CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Freshwater 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	X
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	X

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	–	23	22
Final number	–	22	19
Average Response Rate	–	96%	86%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness (high)	–	91	79	A4.4
Academic motivation (high)	–	59	42	A4.4
Truant more than a few times†	–	0	0	A4.2
Caring adult relationships (high)	–	55	32	A4.4
High expectations (high)	–	59	53	A4.4
Meaningful participation (high)	–	32	21	A4.4
School Safety and Substance Use				
School perceived as very safe or safe	–	100	84	A5.1
Experienced any harassment or bullying†	–	23	26	A5.4
Had mean rumors or lies spread about you†	–	36	28	A5.2
Been afraid of being beaten up†	–	18	0	A5.3
Been in a physical fight†	–	0	16	A5.3
Seen a weapon on campus†	–	5	16	A5.6
Been drunk or "high" on drugs at school, ever	–	0	0	A6.8
Mental and Physical Health				
Current alcohol or drug use‡	–	0	5	A6.4
Current binge drinking‡	–	0	0	A6.5
Very drunk or "high" 7 or more times	–	0	5	A6.6
Current cigarette smoking‡	–	0	0	A7.3
Experienced chronic sadness/hopelessness†	–	30	26	A8.4

Notes: Cells are empty if there are less than 10 respondents.
†Past 12 months; ‡Past 30 days.

3. Demographics

Table A3.1
Age of Sample

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

Question HS/MS A.3: How old are you?
Note: Cells are empty if there are less than 25 respondents.

Table A3.2
Gender of Sample

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

Question HS/MS A.4: What is your sex?
Note: Cells are empty if there are less than 25 respondents.

Table A3.3
Hispanic or Latino

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

Question HS/MS A.6: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 25 respondents.

Table A3.4

Race

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

Question HS/MS A.7: What is your race?
Note: Cells are empty if there are less than 25 respondents.

Table A3.5

Living Situation

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

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 25 respondents.

Table A3.6

Highest Education of Parents

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

Question HS/MS A.10: What is the highest level of education your parents completed? (Mark the educational level of the parent who went the furthest in school.)
Note: Cells are empty if there are less than 25 respondents.

Table A3.7

Free or Reduced Price Meals Eligibility

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

Question HS/MS A.11: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)
Note: Cells are empty if there are less than 25 respondents.

Table A3.8

Participation in Migrant Education Program, Past 3 Years

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

Question HS/MS A.12: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
Note: Cells are empty if there are less than 25 respondents.

Table A3.9

Language Spoken at Home

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

Question HS/MS A.13: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 25 respondents.

Table A3.10
English Language Proficiency

	Grade 6 %	Grade 7 %	Grade 8 %
How well do you...			
understand English?			
Very well	–		
Well	–		
Not well	–		
Not at all	–		
speak English?			
Very well	–		
Well	–		
Not well	–		
Not at all	–		
read English?			
Very well	–		
Well	–		
Not well	–		
Not at all	–		
write English?			
Very well	–		
Well	–		
Not well	–		
Not at all	–		

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Note: Cells are empty if there are less than 25 respondents.

Table A3.11

Number of Days Attending Afterschool Program

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

Question HS/MS A.18: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 25 respondents.

Table A3.12

Sexual Identification

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

Question HS A.120/MS A.110: Which of the following best describes you? (Mark All That Apply.)
Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.13

Military Connections

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

Question HS A.119/MS A.109: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

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

Question HS/MS A.19: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 25 respondents.

Table A4.2

Truancy, Past 12 Months

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

Question HS/MS A.20: During the past 12 months, about how many times did you skip school or cut classes?
Note: Cells are empty if there are less than 25 respondents.

Table A4.3

Reasons for Absence

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply, I didn't miss any school	–	32	33
Illness (feeling physically sick), including problems with breathing or your teeth	–	45	61
Felt very sad, hopeless, anxious, stressed, or angry	–	5	6
Didn't get enough sleep	–	5	6
Didn't feel safe at school	–	0	0
Had to work	–	0	0
Had to take care of or help a family member or friend	–	5	0
Wanted to spend time with friends who don't go to your school	–	0	0
Wanted to use alcohol or drugs	–	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	–	5	0
Were bored with or uninterested in school	–	0	0
Were suspended	–	0	0
Other reason	–	23	11

Question HS/MS A.21: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4

School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 6			Grade 7			Grade 8		
	H	M	L	H	M	L	H	M	L
School Environment									
Total school supports	–	–	–	45	45	9	47	47	5
Caring adults in school	–	–	–	55	41	5	32	63	5
High expectations-adults in school	–	–	–	59	36	5	53	47	0
Meaningful participation at school	–	–	–	32	45	23	21	63	16
School Connectedness	–	–	–	91	9	0	79	16	5
Academic Motivation	–	–	–	59	32	9	42	42	16

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

Table A4.5

School Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
I feel close to people at this school.			
Strongly disagree	–	0	0
Disagree	–	5	11
Neither disagree nor agree	–	18	16
Agree	–	36	53
Strongly agree	–	41	21
I am happy to be at this school.			
Strongly disagree	–	0	0
Disagree	–	5	5
Neither disagree nor agree	–	0	16
Agree	–	50	32
Strongly agree	–	45	47
I feel like I am part of this school.			
Strongly disagree	–	5	0
Disagree	–	0	11
Neither disagree nor agree	–	19	17
Agree	–	38	33
Strongly agree	–	38	39
The teachers at this school treat students fairly.			
Strongly disagree	–	0	0
Disagree	–	0	11
Neither disagree nor agree	–	5	11
Agree	–	36	32
Strongly agree	–	59	47
I feel safe in my school.			
Strongly disagree	–	0	0
Disagree	–	0	6
Neither disagree nor agree	–	0	0
Agree	–	55	44
Strongly agree	–	45	50

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A4.6

Academic Motivation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	–	0	0
Disagree	–	0	0
Neither disagree nor agree	–	14	16
Agree	–	23	26
Strongly agree	–	64	58
I try hard at school because I am interested in my work.			
Strongly disagree	–	0	0
Disagree	–	0	0
Neither disagree nor agree	–	32	42
Agree	–	32	26
Strongly agree	–	36	32
I work hard to try to understand new things at school.			
Strongly disagree	–	0	0
Disagree	–	0	0
Neither disagree nor agree	–	23	26
Agree	–	27	32
Strongly agree	–	50	42
I am always trying to do better in my schoolwork.			
Strongly disagree	–	0	0
Disagree	–	0	0
Neither disagree nor agree	–	14	16
Agree	–	27	32
Strongly agree	–	59	53

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 10 respondents.

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 6 %	Grade 7 %	Grade 8 %
Caring Relationships			
who really cares about me.			
Not at all true	–	5	11
A little true	–	23	21
Pretty much true	–	41	47
Very much true	–	32	21
who notices when I'm not there.			
Not at all true	–	0	12
A little true	–	19	6
Pretty much true	–	33	59
Very much true	–	48	24
who listens to me when I have something to say.			
Not at all true	–	5	0
A little true	–	14	11
Pretty much true	–	27	63
Very much true	–	55	26
High Expectations			
who tells me when I do a good job.			
Not at all true	–	0	0
A little true	–	9	26
Pretty much true	–	45	42
Very much true	–	45	32
who always wants me to do my best.			
Not at all true	–	0	0
A little true	–	9	0
Pretty much true	–	27	53
Very much true	–	64	47
who believes that I will be a success.			
Not at all true	–	5	0
A little true	–	23	11
Pretty much true	–	18	42
Very much true	–	55	47

Question HS/MS A.35-40: At my school, there is a teacher or some other adult... who really cares about me... who tells me when I do a good job... who notices when I am not there... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table A4.7

School Developmental Supports Scale Questions - Continued

At school...	Grade 6 %	Grade 7 %	Grade 8 %
Opportunities for Meaningful Participation			
I do interesting activities.			
Not at all true	–	5	5
A little true	–	23	21
Pretty much true	–	32	37
Very much true	–	41	37
I help decide things like class activities or rules.			
Not at all true	–	29	21
A little true	–	29	26
Pretty much true	–	10	37
Very much true	–	33	16
I do things that make a difference.			
Not at all true	–	23	11
A little true	–	41	58
Pretty much true	–	9	11
Very much true	–	27	21

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

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

Table A4.8

Parent Involvement in School

	Grade 6 %	Grade 7 %	Grade 8 %
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	–	0	5
Disagree	–	5	0
Neither disagree nor agree	–	9	21
Agree	–	27	58
Strongly agree	–	59	16
Parents feel welcome to participate at this school.			
Strongly disagree	–	0	0
Disagree	–	0	5
Neither disagree nor agree	–	23	26
Agree	–	36	37
Strongly agree	–	41	32
School staff takes parent concerns seriously.			
Strongly disagree	–	0	5
Disagree	–	0	5
Neither disagree nor agree	–	18	21
Agree	–	41	37
Strongly agree	–	41	32

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.
Note: Cells are empty if there are less than 10 respondents.

Table A4.9

Quality of School Physical Environment

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	–	0	0
Disagree	–	0	11
Neither disagree nor agree	–	5	5
Agree	–	55	58
Strongly agree	–	41	26

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	–	41	32
Safe	–	59	53
Neither safe nor unsafe	–	0	11
Unsafe	–	0	5
Very unsafe	–	0	0

Question HS A.91/MS A.81: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Verbal Harassment

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
had mean rumors or lies spread about you?			
0 times	–	64	72
1 time	–	0	22
2 to 3 times	–	0	6
4 or more times	–	36	0
had sexual jokes, comments, or gestures made to you?			
0 times	–	86	74
1 time	–	9	5
2 to 3 times	–	0	5
4 or more times	–	5	16
been made fun of because of your looks or the way you talk?			
0 times	–	68	63
1 time	–	9	26
2 to 3 times	–	0	0
4 or more times	–	23	11
been made fun of, insulted, or called names?			
0 times	–	64	68
1 time	–	9	21
2 to 3 times	–	0	0
4 or more times	–	27	11

Question HS A.95-97, 106/MS A.86-88, 97: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Note: Cells are empty if there are less than 10 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
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	–	86	89
1 time	–	9	0
2 to 3 times	–	5	11
4 or more times	–	0	0
been afraid of being beaten up?			
0 times	–	82	100
1 time	–	9	0
2 to 3 times	–	0	0
4 or more times	–	9	0
been in a physical fight?			
0 times	–	100	84
1 time	–	0	16
2 to 3 times	–	0	0
4 or more times	–	0	0
been threatened with harm or injury?			
0 times	–	91	89
1 time	–	9	11
2 to 3 times	–	0	0
4 or more times	–	0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	–	100	100
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	0
been offered, sold, or given an illegal drug?			
0 times	–	100	95
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	5

Question HS A.92-94, 99, 103, 105/MS A.83-85, 90, 94, 96: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	–	100	95
1 time	–	0	0
2 or more times	–	0	5
Religion			
0 times	–	95	100
1 time	–	5	0
2 or more times	–	0	0
Gender (being male or female)			
0 times	–	95	84
1 time	–	0	16
2 or more times	–	5	0
Because you are gay or lesbian or someone thought you were			
0 times	–	95	95
1 time	–	0	5
2 or more times	–	5	0
A physical or mental disability			
0 times	–	100	100
1 time	–	0	0
2 or more times	–	0	0
Any of the above five hate-crime reasons	–	9	21
Any other reason			
0 times	–	82	76
1 time	–	5	12
2 or more times	–	14	12
Any harassment	–	23	26

Question HS A.107-112/MS A.98-103: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

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

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Had your property stolen or deliberately damaged			
0 times	–	100	94
1 time	–	0	0
2 to 3 times	–	0	6
4 or more times	–	0	0
Damaged school property on purpose			
0 times	–	100	100
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	0

Question HS A.98, 100/MS A.89, 91: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

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

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Carried a gun			
0 times	–	100	100
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	0
Carried any other weapon (such as a knife or club)			
0 times	–	100	89
1 time	–	0	11
2 to 3 times	–	0	0
4 or more times	–	0	0
Seen someone carrying a gun, knife, or other weapon			
0 times	–	95	84
1 time	–	5	11
2 to 3 times	–	0	0
4 or more times	–	0	5

Question HS A.101, 102, 104/MS A.92, 93, 95: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	–	0	37	A6.2
Current alcohol or drugs	–	0	5	A6.4
Current heavy drug users	–	0	0	A6.4
Current heavy alcohol user (binge drinker)	–	0	0	A6.4
Current alcohol or drug use on school property	–	0	5	A6.9

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

Table A6.2
Lifetime AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	–	100	68
1 time	–	0	11
2 to 3 times	–	0	16
4 or more times	–	0	5
Marijuana			
0 times	–	100	89
1 time	–	0	5
2 to 3 times	–	0	5
4 or more times	–	0	0
Inhalants (to get "high")			
0 times	–	100	100
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	0
Any other drug, or pill, or medicine to get "high" or for other than medical reasons			
0 times	–	100	100
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	0
Any of the above AOD use	–	0	37

Question HS A.47-49, 57/MS A.48-50, 52: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Any other drug, or pill, or medicine to get "high" or for other than medical reasons.
Notes: Cells are empty if there are less than 10 respondents.

Table A6.3

Summary of AOD Lifetime Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	–	0	32
Marijuana	–	0	11
Inhalants	–	0	0

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

Table A6.4

Current AOD Use, Past 30 Days

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

Question HS A.64-67, 69/MS A.59-62, 63: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get "high")... any other drug, pill, or medicine to get "high" or for other than medical reasons?

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

Table A6.5

Frequency of Current AOD Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (at least one drink)			
0 days	–	100	100
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	0
Binge drinking (5 or more drinks in a row)			
0 days	–	100	100
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	0
Marijuana			
0 days	–	100	95
1 or 2 days	–	0	5
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	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 10 respondents.

Table A6.6

Lifetime Drunk or "High"

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	–	100	95
1 to 2 times	–	0	5
3 to 6 times	–	0	0
7 or more times	–	0	0
"High" (loaded, stoned, or wasted) from using drugs			
0 times	–	100	95
1 to 2 times	–	0	0
3 to 6 times	–	0	0
7 or more times	–	0	5
Very drunk or "high" 7 or more times	–	0	5

Question HS A.58, 59/MS A.53, 54: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?

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

Table A6.7

Drinking While Driving

	Grade 6 %	Grade 7 %	Grade 8 %
Have ridden in a car driven by someone who had been drinking			
Never	–	77	53
1 time	–	14	11
2 times	–	5	16
3 to 6 times	–	0	5
7 or more times	–	5	16

Question MS A.80: In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

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

Table A6.8

Lifetime Drunk or "High" on School Property

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

Question HS A.60/MS A.55: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?

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

Table A6.9

Current AOD Use on School Property, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	–	100	95
1 to 2 days	–	0	5
3 or more days	–	0	0
Marijuana			
0 days	–	100	95
1 to 2 days	–	0	5
3 or more days	–	0	0
Any other drug, pill, or medicine to get "high" or for other than medical reasons?			
0 days	–	100	100
1 to 2 days	–	0	0
3 or more days	–	0	0
Any of the above	–	0	5

Question HS A.74-76/MS A.67-69: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get "high" or for other than medical reasons?

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

Table A6.10

Perceived Harm and Availability

	Grade 6 %	Grade 7 %	Grade 8 %
Perceived Harm of Use...			
Alcohol - drink occasionally			
Great	–	29	0
Moderate	–	19	47
Slight	–	48	53
None	–	5	0
Alcohol - 5 or more drinks once or twice a week			
Great	–	64	63
Moderate	–	32	21
Slight	–	0	5
None	–	5	11
Marijuana - smoke occasionally			
Great	–	55	16
Moderate	–	32	58
Slight	–	9	21
None	–	5	5
Marijuana - smoke once or twice a week			
Great	–	82	58
Moderate	–	14	26
Slight	–	0	11
None	–	5	5
Perceived Difficulty of Obtaining...			
Alcohol			
Very difficult	–	24	26
Fairly difficult	–	14	11
Fairly easy	–	14	21
Very easy	–	0	11
Don’t know	–	48	32
Marijuana			
Very difficult	–	33	26
Fairly difficult	–	19	11
Fairly easy	–	0	16
Very easy	–	0	21
Don’t know	–	48	26

Question HS A.79-82, 84, 85/MS A.72-75, 77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	–	0	0	A7.2
Current cigarette smoking‡	–	0	0	A7.3
Current cigarette smoking at school‡	–	0	0	A7.4
Ever tried smokeless tobacco	–	0	0	A7.2
Current smokeless tobacco use‡	–	0	0	A7.3
Current smokeless tobacco use at school‡	–	0	0	A7.4
Ever used electronic cigarettes or other vaping device	–	0	5	A7.2
Current use of electronic cigarettes or other vaping device‡	–	0	5	A7.3
Current use of electronic cigarettes or other vaping device at school‡	–	0	0	A7.4
Attitudes and Correlates				
Occasional smoking great harm	–	64	21	A7.6
Smoking 1-2 packs per day great harm	–	90	89	A7.6
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	–	86	79	A7.5
Very easy to obtain cigarettes	–	0	5	A7.6

Notes: Cells are empty if there are less than 10 respondents.
‡*Past 30 days.*

Table A7.2
Lifetime Tobacco Use

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	–	100	100
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	0
A whole cigarette			
0 times	–	100	100
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	0
Smokeless tobacco			
0 times	–	100	100
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	0
An electronic cigarette or other vaping device			
0 times	–	100	95
1 time	–	0	0
2 to 3 times	–	0	0
4 or more times	–	0	5

Question HS A.44-46/MS A.44-47: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.
Notes: Cells are empty if there are less than 10 respondents.

Table A7.3

Any Current Use and Daily Use

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarette			
Any	–	0	0
Daily (20 or more days)	–	0	0
Smokeless Tobacco			
Any	–	0	0
Daily (20 or more days)	–	0	0
Electronic cigarette			
Any	–	0	5
Daily (20 or more days)	–	0	0

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

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarette			
0 days	–	100	100
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	0
Smokeless Tobacco			
0 days	–	100	100
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	0
Electronic cigarette or other vaping device			
0 days	–	100	100
1 or 2 days	–	0	0
3 to 9 days	–	0	0
10 to 19 days	–	0	0
20 or more days	–	0	0

Question HS A.71-73/MS A.64-66: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5

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

	Grade 6 %	Grade 7 %	Grade 8 %
Neither approve nor disapprove	–	5	16
Somewhat disapprove	–	9	5
Strongly disapprove	–	86	79

Question HS A.86/MS A.79: How do you feel about someone your age smoking one or more packs of cigarettes a day?
Note: Cells are empty if there are less than 10 respondents.

Table A7.6

Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 6 %	Grade 7 %	Grade 8 %
Perceived Harm of Use...			
Smoke cigarettes occasionally			
Great	–	64	21
Moderate	–	27	63
Slight	–	5	11
None	–	5	5
Smoke 1-2 packs of cigarettes a day			
Great	–	90	89
Moderate	–	5	5
Slight	–	0	0
None	–	5	5
Perceived Difficulty of Obtaining...			
Cigarettes			
Very difficult	–	29	26
Fairly difficult	–	14	26
Fairly easy	–	10	5
Very easy	–	0	5
Don’t know	–	48	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 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
0 times (never)	–	68	95
1 time	–	9	0
2 to 3 times	–	9	0
4 or more times	–	14	5

Question HS A.113/MS A.104: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, Instagram™, Snapchat™, email, instant message)?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Alone After School

	Grade 6 %	Grade 7 %	Grade 8 %
Never	–	41	37
1 day	–	23	5
2 days	–	14	5
3 days	–	0	21
4 days	–	0	5
5 days	–	23	26

Question MS A.82: In a normal week, how many days are you home after school for at least one hour without an adult there?
Notes: Cells are empty if there are less than 10 respondents.

Table A8.3

Eating of Breakfast

	Grade 6 %	Grade 7 %	Grade 8 %
No	–	45	11
Yes	–	55	89

Question HS A.117/MS A.107: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	–	70	74
Yes	–	30	26

Question HS A.115/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A8.5

Gang Involvement

	Grade 6 %	Grade 7 %	Grade 8 %
No	–	95	89
Yes	–	5	11

Question HS A.114/MS A.105: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1
Student Sample for DFC Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	–	23	22
Final number	–	22	19
Average Response Rate	–	96%	86%

2. Alcohol and Prescription Drug Use

Table G2.1

At Least One Drink of Alcohol, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
0 days	–	100	95
1 day	–	0	5
2 days	–	0	0
3-9 days	–	0	0
10-19 days	–	0	0
20-30 days	–	0	0

Question HS/MS G.13: During the past 30 days, on how many days did you use at least one drink of alcohol?
Note: Cells are empty if there are less than 10 respondents.

Table G2.2

Prescription Drug Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
No	–	100	100
Yes	–	0	0

Question HS/MS G.8: During the past 30 days, have you used prescription drugs not prescribed to you?
Note: Cells are empty if there are less than 10 respondents.

3. Disapproval of Alcohol and Other Drug Use

Table G3.1

Parental Disapproval of Alcohol and Other Drug Use

	Grade 6 %	Grade 7 %	Grade 8 %
Have one or two drinks of an alcoholic beverage nearly every day			
Very wrong	–	100	84
Wrong	–	0	11
A little bit wrong	–	0	0
Not at all wrong	–	0	0
I don't know	–	0	5
Smoke tobacco			
Very wrong	–	100	89
Wrong	–	0	11
A little bit wrong	–	0	0
Not at all wrong	–	0	0
I don't know	–	0	0
Smoke marijuana			
Very wrong	–	95	84
Wrong	–	5	5
A little bit wrong	–	0	11
Not at all wrong	–	0	0
I don't know	–	0	0
Use prescription drugs not prescribed to you			
Very wrong	–	100	95
Wrong	–	0	0
A little bit wrong	–	0	0
Not at all wrong	–	0	0
I don't know	–	0	5

Question HS/MS G.1-4: How wrong do your parents feel it would be for you to... have one or two drinks of an alcoholic beverage nearly every day... smoke tobacco... smoke marijuana... use prescription drugs not prescribed to you?

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

Table G3.2

Peer Disapproval of Alcohol and Other Drug Use

	Grade 6 %	Grade 7 %	Grade 8 %
Have one or two drinks of an alcoholic beverage nearly every day			
Very wrong	–	82	63
Wrong	–	14	21
A little bit wrong	–	0	0
Not at all wrong	–	0	0
I don't know	–	5	16
Smoke tobacco			
Very wrong	–	81	68
Wrong	–	14	11
A little bit wrong	–	0	0
Not at all wrong	–	0	0
I don't know	–	5	21
Smoke marijuana			
Very wrong	–	82	58
Wrong	–	14	11
A little bit wrong	–	0	0
Not at all wrong	–	0	16
I don't know	–	5	16
Use prescription drugs not prescribed to you			
Very wrong	–	86	74
Wrong	–	9	11
A little bit wrong	–	0	0
Not at all wrong	–	0	0
I don't know	–	5	16

Question HS/MS G.5-7, 9: How wrong do your friends feel it would be for you to... have one or two drinks of an alcoholic beverage nearly every day... smoke tobacco... smoke marijuana... use prescription drugs not prescribed to you?

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

Table G3.3

Disapproval of Peer Use of Alcohol

	Grade 6 %	Grade 7 %	Grade 8 %
Someone your age having one or two drinks of alcoholic beverage nearly every day			
Neither approve nor disapprove	–	0	16
Somewhat disapprove	–	9	16
Strongly disapprove	–	91	68

Question HS/MS G.12: How do you feel about someone your age having one or two drinks of any alcoholic beverage nearly every day?

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

4. Perceived Harm from Alcohol and Other Drug Use

Table G4.1

Perceived Risks Associated with Alcohol and Other Drug Use

	Grade 6 %	Grade 7 %	Grade 8 %
Use prescription drugs that are not prescribed to them			
Great risk	–	77	74
Moderate risk	–	23	11
Slight risk	–	0	5
No risk	–	0	0
I don't know	–	0	11
Take one or two drinks of an alcoholic beverage nearly every day			
Great risk	–	73	42
Moderate risk	–	23	42
Slight risk	–	5	5
No risk	–	0	0
I don't know	–	0	11

Question HS/MS G.10-11: How much do you think people risk harming themselves physically or in other ways if they... use prescription drugs that are not prescribed to them... take one or two drinks of an alcoholic beverage nearly every day?

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

Z. Freshwater Elementary Custom Questions

1. Module Sample

Table Z1.1
Student Sample for Custom Questions

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	–	23	22
Final number	–	22	19
Average Response Rate	–	96%	86%

2. Custom Questions

Table AZ.2.1
How do most students at your school who drink alcohol usually get it? (Mark all that apply)

	Grade		
	7th %	8th %	Total %
Friends at school	0	0	0
Friends outside of school	5	11	8
Parents with their knowledge	0	11	5
Parents without their knowledge	5	6	5
Friends family members with their knowledge	0	6	3
Friends family members without their knowledge	5	6	5
Strangers purchase it	0	0	0
Known adults purchase it	0	0	0
Buy it themselves	0	6	3
Steal it	0	0	0
Other	5	6	5
Don't know	100	83	92

Question HS/MS Z.1.
Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table AZ.2.2
How do most students at your school who use marijuana usually get it? (Mark all that apply)

	Grade		
	7th %	8th %	Total %
Friends at school	0	0	0
Friends outside of school	5	18	11
Parents with their knowledge	5	0	3
Parents without their knowledge	5	6	5
Friends family members with their knowledge	5	6	5
Friends family members without their knowledge	5	6	5
From a medical marijuana dispensary	0	0	0
Buy it at school	0	0	0
Buy it outside school	0	0	0
Steal it	0	0	0
Other	5	0	3
Don't know	100	76	89

Question HS/MS Z.2.
Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table AZ.2.3

How do most students at your school who use prescription drugs (without a doctor or dentist's order) usually get them? (Mark all that apply)

	Grade		
	7th %	8th %	Total %
Friends at school	0	0	0
Friends outside of school	0	6	3
Parents with their knowledge	0	0	0
Parents without their knowledge	5	6	5
Friends family members with their knowledge	0	6	3
Friends family members without their knowledge	5	0	3
Buy it online	0	0	0
Buy it at school	0	0	0
Buy it outside school	0	0	0
Steal it	0	0	0
Other	0	6	3
Don't know	100	89	95

Question HS/MS Z.3.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table AZ.2.4

How do most students at your school who use other illegal drugs (ecstasy, methamphetamine, etc.) get them? (Mark all that apply)

	Grade		
	7th %	8th %	Total %
Friends at school	0	0	0
Friends outside of school	0	6	3
Parents with their knowledge	0	0	0
Parents without their knowledge	0	6	3
Friends family members with their knowledge	0	0	0
Friends family members without their knowledge	0	0	0
Buy it online	0	0	0
Buy it at school	0	0	0
Buy it outside school	0	0	0
Steal it	0	0	0
Other	0	6	3
Don't know	0	0	0

Question HS/MS Z.4.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table AZ.2.5
Where do most students at your school go to use alcohol? (Mark all that apply)

	Grade		
	7th %	8th %	Total %
At school during the school day	0	0	0
At school events or activities (games, dances, etc.)	0	0	0
At a friend's house	0	17	8
On the way to or from school	0	0	0
Parks, recreational areas	0	0	0
At parties or events outside school	5	22	13
At home with their parents knowledge	0	6	3
At home without their parents knowledge	5	6	5
At bars, clubs or restaurants	0	0	0
Vacant buildings	5	11	8
Other	5	0	3
Don't know	100	72	87

Question HS/MS Z.5.
Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table AZ.2.6
Where do most students at your school go to use marijuana? (Mark all that apply)

	Grade		
	7th %	8th %	Total %
At school during the school day	0	0	0
At school events or activities (games, dances, etc.)	0	6	3
At a friend's house	0	28	13
On the way to or from school	0	0	0
Parks, recreational areas	0	0	0
At parties or events outside school	0	17	8
At home with their parents knowledge	0	6	3
At home without their parents knowledge	0	6	3
At bars, clubs or restaurants	0	0	0
Vacant buildings	5	6	5
Other	5	6	5
Don't know	100	78	90

Question HS/MS Z.6.
Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table AZ.2.7
Where do most students at your school go to use prescription drugs? (Mark all that apply)

	Grade		
	7th %	8th %	Total %
At school during the school day	0	0	0
At school events or activities (games, dances, etc.)	0	0	0
At a friend's house	0	0	0
On the way to or from school	0	0	0
Parks, recreational areas	0	0	0
At parties or events outside school	0	0	0
At home with their parents knowledge	5	0	3
At home without their parents knowledge	5	0	3
Vacant buildings	0	0	0
Other	0	0	0
Don't know	95	100	97

Question HS/MS Z.7.
Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table AZ.2.8
How wrong do your parents feel it would be for you to use other illegal drugs?

	Grade		
	7th %	8th %	Total %
Very wrong	100	94	98
I don't know	0	6	3

Question HS/MS Z.8.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.9
Adults at school notice when kids come to school under the influence of alcohol or drugs.

	Grade		
	7th %	8th %	Total %
Very much agree	48	41	45
Agree	48	29	39
Disagree	5	6	5
Very much disagree	0	24	11

Question HS/MS Z.9.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.10
When kids come to school under the influence of alcohol or drugs, the adults at school do something about it.

	Grade		
	7th %	8th %	Total %
Very much agree	57	53	55
Agree	38	12	26
Disagree	5	12	8
Very much disagree	0	24	11

Question HS/MS Z.10.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.11
During the past 12 months, did you ever seriously consider attempting suicide?

	Grade		
	7th %	8th %	Total %
No	82	83	83
Yes	18	17	18

Question HS/MS Z.11.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.12
During the past 12 months, did you ever make a plan about how you would attempt suicide?

	Grade		
	7th %	8th %	Total %
No	82	94	88
Yes	18	6	13

Question HS/MS Z.12.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.13
During the past 12 months, how many times did you actually attempt suicide?

	Grade		
	7th %	8th %	Total %
0	95	100	98
4 or more	5	0	3

Question HS/MS Z.13.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.14
If you have seriously considered, planned, or attempted suicide during the past 12 months, have you talked to a parent/guardian, counselor, or other adult about this?

	Grade		
	7th %	8th %	Total %
No	100	94	97
Yes	0	6	3

Question HS/MS Z.14.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.15

In the past week, on how many days did you exercise or do physical activity for at least 60 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, swimming laps, fast bicycling, fast dancing or similar aerobic activities.)

	Grade		
	7th %	8th %	Total %
0	5	6	5
2	9	22	15
3	18	6	13
4	14	11	13
5	18	22	20
6	27	11	20
7	9	22	15

Question HS/MS Z.15.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.16

In an average week, on how many days do you have physical activity in your physical education class (P.E. or gym)?

	Grade		
	7th %	8th %	Total %
2	5	11	8
3	90	89	90
4	5	0	3

Question HS/MS Z.16.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.17

During the past 24 hours (yesterday), how many times did you drink sweetened beverages: regular soda/soft drinks, sweetened tea or coffee, fruit drinks, sport, or energy drinks? (Do not count diet drinks)

	Grade		
	7th %	8th %	Total %
0	32	33	33
1	59	28	45
2	9	28	18
4	0	6	3
5 or more	0	6	3

Question HS/MS Z.17.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.18

During the past 24 hours (yesterday), how many times did you eat fruit? (Do not count fruit juice)

	Grade		
	7th %	8th %	Total %
0	5	6	5
1	9	11	10
2	36	28	33
3	23	6	15
4	5	11	8
5 or more	23	39	30

Question HS/MS Z.18.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.19

During the past 24 hours (yesterday), how many times did you eat vegetables? (Include salads and non-fried potatoes)

	Grade		
	7th %	8th %	Total %
0	9	0	5
1	23	28	25
2	14	22	18
3	23	22	23
4	5	0	3
5 or more	27	28	28

Question HS/MS Z.19.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.20

How safe do you feel in the neighborhood where you live?

	Grade		
	7th %	8th %	Total %
Very safe	41	28	35
Safe	32	50	40
Neither safe nor unsafe	27	11	20
Unsafe	0	11	5

Question HS/MS Z.20.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.21

During the past 12 months, how many times have you been physically hurt or threatened going to or from school?

	Grade		
	7th %	8th %	Total %
0	100	94	98
4 or more	0	6	3

Question HS/MS Z.21.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.22
Students at this school are motivated to learn.

	Grade		
	7th %	8th %	Total %
Strongly disagree	0	6	3
Neither disagree nor agree	23	28	25
Agree	45	61	53
Strongly agree	32	6	20

Question HS/MS Z.22.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.23
This school promotes academic success for all students.

	Grade		
	7th %	8th %	Total %
Disagree	5	6	5
Neither disagree nor agree	5	11	8
Agree	36	39	38
Strongly agree	55	44	50

Question HS/MS Z.23.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.24
This school is a supportive and inviting place for students to learn.

	Grade		
	7th %	8th %	Total %
Strongly disagree	0	6	3
Disagree	5	0	3
Neither disagree nor agree	5	6	5
Agree	36	56	45
Strongly agree	55	33	45

Question HS/MS Z.24.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.25
Teachers go out of their way to help students.

	Grade		
	7th %	8th %	Total %
Disagree	5	0	3
Neither disagree nor agree	14	11	13
Agree	27	50	38
Strongly agree	55	39	48

Question HS/MS Z.25.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.26
Adults at this school treat all students with respect.

	Grade		
	7th %	8th %	Total %
Strongly disagree	0	11	5
Disagree	14	6	10
Neither disagree nor agree	0	11	5
Agree	36	39	38
Strongly agree	50	33	43

Question HS/MS Z.26.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.27
Students treat teachers with respect.

	Grade		
	7th %	8th %	Total %
Strongly disagree	0	6	3
Disagree	9	0	5
Neither disagree nor agree	9	50	28
Agree	55	33	45
Strongly agree	27	11	20

Question HS/MS Z.27.
Note: Columns are not displayed if there are less than 10 respondents.