

CALIFORNIA HEALTHY KIDS SURVEY



San Luis Obispo County Secondary 2017-2018 Main Report

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

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 county’s 2017-18 *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* (CalSCHLS) System, the largest, most comprehensive state 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 CalSCHLS.

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, parent involvement, and addressing the needs of vulnerable groups.

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 (CaliforniaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop 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 to 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 these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health 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 county.

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, attendance rate and 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.

The Core Module also includes a wide range of demographic questions to help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in the LCAP efforts. These include race/ethnicity, gender, and socioeconomic status; homeless, migrant, and foster status; and English language proficiency.

What's New? For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;
- Modified sexual orientation question to better assess gender identity; and
- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

Supplemental 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). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

Supplemental 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 competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 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. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 reports numbers of districts, schools, and total responses for students who completed the survey.
- The Appendix lists all the secondary districts in the county that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

THE REPORT

The survey results are reported in tables, organized by topic, that 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

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

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 website contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- CHKS factsheets (chks.wested.org/using-results/factsheets) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS 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).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- 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 CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

First and foremost, engage students, staff, parents, and community stakeholders 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 schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. 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.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These

workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see [CaliforniaS3.wested.org](https://www.californiaS3.wested.org)). For more information, email schoolclimate@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the content of the following sources of related data.

- **Staff and Parent Surveys.** The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary CHKS Results.** Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with 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.

Data Workshop

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email schoolclimate@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services (additional fees apply) are available through the CalSCHLS TA Center to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

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, vulnerable subgroups. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Analyze 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 students and across schools within a district. You can also request an analysis from the CalSCHLS TA Center as a custom service.

Exhibit 1***Major School-related Domains and Constructs Assessed by CalSCHLS in Secondary Schools***

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

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	X
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	X
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	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	9	7	7	7
Number of schools	16	13	13	8
Number of students	2,347	2,276	1,810	339

Note: ^ANT 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 [†]	26	20	16	20	A4.6
Academic motivation [†]	39	30	27	19	A4.6
Chronic truancy (twice a month or more often) [§]	2	4	8	21	A4.2
Caring adult relationships [‡]	32	27	31	33	A4.5
High expectations [‡]	46	37	38	36	A4.5
Meaningful participation [‡]	12	10	11	8	A4.5
Facilities upkeep	13	11	10	21	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	66	57	53	56	A5.1
Experienced any harassment or bullying [§]	36	35	32	24	A5.2
Had mean rumors or lies spread about you [§]	41	38	36	30	A5.3
Been afraid of being beaten up [§]	18	13	8	9	A5.4
Been in a physical fight [§]	13	11	7	17	A5.4
Seen a weapon on campus [§]	12	14	14	18	A5.6
Been drunk or “high” on drugs at school, ever	1	8	15	41	A6.9
Mental and Physical Health					
Current alcohol or drug use [¶]	4	17	31	61	A6.5
Current binge drinking [¶]	1	6	13	31	A6.5
Very drunk or “high” 7 or more times	1	9	19	56	A6.7
Current cigarette smoking [¶]	1	3	4	26	A7.3
Current electronic cigarette use [¶]	3	11	22	42	A7.3
Experienced chronic sadness/hopelessness [§]	25	30	38	45	A8.4
Considered suicide [§]	na	17	18	28	A8.5

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

[†]*Average percent of respondents reporting “Strongly agree.”*

[‡]*Average percent of respondents reporting “Very much true.”*

[§]*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	50	52	50	68
Female	50	48	50	32

Question HS/MS A.3: What is your sex?

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	61	62	63	51
Yes	39	38	37	49

Question HS/MS A.5: Are you of Hispanic or Latino origin?

Note: 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	3	2	3	3
Asian	3	3	3	1
Black or African American	1	2	1	1
Native Hawaiian or Pacific Islander	1	1	1	1
White	48	56	59	46
Mixed (two or more) races	44	36	33	47

Question HS/MS A.6: What is your race?

Note: 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 parent or guardian	89	92	93	83
Other relative's home	2	2	2	4
A home with more than one family	3	2	2	4
Friend's home	0	0	0	1
Foster home, group care, or waiting placement	0	0	0	2
Hotel or motel	0	0	0	1
Shelter, car, campground, or other transitional or temporary housing	1	0	0	2
Other living arrangement	5	2	1	2

Question HS/MS A.8: 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 10 respondents.

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	6	9	13	24
Graduated from high school	11	14	15	23
Attended college but did not complete four-year degree	12	14	17	19
Graduated from college	46	49	47	18
Don't know	24	15	8	15

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.)

Note: 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	48	59	62	27
Yes	28	27	29	56
Don't know	23	15	9	17

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	70	83	91	81
Yes	2	1	1	2
Don't know	28	15	7	17

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	77	79	81	76
Spanish	20	18	17	22
Mandarin	0	0	0	1
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	1	0	0
Vietnamese	0	0	0	0
Korean	0	0	0	0
Other	2	2	2	1

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 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	89	92	93	87
Well	10	7	6	12
Not well	1	1	0	0
Not at all	0	1	0	1
speak English?				
Very well	85	88	90	84
Well	14	10	9	14
Not well	1	1	1	2
Not at all	0	1	0	1
read English?				
Very well	82	85	88	78
Well	16	13	10	19
Not well	2	2	1	2
Not at all	0	0	0	0
write English?				
Very well	77	81	86	74
Well	21	16	13	23
Not well	2	2	1	2
Not at all	0	1	0	0
English Language Proficiency Status				
Proficient	80	83	88	78
Not proficient	20	17	12	22

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.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10***English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	72	75	80	76
Well	26	20	18	21
Not well	2	3	1	0
Not at all	0	2	1	3
speak English?				
Very well	62	68	74	65
Well	35	28	22	31
Not well	3	3	2	3
Not at all	0	2	1	1
read English?				
Very well	63	63	71	60
Well	31	30	23	32
Not well	6	5	5	6
Not at all	1	2	1	1
write English?				
Very well	56	55	67	57
Well	38	38	28	38
Not well	6	5	4	5
Not at all	1	2	1	0
<i>English Language Proficiency Status</i>				
Proficient	57	59	70	61
Not proficient	43	41	30	39

Question HS/MS A.13-16: 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.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.11***Number of Days Attending Afterschool Program***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	75	74	76	78
1 day	5	3	4	6
2 days	5	2	3	5
3 days	4	2	3	7
4 days	5	2	2	1
5 days	8	16	13	3

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?

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

Table A3.12***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	93	94	96	96
Yes	4	4	3	3
Don't know	4	2	1	2

Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

Table A3.13
Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	82	85	84	81
Gay or Lesbian	1	2	2	4
Bisexual	4	5	6	8
I am not sure yet	6	5	4	2
Something else	2	2	2	2
Decline to respond	5	2	2	4

Question HS A.129/MS A.118: Which of the following best describes you?

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

Table A3.14
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	93	94	96	95
Yes, I am transgender	1	2	1	2
I am not sure if I am transgender	2	1	1	2
Decline to respond	3	3	2	2

Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	28	28	22	4
A's and B's	32	33	33	18
Mostly B's	7	8	11	11
B's and C's	19	17	19	25
Mostly C's	4	5	5	11
C's and D's	7	6	7	18
Mostly D's	1	1	1	7
Mostly F's	2	2	1	5

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	81	80	62	46
1-2 times	10	10	16	12
A few times	6	5	12	18
Once a month	1	1	2	3
Twice a month	1	1	3	4
Once a week	0	1	2	3
More than once a week	1	2	3	14

Question HS/MS A.21: 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***Absences, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	45	43	33	22
1 day	23	24	26	22
2 days	16	16	19	21
3 or more days	15	16	22	35

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?

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

Table A4.4***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	44	41	31	21
Illness (feeling physically sick), including problems with breathing or your teeth	38	41	48	50
Were being bullied or mistreated at school	3	1	2	3
Felt very sad, hopeless, anxious, stressed, or angry	5	8	15	20
Didn't get enough sleep	6	11	20	23
Didn't feel safe at school or going to and from school	1	2	2	2
Had to take care of or help a family member or friend	3	4	7	8
Wanted to spend time with friends	0	2	4	6
Use alcohol or drugs	0	2	2	4
Were behind in schoolwork or weren't prepared for a test or class assignment	2	5	13	5
Were bored or uninterested in school	1	4	8	9
Had no transportation to school	1	2	3	15
Other reason	20	18	20	18

Question HS/MS A.20: In the past 30 days, did you miss a day of 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 A4.5
School Environment Scales (Developmental Supports)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
<i>Average Reporting “Very much true”</i>	30	25	27	26	
High	35	29	30	30	
Moderate	49	51	51	48	
Low	16	20	19	22	
Caring adults in school					
<i>Average Reporting “Very much true”</i>	32	27	31	33	A4.7
High	39	33	36	39	
Moderate	50	54	54	46	
Low	11	13	11	14	
High expectations-adults in school					
<i>Average Reporting “Very much true”</i>	46	37	38	36	A4.8
High	56	45	45	44	
Moderate	38	47	47	45	
Low	7	8	8	11	
Meaningful participation at school					
<i>Average Reporting “Very much true”</i>	12	10	11	8	A4.9
High	10	8	9	7	
Moderate	43	38	35	37	
Low	47	53	56	56	

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***School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Connectedness					
<i>Average Reporting “Strongly agree”</i>	26	20	16	20	A4.10
High	59	50	44	45	
Moderate	34	40	44	43	
Low	7	10	13	13	
Academic Motivation					
<i>Average Reporting “Strongly agree”</i>	39	30	27	19	A4.11
High	39	30	26	18	
Moderate	44	45	48	46	
Low	17	26	27	36	
Parent Involvement in School					
<i>Average Reporting “Strongly agree”</i>	21	12	9	12	A4.12
High	44	30	23	30	
Moderate	41	47	45	49	
Low	14	23	31	21	

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 A4.7***Caring Relationships Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average Reporting “Very much true”</i>	32	27	31	33
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	10	11	8	12
A little true	27	30	26	26
Pretty much true	35	34	35	34
Very much true	28	25	32	27
<i>who notices when I’m not there.</i>				
Not at all true	11	13	11	9
A little true	27	28	29	20
Pretty much true	32	33	31	32
Very much true	31	25	28	39
<i>who listens to me when I have something to say.</i>				
Not at all true	8	9	8	12
A little true	20	22	21	22
Pretty much true	34	37	36	33
Very much true	37	32	34	33

*Question HS/MS A.35, 37, 39: 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 A4.8***High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average Reporting “Very much true”</i>	46	37	38	36
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	6	7	8	10
A little true	20	23	23	21
Pretty much true	36	40	38	40
Very much true	38	30	31	29
<i>who always wants me to do my best.</i>				
Not at all true	4	5	5	7
A little true	13	18	16	17
Pretty much true	29	35	36	34
Very much true	55	43	43	42
<i>who believes that I will be a success.</i>				
Not at all true	8	8	8	11
A little true	16	19	19	20
Pretty much true	31	35	34	32
Very much true	45	38	39	37

Question HS/MS A.36, 38, 40: 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 A4.9
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average Reporting “Very much true”</i>	12	10	11	8
At school...				
I do interesting activities.				
Not at all true	14	20	21	27
A little true	29	29	32	36
Pretty much true	33	30	27	24
Very much true	24	22	20	13
I help decide things like class activities or rules.				
Not at all true	46	49	52	52
A little true	30	30	28	29
Pretty much true	16	15	13	13
Very much true	8	7	7	6
I do things that make a difference.				
Not at all true	23	32	35	40
A little true	38	38	35	35
Pretty much true	26	20	18	16
Very much true	13	10	12	9
I have a say in how things work.				
Not at all true	43	46	48	48
A little true	30	31	30	30
Pretty much true	18	16	14	15
Very much true	9	7	8	7
I help decide school activities or rules.				
Not at all true	63	66	67	63
A little true	23	21	19	23
Pretty much true	9	8	8	9
Very much true	6	5	6	5

Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A4.10
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness				
<i>Average Reporting “Strongly agree”</i>	26	20	16	20
I feel close to people at this school.				
Strongly disagree	3	5	6	13
Disagree	5	8	10	12
Neither disagree nor agree	24	21	24	35
Agree	43	41	41	30
Strongly agree	25	25	18	10
I am happy to be at this school.				
Strongly disagree	5	7	8	11
Disagree	7	8	12	8
Neither disagree nor agree	20	24	27	22
Agree	39	39	36	39
Strongly agree	29	22	16	19
I feel like I am part of this school.				
Strongly disagree	5	7	8	11
Disagree	8	10	13	8
Neither disagree nor agree	21	28	29	30
Agree	41	37	35	36
Strongly agree	25	18	15	16
The teachers at this school treat students fairly.				
Strongly disagree	5	6	5	6
Disagree	10	9	10	6
Neither disagree nor agree	22	24	24	21
Agree	38	42	44	35
Strongly agree	25	19	17	32
I feel safe in my school.				
Strongly disagree	4	5	6	5
Disagree	6	8	9	5
Neither disagree nor agree	22	27	29	27
Agree	41	41	40	40
Strongly agree	27	18	16	24

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

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

Table A4.11***Academic Motivation Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic Motivation				
<i>Average Reporting “Strongly agree”</i>	39	30	27	19
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	3	2	4
Disagree	2	4	4	5
Neither disagree nor agree	11	14	16	21
Agree	37	42	43	46
Strongly agree	49	37	34	24
I try hard at school because I am interested in my work.				
Strongly disagree	5	6	6	8
Disagree	10	12	14	14
Neither disagree nor agree	26	27	28	30
Agree	35	33	34	33
Strongly agree	25	22	18	14
I work hard to try to understand new things at school.				
Strongly disagree	2	4	3	4
Disagree	4	7	6	6
Neither disagree nor agree	17	19	22	28
Agree	42	43	45	45
Strongly agree	35	27	24	18
I am always trying to do better in my schoolwork.				
Strongly disagree	2	3	3	5
Disagree	2	5	5	4
Neither disagree nor agree	10	17	19	29
Agree	38	40	42	41
Strongly agree	47	35	31	21

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.

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

Table A4.12***Parent Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Parent Involvement in School				
<i>Average Reporting “Strongly agree”</i>	21	12	9	12
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	7	9	8
Disagree	9	14	19	9
Neither disagree nor agree	26	32	34	38
Agree	37	34	29	35
Strongly agree	24	13	9	10
Parents feel welcome to participate at this school.				
Strongly disagree	3	5	6	10
Disagree	7	8	11	9
Neither disagree nor agree	35	42	45	46
Agree	36	33	29	25
Strongly agree	19	12	9	11
School staff takes parent concerns seriously.				
Strongly disagree	4	6	8	7
Disagree	7	11	15	7
Neither disagree nor agree	29	37	37	33
Agree	40	35	31	37
Strongly agree	20	12	9	17

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.

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

Table A4.13***Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	6	7	9	5
Disagree	14	14	17	6
Neither disagree nor agree	28	29	26	23
Agree	39	39	37	45
Strongly agree	13	11	10	21

Question HS/MS A.27: 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	20	15	15	24
Safe	46	42	38	32
Neither safe nor unsafe	27	33	37	35
Unsafe	6	6	7	4
Very unsafe	2	3	4	5

Question HS A.99/MS A.88: 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	88	87	87	91
1 time	6	5	5	2
2 or more times	6	8	8	7
Religion				
0 times	93	92	92	96
1 time	4	4	3	2
2 or more times	3	4	5	2
Gender (being male or female)				
0 times	93	92	93	93
1 time	4	4	3	3
2 or more times	4	4	4	5
Because you are gay or lesbian or someone thought you were				
0 times	90	91	93	93
1 time	4	3	2	2
2 or more times	6	6	5	5
A physical or mental disability				
0 times	96	94	95	93
1 time	2	3	2	3
2 or more times	2	3	3	4
You are an immigrant or someone thought you were				
0 times	97	95	95	96
1 time	2	2	2	2
2 or more times	1	3	3	2
<i>Any of the above six reasons</i>	26	27	25	17

Question HS A.115-120/MS A.105-110: 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... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.

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

Table A5.2***Reasons for Harassment on School Property, Past 12 Months – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other reason				
0 times	76	79	82	83
1 time	9	7	5	4
2 or more times	15	13	12	12
Any harassment	36	35	32	24

Question HS A.115-121/MS A.105-111: 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... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... 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 %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	59	62	64	70
1 time	19	15	14	9
2 to 3 times	11	11	10	8
4 or more times	11	11	11	12
had sexual jokes, comments, or gestures made to you?				
0 times	71	66	66	78
1 time	11	11	10	7
2 to 3 times	7	9	10	5
4 or more times	11	14	15	10
been made fun of because of your looks or the way you talk?				
0 times	67	67	68	78
1 time	14	13	12	6
2 to 3 times	7	7	8	6
4 or more times	12	12	11	9
been made fun of, insulted, or called names?				
0 times	58	66	71	75
1 time	16	12	9	7
2 to 3 times	10	8	7	6
4 or more times	17	14	12	12

Question HS A.103-105, 114/MS A.93-95, 104: 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 %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	70	79	88	87
1 time	13	9	6	7
2 to 3 times	8	6	3	3
4 or more times	9	6	3	3
been afraid of being beaten up?				
0 times	82	87	92	91
1 time	10	8	4	3
2 to 3 times	4	3	2	3
4 or more times	4	3	1	3
been threatened with harm or injury?				
0 times	89	91	94	90
1 time	6	4	3	4
2 to 3 times	3	3	2	2
4 or more times	2	2	2	5
been in a physical fight?				
0 times	87	89	93	83
1 time	9	8	4	7
2 to 3 times	3	2	1	5
4 or more times	2	1	1	5
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	96	97	93
1 time	3	3	2	2
2 to 3 times	1	1	0	2
4 or more times	1	1	1	3
been offered, sold, or given an illegal drug?				
0 times	93	75	74	72
1 time	4	11	9	5
2 to 3 times	1	6	7	6
4 or more times	1	7	10	16

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: 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	81	82	84	82
1 time	12	11	8	8
2 to 3 times	5	4	4	5
4 or more times	3	4	3	5
Damaged school property on purpose				
0 times	96	95	96	92
1 time	3	3	2	3
2 to 3 times	1	1	1	2
4 or more times	0	1	1	2

Question HS A.106, 108/MS A.96, 98: 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	1	0	2
2 to 3 times	0	0	0	1
4 or more times	0	0	0	3
Carried any other weapon (such as a knife or club)				
0 times	97	96	93	89
1 time	2	2	2	3
2 to 3 times	1	1	1	4
4 or more times	1	1	4	4
Seen someone carrying a gun, knife, or other weapon				
0 times	88	86	86	82
1 time	8	7	5	4
2 to 3 times	2	4	4	6
4 or more times	2	3	5	8

Question HS A.109, 110, 112/MS A.99, 100, 102: 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 and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [†]	10	32	53	76	A6.2
Lifetime alcohol or drugs (any use)	10	33	54	77	A6.2
Lifetime very drunk or high (7 or more times)	1	9	19	56	A6.7
Lifetime drinking and driving involvement	28	10	20	38	A6.11
Current alcohol or drugs	4	17	31	61	A6.5
Current heavy drug uses	1	7	14	48	A6.5
Current heavy alcohol use (binge drinking)	1	6	13	31	A6.5
Current alcohol or drug use on school property	2	7	8	17	A6.8
Harmfulness of occasional marijuana use [‡]	40	32	23	18	A6.12
Difficulty of obtaining marijuana [§]	22	6	5	6	A6.13

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

[†]*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	7	25	47	69
Marijuana	3	20	38	70
Inhalants	2	5	4	16
Cocaine, Methamphetamine, or any amphetamines	na	2	4	29
Heroin	na	1	1	4
Ecstasy, LSD, or other psychedelics	na	4	6	35
Prescription pain killers, Diet Pills, or other prescription stimulant	na	11	15	46
Cold/Cough Medicines or other over-the-counter medicines to get “high”	na	8	9	31
Any other drug, pill, or medicine to get “high”	2	5	6	22
Any of the above AOD use	10	33	54	77
Any illicit AOD use to get “high”[†]	10	32	53	76

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

[†]Excludes prescription pain medication, Diet Pills, and prescription stimulant.

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	93	75	53	31
1 time	4	7	6	6
2 to 3 times	2	7	10	9
4 or more times	1	11	31	54
Marijuana (smoke, vape, eat, or drink)				
0 times	97	80	62	30
1 time	1	4	5	3
2 to 3 times	1	4	7	5
4 or more times	1	11	26	62
Inhalants				
0 times	98	95	96	84
1 time	1	1	1	3
2 to 3 times	0	1	1	4
4 or more times	0	2	2	9
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	98	96	71
1 time	na	0	2	4
2 to 3 times	na	1	1	8
4 or more times	na	1	1	17
Heroin				
0 times	na	99	99	96
1 time	na	0	0	1
2 to 3 times	na	0	0	0
4 or more times	na	1	0	3
Ecstasy, LSD, or other psychedelics				
0 times	na	96	94	65
1 time	na	1	2	6
2 to 3 times	na	1	2	11
4 or more times	na	1	1	18

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... 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)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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 or opioids, tranquilizers, or sedatives				
0 times	na	92	89	60
1 time	na	2	3	5
2 to 3 times	na	2	3	8
4 or more times	na	3	5	27
Diet Pills				
0 times	na	95	96	92
1 time	na	1	1	1
2 to 3 times	na	1	1	3
4 or more times	na	3	3	5
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	96	93	74
1 time	na	1	2	4
2 to 3 times	na	1	1	4
4 or more times	na	2	3	18
Cold/Cough Medicines or other over-the-counter medicines to get “high”				
0 times	na	92	91	69
1 time	na	2	3	3
2 to 3 times	na	3	3	10
4 or more times	na	3	3	18
Any other drug, pill, or medicine to get “high” or for other than medical reasons				
0 times	98	95	94	78
1 time	1	1	1	2
2 to 3 times	1	1	2	5
4 or more times	0	2	2	15

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for other than medical reasons.

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

na—Not asked of middle school students.

Table A6.4
Lifetime Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	98	83	64	29
1 time	1	3	5	3
2 to 3 times	1	3	7	5
4 or more times	1	10	24	64
In an electronic or e-cigarette or other vaping device?				
0 times	98	85	72	36
1 time	1	4	4	5
2 to 3 times	0	4	5	5
4 or more times	1	7	18	54
Eat or drink it in products made with marijuana?				
0 times	98	88	74	37
1 time	1	4	7	6
2 to 3 times	0	3	8	8
4 or more times	0	4	12	49

Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... Eat or drink it in products made with marijuana?

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

Table A6.5***Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	3	11	23	40
Binge drinking (5 or more drinks in a row)	1	6	13	31
Marijuana (smoke, vape, eat, or drink)	2	11	21	56
Inhalants	1	2	1	8
Prescription drugs to get “high” or for reasons other than prescribed	na	3	3	14
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	2	2	13
<i>Any drug use</i>	2	12	21	57
<i>Heavy drug use</i>	1	7	14	48
<i>Any AOD Use</i>	4	17	31	61
Two or more substances at the same time	na	4	8	25

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription drugs to get “high” or for reasons other than prescribed ... any other drug, pill, or medicine to get “high” or for reasons other than medical... 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 A6.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	97	89	77	60
1 or 2 days	2	8	15	20
3 to 9 days	0	2	6	13
10 to 19 days	0	1	1	3
20 or more days	0	1	1	4
Binge drinking (5 or more drinks in a row)				
0 days	99	94	87	69
1 or 2 days	1	3	8	16
3 to 9 days	0	1	3	7
10 to 19 days	0	0	1	3
20 or more days	0	1	1	4
Marijuana (smoke, vape, eat, or drink)				
0 days	98	89	79	44
1 or 2 days	1	5	7	9
3 to 9 days	0	2	5	7
10 to 19 days	0	2	3	4
20 or more days	0	2	5	35

Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?

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

Table A6.7***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	98	87	73	48
1 to 2 times	1	7	14	20
3 to 6 times	0	2	7	13
7 or more times	0	3	6	19
“High” (loaded, stoned, or wasted) from using drugs				
0 times	98	84	67	33
1 to 2 times	1	5	9	7
3 to 6 times	0	2	6	5
7 or more times	1	8	18	55
<i>Very drunk or “high” 7 or more times</i>	1	9	19	56

Question HS A.61, 62/MS A.55, 56: 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 A6.8***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	96	97	91
1 to 2 days	1	2	2	4
3 or more days	0	2	1	4
Marijuana (smoke, vape, eat, or drink)				
0 days	99	95	94	86
1 to 2 days	1	2	3	5
3 or more days	0	3	3	9
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	99	98	98	93
1 to 2 days	1	1	1	5
3 or more days	0	1	1	2
Any of the above	2	7	8	17

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

Table A6.9***Lifetime Drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	92	85	59
1 to 2 times	1	4	6	10
3 to 6 times	0	2	3	7
7 or more times	0	3	6	25

Question HS A.63/MS A.57: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	87	74	54
0 times	na	10	21	30
1 time	na	2	3	8
2 to 3 times	na	1	1	3
4 or more times	na	1	1	6
Marijuana				
Does not apply, don't use	na	85	72	38
0 times	na	10	18	42
1 time	na	2	5	8
2 to 3 times	na	2	3	6
4 or more times	na	1	2	6

Question HS A.96, 97: 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 A6.11***Drinking While Driving, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	90	80	62
1 time	na	3	7	7
2 times	na	3	4	4
3 to 6 times	na	2	3	8
7 or more times	na	2	6	19
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	72	na	na	na
1 time	10	na	na	na
2 times	6	na	na	na
3 to 6 times	5	na	na	na
7 or more times	7	na	na	na

Question HS A.98/MS A.87: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

na—Not asked of middle/high school students.

Table A6.12***Perceived Harm of AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	26	27	24	31
Moderate	25	28	27	24
Slight	25	26	32	26
None	23	19	18	20
Alcohol - 5 or more drinks once or twice a week				
Great	48	50	51	42
Moderate	22	26	26	28
Slight	9	10	11	12
None	21	14	12	18
Marijuana - use occasionally				
Great	40	32	23	18
Moderate	25	26	23	10
Slight	12	19	24	18
None	23	23	30	53
Marijuana - use daily				
Great	62	53	40	23
Moderate	9	19	22	14
Slight	7	10	17	18
None	22	19	21	45

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.

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

Table A6.13***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	17	6	5	7
Fairly difficult	10	9	7	8
Fairly easy	17	26	24	20
Very easy	14	34	47	45
Don't know	41	25	17	20
Marijuana				
Very difficult	22	6	5	6
Fairly difficult	12	9	4	4
Fairly easy	11	22	19	11
Very easy	10	37	55	60
Don't know	44	26	17	19

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following 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	6	12	44	A7.2
Current cigarette smoking [†]	1	3	4	26	A7.3
Current cigarette smoking at school [†]	0	1	1	5	A7.4
Ever tried smokeless tobacco	1	5	9	24	A7.2
Current smokeless tobacco use [†]	0	2	4	4	A7.3
Current smokeless tobacco use at school [†]	0	1	2	2	A7.4
Ever used electronic cigarettes	6	22	38	63	A7.2
Current use of electronic cigarettes [†]	3	11	22	42	A7.3
Current use of electronic cigarettes at school [†]	1	6	8	12	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	3	3	21	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	31	34	35	36	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	63	70	75	63	A7.6
Difficulty of obtaining cigarettes [§]	16	7	5	6	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

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	94	88	56
1 time	1	2	3	4
2 to 3 times	0	2	3	3
4 or more times	0	3	6	37
Smokeless tobacco				
0 times	99	95	91	76
1 time	0	2	2	5
2 to 3 times	0	1	2	5
4 or more times	0	2	4	15
An electronic cigarette or other vaping device				
0 times	94	78	62	37
1 time	3	6	5	3
2 to 3 times	1	5	7	7
4 or more times	2	12	26	52

Question HS A.46-48/MS A.46-49: During your life, how many times have you used the following? 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 middle school students.

Table A7.3***Any Current Use and Daily Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	3	4	26
Daily (20 or more days)	0	0	1	10
Smokeless tobacco				
Any	0	2	4	4
Daily (20 or more days)	0	0	1	2
Electronic cigarettes or other vaping device				
Any	3	11	22	42
Daily (20 or more days)	0	2	5	14

Question HS A.67-69/MS A.61-63: 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	95
1 or 2 days	0	1	1	3
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	1
20 or more days	0	0	0	1
Smokeless tobacco				
0 days	100	99	98	98
1 or 2 days	0	1	1	2
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	1	0
Electronic cigarettes or other vaping device				
0 days	99	94	92	88
1 or 2 days	1	3	3	5
3 to 9 days	0	1	2	0
10 to 19 days	0	1	1	3
20 or more days	0	1	2	4

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property 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 A7.5***Cigarette Smoking Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	94	91	64
0 times	na	4	6	15
1 time	na	1	2	7
2 to 3 times	na	1	1	8
4 or more times	na	1	1	5

Question HS A.95: 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***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	31	34	35	36
Moderate	31	35	34	26
Slight	17	17	17	15
None	21	15	13	22
Smoke 1 or more packs of cigarettes each day				
Great	63	70	75	63
Moderate	11	11	9	13
Slight	5	4	4	4
None	21	15	11	20

Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A7.7***Perceived Harm of E-Cigarette Use Compared to Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	28	26	23	25
Moderate	30	29	29	26
Slight	19	26	29	21
None	23	19	19	28
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	43	38	34	31
Moderate	24	30	32	26
Slight	12	16	20	16
None	21	16	15	26

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.

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

Table A7.8***Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	16	7	5	6
Fairly difficult	14	12	10	8
Fairly easy	17	28	25	22
Very easy	8	22	34	41
Don't know	45	30	26	22
E-Cigarettes or vaping device				
Very difficult	16	5	5	7
Fairly difficult	13	8	5	6
Fairly easy	15	26	22	19
Very easy	13	36	50	46
Don't know	44	25	19	22

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device

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)	72	73	71	73
1 time	13	12	12	9
2 to 3 times	7	8	9	11
4 or more times	7	7	9	8

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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	35	na	na	na
1 day	16	na	na	na
2 days	11	na	na	na
3 days	9	na	na	na
4 days	4	na	na	na
5 days	24	na	na	na

Question MS A.89: 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	36	40	50
Yes	73	64	60	50

Question HS A.126/MS A.115: 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	75	70	62	55
Yes	25	30	38	45

Question HS A.124/MS A.114: 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	83	82	72
Yes	na	17	18	28

Question HS A.125: 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	96	95	96	92
Yes	4	5	4	8

Question HS A.123/MS A.113: 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 Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	26	31	33	42	23	32	27
Caring adults in school [‡]	28	36	27	51	25	35	29
High expectations-adults in school [‡]	40	48	54	59	40	49	42
Meaningful participation at school [‡]	9	10	17	15	4	13	11
<i>School Connectedness</i> [†]	23	29	39	33	39	29	23
<i>Academic Motivation</i> [†]	37	40	56	39	47	40	36
<i>Parent Involvement in School</i> [†]	20	23	29	26	31	21	20

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. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.2

School Supports and Engagement by Race/Ethnicity - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	21	24	20	24	25	28	22
Caring adults in school [‡]	24	25	18	24	30	31	25
High expectations-adults in school [‡]	33	42	30	33	31	41	33
Meaningful participation at school [‡]	7	7	11	13	14	13	8
<i>School Connectedness</i> [†]	16	17	20	16	26	24	16
<i>Academic Motivation</i> [†]	28	26	38	20	19	33	26
<i>Parent Involvement in School</i> [†]	12	16	8	12	4	13	11

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. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.3***School Supports and Engagement by Race/Ethnicity - 11th Grade***

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	23	21	20	28	28	29	24
Caring adults in school [‡]	27	21	22	26	36	34	29
High expectations-adults in school [‡]	35	28	30	43	43	40	35
Meaningful participation at school [‡]	8	12	8	16	6	11	10
<i>School Connectedness</i> [†]	14	17	17	14	23	18	13
<i>Academic Motivation</i> [†]	26	23	36	29	36	27	25
<i>Parent Involvement in School</i> [†]	9	10	10	8	17	10	7

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. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.4***School Supports and Engagement by Race/Ethnicity - Non-Traditional***

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	25					28	24
Caring adults in school [‡]	32					36	30
High expectations-adults in school [‡]	35					40	33
Meaningful participation at school [‡]	7					8	9
<i>School Connectedness</i> [†]	21					23	19
<i>Academic Motivation</i> [†]	23					18	21
<i>Parent Involvement in School</i> [†]	15					12	13

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. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.5***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	62	55	50	58
American Indian or Alaska Native	60	64	49	
Asian	78	61	60	
Black or African American	67	33	44	
Native Hawaiian or Pacific Islander	75	44	50	
White	69	60	55	58
Mixed (two or more) races	60	53	48	53

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

Table A9.6***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	25	26	26	12
American Indian or Alaska Native	25	29	26	
Asian	32	40	36	
Black or African American	37	41	44	
Native Hawaiian or Pacific Islander	31	33	29	
White	23	25	23	20
Mixed (two or more) races	28	29	28	15

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

The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

Table A9.7***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	34	31	30	15
American Indian or Alaska Native	40	40	31	
Asian	34	44	38	
Black or African American	47	41	50	
Native Hawaiian or Pacific Islander	38	33	29	
White	35	35	31	30
Mixed (two or more) races	38	35	34	20

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

Table A9.8***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	5	4	8
American Indian or Alaska Native	1	5	10	
Asian	3	4	0	
Black or African American	3	10	11	
Native Hawaiian or Pacific Islander	0	0	7	
White	1	3	3	9
Mixed (two or more) races	1	4	3	8

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

Table A9.9
Cigarette Smoking in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	0	3	3	19
American Indian or Alaska Native	3	2	5	
Asian	0	2	2	
Black or African American	0	9	17	
Native Hawaiian or Pacific Islander	0	0	7	
White	1	2	4	29
Mixed (two or more) races	0	3	4	29

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

Table A9.10
Any Alcohol Use in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	2	12	24	35
American Indian or Alaska Native	6	7	26	
Asian	3	11	8	
Black or African American	3	15	44	
Native Hawaiian or Pacific Islander	0	18	36	
White	3	10	24	43
Mixed (two or more) races	2	13	23	45

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

Table A9.11***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	2	12	22	46
American Indian or Alaska Native	4	7	29	
Asian	0	11	4	
Black or African American	0	16	44	
Native Hawaiian or Pacific Islander	0	6	14	
White	2	9	21	63
Mixed (two or more) races	2	13	21	55

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

Table A9.12***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	28	32	41	40
American Indian or Alaska Native	16	32	45	
Asian	23	28	41	
Black or African American	14	45	22	
Native Hawaiian or Pacific Islander	27	24	42	
White	20	27	34	50
Mixed (two or more) races	31	35	43	41

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports [‡]	31	29	27	23	28	25	32	22
Caring adults in school [‡]	33	31	29	26	33	30	40	29
High expectations-adults in school [‡]	48	44	40	35	40	36	49	30
Meaningful participation at school [‡]	11	13	11	9	10	11	8	8
<i>School Connectedness</i> [†]	26	27	21	20	15	18	22	19
<i>Academic Motivation</i> [†]	43	35	37	24	31	23	26	16
<i>Parent Involvement in School</i> [†]	20	22	12	12	8	10	12	12

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

[†]Average percent of respondents reporting “Strongly agree.”

[‡]Average percent of respondents reporting “Very much true.”

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other 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	65	66	55	60	51	54	63	53
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the six reasons	27	24	31	23	28	22	29	12
harassed/bullied for any reasons	38	34	39	30	36	28	38	18
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	1	1	4	3	3	3	11	7
smoke cigarettes	1	1	2	3	4	4	26	26
have at least one drink of alcohol	3	3	12	10	25	21	49	36
use marijuana	1	2	11	11	22	20	59	55
Mental Health								
Chronic sad or hopeless feelings, past 12 months	32	18	39	22	48	28	65	35

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	8	7	7	7
Number of schools	14	13	13	8
Number of students	2,157	2,132	1,724	305

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	0	3	8	22	B3.3
Usually used marijuana or other drugs until felt it a lot	na	7	12	36	B3.4
Consequences of AOD Consumption					
Caused one or more problems	na	9	16	39	B4.2
Caused one or more dependency-related experiences	na	10	21	42	B4.3
Supports to Reduce AOD Use					
Very likely find help at school for quitting or reducing use	na	27	24	43	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	69	51	45	22	B7.1
Trying marijuana once or twice	63	33	19	7	B7.1
Using marijuana once a month or more	72	46	29	9	B7.1

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

na—Not asked of middle school students.

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	83	66	46	26
10 or under	9	8	7	14
11-12 years old	7	8	5	14
13-14 years old	1	16	15	22
15-16 years old	0	2	26	21
17 years or older	0	1	1	4
Marijuana (smoke, eat, or drink)				
Never	96	80	61	27
10 or under	1	1	1	7
11-12 years old	2	4	3	20
13-14 years old	1	12	10	24
15-16 years old	0	1	24	19
17 years or older	0	1	2	3
Any other illegal drug or pill to get “high”				
Never	99	93	88	57
10 or under	0	1	1	1
11-12 years old	1	1	0	6
13-14 years old	0	4	3	16
15-16 years old	0	1	7	17
17 years or older	0	1	1	3

Question HS/MS B.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, eat, or drink)... Any other illegal drug or pill to get “high.”

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

Table B3.2***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	97	91	82	46
10 or under	1	2	2	10
11-12 years old	2	3	2	14
13-14 years old	0	4	4	14
15-16 years old	0	0	9	15
17 years or older	0	1	1	2
Electronic cigarette				
Never	94	76	59	34
10 or under	1	1	1	3
11-12 years old	4	4	3	11
13-14 years old	1	15	12	21
15-16 years old	0	2	23	28
17 years or older	0	1	2	3

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... An electronic cigarette (e-cigarette or vaping device).

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

Table B3.3***Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	96	81	62	42
Just enough to feel it a little	4	10	15	14
Enough to feel it moderately	1	6	15	23
Until I feel it a lot or get really drunk	0	3	8	22

Question HS/MS B.6: If you drink alcohol, how much do you usually drink?

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

Table B3.4***Usual Marijuana Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	84	69	34
Just enough to feel a little high	na	4	9	11
Enough to feel it moderately	na	6	11	19
Until I feel it a lot or get really high	na	7	12	36

Question HS B.7: If you use marijuana or other drugs, how “high” (stoned, faded, wasted, trashed) do you usually like to get?

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

na—Not asked of middle school students.

Table B3.5***E-Cigarette Consumption***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)				
I've never used an e-cigarette or vaping device	94	79	62	32
Nicotine or tobacco substitute	2	11	21	42
Marijuana or THC	1	10	21	55
Amphetamines, cocaine, or heroin	0	1	1	4
Alcohol	1	2	3	6
A flavored product without nicotine, alcohol, or other drug	4	14	25	39
Any other product or substance	2	3	3	6

Question HS B.30/MS B.24: Have you ever used an e-cigarette or vaping device to consume any of the following? (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. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	88	75	53	28
To experiment (try using)	3	12	18	14
To get high	2	10	22	47
To have a good time with friends	1	13	32	45
To fit in with a group you like	1	2	5	4
Because of boredom	1	7	11	27
To relax	2	12	24	54
To get away from problems	2	10	18	33
Because of anger or frustration	2	7	10	31
To get through the day	1	6	9	29
Because it made you feel better	2	9	16	40
To seek deeper insights and understanding	1	4	9	27
None of the above	10	5	6	5

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months 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 B4.2***Problems Caused by AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Doesn't apply; I've never used alcohol or drugs	na	79	58	32
I've used alcohol or drugs but never had any problems	na	14	29	34
Have problems with emotions, nerves, or mental health	na	3	5	13
Get into trouble or have problems with the police	na	2	3	17
Have money problems	na	2	2	9
Miss school	na	1	2	12
Have problems with schoolwork	na	2	3	11
Fight with others	na	2	1	9
Damage a friendship	na	3	3	10
Physically hurt or injure yourself	na	2	2	7
Have unwanted or unprotected sex	na	1	3	6
Forget what happened or pass out	na	4	9	20
Been suspended from school	na	2	1	14
<i>One or more problems</i>	na	9	16	39

Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (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.

na—Not asked of middle school students.

Table B4.3***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	80	59	34
I use alcohol or drugs but have not experienced any of these things	na	10	23	28
Found you had to increase how much you use to have the same effect as before	na	4	8	23
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	2	4	9
Used alcohol or drugs a lot more than you intended	na	3	6	13
Used alcohol or drugs when you were alone	na	7	13	34
Your use of alcohol or drugs often kept you from doing a normal activity	na	2	2	8
You didn't feel OK unless you had something to drink or used a drug	na	2	3	11
Thought about reducing or stopping use	na	4	8	19
Told yourself you were not going to use but found yourself using anyway	na	3	5	9
Spoke with someone about reducing or stopping use	na	2	4	11
Attended counseling, a program, or group to help you reduce or stop use	na	1	1	4
<i>One or more negative experiences</i>	na	10	21	42

Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (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.

na—Not asked of middle school students.

Table B4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	42	46	41
Likely	na	32	32	30
Not likely	na	11	11	11
Don't know	na	16	11	19

Question HS B.13: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if he or she is caught on school property using or possessing alcohol or other drugs?

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	81	62	36
No, but I do use alcohol or other drugs	na	17	36	55
Yes, I have felt that I needed help	na	2	2	10

Question HS B.11: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	27	24	43
Likely	na	35	34	24
Not likely	na	17	22	14
Don't know	na	21	19	19

Question HS B.12: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	44	46	48	49
Yes	56	54	52	51

Question HS B.20/MS B.14: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	6	13	9	7
At parties	9	33	55	42
At concerts or other social events	3	11	25	19
At their own home	20	34	41	33
From adults at friends' homes	9	17	26	24
From friends or another teenager	18	36	48	41
Get adults to buy it for them	6	17	32	36
Buy it themselves from a store	6	14	21	21
At bars, clubs, or gambling casinos	2	3	3	5
Other	9	13	13	19
Don't know	76	54	39	45

Question HS B.15/MS B.9: How do most students at your school who drink alcohol usually get it? (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 B6.2***Sources for Obtaining Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	7	26	26	16
At parties	6	26	43	35
At concerts or other social events	3	12	27	24
At their own home	12	24	30	32
From an adult acquaintance	6	18	30	31
From friends or another teenager	19	41	55	48
Buy it at a marijuana dispensary	4	12	23	33
At bars or clubs	1	2	3	6
Other	8	13	14	23
Don't know	79	56	42	43

Question HS B.16/MS B.10: How do most kids at your school who use marijuana usually get it? (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.

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	20	32	34	56
Somewhat disapprove	11	18	21	22
Strongly disapprove	69	51	45	22
Trying marijuana once or twice				
Neither approve nor disapprove	22	46	64	83
Somewhat disapprove	15	21	16	10
Strongly disapprove	63	33	19	7
Using marijuana once a month or more regularly				
Neither approve nor disapprove	20	38	53	81
Somewhat disapprove	8	16	18	10
Strongly disapprove	72	46	29	9

Question HS B.17-19/MS B.11-13: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.

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

Table B7.2***Parent Disapproval of ATOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	89	80	76	61
Wrong	7	13	16	21
A little wrong	2	5	6	11
Not at all wrong	2	2	2	8
Smoke tobacco				
Very wrong	93	87	84	68
Wrong	4	9	12	15
A little wrong	1	2	2	9
Not at all wrong	1	2	1	8
Use marijuana				
Very wrong	91	78	66	39
Wrong	5	12	15	18
A little wrong	2	7	12	19
Not at all wrong	2	3	6	24
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	94	90	89	78
Wrong	3	7	9	14
A little wrong	1	1	1	4
Not at all wrong	2	2	1	5

Question HS B.22-25/MS B.16-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.3***Peer Disapproval of ATOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	74	54	45	30
Wrong	17	24	24	16
A little wrong	6	13	17	23
Not at all wrong	4	9	14	31
Smoke tobacco				
Very wrong	78	61	52	33
Wrong	15	23	24	19
A little wrong	4	9	13	16
Not at all wrong	3	6	11	33
Use marijuana				
Very wrong	77	51	32	17
Wrong	13	19	15	11
A little wrong	6	14	20	15
Not at all wrong	5	16	33	58
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	80	64	57	39
Wrong	13	21	21	20
A little wrong	4	9	12	17
Not at all wrong	3	6	10	24

Question HS B.26-29/MS B.20-23: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.4***Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	31	32	35	37
Yes	69	68	65	63

Question HS B.21/MS B.15: During the past 12 months, have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?

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

8. School Suspension

Table B8.1

Suspension from School, Past 12 Month

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	94	96	78
Yes	3	6	4	22

Question HS B.14/MS B.8: In the past 12 months, have you been suspended from school one or more times?

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

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	8	7	7	7
Number of schools	14	13	13	8
Number of students	2,079	2,055	1,683	285

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	96	95	83
Yes	2	4	5	17

Question HS/MS G.2: During the past 30 days, have you used prescription drugs not prescribed to you?

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	88	84	84	70
Wrong	8	11	11	18
A little wrong	2	2	3	6
Not at all wrong	2	3	2	6

Question HS/MS G.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	70	57	54	35
Wrong	21	26	26	23
A little wrong	6	11	13	22
Not at all wrong	3	6	7	21

Question HS/MS G.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke marijuana once or twice a week				
Great risk	54	35	22	9
Moderate risk	26	29	26	9
Slight risk	11	19	26	23
No risk	8	16	27	59
Use prescription drugs that are not prescribed to them				
Great risk	68	61	61	47
Moderate risk	20	26	26	25
Slight risk	6	8	8	12
No risk	5	5	5	16

Question HS/MS G.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... 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?

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

Appendix I

2017-18 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Atascadero Unified	86	87	67	67
Cayucos Elementary	84			
Coast Unified	83	96	67	57
Lucia Mar Unified	94	87	79	81
Paso Robles Joint Unified	85	84	62	43
San Luis Coastal Unified	84	76	76	95
San Luis Obispo County Office of Education				91
San Miguel Joint Union	92			
Shandon Joint Unified	82	72	84	
Templeton Unified	87	87	74	82

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2017-18 public school and enrollment data files.

Appendix II

California Healthy Kids Survey Content Overview

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.¹ References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to relevant CHKS reports and factsheets and What Works Briefs (guides to best practices) that provide further information. These valuable resources can be downloaded, respectively, from the CHKS and California Safe and Supportive Schools websites (chks.wested.org/using-results/factsheets; californias3.wested.org/tools/research; californias3.wested.org/tools/wwb).

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline data, see CHKS Factsheet #15.

MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of Local Control and Accountability Plans. It seeks to provide schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in school and developmentally thrive. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level. The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), perceived safety, bullying, and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data show that, for high school students, as CHKS School Climate Index (SCI) scores increased—as the schools became safer, more supportive, and more engaging—test performance as measured by the state's Academic Performance Index (API) increased as well (School Climate Factsheet #3).

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS School Climate Index score, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources (School Climate Factsheet #6).³

¹ To see how local results compare with state averages in California, download a copy of the latest Biennial Statewide CHKS report (chks.wested.org/reports). The Biennial report provides results from a randomly-selected, representative state sample. County level reports are also available on the CHKS website.

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download *Helpful Resources for Local Control and Accountability Plans* at surveydata.wested.org/resources/LCAP_Cal_SCHLS.pdf.

³ Voight, Austin, & Hanson, (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

More generally, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who: (1) were less engaged in risky behaviors such as substance use and violence; (2) were more likely to eat nutritiously and exercise; and (3) reported experiencing caring adult relationships and high expectations at school. These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance (CHKS Factsheet #3).

GRADE-LEVEL PATTERNS

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to feel connected to school and be academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness.

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support and perceived safety.
- In interpreting the results for **11th graders** take into consideration that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.
- Across risk behaviors and problem indicators, **nontraditional (continuation school) students** reported prevalence rates at least twice those of 11th graders in a comprehensive school setting. They also exhibited lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services (CHKS Factsheet #7).

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES

Demographic Characteristics (Tables A3.1-3.14)

A wide range of data on the demographic and background characteristics of the survey respondents is provided (in 14 tables) to help users gain a better sense of how representative the survey sample is compared to the student population overall. This also enables users to analyze their data to determine how survey results vary by important subgroups in the school and help them identify, and target programs at, the youth most in need. School districts can use these data to meet the Local Control and Accountability Plan (LCAP) requirement to demonstrate actions across state priorities in regard to six numerically significant subgroups: ethnicity, socioeconomically (SES) disadvantaged, English learners, pupils with disabilities, foster youth, and homeless youth—all categories assessed by the CHKS. In the standard CHKS report, and in the Query CHKS system, breakdowns for selected key indicators are provided by race/ethnicity and gender. Districts/schools

can request reports disaggregating all their results by demographic characteristics from their Regional CHKS Technical Assistance Center.

Racial-Ethnic Identification (Tables A3.2-3.3)

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. Comparing these data with other evidence of the racial-ethnic composition of student enrollment provides insight into how representative are the survey results. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings. They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but they still remained. This suggests that school climate factors related to student well-being may also play a role in the racial-ethnic achievement gap. One strategy to close the gap thus may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students (CHKS Factsheet #8).

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools*. African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers *within the same school*. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap (CHKS Factsheet #13).

Foster Care Youth (Table A3.4)

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk. They were also more likely to be low in caring adult relationships and total environmental assets (CHKS Factsheet #6).

SPECIFIC CONTENT AREAS

Self-Reported Grades (Table A4.1)

The CHKS asks students to indicate what grades they mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance.

Absenteeism and Truancy (Tables A4.2-4.3)

Before top teachers with quality curriculums and engaging activities can even attempt to improve academic performance, the students have to show up. The CHKS report provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more of the past 30

school days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on the absenteeism and truancy to guide efforts to improve the LCAP pupil engagement priority.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10% of school days. According to a report by Attendance Works, the nation's large and persistent education achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.⁴ Biennial State CHKS data (Table A4.3) indicate that generally, after illness, the most important reasons for being absent in secondary school are not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school.

Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey (Table A8.4). Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.⁵ Truants are also more likely to use drugs and have deviant friends.

Developmental Supports (Tables A4.5, A4.7-4.9)

Research shows that when schools (or families or communities) provide three developmental supports measured by the CHKS—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher (CHKS Factsheets #1 and #3; School Climate Factsheets #1 and #2, What Works Briefs #1 and #2).

School Connectedness (Table A4.6)

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes. The CHKS five-item School Connectedness Scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. This may be related at least in part to their lower levels of developmental support. The lowest rates of both connectedness and test scores are in low-income schools. The online Query

⁴ Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Available at www.attendanceworks.org/research/attendance-works-reports

⁵ Robins & Ratcliff, (1978). *Long Range Outcomes Associated With School Truancy*. Rockville, MD: Public Health Service (DHEW). Garry, E. M., & Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. (1996). *Truancy: First Step to a Lifetime of Problems*. Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Dev*, 60(6), 1437-52.

CHKS system shows how key survey indicators vary by school connectedness (see School Climate Factsheet #5, What Works Brief #4).

Perceived Safety (Table A5.1)

Perceived safety is another indicator districts/schools are required to monitor as part of their LCAP. Perceived school safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. If students report low levels of perceived school safety, pay close attention to all the indicators related to bullying and victimization, as well as mental health. Schools may want to request comparisons of students' perceptions of their own safety with the actual level of violence and other safety-related indicators self-reported by students. A follow-up focus group or Student Listening Circle asking why students do not feel safe is recommended (see School Climate What Works Brief #3).

Violent and Nonviolent Misbehavior on School Property (Tables A5.2-5.6)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism. Physical violence and weapons on campus (Tables A5.4, A5.6) have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.⁶ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession⁷ (see School Climate What Works Briefs #5 and #6).

Harassment (Tables A5.2-5.3)

Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁸

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason. Analysis of this data show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school. They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than

⁶ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

⁷ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

⁸ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

students who were only harassed for other reasons (CHKS Factsheets #4 and #10; see also School Climate What Works Brief #7).

Substance Abuse (Tables A6.1-6.11)

The misuse of alcohol and other drugs continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage. Reflecting this, on the California School Staff Survey (Table A9.12), high school staff statewide are more likely to perceive alcohol and drug use as moderate to severe problems at their schools than all of seven violence-related indicators (49% for both alcohol and drugs in 2004-06), ranking them among the top 3 of 14 problem indicators.

Use at school is especially troubling (Tables A6.8-6.9). It reflects a level of drug involvement so pervasive that the potential repercussions for violation of school rules are disregarded by these youths. This is behavior that threatens not only the user's learning ability but also school efforts to educate all youth. An analysis of CHKS data found that that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication, were significantly related to changes in California achievement test scores one year later. Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools⁹ (CHKS Factsheet #3; see also School Climate What Works Brief #8).

Cigarette Smoking (Tables A7.1-7.4)

Current smokers are significantly more likely than nonsmokers to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, current smokers are also more likely than nonsmokers to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems (CHKS Factsheet #2 and #5).

Mental Health (Tables A8.4-8.5)

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness. They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide (CHKS Factsheets #11 and #12).

⁹ Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.