CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Lompoc Unified
Secondary
2016-2017
Main Report

Health&Human Development Program AT WestEd

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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

Recommended citation:
Lompoc Unified School District. *California Healthy Kids Survey, 2016-17: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 6 Feb 2017
CDS code: 42692290000000

Contents

Page

List of Tables . . . . . **ii**

PREFACE . . . . . **v**

Survey Module Administration **1**

A. Core Module Results **2**
1. Survey Sample 2
2. Summary of Key Indicators 3
3. Demographics 4
4. School Performance, Supports, and Engagements 10
5. School Violence, Victimization, and Safety 21
6. Alcohol and Other Drug Use 26
7. Tobacco Use 36
8. Other Physical and Mental Health Risks 41
9. Race/Ethnic Breakdowns 43
10. Gender Breakdowns 49

Z. Lompoc Unified Custom Questions **51**
1. Module Sample 51
2. Custom Questions 52

Appendix **67**

List of Tables

Page

Survey Module Administration **1**
1 CHKS Survey Modules Administered 1

A. Core Module Results **2**

1. Survey Sample **2**
A1.1 Student Sample Characteristics 2

2. Summary of Key Indicators **3**
A2.1 Key Indicators of School Climate and Student Well-Being 3

3. Demographics **4**
A3.1 Gender of Sample 4
A3.2 Hispanic or Latino 4
A3.3 Race 4
A3.4 Living Situation 5
A3.5 Highest Education of Parents 5
A3.6 Free or Reduced Price Meals Eligibility 6
A3.7 Participation in Migrant Education Program, Past 3 Years 6
A3.8 Language Spoken at Home 6
A3.9 English Language Proficiency – All Students 7
A3.10 English Language Proficiency – Home Language Other Than English 8
A3.11 Number of Days Attending Afterschool Program 9
A3.12 Military Connections 9
A3.13 Sexual Identification 9

4. School Performance, Supports, and Engagements **10**
A4.1 Grades, Past 12 Months 10
A4.2 Truancy, Past 12 Months 10
A4.3 Reasons for Absence, Past 30 Days 11
A4.4 School Environment Scales 12
A4.5 School Connectedness, Parent Involvement, and Academic Motivation Scales 13
A4.6 Caring Relationships Scale Questions 14
A4.7 High Expectations Scale Questions 15
A4.8 Meaningful Participation Scale Questions 16
A4.9 School Connectedness Scale Questions 17
A4.10 Parent Involvement Scale Questions 18
A4.11 Academic Motivation Scale Questions 19
A4.12 Quality of School Physical Environment 20

5. School Violence, Victimization, and Safety **21**
A5.1 Perceived Safety at School 21
A5.2 Reasons for Harassment on School Property, Past 12 Months 22
A5.3 Verbal Harassment at School, Past 12 Months 23
A5.4 Violence and Victimization on School Property, Past 12 Months 24

A5.5 Property Damage on School Property, Past 12 Months . . . 25
A5.6 Weapons Possession on School Property, Past 12 Months . . . 25

6. Alcohol and Other Drug Use . . . **26**
A6.1 Summary Measures of Level of AOD Use . . . 26
A6.2 Summary of AOD Lifetime Use . . . 27
A6.3 Lifetime AOD Use . . . 28
A6.3 Lifetime AOD Use – Continued . . . 29
A6.4 Current AOD Use, Past 30 Days . . . 30
A6.5 Frequency of Current AOD Use, Past 30 Days . . . 31
A6.6 Lifetime Drunk or "High" . . . 32
A6.7 Cessation Attempts . . . 32
A6.8 Drinking While Driving, Lifetime . . . 33
A6.9 Current AOD Use on School Property, Past 30 Days . . . 34
A6.10 Lifetime Drunk or "High" on School Property . . . 34
A6.11 Perceived Harm and Availability . . . 35

7. Tobacco Use . . . **36**
A7.1 Summary of Key CHKS Tobacco Indicators . . . 36
A7.2 Lifetime Tobacco Use . . . 37
A7.3 Any Current Use and Daily Use . . . 38
A7.4 Current Smoking on School Property, Past 30 Days . . . 39
A7.5 Cigarette Smoking Cessation Attempts . . . 40
A7.6 Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes . . . 40

8. Other Physical and Mental Health Risks . . . **41**
A8.1 Cyber Bullying, Past 12 Months . . . 41
A8.2 Alone After School . . . 41
A8.3 Eating of Breakfast . . . 42
A8.4 Chronic Sad or Hopeless Feelings, Past 12 Months . . . 42
A8.5 Seriously Considered Attempting Suicide, Past 12 Months . . . 42
A8.6 Gang Involvement . . . 42

9. Race/Ethnic Breakdowns . . . **43**
A9.1 School Supports and Academic Motivation by Race/Ethnicity - 7th Grade . . . 43
A9.2 School Supports and Academic Motivation by Race/Ethnicity - 9th Grade . . . 43
A9.3 School Supports and Academic Motivation by Race/Ethnicity - 11th Grade . . . 44
A9.4 School Supports and Academic Motivation by Race/Ethnicity - Non-Traditional . . . 44
A9.5 Perceived Safety at School by Race/Ethnicity . . . 45
A9.6 Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months . . . 45
A9.7 Any Harassment or Bullying by Race/Ethnicity, Past 12 Months . . . 46
A9.8 Current Alcohol Use at School by Race/Ethnicity, Past 30 Days . . . 46
A9.9 Current Cigarette Smoking by Race/Ethnicity, Past 30 Days . . . 47
A9.10 Current Alcohol Use by Race/Ethnicity, Past 30 Days . . . 47
A9.11 Current Marijuana Use by Race/Ethnicity, Past 30 Days . . . 48
A9.12 Chronic Sad or Hopeless Feelings by Race/Ethnicity, Past 12 Months . . . 48

10. Gender Breakdowns . . . **49**

A10.1 School Supports and Academic Motivation by Gender 49
A10.2 Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender . . 50

Z. Lompoc Unified Custom Questions **51**

1. Module Sample **51**
Z1.1 Student Sample for Custom Questions 51

2. Custom Questions **52**

Appendix **67**

PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables 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 2016–17 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys–*California School Staff Survey* (CSSS) 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 regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by Cal-SCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, 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 CHKS results are available for downloading from the survey website–chks.wested.org–including ***Helpful Resources for Local Control and Accountability Plans*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf). The California Safe and Supportive Schools website also provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, 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, improve academic performance, and develop effective prevention, health, and youth development programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. 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.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

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

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It 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/download/supplemental/#clim). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

Supplementary Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 46 items that capture the totality of core adolescent psychological assets.

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 and Gender Results

The demographic questions on the CHKS help districts meet the LCAP requirement to identify and address variations in state priorities among significant student subgroups, including differences by race/ethnicity, gender, socioeconomic status; homeless, migrant, and foster youth; and English language learners. In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

UNDERSTANDING THE DATA

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 70%. 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).

RESOURCES

The CHKS and Cal-SCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

CDE's California Safe and Supportive Schools website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The School Climate Connection Newsletter provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.

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/resources/S3_schoolclimateguidebook_final.pdf)

Helpful Resources for Local Control and Accountability Plans (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).

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 custom services (additional fees apply) are available through the Cal-SCHLS TA Center to 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 can 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 Reports

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 that districts identify and address the needs of underserved subgroups.

Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of student and across schools within a district. You can also request an analysis by subgroups as a custom service.

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS or CSSS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

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 identified needs and into 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 pupil engagement and parent involvement, two 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 *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 adult 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/training-support/workshops.

Exhibit 1

Major School-related Domains and Constructs Assessed by Cal-SCHLS

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms–high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports		✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓	✓
Quality of physical environment		✓	✓	✓

ACKNOWLEDGMENTS

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

Gregory Austin, Ph.D.
Cal-SCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well 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. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	X

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	748	821	657	155
Final number	633	638	515	85
Average Response Rate	85%	78%	78%	55%

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)	65	50	45	50	A4.5
Academic motivation (high)	47	29	28	26	A4.5
Truant more than a few times†	2	6	12	26	A4.2
Caring adult relationships (high)	38	25	32	40	A4.4
High expectations (high)	56	40	39	40	A4.4
Meaningful participation (high)	13	12	13	20	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	74	64	63	67	A5.1
Experienced any harassment or bullying†	28	31	23	16	A5.2
Had mean rumors or lies spread about you†	32	32	33	16	A5.3
Been afraid of being beaten up†	21	15	7	5	A5.4
Been in a physical fight†	12	11	6	9	A5.4
Seen a weapon on campus†	9	9	7	6	A5.6
Been drunk or "high" on drugs at school, ever	1	6	7	21	A6.10
Mental and Physical Health					
Current alcohol or drug use‡	8	19	23	40	A6.4
Current binge drinking‡	1	4	8	15	A6.4
Very drunk or "high" 7 or more times	1	6	10	41	A6.6
Current cigarette smoking‡	1	3	3	16	A7.3
Current electronic cigarette use‡	4	6	6	15	A7.3
Experienced chronic sadness/hopelessness†	20	27	29	27	A8.4
Considered suicide†	na	19	15	21	A8.5

Notes: Cells are empty if there are less than 10 respondents.
†Past 12 months; ‡Past 30 days; na—Not asked of middle school students.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	54	52	49	56
Female	46	48	51	44

Question HS/MS A.3: What is your sex?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	37	34	37	30
Yes	63	66	63	70

Question HS/MS A.5: Are you of Hispanic or Latino origin?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	4	4	6	5
Asian	4	3	4	0
Black or African American	3	4	4	9
Native Hawaiian or Pacific Islander	1	1	2	0
White	24	27	35	25
Mixed (two or more) races	65	61	50	62

Question HS/MS A.6: What is your race?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.4

Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	87	89	93	77
Other relative's home	1	2	2	6
A home with more than one family	5	4	3	6
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	5
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	1
Other living arrangement	6	4	2	5

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.5

Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	10	21	20	28
Graduated from high school	16	19	22	22
Attended college but did not complete four-year degree	14	15	18	12
Graduated from college	26	25	26	16
Don't know	35	20	14	23

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Notes: Cells are empty if there are less than 10 respondents.

Table A3.6

Free or Reduced Price Meals Eligibility

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	28	37	43	14
Yes	44	51	47	75
Don't know	27	12	9	11

Question HS/MS A.10: 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 10 respondents.

Table A3.7

Participation in Migrant Education Program, Past 3 Years

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	62	79	88	73
Yes	1	2	2	2
Don't know	37	19	10	24

Question HS/MS A.11: 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 10 respondents.

Table A3.8

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	66	66	62	69
Spanish	32	32	35	30
Mandarin	0	0	0	0
Cantonese	0	0	0	1
Taiwanese	0	0	0	0
Tagalog	0	0	1	0
Vietnamese	0	0	0	0
Korean	0	0	0	0
Other	1	1	1	0

Question HS/MS A.12: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 10 respondents.

Table A3.9

English Language Proficiency – All Students

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
Average Scale Score	3.79	3.81	3.83	3.76
How well do you...				
understand English?				
Very well	89	89	91	87
Well	11	10	8	13
Not well	0	1	1	0
Not at all	0	0	0	0
speak English?				
Very well	80	83	86	81
Well	17	15	11	16
Not well	2	1	2	1
Not at all	0	1	0	1
read English?				
Very well	79	83	83	78
Well	19	15	16	21
Not well	2	1	1	0
Not at all	0	0	0	1
write English?				
Very well	75	78	78	68
Well	22	19	21	27
Not well	2	3	1	4
Not at all	0	0	0	1
English Language Proficiency Status				
Proficient	76	80	82	72
Not proficient	24	20	18	28

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.10

English Language Proficiency – Students Speaking a Language Other Than English at Home

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
Average Scale Score	3.65	3.69	3.69	3.60
How well do you...				
understand English?				
Very well	80	78	82	69
Well	19	19	17	31
Not well	0	2	1	0
Not at all	0	0	1	0
speak English?				
Very well	66	73	72	72
Well	32	25	24	28
Not well	2	2	4	0
Not at all	0	0	1	0
read English?				
Very well	64	75	71	64
Well	31	23	27	32
Not well	5	2	2	0
Not at all	0	0	1	4
write English?				
Very well	62	67	63	52
Well	33	28	35	36
Not well	5	4	2	8
Not at all	0	0	1	4
English Language Proficiency Status				
Proficient	60	68	68	52
Not proficient	40	32	32	48

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.11

Number of Days Attending Afterschool Program

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	91	73	82	83
1 day	3	4	3	4
2 days	1	5	5	1
3 days	1	3	3	2
4 days	0	3	0	0
5 days	4	13	8	10

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.12

Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	83	86	89	91
Yes	12	10	9	4
Don't know	5	3	2	5

Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.13

Sexual Identification

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	71	83	84	68
Gay or Lesbian	2	2	3	4
Bisexual	5	8	8	10
Transgender	0	1	1	1
Not sure	12	6	5	3
Decline to respond	16	9	6	19

Question HS A.118/MS A.108: Which of the following best describes you? (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.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	17	11	9	5
A's and B's	39	35	38	22
Mostly B's	7	6	12	12
B's and C's	20	24	23	24
Mostly C's	4	8	6	18
C's and D's	8	11	9	13
Mostly D's	2	2	1	2
Mostly F's	3	3	1	4

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	72	70	56	40
1-2 times	16	12	16	12
A few times	10	11	16	22
Once a month	1	2	4	6
Once a week	0	1	3	7
More than once a week	1	4	4	12

Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.3

Reasons for Absence, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	51	34	31	18
Illness (feeling physically sick), including problems with breathing or your teeth	36	52	56	57
Felt very sad, hopeless, anxious, stressed, or angry	5	12	15	20
Didn't get enough sleep	5	13	17	39
Didn't feel safe at school	1	2	1	0
Had to work	1	1	1	5
Had to take care of or help a family member or friend	3	6	8	5
Wanted to spend time with friends who don't go to your school	0	1	2	5
Wanted to use alcohol or drugs	0	1	1	5
Were behind in schoolwork or weren't prepared for a test or class assignment	2	8	13	1
Were bored with or uninterested in school	1	6	7	7
Were suspended	2	2	1	0
Other reason	16	15	15	18

Question HS/MS A.20: 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 Environment Scales

	Grade 7	Grade 9	Grade 11	NT	Table
Total school supports					
Average Scale Score	2.80	2.55	2.63	2.73	
High (%)	36	27	28	33	
Moderate (%)	54	53	54	55	
Low (%)	10	20	18	12	
Caring adults in school					
Average Scale Score	2.89	2.59	2.77	2.94	A4.6
High (%)	38	25	32	40	
Moderate (%)	54	54	53	49	
Low (%)	8	21	15	11	
High expectations-adults in school					
Average Scale Score	3.24	2.93	2.94	3.00	A4.7
High (%)	56	40	39	40	
Moderate (%)	40	49	51	51	
Low (%)	3	11	10	9	
Meaningful participation at school					
Average Scale Score	2.28	2.12	2.18	2.26	A4.8
High (%)	13	12	13	20	
Moderate (%)	59	47	49	48	
Low (%)	28	41	38	33	

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.5

School Connectedness, Parent Involvement, and Academic Motivation Scales

	Grade 7	Grade 9	Grade 11	NT	Table
School Connectedness					
Average Scale Score	3.85	3.60	3.49	3.79	A4.9
High (%)	65	50	45	50	
Moderate (%)	30	42	45	46	
Low (%)	5	9	10	4	
Parent Involvement in School					
Average Scale Score	3.84	3.46	3.26	3.61	A4.10
High (%)	53	35	25	41	
Moderate (%)	39	47	50	51	
Low (%)	8	17	25	9	
Academic Motivation					
Average Scale Score	4.20	3.90	3.92	3.85	A4.11
High (%)	47	29	28	26	
Moderate (%)	40	50	51	41	
Low (%)	13	21	22	33	

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6
Caring Relationships Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Caring adults in school				
Average Scale Score	2.89	2.59	2.77	2.94
At my school, there is a teacher or some other adult...				
who really cares about me.				
Not at all true	8	17	11	9
A little true	30	33	30	28
Pretty much true	38	30	35	34
Very much true	24	20	24	29
who notices when I'm not there.				
Not at all true	9	19	14	9
A little true	26	29	27	19
Pretty much true	35	31	33	36
Very much true	29	21	26	37
who listens to me when I have something to say.				
Not at all true	5	16	10	10
A little true	24	24	24	18
Pretty much true	34	35	35	37
Very much true	37	25	31	35

Question HS/MS A.34, 36, 38: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.7
High Expectations Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
High expectations-adults in school				
Average Scale Score	3.24	2.93	2.94	3.00
At my school, there is a teacher or some other adult...				
who tells me when I do a good job.				
Not at all true	5	9	9	7
A little true	21	24	24	22
Pretty much true	36	38	40	38
Very much true	37	28	27	32
who always wants me to do my best.				
Not at all true	2	8	6	9
A little true	12	20	20	13
Pretty much true	29	36	35	34
Very much true	58	36	39	44
who believes that I will be a success.				
Not at all true	3	9	9	12
A little true	18	21	25	16
Pretty much true	30	36	35	40
Very much true	49	33	31	32

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.8
Meaningful Participation Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Meaningful participation at school				
Average Scale Score	2.28	2.12	2.18	2.26
At school...				
I do interesting activities.				
Not at all true	11	19	17	21
A little true	30	31	29	32
Pretty much true	36	26	27	21
Very much true	23	24	26	26
I help decide things like class activities or rules.				
Not at all true	42	56	50	32
A little true	34	21	27	37
Pretty much true	16	15	13	18
Very much true	8	8	10	13
I do things that make a difference.				
Not at all true	26	34	33	33
A little true	39	36	38	35
Pretty much true	22	21	19	18
Very much true	12	9	11	13

Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.9

School Connectedness Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
School Connectedness				
Average Scale Score	3.85	3.60	3.49	3.79
I feel close to people at this school.				
Strongly disagree	3	5	6	6
Disagree	5	6	10	15
Neither disagree nor agree	28	28	29	27
Agree	46	41	39	38
Strongly agree	18	20	16	15
I am happy to be at this school.				
Strongly disagree	4	5	6	1
Disagree	4	5	9	7
Neither disagree nor agree	18	24	30	23
Agree	46	43	40	45
Strongly agree	29	22	14	23
I feel like I am part of this school.				
Strongly disagree	5	7	8	4
Disagree	6	8	10	7
Neither disagree nor agree	24	27	31	28
Agree	42	42	40	32
Strongly agree	23	16	12	28
The teachers at this school treat students fairly.				
Strongly disagree	3	7	5	4
Disagree	6	12	13	1
Neither disagree nor agree	17	27	29	15
Agree	43	38	41	49
Strongly agree	30	16	12	32
I feel safe in my school.				
Strongly disagree	3	5	4	1
Disagree	5	5	5	4
Neither disagree nor agree	16	24	25	20
Agree	44	48	51	52
Strongly agree	33	18	15	23

Question HS/MS A.21-25: 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 A4.10

Parent Involvement Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Parent Involvement in School				
Average Scale Score	3.84	3.46	3.26	3.61
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	6	6	4
Disagree	5	12	17	5
Neither disagree nor agree	22	30	37	42
Agree	39	36	31	40
Strongly agree	30	16	9	10
Parents feel welcome to participate at this school.				
Strongly disagree	2	4	6	1
Disagree	5	6	8	5
Neither disagree nor agree	31	41	44	37
Agree	39	39	33	38
Strongly agree	23	11	9	18
School staff takes parent concerns seriously.				
Strongly disagree	2	5	5	3
Disagree	3	9	13	4
Neither disagree nor agree	27	37	40	36
Agree	43	37	33	38
Strongly agree	25	13	10	20

Question HS/MS A.27-29: 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.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.11

Academic Motivation Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Academic Motivation				
Average Scale Score	4.20	3.90	3.92	3.85
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	3	2	0
Disagree	2	4	2	5
Neither disagree nor agree	9	14	14	24
Agree	34	45	48	48
Strongly agree	54	34	34	23
I try hard at school because I am interested in my work.				
Strongly disagree	3	5	3	1
Disagree	6	8	11	6
Neither disagree nor agree	24	26	29	38
Agree	37	41	37	37
Strongly agree	30	20	20	18
I work hard to try to understand new things at school.				
Strongly disagree	1	3	1	0
Disagree	3	4	5	4
Neither disagree nor agree	13	18	19	28
Agree	44	48	49	45
Strongly agree	38	26	26	23
I am always trying to do better in my schoolwork.				
Strongly disagree	1	3	2	0
Disagree	1	4	3	4
Neither disagree nor agree	10	15	17	26
Agree	32	44	44	40
Strongly agree	55	35	35	30

Question HS/MS A.30-33: 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.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.12

Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	5	6	6	1
Disagree	11	10	13	5
Neither disagree nor agree	31	30	33	21
Agree	40	44	42	53
Strongly agree	13	10	6	20

Question HS/MS A.26: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	27	17	15	29
Safe	47	47	49	38
Neither safe nor unsafe	21	31	32	28
Unsafe	3	3	3	1
Very unsafe	1	2	1	4

Question HS A.89/MS A.79: How safe do you feel when you are at school?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	89	85	88	91
1 time	6	6	3	4
2 or more times	5	8	8	5
Religion				
0 times	97	95	95	99
1 time	2	2	3	0
2 or more times	2	3	3	1
Gender (being male or female)				
0 times	95	92	95	98
1 time	3	3	3	0
2 or more times	2	4	2	2
Because you are gay or lesbian or someone thought you were				
0 times	92	91	94	93
1 time	3	3	2	2
2 or more times	5	6	4	5
A physical or mental disability				
0 times	97	96	97	98
1 time	2	1	1	0
2 or more times	1	3	2	3
Any of the above five bias-related reasons	21	23	18	12
Any other reason				
0 times	85	80	87	91
1 time	5	7	4	2
2 or more times	9	13	8	6
Any harassment	28	31	23	16

Question HS A.105-110/MS A.96-101: 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.

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

Table A5.3

Verbal Harassment at School, Past 12 Months

	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	68	68	67	84
1 time	17	12	14	9
2 to 3 times	5	9	9	2
4 or more times	10	11	10	5
had sexual jokes, comments, or gestures made to you?				
0 times	81	72	73	90
1 time	9	9	7	2
2 to 3 times	4	5	7	2
4 or more times	7	14	13	5
been made fun of because of your looks or the way you talk?				
0 times	74	72	74	85
1 time	11	9	9	9
2 to 3 times	6	8	7	2
4 or more times	9	11	10	4
been made fun of, insulted, or called names?				
0 times	64	71	75	83
1 time	14	9	6	7
2 to 3 times	9	7	8	2
4 or more times	13	12	11	7

Question HS A.93-95, 104/MS A.84-86, 95: 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?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.4

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	75	79	88	90
1 time	13	10	5	4
2 to 3 times	6	6	4	2
4 or more times	7	5	2	4
been afraid of being beaten up?				
0 times	79	85	93	95
1 time	11	8	4	2
2 to 3 times	4	4	2	2
4 or more times	6	3	1	0
been in a physical fight?				
0 times	88	89	94	91
1 time	7	6	4	4
2 to 3 times	3	3	1	2
4 or more times	2	2	1	2
been threatened with harm or injury?				
0 times	92	92	96	95
1 time	5	5	2	1
2 to 3 times	2	2	1	4
4 or more times	1	1	1	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	97	98	96
1 time	3	2	1	1
2 to 3 times	0	1	0	1
4 or more times	0	0	1	1
been offered, sold, or given an illegal drug?				
0 times	94	83	83	89
1 time	5	7	8	2
2 to 3 times	1	5	4	2
4 or more times	1	5	5	6

Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: 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 A5.5

Property Damage on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	88	84	85	91
1 time	7	10	10	4
2 to 3 times	3	4	3	2
4 or more times	2	2	2	2
Damaged school property on purpose				
0 times	96	95	96	99
1 time	2	3	2	1
2 to 3 times	1	1	1	0
4 or more times	0	1	1	0

Question HS A.96, 98/MS A.87, 89: 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 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	99	99	95
1 time	0	0	0	2
2 to 3 times	1	0	0	1
4 or more times	0	0	0	1
Carried any other weapon (such as a knife or club)				
0 times	97	96	97	93
1 time	2	2	1	4
2 to 3 times	0	1	1	1
4 or more times	1	1	1	2
Seen someone carrying a gun, knife, or other weapon				
0 times	91	91	93	94
1 time	6	5	2	0
2 to 3 times	2	1	2	2
4 or more times	1	2	2	4

Question HS A.99, 100, 102/MS A.90, 91, 93: 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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	14	31	39	63	A6.3
Current alcohol or drugs	8	19	23	40	A6.4
Current heavy drug uses	1	7	6	28	A6.4
Current heavy alcohol use (binge drinking)	1	4	8	15	A6.4
Current alcohol or drug use on school property	3	5	4	5	A6.9

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

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	11	23	36	57
Marijuana	6	21	23	59
Inhalants	2	5	3	9
Cocaine, Methamphetamine, or any amphetamines	na	2	3	11
Ecstasy, LSD, or other psychedelics	na	3	4	12
Prescription pain killers, Diet Pills, or other prescription stimulant	na	12	12	23

Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A6.3

Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	89	77	64	43
1 time	6	7	7	6
2 to 3 times	4	7	8	10
4 or more times	2	8	20	41
Marijuana				
0 times	94	79	77	41
1 time	2	5	5	4
2 to 3 times	2	5	4	5
4 or more times	2	11	14	51
Inhalants (to get "high")				
0 times	98	95	97	91
1 time	1	2	2	1
2 to 3 times	1	2	0	4
4 or more times	1	1	1	4
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	98	97	89
1 time	na	1	1	2
2 to 3 times	na	1	0	1
4 or more times	na	0	1	7
Ecstasy, LSD, or other psychedelics				
0 times	na	97	96	88
1 time	na	2	2	2
2 to 3 times	na	1	1	5
4 or more times	na	0	1	5
Any other drug, or pill, or medicine to get "high" or for other than medical reasons				
0 times	99	94	96	93
1 time	1	2	2	1
2 to 3 times	0	1	1	2
4 or more times	0	2	1	4
Any of the above AOD use	14	31	39	63

Question HS A.46-49, 51, 56/MS A.47-49, 51: 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 10 respondents.

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	92	91	79
1 time	na	4	3	2
2 to 3 times	na	2	3	7
4 or more times	na	2	4	11
Diet Pills				
0 times	na	94	96	96
1 time	na	2	2	0
2 to 3 times	na	1	0	2
4 or more times	na	3	2	1
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	97	91
1 time	na	1	1	2
2 to 3 times	na	1	1	1
4 or more times	na	1	1	5
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	71	77	70
1 time	na	5	6	5
2 to 3 times	na	7	5	9
4 or more times	na	17	12	17

Question HS A.52-55: 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 10 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	12	17	26
Binge drinking (5 or more drinks in a row)	1	4	8	15
Marijuana	3	11	12	34
Inhalants	1	2	1	2
Prescription medications to get "high" or for reasons other than prescribed	na	3	3	11
Other drug, pill, or medicine to get "high" or for other than medical reasons	1	2	2	7
Any drug use	4	14	14	37
Heavy drug use	1	7	6	28
Any AOD Use	8	19	23	40
Two or more drugs at the same time	na	3	3	7

Question HS A.63-69/MS A.58-62: 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 substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only) and any other illegal drug/pill to get "high").

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	88	83	74
1 or 2 days	5	10	13	15
3 to 9 days	0	1	3	4
10 to 19 days	0	0	0	4
20 or more days	0	0	1	4
Binge drinking (5 or more drinks in a row)				
0 days	99	96	92	85
1 or 2 days	1	4	6	5
3 to 9 days	0	0	1	6
10 to 19 days	0	0	0	2
20 or more days	0	0	1	1
Marijuana				
0 days	97	89	88	66
1 or 2 days	2	5	7	7
3 to 9 days	0	3	2	2
10 to 19 days	0	1	1	5
20 or more days	0	2	1	20

Question HS A.63-65/MS A.58-60: 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 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	96	89	83	68
1 to 2 times	3	7	9	14
3 to 6 times	0	2	5	6
7 or more times	0	2	3	12
"High" (loaded, stoned, or wasted) from using drugs				
0 times	95	83	80	49
1 to 2 times	3	8	6	6
3 to 6 times	0	4	5	5
7 or more times	1	6	9	40
Very drunk or "high" 7 or more times	1	6	10	41

Question HS A.57, 58/MS A.52, 53: 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

Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	86	82	69
0 times	na	9	15	19
1 time	na	2	2	6
2 to 3 times	na	2	1	1
4 or more times	na	1	1	5
Marijuana				
Does not apply, don't use	na	83	84	62
0 times	na	11	11	22
1 time	na	3	3	11
2 to 3 times	na	2	2	0
4 or more times	na	2	1	5

Question HS A.86, 87: How many times have you tried to quit or stop using... alcohol... marijuana?

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

na—Not asked of middle school students.

Table A6.8
Drinking While Driving, Lifetime

	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	92	91	84
1 time	na	2	3	2
2 times	na	2	2	7
3 to 6 times	na	3	2	6
7 or more times	na	1	2	0
Have ridden in a car driven by someone who had been drinking				
Never	79	na	na	na
1 time	8	na	na	na
2 times	5	na	na	na
3 to 6 times	2	na	na	na
7 or more times	6	na	na	na

Question HS A.88/MS A.78: 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 10 respondents.
na—Not asked of middle/high school students.

Table A6.9

Current AOD Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	97	98	96
1 to 2 days	1	2	2	4
3 or more days	0	1	0	0
Marijuana				
0 days	99	96	97	96
1 to 2 days	1	2	1	1
3 or more days	0	2	2	3
Any other drug, pill, or medicine to get "high" or for other than medical reasons?				
0 days	100	98	99	99
1 to 2 days	0	1	0	1
3 or more days	0	1	0	0
Any of the above	3	5	4	5

Question HS A.73-75/MS A.66-68: 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?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.10

Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	94	93	79
1 to 2 times	1	3	3	6
3 to 6 times	0	1	2	5
7 or more times	0	1	2	10

Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.11

Perceived Harm and Availability

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Alcohol - drink occasionally				
Great	28	34	31	26
Moderate	23	25	28	26
Slight	19	22	24	25
None	30	19	17	23
Alcohol - 5 or more drinks once or twice a week				
Great	43	51	57	45
Moderate	20	20	23	24
Slight	9	11	9	13
None	28	18	11	19
Marijuana - smoke occasionally				
Great	37	37	29	19
Moderate	22	21	23	16
Slight	11	16	19	20
None	30	27	30	46
Marijuana - smoke once or twice a week				
Great	42	42	36	17
Moderate	18	18	23	12
Slight	10	14	15	22
None	31	26	26	48
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult	16	8	4	12
Fairly difficult	10	11	7	5
Fairly easy	12	23	28	22
Very easy	11	27	34	32
Don’t know	51	32	28	29
Marijuana				
Very difficult	20	9	4	11
Fairly difficult	9	8	5	6
Fairly easy	10	20	27	9
Very easy	10	29	37	46
Don’t know	51	33	28	28

Question HS A.78-81, 83, 84/MS A.71-74, 76, 77: 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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	7	9	34	A7.2
Current cigarette smoking‡	1	3	3	16	A7.3
Current cigarette smoking at school‡	0	1	1	1	A7.4
Ever tried smokeless tobacco	1	3	2	15	A7.2
Current smokeless tobacco use‡	1	1	1	4	A7.3
Current smokeless tobacco use at school‡	0	1	1	1	A7.4
Ever used electronic cigarettes or other vaping device	9	22	26	52	A7.2
Current use of electronic cigarettes or other vaping device‡	4	6	6	15	A7.3
Current use of electronic cigarettes or other vaping device at school‡	2	2	1	2	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	3	2	15	A7.5
Attitudes and Correlates					
Occasional smoking great harm	31	41	43	40	A7.6
Smoking 1-2 packs per day great harm	57	65	75	59	A7.6
Very easy to obtain cigarettes	9	20	22	30	A7.6

Notes: Cells are empty if there are less than 10 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	97	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	93	91	66
1 time	0	3	4	2
2 to 3 times	1	2	2	5
4 or more times	0	2	4	27
Smokeless tobacco				
0 times	99	97	98	85
1 time	0	1	2	5
2 to 3 times	0	1	0	4
4 or more times	0	1	0	6
An electronic cigarette or other vaping device				
0 times	91	78	74	48
1 time	4	6	7	6
2 to 3 times	3	7	8	5
4 or more times	3	9	11	41

Question HS A.43-45/MS A.43-46: 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.
na—Not asked of high school students.

Table A7.3

Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	3	3	16
Daily (20 or more days)	0	0	0	6
Smokeless Tobacco				
Any	1	1	1	4
Daily (20 or more days)	0	0	0	0
Electronic cigarettes or other vaping device				
Any	4	6	6	15
Daily (20 or more days)	0	0	1	5

Question HS A.60-62/MS A.55-57: 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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	99	99	99
1 or 2 days	0	0	1	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Smokeless Tobacco				
0 days	100	99	99	99
1 or 2 days	0	1	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes or other vaping device				
0 days	98	98	99	98
1 or 2 days	2	1	1	1
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0

Question HS A.70-72/MS A.63-65: 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

Cigarette Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	92	93	79
0 times	na	5	4	6
1 time	na	1	1	7
2 to 3 times	na	1	1	4
4 or more times	na	1	0	4

Question HS A.85: How many times have you tried to quit or stop using cigarettes?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A7.6

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	31	41	43	40
Moderate	26	26	29	19
Slight	17	14	15	20
None	26	19	13	21
Smoke 1-2 packs of cigarettes a day				
Great	57	65	75	59
Moderate	11	10	9	16
Slight	4	6	3	5
None	28	19	12	20
Perceived Difficulty of Obtaining...				
Cigarettes				
Very difficult	17	10	5	9
Fairly difficult	11	11	8	6
Fairly easy	13	22	27	24
Very easy	9	20	22	30
Don't know	51	36	37	30

Question HS A.76, 77, 82/MS A.69, 70, 75: 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 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	85	79	82	89
1 time	7	10	7	4
2 to 3 times	4	6	6	2
4 or more times	3	5	4	5

Question HS A.111/MS A.102: 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 7 %	Grade 9 %	Grade 11 %	NT %
Never	51	na	na	na
1 day	14	na	na	na
2 days	7	na	na	na
3 days	4	na	na	na
4 days	2	na	na	na
5 days	22	na	na	na

Question MS A.80: 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.
na—Not asked of high school students.

Table A8.3

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	27	42	42	48
Yes	73	58	58	52

Question HS A.115/MS A.105: 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 7 %	Grade 9 %	Grade 11 %	NT %
No	80	73	71	73
Yes	20	27	29	27

Question HS A.113/MS A.104: 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

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	81	85	79
Yes	na	19	15	21

Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A8.6

Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	96	97	96
Yes	2	4	3	4

Question HS A.112/MS A.103: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Academic Motivation 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	36	40	30	17		40	36
Caring adults in school	39	30	26	17		39	40
High expectations-adults in school	55	65	70	50		64	55
Meaningful participation at school	13	10	4	11		13	15
School Connectedness	65	67	70	67		64	64
Parent Involvement in School	52	48	52	67		57	51
Academic Motivation	46	33	65	56		43	48

Notes: Cells are empty if there are less than 10 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 Supports and Academic Motivation 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	25	45	33	26		34	22
Caring adults in school	24	30	17	32		34	22
High expectations-adults in school	38	55	39	32		49	37
Meaningful participation at school	11	25	6	16		16	9
School Connectedness	46	50	44	35		58	50
Parent Involvement in School	34	50	33	35		38	35
Academic Motivation	27	40	28	30		33	28

Notes: Cells are empty if there are less than 10 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 Supports and Academic Motivation 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	26	41	29	6		31	28
Caring adults in school	30	36	35	6		36	33
High expectations-adults in school	39	41	35	13		41	42
Meaningful participation at school	12	18	24	0		13	14
School Connectedness	44	50	59	31		50	43
Parent Involvement in School	29	27	35	13		21	27
Academic Motivation	30	36	35	19		28	26

Notes: Cells are empty if there are less than 10 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 Supports and Academic Motivation 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	32					25	36
Caring adults in school	39					31	44
High expectations-adults in school	40					38	44
Meaningful participation at school	16					13	26
School Connectedness	46					63	46
Parent Involvement in School	36					44	45
Academic Motivation	26					25	26

Notes: Cells are empty if there are less than 10 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

Perceived Safety at School by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Feel safe or very safe at school				
Hispanic or Latino	76	63	65	65
American Indian or Alaska Native	80	56	71	
Asian	77	67	59	
Black or African American	67	71	44	
Native Hawaiian or Pacific Islander				
White	73	66	63	75
Mixed (two or more) races	74	63	63	64

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

Table A9.6

Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Harassment or bullying due to five bias-related reasons[A]				
Hispanic or Latino	15	18	13	13
American Indian or Alaska Native	0	15	6	
Asian	48	41	35	
Black or African American	28	28	25	
Native Hawaiian or Pacific Islander				
White	26	28	21	13
Mixed (two or more) races	18	24	16	16

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

[A]Bias-related reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

Table A9.7

Any Harassment or Bullying by Race/Ethnicity, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Were harassed or bullied at school				
Hispanic or Latino	22	26	19	14
American Indian or Alaska Native	19	20	6	
Asian	48	53	35	
Black or African American	28	33	25	
Native Hawaiian or Pacific Islander				
White	36	36	24	13
Mixed (two or more) races	25	31	21	21

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

Table A9.8

Current Alcohol Use at School by Race/Ethnicity, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol at school				
Hispanic or Latino	2	4	2	5
American Indian or Alaska Native	0	0	0	
Asian	4	0	0	
Black or African American	0	6	13	
Native Hawaiian or Pacific Islander				
White	1	2	2	6
Mixed (two or more) races	1	3	1	5

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

Table A9.9

Current Cigarette Smoking by Race/Ethnicity, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	1	4	2	12
American Indian or Alaska Native	0	0	0	
Asian	0	6	0	
Black or African American	0	6	13	
Native Hawaiian or Pacific Islander				
White	0	3	2	40
Mixed (two or more) races	1	3	4	15

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

Table A9.10

Current Alcohol Use by Race/Ethnicity, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol in the past 30 days				
Hispanic or Latino	6	13	19	32
American Indian or Alaska Native	10	6	6	
Asian	4	18	12	
Black or African American	0	0	13	
Native Hawaiian or Pacific Islander				
White	5	10	11	25
Mixed (two or more) races	6	14	21	23

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

Table A9.11

Current Marijuana Use by Race/Ethnicity, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Used marijuana in the past 30 days				
Hispanic or Latino	5	13	11	37
American Indian or Alaska Native	10	5	6	
Asian	0	0	6	
Black or African American	0	22	13	
Native Hawaiian or Pacific Islander				
White	1	10	11	38
Mixed (two or more) races	4	11	16	33

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

Table A9.12

Chronic Sad or Hopeless Feelings by Race/Ethnicity, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Felt so sad or hopeless almost everyday for two weeks or more				
Hispanic or Latino	19	27	28	27
American Indian or Alaska Native	10	21	35	
Asian	26	18	29	
Black or African American	6	18	25	
Native Hawaiian or Pacific Islander				
White	22	24	33	20
Mixed (two or more) races	20	31	28	33

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

10. Gender Breakdowns

Table A10.1

School Supports 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	37	35	28	26	30	26	36	30
Caring adults in school	36	39	27	24	32	33	44	37
High expectations-adults in school	57	56	41	40	39	39	47	35
Meaningful participation at school	14	13	12	11	14	12	22	17
School Connectedness	63	66	50	50	42	48	47	52
Parent Involvement in School	51	56	36	35	24	27	44	38
Academic Motivation	51	43	30	29	30	25	22	28

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

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Drug Use, and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	68	80	63	64	62	65	67	67
Harassment/Bullying at School								
During the past 12 month at school, have you been...								
harassed/bullied for any of the five bias-related reasons	22	19	28	19	20	15	19	7
harassed/bullied for any reasons	31	25	36	26	27	19	25	9
Current ATOD Use								
During the past 30 days, did you...								
have at least one drink of alcohol at school	2	1	3	2	3	1	3	4
smoke cigarettes	1	1	4	1	3	2	14	17
have at least one drink of alcohol	6	5	17	7	19	14	28	24
use marijuana	3	4	12	8	10	14	36	33
Mental Health								
Chronic sad or hopeless feelings, past 12 months	27	13	39	15	34	23	43	15

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

Z. Lompoc Unified Custom Questions

1. Module Sample

Table Z1.1
Student Sample for Custom Questions

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	748	821	657	155
Final number	609	577	494	81
Average Response Rate	81%	70%	75%	52%

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

2. Custom Questions

Table AZ.2.1
In the past month, I had a hard time breathing because I was anxious.

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all true of me	84	69	68	68	74
A little true of me	9	13	14	12	12
Pretty much true of me	2	5	6	6	4
True of me	2	5	3	5	4
Very true of me	3	8	9	9	6

Question HS/MS Z.1.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.2
In the past month, I was tense and uptight.

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all true of me	72	59	48	64	60
A little true of me	15	19	21	13	18
Pretty much true of me	5	5	12	9	7
True of me	3	9	9	5	7
Very true of me	4	8	10	10	8

Question HS/MS Z.2.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.3
In the past month, I had a hard time relaxing.

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all true of me	61	46	43	57	51
A little true of me	18	19	17	15	18
Pretty much true of me	8	12	16	9	11
True of me	6	11	12	6	9
Very true of me	7	13	13	13	11

Question HS/MS Z.3.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.4
In the past month, I felt unimportant.

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all true of me	70	60	57	63	63
A little true of me	15	15	15	15	15
Pretty much true of me	5	5	12	6	7
True of me	3	7	6	6	5
Very true of me	7	12	11	10	10

Question HS/MS Z.4.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.5
In the past month, I was easily annoyed and sensitive.

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all true of me	57	46	38	50	48
A little true of me	17	19	18	15	18
Pretty much true of me	8	10	17	9	11
True of me	6	10	8	10	8
Very true of me	12	15	19	16	15

Question HS/MS Z.5.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.6
In the past month, I was scared for no good reason.

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all true of me	79	72	72	75	75
A little true of me	10	10	10	6	9
Pretty much true of me	3	5	7	2	5
True of me	4	4	4	6	4
Very true of me	4	9	8	10	7

Question HS/MS Z.6.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.7
I can do most things if I try. - Please tell us how true each statement is of you...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all like me	4	6	3	14	5
Not like me	2	2	2	0	2
Not much like me	3	3	2	4	3
Somewhat like me	26	24	20	24	23
Like me	31	30	36	30	32
Very much like me	34	35	37	29	35

Question HS/MS Z.7.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.8
There is purpose to my life. - Please tell us how true each statement is of you...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all like me	6	10	4	19	7
Not like me	2	4	3	6	3
Not much like me	5	7	7	4	6
Somewhat like me	15	18	17	18	17
Like me	24	22	27	33	24
Very much like me	48	40	43	21	43

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

Table AZ.2.9
When I do not understand something, I ask the teacher again and again until I understand. - Please tell us how true each statement is of you...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all like me	14	17	13	28	15
Not like me	7	8	9	4	8
Not much like me	15	14	16	14	15
Somewhat like me	25	30	24	27	26
Like me	19	18	21	15	19
Very much like me	19	14	17	12	16

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

Table AZ.2.10

At my school, there is a teacher or some other adult who listens to me when I have something to say. - Please tell us how true each statement is of you...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all like me	8	15	9	17	11
Not like me	4	7	5	4	5
Not much like me	8	12	11	11	10
Somewhat like me	22	24	21	11	22
Like me	26	22	27	33	25
Very much like me	32	20	26	23	26

Question HS/MS Z.10.

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

Table AZ.2.11

My family members really help and support one another. - Please tell us how true each statement is of you...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all like me	4	9	7	23	7
Not like me	1	3	4	7	3
Not much like me	4	7	7	5	6
Somewhat like me	12	17	17	17	15
Like me	25	24	27	32	26
Very much like me	53	39	38	15	42

Question HS/MS Z.11.

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

Table AZ.2.12

I have a friend my age who really cares about me. - Please tell us how true each statement is of you...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all like me	4	8	4	17	6
Not like me	1	1	1	2	1
Not much like me	4	5	3	9	4
Somewhat like me	10	16	14	14	13
Like me	24	19	25	23	23
Very much like me	57	52	53	35	53

Question HS/MS Z.12.

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

Table AZ.2.13
I accept responsibility for my actions. - Please tell us how true each statement is of you...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all like me	4	6	3	11	5
Not like me	1	2	0	1	1
Not much like me	5	6	2	2	5
Somewhat like me	19	17	14	15	17
Like me	31	27	30	31	29
Very much like me	40	42	51	40	44

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

Table AZ.2.14
I try to understand what other people go through. - Please tell us how true each statement is of you...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all like me	4	6	3	11	5
Not like me	2	2	0	1	1
Not much like me	5	5	2	0	4
Somewhat like me	16	14	11	13	14
Like me	27	24	31	31	27
Very much like me	45	50	52	44	48

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

Table AZ.2.15
I can wait for what I want. - Please tell us how true each statement is of you...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Not at all like me	8	9	6	16	8
Not like me	3	3	2	3	3
Not much like me	11	7	8	9	9
Somewhat like me	22	20	22	22	22
Like me	26	29	28	24	27
Very much like me	30	31	34	27	31

Question HS/MS Z.15.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.16

Overall, I expect more good things to happen to me than bad things. - Please tell us how true each statement is of you...

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
Not at all like me	8	11	8	26	10
Not like me	4	5	7	1	5
Not much like me	11	8	11	15	10
Somewhat like me	17	21	21	14	19
Like me	24	23	24	24	24
Very much like me	36	31	30	20	32

Question HS/MS Z.16.

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

Table AZ.2.17

I feel energetic right now. - Please tell us how true each statement is of you...

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
Not at all like me	14	21	19	26	19
Not like me	8	9	9	10	9
Not much like me	12	15	20	15	15
Somewhat like me	19	19	22	16	20
Like me	19	16	15	20	17
Very much like me	27	19	14	13	20

Question HS/MS Z.17.

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

Table AZ.2.18

Since yesterday, I have felt thankful. - Please tell us how true each statement is of you...

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
Not at all like me	7	14	7	19	10
Not like me	3	4	5	6	4
Not much like me	9	11	8	14	9
Somewhat like me	19	18	21	26	20
Like me	26	22	24	17	24
Very much like me	36	31	34	19	33

Question HS/MS Z.18.

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

Table AZ.2.19
Where were you born?

	Grade				
	7th %	9th %	11th %	NT %	Total %
In the United States	93	93	87	88	91
In Puerto Rico, Guam, Northern Mariana Islands, U.S. Virgin Islands, or American Samoa	1	1	1	1	1
In another country or area	7	6	13	11	8

Question HS/MS Z.19.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.20
If you were born outside of the United States, how old were you when you came to the United States to stay?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Age 5 or younger	75	76	75	94	76
6 -12 years old	18	12	14	0	14
Age 13 or older	7	12	11	6	10

Question HS/MS Z.20.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.21
How long has your family lived in the United States? (Mark all that apply.)

	Grade				
	7th %	9th %	11th %	NT %	Total %
My mom moved to the U.S. from a different country	27	29	31	26	29
My dad moved to the U.S. from a different country	26	25	30	15	26
One or more of my grandparents moved to the U.S. from a different country	23	24	27	18	24
My grandparents were all born in the U.S.	21	23	24	24	23
I don't know	40	35	27	38	35

Question HS/MS Z.21.
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.2.22
What is your English language status?

	Grade				
	7th %	9th %	11th %	NT %	Total %
I only speak English	37	40	37	52	39
I speak, read, and write English fluently and I speak another language	53	52	55	47	53
I used to be an English language learner (now I speak, read, and write fluently in English)	6	6	6	1	6
I am an English language learner (I am learning how to speak, read, or write in English)	4	2	2	0	2

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

Table AZ.2.23
Have you ever been treated badly or unfairly by a teacher? - For each of the following situations, think whether you have felt discriminated against because of your color, language or accent, or because of your culture or country of origin in the past 30 days and answer the following...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Yes	17	28	28	22	24
No	83	72	72	78	76

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

Table AZ.2.24
At school, have you ever felt that people assume you're not smart or intelligent? - For each of the following situations, think whether you have felt discriminated against because of your color, language or accent, or because of your culture or country of origin in the past 30 days and answer the following...

	Grade				
	7th %	9th %	11th %	NT %	Total %
Yes	28	39	38	33	35
No	72	61	62	68	65

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

Table AZ.2.25

Have you been accused of something you didn't do at school? - For each of the following situations, think whether you have felt discriminated against because of your color, language or accent, or because of your culture or country of origin in the past 30 days and answer the following...

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
Yes	38	43	34	36	38
No	62	57	66	64	62

Question HS/MS Z.25.

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

Table AZ.2.26

Students at this school are only punished when they deserve it. - Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel...

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
Strongly disagree	8	9	8	16	9
Disagree	8	18	14	7	13
Neither disagree nor agree	27	33	39	38	33
Agree	34	30	30	26	31
Strongly agree	24	10	9	12	15

Question HS/MS Z.26.

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

Table AZ.2.27

When students are accused of doing something wrong, they get a chance to explain. - Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel...

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
Strongly disagree	9	13	8	11	10
Disagree	11	17	14	5	14
Neither disagree nor agree	24	32	37	37	31
Agree	35	28	32	32	32
Strongly agree	20	10	9	15	14

Question HS/MS Z.27.

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

Table AZ.2.28

Students are treated fairly regardless of their race or ethnicity. - Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel...

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
Strongly disagree	6	12	5	11	8
Disagree	4	8	9	5	7
Neither disagree nor agree	19	28	33	26	26
Agree	26	30	32	26	29
Strongly agree	45	22	21	32	30

Question HS/MS Z.28.

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

Table AZ.2.29

How wrong do your parents feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
Very wrong	84	81	80	58	81
Wrong	6	9	10	20	9
A little bit wrong	2	3	4	8	3
Not at all wrong	2	1	2	3	2
I don’t know	5	6	4	11	5

Question HS/MS Z.29.

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

Table AZ.2.30

How wrong do your parents feel it would be for you to use tobacco/nicotine

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
Very wrong	89	87	87	69	87
Wrong	4	6	7	18	6
A little bit wrong	1	1	2	3	1
Not at all wrong	1	1	1	1	1
I don’t know	5	5	3	9	5

Question HS/MS Z.30.

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

Table AZ.2.31
How wrong do your parents feel it would be for you to use marijuana?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Very wrong	87	78	77	56	80
Wrong	4	9	8	10	7
A little bit wrong	2	5	5	9	4
Not at all wrong	2	2	5	13	3
I don't know	5	6	5	13	6

Question HS/MS Z.31.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.32
How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you to get high?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Very wrong	88	86	88	72	87
Wrong	3	6	5	13	5
A little bit wrong	1	1	1	3	1
Not at all wrong	2	1	2	3	1
I don't know	6	6	4	10	6

Question HS/MS Z.32.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.33
How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Very wrong	65	54	45	39	54
Wrong	12	18	21	11	16
A little bit wrong	5	13	15	13	11
Not at all wrong	4	6	11	19	7
I don't know	14	10	8	18	11

Question HS/MS Z.33.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.34
How wrong do your friends feel it would be for you to use tobacco/nicotine?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Very wrong	69	59	57	42	61
Wrong	9	19	20	16	16
A little bit wrong	5	8	9	10	7
Not at all wrong	3	5	6	19	5
I don't know	14	9	7	13	11

Question HS/MS Z.34.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.35
How wrong do your friends feel it would be for you to use marijuana?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Very wrong	66	51	39	33	52
Wrong	9	16	16	10	13
A little bit wrong	5	12	15	9	10
Not at all wrong	5	12	21	32	13
I don't know	14	9	9	16	11

Question HS/MS Z.35.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.36
How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you to get high?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Very wrong	68	60	58	44	62
Wrong	9	16	17	9	13
A little bit wrong	4	8	9	14	7
Not at all wrong	4	5	7	15	6
I don't know	15	11	8	18	12

Question HS/MS Z.36.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.37
How do most students at your school who drink alcohol, get it? (Mark All That Apply.)

	Grade				
	7th %	9th %	11th %	NT %	Total %
At school	6	10	7	4	7
At parties or events outside school	14	39	48	30	32
At their own home	16	34	37	21	28
From adults at friends' homes	8	23	23	26	18
From friends or another teenager	19	36	40	31	31
Get adults to buy it for them	7	22	27	21	18
Buy it themselves at a store	6	13	11	12	10
At bars, clubs, or gambling casinos	1	3	2	1	2
Fake I.D.	5	12	11	7	9
Other	8	14	10	9	11
I don't know	75	55	50	58	60

Question HS/MS Z.37.
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.2.38
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 to get high?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Great risk	63	60	62	45	61
Moderate risk	17	22	24	30	21
Slight risk	8	10	7	11	9
No risk	12	7	7	14	9

Question HS/MS Z.38.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.39

Think about a group of 100 students (about three classrooms) in your grade, about how many students have had at least one drink of alcohol in the past month?

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
0 (None)	55	24	17	32	33
10	21	21	12	5	18
20	9	11	9	5	9
30	5	8	13	5	8
40	2	8	7	5	5
50 (Half)	6	16	21	17	14
60	1	3	7	4	3
70	0	4	4	10	3
80	1	3	5	6	3
90	0	1	3	5	2
100 (All)	0	1	2	6	1

Question HS/MS Z.39.

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

Table AZ.2.40

Think about a group of 100 students (about three classrooms) in your grade, about how many students have used prescription drugs not prescribed to them to get high in the past month?

	Grade				
	7th	9th	11th	NT	Total
	%	%	%	%	%
0 (None)	60	29	25	34	39
10	20	24	23	9	22
20	6	11	12	8	9
30	3	8	11	8	7
40	1	7	8	8	5
50 (Half)	7	12	12	19	10
60	0	3	3	1	2
70	1	3	2	4	2
80	1	2	2	4	2
90	1	1	1	5	1
100 (All)	0	1	1	3	1

Question HS/MS Z.40.

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

Table AZ.2.41
About how old were you the first time you used alcohol or any other drug?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Never	84	68	55	40	68
10 or under	8	8	5	2	7
11	3	2	1	6	3
12	4	8	3	12	5
13	1	9	5	12	5
14	0	4	9	5	4
15	0	0	13	10	4
16	0	0	8	9	3
17	0	0	1	1	0
18 or over	0	1	0	2	0

Question HS/MS Z.41.
Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.42
How do most students at your school who use marijuana, get it? (Mark all that apply.)

	Grade				
	7th %	9th %	11th %	NT %	Total %
At school	11	20	18	9	16
At parties or events outside school	12	34	40	27	28
At their own home	10	25	25	22	20
From adults at a friend's home	9	22	21	18	17
From friends or another teenager	19	39	43	29	33
From a friend with a medical use card	7	18	24	25	16
From a stranger	11	20	18	13	16
Online	6	9	7	11	7
Grow it themselves	8	24	25	22	19
Other	8	14	10	11	10
I don't know	75	53	53	59	61

Question HS/MS Z.42.
Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Appendix

2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Cabrillo High		76	74	
Dr Bob Forinash Community Day				75
Lompoc High		79	83	
Lompoc Valley Middle	86			
Maple High				53
Mission Valley				
Vandenberg Middle	84			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list.