CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Mendocino Unified
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:

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

Recommended citation:
Mendocino Unified School District. *California Healthy Kids Survey, 2016-17: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 30 May 2017
CDS code: 23655810000000

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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.

Gregory Austin, Ph.D.
Cal-SCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
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 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	33	42	50	–
Final number	31	22	35	–
Average Response Rate	94%	52%	70%	–

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)	61	64	69	–	A4.5
Academic motivation (high)	29	14	23	–	A4.5
Truant more than a few times†	3	9	14	–	A4.2
Caring adult relationships (high)	42	32	51	–	A4.4
High expectations (high)	58	41	54	–	A4.4
Meaningful participation (high)	13	5	9	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	71	68	88	–	A5.1
Experienced any harassment or bullying†	35	64	24	–	A5.2
Had mean rumors or lies spread about you†	48	64	26	–	A5.3
Been afraid of being beaten up†	23	27	3	–	A5.4
Been in a physical fight†	3	27	0	–	A5.4
Seen a weapon on campus†	19	32	15	–	A5.6
Been drunk or "high" on drugs at school, ever	13	41	51	–	A6.10
Mental and Physical Health					
Current alcohol or drug use‡	29	86	74	–	A6.4
Current binge drinking‡	6	36	57	–	A6.4
Very drunk or "high" 7 or more times	10	41	49	–	A6.6
Current cigarette smoking‡	6	19	21	–	A7.3
Current electronic cigarette use‡	13	24	46	–	A7.3
Experienced chronic sadness/hopelessness†	23	41	38	–	A8.4
Considered suicide†	na	24	12	–	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	32	50	37	–
Female	68	50	63	–

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	83	91	82	–
Yes	17	9	18	–

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	3	0	0	–
Asian	7	0	0	–
Black or African American	0	0	0	–
Native Hawaiian or Pacific Islander	0	0	0	–
White	67	77	80	–
Mixed (two or more) races	23	23	20	–

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	90	77	94	–
Other relative's home	3	9	0	–
A home with more than one family	3	9	0	–
Friend's home	0	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	3	5	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	10	9	3	–
Graduated from high school	0	14	6	–
Attended college but did not complete four-year degree	20	18	26	–
Graduated from college	57	45	60	–
Don't know	13	14	6	–

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	58	55	59	–
Yes	16	41	35	–
Don't know	26	5	6	–

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

Table A3.7

Participation in Migrant Education Program, Past 3 Years

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	94	95	94	–
Yes	0	0	0	–
Don't know	6	5	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	97	95	97	–
Spanish	3	5	3	–
Mandarin	0	0	0	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	0	0	0	–
Vietnamese	0	0	0	–
Korean	0	0	0	–
Other	0	0	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	3.86	3.78	3.93	–
How well do you...				
understand English?				
Very well	90	91	97	–
Well	10	9	3	–
Not well	0	0	0	–
Not at all	0	0	0	–
speak English?				
Very well	90	82	91	–
Well	10	18	9	–
Not well	0	0	0	–
Not at all	0	0	0	–
read English?				
Very well	87	77	94	–
Well	13	14	6	–
Not well	0	9	0	–
Not at all	0	0	0	–
write English?				
Very well	90	77	89	–
Well	7	18	11	–
Not well	3	5	0	–
Not at all	0	0	0	–
English Language Proficiency Status				
Proficient	90	77	91	–
Not proficient	10	23	9	–

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				–
How well do you...				
understand English?				
Very well				–
Well				–
Not well				–
Not at all				–
speak English?				
Very well				–
Well				–
Not well				–
Not at all				–
read English?				
Very well				–
Well				–
Not well				–
Not at all				–
write English?				
Very well				–
Well				–
Not well				–
Not at all				–
English Language Proficiency Status				
Proficient				–
Not proficient				–

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	48	59	74	–
1 day	3	14	6	–
2 days	23	9	9	–
3 days	23	9	6	–
4 days	3	0	3	–
5 days	0	9	3	–

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	94	95	97	–
Yes	0	0	0	–
Don't know	6	5	3	–

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)	79	82	76	–
Gay or Lesbian	3	0	0	–
Bisexual	10	23	24	–
Transgender	3	0	0	–
Not sure	3	23	3	–
Decline to respond	3	0	3	–

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	29	18	31	–
A's and B's	32	27	31	–
Mostly B's	3	9	14	–
B's and C's	26	18	14	–
Mostly C's	0	5	6	–
C's and D's	6	18	0	–
Mostly D's	0	5	0	–
Mostly F's	3	0	3	–

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	77	36	31	–
1-2 times	6	27	31	–
A few times	13	27	23	–
Once a month	3	5	6	–
Once a week	0	5	3	–
More than once a week	0	0	6	–

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	35	32	20	–
Illness (feeling physically sick), including problems with breathing or your teeth	52	50	69	–
Felt very sad, hopeless, anxious, stressed, or angry	6	27	26	–
Didn't get enough sleep	13	32	31	–
Didn't feel safe at school	6	0	0	–
Had to work	0	0	3	–
Had to take care of or help a family member or friend	6	5	3	–
Wanted to spend time with friends who don't go to your school	0	9	11	–
Wanted to use alcohol or drugs	0	0	3	–
Were behind in schoolwork or weren't prepared for a test or class assignment	10	27	23	–
Were bored with or uninterested in school	3	27	17	–
Were suspended	0	5	3	–
Other reason	13	9	9	–

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	2.84	2.61	2.95	–	
High (%)	45	23	49	–	
Moderate (%)	48	64	49	–	
Low (%)	6	14	3	–	
Caring adults in school					
Average Scale Score	2.92	2.83	3.22	–	A4.6
High (%)	42	32	51	–	
Moderate (%)	52	59	49	–	
Low (%)	6	9	0	–	
High expectations-adults in school					
Average Scale Score	3.27	2.95	3.27	–	A4.7
High (%)	58	41	54	–	
Moderate (%)	42	55	46	–	
Low (%)	0	5	0	–	
Meaningful participation at school					
Average Scale Score	2.33	2.03	2.36	–	A4.8
High (%)	13	5	9	–	
Moderate (%)	58	55	69	–	
Low (%)	29	41	23	–	

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	4.00	3.75	3.93	–	A4.9
High (%)	61	64	69	–	
Moderate (%)	39	27	31	–	
Low (%)	0	9	0	–	
Parent Involvement in School					
Average Scale Score	3.80	3.20	3.34	–	A4.10
High (%)	52	14	29	–	
Moderate (%)	39	59	50	–	
Low (%)	10	27	21	–	
Academic Motivation					
Average Scale Score	3.91	3.30	3.80	–	A4.11
High (%)	29	14	23	–	
Moderate (%)	42	41	49	–	
Low (%)	29	45	29	–	

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	2.92	2.83	3.22	–
At my school, there is a teacher or some other adult...				
who really cares about me.				
Not at all true	0	5	0	–
A little true	39	32	20	–
Pretty much true	29	36	37	–
Very much true	32	27	43	–
who notices when I'm not there.				
Not at all true	10	23	0	–
A little true	31	23	30	–
Pretty much true	34	23	33	–
Very much true	24	32	36	–
who listens to me when I have something to say.				
Not at all true	6	9	0	–
A little true	16	23	11	–
Pretty much true	39	27	40	–
Very much true	39	41	49	–

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	3.27	2.95	3.27	–
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	0	0	–
A little true	19	32	23	–
Pretty much true	39	41	43	–
Very much true	42	27	34	–
who always wants me to do my best.				
Not at all true	0	5	0	–
A little true	13	27	14	–
Pretty much true	29	36	34	–
Very much true	58	32	51	–
who believes that I will be a success.				
Not at all true	3	5	0	–
A little true	23	18	14	–
Pretty much true	32	55	40	–
Very much true	42	23	46	–

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	2.33	2.03	2.36	–
At school...				
I do interesting activities.				
Not at all true	10	14	6	–
A little true	32	36	40	–
Pretty much true	35	45	43	–
Very much true	23	5	11	–
I help decide things like class activities or rules.				
Not at all true	35	55	23	–
A little true	39	23	37	–
Pretty much true	13	18	29	–
Very much true	13	5	11	–
I do things that make a difference.				
Not at all true	23	36	14	–
A little true	35	41	54	–
Pretty much true	35	14	29	–
Very much true	6	9	3	–

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	4.00	3.75	3.93	–
I feel close to people at this school.				
Strongly disagree	0	5	3	–
Disagree	6	5	6	–
Neither disagree nor agree	26	9	11	–
Agree	35	68	51	–
Strongly agree	32	14	29	–
I am happy to be at this school.				
Strongly disagree	3	0	0	–
Disagree	6	14	3	–
Neither disagree nor agree	26	14	20	–
Agree	39	50	46	–
Strongly agree	26	23	31	–
I feel like I am part of this school.				
Strongly disagree	0	0	0	–
Disagree	3	18	6	–
Neither disagree nor agree	27	5	23	–
Agree	43	68	54	–
Strongly agree	27	9	17	–
The teachers at this school treat students fairly.				
Strongly disagree	0	0	0	–
Disagree	3	5	14	–
Neither disagree nor agree	23	36	23	–
Agree	39	59	57	–
Strongly agree	35	0	6	–
I feel safe in my school.				
Strongly disagree	0	0	0	–
Disagree	0	10	0	–
Neither disagree nor agree	17	5	9	–
Agree	31	71	57	–
Strongly agree	52	14	34	–

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	3.80	3.20	3.34	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	0	5	0	–
Disagree	6	9	29	–
Neither disagree nor agree	23	59	37	–
Agree	42	23	34	–
Strongly agree	29	5	0	–
Parents feel welcome to participate at this school.				
Strongly disagree	0	5	0	–
Disagree	0	14	6	–
Neither disagree nor agree	26	41	53	–
Agree	58	32	32	–
Strongly agree	16	9	9	–
School staff takes parent concerns seriously.				
Strongly disagree	0	5	0	–
Disagree	13	10	12	–
Neither disagree nor agree	30	52	35	–
Agree	43	29	41	–
Strongly agree	13	5	12	–

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	3.91	3.30	3.80	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	0	9	0	–
Disagree	0	9	6	–
Neither disagree nor agree	16	18	20	–
Agree	42	36	43	–
Strongly agree	42	27	31	–
I try hard at school because I am interested in my work.				
Strongly disagree	6	18	3	–
Disagree	23	9	14	–
Neither disagree nor agree	23	41	29	–
Agree	32	27	40	–
Strongly agree	16	5	14	–
I work hard to try to understand new things at school.				
Strongly disagree	0	14	0	–
Disagree	3	9	11	–
Neither disagree nor agree	23	18	14	–
Agree	52	45	46	–
Strongly agree	23	14	29	–
I am always trying to do better in my schoolwork.				
Strongly disagree	0	9	0	–
Disagree	3	14	11	–
Neither disagree nor agree	23	23	20	–
Agree	29	50	46	–
Strongly agree	45	5	23	–

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	0	0	0	–
Disagree	6	0	0	–
Neither disagree nor agree	35	18	11	–
Agree	32	73	69	–
Strongly agree	26	9	20	–

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	35	14	35	–
Safe	35	55	53	–
Neither safe nor unsafe	26	32	12	–
Unsafe	3	0	0	–
Very unsafe	0	0	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	87	73	100	–
1 time	10	9	0	–
2 or more times	3	18	0	–
Religion				
0 times	100	100	100	–
1 time	0	0	0	–
2 or more times	0	0	0	–
Gender (being male or female)				
0 times	90	64	91	–
1 time	6	9	9	–
2 or more times	3	27	0	–
Because you are gay or lesbian or someone thought you were				
0 times	87	82	100	–
1 time	6	14	0	–
2 or more times	6	5	0	–
A physical or mental disability				
0 times	100	100	97	–
1 time	0	0	0	–
2 or more times	0	0	3	–
Any of the above five bias-related reasons	26	55	12	–
Any other reason				
0 times	71	59	84	–
1 time	13	5	6	–
2 or more times	16	36	9	–
Any harassment	35	64	24	–

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	52	36	74	–
1 time	10	18	15	–
2 to 3 times	16	18	9	–
4 or more times	23	27	3	–
had sexual jokes, comments, or gestures made to you?				
0 times	68	32	73	–
1 time	10	14	15	–
2 to 3 times	6	18	9	–
4 or more times	16	36	3	–
been made fun of because of your looks or the way you talk?				
0 times	48	27	79	–
1 time	23	14	12	–
2 to 3 times	13	23	6	–
4 or more times	16	36	3	–
been made fun of, insulted, or called names?				
0 times	48	27	64	–
1 time	26	9	24	–
2 to 3 times	10	23	6	–
4 or more times	16	41	6	–

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	87	68	100	–
1 time	3	23	0	–
2 to 3 times	10	0	0	–
4 or more times	0	9	0	–
been afraid of being beaten up?				
0 times	77	73	97	–
1 time	13	14	0	–
2 to 3 times	3	14	0	–
4 or more times	6	0	3	–
been in a physical fight?				
0 times	97	73	100	–
1 time	3	18	0	–
2 to 3 times	0	5	0	–
4 or more times	0	5	0	–
been threatened with harm or injury?				
0 times	81	77	97	–
1 time	10	9	0	–
2 to 3 times	6	5	3	–
4 or more times	3	9	0	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	100	90	100	–
1 time	0	5	0	–
2 to 3 times	0	5	0	–
4 or more times	0	0	0	–
been offered, sold, or given an illegal drug?				
0 times	80	27	65	–
1 time	13	14	15	–
2 to 3 times	0	14	9	–
4 or more times	7	45	12	–

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	68	82	91	–
1 time	19	14	9	–
2 to 3 times	10	5	0	–
4 or more times	3	0	0	–
Damaged school property on purpose				
0 times	74	68	97	–
1 time	10	14	3	–
2 to 3 times	13	14	0	–
4 or more times	3	5	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	95	100	–
1 time	0	0	0	–
2 to 3 times	0	0	0	–
4 or more times	0	5	0	–
Carried any other weapon (such as a knife or club)				
0 times	94	86	94	–
1 time	0	0	0	–
2 to 3 times	0	5	3	–
4 or more times	6	9	3	–
Seen someone carrying a gun, knife, or other weapon				
0 times	81	68	85	–
1 time	13	18	6	–
2 to 3 times	6	9	3	–
4 or more times	0	5	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)	35	95	80	–	A6.3
Current alcohol or drugs	29	86	74	–	A6.4
Current heavy drug uses	10	32	46	–	A6.4
Current heavy alcohol use (binge drinking)	6	36	57	–	A6.4
Current alcohol or drug use on school property	10	23	26	–	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	32	82	80	–
Marijuana	26	82	77	–
Inhalants	3	5	11	–
Cocaine, Methamphetamine, or any amphetamines	na	5	17	–
Ecstasy, LSD, or other psychedelics	na	18	44	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	27	37	–

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	68	18	20	–
1 time	3	5	0	–
2 to 3 times	13	23	6	–
4 or more times	16	55	74	–
Marijuana				
0 times	74	18	23	–
1 time	3	9	3	–
2 to 3 times	6	5	6	–
4 or more times	16	68	69	–
Inhalants (to get "high")				
0 times	97	95	89	–
1 time	3	0	3	–
2 to 3 times	0	5	9	–
4 or more times	0	0	0	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	95	83	–
1 time	na	5	3	–
2 to 3 times	na	0	9	–
4 or more times	na	0	6	–
Ecstasy, LSD, or other psychedelics				
0 times	na	82	56	–
1 time	na	5	0	–
2 to 3 times	na	9	18	–
4 or more times	na	5	26	–
Any other drug, or pill, or medicine to get "high" or for other than medical reasons				
0 times	97	82	74	–
1 time	3	9	3	–
2 to 3 times	0	9	11	–
4 or more times	0	0	11	–
Any of the above AOD use	35	95	80	–

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	77	69	–
1 time	na	5	14	–
2 to 3 times	na	5	3	–
4 or more times	na	14	14	–
Diet Pills				
0 times	na	95	91	–
1 time	na	0	6	–
2 to 3 times	na	0	0	–
4 or more times	na	5	3	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	91	85	–
1 time	na	0	9	–
2 to 3 times	na	0	3	–
4 or more times	na	9	3	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	68	71	–
1 time	na	9	11	–
2 to 3 times	na	14	3	–
4 or more times	na	9	14	–

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)	29	73	74	–
Binge drinking (5 or more drinks in a row)	6	36	57	–
Marijuana	23	64	69	–
Inhalants	0	0	0	–
Prescription medications to get "high" or for reasons other than prescribed	na	14	9	–
Other drug, pill, or medicine to get "high" or for other than medical reasons	0	0	9	–
Any drug use	23	64	69	–
Heavy drug use	10	32	46	–
Any AOD Use	29	86	74	–
Two or more drugs at the same time	na	32	49	–

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	71	27	26	–
1 or 2 days	23	36	26	–
3 to 9 days	6	27	35	–
10 to 19 days	0	9	9	–
20 or more days	0	0	3	–
Binge drinking (5 or more drinks in a row)				
0 days	94	64	43	–
1 or 2 days	3	23	23	–
3 to 9 days	3	14	26	–
10 to 19 days	0	0	6	–
20 or more days	0	0	3	–
Marijuana				
0 days	77	36	31	–
1 or 2 days	13	32	23	–
3 to 9 days	3	14	20	–
10 to 19 days	3	5	6	–
20 or more days	3	14	20	–

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	87	45	31	–
1 to 2 times	10	27	14	–
3 to 6 times	0	5	40	–
7 or more times	3	23	14	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	84	32	26	–
1 to 2 times	3	14	14	–
3 to 6 times	3	18	11	–
7 or more times	10	36	49	–
Very drunk or "high" 7 or more times	10	41	49	–

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	41	39	–
0 times	na	55	48	–
1 time	na	5	6	–
2 to 3 times	na	0	6	–
4 or more times	na	0	0	–
Marijuana				
Does not apply, don't use	na	41	33	–
0 times	na	41	45	–
1 time	na	14	12	–
2 to 3 times	na	5	6	–
4 or more times	na	0	3	–

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	62	51	–
1 time	na	14	20	–
2 times	na	10	6	–
3 to 6 times	na	10	20	–
7 or more times	na	5	3	–
Have ridden in a car driven by someone who had been drinking				
Never	55	na	na	na
1 time	16	na	na	na
2 times	10	na	na	na
3 to 6 times	10	na	na	na
7 or more times	10	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	94	91	89	–
1 to 2 days	3	9	6	–
3 or more days	3	0	6	–
Marijuana				
0 days	94	77	82	–
1 to 2 days	6	18	18	–
3 or more days	0	5	0	–
Any other drug, pill, or medicine to get "high" or for other than medical reasons?				
0 days	100	100	91	–
1 to 2 days	0	0	9	–
3 or more days	0	0	0	–
Any of the above	10	23	26	–

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	87	59	49	–
1 to 2 times	10	18	23	–
3 to 6 times	0	14	17	–
7 or more times	3	9	11	–

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	19	5	3	–
Moderate	19	23	26	–
Slight	45	68	56	–
None	16	5	15	–
Alcohol - 5 or more drinks once or twice a week				
Great	32	32	50	–
Moderate	35	41	32	–
Slight	13	27	12	–
None	19	0	6	–
Marijuana - smoke occasionally				
Great	19	5	0	–
Moderate	32	5	9	–
Slight	23	64	21	–
None	26	27	71	–
Marijuana - smoke once or twice a week				
Great	39	10	6	–
Moderate	26	14	18	–
Slight	13	52	32	–
None	23	24	44	–
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult	16	0	0	–
Fairly difficult	0	5	0	–
Fairly easy	16	23	54	–
Very easy	29	64	37	–
Don’t know	39	9	9	–
Marijuana				
Very difficult	10	0	0	–
Fairly difficult	3	0	0	–
Fairly easy	26	9	9	–
Very easy	39	82	83	–
Don’t know	23	9	9	–

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	6	27	51	–	A7.2
Current cigarette smoking‡	6	19	21	–	A7.3
Current cigarette smoking at school‡	0	0	3	–	A7.4
Ever tried smokeless tobacco	6	23	20	–	A7.2
Current smokeless tobacco use‡	3	0	3	–	A7.3
Current smokeless tobacco use at school‡	0	0	0	–	A7.4
Ever used electronic cigarettes or other vaping device	26	45	71	–	A7.2
Current use of electronic cigarettes or other vaping device‡	13	24	46	–	A7.3
Current use of electronic cigarettes or other vaping device at school‡	3	9	6	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	0	15	–	A7.5
Attitudes and Correlates					
Occasional smoking great harm	13	14	18	–	A7.6
Smoking 1-2 packs per day great harm	52	50	76	–	A7.6
Very easy to obtain cigarettes	3	32	34	–	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	87	na	na	na
1 time	6	na	na	na
2 to 3 times	3	na	na	na
4 or more times	3	na	na	na
A whole cigarette				
0 times	94	73	49	–
1 time	3	9	23	–
2 to 3 times	0	9	3	–
4 or more times	3	9	26	–
Smokeless tobacco				
0 times	94	77	80	–
1 time	6	18	3	–
2 to 3 times	0	5	14	–
4 or more times	0	0	3	–
An electronic cigarette or other vaping device				
0 times	74	55	29	–
1 time	13	9	3	–
2 to 3 times	0	14	3	–
4 or more times	13	23	66	–

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	6	19	21	–
Daily (20 or more days)	0	0	12	–
Smokeless Tobacco				
Any	3	0	3	–
Daily (20 or more days)	0	0	0	–
Electronic cigarettes or other vaping device				
Any	13	24	46	–
Daily (20 or more days)	0	0	3	–

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	100	97	–
1 or 2 days	0	0	3	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Smokeless Tobacco				
0 days	100	100	100	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Electronic cigarettes or other vaping device				
0 days	97	91	94	–
1 or 2 days	3	9	6	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	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

Cigarette Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	86	79	–
0 times	na	14	6	–
1 time	na	0	9	–
2 to 3 times	na	0	0	–
4 or more times	na	0	6	–

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	13	14	18	–
Moderate	39	23	30	–
Slight	35	50	39	–
None	13	14	12	–
Smoke 1-2 packs of cigarettes a day				
Great	52	50	76	–
Moderate	19	32	15	–
Slight	3	5	3	–
None	26	14	6	–
Perceived Difficulty of Obtaining...				
Cigarettes				
Very difficult	16	0	0	–
Fairly difficult	13	0	3	–
Fairly easy	26	55	49	–
Very easy	3	32	34	–
Don't know	42	14	14	–

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)	63	64	85	–
1 time	20	18	9	–
2 to 3 times	10	14	6	–
4 or more times	7	5	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	6	na	na	na
1 day	29	na	na	na
2 days	6	na	na	na
3 days	10	na	na	na
4 days	6	na	na	na
5 days	42	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	30	41	39	–
Yes	70	59	61	–

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	77	59	62	–
Yes	23	41	38	–

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	76	88	–
Yes	na	24	12	–

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	100	95	100	–
Yes	0	5	0	–

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						55	
Caring adults in school						45	
High expectations-adults in school						60	
Meaningful participation at school						20	
School Connectedness						65	
Parent Involvement in School						60	
Academic Motivation						25	

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						6	
Caring adults in school						18	
High expectations-adults in school						24	
Meaningful participation at school						0	
School Connectedness						59	
Parent Involvement in School						6	
Academic Motivation						0	

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						43	
Caring adults in school						46	
High expectations-adults in school						50	
Meaningful participation at school						7	
School Connectedness						64	
Parent Involvement in School						33	
Academic Motivation						29	

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				–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	65	71	89	–
Mixed (two or more) races				–

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				–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	25	53	11	–
Mixed (two or more) races				–

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				–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	40	65	26	–
Mixed (two or more) races				–

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

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				–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	5	24	22	–
Mixed (two or more) races				–

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				–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	40	76	70	–
Mixed (two or more) races				–

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				–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	30	65	64	–
Mixed (two or more) races				–

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				–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	15	41	44	–
Mixed (two or more) races				–

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	52	30	18	27	50	46	–	–
Caring adults in school	43	40	27	36	59	38	–	–
High expectations-adults in school	62	50	36	45	64	38	–	–
Meaningful participation at school	14	10	0	9	5	15	–	–
School Connectedness	62	60	55	73	82	46	–	–
Parent Involvement in School	52	50	9	18	29	31	–	–
Academic Motivation	38	10	9	18	32	8	–	–

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	62	90	64	73	90	85	–	–
Harassment/Bullying at School								
During the past 12 month at school, have you been...								
harassed/bullied for any of the five bias-related reasons	33	10	64	45	14	8	–	–
harassed/bullied for any reasons	43	20	73	55	24	23	–	–
Current ATOD Use								
During the past 30 days, did you...								
have at least one drink of alcohol at school	5	10	9	9	9	15	–	–
smoke cigarettes	5	10	9	30	27	9	–	–
have at least one drink of alcohol	29	30	82	64	81	62	–	–
use marijuana	24	20	73	55	77	54	–	–
Mental Health								
Chronic sad or hopeless feelings, past 12 months	24	20	45	36	48	23	–	–

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 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	33	42	50	–
Final number	31	22	34	–
Average Response Rate	94%	52%	68%	–

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

2. Supports for Learning & Student Academic Engagement

Table N2.1

Supports for Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students at this school are motivated to learn.				
Strongly disagree	3	14	0	–
Disagree	6	10	15	–
Neither disagree nor agree	45	38	35	–
Agree	42	38	47	–
Strongly agree	3	0	3	–
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	0	0	3	–
Disagree	6	5	6	–
Neither disagree nor agree	19	29	21	–
Agree	39	57	50	–
Strongly agree	35	10	21	–
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	0	0	3	–
Disagree	6	19	3	–
Neither disagree nor agree	16	33	29	–
Agree	52	38	44	–
Strongly agree	26	10	21	–
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	3	5	6	–
Disagree	6	29	15	–
Neither disagree nor agree	26	38	44	–
Agree	48	29	26	–
Strongly agree	16	0	9	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	0	5	0	–
Disagree	3	5	0	–
Neither disagree nor agree	13	14	21	–
Agree	48	48	56	–
Strongly agree	35	29	24	–
This school is a supportive and inviting place for students to learn.				
Strongly disagree	0	5	0	–
Disagree	3	10	3	–
Neither disagree nor agree	19	24	26	–
Agree	48	48	62	–
Strongly agree	29	14	9	–
Teachers go out of their way to help students.				
Strongly disagree	0	5	3	–
Disagree	3	14	12	–
Neither disagree nor agree	45	33	24	–
Agree	32	38	52	–
Strongly agree	19	10	9	–
Teachers help students catch up when they return from an absence.				
Strongly disagree	3	10	6	–
Disagree	16	24	24	–
Neither disagree nor agree	29	29	24	–
Agree	39	33	38	–
Strongly agree	13	5	9	–

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 7 %	Grade 9 %	Grade 11 %	NT %
My teachers give me useful feedback on my work.				
Strongly disagree	0	10	3	–
Disagree	10	10	6	–
Neither disagree nor agree	26	29	38	–
Agree	42	43	41	–
Strongly agree	23	10	12	–
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	23	33	29	–
Disagree	40	43	50	–
Neither disagree nor agree	27	14	18	–
Agree	7	10	3	–
Strongly agree	3	0	0	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Students pay attention in class.				
Strongly disagree	0	10	6	–
Disagree	17	19	15	–
Neither disagree nor agree	40	52	50	–
Agree	33	19	29	–
Strongly agree	10	0	0	–
Students try their best in school.				
Strongly disagree	0	10	3	–
Disagree	23	19	18	–
Neither disagree nor agree	43	48	44	–
Agree	23	24	35	–
Strongly agree	10	0	0	–
Students usually follow the rules at school.				
Strongly disagree	3	10	3	–
Disagree	23	29	12	–
Neither disagree nor agree	43	33	41	–
Agree	20	29	44	–
Strongly agree	10	0	0	–
Students turn in their homework on time.				
Strongly disagree	0	10	3	–
Disagree	10	19	12	–
Neither disagree nor agree	50	57	47	–
Agree	27	14	38	–
Strongly agree	13	0	0	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Adults at this school treat all students with respect.				
Strongly disagree	0	10	3	–
Disagree	10	14	21	–
Neither disagree nor agree	26	24	35	–
Agree	45	48	35	–
Strongly agree	19	5	6	–
Students treat teachers with respect.				
Strongly disagree	0	29	15	–
Disagree	23	10	38	–
Neither disagree nor agree	39	52	32	–
Agree	29	10	15	–
Strongly agree	10	0	0	–
The school rules are fair.				
Strongly disagree	16	5	0	–
Disagree	19	33	18	–
Neither disagree nor agree	26	33	52	–
Agree	29	29	30	–
Strongly agree	10	0	0	–
All students are treated fairly when they break school rules.				
Strongly disagree	3	19	6	–
Disagree	19	24	44	–
Neither disagree nor agree	26	33	24	–
Agree	39	24	26	–
Strongly agree	13	0	0	–

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 7 %	Grade 9 %	Grade 11 %	NT %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	60	43	50	–
Disagree	20	38	32	–
Neither disagree nor agree	13	10	15	–
Agree	7	5	3	–
Strongly agree	0	5	0	–
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	50	43	56	–
Disagree	23	33	29	–
Neither disagree nor agree	27	19	12	–
Agree	0	5	3	–
Strongly agree	0	0	0	–
Students in this school respect each other's differences.				
Strongly disagree	7	10	3	–
Disagree	7	5	3	–
Neither disagree nor agree	20	19	9	–
Agree	47	48	53	–
Strongly agree	20	19	32	–
Adults in this school respect differences in students.				
Strongly disagree	0	5	0	–
Disagree	3	5	0	–
Neither disagree nor agree	27	10	9	–
Agree	33	71	50	–
Strongly agree	37	10	41	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	0	5	0	–
Disagree	7	5	3	–
Neither disagree nor agree	27	48	35	–
Agree	37	29	41	–
Strongly agree	30	14	21	–

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 7 %	Grade 9 %	Grade 11 %	NT %
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	3	5	3	–
Disagree	3	19	15	–
Neither disagree nor agree	29	33	41	–
Agree	35	38	35	–
Strongly agree	29	5	6	–
Rules in this school are made clear to students.				
Strongly disagree	3	5	3	–
Disagree	6	9	18	–
Neither disagree nor agree	35	50	29	–
Agree	32	32	47	–
Strongly agree	23	5	3	–
This school makes it clear how students are expected to act.				
Strongly disagree	3	0	0	–
Disagree	3	5	12	–
Neither disagree nor agree	17	59	15	–
Agree	53	32	68	–
Strongly agree	23	5	6	–

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 7 %	Grade 9 %	Grade 11 %	NT %
The rules in this school are too strict.				
Strongly disagree	3	0	9	–
Disagree	19	24	18	–
Neither disagree nor agree	35	48	50	–
Agree	23	24	24	–
Strongly agree	19	5	0	–
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	3	0	3	–
Disagree	32	14	26	–
Neither disagree nor agree	35	33	47	–
Agree	19	33	15	–
Strongly agree	10	19	9	–
Students get in trouble for breaking small rules.				
Strongly disagree	6	0	0	–
Disagree	16	10	9	–
Neither disagree nor agree	19	19	44	–
Agree	45	48	38	–
Strongly agree	13	24	9	–
Teachers are very strict here.				
Strongly disagree	0	0	3	–
Disagree	32	27	47	–
Neither disagree nor agree	52	68	50	–
Agree	13	5	0	–
Strongly agree	3	0	0	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Students enjoy doing things with each other during school activities.				
Strongly disagree	0	0	0	–
Disagree	13	18	0	–
Neither disagree nor agree	29	23	32	–
Agree	48	50	56	–
Strongly agree	10	9	12	–
Students care about each other.				
Strongly disagree	3	9	0	–
Disagree	10	0	3	–
Neither disagree nor agree	35	27	21	–
Agree	42	41	59	–
Strongly agree	10	23	18	–
Students treat each other with respect.				
Strongly disagree	3	9	3	–
Disagree	3	5	3	–
Neither disagree nor agree	42	50	32	–
Agree	48	27	53	–
Strongly agree	3	9	9	–
Students get along well with each other.				
Strongly disagree	3	9	0	–
Disagree	10	0	0	–
Neither disagree nor agree	48	32	27	–
Agree	35	50	58	–
Strongly agree	3	9	15	–

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 7 %	Grade 9 %	Grade 11 %	NT %
This school encourages students to feel responsible for how they act.				
Strongly disagree	0	0	3	–
Disagree	6	5	3	–
Neither disagree nor agree	29	59	41	–
Agree	52	32	47	–
Strongly agree	13	5	6	–
Students are often given rewards for being good.				
Strongly disagree	0	14	9	–
Disagree	26	36	21	–
Neither disagree nor agree	26	36	50	–
Agree	35	9	21	–
Strongly agree	13	5	0	–
This school encourages students to understand how others think and feel.				
Strongly disagree	0	9	3	–
Disagree	3	18	18	–
Neither disagree nor agree	42	45	26	–
Agree	48	27	47	–
Strongly agree	6	0	6	–
Students are taught that they can control their own behavior.				
Strongly disagree	0	5	0	–
Disagree	3	18	12	–
Neither disagree nor agree	40	32	47	–
Agree	40	41	32	–
Strongly agree	17	5	9	–

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 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students solve conflicts with one another.				
Strongly disagree	0	9	3	–
Disagree	3	9	21	–
Neither disagree nor agree	55	45	47	–
Agree	35	36	21	–
Strongly agree	6	0	9	–
This school encourages students to care about how others feel.				
Strongly disagree	0	18	0	–
Disagree	3	5	15	–
Neither disagree nor agree	32	32	35	–
Agree	55	41	41	–
Strongly agree	10	5	9	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	0	14	0	–
Disagree	3	5	12	–
Neither disagree nor agree	23	23	35	–
Agree	45	55	44	–
Strongly agree	29	5	9	–
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	6	18	12	–
Disagree	16	14	21	–
Neither disagree nor agree	26	41	32	–
Agree	26	23	24	–
Strongly agree	26	5	12	–
Students tell teachers when other students are being bullied.				
Strongly disagree	10	18	12	–
Disagree	3	14	15	–
Neither disagree nor agree	58	41	44	–
Agree	23	27	24	–
Strongly agree	6	0	6	–

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 7 %	Grade 9 %	Grade 11 %	NT %
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	0	9	0	–
Disagree	10	0	9	–
Neither disagree nor agree	32	45	35	–
Agree	26	36	41	–
Strongly agree	32	9	15	–
Students here try to stop bullying when they see it happening.				
Strongly disagree	6	15	3	–
Disagree	16	10	6	–
Neither disagree nor agree	45	40	35	–
Agree	26	30	38	–
Strongly agree	6	5	18	–

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 7 %	Grade 9 %	Grade 11 %	NT %
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	0	5	0	–
Disagree	3	5	6	–
Neither disagree nor agree	40	29	18	–
Agree	23	57	68	–
Strongly agree	33	5	9	–
The school grounds are kept clean.				
Strongly disagree	0	0	0	–
Disagree	13	5	9	–
Neither disagree nor agree	37	24	6	–
Agree	20	57	76	–
Strongly agree	30	14	9	–

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 7 %	Grade 9 %	Grade 11 %	NT %
I eat my lunch at the right time of day.				
Strongly disagree	7	14	6	–
Disagree	13	5	26	–
Neither disagree nor agree	40	29	24	–
Agree	27	43	35	–
Strongly agree	13	10	9	–
I have plenty of time to eat my lunch.				
Strongly disagree	7	19	15	–
Disagree	17	14	33	–
Neither disagree nor agree	33	14	15	–
Agree	20	48	30	–
Strongly agree	23	5	6	–

Question HS/MS N.43, 44: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.
Note: Cells are empty if there are less than 10 respondents.

Appendix

2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Mendocino Alternative				
Mendocino High		52	70	
Mendocino K-8	94			
Mendocino Sunrise High				

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.