

CALIFORNIA HEALTHY KIDS SURVEY



San Rafael City High Secondary 2017-2018 Main Report

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

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Contents

	Page
List of Tables	ii
PREFACE	v
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	11
5. School Violence, Victimization, and Safety	22
6. Alcohol and Other Drug Use	28
7. Tobacco Use	41
8. Other Physical and Mental Health Risks	48
9. Race/Ethnic Breakdowns	50
10. Gender Breakdowns	56
Z. San Rafael City High Custom Questions	58
1. Module Sample	58
2. Custom Questions	59
Appendix I	89
Appendix II	90

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Gender of Sample	4
A3.2 Hispanic or Latino	4
A3.3 Race	4
A3.4 Living Situation	5
A3.5 Highest Education of Parents	5
A3.6 Free or Reduced Price Meals Eligibility	6
A3.7 Participation in Migrant Education Program, Past 3 Years	6
A3.8 Language Spoken at Home	6
A3.9 English Language Proficiency – All Students	7
A3.10 English Language Proficiency – Home Language Other Than English	8
A3.11 Number of Days Attending Afterschool Program	9
A3.12 Military Connections	9
A3.13 Sexual Orientation	10
A3.14 Gender Identity	10
4. School Performance, Supports, and Engagement	11
A4.1 Grades, Past 12 Months	11
A4.2 Truancy, Past 12 Months	11
A4.3 Absences, Past 30 Days	12
A4.4 Reasons for Absence, Past 30 Days	12
A4.5 School Environment Scales (Developmental Supports)	13
A4.6 School Connectedness, Academic Motivation, and Parent Involvement Scales	14
A4.7 Caring Relationships Scale Questions	15
A4.8 High Expectations Scale Questions	16
A4.9 Meaningful Participation Scale Questions	17
A4.10 School Connectedness Scale Questions	18
A4.11 Academic Motivation Scale Questions	19
A4.12 Parent Involvement Scale Questions	20
A4.13 Quality of School Physical Environment	21
5. School Violence, Victimization, and Safety	22
A5.1 Perceived Safety at School	22
A5.2 Reasons for Harassment on School Property, Past 12 Months	23

A5.2	Reasons for Harassment on School Property, Past 12 Months – Continued	24
A5.3	Verbal Harassment at School, Past 12 Months	25
A5.4	Violence and Victimization on School Property, Past 12 Months	26
A5.5	Property Damage on School Property, Past 12 Months	27
A5.6	Weapons Possession on School Property, Past 12 Months	27
6.	Alcohol and Other Drug Use	28
A6.1	Summary Measures of Level of AOD Use and Perceptions	28
A6.2	Summary of AOD Lifetime Use	29
A6.3	Lifetime AOD Use	30
A6.3	Lifetime AOD Use – Continued	31
A6.4	Lifetime Marijuana Consumption	32
A6.5	Current AOD Use, Past 30 Days	33
A6.6	Frequency of Current AOD Use, Past 30 Days	34
A6.7	Lifetime Drunk or “High”	35
A6.8	Current AOD Use on School Property, Past 30 Days	36
A6.9	Lifetime Drunk or “High” on School Property	36
A6.10	Cessation Attempts	37
A6.11	Drinking While Driving, Lifetime	38
A6.12	Perceived Harm of AOD Use	39
A6.13	Perceived Difficulty of Obtaining Alcohol and Marijuana	40
7.	Tobacco Use	41
A7.1	Summary of Key CHKS Tobacco Indicators	41
A7.2	Lifetime Tobacco Use	42
A7.3	Any Current Use and Daily Use	43
A7.4	Current Smoking on School Property, Past 30 Days	44
A7.5	Cigarette Smoking Cessation Attempts	45
A7.6	Perceived Harm of Cigarette Smoking	45
A7.7	Perceived Harm of E-Cigarette Use Compared to Smoking	46
A7.8	Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes	47
8.	Other Physical and Mental Health Risks	48
A8.1	Cyber Bullying, Past 12 Months	48
A8.2	Eating of Breakfast	48
A8.3	Chronic Sad or Hopeless Feelings, Past 12 Months	48
A8.4	Seriously Considered Attempting Suicide, Past 12 Months	49
A8.5	Gang Involvement	49
9.	Race/Ethnic Breakdowns	50
A9.1	School Supports and Engagement by Race/Ethnicity - 9th Grade	50
A9.2	School Supports and Engagement by Race/Ethnicity - 10th Grade	50
A9.3	School Supports and Engagement by Race/Ethnicity - 11th Grade	51
A9.4	School Supports and Engagement by Race/Ethnicity - 12th Grade	51
A9.5	Feeling Safe or Very Safe at School by Race/Ethnicity	52
A9.6	Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity	52
A9.7	Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity	53
A9.8	Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity	53

A9.9	Cigarette Smoking in the Past 30 Days by Race/Ethnicity	54
A9.10	Any Alcohol Use in the Past 30 Days by Race/Ethnicity	54
A9.11	Any Marijuana Use in the Past 30 Days by Race/Ethnicity	55
A9.12	Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity	55
10.	Gender Breakdowns	56
A10.1	School Supports and Engagement by Gender	56
A10.2	Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender	57
Z.	San Rafael City High Custom Questions	58
1.	Module Sample	58
Z1.1	Student Sample for Custom Questions	58
2.	Custom Questions	59
Appendix I	89
Appendix II	90

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from this school/district’s 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

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

These surveys grew out of CDE’s commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, 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 survey website (chks.wested.org), including *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP-Cal_SCHLS.pdf). The California Safe and Supportive Schools website (CaliforniaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers 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

The California Department of Education (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 these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module

and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

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

What's New? For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;
- Modified sexual orientation question to better assess gender identity; and
- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

Supplemental School Climate Module

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

Supplemental Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey (included in the district report).
- Appendix II provides detailed information about the survey content areas (included in the district report).

THE REPORT

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

Racial/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

UNDERSTANDING THE DATA

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

Sample Characteristics.

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

Changes Between Survey Administrations.

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in

the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

The CHKS website contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- CHKS factsheets (chks.wested.org/using-results/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.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- 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.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to 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

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher

rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see CaliforniaS3.wested.org). For more information, email schoolclimate@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary CHKS Results.** Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Data Workshop

To assist in your review of the survey results, you can request the CalSCHLS TA 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 TA Center (call 888.841.7536) or email schoolclimate@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 (additional fees apply) are available through the CalSCHLS TA Center 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 (a fee applies). Two types of reports are available:

- A full report with all the survey results; and

- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californiaS3.wested.org/resources/California_State_SCRC_1314.pdf).

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

Analyze Dataset

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

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, 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.

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			✓		
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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	699	385	620	280
Final number	312	305	246	233
Response Rate	45%	79%	40%	83%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness [†]	14	14	14	14	A4.6
Academic motivation [†]	35	29	29	27	A4.6
Chronic truancy (twice a month or more often) [§]	4	9	6	10	A4.2
Caring adult relationships [‡]	22	20	23	35	A4.5
High expectations [‡]	35	30	27	41	A4.5
Meaningful participation [‡]	8	6	9	9	A4.5
Facilities upkeep	8	6	5	4	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	58	58	55	56	A5.1
Experienced any harassment or bullying [§]	27	29	29	27	A5.2
Had mean rumors or lies spread about you [§]	25	28	23	26	A5.3
Been afraid of being beaten up [§]	9	10	4	5	A5.4
Been in a physical fight [§]	7	5	3	4	A5.4
Seen a weapon on campus [§]	8	9	6	3	A5.6
Been drunk or “high” on drugs at school, ever	6	10	10	14	A6.9
Mental and Physical Health					
Current alcohol or drug use [¶]	14	26	24	29	A6.5
Current binge drinking [¶]	3	11	8	12	A6.5
Very drunk or “high” 7 or more times	7	12	14	22	A6.7
Current cigarette smoking [¶]	1	1	2	3	A7.3
Current electronic cigarette use [¶]	12	17	14	13	A7.3
Experienced chronic sadness/hopelessness [§]	25	27	33	34	A8.3
Considered suicide [§]	11	10	9	10	A8.4

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

[†]Average percent of respondents reporting “Strongly agree.”

[‡]Average percent of respondents reporting “Very much true.”

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	48	55	51	46
Female	52	45	49	54

Question HS/MS A.3: What is your sex?

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

Table A3.2

Hispanic or Latino

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	38	30	35	34
Yes	62	70	65	66

Question HS/MS A.5: Are you of Hispanic or Latino origin?

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

Table A3.3

Race

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native	8	24	21	19
Asian	5	2	8	4
Black or African American	2	0	2	1
Native Hawaiian or Pacific Islander	2	1	0	1
White	35	37	34	41
Mixed (two or more) races	48	35	33	34

Question HS/MS A.6: What is your race?

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

Table A3.4
Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	91	87	92	93
Other relative's home	2	2	0	1
A home with more than one family	4	7	5	3
Friend's home	1	0	0	1
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	1
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	1	3	3	0

Question HS/MS A.8: 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	26	30	34	39
Graduated from high school	12	13	14	16
Attended college but did not complete four-year degree	8	7	8	6
Graduated from college	34	28	30	32
Don't know	19	21	15	7

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

Table A3.6***Free or Reduced Price Meals Eligibility***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	41	37	38	42
Yes	46	54	55	50
Don't know	14	9	7	8

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

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

Table A3.7***Participation in Migrant Education Program, Past 3 Years***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	75	75	83	94
Yes	1	3	2	0
Don't know	24	22	15	6

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

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

Table A3.8***Language Spoken at Home***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	46	39	38	43
Spanish	51	60	53	51
Mandarin	0	0	1	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	0	0	0
Vietnamese	1	0	2	2
Korean	0	0	0	0
Other	2	1	4	3

Question HS/MS A.12: What language is spoken most of the time in your home?

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

Table A3.9**English Language Proficiency – All Students**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	81	78	84	87
Well	12	14	11	12
Not well	7	6	5	1
Not at all	1	1	0	0
speak English?				
Very well	77	73	80	83
Well	15	18	12	13
Not well	7	8	8	4
Not at all	1	1	0	0
read English?				
Very well	76	69	78	84
Well	20	23	18	15
Not well	4	8	4	2
Not at all	0	1	0	0
write English?				
Very well	74	67	75	80
Well	21	23	17	18
Not well	4	8	8	2
Not at all	1	1	0	0
English Language Proficiency Status				
Proficient	76	69	76	82
Not proficient	24	31	24	18

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	66	67	74	78
Well	21	20	17	20
Not well	12	11	9	2
Not at all	1	2	0	0
speak English?				
Very well	60	60	70	72
Well	25	26	18	21
Not well	13	13	11	7
Not at all	2	2	1	1
read English?				
Very well	59	53	65	73
Well	33	34	28	24
Not well	8	13	7	3
Not at all	1	1	1	0
write English?				
Very well	57	52	62	67
Well	33	33	25	28
Not well	8	13	13	4
Not at all	1	2	0	1
English Language Proficiency Status				
Proficient	58	54	64	70
Not proficient	42	46	36	30

Question HS/MS A.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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 A3.11***Number of Days Attending Afterschool Program***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	68	70	77	79
1 day	6	6	5	5
2 days	7	5	3	4
3 days	4	2	2	1
4 days	3	3	3	1
5 days	13	15	9	9

Question HS/MS A.17: 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 A3.12***Military Connections***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	95	94	94	98
Yes	1	1	1	1
Don't know	3	5	5	1

Question HS A.128/MS A.117: 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 A3.13***Sexual Orientation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	84	84	79	84
Gay or Lesbian	2	0	2	2
Bisexual	5	5	5	4
I am not sure yet	2	2	5	4
Something else	2	1	0	2
Decline to respond	5	7	8	3

Question HS A.129/MS A.118: Which of the following best describes you?

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

Table A3.14***Gender Identity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	96	95	91	94
Yes, I am transgender	0	0	0	1
I am not sure if I am transgender	2	1	3	1
Decline to respond	2	4	6	3

Question HS A.130/MS A.119: 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	25	14	12	14
A's and B's	32	29	36	31
Mostly B's	11	11	12	12
B's and C's	16	23	27	25
Mostly C's	3	4	5	8
C's and D's	10	13	6	7
Mostly D's	1	2	2	2
Mostly F's	2	4	1	0

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A4.2

Truancy, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	75	60	60	50
1-2 times	15	16	20	22
A few times	7	15	13	16
Once a month	0	1	1	3
Twice a month	1	2	2	3
Once a week	1	1	3	2
More than once a week	2	6	1	5

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Absences, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	43	34	31	21
1 day	27	29	35	28
2 days	18	20	20	32
3 or more days	12	16	13	19

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?

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

Table A4.4***Reasons for Absence, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	40	31	30	20
Illness (feeling physically sick), including problems with breathing or your teeth	43	46	44	53
Were being bullied or mistreated at school	1	1	1	0
Felt very sad, hopeless, anxious, stressed, or angry	6	10	10	15
Didn't get enough sleep	6	13	14	24
Didn't feel safe at school or going to and from school	10	13	14	23
Had to take care of or help a family member or friend	3	6	3	7
Wanted to spend time with friends	1	1	1	5
Use alcohol or drugs	1	1	1	2
Were behind in schoolwork or weren't prepared for a test or class assignment	4	8	8	17
Were bored or uninterested in school	3	4	5	8
Had no transportation to school	1	1	0	2
Other reason	14	13	14	14

Question HS/MS A.20: 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 Scales (Developmental Supports)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports					
<i>Average Reporting “Very much true”</i>	22	18	20	28	
High	24	20	21	36	
Moderate	59	63	60	43	
Low	17	17	19	21	
Caring adults in school					
<i>Average Reporting “Very much true”</i>	22	20	23	35	A4.7
High	28	24	28	40	
Moderate	61	64	63	48	
Low	11	12	10	13	
High expectations-adults in school					
<i>Average Reporting “Very much true”</i>	35	30	27	41	A4.8
High	41	37	33	45	
Moderate	51	59	59	45	
Low	7	4	8	10	
Meaningful participation at school					
<i>Average Reporting “Very much true”</i>	8	6	9	9	A4.9
High	8	5	9	6	
Moderate	41	43	40	42	
Low	51	52	51	52	

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6***School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Connectedness					
<i>Average Reporting “Strongly agree”</i>	14	14	14	14	A4.10
High	50	46	44	42	
Moderate	43	44	46	46	
Low	7	11	10	12	
Academic Motivation					
<i>Average Reporting “Strongly agree”</i>	35	29	29	27	A4.11
High	37	31	30	28	
Moderate	46	50	46	48	
Low	17	20	24	24	
Parent Involvement in School					
<i>Average Reporting “Strongly agree”</i>	13	9	10	8	A4.12
High	39	35	29	23	
Moderate	45	46	49	47	
Low	16	19	22	29	

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.7***Caring Relationships Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average Reporting “Very much true”</i>	22	20	23	35
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	11	8	7	7
A little true	31	36	32	25
Pretty much true	42	37	37	32
Very much true	16	19	23	35
<i>who notices when I’m not there.</i>				
Not at all true	8	11	10	14
A little true	35	32	37	25
Pretty much true	35	42	32	27
Very much true	23	15	20	34
<i>who listens to me when I have something to say.</i>				
Not at all true	7	7	9	6
A little true	26	28	19	24
Pretty much true	38	41	47	32
Very much true	29	24	24	38

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.

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

Table A4.8***High Expectations Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average Reporting "Very much true"</i>	35	30	27	41
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	7	3	7	10
A little true	24	25	26	26
Pretty much true	40	48	44	30
Very much true	29	24	23	34
<i>who always wants me to do my best.</i>				
Not at all true	4	1	5	5
A little true	19	19	18	20
Pretty much true	37	43	45	31
Very much true	40	36	32	45
<i>who believes that I will be a success.</i>				
Not at all true	6	4	7	6
A little true	22	23	24	22
Pretty much true	35	42	42	29
Very much true	37	30	28	43

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A4.9
Meaningful Participation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average Reporting “Very much true”</i>	8	6	9	9
At school...				
I do interesting activities.				
Not at all true	16	18	18	24
A little true	33	35	38	29
Pretty much true	32	32	28	24
Very much true	18	14	16	23
I help decide things like class activities or rules.				
Not at all true	45	46	45	49
A little true	35	30	32	31
Pretty much true	15	19	14	14
Very much true	6	5	8	6
I do things that make a difference.				
Not at all true	29	36	33	32
A little true	40	40	42	36
Pretty much true	25	19	18	22
Very much true	6	5	7	10
I have a say in how things work.				
Not at all true	40	42	39	45
A little true	36	33	36	36
Pretty much true	18	21	19	15
Very much true	6	4	7	4
I help decide school activities or rules.				
Not at all true	63	63	61	62
A little true	26	23	24	27
Pretty much true	8	12	10	8
Very much true	3	2	5	3

Question HS/MS A.41-45: 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.

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

Table A4.10
School Connectedness Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness				
<i>Average Reporting “Strongly agree”</i>	14	14	14	14
I feel close to people at this school.				
Strongly disagree	3	5	7	5
Disagree	5	11	10	12
Neither disagree nor agree	25	26	25	28
Agree	48	41	43	37
Strongly agree	18	17	16	18
I am happy to be at this school.				
Strongly disagree	5	7	6	6
Disagree	6	6	6	15
Neither disagree nor agree	23	26	31	28
Agree	49	44	42	37
Strongly agree	16	16	15	14
I feel like I am part of this school.				
Strongly disagree	4	6	7	8
Disagree	9	8	8	14
Neither disagree nor agree	29	29	33	30
Agree	47	44	39	36
Strongly agree	12	13	13	12
The teachers at this school treat students fairly.				
Strongly disagree	5	8	7	6
Disagree	9	11	14	15
Neither disagree nor agree	29	27	25	20
Agree	43	40	40	44
Strongly agree	15	13	15	15
I feel safe in my school.				
Strongly disagree	4	4	3	3
Disagree	8	7	8	6
Neither disagree nor agree	30	34	36	38
Agree	46	44	43	43
Strongly agree	11	11	10	11

Question HS/MS A.22-26: 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 A4.11**Academic Motivation Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic Motivation				
<i>Average Reporting “Strongly agree”</i>	35	29	29	27
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	3	4	2	1
Disagree	4	3	5	6
Neither disagree nor agree	9	12	12	17
Agree	46	49	47	45
Strongly agree	39	32	34	31
I try hard at school because I am interested in my work.				
Strongly disagree	6	7	5	3
Disagree	8	10	11	11
Neither disagree nor agree	19	18	20	25
Agree	40	43	42	41
Strongly agree	27	22	22	20
I work hard to try to understand new things at school.				
Strongly disagree	4	4	3	2
Disagree	5	5	4	5
Neither disagree nor agree	14	17	17	18
Agree	45	45	46	49
Strongly agree	33	29	29	27
I am always trying to do better in my schoolwork.				
Strongly disagree	3	3	3	1
Disagree	4	3	4	4
Neither disagree nor agree	10	11	17	17
Agree	41	49	45	48
Strongly agree	41	34	30	30

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

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

Table A4.12***Parent Involvement Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Parent Involvement in School				
<i>Average Reporting “Strongly agree”</i>	13	9	10	8
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	6	3	6	12
Disagree	12	16	17	19
Neither disagree nor agree	28	34	35	35
Agree	42	40	33	29
Strongly agree	12	7	9	6
Parents feel welcome to participate at this school.				
Strongly disagree	4	3	2	4
Disagree	5	6	7	10
Neither disagree nor agree	33	35	38	43
Agree	45	45	43	33
Strongly agree	13	11	10	10
School staff takes parent concerns seriously.				
Strongly disagree	4	4	5	6
Disagree	8	11	13	16
Neither disagree nor agree	30	32	33	34
Agree	43	43	37	35
Strongly agree	15	10	12	8

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

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

Table A4.13***Quality of School Physical Environment***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	8	7	10	11
Disagree	18	20	22	26
Neither disagree nor agree	31	35	36	30
Agree	34	32	27	28
Strongly agree	8	6	5	4

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	10	13	11	11
Safe	48	45	44	45
Neither safe nor unsafe	34	36	38	38
Unsafe	4	5	5	4
Very unsafe	3	2	2	2

Question HS A.99/MS A.88: How safe do you feel when you are at school?

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

Table A5.2**Reasons for Harassment on School Property, Past 12 Months**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	86	84	89	87
1 time	5	10	8	6
2 or more times	8	5	4	8
Religion				
0 times	91	93	94	95
1 time	5	5	2	3
2 or more times	4	2	4	3
Gender (being male or female)				
0 times	96	91	92	92
1 time	2	4	4	4
2 or more times	1	5	4	3
Because you are gay or lesbian or someone thought you were				
0 times	93	94	96	96
1 time	4	1	3	1
2 or more times	3	5	1	3
A physical or mental disability				
0 times	96	96	97	96
1 time	2	1	1	3
2 or more times	2	3	1	1
You are an immigrant or someone thought you were				
0 times	96	91	95	93
1 time	2	5	4	4
2 or more times	2	4	2	3
Any of the above six reasons	24	27	24	23

Question HS A.115-120/MS A.105-110: 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 or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.

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

Table A5.2***Reasons for Harassment on School Property, Past 12 Months – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Any other reason				
0 times	88	88	89	92
1 time	4	5	3	5
2 or more times	9	6	7	3
Any harassment	27	29	29	27

Question HS A.115-121/MS A.105-111: 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 or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

Table A5.3**Verbal Harassment at School, Past 12 Months**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	75	72	77	74
1 time	16	14	13	13
2 to 3 times	5	8	6	10
4 or more times	5	6	4	4
had sexual jokes, comments, or gestures made to you?				
0 times	76	73	80	78
1 time	12	11	6	7
2 to 3 times	5	8	8	8
4 or more times	7	9	5	7
been made fun of because of your looks or the way you talk?				
0 times	80	75	81	81
1 time	10	13	9	9
2 to 3 times	4	6	4	6
4 or more times	6	7	6	4
been made fun of, insulted, or called names?				
0 times	80	75	82	81
1 time	7	15	9	10
2 to 3 times	5	4	6	4
4 or more times	8	6	4	4

Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

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

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	85	83	90	90
1 time	8	10	7	6
2 to 3 times	3	5	2	2
4 or more times	4	3	1	1
been afraid of being beaten up?				
0 times	91	90	96	95
1 time	6	7	3	4
2 to 3 times	2	1	0	0
4 or more times	1	1	0	0
been threatened with harm or injury?				
0 times	93	94	94	97
1 time	4	4	4	2
2 to 3 times	1	1	1	0
4 or more times	1	1	0	1
been in a physical fight?				
0 times	93	95	97	96
1 time	5	4	2	2
2 to 3 times	1	1	1	1
4 or more times	1	0	0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	97	96	98
1 time	1	3	4	2
2 to 3 times	1	0	0	0
4 or more times	1	0	0	0
been offered, sold, or given an illegal drug?				
0 times	74	73	82	86
1 time	9	12	9	6
2 to 3 times	10	9	5	4
4 or more times	6	6	4	4

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

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

Table A5.5**Property Damage on School Property, Past 12 Months**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had your property stolen or deliberately damaged				
0 times	89	88	89	91
1 time	10	8	8	5
2 to 3 times	1	3	2	3
4 or more times	0	1	1	1
Damaged school property on purpose				
0 times	97	96	97	98
1 time	1	3	2	2
2 to 3 times	1	0	0	0
4 or more times	0	0	1	0

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

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

Table A5.6**Weapons Possession on School Property, Past 12 Months**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Carried a gun				
0 times	99	100	100	100
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
Carried any other weapon (such as a knife or club)				
0 times	98	99	98	99
1 time	0	1	1	0
2 to 3 times	1	0	0	0
4 or more times	1	0	1	0
Seen someone carrying a gun, knife, or other weapon				
0 times	92	91	94	97
1 time	5	6	3	2
2 to 3 times	1	2	2	0
4 or more times	2	1	1	0

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [†]	30	42	46	52	A6.2
Lifetime alcohol or drugs (any use)	31	43	48	53	A6.2
Lifetime very drunk or high (7 or more times)	7	12	14	22	A6.7
Lifetime drinking and driving involvement	7	13	20	19	A6.11
Current alcohol or drugs	14	26	24	29	A6.5
Current heavy drug uses	6	11	10	12	A6.5
Current heavy alcohol use (binge drinking)	3	11	8	12	A6.5
Current alcohol or drug use on school property	3	10	4	7	A6.8
Harmfulness of occasional marijuana use [‡]	30	28	29	26	A6.12
Difficulty of obtaining marijuana [§]	8	7	8	5	A6.13

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

[†]*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2***Summary of AOD Lifetime Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	23	36	36	47
Marijuana	22	31	32	42
Inhalants	3	2	4	1
Cocaine, Methamphetamine, or any amphetamines	2	2	6	6
Heroin	1	1	0	0
Ecstasy, LSD, or other psychedelics	2	3	3	6
Prescription pain killers, Diet Pills, or other prescription stimulant	9	14	14	16
Cold/Cough Medicines or other over-the-counter medicines to get “high”	6	9	5	4
Any other drug, pill, or medicine to get “high”	3	5	3	2
<i>Any of the above AOD use</i>	31	43	48	53
<i>Any illicit AOD use to get “high”[†]</i>	30	42	46	52

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

[†]*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

Table A6.3***Lifetime AOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	77	64	64	53
1 time	7	6	7	6
2 to 3 times	8	12	12	10
4 or more times	8	17	17	32
Marijuana (smoke, vape, eat, or drink)				
0 times	78	69	68	58
1 time	6	4	8	7
2 to 3 times	5	7	5	9
4 or more times	11	20	19	26
Inhalants				
0 times	97	98	96	99
1 time	1	1	2	0
2 to 3 times	2	1	1	0
4 or more times	0	1	1	1
Cocaine, Methamphetamine, or any amphetamines				
0 times	98	98	94	94
1 time	1	0	1	1
2 to 3 times	1	2	3	1
4 or more times	0	0	3	4
Heroin				
0 times	99	99	100	100
1 time	1	1	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
Ecstasy, LSD, or other psychedelics				
0 times	98	97	97	94
1 time	2	1	0	3
2 to 3 times	0	1	2	2
4 or more times	0	2	1	1

Question HS A.49-52, 54, 55/MS A.50-52: 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.

Table A6.3**Lifetime AOD Use – Continued**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	95	91	91	90
1 time	2	3	4	3
2 to 3 times	1	2	1	3
4 or more times	1	3	3	4
Diet Pills				
0 times	97	94	99	96
1 time	1	2	0	2
2 to 3 times	1	0	0	0
4 or more times	1	4	1	1
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	97	95	93	91
1 time	1	1	2	1
2 to 3 times	0	2	2	1
4 or more times	2	2	2	6
Cold/Cough Medicines or other over-the-counter medicines to get “high”				
0 times	94	91	95	96
1 time	2	3	2	2
2 to 3 times	3	2	3	1
4 or more times	1	4	1	1
Any other drug, pill, or medicine to get “high” or for other than medical reasons				
0 times	97	95	97	98
1 time	2	1	1	0
2 to 3 times	0	1	1	0
4 or more times	1	2	1	2

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M’s)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for other than medical reasons.

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

Table A6.4***Lifetime Marijuana Consumption***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	82	70	70	60
1 time	4	7	7	7
2 to 3 times	5	4	6	9
4 or more times	9	19	17	24
In an electronic or e-cigarette or other vaping device?				
0 times	83	70	72	69
1 time	3	7	5	6
2 to 3 times	6	7	9	5
4 or more times	8	16	13	20
Eat or drink it in products made with marijuana?				
0 times	87	75	82	70
1 time	5	7	4	10
2 to 3 times	4	7	9	9
4 or more times	4	10	5	11

Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	8	19	17	21
Binge drinking (5 or more drinks in a row)	3	11	8	12
Marijuana (smoke, vape, eat, or drink)	11	20	15	20
Inhalants	1	1	1	1
Prescription drugs to get “high” or for reasons other than prescribed	1	2	3	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	3	1	3
<i>Any drug use</i>	11	20	16	21
<i>Heavy drug use</i>	6	11	10	12
<i>Any AOD Use</i>	14	26	24	29
Two or more substances at the same time	4	6	6	7

Question HS A.70-76/MS A.64-68: 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)... 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) and any other illegal drug/pill to get “high”).

Table A6.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	92	81	83	79
1 or 2 days	6	13	10	16
3 to 9 days	1	3	6	4
10 to 19 days	0	1	0	1
20 or more days	0	1	0	0
Binge drinking (5 or more drinks in a row)				
0 days	97	89	92	88
1 or 2 days	3	8	4	10
3 to 9 days	0	2	3	1
10 to 19 days	0	0	0	1
20 or more days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	89	80	85	80
1 or 2 days	6	10	7	10
3 to 9 days	3	6	5	3
10 to 19 days	1	3	2	3
20 or more days	1	1	2	5

Question HS A.70-72/MS A.64-66: 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	90	83	82	70
1 to 2 times	7	11	13	14
3 to 6 times	2	3	3	10
7 or more times	1	3	2	6
“High” (loaded, stoned, or wasted) from using drugs				
0 times	83	72	71	65
1 to 2 times	6	10	9	9
3 to 6 times	4	7	6	6
7 or more times	7	12	14	21
Very drunk or “high” 7 or more times	7	12	14	22

Question HS A.61, 62/MS A.55, 56: 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	99	95	99	98
1 to 2 days	1	4	1	1
3 or more days	0	1	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	97	93	97	95
1 to 2 days	2	3	2	3
3 or more days	1	4	2	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	100	99	100	98
1 to 2 days	0	1	0	1
3 or more days	0	0	0	1
Any of the above	3	10	4	7

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	94	90	90	86
1 to 2 times	4	4	5	7
3 to 6 times	1	3	4	2
7 or more times	1	3	2	5

Question HS A.63/MS A.57: 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	86	77	81	77
0 times	10	19	16	19
1 time	2	3	2	2
2 to 3 times	1	1	0	1
4 or more times	1	0	1	1
Marijuana				
Does not apply, don't use	82	73	76	77
0 times	10	17	16	15
1 time	4	6	5	5
2 to 3 times	2	2	1	1
4 or more times	2	1	1	2

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

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

Table A6.11
Drinking While Driving, Lifetime

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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	93	87	80	81
1 time	2	5	8	7
2 times	2	3	3	3
3 to 6 times	1	2	4	4
7 or more times	2	3	5	5

Question HS A.98: 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?

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

Table A6.12***Perceived Harm of AOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	29	28	28	31
Moderate	30	26	32	25
Slight	22	25	22	32
None	18	21	18	12
Alcohol - 5 or more drinks once or twice a week				
Great	53	49	50	59
Moderate	21	22	28	24
Slight	8	10	11	7
None	18	19	11	10
Marijuana - use occasionally				
Great	30	28	29	26
Moderate	28	23	26	24
Slight	20	23	18	25
None	23	26	26	24
Marijuana - use daily				
Great	52	48	50	47
Moderate	19	16	19	23
Slight	9	12	15	14
None	20	23	16	16

Question HS A.87-90/MS A.79-82: 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, 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	10	6	9	4
Fairly difficult	10	10	10	8
Fairly easy	27	29	25	31
Very easy	24	32	37	40
Don't know	27	22	20	16
Marijuana				
Very difficult	8	7	8	5
Fairly difficult	6	5	6	3
Fairly easy	24	26	30	24
Very easy	33	42	38	51
Don't know	29	21	19	17

Question HS A.93, 94/MS A.85, 86: 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	4	8	6	10	A7.2
Current cigarette smoking [†]	1	1	2	3	A7.3
Current cigarette smoking at school [†]	0	1	0	0	A7.4
Ever tried smokeless tobacco	3	4	5	6	A7.2
Current smokeless tobacco use [†]	0	2	1	1	A7.3
Current smokeless tobacco use at school [†]	0	2	1	0	A7.4
Ever used electronic cigarettes	22	28	31	30	A7.2
Current use of electronic cigarettes [†]	12	17	14	13	A7.3
Current use of electronic cigarettes at school [†]	4	9	5	4	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	1	2	1	3	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	30	30	40	44	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	64	60	70	73	A7.6
Difficulty of obtaining cigarettes [§]	13	7	11	5	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	96	92	94	90
1 time	2	2	2	3
2 to 3 times	1	1	2	3
4 or more times	1	4	3	5
Smokeless tobacco				
0 times	97	96	95	94
1 time	2	1	3	1
2 to 3 times	1	1	1	2
4 or more times	0	2	1	3
An electronic cigarette or other vaping device				
0 times	78	72	69	70
1 time	6	7	9	5
2 to 3 times	5	8	6	7
4 or more times	10	13	16	19

Question HS A.46-48/MS A.47-49: During your life, how many times have you used the following? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

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

Table A7.3***Any Current Use and Daily Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	1	1	2	3
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	0	2	1	1
Daily (20 or more days)	0	0	0	0
Electronic cigarettes or other vaping device				
Any	12	17	14	13
Daily (20 or more days)	1	4	2	1

Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

Table A7.4***Current Smoking on School Property, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	100	99	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Smokeless tobacco				
0 days	100	98	99	100
1 or 2 days	0	1	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes or other vaping device				
0 days	96	91	95	96
1 or 2 days	4	4	2	2
3 to 9 days	1	2	0	0
10 to 19 days	0	1	0	1
20 or more days	0	1	2	1

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

Table A7.5***Cigarette Smoking Cessation Attempts***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	93	90	92	94
0 times	6	7	7	3
1 time	0	1	0	1
2 to 3 times	1	1	0	1
4 or more times	1	1	0	0

Question HS A.95: How many times have you tried to quit or stop using cigarettes?

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

Table A7.6***Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	30	30	40	44
Moderate	37	29	33	30
Slight	15	20	14	16
None	18	21	13	11
Smoke 1 or more packs of cigarettes each day				
Great	64	60	70	73
Moderate	9	11	11	11
Slight	6	8	7	5
None	21	22	12	10

Question HS A.83, 84/MS A.75, 76: 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 A7.7***Perceived Harm of E-Cigarette Use Compared to Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	30	27	30	28
Moderate	29	26	32	35
Slight	22	28	26	24
None	18	20	12	13
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	45	38	44	45
Moderate	26	27	31	31
Slight	14	16	11	13
None	15	20	13	12

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.

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

Table A7.8***Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	13	7	11	5
Fairly difficult	13	16	10	11
Fairly easy	25	29	30	34
Very easy	16	17	20	26
Don't know	33	30	28	24
E-Cigarettes or vaping device				
Very difficult	9	6	9	5
Fairly difficult	3	8	6	5
Fairly easy	29	29	30	28
Very easy	32	35	38	42
Don't know	26	22	18	20

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times (never)	79	76	81	82
1 time	11	13	12	12
2 to 3 times	7	6	5	3
4 or more times	3	5	1	3

Question HS A.122/MS A.112: 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 A8.2

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	22	30	26	29
Yes	78	70	74	71

Question HS A.126/MS A.115: Did you eat breakfast today?

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

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	75	73	67	66
Yes	25	27	33	34

Question HS A.124/MS A.114: 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 A8.4***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	89	90	91	90
Yes	11	10	9	10

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A8.5***Gang Involvement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	98	96	97	96
Yes	2	4	3	4

Question HS A.123/MS A.113: 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 - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	19	28	16			27	17
Caring adults in school [‡]	20	32	14			28	16
High expectations-adults in school [‡]	30	38	31			44	28
Meaningful participation at school [‡]	6	15	3			11	5
<i>School Connectedness</i> [†]	14	21	8			16	13
<i>Academic Motivation</i> [†]	33	47	43			38	31
<i>Parent Involvement in School</i> [†]	17	24	3			9	14

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 “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.2

School Supports and Engagement by Race/Ethnicity - 10th Grade

Percent of Students (%)	Grade 10						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	15	11				27	17
Caring adults in school [‡]	15	11				30	18
High expectations-adults in school [‡]	25	21				41	27
Meaningful participation at school [‡]	5	2				10	5
<i>School Connectedness</i> [†]	11	9				22	10
<i>Academic Motivation</i> [†]	28	28				33	26
<i>Parent Involvement in School</i> [†]	9	8				12	8

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 “Strongly agree.” [‡]Average percent of respondents reporting “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 [‡]	18	24	27			24	15
Caring adults in school [‡]	21	28	29			27	19
High expectations-adults in school [‡]	25	30	45			33	20
Meaningful participation at school [‡]	7	13	7			12	7
School Connectedness[†]	14	24	20			15	8
Academic Motivation[†]	30	33	38			27	22
Parent Involvement in School[†]	12	17	18			6	9

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 “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.4**School Supports and Engagement by Race/Ethnicity - 12th Grade**

Percent of Students (%)	Grade 12						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	25	25				33	25
Caring adults in school [‡]	31	29				39	32
High expectations-adults in school [‡]	37	40				46	37
Meaningful participation at school [‡]	6	7				14	7
School Connectedness[†]	13	17				13	21
Academic Motivation[†]	27	40				27	27
Parent Involvement in School[†]	7	10				7	9

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 “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.5***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	59	57	51	50
American Indian or Alaska Native	67	59	48	54
Asian	45		76	
Black or African American				
Native Hawaiian or Pacific Islander				
White	60	63	61	63
Mixed (two or more) races	52	52	42	60

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

Table A9.6***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	19	26	21	26
American Indian or Alaska Native	10	28	25	29
Asian	42		18	
Black or African American				
Native Hawaiian or Pacific Islander				
White	26	22	30	17
Mixed (two or more) races	26	29	23	27

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

The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

Table A9.7***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	22	27	26	30
American Indian or Alaska Native	10	33	27	31
Asian	42		18	
Black or African American				
Native Hawaiian or Pacific Islander				
White	31	26	36	22
Mixed (two or more) races	30	31	29	32

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	2	5	1	2
American Indian or Alaska Native	0	10	2	0
Asian	0		0	
Black or African American				
Native Hawaiian or Pacific Islander				
White	0	3	1	3
Mixed (two or more) races	3	1	1	5

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

Table A9.9***Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	2	2	2	1
American Indian or Alaska Native	0	5	0	0
Asian	0		0	
Black or African American				
Native Hawaiian or Pacific Islander				
White	1	0	3	7
Mixed (two or more) races	2	0	3	3

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

Table A9.10***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	6	14	10	17
American Indian or Alaska Native	0	20	11	11
Asian	0		12	
Black or African American				
Native Hawaiian or Pacific Islander				
White	13	29	29	34
Mixed (two or more) races	7	13	15	20

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

Table A9.11***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	8	15	10	14
American Indian or Alaska Native	0	15	11	9
Asian	0		0	
Black or African American				
Native Hawaiian or Pacific Islander				
White	15	32	29	32
Mixed (two or more) races	13	15	12	21

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

Table A9.12***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	27	29	36	38
American Indian or Alaska Native	10	33	34	34
Asian	17		29	
Black or African American				
Native Hawaiian or Pacific Islander				
White	20	25	26	29
Mixed (two or more) races	30	28	44	31

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports [‡]	22	20	21	16	18	21	33	23
Caring adults in school [‡]	23	22	22	18	20	25	42	28
High expectations-adults in school [‡]	37	32	34	27	27	27	48	32
Meaningful participation at school [‡]	8	7	8	5	7	10	10	9
<i>School Connectedness</i> [†]	15	14	14	14	10	18	13	14
<i>Academic Motivation</i> [†]	39	30	33	27	33	24	34	18
<i>Parent Involvement in School</i> [†]	14	14	8	11	6	14	6	10

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

[†]Average percent of respondents reporting “Strongly agree.”

[‡]Average percent of respondents reporting “Very much true.”

Table A10.2

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

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	61	54	48	66	49	61	48	64
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the six reasons	23	24	38	17	33	16	27	18
harassed/bullied for any reasons	27	27	40	21	39	19	32	21
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	1	2	3	6	1	2	0	5
smoke cigarettes	1	2	2	1	2	3	1	6
have at least one drink of alcohol	8	8	19	18	18	15	18	24
use marijuana	10	12	21	19	14	17	17	25
Mental Health								
Chronic sad or hopeless feelings, past 12 months	31	18	36	18	44	24	45	21

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

Z. San Rafael City High Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	699	385	620	280
Final number	285	275	234	223
Response Rate	41%	71%	38%	80%

2. Custom Questions

Table Z.2.1

Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose. - How strongly do you agree or disagree with the following statements?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Strongly disagree	8	4	4	6	6
Disagree	4	4	4	3	4
Neither agree nor disagree	16	18	22	16	18
Agree	39	46	46	40	43
Strongly agree	32	28	25	34	30

Question HS/MS Z.1.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.2

I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality. - How strongly do you agree or disagree with the following statements?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Strongly disagree	48	37	44	49	44
Disagree	26	23	28	21	24
Neither agree nor disagree	14	23	17	19	18
Agree	8	12	7	8	9
Strongly agree	3	5	3	4	4

Question HS/MS Z.2.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.3

Outside of my home and school, there is an adult who really cares about me. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	7	8	8	4	7
A little true	13	13	16	16	14
Pretty much true	22	23	21	20	22
Very much true	59	56	54	60	57

Question HS/MS Z.3.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.4

Outside of my home and school, there is an adult who tells me when I do a good job. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	11	9	8	6	9
A little true	13	18	23	19	18
Pretty much true	28	29	25	27	27
Very much true	49	44	44	48	46

Question HS/MS Z.4.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.5

Outside of my home and school, there is an adult who notices when I am upset about something. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	15	16	16	12	15
A little true	17	15	20	21	18
Pretty much true	27	33	24	26	28
Very much true	41	36	40	41	39

Question HS/MS Z.5.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.6

Outside of my home and school, there is an adult who believes that I will be a success. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	8	9	6	5	7
A little true	13	12	15	16	14
Pretty much true	28	27	28	26	27
Very much true	52	51	50	53	52

Question HS/MS Z.6.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.7

Outside of my home and school, there is an adult who always wants me to do my best. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	7	6	7	3	6
A little true	9	11	14	17	12
Pretty much true	23	26	22	21	23
Very much true	61	57	57	58	58

Question HS/MS Z.7.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.8

Outside of my home and school, there is an adult whom I can trust. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	14	12	11	7	11
A little true	16	17	16	19	17
Pretty much true	21	22	26	22	23
Very much true	49	48	47	52	49

Question HS/MS Z.8.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.9

I know where to go for help with a problem and I can find someone to talk with. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	9	8	11	7	9
A little true	20	22	22	19	21
Pretty much true	36	37	35	31	35
Very much true	36	34	32	43	36

Question HS/MS Z.9.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.10

I have a friend about my own age that really cares for me. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	5	7	9	5	7
A little true	11	17	16	17	15
Pretty much true	29	27	26	24	27
Very much true	55	49	48	54	52

Question HS/MS Z.10.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.11

In my home there is a parent or some other adult who believes that I will be a success. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	4	5	5	3	4
A little true	9	8	11	13	10
Pretty much true	26	28	28	19	25
Very much true	61	59	56	65	60

Question HS/MS Z.11.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.12

In my home there is a parent or some other adult who listens to me when I have something to say. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	9	6	8	7	7
A little true	12	15	19	17	16
Pretty much true	28	31	26	23	27
Very much true	51	48	46	53	50

Question HS/MS Z.12.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.13

I am involved in music, art, literature, sports or a hobby. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true	13	17	14	16	15
A little true	12	13	14	17	14
Pretty much true	19	16	18	15	17
Very much true	56	54	54	52	54

Question HS/MS Z.13.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.14

I have goals and plans for the future. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true	4	4	4	3	4
A little true	13	7	11	9	10
Pretty much true	21	26	24	21	23
Very much true	62	63	61	67	63

Question HS/MS Z.14.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.15

I believe I will be a success. - How true do you feel these statements are about you personally?

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true	4	6	6	3	5
A little true	14	12	18	14	15
Pretty much true	29	27	28	24	27
Very much true	53	55	48	58	54

Question HS/MS Z.15.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.16***I know I will graduate from high school. - How true do you feel these statements are about you personally?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	3	4	4	2	3
A little true	9	8	9	7	8
Pretty much true	21	20	15	19	19
Very much true	67	68	72	72	70

*Question HS/MS Z.16.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.17*****I plan to go to college or some other school after high school. - How true do you feel these statements are about you personally?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all true	3	5	5	2	4
A little true	10	7	11	7	9
Pretty much true	23	21	19	21	21
Very much true	64	67	66	70	67

*Question HS/MS Z.17.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.18*****I know I will find a good job after I graduate.***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	85	89	84	86	86
No	15	11	16	14	14

*Question HS/MS Z.18.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.19

Were you treated with respect all day yesterday? - Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time.

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	3	6	4	7	5
1	1	1	1	1	1
2	1	2	1	1	1
3	2	3	3	5	3
4	1	2	4	1	2
5	9	10	8	9	9
6	6	4	4	8	5
7	11	13	9	11	11
8	17	18	18	15	17
9	17	14	14	12	14
10	33	28	33	30	31

Question HS/MS Z.19.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.20

Do you have health problems that keep you from doing any of the things other people your age can normally do? - Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time.

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	52	50	54	45	50
1	4	4	3	5	4
2	3	2	2	5	3
3	1	2	5	2	3
4	1	4	3	2	2
5	5	7	5	7	6
6	2	2	1	2	2
7	3	4	4	6	4
8	3	3	4	4	3
9	6	5	6	6	6
10	19	17	14	16	17

Question HS/MS Z.20.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.21***On how many of the past 7 days did you participate in a physical activity for at least 30 minutes?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
0 days	9	9	17	20	13
1 day	4	9	12	6	8
2 days	9	12	9	15	11
3 days	17	15	15	13	15
4 days	10	10	8	10	10
5 days	19	13	13	11	14
6 days	6	7	9	7	7
7 days	26	25	17	18	22

*Question HS/MS Z.21.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.22*****On how many of the past 7 days did you walk, bicycle, or skateboard home from school?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
0 days	50	52	56	60	54
1 day	7	9	7	7	8
2 days	6	5	7	6	6
3 days	7	9	8	4	7
4 days	4	3	3	3	3
5 days	10	9	10	6	9
6 days	2	0	2	0	1
7 days	13	14	7	13	12

*Question HS/MS Z.22.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.23

During the past seven days on how many days were you physically active for a total of at least 60 minutes per day? Do not include school P.E. (Add up all the time you spent in any kind of physical activity other than in school P.E. that increased your heart rate and made you breathe hard some of the time.)

	Grade				Total %
	9th %	10th %	11th %	12th %	
0 days	18	16	22	26	20
1 day	7	14	11	12	11
2 days	12	14	9	12	12
3 days	12	12	12	10	12
4 days	10	9	11	8	9
5 days	18	15	17	12	16
6 days	7	7	7	6	7
7 days	15	13	11	14	13

Question HS/MS Z.23.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.24

During the past 24 hours (yesterday), how many times did you eat fruits and vegetables, including salads or nonfried potatoes? (Do not count fruit juice.)

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	6	12	11	8	9
1	13	11	11	12	12
2	19	21	15	33	22
3	25	23	26	19	23
4	14	14	16	11	14
5	11	10	11	5	9
6	2	1	3	2	2
7	12	9	7	10	9

Question HS/MS Z.24.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.25

Yesterday, how many times did you drink a bottle or glass of plain water? Count tap, bottled and unflavored sparkling water.

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	4	5	4	3	4
1	7	8	6	7	7
2	14	13	12	12	13
3	20	19	20	20	20
4	13	18	19	17	17
5	17	17	13	16	16
6	8	7	11	6	8
7	4	3	5	4	4
8 or more	14	9	11	14	12

Question HS/MS Z.25.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.26

Yesterday, how many glasses or cans of soda (such as Coke) or other sweetened drinks (such as fruit punch or sports drinks) did you drink? (Do not count diet and sugar-free drinks.)

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	53	53	44	58	52
1	32	31	33	25	31
2	10	9	11	12	10
3	3	2	6	1	3
4	1	1	4	2	2
5	0	2	1	1	1
6	0	0	0	0	0
7	1	0	0	0	0
8 or more	0	0	0	0	0

Question HS/MS Z.26.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.27***Which of the following are you trying to do about your weight?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Lose weight	46	49	48	45	47
Gain weight	16	19	19	15	17
Stay the same weight	19	15	13	21	17
I am not trying to do anything about my weight	19	16	21	19	19

*Question HS/MS Z.27.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.28*****Go without eating (fasting), eat less food, fewer calories, or foods low in fat. - During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
No	76	79	78	74	77
Yes	24	21	22	26	23

*Question HS/MS Z.28.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.29*****Take any diet pills, powders, or liquids without a doctors advice (does not include meal replacement products, such as Slim Fast.) - During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
No	97	95	97	97	96
Yes	3	5	3	3	4

*Question HS/MS Z.29.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.30

Vomit or take laxatives. - During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?

	Grade				Total
	9th	10th	11th	12th	
	%	%	%	%	%
No	97	97	97	96	97
Yes	3	3	3	4	3

Question HS/MS Z.30.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.31

How do you describe your weight?

	Grade				Total
	9th	10th	11th	12th	
	%	%	%	%	%
Very underweight	2	3	2	2	2
Slightly underweight	16	13	9	14	13
About the right weight	54	55	55	50	53
Slightly overweight	22	23	28	27	25
Very overweight	6	6	6	7	6

Question HS/MS Z.31.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.32

Cut, burned, or scratched yourself on purpose? - In your lifetime have you ever intentionally, or on purpose, done any of the following?

	Grade				Total
	9th	10th	11th	12th	
	%	%	%	%	%
No	84	84	84	82	83
Yes	16	16	16	18	17

Question HS/MS Z.32.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.33**Attempted suicide? - In your lifetime have you ever intentionally, or on purpose, done any of the following?**

	Grade				Total %
	9th %	10th %	11th %	12th %	
No	92	94	93	94	93
Yes	8	6	7	6	7

*Question HS/MS Z.33.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.34****If I see someone being excluded, left out, or bullied at school:**

	Grade				Total %
	9th %	10th %	11th %	12th %	
I know how to make them feel included and I am comfortable and confident in acting right now	55	46	41	49	48
I know how to make them feel included but I am not comfortable and confident acting right now	27	30	32	29	30
I don't know what to do to make them feel included	18	24	27	22	22

*Question HS/MS Z.34.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.35****Have you ever threatened or bullied anyone at school?**

	Grade				Total %
	9th %	10th %	11th %	12th %	
No	90	88	91	90	90
Yes	10	13	9	10	10

*Question HS/MS Z.35.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.36

LSD, Ecstasy or other psychedelics (acid, mescaline, peyote, mushrooms) - During your lifetime, how many times have you used or tried the following substances?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	98	96	96	94	96
1-3	2	3	3	4	3
4-5	0	0	0	1	0
6-9	0	1	0	0	0
10 or more	0	0	1	1	1

Question HS/MS Z.36.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.37

Heroin (smack, junk, China White, black tar) - During your lifetime, how many times have you used or tried the following substances?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	99	99	99	99	99
1-3	0	1	1	0	1
4-5	0	0	0	0	0
10 or more	0	0	0	1	1

Question HS/MS Z.37.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.38

Prescription pain killers (Vicodin, OxyContin Percodan, Lortab) - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	99	96	98	96	97
1-3	0	3	1	2	2
4-5	0	0	0	1	0
10 or more	0	1	0	0	1

Question HS/MS Z.38.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.39

Barbiturates (Seconol, Nembutol, Amital, red, yellow jackets) - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	100	99	100	99	99
1-3	0	1	0	1	1
10 or more	0	0	0	0	0

Question HS/MS Z.39.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.40

Tranquilizers, or sedatives, (tranks, libs, Xanax, Valium, Ativan, Librium, Klonopin, benzodiazepine/benzos) - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	97	91	93	93	94
1-3	2	6	3	4	4
4-5	0	1	2	1	1
6-9	0	1	1	0	0
10 or more	1	1	1	2	1

Question HS/MS Z.40.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.41

Cold/Cough Medicines (Triple-C's Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	95	93	95	94	94
1-3	3	4	4	3	4
4-5	0	0	0	1	1
6-9	0	1	0	0	0
10 or more	1	2	1	2	2

Question HS/MS Z.41.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.42

Diet Pills (Didrex, Dexedrine, Zinadrine) - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	100	99	100	98	99
1-3	0	1	0	0	0
4-5	0	0	0	0	0
6-9	0	0	0	0	0
10 or more	0	0	0	1	0

Question HS/MS Z.42.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.43

Ritalin or Adderall - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0	98	95	94	91	95
1-3	1	3	3	3	2
4-5	1	1	1	3	1
6-9	0	0	0	0	0
10 or more	0	1	2	3	1

Question HS/MS Z.43.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.44

During the past 30 days, on how many days did you use cocaine (any form, coke, crack, rock, base, snort)?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0 days	99	98	96	97	98
1 day	1	0	3	1	1
2 days	0	1	0	0	0
3-9 days	0	0	0	0	0
20-30 days	0	0	0	1	1

Question HS/MS Z.44.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.45

During the past 30 days, on how many days did you use methamphetamine or amphetamines (meth, speed, crystal, crank, ice)?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0 days	100	99	99	99	99
1 day	0	0	0	0	0
2 days	0	0	0	0	0
10-19 days	0	0	0	0	0
20-30 days	0	0	1	0	0

Question HS/MS Z.45.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.46

During the past 30 days, on how many days did you use ecstasy, LSD or other psychedelics (acid, mescaline, peyote, mushrooms)?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0 days	100	98	98	97	98
1 day	0	2	1	2	1
2 days	0	0	0	1	1
20-30 days	0	0	0	0	0

Question HS/MS Z.46.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.47

Has using alcohol, marijuana or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

	Grade				Total %
	9th %	10th %	11th %	12th %	
Doesn't apply; I have never used alcohol or drugs	78	68	66	59	68
Have problems with emotions, nerves or mental health	3	6	5	5	5
Get into trouble or have problems with the police	1	4	2	3	2
Have money problems	0	7	2	1	3
Miss school	2	2	1	3	2
Have problems with schoolwork	3	4	2	6	4
Fight with other kids	0	1	0	1	1
Damage a friendship	0	4	2	4	2
Physically hurt or injure yourself	1	2	1	2	1
Have unwanted or unprotected sex	1	1	1	2	1
Forget what happened or pass out	4	7	6	6	6
Have other problems	0	2	1	3	2
I've used alcohol or drugs but never had any problems	15	21	25	26	22

Question HS/MS Z.47.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table Z.2.48***Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
I don't use alcohol or other drugs	81	69	69	62	71
No, but I do use	19	29	29	35	27
Yes, I felt like I needed help	0	2	2	3	2

*Question HS/MS Z.48.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.49*****If you drink alcohol or use drugs how do you most frequently get it? (Select the main one.)***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
At school or school events	2	3	0	2	2
At parties or events outside school	4	9	14	14	10
At your own home	2	2	3	2	2
From friends or another teenager at their home	6	9	7	11	8
From adults who give it or buy it for me	0	3	1	2	2
Buy it myself from a store	1	0	0	2	1
Take it without paying for it from a store	2	2	0	0	1
At bars, restaurants, clubs or gambling casinos	0	0	0	0	0
Other	5	7	7	8	6
I don't drink alcohol	80	66	68	58	69

*Question HS/MS Z.49.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.50*****In your opinion, how likely is it that a student would find help at your school from a counselor, teacher, other adult or a restorative program to stop or reduce using alcohol or other drugs?***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Very likely	9	10	10	10	10
Likely	25	22	18	23	22
Not likely	36	49	49	51	46
Don't know	30	19	23	16	22

*Question HS/MS Z.50.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.51***The last time you used prescription medication that was not prescribed to you, what was the primary reason?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
I did not take prescription medication that was not prescribed to me	90	84	81	86	85
To relieve pain	6	7	8	8	7
To relieve other physical symptoms	0	1	4	2	2
To relieve anxiety or depression	1	3	2	1	2
For fun, getting high, peer pressure (friends were doing it)	2	4	4	2	3
To prevent or relieve withdrawal symptoms	0	1	0	1	1

*Question HS/MS Z.51.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.52*****From whom did you obtain the prescription medication?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
I did not take prescription medication that was not prescribed to me	90	86	84	86	87
From a friend OR relative	5	8	9	7	7
From an acquaintance	0	1	2	0	1
From a street dealer or other person I didnt know	0	1	1	1	1
Online	0	0	0	1	0
Other	4	4	4	5	4

*Question HS/MS Z.52.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.53*****How wrong do your parents feel it would be for you to drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very wrong	70	59	56	54	60
Wrong	20	25	24	25	23
A little bit wrong	7	13	14	17	13
Not at all wrong	3	3	6	4	4

*Question HS/MS Z.53.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.54***How wrong do your parents feel it would be for you to smoke cigarettes?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very wrong	86	87	88	85	87
Wrong	10	9	9	11	10
A little bit wrong	2	2	1	3	2
Not at all wrong	2	2	1	1	2

*Question HS/MS Z.54.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.55*****How wrong do your parents feel it would be for you to smoke marijuana?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very wrong	73	69	65	65	68
Wrong	16	20	17	17	17
A little bit wrong	7	8	13	14	10
Not at all wrong	4	3	4	5	4

*Question HS/MS Z.55.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.56*****How wrong do your parents feel it would be for you to use prescription drugs that were not your own or for non-medical reasons?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very wrong	86	86	89	88	87
Wrong	10	10	7	8	9
A little bit wrong	2	2	2	3	2
Not at all wrong	2	2	1	1	1

*Question HS/MS Z.56.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.57

During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco, alcohol, or other drugs.

	Grade				Total
	9th	10th	11th	12th	
	%	%	%	%	%
Yes	66	67	60	56	62
No	34	33	40	44	38

Question HS/MS Z.57.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.58

How wrong do your friends feel it would be for you to smoke one or two packs of cigarettes a day?

	Grade				Total
	9th	10th	11th	12th	
	%	%	%	%	%
Very wrong	75	62	69	78	71
Wrong	15	20	19	14	17
A little bit wrong	7	11	6	6	7
Not at all wrong	3	8	6	1	5

Question HS/MS Z.58.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.59

How wrong do your friends feel it would be for you to have one or two alcoholic drinks regularly?

	Grade				Total
	9th	10th	11th	12th	
	%	%	%	%	%
Very wrong	56	36	45	45	46
Wrong	25	27	23	23	25
A little bit wrong	11	20	18	22	17
Not at all wrong	8	18	14	10	12

Question HS/MS Z.59.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.60***How wrong do your friends feel it would be for you to smoke marijuana?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very wrong	45	27	35	33	35
Wrong	20	22	18	14	19
A little bit wrong	18	22	20	23	21
Not at all wrong	18	29	27	29	26

*Question HS/MS Z.60.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.61*****During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
I did not smoke cigarettes during the past 30 days	100	99	97	98	98
Less than 1 cigarette per day	0	0	1	0	0
1 cigarette per day	0	0	0	1	0
2-5 cigarettes per day	0	0	1	0	0
6 to 10 cigarettes per day	0	0	0	0	0
11 to 20 cigarettes per day	0	0	0	0	0
More than 20 cigarettes per day	0	0	0	0	0

*Question HS/MS Z.61.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.62*****If you now smoke cigarettes, would you like to quit smoking?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
I don't smoke cigarettes; does not apply	98	97	96	98	97
No	1	3	3	1	2
Yes	1	0	1	1	1

*Question HS/MS Z.62.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.63***How hard would it be for you to refuse or say “no” to a friend who offered you a cigarette to smoke?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very hard	3	4	3	3	3
Hard	3	5	2	1	3
Easy	21	19	19	17	19
Very easy	72	72	75	78	74

*Question HS/MS Z.63.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.64*****During the past 12 months, did you have lessons about tobacco and its effects on the body?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	58	41	24	23	37
No	29	35	55	63	45
Not sure	13	24	22	14	18

*Question HS/MS Z.64.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.65*****Have you ever been slapped, kicked or physically hurt by a boyfriend or girlfriend, not just a friend?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	5	5	6	5	5
No	95	95	94	95	95

*Question HS/MS Z.65.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.66***Has this happened in the past 12 months?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	2	3	5	4	3
No	13	17	12	17	15
It has never happened to me	85	80	83	80	82

*Question HS/MS Z.66.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.67*****The last time this happened, did you talk to anyone about it?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	1	3	1	2	2
No	9	7	12	10	10
It has never happened to me	90	90	86	87	89

*Question HS/MS Z.67.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.68*****During the past 12 months has your boyfriend or girlfriend pressured or forced you in a way that made you feel uncomfortable?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	1	5	7	9	5
No	99	95	93	91	95

*Question HS/MS Z.68.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.69

During the past 12 months has your boyfriend or girlfriend controlled your life in a way that you didn't want them to?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	2	7	7	9	6
No	98	93	93	91	94

Question HS/MS Z.69.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.70

During the past 12 months did one of your parents have injuries or live in fear of being hurt by your other parent or someone they were dating?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	4	5	3	4	4
No	96	95	97	96	96

Question HS/MS Z.70.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.71

About how old were you the first time you had a drink of an alcoholic beverage (other than a sip or two)?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	71	60	58	46	59
10 or Under	5	4	3	3	4
11	2	2	1	0	1
12	4	2	1	2	2
13	6	5	4	2	4
14	10	12	8	8	10
15	2	11	12	13	9
16	0	3	11	13	6
17	0	0	2	11	3
18 or Over	0	0	0	1	1

Question HS/MS Z.71.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.72*About how old were you the first time you smoked part or all of a cigarette?*

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	94	91	89	84	90
10 or Under	0	1	1	2	1
11	0	0	0	0	0
12	0	0	0	2	1
13	2	1	2	0	1
14	3	3	1	2	2
15	0	3	3	2	2
16	0	0	2	2	1
17	0	0	1	4	1
18 or Over	0	0	0	0	0

*Question HS/MS Z.72.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.73***About how old were you the first time you used smokeless tobacco or other tobacco products?*

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	94	89	89	83	89
10 or Under	0	1	0	1	1
11	0	0	0	0	0
12	0	0	0	2	1
13	3	1	1	0	1
14	2	3	1	3	2
15	0	4	3	1	2
16	0	1	4	2	2
17	0	0	0	6	1
18 or Over	0	0	0	1	1

*Question HS/MS Z.73.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.74*About how old were you the first time you used marijuana or hashish?*

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	80	69	66	57	68
10 or Under	0	0	0	1	0
11	0	1	0	0	1
12	1	1	1	3	1
13	7	4	6	3	5
14	11	12	7	7	9
15	0	11	8	9	7
16	0	2	10	10	5
17	0	0	2	7	2
18 or Over	0	1	0	2	1

*Question HS/MS Z.74.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.75***About how old were you the first time you used any other illegal drug or pill to get “high”?*

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	93	90	89	88	90
10 or Under	0	0	0	1	0
12	1	0	0	0	0
13	2	0	2	0	1
14	2	1	2	2	2
15	1	6	2	1	3
16	0	1	4	2	2
17	0	0	1	3	1
18 or Over	0	0	0	1	1

*Question HS/MS Z.75.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.76

Do you feel excluded, left out or socially isolated at school?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	57	55	42	47	50
Sometimes	38	38	45	39	40
Often	4	6	9	12	7
Always	0	2	4	3	2

Question HS/MS Z.76.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.77***Do you see other students your age being excluded, left out or socially isolated at school?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Every day	20	19	22	21	21
Weekly	22	23	24	23	23
Monthly	21	26	17	24	22
Never	37	32	37	31	34

*Question HS/MS Z.77.**Note: Columns are not displayed if there are less than 10 respondents.*

Appendix I

2017-18 CHKS Secondary Survey Response Rates

Eligible Schools	9th %	10th %	11th %	12th %
San Rafael High	86	79	78	83
Terra Linda High				

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

California Healthy Kids Survey Content Overview

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 relevant CHKS reports and factsheets and What Works Briefs (guides to best practices) that provide further information. These valuable resources can be downloaded, respectively, from the CHKS and California Safe and Supportive Schools websites (chks.wested.org/using-results/factsheets; californias3.wested.org/tools/research; 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 data, see CHKS Factsheet #15.

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 Local Control and Accountability Plans. 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. The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), perceived safety, bullying, and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data show that, for high school students, as CHKS School Climate Index (SCI) scores increased—as the schools became safer, more supportive, and more engaging—test performance as measured by the state’s Academic Performance Index (API) increased as well (School Climate Factsheet #3).

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” 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 School Climate Index score, 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 (School Climate Factsheet #6).³

¹ To see how local results compare with state averages in California, download a copy of the latest Biennial Statewide CHKS report (chks.wested.org/reports). The Biennial report provides results from a randomly-selected, representative state sample. County level reports are also available on the CHKS website.

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download *Helpful Resources for Local Control and Accountability Plans* at surveydata.wested.org/resources/LCAP_Cal_SCHLS.pdf.

³ Voight, Austin, & Hanson, (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

More generally, 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 who: (1) were less engaged in risky behaviors such as substance use and violence; (2) were more likely to eat nutritiously and exercise; and (3) reported experiencing caring adult relationships and high expectations at school. 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 (CHKS Factsheet #3).

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 feel connected to school and be academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness.

- **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.
- In interpreting the results for **11th graders** take into consideration 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.
- Across risk behaviors and problem indicators, **nontraditional (continuation school) students** reported prevalence rates at least twice those of 11th graders in a comprehensive school setting. They also exhibited 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 (CHKS Factsheet #7).

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES

Demographic Characteristics (Tables A3.1-3.14)

A wide range of data on the demographic and background characteristics of the survey respondents is provided (in 14 tables) to help users gain a better sense of how representative the survey sample is compared to the student population overall. This also enables users to analyze their data to determine how survey results vary by important subgroups in the school and help them identify, and target programs at, the youth most in need. School districts can use these data to meet the Local Control and Accountability Plan (LCAP) requirement to demonstrate actions across state priorities in regard to six numerically significant subgroups: ethnicity, socioeconomically (SES) disadvantaged, English learners, pupils with disabilities, foster youth, and homeless youth—all categories assessed by the CHKS. In the standard CHKS report, and in the Query CHKS system, breakdowns for selected key indicators are provided by race/ethnicity and gender. Districts/schools

can request reports disaggregating all their results by demographic characteristics from their Regional CHKS Technical Assistance Center.

Racial-Ethnic Identification (Tables A3.2-3.3)

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. Comparing these data with other evidence of the racial-ethnic composition of student enrollment provides insight into how representative are the survey results. 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. 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 thus 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 (CHKS Factsheet #8).

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*. 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 (CHKS Factsheet #13).

Foster Care Youth (Table A3.4)

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. They were also more likely to be low in caring adult relationships and total environmental assets (CHKS Factsheet #6).

SPECIFIC CONTENT AREAS

Self-Reported Grades (Table A4.1)

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.

Absenteeism and Truancy (Tables A4.2-4.3)

Before top teachers with quality curriculums and engaging activities can even attempt to improve academic performance, the students have to show up. The CHKS report provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more of the past 30

school days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on the absenteeism and truancy to guide efforts to improve the LCAP pupil engagement priority.

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% of school days. According to a report by Attendance Works, the nation's large and persistent education achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.⁴ Biennial State CHKS data (Table A4.3) indicate that generally, after illness, the most important reasons for being absent in secondary school are not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school.

Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey (Table A8.4). Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.⁵ Truants are also more likely to use drugs and have deviant friends.

Developmental Supports (Tables A4.5, A4.7-4.9)

Research shows that when schools (or families or communities) provide three developmental supports measured by the CHKS—**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 results overall suggest that the great majority of students do not receive 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 (CHKS Factsheets #1 and #3; School Climate Factsheets #1 and #2, What Works Briefs #1 and #2).

School Connectedness (Table A4.6)

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. 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. 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. This may be related at least in part to their lower levels of developmental support. The lowest rates of both connectedness and test scores are in low-income schools. The online Query

⁴ Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Available at www.attendanceworks.org/research/attendance-works-reports

⁵ 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.

CHKS system shows how key survey indicators vary by school connectedness (see School Climate Factsheet #5, What Works Brief #4).

Perceived Safety (Table A5.1)

Perceived safety is another indicator districts/schools are required to monitor as part of their LCAP. Perceived 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. If students report low levels of perceived school safety, pay close attention to all the indicators related to bullying and victimization, as well as mental health. Schools may want to request comparisons of students' perceptions of their own safety with the actual level of violence and other safety-related indicators self-reported by students. A follow-up focus group or Student Listening Circle asking why students do not feel safe is recommended (see School Climate What Works Brief #3).

Violent and Nonviolent Misbehavior on School Property (Tables A5.2-5.6)

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. Physical violence and weapons on campus (Tables A5.4, A5.6) 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.⁶ 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 profession⁷ (see School Climate What Works Briefs #5 and #6).

Harassment (Tables A5.2-5.3)

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 *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.⁸

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. Analysis of this data 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. 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

⁶ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

⁷ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

⁸ 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.

students who were only harassed for other reasons (CHKS Factsheets #4 and #10; see also School Climate What Works Brief #7).

Substance Abuse (Tables A6.1-6.11)

The misuse of alcohol and other drugs 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. Reflecting this, on the California School Staff Survey (Table A9.12), high school staff statewide are more likely to perceive alcohol and drug use as moderate to severe problems at their schools than all of seven violence-related indicators (49% for both alcohol and drugs in 2004-06), ranking them among the top 3 of 14 problem indicators.

Use at school is especially troubling (Tables A6.8-6.9). It reflects a level of drug involvement so pervasive that the potential repercussions for violation of school rules are disregarded by these youths. This is behavior that threatens not only the user's learning ability but also school efforts to educate all youth. An analysis of CHKS data found that 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. Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools⁹ (CHKS Factsheet #3; see also School Climate What Works Brief #8).

Cigarette Smoking (Tables A7.1-7.4)

Current smokers are significantly more likely than nonsmokers 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, current smokers are also more likely than nonsmokers 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 (CHKS Factsheet #2 and #5).

Mental Health (Tables A8.4-8.5)

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. 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 (CHKS Factsheets #11 and #12).

⁹ 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.