

Thank you for participating in the Gallup Student Poll!



For more than 70 years, Gallup has built its reputation on delivering relevant, timely, and visionary research on what humans around the world think and feel.

Gallup's research has shown that hope, engagement, and wellbeing are key factors that drive students' grades, achievement scores, retention, and future employment.

By measuring students' hope, engagement, and wellbeing, the Gallup Student Poll will help create a more hopeful story about American education in which students and teachers get to do what they do best every day, students' wellbeing and success matter to the community, and their personal flourishing leads to school and community success.

Over 1.2 million students drop out of high school every year. Everyone in the community is asked to do a small part to make a neighborhood a better place for young people.

Hope

Hope | The ideas and energy we have for the future, drives effort, academic achievement, credits earned, and retention of students of all ages.

- Hope is more predictive of academic success than traditional measures
- Hope items correlate positively with academic achievement and predict academic success in college better than high school GPA and ACT/SAT.

Engagement

Engagement | The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best.

- Student engagement declines from grades 5 through 12*
- Engagement items distinguish between high and low performing schools.*

Wellbeing

Wellbeing | How we think about and experience our lives, tells us how students are doing today and predicts their success in the future.

- 45% of U.S. students surveyed are either struggling or suffering*
- Suffering students are much more likely to be actively disengaged at school*

Your Scorecard >>

Use the following questions to prompt interpretation of the data on the Gallup Student Poll Scorecard:

- What is the biggest highlight on your Gallup Student Poll Scorecard?
- What result on the Gallup Student Poll Scorecard most concerns you?
- In addition to the highlight and biggest concern, what is the one finding you want to share with the broader community?

**Source: Gallup student survey data collected via Web and scan 2006 through 2008, ngt: 97,000*

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The Gallup Student Poll is a brief measure of hope, engagement, and wellbeing. The poll taps into the hearts and minds of American students to determine what drives wellbeing and achievement. Distribution and discussion of the Gallup Student Poll data will help create a more hopeful story about American youth and education, and will engage parents, teachers, and community leaders in social entrepreneurship.

Hope | GrandMean: 4.39 (out of 5) n=2884

YOUR DISTRICT



- Hopeful - 50%
- Stuck - 35%
- Discouraged - 15%

HOPE BY GRADE

(GrandMean)							
5th	6th	7th	8th	9th	10th	11th	12th
4.38	4.52	4.37	4.44	4.36	4.32	4.34	4.39

65% of hopeful students are engaged.

Hope by Grade values not shown when n < 10

Engagement | GrandMean: 3.94 (out of 5) n=2907

YOUR DISTRICT



- Engaged - 49%
- Not Engaged - 30%
- Actively Disengaged - 21%

ENGAGEMENT BY GRADE

(GrandMean)							
5th	6th	7th	8th	9th	10th	11th	12th
4.43	4.31	4.08	4.03	3.89	3.65	3.59	3.62

79% of students who strongly agree their school is committed to building strengths are engaged.

Your school must have an n-size of at least 30 to receive Engagement Index data. Engagement by Grade values not shown when n < 10

Wellbeing | GrandMean: 8.50 (out of 10) n=3018*

YOUR DISTRICT



- Thriving - 61%
- Struggling - 38%
- Suffering - 1%

WELLBEING BY GRADE

(GrandMean)							
5th	6th	7th	8th	9th	10th	11th	12th
8.73	8.40	8.42	8.61	8.44	8.43	8.43	8.54

57% of thriving students are engaged.

Wellbeing by Grade values not shown when n < 10

- No data available

* The wellbeing n size represents the total respondent population. Hope, engagement and wellbeing n sizes differ if students chose not to answer one or more hope or engagement items.

Hope | GrandMean:

YOUR DISTRICT
4.39
(out of 5) n = 2884

YOUR STATE**
4.41
(out of 5) n = 7176

YOUR NATION**
4.40
(out of 5) n = 309654

YOUR DISTRICT



■ Hopeful - 50%
■ Stuck - 35%
■ Discouraged - 15%

Hopeful Stuck Discouraged

YOUR DISTRICT	50	35	15
YOUR STATE**	52	34	14
YOUR NATION**	54	32	14

Hope Items		Total n	Item Responses					Mean Score by Grade								Overall Item GrandMean
			%1	%2	%3	%4	%5	5th	6th	7th	8th	9th	10th	11th	12th	
Graduate	YOUR DISTRICT	2983	1	1	3	8	87	4.69	4.83	4.75	4.84	4.85	4.83	4.81	4.85	4.80
	YOUR STATE**	7432	1	0	3	10	86	4.67	4.74	4.75	4.87	4.84	4.85	4.84	4.87	4.79
Adult cares	YOUR DISTRICT	3001	1	1	3	8	87	4.80	4.89	4.80	4.87	4.76	4.74	4.75	4.72	4.79
	YOUR STATE**	7483	1	1	3	7	88	4.82	4.85	4.81	4.85	4.79	4.76	4.77	4.75	4.81
Get good grades	YOUR DISTRICT	2997	2	2	11	34	51	4.30	4.39	4.27	4.33	4.35	4.21	4.26	4.33	4.30
	YOUR STATE**	7475	1	2	11	33	53	4.34	4.38	4.31	4.38	4.35	4.28	4.29	4.38	4.34
Pursue goals	YOUR DISTRICT	2989	1	3	17	41	38	4.24	4.31	4.09	4.15	4.01	3.96	4.08	4.05	4.11
	YOUR STATE**	7437	1	3	15	41	40	4.29	4.24	4.15	4.16	4.02	4.06	4.07	4.13	4.16
Ways around problem	YOUR DISTRICT	3000	3	6	25	37	29	3.59	3.90	3.71	3.89	3.82	3.81	3.82	4.04	3.82
	YOUR STATE**	7460	3	7	24	36	30	3.76	3.78	3.78	3.89	3.82	3.90	3.86	4.08	3.84
Find a good job	YOUR DISTRICT	2949	1	2	11	26	60	4.57	4.69	4.52	4.44	4.35	4.29	4.23	4.32	4.42
	YOUR STATE**	7369	1	2	10	26	61	4.53	4.55	4.48	4.49	4.32	4.32	4.21	4.33	4.44
Hope GrandMean by Grade	YOUR DISTRICT	2884						4.38	4.52	4.37	4.44	4.36	4.32	4.34	4.39	4.39
	YOUR STATE**	7176						4.42	4.44	4.39	4.45	4.37	4.37	4.35	4.43	4.41

- No data available

** State and overall data reflect an aggregate of the convenience sample of schools and districts and are thereby not representative of the state or U.S. student populations

Engagement | GrandMean:

YOUR DISTRICT

3.94

(out of 5) n = 2907

YOUR STATE**

4.11

(out of 5) n = 7231

YOUR NATION**

4.10

(out of 5) n = 310255

YOUR DISTRICT



Engaged - 49%
Not Engaged - 30%
Actively Disengaged - 21%

Engaged Not Engaged Actively Disengaged

YOUR DISTRICT	49	30	21
YOUR STATE**	59	26	15
YOUR NATION**	60	25	15

Engagement Items		Total n	Item Responses					Mean Score by Grade								Overall Item GrandMean
			%1	%2	%3	%4	%5	5th	6th	7th	8th	9th	10th	11th	12th	
Best friend	YOUR DISTRICT	2997	3	2	4	9	82	4.78	4.81	4.81	4.78	4.68	4.58	4.46	4.40	4.66
	YOUR STATE**	7481	2	2	3	8	85	4.77	4.79	4.80	4.79	4.67	4.62	4.50	4.45	4.71
Feel safe	YOUR DISTRICT	2999	6	8	18	31	37	4.49	4.24	3.92	3.82	3.79	3.58	3.40	3.59	3.85
	YOUR STATE**	7465	5	5	14	27	49	4.52	4.36	4.10	4.16	3.96	3.81	3.72	3.79	4.12
Schoolwork important	YOUR DISTRICT	2992	5	6	17	30	42	4.58	4.37	4.15	4.07	3.82	3.67	3.66	3.60	3.98
	YOUR STATE**	7473	4	5	14	27	50	4.59	4.44	4.19	4.28	3.95	3.72	3.74	3.75	4.17
Opportunity to do best	YOUR DISTRICT	2982	6	7	19	31	37	4.26	4.25	3.96	3.89	3.80	3.56	3.50	3.56	3.84
	YOUR STATE**	7437	5	6	16	31	42	4.29	4.22	3.98	4.04	3.91	3.74	3.66	3.70	4.00
Recognition	YOUR DISTRICT	2967	18	13	17	23	29	4.00	3.87	3.46	3.48	3.31	2.85	2.90	2.89	3.33
	YOUR STATE**	7371	14	11	17	24	34	4.01	3.85	3.60	3.66	3.28	2.98	3.01	3.08	3.53
*School committed to strengths	YOUR DISTRICT	2944	5	10	19	30	36	4.58	4.30	4.08	3.96	3.77	3.35	3.30	3.19	3.80
	YOUR STATE**	7351	4	6	15	28	47	4.56	4.44	4.18	4.17	3.87	3.58	3.44	3.43	4.07
*Volunteered time	YOUR DISTRICT	2939	10	10	21	25	34	3.79	4.00	3.57	3.65	3.58	3.35	3.54	3.65	3.63
	YOUR STATE**	7324	9	9	20	26	36	3.89	3.85	3.67	3.71	3.63	3.35	3.53	3.62	3.69
Engagement GrandMean by Grade	YOUR DISTRICT	2907						4.43	4.31	4.08	4.03	3.89	3.65	3.59	3.62	3.94
	YOUR STATE**	7231						4.44	4.34	4.15	4.20	3.96	3.77	3.73	3.77	4.11

- No data available

** State and overall data reflect an aggregate of the convenience sample of schools and districts and are thereby not representative of the state or U.S. student populations

* Not included in Engagement Index or Engagement GrandMean calculations

Wellbeing | GrandMean:

YOUR DISTRICT
8.50
(out of 10) n = 3018

YOUR STATE**
8.54
(out of 10) n = 7517

YOUR NATION**
8.55
(out of 10) n = 326426

YOUR DISTRICT



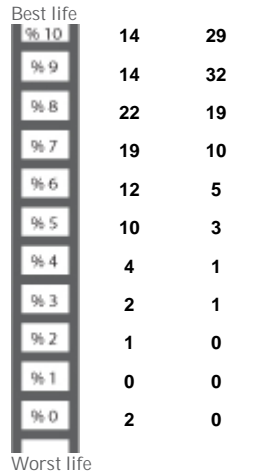
■ Thriving - 61%
■ Struggling - 38%
■ Suffering - 1%

Thriving Struggling Suffering

YOUR DISTRICT	61	38	1
YOUR STATE**	64	35	1
YOUR NATION**	67	32	1

Wellbeing Items¹

YOUR DISTRICT
Step at Step in
This Time 5 Years



Step at this time

YOUR DISTRICT
YOUR STATE**

3018
7517

Step in five years

YOUR DISTRICT
YOUR STATE**

3018
7517

Item Responses
%No %Yes

Mean Score by Grade								Overall Item GrandMean
5th	6th	7th	8th	9th	10th	11th	12th	
7.41	7.74	7.21	7.19	7.13	7.07	7.06	6.91	7.21
7.69	7.74	7.48	7.45	7.11	7.11	7.08	7.05	7.41
8.73	8.40	8.42	8.61	8.44	8.43	8.43	8.54	8.50
8.61	8.56	8.53	8.64	8.37	8.49	8.38	8.58	8.54
Item %Yes Score Comparison by Grade								
5th	6th	7th	8th	9th	10th	11th	12th	
77	63	57	56	61	51	54	52	
76	67	63	60	61	53	57	57	
83	84	88	84	88	83	83	80	
85	85	89	87	87	85	83	83	
82	77	74	74	75	72	71	68	
86	80	77	78	76	72	69	70	
87	85	84	84	75	69	67	65	
87	88	86	83	77	73	67	68	
19	16	17	16	17	16	16	15	
19	17	15	15	17	17	16	15	
96	96	93	96	94	94	95	90	
95	96	95	96	94	94	95	92	
8.73	8.40	8.42	8.61	8.44	8.43	8.43	8.54	8.50
8.61	8.56	8.53	8.64	8.37	8.49	8.38	8.58	8.54

- No data available

*Not included in Wellbeing Index or GrandMean calculations

**State and overall data reflect an aggregate of the convenience sample of schools and districts and are thereby not representative of the state or U.S. student populations

¹WB Index calculated from responses to "Step at this time" and "Step in five years". WB GrandMean calculated from responses to "Step in 5 Years".

Every school has a story ... what's yours?



The Gallup Student Poll Community Solutions are designed to get all Americans involved in preparing our young people for a promising future.

We need to come together to ensure that every student has the best chance of graduating from high school and college and landing a good job.

Without a sound education and a good job, the American dream becomes the American Myth.

The conversation about the future of American youth starts with a shared understanding of hope, engagement, and wellbeing and data collected through the Gallup Student Poll.

1st Share Your Story

Is your school really known in your community? Share your Gallup Student Poll Scorecard with your local stakeholders. Consider the following questions:

- Which people (in and out of the school system) do you want to share the Gallup Student Poll Scorecard with today?
- How do you want to share a summary of data from the Gallup Student Poll Scorecard with parents next week?
- Which community members and afterschool programs do you want to share a summary of data from the Gallup Student Poll Scorecard within two weeks?

2nd Act on the Numbers

Your data is a springboard to action. Invite educators in your school and your community to work together and use the data to drive student hope, engagement, and wellbeing by answering these questions:

- What are your goals for changes you would like to see in your school in one, five, and ten years?
- How are these goals linked with specific indicators on the Gallup Student Poll Scorecard?
- The 10-year goals for the Gallup Student Poll are to double hope, build engaged schools, and boost wellbeing. Gallup aims to help 5 million students discover and develop their strengths. How can you achieve these goals in your school?
- As a nation, we must attain a high school graduation rate of 85% or better. What can you do to achieve this in your school?

3rd Your Solutions

How can you engage your community to pursue these goals with you?

Sharing Your Gallup Student Poll Results

Gallup encourages schools and districts to share their Gallup Student Poll results with your local community and key stakeholders. Below are some guidelines for the public release of school, district, and the overall convenience sample data and results.

- You may share the Gallup Student Poll participation results for your school and/or district. The total number of respondents for your school or district is represented by the wellbeing n size on the scorecard. Your school or district participation rate is based upon the total number of eligible students in your school. Students in grades 5 through 12 are eligible to participate in the Gallup Student Poll.
- Please include the Gallup Student Poll methodology and limitations of polling. If most eligible students in grades five through twelve were polled, the district (or school) may indicate that the data represent a census.
- Please do not compare your school or district's data to the overall line of data on your scorecard when publicly sharing results. **Since the overall data found in your school or district report is an aggregate of a convenience sample of all schools and districts that opted to participate in the Gallup Student Poll within that survey year, the data are not representative of the U.S. population of students in grades 5 through 12 and are thereby not fit for data comparisons.**
- Please communicate ranges in data across schools within the district.
- You may share district or school plans to utilize the data to inform strategies and focus.

If you would like more information on how to publicly share Gallup Student Poll data, please email Gallup at Studentpoll@gallup.com.

Gallup Student Poll Methodology

The annual Gallup Student Poll is offered at no cost to public schools and districts in the United States. The online poll is completed by a convenience sample of schools and districts each fall. Schools participating in the annual Gallup Student Poll are not randomly selected and are neither charged nor given any incentives beyond receipt of school-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Tuesday through Friday only. The Gallup Student Poll is administered to students in grades 5 through 12. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics that predicts student success in academic and other youth development settings.

Limitations of Convenience Sample Polling

The overall data from the annual administration of the Gallup Student Poll does not reflect responses from a nationally representative sample of students, and the overall data are not statistically weighted to reflect the U.S. student population; thereby, overall data and scorecards cannot be used by local schools and districts as a fit data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the universe of the participating school or district.

Community Solutions

The 20 Community Solutions are designed to promote the best in American youth. Every person in a community can do one thing to enhance hope, engagement, or wellbeing. Five of these strategies involve making the most of a student's strengths. When we focus on what is right with students, we help them become more successful.

Learn more about the Gallup Student Poll Education and Consulting Services

	Hope	Engagement	Wellbeing	Strengths
	"I can find lots of ways around any problem."	"At this school, I have the opportunity to do what I do best everyday."	"On which step of the life ladder (0-10) do you think you will stand in five years."	"I can quickly name my own strengths."
	Goal Double Hope	Goal Build Engaged Schools	Goal Boost Wellbeing	Goal Discover and Develop Strengths
Parents and Other Caregivers	Hope Talk to your child about the future. Make your child's goal(s) a topic of conversation at home. Help your child develop the ideas and energy needed to make a goal a reality.	Engagement Give your child personalized feedback, recognition, and praise for effort and doing what he or she does best.	Wellbeing Spend quality social time with your child and create a place in the home where he or she can entertain friends.	Strengths Name your child's strengths by administering a strengths measure, printing results, and posting them in the home.
	Conversation Starter "What are your hopes and wishes for the future? What do you need to get where you want to go?"	Conversation Starter "Let's celebrate your great work on <i>name of specific task</i> by spending the next hour playing your favorite game."	Conversation Starter "When do you want to invite your friends over to our home? I am happy to help you plan for that."	Conversation Starter "How did you use <i>name of a specific strength</i> at school today?"
Teachers, Counselors, and Advisors	Hope Help students develop numerous ways to overcome obstacles and to get good grades.	Engagement Get to know your students even better by connecting with them on an individual level and by identifying the interests and resources of every student.	Wellbeing Give students time each week to do what they do best with an emphasis on linking school success to future success in school and work.	Strengths First, discover and develop your own strengths. Then, help students use strengths in good times and in bad.
	Classroom Activity Students get stuck when real and perceived obstacles block academic goals. Ask students about the big obstacles to getting a good grade on an assignment or test. Encourage students to help each other overcome the personal and situational obstacles.	Classroom Activity Conduct a brief, 1 on 1 "Focus on You" with each of your students (during the first term of a school year if possible). Have students answer the following questions:	Classroom Activity Encourage the students to keep a weekly success log that is divided into three sections: <ol style="list-style-type: none"> 1. My Successes 2. How Are My Successes Connected to my School 	Classroom Activity Ask the students to write about and/or draw an illustration of a time when one of their strengths helped him/her succeed on a difficult task. Ask for volunteers who wish to read/explain their illustrations to classmates or just to you. Share

1. "What name do you prefer to be called?"
2. "What are your "hot buttons" (i.e., activities/things that interest, excite, or are important to you)?"
3. "Who makes you feel like you matter?"

3. How Are My Successes Connected to My Future

Have students review their log monthly to choose a best success to share with a caring adult. Encourage students to share best successes at parent- teacher conferences.

strengths stories at parent-teacher conferences.

Principals and Superintendents

Hope | Conduct a barrier analysis with teachers and students to identify the biggest obstacles to students making good grades in school.

Engagement | Demonstrate the relevance of today's elementary and secondary coursework for higher education and the emerging workforce while maintaining the rigor associated with high academic standards.

Wellbeing | Invite teachers to nominate alums of your school who are successful community members who appear to have high wellbeing. Work with each role model to develop a plan on how they could share their experiences with young people from their home neighborhood.

Strengths | Develop a strengths-based leadership team at your school.

Leadership and Policy Implication | Eliminate the barriers to student achievement. Start with small obstacles and work toward necessary policy changes.

Leadership and Policy Implication | Students who see schoolwork as important become engaged at school. Schoolwork is considered important if the relevance of what students learn today is linked to what they will be learning in the future and to their chosen field of work.

Leadership and Policy Implication | Alums of your school will be considered more appealing role models for success and wellbeing. Help students generate a positive outlook for the future by connecting with a diverse group of caring adults.

Leadership and Policy Implication | Identify the strengths of the leaders in your school system and work to leverage the strengths of the entire leadership team. Meet follower (teachers, parents, afterschool counselors, community members, students) needs of compassion, trust, stability, and hope.

Afterschool Counselors and Peer Mentors

Hope | Provide at least one mentor to each student through your program or another partner program in the community.

Engagement | Conduct some of the after school activities on a nearby school campus.

Wellbeing | Always make time for fun and games.

Strengths | Program staff builds specialized skills in identifying and developing strengths of students.

Program Implication | Afterschool programs in one community can align with other programs and provide higher quality wrap around services for students by strategically linking to one another and ensuring that resources (i.e., mentoring) are maximized.

Program Implication | Students flourish in safe places with the support of caring adults. Great schools and afterschool programs that come together in a common place, the school building, help students realize their safety net is big and strong.

Program Implication | Positive feelings such as interest, joy, and happiness make each day better and these emotions are associated with good health and wellbeing. Afterschool programs provide unique, specialized services, but all programs should guarantee the outcomes of laughter and smiles.

Program Implication | Students have a better chance at being successful when using their strengths rather than managing weaknesses. Trained program staff and other caring adults can help students capitalize on their strengths on a regular basis.

**Business People
and Neighbors**

Hope | Help young people make connections between doing well in school and getting a good job. Demystify the steps for making good career decisions.

Small Act | Show and tell a young person how sound education and decision-making are related to landing a good job.

Engagement | Create a safe zone around your local school. Young people who feel safe in their neighborhood and school become more engaged in daily learning.

Small Act | Conduct a safety audit of your local neighborhood, between your home and business and the nearest school building. Bring a young person along with you to see the community through his or her eyes. Visit with school principal about his or her needs to make the school safer. On a monthly basis, pick up trash, remove graffiti and blight, improve street crossings and signage, and report other safety concerns to appropriate city offices.

Wellbeing | Give young people a wellbeing boost through a positive experience that may be otherwise unavailable to them.

Small Act | Invite a young person to a fun, exciting experience at your home, neighborhood, alma mater, or office.

Strengths | Capitalize on what young people and schools in your community are doing right and encourage them to do more of it.

Small Act | Ask a young person about the highlight of their week, listen actively, mirror the enthusiasm, and ask two meaningful questions about the highlight.

Glossary of Terms

Hope | the ideas and energy we have for the future

Hopeful | students possess numerous ideas and abundant energy for the future

Stuck | students generate little momentum toward the future

Discouraged | students lack ideas and energy for the future

Engagement | involvement in and enthusiasm for school

Engaged | students are highly involved with and enthusiastic about school

Not Engaged | students are present but not involved with or enthusiastic about school

Actively Disengaged | students undermine the educational process for self and others

Wellbeing | how we think about and experience our lives

Thriving | students think about present and future life in positive terms; they tend to be in good health and have strong social support.

Struggling | students lack positive thoughts and experiences; they tend to worry about meeting the daily demands of life.

Suffering | students think about current and future life in negative terms; they tend to have less access to basic needs (e.g., good food and healthcare)

The wellbeing pie chart includes responses to questions about students' present *and* future. For example, it includes responses to the questions, "On which step of the ladder would you say you personally feel you stand at this time?" (Present) and "On which step do you think you will stand about five years from now?" (Future).

GrandMean calculations for wellbeing do not include responses to the question about students' present. In other words, they do not include responses to the question, "On which step of the ladder would you say you personally feel you stand at this time?"
