



Student Voice: A Decade of Data

Student Voice Grades 6-12



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The Role of Student Voice and Aspirations in Today's Schools

The Quaglia Institute is committed to making a difference globally—putting into practice the conditions that foster everyone's voice and aspirations in learning communities around the world. One of the many ways the Quaglia Institute encourages schools to listen to the voice of students is through the use of surveys. This report includes data from the 2009-2018 academic years. During that time, the Quaglia Student Voice surveys were taken by 452,329 students in grades 6-12. This school-level survey was administered in 820 schools across 34 states. This data may be utilized to help all stakeholders better understand student voice and aspirations in schools.

Voice is about much more than simply speaking up; it is about engaging in school and making a difference—not only for yourself, but for others. The Quaglia Institute defines voice as *sharing genuine thoughts and ideas, offering realistic suggestions for the good of the whole, and accepting responsibility for not only what is said but what needs to be done*. It is about sharing ideas in a community built on trust and respect, and taking action together for the good of the whole so that everyone can achieve their aspirations.

When student voice is honored and invited, the impact is meaningful. Quaglia School Voice data shows that when students have a voice they are:

- 3x more likely to experience Self-Worth in school.
- 5x more likely to be Engaged in school.
- 5x more likely to have a sense of Purpose in school.

In order for students to flourish, their voices must be heard—and when they are heard, students more readily embrace the conditions in school that will help them reach their aspirations.

The *8 Conditions that Make a Difference™* in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*. The 8 Conditions make a difference because they help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth, Engagement, and Purpose*.

Developing Students' Self-Worth: *Belonging, Heroes, and Sense of Accomplishment*

Self-Worth begins when students experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Students also experience *Self-Worth* when someone in their lives believes in them. They need Heroes, people they can look up to, respect, and learn from. To develop *Self-Worth*, students also need a Sense of Accomplishment. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

Fostering Students' Engagement in Learning: *Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure*

Engagement means that students experience Fun & Excitement in their learning. They become so involved that they almost lose track of time. At the end of the lesson, they wonder, "Where did that time go?" Actively engaged students are not afraid to ask "Why?" or "Why not?" about the world around them. Curiosity & Creativity are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged students also have a Spirit of Adventure. They are not afraid to try new things or to take on healthy challenges, regardless of whether they might succeed or fail. With *Engagement*, learning becomes important in and of itself.

Encouraging a Sense of Purpose: *Leadership & Responsibility and Confidence to Take Action*

Schools must challenge students to think about their *Purpose*—who they want to become as well as what they want to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, students need the opportunity to assume Leadership & Responsibility in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose*, they have the Confidence to Take Action toward a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

All members of the school community can foster student voice and the 8 Conditions, making a positive difference in the lives of today's students as they strive to achieve their aspirations.

Demographics

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

Total number of respondents: 452329

Gender of Students		
Gender	Count	Percent
Male	226230	50.4%
Female	222799	49.6%

Grade of Students		
Grade	Count	Percent
6th	66789	14.8%
7th	72054	16.0%
8th	72758	16.2%
9th	68814	15.3%
10th	63192	14.0%
11th	55493	12.3%
12th	50885	11.3%

Age of Students		
Age	Count	Percent
9	603	0.1%
10	1671	0.4%
11	33852	7.6%
12	64118	14.4%
13	71360	16.1%
14	69968	15.8%
15	65100	14.7%
16	59489	13.4%
17	52643	11.9%
18	22468	5.1%
19	2074	0.5%
Other	775	0.2%

Students Planning on Going to College		
College	Count	Percent
Yes	378351	84.0%
No	13417	3.0%
Undecided	58585	13.0%

Participants in Co-Curricular Activities ²		
Co-Curricular	Count	Percent
Music	142088	31.8%
Theater	32310	7.2%
Sports	255501	57.1%
Academic Clubs	51513	11.5%
Student Council	27709	6.2%
Other	109432	24.5%
Not involved in activities	84531	18.9%

Racial Heritage of Students ²		
Racial Heritage	Count	Percent
White	326511	73.2%
Black or African American	48006	10.8%
Hispanic, Latino	61843	13.9%
Asian	16399	3.7%
Native Hawaiian	4537	1.0%
American Indian or Alaska Native	35341	7.9%
Other Pacific Islander	5704	1.3%
Other	31422	7.0%

Language Selected by Respondent for Survey		
Language	Count	Percent
English	77435	99.4%
Spanish	472	0.6%

¹Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding.

²In this table, the percentages may total more than 100% since respondents were instructed to select all that apply.

The 8 Conditions that Make a Difference

Belonging
Heroes
Sense of Accomplishment
Fun & Excitement
Curiosity & Creativity
Spirit of Adventure
Leadership & Responsibility
Confidence to Take Action

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions outline an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: There is nothing more important than motivating students to learn. The identified 8 Conditions do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students. All schools can benefit by creating and cultivating these Conditions in the lives of their students.

***"Aspirations is the ability to dream and set goals for the future
while being inspired in the present to reach those dreams."***

-Dr. Russell J. Quaglia

Belonging

The Condition of Belonging means that a student is a valued member of a community while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is an important condition for a student's feeling of well-being, social engagement, and competence. The Condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. Teachers have the opportunity to establish a culture of Belonging in their classrooms, one that promotes their students' sense of well-being, connection, and self-belief.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
1. School is a welcoming and friendly place.	66.8%	68.0%	65.7%	74.6%	67.4%	63.6%	66.4%	63.3%	65.0%	67.9%
2. I feel accepted for who I am at school.	71.1%	74.9%	67.3%	76.8%	71.5%	68.1%	70.0%	68.3%	70.5%	72.9%
3. Teachers make an effort to get to know me.	55.7%	57.8%	53.6%	70.9%	61.3%	55.2%	50.5%	47.3%	48.8%	53.7%
4. I have difficulty fitting in at school.	20.0%	19.1%	20.8%	24.0%	22.4%	20.7%	19.1%	18.0%	16.9%	17.1%
5. Teachers care about my problems and feelings.	48.9%	48.2%	49.6%	65.3%	54.7%	48.0%	43.1%	40.4%	41.9%	45.9%
6. I am proud of my school.	58.3%	57.9%	58.7%	71.7%	62.2%	53.6%	59.7%	53.2%	51.8%	53.5%
7. I am a valued member of my school community.	44.9%	45.7%	44.1%	54.8%	48.4%	44.7%	40.6%	39.0%	40.9%	45.1%
8. I think bullying is a problem at my school.	44.4%	41.5%	47.3%	52.8%	52.5%	49.2%	40.3%	39.9%	36.2%	35.0%

Heroes

Heroes are the everyday people -- teachers, friends, family -- in students' lives who inspire them to excel and to make positive changes in attitude and lifestyle. Heroes are the people students can connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Teachers can be heroes to their students. Students can look up to teachers as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
9. Students respect teachers.	43.6%	46.3%	40.8%	55.1%	43.9%	39.0%	40.7%	39.0%	42.4%	45.2%
10. My parents care about my education.	95.1%	95.1%	95.2%	97.2%	96.8%	95.6%	95.1%	94.0%	93.7%	92.5%
11. I have a teacher who is a positive role model for me.	75.8%	72.7%	78.9%	81.2%	75.3%	72.7%	71.5%	73.3%	77.3%	81.2%
12. Teachers care about me as an individual.	54.9%	55.1%	54.7%	65.7%	58.0%	53.9%	50.0%	48.1%	51.5%	56.2%
13. Teachers care if I am absent from school.	49.5%	49.5%	49.5%	59.5%	52.7%	47.7%	46.3%	44.5%	46.0%	49.2%
14. If I have a problem, I have a teacher with whom I can talk.	55.8%	54.2%	57.5%	64.1%	56.5%	53.7%	50.1%	51.2%	55.4%	61.0%
15. Teachers respect students.	62.1%	62.1%	62.2%	75.6%	66.9%	60.8%	59.5%	55.0%	56.3%	58.3%
16. Students respect each other.	34.5%	38.4%	30.6%	41.1%	33.6%	31.1%	34.6%	31.8%	33.8%	36.1%
17. Adults at this school listen to students' suggestions.	48.3%	49.3%	47.3%	63.9%	54.5%	47.8%	47.5%	41.0%	40.1%	42.2%

Sense of Accomplishment

The Condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. Teachers have the opportunity to celebrate their students' accomplishments in visible ways. Taking time to recognize and support students' efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
18. I am encouraged to practice good citizenship at school.	77.5%	75.8%	79.3%	86.8%	82.1%	77.5%	75.4%	72.1%	73.2%	73.4%
19. Teachers recognize students who are kind and helpful.	73.1%	73.8%	72.4%	81.8%	75.6%	71.9%	70.2%	68.6%	70.0%	72.8%
20. I have never been recognized for something positive at school.	24.6%	25.7%	23.4%	25.0%	24.5%	23.8%	25.3%	25.3%	24.1%	24.1%
21. I give up when schoolwork is difficult.	17.0%	16.9%	17.0%	12.3%	14.4%	16.0%	18.7%	20.1%	20.2%	18.7%
22. Teachers recognize me when I try my best.	58.7%	59.3%	58.1%	68.7%	61.9%	57.8%	55.5%	53.4%	54.8%	57.5%
23. Teachers let my parents know what I do well.	49.5%	51.1%	48.0%	71.0%	60.3%	52.7%	44.0%	38.8%	36.5%	36.4%
24. I put forth my best effort at school.	76.5%	72.1%	81.1%	86.6%	82.2%	77.7%	74.7%	71.1%	69.9%	69.9%
25. Getting good grades is important to me.	90.0%	86.9%	93.1%	94.8%	92.5%	90.4%	89.6%	87.8%	87.0%	85.9%
26. Adults and students work together to make our school better.	54.4%	53.8%	55.1%	70.4%	59.7%	52.2%	55.7%	48.1%	46.2%	47.2%

Fun & Excitement

The Condition of Fun & Excitement is characterized by students being inspired. They are actively engaged and emotionally involved in their schoolwork. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. The first three Conditions -- Belonging, Heroes, and Sense of Accomplishment -- help establish a learning environment in which students can feel safe to have fun together in learning.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
27. I enjoy being at school.	52.3%	50.5%	54.1%	62.4%	55.2%	50.0%	52.2%	47.1%	47.7%	49.6%
28. Teachers enjoy working with students.	63.4%	63.7%	63.1%	75.9%	66.4%	61.0%	59.6%	56.8%	59.7%	63.3%
29. Teachers make school an exciting place to learn.	41.5%	42.4%	40.5%	59.9%	47.0%	39.7%	36.5%	32.8%	34.0%	37.7%
30. School is boring.	44.1%	47.5%	40.6%	30.7%	39.6%	45.2%	45.8%	50.7%	50.5%	49.0%
31. I enjoy participating in my classes.	62.7%	62.9%	62.7%	74.5%	66.6%	61.5%	59.7%	56.7%	58.0%	60.6%
32. Teachers have fun at school.	46.0%	47.6%	44.4%	57.4%	49.5%	45.2%	42.6%	39.6%	41.0%	44.8%
33. Learning can be fun.	72.0%	69.9%	74.1%	76.3%	70.6%	68.6%	69.5%	70.3%	73.8%	76.5%

Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Teachers can devote extra attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
34. I feel comfortable asking questions in class.	63.2%	67.0%	59.3%	67.3%	63.3%	60.8%	61.1%	60.3%	62.8%	67.7%
35. My teachers present lessons in different ways.	75.6%	75.5%	75.7%	84.2%	80.2%	75.9%	73.3%	70.5%	70.8%	71.9%
36. At school I am encouraged to be creative.	65.5%	63.5%	67.5%	78.3%	71.5%	65.8%	62.8%	58.4%	58.3%	60.1%
37. I enjoy working on projects with other students.	68.2%	69.9%	66.5%	77.1%	73.9%	70.9%	66.1%	63.0%	61.5%	61.0%
38. My classes help me understand what is happening in my everyday life.	43.4%	45.1%	41.8%	57.0%	50.2%	44.1%	40.8%	35.6%	35.0%	37.5%
39. School inspires me to learn.	62.4%	60.1%	64.9%	74.8%	67.0%	62.1%	60.5%	56.2%	56.0%	57.7%
40. I enjoy learning new things.	80.9%	79.9%	82.0%	83.2%	79.3%	78.0%	79.4%	80.0%	83.1%	85.2%
41. I learn new things that are interesting to me at school.	71.2%	70.1%	72.3%	80.4%	74.0%	69.8%	69.3%	66.9%	67.9%	68.3%
42. What I learn in school will benefit my future.	76.3%	74.8%	77.9%	86.8%	82.7%	78.5%	75.4%	69.9%	67.7%	68.7%
43. Students work with adults to find solutions to school problems.	50.7%	51.7%	49.7%	66.8%	57.1%	50.4%	49.7%	43.5%	42.7%	43.5%

Spirit of Adventure

The Spirit of Adventure is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. Teachers can encourage and support students' Spirit of Adventure by urging them to explore new things. When teachers create an atmosphere that allows for healthy decision making and risk taking, students can become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
44. I like challenging assignments.	41.7%	40.4%	43.1%	47.8%	41.4%	39.4%	38.4%	38.5%	41.8%	46.0%
45. I push myself to do better academically.	82.5%	79.6%	85.6%	87.3%	85.4%	83.3%	81.9%	79.7%	79.3%	79.3%
46. Students are supportive of each other.	42.4%	43.5%	41.3%	49.7%	41.7%	38.7%	41.6%	39.5%	41.7%	44.6%
47. I am afraid to try something if I think I may fail.	30.8%	26.9%	34.7%	31.9%	31.7%	31.0%	32.5%	31.3%	29.2%	26.3%
48. Teachers help me learn from my mistakes.	65.2%	66.4%	64.1%	79.2%	71.4%	65.6%	62.1%	57.7%	58.1%	59.2%
49. I want to do my best at school.	88.5%	84.9%	92.2%	93.3%	90.9%	88.7%	88.3%	86.5%	85.6%	84.4%
50. I am excited to tell my friends when I get good grades.	59.3%	53.5%	65.3%	69.2%	64.1%	59.6%	56.9%	55.5%	54.5%	52.6%

Leadership & Responsibility

The Condition of Leadership & Responsibility means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this Condition teach and expect their students to be good decision makers. They provide legitimate decision making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
51. Students have a voice in decision making at school.	45.7%	45.9%	45.4%	60.7%	52.0%	44.5%	45.5%	38.7%	36.8%	37.0%
52. I see myself as a leader.	64.4%	64.4%	64.5%	66.3%	64.2%	63.6%	61.8%	62.2%	65.1%	69.1%
53. Other students see me as a leader.	36.1%	36.5%	35.7%	36.5%	34.7%	35.1%	33.8%	34.5%	37.8%	42.6%
54. Teachers encourage students to make decisions.	68.9%	68.8%	69.2%	76.9%	72.0%	68.8%	67.4%	64.4%	64.9%	66.6%
55. Teachers are willing to learn from students.	51.0%	51.3%	50.7%	64.7%	56.8%	51.1%	47.8%	43.5%	43.9%	46.0%
56. I am a good decision maker.	66.8%	67.2%	66.3%	68.1%	66.0%	65.4%	65.0%	65.8%	67.8%	70.6%
57. I know the goals my school is working on this year.	47.5%	47.7%	47.4%	60.4%	53.6%	48.8%	44.8%	40.3%	39.5%	41.6%

Confidence to Take Action

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This Condition is at the heart of what educators ultimately strive for: instilling in their students a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
58. I believe I can be successful.	91.9%	91.9%	91.9%	93.4%	92.2%	91.7%	91.2%	90.6%	91.5%	92.6%
59. I believe I can make a difference in this world.	69.7%	68.4%	71.1%	72.2%	69.3%	68.7%	67.7%	67.5%	69.9%	73.6%
60. Teachers believe in me and expect me to be successful.	75.3%	74.6%	76.1%	82.9%	77.9%	75.3%	73.0%	70.9%	71.8%	74.0%
61. Going to college is important for my future.	86.6%	83.0%	90.3%	89.4%	88.8%	87.7%	85.9%	84.6%	84.2%	84.4%
62. I work hard to reach my goals.	84.0%	81.3%	86.8%	89.8%	86.7%	84.0%	82.4%	80.7%	80.9%	82.5%
63. I am excited about my future.	83.5%	81.3%	85.7%	86.7%	84.7%	83.6%	82.0%	81.1%	81.7%	84.2%
64. I think it is important to set high goals.	83.5%	81.2%	85.8%	86.4%	84.0%	82.6%	82.5%	81.9%	82.9%	84.2%
65. I know the kind of person I want to become.	79.3%	77.7%	80.9%	81.1%	79.3%	79.0%	77.1%	77.6%	79.2%	82.1%
66. School is preparing me well for my future.	67.8%	66.2%	69.6%	81.4%	75.4%	70.0%	67.6%	60.2%	57.2%	57.6%
67. Students develop programs that improve the whole school.	47.8%	48.0%	47.7%	57.5%	50.1%	43.9%	51.1%	44.4%	43.2%	43.5%

Student Voice

The five statements in the table below appear in other tables throughout this report as they relate to particular Conditions. Student Voice, however, not only gives us access to what students think about school through the lens of the 8 Conditions, it is also a construct in itself. As such, this table provides insight into what students believe about adult openness to and partnership with their ideas and suggestions.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
17. Adults at this school listen to students' suggestions.	48.3%	49.3%	47.3%	63.9%	54.5%	47.8%	47.5%	41.0%	40.1%	42.2%
26. Adults and students work together to make our school better.	54.4%	53.8%	55.1%	70.4%	59.7%	52.2%	55.7%	48.1%	46.2%	47.2%
43. Students work with adults to find solutions to school problems.	50.7%	51.7%	49.7%	66.8%	57.1%	50.4%	49.7%	43.5%	42.7%	43.5%
51. Students have a voice in decision making at school.	45.7%	45.9%	45.4%	60.7%	52.0%	44.5%	45.5%	38.7%	36.8%	37.0%
67. Students develop programs that improve the whole school.	47.8%	48.0%	47.7%	57.5%	50.1%	43.9%	51.1%	44.4%	43.2%	43.5%

We Listened!

During the summer of 2018, QISVA updated the Student Voice Grades 6-12 survey based on feedback from students and teachers. The following changes were made:

- Number of statements reduced from 67 to 50
- Revised five statements
- Dropped 21 statements
- Introduced four new statements
- Added “Other” as a response option to be more gender inclusive

For more information regarding the Student Voice survey, as well as other Quaglia School Voice surveys, please go to: surveys.quagliainstitute.org or contact us at: info@quagliainstitute.org

Summer 2018 Changes

Condition	Survey Statement	Revision
Belonging	I feel accepted for who I am at school.	Deleted
Belonging	Teachers care about my problems and feelings.	Deleted
Belonging	I think bullying is a problem at my school.	Deleted
Heroes	I have a teacher who is a positive role model for me.	Deleted
Heroes	Teachers care about me as an individual.	Deleted
Heroes	If I have a problem, I have a teacher that I can talk to. <i>Previous statement: If I have a problem, I have a teacher with whom I can talk.</i>	Revised
Sense of Accomplishment	I know what I need to do to be successful in my classes. <i>Previous statement: Getting good grades is important to me.</i>	Revised
Sense of Accomplishment	I am encouraged to practice good citizenship at school.	Deleted
Sense of Accomplishment	I give up when schoolwork is difficult.	Deleted
Sense of Accomplishment	Teachers recognize students who are kind and helpful.	Deleted
Fun & Excitement	Teachers make school an exciting place to learn.	Deleted
Fun & Excitement	I enjoy participating in my classes.	Deleted
Curiosity & Creativity	My teachers present lessons in different ways.	Deleted
Curiosity & Creativity	School inspires me to learn.	Deleted
Curiosity & Creativity	I enjoy learning new things.	Deleted
Curiosity & Creativity	I learn new things that are interesting to me at school.	Deleted
Curiosity & Creativity	I find homework helpful to my overall learning.	Added
Curiosity & Creativity	What I learn in school will benefit my future.	Deleted
Curiosity & Creativity	I understand the importance of what I am learning in school.	Added
Spirit of Adventure	I am excited to tell my friends when I am successful. <i>Previous statement: I am excited to tell my friends when I get good grades.</i>	Revised
Spirit of Adventure	I push myself to do better academically.	Deleted
Spirit of Adventure	I want to do my best at school.	Deleted
Leadership & Responsibility	I take action on causes I believe in. <i>Previous statement: I see myself as a leader.</i>	Revised
Leadership & Responsibility	It is my responsibility to make sure I am learning.	Added
Leadership & Responsibility	I use my voice to express my thoughts and ideas.	Added
Leadership & Responsibility	I am a good decision maker.	Deleted
Confidence to Take Action	I have a responsibility to make the world better for others. <i>Previous statement: I believe I can make a difference in this world.</i>	Revised
Confidence to Take Action	Going to college is important for my future.	Deleted
Confidence to Take Action	I work hard to reach my goals.	Deleted
Confidence to Take Action	I know the kind of person I want to become.	Deleted