NCSE | National Center for School Engagement

Merrill Middle School:
School Engagement and Staff Attendance Efforts
School Year 2005 - 2006

National Center for School Engagement

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303 E. 17th Avenue, Suite 400 Denver, CO 80203
303/837-8466
www.schoolengagement.org

Table of Contents

Background 1
Results of Student Engagement Survey 1
Results of Staff Attendance Efforts 5
Conclusions and Recommendations 7
Appendices
Appendix A: Merrill Middle School Survey 10
Appendix B: Survey Responses by Grade and Sex 12
Appendix C: Student Responses to Open-Ended Questions 14
Appendix D: Staff Attendance Activity Survey 18
Appendix E: The “Wingspread Declaration on School Connections” 20

School Engagement and Staff Attendance Efforts
School Year 2005-2006

Background

In Spring of 2005, Merrill Middle School commissioned the National Center for School Engagement (NCSE) to conduct a school-wide study of school engagement and staff attendance efforts. As a result, NCSE administered an Attendance Activity Worksheet to staff at a regular staff meeting in October, 2005 and a School Engagement survey to students whose parents gave consent in November, 2005. The School Engagement Survey asked about behavioral, emotional, and cognitive engagement in school, as well as parental involvement. In addition, in January 2006, Merrill Middle school staff provided the final Fall 2005 school records containing attendance data and GPA for 8th graders who participated in the school survey. The Attendance Activity Worksheet asked each staff member who attended the staff meeting to indicate his or her job category and years of teaching experience in addition to detailed information on the amount of time spent on each of seven attendance-related tasks in a typical week.

Results of School Survey

Two hundred sixty-eight students had parental consent and participated in the school survey. Sixty-two students were in the 6th grade, 84 were 7th graders, and 120 were 8th graders. Two students did not report their grade. One hundred five students self-reported that they were White/Anglo, 36 reported that they were of Black/African Origin, 94 reported that they were Hispanic/Latino, 33 reported that they were American Indian, 28 reported they were Asian/Pacific Islander, and 28 reported that they fell into the "other" category. Students were allowed to identify themselves as fitting into as many ethnic categories as applied and consequently, approximately 56 students chose at least two categories.

Ages ranged from 11 to 15, with the largest number of respondents (106) being 13. One hundred twenty-four boys and 130 girls participated in the study[1]. Of the 86 students who indicated that English was not their primary language, 57 reported that they were very comfortable speaking English, 21 said they were somewhat comfortable, and only 8 said they were somewhat to very uncomfortable speaking English.

Seventy-two percent of students indicated having more than 10 friends who attended Merrill, and 56% reported having more than 10 friends who do not attend the school. This is a particularly impressive number, perhaps indicating that Merrill provides a good atmosphere for peer bonding. However, the way in which students define friends may simply reflect relationships that exist in which there is no animosity.

Table 1 illustrates the number of students who are exposed to students who have been expelled, suspended and/or who have dropped out. It is important to note that the majority of students report they have friends who have been suspended and, more importantly, that 40% have friends or relatives who have dropped out of school. In addition, 8th graders report knowing significantly more drop-outs than 6th or 7th graders. Thus, at some level almost half have personal experience with the concept that school completion is optional, and it appears that this exposure increases as the students get older. This suggests that some of the drop-out exposure is occurring among young people presently, rather than reflecting a parent's or older relative's past history. In addition, when asked how often they personally had ever thought

[1] Not all students reported their sex which is why only this only adds up to 254 even though more students participated in the study.

about dropping out, 23%, or 62 students said "a little" and another 2%, or 5 students, responded "a lot." Given that thoughts of leaving school increase over time, this is some cause for concern.

Table 1: Exposure to Expelled, Suspended and Drop-Outs

Question	Percentage: Yes
Do you have any brothers or sisters who have been expelled from school?	11%
Do you have any friends or other relatives who have been expelled from school?	35%
Do you have any brothers or sisters who have been suspended from school?	26%
Do you have any friends or other relatives who have been suspended from school?	62%
Do you have any brothers or sisters who have dropped out of school?	11%
Do you have any friends or other relatives who have dropped out of school?	40%

Of the students who participated in this survey, 4.5% (12 students) reported skipping a grade, whereas almost 11% reported repeating a grade. However, this question was asked in terms of their entire school career and not specifically at Merrill Middle School.

Students' aspirations showed that they were likely to see a variety of possibilities for their futures. On average, students reported that they were likely to attend college after finishing high school; the average response was 4.49 on a 5 point scale, indicating that most students responded between "probably will" and "definitely will". Fewer students indicated that they were likely to get a full-time job after high school and even fewer believed they would join the armed forces. However, boys were significantly more likely to believe they would join the armed forces than girls.

Responses to all items in the survey are available in Appendix B (broken down by grade and sex). The most interesting finding from the Merrill Middle School students is that as students progress in school (that is, as they go from 6th, to 7th, to 8th grade) their overall responses to the school engagement items worsen. For instance, 6th and 7th graders responded more positively to the following items compared to 8th graders.

- How important do you think the things you are learning in school are going to be to you later in life?
- How important do you think it is to attend school everyday?
- I am happy to be at my school.
- The teachers at my school treat me fairly.
- I feel safe in my school.

- I like most of my teachers at school.
- I am getting a good education at my school.
- The discipline at my school is fair.
- Most of my classes are boring.
- Most of my teachers care about how I'm doing.
- Most of my teachers know the subject matter well.
- I learn a lot from my classes.
- There is an adult I can talk to about my problems.
- I respect most of my teachers.
- School is a waste of my time.
- Most of my teachers understand me.
- When I am in class, I just pretend I am working.
- I follow the rules at school.
- I feel excited by the work in school.
- I am interested in the work I get to do in my classes.
- When I read a book, I ask myself questions to make sure I understand what it is about.
- I study at home even when I do not have a test.
- I try to watch TV shows about things we are doing in school.
- I try my best at school.
- I skip classes.
- I get good grades in school.
- I try to stay home from school.

In addition, 8th graders had more negative feelings toward their neighborhoods and reported talking with their parents less. Nevertheless, overall responses were typically more positive than negative for all grades ; on any given item, 50% to 98% of the student body responded on the positive end of the scales (see Appendix B). The grade differences are typical of what is believed by school engagement researchers to be a natural phenomenon, rather than a reflection on the school. It is assumed, and NCSE has data from other populations, that school engagement decreases with age. Consequently, while it is recommended that engagement in school be emphasized for 8th graders, it is not likely that the differences resulted from a systemic problem specific to Merrill Middle School.

Nonetheless, 6th graders were similar to 8th graders on a few items. That is, 7th graders appeared to have the most positive responses to questions asking about "since this school year started…" It is possible that putting the question in terms of their recent school experiences, 7th graders felt more positively and had more positive reactions to the current school year than when they were in 6th grade. This is likely to be a result of 6th graders being in the throws of transition and comparing their current situation to what they were used to in elementary school. Similar to 8th graders, 6th graders were more likely to agree that they had trouble getting along with teachers, paying attention in school, getting homework done, and getting along with other students. By 7th grade, students have made the adjustment and consequently may feel better about their situations.

Girls' responses were significantly different from boys' responses in very few cases. For instance, girls reported that they get in trouble at school less often than boys. They were in physical fights less often, and they reported having less parental involvement. However, in terms of overall engagement, there were no important differences.

Several types of school engagement are assessed in the survey. NCSE broadly breaks these down into emotional engagement, cognitive engagement, and behavioral engagement. Appendix A shows the items that make up each of the scales. In general, questions about behavior, such as skipping classes and staying home from school comprise the behavioral engagement scale. Emotional engagement includes feelings about school, school work, staff and peers. Cognitive engagement includes thoughts and behaviors about learning and studying. In general, findings mirror those reported in the item responses. Eighth graders demonstrate significantly less behavioral engagement compared to 6th graders, and significantly less emotional and cognitive engagement than both 6th and 7th graders. Again, there were no significant differences between boys and girls on these scales, nor were there significant differences among racial/ethnic populations. In addition, to examining the ethnicities separately, we also categorized students into white vs. non-white. In this case, no significant differences emerged in school engagement, however, across all three types of engagement, non-white students reported being less engaged than the white students. Since these differences are not statistically significant, it is possible that they are due to chance; nevertheless, every scale showed the same pattern, consequently, these differences should be taken seriously[1].

The primary goal of our research is to examine the relationships between types of engagement and other school outcomes, such as grades and attendance. Merrill Middle school provided Fall semester GPA and attendance for 8th graders. The strongest relationships were found to exist between attendance and GPA ($r^2 = .48$, $p<.001$) and between GPA and behavioral engagement ($r = .41$, $p<.001$). Thus, if we believe that engagement predicts grades and not the other way around, it is likely that our engagement questions accurately reflect the degree of true, underlying student engagement. In addition, attendance and all types of engagement are also correlated. Table 2 shows the correlations between attendance and achievement and the school engagement scales. It should be noted that absences include excused absences, which may be why the relationships between attendance and engagement are not as strong as they are between engagement and grades. Illness accounts for many absences and should not be considered indicative of school engagement.

Table 2: Correlations between Attendance, Achievement, and Engagement

School Outcomes	Cognitive Engagement	Behavioral Engagement	Emotional Engagement
Fall 2005 Attendance	.25	.29	.29
Fall 2005 GPA	.36	.41	.33

[1] It must be noted that racial and ethnic group experiences are very different among the non-white population and thus, grouping all non-white students together does not provide for conclusions to be made as to what type of efforts can be made to improve engagement.

[2] These statistics are correlations. A correlation indicates the strength of a relationship, where .00 indicates no relationship and 1.00 indicates a perfect 1 to 1 relationship.

In addition, the school engagement survey includes a parental involvement scale (see Appendix A for parental involvement items). We analyzed students' perceptions of parent involvement based on sex, grade, and ethnicity. As mentioned earlier, girls reported receiving less parental involvement; this was true on individual items as well as the scale as a whole. Sixth graders were significantly more likely to report that their parents were more involved compared to 7th or 8th graders. White students reported significantly more parental involvement than non-white students; and Hispanic/Latino students reported the least parental involvement. It is possible that parents of older students and parents who are less likely to speak English well have a more difficult time being involved with their children's school lives. However, it may also be true that as students get older they discourage their parents' involvement, and thus contribute to the decline.

Finally, students were asked to answer some open-ended questions. The majority of students reported having good experiences with teachers, other adults at the school, and peers. Most are involved in at least one activity that they identified as being separate from regular classes and 98 reported that they do not skip their classes. When asked what the school can do to improve, many responded that the school could be "more fun" and have more activities, including hands-on work and field trips. Relatively few knew what the actual school policies were concerning truancy. Appendix C shows the details of these responses.

Results of Staff Survey

A total of 28 staff members completed the survey (see Appendix D), most of whom were regular classroom teachers. Table 3 describes the sample, and shows that with an average of over 15 years of work in education, this is an experienced faculty. Only one respondent reported working part-time; the rest are full-time.

Table 3: Participating Staff Positions

Job category	Number of Respondents	Years of Experience	
		Average	Range
Academic classroom teacher	18	14.3	1 to 34
Other teacher, e.g. art, PE, special education	7	19.3	7 to 23
All teachers combined	25	15.7	1 to 34
Administrative staff	3	14.7	9 to 19
Total	**28**	**15.6**	**1 to 34**

Table 4 summarizes the average number of hours per week spent on the seven categories of attendance activities. Respondents were instructed to include issues of tardiness, not just absence, in thinking about their responses. Although they had the option of writing in additional kinds of activities, no one did so.

Table 4: Average hours spent on attendance per person per week, by activity and job category

Activity	Hours			
	Range n=28	**Total n=28**	**Teachers only n=25**	**Administration only n=3**
Taking regular attendance in classroom (usu. teachers)	0.4 to 3	1.0	1.1	0.2
Talking with individual students about attendance concerns	0.25 to 4	0.8	0.7	2.3
Talking with individual parents/families about attendance concerns	0.17 to 4	0.7	0.5	2.7
Informal conversations among school staff about attendance issues	0.17 to 2	0.7	0.6	1.0
Reviewing students' attendance records	0.17 to 2	0.6	0.5	1.3
Meetings with other school staff about attendance issues	0.17 to 2	0.6	0.5	1.3
Recording attendance for administrative purposes (usu. office staff)	0.3 to 1.5	0.3	0.3	0.5
All activities combined	**1.25 to 12**	**4.7**	**4.2**	**9.3**

Merrill Middle School staff reported spending an average of 4.7 hours per week per person on attendance. Not surprisingly, teachers and administrators differed considerably in both the amounts of time spent on attendance, and the way they used the time. Therefore, it makes more sense to look at the two groups separately.

Teachers reported spending an average of 4.2 hours each per week on attendance issues. That figure may be an underestimate since it appeared that at least one teacher wrote the amount of time spent each *day* on taking classroom attendance – i.e. "5 min. x 7 periods = 35 min[4]." Four other classroom teachers reported spending half an hour or less per week on regular classroom attendance; it is possible that those teachers reported a daily figure as well. At 4.2 hours per week, the figure amounts to over 10% of teachers' time, assuming a 40-hour workweek[5]. Most teachers indicated that all the time spent on attendance was paid work done on school time. Although teachers reported spending the most time taking classroom attendance,

[4] We multiplied the 35 minutes by 5 to get the total time spent on classroom attendance for this particular respondent – 2.9 hours. All other responses were recorded as written.

[5] To the extent that time was underestimated, teachers may spend more than 10% of a 40-hour week on attendance. Yet, if they work more than 40 hours, the percent of total time is obviously an overestimate.

followed by talking to individual students about attendance concerns, they participated fairly equally in a broad range of attendance activities.

Administrative staff members reported spending more than twice as much time on attendance as teachers, averaging over nine hours per week. Administrators spend the bulk of their time talking to individual families and students about attendance concerns. Administrators had a more difficult time indicating whether they considered the work paid or unpaid, and this distinction may be less appropriate for them since their hours are less tied to the school day.

Interestingly, among the 18 regular classroom teachers, years of experience in education is positively correlated with time spent on attendance issues. The correlation coefficient is .528. Squaring that coefficient shows that about 28% of the variation in the total amount of time spent on attendance activities can be explained by years of experience. When the correlation is calculated using years of experience and time *other than taking regular attendance in the classroom*, the correlation is even stronger. The coefficient in this case is .63, which means that years of experience explain 40% of the variation in non-attendance taking time. One possible explanation is that newer teachers must spend more time planning classes and grading, and perhaps maintaining order, than more experienced teachers. They may simply have less time available to address problems of attendance. An alternative explanation could be that more senior teachers are more aware of the profound, long-term consequences of what may appear, at the middle school level, to be a minor problem.

Conclusions and Recommendations

As a result of the commitment that Merrill Middle School has to school engagement and school attendance, school staff devoted time and money to exploring these issues during the 2005-2006 school year. The National Center for School Engagement, national experts in school engagement and truancy issues, was proud to donate their efforts to helping Merrill learn about these two important issues. The results of this joint effort should prove useful in determining future action.

School Engagement

School engagement is an important aspect of school achievement and attendance. In order for students to learn and be successful, they need to be invested in their school. Investment is ensured if students feel like they belong and that there are supportive people on whom they can rely. Investment is created when students appreciate and put forth effort in their school work. Investment is also heightened when students follow rules and regularly attend all their classes. The School Engagement Survey measures these attitudes and behaviors. The staff at Merrill is interested in the overall well-being of their students and thus aided in the implementation of the survey.

Two hundred and sixty eight students were given permission by their parents and participated in the survey. On average, Merrill Middle School students responded positively to all of the school engagement items. In addition, students reported having many friends at the school, perhaps indicating that Merrill provides a good environment for peer bonding. However, many students have relatives and friends who have discipline problems and who have dropped out of high school. Of most concern is that 25% of students had considered the possibility of dropping out themselves. Given this finding, a school-wide campaign that focuses on the importance of school and graduation would be beneficial.

Students who self-identified as being non-white reported that they were less engaged in school than white students. Although these differences are not statistically significant, the

pattern of lower engagement in non-white students was consistent across all types of engagement. Merrill is a highly diverse school; youth of many different races, countries and ethnicities make up the student body. For this reason, there is probably no single solution to ensuring that all students feel equally engaged. Different groups may have different experiences with language barriers, perceived racism, economic security, acculturation, or other challenges. Merrill Middle School has many fine programs aimed at keeping their diverse student population engaged, however, further attempts to explore and address racial differences in school engagement are highly recommended.

Finally, a clear trend emerged showing that engagement in school is significantly lower among the 8th graders than the 6th graders. Although there is a natural tendency for engagement to decline as students progress in school, as far as we know there is no definitive evidence that this decline is typically significant between the 6th and 8th grades. Regardless of whether this is a natural progression or not, Merrill Middle School should attempt to address the issue of disengagement among older students. For instance, touting the importance of school, having engaged high schoolers mentor 8th graders, creating opportunities and incentives for 8th graders to model good student behavior, encouraging involvement with optional school activities and clubs, educating students on the relationships between education and careers, and listening to older students about what does engage them are all ways to try to improve school engagement. Finally, Merrill Middle School may want to adopt the "Wingspread Declaration on School Connections" (see Appendix E); it is a helpful resource that provides a list of requirements that help ensure that students feel connected to the school.

School Attendance Activities

Across the nation, communities are paying attention to school attendance problems like never before. Recent studies of high school graduation rates show that far too many young people are failing to graduate from our high schools. Courts, schools, and various forms of community coalitions are initiating truancy reduction programs in an effort to curb absences before they lead to school failure. All the "players" in attendance improvement recognize that addressing attendance begins within school buildings, from the elementary to the high school level. Information is available on best practices for school policies that encourage good attendance and for ways to handle problems. However, we lack a clear understanding of the resources, measured in terms of staff time that schools must dedicate to matters of attendance.

So far, Merrill Middle School has learned that:

- Substantial school resources are being spent on attendance, even beyond taking and recording regular classroom attendance. Both teachers and administrators put considerable effort into issues of attendance. Therefore, wisdom would council making sure that those resources are spent efficiently.
- More senior teachers tend to spend more time on attendance issues than junior teachers, and administrators spend more time than even the senior teachers.
- If time constraints explain a large part of the variation in teachers' attendance efforts, then, to the extent that attendance is an important issue for the school, administrators should be aware that newer teachers will need support in this area.

Now that the Merrill Middle School faculty has an accurate idea of who is dedicating what resources to attendance issues, it would be worthwhile for the staff as a group to discuss the following questions. Which of the strategies currently in use appears to be the most effective, and why? Are there alternative practices that might be more effective or efficient at improving school attendance – for example alternate means of taking classroom attendance – and how could we implement them? Could any school policies be altered to create better incentives for attendance without substantially increasing staff time dedicated to attendance? Are the right staff people involved in the right activities, or should responsibilities be shifted? Merrill Middle School is clearly taking strides not only to maintain their high standards for students but also to improve in areas of attendance and school engagement. Through support for staff and students, Merrill will likely be a success for years to come.

Appendix A
Merrill Middle School Survey with Color Coded Engagement Scales

The Merrill Middle School Survey contains four scales, in addition to many other items that are not included in the scales. School Scales are color coded as follows:

- **Behavioral Scale Items: Yellow**
- **Emotional Scale Items: Red**
- **Cognitive Scale Items: Blue**
- **Parental Scale Involvement: Green**

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Student ID Number:_____

Date completed: _____

Merrill Middle School Student Survey

We would like to find out a little more about you and how you feel about school. Your answers to the following questions will help us to do this. It will take you about 15 minutes to complete this survey. If you are unsure of how to answer a question, please answer it as best you can and then write a comment in the margin. All the information you provide is confidential. It will only be used to help us learn about how to keep students interested in completing school.

1. Your ethnicity (**please check all that apply**): ə White/Anglo ə Black/African Origin ə Hispanic/Latino ə American Indian ə Asian/Pacific Islander ə Other, describe_____

   1a. What is your native country? (Where were you born?) _____

2. Your primary language: _____Second language:_____

3. If your primary language IS ENGLISH, SKIP this question. If your primary language IS NOT ENGLISH, how comfortable are you using English to speak with others at your school? Please fill in the appropriate circle.

①	②	③	④
Very comfortable	Somewhat comfortable	Somewhat uncomfortable	Very uncomfortable

4. How many friends do you have at this school? Please check the appropriate box.
   - ə 0
   - ə 1-5
   - ə 6-10
   - ə more than 10

5. How many friends do you have that do not go to this school?
   - ə 0
   - ə 1-5
   - ə 6-10
   - ə more than 10

6. What activities have you been involved in at this school? / How often do you participate in each one of your activities?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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7. What grade are you in? (check one) ə 6th ə 7th ə 8th

8. How old are you? _____ Are you a girl or a boy? (**circle one**)

9. Do you have any brothers or sisters who have been expelled from school? ə Yes
ə No
ə No brothers/sisters

10. Do you have any friends or other relatives who have been expelled from school? ə Yes
ə No

11. Do you have any brothers or sisters who have been suspended from school? ə Yes
ə No
ə No brothers/sisters

12. Do you have any friends or other relatives who have been suspended from school? ə Yes
ə No

13. Do you have any brothers or sisters who have dropped out of school? ə Yes
ə No
ə No brothers/sisters

14. Do you have any friends or other relatives who have dropped out of school? ə Yes
ə No

15. How often have you thought of dropping out? ə Never ə A little ə A lot

16. When you skip school what do you do?

_____

_____

_____

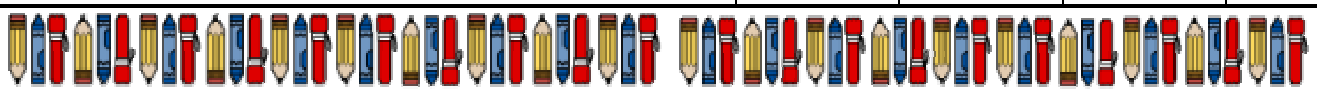
17. How many times have you repeated a grade? ə 0
ə 1
ə 2
ə more than 2

18. Have you ever skipped a grade? ə No
ə Yes, if yes which grade? _____

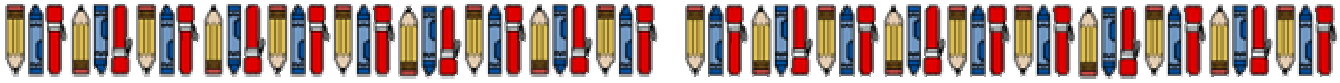
19. <u>Since school started this year</u>, how often have you had trouble	Never	A few times	Once a week	Almost daily	Daily
Getting along with your teachers?	①	②	③	④	⑤
Paying attention in school?	①	②	③	④	⑤
Getting your homework done?	①	②	③	④	⑤
Getting along with other students?	①	②	③	④	⑤

20. How important do you think . .	Very important	Quite important	Fairly important	Slightly important	Not at all important
An education is?	①	②	③	④	⑤
It is to get good grades?	①	②	③	④	⑤
The things you are learning in school are going to be to you later in life?	①	②	③	④	⑤
It is to attend school every day?	①	②	③	④	⑤
It is to go to college?	①	②	③	④	⑤
It is to have a good job or career after finishing school?	①	②	③	④	⑤

21.How much do you agree with each of the following statements: (put an x in the box)	Strongly agree	Agree	Disagree	Strongly disagree
I feel close to people at my school.				
I feel like I belong in my school.				
I am happy to be at my school.				
The teachers at my school treat students fairly.				
I feel safe in my school.				
I like most of my teachers at school.				
The students at this school don't like students who are different.				
I am getting a good education at my school.				
I will fail no matter how hard I try.				
I will graduate from high school.				
I want to go to college.				
I am not interested in school.				
The discipline at my school is fair.				
Most of my classes are boring.				
Most of my teachers care about how I'm doing.				
Most of my teachers know the subject matter well.				
I learn a lot from my classes.				
There is an adult at school that I can talk to about my problems.				
I respect most of my teachers.				
School is a waste of my time.				
Most of my teachers are always telling me what to do.				
Most of my teachers understand me.				
Most of my teachers expect too much of me.				



22.How often are the following statements true for you? (put an X in the box)	Always	Often	Sometimes	Seldom	Never
When I am in class, I just pretend I am working.					
I follow the rules at school.					
I get in trouble at school.					
I feel excited by the work in school.					
I am interested in the work I get to do in my classes.					
My classroom is a fun place to be.					
When I read a book, I ask myself questions to make sure I understand what it is about.					
I study at home even when I don't have a test.					
I try to watch TV shows about things we are doing in school.					
I talk with people outside of school about what I am learning in class.					
I check my schoolwork for mistakes.					
If I don't know what a word means when I am reading, I do something to figure it out, like look it up in the dictionary or ask someone.					
I read extra books to learn more about things we do in school.					
If I don't understand what I read, I go back and read it over again.					
Most of my teachers praise me when I work hard.					
I try my best at school.					
I skip (cut) classes during school.					
I get good grades in school.					
I skip (cut) the entire school day.					
I try to stay home from school.					
I enjoy the work I do in class.					



23. During the past 30 days, how many days did you not go to school because you felt you would be unsafe at school or on your way to school?

- ə 0
- ə 1
- ə 2 or 3
- ə 4 or 5
- ə 6 or more

24. During the past 30 days, how many days were you bullied or harassed at school or on your way to school?
    - ə 0
    - ə 1
    - ə 2 or 3
    - ə 4 or 5
    - ə 6 or more

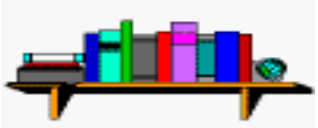
25. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?
    - ə 0
    - ə 1
    - ə 2 or 3
    - ə 4 or 5
    - ə 6 or 7
    - ə 8 or 9
    - ə 10 or 11
    - ə 12 or more

26. During the past 12 months, how many times has someone stolen or deliberately damaged your property such as your clothing or books on school property?
    - ə 0
    - ə 1
    - ə 2 or 3
    - ə 4 or 5
    - ə 6 or 7
    - ə 8 or 9
    - ə 10 or 11
    - ə 12 or more

27. During the past 12 months, how many times were you in a physical fight on school property?

- ə 0
- ə 1
- ə 2 or 3
- ə 4 or 5
- ə 6 or 7
- ə 8 or 9
- ə 10 or 11
- ə 12 or more

28. How likely is it that you will do each of the following things after high school?	Definitely won't	Probably won't	Not sure	Probably will	Definitely will
Start working at a full-time job.	①	②	③	④	⑤
Get the kind of job I would like after finishing school	①	②	③	④	⑤
Attend college.	①	②	③	④	⑤
Serve in the armed forces.	①	②	③	④	⑤



29. How much do you agree with each of the following statements	Strongly agree	Agree	Disagree	Strongly disagree
I'd like to get out of my neighborhood.	①	②	③	④
I like my neighborhood.	①	②	③	④
If I had to move, I would miss the neighborhood I now live in.	①	②	③	④
I feel safe in my neighborhood.	①	②	③	④

30. During the <u>last 3 months</u> when you were in school, about how often did one of your parents ...	Never	Once or twice	Sometimes	Very often
Check your homework after it was completed?	①	②	③	④
Help you do your homework?	①	②	③	④
Help you prepare for tests?	①	②	③	④
Talk with you about your experience at school with classes or class work that day?	①	②	③	④
Talk with you about your experience with other school activities (sports, lunch time) that day?	①	②	③	④

Please answer the following questions to the best of your ability.

31. How are you treated at your school by:

- Teachers

- Adults who work in the school offices

- Other students

32. What does your school do about students who skip school?

33. What things could your school do to help you be more interested in learning?

THANK YOU FOR COMPLETING THIS SURVEY!

Appendix B

Survey Responses by Grade and Sex
Merrill Middle School Student Survey

For each survey question the mean response (average) for each grade, by sex is reported. In addition, the standard deviation follows the average response. The standard deviation is a representation of how widely the responses varied. Consequently, the smaller the standard deviation the more closely the mean represents all the respondents.

In order to interpret the average for any given question, it is important to refer to Appendix A, the Merrill Student Engagement Survey. This is because the scales and item wording vary such that a lower number is sometimes a preferable response and other times, a larger number is preferable.

Survey Question:			Q.4	Q.5	Q.9	Q.10
Grade	**Gender**		**How many friends do you have at this school?**	**How many friends do you have that do not go to this school?**	**Do you have brothers or sisters who have been expelled from school?**	**Do you have any friends or other relatives who have been expelled from school?**
6	*Female*	Mean	3.52	3.35	0.18	0.33
		N	31.00	31.00	28.00	30.00
		Std. Deviation	0.85	0.88	0.39	0.48
	Male	Mean	3.65	3.29	0.14	0.13
		N	31.00	31.00	21.00	30.00
		Std. Deviation	0.61	1.01	0.36	0.35
	Total	Mean	3.58	3.32	0.16	0.23
		N	62.00	62.00	49.00	60.00
		Std. Deviation	0.74	0.94	0.37	0.43
7	*Female*	Mean	3.70	3.38	0.17	0.36
		N	40.00	40.00	35.00	39.00
		Std. Deviation	0.65	0.98	0.38	0.49
	Male	Mean	3.49	3.03	0.06	0.44
		N	39.00	39.00	32.00	39.00
		Std. Deviation	0.76	1.04	0.25	0.50
	Total	Mean	3.59	3.20	0.12	0.40
		N	79.00	79.00	67.00	78.00
		Std. Deviation	0.71	1.02	0.33	0.49
8	*Female*	Mean	3.66	3.43	0.11	0.42
		N	53.00	53.00	47.00	52.00
		Std. Deviation	0.62	0.82	0.31	0.50
	Male	Mean	3.66	3.22	0.10	0.36
		N	58.00	58.00	49.00	58.00
		Std. Deviation	0.76	0.99	0.31	0.48
	Total	Mean	3.66	3.32	0.10	0.39
		N	111.00	111.00	96.00	110.00
		Std. Deviation	0.69	0.92	0.31	0.49
Total	*Female*	Mean	3.64	3.40	0.15	0.38
		N	124.00	124.00	110.00	121.00
		Std. Deviation	0.69	0.88	0.35	0.49
	Male	Mean	3.60	3.18	0.10	0.33
		N	128.00	128.00	102.00	127.00
		Std. Deviation	0.72	1.01	0.30	0.47
	Total	Mean	3.62	3.29	0.12	0.35
		N	252.00	252.00	212.00	248.00
		Std. Deviation	0.71	0.95	0.33	0.48

Survey Question:			Q.11	Q.12	Q.13	Q.14
Grade	**Gender**		**Do you have any brothers or sisters who have been suspended from school?**	**Do you have any friends or other relatives who have been suspended from school?**	**Do you have any brothers or sisters who have dropped out of school?**	**Do you have any friends or other relatives who have dropped out of school?**
6	*Female*	Mean	0.29	0.63	0.07	0.40
		N	28.00	30.00	28.00	30.00
		Std. Deviation	0.46	0.49	0.26	0.50
	Male	Mean	0.38	0.47	0.15	0.29
		N	21.00	30.00	20.00	31.00
		Std. Deviation	0.50	0.51	0.37	0.46
	Total	Mean	0.33	0.55	0.10	0.34
		N	49.00	60.00	48.00	61.00
		Std. Deviation	0.47	0.50	0.31	0.48
7	*Female*	Mean	0.35	0.64	0.15	0.43
		N	34.00	39.00	34.00	40.00
		Std. Deviation	0.49	0.49	0.36	0.50
	Male	Mean	0.25	0.62	0.06	0.24
		N	32.00	39.00	32.00	38.00
		Std. Deviation	0.44	0.49	0.25	0.43
	Total	Mean	0.30	0.63	0.11	0.33
		N	66.00	78.00	66.00	78.00
		Std. Deviation	0.46	0.49	0.31	0.47
8	*Female*	Mean	0.31	0.73	0.15	0.55
		N	48.00	52.00	46.00	51.00
		Std. Deviation	0.47	0.45	0.36	0.50
	Male	Mean	0.36	0.66	0.16	0.47
		N	50.00	59.00	50.00	58.00
		Std. Deviation	0.48	0.48	0.37	0.50
	Total	Mean	0.34	0.69	0.16	0.50
		N	98.00	111.00	96.00	109.00
		Std. Deviation	0.48	0.46	0.36	0.50
Total	*Female*	Mean	0.32	0.68	0.13	0.47
		N	110.00	121.00	108.00	121.00
		Std. Deviation	0.47	0.47	0.34	0.50
	Male	Mean	0.33	0.60	0.13	0.35
		N	103.00	128.00	102.00	127.00
		Std. Deviation	0.47	0.49	0.34	0.48
	Total	Mean	0.32	0.64	0.13	0.41
		N	213.00	249.00	210.00	248.00
		Std. Deviation	0.47	0.48	0.34	0.49

Survey Question:			Q.15	Q.17	Q.18	Q.19a
Grade	**Gender**		**How often have you thought of dropping out?**	**How many times have you repeated a grade?**	**Have you ever skipped a grade?**	**Since school started this year, how often have you had trouble getting along with your teachers?**
6	*Female*	Mean	0.13	0.27	0.06	2.94
		N	31.00	30.00	31.00	31.00
		Std. Deviation	0.43	0.69	0.25	1.73
	Male	Mean	0.26	0.23	0.00	2.74
		N	31.00	31.00	31.00	31.00
		Std. Deviation	0.44	0.43	0.00	1.44
	Total	Mean	0.19	0.25	0.03	2.84
		N	62.00	61.00	62.00	62.00
		Std. Deviation	0.44	0.57	0.18	1.58
7	*Female*	Mean	0.23	0.05	0.03	2.03
		N	40.00	40.00	40.00	40.00
		Std. Deviation	0.48	0.32	0.16	1.14
	Male	Mean	0.36	0.05	0.03	2.23
		N	39.00	39.00	39.00	39.00
		Std. Deviation	0.58	0.22	0.16	1.39
	Total	Mean	0.29	0.05	0.03	2.13
		N	79.00	79.00	79.00	79.00
		Std. Deviation	0.53	0.27	0.16	1.26
8	*Female*	Mean	0.33	0.09	0.06	2.58
		N	52.00	53.00	52.00	52.00
		Std. Deviation	0.47	0.45	0.24	1.32
	Male	Mean	0.29	0.14	0.07	2.71
		N	59.00	59.00	59.00	58.00
		Std. Deviation	0.49	0.35	0.25	1.44
	Total	Mean	0.31	0.12	0.06	2.65
		N	111.00	112.00	111.00	110.00
		Std. Deviation	0.48	0.40	0.24	1.38
Total	*Female*	Mean	0.24	0.12	0.05	2.49
		N	123.00	123.00	123.00	123.00
		Std. Deviation	0.47	0.49	0.22	1.42
	Male	Mean	0.30	0.13	0.04	2.57
		N	129.00	129.00	129.00	128.00
		Std. Deviation	0.51	0.34	0.19	1.43
	Total	Mean	0.27	0.13	0.04	2.53
		N	252.00	252.00	252.00	251.00
		Std. Deviation	0.49	0.42	0.20	1.42

Survey Question:			Q.19b	Q.19c	Q.19d	Q.20a
Grade	**Gender**		**Since school started this year, how often have you had trouble paying attention in school?**	**Since school started this year, how often have you had trouble getting your homework done?**	**Since school started this year, how often have you had trouble getting along with other students?**	**How important do you think an education is?**
6	*Female*	Mean	3.29	3.29	3.39	1.52
		N	31.00	31.00	31.00	31.00
		Std. Deviation	1.77	1.72	1.73	1.18
	Male	Mean	3.19	3.29	3.39	1.29
		N	31.00	31.00	31.00	31.00
		Std. Deviation	1.30	1.40	1.43	0.69
	Total	Mean	3.24	3.29	3.39	1.40
		N	62.00	62.00	62.00	62.00
		Std. Deviation	1.54	1.55	1.57	0.97
7	*Female*	Mean	2.30	2.15	2.63	1.08
		N	40.00	40.00	40.00	40.00
		Std. Deviation	1.38	1.27	1.58	0.27
	Male	Mean	2.54	2.54	2.46	1.31
		N	39.00	39.00	39.00	39.00
		Std. Deviation	1.39	1.33	1.37	0.80
	Total	Mean	2.42	2.34	2.54	1.19
		N	79.00	79.00	79.00	79.00
		Std. Deviation	1.38	1.31	1.47	0.60
8	*Female*	Mean	3.13	2.94	2.85	1.25
		N	53.00	53.00	51.00	53.00
		Std. Deviation	1.35	1.20	1.46	0.52
	Male	Mean	2.91	2.91	2.95	1.41
		N	57.00	58.00	58.00	58.00
		Std. Deviation	1.38	1.25	1.56	0.82
	Total	Mean	3.02	2.93	2.90	1.33
		N	110.00	111.00	109.00	111.00
		Std. Deviation	1.36	1.22	1.51	0.69
Total	*Female*	Mean	2.90	2.77	2.91	1.26
		N	124.00	124.00	122.00	124.00
		Std. Deviation	1.52	1.43	1.58	0.71
	Male	Mean	2.87	2.89	2.91	1.35
		N	127.00	128.00	128.00	128.00
		Std. Deviation	1.38	1.33	1.50	0.78
	Total	Mean	2.88	2.83	2.91	1.31
		N	251.00	252.00	250.00	252.00
		Std. Deviation	1.45	1.38	1.54	0.75

Survey Question:			Q.20b	Q.20c	Q.20d	Q.20e
Grade	**Gender**		**How important do you think it is to get good grades?**	**How important do you think the things you are learning in school are going to be to you later in life?**	**How important do you think it is to attend school every day?**	**How important do you think it is to go to college?**
6	*Female*	Mean	1.58	1.58	1.48	1.48
		N	31.00	31.00	31.00	31.00
		Std. Deviation	1.15	1.09	0.96	1.06
	Male	Mean	1.19	1.35	1.32	1.05
		N	31.00	31.00	31.00	31.00
		Std. Deviation	0.48	0.61	0.60	0.20
	Total	Mean	1.39	1.47	1.40	1.27
		N	62.00	62.00	62.00	62.00
		Std. Deviation	0.89	0.88	0.80	0.79
7	*Female*	Mean	1.28	1.59	1.33	1.33
		N	40.00	39.00	40.00	40.00
		Std. Deviation	0.51	0.91	0.53	0.80
	Male	Mean	1.31	1.51	1.59	1.46
		N	39.00	39.00	39.00	39.00
		Std. Deviation	0.86	0.94	0.88	1.00
	Total	Mean	1.29	1.55	1.46	1.39
		N	79.00	78.00	79.00	79.00
		Std. Deviation	0.70	0.92	0.73	0.90
8	*Female*	Mean	1.57	1.86	1.85	1.40
		N	53.00	52.00	53.00	53.00
		Std. Deviation	0.91	0.93	0.86	0.82
	Male	Mean	1.47	1.88	1.60	1.55
		N	58.00	58.00	58.00	58.00
		Std. Deviation	0.88	1.13	0.84	0.98
	Total	Mean	1.51	1.87	1.72	1.48
		N	111.00	110.00	111.00	111.00
		Std. Deviation	0.89	1.03	0.85	0.90
Total	*Female*	Mean	1.48	1.70	1.59	1.40
		N	124.00	122.00	124.00	124.00
		Std. Deviation	0.88	0.97	0.83	0.87
	Male	Mean	1.35	1.64	1.53	1.40
		N	128.00	128.00	128.00	128.00
		Std. Deviation	0.80	0.99	0.80	0.88
	Total	Mean	1.41	1.67	1.56	1.40
		N	252.00	250.00	252.00	252.00
		Std. Deviation	0.84	0.98	0.81	0.87

Survey Question:			Q.20f	Q.21a	Q.21b	Q.21c
Grade	**Gender**		**How important do you think it is to have a good job or career after finishing school?**	**I feel close to people at my school.**	**I feel like I belong in my school.**	**I am happy to be at my school.**
6	*Female*	Mean	1.32	1.89	1.65	1.60
		N	31.00	31.00	31.00	30.00
		Std. Deviation	0.91	0.81	0.71	0.81
	Male	Mean	1.06	2.03	1.81	1.83
		N	31.00	31.00	31.00	30.00
		Std. Deviation	0.25	0.60	0.83	0.87
	Total	Mean	1.19	1.96	1.73	1.72
		N	62.00	62.00	62.00	60.00
		Std. Deviation	0.67	0.71	0.77	0.85
7	*Female*	Mean	1.13	1.78	1.73	1.73
		N	40.00	40.00	40.00	40.00
		Std. Deviation	0.40	0.62	0.60	0.64
	Male	Mean	1.31	2.05	2.08	2.11
		N	39.00	39.00	39.00	38.00
		Std. Deviation	0.83	0.69	0.77	0.76
	Total	Mean	1.22	1.91	1.90	1.91
		N	79.00	79.00	79.00	78.00
		Std. Deviation	0.65	0.66	0.71	0.72
8	*Female*	Mean	1.17	1.86	2.10	2.22
		N	53.00	50.00	51.00	50.00
		Std. Deviation	0.38	0.67	0.70	0.78
	Male	Mean	1.16	1.94	1.82	1.94
		N	58.00	57.00	58.00	57.00
		Std. Deviation	0.49	0.73	0.74	0.91
	Total	Mean	1.16	1.90	1.95	2.07
		N	111.00	107.00	109.00	107.00
		Std. Deviation	0.44	0.70	0.73	0.86
Total	*Female*	Mean	1.19	1.84	1.86	1.90
		N	124.00	121.00	122.00	120.00
		Std. Deviation	0.57	0.69	0.70	0.79
	Male	Mean	1.18	2.00	1.89	1.96
		N	128.00	127.00	128.00	125.00
		Std. Deviation	0.58	0.69	0.78	0.86
	Total	Mean	1.19	1.92	1.88	1.93
		N	252.00	248.00	250.00	245.00
		Std. Deviation	0.57	0.69	0.74	0.82

Survey Question:			Q.21d	Q.21e	Q.21f	Q.21g
Grade	**Gender**		**The teachers at my school treat students fairly.**	**I feel safe in my school.**	**I like most of my teachers at school.**	**The students at this school do not like students who are different.**
6	*Female*	Mean	2.02	1.65	1.90	2.97
		N	31.00	31.00	30.00	31.00
		Std. Deviation	0.90	0.71	0.84	0.84
	Male	Mean	2.03	1.77	1.87	2.61
		N	31.00	30.00	31.00	31.00
		Std. Deviation	0.80	0.77	0.81	1.02
	Total	Mean	2.02	1.70	1.89	2.79
		N	62.00	61.00	61.00	62.00
		Std. Deviation	0.84	0.74	0.82	0.94
7	*Female*	Mean	1.91	1.88	1.84	2.72
		N	40.00	39.00	38.00	39.00
		Std. Deviation	0.82	0.70	0.79	0.97
	Male	Mean	1.97	2.00	1.95	2.77
		N	38.00	39.00	37.00	39.00
		Std. Deviation	0.94	0.83	1.00	0.90
	Total	Mean	1.94	1.94	1.89	2.74
		N	78.00	78.00	75.00	78.00
		Std. Deviation	0.88	0.76	0.89	0.93
8	*Female*	Mean	2.40	2.08	2.44	2.73
		N	50.00	52.00	51.00	52.00
		Std. Deviation	0.79	0.67	0.88	0.82
	Male	Mean	2.38	2.03	2.29	2.91
		N	57.00	58.00	57.00	57.00
		Std. Deviation	0.97	0.91	0.92	0.91
	Total	Mean	2.39	2.05	2.36	2.83
		N	107.00	110.00	108.00	109.00
		Std. Deviation	0.89	0.80	0.90	0.87
Total	*Female*	Mean	2.14	1.91	2.11	2.79
		N	121.00	122.00	119.00	122.00
		Std. Deviation	0.85	0.71	0.88	0.87
	Male	Mean	2.17	1.96	2.08	2.80
		N	126.00	127.00	125.00	127.00
		Std. Deviation	0.94	0.85	0.93	0.94
	Total	Mean	2.16	1.93	2.10	2.79
		N	247.00	249.00	244.00	249.00
		Std. Deviation	0.89	0.79	0.91	0.90

Survey Question:			Q.21h	Q.21i	Q.21j	Q.21k
Grade	**Gender**		**I am getting a good education at my school.**	**I will fail no matter how hard I try.**	**I will graduate from high school.**	**I want to go to college.**
6	*Female*	Mean	1.54	3.10	1.30	1.37
		N	28.00	29.00	30.00	30.00
		Std. Deviation	0.69	1.18	0.65	0.81
	Male	Mean	1.65	3.16	1.17	1.10
		N	31.00	31.00	30.00	31.00
		Std. Deviation	0.80	1.07	0.38	0.30
	Total	Mean	1.59	3.13	1.23	1.23
		N	59.00	60.00	60.00	61.00
		Std. Deviation	0.75	1.11	0.53	0.62
7	*Female*	Mean	1.60	3.51	1.30	1.35
		N	40.00	39.00	40.00	39.00
		Std. Deviation	0.59	0.82	0.46	0.64
	Male	Mean	1.72	3.36	1.28	1.32
		N	39.00	39.00	39.00	39.00
		Std. Deviation	0.79	0.84	0.51	0.75
	Total	Mean	1.66	3.44	1.29	1.33
		N	79.00	78.00	79.00	78.00
		Std. Deviation	0.70	0.83	0.48	0.69
8	*Female*	Mean	2.03	3.17	1.28	1.24
		N	51.00	50.00	51.00	50.00
		Std. Deviation	0.70	0.85	0.47	0.56
	Male	Mean	1.91	3.16	1.31	1.46
		N	58.00	57.00	57.00	56.00
		Std. Deviation	0.71	0.96	0.53	0.81
	Total	Mean	1.97	3.16	1.30	1.36
		N	109.00	107.00	108.00	106.00
		Std. Deviation	0.70	0.91	0.50	0.71
Total	*Female*	Mean	1.77	3.27	1.29	1.31
		N	119.00	118.00	121.00	119.00
		Std. Deviation	0.70	0.94	0.52	0.65
	Male	Mean	1.79	3.22	1.27	1.33
		N	128.00	127.00	126.00	126.00
		Std. Deviation	0.76	0.95	0.49	0.71
	Total	Mean	1.78	3.24	1.28	1.32
		N	247.00	245.00	247.00	245.00
		Std. Deviation	0.73	0.94	0.50	0.68

Survey Question:			Q.21l	Q.21m	Q.21n	Q.21o
Grade	**Gender**		**I am not interested in school.**	**The discipline at my school is fair.**	**Most of my classes are boring.**	**Most of my teachers care about how I**
6	*Female*	Mean	3.48	1.98	2.74	1.63
		N	31.00	31.00	31.00	30.00
		Std. Deviation	0.81	0.99	0.96	0.76
	Male	Mean	3.29	2.06	2.53	1.55
		N	31.00	31.00	31.00	31.00
		Std. Deviation	0.86	1.00	0.85	0.57
	Total	Mean	3.39	2.02	2.64	1.59
		N	62.00	62.00	62.00	61.00
		Std. Deviation	0.84	0.99	0.91	0.67
7	*Female*	Mean	3.41	2.29	2.68	1.80
		N	39.00	38.00	40.00	40.00
		Std. Deviation	0.82	0.93	0.83	0.65
	Male	Mean	3.13	2.13	2.63	1.62
		N	39.00	39.00	39.00	39.00
		Std. Deviation	1.03	1.00	1.02	0.78
	Total	Mean	3.27	2.21	2.65	1.71
		N	78.00	77.00	79.00	79.00
		Std. Deviation	0.94	0.96	0.92	0.72
8	*Female*	Mean	3.33	2.51	2.02	2.09
		N	51.00	50.00	51.00	51.00
		Std. Deviation	0.81	0.86	0.71	0.75
	Male	Mean	3.38	2.41	2.32	2.07
		N	56.00	55.00	57.00	55.00
		Std. Deviation	0.84	0.95	0.91	0.94
	Total	Mean	3.36	2.46	2.18	2.08
		N	107.00	105.00	108.00	106.00
		Std. Deviation	0.82	0.91	0.83	0.85
Total	*Female*	Mean	3.40	2.30	2.42	1.88
		N	121.00	119.00	122.00	121.00
		Std. Deviation	0.81	0.93	0.88	0.74
	Male	Mean	3.28	2.24	2.46	1.80
		N	126.00	125.00	127.00	125.00
		Std. Deviation	0.91	0.98	0.93	0.84
	Total	Mean	3.34	2.27	2.44	1.84
		N	247.00	244.00	249.00	246.00
		Std. Deviation	0.86	0.96	0.91	0.79

Survey Question:			Q.21p	Q.21q	Q.21r	Q.21s
Grade	**Gender**		**Most of my teachers know the subject matter well.**	**I learn a lot from my classes.**	**There is an adult at school that I can talk to about my problems.**	**I respect most of my teachers.**
6	*Female*	Mean	1.61	1.55	1.97	1.45
		N	31.00	31.00	31.00	31.00
		Std. Deviation	0.76	0.68	1.05	0.68
	Male	Mean	1.45	1.58	2.07	1.61
		N	31.00	31.00	30.00	31.00
		Std. Deviation	0.62	0.89	1.08	0.76
	Total	Mean	1.53	1.56	2.02	1.53
		N	62.00	62.00	61.00	62.00
		Std. Deviation	0.69	0.78	1.06	0.72
7	*Female*	Mean	1.69	1.80	2.23	1.63
		N	39.00	40.00	40.00	40.00
		Std. Deviation	0.73	0.66	0.89	0.67
	Male	Mean	1.58	1.77	2.41	1.68
		N	38.00	39.00	39.00	38.00
		Std. Deviation	0.60	0.67	1.16	0.84
	Total	Mean	1.64	1.78	2.32	1.65
		N	77.00	79.00	79.00	78.00
		Std. Deviation	0.67	0.66	1.03	0.75
8	*Female*	Mean	1.99	2.15	2.64	1.89
		N	50.00	51.00	51.00	51.00
		Std. Deviation	0.59	0.69	0.98	0.74
	Male	Mean	1.80	1.88	2.50	1.93
		N	56.00	57.00	57.00	56.00
		Std. Deviation	0.67	0.71	1.05	0.71
	Total	Mean	1.89	2.00	2.56	1.91
		N	106.00	108.00	108.00	107.00
		Std. Deviation	0.64	0.71	1.01	0.72
Total	*Female*	Mean	1.80	1.88	2.33	1.69
		N	120.00	122.00	122.00	122.00
		Std. Deviation	0.70	0.72	1.00	0.72
	Male	Mean	1.65	1.77	2.37	1.78
		N	125.00	127.00	126.00	125.00
		Std. Deviation	0.65	0.75	1.10	0.77
	Total	Mean	1.72	1.83	2.35	1.73
		N	245.00	249.00	248.00	247.00
		Std. Deviation	0.68	0.73	1.05	0.75

Survey Question:			Q.21t	Q.21u	Q.21v	Q.21w
Grade	**Gender**		**School is a waste of my time.**	**Most of my teachers are always telling me what to do.**	**Most of my teachers understand me.**	**Most of my teachers expect too much of me.**
6	*Female*	Mean	3.65	2.32	1.92	2.70
		N	31.00	31.00	31.00	30.00
		Std. Deviation	0.71	1.01	0.95	1.02
	Male	Mean	3.55	1.94	2.02	2.90
		N	31.00	31.00	31.00	31.00
		Std. Deviation	0.77	0.93	1.04	0.79
	Total	Mean	3.60	2.13	1.97	2.80
		N	62.00	62.00	62.00	61.00
		Std. Deviation	0.73	0.98	0.99	0.91
7	*Female*	Mean	3.58	2.38	2.18	2.40
		N	40.00	40.00	40.00	39.00
		Std. Deviation	0.55	0.87	0.81	0.87
	Male	Mean	3.18	2.13	2.21	2.32
		N	38.00	38.00	39.00	38.00
		Std. Deviation	0.95	0.96	0.98	1.04
	Total	Mean	3.38	2.26	2.19	2.36
		N	78.00	78.00	79.00	77.00
		Std. Deviation	0.79	0.92	0.89	0.96
8	*Female*	Mean	3.24	2.00	2.65	2.14
		N	49.00	50.00	51.00	51.00
		Std. Deviation	0.84	0.76	0.84	0.85
	Male	Mean	3.32	2.18	2.25	2.36
		N	56.00	56.00	56.00	56.00
		Std. Deviation	0.75	0.81	0.96	0.98
	Total	Mean	3.29	2.09	2.44	2.25
		N	105.00	106.00	107.00	107.00
		Std. Deviation	0.79	0.79	0.92	0.92
Total	*Female*	Mean	3.46	2.21	2.31	2.36
		N	120.00	121.00	122.00	120.00
		Std. Deviation	0.74	0.87	0.91	0.92
	Male	Mean	3.34	2.10	2.18	2.48
		N	125.00	125.00	126.00	125.00
		Std. Deviation	0.82	0.89	0.98	0.98
	Total	Mean	3.40	2.15	2.24	2.42
		N	245.00	246.00	248.00	245.00
		Std. Deviation	0.78	0.88	0.95	0.95

Survey Question:			Q.22a	Q.22b	Q.22c	Q.22d
Grade	**Gender**		**When I am in class, I just pretend I am working.**	**I follow the rules at school.**	**I get in trouble at school.**	**I feel excited by the work in school.**
6	*Female*	Mean	4.30	1.63	4.13	2.55
		N	30.00	30.00	30.00	29.00
		Std. Deviation	1.09	0.96	1.20	1.30
	Male	Mean	3.94	1.77	3.60	2.84
		N	31.00	30.00	30.00	31.00
		Std. Deviation	1.09	0.94	1.16	1.24
	Total	Mean	4.11	1.70	3.87	2.70
		N	61.00	60.00	60.00	60.00
		Std. Deviation	1.10	0.94	1.20	1.27
7	*Female*	Mean	3.90	1.70	4.15	2.73
		N	40.00	40.00	40.00	40.00
		Std. Deviation	1.15	0.88	0.98	1.24
	Male	Mean	3.85	1.87	3.56	3.16
		N	39.00	39.00	39.00	38.00
		Std. Deviation	1.09	0.89	1.02	1.28
	Total	Mean	3.87	1.78	3.86	2.94
		N	79.00	79.00	79.00	78.00
		Std. Deviation	1.11	0.89	1.03	1.27
8	*Female*	Mean	3.22	2.11	3.71	3.62
		N	52.00	53.00	52.00	52.00
		Std. Deviation	0.97	0.87	1.13	1.05
	Male	Mean	3.71	2.09	3.57	2.88
		N	57.00	57.00	56.00	56.00
		Std. Deviation	1.18	0.97	1.11	1.28
	Total	Mean	3.48	2.10	3.64	3.23
		N	109.00	110.00	108.00	108.00
		Std. Deviation	1.10	0.92	1.11	1.23
Total	*Female*	Mean	3.71	1.86	3.96	3.07
		N	122.00	123.00	122.00	121.00
		Std. Deviation	1.14	0.92	1.11	1.26
	Male	Mean	3.81	1.94	3.58	2.95
		N	127.00	126.00	125.00	125.00
		Std. Deviation	1.13	0.94	1.09	1.27
	Total	Mean	3.76	1.90	3.77	3.01
		N	249.00	249.00	247.00	246.00
		Std. Deviation	1.13	0.93	1.11	1.26

Survey Question:			Q.22e	Q.22f	Q.22g	Q.22h
Grade	**Gender**		**I am interested in the work I get to do in my classes.**	**My classroom is a fun place to be.**	**When I read a book, I ask myself questions to make sure I understand what it is about.**	**I study at home even when I do not have a test.**
6	*Female*	Mean	2.47	2.77	2.07	2.73
		N	30.00	30.00	30.00	30.00
		Std. Deviation	1.38	1.38	1.17	1.46
	Male	Mean	2.45	2.61	1.97	3.13
		N	31.00	31.00	31.00	31.00
		Std. Deviation	1.21	1.20	1.22	1.23
	Total	Mean	2.46	2.69	2.02	2.93
		N	61.00	61.00	61.00	61.00
		Std. Deviation	1.29	1.29	1.19	1.35
7	*Female*	Mean	2.78	2.93	3.00	3.30
		N	40.00	40.00	40.00	40.00
		Std. Deviation	1.19	1.12	1.41	1.42
	Male	Mean	2.84	2.89	2.71	3.39
		N	38.00	38.00	38.00	38.00
		Std. Deviation	1.33	1.45	1.33	1.33
	Total	Mean	2.81	2.91	2.86	3.35
		N	78.00	78.00	78.00	78.00
		Std. Deviation	1.25	1.28	1.37	1.37
8	*Female*	Mean	3.19	3.65	3.23	4.04
		N	52.00	51.00	52.00	52.00
		Std. Deviation	1.10	0.96	1.31	1.24
	Male	Mean	3.00	3.12	2.74	3.58
		N	57.00	57.00	57.00	57.00
		Std. Deviation	1.25	1.34	1.17	1.27
	Total	Mean	3.09	3.37	2.97	3.80
		N	109.00	108.00	109.00	109.00
		Std. Deviation	1.18	1.20	1.26	1.27
Total	*Female*	Mean	2.88	3.19	2.87	3.48
		N	122.00	121.00	122.00	122.00
		Std. Deviation	1.23	1.19	1.38	1.44
	Male	Mean	2.82	2.93	2.54	3.41
		N	126.00	126.00	126.00	126.00
		Std. Deviation	1.27	1.35	1.27	1.28
	Total	Mean	2.85	3.06	2.70	3.44
		N	248.00	247.00	248.00	248.00
		Std. Deviation	1.25	1.27	1.33	1.36

Survey Question:			Q.22i	Q.22j	Q.22k	Q.22l
Grade	**Gender**		**I try to watch TV shows about things we are doing in school.**	**I talk with people outside of school about what I am learning in class.**	**I check my schoolwork for mistakes.**	**If I do not know what a word means when I am reading, I do something to figure it out, like look it up in the dictionary or ask someone.**
6	*Female*	Mean	3.63	2.41	2.10	1.97
		N	30.00	29.00	30.00	30.00
		Std. Deviation	1.50	1.18	1.09	1.30
	Male	Mean	3.74	2.68	2.10	2.19
		N	31.00	31.00	31.00	31.00
		Std. Deviation	1.29	1.28	1.08	1.08
	Total	Mean	3.69	2.55	2.10	2.08
		N	61.00	60.00	61.00	61.00
		Std. Deviation	1.38	1.23	1.08	1.19
7	*Female*	Mean	3.88	2.70	2.78	2.88
		N	40.00	40.00	40.00	40.00
		Std. Deviation	1.34	1.20	1.31	1.45
	Male	Mean	3.68	2.92	2.55	2.29
		N	38.00	38.00	38.00	38.00
		Std. Deviation	1.21	1.30	1.18	1.21
	Total	Mean	3.78	2.81	2.67	2.59
		N	78.00	78.00	78.00	78.00
		Std. Deviation	1.28	1.25	1.24	1.36
8	*Female*	Mean	4.37	3.76	3.26	2.91
		N	52.00	51.00	51.00	51.00
		Std. Deviation	0.95	1.09	1.32	1.15
	Male	Mean	3.93	3.19	2.88	2.79
		N	57.00	57.00	57.00	57.00
		Std. Deviation	1.27	1.38	1.15	1.33
	Total	Mean	4.14	3.46	3.06	2.85
		N	109.00	108.00	108.00	108.00
		Std. Deviation	1.14	1.28	1.24	1.24
Total	*Female*	Mean	4.02	3.08	2.81	2.67
		N	122.00	120.00	121.00	121.00
		Std. Deviation	1.26	1.29	1.34	1.34
	Male	Mean	3.81	2.98	2.59	2.49
		N	126.00	126.00	126.00	126.00
		Std. Deviation	1.25	1.34	1.17	1.26
	Total	Mean	3.92	3.03	2.70	2.58
		N	248.00	246.00	247.00	247.00
		Std. Deviation	1.26	1.31	1.26	1.30

Survey Question:			Q.22m	Q.22n	Q.22o	Q.22p
Grade	**Gender**		**I read extra books to learn more about things we do in school.**	**If I do not understand what I read, I go back and read it over again.**	**Most of my teachers praise me when I work hard.**	**I try my best at school.**
6	*Female*	Mean	2.70	2.00	2.47	1.41
		N	30.00	30.00	30.00	29.00
		Std. Deviation	1.62	1.31	1.20	1.05
	Male	Mean	2.77	1.80	2.53	1.37
		N	30.00	30.00	30.00	30.00
		Std. Deviation	1.07	0.85	1.41	0.61
	Total	Mean	2.73	1.90	2.50	1.39
		N	60.00	60.00	60.00	59.00
		Std. Deviation	1.36	1.10	1.30	0.85
7	*Female*	Mean	3.38	2.03	2.48	1.36
		N	40.00	40.00	40.00	39.00
		Std. Deviation	1.19	1.07	1.18	0.71
	Male	Mean	3.37	2.05	2.74	1.54
		N	38.00	38.00	38.00	37.00
		Std. Deviation	1.22	1.09	1.41	0.80
	Total	Mean	3.37	2.04	2.60	1.45
		N	78.00	78.00	78.00	76.00
		Std. Deviation	1.20	1.07	1.29	0.76
8	*Female*	Mean	3.98	2.55	2.88	1.88
		N	51.00	51.00	51.00	51.00
		Std. Deviation	1.07	1.35	1.18	0.79
	Male	Mean	3.58	2.56	2.80	1.72
		N	57.00	57.00	55.00	57.00
		Std. Deviation	1.32	1.30	1.25	0.90
	Total	Mean	3.77	2.56	2.84	1.80
		N	108.00	108.00	106.00	108.00
		Std. Deviation	1.22	1.31	1.21	0.85
Total	*Female*	Mean	3.46	2.24	2.64	1.60
		N	121.00	121.00	121.00	119.00
		Std. Deviation	1.35	1.27	1.19	0.87
	Male	Mean	3.32	2.22	2.72	1.58
		N	125.00	125.00	123.00	124.00
		Std. Deviation	1.27	1.18	1.33	0.82
	Total	Mean	3.39	2.23	2.68	1.59
		N	246.00	246.00	244.00	243.00
		Std. Deviation	1.31	1.22	1.26	0.84

Survey Question:			Q.22q	Q.22r	Q.22s	Q.22t
Grade	**Gender**		**I skip (cut) classes during school.**	**I get good grades in school.**	**I skip (cut) the entire school day.**	**I try to stay home from school.**
6	*Female*	Mean	4.83	1.83	4.83	4.80
		N	30.00	29.00	29.00	30.00
		Std. Deviation	0.75	1.04	0.76	0.55
	Male	Mean	4.87	2.33	4.87	4.46
		N	30.00	30.00	30.00	28.00
		Std. Deviation	0.73	1.06	0.43	0.96
	Total	Mean	4.85	2.08	4.85	4.64
		N	60.00	59.00	59.00	58.00
		Std. Deviation	0.73	1.07	0.61	0.79
7	*Female*	Mean	4.80	1.95	4.90	4.45
		N	40.00	40.00	39.00	40.00
		Std. Deviation	0.52	1.06	0.31	0.88
	Male	Mean	4.81	2.11	4.58	3.95
		N	37.00	38.00	38.00	38.00
		Std. Deviation	0.57	1.11	1.06	1.27
	Total	Mean	4.81	2.03	4.74	4.21
		N	77.00	78.00	77.00	78.00
		Std. Deviation	0.54	1.08	0.78	1.11
8	*Female*	Mean	4.56	2.45	4.65	3.94
		N	50.00	51.00	51.00	50.00
		Std. Deviation	0.99	1.05	0.89	0.96
	Male	Mean	4.57	2.47	4.79	4.15
		N	57.00	57.00	57.00	57.00
		Std. Deviation	0.92	0.98	0.62	1.08
	Total	Mean	4.57	2.46	4.72	4.05
		N	107.00	108.00	108.00	107.00
		Std. Deviation	0.95	1.01	0.76	1.02
Total	*Female*	Mean	4.71	2.13	4.77	4.33
		N	120.00	120.00	119.00	120.00
		Std. Deviation	0.80	1.08	0.72	0.91
	Male	Mean	4.71	2.33	4.74	4.16
		N	124.00	125.00	125.00	123.00
		Std. Deviation	0.79	1.05	0.75	1.12
	Total	Mean	4.71	2.23	4.76	4.24
		N	244.00	245.00	244.00	243.00
		Std. Deviation	0.80	1.06	0.73	1.02

Survey Question:			Q.22u	Q.23	Q.24	Q.25
Grade	**Gender**		**I enjoy the work I do in in class.**	**During the past 30 days, how many days did you not go to school because you felt you would be unsafe at school or on your way to school?**	**During the past 30 days, how many days were you bullied or harassed at school or on your way to school?**	**During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?**
6	*Female*	Mean	2.43	1.17	1.47	1.33
		N	30.00	30.00	30.00	30.00
		Std. Deviation	1.33	0.75	0.90	1.32
	Male	Mean	2.86	1.24	1.45	1.28
		N	28.00	29.00	29.00	29.00
		Std. Deviation	1.21	0.58	0.87	0.65
	Total	Mean	2.64	1.20	1.46	1.31
		N	58.00	59.00	59.00	59.00
		Std. Deviation	1.28	0.66	0.88	1.04
7	*Female*	Mean	2.80	1.20	1.55	1.03
		N	40.00	40.00	40.00	40.00
		Std. Deviation	1.14	0.56	0.96	0.16
	Male	Mean	3.21	1.32	1.70	1.29
		N	38.00	38.00	37.00	38.00
		Std. Deviation	1.32	0.87	1.15	0.84
	Total	Mean	3.00	1.26	1.62	1.15
		N	78.00	78.00	77.00	78.00
		Std. Deviation	1.24	0.73	1.05	0.60
8	*Female*	Mean	3.51	1.23	1.26	1.26
		N	51.00	53.00	50.00	50.00
		Std. Deviation	1.16	0.61	0.72	0.60
	Male	Mean	3.11	1.40	1.56	1.65
		N	57.00	57.00	57.00	57.00
		Std. Deviation	1.21	0.94	1.10	1.85
	Total	Mean	3.30	1.32	1.42	1.47
		N	108.00	110.00	107.00	107.00
		Std. Deviation	1.19	0.80	0.95	1.42
Total	*Female*	Mean	3.01	1.20	1.41	1.20
		N	121.00	123.00	120.00	120.00
		Std. Deviation	1.27	0.63	0.85	0.77
	Male	Mean	3.08	1.34	1.58	1.45
		N	123.00	124.00	123.00	124.00
		Std. Deviation	1.24	0.84	1.06	1.38
	Total	Mean	3.05	1.27	1.49	1.33
		N	244.00	247.00	243.00	244.00
		Std. Deviation	1.25	0.75	0.97	1.13

Survey Question:			Q.26	Q.27	Q.28a	Q.28b	Q.28c
Grade	**Gender**		**During the past 12 months, how many times has someone stolen or deliberately damaged your property such as you clothing or books on school property?**	**During the past 12 months, how many times were you in a physical fight on school property?**	**How likely is it that you will start working at a full-time job after high school?**	**How likely is it that you will get the kind of job you would like after finishing high school?**	**How likely is it that you will attend college after high school?**
6	*Female*	Mean	1.87	1.40	3.83	4.17	4.45
		N	30.00	30.00	29.00	29.00	29.00
		Std. Deviation	1.46	1.33	1.34	1.26	0.99
	Male	Mean	1.79	1.28	3.83	4.41	4.52
		N	29.00	29.00	29.00	29.00	29.00
		Std. Deviation	0.90	0.53	1.07	0.87	0.99
	Total	Mean	1.83	1.34	3.83	4.29	4.48
		N	59.00	59.00	58.00	58.00	58.00
		Std. Deviation	1.21	1.01	1.20	1.08	0.98
7	*Female*	Mean	1.40	1.10	3.40	4.05	4.73
		N	40.00	40.00	40.00	40.00	40.00
		Std. Deviation	0.78	0.38	1.28	1.06	0.51
	Male	Mean	2.08	1.68	3.87	4.03	4.46
		N	38.00	38.00	39.00	39.00	39.00
		Std. Deviation	1.65	1.36	1.17	1.11	1.07
	Total	Mean	1.73	1.38	3.63	4.04	4.59
		N	78.00	78.00	79.00	79.00	79.00
		Std. Deviation	1.32	1.02	1.24	1.08	0.84
8	*Female*	Mean	2.02	1.37	3.39	4.08	4.60
		N	49.00	49.00	51.00	50.00	51.00
		Std. Deviation	1.36	0.70	1.23	0.97	0.79
	Male	Mean	2.26	1.68	3.67	4.00	4.25
		N	57.00	57.00	57.00	57.00	57.00
		Std. Deviation	1.81	1.33	1.38	1.21	1.14
	Total	Mean	2.15	1.54	3.54	4.04	4.41
		N	106.00	106.00	108.00	107.00	108.00
		Std. Deviation	1.61	1.09	1.31	1.10	1.00
Total	*Female*	Mean	1.77	1.29	3.50	4.09	4.60
		N	119.00	119.00	120.00	119.00	120.00
		Std. Deviation	1.24	0.84	1.28	1.07	0.76
	Male	Mean	2.10	1.59	3.77	4.10	4.38
		N	124.00	124.00	125.00	125.00	125.00
		Std. Deviation	1.59	1.20	1.25	1.11	1.08
	Total	Mean	1.94	1.44	3.64	4.10	4.49
		N	243.00	243.00	245.00	244.00	245.00
		Std. Deviation	1.44	1.05	1.27	1.09	0.95

Survey Question:			Q.28d	Q.29a	Q.29b	Q.29c
Grade	**Gender**		**How likely is it that you will serve in the armed forces after high school?**	**I would like to get out of my neighborhood .**	**I like my neighborhood .**	**If I had to move, I would miss the neighborhood I now live in.**
6	*Female*	Mean	2.10	2.93	1.83	1.79
		N	29.00	29.00	29.00	29.00
		Std. Deviation	1.21	1.07	0.89	1.08
	Male	Mean	2.83	3.11	1.62	1.83
		N	29.00	28.00	29.00	29.00
		Std. Deviation	1.36	1.03	0.82	0.80
	Total	Mean	2.47	3.02	1.72	1.81
		N	58.00	57.00	58.00	58.00
		Std. Deviation	1.33	1.04	0.85	0.95
7	*Female*	Mean	1.85	2.86	1.95	1.79
		N	40.00	39.00	40.00	39.00
		Std. Deviation	1.03	0.98	0.99	0.92
	Male	Mean	2.67	2.92	1.74	2.05
		N	39.00	39.00	38.00	39.00
		Std. Deviation	1.44	0.90	0.76	0.86
	Total	Mean	2.25	2.89	1.85	1.92
		N	79.00	78.00	78.00	78.00
		Std. Deviation	1.31	0.94	0.88	0.89
8	*Female*	Mean	1.65	2.64	2.00	2.28
		N	49.00	50.00	50.00	49.00
		Std. Deviation	0.90	0.90	0.81	0.88
	Male	Mean	2.50	2.57	1.95	2.13
		N	57.00	56.00	56.00	56.00
		Std. Deviation	1.32	1.08	0.88	1.06
	Total	Mean	2.11	2.60	1.97	2.20
		N	106.00	106.00	106.00	105.00
		Std. Deviation	1.21	0.99	0.84	0.98
Total	*Female*	Mean	1.83	2.78	1.94	2.00
		N	118.00	118.00	119.00	117.00
		Std. Deviation	1.03	0.97	0.89	0.97
	Male	Mean	2.63	2.80	1.80	2.03
		N	125.00	123.00	123.00	124.00
		Std. Deviation	1.36	1.03	0.84	0.95
	Total	Mean	2.24	2.79	1.87	2.01
		N	243.00	241.00	242.00	241.00
		Std. Deviation	1.27	1.00	0.86	0.96

Survey Question:			Q.29d	Q.30a	Q.30b	Q.30c
Grade	**Gender**		**I feel safe in my neighborhood.**	**During the last 3 months when you were in school, how often did your parents check your homework after it was completed?**	**During the last 3 months when you were in school, how often did your parents help you do your homework?**	**During the last 3 months when you were in school, how often did your parents help you prepare for tests?**
6	*Female*	Mean	1.98	3.38	3.14	2.96
		N	29.00	29.00	29.00	28.00
		Std. Deviation	0.91	0.94	0.92	1.14
	Male	Mean	1.72	3.14	3.04	3.14
		N	29.00	28.00	28.00	28.00
		Std. Deviation	0.84	0.97	0.96	0.85
	Total	Mean	1.85	3.26	3.09	3.05
		N	58.00	57.00	57.00	56.00
		Std. Deviation	0.88	0.95	0.93	1.00
7	*Female*	Mean	1.80	2.90	2.80	2.28
		N	40.00	40.00	40.00	40.00
		Std. Deviation	0.76	1.10	0.94	1.06
	Male	Mean	1.90	2.79	2.82	2.59
		N	39.00	39.00	39.00	39.00
		Std. Deviation	0.94	0.98	0.97	1.14
	Total	Mean	1.85	2.85	2.81	2.43
		N	79.00	79.00	79.00	79.00
		Std. Deviation	0.85	1.04	0.95	1.11
8	*Female*	Mean	2.09	2.12	2.22	1.98
		N	49.00	49.00	49.00	49.00
		Std. Deviation	0.81	1.05	1.01	0.99
	Male	Mean	2.02	3.04	2.96	2.57
		N	56.00	54.00	54.00	54.00
		Std. Deviation	0.86	0.95	1.01	1.11
	Total	Mean	2.05	2.60	2.61	2.29
		N	105.00	103.00	103.00	103.00
		Std. Deviation	0.84	1.10	1.07	1.09
Total	*Female*	Mean	1.97	2.69	2.64	2.32
		N	118.00	118.00	118.00	117.00
		Std. Deviation	0.82	1.16	1.03	1.11
	Male	Mean	1.91	2.98	2.93	2.71
		N	124.00	121.00	121.00	121.00
		Std. Deviation	0.88	0.97	0.98	1.08
	Total	Mean	1.94	2.84	2.79	2.52
		N	242.00	239.00	239.00	238.00
		Std. Deviation	0.85	1.07	1.01	1.11

Survey Question:			Q.30d	Q.30e
Grade	**Gender**		**During the last 3 months when you were in school, how often did your parents talk with you about your experience at school with classes or class work that day?**	**During the last 3 months when you were in school, how often did your parents talk with you about your experience with other school activities (sports, lunch) that day?**
6	*Female*	Mean	3.38	3.31
		N	29.00	29.00
		Std. Deviation	1.01	1.00
	Male	Mean	3.29	3.21
		N	28.00	28.00
		Std. Deviation	0.90	0.99
	Total	Mean	3.33	3.26
		N	57.00	57.00
		Std. Deviation	0.95	0.99
7	*Female*	Mean	3.05	2.85
		N	40.00	40.00
		Std. Deviation	1.04	1.10
	Male	Mean	2.95	2.95
		N	39.00	39.00
		Std. Deviation	1.15	0.97
	Total	Mean	3.00	2.90
		N	79.00	79.00
		Std. Deviation	1.09	1.03
8	*Female*	Mean	2.63	2.65
		N	48.00	49.00
		Std. Deviation	1.06	1.11
	Male	Mean	3.17	3.09
		N	54.00	54.00
		Std. Deviation	0.93	0.92
	Total	Mean	2.91	2.88
		N	102.00	103.00
		Std. Deviation	1.03	1.03
Total	*Female*	Mean	2.96	2.88
		N	117.00	118.00
		Std. Deviation	1.08	1.10
	Male	Mean	3.12	3.07
		N	121.00	121.00
		Std. Deviation	1.00	0.95
	Total	Mean	3.04	2.98
		N	238.00	239.00
		Std. Deviation	1.04	1.03

Appendix C
Student Responses to Open-Ended Questions

Question	Summary of Responses

What activities have you been involved in at this school?	• 180 are involved in activities
	• 78 are involved in more than one activity
	• Types of activities listed:
	  o Homework club
	  o Indian focus group
	  o Honors society
	  o "SOAR"
	  o Math club/"mathletics"
	  o Brain bowl
	  o Theater or drama club
	  o Student council
	  o Shakespeare
	  o Girls computer club
	  o Sports (volleyball, basketball, football, flag football, soccer, softball, track, baseball)
	  o Band and advanced band
	  o Recycling
	  o "Mesa" club
	  o Japanese club
	  o Yearbook committee
	  o GT
	  o Science club
	• Frequency of participation ranges from "all the time" to weekly, to daily – depending upon the activity

When you skip school, what do you do?	• Don't skip school (98) • Stay home sick (stay in bed, sleep, watch TV, etc.) (41) • Hang out with friends (go to the mall, skateboard, hang out, videos, etc.) (29) • Do things with/for family (babysit siblings, attend weddings/funerals, go to grandparents, help with chores) (15) • Just stay home (13)
How are you treated by your teachers?	• Treated well (with respect, fairly, kindly, ok) (198) • Treated badly, horribly, unfairly (16) • Teachers yell, get mad, are rude, or take out their bad moods out on class (12)

	• Teachers treat them like they cannot be trusted (like liars, criminals, trash, a bad kid; blaming me for what I didn't do, expecting me to do bad) (8) • Ignored or not listened to by teachers (7) • Complaints of teacher's racism (treating white kids better than blacks) (3)
How are you treated by adults working in school offices?	• Treated well (courteous, respectful, nice, fair, helpful, caring, etc.) (181) • Never see the staff, don't know them, don't talk to them, are not known by them (25) • Treated badly, unfairly, meanly, disrespectfully, "like a criminal" (16) • Staff yells, is rude, and sometimes cranky (4) • "Annoying about us always having to pull up our pants" (1)
How are you treated by other students?	• Treated well (ok, fairly, with friendship, nicely) by other students (159) • Other students are mean, treat them badly or poorly, or have an attitude (23) • While some students treat them well, others do not (18) • Their friends treat them well, but others do not (14) • A few feel bullied, are called names, are talked about behind their backs, or are teased (11) • 2 mentioned the meanness of some 8th graders • 2 mentioned that other students want to fight.
What does your school do about students who skip school?	• Suspend or expel them(69) • Don't know or are not sure (67) • Send them to detention or "pass room" (54) • Call or meet with parents (38) • Other (referrals, other disciplines or punishments, "talk to them", etc.) (27) • Nothing (13) • "Go by the ladder" (2)
What things could your school do to help you be more interested	• Make it "fun" (games, music, sports, socials, etc.)(61) • More activities and projects (more hands-on,

in learning?	experiments, field trips, “explore things”) (36) • Help us more (with homework, tutoring, etc.) (17) • Nothing, don’t know, not sure (16) • Don’t yell at me or be mean to me; be nicer, more fair, more respectful of students, pay attention to what they have to say (13) • Better, nicer, “funner” teachers (7) • Better advanced classes, more interesting electives, more challenging work (7) • “Connect problems to our lives;” “relate it to something I like” (2)

Appendix D
Staff Attendance Activity Survey

National Center for School Engagement

Attendance Activity Worksheet
Merrill Middle School Staff

Date _____

We are collecting information on how much time school personnel spend addressing the attendance of students at this school. Please help us by taking a few minutes to complete this brief survey.

If you work at more than one school, please consider **only your activities at THIS school** as you answer.

Background Information

Please check the box that most closely fits your job title:

- ☐ Academic classroom teacher
- ☐ Art, music, PE, health teacher
- ☐ Vocational ed. teacher
- ☐ Counselor
- ☐ Psychologist
- ☐ Nurse, health professional
- ☐ Attendance or truancy officer
- ☐ Administrative staff
- ☐ Coach
- ☐ Vice/Assistant principal
- ☐ Principal
- ☐ Other _____

At this school, I work ☐ full time ☐ part time.

I have _____ years of work experience in education (total, at any school).

Attendance Work Survey

During a typical week, how much time do you spend in the following attendance-related activities?

* Do include issues of tardiness as you think about these answers.
* Fractions of hours are OK.
* Percent Unpaid refers to unpaid overtime, or work done on your "own time".

Activity	Avg. Hours Per Week	Percent Unpaid
Example	2 1/2 hours	50 %
Taking regluar attendance in classroom *(usually for teachers)*	hours	%
Recording attendance for administrative purposes *(usually office staff)*	hours	%
Reviewing students' attendance records	hours	%
Talking with individual students about attendance concerns	hours	%
Talking with individual parents/families about attendance concerns	hours	%
Meetings with other school staff about attendance issues	hours	%
Informal conversations among school staff about attendance issues	hours	%
Other (*describe):*	hours	%
Other (*describe):*	hours	%

OR: ☐ I hardly ever deal with attendance issues.

If you feel comfortable, please check the box that includes your salary range.

- ☐ less than $20,000
- ☐ $20,000 - $29,999
- ☐ $30,000 - $39,999
- ☐ $40,000 - $49,999
- ☐ $50,000 - $59,999
- ☐ $60,000 - $69,999
- ☐ $70,000 - $79,000
- ☐ $80,000 - $89,999
- ☐ $90,000 plus

Thank you! If you wish to make any comments about attendance in your school, or any attendance-related issues, you may do so on the reverse side of this sheet.

Additional comments - optional:

Appendix E: The “Wingspread Declaration on School Connections”

Wingspread Declaration on School Connections

This declaration is based on a detailed review of research and in-depth discussions among an interdisciplinary group of education leaders convened at Wingspread, June 13-15, 2003.

THE DECLARATION

Students are more likely to succeed when they feel connected to school. School connection is the belief by students that adults in the school care about their learning as well as about them as individuals. Critical requirements for feeling connected include students' experiencing:

- High academic expectations and rigor coupled with support for learning;[1,2]
- Positive adult-student relationships;[3,4]
- Safety: both physical and emotional.[4,5]

Increasing the number of students connected to school is likely to impact critical accountability measures, such as:

- Academic performance;[6-10]
- Incidents of fighting, bullying, or vandalism;[11,12]
- Absenteeism;[13]
- School completion rates.[8,14-16]

Strong scientific evidence demonstrates increased student connection to school promotes:

- Educational motivation;[4,5,13,17,18]
- Classroom engagement;[2,4,13]
- Improved school attendance.[13]

These three factors in turn increase academic achievement. The findings apply across racial, ethnic, and income groups.

Likewise, strong evidence exists that a student who feels connected to school is less likely to exhibit:

- Disruptive behavior;[1,8,19]
- School violence;[8,19]
- Substance and tobacco use;[8,19]
- Emotional distress;[19]
- Early age of first sex.[19,20]

Based on current research evidence, the most effective strategies for increasing the likelihood that students will be connected to school include:

- Implementing high standards and expectations, and providing academic support to all students.[1]
- Applying fair and consistent disciplinary policies that are collectively agreed upon and fairly enforced.[1,13,21]
- Creating trusting relationships among students, teachers, staff, administrators, and families.[1,13]
- Hiring and supporting capable teachers skilled in content, teaching techniques, and classroom management to meet each learner's needs.[8]
- Fostering high parent/family expectations for school performance and school completion.[1,8]
- Ensuring that every student feels close to at least one supportive adult at school.[1,13]

Best Bets Warranting Further Research

- Programs and approaches that create positive and purposeful peer support and peer norms.
- Strategies that work to promote connection to school among disenfranchised groups.
- Analysis of the costs and effectiveness of different programs for fostering school connectedness.
- Evaluation of new and existing curricular approaches, staff and administrator training, and various institutional structures.
- Effects of students feeling connected on teacher morale, effectiveness, and turnover. ■

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The National Center for School Engagement (NCSE) is an initiative of The Colorado Foundation for Families and Children (CFFC). NCSE strives to build a network of key stakeholders who share the belief that improving school attendance and school attachment promotes achievement and school success.

National Center for School Engagement

NCSE was established as a result of more than a decade of educational research about youth out of the educational mainstream conducted by CFFC. The impact of this work has been the development of significant investments of state funds to reduce suspensions expulsions and truancy. Over five years ago, CFFC began working with the OJJDP, US Department of Justice to assist in the planning and implementation of pilot demonstration projects across the country. As projects developed, CFFC became the national evaluator of this five-year truancy demonstration project.

The culmination of ten years of program experience and research has identified truancy and school engagement as the centerpiece of NCSE's work to improve outcomes for youth who are at the greatest risk of school failure and delinquency. We are national leaders in applying research to help communities prevent and reduce truancy.

Authors:
Krystina Finlay, Ph.D.
Joanna Zorn Heilbrunn, M.A.

National Center for School Engagement
c/o Colorado Foundation for Families and Children
303 E. 17th Avenue, Suite 400
Denver, CO 80203
(303) 837-8466
www.schoolengagement.org