CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Fallbrook Union Elementary

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:

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PREFACE

NEW FEATURE

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's 2015–16 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys–*California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS)–is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS) System*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement, as well as overall youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and your Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

Factsheets, guidebooks, and other resources to help in understanding and using survey results are available for downloading from the survey website: chks.wested.org. The California Safe and Supportive Schools website also provides a wealth of information and tools helpful in implementing effective strategies that address the needs identified by the survey in regard to school climate improvement and promoting social-emotional learning. Particularly valuable in regard to LCAP efforts are ***Making Sense of School Climate*** (californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf) and ***Helpful Resources for Local Control and Accountability Plans, 2014-15*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

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

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

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

School-Related Core Content

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

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

Supplementary School Climate Module

A supplementary School Climate Module provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/supplemental1#clim). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

Racial/Ethnic Subgroup Results

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

UNDERSTANDING AND USING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resourcesS3_school/climateguidebook_final.pdf)

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

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

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

NEXT STEPS

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

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

The following actions, which can be requested as custom services (additional fees apply), will help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

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

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

Request District School Climate Report Card

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

Request Disaggregated Report or Analyses

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

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

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

On request, Cal-SCHLS staff can conduct a structured group Listening to Students Workshop designed

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. CalMHSA Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Military Connected School Module	
J. Physical Health & Nutrition Module	
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	
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	505	–	–	–
Final number	431	–	–	–
Average Response Rate	85%	–	–	–

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)	46	–	–	–	A4.4
Academic motivation (high)	37	–	–	–	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)	14	–	–	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	59	–	–	–	A5.1
Experienced any harassment or bullying†	44	–	–	–	A5.4
Had mean rumors or lies spread about you†	40	–	–	–	A5.2
Been afraid of being beaten up†	29	–	–	–	A5.3
Been in a physical fight†	15	–	–	–	A5.3
Seen a weapon on campus†	22	–	–	–	A5.6
Been drunk or "high" on drugs at school, ever	2	–	–	–	A6.9
Mental and Physical Health					
Current alcohol or drug use‡	7	–	–	–	A6.4
Current binge drinking‡	2	–	–	–	A6.5
Very drunk or "high" 7 or more times	1	–	–	–	A6.6
Current cigarette smoking‡	1	–	–	–	A7.3
Experienced chronic sadness/hopelessness†	33	–	–	–	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	32	–	–	–
13 years old	66	–	–	–
14 years old	2	–	–	–
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	53	–	–	–
Female	47	–	–	–

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	39	–	–	–
Yes	61	–	–	–

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	3	–	–	–
Black or African American	3	–	–	–
Native Hawaiian or Pacific Islander	1	–	–	–
White	42	–	–	–
Mixed (two or more) races	49	–	–	–

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	86	–	–	–
Other relative's home	2	–	–	–
A home with more than one family	4	–	–	–
Friend's home	0	–	–	–
Foster home, group care, or waiting placement	0	–	–	–
Hotel or motel	0	–	–	–
Shelter, car, campground, or other transitional or temporary housing	1	–	–	–
Other living arrangement	7	–	–	–

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	13	–	–	–
Graduated from high school	14	–	–	–
Attended college but did not complete four-year degree	10	–	–	–
Graduated from college	29	–	–	–
Don't know	33	–	–	–

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	29	–	–	–
Yes	57	–	–	–
Don't know	14	–	–	–

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	57	–	–	–
Yes	5	–	–	–
Don't know	38	–	–	–

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	60	–	–	–
Spanish	37	–	–	–
Mandarin	0	–	–	–
Cantonese	0	–	–	–
Taiwanese	0	–	–	–
Tagalog	1	–	–	–
Vietnamese	0	–	–	–
Korean	0	–	–	–
Other	2	–	–	–

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	81	–	–	–
Well	17	–	–	–
Not well	1	–	–	–
Not at all	0	–	–	–
speak English?				
Very well	73	–	–	–
Well	24	–	–	–
Not well	2	–	–	–
Not at all	1	–	–	–
read English?				
Very well	71	–	–	–
Well	25	–	–	–
Not well	4	–	–	–
Not at all	0	–	–	–
write English?				
Very well	66	–	–	–
Well	28	–	–	–
Not well	5	–	–	–
Not at all	1	–	–	–

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	78	–	–	–
1 day	5	–	–	–
2 days	4	–	–	–
3 days	3	–	–	–
4 days	2	–	–	–
5 days	9	–	–	–

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)	75	–	–	–
Gay or Lesbian or Bisexual	5	–	–	–
Transgender	1	–	–	–
Not sure	13	–	–	–
Decline to respond	13	–	–	–

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	72	–	–	–
Yes	25	–	–	–
Don't know	3	–	–	–

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	9	–	–	–
A's and B's	36	–	–	–
Mostly B's	9	–	–	–
B's and C's	25	–	–	–
Mostly C's	8	–	–	–
C's and D's	11	–	–	–
Mostly D's	0	–	–	–
Mostly F's	2	–	–	–

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	60	–	–	–
1-2 times	19	–	–	–
A few times	19	–	–	–
Once a month	1	–	–	–
Once a week	0	–	–	–
More than once a week	1	–	–	–

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	39	–	–	–
Illness (feeling physically sick), including problems with breathing or your teeth	43	–	–	–
Felt very sad, hopeless, anxious, stressed, or angry	11	–	–	–
Didn't get enough sleep	9	–	–	–
Didn't feel safe at school	3	–	–	–
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	2	–	–	–
Were suspended	1	–	–	–
Other reason	19	–	–	–

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	33	53	14	–	–	–	–	–	–	–	–	–
Caring adults in school	33	50	17	–	–	–	–	–	–	–	–	–
High expectations-adults in school	52	42	6	–	–	–	–	–	–	–	–	–
Meaningful participation at school	14	47	39	–	–	–	–	–	–	–	–	–
School Connectedness	46	45	9	–	–	–	–	–	–	–	–	–
Academic Motivation	37	48	15	–	–	–	–	–	–	–	–	–

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	–	–	–
Disagree	7	–	–	–
Neither disagree nor agree	23	–	–	–
Agree	46	–	–	–
Strongly agree	20	–	–	–
I am happy to be at this school.				
Strongly disagree	7	–	–	–
Disagree	10	–	–	–
Neither disagree nor agree	23	–	–	–
Agree	41	–	–	–
Strongly agree	20	–	–	–
I feel like I am part of this school.				
Strongly disagree	8	–	–	–
Disagree	11	–	–	–
Neither disagree nor agree	26	–	–	–
Agree	40	–	–	–
Strongly agree	16	–	–	–
The teachers at this school treat students fairly.				
Strongly disagree	6	–	–	–
Disagree	14	–	–	–
Neither disagree nor agree	26	–	–	–
Agree	39	–	–	–
Strongly agree	16	–	–	–
I feel safe in my school.				
Strongly disagree	7	–	–	–
Disagree	9	–	–	–
Neither disagree nor agree	23	–	–	–
Agree	44	–	–	–
Strongly agree	18	–	–	–

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	2	–	–	–
Disagree	2	–	–	–
Neither disagree nor agree	13	–	–	–
Agree	42	–	–	–
Strongly agree	40	–	–	–
I try hard at school because I am interested in my work.				
Strongly disagree	4	–	–	–
Disagree	8	–	–	–
Neither disagree nor agree	23	–	–	–
Agree	38	–	–	–
Strongly agree	28	–	–	–
I work hard to try to understand new things at school.				
Strongly disagree	2	–	–	–
Disagree	4	–	–	–
Neither disagree nor agree	16	–	–	–
Agree	45	–	–	–
Strongly agree	33	–	–	–
I am always trying to do better in my schoolwork.				
Strongly disagree	2	–	–	–
Disagree	3	–	–	–
Neither disagree nor agree	10	–	–	–
Agree	40	–	–	–
Strongly agree	45	–	–	–

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	12	–	–	–
A little true	34	–	–	–
Pretty much true	31	–	–	–
Very much true	23	–	–	–
who notices when I'm not there.				
Not at all true	17	–	–	–
A little true	26	–	–	–
Pretty much true	32	–	–	–
Very much true	25	–	–	–
who listens to me when I have something to say.				
Not at all true	10	–	–	–
A little true	25	–	–	–
Pretty much true	32	–	–	–
Very much true	33	–	–	–
High Expectations				
who tells me when I do a good job.				
Not at all true	7	–	–	–
A little true	24	–	–	–
Pretty much true	39	–	–	–
Very much true	31	–	–	–
who always wants me to do my best.				
Not at all true	4	–	–	–
A little true	13	–	–	–
Pretty much true	31	–	–	–
Very much true	52	–	–	–
who believes that I will be a success.				
Not at all true	5	–	–	–
A little true	19	–	–	–
Pretty much true	30	–	–	–
Very much true	45	–	–	–

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	17	–	–	–
A little true	34	–	–	–
Pretty much true	27	–	–	–
Very much true	21	–	–	–
I help decide things like class activities or rules.				
Not at all true	42	–	–	–
A little true	32	–	–	–
Pretty much true	16	–	–	–
Very much true	9	–	–	–
I do things that make a difference.				
Not at all true	24	–	–	–
A little true	36	–	–	–
Pretty much true	24	–	–	–
Very much true	15	–	–	–

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	6	–	–	–
Disagree	12	–	–	–
Neither disagree nor agree	24	–	–	–
Agree	41	–	–	–
Strongly agree	17	–	–	–
Parents feel welcome to participate at this school.				
Strongly disagree	4	–	–	–
Disagree	7	–	–	–
Neither disagree nor agree	31	–	–	–
Agree	43	–	–	–
Strongly agree	15	–	–	–
School staff takes parent concerns seriously.				
Strongly disagree	6	–	–	–
Disagree	12	–	–	–
Neither disagree nor agree	32	–	–	–
Agree	33	–	–	–
Strongly agree	16	–	–	–

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	–	–	–
Disagree	17	–	–	–
Neither disagree nor agree	30	–	–	–
Agree	35	–	–	–
Strongly agree	12	–	–	–

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	15	–	–	–
Safe	44	–	–	–
Neither safe nor unsafe	32	–	–	–
Unsafe	6	–	–	–
Very unsafe	3	–	–	–

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	60	–	–	–
1 time	17	–	–	–
2 to 3 times	12	–	–	–
4 or more times	12	–	–	–
had sexual jokes, comments, or gestures made to you?				
0 times	67	–	–	–
1 time	11	–	–	–
2 to 3 times	6	–	–	–
4 or more times	16	–	–	–
been made fun of because of your looks or the way you talk?				
0 times	58	–	–	–
1 time	17	–	–	–
2 to 3 times	12	–	–	–
4 or more times	13	–	–	–
been made fun of, insulted, or called names?				
0 times	53	–	–	–
1 time	14	–	–	–
2 to 3 times	14	–	–	–
4 or more times	19	–	–	–

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	64	–	–	–
1 time	16	–	–	–
2 to 3 times	9	–	–	–
4 or more times	11	–	–	–
been afraid of being beaten up?				
0 times	71	–	–	–
1 time	13	–	–	–
2 to 3 times	7	–	–	–
4 or more times	9	–	–	–
been in a physical fight?				
0 times	85	–	–	–
1 time	8	–	–	–
2 to 3 times	3	–	–	–
4 or more times	4	–	–	–
been threatened with harm or injury?				
0 times	82	–	–	–
1 time	11	–	–	–
2 to 3 times	4	–	–	–
4 or more times	3	–	–	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	91	–	–	–
1 time	6	–	–	–
2 to 3 times	1	–	–	–
4 or more times	1	–	–	–
been offered, sold, or given an illegal drug?				
0 times	91	–	–	–
1 time	5	–	–	–
2 to 3 times	2	–	–	–
4 or more times	2	–	–	–

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	78	–	–	–
1 time	8	–	–	–
2 or more times	14	–	–	–
Religion				
0 times	88	–	–	–
1 time	6	–	–	–
2 or more times	6	–	–	–
Gender (being male or female)				
0 times	87	–	–	–
1 time	4	–	–	–
2 or more times	9	–	–	–
Because you are gay or lesbian or someone thought you were				
0 times	88	–	–	–
1 time	4	–	–	–
2 or more times	8	–	–	–
A physical or mental disability				
0 times	95	–	–	–
1 time	3	–	–	–
2 or more times	3	–	–	–
Any of the above five hate-crime reasons	34	–	–	–
Any other reason				
0 times	71	–	–	–
1 time	11	–	–	–
2 or more times	19	–	–	–
Any harassment	44	–	–	–

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	78	–	–	–
1 time	10	–	–	–
2 to 3 times	6	–	–	–
4 or more times	6	–	–	–
Damaged school property on purpose				
0 times	94	–	–	–
1 time	4	–	–	–
2 to 3 times	0	–	–	–
4 or more times	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	–	–	–
1 time	1	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Carried any other weapon (such as a knife or club)				
0 times	94	–	–	–
1 time	3	–	–	–
2 to 3 times	1	–	–	–
4 or more times	2	–	–	–
Seen someone carrying a gun, knife, or other weapon				
0 times	78	–	–	–
1 time	14	–	–	–
2 to 3 times	4	–	–	–
4 or more times	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)	12	–	–	–	A6.2
Current alcohol or drugs	7	–	–	–	A6.4
Current heavy drug users	1	–	–	–	A6.4
Current heavy alcohol user (binge drinker)	2	–	–	–	A6.4
Current alcohol or drug use on school property	2	–	–	–	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	92	–	–	–
1 time	4	–	–	–
2 to 3 times	2	–	–	–
4 or more times	2	–	–	–
Marijuana				
0 times	97	–	–	–
1 time	1	–	–	–
2 to 3 times	1	–	–	–
4 or more times	1	–	–	–
Inhalants (to get "high")				
0 times	96	–	–	–
1 time	2	–	–	–
2 to 3 times	1	–	–	–
4 or more times	1	–	–	–
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	98	–	–	–
1 time	1	–	–	–
2 to 3 times	1	–	–	–
4 or more times	0	–	–	–
Any of the above AOD use	12	–	–	–

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	–	–	–
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.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	8	–	–	–
Marijuana	3	–	–	–
Inhalants	4	–	–	–
Cocaine	na	–	–	–
Ecstasy, LSD, or other psychedelics	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

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	6	–	–	–
Binge drinking (5 or more drinks in a row)	2	–	–	–
Marijuana	3	–	–	–
Inhalants	1	–	–	–
Prescription 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	4	–	–	–
Heavy drug user	1	–	–	–
Any AOD Use	7	–	–	–
Two or more drugs at the same time	na	–	–	–

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	94	–	–	–
1 or 2 days	5	–	–	–
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	98	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
Marijuana				
0 days	97	–	–	–
1 or 2 days	2	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–

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	–	–	–
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	0	–	–	–
7 or more times	1	–	–	–
Very drunk or "high" 7 or more times	1	–	–	–

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	–	–	–
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.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	–	–	–
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	71	na	na	na
1 time	13	na	na	na
2 times	6	na	na	na
3 to 6 times	4	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	–	–	–
1 to 2 times	1	–	–	–
3 to 6 times	0	–	–	–
7 or more times	0	–	–	–

Question HS A.60/MS A.55: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 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	–	–	–
1 to 2 days	2	–	–	–
3 or more days	0	–	–	–
Marijuana				
0 days	98	–	–	–
1 to 2 days	2	–	–	–
3 or more days	0	–	–	–
Any other drug, pill, or medicine to get "high" or for other than medical reasons?				
0 days	99	–	–	–
1 to 2 days	1	–	–	–
3 or more days	0	–	–	–
Any of the above	2	–	–	–

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	31	–	–	–
Moderate	33	–	–	–
Slight	22	–	–	–
None	15	–	–	–
Alcohol - 5 or more drinks once or twice a week				
Great	53	–	–	–
Moderate	26	–	–	–
Slight	8	–	–	–
None	13	–	–	–
Marijuana - smoke occasionally				
Great	50	–	–	–
Moderate	20	–	–	–
Slight	13	–	–	–
None	16	–	–	–
Marijuana - smoke once or twice a week				
Great	55	–	–	–
Moderate	21	–	–	–
Slight	9	–	–	–
None	15	–	–	–
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult	16	–	–	–
Fairly difficult	13	–	–	–
Fairly easy	21	–	–	–
Very easy	15	–	–	–
Don’t know	35	–	–	–
Marijuana				
Very difficult	25	–	–	–
Fairly difficult	12	–	–	–
Fairly easy	13	–	–	–
Very easy	12	–	–	–
Don’t know	38	–	–	–

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	2	–	–	–	A7.2
Current cigarette smoking‡	1	–	–	–	A7.3
Current cigarette smoking at school‡	0	–	–	–	A7.4
Ever tried smokeless tobacco	2	–	–	–	A7.2
Current smokeless tobacco use‡	2	–	–	–	A7.3
Current smokeless tobacco use at school‡	0	–	–	–	A7.4
Ever used electronic cigarettes or other vaping device	8	–	–	–	A7.2
Current use of electronic cigarettes or other vaping device‡	5	–	–	–	A7.3
Current use of electronic cigarettes or other vaping device at school‡	2	–	–	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	–	–	–	A7.5
Attitudes and Correlates					
Occasional smoking great harm	36	–	–	–	A7.7
Smoking 1-2 packs per day great harm	71	–	–	–	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	73	–	–	–	A7.6
Very easy to obtain cigarettes	12	–	–	–	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	95	na	na	na
1 time	2	na	na	na
2 to 3 times	2	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	98	–	–	–
1 time	0	–	–	–
2 to 3 times	1	–	–	–
4 or more times	0	–	–	–
Smokeless tobacco				
0 times	98	–	–	–
1 time	1	–	–	–
2 to 3 times	1	–	–	–
4 or more times	0	–	–	–
An electronic cigarette or other vaping device				
0 times	92	–	–	–
1 time	3	–	–	–
2 to 3 times	3	–	–	–
4 or more times	3	–	–	–

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	1	–	–	–
Daily (20 or more days)	0	–	–	–
Smokeless Tobacco				
Any	2	–	–	–
Daily (20 or more days)	0	–	–	–
Electronic cigarette				
Any	5	–	–	–
Daily (20 or more days)	0	–	–	–

Question HS A.61-63/MS A.56-58: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
0 days	100	–	–	–
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	2	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–

Question HS A.71-73/MS A.64-66: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 25 respondents.

Table A7.5

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.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	17	–	–	–
Somewhat disapprove	10	–	–	–
Strongly disapprove	73	–	–	–

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	36	–	–	–
Moderate	37	–	–	–
Slight	15	–	–	–
None	13	–	–	–
Smoke 1-2 packs of cigarettes a day				
Great	71	–	–	–
Moderate	12	–	–	–
Slight	5	–	–	–
None	13	–	–	–
Perceived Difficulty of Obtaining...				
Cigarettes				
Very difficult	16	–	–	–
Fairly difficult	16	–	–	–
Fairly easy	18	–	–	–
Very easy	12	–	–	–
Don't know	37	–	–	–

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)	85	–	–	–
1 time	7	–	–	–
2 to 3 times	5	–	–	–
4 or more times	3	–	–	–

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	43	na	na	na
1 day	20	na	na	na
2 days	7	na	na	na
3 days	8	na	na	na
4 days	4	na	na	na
5 days	18	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	27	–	–	–
Yes	73	–	–	–

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	67	–	–	–
Yes	33	–	–	–

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	–	–	–
Yes	na	–	–	–

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	98	–	–	–
Yes	2	–	–	–

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	30					36	28
Caring adults in school	28					36	30
High expectations-adults in school	50					56	48
Meaningful participation at school	14					16	12
School Connectedness	45					50	42
Academic Motivation	38					38	36

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	2	–	–	–
American Indian or Alaska Native		–	–	–
Asian		–	–	–
Black or African American		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	1	–	–	–
Mixed (two or more) races	2	–	–	–

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	34	32	–	–	–	–	–	–
Caring adults in school	33	34	–	–	–	–	–	–
High expectations-adults in school	50	53	–	–	–	–	–	–
Meaningful participation at school	13	16	–	–	–	–	–	–
School Connectedness	45	46	–	–	–	–	–	–
Academic Motivation	39	35	–	–	–	–	–	–

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)?	9	7	–	–	–	–	–	–
use inhalants?	5	4	–	–	–	–	–	–
smoke marijuana?	3	4	–	–	–	–	–	–
During the past 30 days, did you...								
drink alcohol (one full drink)?	5	7	–	–	–	–	–	–
use inhalants?	1	1	–	–	–	–	–	–
smoke marijuana?	3	3	–	–	–	–	–	–
Level of Involvement (High Risk Patterns)								
During your life, have you ever...								
been very drunk or sick after drinking alcohol?	4	1	–	–	–	–	–	–
been "high" from using drugs?	2	4	–	–	–	–	–	–
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	3	2	–	–	–	–	–	–
AOD Use at School								
During your life, have you ever been drunk or "high" on school property?	2	2	–	–	–	–	–	–
During the past 30 days, did you use marijuana on school property?	2	2	–	–	–	–	–	–
Perceived Harm								
Frequent use of...is harmful.[A]								
alcohol (five or more drinks once or twice a week)	89	84	–	–	–	–	–	–
marijuana (once or twice a week)	89	81	–	–	–	–	–	–

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?	2	2	–	–	–	–	–	–
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?	1	0	–	–	–	–	–	–
Frequent use of cigarettes is harmful. (1-2 packs a day)[A]	90	85	–	–	–	–	–	–

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	23	22	–	–	–	–	–	–
Religion	11	14	–	–	–	–	–	–
Gender	19	7	–	–	–	–	–	–
Gay/lesbian, or someone thought you were	14	10	–	–	–	–	–	–
Physical/mental disability	8	3	–	–	–	–	–	–
Any other reason	37	23	–	–	–	–	–	–
During the past 12 months at school, have you been in a physical fight?	8	22	–	–	–	–	–	–
Feels safe at school	54	64	–	–	–	–	–	–
Currently belong to a gang	2	3	–	–	–	–	–	–

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	78	–	–	–	–	–	–
Chronic sad or hopeless feelings	42	25	–	–	–	–	–	–

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