

CALIFORNIA HEALTHY KIDS SURVEY



Redondo Beach Unified Secondary 2017-2018 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

Recommended citation:

Redondo Beach Unified School District. *California Healthy Kids Survey, 2017-18: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 13 Nov 2018
CDS code: 19753410000000

Contents

Page

List of Tables	III
PREFACE	IX
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	11
5. School Violence, Victimization, and Safety	22
6. Alcohol and Other Drug Use	28
7. Tobacco Use	41
8. Other Physical and Mental Health Risks	48
9. Race/Ethnic Breakdowns	51
10. Gender Breakdowns	57
B. Alcohol and Other Drugs (AOD) Module	59
1. Module Sample	59
2. Summary of Key Indicators	60
3. Alcohol, Tobacco, and Marijuana Consumption Patterns	61
4. Reasons for and Consequences of AOD Consumption	64
5. Supports to Reduce AOD Use	68
6. Availability	69
7. Influences on ATOD Use	71
8. School Suspension	75
F. District Afterschool Module (DASM)	76
1. Module Sample	76
2. Perceived Safety in Neighborhood	77
3. After-School Activity	78
4. After-School Program	79
G. Drug Free Communities (DFC) Module	81
1. Module Sample	81
2. Prescription Drug Use	82

3. Disapproval of Prescription Drug Use	83
4. Perceived Harm from Marijuana and Prescription Drug Use	84
N. School Climate Module	85
1. Module Sample	85
2. Supports for Learning & Student Academic Engagement	86
3. Fairness and Respect for Diversity	90
4. Disciplinary Environment	94
5. Student Peer Relationships	96
6. Social and Emotional Learning	97
7. School Anti-Bullying Climate	99
8. College and Career Planning	101
9. Facilities Physical Environment	102
10. Scheduled Lunch and Drinkable Water	103
Q. Tobacco Module	104
1. Module Sample	104
2. Smoking Patterns and Access to Cigarettes	105
3. Smoking Cessation	108
4. Attitudes and Beliefs	110
5. Prevention Program Exposure	113
6. Media Exposure	115
Appendix I	116
Appendix II	117

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Gender of Sample	4
A3.2 Hispanic or Latino	4
A3.3 Race	4
A3.4 Living Situation	5
A3.5 Highest Education of Parents	5
A3.6 Free or Reduced Price Meals Eligibility	6
A3.7 Participation in Migrant Education Program, Past 3 Years	6
A3.8 Language Spoken at Home	6
A3.9 English Language Proficiency – All Students	7
A3.10 English Language Proficiency – Home Language Other Than English	8
A3.11 Number of Days Attending Afterschool Program	9
A3.12 Military Connections	9
A3.13 Sexual Orientation	10
A3.14 Gender Identity	10
4. School Performance, Supports, and Engagement	11
A4.1 Grades, Past 12 Months	11
A4.2 Truancy, Past 12 Months	11
A4.3 Absences, Past 30 Days	12
A4.4 Reasons for Absence, Past 30 Days	12
A4.5 School Environment Scales (Developmental Supports)	13
A4.6 School Connectedness, Academic Motivation, and Parent Involvement Scales	14
A4.7 Caring Relationships Scale Questions	15
A4.8 High Expectations Scale Questions	16
A4.9 Meaningful Participation Scale Questions	17
A4.10 School Connectedness Scale Questions	18
A4.11 Academic Motivation Scale Questions	19
A4.12 Parent Involvement Scale Questions	20
A4.13 Quality of School Physical Environment	21
5. School Violence, Victimization, and Safety	22
A5.1 Perceived Safety at School	22
A5.2 Reasons for Harassment on School Property, Past 12 Months	23

A5.2	Reasons for Harassment on School Property, Past 12 Months – Continued	24
A5.3	Verbal Harassment at School, Past 12 Months	25
A5.4	Violence and Victimization on School Property, Past 12 Months	26
A5.5	Property Damage on School Property, Past 12 Months	27
A5.6	Weapons Possession on School Property, Past 12 Months	27
6.	Alcohol and Other Drug Use	28
A6.1	Summary Measures of Level of AOD Use and Perceptions	28
A6.2	Summary of AOD Lifetime Use	29
A6.3	Lifetime AOD Use	30
A6.3	Lifetime AOD Use – Continued	31
A6.4	Lifetime Marijuana Consumption	32
A6.5	Current AOD Use, Past 30 Days	33
A6.6	Frequency of Current AOD Use, Past 30 Days	34
A6.7	Lifetime Drunk or “High”	35
A6.8	Current AOD Use on School Property, Past 30 Days	36
A6.9	Lifetime Drunk or “High” on School Property	36
A6.10	Cessation Attempts	37
A6.11	Drinking While Driving, Lifetime	38
A6.12	Perceived Harm of AOD Use	39
A6.13	Perceived Difficulty of Obtaining Alcohol and Marijuana	40
7.	Tobacco Use	41
A7.1	Summary of Key CHKS Tobacco Indicators	41
A7.2	Lifetime Tobacco Use	42
A7.3	Any Current Use and Daily Use	43
A7.4	Current Smoking on School Property, Past 30 Days	44
A7.5	Cigarette Smoking Cessation Attempts	45
A7.6	Perceived Harm of Cigarette Smoking	45
A7.7	Perceived Harm of E-Cigarette Use Compared to Smoking	46
A7.8	Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes	47
8.	Other Physical and Mental Health Risks	48
A8.1	Cyber Bullying, Past 12 Months	48
A8.2	Alone After School	48
A8.3	Eating of Breakfast	49
A8.4	Chronic Sad or Hopeless Feelings, Past 12 Months	49
A8.5	Seriously Considered Attempting Suicide, Past 12 Months	50
A8.6	Gang Involvement	50
9.	Race/Ethnic Breakdowns	51
A9.1	School Supports and Engagement by Race/Ethnicity - 7th Grade	51
A9.2	School Supports and Engagement by Race/Ethnicity - 9th Grade	51
A9.3	School Supports and Engagement by Race/Ethnicity - 11th Grade	52
A9.4	School Supports and Engagement by Race/Ethnicity - Non-Traditional	52
A9.5	Feeling Safe or Very Safe at School by Race/Ethnicity	53
A9.6	Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity	53
A9.7	Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity	54

A9.8	Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity	54
A9.9	Cigarette Smoking in the Past 30 Days by Race/Ethnicity	55
A9.10	Any Alcohol Use in the Past 30 Days by Race/Ethnicity	55
A9.11	Any Marijuana Use in the Past 30 Days by Race/Ethnicity	56
A9.12	Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity	56
10.	Gender Breakdowns	57
A10.1	School Supports and Engagement by Gender	57
A10.2	Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender . .	58
B.	Alcohol and Other Drugs (AOD) Module	59
1.	Module Sample	59
B1.1	Student Sample for AOD Module	59
2.	Summary of Key Indicators	60
B2.1	Key Indicators of Alcohol and Other Drug Use	60
3.	Alcohol, Tobacco, and Marijuana Consumption Patterns	61
B3.1	Age of Onset – AOD Use	61
B3.2	Age of Onset – Tobacco Use	62
B3.3	Usual Alcohol Consumption Level	62
B3.4	Usual Marijuana Consumption Level	63
B3.5	E-Cigarette Consumption	63
4.	Reasons for and Consequences of AOD Consumption	64
B4.1	Reasons for AOD Use in the Past 12 Months	64
B4.2	Problems Caused by AOD Use	65
B4.3	Alcohol or Other Drug Use Caused Negative Experiences	66
B4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession . . .	67
5.	Supports to Reduce AOD Use	68
B5.1	Needed Counseling for Use	68
B5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	68
B5.3	Talked with Parent About AOD Use	68
6.	Availability	69
B6.1	Sources for Obtaining Alcohol	69
B6.2	Sources for Obtaining Marijuana	70
7.	Influences on ATOD Use	71
B7.1	Personal Disapproval of AOD Use	71
B7.2	Parent Disapproval of ATOD Use	72
B7.3	Peer Disapproval of ATOD Use	73
B7.4	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	74
8.	School Suspension	75
B8.1	Suspension from School, Past 12 Month	75

F. District Afterschool Module (DASM)	76
1. Module Sample	76
F1.1 Student Sample for District Afterschool Module (DASM)	76
2. Perceived Safety in Neighborhood	77
F2.1 Neighborhood Safety	77
3. After-School Activity	78
F3.1 Where Do You Go After School	78
F3.2 What Do You Usually Do After School	78
4. After-School Program	79
F4.1 About the After School Program	79
F4.2 Number of Days Attending the After-School Program	80
G. Drug Free Communities (DFC) Module	81
1. Module Sample	81
G1.1 Student Sample for DFC Module	81
2. Prescription Drug Use	82
G2.1 Prescription Drug Use, Past 30 Days	82
3. Disapproval of Prescription Drug Use	83
G3.1 Parental Disapproval of Prescription Drug Use	83
G3.2 Peer Disapproval of Prescription Drug Use	83
4. Perceived Harm from Marijuana and Prescription Drug Use	84
G4.1 Perceived Risks Associated with Marijuana and Prescription Drug Use	84
N. School Climate Module	85
1. Module Sample	85
N1.1 Student Sample for School Climate Module	85
2. Supports for Learning & Student Academic Engagement	86
N2.1 Supports for Learning	86
N2.1 Supports for Learning – Continued	87
N2.1 Supports for Learning – Continued	88
N2.2 Student Academic Mindset and Learning Engagement	89
3. Fairness and Respect for Diversity	90
N3.1 Fairness and Respect	90
N3.1 Fairness and Respect – Continued	91
N3.2 Respect for Diversity	92
N3.2 Respect for Diversity – Continued	93
4. Disciplinary Environment	94
N4.1 Consistency and Clarity of Rules and Expectations	94

N4.2	Disciplinary Harshness	95
5.	Student Peer Relationships	96
N5.1	Peer Caring Relationships	96
6.	Social and Emotional Learning	97
N6.1	Supports for Social and Emotional Learning	97
N6.1	Supports for Social and Emotional Learning – Continued	98
7.	School Anti-Bullying Climate	99
N7.1	School Responses to Bullying	99
N7.1	School Responses to Bullying – Continued	100
8.	College and Career Planning	101
N8.1	Supports for College and Career Planning	101
9.	Facilities Physical Environment	102
N9.1	Quality of Physical Environment	102
10.	Scheduled Lunch	103
N10.1	Scheduled Lunch at School	103
N10.2	School Has Clean and Drinkable Water	103
Q.	Tobacco Module	104
1.	Module Sample	104
Q1.1	Student Sample for Tobacco Module	104
2.	Smoking Patterns and Access to Cigarettes	105
Q2.1	Lifetime Smoking	105
Q2.2	Smoking in Past 30 Days	106
Q2.3	Ever Smoke to Control Weight	107
Q2.4	Current Desire to Quit Smoking Cigarettes	107
3.	Smoking Cessation	108
Q3.1	Likelihood of Quitting	108
Q3.2	Lifetime Frequency of Smoking Cessation Attempts	108
Q3.3	Control Over Quitting	109
Q3.4	Type of Help Sought at School to Help Quit Smoking, Past 12 Months	109
4.	Attitudes and Beliefs	110
Q4.1	Likelihood of Smoking in the Next Year	110
Q4.2	Agreement with Eight Statements About Smoking	110
Q4.3	Estimated Prevalence of Adult Cigarette Smoking	111
Q4.4	Estimated Prevalence of Peer Cigarette Smoking	111
Q4.5	Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day	112
Q4.6	Perceived Peer Disapproval of Cigarette Smoking, One or More Packs A Day	112
5.	Prevention Program Exposure	113
Q5.1	Tobacco Education in School, Past 12 Months	113

Q5.2	Perceived Ability to Refuse a Friend’s Offer of Cigarettes	113
Q5.3	Talked with Parents/Guardians About Tobacco Use, Past 12 Months	114
6.	Media Exposure	115
Q6.1	Tobacco Use in Movies, Past 12 Months	115
Appendix I	116
Appendix II	117

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 school/district's 2017-18 *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* (CalSCHLS) System, the largest, most comprehensive state 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 CalSCHLS.

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, parent involvement, and addressing the needs of vulnerable groups.

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 (CaliforniaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop 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 to 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 these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health 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 the district/school.

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, attendance rate and 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.

The Core Module also includes a wide range of demographic questions to help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in the LCAP efforts. These include race/ethnicity, gender, and socioeconomic status; homeless, migrant, and foster status; and English language proficiency.

What's New? For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;
- Modified sexual orientation question to better assess gender identity; and
- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

Supplemental 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). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

Supplemental 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 competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 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. Student 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).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey (included in the district report).
- Appendix II provides detailed information about the survey content areas (included in the district report).

THE REPORT

The survey results are reported in tables, organized by topic, that 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

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

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 website contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- CHKS factsheets (chks.wested.org/using-results/factsheets) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download californiaS3.wested.org/resources/S3_schoolclimateguidebook_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).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- 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 CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

First and foremost, engage students, staff, parents, and community stakeholders 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 schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. 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.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see [CaliforniaS3.wested.org](https://www.californiaS3.wested.org)). For more information, email schoolclimate@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the content of the following sources of related data.

- **Staff and Parent Surveys.** The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary CHKS Results.** Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with 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.

Data Workshop

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email schoolclimate@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services (additional fees apply) are available through the CalSCHLS TA Center to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district 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; and

- 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).

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.

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, vulnerable subgroups. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Analyze 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 students and across schools within a district. You can also request an analysis from the CalSCHLS TA Center 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, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Exhibit 1***Major School-related Domains and Constructs Assessed by CalSCHLS in Secondary Schools***

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

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.
CalSCHLS Co-Directors, WestEd

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

2017-2018 Secondary Survey Results

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	X
G. Drug Free Communities (DFC) Module	X
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	X
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	X
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
<i>Student Sample Size</i>				
Target sample	755	814	708	37
Final number	682	681	349	36
Response Rate	90%	84%	49%	97%

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 [†]	26	25	22	9	A4.6
Academic motivation [†]	40	39	32	13	A4.6
Chronic truancy (twice a month or more often) [§]	1	3	6	17	A4.2
Caring adult relationships [‡]	25	27	33	13	A4.5
High expectations [‡]	39	38	38	14	A4.5
Meaningful participation [‡]	9	11	9	1	A4.5
Facilities upkeep	17	17	15	11	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	73	66	61	56	A5.1
Experienced any harassment or bullying [§]	42	36	35	39	A5.2
Had mean rumors or lies spread about you [§]	42	37	38	32	A5.3
Been afraid of being beaten up [§]	17	11	9	13	A5.4
Been in a physical fight [§]	12	6	5	13	A5.4
Seen a weapon on campus [§]	11	7	9	13	A5.6
Been drunk or “high” on drugs at school, ever	1	5	13	17	A6.9
Mental and Physical Health					
Current alcohol or drug use [¶]	5	10	34	42	A6.5
Current binge drinking [¶]	0	3	13	14	A6.5
Very drunk or “high” 7 or more times	1	5	24	25	A6.7
Current cigarette smoking [¶]	1	1	3	11	A7.3
Current electronic cigarette use [¶]	5	8	24	39	A7.3
Experienced chronic sadness/hopelessness [§]	21	30	36	52	A8.4
Considered suicide [§]	na	16	18	22	A8.5

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

[†]Average percent of respondents reporting “Strongly agree.”

[‡]Average percent of respondents reporting “Very much true.”

[§]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	52	49	44	56
Female	48	51	56	44

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

Note: 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	68	69	64
Yes	29	32	31	36

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

Note: 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	2	2	2	0
Asian	10	10	8	9
Black or African American	3	4	6	0
Native Hawaiian or Pacific Islander	2	2	2	0
White	42	43	50	44
Mixed (two or more) races	40	39	33	47

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

Note: 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 parent or guardian	94	95	97	94
Other relative's home	1	1	1	3
A home with more than one family	2	2	2	3
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	3	1	0	0

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

Note: 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	2	3	4	11
Graduated from high school	6	6	8	19
Attended college but did not complete four-year degree	8	11	15	17
Graduated from college	74	76	70	44
Don't know	10	4	2	8

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.)

Note: 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	58	76	79	56
Yes	14	12	17	28
Don't know	28	12	4	17

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	80	92	98	91
Yes	1	1	0	0
Don't know	19	7	2	9

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	87	86	86	89
Spanish	6	7	6	8
Mandarin	0	0	0	0
Cantonese	0	0	1	0
Taiwanese	0	0	0	0
Tagalog	0	0	0	0
Vietnamese	1	1	0	0
Korean	0	1	1	0
Other	5	5	5	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 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	95	95	98	94
Well	5	4	2	6
Not well	0	0	0	0
Not at all	0	0	0	0
speak English?				
Very well	93	92	95	97
Well	6	7	5	3
Not well	0	1	0	0
Not at all	0	0	0	0
read English?				
Very well	89	91	94	92
Well	10	9	5	8
Not well	1	1	0	0
Not at all	0	0	0	0
write English?				
Very well	84	87	93	86
Well	15	12	6	11
Not well	1	1	1	3
Not at all	0	0	1	0
English Language Proficiency Status				
Proficient	88	90	94	92
Not proficient	12	10	6	8

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.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	82	78	93	
Well	18	18	4	
Not well	0	2	0	
Not at all	0	2	2	
speak English?				
Very well	83	71	82	
Well	17	26	13	
Not well	0	2	2	
Not at all	0	1	2	
read English?				
Very well	77	71	78	
Well	20	25	18	
Not well	3	3	2	
Not at all	0	1	2	
write English?				
Very well	70	68	78	
Well	28	28	16	
Not well	2	2	4	
Not at all	0	1	2	
<i>English Language Proficiency Status</i>				
Proficient	74	69	78	
Not proficient	26	31	22	

Question HS/MS A.13-16: 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.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	79	80	81	74
1 day	8	1	3	3
2 days	3	3	2	0
3 days	4	4	3	0
4 days	1	2	4	14
5 days	5	10	7	9

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

Note: 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	94
Yes	3	3	2	6
Don't know	2	1	1	0

Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

Table A3.13
Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	84	82	82	64
Gay or Lesbian	1	2	3	0
Bisexual	4	5	7	18
I am not sure yet	5	7	4	3
Something else	1	2	2	12
Decline to respond	5	3	2	3

Question HS A.129/MS A.118: Which of the following best describes you?

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

Table A3.14
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	97	95	97	81
Yes, I am transgender	1	1	1	6
I am not sure if I am transgender	2	2	1	3
Decline to respond	1	2	1	9

Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	35	34	23	0
A's and B's	36	32	37	14
Mostly B's	8	11	15	8
B's and C's	13	14	15	36
Mostly C's	2	3	5	14
C's and D's	5	4	3	14
Mostly D's	0	1	0	6
Mostly F's	1	1	1	8

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	80	83	70	67
1-2 times	11	9	15	3
A few times	7	5	6	14
Once a month	1	1	2	0
Twice a month	1	1	4	8
Once a week	0	0	0	3
More than once a week	1	1	2	6

Question HS/MS A.21: 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***Absences, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	53	51	44	47
1 day	22	25	25	17
2 days	13	12	17	11
3 or more days	12	12	14	25

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?

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

Table A4.4***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	51	49	42	36
Illness (feeling physically sick), including problems with breathing or your teeth	37	40	45	42
Were being bullied or mistreated at school	1	2	1	3
Felt very sad, hopeless, anxious, stressed, or angry	4	8	13	25
Didn't get enough sleep	6	7	20	22
Didn't feel safe at school or going to and from school	1	4	0	0
Had to take care of or help a family member or friend	2	3	4	6
Wanted to spend time with friends	1	1	2	3
Use alcohol or drugs	0	0	1	3
Were behind in schoolwork or weren't prepared for a test or class assignment	2	3	11	6
Were bored or uninterested in school	2	2	5	6
Had no transportation to school	0	1	2	6
Other reason	12	11	12	14

Question HS/MS A.20: In the past 30 days, did you miss a day of 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 A4.5
School Environment Scales (Developmental Supports)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
<i>Average Reporting “Very much true”</i>	24	26	27	9	
High	27	30	32	11	
Moderate	57	53	52	46	
Low	16	16	16	43	
Caring adults in school					
<i>Average Reporting “Very much true”</i>	25	27	33	13	A4.7
High	32	34	38	14	
Moderate	57	54	53	57	
Low	11	12	9	29	
High expectations-adults in school					
<i>Average Reporting “Very much true”</i>	39	38	38	14	A4.8
High	47	48	44	14	
Moderate	45	44	50	63	
Low	7	8	6	23	
Meaningful participation at school					
<i>Average Reporting “Very much true”</i>	9	11	9	1	A4.9
High	6	8	7	0	
Moderate	40	45	43	40	
Low	53	47	50	60	

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***School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Connectedness					
<i>Average Reporting “Strongly agree”</i>	26	25	22	9	A4.10
High	61	63	55	28	
Moderate	35	31	37	61	
Low	4	6	7	11	
Academic Motivation					
<i>Average Reporting “Strongly agree”</i>	40	39	32	13	A4.11
High	40	39	30	11	
Moderate	43	44	44	43	
Low	18	17	26	46	
Parent Involvement in School					
<i>Average Reporting “Strongly agree”</i>	21	17	15	6	A4.12
High	48	37	33	19	
Moderate	42	45	41	56	
Low	10	18	26	25	

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 A4.7***Caring Relationships Scale Questions***

<i>At my school, there is a teacher or some other adult...</i>	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average Reporting “Very much true”</i>	25	27	33	13
who really cares about me.				
Not at all true	12	11	10	19
A little true	31	32	21	42
Pretty much true	37	38	39	25
Very much true	21	20	30	14
who notices when I’m not there.				
Not at all true	13	11	11	18
A little true	28	29	23	44
Pretty much true	37	33	38	24
Very much true	22	27	27	15
who listens to me when I have something to say.				
Not at all true	7	8	6	17
A little true	20	17	15	49
Pretty much true	41	40	39	20
Very much true	31	35	40	14

Question HS/MS A.35, 37, 39: 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 A4.8***High Expectations Scale Questions***

<i>At my school, there is a teacher or some other adult...</i>	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average Reporting “Very much true”</i>	39	38	38	14
who tells me when I do a good job.				
Not at all true	9	8	7	20
A little true	23	20	19	37
Pretty much true	40	41	40	29
Very much true	28	31	35	14
who always wants me to do my best.				
Not at all true	3	5	4	9
A little true	14	13	14	51
Pretty much true	32	35	37	23
Very much true	51	47	44	17
who believes that I will be a success.				
Not at all true	8	8	7	20
A little true	18	16	19	43
Pretty much true	38	38	38	26
Very much true	37	38	36	11

Question HS/MS A.36, 38, 40: 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 A4.9
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average Reporting “Very much true”</i>	9	11	9	1
At school...				
I do interesting activities.				
Not at all true	13	12	12	43
A little true	31	26	30	43
Pretty much true	35	33	36	11
Very much true	21	29	22	3
I help decide things like class activities or rules.				
Not at all true	49	47	47	57
A little true	33	30	30	23
Pretty much true	13	17	16	20
Very much true	6	6	8	0
I do things that make a difference.				
Not at all true	27	25	27	46
A little true	37	39	38	29
Pretty much true	26	28	28	26
Very much true	10	8	7	0
I have a say in how things work.				
Not at all true	46	43	43	63
A little true	33	29	32	26
Pretty much true	16	20	19	11
Very much true	5	8	5	0
I help decide school activities or rules.				
Not at all true	69	65	67	63
A little true	22	24	21	23
Pretty much true	6	7	8	14
Very much true	3	4	3	0

Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A4.10
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness				
<i>Average Reporting “Strongly agree”</i>	26	25	22	9
I feel close to people at this school.				
Strongly disagree	2	3	5	11
Disagree	3	6	10	14
Neither disagree nor agree	23	19	19	42
Agree	45	43	41	28
Strongly agree	27	28	26	6
I am happy to be at this school.				
Strongly disagree	3	3	3	6
Disagree	6	6	9	8
Neither disagree nor agree	21	19	19	33
Agree	44	41	40	47
Strongly agree	25	31	28	6
I feel like I am part of this school.				
Strongly disagree	4	3	3	9
Disagree	7	8	12	3
Neither disagree nor agree	26	23	28	37
Agree	42	46	37	46
Strongly agree	21	20	20	6
The teachers at this school treat students fairly.				
Strongly disagree	3	4	4	6
Disagree	9	7	11	11
Neither disagree nor agree	19	20	22	25
Agree	45	46	47	39
Strongly agree	24	23	16	19
I feel safe in my school.				
Strongly disagree	2	2	4	0
Disagree	4	7	8	8
Neither disagree nor agree	17	24	23	42
Agree	45	43	42	42
Strongly agree	32	24	23	8

Question HS/MS A.22-26: 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 A4.11***Academic Motivation Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic Motivation				
<i>Average Reporting “Strongly agree”</i>	40	39	32	13
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	2	1	3
Disagree	2	3	2	3
Neither disagree nor agree	9	8	13	44
Agree	38	39	43	36
Strongly agree	51	48	41	14
I try hard at school because I am interested in my work.				
Strongly disagree	5	4	7	6
Disagree	13	10	20	14
Neither disagree nor agree	24	22	26	46
Agree	34	37	26	26
Strongly agree	24	28	21	9
I work hard to try to understand new things at school.				
Strongly disagree	2	2	2	3
Disagree	6	5	10	9
Neither disagree nor agree	18	17	18	37
Agree	38	41	42	40
Strongly agree	36	35	28	11
I am always trying to do better in my schoolwork.				
Strongly disagree	1	2	1	3
Disagree	2	3	6	9
Neither disagree nor agree	11	12	15	37
Agree	38	39	41	34
Strongly agree	48	45	37	17

Question HS/MS A.31-34: 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***Parent Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Parent Involvement in School				
<i>Average Reporting “Strongly agree”</i>	21	17	15	6
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	5	9	6
Disagree	6	12	17	22
Neither disagree nor agree	24	29	28	31
Agree	43	36	34	33
Strongly agree	24	17	13	8
Parents feel welcome to participate at this school.				
Strongly disagree	3	3	4	3
Disagree	4	8	12	22
Neither disagree nor agree	26	33	31	47
Agree	46	39	37	22
Strongly agree	22	16	16	6
School staff takes parent concerns seriously.				
Strongly disagree	3	4	6	3
Disagree	10	12	17	3
Neither disagree nor agree	28	32	32	50
Agree	42	35	32	39
Strongly agree	17	17	15	6

Question HS/MS A.28-30: 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 A4.13***Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	4	4	5	0
Disagree	14	12	11	0
Neither disagree nor agree	24	25	18	33
Agree	41	43	50	56
Strongly agree	17	17	15	11

Question HS/MS A.27: 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	23	20	19	19
Safe	49	46	42	38
Neither safe nor unsafe	23	27	31	31
Unsafe	3	5	5	13
Very unsafe	1	2	3	0

Question HS A.99/MS A.88: 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	82	83	80	87
1 time	8	6	6	3
2 or more times	11	11	14	10
Religion				
0 times	92	92	87	83
1 time	4	4	6	7
2 or more times	4	4	7	10
Gender (being male or female)				
0 times	92	91	87	84
1 time	4	4	4	10
2 or more times	4	5	9	6
Because you are gay or lesbian or someone thought you were				
0 times	89	92	91	84
1 time	6	4	2	6
2 or more times	5	5	7	10
A physical or mental disability				
0 times	97	93	94	90
1 time	1	2	2	10
2 or more times	1	5	4	0
You are an immigrant or someone thought you were				
0 times	96	93	94	87
1 time	3	2	3	0
2 or more times	1	4	3	13
<i>Any of the above six reasons</i>	31	29	31	26

Question HS A.115-120/MS A.105-110: 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... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other reason				
0 times	77	79	83	81
1 time	10	8	4	10
2 or more times	13	13	13	10
Any harassment	42	36	35	39

Question HS A.115-121/MS A.105-111: 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... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... 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 %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	58	63	62	68
1 time	22	18	16	16
2 to 3 times	11	10	11	6
4 or more times	9	9	12	10
had sexual jokes, comments, or gestures made to you?				
0 times	67	68	58	71
1 time	14	10	13	10
2 to 3 times	6	9	11	6
4 or more times	12	12	18	13
been made fun of because of your looks or the way you talk?				
0 times	66	66	67	61
1 time	16	12	12	26
2 to 3 times	8	9	9	6
4 or more times	9	13	12	6
been made fun of, insulted, or called names?				
0 times	56	68	71	68
1 time	15	11	8	10
2 to 3 times	12	8	8	19
4 or more times	16	13	13	3

Question HS A.103-105, 114/MS A.93-95, 104: 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	73	85	89	97
1 time	12	7	5	0
2 to 3 times	8	5	3	3
4 or more times	6	3	3	0
been afraid of being beaten up?				
0 times	83	89	91	87
1 time	11	6	6	10
2 to 3 times	4	4	3	0
4 or more times	2	2	1	3
been threatened with harm or injury?				
0 times	90	93	91	90
1 time	6	4	5	0
2 to 3 times	3	2	1	3
4 or more times	1	2	2	6
been in a physical fight?				
0 times	88	94	95	88
1 time	6	5	4	6
2 to 3 times	4	1	0	6
4 or more times	2	0	1	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	98	98	94
1 time	2	2	2	0
2 to 3 times	0	0	0	6
4 or more times	0	0	0	0
been offered, sold, or given an illegal drug?				
0 times	91	80	65	84
1 time	6	8	13	3
2 to 3 times	2	6	10	3
4 or more times	1	6	13	10

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: 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	79	81	82	74
1 time	13	12	10	16
2 to 3 times	5	5	6	6
4 or more times	3	2	3	3
Damaged school property on purpose				
0 times	95	97	95	90
1 time	4	2	3	6
2 to 3 times	1	1	1	0
4 or more times	0	0	1	3

Question HS A.106, 108/MS A.96, 98: 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	100	99	97
1 time	0	0	1	0
2 to 3 times	0	0	0	3
4 or more times	0	0	0	0
Carried any other weapon (such as a knife or club)				
0 times	97	98	99	84
1 time	2	1	1	10
2 to 3 times	1	0	0	0
4 or more times	0	0	0	6
Seen someone carrying a gun, knife, or other weapon				
0 times	89	93	91	87
1 time	6	4	4	6
2 to 3 times	3	2	1	0
4 or more times	2	1	3	6

Question HS A.109, 110, 112/MS A.99, 100, 102: 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 and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [†]	10	21	56	56	A6.2
Lifetime alcohol or drugs (any use)	10	23	58	58	A6.2
Lifetime very drunk or high (7 or more times)	1	5	24	25	A6.7
Lifetime drinking and driving involvement	23	6	24	18	A6.11
Current alcohol or drugs	5	10	34	42	A6.5
Current heavy drug uses	1	4	16	31	A6.5
Current heavy alcohol use (binge drinking)	0	3	13	14	A6.5
Current alcohol or drug use on school property	3	2	8	11	A6.8
Harmfulness of occasional marijuana use [‡]	41	38	25	37	A6.12
Difficulty of obtaining marijuana [§]	22	7	4	12	A6.13

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

[†]*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	5	16	52	44
Marijuana	4	12	41	53
Inhalants	4	3	5	6
Cocaine, Methamphetamine, or any amphetamines	na	1	5	11
Heroin	na	1	1	3
Ecstasy, LSD, or other psychedelics	na	2	7	25
Prescription pain killers, Diet Pills, or other prescription stimulant	na	8	18	42
Cold/Cough Medicines or other over-the-counter medicines to get “high”	na	3	11	17
Any other drug, pill, or medicine to get “high”	2	3	9	14
Any of the above AOD use	10	23	58	58
Any illicit AOD use to get “high”[†]	10	21	56	56

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

[†]Excludes prescription pain medication, Diet Pills, and prescription stimulant.

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	95	84	48	56
1 time	3	6	4	3
2 to 3 times	2	5	15	11
4 or more times	1	6	33	31
Marijuana (smoke, vape, eat, or drink)				
0 times	96	88	59	47
1 time	1	2	6	8
2 to 3 times	1	3	6	6
4 or more times	2	7	29	39
Inhalants				
0 times	96	97	95	94
1 time	2	1	1	3
2 to 3 times	0	1	2	3
4 or more times	1	1	2	0
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	99	95	89
1 time	na	0	2	0
2 to 3 times	na	0	1	8
4 or more times	na	1	3	3
Heroin				
0 times	na	99	99	97
1 time	na	0	0	0
2 to 3 times	na	0	0	3
4 or more times	na	0	0	0
Ecstasy, LSD, or other psychedelics				
0 times	na	98	93	75
1 time	na	1	3	6
2 to 3 times	na	0	2	11
4 or more times	na	1	3	8

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... 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)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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 or opioids, tranquilizers, or sedatives				
0 times	na	95	87	61
1 time	na	2	3	11
2 to 3 times	na	2	5	14
4 or more times	na	2	5	14
Diet Pills				
0 times	na	97	95	91
1 time	na	0	2	0
2 to 3 times	na	0	1	3
4 or more times	na	2	2	6
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	90	81
1 time	na	1	2	3
2 to 3 times	na	1	4	11
4 or more times	na	2	4	6
Cold/Cough Medicines or other over-the-counter medicines to get “high”				
0 times	na	97	89	83
1 time	na	1	4	0
2 to 3 times	na	1	5	6
4 or more times	na	1	2	11
Any other drug, pill, or medicine to get “high” or for other than medical reasons				
0 times	98	97	91	86
1 time	1	1	3	0
2 to 3 times	0	1	3	6
4 or more times	0	1	3	8

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get “high”... 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.

na—Not asked of middle school students.

Table A6.4***Lifetime Marijuana Consumption***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	97	91	63	53
1 time	1	3	6	6
2 to 3 times	0	2	6	6
4 or more times	1	5	25	36
In an electronic or e-cigarette or other vaping device?				
0 times	97	89	63	56
1 time	1	3	6	8
2 to 3 times	1	2	7	3
4 or more times	2	6	24	33
Eat or drink it in products made with marijuana?				
0 times	97	93	70	56
1 time	1	2	10	8
2 to 3 times	0	1	9	11
4 or more times	1	3	11	25

Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... Eat or drink it in products made with marijuana?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	3	6	22	25
Binge drinking (5 or more drinks in a row)	0	3	13	14
Marijuana (smoke, vape, eat, or drink)	3	7	24	39
Inhalants	1	1	1	9
Prescription drugs to get “high” or for reasons other than prescribed	na	2	3	20
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	3	14
<i>Any drug use</i>	4	8	25	39
<i>Heavy drug use</i>	1	4	16	31
<i>Any AOD Use</i>	5	10	34	42
Two or more substances at the same time	na	2	7	14

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription drugs to get “high” or for reasons other than prescribed ... any other drug, pill, or medicine to get “high” or for reasons other than medical... 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 A6.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	97	94	78	75
1 or 2 days	2	4	14	17
3 to 9 days	0	1	6	6
10 to 19 days	0	0	1	3
20 or more days	0	0	1	0
Binge drinking (5 or more drinks in a row)				
0 days	100	97	87	86
1 or 2 days	0	1	9	9
3 to 9 days	0	1	3	6
10 to 19 days	0	0	0	0
20 or more days	0	0	1	0
Marijuana (smoke, vape, eat, or drink)				
0 days	97	93	76	61
1 or 2 days	3	4	9	11
3 to 9 days	0	2	6	11
10 to 19 days	0	0	5	0
20 or more days	0	1	4	17

Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?

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

Table A6.7***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	99	94	71	69
1 to 2 times	0	3	15	17
3 to 6 times	0	1	9	8
7 or more times	0	2	5	6
“High” (loaded, stoned, or wasted) from using drugs				
0 times	97	89	62	56
1 to 2 times	2	5	9	8
3 to 6 times	1	1	6	11
7 or more times	1	5	23	25
<i>Very drunk or “high” 7 or more times</i>	1	5	24	25

Question HS A.61, 62/MS A.55, 56: 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 A6.8***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	99	98	94
1 to 2 days	1	1	1	3
3 or more days	0	0	2	3
Marijuana (smoke, vape, eat, or drink)				
0 days	99	98	94	92
1 to 2 days	1	2	2	6
3 or more days	1	0	4	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	99	100	97	92
1 to 2 days	0	0	1	6
3 or more days	0	0	1	3
Any of the above	3	2	8	11

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

Table A6.9***Lifetime Drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	95	87	83
1 to 2 times	1	2	5	3
3 to 6 times	0	1	4	0
7 or more times	0	2	5	14

Question HS A.63/MS A.57: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	94	73	79
0 times	na	5	23	18
1 time	na	1	2	3
2 to 3 times	na	0	1	0
4 or more times	na	0	2	0
Marijuana				
Does not apply, don't use	na	92	69	68
0 times	na	5	22	18
1 time	na	1	7	6
2 to 3 times	na	1	1	9
4 or more times	na	0	1	0

Question HS A.96, 97: 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 A6.11***Drinking While Driving, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	94	76	82
1 time	na	2	7	6
2 times	na	1	7	0
3 to 6 times	na	1	6	6
7 or more times	na	2	4	6
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	77	na	na	na
1 time	10	na	na	na
2 times	5	na	na	na
3 to 6 times	2	na	na	na
7 or more times	6	na	na	na

Question HS A.98/MS A.87: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

na—Not asked of middle/high school students.

Table A6.12***Perceived Harm of AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	21	32	25	26
Moderate	27	27	24	29
Slight	30	27	38	20
None	23	13	13	26
Alcohol - 5 or more drinks once or twice a week				
Great	51	68	57	53
Moderate	24	18	30	18
Slight	8	5	6	12
None	17	9	6	18
Marijuana - use occasionally				
Great	41	38	25	37
Moderate	30	28	19	17
Slight	11	16	29	14
None	18	18	27	31
Marijuana - use daily				
Great	71	62	44	41
Moderate	7	16	23	15
Slight	4	9	17	15
None	18	13	16	29

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.

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

Table A6.13***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	16	6	3	12
Fairly difficult	16	6	5	9
Fairly easy	14	26	28	32
Very easy	12	31	53	32
Don't know	42	31	11	15
Marijuana				
Very difficult	22	7	4	12
Fairly difficult	14	9	5	12
Fairly easy	11	24	22	15
Very easy	8	28	58	44
Don't know	45	33	11	18

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following 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	2	12	34	A7.2
Current cigarette smoking [†]	1	1	3	11	A7.3
Current cigarette smoking at school [†]	1	0	1	3	A7.4
Ever tried smokeless tobacco	1	1	3	6	A7.2
Current smokeless tobacco use [†]	1	0	1	3	A7.3
Current smokeless tobacco use at school [†]	0	1	0	3	A7.4
Ever used electronic cigarettes	7	16	40	44	A7.2
Current use of electronic cigarettes [†]	5	8	24	39	A7.3
Current use of electronic cigarettes at school [†]	3	3	10	14	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	1	4	12	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	31	43	38	46	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	69	78	82	59	A7.6
Difficulty of obtaining cigarettes [§]	15	7	5	11	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

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	97	na	na	na
1 time	2	na	na	na
2 to 3 times	0	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	98	88	66
1 time	0	0	3	11
2 to 3 times	0	1	3	3
4 or more times	0	0	6	20
Smokeless tobacco				
0 times	99	99	97	94
1 time	0	0	1	6
2 to 3 times	0	0	1	0
4 or more times	0	1	0	0
An electronic cigarette or other vaping device				
0 times	93	84	60	56
1 time	3	5	7	6
2 to 3 times	1	4	11	3
4 or more times	3	7	23	36

Question HS A.46-48/MS A.46-49: During your life, how many times have you used the following? 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 middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	1	3	11
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	1	0	1	3
Daily (20 or more days)	0	0	0	0
Electronic cigarettes or other vaping device				
Any	5	8	24	39
Daily (20 or more days)	0	1	8	14

Question HS A.67-69/MS A.61-63: 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	99	100	99	97
1 or 2 days	0	0	0	3
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Smokeless tobacco				
0 days	100	99	100	97
1 or 2 days	0	0	0	3
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes or other vaping device				
0 days	97	97	90	86
1 or 2 days	2	1	3	8
3 to 9 days	1	1	2	0
10 to 19 days	0	0	3	6
20 or more days	0	0	3	0

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property 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 A7.5***Cigarette Smoking Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	97	90	79
0 times	na	2	6	9
1 time	na	0	2	3
2 to 3 times	na	0	1	6
4 or more times	na	0	1	3

Question HS A.95: 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***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	31	43	38	46
Moderate	37	35	40	20
Slight	17	13	14	17
None	15	10	8	17
Smoke 1 or more packs of cigarettes each day				
Great	69	78	82	59
Moderate	11	9	8	12
Slight	4	4	4	6
None	16	9	6	24

Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A7.7***Perceived Harm of E-Cigarette Use Compared to Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	29	33	23	29
Moderate	36	32	30	26
Slight	20	24	35	21
None	15	11	12	24
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	50	54	40	43
Moderate	27	27	36	20
Slight	10	10	16	17
None	14	10	8	20

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.

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

Table A7.8***Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	15	7	5	11
Fairly difficult	19	12	11	17
Fairly easy	14	25	28	23
Very easy	7	17	36	34
Don't know	45	39	20	14
E-Cigarettes or vaping device				
Very difficult	9	5	3	11
Fairly difficult	14	5	3	11
Fairly easy	17	25	25	17
Very easy	20	36	59	43
Don't know	40	29	10	17

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device

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)	73	73	69	77
1 time	14	12	14	10
2 to 3 times	7	8	8	3
4 or more times	6	7	9	10

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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	33	na	na	na
1 day	21	na	na	na
2 days	10	na	na	na
3 days	10	na	na	na
4 days	5	na	na	na
5 days	22	na	na	na

Question MS A.89: 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	35	59
Yes	82	74	65	41

Question HS A.126/MS A.115: 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	79	70	64	48
Yes	21	30	36	52

Question HS A.124/MS A.114: 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	84	82	78
Yes	na	16	18	22

Question HS A.125: 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	98	96	97	94
Yes	2	4	3	6

Question HS A.123/MS A.113: 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 Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	23	16	21	20	13	27	23
Caring adults in school [‡]	24	12	23	20	12	28	24
High expectations-adults in school [‡]	38	21	36	30	21	44	36
Meaningful participation at school [‡]	9	14	5	8	5	10	9
<i>School Connectedness</i> [†]	25	19	24	27	11	28	24
<i>Academic Motivation</i> [†]	38	32	43	17	18	42	39
<i>Parent Involvement in School</i> [†]	21	14	20	20	6	22	21

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. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.2

School Supports and Engagement by Race/Ethnicity - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	22	13	27	18	29	28	24
Caring adults in school [‡]	22	13	31	16	33	30	24
High expectations-adults in school [‡]	34	25	39	33	27	42	36
Meaningful participation at school [‡]	9	1	10	5	27	12	10
<i>School Connectedness</i> [†]	22	24	27	15	24	28	22
<i>Academic Motivation</i> [†]	36	30	47	37	48	39	36
<i>Parent Involvement in School</i> [†]	14	15	20	12	24	17	16

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. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.3***School Supports and Engagement by Race/Ethnicity - 11th Grade***

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	29		26	32		27	25
Caring adults in school [‡]	36		25	44		31	32
High expectations-adults in school [‡]	42		40	40		39	36
Meaningful participation at school [‡]	10		13	11		10	8
<i>School Connectedness</i> [†]	22		30	17		22	25
<i>Academic Motivation</i> [†]	35		35	26		30	35
<i>Parent Involvement in School</i> [†]	17		30	12		12	15

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. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.4***School Supports and Engagement by Race/Ethnicity - Non-Traditional***

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	5					8	14
Caring adults in school [‡]	8					12	19
High expectations-adults in school [‡]	8					12	21
Meaningful participation at school [‡]	0					0	1
<i>School Connectedness</i> [†]	5					5	14
<i>Academic Motivation</i> [†]	6					13	17
<i>Parent Involvement in School</i> [†]	0					7	8

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. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.5***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	72	59	64	33
American Indian or Alaska Native	64	63		
Asian	75	69	67	
Black or African American	65	48	59	
Native Hawaiian or Pacific Islander	64	45		
White	75	74	62	55
Mixed (two or more) races	72	58	62	50

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

Table A9.6***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	30	28	32	36
American Indian or Alaska Native	43	19		
Asian	45	37	35	
Black or African American	48	55	29	
Native Hawaiian or Pacific Islander	36	36		
White	27	27	30	33
Mixed (two or more) races	31	28	31	21

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

The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

Table A9.7***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	41	35	32	45
American Indian or Alaska Native	50	31		
Asian	47	40	40	
Black or African American	48	55	29	
Native Hawaiian or Pacific Islander	64	36		
White	39	36	35	42
Mixed (two or more) races	43	36	33	36

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

Table A9.8***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	1	2	8
American Indian or Alaska Native	0	0		
Asian	3	1	5	
Black or African American	9	5	6	
Native Hawaiian or Pacific Islander	9	0		
White	1	0	2	7
Mixed (two or more) races	0	1	1	6

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

Table A9.9
Cigarette Smoking in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	2	1	4	0
American Indian or Alaska Native	7	0		
Asian	0	0	0	
Black or African American	10	0	0	
Native Hawaiian or Pacific Islander	0	0		
White	0	1	4	27
Mixed (two or more) races	1	1	3	0

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

Table A9.10
Any Alcohol Use in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	3	5	25	23
American Indian or Alaska Native	0	0		
Asian	2	4	14	
Black or African American	5	0	22	
Native Hawaiian or Pacific Islander	0	18		
White	4	7	22	33
Mixed (two or more) races	2	6	20	25

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

Table A9.11***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	4	7	23	38
American Indian or Alaska Native	7	0		
Asian	2	0	10	
Black or African American	5	10	11	
Native Hawaiian or Pacific Islander	10	0		
White	2	8	25	40
Mixed (two or more) races	4	9	29	31

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	32	31	42	45
American Indian or Alaska Native	14	31		
Asian	20	32	21	
Black or African American	20	23	18	
Native Hawaiian or Pacific Islander	45	0		
White	15	31	34	67
Mixed (two or more) races	27	31	43	40

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports [‡]	25	24	26	26	27	26	12	8
Caring adults in school [‡]	25	25	26	28	34	31	18	11
High expectations-adults in school [‡]	41	37	40	37	39	38	18	13
Meaningful participation at school [‡]	9	9	11	11	9	9	0	1
<i>School Connectedness</i> [†]	25	27	22	28	20	25	7	12
<i>Academic Motivation</i> [†]	45	35	46	31	35	27	12	15
<i>Parent Involvement in School</i> [†]	21	21	16	18	12	17	4	9

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

[†]Average percent of respondents reporting “Strongly agree.”

[‡]Average percent of respondents reporting “Very much true.”

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other 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	69	76	65	67	60	63	57	50
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the six reasons	34	29	31	26	33	29	23	31
harassed/bullied for any reasons	47	38	41	31	37	32	31	50
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	1	1	0	1	2	3	7	5
smoke cigarettes	0	1	0	1	4	3	13	11
have at least one drink of alcohol	2	3	8	3	22	22	27	16
use marijuana	2	4	6	9	22	27	33	37
Mental Health								
Chronic sad or hopeless feelings, past 12 months	27	16	39	22	43	27	46	63

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	755	814	708	37
Final number	670	624	283	32
Response Rate	89%	77%	40%	86%

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

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	0	2	9	3	B3.3
Usually used marijuana or other drugs until felt it a lot	na	4	12	7	B3.4
Consequences of AOD Consumption					
Caused one or more problems	na	4	20	21	B4.2
Caused one or more dependency-related experiences	na	6	23	17	B4.3
Supports to Reduce AOD Use					
Very likely find help at school for quitting or reducing use	na	28	24	22	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	75	59	41	18	B7.1
Trying marijuana once or twice	65	34	13	4	B7.1
Using marijuana once a month or more	78	52	26	15	B7.1

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

na—Not asked of middle school students.

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	85	75	41	71
10 or under	7	6	7	3
11-12 years old	7	6	8	0
13-14 years old	1	11	14	6
15-16 years old	0	1	27	13
17 years or older	0	1	2	6
Marijuana (smoke, eat, or drink)				
Never	97	87	58	67
10 or under	1	1	1	0
11-12 years old	2	2	1	0
13-14 years old	1	7	10	10
15-16 years old	0	2	29	20
17 years or older	0	1	1	3
Any other illegal drug or pill to get “high”				
Never	97	95	87	71
10 or under	0	0	1	0
11-12 years old	1	0	1	3
13-14 years old	1	3	2	6
15-16 years old	0	0	9	16
17 years or older	0	1	0	3

Question HS/MS B.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, eat, or drink)... Any other illegal drug or pill to get “high.”

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

Table B3.2***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	97	95	86	73
10 or under	1	1	1	0
11-12 years old	2	1	2	3
13-14 years old	0	3	2	3
15-16 years old	0	0	7	17
17 years or older	0	1	1	3
Electronic cigarette				
Never	91	83	58	68
10 or under	1	0	0	0
11-12 years old	6	1	2	6
13-14 years old	1	12	6	6
15-16 years old	0	2	29	13
17 years or older	0	1	4	6

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... An electronic cigarette (e-cigarette or vaping device).

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

Table B3.3***Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	96	89	60	71
Just enough to feel it a little	3	6	15	19
Enough to feel it moderately	0	3	16	6
Until I feel it a lot or get really drunk	0	2	9	3

Question HS/MS B.6: If you drink alcohol, how much do you usually drink?

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

Table B3.4***Usual Marijuana Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	91	66	67
Just enough to feel a little high	na	2	7	17
Enough to feel it moderately	na	3	15	10
Until I feel it a lot or get really high	na	4	12	7

Question HS B.7: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?

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

na—Not asked of middle school students.

Table B3.5***E-Cigarette Consumption***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)				
I've never used an e-cigarette or vaping device	93	85	60	67
Nicotine or tobacco substitute	3	9	26	26
Marijuana or THC	2	9	30	19
Amphetamines, cocaine, or heroin	0	0	1	0
Alcohol	0	2	3	0
A flavored product without nicotine, alcohol, or other drug	5	9	20	11
Any other product or substance	0	1	2	0

Question HS B.30/MS B.24: Have you ever used an e-cigarette or vaping device to consume any of the following? (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. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	89	82	51	62
To experiment (try using)	5	10	24	7
To get high	2	8	26	17
To have a good time with friends	3	9	34	14
To fit in with a group you like	1	2	7	3
Because of boredom	2	4	15	10
To relax	3	8	25	21
To get away from problems	3	7	17	10
Because of anger or frustration	1	4	8	14
To get through the day	2	3	8	14
Because it made you feel better	2	6	17	21
To seek deeper insights and understanding	1	3	9	7
None of the above	7	5	4	7

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months 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 B4.2***Problems Caused by AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Doesn't apply; I've never used alcohol or drugs	na	86	56	69
I've used alcohol or drugs but never had any problems	na	11	26	10
Have problems with emotions, nerves, or mental health	na	1	7	14
Get into trouble or have problems with the police	na	1	1	7
Have money problems	na	1	4	7
Miss school	na	0	0	7
Have problems with schoolwork	na	1	3	7
Fight with others	na	0	4	0
Damage a friendship	na	1	6	3
Physically hurt or injure yourself	na	0	2	0
Have unwanted or unprotected sex	na	1	3	3
Forget what happened or pass out	na	1	12	7
Been suspended from school	na	1	1	3
<i>One or more problems</i>	na	4	20	21

Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (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.

na—Not asked of middle school students.

Table B4.3***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	87	56	72
I use alcohol or drugs but have not experienced any of these things	na	8	23	10
Found you had to increase how much you use to have the same effect as before	na	1	9	10
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	1	4	7
Used alcohol or drugs a lot more than you intended	na	2	9	3
Used alcohol or drugs when you were alone	na	4	16	7
Your use of alcohol or drugs often kept you from doing a normal activity	na	1	2	3
You didn't feel OK unless you had something to drink or used a drug	na	1	3	10
Thought about reducing or stopping use	na	3	9	3
Told yourself you were not going to use but found yourself using anyway	na	1	6	0
Spoke with someone about reducing or stopping use	na	1	4	0
Attended counseling, a program, or group to help you reduce or stop use	na	0	1	3
<i>One or more negative experiences</i>	na	6	23	17

Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (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.

na—Not asked of middle school students.

Table B4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	52	61	43
Likely	na	31	25	25
Not likely	na	6	8	14
Don't know	na	11	6	18

Question HS B.13: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if he or she is caught on school property using or possessing alcohol or other drugs?

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	88	57	76
No, but I do use alcohol or other drugs	na	11	43	17
Yes, I have felt that I needed help	na	0	0	7

Question HS B.11: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	28	24	22
Likely	na	31	32	22
Not likely	na	21	30	22
Don't know	na	20	14	33

Question HS B.12: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	30	38	46	62
Yes	70	62	54	38

Question HS B.20/MS B.14: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	5	10	12	18
At parties	9	41	69	36
At concerts or other social events	1	15	29	14
At their own home	16	31	50	32
From adults at friends' homes	6	19	29	21
From friends or another teenager	21	36	57	36
Get adults to buy it for them	5	13	33	21
Buy it themselves from a store	7	17	39	25
At bars, clubs, or gambling casinos	1	4	4	11
Other	9	9	16	14
Don't know	77	56	31	50

Question HS B.15/MS B.9: How do most students at your school who drink alcohol usually get it? (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 B6.2***Sources for Obtaining Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	8	25	35	29
At parties	7	32	60	29
At concerts or other social events	2	14	32	11
At their own home	7	19	32	18
From an adult acquaintance	5	15	29	21
From friends or another teenager	20	38	61	29
Buy it at a marijuana dispensary	4	14	36	14
At bars or clubs	0	3	6	11
Other	7	9	16	21
Don't know	79	59	34	54

Question HS B.16/MS B.10: How do most kids at your school who use marijuana usually get it? (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.

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	12	25	32	75
Somewhat disapprove	13	16	28	7
Strongly disapprove	75	59	41	18
Trying marijuana once or twice				
Neither approve nor disapprove	15	43	71	81
Somewhat disapprove	21	22	16	15
Strongly disapprove	65	34	13	4
Using marijuana once a month or more regularly				
Neither approve nor disapprove	12	33	53	77
Somewhat disapprove	10	15	22	8
Strongly disapprove	78	52	26	15

Question HS B.17-19/MS B.11-13: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.

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

Table B7.2***Parent Disapproval of ATOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	90	84	74	62
Wrong	8	12	19	15
A little wrong	2	3	6	12
Not at all wrong	0	1	1	12
Smoke tobacco				
Very wrong	92	88	84	69
Wrong	6	9	13	15
A little wrong	1	2	2	8
Not at all wrong	0	1	1	8
Use marijuana				
Very wrong	93	82	64	69
Wrong	4	12	17	12
A little wrong	2	5	13	8
Not at all wrong	0	1	6	12
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	96	91	90	77
Wrong	4	7	7	12
A little wrong	0	1	2	4
Not at all wrong	0	1	1	8

Question HS B.22-25/MS B.16-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.3***Peer Disapproval of ATOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	67	59	43	46
Wrong	21	22	26	15
A little wrong	8	11	18	15
Not at all wrong	4	7	13	23
Smoke tobacco				
Very wrong	71	64	51	52
Wrong	20	21	24	16
A little wrong	6	10	15	16
Not at all wrong	3	5	10	16
Use marijuana				
Very wrong	73	54	30	48
Wrong	16	18	14	7
A little wrong	6	15	17	22
Not at all wrong	5	13	39	22
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	74	66	51	58
Wrong	17	19	23	8
A little wrong	5	11	15	15
Not at all wrong	4	4	11	19

Question HS B.26-29/MS B.20-23: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.4***Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	19	15	22	55
Yes	81	85	78	45

Question HS B.21/MS B.15: During the past 12 months, have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?

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

8. School Suspension

Table B8.1

Suspension from School, Past 12 Month

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	97	97	85
Yes	3	3	3	15

Question HS B.14/MS B.8: In the past 12 months, have you been suspended from school one or more times?

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

District Afterschool Module (DASM)

1. Module Sample

Table F1.1

Student Sample for District Afterschool Module (DASM)

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	755	814	708	37
Final number	0	605	268	29
Response Rate	0%	74%	38%	78%

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

2. Perceived Safety in Neighborhood

Table F2.1

Neighborhood Safety

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe		46	45	48
Safe		42	40	28
Neither safe nor unsafe		10	11	24
Unsafe		1	3	0
Very unsafe		0	2	0

Question HS/MS F.1: How safe do you feel in the neighborhood where you live?

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

3. After-School Activity

Table F3.1

Where Do You Go After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Your home, or another home, with an adult there		54	47	44
Your home, or another home, without an adult there		12	20	33
A park or recreation program		2	0	0
A community, volunteer, or church group		0	0	4
Stay at school for an after-school program		8	8	0
Stay at school for an extra class, tutoring, or activity		18	17	0
To a job		0	4	4
Some other place		5	3	15

Question HS/MS F.2: Where do you usually go right after school is over? (Mark Only ONE Answer.)

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

Table F3.2

What Do You Usually Do After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Do your schoolwork		79	74	46
Get help with your schoolwork from an adult		10	14	7
Take private classes or lessons		9	11	11
Play or practice a sport		53	45	7
Hang out with friends		45	43	36
Watch TV or play video games		57	48	32
Do religious activities or get religious instruction		4	7	0
Work at a job		2	19	7
Other		12	16	32

Question HS/MS F.3: What do you usually do after school is over? (Mark ALL That You Do For About One Hour Or More.)

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

4. After-School Program

Table F4.1

About the After School Program

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school doesnt have an after-school program.		11	13	36
I don't know if my school has an after-school program.		44	47	12
I wish my school had an after-school program.		2	1	4
I don't know much about the after-school program.		24	22	20
It has activities that we usually don't have during the school day.		10	8	0
The after-school program doesn't interest me.		22	22	16
It is a safe place to be after school.		19	17	4
It helps you with schoolwork.		15	14	12
The students that attend it really like it.		15	13	0
I do not attend, but I would like to.		12	9	24

Question HS/MS F.4: Please mark whether you agree with each of the following statements. (Mark ALL That Are True For You.)

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

Table F4.2***Number of Days Attending the After-School Program***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, my school doesn't have an after-school program		25	31	50
0 days		55	57	27
0 days, but I would like to go to an after-school program		5	2	12
1 day		2	2	0
2 days		1	2	4
3 days		2	1	0
4 days		3	3	8
5 days		7	3	0

Question HS/MS F.5: In a normal school week, how many days do you usually go to your school's after-school program in the afternoon?

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

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	755	814	708	37
Final number	661	0	0	0
Response Rate	88%	0%	0%	0%

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

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98			
Yes	2			

Question HS/MS G.2: During the past 30 days, have you used prescription drugs not prescribed to you?

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	88			
Wrong	9			
A little wrong	2			
Not at all wrong	1			

Question HS/MS G.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	63			
Wrong	26			
A little wrong	7			
Not at all wrong	4			

Question HS/MS G.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke marijuana once or twice a week				
Great risk	57			
Moderate risk	30			
Slight risk	8			
No risk	5			
Use prescription drugs that are not prescribed to them				
Great risk	68			
Moderate risk	24			
Slight risk	6			
No risk	2			

Question HS/MS G.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

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

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	755	814	708	37
Final number	673	641	296	31
Response Rate	89%	79%	42%	84%

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

2. Supports for Learning & Student Academic Engagement

Table N2.1

Supports for Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students at this school are motivated to learn.				
Strongly disagree	6	8	9	32
Disagree	18	14	16	6
Neither disagree nor agree	40	46	38	39
Agree	27	27	32	13
Strongly agree	10	5	6	10
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	4	5	5	29
Disagree	5	5	9	10
Neither disagree nor agree	19	24	18	19
Agree	41	41	51	29
Strongly agree	31	23	17	13
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	4	5	5	26
Disagree	5	6	13	10
Neither disagree nor agree	19	24	19	29
Agree	45	42	46	26
Strongly agree	27	21	17	10
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	6	11	16	32
Disagree	14	15	20	13
Neither disagree nor agree	24	28	28	29
Agree	38	33	30	16
Strongly agree	18	13	6	10

Question HS/MS N.1-4: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

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

Table N2.1
Supports for Learning – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	3	4	4	32
Disagree	2	2	5	10
Neither disagree nor agree	11	17	17	26
Agree	48	52	56	19
Strongly agree	36	25	18	13
This school promotes academic success for all students.				
Strongly disagree	3	3	4	21
Disagree	5	4	5	7
Neither disagree nor agree	23	25	30	39
Agree	48	48	44	21
Strongly agree	20	20	17	11
This school is a supportive and inviting place for students to learn.				
Strongly disagree	4	5	5	32
Disagree	6	6	8	6
Neither disagree nor agree	19	24	27	32
Agree	45	45	46	13
Strongly agree	27	21	13	16
Teachers go out of their way to help students.				
Strongly disagree	4	7	10	30
Disagree	9	9	14	10
Neither disagree nor agree	28	28	27	33
Agree	37	39	39	20
Strongly agree	23	17	11	7

Question HS/MS N.5-7, 50: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... This school promotes academic success for all students.

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

Table N2.1
Supports for Learning – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers help students catch up when they return from an absence.				
Strongly disagree	8	13	15	35
Disagree	15	16	21	13
Neither disagree nor agree	25	28	24	26
Agree	33	28	34	16
Strongly agree	19	14	6	10
My teachers give me useful feedback on my work.				
Strongly disagree	5	8	8	33
Disagree	10	7	11	0
Neither disagree nor agree	19	31	29	37
Agree	43	38	42	20
Strongly agree	24	16	10	10
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	20	16	11	38
Disagree	43	39	34	24
Neither disagree nor agree	24	29	33	34
Agree	10	11	13	0
Strongly agree	3	4	9	3

Question HS/MS N.8, 9, 42: How strongly do you agree or disagree with the following statements about your school?... Teachers help students catch up when they return from an absence... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.

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

Table N2.2***Student Academic Mindset and Learning Engagement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students pay attention in class.				
Strongly disagree	6	6	7	29
Disagree	20	15	21	7
Neither disagree nor agree	46	50	45	46
Agree	24	26	24	11
Strongly agree	3	3	3	7
Students try their best in school.				
Strongly disagree	4	5	6	28
Disagree	14	13	15	7
Neither disagree nor agree	49	52	49	48
Agree	28	26	26	10
Strongly agree	6	3	4	7
Students usually follow the rules at school.				
Strongly disagree	5	5	8	28
Disagree	16	12	15	7
Neither disagree nor agree	38	41	40	45
Agree	35	37	33	14
Strongly agree	5	5	4	7
Students turn in their homework on time.				
Strongly disagree	4	5	5	28
Disagree	15	12	18	3
Neither disagree nor agree	49	52	46	55
Agree	29	28	28	7
Strongly agree	4	3	3	7

Question HS/MS N.46-49: How strongly do you agree or disagree with the following statements about your school?... Students pay attention in class... Students try their best in school... Students usually follow the rules at school... Students turn in their homework on time.

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

3. Fairness and Respect for Diversity

Table N3.1

Fairness and Respect

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Adults at this school treat all students with respect.				
Strongly disagree	5	8	8	32
Disagree	13	11	21	0
Neither disagree nor agree	23	27	31	32
Agree	38	39	31	29
Strongly agree	22	16	9	6
Students treat teachers with respect.				
Strongly disagree	8	10	11	42
Disagree	21	20	30	0
Neither disagree nor agree	39	43	35	35
Agree	23	21	20	16
Strongly agree	9	6	3	6
The school rules are fair.				
Strongly disagree	9	7	6	29
Disagree	17	8	14	6
Neither disagree nor agree	27	28	35	35
Agree	32	43	41	19
Strongly agree	16	14	4	10
All students are treated fairly when they break school rules.				
Strongly disagree	8	8	11	37
Disagree	14	11	19	13
Neither disagree nor agree	27	33	30	30
Agree	36	36	35	10
Strongly agree	16	13	5	10

Question HS/MS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

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

Table N3.1***Fairness and Respect – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	7	8	9	28
Disagree	11	11	14	3
Neither disagree nor agree	27	40	37	41
Agree	39	31	32	14
Strongly agree	16	9	8	14

Question HS/MS N.51: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

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

Table N3.2
Respect for Diversity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	54	51	44	48
Disagree	28	27	28	14
Neither disagree nor agree	12	14	18	38
Agree	4	5	6	0
Strongly agree	2	3	5	0
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	42	36	29	48
Disagree	29	30	32	17
Neither disagree nor agree	20	25	25	31
Agree	6	6	11	3
Strongly agree	3	3	4	0
Students in this school respect each other's differences.				
Strongly disagree	7	7	6	34
Disagree	14	10	15	7
Neither disagree nor agree	25	30	32	34
Agree	37	39	35	3
Strongly agree	17	14	12	21
Adults in this school respect differences in students.				
Strongly disagree	5	5	6	28
Disagree	4	5	5	0
Neither disagree nor agree	16	24	28	48
Agree	42	42	41	14
Strongly agree	35	25	19	10

Question HS/MS N.36-39: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).

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

Table N3.2***Respect for Diversity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	5	4	6	31
Disagree	6	7	7	0
Neither disagree nor agree	26	33	35	48
Agree	39	35	35	14
Strongly agree	25	22	18	7

Question HS/MS N.40: How strongly do you agree or disagree with the following statements about your school?... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

4. Disciplinary Environment

Table N4.1

Consistency and Clarity of Rules and Expectations

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	3	6	8	29
Disagree	10	8	10	0
Neither disagree nor agree	19	25	22	39
Agree	42	40	46	26
Strongly agree	27	21	14	6
Rules in this school are made clear to students.				
Strongly disagree	3	4	4	23
Disagree	7	10	11	7
Neither disagree nor agree	25	31	32	40
Agree	47	44	43	27
Strongly agree	17	11	10	3
This school makes it clear how students are expected to act.				
Strongly disagree	2	3	3	27
Disagree	4	7	8	3
Neither disagree nor agree	17	24	29	37
Agree	55	51	48	30
Strongly agree	21	15	11	3

Question HS/MS N.14, 19-20: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.

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

Table N4.2
Disciplinary Harshness

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The rules in this school are too strict.				
Strongly disagree	10	12	8	26
Disagree	29	35	20	10
Neither disagree nor agree	32	36	47	48
Agree	17	11	18	10
Strongly agree	12	6	7	6
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	8	9	5	26
Disagree	28	25	17	3
Neither disagree nor agree	31	37	43	35
Agree	21	21	24	23
Strongly agree	12	8	9	13
Students get in trouble for breaking small rules.				
Strongly disagree	5	7	4	23
Disagree	14	17	17	0
Neither disagree nor agree	30	38	36	45
Agree	35	28	31	19
Strongly agree	17	10	11	13
Teachers are very strict here.				
Strongly disagree	6	7	4	27
Disagree	28	27	27	10
Neither disagree nor agree	50	55	55	57
Agree	12	10	11	7
Strongly agree	5	2	2	0

Question HS/MS N.15-18: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

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

5. Student Peer Relationships

Table N5.1

Peer Caring Relationships

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students enjoy doing things with each other during school activities.				
Strongly disagree	3	4	4	27
Disagree	6	5	8	7
Neither disagree nor agree	29	27	33	37
Agree	41	48	41	23
Strongly agree	21	16	13	7
Students care about each other.				
Strongly disagree	6	6	7	27
Disagree	10	10	13	7
Neither disagree nor agree	34	32	30	43
Agree	36	40	41	20
Strongly agree	14	13	9	3
Students treat each other with respect.				
Strongly disagree	8	8	7	23
Disagree	16	14	18	13
Neither disagree nor agree	42	42	40	47
Agree	27	30	32	13
Strongly agree	8	6	4	3
Students get along well with each other.				
Strongly disagree	5	5	6	27
Disagree	10	10	12	13
Neither disagree nor agree	43	41	40	40
Agree	33	37	37	17
Strongly agree	9	7	5	3

Question HS/MS N.21-24: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

6. Social and Emotional Learning

Table N6.1

Supports for Social and Emotional Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school encourages students to feel responsible for how they act.				
Strongly disagree	4	4	4	23
Disagree	7	9	12	17
Neither disagree nor agree	29	34	30	40
Agree	44	41	46	13
Strongly agree	17	12	9	7
Students are often given rewards for being good.				
Strongly disagree	16	15	17	27
Disagree	22	21	21	23
Neither disagree nor agree	30	38	33	40
Agree	25	21	23	7
Strongly agree	7	4	6	3
This school encourages students to understand how others think and feel.				
Strongly disagree	5	6	10	30
Disagree	12	10	14	17
Neither disagree nor agree	30	39	36	40
Agree	39	38	33	10
Strongly agree	14	7	7	3
Students are taught that they can control their own behavior.				
Strongly disagree	4	5	8	28
Disagree	9	10	12	7
Neither disagree nor agree	25	32	37	38
Agree	45	43	34	21
Strongly agree	17	10	9	7

Question HS/MS N.25-28: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

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

Table N6.1***Supports for Social and Emotional Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students solve conflicts with one another.				
Strongly disagree	7	7	9	31
Disagree	11	15	15	0
Neither disagree nor agree	29	39	40	45
Agree	39	32	31	14
Strongly agree	14	7	5	10
This school encourages students to care about how others feel.				
Strongly disagree	5	6	10	34
Disagree	11	9	12	0
Neither disagree nor agree	30	37	39	48
Agree	39	38	36	14
Strongly agree	16	10	5	3

Question HS/MS N.29-30: How strongly do you agree or disagree with the following statements about your school?... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

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

7. School Anti-Bullying Climate

Table N7.1

School Responses to Bullying

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	3	4	7	31
Disagree	4	6	9	0
Neither disagree nor agree	14	25	26	45
Agree	39	39	39	21
Strongly agree	41	26	19	3
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	8	12	16	31
Disagree	15	14	16	3
Neither disagree nor agree	22	33	30	41
Agree	29	25	26	14
Strongly agree	26	15	11	10
Students tell teachers when other students are being bullied.				
Strongly disagree	8	15	16	34
Disagree	19	20	27	3
Neither disagree nor agree	41	44	34	45
Agree	22	16	19	10
Strongly agree	10	6	4	7

Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.

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

Table N7.1***School Responses to Bullying – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	4	5	6	28
Disagree	4	7	7	3
Neither disagree nor agree	24	33	34	38
Agree	39	36	37	17
Strongly agree	29	19	16	14
Students here try to stop bullying when they see it happening.				
Strongly disagree	10	11	15	31
Disagree	19	16	14	3
Neither disagree nor agree	38	46	44	45
Agree	22	20	21	17
Strongly agree	11	6	6	3

Question HS/MS N.34-35: How strongly do you agree or disagree with the following statements about your school?... If I tell a teacher that someone is bullying me, the teacher will do something to help... Students here try to stop bullying when they see it happening.

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

8. College and Career Planning

Table N8.1

Supports for College and Career Planning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has helped me put my college and career goals and experiences in a plan which I update every year.				
Strongly disagree	11	6	7	28
Disagree	18	10	11	14
Neither disagree nor agree	34	33	24	41
Agree	24	35	39	10
Strongly agree	13	16	18	7
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.				
Strongly disagree	12	9	9	29
Disagree	18	14	12	11
Neither disagree nor agree	25	33	25	43
Agree	31	31	38	11
Strongly agree	14	13	16	7
This school has helped me think about and explore future career options.				
Strongly disagree	9	8	6	28
Disagree	14	9	8	7
Neither disagree nor agree	27	28	25	52
Agree	35	39	43	10
Strongly agree	15	17	18	3

Question HS/MS N.53-55: This school has helped me put my college and career goals and experiences in a plan which I update every year... This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it... This school has helped me think about and explore future career options.

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

9. Facilities Physical Environment

Table N9.1

Quality of Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	4	5	5	28
Disagree	8	9	9	3
Neither disagree nor agree	26	27	26	31
Agree	41	40	47	31
Strongly agree	21	19	14	7
The school grounds are kept clean.				
Strongly disagree	7	6	6	18
Disagree	9	11	13	0
Neither disagree nor agree	30	32	26	50
Agree	39	38	46	21
Strongly agree	15	13	10	11

Question HS/MS N.41, 45: How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Scheduled Lunch at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I eat my lunch at the right time of day.				
Strongly disagree	6	5	10	31
Disagree	11	8	10	10
Neither disagree nor agree	19	24	23	41
Agree	41	43	43	7
Strongly agree	23	19	13	10
I have plenty of time to eat my lunch.				
Strongly disagree	15	10	14	25
Disagree	16	14	19	11
Neither disagree nor agree	19	23	22	46
Agree	33	36	35	11
Strongly agree	17	17	10	7

Question HS/MS N.43, 44: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

Table N10.2

School Has Clean and Drinkable Water

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	5	6	9	25
Disagree	9	7	8	0
Neither disagree nor agree	20	22	27	43
Agree	39	45	39	21
Strongly agree	26	20	18	11

Question HS/MS N.52: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

Tobacco Module

1. Module Sample

Table Q1.1

Student Sample for Tobacco Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	755	814	708	37
Final number	662	605	263	30
Response Rate	88%	74%	37%	81%

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

2. Smoking Patterns and Access to Cigarettes

Table Q2.1

Lifetime Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Every smoked cigarettes daily				
No	100	99	97	89
Yes	0	1	3	11
Smoked 100 cigarettes				
No	100	99	98	96
Yes	0	1	2	4

Question HS/MS Q.1, 4: Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?... Have you smoked 100 cigarettes in your life?

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

Table Q2.2
Smoking in Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Number of cigarettes smoked per day				
<i>None</i>	100	98	95	85
<i>Less than 1 cigarette per day</i>	0	1	2	12
<i>1 cigarette or more per day</i>	0	1	3	4
1 cigarette per day	0	0	1	0
2 to 5 cigarettes per day	0	0	1	4
6 to 10 cigarettes per day	0	1	0	0
11 to 20 cigarettes per day	0	0	0	0
More than 20 cigarettes per day	0	0	0	0
Sources for Obtaining Cigarettes				
Did not smoke cigarettes in the past 30 days	99	97	95	79
Bought them in a store	0	0	1	0
Bought them from a vending machine	0	0	0	4
Gave someone else money to buy them for me	0	0	0	4
Borrowed them from someone else	0	0	0	4
Took them from a store or family member	0	0	1	0
A friend gave them to me	0	1	1	0
A person 18 years or older gave them to me	0	1	0	0
Other people gave them to me	0	0	0	0
Got them some other way	0	0	0	8
Current cigar smoking				
0 days	99	97	95	88
1 to 2 days	0	1	2	4
3 to 5 days	0	1	1	0
6 to 9 days	0	0	0	0
10 to 19 days	0	1	1	0
20 to 30 days	0	0	0	8

Question HS/MS Q.3, 5, 6: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?... If you smoked cigarettes during the past 30 days, how did you usually get them? (Select Only One Response.)... During the past 30 days, on how many days did you smoke any cigars, cigarillos, or little cigars (SwishersTM, Black&MildTM, or Prime TimesTM)?

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

Table Q2.3***Ever Smoke to Control Weight***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	100	99	98	93
Yes	0	1	2	7

Question HS/MS Q.2: Did you ever smoke to control your weight?

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

Table Q2.4***Current Desire to Quit Smoking Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't smoke cigarettes; does not apply	99	98	95	75
No	0	1	2	17
Yes	1	1	2	8

Question HS/MS Q.7: If you now smoke cigarettes, would you like to quit smoking?

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

3. Smoking Cessation

Table Q3.1

Likelihood of Quitting

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use tobacco; does not apply	98	97	96	83
Definitely will	0	1	1	8
Probably will	0	1	2	4
May or may not	0	1	1	4
Probably will not	0	0	1	0
Definitely will not	0	0	0	0

Question HS/MS Q.8: If you are currently using tobacco, how likely are you to try to quit?

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

Table Q3.2

Lifetime Frequency of Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Don't smoke cigarettes; does not apply</i>	99	98	95	83
<i>0 times</i>	1	1	2	8
<i>One or more times</i>	0	1	3	8
1 time	0	1	2	4
2 to 3 times	0	0	1	4
4 or more times	0	0	0	0

Question HS/MS Q.9: How many times have you tried to quit smoking cigarettes?

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

Table Q3.3
Control Over Quitting

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use tobacco; does not apply	99	97	95	83
No control at all	0	0	1	4
A little control	0	0	0	4
Medium control	0	0	1	4
A lot of control	0	1	1	4
Total control	1	1	3	0

Question HS/MS Q.10: How much control do you have over whether you quit using tobacco?

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

Table Q3.4
Type of Help Sought at School to Help Quit Smoking, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Go to a special group or class				
Did not use tobacco	98	98	95	83
No	1	1	5	13
Yes	0	1	0	4
Talk to an adult at school about how to quit				
Did not use tobacco	98	98	95	83
No	1	1	5	13
Yes	0	0	0	4
Talk to a peer helper about how to quit				
Did not use tobacco	98	98	94	83
No	2	1	4	13
Yes	0	0	1	4

Question HS/MS Q.11-13: If you used tobacco during the past 12 months, did you do any of the following things at school to get help to quit using?... Go to a special group or class... Talk to an adult at your school about how to quit... Talk to a peer helper about how to quit.

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

4. Attitudes and Beliefs

Table Q4.1

Likelihood of Smoking in the Next Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Sure it will not happen	81	79	74	63
It probably will not happen	15	15	17	21
Even chance (50-50) that it will happen	2	3	4	13
It probably will happen	1	1	3	0
It will happen for sure	0	1	2	4

Question HS/MS Q.17: How likely do you think it is that you will smoke one or more cigarettes in the next year?

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

Table Q4.2

Agreement with Eight Statements About Smoking

Percent responding “Very much agree” or “Agree”	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoking makes kids look grown up	14	16	19	43
Smoking makes your teeth yellow	88	94	95	87
Smoking is cool	3	6	6	26
Smoking makes you smell bad	87	87	90	87
Smoking helps you make friends	6	12	14	35
Smoking is bad for your health	89	90	93	87
Smoking helps you relax	21	31	42	57
Smoking helps control your weight	12	15	22	43

Question HS/MS Q.19-26: Please indicate whether or not you agree with the following statements... Percent responding “Very much agree” or “Agree”.

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

Table Q4.3***Estimated Prevalence of Adult Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
None of them	30	29	26	42
Some	61	62	63	38
Many	7	8	10	21
Most or all	1	1	0	0

Question HS/MS Q.18: About how many adults you know smoke cigarettes?

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

Table Q4.4***Estimated Prevalence of Peer Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0	46	22	21	38
10	40	35	39	17
20	6	17	13	21
30	4	11	10	13
40	0	6	6	4
50	2	4	4	8
60	1	3	3	0
70	0	0	2	0
80	0	1	0	0
90	0	0	0	0
100	0	1	1	0

Question HS/MS Q.31: Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think smoke cigarettes at least once a month?

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

Table Q4.5***Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	9	17	16	50
Somewhat disapprove	9	12	14	8
Strongly disapprove	82	71	70	42

Question HS/MS Q.27: How do you feel about someone your age smoking one or more packs of cigarettes a day?

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

Table Q4.6***Perceived Peer Disapproval of Cigarette Smoking, One or More Packs A Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	8	13	13	46
Somewhat disapprove	13	12	13	13
Strongly disapprove	79	74	73	42

Question HS/MS Q.28: How do you think your close friends would feel about you smoking one or more packs of cigarettes a day?

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

5. Prevention Program Exposure

Table Q5.1

Tobacco Education in School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have lessons about tobacco and its effects on the body				
No	48	37	71	71
Yes	33	53	22	21
Not sure	19	10	7	8
Practice different ways to refuse or say “no” to tobacco offers				
No	54	44	79	74
Yes	27	44	13	17
Not sure	19	12	7	9

Question HS/MS Q.15, 16: During the past 12 months, did you do any of these things at school?... Have lessons about tobacco and its effects on the body... Practice different ways to refuse or say “no” to tobacco offers.

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

Table Q5.2

Perceived Ability to Refuse a Friend’s Offer of Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very hard	2	1	4	26
Hard	3	3	1	0
Easy	20	29	20	30
Very easy	75	67	75	43

Question HS/MS Q.14: How hard would it be for you to refuse or say “no” to a friend who offered you a cigarette to smoke?

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

Table Q5.3***Talked with Parents/Guardians About Tobacco Use, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	41	49	65	83
Yes	59	51	35	17

Question HS/MS Q.29: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco use?

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

6. Media Exposure

Table Q6.1

Tobacco Use in Movies, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	22	24	20	39
1 time	12	10	7	13
2 times	12	15	15	0
3 times	14	13	17	17
4-6 times	13	13	11	4
7 or more times	27	26	29	26

Question HS/MS Q.30: During the past 12 months, how many times did you see someone smoking tobacco in a movie you watched?

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

Appendix I

Table APP.1

2017-18 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Adams Middle	91			
Parras (Nick G.) Middle	90			
Redondo Beach Learning Academy				67
Redondo Shores High (Continuation)				100
Redondo Union High		84	49	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

California Healthy Kids Survey Content Overview

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.¹ References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to relevant CHKS reports and factsheets and What Works Briefs (guides to best practices) that provide further information. These valuable resources can be downloaded, respectively, from the CHKS and California Safe and Supportive Schools websites (chks.wested.org/using-results/factsheets; californias3.wested.org/tools/research; californias3.wested.org/tools/wwb).

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline data, see CHKS Factsheet #15.

MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of Local Control and Accountability Plans. It seeks to provide schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in school and developmentally thrive. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level. The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), perceived safety, bullying, and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data show that, for high school students, as CHKS School Climate Index (SCI) scores increased—as the schools became safer, more supportive, and more engaging—test performance as measured by the state's Academic Performance Index (API) increased as well (School Climate Factsheet #3).

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS School Climate Index score, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources (School Climate Factsheet #6).³

¹ To see how local results compare with state averages in California, download a copy of the latest Biennial Statewide CHKS report (chks.wested.org/reports). The Biennial report provides results from a randomly-selected, representative state sample. County level reports are also available on the CHKS website.

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download *Helpful Resources for Local Control and Accountability Plans* at surveydata.wested.org/resources/LCAP_Cal_SCHLS.pdf.

³ Voight, Austin, & Hanson, (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

More generally, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who: (1) were less engaged in risky behaviors such as substance use and violence; (2) were more likely to eat nutritiously and exercise; and (3) reported experiencing caring adult relationships and high expectations at school. These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance (CHKS Factsheet #3).

GRADE-LEVEL PATTERNS

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to feel connected to school and be academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness.

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support and perceived safety.
- In interpreting the results for **11th graders** take into consideration that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.
- Across risk behaviors and problem indicators, **nontraditional (continuation school) students** reported prevalence rates at least twice those of 11th graders in a comprehensive school setting. They also exhibited lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services (CHKS Factsheet #7).

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES

Demographic Characteristics (Tables A3.1-3.14)

A wide range of data on the demographic and background characteristics of the survey respondents is provided (in 14 tables) to help users gain a better sense of how representative the survey sample is compared to the student population overall. This also enables users to analyze their data to determine how survey results vary by important subgroups in the school and help them identify, and target programs at, the youth most in need. School districts can use these data to meet the Local Control and Accountability Plan (LCAP) requirement to demonstrate actions across state priorities in regard to six numerically significant subgroups: ethnicity, socioeconomically (SES) disadvantaged, English learners, pupils with disabilities, foster youth, and homeless youth—all categories assessed by the CHKS. In the standard CHKS report, and in the Query CHKS system, breakdowns for selected key indicators are provided by race/ethnicity and gender. Districts/schools

can request reports disaggregating all their results by demographic characteristics from their Regional CHKS Technical Assistance Center.

Racial-Ethnic Identification (Tables A3.2-3.3)

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. Comparing these data with other evidence of the racial-ethnic composition of student enrollment provides insight into how representative are the survey results. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings. They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but they still remained. This suggests that school climate factors related to student well-being may also play a role in the racial-ethnic achievement gap. One strategy to close the gap thus may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students (CHKS Factsheet #8).

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools*. African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers *within the same school*. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap (CHKS Factsheet #13).

Foster Care Youth (Table A3.4)

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk. They were also more likely to be low in caring adult relationships and total environmental assets (CHKS Factsheet #6).

SPECIFIC CONTENT AREAS

Self-Reported Grades (Table A4.1)

The CHKS asks students to indicate what grades they mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance.

Absenteeism and Truancy (Tables A4.2-4.3)

Before top teachers with quality curriculums and engaging activities can even attempt to improve academic performance, the students have to show up. The CHKS report provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more of the past 30

school days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on the absenteeism and truancy to guide efforts to improve the LCAP pupil engagement priority.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10% of school days. According to a report by Attendance Works, the nation's large and persistent education achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.⁴ Biennial State CHKS data (Table A4.3) indicate that generally, after illness, the most important reasons for being absent in secondary school are not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school.

Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey (Table A8.4). Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.⁵ Truants are also more likely to use drugs and have deviant friends.

Developmental Supports (Tables A4.5, A4.7-4.9)

Research shows that when schools (or families or communities) provide three developmental supports measured by the CHKS—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher (CHKS Factsheets #1 and #3; School Climate Factsheets #1 and #2, What Works Briefs #1 and #2).

School Connectedness (Table A4.6)

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes. The CHKS five-item School Connectedness Scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. This may be related at least in part to their lower levels of developmental support. The lowest rates of both connectedness and test scores are in low-income schools. The online Query

⁴ Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Available at www.attendanceworks.org/research/attendance-works-reports

⁵ Robins & Ratcliff, (1978). *Long Range Outcomes Associated With School Truancy*. Rockville, MD: Public Health Service (DHEW). Garry, E. M., & Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. (1996). *Truancy: First Step to a Lifetime of Problems*. Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Dev*, 60(6), 1437-52.

CHKS system shows how key survey indicators vary by school connectedness (see School Climate Factsheet #5, What Works Brief #4).

Perceived Safety (Table A5.1)

Perceived safety is another indicator districts/schools are required to monitor as part of their LCAP. Perceived school safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. If students report low levels of perceived school safety, pay close attention to all the indicators related to bullying and victimization, as well as mental health. Schools may want to request comparisons of students' perceptions of their own safety with the actual level of violence and other safety-related indicators self-reported by students. A follow-up focus group or Student Listening Circle asking why students do not feel safe is recommended (see School Climate What Works Brief #3).

Violent and Nonviolent Misbehavior on School Property (Tables A5.2-5.6)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism. Physical violence and weapons on campus (Tables A5.4, A5.6) have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.⁶ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession⁷ (see School Climate What Works Briefs #5 and #6).

Harassment (Tables A5.2-5.3)

Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁸

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason. Analysis of this data show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school. They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than

⁶ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

⁷ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

⁸ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

students who were only harassed for other reasons (CHKS Factsheets #4 and #10; see also School Climate What Works Brief #7).

Substance Abuse (Tables A6.1-6.11)

The misuse of alcohol and other drugs continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage. Reflecting this, on the California School Staff Survey (Table A9.12), high school staff statewide are more likely to perceive alcohol and drug use as moderate to severe problems at their schools than all of seven violence-related indicators (49% for both alcohol and drugs in 2004-06), ranking them among the top 3 of 14 problem indicators.

Use at school is especially troubling (Tables A6.8-6.9). It reflects a level of drug involvement so pervasive that the potential repercussions for violation of school rules are disregarded by these youths. This is behavior that threatens not only the user's learning ability but also school efforts to educate all youth. An analysis of CHKS data found that that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication, were significantly related to changes in California achievement test scores one year later. Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools⁹ (CHKS Factsheet #3; see also School Climate What Works Brief #8).

Cigarette Smoking (Tables A7.1-7.4)

Current smokers are significantly more likely than nonsmokers to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, current smokers are also more likely than nonsmokers to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems (CHKS Factsheet #2 and #5).

Mental Health (Tables A8.4-8.5)

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness. They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide (CHKS Factsheets #11 and #12).

⁹ Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.