CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Ducor Union Elementary

Secondary

2016-2017

Main Report

Health&Human Development Program AT WestEd

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

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from this school/district's 2016–17 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

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

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

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

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

THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

Supplementary School Climate Module

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

Supplementary Social Emotional Health Module (SEHM)

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics

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

Changes Between Survey Administrations

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

RESOURCES

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

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

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

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_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).

NEXT STEPS

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

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

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

Request School Reports

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

- A full report with all the survey results.
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californias3.wested.org/resources/California_State_SCRC_1314.pdf).

Request District School Climate Report Card

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

Request Disaggregated Reports

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

Conduct Additional Analyses of Dataset

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

Add Questions to Your Next Surveys

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

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

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

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

Exhibit 1

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

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	19	–	–	–
Final number	18	–	–	–
Average Response Rate	95%	–	–	–

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	83	–	–	–	A4.5
Academic motivation (high)	61	–	–	–	A4.5
Truant more than a few times†	0	–	–	–	A4.2
Caring adult relationships (high)	33	–	–	–	A4.4
High expectations (high)	67	–	–	–	A4.4
Meaningful participation (high)	22	–	–	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	83	–	–	–	A5.1
Experienced any harassment or bullying†	22	–	–	–	A5.2
Had mean rumors or lies spread about you†	28	–	–	–	A5.3
Been afraid of being beaten up†	11	–	–	–	A5.4
Been in a physical fight†	0	–	–	–	A5.4
Seen a weapon on campus†	11	–	–	–	A5.6
Been drunk or "high" on drugs at school, ever	6	–	–	–	A6.10
Mental and Physical Health					
Current alcohol or drug use‡	12	–	–	–	A6.4
Current binge drinking‡	6	–	–	–	A6.4
Very drunk or "high" 7 or more times	6	–	–	–	A6.6
Current cigarette smoking‡	11	–	–	–	A7.3
Current electronic cigarette use‡	0	–	–	–	A7.3
Experienced chronic sadness/hopelessness†	28	–	–	–	A8.4
Considered suicide†	na	–	–	–	A8.5

Notes: Cells are empty if there are less than 10 respondents.
†Past 12 months; ‡Past 30 days; na—Not asked of middle school students.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	33	–	–	–
Female	67	–	–	–

Question HS/MS A.3: What is your sex?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	11	–	–	–
Yes	89	–	–	–

Question HS/MS A.5: Are you of Hispanic or Latino origin?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	0	–	–	–
Asian	0	–	–	–
Black or African American	0	–	–	–
Native Hawaiian or Pacific Islander	0	–	–	–
White	28	–	–	–
Mixed (two or more) races	72	–	–	–

Question HS/MS A.6: What is your race?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.4

Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	83	–	–	–
Other relative's home	6	–	–	–
A home with more than one family	0	–	–	–
Friend's home	0	–	–	–
Foster home, group care, or waiting placement	0	–	–	–
Hotel or motel	0	–	–	–
Shelter, car, campground, or other transitional or temporary housing	6	–	–	–
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.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.5

Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	28	–	–	–
Graduated from high school	28	–	–	–
Attended college but did not complete four-year degree	6	–	–	–
Graduated from college	11	–	–	–
Don't know	28	–	–	–

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Notes: Cells are empty if there are less than 10 respondents.

Table A3.6

Free or Reduced Price Meals Eligibility

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	6	–	–	–
Yes	83	–	–	–
Don't know	11	–	–	–

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

Table A3.7

Participation in Migrant Education Program, Past 3 Years

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	72	–	–	–
Yes	22	–	–	–
Don't know	6	–	–	–

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
Note: Cells are empty if there are less than 10 respondents.

Table A3.8

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	28	–	–	–
Spanish	72	–	–	–
Mandarin	0	–	–	–
Cantonese	0	–	–	–
Taiwanese	0	–	–	–
Tagalog	0	–	–	–
Vietnamese	0	–	–	–
Korean	0	–	–	–
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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
Average Scale Score	3.64	–	–	–
How well do you...				
understand English?				
Very well	67	–	–	–
Well	33	–	–	–
Not well	0	–	–	–
Not at all	0	–	–	–
speak English?				
Very well	61	–	–	–
Well	39	–	–	–
Not well	0	–	–	–
Not at all	0	–	–	–
read English?				
Very well	72	–	–	–
Well	28	–	–	–
Not well	0	–	–	–
Not at all	0	–	–	–
write English?				
Very well	61	–	–	–
Well	33	–	–	–
Not well	6	–	–	–
Not at all	0	–	–	–
English Language Proficiency Status				
Proficient	56	–	–	–
Not proficient	44	–	–	–

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.10

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
Average Scale Score	3.54	–	–	–
How well do you...				
understand English?				
Very well	54	–	–	–
Well	46	–	–	–
Not well	0	–	–	–
Not at all	0	–	–	–
speak English?				
Very well	46	–	–	–
Well	54	–	–	–
Not well	0	–	–	–
Not at all	0	–	–	–
read English?				
Very well	69	–	–	–
Well	31	–	–	–
Not well	0	–	–	–
Not at all	0	–	–	–
write English?				
Very well	54	–	–	–
Well	38	–	–	–
Not well	8	–	–	–
Not at all	0	–	–	–
English Language Proficiency Status				
Proficient	46	–	–	–
Not proficient	54	–	–	–

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.11

Number of Days Attending Afterschool Program

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	47	–	–	–
1 day	12	–	–	–
2 days	12	–	–	–
3 days	0	–	–	–
4 days	0	–	–	–
5 days	29	–	–	–

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.12

Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	89	–	–	–
Yes	11	–	–	–
Don't know	0	–	–	–

Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.13

Sexual Orientation and Gender Identification

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	67	–	–	–
Gay or Lesbian	0	–	–	–
Bisexual	0	–	–	–
Transgender	0	–	–	–
Not sure	11	–	–	–
Decline to respond	22	–	–	–

Question HS A.118/MS A.108: Which of the following best describes you? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	33	–	–	–
A's and B's	22	–	–	–
Mostly B's	11	–	–	–
B's and C's	28	–	–	–
Mostly C's	0	–	–	–
C's and D's	0	–	–	–
Mostly D's	0	–	–	–
Mostly F's	6	–	–	–

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	56	–	–	–
1-2 times	28	–	–	–
A few times	17	–	–	–
Once a month	0	–	–	–
Once a week	0	–	–	–
More than once a week	0	–	–	–

Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.3

Reasons for Absence, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	44	–	–	–
Illness (feeling physically sick), including problems with breathing or your teeth	44	–	–	–
Felt very sad, hopeless, anxious, stressed, or angry	0	–	–	–
Didn't get enough sleep	6	–	–	–
Didn't feel safe at school	0	–	–	–
Had to work	0	–	–	–
Had to take care of or help a family member or friend	6	–	–	–
Wanted to spend time with friends who don't go to your school	0	–	–	–
Wanted to use alcohol or drugs	0	–	–	–
Were behind in schoolwork or weren't prepared for a test or class assignment	0	–	–	–
Were bored with or uninterested in school	0	–	–	–
Were suspended	0	–	–	–
Other reason	28	–	–	–

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

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

Table A4.4

School Environment Scales

	Grade 7	Grade 9	Grade 11	NT	Table
Total school supports					
Average Scale Score	3.02	–	–	–	
High (%)	56	–	–	–	
Moderate (%)	39	–	–	–	
Low (%)	6	–	–	–	
Caring adults in school					
Average Scale Score	3.00	–	–	–	A4.6
High (%)	33	–	–	–	
Moderate (%)	61	–	–	–	
Low (%)	6	–	–	–	
High expectations-adults in school					
Average Scale Score	3.41	–	–	–	A4.7
High (%)	67	–	–	–	
Moderate (%)	33	–	–	–	
Low (%)	0	–	–	–	
Meaningful participation at school					
Average Scale Score	2.67	–	–	–	A4.8
High (%)	22	–	–	–	
Moderate (%)	67	–	–	–	
Low (%)	11	–	–	–	

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

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

Table A4.5

School Connectedness, Parent Involvement, and Academic Motivation Scales

	Grade 7	Grade 9	Grade 11	NT	Table
School Connectedness					
Average Scale Score	4.04	–	–	–	A4.9
High (%)	83	–	–	–	
Moderate (%)	11	–	–	–	
Low (%)	6	–	–	–	
Parent Involvement in School					
Average Scale Score	3.94	–	–	–	A4.10
High (%)	61	–	–	–	
Moderate (%)	33	–	–	–	
Low (%)	6	–	–	–	
Academic Motivation					
Average Scale Score	4.40	–	–	–	A4.11
High (%)	61	–	–	–	
Moderate (%)	33	–	–	–	
Low (%)	6	–	–	–	

Notes: Cells are empty if there are less than 10 respondents.
Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6
Caring Relationships Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Caring adults in school				
Average Scale Score	3.00	–	–	–
At my school, there is a teacher or some other adult...				
who really cares about me.				
Not at all true	6	–	–	–
A little true	22	–	–	–
Pretty much true	39	–	–	–
Very much true	33	–	–	–
who notices when I'm not there.				
Not at all true	6	–	–	–
A little true	28	–	–	–
Pretty much true	50	–	–	–
Very much true	17	–	–	–
who listens to me when I have something to say.				
Not at all true	0	–	–	–
A little true	17	–	–	–
Pretty much true	44	–	–	–
Very much true	39	–	–	–

Question HS/MS A.34, 36, 38: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.7
High Expectations Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
High expectations-adults in school				
Average Scale Score	3.41	–	–	–
At my school, there is a teacher or some other adult...				
who tells me when I do a good job.				
Not at all true	0	–	–	–
A little true	11	–	–	–
Pretty much true	44	–	–	–
Very much true	44	–	–	–
who always wants me to do my best.				
Not at all true	0	–	–	–
A little true	17	–	–	–
Pretty much true	22	–	–	–
Very much true	61	–	–	–
who believes that I will be a success.				
Not at all true	6	–	–	–
A little true	11	–	–	–
Pretty much true	17	–	–	–
Very much true	67	–	–	–

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.8
Meaningful Participation Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Meaningful participation at school				
Average Scale Score	2.67	–	–	–
At school...				
I do interesting activities.				
Not at all true	12	–	–	–
A little true	12	–	–	–
Pretty much true	65	–	–	–
Very much true	12	–	–	–
I help decide things like class activities or rules.				
Not at all true	6	–	–	–
A little true	56	–	–	–
Pretty much true	28	–	–	–
Very much true	11	–	–	–
I do things that make a difference.				
Not at all true	11	–	–	–
A little true	28	–	–	–
Pretty much true	33	–	–	–
Very much true	28	–	–	–

Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.9

School Connectedness Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
School Connectedness				
Average Scale Score	4.04	–	–	–
I feel close to people at this school.				
Strongly disagree	6	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	6	–	–	–
Agree	72	–	–	–
Strongly agree	17	–	–	–
I am happy to be at this school.				
Strongly disagree	0	–	–	–
Disagree	6	–	–	–
Neither disagree nor agree	28	–	–	–
Agree	39	–	–	–
Strongly agree	28	–	–	–
I feel like I am part of this school.				
Strongly disagree	6	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	6	–	–	–
Agree	56	–	–	–
Strongly agree	33	–	–	–
The teachers at this school treat students fairly.				
Strongly disagree	0	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	6	–	–	–
Agree	78	–	–	–
Strongly agree	17	–	–	–
I feel safe in my school.				
Strongly disagree	0	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	12	–	–	–
Agree	47	–	–	–
Strongly agree	41	–	–	–

Question HS/MS A.21-25: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 10 respondents.

Table A4.10

Parent Involvement Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Parent Involvement in School				
Average Scale Score	3.94	–	–	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	0	–	–	–
Disagree	6	–	–	–
Neither disagree nor agree	41	–	–	–
Agree	24	–	–	–
Strongly agree	29	–	–	–
Parents feel welcome to participate at this school.				
Strongly disagree	0	–	–	–
Disagree	6	–	–	–
Neither disagree nor agree	11	–	–	–
Agree	44	–	–	–
Strongly agree	39	–	–	–
School staff takes parent concerns seriously.				
Strongly disagree	0	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	22	–	–	–
Agree	61	–	–	–
Strongly agree	17	–	–	–

Question HS/MS A.27-29: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.11

Academic Motivation Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Academic Motivation				
Average Scale Score	4.40	–	–	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	6	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	6	–	–	–
Agree	28	–	–	–
Strongly agree	61	–	–	–
I try hard at school because I am interested in my work.				
Strongly disagree	0	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	17	–	–	–
Agree	39	–	–	–
Strongly agree	44	–	–	–
I work hard to try to understand new things at school.				
Strongly disagree	0	–	–	–
Disagree	6	–	–	–
Neither disagree nor agree	0	–	–	–
Agree	39	–	–	–
Strongly agree	56	–	–	–
I am always trying to do better in my schoolwork.				
Strongly disagree	6	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	0	–	–	–
Agree	28	–	–	–
Strongly agree	67	–	–	–

Question HS/MS A.30-33: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.12

Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	6	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	6	–	–	–
Agree	67	–	–	–
Strongly agree	22	–	–	–

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

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

5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	28	–	–	–
Safe	56	–	–	–
Neither safe nor unsafe	17	–	–	–
Unsafe	0	–	–	–
Very unsafe	0	–	–	–

Question HS A.89/MS A.79: How safe do you feel when you are at school?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	94	–	–	–
1 time	0	–	–	–
2 or more times	6	–	–	–
Religion				
0 times	94	–	–	–
1 time	6	–	–	–
2 or more times	0	–	–	–
Gender (being male or female)				
0 times	94	–	–	–
1 time	6	–	–	–
2 or more times	0	–	–	–
Because you are gay or lesbian or someone thought you were				
0 times	100	–	–	–
1 time	0	–	–	–
2 or more times	0	–	–	–
A physical or mental disability				
0 times	100	–	–	–
1 time	0	–	–	–
2 or more times	0	–	–	–
Any of the above five bias-related reasons	17	–	–	–
Any other reason				
0 times	89	–	–	–
1 time	6	–	–	–
2 or more times	6	–	–	–
Any harassment	22	–	–	–

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

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

Table A5.3

Verbal Harassment at School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	72	–	–	–
1 time	17	–	–	–
2 to 3 times	6	–	–	–
4 or more times	6	–	–	–
had sexual jokes, comments, or gestures made to you?				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
been made fun of because of your looks or the way you talk?				
0 times	83	–	–	–
1 time	6	–	–	–
2 to 3 times	11	–	–	–
4 or more times	0	–	–	–
been made fun of, insulted, or called names?				
0 times	67	–	–	–
1 time	17	–	–	–
2 to 3 times	17	–	–	–
4 or more times	0	–	–	–

Question HS A.93-95, 104/MS A.84-86, 95: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
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?				
0 times	94	–	–	–
1 time	6	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
been afraid of being beaten up?				
0 times	89	–	–	–
1 time	11	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
been in a physical fight?				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
been threatened with harm or injury?				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
been offered, sold, or given an illegal drug?				
0 times	94	–	–	–
1 time	6	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	83	–	–	–
1 time	11	–	–	–
2 to 3 times	6	–	–	–
4 or more times	0	–	–	–
Damaged school property on purpose				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

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

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

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Carried any other weapon (such as a knife or club)				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Seen someone carrying a gun, knife, or other weapon				
0 times	89	–	–	–
1 time	6	–	–	–
2 to 3 times	0	–	–	–
4 or more times	6	–	–	–

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	12	–	–	–	A6.3
Current alcohol or drugs	12	–	–	–	A6.4
Current heavy drug uses	0	–	–	–	A6.4
Current heavy alcohol use (binge drinking)	6	–	–	–	A6.4
Current alcohol or drug use on school property	0	–	–	–	A6.9

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

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	13	–	–	–
Marijuana	6	–	–	–
Inhalants	0	–	–	–
Cocaine, Methamphetamine, or any amphetamines	na	–	–	–
Ecstasy, LSD, or other psychedelics	na	–	–	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	–	–	–

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

Table A6.3

Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	88	–	–	–
1 time	13	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Marijuana				
0 times	94	–	–	–
1 time	6	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Inhalants (to get "high")				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Ecstasy, LSD, or other psychedelics				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Any other drug, or pill, or medicine to get "high" or for other than medical reasons				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Any of the above AOD use	12	–	–	–

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

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Diet Pills				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A6.4

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	12	–	–	–
Binge drinking (5 or more drinks in a row)	6	–	–	–
Marijuana	6	–	–	–
Inhalants	0	–	–	–
Prescription medications to get "high" or for reasons other than prescribed	na	–	–	–
Other drug, pill, or medicine to get "high" or for other than medical reasons	0	–	–	–
Any drug use	6	–	–	–
Heavy drug use	0	–	–	–
Any AOD Use	12	–	–	–
Two or more drugs at the same time	na	–	–	–

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

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

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

na—Not asked of middle school students.

Table A6.5

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	88	–	–	–
1 or 2 days	12	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
Binge drinking (5 or more drinks in a row)				
0 days	94	–	–	–
1 or 2 days	6	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
Marijuana				
0 days	94	–	–	–
1 or 2 days	6	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–

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

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

Table A6.6

Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	94	–	–	–
1 to 2 times	0	–	–	–
3 to 6 times	0	–	–	–
7 or more times	6	–	–	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	100	–	–	–
1 to 2 times	0	–	–	–
3 to 6 times	0	–	–	–
7 or more times	0	–	–	–
Very drunk or "high" 7 or more times	6	–	–	–

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

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

Table A6.7

Cessation Attempts

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

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

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

na—Not asked of middle school students.

Table A6.8

Drinking While Driving, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	–	–	–
1 time	na	–	–	–
2 times	na	–	–	–
3 to 6 times	na	–	–	–
7 or more times	na	–	–	–
Have ridden in a car driven by someone who had been drinking				
Never	78	na	na	na
1 time	11	na	na	na
2 times	0	na	na	na
3 to 6 times	11	na	na	na
7 or more times	0	na	na	na

Question HS A.88/MS A.78: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle/high school students.

Table A6.9

Current AOD Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	100	–	–	–
1 to 2 days	0	–	–	–
3 or more days	0	–	–	–
Marijuana				
0 days	100	–	–	–
1 to 2 days	0	–	–	–
3 or more days	0	–	–	–
Any other drug, pill, or medicine to get "high" or for other than medical reasons?				
0 days	100	–	–	–
1 to 2 days	0	–	–	–
3 or more days	0	–	–	–
Any of the above	0	–	–	–

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get "high" or for other than medical reasons?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.10

Lifetime Drunk or "High" on School Property

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

Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.11

Perceived Harm and Availability

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Alcohol - drink occasionally				
Great	39	–	–	–
Moderate	22	–	–	–
Slight	11	–	–	–
None	28	–	–	–
Alcohol - 5 or more drinks once or twice a week				
Great	39	–	–	–
Moderate	44	–	–	–
Slight	0	–	–	–
None	17	–	–	–
Marijuana - smoke occasionally				
Great	39	–	–	–
Moderate	22	–	–	–
Slight	17	–	–	–
None	22	–	–	–
Marijuana - smoke once or twice a week				
Great	28	–	–	–
Moderate	28	–	–	–
Slight	22	–	–	–
None	22	–	–	–
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult	35	–	–	–
Fairly difficult	18	–	–	–
Fairly easy	12	–	–	–
Very easy	6	–	–	–
Don’t know	29	–	–	–
Marijuana				
Very difficult	39	–	–	–
Fairly difficult	22	–	–	–
Fairly easy	0	–	–	–
Very easy	6	–	–	–
Don’t know	33	–	–	–

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	0	–	–	–	A7.2
Current cigarette smoking‡	11	–	–	–	A7.3
Current cigarette smoking at school‡	0	–	–	–	A7.4
Ever tried smokeless tobacco	0	–	–	–	A7.2
Current smokeless tobacco use‡	0	–	–	–	A7.3
Current smokeless tobacco use at school‡	0	–	–	–	A7.4
Ever used electronic cigarettes or other vaping device	0	–	–	–	A7.2
Current use of electronic cigarettes or other vaping device‡	0	–	–	–	A7.3
Current use of electronic cigarettes or other vaping device at school‡	0	–	–	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	–	–	–	A7.5
Attitudes and Correlates					
Occasional smoking great harm	39	–	–	–	A7.6
Smoking 1-2 packs per day great harm	39	–	–	–	A7.6
Very easy to obtain cigarettes	6	–	–	–	A7.6

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

‡*Past 30 days; na—Not asked of middle school students.*

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	100	na	na	na
1 time	0	na	na	na
2 to 3 times	0	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Smokeless tobacco				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
An electronic cigarette or other vaping device				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

Question HS A.43-45/MS A.43-46: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of high school students.

Table A7.3

Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	11	–	–	–
Daily (20 or more days)	6	–	–	–
Smokeless Tobacco				
Any	0	–	–	–
Daily (20 or more days)	0	–	–	–
Electronic cigarettes or other vaping device				
Any	0	–	–	–
Daily (20 or more days)	0	–	–	–

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

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
Smokeless Tobacco				
0 days	100	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
Electronic cigarettes or other vaping device				
0 days	100	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Cigarette Smoking Cessation Attempts

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

Question HS A.85: How many times have you tried to quit or stop using cigarettes?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A7.6

Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Smoke cigarettes occasionally				
Great	39	–	–	–
Moderate	28	–	–	–
Slight	11	–	–	–
None	22	–	–	–
Smoke 1-2 packs of cigarettes a day				
Great	39	–	–	–
Moderate	39	–	–	–
Slight	6	–	–	–
None	17	–	–	–
Perceived Difficulty of Obtaining...				
Cigarettes				
Very difficult	39	–	–	–
Fairly difficult	22	–	–	–
Fairly easy	6	–	–	–
Very easy	6	–	–	–
Don't know	28	–	–	–

Question HS A.76, 77, 82/MS A.69, 70, 75: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.
Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	83	–	–	–
1 time	17	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

Question HS A.111/MS A.102: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, Instagram™, Snapchat™, email, instant message)?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	67	na	na	na
1 day	6	na	na	na
2 days	6	na	na	na
3 days	11	na	na	na
4 days	0	na	na	na
5 days	11	na	na	na

Question MS A.80: In a normal week, how many days are you home after school for at least one hour without an adult there?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of high school students.

Table A8.3

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	11	–	–	–
Yes	89	–	–	–

Question HS A.115/MS A.105: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	72	–	–	–
Yes	28	–	–	–

Question HS A.113/MS A.104: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A8.5

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	–	–	–
Yes	na	–	–	–

Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A8.6

Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	94	–	–	–
Yes	6	–	–	–

Question HS A.112/MS A.103: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	56						62
Caring adults in school	38						46
High expectations-adults in school	63						77
Meaningful participation at school	19						15
School Connectedness	88						100
Parent Involvement in School	63						69
Academic Motivation	63						69

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

Table A9.2

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

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	–	–	–	–	–	–	–
Caring adults in school	–	–	–	–	–	–	–
High expectations-adults in school	–	–	–	–	–	–	–
Meaningful participation at school	–	–	–	–	–	–	–
School Connectedness	–	–	–	–	–	–	–
Parent Involvement in School	–	–	–	–	–	–	–
Academic Motivation	–	–	–	–	–	–	–

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

Table A9.3

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

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

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

Table A9.4

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

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

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

Table A9.5

Perceived Safety at School by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Feel safe or very safe at school				
Hispanic or Latino	81	–	–	–
American Indian or Alaska Native		–	–	–
Asian		–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) races	85	–	–	–

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

Table A9.6

Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Harassment or bullying due to five bias-related reasons[A]				
Hispanic or Latino	13	–	–	–
American Indian or Alaska Native		–	–	–
Asian		–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) races	23	–	–	–

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

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

Table A9.7

Any Harassment or Bullying by Race/Ethnicity, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Were harassed or bullied at school				
Hispanic or Latino	19	–	–	–
American Indian or Alaska Native		–	–	–
Asian		–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) races	31	–	–	–

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

Table A9.8

Current Alcohol Use at School by Race/Ethnicity, Past 30 Days

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

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

Table A9.9

Current Cigarette Smoking by Race/Ethnicity, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	13	–	–	–
American Indian or Alaska Native		–	–	–
Asian		–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) races	8	–	–	–

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

Table A9.10

Current Alcohol Use by Race/Ethnicity, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol in the past 30 days				
Hispanic or Latino	7	–	–	–
American Indian or Alaska Native		–	–	–
Asian		–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) races	8	–	–	–

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

Table A9.11

Current Marijuana Use by Race/Ethnicity, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Used marijuana in the past 30 days				
Hispanic or Latino	0	–	–	–
American Indian or Alaska Native		–	–	–
Asian		–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) races	0	–	–	–

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

Table A9.12

Chronic Sad or Hopeless Feelings by Race/Ethnicity, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Felt so sad or hopeless almost everyday for two weeks or more				
Hispanic or Latino	31	–	–	–
American Indian or Alaska Native		–	–	–
Asian		–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) races	38	–	–	–

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

10. Gender Breakdowns

Table A10.1

School Supports and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Environment								
Total school supports	67		–	–	–	–	–	–
Caring adults in school	33		–	–	–	–	–	–
High expectations-adults in school	75		–	–	–	–	–	–
Meaningful participation at school	25		–	–	–	–	–	–
School Connectedness	92		–	–	–	–	–	–
Parent Involvement in School	67		–	–	–	–	–	–
Academic Motivation	58		–	–	–	–	–	–

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

Table A10.2

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

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	100		–	–	–	–	–	–
Harassment/Bullying at School								
During the past 12 month at school, have you been...								
harassed/bullied for any of the five bias-related reasons	25		–	–	–	–	–	–
harassed/bullied for any reasons	25		–	–	–	–	–	–
Current ATOD Use								
During the past 30 days, did you...								
have at least one drink of alcohol at school	0		–	–	–	–	–	–
smoke cigarettes	8		–	–	–	–	–	–
have at least one drink of alcohol	17		–	–	–	–	–	–
use marijuana	8		–	–	–	–	–	–
Mental Health								
Chronic sad or hopeless feelings, past 12 months	42		–	–	–	–	–	–

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

Appendix

2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Ducor Union Elementary	95			

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