

CALIFORNIA HEALTHY KIDS SURVEY



LAUSD - CHKS Sample Secondary 2016-2017 Main Report

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PREFACE

HYPERLINK FEATURE

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

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

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

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

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

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

THE SURVEY

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

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

Core Module

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

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

Supplementary School Climate Module

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

Supplementary Social Emotional Health Module (SEHM)

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics

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

Changes Between Survey Administrations

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

RESOURCES

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

CDE's California Safe and Supportive Schools website (Californias3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The School Climate Connection Newsletter provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or Californias3 websites.

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

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

NEXT STEPS

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

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

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

Request School Reports

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

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

Request District School Climate Report Card

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

Request Disaggregated Reports

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

Conduct Additional Analyses of Dataset

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

Add Questions to Your Next Surveys

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

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

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

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

Exhibit 1***Major School-related Domains and Constructs Assessed by Cal-SCHLS***

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	1,380	1,251	1,108	–
Final number	1,261	843	700	–
Average Response Rate	91%	67%	63%	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	48	45	39	—	A4.5
Academic motivation (high)	41	30	31	—	A4.5
Truant more than a few times [†]	4	5	10	—	A4.2
Caring adult relationships (high)	34	22	24	—	A4.4
High expectations (high)	51	34	32	—	A4.4
Meaningful participation (high)	15	12	13	—	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	55	58	58	—	A5.1
Experienced any harassment or bullying [†]	30	21	19	—	A5.2
Had mean rumors or lies spread about you [†]	39	26	27	—	A5.3
Been afraid of being beaten up [†]	20	9	9	—	A5.4
Been in a physical fight [†]	18	11	11	—	A5.4
Seen a weapon on campus [†]	13	11	10	—	A5.6
Been drunk or “high” on drugs at school, ever	3	7	11	—	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	8	16	21	—	A6.4
Current binge drinking [‡]	2	5	6	—	A6.4
Very drunk or “high” 7 or more times	1	7	10	—	A6.6
Current cigarette smoking [‡]	1	1	2	—	A7.3
Current electronic cigarette use [‡]	3	6	7	—	A7.3
Experienced chronic sadness/hopelessness [†]	25	27	31	—	A8.4
Considered suicide [†]	na	8	10	—	A8.5

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

[†]Past 12 months; [‡]Past 30 days; na—Not asked of middle school students.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	49	53	49	–
Female	51	47	51	–

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

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	31	21	16	–
Yes	69	79	84	–

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

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

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	2	4	3	–
Asian	9	7	6	–
Black or African American	10	11	9	–
Native Hawaiian or Pacific Islander	1	3	2	–
White	18	7	19	–
Mixed (two or more) races	60	68	62	–

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

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	87	86	88	–
Other relative's home	2	2	4	–
A home with more than one family	5	6	4	–
Friend's home	0	0	0	–
Foster home, group care, or waiting placement	0	1	1	–
Hotel or motel	1	0	0	–
Shelter, car, campground, or other transitional or temporary housing	0	0	0	–
Other living arrangement	6	4	3	–

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	13	21	34	–
Graduated from high school	15	20	24	–
Attended college but did not complete four-year degree	10	11	11	–
Graduated from college	27	21	15	–
Don't know	36	27	16	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	16	12	11	–
Yes	66	66	79	–
Don't know	18	22	10	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	54	62	75	–
Yes	2	2	3	–
Don't know	43	37	22	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	45	43	39	–
Spanish	48	51	57	–
Mandarin	0	0	0	–
Cantonese	1	0	0	–
Taiwanese	0	0	0	–
Tagalog	2	1	1	–
Vietnamese	0	0	0	–
Korean	0	2	0	–
Other	3	2	1	–

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

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

Table A3.9
English Language Proficiency – All Students

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
<i>Average Scale Score</i>	3.83	3.82	3.81	–
How well do you...				
understand English?				
Very well	90	90	90	–
Well	9	9	9	–
Not well	0	1	1	–
Not at all	0	0	0	–
speak English?				
Very well	85	83	82	–
Well	13	16	14	–
Not well	1	1	3	–
Not at all	0	0	0	–
read English?				
Very well	83	82	83	–
Well	15	17	15	–
Not well	2	1	2	–
Not at all	0	0	0	–
write English?				
Very well	80	80	80	–
Well	19	17	18	–
Not well	2	3	3	–
Not at all	0	0	0	–
English Language Proficiency Status				
Proficient	82	82	81	–
Not proficient	18	18	19	–

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

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

Table A3.10***English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
<i>Average Scale Score</i>	3.79	3.76	3.75	–
<i>How well do you...</i>				
understand English?				
Very well	88	89	85	–
Well	12	10	14	–
Not well	0	1	1	–
Not at all	0	0	0	–
speak English?				
Very well	81	78	76	–
Well	17	21	19	–
Not well	1	2	5	–
Not at all	0	0	0	–
read English?				
Very well	79	75	78	–
Well	19	23	19	–
Not well	2	1	3	–
Not at all	0	1	0	–
write English?				
Very well	76	75	75	–
Well	21	19	21	–
Not well	2	5	4	–
Not at all	0	1	0	–
<i>English Language Proficiency Status</i>				
Proficient	77	75	76	–
Not proficient	23	25	24	–

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	69	64	56	–
1 day	5	6	7	–
2 days	5	7	10	–
3 days	5	8	10	–
4 days	4	5	6	–
5 days	11	10	11	–

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?

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

Table A3.12***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	89	91	94	–
Yes	4	3	3	–
Don't know	7	5	3	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	74	77	77	–
Gay or Lesbian	2	3	5	–
Bisexual	4	6	11	–
Transgender	1	1	2	–
Not sure	10	5	5	–
Decline to respond	17	14	12	–

Question HS A.118/MS A.108: Which of the following best describes you? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	18	12	9	–
A's and B's	31	21	25	–
Mostly B's	7	6	9	–
B's and C's	24	32	32	–
Mostly C's	5	10	9	–
C's and D's	10	14	11	–
Mostly D's	2	2	3	–
Mostly F's	3	3	2	–

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

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

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	70	64	49	–
1-2 times	16	18	17	–
A few times	11	13	23	–
Once a month	1	1	2	–
Once a week	1	1	4	–
More than once a week	1	4	4	–

Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	40	32	30	–
Illness (feeling physically sick), including problems with breathing or your teeth	48	54	53	–
Felt very sad, hopeless, anxious, stressed, or angry	7	11	16	–
Didn't get enough sleep	9	11	16	–
Didn't feel safe at school	3	3	2	–
Had to work	2	1	3	–
Had to take care of or help a family member or friend	6	6	12	–
Wanted to spend time with friends who don't go to your school	1	2	4	–
Wanted to use alcohol or drugs	0	1	2	–
Were behind in schoolwork or weren't prepared for a test or class assignment	3	4	10	–
Were bored with or uninterested in school	2	4	6	–
Were suspended	1	0	0	–
Other reason	15	16	15	–

Question HS/MS A.20: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A4.4***School Environment Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
Total school supports					
<i>Average Scale Score</i>	2.77	2.57	2.58	–	
High (%)	35	24	23	–	
Moderate (%)	54	55	56	–	
Low (%)	12	20	22	–	
Caring adults in school					
<i>Average Scale Score</i>	2.84	2.62	2.67	–	A4.6
High (%)	34	22	24	–	
Moderate (%)	55	63	61	–	
Low (%)	11	14	15	–	
High expectations-adults in school					
<i>Average Scale Score</i>	3.13	2.87	2.83	–	A4.7
High (%)	51	34	32	–	
Moderate (%)	43	56	56	–	
Low (%)	6	10	12	–	
Meaningful participation at school					
<i>Average Scale Score</i>	2.32	2.22	2.23	–	A4.8
High (%)	15	12	13	–	
Moderate (%)	56	54	52	–	
Low (%)	29	34	35	–	

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

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

Table A4.5***School Connectedness, Parent Involvement, and Academic Motivation Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
School Connectedness					
<i>Average Scale Score</i>	3.56	3.52	3.42	–	A4.9
High (%)	48	45	39	–	
Moderate (%)	42	44	50	–	
Low (%)	10	11	11	–	
Parent Involvement in School					
<i>Average Scale Score</i>	3.67	3.50	3.43	–	A4.10
High (%)	47	37	37	–	
Moderate (%)	41	47	44	–	
Low (%)	12	15	19	–	
Academic Motivation					
<i>Average Scale Score</i>	4.12	3.96	3.94	–	A4.11
High (%)	41	30	31	–	
Moderate (%)	44	51	46	–	
Low (%)	15	19	23	–	

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

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

Table A4.6

Caring Relationships Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Caring adults in school				
<i>Average Scale Score</i>	2.84	2.62	2.67	–
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	8	10	11	–
A little true	28	37	30	–
Pretty much true	39	37	38	–
Very much true	25	16	20	–
<i>who notices when I'm not there.</i>				
Not at all true	11	15	14	–
A little true	26	32	32	–
Pretty much true	35	35	35	–
Very much true	28	18	19	–
<i>who listens to me when I have something to say.</i>				
Not at all true	9	9	10	–
A little true	23	29	27	–
Pretty much true	35	42	40	–
Very much true	32	20	23	–

*Question HS/MS A.34, 36, 38: At my school, there is a teacher or some other adult... who really cares about me...
who notices when I am not there... who listens to me when I have something to say.*

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

Table A4.7

High Expectations Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
High expectations-adults in school				
<i>Average Scale Score</i>	3.13	2.87	2.83	–
<i>At my school, there is a teacher or some other adult...</i>				
who tells me when I do a good job.				
Not at all true	6	11	10	–
A little true	22	24	26	–
Pretty much true	40	44	46	–
Very much true	32	21	19	–
who always wants me to do my best.				
Not at all true	4	7	8	–
A little true	13	24	22	–
Pretty much true	34	38	41	–
Very much true	49	32	28	–
who believes that I will be a success.				
Not at all true	7	7	8	–
A little true	17	25	24	–
Pretty much true	32	36	39	–
Very much true	44	31	29	–

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A4.8
Meaningful Participation Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Meaningful participation at school				
<i>Average Scale Score</i>	2.32	2.22	2.23	–
At school...				
I do interesting activities.				
Not at all true	15	17	19	–
A little true	32	32	31	–
Pretty much true	30	31	31	–
Very much true	23	20	19	–
I help decide things like class activities or rules.				
Not at all true	35	41	38	–
A little true	33	30	31	–
Pretty much true	21	21	20	–
Very much true	11	9	10	–
I do things that make a difference.				
Not at all true	24	30	29	–
A little true	38	36	35	–
Pretty much true	23	23	25	–
Very much true	15	11	10	–

Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

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

Table A4.9***School Connectedness Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
School Connectedness				
<i>Average Scale Score</i>	3.56	3.52	3.42	–
I feel close to people at this school.				
Strongly disagree	4	6	8	–
Disagree	6	6	6	–
Neither disagree nor agree	26	27	36	–
Agree	44	43	36	–
Strongly agree	21	18	14	–
I am happy to be at this school.				
Strongly disagree	6	6	7	–
Disagree	7	7	8	–
Neither disagree nor agree	25	28	34	–
Agree	39	40	35	–
Strongly agree	23	19	16	–
I feel like I am part of this school.				
Strongly disagree	7	6	8	–
Disagree	10	9	8	–
Neither disagree nor agree	32	37	38	–
Agree	35	35	37	–
Strongly agree	16	14	10	–
The teachers at this school treat students fairly.				
Strongly disagree	7	6	6	–
Disagree	9	9	10	–
Neither disagree nor agree	27	31	34	–
Agree	35	41	40	–
Strongly agree	21	13	11	–
I feel safe in my school.				
Strongly disagree	8	5	5	–
Disagree	10	8	7	–
Neither disagree nor agree	31	33	34	–
Agree	34	41	42	–
Strongly agree	17	13	13	–

Question HS/MS A.21-25: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A4.10
Parent Involvement Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Parent Involvement in School				
<i>Average Scale Score</i>	3.67	3.50	3.43	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	6	7	–
Disagree	5	8	8	–
Neither disagree nor agree	22	26	35	–
Agree	41	45	37	–
Strongly agree	27	16	13	–
Parents feel welcome to participate at this school.				
Strongly disagree	5	4	5	–
Disagree	4	5	5	–
Neither disagree nor agree	31	37	39	–
Agree	38	38	37	–
Strongly agree	21	16	13	–
School staff takes parent concerns seriously.				
Strongly disagree	5	6	6	–
Disagree	7	7	9	–
Neither disagree nor agree	33	40	37	–
Agree	39	37	37	–
Strongly agree	17	11	11	–

Question HS/MS A.27-29: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

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

Table A4.11***Academic Motivation Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Academic Motivation				
<i>Average Scale Score</i>	4.12	3.96	3.94	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	2	3	–
Disagree	1	3	2	–
Neither disagree nor agree	11	15	19	–
Agree	41	47	47	–
Strongly agree	45	32	30	–
I try hard at school because I am interested in my work.				
Strongly disagree	3	3	4	–
Disagree	5	4	4	–
Neither disagree nor agree	26	26	25	–
Agree	39	41	42	–
Strongly agree	28	25	25	–
I work hard to try to understand new things at school.				
Strongly disagree	2	2	2	–
Disagree	3	5	3	–
Neither disagree nor agree	16	17	22	–
Agree	43	48	45	–
Strongly agree	37	27	28	–
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	3	–
Disagree	1	2	2	–
Neither disagree nor agree	13	15	20	–
Agree	37	47	41	–
Strongly agree	47	33	35	–

Question HS/MS A.30-33: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

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

Table A4.12***Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	17	12	9	–
Disagree	24	14	15	–
Neither disagree nor agree	35	34	36	–
Agree	21	31	29	–
Strongly agree	4	9	11	–

Question HS/MS A.26: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	17	18	23	–
Safe	39	40	36	–
Neither safe nor unsafe	32	33	35	–
Unsafe	7	6	5	–
Very unsafe	5	3	2	–

Question HS A.89/MS A.79: How safe do you feel when you are at school?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	86	91	91	–
1 time	8	4	4	–
2 or more times	6	6	5	–
Religion				
0 times	92	94	96	–
1 time	4	3	2	–
2 or more times	4	3	2	–
Gender (being male or female)				
0 times	92	95	97	–
1 time	4	2	2	–
2 or more times	4	3	2	–
Because you are gay or lesbian or someone thought you were				
0 times	93	94	95	–
1 time	3	3	2	–
2 or more times	3	3	3	–
A physical or mental disability				
0 times	95	97	97	–
1 time	3	1	1	–
2 or more times	2	1	1	–
<i>Any of the above five bias-related reasons</i>	23	15	14	–
Any other reason				
0 times	83	90	89	–
1 time	7	5	6	–
2 or more times	10	6	5	–
<i>Any harassment</i>	30	21	19	–

Question HS A.105-110/MS A.96-101: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<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	61	74	73	–
1 time	19	13	13	–
2 to 3 times	9	8	7	–
4 or more times	11	6	8	–
had sexual jokes, comments, or gestures made to you?				
0 times	67	79	78	–
1 time	13	7	7	–
2 to 3 times	7	4	5	–
4 or more times	12	10	11	–
been made fun of because of your looks or the way you talk?				
0 times	68	79	79	–
1 time	14	9	8	–
2 to 3 times	6	5	7	–
4 or more times	12	8	6	–
been made fun of, insulted, or called names?				
0 times	67	81	85	–
1 time	14	8	5	–
2 to 3 times	6	4	4	–
4 or more times	13	7	6	–

Question HS A.93-95, 104/MS A.84-86, 95: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

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

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<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	62	80	86	—
1 time	18	11	7	—
2 to 3 times	10	4	3	—
4 or more times	10	4	4	—
been afraid of being beaten up?				
0 times	80	91	91	—
1 time	11	6	5	—
2 to 3 times	3	1	2	—
4 or more times	6	1	2	—
been in a physical fight?				
0 times	82	89	89	—
1 time	11	7	7	—
2 to 3 times	5	2	2	—
4 or more times	2	2	2	—
been threatened with harm or injury?				
0 times	90	95	96	—
1 time	6	2	3	—
2 to 3 times	2	2	1	—
4 or more times	2	1	1	—
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	97	97	—
1 time	3	2	1	—
2 to 3 times	0	1	1	—
4 or more times	1	1	1	—
been offered, sold, or given an illegal drug?				
0 times	89	83	82	—
1 time	6	9	7	—
2 to 3 times	3	5	7	—
4 or more times	1	4	4	—

Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	80	86	89	–
1 time	11	7	8	–
2 to 3 times	5	4	2	–
4 or more times	4	3	1	–
Damaged school property on purpose				
0 times	93	95	95	–
1 time	5	4	2	–
2 to 3 times	1	1	2	–
4 or more times	1	1	1	–

Question HS A.96, 98/MS A.87, 89: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	98	98	–
1 time	1	1	1	–
2 to 3 times	0	1	0	–
4 or more times	0	0	1	–
Carried any other weapon (such as a knife or club)				
0 times	97	97	96	–
1 time	2	2	2	–
2 to 3 times	1	0	2	–
4 or more times	1	1	1	–
Seen someone carrying a gun, knife, or other weapon				
0 times	87	89	90	–
1 time	9	6	6	–
2 to 3 times	3	3	3	–
4 or more times	1	2	2	–

Question HS A.99, 100, 102/MS A.90, 91, 93: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	15	28	39	–	A6.3
Current alcohol or drugs	8	16	21	–	A6.4
Current heavy drug uses	2	7	10	–	A6.4
Current heavy alcohol use (binge drinking)	2	5	6	–	A6.4
Current alcohol or drug use on school property	4	8	7	–	A6.9

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	10	21	32	–
Marijuana	5	17	27	–
Inhalants	4	4	4	–
Cocaine, Methamphetamine, or any amphetamines	na	2	5	–
Ecstasy, LSD, or other psychedelics	na	2	5	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	12	12	–

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	90	79	68	—
1 time	5	7	6	—
2 to 3 times	4	6	8	—
4 or more times	2	8	18	—
Marijuana				
0 times	95	83	73	—
1 time	2	4	5	—
2 to 3 times	2	4	7	—
4 or more times	2	10	16	—
Inhalants (to get “high”)				
0 times	96	96	96	—
1 time	2	1	1	—
2 to 3 times	1	1	2	—
4 or more times	1	1	2	—
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	98	95	—
1 time	na	1	2	—
2 to 3 times	na	0	1	—
4 or more times	na	1	2	—
Ecstasy, LSD, or other psychedelics				
0 times	na	98	95	—
1 time	na	1	2	—
2 to 3 times	na	1	2	—
4 or more times	na	1	1	—
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	96	94	94	—
1 time	2	2	1	—
2 to 3 times	1	1	2	—
4 or more times	1	3	3	—
Any of the above AOD use	15	28	39	—

Question HS A.46-49, 51, 56/MS A.47-49, 51: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	92	91	–
1 time	na	2	3	–
2 to 3 times	na	3	3	–
4 or more times	na	3	3	–
Diet Pills				
0 times	na	94	95	–
1 time	na	2	1	–
2 to 3 times	na	2	2	–
4 or more times	na	3	2	–
RitalinTM or AdderallTM or other prescription stimulant				
0 times	na	98	97	–
1 time	na	1	1	–
2 to 3 times	na	0	1	–
4 or more times	na	1	2	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	73	76	–
1 time	na	6	4	–
2 to 3 times	na	6	7	–
4 or more times	na	14	13	–

Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (VicodinTM, OxyContinTM, PercodanTM, LortabTM), tranquilizers, or sedatives (XanaxTM, AtivanTM)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... RitalinTM or AdderallTM (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

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

na—Not asked of middle school students.

Table A6.4***Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	5	11	15	–
Binge drinking (5 or more drinks in a row)	2	5	6	–
Marijuana	3	11	13	–
Inhalants	1	2	2	–
Prescription medications to get “high” or for reasons other than prescribed	na	4	3	–
Other drug, pill, or medicine to get “high” or for other than medical reasons	2	2	3	–
<i>Any drug use</i>	4	12	15	–
<i>Heavy drug use</i>	2	7	10	–
<i>Any AOD Use</i>	8	16	21	–
Two or more drugs at the same time	na	3	4	–

Question HS A.63-69/MS A.58-62: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription medications to get “high” or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only) and any other illegal drug/pill to get “high”).

na—Not asked of middle school students.

Table A6.5***Frequency of Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	95	89	85	–
1 or 2 days	4	7	10	–
3 to 9 days	0	3	3	–
10 to 19 days	0	0	1	–
20 or more days	0	1	1	–
Binge drinking (5 or more drinks in a row)				
0 days	98	95	94	–
1 or 2 days	1	4	4	–
3 to 9 days	0	0	1	–
10 to 19 days	0	1	0	–
20 or more days	0	0	1	–
Marijuana				
0 days	97	89	87	–
1 or 2 days	1	5	5	–
3 to 9 days	1	2	4	–
10 to 19 days	0	1	2	–
20 or more days	0	2	2	–

Question HS A.63-65/MS A.58-60: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

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

Table A6.6***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	92	84	–
1 to 2 times	2	5	10	–
3 to 6 times	1	1	4	–
7 or more times	0	2	2	–
“High” (loaded, stoned, or wasted) from using drugs				
0 times	96	86	77	–
1 to 2 times	2	5	8	–
3 to 6 times	1	3	5	–
7 or more times	1	6	10	–
Very drunk or “high” 7 or more times	1	7	10	–

Question HS A.57, 58/MS A.52, 53: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A6.7***Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don’t use	na	88	82	–
0 times	na	9	12	–
1 time	na	2	5	–
2 to 3 times	na	1	1	–
4 or more times	na	0	1	–
Marijuana				
Does not apply, don’t use	na	86	80	–
0 times	na	8	13	–
1 time	na	3	4	–
2 to 3 times	na	2	2	–
4 or more times	na	2	1	–

Question HS A.86, 87: How many times have you tried to quit or stop using... alcohol... marijuana?

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

na—Not asked of middle school students.

Table A6.8
Drinking While Driving, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	93	91	—
1 time	na	3	2	—
2 times	na	1	2	—
3 to 6 times	na	2	2	—
7 or more times	na	1	3	—
Have ridden in a car driven by someone who had been drinking				
Never	76	na	na	na
1 time	9	na	na	na
2 times	5	na	na	na
3 to 6 times	4	na	na	na
7 or more times	5	na	na	na

Question HS A.88/MS A.78: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

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

na—Not asked of middle/high school students.

Table A6.9***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	97	95	96	–
1 to 2 days	2	4	2	–
3 or more days	0	1	2	–
Marijuana				
0 days	98	95	95	–
1 to 2 days	1	2	3	–
3 or more days	1	3	2	–
Any other drug, pill, or medicine to get “high” or for other than medical reasons?				
0 days	98	98	98	–
1 to 2 days	1	1	1	–
3 or more days	0	1	1	–
Any of the above	4	8	7	–

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get “high” or for other than medical reasons?

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

Table A6.10***Lifetime Drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	97	93	89	–
1 to 2 times	2	3	5	–
3 to 6 times	0	1	2	–
7 or more times	0	2	4	–

Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A6.11***Perceived Harm and Availability***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Alcohol - drink occasionally				
Great	29	34	40	–
Moderate	19	20	22	–
Slight	13	15	14	–
None	40	30	23	–
Alcohol - 5 or more drinks once or twice a week				
Great	41	43	51	–
Moderate	13	15	19	–
Slight	8	13	6	–
None	38	29	23	–
Marijuana - smoke occasionally				
Great	34	36	36	–
Moderate	18	18	17	–
Slight	10	15	16	–
None	38	31	32	–
Marijuana - smoke once or twice a week				
Great	36	38	37	–
Moderate	16	16	16	–
Slight	10	14	16	–
None	38	31	31	–
<i>Perceived Difficulty of Obtaining...</i>				
Alcohol				
Very difficult	19	12	10	–
Fairly difficult	13	9	8	–
Fairly easy	13	20	20	–
Very easy	9	21	29	–
Don't know	46	39	33	–
Marijuana				
Very difficult	22	11	8	–
Fairly difficult	8	7	7	–
Fairly easy	13	17	19	–
Very easy	11	30	36	–
Don't know	45	35	30	–

Question HS A.78-81, 83, 84/MS A.71-74, 76, 77: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	4	10	—	A7.2
Current cigarette smoking [‡]	1	1	2	—	A7.3
Current cigarette smoking at school [‡]	1	1	1	—	A7.4
Ever tried smokeless tobacco	2	3	3	—	A7.2
Current smokeless tobacco use [‡]	1	1	1	—	A7.3
Current smokeless tobacco use at school [‡]	1	1	1	—	A7.4
Ever used electronic cigarettes or other vaping device	8	16	24	—	A7.2
Current use of electronic cigarettes or other vaping device [‡]	3	6	7	—	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	2	3	2	—	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	4	—	A7.5
Attitudes and Correlates					
Occasional smoking great harm	31	40	45	—	A7.6
Smoking 1-2 packs per day great harm	44	49	60	—	A7.6
Very easy to obtain cigarettes	8	18	19	—	A7.6

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

[‡]Past 30 days; na—Not asked of middle school students.

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	97	na	na	na
1 time	1	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	98	96	90	–
1 time	0	2	4	–
2 to 3 times	1	1	3	–
4 or more times	1	1	3	–
Smokeless tobacco				
0 times	98	97	97	–
1 time	1	2	1	–
2 to 3 times	1	1	1	–
4 or more times	0	0	1	–
An electronic cigarette or other vaping device				
0 times	92	84	76	–
1 time	3	7	6	–
2 to 3 times	3	4	10	–
4 or more times	2	5	8	–

Question HS A.43-45/MS A.43-46: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	1	2	–
Daily (20 or more days)	0	0	0	–
Smokeless Tobacco				
Any	1	1	1	–
Daily (20 or more days)	0	0	0	–
Electronic cigarettes or other vaping device				
Any	3	6	7	–
Daily (20 or more days)	0	0	0	–

Question HS A.60-62/MS A.55-57: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	99	99	99	–
1 or 2 days	1	1	1	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Smokeless Tobacco				
0 days	99	99	99	–
1 or 2 days	0	1	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Electronic cigarettes or other vaping device				
0 days	98	97	98	–
1 or 2 days	2	1	1	–
3 to 9 days	0	1	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	1	–

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	94	91	—
0 times	na	4	5	—
1 time	na	1	1	—
2 to 3 times	na	0	1	—
4 or more times	na	1	2	—

Question HS A.85: How many times have you tried to quit or stop using cigarettes?

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

na—Not asked of middle school students.

Table A7.6***Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Smoke cigarettes occasionally				
Great	31	40	45	—
Moderate	20	17	22	—
Slight	12	13	7	—
None	37	30	25	—
Smoke 1-2 packs of cigarettes a day				
Great	44	49	60	—
Moderate	11	10	12	—
Slight	7	10	4	—
None	38	30	24	—
<i>Perceived Difficulty of Obtaining...</i>				
Cigarettes				
Very difficult	18	14	12	—
Fairly difficult	13	10	9	—
Fairly easy	13	16	20	—
Very easy	8	18	19	—
Don't know	48	42	40	—

Question HS A.76, 77, 82/MS A.69, 70, 75: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	79	82	85	–
1 time	11	8	7	–
2 to 3 times	5	6	3	–
4 or more times	5	4	4	–

Question HS A.111/MS A.102: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, Instagram™, Snapchat™, email, instant message)?

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

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	54	na	na	na
1 day	15	na	na	na
2 days	8	na	na	na
3 days	5	na	na	na
4 days	2	na	na	na
5 days	15	na	na	na

Question MS A.80: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A8.3***Eating of Breakfast***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	30	34	36	–
Yes	70	66	64	–

Question HS A.115/MS A.105: Did you eat breakfast today?

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

Table A8.4***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	75	73	69	–
Yes	25	27	31	–

Question HS A.113/MS A.104: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	92	90	–
Yes	na	8	10	–

Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?

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

na—Not asked of middle school students.

Table A8.6***Gang Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	94	96	–
Yes	5	6	4	–

Question HS A.112/MS A.103: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Academic Motivation by Race/Ethnicity - 7th Grade

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	31	41	48	42	42	41	30
Caring adults in school	29	33	43	40	53	44	30
High expectations-adults in school	46	64	61	62	67	58	46
Meaningful participation at school	15	12	17	17	29	15	14
<i>School Connectedness</i>	47	41	58	38	69	61	43
<i>Parent Involvement in School</i>	44	42	62	52	58	51	42
<i>Academic Motivation</i>	37	50	51	33	52	50	39

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

Table A9.2

School Supports and Academic Motivation by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	22	18	21	44	42	32	23
Caring adults in school	19	13	22	48	28	27	20
High expectations-adults in school	33	19	30	43	58	33	30
Meaningful participation at school	10	5	19	33	24	24	10
<i>School Connectedness</i>	45	50	43	35	64	49	46
<i>Parent Involvement in School</i>	39	17	26	47	43	40	34
<i>Academic Motivation</i>	30	21	33	33	49	26	30

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

Table A9.3***School Supports and Academic Motivation by Race/Ethnicity - 11th Grade***

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	22	15	39	16	0	24	20
Caring adults in school	24	15	35	11	13	24	22
High expectations-adults in school	32	41	45	23	13	37	32
Meaningful participation at school	13	16	33	5	7	17	12
<i>School Connectedness</i>	40	61	49	23	26	49	32
<i>Parent Involvement in School</i>	37	31	55	27	25	49	34
<i>Academic Motivation</i>	30	16	53	33	20	32	27

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

Table A9.4***School Supports and Academic Motivation by Race/Ethnicity - Non-Traditional***

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	—	—	—	—	—	—	—
Caring adults in school	—	—	—	—	—	—	—
High expectations-adults in school	—	—	—	—	—	—	—
Meaningful participation at school	—	—	—	—	—	—	—
<i>School Connectedness</i>	—	—	—	—	—	—	—
<i>Parent Involvement in School</i>	—	—	—	—	—	—	—
<i>Academic Motivation</i>	—	—	—	—	—	—	—

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

Table A9.5***Perceived Safety at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Feel safe or very safe at school				
Hispanic or Latino	55	59	60	–
American Indian or Alaska Native	50	54	70	–
Asian	66	48	62	–
Black or African American	52	53	39	–
Native Hawaiian or Pacific Islander	61	57	0	–
White	63	69	65	–
Mixed (two or more) races	54	60	55	–

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

Table A9.6***Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Harassment or bullying due to five bias-related reasons^A				
Hispanic or Latino	20	15	12	–
American Indian or Alaska Native	14	13	0	–
Asian	40	24	26	–
Black or African American	21	14	15	–
Native Hawaiian or Pacific Islander	20	18	0	–
White	25	5	14	–
Mixed (two or more) races	23	18	16	–

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

^A*Bias-related reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.*

Table A9.7***Any Harassment or Bullying by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Were harassed or bullied at school				
Hispanic or Latino	27	21	18	–
American Indian or Alaska Native	14	21	0	–
Asian	45	29	27	–
Black or African American	26	19	24	–
Native Hawaiian or Pacific Islander	20	18	30	–
White	29	15	22	–
Mixed (two or more) races	31	23	19	–

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

Table A9.8***Current Alcohol Use at School by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol at school				
Hispanic or Latino	3	6	4	–
American Indian or Alaska Native	0	5	0	–
Asian	1	0	7	–
Black or African American	3	4	2	–
Native Hawaiian or Pacific Islander	0	0	0	–
White	1	10	7	–
Mixed (two or more) races	4	6	5	–

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

Table A9.9***Current Cigarette Smoking by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	1	1	2	–
American Indian or Alaska Native	0	0	0	–
Asian	0	0	0	–
Black or African American	3	1	0	–
Native Hawaiian or Pacific Islander	0	0	13	–
White	0	2	1	–
Mixed (two or more) races	1	2	3	–

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

Table A9.10***Current Alcohol Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol in the past 30 days				
Hispanic or Latino	6	12	15	–
American Indian or Alaska Native	7	38	0	–
Asian	5	8	3	–
Black or African American	3	2	9	–
Native Hawaiian or Pacific Islander	6	0	13	–
White	4	14	17	–
Mixed (two or more) races	6	11	20	–

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

Table A9.11***Current Marijuana Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Used marijuana in the past 30 days				
Hispanic or Latino	3	10	14	–
American Indian or Alaska Native	0	47	4	–
Asian	2	8	8	–
Black or African American	7	6	9	–
Native Hawaiian or Pacific Islander	0	8	26	–
White	1	11	13	–
Mixed (two or more) races	4	10	15	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Felt so sad or hopeless almost everyday for two weeks or more				
Hispanic or Latino	26	29	31	–
American Indian or Alaska Native	32	12	0	–
Asian	31	30	33	–
Black or African American	22	17	34	–
Native Hawaiian or Pacific Islander	27	22	42	–
White	18	25	33	–
Mixed (two or more) races	27	31	34	–

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

10. Gender Breakdowns

Table A10.1

School Supports and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports	36	33	22	27	22	24	—	—
Caring adults in school	35	32	19	25	21	28	—	—
High expectations-adults in school	53	49	33	35	32	32	—	—
Meaningful participation at school	14	16	8	15	14	12	—	—
<i>School Connectedness</i>	47	49	40	49	34	46	—	—
<i>Parent Involvement in School</i>	49	44	35	39	33	42	—	—
<i>Academic Motivation</i>	45	37	36	25	34	28	—	—

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

Table A10.2

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

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school	55	56	56	60	57	60	–	–
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the five bias-related reasons	25	20	15	15	14	13	–	–
harassed/bullied for any reasons	33	25	24	17	20	18	–	–
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	2	3	8	3	5	4	–	–
smoke cigarettes	1	1	1	1	1	3	–	–
have at least one drink of alcohol	6	4	15	8	17	13	–	–
use marijuana	3	3	12	9	15	11	–	–
Mental Health								
Chronic sad or hopeless feelings, past 12 months	34	16	34	21	37	25	–	–

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

Appendix

2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Alexander Hamilton Senior High		25		
Andrew Carnegie Middle	100			
Arleta High		100	33	
Barack Obama Global Preparation Academy	64			
Canoga Park Senior High			41	
Cesar E. Chavez Learning Academies-ASE		47		
Charles Drew Middle	80			
Charles Maclay Middle	88			
Christopher Columbus Middle	96			
Crenshaw STEMM Magnet				
Edwin Markham Middle	100			
El Sereno Middle	84			
Felicitas and Gonzalo Mendez High				
Francisco Sepulveda Middle	100			
Gardena Senior High			100	
Glenn Hammond Curtiss Middle	95			
Helen Bernstein High			64	
Huntington Park Senior High		72	61	
James A. Garfield Senior High		100	85	
John Adams Middle	98			
John Marshall Senior High		100	20	
John Muir Middle	98			
Joseph Le Conte Middle	90			
Los Angeles Academy Middle	93			
Los Angeles Senior High		85	100	
Manual Arts Senior High		94	73	
Mark Twain Middle	98			
Nathaniel Narbonne Senior High		100	56	

Notes: Response rates are presented by grade level. Eligible schools contain secondary schools that were randomly selected at school-level in the district.

2016-17 CHKS Secondary Survey Response Rates - Continued

Eligible Schools	7th %	9th %	11th %	NT %
Olive Vista Middle	97			
Patrick Henry Middle	81			
Phineas Banning Senior High		100	76	
Porter Ranch Community	94			
Reseda Senior High		100	74	
STEM Academy at Bernstein High			80	
School for the Visual Arts and Humanities		71	55	
Stephen M. White Middle	100			
Sun Valley High		100	100	
Thomas Jefferson Senior High		58	64	
Walnut Park Middle School STEM Academy	100			
Walter Reed Middle	46			
West Adams Preparatory High		77	76	
Woodland Hills Academy	100			

Notes: Response rates are presented by grade level. Eligible schools contain secondary schools that were randomly selected at school-level in the district.