CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Mountain Valley 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:

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PREFACE

HYPERLINK FEATURE

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

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

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

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

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

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

THE SURVEY

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

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

Core Module

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

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

Supplementary School Climate Module

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

Supplementary Social Emotional Health Module (SEHM)

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics

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

Changes Between Survey Administrations

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

RESOURCES

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

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

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

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)

Helpful Resources for Local Control and Accountability Plans (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).

NEXT STEPS

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

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

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

Request School Reports

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

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

Request District School Climate Report Card

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

Request Disaggregated Reports

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

Conduct Additional Analyses of Dataset

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

Add Questions to Your Next Surveys

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

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

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

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

Exhibit 1

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

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	–	21	24
Final number	–	19	19
Average Response Rate	–	90%	79%

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)	–	53	37	A4.5
Academic motivation (high)	–	26	17	A4.5
Truant more than a few times†	–	0	16	A4.2
Caring adult relationships (high)	–	32	16	A4.4
High expectations (high)	–	42	42	A4.4
Meaningful participation (high)	–	16	22	A4.4
School Safety and Substance Use				
School perceived as very safe or safe	–	59	42	A5.1
Experienced any harassment or bullying†	–	35	47	A5.2
Had mean rumors or lies spread about you†	–	82	42	A5.3
Been afraid of being beaten up†	–	19	16	A5.4
Been in a physical fight†	–	35	22	A5.4
Seen a weapon on campus†	–	18	11	A5.6
Been drunk or "high" on drugs at school, ever	–	0	12	A6.9
Mental and Physical Health				
Current alcohol or drug use‡	–	5	11	A6.4
Current binge drinking‡	–	0	0	A6.4
Very drunk or "high" 7 or more times	–	0	16	A6.6
Current cigarette smoking‡	–	0	0	A7.3
Current electronic cigarette use‡	–	0	0	A7.3
Experienced chronic sadness/hopelessness†	–	41	39	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	–	53	39
Female	–	47	61

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	–	82	95
Yes	–	18	5

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	–	5	5
Asian	–	26	11
Black or African American	–	0	5
Native Hawaiian or Pacific Islander	–	0	0
White	–	53	42
Mixed (two or more) races	–	16	37

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	–	68	95
Other relative's home	–	0	0
A home with more than one family	–	21	0
Friend's home	–	0	0
Foster home, group care, or waiting placement	–	0	0
Hotel or motel	–	0	0
Shelter, car, campground, or other transitional or temporary housing	–	5	0
Other living arrangement	–	5	5

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	–	5	11
Graduated from high school	–	26	11
Attended college but did not complete four-year degree	–	37	21
Graduated from college	–	21	32
Don't know	–	11	26

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	–	16	16
Yes	–	47	42
Don't know	–	37	42

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	–	42	79
Yes	–	5	0
Don't know	–	53	21

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	–	74	95
Spanish	–	11	0
Mandarin	–	0	0
Cantonese	–	0	0
Taiwanese	–	0	0
Tagalog	–	0	0
Vietnamese	–	0	0
Korean	–	0	0
Other	–	16	5

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	–	3.76	3.87
How well do you...			
understand English?			
Very well	–	89	95
Well	–	6	5
Not well	–	6	0
Not at all	–	0	0
speak English?			
Very well	–	89	89
Well	–	11	5
Not well	–	0	0
Not at all	–	0	5
read English?			
Very well	–	78	89
Well	–	22	11
Not well	–	0	0
Not at all	–	0	0
write English?			
Very well	–	56	84
Well	–	39	16
Not well	–	6	0
Not at all	–	0	0
English Language Proficiency Status			
Proficient	–	83	84
Not proficient	–	17	16

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	–		
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 6 %	Grade 7 %	Grade 8 %
0 days	–	37	74
1 day	–	16	16
2 days	–	5	0
3 days	–	5	5
4 days	–	0	0
5 days	–	37	5

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	–	100	89
Yes	–	0	0
Don't know	–	0	11

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.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's	–	5	5
A's and B's	–	26	16
Mostly B's	–	11	0
B's and C's	–	26	26
Mostly C's	–	5	16
C's and D's	–	16	16
Mostly D's	–	0	5
Mostly F's	–	11	16

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	68
1-2 times	–	16	11
A few times	–	5	5
Once a month	–	0	5
Once a week	–	0	5
More than once a week	–	0	5

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	–	37	53
Illness (feeling physically sick), including problems with breathing or your teeth	–	58	42
Felt very sad, hopeless, anxious, stressed, or angry	–	5	16
Didn't get enough sleep	–	0	11
Didn't feel safe at school	–	0	5
Had to work	–	0	0
Had to take care of or help a family member or friend	–	5	5
Wanted to spend time with friends who don't go to your school	–	0	0
Wanted to use alcohol or drugs	–	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	–	0	5
Were bored with or uninterested in school	–	0	5
Were suspended	–	0	5
Other reason	–	11	16

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	–	2.73	2.51	
High (%)	–	32	22	
Moderate (%)	–	53	50	
Low (%)	–	16	28	
Caring adults in school				
Average Scale Score	–	2.76	2.58	A4.6
High (%)	–	32	16	
Moderate (%)	–	63	63	
Low (%)	–	5	21	
High expectations-adults in school				
Average Scale Score	–	2.97	3.05	A4.7
High (%)	–	42	42	
Moderate (%)	–	47	53	
Low (%)	–	11	5	
Meaningful participation at school				
Average Scale Score	–	2.44	2.04	A4.8
High (%)	–	16	22	
Moderate (%)	–	58	33	
Low (%)	–	26	44	

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	–	3.64	3.43	A4.9
High (%)	–	53	37	
Moderate (%)	–	42	53	
Low (%)	–	5	11	
Parent Involvement in School				
Average Scale Score	–	3.46	3.40	A4.10
High (%)	–	32	21	
Moderate (%)	–	58	53	
Low (%)	–	11	26	
Academic Motivation				
Average Scale Score	–	4.14	3.77	A4.11
High (%)	–	26	17	
Moderate (%)	–	68	56	
Low (%)	–	5	28	

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	–	2.76	2.58
At my school, there is a teacher or some other adult...			
who really cares about me.			
Not at all true	–	0	16
A little true	–	21	26
Pretty much true	–	58	37
Very much true	–	21	21
who notices when I'm not there.			
Not at all true	–	0	0
A little true	–	39	50
Pretty much true	–	39	39
Very much true	–	22	11
who listens to me when I have something to say.			
Not at all true	–	11	17
A little true	–	37	28
Pretty much true	–	42	44
Very much true	–	11	11

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	–	2.97	3.05
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	0
A little true	–	17	32
Pretty much true	–	39	42
Very much true	–	39	26
who always wants me to do my best.			
Not at all true	–	5	0
A little true	–	21	21
Pretty much true	–	37	32
Very much true	–	37	47
who believes that I will be a success.			
Not at all true	–	11	6
A little true	–	26	22
Pretty much true	–	37	50
Very much true	–	26	22

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	–	2.44	2.04
At school...			
I do interesting activities.			
Not at all true	–	11	22
A little true	–	26	33
Pretty much true	–	32	22
Very much true	–	32	22
I help decide things like class activities or rules.			
Not at all true	–	37	50
A little true	–	37	28
Pretty much true	–	11	11
Very much true	–	16	11
I do things that make a difference.			
Not at all true	–	16	33
A little true	–	42	50
Pretty much true	–	26	17
Very much true	–	16	0

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	–	3.64	3.43
I feel close to people at this school.			
Strongly disagree	–	0	11
Disagree	–	0	16
Neither disagree nor agree	–	26	16
Agree	–	74	47
Strongly agree	–	0	11
I am happy to be at this school.			
Strongly disagree	–	5	11
Disagree	–	0	0
Neither disagree nor agree	–	16	44
Agree	–	63	33
Strongly agree	–	16	11
I feel like I am part of this school.			
Strongly disagree	–	5	11
Disagree	–	16	16
Neither disagree nor agree	–	21	16
Agree	–	37	37
Strongly agree	–	21	21
The teachers at this school treat students fairly.			
Strongly disagree	–	0	0
Disagree	–	11	16
Neither disagree nor agree	–	26	16
Agree	–	47	53
Strongly agree	–	16	16
I feel safe in my school.			
Strongly disagree	–	0	5
Disagree	–	11	16
Neither disagree nor agree	–	42	37
Agree	–	42	26
Strongly agree	–	5	16

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	–	3.46	3.40
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	–	0	0
Disagree	–	0	5
Neither disagree nor agree	–	26	26
Agree	–	63	53
Strongly agree	–	11	16
Parents feel welcome to participate at this school.			
Strongly disagree	–	0	5
Disagree	–	5	16
Neither disagree nor agree	–	58	32
Agree	–	26	37
Strongly agree	–	11	11
School staff takes parent concerns seriously.			
Strongly disagree	–	0	11
Disagree	–	21	5
Neither disagree nor agree	–	53	58
Agree	–	21	16
Strongly agree	–	5	11

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	–	4.14	3.77
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	–	0	0
Disagree	–	0	6
Neither disagree nor agree	–	5	11
Agree	–	47	67
Strongly agree	–	47	17
I try hard at school because I am interested in my work.			
Strongly disagree	–	0	0
Disagree	–	5	24
Neither disagree nor agree	–	26	35
Agree	–	58	29
Strongly agree	–	11	12
I work hard to try to understand new things at school.			
Strongly disagree	–	0	0
Disagree	–	0	0
Neither disagree nor agree	–	11	33
Agree	–	63	50
Strongly agree	–	26	17
I am always trying to do better in my schoolwork.			
Strongly disagree	–	0	0
Disagree	–	0	0
Neither disagree nor agree	–	16	33
Agree	–	42	33
Strongly agree	–	42	33

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	–	5	5
Disagree	–	26	21
Neither disagree nor agree	–	21	42
Agree	–	47	26
Strongly agree	–	0	5

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	–	6	11
Safe	–	53	32
Neither safe nor unsafe	–	41	58
Unsafe	–	0	0
Very unsafe	–	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 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	–	76	100
1 time	–	6	0
2 or more times	–	18	0
Religion			
0 times	–	71	95
1 time	–	6	5
2 or more times	–	24	0
Gender (being male or female)			
0 times	–	82	79
1 time	–	0	11
2 or more times	–	18	11
Because you are gay or lesbian or someone thought you were			
0 times	–	88	63
1 time	–	0	5
2 or more times	–	12	32
A physical or mental disability			
0 times	–	88	94
1 time	–	12	0
2 or more times	–	0	6
Any of the above five bias-related reasons	–	35	47
Any other reason			
0 times	–	88	63
1 time	–	0	11
2 or more times	–	12	26
Any harassment	–	35	47

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	–	18	58
1 time	–	35	11
2 to 3 times	–	29	11
4 or more times	–	18	21
had sexual jokes, comments, or gestures made to you?			
0 times	–	69	58
1 time	–	13	16
2 to 3 times	–	6	11
4 or more times	–	13	16
been made fun of because of your looks or the way you talk?			
0 times	–	47	53
1 time	–	18	26
2 to 3 times	–	18	5
4 or more times	–	18	16
been made fun of, insulted, or called names?			
0 times	–	53	67
1 time	–	18	0
2 to 3 times	–	12	17
4 or more times	–	18	17

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	–	59	78
1 time	–	24	0
2 to 3 times	–	12	6
4 or more times	–	6	17
been afraid of being beaten up?			
0 times	–	81	84
1 time	–	13	5
2 to 3 times	–	0	5
4 or more times	–	6	5
been in a physical fight?			
0 times	–	65	78
1 time	–	18	11
2 to 3 times	–	18	0
4 or more times	–	0	11
been threatened with harm or injury?			
0 times	–	76	83
1 time	–	18	6
2 to 3 times	–	6	6
4 or more times	–	0	6
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	–	100	95
1 time	–	0	5
2 to 3 times	–	0	0
4 or more times	–	0	0
been offered, sold, or given an illegal drug?			
0 times	–	100	89
1 time	–	0	11
2 to 3 times	–	0	0
4 or more times	–	0	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	–	76	79
1 time	–	12	16
2 to 3 times	–	12	5
4 or more times	–	0	0
Damaged school property on purpose			
0 times	–	100	84
1 time	–	0	16
2 to 3 times	–	0	0
4 or more times	–	0	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	–	100	100
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	0
Carried any other weapon (such as a knife or club)			
0 times	–	100	74
1 time	–	0	21
2 to 3 times	–	0	5
4 or more times	–	0	0
Seen someone carrying a gun, knife, or other weapon			
0 times	–	82	89
1 time	–	6	11
2 to 3 times	–	6	0
4 or more times	–	6	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)	–	11	42	A6.3
Current alcohol or drugs	–	5	11	A6.4
Current heavy drug uses	–	0	11	A6.4
Current heavy alcohol use (binge drinking)	–	0	0	A6.4
Current alcohol or drug use on school property	–	0	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	–	5	32
Marijuana	–	0	26
Inhalants	–	0	0

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	–	95	68
1 time	–	5	11
2 to 3 times	–	0	16
4 or more times	–	0	5
Marijuana			
0 times	–	100	74
1 time	–	0	0
2 to 3 times	–	0	5
4 or more times	–	0	21
Inhalants (to get "high")			
0 times	–	100	100
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	0
Any other drug, or pill, or medicine to get "high" or for other than medical reasons			
0 times	–	95	100
1 time	–	5	0
2 to 3 times	–	0	0
4 or more times	–	0	0
Any of the above AOD use	–	11	42

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)	–	0	5
Binge drinking (5 or more drinks in a row)	–	0	0
Marijuana	–	0	11
Inhalants	–	0	0
Other drug, pill, or medicine to get "high" or for other than medical reasons	–	5	5
Any drug use	–	5	11
Heavy drug use	–	0	11
Any AOD Use	–	5	11

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	–	100	95
1 or 2 days	–	0	5
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	0
Binge drinking (5 or more drinks in a row)			
0 days	–	100	100
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	0
Marijuana			
0 days	–	100	89
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	11

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	89
1 to 2 times	–	0	0
3 to 6 times	–	0	11
7 or more times	–	0	0
"High" (loaded, stoned, or wasted) from using drugs			
0 times	–	100	79
1 to 2 times	–	0	0
3 to 6 times	–	0	5
7 or more times	–	0	16
Very drunk or "high" 7 or more times	–	0	16

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	–	61	53
1 time	–	17	21
2 times	–	6	5
3 to 6 times	–	11	0
7 or more times	–	6	21

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	–	100	100
1 to 2 days	–	0	0
3 or more days	–	0	0
Marijuana			
0 days	–	100	94
1 to 2 days	–	0	0
3 or more days	–	0	6
Any other drug, pill, or medicine to get "high" or for other than medical reasons?			
0 days	–	100	100
1 to 2 days	–	0	0
3 or more days	–	0	0
Any of the above	–	0	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	–	100	88
1 to 2 times	–	0	6
3 to 6 times	–	0	0
7 or more times	–	0	6

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	–	0	12
Moderate	–	29	12
Slight	–	18	53
None	–	53	24
Alcohol - 5 or more drinks once or twice a week			
Great	–	17	22
Moderate	–	17	39
Slight	–	17	11
None	–	50	28
Marijuana - smoke occasionally			
Great	–	11	17
Moderate	–	11	6
Slight	–	28	44
None	–	50	33
Marijuana - smoke once or twice a week			
Great	–	6	17
Moderate	–	11	22
Slight	–	33	17
None	–	50	44
Perceived Difficulty of Obtaining...			
Alcohol			
Very difficult	–	28	21
Fairly difficult	–	28	5
Fairly easy	–	6	21
Very easy	–	6	0
Don’t know	–	33	53
Marijuana			
Very difficult	–	22	16
Fairly difficult	–	28	5
Fairly easy	–	6	21
Very easy	–	6	21
Don’t know	–	39	37

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	11	A7.2
Current cigarette smoking‡	–	0	0	A7.3
Current cigarette smoking at school‡	–	0	0	A7.4
Ever tried smokeless tobacco	–	0	11	A7.2
Current smokeless tobacco use‡	–	0	5	A7.3
Current smokeless tobacco use at school‡	–	0	0	A7.4
Ever used electronic cigarettes or other vaping device	–	0	16	A7.2
Current use of electronic cigarettes or other vaping device‡	–	0	0	A7.3
Current use of electronic cigarettes or other vaping device at school‡	–	0	0	A7.4
Attitudes and Correlates				
Occasional smoking great harm	–	11	11	A7.5
Smoking 1-2 packs per day great harm	–	39	44	A7.5
Very easy to obtain cigarettes	–	0	0	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	–	100	79
1 time	–	0	5
2 to 3 times	–	0	11
4 or more times	–	0	5
A whole cigarette			
0 times	–	100	89
1 time	–	0	5
2 to 3 times	–	0	5
4 or more times	–	0	0
Smokeless tobacco			
0 times	–	100	89
1 time	–	0	5
2 to 3 times	–	0	5
4 or more times	–	0	0
An electronic cigarette or other vaping device			
0 times	–	100	84
1 time	–	0	11
2 to 3 times	–	0	0
4 or more times	–	0	5

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
Daily (20 or more days)	–	0	0
Smokeless Tobacco			
Any	–	0	5
Daily (20 or more days)	–	0	0
Electronic cigarettes or other vaping device			
Any	–	0	0
Daily (20 or more days)	–	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	–	100	100
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	0
Smokeless Tobacco			
0 days	–	100	100
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	0
Electronic cigarettes or other vaping device			
0 days	–	100	100
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	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	–	11	11
Moderate	–	17	44
Slight	–	28	17
None	–	44	28
Smoke 1-2 packs of cigarettes a day			
Great	–	39	44
Moderate	–	6	17
Slight	–	6	11
None	–	50	28
Perceived Difficulty of Obtaining...			
Cigarettes			
Very difficult	–	22	26
Fairly difficult	–	28	5
Fairly easy	–	11	16
Very easy	–	0	0
Don't know	–	39	53

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)	–	65	56
1 time	–	12	17
2 to 3 times	–	18	17
4 or more times	–	6	11

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	–	82	53
1 day	–	12	11
2 days	–	0	5
3 days	–	6	5
4 days	–	0	5
5 days	–	0	21

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	–	41	59
Yes	–	59	41

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	–	59	61
Yes	–	41	39

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	–	100	89
Yes	–	0	11

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	–	–	–	–	–	–	–
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 A9.2

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						40	
Caring adults in school						40	
High expectations-adults in school						50	
Meaningful participation at school						10	
School Connectedness						70	
Parent Involvement in School						40	
Academic Motivation						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 A9.3

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							
Caring adults in school							
High expectations-adults in school							
Meaningful participation at school							
School Connectedness							
Parent Involvement in School							
Academic Motivation							

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

Table A9.4

Perceived Safety at School by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
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	–		
Mixed (two or more) races	–		

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	–		
American Indian or Alaska Native	–		
Asian	–		
Black or African American	–		
Native Hawaiian or Pacific Islander	–		
White	–		
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 A9.6

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

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

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	–		
American Indian or Alaska Native	–		
Asian	–		
Black or African American	–		
Native Hawaiian or Pacific Islander	–		
White	–	0	
Mixed (two or more) races	–		

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	–		
American Indian or Alaska Native	–		
Asian	–		
Black or African American	–		
Native Hawaiian or Pacific Islander	–		
White	–	0	
Mixed (two or more) races	–		

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	–		
American Indian or Alaska Native	–		
Asian	–		
Black or African American	–		
Native Hawaiian or Pacific Islander	–		
White	–	0	
Mixed (two or more) races	–		

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	–		
American Indian or Alaska Native	–		
Asian	–		
Black or African American	–		
Native Hawaiian or Pacific Islander	–		
White	–		
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 6 Female %	Grade 6 Male %	Grade 7 Female %	Grade 7 Male %	Grade 8 Female %	Grade 8 Male %
School Environment						
Total school supports	–	–		40	18	
Caring adults in school	–	–		40	0	
High expectations-adults in school	–	–		50	45	
Meaningful participation at school	–	–		10	18	
School Connectedness	–	–		70	27	
Parent Involvement in School	–	–		30	9	
Academic Motivation	–	–		20	18	

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	–	–			36	
Harassment/Bullying at School						
During the past 12 month at school, have you been...						
harassed/bullied for any of the five bias-related reasons	–	–			64	
harassed/bullied for any reasons	–	–			64	
Current ATOD Use						
During the past 30 days, did you...						
have at least one drink of alcohol at school	–	–			0	
smoke cigarettes	–	–		0	0	
have at least one drink of alcohol	–	–		0	0	
use marijuana	–	–		0	0	
Mental Health						
Chronic sad or hopeless feelings, past 12 months	–	–			55	

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

Appendix

2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Hayfork Valley Elementary		90	79

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list.