

CALIFORNIA HEALTHY KIDS SURVEY



Scotts Valley Unified Secondary 2014-2015 Main Report

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

Hilva Chan
California Department of Education
Coordinated School Health and Safety Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:

Scotts Valley Unified School District. *California Healthy Kids Survey, 2014-15: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 29 May 2015
CDS code: 4475432000000

Contents

	Page
List of Tables	ii
PREFACE	iv
Survey Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports and Engagements	7
5. School Violence, Victimization and Safety	14
6. Alcohol and Other Drug Use	18
7. Tobacco Use	28
8. Other Physical and Mental Health Risks	34
9. Race/Ethnic Breakdowns	36
10. Gender Breakdowns	39

List of Tables

	Page
Survey Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample Characteristics	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Age of Sample	4
A3.2 Gender of Sample	4
A3.3 Hispanic or Latino	4
A3.4 Race	5
A3.5 Living Situation	5
A3.6 Highest Education of Parents	6
A3.7 Sexual Identification	6
A3.8 Military Connections	6
4. School Performance, Supports and Engagements	7
A4.1 Grades, Past 12 months	7
A4.2 Truancy, Past 12 months	7
A4.3 Reasons for Absence	8
A4.4 School Developmental Supports, Connectedness and Academic Motivation	9
A4.5 School Connectedness Scale Questions	10
A4.6 Academic Motivation Scale Questions	11
A4.7 School Developmental Supports Scale Questions	12
A4.7 School Developmental Supports Scale Questions - Continued	13
5. School Violence, Victimization and Safety	14
A5.1 Perceived Safety at School	14
A5.2 Verbal Harassment	14
A5.3 Violence and Victimization on School Property, Past 12 Months	15
A5.4 Reasons for Harassment on School Property, Past 12 Months	16
A5.5 Property Damage on School Property, Past 12 Months	17
A5.6 Weapons Possession on School Property, Past 12 Months	17
6. Alcohol and Other Drug Use	18
A6.1 Summary Measures of Level of AOD Use	18
A6.2 Lifetime AOD Use	19
A6.2 Lifetime AOD Use – Continued	20
A6.3 Summary of AOD Lifetime Use	21
A6.4 Age of Onset – AOD Use	21

A6.5	Current AOD Use, Past 30 Days	22
A6.6	Frequency of Current AOD Use	23
A6.7	Lifetime Drunk or “High”	24
A6.8	Cessation Attempts	24
A6.9	Drinking While Driving	25
A6.10	Lifetime Drunk or “High” on School Property	25
A6.11	Current AOD Use on School Property	26
A6.12	Perceived Harm and Availability	27
7.	Tobacco Use	28
A7.1	Summary of Key CHKS Tobacco Indicators	28
A7.2	Lifetime Tobacco Use	29
A7.3	Age of Onset – Tobacco Use	30
A7.4	Any Current Use and Daily Use	30
A7.5	Current Smoking on School Property, Past 30 Days	31
A7.6	Cigarette Smoking Cessation Attempts	32
A7.7	Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day	32
A7.8	Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes	33
8.	Other Physical and Mental Health Risks	34
A8.1	Cyber Bullying, Past 12 Months	34
A8.2	Alone After School	34
A8.3	Eating of Breakfast	35
A8.4	Chronic Sad or Hopeless Feelings, Past 12 Months	35
A8.5	Seriously Considered Attempting Suicide, Past 12 Months	35
A8.6	Gang Involvement	35
9.	Race/Ethnic Breakdowns	36
A9.1	School Supports and Connectedness by Race/Ethnicity - 7th Grade	36
A9.2	School Supports and Connectedness by Race/Ethnicity - 9th Grade	36
A9.3	School Supports and Connectedness by Race/Ethnicity - 11th Grade	37
A9.4	School Supports and Connectedness by Race/Ethnicity - Non-Traditional	37
A9.5	Current Cigarette Smoking, by Race/Ethnicity	38
10.	Gender Breakdowns	39
A10.1	School Developmental Supports, Connectedness and Academic Motivation by Gender	39
A10.2	Selected Alcohol and Drug Use Measures by Gender	40
A10.3	Selected Tobacco Use Measures by Gender	41
A10.4	School Safety - Related Indicators by Gender	41
A10.5	Physical and Mental Health Measures by Gender	42

PREFACE

NEW THIS YEAR

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

This report provides the detailed results for each question from this school/district’s 2014–15 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. This year, the content of the survey was significantly revised to enhance the value of its data for guiding school improvement efforts and developing and monitoring the newly-required Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question.¹ Several other tools to help in data use are also available, as described below. For additional information and resources, visit the survey website: chks.wested.org.

The CHKS, along with its two companion surveys — *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS) is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (*Cal-SCHLS*), the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, stakeholder engagement; as well as overall youth development, health, and well-being.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine how consistent are student, staff, and parent perceptions and experiences. Appendix 5 of *Workbook for Improving School Climate* provides a crosswalk between student, staff, and parent survey questions to facilitate this comparison.²

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own

¹*Guidebook to the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support)

²See californias3.wested.org/resources/schoolclimateworkbook-2ndedition_final.pdf.

questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.³ The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health). To further support school improvement efforts and the LCAP, a supplementary School Climate Module is also available.

School-Related Core Content

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

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

Supplementary School Climate Module

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

Closing the Achievement Gap

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

³ *Guidebook to the California Healthy Kids Survey, Part I: Administration* (chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from chks.wested.org/administer/download.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.2 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

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

UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use the survey results. These are described and made available on the survey website. Three are particularly important:

- To help in understanding and interpreting these results, *Guidebook to the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook to the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) provides a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- The *Workbook for Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy.⁴

Care must be particularly 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 Data Use and Dissemination Guidebook*.

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's 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.

⁴The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.

Changes Between Surveys

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 after holidays or social events).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following actions can be taken to analyze and use the results to support school and program improvement efforts.

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the CSCS and other sources, particularly in the context of identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students, Staff, and Parents

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps improve student perceptions of the developmental supports and opportunities that the school offers and enhances school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Equally important is communicating the results and your plans for making improvements to parents. This fosters parent involvement and collaboration in addressing the identified needs, and also support for the survey, important for improving student participation rates. The importance and value of this has been made even greater by the parent involvement requirements of the Local Control and Accountability Plan.

ACKNOWLEDGMENTS

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

Gregory Austin, Ph.D.
WestEd

Tom Herman
Administrator, Coordinated School Health and Safety Office
California Department of Education

Survey Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	217	193	195	–
Final number	203	175	172	–
Average Response Rate	94%	91%	88%	–

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	62	50	59	–	A4.4
Academic motivation (high)	39	21	28	–	A4.4
Truant more than a few times [†]	2	1	11	–	A4.2
Caring adult relationships (high)	33	27	42	–	A4.4
High expectations (high)	47	38	47	–	A4.4
Meaningful participation (high)	16	13	15	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	67	73	80	–	A5.1
Experienced any harassment or bullying [†]	43	36	29	–	A5.4
Had mean rumors or lies spread about you [†]	45	41	36	–	A5.2
Been afraid of being beaten up [†]	12	8	3	–	A5.3
Been in a physical fight [†]	12	9	4	–	A5.3
Seen a weapon on campus [†]	12	17	13	–	A5.6
Been drunk or “high” on drugs at school, ever	1	12	18	–	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	6	23	45	–	A6.5
Current binge drinking [‡]	1	5	25	–	A6.5
Very drunk or “high” 7 or more times	0	8	27	–	A6.7
Current cigarette smoking [‡]	2	4	12	–	A7.4
Experienced chronic sadness/hopelessness [†]	25	29	27	–	A8.4
Considered suicide [†]	na	15	17	–	A8.5

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

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

3. Demographics

Table A3.1
Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger	0	0	0	–
11 years old	0	0	0	–
12 years old	51	0	0	–
13 years old	48	0	0	–
14 years old	1	50	0	–
15 years old	0	47	1	–
16 years old	0	2	62	–
17 years old	0	0	37	–
18 years old or older	0	0	1	–

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

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

Table A3.2
Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	52	50	57	–
Female	48	50	43	–

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

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

Table A3.3
Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	87	80	86	–
Yes	13	20	14	–

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

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

Table A3.4***Race***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	2	2	1	–
Asian	7	3	2	–
Black or African American	1	0	1	–
Native Hawaiian or Pacific Islander	1	1	2	–
White	64	68	76	–
Mixed (two or more) races	26	26	18	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	na	95	98	–
Other relative's home	na	1	1	–
A home with more than one family	na	2	2	–
Friend's home	na	0	0	–
Foster home, group care, or waiting placement	na	0	0	–
Hotel or motel	na	0	0	–
Shelter, car, campground, or other transitional or temporary housing	na	1	0	–
Other living arrangement	na	2	0	–

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	3	4	2	–
Graduated from high school	3	5	6	–
Attended college but did not complete four-year degree	6	15	11	–
Graduated from college	75	70	76	–
Don't know	15	6	5	–

Question HS A.10/MS A.9: What is the highest level of education your parents completed? (Mark the Educational Level Of The Parent Who Went the Furthest In School.)

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

Table A3.7***Sexual Identification***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	69	88	88	–
Gay or Lesbian or Bisexual	5	5	8	–
Transgender	2	2	2	–
Not sure	15	4	9	–
Decline to respond	19	7	5	–

Question HS A.113/MS A.101: Which of the following best describes you? (Mark All That Apply.)

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

Table A3.8***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	93	98	97	–
Yes	5	1	2	–
Don't know	2	1	1	–

Question HS A.112/MS A.100: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

4. School Performance, Supports and Engagements

Table A4.1

Grades, Past 12 months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	35	30	36	–
A's and B's	40	31	33	–
Mostly B's	7	11	6	–
B's and C's	13	18	15	–
Mostly C's	1	2	3	–
C's and D's	4	6	6	–
Mostly D's	1	1	0	–
Mostly F's	1	1	1	–

Question HS A.11/MS A.10: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A4.2

Truancy, Past 12 months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	72	78	60	–
1-2 times	16	12	19	–
A few times	10	9	10	–
Once a month	1	1	8	–
Once a week	0	0	1	–
More than once a week	0	1	2	–

Question HS A.12/MS A.11: During the past 12 months, about how many times did you skip school or cut classes?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	38	35	22	–
Illness (feeling physically sick), including problems with breathing or your teeth	51	54	63	–
Felt very sad, hopeless, anxious, stressed, or angry	6	12	18	–
Didn't get enough sleep	6	16	32	–
Didn't feel safe at school	2	2	1	–
Had to work	1	1	4	–
Had to take care of or help a family member or friend	3	4	4	–
Wanted to spend time with friends who don't go to your school	2	1	6	–
Wanted to use alcohol or drugs	1	0	2	–
Were behind in schoolwork or weren't prepared for a test or class assignment	1	7	20	–
Were bored with or uninterested in school	2	8	11	–
Were suspended	2	1	2	–
Other reason	13	17	9	–

Question HS A.13/MS A.12: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

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

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

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total school supports	32	53	15	25	56	19	39	47	14	–	–	–
Caring adults in school	33	54	12	27	61	12	42	52	6	–	–	–
High expectations-adults in school	47	47	7	38	53	9	47	48	5	–	–	–
Meaningful participation at school	16	53	31	13	46	41	15	51	33	–	–	–
<i>School Connectedness</i>	62	32	6	50	44	6	59	35	6	–	–	–
<i>Academic Motivation</i>	39	46	15	21	49	30	28	40	32	–	–	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people at this school.				
Strongly disagree	3	3	3	–
Disagree	2	5	10	–
Neither disagree nor agree	10	15	13	–
Agree	52	55	42	–
Strongly agree	32	23	31	–
I am happy to be at this school.				
Strongly disagree	3	8	2	–
Disagree	6	6	10	–
Neither disagree nor agree	20	27	26	–
Agree	41	46	44	–
Strongly agree	28	14	17	–
I feel like I am part of this school.				
Strongly disagree	5	5	4	–
Disagree	10	10	14	–
Neither disagree nor agree	19	34	26	–
Agree	44	35	38	–
Strongly agree	22	17	18	–
The teachers at this school treat students fairly.				
Strongly disagree	3	4	0	–
Disagree	9	9	9	–
Neither disagree nor agree	28	30	24	–
Agree	45	47	52	–
Strongly agree	15	10	15	–
I feel safe in my school.				
Strongly disagree	3	2	2	–
Disagree	4	3	2	–
Neither disagree nor agree	15	16	12	–
Agree	49	52	49	–
Strongly agree	29	27	34	–

Question HS A.14-18/MS A.13-17: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A4.6**Academic Motivation Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	0	2	2	–
Disagree	1	4	5	–
Neither disagree nor agree	8	18	13	–
Agree	41	46	42	–
Strongly agree	49	30	38	–
I try hard at school because I am interested in my work.				
Strongly disagree	4	6	6	–
Disagree	11	14	15	–
Neither disagree nor agree	27	35	27	–
Agree	42	35	31	–
Strongly agree	16	10	20	–
I work hard to try to understand new things at school.				
Strongly disagree	1	3	2	–
Disagree	2	5	6	–
Neither disagree nor agree	16	23	27	–
Agree	47	51	40	–
Strongly agree	34	18	26	–
I am always trying to do better in my schoolwork.				
Strongly disagree	0	3	2	–
Disagree	1	4	8	–
Neither disagree nor agree	14	23	22	–
Agree	38	42	42	–
Strongly agree	47	28	27	–

Question HS A.19-22/MS A.18-21: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

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

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>Caring Relationships</i>				
who really cares about me.				
Not at all true	7	16	5	–
A little true	35	28	26	–
Pretty much true	35	38	36	–
Very much true	23	18	33	–
who notices when I'm not there.				
Not at all true	11	13	6	–
A little true	31	35	28	–
Pretty much true	31	36	34	–
Very much true	27	16	32	–
who listens to me when I have something to say.				
Not at all true	8	5	4	–
A little true	28	24	16	–
Pretty much true	34	44	40	–
Very much true	31	27	41	–
<i>High Expectations</i>				
who tells me when I do a good job.				
Not at all true	8	10	8	–
A little true	25	29	23	–
Pretty much true	39	37	38	–
Very much true	28	24	31	–
who always wants me to do my best.				
Not at all true	5	3	5	–
A little true	13	20	16	–
Pretty much true	38	41	35	–
Very much true	45	35	44	–
who believes that I will be a success.				
Not at all true	7	8	6	–
A little true	20	22	20	–
Pretty much true	41	39	33	–
Very much true	31	32	41	–

Question HS A.23-28/MS A.22-27: At my school, there is a teacher or some other adult who...really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... believes that I will be a success.

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

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

At school...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>Opportunities for Meaningful Participation</i>				
I do interesting activities.				
Not at all true	13	19	18	–
A little true	24	31	25	–
Pretty much true	36	27	32	–
Very much true	26	23	26	–
I help decide things like class activities or rules.				
Not at all true	48	45	40	–
A little true	28	31	35	–
Pretty much true	17	16	18	–
Very much true	7	8	8	–
I do things that make a difference.				
Not at all true	25	32	30	–
A little true	35	40	34	–
Pretty much true	27	20	24	–
Very much true	13	8	12	–

Question HS A.29-31/MS A.28-30: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

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

5. School Violence, Victimization and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	15	21	37	–
Safe	51	52	43	–
Neither safe nor unsafe	28	24	18	–
Unsafe	4	1	2	–
Very unsafe	2	2	0	–

Question HS A.84/MS A.72: How safe do you feel when you are at school?

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

Table A5.2

Verbal Harassment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
<i>had mean rumors or lies spread about you?</i>				
0 times	55	59	64	–
1 time	20	25	17	–
2 to 3 times	12	11	10	–
4 or more times	13	5	9	–
<i>had sexual jokes, comments, or gestures made to you?</i>				
0 times	69	62	59	–
1 time	13	13	16	–
2 to 3 times	9	11	11	–
4 or more times	9	15	14	–
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	61	65	72	–
1 time	19	14	12	–
2 to 3 times	6	8	8	–
4 or more times	14	12	9	–
<i>been made fun of, insulted, or called names?</i>				
0 times	55	55	67	–
1 time	19	21	10	–
2 to 3 times	11	11	9	–
4 or more times	15	12	14	–

Question HS A.88-90, 99/MS A.77-79, 88: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

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

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	70	84	89	–
1 time	12	8	7	–
2 to 3 times	9	3	3	–
4 or more times	8	5	1	–
been afraid of being beaten up?				
0 times	88	92	97	–
1 time	6	4	2	–
2 to 3 times	2	2	1	–
4 or more times	4	2	1	–
been in a physical fight?				
0 times	88	91	96	–
1 time	10	4	2	–
2 to 3 times	2	2	1	–
4 or more times	1	2	1	–
been threatened with harm or injury?				
0 times	89	95	95	–
1 time	6	1	4	–
2 to 3 times	3	2	1	–
4 or more times	3	2	1	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	98	96	–
1 time	5	1	2	–
2 to 3 times	0	0	0	–
4 or more times	0	1	1	–
been offered, sold, or given an illegal drug?				
0 times	92	70	75	–
1 time	7	14	9	–
2 to 3 times	1	11	7	–
4 or more times	1	5	8	–

Question HS A.85-87, 92, 96, 98/MS A.74-76, 81, 85, 87: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

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

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	90	89	96	–
1 time	4	4	1	–
2 or more times	6	7	2	–
Religion				
0 times	92	90	93	–
1 time	3	5	4	–
2 or more times	5	5	4	–
Gender (being male or female)				
0 times	86	89	94	–
1 time	7	5	4	–
2 or more times	7	5	2	–
Because you are gay or lesbian or someone thought you were				
0 times	88	92	95	–
1 time	6	4	2	–
2 or more times	7	4	2	–
A physical or mental disability				
0 times	95	95	98	–
1 time	3	2	1	–
2 or more times	2	3	1	–
<i>Any of the above five hate-crime reasons</i>				
	29	25	20	–
Any other reason				
0 times	68	77	83	–
1 time	13	7	5	–
2 or more times	19	17	13	–
<i>Any harassment</i>				
	43	36	29	–

Question HS A.100-105/MS A.89-94: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	77	87	86	–
1 time	14	10	9	–
2 to 3 times	6	1	3	–
4 or more times	3	3	1	–
Damaged school property on purpose				
0 times	95	93	94	–
1 time	3	5	4	–
2 to 3 times	2	0	1	–
4 or more times	1	2	1	–

Question HS A.91, 93/MS A.80, 82: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	99	99	–
1 time	1	0	0	–
2 to 3 times	0	0	0	–
4 or more times	0	1	1	–
Carried any other weapon (such as a knife or club)				
0 times	96	94	93	–
1 time	2	2	0	–
2 to 3 times	1	0	1	–
4 or more times	2	4	6	–
Seen someone carrying a gun, knife, or other weapon				
0 times	88	83	87	–
1 time	8	10	6	–
2 to 3 times	3	4	5	–
4 or more times	2	4	2	–

Question HS A.94, 95, 97/MS A.83, 84, 86: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	10	35	59	–	A6.2
Current alcohol or drugs	6	23	45	–	A6.5
Current heavy drug users	1	9	20	–	A6.5
Current heavy alcohol user (binge drinker)	1	5	25	–	A6.5
Current alcohol or drug use on school property	1	5	5	–	A6.11

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

Table A6.2**Lifetime AOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	95	71	44	–
1 time	3	8	5	–
2 to 3 times	2	12	9	–
4 or more times	2	9	42	–
Marijuana				
0 times	96	76	59	–
1 time	2	9	1	–
2 to 3 times	2	5	4	–
4 or more times	1	10	36	–
Inhalants (to get “high”)				
0 times	97	99	91	–
1 time	1	0	5	–
2 to 3 times	1	1	1	–
4 or more times	1	1	2	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	100	92	–
1 time	na	0	1	–
2 to 3 times	na	0	2	–
4 or more times	na	0	5	–
Ecstasy, LSD, or other psychedelics				
0 times	na	99	87	–
1 time	na	1	2	–
2 to 3 times	na	1	5	–
4 or more times	na	0	6	–
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	na	98	90	–
1 time	na	0	2	–
2 to 3 times	na	1	4	–
4 or more times	na	1	3	–
Any of the above AOD use	10	35	59	–

Question HS A.35-38, 40, 45/MS A.35-37: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

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

na—Not asked of middle school students.

Table A6.2***Lifetime AOD Use – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain killers , tranquilizers, or sedatives				
0 times	na	89	79	–
1 time	na	5	7	–
2 to 3 times	na	3	4	–
4 or more times	na	3	10	–
Diet Pills				
0 times	na	97	96	–
1 time	na	2	1	–
2 to 3 times	na	0	0	–
4 or more times	na	2	4	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	99	90	–
1 time	na	1	2	–
2 to 3 times	na	1	5	–
4 or more times	na	0	3	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	71	70	–
1 time	na	4	4	–
2 to 3 times	na	7	6	–
4 or more times	na	18	20	–

Question HS A.41-44: During your life, how many times have you used the following substances?... Prescription pain killers (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	6	29	56	–
Marijuana	4	24	41	–
Inhalants	3	1	9	–
Cocaine	na	0	8	–
Ecstasy, LSD, or other psychedelics, lifetime	na	1	13	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	13	25	–

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

na—Not asked of middle school students.

Table A6.4**Age of Onset – AOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	85	65	42	–
10 or under	4	7	2	–
11-12 years old	8	2	6	–
13-14 years old	3	22	15	–
15-16 years old	0	3	32	–
17 years or older	0	0	1	–
Marijuana				
Never	97	75	59	–
10 or under	1	1	0	–
11-12 years old	2	1	2	–
13-14 years old	1	18	15	–
15-16 years old	0	5	23	–
17 years or older	0	1	1	–
Any other illegal drug or pill to get “high”				
Never	99	93	82	–
10 or under	1	1	0	–
11-12 years old	1	1	1	–
13-14 years old	0	4	5	–
15-16 years old	0	2	11	–
17 years or older	0	0	2	–

Question HS A.49, 52, 53/MS A.42, 45, 46: About how old were you the first time you did any of these things? Had a drink of an alcoholic beverage (other than a sip or two)... Used marijuana or hashish... Used any other illegal drug or pill to get “high.”

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	4	13	40	–
Binge drinking (5 or more drinks in a row)	1	5	25	–
Marijuana	3	16	31	–
Inhalants	0	1	1	–
Prescription pain medications to get “high” or for reasons other than prescribed	na	2	6	–
Other drug, pill, or medicine to get “high” or for other than medical reasons	1	3	3	–
<i>Any drug use</i>	3	19	32	–
<i>Heavy drug user</i>	1	9	20	–
<i>Any AOD Use</i>	6	23	45	–
Two or more drugs at the same time	na	3	16	–

Question HS A.57-63/MS A.50-53, 54: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription pain medications to get “high” or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

na—Not asked of middle school students.

Table A6.6***Frequency of Current AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	96	87	60	–
1 or 2 days	3	11	25	–
3 to 9 days	1	0	12	–
10 to 19 days	0	1	2	–
20 or more days	0	1	1	–
Binge drinking (5 or more drinks in a row)				
0 days	99	95	75	–
1 or 2 days	1	4	17	–
3 to 9 days	0	0	6	–
10 to 19 days	0	1	1	–
20 or more days	0	1	0	–
Marijuana				
0 days	97	84	69	–
1 or 2 days	2	10	11	–
3 to 9 days	1	3	9	–
10 to 19 days	0	2	4	–
20 or more days	0	2	6	–

Question HS A.57-59/MS A.50-52: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	88	61	–
1 to 2 times	3	9	15	–
3 to 6 times	0	0	16	–
7 or more times	0	2	8	–
“High” (loaded, stoned, or wasted) from using drugs				
0 times	98	79	60	–
1 to 2 times	1	9	6	–
3 to 6 times	1	5	8	–
7 or more times	0	7	26	–
Very drunk or “high” 7 or more times	0	8	27	–

Question HS A.46, 47/MS A.39, 40: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A6.8***Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don’t use	na	88	64	–
0 times	na	11	31	–
1 time	na	1	5	–
2 to 3 times	na	1	0	–
4 or more times	na	0	1	–
Marijuana				
Does not apply, don’t use	na	87	65	–
0 times	na	10	26	–
1 time	na	2	4	–
2 to 3 times	na	0	4	–
4 or more times	na	1	1	–

Question HS A.81, 82: How many times have you tried to quit or stop using... alcohol... marijuana?

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

na—Not asked of middle school students.

Table A6.9***Drinking While Driving***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	90	85	–
1 time	na	4	5	–
2 times	na	1	6	–
3 to 6 times	na	1	2	–
7 or more times	na	3	2	–
Have ridden in a car driven by someone who had been drinking				
Never	65	na	na	na
1 time	13	na	na	na
2 times	10	na	na	na
3 to 6 times	7	na	na	na
7 or more times	6	na	na	na

Question HS A.83/MS A.71: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

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

na—Not asked of middle/high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	88	82	–
1 to 2 times	1	10	8	–
3 to 6 times	0	1	4	–
7 or more times	0	1	6	–

Question HS A.48/MS A.41: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A6.11***Current AOD Use on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	100	99	98	–
1 to 2 days	0	1	1	–
3 or more days	0	0	1	–
Marijuana				
0 days	99	96	99	–
1 to 2 days	1	2	1	–
3 or more days	0	1	0	–
Any other illegal drug or pill to get “high”				
0 days	100	98	98	–
1 to 2 days	0	1	2	–
3 or more days	0	1	1	–
<i>Any of the above</i>	1	5	5	–

Question HS A.67-69/MS A.58-60: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other illegal drug or pill to get “high”?

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

Table A6.12***Perceived Harm and Availability***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Alcohol - drink occasionally				
Great	18	7	10	–
Moderate	30	28	34	–
Slight	36	50	37	–
None	16	16	19	–
Alcohol - 5 or more drinks once or twice a week				
Great	57	47	49	–
Moderate	26	37	35	–
Slight	5	11	11	–
None	12	5	5	–
Marijuana - smoke occasionally				
Great	45	14	14	–
Moderate	32	29	24	–
Slight	11	35	30	–
None	12	22	32	–
Marijuana - smoke once or twice a week				
Great	62	35	31	–
Moderate	18	29	26	–
Slight	8	18	21	–
None	12	17	23	–
<i>Perceived Difficulty of Obtaining...</i>				
Alcohol				
Very difficult	9	2	4	–
Fairly difficult	15	11	4	–
Fairly easy	20	28	33	–
Very easy	21	42	39	–
Don't know	36	17	20	–
Marijuana				
Very difficult	18	2	2	–
Fairly difficult	17	3	4	–
Fairly easy	14	30	23	–
Very easy	9	45	48	–
Don't know	42	20	23	–

Question HS A.72-75, 77, 78/MS A.63-66, 68, 69: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	8	16	–	A7.2
Current cigarette smoking [‡]	2	4	12	–	A7.4
Current cigarette smoking at school [‡]	1	1	3	–	A7.5
Ever tried smokeless tobacco	0	1	6	–	A7.2
Current smokeless tobacco use [‡]	0	1	2	–	A7.4
Current smokeless tobacco use at school [‡]	0	0	0	–	A7.5
Ever used electronic cigarettes or other vaping device	6	35	41	–	A7.2
Current use of electronic cigarettes or other vaping device [‡]	4	17	21	–	A7.4
Current use of electronic cigarettes or other vaping device at school [‡]	2	11	5	–	A7.5
Cessation Attempts					
Tried to quit or stop using cigarettes	na	1	7	–	A7.6
Attitudes and Correlates					
Occasional smoking great harm	32	14	28	–	A7.8
Smoking 1-2 packs per day great harm	75	77	81	–	A7.8
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	76	65	60	–	A7.7
Very easy to obtain cigarettes	10	34	30	–	A7.8

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

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

Table A7.2***Lifetime Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	96	na	na	na
1 time	2	na	na	na
2 to 3 times	2	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	98	92	84	–
1 time	1	2	1	–
2 to 3 times	1	2	4	–
4 or more times	0	4	12	–
Smokeless tobacco				
0 times	100	99	94	–
1 time	0	0	3	–
2 to 3 times	0	1	2	–
4 or more times	0	0	1	–
An electronic cigarette or other vaping device				
0 times	94	65	59	–
1 time	3	6	2	–
2 to 3 times	2	10	8	–
4 or more times	2	20	31	–

Question HS A.32-34/MS A.31-34: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff such as Redman™, Skoal™, or Beechnut™)... Electronic cigarettes, e-cigarettes or other vaping device such as e-hookah, hookah pens or vape pens.

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

na—Not asked of high school students.

Table A7.3**Age of Onset – Tobacco Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	97	88	78	–
10 or under	1	0	1	–
11-12 years old	1	0	0	–
13-14 years old	1	11	9	–
15-16 years old	0	1	13	–
17 years or older	0	1	0	–
Smokeless tobacco				
Never	99	96	91	–
10 or under	0	0	1	–
11-12 years old	1	0	1	–
13-14 years old	0	3	3	–
15-16 years old	0	1	2	–
17 years or older	0	0	1	–

Question HS A.50-51/MS A.43-44: About how old were you the first time you did any of these things? Smoked part or all of a cigarette... Used smokeless tobacco or other tobacco products.

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

Table A7.4**Any Current Use and Daily Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
Any	2	4	12	–
Daily (20 or more days)	0	1	4	–
Smokeless Tobacco				
Any	0	1	2	–
Daily (20 or more days)	0	1	0	–
Electronic cigarette				
Any	4	17	21	–
Daily (20 or more days)	1	2	2	–

Question HS A.54-56/MS A.47-49: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew or snuff)... an electronic cigarette or any other nicotine delivery device?

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

Table A7.5**Current Smoking on School Property, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
0 days	99	99	97	–
1 or 2 days	1	1	2	–
3 to 9 days	0	1	1	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Smokeless Tobacco				
0 days	100	100	100	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Electronic cigarette or other vaping device				
0 days	98	89	95	–
1 or 2 days	1	8	4	–
3 to 9 days	0	1	1	–
10 to 19 days	0	0	1	–
20 or more days	1	1	0	–

Question HS A.64-66/MS A.55-57: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco... use electronic cigarettes, e-cigarettes or other vaping device such as e-hookah, hookah pens or vape pens?

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

Table A7.6***Cigarette Smoking Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	98	88	–
0 times	na	1	6	–
1 time	na	1	3	–
2 to 3 times	na	1	3	–
4 or more times	na	0	1	–

Question HS A.80: How many times have you tried to quit or stop using cigarettes?

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

na—Not asked of middle school students.

Table A7.7***Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	9	17	17	–
Somewhat disapprove	14	18	23	–
Strongly disapprove	76	65	60	–

Question HS A.79/MS A.70: How do you feel about someone your age smoking one or more packs of cigarettes a day?

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

Table A7.8***Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Smoke cigarettes occasionally				
Great	32	14	28	–
Moderate	40	56	43	–
Slight	18	22	21	–
None	9	7	8	–
Smoke 1-2 packs of cigarettes a day				
Great	75	77	81	–
Moderate	11	13	9	–
Slight	3	4	4	–
None	11	5	6	–
<i>Perceived Difficulty of Obtaining...</i>				
Cigarettes				
Very difficult	11	1	3	–
Fairly difficult	19	7	7	–
Fairly easy	24	34	32	–
Very easy	10	34	30	–
Don't know	37	24	29	–

Question HS A.70, 71, 76/MS A.61, 62, 67: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	75	84	85	–
1 time	13	11	8	–
2 to 3 times	8	3	6	–
4 or more times	4	2	1	–

Question HS A.106/MS A.95: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, MySpace™, email, instant message)?

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

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	28	na	na	na
1 day	25	na	na	na
2 days	16	na	na	na
3 days	9	na	na	na
4 days	5	na	na	na
5 days	18	na	na	na

Question MS A.73: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	15	21	32	–
Yes	85	79	68	–

Question HS A.110/MS A.98: Did you eat breakfast today?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	75	71	73	–
Yes	25	29	27	–

Question HS A.108/MS A.97: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	85	83	–
Yes	na	15	17	–

Question HS A.109: During the past 12 months, did you ever seriously consider attempting suicide?

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	96	96	96	–
Yes	4	4	4	–

Question HS A.107/MS A.96: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	19					35	27
Caring adults in school	23					38	25
High expectations-adults in school	35					50	38
Meaningful participation at school	4					20	10
<i>School Connectedness</i>	69					66	50
<i>Academic Motivation</i>	50					37	40

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

Table A9.2

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

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	18					28	17
Caring adults in school	21					28	23
High expectations-adults in school	32					39	35
Meaningful participation at school	6					14	7
<i>School Connectedness</i>	38					53	47
<i>Academic Motivation</i>	26					21	21

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

Table A9.3

School Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports						39	35
Caring adults in school						41	42
High expectations-adults in school						47	45
Meaningful participation at school						16	6
<i>School Connectedness</i>						62	45
<i>Academic Motivation</i>						30	19

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

Table A9.4

School Developmental Supports and Connectedness by Race/Ethnicity - Non-Traditional

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	4	15		–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	2	2	12	–
Mixed (two or more) races	0	10	16	–

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

10. Gender Breakdowns

Table A10.1
School Developmental Supports, Connectedness and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports	31	32	27	23	41	37	–	–
Caring adults in school	32	33	29	25	43	42	–	–
High expectations-adults in school	47	47	49	27	47	47	–	–
Meaningful participation at school	19	13	8	17	11	19	–	–
<i>School Connectedness</i>								
	61	63	53	47	58	60	–	–
<i>Academic Motivation</i>								
	46	32	33	10	34	25	–	–

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

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

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	5	6	31	27	44	65	–	–
use inhalants?	2	3	2	0	8	9	–	–
smoke marijuana?	1	7	19	30	31	47	–	–
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	3	4	16	11	34	44	–	–
use inhalants?	0	0	1	0	1	0	–	–
smoke marijuana?	0	5	14	19	25	34	–	–
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	3	2	9	14	33	44	–	–
been “high” from using drugs?	1	3	18	25	29	47	–	–
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	0	1	5	6	18	30	–	–
AOD Use at School								
During your life, have you ever been drunk or “high” on school property?	0	1	12	11	13	23	–	–
During the past 30 days, did you use marijuana on school property?	0	2	2	5	0	2	–	–
Perceived Harm								
<i>Frequent use of...is harmful.^A</i>								
alcohol (five or more drinks once or twice a week)	89	87	99	90	97	94	–	–
marijuana (once or twice a week)	86	89	92	74	83	74	–	–

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

^ACombines Great, Moderate, and Slight.

Table A10.3
Selected Tobacco Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	0	3	6	10	17	16	–	–
During the past 30 days, did you smoke a cigarette?	0	3	4	5	13	11	–	–
During the past 30 days, did you smoke cigarettes daily?	0	0	0	1	6	3	–	–
During the past 30 days, did you smoke cigarettes on school property?	0	1	0	2	3	3	–	–
Frequent use of cigarettes is harmful. (1-2 packs a day) ^A	89	89	99	90	97	93	–	–

Notes: Cells are empty if there are less than 25 respondents.
^A*Combines Great, Moderate, and Slight.*

Table A10.4
School Safety - Related Indicators by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	10	9	8	13	1	5	–	–
Religion	9	7	12	7	8	6	–	–
Gender	22	7	14	7	14	0	–	–
Gay/lesbian, or someone thought you were	10	15	8	7	4	5	–	–
Physical/mental disability	5	5	5	6	3	1	–	–
Any other reason	36	28	27	20	17	18	–	–
During the past 12 months at school, have you been in a physical fight?	11	13	1	15	1	5	–	–
Feels safe at school	68	65	71	74	78	81	–	–
Currently belong to a gang	3	5	1	6	0	7	–	–

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

Table A10.5
Physical and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Eating of breakfast	81	89	81	76	70	66	–	–
Chronic sad or hopeless feelings	32	18	38	20	39	19	–	–

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