CALIFORNIA
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SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Lake Tahoe Unified Secondary 2016-2017 Main Report

Health&Human Development Program AT WestEd

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

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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 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	
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]
Student Sample Size				
Target sample	296	254	204	–
Final number	280	210	146	–
Average Response Rate	95%	83%	72%	–

Note: [A]NT 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)	51	31	42	–	A4.5
Academic motivation (high)	38	26	25	–	A4.5
Truant more than a few times†	3	6	17	–	A4.2
Caring adult relationships (high)	36	16	37	–	A4.4
High expectations (high)	54	32	42	–	A4.4
Meaningful participation (high)	18	9	17	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	66	54	59	–	A5.1
Experienced any harassment or bullying†	37	50	33	–	A5.2
Had mean rumors or lies spread about you†	40	49	29	–	A5.3
Been afraid of being beaten up†	26	16	7	–	A5.4
Been in a physical fight†	19	10	6	–	A5.4
Seen a weapon on campus†	17	14	13	–	A5.6
Been drunk or "high" on drugs at school, ever	1	10	24	–	A6.10
Mental and Physical Health					
Current alcohol or drug use‡	10	28	43	–	A6.4
Current binge drinking‡	2	11	26	–	A6.4
Very drunk or "high" 7 or more times	1	8	23	–	A6.6
Current cigarette smoking‡	1	4	4	–	A7.3
Current electronic cigarette use‡	6	13	15	–	A7.3
Experienced chronic sadness/hopelessness†	28	43	35	–	A8.4
Considered suicide†	na	26	16	–	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	49	52	53	–
Female	51	48	47	–

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	52	61	55	–
Yes	48	39	45	–

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	3	1	2	–
Asian	6	5	4	–
Black or African American	1	2	2	–
Native Hawaiian or Pacific Islander	0	1	1	–
White	49	54	57	–
Mixed (two or more) races	41	37	33	–

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	89	90	92	–
Other relative's home	1	0	3	–
A home with more than one family	3	4	2	–
Friend's home	0	0	0	–
Foster home, group care, or waiting placement	0	0	0	–
Hotel or motel	1	0	1	–
Shelter, car, campground, or other transitional or temporary housing	1	0	1	–
Other living arrangement	5	4	1	–

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	15	16	13	–
Graduated from high school	12	22	21	–
Attended college but did not complete four-year degree	13	11	15	–
Graduated from college	34	40	39	–
Don't know	27	11	13	–

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	46	46	51	–
Yes	41	44	42	–
Don't know	12	11	6	–

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	72	79	90	–
Yes	1	2	0	–
Don't know	28	19	10	–

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
Note: Cells are empty if there are less than 10 respondents.

Table A3.8

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	63	70	64	–
Spanish	33	26	32	–
Mandarin	0	0	0	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	2	1	2	–
Vietnamese	0	0	0	–
Korean	0	0	0	–
Other	2	2	2	–

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				
Average Scale Score	3.79	3.82	3.85	–
How well do you...				
understand English?				
Very well	90	92	92	–
Well	9	8	7	–
Not well	0	0	1	–
Not at all	0	0	1	–
speak English?				
Very well	81	87	85	–
Well	18	12	13	–
Not well	1	1	2	–
Not at all	0	0	0	–
read English?				
Very well	78	82	89	–
Well	21	15	10	–
Not well	1	2	1	–
Not at all	0	0	0	–
write English?				
Very well	73	75	82	–
Well	24	22	15	–
Not well	3	3	2	–
Not at all	0	0	1	–
English Language Proficiency Status				
Proficient	78	80	85	–
Not proficient	22	20	15	–

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				
Average Scale Score	3.65	3.63	3.63	–
How well do you...				
understand English?				
Very well	83	80	79	–
Well	17	20	17	–
Not well	0	0	2	–
Not at all	0	0	2	–
speak English?				
Very well	64	69	63	–
Well	34	29	31	–
Not well	2	2	6	–
Not at all	0	0	0	–
read English?				
Very well	60	65	75	–
Well	38	31	22	–
Not well	2	5	4	–
Not at all	0	0	0	–
write English?				
Very well	58	52	61	–
Well	37	39	31	–
Not well	5	8	6	–
Not at all	0	0	2	–
English Language Proficiency Status				
Proficient	59	61	65	–
Not proficient	41	39	35	–

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	75	77	78	–
1 day	3	3	1	–
2 days	3	7	3	–
3 days	4	0	4	–
4 days	4	1	3	–
5 days	11	11	11	–

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	94	96	95	–
Yes	3	2	2	–
Don't know	3	2	4	–

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)	78	80	78	–
Gay or Lesbian	2	6	5	–
Bisexual	6	11	10	–
Transgender	0	3	2	–
Not sure	9	7	9	–
Decline to respond	12	4	10	–

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	22	23	27	–
A's and B's	33	32	26	–
Mostly B's	8	10	11	–
B's and C's	17	18	25	–
Mostly C's	3	4	4	–
C's and D's	9	10	6	–
Mostly D's	3	1	1	–
Mostly F's	5	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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	72	64	41	–
1-2 times	14	17	20	–
A few times	11	13	22	–
Once a month	1	2	6	–
Once a week	1	1	5	–
More than once a week	1	3	6	–

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	44	25	22	–
Illness (feeling physically sick), including problems with breathing or your teeth	40	53	57	–
Felt very sad, hopeless, anxious, stressed, or angry	6	22	20	–
Didn't get enough sleep	11	21	23	–
Didn't feel safe at school	1	3	2	–
Had to work	1	1	1	–
Had to take care of or help a family member or friend	5	6	11	–
Wanted to spend time with friends who don't go to your school	0	2	6	–
Wanted to use alcohol or drugs	1	2	1	–
Were behind in schoolwork or weren't prepared for a test or class assignment	6	9	21	–
Were bored with or uninterested in school	4	9	19	–
Were suspended	2	0	0	–
Other reason	19	27	19	–

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					
Average Scale Score	2.79	2.38	2.70	–	
High (%)	38	15	35	–	
Moderate (%)	50	63	47	–	
Low (%)	13	23	19	–	
Caring adults in school					
Average Scale Score	2.88	2.39	2.83	–	A4.6
High (%)	36	16	37	–	
Moderate (%)	53	60	48	–	
Low (%)	11	24	14	–	
High expectations-adults in school					
Average Scale Score	3.17	2.76	3.00	–	A4.7
High (%)	54	32	42	–	
Moderate (%)	42	54	47	–	
Low (%)	4	14	11	–	
Meaningful participation at school					
Average Scale Score	2.33	1.99	2.26	–	A4.8
High (%)	18	9	17	–	
Moderate (%)	48	44	49	–	
Low (%)	34	47	34	–	

Notes: Cells are empty if there are less than 10 respondents.
Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.5

School Connectedness, Parent Involvement, and Academic Motivation Scales

	Grade 7	Grade 9	Grade 11	NT	Table
School Connectedness					
Average Scale Score	3.66	3.34	3.46	–	A4.9
High (%)	51	31	42	–	
Moderate (%)	40	54	45	–	
Low (%)	8	15	13	–	
Parent Involvement in School					
Average Scale Score	3.64	2.99	3.11	–	A4.10
High (%)	46	14	18	–	
Moderate (%)	39	50	52	–	
Low (%)	15	36	30	–	
Academic Motivation					
Average Scale Score	4.10	3.88	3.88	–	A4.11
High (%)	38	26	25	–	
Moderate (%)	45	51	50	–	
Low (%)	16	22	25	–	

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				
Average Scale Score	2.88	2.39	2.83	–
At my school, there is a teacher or some other adult...				
who really cares about me.				
Not at all true	6	18	11	–
A little true	27	45	29	–
Pretty much true	35	25	28	–
Very much true	31	12	32	–
who notices when I'm not there.				
Not at all true	13	19	14	–
A little true	29	32	28	–
Pretty much true	31	32	33	–
Very much true	27	16	25	–
who listens to me when I have something to say.				
Not at all true	6	20	10	–
A little true	27	34	18	–
Pretty much true	28	32	38	–
Very much true	40	14	34	–

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				
Average Scale Score	3.17	2.76	3.00	–
At my school, there is a teacher or some other adult...				
who tells me when I do a good job.				
Not at all true	7	16	9	–
A little true	23	26	23	–
Pretty much true	35	36	40	–
Very much true	34	22	29	–
who always wants me to do my best.				
Not at all true	3	8	7	–
A little true	12	27	17	–
Pretty much true	30	39	34	–
Very much true	55	26	42	–
who believes that I will be a success.				
Not at all true	6	14	7	–
A little true	18	21	22	–
Pretty much true	28	36	32	–
Very much true	48	29	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				
Average Scale Score	2.33	1.99	2.26	–
At school...				
I do interesting activities.				
Not at all true	12	26	21	–
A little true	36	31	25	–
Pretty much true	26	25	31	–
Very much true	26	18	23	–
I help decide things like class activities or rules.				
Not at all true	43	54	35	–
A little true	30	29	30	–
Pretty much true	15	10	25	–
Very much true	11	7	9	–
I do things that make a difference.				
Not at all true	24	37	32	–
A little true	32	42	35	–
Pretty much true	27	15	18	–
Very much true	18	6	14	–

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				
Average Scale Score	3.66	3.34	3.46	–
I feel close to people at this school.				
Strongly disagree	4	5	4	–
Disagree	5	11	12	–
Neither disagree nor agree	21	31	24	–
Agree	44	39	42	–
Strongly agree	26	14	18	–
I am happy to be at this school.				
Strongly disagree	7	7	9	–
Disagree	9	16	8	–
Neither disagree nor agree	26	32	26	–
Agree	36	36	41	–
Strongly agree	22	10	16	–
I feel like I am part of this school.				
Strongly disagree	3	9	10	–
Disagree	12	13	8	–
Neither disagree nor agree	26	33	34	–
Agree	38	36	36	–
Strongly agree	20	9	12	–
The teachers at this school treat students fairly.				
Strongly disagree	4	9	6	–
Disagree	12	16	13	–
Neither disagree nor agree	27	32	44	–
Agree	36	33	29	–
Strongly agree	21	9	7	–
I feel safe in my school.				
Strongly disagree	4	3	4	–
Disagree	10	7	4	–
Neither disagree nor agree	22	32	20	–
Agree	36	46	56	–
Strongly agree	28	13	16	–

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				
Average Scale Score	3.64	2.99	3.11	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	11	9	–
Disagree	11	21	18	–
Neither disagree nor agree	26	39	40	–
Agree	38	24	31	–
Strongly agree	23	5	1	–
Parents feel welcome to participate at this school.				
Strongly disagree	3	5	4	–
Disagree	7	14	10	–
Neither disagree nor agree	32	49	41	–
Agree	35	28	39	–
Strongly agree	22	5	6	–
School staff takes parent concerns seriously.				
Strongly disagree	3	9	9	–
Disagree	9	20	19	–
Neither disagree nor agree	31	43	40	–
Agree	40	23	28	–
Strongly agree	17	4	5	–

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				
Average Scale Score	4.10	3.88	3.88	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	1	1	–
Disagree	3	4	4	–
Neither disagree nor agree	11	14	16	–
Agree	38	43	43	–
Strongly agree	47	37	36	–
I try hard at school because I am interested in my work.				
Strongly disagree	3	6	9	–
Disagree	10	10	9	–
Neither disagree nor agree	27	28	28	–
Agree	35	39	33	–
Strongly agree	25	18	21	–
I work hard to try to understand new things at school.				
Strongly disagree	0	1	1	–
Disagree	5	7	5	–
Neither disagree nor agree	18	22	16	–
Agree	42	48	49	–
Strongly agree	35	22	29	–
I am always trying to do better in my schoolwork.				
Strongly disagree	1	1	0	–
Disagree	1	5	6	–
Neither disagree nor agree	11	14	20	–
Agree	38	48	49	–
Strongly agree	49	32	25	–

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	3	2	4	–
Disagree	11	13	7	–
Neither disagree nor agree	27	19	28	–
Agree	43	48	49	–
Strongly agree	16	18	12	–

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	23	10	17	–
Safe	42	44	42	–
Neither safe nor unsafe	27	39	36	–
Unsafe	6	6	4	–
Very unsafe	1	2	1	–

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	85	77	81	–
1 time	7	11	9	–
2 or more times	8	12	10	–
Religion				
0 times	94	92	94	–
1 time	3	4	2	–
2 or more times	3	4	4	–
Gender (being male or female)				
0 times	91	79	94	–
1 time	3	8	2	–
2 or more times	6	14	4	–
Because you are gay or lesbian or someone thought you were				
0 times	89	84	92	–
1 time	4	3	4	–
2 or more times	7	13	4	–
A physical or mental disability				
0 times	96	89	95	–
1 time	1	6	3	–
2 or more times	3	5	2	–
Any of the above five bias-related reasons	26	40	30	–
Any other reason				
0 times	76	71	87	–
1 time	9	8	5	–
2 or more times	15	21	8	–
Any harassment	37	50	33	–

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 %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	60	51	71	–
1 time	13	16	11	–
2 to 3 times	16	17	9	–
4 or more times	11	16	9	–
had sexual jokes, comments, or gestures made to you?				
0 times	67	56	71	–
1 time	9	12	8	–
2 to 3 times	9	12	8	–
4 or more times	15	20	13	–
been made fun of because of your looks or the way you talk?				
0 times	63	55	63	–
1 time	16	17	15	–
2 to 3 times	9	12	9	–
4 or more times	12	16	13	–
been made fun of, insulted, or called names?				
0 times	57	50	67	–
1 time	14	14	10	–
2 to 3 times	9	12	12	–
4 or more times	20	25	12	–

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 %
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?				
0 times	61	70	82	–
1 time	16	14	10	–
2 to 3 times	13	11	4	–
4 or more times	9	6	4	–
been afraid of being beaten up?				
0 times	74	84	93	–
1 time	16	8	3	–
2 to 3 times	4	4	4	–
4 or more times	6	4	1	–
been in a physical fight?				
0 times	81	90	94	–
1 time	11	7	4	–
2 to 3 times	5	2	1	–
4 or more times	2	1	1	–
been threatened with harm or injury?				
0 times	87	86	94	–
1 time	7	6	2	–
2 to 3 times	4	4	3	–
4 or more times	2	4	1	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	93	96	98	–
1 time	5	2	2	–
2 to 3 times	1	1	0	–
4 or more times	1	1	0	–
been offered, sold, or given an illegal drug?				
0 times	94	72	75	–
1 time	3	13	13	–
2 to 3 times	2	6	9	–
4 or more times	1	9	4	–

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	83	83	86	–
1 time	11	11	8	–
2 to 3 times	3	4	3	–
4 or more times	4	3	3	–
Damaged school property on purpose				
0 times	94	91	96	–
1 time	4	5	2	–
2 to 3 times	1	4	1	–
4 or more times	2	1	1	–

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	100	98	100	–
1 time	0	0	0	–
2 to 3 times	0	1	0	–
4 or more times	0	1	0	–
Carried any other weapon (such as a knife or club)				
0 times	94	94	94	–
1 time	4	3	4	–
2 to 3 times	0	1	0	–
4 or more times	1	2	1	–
Seen someone carrying a gun, knife, or other weapon				
0 times	83	86	87	–
1 time	11	8	4	–
2 to 3 times	4	3	6	–
4 or more times	3	3	3	–

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	46	63	–	A6.3
Current alcohol or drugs	10	28	43	–	A6.4
Current heavy drug uses	2	10	16	–	A6.4
Current heavy alcohol use (binge drinking)	2	11	26	–	A6.4
Current alcohol or drug use on school property	4	10	12	–	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	14	41	59	–
Marijuana	7	26	46	–
Inhalants	3	6	4	–
Cocaine, Methamphetamine, or any amphetamines	na	2	6	–
Ecstasy, LSD, or other psychedelics	na	4	7	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	10	22	–

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	86	59	41	–
1 time	7	8	4	–
2 to 3 times	3	14	7	–
4 or more times	4	20	48	–
Marijuana				
0 times	93	75	54	–
1 time	2	4	6	–
2 to 3 times	3	8	9	–
4 or more times	2	14	31	–
Inhalants (to get "high")				
0 times	97	94	96	–
1 time	0	1	1	–
2 to 3 times	1	2	1	–
4 or more times	1	2	2	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	98	94	–
1 time	na	2	1	–
2 to 3 times	na	0	3	–
4 or more times	na	0	2	–
Ecstasy, LSD, or other psychedelics				
0 times	na	96	93	–
1 time	na	1	1	–
2 to 3 times	na	2	3	–
4 or more times	na	1	3	–
Any other drug, or pill, or medicine to get "high" or for other than medical reasons				
0 times	98	95	94	–
1 time	1	2	1	–
2 to 3 times	1	2	3	–
4 or more times	0	1	2	–
Any of the above AOD use	17	46	63	–

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	93	85	–
1 time	na	3	4	–
2 to 3 times	na	1	4	–
4 or more times	na	2	7	–
Diet Pills				
0 times	na	96	93	–
1 time	na	1	2	–
2 to 3 times	na	2	1	–
4 or more times	na	2	4	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	98	93	–
1 time	na	1	4	–
2 to 3 times	na	1	2	–
4 or more times	na	1	1	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	76	71	–
1 time	na	5	4	–
2 to 3 times	na	6	11	–
4 or more times	na	13	14	–

Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.
Notes: Cells are empty if there are less than 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)	8	23	39	–
Binge drinking (5 or more drinks in a row)	2	11	26	–
Marijuana	4	15	29	–
Inhalants	2	1	1	–
Prescription medications to get "high" or for reasons other than prescribed	na	5	2	–
Other drug, pill, or medicine to get "high" or for other than medical reasons	1	2	1	–
Any drug use	4	17	29	–
Heavy drug use	2	10	16	–
Any AOD Use	10	28	43	–
Two or more drugs at the same time	na	7	12	–

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	92	77	61	–
1 or 2 days	7	15	18	–
3 to 9 days	1	5	13	–
10 to 19 days	0	1	4	–
20 or more days	0	2	4	–
Binge drinking (5 or more drinks in a row)				
0 days	98	89	74	–
1 or 2 days	1	6	11	–
3 to 9 days	0	3	10	–
10 to 19 days	0	1	3	–
20 or more days	0	1	2	–
Marijuana				
0 days	96	85	71	–
1 or 2 days	4	7	14	–
3 to 9 days	0	4	11	–
10 to 19 days	0	3	1	–
20 or more days	0	2	4	–

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	98	80	55	–
1 to 2 times	2	10	20	–
3 to 6 times	0	7	10	–
7 or more times	0	3	14	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	94	78	57	–
1 to 2 times	4	9	13	–
3 to 6 times	1	6	12	–
7 or more times	1	8	18	–
Very drunk or "high" 7 or more times	1	8	23	–

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	80	61	–
0 times	na	14	31	–
1 time	na	4	5	–
2 to 3 times	na	2	2	–
4 or more times	na	1	1	–
Marijuana				
Does not apply, don't use	na	82	67	–
0 times	na	12	24	–
1 time	na	4	6	–
2 to 3 times	na	2	3	–
4 or more times	na	1	0	–

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	88	78	–
1 time	na	4	8	–
2 times	na	4	5	–
3 to 6 times	na	3	5	–
7 or more times	na	1	4	–
Have ridden in a car driven by someone who had been drinking				
Never	70	na	na	na
1 time	12	na	na	na
2 times	6	na	na	na
3 to 6 times	5	na	na	na
7 or more times	7	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	97	93	94	–
1 to 2 days	3	6	5	–
3 or more days	1	2	1	–
Marijuana				
0 days	99	94	94	–
1 to 2 days	1	3	4	–
3 or more days	0	3	2	–
Any other drug, pill, or medicine to get "high" or for other than medical reasons?				
0 days	99	98	99	–
1 to 2 days	1	2	1	–
3 or more days	0	1	0	–
Any of the above	4	10	12	–

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	90	76	–
1 to 2 times	1	6	13	–
3 to 6 times	0	1	4	–
7 or more times	0	4	7	–

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 %
Perceived Harm of Use...				
Alcohol - drink occasionally				
Great	32	25	23	–
Moderate	22	32	26	–
Slight	19	27	34	–
None	27	16	17	–
Alcohol - 5 or more drinks once or twice a week				
Great	52	52	49	–
Moderate	14	25	32	–
Slight	8	10	10	–
None	26	13	9	–
Marijuana - smoke occasionally				
Great	37	28	23	–
Moderate	23	27	22	–
Slight	13	19	22	–
None	27	26	33	–
Marijuana - smoke once or twice a week				
Great	43	35	32	–
Moderate	19	30	17	–
Slight	11	13	23	–
None	27	21	28	–
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult	15	4	3	–
Fairly difficult	8	5	9	–
Fairly easy	18	31	26	–
Very easy	15	34	48	–
Don't know	44	27	14	–
Marijuana				
Very difficult	19	5	3	–
Fairly difficult	11	6	1	–
Fairly easy	11	25	18	–
Very easy	8	35	62	–
Don't know	50	29	15	–

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	3	9	14	–	A7.2
Current cigarette smoking‡	1	4	4	–	A7.3
Current cigarette smoking at school‡	0	3	0	–	A7.4
Ever tried smokeless tobacco	1	5	12	–	A7.2
Current smokeless tobacco use‡	1	0	3	–	A7.3
Current smokeless tobacco use at school‡	0	0	0	–	A7.4
Ever used electronic cigarettes or other vaping device	15	33	41	–	A7.2
Current use of electronic cigarettes or other vaping device‡	6	13	15	–	A7.3
Current use of electronic cigarettes or other vaping device at school‡	3	5	2	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	4	2	–	A7.5
Attitudes and Correlates					
Occasional smoking great harm	34	36	43	–	A7.6
Smoking 1-2 packs per day great harm	60	72	76	–	A7.6
Very easy to obtain cigarettes	6	28	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	94	na	na	na
1 time	4	na	na	na
2 to 3 times	2	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	97	91	86	–
1 time	1	4	5	–
2 to 3 times	0	2	1	–
4 or more times	1	4	8	–
Smokeless tobacco				
0 times	99	95	88	–
1 time	0	3	2	–
2 to 3 times	0	0	1	–
4 or more times	0	3	8	–
An electronic cigarette or other vaping device				
0 times	85	67	59	–
1 time	6	6	9	–
2 to 3 times	5	13	10	–
4 or more times	5	14	22	–

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	1	4	4	–
Daily (20 or more days)	1	1	0	–
Smokeless Tobacco				
Any	1	0	3	–
Daily (20 or more days)	0	0	1	–
Electronic cigarettes or other vaping device				
Any	6	13	15	–
Daily (20 or more days)	0	2	3	–

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	97	100	–
1 or 2 days	0	0	0	–
3 to 9 days	0	1	0	–
10 to 19 days	0	1	0	–
20 or more days	0	1	0	–
Smokeless Tobacco				
0 days	100	100	100	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Electronic cigarettes or other vaping device				
0 days	97	95	98	–
1 or 2 days	3	2	2	–
3 to 9 days	0	3	0	–
10 to 19 days	0	0	0	–
20 or more days	0	1	0	–

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	92	88	–
0 times	na	4	10	–
1 time	na	1	1	–
2 to 3 times	na	2	1	–
4 or more times	na	1	0	–

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 %
Perceived Harm of Use...				
Smoke cigarettes occasionally				
Great	34	36	43	–
Moderate	26	33	31	–
Slight	15	16	15	–
None	25	15	12	–
Smoke 1-2 packs of cigarettes a day				
Great	60	72	76	–
Moderate	11	10	9	–
Slight	4	4	4	–
None	25	14	11	–
Perceived Difficulty of Obtaining...				
Cigarettes				
Very difficult	16	3	4	–
Fairly difficult	11	7	5	–
Fairly easy	17	28	28	–
Very easy	6	28	38	–
Don't know	50	35	26	–

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)	76	70	86	–
1 time	10	11	8	–
2 to 3 times	7	10	3	–
4 or more times	7	9	3	–

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	31	na	na	na
1 day	14	na	na	na
2 days	14	na	na	na
3 days	15	na	na	na
4 days	7	na	na	na
5 days	20	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	35	39	36	–
Yes	65	61	64	–

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	72	57	65	–
Yes	28	43	35	–

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	74	84	–
Yes	na	26	16	–

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	96	98	93	–
Yes	4	2	7	–

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
School Environment							
Total school supports	25		47			50	22
Caring adults in school	27		40			44	26
High expectations-adults in school	52		60			59	45
Meaningful participation at school	11		27			25	9
School Connectedness	46		60			58	39
Parent Involvement in School	50		60			44	43
Academic Motivation	31		53			46	32

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
School Environment							
Total school supports	12					21	11
Caring adults in school	17					21	14
High expectations-adults in school	31					36	28
Meaningful participation at school	6					11	8
School Connectedness	28					36	26
Parent Involvement in School	14					15	12
Academic Motivation	24					28	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.

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
School Environment							
Total school supports	32					34	33
Caring adults in school	32					39	40
High expectations-adults in school	39					41	45
Meaningful participation at school	8					26	10
School Connectedness	35					48	48
Parent Involvement in School	15					18	18
Academic Motivation	23					24	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.

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
School Environment							
Total school supports	–	–	–	–	–	–	–
Caring adults in school	–	–	–	–	–	–	–
High expectations-adults in school	–	–	–	–	–	–	–
Meaningful participation at school	–	–	–	–	–	–	–
School Connectedness	–	–	–	–	–	–	–
Parent Involvement in School	–	–	–	–	–	–	–
Academic Motivation	–	–	–	–	–	–	–

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	63	47	50	–
American Indian or Alaska Native				–
Asian	73			–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	70	59	65	–
Mixed (two or more) races	57	50	57	–

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	26	30	32	–
American Indian or Alaska Native				–
Asian	13			–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	28	46	22	–
Mixed (two or more) races	26	31	32	–

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	36	40	32	–
American Indian or Alaska Native				–
Asian	20			–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	40	55	28	–
Mixed (two or more) races	38	37	32	–

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	5	10	11	–
American Indian or Alaska Native				–
Asian	0			–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	3	4	3	–
Mixed (two or more) races	4	13	11	–

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	2	3	2	–
American Indian or Alaska Native				–
Asian	0			–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	2	2	6	–
Mixed (two or more) races	1	8	3	–

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	13	26	34	–
American Indian or Alaska Native				–
Asian	7			–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	3	20	43	–
Mixed (two or more) races	16	31	38	–

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	7	19	18	–
American Indian or Alaska Native				–
Asian	0			–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	2	11	33	–
Mixed (two or more) races	6	19	31	–

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	30	42	31	–
American Indian or Alaska Native				–
Asian	13			–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	25	38	28	–
Mixed (two or more) races	38	41	33	–

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 %
School Environment								
Total school supports	40	35	11	19	43	26	–	–
Caring adults in school	40	32	12	21	40	35	–	–
High expectations-adults in school	59	48	29	35	48	36	–	–
Meaningful participation at school	21	15	6	12	15	18	–	–
School Connectedness	50	53	23	38	41	43	–	–
Parent Involvement in School	46	46	10	17	17	19	–	–
Academic Motivation	53	24	33	20	33	17	–	–

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	59	72	46	61	62	58	–	–
Harassment/Bullying at School								
During the past 12 month at school, have you been...								
harassed/bullied for any of the five bias-related reasons	39	13	53	28	30	29	–	–
harassed/bullied for any reasons	47	26	63	37	34	30	–	–
Current ATOD Use								
During the past 30 days, did you...								
have at least one drink of alcohol at school	4	2	7	7	5	7	–	–
smoke cigarettes	1	2	8	1	6	1	–	–
have at least one drink of alcohol	10	6	28	19	38	41	–	–
use marijuana	5	2	22	9	26	31	–	–
Mental Health								
Chronic sad or hopeless feelings, past 12 months	35	22	63	24	52	19	–	–

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]
Student Sample Size				
Target sample	296	254	204	–
Final number	269	197	131	–
Average Response Rate	91%	78%	64%	–

Note: [A]NT 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	6	16	–	G3.4
Usually used marijuana or other drugs until felt it a lot	na	6	10	–	G3.5
Consequences of AOD Consumption					
Caused one or more problems	na	14	25	–	G4.1
Caused one or more dependency-related experiences	na	13	23	–	G4.2
Supports to Reduce AOD Use					
Very likely find help at school for quitting or reducing use	na	6	13	–	G5.2
Availability					
Sold Drugs, Past 12 Months	na	3	7	–	G6.1
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	63	40	30	–	G7.1
Trying marijuana or hashish once or twice	58	25	12	–	G7.1
Using marijuana once a month or more	60	25	12	–	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	52	37	–
10 or under	6	9	5	–
11-12 years old	13	6	5	–
13-14 years old	3	31	21	–
15-16 years old	0	2	30	–
17 years or older	1	0	3	–
Marijuana				
Never	92	76	55	–
10 or under	1	2	1	–
11-12 years old	4	4	5	–
13-14 years old	2	16	11	–
15-16 years old	0	2	26	–
17 years or older	1	0	2	–
Any other illegal drug or pill to get "high"				
Never	97	93	86	–
10 or under	1	1	0	–
11-12 years old	0	0	0	–
13-14 years old	1	5	3	–
15-16 years old	0	1	10	–
17 years or older	1	0	1	–

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	93	86	82	–
10 or under	1	3	1	–
11-12 years old	2	2	2	–
13-14 years old	3	9	5	–
15-16 years old	0	1	9	–
17 years or older	1	0	1	–
Smokeless tobacco				
Never	97	90	85	–
10 or under	1	2	0	–
11-12 years old	1	3	2	–
13-14 years old	0	5	3	–
15-16 years old	0	1	11	–
17 years or older	1	0	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	96	97	95	–
Yes	4	3	5	–

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	90	69	47	–
Just enough to feel it a little	8	16	13	–
Enough to feel it moderately	1	9	24	–
Until I feel it a lot or get really drunk	1	6	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	63	–
Just enough to feel a little high	na	6	12	–
Enough to feel it moderately	na	5	15	–
Until I feel it a lot or get really high	na	6	10	–

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	71	52	–
I've used alcohol or drugs but never had any problems	na	15	27	–
Have problems with emotions, nerves, or mental health	na	7	11	–
Get into trouble or have problems with the police	na	1	4	–
Have money problems	na	3	4	–
Miss school	na	2	5	–
Have problems with schoolwork	na	2	3	–
Fight with others	na	2	2	–
Damage a friendship	na	4	8	–
Physically hurt or injure yourself	na	2	5	–
Have unwanted or unprotected sex	na	3	8	–
Forget what happened or pass out	na	7	16	–
Have any other problems	na	3	2	–
One or more problems	na	14	25	–

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	75	53	–
I use alcohol or drugs but have not experienced any of these things	na	13	27	–
Found you had to increase how much you use to have the same effect as before	na	5	11	–
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	2	3	–
Used alcohol or drugs a lot more than you intended	na	5	9	–
Used alcohol or drugs when you were alone (by yourself)	na	8	12	–
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	4	–
Often didn't feel OK unless you had something to drink or used a drug	na	2	2	–
Thought about reducing (cutting down) or stopping use	na	6	9	–
Told yourself you were not going to use but found yourself using anyway	na	4	6	–
Spoke with someone about reducing or stopping use	na	2	2	–
Attended counseling, a program, or group to help you reduce or stop use	na	2	2	–
One or more negative experiences	na	13	23	–

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	30	40	–
Likely	na	34	28	–
Not likely	na	14	15	–
Don't know	na	22	17	–

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	72	52	–
No, but I do use alcohol or other drugs	na	25	48	–
Yes, I have felt that I needed help	na	3	0	–

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	6	13	–
Likely	na	21	20	–
Not likely	na	50	48	–
Don't know	na	23	19	–

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	43	51	47	–
Yes	57	49	53	–

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	97	93	–
Yes	na	3	7	–

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	5	11	8	–
At parties or events outside school	25	47	55	–
At their own home	31	38	36	–
From adults at friends' homes	15	19	25	–
From friends or another teenager	26	41	49	–
Get adults to buy it for them	11	24	33	–
Buy it themselves from a store	9	18	31	–
At bars, clubs, or gambling casinos	2	5	2	–
Other	11	13	16	–
Don't know	63	50	41	–

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	22	41	44	–
Somewhat disapprove	15	19	27	–
Strongly disapprove	63	40	30	–
Trying marijuana or hashish once or twice				
Neither approve nor disapprove	24	56	69	–
Somewhat disapprove	18	19	19	–
Strongly disapprove	58	25	12	–
Using marijuana once a month or more				
Neither approve nor disapprove	26	55	68	–
Somewhat disapprove	14	20	19	–
Strongly disapprove	60	25	12	–

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	40	–
Moderate risk	16	21	27	–
Slight risk	3	9	13	–
No risk	1	1	4	–
I don't know	16	22	16	–

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	89	75	66	–
Wrong	6	18	24	–
A little wrong	3	6	6	–
Not at all wrong	3	1	3	–
Smoke tobacco				
Very wrong	93	82	81	–
Wrong	4	15	17	–
A little wrong	1	1	2	–
Not at all wrong	2	3	1	–
Use marijuana				
Very wrong	90	65	60	–
Wrong	5	18	18	–
A little wrong	2	10	15	–
Not at all wrong	4	8	6	–
Use prescription drugs not prescribed to you				
Very wrong	88	79	74	–
Wrong	3	7	14	–
A little bit wrong	2	1	6	–
Not at all wrong	1	1	0	–
I don't know	6	13	6	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	94	82	82	–
Wrong	2	14	15	–
A little wrong	2	2	2	–
Not at all wrong	2	3	1	–

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	71	47	43	–
Wrong	17	26	24	–
A little wrong	7	18	18	–
Not at all wrong	5	9	16	–
Smoke tobacco				
Very wrong	79	54	57	–
Wrong	12	26	24	–
A little wrong	5	11	13	–
Not at all wrong	4	9	6	–
Use marijuana				
Very wrong	73	38	35	–
Wrong	13	21	14	–
A little wrong	8	18	23	–
Not at all wrong	5	22	28	–
Use prescription drugs not prescribed to you				
Very wrong	71	51	43	–
Wrong	14	22	29	–
A little bit wrong	3	7	13	–
Not at all wrong	2	3	3	–
I don't know	11	18	13	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	81	57	56	–
Wrong	10	27	22	–
A little wrong	4	9	17	–
Not at all wrong	5	8	6	–

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	21	34	32	–
Somewhat disapprove	13	19	30	–
Strongly disapprove	66	47	38	–
Using marijuana				
Neither approve nor disapprove	23	47	51	–
Somewhat disapprove	13	22	26	–
Strongly disapprove	64	31	23	–
Using prescription drugs to get high				
Neither approve nor disapprove	20	30	26	–
Somewhat disapprove	10	17	26	–
Strongly disapprove	70	54	47	–

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	25	22	37	–
Yes	75	78	63	–

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.

Appendix

2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Mt. Tallac High				
South Tahoe High		83	72	
South Tahoe Middle	95			
Transitional Learning Center (Continuation)				

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.