

CALIFORNIA HEALTHY KIDS SURVEY



San Mateo Union High 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:

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Recommended citation:

San Mateo Union High 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: 29 Aug 2018
CDS code: 41690470000000

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from this 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). 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.

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	2,241	2,253	2,152	2,231
Final number	2,113	1,953	1,928	1,859
Response Rate	94%	87%	90%	83%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness [†]	21	18	22	22	A4.6
Academic motivation [†]	37	33	32	29	A4.6
Chronic truancy (twice a month or more often) [§]	2	3	6	9	A4.2
Caring adult relationships [‡]	25	24	29	31	A4.5
High expectations [‡]	36	32	36	35	A4.5
Meaningful participation [‡]	10	9	12	13	A4.5
Facilities upkeep	17	14	16	17	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	70	67	73	78	A5.1
Experienced any harassment or bullying [§]	31	31	30	26	A5.2
Had mean rumors or lies spread about you [§]	29	32	30	26	A5.3
Been afraid of being beaten up [§]	13	10	7	4	A5.4
Been in a physical fight [§]	8	7	5	4	A5.4
Seen a weapon on campus [§]	10	9	8	7	A5.6
Been drunk or “high” on drugs at school, ever	5	8	11	12	A6.9
Mental and Physical Health					
Current alcohol or drug use [¶]	13	18	26	35	A6.5
Current binge drinking [¶]	3	6	9	18	A6.5
Very drunk or “high” 7 or more times	4	8	14	20	A6.7
Current cigarette smoking [¶]	2	2	3	5	A7.3
Current electronic cigarette use [¶]	9	14	16	20	A7.3
Experienced chronic sadness/hopelessness [§]	25	32	34	33	A8.3
Considered suicide [§]	15	17	19	14	A8.4

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.

3. Demographics

Table A3.1

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	50	50	52	50
Female	50	50	48	50

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	68	65	69	68
Yes	32	35	31	32

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native	1	2	1	1
Asian	26	30	31	32
Black or African American	1	1	2	2
Native Hawaiian or Pacific Islander	3	5	5	3
White	31	31	33	37
Mixed (two or more) races	37	32	28	25

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	94	93	94	94
Other relative's home	1	1	1	1
A home with more than one family	3	3	3	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	1	1	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	7	9	9	10
Graduated from high school	10	11	11	15
Attended college but did not complete four-year degree	9	9	12	13
Graduated from college	63	61	60	58
Don't know	11	10	8	5

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	72	73	76	77
Yes	18	20	19	19
Don't know	11	8	6	4

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	85	87	91	95
Yes	1	1	1	1
Don't know	14	12	8	4

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	65	65	65	67
Spanish	18	18	17	16
Mandarin	3	4	4	4
Cantonese	3	3	3	4
Taiwanese	0	0	0	0
Tagalog	2	2	2	2
Vietnamese	0	0	0	0
Korean	1	0	1	1
Other	8	7	8	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	92	90	91	93
Well	7	9	8	7
Not well	1	1	1	0
Not at all	0	0	0	0
speak English?				
Very well	88	86	87	89
Well	10	12	11	10
Not well	1	2	2	1
Not at all	0	0	0	0
read English?				
Very well	83	83	85	89
Well	15	14	13	10
Not well	2	2	2	1
Not at all	0	0	0	0
write English?				
Very well	78	78	81	85
Well	20	19	17	13
Not well	3	3	2	2
Not at all	0	0	0	0
English Language Proficiency Status				
Proficient	83	82	85	87
Not proficient	18	18	15	13

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	82	79	80	84
Well	15	18	17	15
Not well	2	3	2	1
Not at all	1	1	0	0
speak English?				
Very well	75	71	74	77
Well	20	22	21	20
Not well	4	6	4	3
Not at all	1	1	1	0
read English?				
Very well	68	68	72	76
Well	26	26	23	20
Not well	5	6	4	4
Not at all	1	1	0	0
write English?				
Very well	64	61	64	72
Well	30	32	29	24
Not well	5	6	5	4
Not at all	1	1	1	0
English Language Proficiency Status				
Proficient	67	65	71	73
Not proficient	33	35	29	27

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	74	74	72	80
1 day	6	6	7	5
2 days	4	5	6	5
3 days	4	3	3	2
4 days	3	3	3	2
5 days	9	9	9	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	95	96	97	97
Yes	2	2	2	2
Don't know	2	2	2	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	83	83	86	85
Gay or Lesbian	1	2	2	2
Bisexual	5	6	4	5
I am not sure yet	6	5	4	4
Something else	1	1	2	2
Decline to respond	3	3	3	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	95	96	96	97
Yes, I am transgender	0	1	1	1
I am not sure if I am transgender	2	1	1	1
Decline to respond	3	2	2	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	33	31	24	28
A's and B's	34	32	33	35
Mostly B's	8	11	12	13
B's and C's	15	16	18	16
Mostly C's	3	3	5	4
C's and D's	5	5	5	4
Mostly D's	1	1	1	1
Mostly F's	1	1	1	0

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

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

Table A4.2
Truancy, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	83	77	70	58
1-2 times	9	13	15	17
A few times	5	7	8	13
Once a month	0	0	1	2
Twice a month	1	1	2	3
Once a week	1	1	2	3
More than once a week	1	2	2	3

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	59	51	48	40
1 day	21	23	24	24
2 days	11	13	15	19
3 or more days	9	13	14	17

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	56	49	45	37
Illness (feeling physically sick), including problems with breathing or your teeth	32	37	40	46
Were being bullied or mistreated at school	1	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	6	10	11	13
Didn't get enough sleep	6	11	14	21
Didn't feel safe at school or going to and from school	1	2	2	1
Had to take care of or help a family member or friend	2	3	2	4
Wanted to spend time with friends	0	1	1	2
Use alcohol or drugs	1	1	1	1
Were behind in schoolwork or weren't prepared for a test or class assignment	4	7	11	14
Were bored or uninterested in school	2	4	5	7
Had no transportation to school	1	2	2	2
Other reason	12	13	12	15

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports					
<i>Average Reporting “Very much true”</i>	24	21	26	26	
High	28	25	30	31	
Moderate	56	55	53	55	
Low	16	21	17	15	
Caring adults in school					
<i>Average Reporting “Very much true”</i>	25	24	29	31	A4.7
High	30	28	35	36	
Moderate	58	58	55	56	
Low	11	14	10	8	
High expectations-adults in school					
<i>Average Reporting “Very much true”</i>	36	32	36	35	A4.8
High	45	38	42	42	
Moderate	48	53	51	51	
Low	7	9	7	7	
Meaningful participation at school					
<i>Average Reporting “Very much true”</i>	10	9	12	13	A4.9
High	10	7	11	11	
Moderate	45	43	43	42	
Low	45	50	46	47	

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Connectedness					
<i>Average Reporting “Strongly agree”</i>	21	18	22	22	A4.10
High	60	50	59	58	
Moderate	35	42	34	34	
Low	5	8	8	7	
Academic Motivation					
<i>Average Reporting “Strongly agree”</i>	37	33	32	29	A4.11
High	38	33	31	28	
Moderate	47	46	47	49	
Low	16	21	22	23	
Parent Involvement in School					
<i>Average Reporting “Strongly agree”</i>	19	14	14	12	A4.12
High	45	35	39	33	
Moderate	43	47	45	48	
Low	12	18	16	19	

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***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average Reporting “Very much true”</i>	25	24	29	31
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	10	12	8	7
A little true	32	35	28	25
Pretty much true	38	33	37	37
Very much true	20	21	28	31
<i>who notices when I’m not there.</i>				
Not at all true	12	14	12	10
A little true	29	30	27	28
Pretty much true	37	35	36	35
Very much true	22	21	25	26
<i>who listens to me when I have something to say.</i>				
Not at all true	6	8	6	6
A little true	20	24	19	18
Pretty much true	40	40	41	40
Very much true	33	29	34	36

*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***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average Reporting "Very much true"</i>	36	32	36	35
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	6	8	6	7
A little true	22	27	23	23
Pretty much true	42	39	40	42
Very much true	29	26	30	28
<i>who always wants me to do my best.</i>				
Not at all true	4	4	4	4
A little true	15	18	16	16
Pretty much true	37	39	38	41
Very much true	45	38	42	39
<i>who believes that I will be a success.</i>				
Not at all true	8	9	8	6
A little true	19	23	20	18
Pretty much true	39	38	37	39
Very much true	34	31	35	37

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average Reporting “Very much true”</i>	10	9	12	13
At school...				
I do interesting activities.				
Not at all true	14	16	13	16
A little true	29	32	29	29
Pretty much true	34	30	32	30
Very much true	23	22	25	25
I help decide things like class activities or rules.				
Not at all true	42	47	43	44
A little true	34	34	33	31
Pretty much true	17	13	16	17
Very much true	7	6	8	8
I do things that make a difference.				
Not at all true	27	31	28	29
A little true	41	39	38	37
Pretty much true	23	21	23	22
Very much true	9	9	11	13
I have a say in how things work.				
Not at all true	37	40	36	37
A little true	34	36	36	35
Pretty much true	21	17	19	19
Very much true	8	7	9	9
I help decide school activities or rules.				
Not at all true	58	63	58	58
A little true	26	26	25	26
Pretty much true	11	8	10	10
Very much true	5	4	7	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness				
<i>Average Reporting “Strongly agree”</i>	21	18	22	22
I feel close to people at this school.				
Strongly disagree	3	5	5	5
Disagree	7	9	8	9
Neither disagree nor agree	23	22	19	20
Agree	47	44	43	43
Strongly agree	20	21	24	22
I am happy to be at this school.				
Strongly disagree	3	6	6	5
Disagree	5	8	7	8
Neither disagree nor agree	20	25	21	22
Agree	47	43	44	42
Strongly agree	25	19	23	23
I feel like I am part of this school.				
Strongly disagree	4	6	5	5
Disagree	7	10	8	8
Neither disagree nor agree	24	27	25	24
Agree	44	42	43	41
Strongly agree	20	16	19	21
The teachers at this school treat students fairly.				
Strongly disagree	3	5	4	4
Disagree	8	10	8	9
Neither disagree nor agree	22	26	22	21
Agree	47	43	48	49
Strongly agree	20	16	18	17
I feel safe in my school.				
Strongly disagree	1	3	3	2
Disagree	5	5	4	3
Neither disagree nor agree	24	22	19	15
Agree	49	49	49	53
Strongly agree	21	20	25	27

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic Motivation				
<i>Average Reporting “Strongly agree”</i>	37	33	32	29
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	2	2	1
Disagree	3	3	3	4
Neither disagree nor agree	9	12	13	13
Agree	40	40	42	46
Strongly agree	46	43	40	37
I try hard at school because I am interested in my work.				
Strongly disagree	4	5	5	5
Disagree	10	12	13	14
Neither disagree nor agree	25	26	24	26
Agree	36	35	36	35
Strongly agree	25	22	22	20
I work hard to try to understand new things at school.				
Strongly disagree	2	2	2	2
Disagree	4	5	4	5
Neither disagree nor agree	15	18	19	19
Agree	45	45	46	47
Strongly agree	34	30	29	26
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	2	2
Disagree	2	3	4	4
Neither disagree nor agree	11	15	16	19
Agree	42	40	43	43
Strongly agree	43	39	36	32

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Parent Involvement in School				
<i>Average Reporting “Strongly agree”</i>	19	14	14	12
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	5	4	5
Disagree	8	12	12	17
Neither disagree nor agree	29	34	33	33
Agree	41	37	39	35
Strongly agree	19	12	12	10
Parents feel welcome to participate at this school.				
Strongly disagree	2	3	3	3
Disagree	4	6	5	6
Neither disagree nor agree	31	35	36	37
Agree	43	40	41	39
Strongly agree	20	16	15	14
School staff takes parent concerns seriously.				
Strongly disagree	3	5	4	4
Disagree	6	10	9	10
Neither disagree nor agree	35	36	32	36
Agree	39	36	40	38
Strongly agree	17	13	15	12

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	2	4	4	4
Disagree	7	12	9	9
Neither disagree nor agree	23	27	24	22
Agree	50	42	47	49
Strongly agree	17	14	16	17

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	18	19	23	30
Safe	52	48	50	48
Neither safe nor unsafe	26	28	23	20
Unsafe	2	4	3	2
Very unsafe	1	2	2	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	84	85	84	86
1 time	8	7	7	7
2 or more times	8	8	9	7
Religion				
0 times	94	94	94	95
1 time	3	3	2	2
2 or more times	3	3	4	3
Gender (being male or female)				
0 times	94	94	92	92
1 time	3	3	3	4
2 or more times	3	4	5	4
Because you are gay or lesbian or someone thought you were				
0 times	94	94	95	96
1 time	3	2	3	2
2 or more times	3	4	3	2
A physical or mental disability				
0 times	96	96	95	96
1 time	2	2	2	2
2 or more times	2	3	3	2
You are an immigrant or someone thought you were				
0 times	96	94	95	94
1 time	2	3	2	3
2 or more times	2	3	3	3
Any of the above six reasons	24	24	24	22

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Any other reason				
0 times	83	84	86	87
1 time	7	6	5	5
2 or more times	10	10	10	8
Any harassment	31	31	30	26

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	71	68	70	74
1 time	15	14	12	11
2 to 3 times	8	10	10	8
4 or more times	6	8	7	6
had sexual jokes, comments, or gestures made to you?				
0 times	73	74	74	77
1 time	12	9	8	8
2 to 3 times	6	8	8	8
4 or more times	9	9	10	8
been made fun of because of your looks or the way you talk?				
0 times	74	71	75	77
1 time	12	11	9	10
2 to 3 times	7	8	8	7
4 or more times	7	9	8	6
been made fun of, insulted, or called names?				
0 times	72	70	74	79
1 time	12	11	8	8
2 to 3 times	7	8	8	6
4 or more times	9	11	10	8

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<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	84	86	90	93
1 time	9	7	5	4
2 to 3 times	3	4	3	2
4 or more times	4	3	2	1
been afraid of being beaten up?				
0 times	87	90	93	96
1 time	8	6	4	2
2 to 3 times	3	2	2	1
4 or more times	2	2	2	1
been threatened with harm or injury?				
0 times	93	94	95	97
1 time	4	4	3	2
2 to 3 times	2	1	1	1
4 or more times	1	1	1	1
been in a physical fight?				
0 times	92	93	95	96
1 time	5	5	3	3
2 to 3 times	1	1	1	1
4 or more times	1	1	1	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	98	98	98
1 time	3	1	1	1
2 to 3 times	0	1	0	0
4 or more times	0	0	0	0
been offered, sold, or given an illegal drug?				
0 times	83	80	81	81
1 time	9	9	8	8
2 to 3 times	4	5	6	5
4 or more times	4	6	5	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had your property stolen or deliberately damaged				
0 times	86	83	88	92
1 time	9	11	8	6
2 to 3 times	3	4	2	2
4 or more times	2	2	2	1
Damaged school property on purpose				
0 times	96	96	97	97
1 time	2	3	2	2
2 to 3 times	1	1	0	0
4 or more times	1	1	0	0

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Carried a gun				
0 times	99	99	99	99
1 time	0	0	1	1
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
Carried any other weapon (such as a knife or club)				
0 times	97	97	97	97
1 time	1	1	1	1
2 to 3 times	1	1	0	0
4 or more times	1	1	1	1
Seen someone carrying a gun, knife, or other weapon				
0 times	90	91	92	93
1 time	6	5	4	4
2 to 3 times	2	3	2	2
4 or more times	2	1	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [†]	23	32	43	54	A6.2
Lifetime alcohol or drugs (any use)	26	34	45	55	A6.2
Lifetime very drunk or high (7 or more times)	4	8	14	20	A6.7
Lifetime drinking and driving involvement	6	9	13	21	A6.11
Current alcohol or drugs	13	18	26	35	A6.5
Current heavy drug uses	5	7	11	15	A6.5
Current heavy alcohol use (binge drinking)	3	6	9	18	A6.5
Current alcohol or drug use on school property	4	7	7	6	A6.8
Harmfulness of occasional marijuana use [‡]	34	33	29	22	A6.12
Difficulty of obtaining marijuana [§]	9	7	5	4	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	18	26	38	50
Marijuana	13	21	29	37
Inhalants	3	3	3	4
Cocaine, Methamphetamine, or any amphetamines	1	2	2	3
Heroin	1	1	1	1
Ecstasy, LSD, or other psychedelics	1	3	4	5
Prescription pain killers, Diet Pills, or other prescription stimulant	8	9	11	13
Cold/Cough Medicines or other over-the-counter medicines to get “high”	5	6	6	6
Any other drug, pill, or medicine to get “high”	3	3	3	4
<i>Any of the above AOD use</i>	26	34	45	55
<i>Any illicit AOD use to get “high”[†]</i>	23	32	43	54

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

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

Table A6.3
Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	82	74	62	50
1 time	7	6	7	6
2 to 3 times	5	7	10	8
4 or more times	6	13	21	35
Marijuana (smoke, vape, eat, or drink)				
0 times	87	79	71	63
1 time	4	4	4	4
2 to 3 times	3	5	5	5
4 or more times	6	11	19	27
Inhalants				
0 times	97	97	97	96
1 time	2	1	1	2
2 to 3 times	1	1	1	1
4 or more times	1	1	1	1
Cocaine, Methamphetamine, or any amphetamines				
0 times	99	98	98	97
1 time	0	1	1	1
2 to 3 times	0	0	1	1
4 or more times	0	1	1	1
Heroin				
0 times	99	99	99	99
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
Ecstasy, LSD, or other psychedelics				
0 times	99	97	96	95
1 time	1	1	1	2
2 to 3 times	1	1	1	2
4 or more times	0	1	1	2

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.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	96	95	93	91
1 time	1	2	2	2
2 to 3 times	1	2	2	2
4 or more times	2	2	3	4
Diet Pills				
0 times	96	96	97	97
1 time	1	1	1	1
2 to 3 times	1	1	1	0
4 or more times	2	3	2	2
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	98	97	96	93
1 time	0	1	1	2
2 to 3 times	0	1	1	2
4 or more times	1	1	2	3
Cold/Cough Medicines or other over-the-counter medicines to get “high”				
0 times	95	94	94	94
1 time	2	2	2	2
2 to 3 times	1	2	2	2
4 or more times	2	2	2	2
Any other drug, pill, or medicine to get “high” or for other than medical reasons				
0 times	97	97	97	96
1 time	1	1	1	2
2 to 3 times	1	1	1	1
4 or more times	1	1	1	1

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.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	89	83	74	66
1 time	3	3	5	4
2 to 3 times	2	4	5	6
4 or more times	6	10	16	24
In an electronic or e-cigarette or other vaping device?				
0 times	89	83	76	71
1 time	3	4	5	4
2 to 3 times	3	3	4	6
4 or more times	5	10	15	19
Eat or drink it in products made with marijuana?				
0 times	93	88	80	74
1 time	3	4	6	6
2 to 3 times	2	3	5	8
4 or more times	3	5	8	12

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	7	12	19	28
Binge drinking (5 or more drinks in a row)	3	6	9	18
Marijuana (smoke, vape, eat, or drink)	8	14	18	24
Inhalants	2	1	1	1
Prescription drugs to get “high” or for reasons other than prescribed	2	2	2	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	2	2	2
<i>Any drug use</i>	9	14	19	24
<i>Heavy drug use</i>	5	7	11	15
<i>Any AOD Use</i>	13	18	26	35
Two or more substances at the same time	2	4	6	10

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”).

Table A6.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	93	88	81	72
1 or 2 days	5	8	13	17
3 to 9 days	2	3	4	9
10 to 19 days	0	1	1	1
20 or more days	0	0	1	1
Binge drinking (5 or more drinks in a row)				
0 days	97	94	91	82
1 or 2 days	2	4	6	11
3 to 9 days	1	1	2	5
10 to 19 days	0	0	1	1
20 or more days	0	0	1	1
Marijuana (smoke, vape, eat, or drink)				
0 days	92	86	82	76
1 or 2 days	4	7	7	10
3 to 9 days	3	3	5	7
10 to 19 days	1	1	3	3
20 or more days	1	2	3	4

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	93	87	81	71
1 to 2 times	5	8	11	15
3 to 6 times	1	3	5	9
7 or more times	1	2	4	6
“High” (loaded, stoned, or wasted) from using drugs				
0 times	89	83	75	67
1 to 2 times	4	5	7	8
3 to 6 times	2	4	5	6
7 or more times	4	7	13	19
Very drunk or “high” 7 or more times	4	8	14	20

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	98	97	97	98
1 to 2 days	1	2	2	1
3 or more days	1	1	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	97	94	94	95
1 to 2 days	2	4	2	2
3 or more days	2	2	3	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	99	99	99	99
1 to 2 days	1	1	1	1
3 or more days	0	1	1	0
Any of the above	4	7	7	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	95	92	89	88
1 to 2 times	2	3	5	6
3 to 6 times	1	2	2	3
7 or more times	2	2	4	3

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	91	85	79	71
0 times	7	11	17	24
1 time	1	2	2	3
2 to 3 times	0	1	1	1
4 or more times	0	1	1	1
Marijuana				
Does not apply, don't use	89	84	78	72
0 times	6	10	15	18
1 time	2	3	3	6
2 to 3 times	1	2	2	2
4 or more times	1	1	1	1

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

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

Table A6.11***Drinking While Driving, Lifetime***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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	94	91	87	79
1 time	2	3	4	6
2 times	1	2	2	5
3 to 6 times	1	2	3	5
7 or more times	1	1	3	6

Question HS A.98: 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?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	27	27	27	24
Moderate	29	30	28	28
Slight	28	26	30	31
None	16	17	15	17
Alcohol - 5 or more drinks once or twice a week				
Great	58	60	62	58
Moderate	22	22	21	24
Slight	7	7	7	8
None	12	11	10	9
Marijuana - use occasionally				
Great	34	33	29	22
Moderate	32	29	26	24
Slight	18	19	24	28
None	16	19	21	26
Marijuana - use daily				
Great	63	60	52	45
Moderate	15	17	22	23
Slight	8	7	11	15
None	14	15	15	16

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	8	6	5	4
Fairly difficult	10	8	7	6
Fairly easy	24	24	28	28
Very easy	25	34	37	43
Don't know	33	28	23	18
Marijuana				
Very difficult	9	7	5	4
Fairly difficult	10	9	7	5
Fairly easy	21	21	26	25
Very easy	24	33	37	45
Don't know	36	31	26	21

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	4	7	7	12	A7.2
Current cigarette smoking [†]	2	2	3	5	A7.3
Current cigarette smoking at school [†]	1	0	1	1	A7.4
Ever tried smokeless tobacco	2	3	3	5	A7.2
Current smokeless tobacco use [†]	1	1	1	2	A7.3
Current smokeless tobacco use at school [†]	0	0	0	1	A7.4
Ever used electronic cigarettes	15	23	28	34	A7.2
Current use of electronic cigarettes [†]	9	14	16	20	A7.3
Current use of electronic cigarettes at school [†]	4	8	7	6	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	2	2	3	3	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	34	37	38	39	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	72	72	76	77	A7.6
Difficulty of obtaining cigarettes [§]	8	7	7	5	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	96	93	93	88
1 time	2	2	2	4
2 to 3 times	1	2	2	2
4 or more times	1	3	4	6
Smokeless tobacco				
0 times	98	97	97	95
1 time	1	1	1	2
2 to 3 times	0	1	1	1
4 or more times	0	1	1	2
An electronic cigarette or other vaping device				
0 times	85	77	72	66
1 time	4	5	5	6
2 to 3 times	4	4	7	7
4 or more times	7	14	16	22

Question HS A.46-48/MS A.47-49: During your life, how many times have you used the following? 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.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	2	2	3	5
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	1	1	1	2
Daily (20 or more days)	0	0	0	0
Electronic cigarettes or other vaping device				
Any	9	14	16	20
Daily (20 or more days)	2	2	4	4

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	99	100	99	99
1 or 2 days	0	0	0	0
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	100	100	99
1 or 2 days	0	0	0	0
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	96	92	93	94
1 or 2 days	2	3	3	2
3 to 9 days	1	2	1	2
10 to 19 days	1	1	1	1
20 or more days	1	1	2	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	95	93	91	90
0 times	3	4	6	7
1 time	1	1	1	2
2 to 3 times	0	1	1	1
4 or more times	0	1	1	1

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.

Table A7.6***Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	34	37	38	39
Moderate	36	33	36	35
Slight	18	17	14	15
None	13	13	12	12
Smoke 1 or more packs of cigarettes each day				
Great	72	72	76	77
Moderate	11	12	9	9
Slight	4	4	4	3
None	13	13	11	11

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	30	29	27	26
Moderate	33	32	34	30
Slight	22	24	25	29
None	14	15	14	15
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	47	45	43	38
Moderate	27	28	31	32
Slight	12	14	14	17
None	13	13	13	13

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	8	7	7	5
Fairly difficult	12	12	11	12
Fairly easy	26	25	26	28
Very easy	15	20	22	25
Don't know	38	35	34	30
E-Cigarettes or vaping device				
Very difficult	7	6	5	4
Fairly difficult	8	6	5	6
Fairly easy	24	23	26	27
Very easy	26	38	39	41
Don't know	35	27	25	23

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times (never)	76	77	79	80
1 time	12	10	9	9
2 to 3 times	7	7	6	7
4 or more times	5	6	6	4

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

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	31	33	36	38
Yes	69	67	64	62

Question HS A.126/MS A.115: Did you eat breakfast today?

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

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	75	68	66	67
Yes	25	32	34	33

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 A8.4***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	85	83	81	86
Yes	15	17	19	14

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.

Table A8.5***Gang Involvement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	96	97	96	96
Yes	4	3	4	4

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 - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	22	25	21	21	30	27	23
Caring adults in school [‡]	23	26	22	24	30	29	24
High expectations-adults in school [‡]	35	36	32	35	45	39	35
Meaningful participation at school [‡]	8	12	11	4	15	13	9
School Connectedness[†]	19	28	19	22	20	26	20
Academic Motivation[†]	31	36	42	26	42	40	32
Parent Involvement in School[†]	18	20	16	19	24	20	19

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

Percent of Students (%)	Grade 10						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	19	24	20	26	24	25	20
Caring adults in school [‡]	22	29	20	28	25	28	23
High expectations-adults in school [‡]	30	36	29	26	31	36	31
Meaningful participation at school [‡]	6	8	10	24	16	10	8
School Connectedness[†]	15	28	17	24	19	21	17
Academic Motivation[†]	28	34	39	39	28	36	27
Parent Involvement in School[†]	13	23	13	20	15	15	13

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
School Environment							
Total school supports [‡]	24	8	24	23	28	29	24
Caring adults in school [‡]	28	10	27	26	31	34	28
High expectations-adults in school [‡]	33	14	33	33	40	42	33
Meaningful participation at school [‡]	10	1	13	8	14	13	11
School Connectedness[†]	18	10	22	13	19	28	19
Academic Motivation[†]	30	30	34	20	24	33	30
Parent Involvement in School[†]	14	2	13	11	15	15	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 - 12th Grade**

Percent of Students (%)	Grade 12						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	23	18	23	31	23	31	24
Caring adults in school [‡]	28	26	26	35	23	37	29
High expectations-adults in school [‡]	33	23	30	38	37	40	33
Meaningful participation at school [‡]	9	2	13	21	8	14	11
School Connectedness[†]	19	11	20	22	15	28	19
Academic Motivation[†]	25	8	30	40	16	32	25
Parent Involvement in School[†]	13	9	11	22	13	13	13

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	64	62	66	70
American Indian or Alaska Native	73	71	62	62
Asian	73	69	78	81
Black or African American	56	65	64	67
Native Hawaiian or Pacific Islander	66	60	66	74
White	74	72	79	84
Mixed (two or more) races	67	65	67	68

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	23	24	23	26
American Indian or Alaska Native	23	17	43	23
Asian	23	22	20	17
Black or African American	46	53	45	27
Native Hawaiian or Pacific Islander	17	33	22	33
White	26	22	23	24
Mixed (two or more) races	26	24	28	24

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	28	30	28	29
American Indian or Alaska Native	27	24	43	23
Asian	29	29	26	20
Black or African American	50	53	45	37
Native Hawaiian or Pacific Islander	21	35	27	35
White	33	31	30	29
Mixed (two or more) races	32	31	34	29

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	3	4	4	3
American Indian or Alaska Native	0	3	7	0
Asian	1	1	1	1
Black or African American	12	17	6	0
Native Hawaiian or Pacific Islander	3	4	8	8
White	2	2	3	2
Mixed (two or more) races	3	4	3	3

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	3	2	3	6
American Indian or Alaska Native	5	0	7	0
Asian	0	1	1	2
Black or African American	4	11	9	0
Native Hawaiian or Pacific Islander	4	2	5	6
White	2	1	4	8
Mixed (two or more) races	2	4	3	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	10	13	19	28
American Indian or Alaska Native	10	10	21	21
Asian	2	6	11	15
Black or African American	13	39	18	19
Native Hawaiian or Pacific Islander	12	10	20	22
White	8	17	26	43
Mixed (two or more) races	9	12	20	29

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	15	18	18	26
American Indian or Alaska Native	14	10	14	14
Asian	2	5	9	13
Black or African American	16	33	24	26
Native Hawaiian or Pacific Islander	16	11	30	31
White	8	15	24	32
Mixed (two or more) races	11	19	20	26

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	31	35	35	35
American Indian or Alaska Native	14	31	36	38
Asian	20	29	30	29
Black or African American	23	25	36	50
Native Hawaiian or Pacific Islander	30	30	45	42
White	23	34	32	33
Mixed (two or more) races	30	33	38	36

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports [‡]	24	24	21	22	26	25	27	25
Caring adults in school [‡]	25	26	23	24	29	30	32	30
High expectations-adults in school [‡]	36	36	31	32	36	35	36	34
Meaningful participation at school [‡]	10	11	8	10	12	12	13	12
<i>School Connectedness</i> [†]	21	22	16	20	20	23	20	24
<i>Academic Motivation</i> [†]	41	33	36	31	35	29	33	25
<i>Parent Involvement in School</i> [†]	17	20	13	15	13	15	11	14

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 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	70	71	64	70	71	75	77	78
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the six reasons	25	24	26	21	26	22	23	21
harassed/bullied for any reasons	32	29	34	28	33	26	28	24
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	2	2	4	1	3	2	2	2
smoke cigarettes	2	1	3	1	1	4	4	6
have at least one drink of alcohol	9	6	14	10	21	17	31	26
use marijuana	9	8	15	13	18	18	26	21
Mental Health								
Chronic sad or hopeless feelings, past 12 months	32	18	42	22	43	25	41	26

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

Closing the Achievement Gap (CTAG) Module

1. Module Sample

Table E1.1

Student Sample for CTAG Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	2,241	2,253	2,152	2,231
Final number	2,034	1,892	1,843	1,754
Response Rate	91%	84%	86%	79%

2. Fairness and Respect for Diversity

Table E2.1

All Students Treated with Respect

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	5	6	6	6
Disagree	9	13	12	12
Neither disagree nor agree	21	25	24	23
Agree	43	39	41	45
Strongly agree	21	16	18	15

Question HS/MS E.1: How strongly do you agree or disagree with the following statements?... Teachers and other adults at this school treat all students with respect.

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

Table E2.2

Books and Lessons Include Examples of My Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	9	9	10	9
Disagree	11	14	12	16
Neither disagree nor agree	34	35	31	32
Agree	31	30	32	29
Strongly agree	15	12	15	13

Question HS/MS E.6: How strongly do you agree or disagree with the following statements?... The books and lessons in my classes include examples of my race or ethnic background.

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

Table E2.3***All Students Treated Fairly When They Break Rules***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	9	13	11	14
Disagree	13	18	15	18
Neither disagree nor agree	29	29	31	29
Agree	33	27	30	28
Strongly agree	15	12	12	11

Question HS/MS E.7: How strongly do you agree or disagree with the following statements?... All students are treated fairly when they break school rules.

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

Table E2.4***Been Disrespected Because of Race/Ethnicity/Nationality***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	50	50	48	49
Disagree	17	19	19	21
Neither disagree nor agree	16	17	18	16
Agree	10	9	10	9
Strongly agree	6	5	6	4

Question HS/MS E.8: How strongly do you agree or disagree with the following statements?... I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.

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

Table E2.5***Tension Between Different Cultures/Race/Ethnic Groups***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	30	29	32	34
Disagree	23	24	23	28
Neither disagree nor agree	27	29	27	23
Agree	13	13	12	11
Strongly agree	7	5	5	4

Question HS/MS E.9: How strongly do you agree or disagree with the following statements?... There is a lot of tension in this school between different cultures, races, or ethnicities.

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

3. Supports for Learning

Table E3.1

Encourage Students to Work Hard in School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	4	4	4	3
Disagree	3	5	5	4
Neither disagree nor agree	17	23	18	16
Agree	46	44	47	53
Strongly agree	30	24	26	24

Question HS/MS E.2: How strongly do you agree or disagree with the following statements?... Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.

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

Table E3.2

Adults Work Hard to Help with Schoolwork

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	4	3	4	3
Disagree	4	7	5	5
Neither disagree nor agree	19	25	20	19
Agree	46	46	48	53
Strongly agree	27	20	23	19

Question HS/MS E.3: How strongly do you agree or disagree with the following statements?... The teachers and other adults work hard to help me with my schoolwork when I need it.

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

Table E3.3***Classrooms Lessons Are Helpful in Real Life***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	7	9	9	7
Disagree	11	14	13	14
Neither disagree nor agree	25	30	28	30
Agree	38	34	36	38
Strongly agree	18	13	14	11

Question HS/MS E.4: How strongly do you agree or disagree with the following statements?... Teachers show how classroom lessons are important and helpful to me in real life.

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

Table E3.4***Given Chance to Take Part in Class Discussions/Activities***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	4	3	3	3
Disagree	3	3	3	4
Neither disagree nor agree	16	22	20	17
Agree	50	49	50	55
Strongly agree	27	22	24	21

Question HS/MS E.5: How strongly do you agree or disagree with the following statements?... Teachers give me a chance to take part in classroom discussions or activities.

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

4. Physical Environment

Table E4.1

Schoolyard and Buildings are Clean and in Good Condition

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	5	6	5	5
Disagree	6	11	7	8
Neither disagree nor agree	23	28	28	24
Agree	45	38	42	43
Strongly agree	21	17	19	20

Question HS/MS E.10: How strongly do you agree or disagree with the following statements?... The schoolyard and buildings are clean and in good condition.

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

Gender & Sex-Based Harassment Module

1. Module Sample

Table I1.1

Student Sample for Gender & Sex-Based Harassment Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	2,241	2,253	2,152	2,231
Final number	2,027	51	1,699	10
Response Rate	90%	2%	79%	0%

2. Gender Identity and Sexual Orientation

Table I2.1

Gender Identity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Female	50	39	49	60
Male	48	59	49	40
Transgender	1	0	1	0
Questioning	1	2	2	0

Question HS/MS I.53: What is your gender?

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

Table I2.2

Sexual Orientation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Lesbian/Gay	1	0	2	10
Bisexual	6	4	4	0
Straight/Heterosexual	80	82	84	70
Questioning	4	4	3	20
Other	2	0	2	0
Decline to respond	7	9	4	0

Question HS/MS I.52: Which of the following best describes your sexual orientation?

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

3. Perceptions of LGBT-Related School Safety

Table I3.1

Student Perceptions of School Safety, LGBT-Specific

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>My school is safe for...</i>				
guys who are not as “masculine” as other guys.				
Strongly disagree	5	8	4	0
Disagree	12	8	12	20
Agree	58	65	57	70
Strongly agree	24	19	28	10
girls who are not as “feminine” as other girls.				
Strongly disagree	5	8	3	0
Disagree	10	6	9	20
Agree	60	60	58	70
Strongly agree	25	25	30	10
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).				
Strongly disagree	6	6	4	10
Disagree	13	6	10	10
Agree	54	54	58	70
Strongly agree	27	33	29	10
students with LGBTQ parents.				
Strongly disagree	5	6	4	10
Disagree	11	4	7	10
Agree	58	54	58	70
Strongly agree	26	35	31	10

Question HS/MS I.1-4: My school is safe for... guys who are not as “masculine” as other guys... girls who are not as “feminine” as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.

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

Table I3.1***Student Perceptions of School Safety, LGBT-Specific – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>My school is safe for...</i>				
teachers and staff who are LGBTQ.				
Strongly disagree	5	6	4	0
Disagree	11	4	6	20
Agree	57	52	58	70
Strongly agree	27	38	32	10
straight allies (people who are supportive of LGBTQ people).				
Strongly disagree	5	6	3	0
Disagree	8	4	5	20
Agree	55	52	55	70
Strongly agree	32	38	36	10

Question HS/MS I.5-6: My school is safe for... teachers and staff who are LGBTQ... straight allies (people who are supportive of LGBTQ people).

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

4. Bullying Incidents, Negative Attitudes, and Pro-Bullying Beliefs

Table I4.1

Bullying Incidents on School Property during the Past 12 months, LGBT-Specific

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?...</i>				
Because you are gay, lesbian, bisexual, or transgender or someone thought you were				
0 times	95	89	96	90
1 time	3	2	2	0
2-3 times	1	4	1	10
4 or more times	1	4	1	0
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls				
0 times	93	87	94	90
1 time	4	2	3	0
2-3 times	1	4	1	10
4 or more times	2	6	2	0
Because you have LGBTQ parents or family members or because someone thought they were				
0 times	99	91	99	100
1 time	0	2	0	0
2-3 times	0	2	0	0
4 or more times	1	4	1	0
Because you have LGBTQ friends or because someone thought they were				
0 times	97	89	97	90
1 time	2	2	2	10
2-3 times	1	4	1	0
4 or more times	1	4	1	0

Question HS/MS I.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are gay, lesbian, bisexual, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought they were.

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

Table I4.2**Offensive LGBT-Related Language**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How often do you hear...				
anti-LGBTQ slurs at schools?				
Never	22	17	17	10
Rarely	21	21	21	10
Sometimes	27	15	31	40
Often	30	48	31	40
negative comments and slurs at school about someone's sex or gender?				
Never	33	29	26	20
Rarely	28	27	28	0
Sometimes	23	8	28	60
Often	16	35	18	20

Question HS/MS I.24, 25: How often do you hear anti-LGBTQ slurs at schools (example: when someone says "that's so gay" to mean something bad)?... How often do you hear negative comments and slurs at school about someone's sex or gender (example: "he is so girly" to mean something bad)?

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

Table I4.3**Offensive LGBT-Related Language among Peers**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How often do you hear other students make negative comments or use slurs based on...				
sex (male or female)?				
Never	41	37	32	40
Rarely	29	22	29	30
Sometimes	20	22	27	20
Often	10	20	12	10
sexual orientation?				
Never	36	36	29	30
Rarely	26	23	29	30
Sometimes	22	21	27	30
Often	16	19	15	10
gender identity or expression?				
Never	45	47	38	30
Rarely	28	30	30	30
Sometimes	17	11	22	40
Often	10	13	10	0
having LGBTQ parents or family members?				
Never	68	60	69	40
Rarely	20	30	21	40
Sometimes	7	4	7	20
Often	4	6	3	0
having LGBTQ friends?				
Never	63	57	62	40
Rarely	23	30	24	50
Sometimes	9	2	10	10
Often	5	11	4	0

Question HS/MS I.26-30: How often do you hear other students make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I4.4**Offensive LGBT-Related Language among Adults**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How often do you hear teachers or school staff make negative comments or use slurs based on...				
sex (male or female)?				
Never	87	79	86	
Rarely	9	9	9	
Sometimes	3	5	3	
Often	1	7	1	
sexual orientation?				
Never	89	84	90	80
Rarely	8	7	7	0
Sometimes	2	7	2	20
Often	1	2	1	0
gender identity or expression?				
Never	90	87	90	80
Rarely	6	4	6	0
Sometimes	2	7	2	20
Often	2	2	1	0
having LGBTQ parents or family members?				
Never	91	87	93	80
Rarely	6	4	5	10
Sometimes	1	4	1	10
Often	1	4	1	0
having LGBTQ friends?				
Never	91	89	92	
Rarely	6	5	5	
Sometimes	2	5	1	
Often	1	2	1	

Question HS/MS I.36-40: How often do you hear teachers or school staff make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I4.5
Pro-Bullying Attitudes

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Students who are bullied or teased mostly deserve it.				
Strongly disagree	60	56	63	30
Disagree	28	13	26	40
Agree	8	20	8	30
Strongly agree	3	11	3	0
Bullying is sometimes fun to do.				
Strongly disagree	68	56	68	
Disagree	20	18	19	
Agree	8	11	10	
Strongly agree	3	16	3	

Question HS/MS I.50, 51: How much do you agree with the following statements?... Students who are bullied or teased mostly deserve it... Bullying is sometimes fun to do.

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

5. Intervening Behaviors, Response to Bullying, and Supports

Table I5.1

Intervening Behaviors by Peers, LGBT-Specific

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...</i>				
sex (male or female)?				
Never stop	22	28	21	30
Rarely stop	15	17	18	20
Sometimes stop	19	17	20	30
Often stop	9	6	9	0
Not applicable	35	32	33	20
sexual orientation?				
Never stop	21	28	20	30
Rarely stop	18	17	19	10
Sometimes stop	18	19	20	30
Often stop	10	4	10	10
Not applicable	33	32	31	20
gender identity or expression?				
Never stop	21	26	20	20
Rarely stop	15	17	17	10
Sometimes stop	18	15	18	30
Often stop	9	6	8	10
Not applicable	36	36	36	30

Question HS/MS I.31-33: How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?

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

Table I5.1***Intervening Behaviors by Peers, LGBT-Specific – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...</i>				
having LGBTQ parents or family members?				
Never stop	21	26	18	20
Rarely stop	13	15	13	10
Sometimes stop	14	17	12	30
Often stop	9	4	7	0
Not applicable	42	38	49	40
having LGBTQ friends?				
Never stop	21	23	18	20
Rarely stop	13	13	14	10
Sometimes stop	15	15	13	30
Often stop	11	9	8	10
Not applicable	41	40	46	30

Question HS/MS I.34, 35: How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I5.2***Intervening Behaviors by Adults, LGBT-Specific***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics?...</i>				
<i>sex (male or female)?</i>				
Never stop	13	30	12	
Rarely stop	6	16	7	
Sometimes stop	13	9	12	
Often stop	27	23	27	
Not applicable	41	23	42	
<i>sexual orientation?</i>				
Never stop	13	31	11	20
Rarely stop	6	9	6	0
Sometimes stop	13	13	12	20
Often stop	28	20	29	30
Not applicable	40	27	42	30
<i>gender identity or expression?</i>				
Never stop	13	31	12	20
Rarely stop	6	9	6	0
Sometimes stop	13	11	12	20
Often stop	26	20	26	30
Not applicable	43	29	44	30
<i>having LGBTQ parents or family members?</i>				
Never stop	14	31	12	
Rarely stop	5	11	6	
Sometimes stop	11	11	9	
Often stop	24	20	22	
Not applicable	46	27	52	
<i>having LGBTQ friends?</i>				
Never stop	14	33	12	
Rarely stop	5	9	5	
Sometimes stop	12	9	9	
Often stop	24	23	22	
Not applicable	45	26	51	

Question HS/MS I.41-45: How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I5.3***Student Response to Bullying***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
If another student was bullying me, I would tell the principal or assistant principal.				
Strongly disagree	15	27	18	10
Disagree	28	22	34	30
Agree	42	38	34	50
Strongly agree	15	13	13	10
If another student was bullying me, I would tell one of the teachers or other staff at school.				
Strongly disagree	13	27	15	
Disagree	23	18	24	
Agree	47	38	43	
Strongly agree	18	18	17	
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	8	20	9	10
Disagree	13	11	13	10
Agree	58	47	56	60
Strongly agree	22	22	23	20

Question HS/MS I.46-48: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table I5.4***Willingness to Seek Help about LGBT-Related Issues at School***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>				
a school counselor or school psychologist?				
Not at all likely	34	44	39	
A little likely	39	29	37	
Very likely	27	27	24	
a teacher?				
Not at all likely	49	50	47	50
A little likely	39	27	39	30
Very likely	13	23	14	20
a school principal or assistant principal?				
Not at all likely	61	60	66	50
A little likely	29	17	25	40
Very likely	10	23	8	10
other adults at school?				
Not at all likely	67	73	69	60
A little likely	26	10	24	30
Very likely	7	17	7	10
a friend at your school?				
Not at all likely	27	19	24	40
A little likely	36	27	34	40
Very likely	37	54	42	20

Question HS/MS I.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?

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

Table I5.5***Willingness to Seek Help about LGBT-Related Issues outside of School***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>				
<i>an older brother or sister?</i>				
Not at all likely	44	46	43	40
A little likely	30	19	29	20
Very likely	26	35	28	40
<i>your parent or guardian?</i>				
Not at all likely	36	31	40	40
A little likely	33	27	32	20
Very likely	31	42	28	40
<i>a friend's parent or other adult not at school?</i>				
Not at all likely	61	54	59	40
A little likely	29	21	29	50
Very likely	11	25	12	10

Question HS/MS I.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... an older brother or sister?... your parent or guardian?... a friend's parent or other adult not at school?

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

Table I5.6***Supports from Adults on Personal Problems***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>There are adults at this school I could turn to if I had a personal problem.</i>				
Strongly disagree	12	22	12	10
Disagree	18	16	16	10
Agree	49	38	50	60
Strongly agree	22	24	23	20

Question HS/MS I.49: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.

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

6. School Resources and Policies

Table I6.1

Knowledge of LGBT-Specific Resources and Policies at School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?				
Yes	61	55	73	50
No	4	4	4	20
Don't know	35	40	23	30
Do you talk about LGBTQ people or issues in your classes at school?				
Yes	26	19	40	20
No	48	58	41	40
Don't know	26	23	20	40
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?				
Yes	42	29	50	50
No	24	29	20	40
Don't know	34	42	30	10

Question HS/MS I.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you talk about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?

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

Table I6.2***School Policy on Gender & Sex-Based Harassment***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>				
<i>sexual orientation?</i>				
Yes	48	45	49	40
No	7	16	5	10
Don't know	45	39	46	50
<i>gender identity or expression?</i>				
Yes	47	44	48	40
No	7	17	6	10
Don't know	46	40	47	50

Question HS/MS I.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?

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

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	2,241	2,253	2,152	2,231
Final number	7	1,828	148	1,738
Response Rate	0%	81%	7%	78%

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Covitality[†]		32	28	32	P3.1
Belief in self [†]		28	25	28	P4.1
Belief in others [†]		40	33	40	P5.1
Emotional competence [†]		34	29	35	P6.1
Engaged living [†]		25	25	25	P7.1
Social emotional distress[†]		17	18	15	P8.1
Growth mindset[‡]		42	35	41	P9.1
Goals[†]		56	41	59	P10.1
Collaboration[†]		29	27	28	P11.1
Problem solving[†]		23	18	23	P12.1

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

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

[‡]Average percent of respondents reporting “Not at all true.”

3. Covitality

Table P3.1
Covitality and Subscales

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Covitality					
<i>Average Reporting “Very much true”</i>		32	28	32	
High		43	35	44	
Moderate		51	63	52	
Low		6	2	4	
Belief in self					
<i>Average Reporting “Very much true”</i>		28	25	28	P4.1
High		33	31	34	
Moderate		58	61	58	
Low		9	9	8	
Belief in others					
<i>Average Reporting “Very much true”</i>		40	33	40	P5.1
High		50	45	53	
Moderate		43	47	41	
Low		7	9	7	
Emotional competence					
<i>Average Reporting “Very much true”</i>		34	29	35	P6.1
High		49	40	52	
Moderate		48	55	46	
Low		3	5	2	
Engaged living					
<i>Average Reporting “Very much true”</i>		25	25	25	P7.1
High		33	31	31	
Moderate		50	50	53	
Low		17	19	16	

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

Table numbers refer to tables with scale categories for sub-domains.

4. Belief in Self

Table P4.1

Belief in Self Domain and Subdomains

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Belief in self					
<i>Average Reporting “Very much true”</i>		28	25	28	
High		33	31	34	
Moderate		58	61	58	
Low		9	9	8	
Self-efficacy					
<i>Average Reporting “Very much true”</i>		34	31	37	P4.2
High		43	35	45	
Moderate		53	59	51	
Low		4	5	4	
Self-awareness					
<i>Average Reporting “Very much true”</i>		31	28	31	P4.3
High		37	33	38	
Moderate		52	57	54	
Low		11	10	8	
Persistence					
<i>Average Reporting “Very much true”</i>		19	15	16	P4.4
High		20	18	17	
Moderate		57	54	59	
Low		23	28	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 P4.2***Self-Efficacy Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Self-efficacy				
<i>Average Reporting “Very much true”</i>		34	31	37
I can work out my problems.				
Not at all true		4	2	3
A little true		21	23	17
Pretty much true		45	49	47
Very much true		29	26	32
I can do most things if I try.				
Not at all true		3	3	2
A little true		13	16	11
Pretty much true		44	45	45
Very much true		40	36	42
There are many things that I do well.				
Not at all true		5	5	4
A little true		22	21	20
Pretty much true		40	42	40
Very much true		34	32	36

Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table P4.3***Self-Awareness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Self-awareness				
<i>Average Reporting “Very much true”</i>		31	28	31
There is a purpose to my life.				
Not at all true		9	11	7
A little true		20	21	19
Pretty much true		30	34	31
Very much true		40	34	43
I understand my moods and feelings.				
Not at all true		12	7	10
A little true		27	26	27
Pretty much true		35	41	39
Very much true		25	26	25
I understand why I do what I do.				
Not at all true		9	8	7
A little true		24	23	22
Pretty much true		39	45	44
Very much true		28	24	26

Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table P4.4***Persistence Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Persistence				
<i>Average Reporting “Very much true”</i>		19	15	16
When I do not understand something, I ask the teacher again and again until I understand.				
Not at all true		21	19	17
A little true		33	31	36
Pretty much true		28	31	31
Very much true		18	19	17
I try to answer all the questions asked in class.				
Not at all true		21	27	24
A little true		33	29	33
Pretty much true		29	30	29
Very much true		17	14	15
When I try to solve a math problem, I will not stop until I find a final solution.				
Not at all true		16	20	20
A little true		32	39	34
Pretty much true		32	27	31
Very much true		20	13	16

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

5. Belief in Others

Table P5.1

Belief in Others Domain and Subdomains

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Belief in others					
<i>Average Reporting “Very much true”</i>		40	33	40	
High		50	45	53	
Moderate		43	47	41	
Low		7	9	7	
School supports					
<i>Average Reporting “Very much true”</i>		33	28	37	P5.2
High		39	31	44	
Moderate		53	61	50	
Low		8	8	6	
Family connectedness					
<i>Average Reporting “Very much true”</i>		38	30	34	P5.3
High		43	32	39	
Moderate		45	58	48	
Low		11	10	13	
Peer supports					
<i>Average Reporting “Very much true”</i>		49	42	50	P5.4
High		51	44	52	
Moderate		39	45	38	
Low		10	11	11	

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 P5.2***School Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School supports				
<i>Average Reporting “Very much true”</i>		33	28	37
<i>At my school, there is a teacher or some other adult... who always wants me to do my best.</i>				
Not at all true		4	5	4
A little true		18	19	16
Pretty much true		39	46	41
Very much true		38	30	40
<i>who listens to me when I have something to say.</i>				
Not at all true		7	7	5
A little true		23	28	18
Pretty much true		41	40	41
Very much true		29	25	36
<i>who believes that I will be a success.</i>				
Not at all true		9	11	6
A little true		22	24	18
Pretty much true		38	37	40
Very much true		31	28	37

Question HS/MS A.38-40: At my school, there is a teacher or some other adult... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table P5.3**Family Connectedness Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Family connectedness				
<i>Average Reporting “Very much true”</i>		38	30	34
My family members really help and support one another.				
Not at all true		7	9	8
A little true		20	21	21
Pretty much true		32	36	34
Very much true		41	34	37
There is a feeling of togetherness in my family.				
Not at all true		10	10	12
A little true		21	25	22
Pretty much true		30	34	31
Very much true		39	31	35
My family really gets along well with each other.				
Not at all true		10	7	12
A little true		22	30	25
Pretty much true		34	39	32
Very much true		33	24	31

Question HS/MS P.51-53: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table P5.4**Peer Supports Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Peer supports				
<i>Average Reporting “Very much true”</i>		49	42	50
I have a friend my age who really cares about me.				
Not at all true		6	8	6
A little true		15	14	13
Pretty much true		26	35	27
Very much true		54	43	54
I have a friend my age who talks with me about my problems.				
Not at all true		12	10	12
A little true		18	16	15
Pretty much true		25	33	26
Very much true		45	41	47
I have a friend my age who helps me when I’m having a hard time.				
Not at all true		9	10	10
A little true		18	17	15
Pretty much true		26	30	27
Very much true		47	43	48

Question HS/MS P.54-56: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

6. Emotional Competence

Table P6.1

Emotional Competence Domain and Subdomains

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Emotional competence					
<i>Average Reporting “Very much true”</i>		34	29	35	
High		49	40	52	
Moderate		48	55	46	
Low		3	5	2	
Emotional regulation					
<i>Average Reporting “Very much true”</i>		35	32	36	P6.2
High		45	39	46	
Moderate		52	56	51	
Low		4	5	3	
Empathy					
<i>Average Reporting “Very much true”</i>		45	37	46	P6.3
High		53	48	54	
Moderate		42	48	42	
Low		5	4	4	
Behavioral self-control					
<i>Average Reporting “Very much true”</i>		23	18	23	P6.4
High		28	17	28	
Moderate		66	73	67	
Low		6	10	5	

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 P6.2***Emotional Regulation Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Emotional Regulation				
<i>Average Reporting “Very much true”</i>		35	32	36
I accept responsibility for my actions.				
Not at all true		3	3	2
A little true		15	14	12
Pretty much true		44	48	46
Very much true		38	34	40
When I make a mistake I admit it.				
Not at all true		3	3	3
A little true		24	21	19
Pretty much true		42	45	45
Very much true		31	31	33
I can deal with being told no.				
Not at all true		5	9	4
A little true		18	16	18
Pretty much true		41	42	43
Very much true		36	33	35

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table P6.3***Empathy Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Empathy				
<i>Average Reporting “Very much true”</i>		45	37	46
I feel bad when someone gets their feelings hurt.				
Not at all true		5	5	5
A little true		14	14	13
Pretty much true		32	35	34
Very much true		48	47	49
I try to understand what other people go through.				
Not at all true		4	1	3
A little true		16	19	16
Pretty much true		37	48	39
Very much true		43	32	42
I try to understand how other people feel and think.				
Not at all true		4	4	3
A little true		16	14	13
Pretty much true		35	49	39
Very much true		44	33	45

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table P6.4***Behavioral Self-Control Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Behavioral self-control				
<i>Average Reporting “Very much true”</i>		23	18	23
I can wait for what I want.				
Not at all true		6	9	6
A little true		26	32	23
Pretty much true		43	40	44
Very much true		24	18	26
I don’t bother others when they are busy.				
Not at all true		7	7	6
A little true		33	31	32
Pretty much true		37	43	39
Very much true		23	18	22
I think before I act.				
Not at all true		7	7	5
A little true		28	33	24
Pretty much true		43	42	49
Very much true		22	18	22

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don’t bother others when they are busy... I think before I act.

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

7. Engaged Living

Table P7.1

Engaged Living Domain and Subdomains

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Engaged living					
<i>Average Reporting “Very much true”</i>		25	25	25	
High		33	31	31	
Moderate		50	50	53	
Low		17	19	16	
Optimism					
<i>Average Reporting “Very much true”</i>		24	25	23	P7.2
High		28	30	27	
Moderate		53	53	57	
Low		19	16	16	
Gratitude					
<i>Average Reporting “Very much true”</i>		31	28	31	P7.3
High		34	29	33	
Moderate		58	58	58	
Low		9	13	9	
Zest					
<i>Average Reporting “Very much true”</i>		21	21	19	P7.4
High		23	22	22	
Moderate		57	58	59	
Low		20	21	20	

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 P7.2***Optimism Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average Reporting “Very much true”</i>		24	25	23
Each day I look forward to having a lot of fun.				
Not at all true		18	14	14
A little true		29	35	33
Pretty much true		31	24	32
Very much true		22	27	21
I usually expect to have a good day.				
Not at all true		15	12	12
A little true		28	29	29
Pretty much true		34	35	39
Very much true		23	24	21
Overall, I expect more good things to happen to me than bad things.				
Not at all true		14	15	12
A little true		24	22	25
Pretty much true		33	38	37
Very much true		28	26	26

Question HS/MS P.25, 27, 28: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table P7.3**Gratitude Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Gratitude				
<i>Average Reporting “Very much true”</i>		31	28	31
On most days I feel grateful.				
Not at all true		8	13	8
A little true		24	26	23
Pretty much true		36	32	37
Very much true		32	29	32
On most days I feel thankful.				
Not at all true		7	12	8
A little true		24	27	22
Pretty much true		36	32	37
Very much true		33	29	33
On most days I feel appreciative.				
Not at all true		9	12	9
A little true		26	30	25
Pretty much true		36	31	37
Very much true		30	27	29

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table P7.4**Zest Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Zest				
<i>Average Reporting “Very much true”</i>		21	21	19
On most days I feel energetic.				
Not at all true		18	20	18
A little true		34	33	35
Pretty much true		29	28	29
Very much true		19	19	18
On most days I feel active.				
Not at all true		16	17	17
A little true		33	38	32
Pretty much true		29	24	31
Very much true		22	20	20
On most days I feel enthusiastic.				
Not at all true		17	17	16
A little true		32	32	33
Pretty much true		30	28	32
Very much true		21	23	20

Question HS/MS P.38-40: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

8. Social Emotional Distress

Table P8.1

Social Emotional Distress Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social Emotional Distress				
<i>Average Reporting “Very much true”</i>		17	18	15
High		17	21	14
Moderate		34	38	36
Low		50	42	50
I had a hard time breathing because I was anxious.				
Not at all true		53	52	54
A little true		24	25	24
Pretty much true		11	13	11
Very much true		13	10	11
I worried that I would embarrass myself in front of others.				
Not at all true		25	28	29
A little true		30	26	34
Pretty much true		22	23	20
Very much true		23	23	17
I was tense and uptight.				
Not at all true		34	34	34
A little true		30	27	33
Pretty much true		20	21	20
Very much true		16	18	14
I had a hard time relaxing.				
Not at all true		33	32	32
A little true		28	26	29
Pretty much true		20	21	23
Very much true		19	21	17

Question HS/MS P.41-44: Over the past month, how true do you feel these statements are about you?... I had a hard time breathing because I was anxious... I worried that I would embarrass myself in front of others... I was tense and uptight... I had a hard time relaxing.

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

Table P8.1***Social Emotional Distress Scale Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I felt sad and down.				
Not at all true		34	32	31
A little true		27	27	28
Pretty much true		19	19	21
Very much true		20	22	19
I was easily irritated.				
Not at all true		27	23	25
A little true		28	29	32
Pretty much true		22	23	22
Very much true		24	25	21
It was hard for me to cope and I thought I would panic.				
Not at all true		52	48	52
A little true		21	23	24
Pretty much true		12	11	12
Very much true		14	18	11
It was hard for me to get excited about anything.				
Not at all true		52	39	51
A little true		23	33	28
Pretty much true		14	14	12
Very much true		11	14	10

Question HS/MS P.45-48: Over the past month, how true do you feel these statements are about you?... I felt sad and down... I was easily irritated... it was hard for me to cope and I thought I would panic... it was hard for me to get excited about anything.

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

Table P8.1***Social Emotional Distress Scale Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I was easily annoyed and sensitive.				
Not at all true		35	28	33
A little true		28	34	32
Pretty much true		19	17	18
Very much true		18	21	18
I was scared for no good reason.				
Not at all true		58	48	60
A little true		20	26	21
Pretty much true		10	14	10
Very much true		12	12	9

Question HS/MS P.49, 50: Over the past month, how true do you feel these statements are about you?... I was easily annoyed and sensitive... I was scared for no good reason.

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

9. Growth Mindset

Table P9.1

Growth Mindset Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Growth mindset[§]				
<i>Average Reporting “Not at all true”</i>		42	35	41
High		51	39	49
Moderate		42	50	45
Low		7	10	6
My intelligence is something I cannot change very much.				
Not at all true		33	26	32
A little true		29	32	31
Pretty much true		25	29	25
Very much true		13	13	13
Challenging myself will not make me any smarter.				
Not at all true		54	46	55
A little true		22	22	23
Pretty much true		16	20	15
Very much true		8	12	7
There are some things I am not capable of learning.				
Not at all true		33	28	30
A little true		38	33	39
Pretty much true		19	29	20
Very much true		11	10	11
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true		49	40	46
A little true		30	31	34
Pretty much true		13	17	14
Very much true		7	13	6

Question HS/MS P.5, 22, 30, 34: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[§]All survey questions that comprise the scale were reverse-coded in computing the scale score and defining scale categories (high, moderate, and low).

10. Goals

Table P10.1
Goals Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Goals				
<i>Average Reporting “Very much true”</i>		56	41	59
High		64	44	68
Moderate		34	52	30
Low		3	4	2
I am looking forward to a successful career.				
Not at all true		3	5	3
A little true		11	16	9
Pretty much true		29	33	30
Very much true		57	46	58
I have high goals and expectations for myself.				
Not at all true		6	8	5
A little true		14	20	13
Pretty much true		29	37	29
Very much true		51	35	54
I don’t expect very much of myself in the future.[§]				
Not at all true		58	41	64
A little true		23	28	19
Pretty much true		12	19	11
Very much true		7	12	5

Question HS/MS P.13, 19, 32: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.

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

[§]*Survey question was reverse-coded in computing the scale score and defining scale categories (high, moderate, and low).*

11. Collaboration

Table P11.1

Collaboration Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Collaboration				
<i>Average Reporting “Very much true”</i>		29	27	28
High		34	32	35
Moderate		61	62	60
Low		5	6	5
I enjoy working together with other students on class activities.				
Not at all true		11	12	10
A little true		28	26	26
Pretty much true		34	36	39
Very much true		26	26	25
When I work in school groups, I do my fair share.				
Not at all true		4	5	3
A little true		15	19	12
Pretty much true		42	42	46
Very much true		39	34	39
I like to listen to other students’ ideas in class.				
Not at all true		8	9	6
A little true		28	28	26
Pretty much true		41	41	47
Very much true		23	22	21

Question HS/MS P.8, 26, 31: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.

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

12. Problem Solving

Table P12.1

Problem Solving Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Problem solving				
<i>Average Reporting “Very much true”</i>		23	18	23
High		24	18	24
Moderate		61	64	65
Low		15	18	11
When I need help I find someone to talk with.				
Not at all true		15	17	13
A little true		29	29	28
Pretty much true		31	32	34
Very much true		25	22	25
I try to work out my problems by talking or writing about them.				
Not at all true		23	25	21
A little true		33	29	31
Pretty much true		26	30	30
Very much true		18	17	18
I trust my ability to solve difficult problems.				
Not at all true		7	6	6
A little true		28	32	26
Pretty much true		41	45	41
Very much true		24	16	27

Question HS/MS P.17, 29, 33: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Appendix I

2017-18 CHKS Secondary Survey Response Rates

Eligible Schools	9th %	10th %	11th %	12th %
Aragon High	95	94	89	86
Burlingame High	93	90	90	81
Capuchino High	92	92	86	86
Hillsdale High	90	58	83	79
Middle College			97	93
Mills High	97	92	92	88
Peninsula High		100	100	100
San Mateo High	99	94	94	79

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.