CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Bassett Unified
Secondary
2015-2016
Main Report

Health&Human Development Program AT WestEd

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:

Hilva Chan
California Department of Education
Coordinated School Health and Safety Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

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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.

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

Tom Herman
Administrator, Coordinated School Health and Safety Office
California Department of Education

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	
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	
Q. Cal-Well Module (New This Year)	
R. Gender & Sex-Based Harassment Module (New This Year)	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	290	279	247	65
Final number	262	190	175	47
Average Response Rate	90%	68%	71%	72%

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	63	33	51	41	A4.4
Academic motivation (high)	40	30	29	22	A4.4
Truant more than a few times†	3	7	5	26	A4.2
Caring adult relationships (high)	33	18	35	22	A4.4
High expectations (high)	53	36	47	39	A4.4
Meaningful participation (high)	12	10	21	7	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	75	57	60	65	A5.1
Experienced any harassment or bullying†	26	27	23	22	A5.4
Had mean rumors or lies spread about you†	33	38	30	29	A5.2
Been afraid of being beaten up†	15	15	6	2	A5.3
Been in a physical fight†	19	9	8	20	A5.3
Seen a weapon on campus†	10	14	11	15	A5.6
Been drunk or "high" on drugs at school, ever	2	10	12	38	A6.9
Mental and Physical Health					
Current alcohol or drug use‡	7	15	29	59	A6.4
Current binge drinking‡	2	4	11	35	A6.5
Very drunk or "high" 7 or more times	1	3	12	49	A6.6
Current cigarette smoking‡	2	2	2	20	A7.3
Experienced chronic sadness/hopelessness†	26	24	29	28	A8.4
Considered suicide†	na	13	14	13	A8.5

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

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

3. Demographics

Table A3.1

Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger	0	0	0	0
11 years old	1	0	0	0
12 years old	56	0	0	0
13 years old	39	1	0	0
14 years old	4	54	0	0
15 years old	1	42	0	0
16 years old	0	4	53	35
17 years old	0	0	44	41
18 years old or older	0	0	3	24

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 7 %	Grade 9 %	Grade 11 %	NT %
Male	46	49	45	46
Female	54	51	55	54

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 7 %	Grade 9 %	Grade 11 %	NT %
No	8	7	11	9
Yes	92	93	89	91

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 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	4	4	0	5
Asian	3	7	11	0
Black or African American	2	1	2	8
Native Hawaiian or Pacific Islander	0	1	0	3
White	11	19	12	8
Mixed (two or more) races	79	68	76	76

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 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	76	84	87	80
Other relative's home	4	3	2	2
A home with more than one family	12	9	9	11
Friend's home	1	0	0	2
Foster home, group care, or waiting placement	1	2	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	1	0
Other living arrangement	7	3	2	4

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 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	16	34	29	30
Graduated from high school	18	19	27	33
Attended college but did not complete four-year degree	10	11	12	7
Graduated from college	10	11	9	15
Don't know	46	25	23	15

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 7 %	Grade 9 %	Grade 11 %	NT %
No	10	16	11	13
Yes	76	75	79	80
Don't know	14	9	10	7

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 7 %	Grade 9 %	Grade 11 %	NT %
No	46	67	78	78
Yes	3	2	1	2
Don't know	51	31	21	20

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 7 %	Grade 9 %	Grade 11 %	NT %
English	40	35	35	52
Spanish	57	59	57	48
Mandarin	0	1	0	0
Cantonese	0	1	1	0
Taiwanese	0	0	0	0
Tagalog	0	3	1	0
Vietnamese	1	1	4	0
Korean	0	0	1	0
Other	1	1	1	0

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 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	84	84	84	91
Well	15	11	14	9
Not well	2	5	1	0
Not at all	0	0	1	0
speak English?				
Very well	77	77	75	84
Well	19	15	17	14
Not well	4	6	6	0
Not at all	0	2	1	2
read English?				
Very well	74	77	74	82
Well	21	18	18	18
Not well	5	4	6	0
Not at all	0	1	2	0
write English?				
Very well	71	73	73	82
Well	21	17	21	18
Not well	6	6	5	0
Not at all	2	3	1	0

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 7 %	Grade 9 %	Grade 11 %	NT %
0 days	73	55	65	70
1 day	4	12	9	2
2 days	2	9	10	22
3 days	2	9	5	2
4 days	4	3	2	4
5 days	15	12	9	0

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 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	78	83	84	78
Gay or Lesbian or Bisexual	4	5	7	9
Transgender	2	1	2	0
Not sure	12	5	7	2
Decline to respond	14	11	12	11

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 7 %	Grade 9 %	Grade 11 %	NT %
No	86	92	98	96
Yes	5	4	2	2
Don't know	9	4	1	2

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 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	8	10	6	9
A's and B's	41	32	31	26
Mostly B's	12	11	12	9
B's and C's	24	32	35	24
Mostly C's	5	5	8	9
C's and D's	9	8	8	15
Mostly D's	1	1	1	4
Mostly F's	1	1	0	4

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 7 %	Grade 9 %	Grade 11 %	NT %
0 times	71	74	56	33
1-2 times	15	12	24	15
A few times	11	8	15	26
Once a month	2	3	2	2
Once a week	0	1	2	11
More than once a week	1	3	2	13

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 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	43	37	36	20
Illness (feeling physically sick), including problems with breathing or your teeth	42	51	52	52
Felt very sad, hopeless, anxious, stressed, or angry	4	7	10	11
Didn't get enough sleep	9	9	10	30
Didn't feel safe at school	4	1	2	0
Had to work	1	2	4	4
Had to take care of or help a family member or friend	4	7	6	13
Wanted to spend time with friends who don't go to your school	1	1	1	4
Wanted to use alcohol or drugs	0	1	2	13
Were behind in schoolwork or weren't prepared for a test or class assignment	0	4	4	9
Were bored with or uninterested in school	3	3	7	13
Were suspended	0	2	1	2
Other reason	15	15	15	9

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 25 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 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total school supports	34	54	11	20	64	16	39	41	21	17	67	15
Caring adults in school	33	54	13	18	63	19	35	47	18	22	67	11
High expectations-adults in school	53	43	5	36	52	12	47	43	10	39	52	9
Meaningful participation at school	12	56	32	10	51	40	21	45	34	7	52	41
School Connectedness	63	31	6	33	57	10	51	38	12	41	50	9
Academic Motivation	40	45	15	30	49	21	29	55	16	22	57	22

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

Table A4.5

School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people at this school.				
Strongly disagree	4	6	7	4
Disagree	7	6	3	15
Neither disagree nor agree	20	31	23	43
Agree	45	43	53	26
Strongly agree	25	13	14	11
I am happy to be at this school.				
Strongly disagree	5	5	9	11
Disagree	6	9	6	9
Neither disagree nor agree	16	31	20	39
Agree	42	40	48	33
Strongly agree	31	15	17	9
I feel like I am part of this school.				
Strongly disagree	4	7	9	9
Disagree	9	10	8	2
Neither disagree nor agree	23	38	20	36
Agree	43	35	48	49
Strongly agree	20	10	15	4
The teachers at this school treat students fairly.				
Strongly disagree	4	9	8	11
Disagree	8	10	5	9
Neither disagree nor agree	19	37	36	13
Agree	48	37	40	48
Strongly agree	21	7	12	20
I feel safe in my school.				
Strongly disagree	3	6	7	7
Disagree	4	8	4	4
Neither disagree nor agree	14	36	24	24
Agree	52	40	50	48
Strongly agree	27	10	15	17

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 25 respondents.

Table A4.6

Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	3	3	4	4
Disagree	2	3	3	2
Neither disagree nor agree	11	14	10	20
Agree	39	48	48	43
Strongly agree	44	31	34	30
I try hard at school because I am interested in my work.				
Strongly disagree	5	4	6	4
Disagree	6	4	3	4
Neither disagree nor agree	22	28	19	28
Agree	43	37	47	48
Strongly agree	23	27	25	15
I work hard to try to understand new things at school.				
Strongly disagree	4	4	3	4
Disagree	2	2	2	7
Neither disagree nor agree	13	22	15	18
Agree	41	43	48	56
Strongly agree	41	30	32	16
I am always trying to do better in my schoolwork.				
Strongly disagree	3	3	3	4
Disagree	1	2	1	0
Neither disagree nor agree	10	16	13	15
Agree	41	45	45	57
Strongly agree	45	34	39	24

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 25 respondents.

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring Relationships				
who really cares about me.				
Not at all true	11	16	13	15
A little true	28	46	30	33
Pretty much true	40	24	32	39
Very much true	21	14	25	13
who notices when I'm not there.				
Not at all true	14	21	17	9
A little true	26	34	24	30
Pretty much true	34	28	31	36
Very much true	26	17	29	26
who listens to me when I have something to say.				
Not at all true	9	13	11	7
A little true	21	30	21	30
Pretty much true	37	34	35	41
Very much true	33	23	33	22
High Expectations				
who tells me when I do a good job.				
Not at all true	6	9	9	9
A little true	22	31	19	20
Pretty much true	38	34	41	38
Very much true	33	26	31	33
who always wants me to do my best.				
Not at all true	3	9	7	4
A little true	12	17	17	20
Pretty much true	31	41	35	39
Very much true	53	33	42	37
who believes that I will be a success.				
Not at all true	5	12	8	7
A little true	16	21	17	28
Pretty much true	31	32	31	28
Very much true	48	35	43	37

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 25 respondents.

Table A4.7

School Developmental Supports Scale Questions - Continued

At school...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Opportunities for Meaningful Participation				
I do interesting activities.				
Not at all true	14	16	22	28
A little true	27	35	25	54
Pretty much true	32	23	25	9
Very much true	27	26	28	9
I help decide things like class activities or rules.				
Not at all true	44	49	45	37
A little true	29	30	25	37
Pretty much true	17	13	18	17
Very much true	10	8	13	9
I do things that make a difference.				
Not at all true	34	32	29	37
A little true	38	43	28	46
Pretty much true	20	14	23	11
Very much true	9	11	20	7

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 25 respondents.

Table A4.8

Parent Involvement in School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	4	7	11
Disagree	8	8	14	7
Neither disagree nor agree	21	31	23	35
Agree	41	48	42	41
Strongly agree	27	10	14	7
Parents feel welcome to participate at this school.				
Strongly disagree	3	6	7	9
Disagree	8	7	5	4
Neither disagree nor agree	27	38	39	35
Agree	43	37	39	48
Strongly agree	20	12	9	4
School staff takes parent concerns seriously.				
Strongly disagree	5	3	7	9
Disagree	10	9	11	4
Neither disagree nor agree	31	37	36	39
Agree	34	37	37	43
Strongly agree	20	13	9	4

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 25 respondents.

Table A4.9

Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	6	8	6	9
Disagree	15	16	11	7
Neither disagree nor agree	31	36	39	28
Agree	36	31	38	54
Strongly agree	13	8	6	2

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 25 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	25	11	14	28
Safe	50	47	46	37
Neither safe nor unsafe	19	36	34	33
Unsafe	5	2	2	2
Very unsafe	1	4	4	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 25 respondents.

Table A5.2

Verbal Harassment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	67	62	70	71
1 time	14	16	13	9
2 to 3 times	13	8	9	11
4 or more times	6	14	8	9
had sexual jokes, comments, or gestures made to you?				
0 times	73	66	73	85
1 time	11	11	7	4
2 to 3 times	5	7	6	2
4 or more times	11	15	15	9
been made fun of because of your looks or the way you talk?				
0 times	71	73	78	83
1 time	11	10	8	11
2 to 3 times	8	7	6	0
4 or more times	9	9	9	7
been made fun of, insulted, or called names?				
0 times	63	67	72	83
1 time	14	11	13	11
2 to 3 times	9	7	3	2
4 or more times	15	14	12	4

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 25 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	72	78	87	85
1 time	12	10	9	11
2 to 3 times	8	6	1	0
4 or more times	8	6	3	4
been afraid of being beaten up?				
0 times	85	85	94	98
1 time	10	7	3	2
2 to 3 times	1	3	1	0
4 or more times	3	4	2	0
been in a physical fight?				
0 times	81	91	92	80
1 time	14	6	5	9
2 to 3 times	3	1	2	9
4 or more times	2	1	1	2
been threatened with harm or injury?				
0 times	95	91	97	89
1 time	4	5	1	7
2 to 3 times	0	2	1	2
4 or more times	1	2	1	2
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	98	94	98	93
1 time	1	4	1	4
2 to 3 times	0	1	1	2
4 or more times	1	1	1	0
been offered, sold, or given an illegal drug?				
0 times	96	74	78	71
1 time	2	9	9	20
2 to 3 times	1	6	2	0
4 or more times	1	10	11	9

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 25 respondents.

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	91	86	92	91
1 time	4	5	4	9
2 or more times	5	9	4	0
Religion				
0 times	96	99	95	93
1 time	3	1	1	7
2 or more times	2	1	4	0
Gender (being male or female)				
0 times	96	94	98	89
1 time	2	4	2	7
2 or more times	2	2	1	4
Because you are gay or lesbian or someone thought you were				
0 times	94	97	95	93
1 time	2	2	2	7
2 or more times	4	1	3	0
A physical or mental disability				
0 times	97	98	97	96
1 time	1	1	1	4
2 or more times	2	1	2	0
Any of the above five hate-crime reasons	17	20	15	13
Any other reason				
0 times	82	85	85	87
1 time	5	4	7	4
2 or more times	13	12	8	9
Any harassment	26	27	23	22

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 25 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	85	83	84	91
1 time	9	11	8	7
2 to 3 times	3	3	5	0
4 or more times	3	2	4	2
Damaged school property on purpose				
0 times	95	93	95	89
1 time	4	2	1	7
2 to 3 times	1	1	2	2
4 or more times	0	3	2	2

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 25 respondents.

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	97	100	91
1 time	1	1	0	7
2 to 3 times	0	1	0	0
4 or more times	0	1	0	2
Carried any other weapon (such as a knife or club)				
0 times	96	94	96	80
1 time	2	3	1	11
2 to 3 times	0	1	1	2
4 or more times	2	3	1	7
Seen someone carrying a gun, knife, or other weapon				
0 times	90	86	89	85
1 time	7	7	6	9
2 to 3 times	2	2	2	2
4 or more times	1	5	3	4

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 25 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	14	30	50	74	A6.2
Current alcohol or drugs	7	15	29	59	A6.4
Current heavy drug users	1	5	11	41	A6.4
Current heavy alcohol user (binge drinker)	2	4	11	35	A6.4
Current alcohol or drug use on school property	3	7	11	22	A6.10

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

Table A6.2

Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	89	74	56	26
1 time	6	8	8	13
2 to 3 times	2	7	10	9
4 or more times	2	11	26	52
Marijuana				
0 times	96	85	70	36
1 time	2	3	7	2
2 to 3 times	0	4	4	16
4 or more times	2	8	18	47
Inhalants (to get "high")				
0 times	96	93	91	78
1 time	2	5	2	4
2 to 3 times	1	1	5	4
4 or more times	2	1	2	13
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	97	95	73
1 time	na	1	1	9
2 to 3 times	na	2	2	9
4 or more times	na	0	3	9
Ecstasy, LSD, or other psychedelics				
0 times	na	96	94	78
1 time	na	1	5	11
2 to 3 times	na	2	1	2
4 or more times	na	2	1	9
Any other drug, or pill, or medicine to get "high" or for other than medical reasons				
0 times	98	95	90	80
1 time	1	1	1	4
2 to 3 times	0	2	3	7
4 or more times	1	2	6	9
Any of the above AOD use	14	30	50	74

Question HS A.47-50, 52, 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)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get "high" or for other than medical reasons.

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

na—Not asked of middle school students.

Table A6.2
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	93	86	71
1 time	na	2	4	4
2 to 3 times	na	3	5	11
4 or more times	na	2	5	13
Diet Pills				
0 times	na	94	92	91
1 time	na	1	1	0
2 to 3 times	na	1	2	4
4 or more times	na	4	5	4
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	98	98	91
1 time	na	0	0	2
2 to 3 times	na	2	1	4
4 or more times	na	0	1	2
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	71	64	64
1 time	na	4	3	7
2 to 3 times	na	10	10	13
4 or more times	na	15	22	16

Question HS A.53-56: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A6.3

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	11	26	44	74
Marijuana	4	15	30	64
Inhalants	4	7	9	22
Cocaine	na	3	5	27
Ecstasy, LSD, or other psychedelics	na	4	6	22
Prescription pain killers, Diet Pills, or other prescription stimulant	na	9	20	33

Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A6.4

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	5	10	22	50
Binge drinking (5 or more drinks in a row)	2	4	11	35
Marijuana	3	8	17	49
Inhalants	1	1	2	11
Prescription medications to get "high" or for reasons other than prescribed	na	3	10	13
Other drug, pill, or medicine to get "high" or for other than medical reasons	0	3	7	13
Any drug use	3	9	20	51
Heavy drug user	1	5	11	41
Any AOD Use	7	15	29	59
Two or more drugs at the same time	na	3	7	16

Question HS A.64-70/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")... prescription medications to get "high" or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get "high" or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

na—Not asked of middle school students.

Table A6.5

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	95	90	78	50
1 or 2 days	4	8	12	24
3 to 9 days	0	2	6	11
10 to 19 days	0	0	2	9
20 or more days	0	1	2	7
Binge drinking (5 or more drinks in a row)				
0 days	98	96	89	65
1 or 2 days	1	3	4	15
3 to 9 days	0	1	4	11
10 to 19 days	0	1	2	2
20 or more days	0	1	1	7
Marijuana				
0 days	97	92	83	51
1 or 2 days	2	6	8	13
3 to 9 days	0	2	2	7
10 to 19 days	0	0	1	7
20 or more days	0	1	6	22

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 25 respondents.

Table A6.6

Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	88	78	44
1 to 2 times	2	6	13	22
3 to 6 times	1	3	4	18
7 or more times	0	2	5	16
"High" (loaded, stoned, or wasted) from using drugs				
0 times	96	85	76	42
1 to 2 times	3	7	10	4
3 to 6 times	0	5	3	7
7 or more times	1	3	12	47
Very drunk or "high" 7 or more times	1	3	12	49

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 25 respondents.

Table A6.7

Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	88	74	59
0 times	na	9	20	28
1 time	na	2	4	7
2 to 3 times	na	1	1	2
4 or more times	na	0	1	4
Marijuana				
Does not apply, don't use	na	88	78	48
0 times	na	7	14	33
1 time	na	3	4	4
2 to 3 times	na	1	2	4
4 or more times	na	1	2	11

Question HS A.88, 89: How many times have you tried to quit or stop using... alcohol... marijuana?

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

na—Not asked of middle school students.

Table A6.8

Drinking While Driving

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	89	91	67
1 time	na	1	2	2
2 times	na	3	4	4
3 to 6 times	na	2	1	20
7 or more times	na	5	2	7
Have ridden in a car driven by someone who had been drinking				
Never	67	na	na	na
1 time	14	na	na	na
2 times	8	na	na	na
3 to 6 times	5	na	na	na
7 or more times	7	na	na	na

Question HS A.90/MS A.80: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle/high school students.

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	90	88	62
1 to 2 times	2	5	4	11
3 to 6 times	0	3	2	4
7 or more times	0	1	6	22

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 25 respondents.

Table A6.10

Current AOD Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	98	97	90	85
1 to 2 days	2	2	4	11
3 or more days	0	1	6	4
Marijuana				
0 days	99	95	92	82
1 to 2 days	0	1	2	9
3 or more days	1	3	6	9
Any other drug, pill, or medicine to get "high" or for other than medical reasons?				
0 days	100	97	96	96
1 to 2 days	0	2	1	2
3 or more days	0	2	3	2
Any of the above	3	7	11	22

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 25 respondents.

Table A6.11

Perceived Harm and Availability

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Alcohol - drink occasionally				
Great	27	32	30	30
Moderate	16	24	30	28
Slight	18	21	20	17
None	39	24	19	24
Alcohol - 5 or more drinks once or twice a week				
Great	34	41	46	46
Moderate	17	26	28	24
Slight	10	8	12	11
None	39	25	14	20
Marijuana - smoke occasionally				
Great	37	36	33	22
Moderate	14	19	23	24
Slight	9	15	18	15
None	40	30	26	39
Marijuana - smoke once or twice a week				
Great	33	36	36	26
Moderate	17	20	23	20
Slight	9	14	16	11
None	41	30	25	43
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult	20	12	5	9
Fairly difficult	8	7	6	13
Fairly easy	9	26	22	15
Very easy	7	23	37	46
Don’t know	55	32	30	17
Marijuana				
Very difficult	26	10	4	13
Fairly difficult	7	9	3	4
Fairly easy	7	19	20	13
Very easy	6	33	48	54
Don’t know	54	29	24	15

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 25 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	7	9	42	A7.2
Current cigarette smoking‡	2	2	2	20	A7.3
Current cigarette smoking at school‡	0	1	1	7	A7.4
Ever tried smokeless tobacco	2	3	3	4	A7.2
Current smokeless tobacco use‡	0	1	0	7	A7.3
Current smokeless tobacco use at school‡	0	1	1	2	A7.4
Ever used electronic cigarettes or other vaping device	13	25	27	64	A7.2
Current use of electronic cigarettes or other vaping device‡	3	4	8	28	A7.3
Current use of electronic cigarettes or other vaping device at school‡	3	3	1	13	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	2	7	A7.5
Attitudes and Correlates					
Occasional smoking great harm	27	35	42	30	A7.7
Smoking 1-2 packs per day great harm	42	56	62	52	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	70	58	54	39	A7.6
Very easy to obtain cigarettes	4	21	26	48	A7.7

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

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

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	96	na	na	na
1 time	3	na	na	na
2 to 3 times	1	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	99	93	91	58
1 time	0	5	3	4
2 to 3 times	0	2	3	18
4 or more times	0	1	3	20
Smokeless tobacco				
0 times	98	97	97	96
1 time	0	2	1	0
2 to 3 times	0	1	1	2
4 or more times	1	1	1	2
An electronic cigarette or other vaping device				
0 times	87	75	73	36
1 time	6	10	7	2
2 to 3 times	4	3	5	13
4 or more times	3	11	15	49

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 25 respondents.
na—Not asked of high school students.

Table A7.3

Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
Any	2	2	2	20
Daily (20 or more days)	0	0	0	7
Smokeless Tobacco				
Any	0	1	0	7
Daily (20 or more days)	0	0	0	4
Electronic cigarette				
Any	3	4	8	28
Daily (20 or more days)	0	1	0	7

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 25 respondents.

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
0 days	100	99	99	93
1 or 2 days	0	1	0	4
3 to 9 days	0	1	1	0
10 to 19 days	0	0	1	0
20 or more days	0	0	0	2
Smokeless Tobacco				
0 days	100	99	99	98
1 or 2 days	0	0	0	0
3 to 9 days	0	1	0	0
10 to 19 days	0	0	1	0
20 or more days	0	0	0	2
Electronic cigarette or other vaping device				
0 days	97	97	99	87
1 or 2 days	2	2	0	4
3 to 9 days	0	1	0	4
10 to 19 days	0	0	1	0
20 or more days	0	0	0	4

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 25 respondents.

Table A7.5

Cigarette Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	95	94	80
0 times	na	2	4	13
1 time	na	1	1	2
2 to 3 times	na	1	1	4
4 or more times	na	1	0	0

Question HS A.87: How many times have you tried to quit or stop using cigarettes?

Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A7.6

Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	19	24	27	43
Somewhat disapprove	11	18	18	18
Strongly disapprove	70	58	54	39

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 25 respondents.

Table A7.7

Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Smoke cigarettes occasionally				
Great	27	35	42	30
Moderate	21	26	26	22
Slight	13	14	15	20
None	40	25	17	28
Smoke 1-2 packs of cigarettes a day				
Great	42	56	62	52
Moderate	13	11	17	7
Slight	6	6	5	9
None	40	27	16	33
Perceived Difficulty of Obtaining...				
Cigarettes				
Very difficult	22	12	5	4
Fairly difficult	9	11	5	7
Fairly easy	9	23	25	17
Very easy	4	21	26	48
Don’t know	56	33	38	24

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 25 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	79	80	84	74
1 time	9	13	5	11
2 to 3 times	7	3	5	11
4 or more times	5	4	6	4

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 25 respondents.

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	54	na	na	na
1 day	15	na	na	na
2 days	6	na	na	na
3 days	5	na	na	na
4 days	2	na	na	na
5 days	19	na	na	na

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 25 respondents.
na—Not asked of high school students.

Table A8.3

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	41	42	45	46
Yes	59	58	55	54

Question HS A.117/MS A.107: Did you eat breakfast today?
Note: Cells are empty if there are less than 25 respondents.

Table A8.4

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	74	76	71	72
Yes	26	24	29	28

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 25 respondents.

Table A8.5

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	87	86	87
Yes	na	13	14	13

Question HS A.116: During the past 12 months, did you ever seriously consider attempting suicide?
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A8.6

Gang Involvement

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

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 25 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Developmental Supports and Connectedness by Race/Ethnicity - 7th Grade

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	34					32	34
Caring adults in school	33					31	33
High expectations-adults in school	52					68	50
Meaningful participation at school	12					12	14
School Connectedness	63					58	63
Academic Motivation	41					46	41

Notes: Cells are empty if there are less than 25 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 Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	21						18
Caring adults in school	19						19
High expectations-adults in school	35						36
Meaningful participation at school	10						6
School Connectedness	34					24	32
Academic Motivation	30					40	27

Notes: Cells are empty if there are less than 25 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 Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	37						41
Caring adults in school	35						42
High expectations-adults in school	46						50
Meaningful participation at school	19						17
School Connectedness	52						53
Academic Motivation	28						24

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.4

School Developmental Supports and Connectedness by Race/Ethnicity - Non-Traditional

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	17						18
Caring adults in school	19						18
High expectations-adults in school	38						43
Meaningful participation at school	5						4
School Connectedness	38						46
Academic Motivation	21						29

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.5

Current Cigarette Smoking by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	2	2	2	21
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	0			
Mixed (two or more) races	2	3	1	18

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

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Environment								
Total school supports	39	29	21	20	40	35	24	
Caring adults in school	38	28	17	20	34	35	28	
High expectations-adults in school	56	48	36	38	47	45	44	
Meaningful participation at school	14	10	11	7	18	22	12	
School Connectedness	61	65	35	32	41	63	40	
Academic Motivation	46	33	39	22	33	25	20	

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

Table A10.2

Selected Alcohol and Drug Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
During your life, did you ever...								
drink alcohol (one full drink)?	8	14	24	27	50	36	72	
use inhalants?	4	5	8	4	10	8	20	
smoke marijuana?	1	8	12	18	37	19	60	
During the past 30 days, did you...								
drink alcohol (one full drink)?	2	8	11	9	24	19	44	
use inhalants?	1	1	1	1	3	1	8	
smoke marijuana?	0	6	8	7	23	9	44	
Level of Involvement (High Risk Patterns)								
During your life, have you ever...								
been very drunk or sick after drinking alcohol?	1	5	12	11	28	13	48	
been "high" from using drugs?	2	6	12	16	29	16	56	
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	1	3	6	4	15	5	20	
AOD Use at School								
During your life, have you ever been drunk or "high" on school property?	1	4	9	11	15	7	24	
During the past 30 days, did you use marijuana on school property?	1	2	5	4	10	5	12	
Perceived Harm								
Frequent use of...is harmful.[A]								
alcohol (five or more drinks once or twice a week)	62	61	76	75	87	87	92	
marijuana (once or twice a week)	60	59	72	70	74	77	60	

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

[A] *Combines Great, Moderate, and Slight.*

Table A10.3

Selected Tobacco Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	0	2	7	6	8	9		
During the past 30 days, did you smoke a cigarette?	1	3	2	1	0	3	12	
During the past 30 days, did you smoke cigarettes daily?	0	0	0	0	0	0	8	
During the past 30 days, did you smoke cigarettes on school property?	1	0	2	0	0	1		
Frequent use of cigarettes is harmful. (1-2 packs a day)[A]	61	61	74	73	83	87	76	

Notes: Cells are empty if there are less than 25 respondents.
[A]Combines Great, Moderate, and Slight.

Table A10.4

School Safety–Related Indicators by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?								
Race, ethnicity, or national origin	5	14	16	13	11	4	8	
Religion	4	5	1	1	7	1		
Gender	3	5	6	6	2	1	12	
Gay/lesbian, or someone thought you were	4	8	3	3	4	4	4	
Physical/mental disability	3	4	2	3	2	3	0	
Any other reason	22	13	15	13	19	9	12	
During the past 12 months at school, have you been in a physical fight?	13	26	6	12	9	7		
Feels safe at school	75	75	63	53	60	60	64	
Currently belong to a gang	2	7	2	5	3	9	0	

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

Table A10.5

Physical and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Eating of breakfast	52	66	52	68	48	63	44	
Chronic sad or hopeless feelings	33	18	32	15	39	16	24	

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