

My Voice™ Survey Parent Report

SCHOOL ADMINISTRATIVE UNIT 21

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INTRODUCTION

The Role of Student Aspirations in Today's Schools

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

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

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

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

The My Voice Parent Aspirations Survey

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

Measuring Parents' Perceptions in Your School

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

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HOW TO USE THIS REPORT

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

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

Demographics

- ✓ First, gain an overall picture of your school's parents by looking closely at the demographic section of the report. Refresh your understanding of who your parents are.

The 8 Conditions

- ✓ Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that each condition can be explored individually.
- ✓ Look for connections among the results that warrant deeper discussion. For example, did a high percentage of parents say they believe citizenship is just as important as getting good grades, while a high percentage also said getting good grades was important? How might these two findings be related?
- ✓ Note areas of strength, and celebrate!
- ✓ Note areas of concern, and take steps to understand and make improvements.

Parents

- ✓ Some of the questions have to do with parents' own experience of *their* schooling. We have learned that a parent's attitude toward their experience of school can shape their current outlook on the school their child is enrolled in, as well as influence their child's perceptions of school.

Keep in Mind

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

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DEMOGRAPHICS

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

Age			Grade of Students			Racial Heritage		
Age	Count	Percent	Grade	Count	Percent	Racial Heritage	Count	Percent
Under 30	7	5.6%	K	53	40.5%	White	121	96.8%
31-40	73	57.9%	1	43	32.8%	Black/Afr. Amer.	1	0.8%
41-50	43	34.1%	2	43	32.8%	Hispanic/Latino	0	0.0%
51-60	3	2.4%	3	0	0.0%	Asian	1	0.8%
Over 60	0	0.0%	4	1	0.8%	Native Hawaiian	0	0.0%
TOTAL	126	100.0%	5	0	0.0%	Am.In./Alsk.Nat.	0	0.0%
			6	0	0.0%	OthPacIslander	0	0.0%
			7	0	0.0%	Other ²	2	1.6%
			8	0	0.0%	TOTAL	125	100.0%
			9	1	0.8%			
			10	0	0.0%			
			11	0	0.0%			
			12	0	0.0%			
			TOTAL	141	100.0%			

Gender		
Gender	Count	Percent
Male	16	13.1%
Female	106	86.9%
TOTAL	122	100.0%

Years in School District		
Years	Count	Percent
1	8	6.4%
2	8	6.4%
3-5	21	16.8%
6-10	28	22.4%
10+	60	48.0%
TOTAL	125	100.0%

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

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

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THE 8 CONDITIONS THAT MAKE A DIFFERENCE

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action

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

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

-Dr. Russell J. Quaglia

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Belonging

The first condition that needs to be in place is **Belonging**. The Condition of Belonging means that children feel they are a valued member of the family, while still maintaining their uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is a necessary condition for children’s feelings of well-being, social engagement, and competence. Belonging creates an atmosphere that welcomes and connects all children to their family. The condition of Belonging increases children’s confidence in their abilities and their strengths, since Belonging encompasses acceptance and support. As a parent you have the opportunity to establish an atmosphere of Belonging in your family, one that promotes your children’s sense of well-being, connection, and self-belief.

Survey Statements	Total in Agreement	Grade												
		K	1	2	3	4	5	6	7	8	9	10	11	12
I feel welcome in my child’s school.	77.5%	75.5%	76.2%	79.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My child has difficulty fitting in at school.	10.1%	3.8%	9.3%	16.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Teachers care about my child’s problems and feelings.	84.3%	92.3%	76.2%	81.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I am proud of my child’s school.	89.8%	90.6%	83.7%	97.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I feel comfortable going to parent-teacher conferences.	94.4%	98.1%	90.5%	95.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I care about my child’s education.	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My input and opinions are valued at my child’s school.	63.0%	67.4%	60.0%	61.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
My child’s school works hard to develop a sense of community.	84.3%	84.3%	86.0%	83.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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Heroes

Heroes are everyday people—friends, family, coaches, teachers, and parents—in a child’s life who inspire him or her to excel and to make positive changes in attitudes and lifestyles. Heroes are individuals your children can connect with regularly, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. As a parent, you are a Hero to your children. They look up to you as someone to learn from and communicate with about many things. Building better relationships with your children through support, guidance, encouragement, and love enables them to become more self-confident in their life and school.

Survey Statements	Total in Agreement	Grade													
		K	1	2	3	4	5	6	7	8	9	10	11	12	
My child has a teacher who is a positive role model.	94.5%	96.2%	93.0%	95.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I am a positive role model for my child.	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Teachers care if my child is absent from school.	80.5%	86.5%	74.4%	79.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
If my child has a problem, there is a teacher he/she can talk to.	86.7%	90.6%	86.0%	86.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
If I have a problem with my child’s school, someone at school is available to help me.	86.6%	88.5%	81.4%	90.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Teachers let me know when my child does well in school.	72.6%	73.5%	74.4%	71.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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Sense of Accomplishment

Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a child’s success. Parents often use a narrow view of accomplishment that refers to academic achievement or innate ability. Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just measurable outcomes and countable successes. As a parent, you have the opportunity to celebrate all of your children’s accomplishments. Taking time to recognize and support your children’s efforts will result in children who are motivated to persevere through difficult tasks and create a healthy family through hard work, dedication, and love.

Survey Statements	Total in Agreement	Grade												
		K	1	2	3	4	5	6	7	8	9	10	11	12
I believe citizenship is just as important as getting good grades.	84.3%	88.5%	83.7%	81.4%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Teachers recognize my child when he/she is kind and helpful.	82.7%	80.8%	81.4%	86.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I recognize my child when he/she gets good grades at school.	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My child gives up when schoolwork is difficult.	22.2%	19.6%	20.9%	25.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
I recognize my child when he/she does his/her best in school.	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My child gives his/her best effort at school.	87.3%	86.5%	81.4%	95.2%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Effort is just as important as getting good grades.	96.9%	98.1%	93.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
It is important to me that my child gets good grades.	93.7%	96.1%	95.3%	90.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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Fun & Excitement

The condition of **Fun & Excitement** is characterized by children being inspired. They are actively engaged and emotionally involved in their activities, school, and play. Children who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Parents who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. Children can be motivated to succeed when parents provide an environment where Fun & Excitement is the norm not the exception.

Survey Statements	Total in Agreement	Grade													
		K	1	2	3	4	5	6	7	8	9	10	11	12	
My child enjoys being at school.	88.9%	90.4%	86.0%	93.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Teachers enjoy working with my child.	84.0%	80.8%	86.0%	85.4%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Teachers at my child's school make it exciting to learn.	88.9%	96.1%	76.7%	90.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My child is bored in school.	16.7%	12.0%	14.0%	23.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
My child enjoys learning new things.	99.2%	100.0%	97.7%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I was bored in school as a student.	27.8%	19.6%	30.2%	34.9%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Learning can be fun.	99.2%	100.0%	97.7%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Parent evenings/meetings are worth attending.	88.2%	88.5%	88.4%	86.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Curiosity & Creativity

The condition of **Curiosity & Creativity** is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers children to ask “Why?” while creativity gives them the initiative to ask “Why not?” Both Curiosity & Creativity are products of the imagination. The experience of Curiosity & Creativity in the home allows children to become active learners who yearn to explore unknown areas. To support the condition of Curiosity & Creativity, children need to be challenged to look beyond the status quo to what lies ahead. The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Therefore, as a parent you must pay careful attention to create a home environment that promotes questioning and creative exploration of ideas.

Survey Statements	Total in Agreement	Grade													
		K	1	2	3	4	5	6	7	8	9	10	11	12	
My child feels comfortable asking questions in class.	76.6%	77.4%	67.4%	83.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My child’s classes help him/her understand what is happening in his/her everyday life.	82.5%	92.3%	78.6%	76.2%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
When I was in school, my classes helped me understand what was happening in my everyday life.	66.9%	75.0%	64.3%	62.8%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I enjoy learning new things.	97.6%	100.0%	95.3%	97.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My child learns things that are interesting to him/her at school.	93.8%	98.1%	93.0%	90.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I am actively involved in my child’s education.	97.6%	96.1%	97.6%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
What my child learns in school will benefit his/her future.	97.6%	98.0%	97.7%	97.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
What I learned in school benefits me today.	80.0%	88.2%	81.0%	74.4%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Spirit of Adventure

Spirit of Adventure is characterized by a child’s ability to take on positive, healthy challenges at home and school, with friends, family, adults and peers. Children experience Spirit of Adventure when they tackle something new without the fear of failure or success. This condition is important to building children’s self-confidence and enables them to face the challenges they encounter every day. As a parent, you can encourage and support your children’s Spirit of Adventure by urging them to explore new things. By creating an atmosphere that allows for healthy decision-making and healthy risk-taking, your children become more confident and resilient. They are less concerned with whether they succeed or fail, and more interested in the journey upon which they embark. Children with a Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Survey Statements	Total in Agreement	Grade													
		K	1	2	3	4	5	6	7	8	9	10	11	12	
I push my child to do better academically.	89.8%	84.9%	93.0%	93.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My child is afraid to try something if he/she thinks he/she will fail.	25.6%	25.0%	31.0%	21.4%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
I am afraid to try something if I think I may fail.	14.2%	15.4%	7.0%	18.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Teachers help my child learn from mistakes.	83.5%	90.4%	79.1%	83.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Teachers think my child can be successful.	84.1%	88.2%	74.4%	88.4%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I think my child can be successful.	98.4%	100.0%	97.7%	97.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My child is excited to tell me when he/she gets good grades.	95.2%	96.0%	95.3%	97.6%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I am excited to tell my friends when my child does well in school.	84.3%	88.2%	83.7%	83.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Leadership & Responsibility

The condition of **Leadership & Responsibility** means children are able to express their ideas and are willing to accept the consequences for their actions. It cultivates accountability at home and school. Fostering leadership allows children to make just and appropriate decisions and to take pride in their actions. Parents who promote this condition teach good decision-making and expect their children to be good decision-makers. They provide real decision-making opportunities, seek their children’s input, and expect their children to be responsible for their actions and words. Children are trusted to make the right choices and are recognized for doing so. This condition is about both learning to lead others, and learning to lead one’s life, responsibly.

Survey Statements	Total in Agreement	Grade													
		K	1	2	3	4	5	6	7	8	9	10	11	12	
I see my child as a leader.	70.1%	64.2%	73.8%	76.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Teachers encourage my child to make decisions.	85.6%	90.0%	86.0%	81.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
I encourage my child to make decisions.	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My child is a good decision maker.	78.3%	78.3%	80.5%	77.5%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I am a good decision maker.	95.2%	94.1%	95.3%	93.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I know the goals my child’s school is working on this year.	82.4%	88.2%	79.1%	85.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Confidence to Take Action

Confidence to Take Action is the extent to which children believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what we strive for; all other conditions must be established and supported for a child 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. Parents have the ability and potential to help build their children’s Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, parents encourage their children to be active and involved members of their communities.

Survey Statements	Total in Agreement	Grade													
		K	1	2	3	4	5	6	7	8	9	10	11	12	
My child sets high goals.	79.5%	80.8%	73.8%	86.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I believe my child will be successful.	99.2%	100.0%	100.0%	97.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
School is preparing my child well for the future.	88.3%	88.7%	83.3%	95.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
When I was in high school I believed I would be successful.	87.5%	90.4%	83.7%	90.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
I believe my child can make a difference in this world.	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I think it is important for my child to go to college.	94.5%	96.2%	88.4%	97.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I believe I can make a difference in this world.	94.2%	94.0%	92.5%	95.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Teachers expect my child to be successful.	79.4%	82.4%	74.4%	79.1%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Confidence to Take Action (continued)

Survey Statements	Total in Agreement	Grade												
		K	1	2	3	4	5	6	7	8	9	10	11	12
School prepared me well for my future.	75.8%	87.2%	71.8%	71.4%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
My child works hard to reach his/her goals.	91.2%	90.2%	92.9%	93.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
I work hard to reach my goals.	98.4%	98.0%	100.0%	97.6%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
My child is excited about his/her future.	88.1%	86.3%	88.4%	90.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

SCHOOL ADMINISTRATIVE UNIT 21

Addendum
All Statements and Responses by Percentages

#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6	Belonging	I feel welcome in my child's school.	77.5%	40.3%	37.2%	8.5%	11.6%	2.3%
15	Belonging	My child has difficulty fitting in at school.	10.1%	3.9%	6.2%	3.9%	53.5%	32.6%
24	Belonging	Teachers care about my child's problems and feelings.	84.3%	42.5%	41.7%	13.4%	1.6%	0.8%
32	Belonging	I am proud of my child's school.	89.8%	47.7%	42.2%	8.6%	1.6%	0.0%
41	Belonging	I feel comfortable going to parent-teacher conferences.	94.4%	62.7%	31.7%	3.2%	2.4%	0.0%
49	Belonging	I care about my child's education.	100.0%	93.7%	6.3%	0.0%	0.0%	0.0%
62	Belonging	My input and opinions are valued at my child's school.	63.0%	22.7%	40.3%	28.6%	5.9%	2.5%
64	Belonging	My child's school works hard to develop a sense of community.	84.3%	38.6%	45.7%	8.7%	4.7%	2.4%
7	Heroes	My child has a teacher who is a positive role model.	94.5%	63.3%	31.3%	4.7%	0.0%	0.8%
16	Heroes	I am a positive role model for my child.	100.0%	58.5%	41.5%	0.0%	0.0%	0.0%
25	Heroes	Teachers care if my child is absent from school.	80.5%	24.2%	56.3%	19.5%	0.0%	0.0%
33	Heroes	If my child has a problem, there is a teacher he/she can talk to.	86.7%	36.7%	50.0%	11.7%	1.6%	0.0%
43	Heroes	If I have a problem with my child's school, someone at school is available to help me.	86.6%	46.5%	40.2%	12.6%	0.0%	0.8%
51	Heroes	Teachers let me know when my child does well in school.	72.6%	25.8%	46.8%	15.3%	10.5%	1.6%
9	Sense of Accomplishment	I believe citizenship is just as important as getting good grades.	84.3%	51.2%	33.1%	11.8%	3.1%	0.8%
18	Sense of Accomplishment	Teachers recognize my child when he/she is kind and helpful.	82.7%	35.4%	47.2%	15.7%	1.6%	0.0%
26	Sense of Accomplishment	I recognize my child when he/she gets good grades at school.	100.0%	82.8%	17.2%	0.0%	0.0%	0.0%
34	Sense of Accomplishment	My child gives up when schoolwork is difficult.	22.2%	0.8%	21.4%	13.5%	53.2%	11.1%
44	Sense of Accomplishment	I recognize my child when he/she does his/her best in school.	100.0%	79.4%	20.6%	0.0%	0.0%	0.0%
52	Sense of Accomplishment	My child gives his/her best effort at school.	87.3%	34.9%	52.4%	9.5%	3.2%	0.0%
59	Sense of Accomplishment	Effort is just as important as getting good grades.	96.9%	70.3%	26.6%	0.8%	1.6%	0.8%
65	Sense of Accomplishment	It is important to me that my child gets good grades.	93.7%	51.2%	42.5%	3.9%	1.6%	0.8%

SCHOOL ADMINISTRATIVE UNIT 21

#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10	Fun & Excitement	My child enjoys being at school.	88.9%	44.4%	44.4%	6.3%	4.0%	0.8%
19	Fun & Excitement	Teachers enjoy working with my child.	84.0%	35.2%	48.8%	12.8%	3.2%	0.0%
27	Fun & Excitement	Teachers at my child's school make it exciting to learn.	88.9%	39.7%	49.2%	7.1%	2.4%	1.6%
36	Fun & Excitement	My child is bored in school.	16.7%	4.8%	11.9%	10.3%	47.6%	25.4%
37	Fun & Excitement	My child enjoys learning new things.	99.2%	69.3%	29.9%	0.8%	0.0%	0.0%
45	Fun & Excitement	I was bored in school as a student.	27.8%	4.0%	23.8%	6.3%	50.0%	15.9%
53	Fun & Excitement	Learning can be fun.	99.2%	76.4%	22.8%	0.8%	0.0%	0.0%
66	Fun & Excitement	Parent evenings/meetings are worth attending.	88.2%	57.5%	30.7%	10.2%	1.6%	0.0%
11	Curiosity & Creativity	My child feels comfortable asking questions in class.	76.6%	32.8%	43.8%	15.6%	5.5%	2.3%
20	Curiosity & Creativity	My child's classes help him/her understand what is happening in his/her everyday life.	82.5%	34.9%	47.6%	15.9%	1.6%	0.0%
28	Curiosity & Creativity	When I was in school, my classes helped me understand what was happening in my everyday life.	66.9%	16.5%	50.4%	22.0%	8.7%	2.4%
46	Curiosity & Creativity	I enjoy learning new things.	97.6%	56.3%	41.3%	1.6%	0.8%	0.0%
54	Curiosity & Creativity	My child learns things that are interesting to him/her at school.	93.8%	48.4%	45.3%	3.9%	2.3%	0.0%
58	Curiosity & Creativity	I am actively involved in my child's education.	97.6%	60.3%	37.3%	2.4%	0.0%	0.0%
60	Curiosity & Creativity	What my child learns in school will benefit his/her future.	97.6%	65.4%	32.3%	2.4%	0.0%	0.0%
67	Curiosity & Creativity	What I learned in school benefits me today.	80.0%	32.0%	48.0%	10.4%	8.0%	1.6%
12	Spirit of Adventure	I push my child to do better academically.	89.8%	38.3%	51.6%	6.3%	3.9%	0.0%
21	Spirit of Adventure	My child is afraid to try something if he/she thinks he/she will fail.	25.6%	7.2%	18.4%	20.0%	41.6%	12.8%
29	Spirit of Adventure	I am afraid to try something if I think I may fail.	14.2%	1.6%	12.6%	8.7%	44.9%	32.3%
38	Spirit of Adventure	Teachers help my child learn from mistakes.	83.5%	27.6%	55.9%	16.5%	0.0%	0.0%
42	Spirit of Adventure	Teachers think my child can be successful.	84.1%	40.5%	43.7%	15.9%	0.0%	0.0%

SCHOOL ADMINISTRATIVE UNIT 21

#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
55	Spirit of Adventure	I think my child can be successful.	98.4%	79.7%	18.8%	1.6%	0.0%	0.0%
61	Spirit of Adventure	My child is excited to tell me when he/she gets good grades.	95.2%	61.6%	33.6%	3.2%	1.6%	0.0%
68	Spirit of Adventure	I am excited to tell my friends when my child does well in school.	84.3%	45.7%	38.6%	9.4%	6.3%	0.0%
13	Leadership & Responsibility	I see my child as a leader.	70.1%	23.6%	46.5%	16.5%	12.6%	0.8%
22	Leadership & Responsibility	Teachers encourage my child to make decisions.	85.6%	24.8%	60.8%	14.4%	0.0%	0.0%
30	Leadership & Responsibility	I encourage my child to make decisions.	100.0%	53.1%	46.9%	0.0%	0.0%	0.0%
39	Leadership & Responsibility	My child is a good decision maker.	78.3%	19.2%	59.2%	16.7%	4.2%	0.8%
47	Leadership & Responsibility	I am a good decision maker.	95.2%	42.1%	53.2%	3.2%	0.8%	0.8%
56	Leadership & Responsibility	I know the goals my child's school is working on this year.	82.4%	33.6%	48.8%	12.0%	4.8%	0.8%
8	Confidence to Take Action	My child sets high goals.	79.5%	22.8%	56.7%	13.4%	6.3%	0.8%
14	Confidence to Take Action	I believe my child will be successful.	99.2%	66.1%	33.1%	0.8%	0.0%	0.0%
17	Confidence to Take Action	School is preparing my child well for the future.	88.3%	36.7%	51.6%	10.9%	0.8%	0.0%
23	Confidence to Take Action	When I was in high school I believed I would be successful.	87.5%	38.3%	49.2%	9.4%	3.1%	0.0%
31	Confidence to Take Action	I believe my child can make a difference in this world.	100.0%	64.3%	35.7%	0.0%	0.0%	0.0%
35	Confidence to Take Action	I think it is important for my child to go to college.	94.5%	79.5%	15.0%	3.9%	0.8%	0.8%
40	Confidence to Take Action	I believe I can make a difference in this world.	94.2%	45.5%	48.8%	4.1%	1.7%	0.0%
48	Confidence to Take Action	Teachers expect my child to be successful.	79.4%	30.2%	49.2%	18.3%	2.4%	0.0%
50	Confidence to Take Action	School prepared me well for my future.	75.8%	27.5%	48.3%	12.5%	9.2%	2.5%
57	Confidence to Take Action	My child works hard to reach his/her goals.	91.2%	37.6%	53.6%	7.2%	1.6%	0.0%
63	Confidence to Take Action	I work hard to reach my goals.	98.4%	54.8%	43.7%	0.8%	0.8%	0.0%
69	Confidence to Take Action	My child is excited about his/her future.	88.1%	50.8%	37.3%	11.9%	0.0%	0.0%

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