

CALIFORNIA HEALTHY KIDS SURVEY



Piedmont Middle Secondary 2017-2018 Main Report

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

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

Recommended citation:

Piedmont Middle School. *California Healthy Kids Survey, 2017-18: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 31 May 2018
CDS code: 01612756066492

Contents

Page

List of Tables	ii
PREFACE	v
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	11
5. School Violence, Victimization, and Safety	22
6. Alcohol and Other Drug Use	28
7. Tobacco Use	39
8. Other Physical and Mental Health Risks	45
9. Race/Ethnic Breakdowns	47
10. Gender Breakdowns	52

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Gender of Sample	4
A3.2 Hispanic or Latino	4
A3.3 Race	4
A3.4 Living Situation	5
A3.5 Highest Education of Parents	5
A3.6 Free or Reduced Price Meals Eligibility	6
A3.7 Participation in Migrant Education Program, Past 3 Years	6
A3.8 Language Spoken at Home	6
A3.9 English Language Proficiency – All Students	7
A3.10 English Language Proficiency – Home Language Other Than English	8
A3.11 Number of Days Attending Afterschool Program	9
A3.12 Military Connections	9
A3.13 Sexual Orientation	10
A3.14 Gender Identity	10
4. School Performance, Supports, and Engagement	11
A4.1 Grades, Past 12 Months	11
A4.2 Truancy, Past 12 Months	11
A4.3 Absences, Past 30 Days	12
A4.4 Reasons for Absence, Past 30 Days	12
A4.5 School Environment Scales (Developmental Supports)	13
A4.6 School Connectedness, Academic Motivation, and Parent Involvement Scales	14
A4.7 Caring Relationships Scale Questions	15
A4.8 High Expectations Scale Questions	16
A4.9 Meaningful Participation Scale Questions	17
A4.10 School Connectedness Scale Questions	18
A4.11 Academic Motivation Scale Questions	19
A4.12 Parent Involvement Scale Questions	20
A4.13 Quality of School Physical Environment	21
5. School Violence, Victimization, and Safety	22
A5.1 Perceived Safety at School	22
A5.2 Reasons for Harassment on School Property, Past 12 Months	23

A5.2	Reasons for Harassment on School Property, Past 12 Months – Continued	24
A5.3	Verbal Harassment at School, Past 12 Months	25
A5.4	Violence and Victimization on School Property, Past 12 Months	26
A5.5	Property Damage on School Property, Past 12 Months	27
A5.6	Weapons Possession on School Property, Past 12 Months	27
6.	Alcohol and Other Drug Use	28
A6.1	Summary Measures of Level of AOD Use and Perceptions	28
A6.2	Summary of AOD Lifetime Use	29
A6.3	Lifetime AOD Use	30
A6.4	Lifetime Marijuana Consumption	31
A6.5	Current AOD Use, Past 30 Days	32
A6.6	Frequency of Current AOD Use, Past 30 Days	33
A6.7	Lifetime Drunk or “High”	34
A6.8	Current AOD Use on School Property, Past 30 Days	35
A6.9	Lifetime Drunk or “High” on School Property	35
A6.10	Drinking While Driving, Lifetime	36
A6.11	Perceived Harm of AOD Use	37
A6.12	Perceived Difficulty of Obtaining Alcohol and Marijuana	38
7.	Tobacco Use	39
A7.1	Summary of Key CHKS Tobacco Indicators	39
A7.2	Lifetime Tobacco Use	40
A7.3	Any Current Use and Daily Use	41
A7.4	Current Smoking on School Property, Past 30 Days	42
A7.5	Perceived Harm of Cigarette Smoking	43
A7.6	Perceived Harm of E-Cigarette Use Compared to Smoking	43
A7.7	Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes	44
8.	Other Physical and Mental Health Risks	45
A8.1	Cyber Bullying, Past 12 Months	45
A8.2	Alone After School	45
A8.3	Eating of Breakfast	46
A8.4	Chronic Sad or Hopeless Feelings, Past 12 Months	46
A8.5	Gang Involvement	46
9.	Race/Ethnic Breakdowns	47
A9.1	School Supports and Engagement by Race/Ethnicity - 7th Grade	47
A9.2	Feeling Safe or Very Safe at School by Race/Ethnicity	48
A9.3	Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity	48
A9.4	Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity	49
A9.5	Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity	49
A9.6	Cigarette Smoking in the Past 30 Days by Race/Ethnicity	50
A9.7	Any Alcohol Use in the Past 30 Days by Race/Ethnicity	50
A9.8	Any Marijuana Use in the Past 30 Days by Race/Ethnicity	51
A9.9	Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity	51
10.	Gender Breakdowns	52

A10.1	School Supports and Engagement by Gender	52
A10.2	Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender . .	53

PREFACE

HYPERLINK FEATURE

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

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

Supplemental School Climate Module

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

Supplemental Social Emotional Health Module (SEHM)

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

SURVEY ADMINISTRATION AND SAMPLING

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics.

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

Changes Between Survey Administrations.

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

RESOURCES

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

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

NEXT STEPS

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

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

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

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

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

Compare Results with Other Data

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

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

Data Workshop

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

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Analyze Dataset

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

Add Questions to Your Next Surveys

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

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

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

ACKNOWLEDGMENTS

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

Gregory Austin, Ph.D.
Thomas Hanson, Ph.D.
CalSCHLS Co-Directors, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

		Grade 7
<i>Student Sample Size</i>		
Target sample		207
Final number		183
Response Rate		88%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Table
School Engagement and Supports		
School connectedness [†]	46	A4.6
Academic motivation [†]	56	A4.6
Chronic truancy (twice a month or more often) [§]	1	A4.2
Caring adult relationships [‡]	47	A4.5
High expectations [‡]	59	A4.5
Meaningful participation [‡]	25	A4.5
Facilities upkeep	35	A4.13
School Safety and Substance Use		
School perceived as very safe or safe	86	A5.1
Experienced any harassment or bullying [§]	38	A5.2
Had mean rumors or lies spread about you [§]	41	A5.3
Been afraid of being beaten up [§]	12	A5.4
Been in a physical fight [§]	10	A5.4
Seen a weapon on campus [§]	8	A5.6
Been drunk or “high” on drugs at school, ever	1	A6.9
Mental and Physical Health		
Current alcohol or drug use [¶]	3	A6.5
Current binge drinking [¶]	2	A6.5
Very drunk or “high” 7 or more times	0	A6.7
Current cigarette smoking [¶]	1	A7.3
Current electronic cigarette use [¶]	2	A7.3
Experienced chronic sadness/hopelessness [§]	14	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 7 %
Male	54
Female	46

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 7 %
No	86
Yes	14

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 7 %
American Indian or Alaska Native	1
Asian	12
Black or African American	1
Native Hawaiian or Pacific Islander	0
White	63
Mixed (two or more) races	24

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 7 %
A home with one or more parent or guardian	94
Other relative's home	1
A home with more than one family	4
Friend's home	0
Foster home, group care, or waiting placement	0
Hotel or motel	0
Shelter, car, campground, or other transitional or temporary housing	0
Other living arrangement	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 7 %
Did not finish high school	1
Graduated from high school	1
Attended college but did not complete four-year degree	2
Graduated from college	92
Don't know	4

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 7 %
No	84
Yes	5
Don't know	11

Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

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

Table A3.7***Participation in Migrant Education Program, Past 3 Years***

	Grade 7 %
No	88
Yes	0
Don't know	12

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

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

Table A3.8***Language Spoken at Home***

	Grade 7 %
English	95
Spanish	2
Mandarin	1
Cantonese	1
Taiwanese	0
Tagalog	0
Vietnamese	0
Korean	0
Other	2

Question HS/MS A.12: What language is spoken most of the time in your home?

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

Table A3.9
English Language Proficiency – All Students

	Grade 7 %
<i>How well do you...</i>	
understand English?	
Very well	98
Well	2
Not well	0
Not at all	0
speak English?	
Very well	97
Well	2
Not well	1
Not at all	1
read English?	
Very well	98
Well	2
Not well	1
Not at all	0
write English?	
Very well	90
Well	9
Not well	2
Not at all	0
English Language Proficiency Status	
Proficient	96
Not proficient	4

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %
<i>How well do you...</i>	
understand English?	
Very well	80
Well	20
Not well	0
Not at all	0
speak English?	
Very well	80
Well	20
Not well	0
Not at all	0
read English?	
Very well	90
Well	10
Not well	0
Not at all	0
write English?	
Very well	80
Well	20
Not well	0
Not at all	0
<i>English Language Proficiency Status</i>	
Proficient	80
Not proficient	20

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %
0 days	62
1 day	4
2 days	9
3 days	6
4 days	11
5 days	8

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 7 %
No	97
Yes	0
Don't know	3

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 7 %
Straight (not gay)	85
Gay or Lesbian	0
Bisexual	3
I am not sure yet	6
Something else	1
Decline to respond	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 7 %
No, I am not transgender	95
Yes, I am transgender	1
I am not sure if I am transgender	1
Decline to respond	4

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 7 %
Mostly A's	43
A's and B's	43
Mostly B's	6
B's and C's	5
Mostly C's	1
C's and D's	1
Mostly D's	0
Mostly F's	0

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A4.2

Truancy, Past 12 Months

	Grade 7 %
0 times	87
1-2 times	7
A few times	6
Once a month	1
Twice a month	1
Once a week	0
More than once a week	0

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 7 %
I did not miss any days of school in the past 30 days	59
1 day	23
2 days	10
3 or more days	8

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 7 %
Does not apply; I didn't miss any school	56
Illness (feeling physically sick), including problems with breathing or your teeth	36
Were being bullied or mistreated at school	2
Felt very sad, hopeless, anxious, stressed, or angry	4
Didn't get enough sleep	7
Didn't feel safe at school or going to and from school	1
Had to take care of or help a family member or friend	2
Wanted to spend time with friends	1
Use alcohol or drugs	0
Were behind in schoolwork or weren't prepared for a test or class assignment	2
Were bored or uninterested in school	2
Had no transportation to school	0
Other reason	8

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 7 %	Table
Total school supports		
<i>Average Reporting “Very much true”</i>	44	
High	60	
Moderate	34	
Low	6	
Caring adults in school		
<i>Average Reporting “Very much true”</i>	47	A4.7
High	57	
Moderate	36	
Low	6	
High expectations-adults in school		
<i>Average Reporting “Very much true”</i>	59	A4.8
High	67	
Moderate	27	
Low	6	
Meaningful participation at school		
<i>Average Reporting “Very much true”</i>	25	A4.9
High	27	
Moderate	53	
Low	20	

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 7 %	Table
School Connectedness		
<i>Average Reporting “Strongly agree”</i>	46	A4.10
High	81	
Moderate	15	
Low	4	
Academic Motivation		
<i>Average Reporting “Strongly agree”</i>	56	A4.11
High	57	
Moderate	31	
Low	12	
Parent Involvement in School		
<i>Average Reporting “Strongly agree”</i>	36	A4.12
High	75	
Moderate	17	
Low	8	

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 7 %
Caring adults in school	
<i>Average Reporting “Very much true”</i>	47
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>	
Not at all true	4
A little true	19
Pretty much true	38
Very much true	38
<i>who notices when I’m not there.</i>	
Not at all true	6
A little true	11
Pretty much true	34
Very much true	49
<i>who listens to me when I have something to say.</i>	
Not at all true	5
A little true	8
Pretty much true	33
Very much true	54

*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 7 %
High expectations-adults in school	
<i>Average Reporting “Very much true”</i>	59
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>	
Not at all true	6
A little true	11
Pretty much true	29
Very much true	54
<i>who always wants me to do my best.</i>	
Not at all true	4
A little true	4
Pretty much true	28
Very much true	64
<i>who believes that I will be a success.</i>	
Not at all true	6
A little true	8
Pretty much true	28
Very much true	59

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 7 %
Meaningful participation at school	
<i>Average Reporting “Very much true”</i>	25
At school...	
I do interesting activities.	
Not at all true	6
A little true	16
Pretty much true	41
Very much true	37
I help decide things like class activities or rules.	
Not at all true	20
A little true	29
Pretty much true	30
Very much true	21
I do things that make a difference.	
Not at all true	11
A little true	27
Pretty much true	32
Very much true	30
I have a say in how things work.	
Not at all true	19
A little true	30
Pretty much true	30
Very much true	20
I help decide school activities or rules.	
Not at all true	32
A little true	33
Pretty much true	20
Very much true	15

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 7 %
School Connectedness	
<i>Average Reporting “Strongly agree”</i>	46
I feel close to people at this school.	
Strongly disagree	3
Disagree	2
Neither disagree nor agree	9
Agree	44
Strongly agree	41
I am happy to be at this school.	
Strongly disagree	4
Disagree	2
Neither disagree nor agree	9
Agree	38
Strongly agree	47
I feel like I am part of this school.	
Strongly disagree	3
Disagree	3
Neither disagree nor agree	10
Agree	36
Strongly agree	48
The teachers at this school treat students fairly.	
Strongly disagree	4
Disagree	4
Neither disagree nor agree	13
Agree	36
Strongly agree	42
I feel safe in my school.	
Strongly disagree	5
Disagree	1
Neither disagree nor agree	5
Agree	38
Strongly agree	51

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 7 %
Academic Motivation	
<i>Average Reporting “Strongly agree”</i>	56
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	3
Disagree	1
Neither disagree nor agree	4
Agree	25
Strongly agree	67
I try hard at school because I am interested in my work.	
Strongly disagree	6
Disagree	6
Neither disagree nor agree	15
Agree	31
Strongly agree	42
I work hard to try to understand new things at school.	
Strongly disagree	6
Disagree	1
Neither disagree nor agree	5
Agree	35
Strongly agree	54
I am always trying to do better in my schoolwork.	
Strongly disagree	3
Disagree	1
Neither disagree nor agree	4
Agree	31
Strongly agree	61

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 7 %
Parent Involvement in School	
<i>Average Reporting “Strongly agree”</i>	36
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	6
Disagree	2
Neither disagree nor agree	13
Agree	47
Strongly agree	33
Parents feel welcome to participate at this school.	
Strongly disagree	2
Disagree	3
Neither disagree nor agree	10
Agree	46
Strongly agree	39
School staff takes parent concerns seriously.	
Strongly disagree	3
Disagree	1
Neither disagree nor agree	18
Agree	42
Strongly agree	35

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 7 %
My school is usually clean and tidy.	
Strongly disagree	2
Disagree	3
Neither disagree nor agree	16
Agree	43
Strongly agree	35

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 7 %
Very safe	51
Safe	35
Neither safe nor unsafe	13
Unsafe	0
Very unsafe	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 7 %
Race, ethnicity, or national origin	
0 times	86
1 time	6
2 or more times	8
Religion	
0 times	91
1 time	6
2 or more times	3
Gender (being male or female)	
0 times	89
1 time	6
2 or more times	4
Because you are gay or lesbian or someone thought you were	
0 times	94
1 time	2
2 or more times	3
A physical or mental disability	
0 times	96
1 time	1
2 or more times	3
You are an immigrant or someone thought you were	
0 times	97
1 time	2
2 or more times	2
<i>Any of the above six reasons</i>	26

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 7 %
Any other reason	
0 times	74
1 time	13
2 or more times	12
Any harassment	38

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 7 %
<i>During the past 12 months, how many times on school property have you...</i>	
had mean rumors or lies spread about you?	
0 times	59
1 time	20
2 to 3 times	11
4 or more times	10
had sexual jokes, comments, or gestures made to you?	
0 times	76
1 time	9
2 to 3 times	6
4 or more times	10
been made fun of because of your looks or the way you talk?	
0 times	66
1 time	17
2 to 3 times	9
4 or more times	8
been made fun of, insulted, or called names?	
0 times	62
1 time	18
2 to 3 times	9
4 or more times	10

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 7 %
<i>During the past 12 months, how many times on school property have you...</i>	
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	
0 times	73
1 time	14
2 to 3 times	7
4 or more times	7
been afraid of being beaten up?	
0 times	88
1 time	5
2 to 3 times	3
4 or more times	3
been threatened with harm or injury?	
0 times	94
1 time	3
2 to 3 times	2
4 or more times	1
been in a physical fight?	
0 times	90
1 time	6
2 to 3 times	3
4 or more times	1
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	97
1 time	3
2 to 3 times	0
4 or more times	1
been offered, sold, or given an illegal drug?	
0 times	96
1 time	2
2 to 3 times	1
4 or more times	2

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 7 %
Had your property stolen or deliberately damaged	
0 times	87
1 time	9
2 to 3 times	1
4 or more times	4
Damaged school property on purpose	
0 times	95
1 time	3
2 to 3 times	1
4 or more times	2

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 7 %
Carried a gun	
0 times	98
1 time	0
2 to 3 times	0
4 or more times	2
Carried any other weapon (such as a knife or club)	
0 times	96
1 time	1
2 to 3 times	1
4 or more times	2
Seen someone carrying a gun, knife, or other weapon	
0 times	92
1 time	5
2 to 3 times	1
4 or more times	2

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 7 %	Table
Lifetime illicit AOD use to get “high” [†]	9	A6.2
Lifetime alcohol or drugs (any use)	9	A6.2
Lifetime very drunk or high (7 or more times)	0	A6.7
Lifetime drinking and driving involvement	17	A6.10
Current alcohol or drugs	3	A6.5
Current heavy drug uses	2	A6.5
Current heavy alcohol use (binge drinking)	2	A6.5
Current alcohol or drug use on school property	1	A6.8
Harmfulness of occasional marijuana use [‡]	43	A6.11
Difficulty of obtaining marijuana [§]	47	A6.12

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

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

[‡]*Great harm.*

[§]*Very difficult.*

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

	Grade 7 %
Alcohol	7
Marijuana	4
Inhalants	2
Any other drug, pill, or medicine to get “high”	2
<i>Any of the above AOD use</i>	9
<i>Any illicit AOD use to get “high”[†]</i>	9

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 7 %
Alcohol (one full drink)	
0 times	93
1 time	2
2 to 3 times	2
4 or more times	2
Marijuana (smoke, vape, eat, or drink)	
0 times	96
1 time	2
2 to 3 times	1
4 or more times	2
Inhalants	
0 times	98
1 time	0
2 to 3 times	1
4 or more times	1
Any other drug, pill, or medicine to get “high” or for other than medical reasons	
0 times	98
1 time	1
2 to 3 times	0
4 or more times	2

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

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

Table A6.4***Lifetime Marijuana Consumption***

	Grade 7 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>	
Smoke it?	
0 times	98
1 time	1
2 to 3 times	1
4 or more times	1
In an electronic or e-cigarette or other vaping device?	
0 times	97
1 time	2
2 to 3 times	1
4 or more times	1
Eat or drink it in products made with marijuana?	
0 times	99
1 time	0
2 to 3 times	1
4 or more times	1

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 7 %
Alcohol (one or more drinks of alcohol)	3
Binge drinking (5 or more drinks in a row)	2
Marijuana (smoke, vape, eat, or drink)	2
Inhalants	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	1
<i>Any drug use</i>	2
<i>Heavy drug use</i>	2
<i>Any AOD Use</i>	3

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

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

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

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

	Grade 7 %
Alcohol (one or more drinks)	
0 days	97
1 or 2 days	3
3 to 9 days	0
10 to 19 days	0
20 or more days	0
Binge drinking (5 or more drinks in a row)	
0 days	98
1 or 2 days	2
3 to 9 days	0
10 to 19 days	0
20 or more days	0
Marijuana (smoke, vape, eat, or drink)	
0 days	98
1 or 2 days	1
3 to 9 days	1
10 to 19 days	1
20 or more days	0

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

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

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

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

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

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

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

	Grade 7 %
Alcohol	
0 days	99
1 to 2 days	1
3 or more days	0
Marijuana (smoke, vape, eat, or drink)	
0 days	100
1 to 2 days	0
3 or more days	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical?	
0 days	100
1 to 2 days	0
3 or more days	0
<i>Any of the above</i>	1

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

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

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

	Grade 7 %
0 times	99
1 to 2 times	1
3 to 6 times	0
7 or more times	0

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

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

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

	Grade 7 %
Have ridden in a car driven by someone who had been using alcohol or drugs	
Never	83
1 time	5
2 times	5
3 to 6 times	2
7 or more times	4

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

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

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

	Grade 7 %
Alcohol - drink occasionally	
Great	22
Moderate	27
Slight	27
None	24
Alcohol - 5 or more drinks once or twice a week	
Great	55
Moderate	24
Slight	2
None	19
Marijuana - use occasionally	
Great	43
Moderate	31
Slight	8
None	18
Marijuana - use daily	
Great	71
Moderate	7
Slight	4
None	18

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

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

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

	Grade 7 %
Alcohol	
Very difficult	30
Fairly difficult	18
Fairly easy	13
Very easy	13
Don't know	25
Marijuana	
Very difficult	47
Fairly difficult	10
Fairly easy	9
Very easy	6
Don't know	28

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 7 %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	1	A7.2
Current cigarette smoking [†]	1	A7.3
Current cigarette smoking at school [†]	0	A7.4
Ever tried smokeless tobacco	1	A7.2
Current smokeless tobacco use [†]	1	A7.3
Current smokeless tobacco use at school [†]	0	A7.4
Ever used electronic cigarettes	4	A7.2
Current use of electronic cigarettes [†]	2	A7.3
Current use of electronic cigarettes at school [†]	1	A7.4
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking [‡]	29	A7.5
Harmfulness of smoking 1 or more packs/day [‡]	73	A7.5
Difficulty of obtaining cigarettes [§]	39	A7.7

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

Table A7.2
Lifetime Tobacco Use

	Grade 7 %
A cigarette, even one or two puffs	
0 times	98
1 time	1
2 to 3 times	1
4 or more times	1
A whole cigarette	
0 times	99
1 time	0
2 to 3 times	1
4 or more times	0
Smokeless tobacco	
0 times	99
1 time	1
2 to 3 times	1
4 or more times	0
An electronic cigarette or other vaping device	
0 times	96
1 time	2
2 to 3 times	1
4 or more times	1

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

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

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

	Grade 7 %
Cigarettes	
Any	1
Daily (20 or more days)	0
Smokeless tobacco	
Any	1
Daily (20 or more days)	0
Electronic cigarettes or other vaping device	
Any	2
Daily (20 or more days)	0

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

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

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

	Grade 7 %
Cigarettes	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 or more days	0
Smokeless tobacco	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 or more days	0
Electronic cigarettes or other vaping device	
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.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

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

	Grade 7 %
Smoke cigarettes occasionally	
Great	29
Moderate	41
Slight	12
None	18
Smoke 1 or more packs of cigarettes each day	
Great	73
Moderate	7
Slight	2
None	18

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

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

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

	Grade 7 %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes	
Great	39
Moderate	28
Slight	16
None	17
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes	
Great	56
Moderate	20
Slight	6
None	18

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

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

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

	Grade 7 %
Cigarettes	
Very difficult	39
Fairly difficult	19
Fairly easy	9
Very easy	6
Don't know	27
E-Cigarettes or vaping device	
Very difficult	41
Fairly difficult	13
Fairly easy	12
Very easy	8
Don't know	26

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 7 %
0 times (never)	74
1 time	15
2 to 3 times	3
4 or more times	8

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

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

Table A8.2

Alone After School

	Grade 7 %
Never	15
1 day	23
2 days	13
3 days	15
4 days	8
5 days	27

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

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

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

	Grade 7 %
No	18
Yes	82

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

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

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

	Grade 7 %
No	86
Yes	14

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

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

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

	Grade 7 %
No	96
Yes	4

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

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	40		41			48	35
Caring adults in school [‡]	45		42			51	41
High expectations-adults in school [‡]	55		52			65	47
Meaningful participation at school [‡]	20		30			27	19
<i>School Connectedness</i> [†]	36		47			49	38
<i>Academic Motivation</i> [†]	53		52			60	45
<i>Parent Involvement in School</i> [†]	35		37			37	33

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***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 7 %
Hispanic or Latino	88
American Indian or Alaska Native	
Asian	85
Black or African American	
Native Hawaiian or Pacific Islander	
White	88
Mixed (two or more) races	83

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

Table A9.3***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %
Hispanic or Latino	32
American Indian or Alaska Native	
Asian	40
Black or African American	
Native Hawaiian or Pacific Islander	
White	19
Mixed (two or more) races	35

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 A9.4***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %
Hispanic or Latino	40
American Indian or Alaska Native	
Asian	45
Black or African American	
Native Hawaiian or Pacific Islander	
White	32
Mixed (two or more) races	44

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

Table A9.5***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 7 %
Hispanic or Latino	4
American Indian or Alaska Native	
Asian	0
Black or African American	
Native Hawaiian or Pacific Islander	
White	0
Mixed (two or more) races	2

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

Table A9.6***Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 7 %
Hispanic or Latino	4
American Indian or Alaska Native	
Asian	0
Black or African American	
Native Hawaiian or Pacific Islander	
White	0
Mixed (two or more) races	2

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

Table A9.7***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %
Hispanic or Latino	8
American Indian or Alaska Native	
Asian	0
Black or African American	
Native Hawaiian or Pacific Islander	
White	2
Mixed (two or more) races	9

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

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

	Grade 7 %
Hispanic or Latino	8
American Indian or Alaska Native	
Asian	0
Black or African American	
Native Hawaiian or Pacific Islander	
White	1
Mixed (two or more) races	5

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

Table A9.9***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 7 %
Hispanic or Latino	21
American Indian or Alaska Native	
Asian	15
Black or African American	
Native Hawaiian or Pacific Islander	
White	9
Mixed (two or more) races	23

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	Grade 7	
	Female %	Male %
<i>School Environment</i>		
Total school supports [‡]	48	39
Caring adults in school [‡]	55	40
High expectations-adults in school [‡]	64	54
Meaningful participation at school [‡]	27	23
<i>School Connectedness</i> [†]	52	40
<i>Academic Motivation</i> [†]	69	44
<i>Parent Involvement in School</i> [†]	39	32

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 7	
	Female	Male
	%	%
Perceived Safety at School		
Feel safe or very safe at school	80	91
Harassment/Bullying at School		
<i>During the past 12 month at school, have you been...</i>		
harassed/bullied for any of the six reasons	32	20
harassed/bullied for any reasons	42	34
Current ATOD Use		
<i>During the past 30 days, did you...</i>		
have at least one drink of alcohol at school	1	0
smoke cigarettes	0	1
have at least one drink of alcohol	2	4
use marijuana	2	1
Mental Health		
Chronic sad or hopeless feelings, past 12 months	16	12

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