

CALIFORNIA HEALTHY KIDS SURVEY



Plaza Elementary Secondary 2015-2016 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

NEW FEATURE

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table 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 2015–16 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Climate Survey* (CSCS) 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 assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement, as well as overall youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and your Local Control and Accountability Plan (LCAP), 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 survey results are available for downloading from the survey website: chks.wested.org. The California Safe and Supportive Schools website also provides a wealth of information and tools helpful in implementing effective strategies that address the needs identified by the survey in regard to school climate improvement and promoting social-emotional learning. Particularly valuable in regard to LCAP efforts are *Making Sense of School Climate* (californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf) and *Helpful Resources for Local Control and Accountability Plans, 2014-15* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

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

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates 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 and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

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.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being. The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health). To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is also available.

School-Related Core Content

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

- Student grades, truancy, reasons for missing school, learning 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 of, type, and reasons for, 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

A supplementary School Climate Module 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/supplemental1#clim). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

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 Subgroup Results

Several tables are useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

UNDERSTANDING AND USING THE DATA

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/resourcesS3_school/climateguidebook_final.pdf)

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 60%. 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).

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 actions, which can be requested as custom services (additional fees apply), will 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 that aggregates all their results across eight domains can also 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 Report or Analyses

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 the districts identify and address the needs of underserved subgroups.

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 needs identified and 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 school connectedness among students and parent involvement, two of the 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 group 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 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/workshops.

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. CalMHSa 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. Military Connected School Module	
J. Physical Health & Nutrition Module	
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	X
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	
Q. Gender & Sex-Based Harassment Module (New This Year)	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	–	19	18
Final number	–	13	16
Average Response Rate	–	68%	89%

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 (high)	–	77	56	A4.4
Academic motivation (high)	–	54	19	A4.4
Truant more than a few times [†]	–	0	0	A4.2
Caring adult relationships (high)	–	62	38	A4.4
High expectations (high)	–	77	63	A4.4
Meaningful participation (high)	–	38	19	A4.4
School Safety and Substance Use				
School perceived as very safe or safe	–	100	69	A5.1
Experienced any harassment or bullying [†]	–	54	63	A5.4
Had mean rumors or lies spread about you [†]	–	54	63	A5.2
Been afraid of being beaten up [†]	–	15	13	A5.3
Been in a physical fight [†]	–	31	38	A5.3
Seen a weapon on campus [†]	–	15	7	A5.6
Been drunk or “high” on drugs at school, ever	–	0	6	A6.8
Mental and Physical Health				
Current alcohol or drug use [‡]	–	8	38	A6.4
Current binge drinking [‡]	–	0	6	A6.5
Very drunk or “high” 7 or more times	–	0	0	A6.6
Current cigarette smoking [‡]	–	0	0	A7.3
Experienced chronic sadness/hopelessness [†]	–	31	20	A8.4

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

[†]Past 12 months; [‡]Past 30 days.

3. Demographics

Table A3.1
Age of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
10 years or younger	–		
11 years old	–		
12 years old	–		
13 years old	–		
14 years old	–		
15 years old	–		
16 years old	–		
17 years old	–		
18 years old or older	–		

Question HS/MS A.3: How old are you?

Note: Cells are empty if there are less than 25 respondents.

Table A3.2
Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male	–		
Female	–		

Question HS/MS A.4: What is your sex?

Note: Cells are empty if there are less than 25 respondents.

Table A3.3
Hispanic or Latino

	Grade 6 %	Grade 7 %	Grade 8 %
No	–		
Yes	–		

Question HS/MS A.6: Are you of Hispanic or Latino origin?

Note: Cells are empty if there are less than 25 respondents.

Table A3.4***Race***

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

Question HS/MS A.7: What is your race?

Note: Cells are empty if there are less than 25 respondents.

Table A3.5***Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parents or guardian	—		
Other relative's home	—		
A home with more than one family	—		
Friend's home	—		
Foster home, group care, or waiting placement	—		
Hotel or motel	—		
Shelter, car, campground, or other transitional or temporary housing	—		
Other living arrangement	—		

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

Note: Cells are empty if there are less than 25 respondents.

Table A3.6***Highest Education of Parents***

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	–		
Graduated from high school	–		
Attended college but did not complete four-year degree	–		
Graduated from college	–		
Don't know	–		

Question HS/MS A.10: What is the highest level of education your parents completed? (Mark the educational level of the parent who went the furthest in school.)

Note: Cells are empty if there are less than 25 respondents.

Table A3.7***Free or Reduced Price Meals Eligibility***

	Grade 6 %	Grade 7 %	Grade 8 %
No	–		
Yes	–		
Don't know	–		

Question HS/MS A.11: 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 25 respondents.

Table A3.8***Participation in Migrant Education Program, Past 3 Years***

	Grade 6 %	Grade 7 %	Grade 8 %
No	–		
Yes	–		
Don't know	–		

Question HS/MS A.12: 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 25 respondents.

Table A3.9***Language Spoken at Home***

	Grade 6 %	Grade 7 %	Grade 8 %
English	–		
Spanish	–		
Mandarin	–		
Cantonese	–		
Taiwanese	–		
Tagalog	–		
Vietnamese	–		
Korean	–		
Other	–		

Question HS/MS A.13: What language is spoken most of the time in your home?

Note: Cells are empty if there are less than 25 respondents.

Table A3.10
English Language Proficiency

	Grade 6 %	Grade 7 %	Grade 8 %
How well do you...			
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	—		

Question HS/MS A.14-17: 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 25 respondents.

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

	Grade 6 %	Grade 7 %	Grade 8 %
0 days	–		
1 day	–		
2 days	–		
3 days	–		
4 days	–		
5 days	–		

Question HS/MS A.18: How many days a week do you usually go to your school’s afterschool program?

Note: Cells are empty if there are less than 25 respondents.

Table A3.12***Sexual Identification***

	Grade 6 %	Grade 7 %	Grade 8 %
Heterosexual (straight)	–		
Gay or Lesbian or Bisexual	–		
Transgender	–		
Not sure	–		
Decline to respond	–		

Question HS A.120/MS A.110: Which of the following best describes you? (Mark All That Apply.)

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.13***Military Connections***

	Grade 6 %	Grade 7 %	Grade 8 %
No	–		
Yes	–		
Don’t know	–		

Question HS A.119/MS A.109: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports, and Engagements

Table A4.1
Grades, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's	–		
A's and B's	–		
Mostly B's	–		
B's and C's	–		
Mostly C's	–		
C's and D's	–		
Mostly D's	–		
Mostly F's	–		

Question HS/MS A.19: During the past 12 months, how would you describe the grades you mostly received in school?

Note: Cells are empty if there are less than 25 respondents.

Table A4.2
Truancy, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	–		
1-2 times	–		
A few times	–		
Once a month	–		
Once a week	–		
More than once a week	–		

Question HS/MS A.20: During the past 12 months, about how many times did you skip school or cut classes?

Note: Cells are empty if there are less than 25 respondents.

Table A4.3***Reasons for Absence***

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply, I didn't miss any school	–	54	63
Illness (feeling physically sick), including problems with breathing or your teeth	–	46	31
Felt very sad, hopeless, anxious, stressed, or angry	–	8	0
Didn't get enough sleep	–	8	0
Didn't feel safe at school	–	0	0
Had to work	–	8	0
Had to take care of or help a family member or friend	–	0	0
Wanted to spend time with friends who don't go to your school	–	0	0
Wanted to use alcohol or drugs	–	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	–	0	0
Were bored with or uninterested in school	–	0	0
Were suspended	–	0	0
Other reason	–	0	6

Question HS/MS A.21: 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 Developmental Supports, Connectedness, and Academic Motivation***

Percent of students scoring High, Moderate, and Low (%)	Grade 6			Grade 7			Grade 8		
	H	M	L	H	M	L	H	M	L
<i>School Environment</i>									
Total school supports	–	–	–	69	31	0	44	44	13
Caring adults in school	–	–	–	62	38	0	38	56	6
High expectations-adults in school	–	–	–	77	23	0	63	38	0
Meaningful participation at school	–	–	–	38	54	8	19	50	31
<i>School Connectedness</i>	–	–	–	77	23	0	56	38	6
<i>Academic Motivation</i>	–	–	–	54	46	0	19	63	19

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

Table A4.5
School Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
I feel close to people at this school.			
Strongly disagree	–	0	0
Disagree	–	8	13
Neither disagree nor agree	–	15	25
Agree	–	54	31
Strongly agree	–	23	31
I am happy to be at this school.			
Strongly disagree	–	0	19
Disagree	–	0	0
Neither disagree nor agree	–	15	31
Agree	–	54	25
Strongly agree	–	31	25
I feel like I am part of this school.			
Strongly disagree	–	0	6
Disagree	–	8	13
Neither disagree nor agree	–	15	38
Agree	–	31	25
Strongly agree	–	46	19
The teachers at this school treat students fairly.			
Strongly disagree	–	0	0
Disagree	–	8	20
Neither disagree nor agree	–	15	13
Agree	–	23	53
Strongly agree	–	54	13
I feel safe in my school.			
Strongly disagree	–	0	0
Disagree	–	0	0
Neither disagree nor agree	–	8	19
Agree	–	38	44
Strongly agree	–	54	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 A4.6**Academic Motivation Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	–	0	6
Disagree	–	0	0
Neither disagree nor agree	–	0	0
Agree	–	38	44
Strongly agree	–	62	50
I try hard at school because I am interested in my work.			
Strongly disagree	–	0	13
Disagree	–	0	13
Neither disagree nor agree	–	23	19
Agree	–	54	44
Strongly agree	–	23	13
I work hard to try to understand new things at school.			
Strongly disagree	–	0	19
Disagree	–	0	6
Neither disagree nor agree	–	0	13
Agree	–	38	38
Strongly agree	–	62	25
I am always trying to do better in my schoolwork.			
Strongly disagree	–	0	6
Disagree	–	0	0
Neither disagree nor agree	–	8	25
Agree	–	31	31
Strongly agree	–	62	38

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.

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

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 6 %	Grade 7 %	Grade 8 %
<i>Caring Relationships</i>			
who really cares about me.			
Not at all true	–	0	13
A little true	–	23	19
Pretty much true	–	38	19
Very much true	–	38	50
who notices when I'm not there.			
Not at all true	–	0	13
A little true	–	15	25
Pretty much true	–	31	13
Very much true	–	54	50
who listens to me when I have something to say.			
Not at all true	–	0	13
A little true	–	8	13
Pretty much true	–	46	44
Very much true	–	46	31
<i>High Expectations</i>			
who tells me when I do a good job.			
Not at all true	–	0	0
A little true	–	15	25
Pretty much true	–	8	31
Very much true	–	77	44
who always wants me to do my best.			
Not at all true	–	0	0
A little true	–	0	13
Pretty much true	–	15	19
Very much true	–	85	69
who believes that I will be a success.			
Not at all true	–	0	0
A little true	–	0	19
Pretty much true	–	38	38
Very much true	–	62	44

Question HS/MS A.35-40: At my school, there is a teacher or some other adult... who really cares about me... who tells me when I do a good job... who notices when I am not there... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table A4.7***School Developmental Supports Scale Questions - Continued***

At school...	Grade 6	Grade 7	Grade 8
	%	%	%
<i>Opportunities for Meaningful Participation</i>			
I do interesting activities.			
Not at all true	–	0	13
A little true	–	15	31
Pretty much true	–	46	25
Very much true	–	38	31
I help decide things like class activities or rules.			
Not at all true	–	15	44
A little true	–	38	31
Pretty much true	–	15	13
Very much true	–	31	13
I do things that make a difference.			
Not at all true	–	15	25
A little true	–	23	31
Pretty much true	–	46	31
Very much true	–	15	13

Question HS/MS A.41-43: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

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

Table A4.8***Parent Involvement in School***

	Grade 6 %	Grade 7 %	Grade 8 %
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	–	0	0
Disagree	–	0	0
Neither disagree nor agree	–	0	13
Agree	–	38	44
Strongly agree	–	62	44
Parents feel welcome to participate at this school.			
Strongly disagree	–	0	6
Disagree	–	0	0
Neither disagree nor agree	–	0	6
Agree	–	46	31
Strongly agree	–	54	56
School staff takes parent concerns seriously.			
Strongly disagree	–	0	13
Disagree	–	8	6
Neither disagree nor agree	–	15	25
Agree	–	38	44
Strongly agree	–	38	13

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.

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

Table A4.9***Quality of School Physical Environment***

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	–	0	13
Disagree	–	0	13
Neither disagree nor agree	–	23	31
Agree	–	31	31
Strongly agree	–	46	13

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	–	23	25
Safe	–	77	44
Neither safe nor unsafe	–	0	25
Unsafe	–	0	6
Very unsafe	–	0	0

Question HS A.91/MS A.81: How safe do you feel when you are at school?

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

Table A5.2

Verbal Harassment

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
<i>had mean rumors or lies spread about you?</i>			
0 times	–	46	38
1 time	–	23	25
2 to 3 times	–	8	13
4 or more times	–	23	25
<i>had sexual jokes, comments, or gestures made to you?</i>			
0 times	–	69	63
1 time	–	0	6
2 to 3 times	–	15	13
4 or more times	–	15	19
<i>been made fun of because of your looks or the way you talk?</i>			
0 times	–	77	50
1 time	–	8	13
2 to 3 times	–	0	13
4 or more times	–	15	25
<i>been made fun of, insulted, or called names?</i>			
0 times	–	54	50
1 time	–	23	6
2 to 3 times	–	8	6
4 or more times	–	15	38

Question HS A.95-97, 106/MS A.86-88, 97: 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?

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

Table A5.3

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	–	62	63
1 time	–	15	13
2 to 3 times	–	8	13
4 or more times	–	15	13
been afraid of being beaten up?			
0 times	–	85	88
1 time	–	8	6
2 to 3 times	–	0	6
4 or more times	–	8	0
been in a physical fight?			
0 times	–	69	63
1 time	–	23	25
2 to 3 times	–	8	13
4 or more times	–	0	0
been threatened with harm or injury?			
0 times	–	85	94
1 time	–	8	0
2 to 3 times	–	0	0
4 or more times	–	8	6
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	–	92	100
1 time	–	0	0
2 to 3 times	–	8	0
4 or more times	–	0	0
been offered, sold, or given an illegal drug?			
0 times	–	92	88
1 time	–	8	13
2 to 3 times	–	0	0
4 or more times	–	0	0

Question HS A.92-94, 99, 103, 105/MS A.83-85, 90, 94, 96: 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 A5.4***Reasons for Harassment on School Property, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	–	85	75
1 time	–	8	19
2 or more times	–	8	6
Religion			
0 times	–	92	75
1 time	–	8	6
2 or more times	–	0	19
Gender (being male or female)			
0 times	–	77	81
1 time	–	8	13
2 or more times	–	15	6
Because you are gay or lesbian or someone thought you were			
0 times	–	92	88
1 time	–	0	6
2 or more times	–	8	6
A physical or mental disability			
0 times	–	100	94
1 time	–	0	6
2 or more times	–	0	0
<i>Any of the above five hate-crime reasons</i>			
	–	38	56
Any other reason			
0 times	–	62	81
1 time	–	23	0
2 or more times	–	15	19
<i>Any harassment</i>			
	–	54	63

Question HS A.107-112/MS A.98-103: 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.

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	–	92	69
1 time	–	8	31
2 to 3 times	–	0	0
4 or more times	–	0	0
Damaged school property on purpose			
0 times	–	100	81
1 time	–	0	13
2 to 3 times	–	0	6
4 or more times	–	0	0

Question HS A.98, 100/MS A.89, 91: 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	–	92	100
1 time	–	0	0
2 to 3 times	–	8	0
4 or more times	–	0	0
Carried any other weapon (such as a knife or club)			
0 times	–	92	94
1 time	–	0	0
2 to 3 times	–	8	0
4 or more times	–	0	6
Seen someone carrying a gun, knife, or other weapon			
0 times	–	85	93
1 time	–	15	0
2 to 3 times	–	0	7
4 or more times	–	0	0

Question HS A.101, 102, 104/MS A.92, 93, 95: 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 6 %	Grade 7 %	Grade 8 %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	–	23	38	A6.2
Current alcohol or drugs	–	8	38	A6.4
Current heavy drug users	–	0	13	A6.4
Current heavy alcohol user (binge drinker)	–	0	6	A6.4
Current alcohol or drug use on school property	–	0	0	A6.9

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	–	77	63
1 time	–	8	6
2 to 3 times	–	8	19
4 or more times	–	8	13
Marijuana			
0 times	–	100	94
1 time	–	0	0
2 to 3 times	–	0	6
4 or more times	–	0	0
Inhalants (to get “high”)			
0 times	–	100	88
1 time	–	0	6
2 to 3 times	–	0	0
4 or more times	–	0	6
Any other drug, or pill, or medicine to get “high” or for other than medical reasons			
0 times	–	100	88
1 time	–	0	6
2 to 3 times	–	0	0
4 or more times	–	0	6
<i>Any of the above AOD use</i>	–	23	38

Question HS A.47-49, 57/MS A.48-50, 52: 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)... 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.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	–	23	38
Marijuana	–	0	6
Inhalants	–	0	13

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (at least one drink)	–	8	38
Binge drinking (5 or more drinks in a row)	–	0	6
Marijuana	–	0	19
Inhalants	–	0	13
Other drug, pill, or medicine to get “high” or for other than medical reasons	–	0	13
Any drug use	–	0	19
Heavy drug user	–	0	13
Any AOD Use	–	8	38

Question HS A.64-67, 69/MS A.59-62, 63: 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”)... 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 A6.5***Frequency of Current AOD Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (at least one drink)			
0 days	–	92	63
1 or 2 days	–	8	31
3 to 9 days	–	0	6
10 to 19 days	–	0	0
20 or more days	–	0	0
Binge drinking (5 or more drinks in a row)			
0 days	–	100	94
1 or 2 days	–	0	6
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	0
Marijuana			
0 days	–	100	81
1 or 2 days	–	0	13
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	6

Question HS A.64-66/MS A.59-61: 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 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	–	92	69
1 to 2 times	–	8	25
3 to 6 times	–	0	6
7 or more times	–	0	0
“High” (loaded, stoned, or wasted) from using drugs			
0 times	–	100	94
1 to 2 times	–	0	6
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.58, 59/MS A.53, 54: 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***Drinking While Driving***

	Grade 6 %	Grade 7 %	Grade 8 %
Have ridden in a car driven by someone who had been drinking			
Never	–	69	50
1 time	–	15	25
2 times	–	0	0
3 to 6 times	–	8	6
7 or more times	–	8	19

Question MS A.80: 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.

Table A6.8***Lifetime Drunk or “High” on School Property***

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	–	100	94
1 to 2 times	–	0	0
3 to 6 times	–	0	6
7 or more times	–	0	0

Question HS A.60/MS A.55: 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 A6.9***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			
0 days	–	100	100
1 to 2 days	–	0	0
3 or more days	–	0	0
Any other drug, pill, or medicine to get “high” or for other than medical reasons?			
0 days	–	100	100
1 to 2 days	–	0	0
3 or more days	–	0	0
<i>Any of the above</i>	–	0	0

Question HS A.74-76/MS A.67-69: 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?

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

Table A6.10***Perceived Harm and Availability***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>Perceived Harm of Use...</i>			
Alcohol - drink occasionally			
Great	–	38	44
Moderate	–	23	6
Slight	–	15	31
None	–	23	19
Alcohol - 5 or more drinks once or twice a week			
Great	–	38	63
Moderate	–	15	0
Slight	–	31	6
None	–	15	31
Marijuana - smoke occasionally			
Great	–	69	50
Moderate	–	0	6
Slight	–	8	13
None	–	23	31
Marijuana - smoke once or twice a week			
Great	–	62	50
Moderate	–	15	6
Slight	–	0	13
None	–	23	31
<i>Perceived Difficulty of Obtaining...</i>			
Alcohol			
Very difficult	–	23	0
Fairly difficult	–	15	27
Fairly easy	–	15	0
Very easy	–	8	13
Don't know	–	38	60
Marijuana			
Very difficult	–	46	20
Fairly difficult	–	8	7
Fairly easy	–	8	7
Very easy	–	0	0
Don't know	–	38	67

Question HS A.79-82, 84, 85/MS A.72-75, 77, 78: 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 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	–	0	13	A7.2
Current cigarette smoking [‡]	–	0	0	A7.3
Current cigarette smoking at school [‡]	–	0	0	A7.4
Ever tried smokeless tobacco	–	8	6	A7.2
Current smokeless tobacco use [‡]	–	8	0	A7.3
Current smokeless tobacco use at school [‡]	–	0	0	A7.4
Ever used electronic cigarettes or other vaping device	–	8	6	A7.2
Current use of electronic cigarettes or other vaping device [‡]	–	0	0	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	–	8	0	A7.4
Attitudes and Correlates				
Occasional smoking great harm	–	62	33	A7.6
Smoking 1-2 packs per day great harm	–	62	69	A7.6
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	–	92	63	A7.5
Very easy to obtain cigarettes	–	8	7	A7.6

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

[‡]*Past 30 days.*

Table A7.2
Lifetime Tobacco Use

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	–	92	88
1 time	–	8	6
2 to 3 times	–	0	6
4 or more times	–	0	0
A whole cigarette			
0 times	–	100	87
1 time	–	0	13
2 to 3 times	–	0	0
4 or more times	–	0	0
Smokeless tobacco			
0 times	–	92	94
1 time	–	0	6
2 to 3 times	–	0	0
4 or more times	–	8	0
An electronic cigarette or other vaping device			
0 times	–	92	94
1 time	–	8	0
2 to 3 times	–	0	0
4 or more times	–	0	6

Question HS A.44-46/MS A.44-47: 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.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarette			
Any	–	0	0
Daily (20 or more days)	–	0	0
Smokeless Tobacco			
Any	–	8	0
Daily (20 or more days)	–	0	0
Electronic cigarette			
Any	–	0	0
Daily (20 or more days)	–	0	0

Question HS A.61-63/MS A.56-58: 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 %
Cigarette			
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 cigarette or other vaping device			
0 days	–	92	100
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	8	0
20 or more days	–	0	0

Question HS A.71-73/MS A.64-66: 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***Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day***

	Grade 6 %	Grade 7 %	Grade 8 %
Neither approve nor disapprove	–	0	31
Somewhat disapprove	–	8	6
Strongly disapprove	–	92	63

Question HS A.86/MS A.79: How do you feel about someone your age smoking one or more packs of cigarettes a day?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>Perceived Harm of Use...</i>			
Smoke cigarettes occasionally			
Great	–	62	33
Moderate	–	8	27
Slight	–	8	7
None	–	23	33
Smoke 1-2 packs of cigarettes a day			
Great	–	62	69
Moderate	–	15	6
Slight	–	8	6
None	–	15	19
<i>Perceived Difficulty of Obtaining...</i>			
Cigarettes			
Very difficult	–	38	7
Fairly difficult	–	23	20
Fairly easy	–	0	7
Very easy	–	8	7
Don't know	–	31	60

Question HS A.77, 78, 83/MS A.70, 71, 76: 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 6 %	Grade 7 %	Grade 8 %
0 times (never)	–	69	88
1 time	–	15	6
2 to 3 times	–	15	6
4 or more times	–	0	0

Question HS A.113/MS A.104: 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 6 %	Grade 7 %	Grade 8 %
Never	–	38	44
1 day	–	54	6
2 days	–	8	13
3 days	–	0	6
4 days	–	0	19
5 days	–	0	13

Question MS A.82: 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	–	23	20
Yes	–	77	80

Question HS A.117/MS A.107: 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	–	69	80
Yes	–	31	20

Question HS A.115/MS A.106: 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	88
Yes	–	0	13

Question HS A.114/MS A.105: Do you consider yourself a member of a gang?

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

School Climate Module

1. Module Sample

Table M1.1

Student Sample for School Climate Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	–	19	18
Final number	–	13	16
Average Response Rate	–	68%	89%

2. Supports for Learning & Student Academic Engagement

Table M2.1

Supports for Learning

	Grade 6 %	Grade 7 %	Grade 8 %
Students at this school are motivated to learn.			
Strongly disagree	–	0	25
Disagree	–	8	25
Neither disagree nor agree	–	0	31
Agree	–	77	19
Strongly agree	–	15	0
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.			
Strongly disagree	–	0	19
Disagree	–	0	0
Neither disagree nor agree	–	8	6
Agree	–	31	38
Strongly agree	–	62	38
My teachers work hard to help me with my schoolwork when I need it.			
Strongly disagree	–	0	7
Disagree	–	8	0
Neither disagree nor agree	–	0	13
Agree	–	23	33
Strongly agree	–	69	47
Teachers show how classroom lessons are helpful to students in real life.			
Strongly disagree	–	0	25
Disagree	–	0	13
Neither disagree nor agree	–	0	19
Agree	–	62	13
Strongly agree	–	38	31

Question HS/MS M.1-4: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

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

Table M2.1**Supports for Learning – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
Teachers give students a chance to take part in classroom discussions or activities.			
Strongly disagree	–	0	13
Disagree	–	8	13
Neither disagree nor agree	–	0	13
Agree	–	23	31
Strongly agree	–	69	31
This school is a supportive and inviting place for students to learn.			
Strongly disagree	–	0	19
Disagree	–	0	0
Neither disagree nor agree	–	8	13
Agree	–	38	50
Strongly agree	–	54	19
Teachers go out of their way to help students.			
Strongly disagree	–	0	13
Disagree	–	0	6
Neither disagree nor agree	–	8	13
Agree	–	31	44
Strongly agree	–	62	25
Teachers help students catch up when they return from an absence.			
Strongly disagree	–	0	13
Disagree	–	0	13
Neither disagree nor agree	–	0	13
Agree	–	46	27
Strongly agree	–	54	33

Question HS/MS M.5-8: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence.

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

Table M2.1***Supports for Learning – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
My teachers give me useful feedback on my work.			
Strongly disagree	–	0	13
Disagree	–	0	0
Neither disagree nor agree	–	0	13
Agree	–	38	44
Strongly agree	–	62	31
My classroom is so crowded it is hard to concentrate and learn.			
Strongly disagree	–	58	27
Disagree	–	25	40
Neither disagree nor agree	–	17	13
Agree	–	0	0
Strongly agree	–	0	20

Question HS/MS M.9, 42: How strongly do you agree or disagree with the following statements about your school?... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.

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

Table M2.2
Student Academic Mindset and Learning Engagement

	Grade 6 %	Grade 7 %	Grade 8 %
Students pay attention in class.			
Strongly disagree	–	17	31
Disagree	–	0	19
Neither disagree nor agree	–	50	31
Agree	–	17	13
Strongly agree	–	17	6
Students try their best in school.			
Strongly disagree	–	0	31
Disagree	–	8	13
Neither disagree nor agree	–	17	25
Agree	–	50	25
Strongly agree	–	25	6
Students usually follow the rules at school.			
Strongly disagree	–	0	20
Disagree	–	17	13
Neither disagree nor agree	–	17	33
Agree	–	50	20
Strongly agree	–	17	13
Students turn in their homework on time.			
Strongly disagree	–	0	19
Disagree	–	0	19
Neither disagree nor agree	–	33	44
Agree	–	50	6
Strongly agree	–	17	13

Question HS/MS M.46-49: How strongly do you agree or disagree with the following statements about your school?... Students pay attention in class... Students try their best in school... Students usually follow the rules at school... Students turn in their homework on time.

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

3. Fairness and Respect for Diversity

Table M3.1

Fairness and Respect

	Grade 6 %	Grade 7 %	Grade 8 %
Adults at this school treat all students with respect.			
Strongly disagree	–	0	19
Disagree	–	0	6
Neither disagree nor agree	–	8	6
Agree	–	50	25
Strongly agree	–	42	44
Students treat teachers with respect.			
Strongly disagree	–	0	31
Disagree	–	0	6
Neither disagree nor agree	–	15	25
Agree	–	54	19
Strongly agree	–	31	19
The school rules are fair.			
Strongly disagree	–	0	19
Disagree	–	8	6
Neither disagree nor agree	–	8	19
Agree	–	46	31
Strongly agree	–	38	25
All students are treated fairly when they break school rules.			
Strongly disagree	–	0	27
Disagree	–	15	13
Neither disagree nor agree	–	8	13
Agree	–	46	20
Strongly agree	–	31	27

Question HS/MS M.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

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

Table M3.2
Respect for Diversity

	Grade 6 %	Grade 7 %	Grade 8 %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.			
Strongly disagree	–	77	63
Disagree	–	15	13
Neither disagree nor agree	–	8	13
Agree	–	0	6
Strongly agree	–	0	6
There is a lot of tension in this school between people of different cultures, races, or ethnicities.			
Strongly disagree	–	62	38
Disagree	–	15	19
Neither disagree nor agree	–	8	13
Agree	–	0	19
Strongly agree	–	15	13
Students in this school respect each other’s differences.			
Strongly disagree	–	15	31
Disagree	–	8	13
Neither disagree nor agree	–	8	19
Agree	–	38	25
Strongly agree	–	31	13
Adults in this school respect differences in students.			
Strongly disagree	–	0	13
Disagree	–	8	6
Neither disagree nor agree	–	0	13
Agree	–	38	38
Strongly agree	–	54	31

Question HS/MS M.36-39: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other’s differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).

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

Table M3.2***Respect for Diversity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.			
Strongly disagree	–	0	13
Disagree	–	8	6
Neither disagree nor agree	–	8	25
Agree	–	31	31
Strongly agree	–	54	25

Question HS/MS M.40: How strongly do you agree or disagree with the following statements about your school?... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

4. Disciplinary Environment

Table M4.1

Consistency and Clarity of Rules and Expectations

	Grade 6 %	Grade 7 %	Grade 8 %
This school clearly informs students what would happen if they break school rules.			
Strongly disagree	–	0	13
Disagree	–	8	6
Neither disagree nor agree	–	8	13
Agree	–	54	31
Strongly agree	–	31	38
Rules in this school are made clear to students.			
Strongly disagree	–	0	13
Disagree	–	8	0
Neither disagree nor agree	–	0	13
Agree	–	62	67
Strongly agree	–	31	7
This school makes it clear how students are expected to act.			
Strongly disagree	–	0	13
Disagree	–	0	0
Neither disagree nor agree	–	23	13
Agree	–	54	67
Strongly agree	–	23	7

Question HS/MS M.14, 19-20: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.

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

Table M4.2
Disciplinary Harshness

	Grade 6 %	Grade 7 %	Grade 8 %
The rules in this school are too strict.			
Strongly disagree	–	23	13
Disagree	–	46	25
Neither disagree nor agree	–	8	19
Agree	–	8	13
Strongly agree	–	15	31
It is easy for students to get kicked out of class or get suspended.			
Strongly disagree	–	15	19
Disagree	–	8	6
Neither disagree nor agree	–	54	25
Agree	–	8	19
Strongly agree	–	15	31
Students get in trouble for breaking small rules.			
Strongly disagree	–	8	13
Disagree	–	23	6
Neither disagree nor agree	–	31	19
Agree	–	8	25
Strongly agree	–	31	38
Teachers are very strict here.			
Strongly disagree	–	15	13
Disagree	–	38	13
Neither disagree nor agree	–	38	40
Agree	–	0	27
Strongly agree	–	8	7

Question HS/MS M.15-18: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

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

5. Student Peer Relationships

Table M5.1

Peer Caring Relationships

	Grade 6 %	Grade 7 %	Grade 8 %
Students enjoy doing things with each other during school activities.			
Strongly disagree	–	8	19
Disagree	–	0	25
Neither disagree nor agree	–	8	13
Agree	–	38	25
Strongly agree	–	46	19
Students care about each other.			
Strongly disagree	–	8	21
Disagree	–	8	14
Neither disagree nor agree	–	8	29
Agree	–	54	29
Strongly agree	–	23	7
Students treat each other with respect.			
Strongly disagree	–	0	36
Disagree	–	15	14
Neither disagree nor agree	–	23	29
Agree	–	46	14
Strongly agree	–	15	7
Students get along well with each other.			
Strongly disagree	–	0	20
Disagree	–	15	7
Neither disagree nor agree	–	23	67
Agree	–	23	0
Strongly agree	–	38	7

Question HS/MS M.21-24: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

6. Social and Emotional Learning

Table M6.1

Supports for Social and Emotional Learning

	Grade 6 %	Grade 7 %	Grade 8 %
This school encourages students to feel responsible for how they act.			
Strongly disagree	–	0	13
Disagree	–	0	13
Neither disagree nor agree	–	15	0
Agree	–	54	53
Strongly agree	–	31	20
Students are often given rewards for being good.			
Strongly disagree	–	8	20
Disagree	–	15	7
Neither disagree nor agree	–	0	33
Agree	–	62	20
Strongly agree	–	15	20
This school encourages students to understand how others think and feel.			
Strongly disagree	–	0	13
Disagree	–	8	0
Neither disagree nor agree	–	8	40
Agree	–	62	33
Strongly agree	–	23	13
Students are taught that they can control their own behavior.			
Strongly disagree	–	0	20
Disagree	–	0	0
Neither disagree nor agree	–	17	27
Agree	–	50	33
Strongly agree	–	33	20

Question HS/MS M.25-28: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

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

Table M6.1***Supports for Social and Emotional Learning – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
This school helps students solve conflicts with one another.			
Strongly disagree	–	8	13
Disagree	–	0	13
Neither disagree nor agree	–	8	27
Agree	–	62	27
Strongly agree	–	23	20
This school encourages students to care about how others feel.			
Strongly disagree	–	8	13
Disagree	–	8	7
Neither disagree nor agree	–	8	20
Agree	–	62	40
Strongly agree	–	15	20

Question HS/MS M.29-30: How strongly do you agree or disagree with the following statements about your school?... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

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

7. School Anti-Bullying Climate

Table M7.1

School Responses to Bullying

	Grade 6 %	Grade 7 %	Grade 8 %
Teachers here make it clear to students that bullying is not tolerated.			
Strongly disagree	–	0	7
Disagree	–	0	0
Neither disagree nor agree	–	17	7
Agree	–	50	40
Strongly agree	–	33	47
If another student was bullying me, I would tell one of the teachers or staff at school.			
Strongly disagree	–	8	20
Disagree	–	0	7
Neither disagree nor agree	–	8	33
Agree	–	33	20
Strongly agree	–	50	20
Students tell teachers when other students are being bullied.			
Strongly disagree	–	0	33
Disagree	–	17	7
Neither disagree nor agree	–	0	13
Agree	–	58	33
Strongly agree	–	25	13

Question HS/MS M.31-33: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.

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

Table M7.1
School Responses to Bullying – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
If I tell a teacher that someone is bullying me, the teacher will do something to help.			
Strongly disagree	–	0	7
Disagree	–	8	0
Neither disagree nor agree	–	17	20
Agree	–	33	27
Strongly agree	–	42	47
Students here try to stop bullying when they see it happening.			
Strongly disagree	–	17	20
Disagree	–	0	7
Neither disagree nor agree	–	17	27
Agree	–	42	33
Strongly agree	–	25	13

Question HS/MS M.34-35: How strongly do you agree or disagree with the following statements about your school?... If I tell a teacher that someone is bullying me, the teacher will do something to help... Students here try to stop bullying when they see it happening.

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

8. Facilities Physical Environment

Table M8.1

Quality of Physical Environment

	Grade 6 %	Grade 7 %	Grade 8 %
The schoolyard and buildings are clean and in good condition.			
Strongly disagree	–	0	13
Disagree	–	17	19
Neither disagree nor agree	–	17	25
Agree	–	50	31
Strongly agree	–	17	13
The school grounds are kept clean.			
Strongly disagree	–	0	13
Disagree	–	0	25
Neither disagree nor agree	–	25	31
Agree	–	58	19
Strongly agree	–	17	13

Question HS/MS M.41, 45: How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

9. Scheduled Lunch

Table M9.1

Scheduled Lunch at School

	Grade 6 %	Grade 7 %	Grade 8 %
I eat my lunch at the right time of day.			
Strongly disagree	–	0	19
Disagree	–	0	13
Neither disagree nor agree	–	8	19
Agree	–	42	25
Strongly agree	–	50	25
I have plenty of time to eat my lunch.			
Strongly disagree	–	0	19
Disagree	–	8	6
Neither disagree nor agree	–	8	25
Agree	–	58	31
Strongly agree	–	25	19

Question HS/MS M.43, 44: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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