

2016 Gallup® Student Poll

A Snapshot of Results and Findings

The Gallup Student Poll adds the voice of America's students to measures of school success. With nearly 5 million completes since 2009, the survey helps educators provide a more positive school culture — one that builds engagement, creates hope for the future, fosters talent and prepares students to meaningfully participate in the economy. Gallup Student Poll measures are linked to desirable learning outcomes, including self-reported grades, perception of school success and self-reported absenteeism.



ENGAGEMENT

The involvement in and enthusiasm for school. Based on responses to the nine engagement items, Gallup categorizes students as engaged, not engaged or actively disengaged.

Engaged students are ...

2.5x

more likely to say they get excellent grades

2.5x

more likely to strongly agree they do well in school

4.5x

more likely to be hopeful

... than their **actively disengaged** peers.

Actively Disengaged students are ...

10.0x

more likely to strongly disagree that they do well in school

9.0x

more likely to say they get poor grades at school

7.2x

more likely to be discouraged

2.0x

more likely to say they missed a lot of school last year

... than their **engaged** peers.



HOPE

The ideas and energy students have for the future. Based on responses to the seven hope items, Gallup categorizes students as hopeful, stuck or discouraged.

Hopeful students are ...

2.8x

more likely to say they get excellent grades

3.1x

more likely to strongly agree they do well in school

4.1x

more likely to be engaged with school

2.2x

less likely to say they miss a lot of school

... than their **discouraged** peers.

Engagement and hope are linked to plans after high school.

- Students who plan to attend a four-year college, plan to start their own business or plan to volunteer or serve on a mission are most engaged and hopeful. Students who plan to go to a four-year college are more than twice as likely to be engaged with school as they are to be actively disengaged.
- Students who plan to take time off after high school are least engaged and hopeful. Further, high school students who plan to take time off after they graduate are more than two times as likely to be actively disengaged with school as they are to be engaged.

Engagement and hope vary somewhat by race and are similar by gender.

- Engagement and hope are highest among Asian and white students.
- Male and female students are equally likely to be engaged and hopeful with school.

Involvement in activities is linked to engagement, hope and self-reported performance in school.

Students who strongly agree they are **involved in at least one activity** are ...

1.6x

more likely to be engaged

1.7x

more likely to be hopeful

2.1x

more likely to say they get excellent grades

2.1x

more likely to say they do well at school

... than their **less-involved** peers.

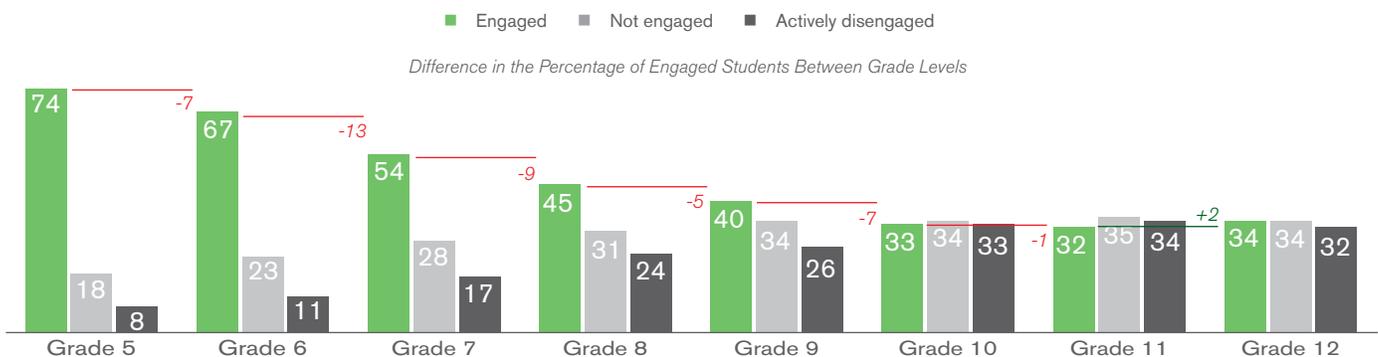
Students in upper grades are less likely to be engaged and hopeful than students in lower grades.

- ↑ As grade level increases, the percentage of students who are engaged decreases,
- ↓ the percentage of students who are actively disengaged increases and the percentage of students who are hopeful marginally decreases.

- Students in 5th grade are much more likely to be engaged than actively disengaged with school. Students in grades 10 through 12 are about as likely to be actively disengaged as they are to be engaged with school.
- Among the nine engagement items, excitement about the future and having a best friend at school are two areas of strength for all grade levels, whereas having fun and doing what they do best are the clearest areas of opportunity for each grade level.

Student Engagement — By Grade

% ENGAGED



Engagement Items

% STRONGLY AGREE

5th graders are **2.9x** more likely to strongly agree

These two engagement items help explain the difference in student engagement between lower and upper grades.

5th graders are **2.8x** more likely to strongly agree

	Do best	Schoolwork important	Feel safe	Have fun	Best friend	Good work	Something interesting	Adults care	Excited about the future
Grade 5	35	66	62	47	84	50	59	67	71
Grade 11	17	28	30	16	57	30	32	24	44

Top Drivers of Excellent Grades

These items represent the top five drivers of self-reported “excellent” grades. Strong agreement with these engagement and hope items leads to the highest likelihood of reporting “excellent” grades among the engagement and hope items studied.

Grades 5 through 8:

- I know I will graduate from high school.
- I have a great future ahead of me.
- I can think of many ways to get good grades.
- I can find many ways around problems.
- I know I will find a good job in the future.

Grades 9 through 12:

- At this school, I get to do what I do best every day.
- I know I will graduate from high school.
- I have a great future ahead of me.
- I can think of many ways to get good grades.
- I can find many ways around problems.



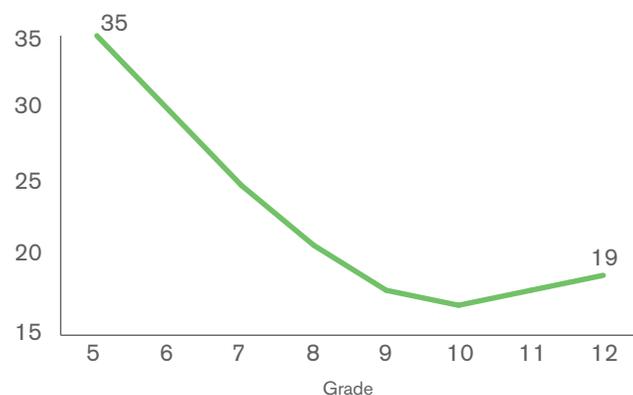
ENTREPRENEURIAL ASPIRATION

The talent and energy necessary to build businesses that survive, thrive and employ others.

- Students in upper grades are less likely than students in lower grades to strongly agree they plan to start a business.
- More male students (17%) than female students (12%) strongly agree that they will invent something that changes the world.
- Black students express high entrepreneurial aspiration; 36% of black students strongly agree they plan to start their own business compared with 18% of white students.
- Engaged and hopeful students express more entrepreneurial aspiration and experience.

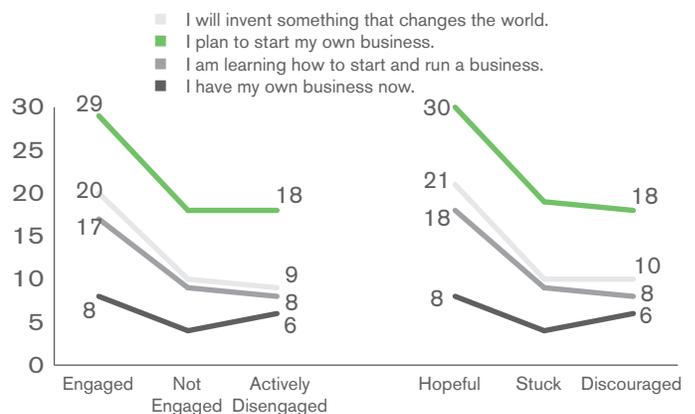
“I plan to start my own business.” — By Grade

% STRONGLY AGREE



Entrepreneurship Aspiration — By Engagement and Hope Categories

% STRONGLY AGREE





FINANCIAL/CAREER LITERACY

The information, attitudes and behaviors that students need for healthy participation in the economy.

- Male and female students are equally likely to strongly agree they have a bank account, but more male than female students strongly agree they are learning how to save and spend money and have a paying job.
- White students are most likely to strongly agree they have a bank account with money in it.
- Hispanic students are least likely to strongly agree they have a bank account with money in it.
- Black students are most likely to strongly agree they are learning how to save and spend money.
- Asian students are least likely to strongly agree they have a paying job now or are learning how to save and spend money.
- Students planning to attend a four-year college after high school are most likely to strongly agree they have a bank account with money in it. Those who plan to start their own business are most likely to strongly agree they are learning how to save and spend money.

Career/Financial Literacy — By Demographics

% STRONGLY AGREE

	Male	Female	Hispanic	Two or more races	White	Black	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native
Have a bank account	46	45	34	49	55	42	40	43	40
Learning to save and spend money	44	41	42	43	40	51	35	41	45
Have a paying job	19	16	15	18	19	19	10	17	19

ABOUT THE GALLUP STUDENT POLL

The Gallup Student Poll is an online survey of students in grades 5 through 12 completed by a convenience sample of schools and districts each fall. It is offered at no cost for U.S. and Canadian schools and districts. Participation rates vary by school, though schools are encouraged to conduct a census of their eligible student population. The overall data from the annual administration of the Gallup Student Poll may not reflect responses from a nationally representative sample of students. The data are not statistically weighted and overall results are not generalizable to the U.S. or Canadian populations. Results and findings in this report are based on the survey of 918,828 students conducted September 26 through October 28, 2016. Groups with n < 300 are excluded from results. Participating schools and districts are provided a scorecard, which provides meaningful data for local comparisons.

Participation

915,214

U.S. students

50

States, including Washington, D.C.

540

U.S. public school districts

2,940

U.S. public schools

909,617

U.S. public school students

34

U.S. private schools

5,597

U.S. private school students

3

Canada school divisions

29

Canada schools

3,614

Canada students