CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Knightsen 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	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 Characteristics

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	78	60	59
Final number	56	51	49
Average Response Rate	72%	85%	83%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness (high)	52	37	53	A4.5
Academic motivation (high)	44	29	35	A4.5
Truant more than a few times†	0	4	10	A4.2
Caring adult relationships (high)	41	42	38	A4.4
High expectations (high)	55	48	45	A4.4
Meaningful participation (high)	8	16	8	A4.4
School Safety and Substance Use				
School perceived as very safe or safe	58	53	69	A5.1
Experienced any harassment or bullying†	56	47	43	A5.2
Had mean rumors or lies spread about you†	46	57	47	A5.3
Been afraid of being beaten up†	25	14	14	A5.4
Been in a physical fight†	27	33	24	A5.4
Seen a weapon on campus†	24	14	16	A5.6
Been drunk or "high" on drugs at school, ever	2	0	0	A6.9
Mental and Physical Health				
Current alcohol or drug use‡	11	6	14	A6.4
Current binge drinking‡	4	2	4	A6.4
Very drunk or "high" 7 or more times	0	0	6	A6.6
Current cigarette smoking‡	0	0	0	A7.3
Current electronic cigarette use‡	2	0	2	A7.3
Experienced chronic sadness/hopelessness†	28	31	33	A8.4

Notes: Cells are empty if there are less than 10 respondents.
†Past 12 months; ‡Past 30 days.

3. Demographics

Table A3.1
Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male	55	46	48
Female	45	54	52

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 6 %	Grade 7 %	Grade 8 %
No	61	53	60
Yes	39	47	40

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 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native	0	0	4
Asian	4	0	7
Black or African American	2	0	2
Native Hawaiian or Pacific Islander	0	0	0
White	39	48	43
Mixed (two or more) races	55	52	43

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 6 %	Grade 7 %	Grade 8 %
A home with one or more parents or guardian	85	94	92
Other relative's home	0	4	2
A home with more than one family	8	0	2
Friend's home	2	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	6	2	4

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 6 %	Grade 7 %	Grade 8 %
Did not finish high school	6	4	10
Graduated from high school	9	14	14
Attended college but did not complete four-year degree	13	16	10
Graduated from college	28	33	45
Don't know	43	33	20

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 6 %	Grade 7 %	Grade 8 %
No	43	59	56
Yes	20	20	29
Don't know	37	22	15

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 6 %	Grade 7 %	Grade 8 %
No	61	82	88
Yes	4	2	2
Don't know	35	16	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

	Grade 6 %	Grade 7 %	Grade 8 %
English	76	78	71
Spanish	20	22	24
Mandarin	0	0	2
Cantonese	0	0	0
Taiwanese	0	0	0
Tagalog	2	0	0
Vietnamese	0	0	0
Korean	0	0	0
Other	2	0	2

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 6 mean/%	Grade 7 mean/%	Grade 8 mean/%
English Language Proficiency			
Average Scale Score	3.64	3.92	3.94
How well do you...			
understand English?			
Very well	81	94	100
Well	19	4	0
Not well	0	2	0
Not at all	0	0	0
speak English?			
Very well	71	96	98
Well	25	4	2
Not well	2	0	0
Not at all	2	0	0
read English?			
Very well	59	94	90
Well	33	6	10
Not well	7	0	0
Not at all	0	0	0
write English?			
Very well	57	90	90
Well	39	6	8
Not well	4	4	2
Not at all	0	0	0
English Language Proficiency Status			
Proficient	59	90	92
Not proficient	41	10	8

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 6 mean/%	Grade 7 mean/%	Grade 8 mean/%
English Language Proficiency			
Average Scale Score	3.44	3.84	3.79
How well do you...			
understand English?			
Very well	69	82	100
Well	31	18	0
Not well	0	0	0
Not at all	0	0	0
speak English?			
Very well	42	82	93
Well	50	18	7
Not well	8	0	0
Not at all	0	0	0
read English?			
Very well	42	82	64
Well	50	18	36
Not well	8	0	0
Not at all	0	0	0
write English?			
Very well	42	91	64
Well	42	9	29
Not well	17	0	7
Not at all	0	0	0
English Language Proficiency Status			
Proficient	42	82	71
Not proficient	58	18	29

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 6 %	Grade 7 %	Grade 8 %
0 days	59	78	73
1 day	11	6	6
2 days	5	6	4
3 days	9	6	8
4 days	7	4	2
5 days	9	0	6

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 6 %	Grade 7 %	Grade 8 %
No	91	78	96
Yes	4	12	4
Don't know	6	10	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 Identification

	Grade 6 %	Grade 7 %	Grade 8 %
Heterosexual (straight)	75	78	82
Gay or Lesbian	2	0	2
Bisexual	6	6	2
Transgender	0	0	0
Not sure	8	6	4
Decline to respond	19	12	11

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 6 %	Grade 7 %	Grade 8 %
Mostly A's	9	12	14
A's and B's	39	38	20
Mostly B's	6	2	2
B's and C's	26	24	37
Mostly C's	4	6	4
C's and D's	13	14	20
Mostly D's	4	2	0
Mostly F's	0	2	2

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 6 %	Grade 7 %	Grade 8 %
0 times	79	69	53
1-2 times	9	24	20
A few times	11	4	16
Once a month	0	2	8
Once a week	0	2	0
More than once a week	0	0	2

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 6 %	Grade 7 %	Grade 8 %
Does not apply, I didn't miss any school	43	63	51
Illness (feeling physically sick), including problems with breathing or your teeth	45	31	41
Felt very sad, hopeless, anxious, stressed, or angry	2	2	8
Didn't get enough sleep	4	2	12
Didn't feel safe at school	11	2	0
Had to work	0	0	0
Had to take care of or help a family member or friend	2	4	2
Wanted to spend time with friends who don't go to your school	0	0	0
Wanted to use alcohol or drugs	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	2	2	0
Were bored with or uninterested in school	4	6	0
Were suspended	0	2	0
Other reason	14	12	10

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 6	Grade 7	Grade 8	Table
Total school supports				
Average Scale Score	2.77	2.74	2.59	
High (%)	27	38	28	
Moderate (%)	65	50	51	
Low (%)	8	12	21	
Caring adults in school				
Average Scale Score	2.92	2.93	2.81	A4.6
High (%)	41	42	38	
Moderate (%)	51	52	45	
Low (%)	8	6	17	
High expectations-adults in school				
Average Scale Score	3.21	3.04	2.95	A4.7
High (%)	55	48	45	
Moderate (%)	40	48	47	
Low (%)	6	4	9	
Meaningful participation at school				
Average Scale Score	2.26	2.27	2.04	A4.8
High (%)	8	16	8	
Moderate (%)	58	55	46	
Low (%)	34	29	46	

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 6	Grade 7	Grade 8	Table
School Connectedness				
Average Scale Score	3.65	3.36	3.66	A4.9
High (%)	52	37	53	
Moderate (%)	41	47	37	
Low (%)	7	16	10	
Parent Involvement in School				
Average Scale Score	3.70	3.63	3.60	A4.10
High (%)	42	49	41	
Moderate (%)	45	24	45	
Low (%)	13	27	14	
Academic Motivation				
Average Scale Score	4.06	3.93	3.91	A4.11
High (%)	44	29	35	
Moderate (%)	35	55	43	
Low (%)	20	16	22	

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 6 mean/%	Grade 7 mean/%	Grade 8 mean/%
Caring adults in school			
Average Scale Score	2.92	2.93	2.81
At my school, there is a teacher or some other adult...			
who really cares about me.			
Not at all true	4	10	11
A little true	36	26	17
Pretty much true	36	34	47
Very much true	24	30	26
who notices when I'm not there.			
Not at all true	8	12	17
A little true	18	12	17
Pretty much true	40	26	28
Very much true	34	50	37
who listens to me when I have something to say.			
Not at all true	8	16	15
A little true	24	24	30
Pretty much true	34	22	26
Very much true	34	38	30

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 6 mean/%	Grade 7 mean/%	Grade 8 mean/%
High expectations-adults in school			
Average Scale Score	3.21	3.04	2.95
At my school, there is a teacher or some other adult...			
who tells me when I do a good job.			
Not at all true	6	6	9
A little true	25	26	34
Pretty much true	37	40	28
Very much true	31	28	30
who always wants me to do my best.			
Not at all true	4	6	4
A little true	4	16	17
Pretty much true	43	26	21
Very much true	49	52	57
who believes that I will be a success.			
Not at all true	6	6	17
A little true	10	24	24
Pretty much true	31	36	28
Very much true	54	34	30

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 6 mean/%	Grade 7 mean/%	Grade 8 mean/%
Meaningful participation at school			
Average Scale Score	2.26	2.27	2.04
At school...			
I do interesting activities.			
Not at all true	9	24	27
A little true	45	26	29
Pretty much true	20	14	33
Very much true	25	36	10
I help decide things like class activities or rules.			
Not at all true	47	50	56
A little true	24	18	21
Pretty much true	20	16	13
Very much true	10	16	10
I do things that make a difference.			
Not at all true	23	29	36
A little true	45	31	38
Pretty much true	23	25	11
Very much true	9	14	15

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 6 mean/%	Grade 7 mean/%	Grade 8 mean/%
School Connectedness			
Average Scale Score	3.65	3.36	3.66
I feel close to people at this school.			
Strongly disagree	4	4	4
Disagree	4	8	10
Neither disagree nor agree	26	22	14
Agree	56	41	29
Strongly agree	11	25	43
I am happy to be at this school.			
Strongly disagree	2	22	6
Disagree	9	4	12
Neither disagree nor agree	31	29	29
Agree	42	25	33
Strongly agree	16	20	20
I feel like I am part of this school.			
Strongly disagree	4	10	8
Disagree	16	20	14
Neither disagree nor agree	16	29	22
Agree	47	22	35
Strongly agree	16	20	20
The teachers at this school treat students fairly.			
Strongly disagree	4	14	11
Disagree	11	20	9
Neither disagree nor agree	25	24	28
Agree	47	29	32
Strongly agree	13	14	21
I feel safe in my school.			
Strongly disagree	2	6	6
Disagree	6	10	2
Neither disagree nor agree	24	27	16
Agree	48	39	43
Strongly agree	20	18	33

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 6 mean/%	Grade 7 mean/%	Grade 8 mean/%
Parent Involvement in School			
Average Scale Score	3.70	3.63	3.60
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	2	0	4
Disagree	4	22	8
Neither disagree nor agree	29	20	20
Agree	33	31	41
Strongly agree	33	27	27
Parents feel welcome to participate at this school.			
Strongly disagree	0	6	8
Disagree	2	6	0
Neither disagree nor agree	38	20	20
Agree	44	39	49
Strongly agree	15	29	22
School staff takes parent concerns seriously.			
Strongly disagree	2	10	10
Disagree	15	16	14
Neither disagree nor agree	37	16	33
Agree	27	37	27
Strongly agree	19	22	16

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 6 mean/%	Grade 7 mean/%	Grade 8 mean/%
Academic Motivation			
Average Scale Score	4.06	3.93	3.91
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	0	2	8
Disagree	8	4	0
Neither disagree nor agree	8	16	8
Agree	32	42	39
Strongly agree	53	36	45
I try hard at school because I am interested in my work.			
Strongly disagree	4	6	8
Disagree	9	10	16
Neither disagree nor agree	33	20	27
Agree	30	44	22
Strongly agree	24	20	27
I work hard to try to understand new things at school.			
Strongly disagree	0	2	6
Disagree	9	4	2
Neither disagree nor agree	17	16	20
Agree	39	47	37
Strongly agree	35	31	35
I am always trying to do better in my schoolwork.			
Strongly disagree	0	6	6
Disagree	5	4	4
Neither disagree nor agree	11	12	12
Agree	33	43	22
Strongly agree	51	35	55

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 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	6	18	12
Disagree	17	10	14
Neither disagree nor agree	33	30	29
Agree	37	30	31
Strongly agree	7	12	14

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 6 %	Grade 7 %	Grade 8 %
Very safe	16	20	18
Safe	42	33	51
Neither safe nor unsafe	35	39	27
Unsafe	5	2	2
Very unsafe	2	6	2

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 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	76	84	80
1 time	11	8	6
2 or more times	13	8	14
Religion			
0 times	85	86	92
1 time	9	14	2
2 or more times	6	0	6
Gender (being male or female)			
0 times	80	94	90
1 time	7	2	0
2 or more times	13	4	10
Because you are gay or lesbian or someone thought you were			
0 times	89	84	92
1 time	4	4	4
2 or more times	8	12	4
A physical or mental disability			
0 times	94	96	96
1 time	2	2	4
2 or more times	4	2	0
Any of the above five bias-related reasons	46	33	33
Any other reason			
0 times	66	75	76
1 time	17	8	12
2 or more times	17	18	12
Any harassment	56	47	43

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 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
had mean rumors or lies spread about you?			
0 times	54	43	53
1 time	22	27	14
2 to 3 times	15	14	14
4 or more times	9	16	18
had sexual jokes, comments, or gestures made to you?			
0 times	60	61	49
1 time	17	16	10
2 to 3 times	11	4	16
4 or more times	11	20	24
been made fun of because of your looks or the way you talk?			
0 times	51	58	61
1 time	24	10	18
2 to 3 times	13	14	10
4 or more times	13	18	10
been made fun of, insulted, or called names?			
0 times	47	51	60
1 time	15	16	13
2 to 3 times	20	6	13
4 or more times	18	27	15

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 6 %	Grade 7 %	Grade 8 %
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	65	61	80
1 time	13	20	6
2 to 3 times	18	10	12
4 or more times	4	10	2
been afraid of being beaten up?			
0 times	75	86	86
1 time	13	12	10
2 to 3 times	7	2	4
4 or more times	5	0	0
been in a physical fight?			
0 times	73	67	76
1 time	18	20	14
2 to 3 times	4	12	6
4 or more times	5	2	4
been threatened with harm or injury?			
0 times	77	88	84
1 time	13	6	6
2 to 3 times	6	0	4
4 or more times	4	6	6
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	93	88	92
1 time	2	8	6
2 to 3 times	5	2	2
4 or more times	0	2	0
been offered, sold, or given an illegal drug?			
0 times	100	96	98
1 time	0	2	2
2 to 3 times	0	0	0
4 or more times	0	2	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 6 %	Grade 7 %	Grade 8 %
Had your property stolen or deliberately damaged			
0 times	73	76	82
1 time	11	16	10
2 to 3 times	13	8	6
4 or more times	4	0	2
Damaged school property on purpose			
0 times	93	78	92
1 time	7	16	6
2 to 3 times	0	4	2
4 or more times	0	2	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 6 %	Grade 7 %	Grade 8 %
Carried a gun			
0 times	98	96	96
1 time	0	4	4
2 to 3 times	2	0	0
4 or more times	0	0	0
Carried any other weapon (such as a knife or club)			
0 times	95	90	92
1 time	2	6	4
2 to 3 times	0	2	2
4 or more times	4	2	2
Seen someone carrying a gun, knife, or other weapon			
0 times	76	86	84
1 time	13	10	4
2 to 3 times	7	2	12
4 or more times	4	2	0

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 6 %	Grade 7 %	Grade 8 %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	22	14	29	A6.3
Current alcohol or drugs	11	6	14	A6.4
Current heavy drug uses	4	2	4	A6.4
Current heavy alcohol use (binge drinking)	4	2	4	A6.4
Current alcohol or drug use on school property	7	2	6	A6.8

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

Table A6.2
Summary of AOD Lifetime Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	11	10	20
Marijuana	2	2	16
Inhalants	8	6	2

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

Table A6.3
Lifetime AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	89	90	80
1 time	6	8	8
2 to 3 times	6	0	6
4 or more times	0	2	6
Marijuana			
0 times	98	98	84
1 time	0	0	8
2 to 3 times	0	0	2
4 or more times	2	2	6
Inhalants (to get "high")			
0 times	92	94	98
1 time	6	4	0
2 to 3 times	0	0	0
4 or more times	2	2	2
Any other drug, or pill, or medicine to get "high" or for other than medical reasons			
0 times	98	100	98
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	2	0	2
Any of the above AOD use	22	14	29

Question HS A.46-48, 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)... 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.

Table A6.4
Current AOD Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (at least one drink)	9	6	12
Binge drinking (5 or more drinks in a row)	4	2	4
Marijuana	4	2	8
Inhalants	0	0	0
Other drug, pill, or medicine to get "high" or for other than medical reasons	4	0	0
Any drug use	4	2	8
Heavy drug use	4	2	4
Any AOD Use	11	6	14

Question HS A.63-66/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")... 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.
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 A6.5

Frequency of Current AOD Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (at least one drink)			
0 days	91	94	88
1 or 2 days	7	4	12
3 to 9 days	0	2	0
10 to 19 days	0	0	0
20 or more days	2	0	0
Binge drinking (5 or more drinks in a row)			
0 days	96	98	96
1 or 2 days	4	0	4
3 to 9 days	0	2	0
10 to 19 days	0	0	0
20 or more days	0	0	0
Marijuana			
0 days	96	98	92
1 or 2 days	2	0	4
3 to 9 days	0	2	0
10 to 19 days	2	0	2
20 or more days	0	0	2

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 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	100	100	94
1 to 2 times	0	0	6
3 to 6 times	0	0	0
7 or more times	0	0	0
"High" (loaded, stoned, or wasted) from using drugs			
0 times	98	100	94
1 to 2 times	2	0	0
3 to 6 times	0	0	0
7 or more times	0	0	6
Very drunk or "high" 7 or more times	0	0	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
Drinking While Driving, Lifetime

	Grade 6 %	Grade 7 %	Grade 8 %
Have ridden in a car driven by someone who had been drinking			
Never	57	68	67
1 time	13	14	8
2 times	9	4	8
3 to 6 times	0	4	8
7 or more times	20	10	8

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.

Table A6.8

Current AOD Use on School Property, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	93	98	96
1 to 2 days	5	2	4
3 or more days	2	0	0
Marijuana			
0 days	95	100	96
1 to 2 days	2	0	2
3 or more days	4	0	2
Any other drug, pill, or medicine to get "high" or for other than medical reasons?			
0 days	98	100	100
1 to 2 days	0	0	0
3 or more days	2	0	0
Any of the above	7	2	6

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 A6.9

Lifetime Drunk or "High" on School Property

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	98	100	100
1 to 2 times	0	0	0
3 to 6 times	2	0	0
7 or more times	0	0	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 A6.10
Perceived Harm and Availability

	Grade 6 %	Grade 7 %	Grade 8 %
Perceived Harm of Use...			
Alcohol - drink occasionally			
Great	30	22	27
Moderate	30	29	16
Slight	19	20	31
None	22	29	27
Alcohol - 5 or more drinks once or twice a week			
Great	40	34	49
Moderate	28	30	20
Slight	9	10	12
None	23	26	18
Marijuana - smoke occasionally			
Great	49	37	31
Moderate	26	24	23
Slight	2	14	19
None	23	25	27
Marijuana - smoke once or twice a week			
Great	58	37	46
Moderate	21	29	17
Slight	4	12	13
None	17	22	25
Perceived Difficulty of Obtaining...			
Alcohol			
Very difficult	13	25	24
Fairly difficult	11	8	6
Fairly easy	13	16	20
Very easy	20	8	12
Don't know	44	43	37
Marijuana			
Very difficult	26	35	24
Fairly difficult	11	4	8
Fairly easy	9	10	18
Very easy	4	6	8
Don't know	50	45	41

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 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	0	2	4	A7.2
Current cigarette smoking‡	0	0	0	A7.3
Current cigarette smoking at school‡	4	0	0	A7.4
Ever tried smokeless tobacco	4	0	2	A7.2
Current smokeless tobacco use‡	0	0	0	A7.3
Current smokeless tobacco use at school‡	4	0	0	A7.4
Ever used electronic cigarettes or other vaping device	6	4	12	A7.2
Current use of electronic cigarettes or other vaping device‡	2	0	2	A7.3
Current use of electronic cigarettes or other vaping device at school‡	4	0	2	A7.4
Attitudes and Correlates				
Occasional smoking great harm	31	26	31	A7.5
Smoking 1-2 packs per day great harm	68	65	78	A7.5
Very easy to obtain cigarettes	13	4	6	A7.5

Notes: Cells are empty if there are less than 10 respondents.
‡*Past 30 days.*

Table A7.2
Lifetime Tobacco Use

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	98	98	92
1 time	2	2	2
2 to 3 times	0	0	4
4 or more times	0	0	2
A whole cigarette			
0 times	100	98	96
1 time	0	2	2
2 to 3 times	0	0	2
4 or more times	0	0	0
Smokeless tobacco			
0 times	96	100	98
1 time	2	0	0
2 to 3 times	2	0	0
4 or more times	0	0	2
An electronic cigarette or other vaping device			
0 times	94	96	88
1 time	2	2	6
2 to 3 times	4	0	4
4 or more times	0	2	2

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.

Table A7.3
Any Current Use and Daily Use

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any	0	0	0
Daily (20 or more days)	0	0	0
Smokeless Tobacco			
Any	0	0	0
Daily (20 or more days)	0	0	0
Electronic cigarettes or other vaping device			
Any	2	0	2
Daily (20 or more days)	0	0	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 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	96	100	100
1 or 2 days	2	0	0
3 to 9 days	2	0	0
10 to 19 days	0	0	0
20 or more days	0	0	0
Smokeless Tobacco			
0 days	96	100	100
1 or 2 days	0	0	0
3 to 9 days	2	0	0
10 to 19 days	2	0	0
20 or more days	0	0	0
Electronic cigarettes or other vaping device			
0 days	96	100	98
1 or 2 days	0	0	2
3 to 9 days	2	0	0
10 to 19 days	0	0	0
20 or more days	2	0	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

Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 6 %	Grade 7 %	Grade 8 %
Perceived Harm of Use...			
Smoke cigarettes occasionally			
Great	31	26	31
Moderate	33	42	31
Slight	15	12	19
None	21	20	19
Smoke 1-2 packs of cigarettes a day			
Great	68	65	78
Moderate	9	12	4
Slight	2	2	2
None	21	22	16
Perceived Difficulty of Obtaining...			
Cigarettes			
Very difficult	13	27	23
Fairly difficult	7	10	6
Fairly easy	20	14	13
Very easy	13	4	6
Don't know	47	45	52

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 6 %	Grade 7 %	Grade 8 %
0 times (never)	81	73	78
1 time	7	18	12
2 to 3 times	6	8	8
4 or more times	6	2	2

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 6 %	Grade 7 %	Grade 8 %
Never	74	48	47
1 day	8	6	14
2 days	6	16	6
3 days	4	8	10
4 days	2	8	2
5 days	8	14	20

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.

Table A8.3
Eating of Breakfast

	Grade 6 %	Grade 7 %	Grade 8 %
No	39	35	35
Yes	61	65	65

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 6 %	Grade 7 %	Grade 8 %
No	72	69	67
Yes	28	31	33

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
Gang Involvement

	Grade 6 %	Grade 7 %	Grade 8 %
No	93	90	88
Yes	7	10	12

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 - 6th Grade

Percent of students scoring High (%)	Grade 6						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	41					21	32
Caring adults in school	44					42	44
High expectations-adults in school	56					55	58
Meaningful participation at school	11					10	7
School Connectedness	58					55	43
Parent Involvement in School	53					30	44
Academic Motivation	58					40	46

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 - 7th Grade

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	30					39	38
Caring adults in school	35					43	38
High expectations-adults in school	43					52	46
Meaningful participation at school	13					17	16
School Connectedness	42					35	40
Parent Involvement in School	58					43	56
Academic Motivation	29					35	20

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 - 8th Grade

Percent of students scoring High (%)	Grade 8						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	28					37	25
Caring adults in school	33					58	30
High expectations-adults in school	39					58	40
Meaningful participation at school	5					16	0
School Connectedness	37					60	45
Parent Involvement in School	37					45	40
Academic Motivation	32					30	40

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

Perceived Safety at School by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Feel safe or very safe at school			
Hispanic or Latino	74	50	47
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	60	57	70
Mixed (two or more) races	57	56	70

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

Table A9.5

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

	Grade 6 %	Grade 7 %	Grade 8 %
Harassment or bullying due to five bias-related reasons[A]			
Hispanic or Latino	45	50	47
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	50	17	25
Mixed (two or more) races	41	44	35

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 A9.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
Were harassed or bullied at school			
Hispanic or Latino	55	54	53
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	65	39	45
Mixed (two or more) races	48	52	40

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

Table A9.7

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

	Grade 6 %	Grade 7 %	Grade 8 %
Had at least one drink of alcohol at school			
Hispanic or Latino	10	4	5
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	5	0	5
Mixed (two or more) races	4	4	0

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

Table A9.8

Current Cigarette Smoking by Race/Ethnicity, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Smoked cigarettes in the past 30 days			
Hispanic or Latino	0	0	0
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	0	0	0
Mixed (two or more) races	0	0	0

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

Table A9.9

Current Alcohol Use by Race/Ethnicity, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Had at least one drink of alcohol in the past 30 days			
Hispanic or Latino	20	8	11
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	5	4	15
Mixed (two or more) races	11	4	5

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

Table A9.10

Current Marijuana Use by Race/Ethnicity, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Used marijuana in the past 30 days			
Hispanic or Latino	5	0	11
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	5	4	10
Mixed (two or more) races	0	0	0

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

Table A9.11

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

	Grade 6 %	Grade 7 %	Grade 8 %
Felt so sad or hopeless almost everyday for two weeks or more			
Hispanic or Latino	25	38	42
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	32	26	30
Mixed (two or more) races	30	32	25

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 6 Female %	Grade 6 Male %	Grade 7 Female %	Grade 7 Male %	Grade 8 Female %	Grade 8 Male %
School Environment						
Total school supports	28	25	35	43	35	22
Caring adults in school	44	38	38	48	43	35
High expectations-adults in school	56	54	50	48	61	30
Meaningful participation at school	4	11	7	26	8	9
School Connectedness	48	55	37	35	56	48
Parent Involvement in School	36	48	56	39	40	43
Academic Motivation	48	41	33	22	40	30

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 6		Grade 7		Grade 8	
	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School						
Feel safe or very safe at school	64	53	41	65	68	70
Harassment/Bullying at School						
During the past 12 month at school, have you been...						
harassed/bullied for any of the five bias-related reasons	48	46	48	17	32	30
harassed/bullied for any reasons	60	54	59	35	44	39
Current ATOD Use						
During the past 30 days, did you...						
have at least one drink of alcohol at school	8	3	4	0	4	4
smoke cigarettes	0	0	0	0	0	0
have at least one drink of alcohol	8	7	7	4	8	17
use marijuana	4	0	0	4	8	9
Mental Health						
Chronic sad or hopeless feelings, past 12 months	33	24	44	17	28	39

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

School Climate Module

1. Module Sample

Table N1.1
Student Sample for School Climate Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	78	60	59
Final number	55	50	49
Average Response Rate	71%	83%	83%

2. Supports for Learning & Student Academic Engagement

Table N2.1
Supports for Learning

	Grade 6 %	Grade 7 %	Grade 8 %
Students at this school are motivated to learn.			
Strongly disagree	6	6	6
Disagree	17	28	16
Neither disagree nor agree	52	36	49
Agree	20	20	18
Strongly agree	6	10	10
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.			
Strongly disagree	6	6	4
Disagree	9	10	12
Neither disagree nor agree	8	10	10
Agree	45	50	49
Strongly agree	32	24	24
My teachers work hard to help me with my schoolwork when I need it.			
Strongly disagree	4	6	6
Disagree	4	4	6
Neither disagree nor agree	15	12	20
Agree	45	48	39
Strongly agree	33	30	29
Teachers show how classroom lessons are helpful to students in real life.			
Strongly disagree	5	4	12
Disagree	9	4	16
Neither disagree nor agree	18	14	27
Agree	47	56	29
Strongly agree	20	22	16

Question HS/MS N.1-4: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.
Note: Cells are empty if there are less than 10 respondents.

Table N2.1
Supports for Learning – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Teachers give students a chance to take part in classroom discussions or activities.			
Strongly disagree	7	8	4
Disagree	7	8	4
Neither disagree nor agree	9	18	10
Agree	50	37	52
Strongly agree	26	29	29
This school is a supportive and inviting place for students to learn.			
Strongly disagree	2	10	10
Disagree	6	12	4
Neither disagree nor agree	22	33	33
Agree	50	27	37
Strongly agree	20	18	16
Teachers go out of their way to help students.			
Strongly disagree	4	14	8
Disagree	7	8	10
Neither disagree nor agree	19	34	31
Agree	46	26	33
Strongly agree	24	18	18
Teachers help students catch up when they return from an absence.			
Strongly disagree	6	8	16
Disagree	15	12	22
Neither disagree nor agree	25	24	16
Agree	36	32	31
Strongly agree	19	24	14

Question HS/MS N.5-8: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence.

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

Table N2.1
Supports for Learning – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
My teachers give me useful feedback on my work.			
Strongly disagree	5	6	2
Disagree	7	6	16
Neither disagree nor agree	20	37	31
Agree	42	33	31
Strongly agree	25	18	20
My classroom is so crowded it is hard to concentrate and learn.			
Strongly disagree	17	29	21
Disagree	25	15	33
Neither disagree nor agree	28	31	35
Agree	17	15	2
Strongly agree	13	10	8

Question HS/MS N.9, 42: How strongly do you agree or disagree with the following statements about your school?... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.

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

Table N2.2

Student Academic Mindset and Learning Engagement

	Grade 6 %	Grade 7 %	Grade 8 %
Students pay attention in class.			
Strongly disagree	15	26	13
Disagree	21	17	15
Neither disagree nor agree	45	40	49
Agree	15	9	15
Strongly agree	4	9	9
Students try their best in school.			
Strongly disagree	9	21	10
Disagree	15	17	6
Neither disagree nor agree	42	43	56
Agree	25	9	17
Strongly agree	9	11	10
Students usually follow the rules at school.			
Strongly disagree	11	23	6
Disagree	13	13	21
Neither disagree nor agree	47	44	40
Agree	23	13	26
Strongly agree	6	8	6
Students turn in their homework on time.			
Strongly disagree	16	23	11
Disagree	25	19	11
Neither disagree nor agree	47	36	57
Agree	8	13	18
Strongly agree	4	9	2

Question HS/MS N.46-49: How strongly do you agree or disagree with the following statements about your school?... Students pay attention in class... Students try their best in school... Students usually follow the rules at school... Students turn in their homework on time.

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

3. Fairness and Respect for Diversity

Table N3.1
Fairness and Respect

	Grade 6 %	Grade 7 %	Grade 8 %
Adults at this school treat all students with respect.			
Strongly disagree	9	10	14
Disagree	11	14	14
Neither disagree nor agree	29	26	33
Agree	33	30	24
Strongly agree	18	20	14
Students treat teachers with respect.			
Strongly disagree	9	10	14
Disagree	13	26	16
Neither disagree nor agree	45	30	45
Agree	29	20	12
Strongly agree	4	14	12
The school rules are fair.			
Strongly disagree	9	26	19
Disagree	15	16	19
Neither disagree nor agree	35	28	31
Agree	31	16	19
Strongly agree	11	14	13
All students are treated fairly when they break school rules.			
Strongly disagree	9	22	20
Disagree	22	16	22
Neither disagree nor agree	22	20	12
Agree	39	24	29
Strongly agree	7	16	16

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 N3.2
Respect for Diversity

	Grade 6 %	Grade 7 %	Grade 8 %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.			
Strongly disagree	49	67	51
Disagree	26	10	29
Neither disagree nor agree	9	10	10
Agree	9	6	6
Strongly agree	6	6	4
There is a lot of tension in this school between people of different cultures, races, or ethnicities.			
Strongly disagree	38	53	42
Disagree	27	19	27
Neither disagree nor agree	17	11	19
Agree	8	6	6
Strongly agree	10	11	6
Students in this school respect each other's differences.			
Strongly disagree	16	23	8
Disagree	10	4	8
Neither disagree nor agree	25	23	40
Agree	29	19	27
Strongly agree	20	31	17
Adults in this school respect differences in students.			
Strongly disagree	6	15	6
Disagree	11	2	8
Neither disagree nor agree	15	21	29
Agree	32	21	35
Strongly agree	36	42	22

Question HS/MS N.36-39: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).

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

Table N3.2

Respect for Diversity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
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	8	8	6
Disagree	6	6	2
Neither disagree nor agree	15	19	33
Agree	45	29	37
Strongly agree	26	38	22

Question HS/MS N.40: How strongly do you agree or disagree with the following statements about your school?... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

4. Disciplinary Environment

Table N4.1

Consistency and Clarity of Rules and Expectations

	Grade 6 %	Grade 7 %	Grade 8 %
This school clearly informs students what would happen if they break school rules.			
Strongly disagree	8	22	10
Disagree	8	16	12
Neither disagree nor agree	32	16	18
Agree	32	29	39
Strongly agree	21	16	20
Rules in this school are made clear to students.			
Strongly disagree	4	14	10
Disagree	19	12	6
Neither disagree nor agree	26	31	33
Agree	37	20	35
Strongly agree	15	22	16
This school makes it clear how students are expected to act.			
Strongly disagree	6	8	6
Disagree	7	16	6
Neither disagree nor agree	24	32	37
Agree	44	28	35
Strongly agree	19	16	16

Question HS/MS N.14, 19-20: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.
Note: Cells are empty if there are less than 10 respondents.

Table N4.2
Disciplinary Harshness

	Grade 6 %	Grade 7 %	Grade 8 %
The rules in this school are too strict.			
Strongly disagree	9	12	12
Disagree	36	22	14
Neither disagree nor agree	22	20	33
Agree	16	31	20
Strongly agree	16	14	20
It is easy for students to get kicked out of class or get suspended.			
Strongly disagree	15	12	10
Disagree	26	12	12
Neither disagree nor agree	28	24	39
Agree	20	26	20
Strongly agree	11	26	18
Students get in trouble for breaking small rules.			
Strongly disagree	5	18	6
Disagree	5	4	16
Neither disagree nor agree	31	22	24
Agree	45	26	24
Strongly agree	13	30	29
Teachers are very strict here.			
Strongly disagree	6	8	10
Disagree	24	16	18
Neither disagree nor agree	43	47	51
Agree	13	18	16
Strongly agree	15	10	4

Question HS/MS N.15-18: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

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

5. Student Peer Relationships

Table N5.1
Peer Caring Relationships

	Grade 6 %	Grade 7 %	Grade 8 %
Students enjoy doing things with each other during school activities.			
Strongly disagree	6	13	4
Disagree	7	17	8
Neither disagree nor agree	28	23	33
Agree	44	27	35
Strongly agree	15	21	20
Students care about each other.			
Strongly disagree	7	20	8
Disagree	9	12	14
Neither disagree nor agree	51	26	27
Agree	22	26	31
Strongly agree	11	16	20
Students treat each other with respect.			
Strongly disagree	15	18	14
Disagree	13	22	16
Neither disagree nor agree	46	24	33
Agree	20	22	20
Strongly agree	6	14	16
Students get along well with each other.			
Strongly disagree	9	12	12
Disagree	11	14	12
Neither disagree nor agree	45	38	41
Agree	27	22	22
Strongly agree	7	14	12

Question HS/MS N.21-24: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

6. Social and Emotional Learning

Table N6.1
Supports for Social and Emotional Learning

	Grade 6 %	Grade 7 %	Grade 8 %
This school encourages students to feel responsible for how they act.			
Strongly disagree	6	12	8
Disagree	6	14	12
Neither disagree nor agree	26	28	27
Agree	43	22	39
Strongly agree	19	24	14
Students are often given rewards for being good.			
Strongly disagree	7	14	18
Disagree	13	20	22
Neither disagree nor agree	18	28	16
Agree	40	20	31
Strongly agree	22	18	12
This school encourages students to understand how others think and feel.			
Strongly disagree	8	14	16
Disagree	9	22	14
Neither disagree nor agree	38	28	20
Agree	38	22	39
Strongly agree	8	14	10
Students are taught that they can control their own behavior.			
Strongly disagree	7	16	8
Disagree	7	14	12
Neither disagree nor agree	30	28	16
Agree	39	24	47
Strongly agree	17	18	16

Question HS/MS N.25-28: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.
Note: Cells are empty if there are less than 10 respondents.

Table N6.1

Supports for Social and Emotional Learning – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
This school helps students solve conflicts with one another.			
Strongly disagree	10	16	18
Disagree	23	20	16
Neither disagree nor agree	35	20	27
Agree	23	32	29
Strongly agree	10	12	10
This school encourages students to care about how others feel.			
Strongly disagree	11	10	10
Disagree	13	12	13
Neither disagree nor agree	24	41	21
Agree	37	22	42
Strongly agree	15	14	15

Question HS/MS N.29-30: How strongly do you agree or disagree with the following statements about your school?... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

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

7. School Anti-Bullying Climate

Table N7.1
School Responses to Bullying

	Grade 6 %	Grade 7 %	Grade 8 %
Teachers here make it clear to students that bullying is not tolerated.			
Strongly disagree	4	8	8
Disagree	4	8	4
Neither disagree nor agree	11	28	14
Agree	41	28	35
Strongly agree	41	28	39
If another student was bullying me, I would tell one of the teachers or staff at school.			
Strongly disagree	7	16	16
Disagree	7	16	12
Neither disagree nor agree	19	31	20
Agree	33	24	31
Strongly agree	33	12	20
Students tell teachers when other students are being bullied.			
Strongly disagree	7	27	14
Disagree	11	13	14
Neither disagree nor agree	31	38	35
Agree	30	13	27
Strongly agree	20	10	10

Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.
Note: Cells are empty if there are less than 10 respondents.

Table N7.1

School Responses to Bullying – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
If I tell a teacher that someone is bullying me, the teacher will do something to help.			
Strongly disagree	13	8	10
Disagree	4	13	6
Neither disagree nor agree	10	31	33
Agree	40	29	29
Strongly agree	33	19	21
Students here try to stop bullying when they see it happening.			
Strongly disagree	13	29	15
Disagree	13	17	21
Neither disagree nor agree	34	23	35
Agree	28	15	21
Strongly agree	11	17	8

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. Facilities Physical Environment

Table N8.1
Quality of Physical Environment

	Grade 6 %	Grade 7 %	Grade 8 %
The schoolyard and buildings are clean and in good condition.			
Strongly disagree	15	33	6
Disagree	11	10	15
Neither disagree nor agree	40	27	38
Agree	26	15	27
Strongly agree	8	15	15
The school grounds are kept clean.			
Strongly disagree	17	23	13
Disagree	15	15	10
Neither disagree nor agree	28	27	44
Agree	30	19	21
Strongly agree	9	17	13

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.

9. Scheduled Lunch

Table N9.1
Scheduled Lunch at School

	Grade 6 %	Grade 7 %	Grade 8 %
I eat my lunch at the right time of day.			
Strongly disagree	10	13	10
Disagree	8	13	8
Neither disagree nor agree	13	21	20
Agree	33	27	41
Strongly agree	37	27	20
I have plenty of time to eat my lunch.			
Strongly disagree	13	21	15
Disagree	21	15	17
Neither disagree nor agree	21	19	13
Agree	25	23	40
Strongly agree	21	23	15

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.

Appendix

2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Knightsen Elementary	72	85	83

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.