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Introduction

Improving teaching and learning at all levels is a national priority. Student engagement—time and energy devoted to educationally purposeful activities—has been linked to many positive academic, personal, and social outcomes for students.

Current federal and state policies emphasize the use of test results to evaluate students and schools. Yet, performance tests do not typically identify the specific educational processes that lead to the outcomes the tests measure. The High School Survey of Student Engagement (HSSSE) is designed to address this problem by providing useful data about student behavior and attitudes and the school environment. HSSSE (pronounced hessie) results can be used almost immediately to help schools in identifying where to focus attention and resources to enhance student learning and school effectiveness.

Building on the success of the National Survey of Student Engagement for college students, HSSSE was pilot tested with more than 7,200 students from four high schools in the spring of 2003. The instrument was then revised, reviewed by practitioners and academics, administered with several student focus groups, and revised again.

In April 2004, HSSSE was completed voluntarily by 90,530 students, representing 70% of all students enrolled in the 103 participating high schools. The HSSSE respondents closely resemble the national profile of high school students based on U.S. Department of Education statistics.

This overview highlights some of the interesting findings from the 2004 administration. Subsequent reports will provide additional analyses and explore implications of the HSSSE data in more detail.

Profile of HSSSE 2004 Respondents

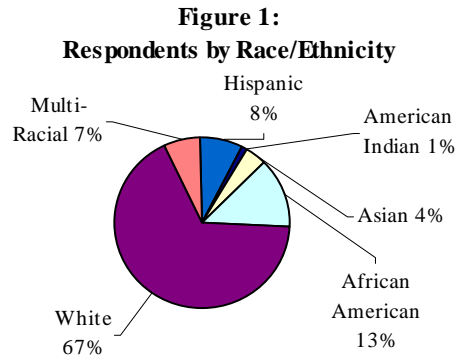
The students who participated in HSSSE 2004 were from 26 states. Table 1 depicts the percentage of respondents from various types of school districts, using the Census Bureau categories. HSSSE schools ranged in size from 64 to 3939 students. The average high school size was 1261 students. Selected respondent characteristics are highlighted on the following page.



Table 1 HSSSE 2004 Respondents ¹	
Location	Percent of Respondents
Large city (>250,000 pop.)	18%
Mid-size city (<250,000 pop.)	18%
Urban fringe, large city	38%
Urban fringe, mid-size city	6%
Large town (>25,000 pop.)	1%
Small town (<25,000 pop.)	6%
Rural	14%

Gender and Race

Respondents were evenly split between men and women. Figure 1 provides a profile of the HSSSE 2004 students by race/ethnicity.²



Grade Level

The HSSSE 2004 respondents reflected the expected grade distribution, given attrition between 9th and 12th grades; 29% were in the 9th grade, 28% in the 10th grade, 24% in the 11th grade, and 19% in the 12th grade.

Instructional Track

Students were asked to identify the category or instructional track for most of their courses. Females (30%) were more likely than males (23%) to indicate that their courses were primarily honors or college prep. Table 2 depicts responses by race.

Females were more likely than males to indicate that their courses were primarily honors or college prep.

Table 2: Instructional Track of Respondents by Race/Ethnicity						
	Regular/General	Special Education	Courses for College Credit	Honors/College Prep	Career/Vocational	Don't Know
Hispanic	63%	4%	4%	15%	2%	13%
American Indian	59%	9%	3%	13%	3%	14%
Asian	44%	2%	7%	38%	1%	7%
African American	64%	3%	3%	17%	4%	8%
White	58%	2%	3%	29%	3%	6%
Multi-racial	58%	3%	4%	23%	3%	9%
Total Respondents	58%	3%	4%	26%	3%	7%

¹ Percentages may add to more or less than 100 because they are rounded to the nearest whole number in all figures and tables.

² Respondents who marked "Other" made up 0.2% of HSSSE respondents and are not included in Figure 1. Throughout the overview, racial/ethnic categories have been shortened to one term: Hispanic for Hispanic, Latino, or Spanish origin; American Indian for American Indian/Native American; Asian for Asian/Pacific Islander; African American for African American/Black; White for White/Caucasian; and Multiracial for Multiracial/Multiethnic.

Course Grades

Almost three fourths of the students reported that their grades in high school thus far were primarily As (29%) or Bs (42%), while 24% reported mostly Cs. Only 4% reported that they have received mainly Ds or lower, and 3% said they did not know.

- Students reporting that most of their courses were honors or college prep (53%) were far more likely than students in the career/vocational track (17%) to say that they received primarily A grades.
- Females (32%) were more likely than males (24%) to report that they received mostly As.

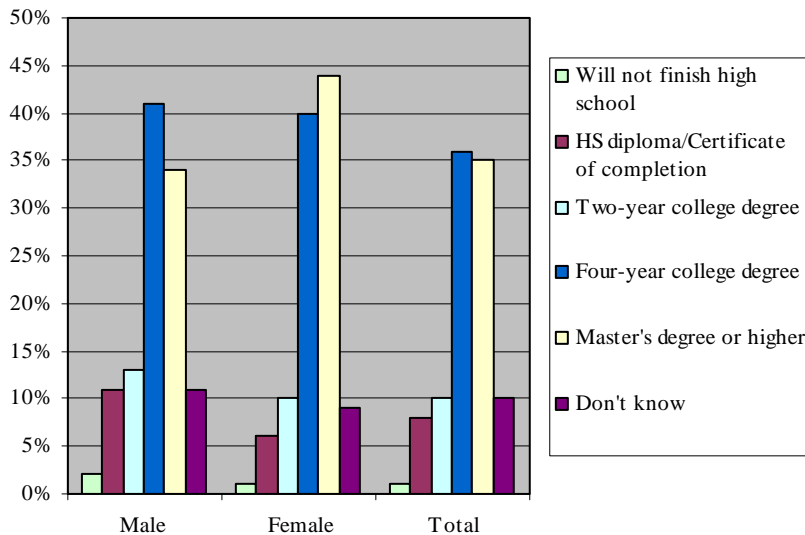
Postsecondary Aspirations

Less than 2% of the respondents said they would not complete high school, and more than four fifths of the respondents (81%) indicated that they would enroll in some form of postsecondary education after high school. One tenth said they did not know what their highest level of education would be.

- One tenth reported that their highest degree would be a two-year associate degree, 36% expected to complete four years of college, and 35% aspired to a master’s degree or higher.
- Female respondents were more likely to aspire to post-graduate degrees than were males (see Figure 2).

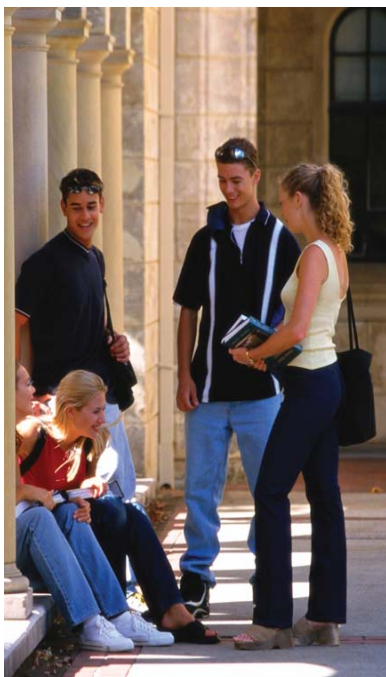


Figure 2: Educational Aspirations of Respondents by Gender



More than four fifths of the respondents reported that they would enroll in some form of postsecondary education after high school.

More than one third of the respondents were not involved in any school-sponsored activities.

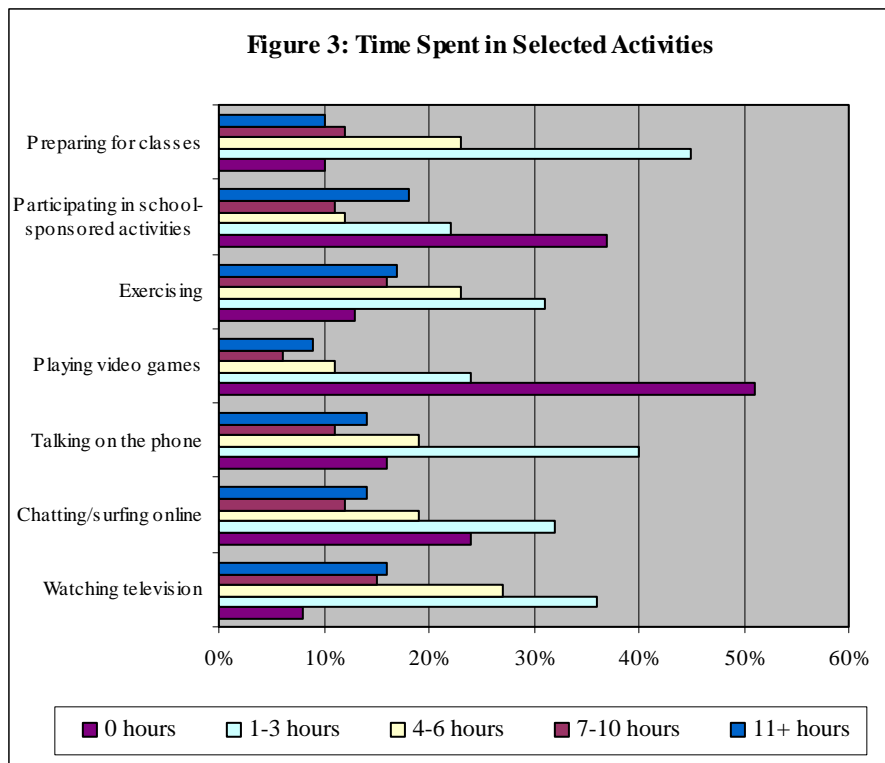


Selected Results

This section highlights selected results pertaining to the nature and frequency of student engagement in various activities and student attitudes toward their learning experiences.

Time Spent in Various Activities

Respondents were asked how much time they devoted to selected activities in a typical week. Some of these activities are depicted in Figure 3.



At least 30% of all respondents spent at least seven hours a week in the following activities: exercising, watching television, and socializing with friends.

- Females (32%) were far more likely than males (19%) to spend more than seven hours a week talking on the phone.
- Males were more likely than females to spend more than seven hours a week exercising (40% compared to 28%), playing video games (25% to 5%), and watching television (37% to 25%).

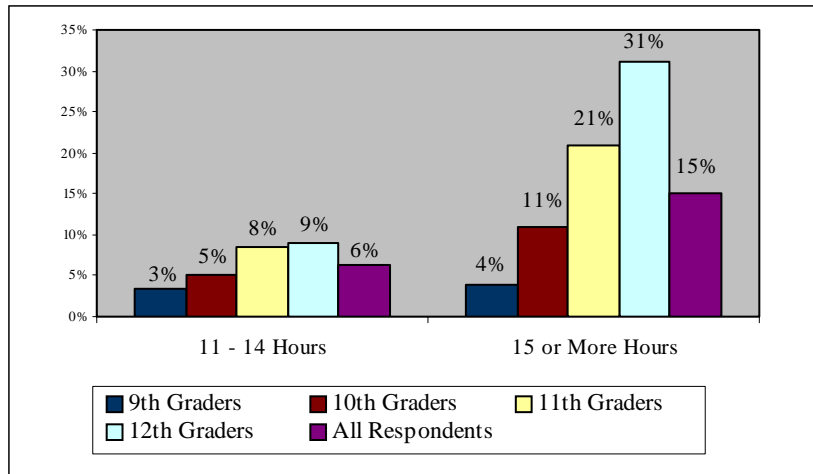
School-Sponsored Activities. More than one third (37%) of the respondents were not involved in school athletics, clubs, student government, publications, or other school-sponsored activities. However, more than one quarter (29%) devoted at least seven hours in a typical week to such activities.

Students differed in their involvement in school-related activities depending on their instructional track.

- More than two fifths (43%) of the regular education students and almost half (48%) of the special education and career/vocational education students reported that they spent no time in such activities.
- In contrast, only 21% of the students taking mostly honors courses reported no involvement in school-related activities.

Working for Pay. Work habits of the respondents varied by grade level (see Figure 4). For example, 7% of the 9th graders compared to 40% of the 12th graders spent more than 10 hours a week working for pay.

Figure 4: Working for Pay



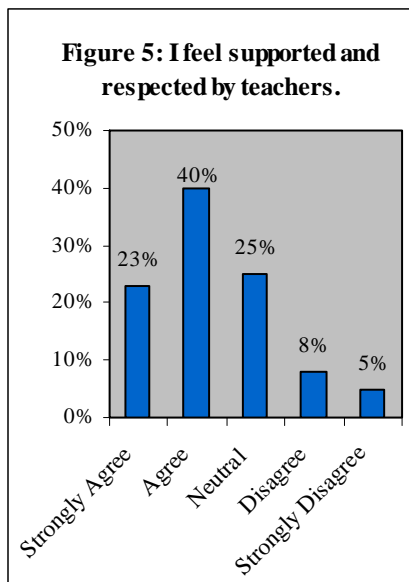
Preparing for Class. Overall, the amount of time students spent preparing for class was disappointing. The majority of the respondents (55%) devoted three hours or less per week to homework, reading, rehearsing, etc.

- Females (52%) were more likely than males (37%) to spend more than three hours per week preparing for class.
- Four fifths (80%) of the respondents indicated that they frequently (often or very often) came to class with readings or assignments completed, but less than half (46%) reported that they came prepared *very often*.
- A larger percentage of students (29%) spent four or more hours in personal reading online than devoted that much time to assigned readings for their classes (24%).



The majority of respondents spent three hours or less preparing for class each week.

Two thirds of the students said that at least one adult in their school cared about them and knew them well.



Teacher/Student Contact

Teacher/student communication offers insights into the student experience.

- Almost half (48%) of the students had not discussed ideas from their readings or classes with a teacher outside of class during the school year.
- Three fifths (60%) had not communicated with a teacher by email.
- More than half of the respondents (56%) indicated that they never (10%) or only sometimes (46%) received prompt feedback from teachers on assignments or coursework.
- However, 52% of the respondents said they had frequently (often or very often) discussed grades or assignments with a teacher.
- Also, about 7 out of 10 respondents (71%) said they had many opportunities to ask teachers questions about their work.

Students were asked whether adults at their school supported and cared for them.

- Two thirds (66%) of the students said that at least one adult in their school cared about them and knew them well.
- More than three fifths of the respondents (63%) said that they were supported and respected by teachers (see Figure 5).
- Respondents who *strongly agreed* (23%) that they were supported and respected by teachers differed in many respects from the students who *strongly disagreed* (5%). Those perceiving support were far more likely to agree that:

- ◆ they fit in at their school (78% compared to 37%),
- ◆ what they learn at school is useful (77% to 22%), and
- ◆ they worked harder than they expected to work in school (61% to 25%).

Class Assignments and Discussions

Students were asked about the number and nature of classroom interactions and assignments.

- Almost two thirds (63%) of the students (69% of females and 59% of males) indicated that they had frequently worked on a paper or project using information from several sources (e.g., books, interviews, Internet, etc.).
- More than two thirds (71%) of the respondents said that they frequently worked with other students on projects/assignments *during* class.

- About 6 out of 10 respondents (61%) indicated that they frequently asked questions in class or contributed to class discussions. About one fourth (26%) indicated that they did so *very often*.
- Three out of 10 respondents reported that they had not written any papers five pages or longer during the current school year (36% for 9th graders to 22% for 12th graders; see Figure 6).
- Respondents tended to write more short papers; about two fifths (40%) had written at least 7 papers less than three pages during the current school year.

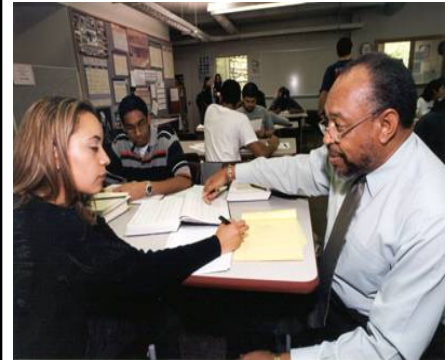
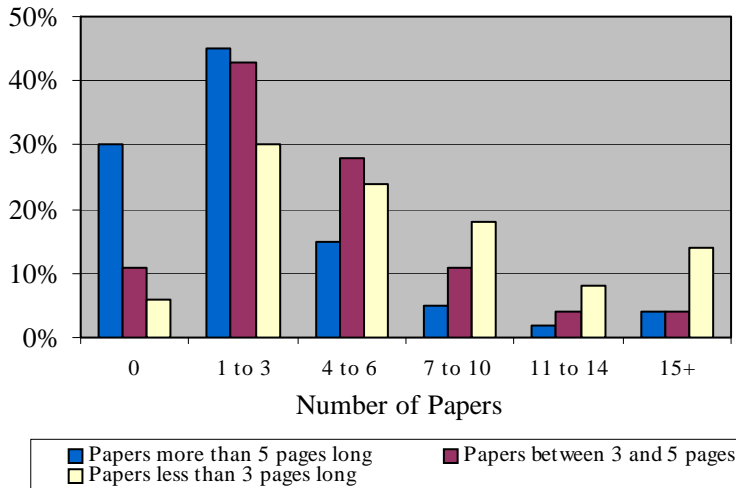


Figure 6: Number of Papers Written by Respondents During School Year



Discussing Projects and Ideas Outside Class

Students also responded to questions about how classroom activities have nurtured conversations and collaboration with others.

- Only one fourth (25%) of the respondents frequently (often or very often) worked with other students on projects or assignments outside of class.
- A larger percentage of African American (35%), Hispanic (31%), and American Indian (31%) students reported that they *never* worked on projects with other students outside of class compared to Asian (17%) and White (24%) students.
- About two fifths (41%) of the respondents frequently discussed ideas from their classes with others, such as family members or friends (46% of females compared to 35% of males).

About 6 out of 10 respondents indicated that they frequently asked questions in class or contributed to class discussions.

Almost one fourth of the respondents said that they *never* had a serious conversation with a student of a different race or ethnicity.

Experiences with Diversity

Several questions addressed students' perceptions of their involvement in personal conversations and class discussions and their school's emphasis pertaining to diversity issues.

- Almost one fourth (24%) of the respondents said that they *never* had a serious conversation with a student of a different race or ethnicity, but 44% indicated that they frequently (often or very often) had such conversations.
- Nearly half (47%) also said they frequently had serious conversations with students who differed from them in terms of religious beliefs, political opinions, or personal values.
- Slightly less than half (49%) of the respondents reported that views of different races, religions, genders, or political beliefs were frequently considered in class discussions or assignments.
- Only about two fifths (41%) said that their school placed substantial (quite a bit or very much) emphasis on encouraging contact among students from different backgrounds and beliefs. And almost one fourth (24%) indicated that their school placed *very little* emphasis on encouraging such contact.

Perceptions of the School Environment

Students were asked a number of questions about the school environment, their sense of belonging, what their school emphasizes, and how their school experience has affected them.

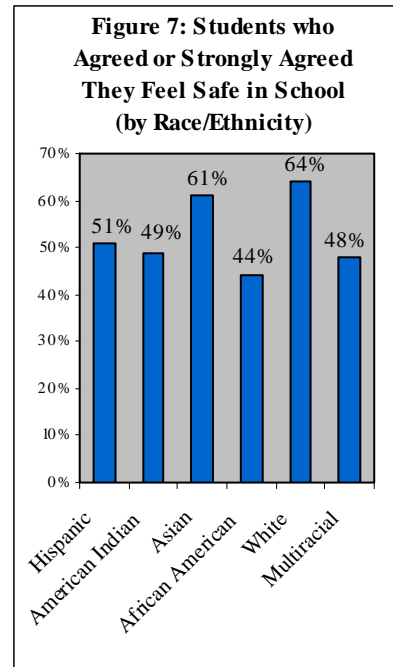
- Less than half (47%) of the respondents said they cared about their current school.
- Only about one third (35%) agreed that school rules were fair, with African American students (27%) less likely than White students (37%) to voice this sentiment.
- Less than half (48%) of the students agreed that they would select the same high school again if given the opportunity.
- Nearly three fifths (59%) said that their school placed significant emphasis on treating students fairly and with respect.
- Almost two thirds (64%) of the respondents said that they fit in at their school. African American (67%) and White (66%) students were somewhat more likely than other racial groups to indicate that they fit in at their school.
- More than two thirds (68%) of the respondents said that people at their school, overall, accept them for who they are.



Almost three fifths (58%) of the respondents agreed that they feel safe at school. Those *strongly agreeing* that they were supported by teachers were far more likely than those *strongly disagreeing* to say that they feel safe in school (76% compared to 24%).

- Less than half (46%) of the special education students indicated that they feel safe at school.
- Ninth graders were less likely (54%) than 12th graders (67%) to feel safe.
- African American students (44%) were far less likely than White students (64%) to indicate that they feel safe at school (see Figure 7).

Table 3 depicts the students’ perceptions of selected school emphases. Three fourths of the respondents said that their school places substantial (very much or quite a bit) emphasis on continuing education beyond high school.



	<i>% indicating a substantial (quite a bit or very much) school emphasis</i>
Continuing your education	75%
Participating in school events and activities	62%
Spending significant amounts of time studying	60%
Treating students fairly and with respect	59%
Preparing students for standardized tests	56%
Providing support needed to succeed in school	55%
Using computers in class work	52%
Providing helpful feedback on class work	48%
Encouraging students to explore new ideas	47%
Encouraging contact among students from different backgrounds and beliefs	41%
Involving students in school governance	34%

At least two thirds of the respondents thought their high school education contributed substantially (quite a bit or very much) to their knowledge, skills, and personal development in terms of writing clearly and effectively (67%) and preparing them for college (66%; see Table 4).

Three fourths of the students indicated that their school placed substantial emphasis on continuing education beyond high school.

About half of all respondents indicated they have a voice in making classroom decisions.



Table 4
Students' Perceptions of School Contributions to Their Knowledge, Skills, and Personal Development in Selected Areas

	<i>% indicating their school experience contributed substantially (quite a bit or very much) to personal gains</i>
Writing clearly and effectively	67%
Preparing for college	66%
Learning on your own	65%
Working effectively with others	64%
Thinking deeply and critically	63%
Speaking clearly and effectively	62%
Using computing and information technology	56%
Developing clear career goals	53%
Learning work related skills	50%
Developing personal values	49%
Understanding yourself	48%
Understanding people of other racial and ethnic backgrounds	45%
Solving real-world problems	43%
Making your community a better place	34%

Student Empowerment

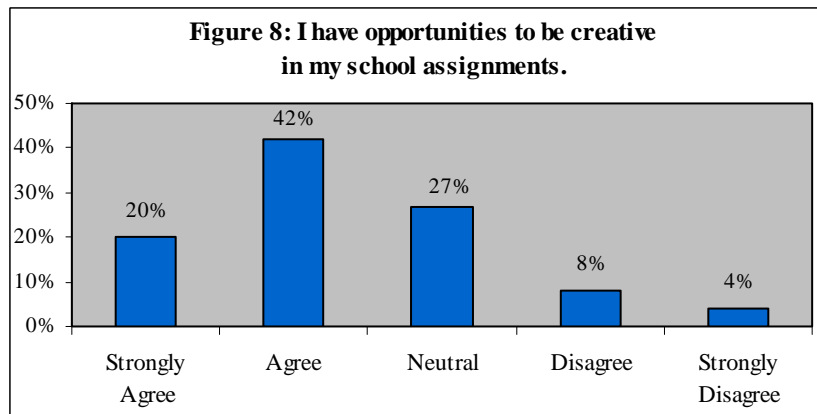
Students were asked about their involvement in deciding what they study and in determining other aspects of their classroom experience.

- About half (51%) of all respondents indicated that they have a voice in making classroom decisions. Students who *strongly agreed* (17%) reflected different attitudes toward their school experience than did students who *strongly disagreed* (5%) that they have such a voice. Those strongly agreeing were far more likely to indicate that:
 - ◆ they are supported and respected by teachers (81% compared to 24%) ,
 - ◆ they fit in at their school (80% to 34%),
 - ◆ what they learn at school is useful (73% to 27%),
 - ◆ they feel safe at school (71% to 29%), and
 - ◆ they worked harder than expected in school (60% to 26%).
- More than half of the respondents (56%) agreed that they get to make choices about what they study.
- Forty-four percent of the respondents indicated that they help determine how their school work is assessed.

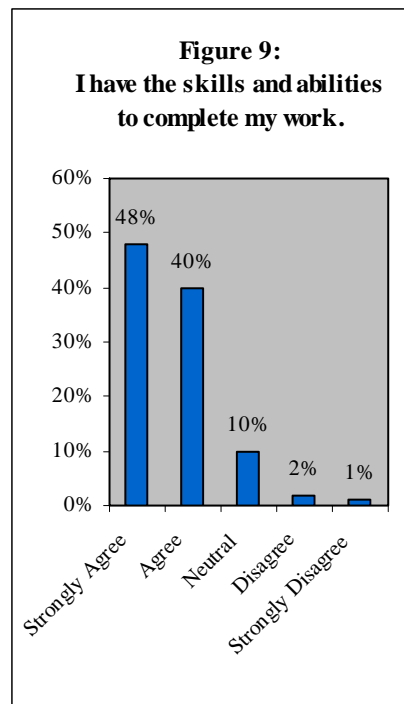
Attitudes Toward Learning and School Work

Students were asked about their level of investment in their school work and their views about grades and what they learn in school.

- Two thirds of the students (66%) indicated that they take pride in their school work, with females (73%) far more likely to do so than males (59%).
- The vast majority of the respondents (84%) felt that it is important to make good grades (89% of the females and 79% of the males).
- More than two thirds (69%) said that they place a high value on learning, yet less than three fifths (56%) indicated that they put forth a great deal of effort in their school work.
- Asian (64%), African American (66%), and Hispanic (60%) students were more likely than White students (55%) to agree that they put forth a great deal of effort when doing school work.
- More than half (56%) of all respondents agreed that what they learn at school is useful. Hispanic (68%), Asian (66%), and African American (64%) students were more likely than White students (53%) to voice this sentiment.
- Only 43% of all respondents indicated that they worked harder than they expected to work in school.
- More than three fifths (62%) said that they have opportunities to be creative in their school assignments (see Figure 8).



Almost 9 out of 10 respondents (88%) indicated that they have the skills necessary to complete their work (see Figure 9). However, only two fifths (40%) said that the support they get at school encourages them to learn more. Less than one third (29%) said that they were excited about their classes, and less than half (48%) said that their school work makes them curious to learn about other things.



The vast majority of the respondents reported that it is important to make good grades.



An essential early step in looking at your results is to assess the representativeness of your respondents.

Guidelines for Interpreting HSSSE Results

This overview features only a sample of the interesting findings from HSSSE 2004. The data on all HSSSE respondents provide a backdrop and point of comparison for interpreting and using your school's results. Before sharing your HSSSE results school wide, we suggest that you become familiar with the nature of the data and "story line" of your school's performance. Here are some things to consider.

Review the Frequency Data for Differences and Trends

You can use the frequency data to take an in-depth look at how your students and various subgroups of your students compare to all other HSSSE 2004 respondents. The frequency reports in this binder organize your data for easy reference.

An essential early step is to make sure the student demographic data in your school report are consistent with what you know about your students. In short, assess the representativeness of your respondents.

Also, review how your students' demographics differ from the aggregate for all other HSSSE 2004 respondents so you can consider these variations in comparing your students' responses to the national data. Where you note that your students deviate substantially from the frequencies for all HSSSE respondents or from means on particular items, are the differences explainable as a function of your student or school characteristics?

Of course, you should not rely exclusively on comparisons with the aggregate data. A consistent pattern of percentages for your students above the averages for all respondents may indicate that your school is doing the right things in terms of good educational practices. At the same time, some schools with very high expectations for student engagement may fall short of their own aspirations even though comparisons with students from other schools are favorable.

While this report provides frequency data by grade level, gender, instructional track, and race, you may want to do additional analyses on your students' responses. For example, you may decide that it would be instructive to conduct more in-depth analyses of the students who spend seven or more hours a week preparing for class or to compare the profiles of the subgroups of students who *very often* and *never* participate in class discussions.

Look Carefully for Large Effect Sizes

The Means Comparisons section of this report depicts survey items where the means for your students' responses differ at a statistically significant level from the means for all other HSSSE 2004 respondents. These items are marked with asterisks (*). Three common statistical thresholds are used to identify these differences ($p < .05$, $p < .01$, and $p < .001$). The more asterisks by a particular item, the higher the level of significance, and the smaller the likelihood that the difference is due to chance.

Please note that statistical significance does not guarantee that the result is substantive or important. Large samples, like that of HSSSE 2004, tend to produce more statistically significant results even though the magnitude of the mean differences may be small. It is recommended to start by interpreting only those items with three asterisks ($p < .001$) and consult the effect sizes (explained below) in making judgments about the practical meaning of the results.

The *effect size* is reported for items that have statistically significant mean comparisons. It represents the practical significance of the mean difference between two groups and standardizes the difference for comparison. The *Cohen's d* effect size has been used to depict the magnitude of how different your students are on a particular item from the mean of all other HSSSE respondents. It is calculated by dividing the mean difference by the standard deviation of the comparison group (all other HSSSE respondents compose the comparison group for your students).

Since large effect sizes are not all that common in most non-experimental educational research, when you find a large effect size or a pattern of moderate or small effect sizes, it is likely that the student experience at your school is appreciably different from the mean experience of all other HSSSE 2004 respondents. Such findings deserve attention; just remember, effects sizes can be positive or negative.

Here are some general guidelines for determining the relative importance of a Cohen's *d* effect size:

- ± .20 is a small effect
- ± .50 is a medium effect
- ± .80 is a large effect

Of course, do not rely exclusively on statistical significance tests to identify areas that warrant attention. Look for other empirical or anecdotal information to corroborate HSSSE results.

**Effect sizes
can be
positive or
negative.**



**Focus on items
with medium to
large effect sizes
and look for
patterns in
your students'
responses.**



Your HSSSE results can be used alone or with other initiatives to help you set and measure performance standards for your school.

Develop a Framework to Interpret Results

HSSSE data serve a diagnostic function by identifying school strengths and weaknesses in terms of educational practices. Comparisons with other schools help reveal aspects of school and student performance not readily available from other sources.

As you look over your data, keep in mind two frequently used approaches that can help you think about how to interpret and use your results. One or both may be appropriate, depending on your school's situation.

The *normative approach* compares your students' responses to those of all other students across the nation who completed the survey. This information is readily available in the Means Comparisons section of this report. Breaking this information into subgroups or engagement topics is a particularly effective way of stimulating teacher interest in the findings.

The *criterion-referenced approach* compares your students' results to a predetermined value set by you and your colleagues, given your school's mission, size, curricular offerings, demographics, and so forth. Your HSSSE results can be used alone or with other initiatives to help you set and measure performance standards for your school.

Using Your HSSSE Results

Ideally, HSSSE results should be used in combination with other assessment tools to capture the fullest picture of the student experience at your school. But, with or without other assessments, there are several key ways you can use your HSSSE results. For example, the data can be used:

- To determine what is being done well and to identify areas where improvement is desirable. HSSSE data and results become even more valuable when they are linked to other school information and improvement initiatives.
- To document and report effective educational practices and then share this information with others to promote student learning and improve school effectiveness.
- To focus school resources on effective educational practices.

The following scenarios provide three illustrations of using HSSSE data to make changes that can be implemented fairly quickly and for minimal costs. Please share with us how you are using your HSSSE results, and we will compile the suggestions in subsequent reports.

***Scenario 1:** You learn from HSSSE data that your students are far below the average of other HSSSE respondents in terms of working with classmates on projects outside class. They also are below the aggregate average in having serious conversations with classmates of different backgrounds and ideologies (even though your school has a diverse student population). To address both of these findings, teachers decide to assign more collaborative projects that require students to meet outside of class in groups, and to ensure that the groups reflect diversity based on race, gender, ideology, etc. In addition, before undertaking the group projects, students will receive instruction in communication skills and strategies for effective collaborative work.*

***Scenario 2:** The HSSSE results indicate that 90% of the students in your school have Internet access at home, and all have such access at school, but only 30% have communicated with a teacher by email during the school year. Your staff decides to implement an email system in which students can communicate with their teachers but not with classmates. Within weeks after implementing the system, 60% of your students are contacting teachers by email to discuss assignments or ideas from their classes.*

***Scenario 3:** You find that 55% of your students are spending three hours or less per week preparing for class. Teacher and student groups have brainstormed about this and offered several strategies to increase such preparation time and make it more effective. Among strategies that will be implemented are: a peer tutoring program in the library during school hours, a homework hotline staffed by volunteer teachers and honor students two evenings each week, brief quizzes over homework at the beginning of class on a random basis, and periodic bonus questions on assigned readings.*

Your school report gives you a substantial amount of useful data. How you analyze, interpret, and use HSSSE results will depend on the vision and goals for your school. There are numerous possibilities for you to make immediate changes in school practices as well as incremental changes over a longer period. We suggest you take adequate time to carefully review this report in consultation with others.

Why Schools Participate in HSSSE

- To *increase student involvement* in educationally purposeful activities
- To *participate in a national effort* to improve secondary education
- To *use a research-based tool to collect baseline data* for school improvement initiatives
- To *add a new dimension* to schools' assessment strategies
- To *link information* about student engagement to teaching and learning
- To *incorporate student engagement results* in self studies and accountability plans

Make sure teachers and other school staff members appreciate the concept of student engagement.



Sharing Your HSSSE Results

Once you understand your HSSSE data and results, it will be important to plan how to share them with teachers, staff, and other administrators and possibly with external audiences. There are as many ways to share results—small-group discussions, workshops, retreats, newspaper articles, for example—as there are stakeholders with whom to share them.

Things to Think About

As you begin to unpack your results and start to think about how you might use your HSSSE data, consider the following:

- 1. Make sure teachers and other school staff members appreciate the concept of student engagement.** Teachers who may not be familiar with assessment in general and the engagement concept in particular need to understand how HSSSE results can be used to improve teaching and learning.
- 2. Report student engagement results in a responsible way.** We encourage schools to share their results in ways that lead to a better understanding of the student experience and promote school improvement efforts.
- 3. Don't allow the numbers to speak for themselves.** Every number and comparison reported should be accompanied by an explanation and interpretation of what can and cannot be concluded from the results.
- 4. Examine the results from multiple perspectives.** Use both normative and criterion-referenced approaches to challenge assumptions about student and school performance in the context of your own school and district. It's also wise to compare the engagement levels of specific student groups, such as 9th to 12th graders, males to females, and so forth.
- 5. Link the results to other information about the student experience and complementary initiatives.** The positive impact of student engagement results will be multiplied if the data can be made relevant to groups of teachers and staff working on different reform efforts within your school and district.
- 6. Don't go it alone.** Experts argue that the chances of successful innovation improve when teams are formed and schools work together on topics of mutual interest.

Final Word

The 2004 spring administration of HSSSE provided an opportunity to gather data on high school student engagement in 103 high schools. We will continue to refine the instrument and its administration based on comments from students, teachers, administrators, and researchers.

Schools might find it useful to use the survey every two or three years. Some schools may have reasons for using HSSSE annually, especially if they are tracking longitudinal data or monitoring the impact of specific improvement initiatives.

HSSSE provides much needed information to fill a knowledge gap on the high school student experience. We are enthusiastic about the many benefits that schools, districts, and students may garner by looking at engagement information and using the data to guide school improvement efforts. HSSSE results are easy to understand and use, and they can stimulate meaningful discussions related to teaching and learning. We welcome your comments and feedback.

Selected Resources

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- Linnenbrink, E.A. & Pintrich, P.R. (2003). The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading and Writing Quarterly*, 19, 119-137.
- McCombs, B.L. & Whisler, J.S. (1997). *The learner-centered classroom and school: Strategies for increasing student motivation and achievement*. San Francisco: Jossey-Bass.
- National Research Council Institute of Medicine, (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, DC: The National Academies Press.
- Newmann, F.M. (1989). Student engagement and high school reform. *Educational Leadership*, 46(5), 34-36.
- Norris, C., Pignal, J. & Lipps, G (2003). Measuring school engagement. *Education Quarterly Review*, 9(2), 25-34.

High School Survey of Student Engagement

The survey asks questions about your high school experience. How you spend your time, what you have learned, who you are close to, how motivated you are, and how you feel about your school. The information you provide will help us learn about your school, administration, and other factors that contribute to your learning and development as a high school student. Thank you for your thoughtful responses.

Please mark your answers in the boxes.

Example: No Yes

1. What is your grade in school?
 9 10 11 12

2. How old are you?
 14 15 16 17 18

3. Are you male? Yes No

4. Did you transfer to this high school?
 Yes No
 * If yes, in which grade did you transfer to this school?
 9 10 11 12

5. Have you been suspended at any time during your education? Yes No
 * If yes, in what grade(s)? _____

6. Do you have a computer with Internet access at home? Yes No

7. On average, how many hours per night do you sleep?
 Just a little 1-2 3-4 5-6 7-8 9-10 11-12 13-14 15-16 17-18 19-20 21-24

8. How many teachers and adults do you feel you can talk to and help teachers and adults with your work?
 1 2 3 4 5

9. Which category represents MOST of your interest (check only one)?
 Physical Education Mathematics/Science English/Literature Social Studies Career/Technical Computer/Internet Other

10. For each of the following, how much reading do you do in a typical 7-day week?

	1	2	3	4	5	6	7	8	9	10
a. Assigned reading (textbooks or other course materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reading for pleasure (novels, magazines, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. During this school year, about how much writing have you done?

	1	2	3	4	5	6	7	8	9	10
a. Number of writing papers or reports of more than 5 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of writing papers or reports of 5 pages or fewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. In a typical week, how many homework assignments take you more than 15 minutes each to complete in these subjects?

	1	2	3	4	5	6	7	8	9	10
a. English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Foreign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Computer/Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

High School Survey of Student Engagement

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