

CALIFORNIA HEALTHY KIDS SURVEY



Upper Lake Union High Secondary 2015-2016 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

NEW FEATURE

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table 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 2015–16 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Climate Survey* (CSCS) 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 assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement, as well as overall youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and your Local Control and Accountability Plan (LCAP), 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 survey results are available for downloading from the survey website: chks.wested.org. The California Safe and Supportive Schools website also provides a wealth of information and tools helpful in implementing effective strategies that address the needs identified by the survey in regard to school climate improvement and promoting social-emotional learning. Particularly valuable in regard to LCAP efforts are *Making Sense of School Climate* (californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf) and *Helpful Resources for Local Control and Accountability Plans, 2014-15* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

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

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates 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 and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

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.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being. The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health). To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is also available.

School-Related Core Content

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

- Student grades, truancy, reasons for missing school, learning 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 of, type, and reasons for, 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

A supplementary School Climate Module 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/supplemental1#clim). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

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 Subgroup Results

Several tables are useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

UNDERSTANDING AND USING THE DATA

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/resourcesS3_school/climateguidebook_final.pdf)

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 60%. 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).

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 actions, which can be requested as custom services (additional fees apply), will 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).

Request District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card that aggregates all their results across eight domains can also 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 Report or Analyses

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 the districts identify and address the needs of underserved subgroups.

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 needs identified and 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 school connectedness among students and parent involvement, two of the 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 group 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 stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/workshops.

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. CalMHSa 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. Military Connected School Module	
J. Physical Health & Nutrition Module	
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	X
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	
Q. Cal-Well Module (New This Year)	
R. Gender & Sex-Based Harassment Module (New This Year)	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	80	76	51	57
Final number	59	46	25	38
Average Response Rate	74%	61%	49%	67%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness (high)	45	43	24	41	A4.4
Academic motivation (high)	24	36	8	30	A4.4
Truant more than a few times [†]	0	2	4	8	A4.2
Caring adult relationships (high)	23	30	12	28	A4.4
High expectations (high)	36	51	24	42	A4.4
Meaningful participation (high)	11	9	16	14	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	40	67		54	A5.1
Experienced any harassment or bullying [†]	55	47		41	A5.4
Had mean rumors or lies spread about you [†]	42	60		60	A5.2
Been afraid of being beaten up [†]	13	16		11	A5.3
Been in a physical fight [†]	20	7		20	A5.3
Seen a weapon on campus [†]	13	23		26	A5.6
Been drunk or “high” on drugs at school, ever	2	7		20	A6.9
Mental and Physical Health					
Current alcohol or drug use [‡]	24	30		40	A6.4
Current binge drinking [‡]	7	14		26	A6.5
Very drunk or “high” 7 or more times	5	14		29	A6.6
Current cigarette smoking [‡]	5	0		20	A7.3
Experienced chronic sadness/hopelessness [†]	39	44		47	A8.3
Considered suicide [†]	17	26		32	A8.4

Notes: Cells are empty if there are less than 25 respondents.

[†]Past 12 months; [‡]Past 30 days.

3. Demographics

Table A3.1
Age of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
10 years or younger	0	0	0	0
11 years old	2	0	0	0
12 years old	0	0	0	0
13 years old	0	0	0	0
14 years old	83	0	0	0
15 years old	15	85	0	0
16 years old	0	15	84	3
17 years old	0	0	16	82
18 years old or older	0	0	0	16

Question HS/MS A.3: How old are you?

Note: Cells are empty if there are less than 25 respondents.

Table A3.2
Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	50	41		41
Female	50	59		59

Question HS/MS A.4: What is your sex?

Note: Cells are empty if there are less than 25 respondents.

Table A3.3
Hispanic or Latino

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	76	74	68	70
Yes	24	26	32	30

Question HS/MS A.6: Are you of Hispanic or Latino origin?

Note: Cells are empty if there are less than 25 respondents.

Table A3.4***Race***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native	7	12		18
Asian	5	2		3
Black or African American	2	2		0
Native Hawaiian or Pacific Islander	5	0		3
White	51	62		53
Mixed (two or more) races	29	21		24

Question HS/MS A.7: What is your race?

Note: Cells are empty if there are less than 25 respondents.

Table A3.5***Living Situation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parents or guardian	81	78	96	79
Other relative's home	3	2	4	8
A home with more than one family	7	9	0	0
Friend's home	2	0	0	11
Foster home, group care, or waiting placement	2	2	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	2	0	0	0
Other living arrangement	3	9	0	3

Question HS/MS A.9: 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 25 respondents.

Table A3.6***Highest Education of Parents***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	14	17	40	11
Graduated from high school	29	22	20	32
Attended college but did not complete four-year degree	17	24	24	21
Graduated from college	15	22	16	18
Don't know	25	15	0	18

Question HS/MS A.10: What is the highest level of education your parents completed? (Mark the educational level of the parent who went the furthest in school.)

Note: Cells are empty if there are less than 25 respondents.

Table A3.7***Free or Reduced Price Meals Eligibility***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	3	0	0	3
Yes	81	80	92	86
Don't know	16	20	8	11

Question HS/MS A.11: 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 25 respondents.

Table A3.8***Participation in Migrant Education Program, Past 3 Years***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	63	80	96	76
Yes	7	2	4	8
Don't know	31	18	0	16

Question HS/MS A.12: 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 25 respondents.

Table A3.9***Language Spoken at Home***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	92	86	88	84
Spanish	7	11	12	11
Mandarin	0	0	0	3
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	0	0	0
Vietnamese	2	0	0	0
Korean	0	0	0	0
Other	0	2	0	3

Question HS/MS A.13: What language is spoken most of the time in your home?

Note: Cells are empty if there are less than 25 respondents.

Table A3.10
English Language Proficiency

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	85	89	92	97
Well	14	11	8	3
Not well	2	0	0	0
Not at all	0	0	0	0
speak English?				
Very well	79	95		92
Well	18	5		8
Not well	2	0		0
Not at all	2	0		0
read English?				
Very well	70	88		97
Well	23	12		3
Not well	5	0		0
Not at all	2	0		0
write English?				
Very well	65	81		89
Well	28	19		11
Not well	7	0		0
Not at all	0	0		0

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Note: Cells are empty if there are less than 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	61	77	84	78
1 day	17	9	8	16
2 days	5	7	4	3
3 days	5	2	4	3
4 days	7	0	0	0
5 days	5	5	0	0

Question HS/MS A.18: How many days a week do you usually go to your school's afterschool program?

Note: Cells are empty if there are less than 25 respondents.

Table A3.12***Sexual Identification***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Heterosexual (straight)	75	86		82
Gay or Lesbian or Bisexual	8	14		9
Transgender	2	2		3
Not sure	13	7		9
Decline to respond	11	5		12

Question HS A.120/MS A.110: Which of the following best describes you? (Mark All That Apply.)

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.13***Military Connections***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	98	93		94
Yes	0	5		6
Don't know	2	2		0

Question HS A.119/MS A.109: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports, and Engagements

Table A4.1
Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	7	16	16	14
A's and B's	19	30	20	30
Mostly B's	5	7	20	5
B's and C's	32	16	40	30
Mostly C's	8	7	4	5
C's and D's	19	23	0	16
Mostly D's	5	2	0	0
Mostly F's	5	0	0	0

Question HS/MS A.19: During the past 12 months, how would you describe the grades you mostly received in school?

Note: Cells are empty if there are less than 25 respondents.

Table A4.2
Truancy, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	78	70	72	68
1-2 times	10	16	12	8
A few times	12	11	12	16
Once a month	0	2	0	3
Once a week	0	0	4	0
More than once a week	0	0	0	5

Question HS/MS A.20: During the past 12 months, about how many times did you skip school or cut classes?

Note: Cells are empty if there are less than 25 respondents.

Table A4.3***Reasons for Absence***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, I didn't miss any school	28	33	36	35
Illness (feeling physically sick), including problems with breathing or your teeth	54	44	60	54
Felt very sad, hopeless, anxious, stressed, or angry	16	5	12	27
Didn't get enough sleep	14	7	16	32
Didn't feel safe at school	2	2	4	3
Had to work	0	0	8	8
Had to take care of or help a family member or friend	5	7	8	22
Wanted to spend time with friends who don't go to your school	0	0	4	5
Wanted to use alcohol or drugs	0	0	0	5
Were behind in schoolwork or weren't prepared for a test or class assignment	7	0	20	19
Were bored with or uninterested in school	9	0	16	14
Were suspended	5	0	0	8
Other reason	18	16	8	3

Question HS/MS A.21: 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 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4***School Developmental Supports, Connectedness, and Academic Motivation***

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 10			Grade 11			Grade 12		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total school supports	29	39	32	28	53	19	16	76	8	25	36	39
Caring adults in school	23	50	27	30	56	14	12	76	12	28	44	28
High expectations-adults in school	36	50	14	51	40	9	24	68	8	42	42	17
Meaningful participation at school	11	39	51	9	56	35	16	40	44	14	42	44
<i>School Connectedness</i>	45	40	16	43	55	2	24	72	4	41	30	30
<i>Academic Motivation</i>	24	52	24	36	39	25	8	64	28	30	57	14

Note: Cells are empty if there are less than 25 respondents.

Table A4.5
School Connectedness Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I feel close to people at this school.				
Strongly disagree	5	2	8	16
Disagree	10	7	8	14
Neither disagree nor agree	31	32	32	24
Agree	32	39	40	35
Strongly agree	22	20	12	11
I am happy to be at this school.				
Strongly disagree	11	7	4	16
Disagree	11	9	16	24
Neither disagree nor agree	26	32	40	22
Agree	37	39	40	30
Strongly agree	16	14	0	8
I feel like I am part of this school.				
Strongly disagree	7	7	8	22
Disagree	18	5	8	14
Neither disagree nor agree	21	20	24	19
Agree	30	45	60	30
Strongly agree	25	23	0	16
The teachers at this school treat students fairly.				
Strongly disagree	5	2	8	16
Disagree	9	16	20	14
Neither disagree nor agree	33	20	32	38
Agree	36	50	36	24
Strongly agree	17	11	4	8
I feel safe in my school.				
Strongly disagree	4	2	4	11
Disagree	14	5	4	9
Neither disagree nor agree	28	26	24	17
Agree	39	49	52	51
Strongly agree	16	19	16	11

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 25 respondents.

Table A4.6***Academic Motivation Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	2	4	8
Disagree	4	2	0	5
Neither disagree nor agree	18	25	16	3
Agree	46	30	64	65
Strongly agree	32	41	16	19
I try hard at school because I am interested in my work.				
Strongly disagree	5	5	8	8
Disagree	12	5	8	14
Neither disagree nor agree	34	25	36	22
Agree	33	34	48	39
Strongly agree	16	32	0	17
I work hard to try to understand new things at school.				
Strongly disagree	3	2	4	5
Disagree	9	2	8	8
Neither disagree nor agree	22	25	16	19
Agree	40	39	68	41
Strongly agree	26	32	4	27
I am always trying to do better in my schoolwork.				
Strongly disagree	3	2	4	5
Disagree	3	2	0	5
Neither disagree nor agree	15	32	36	5
Agree	44	30	48	46
Strongly agree	34	34	12	38

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.

Note: Cells are empty if there are less than 25 respondents.

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>Caring Relationships</i>				
who really cares about me.				
Not at all true	25	9	16	31
A little true	26	34	32	19
Pretty much true	28	36	40	28
Very much true	21	20	12	22
who notices when I'm not there.				
Not at all true	18	9	12	22
A little true	34	42	44	28
Pretty much true	27	28	32	22
Very much true	21	21	12	28
who listens to me when I have something to say.				
Not at all true	13	14	8	22
A little true	31	35	28	25
Pretty much true	33	26	48	25
Very much true	24	26	16	28
<i>High Expectations</i>				
who tells me when I do a good job.				
Not at all true	14	12		11
A little true	32	33		31
Pretty much true	32	42		25
Very much true	21	14		33
who always wants me to do my best.				
Not at all true	11	5	4	9
A little true	20	19	20	29
Pretty much true	31	23	56	29
Very much true	38	53	20	34
who believes that I will be a success.				
Not at all true	15	9	8	17
A little true	25	16	12	36
Pretty much true	25	30	48	17
Very much true	35	44	32	31

Question HS/MS A.35-40: At my school, there is a teacher or some other adult... who really cares about me... who tells me when I do a good job... who notices when I am not there... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

Note: Cells are empty if there are less than 25 respondents.

Table A4.7***School Developmental Supports Scale Questions - Continued***

At school...	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
<i>Opportunities for Meaningful Participation</i>				
I do interesting activities.				
Not at all true	14	9	8	33
A little true	41	30	32	22
Pretty much true	24	40	40	19
Very much true	21	21	20	25
I help decide things like class activities or rules.				
Not at all true	63	40	48	53
A little true	16	37	28	28
Pretty much true	12	16	12	14
Very much true	9	7	12	6
I do things that make a difference.				
Not at all true	32	26	44	33
A little true	38	40	28	36
Pretty much true	20	23	12	17
Very much true	11	12	16	14

Question HS/MS A.41-43: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

Note: Cells are empty if there are less than 25 respondents.

Table A4.8***Parent Involvement in School***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	5	2	4	19
Disagree	9	7	32	24
Neither disagree nor agree	41	36	40	27
Agree	33	45	20	24
Strongly agree	12	9	4	5
Parents feel welcome to participate at this school.				
Strongly disagree	4	2		11
Disagree	5	7		11
Neither disagree nor agree	42	39		46
Agree	37	45		27
Strongly agree	12	7		5
School staff takes parent concerns seriously.				
Strongly disagree	7	7	8	16
Disagree	9	9	20	19
Neither disagree nor agree	40	49	48	46
Agree	28	28	16	14
Strongly agree	17	7	8	5

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.

Note: Cells are empty if there are less than 25 respondents.

Table A4.9***Quality of School Physical Environment***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	2	2	4	14
Disagree	7	11	20	19
Neither disagree nor agree	31	34	24	30
Agree	45	41	52	35
Strongly agree	16	11	0	3

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

Note: Cells are empty if there are less than 25 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	20	12		17
Safe	20	56		37
Neither safe nor unsafe	49	26		37
Unsafe	5	7		3
Very unsafe	5	0		6

Question HS A.91/MS A.81: How safe do you feel when you are at school?

Note: Cells are empty if there are less than 25 respondents.

Table A5.2

Verbal Harassment

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
<i>had mean rumors or lies spread about you?</i>				
0 times	58	40		40
1 time	15	36		23
2 to 3 times	7	12		11
4 or more times	20	12		26
<i>had sexual jokes, comments, or gestures made to you?</i>				
0 times	64	60		46
1 time	7	5		11
2 to 3 times	9	12		20
4 or more times	20	23		23
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	53	70		51
1 time	11	5		14
2 to 3 times	22	14		11
4 or more times	15	12		23
<i>been made fun of, insulted, or called names?</i>				
0 times	44	44		49
1 time	20	23		9
2 to 3 times	9	16		20
4 or more times	27	16		23

Question HS A.95-97, 106/MS A.86-88, 97: 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?

Note: Cells are empty if there are less than 25 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	64	72		71
1 time	16	9		9
2 to 3 times	5	5		11
4 or more times	15	14		9
been afraid of being beaten up?				
0 times	87	84		89
1 time	4	9		6
2 to 3 times	4	0		3
4 or more times	5	7		3
been in a physical fight?				
0 times	80	93		80
1 time	9	0		11
2 to 3 times	4	7		6
4 or more times	7	0		3
been threatened with harm or injury?				
0 times	78	93		83
1 time	9	0		6
2 to 3 times	5	0		6
4 or more times	7	7		6
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	91	93		86
1 time	4	0		6
2 to 3 times	2	2		6
4 or more times	4	5		3
been offered, sold, or given an illegal drug?				
0 times	91	84		53
1 time	4	9		9
2 to 3 times	0	5		21
4 or more times	5	2		18

Question HS A.92-94, 99, 103, 105/MS A.83-85, 90, 94, 96: 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 25 respondents.

Table A5.4**Reasons for Harassment on School Property, Past 12 Months**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	81	81		82
1 time	9	7		0
2 or more times	9	12		18
Religion				
0 times	90	95		88
1 time	2	2		3
2 or more times	8	2		9
Gender (being male or female)				
0 times	91	90		91
1 time	4	0		0
2 or more times	6	10		9
Because you are gay or lesbian or someone thought you were				
0 times	81	81		85
1 time	6	2		3
2 or more times	13	17		12
A physical or mental disability				
0 times	98	90		94
1 time	0	2		0
2 or more times	2	7		6
Any of the above five hate-crime reasons				
	42	35		24
Any other reason				
0 times	70	64		70
1 time	11	19		12
2 or more times	19	17		18
Any harassment				
	55	47		41

Question HS A.107-112/MS A.98-103: 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.

Note: Cells are empty if there are less than 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had your property stolen or deliberately damaged				
0 times	65	63		74
1 time	11	21		14
2 to 3 times	9	9		9
4 or more times	15	7		3
Damaged school property on purpose				
0 times	91	88		91
1 time	4	12		3
2 to 3 times	0	0		3
4 or more times	5	0		3

Question HS A.98, 100/MS A.89, 91: 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 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Carried a gun				
0 times	96	98		94
1 time	0	2		0
2 to 3 times	0	0		3
4 or more times	4	0		3
Carried any other weapon (such as a knife or club)				
0 times	87	93		89
1 time	4	2		0
2 to 3 times	4	2		3
4 or more times	5	2		9
Seen someone carrying a gun, knife, or other weapon				
0 times	87	77		74
1 time	4	12		11
2 to 3 times	0	9		6
4 or more times	9	2		9

Question HS A.101, 102, 104/MS A.92, 93, 95: 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 25 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	38	64		60	A6.2
Current alcohol or drugs	24	30		40	A6.4
Current heavy drug users	5	5		9	A6.4
Current heavy alcohol user (binge drinker)	7	14		26	A6.4
Current alcohol or drug use on school property	7	2		17	A6.10

Note: Cells are empty if there are less than 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	71	55		40
1 time	5	14		6
2 to 3 times	9	14		14
4 or more times	16	18		40
Marijuana				
0 times	75	59		51
1 time	9	16		6
2 to 3 times	4	5		11
4 or more times	12	20		31
Inhalants (to get “high”)				
0 times	95	100		88
1 time	2	0		0
2 to 3 times	2	0		0
4 or more times	2	0		12
Cocaine, Methamphetamine, or any amphetamines				
0 times	96	100		89
1 time	0	0		0
2 to 3 times	2	0		6
4 or more times	2	0		6
Ecstasy, LSD, or other psychedelics				
0 times	96	98		88
1 time	0	2		6
2 to 3 times	0	0		0
4 or more times	4	0		6
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	95	89		85
1 time	0	2		0
2 to 3 times	2	5		6
4 or more times	3	5		9
<i>Any of the above AOD use</i>	38	64		60

Question HS A.47-50, 52, 57/MS A.48-50, 52: 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 25 respondents.

Table A6.2***Lifetime AOD Use – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Prescription pain medication, tranquilizers, or sedatives				
0 times	88	91		83
1 time	3	0		3
2 to 3 times	5	2		6
4 or more times	3	7		9
Diet Pills				
0 times	91	98		91
1 time	0	2		3
2 to 3 times	0	0		0
4 or more times	9	0		6
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	96	100		86
1 time	0	0		3
2 to 3 times	0	0		3
4 or more times	4	0		9
Cold/Cough Medicines or other over-the-counter medicines				
0 times	79	70		74
1 time	2	2		3
2 to 3 times	3	16		6
4 or more times	16	11		17

Question HS A.53-56: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

Notes: Cells are empty if there are less than 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	29	45		60
Marijuana	25	41		49
Inhalants	5	0		12
Cocaine	4	0		11
Ecstasy, LSD, or other psychedelics	4	2		12
Prescription pain killers, Diet Pills, or other prescription stimulant	16	11		20

Notes: Cells are empty if there are less than 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (at least one drink)	16	23		37
Binge drinking (5 or more drinks in a row)	7	14		26
Marijuana	11	11		20
Inhalants	0	0		6
Prescription medications to get “high” or for reasons other than prescribed	2	2		9
Other drug, pill, or medicine to get “high” or for other than medical reasons	0	2		6
<i>Any drug use</i>	12	14		20
<i>Heavy drug user</i>	5	5		9
<i>Any AOD Use</i>	24	30		40
Two or more drugs at the same time	3	5		11

Question HS A.64-70/MS A.59-62, 63: 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 drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (at least one drink)				
0 days	84	77		63
1 or 2 days	11	16		23
3 to 9 days	4	7		3
10 to 19 days	0	0		3
20 or more days	2	0		9
Binge drinking (5 or more drinks in a row)				
0 days	93	86		74
1 or 2 days	2	7		20
3 to 9 days	3	7		0
10 to 19 days	0	0		3
20 or more days	2	0		3
Marijuana				
0 days	89	89		80
1 or 2 days	5	7		14
3 to 9 days	0	2		3
10 to 19 days	0	0		0
20 or more days	5	2		3

Question HS A.64-66/MS A.59-61: 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 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	80	79		60
1 to 2 times	14	12		17
3 to 6 times	4	5		11
7 or more times	2	5		11
“High” (loaded, stoned, or wasted) from using drugs				
0 times	84	67		60
1 to 2 times	7	14		6
3 to 6 times	5	9		11
7 or more times	4	9		23
Very drunk or “high” 7 or more times	5	14		29

Question HS A.58, 59/MS A.53, 54: 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 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don’t use	80	81		59
0 times	16	16		35
1 time	2	0		0
2 to 3 times	2	0		0
4 or more times	0	2		6
Marijuana				
Does not apply, don’t use	78	74		71
0 times	15	19		24
1 time	5	2		3
2 to 3 times	0	2		0
4 or more times	2	2		3

Question HS A.88, 89: How many times have you tried to quit or stop using... alcohol... marijuana?

Notes: Cells are empty if there are less than 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	84	88		83
1 time	2	9		3
2 times	2	0		3
3 to 6 times	4	2		6
7 or more times	9	0		6

Question HS A.90: 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?

Notes: Cells are empty if there are less than 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	98	93		80
1 to 2 times	2	0		3
3 to 6 times	0	5		3
7 or more times	0	2		14

Question HS A.60/MS A.55: 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 25 respondents.

Table A6.10
Current AOD Use on School Property, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	93	98		83
1 to 2 days	7	2		11
3 or more days	0	0		6
Marijuana				
0 days	100	98		94
1 to 2 days	0	2		6
3 or more days	0	0		0
Any other drug, pill, or medicine to get “high” or for other than medical reasons?				
0 days	100	98		94
1 to 2 days	0	2		6
3 or more days	0	0		0
Any of the above	7	2		17

Question HS A.74-76/MS A.67-69: 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?

Note: Cells are empty if there are less than 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>Perceived Harm of Use...</i>				
Alcohol - drink occasionally				
Great	25	23		20
Moderate	25	37		14
Slight	16	21		57
None	34	19		9
Alcohol - 5 or more drinks once or twice a week				
Great	39	49		37
Moderate	16	26		34
Slight	11	9		20
None	34	16		9
Marijuana - smoke occasionally				
Great	21	31		11
Moderate	18	24		17
Slight	14	12		34
None	46	33		37
Marijuana - smoke once or twice a week				
Great	30	37		14
Moderate	11	26		11
Slight	18	7		37
None	41	30		37
<i>Perceived Difficulty of Obtaining...</i>				
Alcohol				
Very difficult	4	7		6
Fairly difficult	5	12		11
Fairly easy	25	29		23
Very easy	27	29		40
Don't know	38	24		20
Marijuana				
Very difficult	5	5		6
Fairly difficult	5	7		3
Fairly easy	15	33		20
Very easy	35	36		57
Don't know	40	19		14

Question HS A.79-82, 84, 85/MS A.72-75, 77, 78: 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 25 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	12	9		29	A7.2
Current cigarette smoking [‡]	5	0		20	A7.3
Current cigarette smoking at school [‡]	0	0		9	A7.4
Ever tried smokeless tobacco	12	16		22	A7.2
Current smokeless tobacco use [‡]	9	11		6	A7.3
Current smokeless tobacco use at school [‡]	4	2		6	A7.4
Ever used electronic cigarettes or other vaping device	29	30		35	A7.2
Current use of electronic cigarettes or other vaping device [‡]	5	2		11	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	4	0		6	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	7	2		15	A7.5
Attitudes and Correlates					
Occasional smoking great harm	34	36		34	A7.7
Smoking 1-2 packs per day great harm	50	65		63	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	54	64		45	A7.6
Very easy to obtain cigarettes	27	24		49	A7.7

Notes: Cells are empty if there are less than 25 respondents.

[‡]Past 30 days.

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	88	91		71
1 time	3	5		3
2 to 3 times	5	5		6
4 or more times	3	0		20
Smokeless tobacco				
0 times	88	84		78
1 time	2	7		0
2 to 3 times	2	5		6
4 or more times	9	5		17
An electronic cigarette or other vaping device				
0 times	71	70		65
1 time	7	11		6
2 to 3 times	5	9		6
4 or more times	17	9		24

Question HS A.44-46/MS A.45-47: During your life, how many times have you used the following substances? 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 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarette				
Any	5	0		20
Daily (20 or more days)	2	0		11
Smokeless Tobacco				
Any	9	11		6
Daily (20 or more days)	2	2		0
Electronic cigarette				
Any	5	2		11
Daily (20 or more days)	0	0		0

Question HS A.61-63/MS A.56-58: 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 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarette				
0 days	100	100		91
1 or 2 days	0	0		3
3 to 9 days	0	0		0
10 to 19 days	0	0		0
20 or more days	0	0		6
Smokeless Tobacco				
0 days	96	98		94
1 or 2 days	0	2		3
3 to 9 days	2	0		0
10 to 19 days	0	0		3
20 or more days	2	0		0
Electronic cigarette or other vaping device				
0 days	96	100		94
1 or 2 days	4	0		6
3 to 9 days	0	0		0
10 to 19 days	0	0		0
20 or more days	0	0		0

Question HS A.71-73/MS A.64-66: 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 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	84	91		82
0 times	9	7		3
1 time	5	2		6
2 to 3 times	0	0		3
4 or more times	2	0		6

Question HS A.87: How many times have you tried to quit or stop using cigarettes?

Notes: Cells are empty if there are less than 25 respondents.

Table A7.6***Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Neither approve nor disapprove	30	14		39
Somewhat disapprove	17	21		15
Strongly disapprove	54	64		45

Question HS A.86/MS A.79: How do you feel about someone your age smoking one or more packs of cigarettes a day?

Note: Cells are empty if there are less than 25 respondents.

Table A7.7***Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>Perceived Harm of Use...</i>				
Smoke cigarettes occasionally				
Great	34	36		34
Moderate	21	29		20
Slight	14	19		26
None	30	17		20
Smoke 1-2 packs of cigarettes a day				
Great	50	65		63
Moderate	13	12		9
Slight	7	2		20
None	30	21		9
<i>Perceived Difficulty of Obtaining...</i>				
Cigarettes				
Very difficult	2	10		6
Fairly difficult	5	0		6
Fairly easy	24	43		20
Very easy	27	24		49
Don't know	42	24		20

Question HS A.77, 78, 83/MS A.70, 71, 76: 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 25 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times (never)	72	60		64
1 time	7	14		12
2 to 3 times	7	7		18
4 or more times	13	19		6

Question HS A.113/MS A.104: 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 25 respondents.

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	49	33		53
Yes	51	67		47

Question HS A.117/MS A.107: Did you eat breakfast today?

Note: Cells are empty if there are less than 25 respondents.

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	61	56		53
Yes	39	44		47

Question HS A.115/MS A.106: 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 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	83	74		68
Yes	17	26		32

Question HS A.116: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 25 respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	89	91		94
Yes	11	9		6

Question HS A.114/MS A.105: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 25 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports						32	
Caring adults in school						25	
High expectations-adults in school						39	
Meaningful participation at school						11	
<i>School Connectedness</i>						52	
<i>Academic Motivation</i>						26	

Notes: Cells are empty if there are less than 25 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 Developmental Supports and Connectedness by Race/Ethnicity - 10th Grade

Percent of students scoring High (%)	Grade 10						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports							
Caring adults in school							
High expectations-adults in school							
Meaningful participation at school							
<i>School Connectedness</i>						40	
<i>Academic Motivation</i>						36	

Notes: Cells are empty if there are less than 25 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 Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports							
Caring adults in school							
High expectations-adults in school							
Meaningful participation at school							
<i>School Connectedness</i>							
<i>Academic Motivation</i>							

Notes: Cells are empty if there are less than 25 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 Developmental Supports and Connectedness by Race/Ethnicity - 12th Grade

Percent of students scoring High (%)	Grade 12						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports							
Caring adults in school							
High expectations-adults in school							
Meaningful participation at school							
<i>School Connectedness</i>							
<i>Academic Motivation</i>							

Notes: Cells are empty if there are less than 25 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
Current Cigarette Smoking by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked cigarettes in the past 30 days				
Hispanic or Latino				
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	11	0		
Mixed (two or more) races				

Notes: Cells are empty if there are less than 25 respondents.

10. Gender Breakdowns

Table A10.1
School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports	21	33	28					
Caring adults in school	18	30	32					
High expectations-adults in school	29	41	60					
Meaningful participation at school	4	18	8					
<i>School Connectedness</i>								
	38	50	48					
<i>Academic Motivation</i>								
	34	14	64					

Note: Cells are empty if there are less than 25 respondents.

Table A10.2
Selected Alcohol and Drug Use Measures by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	28	32	36					
use inhalants?	3	7	0					
smoke marijuana?	21	29	40					
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	7	26	20					
use inhalants?	0	0	0					
smoke marijuana?	11	11	8					
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	15	21						
been “high” from using drugs?	15	18						
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	0	14	8					
AOD Use at School								
During your life, have you ever been drunk or “high” on school property?	4	0						
During the past 30 days, did you use marijuana on school property?	0	0	4					
Perceived Harm								
<i>Frequent use of...is harmful.^A</i>								
alcohol (five or more drinks once or twice a week)	72	58	80					
marijuana (once or twice a week)	62	54	68					

Notes: Cells are empty if there are less than 25 respondents.

^ACombines Great, Moderate, and Slight.

Table A10.3
Selected Tobacco Use Measures by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	10	14	4					
During the past 30 days, did you smoke a cigarette?	0	11	0					
During the past 30 days, did you smoke cigarettes daily?	0	4	0					
During the past 30 days, did you smoke cigarettes on school property?	0	0	0					
Frequent use of cigarettes is harmful. (1-2 packs a day) ^A	76	62	80					

Notes: Cells are empty if there are less than 25 respondents.
^ACombines Great, Moderate, and Slight.

Table A10.4
School Safety-Related Indicators by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	21		16					
Religion	7		4					
Gender	14		12					
Gay/lesbian, or someone thought you were	28		20					
Physical/mental disability	3		8					
Any other reason	34		40					
During the past 12 months at school, have you been in a physical fight?	17							
Feels safe at school	41	36	68					
Currently belong to a gang	10		8					

Note: Cells are empty if there are less than 25 respondents.

Table A10.5
Physical and Mental Health Measures by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Eating of breakfast	52		60					
Chronic sad or hopeless feelings	48		48					

Note: Cells are empty if there are less than 25 respondents.

School Climate Module

1. Module Sample

Table M1.1

Student Sample for School Climate Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	80	76	51	57
Final number	53	43	22	34
Average Response Rate	66%	57%	43%	60%

2. Supports for Learning & Student Academic Engagement

Table M2.1

Supports for Learning

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Students at this school are motivated to learn.				
Strongly disagree	26	7		21
Disagree	9	14		41
Neither disagree nor agree	55	55		32
Agree	4	19		6
Strongly agree	6	5		0
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	9	7		15
Disagree	8	7		21
Neither disagree nor agree	38	24		21
Agree	30	45		35
Strongly agree	15	17		9
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	9	7		15
Disagree	9	10		18
Neither disagree nor agree	38	40		29
Agree	28	31		29
Strongly agree	15	12		9
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	15	12		12
Disagree	2	7		21
Neither disagree nor agree	40	41		29
Agree	29	29		32
Strongly agree	13	10		6

Question HS/MS M.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 25 respondents.

Table M2.1**Supports for Learning – Continued**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	11	5		15
Disagree	4	5		12
Neither disagree nor agree	38	24		21
Agree	26	50		38
Strongly agree	21	17		15
This school is a supportive and inviting place for students to learn.				
Strongly disagree	9	7		12
Disagree	8	7		18
Neither disagree nor agree	42	33		26
Agree	19	45		35
Strongly agree	23	7		9
Teachers go out of their way to help students.				
Strongly disagree	9	2		9
Disagree	8	7		32
Neither disagree nor agree	42	45		18
Agree	23	38		35
Strongly agree	19	7		6
Teachers help students catch up when they return from an absence.				
Strongly disagree	15	10		21
Disagree	6	17		29
Neither disagree nor agree	45	38		26
Agree	21	29		21
Strongly agree	13	7		3

Question HS/MS M.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 25 respondents.

Table M2.1***Supports for Learning – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My teachers give me useful feedback on my work.				
Strongly disagree	9	10		15
Disagree	8	7		29
Neither disagree nor agree	34	36		15
Agree	32	38		35
Strongly agree	17	10		6
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	8	8		24
Disagree	21	32		18
Neither disagree nor agree	48	50		36
Agree	15	8		9
Strongly agree	8	3		12

Question HS/MS M.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 25 respondents.

Table M2.2***Student Academic Mindset and Learning Engagement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Students pay attention in class.				
Strongly disagree	10	5		18
Disagree	12	24		30
Neither disagree nor agree	59	55		33
Agree	14	16		12
Strongly agree	4	0		6
Students try their best in school.				
Strongly disagree	8	3		18
Disagree	18	21		24
Neither disagree nor agree	57	63		42
Agree	10	13		9
Strongly agree	6	0		6
Students usually follow the rules at school.				
Strongly disagree	8	5		15
Disagree	13	26		21
Neither disagree nor agree	60	39		27
Agree	15	29		30
Strongly agree	4	0		6
Students turn in their homework on time.				
Strongly disagree	8	13		18
Disagree	16	26		30
Neither disagree nor agree	53	47		36
Agree	18	13		9
Strongly agree	4	0		6

Question HS/MS M.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 25 respondents.

3. Fairness and Respect for Diversity

Table M3.1

Fairness and Respect

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Adults at this school treat all students with respect.				
Strongly disagree	13	12		18
Disagree	6	17		32
Neither disagree nor agree	36	33		26
Agree	32	33		18
Strongly agree	13	5		6
Students treat teachers with respect.				
Strongly disagree	15	19		21
Disagree	9	24		53
Neither disagree nor agree	47	40		18
Agree	19	12		6
Strongly agree	9	5		3
The school rules are fair.				
Strongly disagree	13	5		9
Disagree	8	12		21
Neither disagree nor agree	32	33		29
Agree	30	36		29
Strongly agree	17	14		12
All students are treated fairly when they break school rules.				
Strongly disagree	15	12		18
Disagree	9	10		24
Neither disagree nor agree	38	40		21
Agree	25	29		24
Strongly agree	13	10		15

Question HS/MS M.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 25 respondents.

Table M3.2
Respect for Diversity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	31	38		33
Disagree	14	28		24
Neither disagree nor agree	43	23		21
Agree	8	13		12
Strongly agree	4	0		9
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	22	31		30
Disagree	20	31		27
Neither disagree nor agree	49	26		27
Agree	6	10		6
Strongly agree	2	3		9
Students in this school respect each other's differences.				
Strongly disagree	10	8		18
Disagree	6	18		3
Neither disagree nor agree	55	38		33
Agree	18	26		30
Strongly agree	10	10		15
Adults in this school respect differences in students.				
Strongly disagree	6	5		9
Disagree	10	3		6
Neither disagree nor agree	47	28		33
Agree	27	44		30
Strongly agree	10	21		21

Question HS/MS M.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 25 respondents.

Table M3.2***Respect for Diversity – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	4	3		12
Disagree	6	0		6
Neither disagree nor agree	51	59		55
Agree	24	26		15
Strongly agree	14	13		12

Question HS/MS M.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 25 respondents.

4. Disciplinary Environment

Table M4.1

Consistency and Clarity of Rules and Expectations

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	13	7		9
Disagree	0	10		21
Neither disagree nor agree	33	17		21
Agree	37	43		32
Strongly agree	17	24		18
Rules in this school are made clear to students.				
Strongly disagree	6	5		9
Disagree	2	2		12
Neither disagree nor agree	41	44		32
Agree	35	37		35
Strongly agree	16	12		12
This school makes it clear how students are expected to act.				
Strongly disagree	4	2		6
Disagree	4	7		15
Neither disagree nor agree	41	32		44
Agree	33	44		24
Strongly agree	18	15		12

Question HS/MS M.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 25 respondents.

Table M4.2
Disciplinary Harshness

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The rules in this school are too strict.				
Strongly disagree	17	7		24
Disagree	9	31		32
Neither disagree nor agree	55	45		26
Agree	9	10		15
Strongly agree	9	7		3
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	12	10		18
Disagree	10	21		32
Neither disagree nor agree	37	43		26
Agree	25	14		15
Strongly agree	17	12		9
Students get in trouble for breaking small rules.				
Strongly disagree	11	5		18
Disagree	11	12		26
Neither disagree nor agree	47	49		24
Agree	17	26		21
Strongly agree	13	9		12
Teachers are very strict here.				
Strongly disagree	14	5		9
Disagree	8	24		35
Neither disagree nor agree	51	59		53
Agree	18	10		3
Strongly agree	10	2		0

Question HS/MS M.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 25 respondents.

5. Student Peer Relationships

Table M5.1

Peer Caring Relationships

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Students enjoy doing things with each other during school activities.				
Strongly disagree	4	7		6
Disagree	6	7		29
Neither disagree nor agree	50	34		18
Agree	16	41		38
Strongly agree	24	10		9
Students care about each other.				
Strongly disagree	4	5		12
Disagree	10	12		26
Neither disagree nor agree	52	51		41
Agree	22	29		15
Strongly agree	12	2		6
Students treat each other with respect.				
Strongly disagree	8	12		9
Disagree	13	15		26
Neither disagree nor agree	52	49		41
Agree	15	20		18
Strongly agree	13	5		6
Students get along well with each other.				
Strongly disagree	4	12		12
Disagree	8	2		21
Neither disagree nor agree	53	59		38
Agree	22	27		21
Strongly agree	12	0		9

Question HS/MS M.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 25 respondents.

6. Social and Emotional Learning

Table M6.1

Supports for Social and Emotional Learning

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
This school encourages students to feel responsible for how they act.				
Strongly disagree	2	10		6
Disagree	6	2		21
Neither disagree nor agree	49	44		41
Agree	24	39		21
Strongly agree	18	5		12
Students are often given rewards for being good.				
Strongly disagree	6	5		21
Disagree	8	15		26
Neither disagree nor agree	54	56		38
Agree	19	24		15
Strongly agree	13	0		0
This school encourages students to understand how others think and feel.				
Strongly disagree	4	12		18
Disagree	10	5		24
Neither disagree nor agree	54	54		41
Agree	15	24		12
Strongly agree	17	5		6
Students are taught that they can control their own behavior.				
Strongly disagree	6	5		18
Disagree	4	7		21
Neither disagree nor agree	45	39		26
Agree	33	41		24
Strongly agree	12	7		12

Question HS/MS M.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 25 respondents.

Table M6.1***Supports for Social and Emotional Learning – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
This school helps students solve conflicts with one another.				
Strongly disagree	4	10		18
Disagree	9	5		29
Neither disagree nor agree	51	59		32
Agree	23	27		18
Strongly agree	13	0		3
This school encourages students to care about how others feel.				
Strongly disagree	2	10		19
Disagree	8	13		22
Neither disagree nor agree	50	43		41
Agree	27	35		13
Strongly agree	13	0		6

Question HS/MS M.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 25 respondents.

7. School Anti-Bullying Climate

Table M7.1

School Responses to Bullying

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	2	10		12
Disagree	6	5		15
Neither disagree nor agree	44	23		26
Agree	27	35		38
Strongly agree	21	28		9
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	8	8		18
Disagree	8	13		9
Neither disagree nor agree	47	33		24
Agree	20	43		38
Strongly agree	16	5		12
Students tell teachers when other students are being bullied.				
Strongly disagree	2	15		24
Disagree	10	20		21
Neither disagree nor agree	53	53		47
Agree	20	13		6
Strongly agree	14	0		3

Question HS/MS M.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 25 respondents.

Table M7.1***School Responses to Bullying – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	2	8		15
Disagree	6	3		18
Neither disagree nor agree	53	40		38
Agree	20	38		26
Strongly agree	18	13		3
Students here try to stop bullying when they see it happening.				
Strongly disagree	6	18		24
Disagree	4	10		21
Neither disagree nor agree	53	41		35
Agree	24	26		15
Strongly agree	12	5		6

Question HS/MS M.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 25 respondents.

8. Facilities Physical Environment

Table M8.1

Quality of Physical Environment

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	6	3		6
Disagree	6	11		18
Neither disagree nor agree	49	37		39
Agree	22	39		24
Strongly agree	16	11		12
The school grounds are kept clean.				
Strongly disagree	8	5		6
Disagree	2	13		21
Neither disagree nor agree	53	34		24
Agree	29	42		33
Strongly agree	8	5		15

Question HS/MS M.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 25 respondents.

9. Scheduled Lunch

Table M9.1

Scheduled Lunch at School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I eat my lunch at the right time of day.				
Strongly disagree	10	8		15
Disagree	6	8		12
Neither disagree nor agree	58	29		24
Agree	17	45		30
Strongly agree	8	11		18
I have plenty of time to eat my lunch.				
Strongly disagree	10	11		21
Disagree	18	21		27
Neither disagree nor agree	45	24		21
Agree	16	45		21
Strongly agree	10	0		9

Question HS/MS M.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 25 respondents.