CALIFORNIA HEALTHY KIDS SURVEY

Templeton Unified
Secondary
2019-2020
Main Report

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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.

ALERT

Categories "High," "Moderate," and "Low" for scales are no longer included on the report. If districts or schools need results on these categories, please contact your Technical Advisor.

This report provides the detailed results for each question from the 2019-20 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is 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, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

These surveys grew out of the California Department of Education's (CDE) commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; 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, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop 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

CDE has funded the CHKS since 1997 to provide data to 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 student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention,

and health programs. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

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 summarized in Appendix II, 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 majority of the questions are school-specific, including the following indicators:

- student grades, truancy, attendance, academic motivation, and school connectedness, as indicators of engagement;
- 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 school safety, bullying, and victimization; and
- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

The Core Module also assesses the scope and nature of substance use and includes two key indicators of mental health: chronic sadness and contemplation of suicide. These questions provide insight into important barriers to learning and development.

A wide range of demographic questions help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in LCAP efforts. These subgroups include race/ethnicity, gender, and socioeconomic status; homeless and foster status; and English language proficiency.

What's New? For 2018-19, the following improvements were made to the Core Module:

- Added a sleep duration question to help assess nighttime sleep quality
- Added the high school suicide ideation question to the middle school survey
- Modified wording of two e-cigarette questions about perceived harm from use
- Added "Juul" as an example on the e-cigarette use questions

In 2019-20, questions were added or modified to assess opioid use, tranquilizer use, exposure to second-hand smoke or vapor at school, vape quitting attempts, and knowledge of school policies banning tobacco use and vaping on school property.

School Climate Module (Supplementary)

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, peer relationships, respect for diversity, and the quality of the physical environment (calschls.org/survey-administration/downloads/#ssm_sc). These questions are also included in the staff survey to provide a more comprehensive picture of stakeholder perceptions and how the perceptions of students and staff differ from each other.

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (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 56 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

PUBLIC ONLINE DATA DASHBOARD

The most recent state representative and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). The dashboard can be used to graphically display statewide and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students, and foster youth – three important LCAP priority subgroups. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

New in 2019! EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across subgroups such as race/ethnicity, sexual orientation, gender identity, and afterschool participation; and
- examine data trends over time overall and by subgroup.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option by grade level.

Racial/Ethnic and Gender Results

In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate 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. These include 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.

Representativeness

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 percent. 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

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).

- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.

- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.

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

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also can conduct a *Data 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 CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.

- **Elementary CHKS Results**. Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.

- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results**. The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1517.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. 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 seven domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data/#slcr)

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.

Disaggregated Reports

The staff of the CalSCHLS Regional Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity), or by other characteristics of youth, such as those who are low in academic motivation compared to those who are high. This can be valuable for identifying what subgroups need to be targeted with what resources and programs. Given the LCAP requirement that districts identify and address the needs of underserved subgroups, doing this would be a natural next step for addressing subgroup disparities.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (CalSCHLS.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

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, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email CalSCHLS@wested.org.

Exhibit 1
Major School-Related Domains and Constructs Assessed by CalSCHLS in Secondary Schools

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Sleep duration (hours of sleep)	✓				
Social-emotional competencies and health			✓	✓	
Social-emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

ACKNOWLEDGMENTS

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	X
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-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 (SEHM)	X
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	210	190	178	11
Final number	189	171	125	9
Response Rate	90%	90%	70%	82%

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness[†]	70	64	71		A4.5
Academic motivation[†]	80	67	71		A4.5
Chronic truancy (twice a month or more often)[§]	1	2	6		A4.2
Caring adult relationships[‡]	64	63	75		A4.5
High expectations[‡]	79	75	80		A4.5
Meaningful participation[‡]	28	26	38		A4.5
Facilities upkeep[†]	36	53	69		A4.12
Promotion of parent involvement in school[†]	56	39	53		A4.5
School Safety					
School perceived as very safe or safe	65	71	80		A5.1
Experienced any harassment or bullying[§]	34	36	31		A5.2
Had mean rumors or lies spread about you[§]	46	47	37		A5.3
Been afraid of being beaten up[§]	20	17	7		A5.3
Been in a physical fight[§]	12	13	10		A5.4
Seen a weapon on campus[§]	21	7	7		A5.6
Substance Use and Physical/Mental Health					
Current alcohol or drug use[¶]	4	14	34		A6.5
Current marijuana use[¶]	2	7	20		A6.5
Current binge drinking[¶]	2	6	19		A6.5
Very drunk or "high" 7 or more times, ever	2	3	20		A6.7
Been drunk or "high" on drugs at school, ever	2	5	13		A6.9
Current cigarette smoking[¶]	2	0	3		A7.3
Vaping[¶]	5	9	22		A7.3
Sleep deprivation (less than 8 hours)	33	63	72		A8.2
Experienced chronic sadness/hopelessness[§]	27	38	32		A8.4
Considered suicide[§]	18	17	14		A8.5

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

[†]*Average percent of respondents reporting "Agree" or "Strongly agree."*

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

[§]*Past 12 months.*

[¶]*Past 30 days.*

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	55	43	57	
Female	45	57	43	

Question HS/MS A.4: What is your gender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	77	81	80	
Yes	23	19	20	

Question HS/MS A.6: Are you of Hispanic or Latino origin?
Note: 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	2	1	1	
Asian	1	1	0	
Black or African American	1	1	2	
Native Hawaiian or Pacific Islander	2	1	3	
White	62	72	78	
Mixed (two or more) races	32	24	16	

Question HS/MS A.7: What is your race?
Note: 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 parent or guardian	90	95	97	
Other relative's home	1	1	1	
A home with more than one family	1	2	1	
Friend's home	0	0	0	
Foster home, group care, or waiting placement	1	1	0	
Hotel or motel	0	0	0	
Shelter, car, campground, or other transitional or temporary housing	1	0	0	
Other living arrangement	6	1	2	

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: 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	1	6	
Graduated from high school	5	9	14	
Attended college but did not complete four-year degree	9	12	15	
Graduated from college	67	69	59	
Don't know	19	9	6	

Question HS/MS A.10: 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.)
Note: 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	73	80	83	
Yes	12	7	9	
Don't know	15	14	8	

Question HS/MS A.12: 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

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	92	96	93	
Spanish	7	3	6	
Mandarin	0	0	0	
Cantonese	0	0	0	
Taiwanese	0	0	0	
Tagalog	0	0	0	
Vietnamese	0	0	0	
Korean	0	0	0	
Arabic	0	0	0	
Other	1	1	1	

Question HS/MS A.13: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 10 respondents.

Table A3.8
English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	95	96	95	
Well	5	4	5	
Not well	0	0	0	
Not at all	0	0	0	
speak English?				
Very well	90	95	95	
Well	9	5	4	
Not well	0	1	1	
Not at all	1	0	0	
read English?				
Very well	90	90	92	
Well	10	8	7	
Not well	0	2	2	
Not at all	0	0	0	
write English?				
Very well	88	88	88	
Well	10	10	11	
Not well	2	2	1	
Not at all	1	1	0	
English Language Proficiency Status				
Proficient	90	90	91	
Not proficient	10	10	9	

Question HS/MS A.14-17: 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.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.9

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	87			
Well	13			
Not well	0			
Not at all	0			
speak English?				
Very well	73			
Well	27			
Not well	0			
Not at all	0			
read English?				
Very well	73			
Well	27			
Not well	0			
Not at all	0			
write English?				
Very well	60			
Well	33			
Not well	7			
Not at all	0			
English Language Proficiency Status				
Proficient	73			
Not proficient	27			

Question HS/MS A.13-17: 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.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10

Number of Days Attending Afterschool Program

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	89	51	57	
1 day	4	2	2	
2 days	3	5	7	
3 days	0	2	6	
4 days	1	5	6	
5 days	3	35	22	

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.11

Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	98	97	
Yes	3	2	2	
Don't know	2	1	1	

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

Table A3.12
Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	87	89	90	
Gay or Lesbian	1	1	1	
Bisexual	4	3	4	
I am not sure yet	5	5	1	
Something else	2	1	2	
Decline to respond	1	1	3	

Question HS/MS A.18: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.13
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	96	96	91	
Yes, I am transgender	0	1	1	
I am not sure if I am transgender	3	1	2	
Decline to respond	1	2	6	

Question HS/MS A.5: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagement

Table A4.1
Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	32	32	16	
A's and B's	29	38	45	
Mostly B's	5	7	10	
B's and C's	17	15	19	
Mostly C's	5	2	6	
C's and D's	7	6	4	
Mostly D's	2	0	0	
Mostly F's	3	0	0	

Question HS/MS A.20: During the past 12 months, how would you describe the grades you mostly received in school?
Note: 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	89	82	74	
1-2 times	6	13	12	
A few times	3	3	7	
Once a month	2	1	0	
Twice a month	1	1	3	
Once a week	0	1	1	
More than once a week	0	0	2	

Question HS/MS A.23: During the past 12 months, about how many times did you skip school or cut classes?
Note: Cells are empty if there are less than 10 respondents.

Table A4.3

Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	38	35	36	
1 day	21	23	29	
2 days	20	20	18	
3 or more days	22	22	17	

Question HS/MS A.21: In the past 30 days, how often did you miss an entire day of school for any reason?
Note: Cells are empty if there are less than 10 respondents.

Table A4.4

Reasons for Absence, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	33	34	33	
Illness (feeling physically sick), including problems with breathing or your teeth	46	51	51	
Were being bullied or mistreated at school	2	1	4	
Felt very sad, hopeless, anxious, stressed, or angry	7	11	10	
Didn't get enough sleep	6	15	16	
Didn't feel safe at school or going to and from school	1	1	1	
Had to take care of or help a family member or friend	2	5	6	
Wanted to spend time with friends	1	1	3	
Used alcohol or drugs	1	0	0	
Were behind in schoolwork or weren't prepared for a test or class assignment	4	10	11	
Were bored or uninterested in school	1	6	3	
Had no transportation to school	1	0	2	
Other reason	27	16	14	

Question HS/MS A.22: In the past 30 days, did you miss a day of 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 A4.5

School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	57	54	65		
Caring adults in school[‡]	64	63	75		A4.6
High expectations-adults in school[‡]	79	75	80		A4.7
Meaningful participation at school[‡]	28	26	38		A4.8
School connectedness[†]	70	64	71		A4.9
Academic motivation[†]	80	67	71		A4.10
Promotion of parent involvement in school[†]	56	39	53		A4.11

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

[†]*Scales are based on average of respondents reporting "Agree" or "Strongly agree."*

[‡]*Scales are based on average of respondents reporting "Pretty much true" or "Very much true."*

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 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
Average reporting "Pretty much true" or "Very much true"	64	63	75	
At my school, there is a teacher or some other adult...				
who really cares about me.				
Not at all true	7	9	6	
A little true	31	26	17	
Pretty much true	29	32	38	
Very much true	33	33	39	
who notices when I'm not there.				
Not at all true	14	8	8	
A little true	28	34	22	
Pretty much true	27	28	36	
Very much true	32	30	34	
who listens to me when I have something to say.				
Not at all true	6	7	3	
A little true	23	28	18	
Pretty much true	30	31	45	
Very much true	41	34	34	

Question HS/MS A.37, 39, 41: At my school, there is a teacher or some other adult... who really cares about me... who notices when I'm not there... who listens to me when I have something to say.
Note: Cells are empty if there are less than 10 respondents.

Table A4.7
High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
Average reporting "Pretty much true" or "Very much true"	79	75	80	
At my school, there is a teacher or some other adult...				
who tells me when I do a good job.				
Not at all true	6	6	4	
A little true	19	24	19	
Pretty much true	36	33	40	
Very much true	38	37	37	
who always wants me to do my best.				
Not at all true	3	3	4	
A little true	13	14	11	
Pretty much true	26	35	39	
Very much true	59	48	46	
who believes that I will be a success.				
Not at all true	4	7	4	
A little true	17	23	18	
Pretty much true	30	29	42	
Very much true	49	42	35	

Question HS/MS A.38, 40, 42: 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.
Note: Cells are empty if there are less than 10 respondents.

Table A4.8
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
Average reporting "Pretty much true" or "Very much true"	28	26	38	
At school,...				
I do interesting activities.				
Not at all true	14	20	11	
A little true	30	28	25	
Pretty much true	32	30	38	
Very much true	24	21	26	
I help decide things like class activities or rules.				
Not at all true	50	61	43	
A little true	32	22	23	
Pretty much true	8	11	22	
Very much true	10	6	12	
I do things that make a difference.				
Not at all true	32	36	30	
A little true	37	38	32	
Pretty much true	18	17	25	
Very much true	13	10	14	
I have a say in how things work.				
Not at all true	49	59	40	
A little true	29	19	30	
Pretty much true	12	11	22	
Very much true	10	10	9	
I help decide school activities or rules.				
Not at all true	67	70	59	
A little true	19	16	16	
Pretty much true	7	7	16	
Very much true	6	8	9	

Question HS/MS A.43-47: At school,... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.
Note: Cells are empty if there are less than 10 respondents.

Table A4.9
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness				
Average reporting "Agree" or "Strongly agree"	70	64	71	
I feel close to people at this school.				
Strongly disagree	3	4	2	
Disagree	2	5	11	
Neither disagree nor agree	26	17	16	
Agree	42	49	41	
Strongly agree	28	25	30	
I am happy to be at this school.				
Strongly disagree	5	9	6	
Disagree	6	8	8	
Neither disagree nor agree	16	24	18	
Agree	39	38	44	
Strongly agree	34	21	23	
I feel like I am part of this school.				
Strongly disagree	7	10	6	
Disagree	8	8	10	
Neither disagree nor agree	15	23	24	
Agree	40	41	40	
Strongly agree	31	19	19	
The teachers at this school treat students fairly.				
Strongly disagree	4	4	4	
Disagree	9	13	5	
Neither disagree nor agree	19	29	13	
Agree	43	40	51	
Strongly agree	25	14	27	
I feel safe in my school.				
Strongly disagree	3	4	2	
Disagree	6	7	2	
Neither disagree nor agree	22	19	15	
Agree	34	47	53	
Strongly agree	35	24	28	

Question HS/MS A.24-28: 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
Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
Average reporting "Agree" or "Strongly agree"	80	67	71	
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	2	2	
Disagree	2	5	5	
Neither disagree nor agree	9	12	12	
Agree	34	37	51	
Strongly agree	54	44	30	
I try hard at school because I am interested in my work.				
Strongly disagree	7	9	2	
Disagree	10	17	17	
Neither disagree nor agree	21	23	25	
Agree	30	31	35	
Strongly agree	31	20	22	
I work hard to try to understand new things at school.				
Strongly disagree	2	4	3	
Disagree	4	10	7	
Neither disagree nor agree	15	23	17	
Agree	44	37	53	
Strongly agree	36	26	20	
I am always trying to do better in my schoolwork.				
Strongly disagree	1	4	2	
Disagree	1	7	4	
Neither disagree nor agree	9	14	21	
Agree	37	42	45	
Strongly agree	53	33	29	

Question HS/MS A.33-36: 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.
Note: Cells are empty if there are less than 10 respondents.

Table A4.11

Promotion of Parent Involvement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parent involvement in school				
Average reporting "Agree" or "Strongly agree"	56	39	53	
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	7	2	
Disagree	11	18	15	
Neither disagree nor agree	28	36	33	
Agree	39	29	36	
Strongly agree	19	10	14	
Parents feel welcome to participate at this school.				
Strongly disagree	4	5	3	
Disagree	8	15	14	
Neither disagree nor agree	30	43	30	
Agree	40	27	39	
Strongly agree	18	10	14	
School staff take parent concerns seriously.				
Strongly disagree	6	6	2	
Disagree	8	18	12	
Neither disagree nor agree	35	32	29	
Agree	34	31	44	
Strongly agree	18	13	12	

Question HS/MS A.30-32: 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 take parent concerns seriously.
Note: Cells are empty if there are less than 10 respondents.

Table A4.12
Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	9	5	4	
Disagree	23	20	8	
Neither disagree nor agree	32	22	19	
Agree	28	42	52	
Strongly agree	8	11	16	

Question HS/MS A.29: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: 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	18	14	29	
Safe	47	57	51	
Neither safe nor unsafe	27	24	15	
Unsafe	7	4	5	
Very unsafe	2	1	1	

Question HS A.105/MS A.92: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	91	88	89	
1 time	5	5	3	
2 or more times	4	7	8	
Religion				
0 times	93	92	92	
1 time	3	4	3	
2 or more times	4	4	5	
Gender				
0 times	94	89	95	
1 time	2	4	2	
2 or more times	4	7	3	
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	91	93	98	
1 time	3	2	1	
2 or more times	6	5	2	
A physical or mental disability				
0 times	96	94	96	
1 time	2	4	0	
2 or more times	3	2	4	
Any of the above five reasons	22	23	25	

Question HS A.121-125/MS A.109-113: 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... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability.

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

Table A5.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	97	95	95	
1 time	1	2	2	
2 or more times	3	3	2	
Any other reason				
0 times	73	74	84	
1 time	7	6	6	
2 or more times	20	20	10	
Any harassment	34	36	31	

Question HS A.121-127/MS A.109-115: 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... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

Table A5.3
School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization				
Average reporting "1 or more times"	34	31	22	
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	62	78	85	
1 time	14	11	6	
2 to 3 times	10	2	4	
4 or more times	14	9	5	
been afraid of being beaten up?				
0 times	80	83	93	
1 time	10	9	3	
2 to 3 times	4	5	2	
4 or more times	6	3	2	
had mean rumors or lies spread about you?				
0 times	54	53	63	
1 time	18	15	19	
2 to 3 times	13	18	10	
4 or more times	14	13	8	
had sexual jokes, comments, or gestures made to you?				
0 times	68	61	72	
1 time	11	10	10	
2 to 3 times	6	7	7	
4 or more times	16	22	10	

Question HS A.106, 107, 109, 110/MS A.94, 95, 97, 98: 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?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?

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

Table A5.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been made fun of because of your looks or the way you talk?				
0 times	60	61	72	
1 time	13	13	8	
2 to 3 times	6	12	9	
4 or more times	21	15	11	
had your property stolen or deliberately damaged?				
0 times	77	80	88	
1 time	15	10	6	
2 to 3 times	5	5	5	
4 or more times	4	4	2	
been made fun of, insulted, or called names?				
0 times	53	62	78	
1 time	15	12	6	
2 to 3 times	11	10	7	
4 or more times	20	16	10	
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?				
0 times (never)	71	73	77	
1 time	15	9	7	
2 to 3 times	6	11	8	
4 or more times	8	7	8	

Question HS A.111, 112, 120, 128/MS A.99, 100, 108, 116: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A5.4

School Violence Perpetration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
Average reporting "1 or more times"	7	10	8	
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times	88	87	90	
1 time	5	7	7	
2 to 3 times	4	3	2	
4 or more times	2	2	1	
been offered, sold, or given an illegal drug?				
0 times	86	79	79	
1 time	9	10	10	
2 to 3 times	3	5	4	
4 or more times	3	7	6	
damaged school property on purpose?				
0 times	93	90	96	
1 time	4	6	1	
2 to 3 times	1	2	1	
4 or more times	2	2	2	
carried a gun?				
0 times	100	98	99	
1 time	0	1	0	
2 to 3 times	0	0	0	
4 or more times	0	1	1	
carried any other weapon (such as a knife or club)?				
0 times	97	96	94	
1 time	1	0	2	
2 to 3 times	1	1	2	
4 or more times	1	3	2	

Question HS A.108, 113-116/MS A.96, 101-104: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A5.5

Threats and Injuries with Weapons on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been threatened with harm or injury?				
0 times	87	89	95	
1 time	7	6	2	
2 to 3 times	4	3	2	
4 or more times	2	2	1	
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	93	96	98	
1 time	6	3	1	
2 to 3 times	1	0	1	
4 or more times	1	1	0	

Question HS A.117, 119/MS A.105, 107: During the past 12 months, how many times on school property have you... 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 A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen someone carrying a gun, knife, or other weapon				
0 times	79	93	93	
1 time	14	5	2	
2 to 3 times	5	1	2	
4 or more times	2	1	2	

Question HS A.118/MS A.106: During the past 12 months, how many times on school property have you... 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 and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get "high"[#]	14	26	55		A6.2
Lifetime alcohol or drug use	14	31	56		A6.2
Lifetime marijuana use	4	13	32		A6.2
Lifetime very drunk or high (7 or more times)	2	3	20		A6.7
Lifetime drinking and driving involvement	35	11	22		A6.11
Current alcohol or drug use[¶]	4	14	34		A6.5
Current marijuana use[¶]	2	7	20		A6.5
Current heavy drug use[¶]	1	2	14		A6.5
Current heavy alcohol use (binge drinking)[¶]	2	6	19		A6.5
Current alcohol or drug use on school property[¶]	1	4	10		A6.8
Harmfulness of occasional marijuana use[B]	50	30	26		A6.12
Difficulty of obtaining marijuana[C]	12	7	7		A6.13

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

[#]*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

[¶]*Past 30 days.*

[B]*Great harm.*

[C]*Very difficult.*

Table A6.2

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	11	20	54	
Marijuana	4	13	32	
Inhalants	5	2	3	
Cocaine, methamphetamine, or any amphetamines	na	1	2	
Heroin	na	1	0	
Ecstasy, LSD, or other psychedelics	na	5	2	
Prescription pain medication (opioids)	na	8	9	
Tranquilizers or sedatives	na	2	2	
Diet pills or other prescription stimulant	na	9	6	
Cold/cough medicines or other over-the-counter medicines to get "high"	na	8	6	
Any other drug, pill, or medicine to get "high"	1	4	3	
Any of the above AOD use	14	31	56	
Any illicit AOD use to get "high"[#]	14	26	55	

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

[#]*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

na—Not asked of middle school students.

Table A6.3

Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	89	80	46	
1 time	5	7	10	
2 to 3 times	3	5	15	
4 or more times	2	8	30	
Marijuana (smoke, vape, eat, or drink)				
0 times	96	87	68	
1 time	2	2	5	
2 to 3 times	1	3	7	
4 or more times	2	8	20	
Inhalants				
0 times	95	98	97	
1 time	3	1	0	
2 to 3 times	1	0	0	
4 or more times	2	1	3	
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	98	
1 time	na	0	1	
2 to 3 times	na	0	0	
4 or more times	na	1	1	
Heroin				
0 times	na	99	100	
1 time	na	0	0	
2 to 3 times	na	0	0	
4 or more times	na	1	0	
Ecstasy, LSD, or other psychedelics				
0 times	na	95	98	
1 time	na	2	1	
2 to 3 times	na	1	0	
4 or more times	na	1	2	

Question HS A.51-54, 56, 57/MS A.52-54: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... 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)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A6.3

Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication				
0 times	na	92	91	
1 time	na	2	4	
2 to 3 times	na	2	1	
4 or more times	na	5	4	
Tranquilizers or sedatives				
0 times	na	98	98	
1 time	na	1	1	
2 to 3 times	na	0	1	
4 or more times	na	1	1	
Diet pills				
0 times	na	96	97	
1 time	na	1	0	
2 to 3 times	na	1	3	
4 or more times	na	2	0	
Ritalin or Adderall or other prescription stimulant				
0 times	na	94	96	
1 time	na	2	1	
2 to 3 times	na	0	2	
4 or more times	na	4	2	
Cold/cough medicines or other over-the-counter medicines to get "high"				
0 times	na	92	94	
1 time	na	2	1	
2 to 3 times	na	1	3	
4 or more times	na	5	2	

Question HS A.58-62: During your life, how many times have you used the following?... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl)... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Diet pills (Didrex, Dexedrine, Xenadrine, Skittles, M&M's)... Ritalin or Adderall or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get "high."

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 %
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	99	96	97	
1 time	1	2	2	
2 to 3 times	1	1	1	
4 or more times	0	1	1	

Question HS A.63/MS A.56: During your life, how many times have you used the following?... Any other drug, pill, or medicine to get "high" or for reasons other than medical.

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

Table A6.4

Methods of Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	98	89	70	
1 time	1	2	6	
2 to 3 times	0	5	5	
4 or more times	2	5	19	
In a vaping device?				
0 times	95	90	69	
1 time	2	2	7	
2 to 3 times	2	2	5	
4 or more times	2	7	19	
Eat or drink it in products made with marijuana?				
0 times	98	91	83	
1 time	1	3	8	
2 to 3 times	0	3	3	
4 or more times	1	3	6	

Question HS A.67-69/MS A.60-62: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A6.5
Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	3	10	26	
Binge drinking (5 or more drinks in a row)	2	6	19	
Marijuana (smoke, vape, eat, or drink)	2	7	20	
Inhalants	1	1	1	
Prescription drugs to get "high" or for reasons other than prescribed	na	0	1	
Other drug, pill, or medicine to get "high" or for reasons other than medical	0	1	2	
Any drug use	2	8	21	
Heavy drug use	1	2	14	
Any AOD Use	4	14	34	
Two or more substances at the same time	na	4	5	

Question HS A.73-79/MS A.66-70: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get "high")?... prescription drugs to get "high" or for reasons other than prescribed?... any other drug, pill, or medicine to get "high" or for reasons other than medical?... 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), or any other illegal drug/pill to get "high"). na—Not asked of middle school students.

Table A6.6

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	97	90	74	
1 or 2 days	3	8	19	
3 to 9 days	0	2	2	
10 to 19 days	0	0	2	
20 to 30 days	0	0	2	
Binge drinking (5 or more drinks in a row)				
0 days	98	94	81	
1 or 2 days	1	5	12	
3 to 9 days	1	1	3	
10 to 19 days	0	0	2	
20 to 30 days	0	0	2	
Marijuana (smoke, vape, eat, or drink)				
0 days	98	93	80	
1 or 2 days	1	6	7	
3 to 9 days	0	1	2	
10 to 19 days	1	1	2	
20 to 30 days	1	0	9	

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

Table A6.7

Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	89	66	
1 to 2 times	3	7	15	
3 to 6 times	1	4	8	
7 or more times	0	1	11	
"High" (loaded, stoned, or wasted) from using drugs				
0 times	96	87	73	
1 to 2 times	2	5	6	
3 to 6 times	0	5	4	
7 or more times	2	3	17	
Very drunk or "high" 7 or more times	2	3	20	

Question HS A.64, 65/MS A.57, 58: 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 A6.8

Current AOD Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	100	98	94	
1 to 2 days	0	2	4	
3 or more days	0	1	2	
Marijuana (smoke, vape, eat, or drink)				
0 days	99	98	94	
1 to 2 days	1	1	2	
3 or more days	0	1	4	
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 days	100	99	99	
1 to 2 days	0	0	1	
3 or more days	0	1	0	
Any of the above	1	4	10	

Question HS A.83-85/MS A.74-76: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get "high" or for reasons other than medical?

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

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	95	87	
1 to 2 times	1	3	3	
3 to 6 times	0	1	3	
7 or more times	1	1	6	

Question HS A.66/MS A.59: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?

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

Table A6.10

Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	90	74	
0 times	na	10	24	
1 time	na	0	1	
2 to 3 times	na	0	0	
4 or more times	na	1	2	
Marijuana				
Does not apply, don't use	na	89	78	
0 times	na	7	18	
1 time	na	3	2	
2 to 3 times	na	1	0	
4 or more times	na	1	2	

Question HS A.101, 102: 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 A6.11

Drinking While Driving, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	89	78	
1 time	na	1	9	
2 times	na	2	3	
3 to 6 times	na	5	6	
7 or more times	na	2	5	
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	65	na	na	na
1 time	10	na	na	na
2 times	8	na	na	na
3 to 6 times	5	na	na	na
7 or more times	13	na	na	na

Question HS A.104/MS A.91: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle/high school students.

Table A6.12

Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	28	23	25	
Moderate	28	26	20	
Slight	23	28	27	
None	21	22	28	
Alcohol - 5 or more drinks once or twice a week				
Great	52	54	34	
Moderate	22	20	30	
Slight	10	10	18	
None	16	16	18	
Marijuana - use occasionally				
Great	50	30	26	
Moderate	22	36	23	
Slight	12	17	21	
None	16	17	30	
Marijuana - use daily				
Great	72	62	44	
Moderate	8	14	14	
Slight	5	8	14	
None	15	16	28	

Question HS A.91-94/MS A.82-85: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily. Note: Cells are empty if there are less than 10 respondents.

Table A6.13

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	6	4	8	
Fairly difficult	11	8	5	
Fairly easy	20	26	25	
Very easy	14	38	42	
Don't know	49	25	20	
Marijuana				
Very difficult	12	7	7	
Fairly difficult	9	11	8	
Fairly easy	16	22	23	
Very easy	11	27	39	
Don't know	52	33	22	

Question HS A.97, 98/MS A.88, 89: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.
Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	3	8		A7.2
Current cigarette smoking¶	2	0	3		A7.3
Current cigarette smoking at school¶	0	0	1		A7.4
Ever tried smokeless tobacco	1	5	18		A7.2
Current smokeless tobacco use¶	0	2	16		A7.3
Current smokeless tobacco use at school¶	0	1	11		A7.4
Ever used vape products	11	19	45		A7.2
Current use of vape products¶	5	9	22		A7.3
Current vaping at school¶	4	7	14		A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	1		A7.6
Tried to quit or stop using vapes	na	8	17		A7.6
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[B]	45	30	40		A7.7
Harmfulness of smoking 1 or more packs/day[B]	76	70	65		A7.7
Harmfulness of vaping occasionally[B]	45	31	35		A7.8
Harmfulness of vaping several times a day[B]	73	74	63		A7.8
Difficulty of obtaining cigarettes[C]	12	9	11		A7.9
Difficulty of obtaining vape products[C]	3	3	6		A7.9
Anti-Tobacco Policy					
School bans tobacco use and vaping	67	81	81		A7.10

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

¶Past 30 days.

[B]Great harm.

[C]Very difficult.

na—Not asked of middle school students.

Table A7.2

Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	95	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	3	na	na	na
A whole cigarette				
0 times	98	97	92	
1 time	1	1	1	
2 to 3 times	0	1	4	
4 or more times	2	2	3	
Smokeless tobacco				
0 times	99	95	82	
1 time	0	4	1	
2 to 3 times	0	1	5	
4 or more times	1	1	12	
Vape products				
0 times	89	81	55	
1 time	3	5	7	
2 to 3 times	4	2	7	
4 or more times	4	12	31	

Question HS A.48-50/MS A.48-51: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

Table A7.3

Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	2	0	3	
Daily (20 or more days)	0	0	0	
Smokeless tobacco				
Any	0	2	16	
Daily (20 or more days)	0	0	6	
Vape products				
Any	5	9	22	
Daily (20 or more days)	2	2	5	

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	100	99	
1 or 2 days	0	0	1	
3 to 9 days	0	0	0	
10 to 19 days	0	0	0	
20 to 30 days	0	0	0	
Smokeless tobacco				
0 days	100	99	89	
1 or 2 days	0	1	4	
3 to 9 days	0	0	5	
10 to 19 days	0	0	1	
20 to 30 days	0	0	2	
Vape				
0 days	96	93	86	
1 or 2 days	2	4	2	
3 to 9 days	1	1	4	
10 to 19 days	0	1	2	
20 to 30 days	1	1	5	

Question HS A.80-82/MS A.71-73: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Secondhand Smoke on School Property, Past 30 days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	94	93	94	
1 day	1	2	2	
2 days	2	1	2	
3-9 days	1	1	2	
10-19 days	1	1	0	
20-30 days	2	2	1	

Question HS A.86/MS A.77: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A7.6

Cigarette Smoking and Vaping Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Does not apply, don't use	na	96	96	
0 times	na	2	3	
1 time	na	1	0	
2 to 3 times	na	0	0	
4 or more times	na	1	1	
Vapes				
Does not apply, don't use	na	86	72	
0 times	na	6	11	
1 time	na	3	7	
2 to 3 times	na	3	6	
4 or more times	na	2	4	

Question HS A.99, 100: How many times have you tried to quit or stop using... cigarettes?... vapes?

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

na—Not asked of middle school students.

Table A7.7

Perceived Harm of Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	45	30	40	
Moderate	25	37	23	
Slight	16	16	17	
None	14	16	20	
Smoke 1 or more packs of cigarettes each day				
Great	76	70	65	
Moderate	7	13	10	
Slight	2	2	10	
None	15	15	16	

Question HS A.87, 88/MS A.78, 79: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.
Note: Cells are empty if there are less than 10 respondents.

Table A7.8

Perceived Harm of Using Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use vape products occasionally				
Great	45	31	35	
Moderate	27	39	24	
Slight	16	17	24	
None	12	13	17	
Use vape products several times a day				
Great	73	74	63	
Moderate	10	11	12	
Slight	5	4	10	
None	12	11	15	

Question HS A.89, 90/MS A.80, 81: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more).
Note: Cells are empty if there are less than 10 respondents.

Table A7.9

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	12	9	11	
Fairly difficult	14	16	23	
Fairly easy	15	24	18	
Very easy	9	14	17	
Don't know	50	37	30	
Vape products				
Very difficult	3	3	6	
Fairly difficult	9	4	3	
Fairly easy	23	22	26	
Very easy	29	45	46	
Don't know	36	26	18	

Question HS A.95, 96/MS A.86, 87: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A7.10

School Bans Tobacco Use and Vaping

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	5	4	4	
Yes	67	81	81	
Don't know	28	16	15	

Question HS A.103/MS A.90: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?
Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	25	na	na	na
1 day	23	na	na	na
2 days	13	na	na	na
3 days	11	na	na	na
4 days	5	na	na	na
5 days	22	na	na	na

Question MS A.93: 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 A8.2

Hours of Sleep

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
4 or less hours	3	7	4	
5 hours	4	12	12	
6 hours	7	26	22	
7 hours	19	18	34	
8 hours	33	26	23	
9 hours	20	10	4	
10 or more hours	13	1	1	
Sleep deprivation (less than 8 hours)	33	63	72	

Question HS A.133/MS A.121: On an average school night, how many hours of sleep do you get?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	25	36	40	
Yes	75	64	60	

Question HS A.132/MS A.120: 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	73	62	68	
Yes	27	38	32	

Question HS A.130/MS A.118: 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	82	83	86	
Yes	18	17	14	

Question HS A.131/MS A.119: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	90	94	
Yes	2	10	6	

Question HS A.129/MS A.117: 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 Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	49					60	54
Caring adults in school‡	54					67	60
High expectations-adults in school‡	71					81	79
Meaningful participation at school‡	21					32	24
School Connectedness†	61					73	65
Academic Motivation†	82					80	82
Promotion of parent involvement in School†	66					54	62

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. †Average percent of respondents reporting "Agree" or "Strongly agree." ‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A9.2

School Supports and Engagement by Race/Ethnicity - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	45					57	48
Caring adults in school‡	50					65	55
High expectations-adults in school‡	67					77	69
Meaningful participation at school‡	18					28	21
School Connectedness†	56					63	68
Academic Motivation†	59					68	63
Promotion of parent involvement in School†	33					41	36

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. †Average percent of respondents reporting "Agree" or "Strongly agree." ‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A9.3

School Supports and Engagement by Race/Ethnicity - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	64					65	67
Caring adults in school‡	75					76	77
High expectations-adults in school‡	83					80	81
Meaningful participation at school‡	36					40	43
School Connectedness†	72					74	59
Academic Motivation†	77					69	78
Promotion of parent involvement in School†	65					54	61

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. †Average percent of respondents reporting "Agree" or "Strongly agree." ‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A9.4

School Supports and Engagement by Race/Ethnicity - Non-Traditional

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡							
Caring adults in school‡							
High expectations-adults in school‡							
Meaningful participation at school‡							
School Connectedness†							
Academic Motivation†							
Promotion of parent involvement in School†							

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. †Average percent of respondents reporting "Agree" or "Strongly agree." ‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A9.5

Feeling Safe or Very Safe at School by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	60	67	79	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	67	69	79	
Mixed (two or more) races	58	73	83	

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

Table A9.6

Harassment Due to Five Reasons at School in the Past 12 Months by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	27	23	36	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	20	21	21	
Mixed (two or more) races	27	25	37	

Notes: Cells are empty if there are less than 10 respondents.
The five 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 at School in the Past 12 Months by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	41	33	40	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	29	36	29	
Mixed (two or more) races	42	35	37	

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

Table A9.8

Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	0	3	4	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	0	3	7	
Mixed (two or more) races	0	2	0	

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

Table A9.9

Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	0	0	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	1	0	3	
Mixed (two or more) races	2	0	5	

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

Table A9.10

Any Vaping in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	13	6	13	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	4	8	24	
Mixed (two or more) races	9	7	17	

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

Table A9.11

Any Alcohol Use in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	8	10	12	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	2	11	30	
Mixed (two or more) races	5	7	11	

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

Table A9.12

Any Marijuana Use in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	6	8	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	1	7	21	
Mixed (two or more) races	2	7	16	

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

Table A9.13

Sleep Deprivation by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	46	60	72	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	25	67	69	
Mixed (two or more) races	47	50	74	

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

Table A9.14

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	34	45	40	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	25	40	31	
Mixed (two or more) races	28	31	26	

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

Table A9.15

Suicide Ideation by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	26	17	16	
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	15	18	12	
Mixed (two or more) races	22	15	16	

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Environment								
Total school supports‡	63	52	52	57	70	60		
Caring adults in school‡	68	60	59	68	81	71		
High expectations-adults in school‡	85	75	71	79	85	77		
Meaningful participation at school‡	35	22	26	26	44	34		
School Connectedness†	72	68	59	68	73	70		
Academic Motivation†	81	79	70	64	80	64		
Promotion of parent involvement in School†	60	53	34	45	57	50		

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

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A10.2

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

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	67	63	70	73	83	77		
Harassment/Bullying at School								
During the past 12 months at school, have you been...								
harassed/bullied for any of the five reasons?	31	16	24	21	33	18		
harassed/bullied for any reason?	42	26	41	30	39	25		
Current ATOD Use								
During the past 30 days, did you...								
have at least one drink of alcohol at school?	0	0	3	1	0	11		
use cigarettes?	1	2	0	0	2	4		
use vape products?	6	5	10	8	22	22		
have at least one drink of alcohol?	4	2	9	11	24	27		
use marijuana?	2	1	6	8	11	27		
Physical and Mental Health								
Sleep deprivation (less than 8 hours)	36	31	71	54	72	72		
Chronic sad or hopeless feelings, past 12 months	33	21	54	19	43	24		
Seriously considered attempting suicide, past 12 months	20	15	22	11	17	11		

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	210	190	178	11
Final number	174	158	122	8
Response Rate	83%	83%	69%	73%

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

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	1	7	15		B3.3
Usually used marijuana or other drugs until felt it a lot	na	8	11		B3.4
Consequences of AOD Consumption					
Caused one or more problems	na	9	12		B4.2
Caused one or more dependency-related experiences	na	10	15		B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	31	24		B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	66	41	34		B7.1
Trying marijuana once or twice	62	26	19		B7.1
Using marijuana once a month or more	72	43	29		B7.1

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

na—Not asked of middle school students.

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	76	68	43	
10 years or under	14	10	7	
11-12 years old	9	4	3	
13-14 years old	1	16	12	
15-16 years old	0	2	28	
17 years or older	1	0	7	
Marijuana (smoke, vape, eat, or drink)				
Never	96	84	66	
10 years or under	1	4	2	
11-12 years old	2	1	3	
13-14 years old	1	8	9	
15-16 years old	0	3	18	
17 years or older	1	0	2	
Any other illegal drug or pill to get "high"				
Never	99	91	95	
10 years or under	0	4	0	
11-12 years old	0	0	1	
13-14 years old	0	4	1	
15-16 years old	0	1	2	
17 years or older	1	0	1	

Question HS/MS B.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, vape, eat, or drink)... Any other illegal drug or pill to get "high."

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

Table B3.2

Age of Onset – Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	96	90	86	
10 years or under	1	3	1	
11-12 years old	2	3	1	
13-14 years old	1	4	6	
15-16 years old	0	0	6	
17 years or older	1	0	1	
A vape product such as an e-cigarette, vape pen, or mod				
Never	88	79	57	
10 years or under	1	4	2	
11-12 years old	8	3	4	
13-14 years old	3	12	13	
15-16 years old	0	2	21	
17 years or older	1	0	2	

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.
Note: Cells are empty if there are less than 10 respondents.

Table B3.3

Usual Alcohol Consumption Level

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	95	80	59	
Just enough to feel it a little	3	8	10	
Enough to feel it moderately	2	6	16	
Until I feel it a lot or get really drunk	1	7	15	

Question HS/MS B.6: If you drink alcohol, how much do you usually drink?
Note: Cells are empty if there are less than 10 respondents.

Table B3.4

Usual Drug Consumption Level

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	84	71	
Just enough to feel a little high	na	4	9	
Enough to feel it moderately	na	3	9	
Until I feel it a lot or get really high	na	8	11	

Question HS B.7: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table B3.5

Vaping Substances

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I've never used a vaping device or e-cigarette	91	83	66	
Nicotine or tobacco substitute	5	11	23	
Marijuana or THC	3	8	18	
Amphetamines, cocaine, or heroin	0	1	0	
A flavored product without nicotine, alcohol, or other drug	6	7	14	
Any other product or substance	3	4	1	
I was not sure what was in the vaping device or e-cigarette	3	3	4	

Question HS B.31/MS B.25: Have you ever used a vaping device or e-cigarette to consume any of the following? (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. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	86	78	57	
To experiment (try using)	6	9	16	
To get high	1	11	20	
To have a good time with friends	4	17	27	
To fit in with a group you like	2	4	3	
Because of boredom	4	9	9	
To relax	5	11	20	
To get away from problems	5	10	11	
Because of anger or frustration	2	5	8	
To get through the day	3	7	6	
Because it made you feel better	5	12	11	
To seek deeper insights and understanding	1	6	6	
None of the above	9	4	7	

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months 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 B4.2

Problems Caused by AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	82	67	
I've used alcohol or drugs but never had any problems	na	11	25	
Have problems with emotions, nerves, or mental health	na	6	3	
Get into trouble or have problems with the police	na	1	0	
Have money problems	na	2	2	
Miss school	na	2	0	
Have problems with schoolwork	na	3	0	
Fight with others	na	2	1	
Damage a friendship	na	4	2	
Physically hurt or injure yourself	na	5	1	
Have unwanted or unprotected sex	na	1	3	
Forget what happened or pass out	na	5	6	
Been suspended from school	na	1	2	
One or more problems	na	9	12	

Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (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.

na—Not asked of middle school students.

Table B4.3

Alcohol or Other Drug Use Caused Negative Experiences

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	84	67	
I use alcohol or drugs but have not experienced any of these things	na	8	23	
Found you had to increase how much you use to have the same effect as before	na	4	5	
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	4	3	
Used alcohol or drugs a lot more than you intended	na	5	6	
Used alcohol or drugs when you were alone	na	5	7	
Your use of alcohol or drugs often kept you from doing a normal activity	na	1	0	
You didn't feel OK unless you had something to drink or used a drug	na	3	6	
Thought about reducing or stopping use	na	4	3	
Told yourself you were not going to use but found yourself using anyway	na	5	1	
Spoke with someone about reducing or stopping use	na	2	1	
Attended counseling, a program, or group to help you reduce or stop use	na	0	1	
One or more negative experiences	na	10	15	

Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (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.

na—Not asked of middle school students.

Table B4.4

Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	40	35	
Likely	na	35	30	
Not likely	na	10	12	
Don't know	na	15	22	

Question HS B.13: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	84	61	
No, but I do use alcohol or other drugs	na	13	37	
Yes, I have felt that I needed help	na	3	2	

Question HS B.11: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	31	24	
Likely	na	34	32	
Not likely	na	19	20	
Don't know	na	16	24	

Question HS B.12: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	33	41	50	
Yes	67	59	50	

Question HS B.19/MS B.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?
Note: Cells are empty if there are less than 10 respondents.

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	9	11	7	
At parties	13	37	43	
At concerts or other social events	6	15	17	
At their own home	23	35	30	
From adults at friends' homes	11	25	22	
From friends or another teenager	25	34	31	
Get adults to buy it for them	9	20	23	
Buy it themselves from a store	7	8	10	
At bars, clubs, or gambling casinos	1	3	4	
Other	13	14	7	
Don't know	75	56	48	

Question HS B.14/MS B.8: How do most students at your school who drink alcohol usually get it? (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 B6.2

Sources for Obtaining Marijuana

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	13	12	18	
At parties	8	25	29	
At concerts or other social events	5	14	15	
At their own home	14	19	18	
From an adult acquaintance	15	17	21	
From friends or another teenager	28	29	33	
Buy it at a marijuana dispensary	7	11	10	
At bars or clubs	0	3	3	
Other	12	10	9	
Don't know	72	64	57	

Question HS B.15/MS B.9: How do most kids at your school who use marijuana usually get it? (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.

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	21	41	47	
Somewhat disapprove	13	18	19	
Strongly disapprove	66	41	34	
Trying marijuana once or twice				
Neither approve nor disapprove	19	51	62	
Somewhat disapprove	19	22	19	
Strongly disapprove	62	26	19	
Using marijuana once a month or more regularly				
Neither approve nor disapprove	15	39	57	
Somewhat disapprove	13	18	14	
Strongly disapprove	72	43	29	

Question HS B.16-18/MS B.10-12: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.

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

Table B7.2

Parent Disapproval of ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	84	76	68	
Wrong	11	14	16	
A little wrong	5	6	12	
Not at all wrong	1	4	5	
Smoke tobacco				
Very wrong	94	82	78	
Wrong	6	12	13	
A little wrong	1	3	6	
Not at all wrong	0	3	3	
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	94	81	78	
Wrong	5	13	12	
A little wrong	1	3	6	
Not at all wrong	0	3	4	
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	96	79	72	
Wrong	1	11	13	
A little wrong	3	7	8	
Not at all wrong	1	3	7	
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	96	86	83	
Wrong	3	8	9	
A little wrong	1	3	6	
Not at all wrong	0	3	2	

Question HS B.21-25/MS B.15-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.3

Peer Disapproval of ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	70	55	43	
Wrong	16	25	26	
A little wrong	6	11	19	
Not at all wrong	7	9	12	
Smoke tobacco				
Very wrong	78	64	52	
Wrong	12	22	26	
A little wrong	7	7	13	
Not at all wrong	3	7	9	
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	74	58	42	
Wrong	9	24	23	
A little wrong	9	9	20	
Not at all wrong	7	9	16	
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	78	62	42	
Wrong	9	19	18	
A little wrong	8	11	19	
Not at all wrong	5	8	21	
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	78	65	57	
Wrong	8	22	27	
A little wrong	9	8	13	
Not at all wrong	4	5	3	

Question HS B.26-30/MS B.20-24: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.4

Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	25	26	34	
Yes	75	74	66	

Question HS B.20/MS B.14: During the past 12 months, have you heard, read, or watched any messages about not using alcohol or drugs?

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

Drug-Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	210	190	178	11
Final number	156	148	118	8
Response Rate	74%	78%	66%	73%

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

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	96	92	96	
Yes	4	8	4	

Question HS/MS G.2: During the past 30 days, have you used prescription drugs not prescribed to you?
Note: Cells are empty if there are less than 10 respondents.

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	91	78	82	
Wrong	9	16	8	
A little wrong	0	3	6	
Not at all wrong	0	3	4	

Question HS/MS G.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	70	60	60	
Wrong	19	24	22	
A little wrong	7	11	12	
Not at all wrong	3	5	6	

Question HS/MS G.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke marijuana once or twice a week				
Great risk	64	42	22	
Moderate risk	21	31	27	
Slight risk	12	16	22	
No risk	3	10	28	
Use prescription drugs that are not prescribed to them				
Great risk	74	55	49	
Moderate risk	20	27	30	
Slight risk	5	11	10	
No risk	1	7	11	

Question HS/MS G.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

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[A]
Student Sample Size				
Target sample	210	190	178	11
Final number	188	164	125	9
Response Rate	90%	86%	70%	82%

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

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Supports for learning[†]	62	47	65		N3.1
Student learning engagement[†]	25	22	39		N3.2
Fairness and respect for diversity[†]	43	34	48		N4.1
Racial/Ethnic conflict[†]	7	9	9		N4.2
Appreciation of racial/ethnic differences[†]	51	47	51		N4.3
Clarity of rules[†]	59	50	60		N5.1
Disciplinary harshness[†]	34	34	34		N5.2
Student peer relationships[†]	41	45	48		N6.1
Supports for social and emotional learning[†]	50	39	50		N7.1
Anti-bullying climate[†]	38	35	47		N8.1
Supports for college and career planning[†]	19	41	52		N9.1
Quality of physical environment[†]	37	46	59		N10.1
Time for lunch[†]	60	42	48		N11.1

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.

[†]*Average percent of respondents reporting "Agree" or "Strongly agree."*

3. Supports for Learning & Student Academic Engagement

Table N3.1

Supports for Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for learning				
Average reporting "Agree" or "Strongly agree"	62	47	65	
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	5	7	5	
Disagree	6	13	4	
Neither disagree nor agree	23	21	21	
Agree	38	40	50	
Strongly agree	28	19	21	
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	2	7	2	
Disagree	10	11	6	
Neither disagree nor agree	20	23	19	
Agree	37	42	47	
Strongly agree	32	17	25	
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	10	19	9	
Disagree	14	20	11	
Neither disagree nor agree	32	29	22	
Agree	28	24	45	
Strongly agree	17	7	13	

Question HS/MS N.2-4: How strongly do you agree or disagree with the following statements about your school?... 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 N3.1

Supports for Learning Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	1	6	2	
Disagree	7	10	4	
Neither disagree nor agree	14	25	19	
Agree	41	44	52	
Strongly agree	37	15	22	
This school is a supportive and inviting place for students to learn.				
Strongly disagree	3	7	4	
Disagree	5	15	4	
Neither disagree nor agree	26	29	30	
Agree	41	35	45	
Strongly agree	25	14	17	
Teachers go out of their way to help students.				
Strongly disagree	3	10	6	
Disagree	15	14	5	
Neither disagree nor agree	26	33	26	
Agree	36	31	47	
Strongly agree	21	11	15	
Teachers help students catch up when they return from an absence.				
Strongly disagree	8	12	7	
Disagree	13	20	10	
Neither disagree nor agree	23	27	24	
Agree	35	31	43	
Strongly agree	21	10	15	

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 N3.1

Supports for Learning Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My teachers give me useful feedback on my work.				
Strongly disagree	4	8	8	
Disagree	8	18	7	
Neither disagree nor agree	28	38	22	
Agree	34	28	50	
Strongly agree	27	8	13	

Question HS/MS N.9: How strongly do you agree or disagree with the following statements about your school?...
My teachers give me useful feedback on my work.
Note: Cells are empty if there are less than 10 respondents.

Table N3.2
Student Learning Engagement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student learning engagement				
Average reporting "Agree" or "Strongly agree"	25	22	39	
Students at this school are motivated to learn.				
Strongly disagree	6	14	9	
Disagree	20	24	11	
Neither disagree nor agree	43	34	31	
Agree	19	24	40	
Strongly agree	11	4	9	
Students pay attention in class.				
Strongly disagree	10	14	7	
Disagree	23	26	11	
Neither disagree nor agree	48	43	47	
Agree	16	16	34	
Strongly agree	3	2	2	
Students try their best in school.				
Strongly disagree	8	15	7	
Disagree	19	22	9	
Neither disagree nor agree	56	49	52	
Agree	16	11	28	
Strongly agree	2	4	3	

Question HS/MS N.1, 45, 46: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Students pay attention in class... Students try their best in school.

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

Table N3.2

Student Learning Engagement Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students usually follow the rules at school.				
Strongly disagree	11	14	7	
Disagree	17	24	8	
Neither disagree nor agree	46	39	43	
Agree	24	18	39	
Strongly agree	3	4	3	
Students turn in their homework on time.				
Strongly disagree	5	9	6	
Disagree	15	16	8	
Neither disagree nor agree	50	49	48	
Agree	27	23	34	
Strongly agree	3	3	4	

Question HS/MS N.47, 48: How strongly do you agree or disagree with the following statements about your 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.

Table N3.3

School Promotes Academic Success

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school promotes academic success for all students.				
Strongly disagree	5	9	4	
Disagree	8	8	6	
Neither disagree nor agree	24	29	33	
Agree	42	38	52	
Strongly agree	21	16	5	

Question HS/MS N.49: How strongly do you agree or disagree with the following statements about your school?... This school promotes academic success for all students.

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect for Diversity Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Fairness and respect for diversity				
Average reporting "Agree" or "Strongly agree"	43	34	48	
Adults at this school treat all students with respect.				
Strongly disagree	6	7	6	
Disagree	9	22	10	
Neither disagree nor agree	30	31	28	
Agree	34	32	36	
Strongly agree	21	8	19	
Students treat teachers with respect.				
Strongly disagree	12	13	8	
Disagree	27	30	22	
Neither disagree nor agree	39	37	33	
Agree	18	16	28	
Strongly agree	4	4	10	
The school rules are fair.				
Strongly disagree	8	9	8	
Disagree	9	17	11	
Neither disagree nor agree	30	37	31	
Agree	34	29	39	
Strongly agree	19	8	11	
All students are treated fairly when they break school rules.				
Strongly disagree	13	11	8	
Disagree	17	18	11	
Neither disagree nor agree	29	33	31	
Agree	27	29	37	
Strongly agree	14	9	13	

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 N4.2
Racial/Ethnic Conflict Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Racial/Ethnic conflict				
Average reporting "Agree" or "Strongly agree"	7	9	9	
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	59	51	46	
Disagree	22	24	30	
Neither disagree nor agree	14	16	17	
Agree	4	3	5	
Strongly agree	1	6	2	
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	39	40	38	
Disagree	29	30	30	
Neither disagree nor agree	22	19	22	
Agree	8	8	8	
Strongly agree	2	4	2	

Question HS/MS N.35, 36: 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.

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

Table N4.3

Appreciation of Racial/Ethnic Differences Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Appreciation of racial/ethnic differences				
Average reporting "Agree" or "Strongly agree"	51	47	51	
Students in this school respect each other's differences.				
Strongly disagree	14	13	10	
Disagree	19	14	15	
Neither disagree nor agree	34	29	33	
Agree	22	29	32	
Strongly agree	10	14	11	
Adults in this school respect differences in students.				
Strongly disagree	8	9	5	
Disagree	6	9	11	
Neither disagree nor agree	24	25	28	
Agree	33	36	31	
Strongly agree	29	22	25	
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	8	8	5	
Disagree	7	13	7	
Neither disagree nor agree	27	40	34	
Agree	38	24	36	
Strongly agree	19	16	17	

Question HS/MS N.37-39: How strongly do you agree or disagree with the following statements about your school?... 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)... 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.

Table N4.4

Restorative Practices

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	7	15	9	
Disagree	14	16	16	
Neither disagree nor agree	34	38	33	
Agree	31	24	36	
Strongly agree	14	8	7	

Question HS/MS N.50: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Clarity of rules				
Average reporting "Agree" or "Strongly agree"	59	50	60	
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	7	7	2	
Disagree	11	18	14	
Neither disagree nor agree	25	27	27	
Agree	32	37	40	
Strongly agree	25	10	17	
Rules in this school are made clear to students.				
Strongly disagree	4	8	6	
Disagree	16	15	5	
Neither disagree nor agree	27	32	32	
Agree	38	38	47	
Strongly agree	15	7	10	
This school makes it clear how students are expected to act.				
Strongly disagree	3	6	3	
Disagree	8	8	3	
Neither disagree nor agree	21	27	27	
Agree	46	49	58	
Strongly agree	23	9	9	

Question HS/MS N.14, 18, 19: 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 N5.2
Disciplinary Harshness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Disciplinary harshness				
Average reporting "Agree" or "Strongly agree"	34	34	34	
The rules in this school are too strict.				
Strongly disagree	15	10	9	
Disagree	29	29	22	
Neither disagree nor agree	36	31	41	
Agree	12	23	17	
Strongly agree	8	7	12	
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	11	10	3	
Disagree	22	20	22	
Neither disagree nor agree	31	41	44	
Agree	24	25	20	
Strongly agree	12	4	10	
Students get in trouble for breaking small rules.				
Strongly disagree	6	9	2	
Disagree	15	12	9	
Neither disagree nor agree	32	36	46	
Agree	27	34	28	
Strongly agree	19	9	14	

Question HS/MS N.15-17: 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.
Note: Cells are empty if there are less than 10 respondents.

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student peer relationships				
Average reporting "Agree" or "Strongly agree"	41	45	48	
Students enjoy doing things with each other during school activities.				
Strongly disagree	5	6	4	
Disagree	9	11	7	
Neither disagree nor agree	31	27	34	
Agree	35	44	44	
Strongly agree	19	12	10	
Students care about each other.				
Strongly disagree	5	11	6	
Disagree	10	13	10	
Neither disagree nor agree	36	23	33	
Agree	35	44	43	
Strongly agree	14	8	7	
Students treat each other with respect.				
Strongly disagree	9	13	5	
Disagree	17	18	16	
Neither disagree nor agree	46	39	40	
Agree	20	25	34	
Strongly agree	8	4	6	
Students get along well with each other.				
Strongly disagree	5	10	3	
Disagree	10	13	8	
Neither disagree nor agree	51	36	42	
Agree	25	33	41	
Strongly agree	9	7	6	

Question HS/MS N.20-23: 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.

7. Social and Emotional Learning

Table N7.1

Supports for Social and Emotional Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for social and emotional learning				
Average reporting "Agree" or "Strongly agree"	50	39	50	
This school encourages students to feel responsible for how they act.				
Strongly disagree	4	7	3	
Disagree	9	10	3	
Neither disagree nor agree	26	32	30	
Agree	43	42	54	
Strongly agree	18	9	10	
Students are often given rewards for being good.				
Strongly disagree	17	19	13	
Disagree	23	24	20	
Neither disagree nor agree	34	30	32	
Agree	18	21	27	
Strongly agree	8	6	8	
This school encourages students to understand how others think and feel.				
Strongly disagree	8	13	6	
Disagree	13	20	13	
Neither disagree nor agree	32	31	33	
Agree	36	29	40	
Strongly agree	11	7	8	

Question HS/MS N.24-26: 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.
Note: Cells are empty if there are less than 10 respondents.

Table N7.1

Supports for Social and Emotional Learning Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students are taught that they can control their own behavior.				
Strongly disagree	5	8	5	
Disagree	13	13	9	
Neither disagree nor agree	28	36	34	
Agree	42	36	46	
Strongly agree	13	8	6	
This school helps students resolve conflicts with one another.				
Strongly disagree	8	11	8	
Disagree	14	25	12	
Neither disagree nor agree	37	34	40	
Agree	32	25	34	
Strongly agree	10	6	6	
This school encourages students to care about how others feel.				
Strongly disagree	7	11	5	
Disagree	9	22	12	
Neither disagree nor agree	33	30	37	
Agree	38	29	37	
Strongly agree	13	8	9	
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	3	10	2	
Disagree	7	15	5	
Neither disagree nor agree	23	24	31	
Agree	35	37	47	
Strongly agree	34	14	15	

Question HS/MS N.27-30: How strongly do you agree or disagree with the following statements about your school?... Students are taught that they can control their own behavior.... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel... Teachers here make it clear to students that bullying is not tolerated.

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

8. School Anti-Bullying Climate

Table N8.1

Anti-Bullying Climate Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Anti-bullying climate				
Average reporting "Agree" or "Strongly agree"	38	35	47	
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	16	20	10	
Disagree	15	16	10	
Neither disagree nor agree	27	28	33	
Agree	24	22	38	
Strongly agree	18	14	10	
Students tell teachers when other students are being bullied.				
Strongly disagree	10	16	9	
Disagree	21	18	13	
Neither disagree nor agree	42	41	38	
Agree	20	19	33	
Strongly agree	7	7	7	
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	6	10	3	
Disagree	7	11	4	
Neither disagree nor agree	29	30	35	
Agree	34	37	46	
Strongly agree	24	12	12	

Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... 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... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table N8.1

Anti-Bullying Climate Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students here try to stop bullying when they see it happening.				
Strongly disagree	10	19	8	
Disagree	18	19	13	
Neither disagree nor agree	45	32	36	
Agree	19	25	35	
Strongly agree	7	5	7	

Question HS/MS N.34: How strongly do you agree or disagree with the following statements about your school?...
Students here try to stop bullying when they see it happening.
Note: Cells are empty if there are less than 10 respondents.

9. College and Career Planning

Table N9.1

Supports for College and Career Planning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for college and career planning				
Average reporting "Agree" or "Strongly agree"	19	41	52	
This school has helped me put my college and career goals and experiences in a plan which I update every year.				
Strongly disagree	19	11	7	
Disagree	24	13	8	
Neither disagree nor agree	37	31	35	
Agree	14	26	40	
Strongly agree	6	19	10	
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.				
Strongly disagree	30	13	10	
Disagree	28	20	11	
Neither disagree nor agree	31	32	32	
Agree	8	22	38	
Strongly agree	3	12	10	
This school has helped me think about and explore future career options.				
Strongly disagree	21	12	7	
Disagree	20	11	4	
Neither disagree nor agree	34	33	30	
Agree	18	28	47	
Strongly agree	7	16	11	

Question HS/MS N.52-54: How strongly do you agree or disagree with the following statements about your school?... This school has helped me put my college and career goals and experiences in a plan which I update every year... This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it... This school has helped me think about and explore future career options.

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

10. School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Quality of physical environment				
Average reporting "Agree" or "Strongly agree"	37	46	59	
My school is usually clean and tidy.				
Strongly disagree	9	6	4	
Disagree	23	19	8	
Neither disagree nor agree	32	22	19	
Agree	28	42	52	
Strongly agree	8	12	16	
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	9	11	4	
Disagree	19	11	12	
Neither disagree nor agree	30	31	27	
Agree	32	26	45	
Strongly agree	9	20	11	
The school grounds are kept clean.				
Strongly disagree	13	14	6	
Disagree	15	11	12	
Neither disagree nor agree	36	35	31	
Agree	26	26	43	
Strongly agree	10	14	7	

Question HS/MS A.29, N.40, 44: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.... 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.

Table N10.2

Classroom Crowding

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	17	19	18	
Disagree	39	30	32	
Neither disagree nor agree	28	38	35	
Agree	10	10	13	
Strongly agree	6	3	2	

Question HS/MS N.41: How strongly do you agree or disagree with the following statements about your school?...
My classroom is so crowded it is hard to concentrate and learn.
Note: Cells are empty if there are less than 10 respondents.

11. Scheduled Lunch and Drinkable Water

Table N11.1

Time for Lunch Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time for lunch				
Average reporting "Agree" or "Strongly agree"	60	42	48	
I eat my lunch at the right time of day.				
Strongly disagree	8	14	8	
Disagree	11	17	16	
Neither disagree nor agree	21	29	31	
Agree	42	24	34	
Strongly agree	18	16	12	
I have plenty of time to eat my lunch.				
Strongly disagree	8	18	11	
Disagree	13	14	11	
Neither disagree nor agree	19	25	25	
Agree	36	25	42	
Strongly agree	24	17	10	

Question HS/MS N.42, 43: 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.

Table N11.2

Clean and Drinkable Water

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	10	8	3	
Disagree	14	7	4	
Neither disagree nor agree	26	22	30	
Agree	33	39	48	
Strongly agree	18	23	15	

Question HS/MS N.51: How strongly do you agree or disagree with the following statements about your school?...
This school has clean and drinkable water.

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

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	210	190	178	11
Final number	183	160	123	8
Response Rate	87%	84%	69%	73%

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

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Covitality[†]	72	62	68		
Belief in self[†]	65	59	65		P2.2
Belief in others[†]	79	70	75		P2.2
Emotional competence[†]	73	69	72		P2.2
Engaged living[†]	68	50	59		P2.2
Social emotional distress[†]	27	35	31		P7.1
Growth mindset[‡]	70	65	63		P8.1
Goals[†]	80	75	73		P9.1
Collaboration[†]	71	61	62		P10.1
Problem solving[†]	54	48	56		P11.1

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

[†]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

[‡]*Average percent of respondents reporting "A little true" or "Not at all true."*

Table P2.2

Covitality Domains and Subdomains

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Belief in self	65	59	65		
Self-efficacy	78	72	78		P3.1
Self-awareness	70	64	68		P3.2
Persistence	47	41	51		P3.3
Belief in others	79	70	75		
School supports	78	72	81		P4.1
Family connectedness	82	67	68		P4.2
Peer supports	76	71	77		P4.3
Emotional competence	73	69	72		
Emotional regulation	76	71	77		P5.1
Empathy	74	75	72		P5.2
Behavioral self-control	65	60	67		P5.3
Engaged living	68	50	59		
Optimism	61	48	57		P6.1
Gratitude	76	59	64		P6.2
Zest	66	43	56		P6.3

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

Scales are based on average percent of respondents reporting "Pretty much true" or "Very much true."

3. Belief in Self

Table P3.1

Self-Efficacy Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-efficacy				
Average reporting "Pretty much true" or "Very much true"	78	72	78	
I can work out my problems.				
Not at all true	4	10	6	
A little true	20	21	22	
Pretty much true	42	40	38	
Very much true	33	29	34	
I can do most things if I try.				
Not at all true	4	8	3	
A little true	14	20	15	
Pretty much true	39	36	42	
Very much true	42	37	40	
There are many things that I do well.				
Not at all true	6	9	6	
A little true	18	16	15	
Pretty much true	34	41	46	
Very much true	42	34	33	

Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table P3.2
Self-Awareness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-awareness				
Average reporting "Pretty much true" or "Very much true"	70	64	68	
There is a purpose to my life.				
Not at all true	9	16	11	
A little true	18	15	20	
Pretty much true	22	31	27	
Very much true	51	38	42	
I understand my moods and feelings.				
Not at all true	14	17	6	
A little true	20	24	31	
Pretty much true	34	33	37	
Very much true	32	26	27	
I understand why I do what I do.				
Not at all true	11	12	7	
A little true	20	24	23	
Pretty much true	34	33	41	
Very much true	35	31	30	

Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table P3.3

Persistence Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Persistence				
Average reporting "Pretty much true" or "Very much true"	47	41	51	
When I do not understand something, I ask the teacher again and again until I understand.				
Not at all true	23	28	16	
A little true	28	25	30	
Pretty much true	23	28	34	
Very much true	26	18	21	
I try to answer all the questions asked in class.				
Not at all true	24	34	23	
A little true	26	30	30	
Pretty much true	28	20	29	
Very much true	22	16	19	
When I try to solve a math problem, I will not stop until I find a final solution.				
Not at all true	20	31	23	
A little true	39	28	28	
Pretty much true	29	25	36	
Very much true	12	16	12	

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

4. Belief in Others

Table P4.1

School Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School supports				
Average reporting "Pretty much true" or "Very much true"	78	72	81	
At my school, there is a teacher or some other adult...				
who always wants me to do my best.				
Not at all true	3	3	4	
A little true	13	14	10	
Pretty much true	26	35	39	
Very much true	58	47	47	
who listens to me when I have something to say.				
Not at all true	7	7	3	
A little true	23	29	18	
Pretty much true	30	30	44	
Very much true	41	34	35	
who believes that I will be a success.				
Not at all true	4	7	4	
A little true	16	23	18	
Pretty much true	30	28	42	
Very much true	49	42	36	

Question HS/MS A.40-42: At my school, there is a teacher or some other adult... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table P4.2

Family Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Family connectedness				
Average reporting "Pretty much true" or "Very much true"	82	67	68	
My family members really help and support one another.				
Not at all true	4	12	5	
A little true	9	17	21	
Pretty much true	21	27	40	
Very much true	66	44	34	
There is a feeling of togetherness in my family.				
Not at all true	4	15	9	
A little true	16	17	21	
Pretty much true	19	24	34	
Very much true	61	44	36	
My family really gets along well with each other.				
Not at all true	6	15	8	
A little true	17	22	31	
Pretty much true	27	28	35	
Very much true	51	35	27	

Question HS/MS P.51-53: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table P4.3

Peer Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Peer supports				
Average reporting "Pretty much true" or "Very much true"	76	71	77	
I have a friend my age who really cares about me.				
Not at all true	6	12	5	
A little true	8	13	12	
Pretty much true	24	23	32	
Very much true	62	51	50	
I have a friend my age who talks with me about my problems.				
Not at all true	12	16	11	
A little true	20	13	13	
Pretty much true	22	30	34	
Very much true	46	40	42	
I have a friend my age who helps me when I'm having a hard time.				
Not at all true	9	15	10	
A little true	16	16	19	
Pretty much true	19	28	30	
Very much true	56	42	41	

Question HS/MS P.54-56: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I'm having a hard time.

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

5. Emotional Competence

Table P5.1

Emotional Regulation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Emotional Regulation				
Average reporting "Pretty much true" or "Very much true"	76	71	77	
I accept responsibility for my actions.				
Not at all true	7	9	2	
A little true	13	18	17	
Pretty much true	38	40	45	
Very much true	41	34	35	
When I make a mistake I admit it.				
Not at all true	7	11	6	
A little true	22	21	22	
Pretty much true	42	40	40	
Very much true	29	28	31	
I can deal with being told no.				
Not at all true	6	10	3	
A little true	15	18	19	
Pretty much true	35	35	38	
Very much true	44	36	40	

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table P5.2

Empathy Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Empathy				
Average reporting "Pretty much true" or "Very much true"	74	75	72	
I feel bad when someone gets their feelings hurt.				
Not at all true	6	11	7	
A little true	15	14	21	
Pretty much true	26	30	36	
Very much true	53	45	36	
I try to understand what other people go through.				
Not at all true	6	10	4	
A little true	19	15	28	
Pretty much true	30	38	32	
Very much true	45	36	36	
I try to understand how other people feel and think.				
Not at all true	7	11	7	
A little true	23	15	16	
Pretty much true	34	35	40	
Very much true	37	39	38	

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table P5.3
Behavioral Self-Control Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Behavioral self-control				
Average reporting "Pretty much true" or "Very much true"	65	60	67	
I can wait for what I want.				
Not at all true	8	16	6	
A little true	19	20	25	
Pretty much true	42	38	40	
Very much true	31	26	29	
I don't bother others when they are busy.				
Not at all true	9	14	8	
A little true	27	31	31	
Pretty much true	41	36	39	
Very much true	23	19	21	
I think before I act.				
Not at all true	11	17	7	
A little true	31	22	21	
Pretty much true	35	43	44	
Very much true	23	18	27	

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don't bother others when they are busy... I think before I act.

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

6. Engaged Living

Table P6.1

Optimism Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
Average reporting "Pretty much true" or "Very much true"	61	48	57	
Each day I look forward to having a lot of fun.				
Not at all true	16	24	13	
A little true	26	32	33	
Pretty much true	29	26	34	
Very much true	29	18	20	
I usually expect to have a good day.				
Not at all true	17	26	10	
A little true	24	29	34	
Pretty much true	29	29	37	
Very much true	30	17	20	
Overall, I expect more good things to happen to me than bad things.				
Not at all true	17	25	13	
A little true	16	21	26	
Pretty much true	33	33	37	
Very much true	34	21	24	

Question HS/MS P.25, 27, 28: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table P6.2
Gratitude Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Gratitude				
Average reporting "Pretty much true" or "Very much true"	76	59	64	
On most days I feel grateful.				
Not at all true	5	14	8	
A little true	17	26	28	
Pretty much true	37	36	31	
Very much true	40	23	33	
On most days I feel thankful.				
Not at all true	5	18	9	
A little true	18	23	26	
Pretty much true	35	35	32	
Very much true	42	24	33	
On most days I feel appreciative.				
Not at all true	8	16	11	
A little true	20	26	25	
Pretty much true	34	35	30	
Very much true	38	24	33	

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table P6.3
Zest Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Zest				
Average reporting "Pretty much true" or "Very much true"	66	43	56	
On most days I feel energetic.				
Not at all true	14	27	19	
A little true	22	31	26	
Pretty much true	32	29	30	
Very much true	33	13	25	
On most days I feel active.				
Not at all true	11	26	16	
A little true	18	30	26	
Pretty much true	33	29	31	
Very much true	38	15	27	
On most days I feel enthusiastic.				
Not at all true	14	26	17	
A little true	22	31	27	
Pretty much true	28	23	30	
Very much true	35	19	25	

Question HS/MS P.38-40: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

7. Social Emotional Distress

Table P7.1

Social Emotional Distress Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
Average reporting "Pretty much true" or "Very much true"	27	35	31	
I had a hard time breathing because I was anxious.				
Not at all true	62	49	48	
A little true	24	25	26	
Pretty much true	4	14	16	
Very much true	10	12	10	
I worried that I would embarrass myself in front of others.				
Not at all true	30	26	34	
A little true	31	27	31	
Pretty much true	11	24	20	
Very much true	28	23	15	
I was tense and uptight.				
Not at all true	51	39	34	
A little true	20	28	32	
Pretty much true	13	19	21	
Very much true	16	13	12	
I had a hard time relaxing.				
Not at all true	43	36	35	
A little true	24	28	29	
Pretty much true	12	22	21	
Very much true	21	15	16	

Question HS/MS P.41-44: Over the past month, how true do you feel these statements are about you?... I had a hard time breathing because I was anxious... I worried that I would embarrass myself in front of others... I was tense and uptight... I had a hard time relaxing.

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

Table P7.1

Social Emotional Distress Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I felt sad and down.				
Not at all true	48	34	36	
A little true	21	24	27	
Pretty much true	14	21	20	
Very much true	18	22	17	
I was easily irritated.				
Not at all true	39	31	32	
A little true	27	24	32	
Pretty much true	16	23	19	
Very much true	18	22	17	
It was hard for me to cope and I thought I would panic.				
Not at all true	60	50	51	
A little true	16	22	25	
Pretty much true	10	14	15	
Very much true	13	13	9	
It was hard for me to get excited about anything.				
Not at all true	63	45	49	
A little true	16	30	22	
Pretty much true	12	11	20	
Very much true	8	14	8	

Question HS/MS P.45-48: Over the past month, how true do you feel these statements are about you?... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

Table P7.1

Social Emotional Distress Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I was easily annoyed and sensitive.				
Not at all true	45	33	37	
A little true	27	25	30	
Pretty much true	10	19	17	
Very much true	18	23	16	
I was scared for no good reason.				
Not at all true	58	55	53	
A little true	19	20	23	
Pretty much true	12	13	13	
Very much true	11	11	11	

Question HS/MS P.49, 50: Over the past month, how true do you feel these statements are about you?... I was easily annoyed and sensitive... I was scared for no good reason.

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

8. Growth Mindset

Table P8.1

Growth Mindset Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Growth mindset[§]				
Average reporting "A little true" or "Not at all true"	70	65	63	
My intelligence is something I cannot change very much.				
Not at all true	33	26	23	
A little true	23	24	28	
Pretty much true	27	32	32	
Very much true	18	18	18	
Challenging myself will not make me any smarter.				
Not at all true	55	44	39	
A little true	19	23	25	
Pretty much true	14	22	27	
Very much true	12	12	9	
There are some things I am not capable of learning.				
Not at all true	35	31	22	
A little true	30	38	42	
Pretty much true	19	16	22	
Very much true	16	14	14	
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	51	45	38	
A little true	31	29	36	
Pretty much true	9	19	18	
Very much true	8	6	8	

Question HS/MS P.5, 22, 30, 34: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[§]*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

9. Goals

Table P9.1

Goals Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Goals				
Average reporting "Pretty much true" or "Very much true"	80	75	73	
I am looking forward to a successful career.				
Not at all true	8	10	6	
A little true	9	13	17	
Pretty much true	25	29	37	
Very much true	58	47	40	
I have high goals and expectations for myself.				
Not at all true	11	12	7	
A little true	11	14	22	
Pretty much true	24	29	30	
Very much true	54	45	40	
I don't expect very much of myself in the future.[§]				
Not at all true	63	48	48	
A little true	17	28	22	
Pretty much true	13	17	18	
Very much true	8	7	11	

Question HS/MS P.13, 19, 32: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don't expect very much of myself in the future.

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

[§]*Survey question was reverse-coded in computing the scale score.*

10. Collaboration

Table P10.1

Collaboration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Collaboration				
Average reporting "Pretty much true" or "Very much true"	71	61	62	
I enjoy working together with other students on class activities.				
Not at all true	12	14	11	
A little true	24	28	30	
Pretty much true	31	34	31	
Very much true	32	23	27	
When I work in school groups, I do my fair share.				
Not at all true	4	10	7	
A little true	10	14	20	
Pretty much true	35	39	44	
Very much true	51	37	30	
I like to listen to other students' ideas in class.				
Not at all true	9	17	11	
A little true	29	35	34	
Pretty much true	38	39	30	
Very much true	25	9	25	

Question HS/MS P.8, 26, 31: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students' ideas in class.

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

11. Problem Solving

Table P11.1

Problem Solving Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Problem solving				
Average reporting "Pretty much true" or "Very much true"	54	48	56	
When I need help I find someone to talk with.				
Not at all true	19	22	16	
A little true	24	27	24	
Pretty much true	28	26	36	
Very much true	29	25	24	
I try to work out my problems by talking or writing about them.				
Not at all true	25	32	25	
A little true	33	27	27	
Pretty much true	24	25	26	
Very much true	18	16	22	
I trust my ability to solve difficult problems.				
Not at all true	11	14	8	
A little true	26	33	31	
Pretty much true	31	30	32	
Very much true	32	23	29	

Question HS/MS P.17, 29, 33: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Appendix I

2019-20 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Eagle Canyon High				82
Templeton High		90	70	
Templeton Home				
Templeton Independent Study High				
Templeton Middle	90			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2019-20

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.[1] References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to other relevant CHKS reports, factsheets, and resources that can be downloaded from the CalSCHLS website (calschls.org) for further information. What Works Briefs that provide guidance on best practices related to areas assessed by the survey are available from the California Safe and Supportive Schools website (californias3.wested.org/tools/wwb).

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).[2] For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[3]

MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of LCAP. It seeks to provide schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in school and developmentally thrive. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level.[4] The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as CHKS SCI scores increased—as the schools became safer, more supportive, and more engaging—test performance increased as well.[5]

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that "beat the odds" academically and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS SCI, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.[6]

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students

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[1] To see how local results compare with state averages in California, download a copy of the latest Biennial State CHKS report (calschls.org/reports-data/#biennial_statewide_student_reports). The Biennial State data are derived from a randomly-selected, representative state sample. County level reports are also available on the CHKS website. Biennial State CHKS data can also be examined interactively on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/).

[2] For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey_content_guides.

[3] Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

[4] See calschls.org/reports-data/#slcr

[5] O'Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

[6] Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.[7] These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and be academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.

- **Ninth graders** report the lowest rates of developmental support and perceived safety.

- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.[8] They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.[9]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

A wide range of indicators of the demographic and background characteristics of the survey respondents help users gain a better sense of how representative the survey sample is compared to the student population overall. They also enable users to analyze how survey results vary by important subgroups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet the LCAP requirement to demonstrate actions across state priorities in regard to socioeconomically disadvantaged students, English learners, and foster youth, as well as other indicators such as race/ethnicity, homeless youth, and LGBTQ youth.

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/) can be used to display subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students, and foster youth–three important LCAP priority subgroups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic subgroups for each school (call 888.841.7536 or email CalSCHLS@wested.org).

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[7] Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

[8] In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

[9] Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

Racial-Ethnic Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.[10] They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but they still remained. This suggests that school climate factors related to student well-being may also play a role in the racial/ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools.*[11] African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers *within the same school*. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Foster Care Youth

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.[12] They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[13] [14] For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth[15] are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and
- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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[10] Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

[11] Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

[12] Austin, Jones, & Annon. (2007). Download data.calschls.org/resources/FACTSHEET-6.pdf

[13] Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd.

[14] Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology, 12*, 465-487.

[15] See calschls.org/reports-data/dashboard/

Because of such disparities, it is important to examine disparities across LGBTQ and non-LGBTQ youth to identify needs and support the development of practices that promote the healthy development and safety of all youth.

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.[16] A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math.[17] CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale and self-reported grades provide insight into cognitive engagement; the School Connectedness scale into emotional engagement; and attendance and truancy data into behavioral engagement. Other behavioral engagement indicators on the survey include substance use at school and violence perpetration. Research shows that student engagement is malleable and that all three types of engagement are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience in their school the three protective factors (caring relationships, high expectations, and opportunities for meaningful participation) that characterize a positive school climate and are linked to school connectedness and positive academic, behavioral, and health outcomes. Other school climate factors assessed are the level of parent involvement and the quality of the school physical environment, both also LCAP priorities. The likelihood that students will be motivated and engaged is increased to the extent that their teachers, family, and friends effectively support their purposeful involvement in learning and in school.

Self-Reported Grades

The CHKS asks students to indicate what grades they mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email CalSCHLS@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2015-17 State CHKS, the percentage of students strongly agreeing with the questions on this scale declined from 45 percent in 7th grade to 28 percent in 11th.[18]

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[16] Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction, 28*, 12-23.

[17] Gallop. (2014). Download www.gallup.com/services/178769/state-america-schools-report.aspx

[18] Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

Absenteeism and Truancy

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on absenteeism and truancy indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email CalSCHLS@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[19]

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school, another good indicator of disengagement.[20]

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.[21] Students who are chronically absent are also more likely to use drugs and have deviant friends. Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey.

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive

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[19] Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence.* Download www.attendanceworks.org/portraits-of-change/

[20] Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

[21] Robins & Ratcliff. (1978). *Long Range Outcomes Associated With School Truancy.* Rockville, MD: Public Health Service (DHEW). Garry, E. M., & Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. (1996). *Truancy: First Step to a Lifetime of Problems.* Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Dev, 60*(6), 1437-52.

sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.[22] [23] [24] [25] [26] [27]

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.[28] It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. On the 2015-17 State CHKS, the average percentage of students strongly agreeing to these scale questions declined from 28 percent in 7th grade to 15 percent in 11th, a decline similar to that found for the Academic Motivation scale.[29] This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.[30] [31]

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.[32]

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2015/16 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition,

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[22] Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

[23] Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

[24] Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

[25] Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

[26] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

[27] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

[28] National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn.* Washington, D.C.: The National Academies Press.

[29] Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

[30] Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

[31] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

[32] Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review,* 66:3, 377-397.

but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[33] Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.[34] Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.[35] These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.[36] [37] [38]

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A4.4).

State CHKS data show that the percentage of students who perceive their school as safe or very safe has consistently been markedly lower for 7th than 9th grade.[39] If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.[40]

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In

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[33] Hanson & Austin. (2016). Download calschls.org/docs/facilities122216.pdf

[34] The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

[35] Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized.* New York: Guilford Press.

[36] Barton, P. E. (2001). *Facing the hard facts in education reform.* Princeton, NJ: Educational Testing Service.

[37] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

[38] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

[39] Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

[40] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

Bruised Inside (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.[41]

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A5.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.[42] Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.[43] [44] They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things. Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.[45] About 16 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 13 percent of 11th graders.

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

Two important barriers to learning, positive youth development, and health are assessed: substance use and mental health.

Alcohol and Other Drug Use (Section 6)

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage.

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[41] Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG).* Washington, DC: National Association of Attorneys General.

[42] Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

[43] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

[44] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

[45] Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.[46]

Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.[47] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[48] [49]

Cigarette Smoking (Section 7)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.[50] [51]

Mental Health (Section 8)

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.[52] They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.[53]

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.[54] [55]

See also the percentage of students who report missing school because they "felt very sad, hopeless, anxious, stressed, or angry." In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster of social-emotional competencies.

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[46] Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

[47] Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

[48] Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

[49] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

[50] Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

[51] Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

[52] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

[53] Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

[54] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

[55] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf