



2023-2024

**High School Student Survey Questions**  
*Grants Pass School District*

YouthTruth harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.

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## Student Survey – High School

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The high school student survey asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

### Demographics

- What grade are you in? *(9th; 10th; 11th; 12th; Other)*
- How do you describe yourself? (Please check one) *(Boy/Man; Girl/Woman; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
- How would you describe your race and/or ethnicity? (Please check one) *(American Indian; Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander; White; Race or ethnicity not included above [optional, please describe]; Prefer not to say)*
- Do you identify as a person of color? *(Yes; No; Prefer not to say)*
- Choose the letter grade that corresponds with your cumulative grade point average (GPA) for all subjects in high school. (If your school does not grade on a scale using As, Bs, Cs, Ds and Fs, please choose the answer that you think best matches the grades you get at your school.) *(A+; A; A-; B+; B; B-; C+; C; C-; D+; D; D-; E/F; Prefer not to say)*
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) *(Yes; No; I don't know; Prefer not to say)*
- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? *(Yes; No; I don't know; Prefer not to say)*
- We will ask you about the main caregiver(s) in your home. These include parents, guardians, grandparents, etc. Think about your most educated caregiver. What is their level of education? *(Elementary or middle school; Some high school; High school graduate or equivalent (GED); Some college; Associate's degree or technical certificate; Finished college/bachelor's degree; Graduate degree; I don't know; Prefer not to say)*
- Do you consider yourself to be . . . (Please check one) *(Bisexual\*; Gay or Lesbian, Heterosexual or straight; Another identity not included above [optional, please describe]; I don't know; Prefer not to say)* \*A person who is attracted to both people of their own gender and other genders.
- Do you identify as a member of the LGBTQ+ (lesbian, gay, bisexual, transgender, queer) community? (Please check one) *(Yes; No; Prefer not to say)*

## Strengths & Areas for Improvement

- What do you **like** most about your school? (Please check one.) *(My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for college or my career; Something else not listed; Nothing – I can't think of anything I like about my school)*
- What do you **dislike** most about your school? (Please check one.) *(My school does not do enough to inspire me to do my best; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school does not do enough to get me ready for college or my future career; Something else not listed; Nothing – I can't think of anything I dislike about my school)*

Students are invited to expand upon their answers to the above two questions in their own words via open text.

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. *(Open text)*

Open-ended comments to the above three questions are anonymously shared in an indexed table, categorized by theme and grade-level.

**Engagement** – Describes the degree to which students perceive themselves as engaged with their school and their education.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- What I learn in class helps me outside of school.
- My teachers' expectations make me want to do my best.
- I try to do my best in school.
- I take pride in my schoolwork.
- I enjoy school most of the time.
- I am getting a high-quality education at this school.
- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (for example, which skills to improve).

Have you ever seriously considered dropping out of high school? *(Yes; No; I don't know)*

*(If respondent answered yes to the dropping out question) Did you consider dropping out for any of the following reasons? (Yes; No; I don't know)*

- I did not feel safe at school.
- I did not feel safe going to and from school.
- I did not feel like anyone cared if I stayed in school or not.
- I did not see how the work I was doing would help me in my life.
- I failed state or other standardized tests.

- I had fallen behind in school and felt like I couldn't catch up.
- I needed to work and make money instead of spending most of my day in school.
- I had personal problems at home.
- I had problems with other students at school.
- I was discouraged by an adult(s) at school.
- Other (please specify)

**Academic Challenge** – Describes the degree to which students feel they are challenged by their coursework and teachers.

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- The work that I do for my classes makes me really think.
- In most of my classes, we learn a lot almost every day.
- Most of my teachers want me to explain my answers – why I think what I think.
- My teachers give me assignments that help me to better understand the subject.
- Most of my teachers don't let people give up when the work gets hard.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- In order to receive a good grade, I have to work hard in my classes.
- My teachers explain things in a way that I understand.

**Relationships** – Describes the degree to which students feel they receive support and personal attention from their teachers.

How many of your teachers . . . (1 = None; 2 = A few; 3 = Some; 4 = Many; 5 = All)

- . . . make an effort to understand what your life is like outside of school.
- . . . are not just satisfied if you pass, they care if you're really learning.
- . . . connect what you're learning in class with your life outside of school.
- . . . try to be fair.
- . . . believe that you can get a good grade if you try.
- . . . are willing to give extra help on schoolwork if you need it.

Is there an adult from school... (Yes; No; I don't know)

- . . . who would be willing to help you with a personal problem.
- . . . you could ask to write you a recommendation for a job, program, scholarship, or college.

When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it. (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

**Belonging & Peer Collaboration** – Describes the degree to which students have supportive, collaborative relationships with their classmates.

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Most students are friendly to me.
- I really feel like part of my school's community.
- I can usually be myself around other students.

How often do you work with other students for your classes . . . (1= Very rarely; 2= Somewhat Rarely; 3= Sometimes; 4=Somewhat often; 5=Very often)

- . . . because your teachers ask or tell you to.
- . . . even when your teacher doesn't ask or tell you to.

**Culture** – Describes the degree to which students believe that their school fosters a culture of respect and fairness.

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Discipline in this school is fair.
- My classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.)

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Adults at my school treat students with respect.
- Students from my school treat adults with respect.
- Adults at my school respect people from different backgrounds (for example, people of different races, ethnicities, and genders).
- I feel safe during school.

Are you part of school clubs, teams, or other groups (for example, sports, music, art, etc.)? (Yes; No)

Outside of school, are you part of clubs, sports teams, church/religious activities, or other groups? (Yes; No)

**Obstacles to Learning** – Describes the degree to which students experience barriers to their learning.

Do any of the following make it hard for you to do your best in school? (Yes, this makes it hard to do my best; No, this does not apply to me or does not keep me from doing my best; I don't know)

- Limited or no internet access
- Not feeling safe at home
- Not feeling safe at school
- Limited or no access to a computer or device
- Distractions at home and family responsibilities
- Feeling depressed, stressed, or anxious
- My health or the health of my family members
- Extracurricular commitments
- My job
- Not having an adult to help me with my schoolwork

- Getting picked on or bullied
- My personal relationships
- Other (please specify)

**College & Career Readiness** – Describes the degree to which students feel equipped to pursue college and careers.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- My school has helped me develop the skills and knowledge I will need for college-level classes.
- My school has helped me understand the steps I need to take in order to apply to college.
- My school has helped me figure out which careers match my interests and abilities.
- My school has helped me understand the steps I need to take in order to have the career that I want.

Do you want to go to college? (*Yes; No; I don't know*)

After you finish high school, what do you expect to do next? (*Join the military; Work full time at a job; Attend a 2-year college; Attend a 4-year college; Attend a trade/technical school; I don't know; Other [please specify]*)

This year, have you participated in any of the following services from your school? (*Yes; No; I don't know*)

- Help choosing classes needed to graduate
- College entrance exam preparation (SAT/ACT)
- Counseling about how to pay for college
- Counseling about how to apply to college
- Counseling about admissions requirements for different types of colleges
- Counseling about future career possibilities

(*If respondent answered yes to any of the above services*) You said you have participated in the following service(s) from your school this year. How helpful has each service been to you? (1 = *Not at all helpful*; 2 = *Not very helpful*; 3 = *Somewhat helpful*; 4 = *Helpful* 5 = *Very helpful*)

**Bullying Questions** – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

In the past year, have other students bullied or harassed you? (*Yes; No; I don't know; Prefer not to say*)

Were you bullied . . . (*Yes; No; I don't know*)

- . . . **physically**? (For example, pushed, tripped, or hit you; taken or broken your belongings on purpose)
- . . . **verbally**? (For example, called you names or made fun of you; threatened you; made inappropriate comments to you)
- . . . **socially**? (For example, tried to get other students not to be friends with you; spread rumors or told secrets about you; embarrassed you in front of others)

- . . . through **cyberbullying**? (For example, mean text messages or emails; rumors sent by email or posted on social networking sites; pictures, videos, websites, or fake profiles)
- Other (please specify)

*(If respondent answered yes to the bullying question)* Students bully each other for a lot of reasons- and being bullied is not your fault. To help your school understand the problem, do you think it happened for any of the following reasons? *(Yes; No; I don't know; Prefer not to say)*

- Your sex or gender
- Your race or skin color
- Where your family is from
- How you look
- Your religion
- Because people assume your sexual orientation
- How much money your family has
- A disability that you have
- Other reasons (please specify)

*(If respondent answered yes to the bullying question)* When you were bullied, did you tell . . . *(Yes; No; I don't know)*

- . . . an adult from school?
- . . . an adult at home?
- . . . a friend or classmate?
- I did not tell anyone.
- Someone else (please specify)

**Civic Readiness** – Describes the degree to which students feel prepared to actively participate in civic life and contribute to their communities and society as a whole.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Helping others is important to me.
- In school I have learned how to make my school, my community, or the world a better place.
- In school I have learned how to evaluate the evidence that backs up people's opinions.
- Being actively involved in national, state, or local issues is important to me.
- It is important to vote.
- It is important to work with people with backgrounds and experiences that are different from mine.
- I can make a difference in my school, my community, or the world.
- I work with others to solve problems in my school or community.
- I have helped change things for the better in my school, my community, or the world.

*(If respondent answered disagree or strongly disagree to "I have helped change things for the better in my school, my community, or the world")* What has kept you from helping to change things for the better in your school, your community, or the world? (Did you want to get involved? What happened? What challenges did you face?) *(Open text)*

*(If respondent answered neither agree nor disagree, agree, or strongly agree to “I have helped change things for the better in my school, my community, or the world”) Think about a time when you helped to change things for the better in your school, your community, or the world. (What made you want to get involved? What did you do? What challenges did you face?) (Open text)*

*Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:*

Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:

- Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- Sexual assault hotline: Call 1-800-656-HOPE (4673)
- Domestic violence hotline: Call 1-800-799-SAFE (7233)

If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.

**Emotional and Mental Health** – Describes signs of depression, as well as students' consideration of suicide. Themes include students' approaches to coping and ability to find help at school.

In the last twelve months, have you . . . *(Yes; No; I can't remember)*

- . . . talked to a school counselor, a therapist, or a psychologist because you were upset, stressed, or having problems?
- . . . ever felt so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
- . . . seriously considered attempting suicide?

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)* When I'm feeling upset, stressed, or having problems . . .

- . . . I know someone outside of school who I can talk to about it.
- . . . my school has programs or services that can help me.
- . . . I know some ways to make myself feel better or cope with it.

Think about your life lately. How happy have you been feeling this week? *(1 = Never happy; 2 = Rarely happy; 3 = Sometimes happy; 4 = Often happy; 5 = Happy all the time)*

Think about your life lately. How relaxed have you been feeling this week? *(1 = Never relaxed; 2 = Rarely relaxed; 3 = Sometimes relaxed; 4 = Often relaxed; 5 = Relaxed all the time)*

Think about your life lately. How sad have you been feeling this week? *(1 = Never sad; 2 = Rarely sad; 3 = Sometimes sad; 4 = Often sad; 5 = Sad all the time)*



Think about your life lately. How stressed have you been feeling this week? (1 = Never stressed; 2 = Rarely stressed; 3 = Sometimes stressed; 4 = Often stressed; 5 = Stressed all the time)

Overall, how do you feel about your life? (Five point sad to happy emoticon scale)

**Inclusion** – Assesses students’ school experiences through the lens of value. Equity is introduced when school and district partners act on the experience gaps that are revealed in the survey data from these two modules.

I feel like I can talk to **students** from my school about . . . (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- . . . my religion, faith, or spiritual beliefs.
- . . . my sexual orientation (for example, gay, straight, bisexual, etc.).
- . . . a disability I have.
- . . . my gender.
- . . . how much money my family has.
- . . . my race and/or ethnicity.
- . . . where my family is from.

I feel like I can talk to **adults** at my school about . . . (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- . . . my religion, faith, or spiritual beliefs.
- . . . my sexual orientation (for example, gay, straight, bisexual, etc.).
- . . . a disability I have.
- . . . my gender.
- . . . how much money my family has.
- . . . my race and/or ethnicity.
- . . . where my family is from.

Students from my school value people of different . . . (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

Adults at my school value people of different . . . (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).

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— STUDENT SURVEY —

A NATIONAL NONPROFIT

- . . . races and/or ethnicities.
- . . . countries.