CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Piedmont City Unified
Secondary
2017-2018
Main Report

California Department of EDUCATION

Health&Human Development Program AT WestEd

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PREFACE

HYPERLINK FEATURE

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

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

Supplemental School Climate Module

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

Supplemental Social Emotional Health Module (SEHM)

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

SURVEY ADMINISTRATION AND SAMPLING

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics.

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

Changes Between Survey Administrations.

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

RESOURCES

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

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

NEXT STEPS

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

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

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

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

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

Compare Results with Other Data

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

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

Data Workshop

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

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Analyze Dataset

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

Add Questions to Your Next Surveys

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

Exhibit 1
Major School-related Domains and Constructs Assessed by CalSCHLS in Secondary Schools

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
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	
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	X

Core Module Results

1. Survey Sample

Table A1.1
Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
Student Sample Size				
Target sample	227	190	208	188
Final number	212	169	191	144
Response Rate	93%	89%	92%	77%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness†	26	26	27	25	A4.6
Academic motivation†	33	34	30	23	A4.6
Chronic truancy (twice a month or more often)§	1	4	4	16	A4.2
Caring adult relationships‡	30	37	35	44	A4.5
High expectations‡	40	43	42	51	A4.5
Meaningful participation‡	8	11	9	16	A4.5
Facilities upkeep	31	34	34	33	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	82	84	90	92	A5.1
Experienced any harassment or bullying§	36	26	27	26	A5.2
Had mean rumors or lies spread about you§	33	30	32	33	A5.3
Been afraid of being beaten up§	9	5	4	1	A5.4
Been in a physical fight§	11	3	3	1	A5.4
Seen a weapon on campus§	7	7	7	4	A5.6
Been drunk or "high" on drugs at school, ever	5	9	15	24	A6.9
Mental and Physical Health					
Current alcohol or drug use¶	18	38	46	55	A6.5
Current binge drinking¶	6	15	31	38	A6.5
Very drunk or "high" 7 or more times	6	16	28	34	A6.7
Current cigarette smoking¶	0	1	7	5	A7.3
Current electronic cigarette use¶	9	17	23	24	A7.3
Experienced chronic sadness/hopelessness§	27	25	27	19	A8.3
Considered suicide§	12	11	13	10	A8.4

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

†*Average percent of respondents reporting "Strongly agree."*

‡*Average percent of respondents reporting "Very much true."*

§*Past 12 months.*

¶*Past 30 days.*

3. Demographics

Table A3.1

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	58	48	48	44
Female	42	52	52	56

Question HS/MS A.3: What is your sex?
Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	91	90	94	92
Yes	9	10	6	8

Question HS/MS A.5: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3

Race

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native	0	0	1	0
Asian	12	18	19	17
Black or African American	1	2	3	3
Native Hawaiian or Pacific Islander	0	0	1	2
White	66	56	63	63
Mixed (two or more) races	21	25	14	15

Question HS/MS A.6: What is your race?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	99	98	97	99
Other relative's home	0	2	0	0
A home with more than one family	1	1	1	0
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	1
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	0	0	3	1

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Highest Education of Parents

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	0	1	0	1
Graduated from high school	0	1	2	0
Attended college but did not complete four-year degree	1	1	1	1
Graduated from college	97	96	98	96
Don't know	1	2	0	2

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Free or Reduced Price Meals Eligibility

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	91	94	97	98
Yes	2	2	2	2
Don't know	7	4	2	0

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	96	99	99	99
Yes	0	0	1	0
Don't know	4	1	0	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	94	94	95	94
Spanish	1	2	1	1
Mandarin	1	0	2	1
Cantonese	1	4	2	2
Taiwanese	0	0	0	0
Tagalog	0	0	0	0
Vietnamese	0	0	0	0
Korean	0	0	0	0
Other	2	1	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	97	98	99	97
Well	3	2	1	2
Not well	0	0	0	0
Not at all	0	0	0	1
speak English?				
Very well	96	96	97	97
Well	3	4	3	2
Not well	0	0	0	0
Not at all	0	0	0	1
read English?				
Very well	93	92	95	96
Well	7	8	5	3
Not well	0	1	1	0
Not at all	0	0	0	1
write English?				
Very well	87	91	91	96
Well	12	9	9	3
Not well	0	1	1	0
Not at all	0	0	0	1
English Language Proficiency Status				
Proficient	93	92	93	97
Not proficient	7	8	7	3

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

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

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

Proficient: students with average item response $>$ 3.5; and

Not Proficient: students with average item response $\leq$ 3.5.

Table A3.10

English Language Proficiency – Students Speaking a Language Other Than English at Home

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	92	90	90	
Well	8	10	10	
Not well	0	0	0	
Not at all	0	0	0	
speak English?				
Very well	92	70	80	
Well	8	30	20	
Not well	0	0	0	
Not at all	0	0	0	
read English?				
Very well	92	80	70	
Well	8	20	30	
Not well	0	0	0	
Not at all	0	0	0	
write English?				
Very well	77	80	70	
Well	23	20	20	
Not well	0	0	10	
Not at all	0	0	0	
English Language Proficiency Status				
Proficient	92	70	70	
Not proficient	8	30	30	

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

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

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

Proficient: students with average item response $>$ 3.5; and

Not Proficient: students with average item response $\leq$ 3.5.

Table A3.11

Number of Days Attending Afterschool Program

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	58	70	72	83
1 day	3	7	5	4
2 days	4	2	4	4
3 days	6	0	5	2
4 days	4	5	1	1
5 days	24	17	12	6

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.12

Military Connections

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	99	99	100	98
Yes	0	1	0	1
Don't know	1	0	0	1

Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

Table A3.13

Sexual Orientation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	78	80	79	72
Gay or Lesbian	3	2	3	1
Bisexual	6	7	7	15
I am not sure yet	8	7	7	6
Something else	3	1	0	1
Decline to respond	4	2	4	5

Question HS A.129/MS A.118: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.14

Gender Identity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	95	98	100	96
Yes, I am transgender	1	1	0	1
I am not sure if I am transgender	3	0	0	1
Decline to respond	2	1	0	1

Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	50	54	53	40
A's and B's	33	29	32	42
Mostly B's	6	5	8	11
B's and C's	9	9	4	6
Mostly C's	1	2	1	0
C's and D's	0	1	2	0
Mostly D's	0	0	0	1
Mostly F's	0	0	0	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	85	74	68	49
1-2 times	9	17	19	20
A few times	4	5	7	12
Once a month	0	0	2	4
Twice a month	0	3	2	7
Once a week	1	0	1	4
More than once a week	0	1	1	4

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.3

Absences, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	47	44	46	26
1 day	30	25	21	20
2 days	10	19	18	23
3 or more days	13	12	15	31

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.4

Reasons for Absence, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	43	41	43	23
Illness (feeling physically sick), including problems with breathing or your teeth	43	43	39	60
Were being bullied or mistreated at school	0	1	0	1
Felt very sad, hopeless, anxious, stressed, or angry	7	13	12	13
Didn't get enough sleep	14	13	22	33
Didn't feel safe at school or going to and from school	0	1	1	1
Had to take care of or help a family member or friend	1	1	3	6
Wanted to spend time with friends	0	1	1	13
Use alcohol or drugs	0	1	0	3
Were behind in schoolwork or weren't prepared for a test or class assignment	6	14	13	23
Were bored or uninterested in school	1	2	6	11
Had no transportation to school	0	0	0	3
Other reason	16	18	17	21

Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5

School Environment Scales (Developmental Supports)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports					
Average Reporting "Very much true"	26	30	29	37	
High	30	38	36	49	
Moderate	58	53	51	42	
Low	11	9	13	9	
Caring adults in school					
Average Reporting "Very much true"	30	37	35	44	A4.7
High	36	46	45	51	
Moderate	57	51	50	46	
Low	7	3	5	3	
High expectations-adults in school					
Average Reporting "Very much true"	40	43	42	51	A4.8
High	48	51	57	61	
Moderate	48	46	38	34	
Low	4	3	5	5	
Meaningful participation at school					
Average Reporting "Very much true"	8	11	9	16	A4.9
High	6	9	8	18	
Moderate	50	45	45	46	
Low	44	46	48	36	

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

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

Table A4.6

School Connectedness, Academic Motivation, and Parent Involvement Scales

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Connectedness					
Average Reporting "Strongly agree"	26	26	27	25	A4.10
High	70	64	62	59	
Moderate	28	28	36	34	
Low	2	7	3	6	
Academic Motivation					
Average Reporting "Strongly agree"	33	34	30	23	A4.11
High	30	28	27	21	
Moderate	51	51	44	49	
Low	18	21	29	29	
Parent Involvement in School					
Average Reporting "Strongly agree"	23	23	22	22	A4.12
High	45	43	47	49	
Moderate	47	46	41	39	
Low	8	11	12	13	

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

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

Table A4.7
Caring Relationships Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
Average Reporting "Very much true"	30	37	35	44
At my school, there is a teacher or some other adult...				
who really cares about me.				
Not at all true	6	7	5	1
A little true	33	26	24	25
Pretty much true	39	38	42	30
Very much true	22	29	29	44
who notices when I'm not there.				
Not at all true	7	7	8	6
A little true	26	25	17	17
Pretty much true	39	32	43	43
Very much true	27	36	33	35
who listens to me when I have something to say.				
Not at all true	2	1	2	3
A little true	16	8	11	14
Pretty much true	42	43	43	32
Very much true	40	47	44	52

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.8
High Expectations Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
Average Reporting "Very much true"	40	43	42	51
At my school, there is a teacher or some other adult...				
who tells me when I do a good job.				
Not at all true	3	5	6	6
A little true	17	17	17	19
Pretty much true	39	39	39	32
Very much true	40	38	38	43
who always wants me to do my best.				
Not at all true	2	1	3	4
A little true	10	9	12	11
Pretty much true	42	38	36	27
Very much true	46	51	49	59
who believes that I will be a success.				
Not at all true	4	2	4	4
A little true	22	17	13	14
Pretty much true	40	41	43	31
Very much true	35	40	39	51

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.9

Meaningful Participation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
Average Reporting "Very much true"	8	11	9	16
At school...				
I do interesting activities.				
Not at all true	5	10	9	8
A little true	38	37	34	29
Pretty much true	37	32	36	37
Very much true	20	21	21	26
I help decide things like class activities or rules.				
Not at all true	41	32	46	28
A little true	40	47	36	38
Pretty much true	15	12	14	22
Very much true	3	8	4	12
I do things that make a difference.				
Not at all true	24	26	26	25
A little true	47	41	42	31
Pretty much true	22	21	19	27
Very much true	8	12	13	17
I have a say in how things work.				
Not at all true	35	32	36	26
A little true	42	49	41	41
Pretty much true	17	12	18	19
Very much true	5	7	5	13
I help decide school activities or rules.				
Not at all true	61	59	59	46
A little true	29	26	31	29
Pretty much true	9	11	7	11
Very much true	1	4	3	14

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

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

Table A4.10

School Connectedness Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness				
Average Reporting "Strongly agree"	26	26	27	25
I feel close to people at this school.				
Strongly disagree	0	5	1	5
Disagree	7	8	9	10
Neither disagree nor agree	20	19	17	19
Agree	43	43	41	36
Strongly agree	30	25	32	31
I am happy to be at this school.				
Strongly disagree	1	5	2	6
Disagree	7	8	11	11
Neither disagree nor agree	20	19	22	20
Agree	48	46	44	42
Strongly agree	23	22	22	21
I feel like I am part of this school.				
Strongly disagree	2	5	3	4
Disagree	6	11	12	15
Neither disagree nor agree	25	24	18	20
Agree	47	39	43	39
Strongly agree	20	21	23	21
The teachers at this school treat students fairly.				
Strongly disagree	1	6	2	3
Disagree	5	8	7	9
Neither disagree nor agree	20	14	21	16
Agree	52	50	48	58
Strongly agree	21	22	22	15
I feel safe in my school.				
Strongly disagree	0	2	1	1
Disagree	2	2	2	1
Neither disagree nor agree	12	13	12	7
Agree	49	45	48	52
Strongly agree	36	38	38	38

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

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

Table A4.11

Academic Motivation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic Motivation				
Average Reporting "Strongly agree"	33	34	30	23
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	1	1	1
Disagree	2	5	8	5
Neither disagree nor agree	7	6	6	13
Agree	39	38	38	46
Strongly agree	50	50	48	36
I try hard at school because I am interested in my work.				
Strongly disagree	5	11	10	6
Disagree	15	23	26	23
Neither disagree nor agree	30	21	23	19
Agree	33	29	29	37
Strongly agree	17	16	12	14
I work hard to try to understand new things at school.				
Strongly disagree	1	4	2	2
Disagree	4	7	10	6
Neither disagree nor agree	17	10	19	17
Agree	48	49	43	52
Strongly agree	29	31	25	22
I am always trying to do better in my schoolwork.				
Strongly disagree	2	1	2	1
Disagree	2	5	8	16
Neither disagree nor agree	17	15	19	21
Agree	42	41	38	41
Strongly agree	37	38	34	21

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.12

Parent Involvement Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Parent Involvement in School				
Average Reporting "Strongly agree"	23	23	22	22
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	4	2	3
Disagree	11	12	15	15
Neither disagree nor agree	26	29	29	32
Agree	41	38	41	37
Strongly agree	19	17	13	13
Parents feel welcome to participate at this school.				
Strongly disagree	0	1	1	1
Disagree	4	5	5	6
Neither disagree nor agree	30	28	30	29
Agree	38	39	39	34
Strongly agree	27	27	25	30
School staff takes parent concerns seriously.				
Strongly disagree	2	3	2	1
Disagree	6	9	7	8
Neither disagree nor agree	26	27	20	24
Agree	43	35	43	44
Strongly agree	22	26	28	24

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.13

Quality of School Physical Environment

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	0	1	1	2
Disagree	5	4	1	3
Neither disagree nor agree	15	10	8	9
Agree	48	51	57	53
Strongly agree	31	34	34	33

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Notes: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	30	34	34	42
Safe	52	50	55	50
Neither safe nor unsafe	17	16	10	6
Unsafe	1	0	1	1
Very unsafe	0	1	0	1

Question HS A.99/MS A.88: How safe do you feel when you are at school?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	88	90	91	89
1 time	6	2	4	7
2 or more times	6	8	4	4
Religion				
0 times	93	91	93	94
1 time	3	2	3	4
2 or more times	5	7	4	2
Gender (being male or female)				
0 times	90	93	89	92
1 time	5	2	4	4
2 or more times	5	5	7	4
Because you are gay or lesbian or someone thought you were				
0 times	92	93	93	94
1 time	5	4	3	3
2 or more times	4	3	4	3
A physical or mental disability				
0 times	96	97	96	96
1 time	1	1	2	0
2 or more times	2	2	2	4
You are an immigrant or someone thought you were				
0 times	98	96	97	99
1 time	1	1	2	0
2 or more times	1	3	1	1
Any of the above six reasons	26	22	24	21

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

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

Table A5.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Any other reason				
0 times	78	86	89	87
1 time	9	4	4	6
2 or more times	13	10	7	7
Any harassment	36	26	27	26

Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.
Notes: Cells are empty if there are less than 10 respondents.

Table A5.3

Verbal Harassment at School, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	67	70	68	67
1 time	18	14	12	14
2 to 3 times	10	9	15	12
4 or more times	6	6	5	6
had sexual jokes, comments, or gestures made to you?				
0 times	67	73	74	76
1 time	14	7	7	9
2 to 3 times	9	8	10	6
4 or more times	10	12	9	9
been made fun of because of your looks or the way you talk?				
0 times	67	73	73	83
1 time	13	10	12	7
2 to 3 times	8	7	8	4
4 or more times	11	10	7	6
been made fun of, insulted, or called names?				
0 times	63	75	76	83
1 time	14	8	7	9
2 to 3 times	12	6	9	4
4 or more times	13	11	8	4

Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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	85	94	96	97
1 time	6	4	2	1
2 to 3 times	5	1	1	1
4 or more times	5	2	1	1
been afraid of being beaten up?				
0 times	91	95	96	99
1 time	6	4	4	0
2 to 3 times	3	1	0	1
4 or more times	1	1	0	0
been threatened with harm or injury?				
0 times	96	95	97	97
1 time	3	3	1	3
2 to 3 times	1	0	2	0
4 or more times	1	2	1	0
been in a physical fight?				
0 times	89	97	97	99
1 time	8	2	2	0
2 to 3 times	2	1	0	1
4 or more times	0	1	1	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	100	96	99	100
1 time	1	2	1	0
2 to 3 times	0	0	0	0
4 or more times	0	2	0	0
been offered, sold, or given an illegal drug?				
0 times	76	80	71	76
1 time	10	5	10	7
2 to 3 times	7	7	11	6
4 or more times	6	8	8	11

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had your property stolen or deliberately damaged				
0 times	88	89	94	95
1 time	7	7	4	2
2 to 3 times	3	2	2	1
4 or more times	2	2	0	1
Damaged school property on purpose				
0 times	95	96	98	96
1 time	4	2	2	3
2 to 3 times	2	1	0	1
4 or more times	0	0	0	0

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

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

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Carried a gun				
0 times	100	99	100	99
1 time	0	0	0	1
2 to 3 times	0	0	0	0
4 or more times	0	1	0	0
Carried any other weapon (such as a knife or club)				
0 times	97	99	99	99
1 time	1	0	0	1
2 to 3 times	1	0	0	0
4 or more times	1	1	1	0
Seen someone carrying a gun, knife, or other weapon				
0 times	94	93	93	96
1 time	5	5	4	2
2 to 3 times	2	1	2	1
4 or more times	1	1	1	1

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get "high"[†]	34	60	74	71	A6.2
Lifetime alcohol or drugs (any use)	38	60	74	71	A6.2
Lifetime very drunk or high (7 or more times)	6	16	28	34	A6.7
Lifetime drinking and driving involvement	7	13	31	34	A6.11
Current alcohol or drugs	18	38	46	55	A6.5
Current heavy drug uses	6	11	15	25	A6.5
Current heavy alcohol use (binge drinking)	6	15	31	38	A6.5
Current alcohol or drug use on school property	4	6	6	12	A6.8
Harmfulness of occasional marijuana use[‡]	17	11	9	12	A6.12
Difficulty of obtaining marijuana[§]	2	1	1	1	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2

Summary of AOD Lifetime Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	29	55	72	70
Marijuana	21	34	50	56
Inhalants	2	1	1	1
Cocaine, Methamphetamine, or any amphetamines	0	1	1	5
Heroin	0	1	0	0
Ecstasy, LSD, or other psychedelics	1	5	4	13
Prescription pain killers, Diet Pills, or other prescription stimulant	9	8	9	18
Cold/Cough Medicines or other over-the-counter medicines to get "high"	2	2	3	6
Any other drug, pill, or medicine to get "high"	2	0	3	6
Any of the above AOD use	38	60	74	71
Any illicit AOD use to get "high"†	34	60	74	71

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

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

Table A6.3
Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	71	45	28	30
1 time	8	7	4	4
2 to 3 times	9	18	9	8
4 or more times	12	30	60	58
Marijuana (smoke, vape, eat, or drink)				
0 times	79	66	50	44
1 time	5	6	6	5
2 to 3 times	5	8	10	9
4 or more times	10	20	34	42
Inhalants				
0 times	98	99	99	99
1 time	1	0	0	1
2 to 3 times	0	1	1	0
4 or more times	0	0	0	0
Cocaine, Methamphetamine, or any amphetamines				
0 times	100	99	99	95
1 time	0	1	0	1
2 to 3 times	0	0	0	2
4 or more times	0	1	1	1
Heroin				
0 times	100	99	100	100
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	1	0	0
Ecstasy, LSD, or other psychedelics				
0 times	99	95	96	87
1 time	1	1	3	6
2 to 3 times	0	2	1	4
4 or more times	0	1	1	3

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).
Notes: Cells are empty if there are less than 10 respondents.

Table A6.3
Lifetime AOD Use – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	97	96	95	88
1 time	1	1	2	4
2 to 3 times	1	2	2	5
4 or more times	0	1	1	3
Diet Pills				
0 times	96	98	99	98
1 time	1	0	1	1
2 to 3 times	0	0	0	1
4 or more times	3	2	0	0
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	97	96	94	86
1 time	1	1	2	4
2 to 3 times	0	2	2	2
4 or more times	2	2	2	7
Cold/Cough Medicines or other over-the-counter medicines to get "high"				
0 times	98	98	97	94
1 time	2	1	1	3
2 to 3 times	0	1	1	4
4 or more times	0	0	1	0
Any other drug, pill, or medicine to get "high" or for other than medical reasons				
0 times	98	100	97	94
1 time	1	0	1	2
2 to 3 times	1	0	1	2
4 or more times	0	0	2	2

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get "high"... Any other drug, pill, or medicine to get "high" or for other than medical reasons.
Notes: Cells are empty if there are less than 10 respondents.

Table A6.4

Lifetime Marijuana Consumption

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	86	71	57	46
1 time	4	5	7	5
2 to 3 times	2	6	9	10
4 or more times	9	18	27	39
In an electronic or e-cigarette or other vaping device?				
0 times	80	75	55	52
1 time	5	4	8	5
2 to 3 times	5	4	7	6
4 or more times	9	17	30	37
Eat or drink it in products made with marijuana?				
0 times	91	82	72	60
1 time	4	5	14	11
2 to 3 times	2	6	10	13
4 or more times	2	7	4	16

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

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

Table A6.5

Current AOD Use, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	14	29	40	54
Binge drinking (5 or more drinks in a row)	6	15	31	38
Marijuana (smoke, vape, eat, or drink)	12	22	28	41
Inhalants	0	1	1	1
Prescription drugs to get "high" or for reasons other than prescribed	0	1	1	4
Other drug, pill, or medicine to get "high" or for reasons other than medical	0	1	1	3
Any drug use	12	22	28	42
Heavy drug use	6	11	15	25
Any AOD Use	18	38	46	55
Two or more substances at the same time	2	8	13	26

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get "high")... prescription drugs to get "high" or for reasons other than prescribed ... any other drug, pill, or medicine to get "high" or for reasons other than medical... 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").

Table A6.6

Frequency of Current AOD Use, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	86	71	60	46
1 or 2 days	10	22	23	32
3 to 9 days	4	7	16	18
10 to 19 days	0	1	1	3
20 or more days	1	0	1	1
Binge drinking (5 or more drinks in a row)				
0 days	94	85	69	62
1 or 2 days	6	9	20	22
3 to 9 days	0	5	9	12
10 to 19 days	0	1	2	2
20 or more days	0	0	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	88	78	72	59
1 or 2 days	7	11	14	17
3 to 9 days	3	5	10	13
10 to 19 days	2	4	1	6
20 or more days	2	2	3	5

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

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

Table A6.7

Lifetime Drunk or "High"

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	87	76	51	54
1 to 2 times	11	16	23	19
3 to 6 times	1	6	13	14
7 or more times	0	2	13	13
"High" (loaded, stoned, or wasted) from using drugs				
0 times	84	70	60	47
1 to 2 times	7	10	9	12
3 to 6 times	3	5	7	9
7 or more times	6	16	24	33
Very drunk or "high" 7 or more times	6	16	28	34

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?
Note: Cells are empty if there are less than 10 respondents.

Table A6.8

Current AOD Use on School Property, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	98	97	98	99
1 to 2 days	1	2	2	1
3 or more days	2	1	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	96	95	96	88
1 to 2 days	3	4	2	6
3 or more days	2	2	2	6
Any other drug, pill, or medicine to get "high" or for reasons other than medical?				
0 days	100	99	100	99
1 to 2 days	0	1	0	1
3 or more days	1	0	0	0
Any of the above	4	6	6	12

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

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

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	95	91	85	76
1 to 2 times	2	4	5	8
3 to 6 times	2	2	6	8
7 or more times	0	3	3	8

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

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

Table A6.10

Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	86	75	53	50
0 times	12	23	41	47
1 time	1	1	4	1
2 to 3 times	0	1	2	2
4 or more times	0	1	0	0
Marijuana				
Does not apply, don't use	85	76	64	56
0 times	10	17	28	33
1 time	4	4	6	8
2 to 3 times	2	3	2	3
4 or more times	0	0	1	0

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

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

Table A6.11

Drinking While Driving, Lifetime

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	93	87	69	66
1 time	4	7	10	10
2 times	1	1	8	6
3 to 6 times	1	2	8	7
7 or more times	0	2	5	10

Question HS A.98: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?
Note: Cells are empty if there are less than 10 respondents.

Table A6.12

Perceived Harm of AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	11	8	8	10
Moderate	27	25	31	22
Slight	47	50	46	52
None	15	17	14	16
Alcohol - 5 or more drinks once or twice a week				
Great	55	57	56	53
Moderate	36	31	34	35
Slight	6	8	8	11
None	3	3	2	1
Marijuana - use occasionally				
Great	17	11	9	12
Moderate	32	33	30	19
Slight	34	37	38	45
None	16	19	23	24
Marijuana - use daily				
Great	52	54	46	39
Moderate	28	26	29	40
Slight	14	14	18	17
None	6	7	6	4

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.
Note: Cells are empty if there are less than 10 respondents.

Table A6.13

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	1	1	1	1
Fairly difficult	5	2	1	4
Fairly easy	26	20	21	18
Very easy	45	64	72	69
Don't know	23	13	5	9
Marijuana				
Very difficult	2	1	1	1
Fairly difficult	6	4	2	2
Fairly easy	25	29	22	26
Very easy	40	47	66	58
Don't know	27	20	10	13

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	4	10	12	A7.2
Current cigarette smoking†	0	1	7	5	A7.3
Current cigarette smoking at school†	0	0	1	0	A7.4
Ever tried smokeless tobacco	0	3	6	9	A7.2
Current smokeless tobacco use†	0	1	3	3	A7.3
Current smokeless tobacco use at school†	0	0	0	0	A7.4
Ever used electronic cigarettes	15	26	36	39	A7.2
Current use of electronic cigarettes†	9	17	23	24	A7.3
Current use of electronic cigarettes at school†	2	6	7	6	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	1	0	2	3	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking‡	25	19	26	27	A7.6
Harmfulness of smoking 1 or more packs/day‡	82	87	87	91	A7.6
Difficulty of obtaining cigarettes§	6	2	1	0	A7.8

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

†*Past 30 days.*

‡*Great harm.*

§*Very difficult.*

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	99	96	90	88
1 time	1	2	2	2
2 to 3 times	0	1	4	4
4 or more times	0	0	4	6
Smokeless tobacco				
0 times	100	97	94	91
1 time	0	2	2	3
2 to 3 times	0	0	1	3
4 or more times	0	1	3	3
An electronic cigarette or other vaping device				
0 times	85	74	64	61
1 time	4	5	7	8
2 to 3 times	3	5	8	9
4 or more times	7	15	21	22

Question HS A.46-48/MS A.47-49: During your life, how many times have you used the following? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.
Notes: Cells are empty if there are less than 10 respondents.

Table A7.3

Any Current Use and Daily Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	0	1	7	5
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	0	1	3	3
Daily (20 or more days)	0	0	0	0
Electronic cigarettes or other vaping device				
Any	9	17	23	24
Daily (20 or more days)	1	4	4	4

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

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	100	100	99	100
1 or 2 days	0	0	1	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Smokeless tobacco				
0 days	100	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes or other vaping device				
0 days	99	94	93	94
1 or 2 days	1	3	3	1
3 to 9 days	1	1	2	3
10 to 19 days	0	0	1	1
20 or more days	0	2	1	1

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

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

Table A7.5

Cigarette Smoking Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	96	95	92	90
0 times	4	5	7	7
1 time	0	0	1	2
2 to 3 times	1	0	1	1
4 or more times	0	0	0	0

Question HS A.95: How many times have you tried to quit or stop using cigarettes?
Notes: Cells are empty if there are less than 10 respondents.

Table A7.6

Perceived Harm of Cigarette Smoking

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	25	19	26	27
Moderate	44	53	47	51
Slight	26	25	23	19
None	5	3	4	3
Smoke 1 or more packs of cigarettes each day				
Great	82	87	87	91
Moderate	14	7	9	5
Slight	1	1	0	3
None	2	4	4	1

Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.
Note: Cells are empty if there are less than 10 respondents.

Table A7.7

Perceived Harm of E-Cigarette Use Compared to Smoking

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	18	17	19	22
Moderate	37	38	40	42
Slight	39	38	32	32
None	6	6	9	5
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	39	46	50	54
Moderate	42	38	31	33
Slight	16	11	15	10
None	4	5	4	3

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.
Note: Cells are empty if there are less than 10 respondents.

Table A7.8

Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	6	2	1	0
Fairly difficult	18	13	11	6
Fairly easy	24	26	27	33
Very easy	14	24	37	35
Don't know	38	35	24	27
E-Cigarettes or vaping device				
Very difficult	1	2	1	0
Fairly difficult	5	1	1	4
Fairly easy	28	28	26	23
Very easy	39	55	61	58
Don't know	26	14	12	15

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device
Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times (never)	80	81	76	75
1 time	11	8	12	16
2 to 3 times	6	5	7	4
4 or more times	4	5	5	5

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	22	29	29	22
Yes	78	71	71	78

Question HS A.126/MS A.115: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	73	75	73	81
Yes	27	25	27	19

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	88	89	87	90
Yes	12	11	13	10

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?
Notes: Cells are empty if there are less than 10 respondents.

Table A8.5

Gang Involvement

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	98	99	100	97
Yes	2	1	0	3

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	17		20			29	19
Caring adults in school‡	19		27			33	21
High expectations-adults in school‡	26		26			46	29
Meaningful participation at school‡	5		7			8	7
School Connectedness†	21		24			30	18
Academic Motivation†	26		33			35	30
Parent Involvement in School†	16		20			24	21

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

Table A9.2

School Supports and Engagement by Race/Ethnicity - 10th Grade

Percent of Students (%)	Grade 10						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	26		29			31	31
Caring adults in school‡	35		37			38	37
High expectations-adults in school‡	35		42			43	45
Meaningful participation at school‡	8		9			12	9
School Connectedness†	14		17			31	20
Academic Motivation†	34		43			35	24
Parent Involvement in School†	12		20			24	25

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

Table A9.3

School Supports and Engagement by Race/Ethnicity - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	34		31			29	24
Caring adults in school‡	45		36			37	28
High expectations-adults in school‡	42		48			42	35
Meaningful participation at school‡	13		11			9	8
School Connectedness†	27		21			30	23
Academic Motivation†	20		34			31	27
Parent Involvement in School†	24		24			22	21

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

Table A9.4

School Supports and Engagement by Race/Ethnicity - 12th Grade

Percent of Students (%)	Grade 12						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	26		35			39	31
Caring adults in school‡	33		44			44	42
High expectations-adults in school‡	43		46			56	36
Meaningful participation at school‡	2		14			19	13
School Connectedness†	10		28			28	16
Academic Motivation†	3		25			24	20
Parent Involvement in School†	7		18			25	20

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

Table A9.5

Feeling Safe or Very Safe at School by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	72	82	100	80
American Indian or Alaska Native				
Asian	81	83	91	96
Black or African American				
Native Hawaiian or Pacific Islander				
White	84	85	88	91
Mixed (two or more) races	78	83	88	95

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

Table A9.6

Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	22	29	45	10
American Indian or Alaska Native				
Asian	32	17	21	38
Black or African American				
Native Hawaiian or Pacific Islander				
White	21	22	22	16
Mixed (two or more) races	38	24	38	14

Notes: Cells are empty if there are less than 10 respondents.
The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

Table A9.7

Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	33	35	45	30
American Indian or Alaska Native				
Asian	41	17	24	38
Black or African American				
Native Hawaiian or Pacific Islander				
White	33	27	24	22
Mixed (two or more) races	43	29	42	18

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

Table A9.8

Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	0	6	0	0
American Indian or Alaska Native				
Asian	0	3	3	0
Black or African American				
Native Hawaiian or Pacific Islander				
White	2	2	3	0
Mixed (two or more) races	2	5	0	9

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

Table A9.9

Cigarette Smoking in the Past 30 Days by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	0	0	9	0
American Indian or Alaska Native				
Asian	0	0	3	0
Black or African American				
Native Hawaiian or Pacific Islander				
White	1	1	6	7
Mixed (two or more) races	0	2	8	5

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

Table A9.10

Any Alcohol Use in the Past 30 Days by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	35	18	64	40
American Indian or Alaska Native				
Asian	0	10	24	29
Black or African American				
Native Hawaiian or Pacific Islander				
White	17	30	45	64
Mixed (two or more) races	12	41	42	45

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

Table A9.11

Any Marijuana Use in the Past 30 Days by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	28	18	55	20
American Indian or Alaska Native				
Asian	0	7	18	8
Black or African American				
Native Hawaiian or Pacific Islander				
White	13	23	31	51
Mixed (two or more) races	14	29	31	36

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

Table A9.12

Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	39	35	45	40
American Indian or Alaska Native				
Asian	23	17	15	13
Black or African American				
Native Hawaiian or Pacific Islander				
White	28	18	25	23
Mixed (two or more) races	29	41	46	14

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Environment								
Total school supports‡	25	26	32	29	28	30	46	27
Caring adults in school‡	26	32	39	36	32	39	52	34
High expectations-adults in school‡	41	40	44	43	41	43	63	37
Meaningful participation at school‡	8	7	13	9	10	8	22	10
School Connectedness†	22	29	26	26	23	32	26	26
Academic Motivation†	34	33	40	27	29	31	26	21
Parent Involvement in School†	21	24	23	24	21	23	25	20

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

†*Average percent of respondents reporting "Strongly agree."*

‡*Average percent of respondents reporting "Very much true."*

Table A10.2

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

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	79	85	80	89	86	94	92	93
Harassment/Bullying at School								
During the past 12 month at school, have you been...								
harassed/bullied for any of the six reasons	31	22	22	20	29	18	22	19
harassed/bullied for any reasons	38	34	26	25	31	21	28	21
Current ATOD Use								
During the past 30 days, did you...								
have at least one drink of alcohol at school	3	1	1	5	2	2	0	3
smoke cigarettes	0	1	0	3	6	7	4	7
have at least one drink of alcohol	11	17	38	21	41	39	61	48
use marijuana	9	14	11	32	30	26	43	41
Mental Health								
Chronic sad or hopeless feelings, past 12 months	40	18	29	19	35	17	22	16

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

Z. Piedmont City Unified Custom Questions

1. Module Sample

Table Z1.1
Student Sample for Custom Questions

	Grade 9	Grade 10	Grade 11	Grade 12
Student Sample Size				
Target sample	227	190	208	188
Final number	201	167	181	140
Response Rate	89%	88%	87%	74%

2. Custom Questions

Table Z.2.1
I feel I have a good understanding about my body and my sexual development.

	Grade				
	9th %	10th %	11th %	12th %	Total %
Strongly agree	62	63	70	76	67
Somewhat agree	36	37	29	22	31
Somewhat disagree	2	0	1	1	1
Disagree	1	1	1	1	1

Question HS/MS Z.1.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.2
When I have a question or concern about sex or want to talk about a sexual experience, I talk to my parents or another adult in my family.

	Grade				
	9th %	10th %	11th %	12th %	Total %
All the time	9	7	7	11	8
Most of the time	15	14	14	16	15
Some of the time	24	23	23	26	24
None of the time	52	56	56	46	53

Question HS/MS Z.2.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.3
When I have a question or concern about sex or want to talk about a sexual experience, I talk to an adult at school.

	Grade				
	9th %	10th %	11th %	12th %	Total %
All the time	1	1	1	1	1
Most of the time	1	1	2	2	1
Some of the time	7	6	7	7	7
None of the time	91	93	91	90	91

Question HS/MS Z.3.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.4
If I have a confidential question or concern about sex or sexual health, I speak to an intern or staff member at the Wellness Center.

	Grade				
	9th	10th	11th	12th	Total
	%	%	%	%	%
All the time	3	1	2	2	2
Most of the time	4	1	5	5	4
Some of the time	9	7	4	9	7
None of the time	85	91	89	84	87

Question HS/MS Z.4.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.5
If I have a confidential question or concern about sex or sexual health, I speak to a school nurse.

	Grade				
	9th	10th	11th	12th	Total
	%	%	%	%	%
All the time	2	1	1	1	1
Most of the time	1	1	2	1	1
Some of the time	7	4	2	1	4
None of the time	91	94	95	96	94

Question HS/MS Z.5.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.6
If I choose to abstain from sex, I feel my choice is respected by my peers.

	Grade				
	9th	10th	11th	12th	Total
	%	%	%	%	%
All the time	48	52	53	58	52
Most of the time	32	27	25	27	28
Some of the time	14	16	17	14	15
None of the time	6	5	5	1	4

Question HS/MS Z.6.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.7
When it comes to decisions about sex, I feel in control.

	Grade				
	9th %	10th %	11th %	12th %	Total %
All the time	70	68	72	61	68
Most of the time	24	23	20	30	24
Some of the time	3	7	7	6	6
None of the time	3	1	1	3	2

Question HS/MS Z.7.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.8
I believe sexually explicit material, such as pornography, can influence the way I think and feel about sex and relationships.

	Grade				
	9th %	10th %	11th %	12th %	Total %
Strongly agree	25	39	40	44	36
Somewhat agree	48	45	43	40	44
Somewhat disagree	15	8	13	11	12
Strongly disagree	11	8	4	6	7

Question HS/MS Z.8.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.9
I personally need to be committed to someone before having sex.

	Grade				
	9th %	10th %	11th %	12th %	Total %
Strongly agree	59	50	40	35	47
Somewhat agree	29	28	34	42	33
Somewhat disagree	9	16	15	16	14
Strongly disagree	4	7	10	8	7

Question HS/MS Z.9.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.10
I believe that condoms should be made available for students at school.

	Grade				
	9th %	10th %	11th %	12th %	Total %
Strongly agree	59	54	67	68	62
Somewhat agree	32	31	24	22	27
Somewhat disagree	6	14	8	8	9
Strongly disagree	4	1	1	1	2

Question HS/MS Z.10.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.11
At the beginning of the California Healthy Kids Survey, you were asked to identify your gender as either male or female. Do you believe that question (and/or your answer to that question) fully describes your gender identity?

	Grade				
	9th %	10th %	11th %	12th %	Total %
Yes	91	93	98	91	93
No	5	4	1	4	3
I'm not sure	5	3	2	6	4

Question HS/MS Z.11.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.12
Have you ever felt pressured to take and/or share a photo of yourself (or a part of your body) that was sexual in nature?

	Grade				
	9th %	10th %	11th %	12th %	Total %
Yes	12	16	25	18	18
No	84	80	74	79	79
I'm not sure	3	4	1	3	3

Question HS/MS Z.12.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.13
Have you ever sent someone a photo of yourself (or a part of your body) that was sexual in nature?

	Grade				
	9th	10th	11th	12th	Total
	%	%	%	%	%
Yes	13	18	30	32	23
No	83	78	68	67	75
I'm not sure	4	4	2	1	3

Question HS/MS Z.13.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.14
Have you ever accidentally or intentionally viewed sexually explicit material online?

	Grade				
	9th	10th	11th	12th	Total
	%	%	%	%	%
Yes	58	62	70	70	64
No	42	38	30	30	36

Question HS/MS Z.14.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.15
Have you ever been sexually active? To be sexually active means a person has engaged in oral, vaginal, or rectal sex one or more times.

	Grade				
	9th	10th	11th	12th	Total
	%	%	%	%	%
Yes	12	18	42	45	28
No	88	82	58	55	72

Question HS/MS Z.15.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.16
If you have been sexually active, how old were you the first time you were sexually active?

	Grade				
	9th %	10th %	11th %	12th %	Total %
I have not been sexually active	88	82	58	55	72
13 or under	2	1	3	3	2
14	7	4	8	2	5
15	4	11	11	11	9
16	0	2	18	14	8
17	0	0	2	13	3
18 or older	0	0	0	2	0

Question HS/MS Z.16.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.17
If you engage in sexual activity that puts either you or a partner at risk of pregnancy, do you use protection (e.g., a condom/barrier or a combination of a condom and other birth control methods)?

	Grade				
	9th %	10th %	11th %	12th %	Total %
I am not sexually active	88	84	63	59	75
Yes	10	13	35	38	23
No	2	2	2	2	2

Question HS/MS Z.17.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.18
If you are sexually active, do you use protection against sexually transmitted diseases/infections (e.g., a condom/barrier)?

	Grade				
	9th %	10th %	11th %	12th %	Total %
I am not sexually active	88	84	61	58	74
Yes	10	11	31	31	20
No	2	5	8	11	6

Question HS/MS Z.18.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.19
If you have been sexually active, did you ever use alcohol or drugs beforehand?

	Grade				
	9th %	10th %	11th %	12th %	Total %
I am not sexually active	87	84	61	57	74
Yes	3	5	22	22	13
No	10	10	17	20	14

Question HS/MS Z.19.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.20
Have you ever felt coerced into having vaginal, rectal, or oral sex when you did not want to?

	Grade				
	9th %	10th %	11th %	12th %	Total %
Yes	2	4	13	7	6
No	93	93	87	87	90
I'm not sure	5	2	1	6	3

Question HS/MS Z.20.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.21
How comfortable did you feel taking this survey about your sexual attitudes and behavior?

	Grade				
	9th %	10th %	11th %	12th %	Total %
Very comfortable	20	34	29	34	28
Somewhat comfortable	41	43	43	45	43
Somewhat uncomfortable	32	19	26	17	24
Very uncomfortable	8	5	2	5	5

Question HS/MS Z.21.
Note: Columns are not displayed if there are less than 10 respondents.

Appendix

2017-18 CHKS Secondary Survey Response Rates

Eligible Schools	9th %	10th %	11th %	12th %
Piedmont High	93	89	92	77

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.