

CALIFORNIA HEALTHY KIDS SURVEY



Nevada County Secondary 2017-2018 Main Report

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

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Contents

	Page
List of Tables	iii
PREFACE	viii
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	11
5. School Violence, Victimization, and Safety	22
6. Alcohol and Other Drug Use	28
7. Tobacco Use	41
8. Other Physical and Mental Health Risks	48
9. Race/Ethnic Breakdowns	50
10. Gender Breakdowns	56
B. Alcohol and Other Drugs (AOD) Module	58
1. Module Sample	58
2. Summary of Key Indicators	59
3. Alcohol, Tobacco, and Marijuana Consumption Patterns	60
4. Reasons for and Consequences of AOD Consumption	63
5. Supports to Reduce AOD Use	67
6. Availability	68
7. Influences on ATOD Use	70
8. School Suspension	74
G. Drug Free Communities (DFC) Module	75
1. Module Sample	75
2. Prescription Drug Use	76
3. Disapproval of Prescription Drug Use	77
4. Perceived Harm from Marijuana and Prescription Drug Use	78
N. School Climate Module	79
1. Module Sample	79
2. Supports for Learning & Student Academic Engagement	80

3. Fairness and Respect for Diversity	84
4. Disciplinary Environment	88
5. Student Peer Relationships	90
6. Social and Emotional Learning	91
7. School Anti-Bullying Climate	93
8. College and Career Planning	95
9. Facilities Physical Environment	96
10. Scheduled Lunch and Drinkable Water	97
Appendix	98

List of Tables

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

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

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

G. Drug Free Communities (DFC) Module	75
1. Module Sample	75
G1.1 Student Sample for DFC Module	75
2. Prescription Drug Use	76
G2.1 Prescription Drug Use, Past 30 Days	76
3. Disapproval of Prescription Drug Use	77
G3.1 Parental Disapproval of Prescription Drug Use	77
G3.2 Peer Disapproval of Prescription Drug Use	77
4. Perceived Harm from Marijuana and Prescription Drug Use	78
G4.1 Perceived Risks Associated with Marijuana and Prescription Drug Use	78
N. School Climate Module	79
1. Module Sample	79
N1.1 Student Sample for School Climate Module	79
2. Supports for Learning & Student Academic Engagement	80
N2.1 Supports for Learning	80
N2.1 Supports for Learning – Continued	81
N2.1 Supports for Learning – Continued	82
N2.2 Student Academic Mindset and Learning Engagement	83
3. Fairness and Respect for Diversity	84
N3.1 Fairness and Respect	84
N3.1 Fairness and Respect – Continued	85
N3.2 Respect for Diversity	86
N3.2 Respect for Diversity – Continued	87
4. Disciplinary Environment	88
N4.1 Consistency and Clarity of Rules and Expectations	88
N4.2 Disciplinary Harshness	89
5. Student Peer Relationships	90
N5.1 Peer Caring Relationships	90
6. Social and Emotional Learning	91
N6.1 Supports for Social and Emotional Learning	91
N6.1 Supports for Social and Emotional Learning – Continued	92
7. School Anti-Bullying Climate	93
N7.1 School Responses to Bullying	93
N7.1 School Responses to Bullying – Continued	94
8. College and Career Planning	95
N8.1 Supports for College and Career Planning	95

9. Facilities Physical Environment	96
N9.1 Quality of Physical Environment	96
10. Scheduled Lunch	97
N10.1 Scheduled Lunch at School	97
N10.2 Clean and Drinkable Water	97
Appendix	98

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from this county’s 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

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

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

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

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

THE SURVEY

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

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

and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the county.

Core Module

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

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

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

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

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

Supplemental School Climate Module

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

Supplemental Social Emotional Health Module (SEHM)

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

SURVEY ADMINISTRATION AND SAMPLING

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

- Table A1.1 reports numbers of districts, schools, and total responses for students who completed the survey.
- The Appendix lists all the secondary districts in the county that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics.

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

Changes Between Survey Administrations.

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

RESOURCES

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

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

NEXT STEPS

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

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

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

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

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

Compare Results with Other Data

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

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

Data Workshop

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

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

Request Additional Reports and Data

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

Disaggregated Reports

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

Analyze Dataset

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

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

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

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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. Cal-Well 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. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	8	3	3	2
Number of schools	14	8	8	4
Number of students	583	621	528	157

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 [†]	27	21	16	16	A4.6
Academic motivation [†]	36	28	23	17	A4.6
Chronic truancy (twice a month or more often) [§]	2	2	7	18	A4.2
Caring adult relationships [‡]	34	22	31	26	A4.5
High expectations [‡]	48	32	36	29	A4.5
Meaningful participation [‡]	14	10	10	7	A4.5
Facilities upkeep	16	17	16	19	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	67	63	63	56	A5.1
Experienced any harassment or bullying [§]	38	38	33	27	A5.2
Had mean rumors or lies spread about you [§]	51	40	35	37	A5.3
Been afraid of being beaten up [§]	20	16	9	12	A5.4
Been in a physical fight [§]	20	11	7	16	A5.4
Seen a weapon on campus [§]	20	15	16	27	A5.6
Been drunk or “high” on drugs at school, ever	3	9	17	52	A6.9
Mental and Physical Health					
Current alcohol or drug use [¶]	8	21	34	69	A6.5
Current binge drinking [¶]	1	6	14	39	A6.5
Very drunk or “high” 7 or more times	2	12	25	62	A6.7
Current cigarette smoking [¶]	2	4	12	45	A7.3
Current electronic cigarette use [¶]	3	8	14	32	A7.3
Experienced chronic sadness/hopelessness [§]	25	38	41	47	A8.4
Considered suicide [§]	na	23	23	29	A8.5

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

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

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

[§]Past 12 months.

[¶]Past 30 days.

na—Not asked of middle school students.

3. Demographics

Table A3.1
Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	49	50	50	63
Female	51	50	50	37

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

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

Table A3.2
Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	83	86	86	75
Yes	17	14	14	25

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

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

Table A3.3
Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	3	3	1	3
Asian	2	1	2	1
Black or African American	1	1	2	3
Native Hawaiian or Pacific Islander	1	0	1	1
White	65	71	77	70
Mixed (two or more) races	28	24	17	23

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

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	89	90	94	79
Other relative's home	2	3	1	4
A home with more than one family	3	3	3	4
Friend's home	1	0	1	4
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	1
Shelter, car, campground, or other transitional or temporary housing	0	1	1	3
Other living arrangement	5	2	1	6

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

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	3	6	8	18
Graduated from high school	13	13	17	33
Attended college but did not complete four-year degree	14	19	15	16
Graduated from college	47	49	51	21
Don't know	23	13	9	12

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	53	61	64	28
Yes	31	30	29	63
Don't know	16	9	7	8

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	73	87	94	88
Yes	1	1	0	3
Don't know	26	12	6	10

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

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

Table A3.8***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	94	96	95	96
Spanish	4	3	3	3
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	1
Tagalog	0	0	0	0
Vietnamese	0	0	0	0
Korean	0	0	0	1
Other	1	1	2	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	90	92	93	92
Well	10	7	6	7
Not well	1	0	0	1
Not at all	0	0	0	0
speak English?				
Very well	89	87	90	88
Well	10	12	9	11
Not well	1	1	0	1
Not at all	0	0	0	0
read English?				
Very well	82	80	85	84
Well	16	18	13	11
Not well	2	2	2	3
Not at all	1	0	0	1
write English?				
Very well	77	77	82	81
Well	19	18	16	16
Not well	4	4	2	3
Not at all	1	0	0	0
English Language Proficiency Status				
Proficient	80	80	85	82
Not proficient	20	20	15	18

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	75	74	62	
Well	22	26	31	
Not well	3	0	0	
Not at all	0	0	8	
speak English?				
Very well	72	56	52	
Well	28	33	36	
Not well	0	11	8	
Not at all	0	0	4	
read English?				
Very well	66	56	52	
Well	28	26	36	
Not well	6	15	4	
Not at all	0	4	8	
write English?				
Very well	56	56	52	
Well	34	30	36	
Not well	9	15	8	
Not at all	0	0	4	
English Language Proficiency Status				
Proficient	63	56	52	
Not proficient	38	44	48	

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	74	82	87	90
1 day	5	4	3	1
2 days	4	4	1	2
3 days	3	2	1	1
4 days	4	1	1	3
5 days	9	8	6	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	92	93	96	97
Yes	6	5	3	2
Don't know	2	2	1	1

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

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

Table A3.13
Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	82	82	77	85
Gay or Lesbian	1	1	2	0
Bisexual	4	7	9	9
I am not sure yet	6	5	6	2
Something else	2	2	3	2
Decline to respond	5	4	3	1

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

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

Table A3.14
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	94	92	95	93
Yes, I am transgender	1	2	1	1
I am not sure if I am transgender	2	3	1	3
Decline to respond	4	4	2	3

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

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

4. School Performance, Supports, and Engagement

Table A4.1
Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	21	19	15	10
A's and B's	35	30	35	27
Mostly B's	9	13	14	9
B's and C's	21	20	22	19
Mostly C's	3	6	7	7
C's and D's	7	9	6	17
Mostly D's	2	2	1	4
Mostly F's	3	2	1	7

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

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

Table A4.2
Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	80	76	71	47
1-2 times	9	12	12	14
A few times	8	9	9	20
Once a month	0	1	1	1
Twice a month	1	0	3	3
Once a week	1	0	1	4
More than once a week	1	1	2	10

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	43	48	42	23
1 day	28	23	23	19
2 days	15	16	18	22
3 or more days	14	14	16	36

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	42	46	41	23
Illness (feeling physically sick), including problems with breathing or your teeth	40	37	41	47
Were being bullied or mistreated at school	3	1	2	3
Felt very sad, hopeless, anxious, stressed, or angry	5	8	12	21
Didn't get enough sleep	8	10	12	34
Didn't feel safe at school or going to and from school	0	1	1	3
Had to take care of or help a family member or friend	4	4	6	16
Wanted to spend time with friends	2	0	2	9
Use alcohol or drugs	1	1	2	8
Were behind in schoolwork or weren't prepared for a test or class assignment	2	5	8	5
Were bored or uninterested in school	2	4	6	15
Had no transportation to school	2	3	2	17
Other reason	21	17	16	22

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

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

Table A4.5***School Environment Scales (Developmental Supports)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
<i>Average Reporting “Very much true”</i>	32	22	26	21	
High	38	25	30	25	
Moderate	49	50	51	52	
Low	13	25	19	23	
Caring adults in school					
<i>Average Reporting “Very much true”</i>	34	22	31	26	A4.7
High	41	28	38	27	
Moderate	49	55	50	61	
Low	10	16	12	12	
High expectations-adults in school					
<i>Average Reporting “Very much true”</i>	48	32	36	29	A4.8
High	57	40	43	31	
Moderate	38	48	48	59	
Low	5	12	9	11	
Meaningful participation at school					
<i>Average Reporting “Very much true”</i>	14	10	10	7	A4.9
High	14	8	9	7	
Moderate	45	39	35	31	
Low	40	54	56	62	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Connectedness					
<i>Average Reporting “Strongly agree”</i>	27	21	16	16	A4.10
High	62	53	44	39	
Moderate	31	40	43	41	
Low	7	8	13	20	
Academic Motivation					
<i>Average Reporting “Strongly agree”</i>	36	28	23	17	A4.11
High	36	28	21	14	
Moderate	45	47	50	45	
Low	19	26	29	41	
Parent Involvement in School					
<i>Average Reporting “Strongly agree”</i>	24	14	10	9	A4.12
High	52	34	27	20	
Moderate	36	43	43	47	
Low	13	22	31	34	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average Reporting “Very much true”</i>	34	22	31	26
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	8	13	9	10
A little true	26	33	28	29
Pretty much true	35	36	34	39
Very much true	31	17	30	22
<i>who notices when I’m not there.</i>				
Not at all true	10	16	12	10
A little true	31	28	25	33
Pretty much true	29	36	36	28
Very much true	30	20	28	29
<i>who listens to me when I have something to say.</i>				
Not at all true	8	12	6	13
A little true	20	22	20	23
Pretty much true	30	35	37	39
Very much true	42	30	36	26

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average Reporting "Very much true"</i>	48	32	36	29
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	6	13	10	6
A little true	20	24	23	27
Pretty much true	38	39	37	41
Very much true	36	24	31	26
<i>who always wants me to do my best.</i>				
Not at all true	4	7	3	7
A little true	10	18	17	21
Pretty much true	29	34	39	41
Very much true	57	41	41	31
<i>who believes that I will be a success.</i>				
Not at all true	6	11	8	10
A little true	15	24	22	26
Pretty much true	31	35	33	33
Very much true	49	31	36	31

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

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

Table A4.9
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average Reporting “Very much true”</i>	14	10	10	7
At school...				
I do interesting activities.				
Not at all true	11	16	17	30
A little true	24	30	33	30
Pretty much true	38	31	32	28
Very much true	27	23	18	13
I help decide things like class activities or rules.				
Not at all true	38	50	51	55
A little true	29	29	26	26
Pretty much true	22	15	15	13
Very much true	11	6	8	6
I do things that make a difference.				
Not at all true	18	32	35	43
A little true	38	36	34	33
Pretty much true	29	21	20	16
Very much true	14	10	10	9
I have a say in how things work.				
Not at all true	40	51	50	62
A little true	31	28	27	21
Pretty much true	19	16	16	13
Very much true	11	5	7	5
I help decide school activities or rules.				
Not at all true	56	66	65	71
A little true	24	23	19	19
Pretty much true	14	6	10	6
Very much true	7	4	6	4

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

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

Table A4.10
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness				
<i>Average Reporting “Strongly agree”</i>	27	21	16	16
I feel close to people at this school.				
Strongly disagree	4	3	8	12
Disagree	7	8	12	14
Neither disagree nor agree	22	25	24	33
Agree	43	44	41	29
Strongly agree	24	20	15	12
I am happy to be at this school.				
Strongly disagree	6	4	9	8
Disagree	6	8	12	14
Neither disagree nor agree	21	22	26	30
Agree	40	41	37	34
Strongly agree	28	24	15	14
I feel like I am part of this school.				
Strongly disagree	5	5	8	11
Disagree	10	10	13	12
Neither disagree nor agree	20	29	29	30
Agree	38	40	37	34
Strongly agree	27	17	13	14
The teachers at this school treat students fairly.				
Strongly disagree	5	3	8	14
Disagree	8	9	10	5
Neither disagree nor agree	20	23	24	28
Agree	39	42	42	36
Strongly agree	27	22	16	18
I feel safe in my school.				
Strongly disagree	3	3	4	5
Disagree	4	7	6	7
Neither disagree nor agree	20	26	20	28
Agree	42	41	49	37
Strongly agree	30	23	20	22

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic Motivation				
<i>Average Reporting “Strongly agree”</i>	36	28	23	17
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	1	2	3
Disagree	3	6	6	5
Neither disagree nor agree	13	13	16	16
Agree	37	45	46	51
Strongly agree	45	34	31	24
I try hard at school because I am interested in my work.				
Strongly disagree	7	6	8	9
Disagree	11	14	15	15
Neither disagree nor agree	28	29	30	33
Agree	35	33	34	33
Strongly agree	21	18	13	10
I work hard to try to understand new things at school.				
Strongly disagree	2	2	5	4
Disagree	7	7	8	10
Neither disagree nor agree	16	20	19	35
Agree	45	45	48	39
Strongly agree	31	26	20	12
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	4	3
Disagree	3	5	5	5
Neither disagree nor agree	13	17	21	34
Agree	36	42	43	36
Strongly agree	46	35	27	22

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Parent Involvement in School				
<i>Average Reporting “Strongly agree”</i>	24	14	10	9
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	5	9	14
Disagree	5	15	20	16
Neither disagree nor agree	20	31	31	37
Agree	47	34	31	22
Strongly agree	25	15	9	11
Parents feel welcome to participate at this school.				
Strongly disagree	3	3	6	13
Disagree	5	9	15	14
Neither disagree nor agree	27	40	39	46
Agree	39	34	31	20
Strongly agree	27	14	9	7
School staff takes parent concerns seriously.				
Strongly disagree	4	5	8	9
Disagree	9	10	13	10
Neither disagree nor agree	27	39	32	41
Agree	41	33	35	30
Strongly agree	19	13	11	10

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	6	4	8	6
Disagree	15	14	16	13
Neither disagree nor agree	25	27	24	23
Agree	39	38	36	40
Strongly agree	16	17	16	19

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	23	20	22	26
Safe	44	43	41	30
Neither safe nor unsafe	27	33	30	36
Unsafe	4	3	4	5
Very unsafe	2	1	2	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	92	91	91	92
1 time	5	3	3	1
2 or more times	4	6	6	6
Religion				
0 times	93	94	91	96
1 time	4	2	4	2
2 or more times	3	4	5	2
Gender (being male or female)				
0 times	90	88	90	92
1 time	4	5	4	3
2 or more times	5	6	6	5
Because you are gay or lesbian or someone thought you were				
0 times	90	88	90	94
1 time	5	5	2	1
2 or more times	5	7	8	5
A physical or mental disability				
0 times	96	94	93	92
1 time	2	2	3	3
2 or more times	2	3	4	5
You are an immigrant or someone thought you were				
0 times	98	97	95	94
1 time	1	1	2	2
2 or more times	1	2	3	3
Any of the above six reasons	25	26	26	20

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other reason				
0 times	72	72	80	81
1 time	11	9	5	6
2 or more times	17	19	15	13
Any harassment	38	38	33	27

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	49	60	65	63
1 time	20	17	13	14
2 to 3 times	15	11	12	14
4 or more times	15	12	10	10
had sexual jokes, comments, or gestures made to you?				
0 times	68	62	69	70
1 time	12	12	8	9
2 to 3 times	8	12	8	5
4 or more times	12	15	14	16
been made fun of because of your looks or the way you talk?				
0 times	63	66	72	73
1 time	11	13	10	7
2 to 3 times	9	8	8	8
4 or more times	17	13	10	12
been made fun of, insulted, or called names?				
0 times	54	63	72	74
1 time	14	13	7	6
2 to 3 times	10	8	8	5
4 or more times	22	16	14	16

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

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

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	65	78	86	76
1 time	13	10	6	11
2 to 3 times	8	7	4	4
4 or more times	13	4	3	9
been afraid of being beaten up?				
0 times	80	84	91	88
1 time	11	8	5	8
2 to 3 times	4	3	2	1
4 or more times	5	5	3	3
been threatened with harm or injury?				
0 times	85	91	92	86
1 time	7	5	3	6
2 to 3 times	4	2	2	2
4 or more times	4	2	3	6
been in a physical fight?				
0 times	80	89	93	84
1 time	13	6	4	10
2 to 3 times	5	3	2	1
4 or more times	2	2	1	5
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	97	96	95
1 time	3	2	2	1
2 to 3 times	1	0	1	3
4 or more times	1	0	1	1
been offered, sold, or given an illegal drug?				
0 times	91	80	74	68
1 time	5	9	9	7
2 to 3 times	1	6	6	3
4 or more times	2	5	10	21

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	76	81	84	84
1 time	14	11	10	7
2 to 3 times	6	4	4	4
4 or more times	5	4	2	5
Damaged school property on purpose				
0 times	93	94	95	90
1 time	5	3	3	4
2 to 3 times	1	2	1	3
4 or more times	0	1	1	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	98	99	99	95
1 time	1	0	0	1
2 to 3 times	0	0	0	1
4 or more times	1	0	0	3
Carried any other weapon (such as a knife or club)				
0 times	93	93	93	81
1 time	4	3	3	5
2 to 3 times	1	1	1	3
4 or more times	1	3	4	11
Seen someone carrying a gun, knife, or other weapon				
0 times	80	85	84	73
1 time	13	8	6	6
2 to 3 times	5	5	4	5
4 or more times	2	3	6	16

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [†]	14	37	57	86	A6.2
Lifetime alcohol or drugs (any use)	14	39	58	86	A6.2
Lifetime very drunk or high (7 or more times)	2	12	25	62	A6.7
Lifetime drinking and driving involvement	36	12	18	45	A6.11
Current alcohol or drugs	8	21	34	69	A6.5
Current heavy drug uses	2	8	17	51	A6.5
Current heavy alcohol use (binge drinking)	1	6	14	39	A6.5
Current alcohol or drug use on school property	3	7	9	21	A6.8
Harmfulness of occasional marijuana use [‡]	32	30	21	11	A6.12
Difficulty of obtaining marijuana [§]	17	5	3	5	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	10	30	53	80
Marijuana	7	24	41	80
Inhalants	3	5	4	20
Cocaine, Methamphetamine, or any amphetamines	na	2	6	26
Heroin	na	0	1	2
Ecstasy, LSD, or other psychedelics	na	6	12	37
Prescription pain killers, Diet Pills, or other prescription stimulant	na	13	19	47
Cold/Cough Medicines or other over-the-counter medicines to get “high”	na	6	8	25
Any other drug, pill, or medicine to get “high”	3	5	6	19
<i>Any of the above AOD use</i>	14	39	58	86
<i>Any illicit AOD use to get “high”[†]</i>	14	37	57	86

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	90	70	47	20
1 time	5	7	9	3
2 to 3 times	3	9	10	7
4 or more times	2	13	35	70
Marijuana (smoke, vape, eat, or drink)				
0 times	93	76	59	20
1 time	2	5	4	4
2 to 3 times	1	5	7	4
4 or more times	4	14	30	72
Inhalants				
0 times	97	95	96	80
1 time	2	3	1	2
2 to 3 times	1	1	2	5
4 or more times	1	1	2	13
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	98	94	74
1 time	na	2	1	8
2 to 3 times	na	0	1	3
4 or more times	na	0	4	14
Heroin				
0 times	na	100	99	98
1 time	na	0	0	1
2 to 3 times	na	0	0	0
4 or more times	na	0	1	1
Ecstasy, LSD, or other psychedelics				
0 times	na	94	88	63
1 time	na	3	3	6
2 to 3 times	na	2	4	12
4 or more times	na	0	4	19

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

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

na—Not asked of middle school students.

Table A6.3**Lifetime AOD Use – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	na	91	85	59
1 time	na	4	4	8
2 to 3 times	na	3	5	11
4 or more times	na	3	6	22
Diet Pills				
0 times	na	95	96	88
1 time	na	1	1	1
2 to 3 times	na	1	1	2
4 or more times	na	3	2	9
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	91	77
1 time	na	1	1	5
2 to 3 times	na	1	3	5
4 or more times	na	1	5	13
Cold/Cough Medicines or other over-the-counter medicines to get “high”				
0 times	na	94	92	75
1 time	na	2	2	6
2 to 3 times	na	2	4	7
4 or more times	na	2	2	11
Any other drug, pill, or medicine to get “high” or for other than medical reasons				
0 times	97	95	94	81
1 time	2	2	1	3
2 to 3 times	1	2	2	3
4 or more times	1	2	3	13

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	94	77	60	20
1 time	2	4	5	3
2 to 3 times	1	4	6	6
4 or more times	4	15	29	71
In an electronic or e-cigarette or other vaping device?				
0 times	97	84	74	35
1 time	1	5	4	7
2 to 3 times	1	3	5	7
4 or more times	2	8	16	51
Eat or drink it in products made with marijuana?				
0 times	96	84	72	28
1 time	2	6	7	13
2 to 3 times	1	4	7	14
4 or more times	1	6	14	45

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	5	16	25	51
Binge drinking (5 or more drinks in a row)	1	6	14	39
Marijuana (smoke, vape, eat, or drink)	4	13	22	56
Inhalants	1	1	2	7
Prescription drugs to get “high” or for reasons other than prescribed	na	1	3	14
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	1	2	9
<i>Any drug use</i>	6	13	23	58
<i>Heavy drug use</i>	2	8	17	51
<i>Any AOD Use</i>	8	21	34	69
Two or more substances at the same time	na	4	8	26

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

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	95	84	75	49
1 or 2 days	4	11	15	25
3 to 9 days	1	4	7	15
10 to 19 days	0	1	2	3
20 or more days	0	0	1	8
Binge drinking (5 or more drinks in a row)				
0 days	99	94	86	61
1 or 2 days	1	3	7	19
3 to 9 days	0	3	6	12
10 to 19 days	0	0	1	3
20 or more days	0	0	0	5
Marijuana (smoke, vape, eat, or drink)				
0 days	96	87	78	44
1 or 2 days	2	5	7	7
3 to 9 days	1	3	5	9
10 to 19 days	1	2	3	5
20 or more days	0	3	8	35

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	96	85	65	32
1 to 2 times	3	9	16	20
3 to 6 times	1	4	8	23
7 or more times	0	3	11	25
“High” (loaded, stoned, or wasted) from using drugs				
0 times	94	79	63	26
1 to 2 times	2	7	8	9
3 to 6 times	1	3	5	5
7 or more times	2	11	24	60
Very drunk or “high” 7 or more times	2	12	25	62

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	96	96	89
1 to 2 days	0	4	3	6
3 or more days	1	1	1	5
Marijuana (smoke, vape, eat, or drink)				
0 days	98	96	94	81
1 to 2 days	1	2	2	5
3 or more days	1	2	4	14
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	99	99	98	91
1 to 2 days	1	1	1	4
3 or more days	1	0	1	5
Any of the above	3	7	9	21

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	97	91	83	48
1 to 2 times	2	4	6	14
3 to 6 times	0	3	3	13
7 or more times	0	2	8	25

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

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

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	84	70	38
0 times	na	12	23	48
1 time	na	3	4	10
2 to 3 times	na	0	1	2
4 or more times	na	0	2	2
Marijuana				
Does not apply, don't use	na	82	69	31
0 times	na	11	21	41
1 time	na	5	6	14
2 to 3 times	na	1	3	9
4 or more times	na	1	2	6

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	88	82	55
1 time	na	4	5	11
2 times	na	2	3	9
3 to 6 times	na	2	4	7
7 or more times	na	4	6	19
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	64	na	na	na
1 time	10	na	na	na
2 times	7	na	na	na
3 to 6 times	6	na	na	na
7 or more times	12	na	na	na

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

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

na—Not asked of middle/high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	24	24	22	17
Moderate	25	24	25	31
Slight	27	34	36	30
None	23	17	17	22
Alcohol - 5 or more drinks once or twice a week				
Great	43	51	51	44
Moderate	26	30	33	26
Slight	12	10	11	15
None	19	10	6	15
Marijuana - use occasionally				
Great	32	30	21	11
Moderate	29	25	22	10
Slight	16	21	25	27
None	24	24	32	52
Marijuana - use daily				
Great	58	54	42	17
Moderate	14	17	22	17
Slight	6	11	15	28
None	22	18	21	38

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	14	5	3	6
Fairly difficult	13	10	7	8
Fairly easy	18	24	21	19
Very easy	14	37	52	56
Don't know	40	24	17	11
Marijuana				
Very difficult	17	5	3	5
Fairly difficult	13	8	3	2
Fairly easy	13	20	14	11
Very easy	15	41	63	73
Don't know	42	26	17	9

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	10	25	66	A7.2
Current cigarette smoking [†]	2	4	12	45	A7.3
Current cigarette smoking at school [†]	1	1	4	11	A7.4
Ever tried smokeless tobacco	2	7	13	41	A7.2
Current smokeless tobacco use [†]	1	1	4	16	A7.3
Current smokeless tobacco use at school [†]	0	0	2	7	A7.4
Ever used electronic cigarettes	6	24	35	72	A7.2
Current use of electronic cigarettes [†]	3	8	14	32	A7.3
Current use of electronic cigarettes at school [†]	1	2	4	7	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	3	11	31	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	27	28	31	25	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	68	76	81	73	A7.6
Difficulty of obtaining cigarettes [§]	15	6	3	5	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

na—Not asked of middle school students.

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	95	na	na	na
1 time	3	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	98	90	75	34
1 time	1	2	5	5
2 to 3 times	0	3	3	4
4 or more times	1	5	17	58
Smokeless tobacco				
0 times	98	93	87	59
1 time	1	4	4	3
2 to 3 times	0	1	2	8
4 or more times	1	2	7	30
An electronic cigarette or other vaping device				
0 times	94	76	65	28
1 time	3	7	5	6
2 to 3 times	1	5	8	13
4 or more times	2	12	22	54

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	2	4	12	45
Daily (20 or more days)	0	1	4	23
Smokeless tobacco				
Any	1	1	4	16
Daily (20 or more days)	0	0	1	7
Electronic cigarettes or other vaping device				
Any	3	8	14	32
Daily (20 or more days)	0	1	3	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	99	99	96	89
1 or 2 days	0	0	2	3
3 to 9 days	0	0	1	3
10 to 19 days	0	0	0	2
20 or more days	0	0	1	3
Smokeless tobacco				
0 days	100	100	98	93
1 or 2 days	0	0	1	2
3 to 9 days	0	0	1	1
10 to 19 days	0	0	0	1
20 or more days	0	0	1	3
Electronic cigarettes or other vaping device				
0 days	99	98	96	93
1 or 2 days	1	1	2	4
3 to 9 days	0	0	1	1
10 to 19 days	0	0	0	1
20 or more days	0	0	0	2

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	92	80	43
0 times	na	5	10	26
1 time	na	2	4	13
2 to 3 times	na	0	3	9
4 or more times	na	0	3	9

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	27	28	31	25
Moderate	38	41	43	35
Slight	18	21	19	24
None	17	10	7	16
Smoke 1 or more packs of cigarettes each day				
Great	68	76	81	73
Moderate	11	11	9	7
Slight	3	4	2	5
None	18	9	7	15

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	27	25	23	18
Moderate	36	31	34	28
Slight	17	30	29	27
None	20	14	13	27
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	47	41	38	27
Moderate	24	31	36	30
Slight	9	16	15	21
None	20	12	11	22

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	15	6	3	5
Fairly difficult	12	9	9	7
Fairly easy	19	28	24	17
Very easy	9	26	43	61
Don't know	45	31	20	11
E-Cigarettes or vaping device				
Very difficult	17	6	3	5
Fairly difficult	16	12	11	5
Fairly easy	14	25	24	20
Very easy	8	28	39	55
Don't know	45	30	23	15

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	68	70	74	70
1 time	13	11	11	10
2 to 3 times	8	10	8	11
4 or more times	11	9	7	10

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

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

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	38	na	na	na
1 day	22	na	na	na
2 days	13	na	na	na
3 days	7	na	na	na
4 days	3	na	na	na
5 days	18	na	na	na

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

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	28	41	40	53
Yes	72	59	60	47

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	75	62	59	53
Yes	25	38	41	47

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	77	77	71
Yes	na	23	23	29

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	93	94	94	89
Yes	7	6	6	11

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

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

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	31	32	19			34	29
Caring adults in school [‡]	35	34	17			37	29
High expectations-adults in school [‡]	46	49	33			49	45
Meaningful participation at school [‡]	13	12	6			14	14
School Connectedness[†]	25	23	20			29	24
Academic Motivation[†]	29	34	50			38	32
Parent Involvement in School[†]	24	22	30			24	22

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

Table A9.2

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

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	21	19				22	21
Caring adults in school [‡]	22	21				23	21
High expectations-adults in school [‡]	31	29				32	32
Meaningful participation at school [‡]	9	8				10	9
School Connectedness[†]	21	15				21	23
Academic Motivation[†]	32	23				28	27
Parent Involvement in School[†]	16	17				14	15

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

Table A9.3

School Supports and Engagement by Race/Ethnicity - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	20					27	20
Caring adults in school [‡]	25					33	22
High expectations-adults in school [‡]	31					37	30
Meaningful participation at school [‡]	6					10	7
School Connectedness[†]	8					17	15
Academic Motivation[†]	17					24	20
Parent Involvement in School[†]	7					10	9

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

Table A9.4

School Supports and Engagement by Race/Ethnicity - Non-Traditional

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	28					19	25
Caring adults in school [‡]	34					24	32
High expectations-adults in school [‡]	37					27	36
Meaningful participation at school [‡]	12					6	7
School Connectedness[†]	24					13	18
Academic Motivation[†]	22					16	22
Parent Involvement in School[†]	13					8	13

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	69	61	60	65
American Indian or Alaska Native	45	69		
Asian	80			
Black or African American				
Native Hawaiian or Pacific Islander				
White	68	65	64	55
Mixed (two or more) races	67	57	60	65

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	29	35	32	32
American Indian or Alaska Native	30	25		
Asian	60			
Black or African American				
Native Hawaiian or Pacific Islander				
White	21	23	24	15
Mixed (two or more) races	31	32	30	32

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	40	39	33	41
American Indian or Alaska Native	40	25		
Asian	60			
Black or African American				
Native Hawaiian or Pacific Islander				
White	34	35	32	21
Mixed (two or more) races	45	46	34	44

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	5	8	13
American Indian or Alaska Native	0	13		
Asian	0			
Black or African American				
Native Hawaiian or Pacific Islander				
White	1	4	4	10
Mixed (two or more) races	1	6	5	6

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	3	5	11	50
American Indian or Alaska Native	0	0		
Asian	0			
Black or African American				
Native Hawaiian or Pacific Islander				
White	2	4	11	43
Mixed (two or more) races	3	5	16	49

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	14	23	51
American Indian or Alaska Native	10	40		
Asian	10			
Black or African American				
Native Hawaiian or Pacific Islander				
White	4	16	25	50
Mixed (two or more) races	6	15	26	51

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	4	14	22	68
American Indian or Alaska Native	0	13		
Asian	0			
Black or African American				
Native Hawaiian or Pacific Islander				
White	4	12	22	50
Mixed (two or more) races	3	15	26	71

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	22	43	38	53
American Indian or Alaska Native	25	31		
Asian	30			
Black or African American				
Native Hawaiian or Pacific Islander				
White	23	36	43	44
Mixed (two or more) races	28	44	35	64

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports [‡]	34	30	23	20	27	24	22	20
Caring adults in school [‡]	37	31	24	21	35	28	27	26
High expectations-adults in school [‡]	51	44	35	29	38	34	31	29
Meaningful participation at school [‡]	13	15	12	8	8	11	9	6
<i>School Connectedness</i> [†]	29	25	23	19	17	14	13	18
<i>Academic Motivation</i> [†]	40	31	33	23	27	19	20	16
<i>Parent Involvement in School</i> [†]	24	23	16	12	9	11	10	9

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

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

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

Table A10.2

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

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	66	67	61	64	62	65	56	57
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the six reasons	30	20	35	16	30	23	22	16
harassed/bullied for any reasons	43	34	46	31	38	29	30	24
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	1	1	6	3	5	4	15	8
smoke cigarettes	3	1	4	3	13	10	52	41
have at least one drink of alcohol	5	6	20	12	29	21	54	49
use marijuana	5	3	14	12	23	21	60	54
Mental Health								
Chronic sad or hopeless feelings, past 12 months	31	18	55	20	51	32	61	39

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	8	3	3	2
Number of schools	14	8	8	4
Number of students	561	597	504	149

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

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	1	5	13	37	B3.3
Usually used marijuana or other drugs until felt it a lot	na	10	17	47	B3.4
Consequences of AOD Consumption					
Caused one or more problems	na	10	18	48	B4.2
Caused one or more dependency-related experiences	na	11	24	50	B4.3
Supports to Reduce AOD Use					
Very likely find help at school for quitting or reducing use	na	25	21	36	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	64	54	38	15	B7.1
Trying marijuana once or twice	56	33	16	4	B7.1
Using marijuana once a month or more	68	45	28	7	B7.1

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

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	79	63	41	14
10 or under	13	9	11	21
11-12 years old	7	11	8	16
13-14 years old	1	15	18	28
15-16 years old	0	1	21	18
17 years or older	0	1	2	3
Marijuana (smoke, eat, or drink)				
Never	92	76	57	17
10 or under	2	2	4	11
11-12 years old	6	5	5	22
13-14 years old	0	15	15	28
15-16 years old	0	1	18	20
17 years or older	0	1	1	1
Any other illegal drug or pill to get “high”				
Never	97	93	83	55
10 or under	1	1	2	4
11-12 years old	2	2	1	8
13-14 years old	0	4	6	15
15-16 years old	0	0	7	15
17 years or older	0	0	2	2

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	93	85	69	27
10 or under	3	3	4	13
11-12 years old	4	5	2	16
13-14 years old	0	7	10	21
15-16 years old	0	1	14	20
17 years or older	0	1	1	3
Electronic cigarette				
Never	92	74	64	25
10 or under	1	1	2	6
11-12 years old	6	8	4	19
13-14 years old	0	15	15	25
15-16 years old	0	1	14	24
17 years or older	0	1	1	1

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	93	80	59	26
Just enough to feel it a little	5	9	13	12
Enough to feel it moderately	1	7	15	26
Until I feel it a lot or get really drunk	1	5	13	37

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	81	65	27
Just enough to feel a little high	na	5	9	8
Enough to feel it moderately	na	5	9	18
Until I feel it a lot or get really high	na	10	17	47

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)				
I've never used an e-cigarette or vaping device	92	79	67	27
Nicotine or tobacco substitute	2	9	21	52
Marijuana or THC	3	9	17	52
Amphetamines, cocaine, or heroin	0	0	1	3
Alcohol	2	3	2	12
A flavored product without nicotine, alcohol, or other drug	4	15	19	45
Any other product or substance	2	3	2	7

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

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	85	73	54	18
To experiment (try using)	6	13	14	13
To get high	4	13	19	54
To have a good time with friends	4	17	31	60
To fit in with a group you like	1	2	4	8
Because of boredom	3	8	12	33
To relax	4	13	22	58
To get away from problems	4	11	17	43
Because of anger or frustration	3	7	11	40
To get through the day	2	6	9	38
Because it made you feel better	3	10	19	45
To seek deeper insights and understanding	1	6	10	25
None of the above	8	4	5	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Doesn't apply; I've never used alcohol or drugs	na	76	58	20
I've used alcohol or drugs but never had any problems	na	18	27	40
Have problems with emotions, nerves, or mental health	na	3	7	12
Get into trouble or have problems with the police	na	2	6	15
Have money problems	na	1	3	9
Miss school	na	2	4	14
Have problems with schoolwork	na	2	5	8
Fight with others	na	1	3	10
Damage a friendship	na	3	5	7
Physically hurt or injure yourself	na	1	4	9
Have unwanted or unprotected sex	na	1	5	13
Forget what happened or pass out	na	5	11	25
Been suspended from school	na	1	4	12
<i>One or more problems</i>	na	10	18	48

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	78	59	23
I use alcohol or drugs but have not experienced any of these things	na	12	19	37
Found you had to increase how much you use to have the same effect as before	na	4	9	30
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	2	5	13
Used alcohol or drugs a lot more than you intended	na	4	10	14
Used alcohol or drugs when you were alone	na	7	17	34
Your use of alcohol or drugs often kept you from doing a normal activity	na	2	2	8
You didn't feel OK unless you had something to drink or used a drug	na	1	4	14
Thought about reducing or stopping use	na	5	10	20
Told yourself you were not going to use but found yourself using anyway	na	4	6	15
Spoke with someone about reducing or stopping use	na	1	3	14
Attended counseling, a program, or group to help you reduce or stop use	na	0	2	4
<i>One or more negative experiences</i>	na	11	24	50

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

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

na—Not asked of middle school students.

Table B4.4

Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	49	51	61
Likely	na	29	28	19
Not likely	na	8	9	6
Don't know	na	15	12	14

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

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	78	63	23
No, but I do use alcohol or other drugs	na	20	35	72
Yes, I have felt that I needed help	na	2	2	5

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

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	25	21	36
Likely	na	34	35	28
Not likely	na	19	24	16
Don't know	na	23	21	20

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

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	36	45	47	60
Yes	64	55	53	40

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	6	11	16	14
At parties	10	37	51	53
At concerts or other social events	3	15	22	25
At their own home	22	35	46	42
From adults at friends' homes	11	21	30	39
From friends or another teenager	18	38	50	52
Get adults to buy it for them	6	21	35	45
Buy it themselves from a store	5	13	20	29
At bars, clubs, or gambling casinos	1	3	6	11
Other	9	15	17	25
Don't know	75	57	43	36

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	8	21	30	31
At parties	9	33	45	44
At concerts or other social events	3	15	24	32
At their own home	21	33	43	47
From an adult acquaintance	10	25	35	39
From friends or another teenager	22	41	53	55
Buy it at a marijuana dispensary	5	13	18	36
At bars or clubs	0	4	7	8
Other	8	16	17	28
Don't know	73	55	42	36

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	21	28	39	67
Somewhat disapprove	14	18	23	18
Strongly disapprove	64	54	38	15
Trying marijuana once or twice				
Neither approve nor disapprove	27	47	69	89
Somewhat disapprove	16	20	14	7
Strongly disapprove	56	33	16	4
Using marijuana once a month or more regularly				
Neither approve nor disapprove	23	34	58	87
Somewhat disapprove	10	21	14	7
Strongly disapprove	68	45	28	7

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	82	75	73	57
Wrong	12	16	16	22
A little wrong	4	6	7	8
Not at all wrong	2	3	4	13
Smoke tobacco				
Very wrong	88	82	79	53
Wrong	9	13	15	26
A little wrong	2	3	4	11
Not at all wrong	2	2	1	11
Use marijuana				
Very wrong	83	67	62	36
Wrong	10	16	13	19
A little wrong	5	12	15	21
Not at all wrong	2	5	10	25
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	90	85	89	71
Wrong	7	11	8	22
A little wrong	2	2	2	3
Not at all wrong	2	1	1	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	66	52	41	25
Wrong	20	22	25	18
A little wrong	9	14	18	18
Not at all wrong	4	12	16	38
Smoke tobacco				
Very wrong	72	58	45	21
Wrong	19	22	22	17
A little wrong	6	10	17	16
Not at all wrong	3	10	17	46
Use marijuana				
Very wrong	68	47	32	17
Wrong	17	19	14	8
A little wrong	8	13	16	12
Not at all wrong	8	22	38	63
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	74	63	53	34
Wrong	18	21	21	19
A little wrong	5	8	16	19
Not at all wrong	4	8	10	28

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

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

Table B7.4

Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	24	26	36	39
Yes	76	74	64	61

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

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

8. School Suspension

Table B8.1

Suspension from School, Past 12 Month

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	94	92	65
Yes	5	6	8	35

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

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

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	8	3	3	2
Number of schools	14	8	8	4
Number of students	532	572	489	138

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

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	96	95	84
Yes	3	4	5	16

Question HS/MS G.2: During the past 30 days, have you used prescription drugs not prescribed to you?

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	87	81	83	76
Wrong	9	14	13	11
A little wrong	3	3	3	7
Not at all wrong	1	2	1	6

Question HS/MS G.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	66	57	53	34
Wrong	22	25	26	26
A little wrong	8	11	14	22
Not at all wrong	5	6	7	18

Question HS/MS G.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke marijuana once or twice a week				
Great risk	43	29	22	8
Moderate risk	31	33	25	14
Slight risk	16	19	24	19
No risk	10	19	29	59
Use prescription drugs that are not prescribed to them				
Great risk	66	61	62	42
Moderate risk	23	28	26	34
Slight risk	8	8	7	16
No risk	3	4	4	7

Question HS/MS G.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... 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?

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

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	8	3	3	2
Number of schools	14	8	8	4
Number of students	571	608	517	149

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

2. Supports for Learning & Student Academic Engagement

Table N2.1

Supports for Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students at this school are motivated to learn.				
Strongly disagree	8	11	18	21
Disagree	14	17	21	15
Neither disagree nor agree	37	38	35	38
Agree	31	25	17	19
Strongly agree	10	8	9	6
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	3	5	7	12
Disagree	6	9	10	5
Neither disagree nor agree	17	21	26	29
Agree	43	40	41	35
Strongly agree	30	24	16	19
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	3	5	8	12
Disagree	5	10	10	5
Neither disagree nor agree	20	20	24	22
Agree	42	44	42	40
Strongly agree	30	21	15	21
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	5	9	16	16
Disagree	8	18	19	13
Neither disagree nor agree	26	27	29	28
Agree	42	34	26	32
Strongly agree	20	11	8	11

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	4	4	6	13
Disagree	5	5	5	5
Neither disagree nor agree	19	22	23	31
Agree	42	46	48	36
Strongly agree	31	23	17	15
This school promotes academic success for all students.				
Strongly disagree	5	4	7	12
Disagree	4	6	10	4
Neither disagree nor agree	29	33	37	38
Agree	44	40	37	37
Strongly agree	18	18	10	9
This school is a supportive and inviting place for students to learn.				
Strongly disagree	4	5	9	13
Disagree	6	7	11	9
Neither disagree nor agree	24	27	33	28
Agree	42	40	32	32
Strongly agree	24	21	15	18
Teachers go out of their way to help students.				
Strongly disagree	5	8	11	14
Disagree	7	13	15	8
Neither disagree nor agree	27	30	29	28
Agree	37	33	31	35
Strongly agree	23	16	14	15

Question HS/MS N.5-7, 50: 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... This school promotes academic success for all students.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers help students catch up when they return from an absence.				
Strongly disagree	6	11	14	15
Disagree	10	15	18	11
Neither disagree nor agree	24	29	27	28
Agree	38	33	31	31
Strongly agree	22	12	10	14
My teachers give me useful feedback on my work.				
Strongly disagree	6	9	10	17
Disagree	6	11	15	9
Neither disagree nor agree	24	27	28	27
Agree	42	36	34	32
Strongly agree	23	17	13	15
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	19	18	19	22
Disagree	30	33	34	30
Neither disagree nor agree	31	34	32	35
Agree	13	11	11	10
Strongly agree	7	4	4	3

Question HS/MS N.8, 9, 42: How strongly do you agree or disagree with the following statements about your school?... Teachers help students catch up when they return from an absence... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students pay attention in class.				
Strongly disagree	8	8	12	17
Disagree	17	20	23	15
Neither disagree nor agree	47	46	44	48
Agree	26	22	19	18
Strongly agree	3	4	3	2
Students try their best in school.				
Strongly disagree	6	8	12	18
Disagree	12	17	20	11
Neither disagree nor agree	50	50	45	51
Agree	26	21	19	20
Strongly agree	6	5	3	1
Students usually follow the rules at school.				
Strongly disagree	7	6	10	19
Disagree	14	17	17	14
Neither disagree nor agree	40	37	38	42
Agree	32	32	31	22
Strongly agree	6	7	4	3
Students turn in their homework on time.				
Strongly disagree	5	7	9	15
Disagree	13	15	17	8
Neither disagree nor agree	50	49	46	49
Agree	28	25	25	21
Strongly agree	4	4	3	8

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

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

3. Fairness and Respect for Diversity

Table N3.1

Fairness and Respect

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Adults at this school treat all students with respect.				
Strongly disagree	6	8	13	17
Disagree	12	13	16	14
Neither disagree nor agree	28	30	31	30
Agree	35	34	28	28
Strongly agree	20	15	12	12
Students treat teachers with respect.				
Strongly disagree	8	13	19	23
Disagree	18	23	26	16
Neither disagree nor agree	41	36	31	31
Agree	25	21	18	22
Strongly agree	7	7	7	8
The school rules are fair.				
Strongly disagree	10	4	13	18
Disagree	14	10	15	12
Neither disagree nor agree	25	28	32	37
Agree	36	40	31	24
Strongly agree	15	18	9	10
All students are treated fairly when they break school rules.				
Strongly disagree	9	7	15	19
Disagree	15	13	18	14
Neither disagree nor agree	26	33	32	34
Agree	34	33	26	24
Strongly agree	15	14	9	9

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

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

Table N3.1***Fairness and Respect – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	8	7	13	18
Disagree	8	11	13	10
Neither disagree nor agree	30	43	41	42
Agree	35	27	27	21
Strongly agree	18	11	6	8

Question HS/MS N.51: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

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

Table N3.2
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	58	50	50	44
Disagree	23	25	26	28
Neither disagree nor agree	14	19	18	20
Agree	3	4	4	3
Strongly agree	2	2	2	4
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	45	38	35	34
Disagree	25	26	24	26
Neither disagree nor agree	20	27	28	28
Agree	7	7	8	8
Strongly agree	3	2	5	4
Students in this school respect each other's differences.				
Strongly disagree	12	9	14	21
Disagree	7	14	15	15
Neither disagree nor agree	30	34	32	33
Agree	30	28	28	22
Strongly agree	22	15	11	9
Adults in this school respect differences in students.				
Strongly disagree	7	5	9	21
Disagree	4	5	6	10
Neither disagree nor agree	24	31	29	26
Agree	32	33	37	30
Strongly agree	32	25	19	14

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
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	4	8	17
Disagree	4	8	6	12
Neither disagree nor agree	28	36	40	35
Agree	36	32	34	26
Strongly agree	26	20	12	10

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

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

4. Disciplinary Environment

Table N4.1

Consistency and Clarity of Rules and Expectations

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	4	5	11	11
Disagree	7	10	7	8
Neither disagree nor agree	19	27	26	26
Agree	41	41	41	38
Strongly agree	29	18	15	17
Rules in this school are made clear to students.				
Strongly disagree	5	3	5	10
Disagree	8	11	11	4
Neither disagree nor agree	27	33	33	32
Agree	43	44	41	43
Strongly agree	16	10	10	11
This school makes it clear how students are expected to act.				
Strongly disagree	5	2	4	8
Disagree	5	6	8	3
Neither disagree nor agree	24	30	29	31
Agree	46	49	47	44
Strongly agree	20	13	12	13

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The rules in this school are too strict.				
Strongly disagree	12	15	10	10
Disagree	25	33	23	19
Neither disagree nor agree	30	34	36	39
Agree	18	13	18	20
Strongly agree	15	5	13	11
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	12	7	9	9
Disagree	26	21	20	9
Neither disagree nor agree	28	40	34	32
Agree	19	24	24	28
Strongly agree	15	8	13	23
Students get in trouble for breaking small rules.				
Strongly disagree	6	6	7	7
Disagree	14	16	15	10
Neither disagree nor agree	28	38	36	34
Agree	31	30	26	32
Strongly agree	21	10	16	18
Teachers are very strict here.				
Strongly disagree	9	7	7	13
Disagree	24	28	27	15
Neither disagree nor agree	45	48	45	51
Agree	13	13	15	13
Strongly agree	9	3	6	9

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

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

5. Student Peer Relationships

Table N5.1

Peer Caring Relationships

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students enjoy doing things with each other during school activities.				
Strongly disagree	4	4	9	11
Disagree	5	9	11	9
Neither disagree nor agree	27	31	36	42
Agree	42	43	37	30
Strongly agree	22	13	8	8
Students care about each other.				
Strongly disagree	7	5	11	17
Disagree	8	11	14	11
Neither disagree nor agree	35	37	37	44
Agree	35	36	28	23
Strongly agree	15	11	9	6
Students treat each other with respect.				
Strongly disagree	9	7	13	20
Disagree	14	16	20	11
Neither disagree nor agree	41	41	40	45
Agree	27	28	22	20
Strongly agree	8	8	5	4
Students get along well with each other.				
Strongly disagree	8	6	10	16
Disagree	10	11	13	10
Neither disagree nor agree	45	41	43	42
Agree	28	33	28	27
Strongly agree	9	9	7	5

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

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

6. Social and Emotional Learning

Table N6.1

Supports for Social and Emotional Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school encourages students to feel responsible for how they act.				
Strongly disagree	5	4	8	15
Disagree	5	7	10	4
Neither disagree nor agree	31	34	36	39
Agree	42	40	38	30
Strongly agree	18	15	7	12
Students are often given rewards for being good.				
Strongly disagree	12	16	21	17
Disagree	14	26	23	8
Neither disagree nor agree	33	39	38	44
Agree	29	16	14	22
Strongly agree	13	4	4	8
This school encourages students to understand how others think and feel.				
Strongly disagree	6	6	10	14
Disagree	9	16	19	8
Neither disagree nor agree	34	41	38	49
Agree	38	29	26	23
Strongly agree	14	9	7	6
Students are taught that they can control their own behavior.				
Strongly disagree	4	4	9	13
Disagree	6	12	16	9
Neither disagree nor agree	28	34	37	39
Agree	45	39	31	34
Strongly agree	18	10	7	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students solve conflicts with one another.				
Strongly disagree	8	7	13	16
Disagree	8	19	20	9
Neither disagree nor agree	30	39	38	42
Agree	38	28	24	28
Strongly agree	16	7	6	5
This school encourages students to care about how others feel.				
Strongly disagree	6	6	11	17
Disagree	7	13	17	8
Neither disagree nor agree	31	39	39	43
Agree	40	33	27	26
Strongly agree	16	9	7	6

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

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

7. School Anti-Bullying Climate

Table N7.1

School Responses to Bullying

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	5	5	9	12
Disagree	4	9	8	8
Neither disagree nor agree	20	30	26	38
Agree	38	35	38	29
Strongly agree	34	22	19	14
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	10	12	18	23
Disagree	9	15	19	10
Neither disagree nor agree	24	32	28	41
Agree	34	26	23	21
Strongly agree	23	15	12	6
Students tell teachers when other students are being bullied.				
Strongly disagree	10	12	17	21
Disagree	12	17	22	14
Neither disagree nor agree	38	46	39	40
Agree	28	20	17	23
Strongly agree	11	6	5	3

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

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

Table N7.1
School Responses to Bullying – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	6	4	10	13
Disagree	7	5	8	4
Neither disagree nor agree	28	34	34	38
Agree	35	37	34	30
Strongly agree	25	19	14	14
Students here try to stop bullying when they see it happening.				
Strongly disagree	11	10	18	16
Disagree	13	14	17	8
Neither disagree nor agree	36	41	39	47
Agree	27	25	20	19
Strongly agree	13	9	6	10

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

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

8. College and Career Planning

Table N8.1

Supports for College and Career Planning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has helped me put my college and career goals and experiences in a plan which I update every year.				
Strongly disagree	12	8	13	17
Disagree	15	11	13	8
Neither disagree nor agree	38	42	33	35
Agree	25	25	28	28
Strongly agree	10	15	13	12
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.				
Strongly disagree	20	10	16	15
Disagree	22	15	15	9
Neither disagree nor agree	32	42	31	35
Agree	19	21	28	27
Strongly agree	7	11	10	14
This school has helped me think about and explore future career options.				
Strongly disagree	14	8	14	13
Disagree	15	11	9	9
Neither disagree nor agree	32	34	30	35
Agree	27	30	36	26
Strongly agree	11	15	12	17

Question HS/MS N.53-55: This school has helped me put my college and career goals and experiences in a plan which I update every year... This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it... This school has helped me think about and explore future career options.

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

9. Facilities Physical Environment

Table N9.1

Quality of Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	7	5	10	17
Disagree	8	11	14	14
Neither disagree nor agree	32	33	31	33
Agree	34	35	33	29
Strongly agree	18	16	12	6
The school grounds are kept clean.				
Strongly disagree	8	6	10	15
Disagree	13	12	15	9
Neither disagree nor agree	31	33	30	38
Agree	32	36	34	27
Strongly agree	15	13	11	10

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

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Scheduled Lunch at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I eat my lunch at the right time of day.				
Strongly disagree	6	7	10	15
Disagree	9	12	13	10
Neither disagree nor agree	26	30	30	34
Agree	37	37	38	28
Strongly agree	22	14	10	12
I have plenty of time to eat my lunch.				
Strongly disagree	11	13	15	18
Disagree	15	17	14	14
Neither disagree nor agree	24	23	27	37
Agree	34	33	34	22
Strongly agree	16	15	10	10

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

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

Table N10.2

Clean and Drinkable Water

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	8	4	6	13
Disagree	9	5	6	6
Neither disagree nor agree	23	23	26	35
Agree	35	42	43	31
Strongly agree	25	26	19	15

Question HS/MS N.52: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

Appendix

2017-18 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Chicago Park Elementary	79			
Clear Creek Elementary	54			
Grass Valley Elementary	88			
Nevada City Elementary	92			
Nevada County Office of Education	52	41	29	17
Nevada Joint Union High		85	78	28
Penn Valley Union Elementary	88	60	75	
Pleasant Ridge Union Elementary	86			
Union Hill Elementary	89			

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2017-18 public school and 2016-17 enrollment data files.