

# CALIFORNIA HEALTHY KIDS SURVEY



## Upper Lake Unified Secondary 2016-2017 Main Report

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

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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 2016–17 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

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

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

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

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

## THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by 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, reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

### ***Supplementary School Climate Module***

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

### ***Supplementary Social Emotional Health Module (SEHM)***

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

## **SURVEY ADMINISTRATION AND SAMPLING**

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

## THE REPORT

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

### *Racial/Ethnic and Gender Results*

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

## UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).

### *Sample Characteristics*

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

### *Changes Between Survey Administrations*

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

## RESOURCES

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

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

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

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download [californias3.wested.org/resources/S3\\_school\\_climateguidebook\\_final.pdf](http://californias3.wested.org/resources/S3_school_climateguidebook_final.pdf))

*Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](http://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](http://chks.wested.org/training-support/workshops-presentations)).

## **NEXT STEPS**

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

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

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

### ***Request School Reports***

If the schools in the 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.
- 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](http://californias3.wested.org/resources/California_State_SCRC_1314.pdf)).

### ***Request District School Climate Report Card***

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

### ***Request Disaggregated Reports***

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

### ***Conduct Additional Analyses of Dataset***

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

### ***Add Questions to Your Next Surveys***

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

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

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

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

## Exhibit 1

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

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

## ACKNOWLEDGMENTS

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

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	60	73	82	3
Final number	60	50	54	1
<b>Average Response Rate</b>	100%	68%	66%	33%

*Note: <sup>A</sup>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
<b>School Engagement and Supports</b>					
School connectedness (high)	56	29	52		A4.5
Academic motivation (high)	30	12	33		A4.5
Truant more than a few times <sup>†</sup>	6	8	4		A4.2
Caring adult relationships (high)	42	13	43		A4.4
High expectations (high)	52	23	46		A4.4
Meaningful participation (high)	15	6	24		A4.4
<b>School Safety and Substance Use</b>					
School perceived as very safe or safe	60	52	72		A5.1
Experienced any harassment or bullying <sup>†</sup>	43	40	31		A5.2
Had mean rumors or lies spread about you <sup>†</sup>	60	48	35		A5.3
Been afraid of being beaten up <sup>†</sup>	26	23	13		A5.4
Been in a physical fight <sup>†</sup>	19	19	6		A5.4
Seen a weapon on campus <sup>†</sup>	31	19	17		A5.6
Been drunk or “high” on drugs at school, ever	2	6	15		A6.10
<b>Mental and Physical Health</b>					
Current alcohol or drug use <sup>‡</sup>	14	25	37		A6.4
Current binge drinking <sup>‡</sup>	2	6	9		A6.4
Very drunk or “high” 7 or more times	5	15	31		A6.6
Current cigarette smoking <sup>‡</sup>	0	2	8		A7.3
Current electronic cigarette use <sup>‡</sup>	0	15	11		A7.3
Experienced chronic sadness/hopelessness <sup>†</sup>	21	42	43		A8.4
Considered suicide <sup>†</sup>	na	29	19		A8.5

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

<sup>†</sup>Past 12 months; <sup>‡</sup>Past 30 days; na—Not asked of middle school students.

### 3. Demographics

**Table A3.1**

***Gender of Sample***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	52	59	51	
Female	48	41	49	

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

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

**Table A3.2**

***Hispanic or Latino***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	43	60	65	
Yes	57	40	35	

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

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

**Table A3.3**

***Race***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	10	14	10	
Asian	0	0	2	
Black or African American	0	0	4	
Native Hawaiian or Pacific Islander	4	0	2	
White	30	45	67	
Mixed (two or more) races	56	41	15	

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

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

**Table A3.4**  
***Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	78	88	89	
Other relative's home	0	6	4	
A home with more than one family	4	4	4	
Friend's home	0	0	0	
Foster home, group care, or waiting placement	0	0	0	
Hotel or motel	0	0	0	
Shelter, car, campground, or other transitional or temporary housing	0	0	0	
Other living arrangement	19	2	4	

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

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

**Table A3.5**  
***Highest Education of Parents***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	9	16	19	
Graduated from high school	20	20	32	
Attended college but did not complete four-year degree	15	20	17	
Graduated from college	24	22	23	
Don't know	31	22	9	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	2	6	6	
Yes	91	70	83	
Don't know	8	24	11	

*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	63	69	89	
Yes	0	2	0	
Don't know	37	29	11	

*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	84	82	85	
Spanish	16	16	13	
Mandarin	0	0	0	
Cantonese	0	0	0	
Taiwanese	0	2	0	
Tagalog	0	0	0	
Vietnamese	0	0	0	
Korean	0	0	0	
Other	0	0	2	

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

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>English Language Proficiency</b>				
<i>Average Scale Score</i>	3.53	3.73	3.88	
<b>How well do you...</b>				
<b>understand English?</b>				
Very well	75	88	92	
Well	24	10	8	
Not well	2	0	0	
Not at all	0	2	0	
<b>speak English?</b>				
Very well	65	82	91	
Well	30	16	9	
Not well	4	2	0	
Not at all	2	0	0	
<b>read English?</b>				
Very well	60	70	87	
Well	35	26	13	
Not well	6	2	0	
Not at all	0	2	0	
<b>write English?</b>				
Very well	52	73	81	
Well	37	18	17	
Not well	10	8	2	
Not at all	2	0	0	
<b>English Language Proficiency Status</b>				
Proficient	54	72	87	
Not proficient	46	28	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.*

**Table A3.10**

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>English Language Proficiency</b>				
<i>Average Scale Score</i>				
<b><i>How well do you...</i></b>				
<b>understand English?</b>				
Very well				
Well				
Not well				
Not at all				
<b>speak English?</b>				
Very well				
Well				
Not well				
Not at all				
<b>read English?</b>				
Very well				
Well				
Not well				
Not at all				
<b>write English?</b>				
Very well				
Well				
Not well				
Not at all				
<b><i>English Language Proficiency Status</i></b>				
Proficient				
Not proficient				

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	38	73	96	
1 day	15	13	0	
2 days	15	4	0	
3 days	2	4	2	
4 days	21	0	0	
5 days	9	6	2	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	74	85	96	
Yes	7	6	2	
Don't know	19	8	2	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	83	89	85	
Gay or Lesbian	2	2	2	
Bisexual	5	4	11	
Transgender	0	2	0	
Not sure	7	4	0	
Decline to respond	7	0	2	

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

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

## 4. School Performance, Supports, and Engagements

**Table A4.1**  
*Grades, Past 12 Months*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	4	6	11	
A's and B's	25	16	46	
Mostly B's	8	8	0	
B's and C's	17	18	26	
Mostly C's	13	8	6	
C's and D's	17	34	11	
Mostly D's	11	6	0	
Mostly F's	6	4	0	

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

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

**Table A4.2**  
*Truancy, Past 12 Months*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	69	67	72	
1-2 times	10	8	11	
A few times	16	16	13	
Once a month	2	2	4	
Once a week	2	0	0	
More than once a week	2	6	0	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	31	35	25	
Illness (feeling physically sick), including problems with breathing or your teeth	59	55	58	
Felt very sad, hopeless, anxious, stressed, or angry	12	18	15	
Didn't get enough sleep	8	14	21	
Didn't feel safe at school	4	4	0	
Had to work	4	2	2	
Had to take care of or help a family member or friend	14	10	8	
Wanted to spend time with friends who don't go to your school	0	4	2	
Wanted to use alcohol or drugs	2	0	0	
Were behind in schoolwork or weren't prepared for a test or class assignment	0	8	9	
Were bored with or uninterested in school	0	8	6	
Were suspended	0	0	0	
Other reason	25	10	23	

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

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

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

	Grade 7	Grade 9	Grade 11	NT	Table
<b>Total school supports</b>					
<i>Average Scale Score</i>	2.75	2.30	2.85		
High (%)	40	13	39		
Moderate (%)	46	65	52		
Low (%)	15	23	9		
<b>Caring adults in school</b>					
<i>Average Scale Score</i>	2.80	2.26	2.92		A4.6
High (%)	42	13	43		
Moderate (%)	46	54	48		
Low (%)	13	33	9		
<b>High expectations-adults in school</b>					
<i>Average Scale Score</i>	3.03	2.71	3.09		A4.7
High (%)	52	23	46		
Moderate (%)	31	67	50		
Low (%)	17	10	4		
<b>Meaningful participation at school</b>					
<i>Average Scale Score</i>	2.41	1.93	2.53		A4.8
High (%)	15	6	24		
Moderate (%)	71	44	54		
Low (%)	15	50	22		

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

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

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

	Grade 7	Grade 9	Grade 11	NT	Table
<b>School Connectedness</b>					
<i>Average Scale Score</i>	3.49	3.21	3.72		A4.9
High (%)	56	29	52		
Moderate (%)	28	53	44		
Low (%)	16	18	4		
<b>Parent Involvement in School</b>					
<i>Average Scale Score</i>	3.55	3.21	3.31		A4.10
High (%)	36	16	22		
Moderate (%)	48	61	56		
Low (%)	16	22	22		
<b>Academic Motivation</b>					
<i>Average Scale Score</i>	3.77	3.72	4.04		A4.11
High (%)	30	12	33		
Moderate (%)	38	53	50		
Low (%)	32	35	17		

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

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>Caring adults in school</b>				
<i>Average Scale Score</i>	2.80	2.26	2.92	
<b><i>At my school, there is a teacher or some other adult...</i></b>				
<b>who really cares about me.</b>				
Not at all true	8	17	4	
A little true	21	50	35	
Pretty much true	40	23	30	
Very much true	31	10	31	
<b>who notices when I'm not there.</b>				
Not at all true	16	31	11	
A little true	24	29	22	
Pretty much true	31	29	31	
Very much true	29	10	35	
<b>who listens to me when I have something to say.</b>				
Not at all true	21	23	6	
A little true	19	33	26	
Pretty much true	31	31	32	
Very much true	29	13	36	

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

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>High expectations-adults in school</b>				
<i>Average Scale Score</i>	3.03	2.71	3.09	
<b><i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i></b>				
Not at all true	15	10	6	
A little true	19	29	26	
Pretty much true	40	46	44	
Very much true	27	15	24	
<b><i>who always wants me to do my best.</i></b>				
Not at all true	4	8	0	
A little true	15	23	19	
Pretty much true	28	50	40	
Very much true	53	19	42	
<b><i>who believes that I will be a success.</i></b>				
Not at all true	17	10	0	
A little true	15	33	24	
Pretty much true	21	33	33	
Very much true	48	23	43	

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

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>Meaningful participation at school</b>				
<i>Average Scale Score</i>	2.41	1.93	2.53	
<b><i>At school...</i></b>				
<b>I do interesting activities.</b>				
Not at all true	11	27	7	
A little true	28	29	28	
Pretty much true	45	33	28	
Very much true	17	10	37	
<b>I help decide things like class activities or rules.</b>				
Not at all true	34	56	30	
A little true	38	29	39	
Pretty much true	21	8	15	
Very much true	6	6	17	
<b>I do things that make a difference.</b>				
Not at all true	19	34	20	
A little true	32	47	33	
Pretty much true	23	15	26	
Very much true	26	4	20	

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

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>School Connectedness</b>				
<i>Average Scale Score</i>	3.49	3.21	3.72	
<b>I feel close to people at this school.</b>				
Strongly disagree	4	12	4	
Disagree	12	18	11	
Neither disagree nor agree	12	35	24	
Agree	46	27	46	
Strongly agree	26	8	15	
<b>I am happy to be at this school.</b>				
Strongly disagree	8	10	2	
Disagree	8	15	6	
Neither disagree nor agree	25	29	37	
Agree	42	35	37	
Strongly agree	17	10	19	
<b>I feel like I am part of this school.</b>				
Strongly disagree	10	10	4	
Disagree	14	17	6	
Neither disagree nor agree	27	31	22	
Agree	33	35	48	
Strongly agree	16	6	20	
<b>The teachers at this school treat students fairly.</b>				
Strongly disagree	6	2	0	
Disagree	18	21	11	
Neither disagree nor agree	32	33	19	
Agree	30	38	52	
Strongly agree	14	6	19	
<b>I feel safe in my school.</b>				
Strongly disagree	8	2	0	
Disagree	10	6	6	
Neither disagree nor agree	26	41	24	
Agree	28	43	52	
Strongly agree	28	8	19	

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

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>Parent Involvement in School</b>				
<i>Average Scale Score</i>	3.55	3.21	3.31	
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>				
Strongly disagree	6	4	0	
Disagree	12	22	17	
Neither disagree nor agree	30	43	44	
Agree	40	27	35	
Strongly agree	12	4	4	
<b>Parents feel welcome to participate at this school.</b>				
Strongly disagree	6	0	6	
Disagree	6	6	6	
Neither disagree nor agree	28	55	31	
Agree	42	38	48	
Strongly agree	18	0	9	
<b>School staff takes parent concerns seriously.</b>				
Strongly disagree	6	0	2	
Disagree	4	10	24	
Neither disagree nor agree	34	57	31	
Agree	32	29	39	
Strongly agree	24	4	4	

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

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>Academic Motivation</b>				
<i>Average Scale Score</i>	3.77	3.72	4.04	
<b>I try hard to make sure that I am good at my schoolwork.</b>				
Strongly disagree	4	0	2	
Disagree	6	2	2	
Neither disagree nor agree	22	27	13	
Agree	34	49	47	
Strongly agree	34	22	36	
<b>I try hard at school because I am interested in my work.</b>				
Strongly disagree	10	2	4	
Disagree	10	19	7	
Neither disagree nor agree	26	40	19	
Agree	36	29	37	
Strongly agree	18	10	33	
<b>I work hard to try to understand new things at school.</b>				
Strongly disagree	6	0	0	
Disagree	8	8	4	
Neither disagree nor agree	24	29	20	
Agree	36	47	43	
Strongly agree	26	16	33	
<b>I am always trying to do better in my schoolwork.</b>				
Strongly disagree	2	0	4	
Disagree	0	0	0	
Neither disagree nor agree	22	27	11	
Agree	38	49	54	
Strongly agree	38	24	31	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>My school is usually clean and tidy.</b>				
Strongly disagree	10	2	2	
Disagree	16	23	7	
Neither disagree nor agree	32	38	35	
Agree	34	33	43	
Strongly agree	8	4	13	

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

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

## 5. School Violence, Victimization, and Safety

**Table A5.1**

*Perceived Safety at School*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	26	10	22	
Safe	35	42	50	
Neither safe nor unsafe	26	42	28	
Unsafe	7	6	0	
Very unsafe	7	0	0	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Race, ethnicity, or national origin</b>				
0 times	80	75	93	
1 time	2	8	2	
2 or more times	17	17	6	
<b>Religion</b>				
0 times	93	96	98	
1 time	0	2	2	
2 or more times	7	2	0	
<b>Gender (being male or female)</b>				
0 times	86	92	91	
1 time	5	6	7	
2 or more times	10	2	2	
<b>Because you are gay or lesbian or someone thought you were</b>				
0 times	90	90	91	
1 time	2	2	4	
2 or more times	7	8	6	
<b>A physical or mental disability</b>				
0 times	98	94	96	
1 time	0	0	0	
2 or more times	2	6	4	
<b><i>Any of the above five bias-related reasons</i></b>				
	31	33	20	
<b>Any other reason</b>				
0 times	74	77	77	
1 time	5	8	6	
2 or more times	21	15	17	
<b><i>Any harassment</i></b>				
	43	40	31	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>During the past 12 months, how many times on school property have you...</b>				
<b>had mean rumors or lies spread about you?</b>				
0 times	40	52	65	
1 time	21	13	11	
2 to 3 times	10	15	19	
4 or more times	29	21	6	
<b>had sexual jokes, comments, or gestures made to you?</b>				
0 times	57	63	59	
1 time	14	15	11	
2 to 3 times	12	6	20	
4 or more times	17	17	9	
<b>been made fun of because of your looks or the way you talk?</b>				
0 times	52	56	65	
1 time	17	15	13	
2 to 3 times	7	8	6	
4 or more times	24	21	17	
<b>been made fun of, insulted, or called names?</b>				
0 times	50	52	72	
1 time	7	15	9	
2 to 3 times	14	10	6	
4 or more times	29	23	13	

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

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

**Table A5.4**

***Violence and Victimization on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>				
0 times	50	67	83	
1 time	14	10	13	
2 to 3 times	21	13	2	
4 or more times	14	10	2	
<b>been afraid of being beaten up?</b>				
0 times	74	77	87	
1 time	17	8	4	
2 to 3 times	0	4	6	
4 or more times	10	10	4	
<b>been in a physical fight?</b>				
0 times	81	81	94	
1 time	12	10	6	
2 to 3 times	2	6	0	
4 or more times	5	2	0	
<b>been threatened with harm or injury?</b>				
0 times	76	88	89	
1 time	5	2	7	
2 to 3 times	10	2	2	
4 or more times	10	8	2	
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	93	90	100	
1 time	5	4	0	
2 to 3 times	0	4	0	
4 or more times	2	2	0	
<b>been offered, sold, or given an illegal drug?</b>				
0 times	90	77	89	
1 time	8	10	4	
2 to 3 times	3	6	4	
4 or more times	0	6	4	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Had your property stolen or deliberately damaged</b>				
0 times	71	77	83	
1 time	12	8	13	
2 to 3 times	5	4	2	
4 or more times	12	10	2	
<b>Damaged school property on purpose</b>				
0 times	95	96	98	
1 time	2	0	2	
2 to 3 times	2	2	0	
4 or more times	0	2	0	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Carried a gun</b>				
0 times	93	100	100	
1 time	2	0	0	
2 to 3 times	2	0	0	
4 or more times	2	0	0	
<b>Carried any other weapon (such as a knife or club)</b>				
0 times	81	96	93	
1 time	7	2	4	
2 to 3 times	7	2	0	
4 or more times	5	0	4	
<b>Seen someone carrying a gun, knife, or other weapon</b>				
0 times	69	81	83	
1 time	19	4	11	
2 to 3 times	7	9	2	
4 or more times	5	6	4	

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

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

## 6. Alcohol and Other Drug Use

**Table A6.1**

*Summary Measures of Level of AOD Use*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	25	42	65		A6.3
Current alcohol or drugs	14	25	37		A6.4
Current heavy drug uses	2	6	17		A6.4
Current heavy alcohol use (binge drinking)	2	6	9		A6.4
Current alcohol or drug use on school property	2	4	11		A6.9

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

**Table A6.2**  
**Summary of AOD Lifetime Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	20	27	58	
Marijuana	9	31	53	
Inhalants	9	2	4	
Cocaine, Methamphetamine, or any amphetamines	na	0	2	
Ecstasy, LSD, or other psychedelics	na	0	6	
Prescription pain killers, Diet Pills, or other prescription stimulant	na	15	17	

*Notes: Cells are empty if there are less than 10 respondents.  
na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (one full drink)</b>				
0 times	80	73	42	
1 time	7	4	8	
2 to 3 times	9	6	15	
4 or more times	5	17	36	
<b>Marijuana</b>				
0 times	91	69	47	
1 time	2	13	4	
2 to 3 times	0	2	11	
4 or more times	7	17	38	
<b>Inhalants (to get “high”)</b>				
0 times	91	98	96	
1 time	0	2	2	
2 to 3 times	2	0	0	
4 or more times	7	0	2	
<b>Cocaine, Methamphetamine, or any amphetamines</b>				
0 times	na	100	98	
1 time	na	0	0	
2 to 3 times	na	0	2	
4 or more times	na	0	0	
<b>Ecstasy, LSD, or other psychedelics</b>				
0 times	na	100	94	
1 time	na	0	6	
2 to 3 times	na	0	0	
4 or more times	na	0	0	
<b>Any other drug, or pill, or medicine to get “high” or for other than medical reasons</b>				
0 times	98	91	98	
1 time	0	2	0	
2 to 3 times	0	0	0	
4 or more times	2	6	2	
<b><i>Any of the above AOD use</i></b>	25	42	65	

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

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

*na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Prescription pain medication, tranquilizers, or sedatives</b>				
0 times	na	91	91	
1 time	na	4	0	
2 to 3 times	na	4	2	
4 or more times	na	0	8	
<b>Diet Pills</b>				
0 times	na	94	94	
1 time	na	2	2	
2 to 3 times	na	0	2	
4 or more times	na	4	2	
<b>Ritalin™ or Adderall™ or other prescription stimulant</b>				
0 times	na	100	98	
1 time	na	0	0	
2 to 3 times	na	0	0	
4 or more times	na	0	2	
<b>Cold/Cough Medicines or other over-the-counter medicines</b>				
0 times	na	73	63	
1 time	na	4	7	
2 to 3 times	na	4	7	
4 or more times	na	19	22	

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

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

*na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	7	15	9	
Binge drinking (5 or more drinks in a row)	2	6	9	
Marijuana	5	15	30	
Inhalants	2	0	0	
Prescription medications to get “high” or for reasons other than prescribed	na	2	2	
Other drug, pill, or medicine to get “high” or for other than medical reasons	0	2	2	
<b><i>Any drug use</i></b>	7	17	30	
<b><i>Heavy drug use</i></b>	2	6	17	
<b><i>Any AOD Use</i></b>	14	25	37	
Two or more drugs at the same time	na	0	2	

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

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

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

*na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (at least one drink)</b>				
0 days	93	85	91	
1 or 2 days	7	13	7	
3 to 9 days	0	0	2	
10 to 19 days	0	2	0	
20 or more days	0	0	0	
<b>Binge drinking (5 or more drinks in a row)</b>				
0 days	98	94	91	
1 or 2 days	2	4	6	
3 to 9 days	0	0	2	
10 to 19 days	0	2	2	
20 or more days	0	0	0	
<b>Marijuana</b>				
0 days	95	85	70	
1 or 2 days	2	10	13	
3 to 9 days	0	0	7	
10 to 19 days	0	0	2	
20 or more days	2	4	7	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Very drunk or sick after drinking alcohol</b>				
0 times	98	85	65	
1 to 2 times	0	8	20	
3 to 6 times	2	2	7	
7 or more times	0	4	7	
<b>“High” (loaded, stoned, or wasted) from using drugs</b>				
0 times	91	81	50	
1 to 2 times	0	2	11	
3 to 6 times	5	4	13	
7 or more times	5	13	26	
<b>Very drunk or “high” 7 or more times</b>	5	15	31	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol</b>				
Does not apply, don’t use	na	79	76	
0 times	na	13	19	
1 time	na	4	4	
2 to 3 times	na	2	0	
4 or more times	na	2	2	
<b>Marijuana</b>				
Does not apply, don’t use	na	85	67	
0 times	na	15	19	
1 time	na	0	11	
2 to 3 times	na	0	2	
4 or more times	na	0	2	

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking</b>				
Never	na	90	83	
1 time	na	4	2	
2 times	na	4	7	
3 to 6 times	na	2	4	
7 or more times	na	0	4	
<b>Have ridden in a car driven by someone who had been drinking</b>				
Never	68	na	na	na
1 time	14	na	na	na
2 times	9	na	na	na
3 to 6 times	7	na	na	na
7 or more times	2	na	na	na

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

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

*na—Not asked of middle/high school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol</b>				
0 days	100	96	93	
1 to 2 days	0	4	7	
3 or more days	0	0	0	
<b>Marijuana</b>				
0 days	98	100	94	
1 to 2 days	0	0	2	
3 or more days	2	0	4	
<b>Any other drug, pill, or medicine to get “high” or for other than medical reasons?</b>				
0 days	100	100	100	
1 to 2 days	0	0	0	
3 or more days	0	0	0	
<b>Any of the above</b>	2	4	11	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	94	85	
1 to 2 times	0	4	4	
3 to 6 times	0	0	9	
7 or more times	2	2	2	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>Perceived Harm of Use...</i></b>				
<b>Alcohol - drink occasionally</b>				
Great	26	31	26	
Moderate	21	27	30	
Slight	14	25	22	
None	40	17	22	
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	32	46	57	
Moderate	9	27	13	
Slight	16	13	15	
None	43	15	15	
<b>Marijuana - smoke occasionally</b>				
Great	32	23	17	
Moderate	11	19	9	
Slight	14	21	35	
None	43	38	39	
<b>Marijuana - smoke once or twice a week</b>				
Great	30	31	17	
Moderate	16	21	19	
Slight	12	10	24	
None	42	38	41	
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Alcohol</b>				
Very difficult	11	8	6	
Fairly difficult	7	8	6	
Fairly easy	14	23	30	
Very easy	27	31	39	
Don't know	41	29	20	
<b>Marijuana</b>				
Very difficult	20	4	4	
Fairly difficult	9	6	7	
Fairly easy	16	19	6	
Very easy	22	53	57	
Don't know	33	17	26	

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

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

## 7. Tobacco Use

**Table A7.1**

*Summary of Key CHKS Tobacco Indicators*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Use Prevalence and Patterns</b>					
Ever smoked a whole cigarette	0	13	19		A7.2
Current cigarette smoking <sup>‡</sup>	0	2	8		A7.3
Current cigarette smoking at school <sup>‡</sup>	0	0	2		A7.4
Ever tried smokeless tobacco	0	10	20		A7.2
Current smokeless tobacco use <sup>‡</sup>	0	4	7		A7.3
Current smokeless tobacco use at school <sup>‡</sup>	0	4	7		A7.4
Ever used electronic cigarettes or other vaping device	7	48	36		A7.2
Current use of electronic cigarettes or other vaping device <sup>‡</sup>	0	15	11		A7.3
Current use of electronic cigarettes or other vaping device at school <sup>‡</sup>	0	8	7		A7.4
<b>Cessation Attempts</b>					
Tried to quit or stop using cigarettes	na	4	6		A7.5
<b>Attitudes and Correlates</b>					
Occasional smoking great harm	25	40	30		A7.6
Smoking 1-2 packs per day great harm	36	63	65		A7.6
Very easy to obtain cigarettes	13	21	24		A7.6

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

*<sup>‡</sup>Past 30 days; na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>A cigarette, even one or two puffs</b>				
0 times	100	na	na	na
1 time	0	na	na	na
2 to 3 times	0	na	na	na
4 or more times	0	na	na	na
<b>A whole cigarette</b>				
0 times	100	88	81	
1 time	0	8	8	
2 to 3 times	0	0	2	
4 or more times	0	4	10	
<b>Smokeless tobacco</b>				
0 times	100	90	80	
1 time	0	4	9	
2 to 3 times	0	4	2	
4 or more times	0	2	9	
<b>An electronic cigarette or other vaping device</b>				
0 times	93	52	64	
1 time	2	25	8	
2 to 3 times	2	8	11	
4 or more times	2	15	17	

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

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

*na—Not asked of high school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
Any	0	2	8	
Daily (20 or more days)	0	0	0	
<b>Smokeless Tobacco</b>				
Any	0	4	7	
Daily (20 or more days)	0	0	0	
<b>Electronic cigarettes or other vaping device</b>				
Any	0	15	11	
Daily (20 or more days)	0	0	0	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
0 days	100	100	98	
1 or 2 days	0	0	2	
3 to 9 days	0	0	0	
10 to 19 days	0	0	0	
20 or more days	0	0	0	
<b>Smokeless Tobacco</b>				
0 days	100	96	93	
1 or 2 days	0	2	6	
3 to 9 days	0	2	2	
10 to 19 days	0	0	0	
20 or more days	0	0	0	
<b>Electronic cigarettes or other vaping device</b>				
0 days	100	92	93	
1 or 2 days	0	6	4	
3 to 9 days	0	2	2	
10 to 19 days	0	0	0	
20 or more days	0	0	2	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	94	91	
0 times	na	2	4	
1 time	na	4	2	
2 to 3 times	na	0	2	
4 or more times	na	0	2	

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

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

*na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>Perceived Harm of Use...</i></b>				
<b>Smoke cigarettes occasionally</b>				
Great	25	40	30	
Moderate	18	29	36	
Slight	11	13	17	
None	45	19	17	
<b>Smoke 1-2 packs of cigarettes a day</b>				
Great	36	63	65	
Moderate	14	13	17	
Slight	5	6	4	
None	45	19	15	
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Cigarettes</b>				
Very difficult	13	2	6	
Fairly difficult	7	15	7	
Fairly easy	27	30	33	
Very easy	13	21	24	
Don't know	40	32	30	

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

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

## 8. Other Physical and Mental Health Risks

**Table A8.1**

***Cyber Bullying, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	83	73	74	
1 time	7	13	6	
2 to 3 times	7	4	17	
4 or more times	2	10	4	

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

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

**Table A8.2**

***Alone After School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	45	na	na	na
1 day	13	na	na	na
2 days	8	na	na	na
3 days	8	na	na	na
4 days	10	na	na	na
5 days	18	na	na	na

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

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

*na—Not asked of high school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	25	23	27	
Yes	75	77	73	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	79	58	57	
Yes	21	42	43	

*Question HS A.113/MS A.104: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	71	81	
Yes	na	29	19	

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

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

*na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	98	96	
Yes	5	2	4	

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

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

## 9. Race/Ethnic Breakdowns

**Table A9.1**

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

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports	42					38	48
Caring adults in school	35					62	35
High expectations-adults in school	54					46	57
Meaningful participation at school	15					31	13
<b><i>School Connectedness</i></b>	54					79	48
<b><i>Parent Involvement in School</i></b>	42					29	39
<b><i>Academic Motivation</i></b>	27					14	35

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

**Table A9.2**

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

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports	10					14	10
Caring adults in school	5					14	5
High expectations-adults in school	15					24	15
Meaningful participation at school	5					10	5
<b><i>School Connectedness</i></b>	15					41	10
<b><i>Parent Involvement in School</i></b>	20					9	20
<b><i>Academic Motivation</i></b>	10					23	5

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

**Table A9.3**

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

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b>School Environment</b>							
Total school supports	28					49	
Caring adults in school	28					51	
High expectations-adults in school	44					54	
Meaningful participation at school	17					34	
<b>School Connectedness</b>	56					57	
<b>Parent Involvement in School</b>	28					23	
<b>Academic Motivation</b>	33					37	

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

**Table A9.4**

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Feel safe or very safe at school</b>				
Hispanic or Latino	55	35	67	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	77	52	63	
Mixed (two or more) races	50	45		

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Harassment or bullying due to five bias-related reasons<sup>A</sup></b>				
Hispanic or Latino	48	40	11	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	15	38	23	
Mixed (two or more) races	43	40		

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Were harassed or bullied at school</b>				
Hispanic or Latino	57	45	22	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	31	38	37	
Mixed (two or more) races	57	45		

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Had at least one drink of alcohol at school</b>				
Hispanic or Latino	0	10	0	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	0	0	6	
Mixed (two or more) races	0	10		

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Had at least one drink of alcohol in the past 30 days</b>				
Hispanic or Latino	4	11	6	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	17	15	6	
Mixed (two or more) races	5	15		

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Used marijuana in the past 30 days</b>				
Hispanic or Latino	4	10	39	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	0	24	34	
Mixed (two or more) races	5	10		

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Felt so sad or hopeless almost everyday for two weeks or more</b>				
Hispanic or Latino	9	35	39	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	38	43	46	
Mixed (two or more) races	10	45		

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

## 10. Gender Breakdowns

**Table A10.1**  
***School Supports and Academic Motivation by Gender***

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<b><i>School Environment</i></b>								
Total school supports	42	38	10	11	42	37		
Caring adults in school	38	46	10	11	46	41		
High expectations-adults in school	50	54	20	22	54	41		
Meaningful participation at school	21	8	10	0	31	19		
<b><i>School Connectedness</i></b>	36	76	20	32	58	48		
<b><i>Parent Involvement in School</i></b>	24	48	10	18	23	22		
<b><i>Academic Motivation</i></b>	24	36	10	11	54	15		

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

**Table A10.2**

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

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<b>Perceived Safety at School</b>								
Feel safe or very safe at school	45	76	50	52	77	67		
<b>Harassment/Bullying at School</b>								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the five bias-related reasons	36	25	30	33	31	11		
harassed/bullied for any reasons	50	35	40	37	35	30		
<b>Current ATOD Use</b>								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	0	0	5	4	4	11		
smoke cigarettes	0	0	5	0	9	7		
have at least one drink of alcohol	14	0	20	12	4	15		
use marijuana	4	5	20	11	27	30		
<b>Mental Health</b>								
Chronic sad or hopeless feelings, past 12 months	41	0	50	33	42	41		

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

# School Climate Module

## 1. Module Sample

**Table N1.1**

*Student Sample for School Climate Module*

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	60	73	82	3
Final number	43	48	53	1
<b>Average Response Rate</b>	72%	66%	65%	33%

*Note: <sup>A</sup>NT includes continuation, community day, and other alternative school types.*

## 2. Supports for Learning & Student Academic Engagement

Table N2.1

*Supports for Learning*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students at this school are motivated to learn.</b>				
Strongly disagree	14	8	9	
Disagree	16	21	11	
Neither disagree nor agree	33	63	47	
Agree	30	6	28	
Strongly agree	7	2	4	
<b>Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</b>				
Strongly disagree	7	0	8	
Disagree	2	17	4	
Neither disagree nor agree	19	54	23	
Agree	35	21	49	
Strongly agree	37	8	17	
<b>My teachers work hard to help me with my schoolwork when I need it.</b>				
Strongly disagree	9	0	6	
Disagree	5	10	2	
Neither disagree nor agree	16	58	28	
Agree	42	23	53	
Strongly agree	28	8	11	
<b>Teachers show how classroom lessons are helpful to students in real life.</b>				
Strongly disagree	7	0	9	
Disagree	10	21	8	
Neither disagree nor agree	12	50	28	
Agree	40	25	45	
Strongly agree	31	4	9	

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

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

**Table N2.1****Supports for Learning – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers give students a chance to take part in classroom discussions or activities.</b>				
Strongly disagree	9	0	8	
Disagree	9	6	0	
Neither disagree nor agree	19	31	25	
Agree	37	50	55	
Strongly agree	26	13	13	
<b>This school is a supportive and inviting place for students to learn.</b>				
Strongly disagree	12	0	6	
Disagree	5	10	4	
Neither disagree nor agree	24	54	26	
Agree	33	31	55	
Strongly agree	26	4	9	
<b>Teachers go out of their way to help students.</b>				
Strongly disagree	12	0	6	
Disagree	5	15	15	
Neither disagree nor agree	26	44	32	
Agree	28	33	36	
Strongly agree	30	8	11	
<b>Teachers help students catch up when they return from an absence.</b>				
Strongly disagree	12	2	13	
Disagree	16	17	15	
Neither disagree nor agree	21	44	26	
Agree	33	29	34	
Strongly agree	19	8	11	

*Question HS/MS N.5-8: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence.*

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

**Table N2.1*****Supports for Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>My teachers give me useful feedback on my work.</b>				
Strongly disagree	7	4	6	
Disagree	7	15	9	
Neither disagree nor agree	21	48	30	
Agree	43	25	43	
Strongly agree	21	8	11	
<b>My classroom is so crowded it is hard to concentrate and learn.</b>				
Strongly disagree	32	10	15	
Disagree	24	33	37	
Neither disagree nor agree	14	48	35	
Agree	14	6	10	
Strongly agree	16	2	4	

*Question HS/MS N.9, 42: How strongly do you agree or disagree with the following statements about your school?... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students pay attention in class.</b>				
Strongly disagree	19	10	10	
Disagree	8	25	15	
Neither disagree nor agree	42	56	48	
Agree	25	6	25	
Strongly agree	6	2	2	
<b>Students try their best in school.</b>				
Strongly disagree	16	13	8	
Disagree	11	8	12	
Neither disagree nor agree	41	67	56	
Agree	24	13	23	
Strongly agree	8	0	2	
<b>Students usually follow the rules at school.</b>				
Strongly disagree	16	10	8	
Disagree	14	15	6	
Neither disagree nor agree	32	60	44	
Agree	35	15	38	
Strongly agree	3	0	4	
<b>Students turn in their homework on time.</b>				
Strongly disagree	17	8	8	
Disagree	11	25	23	
Neither disagree nor agree	47	65	52	
Agree	22	2	15	
Strongly agree	3	0	2	

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

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

### 3. Fairness and Respect for Diversity

**Table N3.1**

***Fairness and Respect***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Adults at this school treat all students with respect.</b>				
Strongly disagree	19	2	6	
Disagree	12	13	21	
Neither disagree nor agree	23	54	32	
Agree	28	25	34	
Strongly agree	19	6	8	
<b>Students treat teachers with respect.</b>				
Strongly disagree	21	17	17	
Disagree	23	25	30	
Neither disagree nor agree	33	50	28	
Agree	21	8	21	
Strongly agree	2	0	4	
<b>The school rules are fair.</b>				
Strongly disagree	7	2	6	
Disagree	14	4	4	
Neither disagree nor agree	19	51	30	
Agree	44	36	47	
Strongly agree	16	6	13	
<b>All students are treated fairly when they break school rules.</b>				
Strongly disagree	17	2	9	
Disagree	14	9	17	
Neither disagree nor agree	24	57	25	
Agree	29	21	38	
Strongly agree	17	11	11	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>				
Strongly disagree	46	28	42	
Disagree	11	28	27	
Neither disagree nor agree	19	38	19	
Agree	14	4	8	
Strongly agree	11	2	4	
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>				
Strongly disagree	24	21	42	
Disagree	14	29	13	
Neither disagree nor agree	22	40	31	
Agree	27	10	10	
Strongly agree	14	0	4	
<b>Students in this school respect each other's differences.</b>				
Strongly disagree	16	4	12	
Disagree	16	11	10	
Neither disagree nor agree	24	57	25	
Agree	19	21	42	
Strongly agree	24	6	12	
<b>Adults in this school respect differences in students.</b>				
Strongly disagree	5	2	12	
Disagree	0	8	2	
Neither disagree nor agree	19	48	27	
Agree	46	25	38	
Strongly agree	30	17	21	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>				
Strongly disagree	8	2	6	
Disagree	8	4	0	
Neither disagree nor agree	16	54	40	
Agree	43	31	38	
Strongly agree	24	8	15	

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

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

## 4. Disciplinary Environment

**Table N4.1**

***Consistency and Clarity of Rules and Expectations***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school clearly informs students what would happen if they break school rules.</b>				
Strongly disagree	2	2	6	
Disagree	12	4	2	
Neither disagree nor agree	26	48	28	
Agree	36	35	47	
Strongly agree	24	10	17	
<b>Rules in this school are made clear to students.</b>				
Strongly disagree	7	2	2	
Disagree	10	8	11	
Neither disagree nor agree	17	52	21	
Agree	37	31	55	
Strongly agree	29	6	11	
<b>This school makes it clear how students are expected to act.</b>				
Strongly disagree	8	2	2	
Disagree	5	6	2	
Neither disagree nor agree	25	50	32	
Agree	43	35	53	
Strongly agree	20	6	11	

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

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

**Table N4.2*****Disciplinary Harshness***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>The rules in this school are too strict.</b>				
Strongly disagree	16	13	8	
Disagree	16	27	34	
Neither disagree nor agree	40	58	38	
Agree	23	0	19	
Strongly agree	5	2	2	
<b>It is easy for students to get kicked out of class or get suspended.</b>				
Strongly disagree	19	4	9	
Disagree	19	17	23	
Neither disagree nor agree	14	48	45	
Agree	33	21	19	
Strongly agree	16	10	4	
<b>Students get in trouble for breaking small rules.</b>				
Strongly disagree	7	2	10	
Disagree	12	13	19	
Neither disagree nor agree	21	50	38	
Agree	42	25	29	
Strongly agree	19	10	4	
<b>Teachers are very strict here.</b>				
Strongly disagree	12	6	2	
Disagree	15	23	42	
Neither disagree nor agree	39	58	43	
Agree	22	13	11	
Strongly agree	12	0	2	

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

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

## 5. Student Peer Relationships

**Table N5.1**

***Peer Caring Relationships***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students enjoy doing things with each other during school activities.</b>				
Strongly disagree	12	2	2	
Disagree	2	10	6	
Neither disagree nor agree	32	58	26	
Agree	41	25	60	
Strongly agree	12	4	6	
<b>Students care about each other.</b>				
Strongly disagree	17	2	6	
Disagree	15	17	9	
Neither disagree nor agree	27	60	40	
Agree	32	21	38	
Strongly agree	10	0	8	
<b>Students treat each other with respect.</b>				
Strongly disagree	27	6	6	
Disagree	10	15	21	
Neither disagree nor agree	39	56	47	
Agree	15	21	21	
Strongly agree	10	2	6	
<b>Students get along well with each other.</b>				
Strongly disagree	20	6	6	
Disagree	24	10	10	
Neither disagree nor agree	22	58	40	
Agree	24	19	38	
Strongly agree	10	6	6	

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

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

## 6. Social and Emotional Learning

**Table N6.1**

***Supports for Social and Emotional Learning***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school encourages students to feel responsible for how they act.</b>				
Strongly disagree	12	6	8	
Disagree	7	13	6	
Neither disagree nor agree	20	55	32	
Agree	39	17	47	
Strongly agree	22	9	8	
<b>Students are often given rewards for being good.</b>				
Strongly disagree	8	13	8	
Disagree	3	17	29	
Neither disagree nor agree	20	52	39	
Agree	45	15	20	
Strongly agree	25	4	4	
<b>This school encourages students to understand how others think and feel.</b>				
Strongly disagree	15	4	6	
Disagree	7	13	15	
Neither disagree nor agree	27	58	37	
Agree	32	25	37	
Strongly agree	20	0	6	
<b>Students are taught that they can control their own behavior.</b>				
Strongly disagree	12	2	6	
Disagree	7	15	4	
Neither disagree nor agree	22	52	32	
Agree	37	29	55	
Strongly agree	22	2	4	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school helps students solve conflicts with one another.</b>				
Strongly disagree	15	2	4	
Disagree	7	17	13	
Neither disagree nor agree	24	64	38	
Agree	37	13	42	
Strongly agree	17	4	4	
<b>This school encourages students to care about how others feel.</b>				
Strongly disagree	15	4	6	
Disagree	13	9	8	
Neither disagree nor agree	15	55	38	
Agree	40	30	43	
Strongly agree	18	2	6	

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

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

## 7. School Anti-Bullying Climate

Table N7.1

*School Responses to Bullying*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers here make it clear to students that bullying is not tolerated.</b>				
Strongly disagree	5	2	6	
Disagree	5	19	4	
Neither disagree nor agree	17	49	32	
Agree	39	23	40	
Strongly agree	34	6	19	
<b>If another student was bullying me, I would tell one of the teachers or staff at school.</b>				
Strongly disagree	10	13	13	
Disagree	7	19	17	
Neither disagree nor agree	17	50	26	
Agree	41	15	34	
Strongly agree	24	4	9	
<b>Students tell teachers when other students are being bullied.</b>				
Strongly disagree	15	10	17	
Disagree	5	21	13	
Neither disagree nor agree	27	52	38	
Agree	44	17	26	
Strongly agree	10	0	6	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>				
Strongly disagree	12	6	4	
Disagree	5	10	6	
Neither disagree nor agree	27	50	42	
Agree	27	27	34	
Strongly agree	29	6	15	
<b>Students here try to stop bullying when they see it happening.</b>				
Strongly disagree	25	9	17	
Disagree	0	19	4	
Neither disagree nor agree	30	45	48	
Agree	28	19	21	
Strongly agree	18	9	10	

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

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

## 8. Facilities Physical Environment

**Table N8.1**

***Quality of Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>The schoolyard and buildings are clean and in good condition.</b>				
Strongly disagree	16	8	6	
Disagree	3	13	8	
Neither disagree nor agree	32	44	35	
Agree	32	29	38	
Strongly agree	16	6	13	
<b>The school grounds are kept clean.</b>				
Strongly disagree	8	4	6	
Disagree	5	17	8	
Neither disagree nor agree	32	42	25	
Agree	38	31	50	
Strongly agree	16	6	12	

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

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

## 9. Scheduled Lunch

**Table N9.1**

***Scheduled Lunch at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I eat my lunch at the right time of day.</b>				
Strongly disagree	5	6	10	
Disagree	3	10	2	
Neither disagree nor agree	22	48	23	
Agree	41	25	50	
Strongly agree	30	10	15	
<b>I have plenty of time to eat my lunch.</b>				
Strongly disagree	17	10	12	
Disagree	11	6	10	
Neither disagree nor agree	19	40	23	
Agree	17	31	46	
Strongly agree	36	13	10	

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

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

# Appendix

## 2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Upper Lake Community Day				33
Upper Lake High		68	75	
Upper Lake Middle	100			

*Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list.*