CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

East Whittier City Elementary
Secondary
2014-2015
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 THIS YEAR

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 2014–15 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. This year, the content of the survey was significantly revised to enhance the value of its data for guiding school improvement efforts and developing and monitoring the newly-required Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question.[1] Several other tools to help in data use are also available, as described below. For additional information and resources, visit the survey website: chks.wested.org.

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)*, 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, stakeholder engagement; as well as overall youth development, health, and well-being.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine how consistent are student, staff, and parent perceptions and experiences. Appendix 5 of *Workbook for Improving School Climate* provides a crosswalk between student, staff, and parent survey questions to facilitate this comparison.[2]

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

[1] *Guidebook to the California Healthy Kids Survey, Part II: Survey Content (chks.wested.org/training_support)*

[2] *See californias3.wested.org/resources/schoolclimateworkbook-2ndedition_final.pdf.*

questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district.

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.[3] 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, 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. A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs. Download: chks.wested.org/administer/supplemental1#clim.

Closing the Achievement Gap

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. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

[3] *Guidebook to the California Healthy Kids Survey, Part I: Administration (chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from chks.wested.org/administer/download.*

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 A1.2 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).

UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use the survey results. These are described and made available on the survey website. Three are particularly important:

- To help in understanding and interpreting these results, *Guidebook to the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook to the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) provides a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- The *Workbook for Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy.[4]

Care must be particularly 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 Data Use and Dissemination Guidebook*.

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 district's 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.

[4] *The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.*

Changes Between Surveys

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 after holidays or social events).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following actions can be taken to analyze and use the results to support school and program improvement efforts.

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the CSCS and other sources, particularly in the context of identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students, Staff, and Parents

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps improve student perceptions of the developmental supports and opportunities that the school offers and enhances school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls 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.

Equally important is communicating the results and your plans for making improvements to parents. This fosters parent involvement and collaboration in addressing the identified needs, and also support for the survey, important for improving student participation rates. The importance and value of this has been made even greater by the parent involvement requirements of the Local Control and Accountability Plan.

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.
WestEd

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

Survey 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	
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	992	–	–	–
Final number	743	–	–	–
Average Response Rate	75%	–	–	–

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)	61	–	–	–	A4.4
Academic motivation (high)	44	–	–	–	A4.4
Truant more than a few times†	2	–	–	–	A4.2
Caring adult relationships (high)	33	–	–	–	A4.4
High expectations (high)	52	–	–	–	A4.4
Meaningful participation (high)	15	–	–	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	72	–	–	–	A5.1
Experienced any harassment or bullying†	39	–	–	–	A5.4
Had mean rumors or lies spread about you†	37	–	–	–	A5.2
Been afraid of being beaten up†	16	–	–	–	A5.3
Been in a physical fight†	14	–	–	–	A5.3
Seen a weapon on campus†	11	–	–	–	A5.6
Been drunk or "high" on drugs at school, ever	1	–	–	–	A6.10
Mental and Physical Health					
Current alcohol or drug use‡	7	–	–	–	A6.5
Current binge drinking‡	1	–	–	–	A6.5
Very drunk or "high" 7 or more times	0	–	–	–	A6.7
Current cigarette smoking‡	1	–	–	–	A7.4
Experienced chronic sadness/hopelessness†	21	–	–	–	A8.4
Considered suicide†	na	–	–	–	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	–	–	–
11 years old	1	–	–	–
12 years old	63	–	–	–
13 years old	35	–	–	–
14 years old	1	–	–	–
15 years old	0	–	–	–
16 years old	0	–	–	–
17 years old	0	–	–	–
18 years old or older	0	–	–	–

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	47	–	–	–
Female	53	–	–	–

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	24	–	–	–
Yes	76	–	–	–

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	3	–	–	–
Asian	2	–	–	–
Black or African American	2	–	–	–
Native Hawaiian or Pacific Islander	1	–	–	–
White	36	–	–	–
Mixed (two or more) races	56	–	–	–

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	na	–	–	–
Other relative's home	na	–	–	–
A home with more than one family	na	–	–	–
Friend's home	na	–	–	–
Foster home, group care, or waiting placement	na	–	–	–
Hotel or motel	na	–	–	–
Shelter, car, campground, or other transitional or temporary housing	na	–	–	–
Other living arrangement	na	–	–	–

Question HS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A3.6
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	5	–	–	–
Graduated from high school	16	–	–	–
Attended college but did not complete four-year degree	15	–	–	–
Graduated from college	35	–	–	–
Don't know	29	–	–	–

Question HS A.10/MS A.9: 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
Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	89	–	–	–
Yes	6	–	–	–
Don't know	5	–	–	–

Question HS A.112/MS A.100: 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	22	–	–	–
A's and B's	32	–	–	–
Mostly B's	5	–	–	–
B's and C's	23	–	–	–
Mostly C's	4	–	–	–
C's and D's	9	–	–	–
Mostly D's	2	–	–	–
Mostly F's	3	–	–	–

Question HS A.11/MS A.10: 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	70	–	–	–
1-2 times	18	–	–	–
A few times	10	–	–	–
Once a month	1	–	–	–
Once a week	1	–	–	–
More than once a week	1	–	–	–

Question HS A.12/MS A.11: 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	40	–	–	–
Illness (feeling physically sick), including problems with breathing or your teeth	48	–	–	–
Felt very sad, hopeless, anxious, stressed, or angry	5	–	–	–
Didn't get enough sleep	8	–	–	–
Didn't feel safe at school	1	–	–	–
Had to work	1	–	–	–
Had to take care of or help a family member or friend	7	–	–	–
Wanted to spend time with friends who don't go to your school	1	–	–	–
Wanted to use alcohol or drugs	0	–	–	–
Were behind in schoolwork or weren't prepared for a test or class assignment	3	–	–	–
Were bored with or uninterested in school	1	–	–	–
Were suspended	0	–	–	–
Other reason	14	–	–	–

Question HS A.13/MS A.12: 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	Grade 7			Grade 9			Grade 11			NT		
High, Moderate, and Low (%)	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total school supports	33	54	14	–	–	–	–	–	–	–	–	–
Caring adults in school	33	54	13	–	–	–	–	–	–	–	–	–
High expectations-adults in school	52	40	8	–	–	–	–	–	–	–	–	–
Meaningful participation at school	15	51	34	–	–	–	–	–	–	–	–	–
School Connectedness	61	33	6	–	–	–	–	–	–	–	–	–
Academic Motivation	44	42	14	–	–	–	–	–	–	–	–	–

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	3	–	–	–
Disagree	3	–	–	–
Neither disagree nor agree	18	–	–	–
Agree	51	–	–	–
Strongly agree	24	–	–	–
I am happy to be at this school.				
Strongly disagree	4	–	–	–
Disagree	4	–	–	–
Neither disagree nor agree	17	–	–	–
Agree	47	–	–	–
Strongly agree	29	–	–	–
I feel like I am part of this school.				
Strongly disagree	4	–	–	–
Disagree	7	–	–	–
Neither disagree nor agree	22	–	–	–
Agree	46	–	–	–
Strongly agree	21	–	–	–
The teachers at this school treat students fairly.				
Strongly disagree	6	–	–	–
Disagree	11	–	–	–
Neither disagree nor agree	24	–	–	–
Agree	42	–	–	–
Strongly agree	17	–	–	–
I feel safe in my school.				
Strongly disagree	2	–	–	–
Disagree	5	–	–	–
Neither disagree nor agree	17	–	–	–
Agree	47	–	–	–
Strongly agree	29	–	–	–

Question HS A.14-18/MS A.13-17: 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	2	–	–	–
Disagree	2	–	–	–
Neither disagree nor agree	11	–	–	–
Agree	35	–	–	–
Strongly agree	50	–	–	–
I try hard at school because I am interested in my work.				
Strongly disagree	3	–	–	–
Disagree	7	–	–	–
Neither disagree nor agree	24	–	–	–
Agree	39	–	–	–
Strongly agree	27	–	–	–
I work hard to try to understand new things at school.				
Strongly disagree	2	–	–	–
Disagree	3	–	–	–
Neither disagree nor agree	13	–	–	–
Agree	46	–	–	–
Strongly agree	35	–	–	–
I am always trying to do better in my schoolwork.				
Strongly disagree	2	–	–	–
Disagree	2	–	–	–
Neither disagree nor agree	8	–	–	–
Agree	38	–	–	–
Strongly agree	50	–	–	–

Question HS A.19-22/MS A.18-21: 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	13	–	–	–
A little true	31	–	–	–
Pretty much true	33	–	–	–
Very much true	23	–	–	–
who notices when I'm not there.				
Not at all true	14	–	–	–
A little true	26	–	–	–
Pretty much true	33	–	–	–
Very much true	27	–	–	–
who listens to me when I have something to say.				
Not at all true	11	–	–	–
A little true	25	–	–	–
Pretty much true	31	–	–	–
Very much true	34	–	–	–
High Expectations				
who tells me when I do a good job.				
Not at all true	9	–	–	–
A little true	19	–	–	–
Pretty much true	38	–	–	–
Very much true	34	–	–	–
who always wants me to do my best.				
Not at all true	5	–	–	–
A little true	13	–	–	–
Pretty much true	28	–	–	–
Very much true	53	–	–	–
who believes that I will be a success.				
Not at all true	9	–	–	–
A little true	17	–	–	–
Pretty much true	29	–	–	–
Very much true	45	–	–	–

Question HS A.23-28/MS A.22-27: At my school, there is a teacher or some other adult who...really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... 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	–	–	–
A little true	28	–	–	–
Pretty much true	30	–	–	–
Very much true	28	–	–	–
I help decide things like class activities or rules.				
Not at all true	49	–	–	–
A little true	26	–	–	–
Pretty much true	15	–	–	–
Very much true	9	–	–	–
I do things that make a difference.				
Not at all true	28	–	–	–
A little true	35	–	–	–
Pretty much true	23	–	–	–
Very much true	14	–	–	–

Question HS A.29-31/MS A.28-30: 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.

5. School Violence, Victimization and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	24	–	–	–
Safe	48	–	–	–
Neither safe nor unsafe	22	–	–	–
Unsafe	4	–	–	–
Very unsafe	2	–	–	–

Question HS A.84/MS A.72: 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	63	–	–	–
1 time	17	–	–	–
2 to 3 times	10	–	–	–
4 or more times	10	–	–	–
had sexual jokes, comments, or gestures made to you?				
0 times	70	–	–	–
1 time	11	–	–	–
2 to 3 times	7	–	–	–
4 or more times	12	–	–	–
been made fun of because of your looks or the way you talk?				
0 times	67	–	–	–
1 time	14	–	–	–
2 to 3 times	7	–	–	–
4 or more times	12	–	–	–
been made fun of, insulted, or called names?				
0 times	55	–	–	–
1 time	20	–	–	–
2 to 3 times	9	–	–	–
4 or more times	16	–	–	–

Question HS A.88-90, 99/MS A.77-79, 88: 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	68	–	–	–
1 time	14	–	–	–
2 to 3 times	9	–	–	–
4 or more times	8	–	–	–
been afraid of being beaten up?				
0 times	84	–	–	–
1 time	11	–	–	–
2 to 3 times	3	–	–	–
4 or more times	2	–	–	–
been in a physical fight?				
0 times	86	–	–	–
1 time	9	–	–	–
2 to 3 times	3	–	–	–
4 or more times	2	–	–	–
been threatened with harm or injury?				
0 times	90	–	–	–
1 time	6	–	–	–
2 to 3 times	2	–	–	–
4 or more times	2	–	–	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	–	–	–
1 time	2	–	–	–
2 to 3 times	0	–	–	–
4 or more times	1	–	–	–
been offered, sold, or given an illegal drug?				
0 times	93	–	–	–
1 time	5	–	–	–
2 to 3 times	1	–	–	–
4 or more times	1	–	–	–

Question HS A.85-87, 92, 96, 98/MS A.74-76, 81, 85, 87: 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	81	–	–	–
1 time	11	–	–	–
2 or more times	8	–	–	–
Religion				
0 times	93	–	–	–
1 time	4	–	–	–
2 or more times	3	–	–	–
Gender (being male or female)				
0 times	91	–	–	–
1 time	3	–	–	–
2 or more times	6	–	–	–
Because you are gay or lesbian or someone thought you were				
0 times	88	–	–	–
1 time	5	–	–	–
2 or more times	6	–	–	–
A physical or mental disability				
0 times	96	–	–	–
1 time	1	–	–	–
2 or more times	2	–	–	–
Any of the above five hate-crime reasons	29	–	–	–
Any other reason				
0 times	77	–	–	–
1 time	10	–	–	–
2 or more times	13	–	–	–
Any harassment	39	–	–	–

Question HS A.100-105/MS A.89-94: 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	80	–	–	–
1 time	12	–	–	–
2 to 3 times	4	–	–	–
4 or more times	4	–	–	–
Damaged school property on purpose				
0 times	94	–	–	–
1 time	4	–	–	–
2 to 3 times	1	–	–	–
4 or more times	1	–	–	–

Question HS A.91, 93/MS A.80, 82: 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	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Carried any other weapon (such as a knife or club)				
0 times	97	–	–	–
1 time	2	–	–	–
2 to 3 times	0	–	–	–
4 or more times	1	–	–	–
Seen someone carrying a gun, knife, or other weapon				
0 times	89	–	–	–
1 time	6	–	–	–
2 to 3 times	3	–	–	–
4 or more times	2	–	–	–

Question HS A.94, 95, 97/MS A.83, 84, 86: 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	–	–	–	A6.2
Current alcohol or drugs	7	–	–	–	A6.5
Current heavy drug users	1	–	–	–	A6.5
Current heavy alcohol user (binge drinker)	1	–	–	–	A6.5
Current alcohol or drug use on school property	3	–	–	–	A6.11

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	90	–	–	–
1 time	6	–	–	–
2 to 3 times	2	–	–	–
4 or more times	1	–	–	–
Marijuana				
0 times	96	–	–	–
1 time	2	–	–	–
2 to 3 times	1	–	–	–
4 or more times	2	–	–	–
Inhalants (to get "high")				
0 times	95	–	–	–
1 time	3	–	–	–
2 to 3 times	1	–	–	–
4 or more times	0	–	–	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Ecstasy, LSD, or other psychedelics				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Any other drug, or pill, or medicine to get "high" or for other than medical reasons				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Any of the above AOD use	14	–	–	–

Question HS A.35-38, 40, 45/MS A.35-37: 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 killers , tranquilizers, or sedatives				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Diet Pills				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

Question HS A.41-44: During your life, how many times have you used the following substances?... Prescription pain killers (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	10	–	–	–
Marijuana	4	–	–	–
Inhalants	5	–	–	–
Cocaine	na	–	–	–
Ecstasy, LSD, or other psychedelics, lifetime	na	–	–	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	–	–	–

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

Table A6.4

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	83	–	–	–
10 or under	8	–	–	–
11-12 years old	7	–	–	–
13-14 years old	1	–	–	–
15-16 years old	0	–	–	–
17 years or older	0	–	–	–
Marijuana				
Never	96	–	–	–
10 or under	1	–	–	–
11-12 years old	2	–	–	–
13-14 years old	1	–	–	–
15-16 years old	0	–	–	–
17 years or older	0	–	–	–
Any other illegal drug or pill to get "high"				
Never	98	–	–	–
10 or under	0	–	–	–
11-12 years old	1	–	–	–
13-14 years old	0	–	–	–
15-16 years old	0	–	–	–
17 years or older	0	–	–	–

Question HS A.49, 52, 53/MS A.42, 45, 46: About how old were you the first time you did any of these things? Had a drink of an alcoholic beverage (other than a sip or two)... Used marijuana or hashish... Used any other illegal drug or pill to get "high."
Note: Cells are empty if there are less than 25 respondents.

Table A6.5
Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	5	–	–	–
Binge drinking (5 or more drinks in a row)	1	–	–	–
Marijuana	2	–	–	–
Inhalants	1	–	–	–
Prescription pain medications to get "high" or for reasons other than prescribed	na	–	–	–
Other drug, pill, or medicine to get "high" or for other than medical reasons	1	–	–	–
Any drug use	3	–	–	–
Heavy drug user	1	–	–	–
Any AOD Use	7	–	–	–
Two or more drugs at the same time	na	–	–	–

Question HS A.57-63/MS A.50-53, 54: 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 pain 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 A6.6
Frequency of Current AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	95	–	–	–
1 or 2 days	4	–	–	–
3 to 9 days	1	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
Binge drinking (5 or more drinks in a row)				
0 days	99	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
Marijuana				
0 days	98	–	–	–
1 or 2 days	2	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–

Question HS A.57-59/MS A.50-52: 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 A6.7
Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	98	–	–	–
1 to 2 times	2	–	–	–
3 to 6 times	1	–	–	–
7 or more times	0	–	–	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	97	–	–	–
1 to 2 times	2	–	–	–
3 to 6 times	1	–	–	–
7 or more times	0	–	–	–
Very drunk or "high" 7 or more times	0	–	–	–

Question HS A.46, 47/MS A.39, 40: 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 A6.8
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	–	–	–
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Marijuana				
Does not apply, don't use	na	–	–	–
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

Question HS A.81, 82: 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 A6.9
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	–	–	–
1 time	na	–	–	–
2 times	na	–	–	–
3 to 6 times	na	–	–	–
7 or more times	na	–	–	–
Have ridden in a car driven by someone who had been drinking				
Never	65	na	na	na
1 time	13	na	na	na
2 times	7	na	na	na
3 to 6 times	7	na	na	na
7 or more times	8	na	na	na

Question HS A.83/MS A.71: 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 A6.10
Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	–	–	–
1 to 2 times	1	–	–	–
3 to 6 times	0	–	–	–
7 or more times	0	–	–	–

Question HS A.48/MS A.41: 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 A6.11
Current AOD Use on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	98	–	–	–
1 to 2 days	2	–	–	–
3 or more days	0	–	–	–
Marijuana				
0 days	99	–	–	–
1 to 2 days	1	–	–	–
3 or more days	0	–	–	–
Any other illegal drug or pill to get "high"				
0 days	99	–	–	–
1 to 2 days	0	–	–	–
3 or more days	0	–	–	–
Any of the above	3	–	–	–

Question HS A.67-69/MS A.58-60: 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 illegal drug or pill to get "high"?
Note: Cells are empty if there are less than 25 respondents.

Table A6.12
Perceived Harm and Availability

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Alcohol - drink occasionally				
Great	27	–	–	–
Moderate	28	–	–	–
Slight	20	–	–	–
None	25	–	–	–
Alcohol - 5 or more drinks once or twice a week				
Great	44	–	–	–
Moderate	22	–	–	–
Slight	11	–	–	–
None	24	–	–	–
Marijuana - smoke occasionally				
Great	45	–	–	–
Moderate	21	–	–	–
Slight	9	–	–	–
None	25	–	–	–
Marijuana - smoke once or twice a week				
Great	48	–	–	–
Moderate	20	–	–	–
Slight	7	–	–	–
None	24	–	–	–
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult	12	–	–	–
Fairly difficult	11	–	–	–
Fairly easy	18	–	–	–
Very easy	11	–	–	–
Don't know	48	–	–	–
Marijuana				
Very difficult	21	–	–	–
Fairly difficult	12	–	–	–
Fairly easy	8	–	–	–
Very easy	9	–	–	–
Don't know	50	–	–	–

Question HS A.72-75, 77, 78/MS A.63-66, 68, 69: 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	–	–	–	A7.2
Current cigarette smoking‡	1	–	–	–	A7.4
Current cigarette smoking at school‡	1	–	–	–	A7.5
Ever tried smokeless tobacco	1	–	–	–	A7.2
Current smokeless tobacco use‡	0	–	–	–	A7.4
Current smokeless tobacco use at school‡	0	–	–	–	A7.5
Ever used electronic cigarettes or other vaping device	9	–	–	–	A7.2
Current use of electronic cigarettes or other vaping device‡	3	–	–	–	A7.4
Current use of electronic cigarettes or other vaping device at school‡	2	–	–	–	A7.5
Cessation Attempts					
Tried to quit or stop using cigarettes	na	–	–	–	A7.6
Attitudes and Correlates					
Occasional smoking great harm	32	–	–	–	A7.8
Smoking 1-2 packs per day great harm	62	–	–	–	A7.8
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	76	–	–	–	A7.7
Very easy to obtain cigarettes	8	–	–	–	A7.8

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	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	–	–	–
1 time	1	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Smokeless tobacco				
0 times	99	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
An electronic cigarette or other vaping device				
0 times	91	–	–	–
1 time	4	–	–	–
2 to 3 times	1	–	–	–
4 or more times	3	–	–	–

Question HS A.32-34/MS A.31-34: 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 such as Redman™, Skoal™, or Beechnut™)... 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
Age of Onset – Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	96	–	–	–
10 or under	1	–	–	–
11-12 years old	2	–	–	–
13-14 years old	0	–	–	–
15-16 years old	0	–	–	–
17 years or older	0	–	–	–
Smokeless tobacco				
Never	98	–	–	–
10 or under	0	–	–	–
11-12 years old	2	–	–	–
13-14 years old	0	–	–	–
15-16 years old	0	–	–	–
17 years or older	0	–	–	–

Question HS A.50-51/MS A.43-44: About how old were you the first time you did any of these things? Smoked part or all of a cigarette... Used smokeless tobacco or other tobacco products.
Note: Cells are empty if there are less than 25 respondents.

Table A7.4
Any Current Use and Daily Use

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

Question HS A.54-56/MS A.47-49: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew or snuff)... an electronic cigarette or any other nicotine delivery device?
Note: Cells are empty if there are less than 25 respondents.

Table A7.5
Current Smoking on School Property, Past 30 Days

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

Question HS A.64-66/MS A.55-57: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco... 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 A7.6

Cigarette Smoking Cessation Attempts

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

Question HS A.80: 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 A7.7

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	15	–	–	–
Somewhat disapprove	8	–	–	–
Strongly disapprove	76	–	–	–

Question HS A.79/MS A.70: 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 A7.8

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	32	–	–	–
Moderate	31	–	–	–
Slight	14	–	–	–
None	23	–	–	–
Smoke 1-2 packs of cigarettes a day				
Great	62	–	–	–
Moderate	10	–	–	–
Slight	3	–	–	–
None	24	–	–	–
Perceived Difficulty of Obtaining...				
Cigarettes				
Very difficult	12	–	–	–
Fairly difficult	13	–	–	–
Fairly easy	18	–	–	–
Very easy	8	–	–	–
Don't know	50	–	–	–

Question HS A.70, 71, 76/MS A.61, 62, 67: 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)	87	–	–	–
1 time	7	–	–	–
2 to 3 times	4	–	–	–
4 or more times	2	–	–	–

Question HS A.106/MS A.95: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, MySpace™, 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	51	na	na	na
1 day	16	na	na	na
2 days	10	na	na	na
3 days	7	na	na	na
4 days	3	na	na	na
5 days	14	na	na	na

Question MS A.73: 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	29	–	–	–
Yes	71	–	–	–

Question HS A.110/MS A.98: 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	79	–	–	–
Yes	21	–	–	–

Question HS A.108/MS A.97: 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	–	–	–
Yes	na	–	–	–

Question HS A.109: 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	97	–	–	–
Yes	3	–	–	–

Question HS A.107/MS A.96: 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	33					36	30
Caring adults in school	32					36	31
High expectations-adults in school	51					52	49
Meaningful participation at school	15					18	14
School Connectedness	61					66	57
Academic Motivation	44					45	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	–	–	–	–	–	–	–
Caring adults in school	–	–	–	–	–	–	–
High expectations-adults in school	–	–	–	–	–	–	–
Meaningful participation at school	–	–	–	–	–	–	–
School Connectedness	–	–	–	–	–	–	–
Academic Motivation	–	–	–	–	–	–	–

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	–	–	–	–	–	–	–
Caring adults in school	–	–	–	–	–	–	–
High expectations-adults in school	–	–	–	–	–	–	–
Meaningful participation at school	–	–	–	–	–	–	–
School Connectedness	–	–	–	–	–	–	–
Academic Motivation	–	–	–	–	–	–	–

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	–	–	–	–	–	–	–
Caring adults in school	–	–	–	–	–	–	–
High expectations-adults in school	–	–	–	–	–	–	–
Meaningful participation at school	–	–	–	–	–	–	–
School Connectedness	–	–	–	–	–	–	–
Academic Motivation	–	–	–	–	–	–	–

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	1	–	–	–
American Indian or Alaska Native		–	–	–
Asian		–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	0	–	–	–
Mixed (two or more) races	1	–	–	–

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	33	33	–	–	–	–	–	–
Caring adults in school	35	32	–	–	–	–	–	–
High expectations-adults in school	53	51	–	–	–	–	–	–
Meaningful participation at school	17	14	–	–	–	–	–	–
School Connectedness	61	61	–	–	–	–	–	–
Academic Motivation	48	39	–	–	–	–	–	–

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)?	10	10	–	–	–	–	–	–
use inhalants?	5	5	–	–	–	–	–	–
smoke marijuana?	3	5	–	–	–	–	–	–
During the past 30 days, did you...								
drink alcohol (one full drink)?	6	5	–	–	–	–	–	–
use inhalants?	1	1	–	–	–	–	–	–
smoke marijuana?	2	2	–	–	–	–	–	–
Level of Involvement (High Risk Patterns)								
During your life, have you ever...								
been very drunk or sick after drinking alcohol?	3	1	–	–	–	–	–	–
been "high" from using drugs?	3	3	–	–	–	–	–	–
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	1	1	–	–	–	–	–	–
AOD Use at School								
During your life, have you ever been drunk or "high" on school property?	2	1	–	–	–	–	–	–
During the past 30 days, did you use marijuana on school property?	1	2	–	–	–	–	–	–
Perceived Harm								
Frequent use of...is harmful.[A]								
alcohol (five or more drinks once or twice a week)	75	78	–	–	–	–	–	–
marijuana (once or twice a week)	76	76	–	–	–	–	–	–

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?	1	1	–	–	–	–	–	–
During the past 30 days, did you smoke a cigarette?	1	1	–	–	–	–	–	–
During the past 30 days, did you smoke cigarettes daily?	0	0	–	–	–	–	–	–
During the past 30 days, did you smoke cigarettes on school property?	0	1	–	–	–	–	–	–
Frequent use of cigarettes is harmful. (1-2 packs a day)[A]	75	77	–	–	–	–	–	–

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	17	21	–	–	–	–	–	–
Religion	6	8	–	–	–	–	–	–
Gender	10	9	–	–	–	–	–	–
Gay/lesbian, or someone thought you were	10	13	–	–	–	–	–	–
Physical/mental disability	4	3	–	–	–	–	–	–
Any other reason	23	23	–	–	–	–	–	–
During the past 12 months at school, have you been in a physical fight?	7	21	–	–	–	–	–	–
Feels safe at school	70	74	–	–	–	–	–	–
Currently belong to a gang	2	4	–	–	–	–	–	–

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	68	76	–	–	–	–	–	–
Chronic sad or hopeless feelings	27	13	–	–	–	–	–	–

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