

CALIFORNIA HEALTHY KIDS SURVEY



Marin County Secondary 2015-2017 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

Hilva Chan
California Department of Education
Coordinated School Health and Safety Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this county’s *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by Cal-SCHLS.

These surveys grew out of CDE’s commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website—chks.wested.org—including *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf). The California Safe and Supportive Schools website also provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The Cal-SCHLS Technical Assistance Center offers workshops to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts, improve academic performance, and develop effective prevention, health, and youth development programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by districts/schools in the county.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

Supplementary School Climate Module

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

Supplementary Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 46 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

The tables in the Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

Racial/Ethnic and Gender Results

The demographic questions on the CHKS help districts meet the LCAP requirement to identify and address variations in state priorities among significant student subgroups, including differences by race/ethnicity, gender, socioeconomic status; homeless, migrant, and foster youth; and English language learners. In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

The CHKS and Cal-SCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

CDE’s California Safe and Supportive Schools website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The School Climate Connection Newsletter provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_school_climateguidebook_final.pdf)

Helpful Resources for Local Control and Accountability Plans (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The results of this student survey should be compared to those obtained from the Cal-SCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences.

CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

The following custom services (additional fees apply) are available through the Cal-SCHLS TA Center to help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

If the schools in the county vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results.
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californias3.wested.org/resources/California_State_SCRC_1314.pdf).

Request District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Request Disaggregated Reports

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved subgroups.

Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of student and across schools within a district. You can also request an analysis by subgroups as a custom service.

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS or CSSS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Engage Students, Staff, and Parents in an Action Planning Process

Engage students, staff, and parents in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

On request, Cal-SCHLS staff can conduct a structured *Listening to Students Workshop* designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey. Cal-SCHLS staff also can conduct a Data Use Action Planning Workshop designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/training-support/workshops.

Exhibit 1

Major School-related Domains and Constructs Assessed by Cal-SCHLS

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms–high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports		✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓	✓
Quality of physical environment		✓	✓	✓

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

Gregory Austin, Ph.D.
Thomas Hanson, Ph.D.
Cal-SCHLS Co-Directors, WestEd

Tom Herman
Administrator, Coordinated School Health and Safety Office
California Department of Education

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	11	4	4	–
Number of schools	15	9	9	–
Number of students	2,352	2,017	1,516	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	72	62	57	–	A4.5
Academic motivation (high)	54	34	28	–	A4.5
Truant more than a few times [†]	2	5	15	–	A4.2
Caring adult relationships (high)	52	34	41	–	A4.4
High expectations (high)	66	46	48	–	A4.4
Meaningful participation (high)	26	13	16	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	81	77	80	–	A5.1
Experienced any harassment or bullying [†]	32	32	26	–	A5.2
Had mean rumors or lies spread about you [†]	39	34	30	–	A5.3
Been afraid of being beaten up [†]	13	10	4	–	A5.4
Been in a physical fight [†]	11	7	4	–	A5.4
Seen a weapon on campus [†]	12	12	8	–	A5.6
Been drunk or “high” on drugs at school, ever	1	10	17	–	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	5	28	44	–	A6.4
Current binge drinking [‡]	1	9	23	–	A6.4
Very drunk or “high” 7 or more times	1	10	25	–	A6.6
Current cigarette smoking [‡]	1	3	6	–	A7.3
Current electronic cigarette use [‡]	3	8	10	–	A7.3
Experienced chronic sadness/hopelessness [†]	17	25	28	–	A8.4
Considered suicide [†]	na	14	11	–	A8.5

Notes: Cells are empty if there are less than 10 respondents.

[†]Past 12 months; [‡]Past 30 days; na—Not asked of middle school students.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	51	51	50	–
Female	49	49	50	–

Question HS/MS A.3: What is your sex?

Notes: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	71	70	70	–
Yes	29	30	30	–

Question HS/MS A.5: Are you of Hispanic or Latino origin?

Notes: Cells are empty if there are less than 10 respondents.

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	3	4	7	–
Asian	5	6	5	–
Black or African American	2	4	3	–
Native Hawaiian or Pacific Islander	1	2	2	–
White	67	66	69	–
Mixed (two or more) races	23	18	14	–

Question HS/MS A.6: What is your race?

Notes: Cells are empty if there are less than 10 respondents.

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	92	94	96	–
Other relative’s home	1	1	1	–
A home with more than one family	3	2	2	–
Friend’s home	0	0	0	–
Foster home, group care, or waiting placement	0	0	0	–
Hotel or motel	0	0	0	–
Shelter, car, campground, or other transitional or temporary housing	0	0	1	–
Other living arrangement	3	2	1	–

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

Notes: Cells are empty if there are less than 10 respondents.

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	5	9	12	–
Graduated from high school	6	9	10	–
Attended college but did not complete four-year degree	4	7	8	–
Graduated from college	68	66	65	–
Don’t know	17	10	4	–

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

Notes: Cells are empty if there are less than 10 respondents.

Table A3.6***Free or Reduced Price Meals Eligibility***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	63	68	71	–
Yes	20	22	22	–
Don't know	17	10	7	–

Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

Note: Cells are empty if there are less than 10 respondents.

Table A3.7***Participation in Migrant Education Program, Past 3 Years***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	76	87	93	–
Yes	2	1	2	–
Don't know	22	12	5	–

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

Note: Cells are empty if there are less than 10 respondents.

Table A3.8***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	76	77	76	–
Spanish	20	18	19	–
Mandarin	0	0	0	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	0	0	0	–
Vietnamese	0	1	0	–
Korean	0	0	0	–
Other	4	3	3	–

Question HS/MS A.12: What language is spoken most of the time in your home?

Note: Cells are empty if there are less than 10 respondents.

Table A3.9**English Language Proficiency – All Students**

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
<i>Average Scale Score</i>	3.85	3.88	3.89	–
How well do you... understand English?				
Very well	92	94	93	–
Well	7	6	6	–
Not well	1	0	0	–
Not at all	0	0	0	–
speak English?				
Very well	89	90	91	–
Well	10	9	8	–
Not well	1	1	1	–
Not at all	0	1	0	–
read English?				
Very well	86	89	89	–
Well	12	10	9	–
Not well	2	1	1	–
Not at all	0	0	0	–
write English?				
Very well	83	86	87	–
Well	15	13	12	–
Not well	2	1	2	–
Not at all	0	0	0	–
English Language Proficiency Status				
Proficient	86	87	89	–
Not proficient	14	13	11	–

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

Table A3.10***English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
<i>Average Scale Score</i>	3.59	3.71	3.69	–
<i>How well do you...</i>				
understand English?				
Very well	74	83	78	–
Well	22	16	20	–
Not well	3	1	1	–
Not at all	0	0	0	–
speak English?				
Very well	66	74	74	–
Well	29	24	23	–
Not well	4	2	3	–
Not at all	0	1	1	–
read English?				
Very well	63	72	73	–
Well	31	25	22	–
Not well	6	3	4	–
Not at all	0	0	1	–
write English?				
Very well	61	66	65	–
Well	33	31	30	–
Not well	6	3	4	–
Not at all	1	0	0	–
<i>English Language Proficiency Status</i>				
Proficient	62	68	69	–
Not proficient	38	32	31	–

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

Table A3.11***Number of Days Attending Afterschool Program***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	77	73	75	–
1 day	6	5	6	–
2 days	5	3	3	–
3 days	3	4	4	–
4 days	2	3	1	–
5 days	6	12	10	–

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?

Notes: Cells are empty if there are less than 10 respondents.

Table A3.12***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	96	96	97	–
Yes	2	2	2	–
Don't know	2	1	1	–

Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Notes: Cells are empty if there are less than 10 respondents.

Table A3.13***Sexual Orientation and Gender Identification***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	79	90	91	–
Gay or Lesbian	0	0	0	–
Bisexual	0	0	1	–
Transgender	1	1	2	–
Not sure	12	8	6	–
Decline to respond	12	5	6	–

Question HS A.118/MS A.108: Which of the following best describes you? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	39	33	25	–
A's and B's	37	34	33	–
Mostly B's	6	8	13	–
B's and C's	11	15	17	–
Mostly C's	2	4	5	–
C's and D's	4	4	6	–
Mostly D's	1	1	1	–
Mostly F's	0	1	0	–

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?

Notes: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	77	64	45	–
1-2 times	13	18	19	–
A few times	8	12	20	–
Once a month	1	2	6	–
Once a week	0	2	5	–
More than once a week	0	2	5	–

Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?

Notes: Cells are empty if there are less than 10 respondents.

Table A4.3***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	45	34	26	–
Illness (feeling physically sick), including problems with breathing or your teeth	45	55	58	–
Felt very sad, hopeless, anxious, stressed, or angry	5	12	19	–
Didn't get enough sleep	7	19	33	–
Didn't feel safe at school	1	2	1	–
Had to work	0	2	3	–
Had to take care of or help a family member or friend	3	3	5	–
Wanted to spend time with friends who don't go to your school	1	2	4	–
Wanted to use alcohol or drugs	0	2	3	–
Were behind in schoolwork or weren't prepared for a test or class assignment	3	12	23	–
Were bored with or uninterested in school	2	7	16	–
Were suspended	1	1	1	–
Other reason	13	12	14	–

Question HS/MS A.20: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4***School Environment Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
Total school supports					
<i>Average Scale Score</i>	3.03	2.70	2.81	–	
High (%)	53	32	39	–	
Moderate (%)	41	53	49	–	
Low (%)	7	14	12	–	
Caring adults in school					
<i>Average Scale Score</i>	3.13	2.83	2.99	–	A4.6
High (%)	52	34	41	–	
Moderate (%)	43	55	52	–	
Low (%)	6	11	8	–	
High expectations-adults in school					
<i>Average Scale Score</i>	3.38	3.06	3.14	–	A4.7
High (%)	66	46	48	–	
Moderate (%)	30	48	45	–	
Low (%)	4	6	7	–	
Meaningful participation at school					
<i>Average Scale Score</i>	2.59	2.22	2.31	–	A4.8
High (%)	26	13	16	–	
Moderate (%)	53	52	53	–	
Low (%)	21	35	31	–	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.5***School Connectedness, Parent Involvement, and Academic Motivation Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
School Connectedness					
<i>Average Scale Score</i>	4.02	3.76	3.72	–	A4.9
High (%)	72	62	57	–	
Moderate (%)	23	30	36	–	
Low (%)	5	8	8	–	
Parent Involvement in School					
<i>Average Scale Score</i>	3.87	3.42	3.27	–	A4.10
High (%)	58	33	29	–	
Moderate (%)	31	46	43	–	
Low (%)	11	20	28	–	
Academic Motivation					
<i>Average Scale Score</i>	4.28	3.95	3.79	–	A4.11
High (%)	54	34	28	–	
Moderate (%)	34	44	44	–	
Low (%)	12	22	28	–	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6***Caring Relationships Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Caring adults in school				
<i>Average Scale Score</i>	3.13	2.83	2.99	–
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	7	10	7	–
A little true	21	31	27	–
Pretty much true	36	38	33	–
Very much true	37	21	33	–
<i>who notices when I'm not there.</i>				
Not at all true	5	11	7	–
A little true	19	28	23	–
Pretty much true	35	36	38	–
Very much true	41	25	32	–
<i>who listens to me when I have something to say.</i>				
Not at all true	5	7	6	–
A little true	14	21	18	–
Pretty much true	32	37	39	–
Very much true	49	35	37	–

Question HS/MS A.34, 36, 38: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.7***High Expectations Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
High expectations-adults in school				
<i>Average Scale Score</i>	3.38	3.06	3.14	–
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	4	7	5	–
A little true	14	23	19	–
Pretty much true	33	40	40	–
Very much true	49	30	36	–
<i>who always wants me to do my best.</i>				
Not at all true	2	4	4	–
A little true	9	16	14	–
Pretty much true	24	38	37	–
Very much true	65	42	44	–
<i>who believes that I will be a success.</i>				
Not at all true	5	6	6	–
A little true	11	21	16	–
Pretty much true	27	35	36	–
Very much true	57	38	42	–

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.8***Meaningful Participation Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Meaningful participation at school				
<i>Average Scale Score</i>	2.59	2.22	2.31	–
<i>At school...</i>				
I do interesting activities.				
Not at all true	7	15	13	–
A little true	25	29	31	–
Pretty much true	35	34	31	–
Very much true	32	22	25	–
I help decide things like class activities or rules.				
Not at all true	30	42	39	–
A little true	31	34	33	–
Pretty much true	23	16	18	–
Very much true	17	8	10	–
I do things that make a difference.				
Not at all true	16	28	28	–
A little true	32	39	35	–
Pretty much true	30	23	23	–
Very much true	22	10	14	–

Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.9***School Connectedness Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
School Connectedness				
<i>Average Scale Score</i>	4.02	3.76	3.72	–
I feel close to people at this school.				
Strongly disagree	2	5	5	–
Disagree	4	5	8	–
Neither disagree nor agree	15	18	20	–
Agree	41	43	39	–
Strongly agree	38	29	29	–
I am happy to be at this school.				
Strongly disagree	4	6	6	–
Disagree	5	6	7	–
Neither disagree nor agree	15	18	23	–
Agree	39	44	44	–
Strongly agree	38	26	21	–
I feel like I am part of this school.				
Strongly disagree	4	6	6	–
Disagree	5	6	9	–
Neither disagree nor agree	16	22	26	–
Agree	39	43	37	–
Strongly agree	36	23	21	–
The teachers at this school treat students fairly.				
Strongly disagree	5	6	5	–
Disagree	8	10	12	–
Neither disagree nor agree	17	24	25	–
Agree	36	45	43	–
Strongly agree	34	14	15	–
I feel safe in my school.				
Strongly disagree	3	4	4	–
Disagree	5	3	2	–
Neither disagree nor agree	11	18	14	–
Agree	39	48	49	–
Strongly agree	43	27	31	–

Question HS/MS A.21-25: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Note: Cells are empty if there are less than 10 respondents.

Table A4.10***Parent Involvement Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Parent Involvement in School				
<i>Average Scale Score</i>	3.87	3.42	3.27	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	6	8	–
Disagree	5	13	20	–
Neither disagree nor agree	18	31	31	–
Agree	40	39	31	–
Strongly agree	32	11	10	–
Parents feel welcome to participate at this school.				
Strongly disagree	3	4	5	–
Disagree	6	8	9	–
Neither disagree nor agree	22	38	40	–
Agree	38	37	35	–
Strongly agree	31	13	12	–
School staff takes parent concerns seriously.				
Strongly disagree	5	6	8	–
Disagree	6	10	14	–
Neither disagree nor agree	21	34	35	–
Agree	36	37	32	–
Strongly agree	32	13	12	–

Question HS/MS A.27-29: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.11**Academic Motivation Scale Questions**

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Academic Motivation				
<i>Average Scale Score</i>	4.28	3.95	3.79	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	3	4	–
Disagree	1	2	5	–
Neither disagree nor agree	7	12	13	–
Agree	29	41	43	–
Strongly agree	61	41	36	–
I try hard at school because I am interested in my work.				
Strongly disagree	4	5	8	–
Disagree	6	11	13	–
Neither disagree nor agree	17	24	27	–
Agree	33	34	32	–
Strongly agree	40	25	21	–
I work hard to try to understand new things at school.				
Strongly disagree	3	3	5	–
Disagree	3	5	6	–
Neither disagree nor agree	9	18	18	–
Agree	36	42	43	–
Strongly agree	49	32	28	–
I am always trying to do better in my schoolwork.				
Strongly disagree	2	3	4	–
Disagree	2	4	5	–
Neither disagree nor agree	7	16	19	–
Agree	30	38	41	–
Strongly agree	58	39	31	–

Question HS/MS A.30-33: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.12***Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	7	5	6	–
Disagree	12	10	10	–
Neither disagree nor agree	22	25	23	–
Agree	36	43	44	–
Strongly agree	23	17	17	–

Question HS/MS A.26: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

Notes: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	37	26	37	–
Safe	44	51	43	–
Neither safe nor unsafe	15	20	17	–
Unsafe	3	2	2	–
Very unsafe	1	1	1	–

Question HS A.89/MS A.79: How safe do you feel when you are at school?

Notes: Cells are empty if there are less than 10 respondents.

Table A5.2***Reasons for Harassment on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	88	86	89	–
1 time	5	6	4	–
2 or more times	7	8	7	–
Religion				
0 times	95	94	94	–
1 time	3	3	2	–
2 or more times	2	3	3	–
Gender (being male or female)				
0 times	92	90	92	–
1 time	5	4	3	–
2 or more times	3	5	5	–
Because you are gay or lesbian or someone thought you were				
0 times	94	93	96	–
1 time	3	3	2	–
2 or more times	3	4	2	–
A physical or mental disability				
0 times	97	96	97	–
1 time	2	2	1	–
2 or more times	1	2	2	–
<i>Any of the above five bias-related reasons</i>	23	26	20	–
Any other reason				
0 times	80	83	88	–
1 time	8	6	5	–
2 or more times	12	10	8	–
<i>Any harassment</i>	32	32	26	–

Question HS A.105-110/MS A.96-101: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

Notes: Cells are empty if there are less than 10 respondents.

Table A5.3**Verbal Harassment at School, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	61	66	70	–
1 time	21	18	15	–
2 to 3 times	9	9	9	–
4 or more times	9	7	7	–
had sexual jokes, comments, or gestures made to you?				
0 times	73	66	72	–
1 time	11	11	9	–
2 to 3 times	6	11	8	–
4 or more times	10	12	11	–
been made fun of because of your looks or the way you talk?				
0 times	70	70	76	–
1 time	13	13	11	–
2 to 3 times	6	8	7	–
4 or more times	10	9	6	–
been made fun of, insulted, or called names?				
0 times	59	65	73	–
1 time	17	13	10	–
2 to 3 times	10	9	8	–
4 or more times	13	13	8	–

Question HS A.93-95, 104/MS A.84-86, 95: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

Notes: Cells are empty if there are less than 10 respondents.

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	74	84	92	–
1 time	13	8	5	–
2 to 3 times	8	4	2	–
4 or more times	6	4	1	–
been afraid of being beaten up?				
0 times	87	90	96	–
1 time	7	7	2	–
2 to 3 times	3	1	1	–
4 or more times	3	2	1	–
been in a physical fight?				
0 times	89	93	96	–
1 time	7	4	3	–
2 to 3 times	3	2	1	–
4 or more times	1	1	1	–
been threatened with harm or injury?				
0 times	91	94	96	–
1 time	5	3	2	–
2 to 3 times	2	2	1	–
4 or more times	2	2	1	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	98	98	98	–
1 time	1	1	1	–
2 to 3 times	1	0	0	–
4 or more times	0	1	0	–
been offered, sold, or given an illegal drug?				
0 times	95	75	75	–
1 time	3	10	9	–
2 to 3 times	1	8	8	–
4 or more times	1	8	8	–

Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

Note: Cells are empty if there are less than 10 respondents.

Table A5.5**Property Damage on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	85	82	87	–
1 time	10	12	9	–
2 to 3 times	3	4	3	–
4 or more times	2	2	1	–
Damaged school property on purpose				
0 times	96	94	95	–
1 time	3	4	3	–
2 to 3 times	1	1	1	–
4 or more times	1	1	1	–

Question HS A.96, 98/MS A.87, 89: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 10 respondents.

Table A5.6**Weapons Possession on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	99	98	–
1 time	0	0	0	–
2 to 3 times	0	0	0	–
4 or more times	0	1	1	–
Carried any other weapon (such as a knife or club)				
0 times	97	97	96	–
1 time	1	2	2	–
2 to 3 times	1	0	1	–
4 or more times	1	1	2	–
Seen someone carrying a gun, knife, or other weapon				
0 times	88	88	92	–
1 time	8	8	5	–
2 to 3 times	2	3	2	–
4 or more times	2	2	1	–

Question HS A.99, 100, 102/MS A.90, 91, 93: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 10 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	9	41	63	–	A6.3
Current alcohol or drugs	5	28	44	–	A6.4
Current heavy drug uses	1	9	16	–	A6.4
Current heavy alcohol use (binge drinking)	1	9	23	–	A6.4
Current alcohol or drug use on school property	1	6	7	–	A6.9

Note: Cells are empty if there are less than 10 respondents.

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	7	36	60	–
Marijuana	3	25	47	–
Inhalants	2	3	4	–
Cocaine, Methamphetamine, or any amphetamines	na	2	5	–
Ecstasy, LSD, or other psychedelics	na	2	8	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	11	19	–

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.3**Lifetime AOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	93	64	40	–
1 time	3	10	8	–
2 to 3 times	2	10	10	–
4 or more times	1	16	42	–
Marijuana				
0 times	97	75	53	–
1 time	1	5	5	–
2 to 3 times	1	4	8	–
4 or more times	1	16	34	–
Inhalants (to get “high”)				
0 times	98	97	96	–
1 time	1	1	1	–
2 to 3 times	1	1	1	–
4 or more times	1	1	1	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	98	95	–
1 time	na	0	2	–
2 to 3 times	na	1	1	–
4 or more times	na	0	2	–
Ecstasy, LSD, or other psychedelics				
0 times	na	98	92	–
1 time	na	1	3	–
2 to 3 times	na	1	3	–
4 or more times	na	1	2	–
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	98	97	95	–
1 time	1	1	1	–
2 to 3 times	1	1	1	–
4 or more times	1	1	2	–
Any of the above AOD use	9	41	63	–

Question HS A.46-49, 51, 56/MS A.47-49, 51: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.3***Lifetime AOD Use – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	93	90	–
1 time	na	3	3	–
2 to 3 times	na	2	4	–
4 or more times	na	2	3	–
Diet Pills				
0 times	na	97	97	–
1 time	na	1	1	–
2 to 3 times	na	1	1	–
4 or more times	na	2	2	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	95	87	–
1 time	na	2	3	–
2 to 3 times	na	1	4	–
4 or more times	na	2	6	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	82	83	–
1 time	na	4	4	–
2 to 3 times	na	5	5	–
4 or more times	na	9	9	–

Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.4***Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	4	22	37	–
Binge drinking (5 or more drinks in a row)	1	9	23	–
Marijuana	2	16	28	–
Inhalants	1	1	1	–
Prescription medications to get “high” or for reasons other than prescribed	na	2	5	–
Other drug, pill, or medicine to get “high” or for other than medical reasons	1	2	2	–
<i>Any drug use</i>	2	17	29	–
<i>Heavy drug use</i>	1	9	16	–
<i>Any AOD Use</i>	5	28	44	–
Two or more drugs at the same time	na	4	10	–

Question HS A.63-69/MS A.58-62: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription medications to get “high” or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 10 respondents.

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only) and any other illegal drug/pill to get “high”).

na—Not asked of middle school students.

Table A6.5***Frequency of Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	96	78	63	–
1 or 2 days	3	16	21	–
3 to 9 days	1	4	13	–
10 to 19 days	0	1	1	–
20 or more days	0	1	1	–
Binge drinking (5 or more drinks in a row)				
0 days	99	91	77	–
1 or 2 days	1	7	13	–
3 to 9 days	0	2	8	–
10 to 19 days	0	0	1	–
20 or more days	0	0	1	–
Marijuana				
0 days	98	84	72	–
1 or 2 days	1	8	13	–
3 to 9 days	0	4	7	–
10 to 19 days	0	1	3	–
20 or more days	0	2	5	–

Question HS A.63-65/MS A.58-60: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

Note: Cells are empty if there are less than 10 respondents.

Table A6.6***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	98	83	62	–
1 to 2 times	2	11	18	–
3 to 6 times	0	4	11	–
7 or more times	0	2	9	–
“High” (loaded, stoned, or wasted) from using drugs				
0 times	97	79	57	–
1 to 2 times	1	7	11	–
3 to 6 times	1	5	9	–
7 or more times	1	10	23	–
Very drunk or “high” 7 or more times	1	10	25	–

Question HS A.57, 58/MS A.52, 53: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

Note: Cells are empty if there are less than 10 respondents.

Table A6.7***Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don’t use	na	81	66	–
0 times	na	15	30	–
1 time	na	3	3	–
2 to 3 times	na	1	1	–
4 or more times	na	1	0	–
Marijuana				
Does not apply, don’t use	na	82	68	–
0 times	na	12	22	–
1 time	na	3	5	–
2 to 3 times	na	1	2	–
4 or more times	na	1	2	–

Question HS A.86, 87: How many times have you tried to quit or stop using... alcohol... marijuana?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.8***Drinking While Driving, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	89	83	–
1 time	na	5	8	–
2 times	na	3	4	–
3 to 6 times	na	2	3	–
7 or more times	na	1	2	–
Have ridden in a car driven by someone who had been drinking				
Never	72	na	na	na
1 time	13	na	na	na
2 times	5	na	na	na
3 to 6 times	4	na	na	na
7 or more times	5	na	na	na

Question HS A.88/MS A.78: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle/high school students.

Table A6.9***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	97	97	–
1 to 2 days	0	2	2	–
3 or more days	0	1	1	–
Marijuana				
0 days	99	96	95	–
1 to 2 days	0	3	2	–
3 or more days	1	2	2	–
Any other drug, pill, or medicine to get “high” or for other than medical reasons?				
0 days	99	99	99	–
1 to 2 days	1	1	0	–
3 or more days	0	1	1	–
<i>Any of the above</i>	1	6	7	–

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get “high” or for other than medical reasons?

Notes: Cells are empty if there are less than 10 respondents.

Table A6.10***Lifetime Drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	90	83	–
1 to 2 times	1	5	8	–
3 to 6 times	0	3	4	–
7 or more times	0	2	6	–

Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

Notes: Cells are empty if there are less than 10 respondents.

Table A6.11***Perceived Harm and Availability***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Alcohol - drink occasionally				
Great	24	17	16	–
Moderate	28	32	29	–
Slight	29	37	39	–
None	19	14	17	–
Alcohol - 5 or more drinks once or twice a week				
Great	59	56	51	–
Moderate	20	27	32	–
Slight	6	9	11	–
None	14	8	6	–
Marijuana - smoke occasionally				
Great	43	22	16	–
Moderate	30	28	20	–
Slight	12	30	34	–
None	15	21	29	–
Marijuana - smoke once or twice a week				
Great	63	38	28	–
Moderate	16	31	29	–
Slight	6	18	25	–
None	15	13	18	–
<i>Perceived Difficulty of Obtaining...</i>				
Alcohol				
Very difficult	18	3	3	–
Fairly difficult	13	6	6	–
Fairly easy	16	27	29	–
Very easy	12	44	50	–
Don't know	41	20	13	–
Marijuana				
Very difficult	28	3	3	–
Fairly difficult	11	5	4	–
Fairly easy	9	25	24	–
Very easy	6	46	55	–
Don't know	45	22	14	–

Question HS A.78-81, 83, 84/MS A.71-74, 76, 77: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	7	18	–	A7.2
Current cigarette smoking [‡]	1	3	6	–	A7.3
Current cigarette smoking at school [‡]	0	1	1	–	A7.4
Ever tried smokeless tobacco	1	5	9	–	A7.2
Current smokeless tobacco use [‡]	0	2	3	–	A7.3
Current smokeless tobacco use at school [‡]	0	1	1	–	A7.4
Ever used electronic cigarettes or other vaping device	6	25	38	–	A7.2
Current use of electronic cigarettes or other vaping device [‡]	3	8	10	–	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	2	2	4	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	3	–	A7.5
Attitudes and Correlates					
Occasional smoking great harm	35	28	31	–	A7.6
Smoking 1-2 packs per day great harm	75	73	80	–	A7.6
Very easy to obtain cigarettes	8	27	38	–	A7.6

Notes: Cells are empty if there are less than 10 respondents.

[‡]Past 30 days; na—Not asked of middle school students.

Table A7.2***Lifetime Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	98	na	na	na
1 time	1	na	na	na
2 to 3 times	1	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	99	93	82	–
1 time	0	3	4	–
2 to 3 times	0	1	6	–
4 or more times	0	3	9	–
Smokeless tobacco				
0 times	99	95	91	–
1 time	0	2	3	–
2 to 3 times	0	1	2	–
4 or more times	0	1	4	–
An electronic cigarette or other vaping device				
0 times	94	75	62	–
1 time	2	7	9	–
2 to 3 times	1	9	10	–
4 or more times	2	10	18	–

Question HS A.43-45/MS A.43-46: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of high school students.

Table A7.3***Any Current Use and Daily Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	3	6	–
Daily (20 or more days)	0	0	1	–
Smokeless Tobacco				
Any	0	2	3	–
Daily (20 or more days)	0	0	0	–
Electronic cigarettes or other vaping device				
Any	3	8	10	–
Daily (20 or more days)	1	0	1	–

Question HS A.60-62/MS A.55-57: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 10 respondents.

Table A7.4**Current Smoking on School Property, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	99	99	–
1 or 2 days	0	0	1	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Smokeless Tobacco				
0 days	100	99	99	–
1 or 2 days	0	1	1	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Electronic cigarettes or other vaping device				
0 days	98	98	96	–
1 or 2 days	1	1	2	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	0	–
20 or more days	0	0	1	–

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 10 respondents.

Table A7.5***Cigarette Smoking Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	95	90	–
0 times	na	3	7	–
1 time	na	1	2	–
2 to 3 times	na	1	1	–
4 or more times	na	0	0	–

Question HS A.85: How many times have you tried to quit or stop using cigarettes?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A7.6***Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Smoke cigarettes occasionally				
Great	35	28	31	–
Moderate	37	40	40	–
Slight	14	22	20	–
None	13	10	9	–
Smoke 1-2 packs of cigarettes a day				
Great	75	73	80	–
Moderate	8	12	10	–
Slight	3	6	4	–
None	14	9	7	–
<i>Perceived Difficulty of Obtaining...</i>				
Cigarettes				
Very difficult	19	4	4	–
Fairly difficult	16	9	7	–
Fairly easy	15	30	29	–
Very easy	8	27	38	–
Don't know	43	30	22	–

Question HS A.76, 77, 82/MS A.69, 70, 75: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	81	77	80	–
1 time	12	12	10	–
2 to 3 times	4	7	7	–
4 or more times	3	5	3	–

Question HS A.111/MS A.102: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., FacebookTM, InstagramTM, SnapchatTM, email, instant message)?

Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	28	na	na	na
1 day	20	na	na	na
2 days	15	na	na	na
3 days	12	na	na	na
4 days	7	na	na	na
5 days	19	na	na	na

Question MS A.80: In a normal week, how many days are you home after school for at least one hour without an adult there?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of high school students.

Table A8.3***Eating of Breakfast***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	18	26	33	–
Yes	82	74	67	–

Question HS A.115/MS A.105: Did you eat breakfast today?

Note: Cells are empty if there are less than 10 respondents.

Table A8.4***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	83	75	72	–
Yes	17	25	28	–

Question HS A.113/MS A.104: 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?

Note: Cells are empty if there are less than 10 respondents.

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	86	89	–
Yes	na	14	11	–

Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A8.6***Gang Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	95	95	–
Yes	5	5	5	–

Question HS A.112/MS A.103: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Academic Motivation by Race/Ethnicity - 7th Grade

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	39	39	60	44	41	59	44
Caring adults in school	41	37	49	39	13	57	49
High expectations-adults in school	54	51	66	64	49	71	61
Meaningful participation at school	17	14	18	22	24	31	18
<i>School Connectedness</i>	64	62	71	60	57	76	66
<i>Parent Involvement in School</i>	51	44	58	58	46	60	57
<i>Academic Motivation</i>	41	39	71	34	44	59	47

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2

School Supports and Academic Motivation by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	23	29	31	19	31	38	21
Caring adults in school	26	24	30	18	32	39	26
High expectations-adults in school	39	47	47	32	43	50	39
Meaningful participation at school	7	8	15	6	4	17	6
<i>School Connectedness</i>	52	52	61	41	35	68	54
<i>Parent Involvement in School</i>	32	34	36	29	41	34	32
<i>Academic Motivation</i>	27	24	37	18	16	38	28

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.3

School Supports and Academic Motivation by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	25	22	33	22	17	47	27
Caring adults in school	28	23	37	29	17	48	33
High expectations-adults in school	36	37	39	36	17	56	37
Meaningful participation at school	9	4	16	9	27	19	14
School Connectedness	41	43	61	39	27	65	43
Parent Involvement in School	23	32	33	16	0	32	22
Academic Motivation	23	21	33	9	33	31	19

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.4

School Supports and Academic Motivation by Race/Ethnicity - Non-Traditional

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	-	-	-	-	-	-	-
Caring adults in school	-	-	-	-	-	-	-
High expectations-adults in school	-	-	-	-	-	-	-
Meaningful participation at school	-	-	-	-	-	-	-
School Connectedness	-	-	-	-	-	-	-
Parent Involvement in School	-	-	-	-	-	-	-
Academic Motivation	-	-	-	-	-	-	-

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.5***Perceived Safety at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Feel safe or very safe at school				
Hispanic or Latino	76	69	69	–
American Indian or Alaska Native	72	74	65	–
Asian	77	77	83	–
Black or African American	70	62	57	–
Native Hawaiian or Pacific Islander	73	73	85	–
White	84	81	86	–
Mixed (two or more) races	74	68	73	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.6***Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Harassment or bullying due to five bias-related reasons^A				
Hispanic or Latino	25	32	22	–
American Indian or Alaska Native	21	26	32	–
Asian	43	40	35	–
Black or African American	43	42	27	–
Native Hawaiian or Pacific Islander	50	45	0	–
White	19	21	18	–
Mixed (two or more) races	28	31	19	–

Notes: Cells are empty if there are less than 10 respondents.

^A*Bias-related reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.*

Table A9.7***Any Harassment or Bullying by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Were harassed or bullied at school				
Hispanic or Latino	34	36	27	–
American Indian or Alaska Native	37	29	37	–
Asian	50	41	36	–
Black or African American	50	42	33	–
Native Hawaiian or Pacific Islander	55	49	11	–
White	29	29	24	–
Mixed (two or more) races	38	34	30	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.8***Current Alcohol Use at School by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol at school				
Hispanic or Latino	1	2	3	–
American Indian or Alaska Native	5	0	3	–
Asian	0	1	3	–
Black or African American	3	3	9	–
Native Hawaiian or Pacific Islander	0	10	7	–
White	0	3	2	–
Mixed (two or more) races	1	3	4	–

Notes: Cells are empty if there are less than 10 respondents.

Table A9.9***Current Cigarette Smoking by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	1	3	6	–
American Indian or Alaska Native	5	2	4	–
Asian	0	0	8	–
Black or African American	6	1	5	–
Native Hawaiian or Pacific Islander	0	2	0	–
White	0	3	6	–
Mixed (two or more) races	1	2	9	–

Notes: Cells are empty if there are less than 10 respondents.

Table A9.10***Current Alcohol Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol in the past 30 days				
Hispanic or Latino	7	14	24	–
American Indian or Alaska Native	5	7	7	–
Asian	3	5	25	–
Black or African American	10	18	11	–
Native Hawaiian or Pacific Islander	13	22	51	–
White	3	27	45	–
Mixed (two or more) races	8	13	35	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.11***Current Marijuana Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Used marijuana in the past 30 days				
Hispanic or Latino	3	15	24	–
American Indian or Alaska Native	6	11	14	–
Asian	0	6	27	–
Black or African American	6	29	36	–
Native Hawaiian or Pacific Islander	8	34	44	–
White	1	16	30	–
Mixed (two or more) races	3	16	28	–

Notes: Cells are empty if there are less than 10 respondents.

Table A9.12***Chronic Sad or Hopeless Feelings by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Felt so sad or hopeless almost everyday for two weeks or more				
Hispanic or Latino	25	28	28	–
American Indian or Alaska Native	22	23	29	–
Asian	14	24	24	–
Black or African American	24	26	19	–
Native Hawaiian or Pacific Islander	7	43	22	–
White	14	23	28	–
Mixed (two or more) races	24	28	28	–

Note: Cells are empty if there are less than 10 respondents.

10. Gender Breakdowns

Table A10.1
School Supports and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports	55	51	32	33	39	39	–	–
Caring adults in school	53	51	34	34	42	39	–	–
High expectations-adults in school	67	66	46	45	51	46	–	–
Meaningful participation at school	28	24	13	14	16	16	–	–
<i>School Connectedness</i>	72	72	57	66	53	61	–	–
<i>Parent Involvement in School</i>	57	58	33	34	24	34	–	–
<i>Academic Motivation</i>	61	47	40	29	35	21	–	–

Note: Cells are empty if there are less than 10 respondents.

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Drug Use, and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	79	82	75	78	78	83	–	–
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the five bias-related reasons	23	23	30	22	22	19	–	–
harassed/bullied for any reasons	32	33	36	28	29	24	–	–
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	1	0	3	3	3	2	–	–
smoke cigarettes	1	1	2	3	7	5	–	–
have at least one drink of alcohol	4	5	25	19	38	35	–	–
use marijuana	1	2	15	17	28	29	–	–
Mental Health								
Chronic sad or hopeless feelings, past 12 months	21	13	36	14	37	18	–	–

Notes: Cells are empty if there are less than 10 respondents.

Appendix I

2015-16 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Bolinas-Stinson Union				
Dixie Elementary	93			
Kentfield Elementary	89			
Lagunitas Elementary	100			
Larkspur-Corte Madera	93			
Marin County Office of Education				
Mill Valley Elementary	93			
Nicasio				
Novato Unified	92	89	84	
Reed Union Elementary	71			
Ross Elementary	100			
Ross Valley Elementary	94			
San Rafael City Elementary	85			
San Rafael City High		50	46	
Sausalito Marin City				
Shoreline Unified	100	79	53	
Tamalpais Union High		87	74	

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2016-17 public school and enrollment data files.

Appendix II

2016-17 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Bolinas-Stinson Union				
Dixie Elementary				
Kentfield Elementary				
Lagunitas Elementary				
Larkspur-Corte Madera				
Marin County Office of Education				
Mill Valley Elementary				
Nicasio				
Novato Unified				
Reed Union Elementary				
Ross Elementary	95			
Ross Valley Elementary				
San Rafael City Elementary				
San Rafael City High				
Sausalito Marin City				
Shoreline Unified	77	82	84	
Tamalpais Union High				

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2016-17 public school and enrollment data files.