

CALIFORNIA HEALTHY KIDS SURVEY



William & Marian Ghidotti High Secondary 2017-2018 Main Report

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

Hilva Chan
California Department of Education
Coordinated School Health and Safety Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:

William & Marian Ghidotti High School. *California Healthy Kids Survey, 2017-18: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 23 Jan 2018
CDS code: 29663570112367

Contents

	Page
List of Tables	iii
PREFACE	viii
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	11
5. School Violence, Victimization, and Safety	22
6. Alcohol and Other Drug Use	28
7. Tobacco Use	41
8. Other Physical and Mental Health Risks	48
9. Race/Ethnic Breakdowns	50
10. Gender Breakdowns	55
B. Alcohol and Other Drugs (AOD) Module	57
1. Module Sample	57
2. Summary of Key Indicators	58
3. Alcohol, Tobacco, and Marijuana Consumption Patterns	59
4. Reasons for and Consequences of AOD Consumption	62
5. Supports to Reduce AOD Use	66
6. Availability	67
7. Influences on ATOD Use	69
8. School Suspension	73
G. Drug Free Communities (DFC) Module	74
1. Module Sample	74
2. Prescription Drug Use	75
3. Disapproval of Prescription Drug Use	76
4. Perceived Harm from Marijuana and Prescription Drug Use	77
N. School Climate Module	78
1. Module Sample	78
2. Supports for Learning & Student Academic Engagement	79

3. Fairness and Respect for Diversity	83
4. Disciplinary Environment	87
5. Student Peer Relationships	89
6. Social and Emotional Learning	90
7. School Anti-Bullying Climate	92
8. College and Career Planning	94
9. Facilities Physical Environment	95
10. Scheduled Lunch and Drinkable Water	96

List of Tables

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

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

A9.9	Any Marijuana Use in the Past 30 Days by Race/Ethnicity	54
A9.10	Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity	54
10.	Gender Breakdowns	55
A10.1	School Supports and Engagement by Gender	55
A10.2	Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender	56
	B. Alcohol and Other Drugs (AOD) Module	57
1.	Module Sample	57
B1.1	Student Sample for AOD Module	57
2.	Summary of Key Indicators	58
B2.1	Key Indicators of Alcohol and Other Drug Use	58
3.	Alcohol, Tobacco, and Marijuana Consumption Patterns	59
B3.1	Age of Onset – AOD Use	59
B3.2	Age of Onset – Tobacco Use	60
B3.3	Usual Alcohol Consumption Level	60
B3.4	Usual Marijuana Consumption Level	61
B3.5	E-Cigarette Consumption	61
4.	Reasons for and Consequences of AOD Consumption	62
B4.1	Reasons for AOD Use in the Past 12 Months	62
B4.2	Problems Caused by AOD Use	63
B4.3	Alcohol or Other Drug Use Caused Negative Experiences	64
B4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession	65
5.	Supports to Reduce AOD Use	66
B5.1	Needed Counseling for Use	66
B5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	66
B5.3	Talked with Parent About AOD Use	66
6.	Availability	67
B6.1	Sources for Obtaining Alcohol	67
B6.2	Sources for Obtaining Marijuana	68
7.	Influences on ATOD Use	69
B7.1	Personal Disapproval of AOD Use	69
B7.2	Parent Disapproval of ATOD Use	70
B7.3	Peer Disapproval of ATOD Use	71
B7.4	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	72
8.	School Suspension	73
B8.1	Suspension from School, Past 12 Month	73
	G. Drug Free Communities (DFC) Module	74
1.	Module Sample	74
G1.1	Student Sample for DFC Module	74

2. Prescription Drug Use	75
G2.1 Prescription Drug Use, Past 30 Days	75
3. Disapproval of Prescription Drug Use	76
G3.1 Parental Disapproval of Prescription Drug Use	76
G3.2 Peer Disapproval of Prescription Drug Use	76
4. Perceived Harm from Marijuana and Prescription Drug Use	77
G4.1 Perceived Risks Associated with Marijuana and Prescription Drug Use	77
N. School Climate Module	78
1. Module Sample	78
N1.1 Student Sample for School Climate Module	78
2. Supports for Learning & Student Academic Engagement	79
N2.1 Supports for Learning	79
N2.1 Supports for Learning – Continued	80
N2.1 Supports for Learning – Continued	81
N2.2 Student Academic Mindset and Learning Engagement	82
3. Fairness and Respect for Diversity	83
N3.1 Fairness and Respect	83
N3.1 Fairness and Respect – Continued	84
N3.2 Respect for Diversity	85
N3.2 Respect for Diversity – Continued	86
4. Disciplinary Environment	87
N4.1 Consistency and Clarity of Rules and Expectations	87
N4.2 Disciplinary Harshness	88
5. Student Peer Relationships	89
N5.1 Peer Caring Relationships	89
6. Social and Emotional Learning	90
N6.1 Supports for Social and Emotional Learning	90
N6.1 Supports for Social and Emotional Learning – Continued	91
7. School Anti-Bullying Climate	92
N7.1 School Responses to Bullying	92
N7.1 School Responses to Bullying – Continued	93
8. College and Career Planning	94
N8.1 Supports for College and Career Planning	94
9. Facilities Physical Environment	95
N9.1 Quality of Physical Environment	95
10. Scheduled Lunch	96
N10.1 Scheduled Lunch at School	96

N10.2 Clean and Drinkable Water 96

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from this school/district’s 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

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

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website (chks.wested.org), including *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP-Cal_SCHLS.pdf). The California Safe and Supportive Schools website (CaliforniaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module

and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, attendance rate and reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

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

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

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

Supplemental School Climate Module

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

Supplemental Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics.

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

Changes Between Survey Administrations.

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

RESOURCES

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

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- CHKS **factsheets** (chks.wested.org/using-results/factsheets) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

NEXT STEPS

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

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

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

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These

workshops were found to be a highly effective in fostering school climate improvements as part of CDE’s Safe and Supportive School Projects (see CaliforniaS3.wested.org). For more information, email schoolclimate@wested.org.

Compare Results with Other Data

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

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

Data Workshop

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

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results; and
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californiaS3.wested.org/resources/California_State_SCRC_1314.pdf).

District School Climate Report Card

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

Disaggregated Reports

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

Analyze Dataset

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

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

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

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

ACKNOWLEDGMENTS

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

Gregory Austin, Ph.D.
Thomas Hanson, Ph.D.
CalSCHLS Co-Directors, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	51	45
Final number	50	39
Response Rate	98%	87%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness [†]	44	46	A4.6
Academic motivation [†]	46	37	A4.6
Chronic truancy (twice a month or more often) [§]	0	8	A4.2
Caring adult relationships [‡]	24	38	A4.5
High expectations [‡]	35	46	A4.5
Meaningful participation [‡]	9	17	A4.5
Facilities upkeep	64	64	A4.13
School Safety and Substance Use			
School perceived as very safe or safe	92	97	A5.1
Experienced any harassment or bullying [§]	24	23	A5.2
Had mean rumors or lies spread about you [§]	24	15	A5.3
Been afraid of being beaten up [§]	4	0	A5.4
Been in a physical fight [§]	0	0	A5.4
Seen a weapon on campus [§]	8	13	A5.6
Been drunk or “high” on drugs at school, ever	0	3	A6.9
Mental and Physical Health			
Current alcohol or drug use [¶]	8	10	A6.5
Current binge drinking [¶]	0	3	A6.5
Very drunk or “high” 7 or more times	0	5	A6.7
Current cigarette smoking [¶]	0	3	A7.3
Current electronic cigarette use [¶]	2	3	A7.3
Experienced chronic sadness/hopelessness [§]	35	41	A8.3
Considered suicide [§]	22	18	A8.4

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

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

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

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1
Gender of Sample

	Grade 9 %	Grade 11 %
Male	40	36
Female	60	64

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

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

Table A3.2
Hispanic or Latino

	Grade 9 %	Grade 11 %
No	80	97
Yes	20	3

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

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

Table A3.3
Race

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	0	0
Asian	0	3
Black or African American	0	0
Native Hawaiian or Pacific Islander	0	0
White	60	95
Mixed (two or more) races	40	3

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

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

Table A3.4
Living Situation

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	92	95
Other relative's home	0	3
A home with more than one family	6	3
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	2	0

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

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

Table A3.5
Highest Education of Parents

	Grade 9 %	Grade 11 %
Did not finish high school	0	3
Graduated from high school	8	13
Attended college but did not complete four-year degree	28	13
Graduated from college	58	69
Don't know	6	3

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

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

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

	Grade 9 %	Grade 11 %
No	62	72
Yes	28	26
Don't know	10	3

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

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

Table A3.7***Participation in Migrant Education Program, Past 3 Years***

	Grade 9 %	Grade 11 %
No	94	100
Yes	2	0
Don't know	4	0

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

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

Table A3.8***Language Spoken at Home***

	Grade 9 %	Grade 11 %
English	94	100
Spanish	2	0
Mandarin	0	0
Cantonese	0	0
Taiwanese	0	0
Tagalog	0	0
Vietnamese	0	0
Korean	0	0
Other	4	0

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

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

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

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	96	100
Well	4	0
Not well	0	0
Not at all	0	0
speak English?		
Very well	94	100
Well	6	0
Not well	0	0
Not at all	0	0
read English?		
Very well	98	100
Well	2	0
Not well	0	0
Not at all	0	0
write English?		
Very well	94	97
Well	6	3
Not well	0	0
Not at all	0	0
English Language Proficiency Status		
Proficient	94	100
Not proficient	6	0

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

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

Question HS/MS A.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 9 %	Grade 11 %
0 days	94	95
1 day	4	0
2 days	0	3
3 days	0	0
4 days	0	0
5 days	2	3

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

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

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

	Grade 9 %	Grade 11 %
No	92	97
Yes	8	3
Don't know	0	0

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

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

Table A3.13
Sexual Orientation

	Grade 9 %	Grade 11 %
Straight (not gay)	78	69
Gay or Lesbian	0	8
Bisexual	4	13
I am not sure yet	12	5
Something else	0	5
Decline to respond	6	0

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

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

Table A3.14
Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	92	97
Yes, I am transgender	0	0
I am not sure if I am transgender	6	0
Decline to respond	2	3

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

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

4. School Performance, Supports, and Engagement

Table A4.1
Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	20	38
A's and B's	54	36
Mostly B's	12	10
B's and C's	8	10
Mostly C's	6	5
C's and D's	0	0
Mostly D's	0	0
Mostly F's	0	0

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

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

Table A4.2
Truancy, Past 12 Months

	Grade 9 %	Grade 11 %
0 times	70	49
1-2 times	20	23
A few times	8	18
Once a month	2	3
Twice a month	0	8
Once a week	0	0
More than once a week	0	0

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Absences, Past 30 Days***

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	58	51
1 day	32	23
2 days	8	15
3 or more days	2	10

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

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

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

	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	51	47
Illness (feeling physically sick), including problems with breathing or your teeth	29	29
Were being bullied or mistreated at school	2	0
Felt very sad, hopeless, anxious, stressed, or angry	4	18
Didn't get enough sleep	4	8
Didn't feel safe at school or going to and from school	0	0
Had to take care of or help a family member or friend	0	3
Wanted to spend time with friends	0	3
Use alcohol or drugs	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	0	11
Were bored or uninterested in school	0	8
Had no transportation to school	2	0
Other reason	16	16

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

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

Table A4.5***School Environment Scales (Developmental Supports)***

	Grade 9 %	Grade 11 %	Table
Total school supports			
<i>Average Reporting “Very much true”</i>	22	34	
High	30	49	
Moderate	50	46	
Low	20	5	
Caring adults in school			
<i>Average Reporting “Very much true”</i>	24	38	A4.7
High	32	46	
Moderate	64	54	
Low	4	0	
High expectations-adults in school			
<i>Average Reporting “Very much true”</i>	35	46	A4.8
High	46	62	
Moderate	52	38	
Low	2	0	
Meaningful participation at school			
<i>Average Reporting “Very much true”</i>	9	17	A4.9
High	8	21	
Moderate	42	46	
Low	50	33	

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

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

Table A4.6***School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Grade 9 %	Grade 11 %	Table
School Connectedness			
<i>Average Reporting “Strongly agree”</i>	44	46	A4.10
High	86	82	
Moderate	14	13	
Low	0	5	
Academic Motivation			
<i>Average Reporting “Strongly agree”</i>	46	37	A4.11
High	48	36	
Moderate	42	46	
Low	10	18	
Parent Involvement in School			
<i>Average Reporting “Strongly agree”</i>	23	23	A4.12
High	54	41	
Moderate	36	46	
Low	10	13	

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

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

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

	Grade 9 %	Grade 11 %
Caring adults in school		
<i>Average Reporting “Very much true”</i>	24	38
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>		
Not at all true	16	0
A little true	26	26
Pretty much true	38	36
Very much true	20	38
<i>who notices when I’m not there.</i>		
Not at all true	8	0
A little true	26	36
Pretty much true	50	41
Very much true	16	23
<i>who listens to me when I have something to say.</i>		
Not at all true	2	0
A little true	14	15
Pretty much true	48	31
Very much true	36	54

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.

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

Table A4.8***High Expectations Scale Questions***

	Grade 9 %	Grade 11 %
High expectations-adults in school		
<i>Average Reporting “Very much true”</i>	35	46
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>		
Not at all true	12	3
A little true	20	28
Pretty much true	50	41
Very much true	18	28
<i>who always wants me to do my best.</i>		
Not at all true	4	0
A little true	8	8
Pretty much true	40	36
Very much true	48	56
<i>who believes that I will be a success.</i>		
Not at all true	4	0
A little true	20	13
Pretty much true	38	33
Very much true	38	54

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

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

Table A4.9
Meaningful Participation Scale Questions

	Grade 9 %	Grade 11 %
Meaningful participation at school		
<i>Average Reporting “Very much true”</i>	9	17
At school...		
I do interesting activities.		
Not at all true	6	8
A little true	28	31
Pretty much true	42	33
Very much true	24	28
I help decide things like class activities or rules.		
Not at all true	48	23
A little true	36	38
Pretty much true	12	26
Very much true	4	13
I do things that make a difference.		
Not at all true	30	10
A little true	40	46
Pretty much true	20	28
Very much true	10	15
I have a say in how things work.		
Not at all true	46	26
A little true	34	38
Pretty much true	16	21
Very much true	4	15
I help decide school activities or rules.		
Not at all true	58	31
A little true	38	38
Pretty much true	2	15
Very much true	2	15

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

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

Table A4.10
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
School Connectedness		
<i>Average Reporting “Strongly agree”</i>	44	46
I feel close to people at this school.		
Strongly disagree	0	5
Disagree	6	5
Neither disagree nor agree	22	13
Agree	54	41
Strongly agree	18	36
I am happy to be at this school.		
Strongly disagree	0	8
Disagree	4	13
Neither disagree nor agree	12	13
Agree	36	31
Strongly agree	48	36
I feel like I am part of this school.		
Strongly disagree	2	3
Disagree	2	11
Neither disagree nor agree	24	8
Agree	44	45
Strongly agree	28	34
The teachers at this school treat students fairly.		
Strongly disagree	2	3
Disagree	0	3
Neither disagree nor agree	6	3
Agree	32	33
Strongly agree	60	59
I feel safe in my school.		
Strongly disagree	0	5
Disagree	0	0
Neither disagree nor agree	4	3
Agree	32	24
Strongly agree	64	68

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

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

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

	Grade 9 %	Grade 11 %
Academic Motivation		
<i>Average Reporting “Strongly agree”</i>	46	37
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	0	3
Disagree	0	3
Neither disagree nor agree	10	8
Agree	44	36
Strongly agree	46	51
I try hard at school because I am interested in my work.		
Strongly disagree	0	5
Disagree	4	13
Neither disagree nor agree	24	28
Agree	32	31
Strongly agree	40	23
I work hard to try to understand new things at school.		
Strongly disagree	0	3
Disagree	0	3
Neither disagree nor agree	12	15
Agree	42	41
Strongly agree	46	38
I am always trying to do better in my schoolwork.		
Strongly disagree	0	3
Disagree	0	3
Neither disagree nor agree	14	23
Agree	34	36
Strongly agree	52	36

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

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

Table A4.12***Parent Involvement Scale Questions***

	Grade 9 %	Grade 11 %
Parent Involvement in School		
<i>Average Reporting “Strongly agree”</i>	23	23
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	0	3
Disagree	8	15
Neither disagree nor agree	34	33
Agree	36	28
Strongly agree	22	21
Parents feel welcome to participate at this school.		
Strongly disagree	0	5
Disagree	6	15
Neither disagree nor agree	29	33
Agree	41	26
Strongly agree	24	21
School staff takes parent concerns seriously.		
Strongly disagree	0	5
Disagree	2	0
Neither disagree nor agree	34	21
Agree	40	46
Strongly agree	24	28

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

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

Table A4.13
Quality of School Physical Environment

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	0	5
Disagree	0	0
Neither disagree nor agree	2	0
Agree	34	31
Strongly agree	64	64

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	44	51
Safe	48	46
Neither safe nor unsafe	8	3
Unsafe	0	0
Very unsafe	0	0

Question HS A.99/MS A.88: How safe do you feel when you are at school?

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

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

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	94	95
1 time	4	5
2 or more times	2	0
Religion		
0 times	92	90
1 time	4	8
2 or more times	4	3
Gender (being male or female)		
0 times	88	95
1 time	10	5
2 or more times	2	0
Because you are gay or lesbian or someone thought you were		
0 times	100	97
1 time	0	3
2 or more times	0	0
A physical or mental disability		
0 times	98	100
1 time	0	0
2 or more times	2	0
You are an immigrant or someone thought you were		
0 times	98	100
1 time	0	0
2 or more times	2	0
Any of the above six reasons	18	18

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

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

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

	Grade 9 %	Grade 11 %
Any other reason		
0 times	84	87
1 time	6	10
2 or more times	10	3
Any harassment	24	23

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

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

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

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
had mean rumors or lies spread about you?		
0 times	76	85
1 time	14	13
2 to 3 times	8	3
4 or more times	2	0
had sexual jokes, comments, or gestures made to you?		
0 times	82	74
1 time	4	5
2 to 3 times	8	8
4 or more times	6	13
been made fun of because of your looks or the way you talk?		
0 times	76	79
1 time	16	18
2 to 3 times	2	0
4 or more times	6	3
been made fun of, insulted, or called names?		
0 times	84	79
1 time	6	13
2 to 3 times	2	3
4 or more times	8	5

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

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

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
<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	98	100
1 time	0	0
2 to 3 times	2	0
4 or more times	0	0
been afraid of being beaten up?		
0 times	96	100
1 time	4	0
2 to 3 times	0	0
4 or more times	0	0
been threatened with harm or injury?		
0 times	96	100
1 time	2	0
2 to 3 times	0	0
4 or more times	2	0
been in a physical fight?		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
been offered, sold, or given an illegal drug?		
0 times	100	95
1 time	0	5
2 to 3 times	0	0
4 or more times	0	0

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

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

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

	Grade 9 %	Grade 11 %
Had your property stolen or deliberately damaged		
0 times	98	95
1 time	2	3
2 to 3 times	0	3
4 or more times	0	0
Damaged school property on purpose		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0

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

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

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

	Grade 9 %	Grade 11 %
Carried a gun		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Carried any other weapon (such as a knife or club)		
0 times	98	95
1 time	0	0
2 to 3 times	0	3
4 or more times	2	3
Seen someone carrying a gun, knife, or other weapon		
0 times	92	87
1 time	4	5
2 to 3 times	4	3
4 or more times	0	5

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get “high” [†]	18	44	A6.2
Lifetime alcohol or drugs (any use)	24	44	A6.2
Lifetime very drunk or high (7 or more times)	0	5	A6.7
Lifetime drinking and driving involvement	6	3	A6.11
Current alcohol or drugs	8	10	A6.5
Current heavy drug uses	0	3	A6.5
Current heavy alcohol use (binge drinking)	0	3	A6.5
Current alcohol or drug use on school property	0	0	A6.8
Harmfulness of occasional marijuana use [‡]	28	23	A6.12
Difficulty of obtaining marijuana [§]	4	5	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2
Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	16	44
Marijuana	4	16
Inhalants	0	0
Cocaine, Methamphetamine, or any amphetamines	0	0
Heroin	0	0
Ecstasy, LSD, or other psychedelics	0	3
Prescription pain killers, Diet Pills, or other prescription stimulant	12	8
Cold/Cough Medicines or other over-the-counter medicines to get “high”	2	0
Any other drug, pill, or medicine to get “high”	0	0
<i>Any of the above AOD use</i>	24	44
<i>Any illicit AOD use to get “high”[†]</i>	18	44

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

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

Table A6.3
Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	84	56
1 time	10	21
2 to 3 times	4	13
4 or more times	2	10
Marijuana (smoke, vape, eat, or drink)		
0 times	96	84
1 time	2	11
2 to 3 times	0	0
4 or more times	2	5
Inhalants		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Cocaine, Methamphetamine, or any amphetamines		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Heroin		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Ecstasy, LSD, or other psychedelics		
0 times	100	97
1 time	0	0
2 to 3 times	0	3
4 or more times	0	0

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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

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

	Grade 9 %	Grade 11 %
Prescription pain medication or opioids, tranquilizers, or sedatives		
0 times	92	92
1 time	4	0
2 to 3 times	4	5
4 or more times	0	3
Diet Pills		
0 times	94	100
1 time	2	0
2 to 3 times	0	0
4 or more times	4	0
Ritalin™ or Adderall™ or other prescription stimulant		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Cold/Cough Medicines or other over-the-counter medicines to get “high”		
0 times	98	100
1 time	2	0
2 to 3 times	0	0
4 or more times	0	0
Any other drug, pill, or medicine to get “high” or for other than medical reasons		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0

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

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

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

	Grade 9 %	Grade 11 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>		
Smoke it?		
0 times	96	87
1 time	2	8
2 to 3 times	0	0
4 or more times	2	5
In an electronic or e-cigarette or other vaping device?		
0 times	100	95
1 time	0	3
2 to 3 times	0	0
4 or more times	0	3
Eat or drink it in products made with marijuana?		
0 times	94	92
1 time	6	3
2 to 3 times	0	3
4 or more times	0	3

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

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

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

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	8	5
Binge drinking (5 or more drinks in a row)	0	3
Marijuana (smoke, vape, eat, or drink)	0	5
Inhalants	0	0
Prescription drugs to get “high” or for reasons other than prescribed	0	3
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	0
<i>Any drug use</i>	0	5
<i>Heavy drug use</i>	0	3
<i>Any AOD Use</i>	8	10
Two or more substances at the same time	0	0

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

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

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

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

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks)		
0 days	92	95
1 or 2 days	8	5
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	100	97
1 or 2 days	0	3
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	100	95
1 or 2 days	0	5
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0

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

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

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

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	94	87
1 to 2 times	6	10
3 to 6 times	0	0
7 or more times	0	3
“High” (loaded, stoned, or wasted) from using drugs		
0 times	94	90
1 to 2 times	6	5
3 to 6 times	0	0
7 or more times	0	5
Very drunk or “high” 7 or more times	0	5

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A6.8***Current AOD Use on School Property, Past 30 Days***

	Grade 9 %	Grade 11 %
Alcohol		
0 days	100	100
1 to 2 days	0	0
3 or more days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	100	100
1 to 2 days	0	0
3 or more days	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical?		
0 days	100	100
1 to 2 days	0	0
3 or more days	0	0
<i>Any of the above</i>	0	0

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

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

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

	Grade 9 %	Grade 11 %
0 times	100	97
1 to 2 times	0	0
3 to 6 times	0	0
7 or more times	0	3

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

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

Table A6.10
Cessation Attempts

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	98	97
0 times	2	0
1 time	0	0
2 to 3 times	0	0
4 or more times	0	3
Marijuana		
Does not apply, don't use	98	95
0 times	0	0
1 time	2	0
2 to 3 times	0	3
4 or more times	0	3

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

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

Table A6.11
Drinking While Driving, Lifetime

	Grade 9 %	Grade 11 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using		
Never	94	97
1 time	4	0
2 times	0	0
3 to 6 times	0	3
7 or more times	2	0

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

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

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

	Grade 9 %	Grade 11 %
Alcohol - drink occasionally		
Great	12	21
Moderate	20	18
Slight	48	41
None	20	21
Alcohol - 5 or more drinks once or twice a week		
Great	54	62
Moderate	36	31
Slight	4	5
None	6	3
Marijuana - use occasionally		
Great	28	23
Moderate	38	23
Slight	20	31
None	14	23
Marijuana - use daily		
Great	68	51
Moderate	18	26
Slight	4	15
None	10	8

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

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

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

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult	10	5
Fairly difficult	14	5
Fairly easy	20	28
Very easy	24	38
Don't know	32	23
Marijuana		
Very difficult	4	5
Fairly difficult	20	5
Fairly easy	24	18
Very easy	16	46
Don't know	36	26

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	0	5	A7.2
Current cigarette smoking [†]	0	3	A7.3
Current cigarette smoking at school [†]	0	0	A7.4
Ever tried smokeless tobacco	0	3	A7.2
Current smokeless tobacco use [†]	0	0	A7.3
Current smokeless tobacco use at school [†]	0	0	A7.4
Ever used electronic cigarettes	6	10	A7.2
Current use of electronic cigarettes [†]	2	3	A7.3
Current use of electronic cigarettes at school [†]	0	0	A7.4
Cessation Attempts			
Tried to quit or stop using cigarettes	0	8	A7.5
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking [‡]	16	28	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	88	95	A7.6
Difficulty of obtaining cigarettes [§]	12	5	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	100	95
1 time	0	0
2 to 3 times	0	3
4 or more times	0	3
Smokeless tobacco		
0 times	100	97
1 time	0	3
2 to 3 times	0	0
4 or more times	0	0
An electronic cigarette or other vaping device		
0 times	94	90
1 time	4	3
2 to 3 times	0	3
4 or more times	2	5

Question HS A.46-48/MS A.47-49: During your life, how many times have you used the following? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

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

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

	Grade 9 %	Grade 11 %
Cigarettes		
Any	0	3
Daily (20 or more days)	0	0
Smokeless tobacco		
Any	0	0
Daily (20 or more days)	0	0
Electronic cigarettes or other vaping device		
Any	2	3
Daily (20 or more days)	0	0

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

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

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

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

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

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

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

	Grade 9 %	Grade 11 %
Does not apply, don't use	100	92
0 times	0	0
1 time	0	3
2 to 3 times	0	3
4 or more times	0	3

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

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

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

	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally		
Great	16	28
Moderate	65	56
Slight	12	15
None	6	0
Smoke 1 or more packs of cigarettes each day		
Great	88	95
Moderate	6	5
Slight	2	0
None	4	0

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

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

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

	Grade 9 %	Grade 11 %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes		
Great	24	36
Moderate	50	44
Slight	22	18
None	4	3
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes		
Great	68	64
Moderate	24	23
Slight	4	10
None	4	3

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

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

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

	Grade 9 %	Grade 11 %
Cigarettes		
Very difficult	12	5
Fairly difficult	18	18
Fairly easy	20	18
Very easy	6	18
Don't know	44	41
E-Cigarettes or vaping device		
Very difficult	12	5
Fairly difficult	16	23
Fairly easy	8	18
Very easy	18	15
Don't know	46	38

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 11 %
0 times (never)	86	92
1 time	6	5
2 to 3 times	2	3
4 or more times	6	0

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

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

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	26	36
Yes	74	64

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

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

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	65	59
Yes	35	41

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

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

	Grade 9 %	Grade 11 %
No	78	82
Yes	22	18

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?

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

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

	Grade 9 %	Grade 11 %
No	98	100
Yes	2	0

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	13					24	20
Caring adults in school [‡]	13					27	20
High expectations-adults in school [‡]	17					37	32
Meaningful participation at school [‡]	10					10	7
School Connectedness[†]	36					41	47
Academic Motivation[†]	30					53	35
Parent Involvement in School[†]	17					24	22

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

Table A9.2

School Supports and Engagement by Race/Ethnicity - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]						36	
Caring adults in school [‡]						41	
High expectations-adults in school [‡]						49	
Meaningful participation at school [‡]						18	
School Connectedness[†]						47	
Academic Motivation[†]						39	
Parent Involvement in School[†]						24	

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

Table A9.3***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	100	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	93	97
Mixed (two or more) races	90	

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

Table A9.4***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	10	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	17	19
Mixed (two or more) races	20	

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

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

Table A9.5***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	20	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	20	24
Mixed (two or more) races	30	

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

Table A9.6***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

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

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

Table A9.7***Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	0	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	0	3
Mixed (two or more) races	0	

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

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

	Grade 9 %	Grade 11 %
Hispanic or Latino	10	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	3	5
Mixed (two or more) races	16	

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

Table A9.9
Any Marijuana Use in the Past 30 Days by Race/Ethnicity

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

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

Table A9.10
Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	20	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	31	41
Mixed (two or more) races	42	

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
<i>School Environment</i>				
Total school supports [‡]	25	19	36	31
Caring adults in school [‡]	23	25	43	31
High expectations-adults in school [‡]	38	30	52	36
Meaningful participation at school [‡]	13	3	13	26
<i>School Connectedness</i> [†]	42	46	53	34
<i>Academic Motivation</i> [†]	44	49	40	32
<i>Parent Involvement in School</i> [†]	31	12	21	26

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

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

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

Table A10.2

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

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
Perceived Safety at School				
Feel safe or very safe at school	87	100	100	93
Harassment/Bullying at School				
<i>During the past 12 month at school, have you been...</i>				
harassed/bullied for any of the six reasons	23	10	24	7
harassed/bullied for any reasons	27	20	28	14
Current ATOD Use				
<i>During the past 30 days, did you...</i>				
have at least one drink of alcohol at school	0	0	0	0
smoke cigarettes	0	0	4	0
have at least one drink of alcohol	3	16	8	0
use marijuana	0	0	4	7
Mental Health				
Chronic sad or hopeless feelings, past 12 months	46	20	48	29

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	51	45
Final number	50	38
Response Rate	98%	84%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 9 %	Grade 11 %	Table
Alcohol and Marijuana Consumption Patterns			
Usually drank until felt it a lot	0	3	B3.3
Usually used marijuana or other drugs until felt it a lot	0	5	B3.4
Consequences of AOD Consumption			
Caused one or more problems	0	3	B4.2
Caused one or more dependency-related experiences	0	6	B4.3
Supports to Reduce AOD Use			
Very likely find help at school for quitting or reducing use	58	39	B5.2
Strong Personal Disapproval of AOD Use			
Having one or two drinks of any alcoholic beverage nearly every day	82	55	B7.1
Trying marijuana once or twice	49	16	B7.1
Using marijuana once a month or more	70	34	B7.1

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

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
Never	68	53
10 or under	12	3
11-12 years old	8	5
13-14 years old	10	16
15-16 years old	0	24
17 years or older	2	0
Marijuana (smoke, eat, or drink)		
Never	92	82
10 or under	2	3
11-12 years old	0	0
13-14 years old	4	5
15-16 years old	0	11
17 years or older	2	0
Any other illegal drug or pill to get “high”		
Never	98	95
10 or under	0	3
11-12 years old	0	0
13-14 years old	0	0
15-16 years old	0	3
17 years or older	2	0

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

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

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

	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette		
Never	94	89
10 or under	2	3
11-12 years old	2	0
13-14 years old	0	3
15-16 years old	0	5
17 years or older	2	0
Electronic cigarette		
Never	88	87
10 or under	4	3
11-12 years old	0	3
13-14 years old	6	5
15-16 years old	0	3
17 years or older	2	0

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

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

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

	Grade 9 %	Grade 11 %
I don't drink alcohol	94	79
Just enough to feel it a little	6	13
Enough to feel it moderately	0	5
Until I feel it a lot or get really drunk	0	3

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

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

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

	Grade 9 %	Grade 11 %
I don't use drugs	96	89
Just enough to feel a little high	4	5
Enough to feel it moderately	0	0
Until I feel it a lot or get really high	0	5

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

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

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

	Grade 9 %	Grade 11 %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)		
I've never used an e-cigarette or vaping device	92	89
Nicotine or tobacco substitute	2	8
Marijuana or THC	0	5
Amphetamines, cocaine, or heroin	0	0
Alcohol	0	0
A flavored product without nicotine, alcohol, or other drug	8	8
Any other product or substance	0	0

Question HS B.30/MS B.24: Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 9 %	Grade 11 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	86	74
To experiment (try using)	8	16
To get high	0	8
To have a good time with friends	4	11
To fit in with a group you like	0	0
Because of boredom	2	0
To relax	0	8
To get away from problems	0	8
Because of anger or frustration	0	0
To get through the day	0	3
Because it made you feel better	0	5
To seek deeper insights and understanding	0	3
None of the above	6	3

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)

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

Table B4.2***Problems Caused by AOD Use***

	Grade 9 %	Grade 11 %
Doesn't apply; I've never used alcohol or drugs	94	89
I've used alcohol or drugs but never had any problems	6	11
Have problems with emotions, nerves, or mental health	0	0
Get into trouble or have problems with the police	0	3
Have money problems	0	0
Miss school	0	0
Have problems with schoolwork	0	0
Fight with others	0	0
Damage a friendship	0	0
Physically hurt or injure yourself	0	0
Have unwanted or unprotected sex	0	3
Forget what happened or pass out	0	3
Been suspended from school	0	3
<i>One or more problems</i>	0	3

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

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

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

	Grade 9 %	Grade 11 %
Does not apply; I have not used alcohol or drugs	92	86
I use alcohol or drugs but have not experienced any of these things	8	8
Found you had to increase how much you use to have the same effect as before	0	0
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	0	0
Used alcohol or drugs a lot more than you intended	0	3
Used alcohol or drugs when you were alone	0	3
Your use of alcohol or drugs often kept you from doing a normal activity	0	0
You didn't feel OK unless you had something to drink or used a drug	0	3
Thought about reducing or stopping use	0	3
Told yourself you were not going to use but found yourself using anyway	0	6
Spoke with someone about reducing or stopping use	0	3
Attended counseling, a program, or group to help you reduce or stop use	0	3
<i>One or more negative experiences</i>	0	6

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

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

Table B4.4

Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession

	Grade 9 %	Grade 11 %
Very likely	66	50
Likely	20	34
Not likely	0	3
Don't know	14	13

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

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

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 9 %	Grade 11 %
No, I never used alcohol or other drugs	94	87
No, but I do use alcohol or other drugs	6	11
Yes, I have felt that I needed help	0	3

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

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

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 9 %	Grade 11 %
Very likely	58	39
Likely	26	53
Not likely	2	5
Don't know	14	3

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

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

Table B5.3

Talked with Parent About AOD Use

	Grade 9 %	Grade 11 %
No	32	42
Yes	68	58

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 9 %	Grade 11 %
At school	2	3
At parties	12	39
At concerts or other social events	2	5
At their own home	14	39
From adults at friends' homes	0	3
From friends or another teenager	10	39
Get adults to buy it for them	0	8
Buy it themselves from a store	0	8
At bars, clubs, or gambling casinos	0	0
Other	6	11
Don't know	84	61

Question HS B.15/MS B.9: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)

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

Table B6.2
Sources for Obtaining Marijuana

	Grade 9 %	Grade 11 %
At school	2	5
At parties	12	29
At concerts or other social events	2	8
At their own home	12	29
From an adult acquaintance	0	8
From friends or another teenager	16	39
Buy it at a marijuana dispensary	0	5
At bars or clubs	0	3
Other	6	13
Don't know	84	61

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 9 %	Grade 11 %
Having one or two drinks of any alcoholic beverage nearly every day		
Neither approve nor disapprove	4	32
Somewhat disapprove	14	13
Strongly disapprove	82	55
Trying marijuana once or twice		
Neither approve nor disapprove	27	66
Somewhat disapprove	24	18
Strongly disapprove	49	16
Using marijuana once a month or more regularly		
Neither approve nor disapprove	14	42
Somewhat disapprove	16	24
Strongly disapprove	70	34

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

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

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

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	84	68
Wrong	14	21
A little wrong	0	8
Not at all wrong	2	3
Smoke tobacco		
Very wrong	90	84
Wrong	8	14
A little wrong	2	0
Not at all wrong	0	3
Use marijuana		
Very wrong	74	61
Wrong	14	16
A little wrong	8	13
Not at all wrong	4	11
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	96	87
Wrong	4	11
A little wrong	0	0
Not at all wrong	0	3

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

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

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

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	78	42
Wrong	22	32
A little wrong	0	13
Not at all wrong	0	13
Smoke tobacco		
Very wrong	84	53
Wrong	16	26
A little wrong	0	11
Not at all wrong	0	11
Use marijuana		
Very wrong	70	24
Wrong	20	26
A little wrong	6	26
Not at all wrong	4	24
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	84	50
Wrong	16	26
A little wrong	0	11
Not at all wrong	0	13

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

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

Table B7.4

Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months

	Grade 9 %	Grade 11 %
No	2	3
Yes	98	97

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

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

8. School Suspension

Table B8.1

Suspension from School, Past 12 Month

	Grade 9 %	Grade 11 %
No	98	100
Yes	2	0

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

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

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	51	45
Final number	50	38
Response Rate	98%	84%

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Grade 9 %	Grade 11 %
No	98	97
Yes	2	3

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

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Grade 9 %	Grade 11 %
Very wrong	78	79
Wrong	16	13
A little wrong	6	5
Not at all wrong	0	3

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

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Grade 9 %	Grade 11 %
Very wrong	66	50
Wrong	24	32
A little wrong	10	13
Not at all wrong	0	5

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

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 9 %	Grade 11 %
Smoke marijuana once or twice a week		
Great risk	48	18
Moderate risk	34	37
Slight risk	12	21
No risk	6	24
Use prescription drugs that are not prescribed to them		
Great risk	66	76
Moderate risk	28	21
Slight risk	6	0
No risk	0	3

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

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

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	51	45
Final number	50	39
Response Rate	98%	87%

2. Supports for Learning & Student Academic Engagement

Table N2.1

Supports for Learning

	Grade 9 %	Grade 11 %
Students at this school are motivated to learn.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	4	0
Agree	48	36
Strongly agree	48	64
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	8	5
Agree	32	28
Strongly agree	60	67
My teachers work hard to help me with my schoolwork when I need it.		
Strongly disagree	0	0
Disagree	6	0
Neither disagree nor agree	12	8
Agree	48	44
Strongly agree	34	49
Teachers show how classroom lessons are helpful to students in real life.		
Strongly disagree	0	3
Disagree	18	15
Neither disagree nor agree	34	21
Agree	36	31
Strongly agree	12	31

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 9 %	Grade 11 %
Teachers give students a chance to take part in classroom discussions or activities.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	12	3
Agree	50	53
Strongly agree	38	45
This school promotes academic success for all students.		
Strongly disagree	2	0
Disagree	0	0
Neither disagree nor agree	4	6
Agree	40	42
Strongly agree	54	53
This school is a supportive and inviting place for students to learn.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	8	5
Agree	36	38
Strongly agree	56	56
Teachers go out of their way to help students.		
Strongly disagree	0	0
Disagree	6	3
Neither disagree nor agree	18	8
Agree	42	33
Strongly agree	34	56

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

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

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

	Grade 9 %	Grade 11 %
Teachers help students catch up when they return from an absence.		
Strongly disagree	2	0
Disagree	14	5
Neither disagree nor agree	32	21
Agree	40	51
Strongly agree	12	23
My teachers give me useful feedback on my work.		
Strongly disagree	4	3
Disagree	6	5
Neither disagree nor agree	34	15
Agree	42	49
Strongly agree	14	28
My classroom is so crowded it is hard to concentrate and learn.		
Strongly disagree	22	45
Disagree	42	39
Neither disagree nor agree	30	8
Agree	2	3
Strongly agree	4	5

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

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

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

	Grade 9 %	Grade 11 %
Students pay attention in class.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	20	18
Agree	61	58
Strongly agree	18	24
Students try their best in school.		
Strongly disagree	0	0
Disagree	0	3
Neither disagree nor agree	17	3
Agree	54	63
Strongly agree	29	32
Students usually follow the rules at school.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	8	0
Agree	53	71
Strongly agree	39	29
Students turn in their homework on time.		
Strongly disagree	0	0
Disagree	2	0
Neither disagree nor agree	16	16
Agree	63	71
Strongly agree	18	13

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 9 %	Grade 11 %
Adults at this school treat all students with respect.		
Strongly disagree	0	0
Disagree	2	0
Neither disagree nor agree	10	8
Agree	34	41
Strongly agree	54	51
Students treat teachers with respect.		
Strongly disagree	0	0
Disagree	0	3
Neither disagree nor agree	14	18
Agree	52	51
Strongly agree	34	28
The school rules are fair.		
Strongly disagree	0	5
Disagree	2	5
Neither disagree nor agree	10	18
Agree	42	54
Strongly agree	46	18
All students are treated fairly when they break school rules.		
Strongly disagree	0	0
Disagree	0	5
Neither disagree nor agree	20	21
Agree	36	46
Strongly agree	44	28

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

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

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

	Grade 9 %	Grade 11 %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.		
Strongly disagree	0	3
Disagree	0	3
Neither disagree nor agree	36	18
Agree	34	47
Strongly agree	30	29

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

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

Table N3.2
Respect for Diversity

	Grade 9 %	Grade 11 %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.		
Strongly disagree	74	74
Disagree	20	16
Neither disagree nor agree	4	3
Agree	2	3
Strongly agree	0	5
There is a lot of tension in this school between people of different cultures, races, or ethnicities.		
Strongly disagree	64	61
Disagree	20	21
Neither disagree nor agree	12	11
Agree	4	3
Strongly agree	0	5
Students in this school respect each other's differences.		
Strongly disagree	2	0
Disagree	6	3
Neither disagree nor agree	6	13
Agree	40	45
Strongly agree	46	39
Adults in this school respect differences in students.		
Strongly disagree	0	0
Disagree	4	3
Neither disagree nor agree	10	5
Agree	38	39
Strongly agree	48	53

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 9 %	Grade 11 %
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	0	0
Disagree	0	0
Neither disagree nor agree	30	3
Agree	36	55
Strongly agree	34	42

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 9 %	Grade 11 %
This school clearly informs students what would happen if they break school rules.		
Strongly disagree	2	0
Disagree	10	3
Neither disagree nor agree	16	10
Agree	32	54
Strongly agree	40	33
Rules in this school are made clear to students.		
Strongly disagree	0	0
Disagree	14	0
Neither disagree nor agree	18	18
Agree	50	58
Strongly agree	18	24
This school makes it clear how students are expected to act.		
Strongly disagree	0	0
Disagree	2	0
Neither disagree nor agree	14	14
Agree	62	49
Strongly agree	22	38

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 9 %	Grade 11 %
The rules in this school are too strict.		
Strongly disagree	26	10
Disagree	46	38
Neither disagree nor agree	18	31
Agree	10	13
Strongly agree	0	8
It is easy for students to get kicked out of class or get suspended.		
Strongly disagree	6	15
Disagree	33	44
Neither disagree nor agree	47	28
Agree	12	8
Strongly agree	2	5
Students get in trouble for breaking small rules.		
Strongly disagree	2	8
Disagree	34	44
Neither disagree nor agree	52	31
Agree	10	8
Strongly agree	2	10
Teachers are very strict here.		
Strongly disagree	6	8
Disagree	47	58
Neither disagree nor agree	35	21
Agree	12	11
Strongly agree	0	3

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 9 %	Grade 11 %
Students enjoy doing things with each other during school activities.		
Strongly disagree	0	0
Disagree	0	5
Neither disagree nor agree	14	11
Agree	64	50
Strongly agree	22	34
Students care about each other.		
Strongly disagree	0	0
Disagree	4	3
Neither disagree nor agree	14	13
Agree	56	39
Strongly agree	26	45
Students treat each other with respect.		
Strongly disagree	0	0
Disagree	0	3
Neither disagree nor agree	10	24
Agree	64	42
Strongly agree	26	32
Students get along well with each other.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	10	26
Agree	64	37
Strongly agree	26	37

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 9 %	Grade 11 %
This school encourages students to feel responsible for how they act.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	14	18
Agree	50	47
Strongly agree	36	34
Students are often given rewards for being good.		
Strongly disagree	8	0
Disagree	39	24
Neither disagree nor agree	29	53
Agree	20	13
Strongly agree	4	11
This school encourages students to understand how others think and feel.		
Strongly disagree	2	3
Disagree	6	0
Neither disagree nor agree	38	24
Agree	36	50
Strongly agree	18	24
Students are taught that they can control their own behavior.		
Strongly disagree	0	0
Disagree	4	0
Neither disagree nor agree	20	18
Agree	54	50
Strongly agree	22	32

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 9 %	Grade 11 %
This school helps students solve conflicts with one another.		
Strongly disagree	0	0
Disagree	12	11
Neither disagree nor agree	36	26
Agree	38	37
Strongly agree	14	26
This school encourages students to care about how others feel.		
Strongly disagree	0	0
Disagree	2	13
Neither disagree nor agree	32	18
Agree	48	45
Strongly agree	18	24

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 9 %	Grade 11 %
Teachers here make it clear to students that bullying is not tolerated.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	18	11
Agree	36	37
Strongly agree	46	53
If another student was bullying me, I would tell one of the teachers or staff at school.		
Strongly disagree	6	3
Disagree	14	18
Neither disagree nor agree	14	18
Agree	42	34
Strongly agree	24	26
Students tell teachers when other students are being bullied.		
Strongly disagree	4	0
Disagree	6	16
Neither disagree nor agree	48	39
Agree	42	32
Strongly agree	0	13

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 9 %	Grade 11 %
If I tell a teacher that someone is bullying me, the teacher will do something to help.		
Strongly disagree	0	0
Disagree	2	0
Neither disagree nor agree	22	13
Agree	44	37
Strongly agree	32	50
Students here try to stop bullying when they see it happening.		
Strongly disagree	0	0
Disagree	6	5
Neither disagree nor agree	37	32
Agree	47	42
Strongly agree	10	21

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

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

8. College and Career Planning

Table N8.1

Supports for College and Career Planning

	Grade 9 %	Grade 11 %
This school has helped me put my college and career goals and experiences in a plan which I update every year.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	12	0
Agree	28	34
Strongly agree	60	66
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.		
Strongly disagree	0	0
Disagree	2	0
Neither disagree nor agree	16	0
Agree	28	37
Strongly agree	54	63
This school has helped me think about and explore future career options.		
Strongly disagree	0	0
Disagree	2	0
Neither disagree nor agree	18	0
Agree	26	34
Strongly agree	54	66

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

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

9. Facilities Physical Environment

Table N9.1

Quality of Physical Environment

	Grade 9 %	Grade 11 %
The schoolyard and buildings are clean and in good condition.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	4	3
Agree	40	37
Strongly agree	56	61
The school grounds are kept clean.		
Strongly disagree	0	0
Disagree	0	0
Neither disagree nor agree	6	5
Agree	32	32
Strongly agree	62	63

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

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Scheduled Lunch at School

	Grade 9 %	Grade 11 %
I eat my lunch at the right time of day.		
Strongly disagree	2	3
Disagree	18	16
Neither disagree nor agree	22	18
Agree	36	42
Strongly agree	22	21
I have plenty of time to eat my lunch.		
Strongly disagree	4	5
Disagree	14	18
Neither disagree nor agree	16	29
Agree	38	29
Strongly agree	28	18

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

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

Table N10.2

Clean and Drinkable Water

	Grade 9 %	Grade 11 %
This school has clean and drinkable water.		
Strongly disagree	0	3
Disagree	2	0
Neither disagree nor agree	17	3
Agree	31	39
Strongly agree	50	55

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

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