

# *My Voice*® Student Aspirations Survey

## National Results Report

Academic Year 2005-2006



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### **The Role of Student Aspirations in Today's Schools**

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

In order for students to have and sustain high aspirations, the conditions that enable them to reach their goals must be in place. These conditions are known as the **8 Conditions that Make a Difference<sup>™</sup>** and are a critical, often overlooked, part of education and school improvement initiatives. The 8 Conditions 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.* In order to measure these conditions in today's schools, the *My Voice<sup>®</sup>* Student Aspirations Survey was developed.

### **The My Voice<sup>®</sup> Student Aspirations Survey**

The *My Voice<sup>®</sup>* Student Aspirations Survey asks students to respond to 57 statements about the 8 Conditions, as well as demographic questions. Students respond to the 8 Conditions statements on a 5-point Likert scale ranging from "strongly agree" to "strongly disagree." The survey takes approximately 15 minutes to complete. By asking students how *they* perceive their school environment, *My Voice<sup>®</sup>* 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. *My Voice<sup>®</sup>* is a powerful tool for initiating innovative, meaningful school reform.

### **My Voice<sup>®</sup> Demographics for the 2005-2006 Academic Year**

During the 2005-2006 academic year, 65,517 students completed the *My Voice* survey. Eighty-eight (88) schools from 22 states representing various sizes and socioeconomic backgrounds were included. Seven percent (7%) of the students surveyed were in grades 6-8; 93% percent were in grades 9-12. Fifty-one percent (51%) of the students surveyed were male and 49% were female. The participants identified themselves as being from a range of ethnic backgrounds: White—55%; Black/African—American—12%; Hispanic/Latino—19%; Native American—1%; South Asian—3%; Chinese—4%; and Other—6%.

### **My Voice<sup>®</sup> National Results Report for the 2005-2006 Academic Year**

The *My Voice<sup>®</sup>* National Results Report is organized around the 8 Conditions. In each section, the condition is defined and data on the survey statements about that condition are described. The data are reported in percentages based on the combined number of students who responded "strongly agree" or "agree" to each statement. The results are discussed in relation to key aspects of the condition. A brief conclusion and suggestions for further analysis are included at the end of the report.

### **Condition 1. Belonging**

*The Condition of Belonging means that a student is a valued member of a community, while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. Belonging is a necessary condition for students' well-being, social engagement, and competence. The condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community.*

#### **Students' Perceptions of *Belonging***

There are two key aspects to the condition of Belonging in schools. First, students must perceive school as a community in which they feel connected, safe, and supported. Sixty-four percent (64%) of the students surveyed agreed with the statement "School is a welcoming and friendly place." One-third of all students (30%) surveyed said they do not feel comfortable going to the cafeteria for lunch. Approximately half (51%) of all students surveyed reported that they are proud of their school, and 31% of students surveyed agreed that bullying is a problem in their school.

The second key aspect of the condition of Belonging is that students feel valued for who they are as individuals. Seventy-seven percent (77%) of the students surveyed agreed with the statement "I feel accepted for who I am at school," while 12% stated that they have difficulty fitting in at school. Less than half (46%) claimed they believe that teachers care about their problems and feelings.

#### **Discussion**

Clearly, a significant number of students do not experience school as a place in which they feel a sense of connection, support and safety. These findings may surprise teachers and school leaders who work hard to create a sense of community within the school building. If we are to reverse this trend and increase the number of students who feel connected to their school, we must ask students how *they* would foster a welcoming and supportive school environment. What does a welcoming school look like to students? How can the cafeteria be re-imagined so it is a place where all students feel comfortable? How do students define bullying? If we listen to the voices of students and how they define the condition of Belonging, we may also see more positive results in the area of school pride which is currently felt by only half of the students surveyed.

Students' self-worth and connection to their teachers is another area of concern. Approximately 7 out of 10 students agree with the statement "I feel accepted for who I am at school." The fact that almost half of the students surveyed believe that their teachers care about their problems and feelings is even more troubling. While most teachers would claim that they care deeply about their students, it is critical that teachers express that care in ways that are meaningful to their students.

## **Condition 2. Heroes**

*Heroes are the everyday people—teachers, friends, family—in students’ lives who inspire them to excel and to make positive changes in attitudes and lifestyles. Heroes are people students can connect with, those who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Educators are by definition Heroes to their students who look up to teachers and school leaders as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.*

### **Students’ Perceptions of Heroes**

The condition of Heroes emphasizes the critical ways in which teachers believe in, support and inspire students. In response to My Voice<sup>®</sup> questions about this condition, 66% of students surveyed said they have a teacher who is a positive role model. Approximately half of the students agreed with the following statements: “Teachers care about me as an individual” (50%); Teachers care if I am absent from school (49%); and “If I have a problem, I have a teacher with whom I can talk” (51%).

The condition of Heroes is also about respect, not just between teachers and students, but students and one another. Just 41% of students surveyed said that students respect teachers and even fewer reported that students respect each other (31%). Teachers fared somewhat better, with 55% of students agreeing with the statement “Teachers respect students.”

### **Discussion**

Student responses to questions about the condition of Heroes tell us two critical things. First, although teachers have the potential to inspire, support and encourage students, this is not occurring in ways that students recognize. While two-thirds of students report that they have a teacher who is a role model, the fact that students have the chance to build relationships with so many teachers during a given school year suggests that the percentage should be higher. In addition, the condition of Heroes is about more than being a role model. It is about being an adult whom students can trust and turn to in times of difficulty. The finding that just half of all students surveyed perceive these characteristics in their teachers reveals an area of concern for educators to address.

The second point these results emphasize is that students perceive a severe lack of respect in their schools. While just over half of all students said they believe that teachers respect them—a worrisome result in and of itself—the fact that even fewer think students respect teachers is very troubling. Since teachers are in a position to inspire and support students, the challenge of doing so increases significantly if there is an essential lack of respect on either side. Perhaps most alarming, however, is that just 1 in 3 students believes that students respect one another. Students, too, are in a position to be heroes and role models to their peers. If this trend continues, the chances of such student-to-student support will be increasingly difficult to foster.

### **Condition 3. Sense of Accomplishment**

*The Condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship—along with academic achievement—as signs of student success. Educators have traditionally used a narrow view of accomplishment as it refers to innate ability, grades, or who is “best in the class.” The Condition of Sense of Accomplishment, however, views success in terms of personal growth and effort, not just class rank and test scores. Schools can celebrate their students’ accomplishments in visible ways. Taking time to recognize and support students’ efforts will result in students who are motivated to persevere through difficult tasks and to create a healthy learning environment through hard work and dedication.*

#### **Students’ Perceptions of Sense of Accomplishment**

When asked questions about traditional forms of academic accomplishments, 84% of students surveyed agreed with the statement “Getting good grades is important to me,” and 67% said that tests are an important part of their education.

When asked questions about their effort and perseverance, 19% of students surveyed agreed with the statement “I give up when schoolwork is difficult.” Conversely, 67% stated that they put forth their best effort at school. Sixty percent (60%) of students surveyed said that teachers recognize them when they try their best.

When asked about whether accomplishments are recognized or citizenship is celebrated in their school, 21% of students reported that they have never been recognized for something positive at school. Seventy-one percent (71%) stated that teachers recognize students who are kind and helpful.

#### **Discussion**

Students appear to understand what schools expect of them in terms of academic achievement. Though these percentages could be higher, the majority of students report that they want to get good grades and that they understand the significance of testing.

While most of the students surveyed want to do well in school, they are not necessarily putting forth the effort needed to achieve: close to one-fifth of them give up when they encounter difficult schoolwork. Similarly, only 3 out of 5 students report that they try their best in school, a finding that is strikingly similar to the 3 out of 5 who state that teachers recognize them when they try their best. The gap between wanting to achieve and persevering to meet that goal needs to be examined, as does the role teachers play in recognizing effort and perseverance.

The data also reveals that schools need to do a better job of recognizing student accomplishments of all sorts, as well as celebrating signs of good citizenship. Schools are effective at recognizing certain types of success—high grades, athletic ability, etc. Yet all students need to be recognized for their unique talents and interests, and schools need to reflect on how to create this type of an environment.

#### **Condition 4. Fun & Excitement**

*The condition of Fun & Excitement is characterized by students being inspired to learn. They are actively engaged and emotionally involved in their school work. Students who exhibit Fun & Excitement are self-confident, curious, and prepared; they are willing to meet the challenges of the day. To foster this condition in schools, students need to be offered new opportunities, as well as meaningful challenges, that are connected with their individual interests.*

#### **Students' Perceptions of Fun & Excitement**

Fun & Excitement is first and foremost about students being engaged in their learning. To be actively engaged in learning students must find it enjoyable and worthwhile. Fifty percent (50%) of students surveyed said that they enjoy being at school and 56% said that they enjoy participating in their classes. While a higher percentage (65%) of students agreed with the statement "Learning can be fun," 46% agreed with the statement "School is boring."

The condition of Fun & Excitement is in part determined by a teacher's willingness to foster this condition. However, students do not perceive teachers as especially engaged in the learning process. Fifty-eight percent (58%) of students agreed with the statement "Teachers enjoy working with students," and just 32% agreed that "Teachers make school an exciting place to learn." Supporting these findings, 39% of students agreed with the statement "Teachers have fun at school."

#### **Discussion**

The most positive finding in this condition is the percentage of students who believe that learning can be fun. Though this figure could certainly be higher, its significance is clear when contrasted with the high number of students who are bored in school and the low number who enjoy their classes. The disparity between the finding that students believe learning can be fun, and the fact that so many do not experience that engagement in their school, must be addressed. Students, here, are clearly the potential, not the problem. Schools must explore more effective ways of tapping into that potential for engaged learning.

Students' perceptions of their teachers' engagement in the learning process is even more striking. Students clearly do not see their teachers as individuals who enjoy their work in the classroom or who even enjoy working with students. Whether this is true or not, the fact that these percentages are so low indicates an area of professional concern for all educators.

The condition of Fun & Excitement in schools is not about students laughing and playing instead of studying and learning. It is about students becoming so engaged in what they are learning that they stop watching the clock and looking out the window. These findings lead us to ask: How can schools foster this experience throughout the curriculum?

### **Condition 5. Curiosity & Creativity**

*The condition of Curiosity & Creativity is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a longing to satisfy the mind with new discoveries. Curiosity triggers students to ask “Why?” while creativity gives them the initiative to ask “Why Not?” The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Therefore, to sustain student motivation, schools must pay careful attention to creating learning environments that promote questioning and creative exploration.*

#### **Students’ Perceptions of Curiosity & Creativity**

The condition of Curiosity & Creativity encourages students to experience the joy of exploring new ideas. When asked about their current learning, 77% of students surveyed stated that they enjoy learning new things, and 67% said that they learn new things that are interesting to them at school.

To foster Curiosity & Creativity, classrooms must encourage student inquisitiveness and demonstrate the relevance of studying new material. Questions about Curiosity & Creativity in the classroom yielded mixed results. Sixty-six percent (66%) of students agreed with the statement “I feel comfortable asking questions in class.” Seventy-three percent (73%) of students surveyed agreed with the statement “My teachers present lessons in different ways,” and 58% agreed with the statement “At school I am encouraged to be creative.” Just 40% stated that their classes help them understand what is happening in their everyday lives, though 77% agreed with the statement “What I learn in school will benefit my future.”

#### **Discussion**

Questions about the condition of Curiosity & Creativity revealed that 3 out of 4 students surveyed like to learn new things. However, significantly fewer students said they learn new things that are interesting to them in school. How can these percentages be improved? In addition, students must be engaged enough in their learning to ask “why?” and “why not?” questions. Yet the data shows that approximately 2 out of 5 students do not feel comfortable asking questions in class. To foster Curiosity & Creativity students must also have the chance to be creative while they are learning. Ways to improve on the low percentages in these areas should be discussed.

In terms of relevance, less than half of all students said that they see the connection between their current learning and their everyday lives. For students to maintain an active interest in learning, they must see the value in it. They must be able to connect what they are studying to their world in some tangible way that leads them to ask questions and seek answers. If we do not make learning relevant, we are failing our students no matter how many new ideas they are exposed to in a given school year.

Interestingly, close to 4 out of 5 students believe that what they learn in school is going to be helpful to them in the future. What does it mean that our students do not see school as relevant to their current lives, but do think it is meaningful for their future? How do we narrow this gap with learning that is relevant in the present?

## **Condition 6. Spirit of Adventure**

*The condition of Spirit of Adventure is characterized by students' 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. When schools promote healthy decision making and healthy risk taking, their students become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.*

### **Students' Perceptions of Spirit of Adventure**

The condition of Spirit of Adventure is about students trying new things. It is about students moving from their comfort zone to their challenge zone. Students face two common obstacles when they do so: the fear of success and the fear of failure. While 75% of students surveyed said that they push themselves to do better academically, 24% reported that they are afraid to try something if they think they may fail. In terms of anxiety around success, 5% of students surveyed agreed with the statement "I am afraid my friends won't like me if I do well in school."

Another key aspect of Spirit of Adventure is whether students feel supported when they want to try new things. Support can come in many forms, including teachers and other students. Fifty-eight percent (58%) of students surveyed believe that teachers help them learn from their mistakes, and 72% said that teachers think they can be successful. Peers fared less well: 42% of the students surveyed stated that students are supportive of each other, and 55% reported they are excited to tell their friends when they get good grades.

### **Discussion**

Whether students have the courage to move beyond their comfort zone into their challenge zone depends on overcoming fear and anxiety. As the data shows, one-quarter of students are reluctant to challenge themselves because they are afraid they might fail. This significant figure should be of concern to every educator. For if students are not willing to challenge themselves—academically, socially, personally—they will not learn and grow as individuals. It must be as safe for students to have a Spirit of Adventure and *not* succeed as it is for them *to* succeed when they take a healthy risk.

Less obvious, though no less worrisome, are the students who are afraid to challenge themselves because they might *succeed*. For these students, having a Spirit of Adventure means potentially threatening their social network—their sense of Belonging—and is therefore a powerful deterrent to success. The fact that only half of the students surveyed are excited to tell their friends when they get good grades underscores this point. If all students are to reach their highest potential, schools must find ways to make it safe for all students to take on personal challenges and succeed at them.

Finally, the fact that just over half of the students believe that teachers help them learn from their mistakes suggests that students who try something new, and fail, need more sustained support so they do not give up. Schools must also explore how students can be encouraged to support each other's healthy risk taking so that all students embrace new ideas and challenges throughout their education.

### **Condition 7. Leadership & Responsibility**

*The condition of Leadership & Responsibility means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Schools that 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.*

#### **Students' Perceptions of Leadership & Responsibility**

The condition of Leadership & Responsibility is twofold: students must develop strong decision-making skills and have real leadership opportunities. Only then can they be truly responsible leaders who make a difference in their community. When asked about decision making, 68% of students surveyed reported that they think about others' feelings when they make decisions, and 64% said they are good decision makers. Sixty-four percent (64%) of students also stated that teachers encourage students to make decisions.

In contrast to these relatively consistent percentages, when asked about leadership in their communities just 37% of students reported that they know the goals their school is working on this year, and 35% stated that student council represents all students at school. Similarly, only 35% of students surveyed agreed with the statement "Other students see me as a leader." When asked questions about themselves as leaders, 59% of students surveyed agreed with the statement "I see myself as a leader."

#### **Discussion**

The findings in this condition reveal that although the majority of students see themselves as leaders, this self-perception does not necessarily translate into leadership opportunities and action. This is most apparent in the fact that the majority of students see themselves as leaders, while only a third believe that other students see them as leaders. For the condition of Leadership & Responsibility to thrive, students can't just think of themselves as leaders, but must learn to be leaders in their communities, beginning with their school.

This discrepancy is further illustrated in the findings about decision making and leadership opportunities. While the majority of students said that they see themselves as good decision makers, just over a third of the students said they are aware of the goals their school community is working on. Such disparity illuminates the challenges educators face in making students full partners in today's schools, as does the finding that only a third of the students see student council as representative of the student body.

It is not enough for students to see themselves as leaders and decision makers; they must put those beliefs into practice through real leadership opportunities in their community. That just 3 out of 5 students believe that teachers encourage students to be decision makers, suggests that the leadership opportunities available in classrooms might be a good starting point for school-wide initiatives.

### **Condition 8. Confidence to Take Action**

*Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what educators strive for; all other conditions must be established and supported for students to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Schools can help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking.*

#### **Students' Perceptions of Confidence to Take Action**

The condition of Confidence to Take Action is the pinnacle of the 8 Condition framework and also the goal of all educational ventures: to provide students with enough belief in themselves that they can set goals for the future and take steps in the present to reach those goals. When asked questions about goal-setting, 77% of students surveyed reported they think it is important to set high goals; 79% said they work hard to reach their goals.

The ability to set and reach for goals is directly connected to a positive view of one's future. Ninety-one percent (91%) of students surveyed agreed with the statement "I believe I can be successful." In contrast, 78% of students believed teachers expect them to be successful. Seventy-seven percent (77%) said that they are excited about their future, yet just 64% agreed "I believe I can make a difference in this world."

Finally, when asked about the connection between school and their future, 86% of students surveyed agreed with the statement "Going to college is important for my future," while just 65% said that their current school is preparing them well for the future.

#### **Discussion**

There is a difference between dreaming about the future and taking the steps needed to reach those dreams. The condition of Confidence to Take Action is defined by the successful integration of these two processes and the majority of students surveyed appear to know that it is important both to set high goals *and* work hard to reach them. Yet almost a quarter of the students do not see goal setting as important.

Other troubling questions that arise from the data include: Why do higher numbers of students see going to college as more relevant than their present schooling? What does this tell us about students' understanding of the steps it takes to reach the goal of attending college? What does it mean that not all students believe teachers expect them to be successful? Teachers play a key role in helping students believe in themselves and their abilities to reach their goals. If students don't perceive that teachers believe in them, how does that impact the way students believe in themselves?

Finally, while the vast majority of students think they can be successful, far fewer believe they can make a difference in the world. How do schools foster students' belief not only in their ability to succeed, but in their ability to be engaged citizens who contribute to the world around them?

## **Conclusion**

The *My Voice*® National Results Report for the 2005-2006 Academic Year reveals both positive and negative findings around each of the 8 Conditions that Make a Difference™. While schools should be proud of their accomplishments, there is clearly much work to be done to improve even the most positive of these findings.

The 8 Conditions that support student engagement—*Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*—need to be in place if schools are to foster students' ability to set and reach their goals. Yet, as the survey findings reveal, these conditions are neither fully nor deeply integrated into our nation's schools. If schools are to be places in which teaching and learning thrive, this must change. Listening to the voices of students is the first step.

## **Suggestions for Further Analysis**

The *My Voice*® National Results Report provides an initial snapshot of how students perceive themselves and their learning environments. However, more comprehensive analyses are needed to understand fully the implications of the data. For example, the findings must be viewed through lenses such as gender difference, racial/ethnic difference, grade level difference, and school difference (rural vs. urban, small vs. large, academically successful vs. academically struggling). Additional factors such as students' co-curricular involvement and if they plan to attend college could also reveal valuable information and need to be explored.

As educators dedicated to positive reform in today's schools, it is our responsibility to explore in-depth the *My Voice*® data so that we can fully understand and appreciate how students perceive their learning environments. In doing so, we will gain insight into students' fears, frustrations, hopes and dreams. Only then can we take the next steps toward our goal of improving teaching and learning environments so that all schools promote rigor, relevance and relationships throughout the learning process.

**My Voice<sup>®</sup> Student Aspirations Survey Questions & Results 2005-2006 Academic Year**

<b>Condition</b>	<b>Survey Statement</b>	<b>Total in Agreement</b>
<i>Belonging</i>	School is a welcoming and friendly place.	64%
<i>Belonging</i>	I feel accepted for who I am at school.	77%
<i>Belonging</i>	I have difficulty fitting in at school.	12%
<i>Belonging</i>	Teachers care about my problems and feelings.	46%
<i>Belonging</i>	I am proud of my school.	51%
<i>Belonging</i>	I feel comfortable going to the cafeteria for lunch.	70%
<i>Belonging</i>	I think bullying is a problem in my school.	31%
<i>Heroes</i>	Students respect teachers.	41%
<i>Heroes</i>	I have a teacher who is a positive role model for me.	66%
<i>Heroes</i>	Teachers care about me as an individual.	50%
<i>Heroes</i>	Teachers care if I am absent from school.	49%
<i>Heroes</i>	If I have a problem, I have a teacher with whom I can talk.	50%
<i>Heroes</i>	Teachers respect students.	55%
<i>Heroes</i>	Students respect each other.	31%
<i>Sense of Accomplishment</i>	Tests are an important part of my education.	67%
<i>Sense of Accomplishment</i>	Teachers recognize students who are kind and helpful.	71%
<i>Sense of Accomplishment</i>	I have never been recognized for something positive at school.	21%
<i>Sense of Accomplishment</i>	I give up when schoolwork is difficult.	19%
<i>Sense of Accomplishment</i>	Teachers recognize me when I try my best.	60%
<i>Sense of Accomplishment</i>	I put forth my best effort at school.	67%
<i>Sense of Accomplishment</i>	Getting good grades is important to me.	84%
<i>Fun &amp; Excitement</i>	I enjoy being at school.	50%
<i>Fun &amp; Excitement</i>	Teachers enjoy working with students.	58%
<i>Fun &amp; Excitement</i>	Teachers make school an exciting place to learn.	32%
<i>Fun &amp; Excitement</i>	School is boring.	46%
<i>Fun &amp; Excitement</i>	I enjoy participating in my classes.	56%
<i>Fun &amp; Excitement</i>	Teachers have fun at school.	39%
<i>Fun &amp; Excitement</i>	Learning can be fun.	65%
<i>Curiosity &amp; Creativity</i>	I feel comfortable asking questions in class.	66%
<i>Curiosity &amp; Creativity</i>	My teachers present lessons in different ways.	73%
<i>Curiosity &amp; Creativity</i>	At school I am encouraged to be creative.	58%
<i>Curiosity &amp; Creativity</i>	My classes help me understand what is happening in my everyday life.	40%
<i>Curiosity &amp; Creativity</i>	I enjoy learning new things.	77%
<i>Curiosity &amp; Creativity</i>	I learn new things that are interesting to me at school.	67%
<i>Curiosity &amp; Creativity</i>	What I learn in school will benefit my future.	77%
<i>Spirit of Adventure</i>	I am afraid my friends won't like me if I do well in school.	5%
<i>Spirit of Adventure</i>	I push myself to do better academically.	75%
<i>Spirit of Adventure</i>	Students are supportive of each other.	42%
<i>Spirit of Adventure</i>	I am afraid to try something if I think I may fail.	24%
<i>Spirit of Adventure</i>	Teachers help me learn from my mistakes.	58%
<i>Spirit of Adventure</i>	Teachers think I can be successful.	72%
<i>Spirit of Adventure</i>	I am excited to tell my friends when I get good grades.	55%
<i>Leadership &amp; Responsibility</i>	Student council represents all students at school.	35%
<i>Leadership &amp; Responsibility</i>	I see myself as a leader.	59%
<i>Leadership &amp; Responsibility</i>	Other students see me as a leader.	35%
<i>Leadership &amp; Responsibility</i>	Teachers encourage students to make decisions.	64%
<i>Leadership &amp; Responsibility</i>	I think about others' feelings when I make decisions.	68%
<i>Leadership &amp; Responsibility</i>	I am a good decision maker.	64%
<i>Leadership &amp; Responsibility</i>	I know the goals my school is working on this year.	37%
<i>Confidence to Take Action</i>	I believe I can be successful.	91%
<i>Confidence to Take Action</i>	I believe I can make a difference in this world.	64%
<i>Confidence to Take Action</i>	Teachers expect me to be successful.	78%
<i>Confidence to Take Action</i>	Going to college is important to my future.	86%
<i>Confidence to Take Action</i>	I work hard to reach my goals.	79%
<i>Confidence to Take Action</i>	I am excited about my future.	77%
<i>Confidence to Take Action</i>	I think it is important to set high goals.	77%
<i>Confidence to Take Action</i>	School is preparing me well for my future.	65%