

CALIFORNIA HEALTHY KIDS SURVEY



Mt. Diablo Unified Secondary 2017-2018 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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Contents

Page

List of Tables	ii
PREFACE	vi
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	11
5. School Violence, Victimization, and Safety	22
6. Alcohol and Other Drug Use	28
7. Tobacco Use	41
8. Other Physical and Mental Health Risks	48
9. Race/Ethnic Breakdowns	50
10. Gender Breakdowns	56
B. Alcohol and Other Drugs (AOD) Module	58
1. Module Sample	58
2. Summary of Key Indicators	59
3. Alcohol, Tobacco, and Marijuana Consumption Patterns	60
4. Reasons for and Consequences of AOD Consumption	63
5. Supports to Reduce AOD Use	67
6. Availability	68
7. Influences on ATOD Use	70
8. School Suspension	74
Appendix	75

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Gender of Sample	4
A3.2 Hispanic or Latino	4
A3.3 Race	4
A3.4 Living Situation	5
A3.5 Highest Education of Parents	5
A3.6 Free or Reduced Price Meals Eligibility	6
A3.7 Participation in Migrant Education Program, Past 3 Years	6
A3.8 Language Spoken at Home	6
A3.9 English Language Proficiency – All Students	7
A3.10 English Language Proficiency – Home Language Other Than English	8
A3.11 Number of Days Attending Afterschool Program	9
A3.12 Military Connections	9
A3.13 Sexual Orientation	10
A3.14 Gender Identity	10
4. School Performance, Supports, and Engagement	11
A4.1 Grades, Past 12 Months	11
A4.2 Truancy, Past 12 Months	11
A4.3 Absences, Past 30 Days	12
A4.4 Reasons for Absence, Past 30 Days	12
A4.5 School Environment Scales (Developmental Supports)	13
A4.6 School Connectedness, Academic Motivation, and Parent Involvement Scales	14
A4.7 Caring Relationships Scale Questions	15
A4.8 High Expectations Scale Questions	16
A4.9 Meaningful Participation Scale Questions	17
A4.10 School Connectedness Scale Questions	18
A4.11 Academic Motivation Scale Questions	19
A4.12 Parent Involvement Scale Questions	20
A4.13 Quality of School Physical Environment	21
5. School Violence, Victimization, and Safety	22
A5.1 Perceived Safety at School	22
A5.2 Reasons for Harassment on School Property, Past 12 Months	23

A5.2	Reasons for Harassment on School Property, Past 12 Months – Continued	24
A5.3	Verbal Harassment at School, Past 12 Months	25
A5.4	Violence and Victimization on School Property, Past 12 Months	26
A5.5	Property Damage on School Property, Past 12 Months	27
A5.6	Weapons Possession on School Property, Past 12 Months	27
6.	Alcohol and Other Drug Use	28
A6.1	Summary Measures of Level of AOD Use and Perceptions	28
A6.2	Summary of AOD Lifetime Use	29
A6.3	Lifetime AOD Use	30
A6.3	Lifetime AOD Use – Continued	31
A6.4	Lifetime Marijuana Consumption	32
A6.5	Current AOD Use, Past 30 Days	33
A6.6	Frequency of Current AOD Use, Past 30 Days	34
A6.7	Lifetime Drunk or “High”	35
A6.8	Current AOD Use on School Property, Past 30 Days	36
A6.9	Lifetime Drunk or “High” on School Property	36
A6.10	Cessation Attempts	37
A6.11	Drinking While Driving, Lifetime	38
A6.12	Perceived Harm of AOD Use	39
A6.13	Perceived Difficulty of Obtaining Alcohol and Marijuana	40
7.	Tobacco Use	41
A7.1	Summary of Key CHKS Tobacco Indicators	41
A7.2	Lifetime Tobacco Use	42
A7.3	Any Current Use and Daily Use	43
A7.4	Current Smoking on School Property, Past 30 Days	44
A7.5	Cigarette Smoking Cessation Attempts	45
A7.6	Perceived Harm of Cigarette Smoking	45
A7.7	Perceived Harm of E-Cigarette Use Compared to Smoking	46
A7.8	Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes	47
8.	Other Physical and Mental Health Risks	48
A8.1	Cyber Bullying, Past 12 Months	48
A8.2	Alone After School	48
A8.3	Eating of Breakfast	49
A8.4	Chronic Sad or Hopeless Feelings, Past 12 Months	49
A8.5	Seriously Considered Attempting Suicide, Past 12 Months	49
A8.6	Gang Involvement	49
9.	Race/Ethnic Breakdowns	50
A9.1	School Supports and Engagement by Race/Ethnicity - 7th Grade	50
A9.2	School Supports and Engagement by Race/Ethnicity - 9th Grade	50
A9.3	School Supports and Engagement by Race/Ethnicity - 11th Grade	51
A9.4	School Supports and Engagement by Race/Ethnicity - Non-Traditional	51
A9.5	Feeling Safe or Very Safe at School by Race/Ethnicity	52
A9.6	Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity	52
A9.7	Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity	53

A9.8	Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity	53
A9.9	Cigarette Smoking in the Past 30 Days by Race/Ethnicity	54
A9.10	Any Alcohol Use in the Past 30 Days by Race/Ethnicity	54
A9.11	Any Marijuana Use in the Past 30 Days by Race/Ethnicity	55
A9.12	Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity	55
10.	Gender Breakdowns	56
A10.1	School Supports and Engagement by Gender	56
A10.2	Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender . .	57
B.	Alcohol and Other Drugs (AOD) Module	58
1.	Module Sample	58
B1.1	Student Sample for AOD Module	58
2.	Summary of Key Indicators	59
B2.1	Key Indicators of Alcohol and Other Drug Use	59
3.	Alcohol, Tobacco, and Marijuana Consumption Patterns	60
B3.1	Age of Onset – AOD Use	60
B3.2	Age of Onset – Tobacco Use	61
B3.3	Usual Alcohol Consumption Level	61
B3.4	Usual Marijuana Consumption Level	62
B3.5	E-Cigarette Consumption	62
4.	Reasons for and Consequences of AOD Consumption	63
B4.1	Reasons for AOD Use in the Past 12 Months	63
B4.2	Problems Caused by AOD Use	64
B4.3	Alcohol or Other Drug Use Caused Negative Experiences	65
B4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession . . .	66
5.	Supports to Reduce AOD Use	67
B5.1	Needed Counseling for Use	67
B5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	67
B5.3	Talked with Parent About AOD Use	67
6.	Availability	68
B6.1	Sources for Obtaining Alcohol	68
B6.2	Sources for Obtaining Marijuana	69
7.	Influences on ATOD Use	70
B7.1	Personal Disapproval of AOD Use	70
B7.2	Parent Disapproval of ATOD Use	71
B7.3	Peer Disapproval of ATOD Use	72
B7.4	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	73
8.	School Suspension	74
B8.1	Suspension from School, Past 12 Month	74

Appendix 75

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 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

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

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website (chks.wested.org), including *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP-Cal_SCHLS.pdf). The California Safe and Supportive Schools website (CaliforniaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module

and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the 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, attendance rate and reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

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

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

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

Supplemental School Climate Module

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

Supplemental Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics.

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

Changes Between Survey Administrations.

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

RESOURCES

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

- ***CHKS Guidebook to Data Use and Dissemination*** provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- **CHKS factsheets** (chks.wested.org/using-results/factsheets) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- ***Making Sense of School Climate*** provides a discussion of all the CalSCHLS survey items that relate to school climate (download californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).
- ***Helpful Resources for Local Control and Accountability Plans*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).
- The ***School Climate Connection Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

NEXT STEPS

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

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

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

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

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

Compare Results with Other Data

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

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

Data Workshop

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

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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; and
- 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).

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.

Disaggregated Reports

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

Analyze Dataset

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

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, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

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

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	2,462	1,968	1,883	580
Final number	2,153	1,354	1,370	429
Response Rate	87%	69%	73%	74%

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	26	18	14	18	A4.6
Academic motivation [†]	41	37	30	27	A4.6
Chronic truancy (twice a month or more often) [§]	1	2	6	21	A4.2
Caring adult relationships [‡]	30	23	27	28	A4.5
High expectations [‡]	44	35	34	33	A4.5
Meaningful participation [‡]	13	10	9	10	A4.5
Facilities upkeep	12	6	4	15	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	71	61	60	58	A5.1
Experienced any harassment or bullying [§]	35	32	33	16	A5.2
Had mean rumors or lies spread about you [§]	38	29	32	22	A5.3
Been afraid of being beaten up [§]	19	13	9	8	A5.4
Been in a physical fight [§]	15	8	7	14	A5.4
Seen a weapon on campus [§]	15	13	15	13	A5.6
Been drunk or “high” on drugs at school, ever	1	6	12	31	A6.9
Mental and Physical Health					
Current alcohol or drug use [¶]	5	12	29	42	A6.5
Current binge drinking [¶]	1	3	9	17	A6.5
Very drunk or “high” 7 or more times	1	4	16	35	A6.7
Current cigarette smoking [¶]	1	1	1	9	A7.3
Current electronic cigarette use [¶]	2	7	15	19	A7.3
Experienced chronic sadness/hopelessness [§]	24	25	39	31	A8.4
Considered suicide [§]	na	12	18	17	A8.5

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

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

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

[§]*Past 12 months.*

[¶]*Past 30 days.*

na—Not asked of middle school students.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	51	51	57
Female	50	49	49	43

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

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	56	63	61	38
Yes	44	37	39	62

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

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

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	2	1	2	4
Asian	11	14	15	4
Black or African American	4	2	5	8
Native Hawaiian or Pacific Islander	1	2	3	4
White	34	38	41	24
Mixed (two or more) races	48	43	35	56

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

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	88	93	94	84
Other relative's home	2	1	1	4
A home with more than one family	4	3	3	6
Friend's home	0	0	0	2
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	1
Other living arrangement	5	2	1	2

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

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	7	13	13	29
Graduated from high school	11	11	14	23
Attended college but did not complete four-year degree	7	9	15	13
Graduated from college	48	54	50	19
Don't know	26	12	9	16

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

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

Table A3.6***Free or Reduced Price Meals Eligibility***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	48	57	61	32
Yes	31	29	30	56
Don't know	21	15	8	12

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	68	82	88	79
Yes	1	1	1	1
Don't know	31	17	11	19

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	59	65	67	53
Spanish	30	22	22	42
Mandarin	0	1	1	0
Cantonese	0	0	1	0
Taiwanese	0	0	0	0
Tagalog	3	2	3	0
Vietnamese	1	1	1	0
Korean	0	1	1	0
Other	6	8	5	4

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

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

Table A3.9
English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	87	91	91	85
Well	12	8	8	14
Not well	1	1	1	1
Not at all	0	0	0	0
speak English?				
Very well	84	85	87	80
Well	14	13	11	18
Not well	2	2	1	1
Not at all	0	0	0	1
read English?				
Very well	79	82	83	72
Well	19	15	14	25
Not well	2	3	2	2
Not at all	0	0	0	1
write English?				
Very well	75	79	80	70
Well	22	17	17	26
Not well	3	3	3	3
Not at all	0	0	0	1
English Language Proficiency Status				
Proficient	77	81	82	72
Not proficient	23	19	18	28

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	75	80	80	74
Well	23	18	18	24
Not well	2	2	2	2
Not at all	0	0	0	1
speak English?				
Very well	71	71	73	65
Well	25	24	23	32
Not well	3	5	4	3
Not at all	0	0	0	1
read English?				
Very well	64	65	68	57
Well	31	29	27	38
Not well	5	6	4	4
Not at all	0	0	1	1
write English?				
Very well	59	62	65	56
Well	35	30	29	37
Not well	6	7	5	6
Not at all	1	1	1	1
English Language Proficiency Status				
Proficient	60	64	65	57
Not proficient	40	36	35	43

Question HS/MS A.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	80	80	79	89
1 day	5	3	4	1
2 days	5	2	4	2
3 days	2	2	2	2
4 days	2	3	2	1
5 days	7	10	9	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	92	95	97	92
Yes	4	3	2	5
Don't know	4	2	1	3

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

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

Table A3.13
Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	80	84	82	79
Gay or Lesbian	1	2	2	2
Bisexual	3	5	7	10
I am not sure yet	8	4	4	3
Something else	1	2	2	3
Decline to respond	7	3	3	3

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

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

Table A3.14
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	93	95	96	93
Yes, I am transgender	1	1	1	0
I am not sure if I am transgender	2	1	1	3
Decline to respond	4	3	2	4

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

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	25	32	22	11
A's and B's	38	31	29	23
Mostly B's	5	7	11	8
B's and C's	18	17	18	22
Mostly C's	3	4	7	10
C's and D's	7	7	8	14
Mostly D's	1	1	2	5
Mostly F's	2	1	1	6

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	84	83	69	48
1-2 times	9	10	13	15
A few times	5	4	12	15
Once a month	0	1	1	2
Twice a month	0	0	1	3
Once a week	0	1	2	5
More than once a week	1	1	3	12

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Absences, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	56	54	46	23
1 day	21	21	23	19
2 days	12	15	16	23
3 or more days	11	9	16	34

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	54	52	42	24
Illness (feeling physically sick), including problems with breathing or your teeth	30	36	44	52
Were being bullied or mistreated at school	1	1	1	2
Felt very sad, hopeless, anxious, stressed, or angry	3	5	13	16
Didn't get enough sleep	4	7	18	24
Didn't feel safe at school or going to and from school	1	0	1	2
Had to take care of or help a family member or friend	4	3	5	9
Wanted to spend time with friends	0	1	2	4
Use alcohol or drugs	0	0	1	3
Were behind in schoolwork or weren't prepared for a test or class assignment	1	3	12	4
Were bored or uninterested in school	1	3	6	8
Had no transportation to school	2	1	3	13
Other reason	15	12	11	17

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

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

Table A4.5
School Environment Scales (Developmental Supports)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
<i>Average Reporting “Very much true”</i>	29	22	23	24	
High	31	23	25	26	
Moderate	55	57	52	51	
Low	14	20	23	24	
Caring adults in school					
<i>Average Reporting “Very much true”</i>	30	23	27	28	A4.7
High	35	27	31	30	
Moderate	54	58	54	57	
Low	11	15	15	13	
High expectations-adults in school					
<i>Average Reporting “Very much true”</i>	44	35	34	33	A4.8
High	54	41	40	39	
Moderate	40	51	50	51	
Low	6	8	10	11	
Meaningful participation at school					
<i>Average Reporting “Very much true”</i>	13	10	9	10	A4.9
High	11	8	6	9	
Moderate	43	38	34	34	
Low	46	54	59	57	

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

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

Table A4.6***School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Connectedness					
<i>Average Reporting “Strongly agree”</i>	26	18	14	18	A4.10
High	58	49	42	41	
Moderate	35	43	47	46	
Low	7	8	11	13	
Academic Motivation					
<i>Average Reporting “Strongly agree”</i>	41	37	30	27	A4.11
High	42	37	29	25	
Moderate	42	46	46	46	
Low	15	17	25	29	
Parent Involvement in School					
<i>Average Reporting “Strongly agree”</i>	22	10	7	14	A4.12
High	46	27	19	32	
Moderate	41	52	48	46	
Low	13	21	33	22	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average Reporting “Very much true”</i>	30	23	27	28
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	10	14	11	13
A little true	31	35	32	31
Pretty much true	34	34	32	32
Very much true	25	17	25	24
<i>who notices when I’m not there.</i>				
Not at all true	11	16	16	13
A little true	26	28	28	27
Pretty much true	33	35	32	32
Very much true	29	21	24	28
<i>who listens to me when I have something to say.</i>				
Not at all true	8	9	8	9
A little true	22	25	23	23
Pretty much true	34	37	38	37
Very much true	36	30	31	31

*Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me...
who notices when I am not there... who listens to me when I have something to say.*

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

Table A4.8***High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average Reporting “Very much true”</i>	44	35	34	33
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	7	8	10	11
A little true	20	25	25	23
Pretty much true	38	39	38	37
Very much true	35	28	28	29
<i>who always wants me to do my best.</i>				
Not at all true	4	5	7	7
A little true	12	19	19	20
Pretty much true	30	34	35	35
Very much true	55	41	40	38
<i>who believes that I will be a success.</i>				
Not at all true	7	9	10	11
A little true	17	23	22	22
Pretty much true	33	33	34	33
Very much true	44	35	34	34

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A4.9
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average Reporting “Very much true”</i>	13	10	9	10
At school...				
I do interesting activities.				
Not at all true	13	18	21	27
A little true	29	30	32	41
Pretty much true	32	29	27	20
Very much true	26	23	20	11
I help decide things like class activities or rules.				
Not at all true	46	50	55	48
A little true	28	29	26	29
Pretty much true	16	13	13	13
Very much true	9	7	6	10
I do things that make a difference.				
Not at all true	23	34	37	38
A little true	38	37	36	35
Pretty much true	25	20	19	17
Very much true	13	9	9	10
I have a say in how things work.				
Not at all true	40	46	50	47
A little true	31	32	29	29
Pretty much true	19	16	15	16
Very much true	10	7	6	8
I help decide school activities or rules.				
Not at all true	63	69	73	58
A little true	21	19	18	22
Pretty much true	10	8	6	11
Very much true	7	4	3	9

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

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

Table A4.10
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness				
<i>Average Reporting “Strongly agree”</i>	26	18	14	18
I feel close to people at this school.				
Strongly disagree	3	3	7	14
Disagree	6	7	8	13
Neither disagree nor agree	19	26	25	32
Agree	46	43	41	31
Strongly agree	26	20	20	10
I am happy to be at this school.				
Strongly disagree	5	4	8	10
Disagree	6	8	10	7
Neither disagree nor agree	20	27	29	30
Agree	41	42	39	35
Strongly agree	28	19	13	18
I feel like I am part of this school.				
Strongly disagree	5	5	7	11
Disagree	8	9	12	8
Neither disagree nor agree	22	29	30	33
Agree	41	41	39	31
Strongly agree	24	15	12	17
The teachers at this school treat students fairly.				
Strongly disagree	6	6	6	8
Disagree	10	10	13	7
Neither disagree nor agree	25	29	31	18
Agree	38	42	40	40
Strongly agree	21	14	10	26
I feel safe in my school.				
Strongly disagree	4	3	3	6
Disagree	6	7	6	6
Neither disagree nor agree	20	26	26	28
Agree	41	45	50	40
Strongly agree	30	19	15	19

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic Motivation				
<i>Average Reporting “Strongly agree”</i>	41	37	30	27
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	1	1	4
Disagree	2	2	4	2
Neither disagree nor agree	8	10	14	17
Agree	37	39	43	45
Strongly agree	51	47	38	32
I try hard at school because I am interested in my work.				
Strongly disagree	4	3	5	6
Disagree	10	11	15	10
Neither disagree nor agree	23	24	28	33
Agree	37	36	34	30
Strongly agree	26	26	18	21
I work hard to try to understand new things at school.				
Strongly disagree	3	2	2	5
Disagree	4	4	6	5
Neither disagree nor agree	16	17	21	25
Agree	40	44	43	41
Strongly agree	37	33	28	24
I am always trying to do better in my schoolwork.				
Strongly disagree	2	1	2	3
Disagree	2	2	4	3
Neither disagree nor agree	9	12	17	19
Agree	36	40	42	45
Strongly agree	51	44	36	30

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Parent Involvement in School				
<i>Average Reporting “Strongly agree”</i>	22	10	7	14
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	6	9	10
Disagree	9	15	22	9
Neither disagree nor agree	23	36	33	39
Agree	40	33	29	29
Strongly agree	24	10	6	13
Parents feel welcome to participate at this school.				
Strongly disagree	4	4	5	8
Disagree	5	7	11	8
Neither disagree nor agree	28	40	47	42
Agree	40	38	29	28
Strongly agree	23	11	8	13
School staff takes parent concerns seriously.				
Strongly disagree	4	5	7	7
Disagree	8	11	17	6
Neither disagree nor agree	29	41	39	36
Agree	38	34	30	35
Strongly agree	20	9	6	15

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	9	12	16	8
Disagree	19	23	28	11
Neither disagree nor agree	27	31	29	29
Agree	32	28	23	37
Strongly agree	12	6	4	15

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	24	16	16	26
Safe	47	46	44	32
Neither safe nor unsafe	23	33	34	35
Unsafe	4	4	3	5
Very unsafe	2	2	3	2

Question HS A.99/MS A.88: How safe do you feel when you are at school?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	84	84	84	91
1 time	8	7	6	5
2 or more times	8	9	10	4
Religion				
0 times	94	93	93	97
1 time	3	3	3	2
2 or more times	2	3	4	1
Gender (being male or female)				
0 times	92	92	91	97
1 time	4	3	3	1
2 or more times	4	4	6	2
Because you are gay or lesbian or someone thought you were				
0 times	91	92	92	96
1 time	4	3	3	2
2 or more times	5	5	5	2
A physical or mental disability				
0 times	96	95	95	96
1 time	1	2	2	2
2 or more times	2	3	3	2
You are an immigrant or someone thought you were				
0 times	95	95	95	96
1 time	3	3	3	2
2 or more times	2	2	2	2
<i>Any of the above six reasons</i>	27	26	28	13

Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other reason				
0 times	79	82	84	90
1 time	7	7	5	3
2 or more times	13	12	12	7
Any harassment	35	32	33	16

Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	62	71	68	78
1 time	18	14	14	8
2 to 3 times	10	7	9	7
4 or more times	11	8	9	7
had sexual jokes, comments, or gestures made to you?				
0 times	73	72	69	83
1 time	10	9	9	5
2 to 3 times	6	6	8	5
4 or more times	10	13	13	7
been made fun of because of your looks or the way you talk?				
0 times	67	73	73	83
1 time	13	10	9	6
2 to 3 times	8	7	7	4
4 or more times	12	11	10	7
been made fun of, insulted, or called names?				
0 times	61	70	72	84
1 time	15	11	8	5
2 to 3 times	9	6	7	3
4 or more times	15	13	13	8

Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	70	80	87	90
1 time	15	11	7	4
2 to 3 times	8	5	3	3
4 or more times	7	4	3	2
been afraid of being beaten up?				
0 times	81	87	91	92
1 time	10	8	5	4
2 to 3 times	4	3	2	3
4 or more times	5	2	2	2
been threatened with harm or injury?				
0 times	88	94	92	92
1 time	7	3	3	5
2 to 3 times	2	2	2	1
4 or more times	2	1	2	2
been in a physical fight?				
0 times	85	92	93	86
1 time	9	5	4	5
2 to 3 times	3	2	2	3
4 or more times	2	1	2	6
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	97	97	95
1 time	3	2	1	3
2 to 3 times	1	1	1	2
4 or more times	0	1	1	1
been offered, sold, or given an illegal drug?				
0 times	93	80	72	76
1 time	4	9	10	5
2 to 3 times	2	5	7	4
4 or more times	1	6	11	14

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	81	84	86	88
1 time	11	10	8	7
2 to 3 times	4	3	3	3
4 or more times	3	3	2	2
Damaged school property on purpose				
0 times	95	96	94	94
1 time	3	3	3	3
2 to 3 times	1	1	1	2
4 or more times	1	1	1	2

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	99	99	95
1 time	1	0	0	3
2 to 3 times	1	0	0	1
4 or more times	0	0	1	0
Carried any other weapon (such as a knife or club)				
0 times	96	97	97	91
1 time	2	2	1	4
2 to 3 times	1	0	1	2
4 or more times	1	1	2	4
Seen someone carrying a gun, knife, or other weapon				
0 times	85	87	85	87
1 time	10	7	8	5
2 to 3 times	3	3	4	4
4 or more times	2	3	3	4

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [†]	11	23	48	62	A6.2
Lifetime alcohol or drugs (any use)	11	26	50	63	A6.2
Lifetime very drunk or high (7 or more times)	1	4	16	35	A6.7
Lifetime drinking and driving involvement	27	7	15	27	A6.11
Current alcohol or drugs	5	12	29	42	A6.5
Current heavy drug uses	1	4	11	29	A6.5
Current heavy alcohol use (binge drinking)	1	3	9	17	A6.5
Current alcohol or drug use on school property	2	5	8	16	A6.8
Harmfulness of occasional marijuana use [‡]	43	33	23	28	A6.12
Difficulty of obtaining marijuana [§]	25	9	4	11	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	8	17	42	52
Marijuana	4	13	31	55
Inhalants	3	3	2	6
Cocaine, Methamphetamine, or any amphetamines	na	1	2	8
Heroin	na	1	1	1
Ecstasy, LSD, or other psychedelics	na	2	4	11
Prescription pain killers, Diet Pills, or other prescription stimulant	na	9	14	24
Cold/Cough Medicines or other over-the-counter medicines to get “high”	na	5	6	16
Any other drug, pill, or medicine to get “high”	2	2	3	10
<i>Any of the above AOD use</i>	11	26	50	63
<i>Any illicit AOD use to get “high”[†]</i>	11	23	48	62

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

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	92	83	58	48
1 time	5	6	8	7
2 to 3 times	2	5	10	12
4 or more times	1	6	24	33
Marijuana (smoke, vape, eat, or drink)				
0 times	96	87	69	45
1 time	2	3	6	6
2 to 3 times	1	3	5	9
4 or more times	1	7	20	40
Inhalants				
0 times	97	97	98	94
1 time	1	1	1	3
2 to 3 times	1	1	1	1
4 or more times	1	0	1	2
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	99	98	92
1 time	na	0	1	1
2 to 3 times	na	0	1	3
4 or more times	na	0	1	4
Heroin				
0 times	na	99	99	99
1 time	na	0	0	0
2 to 3 times	na	0	0	1
4 or more times	na	0	0	0
Ecstasy, LSD, or other psychedelics				
0 times	na	98	96	89
1 time	na	1	2	4
2 to 3 times	na	0	1	1
4 or more times	na	0	1	5

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	na	96	91	80
1 time	na	1	3	3
2 to 3 times	na	1	2	7
4 or more times	na	1	3	10
Diet Pills				
0 times	na	95	97	95
1 time	na	1	1	1
2 to 3 times	na	1	0	1
4 or more times	na	4	1	3
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	93	89
1 time	na	1	2	2
2 to 3 times	na	0	2	2
4 or more times	na	1	3	6
Cold/Cough Medicines or other over-the-counter medicines to get “high”				
0 times	na	95	94	84
1 time	na	2	3	6
2 to 3 times	na	1	1	5
4 or more times	na	2	1	6
Any other drug, pill, or medicine to get “high” or for other than medical reasons				
0 times	98	98	97	90
1 time	1	0	1	2
2 to 3 times	0	1	1	2
4 or more times	1	1	2	5

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

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

na—Not asked of middle school students.

Table A6.4***Lifetime Marijuana Consumption***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	97	89	71	45
1 time	1	3	5	5
2 to 3 times	1	2	6	7
4 or more times	1	6	18	43
In an electronic or e-cigarette or other vaping device?				
0 times	97	91	79	62
1 time	1	4	5	6
2 to 3 times	1	2	3	5
4 or more times	1	4	13	27
Eat or drink it in products made with marijuana?				
0 times	98	92	78	56
1 time	1	3	7	9
2 to 3 times	1	2	7	10
4 or more times	0	3	8	25

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	3	8	20	28
Binge drinking (5 or more drinks in a row)	1	3	9	17
Marijuana (smoke, vape, eat, or drink)	2	8	19	36
Inhalants	1	1	1	3
Prescription drugs to get “high” or for reasons other than prescribed	na	1	2	8
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	2	6
<i>Any drug use</i>	3	8	19	37
<i>Heavy drug use</i>	1	4	11	29
<i>Any AOD Use</i>	5	12	29	42
Two or more substances at the same time	na	2	6	11

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription drugs to get “high” or for reasons other than prescribed ... any other drug, pill, or medicine to get “high” or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

na—Not asked of middle school students.

Table A6.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	97	92	80	72
1 or 2 days	3	6	14	17
3 to 9 days	0	1	5	7
10 to 19 days	0	0	1	1
20 or more days	0	1	1	2
Binge drinking (5 or more drinks in a row)				
0 days	99	97	91	83
1 or 2 days	1	2	7	8
3 to 9 days	0	1	1	5
10 to 19 days	0	0	1	1
20 or more days	0	0	0	2
Marijuana (smoke, vape, eat, or drink)				
0 days	98	92	81	64
1 or 2 days	1	4	8	9
3 to 9 days	0	1	5	7
10 to 19 days	0	1	3	4
20 or more days	0	2	3	16

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	98	94	78	65
1 to 2 times	2	5	13	16
3 to 6 times	0	1	5	9
7 or more times	0	1	4	10
“High” (loaded, stoned, or wasted) from using drugs				
0 times	97	89	73	50
1 to 2 times	2	4	8	10
3 to 6 times	0	2	5	7
7 or more times	1	4	15	33
<i>Very drunk or “high” 7 or more times</i>	1	4	16	35

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A6.8***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	98	97	93
1 to 2 days	1	2	2	5
3 or more days	0	0	1	2
Marijuana (smoke, vape, eat, or drink)				
0 days	99	97	94	85
1 to 2 days	1	2	3	6
3 or more days	0	2	3	9
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	99	99	99	95
1 to 2 days	0	1	1	3
3 or more days	0	0	0	1
Any of the above	2	5	8	16

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	94	88	69
1 to 2 times	1	3	5	9
3 to 6 times	0	1	3	8
7 or more times	0	1	4	14

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

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

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	91	77	70
0 times	na	6	18	20
1 time	na	1	2	5
2 to 3 times	na	1	1	3
4 or more times	na	1	1	2
Marijuana				
Does not apply, don't use	na	89	77	55
0 times	na	8	15	24
1 time	na	2	4	9
2 to 3 times	na	1	3	6
4 or more times	na	1	2	6

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

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

na—Not asked of middle school students.

Table A6.11***Drinking While Driving, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	93	85	73
1 time	na	3	4	7
2 times	na	1	3	4
3 to 6 times	na	1	4	6
7 or more times	na	2	4	10
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	73	na	na	na
1 time	9	na	na	na
2 times	5	na	na	na
3 to 6 times	5	na	na	na
7 or more times	8	na	na	na

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

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

na—Not asked of middle/high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	29	32	26	36
Moderate	21	25	27	25
Slight	20	24	27	18
None	29	18	19	21
Alcohol - 5 or more drinks once or twice a week				
Great	50	55	53	47
Moderate	17	21	25	20
Slight	7	8	9	11
None	26	16	13	22
Marijuana - use occasionally				
Great	43	33	23	28
Moderate	23	27	23	13
Slight	7	17	25	19
None	27	22	29	40
Marijuana - use daily				
Great	64	56	43	30
Moderate	6	16	21	17
Slight	3	8	16	17
None	27	20	20	36

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	20	9	4	12
Fairly difficult	12	8	4	8
Fairly easy	13	21	23	22
Very easy	10	27	45	32
Don't know	45	35	23	26
Marijuana				
Very difficult	25	9	4	11
Fairly difficult	10	7	3	4
Fairly easy	9	17	18	15
Very easy	10	32	52	47
Don't know	46	35	23	22

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	3	6	21	A7.2
Current cigarette smoking [†]	1	1	1	9	A7.3
Current cigarette smoking at school [†]	1	0	0	3	A7.4
Ever tried smokeless tobacco	1	2	3	7	A7.2
Current smokeless tobacco use [†]	0	1	1	0	A7.3
Current smokeless tobacco use at school [†]	1	0	0	1	A7.4
Ever used electronic cigarettes	5	15	29	44	A7.2
Current use of electronic cigarettes [†]	2	7	15	19	A7.3
Current use of electronic cigarettes at school [†]	1	3	7	11	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	1	2	9	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	35	38	38	40	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	62	69	73	58	A7.6
Difficulty of obtaining cigarettes [§]	21	11	7	13	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

na—Not asked of middle school students.

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	98	na	na	na
1 time	1	na	na	na
2 to 3 times	1	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	99	97	94	79
1 time	0	1	2	3
2 to 3 times	0	1	2	4
4 or more times	0	1	2	13
Smokeless tobacco				
0 times	99	98	97	93
1 time	1	1	1	2
2 to 3 times	0	0	1	2
4 or more times	0	1	1	2
An electronic cigarette or other vaping device				
0 times	95	85	71	56
1 time	3	5	7	6
2 to 3 times	1	4	6	8
4 or more times	1	6	17	30

Question HS A.46-48/MS A.46-49: During your life, how many times have you used the following? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	1	1	9
Daily (20 or more days)	0	0	0	2
Smokeless tobacco				
Any	0	1	1	0
Daily (20 or more days)	0	0	0	0
Electronic cigarettes or other vaping device				
Any	2	7	15	19
Daily (20 or more days)	0	1	3	6

Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	99	100	100	97
1 or 2 days	0	0	0	1
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Smokeless tobacco				
0 days	99	100	100	99
1 or 2 days	0	0	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes or other vaping device				
0 days	99	97	93	89
1 or 2 days	1	1	3	4
3 to 9 days	0	1	1	2
10 to 19 days	0	0	1	1
20 or more days	0	1	2	3

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	96	94	83
0 times	na	3	4	8
1 time	na	0	0	4
2 to 3 times	na	0	1	3
4 or more times	na	0	0	2

Question HS A.95: How many times have you tried to quit or stop using cigarettes?

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

na—Not asked of middle school students.

Table A7.6***Perceived Harm of Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	35	38	38	40
Moderate	28	31	32	23
Slight	13	14	16	13
None	24	17	15	24
Smoke 1 or more packs of cigarettes each day				
Great	62	69	73	58
Moderate	10	10	9	15
Slight	2	5	5	4
None	26	17	13	23

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	34	30	25	32
Moderate	26	31	26	19
Slight	13	21	29	26
None	26	18	20	24
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	51	45	35	37
Moderate	16	25	30	21
Slight	8	12	17	19
None	26	18	17	23

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	21	11	7	13
Fairly difficult	13	11	10	10
Fairly easy	12	20	22	20
Very easy	7	16	26	28
Don't know	47	41	36	30
E-Cigarettes or vaping device				
Very difficult	21	8	4	12
Fairly difficult	12	6	4	5
Fairly easy	12	21	19	20
Very easy	8	30	45	35
Don't know	47	35	28	27

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	74	78	76	83
1 time	13	11	10	7
2 to 3 times	7	6	7	5
4 or more times	7	5	7	5

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

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

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	44	na	na	na
1 day	15	na	na	na
2 days	11	na	na	na
3 days	6	na	na	na
4 days	4	na	na	na
5 days	21	na	na	na

Question MS A.89: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	27	34	37	62
Yes	73	66	63	38

Question HS A.126/MS A.115: Did you eat breakfast today?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	76	75	61	69
Yes	24	25	39	31

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	88	82	83
Yes	na	12	18	17

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	96	95	93
Yes	5	4	5	7

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	28	28	30	29	34	31	28
Caring adults in school [‡]	28	28	31	31	33	33	28
High expectations-adults in school [‡]	44	40	43	43	49	47	43
Meaningful participation at school [‡]	13	15	16	12	19	13	12
<i>School Connectedness</i> [†]	23	30	32	18	30	28	24
<i>Academic Motivation</i> [†]	40	34	49	33	46	43	40
<i>Parent Involvement in School</i> [†]	21	14	28	25	19	24	21

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.2

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

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	21	26	21	22	21	23	22
Caring adults in school [‡]	21	22	20	19	23	24	23
High expectations-adults in school [‡]	33	44	33	35	30	36	35
Meaningful participation at school [‡]	9	10	10	14	12	10	10
<i>School Connectedness</i> [†]	14	11	19	11	22	20	16
<i>Academic Motivation</i> [†]	37	29	45	22	38	38	36
<i>Parent Involvement in School</i> [†]	9	8	11	5	11	11	10

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

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

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	22	28	21	28	28	23	24
Caring adults in school [‡]	25	32	22	34	29	27	28
High expectations-adults in school [‡]	32	31	32	40	42	35	34
Meaningful participation at school [‡]	9	20	9	10	13	8	10
<i>School Connectedness</i> [†]	12	12	15	15	14	15	13
<i>Academic Motivation</i> [†]	30	19	33	32	28	30	31
<i>Parent Involvement in School</i> [†]	6	0	7	3	10	8	7

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

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

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	23	34	21	27	20	26	23
Caring adults in school [‡]	26	43	24	29	24	31	27
High expectations-adults in school [‡]	33	48	27	32	24	36	34
Meaningful participation at school [‡]	9	13	13	19	11	11	8
<i>School Connectedness</i> [†]	19	29	21	15	19	19	19
<i>Academic Motivation</i> [†]	26	34	43	29	16	24	27
<i>Parent Involvement in School</i> [†]	14	21	18	12	17	12	15

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	69	56	58	60
American Indian or Alaska Native	66	58	39	71
Asian	79	62	61	73
Black or African American	65	56	65	42
Native Hawaiian or Pacific Islander	77	72	58	57
White	72	67	63	54
Mixed (two or more) races	68	56	57	60

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	24	19	24	8
American Indian or Alaska Native	22	25	50	15
Asian	38	39	33	13
Black or African American	38	31	26	8
Native Hawaiian or Pacific Islander	42	44	32	21
White	22	25	27	21
Mixed (two or more) races	27	22	28	9

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	31	24	30	12
American Indian or Alaska Native	39	33	50	15
Asian	43	44	36	20
Black or African American	42	35	30	8
Native Hawaiian or Pacific Islander	62	44	38	29
White	33	33	33	24
Mixed (two or more) races	35	27	35	15

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	2	4	8
American Indian or Alaska Native	3	0	0	14
Asian	1	2	2	7
Black or African American	1	4	0	0
Native Hawaiian or Pacific Islander	4	0	3	21
White	1	2	3	9
Mixed (two or more) races	1	3	3	6

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	1	2	6
American Indian or Alaska Native	3	0	0	8
Asian	0	1	1	7
Black or African American	0	0	4	3
Native Hawaiian or Pacific Islander	0	0	0	7
White	1	1	2	18
Mixed (two or more) races	1	1	1	8

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	3	8	19	29
American Indian or Alaska Native	3	0	32	43
Asian	3	6	14	23
Black or African American	1	8	11	7
Native Hawaiian or Pacific Islander	4	6	19	43
White	2	8	25	30
Mixed (two or more) races	4	9	21	28

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	3	11	16	35
American Indian or Alaska Native	0	17	26	36
Asian	2	3	10	20
Black or African American	0	14	20	31
Native Hawaiian or Pacific Islander	4	11	16	36
White	1	5	24	40
Mixed (two or more) races	3	10	20	37

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	25	27	37	27
American Indian or Alaska Native	24	17	59	23
Asian	26	25	38	20
Black or African American	25	15	31	12
Native Hawaiian or Pacific Islander	35	28	52	23
White	20	19	39	42
Mixed (two or more) races	26	29	41	32

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<i>School Environment</i>								
Total school supports [‡]	30	28	21	24	23	23	28	20
Caring adults in school [‡]	31	28	21	24	27	26	34	23
High expectations-adults in school [‡]	46	43	34	36	34	34	40	28
Meaningful participation at school [‡]	13	13	8	11	9	9	11	8
<i>School Connectedness</i> [†]	26	26	15	20	12	16	21	16
<i>Academic Motivation</i> [†]	46	37	40	35	33	28	34	20
<i>Parent Involvement in School</i> [†]	24	21	8	12	6	8	19	10

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

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

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

Table A10.2

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

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school	69	72	57	66	55	65	64	55
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the six reasons	28	26	30	22	32	24	14	12
harassed/bullied for any reasons	36	34	36	28	39	28	21	13
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	1	1	3	2	3	3	6	7
smoke cigarettes	1	1	1	1	2	1	10	8
have at least one drink of alcohol	3	3	9	7	23	18	32	25
use marijuana	2	2	7	8	21	17	37	35
Mental Health								
Chronic sad or hopeless feelings, past 12 months	30	18	33	16	51	28	42	22

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	2,462	1,968	1,883	580
Final number	162	447	399	0
Response Rate	7%	23%	21%	0%

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

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	0	2	8		B3.3
Usually used marijuana or other drugs until felt it a lot	na	5	9		B3.4
Consequences of AOD Consumption					
Caused one or more problems	na	4	16		B4.2
Caused one or more dependency-related experiences	na	6	20		B4.3
Supports to Reduce AOD Use					
Very likely find help at school for quitting or reducing use	na	15	9		B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	73	45	38		B7.1
Trying marijuana once or twice	65	24	13		B7.1
Using marijuana once a month or more	76	38	19		B7.1

*Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.*

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	80	71	42	
10 or under	10	8	7	
11-12 years old	9	6	6	
13-14 years old	1	14	14	
15-16 years old	0	1	29	
17 years or older	1	0	2	
Marijuana (smoke, eat, or drink)				
Never	96	87	60	
10 or under	0	1	1	
11-12 years old	4	3	3	
13-14 years old	0	8	10	
15-16 years old	0	1	24	
17 years or older	1	1	2	
Any other illegal drug or pill to get “high”				
Never	99	94	85	
10 or under	0	0	1	
11-12 years old	1	1	1	
13-14 years old	0	3	4	
15-16 years old	0	0	9	
17 years or older	1	0	1	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	98	97	87	
10 or under	1	1	1	
11-12 years old	1	1	2	
13-14 years old	0	1	5	
15-16 years old	0	1	5	
17 years or older	1	0	0	
Electronic cigarette				
Never	93	83	60	
10 or under	1	1	1	
11-12 years old	5	3	3	
13-14 years old	0	10	10	
15-16 years old	0	1	25	
17 years or older	1	1	2	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	94	89	65	
Just enough to feel it a little	5	5	13	
Enough to feel it moderately	1	4	15	
Until I feel it a lot or get really drunk	0	2	8	

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	68	
Just enough to feel a little high	na	4	11	
Enough to feel it moderately	na	3	11	
Until I feel it a lot or get really high	na	5	9	

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)				
I've never used an e-cigarette or vaping device	96	84	64	
Nicotine or tobacco substitute	1	9	20	
Marijuana or THC	1	8	19	
Amphetamines, cocaine, or heroin	0	1	1	
Alcohol	1	2	3	
A flavored product without nicotine, alcohol, or other drug	4	9	26	
Any other product or substance	0	2	4	

Question HS B.30/MS B.24: Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	85	79	52	
To experiment (try using)	3	12	24	
To get high	1	10	22	
To have a good time with friends	1	11	32	
To fit in with a group you like	0	2	4	
Because of boredom	0	6	15	
To relax	2	8	23	
To get away from problems	2	5	17	
Because of anger or frustration	1	4	11	
To get through the day	0	4	6	
Because it made you feel better	2	6	17	
To seek deeper insights and understanding	0	4	10	
None of the above	13	5	7	

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)

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

Table B4.2***Problems Caused by AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Doesn't apply; I've never used alcohol or drugs	na	85	56	
I've used alcohol or drugs but never had any problems	na	12	30	
Have problems with emotions, nerves, or mental health	na	1	6	
Get into trouble or have problems with the police	na	1	3	
Have money problems	na	0	4	
Miss school	na	0	2	
Have problems with schoolwork	na	1	4	
Fight with others	na	1	2	
Damage a friendship	na	2	3	
Physically hurt or injure yourself	na	1	2	
Have unwanted or unprotected sex	na	0	2	
Forget what happened or pass out	na	2	10	
Been suspended from school	na	1	2	
<i>One or more problems</i>	na	4	16	

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	86	58	
I use alcohol or drugs but have not experienced any of these things	na	9	25	
Found you had to increase how much you use to have the same effect as before	na	2	9	
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	1	3	
Used alcohol or drugs a lot more than you intended	na	2	6	
Used alcohol or drugs when you were alone	na	3	13	
Your use of alcohol or drugs often kept you from doing a normal activity	na	0	1	
You didn't feel OK unless you had something to drink or used a drug	na	1	3	
Thought about reducing or stopping use	na	2	8	
Told yourself you were not going to use but found yourself using anyway	na	1	5	
Spoke with someone about reducing or stopping use	na	1	3	
Attended counseling, a program, or group to help you reduce or stop use	na	1	1	
<i>One or more negative experiences</i>	na	6	20	

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	33	35	
Likely	na	30	34	
Not likely	na	15	16	
Don't know	na	22	15	

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

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	86	61	
No, but I do use alcohol or other drugs	na	13	38	
Yes, I have felt that I needed help	na	0	1	

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

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	15	9	
Likely	na	32	29	
Not likely	na	25	37	
Don't know	na	27	25	

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

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	55	43	47	
Yes	45	57	53	

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	5	19	24	
At parties	8	36	52	
At concerts or other social events	4	12	23	
At their own home	17	27	45	
From adults at friends' homes	6	17	30	
From friends or another teenager	17	31	52	
Get adults to buy it for them	4	15	30	
Buy it themselves from a store	4	17	27	
At bars, clubs, or gambling casinos	1	4	7	
Other	11	12	23	
Don't know	80	59	42	

Question HS B.15/MS B.9: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)

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

Table B6.2***Sources for Obtaining Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	9	33	44	
At parties	4	31	43	
At concerts or other social events	4	14	26	
At their own home	10	20	31	
From an adult acquaintance	4	20	32	
From friends or another teenager	21	39	54	
Buy it at a marijuana dispensary	6	13	25	
At bars or clubs	2	5	11	
Other	7	12	20	
Don't know	76	59	44	

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	15	32	37	
Somewhat disapprove	12	24	25	
Strongly disapprove	73	45	38	
Trying marijuana once or twice				
Neither approve nor disapprove	24	54	76	
Somewhat disapprove	11	22	11	
Strongly disapprove	65	24	13	
Using marijuana once a month or more regularly				
Neither approve nor disapprove	16	41	63	
Somewhat disapprove	8	21	18	
Strongly disapprove	76	38	19	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	91	82	79	
Wrong	8	12	14	
A little wrong	1	3	5	
Not at all wrong	1	2	2	
Smoke tobacco				
Very wrong	97	89	87	
Wrong	3	8	10	
A little wrong	0	1	2	
Not at all wrong	1	2	2	
Use marijuana				
Very wrong	94	78	63	
Wrong	3	12	20	
A little wrong	2	6	12	
Not at all wrong	1	4	5	
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	96	89	89	
Wrong	3	9	9	
A little wrong	1	0	2	
Not at all wrong	0	2	1	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	74	52	40	
Wrong	19	22	30	
A little wrong	4	16	15	
Not at all wrong	3	9	14	
Smoke tobacco				
Very wrong	76	59	50	
Wrong	17	22	28	
A little wrong	5	13	11	
Not at all wrong	2	6	10	
Use marijuana				
Very wrong	75	48	23	
Wrong	14	17	21	
A little wrong	6	16	20	
Not at all wrong	4	18	36	
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	82	58	43	
Wrong	11	19	30	
A little wrong	4	14	12	
Not at all wrong	3	9	14	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	28	30	28	
Yes	72	70	72	

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

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

8. School Suspension

Table B8.1

Suspension from School, Past 12 Month

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	94	96	
Yes	5	6	4	

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

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

Appendix

2017-18 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
College Now				100
College Park High		88	84	
Concord High		87	75	
Crossroads High (Alternative)				67
Diablo Community Day				89
Diablo View Middle	92			
Eagle Peak Montessori				
El Dorado Middle	88			
Foothill Middle	96			
Gateway High (Continuation)				75
Horizons School: Independent Study				
Mt. Diablo High		17	21	
Northgate High		93	92	
Oak Grove Middle	78			
Olympic Continuation High				65
Pine Hollow Middle	83			
Pleasant Hill Middle	86			
Prospect High (Continuation)				98
Riverview Middle	80			
Sequoia Middle	94			
Summit High (Continuation)				94
Valley View Middle	88			
Ygnacio Valley High		57	77	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and 2016-17 enrollment data files. Directly funded charter schools have been excluded from the list.