

CALIFORNIA HEALTHY KIDS SURVEY



Silver Springs High (Cont.) Secondary 2017-2018 Main Report

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

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PREFACE

HYPERLINK FEATURE

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

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

Supplemental School Climate Module

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

Supplemental Social Emotional Health Module (SEHM)

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

SURVEY ADMINISTRATION AND SAMPLING

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics.

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

Changes Between Survey Administrations.

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

RESOURCES

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

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

NEXT STEPS

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

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

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

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

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

Compare Results with Other Data

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

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

Data Workshop

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

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Analyze Dataset

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

Add Questions to Your Next Surveys

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

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

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	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

		NT ^A
<i>Student Sample Size</i>		
Target sample		135
Final number		98
Response Rate		73%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	NT %	Table
School Engagement and Supports		
School connectedness [†]	12	A4.6
Academic motivation [†]	17	A4.6
Chronic truancy (twice a month or more often) [§]	19	A4.2
Caring adult relationships [‡]	18	A4.5
High expectations [‡]	22	A4.5
Meaningful participation [‡]	5	A4.5
Facilities upkeep	11	A4.13
School Safety and Substance Use		
School perceived as very safe or safe	42	A5.1
Experienced any harassment or bullying [§]	31	A5.2
Had mean rumors or lies spread about you [§]	41	A5.3
Been afraid of being beaten up [§]	15	A5.4
Been in a physical fight [§]	16	A5.4
Seen a weapon on campus [§]	23	A5.6
Been drunk or “high” on drugs at school, ever	47	A6.9
Mental and Physical Health		
Current alcohol or drug use [¶]	68	A6.5
Current binge drinking [¶]	38	A6.5
Very drunk or “high” 7 or more times	60	A6.7
Current cigarette smoking [¶]	49	A7.3
Current electronic cigarette use [¶]	31	A7.3
Experienced chronic sadness/hopelessness [§]	49	A8.3
Considered suicide [§]	31	A8.4

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

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

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

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1
Gender of Sample

	NT %
Male	60
Female	40

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

	NT %
No	76
Yes	24

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

	NT %
American Indian or Alaska Native	4
Asian	1
Black or African American	3
Native Hawaiian or Pacific Islander	1
White	70
Mixed (two or more) races	21

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

	NT %
A home with one or more parent or guardian	78
Other relative's home	2
A home with more than one family	5
Friend's home	4
Foster home, group care, or waiting placement	0
Hotel or motel	1
Shelter, car, campground, or other transitional or temporary housing	4
Other living arrangement	6

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

	NT %
Did not finish high school	16
Graduated from high school	38
Attended college but did not complete four-year degree	16
Graduated from college	16
Don't know	16

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***

	NT %
No	19
Yes	74
Don't know	7

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***

	NT %
No	88
Yes	2
Don't know	10

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***

	NT %
English	97
Spanish	1
Mandarin	0
Cantonese	0
Taiwanese	1
Tagalog	0
Vietnamese	0
Korean	1
Other	0

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

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

Table A3.9
English Language Proficiency – All Students

	NT %
How well do you...	
understand English?	
Very well	89
Well	9
Not well	2
Not at all	0
speak English?	
Very well	84
Well	15
Not well	1
Not at all	0
read English?	
Very well	80
Well	13
Not well	5
Not at all	2
write English?	
Very well	76
Well	20
Not well	4
Not at all	0
English Language Proficiency Status	
Proficient	77
Not proficient	23

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***

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

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	NT %
0 days	87
1 day	1
2 days	3
3 days	0
4 days	3
5 days	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***

	NT %
No	96
Yes	2
Don't know	2

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

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

Table A3.13
Sexual Orientation

	NT %
Straight (not gay)	82
Gay or Lesbian	0
Bisexual	12
I am not sure yet	1
Something else	3
Decline to respond	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

	NT %
No, I am not transgender	91
Yes, I am transgender	1
I am not sure if I am transgender	3
Decline to respond	4

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

	NT %
Mostly A's	8
A's and B's	26
Mostly B's	8
B's and C's	19
Mostly C's	7
C's and D's	22
Mostly D's	1
Mostly F's	9

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

	NT %
0 times	43
1-2 times	15
A few times	21
Once a month	2
Twice a month	3
Once a week	4
More than once a week	11

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***

	NT %
I did not miss any days of school in the past 30 days	17
1 day	16
2 days	24
3 or more days	43

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***

	NT %
Does not apply; I didn't miss any school	15
Illness (feeling physically sick), including problems with breathing or your teeth	47
Were being bullied or mistreated at school	4
Felt very sad, hopeless, anxious, stressed, or angry	25
Didn't get enough sleep	36
Didn't feel safe at school or going to and from school	4
Had to take care of or help a family member or friend	23
Wanted to spend time with friends	13
Use alcohol or drugs	10
Were behind in schoolwork or weren't prepared for a test or class assignment	7
Were bored or uninterested in school	18
Had no transportation to school	25
Other reason	24

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)***

	NT %	Table
Total school supports		
<i>Average Reporting “Very much true”</i>	15	
High	13	
Moderate	56	
Low	31	
Caring adults in school		
<i>Average Reporting “Very much true”</i>	18	A4.7
High	17	
Moderate	67	
Low	16	
High expectations-adults in school		
<i>Average Reporting “Very much true”</i>	22	A4.8
High	22	
Moderate	63	
Low	15	
Meaningful participation at school		
<i>Average Reporting “Very much true”</i>	5	A4.9
High	2	
Moderate	30	
Low	68	

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***

	NT %	Table
School Connectedness		
<i>Average Reporting “Strongly agree”</i>	12	A4.10
High	29	
Moderate	45	
Low	25	
Academic Motivation		
<i>Average Reporting “Strongly agree”</i>	17	A4.11
High	15	
Moderate	41	
Low	45	
Parent Involvement in School		
<i>Average Reporting “Strongly agree”</i>	6	A4.12
High	14	
Moderate	51	
Low	36	

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***

	NT %
Caring adults in school	
<i>Average Reporting “Very much true”</i>	18
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>	
Not at all true	11
A little true	36
Pretty much true	38
Very much true	15
<i>who notices when I’m not there.</i>	
Not at all true	15
A little true	39
Pretty much true	26
Very much true	20
<i>who listens to me when I have something to say.</i>	
Not at all true	16
A little true	26
Pretty much true	38
Very much true	20

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***

	NT %
High expectations-adults in school	
<i>Average Reporting "Very much true"</i>	22
<i>At my school, there is a teacher or some other adult...</i>	
who tells me when I do a good job.	
Not at all true	9
A little true	34
Pretty much true	36
Very much true	21
who always wants me to do my best.	
Not at all true	11
A little true	27
Pretty much true	40
Very much true	23
who believes that I will be a success.	
Not at all true	13
A little true	35
Pretty much true	29
Very much true	23

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

	NT %
Meaningful participation at school	
<i>Average Reporting “Very much true”</i>	5
At school...	
I do interesting activities.	
Not at all true	36
A little true	31
Pretty much true	21
Very much true	13
I help decide things like class activities or rules.	
Not at all true	62
A little true	24
Pretty much true	13
Very much true	1
I do things that make a difference.	
Not at all true	48
A little true	31
Pretty much true	14
Very much true	6
I have a say in how things work.	
Not at all true	67
A little true	18
Pretty much true	12
Very much true	3
I help decide school activities or rules.	
Not at all true	81
A little true	14
Pretty much true	4
Very much true	1

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

	NT %
School Connectedness	
<i>Average Reporting “Strongly agree”</i>	12
I feel close to people at this school.	
Strongly disagree	16
Disagree	14
Neither disagree nor agree	31
Agree	28
Strongly agree	11
I am happy to be at this school.	
Strongly disagree	11
Disagree	17
Neither disagree nor agree	29
Agree	32
Strongly agree	12
I feel like I am part of this school.	
Strongly disagree	14
Disagree	15
Neither disagree nor agree	33
Agree	29
Strongly agree	10
The teachers at this school treat students fairly.	
Strongly disagree	17
Disagree	7
Neither disagree nor agree	28
Agree	36
Strongly agree	12
I feel safe in my school.	
Strongly disagree	7
Disagree	10
Neither disagree nor agree	38
Agree	30
Strongly agree	15

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***

	NT %
Academic Motivation	
<i>Average Reporting “Strongly agree”</i>	17
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	3
Disagree	8
Neither disagree nor agree	15
Agree	50
Strongly agree	24
I try hard at school because I am interested in my work.	
Strongly disagree	12
Disagree	15
Neither disagree nor agree	32
Agree	31
Strongly agree	10
I work hard to try to understand new things at school.	
Strongly disagree	4
Disagree	13
Neither disagree nor agree	36
Agree	36
Strongly agree	10
I am always trying to do better in my schoolwork.	
Strongly disagree	4
Disagree	5
Neither disagree nor agree	35
Agree	35
Strongly agree	21

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***

	NT %
Parent Involvement in School	
<i>Average Reporting “Strongly agree”</i>	6
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	16
Disagree	18
Neither disagree nor agree	42
Agree	20
Strongly agree	4
Parents feel welcome to participate at this school.	
Strongly disagree	13
Disagree	18
Neither disagree nor agree	47
Agree	18
Strongly agree	4
School staff takes parent concerns seriously.	
Strongly disagree	9
Disagree	13
Neither disagree nor agree	43
Agree	26
Strongly agree	8

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

	NT %
My school is usually clean and tidy.	
Strongly disagree	8
Disagree	15
Neither disagree nor agree	32
Agree	34
Strongly agree	11

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

	NT %
Very safe	15
Safe	27
Neither safe nor unsafe	45
Unsafe	8
Very unsafe	5

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**

	NT %
Race, ethnicity, or national origin	
0 times	90
1 time	1
2 or more times	9
Religion	
0 times	96
1 time	2
2 or more times	2
Gender (being male or female)	
0 times	89
1 time	4
2 or more times	7
Because you are gay or lesbian or someone thought you were	
0 times	90
1 time	2
2 or more times	8
A physical or mental disability	
0 times	89
1 time	3
2 or more times	8
You are an immigrant or someone thought you were	
0 times	93
1 time	1
2 or more times	6
Any of the above six reasons	
	23

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***

	NT %
Any other reason	
0 times	77
1 time	8
2 or more times	16
Any harassment	31

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**

	NT %
<i>During the past 12 months, how many times on school property have you...</i>	
had mean rumors or lies spread about you?	
0 times	59
1 time	16
2 to 3 times	16
4 or more times	10
had sexual jokes, comments, or gestures made to you?	
0 times	70
1 time	9
2 to 3 times	5
4 or more times	15
been made fun of because of your looks or the way you talk?	
0 times	71
1 time	7
2 to 3 times	11
4 or more times	11
been made fun of, insulted, or called names?	
0 times	71
1 time	8
2 to 3 times	5
4 or more times	15

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

	NT %
<i>During the past 12 months, how many times on school property have you...</i>	
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	
0 times	79
1 time	8
2 to 3 times	5
4 or more times	8
been afraid of being beaten up?	
0 times	85
1 time	11
2 to 3 times	1
4 or more times	3
been threatened with harm or injury?	
0 times	86
1 time	8
2 to 3 times	1
4 or more times	5
been in a physical fight?	
0 times	84
1 time	8
2 to 3 times	1
4 or more times	7
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	93
1 time	1
2 to 3 times	3
4 or more times	2
been offered, sold, or given an illegal drug?	
0 times	69
1 time	7
2 to 3 times	3
4 or more times	21

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**

	NT %
Had your property stolen or deliberately damaged	
0 times	85
1 time	7
2 to 3 times	3
4 or more times	5
Damaged school property on purpose	
0 times	93
1 time	2
2 to 3 times	2
4 or more times	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**

	NT %
Carried a gun	
0 times	93
1 time	1
2 to 3 times	1
4 or more times	4
Carried any other weapon (such as a knife or club)	
0 times	86
1 time	3
2 to 3 times	1
4 or more times	10
Seen someone carrying a gun, knife, or other weapon	
0 times	77
1 time	7
2 to 3 times	5
4 or more times	11

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

	NT %	Table
Lifetime illicit AOD use to get “high” [†]	84	A6.2
Lifetime alcohol or drugs (any use)	84	A6.2
Lifetime very drunk or high (7 or more times)	60	A6.7
Lifetime drinking and driving involvement	42	A6.11
Current alcohol or drugs	68	A6.5
Current heavy drug uses	56	A6.5
Current heavy alcohol use (binge drinking)	38	A6.5
Current alcohol or drug use on school property	21	A6.8
Harmfulness of occasional marijuana use [‡]	12	A6.12
Difficulty of obtaining marijuana [§]	9	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

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

	NT %
Alcohol	78
Marijuana	78
Inhalants	18
Cocaine, Methamphetamine, or any amphetamines	25
Heroin	2
Ecstasy, LSD, or other psychedelics	35
Prescription pain killers, Diet Pills, or other prescription stimulant	39
Cold/Cough Medicines or other over-the-counter medicines to get “high”	20
Any other drug, pill, or medicine to get “high”	20
<i>Any of the above AOD use</i>	84
<i>Any illicit AOD use to get “high”[†]</i>	84

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

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

Table A6.3
Lifetime AOD Use

	NT %
Alcohol (one full drink)	
0 times	22
1 time	2
2 to 3 times	7
4 or more times	68
Marijuana (smoke, vape, eat, or drink)	
0 times	22
1 time	2
2 to 3 times	5
4 or more times	71
Inhalants	
0 times	82
1 time	2
2 to 3 times	5
4 or more times	11
Cocaine, Methamphetamine, or any amphetamines	
0 times	75
1 time	7
2 to 3 times	2
4 or more times	16
Heroin	
0 times	98
1 time	1
2 to 3 times	0
4 or more times	1
Ecstasy, LSD, or other psychedelics	
0 times	65
1 time	5
2 to 3 times	12
4 or more times	18

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***

	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives	
0 times	62
1 time	6
2 to 3 times	8
4 or more times	23
Diet Pills	
0 times	89
1 time	0
2 to 3 times	1
4 or more times	10
Ritalin™ or Adderall™ or other prescription stimulant	
0 times	83
1 time	2
2 to 3 times	5
4 or more times	10
Cold/Cough Medicines or other over-the-counter medicines to get “high”	
0 times	80
1 time	4
2 to 3 times	5
4 or more times	11
Any other drug, pill, or medicine to get “high” or for other than medical reasons	
0 times	80
1 time	4
2 to 3 times	2
4 or more times	14

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***

	NT
	%
<i>During your life, how many times have you used marijuana in any of the following ways...</i>	
Smoke it?	
0 times	22
1 time	4
2 to 3 times	3
4 or more times	70
In an electronic or e-cigarette or other vaping device?	
0 times	37
1 time	8
2 to 3 times	8
4 or more times	48
Eat or drink it in products made with marijuana?	
0 times	32
1 time	10
2 to 3 times	14
4 or more times	45

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***

	NT %
Alcohol (one or more drinks of alcohol)	48
Binge drinking (5 or more drinks in a row)	38
Marijuana (smoke, vape, eat, or drink)	59
Inhalants	9
Prescription drugs to get “high” or for reasons other than prescribed	14
Other drug, pill, or medicine to get “high” or for reasons other than medical	11
<i>Any drug use</i>	61
<i>Heavy drug use</i>	56
<i>Any AOD Use</i>	68
Two or more substances at the same time	31

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***

	NT %
Alcohol (one or more drinks)	
0 days	52
1 or 2 days	29
3 to 9 days	10
10 to 19 days	1
20 or more days	9
Binge drinking (5 or more drinks in a row)	
0 days	62
1 or 2 days	22
3 to 9 days	6
10 to 19 days	3
20 or more days	6
Marijuana (smoke, vape, eat, or drink)	
0 days	41
1 or 2 days	5
3 to 9 days	12
10 to 19 days	4
20 or more days	38

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”***

	NT %
Very drunk or sick after drinking alcohol	
0 times	36
1 to 2 times	21
3 to 6 times	21
7 or more times	22
“High” (loaded, stoned, or wasted) from using drugs	
0 times	29
1 to 2 times	10
3 to 6 times	3
7 or more times	59
<i>Very drunk or “high” 7 or more times</i>	60

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***

	NT %
Alcohol	
0 days	85
1 to 2 days	9
3 or more days	6
Marijuana (smoke, vape, eat, or drink)	
0 days	81
1 to 2 days	4
3 or more days	15
Any other drug, pill, or medicine to get “high” or for reasons other than medical?	
0 days	90
1 to 2 days	5
3 or more days	4
<i>Any of the above</i>	21

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***

	NT %
0 times	53
1 to 2 times	15
3 to 6 times	9
7 or more times	23

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

	NT %
Alcohol	
Does not apply, don't use	39
0 times	42
1 time	14
2 to 3 times	2
4 or more times	3
Marijuana	
Does not apply, don't use	29
0 times	38
1 time	16
2 to 3 times	12
4 or more times	5

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***

	NT
	%
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using	
Never	58
1 time	13
2 times	10
3 to 6 times	5
7 or more times	14

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***

	NT %
Alcohol - drink occasionally	
Great	21
Moderate	33
Slight	28
None	18
Alcohol - 5 or more drinks once or twice a week	
Great	47
Moderate	21
Slight	20
None	13
Marijuana - use occasionally	
Great	12
Moderate	9
Slight	27
None	53
Marijuana - use daily	
Great	17
Moderate	15
Slight	27
None	41

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***

	NT %
Alcohol	
Very difficult	10
Fairly difficult	5
Fairly easy	26
Very easy	46
Don't know	13
Marijuana	
Very difficult	9
Fairly difficult	0
Fairly easy	15
Very easy	68
Don't know	9

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

	NT %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	66	A7.2
Current cigarette smoking [†]	49	A7.3
Current cigarette smoking at school [†]	13	A7.4
Ever tried smokeless tobacco	34	A7.2
Current smokeless tobacco use [†]	14	A7.3
Current smokeless tobacco use at school [†]	7	A7.4
Ever used electronic cigarettes	69	A7.2
Current use of electronic cigarettes [†]	31	A7.3
Current use of electronic cigarettes at school [†]	10	A7.4
Cessation Attempts		
Tried to quit or stop using cigarettes	35	A7.5
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking [‡]	29	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	79	A7.6
Difficulty of obtaining cigarettes [§]	8	A7.8

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

[†]*Past 30 days.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A7.2
Lifetime Tobacco Use

	NT %
A whole cigarette	
0 times	34
1 time	5
2 to 3 times	3
4 or more times	58
Smokeless tobacco	
0 times	66
1 time	2
2 to 3 times	4
4 or more times	27
An electronic cigarette or other vaping device	
0 times	31
1 time	6
2 to 3 times	13
4 or more times	51

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***

	NT %
Cigarettes	
Any	49
Daily (20 or more days)	28
Smokeless tobacco	
Any	14
Daily (20 or more days)	5
Electronic cigarettes or other vaping device	
Any	31
Daily (20 or more days)	5

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**

	NT %
Cigarettes	
0 days	87
1 or 2 days	4
3 to 9 days	1
10 to 19 days	3
20 or more days	4
Smokeless tobacco	
0 days	93
1 or 2 days	2
3 to 9 days	1
10 to 19 days	1
20 or more days	2
Electronic cigarettes or other vaping device	
0 days	90
1 or 2 days	5
3 to 9 days	1
10 to 19 days	1
20 or more days	2

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***

	NT %
Does not apply, don't use	42
0 times	23
1 time	16
2 to 3 times	10
4 or more times	10

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***

	NT %
Smoke cigarettes occasionally	
Great	29
Moderate	34
Slight	24
None	13
Smoke 1 or more packs of cigarettes each day	
Great	79
Moderate	4
Slight	4
None	12

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

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

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

	NT %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes	
Great	20
Moderate	23
Slight	29
None	28
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes	
Great	27
Moderate	27
Slight	27
None	19

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***

	NT %
Cigarettes	
Very difficult	8
Fairly difficult	5
Fairly easy	19
Very easy	57
Don't know	11
E-Cigarettes or vaping device	
Very difficult	8
Fairly difficult	4
Fairly easy	23
Very easy	49
Don't know	16

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

	NT %
0 times (never)	69
1 time	9
2 to 3 times	14
4 or more times	8

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

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

Table A8.2

Eating of Breakfast

	NT %
No	52
Yes	48

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

	NT %
No	51
Yes	49

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***

	NT %
No	69
Yes	31

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***

	NT %
No	89
Yes	11

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 - Non-Traditional

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	22					14	19
Caring adults in school [‡]	27					17	25
High expectations-adults in school [‡]	27					22	28
Meaningful participation at school [‡]	10					3	4
<i>School Connectedness</i> [†]	14					10	13
<i>Academic Motivation</i> [†]	21					15	24
<i>Parent Involvement in School</i> [†]	11					4	8

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

Table A9.2
Feeling Safe or Very Safe at School by Race/Ethnicity

	NT %
Hispanic or Latino	48
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	41
Mixed (two or more) races	58

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

Table A9.3
Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity

	NT %
Hispanic or Latino	33
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	18
Mixed (two or more) races	37

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 A9.4***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	NT %
Hispanic or Latino	38
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	26
Mixed (two or more) races	42

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

Table A9.5***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	NT %
Hispanic or Latino	23
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	13
Mixed (two or more) races	10

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

Table A9.6
Cigarette Smoking in the Past 30 Days by Race/Ethnicity

	NT %
Hispanic or Latino	50
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	51
Mixed (two or more) races	45

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

Table A9.7
Any Alcohol Use in the Past 30 Days by Race/Ethnicity

	NT %
Hispanic or Latino	38
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	51
Mixed (two or more) races	40

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

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

	NT %
Hispanic or Latino	73
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	56
Mixed (two or more) races	65

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

Table A9.9
Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

	NT %
Hispanic or Latino	60
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	48
Mixed (two or more) races	67

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	NT	
	Female %	Male %
<i>School Environment</i>		
Total school supports [‡]	17	15
Caring adults in school [‡]	22	17
High expectations-adults in school [‡]	26	21
Meaningful participation at school [‡]	4	6
<i>School Connectedness</i> [†]	9	14
<i>Academic Motivation</i> [†]	18	15
<i>Parent Involvement in School</i> [†]	5	6

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

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

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

Table A10.2**Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Mental Health Measures by Gender**

	NT	
	Female	Male
	%	%
Perceived Safety at School		
Feel safe or very safe at school	36	48
Harassment/Bullying at School		
<i>During the past 12 month at school, have you been...</i>		
harassed/bullied for any of the six reasons	28	17
harassed/bullied for any reasons	31	29
Current ATOD Use		
<i>During the past 30 days, did you...</i>		
have at least one drink of alcohol at school	19	11
smoke cigarettes	61	43
have at least one drink of alcohol	47	50
use marijuana	62	57
Mental Health		
Chronic sad or hopeless feelings, past 12 months	67	37

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

		NT ^A
<i>Student Sample Size</i>		
Target sample		135
Final number		92
Response Rate		68%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	NT %	Table
Alcohol and Marijuana Consumption Patterns		
Usually drank until felt it a lot	33	B3.3
Usually used marijuana or other drugs until felt it a lot	48	B3.4
Consequences of AOD Consumption		
Caused one or more problems	47	B4.2
Caused one or more dependency-related experiences	53	B4.3
Supports to Reduce AOD Use		
Very likely find help at school for quitting or reducing use	33	B5.2
Strong Personal Disapproval of AOD Use		
Having one or two drinks of any alcoholic beverage nearly every day	13	B7.1
Trying marijuana once or twice	4	B7.1
Using marijuana once a month or more	5	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

	NT %
Alcohol (one full drink)	
Never	18
10 or under	24
11-12 years old	16
13-14 years old	24
15-16 years old	18
17 years or older	1
Marijuana (smoke, eat, or drink)	
Never	21
10 or under	13
11-12 years old	22
13-14 years old	24
15-16 years old	17
17 years or older	2
Any other illegal drug or pill to get “high”	
Never	57
10 or under	5
11-12 years old	8
13-14 years old	12
15-16 years old	15
17 years or older	3

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***

	NT %
Smoked part or all of a cigarette	
Never	32
10 or under	15
11-12 years old	14
13-14 years old	17
15-16 years old	20
17 years or older	2
Electronic cigarette	
Never	26
10 or under	7
11-12 years old	17
13-14 years old	28
15-16 years old	21
17 years or older	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***

	NT %
I don't drink alcohol	28
Just enough to feel it a little	10
Enough to feel it moderately	28
Until I feel it a lot or get really drunk	33

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***

	NT %
I don't use drugs	26
Just enough to feel a little high	7
Enough to feel it moderately	19
Until I feel it a lot or get really high	48

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***

	NT %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)	
I've never used an e-cigarette or vaping device	27
Nicotine or tobacco substitute	47
Marijuana or THC	49
Amphetamines, cocaine, or heroin	3
Alcohol	10
A flavored product without nicotine, alcohol, or other drug	39
Any other product or substance	12

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

	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	18
To experiment (try using)	10
To get high	56
To have a good time with friends	58
To fit in with a group you like	6
Because of boredom	32
To relax	64
To get away from problems	42
Because of anger or frustration	39
To get through the day	40
Because it made you feel better	42
To seek deeper insights and understanding	23
None of the above	5

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***

	NT %
Doesn't apply; I've never used alcohol or drugs	19
I've used alcohol or drugs but never had any problems	37
Have problems with emotions, nerves, or mental health	13
Get into trouble or have problems with the police	14
Have money problems	10
Miss school	18
Have problems with schoolwork	8
Fight with others	8
Damage a friendship	6
Physically hurt or injure yourself	7
Have unwanted or unprotected sex	14
Forget what happened or pass out	23
Been suspended from school	12
<i>One or more problems</i>	47

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***

	NT %
Does not apply; I have not used alcohol or drugs	25
I use alcohol or drugs but have not experienced any of these things	32
Found you had to increase how much you use to have the same effect as before	33
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	11
Used alcohol or drugs a lot more than you intended	14
Used alcohol or drugs when you were alone	31
Your use of alcohol or drugs often kept you from doing a normal activity	7
You didn't feel OK unless you had something to drink or used a drug	11
Thought about reducing or stopping use	21
Told yourself you were not going to use but found yourself using anyway	17
Spoke with someone about reducing or stopping use	10
Attended counseling, a program, or group to help you reduce or stop use	2
<i>One or more negative experiences</i>	53

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

	NT %
Very likely	60
Likely	19
Not likely	6
Don't know	14

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

	NT %
No, I never used alcohol or other drugs	24
No, but I do use alcohol or other drugs	69
Yes, I have felt that I needed help	7

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

	NT %
Very likely	33
Likely	30
Not likely	16
Don't know	22

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

	NT %
No	65
Yes	35

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

	NT %
At school	10
At parties	45
At concerts or other social events	19
At their own home	34
From adults at friends' homes	33
From friends or another teenager	42
Get adults to buy it for them	39
Buy it themselves from a store	20
At bars, clubs, or gambling casinos	6
Other	22
Don't know	45

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

	NT %
At school	24
At parties	35
At concerts or other social events	27
At their own home	41
From an adult acquaintance	33
From friends or another teenager	49
Buy it at a marijuana dispensary	30
At bars or clubs	2
Other	28
Don't know	42

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

	NT %
Having one or two drinks of any alcoholic beverage nearly every day	
Neither approve nor disapprove	71
Somewhat disapprove	16
Strongly disapprove	13
Trying marijuana once or twice	
Neither approve nor disapprove	90
Somewhat disapprove	6
Strongly disapprove	4
Using marijuana once a month or more regularly	
Neither approve nor disapprove	89
Somewhat disapprove	6
Strongly disapprove	5

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***

	NT %
Take one or two drinks of alcohol nearly every day	
Very wrong	54
Wrong	20
A little wrong	10
Not at all wrong	16
Smoke tobacco	
Very wrong	50
Wrong	28
A little wrong	9
Not at all wrong	14
Use marijuana	
Very wrong	33
Wrong	14
A little wrong	22
Not at all wrong	31
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	68
Wrong	24
A little wrong	3
Not at all wrong	6

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**

	NT %
Take one or two drinks of alcohol nearly every day	
Very wrong	29
Wrong	16
A little wrong	15
Not at all wrong	40
Smoke tobacco	
Very wrong	26
Wrong	13
A little wrong	9
Not at all wrong	52
Use marijuana	
Very wrong	18
Wrong	3
A little wrong	14
Not at all wrong	65
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	35
Wrong	14
A little wrong	16
Not at all wrong	35

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

	NT %
No	49
Yes	51

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

	NT %
No	65
Yes	35

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

		NT ^A
<i>Student Sample Size</i>		
Target sample		135
Final number		84
Response Rate		62%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	NT %
No	80
Yes	20

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

	NT %
Very wrong	69
Wrong	14
A little wrong	10
Not at all wrong	8

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

	NT %
Very wrong	27
Wrong	28
A little wrong	24
Not at all wrong	22

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

	NT %
Smoke marijuana once or twice a week	
Great risk	6
Moderate risk	13
Slight risk	19
No risk	61
Use prescription drugs that are not prescribed to them	
Great risk	35
Moderate risk	37
Slight risk	19
No risk	8

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

		NT ^A
<i>Student Sample Size</i>		
Target sample		135
Final number		92
Response Rate		68%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Supports for Learning & Student Academic Engagement

Table N2.1

Supports for Learning

	NT %
Students at this school are motivated to learn.	
Strongly disagree	32
Disagree	13
Neither disagree nor agree	45
Agree	7
Strongly agree	4
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	
Strongly disagree	16
Disagree	5
Neither disagree nor agree	38
Agree	29
Strongly agree	11
My teachers work hard to help me with my schoolwork when I need it.	
Strongly disagree	16
Disagree	7
Neither disagree nor agree	30
Agree	38
Strongly agree	10
Teachers show how classroom lessons are helpful to students in real life.	
Strongly disagree	22
Disagree	14
Neither disagree nor agree	33
Agree	28
Strongly agree	3

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

	NT %
Teachers give students a chance to take part in classroom discussions or activities.	
Strongly disagree	17
Disagree	4
Neither disagree nor agree	34
Agree	37
Strongly agree	8
This school promotes academic success for all students.	
Strongly disagree	16
Disagree	5
Neither disagree nor agree	46
Agree	29
Strongly agree	4
This school is a supportive and inviting place for students to learn.	
Strongly disagree	17
Disagree	11
Neither disagree nor agree	36
Agree	26
Strongly agree	10
Teachers go out of their way to help students.	
Strongly disagree	20
Disagree	9
Neither disagree nor agree	33
Agree	33
Strongly agree	6

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

	NT %
Teachers help students catch up when they return from an absence.	
Strongly disagree	21
Disagree	11
Neither disagree nor agree	31
Agree	29
Strongly agree	7
My teachers give me useful feedback on my work.	
Strongly disagree	23
Disagree	9
Neither disagree nor agree	34
Agree	28
Strongly agree	6
My classroom is so crowded it is hard to concentrate and learn.	
Strongly disagree	18
Disagree	30
Neither disagree nor agree	39
Agree	9
Strongly agree	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***

	NT %
Students pay attention in class.	
Strongly disagree	24
Disagree	16
Neither disagree nor agree	49
Agree	11
Strongly agree	0
Students try their best in school.	
Strongly disagree	24
Disagree	13
Neither disagree nor agree	51
Agree	13
Strongly agree	0
Students usually follow the rules at school.	
Strongly disagree	26
Disagree	16
Neither disagree nor agree	47
Agree	9
Strongly agree	1
Students turn in their homework on time.	
Strongly disagree	20
Disagree	11
Neither disagree nor agree	45
Agree	17
Strongly agree	7

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

	NT %
Adults at this school treat all students with respect.	
Strongly disagree	24
Disagree	16
Neither disagree nor agree	34
Agree	20
Strongly agree	5
Students treat teachers with respect.	
Strongly disagree	30
Disagree	19
Neither disagree nor agree	34
Agree	12
Strongly agree	4
The school rules are fair.	
Strongly disagree	23
Disagree	13
Neither disagree nor agree	40
Agree	20
Strongly agree	4
All students are treated fairly when they break school rules.	
Strongly disagree	23
Disagree	12
Neither disagree nor agree	38
Agree	18
Strongly agree	9

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***

	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.	
Strongly disagree	25
Disagree	14
Neither disagree nor agree	43
Agree	16
Strongly agree	2

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

	NT %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.	
Strongly disagree	39
Disagree	27
Neither disagree nor agree	24
Agree	3
Strongly agree	7
There is a lot of tension in this school between people of different cultures, races, or ethnicities.	
Strongly disagree	31
Disagree	30
Neither disagree nor agree	30
Agree	6
Strongly agree	5
Students in this school respect each other's differences.	
Strongly disagree	23
Disagree	17
Neither disagree nor agree	33
Agree	23
Strongly agree	5
Adults in this school respect differences in students.	
Strongly disagree	24
Disagree	9
Neither disagree nor agree	34
Agree	27
Strongly agree	6

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

	NT %
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.	
Strongly disagree	16
Disagree	14
Neither disagree nor agree	42
Agree	23
Strongly agree	6

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

	NT %
This school clearly informs students what would happen if they break school rules.	
Strongly disagree	16
Disagree	9
Neither disagree nor agree	25
Agree	36
Strongly agree	13
Rules in this school are made clear to students.	
Strongly disagree	14
Disagree	5
Neither disagree nor agree	32
Agree	43
Strongly agree	7
This school makes it clear how students are expected to act.	
Strongly disagree	12
Disagree	3
Neither disagree nor agree	36
Agree	40
Strongly agree	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

	NT %
The rules in this school are too strict.	
Strongly disagree	11
Disagree	18
Neither disagree nor agree	46
Agree	16
Strongly agree	10
It is easy for students to get kicked out of class or get suspended.	
Strongly disagree	11
Disagree	10
Neither disagree nor agree	26
Agree	25
Strongly agree	27
Students get in trouble for breaking small rules.	
Strongly disagree	8
Disagree	10
Neither disagree nor agree	31
Agree	31
Strongly agree	20
Teachers are very strict here.	
Strongly disagree	13
Disagree	14
Neither disagree nor agree	53
Agree	10
Strongly agree	9

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

	NT %
Students enjoy doing things with each other during school activities.	
Strongly disagree	14
Disagree	9
Neither disagree nor agree	50
Agree	20
Strongly agree	7
Students care about each other.	
Strongly disagree	22
Disagree	15
Neither disagree nor agree	45
Agree	16
Strongly agree	2
Students treat each other with respect.	
Strongly disagree	27
Disagree	13
Neither disagree nor agree	48
Agree	13
Strongly agree	0
Students get along well with each other.	
Strongly disagree	19
Disagree	14
Neither disagree nor agree	49
Agree	18
Strongly agree	0

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

	NT %
This school encourages students to feel responsible for how they act.	
Strongly disagree	19
Disagree	7
Neither disagree nor agree	45
Agree	25
Strongly agree	3
Students are often given rewards for being good.	
Strongly disagree	23
Disagree	8
Neither disagree nor agree	47
Agree	16
Strongly agree	6
This school encourages students to understand how others think and feel.	
Strongly disagree	22
Disagree	10
Neither disagree nor agree	51
Agree	16
Strongly agree	1
Students are taught that they can control their own behavior.	
Strongly disagree	18
Disagree	11
Neither disagree nor agree	42
Agree	25
Strongly agree	3

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***

	NT %
This school helps students solve conflicts with one another.	
Strongly disagree	22
Disagree	9
Neither disagree nor agree	47
Agree	21
Strongly agree	1
This school encourages students to care about how others feel.	
Strongly disagree	23
Disagree	9
Neither disagree nor agree	52
Agree	15
Strongly agree	1

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

	NT %
Teachers here make it clear to students that bullying is not tolerated.	
Strongly disagree	16
Disagree	11
Neither disagree nor agree	47
Agree	20
Strongly agree	6
If another student was bullying me, I would tell one of the teachers or staff at school.	
Strongly disagree	27
Disagree	11
Neither disagree nor agree	45
Agree	14
Strongly agree	2
Students tell teachers when other students are being bullied.	
Strongly disagree	24
Disagree	16
Neither disagree nor agree	45
Agree	15
Strongly agree	1

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

	NT %
If I tell a teacher that someone is bullying me, the teacher will do something to help.	
Strongly disagree	19
Disagree	3
Neither disagree nor agree	48
Agree	24
Strongly agree	6
Students here try to stop bullying when they see it happening.	
Strongly disagree	20
Disagree	13
Neither disagree nor agree	49
Agree	15
Strongly agree	3

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

	NT %
This school has helped me put my college and career goals and experiences in a plan which I update every year.	
Strongly disagree	23
Disagree	10
Neither disagree nor agree	38
Agree	23
Strongly agree	6
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.	
Strongly disagree	22
Disagree	11
Neither disagree nor agree	41
Agree	17
Strongly agree	8
This school has helped me think about and explore future career options.	
Strongly disagree	18
Disagree	10
Neither disagree nor agree	39
Agree	23
Strongly agree	10

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

	NT %
The schoolyard and buildings are clean and in good condition.	
Strongly disagree	22
Disagree	15
Neither disagree nor agree	37
Agree	23
Strongly agree	3
The school grounds are kept clean.	
Strongly disagree	17
Disagree	9
Neither disagree nor agree	41
Agree	25
Strongly agree	8

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

	NT %
I eat my lunch at the right time of day.	
Strongly disagree	20
Disagree	11
Neither disagree nor agree	34
Agree	23
Strongly agree	11
I have plenty of time to eat my lunch.	
Strongly disagree	24
Disagree	11
Neither disagree nor agree	43
Agree	15
Strongly agree	7

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

	NT %
This school has clean and drinkable water.	
Strongly disagree	15
Disagree	6
Neither disagree nor agree	37
Agree	31
Strongly agree	10

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.