

# CALIFORNIA HEALTHY KIDS SURVEY



## Davis Joint Unified Secondary 2016-2017 Main Report

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

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# PREFACE

## HYPERLINK FEATURE

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

This report provides the detailed results for each question from this school/district’s 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](http://chks.wested.org)—including *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](http://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](https://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](https://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](http://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\\_school\\_climateguidebook\\_final.pdf](http://californias3.wested.org/resources/S3_school_climateguidebook_final.pdf))

*Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](http://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](http://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](http://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](mailto:schoolclimate@wested.org)). See also: [californias3.wested.org/training-support/workshops](http://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](http://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	X
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 <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	689	722	707	53
Final number	599	607	502	45
<b>Average Response Rate</b>	87%	84%	71%	85%

*Note: <sup>A</sup>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
<b>School Engagement and Supports</b>					
School connectedness (high)	71	56	63	78	A4.5
Academic motivation (high)	45	33	29	38	A4.5
Truant more than a few times <sup>†</sup>	2	4	11	22	A4.2
Caring adult relationships (high)	49	36	41	58	A4.4
High expectations (high)	62	44	50	64	A4.4
Meaningful participation (high)	22	16	14	20	A4.4
<b>School Safety and Substance Use</b>					
School perceived as very safe or safe	78	71	85	83	A5.1
Experienced any harassment or bullying <sup>†</sup>	35	35	25	20	A5.2
Had mean rumors or lies spread about you <sup>†</sup>	36	33	21	16	A5.3
Been afraid of being beaten up <sup>†</sup>	14	10	6	2	A5.4
Been in a physical fight <sup>†</sup>	9	9	3	5	A5.4
Seen a weapon on campus <sup>†</sup>	8	11	9	11	A5.6
Been drunk or “high” on drugs at school, ever	1	4	15	38	A6.10
<b>Mental and Physical Health</b>					
Current alcohol or drug use <sup>‡</sup>	3	15	34	49	A6.4
Current binge drinking <sup>‡</sup>	1	4	13	29	A6.4
Very drunk or “high” 7 or more times	1	5	17	56	A6.6
Current cigarette smoking <sup>‡</sup>	0	2	5	23	A7.3
Current electronic cigarette use <sup>‡</sup>	1	2	11	18	A7.3
Experienced chronic sadness/hopelessness <sup>†</sup>	18	23	33	50	A8.4
Considered suicide <sup>†</sup>	na	14	20	23	A8.5

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

<sup>†</sup>Past 12 months; <sup>‡</sup>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	49	48	50	60
Female	51	52	50	40

*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	76	79	77	43
Yes	24	21	23	57

*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	1	1	1	0
Asian	15	16	18	3
Black or African American	4	4	2	0
Native Hawaiian or Pacific Islander	1	1	1	0
White	47	50	57	38
Mixed (two or more) races	32	28	20	59

*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	95	95	96	86
Other relative's home	1	1	0	5
A home with more than one family	1	1	1	0
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	2
Hotel or motel	0	1	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	2	2	2	7

*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	1	2	4	36
Graduated from high school	3	4	4	4
Attended college but did not complete four-year degree	5	4	7	7
Graduated from college	79	82	83	44
Don't know	11	7	2	9

*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	65	73	79	22
Yes	17	16	13	60
Don't know	18	11	8	18

*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	83	91	95	91
Yes	1	1	1	2
Don't know	16	8	4	7

*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	82	81	80	64
Spanish	8	7	6	29
Mandarin	3	3	5	0
Cantonese	0	1	1	0
Taiwanese	0	0	0	0
Tagalog	0	1	0	0
Vietnamese	0	0	0	0
Korean	2	2	2	0
Other	5	5	6	7

*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/%
<b>English Language Proficiency</b>				
<i>Average Scale Score</i>	3.87	3.88	3.92	3.86
<b>How well do you... understand English?</b>				
Very well	93	93	96	89
Well	6	6	4	9
Not well	1	0	0	2
Not at all	0	0	0	0
<b>speak English?</b>				
Very well	91	91	93	91
Well	7	7	7	7
Not well	1	1	0	2
Not at all	0	0	0	0
<b>read English?</b>				
Very well	88	90	90	89
Well	11	9	9	9
Not well	1	1	1	2
Not at all	0	0	0	0
<b>write English?</b>				
Very well	82	86	91	82
Well	16	12	8	16
Not well	2	2	2	2
Not at all	1	0	0	0
<b>English Language Proficiency Status</b>				
Proficient	86	89	92	89
Not proficient	14	12	8	11

*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/%
<b>English Language Proficiency</b>				
<i>Average Scale Score</i>	3.69	3.69	3.77	3.63
<b>How well do you... understand English?</b>				
Very well	84	75	84	69
Well	10	22	16	25
Not well	5	2	0	6
Not at all	1	1	0	0
<b>speak English?</b>				
Very well	73	75	81	75
Well	21	19	18	19
Not well	6	4	1	6
Not at all	1	2	0	0
<b>read English?</b>				
Very well	76	73	73	69
Well	17	25	26	25
Not well	6	1	1	6
Not at all	1	1	0	0
<b>write English?</b>				
Very well	70	69	74	63
Well	24	28	21	31
Not well	5	2	4	6
Not at all	2	1	0	0
<b>English Language Proficiency Status</b>				
Proficient	71	69	78	69
Not proficient	29	31	22	31

*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	77	83	86	73
1 day	5	3	3	7
2 days	4	3	3	2
3 days	3	1	2	4
4 days	6	2	1	4
5 days	5	7	5	9

*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	95	93	97	95
Yes	3	4	2	5
Don't know	3	3	0	0

*Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?*

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

**Table A3.13*****Sexual Orientation and Gender Identification***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	71	80	83	79
Gay or Lesbian	3	7	4	12
Bisexual	7	12	10	16
Transgender	1	6	2	12
Not sure	16	13	6	16
Decline to respond	13	10	2	9

*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	42	45	39	29
A's and B's	32	31	34	42
Mostly B's	7	8	9	9
B's and C's	10	10	9	11
Mostly C's	2	2	4	2
C's and D's	5	2	4	4
Mostly D's	0	0	0	2
Mostly F's	1	1	0	0

*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	83	78	54	38
1-2 times	11	11	20	18
A few times	5	7	15	22
Once a month	0	1	4	7
Once a week	1	1	4	9
More than once a week	1	2	3	7

*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	43	34	31	33
Illness (feeling physically sick), including problems with breathing or your teeth	48	52	50	51
Felt very sad, hopeless, anxious, stressed, or angry	6	10	16	22
Didn't get enough sleep	6	16	26	20
Didn't feel safe at school	1	1	2	0
Had to work	1	2	1	0
Had to take care of or help a family member or friend	2	3	3	7
Wanted to spend time with friends who don't go to your school	0	1	3	2
Wanted to use alcohol or drugs	0	1	3	7
Were behind in schoolwork or weren't prepared for a test or class assignment	2	7	25	4
Were bored with or uninterested in school	2	7	11	11
Were suspended	1	2	1	9
Other reason	14	19	14	11

*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
<b>Total school supports</b>					
<i>Average Scale Score</i>	2.94	2.78	2.79	2.94	
High (%)	47	36	39	58	
Moderate (%)	45	52	49	31	
Low (%)	8	12	12	11	
<b>Caring adults in school</b>					
<i>Average Scale Score</i>	3.05	2.92	2.98	3.14	A4.6
High (%)	49	36	41	58	
Moderate (%)	44	55	51	29	
Low (%)	7	9	8	13	
<b>High expectations-adults in school</b>					
<i>Average Scale Score</i>	3.31	3.10	3.13	3.25	A4.7
High (%)	62	44	50	64	
Moderate (%)	34	50	43	24	
Low (%)	5	7	7	11	
<b>Meaningful participation at school</b>					
<i>Average Scale Score</i>	2.46	2.32	2.28	2.41	A4.8
High (%)	22	16	14	20	
Moderate (%)	53	53	55	56	
Low (%)	25	30	31	24	

*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
<b>School Connectedness</b>					
<i>Average Scale Score</i>	3.96	3.67	3.77	4.11	A4.9
High (%)	71	56	63	78	
Moderate (%)	25	35	30	18	
Low (%)	4	8	8	4	
<b>Parent Involvement in School</b>					
<i>Average Scale Score</i>	3.75	3.44	3.33	4.04	A4.10
High (%)	47	35	29	69	
Moderate (%)	43	45	49	27	
Low (%)	10	20	23	4	
<b>Academic Motivation</b>					
<i>Average Scale Score</i>	4.17	3.93	3.77	3.93	A4.11
High (%)	45	33	29	38	
Moderate (%)	42	43	40	38	
Low (%)	13	23	31	24	

*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/%
<b>Caring adults in school</b>				
<i>Average Scale Score</i>	3.05	2.92	2.98	3.14
<b><i>At my school, there is a teacher or some other adult... who really cares about me.</i></b>				
Not at all true	6	7	6	13
A little true	18	23	26	16
Pretty much true	39	40	35	22
Very much true	36	30	33	49
<b><i>who notices when I'm not there.</i></b>				
Not at all true	7	10	12	16
A little true	25	24	22	11
Pretty much true	35	39	37	18
Very much true	33	27	30	56
<b><i>who listens to me when I have something to say.</i></b>				
Not at all true	5	7	5	13
A little true	15	20	16	7
Pretty much true	37	38	36	24
Very much true	43	35	43	56

*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/%
<b>High expectations-adults in school</b>				
<i>Average Scale Score</i>	3.31	3.10	3.13	3.25
<b><i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i></b>				
Not at all true	5	7	6	11
A little true	16	18	18	7
Pretty much true	34	42	37	36
Very much true	45	34	38	47
<b><i>who always wants me to do my best.</i></b>				
Not at all true	3	4	4	11
A little true	8	15	16	7
Pretty much true	30	37	34	24
Very much true	58	44	46	58
<b><i>who believes that I will be a success.</i></b>				
Not at all true	5	8	7	11
A little true	12	16	17	9
Pretty much true	32	39	35	20
Very much true	51	37	42	60

*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/%
<b>Meaningful participation at school</b>				
<i>Average Scale Score</i>	2.46	2.32	2.28	2.41
<b><i>At school...</i></b>				
<b>I do interesting activities.</b>				
Not at all true	11	15	12	11
A little true	24	31	30	29
Pretty much true	35	35	35	29
Very much true	30	19	24	31
<b>I help decide things like class activities or rules.</b>				
Not at all true	34	33	40	40
A little true	30	34	32	27
Pretty much true	24	21	20	18
Very much true	12	12	8	16
<b>I do things that make a difference.</b>				
Not at all true	20	25	29	24
A little true	35	39	39	33
Pretty much true	29	22	19	24
Very much true	16	14	13	18

*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/%
<b>School Connectedness</b>				
<i>Average Scale Score</i>	3.96	3.67	3.77	4.11
<b>I feel close to people at this school.</b>				
Strongly disagree	2	4	5	7
Disagree	4	4	10	4
Neither disagree nor agree	19	20	15	27
Agree	48	47	43	33
Strongly agree	28	24	27	29
<b>I am happy to be at this school.</b>				
Strongly disagree	4	6	5	4
Disagree	3	9	7	2
Neither disagree nor agree	16	23	21	16
Agree	41	43	43	20
Strongly agree	35	19	24	58
<b>I feel like I am part of this school.</b>				
Strongly disagree	3	7	6	4
Disagree	6	8	10	2
Neither disagree nor agree	20	27	25	18
Agree	42	41	39	29
Strongly agree	30	17	21	47
<b>The teachers at this school treat students fairly.</b>				
Strongly disagree	4	6	4	4
Disagree	5	9	8	2
Neither disagree nor agree	22	29	22	11
Agree	43	40	45	33
Strongly agree	26	17	21	49
<b>I feel safe in my school.</b>				
Strongly disagree	2	5	4	5
Disagree	4	4	2	0
Neither disagree nor agree	16	17	12	11
Agree	41	50	46	32
Strongly agree	37	25	36	52

*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/%
<b>Parent Involvement in School</b>				
<i>Average Scale Score</i>	3.75	3.44	3.33	4.04
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>				
Strongly disagree	3	6	7	4
Disagree	8	14	16	2
Neither disagree nor agree	27	32	37	20
Agree	38	35	30	38
Strongly agree	25	13	9	36
<b>Parents feel welcome to participate at this school.</b>				
Strongly disagree	2	6	5	4
Disagree	4	6	9	0
Neither disagree nor agree	35	37	41	24
Agree	36	37	32	38
Strongly agree	22	15	14	33
<b>School staff takes parent concerns seriously.</b>				
Strongly disagree	2	6	7	4
Disagree	4	9	10	0
Neither disagree nor agree	31	32	31	13
Agree	40	39	38	36
Strongly agree	23	14	14	47

*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/%
<b>Academic Motivation</b>				
<i>Average Scale Score</i>	4.17	3.93	3.77	3.93
<b>I try hard to make sure that I am good at my schoolwork.</b>				
Strongly disagree	1	4	4	7
Disagree	2	2	5	2
Neither disagree nor agree	8	12	15	9
Agree	34	37	36	44
Strongly agree	56	45	39	38
<b>I try hard at school because I am interested in my work.</b>				
Strongly disagree	4	6	7	7
Disagree	7	12	16	5
Neither disagree nor agree	23	25	25	27
Agree	35	32	33	25
Strongly agree	30	26	20	36
<b>I work hard to try to understand new things at school.</b>				
Strongly disagree	2	5	4	7
Disagree	3	4	7	4
Neither disagree nor agree	14	17	22	16
Agree	40	42	39	33
Strongly agree	41	32	28	40
<b>I am always trying to do better in my schoolwork.</b>				
Strongly disagree	2	4	4	7
Disagree	2	3	9	2
Neither disagree nor agree	10	17	21	27
Agree	38	38	35	24
Strongly agree	49	38	32	40

*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 %
<b>My school is usually clean and tidy.</b>				
Strongly disagree	4	7	4	5
Disagree	11	11	11	0
Neither disagree nor agree	31	31	28	11
Agree	41	39	41	36
Strongly agree	14	12	15	48

*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	29	24	42	52
Safe	49	47	44	31
Neither safe nor unsafe	18	21	13	12
Unsafe	4	4	1	0
Very unsafe	1	4	1	5

*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 %
<b>Race, ethnicity, or national origin</b>				
0 times	88	82	89	86
1 time	6	7	4	2
2 or more times	6	11	7	11
<b>Religion</b>				
0 times	94	92	92	100
1 time	3	3	4	0
2 or more times	4	5	3	0
<b>Gender (being male or female)</b>				
0 times	89	87	90	93
1 time	5	5	4	0
2 or more times	6	8	5	7
<b>Because you are gay or lesbian or someone thought you were</b>				
0 times	93	90	94	98
1 time	3	3	2	0
2 or more times	4	7	4	2
<b>A physical or mental disability</b>				
0 times	95	93	96	98
1 time	2	3	2	0
2 or more times	3	4	2	2
<b><i>Any of the above five bias-related reasons</i></b>				
	25	29	22	14
<b>Any other reason</b>				
0 times	78	78	88	89
1 time	8	7	4	5
2 or more times	13	15	8	7
<b><i>Any harassment</i></b>				
	35	35	25	20

*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 %
<b>During the past 12 months, how many times on school property have you...</b>				
<b>had mean rumors or lies spread about you?</b>				
0 times	64	67	79	84
1 time	16	14	10	5
2 to 3 times	8	11	7	5
4 or more times	11	9	4	7
<b>had sexual jokes, comments, or gestures made to you?</b>				
0 times	69	66	73	84
1 time	12	10	8	7
2 to 3 times	7	8	8	2
4 or more times	12	16	12	7
<b>been made fun of because of your looks or the way you talk?</b>				
0 times	69	70	80	86
1 time	12	10	7	5
2 to 3 times	7	9	6	0
4 or more times	12	11	7	9
<b>been made fun of, insulted, or called names?</b>				
0 times	61	68	75	82
1 time	12	11	9	5
2 to 3 times	10	9	6	5
4 or more times	17	13	10	9

*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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>				
0 times	74	81	93	95
1 time	11	8	3	2
2 to 3 times	7	4	2	0
4 or more times	8	7	1	2
<b>been afraid of being beaten up?</b>				
0 times	86	90	94	98
1 time	5	5	4	0
2 to 3 times	3	3	1	0
4 or more times	5	3	1	2
<b>been in a physical fight?</b>				
0 times	91	91	97	95
1 time	6	4	2	2
2 to 3 times	2	1	1	0
4 or more times	2	3	0	2
<b>been threatened with harm or injury?</b>				
0 times	91	91	95	95
1 time	4	4	3	0
2 to 3 times	3	2	1	5
4 or more times	2	3	1	0
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	97	96	98	98
1 time	2	2	1	0
2 to 3 times	1	1	0	2
4 or more times	0	2	0	0
<b>been offered, sold, or given an illegal drug?</b>				
0 times	93	84	77	75
1 time	4	6	7	7
2 to 3 times	2	6	9	0
4 or more times	2	4	7	18

*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 %
<b>Had your property stolen or deliberately damaged</b>				
0 times	83	85	91	98
1 time	10	8	6	2
2 to 3 times	3	3	2	0
4 or more times	4	4	2	0
<b>Damaged school property on purpose</b>				
0 times	97	92	96	100
1 time	2	5	2	0
2 to 3 times	1	2	1	0
4 or more times	0	2	1	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 %
<b>Carried a gun</b>				
0 times	99	97	98	100
1 time	0	1	1	0
2 to 3 times	0	1	0	0
4 or more times	0	2	1	0
<b>Carried any other weapon (such as a knife or club)</b>				
0 times	98	94	96	95
1 time	2	3	2	0
2 to 3 times	0	1	1	2
4 or more times	0	3	1	2
<b>Seen someone carrying a gun, knife, or other weapon</b>				
0 times	92	89	91	89
1 time	5	6	4	0
2 to 3 times	2	2	2	7
4 or more times	1	3	2	5

*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)	8	24	50	73	A6.3
Current alcohol or drugs	3	15	34	49	A6.4
Current heavy drug uses	0	7	12	40	A6.4
Current heavy alcohol use (binge drinking)	1	4	13	29	A6.4
Current alcohol or drug use on school property	1	4	6	13	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	6	21	46	67
Marijuana	2	12	34	69
Inhalants	2	3	4	7
Cocaine, Methamphetamine, or any amphetamines	na	2	4	13
Ecstasy, LSD, or other psychedelics	na	3	7	33
Prescription pain killers, Diet Pills, or other prescription stimulant	na	10	17	29

*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 %
<b>Alcohol (one full drink)</b>				
0 times	94	79	54	33
1 time	4	6	7	7
2 to 3 times	2	7	8	7
4 or more times	1	9	31	53
<b>Marijuana</b>				
0 times	98	88	66	31
1 time	2	2	4	2
2 to 3 times	0	3	7	7
4 or more times	1	7	23	60
<b>Inhalants (to get “high”)</b>				
0 times	98	97	96	93
1 time	1	1	2	0
2 to 3 times	0	1	1	7
4 or more times	1	1	1	0
<b>Cocaine, Methamphetamine, or any amphetamines</b>				
0 times	na	98	96	87
1 time	na	1	1	2
2 to 3 times	na	0	1	4
4 or more times	na	1	2	7
<b>Ecstasy, LSD, or other psychedelics</b>				
0 times	na	97	93	67
1 time	na	1	3	7
2 to 3 times	na	1	3	16
4 or more times	na	1	1	11
<b>Any other drug, or pill, or medicine to get “high” or for other than medical reasons</b>				
0 times	98	95	94	78
1 time	1	2	2	7
2 to 3 times	1	0	1	7
4 or more times	0	2	3	9
<b><i>Any of the above AOD use</i></b>	8	24	50	73

*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 %
<b>Prescription pain medication, tranquilizers, or sedatives</b>				
0 times	na	93	90	80
1 time	na	2	3	9
2 to 3 times	na	2	2	4
4 or more times	na	3	5	7
<b>Diet Pills</b>				
0 times	na	95	95	93
1 time	na	1	1	2
2 to 3 times	na	0	1	2
4 or more times	na	3	3	2
<b>Ritalin™ or Adderall™ or other prescription stimulant</b>				
0 times	na	95	90	84
1 time	na	1	1	7
2 to 3 times	na	1	4	2
4 or more times	na	3	5	7
<b>Cold/Cough Medicines or other over-the-counter medicines</b>				
0 times	na	84	77	71
1 time	na	4	4	9
2 to 3 times	na	3	4	4
4 or more times	na	10	15	16

*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, Ther-aFlu, 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)	2	10	26	31
Binge drinking (5 or more drinks in a row)	1	4	13	29
Marijuana	1	9	21	47
Inhalants	1	1	1	4
Prescription medications to get “high” or for reasons other than prescribed	na	3	5	7
Other drug, pill, or medicine to get “high” or for other than medical reasons	1	2	3	7
<b><i>Any drug use</i></b>	2	10	23	47
<b><i>Heavy drug use</i></b>	0	7	12	40
<b><i>Any AOD Use</i></b>	3	15	34	49
Two or more drugs at the same time	na	3	9	18

*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 %
<b>Alcohol (at least one drink)</b>				
0 days	98	90	74	69
1 or 2 days	2	8	18	9
3 to 9 days	0	2	6	11
10 to 19 days	0	0	1	2
20 or more days	0	1	1	9
<b>Binge drinking (5 or more drinks in a row)</b>				
0 days	99	96	87	71
1 or 2 days	0	2	8	7
3 to 9 days	0	0	4	11
10 to 19 days	0	0	1	2
20 or more days	0	1	0	9
<b>Marijuana</b>				
0 days	99	91	79	53
1 or 2 days	1	3	10	9
3 to 9 days	0	3	5	9
10 to 19 days	0	1	2	4
20 or more days	0	1	4	24

*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 %
<b>Very drunk or sick after drinking alcohol</b>				
0 times	98	90	72	47
1 to 2 times	2	7	15	22
3 to 6 times	0	2	8	7
7 or more times	0	2	5	24
<b>“High” (loaded, stoned, or wasted) from using drugs</b>				
0 times	99	90	70	36
1 to 2 times	1	3	8	5
3 to 6 times	0	2	6	2
7 or more times	0	4	16	57
<b>Very drunk or “high” 7 or more times</b>	<b>1</b>	<b>5</b>	<b>17</b>	<b>56</b>

*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 %
<b>Alcohol</b>				
Does not apply, don’t use	na	90	71	64
0 times	na	7	24	25
1 time	na	1	3	5
2 to 3 times	na	1	1	2
4 or more times	na	1	0	5
<b>Marijuana</b>				
Does not apply, don’t use	na	91	74	55
0 times	na	6	20	27
1 time	na	1	5	9
2 to 3 times	na	1	1	2
4 or more times	na	1	0	7

*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 %
<b>Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking</b>				
Never	na	93	87	82
1 time	na	3	5	2
2 times	na	1	3	2
3 to 6 times	na	2	2	7
7 or more times	na	2	2	7
<b>Have ridden in a car driven by someone who had been drinking</b>				
Never	81	na	na	na
1 time	9	na	na	na
2 times	3	na	na	na
3 to 6 times	2	na	na	na
7 or more times	5	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 %
<b>Alcohol</b>				
0 days	99	97	97	91
1 to 2 days	1	2	3	0
3 or more days	0	1	0	9
<b>Marijuana</b>				
0 days	100	98	96	88
1 to 2 days	0	0	2	2
3 or more days	0	2	1	9
<b>Any other drug, pill, or medicine to get “high” or for other than medical reasons?</b>				
0 days	100	98	98	91
1 to 2 days	0	0	1	4
3 or more days	0	2	1	4
<b>Any of the above</b>	1	4	6	13

*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	99	96	85	62
1 to 2 times	0	2	7	9
3 to 6 times	0	1	4	4
7 or more times	0	2	4	24

*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 %
<b><i>Perceived Harm of Use...</i></b>				
<b>Alcohol - drink occasionally</b>				
Great	24	30	15	36
Moderate	27	21	22	14
Slight	30	32	43	34
None	20	17	21	16
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	59	65	55	53
Moderate	20	18	30	24
Slight	7	5	10	9
None	14	12	4	13
<b>Marijuana - smoke occasionally</b>				
Great	40	34	15	33
Moderate	31	21	18	7
Slight	13	22	33	9
None	15	23	34	51
<b>Marijuana - smoke once or twice a week</b>				
Great	63	47	29	33
Moderate	15	20	25	11
Slight	7	14	25	16
None	15	18	20	40
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Alcohol</b>				
Very difficult	17	9	3	11
Fairly difficult	14	8	4	0
Fairly easy	15	22	29	16
Very easy	11	28	42	52
Don't know	43	33	22	20
<b>Marijuana</b>				
Very difficult	25	9	3	9
Fairly difficult	14	7	4	2
Fairly easy	8	22	25	14
Very easy	6	29	46	55
Don't know	47	33	22	20

*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
<b>Use Prevalence and Patterns</b>					
Ever smoked a whole cigarette	1	5	12	39	A7.2
Current cigarette smoking <sup>‡</sup>	0	2	5	23	A7.3
Current cigarette smoking at school <sup>‡</sup>	0	1	1	7	A7.4
Ever tried smokeless tobacco	1	3	6	18	A7.2
Current smokeless tobacco use <sup>‡</sup>	1	1	3	0	A7.3
Current smokeless tobacco use at school <sup>‡</sup>	0	1	1	2	A7.4
Ever used electronic cigarettes or other vaping device	2	7	26	60	A7.2
Current use of electronic cigarettes or other vaping device <sup>‡</sup>	1	2	11	18	A7.3
Current use of electronic cigarettes or other vaping device at school <sup>‡</sup>	1	1	1	7	A7.4
<b>Cessation Attempts</b>					
Tried to quit or stop using cigarettes	na	2	2	9	A7.5
<b>Attitudes and Correlates</b>					
Occasional smoking great harm	34	43	31	40	A7.6
Smoking 1-2 packs per day great harm	71	74	85	71	A7.6
Very easy to obtain cigarettes	6	18	25	39	A7.6

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

*<sup>‡</sup>Past 30 days; na—Not asked of middle school students.*

**Table A7.2**  
***Lifetime Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>A cigarette, even one or two puffs</b>				
0 times	97	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
<b>A whole cigarette</b>				
0 times	99	95	88	61
1 time	1	1	4	2
2 to 3 times	0	1	1	2
4 or more times	0	3	7	34
<b>Smokeless tobacco</b>				
0 times	99	97	94	82
1 time	1	1	2	9
2 to 3 times	0	0	1	5
4 or more times	0	2	3	5
<b>An electronic cigarette or other vaping device</b>				
0 times	98	93	74	40
1 time	1	2	5	4
2 to 3 times	0	2	6	16
4 or more times	1	3	15	40

*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 %
<b>Cigarettes</b>				
Any	0	2	5	23
Daily (20 or more days)	0	0	0	7
<b>Smokeless Tobacco</b>				
Any	1	1	3	0
Daily (20 or more days)	0	0	0	0
<b>Electronic cigarettes or other vaping device</b>				
Any	1	2	11	18
Daily (20 or more days)	0	0	1	7

*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 %
<b>Cigarettes</b>				
0 days	100	99	99	93
1 or 2 days	0	0	1	2
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	4
<b>Smokeless Tobacco</b>				
0 days	100	99	99	98
1 or 2 days	0	0	1	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	2
<b>Electronic cigarettes or other vaping device</b>				
0 days	99	99	99	93
1 or 2 days	0	1	1	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	7

*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	95	92	75
0 times	na	3	6	16
1 time	na	1	2	7
2 to 3 times	na	0	1	2
4 or more times	na	1	0	0

*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 %
<b><i>Perceived Harm of Use...</i></b>				
<b>Smoke cigarettes occasionally</b>				
Great	34	43	31	40
Moderate	34	30	42	27
Slight	18	14	20	16
None	14	13	7	18
<b>Smoke 1-2 packs of cigarettes a day</b>				
Great	71	74	85	71
Moderate	10	10	7	11
Slight	5	3	3	2
None	14	13	4	16
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Cigarettes</b>				
Very difficult	18	9	5	11
Fairly difficult	15	12	7	2
Fairly easy	13	21	29	25
Very easy	6	18	25	39
Don't know	49	39	34	23

*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)	79	82	88	84
1 time	11	7	5	0
2 to 3 times	5	5	4	2
4 or more times	5	6	3	14

*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	33	na	na	na
1 day	20	na	na	na
2 days	13	na	na	na
3 days	9	na	na	na
4 days	5	na	na	na
5 days	20	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	18	23	36	57
Yes	82	77	64	43

*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	82	77	67	50
Yes	18	23	33	50

*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	86	80	77
Yes	na	14	20	23

*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	97	89	97	91
Yes	3	11	3	9

*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
<b><i>School Environment</i></b>							
Total school supports	35		51	52		53	37
Caring adults in school	37		49	57		55	41
High expectations-adults in school	47		60	59		68	56
Meaningful participation at school	18		28	18		24	17
<b><i>School Connectedness</i></b>	67		68	74		76	65
<b><i>Parent Involvement in School</i></b>	45		53	45		47	47
<b><i>Academic Motivation</i></b>	38		53	68		45	38

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
<b><i>School Environment</i></b>							
Total school supports	31		40	22		38	31
Caring adults in school	34		37	26		39	31
High expectations-adults in school	46		45	39		45	41
Meaningful participation at school	15		20	17		15	13
<b><i>School Connectedness</i></b>	52		53	57		59	51
<b><i>Parent Involvement in School</i></b>	32		39	22		34	37
<b><i>Academic Motivation</i></b>	30		42	30		30	34

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
<b>School Environment</b>							
Total school supports	32		35			47	25
Caring adults in school	36		39			45	36
High expectations-adults in school	46		45			53	46
Meaningful participation at school	13		14			16	11
<b>School Connectedness</b>	56		59			72	52
<b>Parent Involvement in School</b>	26		29			32	23
<b>Academic Motivation</b>	24		36			29	21

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
<b>School Environment</b>							
Total school supports	50					67	61
Caring adults in school	46					73	57
High expectations-adults in school	58					73	65
Meaningful participation at school	17					20	22
<b>School Connectedness</b>	79					73	87
<b>Parent Involvement in School</b>	67					67	83
<b>Academic Motivation</b>	33					33	43

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 %
<b>Feel safe or very safe at school</b>				
Hispanic or Latino	75	72	83	82
American Indian or Alaska Native				
Asian	79	74	91	
Black or African American	59	78		
Native Hawaiian or Pacific Islander				
White	83	71	90	87
Mixed (two or more) races	71	68	81	86

*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 %
<b>Harassment or bullying due to five bias-related reasons<sup>A</sup></b>				
Hispanic or Latino	24	28	20	17
American Indian or Alaska Native				
Asian	21	32	21	
Black or African American	36	35		
Native Hawaiian or Pacific Islander				
White	25	27	19	7
Mixed (two or more) races	26	29	22	14

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

<sup>A</sup>*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 %
<b>Were harassed or bullied at school</b>				
Hispanic or Latino	37	37	23	26
American Indian or Alaska Native				
Asian	29	34	21	
Black or African American	50	35		
Native Hawaiian or Pacific Islander				
White	32	34	23	13
Mixed (two or more) races	39	38	26	18

*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 %
<b>Had at least one drink of alcohol at school</b>				
Hispanic or Latino	2	2	5	8
American Indian or Alaska Native				
Asian	1	1	0	
Black or African American	0	0		
Native Hawaiian or Pacific Islander				
White	0	3	4	13
Mixed (two or more) races	2	3	4	4

*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 %
<b>Smoked cigarettes in the past 30 days</b>				
Hispanic or Latino	0	2	7	22
American Indian or Alaska Native				
Asian	0	2	0	
Black or African American	0	0		
Native Hawaiian or Pacific Islander				
White	0	3	5	20
Mixed (two or more) races	1	1	7	30

*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 %
<b>Had at least one drink of alcohol in the past 30 days</b>				
Hispanic or Latino	5	7	31	25
American Indian or Alaska Native				
Asian	1	5	6	
Black or African American	0	9		
Native Hawaiian or Pacific Islander				
White	2	11	31	47
Mixed (two or more) races	4	11	32	22

*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 %
<b>Used marijuana in the past 30 days</b>				
Hispanic or Latino	2	7	26	42
American Indian or Alaska Native				
Asian	0	3	8	
Black or African American	0	4		
Native Hawaiian or Pacific Islander				
White	0	11	23	53
Mixed (two or more) races	2	8	27	48

*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 %
<b>Felt so sad or hopeless almost everyday for two weeks or more</b>				
Hispanic or Latino	20	27	38	43
American Indian or Alaska Native				
Asian	16	15	27	
Black or African American	27	4		
Native Hawaiian or Pacific Islander				
White	13	25	32	73
Mixed (two or more) races	27	25	37	36

*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 %
<b><i>School Environment</i></b>								
Total school supports	48	45	41	31	37	41	71	46
Caring adults in school	50	48	42	30	38	45	71	46
High expectations-adults in school	63	60	49	39	46	54	82	50
Meaningful participation at school	21	22	17	16	14	14	29	15
<b><i>School Connectedness</i></b>								
	69	73	60	53	61	65	76	77
<b><i>Parent Involvement in School</i></b>								
	46	49	39	31	23	34	59	77
<b><i>Academic Motivation</i></b>								
	47	42	40	27	32	26	47	35

*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 %
<b>Perceived Safety at School</b>								
Feel safe or very safe at school	77	79	74	69	83	87	80	84
<b>Harassment/Bullying at School</b>								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the five bias-related reasons	29	21	27	30	27	17	25	8
harassed/bullied for any reasons	38	32	35	35	30	20	44	8
<b>Current ATOD Use</b>								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	0	1	2	3	4	2	18	4
smoke cigarettes	0	0	1	2	5	4	31	15
have at least one drink of alcohol	1	4	11	9	29	23	35	27
use marijuana	0	1	7	10	20	22	47	46
<b>Mental Health</b>								
Chronic sad or hopeless feelings, past 12 months	24	12	27	18	45	22	69	35

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

# Closing the Achievement Gap (CTAG) Module

## 1. Module Sample

**Table E1.1**

***Student Sample for CTAG Module***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	689	722	707	53
Final number	572	580	442	44
<b>Average Response Rate</b>	83%	80%	63%	83%

*Note: <sup>A</sup>NT includes continuation, community day, and other alternative school types.*



## 2. Fairness and Respect for Diversity

**Table E2.1**

***All Students Treated with Respect***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	4	8	5	11
Disagree	5	8	5	5
Neither disagree nor agree	24	35	25	18
Agree	39	36	45	20
Strongly agree	28	13	21	45

*Question HS/MS E.1: How strongly do you agree or disagree with the following statements?... Teachers and other adults at this school treat all students with respect.*

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

**Table E2.2**

***Books and Lessons Include Examples of My Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	7	8	8	11
Disagree	10	9	11	2
Neither disagree nor agree	35	39	25	36
Agree	31	31	38	20
Strongly agree	17	13	18	30

*Question HS/MS E.6: How strongly do you agree or disagree with the following statements?... The books and lessons in my classes include examples of my race or ethnic background.*

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

**Table E2.3*****All Students Treated Fairly When They Break Rules***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	5	9	6	11
Disagree	6	11	13	0
Neither disagree nor agree	32	40	34	14
Agree	39	30	34	34
Strongly agree	18	10	13	41

*Question HS/MS E.7: How strongly do you agree or disagree with the following statements?... All students are treated fairly when they break school rules.*

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

**Table E2.4*****Been Disrespected Because of Race/Ethnicity/Nationality***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	42	34	48	48
Disagree	21	18	29	7
Neither disagree nor agree	23	32	13	20
Agree	8	11	8	9
Strongly agree	6	5	2	16

*Question HS/MS E.8: How strongly do you agree or disagree with the following statements?... I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.*

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

**Table E2.5*****Tension Between Different Cultures/Race/Ethnic Groups***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	35	28	33	55
Disagree	24	22	34	5
Neither disagree nor agree	27	33	21	18
Agree	10	11	9	9
Strongly agree	5	5	2	14

*Question HS/MS E.9: How strongly do you agree or disagree with the following statements?... There is a lot of tension in this school between different cultures, races, or ethnicities.*

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

### 3. Supports for Learning

**Table E3.1**

***Encourage Students to Work Hard in School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	3	6	3	11
Disagree	4	6	5	0
Neither disagree nor agree	22	33	22	18
Agree	42	39	51	23
Strongly agree	30	16	20	48

*Question HS/MS E.2: How strongly do you agree or disagree with the following statements?... Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.*

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

**Table E3.2**

***Adults Work Hard to Help with Schoolwork***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	4	6	3	11
Disagree	4	7	8	0
Neither disagree nor agree	24	38	25	20
Agree	43	36	47	20
Strongly agree	26	13	17	48

*Question HS/MS E.3: How strongly do you agree or disagree with the following statements?... The teachers and other adults work hard to help me with my schoolwork when I need it.*

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

**Table E3.3*****Classrooms Lessons Are Helpful in Real Life***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	5	9	8	11
Disagree	9	11	21	0
Neither disagree nor agree	30	39	31	23
Agree	34	30	31	23
Strongly agree	22	11	10	43

*Question HS/MS E.4: How strongly do you agree or disagree with the following statements?... Teachers show how classroom lessons are important and helpful to me in real life.*

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

**Table E3.4*****Given Chance to Take Part in Class Discussions/Activities***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	3	6	4	12
Disagree	3	5	3	0
Neither disagree nor agree	26	37	22	19
Agree	43	37	51	26
Strongly agree	25	15	20	44

*Question HS/MS E.5: How strongly do you agree or disagree with the following statements?... Teachers give me a chance to take part in classroom discussions or activities.*

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

## 4. Physical Environment

**Table E4.1**

***Schoolyard and Buildings are Clean and in Good Condition***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	5	9	5	16
Disagree	9	8	10	0
Neither disagree nor agree	32	38	25	18
Agree	37	35	45	20
Strongly agree	18	10	15	45

*Question HS/MS E.10: How strongly do you agree or disagree with the following statements?... The schoolyard and buildings are clean and in good condition.*

*Note: 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 <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	689	722	707	53
Final number	586	598	481	44
<b>Average Response Rate</b>	85%	83%	68%	83%

*Note: <sup>A</sup>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 %
<b>Students at this school are motivated to learn.</b>				
Strongly disagree	7	7	4	14
Disagree	10	15	8	11
Neither disagree nor agree	38	40	29	23
Agree	36	28	46	36
Strongly agree	10	9	13	16
<b>Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</b>				
Strongly disagree	5	7	3	14
Disagree	3	8	6	0
Neither disagree nor agree	17	25	19	9
Agree	43	42	50	33
Strongly agree	32	18	21	44
<b>My teachers work hard to help me with my schoolwork when I need it.</b>				
Strongly disagree	4	7	3	14
Disagree	4	6	8	0
Neither disagree nor agree	20	31	25	9
Agree	43	40	47	36
Strongly agree	29	16	17	41
<b>Teachers show how classroom lessons are helpful to students in real life.</b>				
Strongly disagree	9	11	11	14
Disagree	9	15	18	5
Neither disagree nor agree	24	31	31	7
Agree	39	32	30	36
Strongly agree	20	11	9	39

*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 %
<b>Teachers give students a chance to take part in classroom discussions or activities.</b>				
Strongly disagree	4	6	3	14
Disagree	2	5	4	0
Neither disagree nor agree	14	25	16	5
Agree	45	45	52	33
Strongly agree	35	19	26	49
<b>This school is a supportive and inviting place for students to learn.</b>				
Strongly disagree	5	7	3	14
Disagree	3	8	6	0
Neither disagree nor agree	18	27	24	9
Agree	42	41	45	30
Strongly agree	31	17	21	47
<b>Teachers go out of their way to help students.</b>				
Strongly disagree	5	9	5	14
Disagree	7	10	11	0
Neither disagree nor agree	23	35	32	9
Agree	39	31	39	26
Strongly agree	26	15	13	51
<b>Teachers help students catch up when they return from an absence.</b>				
Strongly disagree	7	11	8	14
Disagree	10	13	17	2
Neither disagree nor agree	22	28	29	9
Agree	37	35	34	37
Strongly agree	24	12	13	37

*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 %
<b>My teachers give me useful feedback on my work.</b>				
Strongly disagree	5	8	4	14
Disagree	8	10	10	0
Neither disagree nor agree	23	28	25	7
Agree	39	38	46	35
Strongly agree	25	17	14	44
<b>My classroom is so crowded it is hard to concentrate and learn.</b>				
Strongly disagree	15	13	21	55
Disagree	35	30	43	16
Neither disagree nor agree	32	40	25	20
Agree	13	12	8	5
Strongly agree	5	5	2	5

*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 %
<b>Students pay attention in class.</b>				
Strongly disagree	5	8	5	7
Disagree	12	15	14	2
Neither disagree nor agree	47	45	38	36
Agree	28	27	37	27
Strongly agree	7	5	7	27
<b>Students try their best in school.</b>				
Strongly disagree	5	7	3	7
Disagree	9	11	9	2
Neither disagree nor agree	46	46	39	39
Agree	31	29	41	23
Strongly agree	10	8	8	30
<b>Students usually follow the rules at school.</b>				
Strongly disagree	4	8	5	7
Disagree	10	12	9	7
Neither disagree nor agree	36	39	30	20
Agree	41	34	48	41
Strongly agree	9	7	8	25
<b>Students turn in their homework on time.</b>				
Strongly disagree	5	9	4	7
Disagree	11	9	11	9
Neither disagree nor agree	49	44	40	27
Agree	29	31	39	27
Strongly agree	7	7	7	30

*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 %
<b>Adults at this school treat all students with respect.</b>				
Strongly disagree	6	9	4	11
Disagree	9	12	10	0
Neither disagree nor agree	20	30	29	9
Agree	40	35	40	36
Strongly agree	26	13	17	43
<b>Students treat teachers with respect.</b>				
Strongly disagree	9	10	6	9
Disagree	12	16	15	7
Neither disagree nor agree	39	39	37	25
Agree	28	27	35	34
Strongly agree	12	8	7	25
<b>The school rules are fair.</b>				
Strongly disagree	5	9	5	10
Disagree	9	13	10	7
Neither disagree nor agree	24	31	26	17
Agree	42	36	46	31
Strongly agree	21	12	13	36
<b>All students are treated fairly when they break school rules.</b>				
Strongly disagree	5	12	8	11
Disagree	8	12	14	2
Neither disagree nor agree	31	34	33	16
Agree	36	31	36	32
Strongly agree	20	11	10	39

*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 %
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>				
Strongly disagree	55	44	56	59
Disagree	21	23	22	18
Neither disagree nor agree	16	23	16	20
Agree	5	6	5	0
Strongly agree	3	4	2	2
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>				
Strongly disagree	42	33	38	59
Disagree	25	30	30	20
Neither disagree nor agree	24	28	22	18
Agree	6	7	8	0
Strongly agree	3	3	2	2
<b>Students in this school respect each other's differences.</b>				
Strongly disagree	6	11	7	14
Disagree	8	10	9	5
Neither disagree nor agree	26	34	24	23
Agree	36	31	37	18
Strongly agree	24	15	23	41
<b>Adults in this school respect differences in students.</b>				
Strongly disagree	5	7	4	14
Disagree	5	7	5	2
Neither disagree nor agree	20	30	25	18
Agree	33	30	38	20
Strongly agree	38	25	28	45

*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 %
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>				
Strongly disagree	4	6	5	11
Disagree	5	6	5	2
Neither disagree nor agree	26	35	31	20
Agree	33	32	39	18
Strongly agree	32	21	20	48

*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 %
<b>This school clearly informs students what would happen if they break school rules.</b>				
Strongly disagree	5	9	6	9
Disagree	9	11	12	0
Neither disagree nor agree	22	28	28	11
Agree	39	38	39	34
Strongly agree	25	14	16	45
<b>Rules in this school are made clear to students.</b>				
Strongly disagree	4	6	4	7
Disagree	9	11	11	5
Neither disagree nor agree	25	37	30	14
Agree	45	36	45	41
Strongly agree	17	10	10	34
<b>This school makes it clear how students are expected to act.</b>				
Strongly disagree	4	5	3	7
Disagree	6	7	7	2
Neither disagree nor agree	24	34	29	14
Agree	48	42	50	43
Strongly agree	19	12	10	33

*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 %
<b>The rules in this school are too strict.</b>				
Strongly disagree	13	10	13	20
Disagree	32	22	37	30
Neither disagree nor agree	35	38	35	27
Agree	12	19	13	9
Strongly agree	8	11	2	14
<b>It is easy for students to get kicked out of class or get suspended.</b>				
Strongly disagree	13	11	11	18
Disagree	27	23	37	23
Neither disagree nor agree	34	37	35	30
Agree	16	20	13	16
Strongly agree	10	8	4	14
<b>Students get in trouble for breaking small rules.</b>				
Strongly disagree	7	8	10	20
Disagree	16	14	26	18
Neither disagree nor agree	38	36	38	32
Agree	25	28	19	16
Strongly agree	14	13	6	14
<b>Teachers are very strict here.</b>				
Strongly disagree	14	7	9	27
Disagree	32	22	32	23
Neither disagree nor agree	42	52	45	39
Agree	9	13	12	9
Strongly agree	2	5	2	2

*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 %
<b>Students enjoy doing things with each other during school activities.</b>				
Strongly disagree	4	7	4	9
Disagree	4	6	7	2
Neither disagree nor agree	25	34	27	20
Agree	46	37	49	36
Strongly agree	21	15	13	32
<b>Students care about each other.</b>				
Strongly disagree	5	6	6	7
Disagree	7	8	7	5
Neither disagree nor agree	33	36	31	30
Agree	39	37	48	39
Strongly agree	16	13	9	20
<b>Students treat each other with respect.</b>				
Strongly disagree	6	8	5	7
Disagree	11	11	9	5
Neither disagree nor agree	38	41	31	25
Agree	34	30	47	36
Strongly agree	10	10	9	27
<b>Students get along well with each other.</b>				
Strongly disagree	5	6	4	7
Disagree	7	8	5	5
Neither disagree nor agree	34	36	34	26
Agree	41	39	47	33
Strongly agree	12	11	10	30

*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 %
<b>This school encourages students to feel responsible for how they act.</b>				
Strongly disagree	4	6	4	7
Disagree	5	7	8	2
Neither disagree nor agree	26	37	35	20
Agree	45	39	44	34
Strongly agree	20	12	8	36
<b>Students are often given rewards for being good.</b>				
Strongly disagree	15	16	13	7
Disagree	19	16	26	5
Neither disagree nor agree	38	40	36	30
Agree	18	21	20	32
Strongly agree	9	6	4	27
<b>This school encourages students to understand how others think and feel.</b>				
Strongly disagree	5	8	7	7
Disagree	6	10	14	2
Neither disagree nor agree	31	36	34	16
Agree	40	34	35	41
Strongly agree	18	12	10	34
<b>Students are taught that they can control their own behavior.</b>				
Strongly disagree	5	7	7	7
Disagree	7	8	9	0
Neither disagree nor agree	26	38	35	20
Agree	45	36	40	43
Strongly agree	18	11	10	30

*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 %
<b>This school helps students solve conflicts with one another.</b>				
Strongly disagree	4	8	7	7
Disagree	7	10	19	0
Neither disagree nor agree	28	38	37	25
Agree	42	32	28	41
Strongly agree	19	12	10	27
<b>This school encourages students to care about how others feel.</b>				
Strongly disagree	4	7	6	7
Disagree	5	7	14	0
Neither disagree nor agree	29	38	32	25
Agree	40	37	36	39
Strongly agree	21	11	12	30

*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 %
<b>Teachers here make it clear to students that bullying is not tolerated.</b>				
Strongly disagree	3	6	4	7
Disagree	2	6	9	0
Neither disagree nor agree	18	29	24	20
Agree	39	38	41	36
Strongly agree	38	20	22	36
<b>If another student was bullying me, I would tell one of the teachers or staff at school.</b>				
Strongly disagree	6	11	9	14
Disagree	7	11	19	7
Neither disagree nor agree	24	33	29	30
Agree	32	30	28	25
Strongly agree	31	16	15	25
<b>Students tell teachers when other students are being bullied.</b>				
Strongly disagree	7	11	10	11
Disagree	9	16	20	7
Neither disagree nor agree	41	41	39	41
Agree	30	23	23	18
Strongly agree	13	10	8	23

*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 %
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>				
Strongly disagree	4	7	4	9
Disagree	4	5	5	2
Neither disagree nor agree	20	35	29	19
Agree	38	35	43	23
Strongly agree	33	18	20	47
<b>Students here try to stop bullying when they see it happening.</b>				
Strongly disagree	7	10	8	7
Disagree	10	11	14	5
Neither disagree nor agree	38	43	38	30
Agree	32	26	31	34
Strongly agree	13	10	9	25

*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 %
<b>The schoolyard and buildings are clean and in good condition.</b>				
Strongly disagree	5	9	5	9
Disagree	8	12	10	2
Neither disagree nor agree	31	34	27	18
Agree	38	35	43	18
Strongly agree	18	10	15	52
<b>The school grounds are kept clean.</b>				
Strongly disagree	3	9	4	7
Disagree	9	10	12	2
Neither disagree nor agree	33	33	27	14
Agree	39	37	45	25
Strongly agree	16	10	12	52

*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 %
<b>I eat my lunch at the right time of day.</b>				
Strongly disagree	7	10	8	25
Disagree	5	15	13	7
Neither disagree nor agree	23	31	22	32
Agree	41	32	43	11
Strongly agree	24	13	14	25
<b>I have plenty of time to eat my lunch.</b>				
Strongly disagree	10	16	9	14
Disagree	11	17	16	5
Neither disagree nor agree	24	30	24	34
Agree	30	27	37	14
Strongly agree	24	10	14	34

*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 %
Da Vinci Charter Academy	79	82	90	
Davis School for Independent Study				
Davis Senior High			71	
Frances Ellen Watkins Harper Junior High	89	87		
King (Martin Luther) High (Continuation)				85
Oliver Wendell Holmes Junior High	87	86		
Ralph Waldo Emerson Junior High	90	88		

*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.*