

# CALIFORNIA HEALTHY KIDS SURVEY



## Nevada Union High Secondary 2017-2018 Main Report

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

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# PREFACE

## HYPERLINK FEATURE

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

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

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

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website ([chks.wested.org](http://chks.wested.org)), including *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP-Cal\\_SCHLS.pdf](http://chks.wested.org/resources/LCAP-Cal_SCHLS.pdf)). The California Safe and Supportive Schools website ([CaliforniaS3.wested.org](http://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](https://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](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).

### **Sample Characteristics.**

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

### **Changes Between Survey Administrations.**

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

## RESOURCES

The CHKS 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](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).
- CHKS **factsheets** ([chks.wested.org/using-results/factsheets](https://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](https://californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)).
- *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](https://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](https://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](https://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](http://CaliforniaS3.wested.org)). For more information, email [schoolclimate@wested.org](mailto: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 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> 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](mailto: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](http://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
<b>Student Well-Being</b>					
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			✓		
<b>School Climate</b>					
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		✓		✓	✓
<b>School Climate Improvement Practices</b>					
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](http://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
<b><i>Student Sample Size</i></b>		
Target sample	401	356
Final number	323	264
<b>Response Rate</b>	81%	74%

## 2. Summary of Key Indicators

**Table A2.1**

**Key Indicators of School Climate and Student Well-Being**

	Grade 9 %	Grade 11 %	Table
<b>School Engagement and Supports</b>			
School connectedness <sup>†</sup>	13	8	A4.6
Academic motivation <sup>†</sup>	23	21	A4.6
Chronic truancy (twice a month or more often) <sup>§</sup>	2	8	A4.2
Caring adult relationships <sup>‡</sup>	20	27	A4.5
High expectations <sup>‡</sup>	28	33	A4.5
Meaningful participation <sup>‡</sup>	9	7	A4.5
Facilities upkeep	5	3	A4.13
<b>School Safety and Substance Use</b>			
School perceived as very safe or safe	52	53	A5.1
Experienced any harassment or bullying <sup>§</sup>	42	38	A5.2
Had mean rumors or lies spread about you <sup>§</sup>	44	40	A5.3
Been afraid of being beaten up <sup>§</sup>	16	11	A5.4
Been in a physical fight <sup>§</sup>	12	10	A5.4
Seen a weapon on campus <sup>§</sup>	16	20	A5.6
Been drunk or “high” on drugs at school, ever	12	19	A6.9
<b>Mental and Physical Health</b>			
Current alcohol or drug use <sup>¶</sup>	26	36	A6.5
Current binge drinking <sup>¶</sup>	8	18	A6.5
Very drunk or “high” 7 or more times	14	26	A6.7
Current cigarette smoking <sup>¶</sup>	5	12	A7.3
Current electronic cigarette use <sup>¶</sup>	9	14	A7.3
Experienced chronic sadness/hopelessness <sup>§</sup>	42	43	A8.3
Considered suicide <sup>§</sup>	26	24	A8.4

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

<sup>†</sup>Average percent of respondents reporting “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Very much true.”

<sup>§</sup>Past 12 months.

<sup>¶</sup>Past 30 days.

### 3. Demographics

**Table A3.1**  
*Gender of Sample*

	Grade 9 %	Grade 11 %
Male	49	52
Female	51	48

*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	88	81
Yes	12	19

*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	3	3
Asian	1	2
Black or African American	2	2
Native Hawaiian or Pacific Islander	1	1
White	72	71
Mixed (two or more) races	21	22

*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	89	92
Other relative's home	3	2
A home with more than one family	3	4
Friend's home	1	1
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	2	0
Other living arrangement	2	1

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

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

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

	Grade 9 %	Grade 11 %
Did not finish high school	7	10
Graduated from high school	15	22
Attended college but did not complete four-year degree	18	15
Graduated from college	49	47
Don't know	11	7

*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	58	62
Yes	36	32
Don't know	7	6

*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	89	95
Yes	1	0
Don't know	10	5

*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	95	91
Spanish	4	5
Mandarin	0	0
Cantonese	0	0
Taiwanese	0	0
Tagalog	0	0
Vietnamese	0	0
Korean	0	0
Other	0	3

*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 %
<b>How well do you...</b>		
<b>understand English?</b>		
Very well	91	91
Well	8	8
Not well	1	0
Not at all	0	1
<b>speak English?</b>		
Very well	84	87
Well	15	12
Not well	1	1
Not at all	0	0
<b>read English?</b>		
Very well	76	83
Well	22	14
Not well	2	2
Not at all	0	1
<b>write English?</b>		
Very well	72	78
Well	24	18
Not well	4	3
Not at all	0	1
<b>English Language Proficiency Status</b>		
Proficient	75	82
Not proficient	25	18

*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 %
<b>How well do you...</b>		
<b>understand English?</b>		
Very well	80	61
Well	20	30
Not well	0	0
Not at all	0	9
<b>speak English?</b>		
Very well	47	52
Well	47	35
Not well	7	9
Not at all	0	4
<b>read English?</b>		
Very well	47	52
Well	33	35
Not well	20	4
Not at all	0	9
<b>write English?</b>		
Very well	47	52
Well	40	35
Not well	13	9
Not at all	0	4
<b>English Language Proficiency Status</b>		
Proficient	47	52
Not proficient	53	48

*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	87	86
1 day	4	4
2 days	3	1
3 days	2	1
4 days	0	2
5 days	4	6

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

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

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

	Grade 9 %	Grade 11 %
No	94	96
Yes	4	4
Don't know	2	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)	84	80
Gay or Lesbian	1	2
Bisexual	6	9
I am not sure yet	4	6
Something else	1	2
Decline to respond	3	2

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

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

**Table A3.14**  
***Gender Identity***

	Grade 9	Grade 11
	%	%
No, I am not transgender	93	95
Yes, I am transgender	2	2
I am not sure if I am transgender	2	2
Decline to respond	3	2

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

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

## 4. School Performance, Supports, and Engagement

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

	Grade 9 %	Grade 11 %
Mostly A's	18	12
A's and B's	27	36
Mostly B's	14	15
B's and C's	21	23
Mostly C's	6	8
C's and D's	10	5
Mostly D's	2	1
Mostly F's	2	1

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

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

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

	Grade 9 %	Grade 11 %
0 times	79	72
1-2 times	10	11
A few times	8	9
Once a month	1	0
Twice a month	0	4
Once a week	1	1
More than once a week	1	3

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

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

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

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	42	40
1 day	23	21
2 days	20	21
3 or more days	15	17

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

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

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

	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	41	39
Illness (feeling physically sick), including problems with breathing or your teeth	43	46
Were being bullied or mistreated at school	1	1
Felt very sad, hopeless, anxious, stressed, or angry	10	9
Didn't get enough sleep	12	11
Didn't feel safe at school or going to and from school	1	1
Had to take care of or help a family member or friend	4	6
Wanted to spend time with friends	0	1
Use alcohol or drugs	2	1
Were behind in schoolwork or weren't prepared for a test or class assignment	6	6
Were bored or uninterested in school	7	5
Had no transportation to school	4	2
Other reason	18	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
<b>Total school supports</b>			
<i>Average Reporting “Very much true”</i>	19	22	
High	19	25	
Moderate	52	53	
Low	30	22	
<b>Caring adults in school</b>			
<i>Average Reporting “Very much true”</i>	20	27	A4.7
High	23	34	
Moderate	57	54	
Low	20	12	
<b>High expectations-adults in school</b>			
<i>Average Reporting “Very much true”</i>	28	33	A4.8
High	34	38	
Moderate	49	52	
Low	16	10	
<b>Meaningful participation at school</b>			
<i>Average Reporting “Very much true”</i>	9	7	A4.9
High	5	5	
Moderate	33	32	
Low	61	64	

*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
<b>School Connectedness</b>			
<i>Average Reporting “Strongly agree”</i>	13	8	A4.10
High	41	29	
Moderate	50	54	
Low	10	18	
<b>Academic Motivation</b>			
<i>Average Reporting “Strongly agree”</i>	23	21	A4.11
High	21	18	
Moderate	49	52	
Low	30	29	
<b>Parent Involvement in School</b>			
<i>Average Reporting “Strongly agree”</i>	8	5	A4.12
High	24	16	
Moderate	47	45	
Low	29	39	

*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 %
<b>Caring adults in school</b>		
<i>Average Reporting “Very much true”</i>	20	27
<b><i>At my school, there is a teacher or some other adult... who really cares about me.</i></b>		
Not at all true	14	10
A little true	39	31
Pretty much true	31	34
Very much true	16	25
<b><i>who notices when I’m not there.</i></b>		
Not at all true	18	11
A little true	31	26
Pretty much true	34	38
Very much true	17	25
<b><i>who listens to me when I have something to say.</i></b>		
Not at all true	14	6
A little true	26	24
Pretty much true	32	39
Very much true	28	31

*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 %
<b>High expectations-adults in school</b>		
<i>Average Reporting "Very much true"</i>	28	33
<b><i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i></b>		
Not at all true	17	10
A little true	27	24
Pretty much true	37	36
Very much true	20	29
<b><i>who always wants me to do my best.</i></b>		
Not at all true	9	4
A little true	21	21
Pretty much true	33	40
Very much true	37	36
<b><i>who believes that I will be a success.</i></b>		
Not at all true	14	10
A little true	28	26
Pretty much true	31	31
Very much true	26	34

*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 %
<b>Meaningful participation at school</b>		
<i>Average Reporting “Very much true”</i>	9	7
<b>At school...</b>		
<b>I do interesting activities.</b>		
Not at all true	20	21
A little true	33	35
Pretty much true	26	31
Very much true	20	13
<b>I help decide things like class activities or rules.</b>		
Not at all true	56	58
A little true	27	25
Pretty much true	13	12
Very much true	5	5
<b>I do things that make a difference.</b>		
Not at all true	37	41
A little true	36	33
Pretty much true	17	17
Very much true	10	9
<b>I have a say in how things work.</b>		
Not at all true	59	60
A little true	25	25
Pretty much true	12	11
Very much true	4	4
<b>I help decide school activities or rules.</b>		
Not at all true	75	72
A little true	18	19
Pretty much true	3	7
Very much true	4	2

*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 %
<b>School Connectedness</b>		
<i>Average Reporting “Strongly agree”</i>	13	8
<b>I feel close to people at this school.</b>		
Strongly disagree	4	9
Disagree	8	16
Neither disagree nor agree	31	24
Agree	39	40
Strongly agree	18	10
<b>I am happy to be at this school.</b>		
Strongly disagree	6	12
Disagree	11	14
Neither disagree nor agree	26	34
Agree	44	33
Strongly agree	14	8
<b>I feel like I am part of this school.</b>		
Strongly disagree	5	10
Disagree	14	18
Neither disagree nor agree	33	33
Agree	38	32
Strongly agree	10	7
<b>The teachers at this school treat students fairly.</b>		
Strongly disagree	3	10
Disagree	11	13
Neither disagree nor agree	27	30
Agree	46	41
Strongly agree	12	7
<b>I feel safe in my school.</b>		
Strongly disagree	4	6
Disagree	10	9
Neither disagree nor agree	35	24
Agree	41	52
Strongly agree	11	9

*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 %
<b>Academic Motivation</b>		
<i>Average Reporting “Strongly agree”</i>	23	21
<b>I try hard to make sure that I am good at my schoolwork.</b>		
Strongly disagree	2	3
Disagree	7	6
Neither disagree nor agree	15	12
Agree	47	50
Strongly agree	28	29
<b>I try hard at school because I am interested in my work.</b>		
Strongly disagree	7	11
Disagree	17	15
Neither disagree nor agree	31	25
Agree	32	38
Strongly agree	13	11
<b>I work hard to try to understand new things at school.</b>		
Strongly disagree	1	6
Disagree	9	9
Neither disagree nor agree	23	18
Agree	46	49
Strongly agree	21	18
<b>I am always trying to do better in my schoolwork.</b>		
Strongly disagree	3	5
Disagree	5	7
Neither disagree nor agree	19	16
Agree	45	45
Strongly agree	28	27

*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 %
<b>Parent Involvement in School</b>		
<i>Average Reporting “Strongly agree”</i>	8	5
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>		
Strongly disagree	7	11
Disagree	18	26
Neither disagree nor agree	34	30
Agree	31	28
Strongly agree	11	6
<b>Parents feel welcome to participate at this school.</b>		
Strongly disagree	4	8
Disagree	11	21
Neither disagree nor agree	46	38
Agree	31	28
Strongly agree	8	5
<b>School staff takes parent concerns seriously.</b>		
Strongly disagree	6	10
Disagree	12	18
Neither disagree nor agree	47	37
Agree	31	30
Strongly agree	4	5

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

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

**Table A4.13*****Quality of School Physical Environment***

	Grade 9 %	Grade 11 %
<b>My school is usually clean and tidy.</b>		
Strongly disagree	6	14
Disagree	21	27
Neither disagree nor agree	32	29
Agree	36	27
Strongly agree	5	3

*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	11	12
Safe	41	41
Neither safe nor unsafe	42	38
Unsafe	4	7
Very unsafe	2	2

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

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

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

	Grade 9 %	Grade 11 %
<b>Race, ethnicity, or national origin</b>		
0 times	87	88
1 time	4	4
2 or more times	8	7
<b>Religion</b>		
0 times	92	90
1 time	4	5
2 or more times	4	5
<b>Gender (being male or female)</b>		
0 times	85	86
1 time	6	5
2 or more times	9	9
<b>Because you are gay or lesbian or someone thought you were</b>		
0 times	88	87
1 time	5	3
2 or more times	7	11
<b>A physical or mental disability</b>		
0 times	93	91
1 time	3	4
2 or more times	4	5
<b>You are an immigrant or someone thought you were</b>		
0 times	95	93
1 time	2	3
2 or more times	3	4
<b>Any of the above six reasons</b>	30	33

*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 %
<b>Any other reason</b>		
0 times	70	77
1 time	9	7
2 or more times	21	16
<b>Any harassment</b>	42	38

*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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>		
<b>had mean rumors or lies spread about you?</b>		
0 times	56	60
1 time	19	14
2 to 3 times	13	13
4 or more times	13	13
<b>had sexual jokes, comments, or gestures made to you?</b>		
0 times	59	65
1 time	11	10
2 to 3 times	13	10
4 or more times	17	16
<b>been made fun of because of your looks or the way you talk?</b>		
0 times	62	67
1 time	13	11
2 to 3 times	9	9
4 or more times	16	13
<b>been made fun of, insulted, or called names?</b>		
0 times	57	69
1 time	14	6
2 to 3 times	9	8
4 or more times	20	17

*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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>		
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>		
0 times	74	85
1 time	12	7
2 to 3 times	9	4
4 or more times	5	4
<b>been afraid of being beaten up?</b>		
0 times	84	89
1 time	8	6
2 to 3 times	3	2
4 or more times	5	3
<b>been threatened with harm or injury?</b>		
0 times	91	91
1 time	4	3
2 to 3 times	2	3
4 or more times	3	3
<b>been in a physical fight?</b>		
0 times	88	90
1 time	6	5
2 to 3 times	4	3
4 or more times	2	2
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>		
0 times	97	95
1 time	3	2
2 to 3 times	0	1
4 or more times	1	1
<b>been offered, sold, or given an illegal drug?</b>		
0 times	74	68
1 time	10	10
2 to 3 times	8	10
4 or more times	8	12

*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 %
<b>Had your property stolen or deliberately damaged</b>		
0 times	76	80
1 time	13	13
2 to 3 times	6	4
4 or more times	4	3
<b>Damaged school property on purpose</b>		
0 times	91	93
1 time	4	3
2 to 3 times	3	2
4 or more times	1	2

*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 %
<b>Carried a gun</b>		
0 times	99	99
1 time	0	1
2 to 3 times	0	0
4 or more times	0	0
<b>Carried any other weapon (such as a knife or club)</b>		
0 times	92	92
1 time	4	3
2 to 3 times	1	1
4 or more times	3	5
<b>Seen someone carrying a gun, knife, or other weapon</b>		
0 times	84	80
1 time	9	7
2 to 3 times	4	5
4 or more times	3	7

*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” <sup>†</sup>	42	57	A6.2
Lifetime alcohol or drugs (any use)	43	59	A6.2
Lifetime very drunk or high (7 or more times)	14	26	A6.7
Lifetime drinking and driving involvement	14	17	A6.11
Current alcohol or drugs	26	36	A6.5
Current heavy drug uses	12	16	A6.5
Current heavy alcohol use (binge drinking)	8	18	A6.5
Current alcohol or drug use on school property	9	10	A6.8
Harmfulness of occasional marijuana use <sup>‡</sup>	29	19	A6.12
Difficulty of obtaining marijuana <sup>§</sup>	4	1	A6.13

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

<sup>†</sup>*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

<sup>‡</sup>*Great harm.*

<sup>§</sup>*Very difficult.*

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

	Grade 9 %	Grade 11 %
Alcohol	35	56
Marijuana	29	40
Inhalants	6	5
Cocaine, Methamphetamine, or any amphetamines	3	8
Heroin	0	1
Ecstasy, LSD, or other psychedelics	8	12
Prescription pain killers, Diet Pills, or other prescription stimulant	13	22
Cold/Cough Medicines or other over-the-counter medicines to get “high”	7	10
Any other drug, pill, or medicine to get “high”	6	8
<b><i>Any of the above AOD use</i></b>	43	59
<b><i>Any illicit AOD use to get “high”<sup>†</sup></i></b>	42	57

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

<sup>†</sup>Excludes prescription pain medication, Diet Pills, and prescription stimulant.

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

	Grade 9 %	Grade 11 %
<b>Alcohol (one full drink)</b>		
0 times	65	44
1 time	8	9
2 to 3 times	12	12
4 or more times	16	35
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 times	71	60
1 time	6	3
2 to 3 times	6	8
4 or more times	17	29
<b>Inhalants</b>		
0 times	94	95
1 time	3	1
2 to 3 times	1	2
4 or more times	1	2
<b>Cocaine, Methamphetamine, or any amphetamines</b>		
0 times	97	92
1 time	2	2
2 to 3 times	0	1
4 or more times	0	5
<b>Heroin</b>		
0 times	100	99
1 time	0	1
2 to 3 times	0	0
4 or more times	0	0
<b>Ecstasy, LSD, or other psychedelics</b>		
0 times	92	88
1 time	3	3
2 to 3 times	3	5
4 or more times	1	4

*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 %
<b>Prescription pain medication or opioids, tranquilizers, or sedatives</b>		
0 times	90	83
1 time	3	5
2 to 3 times	3	5
4 or more times	4	7
<b>Diet Pills</b>		
0 times	96	94
1 time	1	1
2 to 3 times	1	2
4 or more times	3	4
<b>Ritalin™ or Adderall™ or other prescription stimulant</b>		
0 times	97	89
1 time	1	2
2 to 3 times	1	3
4 or more times	2	5
<b>Cold/Cough Medicines or other over-the-counter medicines to get “high”</b>		
0 times	93	90
1 time	2	3
2 to 3 times	2	6
4 or more times	3	2
<b>Any other drug, pill, or medicine to get “high” or for other than medical reasons</b>		
0 times	94	92
1 time	2	2
2 to 3 times	2	3
4 or more times	3	4

*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 %
<b><i>During your life, how many times have you used marijuana in any of the following ways...</i></b>		
<b>Smoke it?</b>		
0 times	72	60
1 time	5	5
2 to 3 times	5	6
4 or more times	18	29
<b>In an electronic or e-cigarette or other vaping device?</b>		
0 times	81	75
1 time	5	3
2 to 3 times	3	6
4 or more times	10	16
<b>Eat or drink it in products made with marijuana?</b>		
0 times	79	73
1 time	8	7
2 to 3 times	6	7
4 or more times	7	13

*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)	20	29
Binge drinking (5 or more drinks in a row)	8	18
Marijuana (smoke, vape, eat, or drink)	17	23
Inhalants	1	3
Prescription drugs to get “high” or for reasons other than prescribed	2	5
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	3
<b><i>Any drug use</i></b>	17	23
<b><i>Heavy drug use</i></b>	12	16
<b><i>Any AOD Use</i></b>	26	36
Two or more substances at the same time	5	11

*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 %
<b>Alcohol (one or more drinks)</b>		
0 days	80	71
1 or 2 days	13	15
3 to 9 days	7	9
10 to 19 days	1	3
20 or more days	0	2
<b>Binge drinking (5 or more drinks in a row)</b>		
0 days	93	82
1 or 2 days	3	9
3 to 9 days	4	7
10 to 19 days	0	2
20 or more days	0	1
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 days	83	77
1 or 2 days	6	8
3 to 9 days	3	5
10 to 19 days	3	2
20 or more days	5	9

*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 %
<b>Very drunk or sick after drinking alcohol</b>		
0 times	81	63
1 to 2 times	11	16
3 to 6 times	4	7
7 or more times	4	14
<b>“High” (loaded, stoned, or wasted) from using drugs</b>		
0 times	73	64
1 to 2 times	11	7
3 to 6 times	2	5
7 or more times	14	23
<b>Very drunk or “high” 7 or more times</b>	14	26

*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 %
<b>Alcohol</b>		
0 days	94	94
1 to 2 days	5	5
3 or more days	1	2
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 days	95	95
1 to 2 days	3	2
3 or more days	2	3
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical?</b>		
0 days	99	97
1 to 2 days	1	1
3 or more days	0	2
<b>Any of the above</b>	9	10

*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	88	81
1 to 2 times	5	7
3 to 6 times	4	4
7 or more times	3	8

*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 %
<b>Alcohol</b>		
Does not apply, don't use	80	68
0 times	16	25
1 time	4	5
2 to 3 times	0	0
4 or more times	1	1
<b>Marijuana</b>		
Does not apply, don't use	79	71
0 times	14	20
1 time	6	7
2 to 3 times	1	2
4 or more times	1	1

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

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

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

	Grade 9 %	Grade 11 %
<b>Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using</b>		
Never	86	83
1 time	4	4
2 times	2	3
3 to 6 times	3	3
7 or more times	4	6

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

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

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

	Grade 9 %	Grade 11 %
<b>Alcohol - drink occasionally</b>		
Great	23	22
Moderate	26	26
Slight	34	38
None	18	14
<b>Alcohol - 5 or more drinks once or twice a week</b>		
Great	48	48
Moderate	31	34
Slight	12	11
None	9	6
<b>Marijuana - use occasionally</b>		
Great	29	19
Moderate	22	24
Slight	22	24
None	26	32
<b>Marijuana - use daily</b>		
Great	50	42
Moderate	18	23
Slight	12	15
None	19	21

*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 %
<b>Alcohol</b>		
Very difficult	3	2
Fairly difficult	9	5
Fairly easy	25	17
Very easy	43	64
Don't know	20	13
<b>Marijuana</b>		
Very difficult	4	1
Fairly difficult	6	2
Fairly easy	18	15
Very easy	50	70
Don't know	22	12

*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
<b>Use Prevalence and Patterns</b>			
Ever smoked a whole cigarette	14	26	A7.2
Current cigarette smoking <sup>†</sup>	5	12	A7.3
Current cigarette smoking at school <sup>†</sup>	1	7	A7.4
Ever tried smokeless tobacco	8	14	A7.2
Current smokeless tobacco use <sup>†</sup>	1	5	A7.3
Current smokeless tobacco use at school <sup>†</sup>	1	3	A7.4
Ever used electronic cigarettes	29	35	A7.2
Current use of electronic cigarettes <sup>†</sup>	9	14	A7.3
Current use of electronic cigarettes at school <sup>†</sup>	3	5	A7.4
<b>Cessation Attempts</b>			
Tried to quit or stop using cigarettes	5	11	A7.5
<b>Attitudes and Correlates</b>			
Harmfulness of occasional cigarette smoking <sup>‡</sup>	26	29	A7.6
Harmfulness of smoking 1 or more packs/day <sup>‡</sup>	74	78	A7.6
Difficulty of obtaining cigarettes <sup>§</sup>	4	1	A7.8

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

<sup>†</sup>*Past 30 days.*

<sup>‡</sup>*Great harm.*

<sup>§</sup>*Very difficult.*

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

	Grade 9 %	Grade 11 %
<b>A whole cigarette</b>		
0 times	86	74
1 time	3	5
2 to 3 times	4	5
4 or more times	7	17
<b>Smokeless tobacco</b>		
0 times	92	86
1 time	4	3
2 to 3 times	1	3
4 or more times	3	8
<b>An electronic cigarette or other vaping device</b>		
0 times	71	65
1 time	9	6
2 to 3 times	6	7
4 or more times	14	22

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

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

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

	Grade 9 %	Grade 11 %
<b>Cigarettes</b>		
Any	5	12
Daily (20 or more days)	1	4
<b>Smokeless tobacco</b>		
Any	1	5
Daily (20 or more days)	0	1
<b>Electronic cigarettes or other vaping device</b>		
Any	9	14
Daily (20 or more days)	1	2

*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 %
<b>Cigarettes</b>		
0 days	99	93
1 or 2 days	1	3
3 to 9 days	0	1
10 to 19 days	0	1
20 or more days	0	2
<b>Smokeless tobacco</b>		
0 days	99	97
1 or 2 days	1	1
3 to 9 days	0	1
10 to 19 days	0	0
20 or more days	0	2
<b>Electronic cigarettes or other vaping device</b>		
0 days	97	95
1 or 2 days	2	3
3 to 9 days	1	1
10 to 19 days	0	0
20 or more days	0	1

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

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

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

	Grade 9 %	Grade 11 %
Does not apply, don't use	89	79
0 times	6	11
1 time	3	3
2 to 3 times	1	4
4 or more times	1	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 %
<b>Smoke cigarettes occasionally</b>		
Great	26	29
Moderate	41	44
Slight	24	19
None	10	8
<b>Smoke 1 or more packs of cigarettes each day</b>		
Great	74	78
Moderate	13	11
Slight	5	3
None	8	7

*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 %
<b>Use e-cigarettes or vaping device occasionally compared to smoking cigarettes</b>		
Great	23	21
Moderate	33	37
Slight	31	29
None	14	14
<b>Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes</b>		
Great	36	35
Moderate	31	39
Slight	20	15
None	12	11

*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 %
<b>Cigarettes</b>		
Very difficult	4	1
Fairly difficult	8	7
Fairly easy	29	24
Very easy	32	54
Don't know	27	14
<b>E-Cigarettes or vaping device</b>		
Very difficult	4	1
Fairly difficult	11	8
Fairly easy	27	28
Very easy	31	47
Don't know	27	17

*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)	64	70
1 time	15	12
2 to 3 times	12	8
4 or more times	10	9

*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	44	38
Yes	56	62

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

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

**Table A8.3**

***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 9 %	Grade 11 %
No	58	57
Yes	42	43

*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	74	76
Yes	26	24

*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	94	93
Yes	6	7

*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
<b>School Environment</b>							
Total school supports <sup>‡</sup>	22					19	18
Caring adults in school <sup>‡</sup>	21					21	18
High expectations-adults in school <sup>‡</sup>	36					27	28
Meaningful participation at school <sup>‡</sup>	8					9	9
<b>School Connectedness<sup>†</sup></b>	11					13	13
<b>Academic Motivation<sup>†</sup></b>	33					20	25
<b>Parent Involvement in School<sup>†</sup></b>	10					7	7

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. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>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
<b>School Environment</b>							
Total school supports <sup>‡</sup>	17					23	18
Caring adults in school <sup>‡</sup>	19					29	20
High expectations-adults in school <sup>‡</sup>	27					33	28
Meaningful participation at school <sup>‡</sup>	4					6	7
<b>School Connectedness<sup>†</sup></b>	7					7	10
<b>Academic Motivation<sup>†</sup></b>	16					22	21
<b>Parent Involvement in School<sup>†</sup></b>	6					5	7

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. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>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	39	60
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	53	51
Mixed (two or more) races	44	59

*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	53	38
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	26	30
Mixed (two or more) races	39	36

*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	53	40
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	38	36
Mixed (two or more) races	51	40

*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	11	8
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	5	7
Mixed (two or more) races	9	7

*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	11	10
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	5	12
Mixed (two or more) races	7	14

*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	24	19
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	21	30
Mixed (two or more) races	18	26

*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	21	22
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	17	22
Mixed (two or more) races	18	24

*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	55	46
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	40	45
Mixed (two or more) races	52	38

*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 %
<b><i>School Environment</i></b>				
Total school supports <sup>‡</sup>	21	17	22	22
Caring adults in school <sup>‡</sup>	23	18	29	25
High expectations-adults in school <sup>‡</sup>	31	25	33	32
Meaningful participation at school <sup>‡</sup>	10	8	5	8
<b><i>School Connectedness</i></b> <sup>†</sup>	16	10	8	8
<b><i>Academic Motivation</i></b> <sup>†</sup>	29	15	25	18
<b><i>Parent Involvement in School</i></b> <sup>†</sup>	9	7	3	7

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

<sup>†</sup>Average percent of respondents reporting “Strongly agree.”

<sup>‡</sup>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 %
<b>Perceived Safety at School</b>				
Feel safe or very safe at school	49	55	53	53
<b>Harassment/Bullying at School</b>				
<i>During the past 12 month at school, have you been...</i>				
harassed/bullied for any of the six reasons	43	16	37	30
harassed/bullied for any reasons	51	34	43	34
<b>Current ATOD Use</b>				
<i>During the past 30 days, did you...</i>				
have at least one drink of alcohol at school	7	4	6	7
smoke cigarettes	6	5	14	11
have at least one drink of alcohol	26	14	33	25
use marijuana	18	17	25	21
<b>Mental Health</b>				
Chronic sad or hopeless feelings, past 12 months	56	28	49	38

*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	401	356
Final number	305	256
<b>Response Rate</b>	76%	72%

## 2. Summary of Key Indicators

**Table B2.1**

*Key Indicators of Alcohol and Other Drug Use*

	Grade 9 %	Grade 11 %	Table
<b>Alcohol and Marijuana Consumption Patterns</b>			
Usually drank until felt it a lot	6	17	B3.3
Usually used marijuana or other drugs until felt it a lot	12	16	B3.4
<b>Consequences of AOD Consumption</b>			
Caused one or more problems	13	18	B4.2
Caused one or more dependency-related experiences	14	23	B4.3
<b>Supports to Reduce AOD Use</b>			
Very likely find help at school for quitting or reducing use	16	16	B5.2
<b>Strong Personal Disapproval of AOD Use</b>			
Having one or two drinks of any alcoholic beverage nearly every day	45	40	B7.1
Trying marijuana once or twice	27	18	B7.1
Using marijuana once a month or more	40	30	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 %
<b>Alcohol (one full drink)</b>		
Never	59	36
10 or under	10	12
11-12 years old	14	8
13-14 years old	16	20
15-16 years old	1	22
17 years or older	1	2
<b>Marijuana (smoke, eat, or drink)</b>		
Never	72	58
10 or under	3	4
11-12 years old	7	6
13-14 years old	18	14
15-16 years old	1	17
17 years or older	0	0
<b>Any other illegal drug or pill to get “high”</b>		
Never	92	82
10 or under	1	2
11-12 years old	2	2
13-14 years old	5	7
15-16 years old	0	6
17 years or older	0	1

*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 %
<b>Smoked part or all of a cigarette</b>		
Never	83	69
10 or under	3	4
11-12 years old	5	2
13-14 years old	9	10
15-16 years old	0	14
17 years or older	0	1
<b>Electronic cigarette</b>		
Never	70	65
10 or under	1	2
11-12 years old	12	4
13-14 years old	16	15
15-16 years old	0	13
17 years or older	0	1

*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	76	53
Just enough to feel it a little	9	14
Enough to feel it moderately	9	16
Until I feel it a lot or get really drunk	6	17

*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	77	66
Just enough to feel a little high	5	9
Enough to feel it moderately	6	9
Until I feel it a lot or get really high	12	16

*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 %
<b>Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)</b>		
I've never used an e-cigarette or vaping device	74	66
Nicotine or tobacco substitute	11	22
Marijuana or THC	11	16
Amphetamines, cocaine, or heroin	0	1
Alcohol	3	2
A flavored product without nicotine, alcohol, or other drug	18	18
Any other product or substance	3	2

*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	69	53
To experiment (try using)	15	14
To get high	16	17
To have a good time with friends	20	32
To fit in with a group you like	2	6
Because of boredom	9	12
To relax	16	21
To get away from problems	13	19
Because of anger or frustration	8	12
To get through the day	7	10
Because it made you feel better	13	18
To seek deeper insights and understanding	7	10
None of the above	2	6

*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	72	56
I've used alcohol or drugs but never had any problems	19	29
Have problems with emotions, nerves, or mental health	3	7
Get into trouble or have problems with the police	2	5
Have money problems	1	2
Miss school	3	3
Have problems with schoolwork	3	6
Fight with others	1	4
Damage a friendship	6	5
Physically hurt or injure yourself	2	6
Have unwanted or unprotected sex	1	5
Forget what happened or pass out	6	12
Been suspended from school	2	3
<b><i>One or more problems</i></b>	13	18

*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	75	57
I use alcohol or drugs but have not experienced any of these things	12	23
Found you had to increase how much you use to have the same effect as before	6	11
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	3	5
Used alcohol or drugs a lot more than you intended	5	10
Used alcohol or drugs when you were alone	9	19
Your use of alcohol or drugs often kept you from doing a normal activity	2	3
You didn't feel OK unless you had something to drink or used a drug	1	5
Thought about reducing or stopping use	6	9
Told yourself you were not going to use but found yourself using anyway	6	6
Spoke with someone about reducing or stopping use	1	2
Attended counseling, a program, or group to help you reduce or stop use	0	3
<b><i>One or more negative experiences</i></b>	14	23

*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	44	50
Likely	32	27
Not likely	8	12
Don't know	15	11

*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	74	61
No, but I do use alcohol or other drugs	24	38
Yes, I have felt that I needed help	2	1

*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	16	16
Likely	35	34
Not likely	24	27
Don't know	25	23

*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	49	51
Yes	51	49

*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	14	21
At parties	43	63
At concerts or other social events	16	30
At their own home	44	51
From adults at friends' homes	25	38
From friends or another teenager	45	56
Get adults to buy it for them	27	42
Buy it themselves from a store	15	23
At bars, clubs, or gambling casinos	4	8
Other	17	18
Don't know	51	35

*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	31	38
At parties	40	54
At concerts or other social events	17	31
At their own home	44	49
From an adult acquaintance	36	42
From friends or another teenager	50	57
Buy it at a marijuana dispensary	18	21
At bars or clubs	6	8
Other	21	16
Don't know	47	38

*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 %
<b>Having one or two drinks of any alcoholic beverage nearly every day</b>		
Neither approve nor disapprove	34	36
Somewhat disapprove	21	24
Strongly disapprove	45	40
<b>Trying marijuana once or twice</b>		
Neither approve nor disapprove	54	68
Somewhat disapprove	18	14
Strongly disapprove	27	18
<b>Using marijuana once a month or more regularly</b>		
Neither approve nor disapprove	39	56
Somewhat disapprove	21	14
Strongly disapprove	40	30

*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 %
<b>Take one or two drinks of alcohol nearly every day</b>		
Very wrong	70	71
Wrong	20	17
A little wrong	8	8
Not at all wrong	3	4
<b>Smoke tobacco</b>		
Very wrong	79	79
Wrong	16	16
A little wrong	4	4
Not at all wrong	2	1
<b>Use marijuana</b>		
Very wrong	63	61
Wrong	17	13
A little wrong	13	13
Not at all wrong	7	12
<b>Use prescription drugs to get high or for reasons other than prescribed</b>		
Very wrong	83	88
Wrong	13	9
A little wrong	2	3
Not at all wrong	1	0

*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 %
<b>Take one or two drinks of alcohol nearly every day</b>		
Very wrong	47	38
Wrong	24	23
A little wrong	14	19
Not at all wrong	15	19
<b>Smoke tobacco</b>		
Very wrong	54	43
Wrong	21	21
A little wrong	13	18
Not at all wrong	12	19
<b>Use marijuana</b>		
Very wrong	42	34
Wrong	20	10
A little wrong	13	14
Not at all wrong	24	42
<b>Use prescription drugs to get high or for reasons other than prescribed</b>		
Very wrong	59	52
Wrong	21	19
A little wrong	9	17
Not at all wrong	11	12

*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	28	41
Yes	72	59

*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	95	93
Yes	5	7

*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	401	356
Final number	282	250
<b>Response Rate</b>	70%	70%

## 2. Prescription Drug Use

**Table G2.1**

***Prescription Drug Use, Past 30 Days***

	Grade 9 %	Grade 11 %
No	96	95
Yes	4	5

*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	81
Wrong	17	15
A little wrong	2	3
Not at all wrong	3	1

*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	53	52
Wrong	26	25
A little wrong	11	14
Not at all wrong	10	9

*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 %
<b>Smoke marijuana once or twice a week</b>		
Great risk	23	23
Moderate risk	36	26
Slight risk	21	24
No risk	21	27
<b>Use prescription drugs that are not prescribed to them</b>		
Great risk	58	61
Moderate risk	30	25
Slight risk	9	8
No risk	4	5

*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	401	356
Final number	313	260
<b>Response Rate</b>	78%	73%

## 2. Supports for Learning & Student Academic Engagement

**Table N2.1**

***Supports for Learning***

	Grade 9 %	Grade 11 %
<b>Students at this school are motivated to learn.</b>		
Strongly disagree	12	25
Disagree	25	27
Neither disagree nor agree	45	37
Agree	16	9
Strongly agree	2	1
<b>Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</b>		
Strongly disagree	6	8
Disagree	10	14
Neither disagree nor agree	30	29
Agree	40	43
Strongly agree	14	7
<b>My teachers work hard to help me with my schoolwork when I need it.</b>		
Strongly disagree	5	8
Disagree	11	15
Neither disagree nor agree	26	27
Agree	45	44
Strongly agree	14	6
<b>Teachers show how classroom lessons are helpful to students in real life.</b>		
Strongly disagree	11	18
Disagree	19	22
Neither disagree nor agree	31	33
Agree	31	25
Strongly agree	7	2

*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 %
<b>Teachers give students a chance to take part in classroom discussions or activities.</b>		
Strongly disagree	4	6
Disagree	6	5
Neither disagree nor agree	27	27
Agree	48	52
Strongly agree	15	10
<b>This school promotes academic success for all students.</b>		
Strongly disagree	5	9
Disagree	8	14
Neither disagree nor agree	41	41
Agree	39	33
Strongly agree	7	3
<b>This school is a supportive and inviting place for students to learn.</b>		
Strongly disagree	6	12
Disagree	10	17
Neither disagree nor agree	35	42
Agree	41	26
Strongly agree	8	4
<b>Teachers go out of their way to help students.</b>		
Strongly disagree	8	12
Disagree	15	19
Neither disagree nor agree	39	37
Agree	30	27
Strongly agree	8	5

*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 %
<b>Teachers help students catch up when they return from an absence.</b>		
Strongly disagree	12	18
Disagree	16	23
Neither disagree nor agree	34	28
Agree	31	28
Strongly agree	8	3
<b>My teachers give me useful feedback on my work.</b>		
Strongly disagree	8	12
Disagree	14	20
Neither disagree nor agree	33	34
Agree	34	29
Strongly agree	11	5
<b>My classroom is so crowded it is hard to concentrate and learn.</b>		
Strongly disagree	18	17
Disagree	35	35
Neither disagree nor agree	35	34
Agree	11	11
Strongly agree	2	3

*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 %
<b>Students pay attention in class.</b>		
Strongly disagree	9	17
Disagree	26	27
Neither disagree nor agree	48	45
Agree	16	11
Strongly agree	1	1
<b>Students try their best in school.</b>		
Strongly disagree	8	16
Disagree	22	25
Neither disagree nor agree	56	46
Agree	13	12
Strongly agree	1	0
<b>Students usually follow the rules at school.</b>		
Strongly disagree	7	16
Disagree	22	22
Neither disagree nor agree	45	39
Agree	24	22
Strongly agree	2	1
<b>Students turn in their homework on time.</b>		
Strongly disagree	8	11
Disagree	19	24
Neither disagree nor agree	54	47
Agree	18	17
Strongly agree	1	1

*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 %
<b>Adults at this school treat all students with respect.</b>		
Strongly disagree	6	15
Disagree	19	22
Neither disagree nor agree	42	37
Agree	27	22
Strongly agree	7	4
<b>Students treat teachers with respect.</b>		
Strongly disagree	13	28
Disagree	31	32
Neither disagree nor agree	39	31
Agree	13	8
Strongly agree	3	1
<b>The school rules are fair.</b>		
Strongly disagree	4	17
Disagree	13	18
Neither disagree nor agree	36	36
Agree	37	26
Strongly agree	10	3
<b>All students are treated fairly when they break school rules.</b>		
Strongly disagree	7	18
Disagree	16	27
Neither disagree nor agree	39	32
Agree	31	19
Strongly agree	7	4

*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 %
<b>When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.</b>		
Strongly disagree	9	18
Disagree	13	18
Neither disagree nor agree	53	41
Agree	19	23
Strongly agree	6	1

*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 %
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>		
Strongly disagree	44	45
Disagree	27	29
Neither disagree nor agree	25	19
Agree	3	5
Strongly agree	1	2
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>		
Strongly disagree	25	23
Disagree	27	26
Neither disagree nor agree	37	34
Agree	9	10
Strongly agree	2	8
<b>Students in this school respect each other's differences.</b>		
Strongly disagree	9	19
Disagree	17	22
Neither disagree nor agree	43	35
Agree	24	21
Strongly agree	6	4
<b>Adults in this school respect differences in students.</b>		
Strongly disagree	4	9
Disagree	6	10
Neither disagree nor agree	39	32
Agree	34	36
Strongly agree	17	13

*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 %
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>		
Strongly disagree	3	9
Disagree	9	9
Neither disagree nor agree	44	42
Agree	32	33
Strongly agree	13	7

*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 %
<b>This school clearly informs students what would happen if they break school rules.</b>		
Strongly disagree	4	14
Disagree	8	7
Neither disagree nor agree	31	28
Agree	45	39
Strongly agree	12	11
<b>Rules in this school are made clear to students.</b>		
Strongly disagree	4	5
Disagree	11	12
Neither disagree nor agree	35	33
Agree	43	43
Strongly agree	7	7
<b>This school makes it clear how students are expected to act.</b>		
Strongly disagree	2	4
Disagree	5	7
Neither disagree nor agree	36	31
Agree	49	49
Strongly agree	8	9

*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 %
<b>The rules in this school are too strict.</b>		
Strongly disagree	10	10
Disagree	32	20
Neither disagree nor agree	38	38
Agree	13	20
Strongly agree	7	12
<b>It is easy for students to get kicked out of class or get suspended.</b>		
Strongly disagree	4	8
Disagree	20	17
Neither disagree nor agree	41	36
Agree	27	27
Strongly agree	8	13
<b>Students get in trouble for breaking small rules.</b>		
Strongly disagree	4	7
Disagree	12	10
Neither disagree nor agree	40	34
Agree	32	30
Strongly agree	12	18
<b>Teachers are very strict here.</b>		
Strongly disagree	4	5
Disagree	21	20
Neither disagree nor agree	58	54
Agree	13	16
Strongly agree	3	5

*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 %
<b>Students enjoy doing things with each other during school activities.</b>		
Strongly disagree	5	12
Disagree	11	14
Neither disagree nor agree	37	42
Agree	39	30
Strongly agree	7	2
<b>Students care about each other.</b>		
Strongly disagree	7	18
Disagree	14	21
Neither disagree nor agree	44	38
Agree	30	23
Strongly agree	5	1
<b>Students treat each other with respect.</b>		
Strongly disagree	9	20
Disagree	20	26
Neither disagree nor agree	46	39
Agree	22	14
Strongly agree	4	0
<b>Students get along well with each other.</b>		
Strongly disagree	8	15
Disagree	17	16
Neither disagree nor agree	45	48
Agree	25	19
Strongly agree	4	1

*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 %
<b>This school encourages students to feel responsible for how they act.</b>		
Strongly disagree	5	10
Disagree	9	15
Neither disagree nor agree	40	37
Agree	40	36
Strongly agree	6	2
<b>Students are often given rewards for being good.</b>		
Strongly disagree	21	28
Disagree	29	29
Neither disagree nor agree	39	30
Agree	10	12
Strongly agree	1	1
<b>This school encourages students to understand how others think and feel.</b>		
Strongly disagree	7	13
Disagree	22	25
Neither disagree nor agree	46	38
Agree	22	22
Strongly agree	3	3
<b>Students are taught that they can control their own behavior.</b>		
Strongly disagree	5	11
Disagree	15	21
Neither disagree nor agree	41	36
Agree	33	30
Strongly agree	6	2

*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 %
<b>This school helps students solve conflicts with one another.</b>		
Strongly disagree	10	15
Disagree	24	25
Neither disagree nor agree	42	37
Agree	20	20
Strongly agree	3	3
<b>This school encourages students to care about how others feel.</b>		
Strongly disagree	8	14
Disagree	17	22
Neither disagree nor agree	47	42
Agree	25	19
Strongly agree	4	4

*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 %
<b>Teachers here make it clear to students that bullying is not tolerated.</b>		
Strongly disagree	6	12
Disagree	12	12
Neither disagree nor agree	35	24
Agree	33	39
Strongly agree	13	13
<b>If another student was bullying me, I would tell one of the teachers or staff at school.</b>		
Strongly disagree	13	22
Disagree	18	24
Neither disagree nor agree	33	27
Agree	25	20
Strongly agree	11	7
<b>Students tell teachers when other students are being bullied.</b>		
Strongly disagree	14	23
Disagree	23	26
Neither disagree nor agree	48	38
Agree	12	10
Strongly agree	4	2

*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 %
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>		
Strongly disagree	5	13
Disagree	8	10
Neither disagree nor agree	41	38
Agree	33	32
Strongly agree	13	6
<b>Students here try to stop bullying when they see it happening.</b>		
Strongly disagree	13	23
Disagree	19	23
Neither disagree nor agree	44	39
Agree	18	13
Strongly agree	6	2

*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 %
<b>This school has helped me put my college and career goals and experiences in a plan which I update every year.</b>		
Strongly disagree	9	16
Disagree	14	17
Neither disagree nor agree	48	35
Agree	20	27
Strongly agree	9	5
<b>This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.</b>		
Strongly disagree	14	19
Disagree	20	20
Neither disagree nor agree	48	32
Agree	12	27
Strongly agree	5	3
<b>This school has helped me think about and explore future career options.</b>		
Strongly disagree	11	17
Disagree	15	11
Neither disagree nor agree	41	32
Agree	25	37
Strongly agree	8	3

*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 %
<b>The schoolyard and buildings are clean and in good condition.</b>		
Strongly disagree	5	16
Disagree	16	20
Neither disagree nor agree	41	35
Agree	31	26
Strongly agree	7	3
<b>The school grounds are kept clean.</b>		
Strongly disagree	7	16
Disagree	19	21
Neither disagree nor agree	40	36
Agree	30	25
Strongly agree	4	2

*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 %
<b>I eat my lunch at the right time of day.</b>		
Strongly disagree	8	13
Disagree	13	14
Neither disagree nor agree	33	30
Agree	34	36
Strongly agree	12	7
<b>I have plenty of time to eat my lunch.</b>		
Strongly disagree	14	19
Disagree	19	16
Neither disagree nor agree	25	25
Agree	31	34
Strongly agree	12	6

*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 %
<b>This school has clean and drinkable water.</b>		
Strongly disagree	5	8
Disagree	6	6
Neither disagree nor agree	25	30
Agree	44	43
Strongly agree	21	14

*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.*