



**WAKE COUNTY PUBLIC SCHOOL SYSTEM  
STUDENT SURVEY RESULTS, 2021-22**

June 2023



**WAKE COUNTY  
PUBLIC SCHOOL SYSTEM**

DATA, RESEARCH & ACCOUNTABILITY



## ABSTRACT

The Wake County Public School System's Student Engagement Survey is administered annually to measure students' perceptions of their learning experiences. This report is the first publication on student engagement results in the school system since 2018-19. Approximately 34,692 students from grades 5 through 12 responded in the spring of 2022 for a 34% response rate. The response rate decreased in the higher grades, dropping from 68.1% for grade 5 to 14.8% for grade 12. Due to low response rates for high school students, only grades 5 through 8 were included in this report.

The general trend across survey domains is for percent agreement to remain stable or decrease with student grade level. Generally, percent agreement decreased slightly from pre-pandemic levels with a few exceptions. Details of the survey results are summarized in the report below.

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## INTRODUCTION

The Wake County Public School System (WCPSS) conducts a student survey each spring to gain insights into students' perceptions of various aspects of their learning. The survey contained items from the Student Engagement Instrument (Appleton et al., 2006), which measures students' level of engagement in school on five domains: Teacher-Student Relationships, Control and Relevance of School Work, Peer Support for Learning, Future Aspirations and Goals, and Family Support and Learning. Additional items to measure three other domains were added to include Rigor, Civic Engagement, and Creativity.

The survey results from 2021-22 provide information stakeholders can use in planning and evaluation. School administrators and program evaluation staff can use the survey results as a benchmark while tracking changes over time and comparing a particular school to the district average. The differences between one school's results and the district average might lead to insights about school practices relevant to the survey items.

Throughout the report, results from 2021-22 were compared to 2018-19 to measure students' perceptions before and after the COVID-19 pandemic. The report only contains responses from students in elementary and middle schools because of the low response rate from high school students in 2021-22. A test of statistical significance between the results from the two years was conducted for each item and student group to indicate any significant changes.

Shaded values are used to compare the responses in 2021-22 versus 2018-19. Blue indicates that the level of agreement for 2021-22 was significantly higher than that for 2018-19, while orange indicates that the levels were significantly lower. Unshaded cells indicate no significant change between years.

A total of 34,692 eligible students in grades 5-12 (34%) from 188 schools completed the survey during the 2021-22 administration period. The level of participation was down considerably from 69,237 eligible students (69%) in 2018-19.

## RESPONSE RATES

The WCPSS Student Engagement Survey is designed to elicit responses from all students enrolled in grades 5 through 12. As seen in Table 1, the response rate for students decreased in the higher grades. More information about nonresponse rates and response rates for student groups can be found in Appendix A. High school response rates are low enough that they were not considered for this analysis.

**Table 1**  
2021-22 response rates by grade level

Enrolled Grade	Enrollment Numbers	Number Participating	Response Rate
Grade 5	12,107	8,248	68.1%
Grade 6	12,178	5,406	44.4%
Grade 7	12,626	5,416	42.9%
Grade 8	12,853	5,507	42.8%
Grade 9	14,900	3,220	21.6%
Grade 10	13,173	2,987	22.7%
Grade 11	12,428	2,332	18.8%
Grade 12	10,825	1,576	14.6%

As seen in Appendix A, there were differences in demographic characteristics among respondents and nonrespondents in 2021-22 in terms of ethnicity and gender. Additionally, there is evidence that higher-achieving students were more likely to participate in the survey in 2021-22. Given this, as well as the lower response rate in 2021-22, comparisons between 2018-19 and 2021-22 should be made cautiously.



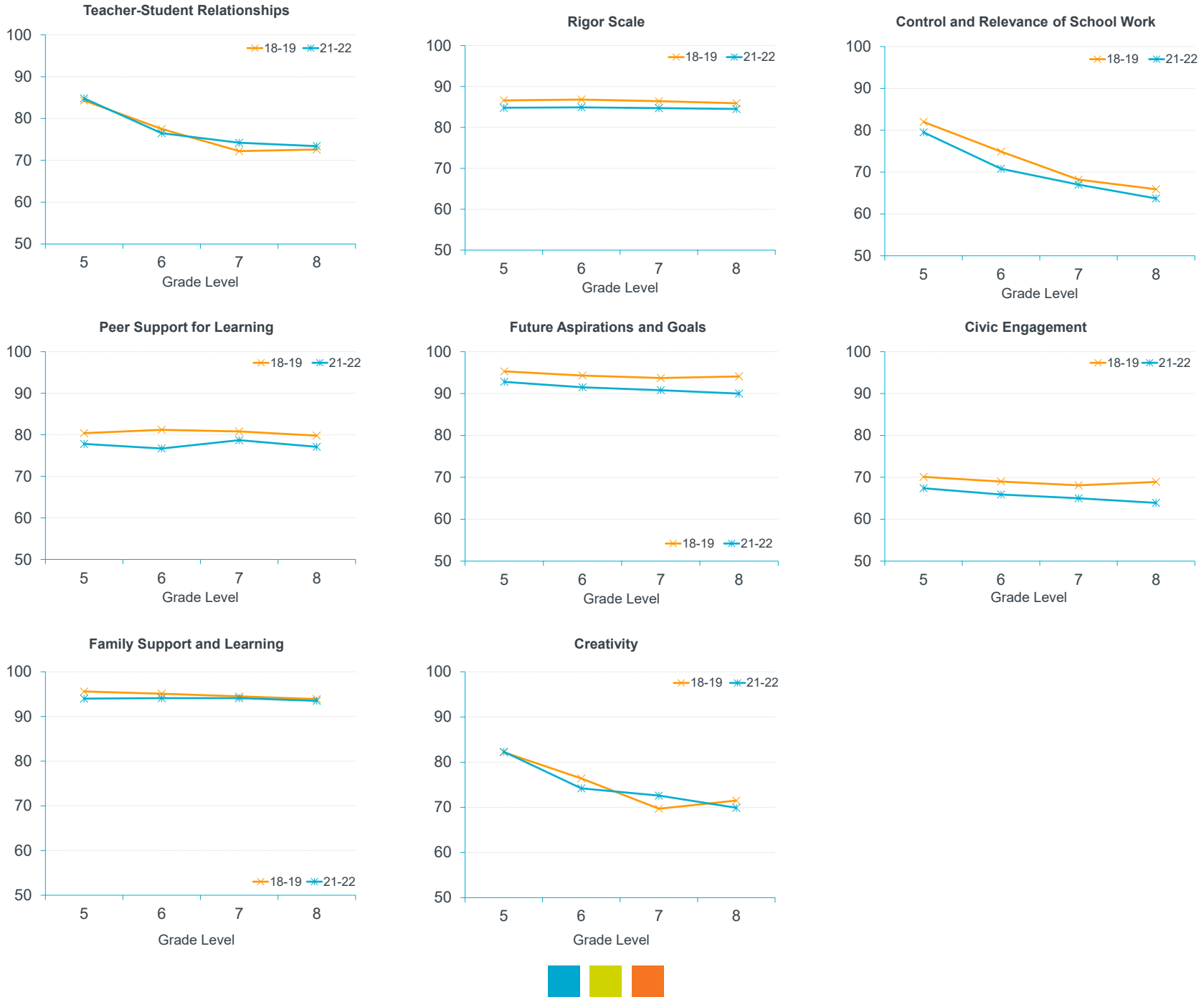
## RESULTS

Throughout this report, the primary reporting metric is the percent agreement for items answered. The percent agreement was calculated as the total number of items in the domain receiving a rating of “strongly agree” or “agree” divided by the total number of items with a response in the domain. Figure 1 shows the percent agreement across each of the grade levels and domains to include a comparison from 2018-19 to 2021-22. Student group results can be found in Appendix B.

Consistent with results from previous years (<https://www.wcpss.net/Page/3814>), percent agreement in 2021-22 remained stable or decreased as grade level increased. When comparing across years, the percent agreement in 2021-22 was comparable to or slightly lower than the 2018-19 pre-pandemic results. Those domains with the most noticeable decrease over these years were Rigor, Peer Support for Learning, Future Aspirations and Goals, and Civic Engagement. Other research on student engagement has noted declines during that period as well. For example, teachers in K-12 reported that the pandemic period saw a significant disruption in student engagement and curriculum adjustment, as many students transitioned to a completely online learning environment (Leech et al., 2022).

Figure 1

Comparison of percent agreement between 2018-19 and 2021-22



## TEACHER-STUDENT RELATIONSHIPS

Positive teacher-student relationships are necessary for building trust, promoting conducive learning environments, and increasing student achievement (Demerath et al., 2022). Table 2 presents the 2021-22 results from the nine items measuring Teacher-Student Relationships and compares them with the pre-pandemic 2018-19 results. Items 5 (“The school rules are fair”) and 9 (“Most teachers at my school are interested in me as a person, not just as a student”) show a slight decline, with other items increasing between 2018-19 and 2021-22.

**Table 2**  
**Teacher-Student Relationships**

Teacher Student Relationships Scale Items	2021-2022				Pattern Grades 5-8	Difference 21-22 vs 18-19			
	Grade 5	Grade 6	Grade 7	Grade 8		Grade 5	Grade 6	Grade 7	Grade 8
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>									
1. Overall, adults at my school treat students fairly	88.2%	82.3%	78.7%	77.8%		1.6%	1.1%	2.0%	1.6%
2. Adults at my school listen to the students	84.4%	77.1%	72.6%	71.6%		0.7%	0.5%	3.2%	1.9%
3. At my school, teachers care about students	94.6%	88.6%	87.0%	86.0%		0.4%	-0.5%	1.8%	1.7%
4. My teachers are there for me when I need them	88.3%	80.3%	79.9%	80.2%		1.1%	0.1%	3.7%	2.5%
5. The school rules are fair	78.6%	63.7%	57.4%	54.6%		-1.4%	-7.6%	-4.1%	-4.1%
6. Overall, my teachers are honest and open with me	86.8%	80.3%	79.2%	80.1%		0.2%	0.8%	3.5%	1.9%
7. I enjoy talking to the teachers here	84.8%	75.3%	75.1%	73.8%		1.7%	-0.2%	4.7%	1.8%
8. I feel safe at school	84.5%	76.6%	77.6%	77.3%		0.4%	-3.3%	-0.3%	-1.5%
9. Most teachers at my school are interested in me as a person, not just as a student	74.3%	63.2%	60.5%	59.5%		0.5%	-0.8%	3.9%	1.5%

Indicates 21-22 % agree was significantly higher than 18-19 % agree for the same item.

Indicates 21-22 % agree was significantly lower than 18-19 % agree for the same item.








## RIGOR

Rigor involves engaging students in complex learning that requires them to apply higher-order thinking skills to demonstrate mastery (Culver et al., 2021). The Rigor domain consisted of two items. The first examined whether students felt their teachers gave them challenging work and the second focused on students' perception of their effort in meeting their teachers' expectations (see Table 3). The data showed that as grade levels increased, students felt that their schoolwork was more challenging while their efforts to meet teachers' expectations decreased. The percent agreement for the 2021-22 Rigor questions decreased slightly compared to the 2018-19 results.

**Table 3**  
Rigor

Rigor Scale Items	2021-2022				Pattern Grades 5-8	Difference 21-22 vs 18-19			
	Grade 5	Grade 6	Grade 7	Grade 8		Grade 5	Grade 6	Grade 7	Grade 8
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>									
10. My teachers give me challenging work.	77.1%	80.2%	82.5%	83.9%		-1.7%	-1.9%	-1.3%	-0.5%
11. I work hard to meet my teachers' expectations	92.8%	89.6%	87.2%	85.1%		-1.6%	-1.8%	-1.9%	-2.3%

 Indicates 21-22 % agree was significantly higher than 18-19 % agree for the same item.

 Indicates 21-22 % agree was significantly lower than 18-19 % agree for the same item.



## CONTROL AND RELEVANCE OF SCHOOL WORK


Students are more likely to be interested in learning when they feel schoolwork is relevant to themselves and their future (Assor et al., 2002). The Control and Relevance of School Work domain, shown in Table 4, consists of nine items measuring students' perceptions of how well their classes captured their ability and how useful what they learn in school will be in the future. Similar to results from 2018-19, students' percent agreement indicates an overall decline from grade 5 through grade 8.

When compared to the 2018-19, it appears that agreement on all items has generally decreased between 2-9 percent, except for items 12 ("The tests in my classes do a good job of measuring what I am able to do") and 14 ("The grades in my classes do a good job of measuring what I am able to do").

**Table 4**  
**Control and Relevance of Schoolwork**

Control and Relevance for School Work Scale Items	2021-2022				Pattern Grades 5-8	Difference 21-22 vs 18-19			
	Grade 5	Grade 6	Grade 7	Grade 8		Grade 5	Grade 6	Grade 7	Grade 8
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>									
12. The tests in my classes do a good job of measuring what I am able to do	84.6%	79.7%	74.5%	69.7%		-1.2%	0.3%	3.3%	0.2%
13. Most of what is important to know you can learn in school	79.7%	65.5%	57.2%	48.8%		-2.8%	-6.7%	-3.6%	-7.4%
14. The grades in my classes do a good job of measuring what I am able to do	85.5%	73.8%	69.0%	64.2%		-0.4%	-1.1%	2.3%	2.3%
15. What I am learning in my classes will be important in my future	80.5%	66.3%	60.8%	55.3%		-5.1%	-9.3%	-5.1%	-5.2%
16. After finishing my schoolwork, I check it over to see if it is correct	75.1%	70.6%	68.2%	65.4%		-2.7%	-1.9%	0.2%	0.4%
17. When I do schoolwork, I check to see whether I understand what I am doing	87.0%	84.1%	82.9%	82.4%		-2.1%	-2.9%	-1.6%	-2.9%
18. Learning is fun because I get better at something	67.5%	53.3%	51.5%	52.0%		-4.5%	-7.0%	-2.9%	-3.1%
19. When I do well in school, it is because I work hard	91.0%	86.3%	85.4%	83.1%		-1.7%	-4.6%	-2.5%	-3.6%
20. I feel like I have a say about what happens to me at school	64.7%	56.7%	53.4%	51.7%		-2.9%	-4.9%	-2.6%	-0.9%

 Indicates 21-22 % agree was significantly higher than 18-19 % agree for the same item.

 Indicates 21-22 % agree was significantly lower than 18-19 % agree for the same item.









## PEER SUPPORT FOR LEARNING


Peer support, like teacher support, is essential for student engagement. Students are more likely to excel in school when they have mutual friendships and perceive peers value and respect them (Moreira et al., 2018). Table 5 shows the results of the six items included in the Peer Support for Learning domain about students' relationships with peers. In 2021-22, more than 90% of students in every grade level agreed with item 26, ("I have some friends at school"). However, 65 to 67 percent of students in each grade level agreed with item 25 ("Students here respect what I have to say"). Similar to 2018-19, the percent agreement for Peer Support for Learning was consistent across grade levels. Percent agreement decreased for most items in 2021-22 compared to 2018-19, however.

**Table 5**

### Peer Support for Learning

Peer Support for Learning Scale Items	2021-2022				Pattern Grades 5-8	Difference 21-22 vs 18-19			
	Grade 5	Grade 6	Grade 7	Grade 8		Grade 5	Grade 6	Grade 7	Grade 8
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>									
21. Other students at school care about me	72.1%	71.9%	74.9%	73.6%		-2.2%	-4.3%	-2.4%	-2.6%
22. Students at my school are there for me when I need them	71.1%	68.7%	72.4%	69.9%		-4.3%	-7.2%	-3.7%	-5.1%
23. Other students here like me the way I am	75.5%	75.3%	77.6%	76.0%		-3.7%	-5.4%	-2.7%	-2.9%
24. I enjoy talking to the students here	87.2%	84.2%	85.0%	81.0%		-2.6%	-4.4%	-1.5%	-3.1%
25. Students here respect what I have to say	65.9%	65.0%	66.7%	67.3%		-2.8%	-5.6%	-2.7%	-2.1%
26. I have some friends at school	95.2%	95.6%	96.3%	95.3%		-0.3%	-0.1%	0.4%	0.0%

 Indicates 21-22 % agree was significantly higher than 18-19 % agree for the same item.


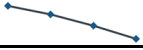
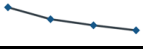


 Indicates 21-22 % agree was significantly lower than 18-19 % agree for the same item.




## FUTURE ASPIRATIONS AND GOALS

Based on their aspirations, students recognize the importance of education in helping them achieve their goals and are more motivated to learn (Bessadok, 2022). Table 6 presents the results of the five items in the Future Aspirations and Goals domain. The items focused on students' plans and beliefs about the importance of education for their future. In 2021-22, percent agreement for all items across all grades was above 85 percent. However, this was a slight decrease from 2018-19, when percent agreement exceeded 91 percent.

**Table 6**  
Future Aspiration and Goals

Future Aspirations and Goals Scale Items	2021-2022				Pattern Grades 5-8	Difference 21-22 vs 18-19			
	Grade 5	Grade 6	Grade 7	Grade 8		Grade 5	Grade 6	Grade 7	Grade 8
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>									
27. I plan to continue my education following high school	95.8%	96.2%	96.2%	96.1%		-1.2%	-0.7%	-0.9%	-0.9%
28. Going to school after high school is important	91.5%	89.9%	87.6%	85.0%		-3.4%	-4.1%	-5.2%	-7.5%
29. School is important for achieving my future goals	91.5%	89.3%	88.1%	87.1%		-2.9%	-3.1%	-3.6%	-5.8%
30. My education will create many future opportunities for me	93.0%	92.6%	92.2%	92.7%		-2.7%	-2.2%	-2.2%	-2.2%
31. I am hopeful about my future	92.9%	90.9%	90.0%	90.1%		-2.5%	-3.1%	-3.1%	-3.0%

 Indicates 21-22 % agree was significantly higher than 18-19 % agree for the same item.

 Indicates 21-22 % agree was significantly lower than 18-19 % agree for the same item.



## CIVIC ENGAGEMENT

The goal of civic education in schools is to provide students with the knowledge, democratic principles, and mindsets they need to participate successfully in political and civic life (Alscher et al., 2022). Table 7 presents the seven items in the Civic Engagement domain that measured students' interest in civic issues. Item 34 ("When I'm old enough, I plan to vote in most elections") had the highest agreement across grade levels. Additionally, more than 70% of students across all grade levels responded favorably to item 33 ("I can make a difference in my community"). Most items saw a decline in percent agreement in 2021-22 as compared to 2018-19, with item 35 ("I care a great deal about who is elected to be our next president") having the largest decline.

Table 7

### Civic Engagement

Civic Engagement Scale Items	2021-2022				Pattern Grades 5-8	Difference 21-22 vs 18-19			
	Grade 5	Grade 6	Grade 7	Grade 8		Grade 5	Grade 6	Grade 7	Grade 8
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>									
33. I believe I can make a difference in my community	75.9%	72.6%	73.0%	71.9%		-7.3%	-8.5%	-7.2%	-9.7%
34. When I'm old enough, I plan to vote in most elections	78.4%	80.8%	81.3%	81.6%		0.7%	2.8%	-0.4%	-2.1%
35. I care a great deal about who is elected to be our next president	73.6%	70.5%	67.8%	68.6%		-6.3%	-8.6%	-11.4%	-11.0%
36. I pay attention to what's going on in the news	51.9%	53.0%	54.7%	56.9%		-6.2%	-4.4%	-4.4%	-5.8%
37. I think politics and government are boring	50.9%	56.7%	57.3%	59.3%		4.1%	1.8%	2.9%	4.3%
38. I participate in projects in my community	65.5%	57.2%	53.5%	46.7%		-3.4%	-3.8%	-2.6%	-7.2%
39. I often volunteer my time to help others	75.9%	69.7%	66.6%	60.7%		-0.4%	-1.5%	0.9%	-4.2%

Indicates 21-22 % agree was significantly higher than 18-19 % agree for the same item.





Indicates 21-22 % agree was significantly lower than 18-19 % agree for the same item.




## FAMILY SUPPORT AND LEARNING

Students are likely to be more committed to their academics based on the support they receive from their families (Heldemerina et al., 2017). Table 8 presents the four items included in the Family Support and Learning domain measuring students' perceptions of their family support. Similar to 2018-19 results, in 2021-22, over 90% of respondents in all grade levels agreed that their family/guardian(s) are supportive regarding school. The percentage of agreement remained consistent from grade 5 to grade 8 across the two survey years.

**Table 8**  
**Family Support and Learning**

Family Support and Learning Scale Items	2021-2022				Pattern Grades 5-8	Difference 21-22 vs 18-19				
	Grade 5	Grade 6	Grade 7	Grade 8		Grade 5	Grade 6	Grade 7	Grade 8	
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>										
40. My family/guardian(s) are there for me when I need them	94.0%	93.4%	93.8%	92.4%		-1.9%	-1.6%	-0.8%	-1.5%	
41. When I have problems at school, my family/guardian(s) are willing to help me	93.0%	93.5%	93.6%	92.8%		-2.0%	-1.4%	-0.2%	-0.6%	
42. When something good happens at school, my family/guardian(s) want to know about it	93.0%	93.2%	92.2%	91.8%		-1.4%	-0.2%	-0.3%	0.0%	
43. My family/guardian(s) want me to keep trying when things are tough at school	96.6%	97.1%	97.4%	97.3%		-0.8%	-0.4%	0.2%	0.4%	

 Indicates 21-22 % agree was significantly higher than 18-19 % agree for the same item.

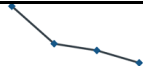
 Indicates 21-22 % agree was significantly lower than 18-19 % agree for the same item.




## CREATIVITY

Educators foster students' creativity by supporting their creative ideas, letting them take intellectual risks, encouraging open communication, and allowing flexibility in completing assignments (Fan & Cai, 2020). Results from 2018-19 revealed a marked decline in the percentage of students who reported having the opportunity to be creative at school after grade 5. Approximately 70% or more of all students agreed their teacher encourages creativity regardless of survey administration year.

**Table 9**  
**Creativity**

Creativity Scale Items	2021-2022				Pattern Grades 5-8	Difference 21-22 vs 18-19			
	Grade 5	Grade 6	Grade 7	Grade 8		Grade 5	Grade 6	Grade 7	Grade 8
<i>Percentage of students who responded 'Strongly Agree' or 'Agree'</i>									
44. My teachers give me the opportunity to be creative at school	82.3%	74.1%	72.6%	69.9%		0.1%	-2.3%	2.9%	-1.6%

 Indicates 21-22 % agree was significantly higher than 18-19 % agree for the same item.

 Indicates 21-22 % agree was significantly lower than 18-19 % agree for the same item.



## DIFFERENCES ACROSS STUDENT GROUPS

This section explores the student survey results of various student groups of all combined students in grade 5 through grade 8 by gender, ethnicity, students with disabilities (SWD), English learners (EL), and students considered academically or intellectually gifted (AIG). As previously mentioned, a test of statistical significance between the results of administration years was conducted for each item and student group to indicate significant changes. Shaded values within the tables in the appendices continue to follow the same rules as the previous tables and should be interpreted as follows: blue indicates that the level of agreement for the 2021-22 respondents was significantly higher than that for 2018-19, while orange indicates that the level of agreement was significantly lower. Unshaded cells indicate there was no significant change between years. More detailed information for each student group, including 2021-22 item-level analyses and changes, are available in Appendix B.

In 2021-22, Asian students generally reported the highest levels of agreement in all domains compared to other students. All student groups saw high percent agreement in the Future Aspirations and Goals as well as the Family Support and Learning domains with agreement above 90%. The exception to this was the Students with Disabilities (SWD) category,

which saw an 88.0% positive overall agreement in Future Aspirations and Goals.

African American and Hispanic/Latino students showed slightly lower levels of agreement in some domains when compared to White and Asian student groups, specifically for the domain Teacher-Student Relationships which is consistent with prior years. For instance, when asked if school rules were fair, African American students had the lowest percent agreement when compared to the other ethnic groups. Female students consistently reported slightly higher rates of agreement across some domains than male students, specifically for the domains Control and Relevance of School Work, Future Aspirations and Goals, and Civic Engagement.

As noted earlier, a decrease in percent agreement among student groups was generally evident when comparing the 2021-22 to 2018-19 results. Teacher-Student Relationships was the one domain that had a slight improvement in percent agreement. The only student groups that did not follow this trend were White students, SWD, and EL where agreements remained the same. Unlike other student groups, the percent agreement did not change over time in the Control and Relevance for School Work and Family Support and Learning domains for the SWD group. Percent agreement comparisons between the various student groups showed similar patterns in both 2018-19 and 2021-22.







## CONCLUSIONS

Educators, peers, parents, and other community stakeholders all play a crucial role in how students perceive school and ultimately shape their success. Findings from the current survey provide important insights into students' perceptions of engagement in school. Similar to pre-pandemic results, students' perception of school engagement varies at different grade levels. Main findings in this report include the following:

- Nonresponse bias is a threat to the validity of any survey estimates. The responses returned represent a particular subset of the WCPSS student population. For a more confident analysis across all grade levels, there would need to be an overall increase in student response rates to assure representation in the data in future years.
- Similar to pre-pandemic results, students in grade 5 report higher levels of agreement across many of the items when compared to middle school students, especially in the domains of Teacher-Student Relationships and Control and Relevance of School Work.
- The only domain that showed slight improvement post-pandemic was the Teacher-Student Relationships. The percent agreement within in many of the other domains showed a slight decline.
- Positive response rate patterns on items and domains at the student group level in 2021-22 are similar to patterns observed in 2018-19.

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## APPENDICES

### APPENDIX A

#### Nonresponse Rates

The survey is technically a census with no sample design features. Despite being a census, survey estimates are still examined for data quality and sources of error. Sources of error in this data collection context can fall into four categories: coverage error, measurement error, sampling error, and nonresponse error (Dillman, 1999). Of these, bias due to nonresponse is arguably the biggest threat to making inferences about student engagement at the district, school, and student group levels. Kish (1965) showed that the effect of nonresponse bias for a particular item was the product of two components: the nonresponse rate and the mean difference between the response rate of those responding and those

who fail to respond. While the first component is easily calculated, the second component is almost impossible to determine.

The Office of Management and Budget (OMB) has set a recommended response rate of 80% to handle nonresponse bias in funded survey projects (Wu et al., 2022). However, several research articles note that this recommendation is not feasible (Wu et al., 2022) or even a guarantee to reduce nonresponse bias (Hendra & Hill, 2019). As such, there is no agreed-upon level of non-response that can be definitively considered acceptable. The following tables provide a further examination of response rates across student categories to examine representation in the data.



Table A-1

## Response Rates

	Grades 5-8		
	Enrollment Numbers	Number Participating	Response Rate
Gender			
Female	24,110	12,173	50.5%
Male	25,654	12,404	48.4%
	Grades 5-8		
	Enrollment Numbers	Number Participating	Response Rate
Ethnicity			
American Indian	112	44	39.3%
Asian	5,639	2,689	47.7%
Hispanic	9,781	4,523	46.2%
Black	11,378	4,946	43.5%
White	20,942	11,421	54.5%
Multi-Racial	1,856	927	49.9%
Native Hawaiian/Pacific Islander	56	27	48.2%
	Enrollment Numbers	Number Participating	Response Rate
Gifted Status			
No	38,889	18,502	47.6%
Yes	10,875	6,075	55.9%
	Enrollment Numbers	Number Participating	Response Rate
English Learner Status			
No	44,666	22,323	50.0%
Yes	5,098	2,254	44.2%
	Enrollment Numbers	Number Participating	Response Rate
Special Education Status			
No	43,862	22,312	50.9%
Yes	5,902	2,265	38.4%
	Enrollment Numbers	Number Participating	Response Rate
<b>Student Ability</b>			
Number of EOGs Passed (Reading and Math)			
Proficient on Both	22,107	12,271	55.5%
Proficient on One	10,458	5,180	49.5%
Proficient on None	15,873	6,980	44.0%
Missing	1,326	146	11.0%



## APPENDIX B

## Percent Agreement by Item, Domain, and Student Ethnicity/Category

Table B-1

## Percent Agreement by Student Ethnicity

Domain	Item	2021-22				Difference between 2021-22 and 2018-19			
		Asian	Hispanic	Black/African American	White	Asian	Hispanic	Black/African American	White
Teacher Student Relationship	1. Overall, adults at my school treat students fairly	89.9%	82.1%	73.4%	84.9%	2.1%	0.9%	4.2%	0.4%
	2. Adults at my school listen to the students	86.4%	77.6%	68.2%	79.2%	3.0%	0.3%	4.6%	0.9%
	3. At my school, teachers care about students	93.2%	89.6%	85.0%	91.1%	1.0%	0.9%	2.0%	0.7%
	4. My teachers are there for me when I need them	88.3%	83.1%	78.9%	83.6%	3.3%	1.2%	4.5%	1.4%
	5. The school rules are fair	79.5%	65.3%	54.9%	66.9%	-1.4%	-4.4%	-2.2%	-3.4%
	6. Overall, my teachers are honest and open with me	88.1%	81.6%	77.7%	83.2%	3.4%	1.2%	3.5%	0.5%
	7. I enjoy talking to the teachers here	84.4%	77.7%	72.1%	79.6%	3.4%	2.2%	3.3%	0.7%
	8. I feel safe at school	87.3%	78.7%	73.1%	81.5%	3.7%	-1.5%	-0.4%	-1.9%
	9. Most teachers at my school are interested in me as a person, not just as a student	71.8%	64.6%	62.4%	66.2%	4.6%	1.8%	1.5%	1.2%
	<b>Overall</b>	<b>85.4%</b>	<b>77.8%</b>	<b>71.6%</b>	<b>79.5%</b>				
Rigor Scale	10. My teachers give me challenging work	72.3%	81.7%	82.7%	80.8%	-4.3%	-1.6%	-0.6%	-1.7%
	11. I work hard to meet my teachers' expectations	92.9%	86.4%	85.3%	91.1%	-1.2%	-1.6%	-2.3%	-1.9%
	<b>Overall</b>	<b>82.4%</b>	<b>83.9%</b>	<b>84.0%</b>	<b>85.9%</b>				
Control and Relevance of School Work	12. The tests in my classes do a good job of measuring what I am able to do	83.2%	80.4%	77.6%	76.5%	4.8%	0.1%	2.3%	0.6%
	13. Most of what is important to know you can learn in school	72.9%	70.5%	67.5%	60.5%	0.6%	-3.9%	-3.5%	-4.3%
	14. The grades in my classes do a good job of measuring what I am able to do	80.8%	76.0%	72.9%	74.1%	2.7%	1.3%	2.2%	2.1%
	15. What I am learning in my classes will be important in my future	78.0%	70.3%	67.6%	64.7%	-1.6%	-4.4%	-6.2%	-6.5%
	16. After finishing my schoolwork, I check it over to see if it is correct	80.0%	69.7%	70.0%	69.3%	0.9%	-1.7%	0.2%	-0.2%
	17. When I do schoolwork, I check to see whether I understand what I am doing	89.3%	84.2%	82.7%	84.3%	-1.7%	-3.2%	-1.2%	-1.1%
	18. Learning is fun because I get better at something	70.6%	63.9%	58.2%	52.4%	-1.6%	-3.4%	-3.7%	-3.5%
	19. When I do well in school, it is because I work hard	88.2%	87.6%	87.2%	86.7%	-1.9%	-2.6%	-2.4%	-3.0%
	20. I feel like I have a say about what happens to me at school	64.3%	60.8%	59.8%	54.5%	-0.7%	-2.4%	-0.7%	-3.1%
	<b>Overall</b>	<b>78.4%</b>	<b>73.8%</b>	<b>71.5%</b>	<b>69.1%</b>				
Peer Support for Learning	21. Other students at school care about me	78.9%	69.6%	66.0%	75.8%	-1.9%	-3.0%	-2.8%	-5.5%
	22. Students at my school are there for me when I need them	78.1%	69.0%	64.8%	71.9%	-1.1%	-5.5%	-5.0%	-7.2%
	23. Other students here like me the way I am	81.5%	75.7%	73.0%	76.1%	-1.7%	-4.1%	-3.8%	-4.7%
	24. I enjoy talking to the students here	88.9%	84.3%	79.7%	86.2%	-1.7%	-2.6%	-2.9%	-4.2%
	25. Students here respect what I have to say	76.8%	65.9%	60.0%	66.2%	-0.7%	-4.9%	-1.4%	-5.6%
	26. I have some friends at school	95.6%	94.9%	93.9%	96.5%	-1.0%	0.1%	-0.2%	-0.3%
	<b>Overall</b>	<b>83.1%</b>	<b>76.5%</b>	<b>72.9%</b>	<b>78.7%</b>				
Future Aspirations and Goals	27. I plan to continue my education following high school	98.2%	94.0%	95.1%	96.7%	-0.1%	-1.1%	-0.9%	-1.7%
	28. Going to school after high school is important	95.0%	86.4%	84.5%	90.4%	-1.8%	-4.4%	-7.0%	-5.3%
	29. School is important for achieving my future goals	93.6%	88.7%	88.8%	89.0%	-1.9%	-3.8%	-3.3%	-4.2%
	30. My education will create many future opportunities for me	96.0%	91.8%	92.1%	92.4%	-1.0%	-2.6%	-2.3%	-3.1%
	31. I am hopeful about my future	92.3%	90.5%	92.6%	90.9%	-2.3%	-3.2%	-1.7%	-2.9%
	<b>Overall</b>	<b>94.9%</b>	<b>90.2%</b>	<b>90.4%</b>	<b>91.7%</b>				
Civic Engagement	33. I believe I can make a difference in my community	77.4%	66.8%	74.1%	75.4%	-7.0%	-7.3%	-6.9%	-11.8%
	34. When I'm old enough, I plan to vote in most elections	82.2%	69.9%	73.7%	86.5%	1.1%	1.8%	-3.3%	-2.8%
	35. I care a great deal about who is elected to be our next president	74.6%	67.0%	69.6%	71.7%	-7.2%	-5.6%	-12.7%	-13.2%
	36. I pay attention to what's going on in the news	58.7%	52.6%	50.6%	54.3%	-5.6%	-3.7%	-8.0%	-8.2%
	37. I think politics and government are boring	49.6%	55.6%	58.3%	54.9%	4.7%	1.8%	3.5%	3.6%
	38. I participate in projects in my community	63.4%	50.6%	52.5%	60.5%	-2.2%	-4.1%	-3.1%	-3.3%
	39. I often volunteer my time to help others	73.7%	68.3%	68.6%	69.4%	-1.2%	-0.8%	0.3%	-0.9%
	<b>Overall</b>	<b>68.4%</b>	<b>61.7%</b>	<b>64.1%</b>	<b>67.6%</b>				
Family Support and Learning	40. My family/guardian(s) are there for me when I need them	93.4%	91.7%	92.0%	94.9%	-2.7%	-1.0%	-1.1%	-2.5%
	41. When I have problems at school, my family/guardian(s) are willing to help me	93.6%	90.9%	91.0%	94.8%	-1.1%	-0.9%	-1.3%	-2.0%
	42. When something good happens at school, my family/guardian(s) want to know about it	93.9%	89.4%	90.6%	94.4%	0.7%	-0.3%	-1.0%	-1.6%
	43. My family/guardian(s) want me to keep trying when things are tough at school	97.2%	95.4%	96.4%	97.8%	-0.4%	-0.2%	0.3%	-1.2%
	<b>Overall</b>	<b>94.5%</b>	<b>91.6%</b>	<b>92.4%</b>	<b>95.4%</b>				
Creativity	44. My teachers give me the opportunity to be creative at school	84.9%	77.0%	76.3%	73.5%	5.0%	0.3%	1.1%	-2.1%



Table B-1

Percent Agreement by Student Category

Domain	Item	2021-22					Difference between 2021-22 and 2018-19				
		Female	Male	AIG	SWD	EL	Female	Male	AIG	SWD	EL
Teacher Student Relationship	1. Overall, adults at my school treat students fairly	82.9%	82.1%	86.4%	81.2%	85.1%	1.9%	2.2%	1.5%	2.6%	-0.8%
	2. Adults at my school listen to the students	76.5%	78.2%	80.6%	76.7%	80.4%	1.8%	2.5%	0.8%	2.6%	-1.3%
	3. At my school, teachers care about students	90.1%	89.3%	92.1%	88.6%	91.3%	0.9%	1.6%	1.5%	1.7%	0.4%
	4. My teachers are there for me when I need them	83.3%	82.6%	84.6%	83.4%	85.2%	1.9%	2.8%	1.5%	2.5%	-1.9%
	5. The school rules are fair	65.2%	65.7%	70.0%	64.5%	69.4%	-3.0%	-2.9%	-4.4%	-0.7%	-8.3%
	6. Overall, my teachers are honest and open with me	81.9%	82.7%	84.2%	80.5%	84.5%	1.6%	2.4%	1.7%	1.7%	0.2%
	7. I enjoy talking to the teachers here	80.2%	76.2%	80.1%	76.9%	79.6%	2.4%	2.8%	3.1%	0.5%	-2.2%
	8. I feel safe at school	79.5%	80.0%	84.1%	76.8%	81.2%	-1.0%	-0.2%	-0.3%	0.0%	-1.6%
	9. Most teachers at my school are interested in me as a person, not just as a student	67.7%	63.6%	68.7%	66.5%	69.4%	2.5%	1.7%	3.0%	0.2%	-1.4%
	<b>Overall</b>	78.5%	77.7%	81.2%	77.1%	80.6%					
Rigor Scale	10. My teachers give me challenging work	81.1%	79.7%	73.4%	83.3%	79.4%	-2.5%	-1.0%	-2.8%	0.3%	-1.5%
	11. I work hard to meet my teachers' expectations	91.3%	87.1%	91.0%	84.0%	87.0%	-1.9%	-1.3%	-2.0%	-1.1%	-1.7%
	<b>Overall</b>	86.1%	83.4%	82.2%	83.5%	82.9%					
Control and Relevance of School Work	12. The tests in my classes do a good job of measuring what I am able to do	78.7%	77.5%	75.1%	78.0%	81.3%	1.8%	0.7%	1.2%	1.4%	-1.4%
	13. Most of what is important to know you can learn in school	66.1%	64.2%	55.8%	76.3%	81.8%	-2.2%	-4.8%	-3.1%	-2.0%	-4.7%
	14. The grades in my classes do a good job of measuring what I am able to do	76.5%	73.2%	73.9%	75.7%	79.7%	2.0%	1.8%	1.1%	3.9%	1.4%
	15. What I am learning in my classes will be important in my future	69.6%	66.1%	64.9%	75.6%	81.3%	-3.7%	-5.8%	-3.8%	-2.3%	-6.7%
	16. After finishing my schoolwork, I check it over to see if it is correct	74.3%	66.9%	69.8%	69.2%	75.6%	-0.7%	-0.6%	-2.0%	0.2%	-2.5%
	17. When I do schoolwork, I check to see whether I understand what I am doing	85.5%	83.5%	85.0%	80.3%	86.3%	-2.3%	-1.9%	-3.9%	-2.2%	-1.0%
	18. Learning is fun because I get better at something	59.8%	55.7%	56.7%	62.8%	73.7%	-3.0%	-3.6%	-2.9%	-3.3%	-4.7%
	19. When I do well in school, it is because I work hard	89.8%	84.4%	84.4%	86.2%	88.1%	-2.5%	-2.7%	-2.7%	-1.4%	-3.0%
	20. I feel like I have a say about what happens to me at school	58.9%	56.7%	53.0%	62.9%	65.6%	-2.9%	-1.2%	-1.8%	-1.6%	-4.5%
	<b>Overall</b>	73.1%	69.8%	68.5%	74.2%	79.3%					
Peer Support for Learning	21. Other students at school care about me	73.3%	72.6%	79.5%	65.1%	70.7%	-4.9%	-1.0%	-2.3%	-4.0%	-0.1%
	22. Students at my school are there for me when I need them	71.7%	69.5%	75.8%	64.5%	71.7%	-6.6%	-3.4%	-4.0%	-6.1%	-2.3%
	23. Other students here like me the way I am	74.6%	77.4%	79.9%	70.1%	76.2%	-5.6%	-1.9%	-3.6%	-3.4%	-1.5%
	24. I enjoy talking to the students here	83.1%	86.5%	87.7%	80.8%	86.3%	-3.0%	-2.2%	-2.2%	-2.9%	-0.9%
	25. Students here respect what I have to say	65.0%	67.4%	72.0%	60.8%	69.1%	-4.3%	-2.4%	-2.7%	-4.0%	-2.4%
	26. I have some friends at school	95.9%	95.1%	96.9%	91.7%	93.3%	-0.5%	0.3%	-0.3%	-0.9%	-0.2%
<b>Overall</b>	77.2%	78.0%	81.8%	72.2%	77.7%						
Future Aspirations and Goals	27. I plan to continue my education following high school	97.4%	94.7%	98.1%	91.6%	92.8%	-0.8%	-1.2%	-0.7%	-1.5%	-1.1%
	28. Going to school after high school is important	90.1%	87.9%	92.2%	84.6%	88.6%	-4.4%	-4.9%	-4.0%	-5.2%	-3.0%
	29. School is important for achieving my future goals	91.7%	87.0%	91.2%	88.5%	90.9%	-2.7%	-4.4%	-3.1%	-2.4%	-2.9%
	30. My education will create many future opportunities for me	94.3%	91.0%	94.7%	88.6%	92.0%	-1.7%	-2.9%	-1.9%	-2.9%	-2.0%
	31. I am hopeful about my future	90.9%	91.7%	91.6%	88.4%	92.1%	-3.2%	-2.2%	-3.0%	-3.1%	-1.1%
	<b>Overall</b>	92.7%	90.3%	93.5%	88.0%	91.1%					
Civic Engagement	33. I believe I can make a difference in my community	75.2%	72.2%	77.0%	72.0%	70.7%	-8.5%	-7.3%	-7.6%	-7.7%	-10.8%
	34. When I'm old enough, I plan to vote in most elections	81.7%	78.7%	89.8%	71.1%	67.9%	-1.3%	1.4%	0.7%	-1.8%	-3.1%
	35. I care a great deal about who is elected to be our next president	72.0%	69.4%	74.9%	69.7%	68.9%	-10.5%	-7.1%	-7.0%	-5.4%	-10.0%
	36. I pay attention to what's going on in the news	54.1%	53.4%	58.1%	53.7%	55.3%	-6.8%	-4.2%	-4.0%	-5.4%	-7.6%
	37. I think politics and government are boring	54.7%	55.8%	50.0%	56.2%	51.1%	3.4%	2.1%	3.9%	0.6%	3.6%
	38. I participate in projects in my community	59.8%	54.8%	59.0%	62.2%	57.0%	-4.2%	-2.2%	-4.6%	-2.1%	-8.6%
	39. I often volunteer my time to help others	71.5%	67.4%	66.5%	72.6%	75.8%	-2.4%	1.4%	-2.5%	1.3%	-2.3%
	<b>Overall</b>	67.0%	64.6%	68.0%	65.5%	63.9%					
Family Support and Learning	40. My family/guardian(s) are there for me when I need them	91.7%	95.4%	94.7%	90.9%	91.8%	-2.3%	-0.5%	-1.3%	-1.8%	-2.2%
	41. When I have problems at school, my family/guardian(s) are willing to help me	92.4%	94.0%	95.3%	89.5%	90.1%	-1.6%	-0.6%	-0.5%	-1.2%	-2.1%
	42. When something good happens at school, my family/guardian(s) want to know about it	92.9%	92.3%	94.8%	89.1%	89.1%	-0.6%	-0.4%	0.0%	-0.7%	-1.7%
	43. My family/guardian(s) want me to keep trying when things are tough at school	97.2%	96.8%	98.4%	93.8%	93.9%	-0.4%	-0.1%	0.0%	-0.7%	-1.1%
	<b>Overall</b>	93.4%	94.4%	95.7%	90.6%	91.0%					
Creativity	44. My teachers give me the opportunity to be creative at school	78.1%	73.8%	74.5%	76.9%	83.1%	0.7%	0.5%	1.2%	-1.2%	-2.2%





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