

The West Virginia Safe and Supportive Schools Grant Program

School Climate Index Report Lincoln High School

According to the National School Climate Center, school climate refers to the quality and character of school life, and is based on students', parents', and school personnel's experience with the school. It reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures within the school setting.

Although no consensus has been reached about which school climate dimensions are essential, in the context of the Safe and Supportive Schools initiative, school climate has been described in three primary domains:

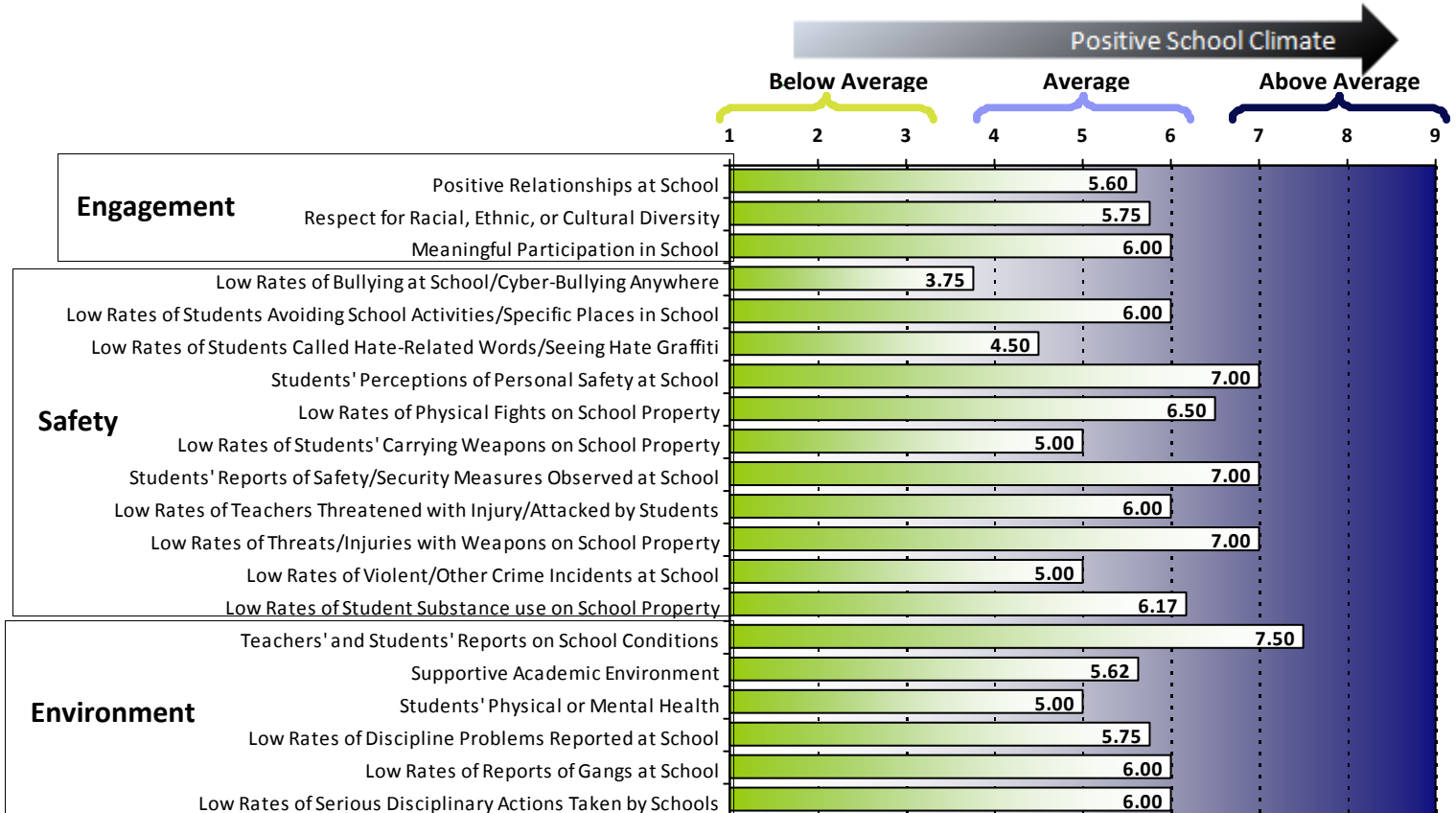
1. **ENGAGEMENT:** The quality of relationships and interactions among students and staff, respect for diversity in the school environment, and participation in and connectedness to the school community;
2. **SAFETY:** The physical and emotional safety of the school community, which is influenced by the positive and negative behaviors of students and staff. Also included here are the availability and use of illicit substances in the school setting;
3. **ENVIRONMENT:** The physical aspects of the school (facilities upkeep, etc.), the academic environment, the availability of physical and mental health supports for students; and the disciplinary tone in the school setting.

In West Virginia, a School Climate Index has been developed using 20 indicators related to the three domains listed above. The indicators were developed from student and staff survey data, as well as discipline data reported into the WV Education Information System (WVEIS). A score was assigned to each indicator for each school on the basis of how the school compared to 42 West Virginia high schools involved in the Safe and Supportive Schools Grant Program. Index scores range from 1 to 9, with 9 representing more positive or desirable school climate conditions.

Index scores can be interpreted as above the average (scores from 7 to 9), about the same as average (scores from 4 to 6), or below the average (scores from 1 to 3) of all the WV schools involved in the S3 grant. Generally, in planning for school improvement priority should be given to indicators with lower scores.

The school climate index scores on each indicator for this school are shown in the chart below. The scores on the twenty indicators were averaged to obtain an overall school climate index score for each school.

Lincoln High School Overall School Climate Index Score: 5.86 on a Scale from 1 to 9





School Climate Survey

West Virginia
Safe & Supportive Schools Project
Parent School Climate Survey Results
Lincoln High School

This report was prepared by WestEd, a research, development, and service agency. The West Virginia School Climate Surveys includes information that is licensed to WestEd by the California Department of Education (CDE) from its California School Climate, Health, and Learning Surveys of students, school staff, and parents. All publications, documents, and materials referencing this survey and report must include acknowledgement of this license.

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[District/ School Name]. *West Virginia Safe and Supportive Schools Survey, 2010–11: Main Report*. San Francisco: WestEd Health & Human Development Program for the West Virginia Department of Education.

PREFACE

This report provides the detailed results provided to parent, guardians and other adult care givers on each question in your 2010-11 administration of the *School Parent Survey* (SPS), presented in tables organized by topic.

This report provides the detailed results for each question from this school/district's 2010–11 *West Virginia School Climate Survey* (WVSCS) of parents, presented in tables organized by topic. This survey is based on the nationally-recognized California Healthy Kids Survey (CHKS), one of a suite of student, staff, and parent surveys known as the Healthy Kids School Climate Surveys and adopted and modified by the West Virginia Department of Education for use in its Safe and Supportive Schools (S3) Initiative. To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.¹

The results of this staff survey should be compared to those obtained from the companion WVSCS surveys of students and staff. Combined, the three surveys provide a comprehensive assessment of the school climate, and the needs and perceptions of key stakeholders within the school community, to guide school improvement efforts.

SURVEY PURPOSE

The purpose for the development of the Healthy Kids survey for students in 1997 by the California Department of Education was to provide data that would assist schools in (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to develop effective prevention, health, and youth development programs. The adoption of this survey by the West Virginia Department of Education for its Safe and Supportive Schools initiative reflects WVDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students, parents and staff.

THE REPORT

In this Main Report, results are provided in tables with data from the school, county/district and the aggregated data from all the participating high schools in the state .

NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

Compare with Other Data Sources

Results from the staff survey will be enriched if analyzed in the context of data from the student and parent school climate survey and other data sources, particularly in the context of identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness

¹ West Virginia-*Integrated Guidebook*) http://cscs.wested.org/training_support

studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss the results

Discuss the results with as many audiences as possible to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to them that you value their input, and it may help improve participation in the next survey.

Conduct Additional Analyses

The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district.

ACKNOWLEDGMENTS

The Healthy Kids School Climate Surveys were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. In California the suite of student, staff, and parent surveys are known as the California School Climate, Healthy, and Learning Survey System (Cal-SCHLS) For more information, call the toll-free helpline at 888.841.7536, or visit the website at <http://cal-schls.wested.org/>. The West Virginia Department of Education adopted and modified these surveys to form the West Virginia School Climate Survey for use in its S3 project. The WVSCS includes information that is licensed to WestEd by the California Department of Education (CDE) from its copyrighted Cal-SCHLS surveys. All publications, documents, and materials referencing this survey and report must include acknowledgement of this license.

Gregory Austin, Ph.D.
Healthy Kids School Climate Survey Director, WestEd

I. Sample Characteristics

Table 1.1
Survey Sample

| | School | District | State |
|-----------------------|--------|----------|-------|
| Number of Respondents | 63 | 324 | 2,240 |

Table 1.2
Role at Home

| | School | % | District | % | State | % |
|--|--------|---|----------|---|-------|---|
| Parent of at least one child at this school | 94 | | 98 | | 94 | |
| Grandparent, relative, and/or legal guardian | 6 | | 2 | | 5 | |
| Not applicable, not sure, or decline to answer | 0 | | 0 | | 0 | |

Question: I am a...

Table 1.3
Program Participation

| | School | % | District | % | State | % |
|---|--------|---|----------|---|-------|---|
| Special Education Program | 17 | | 14 | | 13 | |
| English Language Development | 0 | | 1 | | 1 | |
| Gifted and Talented Education (GATE) | 37 | | 35 | | 39 | |
| Not applicable, not sure, decline to answer | 40 | | 48 | | 44 | |

Question: Is your child in any of these programs?

Table 1.4
Number of Years at This School

| | School | % District | % State |
|---|--------|------------|---------|
| Less than one year | 5 | 2 | 3 |
| 1 to 2 years | 48 | 44 | 44 |
| 3 to 5 years | 46 | 49 | 45 |
| Over 5 years | 2 | 5 | 8 |
| Not applicable, not sure, decline to answer | 0 | 0 | 0 |

Question: How many years has your child been at this school?

Table 1.5
Race/Ethnicity of Respondents

| | School | % District | % State |
|-------------------------------------|--------|------------|---------|
| American Indian or Alaska Native | 2 | 2 | 1 |
| Asian | 0 | 1 | 1 |
| Black or African American | 0 | 1 | 3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 |
| White | 97 | 91 | 92 |
| Mixed (two or more) races | 2 | 2 | 1 |
| Other | 0 | 3 | 2 |

Question: What is your race?

Table 1.6
Free or Reduced Breakfast or Lunch

| | School | % District | % State |
|---|--------|------------|---------|
| Yes | 33 | 22 | 34 |
| No | 65 | 77 | 64 |
| Not applicable, not sure, decline to answer | 2 | 1 | 2 |

Question: Does one or more of your children receive a free or reduced price breakfast or lunch at this school?

Table 1.7
Grade level

| | School | % District | % State |
|------------|--------|------------|---------|
| 9th Grade | 19 | 15 | 15 |
| 10th Grade | 25 | 30 | 31 |
| 11th Grade | 33 | 31 | 30 |
| 12th Grade | 30 | 34 | 33 |
| Other | 11 | 7 | 8 |
| Ungraded | 2 | 1 | 1 |

Question: In what grade is your child?

Table 1.8
Hispanic or Latino

| | School | % District | % State |
|-----|--------|------------|---------|
| No | 87 | 87 | 83 |
| Yes | 13 | 13 | 17 |

Question: Are you of Hispanic or Latino Origin

Table 1.9
Multiple Children at School

| | School | % District | % State |
|--|--------|------------|---------|
| Yes | 68 | 69 | 66 |
| No | 19 | 20 | 21 |
| Not applicable, not sure, or decline to answer | 13 | 11 | 13 |

Question: Do you have more than one child in this school?

II. The Learning Environment

Student Learning Environment

Table 2.1

This School Promotes Academic Success for All Students

| | School | % District | % State | % |
|-------------------|--------|------------|---------|---|
| Strongly disagree | 3 | 5 | 7 | |
| Disagree | 16 | 14 | 16 | |
| Agree | 57 | 48 | 54 | |
| Strongly agree | 21 | 28 | 18 | |
| Don't know | 2 | 5 | 4 | |
| Not applicable | 2 | 0 | 0 | |

Question: This school...promotes academic success for all students.

Table 2.2

This School is an Inviting Place for Students to Learn

| | School | % District | % State | % |
|-------------------|--------|------------|---------|---|
| Strongly disagree | 8 | 6 | 9 | |
| Disagree | 14 | 15 | 17 | |
| Agree | 56 | 56 | 55 | |
| Strongly agree | 17 | 18 | 14 | |
| Don't know | 5 | 4 | 4 | |
| Not applicable | 0 | 0 | 0 | |

Question: This school...is an inviting place for students to learn.

Table 2.3
This School Provides Healthy Food Choices

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 11 | 11 | 13 |
| Disagree | 16 | 17 | 18 |
| Agree | 49 | 49 | 48 |
| Strongly agree | 11 | 11 | 10 |
| Don't know | 11 | 11 | 10 |
| Not applicable | 2 | 1 | 1 |

Question: This school...provides students with healthy food choices.

Table 2.4
This School is a Safe Place for My Child

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 8 | 4 | 7 |
| Disagree | 10 | 10 | 14 |
| Agree | 62 | 56 | 58 |
| Strongly agree | 21 | 28 | 18 |
| Don't know | 0 | 2 | 3 |
| Not applicable | 0 | 0 | 0 |

Question: This school...is a safe place for my child.

Table 2.5
This School Treats All Students with Respect

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 10 | 9 | 10 |
| Disagree | 17 | 18 | 22 |
| Agree | 51 | 48 | 47 |
| Strongly agree | 16 | 19 | 15 |
| Don't know | 6 | 6 | 6 |
| Not applicable | 0 | 0 | 0 |

Question: This school...treats all students with respect

Table 2.6
This School Informs Students of Rule Breaking Consequences

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 3 | 2 | 3 |
| Disagree | 3 | 4 | 7 |
| Agree | 68 | 56 | 58 |
| Strongly agree | 24 | 34 | 29 |
| Don't know | 2 | 4 | 3 |
| Not applicable | 0 | 0 | 0 |

Question: This school...clearly tells students in advance what will happen if they break school rules.

Cultural Sensitivity and Respect

Table 2.7
This School Enforces Rules Equally for All Students

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 19 | 15 | 18 |
| Disagree | 11 | 18 | 20 |
| Agree | 46 | 40 | 39 |
| Strongly agree | 17 | 21 | 15 |
| Don't know | 6 | 6 | 8 |
| Not applicable | 0 | 0 | 0 |

Question: This school...enforces school rules equally for my child and all students.

Table 2.8***This School Promotes Respect of All Cultural Beliefs and Practices***

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 5 | 3 | 5 |
| Disagree | 5 | 9 | 12 |
| Agree | 62 | 48 | 49 |
| Strongly agree | 13 | 17 | 12 |
| Don't know | 16 | 21 | 20 |
| Not applicable | 0 | 2 | 1 |

Question: This school...communicates the importance of respecting all cultural beliefs and practices.

Table 2.9***This School Encourages Students of All Races to Enroll in Challenging Courses***

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 0 | 3 | 6 |
| Disagree | 17 | 13 | 14 |
| Agree | 57 | 49 | 47 |
| Strongly agree | 13 | 20 | 19 |
| Don't know | 10 | 14 | 14 |
| Not applicable | 3 | 2 | 1 |

Question: This school...encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.

Table 2.10***This School Provides Culturally Appropriate Materials***

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 2 | 2 | 4 |
| Disagree | 11 | 9 | 12 |
| Agree | 57 | 47 | 47 |
| Strongly agree | 13 | 13 | 10 |
| Don't know | 16 | 21 | 21 |
| Not applicable | 0 | 8 | 6 |

Question: This school...provides instructional materials that reflect my child's culture, ethnicity, and identity.

Meaningful Participation

Table 2.11

This School Provides Opportunities for Meaningful Student Participation

| | School | % District | % State | % |
|-------------------|--------|------------|---------|---|
| Strongly disagree | 2 | 3 | 5 | |
| Disagree | 11 | 14 | 16 | |
| Agree | 56 | 52 | 49 | |
| Strongly agree | 19 | 20 | 16 | |
| Don't know | 11 | 11 | 13 | |
| Not applicable | 0 | 1 | 1 | |

Question: This school...gives all students opportunities to "make a difference" by helping other people, the school, or the community.

Table 2.12

This School Provides Opportunities for Classroom Participation

| | School | % District | % State | % |
|-------------------|--------|------------|---------|---|
| Strongly disagree | 2 | 1 | 3 | |
| Disagree | 2 | 3 | 5 | |
| Agree | 67 | 64 | 64 | |
| Strongly agree | 24 | 26 | 20 | |
| Don't know | 6 | 7 | 7 | |
| Not applicable | 0 | 0 | 1 | |

Question: This school...gives my child opportunities to participate in classroom activities.

Table 2.13***This School Provides Quality Sports, Clubs, or Other Activities to Meet My Child's Needs***

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 0 | 3 | 5 |
| Disagree | 3 | 6 | 11 |
| Agree | 62 | 55 | 56 |
| Strongly agree | 29 | 31 | 23 |
| Don't know | 6 | 4 | 4 |
| Not applicable | 0 | 1 | 1 |

Question: This school...provides quality activities that meet my child's interests and talents, such as sports, clubs, and music

Table 2.14***This School Provides Quality Programs for My Child's Talents, Gifts or Special Needs***

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 3 | 4 | 6 |
| Disagree | 10 | 13 | 15 |
| Agree | 63 | 51 | 50 |
| Strongly agree | 13 | 19 | 16 |
| Don't know | 10 | 8 | 9 |
| Not applicable | 2 | 4 | 4 |

Question: This school...has quality programs for my child's talents, gifts, or special needs.

Table 2.15***This School Provides Quality Counseling Addressing Social/Emotional Needs***

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 8 | 10 | 12 |
| Disagree | 16 | 17 | 19 |
| Agree | 39 | 39 | 38 |
| Strongly agree | 15 | 13 | 12 |
| Don't know | 23 | 18 | 17 |
| Not applicable | 0 | 3 | 2 |

Question: This school...provides quality counseling or other ways to help students with social or emotional need.

Parent Involvement

Table 2.16
This School Keeps Parents Well-informed about School Activities

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 15 | 11 | 12 |
| Disagree | 19 | 25 | 26 |
| Agree | 40 | 45 | 44 |
| Strongly agree | 24 | 18 | 17 |
| Don't know | 2 | 1 | 1 |
| Not applicable | 0 | 0 | 0 |

Question: This school...keeps me well-informed about school activities.

Table 2.17
This School Welcomes Parent Input and Contribution

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 6 | 7 | 9 |
| Disagree | 15 | 14 | 19 |
| Agree | 58 | 51 | 50 |
| Strongly agree | 15 | 20 | 14 |
| Don't know | 6 | 8 | 8 |
| Not applicable | 0 | 0 | 0 |

Question: This school...allows input and welcomes parents' contribution.

Table 2.18
This School Keeps Me Well-informed of My Child's Progress

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 10 | 9 | 11 |
| Disagree | 16 | 20 | 21 |
| Agree | 59 | 50 | 48 |
| Strongly agree | 16 | 20 | 20 |
| Don't know | 0 | 0 | 1 |
| Not applicable | 0 | 0 | 0 |

Question: This school...keeps me well-informed about my child's progress in school.

Table 2.19***This School is Promptly Responsive to Parent Calls and Messages***

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 13 | 6 | 11 |
| Disagree | 8 | 15 | 18 |
| Agree | 65 | 54 | 48 |
| Strongly agree | 14 | 19 | 17 |
| Don't know | 0 | 2 | 3 |
| Not applicable | 0 | 3 | 3 |

Question: This school...promptly responds to my phone calls, messages, or e-mails.

Table 2.20***This School Encourages Parent Involvement and Partnership***

| | School | % District | % State |
|-------------------|--------|------------|---------|
| Strongly disagree | 8 | 8 | 10 |
| Disagree | 16 | 18 | 22 |
| Agree | 56 | 53 | 49 |
| Strongly agree | 15 | 17 | 14 |
| Don't know | 5 | 4 | 4 |
| Not applicable | 0 | 1 | 1 |

Question: This school...encourages me to be an active partner with the school in educating my child.

III. Perception of Student Risk Behavior

Table 3.1
Alcohol and Drug Use

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 8 | 7 | 6 |
| Mild problem | 27 | 24 | 21 |
| Moderate problem | 27 | 32 | 32 |
| Severe problem | 13 | 18 | 21 |
| Don't know | 21 | 17 | 18 |
| Not applicable | 3 | 2 | 2 |

Question: Based on your experience, how much of a problem at this school is...student alcohol and drug use?

Table 3.2
Harassment or Bullying

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 10 | 11 | 10 |
| Mild problem | 25 | 29 | 25 |
| Moderate problem | 21 | 26 | 27 |
| Severe problem | 24 | 18 | 22 |
| Don't know | 16 | 15 | 15 |
| Not applicable | 5 | 2 | 1 |

Question: Based on your experience, how much of a problem at this school is..harassment or bullying of students

Table 3.3
Physical Fights

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 16 | 18 | 13 |
| Mild problem | 22 | 33 | 30 |
| Moderate problem | 27 | 21 | 27 |
| Severe problem | 17 | 10 | 15 |
| Don't know | 14 | 17 | 14 |
| Not applicable | 3 | 2 | 1 |

Question: Based on your experience, how much of a problem at this school is...physical fighting between student.

Table 3.4
Racial/Ethnic Conflict

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 47 | 40 | 32 |
| Mild problem | 18 | 20 | 22 |
| Moderate problem | 2 | 7 | 11 |
| Severe problem | 5 | 2 | 5 |
| Don't know | 26 | 28 | 26 |
| Not applicable | 3 | 3 | 4 |

Question: Based on your experience, how much of a problem at this school is...racial/ethnic conflict among students?

Table 3.5
Students Disrespecting Staff

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 21 | 19 | 16 |
| Mild problem | 20 | 27 | 24 |
| Moderate problem | 16 | 19 | 22 |
| Severe problem | 7 | 11 | 16 |
| Don't know | 30 | 21 | 20 |
| Not applicable | 7 | 3 | 2 |

Question: Based on your experience, how much of a problem at this school is...lack of respect of staff by students?

Table 3.6
Gang Activity

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 53 | 50 | 42 |
| Mild problem | 6 | 10 | 10 |
| Moderate problem | 2 | 2 | 4 |
| Severe problem | 2 | 0 | 2 |
| Don't know | 27 | 31 | 34 |
| Not applicable | 10 | 7 | 7 |

Question: Based on your experience, how much of a problem at this school is...gang-related activity?

Table 3.7
Weapon Possession

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 44 | 44 | 34 |
| Mild problem | 15 | 17 | 20 |
| Moderate problem | 3 | 4 | 7 |
| Severe problem | 2 | 1 | 3 |
| Don't know | 31 | 30 | 31 |
| Not applicable | 5 | 4 | 5 |

Question: Based on your experience, how much of a problem at this school is...weapons possession?

Table 3.8
Vandalism

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 26 | 27 | 22 |
| Mild problem | 18 | 25 | 23 |
| Moderate problem | 15 | 10 | 13 |
| Severe problem | 15 | 5 | 7 |
| Don't know | 21 | 30 | 31 |
| Not applicable | 6 | 3 | 3 |

Question: Based on your experience, how much of a problem at this school is...vandalism (including graffiti)?

Table 3.9
Tobacco

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 6 | 8 | 6 |
| Mild problem | 13 | 21 | 17 |
| Moderate problem | 37 | 32 | 31 |
| Severe problem | 19 | 20 | 28 |
| Don't know | 21 | 19 | 16 |
| Not applicable | 3 | 1 | 2 |

Question: Based on your experience, how much of a problem at this school is...student tobacco use?

Table 3.10
Disruptive Behavior

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 13 | 16 | 12 |
| Mild problem | 31 | 29 | 26 |
| Moderate problem | 21 | 24 | 28 |
| Severe problem | 8 | 9 | 16 |
| Don't know | 23 | 20 | 17 |
| Not applicable | 3 | 2 | 1 |

Question: Based on your experience, how much of a problem at this school is...disruptive student behavior?

Table 3.11
Depression/Mental Health Problems

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 23 | 20 | 17 |
| Mild problem | 16 | 21 | 21 |
| Moderate problem | 11 | 12 | 15 |
| Severe problem | 6 | 4 | 6 |
| Don't know | 40 | 41 | 39 |
| Not applicable | 3 | 2 | 2 |

Question: Based on your experience, how much of a problem at this school is...student depression or other mental problems?

Table 3.12
Truancy

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 13 | 20 | 15 |
| Mild problem | 27 | 26 | 25 |
| Moderate problem | 11 | 15 | 19 |
| Severe problem | 15 | 8 | 11 |
| Don't know | 31 | 29 | 29 |
| Not applicable | 3 | 3 | 2 |

Question: Based on your experience, how much of a problem at this school is...cutting classes or being truant?

Table 3.13
Theft

| | School | % District | % State |
|-----------------------|--------|------------|---------|
| Insignificant problem | 48 | 48 | 40 |
| Mild problem | 13 | 11 | 12 |
| Moderate problem | 2 | 1 | 4 |
| Severe problem | 0 | 1 | 2 |
| Don't know | 33 | 35 | 37 |
| Not applicable | 5 | 4 | 5 |

Question: Based on your experience, how much of a problem at this school is...theft?