

# CALIFORNIA HEALTHY KIDS SURVEY



## Sweetwater Union High Secondary 2016-2017 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

## 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 school/district's 2016–17 *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](http://chks.wested.org)—including *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](http://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 the district/school.

### ***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](https://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](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 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](http://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](http://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](http://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](http://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 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](http://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](mailto:schoolclimate@wested.org)). See also: [californias3.wested.org/training-support/workshops](http://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](http://chks.wested.org).

Gregory Austin, Ph.D.  
Cal-SCHLS 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	X
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	X
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	X



# 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>				
Target sample	5,595	6,803	6,835	133
Final number	4,573	4,977	5,115	92
<b>Average Response Rate</b>	82%	73%	75%	69%

*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)	58	50	50	52	A4.5
Academic motivation (high)	45	33	30	33	A4.5
Truant more than a few times <sup>†</sup>	3	7	10	28	A4.2
Caring adult relationships (high)	33	25	29	34	A4.4
High expectations (high)	51	37	38	50	A4.4
Meaningful participation (high)	14	11	13	17	A4.4
<b>School Safety and Substance Use</b>					
School perceived as very safe or safe	64	59	63	68	A5.1
Experienced any harassment or bullying <sup>†</sup>	33	28	24	28	A5.2
Had mean rumors or lies spread about you <sup>†</sup>	33	31	31	24	A5.3
Been afraid of being beaten up <sup>†</sup>	20	12	7	14	A5.4
Been in a physical fight <sup>†</sup>	12	9	7	18	A5.4
Seen a weapon on campus <sup>†</sup>	15	13	11	14	A5.6
Been drunk or “high” on drugs at school, ever	1	7	11	31	A6.10
<b>Mental and Physical Health</b>					
Current alcohol or drug use <sup>‡</sup>	6	17	25	56	A6.4
Current binge drinking <sup>‡</sup>	1	5	9	21	A6.4
Very drunk or “high” 7 or more times	0	6	12	39	A6.6
Current cigarette smoking <sup>‡</sup>	1	2	4	23	A7.3
Current electronic cigarette use <sup>‡</sup>	2	6	7	15	A7.3
Experienced chronic sadness/hopelessness <sup>†</sup>	25	30	32	47	A8.4
Considered suicide <sup>†</sup>	na	15	14	18	A8.5

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

<sup>†</sup>Past 12 months; <sup>‡</sup>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	49	49	50	65
Female	51	51	50	35

*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	25	26	15
Yes	67	75	74	85

*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	2	3	3	3
Asian	11	10	11	1
Black or African American	3	4	4	5
Native Hawaiian or Pacific Islander	2	3	4	3
White	14	16	23	20
Mixed (two or more) races	67	65	55	68

*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	86	89	92	68
Other relative's home	2	3	2	4
A home with more than one family	4	4	3	8
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	14
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	1	0	1
Other living arrangement	6	3	2	4

*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	8	13	15	26
Graduated from high school	14	19	21	21
Attended college but did not complete four-year degree	11	16	17	14
Graduated from college	40	39	38	21
Don't know	27	14	8	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	34	37	41	16
Yes	46	50	52	73
Don't know	20	13	7	11

*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	60	77	87	83
Yes	2	2	1	1
Don't know	38	21	12	16

*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	49	51	52
Spanish	39	43	43	46
Mandarin	0	0	0	0
Cantonese	0	0	0	1
Taiwanese	0	0	0	0
Tagalog	5	4	3	0
Vietnamese	0	0	0	0
Korean	0	1	0	0
Other	2	2	1	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/%
<b>English Language Proficiency</b>				
<i>Average Scale Score</i>	3.73	3.76	3.79	3.76
<b>How well do you... understand English?</b>				
Very well	85	87	88	90
Well	14	12	11	9
Not well	1	1	1	1
Not at all	0	0	0	0
<b>speak English?</b>				
Very well	76	79	80	79
Well	20	18	17	15
Not well	3	3	3	5
Not at all	1	1	0	1
<b>read English?</b>				
Very well	76	79	81	77
Well	21	18	17	20
Not well	3	2	2	3
Not at all	0	1	0	0
<b>write English?</b>				
Very well	70	75	77	70
Well	25	22	20	24
Not well	4	3	3	5
Not at all	1	1	0	1
<b>English Language Proficiency Status</b>				
Proficient	73	77	78	75
Not proficient	27	23	22	25

*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/%
<b>English Language Proficiency</b>				
<i>Average Scale Score</i>	3.58	3.64	3.66	3.61
<b><i>How well do you...</i></b>				
<b>understand English?</b>				
Very well	74	80	80	82
Well	23	18	19	16
Not well	2	1	1	2
Not at all	0	1	0	0
<b>speak English?</b>				
Very well	62	66	67	67
Well	31	28	28	26
Not well	6	5	5	7
Not at all	1	1	1	0
<b>read English?</b>				
Very well	64	68	70	64
Well	31	27	26	29
Not well	5	4	3	7
Not at all	1	1	1	0
<b>write English?</b>				
Very well	57	63	65	52
Well	36	31	30	38
Not well	6	5	4	10
Not at all	1	1	1	0
<b><i>English Language Proficiency Status</i></b>				
Proficient	59	65	66	60
Not proficient	41	35	34	40

*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	70	66	63	79
1 day	6	6	8	4
2 days	5	7	8	8
3 days	4	5	5	1
4 days	4	4	4	3
5 days	10	11	13	4

*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	82	86	88	92
Yes	13	11	9	5
Don't know	6	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)	74	82	84	68
Gay or Lesbian	2	3	4	5
Bisexual	5	8	8	16
Transgender	1	2	2	2
Not sure	12	7	6	8
Decline to respond	15	8	7	13

*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	18	13	10
A's and B's	34	32	36	21
Mostly B's	6	7	12	8
B's and C's	23	25	24	23
Mostly C's	4	7	7	8
C's and D's	8	8	6	11
Mostly D's	2	1	1	9
Mostly F's	2	2	1	10

*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	64	60	52	30
1-2 times	21	19	20	14
A few times	13	14	18	28
Once a month	1	2	3	3
Once a week	0	1	2	4
More than once a week	1	4	4	20

*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	42	34	31	17
Illness (feeling physically sick), including problems with breathing or your teeth	47	52	54	49
Felt very sad, hopeless, anxious, stressed, or angry	5	10	13	24
Didn't get enough sleep	6	12	19	29
Didn't feel safe at school	2	2	2	8
Had to work	1	1	2	3
Had to take care of or help a family member or friend	5	6	6	9
Wanted to spend time with friends who don't go to your school	1	1	2	9
Wanted to use alcohol or drugs	0	1	2	4
Were behind in schoolwork or weren't prepared for a test or class assignment	2	8	13	14
Were bored with or uninterested in school	2	6	8	13
Were suspended	1	1	1	12
Other reason	16	14	13	13

*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
<b>Total school supports</b>					
<i>Average Scale Score</i>	2.71	2.54	2.62	2.79	
High (%)	32	23	27	33	
Moderate (%)	54	56	55	53	
Low (%)	14	21	18	14	
<b>Caring adults in school</b>					
<i>Average Scale Score</i>	2.78	2.62	2.75	2.99	A4.6
High (%)	33	25	29	34	
Moderate (%)	55	57	57	58	
Low (%)	12	18	13	8	
<b>High expectations-adults in school</b>					
<i>Average Scale Score</i>	3.11	2.90	2.93	3.18	A4.7
High (%)	51	37	38	50	
Moderate (%)	42	52	52	48	
Low (%)	7	11	10	2	
<b>Meaningful participation at school</b>					
<i>Average Scale Score</i>	2.24	2.10	2.17	2.20	A4.8
High (%)	14	11	13	17	
Moderate (%)	52	49	49	43	
Low (%)	34	41	38	40	

*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
<b>School Connectedness</b>					
<i>Average Scale Score</i>	3.75	3.59	3.60	3.65	A4.9
High (%)	58	50	50	52	
Moderate (%)	36	41	41	39	
Low (%)	7	9	9	9	
<b>Parent Involvement in School</b>					
<i>Average Scale Score</i>	3.64	3.33	3.29	3.46	A4.10
High (%)	43	30	28	38	
Moderate (%)	42	48	47	43	
Low (%)	15	23	25	19	
<b>Academic Motivation</b>					
<i>Average Scale Score</i>	4.17	3.96	3.94	3.95	A4.11
High (%)	45	33	30	33	
Moderate (%)	43	47	49	44	
Low (%)	13	20	21	23	

*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/%
<b>Caring adults in school</b>				
<i>Average Scale Score</i>	2.78	2.62	2.75	2.99
<b><i>At my school, there is a teacher or some other adult... who really cares about me.</i></b>				
Not at all true	12	13	10	10
A little true	30	34	32	17
Pretty much true	35	34	34	44
Very much true	24	18	24	28
<b><i>who notices when I'm not there.</i></b>				
Not at all true	14	18	14	7
A little true	27	30	29	22
Pretty much true	31	32	34	38
Very much true	27	20	23	33
<b><i>who listens to me when I have something to say.</i></b>				
Not at all true	9	13	9	6
A little true	23	27	25	15
Pretty much true	35	35	39	43
Very much true	34	25	28	36

*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/%
<b>High expectations-adults in school</b>				
<i>Average Scale Score</i>	3.11	2.90	2.93	3.18
<b><i>At my school, there is a teacher or some other adult...</i></b>				
<b>who tells me when I do a good job.</b>				
Not at all true	8	11	9	5
A little true	23	25	26	18
Pretty much true	36	40	40	45
Very much true	33	24	26	32
<b>who always wants me to do my best.</b>				
Not at all true	4	7	6	1
A little true	14	19	19	17
Pretty much true	31	37	39	39
Very much true	52	37	36	43
<b>who believes that I will be a success.</b>				
Not at all true	8	10	9	2
A little true	18	23	22	15
Pretty much true	31	34	36	38
Very much true	43	33	33	45

*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/%
<b>Meaningful participation at school</b>				
<i>Average Scale Score</i>	2.24	2.10	2.17	2.20
<b>At school...</b>				
<b>I do interesting activities.</b>				
Not at all true	16	20	19	30
A little true	32	32	31	24
Pretty much true	30	26	27	31
Very much true	22	22	22	16
<b>I help decide things like class activities or rules.</b>				
Not at all true	44	50	46	45
A little true	29	28	29	22
Pretty much true	17	15	15	19
Very much true	10	7	9	14
<b>I do things that make a difference.</b>				
Not at all true	27	34	32	36
A little true	37	38	37	24
Pretty much true	23	18	18	22
Very much true	13	10	12	18

*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/%
<b>School Connectedness</b>				
<i>Average Scale Score</i>	3.75	3.59	3.60	3.65
<b>I feel close to people at this school.</b>				
Strongly disagree	3	5	5	9
Disagree	5	6	6	4
Neither disagree nor agree	20	21	22	38
Agree	47	45	44	31
Strongly agree	25	24	21	17
<b>I am happy to be at this school.</b>				
Strongly disagree	5	6	6	7
Disagree	5	7	7	1
Neither disagree nor agree	20	25	26	31
Agree	42	40	42	40
Strongly agree	28	21	19	21
<b>I feel like I am part of this school.</b>				
Strongly disagree	5	6	7	9
Disagree	7	8	8	5
Neither disagree nor agree	25	31	30	34
Agree	41	39	40	40
Strongly agree	22	16	15	13
<b>The teachers at this school treat students fairly.</b>				
Strongly disagree	6	7	5	3
Disagree	9	11	9	2
Neither disagree nor agree	24	28	30	11
Agree	41	40	43	55
Strongly agree	20	14	13	28
<b>I feel safe in my school.</b>				
Strongly disagree	5	5	4	6
Disagree	6	6	5	5
Neither disagree nor agree	23	26	25	19
Agree	41	45	49	50
Strongly agree	25	17	18	21

*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/%
<b>Parent Involvement in School</b>				
<i>Average Scale Score</i>	3.64	3.33	3.29	3.46
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>				
Strongly disagree	5	7	7	3
Disagree	9	13	15	13
Neither disagree nor agree	23	32	34	33
Agree	38	35	34	40
Strongly agree	25	12	10	11
<b>Parents feel welcome to participate at this school.</b>				
Strongly disagree	4	6	5	8
Disagree	6	9	9	9
Neither disagree nor agree	33	41	40	35
Agree	36	33	36	31
Strongly agree	20	11	10	16
<b>School staff takes parent concerns seriously.</b>				
Strongly disagree	4	6	7	7
Disagree	7	11	12	6
Neither disagree nor agree	32	38	36	28
Agree	36	33	34	41
Strongly agree	20	11	10	18

*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/%
<b>Academic Motivation</b>				
<i>Average Scale Score</i>	4.17	3.96	3.94	3.95
<b>I try hard to make sure that I am good at my schoolwork.</b>				
Strongly disagree	2	3	2	2
Disagree	2	3	3	3
Neither disagree nor agree	8	13	14	15
Agree	38	43	48	45
Strongly agree	51	38	33	34
<b>I try hard at school because I am interested in my work.</b>				
Strongly disagree	3	5	4	6
Disagree	7	9	9	5
Neither disagree nor agree	21	24	25	28
Agree	37	37	39	35
Strongly agree	31	25	24	26
<b>I work hard to try to understand new things at school.</b>				
Strongly disagree	2	3	2	2
Disagree	3	5	4	9
Neither disagree nor agree	13	17	19	18
Agree	42	45	46	35
Strongly agree	40	30	29	35
<b>I am always trying to do better in my schoolwork.</b>				
Strongly disagree	2	3	2	5
Disagree	2	3	3	2
Neither disagree nor agree	9	13	16	13
Agree	36	41	45	42
Strongly agree	52	40	34	39

*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 %
<b>My school is usually clean and tidy.</b>				
Strongly disagree	11	12	12	9
Disagree	20	20	22	2
Neither disagree nor agree	31	32	30	25
Agree	28	28	29	45
Strongly agree	10	7	7	18

*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	21	15	18	30
Safe	43	44	45	39
Neither safe nor unsafe	28	34	32	25
Unsafe	5	4	3	5
Very unsafe	3	3	3	2

*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 %
<b>Race, ethnicity, or national origin</b>				
0 times	84	85	87	90
1 time	8	6	5	3
2 or more times	8	9	8	7
<b>Religion</b>				
0 times	95	95	95	96
1 time	3	3	2	4
2 or more times	2	3	3	0
<b>Gender (being male or female)</b>				
0 times	91	93	94	91
1 time	5	3	3	2
2 or more times	4	4	3	7
<b>Because you are gay or lesbian or someone thought you were</b>				
0 times	91	92	94	89
1 time	4	3	2	5
2 or more times	5	4	4	7
<b>A physical or mental disability</b>				
0 times	96	96	97	94
1 time	2	2	1	2
2 or more times	2	2	2	3
<b><i>Any of the above five bias-related reasons</i></b>	25	22	20	22
<b>Any other reason</b>				
0 times	81	85	88	89
1 time	8	5	5	0
2 or more times	11	10	7	11
<b><i>Any harassment</i></b>	33	28	24	28

*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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>had mean rumors or lies spread about you?</b>				
0 times	67	69	69	76
1 time	17	14	14	7
2 to 3 times	9	8	9	6
4 or more times	8	9	7	11
<b>had sexual jokes, comments, or gestures made to you?</b>				
0 times	72	69	72	82
1 time	11	10	9	2
2 to 3 times	6	8	8	6
4 or more times	10	13	11	10
<b>been made fun of because of your looks or the way you talk?</b>				
0 times	67	70	74	81
1 time	14	11	10	9
2 to 3 times	7	7	7	5
4 or more times	12	11	9	6
<b>been made fun of, insulted, or called names?</b>				
0 times	64	71	76	74
1 time	14	10	8	6
2 to 3 times	8	7	6	8
4 or more times	14	12	10	13

*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 %
<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	71	81	87	83
1 time	14	9	7	6
2 to 3 times	8	5	3	9
4 or more times	7	5	3	2
<b>been afraid of being beaten up?</b>				
0 times	80	88	93	86
1 time	11	7	5	6
2 to 3 times	4	2	1	3
4 or more times	5	3	1	5
<b>been in a physical fight?</b>				
0 times	88	91	93	82
1 time	7	5	4	8
2 to 3 times	3	2	1	1
4 or more times	2	2	1	9
<b>been threatened with harm or injury?</b>				
0 times	92	94	95	90
1 time	4	3	2	2
2 to 3 times	2	1	1	3
4 or more times	2	1	1	5
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	96	97	97	95
1 time	2	2	1	3
2 to 3 times	1	1	0	0
4 or more times	1	1	1	1
<b>been offered, sold, or given an illegal drug?</b>				
0 times	91	79	77	85
1 time	5	9	8	2
2 to 3 times	2	6	6	3
4 or more times	2	6	9	9

*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 %
<b>Had your property stolen or deliberately damaged</b>				
0 times	82	83	85	88
1 time	10	10	9	3
2 to 3 times	4	4	3	3
4 or more times	4	3	2	6
<b>Damaged school property on purpose</b>				
0 times	96	94	96	86
1 time	3	3	2	2
2 to 3 times	1	1	1	3
4 or more times	1	1	1	8

*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 %
<b>Carried a gun</b>				
0 times	99	98	99	100
1 time	1	1	0	0
2 to 3 times	0	0	0	0
4 or more times	1	1	1	0
<b>Carried any other weapon (such as a knife or club)</b>				
0 times	96	96	96	90
1 time	2	2	1	5
2 to 3 times	1	1	1	1
4 or more times	1	1	2	5
<b>Seen someone carrying a gun, knife, or other weapon</b>				
0 times	85	87	89	86
1 time	10	7	6	5
2 to 3 times	3	3	3	6
4 or more times	2	3	2	3

*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)	12	30	44	71	A6.3
Current alcohol or drugs	6	17	25	56	A6.4
Current heavy drug uses	1	5	9	38	A6.4
Current heavy alcohol use (binge drinking)	1	5	9	21	A6.4
Current alcohol or drug use on school property	2	6	6	14	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	25	39	66
Marijuana	3	16	27	60
Inhalants	4	5	4	19
Cocaine, Methamphetamine, or any amphetamines	na	3	3	27
Ecstasy, LSD, or other psychedelics	na	3	5	17
Prescription pain killers, Diet Pills, or other prescription stimulant	na	13	15	41

*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 %
<b>Alcohol (one full drink)</b>				
0 times	91	75	61	34
1 time	5	8	7	9
2 to 3 times	2	7	9	10
4 or more times	2	10	23	46
<b>Marijuana</b>				
0 times	97	84	73	40
1 time	1	4	5	2
2 to 3 times	1	3	5	6
4 or more times	1	8	16	52
<b>Inhalants (to get “high”)</b>				
0 times	96	95	96	81
1 time	2	2	1	5
2 to 3 times	1	1	1	7
4 or more times	1	2	2	7
<b>Cocaine, Methamphetamine, or any amphetamines</b>				
0 times	na	97	97	73
1 time	na	1	1	6
2 to 3 times	na	1	1	7
4 or more times	na	1	1	13
<b>Ecstasy, LSD, or other psychedelics</b>				
0 times	na	97	95	83
1 time	na	1	2	5
2 to 3 times	na	1	2	7
4 or more times	na	1	2	6
<b>Any other drug, or pill, or medicine to get “high” or for other than medical reasons</b>				
0 times	98	95	95	84
1 time	1	1	1	2
2 to 3 times	0	2	1	3
4 or more times	1	2	2	10
<b>Any of the above AOD use</b>	12	30	44	71

*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 %
<b>Prescription pain medication, tranquilizers, or sedatives</b>				
0 times	na	91	89	66
1 time	na	3	3	7
2 to 3 times	na	3	4	13
4 or more times	na	3	5	14
<b>Diet Pills</b>				
0 times	na	94	95	84
1 time	na	1	1	1
2 to 3 times	na	1	1	6
4 or more times	na	4	3	9
<b>Ritalin<sup>TM</sup> or Adderall<sup>TM</sup> or other prescription stimulant</b>				
0 times	na	97	95	82
1 time	na	1	1	2
2 to 3 times	na	1	2	7
4 or more times	na	2	2	8
<b>Cold/Cough Medicines or other over-the-counter medicines</b>				
0 times	na	71	71	56
1 time	na	5	5	6
2 to 3 times	na	7	7	8
4 or more times	na	17	18	29

*Question HS A.52-55: 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 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)	4	13	19	35
Binge drinking (5 or more drinks in a row)	1	5	9	21
Marijuana	2	8	13	45
Inhalants	1	2	1	7
Prescription medications to get “high” or for reasons other than prescribed	na	3	3	14
Other drug, pill, or medicine to get “high” or for other than medical reasons	1	2	2	13
<b>Any drug use</b>	2	10	15	51
<b>Heavy drug use</b>	1	5	9	38
<b>Any AOD Use</b>	6	17	25	56
Two or more drugs at the same time	na	3	4	17

*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 Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... 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 %
<b>Alcohol (at least one drink)</b>				
0 days	96	87	81	65
1 or 2 days	4	9	14	16
3 to 9 days	0	2	3	10
10 to 19 days	0	0	1	3
20 or more days	0	1	1	6
<b>Binge drinking (5 or more drinks in a row)</b>				
0 days	99	95	91	79
1 or 2 days	1	3	6	7
3 to 9 days	0	1	2	6
10 to 19 days	0	0	0	4
20 or more days	0	0	1	5
<b>Marijuana</b>				
0 days	98	92	87	55
1 or 2 days	1	4	6	15
3 to 9 days	0	2	3	13
10 to 19 days	0	1	2	6
20 or more days	0	1	3	13

*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 %
<b>Very drunk or sick after drinking alcohol</b>				
0 times	98	90	80	52
1 to 2 times	2	7	11	17
3 to 6 times	0	2	5	16
7 or more times	0	2	4	15
<b>“High” (loaded, stoned, or wasted) from using drugs</b>				
0 times	98	87	78	42
1 to 2 times	1	5	7	13
3 to 6 times	0	3	4	9
7 or more times	0	5	11	35
<b>Very drunk or “high” 7 or more times</b>	0	6	12	39

*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 %
<b>Alcohol</b>				
Does not apply, don’t use	na	88	81	56
0 times	na	8	14	30
1 time	na	2	3	9
2 to 3 times	na	1	1	2
4 or more times	na	1	1	2
<b>Marijuana</b>				
Does not apply, don’t use	na	88	82	49
0 times	na	7	11	31
1 time	na	3	4	13
2 to 3 times	na	1	2	5
4 or more times	na	2	1	2

*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 %
<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	91	89	74
1 time	na	3	4	5
2 times	na	2	2	6
3 to 6 times	na	2	2	11
7 or more times	na	2	2	5
<b>Have ridden in a car driven by someone who had been drinking</b>				
Never	75	na	na	na
1 time	10	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.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 %
<b>Alcohol</b>				
0 days	99	96	96	91
1 to 2 days	1	3	2	6
3 or more days	0	1	1	3
<b>Marijuana</b>				
0 days	99	96	96	89
1 to 2 days	1	2	2	7
3 or more days	0	1	2	5
<b>Any other drug, pill, or medicine to get “high” or for other than medical reasons?</b>				
0 days	100	98	98	95
1 to 2 days	0	1	1	3
3 or more days	0	1	1	1
<b>Any of the above</b>	2	6	6	14

*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	99	93	89	69
1 to 2 times	1	4	5	8
3 to 6 times	0	1	3	7
7 or more times	0	2	4	16

*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 %
<b><i>Perceived Harm of Use...</i></b>				
<b>Alcohol - drink occasionally</b>				
Great	32	36	37	33
Moderate	22	22	25	18
Slight	17	21	22	21
None	29	20	15	28
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	49	54	59	35
Moderate	16	19	20	26
Slight	6	7	8	13
None	28	19	12	26
<b>Marijuana - smoke occasionally</b>				
Great	43	39	36	25
Moderate	18	19	19	9
Slight	9	15	19	22
None	30	27	26	44
<b>Marijuana - smoke once or twice a week</b>				
Great	48	45	43	25
Moderate	15	17	19	11
Slight	7	12	15	18
None	30	26	24	45
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Alcohol</b>				
Very difficult	17	8	7	9
Fairly difficult	11	9	8	3
Fairly easy	14	24	26	23
Very easy	10	25	37	38
Don't know	49	34	23	26
<b>Marijuana</b>				
Very difficult	22	8	6	7
Fairly difficult	10	7	6	5
Fairly easy	9	21	22	13
Very easy	9	29	44	50
Don't know	50	34	22	26

*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
<b>Use Prevalence and Patterns</b>					
Ever smoked a whole cigarette	1	7	11	47	A7.2
Current cigarette smoking <sup>‡</sup>	1	2	4	23	A7.3
Current cigarette smoking at school <sup>‡</sup>	0	1	1	5	A7.4
Ever tried smokeless tobacco	1	3	4	16	A7.2
Current smokeless tobacco use <sup>‡</sup>	1	1	1	7	A7.3
Current smokeless tobacco use at school <sup>‡</sup>	0	1	1	3	A7.4
Ever used electronic cigarettes or other vaping device	6	21	26	49	A7.2
Current use of electronic cigarettes or other vaping device <sup>‡</sup>	2	6	7	15	A7.3
Current use of electronic cigarettes or other vaping device at school <sup>‡</sup>	1	3	3	2	A7.4
<b>Cessation Attempts</b>					
Tried to quit or stop using cigarettes	na	3	3	18	A7.5
<b>Attitudes and Correlates</b>					
Occasional smoking great harm	37	42	47	36	A7.6
Smoking 1-2 packs per day great harm	57	63	72	52	A7.6
Very easy to obtain cigarettes	9	18	27	33	A7.6

*Notes: Cells are empty if there are less than 10 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	1	na	na	na
<b>A whole cigarette</b>				
0 times	99	93	89	53
1 time	1	3	3	7
2 to 3 times	0	2	2	6
4 or more times	0	2	6	35
<b>Smokeless tobacco</b>				
0 times	99	97	96	84
1 time	0	1	1	4
2 to 3 times	0	1	1	4
4 or more times	0	1	2	9
<b>An electronic cigarette or other vaping device</b>				
0 times	94	79	74	51
1 time	3	8	7	8
2 to 3 times	2	6	7	14
4 or more times	1	7	12	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 %
<b>Cigarettes</b>				
Any	1	2	4	23
Daily (20 or more days)	0	0	0	10
<b>Smokeless Tobacco</b>				
Any	1	1	1	7
Daily (20 or more days)	0	0	0	0
<b>Electronic cigarettes or other vaping device</b>				
Any	2	6	7	15
Daily (20 or more days)	0	1	1	2

*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 %
<b>Cigarettes</b>				
0 days	100	99	99	95
1 or 2 days	0	1	0	2
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	1
20 or more days	0	0	0	1
<b>Smokeless Tobacco</b>				
0 days	100	99	99	97
1 or 2 days	0	1	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	1
20 or more days	0	0	0	1
<b>Electronic cigarettes or other vaping device</b>				
0 days	99	97	97	98
1 or 2 days	1	2	2	1
3 to 9 days	0	0	1	0
10 to 19 days	0	0	0	0
20 or more days	0	0	1	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	60
0 times	na	4	5	22
1 time	na	1	2	10
2 to 3 times	na	0	1	6
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 %
<b><i>Perceived Harm of Use...</i></b>				
<b>Smoke cigarettes occasionally</b>				
Great	37	42	47	36
Moderate	24	23	25	16
Slight	12	14	14	20
None	28	21	14	27
<b>Smoke 1-2 packs of cigarettes a day</b>				
Great	57	63	72	52
Moderate	10	10	10	13
Slight	5	6	4	12
None	29	20	13	23
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Cigarettes</b>				
Very difficult	17	9	8	7
Fairly difficult	12	11	9	8
Fairly easy	13	23	26	22
Very easy	9	18	27	33
Don't know	50	39	29	31

*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)	80	80	80	80
1 time	10	9	9	7
2 to 3 times	6	6	6	7
4 or more times	4	5	5	7

*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., Facebook<sup>TM</sup>, Instagram<sup>TM</sup>, Snapchat<sup>TM</sup>, 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	53	na	na	na
1 day	16	na	na	na
2 days	8	na	na	na
3 days	6	na	na	na
4 days	2	na	na	na
5 days	14	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	30	36	39	45
Yes	70	64	61	55

*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	75	70	68	53
Yes	25	30	32	47

*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	85	86	82
Yes	na	15	14	18

*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	94	95	95	88
Yes	6	5	5	12

*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
<b><i>School Environment</i></b>							
Total school supports	32	35	29	37	31	34	31
Caring adults in school	33	37	27	40	30	35	32
High expectations-adults in school	50	51	49	50	54	56	50
Meaningful participation at school	14	16	13	20	10	13	14
<b><i>School Connectedness</i></b>	58	58	61	51	49	59	56
<b><i>Parent Involvement in School</i></b>	42	43	45	40	46	40	43
<b><i>Academic Motivation</i></b>	44	30	51	45	52	45	44

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
<b><i>School Environment</i></b>							
Total school supports	22	20	27	21	27	25	22
Caring adults in school	24	25	26	19	29	28	24
High expectations-adults in school	36	31	43	38	44	40	36
Meaningful participation at school	10	8	13	13	14	12	10
<b><i>School Connectedness</i></b>	49	53	55	38	57	54	48
<b><i>Parent Involvement in School</i></b>	30	36	32	25	28	31	29
<b><i>Academic Motivation</i></b>	33	31	41	25	39	33	31

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
<b><i>School Environment</i></b>							
Total school supports	25	29	33	23	32	29	26
Caring adults in school	28	31	32	28	30	32	29
High expectations-adults in school	36	40	44	37	42	40	36
Meaningful participation at school	12	14	16	9	15	13	13
<b><i>School Connectedness</i></b>	49	50	57	31	53	55	49
<b><i>Parent Involvement in School</i></b>	28	39	32	19	28	29	27
<b><i>Academic Motivation</i></b>	30	27	36	26	33	32	28

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
<b><i>School Environment</i></b>							
Total school supports	34					36	33
Caring adults in school	36					18	38
High expectations-adults in school	50					55	52
Meaningful participation at school	18					9	15
<b><i>School Connectedness</i></b>	54					45	56
<b><i>Parent Involvement in School</i></b>	38					27	35
<b><i>Academic Motivation</i></b>	38					27	37

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 %
<b>Feel safe or very safe at school</b>				
Hispanic or Latino	64	58	61	66
American Indian or Alaska Native	68	56	62	
Asian	68	64	69	
Black or African American	65	52	52	
Native Hawaiian or Pacific Islander	64	62	61	
White	67	63	67	75
Mixed (two or more) races	62	57	61	71

*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 %
<b>Harassment or bullying due to five bias-related reasons<sup>A</sup></b>				
Hispanic or Latino	22	20	18	21
American Indian or Alaska Native	16	20	21	
Asian	36	29	21	
Black or African American	30	36	30	
Native Hawaiian or Pacific Islander	39	24	26	
White	25	23	20	17
Mixed (two or more) races	24	21	19	25

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

<sup>A</sup>*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 %
<b>Were harassed or bullied at school</b>				
Hispanic or Latino	30	25	23	27
American Indian or Alaska Native	20	25	24	
Asian	41	34	26	
Black or African American	36	42	32	
Native Hawaiian or Pacific Islander	47	30	33	
White	33	28	24	25
Mixed (two or more) races	31	27	24	31

*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 %
<b>Had at least one drink of alcohol at school</b>				
Hispanic or Latino	2	4	4	11
American Indian or Alaska Native	3	4	6	
Asian	0	2	2	
Black or African American	0	6	5	
Native Hawaiian or Pacific Islander	0	5	0	
White	2	3	3	0
Mixed (two or more) races	2	4	4	12

*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 %
<b>Smoked cigarettes in the past 30 days</b>				
Hispanic or Latino	1	2	4	24
American Indian or Alaska Native	2	4	6	
Asian	0	1	2	
Black or African American	1	5	5	
Native Hawaiian or Pacific Islander	2	0	1	
White	1	2	2	25
Mixed (two or more) races	1	2	5	23

*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 %
<b>Had at least one drink of alcohol in the past 30 days</b>				
Hispanic or Latino	5	14	21	38
American Indian or Alaska Native	7	16	26	
Asian	3	5	9	
Black or African American	4	12	15	
Native Hawaiian or Pacific Islander	4	11	17	
White	4	13	18	18
Mixed (two or more) races	5	13	22	33

*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 %
<b>Used marijuana in the past 30 days</b>				
Hispanic or Latino	2	9	14	49
American Indian or Alaska Native	5	10	16	
Asian	0	2	8	
Black or African American	3	15	17	
Native Hawaiian or Pacific Islander	3	5	12	
White	1	7	11	36
Mixed (two or more) races	2	8	15	48

*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 %
<b>Felt so sad or hopeless almost everyday for two weeks or more</b>				
Hispanic or Latino	25	29	31	48
American Indian or Alaska Native	32	29	35	
Asian	28	30	36	
Black or African American	25	23	27	
Native Hawaiian or Pacific Islander	34	32	37	
White	22	28	30	42
Mixed (two or more) races	26	30	33	52

*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 %
<b><i>School Environment</i></b>								
Total school supports	32	32	24	22	28	27	48	25
Caring adults in school	33	33	25	25	30	29	48	26
High expectations-adults in school	50	51	38	37	39	37	58	46
Meaningful participation at school	14	14	10	11	13	13	29	11
<b><i>School Connectedness</i></b>	58	58	47	53	47	53	48	54
<b><i>Parent Involvement in School</i></b>	43	44	26	33	26	30	35	39
<b><i>Academic Motivation</i></b>	49	40	36	30	33	27	39	30

*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 %
<b>Perceived Safety at School</b>								
Feel safe or very safe at school	64	65	56	62	61	65	52	77
<b>Harassment/Bullying at School</b>								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the five bias-related reasons	26	24	26	19	21	19	42	12
harassed/bullied for any reasons	35	30	33	23	26	23	45	19
<b>Current ATOD Use</b>								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	1	1	4	3	3	4	16	5
smoke cigarettes	1	1	2	2	3	5	23	22
have at least one drink of alcohol	5	4	16	9	20	18	45	30
use marijuana	1	2	9	7	12	15	45	46
<b>Mental Health</b>								
Chronic sad or hopeless feelings, past 12 months	31	20	40	19	39	24	68	36

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

# Alcohol and Other Drugs (AOD) Module

## 1. Module Sample

**Table B1.1**

*Student Sample for AOD Module*

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	5,595	6,803	6,835	133
Final number	334	242	571	0
<b>Average Response Rate</b>	6%	4%	8%	0%

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

## 2. Summary of Key Indicators

**Table B2.1**

***Key Indicators of Alcohol and Other Drug Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Alcohol and Marijuana Consumption Patterns</b>					
Usually drank until felt it a lot	0	1	3		B3.3
Usually used marijuana or other drugs until felt it a lot	na	2	5		B3.4
<b>Consequences of AOD Consumption</b>					
Caused one or more problems	na	9	9		B4.1
Caused one or more dependency-related experiences	na	7	8		B4.2
<b>Supports to Reduce AOD Use</b>					
Very likely find help at school for quitting or reducing use	na	17	16		B5.2
<b>Availability</b>					
Sold Drugs, Past 12 Months	na	3	5		B6.1
<b>Strong Personal Disapproval of AOD Use</b>					
Having one or two drinks of any alcoholic beverage nearly every day	61	37	38		B7.1
Trying marijuana or hashish once or twice	62	33	28		B7.1
Using marijuana once a month or more	63	34	28		B7.1

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

*na—Not asked of middle school students.*

### 3. Alcohol, Tobacco, and Marijuana Consumption Patterns

**Table B3.1**

*Age of Onset – AOD Use*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (one full drink)</b>				
Never	87	75	59	
10 or under	7	5	8	
11-12 years old	5	8	4	
13-14 years old	1	11	9	
15-16 years old	0	1	18	
17 years or older	0	0	2	
<b>Marijuana</b>				
Never	98	91	76	
10 or under	0	0	2	
11-12 years old	1	3	1	
13-14 years old	1	6	9	
15-16 years old	0	0	11	
17 years or older	0	0	1	
<b>Any other illegal drug or pill to get “high”</b>				
Never	99	97	91	
10 or under	0	0	1	
11-12 years old	1	1	1	
13-14 years old	0	1	4	
15-16 years old	0	0	3	
17 years or older	0	0	1	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Smoked part or all of a cigarette</b>				
Never	98	93	87	
10 or under	2	1	3	
11-12 years old	1	3	2	
13-14 years old	0	3	4	
15-16 years old	0	0	4	
17 years or older	0	0	1	
<b>Smokeless tobacco</b>				
Never	98	95	93	
10 or under	1	2	1	
11-12 years old	1	2	1	
13-14 years old	0	1	2	
15-16 years old	0	0	3	
17 years or older	0	0	1	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	97	86	74	
Just enough to feel it a little	3	10	15	
Enough to feel it moderately	1	4	8	
Until I feel it a lot or get really drunk	0	1	3	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	89	81	
Just enough to feel a little high	na	5	8	
Enough to feel it moderately	na	4	7	
Until I feel it a lot or get really high	na	2	5	

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

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

*na—Not asked of middle school students.*

## 4. Consequences of AOD Consumption

**Table B4.1**

***Problems Caused by AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Doesn't apply; I've never used alcohol or drugs	na	86	78	
I've used alcohol or drugs but never had any problems	na	11	18	
Have problems with emotions, nerves, or mental health	na	4	4	
Get into trouble or have problems with the police	na	2	2	
Have money problems	na	0	2	
Miss school	na	0	3	
Have problems with schoolwork	na	5	2	
Fight with others	na	3	1	
Damage a friendship	na	2	1	
Physically hurt or injure yourself	na	1	1	
Have unwanted or unprotected sex	na	2	1	
Forget what happened or pass out	na	1	3	
Have any other problems	na	2	1	
<b><i>One or more problems</i></b>	na	9	9	

*Question HS B.8: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)*

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

*na—Not asked of middle school students.*

**Table B4.2*****Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	87	79	
I use alcohol or drugs but have not experienced any of these things	na	9	15	
Found you had to increase how much you use to have the same effect as before	na	1	2	
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	2	2	
Used alcohol or drugs a lot more than you intended	na	1	2	
Used alcohol or drugs when you were alone (by yourself)	na	2	5	
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	na	1	1	
Often didn't feel OK unless you had something to drink or used a drug	na	1	2	
Thought about reducing (cutting down) or stopping use	na	2	2	
Told yourself you were not going to use but found yourself using anyway	na	1	2	
Spoke with someone about reducing or stopping use	na	0	2	
Attended counseling, a program, or group to help you reduce or stop use	na	0	1	
<b><i>One or more negative experiences</i></b>	na	7	8	

*Question HS B.9: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)*

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

*na—Not asked of middle school students.*



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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	39	43	
Likely	na	26	29	
Not likely	na	12	12	
Don't know	na	23	16	

*Question HS B.12: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if he or she is caught on school property using or possessing alcohol or other drugs?*

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

*na—Not asked of middle school students.*

## 5. Supports to Reduce AOD Use

**Table B5.1**

***Needed Counseling for Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	90	78	
No, but I do use alcohol or other drugs	na	9	21	
Yes, I have felt that I needed help	na	1	1	

*Question HS B.10: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?*

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

*na—Not asked of middle school students.*

**Table B5.2**

***Likelihood of Finding Help at School for Quitting or Reducing Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	17	16	
Likely	na	17	21	
Not likely	na	25	34	
Don't know	na	41	29	

*Question HS B.11: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?*

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

*na—Not asked of middle school students.*

**Table B5.3**

***Talked with Parent About ATOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	53	62	62	
Yes	47	38	38	

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

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

## 6. Availability

**Table B6.1**

***Sold Drugs, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	97	95	
Yes	na	3	5	

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

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

*na—Not asked of middle school students.*

**Table B6.2**

***Sources for Obtaining Alcohol***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	2	13	10	
At parties or events outside school	15	24	42	
At their own home	10	17	27	
From adults at friends' homes	7	12	21	
From friends or another teenager	16	24	33	
Get adults to buy it for them	5	10	22	
Buy it themselves from a store	6	6	15	
At bars, clubs, or gambling casinos	3	3	7	
Other	7	6	12	
Don't know	79	62	52	

*Question HS B.13/MS B.7: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)*

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

## 7. Influences on ATOD Use

**Table B7.1**

***Personal Disapproval of AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Having one or two drinks of any alcoholic beverage nearly every day</b>				
Neither approve nor disapprove	25	45	46	
Somewhat disapprove	14	18	16	
Strongly disapprove	61	37	38	
<b>Trying marijuana or hashish once or twice</b>				
Neither approve nor disapprove	23	50	53	
Somewhat disapprove	15	17	18	
Strongly disapprove	62	33	28	
<b>Using marijuana once a month or more</b>				
Neither approve nor disapprove	24	51	56	
Somewhat disapprove	13	15	16	
Strongly disapprove	63	34	28	

*Question HS B.14-16/MS B.8-10: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana or hashish once or twice... Using marijuana once a month or more.*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Take one or two drinks of alcohol nearly every day</b>				
Very wrong	91	85	80	
Wrong	5	8	13	
A little wrong	3	4	5	
Not at all wrong	2	3	1	
<b>Smoke tobacco</b>				
Very wrong	95	87	87	
Wrong	4	8	11	
A little wrong	0	1	1	
Not at all wrong	2	3	1	
<b>Use marijuana</b>				
Very wrong	94	87	82	
Wrong	4	7	12	
A little wrong	1	3	4	
Not at all wrong	2	3	2	
<b>Use prescription drugs to get high or for reasons other than prescribed</b>				
Very wrong	95	88	89	
Wrong	3	8	8	
A little wrong	0	2	2	
Not at all wrong	2	2	1	

*Question HS B.20-23/MS B.13-16: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana... Use prescription drugs to get high or for reasons other than prescribed.*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Take one or two drinks of alcohol nearly every day</b>				
Very wrong	71	63	48	
Wrong	22	19	25	
A little wrong	4	8	16	
Not at all wrong	4	9	11	
<b>Smoke tobacco</b>				
Very wrong	75	66	57	
Wrong	20	20	23	
A little wrong	2	8	12	
Not at all wrong	3	5	8	
<b>Use marijuana</b>				
Very wrong	73	60	45	
Wrong	20	17	20	
A little wrong	5	14	17	
Not at all wrong	3	9	17	
<b>Use prescription drugs to get high or for reasons other than prescribed</b>				
Very wrong	76	70	59	
Wrong	19	16	22	
A little wrong	2	10	12	
Not at all wrong	3	5	8	

*Question HS B.24-27/MS B.17-20: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana... Use prescription drugs to get high or for reasons other than prescribed.*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Drinking one or two drinks of alcohol nearly every day</b>				
Neither approve nor disapprove	19	46	38	
Somewhat disapprove	16	11	23	
Strongly disapprove	65	42	39	
<b>Using marijuana</b>				
Neither approve nor disapprove	21	48	46	
Somewhat disapprove	12	14	21	
Strongly disapprove	67	37	33	
<b>Using prescription drugs to get high</b>				
Neither approve nor disapprove	19	45	37	
Somewhat disapprove	12	10	18	
Strongly disapprove	69	45	45	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	27	42	37	
Yes	73	58	63	

*Question HS B.18/MS B.12: During the past 12 months, have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?*

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

# Gender & Sex-Based Harassment Module

## 1. Module Sample

**Table I1.1**

*Student Sample for Gender & Sex-Based Harassment Module*

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<i><b>Student Sample Size</b></i>				
Target sample	5,595	6,803	6,835	133
Final number	4,014	4,491	4,836	88
<b>Average Response Rate</b>	72%	66%	71%	66%

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



## 2. Gender Identity and Sexual Orientation

**Table I2.1**

***Gender Identity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Female	51	51	49	31
Male	47	46	48	64
Transgender	1	1	1	1
Questioning	2	2	2	3

*Question HS/MS I.53: What is your gender?*

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

**Table I2.2**

***Sexual Orientation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Lesbian/Gay	1	2	2	2
Bisexual	3	6	5	11
Straight/Heterosexual	72	79	81	71
Questioning	3	3	2	0
Other	3	2	2	1
Decline to respond	17	9	7	14

*Question HS/MS I.52: Which of the following best describes your sexual orientation?*

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

### 3. Perceptions of LGBT-Related School Safety

**Table I3.1**

***Student Perceptions of School Safety, LGBT-Specific***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>My school is safe for...</i></b>				
<b>guys who are not as “masculine” as other guys.</b>				
Strongly disagree	8	10	8	11
Disagree	17	19	17	19
Agree	56	56	60	53
Strongly agree	19	14	15	16
<b>girls who are not as “feminine” as other girls.</b>				
Strongly disagree	8	10	8	11
Disagree	15	17	15	18
Agree	57	58	62	53
Strongly agree	20	16	15	17
<b>students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).</b>				
Strongly disagree	10	11	8	11
Disagree	20	17	15	20
Agree	50	56	60	53
Strongly agree	20	17	17	16
<b>students with LGBTQ parents.</b>				
Strongly disagree	10	10	8	14
Disagree	18	16	14	17
Agree	53	58	62	50
Strongly agree	19	16	17	19

*Question HS/MS I.1-4: My school is safe for... guys who are not as “masculine” as other guys... girls who are not as “feminine” as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.*

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

**Table I3.1*****Student Perceptions of School Safety, LGBT-Specific – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>My school is safe for...</i></b>				
<b>teachers and staff who are LGBTQ.</b>				
Strongly disagree	10	10	8	14
Disagree	19	16	14	17
Agree	51	57	61	52
Strongly agree	20	16	17	17
<b>straight allies (people who are supportive of LGBTQ people).</b>				
Strongly disagree	9	9	8	13
Disagree	15	15	12	17
Agree	53	57	61	52
Strongly agree	23	19	19	18

*Question HS/MS I.5-6: My school is safe for... teachers and staff who are LGBTQ... straight allies (people who are supportive of LGBTQ people).*

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

## 4. Bullying Incidents, Negative Attitudes, and Pro-Bullying Beliefs

**Table I4.1**

***Bullying Incidents on School Property during the Past 12 months, LGBT-Specific***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?...</i></b>				
<b>Because you are gay, lesbian, bisexual, or transgender or someone thought you were</b>				
0 times	92	93	94	90
1 time	3	3	3	6
2-3 times	1	2	2	1
4 or more times	3	2	2	3
<b>Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls</b>				
0 times	89	91	92	91
1 time	6	4	4	1
2-3 times	3	2	2	3
4 or more times	2	2	2	5
<b>Because you have LGBTQ parents or family members or because someone thought they were</b>				
0 times	97	97	97	95
1 time	1	2	1	1
2-3 times	1	1	1	2
4 or more times	1	1	1	1
<b>Because you have LGBTQ friends or because someone thought they were</b>				
0 times	92	94	95	93
1 time	4	3	3	2
2-3 times	2	2	1	3
4 or more times	2	2	1	1

*Question HS/MS I.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are gay, lesbian, bisexual, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought they were.*

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

**Table I4.2*****Offensive LGBT-Related Language***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you hear...</i></b>				
<b>anti-LGBTQ slurs at schools?</b>				
Never	32	32	31	44
Rarely	22	20	22	15
Sometimes	24	22	23	16
Often	22	26	25	25
<b>negative comments and slurs at school about someone's sex or gender?</b>				
Never	37	36	35	46
Rarely	25	25	26	19
Sometimes	22	21	21	19
Often	17	19	18	16

*Question HS/MS I.24, 25: How often do you hear anti-LGBTQ slurs at schools (example: when someone says "that's so gay" to mean something bad)?... How often do you hear negative comments and slurs at school about someone's sex or gender (example: "he is so girly" to mean something bad)?*

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

**Table I4.3*****Offensive LGBT-Related Language among Peers***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you hear other students make negative comments or use slurs based on...</i></b>				
<b>sex (male or female)?</b>				
Never	47	43	42	60
Rarely	26	27	25	24
Sometimes	17	20	22	8
Often	10	11	11	8
<b>sexual orientation?</b>				
Never	42	38	38	54
Rarely	24	25	26	16
Sometimes	21	22	23	20
Often	13	15	13	10
<b>gender identity or expression?</b>				
Never	49	43	43	62
Rarely	25	26	25	17
Sometimes	16	19	21	13
Often	10	12	11	8
<b>having LGBTQ parents or family members?</b>				
Never	68	62	62	74
Rarely	18	23	22	14
Sometimes	8	9	11	8
Often	6	6	6	5
<b>having LGBTQ friends?</b>				
Never	60	57	57	72
Rarely	22	24	24	15
Sometimes	10	12	13	8
Often	7	7	6	5

*Question HS/MS I.26-30: How often do you hear other students make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?*

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

**Table I4.4*****Offensive LGBT-Related Language among Adults***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you hear teachers or school staff make negative comments or use slurs based on...</i></b>				
<b>sex (male or female)?</b>				
Never	86	81	81	86
Rarely	8	11	11	8
Sometimes	4	5	5	3
Often	3	3	2	2
<b>sexual orientation?</b>				
Never	86	82	82	92
Rarely	8	11	11	5
Sometimes	3	4	5	1
Often	2	3	2	2
<b>gender identity or expression?</b>				
Never	87	82	83	93
Rarely	7	10	11	3
Sometimes	3	4	5	1
Often	2	3	2	2
<b>having LGBTQ parents or family members?</b>				
Never	88	85	85	93
Rarely	6	9	9	3
Sometimes	3	3	4	1
Often	2	3	2	2
<b>having LGBTQ friends?</b>				
Never	88	84	85	93
Rarely	7	9	9	5
Sometimes	3	4	4	0
Often	2	3	2	2

*Question HS/MS I.36-40: How often do you hear teachers or school staff make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?*

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

**Table I4.5*****Pro-Bullying Attitudes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students who are bullied or teased mostly deserve it.</b>				
Strongly disagree	52	50	53	58
Disagree	27	31	29	30
Agree	13	14	14	10
Strongly agree	8	5	4	1
<b>Bullying is sometimes fun to do.</b>				
Strongly disagree	69	62	62	59
Disagree	17	22	21	21
Agree	9	11	13	16
Strongly agree	6	5	4	3

*Question HS/MS I.50, 51: How much do you agree with the following statements?... Students who are bullied or teased mostly deserve it... Bullying is sometimes fun to do.*

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



## 5. Intervening Behaviors, Response to Bullying, and Supports

**Table I5.1**

***Intervening Behaviors by Peers, LGBT-Specific***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...</i></b>				
<b>sex (male or female)?</b>				
Never stop	22	25	23	39
Rarely stop	17	17	17	16
Sometimes stop	20	18	21	11
Often stop	12	10	11	11
Not applicable	29	30	28	23
<b>sexual orientation?</b>				
Never stop	22	24	22	41
Rarely stop	18	17	18	14
Sometimes stop	20	19	21	8
Often stop	12	11	13	15
Not applicable	28	29	27	21
<b>gender identity or expression?</b>				
Never stop	22	24	23	43
Rarely stop	18	17	17	15
Sometimes stop	19	18	20	9
Often stop	11	10	12	14
Not applicable	30	30	28	20

*Question HS/MS I.31-33: How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?*

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

**Table I5.1*****Intervening Behaviors by Peers, LGBT-Specific – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...</i></b>				
<b>having LGBTQ parents or family members?</b>				
Never stop	23	25	22	43
Rarely stop	15	15	16	14
Sometimes stop	16	16	18	9
Often stop	11	10	11	14
Not applicable	35	35	34	21
<b>having LGBTQ friends?</b>				
Never stop	23	24	22	42
Rarely stop	15	15	15	13
Sometimes stop	17	17	18	9
Often stop	12	11	13	13
Not applicable	33	33	32	23

*Question HS/MS I.34, 35: How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene... having LGBTQ parents or family members?... having LGBTQ friends?*

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

**Table I5.2*****Intervening Behaviors by Adults, LGBT-Specific***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics?...</i></b>				
<b>sex (male or female)?</b>				
Never stop	18	22	19	39
Rarely stop	9	9	9	6
Sometimes stop	14	15	15	10
Often stop	25	22	25	21
Not applicable	34	33	33	24
<b>sexual orientation?</b>				
Never stop	18	21	18	38
Rarely stop	9	9	9	6
Sometimes stop	14	14	15	11
Often stop	25	23	25	21
Not applicable	34	33	32	25
<b>gender identity or expression?</b>				
Never stop	18	21	18	38
Rarely stop	9	9	9	8
Sometimes stop	14	14	15	8
Often stop	24	22	25	20
Not applicable	35	34	33	25
<b>having LGBTQ parents or family members?</b>				
Never stop	19	22	19	39
Rarely stop	9	8	9	6
Sometimes stop	12	13	13	7
Often stop	23	20	24	21
Not applicable	37	37	36	27
<b>having LGBTQ friends?</b>				
Never stop	19	22	19	38
Rarely stop	8	8	9	7
Sometimes stop	13	13	14	9
Often stop	23	21	24	20
Not applicable	37	36	35	26

*Question HS/MS I.41-45: How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?*

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

**Table I5.3*****Student Response to Bullying***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>If another student was bullying me, I would tell the principal or assistant principal.</b>				
Strongly disagree	16	22	23	30
Disagree	16	24	26	25
Agree	39	38	38	30
Strongly agree	29	16	13	15
<b>If another student was bullying me, I would tell one of the teachers or other staff at school.</b>				
Strongly disagree	15	20	20	31
Disagree	16	21	23	24
Agree	39	42	42	33
Strongly agree	30	17	15	12
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>				
Strongly disagree	11	16	14	23
Disagree	11	15	15	15
Agree	46	51	55	50
Strongly agree	32	18	16	12

*Question HS/MS I.46-48: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... If I tell a teacher that someone is bullying me, the teacher will do something to help.*

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

**Table I5.4*****Willingness to Seek Help about LGBT-Related Issues at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i></b>				
<b>a school counselor or school psychologist?</b>				
Not at all likely	38	45	45	55
A little likely	36	35	35	25
Very likely	26	20	20	20
<b>a teacher?</b>				
Not at all likely	46	55	49	55
A little likely	38	33	37	36
Very likely	16	12	14	9
<b>a school principal or assistant principal?</b>				
Not at all likely	52	63	63	57
A little likely	30	26	27	28
Very likely	18	10	10	15
<b>other adults at school?</b>				
Not at all likely	61	66	63	63
A little likely	28	26	28	24
Very likely	11	8	9	13
<b>a friend at your school?</b>				
Not at all likely	39	37	31	53
A little likely	34	34	35	24
Very likely	28	29	34	23

*Question HS/MS I.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?*

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

**Table I5.5*****Willingness to Seek Help about LGBT-Related Issues outside of School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i></b>				
<b>an older brother or sister?</b>				
Not at all likely	42	45	42	64
A little likely	32	31	32	15
Very likely	26	24	27	21
<b>your parent or guardian?</b>				
Not at all likely	31	43	42	55
A little likely	29	31	33	20
Very likely	40	26	25	25
<b>a friend's parent or other adult not at school?</b>				
Not at all likely	60	60	56	65
A little likely	27	28	31	20
Very likely	13	12	13	15

*Question HS/MS I.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... an older brother or sister?... your parent or guardian?... a friend's parent or other adult not at school?*

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

**Table I5.6*****Supports from Adults on Personal Problems***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>There are adults at this school I could turn to if I had a personal problem.</b>				
Strongly disagree	17	21	18	33
Disagree	19	21	19	20
Agree	39	42	47	40
Strongly agree	25	16	17	8

*Question HS/MS I.49: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.*

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

## 6. School Resources and Policies

**Table I6.1**

***Knowledge of LGBT-Specific Resources and Policies at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?</b>				
Yes	18	39	51	31
No	25	12	11	27
Don't know	57	49	38	42
<b>Do you talk about LGBTQ people or issues in your classes at school?</b>				
Yes	10	17	27	15
No	58	49	46	53
Don't know	32	34	27	31
<b>If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?</b>				
Yes	16	21	32	23
No	37	29	26	32
Don't know	47	50	42	45

*Question HS/MS I.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you talk about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?*

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

**Table I6.2*****School Policy on Gender & Sex-Based Harassment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i></b>				
<b><i>sexual orientation?</i></b>				
Yes	34	38	47	50
No	13	11	10	18
Don't know	53	51	43	32
<b><i>gender identity or expression?</i></b>				
Yes	33	37	45	48
No	13	11	11	18
Don't know	54	52	44	33

*Question HS/MS I.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?*

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



# School Climate Module

## 1. Module Sample

**Table N1.1**

***Student Sample for School Climate Module***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	5,595	6,803	6,835	133
Final number	4,294	4,671	4,976	89
<b>Average Response Rate</b>	77%	69%	73%	67%

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

## 2. Supports for Learning & Student Academic Engagement

**Table N2.1**

***Supports for Learning***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students at this school are motivated to learn.</b>				
Strongly disagree	10	12	9	15
Disagree	16	17	16	12
Neither disagree nor agree	37	42	43	38
Agree	25	23	27	22
Strongly agree	11	6	5	13
<b>Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</b>				
Strongly disagree	6	7	6	8
Disagree	6	8	8	5
Neither disagree nor agree	18	27	27	19
Agree	39	39	44	41
Strongly agree	31	19	15	27
<b>My teachers work hard to help me with my schoolwork when I need it.</b>				
Strongly disagree	6	7	6	9
Disagree	5	8	8	5
Neither disagree nor agree	20	27	28	22
Agree	40	42	45	41
Strongly agree	29	16	14	23
<b>Teachers show how classroom lessons are helpful to students in real life.</b>				
Strongly disagree	7	11	11	14
Disagree	9	13	14	7
Neither disagree nor agree	22	30	30	21
Agree	38	35	35	37
Strongly agree	24	11	10	21

*Question HS/MS N.1-4: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.*

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

**Table N2.1*****Supports for Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers give students a chance to take part in classroom discussions or activities.</b>				
Strongly disagree	5	6	5	9
Disagree	4	6	5	5
Neither disagree nor agree	17	23	23	21
Agree	45	47	51	41
Strongly agree	30	18	17	24
<b>This school is a supportive and inviting place for students to learn.</b>				
Strongly disagree	6	8	6	9
Disagree	5	7	7	6
Neither disagree nor agree	22	31	32	26
Agree	41	40	42	34
Strongly agree	26	14	13	24
<b>Teachers go out of their way to help students.</b>				
Strongly disagree	6	9	8	9
Disagree	7	10	9	7
Neither disagree nor agree	25	33	33	23
Agree	38	35	38	36
Strongly agree	23	14	12	25
<b>Teachers help students catch up when they return from an absence.</b>				
Strongly disagree	9	12	11	10
Disagree	11	14	13	8
Neither disagree nor agree	23	30	31	26
Agree	34	32	34	33
Strongly agree	23	13	11	23

*Question HS/MS N.5-8: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence.*

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

**Table N2.1*****Supports for Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>My teachers give me useful feedback on my work.</b>				
Strongly disagree	7	9	8	11
Disagree	7	10	10	5
Neither disagree nor agree	22	30	31	24
Agree	38	38	40	45
Strongly agree	25	14	12	16
<b>My classroom is so crowded it is hard to concentrate and learn.</b>				
Strongly disagree	19	17	13	30
Disagree	28	30	30	34
Neither disagree nor agree	33	37	40	26
Agree	14	11	12	6
Strongly agree	6	5	6	3

*Question HS/MS N.9, 42: How strongly do you agree or disagree with the following statements about your school?... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.*

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

**Table N2.2*****Student Academic Mindset and Learning Engagement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students pay attention in class.</b>				
Strongly disagree	11	11	8	10
Disagree	18	20	17	13
Neither disagree nor agree	46	47	51	48
Agree	19	18	20	25
Strongly agree	6	4	3	5
<b>Students try their best in school.</b>				
Strongly disagree	8	9	7	9
Disagree	11	15	13	6
Neither disagree nor agree	44	50	52	46
Agree	27	22	24	29
Strongly agree	9	5	4	9
<b>Students usually follow the rules at school.</b>				
Strongly disagree	10	10	7	9
Disagree	15	16	14	9
Neither disagree nor agree	41	44	45	41
Agree	27	25	30	33
Strongly agree	8	5	4	8
<b>Students turn in their homework on time.</b>				
Strongly disagree	11	11	9	10
Disagree	17	19	16	10
Neither disagree nor agree	47	49	51	53
Agree	19	17	20	18
Strongly agree	6	3	3	8

*Question HS/MS N.46-49: How strongly do you agree or disagree with the following statements about your school?... Students pay attention in class... Students try their best in school... Students usually follow the rules at school... Students turn in their homework on time.*

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

### 3. Fairness and Respect for Diversity

**Table N3.1**

***Fairness and Respect***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Adults at this school treat all students with respect.</b>				
Strongly disagree	7	9	9	9
Disagree	9	12	13	6
Neither disagree nor agree	25	32	32	26
Agree	36	34	35	40
Strongly agree	23	13	10	19
<b>Students treat teachers with respect.</b>				
Strongly disagree	10	13	10	13
Disagree	17	21	22	19
Neither disagree nor agree	38	41	41	34
Agree	24	19	22	26
Strongly agree	11	6	5	8
<b>The school rules are fair.</b>				
Strongly disagree	8	8	9	9
Disagree	11	10	14	10
Neither disagree nor agree	27	32	35	30
Agree	35	38	34	35
Strongly agree	19	11	8	15
<b>All students are treated fairly when they break school rules.</b>				
Strongly disagree	9	10	10	10
Disagree	12	12	13	5
Neither disagree nor agree	28	36	37	36
Agree	33	32	33	35
Strongly agree	19	10	8	14

*Question HS/MS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.*

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

**Table N3.2*****Respect for Diversity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>				
Strongly disagree	50	40	37	45
Disagree	23	27	30	24
Neither disagree nor agree	17	23	22	25
Agree	6	6	7	6
Strongly agree	4	3	3	0
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>				
Strongly disagree	33	29	29	38
Disagree	24	27	30	28
Neither disagree nor agree	28	32	30	28
Agree	10	8	8	5
Strongly agree	5	3	3	1
<b>Students in this school respect each other's differences.</b>				
Strongly disagree	10	11	8	13
Disagree	11	11	11	13
Neither disagree nor agree	32	36	35	26
Agree	29	30	34	31
Strongly agree	17	12	13	18
<b>Adults in this school respect differences in students.</b>				
Strongly disagree	8	9	7	8
Disagree	5	7	6	11
Neither disagree nor agree	25	31	32	27
Agree	34	35	39	28
Strongly agree	29	18	16	25

*Question HS/MS N.36-39: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).*

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

**Table N3.2*****Respect for Diversity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>				
Strongly disagree	7	9	7	11
Disagree	5	7	6	7
Neither disagree nor agree	28	36	38	27
Agree	31	32	35	35
Strongly agree	28	16	14	19

*Question HS/MS N.40: How strongly do you agree or disagree with the following statements about your school?... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.*

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



## 4. Disciplinary Environment

**Table N4.1**

***Consistency and Clarity of Rules and Expectations***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school clearly informs students what would happen if they break school rules.</b>				
Strongly disagree	5	8	6	8
Disagree	6	9	8	3
Neither disagree nor agree	18	27	28	24
Agree	40	40	43	31
Strongly agree	30	17	14	33
<b>Rules in this school are made clear to students.</b>				
Strongly disagree	4	6	5	7
Disagree	6	10	9	5
Neither disagree nor agree	25	33	35	26
Agree	42	40	42	47
Strongly agree	22	11	9	15
<b>This school makes it clear how students are expected to act.</b>				
Strongly disagree	4	5	4	7
Disagree	4	7	6	5
Neither disagree nor agree	21	31	32	28
Agree	45	44	48	45
Strongly agree	25	13	10	15

*Question HS/MS N.14, 19-20: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.*

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

**Table N4.2**  
**Disciplinary Harshness**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>The rules in this school are too strict.</b>				
Strongly disagree	10	10	7	14
Disagree	19	22	19	19
Neither disagree nor agree	36	43	44	43
Agree	20	15	19	14
Strongly agree	15	10	11	10
<b>It is easy for students to get kicked out of class or get suspended.</b>				
Strongly disagree	8	8	6	10
Disagree	14	14	16	15
Neither disagree nor agree	33	38	42	43
Agree	26	27	25	22
Strongly agree	20	13	11	10
<b>Students get in trouble for breaking small rules.</b>				
Strongly disagree	6	7	6	9
Disagree	9	11	11	14
Neither disagree nor agree	29	36	38	54
Agree	34	31	31	17
Strongly agree	22	16	14	6
<b>Teachers are very strict here.</b>				
Strongly disagree	6	6	5	16
Disagree	15	19	20	22
Neither disagree nor agree	47	52	57	44
Agree	22	17	14	13
Strongly agree	11	6	5	4

*Question HS/MS N.15-18: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.*

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

## 5. Student Peer Relationships

**Table N5.1**

***Peer Caring Relationships***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students enjoy doing things with each other during school activities.</b>				
Strongly disagree	5	6	5	11
Disagree	6	7	6	7
Neither disagree nor agree	29	35	36	36
Agree	39	39	42	33
Strongly agree	20	12	11	13
<b>Students care about each other.</b>				
Strongly disagree	7	8	7	11
Disagree	9	10	10	9
Neither disagree nor agree	36	41	42	40
Agree	32	32	33	28
Strongly agree	15	9	8	11
<b>Students treat each other with respect.</b>				
Strongly disagree	9	9	8	13
Disagree	13	14	12	8
Neither disagree nor agree	40	44	46	38
Agree	27	26	29	33
Strongly agree	11	6	5	9
<b>Students get along well with each other.</b>				
Strongly disagree	7	8	6	11
Disagree	9	9	8	7
Neither disagree nor agree	41	43	45	41
Agree	30	32	35	32
Strongly agree	12	8	6	9

*Question HS/MS N.21-24: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.*

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

## 6. Social and Emotional Learning

**Table N6.1**

***Supports for Social and Emotional Learning***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school encourages students to feel responsible for how they act.</b>				
Strongly disagree	5	7	5	8
Disagree	6	8	8	3
Neither disagree nor agree	29	36	39	30
Agree	40	38	40	44
Strongly agree	20	10	8	15
<b>Students are often given rewards for being good.</b>				
Strongly disagree	14	19	17	16
Disagree	14	20	20	13
Neither disagree nor agree	31	38	38	30
Agree	27	19	20	26
Strongly agree	14	5	5	15
<b>This school encourages students to understand how others think and feel.</b>				
Strongly disagree	7	9	8	10
Disagree	9	12	12	12
Neither disagree nor agree	33	41	43	36
Agree	35	30	31	34
Strongly agree	17	8	7	8
<b>Students are taught that they can control their own behavior.</b>				
Strongly disagree	6	8	7	8
Disagree	7	11	11	6
Neither disagree nor agree	29	38	39	34
Agree	39	35	36	36
Strongly agree	19	9	7	16

*Question HS/MS N.25-28: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.*

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

**Table N6.1**  
***Supports for Social and Emotional Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school helps students solve conflicts with one another.</b>				
Strongly disagree	8	9	9	10
Disagree	9	14	13	7
Neither disagree nor agree	32	41	42	43
Agree	35	29	30	28
Strongly agree	16	7	6	11
<b>This school encourages students to care about how others feel.</b>				
Strongly disagree	7	9	8	8
Disagree	8	11	12	13
Neither disagree nor agree	31	41	42	40
Agree	37	31	31	31
Strongly agree	17	8	7	9

*Question HS/MS N.29-30: How strongly do you agree or disagree with the following statements about your school?... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.*

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

## 7. School Anti-Bullying Climate

**Table N7.1**

***School Responses to Bullying***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers here make it clear to students that bullying is not tolerated.</b>				
Strongly disagree	5	7	6	10
Disagree	4	6	7	3
Neither disagree nor agree	19	31	32	27
Agree	36	35	38	30
Strongly agree	36	20	18	30
<b>If another student was bullying me, I would tell one of the teachers or staff at school.</b>				
Strongly disagree	8	12	10	14
Disagree	8	10	12	9
Neither disagree nor agree	24	33	34	33
Agree	30	28	30	26
Strongly agree	30	17	14	17
<b>Students tell teachers when other students are being bullied.</b>				
Strongly disagree	10	13	12	16
Disagree	12	17	18	11
Neither disagree nor agree	37	44	45	46
Agree	26	20	20	16
Strongly agree	14	6	6	10

*Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.*

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

**Table N7.1**  
***School Responses to Bullying – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>				
Strongly disagree	5	7	5	13
Disagree	5	6	6	1
Neither disagree nor agree	26	38	36	32
Agree	34	34	38	31
Strongly agree	30	16	14	24
<b>Students here try to stop bullying when they see it happening.</b>				
Strongly disagree	12	13	11	15
Disagree	12	13	13	5
Neither disagree nor agree	37	44	43	49
Agree	24	22	25	20
Strongly agree	15	8	8	11

*Question HS/MS N.34-35: How strongly do you agree or disagree with the following statements about your school?... If I tell a teacher that someone is bullying me, the teacher will do something to help... Students here try to stop bullying when they see it happening.*

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

## 8. Facilities Physical Environment

**Table N8.1**

***Quality of Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>The schoolyard and buildings are clean and in good condition.</b>				
Strongly disagree	12	13	15	11
Disagree	15	15	18	10
Neither disagree nor agree	33	38	37	40
Agree	28	26	24	26
Strongly agree	12	8	6	11
<b>The school grounds are kept clean.</b>				
Strongly disagree	13	12	14	7
Disagree	17	17	19	8
Neither disagree nor agree	32	36	34	36
Agree	27	27	28	33
Strongly agree	11	7	6	16

*Question HS/MS N.41, 45: How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.*

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



## 9. Scheduled Lunch

**Table N9.1**

***Scheduled Lunch at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I eat my lunch at the right time of day.</b>				
Strongly disagree	10	13	11	15
Disagree	10	13	13	11
Neither disagree nor agree	28	35	35	32
Agree	34	30	32	28
Strongly agree	19	10	9	14
<b>I have plenty of time to eat my lunch.</b>				
Strongly disagree	13	18	17	18
Disagree	11	14	15	18
Neither disagree nor agree	25	30	30	33
Agree	31	28	29	22
Strongly agree	20	11	9	9

*Question HS/MS N.43, 44: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.*

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

## Z. Sweetwater Union High Custom Questions

### 1. Module Sample

**Table Z1.1**

***Student Sample for Custom Questions***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	5,595	6,803	6,835	133
Final number	0	4,380	4,879	86
<b>Average Response Rate</b>	0%	64%	71%	65%

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

## 2. Custom Questions

**Table AZ.2.1**

*If you have ever used marijuana, where did you get it from? (Select all that apply)*

	Grade			Total %
	9th %	11th %	NT %	
Friend, relative or family member	12	23	33	18
Someone you just met or didn't know well	4	7	14	6
Drug dealer	7	11	29	9
Medical marijuana dispensary/pot shop	3	7	21	5
Internet	1	2	1	2
Mexico	2	4	8	3
Home delivery	1	3	10	2
I grew it or I got it from someone who grew it	2	4	14	3
I have never used marijuana	83	72	33	77

*Question HS/MS Z.1.*

*Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table AZ.2.2**

*If you have ever used marijuana or concentrated marijuana (wax, honey, oil, edibles) how did you consume it?*

	Grade			Total %
	9th %	11th %	NT %	
Smoke	10	19	55	15
Eat	3	6	9	5
Vape/Vaporize/E-cigarette	2	2	1	2
Hookah Pipe	1	1	0	1
Other	1	2	1	1
I have never used marijuana	82	71	33	76

*Question HS/MS Z.2.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.3**

*During your life, how many times have you ever driven a car when you had been using marijuana, or been in a car driven by a friend when he or she had been using marijuana?*

	Grade			Total %
	9th %	11th %	NT %	
Never	92	86	62	89
1-2 times	4	6	14	5
3-6 times	1	3	6	2
7-10 times	1	1	0	1
11-20 times	0	1	2	1
21 or more times	2	3	16	2

*Question HS/MS Z.3.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.4**

*Have you ever used Synthetic Cannabinoids, (Spice, K-2)?*

	Grade			Total %
	9th %	11th %	NT %	
Never	97	97	84	97
1-2 times	1	1	14	1
3-6 times	1	0	1	1
7-10 times	0	0	0	0
11-20 times	0	0	1	0
21 or more times	1	1	0	1

*Question HS/MS Z.4.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.5*****Have you ever used Synthetic Cathinones/Stimulants (Bath Salts)?***

	Grade			Total %
	9th %	11th %	NT %	
Never	97	98	93	98
1-2 times	1	1	5	1
3-6 times	0	0	1	0
7-10 times	0	0	0	0
11-20 times	0	0	0	0
21 or more times	1	1	1	1

*Question HS/MS Z.5.**Note: Columns are not displayed if there are less than 10 respondents.***Table AZ.2.6*****If you have ever used synthetic drugs (Spice/Bath Salts) where did you get them?***

	Grade			Total %
	9th %	11th %	NT %	
Friend, relative or family member	2	2	7	2
Someone you just met or didn't know well	0	0	2	0
Drug dealer	0	1	2	1
Smoke shop	0	0	0	0
Retail store	0	0	2	0
Internet	0	0	0	0
Mexico	1	1	2	1
Home delivery	0	0	0	0
I have never used synthetic drugs	95	95	83	95

*Question HS/MS Z.6.**Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.7**

***Prescription pain killers (Vicodin<sup>TM</sup>, OxyContin<sup>TM</sup>, Percodan<sup>TM</sup>, Lortab<sup>TM</sup>) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?***

	Grade			Total %
	9th %	11th %	NT %	
0 times	97	96	93	96
1 time	1	1	1	1
2 times	0	1	3	1
3 times	1	0	1	0
4-6 times	0	0	0	0
7 or more times	1	1	1	1

*Question HS/MS Z.7.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.8**

***Barbiturates (Seconol<sup>TM</sup>, Nembutol<sup>TM</sup>, Amital<sup>TM</sup>, reds, yellow jackets) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?***

	Grade			Total %
	9th %	11th %	NT %	
0 times	98	99	100	98
1 time	1	0	0	1
2 times	0	0	0	0
3 times	0	0	0	0
4-6 times	0	0	0	0
7 or more times	0	1	0	0

*Question HS/MS Z.8.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.9**

*Tranquilizers, or sedatives, (tranks, libs, Xanax<sup>TM</sup>, Valium<sup>TM</sup>, Ativan<sup>TM</sup>, Librium<sup>TM</sup>, Klonopin<sup>TM</sup>, benzodiazepine (benzos)) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?*

	Grade			Total %
	9th %	11th %	NT %	
0 times	97	97	89	97
1 time	1	1	2	1
2 times	1	1	5	1
3 times	0	0	1	0
4-6 times	0	0	1	0
7 or more times	1	1	1	1

*Question HS/MS Z.9.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.10**

*Ritalin<sup>TM</sup> or Adderall<sup>TM</sup> (JIF, Rball, Skippy, the smart drug) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?*

	Grade			Total %
	9th %	11th %	NT %	
0 times	98	98	93	98
1 time	1	1	5	1
2 times	0	1	1	1
3 times	0	0	1	0
4-6 times	0	0	0	0
7 or more times	1	1	0	1

*Question HS/MS Z.10.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.11**

***Synthetic Cannabinoids (Spice, K-2) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?***

	Grade			Total
	9th %	11th %	NT %	
0 times	98	98	95	98
1 time	1	1	2	1
2 times	1	0	1	0
3 times	0	0	1	0
4-6 times	0	0	0	0
7 or more times	0	1	0	1

*Question HS/MS Z.11.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.12**

***Synthetic Stimulants (Bath Salts) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?***

	Grade			Total
	9th %	11th %	NT %	
0 times	98	99	96	98
1 time	0	0	2	0
2 times	0	0	1	0
3 times	0	0	0	0
4-6 times	0	0	0	0
7 or more times	1	1	0	1

*Question HS/MS Z.12.*

*Note: Columns are not displayed if there are less than 10 respondents.*



**Table AZ.2.13**

***How do most kids at your school who use prescription drugs without a doctor's order (to get "high" or "stoned") usually get it? (Mark All That Apply.)***

	Grade			Total
	9th %	11th %	NT %	
At school	19	21	17	20
At parties or events outside school	21	28	28	25
At their own home	12	16	20	14
From adults at friends' homes	7	11	10	9
From friends or another teenager	25	30	26	28
Get adults to buy it for them	7	12	13	10
Buy it themselves from the internet	5	7	5	6
Buy it themselves from Mexico	5	7	3	6
Mexico	5	7	5	6
Home delivery	4	5	7	5
Other	9	9	9	9
Don't know	71	66	62	68

*Question HS/MS Z.13.*

*Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table AZ.2.14**

***How do most kids at your school who drink alcohol usually get it? (Mark All That Apply.)***

	Grade			Total
	9th %	11th %	NT %	
At school	10	10	7	10
At parties or events outside school	27	38	30	33
At their own home	21	29	24	25
From adults at friends' homes	13	21	21	17
From friends or another teenager	23	32	28	27
Get adults to buy it for them	13	24	22	19
Buy it themselves from a store	12	18	16	15
Internet	3	4	2	4
Mexico	6	10	9	8
Home delivery	3	4	2	4
At bars, clubs, or gambling casinos	5	9	5	7
Other	7	9	9	8
Don't know	67	56	56	61

*Question HS/MS Z.14.*

*Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table AZ.2.15**

***Prescription pain killers (Vicodin<sup>TM</sup>, OxyContin<sup>TM</sup>, Percodan<sup>TM</sup>, Lortab<sup>TM</sup>) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?***

	Grade			Total %
	9th %	11th %	NT %	
Great	38	47	40	43
Moderate	20	21	20	21
Slight	12	11	10	11
None	29	21	30	25

*Question HS/MS Z.15.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.16**

***Barbiturates (Seconol<sup>TM</sup>, Nembutol<sup>TM</sup>, Amital<sup>TM</sup>, reds, yellow jackets) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?***

	Grade			Total %
	9th %	11th %	NT %	
Great	40	49	39	45
Moderate	21	22	22	22
Slight	10	8	9	9
None	29	21	29	25

*Question HS/MS Z.16.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.17**

***Tranquilizers, or sedatives, (tranks, libs, Xanax<sup>TM</sup>, Valium<sup>TM</sup>, Ativan<sup>TM</sup>, Librium<sup>TM</sup>, Klonopin<sup>TM</sup>, bezodiazepine (benzos)) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?***

	Grade			Total %
	9th %	11th %	NT %	
Great	41	50	44	46
Moderate	20	20	20	20
Slight	10	8	9	9
None	29	21	27	25

*Question HS/MS Z.17.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.18**

***Ritalin™ or Adderall™ (JIF, Rball, Skippy, the smart drug) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?***

	Grade			Total %
	9th %	11th %	NT %	
Great	40	48	42	45
Moderate	21	21	18	21
Slight	10	9	11	9
None	29	22	29	25

*Question HS/MS Z.18.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.19**

***Synthetic Canabinoids (Spice, K-2) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?***

	Grade			Total %
	9th %	11th %	NT %	
Great	42	52	48	48
Moderate	19	19	14	19
Slight	9	7	9	8
None	29	21	28	25

*Question HS/MS Z.19.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.20**

***Synthetic Stimulants (Bath Salts) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?***

	Grade			Total %
	9th %	11th %	NT %	
Great	43	55	49	49
Moderate	19	17	15	18
Slight	9	7	10	8
None	30	21	26	25

*Question HS/MS Z.20.*

*Note: Columns are not displayed if there are less than 10 respondents.*

# Appendix

## 2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Alta Vista Academy				60
Bonita Vista Middle	80			
Bonita Vista Senior High		65	80	
Castle Park Middle	60			
Castle Park Senior High		70	66	
Chula Vista Middle	88			
Chula Vista Senior High		70	59	
East Hills Academy				23
Eastlake High		83	96	
Eastlake Middle	88			
Granger Junior High	95	71		
Hilltop Middle	94			
Hilltop Senior High		81	80	
Mar Vista Academy	80			
Mar Vista Senior High		57	51	
Montgomery Middle	80			
Montgomery Senior High		94	82	
National City Middle	81			
Olympian High		76	80	
Options Secondary	87	90	32	
Otay Ranch Senior High		80	92	
Palomar High				100
Rancho del Rey Middle	84			
San Ysidro High		64	55	
Southwest Middle	64			
Southwest Senior High		74	74	
Sweetwater Community Day				
Sweetwater High		64	77	

*Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list.*