



PREPARED FOR:

PORTLAND PUBLIC SCHOOLS

Successful Schools Survey Summary

Student Results (Grades 5, 7, 10)

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1. | SURVEY METHODOLOGY

From February 4th to the present date, Portland Public Schools (PPS) has been engaged in surveying PPS students. Students were targeted in the following grades: 5th (N=2,087), 7th (N=2,229), and 10th (N=1,151). Within these grades, a total of 5,467 students completed the survey. For the purposes of this report, grade 5 is described as elementary school, grade 7 as middle school, and 10 as high school. The questionnaire for elementary school was substantially different from the survey administered to middle school and high school students. For that reason, this report analyzes the elementary school results separate from the other grade ranges.

The survey questionnaire was developed by PPS with assistance from community-based organizations and select District staff. As a model, PPS used the California Healthy Kids Survey. Outreach was conducted internally by PPS with the use of staff emails, school secretaries/administrators, social media, and opportunities at staff meetings. Outreach efforts differed by school. Students were able to complete the survey in a variety of ways: Through paper copies that were distributed by the District; an online version of the same questionnaire made available at www.inside.pps.net; and through an online PDF made available for download and printing. Surveys were made available in 6 languages: English, Spanish, Vietnamese, Somali, Russian, and Mandarin/Chinese. Data-entry was conducted by PPS System Planning and Performance staff and is ongoing.

All survey results were made available to DHM Research for data processing and analysis. Substantially incomplete survey results were not included in final reporting. Furthermore, this report does not include 5th, 7th, and 10th grade student survey data collected from the end of April through June of 2015. Open-ended responses are still being processed and will be made available at a later date. Results in this document are presented as both statistically weighted by gender and ethnicity to reflect the PPS student population as well as un-weighted. Ultimately, differences between the two were minimal. The annotated questionnaire in Section 4 shows both results in comparison for entirety of the three surveys: elementary, middle, and high school. This report will analyze the weighted results. Additionally, African-American/Black, Hispanic/Latino, Native American, and Pacific Islander parents and guardians are often grouped under the demographic designation of Historically Underserved. Results in the annotated questionnaire may add up to 99% or 101% due to rounding.

2. | KEY TAKEAWAYS

Students who took the survey were positive about their school, with particularly high ratings for their school's inclusive and supportive teachers and staff.

- Strong majorities of elementary, middle, and high school students agreed with the following statements:
 - Their school is a supportive and inviting place for students to learn.
 - Teachers and other grown-ups at their school care about them.
 - Teachers treat students fairly at their school.
- Furthermore, high rates of middle and high school students found the following statements to be true about their school:
 - There is a teacher or some other adult who really cares about me.
 - There is a teacher or some other adult who tells me when I do a good job.
- Students not from historically underserved racial/ethnic groups tended to provide more positive scores on these issues—and many others—when compared to their historically underserved counterparts.

There were several issues that students showed a level of concern with that PPS may want to address, primarily dealing with student teasing and bullying and potential racial/ethnic divisions.

- 52% of middle school students said they had *"been made fun of, insulted, or called names"* at least once in the last 12 months.
- 40% of high school students said they had both *"been made fun of, insulted, or called names"* and *"had sexual jokes, comments, or gestures"* made about them at least once in the last 12 months.
- Non-historically underserved middle school students were more likely (89%) than their historically underserved counterparts (76%) to have not been harassed or bullied due to their race, ethnicity, or nationality on school property in the past year.
 - Again, students not from historically underserved racial/ethnic groups tended to feel safer and less bullied than their historically underserved counterparts. This was largely the case for all grades.
- Additionally, African American and Hispanic/Latino middle and high school students were more likely than White students to agree that they had been *"disrespected by adults at school because of their race, ethnicity, or culture."*
- Elementary school students were asked if their *"class lessons include examples of their racial, ethnic, or cultural background."* Notably, 29% believed that class lessons *"never"* included examples of their background.
 - Results were similar across grades, with notably high disagreement with the statement that *"class lessons include examples of their racial, ethnic, or cultural background"* among African American middle school students and Hispanic high school students.

3. | ANALYSIS

3.1.1 | Elementary School: Introduction & Student Profile (Q2-Q6)

Elementary school students of PPS district schools were asked to participate in a voluntary survey to help improve school programs. A focus was placed on those students currently in 5th grade during the administration of the survey, and as such, only those responses from 5th graders have been analyzed in this Elementary School section of the report.

After indicating their grade (Q2), students were asked *"did you eat breakfast this morning?"* (Q3). Some 87% of participants provided a response of "yes," with the remaining 13% indicating that they had not eaten breakfast that morning. Those who self-identified as having a historically underserved racial/ethnic background were more likely (19%) than their non-historically underserved counterparts to have not eaten breakfast that morning (10%).

Participants were asked to indicate *"how many years have you been at this school?"* (Q4). Some two-thirds of elementary school students had been at their current school for *"5 years or more"* (67%) as compared to the one in ten who provided responses of *"1 year," "2 years," "3 years,"* or *"4 years,"* respectively (7-10%). Some 71% of those with a racial/ethnic background not considered historically underserved had been at their school for *"5 years or more,"* as compared to just 59% of the historically underserved population.

When asked *"do you attend school in the neighborhood where you live?"* (Q5) 58% provided a response of "yes," as compared to the 25% who said "no," and 18% who did not know. Non-historically underserved elementary school students were more likely (61%) than their historically underserved counterparts (51%) to attend school in the neighborhood where they live. Conversely, historically underserved participants provided the response of *"I don't know"* at a higher rate (21%) than their non-historically underserved counterparts (15%).

Finally, students were asked if they planned *"to go to college or some other school after high school"* (Q6), with some eight in ten (81%) providing a response of "yes," just 2% of respondents answering with "no," and the remaining 17% indicating that they were unsure of their plans after high school. "Yes" responses were provided at a higher rate by non-historically underserved participants (84%) than by their historically underserved counterparts (77%). Elementary school students self-identifying as having a historically underserved racial/ethnic background were substantially more likely to unsure of their plans beyond high school (20%) than their non-historically underserved counterparts (15%).

3.1.2 | Elementary School: Student Perceptions (Q7-Q50)

Survey participants were presented with a long series of questions about their perceptions of their school, which were assessed on the scale of: Yes, all of the time; yes, most of the time; yes, some of the time; and no, never. This section of the survey has been broken out into pertinent thematic categories. These categories include “*school conditions*,” “*student self-appraisal*,” “*learning environment*,” “*teachers and grown-ups*,” and “*rules and behavior*.” Within each of these sections, key questions have been identified and analyzed to provide a summary of each thematic category. Full questions and response information can be found in the Annotated Questionnaire appended to this report in Section 4.

School Conditions (Q7-Q9): Students were asked a variety of questions assessing their school’s condition on the basis of school building cleanliness and condition, school cleanness and tidiness, and if their school grounds were kept clean. When asked “*are the school buildings clean and in good condition?*” (Q7) 21% provided a response of “*yes, all the time*,” 52% responded “*yes, most of the time*,” 24% responded “*yes, some of the time*,” and 2% indicated that their school buildings were “*never*” clean and in good condition. Those who identified as having a non-historically underserved racial/ethnic background were more likely to provide responses of “*all*” or “*most of the time*” (76%) than their historically underserved counterparts (66%). One-third (33%) of historically underserved elementary school students indicated that they felt that their school buildings were clean and in good condition “*some of the time*” or “*never*,” as compared to 23% of their non-historically underserved counterparts. A similar trend was observed for the gender of respondents, with self-identified female participants more likely to provide “*all/most*” responses (78%, as compared to 69% of males), and those identifying as male more likely to give “*some/never*” answers (31%, as compared to 21% of females).

Student Self-Appraisal (Q10-Q12, Q29, Q35, Q41-Q48): Students were asked a series of questions appraising their own well-being, their engagement with schoolwork, and their behavior at school. The following analysis represents a sampling of this thematic category – full question texts and results can be found in the appended Annotated Questionnaire in Section 4.

When asked “*are you happy to be at this school?*” (Q11), over half of respondents (53%) indicated that they were happy “*all of the time*,” while 27% provided an answer of “*most of the time*,” 15% responded “*some of the time*,” and 3% indicated that they were never happy at their school. In response to the question “*do you feel like you are part of this school?*” (Q12), 51% of students responded “*all of the time*,” 28% responded “*most of the time*,” 15% responded “*some of the time*,” and 4% said that they “*never*” felt as though they were a part of their school. Some 18% of those who self-identified as having a racial/ethnic background considered to be historically underserved indicated that they felt like a part of their school only “*some of the time*,” as compared to 13% of their non-historically underserved counterparts.

Students were also asked a series of questions regarding their own performance with regards to academics. When asked “do you finish all your class assignments?” (Q41), four in ten answered that they did so either “all of the time” (40%) or “most of the time” (44%), with 10% indicating that they completed all of their work “some of the time,” and 1% indicating they did so “never.” Those identifying as female were more likely (44%) than their male counterparts (38%) to say that they completed all of their assignments “all of the time.” Non-historically underserved survey participants were more likely to provide “all/most” responses (88% as compared to 78%), while historically underserved participants gave “some/never” answers at a higher rate (20% as compared to 9%). Respondents were also asked “do you keep working and working on your schoolwork until you get it right?” (Q43), to which 81% of all students provided “all” or “most of the time” responses and 15% gave replies of “some of the time” or “never.” Differences in responses were found across gender lines, with females (85%) more likely than males (80%) to give “all/most” responses, and the inverse being true for “some/never” replies (18%, as compared to 13%). Non-historically underserved participants were more likely to give “all/most” responses (84%, as compared to 79%), while their historically underserved counterparts answered with “some of the time” or “never” at higher rates (19%, as compared to 14%).

When asked if they knew “what the rules are” (Q35), 70% provided a response of “all of the time” and 19% replied “most of the time,” indicating that nine in ten students (89%) had a high level of familiarity with the rules at their school. The remaining responses were split between “some/never” (6%) and those who declined to answer the question (5%). Elementary school students who specified their gender as female (75%) were more likely to express that they knew the rules “all of the time” than their male counterparts (68%), while males were more likely to indicate that they knew the rules “most of the time” (21%, as compared to 17%). Students were also asked “do you follow the classroom rules?” (Q45), with 56% responding with “all of the time,” 34% providing an answer of “most of the time,” and 5% indicating they followed the classroom rules “some of the time.” Only statistically insignificant numbers of respondents indicated that they “never” followed the classroom rules. While 92% of respondents who identified their gender as male or female indicated that they followed the rules “all” or “most of the time,” significant differences emerged when these results were disaggregated. Self-identifying female students were significantly more likely than those who identified as male to indicate that they followed the rules “all of the time” (65%, as compared to 49%), while their male counterparts were more likely to provide “most of the time” answers (43%, as compared to 27%). Non-historically underserved participants provided “all/most” responses at a rate of 93%, as compared to 88% for their historically underserved counterparts.

Learning Environment (Q13-Q14, Q16, Q22, Q24): A number of questions were asked of students which sought to reveal their understandings of and engagement with the learning environment at their school. The following analysis represents a sampling of this thematic category – full question texts and results can be found in the Annotated Questionnaire in Section 4.

Survey participants were asked “*are the students at your school motivated to learn?*” (Q13), to which 16% responded “*yes, all of the time,*” almost half (49%) said “*most of the time,*” 32% responded “*some of the time,*” and 2% indicated that students at their school were “*never*” motivated to learn. Male respondents were more likely to believe that their peers were motivated all of the time (18%, as compared to 13%), while female respondents were more likely to provide a response of “*most of the time*” to this question (52%, as compared to 46%). Students were also asked if they felt “*that this school is a supportive and inviting place for students to learn*” (Q14), to which 53% responded “*yes, all of the time,*” three in ten (31%) gave a response of “*most of the time,*” 11% said “*some of the time,*” and 2% indicated that they felt that their school “*never*” served as a supporting and inviting learning environment. Female students were more likely than their male counterparts to give a response of “*all of the time*” (58%, as compared to 50%), while the inverse was true with regards to “*most of the time*” response rates (Males: 34%, Females: 29%). Students were asked if their “*class lessons include examples of your racial, ethnic, or cultural background?*” (Q24). Some 8% indicated that such examples were included “*all of the time,*” 17% gave a response of “*most of the time,*” 40% answered “*some of the time,*” while 29% believed that class lessons “*never*” included examples of their background. These response rates represent a marked shift from those observed in the rest of this grouping, with nearly seven in ten (69%) giving answers of “*some of the time*” or “*never,*” suggesting an area of potential improvement for the District. Male respondents (34%) were more likely than their female counterparts (26%) to believe that their backgrounds were “*never*” represented in class lessons. Response of “*all/most*” were provided at a higher rate by historically underserved participants (31%, as compared to 22%), while their non-historically underserved counterparts were more likely to answer with either “*some of the time,*” or “*never*” (72%, as compared to 65%).

Teachers and Grown-Ups (Q15, Q17-Q21, Q23, Q25-Q28, Q31): A number of questions were asked of students regarding the support they received from teachers and grown-ups at their schools. The following analysis represents a sampling of this thematic category – full question texts and results can be found in the Annotated Questionnaire in Section 4.

When asked “*do the teachers and other grown-ups at school care about you?*” (Q17) nearly six in ten (57%) gave a response of “*all of the time,*” 26% responded with “*most of the time,*” 13% said “*some of the time,*” and 2% indicated that they thought that teachers and grown-ups at their school “*never*” cared about them. Female participants (60%) were more likely than their male counterparts (54%) to believe that they were cared for “*all of the time.*” Those who identified as having a racial/ethnic background considered to be historically underserved were more likely to provide “*some/never*” responses than their non-historically underserved counterparts (19% vs. 14%). Students were also asked if and how often “*teachers and other grown-ups at school believe that you can do a good job?*” (Q28),

to which two-thirds (67%) of participants provided responses of *"all of the time,"* 22% said *"most of the time,"* 8% said *"some of the time,"* and 1% indicated that teachers and grown-ups provided this type of support *"never."* Female respondents (71%) were more likely than their male counterparts (65%) to give an answer of *"all of the time."* Non-historically underserved participants (90%) were more likely to give *"all/most"* responses than their historically underserved counterparts (85%), while 13% of historically underserved students answered *"some/never"* as compared to the 8% of non-historically underserved students who did so. When asked if teachers included students by asking *"what you want to learn about"* (Q23) response rates indicated a certain lack of student belief that they were offered this type of support at their school, suggesting that this is an area of potential improvement for the PPS District. Seven in ten (71%) indicated that they were asked what they wanted to learn about *"some of the time"* or *"never,"* as compared to the 26% who provided *"all/most"* responses. Non-historically underserved participants were more likely (73%) than their historically underserved counterparts (66%) to give an answer of *"some of the time"* or *"never."* An inversion of this trend was seen with regards to *"all/most"* responses, with 30% of historically underserved students providing such responses as compared to 24% of non-historically underserved survey participants. When asked if *"adults at school ever disrespect you because of your race, ethnicity, or culture?"* (Q21), students overwhelmingly indicated that they had *"never"* (89%) experienced such discrimination. Some 3% felt disrespected due to their identity *"all of the time,"* 2% felt disrespected *"most of the time,"* while 4% gave a response of *"some of the time."* Those from non-historically underserved backgrounds were more likely to have *"never"* experienced this type of disrespect (91%) than their historically underserved counterparts (86%).

Rules and Behavior (Q30, Q32-Q34, Q36-Q40, Q49-Q50): Students were asked a series of questions which focused on the rules in their school, student behavior including bullying, and school discipline practices. The following analysis represents a sampling of this thematic category – full question texts and results can be found in the Annotated Questionnaire in Section 4.

When asked to assess if and how often their peers were *"well behaved"* (Q34), 6% responded with *"all of the time,"* over half (52%) said *"most of the time,"* 35% responded with *"some of the time,"* and 3% indicated that their peers were *"never"* well behaved in school. Non-historically underserved students were more likely to give a response of *"all"* or *"most of the time"* (60%) than their historically underserved counterparts (52%). When posed the question *"are students treated fairly when they break school rules"* (Q33), some 21% said *"all of the time,"* 35% gave a response of *"most of the time,"* 27% said *"some of the time,"* and 12% said that students who broke the rules were *"never"* treated fairly. Aggregating response categories reveals that 56% of students gave *"all/most"* responses, while four in ten (39%) provided *"some/never"* responses. Large disparities were seen with regards to response rates for these aggregated categories, with non-historically underserved students more likely to provide *"all/most"* responses (61%, as compared to 45%), and historically underserved students more likely to provide *"some/never"* responses (52%, as compared to 36%). It should be noted that a majority of historically underserved students believed that students were treated fairly after breaking the rules either *"some of the time"* or *"never,"* with two in ten (20%) giving the latter response.

Participants were asked if they believed that *“teachers and other grown-ups at this school make it clear that bullying is not allowed”* (Q38), with 88% giving a response of *“yes, all of the time”* or *“most of the time,”* and 8% indicating that they felt that it was made clear that bullying was not allowed just *“some of the time”* or *“never.”* Three in four respondents (74%) provided a response of *“all of the time”* to this question. Those from a non-historically underserved racial/ethnic background were more likely to give an *“all/most”* response (91%, as compared to 85%), while historically underserved students provided *“some/never”* responses at a rate of 12%, as compared to 7% of their non-historically underserved counterparts. Students were later asked a pair of questions regarding the physical and verbal bullying they had experienced at their school. The first question asked *“do other kids hit or push you at school when they are not just playing around?”* (Q49) to which 4% responded *“yes, all of the time,”* 8% said *“most of the time,”* 29% said *“some of the time,”* and 55% indicated that they had never been hit or pushed at school by another student who was not playing around. Male participants (15%) were more likely to reply that they were hit or pushed *“all”* or *“most of the time”* than their female counterparts (9%). The inverse held true, with 89% of females indicating that they experienced this type of abuse *“some of the time”* or *“never”* as compared to the 83% of males who answered this question with either of those responses. Similar trends were observed across the lines of race/ethnicity, with students from historically underserved groups more likely (17%) than their non-historically underserved counterparts (9%) to experience being hit or pushed by other kids at their school *“all”* or *“most of the time.”* Nine in ten (89%) non-historically underserved students experienced this behavior *“some of the time”* or *“never,”* as compared to 79% of historically underserved respondents. Students were slightly more likely to have experienced verbal bullying, as indicated by their responses to the question *“do other kids at school spread mean rumors or lies about you?”* (Q50). Some 7% of students indicated that they had been victims to this type of behavior *“all of the time,”* 8% gave a response of *“most of the time,”* 31% said *“some of the time,”* and just below half of respondents (48%) indicated that they had never faced this type of abuse. No significant differences were noted by gender, but the dynamics observed in the previous question (Q49) resurfaced with regards to ethnicity. Nearly one in four (24%) of historically underserved students gave responses of *“all/most,”* as compared to 12% of their non-historically underserved counterparts. On the other hand, 85% of non-historically underserved students indicated that they experienced others spreading rumors or lies about them *“some of the time”* or *“never,”* as compared to 73% of historically underserved students.

3.1.3 | Elementary School: Weapons Possession (Q51)

Elementary school students were asked the following question regarding weapons possession: “*During the past year, have you ever seen another kid with a gun or knife at school?*” (Q51). This question was unique in comparison to all others in the survey in that it was formatted as a stand-alone question as opposed to one of a series. Some 85% of elementary school students indicated that they had not seen a peer with a gun or knife at school in the past year, while 15% had observed another student in possession of a weapon. Female respondents were more likely (88%) than their male counterparts (82%) to have not “*seen another kid with a gun or knife*” in the past year. Those students with a historically underserved racial/ethnic background were more likely to have observed one of their peers in possession of a gun or knife (21%) than their non-historically underserved counterparts (13%) in the past year.

3.1.4 | Elementary School: Teasing & Bullying (Q52-Q57)

Elementary school participants were presented with a series of questions asking if they had ever been teased at their school for a variety of reasons. Students were least likely to indicate that they had been teased “*about your religion*” (Q53; *no, never*: 83%) and “*about a physical or mental disability*” (Q55; 83%), and most likely to indicate that they had been teased by other kids at their school “*about what your body looks like*” (Q56; 69%) and “*for any other reasons (like the amount of money your family has, or your clothes)*” (Q57: 68%).

When elementary school students were asked if they had ever been teased about their religion at school, “*no, never*” was provided at a response rate of 88% by those with a non-historically underserved racial/ethnic background, as compared to the “*no, never*” response rate of 79% for their historically underserved counterparts. Historically underserved students were more likely to provide responses of “*yes, all of the time*” (3%) and “*yes, some of the time*” (13%) than their non-historically underserved counterparts (1% and 8%, respectively). No significant differences across demographic groupings were observed with regards to the question “*have other kids at school ever teased you about a physical or mental disability?*”

Elementary students were most likely to indicate that they had been teased about what their “*body looks like*” and “*for any other reasons (like the amount of money your family has, or your clothes)*” as determined by their low response rates for “*no, never*” for these questions (69% and 68%, respectively). Students were most likely to be teased for “*other reasons*,” as indicated by the lowest “*no, never*” response rate of this series. Some 5% of elementary school students with historically underserved racial/ethnic backgrounds indicated that they were teased for other reasons “*all of the time*,” as compared to just 2% of non-historically underserved participants. A similar trend was observed with regards to responses about students being teased for what their “*body looks like*,” with 5% of historically underserved students indicating that this happened to them “*all of the time*” as opposed to just 2% of their non-historically underserved counterparts.

3.1.5 | Elementary School: School Safety (Q58-Q65)

Survey participants were asked to assess if and how often they felt safe in a variety of school based situations and settings on the scale of: Yes, all of the time; yes, most of the time; yes, some of the time; and no, never. Elementary school students were first asked the general question “do you feel safe at school?” (Q58), to which 48% responded “yes, all of the time,” 35% responded “yes, most of the time,” 10% said “yes, some of the time,” while 2% indicated that they “never” felt safe. While responses were consistent for those who felt safe “all of the time” (48%) for both historically underserved and non-historically underserved elementary school students, significant gaps were observed in other response category rates. Four in ten (40%) non-historically underserved students felt safe in their school “most of the time,” as compared to three in ten (29%) of their historically underserved counterparts. Conversely, historically underserved respondents were more likely to feel safe at their school just “some of the time” (18%) or “never” (4%), as compared to their non-historically underserved counterparts (8% and 1%, respectively). Of the remaining series of questions regarding safety, students indicated that they felt most safe “in the locker rooms/gym” (Q61) and “in the cafeteria/lunchroom” (Q59), and least safe “in the restrooms” (Q62) and “in the parking lot” (Q65) of their school.

Elementary school students felt most safe “in the locker rooms/gym” of their school, as 83% of all participants indicated that they felt safe either “all” or “most” of the time in these spaces, while 11% felt safe either “some of the time” or “never”. Non-historically underserved participants were more likely to provide a response of “all/most” of the time (88%) than their historically underserved counterparts (78%). Conversely, 17% of elementary school students who self-identified as having a racial/ethnic background considered to be historically underserved answered that they felt safe in the “locker rooms/gym” of their school “some of the time” or “never,” as opposed to 8% of the non-historically underserved population. Participants also felt particularly safe “in the cafeteria/lunchroom” at their school, with 83% of respondents indicating that they felt safe either “all” or “most of the time,” and 12% feeling safe “some of the time” or “never.” Similar demographic differences were observed with regards to this question, as non-historically underserved participants were more likely to provide a response of “all/most” of the time (86%) than their historically underserved counterparts (79%). Some 18% of those from a historically underserved racial/ethnic background indicated that they felt safe in this space “some of the time” or “never,” as compared to 11% of non-historically underserved participants.

Survey participants indicated that they felt least safe “in the restrooms” and “in the parking lot” at their schools. Some 22% of elementary school students indicated that they felt safe “some of the time” or “never” in the bathrooms at their school, the highest proportion of participants providing such responses in this series of questions. Some seven in ten (73%) felt safe “all” or “most of the time,” while the remaining 6% did not provide an answer to this question. Non-historically underserved participants were more likely give “all/most” answers (77%) than their historically underserved counterparts (67%). Conversely, 31% of those students who self-identified as having a racial/ethnic background considered to be historically underserved felt safe in these spaces “some of the time” or “never,” as

compared to 19% of non-historically underserved participants. When asked if and how often they felt safe *"in the parking lot"* at their school, 69% of students responded that they felt safe *"all"* or *"most of the time,"* 20% felt safe *"some of the time"* or *"never,"* while 11% of respondents did not provide an answer to this question – the highest rate within this series of questions. Similar demographic differences emerged for this question, with historically underserved participants more likely to indicate that they felt safe *"some of the time"* or *"never"* (29%, as compared to 18%) and non-historically underserved participants more likely to feel safe *"all"* or *"most of the time"* in the parking lot at their school (72%, as compared to 66%). Notably, 14% of those who self-identified as having a racial/ethnic background considered to be historically underserved felt safe in their school parking lot *"never,"* as compared to 5% of non-historically underserved survey participants.

3.1.6 | Elementary School: Student Home Life (Q66-Q70)

Elementary school students were asked a series of questions regarding their home life and how often they received certain types of support from *"a parent or some other grown up at home"* on the scale of: Yes, all of the time; yes, most of the time; yes, some of the time; and no, never.

Students responded most positively when asked *"does a parent or some other grown-up at home believe you can do a good job?"* (Q67) with 92% of respondents indicating that they received this support *"all"* or *"most of the time,"* as compared to the 2% who felt supported in this manner *"some of the time"* or *"never."* A notable 84% of respondents indicated that they felt as though an adult at home believed that they could do a good job *"all of the time."*

Survey participants indicated the lowest amounts of at-home support with regards to the questions asking if and how frequently an adult did *"...check your homework"* (Q69) or *"...ask you about your grades"* (Q70). Some 23% of respondents felt as though an adult helped them check homework *"some of the time"* or *"never"* while 70% provided responses of either *"all"* or *"most of the time."* This question received the highest proportion of *"some/never"* answers of all questions in this series. Half of those from historically underserved communities were more likely to feel as though they received this type of support *"all of the time"* (51%), as compared to 41% of those with non-historically underserved racial/ethnic backgrounds. Conversely, non-historically underserved participants were more likely to provide *"some/never"* responses (26%) than their historically underserved counterparts (19%). Students also indicated a relative lack of support when asked if an adult at home asks *"about your grades,"* with 17% providing responses of *"some of the time"* or *"never,"* 77% providing responses of *"all"* or *"most of the time,"* and the remaining 6% providing no answer to this question. Historically underserved respondents were more likely than their non-historically underserved counterparts to feel as though they were asked about their grades at home *"all of the time"* (64%, as compared to 58%).

3.1.7 | Elementary School: Survey Comprehension & Honesty (Q71-Q72)

At the culmination of the survey, students were asked a series of two questions regarding their engagement with the survey. Participants were first presented with the question, “*did you understand the questions on this survey?*” (Q71), with half of respondents (48%) giving an answer of “*yes, all of the time,*” 39% responding “*yes, most of the time,*” 6% responding “*yes, some of the time,*” and just 1% indicating that they understood none of the questions. In comparison to their counterparts, non-historically underserved respondents were more likely to provide a response of “*yes, most of the time*” (42%, as compared to 35%), while historically underserved respondents were more likely to provide a response of “*yes, some of the time*” (10%, as compared to 4%). Students were then asked the question, “*Did you answer the question on this survey honestly and truthfully?*” (Q72), with 83% responding with “*yes, all of the time,*” 7% responding “*yes, most of the time,*” 1% responding “*yes, some of the time,*” and 0% of respondents indicating that they had answered none of the questions honestly. Those with a non-historically underserved background were more likely than those who self-identified with a historically underserved racial/ethnic background to provide a response of “*yes, all of the time*” (87%, as compared to 82%).

3.2.1 | Middle and High School: Introduction and Student Profile (Q2-Q6)

Middle and high school students of PPS district schools were asked to participate in a voluntary survey to help improve school programs. A focus was placed on those students currently in 7th and 10th grades during the administration of the survey, and as such, only those responses from 7th and 10th graders have been analyzed in this Middle and High School section of the report.

After indicating their grade (Q2), students were asked “*did you eat breakfast this morning?*” (Q3). Overall, eight in ten (80%) middle school students and seven in ten (68%) high school students had eaten breakfast the day of the survey. Subgroups differences were consistent across the two age groups: students that are male and who did not self-identify as having a historically underserved racial/ethnic background were significantly more likely than their female or historically underserved counterparts to have eaten breakfast.

Students were then asked “*do you attend school in the neighborhood where you live*” (Q5). Six in ten middle school (61%) and high school (62%) students report attending school in the neighborhood where they live. Middle school students (13%) were more likely than their high school (7%) counterparts to not know whether or not they attend school in the neighborhood where they live. More so, high schools students that did not identify as part of a historically underserved racial/ethnic group (66%) were more likely to attend schools in the neighborhood where they live compared to their historically underserved counterparts (51%). As well, females at the high school level (64% vs. 58% of males in high school) were more likely to attend school in the neighborhood where they live.

Next, students were asked whether or not they plan to go to college or some other school after high school (Q6). Notably, nine in ten students (87% of both middle school and high school students) plan to continue their schooling after high school. While females at both

levels (middle school: 90%; high school: 93%) were slightly more likely to plan to go college or other school, males at both levels (middle school: 13%; high school: 14%) were more likely to be unsure whether or not they plan to continue their schooling.

3.2.2 | Middle and High School: School Conditions (Q7-Q9)

Students were asked a series of questions intended to gauge perceptions of their school's cleanliness and condition. Overall, middle school students were slightly more positive about the cleanliness and upkeep of their school. For all three questions, about six in ten middle school students (Q7: 61%; Q8: 58%; Q9: 56%) responded "yes, all of the time" or "yes, most of the time" when it came to the frequency with which their school and school grounds are kept well maintained and clean. In contrast, between four and five in ten high school students responded "yes, all of the time" or "yes, most of the time" (Q7: 41%; Q8: 43%; Q9: 51%) about the upkeep and cleanliness of their schools.

3.2.3 | Middle and High School: Student Attendance (Q10-Q11)

Students were asked a series of questions appraising their own well-being, their engagement with schoolwork, and their behavior at their school. The following analysis represents a sampling of this thematic category – full question texts and results can be found in the Annotated Questionnaire in Section 4.

When asked "in the past 30 days, did you miss school for any of the following reasons" (Q10), more than four in ten middle school (43%) and high school (46%) students reported having missed school due to "illness (feeling sick physically), including problems with breathing and your teeth." In addition to illness, students were also likely to miss school due to: "didn't get enough sleep" (middle school: 10%; high school: 22%), "felt very sad, hopeless, anxious, stressed, or angry" (middle school: 7%; high school: 17%), or "were behind in schoolwork or weren't prepared for a test or classroom assignment" (middle school: 4%; high school: 14%). Notably, 41% of middle school and 30% of high school students reported that they "didn't miss any school" in the past 30 days.

At both the middle school and high school levels, females were more likely than males to report missing school due to "illness" or feeling "very sad, hopeless, anxious, stressed or angry." As well, middle school students that identify as having a historically underserved racial/ethnic identity (10% vs. 4% of those not historically underserved) and high school students that identify as having a historically underserved racial/ethnic identity (12% vs. 6% of those not historically underserved) were more likely to have missed school in the past 30 days due to having to "take care of or help a family member or friend."

Students were then asked "during the past 12 months, about how many times did you skip school or cut classes" (Q11). While two in ten (21%) middle school students reported having skipped or cut classes in the last year, almost six in ten (57%) high school students reported having done the same. Non-historically underserved (82%) middle school students were more likely than their historically underserved (70%) counterparts to report having skipped or cut class "0 times" in the last 12 months. High school students that plan to go

continue with their schooling (45% vs. 26-28% of those who do not plan to continue or do not know if they will continue) were also more likely to report having skipped or cut classes “0 times” in the last 12 months.

3.2.3 | Middle and High School: Student Behavior and Well-Being (Q12-Q27)

Students were then presented with a series of statements about their behavior and well-being, and asked to indicate their level of agreement with each. In general, high school students were more likely to agree with the statements than their middle school counterparts. As well, there were notable thematic differences for respondents that identified as having a historically underserved racial/ethnic background and also for those high school students who plan to go to college or other school.

The following statements garnered the highest overall agreement from middle school students: “*I work hard to try to understand new things at school*” (Q20: 66% overall agreement), “*I feel close to people at this school*” (Q12: 66%), and “*I feel safe in my school*” (Q17: 65%). In contrast, the following two statements garnered the lowest overall levels of agreement among middle school students: “*I have been disrespected by adults at school because of my race, ethnicity, or culture*” (Q27: 8%) and “*it is easy for students to get kicked out of class or get suspended*” (Q26: 28%).

For middle school students, there were notable thematic trends between students who identify as, or not, part of historically underserved racial/ethnic groups. Most broadly, those who identified as having a non-historically underserved racial/ethnic background were more likely to agree with statements related to happiness and comfort (Q13: “*I am happy to be at this school*” and Q17: “*I feel safe in my school*”), as well as statements related to behavior and fairness (Q16: “*the teachers at this school treat students fairly*” and Q25: “*my classmates behave the way my teachers want them to*”). In contrast, historically underserved participants were more likely to agree with statements related to effort (Q18: “*I try to make sure that I am good at my homework*” and Q21: “*I am always trying to do better in my schoolwork*”) and statements related to discipline and disrespect (Q26: “*it is easy for students to get kicked out of class or get suspended*” and Q27: “*I have been disrespected by adults at school because of my race, ethnicity, or culture*”).

The following statements garnered the highest overall agreement from high school students: “*I try very hard to make sure that I am good at my schoolwork*” (Q18: 88%), “*I work hard to try to understand new things at school*” (Q20: 85%), and “*I feel safe in my school*” (Q17: 84%). In contrast, the following two statements garnered the lowest overall levels of agreement: “*I have been disrespected by adults at school because of my race, ethnicity, or culture*” (Q27: 12%) and “*my classmates behave the way my teachers want them to*” (Q25: 31%).

For high school students, in addition to the thematic trends between students who are, or are not, part of historically underserved racial/ethnic groups, there were also noteworthy trends among students who plan to continue their schooling after high school. This latter group, those who plan to go to college or some other school, reported higher levels of

agreement with all but five (of fifteen) statements – notably, this group reported higher levels of agreement with statements about inclusion, participation, happiness, engagement and teacher-student relations. Then, and like their middle school counterparts, high school students that identify as part of historically underserved racial/ethnic groups reported higher levels of agreement with statements about effort (Q18: *"I try very hard to make sure that I am good at my schoolwork,"* Q19: *"I try at school because I am interested in my work"* and Q21: *"I am always trying to do better in my schoolwork"*) and also discipline (Q26: *"It is easy to get kicked out of class or get suspended"* and Q27: *"I have been disrespected by adults at school because of my race, ethnicity, or culture"*).

3.2.4 | Middle School and High School: Student & Teacher Connection (Q28-Q33)

Students were presented a series of statements about their personal connection with teachers at their school and were asked how true they felt each to be: not true at all, a little true, pretty much true, and very much true (Q28-Q33). Overall, students rated their connections with teachers positively; with strong majorities saying it is either "pretty much true" or "very much true" that there is a teacher or some other adult *"who always wants me to do my best"* (83% of middle school students; 79% of high school students) and *"who tells me when I do a good job"* (74% of middle school students; 74% of high school students). Notably, students who are not part of a historically underserved racial/ethnic group were more likely to feel all of the statements in this series were true than students from historically underserved racial/ethnic groups.

3.2.5 | Middle School and High School: Student Engagement (Q34-Q36)

Students were read a series of statements about their school related to engagement opportunities and were asked how true they felt each to be: not true at all, a little true, pretty much true, and very much true (Q34-Q36). Middle school students tended to feel more engaged than high school students; with 54% of the former saying it is "pretty much true" or "very much true" that at school *"I do interesting learning activities,"* compared to 43% of high school students. Middle school students also felt they *"help decide things like class activities or rules"* and *"do things that make a difference by helping other people, the school or the community"* than their high school counterparts. Same as the previous series, students who are not part of a historically underserved racial/ethnic group were more likely to feel all of the statements in this series were true than students from historically underserved racial/ethnic groups.

3.2.6 | Middle School and High School: Student Safety (Q37-Q56)

Students were read a series of statements about different aspects of their school experience and were asked how safe they feel in each: very safe, safe, unsafe, or very unsafe (Q37-Q44). Overall safety scores (very safe/safe) were 75% or higher for both middle school and high school students for all tested locations (hallways, bathrooms, parking lot, etc.) with strong safety scores provided for *"how safe do you feel when you are at school?"* (87% and 90% very safe/safe, respectively). However, 16% of middle school students and 15% of high school students said they felt either "unsafe" or "very unsafe" *"when taking the bus (or*

walking) to and from school.” Among both middle school and high school students, males were more likely than females to feel either “very safe” or “safe” “when taking the bus (or walking) to and from school,” with a notable gap for high school students (males: 89% vs. females: 77%).

Students were then read a different series of statements about potential negative events and were asked how often, if at all, they had happened to them over the past 12 months while on school property (Q45-Q56). Both middle school and high school students showed low rates of having been threatened physically, either generally, in a fight, or with a weapon. However, both groups indicated higher levels of experience with being teased and/or gossiped about, either generally or in a sexual context. For example, 52% of middle school students said they had “been made fun of, insulted, or called names” at least once in the last 12 months. Furthermore, 40% of high school students said they had both “been made fun of, insulted, or called names” and “had sexual jokes, comments, or gestures” made about them at least once in the last 12 months. The rate for the latter statement was higher among high school females than males (47% vs. 31%).

3.2.7 | Middle School and High School: Bullying (Q57-Q62)

Middle School and High School students were presented with a series of questions asking how many times they had faced harassment or bullying in the past 12 months on school property on the basis of the following reasons: “Your race, ethnicity, or national origin” (Q57), “your religion” (Q58), “your gender” (Q59), “because you are gay or lesbian or someone thought you were” (Q60), “a physical or mental disability” (Q61), “any other reasons (like the amount of money your family has, or your clothes)” (Q62). About nine in ten (85-91%) students from both middle school and high school indicated that they had experienced these types of bullying or harassment “0 times” in the last year, with the exception of the question referring to “any other reasons,” to which eight in ten respondents (80-81%) provided an answer of “0 times.” The most significant demographic differences were observed with regards to bullying and harassment along the lines of “your race, ethnicity or national origin” and “your gender.” When asked if they had been bullied due to “your race, ethnicity, or national origin” some 85% of middle school students provided a response of “0 times.” Non-historically underserved participants were significantly more likely (89%) than their historically underserved counterparts (76%) to have not been harassed or bullied due to their race, ethnicity, or nationality on school property in the past year. Historically underserved students were more likely to have experienced such treatment “1 time” (11%, as compared to 4%), “2-3 times” (5% as compared to 2%), and “4 or more times” (6% as compared to 2%). When asked how many times in the past year they had experienced harassment or bullying on the basis of “your gender,” middle school students provided a response of “0 times” 85% of the time. Male participants were more likely (93%) than their female counterparts (81%) to have never experienced harassment or bullying on the basis of gender, while female respondents were more likely to have experienced such abuse “1 time” and “2-3 times” in the last 12 months.

3.2.8 | Middle School and High School: Online Bullying & Mental Health (Q63-Q64)

Survey participants were asked a pair of questions about their experiences in the past 12 months with online bullying and their own mental health. When asked “*how many times did other students spread mean rumors or lies about you on the internet*” (Q63) over the past 12 months, three in four of both middle school (76%) and high school (74%) students indicated that they had faced online bullying “0 times.” Across both surveys, males were more likely than their female counterparts to have faced online bullying “0 times” in the last 12 months. Middle school females were more likely than their male counterparts to have experienced online bullying “1 time” (12%, as compared to 9%) or “4 or more times” (6%, as compared to 3%), while high school females were more likely than their male classmates to provide responses of “2-3 times” (9%, as compared to 4%) or “4 or more times” (8% as compared to 4%). Middle school and high school participants were both asked “*during the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks?*” (Q64). Seven in ten (72%) of middle school students gave a response of “no,” while 26% indicated that they had felt this way over the past 12 months. Male respondents were more likely (80%) than their female counterparts (66%) to say that they had not experienced this level of sadness or hopelessness in the past year, while females indicated that they had felt this way (33%) at a higher rate than their male classmates (19%). In comparison to their middle school counterparts, high school students were more likely to indicate that they had experienced a period of deep sadness or hopelessness (33%) and less likely to have not experienced such a period of time recently (62%). Once again, male respondents were more likely (73%) than their female counterparts (56%) to say that they had not experienced this level of sadness or hopelessness in the past year, while females indicated that they had felt this way (41%) at a higher rate than their male classmates (23%).

3.2.9 | Middle School and High School: Survey Honesty (Q65)

At the end of each survey, middle school and high school students were asked “*how many questions in this survey did you answer honestly?*” (Q65). Responses were consistent across middle and high school participants, with about seven in ten (73% and 71%, respectively) indicating that they had answered “*all of them*” honestly. “*All*” or “*most of the time*” responses were provided by 95% of middle school students and 94% of high school students with just 1% indicating that they had answered “*hardly any*” of the questions honestly.

4. | ANNOTATED QUESTIONNAIRES

PPS Successful Schools Survey—Elementary School Students Online/Paper Survey; N=2,087 June 2015

Note: Results in this document are presented as both statistically weighted by gender and ethnicity to reflect the PPS student population as well as un-weighted.

1. Please write the name of your school. **(OPEN)**¹

2. What grade are you in?

Response Category	Weighted N=2,087	Unweighted N=2,087
5 th grade	100%	100%

3. Did you eat breakfast this morning?

Response Category	Weighted N=2,066	Unweighted N=2,065
No	13%	13%
Yes	87%	87%

4. How many years have you been at this school?

Response Category	Weighted N=2,060	Unweighted N=2,061
1 year	10%	10%
2 years	8%	8%
3 years	8%	8%
4 years	7%	7%
5 or more years	67%	67%

Response Category	No	Yes	DK
5. Do you attend school in the neighborhood where you live?			
Weighted	25%	58%	18%
Unweighted	25%	58%	18%
6. Do you plan to go to college or some other school after high school?			
Weighted	2%	81%	17%
Unweighted	2%	82%	16%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	NR ²
7. Are the school buildings clean and in good condition?					
Weighted	2%	24%	52%	21%	1%
Unweighted	2%	24%	52%	20%	2%
8. Is your school usually clean and tidy?					
Weighted	3%	25%	52%	18%	1%
Unweighted	3%	26%	52%	18%	1%
9. Are the school grounds kept clean?					
Weighted	5%	28%	44%	22%	2%

¹ All open-ended data has been made available to the District for future analyses.

² No response

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	NR ²
Unweighted	5%	27%	43%	22%	2%
10. Do you feel close to people at school?					
Weighted	3%	20%	32%	42%	3%
Unweighted	3%	19%	32%	42%	3%
11. Are you happy to be at this school?					
Weighted	3%	15%	27%	53%	2%
Unweighted	3%	15%	27%	53%	2%
12. Do you feel like you are part of this school?					
Weighted	4%	15%	28%	51%	2%
Unweighted	4%	15%	27%	51%	3%
13. Are the students at your school motivated to learn?					
Weighted	2%	32%	49%	16%	2%
Unweighted	2%	32%	48%	16%	3%
14. Do you feel that this school is a supportive and inviting place for students to learn?					
Weighted	2%	11%	31%	53%	2%
Unweighted	2%	12%	31%	53%	2%
15. Do teachers treat students fairly at school?					
Weighted	2%	14%	41%	40%	2%
Unweighted	2%	15%	41%	39%	2%
16. Are you given a chance to help decide things at school, like class rules?					
Weighted	16%	33%	30%	19%	2%
Unweighted	16%	32%	30%	19%	2%
17. Do the teachers and other grown-ups at school care about you?					
Weighted	2%	13%	26%	57%	2%
Unweighted	2%	13%	26%	57%	2%
18. Do the teachers and other grown-ups at school tell you when you do a good job?					
Weighted	2%	17%	41%	39%	2%
Unweighted	2%	17%	41%	38%	2%
19. Do the teachers and other grown-ups at school ask you about your ideas?					
Weighted	8%	30%	37%	23%	2%
Unweighted	8%	30%	37%	22%	2%
20. Do the teachers and other grown-ups give you a chance to solve school problems?					
Weighted	9%	25%	35%	29%	3%
Unweighted	9%	26%	34%	29%	3%
21. Do the adults at school ever disrespect you because of your race, ethnicity, or culture?					
Weighted	89%	4%	2%	3%	3%
Unweighted	88%	5%	2%	3%	3%
22. Do you get to do interesting learning activities at school?					
Weighted	3%	26%	42%	27%	2%
Unweighted	2%	26%	42%	27%	2%
23. Do your teachers ask you what you want to learn about?					
Weighted	31%	40%	19%	7%	3%
Unweighted	32%	39%	18%	7%	3%
24. Do your class lessons include examples of your racial, ethnic, or cultural background?					
Weighted	29%	40%	17%	8%	6%
Unweighted	29%	41%	16%	8%	6%
25. If you don't understand something, does your teacher explain it another way?					
Weighted	3%	17%	35%	44%	2%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	NR ²
Unweighted	3%	17%	35%	44%	2%
26. Does your teacher push everybody to work hard?					
Weighted	5%	17%	30%	45%	3%
Unweighted	5%	17%	29%	45%	3%
27. Do the teachers and other grown-ups at school listen when you have something to say?					
Weighted	3%	19%	38%	38%	2%
Unweighted	3%	19%	38%	38%	2%
28. Do the teachers and other grown-ups at school believe that you can do a good job?					
Weighted	1%	8%	22%	67%	3%
Unweighted	1%	8%	22%	66%	3%
29. Do you do things to be helpful at school?					
Weighted	1%	17%	44%	34%	3%
Unweighted	1%	17%	45%	34%	3%
30. Do your classmates behave the way your teacher wants them to?					
Weighted	5%	47%	40%	4%	4%
Unweighted	5%	47%	40%	4%	4%
31. Do teachers and other grown-ups at school treat students with respect?					
Weighted	2%	12%	29%	55%	2%
Unweighted	2%	12%	29%	54%	3%
32. Is it easy for students to get kicked out of class or get suspended at this school?					
Weighted	48%	35%	6%	5%	6%
Unweighted	47%	35%	7%	5%	6%
33. Are students treated fairly when they break school rules?					
Weighted	12%	27%	35%	21%	5%
Unweighted	12%	28%	34%	21%	5%
34. Are students at this school well behaved?					
Weighted	3%	35%	52%	6%	6%
Unweighted	3%	36%	51%	6%	5%
35. Do you know what the rules are?					
Weighted	1%	5%	19%	70%	5%
Unweighted	1%	5%	18%	70%	5%
36. Does your school help students solve conflicts with one another?					
Weighted	3%	16%	37%	40%	5%
Unweighted	3%	17%	36%	39%	5%
37. Does your school teach students to care about each other and treat each other with respect?					
Weighted	3%	11%	29%	54%	4%
Unweighted	3%	12%	28%	54%	4%
38. Do the teachers and other grown-ups at this school make it clear that bullying is not allowed?					
Weighted	1%	7%	14%	74%	4%
Unweighted	1%	7%	14%	73%	4%
39. If you tell a teacher or other grown-ups at this school that you've been bullied, will they do something about it?					
Weighted	3%	11%	26%	54%	5%
Unweighted	4%	12%	26%	53%	5%
40. Do students at your school try to stop bullying when they see it happening?					
Weighted	9%	30%	34%	20%	7%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	NR ²
Unweighted	9%	30%	34%	20%	7%
41. Do you finish all your class assignments?					
Weighted	1%	10%	44%	40%	5%
Unweighted	1%	10%	43%	40%	5%
42. When you get a bad grade, do you try even harder the next time?					
Weighted	2%	6%	20%	69%	4%
Unweighted	2%	5%	19%	69%	5%
43. Do you keep working and working on your schoolwork until you get it right?					
Weighted	2%	14%	37%	43%	4%
Unweighted	2%	13%	37%	44%	4%
44. Do you do your class assignments even when they're really hard for you?					
Weighted	1%	9%	25%	60%	4%
Unweighted	1%	9%	25%	60%	4%
45. Do you follow the classroom rules?					
Weighted	0%	5%	34%	56%	5%
Unweighted	0%	5%	34%	56%	5%
46. Do you follow the playground rules at recess and lunch times?					
Weighted	1%	6%	27%	62%	5%
Unweighted	1%	6%	26%	62%	5%
47. Do you listen when your teacher is talking?					
Weighted	1%	6%	40%	49%	4%
Unweighted	0%	6%	40%	49%	5%
48. Are you nice to other students?					
Weighted	0%	5%	30%	60%	5%
Unweighted	0%	5%	30%	60%	5%
49. Do other kids hit or push you at school when they are not just playing around?					
Weighted	55%	29%	8%	4%	5%
Unweighted	55%	28%	7%	4%	5%
50. Do other kids at school spread mean rumors or lies about you?					
Weighted	48%	31%	8%	7%	6%
Unweighted	47%	31%	8%	8%	6%

51. During the past year, have you ever seen another kid with a gun or knife at school?

Response Category	Weighted N=1,933	Unweighted N=1,937
No	85%	85%
Yes	15%	15%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	NR
52. Have other kids at school ever teased you about your race, ethnicity, culture or nationality?					
Weighted	76%	15%	3%	2%	4%
Unweighted	75%	16%	3%	2%	4%
53. Have other kids at school ever teased you about your religion?					
Weighted	83%	9%	2%	2%	5%
Unweighted	83%	9%	1%	2%	5%
54. Have other kids at school ever teased you about your gender (being male or female)?					
Weighted	77%	14%	2%	2%	4%
Unweighted	75%	15%	3%	3%	4%
55. Have other kids at school ever teased you about a physical or mental disability?					
Weighted	83%	9%	2%	1%	5%
Unweighted	82%	9%	2%	2%	5%
56. Have other kids at school ever teased you about what your body looks like?					
Weighted	69%	19%	4%	3%	5%
Unweighted	68%	19%	5%	3%	5%
57. Have other kids at school ever teased your for any other reasons (like the amount of money your family has, or your clothes)?					
Weighted	68%	20%	4%	3%	5%
Unweighted	68%	20%	4%	4%	5%

Tell us how you feel about your safety at this school...

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	NR
58. Do you feel safe at school?					
Weighted	2%	10%	35%	48%	5%
Unweighted	2%	11%	35%	48%	4%
59. Do you feel safe in the cafeteria/lunchroom?					
Weighted	3%	10%	24%	59%	5%
Unweighted	3%	10%	24%	58%	5%
60. Do you feel safe in the hallways?					
Weighted	3%	11%	25%	55%	5%
Unweighted	3%	11%	26%	55%	5%
61. Do you feel safe in the locker rooms/gym?					
Weighted	3%	8%	23%	61%	6%
Unweighted	3%	8%	23%	60%	6%
62. Do you feel safe in the restrooms?					
Weighted	8%	14%	26%	47%	6%
Unweighted	8%	15%	26%	46%	6%
63. Do you feel safe in the courtyard/common areas?					
Weighted	4%	9%	26%	54%	7%
Unweighted	4%	10%	26%	54%	7%
64. Do you feel safe when taking the bus (or walking) to and from school?					
Weighted	6%	11%	25%	49%	9%
Unweighted	6%	12%	25%	49%	8%
65. Do you feel safe in the parking lot?					
Weighted	8%	12%	24%	45%	11%
Unweighted	8%	13%	23%	44%	11%

Next are some questions about your home...

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	NR
66. Does a parent or some other grown-up at home care about your schoolwork?					
Weighted	1%	4%	12%	78%	5%
Unweighted	1%	4%	12%	78%	5%
67. Does a parent or some other grown-up at home believe that you can do a good job?					
Weighted	1%	2%	8%	84%	6%
Unweighted	1%	2%	8%	84%	5%
68. Does a parent or some other grown-up at home ask you if you did your homework?					
Weighted	1%	4%	14%	74%	6%
Unweighted	1%	4%	15%	74%	6%
69. Does a parent or some other grown-up at home check your homework?					
Weighted	6%	18%	28%	42%	6%
Unweighted	6%	18%	28%	43%	6%
70. Does a parent or some other grown-up at home ask you about your grades?					
Weighted	6%	11%	20%	56%	6%
Unweighted	6%	11%	21%	56%	6%
71. Did you understand the questions on this survey?					
Weighted	1%	6%	39%	48%	7%
Unweighted	1%	6%	38%	49%	7%
72. Did you answer the questions honestly and truthfully?					
Weighted	0%	1%	7%	83%	9%
Unweighted	0%	1%	6%	83%	9%

73. Are you in an optional program? Please select one

Response Category	Weighted N=595	Unweighted N=613
Spanish Immersion	14%	13%
ACCESS at Rose City Park (Grades 1-8)	9%	8%
Chinese/Mandarin Immersion	9%	10%
Special focus—Environmental Studies	5%	5%
Special focus—Arts	3%	4%
Special focus—History	3%	4%
Russian Immersion	2%	2%
Vietnamese Immersion	2%	2%
Experiential Learning Environment	1%	1%
Special focus—Science	1%	1%
Winterhaven Special Focus—Math and Science	1%	1%
Japanese Immersion	0%	0%
Special focus—CTE	0%	0%
Special focus—Dual Credit	0%	0%
Other	50%	49%

74. Do you feel like your optional program, from question 73, is meeting its goals? **(OPEN)**

75. Do you attend an alternative, CBO, or other Multiple Pathways program?

Response Category	Weighted N=1,602	Unweighted N=1,612
No	64%	64%
Yes (If yes, which program)	3%	3%
Don't know	33%	33%

76. Is PPS your home district?

Response Category	Weighted N=1,884	Unweighted N=1,887
No (If not, what is your home district)	3%	3%
Yes	71%	71%
Don't know	26%	26%

77. What would help you read more often for fun at home? **(OPEN)**

78. Is there anything else you'd like to tell us about your school? **(OPEN)**

Next, we would like some background information about you.

79. How old are you?

Response Category	Weighted N=1,940	Unweighted N=1,942
10 years or younger	40%	39%
11 years old	58%	58%
12 years old	1%	1%
13 years old	0%	0%
Other	1%	1%

80. What is your gender?

Response Category	Weighted N=1,942	Unweighted N=1,941
Male	49%	46%
Female	51%	53%
Other	1%	1%

81. What races/ethnicities do you consider yourself? **(Please mark all that apply)**³

Response Category	Weighted N=1,737	Unweighted N=1,739
White	56%	45%
Hispanic/Latino	16%	10%
African American/African/Other Black	10%	10%
Asian	8%	9%
American Native/Alaska Native/Canada Native	1%	1%
Pacific Islander	1%	1%
Middle Eastern/North African	<1%	1%
Multiple	8%	24%

³ These groups were collapsed into federal racial/ethnic categories for this report, but more detailed racial/ethnic data was collected and will be used by the District in future analyses. The Multiple category includes all respondents who selected more than one racial/ethnic group.

82. **(Optional)** If you would like to share in your own words how you describe your race, origin, ethnicity, ancestry and/or Tribal affiliations, please state below. **(OPEN)**

DRAFT

PPS Successful Schools Survey—Middle School Students
Online/Paper Survey; N=2,229
June 2015

Note: Results in this document are presented as both statistically weighted by gender and ethnicity to reflect the PPS student population as well as un-weighted.

1. Please write the name of your school. **(OPEN)**⁴

2. What grade are you in?

Response Category	Weighted N=2,229	Unweighted N=2,229
7 th	100%	100%

3. Did you eat breakfast this morning?

Response Category	Weighted N=2,218	Unweighted N=2,213
No	20%	21%
Yes	80%	79%

4. How many years have you been at this school?

Response Category	Weighted N=2,208	Unweighted N=2,205
1 year	10%	10%
2 years	61%	59%
3 years	3%	3%
4 years	2%	3%
5 or more years	24%	25%

Response Category	No	Yes	DK
5. Do you attend school in the neighborhood where you live?			
Weighted	26%	61%	13%
Unweighted	28%	59%	13%
6. Do you plan to go to college or some other school after high school?			
Weighted	2%	87%	11%
Unweighted	2%	87%	11%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	NR ⁵
7. Are the school buildings clean and in good condition?					
Weighted	5%	34%	49%	12%	0%
Unweighted	6%	34%	49%	12%	0%
8. Is your school usually clean and tidy?					
Weighted	6%	36%	47%	11%	0%
Unweighted	6%	36%	47%	11%	0%
9. Are the school grounds kept clean?					
Weighted	8%	36%	42%	15%	0%
Unweighted	8%	36%	42%	15%	0%

⁴ All open-ended data has been made available to the District for future analyses.

⁵ No response.

10. In the past 30 days, did you miss school for any of the following reasons? (Mark all that apply)

Response Category	Weighted N=2,127	Unweighted N=2,134
Illness (feeling sick physically), including problems with breathing and your teeth	43%	43%
Does not apply, I didn't miss any school	41%	41%
Didn't get enough sleep	10%	11%
Felt very sad, hopeless, anxious, stressed, or angry	7%	8%
Had to take care of or help a family member or friend	6%	6%
Were behind in schoolwork or weren't prepared for a test or classroom assignment	4%	4%
Were bored with or uninterested in school	3%	3%
Didn't feel safe at school	2%	3%
Wanted to spend time with friends who don't go to school	1%	2%
Had to work	1%	2%
Were suspended	1%	1%
Wanted to use alcohol or drugs	1%	1%
Other reason	17%	18%

11. During the past 12 months, about how many times did you skip school or cut classes?

Response Category	Weighted N=2,192	Unweighted N=2,192
0 times	79%	78%
1+ times	21%	22%

Response Category	Strongly disagree	Smwt disagree	Smwt agree	Strongly agree	DK/NA ⁶
12. I feel close to people at this school					
Weighted	19%	7%	51%	15%	7%
Unweighted	20%	8%	51%	14%	8%
13. I am happy to be at this school					
Weighted	20%	11%	48%	14%	7%
Unweighted	21%	11%	48%	12%	7%
14. I feel like I am part of this school					
Weighted	19%	11%	49%	12%	8%
Unweighted	20%	12%	49%	10%	8%
15. This school is a supportive and inviting place for students to learn					
Weighted	18%	11%	52%	12%	8%
Unweighted	20%	11%	51%	10%	8%
16. The teachers at this school treat students fairly					
Weighted	16%	17%	53%	8%	7%
Unweighted	17%	17%	53%	7%	6%
17. I feel safe in my school					
Weighted	19%	10%	52%	13%	6%
Unweighted	19%	10%	53%	11%	6%
18. I try to make sure that I am good at my schoolwork					
Weighted	28%	4%	43%	21%	3%
Unweighted	30%	4%	43%	19%	4%

⁶ Don't know/not applicable.

Response Category	Strongly disagree	Smwt disagree	Smwt agree	Strongly agree	DK/NA ⁶
19. I try at school because I am interested in my work					
Weighted	18%	19%	45%	12%	6%
Unweighted	19%	19%	45%	10%	6%
20. I work hard to try to understand new things at school					
Weighted	22%	7%	52%	14%	4%
Unweighted	24%	7%	52%	13%	4%
21. I am always trying to do better in my schoolwork					
Weighted	26%	6%	46%	19%	4%
Unweighted	27%	7%	46%	17%	4%
22. My class lessons include examples of my racial, ethnic, or cultural background					
Weighted	14%	20%	40%	5%	21%
Unweighted	14%	20%	40%	5%	21%
23. If I don't understand something, my teacher explains it another way					
Weighted	16%	14%	54%	9%	7%
Unweighted	17%	14%	53%	8%	7%
24. My teachers push everybody to work hard					
Weighted	16%	14%	54%	10%	6%
Unweighted	17%	14%	54%	9%	6%
25. My classmates behave the way my teachers want them to					
Weighted	18%	41%	31%	1%	9%
Unweighted	18%	41%	30%	1%	10%
26. It is easy for students to get kicked out of class or get suspended					
Weighted	19%	43%	24%	4%	10%
Unweighted	20%	43%	24%	4%	10%
27. I have been disrespected by adults at school because of my race, ethnicity, or culture					
Weighted	59%	27%	6%	2%	7%
Unweighted	58%	27%	7%	2%	7%

Please mark how TRUE you feel each of the following statements is about your SCHOOL and things you might do there.

At my school, there is a teacher or some other adult. . .

Response Category	Not true at all	A little true	Pretty much true	Very much true	NR
28. Who really cares about me					
Weighted	7%	28%	34%	29%	2%
Unweighted	8%	27%	35%	29%	2%
29. Who tells me when I do a good job					
Weighted	5%	20%	39%	34%	2%
Unweighted	5%	20%	39%	34%	2%
30. Who notices when I'm not there					
Weighted	9%	24%	34%	29%	3%
Unweighted	9%	24%	35%	29%	3%
31. Who always wants me to do my best					
Weighted	3%	12%	34%	49%	2%
Unweighted	3%	12%	34%	48%	2%
32. Who listens to me when I have something to say					
Weighted	7%	23%	36%	32%	2%
Unweighted	8%	22%	36%	32%	2%
33. Who believes that I will be a success					

Response Category	Not true at all	A little true	Pretty much true	Very much true	NR
Weighted	6%	16%	32%	44%	3%
Unweighted	6%	16%	32%	44%	3%

At school. . .

Response Category	Not true at all	A little true	Pretty much true	Very much true	NR
34. I do interesting learning activities					
Weighted	9%	35%	36%	18%	2%
Unweighted	9%	35%	35%	19%	2%
35. I help decide things like class activities or rules					
Weighted	29%	39%	20%	9%	2%
Unweighted	29%	39%	20%	9%	2%
36. I do things that make a difference by helping other people, the school or the community					
Weighted	14%	36%	32%	16%	2%
Unweighted	14%	35%	32%	16%	2%

Next are questions about violence, safety, harassment, and bullying on school property.

Response Category	Very safe	Safe	Unsafe	Very unsafe	NR
37. How safe do you feel when you are at school?					
Weighted	29%	58%	9%	2%	3%
Unweighted	28%	58%	9%	2%	3%
38. How safe do you feel in the cafeteria/lunchroom?					
Weighted	30%	59%	7%	2%	2%
Unweighted	30%	58%	8%	2%	2%
39. How safe do you feel in the hallways?					
Weighted	25%	58%	12%	2%	3%
Unweighted	25%	57%	13%	2%	2%
40. How safe do you feel in the locker rooms/gym?					
Weighted	29%	56%	9%	3%	4%
Unweighted	29%	55%	9%	3%	4%
41. How safe do you feel in the restrooms?					
Weighted	25%	56%	12%	4%	3%
Unweighted	25%	56%	12%	4%	3%
42. How safe do you feel in the courtyard/common areas?					
Weighted	28%	59%	7%	1%	3%
Unweighted	28%	59%	8%	2%	3%
43. How safe do you feel when taking the bus (or walking) to and from school?					
Weighted	25%	53%	13%	3%	6%
Unweighted	24%	54%	12%	4%	6%
44. How safe do you feel in the parking lot?					
Weighted	24%	58%	10%	3%	5%
Unweighted	23%	57%	10%	3%	6%

During the past 12 months, how many times on school property have you . . .

Response Category	0 times	1 time	2-3 times	4 or more times	NR
45. Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?					
Weighted	63%	15%	11%	9%	2%
Unweighted	63%	14%	11%	10%	2%
46. Been afraid of being beaten up?					
Weighted	79%	9%	4%	5%	2%
Unweighted	79%	10%	4%	5%	2%
47. Been in a physical fight?					
Weighted	82%	9%	4%	3%	3%
Unweighted	81%	9%	4%	3%	2%
48. Had mean rumors or lies spread about you?					
Weighted	54%	21%	10%	11%	3%
Unweighted	54%	20%	11%	12%	3%
49. Had sexual jokes, comments, or gestures made to you?					
Weighted	62%	13%	9%	13%	3%
Unweighted	60%	13%	10%	14%	3%
50. Been made fun of because of your looks or the way you talk?					
Weighted	60%	15%	11%	12%	2%
Unweighted	59%	15%	10%	13%	2%
51. Had your property stolen or deliberately damaged, such as your car, clothing, or books?					
Weighted	70%	16%	6%	5%	3%
Unweighted	70%	16%	6%	6%	3%
52. Been offered, sold, or given an illegal drug?					
Weighted	91%	4%	1%	1%	2%
Unweighted	91%	4%	1%	2%	2%
53. Been threatened or injured with a weapon (knife, gun, club, etc.)?					
Weighted	92%	3%	1%	1%	3%
Unweighted	92%	3%	1%	1%	2%
54. Seen someone carrying a gun, knife, or other weapon?					
Weighted	83%	9%	3%	2%	2%
Unweighted	83%	10%	3%	2%	2%
55. Been threatened with harm or injury?					
Weighted	80%	9%	4%	4%	3%
Unweighted	79%	9%	4%	5%	3%
56. Been made fun of, insulted, or called names?					
Weighted	45%	18%	13%	21%	3%
Unweighted	45%	18%	13%	22%	3%

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (You were **bullied** if you were shoved, hit, threatened, called mean names, teased, or had other unpleasant physical or verbal things done to you repeatedly or in a severe way. It is **not bullying** when two students of about the same strength quarrel or fight)

Response Category	0 times	1 time	2-3 times	4 or more times	NR
57. Your race, ethnicity, or national origin					
Weighted	85%	6%	3%	3%	3%
Unweighted	84%	6%	4%	4%	3%
58. Your religion					
Weighted	89%	5%	2%	2%	3%
Unweighted	88%	5%	2%	2%	3%
59. Your gender					
Weighted	85%	6%	3%	3%	3%
Unweighted	85%	6%	3%	3%	3%
60. Because you are gay or lesbian or someone thought you were					
Weighted	86%	5%	3%	3%	3%
Unweighted	86%	6%	3%	3%	3%
61. A physical or mental disability					
Weighted	91%	3%	1%	2%	3%
Unweighted	90%	3%	1%	2%	3%
62. Any other reasons (like the amount of money your family has, or your clothes) (Please explain)					
Weighted	80%	6%	4%	5%	6%
Unweighted	79%	7%	4%	5%	6%

63. During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook, email, instant message, Instagram, Twitter, Snapchat, Vine)?

Response Category	Weighted N=2,229	Unweighted N=2,229
0 times (Never)	76%	75%
1 time	10%	10%
2-3 times	6%	6%
4 or more times	5%	6%
Don't know	3%	3%

64. During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Response Category	Weighted N=2,229	Unweighted N=2,229
No	72%	71%
Yes	26%	27%
No answer	3%	3%

65. How many questions in this survey did you answer honestly?

Response Category	Weighted N=2,229	Unweighted N=2,229
All of them	73%	73%
Most of them	22%	22%
Only some of them	1%	1%
Hardly any	1%	1%
Don't know	3%	3%

66. Are you in an optional program? Please select one.

Response Category	Weighted N=690	Unweighted N=697
Special focus—Arts	25%	24%
Spanish Immersion	23%	20%
Japanese Immersion	10%	10%
ACCESS at Rose City Park (Grades 1-8)	7%	10%
Chinese/Mandarin Immersion	7%	8%
Special focus—History	3%	4%
Russian Immersion	4%	3%
Winterhaven Special Focus—Math and Science	2%	1%
Experiential Learning Environment	1%	1%
Special focus—Science	1%	1%
Special focus—Environmental Studies	1%	1%
Vietnamese Immersion	1%	1%
Special focus—CTE	0%	0%
Special focus—Dual Credit	0%	0%
Other	15%	14%

67. Do you feel like your optional program, from question 66, is meeting its goals? **(OPEN)**

68. Do you attend an alternative, community-based program, or other Multiple Pathways program?

Response Category	Weighted N=1,872	Unweighted N=1,891
No	68%	66%
Yes, (If yes, which program)	6%	7%
Don't know	25%	27%

69. Is PPS your home district?

Response Category	Weighted N=2,108	Unweighted N=2,119
No (If not, what is your home district)	4%	4%
Yes	80%	79%
Don't know	16%	17%

70. What would help you read more often for fun at home? **(OPEN)**

71. Is there anything else you'd like to tell us about your school? **(OPEN)**

Next, we would like some background information about you. Please remember you do not have to answer these questions.

72. How old are you?

Response Category	Weighted N=1,651	Unweighted N=1,632
12 years or younger	22%	20%
13 years old	76%	77%
14 years old	1%	1%
15 years old	0%	0%
16 years old	0%	0%
17 years old	0%	0%
18 years old	0%	1%

73. What is your gender?

Response Category	Weighted N=2,135	Unweighted N=2,142
Male	47%	46%
Female	49%	50%
Other	3%	4%

74. When someone is labeled "male" or "female" and it doesn't match how they feel inside they might say they are "transgender". Are you transgender?

Response Category	Weighted N=2,229	Unweighted N=2,229
Yes	2%	3%
No	89%	90%
Blank/Refused	9%	8%

75. Which of the following best describes you? (Mark all that apply)

Response Category	Weighted N=2,229	Unweighted N=2,229
Heterosexual (straight)	65%	65%
Bisexual	5%	6%
Gay or Lesbian	2%	2%
Transgender	1%	1%
Queer	1%	1%
Not sure or questioning	7%	8%
Decline to respond/Other	25%	24%

76. What races/ethnicities do you consider yourself? **(Mark all that apply)**⁷

Response Category	Weighted N=1,969	Unweighted N=1,969
White	56%	42%
Hispanic/Latino	16%	9%
African American/African/Other Black	10%	7%
Asian	8%	7%
American Native/Alaska Native/Canada Native	1%	1%
Pacific Islander	1%	2%
Middle Eastern/North African	<1%	2%
Multiple	8%	32%

77. **(Optional)** If you would like to share in your own words how you describe your race, origin, ethnicity, ancestry and/or Tribal affiliations, please state below. **(OPEN)**

DRAFT

⁷ These groups were collapsed into federal racial/ethnic categories for this report, but more detailed racial/ethnic data was collected and will be used by the District in future analyses. The Multiple category includes all respondents who selected more than one racial/ethnic group.

PPS Successful Schools Survey—High School Students
Online/Paper Survey; N= 1,151
June 2015

Note: Results in this document are presented as both statistically weighted by gender and ethnicity to reflect the PPS student population as well as un-weighted.

1. Please write the name of your school. **(OPEN)**⁸

2. What grade are you in?

Response Category	Weighted N=1,151	Unweighted N=1,151
10 th grade	100%	100%

3. Did you eat breakfast this morning?

Response Category	Weighted N=1,134	Unweighted N=1,131
No	32%	34%
Yes	68%	66%

4. How many years have you been at this school?

Response Category	Weighted N=1,128	Unweighted N=1,127
1 year	12%	12%
2 years	88%	87%
3 years	0%	0%
4 years	0%	0%
5 or more years	0%	0%

Response Category	No	Yes	DK
5. Do you attend school in the neighborhood where you live?			
Weighted	31%	62%	7%
Unweighted	32%	61%	7%
6. Do you plan to go to college or some other school after high school?			
Weighted	3%	87%	11%
Unweighted	3%	86%	11%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	NR ⁹
7. Are the school buildings clean and in good condition?					
Weighted	10%	47%	37%	4%	2%
Unweighted	11%	47%	36%	4%	2%
8. Is your school usually clean and tidy?					
Weighted	9%	46%	38%	4%	2%
Unweighted	10%	46%	37%	5%	2%
9. Are the school grounds kept clean?					
Weighted	9%	37%	45%	7%	3%
Unweighted	9%	37%	43%	8%	3%

⁸ All open-ended data has been made available to the District for future analyses.

⁹ No response.

10. In the past 30 days, did you miss school for any of the following reasons? (Mark all that apply)

Response Category	Weighted N=1,103	Unweighted N=1,101
Illness (feeling sick physically), including problems with breathing and your teeth	46%	47%
Does not apply, I didn't miss any school	30%	30%
Didn't get enough sleep	22%	23%
Felt very sad, hopeless, anxious, stressed, or angry	17%	17%
Were behind in schoolwork or weren't prepared for a test or classroom assignment	14%	15%
Were bored with or uninterested in school	13%	13%
Had to take care of or help a family member or friend	8%	9%
Had to work	3%	3%
Wanted to spend time with friends who don't go to school	3%	3%
Wanted to use alcohol or drugs	3%	3%
Didn't feel safe at school	2%	2%
Were suspended	1%	1%
Other reason	17%	18%

11. During the past 12 months, about how many times did you skip school or cut classes?

Response Category	Weighted N=1,124	Unweighted N=1,120
0 times	43%	44%
1+ times	57%	56%

How strongly do you agree or disagree with the following statements?

Response Category	Strongly disagree	Smwt disagree	Smwt agree	Strongly agree	DK/NA ¹⁰
12. I feel close to people at this school					
Weighted	5%	14%	50%	24%	7%
Unweighted	5%	14%	50%	25%	7%
13. I am happy to be at this school					
Weighted	5%	12%	53%	25%	6%
Unweighted	6%	12%	52%	25%	6%
14. I feel like I am part of this school					
Weighted	6%	14%	51%	21%	8%
Unweighted	6%	15%	50%	21%	8%
15. This school is a supportive and inviting place for students to learn					
Weighted	3%	10%	64%	18%	5%
Unweighted	3%	10%	63%	18%	6%
16. The teachers at this school treat students fairly					
Weighted	3%	20%	57%	14%	6%
Unweighted	4%	20%	56%	13%	7%
17. I feel safe in my school					
Weighted	2%	7%	60%	23%	6%
Unweighted	3%	8%	60%	24%	6%
18. I try very hard to make sure that I am good at my schoolwork					
Weighted	1%	8%	49%	39%	4%
Unweighted	1%	7%	49%	39%	4%

¹⁰ Don't know/not applicable.

Response Category	Strongly disagree	Smwt disagree	Smwt agree	Strongly agree	DK/NA ¹⁰
19. I try at school because I am interested in my work					
Weighted	5%	23%	45%	22%	5%
Unweighted	5%	22%	45%	22%	5%
20. I work hard to try to understand new things at school					
Weighted	2%	10%	56%	29%	3%
Unweighted	2%	9%	56%	29%	4%
21. I am always trying to do better in my schoolwork					
Weighted	2%	14%	48%	31%	5%
Unweighted	2%	13%	48%	32%	5%
22. My class lessons include examples of my racial, ethnic, or cultural background					
Weighted	6%	21%	40%	15%	19%
Unweighted	7%	22%	40%	14%	18%
23. If I don't understand something, my teacher explains it another way					
Weighted	4%	23%	53%	14%	6%
Unweighted	4%	22%	52%	15%	6%
24. My teachers push everybody to work hard					
Weighted	5%	20%	54%	16%	5%
Unweighted	5%	20%	53%	17%	6%
25. My classmates behave the way my teachers want them to					
Weighted	15%	47%	29%	2%	7%
Unweighted	15%	45%	30%	2%	8%
26. It is easy for students to get kicked out of class or get suspended					
Weighted	9%	43%	29%	8%	10%
Unweighted	9%	42%	29%	9%	11%
27. I have been disrespected by adults at school because of my race, ethnicity, or culture					
Weighted	47%	33%	9%	3%	8%
Unweighted	44%	34%	9%	4%	8%

Please mark how TRUE you feel each of the following statements is about your SCHOOL and things you might do there. At my school, there is a teacher or some other adult. . .

Response Category	Not true at all	A little true	Pretty much true	Very much true	NR
28. Who really cares about me					
Weighted	6%	28%	37%	26%	2%
Unweighted	7%	29%	36%	26%	2%
29. Who tells me when I do a good job					
Weighted	5%	19%	44%	30%	2%
Unweighted	5%	20%	43%	30%	2%
30. Who notices when I'm not there					
Weighted	8%	27%	38%	24%	3%
Unweighted	9%	28%	37%	24%	3%
31. Who always wants me to do my best					
Weighted	4%	15%	39%	40%	2%
Unweighted	4%	16%	38%	40%	2%
32. Who listens to me when I have something to say					
Weighted	5%	20%	43%	29%	2%
Unweighted	6%	21%	41%	30%	3%
33. Who believes that I will be a success					
Weighted	5%	16%	37%	38%	4%

Response Category	Not true at all	A little true	Pretty much true	Very much true	NR
Unweighted	5%	17%	36%	38%	4%

At school. . .

Response Category	Not true at all	A little true	Pretty much true	Very much true	NR
34. I do interesting learning activities					
Weighted	12%	43%	34%	9%	2%
Unweighted	13%	43%	33%	9%	3%
35. I help decide things like class activities or rules					
Weighted	41%	38%	15%	3%	2%
Unweighted	41%	37%	16%	4%	2%
36. I do things that make a difference by helping other people, the school or the community					
Weighted	22%	38%	28%	9%	3%
Unweighted	22%	38%	28%	10%	3%

Next are questions about violence, safety, harassment, and bullying on school property.

Response Category	Very safe	Safe	Unsafe	Very unsafe	NR
37. How safe do you feel when you are at school?					
Weighted	20%	70%	6%	1%	2%
Unweighted	20%	69%	7%	2%	2%
38. How safe do you feel in the cafeteria/lunchroom?					
Weighted	18%	67%	9%	2%	4%
Unweighted	19%	66%	9%	2%	4%
39. How safe do you feel in the hallways?					
Weighted	20%	68%	8%	2%	3%
Unweighted	20%	68%	8%	2%	3%
40. How safe do you feel in the locker rooms/gym?					
Weighted	19%	66%	9%	3%	3%
Unweighted	19%	65%	10%	3%	3%
41. How safe do you feel in the restrooms?					
Weighted	20%	66%	8%	3%	3%
Unweighted	19%	65%	8%	3%	4%
42. How safe do you feel in the courtyard/common areas?					
Weighted	20%	69%	6%	1%	4%
Unweighted	19%	69%	7%	1%	4%
43. How safe do you feel when taking the bus (or walking) to and from school?					
Weighted	19%	63%	13%	3%	3%
Unweighted	18%	62%	13%	3%	3%
44. How safe do you feel in the parking lot?					
Weighted	19%	68%	8%	2%	4%
Unweighted	18%	67%	8%	2%	4%

During the past 12 months, how many times on school property have you . . .

Response Category	0 times	1 time	2-3 times	4 or more times	NR
45. Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?					
Weighted	79%	10%	5%	3%	3%
Unweighted	78%	11%	5%	3%	3%
46. Been afraid of being beaten up?					
Weighted	85%	7%	3%	2%	3%
Unweighted	85%	7%	3%	3%	3%
47. Been in a physical fight?					
Weighted	88%	5%	2%	1%	3%
Unweighted	87%	6%	2%	1%	3%
48. Had mean rumors or lies spread about you?					
Weighted	62%	16%	10%	9%	3%
Unweighted	62%	16%	10%	9%	3%
49. Had sexual jokes, comments, or gestures made to you?					
Weighted	56%	13%	12%	15%	4%
Unweighted	57%	13%	12%	15%	4%
50. Been made fun of because of your looks or the way you talk?					
Weighted	63%	13%	11%	10%	3%
Unweighted	63%	13%	10%	10%	3%
51. Had your property stolen or deliberately damaged, such as your car, clothing, or books?					
Weighted	71%	17%	6%	4%	3%
Unweighted	70%	17%	6%	4%	3%
52. Been offered, sold, or given an illegal drug?					
Weighted	67%	9%	10%	11%	3%
Unweighted	67%	10%	9%	11%	3%
53. Been threatened or injured with a weapon (knife, gun, club, etc.)?					
Weighted	92%	2%	2%	1%	3%
Unweighted	92%	2%	2%	1%	3%
54. Seen someone carrying a gun, knife, or other weapon?					
Weighted	75%	11%	6%	4%	4%
Unweighted	75%	11%	7%	4%	4%
55. Been threatened with harm or injury?					
Weighted	85%	6%	4%	2%	4%
Unweighted	84%	6%	4%	2%	4%
56. Been made fun of, insulted, or called names?					
Weighted	55%	13%	13%	14%	4%
Unweighted	56%	13%	13%	14%	5%

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (You were **bullied** if you were shoved, hit, threatened, called mean names, teased, or had other unpleasant physical or verbal things done to you repeatedly or in a severe way. It is **not bullying** when two students of about the same strength quarrel or fight)¹¹

Response Category	0 times	1 time	2-3 times	4 or more times	NR
57. Your race, ethnicity, or national origin					
Weighted	---	---	---	---	---
Unweighted	---	---	---	---	---
58. Your religion					
Weighted	88%	4%	2%	2%	4%
Unweighted	87%	4%	2%	2%	4%
59. Your gender					
Weighted	---	---	---	---	---
Unweighted	---	---	---	---	---
60. Because you are gay or lesbian or someone thought you were					
Weighted	85%	5%	3%	3%	4%
Unweighted	85%	5%	2%	3%	4%
61. A physical or mental disability					
Weighted	90%	2%	1%	2%	5%
Unweighted	90%	3%	1%	2%	5%
62. Any other reasons (like the amount of money your family has, or your clothes)					
Weighted	81%	6%	3%	4%	7%
Unweighted	80%	6%	3%	4%	7%

63. During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook, email, instant message, Instagram, Twitter, Snapchat, Vine)?

Response Category	Weighted N=1,151	Unweighted N=1,151
0 times (Never)	74%	74%
1 time	10%	10%
2-3 times	6%	7%
4 or more times	6%	6%
Don't know/NA	4%	4%

64. During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Response Category	Weighted N=1,151	Unweighted N=1,151
No	62%	62%
Yes	33%	33%
No answer	5%	5%

¹¹ High school students were asked Q57 and Q59; however, due to an error in data processing they have not been included in this report. PPS has been provided full data for the survey should they wish to reprocess these responses at a later date.

65. How many questions in this survey did you answer honestly?

Response Category	Weighted N=1,151	Unweighted N=1,151
All of them	71%	71%
Most of them	23%	23%
Only some of them	2%	2%
Hardly any	1%	1%
Don't know/NA	3%	3%

66. Are you in an optional program? Please select one.

Response Category	Weighted N=327	Unweighted N=348
Special focus—CTE	19%	18%
Spanish Immersion	15%	14%
Special focus—Arts	6%	7%
Winterhaven Special Focus—Math and Science	5%	4%
Japanese Immersion	5%	7%
Special focus—Dual Credit	5%	5%
Chinese/Mandarin Immersion	4%	4%
Special focus—History	3%	4%
Special focus—Environmental Studies	2%	2%
ACCESS at Rose City Park (Grades 1-8)	1%	1%
Experiential Learning Environment	1%	1%
Special focus—Science	1%	1%
Vietnamese Immersion	1%	1%
Russian Immersion	1%	1%
Other	32%	31%

67. Do you feel like your optional program, from question 66, is meeting its goals? **(OPEN)**

68. Do you attend an alternative, community-based program, or other Multiple Pathways program?

Response Category	Weighted N=1,000	Unweighted N=996
No	74%	73%
Yes, (If yes, which program)	7%	8%
Don't know	19%	19%

69. Is PPS your home district?

Response Category	Weighted N=1,083	Unweighted N=1,078
No (If not, what is your home district)	4%	4%
Yes	89%	89%
Don't know	7%	7%

70. What would help you read more often for fun at home? **(OPEN)**

71. Is there anything else you'd like to tell us about your school? **(OPEN)**

Next, we would like some background information about you. Please remember you do not have to answer these questions.

72. How old are you?

Response Category	Weighted N=1,091	Unweighted N=1,088
12 years old	0%	0%
13 years old	0%	0%
14 years old	0%	0%
15 years old	42%	41%
16 years old	56%	56%
17 years old	1%	2%
18 years old	0%	0%
19 years	0%	0%
20 years	0%	0%
21 years	0%	0%
Other	1%	0%

73. What is your gender?

Response Category	Weighted N=1,096	Unweighted N=1,093
Male	47%	49%
Female	49%	48%
Other	3%	3%

74. When someone is labeled "male" or "female" and it doesn't match how they feel inside they might say they are "transgender". Are you transgender?

Response Category	Weighted N=1,151	Unweighted N=1,151
Yes	3%	3%
No	74%	71%
Blank/Refused	23%	26%

75. Which of the following best describes you? Please mark all that apply.

Response Category	Weighted N=923	Unweighted N=912
Heterosexual (straight)	78%	77%
Bisexual	8%	8%
Queer	4%	4%
Gay or Lesbian	2%	3%
Transgender	1%	2%
Not sure or questioning	6%	6%
Decline to respond/Other	9%	9%

76. What races/ethnicities do you consider yourself? Please mark all that apply.¹²

Response Category	Weighted N=1,039	Unweighted N=1,039
White	56%	38%
Hispanic/Latino	16%	14%
African American/African/Other Black	10%	9%
Asian	8%	12%
American Native/Alaska Native/Canada Native	1%	2%
Pacific Islander	1%	1%
Middle Eastern/North African	<1%	1%
Multiple	8%	25%

77. **(Optional)** If you would like to share in your own words how you describe your race, origin, ethnicity, ancestry and/or Tribal affiliations, please state below. **(OPEN)**

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¹² These groups were collapsed into federal racial/ethnic categories for this report, but more detailed racial/ethnic data was collected and will be used by the District in future analyses. The Multiple category includes all respondents who selected more than one racial/ethnic group.