

Supplement Table 1. Questions used to quantify measures of individual perception of school social capital,

Variable Descriptor	Source	Response Categories	Eigenvalue	Factor loading	Cronbach Coefficient Alpha
			2.48		0.55
How often do you have trouble getting along with teachers?	Student	Never, Once in a while, About once a week, Almost every day		0.47	
How often do you have trouble getting along with other students?	Student	Never, Once in a while, About once a week, Almost every day		0.49	
The teachers at your school treat students fairly.	Student	Strongly agree, Agree, Disagree, Stgongly agree		0.68	
You feel safe in your school.	Student	Strongly agree, Agree, Disagree, Stgongly agree		0.71	
You feel close to people at your school.	Student	Strongly agree, Agree, Disagree, Stgongly agree		0.66	
You feel like you are part of your school.	Student	Strongly agree, Agree, Disagree, Stgongly agree		0.74	
During the past 12 months, that is since {insert date}, how often have you or another adult family member attended a scheduled event at {your child}'s school? For example, a PTA meeting, performance, or parent-teacher conference.	Parent	Almost Never, Sometimes, Often, Almost always		-0.24	
During the past 12 months, that is since {insert date}, how often have you or another adult family member volunteered at {your child}'s school?	Parent	Almost Never, Sometimes, Often, Almost always		-0.27	

Supplemental Table 2. Covariates included in the model

Variables	Explanation
Individual-level factors	
Age	Continuous
Gender	Male/Female
Race/ethnicity	non-Hispanic White, Non-Hispanic Black, Hispanic, and other
Marital status of primary caregivers	married or living with partner, and other
Socioeconomic status (SES)	Supplement Table 3 summarized the three items used to measure SES, as reported by parents. We created the index by PCA (eigenvalue 1.71).
Peer-influence	We used: "How many of your closest friends do you think have ever smoked cigarettes? (none, a few, or many)" and recoded the variable to have a binary outcome (none/at least some). It was captured by the question to parents in Wave 3; "During the past 12 months, how many cigarettes did you smoke per day?" Parents were only asked in Wave 3 about smoking. Jackson et al ^a reported that 15% of the parents who smoked when their children were in 3rd grade stopped smoking when their children were in 6th grade, which suggests parental smoking status at Wave 3 is highly predictive of parental smoking at Wave 1. Therefore, we included this Wave 3 variable about parental smoking, which was dichotomized as any parental smoking in the past 12 months versus none.
Parental smoking	
Parental disapproval of smoking	Supplement Table 4 summarized the three items used to measure parental disapproval of smoking, as reported by students. We created the index by PCA (eigenvalue 1.68).
Family connectedness	Supplement Table 4 summarized the ten items used to quantify family connectedness, as reported by students. Composite indices were created by PCA (eigenvalue 3.87).
Parental oversight	Supplement Table 4 summarized the five items used to measure parental oversight, as reported by students. Composite indices were created by PCA (eigenvalue 1.91).
Educational aspirations	Measured by asking, "Do you expect to go to college?" (yes or no)
School-level factors	
School level demographics	Supplement Table 5 summarized the three items used to measure school level demographics. We created the index by PCA (eigenvalue 2.91).
School Climate	Supplement Table 6 summarized the 37 items used to measure school climate, as reported by teachers. We created the index by PCA (eigenvalue 17.64).
Neighborhood level factors^b	
Neighborhood social exchange ^c	Supplement Table 7 summarizes the seven items used to quantify measures of neighborhood social exchange. We created the index by PCA (eigenvalue 2.98).
Neighborhood informal social control ^c	Supplement Table 7 summarizes the five items used to quantify measures of informal social control. We created the index by PCA (eigenvalue 3.14).
Neighborhood demographics	Supplement Table 7 summarized the four items used to quantify measures of neighborhood demographics, as reported by parents. We created the index by PCA (eigenvalue 2.60).

a: Jackson C, Dickinson D. Enabling parents who smoke to prevent their children from initiating smoking - Results from a 3-year intervention evaluation. Archives of Pediatrics & Adolescent Medicine. 2006;160(1):56-62.

b: Healthy Passages geocoded participants' addresses and linked respondents' home addresses to Census data at the tract level. Our measures of neighborhood-level SES were derived from tract-level data from the 2000 Census.

c: Individual responses were averaged at the level of the census tract to create neighborhood social exchange and social control scales. These averaged responses and resulting scales were then transformed to standardized z-scores for analyses.

Supplement Table 3: Socioeconomic status (SES)

Variable Descriptor	Source	Response Categories	Eigenvalue	Factor Loading	Cronbach Coefficient Alpha
			1.71		0.24
Highest household education	Parents	No high school degree, high school degree, some college, and 4-year college degree or greater		0.87	
Annual household income	Parents	<\$25,000; \$25,000-\$49,000; \$50,000-\$99,999; and \geq \$100,000		0.89	
Use of public assistance	Parents	Yes/No		-0.43	

Supplemental Table 4: Questions used to quantify measures of parental disapproval of smoking, family connectedness

Variable Descriptor	Source	Response Categories	Eigenvalue	Factor Loading	Cronbach Coefficient Alpha
Parental disapproval of smoking					
			1.68		0.54
How many times have your parents ever told you to not smoke cigarettes?	Student	Never, Once or twice, Lots of times		0.90	
How many times have your parents ever talked to you about how to say no when other kids ask you to smoke cigarettes?	Student	Never, Once or twice, Lots of times		0.90	
How upset would your parents feel if they found out you smoked cigarettes?	Student	Not at all upset, a little upset, pretty		0.24	
Family connectedness					
			3.87		0.82
Family members ask each other for help.	Student	in a while, Sometimes,		0.53	
We approve of each others friends.	Student	in a while, Sometimes,		0.54	
We like to do things with just our immediate family.	Student	in a while, Sometimes,		0.57	
Family members feel closer to other family members that to people outside the family.	Student	in a while, Sometimes,		0.56	
Family likes to spend free time with each other.	Student	in a while, Sometimes,		0.69	
Family members feel very close to each other.	Student	in a while, Sometimes,		0.72	
When our family gets together for activities, everybody is present.	Student	in a while, Sometimes,		0.62	
We can easily think of things to do together as a family.	Student	in a while, Sometimes,		0.70	
Family members consult other family members on their decisions.	Student	in a while, Sometimes,		0.66	
Family togetherness is very important.	Student	in a while, Sometimes,		0.60	
Parental oversight					
			1.91		0.33
How many of your friends do {your parents} know?	Student	All of them, Most of them, Some of them,		0.01	
How often do {your parents} know what you are doing during your free time like after school, at nights, on weekends?	Student	Almost never, Sometimes, Often, Almost always		-0.19	
How often are you home alone without an adult or babysitter?	Student	Never, Once in a while, About once a		0.84	
When you get home from school, how long are you usually home alone?	Student	Never, 1 hour or less, More than 1		0.81	
When you are home on weekends, how long are you usually home alone?	Student	Never, 1 hour or less, More than 2 hours, Up to 2 hours, More than 2 hours,		0.72	

Supplement Table 5: School level demographics

Variable Descriptor	Source	Eigenvalue	Factor Loading	Cronbach Coefficient Alpha
		2.91		0.79
The percentage of students who were non-Hispanic White	Students		0.86	
The percentage of students with less than a high school education as highest household education	Parents		-0.88	
The percentages of students who use public assistance	Parents		-0.75	

Note: School level demographic was calculated by aggregating individual reports of race/ethnicity, highest household education, and use of public assistance by school. Median income of each school was calculated from individual reports of annual household income.

Supplement Table 6. Questions used to quantify measures of school climate as reported by teachers

Variable Descriptor	Source	Response Categories	Eigenvalue	Factor Loading	Cronbach Coefficient Alpha
			17.64		0.90
Teacher trust					
Students in this school are reliable	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.84	
Students are caring toward one another	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.83	
Students in this school can be counted on to do their work	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.86	
Teachers can count on the parents in this school	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.87	
Teachers think most of the parents do a good job	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.85	
Teachers in this school trust the parents to support them	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.85	
Parents in this school are reliable in their commitments	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.84	
Teachers in this school believe what students say	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.76	
Teachers in this school trust their students	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.83	
Teachers can believe what parents tell them	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.77	
The students in this school have to be closely supervised	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		-0.35	
Teachers here believe students are competent learners	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		0.74	
Students in this school cheat if they have the chance	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		-0.46	
Students here are secretive	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree		-0.30	

The students in this school talk freely about their lives outside of school	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.25
Teacher efficacy			
Teachers in this school are able to get through to difficult students	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.67
Teachers here are confident they will be able to motivate their students	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.77
Teachers in this school really believe every child can learn	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.59
If a child doesn't want to learn, teachers here give up	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	-0.34
Teachers here don't have the skills needed to produce meaningful student learning	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	-0.27
These students come to school ready to learn	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.79
Home life provides so many advantages the students here are bound to learn	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.71
Students here just aren't motivated to learn	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	-0.63
The opportunities in this community help ensure that these students will learn	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.74
Learning is more difficult at this school because students are worried about their	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	-0.50
Drug and alcohol abuse in the community make learning difficult for students	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	-0.56
Teachers in this school do not have the skills to deal with student disciplinary	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	-0.48
Achievement press			
Students at this school are enthusiastic about learning	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.82
Student attendance is good student miss class only for urgent and good reasons	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.73
Parents at this school are actively involved in promoting academic	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.83

Students respect others who get good grades	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.75
Students try hard to improve on previous work	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.84
The learning environment is orderly and serious	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.80
Students neglect to complete homework	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	-0.43
Students make provisions to acquire extra help from teachers	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.72
Students seek extra work so they can get good grades	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.67
Academically oriented students are not ridiculed by their peers	Teachers	Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree	0.56

Supplement Table 7: Questions used to quantify measures of neighborhood social exchange, informal social control, and demographics

Value Descriptor	Source	Response Categories	Eigenvalue	Factor Loading	Cronbach Coefficient Alpha
Neighborhood social exchange					
			2.98		0.85
If a group of neighborhood children were skipping school and hanging out on a street corner, how likely is it that your neighbors would do something about it?	Parents	Very likely, Likely, Unsure, Unlikely, Very unlikely		0.81	
If some children were spray-painting graffiti on a local building, how likely is it that your neighbors would do something about it?	Parents	Very likely, Likely, Unsure, Unlikely, Very unlikely		0.83	
If a child was showing disrespect to an adult, how likely is it that people in your neighborhood would scold that child?	Parents	Very likely, Likely, Unsure, Unlikely, Very unlikely		0.69	
If there was a fight in front of your house and someone was being beaten or threatened, how likely is it that your neighbors would break it up?	Parents	Very likely, Likely, Unsure, Unlikely, Very unlikely		0.75	
Suppose that because of budget cuts the fire station closest to your home was going to be closed down by the city. How likely is it that your neighbors would organize to try to do something to keep the fire station open?	Parents	Very likely, Likely, Unsure, Unlikely, Very unlikely		0.70	
While you have lived in this neighborhood, have you or anyone in your household had anything stolen or damaged inside or outside your home, including your cars or vehicles parked on the street?	Parents	Yes/No		0.22	
How safe is it to walk around alone in your neighborhood after dark?	Parents	Completely safe, Fairly safe, Somewhat dangerous, Extremely dangerous		0.54	
Neighborhood informal social control					
			3.14		0.78
About how often do you and people in your neighborhood do favors for each other? For example, watch each others children, help with shopping, lend gardening or house tools	Parents	Never, Rarely, Sometimes, Often		0.84	

When a neighbor is not at home, how often do you and other people in your neighborhood watch over their property?	Parents	Never, Rarely, Sometimes, Often	0.74	
How often do you and other people in your neighborhood ask each other advice about personal things such as child rearing or job opening?	Parents	Never, Rarely, Sometimes, Often	0.80	
How often do you and other people in your neighborhood have parties or other get-togethers where other people in the neighborhood are invited?	Parents	Never, Rarely, Sometimes, Often	0.75	
How often do you and other people in your neighborhood visit in each others homes or on the street?	Parents	Never, Rarely, Sometimes, Often	0.83	
Neighborhood demographics				
			2.60	0.83
The percentage of non-Hispanic White residents	Parents		0.83	
The percentage of residents with less than a high school education	Parents		-0.84	
The percentage of residents with the use of public assistance	Parents		-0.56	
The median household income	Parents		0.85	

Note: Variables for neighborhood demographics were created from responses collected when asked the four questions above.