CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Buckeye Union Elementary
Secondary
2017-2018
Main Report

California Department of EDUCATION

Health&Human Development Program AT WestEd

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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	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	582	–	–	–
Final number	473	–	–	–
Response Rate	81%	–	–	–

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness†	30	–	–	–	A4.6
Academic motivation†	40	–	–	–	A4.6
Chronic truancy (twice a month or more often)§	2	–	–	–	A4.2
Caring adult relationships‡	33	–	–	–	A4.5
High expectations‡	46	–	–	–	A4.5
Meaningful participation‡	12	–	–	–	A4.5
Facilities upkeep	22	–	–	–	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	74	–	–	–	A5.1
Experienced any harassment or bullying§	42	–	–	–	A5.2
Had mean rumors or lies spread about you§	47	–	–	–	A5.3
Been afraid of being beaten up§	17	–	–	–	A5.4
Been in a physical fight§	16	–	–	–	A5.4
Seen a weapon on campus§	13	–	–	–	A5.6
Been drunk or "high" on drugs at school, ever	1	–	–	–	A6.9
Mental and Physical Health					
Current alcohol or drug use¶	6	–	–	–	A6.5
Current binge drinking¶	1	–	–	–	A6.5
Very drunk or "high" 7 or more times	1	–	–	–	A6.7
Current cigarette smoking¶	0	–	–	–	A7.3
Current electronic cigarette use¶	3	–	–	–	A7.3
Experienced chronic sadness/hopelessness§	27	–	–	–	A8.4
Considered suicide§	na	–	–	–	A8.5

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

†*Average percent of respondents reporting "Strongly agree."*

‡*Average percent of respondents reporting "Very much true."*

§*Past 12 months.*

¶*Past 30 days.*

na—Not asked of middle school students.

3. Demographics

Table A3.1

Gender of Sample

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

Question HS/MS A.3: What is your sex?
Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	83	–	–	–
Yes	17	–	–	–

Question HS/MS A.5: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	1	–	–	–
Asian	10	–	–	–
Black or African American	1	–	–	–
Native Hawaiian or Pacific Islander	2	–	–	–
White	62	–	–	–
Mixed (two or more) races	24	–	–	–

Question HS/MS A.6: What is your race?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Living Situation

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

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	2	–	–	–
Graduated from high school	4	–	–	–
Attended college but did not complete four-year degree	8	–	–	–
Graduated from college	72	–	–	–
Don't know	13	–	–	–

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Free or Reduced Price Meals Eligibility

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	69	–	–	–
Yes	14	–	–	–
Don't know	17	–	–	–

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

Table A3.7

Participation in Migrant Education Program, Past 3 Years

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	81	–	–	–
Yes	1	–	–	–
Don't know	18	–	–	–

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
Note: Cells are empty if there are less than 10 respondents.

Table A3.8

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	90	–	–	–
Spanish	4	–	–	–
Mandarin	1	–	–	–
Cantonese	0	–	–	–
Taiwanese	0	–	–	–
Tagalog	1	–	–	–
Vietnamese	0	–	–	–
Korean	0	–	–	–
Other	4	–	–	–

Question HS/MS A.12: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 10 respondents.

Table A3.9

English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	94	–	–	–
Well	6	–	–	–
Not well	0	–	–	–
Not at all	0	–	–	–
speak English?				
Very well	91	–	–	–
Well	7	–	–	–
Not well	1	–	–	–
Not at all	1	–	–	–
read English?				
Very well	90	–	–	–
Well	8	–	–	–
Not well	1	–	–	–
Not at all	0	–	–	–
write English?				
Very well	83	–	–	–
Well	15	–	–	–
Not well	1	–	–	–
Not at all	0	–	–	–
English Language Proficiency Status				
Proficient	87	–	–	–
Not proficient	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 $\leq$ 3.5.

Table A3.10

English Language Proficiency – Students Speaking a Language Other Than English at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	77	–	–	–
Well	21	–	–	–
Not well	2	–	–	–
Not at all	0	–	–	–
speak English?				
Very well	72	–	–	–
Well	21	–	–	–
Not well	6	–	–	–
Not at all	0	–	–	–
read English?				
Very well	77	–	–	–
Well	13	–	–	–
Not well	11	–	–	–
Not at all	0	–	–	–
write English?				
Very well	62	–	–	–
Well	34	–	–	–
Not well	4	–	–	–
Not at all	0	–	–	–
English Language Proficiency Status				
Proficient	68	–	–	–
Not proficient	32	–	–	–

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 $\leq$ 3.5.

Table A3.11

Number of Days Attending Afterschool Program

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	81	–	–	–
1 day	5	–	–	–
2 days	4	–	–	–
3 days	4	–	–	–
4 days	2	–	–	–
5 days	4	–	–	–

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.12

Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	93	–	–	–
Yes	5	–	–	–
Don't know	2	–	–	–

Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

Table A3.13

Sexual Orientation

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

Question HS A.129/MS A.118: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.14

Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	94	–	–	–
Yes, I am transgender	1	–	–	–
I am not sure if I am transgender	2	–	–	–
Decline to respond	3	–	–	–

Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	20	–	–	–
A's and B's	36	–	–	–
Mostly B's	11	–	–	–
B's and C's	20	–	–	–
Mostly C's	3	–	–	–
C's and D's	7	–	–	–
Mostly D's	2	–	–	–
Mostly F's	1	–	–	–

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	74	–	–	–
1-2 times	13	–	–	–
A few times	10	–	–	–
Once a month	1	–	–	–
Twice a month	1	–	–	–
Once a week	0	–	–	–
More than once a week	1	–	–	–

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.3

Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	53	–	–	–
1 day	27	–	–	–
2 days	11	–	–	–
3 or more days	10	–	–	–

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.4

Reasons for Absence, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	50	–	–	–
Illness (feeling physically sick), including problems with breathing or your teeth	38	–	–	–
Were being bullied or mistreated at school	2	–	–	–
Felt very sad, hopeless, anxious, stressed, or angry	5	–	–	–
Didn't get enough sleep	7	–	–	–
Didn't feel safe at school or going to and from school	1	–	–	–
Had to take care of or help a family member or friend	3	–	–	–
Wanted to spend time with friends	0	–	–	–
Use alcohol or drugs	0	–	–	–
Were behind in schoolwork or weren't prepared for a test or class assignment	3	–	–	–
Were bored or uninterested in school	1	–	–	–
Had no transportation to school	1	–	–	–
Other reason	14	–	–	–

Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5

School Environment Scales (Developmental Supports)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
Average Reporting "Very much true"	30	–	–	–	
High	35	–	–	–	
Moderate	51	–	–	–	
Low	15	–	–	–	
Caring adults in school					
Average Reporting "Very much true"	33	–	–	–	A4.7
High	40	–	–	–	
Moderate	50	–	–	–	
Low	9	–	–	–	
High expectations-adults in school					
Average Reporting "Very much true"	46	–	–	–	A4.8
High	56	–	–	–	
Moderate	38	–	–	–	
Low	6	–	–	–	
Meaningful participation at school					
Average Reporting "Very much true"	12	–	–	–	A4.9
High	11	–	–	–	
Moderate	43	–	–	–	
Low	46	–	–	–	

Notes: Cells are empty if there are less than 10 respondents.
Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6

School Connectedness, Academic Motivation, and Parent Involvement Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Connectedness					
Average Reporting "Strongly agree"	30	–	–	–	A4.10
High	66	–	–	–	
Moderate	29	–	–	–	
Low	5	–	–	–	
Academic Motivation					
Average Reporting "Strongly agree"	40	–	–	–	A4.11
High	39	–	–	–	
Moderate	42	–	–	–	
Low	19	–	–	–	
Parent Involvement in School					
Average Reporting "Strongly agree"	31	–	–	–	A4.12
High	59	–	–	–	
Moderate	35	–	–	–	
Low	7	–	–	–	

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 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
Average Reporting "Very much true"	33	–	–	–
At my school, there is a teacher or some other adult...				
who really cares about me.				
Not at all true	9	–	–	–
A little true	24	–	–	–
Pretty much true	37	–	–	–
Very much true	30	–	–	–
who notices when I'm not there.				
Not at all true	10	–	–	–
A little true	27	–	–	–
Pretty much true	34	–	–	–
Very much true	29	–	–	–
who listens to me when I have something to say.				
Not at all true	5	–	–	–
A little true	16	–	–	–
Pretty much true	40	–	–	–
Very much true	39	–	–	–

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 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
Average Reporting "Very much true"	46	–	–	–
At my school, there is a teacher or some other adult...				
who tells me when I do a good job.				
Not at all true	7	–	–	–
A little true	19	–	–	–
Pretty much true	38	–	–	–
Very much true	36	–	–	–
who always wants me to do my best.				
Not at all true	3	–	–	–
A little true	11	–	–	–
Pretty much true	28	–	–	–
Very much true	59	–	–	–
who believes that I will be a success.				
Not at all true	6	–	–	–
A little true	18	–	–	–
Pretty much true	33	–	–	–
Very much true	43	–	–	–

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.9
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
Average Reporting "Very much true"	12	–	–	–
At school...				
I do interesting activities.				
Not at all true	11	–	–	–
A little true	34	–	–	–
Pretty much true	31	–	–	–
Very much true	24	–	–	–
I help decide things like class activities or rules.				
Not at all true	42	–	–	–
A little true	33	–	–	–
Pretty much true	17	–	–	–
Very much true	8	–	–	–
I do things that make a difference.				
Not at all true	26	–	–	–
A little true	36	–	–	–
Pretty much true	26	–	–	–
Very much true	13	–	–	–
I have a say in how things work.				
Not at all true	39	–	–	–
A little true	33	–	–	–
Pretty much true	19	–	–	–
Very much true	9	–	–	–
I help decide school activities or rules.				
Not at all true	62	–	–	–
A little true	26	–	–	–
Pretty much true	7	–	–	–
Very much true	5	–	–	–

Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.10

School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness				
Average Reporting "Strongly agree"	30	–	–	–
I feel close to people at this school.				
Strongly disagree	2	–	–	–
Disagree	4	–	–	–
Neither disagree nor agree	16	–	–	–
Agree	48	–	–	–
Strongly agree	30	–	–	–
I am happy to be at this school.				
Strongly disagree	4	–	–	–
Disagree	7	–	–	–
Neither disagree nor agree	16	–	–	–
Agree	41	–	–	–
Strongly agree	31	–	–	–
I feel like I am part of this school.				
Strongly disagree	4	–	–	–
Disagree	8	–	–	–
Neither disagree nor agree	20	–	–	–
Agree	42	–	–	–
Strongly agree	26	–	–	–
The teachers at this school treat students fairly.				
Strongly disagree	3	–	–	–
Disagree	8	–	–	–
Neither disagree nor agree	17	–	–	–
Agree	42	–	–	–
Strongly agree	30	–	–	–
I feel safe in my school.				
Strongly disagree	3	–	–	–
Disagree	4	–	–	–
Neither disagree nor agree	15	–	–	–
Agree	44	–	–	–
Strongly agree	34	–	–	–

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 10 respondents.

Table A4.11

Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic Motivation				
Average Reporting "Strongly agree"	40	–	–	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	–	–	–
Disagree	2	–	–	–
Neither disagree nor agree	11	–	–	–
Agree	35	–	–	–
Strongly agree	50	–	–	–
I try hard at school because I am interested in my work.				
Strongly disagree	6	–	–	–
Disagree	12	–	–	–
Neither disagree nor agree	25	–	–	–
Agree	32	–	–	–
Strongly agree	25	–	–	–
I work hard to try to understand new things at school.				
Strongly disagree	2	–	–	–
Disagree	6	–	–	–
Neither disagree nor agree	19	–	–	–
Agree	37	–	–	–
Strongly agree	37	–	–	–
I am always trying to do better in my schoolwork.				
Strongly disagree	1	–	–	–
Disagree	3	–	–	–
Neither disagree nor agree	12	–	–	–
Agree	35	–	–	–
Strongly agree	49	–	–	–

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.12

Parent Involvement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Parent Involvement in School				
Average Reporting "Strongly agree"	31	–	–	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	1	–	–	–
Disagree	4	–	–	–
Neither disagree nor agree	15	–	–	–
Agree	42	–	–	–
Strongly agree	37	–	–	–
Parents feel welcome to participate at this school.				
Strongly disagree	2	–	–	–
Disagree	5	–	–	–
Neither disagree nor agree	28	–	–	–
Agree	38	–	–	–
Strongly agree	28	–	–	–
School staff takes parent concerns seriously.				
Strongly disagree	2	–	–	–
Disagree	5	–	–	–
Neither disagree nor agree	26	–	–	–
Agree	40	–	–	–
Strongly agree	27	–	–	–

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.13

Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	3	–	–	–
Disagree	7	–	–	–
Neither disagree nor agree	22	–	–	–
Agree	46	–	–	–
Strongly agree	22	–	–	–

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Notes: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	28	–	–	–
Safe	46	–	–	–
Neither safe nor unsafe	21	–	–	–
Unsafe	3	–	–	–
Very unsafe	2	–	–	–

Question HS A.99/MS A.88: How safe do you feel when you are at school?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	84	–	–	–
1 time	8	–	–	–
2 or more times	8	–	–	–
Religion				
0 times	89	–	–	–
1 time	5	–	–	–
2 or more times	6	–	–	–
Gender (being male or female)				
0 times	90	–	–	–
1 time	5	–	–	–
2 or more times	5	–	–	–
Because you are gay or lesbian or someone thought you were				
0 times	88	–	–	–
1 time	5	–	–	–
2 or more times	7	–	–	–
A physical or mental disability				
0 times	92	–	–	–
1 time	4	–	–	–
2 or more times	4	–	–	–
You are an immigrant or someone thought you were				
0 times	97	–	–	–
1 time	2	–	–	–
2 or more times	1	–	–	–
Any of the above six reasons	32	–	–	–

Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.

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

Table A5.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other reason				
0 times	72	–	–	–
1 time	10	–	–	–
2 or more times	18	–	–	–
Any harassment	42	–	–	–

Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.
Notes: Cells are empty if there are less than 10 respondents.

Table A5.3

Verbal Harassment at School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	53	–	–	–
1 time	22	–	–	–
2 to 3 times	13	–	–	–
4 or more times	13	–	–	–
had sexual jokes, comments, or gestures made to you?				
0 times	65	–	–	–
1 time	13	–	–	–
2 to 3 times	10	–	–	–
4 or more times	13	–	–	–
been made fun of because of your looks or the way you talk?				
0 times	60	–	–	–
1 time	16	–	–	–
2 to 3 times	13	–	–	–
4 or more times	11	–	–	–
been made fun of, insulted, or called names?				
0 times	50	–	–	–
1 time	16	–	–	–
2 to 3 times	14	–	–	–
4 or more times	21	–	–	–

Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
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?				
0 times	62	–	–	–
1 time	17	–	–	–
2 to 3 times	13	–	–	–
4 or more times	8	–	–	–
been afraid of being beaten up?				
0 times	83	–	–	–
1 time	8	–	–	–
2 to 3 times	5	–	–	–
4 or more times	5	–	–	–
been threatened with harm or injury?				
0 times	88	–	–	–
1 time	7	–	–	–
2 to 3 times	3	–	–	–
4 or more times	2	–	–	–
been in a physical fight?				
0 times	84	–	–	–
1 time	10	–	–	–
2 to 3 times	5	–	–	–
4 or more times	2	–	–	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	–	–	–
1 time	3	–	–	–
2 to 3 times	1	–	–	–
4 or more times	0	–	–	–
been offered, sold, or given an illegal drug?				
0 times	91	–	–	–
1 time	6	–	–	–
2 to 3 times	2	–	–	–
4 or more times	1	–	–	–

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	79	–	–	–
1 time	10	–	–	–
2 to 3 times	5	–	–	–
4 or more times	6	–	–	–
Damaged school property on purpose				
0 times	94	–	–	–
1 time	4	–	–	–
2 to 3 times	1	–	–	–
4 or more times	1	–	–	–

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

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

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	98	–	–	–
1 time	1	–	–	–
2 to 3 times	0	–	–	–
4 or more times	1	–	–	–
Carried any other weapon (such as a knife or club)				
0 times	96	–	–	–
1 time	3	–	–	–
2 to 3 times	0	–	–	–
4 or more times	1	–	–	–
Seen someone carrying a gun, knife, or other weapon				
0 times	87	–	–	–
1 time	9	–	–	–
2 to 3 times	2	–	–	–
4 or more times	2	–	–	–

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get "high"[†]	13	–	–	–	A6.2
Lifetime alcohol or drugs (any use)	13	–	–	–	A6.2
Lifetime very drunk or high (7 or more times)	1	–	–	–	A6.7
Lifetime drinking and driving involvement	29	–	–	–	A6.11
Current alcohol or drugs	6	–	–	–	A6.5
Current heavy drug uses	1	–	–	–	A6.5
Current heavy alcohol use (binge drinking)	1	–	–	–	A6.5
Current alcohol or drug use on school property	1	–	–	–	A6.8
Harmfulness of occasional marijuana use[‡]	40	–	–	–	A6.12
Difficulty of obtaining marijuana[§]	19	–	–	–	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	9	–	–	–
Marijuana	3	–	–	–
Inhalants	4	–	–	–
Cocaine, Methamphetamine, or any amphetamines	na	–	–	–
Heroin	na	–	–	–
Ecstasy, LSD, or other psychedelics	na	–	–	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	–	–	–
Cold/Cough Medicines or other over-the-counter medicines to get "high"	na	–	–	–
Any other drug, pill, or medicine to get "high"	3	–	–	–
Any of the above AOD use	13	–	–	–
Any illicit AOD use to get "high"†	13	–	–	–

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

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	91	–	–	–
1 time	4	–	–	–
2 to 3 times	3	–	–	–
4 or more times	2	–	–	–
Marijuana (smoke, vape, eat, or drink)				
0 times	97	–	–	–
1 time	1	–	–	–
2 to 3 times	1	–	–	–
4 or more times	1	–	–	–
Inhalants				
0 times	96	–	–	–
1 time	2	–	–	–
2 to 3 times	1	–	–	–
4 or more times	1	–	–	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Heroin				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Ecstasy, LSD, or other psychedelics				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Diet Pills				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Cold/Cough Medicines or other over-the-counter medicines to get "high"				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Any other drug, pill, or medicine to get "high" or for other than medical reasons				
0 times	97	–	–	–
1 time	1	–	–	–
2 to 3 times	0	–	–	–
4 or more times	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.
na—Not asked of middle school students.

Table A6.4

Lifetime Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	98	–	–	–
1 time	1	–	–	–
2 to 3 times	0	–	–	–
4 or more times	1	–	–	–
In an electronic or e-cigarette or other vaping device?				
0 times	97	–	–	–
1 time	1	–	–	–
2 to 3 times	1	–	–	–
4 or more times	1	–	–	–
Eat or drink it in products made with marijuana?				
0 times	99	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

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

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

Table A6.5

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	5	–	–	–
Binge drinking (5 or more drinks in a row)	1	–	–	–
Marijuana (smoke, vape, eat, or drink)	2	–	–	–
Inhalants	0	–	–	–
Prescription drugs to get "high" or for reasons other than prescribed	na	–	–	–
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	–	–	–
Any drug use	2	–	–	–
Heavy drug use	1	–	–	–
Any AOD Use	6	–	–	–
Two or more substances at the same time	na	–	–	–

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get "high")... prescription drugs to get "high" or for reasons other than prescribed ... any other drug, pill, or medicine to get "high" or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

na—Not asked of middle school students.

Table A6.6

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	95	–	–	–
1 or 2 days	4	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
Binge drinking (5 or more drinks in a row)				
0 days	99	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
Marijuana (smoke, vape, eat, or drink)				
0 days	98	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–

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

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

Table A6.7
Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	–	–	–
1 to 2 times	3	–	–	–
3 to 6 times	0	–	–	–
7 or more times	0	–	–	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	98	–	–	–
1 to 2 times	1	–	–	–
3 to 6 times	0	–	–	–
7 or more times	1	–	–	–
Very drunk or "high" 7 or more times	1	–	–	–

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?
Note: Cells are empty if there are less than 10 respondents.

Table A6.8

Current AOD Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	–	–	–
1 to 2 days	1	–	–	–
3 or more days	0	–	–	–
Marijuana (smoke, vape, eat, or drink)				
0 days	99	–	–	–
1 to 2 days	1	–	–	–
3 or more days	0	–	–	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical?				
0 days	99	–	–	–
1 to 2 days	0	–	–	–
3 or more days	0	–	–	–
Any of the above	1	–	–	–

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

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

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	–	–	–
1 to 2 times	1	–	–	–
3 to 6 times	0	–	–	–
7 or more times	0	–	–	–

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

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

Table A6.10

Cessation Attempts

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

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

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

na—Not asked of middle school students.

Table A6.11
Drinking While Driving, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	–	–	–
1 time	na	–	–	–
2 times	na	–	–	–
3 to 6 times	na	–	–	–
7 or more times	na	–	–	–
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	71	na	na	na
1 time	8	na	na	na
2 times	5	na	na	na
3 to 6 times	8	na	na	na
7 or more times	8	na	na	na

Question HS A.98/MS A.87: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle/high school students.

Table A6.12
Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	20	–	–	–
Moderate	30	–	–	–
Slight	33	–	–	–
None	16	–	–	–
Alcohol - 5 or more drinks once or twice a week				
Great	54	–	–	–
Moderate	25	–	–	–
Slight	8	–	–	–
None	13	–	–	–
Marijuana - use occasionally				
Great	40	–	–	–
Moderate	34	–	–	–
Slight	13	–	–	–
None	14	–	–	–
Marijuana - use daily				
Great	75	–	–	–
Moderate	7	–	–	–
Slight	4	–	–	–
None	13	–	–	–

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.
Note: Cells are empty if there are less than 10 respondents.

Table A6.13

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	12	–	–	–
Fairly difficult	14	–	–	–
Fairly easy	22	–	–	–
Very easy	19	–	–	–
Don't know	33	–	–	–
Marijuana				
Very difficult	19	–	–	–
Fairly difficult	17	–	–	–
Fairly easy	18	–	–	–
Very easy	10	–	–	–
Don't know	37	–	–	–

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.
Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	–	–	–	A7.2
Current cigarette smoking†	0	–	–	–	A7.3
Current cigarette smoking at school†	0	–	–	–	A7.4
Ever tried smokeless tobacco	1	–	–	–	A7.2
Current smokeless tobacco use†	0	–	–	–	A7.3
Current smokeless tobacco use at school†	0	–	–	–	A7.4
Ever used electronic cigarettes	9	–	–	–	A7.2
Current use of electronic cigarettes†	3	–	–	–	A7.3
Current use of electronic cigarettes at school†	2	–	–	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	–	–	–	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking‡	31	–	–	–	A7.6
Harmfulness of smoking 1 or more packs/day‡	75	–	–	–	A7.6
Difficulty of obtaining cigarettes§	14	–	–	–	A7.8

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

†*Past 30 days.*

‡*Great harm.*

§*Very difficult.*

na—Not asked of middle school students.

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	99	na	na	na
1 time	1	na	na	na
2 to 3 times	0	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	99	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Smokeless tobacco				
0 times	99	–	–	–
1 time	1	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
An electronic cigarette or other vaping device				
0 times	91	–	–	–
1 time	4	–	–	–
2 to 3 times	3	–	–	–
4 or more times	2	–	–	–

Question HS A.46-48/MS A.46-49: During your life, how many times have you used the following? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

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

na—Not asked of middle school students.

Table A7.3

Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	0	–	–	–
Daily (20 or more days)	0	–	–	–
Smokeless tobacco				
Any	0	–	–	–
Daily (20 or more days)	0	–	–	–
Electronic cigarettes or other vaping device				
Any	3	–	–	–
Daily (20 or more days)	0	–	–	–

Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

Table A7.4

Current Smoking on School Property, Past 30 Days

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

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

Table A7.5

Cigarette Smoking Cessation Attempts

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

Question HS A.95: How many times have you tried to quit or stop using cigarettes?

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

na—Not asked of middle school students.

Table A7.6

Perceived Harm of Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	31	–	–	–
Moderate	39	–	–	–
Slight	17	–	–	–
None	13	–	–	–
Smoke 1 or more packs of cigarettes each day				
Great	75	–	–	–
Moderate	11	–	–	–
Slight	2	–	–	–
None	12	–	–	–

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

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

Table A7.7

Perceived Harm of E-Cigarette Use Compared to Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	31	–	–	–
Moderate	36	–	–	–
Slight	19	–	–	–
None	14	–	–	–
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	53	–	–	–
Moderate	26	–	–	–
Slight	9	–	–	–
None	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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	14	–	–	–
Fairly difficult	17	–	–	–
Fairly easy	24	–	–	–
Very easy	9	–	–	–
Don't know	36	–	–	–
E-Cigarettes or vaping device				
Very difficult	12	–	–	–
Fairly difficult	12	–	–	–
Fairly easy	21	–	–	–
Very easy	24	–	–	–
Don't know	32	–	–	–

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device
Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	66	–	–	–
1 time	16	–	–	–
2 to 3 times	10	–	–	–
4 or more times	8	–	–	–

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	27	na	na	na
1 day	19	na	na	na
2 days	11	na	na	na
3 days	8	na	na	na
4 days	6	na	na	na
5 days	28	na	na	na

Question MS A.89: In a normal week, how many days are you home after school for at least one hour without an adult there?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of high school students.

Table A8.3

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	32	–	–	–
Yes	68	–	–	–

Question HS A.126/MS A.115: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	73	–	–	–
Yes	27	–	–	–

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A8.5

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	–	–	–
Yes	na	–	–	–

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A8.6

Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	–	–	–
Yes	3	–	–	–

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	29		28			32	26
Caring adults in school‡	33		30			34	31
High expectations-adults in school‡	42		43			48	38
Meaningful participation at school‡	12		13			13	9
School Connectedness†	29		27			33	26
Academic Motivation†	32		53			42	33
Parent Involvement in School†	30		36			32	28

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †Average percent of respondents reporting "Strongly agree." ‡Average percent of respondents reporting "Very much true."

Table A9.2

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

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	–	–	–	–	–	–	–
Caring adults in school‡	–	–	–	–	–	–	–
High expectations-adults in school‡	–	–	–	–	–	–	–
Meaningful participation at school‡	–	–	–	–	–	–	–
School Connectedness†	–	–	–	–	–	–	–
Academic Motivation†	–	–	–	–	–	–	–
Parent Involvement in School†	–	–	–	–	–	–	–

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‡	–	–	–	–	–	–	–
Caring adults in school‡	–	–	–	–	–	–	–
High expectations-adults in school‡	–	–	–	–	–	–	–
Meaningful participation at school‡	–	–	–	–	–	–	–
School Connectedness†	–	–	–	–	–	–	–
Academic Motivation†	–	–	–	–	–	–	–
Parent Involvement in School†	–	–	–	–	–	–	–

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †Average percent of respondents reporting "Strongly agree." ‡Average percent of respondents reporting "Very much true."

Table A9.4

School Supports and Engagement by Race/Ethnicity - Non-Traditional

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

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †Average percent of respondents reporting "Strongly agree." ‡Average percent of respondents reporting "Very much true."

Table A9.5

Feeling Safe or Very Safe at School by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	72	–	–	–
American Indian or Alaska Native		–	–	–
Asian	84	–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	75	–	–	–
Mixed (two or more) races	72	–	–	–

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

Table A9.6

Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	34	–	–	–
American Indian or Alaska Native		–	–	–
Asian	40	–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	30	–	–	–
Mixed (two or more) races	32	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

Table A9.7

Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	42	–	–	–
American Indian or Alaska Native		–	–	–
Asian	42	–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	42	–	–	–
Mixed (two or more) races	39	–	–	–

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

Table A9.8

Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity

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

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

Table A9.9

Cigarette Smoking in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	0	–	–	–
American Indian or Alaska Native		–	–	–
Asian	0	–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	0	–	–	–
Mixed (two or more) races	0	–	–	–

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

Table A9.10

Any Alcohol Use in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	9	–	–	–
American Indian or Alaska Native		–	–	–
Asian	5	–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	4	–	–	–
Mixed (two or more) races	5	–	–	–

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

Table A9.11

Any Marijuana Use in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	8	–	–	–
American Indian or Alaska Native		–	–	–
Asian	5	–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	0	–	–	–
Mixed (two or more) races	4	–	–	–

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

Table A9.12

Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	36	–	–	–
American Indian or Alaska Native		–	–	–
Asian	37	–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	23	–	–	–
Mixed (two or more) races	33	–	–	–

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Environment								
Total school supports‡	28	33	–	–	–	–	–	–
Caring adults in school‡	32	34	–	–	–	–	–	–
High expectations-adults in school‡	43	49	–	–	–	–	–	–
Meaningful participation at school‡	10	14	–	–	–	–	–	–
School Connectedness†	29	32	–	–	–	–	–	–
Academic Motivation†	42	38	–	–	–	–	–	–
Parent Involvement in School†	29	33	–	–	–	–	–	–

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

†*Average percent of respondents reporting "Strongly agree."*

‡*Average percent of respondents reporting "Very much true."*

Table A10.2

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

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	69	81	–	–	–	–	–	–
Harassment/Bullying at School								
During the past 12 month at school, have you been...								
harassed/bullied for any of the six reasons	32	32	–	–	–	–	–	–
harassed/bullied for any reasons	43	40	–	–	–	–	–	–
Current ATOD Use								
During the past 30 days, did you...								
have at least one drink of alcohol at school	1	0	–	–	–	–	–	–
smoke cigarettes	0	0	–	–	–	–	–	–
have at least one drink of alcohol	6	3	–	–	–	–	–	–
use marijuana	2	1	–	–	–	–	–	–
Mental Health								
Chronic sad or hopeless feelings, past 12 months	34	19	–	–	–	–	–	–

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

Appendix I

2017-18 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Camerado Springs Middle	92			
Rolling Hills Middle	74			

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]

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[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 profession[7] (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

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[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 schools[9] (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).

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[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.