

CALIFORNIA HEALTHY KIDS SURVEY



Travis Unified Secondary 2016-2017 Main Report

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

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

Recommended citation:

Travis Unified School District. *California Healthy Kids Survey, 2016-17: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 22 Jun 2017
CDS code: 48705650000000

Contents

	Page
List of Tables	ii
PREFACE	vi
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagements	10
5. School Violence, Victimization, and Safety	21
6. Alcohol and Other Drug Use	26
7. Tobacco Use	36
8. Other Physical and Mental Health Risks	41
9. Race/Ethnic Breakdowns	43
10. Gender Breakdowns	49
G. Drug Free Communities (DFC) Module	51
1. Module Sample	51
2. Summary of Key Indicators	52
3. Alcohol, Tobacco, and Marijuana Consumption Patterns	53
4. Consequences of AOD Consumption	56
5. Supports to Reduce AOD Use	59
6. Availability	60
7. Influences on ATOD Use	61
J. Military Connected School Module	65
1. Module Sample	65
2. Family Military Connections and Supports	66
3. Perceived Personal Strengths	70
4. School Connections and Peer Relationships	72
5. Emotional Competence	74
6. Family Relocation and Deployment	79
7. Future Plans	81
Appendix	82

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 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 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 and Gender Identification	9
4. School Performance, Supports, and Engagements	10
A4.1 Grades, Past 12 Months	10
A4.2 Truancy, Past 12 Months	10
A4.3 Reasons for Absence, Past 30 Days	11
A4.4 School Environment Scales	12
A4.5 School Connectedness, Parent Involvement, and Academic Motivation Scales	13
A4.6 Caring Relationships Scale Questions	14
A4.7 High Expectations Scale Questions	15
A4.8 Meaningful Participation Scale Questions	16
A4.9 School Connectedness Scale Questions	17
A4.10 Parent Involvement Scale Questions	18
A4.11 Academic Motivation Scale Questions	19
A4.12 Quality of School Physical Environment	20
5. School Violence, Victimization, and Safety	21
A5.1 Perceived Safety at School	21
A5.2 Reasons for Harassment on School Property, Past 12 Months	22
A5.3 Verbal Harassment at School, Past 12 Months	23
A5.4 Violence and Victimization on School Property, Past 12 Months	24

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

A10.1	School Supports and Academic Motivation by Gender	49
A10.2	Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender . .	50
G.	Drug Free Communities (DFC) Module	51
1.	Module Sample	51
G1.1	Student Sample for DFC Module	51
2.	Summary of Key Indicators	52
G2.1	Key Indicators of Alcohol and Other Drug Use	52
3.	Alcohol, Tobacco, and Marijuana Consumption Patterns	53
G3.1	Age of Onset – AOD Use	53
G3.2	Age of Onset – Tobacco Use	54
G3.3	Prescription Drug Use, Past 30 Days	54
G3.4	Usual Alcohol Consumption Level	55
G3.5	Usual Marijuana Consumption Level	55
4.	Consequences of AOD Consumption	56
G4.1	Problems Caused by AOD Use	56
G4.2	Alcohol or Other Drug Use Caused Negative Experiences	57
G4.3	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession . . .	58
5.	Supports to Reduce AOD Use	59
G5.1	Needed Counseling for Use	59
G5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	59
G5.3	Talked with Parent About ATOD Use	59
6.	Availability	60
G6.1	Sold Drugs, Past 12 Months	60
G6.2	Sources for Obtaining Alcohol	60
7.	Influences on ATOD Use	61
G7.1	Personal Disapproval of AOD Use	61
G7.2	Perceived Risks Associated with Prescription Drug Use	61
G7.3	Parent Disapproval of ATOD Use	62
G7.4	Peer Disapproval of ATOD Use	63
G7.4	Peer Disapproval of ATOD Use - Continued	64
G7.5	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	64
J.	Military Connected School Module	65
1.	Module Sample	65
J1.1	Student Sample for Military Connected School Module	65
2.	Family Military Connections and Supports	66
J2.1	Family Military Connections	66
J2.2	Family Support	67
J2.3	Military Support	68

J2.4	Perceived Lack of Appreciation	69
3.	Perceived Personal Strengths	70
J3.1	Perceived Responsibilities	70
J3.2	Perceived Internal Strengths	70
J3.3	Interest in Helping Others	71
4.	School Connections and Peer Relationships	72
J4.1	School Connections	72
J4.2	Peer Difficulties	73
5.	Emotional Competence	74
J5.1	Family Pride	74
J5.2	Positive Affect	74
J5.2	Positive Affect – Continued	75
J5.3	Negative Affect	76
J5.3	Negative Affect – Continued	77
J5.4	Worry About a Family Member Deployed Outside USA	78
6.	Family Relocation and Deployment	79
J6.1	Family Relocation and Impact on Schooling	79
J6.2	Deployment of Family Members Outside USA, Last 10 Years	80
J6.3	Travel Experience	80
7.	Future Plans	81
J7.1	Desire to Join Military	81
Appendix	82

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from this school/district's 2016–17 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

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

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

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

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

THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

Supplementary School Climate Module

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

Supplementary Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 46 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

Racial/Ethnic and Gender Results

The demographic questions on the CHKS help districts meet the LCAP requirement to identify and address variations in state priorities among significant student subgroups, including differences by race/ethnicity, gender, socioeconomic status; homeless, migrant, and foster youth; and English language learners. In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

UNDERSTANDING THE DATA

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

Sample Characteristics

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

Changes Between Survey Administrations

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

RESOURCES

The CHKS and Cal-SCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

CDE's California Safe and Supportive Schools website (Californias3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The School Climate Connection Newsletter provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or Californias3 websites.

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_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).

NEXT STEPS

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

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

The following custom services (additional fees apply) are available through the Cal-SCHLS TA Center to help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

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

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

Request District School Climate Report Card

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

Request Disaggregated Reports

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

Conduct Additional Analyses of Dataset

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

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS or CSSS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

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

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

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

Exhibit 1

Major School-related Domains and Constructs Assessed by Cal-SCHLS

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms–high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports		✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓	✓
Quality of physical environment		✓	✓	✓

ACKNOWLEDGMENTS

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

Gregory Austin, Ph.D.
Cal-SCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
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	X
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	434	471	413	79
Final number	388	404	324	57
Average Response Rate	89%	86%	78%	72%

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)	41	36	37	54	A4.5
Academic motivation (high)	33	25	24	22	A4.5
Truant more than a few times [†]	2	6	9	21	A4.2
Caring adult relationships (high)	26	18	32	46	A4.4
High expectations (high)	45	30	39	46	A4.4
Meaningful participation (high)	9	8	13	20	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	55	57	66	70	A5.1
Experienced any harassment or bullying [†]	50	41	35	30	A5.2
Had mean rumors or lies spread about you [†]	45	41	39	43	A5.3
Been afraid of being beaten up [†]	28	19	13	14	A5.4
Been in a physical fight [†]	14	12	5	16	A5.4
Seen a weapon on campus [†]	12	16	11	18	A5.6
Been drunk or “high” on drugs at school, ever	1	11	14	39	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	10	22	30	57	A6.4
Current binge drinking [‡]	1	7	9	32	A6.4
Very drunk or “high” 7 or more times	1	8	15	48	A6.6
Current cigarette smoking [‡]	0	2	1	15	A7.3
Current electronic cigarette use [‡]	2	4	8	27	A7.3
Experienced chronic sadness/hopelessness [†]	31	36	43	54	A8.4
Considered suicide [†]	na	24	26	38	A8.5

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

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

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	49	49	72
Female	50	51	51	28

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

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	70	71	73	53
Yes	30	29	27	47

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

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

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	1	2	3	6
Asian	11	15	18	0
Black or African American	7	10	9	6
Native Hawaiian or Pacific Islander	3	4	3	2
White	33	28	29	35
Mixed (two or more) races	45	40	38	52

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

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	91	90	94	77
Other relative's home	2	3	1	7
A home with more than one family	4	3	2	5
Friend's home	0	0	1	5
Foster home, group care, or waiting placement	0	1	0	0
Hotel or motel	0	1	0	0
Shelter, car, campground, or other transitional or temporary housing	1	1	0	4
Other living arrangement	3	1	1	2

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

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	2	3	4	14
Graduated from high school	11	13	15	19
Attended college but did not complete four-year degree	15	16	19	11
Graduated from college	54	57	55	44
Don't know	18	11	6	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.)

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	60	66	75	44
Yes	21	19	20	47
Don't know	19	15	4	9

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	79	85	93	88
Yes	2	1	1	2
Don't know	19	15	6	11

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	85	83	85	81
Spanish	5	5	5	14
Mandarin	0	0	1	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	5	6	6	2
Vietnamese	0	0	0	2
Korean	1	0	0	2
Other	4	4	3	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 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
<i>Average Scale Score</i>	3.84	3.82	3.85	3.75
How well do you... understand English?				
Very well	92	90	92	91
Well	7	8	8	5
Not well	1	1	0	0
Not at all	0	1	0	4
speak English?				
Very well	86	87	87	81
Well	13	11	12	16
Not well	1	1	1	0
Not at all	0	1	0	4
read English?				
Very well	88	85	87	77
Well	11	13	12	18
Not well	1	1	1	2
Not at all	0	1	0	4
write English?				
Very well	78	79	82	81
Well	19	17	16	16
Not well	3	3	3	0
Not at all	0	1	0	4
English Language Proficiency Status				
Proficient	85	83	84	77
Not proficient	15	17	16	23

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

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
<i>Average Scale Score</i>	3.79	3.72	3.64	3.09
<i>How well do you...</i>				
understand English?				
Very well	92	84	78	73
Well	7	15	20	9
Not well	2	1	2	0
Not at all	0	0	0	18
speak English?				
Very well	80	74	73	36
Well	19	24	20	45
Not well	2	2	4	0
Not at all	0	0	2	18
read English?				
Very well	86	76	67	36
Well	8	24	29	36
Not well	5	0	4	9
Not at all	0	0	0	18
write English?				
Very well	75	68	63	45
Well	17	28	24	36
Not well	8	3	12	0
Not at all	0	2	0	18
<i>English Language Proficiency Status</i>				
Proficient	81	70	67	36
Not proficient	19	30	33	64

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	81	74	73	86
1 day	2	3	3	2
2 days	7	6	6	0
3 days	2	5	5	0
4 days	5	4	3	0
5 days	3	8	8	12

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	67	76	77	93
Yes	31	21	20	5
Don't know	2	3	2	2

Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

Table A3.13***Sexual Orientation and Gender Identification***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	84	82	81	77
Gay or Lesbian	2	4	4	13
Bisexual	6	10	9	16
Transgender	2	3	1	7
Not sure	8	8	5	9
Decline to respond	10	6	7	7

Question HS A.118/MS A.108: Which of the following best describes you? (Mark All That Apply.)

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

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	17	24	16	5
A's and B's	33	33	27	19
Mostly B's	10	9	16	5
B's and C's	22	17	23	28
Mostly C's	5	7	8	18
C's and D's	9	7	7	18
Mostly D's	2	3	2	7
Mostly F's	3	1	1	0

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	75	75	61	53
1-2 times	12	11	15	14
A few times	11	9	15	12
Once a month	1	2	4	11
Once a week	1	1	2	2
More than once a week	1	2	3	9

Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	41	35	24	20
Illness (feeling physically sick), including problems with breathing or your teeth	42	50	61	67
Felt very sad, hopeless, anxious, stressed, or angry	6	14	18	36
Didn't get enough sleep	6	18	23	45
Didn't feel safe at school	2	4	3	4
Had to work	1	2	2	13
Had to take care of or help a family member or friend	9	9	10	7
Wanted to spend time with friends who don't go to your school	1	3	2	9
Wanted to use alcohol or drugs	0	3	2	13
Were behind in schoolwork or weren't prepared for a test or class assignment	5	12	17	20
Were bored with or uninterested in school	3	10	8	18
Were suspended	1	2	2	15
Other reason	22	20	16	20

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

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

Table A4.4***School Environment Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
Total school supports					
<i>Average Scale Score</i>	2.49	2.41	2.57	2.82	
High (%)	24	16	26	39	
Moderate (%)	54	57	52	46	
Low (%)	22	27	22	14	
Caring adults in school					
<i>Average Scale Score</i>	2.58	2.49	2.73	3.03	A4.6
High (%)	26	18	32	46	
Moderate (%)	52	62	54	46	
Low (%)	22	20	14	7	
High expectations-adults in school					
<i>Average Scale Score</i>	2.97	2.74	2.86	3.11	A4.7
High (%)	45	30	39	46	
Moderate (%)	43	53	49	48	
Low (%)	12	16	12	5	
Meaningful participation at school					
<i>Average Scale Score</i>	1.93	2.01	2.10	2.32	A4.8
High (%)	9	8	13	20	
Moderate (%)	39	49	43	45	
Low (%)	52	43	44	36	

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

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

Table A4.5***School Connectedness, Parent Involvement, and Academic Motivation Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
School Connectedness					
<i>Average Scale Score</i>	3.45	3.35	3.40	3.61	A4.9
High (%)	41	36	37	54	
Moderate (%)	47	49	51	34	
Low (%)	12	15	12	13	
Parent Involvement in School					
<i>Average Scale Score</i>	3.33	3.19	3.11	3.61	A4.10
High (%)	31	19	21	38	
Moderate (%)	40	53	45	48	
Low (%)	29	28	34	14	
Academic Motivation					
<i>Average Scale Score</i>	3.94	3.79	3.81	3.75	A4.11
High (%)	33	25	24	22	
Moderate (%)	45	47	49	47	
Low (%)	23	28	27	31	

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

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

Table A4.6

Caring Relationships Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Caring adults in school				
<i>Average Scale Score</i>	2.58	2.49	2.73	3.03
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	17	17	14	7
A little true	34	38	31	18
Pretty much true	32	29	27	42
Very much true	17	16	28	33
<i>who notices when I'm not there.</i>				
Not at all true	21	18	17	9
A little true	27	36	30	23
Pretty much true	27	30	27	30
Very much true	24	16	26	38
<i>who listens to me when I have something to say.</i>				
Not at all true	16	16	10	9
A little true	27	29	22	16
Pretty much true	28	36	37	30
Very much true	29	19	31	45

*Question HS/MS A.34, 36, 38: At my school, there is a teacher or some other adult... who really cares about me...
who notices when I am not there... who listens to me when I have something to say.*

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

Table A4.7

High Expectations Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
High expectations-adults in school				
<i>Average Scale Score</i>	2.97	2.74	2.86	3.11
<i>At my school, there is a teacher or some other adult...</i>				
who tells me when I do a good job.				
Not at all true	14	14	12	7
A little true	24	29	31	20
Pretty much true	33	38	31	34
Very much true	29	18	27	39
who always wants me to do my best.				
Not at all true	6	10	8	5
A little true	15	23	21	9
Pretty much true	30	35	31	39
Very much true	48	32	39	46
who believes that I will be a success.				
Not at all true	11	15	14	7
A little true	23	25	21	23
Pretty much true	27	32	30	32
Very much true	39	28	35	38

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A4.8
Meaningful Participation Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Meaningful participation at school				
<i>Average Scale Score</i>	1.93	2.01	2.10	2.32
At school...				
I do interesting activities.				
Not at all true	25	23	18	20
A little true	33	30	33	38
Pretty much true	22	28	24	23
Very much true	19	20	26	20
I help decide things like class activities or rules.				
Not at all true	69	59	58	34
A little true	19	25	24	30
Pretty much true	8	11	10	14
Very much true	4	5	8	21
I do things that make a difference.				
Not at all true	39	38	40	30
A little true	35	37	32	30
Pretty much true	18	16	13	18
Very much true	8	9	16	21

Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

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

Table A4.9
School Connectedness Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
School Connectedness				
<i>Average Scale Score</i>	3.45	3.35	3.40	3.61
I feel close to people at this school.				
Strongly disagree	4	5	7	9
Disagree	8	9	13	13
Neither disagree nor agree	27	29	26	29
Agree	41	41	36	39
Strongly agree	20	15	18	11
I am happy to be at this school.				
Strongly disagree	8	8	10	5
Disagree	11	11	11	13
Neither disagree nor agree	31	30	31	18
Agree	33	39	37	46
Strongly agree	17	12	11	18
I feel like I am part of this school.				
Strongly disagree	7	8	7	4
Disagree	14	13	10	13
Neither disagree nor agree	30	37	34	18
Agree	35	32	37	55
Strongly agree	14	11	12	11
The teachers at this school treat students fairly.				
Strongly disagree	9	10	8	5
Disagree	13	19	13	7
Neither disagree nor agree	29	29	30	20
Agree	34	34	41	41
Strongly agree	15	8	8	27
I feel safe in my school.				
Strongly disagree	7	4	5	4
Disagree	12	9	4	5
Neither disagree nor agree	26	29	24	23
Agree	34	46	52	43
Strongly agree	21	12	15	25

Question HS/MS A.21-25: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A4.10
Parent Involvement Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Parent Involvement in School				
<i>Average Scale Score</i>	3.33	3.19	3.11	3.61
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	6	6	11	4
Disagree	16	20	22	9
Neither disagree nor agree	27	34	35	32
Agree	36	32	25	29
Strongly agree	15	8	7	27
Parents feel welcome to participate at this school.				
Strongly disagree	5	5	8	4
Disagree	9	10	8	15
Neither disagree nor agree	43	47	47	35
Agree	26	29	28	22
Strongly agree	16	8	8	25
School staff takes parent concerns seriously.				
Strongly disagree	10	5	9	5
Disagree	12	14	13	5
Neither disagree nor agree	38	46	36	27
Agree	26	28	33	40
Strongly agree	13	7	9	22

Question HS/MS A.27-29: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Academic Motivation				
<i>Average Scale Score</i>	3.94	3.79	3.81	3.75
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	2	1	4
Disagree	4	4	4	5
Neither disagree nor agree	12	16	18	22
Agree	38	45	47	42
Strongly agree	44	33	30	27
I try hard at school because I am interested in my work.				
Strongly disagree	6	5	5	5
Disagree	15	15	13	9
Neither disagree nor agree	30	32	31	33
Agree	28	31	33	35
Strongly agree	21	17	17	18
I work hard to try to understand new things at school.				
Strongly disagree	3	3	3	4
Disagree	7	7	6	7
Neither disagree nor agree	19	23	22	26
Agree	38	45	46	44
Strongly agree	33	23	23	19
I am always trying to do better in my schoolwork.				
Strongly disagree	1	3	2	5
Disagree	3	4	4	2
Neither disagree nor agree	15	21	20	15
Agree	30	43	43	45
Strongly agree	51	30	31	33

Question HS/MS A.30-33: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

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

Table A4.12***Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	12	14	9	2
Disagree	22	20	18	9
Neither disagree nor agree	32	34	29	27
Agree	26	29	38	45
Strongly agree	7	4	6	18

Question HS/MS A.26: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	13	11	14	23
Safe	41	47	52	46
Neither safe nor unsafe	37	35	28	21
Unsafe	6	4	4	5
Very unsafe	2	3	2	4

Question HS A.89/MS A.79: How safe do you feel when you are at school?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	72	77	79	88
1 time	9	10	8	0
2 or more times	19	13	13	13
Religion				
0 times	93	90	95	95
1 time	4	5	3	0
2 or more times	3	5	3	5
Gender (being male or female)				
0 times	85	87	91	86
1 time	6	6	4	4
2 or more times	8	7	5	11
Because you are gay or lesbian or someone thought you were				
0 times	84	87	90	81
1 time	7	4	4	7
2 or more times	9	9	6	11
A physical or mental disability				
0 times	94	92	93	93
1 time	2	3	4	0
2 or more times	4	5	3	7
<i>Any of the above five bias-related reasons</i>	41	34	29	25
Any other reason				
0 times	64	77	81	81
1 time	8	6	6	4
2 or more times	28	16	13	15
<i>Any harassment</i>	50	41	35	30

Question HS A.105-110/MS A.96-101: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	55	59	61	57
1 time	18	18	17	14
2 to 3 times	12	10	10	18
4 or more times	15	13	13	11
had sexual jokes, comments, or gestures made to you?				
0 times	58	59	61	63
1 time	15	11	9	9
2 to 3 times	10	11	12	5
4 or more times	17	19	18	23
been made fun of because of your looks or the way you talk?				
0 times	53	58	63	67
1 time	13	17	13	11
2 to 3 times	15	11	9	4
4 or more times	19	14	15	18
been made fun of, insulted, or called names?				
0 times	46	61	65	73
1 time	12	12	10	5
2 to 3 times	15	10	8	11
4 or more times	27	17	17	11

Question HS A.93-95, 104/MS A.84-86, 95: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<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	63	73	86	84
1 time	14	10	4	9
2 to 3 times	14	8	6	2
4 or more times	10	8	5	5
been afraid of being beaten up?				
0 times	72	81	87	86
1 time	14	10	8	4
2 to 3 times	7	5	3	5
4 or more times	7	4	2	5
been in a physical fight?				
0 times	86	88	95	84
1 time	10	7	2	9
2 to 3 times	3	2	2	2
4 or more times	1	3	0	5
been threatened with harm or injury?				
0 times	83	87	91	86
1 time	8	6	5	7
2 to 3 times	5	3	3	4
4 or more times	4	4	2	4
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	94	94	98	93
1 time	5	3	1	2
2 to 3 times	1	1	1	0
4 or more times	0	3	1	5
been offered, sold, or given an illegal drug?				
0 times	94	76	80	70
1 time	4	11	8	7
2 to 3 times	2	5	6	13
4 or more times	0	8	6	11

Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	74	77	84	84
1 time	14	14	10	7
2 to 3 times	6	4	3	5
4 or more times	6	5	3	4
Damaged school property on purpose				
0 times	92	88	95	95
1 time	6	7	3	0
2 to 3 times	1	2	2	0
4 or more times	1	3	0	5

Question HS A.96, 98/MS A.87, 89: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	97	98	95
1 time	1	2	2	0
2 to 3 times	0	1	0	0
4 or more times	0	1	1	5
Carried any other weapon (such as a knife or club)				
0 times	96	94	96	86
1 time	2	3	2	7
2 to 3 times	1	2	1	2
4 or more times	1	1	1	5
Seen someone carrying a gun, knife, or other weapon				
0 times	88	84	89	82
1 time	9	11	7	5
2 to 3 times	2	3	3	7
4 or more times	1	2	2	5

Question HS A.99, 100, 102/MS A.90, 91, 93: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	17	35	46	70	A6.3
Current alcohol or drugs	10	22	30	57	A6.4
Current heavy drug uses	1	10	9	41	A6.4
Current heavy alcohol use (binge drinking)	1	7	9	32	A6.4
Current alcohol or drug use on school property	1	7	5	18	A6.9

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	13	27	40	57
Marijuana	5	22	32	63
Inhalants	4	7	5	9
Cocaine, Methamphetamine, or any amphetamines	na	3	3	20
Ecstasy, LSD, or other psychedelics	na	5	3	21
Prescription pain killers, Diet Pills, or other prescription stimulant	na	15	15	34

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	87	73	60	43
1 time	5	9	8	5
2 to 3 times	5	6	11	13
4 or more times	2	12	22	39
Marijuana				
0 times	95	78	68	38
1 time	3	7	6	2
2 to 3 times	1	4	7	4
4 or more times	1	11	19	57
Inhalants (to get “high”)				
0 times	96	93	95	91
1 time	2	3	2	0
2 to 3 times	1	2	1	4
4 or more times	1	2	2	5
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	97	97	80
1 time	na	2	1	5
2 to 3 times	na	1	1	2
4 or more times	na	0	1	13
Ecstasy, LSD, or other psychedelics				
0 times	na	95	97	79
1 time	na	2	2	5
2 to 3 times	na	2	2	5
4 or more times	na	2	0	11
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	98	90	96	83
1 time	1	2	1	0
2 to 3 times	1	4	1	0
4 or more times	0	4	3	17
Any of the above AOD use	17	35	46	70

Question HS A.46-49, 51, 56/MS A.47-49, 51: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	89	90	71
1 time	na	4	4	9
2 to 3 times	na	3	3	4
4 or more times	na	4	3	16
Diet Pills				
0 times	na	94	96	91
1 time	na	1	0	0
2 to 3 times	na	2	2	0
4 or more times	na	4	3	9
RitalinTM or AdderallTM or other prescription stimulant				
0 times	na	95	92	88
1 time	na	2	2	2
2 to 3 times	na	2	3	0
4 or more times	na	1	3	11
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	70	75	65
1 time	na	5	3	7
2 to 3 times	na	6	6	7
4 or more times	na	19	16	20

Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (VicodinTM, OxyContinTM, PercodanTM, LortabTM), tranquilizers, or sedatives (XanaxTM, AtivanTM)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... RitalinTM or AdderallTM (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

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

na—Not asked of middle school students.

Table A6.4
Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	7	15	19	41
Binge drinking (5 or more drinks in a row)	1	7	9	32
Marijuana	1	12	16	45
Inhalants	1	3	1	5
Prescription medications to get “high” or for reasons other than prescribed	na	6	5	16
Other drug, pill, or medicine to get “high” or for other than medical reasons	2	4	4	9
Any drug use	3	16	20	48
Heavy drug use	1	10	9	41
Any AOD Use	10	22	30	57
Two or more drugs at the same time	na	5	3	20

Question HS A.63-69/MS A.58-62: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription medications to get “high” or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	93	85	81	59
1 or 2 days	6	11	13	25
3 to 9 days	1	4	3	11
10 to 19 days	0	0	2	2
20 or more days	1	1	1	4
Binge drinking (5 or more drinks in a row)				
0 days	99	93	91	68
1 or 2 days	1	5	6	21
3 to 9 days	0	1	2	5
10 to 19 days	0	0	1	2
20 or more days	0	1	0	4
Marijuana				
0 days	99	88	84	55
1 or 2 days	1	5	8	7
3 to 9 days	0	2	4	7
10 to 19 days	0	2	3	5
20 or more days	0	3	2	25

Question HS A.63-65/MS A.58-60: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	96	89	79	59
1 to 2 times	3	7	13	14
3 to 6 times	0	2	3	9
7 or more times	0	2	5	18
“High” (loaded, stoned, or wasted) from using drugs				
0 times	97	81	70	38
1 to 2 times	2	9	10	7
3 to 6 times	0	3	8	7
7 or more times	1	8	13	48
Very drunk or “high” 7 or more times	1	8	15	48

Question HS A.57, 58/MS A.52, 53: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don’t use	na	86	79	66
0 times	na	10	17	29
1 time	na	3	4	2
2 to 3 times	na	1	0	2
4 or more times	na	0	0	2
Marijuana				
Does not apply, don’t use	na	86	77	46
0 times	na	9	15	20
1 time	na	4	5	14
2 to 3 times	na	1	1	11
4 or more times	na	1	1	9

Question HS A.86, 87: How many times have you tried to quit or stop using... alcohol... marijuana?

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

na—Not asked of middle school students.

Table A6.8
Drinking While Driving, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	90	88	73
1 time	na	3	5	7
2 times	na	3	2	5
3 to 6 times	na	2	3	4
7 or more times	na	2	2	11
Have ridden in a car driven by someone who had been drinking				
Never	69	na	na	na
1 time	9	na	na	na
2 times	8	na	na	na
3 to 6 times	5	na	na	na
7 or more times	9	na	na	na

Question HS A.88/MS A.78: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

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

na—Not asked of middle/high school students.

Table A6.9***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	100	95	97	88
1 to 2 days	0	4	2	4
3 or more days	0	1	1	9
Marijuana				
0 days	99	97	97	86
1 to 2 days	1	2	1	4
3 or more days	0	2	1	11
Any other drug, pill, or medicine to get “high” or for other than medical reasons?				
0 days	99	98	99	93
1 to 2 days	1	1	1	0
3 or more days	0	1	1	7
Any of the above	1	7	5	18

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get “high” or for other than medical reasons?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	89	86	61
1 to 2 times	1	5	8	9
3 to 6 times	0	2	5	5
7 or more times	0	5	2	25

Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Alcohol - drink occasionally				
Great	26	25	25	38
Moderate	31	29	27	14
Slight	27	29	30	36
None	15	16	18	13
Alcohol - 5 or more drinks once or twice a week				
Great	56	54	57	50
Moderate	24	26	24	30
Slight	8	9	9	7
None	12	12	11	13
Marijuana - smoke occasionally				
Great	39	30	24	32
Moderate	30	23	21	7
Slight	18	22	26	16
None	14	25	29	45
Marijuana - smoke once or twice a week				
Great	53	37	34	32
Moderate	24	27	23	9
Slight	9	15	18	16
None	15	21	24	43
<i>Perceived Difficulty of Obtaining...</i>				
Alcohol				
Very difficult	15	5	4	7
Fairly difficult	12	6	5	7
Fairly easy	24	27	27	21
Very easy	17	31	41	38
Don't know	32	31	22	27
Marijuana				
Very difficult	20	5	3	7
Fairly difficult	18	9	4	0
Fairly easy	13	24	25	16
Very easy	10	32	46	59
Don't know	39	30	22	18

Question HS A.78-81, 83, 84/MS A.71-74, 76, 77: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	6	8	27	A7.2
Current cigarette smoking [‡]	0	2	1	15	A7.3
Current cigarette smoking at school [‡]	0	1	0	5	A7.4
Ever tried smokeless tobacco	2	4	4	18	A7.2
Current smokeless tobacco use [‡]	0	2	2	5	A7.3
Current smokeless tobacco use at school [‡]	0	2	1	5	A7.4
Ever used electronic cigarettes or other vaping device	7	20	29	52	A7.2
Current use of electronic cigarettes or other vaping device [‡]	2	4	8	27	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	0	2	4	11	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	1	16	A7.5
Attitudes and Correlates					
Occasional smoking great harm	36	34	42	55	A7.6
Smoking 1-2 packs per day great harm	72	68	72	79	A7.6
Very easy to obtain cigarettes	11	22	25	38	A7.6

Notes: Cells are empty if there are less than 10 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	3	na	na	na
2 to 3 times	1	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	99	94	92	73
1 time	1	2	3	2
2 to 3 times	0	2	2	2
4 or more times	0	2	3	24
Smokeless tobacco				
0 times	98	96	96	82
1 time	1	2	2	11
2 to 3 times	0	1	0	0
4 or more times	0	2	1	7
An electronic cigarette or other vaping device				
0 times	93	80	71	48
1 time	3	8	7	7
2 to 3 times	2	4	7	4
4 or more times	2	8	16	41

Question HS A.43-45/MS A.43-46: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	0	2	1	15
Daily (20 or more days)	0	0	0	13
Smokeless Tobacco				
Any	0	2	2	5
Daily (20 or more days)	0	0	0	5
Electronic cigarettes or other vaping device				
Any	2	4	8	27
Daily (20 or more days)	0	1	3	9

Question HS A.60-62/MS A.55-57: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	99	100	95
1 or 2 days	0	1	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	5
Smokeless Tobacco				
0 days	100	98	99	95
1 or 2 days	0	1	1	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	5
Electronic cigarettes or other vaping device				
0 days	100	98	96	89
1 or 2 days	0	2	2	4
3 to 9 days	0	0	1	0
10 to 19 days	0	0	0	2
20 or more days	0	0	0	5

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	95	95	77
0 times	na	4	3	7
1 time	na	1	1	7
2 to 3 times	na	0	0	2
4 or more times	na	0	0	7

Question HS A.85: How many times have you tried to quit or stop using cigarettes?

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

na—Not asked of middle school students.

Table A7.6***Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Smoke cigarettes occasionally				
Great	36	34	42	55
Moderate	35	31	28	16
Slight	17	19	17	16
None	13	17	14	13
Smoke 1-2 packs of cigarettes a day				
Great	72	68	72	79
Moderate	12	11	12	9
Slight	4	6	5	2
None	12	15	12	11
<i>Perceived Difficulty of Obtaining...</i>				
Cigarettes				
Very difficult	13	5	7	13
Fairly difficult	16	10	7	5
Fairly easy	23	25	28	20
Very easy	11	22	25	38
Don't know	36	37	34	25

Question HS A.76, 77, 82/MS A.69, 70, 75: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	77	75	78	79
1 time	11	10	9	4
2 to 3 times	6	8	7	11
4 or more times	5	7	6	7

Question HS A.111/MS A.102: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, Instagram™, Snapchat™, email, instant message)?

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

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	34	na	na	na
1 day	15	na	na	na
2 days	11	na	na	na
3 days	8	na	na	na
4 days	5	na	na	na
5 days	26	na	na	na

Question MS A.80: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	27	41	39	41
Yes	73	59	61	59

Question HS A.115/MS A.105: Did you eat breakfast today?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	69	64	57	46
Yes	31	36	43	54

Question HS A.113/MS A.104: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	76	74	63
Yes	na	24	26	38

Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	93	92	95	89
Yes	7	8	5	11

Question HS A.112/MS A.103: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Academic Motivation by Race/Ethnicity - 7th Grade

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	22		22	28	10	26	22
Caring adults in school	23		17	36	10	29	24
High expectations-adults in school	48		46	60	20	39	49
Meaningful participation at school	7		15	12	10	10	5
<i>School Connectedness</i>	41		34	52	40	43	39
<i>Parent Involvement in School</i>	34		29	32	20	25	36
<i>Academic Motivation</i>	27		39	44	20	33	31

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2

School Supports and Academic Motivation by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	16		9	13	13	18	19
Caring adults in school	21		14	8	13	17	21
High expectations-adults in school	27		32	26	25	27	32
Meaningful participation at school	11		5	5	6	7	9
<i>School Connectedness</i>	36		38	31	38	42	32
<i>Parent Involvement in School</i>	24		29	21	13	16	16
<i>Academic Motivation</i>	29		33	26	25	24	19

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

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

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	24		34	44		24	23
Caring adults in school	30		38	44		30	28
High expectations-adults in school	41		45	52		34	37
Meaningful participation at school	13		13	22		11	15
<i>School Connectedness</i>	44		39	22		32	44
<i>Parent Involvement in School</i>	24		25	22		16	24
<i>Academic Motivation</i>	20		29	37		24	20

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

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

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	38					53	36
Caring adults in school	50					53	50
High expectations-adults in school	50					47	54
Meaningful participation at school	19					32	14
<i>School Connectedness</i>	48					78	43
<i>Parent Involvement in School</i>	30					44	36
<i>Academic Motivation</i>	15					33	11

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.5***Perceived Safety at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Feel safe or very safe at school				
Hispanic or Latino	55	59	70	69
American Indian or Alaska Native				
Asian	63	58	66	
Black or African American	68	56	70	
Native Hawaiian or Pacific Islander	40	50		
White	50	61	54	74
Mixed (two or more) races	54	54	72	75

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

Table A9.6***Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Harassment or bullying due to five bias-related reasons^A				
Hispanic or Latino	45	32	25	38
American Indian or Alaska Native				
Asian	49	40	22	
Black or African American	36	36	37	
Native Hawaiian or Pacific Islander	50	44		
White	40	33	33	26
Mixed (two or more) races	39	32	32	29

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

^A*Bias-related reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.*

Table A9.7***Any Harassment or Bullying by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Were harassed or bullied at school				
Hispanic or Latino	50	42	28	42
American Indian or Alaska Native				
Asian	56	43	29	
Black or African American	56	44	37	
Native Hawaiian or Pacific Islander	50	50		
White	53	38	40	32
Mixed (two or more) races	45	40	36	36

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

Table A9.8***Current Alcohol Use at School by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol at school				
Hispanic or Latino	0	6	5	19
American Indian or Alaska Native				
Asian	0	2	2	
Black or African American	0	5	4	
Native Hawaiian or Pacific Islander	0	0		
White	1	4	1	11
Mixed (two or more) races	0	7	3	14

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

Table A9.9***Current Cigarette Smoking by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	0	1	1	19
American Indian or Alaska Native				
Asian	0	2	0	
Black or African American	0	3	0	
Native Hawaiian or Pacific Islander	0	0		
White	0	1	3	17
Mixed (two or more) races	1	2	0	19

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

Table A9.10***Current Alcohol Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol in the past 30 days				
Hispanic or Latino	10	19	27	38
American Indian or Alaska Native				
Asian	2	12	7	
Black or African American	0	5	19	
Native Hawaiian or Pacific Islander	0	6		
White	9	19	21	37
Mixed (two or more) races	8	19	21	54

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

Table A9.11***Current Marijuana Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Used marijuana in the past 30 days				
Hispanic or Latino	3	16	17	42
American Indian or Alaska Native				
Asian	0	5	7	
Black or African American	0	10	27	
Native Hawaiian or Pacific Islander	0	13		
White	1	14	17	42
Mixed (two or more) races	2	14	14	61

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Felt so sad or hopeless almost everyday for two weeks or more				
Hispanic or Latino	27	46	31	65
American Indian or Alaska Native				
Asian	51	36	40	
Black or African American	24	31	46	
Native Hawaiian or Pacific Islander	40	44		
White	28	33	51	47
Mixed (two or more) races	31	39	37	61

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

10. Gender Breakdowns

Table A10.1

School Supports and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports	25	23	18	15	27	26	33	39
Caring adults in school	26	25	18	17	36	28	47	45
High expectations-adults in school	48	43	33	27	45	32	40	47
Meaningful participation at school	9	8	9	7	10	17	27	13
<i>School Connectedness</i>	38	44	33	40	31	44	60	50
<i>Parent Involvement in School</i>	28	33	21	17	20	23	53	29
<i>Academic Motivation</i>	35	30	25	26	29	18	20	22

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

Table A10.2
Select Perceived Safety, Harassment, Alcohol and Drug Use, and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	52	56	57	57	64	68	80	68
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the five bias-related reasons	48	34	39	29	31	28	33	18
harassed/bullied for any reasons	56	45	48	33	38	32	40	24
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	0	1	5	5	1	5	7	13
smoke cigarettes	0	1	2	2	1	2	13	14
have at least one drink of alcohol	9	5	20	11	17	21	53	37
use marijuana	1	2	13	11	15	17	47	45
Mental Health								
Chronic sad or hopeless feelings, past 12 months	38	25	49	23	52	33	87	39

Notes: 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
<i>Student Sample Size</i>				
Target sample	434	471	413	79
Final number	383	386	317	57
Average Response Rate	88%	82%	77%	72%

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

2. Summary of Key Indicators

Table G2.1

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	5	16	G3.4
Usually used marijuana or other drugs until felt it a lot	na	7	11	39	G3.5
Consequences of AOD Consumption					
Caused one or more problems	na	13	12	37	G4.1
Caused one or more dependency-related experiences	na	11	12	45	G4.2
Supports to Reduce AOD Use					
Very likely find help at school for quitting or reducing use	na	10	10	11	G5.2
Availability					
Sold Drugs, Past 12 Months	na	8	5	29	G6.1
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	68	40	44	35	G7.1
Trying marijuana or hashish once or twice	65	33	26	20	G7.1
Using marijuana once a month or more	72	36	26	18	G7.1

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 G3.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	78	67	53	34
10 or under	10	7	6	13
11-12 years old	9	7	4	9
13-14 years old	2	16	11	11
15-16 years old	0	3	24	34
17 years or older	0	0	2	0
Marijuana				
Never	96	80	66	36
10 or under	0	1	2	5
11-12 years old	3	5	3	16
13-14 years old	1	11	7	25
15-16 years old	0	4	19	18
17 years or older	0	0	3	0
Any other illegal drug or pill to get “high”				
Never	97	91	90	69
10 or under	0	0	1	4
11-12 years old	2	2	1	2
13-14 years old	1	6	3	13
15-16 years old	0	2	5	13
17 years or older	0	0	1	0

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

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

Table G3.2***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	96	93	88	70
10 or under	2	1	3	7
11-12 years old	2	2	1	11
13-14 years old	1	4	1	7
15-16 years old	0	1	5	5
17 years or older	0	0	1	0
Smokeless tobacco				
Never	97	95	90	73
10 or under	1	0	1	5
11-12 years old	1	1	1	4
13-14 years old	1	2	4	11
15-16 years old	0	1	4	7
17 years or older	0	0	1	0

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

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

Table G3.3***Prescription Drug Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	91	93	93
Yes	5	9	7	7

Question HS G.31/MS G.24: During the past 30 days, have you used prescription drugs not prescribed to you?

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

Table G3.4***Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	93	78	66	55
Just enough to feel it a little	6	12	18	11
Enough to feel it moderately	1	5	11	18
Until I feel it a lot or get really drunk	1	5	5	16

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

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

Table G3.5***Usual Marijuana Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	83	72	46
Just enough to feel a little high	na	5	7	5
Enough to feel it moderately	na	4	10	9
Until I feel it a lot or get really high	na	7	11	39

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

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

na—Not asked of middle school students.

4. Consequences of AOD Consumption

Table G4.1

Problems Caused by AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Doesn't apply; I've never used alcohol or drugs	na	77	66	39
I've used alcohol or drugs but never had any problems	na	15	25	33
Have problems with emotions, nerves, or mental health	na	6	4	11
Get into trouble or have problems with the police	na	3	2	17
Have money problems	na	4	3	15
Miss school	na	4	2	11
Have problems with schoolwork	na	4	2	11
Fight with others	na	3	2	6
Damage a friendship	na	3	2	11
Physically hurt or injure yourself	na	3	0	4
Have unwanted or unprotected sex	na	2	2	15
Forget what happened or pass out	na	7	5	13
Have any other problems	na	2	2	7
<i>One or more problems</i>	na	13	12	37

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

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

na—Not asked of middle school students.

Table G4.2***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	80	70	39
I use alcohol or drugs but have not experienced any of these things	na	13	21	20
Found you had to increase how much you use to have the same effect as before	na	4	3	20
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	3	2	16
Used alcohol or drugs a lot more than you intended	na	5	4	16
Used alcohol or drugs when you were alone (by yourself)	na	6	9	27
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	na	2	1	18
Often didn't feel OK unless you had something to drink or used a drug	na	3	1	20
Thought about reducing (cutting down) or stopping use	na	3	4	30
Told yourself you were not going to use but found yourself using anyway	na	4	3	21
Spoke with someone about reducing or stopping use	na	1	1	11
Attended counseling, a program, or group to help you reduce or stop use	na	1	0	7
<i>One or more negative experiences</i>	na	11	12	45

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

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

na—Not asked of middle school students.

Table G4.3***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	45	50	48
Likely	na	28	30	32
Not likely	na	11	8	13
Don't know	na	16	11	7

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

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table G5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	79	71	47
No, but I do use alcohol or other drugs	na	19	28	44
Yes, I have felt that I needed help	na	2	1	9

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

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

na—Not asked of middle school students.

Table G5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	10	10	11
Likely	na	22	26	38
Not likely	na	42	40	31
Don't know	na	26	24	20

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

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

na—Not asked of middle school students.

Table G5.3

Talked with Parent About ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	42	62	58	55
Yes	58	38	42	45

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

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

6. Availability

Table G6.1

Sold Drugs, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	92	95	71
Yes	na	8	5	29

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

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

na—Not asked of middle school students.

Table G6.2

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	7	14	9	11
At parties or events outside school	30	35	46	29
At their own home	36	29	36	25
From adults at friends' homes	16	19	22	14
From friends or another teenager	31	38	42	32
Get adults to buy it for them	9	14	22	25
Buy it themselves from a store	11	16	16	20
At bars, clubs, or gambling casinos	5	5	4	9
Other	19	12	14	11
Don't know	63	55	47	57

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

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

7. Influences on ATOD Use

Table G7.1

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	18	38	37	44
Somewhat disapprove	15	22	20	20
Strongly disapprove	68	40	44	35
Trying marijuana or hashish once or twice				
Neither approve nor disapprove	22	49	57	69
Somewhat disapprove	14	19	18	11
Strongly disapprove	65	33	26	20
Using marijuana once a month or more				
Neither approve nor disapprove	19	48	57	73
Somewhat disapprove	9	16	18	9
Strongly disapprove	72	36	26	18

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

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

Table G7.2

Perceived Risks Associated with Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use prescription drugs that are not prescribed to them				
Great risk	65	47	45	45
Moderate risk	18	17	23	18
Slight risk	3	10	12	16
No risk	1	2	2	4
I don't know	13	23	17	18

Question HS G.32/MS G.25: 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?

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

Table G7.3***Parent Disapproval of ATOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	88	77	78	73
Wrong	9	14	13	9
A little wrong	2	6	6	13
Not at all wrong	1	3	2	5
Smoke tobacco				
Very wrong	93	84	86	73
Wrong	6	10	11	16
A little wrong	1	3	1	7
Not at all wrong	1	2	1	4
Use marijuana				
Very wrong	92	77	71	56
Wrong	5	13	18	9
A little wrong	2	6	7	24
Not at all wrong	1	4	4	11
Use prescription drugs not prescribed to you				
Very wrong	79	67	69	73
Wrong	10	9	16	18
A little bit wrong	2	5	4	0
Not at all wrong	2	3	1	2
I don't know	7	17	11	7
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	95	87	90	82
Wrong	4	9	8	7
A little wrong	1	2	1	5
Not at all wrong	1	3	1	5

Question HS G.20-23, 33/MS G.13-16, 26: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana... Use prescription drugs to get high or for reasons other than prescribed... How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table G7.4**Peer Disapproval of ATOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	65	52	46	46
Wrong	23	23	26	13
A little wrong	7	17	14	16
Not at all wrong	5	8	14	25
Smoke tobacco				
Very wrong	71	58	57	50
Wrong	21	25	25	23
A little wrong	4	11	11	5
Not at all wrong	3	5	7	21
Use marijuana				
Very wrong	69	47	34	33
Wrong	20	21	18	11
A little wrong	6	16	20	9
Not at all wrong	5	17	28	47
Use prescription drugs not prescribed to you				
Very wrong	52	45	43	52
Wrong	25	20	23	11
A little bit wrong	7	9	13	11
Not at all wrong	2	4	4	11
I don't know	14	22	17	16
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	74	58	53	57
Wrong	17	22	24	13
A little wrong	5	14	14	14
Not at all wrong	4	6	8	16

Question HS G.24-27, 34/MS G.17-20. 27: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana... Use prescription drugs to get high or for reasons other than prescribed... How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

Table G7.4***Peer Disapproval of ATOD Use - Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Drinking one or two drinks of alcohol nearly every day				
Neither approve nor disapprove	19	34	35	30
Somewhat disapprove	16	21	21	21
Strongly disapprove	65	45	44	48
Using marijuana				
Neither approve nor disapprove	20	42	54	52
Somewhat disapprove	13	20	21	21
Strongly disapprove	67	39	25	27
Using prescription drugs to get high				
Neither approve nor disapprove	17	32	32	32
Somewhat disapprove	10	19	22	16
Strongly disapprove	73	49	47	52

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

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

Table G7.5***Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	11	40	25	35
Yes	89	60	75	65

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

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

Military Connected School Module

1. Module Sample

Table J1.1

Student Sample for Military Connected School Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	434	471	413	79
Final number	386	396	321	56
Average Response Rate	89%	84%	78%	71%

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

2. Family Military Connections and Supports

Table J2.1

Family Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Do you have someone in your family who is currently in the military?				
No	51	55	61	78
Yes	43	38	36	20
Don't know	7	7	3	2
Do you have someone in your family who is in the military now or sometime in the last 10 years?				
No	39	45	46	63
Yes	48	41	48	29
Don't know	13	14	6	9
Who in your family is currently in the military? (You can mark more than one answer if you have more than one family member in the military.)[†]				
No one in my family is in the military	49	52	57	74
Father	24	20	17	8
Mother	7	7	4	2
Brother or sister	4	4	9	4
Grandparent or other relative	19	20	18	11
Don't know	8	10	4	8

Question Question HS/MS J.1, 2, 39: Do you have someone in your family (like a parent, grandparent, brother, sister) who is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?... Who in your family is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)? (You can mark more than one answer if you have more than one family member in the military.)... Do you have someone in your family (like a parent, grandparent, brother, sister) who is in the military now or sometime in the last 10 years?

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

Table J2.2***Family Support***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My family is very close and we support each other.				
Not at all true	4	7	6	11
A little true	18	15	18	27
Pretty much true	27	25	28	21
Very much true	49	52	48	39
Don't know	2	2	0	2
My family gets support from relatives and friends.				
Not at all true	5	8	9	9
A little true	15	17	20	20
Pretty much true	27	23	29	30
Very much true	48	51	39	36
Don't know	5	3	3	5
I feel supported by other families in my community.				
Not at all true	17	17	20	27
A little true	24	21	27	20
Pretty much true	20	26	21	16
Very much true	33	32	28	29
Don't know	6	4	4	9

Question HS/MS J.4-6: How true is each of these sentences about you and your family?... My family is very close and we support each other... My family gets support from relatives and friends... I feel supported by other families in my community.

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

Table J2.3
Military Support

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel that my family makes an important sacrifice for our country because we are in the military.				
No one in my family is in the military	52	57	55	67
Not true	4	5	5	4
A little true	8	9	11	5
Pretty much true	10	11	8	2
Very much true	22	14	15	15
Don't know	4	4	5	7
The military is doing many things to help my family.				
No one in my family is in the military	40	52	49	56
Not true	7	5	6	5
A little true	12	10	11	15
Pretty much true	14	12	13	5
Very much true	18	15	17	9
Don't know	9	6	4	9
I feel that other military families support me and my family.				
No one in my family is in the military	40	53	49	58
Not true	11	7	9	9
A little true	9	12	13	15
Pretty much true	11	9	11	2
Very much true	17	11	9	11
Don't know	11	7	8	5

Question HS/MS J.34-36: How true is each of these sentences?... I feel that my family makes an important sacrifice for our country because we are in the military... The military is doing many things to help my family... I feel that other military families support me and my family.

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

Table J2.4***Perceived Lack of Appreciation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Sometimes I feel that my teachers do not appreciate the sacrifices my family makes for our country because we are in the military.				
No one in my family is in the military	50	59	57	66
Not true	27	18	24	14
A little true	9	5	5	4
Pretty much true	3	1	2	0
Very much true	2	3	1	2
Don't know	9	14	12	14

Question HS/MS J.37: Sometimes I feel that my teachers do not appreciate the sacrifices my family makes for our country because we are in the military.

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

3. Perceived Personal Strengths

Table J3.1

Perceived Responsibilities

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel that I have more responsibilities at home than my friends.				
Not at all true	27	23	26	33
A little true	21	20	18	13
Pretty much true	15	17	17	15
Very much true	30	34	34	36
Don't know	8	6	5	4

Question HS/MS J.7: How true is each of these sentences about you and your family?... I feel that I have more responsibilities at home (like chores) than my friends.

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

Table J3.2

Perceived Internal Strengths

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I am more independent than many of my friends.				
Not at all true	14	11	10	7
A little true	28	24	21	15
Pretty much true	18	19	24	18
Very much true	27	39	39	51
Don't know	14	6	5	9
I know how to solve problems in my life better than most of my friends.				
Not at all true	13	8	8	7
A little true	23	20	25	18
Pretty much true	23	24	24	18
Very much true	29	40	37	48
Don't know	12	8	6	9

Question HS/MS J.9, 10: How true is each of these sentences about you and your family?... I am more independent than many of my friends... I know how to solve problems in my life better than most of my friends.

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

Table J3.3***Interest in Helping Others***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I am more interested in volunteering and helping others than are many of my friends.				
Not at all true	25	21	20	23
A little true	31	31	29	25
Pretty much true	17	21	20	25
Very much true	18	19	21	18
Don't know	9	9	10	9

Question HS/MS J.11: How true is each of these sentences about you and your family?... I am more interested in volunteering and helping others than are many of my friends.

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

4. School Connections and Peer Relationships

Table J4.1

School Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Adults in this school respect my family.				
Not at all true	11	10	10	7
A little true	15	17	15	7
Pretty much true	19	27	27	21
Very much true	24	22	21	38
Don't know	32	24	28	27
I have a hard time paying attention in school.				
Not at all true	33	27	22	30
A little true	36	41	43	27
Pretty much true	15	13	19	21
Very much true	14	17	15	20
Don't know	2	2	1	2
My parents help me with my school work.				
Not at all true	21	33	46	53
A little true	28	30	29	22
Pretty much true	22	18	15	15
Very much true	27	17	8	7
Don't know	1	3	1	4
My parents come to school to meet my teachers or to attend events.				
Not at all true	29	42	45	41
A little true	22	19	20	29
Pretty much true	18	17	18	9
Very much true	24	18	15	18
Don't know	6	4	2	4

Question HS/MS J.13-16: How true is each of these sentences about you and your family?... Adults in this school respect my family... I have a hard time paying attention in school... My parents help me with my school work... My parents come to school to meet my teachers or to attend events (like parent nights, sports events, plays, or concerts).

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

Table J4.2
Peer Difficulties

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Other students in school do not really understand my family life.				
Not at all true	23	19	24	18
A little true	21	24	24	16
Pretty much true	17	22	16	14
Very much true	27	23	23	32
Don't know	12	12	12	20
I have a hard time making friends because I have to change schools often.				
Not at all true	80	75	83	71
A little true	8	10	10	13
Pretty much true	4	6	3	9
Very much true	7	6	3	4
Don't know	2	3	1	4

Question HS/MS J.17, 18: How true is each of these sentences about you and your family?... Other students in school do not really understand my family life... I have a hard time making friends because I have to change schools often.

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

5. Emotional Competence

Table J5.1

Family Pride

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel proud of my family.				
Not at all true	3	4	4	13
A little true	9	10	16	18
Pretty much true	20	21	20	21
Very much true	65	61	59	45
Don't know	2	3	1	4

*Question HS/MS J.3: How true is each of these sentences about you and your family?... I feel proud of my family.
Note: Cells are empty if there are less than 10 respondents.*

Table J5.2

Positive Affect

Last 30 days, how often did you...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
feel full of energy?				
None of the time	6	11	10	5
A little of the time	14	22	23	27
Some of the time	28	31	38	32
Most of the time	34	23	21	21
All of the time	16	12	8	13
Don't know	2	3	1	2
feel happy?				
None of the time	3	6	5	2
A little of the time	14	15	14	20
Some of the time	24	23	30	32
Most of the time	38	34	41	27
All of the time	20	19	9	18
Don't know	1	2	1	2

*Question HS/MS J.19, 20: In the last 30 days, how often did you... feel full of energy?... feel happy?
Note: Cells are empty if there are less than 10 respondents.*

Table J5.2***Positive Affect – Continued***

Last 30 days, how often did you...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
feel proud?				
None of the time	11	12	9	11
A little of the time	17	18	19	9
Some of the time	25	31	35	41
Most of the time	25	20	21	16
All of the time	20	15	12	21
Don't know	2	3	3	2
feel good about life?				
None of the time	7	11	7	5
A little of the time	15	14	17	21
Some of the time	20	22	34	29
Most of the time	26	27	27	11
All of the time	31	22	14	30
Don't know	2	4	1	4
feel excited?				
None of the time	5	11	5	5
A little of the time	17	15	19	20
Some of the time	25	31	40	41
Most of the time	30	26	26	23
All of the time	22	14	7	9
Don't know	1	3	2	2
feel strong?				
None of the time	9	12	8	16
A little of the time	13	17	17	14
Some of the time	23	25	29	18
Most of the time	22	21	25	20
All of the time	31	19	18	30
Don't know	2	5	2	2

Question HS/MS J.23, 25, 28, 30: In the last 30 days, how often did you... feel proud?... feel good about life?... feel excited?... feel strong?

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

Table J5.3***Negative Affect***

Last 30 days, how often did you...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
feel like everything is hard to do?				
None of the time	17	14	12	18
A little of the time	35	31	29	20
Some of the time	27	25	30	20
Most of the time	13	18	18	23
All of the time	6	10	11	18
Don't know	1	2	2	2
feel like nothing makes you happy?				
None of the time	47	38	35	34
A little of the time	26	24	29	16
Some of the time	14	21	21	18
Most of the time	9	8	9	16
All of the time	3	7	4	13
Don't know	2	2	2	4
feel restless, cannot stay still in one place?				
None of the time	24	20	17	20
A little of the time	20	22	23	20
Some of the time	22	23	25	23
Most of the time	15	13	19	14
All of the time	16	16	14	18
Don't know	3	5	2	5

Question HS/MS J.21, 22, 24: In the last 30 days, how often did you... feel like everything is hard to do?... feel like nothing makes you happy?... feel restless, cannot stay still in one place?

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

Table J5.3***Negative Affect – Continued***

Last 30 days, how often did you...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
feel nervous?				
None of the time	11	13	9	29
A little of the time	32	19	29	20
Some of the time	28	32	30	32
Most of the time	16	18	19	9
All of the time	11	16	11	9
Don't know	2	3	2	2
feel that you do not have much hope?				
None of the time	45	39	39	23
A little of the time	17	22	20	29
Some of the time	16	18	21	23
Most of the time	9	9	10	14
All of the time	9	9	7	7
Don't know	3	3	3	4
feel like you are not important?				
None of the time	43	36	35	20
A little of the time	22	23	21	25
Some of the time	12	18	17	29
Most of the time	12	9	14	7
All of the time	9	11	10	18
Don't know	3	3	2	2

Question HS/MS J.26, 27, 29: In the last 30 days, how often did you... feel nervous?... feel that you do not have much hope?... feel like you are not important?

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

Table J5.4***Worry About a Family Member Deployed Outside USA***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No one in my family is in the military	51	57	58	65
Not true	10	11	12	9
A little true	8	8	8	4
Pretty much true	8	6	4	4
Very much true	16	9	11	9
Don't know	7	9	7	9

Question HS/MS J.38: How true is each of these sentences?... I worry about a family member who is serving in the military outside the USA.

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

6. Family Relocation and Deployment

Table J6.1

Family Relocation and Impact on Schooling

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In the last five years, how many times did you change your school because your family had to move?				
I did not change schools	51	53	66	36
Once	24	22	21	34
Twice	10	9	5	13
Three times	7	7	4	7
Four times	2	3	1	4
More than four times	3	1	2	4
Don't know	3	4	2	4
If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?				
I did not change schools	48	53	65	31
I did not have any problems.	28	21	14	33
I had minor problems.	9	10	13	20
I had serious problems when I changed schools.	1	1	4	5
Don't know	14	15	5	11

Question HS/MS J.31, 32: In the last five years, how many times did you change your school because your family had to move?... If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?

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

Table J6.2***Deployment of Family Members Outside USA, Last 10 Years***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	54	60	61	71
Once	9	8	11	5
Twice or more	28	22	21	15
Don't know	9	11	6	9

Question HS/MS J.33: As far as you can remember, how many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?

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

Table J6.3***Travel Experience***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have traveled a lot and have seen many interesting places.				
Not at all true	14	17	17	21
A little true	23	26	26	30
Pretty much true	18	17	16	16
Very much true	43	38	40	30
Don't know	2	2	1	2

Question HS/MS J.8: How true is each of these sentences about you and your family?... I have traveled a lot and have seen many interesting places.

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

7. Future Plans

Table J7.1

Desire to Join Military

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When I grow up, I would like to join the military.				
Not at all true	58	61	59	45
A little true	15	14	15	13
Pretty much true	6	6	6	14
Very much true	11	10	12	16
Don't know	10	9	8	13

Question HS/MS J.12: How true is each of these sentences about you and your family?... When I grow up, I would like to join the military (Army, Navy, Marines, Air Force, National Guard, or Reserves).

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

Appendix

2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Golden West Middle	89			
Travis Community Day				100
Travis Education Center				67
Travis Independent Study				
Vanden High		86	78	

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