

CALIFORNIA HEALTHY KIDS SURVEY



Los Angeles County Secondary 2015-2017 Main Report

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Contents

	Page
List of Tables	ii
PREFACE	v
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagements	10
5. School Violence, Victimization, and Safety	21
6. Alcohol and Other Drug Use	26
7. Tobacco Use	36
8. Other Physical and Mental Health Risks	41
9. Race/Ethnic Breakdowns	43
10. Gender Breakdowns	49
Appendix I	51
Appendix II	54

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core and Mini-Core Modules	2
A1.2 Student Sample for Core Module	2
A1.3 Student Sample for Mini-Core Module	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Gender of Sample	4
A3.2 Hispanic or Latino	4
A3.3 Race	4
A3.4 Living Situation	5
A3.5 Highest Education of Parents	5
A3.6 Free or Reduced Price Meals Eligibility	6
A3.7 Participation in Migrant Education Program, Past 3 Years	6
A3.8 Language Spoken at Home	6
A3.9 English Language Proficiency – All Students	7
A3.10 English Language Proficiency – Home Language Other Than English	8
A3.11 Number of Days Attending Afterschool Program	9
A3.12 Military Connections	9
A3.13 Sexual Orientation and Gender Identification	9
4. School Performance, Supports, and Engagements	10
A4.1 Grades, Past 12 Months	10
A4.2 Truancy, Past 12 Months	10
A4.3 Reasons for Absence, Past 30 Days	11
A4.4 School Environment Scales	12
A4.5 School Connectedness, Parent Involvement, and Academic Motivation Scales	13
A4.6 Caring Relationships Scale Questions	14
A4.7 High Expectations Scale Questions	15
A4.8 Meaningful Participation Scale Questions	16
A4.9 School Connectedness Scale Questions	17
A4.10 Parent Involvement Scale Questions	18
A4.11 Academic Motivation Scale Questions	19
A4.12 Quality of School Physical Environment	20
5. School Violence, Victimization, and Safety	21
A5.1 Perceived Safety at School	21
A5.2 Reasons for Harassment on School Property, Past 12 Months	22

A5.3	Verbal Harassment at School, Past 12 Months	23
A5.4	Violence and Victimization on School Property, Past 12 Months	24
A5.5	Property Damage on School Property, Past 12 Months	25
A5.6	Weapons Possession on School Property, Past 12 Months	25
6.	Alcohol and Other Drug Use	26
A6.1	Summary Measures of Level of AOD Use	26
A6.2	Summary of AOD Lifetime Use	27
A6.3	Lifetime AOD Use	28
A6.3	Lifetime AOD Use – Continued	29
A6.4	Current AOD Use, Past 30 Days	30
A6.5	Frequency of Current AOD Use, Past 30 Days	31
A6.6	Lifetime Drunk or “High”	32
A6.7	Cessation Attempts	32
A6.8	Drinking While Driving, Lifetime	33
A6.9	Current AOD Use on School Property, Past 30 Days	34
A6.10	Lifetime Drunk or “High” on School Property	34
A6.11	Perceived Harm and Availability	35
7.	Tobacco Use	36
A7.1	Summary of Key CHKS Tobacco Indicators	36
A7.2	Lifetime Tobacco Use	37
A7.3	Any Current Use and Daily Use	38
A7.4	Current Smoking on School Property, Past 30 Days	39
A7.5	Cigarette Smoking Cessation Attempts	40
A7.6	Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes	40
8.	Other Physical and Mental Health Risks	41
A8.1	Cyber Bullying, Past 12 Months	41
A8.2	Alone After School	41
A8.3	Eating of Breakfast	42
A8.4	Chronic Sad or Hopeless Feelings, Past 12 Months	42
A8.5	Seriously Considered Attempting Suicide, Past 12 Months	42
A8.6	Gang Involvement	42
9.	Race/Ethnic Breakdowns	43
A9.1	School Supports and Academic Motivation by Race/Ethnicity - 7th Grade	43
A9.2	School Supports and Academic Motivation by Race/Ethnicity - 9th Grade	43
A9.3	School Supports and Academic Motivation by Race/Ethnicity - 11th Grade	44
A9.4	School Supports and Academic Motivation by Race/Ethnicity - Non-Traditional	44
A9.5	Perceived Safety at School by Race/Ethnicity	45
A9.6	Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months	45
A9.7	Any Harassment or Bullying by Race/Ethnicity, Past 12 Months	46
A9.8	Current Alcohol Use at School by Race/Ethnicity, Past 30 Days	46
A9.9	Current Cigarette Smoking by Race/Ethnicity, Past 30 Days	47
A9.10	Current Alcohol Use by Race/Ethnicity, Past 30 Days	47
A9.11	Current Marijuana Use by Race/Ethnicity, Past 30 Days	48
A9.12	Chronic Sad or Hopeless Feelings by Race/Ethnicity, Past 12 Months	48

10. Gender Breakdowns	49
A10.1 School Supports and Academic Motivation by Gender	49
A10.2 Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender . .	50
Appendix I	51
Appendix II	54

PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this county’s *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by Cal-SCHLS.

These surveys grew out of CDE’s commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website—chks.wested.org—including *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf). The California Safe and Supportive Schools website also provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts, improve academic performance, and develop effective prevention, health, and youth development programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by districts/schools in the county.

Core Module

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

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

Supplementary School Climate Module

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

Supplementary Social Emotional Health Module (SEHM)

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

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

RESOURCES

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

CDE's California Safe and Supportive Schools website (Californias3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The School Climate Connection Newsletter provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or Californias3 websites.

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_school_climateguidebook_final.pdf)

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

NEXT STEPS

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

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

The following custom services (additional fees apply) are available through the Cal-SCHLS TA Center to help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

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

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

Request District School Climate Report Card

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

Request Disaggregated Reports

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

Conduct Additional Analyses of Dataset

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

Add Questions to Your Next Surveys

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

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

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

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

Exhibit 1***Major School-related Domains and Constructs Assessed by Cal-SCHLS***

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core and Mini-Core Modules

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	50	38	36	30
Number of schools	204	121	120	39
Number of students	52,220	48,158	41,425	4,784

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

Table A1.2

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	50	38	36	30
Number of schools	204	121	120	39
Number of students	49,928	45,760	39,493	4,660

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

Table A1.3

Student Sample for Mini-Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	2	2	2	1
Number of schools	8	5	5	2
Number of students	2,292	2,398	1,932	124

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)	58	46	42	27	A4.5
Academic motivation (high)	44	33	29	24	A4.5
Truant more than a few times [†]	3	5	9	19	A4.2
Caring adult relationships (high)	36	25	29	24	A4.4
High expectations (high)	55	39	38	31	A4.4
Meaningful participation (high)	17	12	14	8	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	67	60	61	51	A5.1
Experienced any harassment or bullying [†]	33	27	24	19	A5.2
Had mean rumors or lies spread about you [†]	38	30	29	23	A5.3
Been afraid of being beaten up [†]	19	12	9	9	A5.4
Been in a physical fight [†]	16	11	9	17	A5.4
Seen a weapon on campus [†]	15	15	12	14	A5.6
Been drunk or “high” on drugs at school, ever	2	8	12	27	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	7	17	26	47	A6.4
Current binge drinking [‡]	1	5	10	22	A6.4
Very drunk or “high” 7 or more times	1	6	13	33	A6.6
Current cigarette smoking [‡]	1	2	3	15	A7.3
Current electronic cigarette use [‡]	3	7	8	17	A7.3
Experienced chronic sadness/hopelessness [†]	24	29	31	31	A8.4
Considered suicide [†]	na	14	15	15	A8.5

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

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

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	51	51	51	62
Female	49	49	49	38

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

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	33	27	30	27
Yes	67	73	70	73

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

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

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	3	4	4	6
Asian	11	9	11	2
Black or African American	9	10	9	22
Native Hawaiian or Pacific Islander	1	2	2	1
White	26	23	31	21
Mixed (two or more) races	49	52	44	48

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

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	87	89	92	85
Other relative's home	2	2	2	3
A home with more than one family	5	4	3	6
Friend's home	0	0	0	1
Foster home, group care, or waiting placement	0	1	0	1
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	1
Other living arrangement	5	3	2	3

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	10	17	21	30
Graduated from high school	15	19	21	26
Attended college but did not complete four-year degree	11	13	15	12
Graduated from college	35	31	32	15
Don't know	30	21	12	18

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

Table A3.6
Free or Reduced Price Meals Eligibility

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	28	28	32	23
Yes	54	58	61	60
Don't know	18	14	7	17

Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

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

Table A3.7
Participation in Migrant Education Program, Past 3 Years

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	62	71	85	76
Yes	2	2	2	3
Don't know	36	26	13	21

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

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

Table A3.8
Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	54	53	55	61
Spanish	37	40	37	37
Mandarin	1	1	1	0
Cantonese	1	0	0	0
Taiwanese	0	0	0	0
Tagalog	1	1	1	0
Vietnamese	0	0	0	0
Korean	1	1	1	0
Other	4	3	4	1

Question HS/MS A.12: What language is spoken most of the time in your home?

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

Table A3.9**English Language Proficiency – All Students**

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
<i>Average Scale Score</i>	3.81	3.81	3.84	3.79
<i>How well do you...</i>				
understand English?				
Very well	90	89	91	89
Well	10	9	8	10
Not well	1	1	1	1
Not at all	0	0	0	0
speak English?				
Very well	84	85	86	83
Well	14	13	12	14
Not well	1	2	2	2
Not at all	0	1	0	1
read English?				
Very well	82	83	85	81
Well	16	15	13	16
Not well	2	2	2	2
Not at all	0	0	0	1
write English?				
Very well	78	79	82	77
Well	19	17	16	19
Not well	2	3	2	3
Not at all	0	0	0	1
English Language Proficiency Status				
Proficient	80	81	84	79
Not proficient	20	19	16	21

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
<i>Average Scale Score</i>	3.73	3.71	3.74	3.69
<i>How well do you...</i>				
understand English?				
Very well	84	83	85	83
Well	14	14	14	16
Not well	1	2	1	1
Not at all	0	1	0	1
speak English?				
Very well	77	77	78	76
Well	21	20	18	22
Not well	2	3	3	2
Not at all	0	1	1	0
read English?				
Very well	74	74	78	72
Well	23	22	19	24
Not well	3	3	3	3
Not at all	0	1	0	1
write English?				
Very well	70	71	73	68
Well	26	23	23	27
Not well	3	5	4	4
Not at all	1	1	1	1
<i>English Language Proficiency Status</i>				
Proficient	72	73	75	70
Not proficient	28	27	25	30

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	72	73	70	83
1 day	5	5	5	3
2 days	5	5	6	3
3 days	4	4	5	2
4 days	3	3	3	2
5 days	11	10	11	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	91	93	95	93
Yes	4	4	3	5
Don't know	5	3	2	3

Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

Table A3.13***Sexual Orientation and Gender Identification***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	76	83	86	84
Gay or Lesbian	1	2	2	2
Bisexual	3	4	4	3
Transgender	1	1	2	2
Not sure	10	6	5	4
Decline to respond	15	9	8	9

Question HS A.118/MS A.108: Which of the following best describes you? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	20	16	12	5
A's and B's	35	29	29	17
Mostly B's	7	7	10	8
B's and C's	22	25	28	33
Mostly C's	4	7	8	11
C's and D's	8	11	9	16
Mostly D's	2	2	2	5
Mostly F's	2	3	1	5

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	70	64	53	41
1-2 times	16	17	19	16
A few times	11	13	19	24
Once a month	1	2	3	3
Once a week	1	1	3	5
More than once a week	1	2	4	11

Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	43	37	32	21
Illness (feeling physically sick), including problems with breathing or your teeth	44	48	52	53
Felt very sad, hopeless, anxious, stressed, or angry	5	9	14	16
Didn't get enough sleep	7	11	18	26
Didn't feel safe at school	2	2	2	2
Had to work	1	1	2	5
Had to take care of or help a family member or friend	5	6	7	14
Wanted to spend time with friends who don't go to your school	1	1	2	5
Wanted to use alcohol or drugs	0	1	2	4
Were behind in schoolwork or weren't prepared for a test or class assignment	3	6	14	5
Were bored with or uninterested in school	2	4	7	9
Were suspended	1	1	1	4
Other reason	14	15	13	15

Question HS/MS A.20: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4***School Environment Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
Total school supports					
<i>Average Scale Score</i>	2.77	2.58	2.61	2.38	
High (%)	36	26	27	18	
Moderate (%)	51	55	53	53	
Low (%)	13	19	19	29	
Caring adults in school					
<i>Average Scale Score</i>	2.83	2.64	2.73	2.54	A4.6
High (%)	36	25	29	24	
Moderate (%)	52	59	56	55	
Low (%)	12	16	15	22	
High expectations-adults in school					
<i>Average Scale Score</i>	3.16	2.92	2.91	2.74	A4.7
High (%)	55	39	38	31	
Moderate (%)	39	51	51	52	
Low (%)	7	10	11	16	
Meaningful participation at school					
<i>Average Scale Score</i>	2.33	2.17	2.20	1.87	A4.8
High (%)	17	12	14	8	
Moderate (%)	53	50	48	39	
Low (%)	30	38	38	54	

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

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

Table A4.5***School Connectedness, Parent Involvement, and Academic Motivation Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
School Connectedness					
<i>Average Scale Score</i>	3.74	3.55	3.45	3.19	A4.9
High (%)	58	46	42	27	
Moderate (%)	34	45	46	54	
Low (%)	8	10	12	19	
Parent Involvement in School					
<i>Average Scale Score</i>	3.69	3.42	3.29	3.19	A4.10
High (%)	47	33	29	24	
Moderate (%)	40	48	47	51	
Low (%)	13	19	24	25	
Academic Motivation					
<i>Average Scale Score</i>	4.13	3.97	3.87	3.76	A4.11
High (%)	44	33	29	24	
Moderate (%)	41	47	47	47	
Low (%)	15	20	24	29	

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

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

Table A4.6***Caring Relationships Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Caring adults in school				
<i>Average Scale Score</i>	2.83	2.64	2.73	2.54
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	11	13	12	20
A little true	29	35	30	33
Pretty much true	34	33	34	29
Very much true	26	18	24	17
<i>who notices when I'm not there.</i>				
Not at all true	13	16	15	20
A little true	25	30	29	28
Pretty much true	32	32	33	30
Very much true	30	21	23	22
<i>who listens to me when I have something to say.</i>				
Not at all true	10	11	10	16
A little true	22	27	24	27
Pretty much true	33	36	37	34
Very much true	36	26	29	23

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

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

Table A4.7***High Expectations Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
High expectations-adults in school				
<i>Average Scale Score</i>	3.16	2.92	2.91	2.74
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	7	10	10	14
A little true	20	25	25	27
Pretty much true	36	39	38	36
Very much true	37	26	26	23
<i>who always wants me to do my best.</i>				
Not at all true	5	7	7	12
A little true	13	21	20	23
Pretty much true	29	35	37	35
Very much true	54	38	36	29
<i>who believes that I will be a success.</i>				
Not at all true	8	9	10	16
A little true	16	23	22	25
Pretty much true	29	33	35	31
Very much true	47	34	33	28

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

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

Table A4.8
Meaningful Participation Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Meaningful participation at school				
<i>Average Scale Score</i>	2.33	2.17	2.20	1.87
At school...				
I do interesting activities.				
Not at all true	14	20	20	40
A little true	28	30	29	31
Pretty much true	30	27	27	19
Very much true	28	24	24	10
I help decide things like class activities or rules.				
Not at all true	42	47	46	57
A little true	29	29	28	23
Pretty much true	18	16	17	13
Very much true	11	8	10	7
I do things that make a difference.				
Not at all true	26	32	32	43
A little true	36	36	34	31
Pretty much true	23	20	21	16
Very much true	15	11	13	10

Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

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

Table A4.9
School Connectedness Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
School Connectedness				
<i>Average Scale Score</i>	3.74	3.55	3.45	3.19
I feel close to people at this school.				
Strongly disagree	4	5	7	14
Disagree	5	7	9	17
Neither disagree nor agree	22	26	28	38
Agree	45	42	38	24
Strongly agree	25	19	18	6
I am happy to be at this school.				
Strongly disagree	5	6	8	13
Disagree	5	7	8	13
Neither disagree nor agree	19	26	29	34
Agree	40	40	39	30
Strongly agree	30	21	16	10
I feel like I am part of this school.				
Strongly disagree	6	6	8	12
Disagree	8	10	10	15
Neither disagree nor agree	25	33	32	38
Agree	39	37	36	26
Strongly agree	23	15	13	8
The teachers at this school treat students fairly.				
Strongly disagree	7	7	7	8
Disagree	9	11	12	9
Neither disagree nor agree	23	29	30	25
Agree	38	40	40	42
Strongly agree	24	14	11	16
I feel safe in my school.				
Strongly disagree	5	5	6	7
Disagree	7	7	6	8
Neither disagree nor agree	21	28	28	34
Agree	38	42	44	39
Strongly agree	27	17	16	12

Question HS/MS A.21-25: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A4.10
Parent Involvement Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Parent Involvement in School				
<i>Average Scale Score</i>	3.69	3.42	3.29	3.19
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	6	8	10
Disagree	7	11	14	15
Neither disagree nor agree	21	30	34	36
Agree	40	39	34	30
Strongly agree	27	14	10	9
Parents feel welcome to participate at this school.				
Strongly disagree	4	5	5	8
Disagree	6	7	8	12
Neither disagree nor agree	30	39	40	48
Agree	38	36	35	25
Strongly agree	22	13	11	7
School staff takes parent concerns seriously.				
Strongly disagree	5	6	8	8
Disagree	8	10	12	8
Neither disagree nor agree	31	38	38	41
Agree	36	34	32	33
Strongly agree	21	12	10	10

Question HS/MS A.27-29: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Academic Motivation				
<i>Average Scale Score</i>	4.13	3.97	3.87	3.76
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	3	3	5
Disagree	2	3	4	4
Neither disagree nor agree	9	14	16	17
Agree	36	43	44	45
Strongly agree	50	37	33	28
I try hard at school because I am interested in my work.				
Strongly disagree	4	4	6	6
Disagree	6	7	9	9
Neither disagree nor agree	22	25	26	28
Agree	38	39	38	37
Strongly agree	30	25	22	20
I work hard to try to understand new things at school.				
Strongly disagree	3	3	4	5
Disagree	3	4	5	6
Neither disagree nor agree	14	18	21	24
Agree	41	45	45	43
Strongly agree	39	29	26	21
I am always trying to do better in my schoolwork.				
Strongly disagree	2	3	4	5
Disagree	2	3	3	4
Neither disagree nor agree	10	14	17	18
Agree	35	42	42	43
Strongly agree	51	39	34	29

Question HS/MS A.30-33: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

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

Table A4.12***Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	10	10	12	8
Disagree	18	17	19	9
Neither disagree nor agree	29	32	31	28
Agree	31	32	30	42
Strongly agree	12	9	8	12

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	23	17	19	16
Safe	44	44	42	34
Neither safe nor unsafe	25	33	32	41
Unsafe	5	4	4	4
Very unsafe	3	3	3	4

Question HS A.89/MS A.79: How safe do you feel when you are at school?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	85	87	88	91
1 time	7	6	5	4
2 or more times	8	8	7	5
Religion				
0 times	94	94	94	94
1 time	3	3	3	2
2 or more times	3	3	3	3
Gender (being male or female)				
0 times	92	94	94	94
1 time	4	3	2	2
2 or more times	4	3	4	3
Because you are gay or lesbian or someone thought you were				
0 times	91	93	94	93
1 time	4	3	2	3
2 or more times	4	4	3	4
A physical or mental disability				
0 times	96	96	96	95
1 time	2	2	2	2
2 or more times	2	2	2	3
<i>Any of the above five bias-related reasons</i>	24	21	19	15
Any other reason				
0 times	80	85	87	89
1 time	8	5	4	4
2 or more times	12	10	8	7
<i>Any harassment</i>	33	27	24	19

Question HS A.105-110/MS A.96-101: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

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

Table A5.3***Verbal Harassment at School, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	62	70	71	77
1 time	18	14	12	9
2 to 3 times	9	8	9	8
4 or more times	10	8	8	5
had sexual jokes, comments, or gestures made to you?				
0 times	70	71	72	80
1 time	11	9	8	6
2 to 3 times	7	7	8	6
4 or more times	12	13	12	8
been made fun of because of your looks or the way you talk?				
0 times	67	72	74	80
1 time	14	11	9	6
2 to 3 times	8	7	7	6
4 or more times	12	10	9	7
been made fun of, insulted, or called names?				
0 times	61	70	75	82
1 time	15	10	8	5
2 to 3 times	9	8	7	5
4 or more times	16	12	10	7

Question HS A.93-95, 104/MS A.84-86, 95: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

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

Table A5.4***Violence and Victimization on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<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	68	80	86	88
1 time	15	10	7	5
2 to 3 times	8	5	4	4
4 or more times	9	5	3	3
been afraid of being beaten up?				
0 times	81	88	91	91
1 time	10	7	5	5
2 to 3 times	4	3	2	2
4 or more times	5	2	2	2
been in a physical fight?				
0 times	84	89	91	83
1 time	9	6	5	6
2 to 3 times	4	3	2	5
4 or more times	2	2	2	6
been threatened with harm or injury?				
0 times	89	92	94	92
1 time	6	4	3	4
2 to 3 times	2	2	1	2
4 or more times	2	2	2	3
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	95	97	93
1 time	3	3	2	3
2 to 3 times	1	1	1	2
4 or more times	1	1	1	2
been offered, sold, or given an illegal drug?				
0 times	92	80	77	75
1 time	5	9	9	6
2 to 3 times	2	5	7	7
4 or more times	2	5	7	11

Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	80	84	86	88
1 time	12	9	9	7
2 to 3 times	5	4	3	3
4 or more times	4	3	2	2
Damaged school property on purpose				
0 times	94	94	95	91
1 time	4	4	3	3
2 to 3 times	1	2	1	3
4 or more times	1	1	1	3

Question HS A.96, 98/MS A.87, 89: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	98	98	98	95
1 time	1	1	1	2
2 to 3 times	0	1	0	1
4 or more times	1	1	1	2
Carried any other weapon (such as a knife or club)				
0 times	96	95	95	91
1 time	2	2	2	4
2 to 3 times	1	1	1	2
4 or more times	1	1	2	4
Seen someone carrying a gun, knife, or other weapon				
0 times	85	85	88	86
1 time	10	9	6	5
2 to 3 times	3	4	3	4
4 or more times	2	3	3	5

Question HS A.99, 100, 102/MS A.90, 91, 93: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	13	30	46	64	A6.3
Current alcohol or drugs	7	17	26	47	A6.4
Current heavy drug uses	2	7	10	30	A6.4
Current heavy alcohol use (binge drinking)	1	5	10	22	A6.4
Current alcohol or drug use on school property	3	7	7	16	A6.9

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

Table A6.2***Summary of AOD Lifetime Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	9	24	40	56
Marijuana	4	17	29	55
Inhalants	4	5	6	14
Cocaine, Methamphetamine, or any amphetamines	na	2	4	13
Ecstasy, LSD, or other psychedelics	na	3	5	15
Prescription pain killers, Diet Pills, or other prescription stimulant	na	13	15	28

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	91	76	60	44
1 time	5	7	7	8
2 to 3 times	3	7	10	10
4 or more times	2	9	23	38
Marijuana				
0 times	96	83	71	45
1 time	2	4	5	6
2 to 3 times	1	4	6	7
4 or more times	1	9	18	42
Inhalants (to get “high”)				
0 times	96	95	94	86
1 time	2	2	2	4
2 to 3 times	1	2	2	4
4 or more times	1	2	2	6
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	98	96	87
1 time	na	1	1	4
2 to 3 times	na	1	1	4
4 or more times	na	1	1	5
Ecstasy, LSD, or other psychedelics				
0 times	na	97	95	85
1 time	na	1	2	5
2 to 3 times	na	1	2	6
4 or more times	na	1	1	4
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	97	93	93	85
1 time	1	2	2	3
2 to 3 times	1	2	2	5
4 or more times	1	3	3	8
Any of the above AOD use	13	30	46	64

Question HS A.46-49, 51, 56/MS A.47-49, 51: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	91	89	75
1 time	na	3	3	5
2 to 3 times	na	3	3	7
4 or more times	na	3	4	12
Diet Pills				
0 times	na	94	94	92
1 time	na	1	1	2
2 to 3 times	na	1	1	2
4 or more times	na	3	3	4
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	95	91
1 time	na	1	1	3
2 to 3 times	na	1	1	3
4 or more times	na	1	2	4
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	67	67	64
1 time	na	6	5	6
2 to 3 times	na	7	7	11
4 or more times	na	20	21	20

Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

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

na—Not asked of middle school students.

Table A6.4
Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	5	12	20	33
Binge drinking (5 or more drinks in a row)	1	5	10	22
Marijuana	2	9	15	36
Inhalants	1	2	2	6
Prescription medications to get “high” or for reasons other than prescribed	na	4	4	12
Other drug, pill, or medicine to get “high” or for other than medical reasons	2	3	3	8
Any drug use	4	11	17	38
Heavy drug use	2	7	10	30
Any AOD Use	7	17	26	47
Two or more drugs at the same time	na	3	5	14

Question HS A.63-69/MS A.58-62: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription medications to get “high” or for reasons other than prescribed (such as VicodinTM, OxyContinTM, PercodanTM, RitalinTM, AdderallTM, XanaxTM)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	95	88	80	67
1 or 2 days	4	9	14	19
3 to 9 days	0	2	4	7
10 to 19 days	0	1	1	3
20 or more days	0	1	1	4
Binge drinking (5 or more drinks in a row)				
0 days	99	95	90	78
1 or 2 days	1	3	6	11
3 to 9 days	0	1	2	5
10 to 19 days	0	0	1	3
20 or more days	0	0	1	3
Marijuana				
0 days	98	91	85	64
1 or 2 days	1	4	7	10
3 to 9 days	0	2	3	6
10 to 19 days	0	1	2	3
20 or more days	0	2	3	16

Question HS A.63-65/MS A.58-60: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

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

Table A6.6
Lifetime Drunk or “High”

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	90	79	62
1 to 2 times	2	7	12	19
3 to 6 times	0	2	5	9
7 or more times	0	2	4	11
“High” (loaded, stoned, or wasted) from using drugs				
0 times	97	86	75	52
1 to 2 times	2	6	8	10
3 to 6 times	1	3	5	7
7 or more times	1	5	12	32
Very drunk or “high” 7 or more times	1	6	13	33

Question HS A.57, 58/MS A.52, 53: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A6.7
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don’t use	na	87	79	66
0 times	na	9	16	22
1 time	na	2	3	6
2 to 3 times	na	1	1	3
4 or more times	na	1	1	3
Marijuana				
Does not apply, don’t use	na	86	79	57
0 times	na	8	13	24
1 time	na	3	4	8
2 to 3 times	na	2	2	5
4 or more times	na	1	1	5

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	91	89	76
1 time	na	3	4	6
2 times	na	2	3	5
3 to 6 times	na	2	2	6
7 or more times	na	2	2	7
Have ridden in a car driven by someone who had been drinking				
Never	73	na	na	na
1 time	11	na	na	na
2 times	6	na	na	na
3 to 6 times	5	na	na	na
7 or more times	6	na	na	na

Question HS A.88/MS A.78: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

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

na—Not asked of middle/high school students.

Table A6.9***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	98	96	96	91
1 to 2 days	1	3	3	6
3 or more days	0	1	1	4
Marijuana				
0 days	99	96	95	88
1 to 2 days	1	2	2	5
3 or more days	1	2	2	7
Any other drug, pill, or medicine to get “high” or for other than medical reasons?				
0 days	99	97	97	93
1 to 2 days	1	1	1	4
3 or more days	0	1	1	3
<i>Any of the above</i>	3	7	7	16

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get “high” or for other than medical reasons?

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

Table A6.10***Lifetime Drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	92	88	73
1 to 2 times	1	4	6	8
3 to 6 times	0	2	3	6
7 or more times	0	2	3	13

Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Alcohol - drink occasionally				
Great	31	35	35	35
Moderate	22	25	26	25
Slight	18	20	23	20
None	30	21	17	20
Alcohol - 5 or more drinks once or twice a week				
Great	48	52	55	45
Moderate	17	19	22	22
Slight	7	9	9	12
None	29	20	14	20
Marijuana - smoke occasionally				
Great	42	39	34	26
Moderate	19	21	20	16
Slight	9	16	20	16
None	29	24	27	43
Marijuana - smoke once or twice a week				
Great	47	45	39	26
Moderate	16	19	20	13
Slight	8	13	16	17
None	29	24	25	43
<i>Perceived Difficulty of Obtaining...</i>				
Alcohol				
Very difficult	18	10	8	11
Fairly difficult	12	9	8	9
Fairly easy	13	23	25	20
Very easy	10	24	35	36
Don't know	47	34	25	24
Marijuana				
Very difficult	24	10	7	11
Fairly difficult	9	8	6	4
Fairly easy	10	20	22	14
Very easy	10	29	41	48
Don't know	47	34	24	23

Question HS A.78-81, 83, 84/MS A.71-74, 76, 77: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	6	10	30	A7.2
Current cigarette smoking [‡]	1	2	3	15	A7.3
Current cigarette smoking at school [‡]	1	1	1	5	A7.4
Ever tried smokeless tobacco	1	3	4	9	A7.2
Current smokeless tobacco use [‡]	1	1	2	4	A7.3
Current smokeless tobacco use at school [‡]	1	1	1	4	A7.4
Ever used electronic cigarettes or other vaping device	8	22	29	46	A7.2
Current use of electronic cigarettes or other vaping device [‡]	3	7	8	17	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	2	4	3	6	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	3	9	A7.5
Attitudes and Correlates					
Occasional smoking great harm	36	41	45	45	A7.6
Smoking 1-2 packs per day great harm	56	62	70	63	A7.6
Very easy to obtain cigarettes	8	19	27	34	A7.6

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

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

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	96	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	94	90	70
1 time	1	3	3	7
2 to 3 times	0	2	2	6
4 or more times	0	2	4	16
Smokeless tobacco				
0 times	99	97	96	91
1 time	1	1	1	3
2 to 3 times	0	1	1	3
4 or more times	0	1	1	3
An electronic cigarette or other vaping device				
0 times	92	78	71	54
1 time	4	7	7	7
2 to 3 times	2	6	8	11
4 or more times	2	8	13	27

Question HS A.43-45/MS A.43-46: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	2	3	15
Daily (20 or more days)	0	0	0	4
Smokeless Tobacco				
Any	1	1	2	4
Daily (20 or more days)	0	0	0	1
Electronic cigarettes or other vaping device				
Any	3	7	8	17
Daily (20 or more days)	0	1	1	3

Question HS A.60-62/MS A.55-57: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	99	99	99	95
1 or 2 days	1	1	1	3
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 or more days	0	0	0	1
Smokeless Tobacco				
0 days	99	99	99	96
1 or 2 days	0	1	1	2
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes or other vaping device				
0 days	98	96	97	94
1 or 2 days	1	2	2	4
3 to 9 days	0	1	1	1
10 to 19 days	0	0	0	0
20 or more days	0	0	0	1

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	94	92	80
0 times	na	4	5	11
1 time	na	1	1	5
2 to 3 times	na	0	1	2
4 or more times	na	1	1	2

Question HS A.85: How many times have you tried to quit or stop using cigarettes?

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

na—Not asked of middle school students.

Table A7.6***Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Smoke cigarettes occasionally				
Great	36	41	45	45
Moderate	24	25	26	20
Slight	13	14	13	14
None	28	20	16	21
Smoke 1-2 packs of cigarettes a day				
Great	56	62	70	63
Moderate	11	11	10	11
Slight	5	6	5	6
None	28	20	15	21
<i>Perceived Difficulty of Obtaining...</i>				
Cigarettes				
Very difficult	19	10	9	12
Fairly difficult	12	11	9	7
Fairly easy	13	22	25	20
Very easy	8	19	27	34
Don't know	48	38	31	27

Question HS A.76, 77, 82/MS A.69, 70, 75: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	81	81	82	81
1 time	10	9	8	8
2 to 3 times	5	6	5	6
4 or more times	4	5	4	4

Question HS A.111/MS A.102: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., FacebookTM, InstagramTM, SnapchatTM, email, instant message)?

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

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	50	na	na	na
1 day	16	na	na	na
2 days	8	na	na	na
3 days	6	na	na	na
4 days	3	na	na	na
5 days	18	na	na	na

Question MS A.80: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	31	41	41	57
Yes	69	59	59	43

Question HS A.115/MS A.105: Did you eat breakfast today?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	76	71	69	69
Yes	24	29	31	31

Question HS A.113/MS A.104: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

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

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

Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	96	95	96	92
Yes	4	5	4	8

Question HS A.112/MS A.103: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Academic Motivation by Race/Ethnicity - 7th Grade

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	34	33	38	39	35	42	34
Caring adults in school	33	34	37	37	36	42	33
High expectations-adults in school	52	50	56	57	59	60	52
Meaningful participation at school	16	15	17	19	17	19	16
<i>School Connectedness</i>	56	55	63	46	60	65	56
<i>Parent Involvement in School</i>	47	43	50	46	51	50	46
<i>Academic Motivation</i>	42	43	47	39	44	50	42

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2

School Supports and Academic Motivation by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	23	26	28	33	29	30	24
Caring adults in school	23	28	26	31	26	31	23
High expectations-adults in school	37	38	41	47	46	45	36
Meaningful participation at school	11	11	16	19	14	13	11
<i>School Connectedness</i>	44	47	54	35	50	52	44
<i>Parent Involvement in School</i>	33	31	36	34	33	33	32
<i>Academic Motivation</i>	31	32	39	37	38	35	30

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

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

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	25	23	30	31	31	33	24
Caring adults in school	26	24	30	32	33	36	26
High expectations-adults in school	36	35	39	42	41	44	35
Meaningful participation at school	13	12	18	15	17	16	13
<i>School Connectedness</i>	40	38	48	32	45	48	39
<i>Parent Involvement in School</i>	28	26	32	25	30	29	28
<i>Academic Motivation</i>	28	26	33	27	28	32	27

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

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

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	18	16	10	20	21	24	18
Caring adults in school	22	24	15	26	13	29	23
High expectations-adults in school	30	30	21	34	20	37	31
Meaningful participation at school	7	9	8	9	13	11	7
<i>School Connectedness</i>	28	24	18	22	26	34	27
<i>Parent Involvement in School</i>	24	24	16	24	23	26	24
<i>Academic Motivation</i>	23	22	8	31	17	28	23

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.5***Perceived Safety at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Feel safe or very safe at school				
Hispanic or Latino	64	59	59	51
American Indian or Alaska Native	68	59	60	54
Asian	73	65	68	32
Black or African American	62	55	53	46
Native Hawaiian or Pacific Islander	67	61	62	44
White	74	66	67	55
Mixed (two or more) races	64	59	59	51

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

Table A9.6***Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Harassment or bullying due to five bias-related reasons^A				
Hispanic or Latino	22	20	16	13
American Indian or Alaska Native	21	20	18	16
Asian	35	28	26	36
Black or African American	32	26	24	16
Native Hawaiian or Pacific Islander	30	31	22	27
White	23	21	20	17
Mixed (two or more) races	23	21	17	13

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

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

Table A9.7***Any Harassment or Bullying by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Were harassed or bullied at school				
Hispanic or Latino	31	25	22	18
American Indian or Alaska Native	28	26	23	19
Asian	41	34	29	36
Black or African American	37	31	28	19
Native Hawaiian or Pacific Islander	35	36	29	28
White	32	28	26	22
Mixed (two or more) races	32	27	23	18

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

Table A9.8***Current Alcohol Use at School by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol at school				
Hispanic or Latino	2	4	5	10
American Indian or Alaska Native	3	6	6	17
Asian	1	1	2	26
Black or African American	2	4	4	7
Native Hawaiian or Pacific Islander	2	2	4	19
White	1	4	3	8
Mixed (two or more) races	2	4	5	10

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

Table A9.9***Current Cigarette Smoking by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	1	2	3	14
American Indian or Alaska Native	2	3	4	18
Asian	1	1	2	35
Black or African American	2	2	2	10
Native Hawaiian or Pacific Islander	2	1	7	36
White	1	2	5	20
Mixed (two or more) races	1	2	3	14

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

Table A9.10***Current Alcohol Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol in the past 30 days				
Hispanic or Latino	6	13	20	36
American Indian or Alaska Native	7	19	20	37
Asian	3	5	12	53
Black or African American	4	6	14	19
Native Hawaiian or Pacific Islander	4	9	21	59
White	4	14	25	36
Mixed (two or more) races	6	14	21	35

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

Table A9.11***Current Marijuana Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Used marijuana in the past 30 days				
Hispanic or Latino	3	10	16	35
American Indian or Alaska Native	4	14	16	35
Asian	1	2	7	49
Black or African American	4	8	16	34
Native Hawaiian or Pacific Islander	3	6	17	49
White	1	9	15	41
Mixed (two or more) races	3	10	17	35

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Felt so sad or hopeless almost everyday for two weeks or more				
Hispanic or Latino	25	30	32	32
American Indian or Alaska Native	25	30	34	28
Asian	25	27	30	34
Black or African American	24	26	28	22
Native Hawaiian or Pacific Islander	28	31	40	31
White	20	27	31	37
Mixed (two or more) races	26	31	32	33

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

10. Gender Breakdowns

Table A10.1
School Supports and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports	38	35	24	27	28	27	22	16
Caring adults in school	37	35	25	26	30	28	27	21
High expectations-adults in school	56	53	39	40	39	37	36	28
Meaningful participation at school	17	17	11	13	15	14	9	7
<i>School Connectedness</i>	57	59	42	49	39	45	29	26
<i>Parent Involvement in School</i>	48	47	31	35	26	31	26	23
<i>Academic Motivation</i>	48	40	37	29	33	25	31	20

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

Table A10.2

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

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school	66	68	59	62	59	63	52	49
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the five bias-related reasons	25	23	23	20	20	17	16	14
harassed/bullied for any reasons	35	30	31	24	26	21	22	17
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	2	2	4	3	4	4	10	8
smoke cigarettes	1	1	2	2	3	4	13	16
have at least one drink of alcohol	5	4	15	9	22	18	38	31
use marijuana	2	2	10	8	15	15	38	35
Mental Health								
Chronic sad or hopeless feelings, past 12 months	31	17	38	19	39	24	43	24

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

Appendix I

2015-16 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
ABC Unified	94	75	94	90
Acton-Agua Dulce Unified				
Alhambra Unified				
Antelope Valley Union High		82	81	84
Arcadia Unified	87	84		
Azusa Unified	62	92	78	57
Baldwin Park Unified	79	78	96	84
Bassett Unified	90	68	71	72
Bellflower Unified	76	82	65	81
Beverly Hills Unified	82	77	79	29
Bonita Unified				
Burbank Unified				
Castaic Union				
Centinela Valley Union High		68	46	93
Charter Oak Unified	91	70	51	
Claremont Unified	89	85	83	71
Compton Unified	53	45	51	
Covina-Valley Unified	86	60	68	67
Culver City Unified	94	94	79	
Downey Unified	85	92	89	69
Duarte Unified	79	80	66	
East Whittier City Elementary	76			
Eastside Union Elementary				
El Monte City	89			
El Monte Union High				
El Rancho Unified	96	52	73	98
El Segundo Unified				
Garvey Elementary				

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2016-17 public school and enrollment data files.

2015-16 CHKS Secondary Survey Response Rates - Continued

Eligible Districts	7th %	9th %	11th %	NT %
Glendale Unified				
Glendora Unified	98	74	80	83
Gorman Joint				
Hacienda la Puente Unified				
Hawthorne				
Hermosa Beach City Elementary				
Hughes-Elizabeth Lakes Union Elementary				
Inglewood Unified				
Keppel Union Elementary	24			
La Canada Unified				
Lancaster Elementary				
Las Virgenes Unified	88	65		
Lawndale Elementary	66			
Lennox				
Little Lake City Elementary				
Long Beach Unified				
Los Angeles County Office of Education				
Los Angeles Unified				
Los Nietos				
Lowell Joint				
Lynwood Unified	51	55	53	55
Manhattan Beach Unified	98	81	65	
Monrovia Unified	85	67	84	96
Montebello Unified	86	79	72	41
Mountain View Elementary	73			
Norwalk-La Mirada Unified	60	46	37	98
Palmdale Elementary	45			88
Palos Verdes Peninsula Unified	81	83	81	85

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2016-17 public school and enrollment data files.

2015-16 CHKS Secondary Survey Response Rates - Continued

Eligible Districts	7th %	9th %	11th %	NT %
Paramount Unified	88	87	70	38
Pasadena Unified				
Pomona Unified	82	74	69	34
Redondo Beach Unified	93	92	77	93
Rosemead Elementary				
Rowland Unified				
San Gabriel Unified				
San Marino Unified				
Santa Monica-Malibu Unified	89	85	66	
South Pasadena Unified	98	90	75	
South Whittier Elementary				
Temple City Unified				
Torrance Unified				
Valle Lindo Elementary				
Walnut Valley Unified				
West Covina Unified				
Westside Union Elementary	91			
Whittier City Elementary	83			
Whittier Union High				
William S. Hart Union High				
Wilsona Elementary	88			
Wiseburn Unified	85			

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2016-17 public school and enrollment data files.

Appendix II

2016-17 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
ABC Unified	90	90	96	74
Acton-Agua Dulce Unified				
Alhambra Unified				
Antelope Valley Union High		74	83	72
Arcadia Unified	78	58		
Azusa Unified				
Baldwin Park Unified	79	80	72	88
Bassett Unified	97			27
Bellflower Unified	76	84	57	90
Beverly Hills Unified				
Bonita Unified	90	79	78	48
Burbank Unified				
Castaic Union	82			
Centinela Valley Union High		61	64	22
Charter Oak Unified				
Claremont Unified				
Compton Unified				
Covina-Valley Unified				
Culver City Unified	89	87	75	
Downey Unified				
Duarte Unified				
East Whittier City Elementary	76			
Eastside Union Elementary				
El Monte City	88			
El Monte Union High				
El Rancho Unified	85	88	63	91
El Segundo Unified				
Garvey Elementary				

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2016-17 public school and enrollment data files.

2016-17 CHKS Secondary Survey Response Rates - Continued

Eligible Districts	7th %	9th %	11th %	NT %
Glendale Unified	87	81	74	66
Glendora Unified				
Gorman Joint				
Hacienda La Puente Unified	95	81	82	100
Hawthorne	38	84	89	
Hermosa Beach City Elementary	93			
Hughes-Elizabeth Lakes Union Elementary				
Inglewood Unified				
Keppel Union Elementary	13			
La Canada Unified				
Lancaster Elementary				
Las Virgenes Unified	92	84	76	
Lawndale Elementary	90			
Lennox				
Little Lake City Elementary				
Long Beach Unified				
Los Angeles County Office of Education				50
Los Angeles Unified	86	70	73	76
Los Nietos				
Lowell Joint				
Lynwood Unified				
Manhattan Beach Unified	83	100	64	
Monrovia Unified	90	50	82	72
Montebello Unified	91	93	74	32
Mountain View Elementary	71			
Norwalk-La Mirada Unified				
Palmdale Elementary	70			100
Palos Verdes Peninsula Unified				

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2016-17 public school and enrollment data files.

2016-17 CHKS Secondary Survey Response Rates - Continued

Eligible Districts	7th %	9th %	11th %	NT %
Paramount Unified	85	75	61	48
Pasadena Unified	88	72	67	53
Pomona Unified	80	74	69	46
Redondo Beach Unified	88	93	88	69
Rosemead Elementary	40			
Rowland Unified	83	88	88	79
San Gabriel Unified				
San Marino Unified	92	88		
Santa Monica-Malibu Unified	88	73	84	45
South Pasadena Unified				
South Whittier Elementary	92			
Temple City Unified				
Torrance Unified				
Valle Lindo Elementary				
Walnut Valley Unified				
West Covina Unified				
Westside Union Elementary	87			
Whittier City Elementary	68			
Whittier Union High				
William S. Hart Union High				
Wilsona Elementary	71			
Wiseburn Unified	84			

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2016-17 public school and enrollment data files.