	66.9	73.5	81.7	75.9	70.5
	9	73.8	73.3	74.4	78.6	72.0	64.9	78.0	74.5	74.3	70.1	71.7	80.4	74.1	68.2
	All	75.8	76.8	74.7	80.2	75.3	65.9	79.8	75.4	76.6	69.6	73.6	82.3	76.0	70.3
Students at my school are there for me when I need them.	5	79.1	81.9	76.3	81.4	81.2	72.7	81.1	76.7	79.8	74.2	77.6	83.7	79.1	79.7
	8	75.3	76.3	74.4	79.7	76.6	66.6	78.4	73.0	76.1	69.6	73.4	80.3	75.4	73.8
	9	73.3	73.0	73.6	80.6	71.9	65.3	76.8	71.6	73.7	70.3	71.6	78.7	73.4	72.0
	All	76.1	77.4	74.9	80.6	77.0	68.4	78.9	74.0	76.7	71.5	74.4	81.1	76.2	75.2
Other students here like me the way I am.	5	82.7	84.6	80.7	84.4	83.8	78.2	84.1	81.5	83.3	78.2	81.5	86.3	82.8	80.5
	8	80.0	78.1	81.9	83.3	81.5	77.8	80.3	77.1	80.7	74.6	79.0	82.7	80.1	77.1
	9	81.1	78.7	83.5	82.7	82.2	79.4	81.6	77.6	81.3	79.2	80.3	83.5	81.1	80.5
	All	81.3	80.7	81.9	83.6	82.6	78.4	82.1	78.9	81.8	77.3	80.3	84.2	81.4	79.4
I enjoy talking to the students here.	5	92.3	92.6	92.0	94.2	92.8	88.3	93.9	90.3	92.8	88.6	91.7	94.2	92.5	88.7
	8	84.1	81.4	86.8	88.2	84.3	79.6	85.6	80.8	84.3	82.3	82.9	87.3	84.0	86.0
	9	81.9	77.8	86.0	87.5	82.4	76.7	83.8	77.5	82.0	80.9	81.0	84.7	81.7	85.3
	All	86.4	84.4	88.5	90.3	87.1	81.8	88.0	83.3	86.7	84.2	85.6	89.0	86.4	86.7
Students here respect what I have to say.	5	72.3	73.2	71.4	78.3	74.3	62.7	75.2	69.2	72.9	67.6	70.3	78.3	72.2	74.4
	8	68.8	66.3	71.4	76.5	70.3	62.3	70.5	65.0	69.4	64.1	67.1	73.4	68.7	70.7
	9	69.9	66.1	73.6	80.4	71.6	63.3	71.2	67.3	69.9	69.8	68.2	74.8	69.6	74.0
	All	70.4	68.8	72.1	78.2	72.2	62.7	72.4	67.2	70.8	67.1	68.7	75.6	70.3	73.1
I have some friends at school.	5	96.9	97.7	96.1	96.8	96.7	96.0	97.4	96.8	97.3	93.7	96.5	97.9	97.1	91.9
	8	95.9	96.4	95.4	96.8	95.5	93.4	97.0	95.8	96.1	94.1	95.4	97.2	96.0	94.6
	9	95.0	95.2	94.7	96.5	95.0	92.6	95.8	95.0	95.2	92.8	94.4	96.7	95.0	93.4
	All	96.0	96.5	95.5	96.7	95.9	94.1	96.8	95.9	96.3	93.6	95.5	97.3	96.1	93.3

Note 1: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

Note 2: Significant differences ($p < .05$) among subgroups are noted in the report.

Table B5
Percentage of Students Agreeing with Future Aspirations and Goals Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
I plan to continue my education following high school.	5	98.4	99.0	97.8	99.4	97.1	98.4	98.7	98.4	98.9	95.0	98.1	99.5	98.7	92.9
	8	98.2	99.0	97.4	98.6	97.8	97.8	98.6	97.8	98.4	97.3	98.0	98.9	98.3	97.2
	9	96.7	98.0	95.3	98.3	93.9	96.2	97.6	96.4	97.0	94.1	96.1	98.6	96.9	92.4
	All	97.8	98.7	96.9	98.9	96.4	97.5	98.3	97.6	98.2	95.5	97.4	99.0	98.0	94.1
Going to school after high school is important.	5	97.3	97.8	96.8	98.3	96.3	97.0	97.7	97.2	97.8	93.9	96.9	98.7	97.5	93.8
	8	96.1	96.8	95.5	98.4	93.8	96.2	96.4	96.6	96.4	94.4	95.8	97.0	96.2	95.6
	9	94.0	95.5	92.4	97.1	91.2	93.2	94.6	96.2	94.5	90.0	93.2	96.3	94.1	91.3
	All	95.9	96.8	95.0	98.0	94.0	95.6	96.3	96.7	96.3	92.9	95.4	97.4	96.0	93.5
School is important for achieving my future goals.	5	96.9	97.7	96.1	97.5	97.2	97.4	96.5	96.1	97.2	94.8	96.9	97.0	97.0	94.2
	8	95.2	96.3	94.2	94.9	95.4	96.2	94.9	94.3	95.4	94.1	95.3	95.1	95.1	96.7
	9	94.4	95.8	92.9	97.8	93.2	94.9	94.0	96.2	94.5	93.7	94.0	95.4	94.4	94.3
	All	95.6	96.7	94.5	96.7	95.5	96.2	95.2	95.5	95.8	94.3	95.5	95.9	95.6	95.1
My education will create many future opportunities for me.	5	97.5	97.8	97.1	98.6	97.4	97.1	97.5	98.2	97.9	94.5	97.1	98.6	97.6	94.8
	8	96.4	97.2	95.5	97.3	95.7	97.1	96.3	94.3	96.5	95.3	96.2	96.7	96.4	95.3
	9	96.1	97.1	95.0	97.6	95.8	96.4	95.7	96.5	96.3	94.7	95.8	96.9	96.1	95.0
	All	96.7	97.4	95.9	97.9	96.4	96.9	96.5	96.4	96.9	94.8	96.4	97.4	96.8	95.0
I am hopeful about my future.	5	97.6	97.9	97.2	97.6	97.5	97.7	97.5	98.4	97.9	94.9	97.2	98.6	97.7	94.0
	8	95.5	95.3	95.7	94.4	94.9	97.0	95.4	93.8	95.5	95.2	95.5	95.5	95.5	95.8
	9	94.8	95.0	94.7	94.4	95.9	96.2	94.0	93.5	95.0	93.9	95.0	94.3	94.7	96.6
	All	96.1	96.1	96.0	95.7	96.2	97.0	95.7	95.4	96.2	94.7	96.0	96.2	96.1	95.4

Note 1: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

Note 2: Significant differences ($p < .05$) among subgroups are noted in the report.

Table B6
Percentage of Students Agreeing with Civic Engagement Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
I believe I can make a difference in my community.	5	89.3	91.8	86.8	91.1	88.4	88.8	89.8	86.8	89.6	87.2	88.4	92.0	89.3	88.4
	8	85.6	86.6	84.6	86.7	83.6	85.9	86.2	82.8	85.8	84.2	84.9	87.4	85.6	85.7
	9	85.2	86.4	84.0	86.9	83.2	85.5	85.9	81.2	85.7	81.3	85.0	85.9	85.2	85.2
	All	86.8	88.5	85.2	88.5	85.4	86.8	87.4	83.8	87.2	84.5	86.3	88.6	86.9	86.5
When I am old enough, I plan to vote in most elections.	5	84.5	87.9	81.2	83.9	82.7	82.9	86.6	78.4	85.1	80.3	82.6	90.4	84.6	82.8
	8	84.9	87.0	82.8	84.4	78.2	84.5	87.6	84.9	86.0	76.9	82.4	91.6	85.3	77.8
	9	83.7	85.6	81.8	87.1	77.2	81.9	86.3	83.0	84.7	76.2	81.4	90.8	84.1	76.2
	All	84.4	86.9	81.9	84.9	79.7	83.1	86.8	82.0	85.3	78.0	82.2	91.0	84.7	79.0
I care a great deal about who is elected to be our next president.	5	87.4	88.9	85.9	88.0	87.4	89.3	86.4	87.1	88.0	82.7	86.7	89.6	87.6	82.1
	8	84.1	85.7	82.4	83.8	85.6	87.2	82.0	86.2	84.5	80.3	83.3	86.2	84.1	83.2
	9	83.3	85.1	81.5	86.0	81.6	85.9	82.4	82.4	83.8	79.2	82.7	85.2	83.4	80.7
	All	85.1	86.7	83.4	86.0	85.2	87.5	83.7	85.4	85.6	80.9	84.4	87.1	85.2	82.0
I pay attention to what is going on in the news.	5	68.7	70.5	67.0	71.8	72.7	68.1	67.1	68.1	68.7	69.3	68.9	68.2	68.5	74.3
	8	70.1	70.0	70.2	74.2	68.9	68.9	70.4	70.3	70.8	64.4	68.3	74.9	70.2	68.5
	9	71.3	70.5	72.2	74.7	69.1	68.8	72.8	72.4	71.6	69.0	70.2	74.9	71.1	75.1
	All	70.0	70.3	69.6	73.4	70.4	68.6	69.9	70.1	70.3	67.6	69.1	72.5	69.8	72.7
I think politics and government are boring.	5	39.8	39.3	40.3	31.1	38.3	42.6	40.8	39.6	39.1	44.9	41.3	35.2	39.7	43.9
	8	52.6	53.0	52.2	45.0	55.2	56.9	50.6	58.6	51.7	59.7	56.2	42.9	52.5	55.7
	9	54.6	56.0	53.3	49.5	59.1	61.3	50.7	55.6	53.8	60.6	57.6	45.6	54.4	58.5
	All	48.5	48.9	48.1	40.8	49.7	53.2	47.0	50.8	47.7	54.4	51.1	40.9	48.3	52.6
I participate in projects in my community.	5	73.2	75.9	70.5	72.3	73.0	69.7	75.2	71.1	72.6	77.6	73.5	72.3	72.9	80.1
	8	55.2	59.8	50.5	64.0	46.6	48.2	59.8	56.1	54.9	57.1	52.3	63.0	55.1	57.7
	9	56.9	60.5	53.2	66.8	45.3	50.4	62.5	53.3	57.2	54.0	53.9	66.1	57.1	52.5
	All	62.3	65.9	58.7	67.9	56.5	56.6	66.2	60.8	62.1	63.9	60.7	67.2	62.3	63.6

Continued

Table B6 continued
Percentage of Students Agreeing with Civic Engagement Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
I often volunteer my time to help others.	5	78.5	81.3	75.8	78.9	82.9	77.3	77.8	74.9	78.4	79.5	80.0	74.0	78.2	85.6
	8	65.8	70.7	60.7	74.9	61.1	64.1	66.8	63.1	65.6	66.8	65.2	67.4	65.5	71.6
	9	67.7	72.0	63.3	76.5	62.7	66.1	69.3	61.5	67.9	66.0	66.4	71.8	67.6	70.8
	All	71.0	75.0	67.1	76.9	70.0	69.5	71.6	66.9	71.0	71.3	71.1	71.0	70.8	76.1

Note 1: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

Note 2: Significant differences ($p < .05$) among subgroups are noted in the report.

Table B7
Percentage of Students Agreeing with Family Support and Learning Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
My family/guardian(s) are there for me when I need them.	5	96.7	96.7	96.6	96.7	95.8	96.2	97.1	97.2	97.0	94.4	96.3	97.7	96.8	93.8
	8	93.9	93.3	94.6	93.1	93.5	92.7	94.9	93.4	94.0	93.4	93.6	94.6	94.0	92.9
	9	93.4	92.2	94.7	94.9	92.8	92.9	93.9	91.1	93.5	92.9	93.1	94.4	93.4	93.3
	All	94.8	94.2	95.4	95.0	94.2	94.0	95.4	94.1	94.9	93.6	94.5	95.7	94.9	93.3
When I have problems at school, my family/guardian(s) are willing to help me.	5	95.7	96.1	95.4	95.4	95.2	94.3	96.7	95.6	96.2	92.4	95.4	96.9	95.9	91.6
	8	93.8	93.2	94.4	91.3	92.2	93.3	95.2	92.6	94.0	92.2	93.3	95.0	93.9	91.0
	9	93.2	92.7	93.6	94.1	90.7	92.2	94.3	92.6	93.4	91.5	92.7	94.6	93.3	91.1
	All	94.3	94.1	94.5	93.6	93.0	93.3	95.5	93.7	94.6	92.1	93.9	95.6	94.5	91.2
When something good happens at school, my family/guardian(s) want to know about it.	5	95.5	96.2	94.7	96.3	93.6	94.6	96.5	94.5	95.7	93.5	95.0	96.9	95.6	92.4
	8	92.0	92.6	91.3	88.5	89.1	91.6	94.1	88.6	92.1	90.7	91.4	93.5	92.3	85.8
	9	92.1	92.6	91.6	91.4	89.3	91.3	93.7	90.5	92.2	90.9	91.7	93.4	92.2	90.4
	All	93.3	93.9	92.6	92.3	90.9	92.6	94.8	91.3	93.5	91.8	92.8	94.7	93.5	89.6
My family/guardian(s) want me to keep trying when things are tough at school.	5	98.0	98.2	97.8	98.5	97.7	97.5	98.4	98.1	98.4	95.3	97.8	98.7	98.2	94.6
	8	97.3	97.9	96.8	96.8	96.7	96.6	98.1	96.3	97.5	96.3	97.2	97.8	97.4	96.2
	9	97.1	97.2	96.9	97.3	96.7	96.5	97.5	96.1	97.2	95.7	96.7	98.1	97.2	94.8
	All	97.5	97.8	97.2	97.6	97.1	96.9	98.0	96.9	97.8	95.7	97.3	98.2	97.6	95.2

Note 1: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

Note 2: Significant differences ($p < .05$) among subgroups are noted in the report.

Table B8
Percentage of Students Responding “Mostly like me” or “Very much like me” to Duckworth Grit Scale Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
New ideas and projects sometimes distract me from previous ones.	5	35.7	32.9	38.5	29.2	38.4	40.6	33.5	35.6	34.1	47.6	36.8	32.3	35.1	48.2
	8	40.8	38.6	43.1	35.9	40.0	41.7	41.5	41.2	40.2	45.6	41.1	40.0	40.9	39.7
	9	43.7	42.6	44.9	32.0	44.1	44.6	44.7	46.0	43.3	47.4	44.3	42.0	43.7	44.4
	All	39.8	37.7	41.9	32.3	40.5	42.2	39.5	40.6	38.9	46.9	40.5	37.8	39.6	44.2
Setbacks (delays and obstacles) do not discourage me. I bounce back from disappointments faster than most people.	5	54.8	52.9	56.8	59.4	50.2	54.1	56.3	51.3	55.9	47.3	52.3	62.7	55.0	51.2
	8	48.9	44.4	53.5	53.3	41.7	50.6	49.8	48.2	49.9	41.2	47.3	53.3	49.3	39.7
	9	48.6	44.1	53.3	52.5	43.0	51.4	48.7	47.5	49.7	40.7	47.1	53.4	48.9	43.9
	All	51.0	47.4	54.6	55.5	45.4	52.1	51.8	49.1	52.0	43.3	49.1	56.7	51.3	45.1
I have been obsessed with a certain idea or project for a short time but later lost interest.	5	35.1	32.9	37.4	32.1	36.8	41.8	32.2	34.8	34.0	43.9	36.9	29.7	34.7	45.4
	8	36.4	35.3	37.5	33.9	36.0	36.8	37.0	33.4	36.3	37.0	36.0	37.6	36.5	34.6
	9	36.2	34.8	37.7	36.6	37.4	35.7	36.3	33.9	35.8	39.9	36.1	36.6	36.2	37.2
	All	35.9	34.3	37.5	33.9	36.7	38.2	35.0	34.1	35.3	40.4	36.4	34.5	35.7	39.2
I am a hard worker.	5	85.5	88.9	82.2	88.7	82.3	82.5	88.2	78.7	86.5	78.1	83.8	90.9	85.9	77.4
	8	73.2	77.0	69.4	75.6	66.1	73.5	75.1	72.8	74.1	66.5	71.6	77.5	73.7	63.0
	9	75.2	78.6	71.8	77.9	71.1	74.0	77.1	71.0	75.8	70.7	74.2	78.5	75.5	69.3
	All	78.4	81.8	74.9	81.3	73.9	76.9	80.5	74.5	79.2	72.1	76.9	82.6	78.8	70.1
I often set a goal but later choose to pursue (follow) a different one.	5	41.2	39.7	42.8	35.7	47.6	48.7	36.4	42.3	39.9	51.1	44.3	31.9	40.7	53.7
	8	40.6	40.1	41.1	36.1	41.5	48.1	37.9	36.8	39.4	49.6	43.2	33.5	40.3	47.6
	9	37.3	35.9	38.7	32.3	42.4	44.4	33.0	37.8	35.8	48.8	40.2	28.3	36.8	47.9
	All	39.8	38.7	41.0	35.0	44.1	47.1	35.9	39.1	38.5	49.9	42.7	31.5	39.4	49.8

Continued

Table B8 continued
Percentage of Students Responding “Mostly like me” or “Very much like me” to Duckworth Grit Scale Items by Subgroup, 2015-16

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.	5	34.3	30.6	38.1	23.9	39.8	40.0	31.1	40.4	32.2	50.0	37.0	26.1	33.6	51.8
	8	44.3	43.7	45.0	34.5	46.5	45.8	44.3	46.5	43.5	50.9	45.4	41.4	44.2	47.7
	9	44.4	43.3	45.6	32.9	47.5	45.2	44.8	43.2	43.7	50.3	45.6	41.0	44.5	42.5
	All	40.7	38.7	42.6	29.9	44.2	43.5	39.7	43.3	39.4	50.4	42.3	35.8	40.4	47.4
I finish whatever I begin.	5	70.9	72.1	69.7	74.1	68.5	69.0	72.3	67.8	71.6	65.9	70.2	73.0	71.0	69.3
	8	61.9	60.9	62.9	67.3	54.8	60.6	64.3	58.7	62.9	54.5	60.4	66.0	62.0	58.8
	9	62.6	61.5	63.7	64.5	58.9	63.3	63.5	58.3	63.1	58.6	61.7	65.1	62.6	61.7
	All	65.4	65.2	65.7	69.2	61.3	64.5	67.0	62.0	66.1	60.0	64.4	68.3	65.5	63.4
I am diligent (hard working and careful).	5	82.8	86.4	79.1	86.2	79.6	80.8	84.8	74.7	83.7	75.5	81.0	87.9	82.9	78.3
	8	72.8	76.0	69.5	75.5	65.8	72.5	75.3	66.7	73.7	65.5	71.4	76.4	73.1	65.2
	9	73.6	77.5	69.6	79.5	67.3	72.8	75.2	71.9	74.6	65.5	71.9	78.5	74.0	65.9
	All	76.7	80.3	73.1	80.7	71.6	75.6	78.8	71.1	77.7	69.3	75.2	81.1	77.0	69.9

Note 1: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

Note 2: Significant differences ($p < .05$) among subgroups are noted in the report.

Note 3: The interpretation of percentages on the Duckworth Grit Scale items depends on the nature of the statement. Students who respond “very much like me” or “mostly like me” on items 44, 46, 49, or 50 are considered to have more grit, while students who respond in the same way on items 43, 45, 47, or 48 are considered to have less grit. For example, responding “mostly like me” or “very much like me” to item 46 (“I am a hard worker”) indicates more grit, so subgroups with higher percentages are presumed to have more grit. On the other hand, responding “mostly like me” or “very much like me” to item 48 (“I have difficulty maintaining my focus on projects that take more than a few months to complete”) indicates less grit, so subgroups with higher percentages on this item are presumed to have less grit.

Appendix C

Survey Results by EOG Proficiency

Table C1
Percentage of Students Agreeing with Teacher-Student Relationship Items by 2014-15 EOG Proficiency

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
Overall, adults at my school treat students fairly.	5	83.8	90.1	84.6	89.8
	8	69.6	78.6	69.4	77.8
	9	75.4	85.3	75.4	83.9
	All	76.0	84.9	76.6	84.0
Adults at my school listen to the students.	5	79.9	87.7	81.4	87.0
	8	62.1	70.7	62.5	69.6
	9	66.1	77.1	67.2	74.9
	All	69.0	79.1	70.6	77.6
At my school, teachers care about students.	5	93.4	95.7	93.6	95.6
	8	80.7	85.2	81.3	84.5
	9	80.0	86.3	80.5	85.1
	All	84.4	89.7	85.3	88.8
My teachers are there for me when I need them.	5	86.4	89.2	87.5	88.7
	8	76.2	79.3	76.8	78.8
	9	78.2	81.3	78.5	80.7
	All	80.1	83.8	81.1	83.0
The school rules are fair.	5	78.7	83.9	78.6	83.9
	8	48.9	63.4	49.8	61.7
	9	55.0	70.2	56.0	67.5
	All	60.3	73.3	61.8	71.6
Overall, my teachers are open and honest with me.	5	86.0	89.2	86.6	88.9
	8	73.2	79.6	73.6	78.9
	9	75.4	80.8	75.8	79.8
	All	77.9	83.8	78.9	82.9
I enjoy talking to the teachers here.	5	83.3	86.3	83.6	86.1
	8	67.7	73.8	68.1	73.1
	9	69.5	76.4	68.8	75.7
	All	73.1	79.5	73.7	78.7
I feel safe at school.	5	83.9	89.9	84.0	89.8
	8	73.9	79.7	73.8	79.2
	9	69.3	78.6	70.2	76.7
	All	75.4	83.5	76.1	82.5

Continued

Table C1 continued
Percentage of Students Agreeing with Teacher-Student Relationship Items by 2014-15 EOG Proficiency

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
Most teachers at my school are interested in me as a person, not just as a student.	5	74.3	78.0	73.6	78.3
	8	56.5	59.3	58.6	58.1
	9	56.9	58.6	58.2	57.6
	All	62.2	66.6	63.7	65.6

Table C2
Percentage of Students Agreeing with Rigor Scale Items by 2014-15 EOG Proficiency

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
My teachers give me challenging work.	5	84.0	79.5	82.8	80.0
	8	87.3	85.7	87.2	86.0
	9	87.5	87.5	86.9	87.9
	All	86.3	83.7	85.6	84.3
I work hard to meet my teachers' expectations.	5	93.1	97.0	92.9	97.0
	8	86.7	90.4	86.8	90.0
	9	86.7	90.4	86.6	89.8
	All	88.7	93.0	88.9	92.6

Table C3
Percentage of Students Agreeing with Control and Relevance of School Work Items by 2014-15 EOG Proficiency

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
The tests in my classes do a good job of measuring what I'm able to do.	5	86.1	89.0	86.6	88.7
	8	74.6	70.4	76.1	70.0
	9	69.1	63.8	71.8	62.9
	All	76.2	76.1	78.4	75.1
Most of what is important to know you learn in school.	5	90.6	86.5	91.8	86.0
	8	71.7	57.4	75.5	56.8
	9	63.6	46.9	68.0	46.6
	All	74.7	66.4	78.7	65.0
The grades in my classes do a good job of measuring what I'm able to do.	5	86.4	88.9	86.9	88.7
	8	69.6	67.6	71.4	66.8
	9	62.7	61.9	66.5	59.7
	All	72.3	74.7	75.2	73.1
What I'm learning in my classes will be important in my future.	5	93.3	91.2	93.6	91.1
	8	71.5	63.0	74.5	62.2
	9	62.9	58.7	66.0	57.4
	All	75.2	73.3	78.4	71.8
After finishing my schoolwork I check it over to see if it's correct.	5	81.4	81.5	81.8	81.3
	8	62.4	62.4	63.2	62.0
	9	63.6	61.8	63.6	62.0
	All	68.7	69.9	69.8	69.3
When I do schoolwork I check to see whether I understand what I'm going.	5	89.7	93.7	90.3	93.3
	8	83.7	87.9	84.3	87.3
	9	86.1	86.6	85.8	86.6
	All	86.4	89.9	86.9	89.4
Learning is fun because I get better at something.	5	80.8	75.6	81.6	75.2
	8	61.9	58.5	63.1	58.2
	9	64.1	61.9	64.2	62.0
	All	68.6	66.3	69.9	65.6
When I do well in school it's because I work hard.	5	94.3	95.1	94.5	95.0
	8	89.5	85.8	89.9	85.8
	9	90.7	85.3	90.7	86.0
	All	91.4	89.4	91.8	89.3
I feel like I have a say about what happens to me at school.	5	74.2	69.1	73.8	69.4
	8	61.4	51.4	63.3	51.1
	9	60.5	53.3	62.9	52.9
	All	65.1	59.0	66.8	58.5

Table C4
Percentage of Students Agreeing with Peer Support for Learning Items by 2014-15 EOG Proficiency

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
Other students at my school care about me.	5	70.6	80.9	71.2	80.5
	8	69.6	79.8	69.7	79.1
	9	69.1	79.3	69.6	77.7
	All	69.7	80.1	70.2	79.3
Students at my school are there for me when I need them.	5	74.8	81.3	75.9	80.8
	8	70.1	78.9	70.8	78.0
	9	69.0	77.7	69.4	76.2
	All	71.2	79.6	72.1	78.6
Other students here like me the way I am.	5	79.3	84.8	80.0	84.5
	8	77.3	81.7	78.7	80.9
	9	79.5	83.3	80.8	82.2
	All	78.7	83.3	79.8	82.6
I enjoy talking to the students here.	5	90.7	93.3	90.7	93.2
	8	81.8	85.6	82.1	85.2
	9	78.8	84.8	80.3	83.0
	All	83.5	88.5	84.5	87.6
Students here respect what I have to say.	5	67.1	74.9	68.6	74.1
	8	64.2	71.9	65.4	70.7
	9	65.5	74.0	68.1	71.4
	All	65.6	73.6	67.4	72.2
I have some friends at school.	5	96.2	97.5	96.0	97.6
	8	94.2	97.1	94.0	96.9
	9	93.5	96.5	93.2	96.3
	All	94.6	97.1	94.5	97.0

Table C5
Percentage of Students Agreeing with Future Aspirations and Goals Items by 2014-15 EOG Proficiency

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
I plan to continue my education following high school.	5	97.0	99.0	96.6	99.1
	8	97.5	98.6	97.4	98.6
	9	95.1	98.2	94.7	98.1
	All	96.5	98.7	96.3	98.6
Going to school after high school is important.	5	95.8	98.0	95.9	98.0
	8	94.8	96.8	95.0	96.6
	9	91.9	96.0	92.2	95.3
	All	94.1	97.1	94.4	96.8
School is important for achieving my future goals.	5	96.5	97.0	96.6	97.0
	8	94.6	95.5	95.2	95.2
	9	93.3	95.4	93.5	95.0
	All	94.7	96.1	95.1	95.8
My education will create many future opportunities for me.	5	96.2	98.1	96.2	98.1
	8	95.4	96.8	95.5	96.7
	9	95.1	96.9	95.0	96.7
	All	95.5	97.4	95.6	97.2
I am hopeful about my future.	5	96.2	98.2	96.2	98.2
	8	94.9	95.7	95.6	95.3
	9	94.9	94.8	95.5	94.4
	All	95.3	96.5	95.8	96.2

Table C6
Percentage of Students Agreeing with Civic Engagement Items by 2014-15 EOG Proficiency

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
I believe I can make a difference in my community.	5	87.8	90.0	87.9	90.0
	8	83.8	86.6	84.1	86.2
	9	83.9	86.7	84.0	86.1
	All	85.1	88.0	85.4	87.6
When I'm old enough, I plan to vote in most elections.	5	81.2	86.5	80.9	86.6
	8	79.3	88.3	79.0	87.8
	9	79.1	88.0	78.4	87.2
	All	79.8	87.5	79.4	87.2
I care a great deal about who is elected to be out next president.	5	84.4	88.6	84.2	88.7
	8	82.9	84.8	82.2	85.0
	9	82.1	84.4	81.5	84.3
	All	83.1	86.2	82.7	86.2
I pay attention to what's going on in the news.	5	69.8	68.7	70.1	68.6
	8	66.9	72.1	66.3	72.0
	9	69.4	72.7	67.5	73.3
	All	68.7	70.9	68.0	71.1
I think politics and government are boring.	5	42.8	38.5	41.9	38.9
	8	59.6	49.0	60.8	49.3
	9	61.0	50.4	64.0	50.2
	All	54.8	45.1	55.2	45.6
I participate in projects in my community.	5	75.7	72.3	77.5	71.5
	8	49.4	58.5	51.0	57.0
	9	50.3	62.5	51.5	60.2
	All	58.0	65.1	60.5	63.4
I often volunteer my time to help others.	5	80.6	77.5	81.8	77.0
	8	64.1	66.7	66.2	65.6
	9	65.6	69.7	66.2	68.7
	All	69.8	71.8	71.7	70.8

Table C7
Percentage of Students Agreeing with Family Support and Learning Items by 2014-15 EOG Proficiency

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
My family/guardian(s) are there for me when I need them.	5	95.7	97.1	95.7	97.1
	8	92.8	94.6	93.2	94.3
	9	92.7	94.3	92.6	94.1
	All	93.7	95.6	93.9	95.3
When I have problems at school my family/guardian(s) are willing to help me.	5	94.0	96.5	94.1	96.5
	8	92.1	94.8	92.0	94.6
	9	91.8	94.4	91.7	94.1
	All	92.6	95.4	92.6	95.2
When something good happens at school, my family/guardian(s) want to know about it.	5	94.0	96.2	93.8	96.2
	8	90.1	92.9	89.4	93.0
	9	90.4	93.4	90.3	93.1
	All	91.4	94.4	91.2	94.3
My family/guardian(s) want me to keep trying when things are tough at school.	5	96.8	98.6	97.0	98.5
	8	96.3	97.9	96.2	97.9
	9	96.0	98.1	96.0	97.8
	All	96.4	98.2	96.4	98.1

Table C8
Percentage of Students Responding “Mostly like me” or “Very much like me” to Duckworth Grit Scale
Items by 2014-15 EOG Proficiency

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
New ideas and projects sometimes distract me from previous ones.	5	42.6	32.4	42.6	32.5
	8	43.5	39.4	42.6	40.1
	9	46.6	41.7	46.3	42.5
	All	44.3	37.2	43.8	37.9
Setbacks (delays and obstacles) don’t discourage me. I bounce back from disappointments faster than most people.	5	47.5	57.9	47.0	58.0
	8	44.1	51.5	43.0	51.3
	9	45.0	51.3	44.8	50.6
	All	45.5	54.0	45.0	53.7
I have been obsessed with a certain idea or project for a short time but later lost interest.	5	42.4	31.8	41.8	32.2
	8	36.4	36.1	36.8	36.0
	9	37.4	35.1	37.9	35.2
	All	38.6	34.1	38.9	34.3
I am a hard worker.	5	79.1	88.6	80.2	88.1
	8	66.8	77.1	67.7	75.9
	9	71.4	78.9	71.2	77.9
	All	72.3	82.2	73.2	81.1
I often set a goal but later choose to pursue (follow) a different one.	5	52.2	36.1	52.1	36.3
	8	48.5	36.0	50.4	36.2
	9	45.5	30.3	47.9	31.1
	All	48.6	34.6	50.2	34.8
I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.	5	46.8	28.8	46.0	29.3
	8	48.2	41.9	48.4	42.3
	9	47.5	41.6	47.5	42.3
	All	47.5	36.5	47.3	37.4
I finish whatever I begin.	5	67.7	72.5	67.9	72.3
	8	56.4	64.8	56.5	64.1
	9	59.5	65.3	59.8	64.3
	All	61.0	68.1	61.6	67.3
I am diligent (hard working and careful).	5	77.2	85.5	78.2	85.0
	8	66.4	76.3	67.1	75.2
	9	69.2	77.4	68.5	76.7
	All	70.8	80.3	71.4	79.3