

CALIFORNIA HEALTHY KIDS SURVEY



Williams Unified Secondary 2015-2016 Main Report

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

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PREFACE

NEW FEATURE

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

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

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

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

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

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

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

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

School-Related Core Content

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

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

Supplementary School Climate Module

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

Racial/Ethnic Subgroup Results

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

UNDERSTANDING AND USING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_school/climateguidebook_final.pdf)

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

Sample Characteristics

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

Changes Between Survey Administrations

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

NEXT STEPS

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

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

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

Request School Reports

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

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

Request District School Climate Report Card

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

Request Disaggregated Report or Analyses

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

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

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	91	91	93	–
Final number	70	60	76	–
Average Response Rate	77%	66%	82%	–

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	59	48	36	—	A4.4
Academic motivation (high)	43	37	32	—	A4.4
Truant more than a few times [†]	1	7	7	—	A4.2
Caring adult relationships (high)	30	28	30	—	A4.4
High expectations (high)	45	36	38	—	A4.4
Meaningful participation (high)	19	17	15	—	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	71	58	70	—	A5.1
Experienced any harassment or bullying [†]	30	24	16	—	A5.4
Had mean rumors or lies spread about you [†]	39	31	37	—	A5.2
Been afraid of being beaten up [†]	16	17	4	—	A5.3
Been in a physical fight [†]	20	16	9	—	A5.3
Seen a weapon on campus [†]	24	16	13	—	A5.6
Been drunk or “high” on drugs at school, ever	0	12	20	—	A6.9
Mental and Physical Health					
Current alcohol or drug use [‡]	9	37	42	—	A6.4
Current binge drinking [‡]	3	19	20	—	A6.5
Very drunk or “high” 7 or more times	0	10	20	—	A6.6
Current cigarette smoking [‡]	3	3	4	—	A7.3
Experienced chronic sadness/hopelessness [†]	17	28	33	—	A8.4
Considered suicide [†]	na	19	13	—	A8.5

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

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

3. Demographics

Table A3.1

Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger	0	0	0	–
11 years old	0	0	0	–
12 years old	52	0	0	–
13 years old	43	0	0	–
14 years old	3	35	0	–
15 years old	0	60	0	–
16 years old	0	3	53	–
17 years old	1	2	46	–
18 years old or older	0	0	1	–

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	49	47	37	–
Female	51	53	63	–

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

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

Table A3.3

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	9	10	9	–
Yes	91	90	91	–

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

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

Table A3.4***Race***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	30	23	37	–
Asian	2	0	2	–
Black or African American	0	6	0	–
Native Hawaiian or Pacific Islander	0	0	3	–
White	4	15	15	–
Mixed (two or more) races	64	56	44	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	90	93	93	–
Other relative's home	6	2	1	–
A home with more than one family	0	0	4	–
Friend's home	0	0	1	–
Foster home, group care, or waiting placement	0	0	0	–
Hotel or motel	0	0	0	–
Shelter, car, campground, or other transitional or temporary housing	0	0	0	–
Other living arrangement	4	5	0	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	29	42	40	–
Graduated from high school	17	22	25	–
Attended college but did not complete four-year degree	6	8	8	–
Graduated from college	6	17	5	–
Don't know	42	12	21	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	6	8	8	–
Yes	60	83	80	–
Don't know	34	8	12	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	68	73	76	–
Yes	9	3	8	–
Don't know	23	24	16	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	26	31	22	–
Spanish	74	69	75	–
Mandarin	0	0	0	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	0	0	1	–
Vietnamese	0	0	1	–
Korean	0	0	0	–
Other	0	0	0	–

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

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

Table A3.10
English Language Proficiency

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	73	83	86	—
Well	24	17	14	—
Not well	3	0	0	—
Not at all	0	0	0	—
speak English?				
Very well	66	78	78	—
Well	31	22	20	—
Not well	3	0	1	—
Not at all	0	0	0	—
read English?				
Very well	56	72	78	—
Well	40	23	22	—
Not well	4	5	0	—
Not at all	0	0	0	—
write English?				
Very well	56	70	74	—
Well	36	23	26	—
Not well	7	5	0	—
Not at all	1	2	0	—

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	78	92	93	–
1 day	7	0	1	–
2 days	1	2	0	–
3 days	0	2	0	–
4 days	1	0	0	–
5 days	12	5	5	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	77	86	84	–
Gay or Lesbian or Bisexual	3	9	8	–
Transgender	0	2	0	–
Not sure	6	2	3	–
Decline to respond	15	5	7	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	88	93	97	–
Yes	3	5	1	–
Don't know	9	2	1	–

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

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

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	11	5	12	–
A's and B's	23	20	19	–
Mostly B's	6	7	9	–
B's and C's	29	36	32	–
Mostly C's	14	12	12	–
C's and D's	10	14	11	–
Mostly D's	3	3	5	–
Mostly F's	4	3	0	–

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

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

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	69	75	60	–
1-2 times	14	12	17	–
A few times	16	7	16	–
Once a month	1	0	3	–
Once a week	0	2	3	–
More than once a week	0	5	1	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	51	47	29	–
Illness (feeling physically sick), including problems with breathing or your teeth	39	50	52	–
Felt very sad, hopeless, anxious, stressed, or angry	3	13	8	–
Didn't get enough sleep	3	10	11	–
Didn't feel safe at school	0	8	0	–
Had to work	0	3	1	–
Had to take care of or help a family member or friend	1	7	1	–
Wanted to spend time with friends who don't go to your school	0	0	0	–
Wanted to use alcohol or drugs	0	0	3	–
Were behind in schoolwork or weren't prepared for a test or class assignment	1	5	9	–
Were bored with or uninterested in school	0	0	4	–
Were suspended	3	3	1	–
Other reason	7	8	5	–

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

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

Table A4.4***School Developmental Supports, Connectedness, and Academic Motivation***

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total school supports	28	52	20	29	48	22	28	51	21	–	–	–
Caring adults in school	30	55	15	28	43	28	30	52	18	–	–	–
High expectations-adults in school	45	49	6	36	47	17	38	53	10	–	–	–
Meaningful participation at school	19	48	33	17	46	37	15	46	39	–	–	–
<i>School Connectedness</i>	59	36	6	48	35	17	36	52	12	–	–	–
<i>Academic Motivation</i>	43	46	10	37	36	27	32	45	24	–	–	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people at this school.				
Strongly disagree	4	12	7	–
Disagree	9	7	8	–
Neither disagree nor agree	35	25	35	–
Agree	35	29	35	–
Strongly agree	17	27	16	–
I am happy to be at this school.				
Strongly disagree	1	17	5	–
Disagree	11	5	11	–
Neither disagree nor agree	17	29	38	–
Agree	43	20	38	–
Strongly agree	27	29	8	–
I feel like I am part of this school.				
Strongly disagree	3	13	7	–
Disagree	9	5	9	–
Neither disagree nor agree	19	27	37	–
Agree	47	28	41	–
Strongly agree	23	27	7	–
The teachers at this school treat students fairly.				
Strongly disagree	6	8	7	–
Disagree	10	19	17	–
Neither disagree nor agree	17	32	39	–
Agree	47	25	30	–
Strongly agree	20	15	7	–
I feel safe in my school.				
Strongly disagree	6	12	5	–
Disagree	10	5	3	–
Neither disagree nor agree	19	23	28	–
Agree	41	35	55	–
Strongly agree	24	25	9	–

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

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

Table A4.6
Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	0	3	1	–
Disagree	1	2	4	–
Neither disagree nor agree	7	17	21	–
Agree	43	40	47	–
Strongly agree	48	38	26	–
I try hard at school because I am interested in my work.				
Strongly disagree	4	7	1	–
Disagree	3	10	4	–
Neither disagree nor agree	12	26	27	–
Agree	51	28	44	–
Strongly agree	30	29	24	–
I work hard to try to understand new things at school.				
Strongly disagree	1	3	1	–
Disagree	3	3	4	–
Neither disagree nor agree	16	14	22	–
Agree	47	45	46	–
Strongly agree	33	34	26	–
I am always trying to do better in my schoolwork.				
Strongly disagree	0	5	1	–
Disagree	1	5	5	–
Neither disagree nor agree	10	20	20	–
Agree	37	30	38	–
Strongly agree	51	40	36	–

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

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

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

At my school, there is a teacher or some other adult...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Caring Relationships</i>				
who really cares about me.				
Not at all true	5	20	11	–
A little true	39	27	25	–
Pretty much true	35	31	40	–
Very much true	21	22	24	–
who notices when I'm not there.				
Not at all true	18	24	16	–
A little true	27	27	33	–
Pretty much true	30	27	25	–
Very much true	24	22	25	–
who listens to me when I have something to say.				
Not at all true	17	22	15	–
A little true	20	28	16	–
Pretty much true	30	27	38	–
Very much true	33	23	30	–
<i>High Expectations</i>				
who tells me when I do a good job.				
Not at all true	9	14	5	–
A little true	17	24	30	–
Pretty much true	36	24	32	–
Very much true	38	39	32	–
who always wants me to do my best.				
Not at all true	3	13	6	–
A little true	14	20	21	–
Pretty much true	39	40	39	–
Very much true	44	27	35	–
who believes that I will be a success.				
Not at all true	16	25	8	–
A little true	17	26	21	–
Pretty much true	31	23	34	–
Very much true	36	26	37	–

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

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

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

At school...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Opportunities for Meaningful Participation</i>				
I do interesting activities.				
Not at all true	17	23	22	–
A little true	22	28	26	–
Pretty much true	29	23	31	–
Very much true	32	25	22	–
I help decide things like class activities or rules.				
Not at all true	41	37	43	–
A little true	19	25	27	–
Pretty much true	24	27	22	–
Very much true	16	10	8	–
I do things that make a difference.				
Not at all true	35	37	41	–
A little true	22	33	27	–
Pretty much true	25	18	22	–
Very much true	18	12	11	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	1	17	4	–
Disagree	10	17	22	–
Neither disagree nor agree	23	42	45	–
Agree	39	14	22	–
Strongly agree	26	10	7	–
Parents feel welcome to participate at this school.				
Strongly disagree	4	12	3	–
Disagree	9	13	12	–
Neither disagree nor agree	20	28	53	–
Agree	45	33	24	–
Strongly agree	22	13	8	–
School staff takes parent concerns seriously.				
Strongly disagree	6	10	7	–
Disagree	12	19	11	–
Neither disagree nor agree	21	28	55	–
Agree	34	36	19	–
Strongly agree	28	7	8	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	7	10	5	–
Disagree	20	19	16	–
Neither disagree nor agree	26	34	44	–
Agree	37	25	31	–
Strongly agree	10	12	4	–

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	26	14	22	—
Safe	45	44	47	—
Neither safe nor unsafe	20	37	26	—
Unsafe	3	2	1	—
Very unsafe	6	3	3	—

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

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

Table A5.2

Verbal Harassment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
<i>had mean rumors or lies spread about you?</i>				
0 times	61	69	63	—
1 time	27	10	16	—
2 to 3 times	8	5	12	—
4 or more times	5	16	9	—
<i>had sexual jokes, comments, or gestures made to you?</i>				
0 times	70	71	76	—
1 time	15	10	4	—
2 to 3 times	5	9	8	—
4 or more times	11	10	12	—
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	76	70	78	—
1 time	9	9	9	—
2 to 3 times	6	9	5	—
4 or more times	9	12	8	—
<i>been made fun of, insulted, or called names?</i>				
0 times	68	71	76	—
1 time	14	7	11	—
2 to 3 times	5	5	5	—
4 or more times	14	17	8	—

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

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

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	73	79	88	—
1 time	10	10	7	—
2 to 3 times	6	9	4	—
4 or more times	10	2	1	—
been afraid of being beaten up?				
0 times	84	83	96	—
1 time	9	12	4	—
2 to 3 times	4	5	0	—
4 or more times	3	0	0	—
been in a physical fight?				
0 times	80	84	91	—
1 time	11	9	8	—
2 to 3 times	5	5	0	—
4 or more times	5	2	1	—
been threatened with harm or injury?				
0 times	95	86	95	—
1 time	3	9	3	—
2 to 3 times	2	2	1	—
4 or more times	0	3	1	—
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	95	97	—
1 time	5	5	3	—
2 to 3 times	0	0	0	—
4 or more times	0	0	0	—
been offered, sold, or given an illegal drug?				
0 times	92	82	83	—
1 time	6	7	5	—
2 to 3 times	0	5	7	—
4 or more times	2	5	5	—

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

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

Table A5.4***Reasons for Harassment on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	92	92	93	—
1 time	5	5	3	—
2 or more times	3	3	4	—
Religion				
0 times	98	97	100	—
1 time	0	2	0	—
2 or more times	2	2	0	—
Gender (being male or female)				
0 times	92	97	97	—
1 time	2	3	1	—
2 or more times	6	0	1	—
Because you are gay or lesbian or someone thought you were				
0 times	92	92	93	—
1 time	3	5	3	—
2 or more times	5	3	4	—
A physical or mental disability				
0 times	94	91	100	—
1 time	2	5	0	—
2 or more times	5	3	0	—
<i>Any of the above five hate-crime reasons</i>	17	15	13	—
Any other reason				
0 times	78	84	92	—
1 time	9	7	4	—
2 or more times	13	9	4	—
<i>Any harassment</i>	30	24	16	—

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	74	83	84	–
1 time	15	9	11	–
2 to 3 times	8	2	4	–
4 or more times	3	7	1	–
Damaged school property on purpose				
0 times	97	95	92	–
1 time	3	5	4	–
2 to 3 times	0	0	3	–
4 or more times	0	0	1	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	100	98	96	–
1 time	0	2	3	–
2 to 3 times	0	0	0	–
4 or more times	0	0	1	–
Carried any other weapon (such as a knife or club)				
0 times	97	95	92	–
1 time	2	2	3	–
2 to 3 times	0	3	4	–
4 or more times	2	0	1	–
Seen someone carrying a gun, knife, or other weapon				
0 times	76	84	87	–
1 time	14	9	8	–
2 to 3 times	6	5	1	–
4 or more times	5	2	4	–

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	19	52	70	–	A6.2
Current alcohol or drugs	9	37	42	–	A6.4
Current heavy drug users	1	12	17	–	A6.4
Current heavy alcohol user (binge drinker)	3	19	20	–	A6.4
Current alcohol or drug use on school property	1	19	9	–	A6.10

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

Table A6.2
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	89	53	41	—
1 time	3	14	7	—
2 to 3 times	4	12	14	—
4 or more times	4	21	38	—
Marijuana				
0 times	90	75	56	—
1 time	7	3	5	—
2 to 3 times	3	8	9	—
4 or more times	0	14	29	—
Inhalants (to get “high”)				
0 times	99	95	91	—
1 time	1	0	3	—
2 to 3 times	0	2	3	—
4 or more times	0	3	4	—
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	95	96	—
1 time	na	2	1	—
2 to 3 times	na	2	1	—
4 or more times	na	2	1	—
Ecstasy, LSD, or other psychedelics				
0 times	na	95	97	—
1 time	na	0	0	—
2 to 3 times	na	2	3	—
4 or more times	na	3	0	—
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	94	86	87	—
1 time	3	2	3	—
2 to 3 times	0	5	7	—
4 or more times	3	7	4	—
Any of the above AOD use	19	52	70	—

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

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

na—Not asked of middle school students.

Table A6.2

Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	88	91	–
1 time	na	0	1	–
2 to 3 times	na	4	7	–
4 or more times	na	9	1	–
Diet Pills				
0 times	na	85	92	–
1 time	na	2	1	–
2 to 3 times	na	3	1	–
4 or more times	na	10	5	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	90	99	–
1 time	na	2	0	–
2 to 3 times	na	5	0	–
4 or more times	na	3	1	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	36	43	–
1 time	na	14	7	–
2 to 3 times	na	8	11	–
4 or more times	na	42	40	–

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

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

na—Not asked of middle school students.

Table A6.3***Summary of AOD Lifetime Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	11	47	59	—
Marijuana	10	25	44	—
Inhalants	1	5	9	—
Cocaine	na	5	4	—
Ecstasy, LSD, or other psychedelics	na	5	3	—
Prescription pain killers, Diet Pills, or other prescription stimulant	na	20	13	—

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	9	34	28	–
Binge drinking (5 or more drinks in a row)	3	19	20	–
Marijuana	1	15	21	–
Inhalants	0	2	1	–
Prescription medications to get “high” or for reasons other than prescribed	na	5	3	–
Other drug, pill, or medicine to get “high” or for other than medical reasons	0	7	5	–
<i>Any drug use</i>	1	17	25	–
<i>Heavy drug user</i>	1	12	17	–
<i>Any AOD Use</i>	9	37	42	–
Two or more drugs at the same time	na	10	4	–

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	91	66	72	—
1 or 2 days	7	24	20	—
3 to 9 days	0	2	7	—
10 to 19 days	1	3	1	—
20 or more days	0	5	0	—
Binge drinking (5 or more drinks in a row)				
0 days	97	81	80	—
1 or 2 days	3	12	16	—
3 to 9 days	0	2	3	—
10 to 19 days	0	3	1	—
20 or more days	0	2	0	—
Marijuana				
0 days	99	85	79	—
1 or 2 days	1	8	7	—
3 to 9 days	0	3	3	—
10 to 19 days	0	0	7	—
20 or more days	0	3	5	—

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	93	73	64	—
1 to 2 times	4	19	24	—
3 to 6 times	3	3	4	—
7 or more times	0	5	8	—
“High” (loaded, stoned, or wasted) from using drugs				
0 times	94	78	60	—
1 to 2 times	4	10	9	—
3 to 6 times	1	5	13	—
7 or more times	0	7	17	—
Very drunk or “high” 7 or more times	0	10	20	—

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don’t use	na	81	66	—
0 times	na	10	28	—
1 time	na	3	5	—
2 to 3 times	na	3	0	—
4 or more times	na	2	1	—
Marijuana				
Does not apply, don’t use	na	80	64	—
0 times	na	10	21	—
1 time	na	5	9	—
2 to 3 times	na	3	3	—
4 or more times	na	2	3	—

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

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

na—Not asked of middle school students.

Table A6.8
Drinking While Driving

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	88	78	—
1 time	na	7	8	—
2 times	na	0	8	—
3 to 6 times	na	2	3	—
7 or more times	na	3	4	—
Have ridden in a car driven by someone who had been drinking				
Never		na	na	na
1 time		na	na	na
2 times		na	na	na
3 to 6 times		na	na	na
7 or more times		na	na	na

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

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

na—Not asked of middle/high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	100	88	80	—
1 to 2 times	0	3	7	—
3 to 6 times	0	5	4	—
7 or more times	0	3	9	—

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	100	85	95	–
1 to 2 days	0	8	3	–
3 or more days	0	7	3	–
Marijuana				
0 days	100	86	93	–
1 to 2 days	0	10	4	–
3 or more days	0	3	3	–
Any other drug, pill, or medicine to get “high” or for other than medical reasons?				
0 days	99	90	99	–
1 to 2 days	0	5	0	–
3 or more days	1	5	1	–
<i>Any of the above</i>	1	19	9	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Alcohol - drink occasionally				
Great	54	29	44	–
Moderate	17	28	29	–
Slight	17	19	17	–
None	12	24	9	–
Alcohol - 5 or more drinks once or twice a week				
Great	62	31	48	–
Moderate	17	36	32	–
Slight	8	16	11	–
None	14	17	9	–
Marijuana - smoke occasionally				
Great	60	30	28	–
Moderate	15	18	19	–
Slight	8	18	17	–
None	17	35	36	–
Marijuana - smoke once or twice a week				
Great	62	27	31	–
Moderate	11	25	17	–
Slight	11	14	13	–
None	17	34	39	–
<i>Perceived Difficulty of Obtaining...</i>				
Alcohol				
Very difficult	22	10	7	–
Fairly difficult	12	7	8	–
Fairly easy	14	25	26	–
Very easy	20	27	42	–
Don't know	32	31	17	–
Marijuana				
Very difficult	26	8	8	–
Fairly difficult	10	5	7	–
Fairly easy	13	25	21	–
Very easy	14	31	43	–
Don't know	36	31	21	–

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	7	17	21	—	A7.2
Current cigarette smoking [‡]	3	3	4	—	A7.3
Current cigarette smoking at school [‡]	1	8	0	—	A7.4
Ever tried smokeless tobacco	0	10	7	—	A7.2
Current smokeless tobacco use [‡]	0	7	5	—	A7.3
Current smokeless tobacco use at school [‡]	0	5	3	—	A7.4
Ever used electronic cigarettes or other vaping device	16	54	47	—	A7.2
Current use of electronic cigarettes or other vaping device [‡]	3	24	22	—	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	6	14	11	—	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	7	5	—	A7.5
Attitudes and Correlates					
Occasional smoking great harm	63	37	53	—	A7.7
Smoking 1-2 packs per day great harm	71	48	84	—	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	68	58	57	—	A7.6
Very easy to obtain cigarettes	19	14	30	—	A7.7

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

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

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times		na	na	na
1 time		na	na	na
2 to 3 times		na	na	na
4 or more times		na	na	na
A whole cigarette				
0 times	93	83	79	—
1 time	4	10	7	—
2 to 3 times	1	2	7	—
4 or more times	1	5	8	—
Smokeless tobacco				
0 times	100	90	93	—
1 time	0	0	0	—
2 to 3 times	0	5	4	—
4 or more times	0	5	3	—
An electronic cigarette or other vaping device				
0 times	84	46	53	—
1 time	9	10	8	—
2 to 3 times	1	12	11	—
4 or more times	6	32	28	—

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

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
Any	3	3	4	–
Daily (20 or more days)	0	2	0	–
Smokeless Tobacco				
Any	0	7	5	–
Daily (20 or more days)	0	3	0	–
Electronic cigarette				
Any	3	24	22	–
Daily (20 or more days)	0	5	1	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
0 days	99	92	100	–
1 or 2 days	0	7	0	–
3 to 9 days	1	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	2	0	–
Smokeless Tobacco				
0 days	100	95	97	–
1 or 2 days	0	2	3	–
3 to 9 days	0	2	0	–
10 to 19 days	0	0	0	–
20 or more days	0	2	0	–
Electronic cigarette or other vaping device				
0 days	94	86	89	–
1 or 2 days	6	8	8	–
3 to 9 days	0	3	3	–
10 to 19 days	0	0	0	–
20 or more days	0	2	0	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	83	87	—
0 times	na	10	8	—
1 time	na	2	5	—
2 to 3 times	na	3	0	—
4 or more times	na	2	0	—

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	28	27	25	—
Somewhat disapprove	5	15	17	—
Strongly disapprove	68	58	57	—

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Smoke cigarettes occasionally				
Great	63	37	53	—
Moderate	9	28	29	—
Slight	13	16	8	—
None	16	19	9	—
Smoke 1-2 packs of cigarettes a day				
Great	71	48	84	—
Moderate	8	16	7	—
Slight	5	12	0	—
None	17	24	9	—
<i>Perceived Difficulty of Obtaining...</i>				
Cigarettes				
Very difficult	26	12	7	—
Fairly difficult	9	9	8	—
Fairly easy	14	31	32	—
Very easy	19	14	30	—
Don't know	32	34	24	—

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	86	71	80	–
1 time	5	10	9	–
2 to 3 times	5	12	7	–
4 or more times	5	7	4	–

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

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

Table A8.2

Alone After School

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

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

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	34	34	32	–
Yes	66	66	68	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	83	72	67	–
Yes	17	28	33	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	81	87	–
Yes	na	19	13	–

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	94	88	96	–
Yes	6	12	4	–

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

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

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	25						22
Caring adults in school	23						19
High expectations-adults in school	42						31
Meaningful participation at school	15						18
<i>School Connectedness</i>	59						53
<i>Academic Motivation</i>	43						32

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

Table A9.2

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

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	29						21
Caring adults in school	28						24
High expectations-adults in school	35						24
Meaningful participation at school	19						14
<i>School Connectedness</i>	43						31
<i>Academic Motivation</i>	38						34

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

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

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	25						
Caring adults in school	28						
High expectations-adults in school	35						
Meaningful participation at school	17						24
<i>School Connectedness</i>	35						35
<i>Academic Motivation</i>	30						30

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

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

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

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

Table A9.5***Current Cigarette Smoking by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	3	4	4	—
American Indian or Alaska Native				—
Asian				—
Black or African American				—
Native Hawaiian or Pacific Islander				—
White				—
Mixed (two or more) races	6	0	4	—

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

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports	23	33	23	38	24	31	—	—
Caring adults in school	28	30	26	32	24	37	—	—
High expectations-adults in school	42	45	35	37	31	46	—	—
Meaningful participation at school	21	18	13	22	13	19	—	—
<i>School Connectedness</i>	54	65	45	54	30	44	—	—
<i>Academic Motivation</i>	60	27	45	30	36	25	—	—

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

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

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	9	12	50	44	62	57	—	—
use inhalants?	3	0	10	0	6	14	—	—
smoke marijuana?	11	9	29	22	45	44	—	—
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	11	6	32	37	32	21	—	—
use inhalants?	0	0	0	4	0	4	—	—
smoke marijuana?	3	0	16	15	19	25	—	—
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	6	6	26	30	30	43	—	—
been “high” from using drugs?	11	0	26	19	36	44	—	—
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	6	0	16	22	21	14	—	—
AOD Use at School								
During your life, have you ever been drunk or “high” on school property?	0	0	19	4	13	29	—	—
During the past 30 days, did you use marijuana on school property?	0	0	10	19	6	7	—	—
Perceived Harm								
<i>Frequent use of...is harmful.^A</i>								
alcohol (five or more drinks once or twice a week)	97	74	90	78	89	93	—	—
marijuana (once or twice a week)	91	74	72	62	61	61	—	—

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

^ACombines Great, Moderate, and Slight.

Table A10.3

Selected Tobacco Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	9	6	16	19	19	26	—	—
During the past 30 days, did you smoke a cigarette?	6	0	0	8	0	11	—	—
During the past 30 days, did you smoke cigarettes daily?	0	0	0	4	0	0	—	—
During the past 30 days, did you smoke cigarettes on school property?	3	0	3	15	0	0	—	—
Frequent use of cigarettes is harmful. (1-2 packs a day) ^A	91	74	83	70	89	93	—	—

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

^A*Combines Great, Moderate, and Slight.*

Table A10.4

School Safety–Related Indicators by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	9	3	6	11	6	7	—	—
Religion	0	0	3	4	0	0	—	—
Gender	9	3	6	0	4	0	—	—
Gay/lesbian, or someone thought you were	9	3	16	0	6	7	—	—
Physical/mental disability	3	10	10	7	0	0	—	—
Any other reason	27	17	16	15	11	4	—	—
During the past 12 months at school, have you been in a physical fight?	15	25	13	19	2	21	—	—
Feels safe at school	74	71	55	59	57	89	—	—
Currently belong to a gang	3	10	10	15	2	7	—	—

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

Table A10.5

Physical and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Eating of breakfast	67	63	52	81	70	64	–	–
Chronic sad or hopeless feelings	18	13	32	23	40	21	–	–

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	91	91	93	–
Final number	50	49	73	–
Average Response Rate	55%	54%	78%	–

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

2. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B2.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	82	47	32	–
10 or under	10	20	10	–
11-12 years old	4	12	10	–
13-14 years old	0	10	26	–
15-16 years old	4	10	18	–
17 years or older	0	0	4	–
Marijuana				
Never	98	75	54	–
10 or under	0	4	4	–
11-12 years old	0	6	3	–
13-14 years old	0	13	24	–
15-16 years old	2	2	13	–
17 years or older	0	0	1	–
Any other illegal drug or pill to get “high”				
Never	100	88	89	–
10 or under	0	4	3	–
11-12 years old	0	6	1	–
13-14 years old	0	0	3	–
15-16 years old	0	2	4	–
17 years or older	0	0	0	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	92	81	69	–
10 or under	4	6	1	–
11-12 years old	4	6	3	–
13-14 years old	0	4	11	–
15-16 years old	0	2	15	–
17 years or older	0	0	0	–
Smokeless tobacco				
Never	100	85	89	–
10 or under	0	4	1	–
11-12 years old	0	6	0	–
13-14 years old	0	2	1	–
15-16 years old	0	2	6	–
17 years or older	0	0	3	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	92	70	45	–
Just enough to feel it a little	6	11	35	–
Enough to feel it moderately	2	11	13	–
Until I feel it a lot or get really drunk	0	9	7	–

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

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

Table B2.4***Marijuana Consumption***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	83	63	—
Just enough to feel a little high	na	4	10	—
Enough to feel it moderately	na	4	14	—
Until I feel it a lot or get really high	na	9	13	—

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

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

na—Not asked of middle school students.

3. Selling Drugs

Table B3.1

Sold Drugs, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	92	92	—
Yes	na	8	8	—

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

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

na—Not asked of middle school students.

4. Consequences of AOD Consumption

Table B4.1

Alcohol or Other Drug Use Caused Any Problems

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Doesn't apply; I've never used alcohol or drugs	na	73	41	–
Have problems with emotions, nerves, or mental health	na	8	10	–
Get into trouble or have problems with the police	na	4	3	–
Have money problems	na	6	0	–
Miss school	na	2	4	–
Have problems with schoolwork	na	2	6	–
Fight with others	na	2	3	–
Damage a friendship	na	6	1	–
Physically hurt or injure yourself	na	2	1	–
Have unwanted or unprotected sex	na	2	7	–
Forget what happened or pass out	na	8	6	–
Have any other problems	na	2	4	–
I've used alcohol or drugs but never had any problems	na	17	42	–

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	76	46	–
Found you had to increase how much you use to have the same effect as before	na	4	10	–
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	4	9	–
Used alcohol or drugs a lot more than you intended	na	9	9	–
Used alcohol or drugs when you were alone (by yourself)	na	7	4	–
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	na	4	3	–
Often didn't feel OK unless you had something to drink or used a drug	na	0	1	–
Thought about reducing (cutting down) or stopping use	na	7	6	–
Told yourself you were not going to use but found yourself using anyway	na	2	6	–
Spoke with someone about reducing or stopping use	na	4	3	–
Attended counseling, a program, or group to help you reduce or stop use	na	2	0	–
I use alcohol or drugs but have not experienced any of these things	na	11	38	–

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	41	46	–
Likely	na	30	23	–
Not likely	na	13	20	–
Don't know	na	15	11	–

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

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	72	44	–
No, but I do use alcohol or other drugs	na	22	53	–
Yes, I have felt that I needed help	na	7	3	–

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

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	20	14	–
Likely	na	17	36	–
Not likely	na	39	28	–
Don't know	na	24	22	–

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

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	55	71	63	–
Yes	45	29	37	–

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

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

6. Sources of Alcohol

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	16	13	6	–
At parties or events outside school	19	47	53	–
At their own home	14	17	19	–
From adults at friends' homes	7	11	17	–
From friends or another teenager	14	17	29	–
Get adults to buy it for them	9	13	22	–
Buy it themselves from a store	0	6	8	–
At bars, clubs, or gambling casinos	0	2	1	–
Other	2	4	6	–
Don't know	63	38	40	–

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

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

7. Influences on ATOD Use

Table B7.1

Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	29	45	44	–
Somewhat disapprove	15	32	24	–
Strongly disapprove	56	23	31	–
Trying marijuana or hashish once or twice				
Neither approve nor disapprove	33	42	57	–
Somewhat disapprove	7	28	21	–
Strongly disapprove	60	30	21	–
Using marijuana once a month or more				
Neither approve nor disapprove	29	58	58	–
Somewhat disapprove	14	14	17	–
Strongly disapprove	57	28	25	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	90	70	72	–
Wrong	8	11	20	–
A little wrong	3	14	8	–
Not at all wrong	0	5	0	–
Smoke tobacco				
Very wrong	95	84	82	–
Wrong	5	9	15	–
A little wrong	0	7	0	–
Not at all wrong	0	0	3	–
Use marijuana				
Very wrong	95	75	76	–
Wrong	5	11	13	–
A little wrong	0	9	7	–
Not at all wrong	0	5	4	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	97	77	86	–
Wrong	3	18	8	–
A little wrong	0	5	1	–
Not at all wrong	0	0	4	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	82	33	38	–
Wrong	10	28	26	–
A little wrong	8	30	19	–
Not at all wrong	0	9	17	–
Smoke tobacco				
Very wrong	82	40	44	–
Wrong	10	29	29	–
A little wrong	8	24	13	–
Not at all wrong	0	7	14	–
Use marijuana				
Very wrong	82	46	36	–
Wrong	8	20	17	–
A little wrong	8	22	22	–
Not at all wrong	3	12	25	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	85	55	57	–
Wrong	8	19	23	–
A little wrong	8	21	12	–
Not at all wrong	0	5	9	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Drinking one or two drinks of alcohol nearly every day				
Neither approve nor disapprove	46	35	38	–
Somewhat disapprove	15	33	29	–
Strongly disapprove	38	33	33	–
Using marijuana				
Neither approve nor disapprove	44	40	47	–
Somewhat disapprove	8	21	26	–
Strongly disapprove	49	38	26	–
Using prescription drugs to get high				
Neither approve nor disapprove	46	37	31	–
Somewhat disapprove	8	26	27	–
Strongly disapprove	46	37	41	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	40	67	39	–
Yes	60	33	61	–

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

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

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	91	91	93	–
Final number	40	41	72	–
Average Response Rate	44%	45%	77%	–

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

2. Alcohol and Prescription Drug Use

Table G2.1

At Least One Drink of Alcohol, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	92	63	66	–
1 day	5	8	14	–
2 days	3	15	14	–
3-9 days	0	10	4	–
10-19 days	0	3	0	–
20-30 days	0	3	1	–

Question HS/MS G.13: During the past 30 days, on how many days did you use at least one drink of alcohol?

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

Table G2.2

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	85	89	–
Yes	5	15	11	–

Question HS/MS G.8: During the past 30 days, have you used prescription drugs not prescribed to you?

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

3. Disapproval of Alcohol and Other Drug Use

Table G3.1

Parental Disapproval of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have one or two drinks of an alcoholic beverage nearly every day				
Very wrong	88	80	75	–
Wrong	5	10	14	–
A little bit wrong	0	7	6	–
Not at all wrong	3	0	0	–
I don't know	5	2	6	–
Smoke tobacco				
Very wrong	90	83	89	–
Wrong	5	7	6	–
A little bit wrong	0	7	0	–
Not at all wrong	0	0	0	–
I don't know	5	2	6	–
Smoke marijuana				
Very wrong	90	83	82	–
Wrong	5	10	6	–
A little bit wrong	0	5	7	–
Not at all wrong	0	0	1	–
I don't know	5	2	4	–
Use prescription drugs not prescribed to you				
Very wrong	88	80	89	–
Wrong	5	10	6	–
A little bit wrong	0	7	0	–
Not at all wrong	0	0	1	–
I don't know	8	2	4	–

Question HS/MS G.1-4: How wrong do your parents feel it would be for you to... have one or two drinks of an alcoholic beverage nearly every day... smoke tobacco... smoke marijuana... use prescription drugs not prescribed to you?

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

Table G3.2***Peer Disapproval of Alcohol and Other Drug Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have one or two drinks of an alcoholic beverage nearly every day				
Very wrong	70	37	42	–
Wrong	13	27	25	–
A little bit wrong	5	20	15	–
Not at all wrong	0	7	10	–
I don't know	13	10	8	–
Smoke tobacco				
Very wrong	73	50	50	–
Wrong	13	15	22	–
A little bit wrong	3	15	11	–
Not at all wrong	0	10	10	–
I don't know	13	10	7	–
Smoke marijuana				
Very wrong	73	43	39	–
Wrong	10	23	15	–
A little bit wrong	5	13	15	–
Not at all wrong	3	13	24	–
I don't know	10	10	7	–
Use prescription drugs not prescribed to you				
Very wrong	68	49	59	–
Wrong	10	24	13	–
A little bit wrong	3	7	7	–
Not at all wrong	0	5	6	–
I don't know	20	15	15	–

Question HS/MS G.5-7, 9: How wrong do your friends feel it would be for you to... have one or two drinks of an alcoholic beverage nearly every day... smoke tobacco... smoke marijuana... use prescription drugs not prescribed to you?

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

Table G3.3***Disapproval of Peer Use of Alcohol***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Someone your age having one or two drinks of alcoholic beverage nearly every day				
Neither approve nor disapprove	27	35	49	–
Somewhat disapprove	14	25	16	–
Strongly disapprove	59	40	36	–

Question HS/MS G.12: How do you feel about someone your age having one or two drinks of any alcoholic beverage nearly every day?

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

4. Perceived Harm from Alcohol and Other Drug Use

Table G4.1

Perceived Risks Associated with Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use prescription drugs that are not prescribed to them				
Great risk	60	51	56	–
Moderate risk	18	12	21	–
Slight risk	3	20	6	–
No risk	3	2	1	–
I don't know	18	15	17	–
Take one or two drinks of an alcoholic beverage nearly every day				
Great risk	63	32	40	–
Moderate risk	18	27	26	–
Slight risk	3	24	11	–
No risk	3	5	6	–
I don't know	15	12	17	–

Question HS/MS G.10-11: How much do you think people risk harming themselves physically or in other ways if they... use prescription drugs that are not prescribed to them... take one or two drinks of an alcoholic beverage nearly every day?

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

School Climate Module

1. Module Sample

Table M1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	91	91	93	–
Final number	57	54	76	–
Average Response Rate	63%	59%	82%	–

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

2. Supports for Learning & Student Academic Engagement

Table M2.1

Supports for Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students at this school are motivated to learn.				
Strongly disagree	5	24	12	–
Disagree	16	15	20	–
Neither disagree nor agree	30	39	56	–
Agree	28	15	9	–
Strongly agree	21	7	3	–
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	0	11	3	–
Disagree	5	19	14	–
Neither disagree nor agree	14	31	32	–
Agree	48	26	48	–
Strongly agree	32	13	4	–
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	0	11	4	–
Disagree	4	15	14	–
Neither disagree nor agree	20	39	41	–
Agree	47	26	38	–
Strongly agree	29	9	4	–
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	2	19	5	–
Disagree	9	19	15	–
Neither disagree nor agree	29	28	50	–
Agree	34	25	24	–
Strongly agree	27	9	5	–

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

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

Table M2.1***Supports for Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	2	13	1	–
Disagree	6	9	5	–
Neither disagree nor agree	24	26	39	–
Agree	35	43	47	–
Strongly agree	33	9	7	–
This school is a supportive and inviting place for students to learn.				
Strongly disagree	0	19	3	–
Disagree	2	7	11	–
Neither disagree nor agree	29	41	55	–
Agree	44	26	25	–
Strongly agree	25	7	7	–
Teachers go out of their way to help students.				
Strongly disagree	2	17	4	–
Disagree	8	13	8	–
Neither disagree nor agree	23	39	53	–
Agree	48	24	29	–
Strongly agree	19	7	5	–
Teachers help students catch up when they return from an absence.				
Strongly disagree	9	23	7	–
Disagree	15	4	11	–
Neither disagree nor agree	23	34	44	–
Agree	32	28	32	–
Strongly agree	21	11	7	–

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

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

Table M2.1***Supports for Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My teachers give me useful feedback on my work.				
Strongly disagree	4	13	3	–
Disagree	2	11	15	–
Neither disagree nor agree	28	41	40	–
Agree	47	26	33	–
Strongly agree	19	9	10	–
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	21	27	8	–
Disagree	29	19	33	–
Neither disagree nor agree	38	40	46	–
Agree	8	10	8	–
Strongly agree	4	4	4	–

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

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

Table M2.2***Student Academic Mindset and Learning Engagement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students pay attention in class.				
Strongly disagree	6	15	8	–
Disagree	19	15	18	–
Neither disagree nor agree	58	54	56	–
Agree	13	13	15	–
Strongly agree	4	2	1	–
Students try their best in school.				
Strongly disagree	4	13	8	–
Disagree	19	13	11	–
Neither disagree nor agree	58	63	63	–
Agree	8	6	17	–
Strongly agree	10	4	1	–
Students usually follow the rules at school.				
Strongly disagree	4	12	8	–
Disagree	13	19	17	–
Neither disagree nor agree	56	56	57	–
Agree	19	12	17	–
Strongly agree	8	2	1	–
Students turn in their homework on time.				
Strongly disagree	7	12	9	–
Disagree	15	16	16	–
Neither disagree nor agree	57	57	65	–
Agree	15	12	9	–
Strongly agree	7	4	1	–

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

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

3. Fairness and Respect for Diversity

Table M3.1

Fairness and Respect

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Adults at this school treat all students with respect.				
Strongly disagree	6	13	5	–
Disagree	8	15	18	–
Neither disagree nor agree	21	40	45	–
Agree	43	21	26	–
Strongly agree	23	11	5	–
Students treat teachers with respect.				
Strongly disagree	6	21	8	–
Disagree	13	11	23	–
Neither disagree nor agree	36	47	49	–
Agree	34	15	12	–
Strongly agree	11	6	7	–
The school rules are fair.				
Strongly disagree	6	20	12	–
Disagree	9	6	12	–
Neither disagree nor agree	15	39	48	–
Agree	42	24	23	–
Strongly agree	28	11	4	–
All students are treated fairly when they break school rules.				
Strongly disagree	6	22	8	–
Disagree	9	7	11	–
Neither disagree nor agree	23	39	51	–
Agree	34	24	23	–
Strongly agree	28	7	7	–

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

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

Table M3.2
Respect for Diversity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	57	44	36	–
Disagree	18	19	28	–
Neither disagree nor agree	20	29	29	–
Agree	2	4	7	–
Strongly agree	2	4	0	–
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	33	38	32	–
Disagree	23	25	29	–
Neither disagree nor agree	31	25	33	–
Agree	13	6	6	–
Strongly agree	0	6	0	–
Students in this school respect each other's differences.				
Strongly disagree	14	23	8	–
Disagree	12	10	10	–
Neither disagree nor agree	35	38	36	–
Agree	20	21	39	–
Strongly agree	18	8	7	–
Adults in this school respect differences in students.				
Strongly disagree	21	17	7	–
Disagree	6	12	6	–
Neither disagree nor agree	27	42	41	–
Agree	27	23	39	–
Strongly agree	19	6	7	–

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

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

Table M3.2***Respect for Diversity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	6	17	6	–
Disagree	8	15	10	–
Neither disagree nor agree	39	48	44	–
Agree	31	13	32	–
Strongly agree	16	6	8	–

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

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

4. Disciplinary Environment

Table M4.1

Consistency and Clarity of Rules and Expectations

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	4	13	4	–
Disagree	10	7	7	–
Neither disagree nor agree	19	39	47	–
Agree	33	28	34	–
Strongly agree	35	13	8	–
Rules in this school are made clear to students.				
Strongly disagree	10	13	4	–
Disagree	10	13	11	–
Neither disagree nor agree	27	44	56	–
Agree	37	22	26	–
Strongly agree	17	7	3	–
This school makes it clear how students are expected to act.				
Strongly disagree	6	13	4	–
Disagree	6	13	11	–
Neither disagree nor agree	31	39	51	–
Agree	46	31	30	–
Strongly agree	12	4	4	–

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

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

Table M4.2
Disciplinary Harshness

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The rules in this school are too strict.				
Strongly disagree	9	19	1	–
Disagree	33	11	19	–
Neither disagree nor agree	30	45	52	–
Agree	17	13	18	–
Strongly agree	11	11	10	–
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	6	12	1	–
Disagree	20	8	10	–
Neither disagree nor agree	31	42	52	–
Agree	28	17	25	–
Strongly agree	15	21	12	–
Students get in trouble for breaking small rules.				
Strongly disagree	6	17	6	–
Disagree	15	2	8	–
Neither disagree nor agree	31	35	49	–
Agree	33	30	28	–
Strongly agree	15	17	10	–
Teachers are very strict here.				
Strongly disagree	6	17	7	–
Disagree	14	13	8	–
Neither disagree nor agree	50	50	73	–
Agree	22	17	10	–
Strongly agree	8	4	1	–

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

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

5. Student Peer Relationships

Table M5.1

Peer Caring Relationships

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students enjoy doing things with each other during school activities.				
Strongly disagree	2	15	4	–
Disagree	6	17	11	–
Neither disagree nor agree	37	41	48	–
Agree	31	19	31	–
Strongly agree	25	9	6	–
Students care about each other.				
Strongly disagree	8	17	7	–
Disagree	12	11	10	–
Neither disagree nor agree	43	48	51	–
Agree	22	17	28	–
Strongly agree	16	7	4	–
Students treat each other with respect.				
Strongly disagree	12	15	8	–
Disagree	14	17	11	–
Neither disagree nor agree	41	42	48	–
Agree	22	23	28	–
Strongly agree	12	4	4	–
Students get along well with each other.				
Strongly disagree	6	19	6	–
Disagree	14	6	10	–
Neither disagree nor agree	45	51	54	–
Agree	20	19	27	–
Strongly agree	16	6	4	–

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

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

6. Social and Emotional Learning

Table M6.1

Supports for Social and Emotional Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school encourages students to feel responsible for how they act.				
Strongly disagree	8	17	7	–
Disagree	4	4	7	–
Neither disagree nor agree	37	58	56	–
Agree	35	17	25	–
Strongly agree	16	4	4	–
Students are often given rewards for being good.				
Strongly disagree	12	30	14	–
Disagree	12	8	8	–
Neither disagree nor agree	33	43	45	–
Agree	31	13	27	–
Strongly agree	12	6	6	–
This school encourages students to understand how others think and feel.				
Strongly disagree	8	25	10	–
Disagree	6	8	11	–
Neither disagree nor agree	35	47	56	–
Agree	35	13	21	–
Strongly agree	16	8	1	–
Students are taught that they can control their own behavior.				
Strongly disagree	6	15	7	–
Disagree	6	19	13	–
Neither disagree nor agree	40	45	51	–
Agree	33	11	28	–
Strongly agree	15	9	1	–

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

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

Table M6.1
Supports for Social and Emotional Learning – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students solve conflicts with one another.				
Strongly disagree	12	17	11	–
Disagree	10	26	17	–
Neither disagree nor agree	43	36	54	–
Agree	25	13	17	–
Strongly agree	10	8	1	–
This school encourages students to care about how others feel.				
Strongly disagree	10	21	8	–
Disagree	8	19	17	–
Neither disagree nor agree	45	42	56	–
Agree	20	13	15	–
Strongly agree	18	6	3	–

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

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

7. School Anti-Bullying Climate

Table M7.1

School Responses to Bullying

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	4	19	6	–
Disagree	6	15	8	–
Neither disagree nor agree	29	42	45	–
Agree	35	15	30	–
Strongly agree	25	9	11	–
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	6	29	7	–
Disagree	12	12	7	–
Neither disagree nor agree	24	37	49	–
Agree	37	15	24	–
Strongly agree	22	8	13	–
Students tell teachers when other students are being bullied.				
Strongly disagree	15	25	8	–
Disagree	8	17	14	–
Neither disagree nor agree	33	40	58	–
Agree	29	11	13	–
Strongly agree	15	8	7	–

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

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

Table M7.1***School Responses to Bullying – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	8	15	4	–
Disagree	8	11	8	–
Neither disagree nor agree	31	45	51	–
Agree	31	21	29	–
Strongly agree	22	8	7	–
Students here try to stop bullying when they see it happening.				
Strongly disagree	17	25	7	–
Disagree	19	15	13	–
Neither disagree nor agree	31	34	60	–
Agree	23	17	17	–
Strongly agree	10	9	4	–

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

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

8. Facilities Physical Environment

Table M8.1

Quality of Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	10	21	6	–
Disagree	15	15	17	–
Neither disagree nor agree	42	46	47	–
Agree	21	15	25	–
Strongly agree	13	2	6	–
The school grounds are kept clean.				
Strongly disagree	6	13	7	–
Disagree	17	15	17	–
Neither disagree nor agree	44	44	43	–
Agree	21	23	22	–
Strongly agree	13	4	11	–

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

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

9. Scheduled Lunch

Table M9.1

Scheduled Lunch at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I eat my lunch at the right time of day.				
Strongly disagree	11	15	4	–
Disagree	11	12	6	–
Neither disagree nor agree	32	33	33	–
Agree	32	35	46	–
Strongly agree	15	6	11	–
I have plenty of time to eat my lunch.				
Strongly disagree	10	16	14	–
Disagree	8	16	10	–
Neither disagree nor agree	27	41	44	–
Agree	38	22	22	–
Strongly agree	17	6	10	–

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

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