

CALIFORNIA HEALTHY KIDS SURVEY



Plaza Elementary 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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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).
- The Appendix 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.

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	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	25	25	20
Final number	1	23	13
Response Rate	4%	92%	65%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness [†]		50	29	A4.6
Academic motivation [†]		54	40	A4.6
Chronic truancy (twice a month or more often) [§]		0	8	A4.2
Caring adult relationships [‡]		62	37	A4.5
High expectations [‡]		64	49	A4.5
Meaningful participation [‡]		43	6	A4.5
Facilities upkeep		30	31	A4.13
School Safety and Substance Use				
School perceived as very safe or safe		91	62	A5.1
Experienced any harassment or bullying [§]		26	46	A5.2
Had mean rumors or lies spread about you [§]		30	62	A5.3
Been afraid of being beaten up [§]		4	0	A5.4
Been in a physical fight [§]		4	23	A5.4
Seen a weapon on campus [§]		0	15	A5.6
Been drunk or “high” on drugs at school, ever		0	0	A6.9
Mental and Physical Health				
Current alcohol or drug use [¶]		4	38	A6.5
Current binge drinking [¶]		0	15	A6.5
Very drunk or “high” 7 or more times		0	0	A6.7
Current cigarette smoking [¶]		0	0	A7.3
Current electronic cigarette use [¶]		0	0	A7.3
Experienced chronic sadness/hopelessness [§]		0	54	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 6 %	Grade 7 %	Grade 8 %
Male		52	50
Female		48	50

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 6 %	Grade 7 %	Grade 8 %
No		64	77
Yes		36	23

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 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native		4	0
Asian		0	9
Black or African American		0	0
Native Hawaiian or Pacific Islander		0	0
White		52	64
Mixed (two or more) races		43	27

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 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian		96	92
Other relative's home		4	0
A home with more than one family		0	0
Friend's home		0	0
Foster home, group care, or waiting placement		0	8
Hotel or motel		0	0
Shelter, car, campground, or other transitional or temporary housing		0	0
Other living arrangement		0	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 6 %	Grade 7 %	Grade 8 %
Did not finish high school		0	15
Graduated from high school		13	23
Attended college but did not complete four-year degree		39	8
Graduated from college		30	38
Don't know		17	15

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 6 %	Grade 7 %	Grade 8 %
No		52	38
Yes		35	46
Don't know		13	15

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No		83	85
Yes		0	0
Don't know		17	15

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
English		83	77
Spanish		17	15
Mandarin		0	0
Cantonese		0	0
Taiwanese		0	0
Tagalog		0	0
Vietnamese		0	0
Korean		0	0
Other		0	8

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
How well do you...			
understand English?			
Very well		96	92
Well		4	8
Not well		0	0
Not at all		0	0
speak English?			
Very well		100	77
Well		0	15
Not well		0	0
Not at all		0	8
read English?			
Very well		87	85
Well		9	15
Not well		4	0
Not at all		0	0
write English?			
Very well		87	77
Well		9	23
Not well		4	0
Not at all		0	0
English Language Proficiency Status			
Proficient		91	77
Not proficient		9	23

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How well do you...</i>			
understand English?			
Very well			
Well			
Not well			
Not at all			
speak English?			
Very well			
Well			
Not well			
Not at all			
read English?			
Very well			
Well			
Not well			
Not at all			
write English?			
Very well			
Well			
Not well			
Not at all			
<i>English Language Proficiency Status</i>			
Proficient			
Not proficient			

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.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
0 days		57	54
1 day		4	0
2 days		0	0
3 days		9	8
4 days		0	15
5 days		30	23

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 6 %	Grade 7 %	Grade 8 %
No		100	100
Yes		0	0
Don't know		0	0

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 6 %	Grade 7 %	Grade 8 %
Straight (not gay)		96	92
Gay or Lesbian		0	0
Bisexual		0	8
I am not sure yet		0	0
Something else		0	0
Decline to respond		4	0

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 6 %	Grade 7 %	Grade 8 %
No, I am not transgender		96	92
Yes, I am transgender		0	0
I am not sure if I am transgender		0	0
Decline to respond		4	8

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 Engagements

Table A4.1
Grades, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's		9	23
A's and B's		48	31
Mostly B's		9	8
B's and C's		35	38
Mostly C's		0	0
C's and D's		0	0
Mostly D's		0	0
Mostly F's		0	0

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

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

Table A4.2
Truancy, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
0 times		91	69
1-2 times		9	8
A few times		0	15
Once a month		0	0
Twice a month		0	8
Once a week		0	0
More than once a week		0	0

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 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days		57	85
1 day		35	8
2 days		9	8
3 or more days		0	0

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 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school		57	69
Illness (feeling physically sick), including problems with breathing or your teeth		30	15
Were being bullied or mistreated at school		0	0
Felt very sad, hopeless, anxious, stressed, or angry		0	0
Didn't get enough sleep		0	0
Didn't feel safe at school or going to and from school		0	0
Had to take care of or help a family member or friend		4	0
Wanted to spend time with friends		0	0
Use alcohol or drugs		0	0
Were behind in schoolwork or weren't prepared for a test or class assignment		0	0
Were bored or uninterested in school		0	0
Had no transportation to school		0	0
Other reason		9	23

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 6 %	Grade 7 %	Grade 8 %	Table
Total school supports				
<i>Average Reporting “Very much true”</i>		56	31	
High		74	31	
Moderate		22	62	
Low		4	8	
Caring adults in school				
<i>Average Reporting “Very much true”</i>		62	37	A4.7
High		70	38	
Moderate		30	54	
Low		0	8	
High expectations-adults in school				
<i>Average Reporting “Very much true”</i>		64	49	A4.8
High		74	54	
Moderate		22	46	
Low		4	0	
Meaningful participation at school				
<i>Average Reporting “Very much true”</i>		43	6	A4.9
High		48	8	
Moderate		35	46	
Low		17	46	

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 6 %	Grade 7 %	Grade 8 %	Table
School Connectedness				
<i>Average Reporting “Strongly agree”</i>		50	29	A4.10
High		87	54	
Moderate		9	46	
Low		4	0	
Academic Motivation				
<i>Average Reporting “Strongly agree”</i>		54	40	A4.11
High		61	38	
Moderate		35	38	
Low		4	23	
Parent Involvement in School				
<i>Average Reporting “Strongly agree”</i>		51	36	A4.12
High		83	62	
Moderate		9	31	
Low		9	8	

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 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
<i>Average Reporting “Very much true”</i>		62	37
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>			
Not at all true		0	15
A little true		9	15
Pretty much true		35	31
Very much true		57	38
<i>who notices when I’m not there.</i>			
Not at all true		0	0
A little true		9	42
Pretty much true		23	17
Very much true		68	42
<i>who listens to me when I have something to say.</i>			
Not at all true		4	0
A little true		9	31
Pretty much true		26	38
Very much true		61	31

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 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average Reporting “Very much true”</i>		64	49
<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		0	0
A little true		17	8
Pretty much true		30	62
Very much true		52	31
<i>who always wants me to do my best.</i>			
Not at all true		0	0
A little true		9	15
Pretty much true		17	31
Very much true		74	54
<i>who believes that I will be a success.</i>			
Not at all true		4	8
A little true		4	23
Pretty much true		26	8
Very much true		65	62

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 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average Reporting “Very much true”</i>		43	6
<i>At school...</i>			
I do interesting activities.			
Not at all true		4	23
A little true		9	38
Pretty much true		39	31
Very much true		48	8
I help decide things like class activities or rules.			
Not at all true		13	38
A little true		13	38
Pretty much true		26	8
Very much true		48	15
I do things that make a difference.			
Not at all true		9	31
A little true		17	38
Pretty much true		26	23
Very much true		48	8
I have a say in how things work.			
Not at all true		22	31
A little true		13	54
Pretty much true		35	15
Very much true		30	0
I help decide school activities or rules.			
Not at all true		26	77
A little true		26	15
Pretty much true		9	8
Very much true		39	0

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 6 %	Grade 7 %	Grade 8 %
School Connectedness			
<i>Average Reporting “Strongly agree”</i>		50	29
I feel close to people at this school.			
Strongly disagree		4	0
Disagree		0	0
Neither disagree nor agree		9	23
Agree		39	62
Strongly agree		48	15
I am happy to be at this school.			
Strongly disagree		4	8
Disagree		4	23
Neither disagree nor agree		17	31
Agree		26	15
Strongly agree		48	23
I feel like I am part of this school.			
Strongly disagree		0	0
Disagree		0	15
Neither disagree nor agree		5	31
Agree		45	31
Strongly agree		50	23
The teachers at this school treat students fairly.			
Strongly disagree		9	0
Disagree		0	8
Neither disagree nor agree		4	23
Agree		57	23
Strongly agree		30	46
I feel safe in my school.			
Strongly disagree		4	0
Disagree		0	0
Neither disagree nor agree		4	38
Agree		17	23
Strongly agree		74	38

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 6 %	Grade 7 %	Grade 8 %
Academic Motivation			
<i>Average Reporting “Strongly agree”</i>		54	40
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree		4	0
Disagree		0	0
Neither disagree nor agree		0	23
Agree		35	31
Strongly agree		61	46
I try hard at school because I am interested in my work.			
Strongly disagree		0	15
Disagree		4	0
Neither disagree nor agree		17	38
Agree		39	15
Strongly agree		39	31
I work hard to try to understand new things at school.			
Strongly disagree		4	8
Disagree		0	0
Neither disagree nor agree		0	15
Agree		39	46
Strongly agree		57	31
I am always trying to do better in my schoolwork.			
Strongly disagree		4	8
Disagree		0	0
Neither disagree nor agree		0	8
Agree		35	31
Strongly agree		61	54

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 6 %	Grade 7 %	Grade 8 %
Parent Involvement in School			
<i>Average Reporting “Strongly agree”</i>		51	36
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree		9	0
Disagree		0	15
Neither disagree nor agree		9	8
Agree		26	38
Strongly agree		57	38
Parents feel welcome to participate at this school.			
Strongly disagree		4	0
Disagree		4	0
Neither disagree nor agree		4	31
Agree		35	31
Strongly agree		52	38
School staff takes parent concerns seriously.			
Strongly disagree		9	0
Disagree		0	15
Neither disagree nor agree		13	23
Agree		35	31
Strongly agree		43	31

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 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree		9	8
Disagree		9	8
Neither disagree nor agree		17	31
Agree		35	23
Strongly agree		30	31

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 6 %	Grade 7 %	Grade 8 %
Very safe		65	15
Safe		26	46
Neither safe nor unsafe		4	38
Unsafe		4	0
Very unsafe		0	0

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 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times		87	62
1 time		9	23
2 or more times		4	15
Religion			
0 times		91	85
1 time		4	15
2 or more times		4	0
Gender (being male or female)			
0 times		100	92
1 time		0	8
2 or more times		0	0
Because you are gay or lesbian or someone thought you were			
0 times		91	92
1 time		9	8
2 or more times		0	0
A physical or mental disability			
0 times		100	85
1 time		0	15
2 or more times		0	0
You are an immigrant or someone thought you were			
0 times		96	77
1 time		4	15
2 or more times		0	8
Any of the above six reasons		22	38

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 6 %	Grade 7 %	Grade 8 %
Any other reason			
0 times		91	69
1 time		4	23
2 or more times		4	8
Any harassment		26	46

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 6 %	Grade 7 %	Grade 8 %
<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		70	38
1 time		9	23
2 to 3 times		13	31
4 or more times		9	8
had sexual jokes, comments, or gestures made to you?			
0 times		83	69
1 time		9	8
2 to 3 times		0	8
4 or more times		9	15
been made fun of because of your looks or the way you talk?			
0 times		70	54
1 time		22	15
2 to 3 times		4	15
4 or more times		4	15
been made fun of, insulted, or called names?			
0 times		78	54
1 time		9	15
2 to 3 times		9	8
4 or more times		4	23

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 6 %	Grade 7 %	Grade 8 %
<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		87	54
1 time		4	23
2 to 3 times		4	8
4 or more times		4	15
been afraid of being beaten up?			
0 times		96	100
1 time		4	0
2 to 3 times		0	0
4 or more times		0	0
been threatened with harm or injury?			
0 times		96	92
1 time		4	8
2 to 3 times		0	0
4 or more times		0	0
been in a physical fight?			
0 times		96	77
1 time		4	15
2 to 3 times		0	8
4 or more times		0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times		100	92
1 time		0	8
2 to 3 times		0	0
4 or more times		0	0
been offered, sold, or given an illegal drug?			
0 times		100	100
1 time		0	0
2 to 3 times		0	0
4 or more times		0	0

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 6 %	Grade 7 %	Grade 8 %
Had your property stolen or deliberately damaged			
0 times		91	92
1 time		9	8
2 to 3 times		0	0
4 or more times		0	0
Damaged school property on purpose			
0 times		91	92
1 time		9	8
2 to 3 times		0	0
4 or more times		0	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 6 %	Grade 7 %	Grade 8 %
Carried a gun			
0 times		100	100
1 time		0	0
2 to 3 times		0	0
4 or more times		0	0
Carried any other weapon (such as a knife or club)			
0 times		96	92
1 time		4	0
2 to 3 times		0	0
4 or more times		0	8
Seen someone carrying a gun, knife, or other weapon			
0 times		100	85
1 time		0	15
2 to 3 times		0	0
4 or more times		0	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 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get “high” [†]		4	46	A6.2
Lifetime alcohol or drugs (any use)		4	46	A6.2
Lifetime very drunk or high (7 or more times)		0	0	A6.7
Lifetime drinking and driving involvement		22	62	A6.11
Current alcohol or drugs		4	38	A6.5
Current heavy drug uses		0	0	A6.5
Current heavy alcohol use (binge drinking)		0	15	A6.5
Current alcohol or drug use on school property		0	8	A6.8
Harmfulness of occasional marijuana use [‡]		39	23	A6.11
Difficulty of obtaining marijuana [§]		23	8	A6.12

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 6 %	Grade 7 %	Grade 8 %
Alcohol		4	31
Marijuana		0	8
Inhalants		0	23
Any other drug, pill, or medicine to get “high”		0	0
Any of the above AOD use		4	46
Any illicit AOD use to get “high”[†]		4	46

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times		96	69
1 time		0	0
2 to 3 times		0	0
4 or more times		4	31
Marijuana (smoke, vape, eat, or drink)			
0 times		100	92
1 time		0	0
2 to 3 times		0	8
4 or more times		0	0
Inhalants			
0 times		100	77
1 time		0	23
2 to 3 times		0	0
4 or more times		0	0
Any other drug, pill, or medicine to get “high” or for other than medical reasons			
0 times		100	100
1 time		0	0
2 to 3 times		0	0
4 or more times		0	0

Question HS A.49-51, 60/MS A.50-52, 54: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... 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 6 %	Grade 7 %	Grade 8 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>			
Smoke it?			
0 times		100	92
1 time		0	8
2 to 3 times		0	0
4 or more times		0	0
In an electronic or e-cigarette or other vaping device?			
0 times		100	92
1 time		0	0
2 to 3 times		0	8
4 or more times		0	0
Eat or drink it in products made with marijuana?			
0 times		100	100
1 time		0	0
2 to 3 times		0	0
4 or more times		0	0

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)		4	38
Binge drinking (5 or more drinks in a row)		0	15
Marijuana (smoke, vape, eat, or drink)		0	0
Inhalants		0	0
Other drug, pill, or medicine to get “high” or for reasons other than medical		0	0
<i>Any drug use</i>		0	0
<i>Heavy drug use</i>		0	0
<i>Any AOD Use</i>		4	38

Question HS A.70-73, 75/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”)... any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days		96	62
1 or 2 days		4	31
3 to 9 days		0	8
10 to 19 days		0	0
20 or more days		0	0
Binge drinking (5 or more drinks in a row)			
0 days		100	85
1 or 2 days		0	15
3 to 9 days		0	0
10 to 19 days		0	0
20 or more days		0	0
Marijuana (smoke, vape, eat, or drink)			
0 days		100	100
1 or 2 days		0	0
3 to 9 days		0	0
10 to 19 days		0	0
20 or more days		0	0

Question HS A.70-72/MS A.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 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times		96	100
1 to 2 times		4	0
3 to 6 times		0	0
7 or more times		0	0
“High” (loaded, stoned, or wasted) from using drugs			
0 times		100	100
1 to 2 times		0	0
3 to 6 times		0	0
7 or more times		0	0
Very drunk or “high” 7 or more times		0	0

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 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days		100	100
1 to 2 days		0	0
3 or more days		0	0
Marijuana (smoke, vape, eat, or drink)			
0 days		100	92
1 to 2 days		0	8
3 or more days		0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical?			
0 days		100	100
1 to 2 days		0	0
3 or more days		0	0
Any of the above		0	8

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 6 %	Grade 7 %	Grade 8 %
0 times		100	100
1 to 2 times		0	0
3 to 6 times		0	0
7 or more times		0	0

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
Drinking While Driving, Lifetime

	Grade 6 %	Grade 7 %	Grade 8 %
Have ridden in a car driven by someone who had been using alcohol or drugs			
Never		78	38
1 time		13	15
2 times		0	8
3 to 6 times		4	8
7 or more times		4	31

Question MS A.87: In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

Table A6.11***Perceived Harm of AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great		13	0
Moderate		13	15
Slight		30	38
None		43	46
Alcohol - 5 or more drinks once or twice a week			
Great		22	23
Moderate		30	23
Slight		9	31
None		39	23
Marijuana - use occasionally			
Great		39	23
Moderate		22	8
Slight		4	38
None		35	31
Marijuana - use daily			
Great		61	54
Moderate		4	8
Slight		0	8
None		35	31

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 A6.12***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult		14	8
Fairly difficult		9	8
Fairly easy		18	15
Very easy		23	38
Don't know		36	31
Marijuana			
Very difficult		23	8
Fairly difficult		5	8
Fairly easy		9	15
Very easy		5	15
Don't know		59	54

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 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette		0	0	A7.2
Current cigarette smoking [†]		0	0	A7.3
Current cigarette smoking at school [†]		0	0	A7.4
Ever tried smokeless tobacco		0	8	A7.2
Current smokeless tobacco use [†]		0	0	A7.3
Current smokeless tobacco use at school [†]		0	0	A7.4
Ever used electronic cigarettes		4	8	A7.2
Current use of electronic cigarettes [†]		0	0	A7.3
Current use of electronic cigarettes at school [†]		0	0	A7.4
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking [‡]		17	38	A7.5
Harmfulness of smoking 1 or more packs/day [‡]		48	46	A7.5
Difficulty of obtaining cigarettes [§]		14	8	A7.7

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 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times		100	92
1 time		0	0
2 to 3 times		0	8
4 or more times		0	0
A whole cigarette			
0 times		100	100
1 time		0	0
2 to 3 times		0	0
4 or more times		0	0
Smokeless tobacco			
0 times		100	92
1 time		0	8
2 to 3 times		0	0
4 or more times		0	0
An electronic cigarette or other vaping device			
0 times		96	92
1 time		0	0
2 to 3 times		0	8
4 or more times		4	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any		0	0
Daily (20 or more days)		0	0
Smokeless tobacco			
Any		0	0
Daily (20 or more days)		0	0
Electronic cigarettes or other vaping device			
Any		0	0
Daily (20 or more days)		0	0

Question HS A.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 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days		100	100
1 or 2 days		0	0
3 to 9 days		0	0
10 to 19 days		0	0
20 or more days		0	0
Smokeless tobacco			
0 days		100	100
1 or 2 days		0	0
3 to 9 days		0	0
10 to 19 days		0	0
20 or more days		0	0
Electronic cigarettes or other vaping device			
0 days		100	100
1 or 2 days		0	0
3 to 9 days		0	0
10 to 19 days		0	0
20 or more days		0	0

Question HS A.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***Perceived Harm of Cigarette Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great		17	38
Moderate		22	15
Slight		26	23
None		35	23
Smoke 1 or more packs of cigarettes each day			
Great		48	46
Moderate		9	15
Slight		9	8
None		35	31

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 A7.6***Perceived Harm of E-Cigarette Use Compared to Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes			
Great		13	8
Moderate		17	31
Slight		35	31
None		35	31
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes			
Great		39	46
Moderate		13	0
Slight		13	23
None		35	31

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 A7.7***Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult		14	8
Fairly difficult		14	8
Fairly easy		23	31
Very easy		9	15
Don't know		41	38
E-Cigarettes or vaping device			
Very difficult		32	8
Fairly difficult		14	8
Fairly easy		5	23
Very easy		9	8
Don't know		41	54

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 6 %	Grade 7 %	Grade 8 %
0 times (never)		61	46
1 time		17	15
2 to 3 times		9	31
4 or more times		13	8

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

Alone After School

	Grade 6 %	Grade 7 %	Grade 8 %
Never		57	31
1 day		13	15
2 days		13	15
3 days		9	23
4 days		4	0
5 days		4	15

Question MS A.89: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No		22	31
Yes		78	69

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No		100	46
Yes		0	54

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 A8.5***Gang Involvement***

	Grade 6 %	Grade 7 %	Grade 8 %
No		100	85
Yes		0	15

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 Academic Motivation by Race/Ethnicity - 6th Grade

Percent of students scoring High (%)	Grade 6						
	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>Academic Motivation</i>							
<i>Parent Involvement in School</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 A9.2

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

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports						83	70
Caring adults in school						75	70
High expectations-adults in school						75	80
Meaningful participation at school						67	30
<i>School Connectedness</i>						100	70
<i>Academic Motivation</i>						67	50
<i>Parent Involvement in School</i>						92	70

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

Table A9.3

School Supports and Academic Motivation by Race/Ethnicity - 8th Grade

Percent of students scoring High (%)	Grade 8						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<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>Academic Motivation</i>							
<i>Parent Involvement in School</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 A9.4
Feeling Safe or Very Safe at School by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		100	
Mixed (two or more) races		80	

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

Table A9.5
Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		25	
Mixed (two or more) races		20	

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 A9.6***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		33	
Mixed (two or more) races		20	

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

Table A9.7***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) races		0	

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

Table A9.8***Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) races		0	

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

Table A9.9***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		8	
Mixed (two or more) races		0	

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) races		0	

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

Table A9.11***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) races		0	

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

10. Gender Breakdowns

Table A10.1
School Supports and Academic Motivation by Gender

Percent of Students Scoring High	Grade 6		Grade 7		Grade 8	
	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>						
Total school supports			91	58		
Caring adults in school			73	67		
High expectations-adults in school			82	67		
Meaningful participation at school			64	33		
<i>School Connectedness</i>						
<i>Academic Motivation</i>						
<i>Parent Involvement in School</i>						

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

Table A10.2

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

	Grade 6		Grade 7		Grade 8	
	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School						
Feel safe or very safe at school			91	92		
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			9	33		
harassed/bullied for any reasons			9	42		
Current ATOD Use						
<i>During the past 30 days, did you...</i>						
have at least one drink of alcohol at school			0	0		
smoke cigarettes			0	0		
have at least one drink of alcohol			0	8		
use marijuana			0	0		
Mental Health						
Chronic sad or hopeless feelings, past 12 months			0	0		

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

Appendix

2017-18 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Plaza Elementary	4	92	65

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and 2016-17 enrollment data files. Directly funded charter schools have been excluded from the list.