CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Los Molinos Unified
Secondary
2015-2016
Main Report

Health&Human Development Program AT WestEd

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

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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	

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	37	55	45	–
Final number	9	40	32	–
Average Response Rate	24%	73%	71%	–

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)		53	26	–	A4.4
Academic motivation (high)		38	3	–	A4.4
Truant more than a few times†		0	13	–	A4.2
Caring adult relationships (high)		20	23	–	A4.4
High expectations (high)		35	26	–	A4.4
Meaningful participation (high)		25	13	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe		64	53	–	A5.1
Experienced any harassment or bullying†		30	37	–	A5.4
Had mean rumors or lies spread about you†		21	40	–	A5.2
Been afraid of being beaten up†		15	17	–	A5.3
Been in a physical fight†		5	3	–	A5.3
Seen a weapon on campus†		10	13	–	A5.6
Been drunk or "high" on drugs at school, ever		0	10	–	A6.9
Mental and Physical Health					
Current alcohol or drug use‡		20	27	–	A6.4
Current binge drinking‡		3	10	–	A6.5
Very drunk or "high" 7 or more times		0	3	–	A6.6
Current cigarette smoking‡		3	10	–	A7.3
Experienced chronic sadness/hopelessness†		35	43	–	A8.4
Considered suicide†	na	31	20	–	A8.5

Notes: Cells are empty if there are less than 25 respondents.
†Past 12 months; ‡Past 30 days; na—Not asked of middle school students.

3. Demographics

Table A3.1

Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger		0	0	–
11 years old		0	0	–
12 years old		0	0	–
13 years old		8	0	–
14 years old		68	0	–
15 years old		25	0	–
16 years old		0	81	–
17 years old		0	19	–
18 years old or older		0	0	–

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male		48	56	–
Female		53	44	–

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

Table A3.3

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		60	59	–
Yes		40	41	–

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

Table A3.4

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native		3		–
Asian		3		–
Black or African American		0		–
Native Hawaiian or Pacific Islander		0		–
White		59		–
Mixed (two or more) races		35		–

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

Table A3.5

Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian		98	100	–
Other relative's home		0	0	–
A home with more than one family		0	0	–
Friend's home		0	0	–
Foster home, group care, or waiting placement		0	0	–
Hotel or motel		0	0	–
Shelter, car, campground, or other transitional or temporary housing		0	0	–
Other living arrangement		3	0	–

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

Table A3.6

Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school		15	22	–
Graduated from high school		28	22	–
Attended college but did not complete four-year degree		25	22	–
Graduated from college		18	19	–
Don't know		15	16	–

Question HS/MS A.10: What is the highest level of education your parents completed? (Mark the educational level of the parent who went the furthest in school.)

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

Table A3.7

Free or Reduced Price Meals Eligibility

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		5	6	–
Yes		78	88	–
Don't know		18	6	–

Question HS/MS A.11: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

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

Table A3.8

Participation in Migrant Education Program, Past 3 Years

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		78	84	–
Yes		8	6	–
Don't know		15	9	–

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

Table A3.9

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English		70	77	–
Spanish		30	23	–
Mandarin		0	0	–
Cantonese		0	0	–
Taiwanese		0	0	–
Tagalog		0	0	–
Vietnamese		0	0	–
Korean		0	0	–
Other		0	0	–

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

Table A3.10
English Language Proficiency

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well		95	81	–
Well		5	19	–
Not well		0	0	–
Not at all		0	0	–
speak English?				
Very well		80	87	–
Well		20	13	–
Not well		0	0	–
Not at all		0	0	–
read English?				
Very well		85	77	–
Well		15	23	–
Not well		0	0	–
Not at all		0	0	–
write English?				
Very well		75	80	–
Well		23	20	–
Not well		3	0	–
Not at all		0	0	–

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

Table A3.11

Number of Days Attending Afterschool Program

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days		82	66	–
1 day		5	7	–
2 days		3	3	–
3 days		5	24	–
4 days		3	0	–
5 days		3	0	–

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

Table A3.12

Sexual Identification

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)		68	70	–
Gay or Lesbian or Bisexual		13	13	–
Transgender		3	3	–
Not sure		8	13	–
Decline to respond		18	7	–

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

Table A3.13

Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		97	93	–
Yes		3	3	–
Don't know		0	3	–

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

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's		21	0	–
A's and B's		38	6	–
Mostly B's		5	10	–
B's and C's		10	39	–
Mostly C's		8	16	–
C's and D's		18	13	–
Mostly D's		0	13	–
Mostly F's		0	3	–

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

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times		90	71	–
1-2 times		5	13	–
A few times		5	3	–
Once a month		0	6	–
Once a week		0	6	–
More than once a week		0	0	–

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

Table A4.3

Reasons for Absence

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school		51	27	–
Illness (feeling physically sick), including problems with breathing or your teeth		33	63	–
Felt very sad, hopeless, anxious, stressed, or angry		8	30	–
Didn't get enough sleep		10	23	–
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		3	3	–
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		3	13	–
Were bored with or uninterested in school		3	20	–
Were suspended		0	0	–
Other reason		15	13	–

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

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4

School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total school supports				28	55	18	23	52	26	–	–	–
Caring adults in school				20	70	10	23	61	16	–	–	–
High expectations-adults in school				35	55	10	26	61	13	–	–	–
Meaningful participation at school				25	48	28	13	35	52	–	–	–
School Connectedness				53	35	13	26	58	16	–	–	–
Academic Motivation				38	38	25	3	58	39	–	–	–

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

Table A4.5

School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people at this school.				
Strongly disagree		15	13	–
Disagree		5	10	–
Neither disagree nor agree		33	35	–
Agree		35	35	–
Strongly agree		13	6	–
I am happy to be at this school.				
Strongly disagree		10	10	–
Disagree		10	10	–
Neither disagree nor agree		25	32	–
Agree		28	48	–
Strongly agree		28	0	–
I feel like I am part of this school.				
Strongly disagree		13	10	–
Disagree		5	19	–
Neither disagree nor agree		25	35	–
Agree		38	32	–
Strongly agree		20	3	–
The teachers at this school treat students fairly.				
Strongly disagree		5	3	–
Disagree		0	3	–
Neither disagree nor agree		15	29	–
Agree		58	55	–
Strongly agree		23	10	–
I feel safe in my school.				
Strongly disagree		5	3	–
Disagree		3	3	–
Neither disagree nor agree		18	39	–
Agree		51	48	–
Strongly agree		23	6	–

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 25 respondents.

Table A4.6

Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree		5	3	–
Disagree		5	13	–
Neither disagree nor agree		10	32	–
Agree		38	45	–
Strongly agree		43	6	–
I try hard at school because I am interested in my work.				
Strongly disagree		10	10	–
Disagree		13	19	–
Neither disagree nor agree		15	35	–
Agree		33	35	–
Strongly agree		30	0	–
I work hard to try to understand new things at school.				
Strongly disagree		5	3	–
Disagree		3	10	–
Neither disagree nor agree		15	29	–
Agree		43	48	–
Strongly agree		35	10	–
I am always trying to do better in my schoolwork.				
Strongly disagree		5	3	–
Disagree		3	13	–
Neither disagree nor agree		18	19	–
Agree		28	55	–
Strongly agree		48	10	–

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 25 respondents.

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring Relationships				
who really cares about me.				
Not at all true		10	23	–
A little true		45	23	–
Pretty much true		30	39	–
Very much true		15	16	–
who notices when I'm not there.				
Not at all true		10	10	–
A little true		41	42	–
Pretty much true		33	26	–
Very much true		15	23	–
who listens to me when I have something to say.				
Not at all true		8	6	–
A little true		28	26	–
Pretty much true		40	48	–
Very much true		25	19	–
High Expectations				
who tells me when I do a good job.				
Not at all true		13	10	–
A little true		23	32	–
Pretty much true		38	35	–
Very much true		28	23	–
who always wants me to do my best.				
Not at all true		8	6	–
A little true		21	26	–
Pretty much true		46	42	–
Very much true		26	26	–
who believes that I will be a success.				
Not at all true		5	6	–
A little true		20	26	–
Pretty much true		48	48	–
Very much true		28	19	–

Question HS/MS A.35-40: At my school, there is a teacher or some other adult... who really cares about me... who tells me when I do a good job... who notices when I am not there... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.
Note: Cells are empty if there are less than 25 respondents.

Table A4.7

School Developmental Supports Scale Questions - Continued

At school...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Opportunities for Meaningful Participation				
I do interesting activities.				
Not at all true		8	29	–
A little true		25	19	–
Pretty much true		43	35	–
Very much true		25	16	–
I help decide things like class activities or rules.				
Not at all true		38	48	–
A little true		28	29	–
Pretty much true		23	19	–
Very much true		13	3	–
I do things that make a difference.				
Not at all true		23	52	–
A little true		30	16	–
Pretty much true		25	26	–
Very much true		23	6	–

Question HS/MS A.41-43: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.
Note: Cells are empty if there are less than 25 respondents.

Table A4.8

Parent Involvement in School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree		8	13	–
Disagree		18	10	–
Neither disagree nor agree		18	45	–
Agree		40	32	–
Strongly agree		18	0	–
Parents feel welcome to participate at this school.				
Strongly disagree		5	13	–
Disagree		10	3	–
Neither disagree nor agree		35	39	–
Agree		35	45	–
Strongly agree		15	0	–
School staff takes parent concerns seriously.				
Strongly disagree		3	10	–
Disagree		5	16	–
Neither disagree nor agree		35	32	–
Agree		35	35	–
Strongly agree		23	6	–

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.
Note: Cells are empty if there are less than 25 respondents.

Table A4.9

Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree		10	3	–
Disagree		10	16	–
Neither disagree nor agree		28	35	–
Agree		33	42	–
Strongly agree		20	3	–

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe		18	13	–
Safe		46	40	–
Neither safe nor unsafe		31	40	–
Unsafe		0	7	–
Very unsafe		5	0	–

Question HS A.91/MS A.81: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 25 respondents.

Table A5.2

Verbal Harassment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times		79	60	–
1 time		10	17	–
2 to 3 times		5	17	–
4 or more times		5	7	–
had sexual jokes, comments, or gestures made to you?				
0 times		67	73	–
1 time		10	13	–
2 to 3 times		10	7	–
4 or more times		13	7	–
been made fun of because of your looks or the way you talk?				
0 times		72	63	–
1 time		5	20	–
2 to 3 times		8	7	–
4 or more times		15	10	–
been made fun of, insulted, or called names?				
0 times		64	50	–
1 time		13	33	–
2 to 3 times		8	7	–
4 or more times		15	10	–

Question HS A.95-97, 106/MS A.86-88, 97: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Note: Cells are empty if there are less than 25 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times		79	83	–
1 time		10	3	–
2 to 3 times		5	3	–
4 or more times		5	10	–
been afraid of being beaten up?				
0 times		85	83	–
1 time		8	13	–
2 to 3 times		8	0	–
4 or more times		0	3	–
been in a physical fight?				
0 times		95	97	–
1 time		5	3	–
2 to 3 times		0	0	–
4 or more times		0	0	–
been threatened with harm or injury?				
0 times		90	87	–
1 time		3	13	–
2 to 3 times		5	0	–
4 or more times		3	0	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times		95	100	–
1 time		3	0	–
2 to 3 times		0	0	–
4 or more times		3	0	–
been offered, sold, or given an illegal drug?				
0 times		87	90	–
1 time		13	10	–
2 to 3 times		0	0	–
4 or more times		0	0	–

Question HS A.92-94, 99, 103, 105/MS A.83-85, 90, 94, 96: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 25 respondents.

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times		93	97	–
1 time		3	0	–
2 or more times		5	3	–
Religion				
0 times		93	93	–
1 time		5	3	–
2 or more times		3	3	–
Gender (being male or female)				
0 times		95	90	–
1 time		3	3	–
2 or more times		3	7	–
Because you are gay or lesbian or someone thought you were				
0 times		93	83	–
1 time		0	3	–
2 or more times		8	13	–
A physical or mental disability				
0 times		93	87	–
1 time		5	0	–
2 or more times		3	13	–
Any of the above five hate-crime reasons		23	23	–
Any other reason				
0 times		80	73	–
1 time		3	20	–
2 or more times		18	7	–
Any harassment		30	37	–

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

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

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times		85	93	–
1 time		10	0	–
2 to 3 times		0	7	–
4 or more times		5	0	–
Damaged school property on purpose				
0 times		100	93	–
1 time		0	7	–
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 25 respondents.

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times		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		97	97	–
1 time		3	3	–
2 to 3 times		0	0	–
4 or more times		0	0	–
Seen someone carrying a gun, knife, or other weapon				
0 times		90	87	–
1 time		5	7	–
2 to 3 times		3	0	–
4 or more times		3	7	–

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)		28	40	–	A6.2
Current alcohol or drugs		20	27	–	A6.4
Current heavy drug users		3	3	–	A6.4
Current heavy alcohol user (binge drinker)		3	10	–	A6.4
Current alcohol or drug use on school property		0	7	–	A6.10

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

Table A6.2
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times		73	60	–
1 time		13	3	–
2 to 3 times		10	17	–
4 or more times		5	20	–
Marijuana				
0 times		90	72	–
1 time		8	10	–
2 to 3 times		3	3	–
4 or more times		0	14	–
Inhalants (to get "high")				
0 times		98	97	–
1 time		3	0	–
2 to 3 times		0	3	–
4 or more times		0	0	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	100	100	–
1 time	na	0	0	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Ecstasy, LSD, or other psychedelics				
0 times	na	100	97	–
1 time	na	0	3	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Any other drug, or pill, or medicine to get "high" or for other than medical reasons				
0 times		95	90	–
1 time		3	0	–
2 to 3 times		3	3	–
4 or more times		0	7	–
Any of the above AOD use		28	40	–

Question HS A.47-50, 52, 57/MS A.48-50, 52: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get "high" or for other than medical reasons.
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A6.2
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	90	87	–
1 time	na	3	3	–
2 to 3 times	na	3	7	–
4 or more times	na	5	3	–
Diet Pills				
0 times	na	93	97	–
1 time	na	3	3	–
2 to 3 times	na	3	0	–
4 or more times	na	3	0	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	97	–
1 time	na	0	0	–
2 to 3 times	na	0	3	–
4 or more times	na	3	0	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	65	83	–
1 time	na	3	3	–
2 to 3 times	na	13	3	–
4 or more times	na	20	10	–

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

Table A6.3

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol		28	40	–
Marijuana		10	28	–
Inhalants		3	3	–
Cocaine	na	0	0	–
Ecstasy, LSD, or other psychedelics	na	0	3	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	13	13	–

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

Table A6.4

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)		13	28	–
Binge drinking (5 or more drinks in a row)		3	10	–
Marijuana		0	3	–
Inhalants		0	3	–
Prescription medications to get "high" or for reasons other than prescribed	na	5	3	–
Other drug, pill, or medicine to get "high" or for other than medical reasons		3	0	–
Any drug use		8	3	–
Heavy drug user		3	3	–
Any AOD Use		20	27	–
Two or more drugs at the same time	na	5	0	–

Question HS A.64-70/MS A.59-62, 63: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get "high")... prescription medications to get "high" or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get "high" or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A6.5

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days		87	72	–
1 or 2 days		10	24	–
3 to 9 days		3	3	–
10 to 19 days		0	0	–
20 or more days		0	0	–
Binge drinking (5 or more drinks in a row)				
0 days		98	90	–
1 or 2 days		3	7	–
3 to 9 days		0	3	–
10 to 19 days		0	0	–
20 or more days		0	0	–
Marijuana				
0 days		100	97	–
1 or 2 days		0	3	–
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 25 respondents.

Table A6.6

Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times		93	86	–
1 to 2 times		8	14	–
3 to 6 times		0	0	–
7 or more times		0	0	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times		98	76	–
1 to 2 times		3	14	–
3 to 6 times		0	7	–
7 or more times		0	3	–
Very drunk or "high" 7 or more times		0	3	–

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

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

Table A6.7

Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	85	80	–
0 times	na	10	17	–
1 time	na	5	3	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Marijuana				
Does not apply, don't use	na	98	90	–
0 times	na	3	7	–
1 time	na	0	0	–
2 to 3 times	na	0	3	–
4 or more times	na	0	0	–

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

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

na—Not asked of middle school students.

Table A6.8

Drinking While Driving

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	95	93	–
1 time	na	0	0	–
2 times	na	3	3	–
3 to 6 times	na	3	3	–
7 or more times	na	0	0	–
Have ridden in a car driven by someone who had been drinking				
Never		na	na	na
1 time		na	na	na
2 times		na	na	na
3 to 6 times		na	na	na
7 or more times		na	na	na

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

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times		100	90	–
1 to 2 times		0	10	–
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 25 respondents.

Table A6.10

Current AOD Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days		100	93	–
1 to 2 days		0	7	–
3 or more days		0	0	–
Marijuana				
0 days		100	97	–
1 to 2 days		0	3	–
3 or more days		0	0	–
Any other drug, pill, or medicine to get "high" or for other than medical reasons?				
0 days		100	97	–
1 to 2 days		0	3	–
3 or more days		0	0	–
Any of the above		0	7	–

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

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

Table A6.11

Perceived Harm and Availability

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Alcohol - drink occasionally				
Great		23	27	–
Moderate		30	23	–
Slight		25	40	–
None		23	10	–
Alcohol - 5 or more drinks once or twice a week				
Great		45	43	–
Moderate		25	30	–
Slight		13	13	–
None		18	13	–
Marijuana - smoke occasionally				
Great		38	20	–
Moderate		23	30	–
Slight		13	10	–
None		28	40	–
Marijuana - smoke once or twice a week				
Great		40	30	–
Moderate		25	13	–
Slight		13	23	–
None		23	33	–
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult		8	0	–
Fairly difficult		0	17	–
Fairly easy		33	23	–
Very easy		20	40	–
Don’t know		40	20	–
Marijuana				
Very difficult		8	3	–
Fairly difficult		3	7	–
Fairly easy		26	30	–
Very easy		23	37	–
Don’t know		41	23	–

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette		8	20	–	A7.2
Current cigarette smoking‡		3	10	–	A7.3
Current cigarette smoking at school‡		0	0	–	A7.4
Ever tried smokeless tobacco		13	13	–	A7.2
Current smokeless tobacco use‡		3	7	–	A7.3
Current smokeless tobacco use at school‡		0	3	–	A7.4
Ever used electronic cigarettes or other vaping device		20	33	–	A7.2
Current use of electronic cigarettes or other vaping device‡		8	23	–	A7.3
Current use of electronic cigarettes or other vaping device at school‡		0	3	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	3	7	–	A7.5
Attitudes and Correlates					
Occasional smoking great harm		28	37	–	A7.7
Smoking 1-2 packs per day great harm		63	70	–	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day		72	63	–	A7.6
Very easy to obtain cigarettes		23	27	–	A7.7

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

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

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times		na	na	na
1 time		na	na	na
2 to 3 times		na	na	na
4 or more times		na	na	na
A whole cigarette				
0 times		93	80	–
1 time		3	13	–
2 to 3 times		3	3	–
4 or more times		3	3	–
Smokeless tobacco				
0 times		87	87	–
1 time		13	3	–
2 to 3 times		0	7	–
4 or more times		0	3	–
An electronic cigarette or other vaping device				
0 times		80	67	–
1 time		10	3	–
2 to 3 times		3	13	–
4 or more times		8	17	–

Question HS A.44-46/MS A.44-47: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of high school students.

Table A7.3

Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
Any		3	10	–
Daily (20 or more days)		0	3	–
Smokeless Tobacco				
Any		3	7	–
Daily (20 or more days)		0	3	–
Electronic cigarette				
Any		8	23	–
Daily (20 or more days)		0	3	–

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

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
0 days		100	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	97	–
1 or 2 days		0	3	–
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	97	–
1 or 2 days		0	3	–
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 25 respondents.

Table A7.5

Cigarette Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	95	87	–
0 times	na	3	7	–
1 time	na	3	7	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–

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

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

Table A7.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove		8	17	–
Somewhat disapprove		21	20	–
Strongly disapprove		72	63	–

Question HS A.86/MS A.79: How do you feel about someone your age smoking one or more packs of cigarettes a day?
Note: Cells are empty if there are less than 25 respondents.

Table A7.7

Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Smoke cigarettes occasionally				
Great		28	37	–
Moderate		33	30	–
Slight		18	17	–
None		23	17	–
Smoke 1-2 packs of cigarettes a day				
Great		63	70	–
Moderate		15	7	–
Slight		5	10	–
None		18	13	–
Perceived Difficulty of Obtaining...				
Cigarettes				
Very difficult		13	3	–
Fairly difficult		3	10	–
Fairly easy		25	37	–
Very easy		23	27	–
Don't know		38	23	–

Question HS A.77, 78, 83/MS A.70, 71, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

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

8. Other Physical and Mental Health Risks

Table A8.1
Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)		90	79	–
1 time		5	10	–
2 to 3 times		0	3	–
4 or more times		5	7	–

Question HS A.113/MS A.104: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, Instagram™, Snapchat™, email, instant message)?
Note: Cells are empty if there are less than 25 respondents.

Table A8.2
Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never		na	na	na
1 day		na	na	na
2 days		na	na	na
3 days		na	na	na
4 days		na	na	na
5 days		na	na	na

Question MS A.82: In a normal week, how many days are you home after school for at least one hour without an adult there?
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of high school students.

Table A8.3
Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		33	43	–
Yes		67	57	–

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

Table A8.4
Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		65	57	–
Yes		35	43	–

Question HS A.115/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 25 respondents.

Table A8.5
Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	69	80	–
Yes	na	31	20	–

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

Table A8.6
Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		98	97	–
Yes		3	3	–

Question HS A.114/MS A.105: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 25 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports							
Caring adults in school							
High expectations-adults in school							
Meaningful participation at school							
School Connectedness							
Academic Motivation							

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

Table A9.2

School Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports							
Caring adults in school							
High expectations-adults in school							
Meaningful participation at school							
School Connectedness							
Academic Motivation							

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

Table A9.3

School Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports							
Caring adults in school							
High expectations-adults in school							
Meaningful participation at school							
School Connectedness							
Academic Motivation							

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

Table A9.4

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

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	–	–	–	–	–	–	–
Caring adults in school	–	–	–	–	–	–	–
High expectations-adults in school	–	–	–	–	–	–	–
Meaningful participation at school	–	–	–	–	–	–	–
School Connectedness	–	–	–	–	–	–	–
Academic Motivation	–	–	–	–	–	–	–

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

Table A9.5

Current Cigarette Smoking by Race/Ethnicity

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

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

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Environment								
Total school supports							–	–
Caring adults in school							–	–
High expectations-adults in school							–	–
Meaningful participation at school							–	–
School Connectedness							–	–
Academic Motivation							–	–

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

Table A10.2

Selected Alcohol and Drug Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
During your life, did you ever...								
drink alcohol (one full drink)?							–	–
use inhalants?							–	–
smoke marijuana?							–	–
During the past 30 days, did you...								
drink alcohol (one full drink)?							–	–
use inhalants?							–	–
smoke marijuana?							–	–
Level of Involvement (High Risk Patterns)								
During your life, have you ever...								
been very drunk or sick after drinking alcohol?							–	–
been "high" from using drugs?							–	–
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?							–	–
AOD Use at School								
During your life, have you ever been drunk or "high" on school property?							–	–
During the past 30 days, did you use marijuana on school property?							–	–
Perceived Harm								
Frequent use of...is harmful.[A]								
alcohol (five or more drinks once or twice a week)							–	–
marijuana (once or twice a week)							–	–

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

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

Table A10.3

Selected Tobacco Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?							–	–
During the past 30 days, did you smoke a cigarette?							–	–
During the past 30 days, did you smoke cigarettes daily?							–	–
During the past 30 days, did you smoke cigarettes on school property?							–	–
Frequent use of cigarettes is harmful. (1-2 packs a day)[A]							–	–

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

Table A10.4

School Safety–Related Indicators by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?								
Race, ethnicity, or national origin							–	–
Religion							–	–
Gender							–	–
Gay/lesbian, or someone thought you were							–	–
Physical/mental disability							–	–
Any other reason							–	–
During the past 12 months at school, have you been in a physical fight?							–	–
Feels safe at school							–	–
Currently belong to a gang							–	–

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

Table A10.5

Physical and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Eating of breakfast							–	–
Chronic sad or hopeless feelings							–	–

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

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1
Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	37	55	45	–
Final number	9	39	29	–
Average Response Rate	24%	71%	64%	–

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

2. Alcohol and Prescription Drug Use

Table G2.1

At Least One Drink of Alcohol, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days		90	83	–
1 day		0	3	–
2 days		5	10	–
3-9 days		3	3	–
10-19 days		0	0	–
20-30 days		3	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 25 respondents.

Table G2.2

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		100	97	–
Yes		0	3	–

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 25 respondents.

3. Disapproval of Alcohol and Other Drug Use

Table G3.1

Parental Disapproval of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have one or two drinks of an alcoholic beverage nearly every day				
Very wrong		82	69	–
Wrong		5	10	–
A little bit wrong		8	17	–
Not at all wrong		0	0	–
I don't know		5	3	–
Smoke tobacco				
Very wrong		92	83	–
Wrong		3	17	–
A little bit wrong		0	0	–
Not at all wrong		3	0	–
I don't know		3	0	–
Smoke marijuana				
Very wrong		90	76	–
Wrong		0	21	–
A little bit wrong		3	3	–
Not at all wrong		5	0	–
I don't know		3	0	–
Use prescription drugs not prescribed to you				
Very wrong		85	86	–
Wrong		8	10	–
A little bit wrong		3	3	–
Not at all wrong		3	0	–
I don't know		3	0	–

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 25 respondents.

Table G3.2

Peer Disapproval of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have one or two drinks of an alcoholic beverage nearly every day				
Very wrong		49	24	–
Wrong		21	24	–
A little bit wrong		8	24	–
Not at all wrong		8	14	–
I don't know		15	14	–
Smoke tobacco				
Very wrong		54	45	–
Wrong		15	31	–
A little bit wrong		10	3	–
Not at all wrong		5	10	–
I don't know		15	10	–
Smoke marijuana				
Very wrong		54	31	–
Wrong		15	24	–
A little bit wrong		8	17	–
Not at all wrong		8	17	–
I don't know		15	10	–
Use prescription drugs not prescribed to you				
Very wrong		51	52	–
Wrong		22	17	–
A little bit wrong		5	14	–
Not at all wrong		0	3	–
I don't know		22	14	–

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 25 respondents.

Table G3.3

Disapproval of Peer Use of Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Someone your age having one or two drinks of alcoholic beverage nearly every day				
Neither approve nor disapprove		23	31	–
Somewhat disapprove		18	31	–
Strongly disapprove		59	38	–

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 25 respondents.

4. Perceived Harm from Alcohol and Other Drug Use

Table G4.1

Perceived Risks Associated with Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use prescription drugs that are not prescribed to them				
Great risk		38	59	–
Moderate risk		23	24	–
Slight risk		18	7	–
No risk		0	3	–
I don't know		21	7	–
Take one or two drinks of an alcoholic beverage nearly every day				
Great risk		36	45	–
Moderate risk		28	31	–
Slight risk		18	14	–
No risk		3	7	–
I don't know		15	3	–

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 25 respondents.