

CALIFORNIA HEALTHY KIDS SURVEY



Acalanes Union High Secondary 2015-2016 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

NEW FEATURE

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

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

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

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

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

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

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

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

School-Related Core Content

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

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

Supplementary School Climate Module

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

Racial/Ethnic Subgroup Results

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

UNDERSTANDING AND USING THE DATA

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

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

Sample Characteristics

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

Changes Between Survey Administrations

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

NEXT STEPS

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

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

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

Request School Reports

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

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

Request District School Climate Report Card

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

Request Disaggregated Report or Analyses

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

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

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

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

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Building Healthy Communities (BHC) Module	
D. CalMHSa Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Military Connected School Module	
J. Physical Health & Nutrition Module	
K. Resilience & Youth Development Module	X
L. Safety & Violence Module	
M. School Climate Module	
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	
Q. Cal-Well Module (New This Year)	
R. Gender & Sex-Based Harassment Module (New This Year)	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	1,410	1,335	–
Final number	–	1,205	1,099	–
Average Response Rate	–	85%	82%	–

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 (high)	–	65	60	–	A4.4
Academic motivation (high)	–	42	33	–	A4.4
Truant more than a few times [†]	–	3	5	–	A4.2
Caring adult relationships (high)	–	37	43	–	A4.4
High expectations (high)	–	50	51	–	A4.4
Meaningful participation (high)	–	17	17	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	–	82	86	–	A5.1
Experienced any harassment or bullying [†]	–	35	27	–	A5.4
Had mean rumors or lies spread about you [†]	–	31	29	–	A5.2
Been afraid of being beaten up [†]	–	9	4	–	A5.3
Been in a physical fight [†]	–	8	3	–	A5.3
Seen a weapon on campus [†]	–	9	7	–	A5.6
Been drunk or “high” on drugs at school, ever	–	3	13	–	A6.9
Mental and Physical Health					
Current alcohol or drug use [‡]	–	14	42	–	A6.4
Current binge drinking [‡]	–	4	22	–	A6.5
Very drunk or “high” 7 or more times	–	4	21	–	A6.6
Current cigarette smoking [‡]	–	2	3	–	A7.3
Experienced chronic sadness/hopelessness [†]	–	23	30	–	A8.4
Considered suicide [†]	na	16	16	–	A8.5

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

[†]Past 12 months; [‡]Past 30 days; na—Not asked of middle school students.

3. Demographics

Table A3.1
Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger	–	0	0	–
11 years old	–	0	0	–
12 years old	–	0	0	–
13 years old	–	3	0	–
14 years old	–	78	0	–
15 years old	–	19	2	–
16 years old	–	0	78	–
17 years old	–	0	20	–
18 years old or older	–	0	0	–

Question HS/MS A.3: How old are you?

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

Table A3.2
Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	–	48	46	–
Female	–	52	54	–

Question HS/MS A.4: What is your sex?

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

Table A3.3
Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	85	86	–
Yes	–	15	14	–

Question HS/MS A.6: Are you of Hispanic or Latino origin?

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

Table A3.4***Race***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	–	1	1	–
Asian	–	13	11	–
Black or African American	–	2	2	–
Native Hawaiian or Pacific Islander	–	1	1	–
White	–	58	65	–
Mixed (two or more) races	–	24	20	–

Question HS/MS A.7: What is your race?

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

Table A3.5***Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	–	97	98	–
Other relative's home	–	1	0	–
A home with more than one family	–	1	0	–
Friend's home	–	0	0	–
Foster home, group care, or waiting placement	–	0	0	–
Hotel or motel	–	0	0	–
Shelter, car, campground, or other transitional or temporary housing	–	0	0	–
Other living arrangement	–	1	0	–

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

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

Table A3.6***Highest Education of Parents***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	–	2	2	–
Graduated from high school	–	2	3	–
Attended college but did not complete four-year degree	–	4	5	–
Graduated from college	–	87	87	–
Don't know	–	5	3	–

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

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

Table A3.7***Free or Reduced Price Meals Eligibility***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	82	90	–
Yes	–	5	6	–
Don't know	–	13	5	–

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

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

Table A3.8***Participation in Migrant Education Program, Past 3 Years***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	91	97	–
Yes	–	2	1	–
Don't know	–	6	3	–

Question HS/MS A.12: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

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

Table A3.9***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	–	93	94	–
Spanish	–	2	2	–
Mandarin	–	1	2	–
Cantonese	–	1	0	–
Taiwanese	–	0	0	–
Tagalog	–	1	0	–
Vietnamese	–	1	0	–
Korean	–	1	1	–
Other	–	0	0	–

Question HS/MS A.13: What language is spoken most of the time in your home?

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

Table A3.10
English Language Proficiency

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	–	96	97	–
Well	–	3	3	–
Not well	–	0	0	–
Not at all	–	0	0	–
speak English?				
Very well	–	96	95	–
Well	–	3	4	–
Not well	–	0	0	–
Not at all	–	0	0	–
read English?				
Very well	–	93	94	–
Well	–	6	5	–
Not well	–	1	1	–
Not at all	–	1	0	–
write English?				
Very well	–	91	92	–
Well	–	8	7	–
Not well	–	1	1	–
Not at all	–	0	0	–

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	–	77	83	–
1 day	–	3	3	–
2 days	–	2	2	–
3 days	–	3	2	–
4 days	–	4	1	–
5 days	–	10	9	–

Question HS/MS A.18: How many days a week do you usually go to your school’s afterschool program?

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

Table A3.12***Sexual Identification***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	–	87	87	–
Gay or Lesbian or Bisexual	–	5	7	–
Transgender	–	1	1	–
Not sure	–	7	5	–
Decline to respond	–	5	4	–

Question HS A.120/MS A.110: Which of the following best describes you? (Mark All That Apply.)

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

Table A3.13***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	96	97	–
Yes	–	3	2	–
Don’t know	–	1	1	–

Question HS A.119/MS A.109: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

4. School Performance, Supports, and Engagements

Table A4.1
Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	–	42	34	–
A's and B's	–	40	41	–
Mostly B's	–	7	10	–
B's and C's	–	9	11	–
Mostly C's	–	1	2	–
C's and D's	–	1	2	–
Mostly D's	–	0	0	–
Mostly F's	–	0	0	–

Question HS/MS A.19: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A4.2
Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	–	77	68	–
1-2 times	–	14	14	–
A few times	–	7	13	–
Once a month	–	1	2	–
Once a week	–	1	2	–
More than once a week	–	0	0	–

Question HS/MS A.20: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Reasons for Absence***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	–	47	36	–
Illness (feeling physically sick), including problems with breathing or your teeth	–	39	48	–
Felt very sad, hopeless, anxious, stressed, or angry	–	8	16	–
Didn't get enough sleep	–	13	25	–
Didn't feel safe at school	–	2	1	–
Had to work	–	1	1	–
Had to take care of or help a family member or friend	–	1	2	–
Wanted to spend time with friends who don't go to your school	–	1	2	–
Wanted to use alcohol or drugs	–	1	1	–
Were behind in schoolwork or weren't prepared for a test or class assignment	–	7	23	–
Were bored with or uninterested in school	–	2	6	–
Were suspended	–	0	0	–
Other reason	–	13	11	–

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

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

Table A4.4

School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total school supports	–	–	–	36	53	11	39	48	12	–	–	–
Caring adults in school	–	–	–	37	53	10	43	49	8	–	–	–
High expectations-adults in school	–	–	–	50	45	5	51	42	7	–	–	–
Meaningful participation at school	–	–	–	17	53	30	17	52	32	–	–	–
<i>School Connectedness</i>	–	–	–	65	28	7	60	33	7	–	–	–
<i>Academic Motivation</i>	–	–	–	42	40	19	33	41	25	–	–	–

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

Table A4.5
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people at this school.				
Strongly disagree	–	5	5	–
Disagree	–	7	8	–
Neither disagree nor agree	–	18	16	–
Agree	–	41	35	–
Strongly agree	–	29	35	–
I am happy to be at this school.				
Strongly disagree	–	5	5	–
Disagree	–	7	8	–
Neither disagree nor agree	–	16	20	–
Agree	–	39	38	–
Strongly agree	–	33	29	–
I feel like I am part of this school.				
Strongly disagree	–	5	5	–
Disagree	–	7	8	–
Neither disagree nor agree	–	22	23	–
Agree	–	36	38	–
Strongly agree	–	29	26	–
The teachers at this school treat students fairly.				
Strongly disagree	–	5	5	–
Disagree	–	9	14	–
Neither disagree nor agree	–	22	25	–
Agree	–	41	39	–
Strongly agree	–	23	17	–
I feel safe in my school.				
Strongly disagree	–	3	3	–
Disagree	–	3	3	–
Neither disagree nor agree	–	14	12	–
Agree	–	41	39	–
Strongly agree	–	39	43	–

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

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

Table A4.6**Academic Motivation Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	–	3	3	–
Disagree	–	2	3	–
Neither disagree nor agree	–	9	11	–
Agree	–	32	31	–
Strongly agree	–	54	52	–
I try hard at school because I am interested in my work.				
Strongly disagree	–	6	8	–
Disagree	–	10	15	–
Neither disagree nor agree	–	22	24	–
Agree	–	31	30	–
Strongly agree	–	30	23	–
I work hard to try to understand new things at school.				
Strongly disagree	–	4	4	–
Disagree	–	5	6	–
Neither disagree nor agree	–	17	20	–
Agree	–	36	36	–
Strongly agree	–	39	34	–
I am always trying to do better in my schoolwork.				
Strongly disagree	–	4	4	–
Disagree	–	4	5	–
Neither disagree nor agree	–	12	17	–
Agree	–	33	35	–
Strongly agree	–	47	40	–

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

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

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>Caring Relationships</i>				
who really cares about me.				
Not at all true	–	11	8	–
A little true	–	31	27	–
Pretty much true	–	36	32	–
Very much true	–	23	34	–
who notices when I'm not there.				
Not at all true	–	10	9	–
A little true	–	26	24	–
Pretty much true	–	34	35	–
Very much true	–	31	32	–
who listens to me when I have something to say.				
Not at all true	–	5	4	–
A little true	–	19	17	–
Pretty much true	–	35	35	–
Very much true	–	41	44	–
<i>High Expectations</i>				
who tells me when I do a good job.				
Not at all true	–	6	7	–
A little true	–	21	19	–
Pretty much true	–	37	34	–
Very much true	–	37	40	–
who always wants me to do my best.				
Not at all true	–	4	4	–
A little true	–	14	15	–
Pretty much true	–	31	32	–
Very much true	–	51	49	–
who believes that I will be a success.				
Not at all true	–	7	7	–
A little true	–	20	19	–
Pretty much true	–	34	33	–
Very much true	–	40	40	–

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

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

Table A4.7***School Developmental Supports Scale Questions - Continued***

At school...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>Opportunities for Meaningful Participation</i>				
I do interesting activities.				
Not at all true	–	12	12	–
A little true	–	25	26	–
Pretty much true	–	30	30	–
Very much true	–	32	32	–
I help decide things like class activities or rules.				
Not at all true	–	43	46	–
A little true	–	29	28	–
Pretty much true	–	18	16	–
Very much true	–	10	10	–
I do things that make a difference.				
Not at all true	–	26	28	–
A little true	–	36	34	–
Pretty much true	–	26	25	–
Very much true	–	13	13	–

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

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

Table A4.8***Parent Involvement in School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	–	6	6	–
Disagree	–	9	15	–
Neither disagree nor agree	–	30	33	–
Agree	–	36	30	–
Strongly agree	–	20	15	–
Parents feel welcome to participate at this school.				
Strongly disagree	–	4	3	–
Disagree	–	6	7	–
Neither disagree nor agree	–	34	34	–
Agree	–	33	35	–
Strongly agree	–	23	21	–
School staff takes parent concerns seriously.				
Strongly disagree	–	5	6	–
Disagree	–	8	13	–
Neither disagree nor agree	–	34	33	–
Agree	–	33	29	–
Strongly agree	–	20	19	–

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

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

Table A4.9***Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	–	3	3	–
Disagree	–	7	7	–
Neither disagree nor agree	–	19	20	–
Agree	–	47	46	–
Strongly agree	–	24	23	–

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	–	35	42	–
Safe	–	47	44	–
Neither safe nor unsafe	–	15	13	–
Unsafe	–	2	1	–
Very unsafe	–	1	0	–

Question HS A.91/MS A.81: How safe do you feel when you are at school?

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

Table A5.2

Verbal Harassment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
<i>had mean rumors or lies spread about you?</i>				
0 times	–	69	71	–
1 time	–	15	15	–
2 to 3 times	–	10	9	–
4 or more times	–	6	5	–
<i>had sexual jokes, comments, or gestures made to you?</i>				
0 times	–	67	68	–
1 time	–	10	10	–
2 to 3 times	–	10	10	–
4 or more times	–	12	12	–
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	–	70	74	–
1 time	–	12	9	–
2 to 3 times	–	8	9	–
4 or more times	–	10	8	–
<i>been made fun of, insulted, or called names?</i>				
0 times	–	65	70	–
1 time	–	11	10	–
2 to 3 times	–	9	9	–
4 or more times	–	16	11	–

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

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

Table A5.3

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	–	84	93	–
1 time	–	10	4	–
2 to 3 times	–	4	2	–
4 or more times	–	3	1	–
been afraid of being beaten up?				
0 times	–	91	96	–
1 time	–	6	3	–
2 to 3 times	–	2	1	–
4 or more times	–	2	1	–
been in a physical fight?				
0 times	–	92	97	–
1 time	–	5	1	–
2 to 3 times	–	1	0	–
4 or more times	–	2	1	–
been threatened with harm or injury?				
0 times	–	91	94	–
1 time	–	5	2	–
2 to 3 times	–	2	2	–
4 or more times	–	2	2	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	–	96	98	–
1 time	–	2	1	–
2 to 3 times	–	1	1	–
4 or more times	–	1	0	–
been offered, sold, or given an illegal drug?				
0 times	–	86	80	–
1 time	–	6	7	–
2 to 3 times	–	4	6	–
4 or more times	–	3	7	–

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

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

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	–	84	90	–
1 time	–	6	4	–
2 or more times	–	11	6	–
Religion				
0 times	–	91	94	–
1 time	–	4	2	–
2 or more times	–	5	4	–
Gender (being male or female)				
0 times	–	89	92	–
1 time	–	5	4	–
2 or more times	–	6	5	–
Because you are gay or lesbian or someone thought you were				
0 times	–	91	95	–
1 time	–	4	3	–
2 or more times	–	5	2	–
A physical or mental disability				
0 times	–	95	96	–
1 time	–	2	2	–
2 or more times	–	4	2	–
<i>Any of the above five hate-crime reasons</i>				
	–	29	21	–
Any other reason				
0 times	–	83	86	–
1 time	–	6	4	–
2 or more times	–	12	10	–
<i>Any harassment</i>				
	–	35	27	–

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

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

Table A5.5**Property Damage on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	–	86	88	–
1 time	–	8	8	–
2 to 3 times	–	3	3	–
4 or more times	–	3	1	–
Damaged school property on purpose				
0 times	–	93	96	–
1 time	–	4	2	–
2 to 3 times	–	2	1	–
4 or more times	–	1	1	–

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

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

Table A5.6**Weapons Possession on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	–	98	99	–
1 time	–	1	0	–
2 to 3 times	–	0	0	–
4 or more times	–	1	1	–
Carried any other weapon (such as a knife or club)				
0 times	–	95	98	–
1 time	–	2	1	–
2 to 3 times	–	1	0	–
4 or more times	–	2	1	–
Seen someone carrying a gun, knife, or other weapon				
0 times	–	91	93	–
1 time	–	5	5	–
2 to 3 times	–	2	1	–
4 or more times	–	2	1	–

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	–	27	57	–	A6.2
Current alcohol or drugs	–	14	42	–	A6.4
Current heavy drug users	–	4	13	–	A6.4
Current heavy alcohol user (binge drinker)	–	4	22	–	A6.4
Current alcohol or drug use on school property	–	4	5	–	A6.10

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

Table A6.2**Lifetime AOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	–	79	46	–
1 time	–	7	7	–
2 to 3 times	–	7	10	–
4 or more times	–	7	37	–
Marijuana				
0 times	–	90	61	–
1 time	–	2	7	–
2 to 3 times	–	3	6	–
4 or more times	–	5	26	–
Inhalants (to get “high”)				
0 times	–	97	97	–
1 time	–	2	1	–
2 to 3 times	–	1	1	–
4 or more times	–	1	1	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	98	97	–
1 time	na	1	1	–
2 to 3 times	na	1	1	–
4 or more times	na	1	1	–
Ecstasy, LSD, or other psychedelics				
0 times	na	98	94	–
1 time	na	1	2	–
2 to 3 times	na	1	2	–
4 or more times	na	1	2	–
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	–	92	93	–
1 time	–	3	2	–
2 to 3 times	–	2	2	–
4 or more times	–	3	2	–
Any of the above AOD use	–	27	57	–

Question HS A.47-50, 52, 57/MS A.48-50, 52: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

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

na—Not asked of middle school students.

Table A6.2**Lifetime AOD Use – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	93	91	–
1 time	na	3	3	–
2 to 3 times	na	2	3	–
4 or more times	na	2	3	–
Diet Pills				
0 times	na	94	96	–
1 time	na	2	1	–
2 to 3 times	na	1	1	–
4 or more times	na	4	2	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	95	88	–
1 time	na	1	3	–
2 to 3 times	na	1	3	–
4 or more times	na	3	6	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	55	69	–
1 time	na	4	3	–
2 to 3 times	na	7	5	–
4 or more times	na	34	23	–

Question HS A.53-56: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

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

na—Not asked of middle school students.

Table A6.3
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	–	21	54	–
Marijuana	–	10	39	–
Inhalants	–	3	3	–
Cocaine	na	2	3	–
Ecstasy, LSD, or other psychedelics	na	2	6	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	14	18	–

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

Table A6.4***Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	–	12	36	–
Binge drinking (5 or more drinks in a row)	–	4	22	–
Marijuana	–	6	23	–
Inhalants	–	2	1	–
Prescription medications to get “high” or for reasons other than prescribed	na	2	3	–
Other drug, pill, or medicine to get “high” or for other than medical reasons	–	2	2	–
<i>Any drug use</i>	–	7	24	–
<i>Heavy drug user</i>	–	4	13	–
<i>Any AOD Use</i>	–	14	42	–
Two or more drugs at the same time	na	3	11	–

Question HS A.64-70/MS A.59-62, 63: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription medications to get “high” or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	–	88	64	–
1 or 2 days	–	8	22	–
3 to 9 days	–	3	11	–
10 to 19 days	–	0	2	–
20 or more days	–	0	1	–
Binge drinking (5 or more drinks in a row)				
0 days	–	96	78	–
1 or 2 days	–	3	14	–
3 to 9 days	–	1	6	–
10 to 19 days	–	0	1	–
20 or more days	–	0	1	–
Marijuana				
0 days	–	94	77	–
1 or 2 days	–	3	11	–
3 to 9 days	–	2	6	–
10 to 19 days	–	1	2	–
20 or more days	–	1	3	–

Question HS A.64-66/MS A.59-61: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

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

Table A6.6***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	–	91	66	–
1 to 2 times	–	5	17	–
3 to 6 times	–	3	9	–
7 or more times	–	1	7	–
“High” (loaded, stoned, or wasted) from using drugs				
0 times	–	91	65	–
1 to 2 times	–	3	9	–
3 to 6 times	–	2	7	–
7 or more times	–	4	18	–
Very drunk or “high” 7 or more times	–	4	21	–

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

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

Table A6.7***Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don’t use	na	92	66	–
0 times	na	6	30	–
1 time	na	1	3	–
2 to 3 times	na	1	1	–
4 or more times	na	0	0	–
Marijuana				
Does not apply, don’t use	na	93	70	–
0 times	na	5	24	–
1 time	na	1	4	–
2 to 3 times	na	1	2	–
4 or more times	na	0	1	–

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

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

na—Not asked of middle school students.

Table A6.8***Drinking While Driving***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	91	83	–
1 time	na	5	8	–
2 times	na	2	5	–
3 to 6 times	na	1	3	–
7 or more times	na	1	1	–
Have ridden in a car driven by someone who had been drinking				
Never	–	na	na	na
1 time	–	na	na	na
2 times	–	na	na	na
3 to 6 times	–	na	na	na
7 or more times	–	na	na	na

Question HS A.90/MS A.80: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

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

na—Not asked of middle/high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	–	97	87	–
1 to 2 times	–	2	7	–
3 to 6 times	–	1	4	–
7 or more times	–	1	3	–

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

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

Table A6.10***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	–	98	97	–
1 to 2 days	–	2	2	–
3 or more days	–	1	0	–
Marijuana				
0 days	–	98	97	–
1 to 2 days	–	1	2	–
3 or more days	–	1	1	–
Any other drug, pill, or medicine to get “high” or for other than medical reasons?				
0 days	–	98	98	–
1 to 2 days	–	1	1	–
3 or more days	–	1	0	–
<i>Any of the above</i>	–	4	5	–

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

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

Table A6.11***Perceived Harm and Availability***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Alcohol - drink occasionally				
Great	–	23	15	–
Moderate	–	24	21	–
Slight	–	38	48	–
None	–	15	16	–
Alcohol - 5 or more drinks once or twice a week				
Great	–	63	58	–
Moderate	–	25	30	–
Slight	–	7	10	–
None	–	4	2	–
Marijuana - smoke occasionally				
Great	–	37	18	–
Moderate	–	30	20	–
Slight	–	21	33	–
None	–	12	29	–
Marijuana - smoke once or twice a week				
Great	–	62	36	–
Moderate	–	20	26	–
Slight	–	10	21	–
None	–	8	18	–
<i>Perceived Difficulty of Obtaining...</i>				
Alcohol				
Very difficult	–	5	3	–
Fairly difficult	–	8	4	–
Fairly easy	–	26	27	–
Very easy	–	33	50	–
Don't know	–	28	15	–
Marijuana				
Very difficult	–	8	4	–
Fairly difficult	–	8	4	–
Fairly easy	–	24	23	–
Very easy	–	26	49	–
Don't know	–	34	20	–

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	–	4	8	–	A7.2
Current cigarette smoking [‡]	–	2	3	–	A7.3
Current cigarette smoking at school [‡]	–	1	1	–	A7.4
Ever tried smokeless tobacco	–	3	6	–	A7.2
Current smokeless tobacco use [‡]	–	1	2	–	A7.3
Current smokeless tobacco use at school [‡]	–	1	1	–	A7.4
Ever used electronic cigarettes or other vaping device	–	14	34	–	A7.2
Current use of electronic cigarettes or other vaping device [‡]	–	6	12	–	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	–	2	3	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	1	2	–	A7.5
Attitudes and Correlates					
Occasional smoking great harm	–	34	31	–	A7.7
Smoking 1-2 packs per day great harm	–	88	91	–	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	–	78	76	–	A7.6
Very easy to obtain cigarettes	–	17	30	–	A7.7

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

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

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	–	na	na	na
1 time	–	na	na	na
2 to 3 times	–	na	na	na
4 or more times	–	na	na	na
A whole cigarette				
0 times	–	96	92	–
1 time	–	2	3	–
2 to 3 times	–	1	2	–
4 or more times	–	1	4	–
Smokeless tobacco				
0 times	–	97	94	–
1 time	–	1	2	–
2 to 3 times	–	1	2	–
4 or more times	–	1	3	–
An electronic cigarette or other vaping device				
0 times	–	86	66	–
1 time	–	5	5	–
2 to 3 times	–	3	9	–
4 or more times	–	6	20	–

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

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
Any	–	2	3	–
Daily (20 or more days)	–	0	0	–
Smokeless Tobacco				
Any	–	1	2	–
Daily (20 or more days)	–	0	0	–
Electronic cigarette				
Any	–	6	12	–
Daily (20 or more days)	–	1	1	–

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

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

Table A7.4**Current Smoking on School Property, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
0 days	–	99	99	–
1 or 2 days	–	1	0	–
3 to 9 days	–	0	0	–
10 to 19 days	–	0	0	–
20 or more days	–	0	0	–
Smokeless Tobacco				
0 days	–	99	99	–
1 or 2 days	–	1	0	–
3 to 9 days	–	0	0	–
10 to 19 days	–	0	0	–
20 or more days	–	0	0	–
Electronic cigarette or other vaping device				
0 days	–	98	97	–
1 or 2 days	–	1	2	–
3 to 9 days	–	1	0	–
10 to 19 days	–	0	0	–
20 or more days	–	0	0	–

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

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

Table A7.5***Cigarette Smoking Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	97	93	–
0 times	na	2	5	–
1 time	na	1	2	–
2 to 3 times	na	0	1	–
4 or more times	na	0	0	–

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

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

na—Not asked of middle school students.

Table A7.6***Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	–	12	13	–
Somewhat disapprove	–	10	11	–
Strongly disapprove	–	78	76	–

Question HS A.86/MS A.79: How do you feel about someone your age smoking one or more packs of cigarettes a day?

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

Table A7.7***Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Smoke cigarettes occasionally				
Great	–	34	31	–
Moderate	–	45	45	–
Slight	–	17	20	–
None	–	5	3	–
Smoke 1-2 packs of cigarettes a day				
Great	–	88	91	–
Moderate	–	6	5	–
Slight	–	2	1	–
None	–	4	3	–
<i>Perceived Difficulty of Obtaining...</i>				
Cigarettes				
Very difficult	–	6	3	–
Fairly difficult	–	13	10	–
Fairly easy	–	26	23	–
Very easy	–	17	30	–
Don't know	–	37	33	–

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	–	80	84	–
1 time	–	10	7	–
2 to 3 times	–	7	6	–
4 or more times	–	4	4	–

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

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

Table A8.2

Alone After School

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

Question MS A.82: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A8.3***Eating of Breakfast***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	28	32	–
Yes	–	72	68	–

Question HS A.117/MS A.107: Did you eat breakfast today?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	77	70	–
Yes	–	23	30	–

Question HS A.115/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	84	84	–
Yes	na	16	16	–

Question HS A.116: During the past 12 months, did you ever seriously consider attempting suicide?

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

na—Not asked of middle school students.

Table A8.6***Gang Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	94	95	–
Yes	–	6	5	–

Question HS A.114/MS A.105: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

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

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

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

Table A9.2

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

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	29		29			39	33
Caring adults in school	28		30			42	33
High expectations-adults in school	44		45			53	47
Meaningful participation at school	14		13			17	19
<i>School Connectedness</i>	61		56			68	66
<i>Academic Motivation</i>	39		43			41	42

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

Table A9.3

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

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	40		34			42	35
Caring adults in school	45		31			47	39
High expectations-adults in school	50		48			53	48
Meaningful participation at school	17		16			16	15
<i>School Connectedness</i>	53		60			62	59
<i>Academic Motivation</i>	38		32			34	32

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

Table A9.4

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

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

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

Table A9.5
Current Cigarette Smoking by Race/Ethnicity

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

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

10. Gender Breakdowns

Table A10.1
School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports	–	–	36	36	41	38	–	–
Caring adults in school	–	–	37	38	44	43	–	–
High expectations-adults in school	–	–	49	51	53	49	–	–
Meaningful participation at school	–	–	17	16	16	18	–	–
<i>School Connectedness</i>								
	–	–	65	66	57	64	–	–
<i>Academic Motivation</i>								
	–	–	49	34	36	30	–	–

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

Table A10.2
Selected Alcohol and Drug Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	–	–	25	17	55	53	–	–
use inhalants?	–	–	3	3	2	4	–	–
smoke marijuana?	–	–	10	10	35	43	–	–
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	–	–	15	8	38	33	–	–
use inhalants?	–	–	1	1	1	1	–	–
smoke marijuana?	–	–	7	5	16	30	–	–
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	–	–	10	7	37	30	–	–
been “high” from using drugs?	–	–	9	8	30	40	–	–
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	–	–	6	3	23	21	–	–
AOD Use at School								
During your life, have you ever been drunk or “high” on school property?	–	–	3	4	11	16	–	–
During the past 30 days, did you use marijuana on school property?	–	–	2	2	1	5	–	–
Perceived Harm								
<i>Frequent use of...is harmful.^A</i>								
alcohol (five or more drinks once or twice a week)	–	–	97	95	98	98	–	–
marijuana (once or twice a week)	–	–	94	90	88	76	–	–

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

^ACombines Great, Moderate, and Slight.

Table A10.3
Selected Tobacco Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	–	–	4	5	6	10	–	–
During the past 30 days, did you smoke a cigarette?	–	–	3	1	3	3	–	–
During the past 30 days, did you smoke cigarettes daily?	–	–	0	0	0	0	–	–
During the past 30 days, did you smoke cigarettes on school property?	–	–	1	1	0	1	–	–
Frequent use of cigarettes is harmful. (1-2 packs a day) ^A	–	–	97	96	97	98	–	–

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

Table A10.4
School Safety–Related Indicators by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	–	–	14	18	10	11	–	–
Religion	–	–	9	10	6	6	–	–
Gender	–	–	18	4	14	2	–	–
Gay/lesbian, or someone thought you were	–	–	8	10	5	5	–	–
Physical/mental disability	–	–	5	5	5	3	–	–
Any other reason	–	–	17	17	15	12	–	–
During the past 12 months at school, have you been in a physical fight?	–	–	4	13	1	4	–	–
Feels safe at school	–	–	84	81	85	87	–	–
Currently belong to a gang	–	–	4	7	2	7	–	–

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

Table A10.5
Physical and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Eating of breakfast	–	–	68	76	65	72	–	–
Chronic sad or hopeless feelings	–	–	30	16	39	20	–	–

Note: Cells are empty if there are less than 25 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
<i>Student Sample Size</i>				
Target sample	–	1,410	1,335	–
Final number	–	1,159	1,038	–
Average Response Rate	–	82%	78%	–

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

2. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B2.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	–	72	43	–
10 or under	–	6	3	–
11-12 years old	–	5	4	–
13-14 years old	–	16	18	–
15-16 years old	–	1	31	–
17 years or older	–	0	1	–
Marijuana				
Never	–	90	63	–
10 or under	–	1	0	–
11-12 years old	–	1	2	–
13-14 years old	–	6	12	–
15-16 years old	–	1	23	–
17 years or older	–	0	0	–
Any other illegal drug or pill to get “high”				
Never	–	96	90	–
10 or under	–	0	0	–
11-12 years old	–	1	1	–
13-14 years old	–	2	2	–
15-16 years old	–	0	6	–
17 years or older	–	0	0	–

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

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

Table B2.2***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	–	95	89	–
10 or under	–	1	1	–
11-12 years old	–	1	1	–
13-14 years old	–	3	3	–
15-16 years old	–	0	6	–
17 years or older	–	0	0	–
Smokeless tobacco				
Never	–	96	91	–
10 or under	–	1	0	–
11-12 years old	–	1	1	–
13-14 years old	–	2	3	–
15-16 years old	–	0	5	–
17 years or older	–	0	0	–

Question HS B.2, 3: About how old were you the first time you did any of these things?... Smoked part or all of a cigarette... Used smokeless tobacco or other tobacco products.

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

Table B2.3***Alcohol Consumption***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	–	86	54	–
Just enough to feel it a little	–	8	13	–
Enough to feel it moderately	–	3	22	–
Until I feel it a lot or get really drunk	–	2	11	–

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

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

Table B2.4
Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	92	67	–
Just enough to feel a little high	na	2	8	–
Enough to feel it moderately	na	3	14	–
Until I feel it a lot or get really high	na	3	11	–

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 25 respondents.

na—Not asked of middle school students.

3. Selling Drugs

Table B3.1
Sold Drugs, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	96	92	–
Yes	na	4	8	–

Question HS B.19: During the past 12 months, have you sold drugs to someone?

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

na—Not asked of middle school students.

4. Consequences of AOD Consumption

Table B4.1

Alcohol or Other Drug Use Caused Any Problems

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Doesn't apply; I've never used alcohol or drugs	na	88	53	–
Have problems with emotions, nerves, or mental health	na	3	7	–
Get into trouble or have problems with the police	na	1	5	–
Have money problems	na	1	2	–
Miss school	na	1	2	–
Have problems with schoolwork	na	1	3	–
Fight with others	na	1	2	–
Damage a friendship	na	2	5	–
Physically hurt or injure yourself	na	1	2	–
Have unwanted or unprotected sex	na	1	2	–
Forget what happened or pass out	na	2	12	–
Have any other problems	na	1	3	–
I've used alcohol or drugs but never had any problems	na	8	29	–

Question HS B.8: 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 25 respondents. Total percentages may exceed 100% for “mark all that apply” items.

na—Not asked of middle school students.

Table B4.2***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	88	55	–
Found you had to increase how much you use to have the same effect as before	na	3	9	–
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	1	4	–
Used alcohol or drugs a lot more than you intended	na	2	5	–
Used alcohol or drugs when you were alone (by yourself)	na	2	9	–
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	na	1	2	–
Often didn't feel OK unless you had something to drink or used a drug	na	1	2	–
Thought about reducing (cutting down) or stopping use	na	1	8	–
Told yourself you were not going to use but found yourself using anyway	na	2	5	–
Spoke with someone about reducing or stopping use	na	1	3	–
Attended counseling, a program, or group to help you reduce or stop use	na	0	1	–
I use alcohol or drugs but have not experienced any of these things	na	7	27	–

Question HS B.9: 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 25 respondents. Total percentages may exceed 100% for “mark all that apply” items.

na—Not asked of middle school students.

Table B4.3***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	57	60	–
Likely	na	24	24	–
Not likely	na	8	8	–
Don't know	na	11	8	–

Question HS B.12: 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 25 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	90	56	–
No, but I do use alcohol or other drugs	na	9	43	–
Yes, I have felt that I needed help	na	1	1	–

Question HS B.10: 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 25 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	36	29	–
Likely	na	30	30	–
Not likely	na	16	24	–
Don't know	na	17	17	–

Question HS B.11: 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 25 respondents.

na—Not asked of middle school students.

Table B5.3

Talked with Parent About ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	43	41	–
Yes	–	57	59	–

Question HS B.17/MS B.11: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco, alcohol, or drug use?

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

6. Sources of Alcohol

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	–	12	9	–
At parties or events outside school	–	42	59	–
At their own home	–	25	40	–
From adults at friends' homes	–	11	20	–
From friends or another teenager	–	28	51	–
Get adults to buy it for them	–	8	22	–
Buy it themselves from a store	–	10	30	–
At bars, clubs, or gambling casinos	–	2	2	–
Other	–	8	12	–
Don't know	–	49	29	–

Question HS B.13/MS B.7: 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 25 respondents. Total percentages may exceed 100% for “mark all that apply” items.

7. Influences on ATOD Use

Table B7.1

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	–	22	20	–
Somewhat disapprove	–	16	20	–
Strongly disapprove	–	62	61	–
Trying marijuana or hashish once or twice				
Neither approve nor disapprove	–	35	62	–
Somewhat disapprove	–	21	19	–
Strongly disapprove	–	44	20	–
Using marijuana once a month or more				
Neither approve nor disapprove	–	29	52	–
Somewhat disapprove	–	18	20	–
Strongly disapprove	–	53	28	–

Question HS B.14-16/MS B.8-10: 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 or hashish once or twice... Using marijuana once a month or more.

Note: Cells are empty if there are less than 25 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	–	87	87	–
Wrong	–	9	9	–
A little wrong	–	3	3	–
Not at all wrong	–	1	1	–
Smoke tobacco				
Very wrong	–	90	92	–
Wrong	–	8	7	–
A little wrong	–	2	1	–
Not at all wrong	–	1	0	–
Use marijuana				
Very wrong	–	84	72	–
Wrong	–	10	15	–
A little wrong	–	4	10	–
Not at all wrong	–	2	3	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	–	91	93	–
Wrong	–	6	5	–
A little wrong	–	1	1	–
Not at all wrong	–	1	1	–

Question HS B.20-23/MS B.13-16: 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... Use prescription drugs to get high or for reasons other than prescribed.

Note: Cells are empty if there are less than 25 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	–	66	57	–
Wrong	–	22	24	–
A little wrong	–	9	12	–
Not at all wrong	–	3	6	–
Smoke tobacco				
Very wrong	–	68	59	–
Wrong	–	21	25	–
A little wrong	–	7	11	–
Not at all wrong	–	4	5	–
Use marijuana				
Very wrong	–	62	35	–
Wrong	–	19	16	–
A little wrong	–	11	18	–
Not at all wrong	–	9	32	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	–	70	60	–
Wrong	–	20	21	–
A little wrong	–	6	13	–
Not at all wrong	–	4	6	–

Question HS B.24-27/MS B.17-20: 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... Use prescription drugs to get high or for reasons other than prescribed.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Drinking one or two drinks of alcohol nearly every day				
Neither approve nor disapprove	–	24	21	–
Somewhat disapprove	–	18	20	–
Strongly disapprove	–	57	59	–
Using marijuana				
Neither approve nor disapprove	–	28	48	–
Somewhat disapprove	–	20	23	–
Strongly disapprove	–	52	29	–
Using prescription drugs to get high				
Neither approve nor disapprove	–	23	21	–
Somewhat disapprove	–	17	21	–
Strongly disapprove	–	60	58	–

Question HS B.28-30/MS B.21-23: How do you think your close friends would feel about you doing the following?... Drinking one or two drinks of alcohol nearly every day... Using marijuana... Using prescription drugs to get high.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	22	23	–
Yes	–	78	77	–

Question HS B.18/MS B.12: 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 25 respondents.

Resilience & Youth Development Module

1. Module Sample

Table K1.1

Student Sample for Resilience & Youth Development Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	1,410	1,335	–
Final number	–	1,065	978	–
Average Response Rate	–	76%	73%	–

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

2. Environmental Assets

Table K2.1

Summary of Resilience-Promoting Protective Factors (Developmental Supports)^A

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>Total Environment^B</i>	–	–	–	76	22	2	74	24	2	–	–	–
Caring adult relationships ^B	–	–	–	74	23	3	73	23	4	–	–	–
High expectations ^B	–	–	–	82	17	1	81	18	1	–	–	–
Opportunities for meaningful participation ^B	–	–	–	55	38	7	52	40	9	–	–	–
<i>Peer Environment</i>												
Total	–	–	–	74	23	3	77	22	2	–	–	–
Caring peer relationships	–	–	–	68	24	8	71	23	6	–	–	–
High expectations: pro-social peers	–	–	–	69	29	2	70	29	1	–	–	–
<i>Home Environment</i>												
Total	–	–	–	82	16	3	80	18	3	–	–	–
Caring adult relationships	–	–	–	78	18	4	73	22	5	–	–	–
High expectations	–	–	–	90	8	2	90	9	2	–	–	–
Opportunities for meaningful participation	–	–	–	61	31	8	56	32	11	–	–	–
<i>Community Environment</i>												
Total	–	–	–	75	19	6	72	22	6	–	–	–
Caring adult relationships	–	–	–	67	23	9	63	26	11	–	–	–
High expectations	–	–	–	70	23	7	68	23	9	–	–	–
Opportunities for meaningful participation	–	–	–	74	20	6	72	20	7	–	–	–

Notes: Cells are empty if there are less than 25 respondents. ^AThese Protective Factors are also known as Environmental Assets. ^BIncludes measures of school protective factors from Table A4.4, as well as peer, home, and community protective factors.

Table K2.2

Peer Environmental Asset Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Caring Peer Relationships</i>				
<i>I have a friend about my own age... who really cares about me.</i>				
Not at all true	–	4	3	–
A little true	–	6	6	–
Pretty much true	–	19	16	–
Very much true	–	71	75	–
<i>who talks with me about my problems.</i>				
Not at all true	–	9	8	–
A little true	–	12	11	–
Pretty much true	–	21	18	–
Very much true	–	58	64	–
<i>who helps me when I’m having a hard time.</i>				
Not at all true	–	8	7	–
A little true	–	9	10	–
Pretty much true	–	21	16	–
Very much true	–	61	67	–
<i>High Expectations: Pro-Social Peers</i>				
<i>My friends get into a lot of trouble.</i>				
Not at all true	–	70	67	–
A little true	–	21	22	–
Pretty much true	–	4	6	–
Very much true	–	5	4	–
<i>My friends try to do what is right.</i>				
Not at all true	–	7	4	–
A little true	–	8	9	–
Pretty much true	–	31	35	–
Very much true	–	54	51	–
<i>My friends do well in school.</i>				
Not at all true	–	6	3	–
A little true	–	7	8	–
Pretty much true	–	36	36	–
Very much true	–	51	52	–

Question HS/MS K.19-24: I have a friend about my own age... who really cares about me... who talks with me about my problems... who helps me when I’m having a hard time... My friends... get into a lot of trouble... try to do what is right... do well in school.

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

Table K2.3

Home Environmental Asset Scale Questions

In my home, there is a parent or some other adult...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Caring Adult Relationships</i>				
who is interested in my schoolwork.				
Not at all true	–	2	3	–
A little true	–	5	8	–
Pretty much true	–	14	16	–
Very much true	–	79	73	–
who talks with me about my problems.				
Not at all true	–	6	8	–
A little true	–	9	12	–
Pretty much true	–	16	16	–
Very much true	–	69	64	–
who listens to me when I have something to say.				
Not at all true	–	5	5	–
A little true	–	6	9	–
Pretty much true	–	17	16	–
Very much true	–	72	70	–
<i>High Expectations</i>				
who expects me to follow the rules.				
Not at all true	–	2	2	–
A little true	–	1	2	–
Pretty much true	–	11	10	–
Very much true	–	86	86	–
who believes that I will be a success.				
Not at all true	–	3	3	–
A little true	–	3	3	–
Pretty much true	–	9	11	–
Very much true	–	85	83	–
who always wants me to do my best.				
Not at all true	–	2	1	–
A little true	–	2	3	–
Pretty much true	–	8	8	–
Very much true	–	88	88	–

Question HS/MS K.25-30: In my home, there is a parent or some other adult... who expects me to follow the rules... who is interested in my schoolwork... who believes that I will be a success... who talks with me about my problems... who always wants me to do my best... who listens to me when I have something to say.

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

Table K2.3***Home Environmental Asset Scale Questions – Continued***

At home, ...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>Opportunities for Meaningful Participation</i>				
I do fun things or go fun places with my parents or other adults.				
Not at all true	–	5	7	–
A little true	–	10	15	–
Pretty much true	–	23	23	–
Very much true	–	63	56	–
I do things that make a difference.				
Not at all true	–	10	11	–
A little true	–	17	20	–
Pretty much true	–	27	26	–
Very much true	–	46	43	–
I help make decisions with my family.				
Not at all true	–	8	9	–
A little true	–	12	16	–
Pretty much true	–	25	24	–
Very much true	–	55	51	–

Question HS/MS K.31-33: At home, ... I do fun things or go fun places with my parents or other adults... I do things that make a difference... I help make decisions with my family.

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

Table K2.4

Community Environmental Asset Scale Questions

Outside of my home and school, there is an adult...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>Caring Adult Relationships</i>				
who really cares about me.				
Not at all true	–	6	8	–
A little true	–	10	9	–
Pretty much true	–	17	19	–
Very much true	–	66	63	–
who notices when I am upset about something.				
Not at all true	–	11	13	–
A little true	–	11	14	–
Pretty much true	–	18	20	–
Very much true	–	60	53	–
whom I trust.				
Not at all true	–	9	10	–
A little true	–	9	8	–
Pretty much true	–	15	20	–
Very much true	–	66	62	–
<i>High Expectations</i>				
who tells me when I do a good job.				
Not at all true	–	7	10	–
A little true	–	9	10	–
Pretty much true	–	19	20	–
Very much true	–	65	60	–
who believes that I will be a success.				
Not at all true	–	7	8	–
A little true	–	9	9	–
Pretty much true	–	17	17	–
Very much true	–	67	66	–
who always wants me to do my best.				
Not at all true	–	6	8	–
A little true	–	7	8	–
Pretty much true	–	17	17	–
Very much true	–	69	67	–

Question HS/MS K.34-39: Outside of my home and school, there is an adult... who really cares about me... who tells me when I do a good job... who notices when I am upset about something... who believes that I will be a success... who always wants me to do my best... whom I trust.

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

Table K2.4

Community Environmental Asset Scale Questions – Continued

Outside of my home and school, ...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Opportunities for Meaningful Participation</i>				
I am part of clubs, sports teams, church/temple, or other group activities.				
Not at all true	–	11	12	–
A little true	–	6	6	–
Pretty much true	–	10	12	–
Very much true	–	73	70	–
I am involved in music, art, literature, sports, or a hobby.				
Not at all true	–	6	8	–
A little true	–	5	6	–
Pretty much true	–	10	11	–
Very much true	–	78	76	–
I help other people.				
Not at all true	–	7	6	–
A little true	–	10	11	–
Pretty much true	–	25	23	–
Very much true	–	59	59	–

Question HS/MS K.40-42: Outside of my home and school, ... I am part of clubs, sports teams, church/temple, or other group activities... I am involved in music, art, literature, sports, or a hobby... I help other people.

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

3. Internal Assets

Table K3.1

Summary of Internal Strengths

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>Total</i>	–	–	–	79	19	2	80	19	1	–	–	–
Cooperation and communication	–	–	–	63	33	4	62	34	4	–	–	–
Self-efficacy	–	–	–	70	26	4	71	26	3	–	–	–
Empathy	–	–	–	75	21	4	77	20	3	–	–	–
Problem solving	–	–	–	54	36	10	56	36	9	–	–	–
Self-awareness	–	–	–	70	23	6	68	25	7	–	–	–
Goals and aspirations	–	–	–	90	8	2	92	6	1	–	–	–

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

Table K3.2

Internal Strength Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Cooperation and Communication</i>				
I can work with someone who has different opinions than mine.				
Not at all true	–	3	2	–
A little true	–	11	8	–
Pretty much true	–	27	32	–
Very much true	–	58	58	–
I enjoy working together with other students my age.				
Not at all true	–	8	7	–
A little true	–	12	15	–
Pretty much true	–	25	26	–
Very much true	–	55	53	–
I stand up for myself without putting others down.				
Not at all true	–	6	4	–
A little true	–	10	11	–
Pretty much true	–	29	31	–
Very much true	–	55	54	–
<i>Self-Efficacy</i>				
I can work out my problems.				
Not at all true	–	4	4	–
A little true	–	11	9	–
Pretty much true	–	26	29	–
Very much true	–	59	58	–
I can do most things if I try.				
Not at all true	–	3	3	–
A little true	–	6	6	–
Pretty much true	–	27	28	–
Very much true	–	63	63	–
There are many things that I do well.				
Not at all true	–	5	4	–
A little true	–	8	9	–
Pretty much true	–	24	23	–
Very much true	–	63	64	–

Question HS/MS K.6-9, 13, 14: I can work out my problems... I can do most things if I try... I can work with someone who has different opinions than mine... There are many things that I do well... I enjoy working together with other students my age... I stand up for myself without putting others down.

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

Table K3.2

Internal Strength Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Empathy</i>				
I feel bad when someone gets their feelings hurt.				
Not at all true	–	4	2	–
A little true	–	7	7	–
Pretty much true	–	19	20	–
Very much true	–	70	71	–
I try to understand what other people go through.				
Not at all true	–	4	3	–
A little true	–	7	5	–
Pretty much true	–	23	20	–
Very much true	–	66	72	–
I try to understand how other people feel and think.				
Not at all true	–	4	3	–
A little true	–	8	7	–
Pretty much true	–	24	21	–
Very much true	–	64	69	–
<i>Problem solving</i>				
I know where to go for help with a problem.				
Not at all true	–	6	5	–
A little true	–	9	11	–
Pretty much true	–	25	24	–
Very much true	–	61	60	–
I try to work out problems by talking or writing about them.				
Not at all true	–	16	14	–
A little true	–	17	17	–
Pretty much true	–	21	21	–
Very much true	–	46	48	–
When I need help, I find someone to talk with.				
Not at all true	–	11	10	–
A little true	–	18	19	–
Pretty much true	–	23	21	–
Very much true	–	49	50	–

Question HS/MS K.4, 5, 10-12, 15: I know where to go for help with a problem... I try to work out problems by talking or writing about them... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... When I need help, I find someone to talk with... I try to understand how other people feel and think.

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

Table K3.2

Internal Strength Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Self-Awareness</i>				
There is a purpose to my life.				
Not at all true	–	7	6	–
A little true	–	8	9	–
Pretty much true	–	16	17	–
Very much true	–	70	69	–
I understand my moods and feelings.				
Not at all true	–	7	6	–
A little true	–	8	13	–
Pretty much true	–	25	27	–
Very much true	–	60	54	–
I understand why I do what I do.				
Not at all true	–	5	6	–
A little true	–	8	11	–
Pretty much true	–	24	27	–
Very much true	–	62	56	–
<i>Goals and Aspirations</i>				
I have goals and plans for the future.				
Not at all true	–	3	2	–
A little true	–	7	5	–
Pretty much true	–	17	15	–
Very much true	–	72	78	–
I plan to graduate from high school.				
Not at all true	–	2	1	–
A little true	–	2	1	–
Pretty much true	–	5	4	–
Very much true	–	91	94	–
I plan to go to college or some other school after high school.				
Not at all true	–	2	2	–
A little true	–	3	1	–
Pretty much true	–	7	8	–
Very much true	–	87	90	–

Question HS/MS K.1-3, 16-18: I have goals and plans for the future... I plan to graduate from high school... I plan to go to college or some other school after high school... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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