

High School Survey of Student Engagement

HSSSE 2005 Overview

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Introduction

Improving high schools is currently a priority for federal and state governments, philanthropic foundations, and professional associations. Indeed, a national summit was held in February 2005 to address this topic. Most federal and state policies in this regard, including the No Child Left Behind Act of 2001, emphasize school accountability in terms of student performance on standards-based tests. However, such tests do not typically identify the specific educational processes that lead to the outcomes the tests assess. They may document whether students and schools “measure up,” but they do not point to student behaviors and school features that can be changed to affect the test results.

This is where student engagement data can be helpful. Initially, the engagement premise appears simple, even self-evident. Under the right conditions, the more students do something, the more proficient they become. For example, the more students practice a skill – reading, writing, problem solving – the more adept they become at the respective activity, especially when they get feedback about their performance. However, engagement is actually a multifaceted concept. In addition to the important behavioral component, there is an emotional aspect (reactions to people and the school environment) and a cognitive component (willingness to embrace complex ideas). Research indicates that engaged students get more from school on all levels than do their disengaged peers (Fredricks, Blumenfeld, & Paris, 2004; National Research Council, 2004; Newmann, 1989; Norris, Pignal, & Lipps, 2003). Yet, until recently, engagement data have not been collected using a single instrument across various types of high schools in different settings.

The High School Survey of Student Engagement (HSSSE) provides the largest national database on student engagement. HSSSE results can be used almost immediately to help schools identify 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 (pronounced hessie) was pilot tested with more than 7,200 students in the spring of 2003. After revisions, HSSSE was completed voluntarily by more than 90,000 students in April 2004. The survey was again reviewed, revised, and administered to focus groups before its second administration in the spring of 2005. Usable surveys were completed by 80,904 students. This overview highlights selected 2005 findings. Subsequent reports will provide additional analyses and explore implications of the 2005 HSSSE data in more detail.

Profile of HSSSE 2005 Respondents

The students who participated in HSSSE 2005 were from 19 states. Table 1 depicts the percentages of respondents from various types of school districts compared to general population data, using the Census Bureau categories. HSSSE schools ranged in size from 117 to 3813 students, with a mean of 1262 students.

Grade Level

Of the HSSSE 2005 respondents, 29% were in the 9th grade, 30% in the 10th grade, 23% 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. Almost three fifths (59%) of the respondents indicated that most of their courses were in general/regular education. Females (30%) were more likely than males (25%) to indicate that their courses were primarily honors/college prep. Asian students also were overrepresented in the honors/college prep track and among students primarily taking courses for college credit (Table 2).

Table 1: Respondents by Type of School District		
Location	HSSSE Respondents ¹	National Student Data ²
<i>Large city (>250,000 pop.)</i>	12%	13%
<i>Mid-size city (250,000 or less)</i>	13%	14%
<i>Urban fringe, large city</i>	37%	22%
<i>Urban fringe, mid-size city</i>	18%	12%
<i>Large town (>25,000 pop.)</i>	1%	1%
<i>Small town (25,000 or less)</i>	5%	9%
<i>Rural</i>	14%	29%

Table 2: Instructional Track of Respondents by Race/Ethnicity						
	<i>Regular/General</i>	<i>Special Education</i>	<i>Courses for College Credit</i>	<i>Honors/College Prep</i>	<i>Career/Vocational</i>	<i>Don't Know</i>
<i>Latino³</i>	65%	4%	3%	13%	2%	14%
<i>American Indian</i>	54%	11%	3%	16%	5%	11%
<i>Asian</i>	46%	1%	6%	38%	1%	7%
<i>African American</i>	68%	3%	4%	16%	2%	6%
<i>White</i>	58%	2%	3%	30%	2%	5%
<i>Multiracial</i>	62%	3%	4%	23%	1%	7%
<i>Prefer not to respond</i>	46%	4%	3%	29%	2%	16%
<i>Total respondents</i>	59%	2%	3%	27%	2%	6%

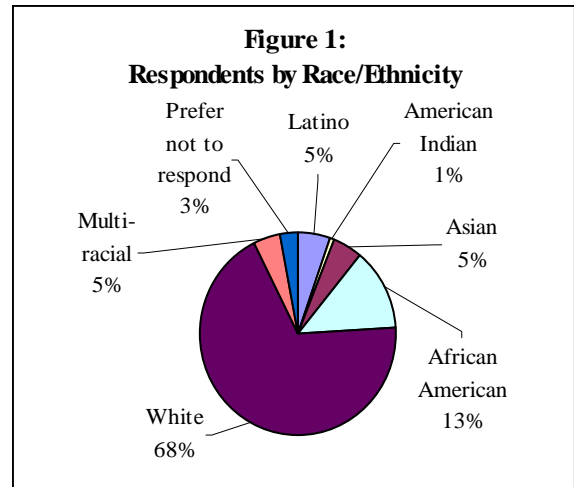
¹ Percentages in all tables and figures may add to more or less than 100 because they are rounded to the nearest whole number.

² National data for the 2002-2003 school year is from the National Center for Education Statistics (Hoffman, Sable, Naum, & Gray, 2005).

³ Respondents who marked "Other" for their race made up 0.1% of HSSSE respondents and are not included in the tables and figures by race. Throughout the Overview, racial/ethnic categories have been shortened to one term: Latino 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.

Gender and Race

Respondents were almost evenly split between males (49%) and females (51%). Figure 1 provides a profile of the HSSSE 2005 students by race/ethnicity. The gender and race breakdowns were quite similar for HSSSE respondents in 2004 and 2005 and representative of national demographic data on high school students.



Course Grades

Almost three fifths of the students reported that their grades in high school have been mostly As (16%), mixed As and Bs (32%), or mostly Bs (10%). Another 22% of the respondents reported they have mainly received mixed Bs and Cs.

- Students taking mostly honors/college prep courses (81%) were far more likely than students in the career/vocational track (28%) to say they have received mostly As or mixed As and Bs.
- Females (55%) were more likely than males (42%) to report mostly As or mixed As and Bs.

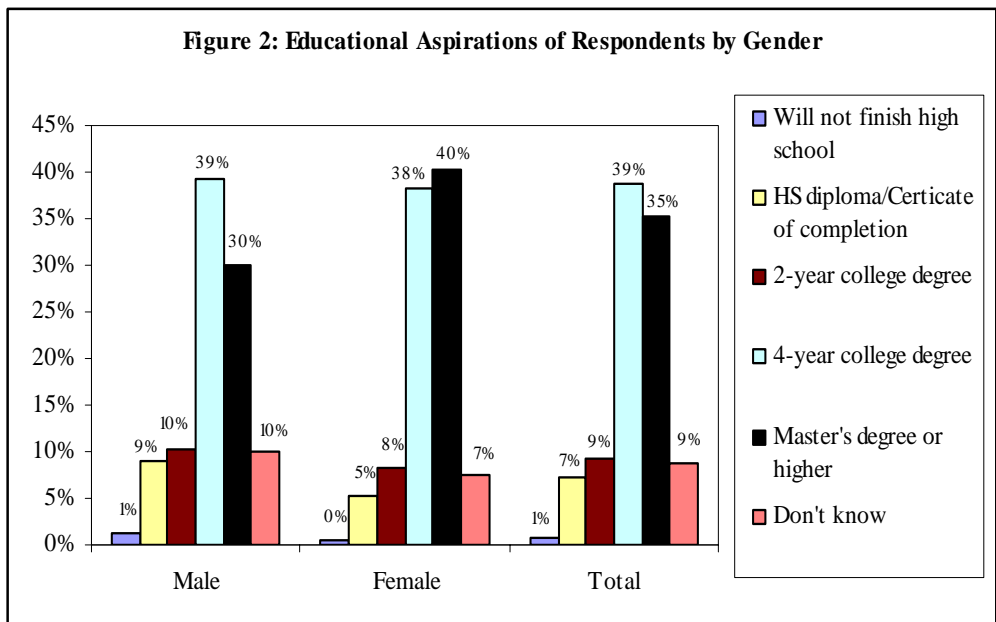
Primary Language

More than half of the Latino (55%) and almost half of the Asian (49%) students reported that English is not the main language used in their homes. In contrast, only 2% of the White, 3% of the African American, and 13% of the American Indian students said English is not the primary language in their homes.

Postsecondary Aspirations

Virtually all of the respondents said they would complete high school, but only 7% said their ultimate goal was a high school diploma. More than four fifths of the respondents (83%) indicated that they would enroll in some form of postsecondary education after high school (Figure 2).

- Almost one tenth (9%) reported that their highest degree would be a two-year associate degree, whereas almost two fifths (39%) expected to complete four years of college, and 35% aspired to a master’s degree or higher.
- Female respondents (40%) were more likely than males (30%) to aspire to a master’s degree or higher.



Selected Results

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

Time Spent in Various Activities

How students spend their time, in and out of class, has a significant bearing on their overall engagement in school (Finn, 1993). Time devoted to selected activities is depicted in Table 3. More than 20% of all respondents spent at least 11 hours a week working for pay, watching television, and socializing with friends.

- More than half (57%) of the 12th graders compared to 43% of the 9th graders spent at least eight hours per week socializing with friends.
- Females (30%) were almost twice as likely as males (16%) to spend at least eight hours per week talking on the phone.
- Males were more likely than females to spend at least eight hours a week playing video games (25% compared to 3%), exercising (24% to 13%), and watching television (42% to 32%).
- During the past year, more than half of the respondents (54%) said they spent no time volunteering, and 61% had *never* participated in a community-based project as part of a regular class.

Table 3: Time Spent per Week in Selected Activities									
Activities	Percentage of respondents devoting 0 to 20+ hours per week								
	0	1	2	3-4	5-7	8-10	11-15	18-19	20+
Preparing for class	6%	14%	12%	18%	20%	13%	10%	2%	4%
Doing volunteer work	54%	17%	11%	10%	5%	2%	1%	0%	1%
Working for pay	40%	6%	6%	10%	9%	7%	8%	3%	10%
Watching television	5%	9%	10%	19%	20%	15%	11%	2%	9%
Participating in school-sponsored activities	36%	8%	7%	9%	10%	10%	12%	3%	5%
Chatting or "surfing" online	22%	15%	11%	14%	14%	10%	7%	2%	6%
Socializing with friends	5%	5%	6%	14%	20%	18%	14%	4%	13%
Playing video games	49%	13%	8%	9%	8%	5%	3%	1%	4%
Exercising	17%	15%	13%	18%	18%	9%	5%	1%	3%
Talking on the phone	14%	23%	13%	14%	13%	8%	6%	2%	7%

School-Sponsored Activities. More than one third (36%) of the respondents were not involved in school athletics, clubs, student government, publications, or other school-sponsored activities. However, two fifths (40%) devoted at least five hours in a typical week to such activities. Students differed in their involvement in school-sponsored activities depending on their instructional track and race.

- More than two fifths of the regular education students (42%) and almost half of the career/vocational education students (49%) reported that they spent *no* time in school-sponsored activities.
- Students enrolled primarily in honors/college prep courses (44%) were far more likely than classmates in other instructional paths to participate more than seven hours per week in school-sponsored activities.
- Latino students (51%) were more likely than students in other racial groups to report that they were not involved in any school-sponsored activities (American Indian, 41%; African American, 41%; White, 34%; and Asian, 33%).

Preparing for Class. Overall, the amount of time respondents spent preparing for class was disappointing.

- Half (50%) devoted four hours or less per week to homework, reading, rehearsing, etc. (Table 3).
- One fifth (20%) spent one hour or less and 32% spent two hours or less per week in such class preparation.

Despite devoting little time to preparing for class, more than three fifths (61%) of the respondents indicated that their school places substantial (quite a bit or very much) emphasis on spending a lot of time studying and on school work.

Most students also reported they completed their assignments without devoting much time to homework. More than four fifths (81%) of the respondents indicated that they frequently (often or very often) come to class with readings or assignments completed. Coming to class with assignments completed was the behavior most highly correlated with a number of positive attitudes, such as taking pride in school work, valuing rewards at school, putting forth a great deal of effort at school, and placing a high value on learning.

Consistent with other reports, female students studied more than males. On average, females studied two more hours per week (mean=7 hours) than did their male classmates (mean=5 hours).

- Male respondents (26%) were more likely than females (14%) to indicate that they devote no time or only one hour per week to class preparation. Females (56%) were more likely than males (43%) to report spending more than four hours per week in such preparation.
- Almost three fifths (59%) of the females compared to about two fifths (41%) of the males reported that they come to class with assignments completed *very often*.

There were also differences in study patterns based on instructional track and race.

- The average amount of time spent per week preparing for class by students enrolled primarily in honors/college prep courses (mean=8 hours) was twice the mean for students enrolled in special education and career/vocational education courses (mean=4 hours).
- Asian students (18%) were far more likely than other racial groups to report spending more than 15 hours a week preparing for class (Latino, 5%; American Indian, 6%; African American, 5%; and White, 6%).

Working for Pay. Employment during high school has been found to be negatively correlated with grades, participation in school-related activities, and other student outcomes (Marsh & Kleitman, 2005). HSSSE respondents varied by grade level (Table 4) and instructional track in time devoted to working for pay. For example, 7% of the 9th graders compared to 43% of the 12th graders worked more than 10 hours a week. Almost one fourth (24%) of the 12th graders worked more than 20 hours per week. Students enrolled primarily in career/vocational courses (25%) were more than twice as likely as other students to work more than 20 hours per week.

Table 4: Time Spent per Week Working for Pay									
Grade level	Percentage of respondents devoting 0 to 20+ hours per week								
	0	1	2	3-4	5-7	8-10	11-15	16-19	20+
9th	46%	9%	9%	13%	11%	6%	3%	1%	3%
10th	44%	7%	7%	10%	10%	7%	6%	2%	6%
11th	35%	5%	5%	8%	9%	8%	11%	5%	14%
12th	29%	3%	3%	6%	7%	8%	13%	6%	24%
Total respondents	40%	6%	6%	10%	9%	7%	8%	3%	10%

Reading. Overall, respondents did not spend much time on assigned reading or reading for pleasure.

- Four fifths (80%) of the students said they spent three hours or less completing assigned readings each week.
- More than three fourths (77%) reported spending three hours or less on personal reading in books or magazines, and 84% devoted this amount of time to personal reading online.

Teacher/Student Contact

Relationships between teachers and students are an important aspect of the student experience. Teacher support has been linked to increased student learning, greater school satisfaction, and more positive attitudes toward school (National Research Council, 2004).

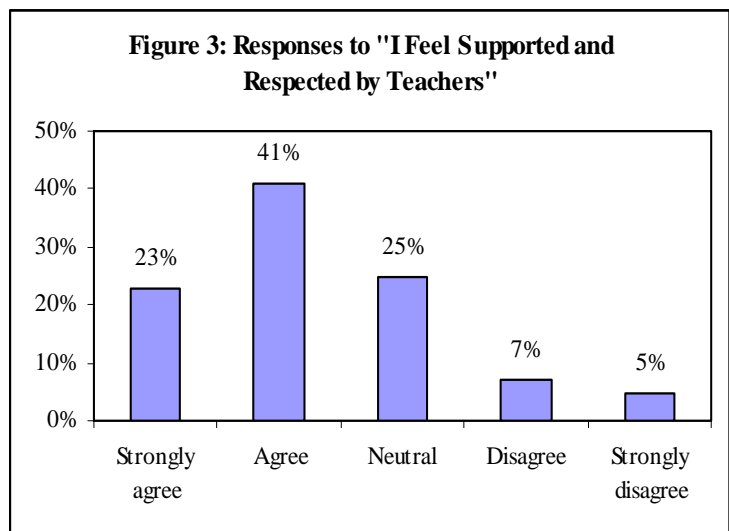
- More than half (52%) of the students had not discussed ideas from their readings or classes with a teacher outside of class during the school year. Only 15% had frequently (often or very often) had such conversations.
- Three fifths (60%) had not communicated with a teacher by email.
- However, 7 out of 10 respondents (70%) agreed they had many opportunities to ask teachers questions about their work.

Less than half (48%) of the respondents said they had frequently discussed grades or assignments with a teacher.

It is important for students to receive feedback on their assignments from their teachers. In fact, students indicating that they frequently received prompt feedback from teachers were more likely to report being challenged to do their best work at school and that their school work makes them curious to learn other things.

- Half of the respondents indicated that they never (9%) or only sometimes (41%) received prompt feedback from teachers on assignments or coursework.
- American Indian students (17%) were more likely than other racial groups to report that they *never* received prompt feedback from teachers (Latino, 14%; Asian, 9%; African American, 8%; and White, 9%).
- Less than half of the students (47%) said that their school places substantial (quite a bit or very much) emphasis on providing helpful comments on student performance.

Students also were asked whether adults at their school support and care for them. It is positive that almost two thirds (65%) of the students agreed or strongly agreed that at least one adult in their school cares about them and knows them well, and a comparable percentage (64%) said that they are supported and respected by teachers (Figure 3). However, it is disappointing that more than one third of the respondents did not voice agreement on either item.



- Respondents who strongly agreed (23%) that they are supported and respected by teachers differed in many respects from the students who strongly disagreed (5%). Those strongly agreeing were far more likely to say:

- ♦ they take pride in their school work (86% compared to 28%),
- ♦ what they learn at school is useful (75% to 19%),
- ♦ they have opportunities to ask teachers questions about their school work (89% to 25%), and
- ♦ they are challenged to do their best work at school (75% to 18%).

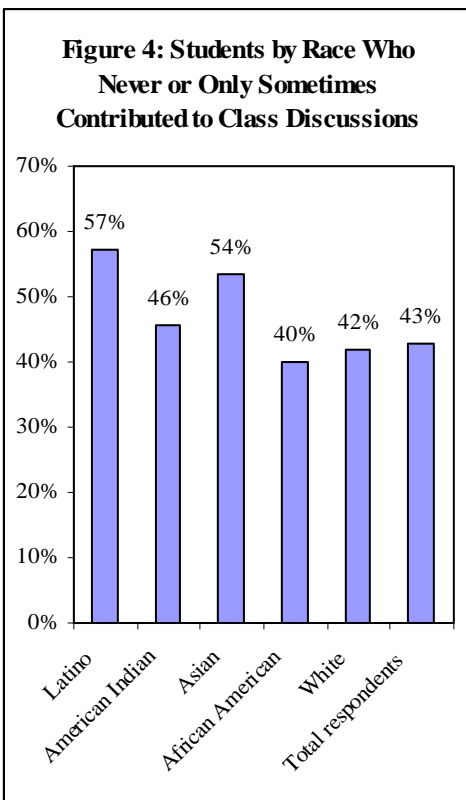


- Students strongly disagreeing that they are supported and respected by teachers were more likely to be male (65%) than female (35%).

Class Assignments and Discussions

Students are cognitively engaged when their assignments are challenging and they have opportunities to actively participate in classroom discussions and small group activities (National Research Council, 2004). Accordingly, students were asked about the number and nature of classroom interactions and assignments.

- More than two fifths (42%) of the students (37% of females and 47% of males) indicated that they had *never* or only *sometimes* worked on a paper or project using information from several sources, such as books, interviews, Internet, etc.
- About two thirds (66%) of the respondents said that they frequently (often or very often) worked with other students on projects/assignments *during* class.



- Close to half (46%) of the honors/college prep students said that they frequently put ideas together from different subjects, whereas less than one third (32%) of the general educational students said they did so.
- Only 37% of all respondents indicated that they frequently made presentations in class.

Students who frequently contributed to class discussions were more likely to say that they have a voice in classroom decisions. They also were more likely to value learning and take pride in their school work.

- Yet, less than three fifths (57%) of the respondents said they frequently contributed to class discussions.
- African American (60%) and White students (58%) were more likely than other racial groups to report frequent contributions to such discussions; Latino and Asian students were the least likely to contribute in class (Figure 4).
- Slightly more than half of the respondents (52%) said they frequently asked questions in class.

Writing

Comparing the findings from surveys of college freshmen with HSSSE data reveals that while most high school students aspire to higher education, many may not be adequately prepared for the amount of writing that will be expected of them in college (High School Survey of Student Engagement, 2005).

- More than one third of the respondents (36%) reported that they had not written *any* papers more than five pages long during the current school year (44% of 9th graders compared to 24% of 12th graders) (Table 5).

Table 5: Number of Papers More Than Five Pages Long Written by Respondents by Grade Level					
<i>Number of written papers</i>	<i>Grade level</i>				<i>Total</i>
	<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>	
0	44%	40%	30%	24%	36%
1	21%	22%	25%	25%	23%
2-3	19%	22%	26%	29%	24%
4-5	7%	8%	9%	11%	8%
6-7	3%	3%	4%	4%	4%
8-10	2%	2%	2%	3%	2%
11-14	1%	1%	1%	1%	1%
15-19	0%	0%	1%	1%	0%
20+	2%	2%	1%	2%	2%

- Respondents tended to write more short papers; but still less than two fifths (39%) had written more than three papers 3-5 pages long during the current school year.
- Females (42%) were more likely than males (30%) to say they frequently (often or very often) prepared more than two drafts of a paper.

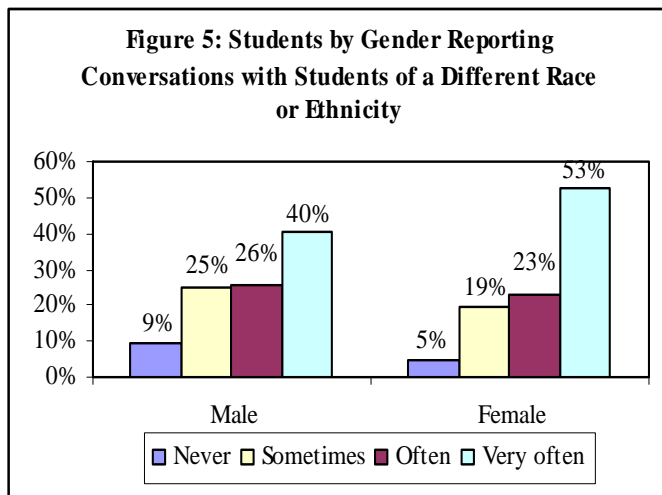
Discussing Projects and Ideas Outside Class

Engaged students typically extend discussions of class topics beyond the classroom (Daniels & Arapostethis, 2005). Thus, students were asked questions about how classroom activities have nurtured such conversations and collaboration with others.

- Only one fifth (20%) of the respondents frequently (often or very often) worked with other students on projects or assignments outside of class.
- A larger percentage of Latino (40%), African American (39%), and American Indian (35%) students reported that they *never* worked on projects with other students outside of class when compared to Asian (23%) and White (31%) students.
- Almost two fifths (39%) of the respondents frequently discussed ideas from their classes with others, such as family members or friends (45% of females compared to 32% of males).
- Males (22%) were more likely than females (13%) to say that they *never* engaged in such discussions with family or friends.

Experiences with Diversity

Meaningful, substantive interactions with people from different backgrounds are important to prepare students for life after high school.



- Only 7% of the respondents said that they never participated in a conversation with a student of a different race or ethnicity, and almost half (47%) indicated that they had such conversations very often.
- Female respondents (53%) were more likely than males (40%) to report they engaged in conversations with classmates of a different race or ethnicity very often (Figure 5).
- About two fifths (42%) also said they very often had serious conversations with students who differed from them in terms of religious beliefs, political opinions, or personal values; females (48%) were more likely than males (35%) to do so.

Students also were asked about class discussions and their school's emphasis pertaining to diversity issues.

- Only 37% of the respondents reported that views of different races, religions, genders, or political beliefs are frequently (often or very often) considered in class discussions or assignments.
- Less than half (43%) said that their school places substantial (quite a bit or very much) emphasis on encouraging contact among students from different backgrounds and beliefs.
- Almost one fourth (23%) indicated that their school places *very little* emphasis on encouraging such contact.

Perceptions of the School Environment

Students who think they are not respected or who feel socially isolated do not perform to their full potential (National Research Council, 2004). Accordingly, respondents 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.

- More than half (53%) of all respondents agreed that they care about their current school; 9th graders (56%) were more likely to agree or strongly agree than were 12th graders (50%).
- Less than one third of all respondents (31%) agreed that school rules are fair; Asian students (38%) were the most likely to agree with this sentiment, while African American students (24%) were least likely to agree.
- Less than half (47%) of the students agreed that they would select the same high school again if given the opportunity.
- Only half (50%) said that their school places significant emphasis on treating students fairly.
- About two thirds (67%) of the respondents said that people at their school, overall, accept them for who they are.



More than half (55%) of the respondents agreed they feel safe at school. Those strongly agreeing that they were supported by teachers were far more likely than those strongly disagreeing to say they feel safe in school (74% compared to 19%).

- Less than half (41%) of the special education students agreed that they feel safe at school.
- Ninth graders (52%) were less likely than 12th graders (61%) to agree they feel safe.
- African American students (41%) were far less likely than White students (60%) to agree they feel safe at school (Figure 6).

Students were asked their perceptions of selected school emphases. Three fourths (75%) of the respondents said their school places substantial (quite a bit or very much) emphasis on continuing education beyond high school. Interestingly, respondents were more likely to say their school places substantial emphasis on athletic achievement (72%) than on academic excellence (63%). Indeed, 41% said their school places *very much* emphasis on athletic achievement, whereas only 27% indicated that academic excellence is emphasized to a great degree.

Table 6 depicts students' perceptions of their school's contribution to their knowledge, skills, and personal development in various areas. More than two thirds (67%) thought their high school education contributed substantially to their writing ability, even though the vast majority of the respondents reported that they have not written many papers at least five pages long (see p. 8).

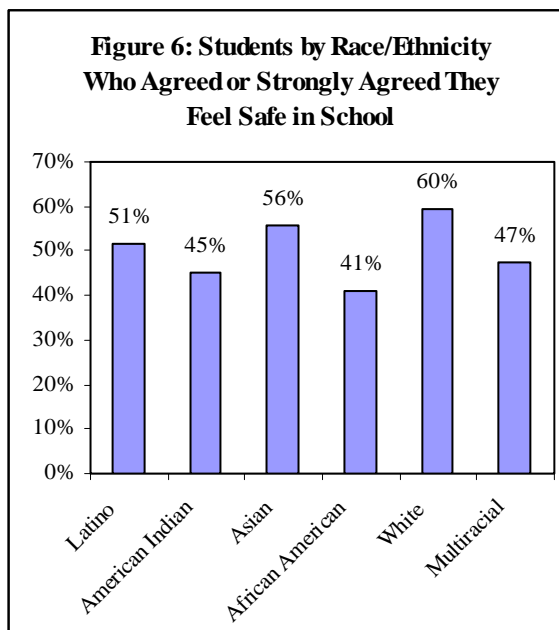
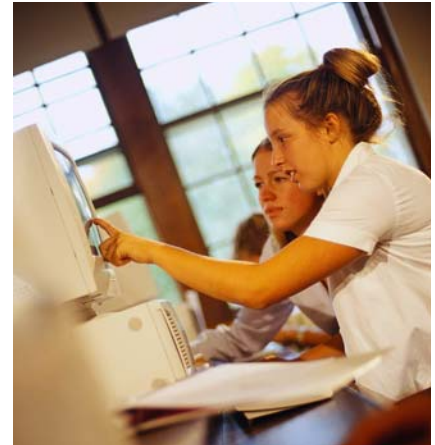


Table 6: Students' Perceptions of School Contributions to Their Knowledge, Skills, and Personal Development in Selected Areas

	<i>% indicating their school experience contributed substantially (quite a bit or very much) to personal gains</i>
<i>Writing effectively</i>	67%
<i>Learning on your own</i>	65%
<i>Working well with others</i>	64%
<i>Preparing for college</i>	64%
<i>Thinking deeply and critically</i>	61%
<i>Using computing and information technology</i>	61%
<i>Speaking effectively</i>	59%
<i>Developing clear career goals</i>	51%
<i>Developing personal values</i>	50%
<i>Learning work-related skills</i>	50%
<i>Understanding people of other racial and ethnic backgrounds</i>	49%
<i>Understanding yourself</i>	49%
<i>Solving real-world problems</i>	45%
<i>Making your community a better place</i>	34%

Student Empowerment

Students were asked about their role in deciding what they study and in determining other aspects of their school experience. Having a voice in influencing classroom decisions has been related to greater student ownership and investment in learning activities (McCombs & Whisler, 1997).



- Almost half (49%) of all respondents indicated that they have a voice in making classroom decisions. Students who strongly agreed (16%) reflected different attitudes toward their school experience than did students who strongly disagreed (6%) 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 25%),
 - ♦ what they learn at school is useful (73% to 23%),
 - ♦ they feel safe at school (69% to 25%),
 - ♦ they worked harder than they expected to work in school (59% to 26%),
 - ♦ they take pride in their school work (86% to 34%) and
 - ♦ they place a high value on learning (90% to 36%).

- More than half of the respondents (56%) agreed that they get to make choices about what they study at school.

- Almost two fifths (39%) indicated that they help determine how their school work is assessed.

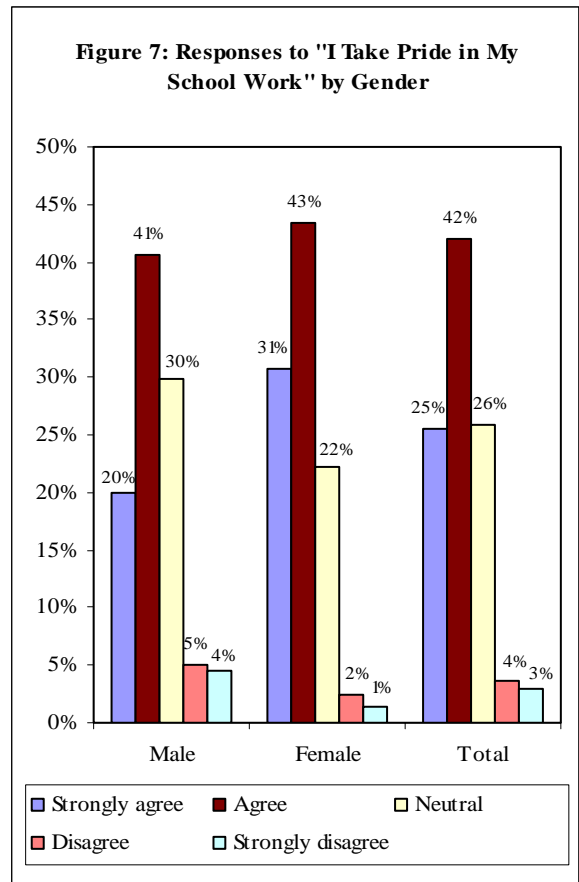
Attitudes Toward Learning, Grades, and School Work

- More than two thirds of the students (67%) agreed that they take pride in their school work, with females (74%) far more likely to do so than males (61%) (Figure 7).

- African American students (72%) were more likely than other racial groups to voice such pride (Asian, 69%; White, 68%; Latino, 59%; and American Indian, 55%).

- The vast majority of the respondents (84%) agreed it is important to make good grades (89% of the females and 79% of the males).

- About two thirds (68%) of the respondents agreed they place a high value on learning.



Slightly more than half of all respondents (53%) agreed that what they learn at school is useful. Asian (62%), Latino (60%), and African American (58%) students were more likely than White (51%) or American Indian (47%) students to voice this sentiment.

Almost 9 out of 10 respondents (88%) indicated that they have the skills necessary to complete their school work (Figure 8). However, only 38% agreed that the support they get at school encourages them to learn more, and slightly more than one third (35%) said they are excited about their classes. Students also responded to several questions pertaining to the amount of effort they expend on their school work, and there were gender and racial differences in this regard.

Only slightly more than half (53%) of the respondents agreed that they put forth a great deal of effort in their school work.

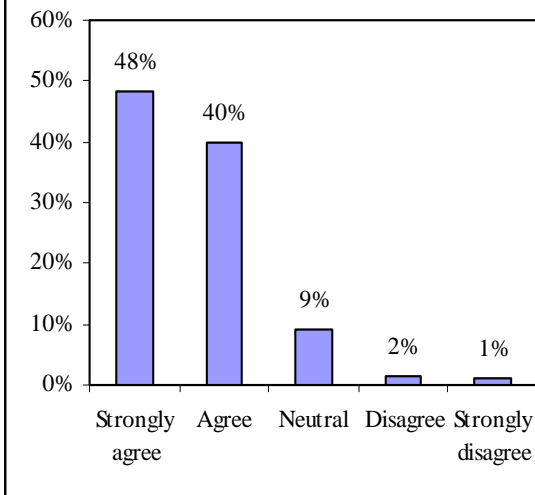
- African American (60%) and Asian (60%) students were more likely than White (53%), Latino (52%), and American Indian (48%) students to agree that they devote a great deal of effort to school work.
- Only 43% of all respondents agreed that they worked harder than they expected to work in school (39% of males compared to 47% of females).
- African American (49%), Latino (47%), and Asian (47%) students were more likely than White (42%) and American Indian (41%) students to say they worked harder than they expected to work.
- Only about half (51%) agreed they are challenged to do their best work at school, and less than half (47%) said that their school work makes them curious to learn about other things.

Students were asked if they enjoy tasks that require a lot of mental effort, and about two fifths (38%) said they frequently (often or very often) enjoyed such tasks. Almost half of the students enrolled primarily in honors/college prep courses (48%) or courses for college credit (47%) compared to about one third of the general education students (34%) said they frequently enjoyed completing tasks requiring a lot of mental effort. This item was also correlated with several positive attitudes; students who enjoyed tasks requiring a lot of mental effort were more likely to place a high value on learning, take pride in school work, be excited about classes, and to say that their school work makes them curious to learn about other things.



Another item asked students if they learned something from discussing questions that have no clear answers, and 45% of the respondents said that they frequently did. This item was highly correlated with the same positive attitudes noted above as well as with students having a voice in classroom decisions. Not surprisingly, students enrolled primarily in honors/college prep courses (55%) or courses for credit (53%) were more likely than those in the general/regular (42%) and career/vocational (41%) tracks to say they frequently learned a lot from discussing questions with no clear answers.

Figure 8: Responses to "I Have the Skills and Abilities to Complete My Work"



Final Word

Since 2004, more than 180,000 high school students have participated in HSSSE. We will continue to refine the instrument and its administration based on comments from students, teachers, administrators, and researchers.

Schools might find it helpful to use the survey every two 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 feedback and especially your comments on how you are using your HSSSE results.

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Selected Resources

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