

# CALIFORNIA HEALTHY KIDS SURVEY



## Contra Costa County 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:

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

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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](http://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](http://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](http://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](https://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/resources/S3\\_school/climateguidebook\\_final.pdf](https://californias3.wested.org/resources/S3_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](https://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](https://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](mailto:schoolclimate@wested.org)). See also: [californias3.wested.org/workshops](http://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](http://chks.wested.org).

Gregory Austin, Ph.D.  
CHKS/CSCS Director, WestEd

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

# Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. 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	
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 <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Final number	7,808	8,520	6,612	772

*Note:* <sup>A</sup>NT includes continuation, community day, and other alternative school types.

## 2. Summary of Key Indicators

**Table A2.1**

***Key Indicators of School Climate and Student Well-Being***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>School Engagement and Supports</b>					
School connectedness (high)	62	50	48	32	A4.4
Academic motivation (high)	49	36	31	19	A4.4
Truant more than a few times <sup>†</sup>	2	4	8	26	A4.2
Caring adult relationships (high)	41	31	36	28	A4.4
High expectations (high)	57	44	44	35	A4.4
Meaningful participation (high)	20	15	15	8	A4.4
<b>School Safety and Substance Use</b>					
School perceived as very safe or safe	72	66	71	59	A5.1
Experienced any harassment or bullying <sup>†</sup>	34	33	28	18	A5.4
Had mean rumors or lies spread about you <sup>†</sup>	38	33	30	21	A5.2
Been afraid of being beaten up <sup>†</sup>	16	13	7	11	A5.3
Been in a physical fight <sup>†</sup>	12	10	6	15	A5.3
Seen a weapon on campus <sup>†</sup>	13	14	12	16	A5.6
Been drunk or “high” on drugs at school, ever	1	7	14	33	A6.9
<b>Mental and Physical Health</b>					
Current alcohol or drug use <sup>‡</sup>	5	17	32	48	A6.4
Current binge drinking <sup>‡</sup>	1	5	14	20	A6.5
Very drunk or “high” 7 or more times	1	6	17	36	A6.6
Current cigarette smoking <sup>‡</sup>	1	2	3	16	A7.3
Experienced chronic sadness/hopelessness <sup>†</sup>	20	27	30	25	A8.4
Considered suicide <sup>†</sup>	na	16	15	14	A8.5

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

*<sup>†</sup>Past 12 months; <sup>‡</sup>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	0	0
11 years old	2	0	0	1
12 years old	62	0	0	0
13 years old	34	2	0	0
14 years old	2	64	0	1
15 years old	0	32	2	3
16 years old	0	2	66	25
17 years old	0	0	31	44
18 years old or older	0	0	1	26

*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	50	50	48	63
Female	50	50	52	37

*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	70	68	71	40
Yes	30	32	29	60

*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	2	2	2	3
Asian	20	19	18	3
Black or African American	6	8	6	18
Native Hawaiian or Pacific Islander	2	3	3	3
White	34	36	44	22
Mixed (two or more) races	36	33	26	51

*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	91	94	95	82
Other relative's home	2	1	1	4
A home with more than one family	3	2	2	5
Friend's home	0	0	0	2
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	0	0	0	1
Other living arrangement	3	2	1	5

*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	5	9	9	26
Graduated from high school	8	11	12	29
Attended college but did not complete four-year degree	7	11	12	14
Graduated from college	62	57	60	15
Don't know	18	12	6	16

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	56	60	69	27
Yes	27	29	24	61
Don't know	18	11	6	11

*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	72	84	93	75
Yes	1	2	1	5
Don't know	27	15	6	20

*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	71	75	77	62
Spanish	15	14	13	33
Mandarin	1	1	1	1
Cantonese	1	1	1	1
Taiwanese	0	0	0	0
Tagalog	2	2	2	1
Vietnamese	1	1	1	0
Korean	1	1	1	0
Other	8	5	5	2

*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 %
<b>How well do you...</b>				
<b>understand English?</b>				
Very well	92	93	94	87
Well	7	6	6	11
Not well	0	0	1	1
Not at all	0	0	0	0
<b>speak English?</b>				
Very well	88	90	91	80
Well	10	9	7	18
Not well	1	1	1	2
Not at all	0	0	0	1
<b>read English?</b>				
Very well	85	87	89	78
Well	14	11	9	19
Not well	1	1	1	2
Not at all	0	0	0	1
<b>write English?</b>				
Very well	81	84	86	73
Well	17	14	12	23
Not well	2	2	2	3
Not at all	0	0	0	2

*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	79	76	78	81
1 day	5	4	4	3
2 days	5	4	3	3
3 days	3	4	3	3
4 days	3	3	2	2
5 days	6	9	8	7

*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)	75	84	86	78
Gay or Lesbian or Bisexual	4	8	8	10
Transgender	1	1	1	2
Not sure	12	7	6	5
Decline to respond	14	6	5	10

*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	93	94	97	88
Yes	3	3	2	8
Don't know	4	2	1	4

*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	36	31	25	7
A's and B's	35	33	36	21
Mostly B's	5	7	10	8
B's and C's	14	16	17	26
Mostly C's	3	4	4	11
C's and D's	5	6	5	15
Mostly D's	1	1	1	5
Mostly F's	2	2	1	9

*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	79	74	62	36
1-2 times	11	13	16	15
A few times	7	9	14	23
Once a month	1	1	3	4
Once a week	0	1	3	6
More than once a week	1	2	3	16

*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	42	33	21
Illness (feeling physically sick), including problems with breathing or your teeth	41	44	52	50
Felt very sad, hopeless, anxious, stressed, or angry	5	9	14	17
Didn't get enough sleep	6	11	20	26
Didn't feel safe at school	1	2	1	3
Had to work	1	1	2	6
Had to take care of or help a family member or friend	4	4	5	11
Wanted to spend time with friends who don't go to your school	0	1	2	8
Wanted to use alcohol or drugs	0	1	2	6
Were behind in schoolwork or weren't prepared for a test or class assignment	2	6	16	6
Were bored with or uninterested in school	1	4	8	13
Were suspended	1	1	1	5
Other reason	15	13	13	15

*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
<b><i>School Environment</i></b>												
Total school supports	42	48	10	30	53	17	33	52	15	24	51	25
Caring adults in school	41	49	10	31	55	15	36	53	11	28	55	17
High expectations-adults in school	57	37	6	44	47	9	44	48	8	35	50	16
Meaningful participation at school	20	54	26	15	49	36	15	49	36	8	45	47
<b><i>School Connectedness</i></b>	62	31	7	50	40	11	48	41	11	32	51	17
<b><i>Academic Motivation</i></b>	49	38	13	36	43	21	31	44	25	19	42	39

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



**Table A4.5**  
**School Connectedness Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I feel close to people at this school.</b>				
Strongly disagree	4	6	7	15
Disagree	5	8	9	14
Neither disagree nor agree	20	23	22	36
Agree	45	41	38	26
Strongly agree	27	23	24	9
<b>I am happy to be at this school.</b>				
Strongly disagree	5	7	8	10
Disagree	5	7	9	11
Neither disagree nor agree	17	24	25	36
Agree	40	38	37	32
Strongly agree	33	24	21	11
<b>I feel like I am part of this school.</b>				
Strongly disagree	5	7	8	12
Disagree	6	9	10	11
Neither disagree nor agree	21	28	28	37
Agree	39	36	36	31
Strongly agree	29	19	18	9
<b>The teachers at this school treat students fairly.</b>				
Strongly disagree	6	8	7	9
Disagree	9	11	13	9
Neither disagree nor agree	22	28	28	28
Agree	38	38	39	36
Strongly agree	24	16	13	17
<b>I feel safe in my school.</b>				
Strongly disagree	5	5	5	7
Disagree	5	6	5	7
Neither disagree nor agree	18	23	21	36
Agree	38	41	43	37
Strongly agree	34	24	26	13

*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 %
<b>I try hard to make sure that I am good at my schoolwork.</b>				
Strongly disagree	2	3	4	5
Disagree	1	3	3	5
Neither disagree nor agree	8	12	13	27
Agree	31	36	39	41
Strongly agree	58	46	41	21
<b>I try hard at school because I am interested in my work.</b>				
Strongly disagree	4	6	7	7
Disagree	7	10	12	10
Neither disagree nor agree	21	25	26	34
Agree	36	34	33	33
Strongly agree	32	26	22	15
<b>I work hard to try to understand new things at school.</b>				
Strongly disagree	3	4	4	5
Disagree	3	5	6	7
Neither disagree nor agree	12	18	21	32
Agree	39	41	40	38
Strongly agree	43	32	29	18
<b>I am always trying to do better in my schoolwork.</b>				
Strongly disagree	2	4	4	6
Disagree	2	3	4	6
Neither disagree nor agree	9	14	17	28
Agree	31	37	39	39
Strongly agree	56	43	37	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.*

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

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

<b>At my school, there is a teacher or some other adult...</b>	<b>Grade 7 %</b>	<b>Grade 9 %</b>	<b>Grade 11 %</b>	<b>NT %</b>
<b><i>Caring Relationships</i></b>				
<b>who really cares about me.</b>				
Not at all true	9	12	8	15
A little true	27	33	29	29
Pretty much true	36	33	34	35
Very much true	29	21	29	21
<b>who notices when I'm not there.</b>				
Not at all true	11	15	12	15
A little true	24	29	26	26
Pretty much true	32	32	34	33
Very much true	33	25	28	27
<b>who listens to me when I have something to say.</b>				
Not at all true	8	10	7	15
A little true	19	23	21	23
Pretty much true	33	35	36	34
Very much true	40	32	36	28
<b><i>High Expectations</i></b>				
<b>who tells me when I do a good job.</b>				
Not at all true	6	9	8	14
A little true	19	24	22	23
Pretty much true	35	37	38	38
Very much true	40	30	33	25
<b>who always wants me to do my best.</b>				
Not at all true	3	6	5	12
A little true	12	18	18	22
Pretty much true	28	33	36	35
Very much true	57	43	41	31
<b>who believes that I will be a success.</b>				
Not at all true	6	9	8	15
A little true	15	21	20	21
Pretty much true	30	33	35	33
Very much true	49	37	37	31

*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***

<b>At school...</b>	<b>Grade 7 %</b>	<b>Grade 9 %</b>	<b>Grade 11 %</b>	<b>NT %</b>
<b><i>Opportunities for Meaningful Participation</i></b>				
<b>I do interesting activities.</b>				
Not at all true	12	17	17	34
A little true	27	28	30	33
Pretty much true	35	29	28	23
Very much true	26	26	25	10
<b>I help decide things like class activities or rules.</b>				
Not at all true	36	48	46	49
A little true	31	28	29	28
Pretty much true	20	15	16	16
Very much true	12	9	10	7
<b>I do things that make a difference.</b>				
Not at all true	20	31	31	38
A little true	35	36	34	32
Pretty much true	28	21	22	19
Very much true	17	12	13	11

*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 %
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>				
Strongly disagree	5	8	8	11
Disagree	7	13	16	13
Neither disagree nor agree	23	32	35	39
Agree	39	34	30	28
Strongly agree	26	13	11	9
<b>Parents feel welcome to participate at this school.</b>				
Strongly disagree	4	5	5	10
Disagree	6	8	9	11
Neither disagree nor agree	28	38	40	47
Agree	38	33	32	24
Strongly agree	24	15	13	8
<b>School staff takes parent concerns seriously.</b>				
Strongly disagree	5	8	9	9
Disagree	8	11	14	9
Neither disagree nor agree	26	36	36	37
Agree	36	31	28	32
Strongly agree	25	14	12	12

*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 %
<b>My school is usually clean and tidy.</b>				
Strongly disagree	10	11	9	7
Disagree	15	16	15	11
Neither disagree nor agree	24	25	25	37
Agree	33	32	36	36
Strongly agree	19	15	15	9

*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	29	21	28	25
Safe	44	45	43	34
Neither safe nor unsafe	22	28	24	34
Unsafe	3	4	3	4
Very unsafe	3	2	2	3

*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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b><i>had mean rumors or lies spread about you?</i></b>				
0 times	62	67	70	79
1 time	19	15	13	9
2 to 3 times	10	10	10	8
4 or more times	9	8	7	4
<b><i>had sexual jokes, comments, or gestures made to you?</i></b>				
0 times	73	67	69	82
1 time	11	11	9	6
2 to 3 times	7	9	9	8
4 or more times	10	13	13	4
<b><i>been made fun of because of your looks or the way you talk?</i></b>				
0 times	69	68	73	83
1 time	13	13	10	8
2 to 3 times	7	8	8	6
4 or more times	10	11	9	4
<b><i>been made fun of, insulted, or called names?</i></b>				
0 times	59	63	70	84
1 time	16	13	10	7
2 to 3 times	9	9	8	5
4 or more times	16	15	12	5

*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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>				
0 times	73	81	89	89
1 time	13	10	6	7
2 to 3 times	7	5	3	3
4 or more times	7	4	3	2
<b>been afraid of being beaten up?</b>				
0 times	84	87	93	89
1 time	9	7	4	7
2 to 3 times	3	3	2	3
4 or more times	4	3	1	2
<b>been in a physical fight?</b>				
0 times	88	90	94	85
1 time	8	6	3	7
2 to 3 times	3	2	1	4
4 or more times	2	2	1	3
<b>been threatened with harm or injury?</b>				
0 times	90	91	94	92
1 time	6	5	3	5
2 to 3 times	2	2	2	2
4 or more times	2	2	1	2
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	96	96	98	92
1 time	2	2	1	4
2 to 3 times	1	1	0	2
4 or more times	1	1	0	2
<b>been offered, sold, or given an illegal drug?</b>				
0 times	94	82	79	74
1 time	4	8	8	8
2 to 3 times	1	5	6	7
4 or more times	1	5	7	12

*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 %
<b>Race, ethnicity, or national origin</b>				
0 times	85	84	87	91
1 time	7	6	5	5
2 or more times	8	10	9	5
<b>Religion</b>				
0 times	93	91	93	93
1 time	4	4	3	4
2 or more times	3	5	4	3
<b>Gender (being male or female)</b>				
0 times	92	91	92	93
1 time	4	4	4	4
2 or more times	4	5	5	4
<b>Because you are gay or lesbian or someone thought you were</b>				
0 times	92	91	94	93
1 time	4	3	3	4
2 or more times	4	6	3	3
<b>A physical or mental disability</b>				
0 times	96	95	96	93
1 time	2	2	2	3
2 or more times	2	3	2	3
<b><i>Any of the above five hate-crime reasons</i></b>	25	26	23	14
<b>Any other reason</b>				
0 times	78	82	85	88
1 time	8	6	5	6
2 or more times	13	12	10	6
<b><i>Any harassment</i></b>	34	33	28	18

*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 %
<b>Had your property stolen or deliberately damaged</b>				
0 times	82	83	87	88
1 time	11	10	9	7
2 to 3 times	4	4	3	3
4 or more times	3	2	1	2
<b>Damaged school property on purpose</b>				
0 times	96	93	95	91
1 time	3	4	3	5
2 to 3 times	1	2	1	3
4 or more times	1	1	1	2

*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 %
<b>Carried a gun</b>				
0 times	99	98	98	92
1 time	1	1	1	4
2 to 3 times	0	0	0	2
4 or more times	0	1	1	2
<b>Carried any other weapon (such as a knife or club)</b>				
0 times	97	95	96	89
1 time	2	2	2	4
2 to 3 times	0	1	1	4
4 or more times	1	2	2	4
<b>Seen someone carrying a gun, knife, or other weapon</b>				
0 times	87	86	88	84
1 time	9	8	6	6
2 to 3 times	2	4	3	5
4 or more times	1	2	2	5

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

*Note: Cells are empty if there are less than 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)	10	29	50	65	A6.2
Current alcohol or drugs	5	17	32	48	A6.4
Current heavy drug users	1	6	11	36	A6.4
Current heavy alcohol user (binge drinker)	1	5	14	20	A6.4
Current alcohol or drug use on school property	2	5	6	20	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 %
<b>Alcohol (one full drink)</b>				
0 times	93	77	55	45
1 time	4	6	6	7
2 to 3 times	2	7	10	14
4 or more times	1	10	29	34
<b>Marijuana</b>				
0 times	97	84	66	41
1 time	1	3	5	5
2 to 3 times	1	4	6	8
4 or more times	1	9	22	46
<b>Inhalants (to get “high”)</b>				
0 times	97	96	96	90
1 time	1	2	1	3
2 to 3 times	1	1	1	4
4 or more times	1	1	1	3
<b>Cocaine, Methamphetamine, or any amphetamines</b>				
0 times	na	98	97	88
1 time	na	1	1	3
2 to 3 times	na	1	1	4
4 or more times	na	1	1	5
<b>Ecstasy, LSD, or other psychedelics</b>				
0 times	na	98	95	84
1 time	na	1	2	4
2 to 3 times	na	1	2	8
4 or more times	na	1	1	4
<b>Any other drug, or pill, or medicine to get “high” or for other than medical reasons</b>				
0 times	98	94	94	84
1 time	1	2	2	4
2 to 3 times	0	2	2	5
4 or more times	1	2	3	7
<b>Any of the above AOD use</b>	10	29	50	65

*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 %
<b>Prescription pain medication, tranquilizers, or sedatives</b>				
0 times	na	93	90	75
1 time	na	3	3	6
2 to 3 times	na	2	3	8
4 or more times	na	2	4	11
<b>Diet Pills</b>				
0 times	na	95	96	93
1 time	na	1	1	1
2 to 3 times	na	1	1	3
4 or more times	na	3	2	3
<b>Ritalin<sup>TM</sup> or Adderall<sup>TM</sup> or other prescription stimulant</b>				
0 times	na	96	93	88
1 time	na	1	2	3
2 to 3 times	na	1	2	4
4 or more times	na	2	3	5
<b>Cold/Cough Medicines or other over-the-counter medicines</b>				
0 times	na	68	71	69
1 time	na	5	5	6
2 to 3 times	na	7	6	11
4 or more times	na	21	18	14

*Question HS A.53-56: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin<sup>TM</sup>, OxyContin<sup>TM</sup>, Percodan<sup>TM</sup>, Lortab<sup>TM</sup>), tranquilizers, or sedatives (Xanax<sup>TM</sup>, Ativan<sup>TM</sup>)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin<sup>TM</sup> or Adderall<sup>TM</sup> (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	7	23	45	55
Marijuana	3	16	34	59
Inhalants	3	4	4	10
Cocaine	na	2	3	12
Ecstasy, LSD, or other psychedelics	na	2	5	16
Prescription pain killers, Diet Pills, or other prescription stimulant	na	12	15	27

*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)	4	12	25	31
Binge drinking (5 or more drinks in a row)	1	5	14	20
Marijuana	1	9	18	40
Inhalants	1	1	1	7
Prescription medications to get “high” or for reasons other than prescribed	na	2	3	11
Other drug, pill, or medicine to get “high” or for other than medical reasons	1	2	2	9
<b><i>Any drug use</i></b>	2	10	19	43
<b><i>Heavy drug user</i></b>	1	6	11	36
<b><i>Any AOD Use</i></b>	5	17	32	48
Two or more drugs at the same time	na	3	7	16

*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 %
<b>Alcohol (at least one drink)</b>				
0 days	96	88	75	69
1 or 2 days	3	9	17	17
3 to 9 days	0	2	6	8
10 to 19 days	0	1	1	4
20 or more days	0	1	1	2
<b>Binge drinking (5 or more drinks in a row)</b>				
0 days	99	95	86	80
1 or 2 days	1	3	9	10
3 to 9 days	0	1	4	5
10 to 19 days	0	0	1	4
20 or more days	0	0	1	2
<b>Marijuana</b>				
0 days	99	91	82	60
1 or 2 days	1	4	8	9
3 to 9 days	0	2	4	7
10 to 19 days	0	1	2	5
20 or more days	0	2	4	19

*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 %
<b>Very drunk or sick after drinking alcohol</b>				
0 times	98	90	73	61
1 to 2 times	1	6	14	20
3 to 6 times	0	2	7	10
7 or more times	0	2	6	9
<b>“High” (loaded, stoned, or wasted) from using drugs</b>				
0 times	98	86	70	45
1 to 2 times	1	5	8	11
3 to 6 times	0	3	6	8
7 or more times	0	6	16	36
<b>Very drunk or “high” 7 or more times</b>	1	6	17	36

*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 %
<b>Alcohol</b>				
Does not apply, don’t use	na	89	74	66
0 times	na	8	21	24
1 time	na	2	3	6
2 to 3 times	na	1	1	3
4 or more times	na	1	1	2
<b>Marijuana</b>				
Does not apply, don’t use	na	88	76	55
0 times	na	7	16	25
1 time	na	2	4	11
2 to 3 times	na	1	2	5
4 or more times	na	1	1	5

*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 %
<b>Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking</b>				
Never	na	90	86	71
1 time	na	3	5	7
2 times	na	2	3	9
3 to 6 times	na	2	3	7
7 or more times	na	2	2	7
<b>Have ridden in a car driven by someone who had been drinking</b>				
Never	74	na	na	na
1 time	11	na	na	na
2 times	6	na	na	na
3 to 6 times	4	na	na	na
7 or more times	5	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	99	93	86	67
1 to 2 times	1	3	6	11
3 to 6 times	0	2	4	6
7 or more times	0	2	5	16

*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 %
<b>Alcohol</b>				
0 days	99	97	97	89
1 to 2 days	1	2	2	6
3 or more days	0	1	1	5
<b>Marijuana</b>				
0 days	99	97	96	82
1 to 2 days	0	2	2	7
3 or more days	0	1	2	10
<b>Any other drug, pill, or medicine to get “high” or for other than medical reasons?</b>				
0 days	99	98	98	92
1 to 2 days	0	1	1	4
3 or more days	0	1	1	4
<b><i>Any of the above</i></b>	2	5	6	20

*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 %
<b><i>Perceived Harm of Use...</i></b>				
<b>Alcohol - drink occasionally</b>				
Great	26	29	25	32
Moderate	26	26	25	26
Slight	25	29	33	20
None	23	16	16	22
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	53	57	57	43
Moderate	20	23	25	24
Slight	6	8	10	12
None	20	11	8	21
<b>Marijuana - smoke occasionally</b>				
Great	44	36	26	23
Moderate	25	27	21	18
Slight	10	19	26	16
None	21	18	27	42
<b>Marijuana - smoke once or twice a week</b>				
Great	57	50	37	25
Moderate	15	22	23	15
Slight	7	13	19	18
None	20	16	21	43
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Alcohol</b>				
Very difficult	19	7	6	13
Fairly difficult	13	9	5	9
Fairly easy	15	25	26	20
Very easy	11	29	44	36
Don't know	43	30	19	23
<b>Marijuana</b>				
Very difficult	28	9	6	12
Fairly difficult	11	10	4	5
Fairly easy	9	20	22	11
Very easy	7	29	47	52
Don't know	45	32	21	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
<b>Use Prevalence and Patterns</b>					
Ever smoked a whole cigarette	1	5	10	29	A7.2
Current cigarette smoking <sup>‡</sup>	1	2	3	16	A7.3
Current cigarette smoking at school <sup>‡</sup>	0	1	1	9	A7.4
Ever tried smokeless tobacco	1	3	5	14	A7.2
Current smokeless tobacco use <sup>‡</sup>	0	1	2	6	A7.3
Current smokeless tobacco use at school <sup>‡</sup>	0	1	1	6	A7.4
Ever used electronic cigarettes or other vaping device	5	20	32	47	A7.2
Current use of electronic cigarettes or other vaping device <sup>‡</sup>	2	6	10	21	A7.3
Current use of electronic cigarettes or other vaping device at school <sup>‡</sup>	1	3	3	10	A7.4
<b>Cessation Attempts</b>					
Tried to quit or stop using cigarettes	na	2	3	11	A7.5
<b>Attitudes and Correlates</b>					
Occasional smoking great harm	35	38	40	41	A7.7
Smoking 1-2 packs per day great harm	66	74	80	60	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	80	69	67	42	A7.6
Very easy to obtain cigarettes	7	19	30	40	A7.7

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

*<sup>‡</sup>Past 30 days; na—Not asked of middle school students.*

**Table A7.2**  
***Lifetime Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>A cigarette, even one or two puffs</b>				
0 times	97	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	0	na	na	na
<b>A whole cigarette</b>				
0 times	99	95	90	71
1 time	0	2	3	6
2 to 3 times	0	2	2	7
4 or more times	0	2	4	16
<b>Smokeless tobacco</b>				
0 times	99	97	95	86
1 time	0	1	1	6
2 to 3 times	0	1	2	4
4 or more times	0	1	2	5
<b>An electronic cigarette or other vaping device</b>				
0 times	95	80	68	53
1 time	3	6	6	7
2 to 3 times	1	5	8	14
4 or more times	1	9	18	26

*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 %
<b>Cigarette</b>				
Any	1	2	3	16
Daily (20 or more days)	0	0	0	5
<b>Smokeless Tobacco</b>				
Any	0	1	2	6
Daily (20 or more days)	0	0	0	1
<b>Electronic cigarette</b>				
Any	2	6	10	21
Daily (20 or more days)	0	1	2	4

*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 %
<b>Cigarette</b>				
0 days	100	99	99	91
1 or 2 days	0	1	1	4
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	1
20 or more days	0	0	0	3
<b>Smokeless Tobacco</b>				
0 days	100	99	99	94
1 or 2 days	0	0	1	4
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	1
20 or more days	0	0	0	1
<b>Electronic cigarette or other vaping device</b>				
0 days	99	97	97	90
1 or 2 days	1	2	2	5
3 to 9 days	0	0	1	2
10 to 19 days	0	0	0	1
20 or more days	0	0	0	1

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	95	93	81
0 times	na	3	4	8
1 time	na	1	2	4
2 to 3 times	na	0	1	4
4 or more times	na	0	0	3

*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	18	20	39
Somewhat disapprove	8	13	13	19
Strongly disapprove	80	69	67	42

*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 %
<b><i>Perceived Harm of Use...</i></b>				
<b>Smoke cigarettes occasionally</b>				
Great	35	38	40	41
Moderate	31	34	33	23
Slight	15	16	17	13
None	19	12	9	23
<b>Smoke 1-2 packs of cigarettes a day</b>				
Great	66	74	80	60
Moderate	10	10	9	13
Slight	4	4	3	6
None	20	12	8	22
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Cigarettes</b>				
Very difficult	20	8	7	12
Fairly difficult	15	12	9	7
Fairly easy	13	25	26	17
Very easy	7	19	30	40
Don't know	45	36	29	25

*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)	82	81	82	84
1 time	10	9	7	7
2 to 3 times	5	6	6	6
4 or more times	4	4	4	3

*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<sup>TM</sup>, Instagram<sup>TM</sup>, Snapchat<sup>TM</sup>, 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	39	na	na	na
1 day	18	na	na	na
2 days	11	na	na	na
3 days	8	na	na	na
4 days	4	na	na	na
5 days	20	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	25	34	35	55
Yes	75	66	65	45

*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	80	73	70	75
Yes	20	27	30	25

*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	85	86
Yes	na	16	15	14

*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	95	95	94	91
Yes	5	5	6	9

*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
<b><i>School Environment</i></b>							
Total school supports	33	49	43	33	33	51	36
Caring adults in school	34	46	41	32	33	50	36
High expectations-adults in school	51	63	56	51	51	64	54
Meaningful participation at school	14	25	21	17	18	25	16
<b><i>School Connectedness</i></b>	54	65	68	39	56	71	55
<b><i>Academic Motivation</i></b>	42	51	56	39	47	52	45

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
<b><i>School Environment</i></b>							
Total school supports	22	30	33	24	21	36	26
Caring adults in school	25	31	32	23	22	36	28
High expectations-adults in school	39	42	44	38	39	48	41
Meaningful participation at school	10	17	18	11	13	17	12
<b><i>School Connectedness</i></b>	42	50	56	29	47	59	43
<b><i>Academic Motivation</i></b>	32	40	44	27	34	37	33

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
<b><i>School Environment</i></b>							
Total school supports	29	34	30	29	31	38	31
Caring adults in school	33	39	33	32	30	42	34
High expectations-adults in school	41	48	39	42	41	48	43
Meaningful participation at school	13	16	16	15	19	16	14
<b><i>School Connectedness</i></b>	40	43	51	28	43	57	44
<b><i>Academic Motivation</i></b>	29	29	39	27	31	31	27

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
<b><i>School Environment</i></b>							
Total school supports	22			27		28	22
Caring adults in school	27			23		33	27
High expectations-adults in school	35			31		39	37
Meaningful participation at school	6			9		8	6
<b><i>School Connectedness</i></b>	33			24		32	35
<b><i>Academic Motivation</i></b>	19			17		21	19

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 %
<b>Smoked cigarettes in the past 30 days</b>				
Hispanic or Latino	1	3	4	12
American Indian or Alaska Native	1	3	2	
Asian	0	1	1	
Black or African American	0	2	4	12
Native Hawaiian or Pacific Islander	0	3	2	
White	0	2	4	31
Mixed (two or more) races	1	3	3	11

*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 %
<b><i>School Environment</i></b>								
Total school supports	43	41	29	31	33	32	28	21
Caring adults in school	42	41	29	32	36	37	35	24
High expectations-adults in school	58	56	43	45	44	43	41	31
Meaningful participation at school	20	19	14	15	15	15	8	7
<b><i>School Connectedness</i></b>	62	63	47	53	45	52	31	33
<b><i>Academic Motivation</i></b>	53	45	39	33	34	28	23	16

*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 %
<b>Lifetime and Current AOD Use</b>								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	8	6	26	21	47	44	60	53
use inhalants?	3	3	4	3	3	4	9	10
smoke marijuana?	2	3	17	15	33	34	62	57
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	5	3	15	9	27	23	33	30
use inhalants?	1	1	1	1	1	1	8	7
smoke marijuana?	2	1	10	7	17	19	41	40
<b>Level of Involvement (High Risk Patterns)</b>								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	2	1	12	9	29	25	47	35
been “high” from using drugs?	3	2	15	13	30	31	61	52
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	1	1	6	4	14	14	20	20
<b>AOD Use at School</b>								
During your life, have you ever been drunk or “high” on school property?	1	1	7	6	14	15	36	31
During the past 30 days, did you use marijuana on school property?	1	1	3	3	3	5	18	17
<b>Perceived Harm</b>								
<i>Frequent use of...is harmful.<sup>A</sup></i>								
alcohol (five or more drinks once or twice a week)	81	79	91	87	94	91	77	81
marijuana (once or twice a week)	81	79	87	82	83	74	60	56

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

<sup>A</sup>Combines Great, Moderate, and Slight.

**Table A10.3**

***Selected Tobacco Use Measures by Gender***

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	1	1	5	5	8	11	30	28
During the past 30 days, did you smoke a cigarette?	1	1	2	2	3	4	14	16
During the past 30 days, did you smoke cigarettes daily?	0	0	0	0	0	0	4	6
During the past 30 days, did you smoke cigarettes on school property?	0	0	1	1	1	2	8	9
Frequent use of cigarettes is harmful. (1-2 packs a day) <sup>A</sup>	81	80	90	87	92	91	77	79

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

<sup>A</sup>*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	16	16	16	14	13	7	10
Religion	7	8	9	8	7	7	6	6
Gender	12	4	14	4	13	4	8	7
Gay/lesbian, or someone thought you were	8	8	10	7	6	6	8	6
Physical/mental disability	4	3	5	4	4	3	7	6
Any other reason	23	20	22	15	17	12	14	11
During the past 12 months at school, have you been in a physical fight?	7	18	7	13	4	8	16	14
Feels safe at school	71	74	64	68	69	73	61	59
Currently belong to a gang	4	5	4	7	4	9	8	10

*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	72	78	62	72	62	67	45	45
Chronic sad or hopeless feelings	25	14	37	16	39	20	32	21

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