Impostorism is the failure to internalize success and the feeling that one’s successes stem from luck rather than innate talent. Previous research has indicated that honors college students have significantly higher Impostor Phenomenon (IP) scores (a measure of impostorism) than do non-honors students as measured by the widely used Clance IP Scale (CIPS). I surveyed 181 students at my high school and examined the variables of gender, ethnicity, and number of advanced classes taken alongside the CIPS. I also collected data on student demographics and educational behaviors. I found no statistically significant differences between the IP scores of students of different ethnicities and male and female students (p=0.14). No statistically significant correlation was found between the number of advanced classes taken and IP score (p=0.41). However, students with higher IP scores were more likely to feel that they were struggling more than their peers in their most difficult class (p < 0.0001) and were less likely to seek help from a teacher, student, or tutor (p < 0.0001). The mean respondent reported a significantly higher IP score than the mean IP score reported by studies of students from public and private colleges in the Southeastern United States (males: p=0.0028, Cohen’s d=0.61, females p=0.011, Cohen’s d=0.38). Because the IP is positively correlated with depression and generalized anxiety, identifying student populations susceptible to elevated IP scores can allow schools to help their students realize their full potential.