

# CALIFORNIA HEALTHY KIDS SURVEY



## South Kern Place Secondary 2015-2016 BHC Report

This report was prepared by WestEd, a research, development, and service agency, under contract from The California Endowment. For contract information, contact:

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## **Cal-SCHLS Survey Results**

### **A Tool for School Climate Improvement Efforts**

#### **Building Healthy Communities Place: South Kern**

### **The Surveys**

The California School Climate, Health, and Learning Survey (Cal-SCHLS) System has been administered across California since 1997. Cal-SCHLS was administered in 70% of districts, reaching more than one million students, during the past two school years. It is comprised of three interrelated surveys developed for and supported by the California Department of Education:

- California Healthy Kids Survey (CHKS)
- California School Climate Survey (CSCS) for staff
- California School Parent Survey (CSPS)

To support your work, and in collaboration with The California Endowment, WestEd developed a high school module to collect data on indicators for their Building Healthy Communities (BHC) Initiative.

Your BHC Place is receiving reports for schools in which surveys were administered (see Table 1). Student reports are for schools administering the survey in elementary, middle, or high schools for each of the following grade levels: 5, 7, 9, and 11.

### **How These Data Can Help**

The findings from these surveys can play a central role in supporting the school district's LCAP and other plans to measure change in school discipline and school climate. Although Cal-SCHLS reports are written for a school/district audience, the data are intended for use in each BHC Place to inform programs as they relate to the schools they serve. These data provide a clearer understanding of the attitudes, perception, and behaviors of students attending schools within the BHC Place. Key stakeholders within the BHC Places are encouraged to work with school/district staff to align BHC health outcomes to district plans and use the data to inform practices.

### **Additional Support**

WestEd can host workshops at no cost on various topics to support your BHC school climate improvement efforts such as:

- school climate
- data use
- restorative practices
- youth leadership
- stakeholder voice
- trauma informed care
- adults as allies

Please contact Barbara Dietsch at WestEd, 310.528.3068 or email [bdietsc@wested.org](mailto:bdietsc@wested.org) with any questions about the survey or to schedule workshops, or contact Lori Nascimento at [lnascimento@calendow.org](mailto:lnascimento@calendow.org) with any questions.

**Table 1. Schools providing data for the 2015-16 school year**

	<b>5th</b>	<b>7th</b>	<b>9th &amp; 11th</b>	<b>BHC Module</b>	<b>Staff</b>	<b>Parent</b>
<b>SOUTH KERN</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>
Fairfax Jr. High MS		188		0	0	
Greenfield MS		219		208	20	
Haven Drive MS		44		43	0	
Leon H. Ollivier MS		353		340	32	
McKee MS		262		256	47	
Mountain View MS		179		170	16	
Sunset MS		42		38	8	
<b>Totals*</b>	<b>0</b>	<b>1,287</b>	<b>0</b>	<b>1,055</b>	<b>123</b>	<b>0</b>

\*NOTE: The total counts presented here may be slightly different from those in the reports because it is based on all respondents who submitted any data from the school, and the data reported on the student reports are based on valid responses for select grades. ES indicates Elementary School, MS indicates Middle School, NT indicates Non-Traditional and HS indicates High School.

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# PREFACE

## NEW FEATURE

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

This report provides the detailed results for each question from this school/district's 2015–16 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS) System*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement, as well as overall youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and your Local Control and Accountability Plan (LCAP), 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 survey results are available for downloading from the survey website: [chks.wested.org](http://chks.wested.org). The California Safe and Supportive Schools website also provides a wealth of information and tools helpful in implementing effective strategies that address the needs identified by the survey in regard to school climate improvement and promoting social-emotional learning. Particularly valuable in regard to LCAP efforts are *Making Sense of School Climate* ([californias3.wested.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](http://californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)) and *Helpful Resources for Local Control and Accountability Plans, 2014-15* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](http://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf)).

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

## SURVEY PURPOSE

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

## **SURVEY CONTENT OVERVIEW**

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

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

### ***School-Related Core Content***

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

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

### ***Supplementary School Climate Module***

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

## **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 Subgroup Results*

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

## UNDERSTANDING AND USING THE DATA

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/resourcesS3\\_school/climateguidebook\\_final.pdf](http://californias3.wested.org/resourcesS3_school/climateguidebook_final.pdf))

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](http://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 60%. 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).

## 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 actions, which can be requested as custom services (additional fees apply), will 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](http://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 that aggregates all their results across eight domains can also 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 Report or Analyses*

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 the districts identify and address the needs of underserved subgroups.

### *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 needs identified and 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 school connectedness among students and parent involvement, two of the 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 group 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 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](mailto:schoolclimate@wested.org)). See also: [californias3.wested.org/workshops](http://californias3.wested.org/workshops).

## **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](http://chks.wested.org).

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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	X
D. CalMHSa Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Military Connected School Module	
J. Physical Health & Nutrition Module	
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	
Q. Cal-Well Module (New This Year)	
R. Gender & Sex-Based Harassment Module (New This Year)	
Z. Custom Questions	

# Core Module Results

## 1. Survey Sample

**Table A1.1**

***Student Sample Characteristics***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Final number	1,264	–	–	–

*Note: <sup>A</sup>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
<b>School Engagement and Supports</b>					
School connectedness (high)	56	–	–	–	A4.4
Academic motivation (high)	49	–	–	–	A4.4
Truant more than a few times <sup>†</sup>	2	–	–	–	A4.2
Caring adult relationships (high)	38	–	–	–	A4.4
High expectations (high)	57	–	–	–	A4.4
Meaningful participation (high)	17	–	–	–	A4.4
<b>School Safety and Substance Use</b>					
School perceived as very safe or safe	65	–	–	–	A5.1
Experienced any harassment or bullying <sup>†</sup>	31	–	–	–	A5.4
Had mean rumors or lies spread about you <sup>†</sup>	41	–	–	–	A5.2
Been afraid of being beaten up <sup>†</sup>	20	–	–	–	A5.3
Been in a physical fight <sup>†</sup>	17	–	–	–	A5.3
Seen a weapon on campus <sup>†</sup>	21	–	–	–	A5.6
Been drunk or “high” on drugs at school, ever	1	–	–	–	A6.9
<b>Mental and Physical Health</b>					
Current alcohol or drug use <sup>‡</sup>	7	–	–	–	A6.4
Current binge drinking <sup>‡</sup>	1	–	–	–	A6.5
Very drunk or “high” 7 or more times	1	–	–	–	A6.6
Current cigarette smoking <sup>‡</sup>	1	–	–	–	A7.3
Experienced chronic sadness/hopelessness <sup>†</sup>	29	–	–	–	A8.4
Considered suicide <sup>†</sup>	na	–	–	–	A8.5

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

<sup>†</sup>Past 12 months; <sup>‡</sup>Past 30 days; na—Not asked of middle school students.



### 3. Demographics

**Table A3.1**  
*Age of Sample*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger	0	–	–	–
11 years old	3	–	–	–
12 years old	79	–	–	–
13 years old	16	–	–	–
14 years old	1	–	–	–
15 years old	0	–	–	–
16 years old	0	–	–	–
17 years old	0	–	–	–
18 years old or older	0	–	–	–

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

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

**Table A3.2**  
*Gender of Sample*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	49	–	–	–
Female	51	–	–	–

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

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

**Table A3.3**  
*Hispanic or Latino*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	23	–	–	–
Yes	77	–	–	–

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

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

**Table A3.4*****Race***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	5	–	–	–
Asian	2	–	–	–
Black or African American	5	–	–	–
Native Hawaiian or Pacific Islander	1	–	–	–
White	21	–	–	–
Mixed (two or more) races	68	–	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	84	–	–	–
Other relative's home	3	–	–	–
A home with more than one family	6	–	–	–
Friend's home	0	–	–	–
Foster home, group care, or waiting placement	1	–	–	–
Hotel or motel	0	–	–	–
Shelter, car, campground, or other transitional or temporary housing	1	–	–	–
Other living arrangement	5	–	–	–

*Question HS/MS A.9: 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 25 respondents.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	14	–	–	–
Graduated from high school	18	–	–	–
Attended college but did not complete four-year degree	6	–	–	–
Graduated from college	16	–	–	–
Don't know	46	–	–	–

*Question HS/MS A.10: What is the highest level of education your parents completed? (Mark the educational level of the parent who went the furthest in school.)*

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

**Table A3.7*****Free or Reduced Price Meals Eligibility***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	11	–	–	–
Yes	65	–	–	–
Don't know	23	–	–	–

*Question HS/MS A.11: 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 25 respondents.*

**Table A3.8*****Participation in Migrant Education Program, Past 3 Years***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	59	–	–	–
Yes	8	–	–	–
Don't know	32	–	–	–

*Question HS/MS A.12: 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 25 respondents.*

**Table A3.9*****Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	44	–	–	–
Spanish	54	–	–	–
Mandarin	0	–	–	–
Cantonese	0	–	–	–
Taiwanese	0	–	–	–
Tagalog	1	–	–	–
Vietnamese	0	–	–	–
Korean	0	–	–	–
Other	1	–	–	–

*Question HS/MS A.13: What language is spoken most of the time in your home?*

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

**Table A3.10**  
**English Language Proficiency**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>How well do you...</b>				
<b>understand English?</b>				
Very well	82	–	–	–
Well	17	–	–	–
Not well	1	–	–	–
Not at all	0	–	–	–
<b>speak English?</b>				
Very well	75	–	–	–
Well	23	–	–	–
Not well	2	–	–	–
Not at all	0	–	–	–
<b>read English?</b>				
Very well	71	–	–	–
Well	26	–	–	–
Not well	3	–	–	–
Not at all	0	–	–	–
<b>write English?</b>				
Very well	68	–	–	–
Well	29	–	–	–
Not well	3	–	–	–
Not at all	0	–	–	–

*Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	65	–	–	–
1 day	1	–	–	–
2 days	2	–	–	–
3 days	3	–	–	–
4 days	4	–	–	–
5 days	25	–	–	–

*Question HS/MS A.18: How many days a week do you usually go to your school's afterschool program?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	84	–	–	–
Yes	6	–	–	–
Don't know	9	–	–	–

*Question HS A.119/MS A.109: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?*

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

## 4. School Performance, Supports, and Engagements

**Table A4.1**  
*Grades, Past 12 Months*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	10	–	–	–
A's and B's	42	–	–	–
Mostly B's	8	–	–	–
B's and C's	26	–	–	–
Mostly C's	4	–	–	–
C's and D's	7	–	–	–
Mostly D's	1	–	–	–
Mostly F's	2	–	–	–

*Question HS/MS A.19: During the past 12 months, how would you describe the grades you mostly received in school?*

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

**Table A4.2**  
*Truancy, Past 12 Months*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	76	–	–	–
1-2 times	12	–	–	–
A few times	10	–	–	–
Once a month	1	–	–	–
Once a week	1	–	–	–
More than once a week	1	–	–	–

*Question HS/MS A.20: During the past 12 months, about how many times did you skip school or cut classes?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	43	–	–	–
Illness (feeling physically sick), including problems with breathing or your teeth	41	–	–	–
Felt very sad, hopeless, anxious, stressed, or angry	8	–	–	–
Didn't get enough sleep	5	–	–	–
Didn't feel safe at school	3	–	–	–
Had to work	1	–	–	–
Had to take care of or help a family member or friend	5	–	–	–
Wanted to spend time with friends who don't go to your school	1	–	–	–
Wanted to use alcohol or drugs	1	–	–	–
Were behind in schoolwork or weren't prepared for a test or class assignment	3	–	–	–
Were bored with or uninterested in school	2	–	–	–
Were suspended	3	–	–	–
Other reason	15	–	–	–

*Question HS/MS A.21: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)*

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



**Table A4.4**

***School Developmental Supports, Connectedness, and Academic Motivation***

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>												
Total school supports	38	50	12	–	–	–	–	–	–	–	–	–
Caring adults in school	38	49	12	–	–	–	–	–	–	–	–	–
High expectations-adults in school	57	36	7	–	–	–	–	–	–	–	–	–
Meaningful participation at school	17	54	29	–	–	–	–	–	–	–	–	–
<b><i>School Connectedness</i></b>	56	35	9	–	–	–	–	–	–	–	–	–
<b><i>Academic Motivation</i></b>	49	40	11	–	–	–	–	–	–	–	–	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I feel close to people at this school.</b>				
Strongly disagree	4	–	–	–
Disagree	9	–	–	–
Neither disagree nor agree	22	–	–	–
Agree	42	–	–	–
Strongly agree	23	–	–	–
<b>I am happy to be at this school.</b>				
Strongly disagree	6	–	–	–
Disagree	7	–	–	–
Neither disagree nor agree	16	–	–	–
Agree	41	–	–	–
Strongly agree	30	–	–	–
<b>I feel like I am part of this school.</b>				
Strongly disagree	7	–	–	–
Disagree	9	–	–	–
Neither disagree nor agree	23	–	–	–
Agree	37	–	–	–
Strongly agree	24	–	–	–
<b>The teachers at this school treat students fairly.</b>				
Strongly disagree	7	–	–	–
Disagree	12	–	–	–
Neither disagree nor agree	22	–	–	–
Agree	36	–	–	–
Strongly agree	24	–	–	–
<b>I feel safe in my school.</b>				
Strongly disagree	5	–	–	–
Disagree	8	–	–	–
Neither disagree nor agree	21	–	–	–
Agree	37	–	–	–
Strongly agree	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 25 respondents.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I try hard to make sure that I am good at my schoolwork.</b>				
Strongly disagree	3	–	–	–
Disagree	1	–	–	–
Neither disagree nor agree	7	–	–	–
Agree	35	–	–	–
Strongly agree	53	–	–	–
<b>I try hard at school because I am interested in my work.</b>				
Strongly disagree	4	–	–	–
Disagree	6	–	–	–
Neither disagree nor agree	17	–	–	–
Agree	41	–	–	–
Strongly agree	32	–	–	–
<b>I work hard to try to understand new things at school.</b>				
Strongly disagree	3	–	–	–
Disagree	3	–	–	–
Neither disagree nor agree	10	–	–	–
Agree	40	–	–	–
Strongly agree	44	–	–	–
<b>I am always trying to do better in my schoolwork.</b>				
Strongly disagree	3	–	–	–
Disagree	2	–	–	–
Neither disagree nor agree	6	–	–	–
Agree	32	–	–	–
Strongly agree	58	–	–	–

*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.*

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

**Table A4.7**

***School Developmental Supports Scale Questions***

<b>At my school, there is a teacher or some other adult...</b>	<b>Grade 7</b>	<b>Grade 9</b>	<b>Grade 11</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b><i>Caring Relationships</i></b>				
<b>who really cares about me.</b>				
Not at all true	11	–	–	–
A little true	30	–	–	–
Pretty much true	29	–	–	–
Very much true	30	–	–	–
<b>who notices when I'm not there.</b>				
Not at all true	16	–	–	–
A little true	22	–	–	–
Pretty much true	28	–	–	–
Very much true	34	–	–	–
<b>who listens to me when I have something to say.</b>				
Not at all true	11	–	–	–
A little true	21	–	–	–
Pretty much true	30	–	–	–
Very much true	38	–	–	–
<b><i>High Expectations</i></b>				
<b>who tells me when I do a good job.</b>				
Not at all true	7	–	–	–
A little true	20	–	–	–
Pretty much true	35	–	–	–
Very much true	39	–	–	–
<b>who always wants me to do my best.</b>				
Not at all true	5	–	–	–
A little true	12	–	–	–
Pretty much true	25	–	–	–
Very much true	58	–	–	–
<b>who believes that I will be a success.</b>				
Not at all true	9	–	–	–
A little true	16	–	–	–
Pretty much true	24	–	–	–
Very much true	52	–	–	–

*Question HS/MS A.35-40: At my school, there is a teacher or some other adult... who really cares about me... who tells me when I do a good job... who notices when I am not there... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.*

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

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

<b>At school...</b>	<b>Grade 7</b>	<b>Grade 9</b>	<b>Grade 11</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b><i>Opportunities for Meaningful Participation</i></b>				
<b>I do interesting activities.</b>				
Not at all true	15	–	–	–
A little true	25	–	–	–
Pretty much true	26	–	–	–
Very much true	34	–	–	–
<b>I help decide things like class activities or rules.</b>				
Not at all true	46	–	–	–
A little true	27	–	–	–
Pretty much true	16	–	–	–
Very much true	12	–	–	–
<b>I do things that make a difference.</b>				
Not at all true	27	–	–	–
A little true	34	–	–	–
Pretty much true	22	–	–	–
Very much true	17	–	–	–

*Question HS/MS A.41-43: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.*

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

**Table A4.8*****Parent Involvement in School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>				
Strongly disagree	4	–	–	–
Disagree	6	–	–	–
Neither disagree nor agree	16	–	–	–
Agree	40	–	–	–
Strongly agree	34	–	–	–
<b>Parents feel welcome to participate at this school.</b>				
Strongly disagree	5	–	–	–
Disagree	5	–	–	–
Neither disagree nor agree	27	–	–	–
Agree	40	–	–	–
Strongly agree	23	–	–	–
<b>School staff takes parent concerns seriously.</b>				
Strongly disagree	7	–	–	–
Disagree	7	–	–	–
Neither disagree nor agree	30	–	–	–
Agree	34	–	–	–
Strongly agree	23	–	–	–

*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.*

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

**Table A4.9*****Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>My school is usually clean and tidy.</b>				
Strongly disagree	8	–	–	–
Disagree	16	–	–	–
Neither disagree nor agree	28	–	–	–
Agree	34	–	–	–
Strongly agree	14	–	–	–

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

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

## 5. School Violence, Victimization, and Safety

**Table A5.1**

***Perceived Safety at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	21	–	–	–
Safe	44	–	–	–
Neither safe nor unsafe	25	–	–	–
Unsafe	5	–	–	–
Very unsafe	5	–	–	–

*Question HS A.91/MS A.81: How safe do you feel when you are at school?*

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

**Table A5.2**

***Verbal Harassment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b><i>had mean rumors or lies spread about you?</i></b>				
0 times	59	–	–	–
1 time	19	–	–	–
2 to 3 times	10	–	–	–
4 or more times	12	–	–	–
<b><i>had sexual jokes, comments, or gestures made to you?</i></b>				
0 times	75	–	–	–
1 time	11	–	–	–
2 to 3 times	5	–	–	–
4 or more times	9	–	–	–
<b><i>been made fun of because of your looks or the way you talk?</i></b>				
0 times	66	–	–	–
1 time	14	–	–	–
2 to 3 times	7	–	–	–
4 or more times	13	–	–	–
<b><i>been made fun of, insulted, or called names?</i></b>				
0 times	60	–	–	–
1 time	15	–	–	–
2 to 3 times	8	–	–	–
4 or more times	17	–	–	–

*Question HS A.95-97, 106/MS A.86-88, 97: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?*

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



**Table A5.3**

***Violence and Victimization on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>				
0 times	68	—	—	—
1 time	15	—	—	—
2 to 3 times	8	—	—	—
4 or more times	8	—	—	—
<b>been afraid of being beaten up?</b>				
0 times	80	—	—	—
1 time	12	—	—	—
2 to 3 times	3	—	—	—
4 or more times	5	—	—	—
<b>been in a physical fight?</b>				
0 times	83	—	—	—
1 time	10	—	—	—
2 to 3 times	4	—	—	—
4 or more times	3	—	—	—
<b>been threatened with harm or injury?</b>				
0 times	88	—	—	—
1 time	7	—	—	—
2 to 3 times	2	—	—	—
4 or more times	3	—	—	—
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	93	—	—	—
1 time	4	—	—	—
2 to 3 times	2	—	—	—
4 or more times	1	—	—	—
<b>been offered, sold, or given an illegal drug?</b>				
0 times	94	—	—	—
1 time	4	—	—	—
2 to 3 times	1	—	—	—
4 or more times	1	—	—	—

*Question HS A.92-94, 99, 103, 105/MS A.83-85, 90, 94, 96: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?*

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

**Table A5.4*****Reasons for Harassment on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Race, ethnicity, or national origin</b>				
0 times	89	–	–	–
1 time	5	–	–	–
2 or more times	5	–	–	–
<b>Religion</b>				
0 times	94	–	–	–
1 time	4	–	–	–
2 or more times	3	–	–	–
<b>Gender (being male or female)</b>				
0 times	94	–	–	–
1 time	3	–	–	–
2 or more times	3	–	–	–
<b>Because you are gay or lesbian or someone thought you were</b>				
0 times	92	–	–	–
1 time	4	–	–	–
2 or more times	4	–	–	–
<b>A physical or mental disability</b>				
0 times	96	–	–	–
1 time	2	–	–	–
2 or more times	2	–	–	–
<b><i>Any of the above five hate-crime reasons</i></b>				
	21	–	–	–
<b>Any other reason</b>				
0 times	81	–	–	–
1 time	8	–	–	–
2 or more times	11	–	–	–
<b><i>Any harassment</i></b>				
	31	–	–	–

*Question HS A.107-112/MS A.98-103: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Had your property stolen or deliberately damaged</b>				
0 times	81	—	—	—
1 time	11	—	—	—
2 to 3 times	6	—	—	—
4 or more times	3	—	—	—
<b>Damaged school property on purpose</b>				
0 times	92	—	—	—
1 time	5	—	—	—
2 to 3 times	2	—	—	—
4 or more times	1	—	—	—

*Question HS A.98, 100/MS A.89, 91: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Carried a gun</b>				
0 times	97	—	—	—
1 time	1	—	—	—
2 to 3 times	1	—	—	—
4 or more times	1	—	—	—
<b>Carried any other weapon (such as a knife or club)</b>				
0 times	94	—	—	—
1 time	3	—	—	—
2 to 3 times	1	—	—	—
4 or more times	1	—	—	—
<b>Seen someone carrying a gun, knife, or other weapon</b>				
0 times	79	—	—	—
1 time	14	—	—	—
2 to 3 times	3	—	—	—
4 or more times	3	—	—	—

*Question HS A.101, 102, 104/MS A.92, 93, 95: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?*

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

## 6. Alcohol and Other Drug Use

**Table A6.1**

*Summary Measures of Level of AOD Use*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	14	–	–	–	A6.2
Current alcohol or drugs	7	–	–	–	A6.4
Current heavy drug users	1	–	–	–	A6.4
Current heavy alcohol user (binge drinker)	1	–	–	–	A6.4
Current alcohol or drug use on school property	3	–	–	–	A6.10

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (one full drink)</b>				
0 times	89	—	—	—
1 time	6	—	—	—
2 to 3 times	3	—	—	—
4 or more times	2	—	—	—
<b>Marijuana</b>				
0 times	96	—	—	—
1 time	2	—	—	—
2 to 3 times	1	—	—	—
4 or more times	1	—	—	—
<b>Inhalants (to get “high”)</b>				
0 times	96	—	—	—
1 time	2	—	—	—
2 to 3 times	1	—	—	—
4 or more times	1	—	—	—
<b>Cocaine, Methamphetamine, or any amphetamines</b>				
0 times	na	—	—	—
1 time	na	—	—	—
2 to 3 times	na	—	—	—
4 or more times	na	—	—	—
<b>Ecstasy, LSD, or other psychedelics</b>				
0 times	na	—	—	—
1 time	na	—	—	—
2 to 3 times	na	—	—	—
4 or more times	na	—	—	—
<b>Any other drug, or pill, or medicine to get “high” or for other than medical reasons</b>				
0 times	97	—	—	—
1 time	1	—	—	—
2 to 3 times	1	—	—	—
4 or more times	1	—	—	—
<b>Any of the above AOD use</b>	14	—	—	—

Question HS A.47-50, 52, 57/MS A.48-50, 52: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

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

na—Not asked of middle school students.

**Table A6.2**

***Lifetime AOD Use – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Prescription pain medication, tranquilizers, or sedatives</b>				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
<b>Diet Pills</b>				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
<b>Ritalin™ or Adderall™ or other prescription stimulant</b>				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
<b>Cold/Cough Medicines or other over-the-counter medicines</b>				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

*Question HS A.53-56: 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 25 respondents.*

*na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	11	–	–	–
Marijuana	4	–	–	–
Inhalants	4	–	–	–
Cocaine	na	–	–	–
Ecstasy, LSD, or other psychedelics	na	–	–	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	–	–	–

*Notes: Cells are empty if there are less than 25 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)	6	–	–	–
Binge drinking (5 or more drinks in a row)	1	–	–	–
Marijuana	2	–	–	–
Inhalants	1	–	–	–
Prescription medications to get “high” or for reasons other than prescribed	na	–	–	–
Other drug, pill, or medicine to get “high” or for other than medical reasons	1	–	–	–
<b><i>Any drug use</i></b>	3	–	–	–
<b><i>Heavy drug user</i></b>	1	–	–	–
<b><i>Any AOD Use</i></b>	7	–	–	–
Two or more drugs at the same time	na	–	–	–

*Question HS A.64-70/MS A.59-62, 63: 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 drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?*

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

*na—Not asked of middle school students.*



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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (at least one drink)</b>				
0 days	94	–	–	–
1 or 2 days	5	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
<b>Binge drinking (5 or more drinks in a row)</b>				
0 days	99	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
<b>Marijuana</b>				
0 days	98	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–

*Question HS A.64-66/MS A.59-61: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Very drunk or sick after drinking alcohol</b>				
0 times	97	—	—	—
1 to 2 times	3	—	—	—
3 to 6 times	0	—	—	—
7 or more times	0	—	—	—
<b>“High” (loaded, stoned, or wasted) from using drugs</b>				
0 times	97	—	—	—
1 to 2 times	2	—	—	—
3 to 6 times	1	—	—	—
7 or more times	1	—	—	—
<b>Very drunk or “high” 7 or more times</b>	1	—	—	—

Question HS A.58, 59/MS A.53, 54: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol</b>				
Does not apply, don’t use	na	—	—	—
0 times	na	—	—	—
1 time	na	—	—	—
2 to 3 times	na	—	—	—
4 or more times	na	—	—	—
<b>Marijuana</b>				
Does not apply, don’t use	na	—	—	—
0 times	na	—	—	—
1 time	na	—	—	—
2 to 3 times	na	—	—	—
4 or more times	na	—	—	—

Question HS A.88, 89: How many times have you tried to quit or stop using... alcohol... marijuana?

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

na—Not asked of middle school students.

**Table A6.8**  
**Drinking While Driving**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking</b>				
Never	na	–	–	–
1 time	na	–	–	–
2 times	na	–	–	–
3 to 6 times	na	–	–	–
7 or more times	na	–	–	–
<b>Have ridden in a car driven by someone who had been drinking</b>				
Never	67	na	na	na
1 time	12	na	na	na
2 times	8	na	na	na
3 to 6 times	5	na	na	na
7 or more times	8	na	na	na

*Question HS A.90/MS A.80: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?*

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

*na—Not asked of middle/high school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	–	–	–
1 to 2 times	1	–	–	–
3 to 6 times	0	–	–	–
7 or more times	0	–	–	–

*Question HS A.60/MS A.55: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?*

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

**Table A6.10*****Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol</b>				
0 days	98	–	–	–
1 to 2 days	2	–	–	–
3 or more days	0	–	–	–
<b>Marijuana</b>				
0 days	100	–	–	–
1 to 2 days	0	–	–	–
3 or more days	0	–	–	–
<b>Any other drug, pill, or medicine to get “high” or for other than medical reasons?</b>				
0 days	99	–	–	–
1 to 2 days	0	–	–	–
3 or more days	0	–	–	–
<b><i>Any of the above</i></b>	3	–	–	–

*Question HS A.74-76/MS A.67-69: 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?*

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

**Table A6.11**

***Perceived Harm and Availability***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>Perceived Harm of Use...</i></b>				
<b>Alcohol - drink occasionally</b>				
Great	32	–	–	–
Moderate	23	–	–	–
Slight	15	–	–	–
None	30	–	–	–
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	42	–	–	–
Moderate	18	–	–	–
Slight	10	–	–	–
None	30	–	–	–
<b>Marijuana - smoke occasionally</b>				
Great	42	–	–	–
Moderate	18	–	–	–
Slight	9	–	–	–
None	31	–	–	–
<b>Marijuana - smoke once or twice a week</b>				
Great	42	–	–	–
Moderate	17	–	–	–
Slight	10	–	–	–
None	32	–	–	–
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Alcohol</b>				
Very difficult	17	–	–	–
Fairly difficult	9	–	–	–
Fairly easy	10	–	–	–
Very easy	10	–	–	–
Don't know	53	–	–	–
<b>Marijuana</b>				
Very difficult	21	–	–	–
Fairly difficult	8	–	–	–
Fairly easy	8	–	–	–
Very easy	8	–	–	–
Don't know	56	–	–	–

*Question HS A.79-82, 84, 85/MS A.72-75, 77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.*

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

## 7. Tobacco Use

**Table A7.1**

**Summary of Key CHKS Tobacco Indicators**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Use Prevalence and Patterns</b>					
Ever smoked a whole cigarette	2	–	–	–	A7.2
Current cigarette smoking <sup>‡</sup>	1	–	–	–	A7.3
Current cigarette smoking at school <sup>‡</sup>	0	–	–	–	A7.4
Ever tried smokeless tobacco	2	–	–	–	A7.2
Current smokeless tobacco use <sup>‡</sup>	1	–	–	–	A7.3
Current smokeless tobacco use at school <sup>‡</sup>	0	–	–	–	A7.4
Ever used electronic cigarettes or other vaping device	12	–	–	–	A7.2
Current use of electronic cigarettes or other vaping device <sup>‡</sup>	3	–	–	–	A7.3
Current use of electronic cigarettes or other vaping device at school <sup>‡</sup>	1	–	–	–	A7.4
<b>Cessation Attempts</b>					
Tried to quit or stop using cigarettes	na	–	–	–	A7.5
<b>Attitudes and Correlates</b>					
Occasional smoking great harm	37	–	–	–	A7.7
Smoking 1-2 packs per day great harm	53	–	–	–	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	72	–	–	–	A7.6
Very easy to obtain cigarettes	9	–	–	–	A7.7

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

<sup>‡</sup>Past 30 days; na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>A cigarette, even one or two puffs</b>				
0 times	95	na	na	na
1 time	3	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
<b>A whole cigarette</b>				
0 times	98	–	–	–
1 time	1	–	–	–
2 to 3 times	1	–	–	–
4 or more times	1	–	–	–
<b>Smokeless tobacco</b>				
0 times	98	–	–	–
1 time	1	–	–	–
2 to 3 times	1	–	–	–
4 or more times	0	–	–	–
<b>An electronic cigarette or other vaping device</b>				
0 times	88	–	–	–
1 time	5	–	–	–
2 to 3 times	3	–	–	–
4 or more times	4	–	–	–

*Question HS A.44-46/MS A.44-47: 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 25 respondents.*

*na—Not asked of high school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarette</b>				
Any	1	–	–	–
Daily (20 or more days)	0	–	–	–
<b>Smokeless Tobacco</b>				
Any	1	–	–	–
Daily (20 or more days)	0	–	–	–
<b>Electronic cigarette</b>				
Any	3	–	–	–
Daily (20 or more days)	0	–	–	–

*Question HS A.61-63/MS A.56-58: 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 25 respondents.*



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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarette</b>				
0 days	100	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
<b>Smokeless Tobacco</b>				
0 days	100	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–
<b>Electronic cigarette or other vaping device</b>				
0 days	99	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 or more days	0	–	–	–

*Question HS A.71-73/MS A.64-66: 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 25 respondents.*

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

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

*Question HS A.87: How many times have you tried to quit or stop using cigarettes?*

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

*na—Not asked of middle school students.*

**Table A7.6*****Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	18	—	—	—
Somewhat disapprove	10	—	—	—
Strongly disapprove	72	—	—	—

*Question HS A.86/MS A.79: How do you feel about someone your age smoking one or more packs of cigarettes a day?*

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

**Table A7.7*****Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>Perceived Harm of Use...</i></b>				
<b>Smoke cigarettes occasionally</b>				
Great	37	–	–	–
Moderate	21	–	–	–
Slight	12	–	–	–
None	29	–	–	–
<b>Smoke 1-2 packs of cigarettes a day</b>				
Great	53	–	–	–
Moderate	11	–	–	–
Slight	6	–	–	–
None	30	–	–	–
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Cigarettes</b>				
Very difficult	17	–	–	–
Fairly difficult	9	–	–	–
Fairly easy	10	–	–	–
Very easy	9	–	–	–
Don't know	55	–	–	–

*Question HS A.77, 78, 83/MS A.70, 71, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.*

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

## 8. Other Physical and Mental Health Risks

**Table A8.1**

***Cyber Bullying, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	81	–	–	–
1 time	10	–	–	–
2 to 3 times	4	–	–	–
4 or more times	5	–	–	–

*Question HS A.113/MS A.104: 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 25 respondents.*

**Table A8.2**

***Alone After School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	60	na	na	na
1 day	13	na	na	na
2 days	6	na	na	na
3 days	4	na	na	na
4 days	2	na	na	na
5 days	15	na	na	na

*Question MS A.82: In a normal week, how many days are you home after school for at least one hour without an adult there?*

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

*na—Not asked of high school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	33	–	–	–
Yes	67	–	–	–

*Question HS A.117/MS A.107: Did you eat breakfast today?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	71	–	–	–
Yes	29	–	–	–

*Question HS A.115/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	–	–	–
Yes	na	–	–	–

*Question HS A.116: During the past 12 months, did you ever seriously consider attempting suicide?*

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

*na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	94	–	–	–
Yes	6	–	–	–

*Question HS A.114/MS A.105: Do you consider yourself a member of a gang?*

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

## 9. Race/Ethnic Breakdowns

**Table A9.1**

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

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports	39	42		43		36	39
Caring adults in school	38	42		45		40	37
High expectations-adults in school	57	67		71		60	57
Meaningful participation at school	17	24		14		15	17
<b><i>School Connectedness</i></b>	58	53		37		55	58
<b><i>Academic Motivation</i></b>	51	45		41		54	48

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

**Table A9.2**

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

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports	-	-	-	-	-	-	-
Caring adults in school	-	-	-	-	-	-	-
High expectations-adults in school	-	-	-	-	-	-	-
Meaningful participation at school	-	-	-	-	-	-	-
<b><i>School Connectedness</i></b>	-	-	-	-	-	-	-
<b><i>Academic Motivation</i></b>	-	-	-	-	-	-	-

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

**Table A9.3**

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

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports	-	-	-	-	-	-	-
Caring adults in school	-	-	-	-	-	-	-
High expectations-adults in school	-	-	-	-	-	-	-
Meaningful participation at school	-	-	-	-	-	-	-
<b><i>School Connectedness</i></b>	-	-	-	-	-	-	-
<b><i>Academic Motivation</i></b>	-	-	-	-	-	-	-

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

**Table A9.4**

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

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

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

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

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

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



## 10. Gender Breakdowns

**Table A10.1**

***School Developmental Supports, Connectedness, and Academic Motivation by Gender***

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<b><i>School Environment</i></b>								
Total school supports	39	38	–	–	–	–	–	–
Caring adults in school	40	37	–	–	–	–	–	–
High expectations-adults in school	57	58	–	–	–	–	–	–
Meaningful participation at school	18	16	–	–	–	–	–	–
<b><i>School Connectedness</i></b>								
	55	58	–	–	–	–	–	–
<b><i>Academic Motivation</i></b>								
	52	46	–	–	–	–	–	–

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

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

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<b>Lifetime and Current AOD Use</b>								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	10	12	–	–	–	–	–	–
use inhalants?	4	3	–	–	–	–	–	–
smoke marijuana?	4	4	–	–	–	–	–	–
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	6	5	–	–	–	–	–	–
use inhalants?	2	1	–	–	–	–	–	–
smoke marijuana?	2	2	–	–	–	–	–	–
<b>Level of Involvement (High Risk Patterns)</b>								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	3	3	–	–	–	–	–	–
been “high” from using drugs?	3	3	–	–	–	–	–	–
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	1	2	–	–	–	–	–	–
<b>AOD Use at School</b>								
During your life, have you ever been drunk or “high” on school property?	1	1	–	–	–	–	–	–
During the past 30 days, did you use marijuana on school property?	1	0	–	–	–	–	–	–
<b>Perceived Harm</b>								
<i>Frequent use of...is harmful.<sup>A</sup></i>								
alcohol (five or more drinks once or twice a week)	69	70	–	–	–	–	–	–
marijuana (once or twice a week)	68	68	–	–	–	–	–	–

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

<sup>A</sup>Combines Great, Moderate, and Slight.

**Table A10.3**  
***Selected Tobacco Use Measures by Gender***

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	2	3	–	–	–	–	–	–
During the past 30 days, did you smoke a cigarette?	1	2	–	–	–	–	–	–
During the past 30 days, did you smoke cigarettes daily?	0	0	–	–	–	–	–	–
During the past 30 days, did you smoke cigarettes on school property?	1	0	–	–	–	–	–	–
Frequent use of cigarettes is harmful. (1-2 packs a day) <sup>A</sup>	69	71	–	–	–	–	–	–

Notes: Cells are empty if there are less than 25 respondents.  
<sup>A</sup>Combines Great, Moderate, and Slight.

**Table A10.4**  
***School Safety–Related Indicators by Gender***

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	11	11	–	–	–	–	–	–
Religion	6	7	–	–	–	–	–	–
Gender	6	6	–	–	–	–	–	–
Gay/lesbian, or someone thought you were	9	8	–	–	–	–	–	–
Physical/mental disability	4	3	–	–	–	–	–	–
Any other reason	23	14	–	–	–	–	–	–
During the past 12 months at school, have you been in a physical fight?	11	22	–	–	–	–	–	–
Feels safe at school	64	67	–	–	–	–	–	–
Currently belong to a gang	7	5	–	–	–	–	–	–

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

**Table A10.5**  
***Physical and Mental Health Measures by Gender***

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Eating of breakfast	64	71	–	–	–	–	–	–
Chronic sad or hopeless feelings	38	18	–	–	–	–	–	–

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

# Building Healthy Communities (BHC) Module

## 1. Module Sample

**Table C1.1**

***Student Sample for BHC Module***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Final number	1,036	–	–	–

*Note: <sup>A</sup>NT includes continuation, community day, and other alternative school types.*

## 2. Access to Health Care

**Table C2.1**

***Where Do You Usually Go for Health Care***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Where do you usually go for help when you are sick, need medical care, or advice about health?</b>				
Hospital, urgent care, or emergency room	25	–	–	–
Doctor’s office	27	–	–	–
Community clinic or medical center	21	–	–	–
A family member or neighbor who is not a doctor or a nurse	7	–	–	–
School nurse’s office	1	–	–	–
Health center or clinic at your school	3	–	–	–
Some other place	2	–	–	–
I don’t have anywhere I usually go	4	–	–	–
I don’t know	10	–	–	–
<b>At school, where do you usually go for help when you are sick, need medical care, or need to get advice about health?</b>				
Main office	34	–	–	–
School nurse	41	–	–	–
Student health office/clinic	3	–	–	–
Counselor	1	–	–	–
Teacher or teachers aide	3	–	–	–
Friend or another student	3	–	–	–
I don’t have anywhere to go	4	–	–	–
I don’t know	10	–	–	–

*Question HS/MS C.1, 2: Where do you usually go for help when you are sick, need medical care, or advice about health?... At school, where do you usually go for help when you are sick, need medical care, or need to get advice about health?*

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

**Table C2.2*****Last Regular Check Up with Dentist***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I've never been to a dentist to have my teeth checked	2	–	–	–
Within the last six months	51	–	–	–
Seven to 12 months ago	8	–	–	–
Between one and two years ago	5	–	–	–
More than two years ago	2	–	–	–
I don't know/remember	31	–	–	–

*Question HS/MS C.3: When did you last visit a dentist to get your teeth checked or cleaned?*

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

**Table C2.3*****Medical Care Usage, Past Year***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Medical care when you were sick or hurt or needed a checkup</b>				
Always	45	–	–	–
Sometimes	24	–	–	–
Rarely	12	–	–	–
Never	2	–	–	–
I don't know/remember	8	–	–	–
I didn't need this type of care	9	–	–	–
<b>Counseling to help you deal with problems like stress, feeling sad, family issues, or alcohol or drug use</b>				
Always	17	–	–	–
Sometimes	7	–	–	–
Rarely	7	–	–	–
Never	19	–	–	–
I don't know/remember	8	–	–	–
I didn't need this type of care	43	–	–	–
<b>Dental care when you had a problem with your teeth or mouth</b>				
Always	39	–	–	–
Sometimes	17	–	–	–
Rarely	10	–	–	–
Never	8	–	–	–
I don't know/remember	10	–	–	–
I didn't need this type of care	16	–	–	–

*Question HS/MS C.4-6: In the past year, how often did you get the following types of care when you needed it?... Medical care when you were sick or hurt or needed a checkup... Counseling to help you deal with problems like stress, feeling sad, family issues, or alcohol or drug use... Dental care when you had a problem with your teeth or mouth.*

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



### 3. Physical Activity

**Table C3.1**

***Number of Days Exercised, Past 7 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	10	–	–	–
1 day	4	–	–	–
2 days	6	–	–	–
3 days	7	–	–	–
4 days	7	–	–	–
5 days	24	–	–	–
6 days	10	–	–	–
7 days	32	–	–	–

*Question HS/MS C.15: On how many of the past 7 days did you exercise or do physical activity for a total of at least 60 minutes a day (like basketball, soccer, running, swimming laps, bicycling, skateboarding, fast walking, dancing or similar aerobic activities; do not include exercise that lasts less than 10 minutes at a time)?*

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

**Table C3.2**

***Minutes Spent Exercising***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>before school?</b>				
Less than 10 minutes	68	–	–	–
10 to 30 minutes	18	–	–	–
31 to 60 minutes	8	–	–	–
More than 60 minutes	6	–	–	–
<b>during normal school hours?</b>				
Less than 10 minutes	16	–	–	–
10 to 30 minutes	29	–	–	–
31 to 60 minutes	39	–	–	–
More than 60 minutes	15	–	–	–
<b>in an afterschool program or as part of a sports team or sports program?</b>				
Less than 10 minutes	50	–	–	–
10 to 30 minutes	14	–	–	–
31 to 60 minutes	12	–	–	–
More than 60 minutes	24	–	–	–

*Question HS/MS C.16-18: On an average school day, how many minutes do you spend actually exercising or playing sports... before school?... during normal school hours?... in an afterschool program or as part of a sports team or sports program?*

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

## 4. Nutrition

**Table C4.1**

***Food Consumption***

During the past 24 hours, how many times did you...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>eat fast food?</b>				
0 times	61	–	–	–
1 time	29	–	–	–
2 times	5	–	–	–
3 times	2	–	–	–
4 times	0	–	–	–
5 or more times	3	–	–	–
<b>drink a glass or can of sweetened soda, a sports drink, an energy drink, or other sweetened drink?</b>				
0 times	30	–	–	–
1 time	39	–	–	–
2 times	18	–	–	–
3 times	6	–	–	–
4 times	2	–	–	–
5 or more times	6	–	–	–
<b>eat raw or whole fruit?</b>				
0 times	32	–	–	–
1 time	22	–	–	–
2 times	18	–	–	–
3 times	12	–	–	–
4 times	5	–	–	–
5 or more times	10	–	–	–
<b>eat vegetables?</b>				
0 times	32	–	–	–
1 time	26	–	–	–
2 times	18	–	–	–
3 times	10	–	–	–
4 times	5	–	–	–
5 or more times	10	–	–	–

*Question HS/MS C.19-22: During the past 24 hours (yesterday), how many times did you... eat fast food (like Taco Bell, Burger King, Panda Express, McDonalds, KFC)?... drink a glass or can of sweetened soda (like Coke or Pepsi), a sports drink (like Gatorade), an energy drink (like Red Bull), or other sweetened drink (like Jarritos, Sunny Delight, or fruit flavored drinks)?... eat raw or whole fruit (like an apple, banana, or orange; do not count fruit juice)?... eat vegetables (like green salads, green beans, carrots, or sweet potatoes that are not fried)?*

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

**Table C4.2**  
***Food and Beverage Consumed on Last School Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A glass or can of sweetened soda, a sports drink, an energy drink, or any other sweetened drink	20	–	–	–
A glass or can of % fruit juice	32	–	–	–
French fries, potato chips, or other fried potatoes	22	–	–	–
Raw or whole fruit (do not count juice)	28	–	–	–
Vegetables	30	–	–	–
One or more glasses of water	46	–	–	–
Breakfast served at school	31	–	–	–
Lunch served at school	58	–	–	–
None of the above	15	–	–	–

*Question HS/MS C.23: The last day you attended school, did you eat or drink any of the following at school? (Mark All That Apply.)*

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

## 5. Lunch at School/Drinking Water

**Table C5.1**

***Lunch Source on School Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Bring your own food from home	5	–	–	–
Eat food served by the school cafeteria	71	–	–	–
Eat food from vending machines at school or the student store	2	–	–	–
Eat at home	3	–	–	–
Eat off campus (not at your home)	1	–	–	–
I usually don't eat lunch	16	–	–	–
Other	2	–	–	–

*Question HS/MS C.24: Where do you usually get your lunch during a school day?*

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

**Table C5.2**

***School Cafeteria and Eating Area***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Which of the following statements about your school cafeteria or eating area do you agree with? (Mark all that apply.)<sup>†</sup></b>				
I like the food served there.	45	–	–	–
They serve the right amount of food.	42	–	–	–
I like the fresh fruits and vegetables served at school.	35	–	–	–
It is embarrassing to eat cafeteria food.	10	–	–	–
I don't feel safe there.	6	–	–	–
It is clean.	43	–	–	–
<b>Have you seen information posted in your cafeteria or somewhere else in your school about the nutritional content of foods?</b>				
Yes	50	–	–	–
No	18	–	–	–
I don't know	32	–	–	–

*Question HS/MS C.25, 26: Which of the following statements about your school cafeteria or eating area do you agree with? (Mark all that apply.)... Have you seen information posted in your cafeteria or somewhere else in your school about the nutritional content of foods (such as calories, fat, salt, sugar, or whole grains)?*

*Notes: Cells are empty if there are less than 25 respondents. <sup>†</sup>Total percentages may exceed 100% for "mark all that apply" items.*

**Table C5.3**

***Clean and Drinkable Water***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>The school has clean and drinkable water available.</b>				
Strongly disagree	11	–	–	–
Disagree	15	–	–	–
Agree	47	–	–	–
Strongly agree	27	–	–	–

*Question HS/MS C.54: How strongly do you agree or disagree with the following statements about your school?... The school has clean and drinkable water available.*

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

## 6. Reasons for School Absence

**Table C6.1**

***Reasons for Missing School, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Asthma or other problems with breathing, coughing, chest pain, or wheezing when you didn't have a cold</b>				
0 days	81	–	–	–
1 day	10	–	–	–
2 days	4	–	–	–
3 or more days	5	–	–	–
<b>Illness (feeling physically sick)</b>				
0 days	58	–	–	–
1 day	23	–	–	–
2 days	9	–	–	–
3 or more days	10	–	–	–
<b>Felt very sad, hopeless, anxious, stressed, or angry</b>				
0 days	88	–	–	–
1 day	6	–	–	–
2 days	2	–	–	–
3 or more days	4	–	–	–
<b>Tooth pain or other dental issues</b>				
0 days	87	–	–	–
1 day	10	–	–	–
2 days	2	–	–	–
3 or more days	1	–	–	–

*Question HS/MS C.7-10: In the past 30 days, how many days of school did you miss for any of the following reasons?... Asthma or other problems with breathing, coughing, chest pain, or wheezing when you didn't have a cold... Illness (feeling physically sick)... Felt very sad, hopeless, anxious, stressed, or angry... Tooth pain or other dental issues.*

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

**Table C6.1*****Reasons for Missing School, Past 30 Days – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>You felt unsafe at school</b>				
0 days	92	–	–	–
1 day	4	–	–	–
2 days	2	–	–	–
3 or more days	2	–	–	–
<b>You felt unsafe on your way to or from school</b>				
0 days	95	–	–	–
1 day	3	–	–	–
2 days	1	–	–	–
3 or more days	1	–	–	–
<b>You had no transportation to school</b>				
0 days	92	–	–	–
1 day	5	–	–	–
2 days	1	–	–	–
3 or more days	2	–	–	–

*Question HS/MS C.11-13: In the past 30 days, how many days of school did you miss for any of the following reasons?... You felt unsafe at school... You felt unsafe on your way to or from school... You had no transportation to school.*

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

**Table C6.2*****Number of Days Absent from School, Last 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	51	–	–	–
1 day	19	–	–	–
2 days	15	–	–	–
3 or more days	15	–	–	–

*Question HS/MS C.14: How many total days of school did you miss in the last 30 days?*

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

## 7. Community Safety

**Table C7.1**

***Neighborhood Safety***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>How safe do you feel in the neighborhood where you live?</b>				
Very safe	36	–	–	–
Safe	38	–	–	–
Neither safe nor unsafe	18	–	–	–
Unsafe	5	–	–	–
Very unsafe	3	–	–	–
<b>How safe do you feel in your neighborhood parks and playgrounds?</b>				
Very safe	12	–	–	–
Safe	31	–	–	–
Neither safe nor unsafe	25	–	–	–
Unsafe	5	–	–	–
Very unsafe	5	–	–	–
I dont have any neighborhood parks or playgrounds	21	–	–	–
<b>During the past 12 months, how many times in your neighborhood (not at school) have you seen someone carrying a gun, knife, or other weapon?</b>				
Never	74	–	–	–
1 time	12	–	–	–
2 times	6	–	–	–
3 times	3	–	–	–
4 or more times	5	–	–	–

*Question HS/MS C.27-29: How safe do you feel in the neighborhood where you live?... How safe do you feel in your neighborhood parks and playgrounds?... During the past 12 months, how many times in your neighborhood (not at school) have you seen someone carrying a gun, knife, or other weapon?*

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



**Table C7.2**  
***Major Problems in Neighborhood***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Bullying	17	–	–	–
Crime	23	–	–	–
Empty or abandoned buildings	18	–	–	–
Fights	21	–	–	–
Gangs	18	–	–	–
Graffiti	24	–	–	–
Liquor stores and/or bars	12	–	–	–
People selling drugs	14	–	–	–
Police treating people unfairly	7	–	–	–
Unemployment	26	–	–	–

*Question HS/MS C.30: Which of the following are major problems in your neighborhood? (Mark all that apply.)*

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

## 8. Safety and Supports at School

**Table C8.1**

***Respect for Diversity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>My class lessons include examples of my racial, ethnic, or cultural background.</b>				
Strongly disagree	13	–	–	–
Disagree	28	–	–	–
Agree	43	–	–	–
Strongly agree	15	–	–	–
<b>Students in this school respect each others differences.</b>				
Strongly disagree	11	–	–	–
Disagree	24	–	–	–
Agree	45	–	–	–
Strongly agree	19	–	–	–
<b>Adults in this school respect differences in students.</b>				
Strongly disagree	8	–	–	–
Disagree	10	–	–	–
Agree	47	–	–	–
Strongly agree	34	–	–	–
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>				
Strongly disagree	8	–	–	–
Disagree	10	–	–	–
Agree	49	–	–	–
Strongly agree	33	–	–	–

*Question HS/MS C.48-51: How strongly do you agree or disagree with the following statements about your school?... My class lessons include examples of my racial, ethnic, or cultural background... Students in this school respect each others differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.*

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

**Table C8.1*****Respect for Diversity - Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>				
Strongly disagree	46	–	–	–
Disagree	27	–	–	–
Agree	18	–	–	–
Strongly agree	9	–	–	–
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>				
Strongly disagree	31	–	–	–
Disagree	32	–	–	–
Agree	28	–	–	–
Strongly agree	10	–	–	–

*Question HS/MS C.52, 53: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities.*

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

**Table C8.2*****Supports for Social and Emotional Learning***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school encourages students to feel responsible for how they act.</b>				
Strongly disagree	10	–	–	–
Disagree	11	–	–	–
Agree	52	–	–	–
Strongly agree	27	–	–	–
<b>Students are often given rewards for being good.</b>				
Strongly disagree	10	–	–	–
Disagree	17	–	–	–
Agree	51	–	–	–
Strongly agree	22	–	–	–

*Question HS/MS C.37, 38: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good.*

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

**Table C8.2*****Supports for Social and Emotional Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school encourages students to understand how others think and feel.</b>				
Strongly disagree	10	–	–	–
Disagree	19	–	–	–
Agree	50	–	–	–
Strongly agree	21	–	–	–
<b>Students are taught that they can control their own behavior.</b>				
Strongly disagree	9	–	–	–
Disagree	16	–	–	–
Agree	50	–	–	–
Strongly agree	25	–	–	–
<b>This school helps students solve conflicts with one another.</b>				
Strongly disagree	13	–	–	–
Disagree	22	–	–	–
Agree	46	–	–	–
Strongly agree	20	–	–	–
<b>This school encourages students to care about how others feel.</b>				
Strongly disagree	11	–	–	–
Disagree	18	–	–	–
Agree	47	–	–	–
Strongly agree	23	–	–	–

*Question HS/MS C.39-42: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.*

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

**Table C8.3*****School Responses to Bullying***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers here make it clear to students that bullying is not tolerated.</b>				
Strongly disagree	8	–	–	–
Disagree	7	–	–	–
Agree	35	–	–	–
Strongly agree	51	–	–	–
<b>If another student was bullying me, I would tell one of the teachers or staff at school.</b>				
Strongly disagree	9	–	–	–
Disagree	17	–	–	–
Agree	39	–	–	–
Strongly agree	36	–	–	–
<b>Students tell teachers when other students are being bullied.</b>				
Strongly disagree	11	–	–	–
Disagree	24	–	–	–
Agree	46	–	–	–
Strongly agree	19	–	–	–
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>				
Strongly disagree	7	–	–	–
Disagree	8	–	–	–
Agree	42	–	–	–
Strongly agree	43	–	–	–

*Question HS/MS C.43-46: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.*

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

**Table C8.3*****School Responses to Bullying – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students here try to stop bullying when they see it happening.</b>				
Strongly disagree	15	–	–	–
Disagree	28	–	–	–
Agree	41	–	–	–
Strongly agree	16	–	–	–

*Question HS/MS C.47: How strongly do you agree or disagree with the following statements about your school?... Students here try to stop bullying when they see it happening.*

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

**Table C8.4*****School Promotes Future Success***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school is giving me the skills and knowledge I need to be successful after high school.</b>				
Strongly disagree	8	–	–	–
Disagree	6	–	–	–
Agree	45	–	–	–
Strongly agree	40	–	–	–

*Question HS/MS C.55: How strongly do you agree or disagree with the following statements about your school?... This school is giving me the skills and knowledge I need to be successful after high school (getting a job or job training and/or going to college).*

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

**Table C8.5**  
**Student Supports**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>When there is a conflict at your school between students or between a teacher and a student, does your school have a way of making sure that all sides are heard before taking disciplinary action?</b>				
Yes	37	–	–	–
No	14	–	–	–
I don't know	49	–	–	–
<b>At my school, there is a permanent police officer or school resource officer on campus.</b>				
Yes	42	–	–	–
No	24	–	–	–
I don't know	34	–	–	–
<b>Police or resource officers ticket students at my school for truancy.</b>				
Yes	9	–	–	–
No	29	–	–	–
I don't know	62	–	–	–

*Question HS/MS C.34-36: When there is a conflict at your school between students or between a teacher and a student, does your school have a way of making sure that all sides are heard (like restorative justice) before taking disciplinary action?... At my school, there is a permanent police officer or school resource officer on campus... Police or resource officers ticket students at my school for truancy.*

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

## 9. Future Plans

**Table C9.1**

***Future Planning and Preparation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Do you have an adult who advises and helps you think about your future?</b>				
Yes, in school	12	—	—	—
Yes, out of school	38	—	—	—
Both in and out of school	41	—	—	—
Neither	8	—	—	—
<b>Have you participated in internships or other learning activities that gave you skills and knowledge that will help in your future?</b>				
Yes, in school	28	—	—	—
Yes, out of school	18	—	—	—
Both in and out of school	18	—	—	—
Neither	35	—	—	—
<b>What do you plan to do after high school? (Mark all that apply.)<sup>†</sup></b>				
Go to a 2 year college	13	—	—	—
Go to a 4 year college/university	66	—	—	—
Attend a trade school or receive other job training	5	—	—	—
Get a job	32	—	—	—
Enter the military	12	—	—	—
Travel	15	—	—	—
Volunteer or do an internship at an organization	6	—	—	—
I don't know yet	18	—	—	—

*Question HS/MS C.31-33: Do you have an adult who advises and helps you think about your future, such as how to apply for college, get a job, or get job training?... Have you participated in internships or other learning activities that gave you skills and knowledge that will help in your future?... What do you plan to do after high school? (Mark all that apply.)*

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