

CALIFORNIA HEALTHY KIDS SURVEY

Disaggregated Report by
Military-Connected Students

Grade 7
2017-2018

Travis Unified



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

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Recommended citation:

Travis Unified School District. *California Healthy Kids Survey, 2017-18: Disaggregated Report by Military-Connected Student Status*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

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PREFACE

HYPERLINK FEATURE

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

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

Supplemental School Climate Module

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

Supplemental Social Emotional Health Module (SEHM)

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

SURVEY ADMINISTRATION AND SAMPLING

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics.

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

Changes Between Survey Administrations.

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

RESOURCES

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

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

NEXT STEPS

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

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

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

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

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

Compare Results with Other Data

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

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

Data Workshop

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

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

- A full report with all the survey results; and
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californiaS3.wested.org/resources/California_State_SCRC_1314.pdf).

District School Climate Report Card

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

Disaggregated Reports

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

Analyze Dataset

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

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Exhibit 1

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

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	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 for Core Module

	Mil. Grade 7	Non-Mil. Grade 7
<i>Student Sample Size</i>		
Final number	124	262

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Mil. %	Non-Mil. %	Table
School Engagement and Supports			
School connectedness [†]	23	22	A4.6
Academic motivation [†]	46	44	A4.6
Chronic truancy (twice a month or more often) [§]	1	1	A4.2
Caring adult relationships [‡]	28	25	A4.5
High expectations [‡]	41	39	A4.5
Meaningful participation [‡]	10	11	A4.5
Facilities upkeep	14	13	A4.13
School Safety and Substance Use			
School perceived as very safe or safe	63	63	A5.1
Experienced any harassment or bullying [§]	40	45	A5.2
Had mean rumors or lies spread about you [§]	37	39	A5.3
Been afraid of being beaten up [§]	20	21	A5.4
Been in a physical fight [§]	16	15	A5.4
Seen a weapon on campus [§]	9	16	A5.6
Been drunk or “high” on drugs at school, ever	0	1	A6.9
Mental and Physical Health			
Current alcohol or drug use [¶]	5	7	A6.5
Current binge drinking [¶]	0	1	A6.5
Very drunk or “high” 7 or more times	0	0	A6.7
Current cigarette smoking [¶]	0	1	A7.3
Current electronic cigarette use [¶]	1	2	A7.3
Experienced chronic sadness/hopelessness [§]	31	27	A8.4

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

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

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

[§]*Past 12 months.*

[¶]*Past 30 days.*

3. Demographics

Table A3.1

Gender of Sample

	Mil. %	Non-Mil. %
Male	52	49
Female	48	51

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

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

Table A3.2

Hispanic or Latino

	Mil. %	Non-Mil. %
No	82	70
Yes	18	30

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

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

Table A3.3

Race

	Mil. %	Non-Mil. %
American Indian or Alaska Native	1	4
Asian	4	13
Black or African American	7	9
Native Hawaiian or Pacific Islander	6	3
White	44	25
Mixed (two or more) races	39	45

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

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

Table A3.4
Living Situation

	Mil. %	Non-Mil. %
A home with one or more parent or guardian	95	91
Other relative's home	0	2
A home with more than one family	2	5
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	1	0
Other living arrangement	2	2

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

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

Table A3.5
Highest Education of Parents

	Mil. %	Non-Mil. %
Did not finish high school	0	3
Graduated from high school	10	10
Attended college but did not complete four-year degree	8	14
Graduated from college	58	52
Don't know	24	21

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

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

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

	Mil. %	Non-Mil. %
No	57	50
Yes	19	25
Don't know	24	26

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***

	Mil. %	Non-Mil. %
No	69	72
Yes	4	0
Don't know	27	28

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***

	Mil. %	Non-Mil. %
English	90	87
Spanish	3	7
Mandarin	0	0
Cantonese	0	0
Taiwanese	0	0
Tagalog	2	2
Vietnamese	0	0
Korean	0	0
Other	6	3

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**

	Mil. %	Non-Mil. %
How well do you...		
understand English?		
Very well	89	88
Well	11	11
Not well	0	0
Not at all	0	0
speak English?		
Very well	85	85
Well	15	14
Not well	1	2
Not at all	0	0
read English?		
Very well	85	82
Well	15	16
Not well	0	2
Not at all	0	0
write English?		
Very well	76	79
Well	22	20
Not well	2	1
Not at all	0	0
English Language Proficiency Status		
Proficient	82	82
Not proficient	18	18

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Mil. %	Non-Mil. %
How well do you...		
understand English?		
Very well	92	85
Well	8	12
Not well	0	3
Not at all	0	0
speak English?		
Very well	85	76
Well	15	24
Not well	0	0
Not at all	0	0
read English?		
Very well	85	73
Well	15	24
Not well	0	3
Not at all	0	0
write English?		
Very well	77	67
Well	23	30
Not well	0	3
Not at all	0	0
English Language Proficiency Status		
Proficient	77	73
Not proficient	23	27

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Mil. %	Non-Mil. %
0 days	69	72
1 day	7	5
2 days	15	13
3 days	2	1
4 days	3	2
5 days	4	7

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

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

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

	Mil. %	Non-Mil. %
No	0	100
Yes	100	0
Don't know	0	0

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

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

Table A3.13
Sexual Orientation

	Mil. %	Non-Mil. %
Straight (not gay)	74	79
Gay or Lesbian	1	1
Bisexual	6	6
I am not sure yet	8	8
Something else	4	1
Decline to respond	6	6

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

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

Table A3.14
Gender Identity

	Mil. %	Non-Mil. %
No, I am not transgender	92	95
Yes, I am transgender	2	0
I am not sure if I am transgender	4	3
Decline to respond	2	2

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

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Mil. %	Non-Mil. %
Mostly A's	24	22
A's and B's	45	39
Mostly B's	6	10
B's and C's	13	16
Mostly C's	2	6
C's and D's	8	6
Mostly D's	0	1
Mostly F's	2	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

	Mil. %	Non-Mil. %
0 times	79	85
1-2 times	14	10
A few times	6	3
Once a month	0	0
Twice a month	0	0
Once a week	0	0
More than once a week	1	1

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

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

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

	Mil. %	Non-Mil. %
I did not miss any days of school in the past 30 days	63	65
1 day	20	15
2 days	6	11
3 or more days	10	9

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

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

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

	Mil. %	Non-Mil. %
Does not apply; I didn't miss any school	59	63
Illness (feeling physically sick), including problems with breathing or your teeth	22	24
Were being bullied or mistreated at school	0	1
Felt very sad, hopeless, anxious, stressed, or angry	7	3
Didn't get enough sleep	6	3
Didn't feel safe at school or going to and from school	0	1
Had to take care of or help a family member or friend	6	2
Wanted to spend time with friends	0	0
Use alcohol or drugs	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	0	2
Were bored or uninterested in school	0	1
Had no transportation to school	1	0
Other reason	18	14

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

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

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

	Mil. %	Non-Mil. %	Table
Total school supports			
<i>Average Reporting “Very much true”</i>	26	25	
High	28	26	
Moderate	52	54	
Low	19	19	
Caring adults in school			
<i>Average Reporting “Very much true”</i>	28	25	A4.7
High	35	30	
Moderate	49	56	
Low	15	14	
High expectations-adults in school			
<i>Average Reporting “Very much true”</i>	41	39	A4.8
High	46	49	
Moderate	47	43	
Low	7	8	
Meaningful participation at school			
<i>Average Reporting “Very much true”</i>	10	11	A4.9
High	6	7	
Moderate	35	34	
Low	58	58	

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

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

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

	Mil. %	Non-Mil. %	Table
School Connectedness			
<i>Average Reporting “Strongly agree”</i>	23	22	A4.10
High	55	56	
Moderate	38	37	
Low	7	7	
Academic Motivation			
<i>Average Reporting “Strongly agree”</i>	46	44	A4.11
High	44	44	
Moderate	41	42	
Low	15	15	
Parent Involvement in School			
<i>Average Reporting “Strongly agree”</i>	19	21	A4.12
High	40	42	
Moderate	53	48	
Low	6	10	

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

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

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

	Mil. %	Non-Mil. %
Caring adults in school		
<i>Average Reporting “Very much true”</i>	28	25
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>		
Not at all true	10	17
A little true	44	30
Pretty much true	23	35
Very much true	23	18
<i>who notices when I’m not there.</i>		
Not at all true	14	15
A little true	31	27
Pretty much true	26	32
Very much true	29	25
<i>who listens to me when I have something to say.</i>		
Not at all true	10	8
A little true	25	23
Pretty much true	30	36
Very much true	35	33

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

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

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

	Mil. %	Non-Mil. %
High expectations-adults in school		
<i>Average Reporting “Very much true”</i>	41	39
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>		
Not at all true	13	9
A little true	28	25
Pretty much true	31	39
Very much true	28	27
<i>who always wants me to do my best.</i>		
Not at all true	6	2
A little true	16	13
Pretty much true	27	33
Very much true	50	52
<i>who believes that I will be a success.</i>		
Not at all true	7	9
A little true	24	21
Pretty much true	24	32
Very much true	45	38

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

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

Table A4.9
Meaningful Participation Scale Questions

	Mil. %	Non-Mil. %
Meaningful participation at school		
<i>Average Reporting “Very much true”</i>	10	11
At school...		
I do interesting activities.		
Not at all true	20	20
A little true	28	30
Pretty much true	34	30
Very much true	18	20
I help decide things like class activities or rules.		
Not at all true	63	52
A little true	19	28
Pretty much true	15	13
Very much true	4	6
I do things that make a difference.		
Not at all true	30	31
A little true	34	41
Pretty much true	21	15
Very much true	15	13
I have a say in how things work.		
Not at all true	51	48
A little true	24	28
Pretty much true	16	15
Very much true	9	9
I help decide school activities or rules.		
Not at all true	76	77
A little true	15	12
Pretty much true	4	6
Very much true	4	5

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

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

Table A4.10
School Connectedness Scale Questions

	Mil. %	Non-Mil. %
School Connectedness		
<i>Average Reporting “Strongly agree”</i>	23	22
I feel close to people at this school.		
Strongly disagree	4	2
Disagree	11	6
Neither disagree nor agree	31	34
Agree	37	45
Strongly agree	17	14
I am happy to be at this school.		
Strongly disagree	5	5
Disagree	7	6
Neither disagree nor agree	16	21
Agree	48	44
Strongly agree	23	25
I feel like I am part of this school.		
Strongly disagree	6	3
Disagree	7	11
Neither disagree nor agree	26	23
Agree	39	42
Strongly agree	22	20
The teachers at this school treat students fairly.		
Strongly disagree	5	5
Disagree	6	4
Neither disagree nor agree	21	20
Agree	37	50
Strongly agree	31	21
I feel safe in my school.		
Strongly disagree	2	3
Disagree	8	4
Neither disagree nor agree	25	25
Agree	43	38
Strongly agree	22	29

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

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

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

	Mil. %	Non-Mil. %
Academic Motivation		
<i>Average Reporting “Strongly agree”</i>	46	44
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	2	2
Disagree	0	1
Neither disagree nor agree	11	10
Agree	27	32
Strongly agree	60	56
I try hard at school because I am interested in my work.		
Strongly disagree	2	2
Disagree	9	14
Neither disagree nor agree	32	28
Agree	27	31
Strongly agree	29	25
I work hard to try to understand new things at school.		
Strongly disagree	4	2
Disagree	4	3
Neither disagree nor agree	11	18
Agree	40	41
Strongly agree	40	37
I am always trying to do better in my schoolwork.		
Strongly disagree	2	1
Disagree	2	2
Neither disagree nor agree	8	9
Agree	32	32
Strongly agree	56	56

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

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

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

	Mil. %	Non-Mil. %
Parent Involvement in School		
<i>Average Reporting “Strongly agree”</i>	19	21
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	3	3
Disagree	6	5
Neither disagree nor agree	27	29
Agree	41	38
Strongly agree	23	26
Parents feel welcome to participate at this school.		
Strongly disagree	2	2
Disagree	2	5
Neither disagree nor agree	44	39
Agree	36	39
Strongly agree	17	15
School staff takes parent concerns seriously.		
Strongly disagree	2	3
Disagree	5	8
Neither disagree nor agree	39	34
Agree	37	34
Strongly agree	16	21

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

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

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

	Mil. %	Non-Mil. %
My school is usually clean and tidy.		
Strongly disagree	6	4
Disagree	14	13
Neither disagree nor agree	24	28
Agree	42	42
Strongly agree	14	13

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Mil. %	Non-Mil. %
Very safe	22	19
Safe	41	44
Neither safe nor unsafe	29	32
Unsafe	7	3
Very unsafe	2	2

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

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

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

	Mil. %	Non-Mil. %
Race, ethnicity, or national origin		
0 times	86	77
1 time	8	11
2 or more times	6	12
Religion		
0 times	97	94
1 time	2	3
2 or more times	2	2
Gender (being male or female)		
0 times	90	90
1 time	4	4
2 or more times	6	5
Because you are gay or lesbian or someone thought you were		
0 times	82	87
1 time	11	7
2 or more times	7	6
A physical or mental disability		
0 times	95	96
1 time	2	2
2 or more times	2	2
You are an immigrant or someone thought you were		
0 times	97	95
1 time	1	3
2 or more times	2	2
Any of the above six reasons	30	35

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

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

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

	Mil. %	Non-Mil. %
Any other reason		
0 times	70	65
1 time	8	13
2 or more times	22	22
Any harassment	40	45

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

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

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

	Mil. %	Non-Mil. %
<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	63	61
1 time	20	18
2 to 3 times	8	11
4 or more times	9	10
had sexual jokes, comments, or gestures made to you?		
0 times	66	67
1 time	11	12
2 to 3 times	7	5
4 or more times	16	15
been made fun of because of your looks or the way you talk?		
0 times	63	58
1 time	14	19
2 to 3 times	13	9
4 or more times	10	15
been made fun of, insulted, or called names?		
0 times	55	54
1 time	18	15
2 to 3 times	9	12
4 or more times	18	20

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

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

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

	Mil. %	Non-Mil. %
<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	74
1 time	19	10
2 to 3 times	9	8
4 or more times	10	8
been afraid of being beaten up?		
0 times	80	79
1 time	11	12
2 to 3 times	5	5
4 or more times	3	5
been threatened with harm or injury?		
0 times	88	87
1 time	6	7
2 to 3 times	5	3
4 or more times	2	3
been in a physical fight?		
0 times	84	85
1 time	14	11
2 to 3 times	2	3
4 or more times	1	1
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	99	95
1 time	1	5
2 to 3 times	0	1
4 or more times	0	0
been offered, sold, or given an illegal drug?		
0 times	99	93
1 time	1	4
2 to 3 times	0	2
4 or more times	0	1

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

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

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

	Mil. %	Non-Mil. %
Had your property stolen or deliberately damaged		
0 times	84	79
1 time	9	13
2 to 3 times	5	6
4 or more times	2	2
Damaged school property on purpose		
0 times	94	95
1 time	5	4
2 to 3 times	0	1
4 or more times	1	0

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

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

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

	Mil. %	Non-Mil. %
Carried a gun		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Carried any other weapon (such as a knife or club)		
0 times	98	97
1 time	0	3
2 to 3 times	0	0
4 or more times	2	0
Seen someone carrying a gun, knife, or other weapon		
0 times	91	84
1 time	6	10
2 to 3 times	2	4
4 or more times	2	1

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Mil. %	Non-Mil. %	Table
Lifetime illicit AOD use to get “high” [†]	13	13	A6.2
Lifetime alcohol or drugs (any use)	13	13	A6.2
Lifetime very drunk or high (7 or more times)	0	0	A6.7
Lifetime drinking and driving involvement	33	34	A6.10
Current alcohol or drugs	5	7	A6.5
Current heavy drug uses	0	1	A6.5
Current heavy alcohol use (binge drinking)	0	1	A6.5
Current alcohol or drug use on school property	2	1	A6.8
Harmfulness of occasional marijuana use [‡]	42	44	A6.11
Difficulty of obtaining marijuana [§]	30	23	A6.12

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

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

[‡]*Great harm.*

[§]*Very difficult.*

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

	Mil. %	Non-Mil. %
Alcohol	11	8
Marijuana	2	5
Inhalants	4	3
Any other drug, pill, or medicine to get “high”	0	2
<i>Any of the above AOD use</i>	13	13
<i>Any illicit AOD use to get “high”[†]</i>	13	13

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

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

Table A6.3
Lifetime AOD Use

	Mil. %	Non-Mil. %
Alcohol (one full drink)		
0 times	89	92
1 time	9	4
2 to 3 times	2	3
4 or more times	0	1
Marijuana (smoke, vape, eat, or drink)		
0 times	98	95
1 time	1	2
2 to 3 times	1	2
4 or more times	0	1
Inhalants		
0 times	96	97
1 time	3	2
2 to 3 times	1	1
4 or more times	0	0
Any other drug, pill, or medicine to get “high” or for other than medical reasons		
0 times	100	98
1 time	0	0
2 to 3 times	0	1
4 or more times	0	1

Question HS A.49-51, 60/MS A.50-52, 54: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... 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 A6.4***Lifetime Marijuana Consumption***

	Mil. %	Non-Mil. %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>		
Smoke it?		
0 times	98	95
1 time	1	3
2 to 3 times	0	1
4 or more times	1	1
In an electronic or e-cigarette or other vaping device?		
0 times	98	95
1 time	0	3
2 to 3 times	1	1
4 or more times	1	0
Eat or drink it in products made with marijuana?		
0 times	100	97
1 time	0	2
2 to 3 times	0	0
4 or more times	0	0

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

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

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

	Mil. %	Non-Mil. %
Alcohol (one or more drinks of alcohol)	4	6
Binge drinking (5 or more drinks in a row)	0	1
Marijuana (smoke, vape, eat, or drink)	0	2
Inhalants	1	0
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	2
<i>Any drug use</i>	1	4
<i>Heavy drug use</i>	0	1
<i>Any AOD Use</i>	5	7

Question HS A.70-73, 75/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get “high”)... any other drug, pill, or medicine to get “high” or for reasons other than medical?

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”).

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

	Mil. %	Non-Mil. %
Alcohol (one or more drinks)		
0 days	96	94
1 or 2 days	4	5
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	100	99
1 or 2 days	0	1
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	100	98
1 or 2 days	0	2
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0

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

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

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

	Mil. %	Non-Mil. %
Very drunk or sick after drinking alcohol		
0 times	100	97
1 to 2 times	0	2
3 to 6 times	0	0
7 or more times	0	0
“High” (loaded, stoned, or wasted) from using drugs		
0 times	98	97
1 to 2 times	2	2
3 to 6 times	0	1
7 or more times	0	0
<i>Very drunk or “high” 7 or more times</i>	0	0

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

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

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

	Mil. %	Non-Mil. %
Alcohol		
0 days	98	100
1 to 2 days	2	0
3 or more days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	100	100
1 to 2 days	0	0
3 or more days	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical?		
0 days	100	99
1 to 2 days	0	1
3 or more days	0	0
<i>Any of the above</i>	2	1

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

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

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

	Mil. %	Non-Mil. %
0 times	100	99
1 to 2 times	0	0
3 to 6 times	0	0
7 or more times	0	0

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

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

Table A6.10***Drinking While Driving, Lifetime***

	Mil. %	Non-Mil. %
Have ridden in a car driven by someone who had been using alcohol or drugs		
Never	67	66
1 time	10	10
2 times	9	6
3 to 6 times	5	8
7 or more times	10	10

Question MS A.87: In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

Table A6.11***Perceived Harm of AOD Use***

	Mil. %	Non-Mil. %
Alcohol - drink occasionally		
Great	22	26
Moderate	35	31
Slight	27	25
None	16	18
Alcohol - 5 or more drinks once or twice a week		
Great	52	53
Moderate	27	23
Slight	9	8
None	13	16
Marijuana - use occasionally		
Great	42	44
Moderate	32	27
Slight	10	13
None	15	16
Marijuana - use daily		
Great	76	71
Moderate	6	8
Slight	5	4
None	13	16

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

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

Table A6.12***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Mil. %	Non-Mil. %
Alcohol		
Very difficult	16	17
Fairly difficult	16	13
Fairly easy	15	23
Very easy	11	13
Don't know	41	34
Marijuana		
Very difficult	30	23
Fairly difficult	17	14
Fairly easy	5	15
Very easy	7	9
Don't know	41	39

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Mil. %	Non-Mil. %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	0	1	A7.2
Current cigarette smoking [†]	0	1	A7.3
Current cigarette smoking at school [†]	0	0	A7.4
Ever tried smokeless tobacco	1	1	A7.2
Current smokeless tobacco use [†]	0	0	A7.3
Current smokeless tobacco use at school [†]	0	0	A7.4
Ever used electronic cigarettes	4	9	A7.2
Current use of electronic cigarettes [†]	1	2	A7.3
Current use of electronic cigarettes at school [†]	0	0	A7.4
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking [‡]	28	33	A7.5
Harmfulness of smoking 1 or more packs/day [‡]	64	69	A7.5
Difficulty of obtaining cigarettes [§]	15	19	A7.7

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

[†]*Past 30 days.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A7.2
Lifetime Tobacco Use

	Mil. %	Non-Mil. %
A cigarette, even one or two puffs		
0 times	98	96
1 time	2	3
2 to 3 times	0	0
4 or more times	0	0
A whole cigarette		
0 times	100	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Smokeless tobacco		
0 times	99	99
1 time	0	1
2 to 3 times	0	0
4 or more times	1	0
An electronic cigarette or other vaping device		
0 times	96	91
1 time	1	5
2 to 3 times	2	3
4 or more times	2	1

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

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

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

	Mil. %	Non-Mil. %
Cigarettes		
Any	0	1
Daily (20 or more days)	0	0
Smokeless tobacco		
Any	0	0
Daily (20 or more days)	0	0
Electronic cigarettes or other vaping device		
Any	1	2
Daily (20 or more days)	0	0

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

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

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

	Mil. %	Non-Mil. %
Cigarettes		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Smokeless tobacco		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Electronic cigarettes or other vaping device		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0

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

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

Table A7.5***Perceived Harm of Cigarette Smoking***

	Mil. %	Non-Mil. %
Smoke cigarettes occasionally		
Great	28	33
Moderate	37	37
Slight	21	15
None	14	15
Smoke 1 or more packs of cigarettes each day		
Great	64	69
Moderate	17	12
Slight	5	3
None	14	16

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

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

Table A7.6***Perceived Harm of E-Cigarette Use Compared to Smoking***

	Mil. %	Non-Mil. %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes		
Great	26	29
Moderate	37	36
Slight	22	19
None	15	16
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes		
Great	50	48
Moderate	27	28
Slight	10	8
None	13	16

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

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

Table A7.7***Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Mil. %	Non-Mil. %
Cigarettes		
Very difficult	15	19
Fairly difficult	19	16
Fairly easy	16	21
Very easy	4	8
Don't know	46	36
E-Cigarettes or vaping device		
Very difficult	16	15
Fairly difficult	21	19
Fairly easy	15	20
Very easy	4	10
Don't know	44	36

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Mil. %	Non-Mil. %
0 times (never)	77	71
1 time	15	12
2 to 3 times	4	10
4 or more times	5	7

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

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

Table A8.2

Alone After School

	Mil. %	Non-Mil. %
Never	40	41
1 day	18	18
2 days	14	10
3 days	4	9
4 days	4	6
5 days	21	16

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

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

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

	Mil. %	Non-Mil. %
No	22	34
Yes	78	66

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

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

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

	Mil. %	Non-Mil. %
No	69	73
Yes	31	27

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

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

Table A8.5***Gang Involvement***

	Mil. %	Non-Mil. %
No	96	96
Yes	4	4

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

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity

Percent of Students (%)	Mil.						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	31					27	26
Caring adults in school [‡]	33					31	26
High expectations-adults in school [‡]	45					41	42
Meaningful participation at school [‡]	13					9	11
<i>School Connectedness</i> [†]	22					24	24
<i>Academic Motivation</i> [†]	45					49	43
<i>Parent Involvement in School</i> [†]	20					17	23

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

Table A9.2

School Supports and Engagement by Race/Ethnicity

Percent of Students (%)	Non-Mil.						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	23	20	27	27		25	24
Caring adults in school [‡]	24	13	28	26		25	24
High expectations-adults in school [‡]	38	37	44	40		39	36
Meaningful participation at school [‡]	9	10	8	15		11	10
<i>School Connectedness</i> [†]	21	16	23	29		26	18
<i>Academic Motivation</i> [†]	41	43	57	50		39	39
<i>Parent Involvement in School</i> [†]	21	13	19	33		20	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. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.3***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Mil. %	Non-Mil. %
Hispanic or Latino	57	60
American Indian or Alaska Native		80
Asian		65
Black or African American		75
Native Hawaiian or Pacific Islander		
White	57	62
Mixed (two or more) races	67	59

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

Table A9.4***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Mil. %	Non-Mil. %
Hispanic or Latino	27	36
American Indian or Alaska Native		60
Asian		29
Black or African American		25
Native Hawaiian or Pacific Islander		
White	35	33
Mixed (two or more) races	23	38

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

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

Table A9.5***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Mil. %	Non-Mil. %
Hispanic or Latino	36	49
American Indian or Alaska Native		60
Asian		44
Black or African American		33
Native Hawaiian or Pacific Islander		
White	52	41
Mixed (two or more) races	31	51

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

Table A9.6***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Mil. %	Non-Mil. %
Hispanic or Latino	0	0
American Indian or Alaska Native		0
Asian		0
Black or African American		0
Native Hawaiian or Pacific Islander		
White	2	0
Mixed (two or more) races	2	0

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

Table A9.7***Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Mil. %	Non-Mil. %
Hispanic or Latino	0	1
American Indian or Alaska Native		0
Asian		0
Black or African American		0
Native Hawaiian or Pacific Islander		
White	0	0
Mixed (two or more) races	0	2

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

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

	Mil. %	Non-Mil. %
Hispanic or Latino	0	6
American Indian or Alaska Native		10
Asian		0
Black or African American		4
Native Hawaiian or Pacific Islander		
White	4	8
Mixed (two or more) races	6	6

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

Table A9.9***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Mil. %	Non-Mil. %
Hispanic or Latino	0	4
American Indian or Alaska Native		0
Asian		0
Black or African American		4
Native Hawaiian or Pacific Islander		
White	0	0
Mixed (two or more) races	0	3

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

Table A9.10***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Mil. %	Non-Mil. %
Hispanic or Latino	41	28
American Indian or Alaska Native		0
Asian		29
Black or African American		33
Native Hawaiian or Pacific Islander		
White	33	17
Mixed (two or more) races	27	34

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Mil.		Non-Mil.	
	Female %	Male %	Female %	Male %
<i>School Environment</i>				
Total school supports [‡]	28	25	25	25
Caring adults in school [‡]	31	26	25	26
High expectations-adults in school [‡]	40	41	39	40
Meaningful participation at school [‡]	11	9	10	11
<i>School Connectedness</i> [†]	23	24	22	22
<i>Academic Motivation</i> [†]	49	46	48	40
<i>Parent Involvement in School</i> [†]	17	21	19	23

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

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

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

Table A10.2

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

	Mil.		Non-Mil.	
	Female %	Male %	Female %	Male %
Perceived Safety at School				
Feel safe or very safe at school	54	70	63	63
Harassment/Bullying at School				
<i>During the past 12 month at school, have you been...</i>				
harassed/bullied for any of the six reasons	29	30	40	31
harassed/bullied for any reasons	40	41	50	41
Current ATOD Use				
<i>During the past 30 days, did you...</i>				
have at least one drink of alcohol at school	0	3	1	0
smoke cigarettes	0	0	1	0
have at least one drink of alcohol	3	3	5	6
use marijuana	0	0	3	1
Mental Health				
Chronic sad or hopeless feelings, past 12 months	43	19	34	20

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Mil. Grade 7	Non-Mil. Grade 7
<i>Student Sample Size</i>		
Final number	122	252

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Mil. %	Non-Mil. %	Table
Alcohol and Marijuana Consumption Patterns			
Usually drank until felt it a lot	0	0	B3.3
Strong Personal Disapproval of AOD Use			
Having one or two drinks of any alcoholic beverage nearly every day	74	70	B7.1
Trying marijuana once or twice	71	59	B7.1
Using marijuana once a month or more	83	69	B7.1

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

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Mil. %	Non-Mil. %
Alcohol (one full drink)		
Never	84	80
10 or under	7	8
11-12 years old	10	9
13-14 years old	0	1
15-16 years old	0	0
17 years or older	0	1
Marijuana (smoke, eat, or drink)		
Never	99	95
10 or under	0	0
11-12 years old	1	4
13-14 years old	0	0
15-16 years old	0	0
17 years or older	0	0
Any other illegal drug or pill to get “high”		
Never	100	98
10 or under	0	0
11-12 years old	0	1
13-14 years old	0	0
15-16 years old	0	0
17 years or older	0	0

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

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

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

	Mil. %	Non-Mil. %
Smoked part or all of a cigarette		
Never	98	95
10 or under	0	1
11-12 years old	2	3
13-14 years old	0	0
15-16 years old	0	0
17 years or older	0	0
Electronic cigarette		
Never	97	90
10 or under	2	1
11-12 years old	2	8
13-14 years old	0	0
15-16 years old	0	0
17 years or older	0	0

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

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

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

	Mil. %	Non-Mil. %
I don't drink alcohol	96	94
Just enough to feel it a little	4	6
Enough to feel it moderately	0	0
Until I feel it a lot or get really drunk	0	0

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

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

Table B3.4***E-Cigarette Consumption***

	Mil. %	Non-Mil. %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)		
I've never used an e-cigarette or vaping device	98	93
Nicotine or tobacco substitute	1	2
Marijuana or THC	1	2
Amphetamines, cocaine, or heroin	1	1
Alcohol	1	2
A flavored product without nicotine, alcohol, or other drug	2	5
Any other product or substance	1	2

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

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Mil. %	Non-Mil. %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	91	85
To experiment (try using)	3	6
To get high	0	3
To have a good time with friends	1	1
To fit in with a group you like	1	0
Because of boredom	0	4
To relax	0	2
To get away from problems	1	2
Because of anger or frustration	0	2
To get through the day	0	1
Because it made you feel better	0	1
To seek deeper insights and understanding	0	1
None of the above	11	12

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

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

5. Supports to Reduce AOD Use

Table B5.1

Talked with Parent About AOD Use

	Mil. %	Non-Mil. %
No	48	47
Yes	52	53

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Mil. %	Non-Mil. %
At school	2	3
At parties	6	14
At concerts or other social events	2	4
At their own home	7	19
From adults at friends' homes	4	11
From friends or another teenager	9	20
Get adults to buy it for them	4	6
Buy it themselves from a store	6	5
At bars, clubs, or gambling casinos	2	2
Other	3	9
Don't know	88	76

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

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

Table B6.2
Sources for Obtaining Marijuana

	Mil. %	Non-Mil. %
At school	3	4
At parties	3	11
At concerts or other social events	2	4
At their own home	5	11
From an adult acquaintance	4	8
From friends or another teenager	11	20
Buy it at a marijuana dispensary	4	4
At bars or clubs	2	2
Other	4	8
Don't know	87	78

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Mil. %	Non-Mil. %
Having one or two drinks of any alcoholic beverage nearly every day		
Neither approve nor disapprove	16	17
Somewhat disapprove	10	13
Strongly disapprove	74	70
Trying marijuana once or twice		
Neither approve nor disapprove	16	23
Somewhat disapprove	13	17
Strongly disapprove	71	59
Using marijuana once a month or more regularly		
Neither approve nor disapprove	12	16
Somewhat disapprove	6	15
Strongly disapprove	83	69

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

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

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

	Mil. %	Non-Mil. %
Take one or two drinks of alcohol nearly every day		
Very wrong	91	87
Wrong	7	9
A little wrong	1	3
Not at all wrong	1	2
Smoke tobacco		
Very wrong	95	93
Wrong	4	5
A little wrong	0	2
Not at all wrong	1	0
Use marijuana		
Very wrong	95	91
Wrong	4	4
A little wrong	0	3
Not at all wrong	1	1
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	95	92
Wrong	3	5
A little wrong	0	2
Not at all wrong	2	1

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

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

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

	Mil. %	Non-Mil. %
Take one or two drinks of alcohol nearly every day		
Very wrong	68	70
Wrong	20	20
A little wrong	11	6
Not at all wrong	1	3
Smoke tobacco		
Very wrong	74	70
Wrong	20	20
A little wrong	5	6
Not at all wrong	1	4
Use marijuana		
Very wrong	75	70
Wrong	16	15
A little wrong	8	9
Not at all wrong	2	6
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	76	73
Wrong	16	16
A little wrong	7	8
Not at all wrong	2	3

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

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

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

	Mil. %	Non-Mil. %
No	15	14
Yes	85	86

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

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

8. School Suspension

Table B8.1

Suspension from School, Past 12 Month

	Mil. %	Non-Mil. %
No	96	93
Yes	4	7

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

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

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Mil. Grade 7	Non-Mil. Grade 7
<i>Student Sample Size</i>		
Final number	120	246

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Mil. %	Non-Mil. %
No	98	96
Yes	2	4

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

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Mil. %	Non-Mil. %
Very wrong	88	86
Wrong	9	11
A little wrong	3	2
Not at all wrong	0	1

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

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Mil. %	Non-Mil. %
Very wrong	58	59
Wrong	31	30
A little wrong	8	8
Not at all wrong	3	3

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

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Mil. %	Non-Mil. %
Smoke marijuana once or twice a week		
Great risk	62	50
Moderate risk	24	37
Slight risk	9	11
No risk	5	2
Use prescription drugs that are not prescribed to them		
Great risk	65	64
Moderate risk	25	30
Slight risk	8	6
No risk	1	1

Question HS/MS G.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

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

Military Connected School Module

1. Module Sample

Table J1.1

Student Sample for Military Connected School Module

	Mil. Grade 7	Non-Mil. Grade 7
<i>Student Sample Size</i>		
Final number	123	261

2. Family Military Connections and Supports

Table J2.1

Family Military Connections

	Mil. %	Non-Mil. %
Do you have someone in your family who is currently in the military?		
No	3	76
Yes	97	14
Don't know	0	10
Do you have someone in your family who is in the military now or sometime in the last 10 years?		
No	4	56
Yes	91	29
Don't know	5	14
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	2	72
Father	84	1
Mother	20	0
Brother or sister	2	3
Grandparent or other relative	21	18
Don't know	2	9

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

	Mil. %	Non-Mil. %
My family is very close and we support each other.		
Not at all true	2	2
A little true	14	13
Pretty much true	19	21
Very much true	62	62
Don't know	2	2
My family gets support from relatives and friends.		
Not at all true	5	3
A little true	9	12
Pretty much true	29	26
Very much true	56	54
Don't know	2	5
I feel supported by other families in my community.		
Not at all true	19	14
A little true	21	23
Pretty much true	23	23
Very much true	30	34
Don't know	7	6

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***

	Mil. %	Non-Mil. %
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	4	74
Not true	5	4
A little true	13	10
Pretty much true	27	1
Very much true	48	6
Don't know	3	6
The military is doing many things to help my family.		
No one in my family is in the military	4	56
Not true	1	5
A little true	19	7
Pretty much true	31	10
Very much true	38	13
Don't know	7	10
I feel that other military families support me and my family.		
No one in my family is in the military	3	54
Not true	4	6
A little true	21	13
Pretty much true	28	7
Very much true	31	9
Don't know	12	11

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***

	Mil. %	Non-Mil. %
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	3	76
Not true	58	12
A little true	13	4
Pretty much true	5	0
Very much true	4	0
Don't know	17	8

Question HS/MS J.37: How true is each of these sentences?... 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

	Mil. %	Non-Mil. %
I feel that I have more responsibilities at home than my friends.		
Not at all true	20	25
A little true	16	18
Pretty much true	18	19
Very much true	39	31
Don't know	7	7

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

	Mil. %	Non-Mil. %
I am more independent than many of my friends.		
Not at all true	12	11
A little true	19	23
Pretty much true	19	23
Very much true	34	29
Don't know	16	14
I know how to solve problems in my life better than most of my friends.		
Not at all true	11	7
A little true	21	24
Pretty much true	30	23
Very much true	24	33
Don't know	14	12

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***

	Mil. %	Non-Mil. %
I am more interested in volunteering and helping others than are many of my friends.		
Not at all true	21	18
A little true	31	30
Pretty much true	19	19
Very much true	14	16
Don't know	14	17

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

	Mil. %	Non-Mil. %
Adults in this school respect my family.		
Not at all true	3	6
A little true	12	12
Pretty much true	24	31
Very much true	26	22
Don't know	36	28
I have a hard time paying attention in school.		
Not at all true	43	40
A little true	35	41
Pretty much true	8	9
Very much true	10	9
Don't know	4	2
My parents help me with my school work.		
Not at all true	21	18
A little true	27	31
Pretty much true	16	18
Very much true	36	31
Don't know	1	2
My parents come to school to meet my teachers or to attend events.		
Not at all true	25	29
A little true	22	29
Pretty much true	21	14
Very much true	25	22
Don't know	7	6

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

	Mil. %	Non-Mil. %
Other students in school do not really understand my family life.		
Not at all true	24	21
A little true	22	17
Pretty much true	17	18
Very much true	19	23
Don't know	18	20
I have a hard time making friends because I have to change schools often.		
Not at all true	57	90
A little true	21	7
Pretty much true	12	2
Very much true	7	1
Don't know	2	1

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

	Mil. %	Non-Mil. %
I feel proud of my family.		
Not at all true	2	2
A little true	6	8
Pretty much true	22	16
Very much true	67	71
Don't know	3	3

*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...	Mil. %	Non-Mil. %
feel full of energy?		
None of the time	2	3
A little of the time	14	11
Some of the time	26	32
Most of the time	37	37
All of the time	18	16
Don't know	2	2
feel happy?		
None of the time	3	2
A little of the time	13	11
Some of the time	17	21
Most of the time	41	43
All of the time	24	23
Don't know	2	1

*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...	Mil. %	Non-Mil. %
feel proud?		
None of the time	7	4
A little of the time	12	20
Some of the time	22	25
Most of the time	29	25
All of the time	28	24
Don't know	2	2
feel good about life?		
None of the time	11	5
A little of the time	15	12
Some of the time	10	14
Most of the time	25	29
All of the time	40	39
Don't know	0	1
feel excited?		
None of the time	2	4
A little of the time	14	16
Some of the time	30	30
Most of the time	25	27
All of the time	25	23
Don't know	4	1
feel strong?		
None of the time	10	5
A little of the time	11	13
Some of the time	17	28
Most of the time	23	20
All of the time	37	31
Don't know	2	3

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...	Mil. %	Non-Mil. %
feel like everything is hard to do?		
None of the time	22	19
A little of the time	35	38
Some of the time	26	26
Most of the time	12	11
All of the time	4	5
Don't know	2	1
feel like nothing makes you happy?		
None of the time	59	55
A little of the time	21	21
Some of the time	9	11
Most of the time	5	6
All of the time	4	4
Don't know	2	2
feel restless, cannot stay still in one place?		
None of the time	23	25
A little of the time	28	24
Some of the time	17	21
Most of the time	9	13
All of the time	20	13
Don't know	4	3

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...	Mil. %	Non-Mil. %
feel nervous?		
None of the time	14	11
A little of the time	28	32
Some of the time	36	30
Most of the time	11	17
All of the time	11	9
Don't know	1	0
feel that you do not have much hope?		
None of the time	51	56
A little of the time	24	19
Some of the time	10	15
Most of the time	8	5
All of the time	5	3
Don't know	1	3
feel like you are not important?		
None of the time	50	49
A little of the time	12	22
Some of the time	16	14
Most of the time	8	5
All of the time	12	9
Don't know	2	1

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***

	Mil. %	Non-Mil. %
No one in my family is in the military	3	75
Not true	28	6
A little true	17	4
Pretty much true	11	2
Very much true	30	7
Don't know	13	5

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

	Mil. %	Non-Mil. %
In the last five years, how many times did you change your school because your family had to move?		
I did not change schools	22	53
Once	34	27
Twice	16	9
Three times	10	4
Four times	7	2
More than four times	9	3
Don't know	2	2
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	20	52
I did not have any problems.	29	27
I had minor problems.	20	4
I had serious problems when I changed schools.	4	1
Don't know	27	16

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***

	Mil. %	Non-Mil. %
Never	15	65
Once	16	8
Twice or more	60	11
Don't know	9	15

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***

	Mil. %	Non-Mil. %
I have traveled a lot and have seen many interesting places.		
Not at all true	9	16
A little true	14	25
Pretty much true	20	19
Very much true	57	39
Don't know	1	1

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

	Mil. %	Non-Mil. %
When I grow up, I would like to join the military.		
Not at all true	38	63
A little true	25	11
Pretty much true	6	6
Very much true	17	9
Don't know	15	12

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.