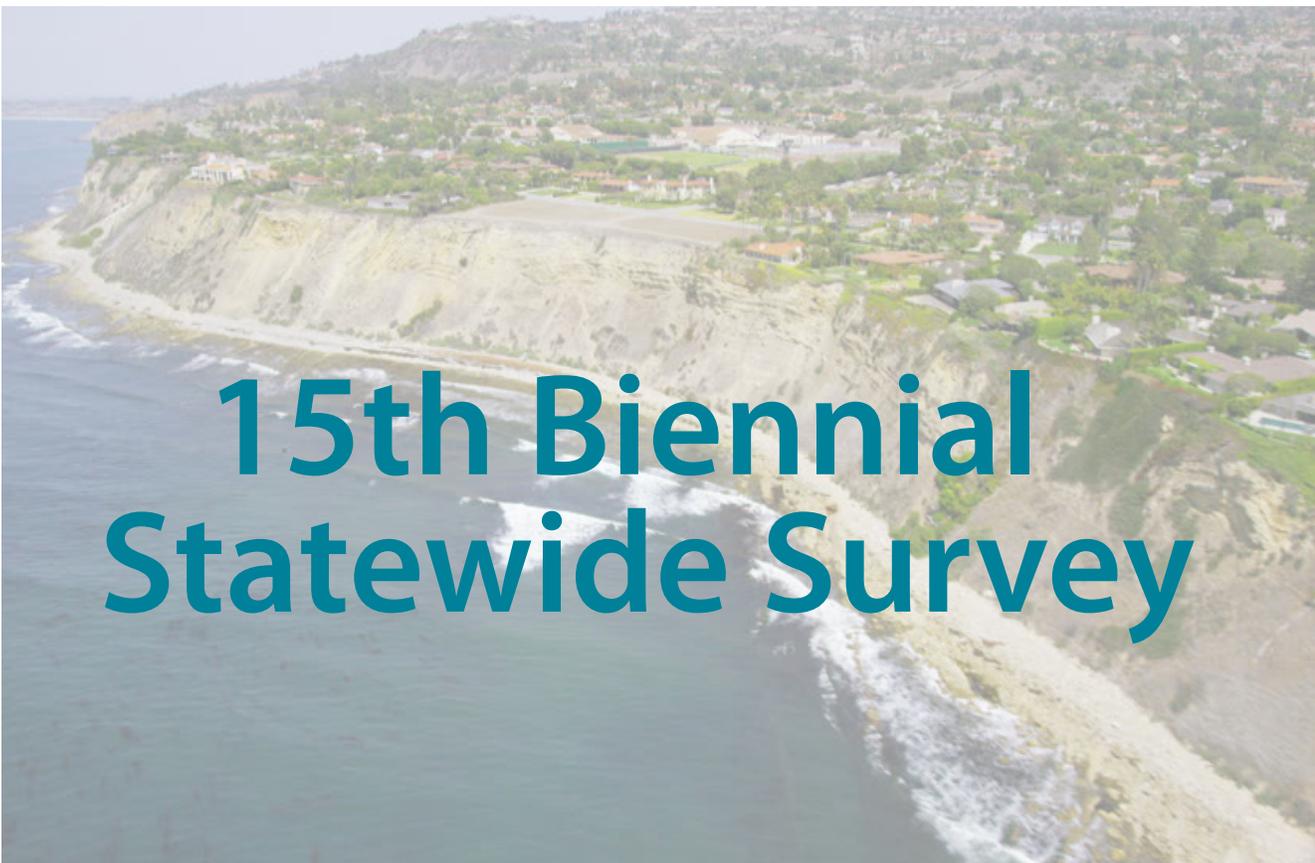


CALIFORNIA
HEALTHY KIDS SURVEY



15th Biennial Statewide Survey

**School Climate, Substance Use,
and Well-being Among
California Students
2013-2015**

School Climate, Substance Use, and Student Well-being in California, 2013-2015

Results of the Fifteenth Biennial Statewide
Student Survey, Grades 7, 9, and 11

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To download: http://surveydata.wested.org/resources/Biennial_State_1315.pdf

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FOREWORD

This report provides the results from the 2013-2015 administration of the California Healthy Kids Survey (CHKS) to a randomly-selected representative sample of California 7th, 9th, and 11th graders, a project collaboratively funded by the California Department of Education (CDE) and the Department of Health Care Services (DHCS). These results provide a detailed picture of how well California youth are functioning — including key indicators of learning engagement, supports, and barriers — and how well California schools and other agencies are meeting their needs. Local education agencies can compare their own CHKS results to these statewide norms to gain a better understanding of the needs of their students and schools relative to the state overall.

This Statewide CHKS also continues the important work of biennially collecting substance use data from students themselves, which began in 1985 and the California Legislature mandated in 1991. This is the 15th Biennial Survey, a milestone for the oldest survey of its kind in the nation.

The results indicate several improvements since the previous survey in 2011-2013 in substance use, particularly in 11th grade, and in school safety. For example:

- Among 11th graders, there were decreases of five-to-seven percentage points for such heavy substance use indicators as being very drunk or “high” on drugs seven or more times, being drunk/high on school property, and involvement in drinking and driving.
- Current use of alcohol, binge drinking, and marijuana use among 11th graders decreased by four points and lifetime marijuana use by seven points.
- Consistent with these declines in use, perceived availability of alcohol and marijuana declined and perceived harm increased.
- Seeing someone carrying a weapon on school property is down in all grades, by four to eight points.
- Participation in a physical fight decreased in all grades by four to five points, and indicators of physical victimization generally by two to six points.

Nevertheless, many of the findings underscore the need for educators, prevention specialists, youth service providers, and health agencies to collaboratively focus more attention on better meeting the needs of our youth and helping them thrive in school, career, and life.

- Only four-in-ten high school students are highly connected to their schools, and just over half of 7th graders, about the same as found in 2011-2013.
- The percentages are even lower for being highly motivated academically, at 38% in 7th grade and 25% in 11th.
- Only 16%-21% of secondary students felt very safe at school and only about six-in-ten safe or very safe, little changed from two years ago.

- Reports of being harassed or bullied at school remained stable in 7th grade at 40% and increased by about three points in 9th and 11th, to 38% and 31%.
- Results for two indicators of depression risk showed little change at disturbingly high levels. Chronic sadness occurred among 26% of 7th graders and around one-third of 9th/11th graders. Almost one-fifth of the high school students had seriously contemplated suicide.
- Almost one-third of 11th graders have tried an e-cigarette. Students were three times as likely to try an e-cigar than smoke a cigarette in 7th grade and 1.5-2 times more likely in high school.
- And despite the improvements in substance use that have occurred, about *one-fifth* of 11th graders reported being involved in drinking and driving, very drunk or high on drugs seven or more times, current drug users, current binge drinkers, and drunk/high on school property at least once.

One factor that may account for some of the more negative Biennial Survey findings is that only 26%-33% of secondary students experienced in their schools high levels of three fundamental developmental supports that have been linked to resilience and positive academic, social, emotional, and physical health outcomes: caring adult relationships, high expectations, and meaningful participation. All youth-serving agencies need to work together to better provide these developmental supports that youth need to succeed, particularly youth in low-income communities lacking in other supports and resources. For schools, they are foundational components of a positive school climate.

Many of the survey variables are related. For example, substance use and poor mental health are significant barriers to engagement in learning. School connectedness is related to both better health and academic outcomes. This illustrates the importance of breaking down the silos that have separated education, prevention, and health programs in the past and the importance of more cross-agency collaboration.

Our thanks to all the school administrators, teachers, parents, and students for their contribution to this 15th Biennial, a critical effort that benefits everyone in California. Thanks, too, to the many to the school districts throughout the state that use their local CHKS data to guide school, prevention, and health program improvement. In this regard, the findings for school connectedness, perceived school safety, and pupil engagement in this report warrant special attention, as they are indicators that each school district is required to address in its annual Local Control and Accountability Plan (LCAP).

California Department of Education
California Department of Health Care Services

ACKNOWLEDGMENTS

We are grateful for the support of the Department of Health Care Services and California Department of Education and their recognition of the importance of ongoing monitoring of school climate and student learning engagement, health, and well-being. In funding the CHKS at both the local and state levels, they provide data agencies need across the state to help education, prevention, and health programs better meet the needs of youth.

We remain in the debt of Dr. Rodney Skager, who conducted the first biennial student survey in 1985 and has guided it for three decades with wisdom and dedication to the goal of ensuring all youth receive the supports they need to thrive.

This project would not have been possible without the cooperation of the superintendents, principals, and teachers of the participating schools. Their commitment and professionalism have made this survey a continued reality.

At WestEd, Tom Hanson developed and implemented the sampling plan. Jeff Polik provided overall project supervision. Cindy Zheng ran the data analyses. Michal Clingman supervised the school recruitment and preparation of the data tables, with the assistance of Ben Trigg.

Gregory Austin, PhD
Project Director

CONTENTS

List of Tables	ii
PREFACE	v
Key Findings	xi
A. Core Module Results.....	1
1. Summary of Key Indicators	1
2. Survey Sample	2
3. Demographics	3
4. School Performance, Supports, and Engagements.....	6
5. School Violence, Victimization, and Safety	13
6. Alcohol and Other Drug Use.....	17
7. Tobacco Use.....	26
8. Other Physical and Mental Health Risks.....	31
9. Race/Ethnic Breakdowns	33
10. Gender Breakdowns	37
B. Alcohol and Other Drugs (AOD) Module.....	45
1. Summary of Key Indicators	45
2. Module Sample	46
3. Demographics	47
4. Alcohol and Marijuana Consumption Patterns	50
5. Consequences of AOD Consumption	51
6. Supports to Reduce AOD Use.....	53
7. Availability.....	54
8. Influences on ATOD Use.....	55

LIST OF TABLES

Core Module Results.....	1
1. Summary of Key Indicators.....	1
A1.1 Key Indicators of School Climate and Student Well-Being.....	1
2. Survey Sample.....	2
A2.1 Student Sample Characteristics.....	2
3. Demographics.....	3
A3.1 Age of Sample.....	3
A3.2 Gender of Sample.....	3
A3.3 Hispanic or Latino.....	3
A3.4 Race.....	4
A3.5 Living Situation.....	4
A3.6 Highest Education of Parents.....	4
A3.7 Sexual Identification.....	5
A3.8 Military Connections.....	5
4. School Performance, Supports, and Engagements.....	6
A4.1 Grades, Past 12 months.....	6
A4.2 Truancy, Past 12 months.....	6
A4.3 Reasons for Absence.....	7
A4.4 School Developmental Supports, Connectedness, and Academic Motivation Scales.....	8
A4.5 School Connectedness Scale Questions.....	9
A4.6 Academic Motivation Scale Questions.....	10
A4.7 School Developmental Supports Scale Questions.....	11
A4.7 School Developmental Supports Scale Questions – Continued.....	12
5. School Violence, Victimization, and Safety.....	13
A5.1 Perceived Safety at School.....	13
A5.2 Verbal Harassment on School Property.....	13
A5.3 Violence and Victimization on School Property, Past 12 Months.....	14
A5.4 Reasons for Harassment on School Property, Past 12 Months.....	15
A5.5 Property Damage on School Property, Past 12 Months.....	16
A5.6 Weapons Possession on School Property, Past 12 Months.....	16
6. Alcohol and Other Drug Use.....	17
A6.1 Summary Measures of Level of AOD Use.....	17
A6.2 Lifetime AOD Use.....	18
A6.2 Lifetime AOD Use – Continued.....	19
A6.3 Summary of AOD Lifetime Use.....	19

A6.4	Age of Onset – AOD Use.....	20
A6.5	Current AOD Use, Past 30 Days.....	21
A6.6	Frequency of Current AOD Use.....	22
A6.7	Lifetime Drunk or “High”.....	22
A6.8	Cessation Attempts.....	23
A6.9	Drinking While Driving.....	23
A6.10	Current AOD Use on School Property.....	24
A6.11	Lifetime Drunk or “High” on School Property.....	24
A6.12	Perceived Harm and Availability.....	25
7.	Tobacco Use.....	26
A7.1	Summary of Key CHKS Tobacco Indicators.....	26
A7.2	Lifetime Tobacco Use.....	27
A7.3	Age of Onset – Tobacco Use.....	28
A7.4	Any Current Use and Daily Use.....	28
A7.5	Current Smoking on School Property, Past 30 Days.....	29
A7.6	Cigarette Smoking Cessation Attempts.....	29
A7.7	Personal Disapproval of Peer Cigarette Smoking, One or More Packs a Day.....	30
A7.8	Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes.....	30
8.	Other Physical and Mental Health Risks.....	31
A8.1	Cyber Bullying, Past 12 Months.....	31
A8.2	Alone After School.....	31
A8.3	Eating of Breakfast.....	31
A8.4	Chronic Sad or Hopeless Feelings, Past 12 Months.....	32
A8.5	Seriously Considered Attempting Suicide, Past 12 Months.....	32
A8.6	Gang Involvement.....	32
9.	Race/Ethnic Breakdowns.....	33
A9.1	School Developmental Supports, Connectedness by Race/Ethnicity – 7 th Grade.....	33
A9.2	School Developmental Supports, Connectedness by Race/Ethnicity – 9 th Grade.....	34
A9.3	School Developmental Supports, Connectedness by Race/Ethnicity – 11 th Grade.....	35
A9.4	Current Cigarette Smoking by Race/Ethnicity, Past 30 Days.....	35
A9.5	Current Alcohol Use by Race/Ethnicity, Past 30 Days.....	36
A9.6	Current Marijuana Use by Race/Ethnicity, Past 30 Days.....	36
10.	Gender Breakdowns.....	37
A10.1	School Developmental Supports, Connectedness, and Academic Motivation by Gender.....	37
A10.2	Selected Alcohol and Drug Use Measures by Gender.....	38
A10.2	Selected Alcohol and Drug Use Measures by Gender – Continued.....	39
A10.2	Selected Alcohol and Drug Use Measures by Gender – Continued.....	40
A10.3	Selected Tobacco Use Measures by Gender.....	41

A10.4	School Safety-Related Indicators by Gender	42
A10.5	Physical and Mental Health Measures by Gender.....	43
Alcohol and Other Drugs (AOD) Module	45	
1.	Summary of Key Indicators.....	45
B1.1	Key Indicators of Alcohol and Other Drug Use.....	45
2.	Module Sample.....	46
B2.1	Student Sample for AOD Module	46
3.	Demographics.....	47
B3.1	Age of Sample	47
B3.2	Gender of Sample.....	47
B3.3	Hispanic or Latino	47
B3.4	Race	48
B3.5	Living Situation	48
B3.6	Highest Education of Parents	48
B3.7	Sexual Identification.....	49
B3.8	Military Connections	49
4.	Alcohol and Marijuana Consumption Patterns.....	50
B4.1	Usual Alcohol Consumption Level	50
B4.2	Usual Drug Consumption Level.....	50
5.	Consequences of AOD Consumption.....	51
B5.1	Problems Caused by AOD Use	51
B5.2	Dependency-Related Experiences from AOD Use	52
B5.3	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession	52
6.	Supports to Reduce AOD Use.....	53
B6.1	Needed Counseling for Use.....	53
B6.2	Likelihood of Finding Help at School for Quitting or Reducing Use	53
B6.3	Talked with Parent About ATOD Use	53
7.	Availability	54
B7.1	Sold Drugs, Past 12 Months	54
B7.2	Sources for Obtaining Alcohol.....	54
8.	Influences on ATOD Use	55
B8.1	Personal Disapproval of AOD Use.....	55
B8.2	Parental Disapproval of ATOD Use.....	56
B8.3	Peer Disapproval of ATOD Use.....	57
B8.3	Peer Disapproval of ATOD Use – Continued	58
B8.4	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months.....	58

PREFACE

This report provides the detailed results from the 2013-2015 *Biennial State California Healthy Kids Survey* (CHKS) as administered, between fall 2013 and spring 2015, to a randomly-selected, representative state sample of 36,573 secondary students (grades 7, 9, and 11) in 105 schools across the state. The survey consisted of the CHKS Core and supplemental AOD Modules. Results from the 2011-2013 biennial survey are also provided for trend comparison. Key Findings are summarized following the Preface.

The Biennial State CHKS was conducted under conditions of strict anonymity and confidentiality. Participation by school districts, schools, and students was voluntary, and parental consent was required. The state's Committee for the Protection of Human Subjects, Office of Statewide Health Planning and Development, approved the protocol.

Since the 2011-2013 survey, the sample selection and data collection have been embedded within the process of local CHKS administration by school districts under the sponsorship of the California Department of Education. The California Department of Health Care Services provided financial support of the statewide survey. This included coverage of the fees for district CHKS administration if schools in the sample administered the supplemental AOD Module. This strategy was designed to achieve the three goals:

- More effectively and efficiently collect valid representative state data to compare with local CHKS results and guide statewide planning;
- Meet the legislative requirement to conduct a biennial representative state survey on alcohol and other drug use, in compliance with Health and Safety Code Section 11605; and
- Encourage districtwide CHKS administration.

The Report

The tables in this Report are organized by topic, as outlined in the Table of Contents, and provide the percentages responding to each question response option by grade level at the first decimal. Because it is just as important to identify the positive behaviors of youth as the problems they exhibit, the tables reporting on risk behaviors data include the percentages of youth who responded negatively (did not engage in the behavior).

The results for the Core Module (Section A) and the supplemental AOD Module (Section B) are reported separately because of differences in the composition and size of the school sample that administered the AOD module, as explained below. For the Core Module, Key Findings are discussed following this Preface. Table A.1.1 summarizes the results for several key indicators. Selected results by race/ethnicity and gender are reported for key indicators in Sections A9 and A10.

Assessing Changes Between Survey Administrations

The tables include the results from the previous Biennial State CHKS, in 2011-2013. However, some indicators are not comparable across the two surveys. For the 2013-2015 Biennial, several questions on AOD use were moved from the Core Module to the AOD supplement because (1) they were more relevant to State than local interests and prevention planning, and (2) we needed to make room in the Core Module for more questions assessing school climate and learning engagement and supports at the request of school districts. Several Core questions or response options were also combined in order to

simplify reporting and shorten the survey.

In interpreting changes in statistical prevalence over time, small differences of around one percentage point should be generally disregarded unless reflecting a continuing trend. A difference of between two to three points should be considered small-to-moderate.

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from survey administration to another, including changes in survey method, content, and sample characteristics. The main factor to consider in comparing 2011-2013 and 2013-2015 Biennial results is the new policy of weighting the results to reflect the race/ethnicity of student enrollment statewide. The 2011-2013 results were weighted only to reflect overall student enrollment. What effect this difference in weighting had on the results is uncertain but the 2013-2015 sample includes slightly more Hispanic/Latino respondents and notably more Whites than two years ago. It is also slightly older. Caution should, therefore, be exercised in attributing differences between the two surveys as being solely due to trends across time in the state.

Differences between State and Local CHKS Reports

The Biennial State CHKS report includes weighted data from nontraditional (continuation) schools in the results for 9th and 11th graders, whereas nontraditional schools are reported separately in the district and school CHKS reports. Previous state and local surveys have shown significantly higher substance use and other risk behaviors among continuation school students compared to their traditional school peers. One would expect, therefore, that Biennial statewide results would generally be slightly higher for risk behavior indicators compared to local results overall. However, an analysis comparing results for 2013-2015 for 11th graders revealed that excluding the continuation school respondents from the sample only lowered the results slightly because, statewide, they are such a small proportion of the entire grade enrollment.

Survey Administration History and Method

The important work of regularly collecting data from students themselves, statewide, began in 1985 with the California Student Survey of Substance Use (CSS), under the sponsorship of the Office of the Attorney General (OAG). In 1991, the California Legislature mandated that the OAG continue a biennial survey administration (Health and Safety Code section 11605). From 1993 until 2007, the Department of Alcohol and Drug Programs (DADP) and CDE co-sponsored the survey. In 2009, DADP took over the survey sponsorship, with the assistance of CDE. The Department of Health Care Services is now the contracting agency.

Over time, the focus of the CSS was enlarged to include questions on other health-risk behaviors, personal resiliency, and school climate and safety. All the CSS questions were included in the CHKS when it was developed in 1998. The majority of CSS questions are in the Core Module, which consisted of the questions an advisory committee considered most important to be collected by all schools and is required of all survey participants. The rest were incorporated into the supplemental AOD Module that districts could elect to use.

By 2011, it had become evident that obtaining a separate, representative state CSS was no longer viable. Schools had become increasingly reluctant to participate in the survey in the face of high-stakes testing accountability and the ending of the federal Title IV prevention program. District participation in the CHKS was also declining. This undermined the value of aggregating all local CHKS results to the state

level as well. In collaboration, the CDE and DADP agreed, in 2011, to solve these linked problems by further merging the CSS and CHKS, embedding the state sample and data collection into CHKS local administration, and providing financial incentives for administering the CHKS district-wide and including the supplemental AOD Module in the Biennial sample schools.ⁱⁱ

Overall, the change has fulfilled its intended purposes. Recruitment of schools has been simplified and fewer replacement schools have had to be recruited to meet sample targets, as shown in Table A2.1.

Participation Incentives

To encourage participation in the Biennial, and continued local CHKS administration, districts that agreed to administer both the Core and AOD Modules in the selected sample schools received the following incentives:

- A waiver of the \$.30 per-student fee for up to 900 students per survey grade level districtwide;
- A gift card for each sample school (\$300 per high school/\$200 per middle and continuation school) to compensate for the labor by school staff in coordinating the survey;
- For districts that did not administer the CHKS online, printed instrument booklets that could be used throughout the district; and
- A free school-level CHKS report for each sample school.

Sampling Strategy

All secondary schools in the state had an equal opportunity to be selected in the sample. WestEd randomly selected 50 high schools and, from within the same or feeder (e.g., an elementary district that feeds into a union or high school district) districts, 50 middle schools and 11 continuation high schools. Sample schools were drawn proportionately within six sampling regions – Bay Area, Los Angeles County, San Diego County, Northern California, Southern California, and Central California.

Within each sampling region, we oversampled so that if any school/district declines participation, the next school on the list is contacted. If an original school or replacement did not agree to administer the supplementary AOD Module, but did agree to conduct the CHKS Core, they were maintained in the sample in order to preserve its integrity and better ensure valid, representative data for the Core items. However, they did not receive any of the incentives offered to schools that also administered the AOD Module. To ensure that adequate numbers of sample schools completed the supplementary AOD Module, a second group of replacement schools willing to do both modules was recruited; one for each primary-sample school that only completed the CHKS Core.

One positive result from integrating Biennial and local CHKS data collection was that almost all schools opted to survey all students in each grade and receive the school-level report being offered. This strengthened the precision of the prevalence estimates from the data. However, in a handful of schools, a minimum of all students up to 90 (approximately three classrooms) in each grade in each school was randomly sampled. In each participating traditional school three classrooms per grade were randomly selected, for a sample pool of 90 students per grade (based on an average classroom size of 30). The classes had to be in a required subject so that all students had the opportunity to be selected in the sample. Continuation schools administered the survey to all students, but only the results for students who identified themselves as being in grade 9 or 11 were used for final data analysis.

Survey Administration

Given that most districts administer the CHKS once every two years and at a time of their own choosing, integrating Biennial and local CHKS data collection required extending the data collection period from the previous five-month period (usually October through February) to two years.

School staff administered the survey following detailed instructions provided by WestEd that assure uniform data collection procedure and the protection of all student and parental rights to privacy and confidentiality. Each student's participation was voluntary, anonymous, and required parental consent. Since changes in state law in 2005, "passive" parental consent has been allowed in addition to written consent, depending on district policy. Districts had the choice of either online or paper administration.

Sample Characteristics

Core Module

The characteristics of the school and student samples provide confidence that the data for the Core Module is representative of the state student population. Table A2.1 gives the number of districts, schools, and student respondents (total 36,573) who completed the Core Module by grade. We met our target school sample for high schools and were short only two schools for 7th grade. There are more schools for grades 9 and 11 because of the inclusion of a subsample of continuation schools.

Section A3 (Tables A3.1-3.8) provides the respondents' demographic characteristics. The 2013-2015 results were weighted to reflect overall student enrollment and its composition by race/ethnicity, whereas the 2011-2013 results were weighted to reflect overall student enrollment only.

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%. The average student response rate across schools was 71% in 2013-2015, compared to 72% in 2011-2013.

Supplemental AOD Module

Although the goal was for all sample schools to administer both modules, some target districts only agreed to administer the Core. They were kept in the sample to preserve its integrity (but did not receive the financial incentives) and a "replacement" schools was recruited that agreed to also administer the AOD supplement. Among schools that administered the supplement, the average student response rate was 76%, higher than for the Core Module, and the respondent demographics for both modules are very similar. However, even using the replacement strategy, the total number of schools that administered the supplement, and the number of respondents, were substantially lower than for the Core, as shown in Table B2.1. This created greater uncertainty over how representative the supplement results are for the state as a whole. To help determine if this was an issue, we compared results for a range of Core Module questions from both samples. The results were almost identical for 7th and 11th graders and for 9th graders only varied on some indicators slightly (about 1 percentage point). This is encouraging but the representativeness of the results still should be treated with caution.

About the CHKS

The CHKS, along with its two companion school staff and student surveys — the *California School Climate Survey (CSCS)* and the *California School Parent Survey (CSPS)* — is a service of CDE managed under contract by WestEd. These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS) System*, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the *local* level on school climate, learning supports and barriers, stakeholder engagement, and overall youth development, health, and well-being. The surveys provide a wealth of information to guide improvements in education, health, and prevention programs.

The CHKS secondary survey consists of a general Core Module of key indicators, required of all survey participants, and a series of supplemental modules that can be added to assess specific topics of local interest. A description of all supplementary modules is available on the survey website, from where they can be downloaded: chks.wested.org/administer/download.

A CHKS School Climate Report Card provides scores for eight key domains assessed by the Core Module as well as a summary School Climate Index that has been shown to meaningfully differentiate schools by student academic achievement, as required by the new federal Every Student Succeeds Act.ⁱⁱⁱ A sample District School Climate Report Card can be viewed at chks.wested.org under News & Highlights.

Meeting Local Control and Accountability Plan Requirements

The surveys provide data that are particularly valuable for meeting state requirements to enhance school climate, pupil engagement, and parent involvement as part of each district's Local Control and Accountability Plan (LCAP). This includes psychometrically sound measures of school connectedness, perceived school safety, and pupil engagement, as specified in the LCAP requirements. A supplemental School Climate Module is also available to further meet the needs of districts to guide school improvement and LCAP efforts.^{iv}

LCAP requirements include addressing subgroup differences in achievement. The CHKS enables assessment of differences among a wide range of demographic subgroups, including by gender and race/ethnicity, by migrant, socioeconomic, and military-family status, by living situation (e.g. foster care, homeless), and by sexual identity. Analyzing CHKS findings by these subgroups can contribute to a greater understanding of the factors that may affect differences in achievement among them. Sections A9 and A10 of this report provide breakdowns of the results for some key indicators by race/ethnicity and gender.

Biennial Survey Content

The Biennial Survey consists of the CHKS Core Module and supplemental AOD Module. The Core Module includes a broad range of key questions, identified with the help of an expert advisory committee, that are considered most important to guide school, achievement, health, and prevention improvement. Exhibit 1 provides a summary of the specific topics covered. The primary focus is assessing student perceptions and experiences related to school climate and engagement, learning supports, and non-academic learning barriers (e.g., substance use, bullying and violence, and physical and mental health). The great majority of Core questions are school-specific. The combined Core and the supplemental AOD Module, include all the questions from the previous California Student Survey (see Exhibit 2).

Accessing State, County, and Local Data

State, county, and district reports can be downloaded at chks.wested.org/reports. The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how variables are related (e.g., school connectedness and substance use), and how they vary by different subgroups of students and across schools. A Memorandum of Understanding with CDE and WestEd, designed to preserve the confidentiality of the data, must be signed to receive the dataset. For more information, contact the Cal-SCHLS Regional Center at 888.841.7536.

ENDNOTES

ⁱ Effective with the passage of the 2013-2014 Budget Act and associated legislation, the Department of Alcohol and Drug Programs (DADP) no longer exists as of July 1, 2013. All DADP programs and staff transferred to the [Department of Health Care Services](#) (DHCS), Substance Use Disorders Program, Policy, and Fiscal Division.

ⁱⁱ The rationale for the changes to the survey method are discussed in detail in the Highlights of the 14th Biennial, which can be downloaded at wested.org/online_pubs/hhdp/css_14th_highlights.pdf.

ⁱⁱⁱ Voight, A., Austin, G., & Hanson, T. (2013). *A climate for success: How school climate distinguishes California schools that are beating the odds academically*. San Francisco: WestEd. Download californiaS3.wested.org.

^{iv} See *Helpful Resources for Local Control and Accountability Plans, 2014-15*. Available for download, http://surveydata.wested.org/resources/LCAP_Cal_SCHLS.pdf.

Exhibit 1. Summary of Core Module Content

- Student grades, truancy, reasons for missing school, academic motivation, and school connectedness, as indicators of engagement.
- The levels that students experience 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 school safety and the frequency of, type of, and reasons for, harassment and bullying at school.
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.
- The prevalence and level of substance use and related correlates such as perceived harm and availability.

Exhibit 2. Summary of CHKS Content Related to Alcohol and Other Drug Use

Core Module

- Lifetime and 30-day frequency
- Use at school
- Adverse AOD effects (11 indicators)
- AOD dependency indicators (10 indicators)
- Perceived availability
- Attitudes, perceived harm, and friends' disapproval
- Prevention (talk to parents; message exposure)
- Quitting alcohol and marijuana use

AOD Supplemental Module

- Age of initiation
- Problems from AOD use (HS only)
- Dependency-related experiences (HS only)
- Drinking and drug use styles (how usually used)
- Perceived need for help for use (HS only)
- Likelihood of getting help at school for use (HS only)
- Likelihood suspended/expelled if use/possess at school (HS only)
- Sold drugs, past 12 months (HS only)
- How/where most kids get alcohol
- Attitudes: Peer use and peer/parent attitudes if you use
- Prevention: Parental discussion and media exposure

KEY FINDINGS

Summarized below are key findings in three areas:

- School climate and pupil engagement;
- School safety, violence, and victimization; and
- Substance use and mental health.

Table A1.1 also provides a quick overview to the results for key indicators in these three areas. A similar table is included in each CHKS district report, facilitating comparison of local and state results.

The results indicate several improvements since the previous survey in 2011-2013 in alcohol and marijuana use (particularly among 11th graders) and physical fighting and victimization in school. But other findings — notably in regard to school connectedness, academic motivation, perceived school safety, the overall prevalence of harassment, and mental health — underscore the need for educators, prevention specialists, youth service providers, and health agencies to collaboratively focus more attention on better meeting the needs of our youth and helping them thrive in school, career, and life. Even among the AOD and school safety indicators for which trends are positive, there is much that still needs to be done.

PUPIL ENGAGEMENT AND SCHOOL CLIMATE SUPPORTS

Key Findings, Biennial State CHKS, 2013-2015

School Connectedness (LCAP Indicator)

School connectedness is one of the indicators of school climate that a California school district must address in its Local Control and Accountability Plan. It has been shown by research to be associated with multiple positive academic, social-emotional, and health outcomes. The percentages of students classified as high in school connectedness (based on a five-item scale) are 51% in 7th grade, 44% in 9th, and 43% in 11th. These results differ little from 2011-2013. (Table A4.4)

Academic Motivation

Percentages of students classified as high in Academic Motivation (based on a new four-item scale) are even lower: 38% in 7th grade, dropping to 25% in 11th. (Table A4.4)

School Developmental Supports

Research has shown that when schools (or families or communities) provide three developmental supports—caring adult relationships, high expectations, and opportunities for meaningful participation—students are more likely to report more positive academic, social-emotional, and health outcomes. In the CHKS, each of these three supports is measured by a three-item scale. The results overall suggest that the great majority of students do not receive sufficient levels of support, that the supports received are lower in high school than in middle school, even though the student need for them is arguably higher, and that schools are less likely to be providing these supports than they were two years ago.

- Less than one-third of the high school students (26% in 9th grade and 31% in 11th) and 33% of 7th graders were classified as high in total school supports (the results for all three scales combined). The percentages for 9th/11th graders were lower than in 2011-2013 by about three points. The results for caring adult relationships are very similar, although the percentages tended to be higher by 1-3 points. (Table A4.4)
- The percentages categorized as low in total school supports are 14%, 20%, and 17%, by ascending grade level. These rates are higher than in 2011-2013 by two points in grades 7 and 11 and by five points in grade 9. (Table A4.4)
- Only 13%-16% across grades were categorized as high in meaningful participation, whereas 31%-38% were low. This is the smallest variation in results across grades of all three supports, perhaps because that is the least provided. (Table A4.4)
- In 11th grade, all three developmental supports are down compared to 2011-2013. (Table A4.4)

Subgroup Differences

Perceptions of total developmental supports do not appear to vary much by gender but there are differences for school connectedness and academic motivation. For all three indicators, there are differences between Whites and Asians and other racial/ethnic groups.

- School connectedness was the same by gender in 7th grade. In 9th and 11th grades, males were more likely to have high levels than females by 4 and 5 points, respectively.
- In contrast, for academic motivation female percentages are higher than for males by 6-7 points

across grades. (Table A10.1)

- White students across grades were much more likely than other races/ethnicities to be classified as high in total school supports and school connectedness. Asians tended to be highest in academic motivation, followed by Whites and African Americans. (Tables A9.1-3)

SCHOOL SAFETY, VIOLENCE, AND VICTIMIZATION

Key Findings, Biennial State CHKS, 2013-2015

Perceived School Safety (LCAP Indicator)

Only one-eighth to one-fifth of secondary students indicated they felt very safe at school, another LCAP indicator. About six-in-ten across grades responded safe or very safe. These findings are very similar to those of 2011-2013, except for a four-point decline in grade 9. (Table A5.1)

Physical Fighting at School

Participation in a physical fight on school property in the past 12 months declined across grades from 17% in 7th to 11% in 11th. It is lower in all grades by four to five points compared to 2011-2013. (Table A5.3)

Harassment and Bullying at School

Being harassed or bullied on school property *for any reason* in the past 12 months was reported by 40% in 7th grade and 31% in 11th; and 30% and 24%, respectively, had been harassed for any of five *hate-crime reasons*. Among the high school students, these indicators were about two points higher than the previous survey. (Table A5.4)

Type of Harassment

The results for most items assessing type of harassment (physical or verbal) experienced on school property in the past 12 months improved slightly to moderately (rose 2 to 5 points), with most of the increases for physical victimization.

Verbal Harassment

- Around four-in-ten secondary students reported some form of verbal harassment across four questions, with rates slightly higher in 7th grade and lower in 11th grade. (Table A5.2)
- Rates remained fairly stable compared to 2011-2013, except for the percentage who had experienced a sexual joke, comment, or gesture, which improved two to five points, depending on grade. There was also a three-point decline among 11th graders for having mean rumors or lies spread about them. (Table A5.2)

Physical Victimization

- Physical victimization is twice as high in 7th grade than 11th on several indicators. Fear of being beaten declines from around 20% in 7th grade to 10% in 11th; having been physically assaulted, from 34% to 16%; being threatened with harm or injury, from 16% to 10%. (Table A5.3)
- Being threatened or injured with a weapon was less common and held more constant across grades, at around 5%-7%. (Table A5.3)
- Generally, these indicators improved compared to 2011-2013, by three to six points among 7th graders; by two to three points among high school students. (Table A5.3)

Cyber Bullying

About one-fifth of students across grades reported they had experienced cyber bullying in the past 12 months (spreading mean rumors or lies on the internet). This was an improvement of 3-4 points among high school students. (Table A8.1)

Weapons at School

About one-fifth across grades reported seeing someone carrying a weapon on school property in the past 12 months. Among all questions related to school violence and safety, this was the biggest change overall, down four-to-eight points. Among high school students, less than 3% carried a gun and 7%-8% another weapon, about the same as previously. (Table A5.6)

Gang Involvement

Six percent in all grades considered themselves a member of a gang. (Table A8.6)

Subgroup Differences

Females across grades feel markedly less safe at school, are likely to have experienced harassment at school because of gender and for non-hate-crime reasons, and are less likely to be in a physical fight at school or belong to a gang. (Table A10.4)

SUBSTANCE USE AND MENTAL HEALTH

Key Findings, Biennial State CHKS, 2013-2015

ALCOHOL AND OTHER DRUG (AOD) USE

Prior Trends

The early- to mid-1990s was a period of rising AOD use, finally leveling off in 1997. The 1999 survey revealed that overall prevalence of use mainly declined, markedly for some of the most commonly-used substances. The early 21st century was a period of continued declines in overall alcohol use. In 2003, there was also evidence that the decline was extending to other drugs, although heavy AOD use remained disturbingly high among high school students. In 2005, this declining trend appeared to level off and, in 2007, we concluded it had ended, prompting a call for more effective approaches to AOD prevention and intervention.

From late 2009 through early 2013, trends were mixed. The period was one of continued declines in overall alcohol drinking. In contrast, in 2009 overall drug use and use of marijuana and prescription painkillers was level and there was evidence that frequent marijuana use and use of Ecstasy was increasing among 11th graders. In 2011-2013, there was a rise in marijuana use indicators that appeared rooted in more positive attitudes and availability. These mixed results prompted warnings against complacency, particularly in the context of cutbacks occurring in federal prevention funding.

Current Findings

Results for 2013-2015 are much more encouraging. Generally, the evidence indicates a declining trend in both overall AOD use and frequent/heavy use indicators since 2011-2013, especially among 11th graders.

- Lifetime (ever) use of alcohol (a full drink) declined six percentage points in grades 7 and 9 and nine points in grade 11. Lifetime marijuana use declined 2, 3, and 7 points (to 8%, 23%, and 38%). (Table A6.2)
- Current use (30 days prior to survey) of alcohol and marijuana, and binge drinking, were all down about two points in 7th and 9th grades and four points in 11th. (Table A6.5)
- Among 11th graders, declines occurred in such indicators of frequent and heavy use as being very drunk/high seven or more times (by six points); alcohol, marijuana, and binge drinking on three or more of the past 30 days, an indicator of weekly use (each by about three points); and being drunk or high on drugs on school property (by seven points). Smaller declines are also evident among 9th graders. (Tables A6.6, A6.7, and A6.11).

Consistent with these declining trends in use, respondents indicated that drugs had become less readily available and they reported more negative perceptions of the harm associated with alcohol and marijuana use. (Table A6.12)

Findings for 11th Graders

- **Lifetime Use.** Over half (57%) reported at least experimenting with alcohol or another drug, with 52% for alcohol and 38% for marijuana. This compares to 18%, 13%, and 8% for 7th graders, respectively. (Table A6.2)
- **Current Use.** Current-use rates were 29% for alcohol, 18% for binge drinking, and 20% for

marijuana (vs. 8%, 3%, & 5% in 7th grade). Any drug use stood at 22% and any AOD use at 35%, roughly three times higher than in 7th grade (7% & 11%). (Table A6.5)

- **Frequent Current Use.** For both alcohol and marijuana, about 12% reported using on three or more of the past thirty days (roughly weekly), down 3 and 4 points, respectively. (Table A6.6)
- **Heavy Use.** About one-third were ever very drunk (31%) and ever “high” on drugs (33%), and 20% were very drunk or high seven or more times. These indicators are 6-9 points lower than in 2011-2013. (Table A6.7)
- **Use on School Property.** Seven percent reported current use of alcohol, marijuana, or any other illegal drug or pill to get high on school property, down only about one point. Almost one-fifth (18%) had been drunk/high on school property at least once and 10% three or more times. These percentages are down seven and five points, respectively. (Tables A6.10-11)
- **Drinking/driving.** Almost one-fifth (19%) had driven after drinking or been in a car driven by a friend under the influence, a decline of five points. (Table A6.9)
- **Perceived Harm.** About half of 11th graders reported users were at moderate or great harm from occasionally drinking alcohol (56%) and smoking marijuana (52%). Perceived harm was much greater for weekly binge drinking than for weekly marijuana use: the percentage rose by 25 points for binge drinking, to 81%; for marijuana, by nine points, to 61%. Compared to 2011-2013, the alcohol indicators were higher by 5-6 points; for marijuana, by only two points. (Table A6.12)
- **Perceived Availability.** As found previously, 11th graders reported it was easier to obtain marijuana than alcohol, with 49% reporting it was very easy to get marijuana, compared to 43% for alcohol. However, for both percentages, the rates are lower than in 2011-2013, by five and four points, respectively. (Table A6.12)
- **Drug Availability at School.** The percentage offered, sold, or given an illegal drug on school property in the past twelve months is down 5 points, to 28%. (Table A5.3)

Subgroup Differences

- Overall differences by gender are relatively small. Females do appear slightly less likely to use marijuana and more likely to use alcohol and to have more negative views of the harm from using both types of substances. In 11th grade, females are also less likely to binge drink or use at school. (Table A10.2)
- Asians are the least likely race/ethnicity to be current alcohol users. American Indians had the highest rates in grade 7 and 9, followed by Whites, African Americans, and Mixed. In 11th grade, Whites had the highest prevalence and differences with the other non-Asian groups narrowed. (Table A9.5)
- In all grades, African Americans had the highest rates of marijuana use and Asians the lowest. (Table A9.6)

TOBACCO USE

Cigarette Smoking

- Among 7th graders, only 3% and 4% were lifetime or current cigarette smokers, respectively. Among 9th, the percentages were 11% and 5%; among 11th, 19% and 9%. Among high school students, any current use of cigarettes is less than half that of marijuana.
- Current smoking on school property was only at 2%-3% across grades.
- Tobacco use indicators are lower in all grades than in 2011-2013, especially in 11th grade. Lifetime smoker was down in all grades, by 2, 4, and 7 points, respectively. Current smoking also declined by 2-3 points. (Tables A6.5 and A7.1)

Electronic Cigarettes

For the first time, the survey included questions about smoking electronic cigarettes or other vaping devices. Students were significantly more likely to engage in this practice than to smoke cigarettes, especially among younger adolescents.

- The lifetime percentages were 13% among 7th graders, 26% among 9th, and 32% among 11th. These rates were three times higher than for cigarettes in 7th grade, twice as high in 9th, and 1.5 times higher in 11th.
- Students in all grades are also twice as likely to vape on school property (4%-5%) than smoke cigarettes. (Table A7.1)

CHRONIC SADNESS AND SUICIDE

Results for two indicators of depression risk in the past 12 months showed little change at disturbingly high levels.

- Feelings of incapacitating, chronic sadness or hopelessness were reported by 26% of 7th graders, 32% of 9th, and 34% of 11th. (Table A8.4)
- Almost one-fifth of the high school students had seriously contemplated suicide. (Table A8.5)
- Females reported a significantly higher prevalence of chronic sadness than males. In 7th grade, females were 1.8 times more likely to report it (32% vs. 19%); in 9th grade, twice as likely (42% vs. 21%); and in 11th, 1.6 times (42% vs. 26%). (Table A10.5)

CORE MODULE RESULTS

1. Summary of Key Indicators

Table A1.1
Key Indicators of School Climate and Student Well-Being

	Grade 7		Grade 9		Grade 11		Table
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	
Pupil Engagement and Supports							
School connectedness (high)	48.9	51.1	44.7	44.2	42.2	42.8	A4.4
Academic motivation (high)	na	37.8	na	27.1	na	24.5	A4.4
Truant more than a few times†	3.2	3.5	5.7	6.8	11.6	12.4	A4.2
Caring adult relationships (high)	35.5	32.7	30.1	27.0	36.2	33.9	A4.4
High expectations (high)	55.8	52.6	46.3	41.3	46.1	43.8	A4.4
Meaningful participation (high)	14.2	14.5	13.2	12.2	16.4	14.5	A4.4
School Safety and Victimization							
School perceived as very safe or safe	63.1	63.1	61.2	60.2	63.4	64.5	A5.1
Experienced any harassment or bullying†	39.6	39.5	34.5	37.6	28.0	30.5	A5.4
Had mean rumors or lies spread about you†	42.8	42.9	36.8	35.7	34.7	32.1	A5.2
Been afraid of being beaten up†	24.8	19.9	18.0	15.4	12.2	10.5	A5.3
Been in a physical fight†	22.8	17.5	17.5	13.6	14.4	10.8	A5.3
Seen a weapon on campus†	29.0	20.7	24.6	20.7	22.2	17.5	A5.6
Been drunk or “high” on drugs at school, ever	5.6	3.8	13.7	10.5	24.7	17.9	A6.10
Substance Use and Mental Health							
Current alcohol or drug use‡	nc	11.2	nc	24.3	nc	35.2	A6.5
Current binge drinking‡	5.2	3.4	11.4	9.6	22.1	17.6	A6.5
Ever very drunk or “high” on drugs 7 or more times	3.1	2.7	12.2	9.2	25.6	19.9	A6.7
Current cigarette smoking‡	4.5	2.8	6.8	5.0	11.8	8.5	A7.4
Current electronic cigarette use‡	na	8.0	na	13.4	na	15.5	A7.4
Chronic sadness/hopelessness†	25.3	25.6	30.7	31.7	33.0	33.8	A8.4
Considered suicide†	na	na	19.3	19.3	17.5	18.7	A8.5

Notes: † Past 12 months; ‡ Past 30 days; na—Not asked; nc—Not comparable.

2. Survey Sample

Table A2.1
Student Sample Characteristics

	Grade 7		Grade 9		Grade 11	
	2011-13	2013-15	2011-13	2013-15	2011-13	2013-15
<i>Student Sample Size</i>						
Number of Districts	48	41	50	42	54	43
Number of Schools	49	48	53	52	60	57
Number of Students	11,286	7,763	14,563	14,951	13,087	13,859

3. Demographics

Table A3.1
Age of Sample

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
10 years or younger	0.1	0.2	0.1	0.1	0.2	0.0
11 years old	1.6	1.0	0.1	0.1	0.0	0.1
12 years old	58.9	56.7	0.1	0.1	0.0	0.0
13 years old	36.8	39.5	1.4	1.2	0.0	0.1
14 years old	2.5	2.4	59.7	55.0	0.1	0.1
15 years old	0.1	0.0	36.2	40.9	1.5	1.4
16 years old	na	0.1	2.2	2.4	60.0	55.0
17 years old	0.0	0.1	0.1	0.2	36.2	40.7
18 years old or older	0.1	0.0	0.1	0.1	2.0	2.6

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

Table A3.2
Gender of Sample

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Male	50.5	49.3	49.4	49.0	48.6	49.0
Female	49.5	50.7	50.6	51.0	51.4	51.0

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

Table A3.3
Hispanic or Latino

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
No	49.8	45.3	51.0	46.6	50.4	48.6
Yes	50.2	54.7	49.0	53.4	49.6	51.4

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

Table A3.4
Race

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
American Indian or Alaska Native	6.2	3.5	4.6	3.4	3.7	3.6
Asian	11.5	12.6	11.7	12.0	12.4	13.3
Black or African American	4.9	8.7	5.6	8.7	6.3	8.5
Native Hawaiian or Pacific Islander	2.3	1.8	2.5	2.1	2.8	2.4
White	27.5	35.6	32.4	36.8	35.5	40.9
Mixed (two or more) races	47.5	37.9	43.2	37.0	39.3	31.4

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

Table A3.5
Living Situation

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
A home with one or more parents or guardian	na	na	nc	90.9	nc	91.8
Other relative's home	na	na	nc	1.9	nc	1.7
A home with more than one family	na	na	nc	3.3	nc	3.4
Friend's home	na	na	nc	0.4	nc	0.6
Foster home, group care, or waiting placement	na	na	nc	0.5	nc	0.4
Hotel or motel	na	na	nc	0.2	nc	0.2
Shelter, car, campground, or other transitional or temporary housing	na	na	nc	0.5	nc	0.5
Other living arrangement	na	na	nc	2.3	nc	1.3

Question HS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Notes: na—Not asked; nc—Not comparable.

Table A3.6
Highest Education of Parents

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Did not finish high school	na	9.7	na	13.4	na	15.8
Graduated from high school	na	13.3	na	16.7	na	19.0
Attended college but did not complete four-year degree	na	9.8	na	14.3	na	16.4
Graduated from college	na	37.3	na	39.1	na	38.4
Don't know	na	29.8	na	16.4	na	10.4

Question HS A.10/MS A.9: What is the highest level of education your parents completed? (Mark the Educational Level Of The Parent Who Went the Furthest In School.)
Note: na—Not asked.

Table A3.7
Sexual Identification

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Heterosexual (straight)	na	75.7	na	85.6	na	87.8
Gay or Lesbian or Bisexual	na	3.5	na	6.4	na	7.2
Transgender	na	1.1	na	1.4	na	1.6
Not Sure	na	10.8	na	5.3	na	4.2
Decline to respond	na	14.5	na	6.1	na	4.7

Question H A.113/MS A.101: Which of the following best describes you? (Mark All That Apply)

Notes: Total percentages may exceed 100% for “mark all that apply” items; na—Not asked.

Table A3.8
Military Connections

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
No	na	87.6	na	91.9	na	94.4
Yes	na	6.1	na	5.1	na	3.9
Don't Know	na	6.3	na	3.0	na	1.7

Question HS A.112/MS A.100: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Note: na—Not asked.

4. School Performance, Supports, and Engagements

Table A4.1
Grades, Past 12 Months

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Mostly A's	25.8	22.5	23.8	18.7	17.5	15.3
A's and B's	35.9	33.2	30.8	31.0	30.7	30.7
Mostly B's	7.5	6.7	8.7	8.0	10.6	10.9
B's and C's	16.3	21.0	19.0	21.8	22.1	24.1
Mostly C's	3.3	4.2	5.2	5.9	6.8	7.6
C's and D's	7.2	7.8	7.7	9.4	8.1	8.1
Mostly D's	1.6	1.6	1.9	2.1	2.0	1.6
Mostly F's	2.4	3.0	2.8	3.0	2.3	1.7

Question HS A.11/MS A.10: During the past 12 months, how would you describe the grades you mostly received in school?

Table A4.2
Truancy, Past 12 months

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
0 times	80.5	70.3	69.6	65.1	51.5	50.3
1-2 times	10.9	14.8	15.0	15.5	19.0	18.3
A few times	5.5	11.3	9.7	12.6	17.8	19.0
Once a month	1.3	1.2	1.7	2.0	3.6	4.4
Once a week	0.5	0.7	1.1	1.4	3.0	3.2
More than once a week	1.4	1.6	3.0	3.3	5.0	4.8

Question HS A.12/MS A.11: During the past 12 months, how many times did you skip school or cut classes?

Table A4.3
Reasons for Absence

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Does not apply, I didn't miss any school	na	41.7	na	37.7	na	30.9
Illness (feeling physically sick), including problems with breathing or your teeth	na	41.0	na	43.7	na	47.5
Felt very sad, hopeless, anxious, stressed or angry	na	6.0	na	9.5	na	13.1
Didn't get enough sleep	na	6.4	na	10.7	na	18.3
Didn't feel safe at school	na	1.5	na	1.4	na	1.4
Had to work	na	0.7	na	0.8	na	1.6
Had to take care of or help a family member or friend	na	4.7	na	4.4	na	6.2
Wanted to spend time with friends who don't go to your school	na	1.2	na	2.0	na	3.7
Wanted to use alcohol or drugs	na	1.0	na	1.7	na	3.1
Were behind in schoolwork or weren't prepared for a test or class assignment	na	2.7	na	6.5	na	14.2
Were bored with or uninterested in school	na	2.6	na	5.3	na	9.8
Were suspended	na	2.5	na	1.6	na	1.3
Other reason	na	15.1	na	13.8	na	14.3

Question HS A.13/MS A.12: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: na—Not asked; Total percentages may exceed 100% for “mark all that apply” items.

Table A4.4***School Developmental Supports, Connectedness, and Academic Motivation Scales***

Percent of students scoring High, Moderate, and Low (%)	2011-13			2013-15		
	H	M	L	H	M	L
7th Grade:						
<i>School Environment*</i>						
Total school supports	33.9	54.3	11.8	32.8	53.1	14.1
Caring adults in school	35.5	52.8	11.7	32.7	52.8	14.5
High expectations-adults in school	55.8	37.8	6.4	52.6	39.4	8.0
Meaningful participation at school	14.2	54.9	30.9	14.5	54.0	31.4
<i>School Connectedness**</i>	48.9	40.8	10.3	51.1	39.8	9.1
<i>Academic Motivation***</i>	na	na	na	37.8	43.3	18.8
9th Grade:						
<i>School Environment*</i>						
Total school supports	29.0	55.6	15.4	26.0	54.0	20.0
Caring adults in school	30.1	56.3	13.6	27.0	54.8	18.1
High expectations-adults in school	46.3	45.5	8.2	41.3	47.2	11.6
Meaningful participation at school	13.2	51.3	35.5	12.2	49.8	38.0
<i>School Connectedness**</i>	44.7	43.7	11.6	44.2	44.7	11.1
<i>Academic Motivation***</i>	na	na	na	27.1	46.5	26.4
11th Grade:						
<i>School Environment*</i>						
Total school supports	33.3	52.1	14.6	30.8	52.3	16.9
Caring adults in school	36.2	52.7	11.0	33.9	53.0	13.2
High expectations-adults in school	46.1	45.7	8.1	43.8	46.5	9.8
Meaningful participation at school	16.4	48.7	34.9	14.5	48.4	37.2
<i>School Connectedness**</i>	42.2	45.0	12.8	42.8	45.4	11.8
<i>Academic Motivation***</i>	na	na	na	24.5	46.6	28.9

Notes: na—Not asked.

* For School Environment Developmental Supports questions, see Table A4.7

** For School Connectedness Scale questions, see Table A4.5

*** For Academic Motivation Scale questions, see Table A4.6

Table A4.5
School Connectedness Scale Questions

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
I feel close to people at this school.						
Strongly disagree	4.5	4.3	5.7	5.9	6.9	7.4
Disagree	6.0	6.0	7.7	8.0	9.5	9.4
Neither disagree nor agree	24.3	22.4	23.6	24.4	25.3	24.9
Agree	45.8	45.1	44.0	42.9	39.7	39.5
Strongly agree	19.4	22.2	19.0	18.9	18.6	18.7
I am happy to be at this school.						
Strongly disagree	6.3	6.4	7.0	7.4	8.4	7.6
Disagree	6.3	6.8	7.4	7.2	9.2	8.6
Neither disagree nor agree	20.4	20.6	24.0	24.3	27.2	27.5
Agree	41.4	40.1	39.9	40.8	37.2	38.7
Strongly agree	25.7	26.1	21.6	20.3	18.1	17.6
I feel like I am part of this school.						
Strongly disagree	7.2	6.7	7.4	7.5	8.5	8.8
Disagree	9.4	9.4	10.3	10.7	11.1	11.5
Neither disagree nor agree	25.4	25.7	29.2	30.5	30.7	30.7
Agree	40.0	38.8	38.0	37.6	35.4	35.3
Strongly agree	18.0	19.4	15.1	13.7	14.3	13.7
The teachers at this school treat students fairly.						
Strongly disagree	10.4	9.0	9.1	8.7	7.8	7.0
Disagree	12.5	11.8	12.2	13.0	12.3	12.9
Neither disagree nor agree	25.5	24.8	28.4	30.0	29.4	30.4
Agree	35.3	36.0	37.6	37.4	39.0	39.2
Strongly agree	16.2	18.4	12.8	11.0	11.4	10.5
I feel safe in my school.						
Strongly disagree	7.9	5.6	7.6	5.7	6.9	4.8
Disagree	8.8	8.0	8.7	7.5	8.1	6.1
Neither disagree nor agree	23.9	22.5	27.3	26.8	26.0	26.1
Agree	37.7	39.5	39.9	43.7	41.1	44.9
Strongly agree	21.7	24.4	16.5	16.4	17.9	18.1

Question HS A.14-18/MS A.13-17: 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.

Table A4.6
Academic Motivation Scale Questions

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
I try hard to make sure that I am good at my schoolwork.						
Strongly disagree	na	2.8	na	3.1	na	3.1
Disagree	na	2.8	na	4.0	na	4.4
Neither disagree nor agree	na	11.6	na	16.7	na	17.6
Agree	na	36.1	na	41.2	na	42.4
Strongly agree	na	46.8	na	34.9	na	32.5
I try hard at school because I am interested in my work.						
Strongly disagree	na	5.5	na	5.6	na	5.7
Disagree	na	8.8	na	11.6	na	12.1
Neither disagree nor agree	na	25.6	na	29.0	na	29.0
Agree	na	36.2	na	34.1	na	35.1
Strongly agree	na	23.9	na	19.7	na	18.1
I work hard to try to understand new things at school.						
Strongly disagree	na	3.9	na	3.8	na	3.7
Disagree	na	4.3	na	6.1	na	6.5
Neither disagree nor agree	na	16.5	na	22.1	na	24.1
Agree	na	42.1	na	43.7	na	43.1
Strongly agree	na	33.2	na	24.3	na	22.5
I am always trying to do better in my schoolwork.						
Strongly disagree	na	3.3	na	3.6	na	3.5
Disagree	na	2.8	na	4.4	na	5.4
Neither disagree nor agree	na	12.4	na	17.6	na	19.6
Agree	na	35.5	na	40.7	na	42.3
Strongly agree	na	46.0	na	33.7	na	29.1

Question H S A.19-22/MS A.18-21: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

Note: na—Not asked.

Table A4.7
School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
<i>Caring Relationships</i>						
who really cares about me.						
Not at all true	10.9	12.9	12.2	14.9	10.1	10.7
A little true	29.0	31.1	31.7	33.9	27.3	29.3
Pretty much true	34.8	30.8	34.1	31.6	33.8	32.4
Very much true	25.2	25.1	21.9	19.6	28.8	27.6
who notices when I'm not there.						
Not at all true	12.4	15.7	13.6	18.2	10.8	13.5
A little true	25.1	25.4	26.7	28.4	25.0	26.6
Pretty much true	31.8	31.5	33.5	31.0	34.8	32.5
Very much true	30.7	27.4	26.2	22.4	29.4	27.4
who listens to me when I have something to say.						
Not at all true	10.3	11.2	10.6	13.5	8.7	9.8
A little true	22.6	23.0	24.0	24.9	21.1	22.1
Pretty much true	33.5	31.6	36.0	33.8	36.6	35.3
Very much true	33.6	34.2	29.4	27.8	33.5	32.8
<i>High Expectations</i>						
who tells me when I do a good job.						
Not at all true	7.5	8.9	8.3	10.9	7.1	9.1
A little true	19.4	21.0	21.2	25.7	20.8	23.1
Pretty much true	34.7	34.7	38.1	35.5	37.7	36.7
Very much true	38.4	35.4	32.3	27.8	34.4	31.2
who always wants me to do my best.						
Not at all true	5.2	5.6	5.9	7.5	5.7	6.5
A little true	12.4	14.2	15.4	19.0	15.7	17.4
Pretty much true	26.6	26.9	33.4	33.4	34.2	34.2
Very much true	55.8	53.3	45.3	40.1	44.4	41.8
who believes that I will be a success.						
Not at all true	7.6	9.0	9.1	12.0	8.8	9.7
A little true	17.3	17.5	19.8	21.4	19.7	20.3
Pretty much true	29.7	28.7	33.7	31.9	33.9	33.1
Very much true	45.4	44.8	37.4	34.7	37.6	36.9

Question H S A.23-28/MS A.22-27: At my school, there is a teacher or some other adult who...really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... believes that I will be a success.

Table A4.7
School Developmental Supports Scale Questions - Continued

At school ...	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Opportunities for Meaningful Participation						
I do interesting activities.						
Not at all true	14.8	14.5	19.4	19.1	19.1	19.8
A little true	27.5	27.5	25.8	27.4	26.5	28.0
Pretty much true	29.5	30.2	27.2	26.6	26.5	25.7
Very much true	28.2	27.8	27.6	27.0	27.9	26.5
I help decide things like class activities or rules.						
Not at all true	46.6	46.1	49.7	51.1	46.2	48.2
A little true	29.5	29.0	28.1	27.6	28.0	27.9
Pretty much true	14.8	15.4	14.0	13.7	15.7	14.7
Very much true	9.2	9.5	8.2	7.7	10.1	9.2
I do things that make a difference.						
Not at all true	26.5	27.6	29.9	33.1	29.1	31.1
A little true	36.0	34.8	35.4	36.3	32.5	34.6
Pretty much true	23.0	23.4	21.8	19.7	22.4	20.5
Very much true	14.5	14.2	12.9	10.9	16.0	13.8

Question HS A.29-31/MS A.28-30: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Very safe	21.3	19.7	19.8	16.0	22.4	21.3
Safe	41.8	43.4	41.4	44.1	41.1	43.2
Neither safe nor unsafe	27.5	27.9	31.1	32.7	29.7	29.2
Unsafe	5.0	5.1	4.5	4.2	4.0	3.8
Very unsafe	4.4	4.0	3.2	2.9	2.9	2.5

Question HS A.84/MS A.72: How safe do you feel when you are at school?

Table A5.2
Verbal Harassment on School Property

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you?						
0 times	57.2	57.1	63.2	64.3	65.3	67.9
1 time	18.5	18.9	15.3	15.1	14.7	13.1
2 to 3 times	11.6	11.2	10.6	10.3	10.8	10.1
4 or more times	12.8	12.8	10.8	10.3	9.3	8.8
had sexual jokes, comments, or gestures made to you?						
0 times	61.2	65.8	59.8	61.5	60.7	64.5
1 time	13.1	11.5	11.0	11.1	9.6	8.7
2 to 3 times	10.0	7.7	10.3	10.0	10.3	9.5
4 or more times	15.7	14.9	18.8	17.4	19.5	17.4
been made fun of because of your looks or the way you talk?						
0 times	59.3	61.3	64.1	63.4	68.2	68.5
1 time	15.4	14.0	12.6	12.7	10.9	10.0
2 to 3 times	9.7	9.6	9.4	9.9	8.8	8.9
4 or more times	15.6	15.1	13.9	14.0	12.1	12.5
been made fun of, insulted, or called names?						
0 times	na	52.0	na	58.5	na	66.4
1 time	na	15.9	na	13.2	na	9.3
2 to 3 times	na	11.0	na	10.6	na	9.0
4 or more times	na	21.2	na	17.8	na	15.3

Question HS A.88-90, 99/MS A.77-79, 88: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

Note: na—Not asked.

Table A5.3
Violence and Victimization on School Property, Past 12 Months

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
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	59.4	66.3	73.4	76.3	81.4	84.1
1 time	15.7	14.9	11.9	10.7	8.8	7.6
2 to 3 times	11.5	8.8	7.3	6.8	5.3	4.4
4 or more times	13.4	9.9	7.4	6.3	4.6	3.8
been afraid of being beaten up?						
0 times	75.2	80.1	82.0	84.6	87.8	89.5
1 time	13.0	10.3	9.8	8.6	6.5	5.8
2 to 3 times	5.4	4.6	4.2	3.4	3.1	2.3
4 or more times	6.3	4.9	3.9	3.4	2.6	2.4
been in a physical fight?						
0 times	77.2	82.5	82.5	86.4	85.6	89.2
1 time	11.0	9.0	8.5	6.7	6.7	5.4
2 to 3 times	5.9	4.7	4.7	3.5	4.1	2.8
4 or more times	5.9	3.8	4.3	3.5	3.5	2.6
been threatened with harm or injury?						
0 times	na	84.4	na	87.4	na	90.4
1 time	na	7.8	na	5.8	na	4.2
2 to 3 times	na	3.8	na	3.0	na	2.4
4 or more times	na	4.0	na	3.7	na	3.0
been threatened or injured with a weapon (gun, knife, club, etc.)?						
0 times	91.0	93.9	92.6	93.3	93.2	94.9
1 time	4.9	3.4	3.6	3.3	3.2	2.2
2 to 3 times	1.8	1.4	1.8	1.6	1.7	1.2
4 or more times	2.3	1.3	2.0	1.9	1.9	1.6
been offered, sold, or given an illegal drug?						
0 times	85.7	88.5	72.9	75.2	66.7	71.9
1 time	7.2	5.6	10.2	10.3	10.2	9.6
2 to 3 times	3.4	2.6	7.8	6.7	9.4	7.9
4 or more times	3.8	3.2	9.1	7.8	13.8	10.6

Question HS A.85-87, 92, 96, 98/MS A.74-76, 81, 85, 87: 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: na—Not asked.

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

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Race, ethnicity, or national origin						
0 times	81.0	81.9	83.2	81.6	85.9	84.9
1 time	8.7	7.8	6.7	7.3	5.5	5.2
2 or more times	10.3	10.3	10.1	11.0	8.5	9.9
Religion						
0 times	90.2	91.0	90.6	90.3	91.4	91.2
1 time	4.9	4.6	4.0	4.3	3.5	3.3
2 or more times	5.0	4.4	5.4	5.4	5.2	5.5
Gender (being male or female)						
0 times	90.8	92.1	91.5	91.6	92.0	92.5
1 time	4.5	3.3	3.8	3.5	3.4	3.0
2 or more times	4.7	4.6	4.7	4.9	4.6	4.5
Because you are gay or lesbian or someone thought you were						
0 times	88.8	89.7	90.2	90.3	92.0	92.7
1 time	5.0	4.3	3.9	3.6	3.2	2.5
2 or more times	6.2	6.0	5.9	6.1	4.8	4.8
A physical or mental disability						
0 times	93.5	94.6	94.2	94.4	95.0	94.9
1 time	2.8	2.5	2.4	2.3	2.0	1.8
2 or more times	3.8	2.9	3.4	3.4	3.0	3.3
Any of the above five hate-crime reasons	30.0	29.7	26.7	28.6	22.4	24.3
Any other reason						
0 times	73.8	75.3	78.2	76.5	83.7	82.6
1 time	9.8	8.0	7.8	7.2	5.4	5.2
2 or more times	16.3	16.7	14.0	16.2	10.9	12.2
Any harassment	39.6	39.5	34.5	37.6	28.0	30.5

Question HS A.100-105/MS A.89-94: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

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

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Had your property stolen or deliberately damaged						
0 times	73.4	76.8	76.6	78.2	80.0	81.8
1 time	14.6	13.0	13.1	12.6	11.3	10.6
2 to 3 times	6.7	5.7	6.0	5.4	5.2	4.5
4 or more times	5.2	4.6	4.3	3.8	3.5	3.1
Damaged school property on purpose						
0 times	88.6	91.6	88.5	90.2	89.8	92.3
1 time	6.4	4.7	5.7	4.9	4.5	3.7
2 to 3 times	2.4	1.7	3.0	2.5	2.7	1.8
4 or more times	2.7	2.0	2.8	2.4	3.0	2.2

Question HS A.91, 93/MS A.80, 82: 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?

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

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Carried a gun						
0 times	94.6	97.0	95.4	96.2	95.4	96.7
1 time	2.1	1.2	1.7	1.3	1.5	1.1
2 to 3 times	1.1	0.6	1.2	0.8	1.1	0.7
4 or more times	2.1	1.2	1.7	1.6	2.0	1.5
Carried any other weapon (such as a knife or club)						
0 times	90.3	93.3	91.4	92.2	90.8	92.6
1 time	4.5	3.3	3.3	3.1	3.0	2.8
2 to 3 times	2.0	1.3	2.0	1.7	2.2	1.4
4 or more times	3.2	2.1	3.3	3.0	3.9	3.2
Seen someone carrying a gun, knife, or other weapon						
0 times	71.0	79.3	75.4	79.3	77.8	82.5
1 time	16.3	12.8	11.8	10.5	9.3	8.0
2 to 3 times	6.2	3.8	6.5	5.3	6.2	4.9
4 or more times	6.4	4.2	6.3	5.0	6.7	4.7

Question HS A.94, 95, 97/MS A.83, 84, 86: 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?

6. Alcohol and Other Drug Use

Table A6.1
Summary Measures of Level of AOD Use

	Grade 7		Grade 9		Grade 11		Table
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	nc	17.8	nc	39.6	nc	56.9	A6.2
Current alcohol or drugs	nc	11.2	nc	24.3	nc	35.2	A6.5
Current heavy drug use	nc	4.1	nc	10.3	nc	14.8	A6.5
Current heavy alcohol use (binge drinking)	5.2	3.4	11.4	9.6	22.1	17.6	A6.5
Current alcohol or drug use on school property	7.4	4.9	10.0	8.5	11.4	9.3	A6.11

Note: nc—Not comparable.

Table A6.2
Lifetime AOD Use

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Alcohol (one full drink)						
0 times	80.6	86.7	62.0	67.7	39.0	48.3
1 time	7.1	5.2	8.6	7.9	6.8	7.6
2 to 3 times	5.8	3.9	10.3	9.0	12.1	11.1
4 or more times	6.4	4.3	19.0	15.4	42.0	33.0
Marijuana						
0 times	90.0	92.1	74.2	76.9	55.3	62.1
1 time	3.1	2.4	4.8	5.1	5.5	5.7
2 to 3 times	2.4	1.8	4.9	4.5	7.1	7.0
4 or more times	4.5	3.7	16.0	13.5	32.0	25.1
Inhalants (to get “high”)						
0 times	90.6	93.0	89.2	92.3	87.1	91.3
1 time	3.8	3.0	3.7	2.4	3.6	2.6
2 to 3 times	2.5	1.6	3.0	2.4	3.5	2.5
4 or more times	3.1	2.4	4.2	2.8	5.9	3.6
Cocaine, Methamphetamine, or any amphetamines						
0 times	nc	na	nc	96.3	nc	93.6
1 time	nc	na	nc	1.0	nc	1.7
2 to 3 times	nc	na	nc	0.9	nc	1.6
4 or more times	nc	na	nc	1.9	nc	3.0
Ecstasy, LSD, or other psychedelics						
0 times	nc	na	nc	95.3	nc	91.0
1 time	nc	na	nc	1.6	nc	2.9
2 to 3 times	nc	na	nc	1.3	nc	2.7
4 or more times	nc	na	nc	1.9	nc	3.4
Any other drug, or pill, or medicine to get “high” or for other than medical reasons						
0 times	nc	na	nc	90.8	nc	88.9
1 time	nc	na	nc	2.4	nc	2.4
2 to 3 times	nc	na	nc	2.5	nc	2.9
4 or more times	nc	na	nc	4.4	nc	5.7
Any of the above AOD use	nc	17.8	nc	39.6	nc	56.9

Question HS A.35-38, 40, 45/MS A.35-37: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

Notes: na—Not asked; nc—Not comparable.

Table A6.2
Lifetime AOD Use - Continued

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Prescription pain killers, tranquilizers, or sedatives						
0 times	nc	na	nc	88.1	nc	83.2
1 time	nc	na	nc	3.6	nc	3.9
2 to 3 times	nc	na	nc	3.4	nc	4.8
4 or more times	nc	na	nc	5.0	nc	8.2
Diet Pills						
0 times	na	na	93.9	92.3	93.8	92.6
1 time	na	na	1.2	1.6	1.3	1.5
2 to 3 times	na	na	1.5	1.6	1.5	1.5
4 or more times	na	na	3.3	4.5	3.4	4.3
Ritalin™ or Adderall™ or other prescription stimulant						
0 times	nc	na	nc	95.0	nc	91.5
1 time	nc	na	nc	1.2	nc	1.9
2 to 3 times	nc	na	nc	1.3	nc	2.1
4 or more times	nc	na	nc	2.5	nc	4.5
Cold/Cough Medicines or other over-the-counter medicines						
0 times	nc	na	nc	56.4	nc	56.5
1 time	nc	na	nc	5.3	nc	4.6
2 to 3 times	nc	na	nc	8.3	nc	7.7
4 or more times	nc	na	nc	30.1	nc	31.2

Question HS A.41-44: During your life, how many times have you used the following substances?... Prescription pain killers (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.
Notes: na—Not asked; nc—Not comparable.

Table A6.3
Summary of AOD Lifetime Use

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Alcohol	19.4	13.3	38.0	32.3	61.0	51.7
Marijuana	10.0	7.9	25.8	23.1	44.7	37.9
Inhalants	9.4	7.0	10.8	7.7	12.9	8.7
Cocaine, Methamphetamine, or any amphetamines	nc	na	nc	3.7	nc	6.4
Ecstasy, LSD, or other psychedelics, lifetime	nc	na	nc	4.7	nc	9.0
Prescription pain killers, Diet Pills, or other prescription stimulant	nc	na	nc	16.8	nc	21.8

Notes: na—Not asked; nc—Not comparable.

Table A6.4
Age of Onset – AOD Use

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Alcohol (one full drink)						
Never	75.2	79.7	56.3	59.6	35.7	43.1
10 or under	11.0	8.8	9.7	8.8	8.1	6.2
11-12 years old	11.1	9.1	10.6	8.9	8.6	7.0
13-14 years old	2.1	2.1	20.3	19.0	19.6	15.8
15-16 years old	0.1	0.0	2.6	3.2	25.7	24.9
17 years or older	0.5	0.3	0.5	0.5	2.3	3.1
Marijuana						
Never	91.3	93.0	76.0	78.1	56.7	62.8
10 or under	2.2	1.6	2.6	2.4	3.0	2.0
11-12 years old	4.7	3.8	5.6	4.5	5.2	4.1
13-14 years old	1.4	1.3	13.1	12.4	15.3	12.2
15-16 years old	0.1	0.1	2.1	2.1	18.3	16.8
17 years or older	0.3	0.3	0.5	0.5	1.6	2.0
Any other illegal drug or pill to get “high”						
Never	95.3	96.1	88.6	91.1	79.6	85.8
10 or under	1.4	1.1	1.6	1.4	1.7	1.2
11-12 years old	2.3	1.7	2.5	1.7	2.5	1.7
13-14 years old	0.7	0.9	6.0	4.5	6.6	4.3
15-16 years old	0.1	0.1	1.1	0.9	8.8	6.2
17 years or older	0.2	0.2	0.3	0.3	0.8	0.9

Question HS A.49, 52, 53/MS A.42, 45, 46: About how old were you the first time you did any of these things? Had a drink of an alcoholic beverage (other than a sip or two)... Used marijuana or hashish... Used any other illegal drug or pill to get “high.”

Table A6.5
Current AOD Use, Past 30 Days

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Alcohol (at least one drink)	11.2	8.2	20.2	18.6	33.0	29.1
Binge drinking (5 or more drinks in a row)	5.2	3.4	11.4	9.6	22.1	17.6
Marijuana	6.6	5.0	14.9	13.4	24.3	20.1
Inhalants	5.0	3.3	4.7	3.6	4.8	3.8
Prescription pain medications to get “high” or for reasons other than prescribed	nc	na	nc	4.8	nc	6.0
Other drug, pill, or medicine to get “high” or for other than medical reasons	nc	2.8	nc	4.2	nc	5.0
Any drug use	nc	6.8	nc	15.6	nc	21.9
Heavy drug use*	nc	4.1	nc	10.3	nc	14.8
Any AOD Use	nc	11.2	nc	24.3	nc	35.2
Two or more drugs at the same time	na	na	6.6	5.7	11.6	9.5

Question HS A.57-63/MS A.50-53, 54: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription pain medications to get “high” or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

**Notes: Heavy drug use was calculated based on pattern of combined drug use on three or more days.*

na—Not asked; nc—Not comparable.

Table A6.6
Frequency of Current AOD Use

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Alcohol (at least one drink)						
0 days	88.8	91.8	79.8	81.4	67.0	70.9
1 or 2 days	7.7	5.5	11.6	11.7	17.2	16.6
3 to 9 days	1.5	1.0	4.3	3.6	9.7	7.8
10 to 19 days	0.7	0.5	1.8	1.5	3.0	2.2
20 or more days	1.3	1.2	2.6	1.8	3.1	2.5
Binge drinking (5 or more drinks in a row)						
0 days	94.8	96.6	88.6	90.4	77.9	82.4
1 or 2 days	2.9	1.7	6.1	5.0	11.0	9.5
3 to 9 days	0.9	0.5	2.3	2.2	6.3	4.8
10 to 19 days	0.5	0.4	1.0	1.0	2.3	1.4
20 or more days	1.0	0.8	1.9	1.4	2.5	1.9
Marijuana						
0 days	93.4	95.0	85.1	86.6	75.7	79.9
1 or 2 days	3.2	2.3	5.6	5.8	8.4	7.8
3 to 9 days	1.2	0.8	3.5	2.9	5.2	4.4
10 to 19 days	0.7	0.5	1.9	1.7	3.1	2.6
20 or more days	1.4	1.5	3.8	3.0	7.6	5.3

Question HS A.57-59/MS A.50-52: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

Table A6.7
Lifetime Drunk or “High”

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Very drunk or sick after drinking alcohol						
0 times	91.9	95.0	79.2	83.6	60.4	69.0
1 or 2 times	5.0	3.1	11.1	9.6	18.9	15.6
3 to 6 times	1.5	0.8	4.7	3.6	9.7	7.5
7 or more times	1.6	1.0	5.0	3.3	11.0	7.9
“High” (loaded, stoned, or wasted) from using drugs						
0 times	91.4	93.0	77.1	80.0	60.3	66.5
1 or 2 times	4.2	3.2	7.3	7.2	9.1	8.9
3 to 6 times	1.7	1.5	4.4	4.3	7.1	6.3
7 or more times	2.7	2.3	11.1	8.5	23.5	18.4
Very drunk or “high” 7 or more times	3.1	2.7	12.2	9.2	25.6	19.9

Question HS A.46, 47/MS A.39, 40: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

Table A6.8
Cessation Attempts

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Alcohol						
Does not apply, don't use	na	na	na	82.0	na	69.7
0 times	na	na	na	12.0	na	22.7
1 time	na	na	na	3.4	na	4.5
2 to 3 times	na	na	na	1.5	na	1.9
4 or more times	na	na	na	1.1	na	1.2
Marijuana						
Does not apply, don't use	na	na	na	82.3	na	72.3
0 times	na	na	na	9.6	na	16.6
1 time	na	na	na	3.9	na	5.9
2 to 3 times	na	na	na	2.2	na	3.2
4 or more times	na	na	na	1.9	na	2.0

Question HS A.81, 82: How many times have you tried to quit or stop using... alcohol... marijuana?

Note: na—Not asked.

Table A6.9
Drinking While Driving

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking						
Never	na	na	82.6	85.4	75.4	80.7
1 time	na	na	5.2	4.5	7.3	6.5
2 times	na	na	4.1	3.5	5.8	4.6
3 to 6 times	na	na	3.6	3.3	5.8	4.0
7 or more times	na	na	4.5	3.4	5.7	4.3
Have ridden in a car driven by someone who had been drinking						
Never	58.1	65.0	na	na	na	na
1 time	14.1	11.4	na	na	na	na
2 times	8.8	7.4	na	na	na	na
3 to 6 times	8.5	6.5	na	na	na	na
7 or more times	10.5	9.7	na	na	na	na

Question HS A.83/MS A.71: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Note: na—Not asked.

Table A6.10
Current AOD Use on School Property

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Alcohol						
0 days	94.8	96.8	93.4	94.3	93.3	94.4
1 to 2 days	3.3	2.2	3.9	3.4	3.7	3.2
3 or more days	1.8	1.0	2.8	2.3	3.0	2.5
Marijuana						
0 days	95.8	97.2	93.2	94.1	91.8	93.3
1 to 2 days	2.1	1.4	3.0	2.8	3.6	3.0
3 or more days	2.1	1.4	3.8	3.1	4.7	3.8
Any other illegal drug or pill to get “high”						
0 days	96.8	98.0	95.9	96.5	95.2	96.1
1 to 2 days	1.8	1.2	1.9	1.6	2.0	1.6
3 or more days	1.3	0.9	2.1	1.9	2.8	2.2
Any of the above	7.4	4.9	10.0	8.5	11.4	9.3

Question HS A.67-69/MS A.58-60: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other illegal drug or pill to get “high”?

Table A6.11
Lifetime Drunk or “High” on School Property

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
0 times	94.4	96.2	86.3	89.5	75.3	82.1
1 to 2 times	3.2	2.2	6.4	5.0	9.4	7.7
3 to 6 times	1.1	0.6	3.1	2.5	5.8	3.9
7 or more times	1.4	1.0	4.2	3.0	9.5	6.3

Question HS A.48/MS A.41: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

Table A6.12
Perceived Harm and Availability

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Perceived Harm of Use...						
Alcohol – drink occasionally						
Great	28.5	26.6	29.2	31.5	26.0	30.4
Moderate	22.3	23.7	23.8	27.0	23.9	25.7
Slight	23.2	23.5	27.5	26.2	32.4	29.5
None	25.9	26.2	19.5	15.3	17.7	14.4
Alcohol – 5 or more drinks once or twice a week						
Great	44.1	44.7	50.0	54.7	49.9	55.5
Moderate	22.2	21.6	24.2	24.2	26.4	25.5
Slight	9.6	9.9	10.1	9.5	11.6	10.0
None	24.2	23.9	15.7	11.5	12.1	8.9
Marijuana – smoke occasionally						
Great	42.1	41.7	37.0	38.1	29.0	31.3
Moderate	22.3	22.3	23.4	24.1	20.2	20.2
Slight	10.5	10.7	17.3	18.3	24.2	22.8
None	25.1	25.3	22.3	19.5	26.7	25.7
Marijuana – smoke once or twice a week						
Great	48.8	49.2	46.6	47.8	38.0	39.5
Moderate	17.1	16.8	19.5	20.6	21.1	21.1
Slight	8.6	8.5	13.0	13.4	17.3	17.3
None	25.4	25.5	20.9	18.2	23.6	22.1
Perceived Difficulty of Obtaining...						
Alcohol						
Very difficult	13.5	13.7	6.6	7.4	4.8	4.9
Fairly difficult	11.0	10.3	8.3	8.6	6.5	7.1
Fairly easy	15.5	14.7	23.4	23.9	25.2	26.3
Very easy	15.6	14.2	33.4	31.7	46.7	42.5
Don't know	44.4	47.1	28.4	28.3	16.7	19.1
Marijuana						
Very difficult	18.9	19.3	7.8	8.7	4.9	5.0
Fairly difficult	9.6	9.6	7.0	7.7	3.8	4.4
Fairly easy	10.7	10.1	18.3	20.1	18.7	21.4
Very easy	14.8	12.1	36.4	33.7	53.9	48.6
Don't know	46.0	48.8	30.5	29.8	18.7	20.5

Question HS A.72-75, 77, 78/MS A.63-66, 68, 69: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

7. Tobacco Use

Table A7.1
Summary of Key CHKS Tobacco Indicators

	Grade 7		Grade 9		Grade 11		Table
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	
Use Prevalence and Patterns							
Ever smoked a whole cigarette	5.5	3.5	14.7	10.5	26.1	18.5	A7.2
Current cigarette smoking [‡]	4.5	2.8	6.8	5.0	11.8	8.5	A7.4
Current cigarette smoking at school [‡]	3.2	1.6	3.3	2.6	4.5	3.3	A7.5
Ever tried smokeless tobacco	4.1	2.8	6.2	5.5	10.6	8.3	A7.2
Current smokeless tobacco use [‡]	3.2	1.9	3.3	3.2	4.4	3.9	A7.4
Current smokeless tobacco use at school [‡]	na	1.6	na	2.5	na	3.3	A7.5
Ever used electronic cigarettes or other vaping device	na	13.2	na	25.7	na	32.4	A7.2
Current use of electronic cigarettes or other vaping device [‡]	na	8.0	na	13.4	na	15.5	A7.4
Current use of electronic cigarettes or other vaping device at school [‡]	na	3.9	na	4.8	na	4.3	A7.5
Cessation Attempts							
Tried to quit or stop using cigarettes	na	na	na	3.7	na	5.9	A7.6
Attitudes and Correlates							
Occasional smoking great harm	32.9	34.2	35.1	39.4	36.0	41.6	A7.8
Smoking 1-2 packs per day great harm	60.6	62.1	68.9	72.8	74.6	77.9	A7.8
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	70.8	73.8	63.9	63.5	62.9	62.7	A7.7
Very easy to obtain cigarettes	13.6	12.0	28.0	25.1	44.0	37.1	A7.8

Notes: [‡] Past 30 days; na—Not asked.

Table A7.2
Lifetime Tobacco Use

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
A cigarette, even one or two puffs						
0 times	88.3	92.4	na	na	na	na
1 time	5.4	3.3	na	na	na	na
2 to 3 times	3.0	2.1	na	na	na	na
4 or more times	3.3	2.1	na	na	na	na
A whole cigarette						
0 times	94.5	96.5	85.3	89.5	73.9	81.5
1 time	1.9	1.3	4.7	3.6	5.8	4.6
2 to 3 times	1.4	0.7	3.7	2.7	5.4	4.1
4 or more times	2.2	1.5	6.3	4.2	14.9	9.8
Smokeless tobacco						
0 times	95.9	97.2	93.8	94.5	89.4	91.7
1 time	1.4	1.2	2.1	1.8	3.3	2.4
2 to 3 times	1.3	0.5	1.5	1.4	2.5	2.1
4 or more times	1.4	1.1	2.5	2.3	4.8	3.8
An electronic cigarette or other vaping device						
0 times	na	86.8	na	74.3	na	67.6
1 time	na	4.4	na	6.7	na	6.5
2 to 3 times	na	3.0	na	6.0	na	7.4
4 or more times	na	5.8	na	13.0	na	18.5

Question HS A.32-34/MS A.31-34: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff such as RedmanTM, SkoalTM, or BeechnutTM)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

Note: na—Not asked.

Table A7.3
Age of Onset – Tobacco Use

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Smoked part or all of a cigarette						
Never	90.1	93.4	81.6	86.0	68.8	77.1
10 or under	3.8	2.3	3.9	2.7	4.1	2.9
11-12 years old	4.9	3.4	4.8	3.4	5.2	3.2
13-14 years old	0.8	0.7	8.3	6.3	9.1	6.5
15-16 years old	0.1	0.0	1.0	1.3	11.7	8.9
17 years or older	0.3	0.2	0.3	0.3	1.2	1.4
Smokeless tobacco						
Never	95.3	95.9	92.1	90.8	85.6	86.0
10 or under	1.6	1.1	1.5	1.3	1.8	1.4
11-12 years old	2.2	2.1	2.1	1.9	1.8	1.3
13-14 years old	0.5	0.6	3.4	4.7	3.4	3.1
15-16 years old	0.1	0.1	0.6	0.9	6.6	7.2
17 years or older	0.2	0.2	0.2	0.3	0.7	1.0

Question HS A.50-51/MS A.43-44: About how old were you the first time you did any of these things? Smoked part or all of a cigarette... Used smokeless tobacco or other tobacco products.

Table A7.4
Any Current Use and Daily Use

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Cigarette						
Any	4.5	2.8	6.8	5.0	11.8	8.5
Daily (20 or more days)	1.0	0.7	1.4	1.0	3.2	1.9
Smokeless Tobacco						
Any	3.2	1.9	3.3	3.2	4.4	3.9
Daily (20 or more days)	0.8	0.6	1.1	0.9	1.5	1.2
Electronic cigarette						
Any	na	8.0	na	13.4	na	15.5
Daily (20 or more days)	na	1.4	na	2.1	na	2.5

Question HS A.54-56/MS A.47-49: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... an electronic cigarette or any other nicotine delivery device?

Note: na—Not asked.

Table A7.5
Current Smoking on School Property, Past 30 Days

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Cigarette						
0 days	96.8	98.4	96.7	97.4	95.5	96.7
1 or 2 days	1.9	0.8	1.6	1.3	1.9	1.4
3 to 9 days	0.5	0.3	0.5	0.5	0.6	0.6
10 to 19 days	0.3	0.1	0.3	0.2	0.5	0.2
20 or more days	0.6	0.5	1.0	0.7	1.4	1.0
Smokeless tobacco						
0 days	na	98.4	na	97.5	na	96.7
1 or 2 days	na	0.8	na	1.2	na	1.5
3 to 9 days	na	0.2	na	0.5	na	0.6
10 to 19 days	na	0.1	na	0.1	na	0.2
20 or more days	na	0.5	na	0.7	na	1.0
Electronic cigarette or other vaping device						
0 days	na	96.1	na	95.2	na	95.7
1 or 2 days	na	2.3	na	2.7	na	2.1
3 to 9 days	na	0.4	na	0.9	na	0.6
10 to 19 days	na	0.3	na	0.3	na	0.4
20 or more days	na	0.9	na	0.8	na	1.1

Question HS A.64-66/MS A.55-57: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: na—Not asked.

Table A7.6
Cigarette Smoking Cessation Attempts

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Does not apply, don't use	na	na	na	91.3	na	86.9
0 times	na	na	na	4.9	na	7.2
1 time	na	na	na	2.1	na	3.3
2 to 3 times	na	na	na	0.9	na	1.4
4 or more times	na	na	na	0.7	na	1.1

Question HS A.80: How many times have you tried to quit or stop using cigarettes?

Note: na—Not asked.

Table A7.7**Personal Disapproval of Peer Cigarette Smoking, One or More Packs a Day**

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Neither approve nor disapprove	19.5	15.9	22.0	21.8	22.5	22.1
Somewhat disapprove	9.6	10.2	14.1	14.7	14.6	15.1
Strongly disapprove	70.8	73.8	63.9	63.5	62.9	62.7

Question HS A.79/MS A.70: How do you feel about someone your age smoking one or more packs of cigarettes a day?

Table A7.8**Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes**

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Perceived Harm of Use...						
Smoke cigarettes occasionally						
Great	32.9	34.2	35.1	39.4	36.0	41.6
Moderate	26.4	27.6	29.4	31.2	30.8	30.8
Slight	17.6	15.6	19.0	16.6	19.8	17.3
None	23.1	22.6	16.5	12.7	13.4	10.2
Smoke 1-2 packs of cigarettes a day						
Great	60.6	62.1	68.9	72.8	74.6	77.9
Moderate	11.3	10.2	10.9	10.8	9.1	9.2
Slight	4.5	4.6	4.2	4.5	4.0	3.9
None	23.6	23.1	16.0	12.0	12.3	9.1
Perceived Difficulty of Obtaining...						
Cigarettes						
Very difficult	13.3	14.1	6.8	7.8	4.6	5.1
Fairly difficult	11.4	10.5	8.4	9.2	5.5	6.7
Fairly easy	14.6	15.1	23.6	24.7	24.4	26.0
Very easy	13.6	12.0	28.0	25.1	44.0	37.1
Don't know	47.1	48.3	33.2	33.2	21.6	25.0

Question HS A.70, 71, 76/MS A.61, 62, 67: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

8. Other Physical and Mental Health Risks

Table A8.1
Cyber Bullying, Past 12 Months

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
0 times (never)	81.0	80.4	76.3	79.5	76.4	80.7
1 time	9.6	9.7	11.3	8.9	11.0	8.3
2 to 3 times	4.7	4.9	6.9	6.3	7.3	5.9
4 or more times	4.7	5.1	5.5	5.2	5.3	5.1

Question HS A.106/MS A.95: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., FacebookTM, MySpaceTM, email, instant message)?

Table A8.2
Alone After School

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Never	52.8	46.5	na	na	na	na
1 day	20.3	15.4	na	na	na	na
2 days	12.6	9.7	na	na	na	na
3 days	8.7	7.4	na	na	na	na
4 days	4.1	3.7	na	na	na	na
5 days	1.5	17.4	na	na	na	na

Question MS A.73: In a normal week, how many days are you home after school for at least one hour without an adult there?

Note: na—Not asked.

Table A8.3
Eating of Breakfast

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
No	34.2	33.2	38.3	38.4	40.0	39.2
Yes	65.8	66.8	61.7	61.6	60.0	60.8

Question HS A.110/MS A.98: Did you eat breakfast today?

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

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
No	74.7	74.4	69.3	68.3	67.0	66.2
Yes	25.3	25.6	30.7	31.7	33.0	33.8

Question HS A.108/MS A.97: 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?

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

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
No	na	na	80.7	80.7	82.5	81.3
Yes	na	na	19.3	19.3	17.5	18.7

Question HS A.109: During the past 12 months, did you ever seriously consider attempting suicide?

Note: na—Not asked.

Table A8.6
Gang Involvement

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
No	91.7	93.7	92.5	93.6	92.0	93.7
Yes	8.3	6.3	7.5	6.4	8.0	6.3

Question HS A.107/MS A.96: Do you consider yourself a member of a gang?

9. Race/Ethnic Breakdowns

Table A9.1

School Developmental Supports, Connectedness by Race/Ethnicity – 7th Grade

Percent of students scoring High (%)	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
7th Grade, 2011-13							
School Environment							
Total school supports	30.8	31.4	35.3	32.3	32.0	40.6	32.0
Caring adults in school	32.9	35.2	36.1	29.9	30.8	42.6	33.6
High expectations-adults in school	53.0	50.1	57.7	53.9	53.9	62.0	53.4
Meaningful participation at school	12.4	17.0	13.6	18.2	18.4	17.6	12.8
School Connectedness	46.0	41.5	55.1	37.3	51.5	54.5	46.4
Academic Motivation	na	na	na	na	na	na	na
7th Grade, 2013-15							
School Environment							
Total school supports	29.6	21.1	33.3	32.2	25.6	38.1	29.8
Caring adults in school	30.0	24.2	32.0	29.5	27.7	38.1	30.1
High expectations-adults in school	49.8	41.1	50.8	52.5	49.0	57.9	50.7
Meaningful participation at school	13.3	9.0	16.1	15.8	14.6	15.8	13.3
School Connectedness	48.7	45.0	56.8	42.2	40.7	55.3	48.1
Academic Motivation	35.7	33.8	45.8	37.8	31.8	39.2	35.6

Notes: 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; na—Not asked.

Table A9.2**School Developmental Supports, Connectedness by Race/Ethnicity – 9th Grade**

Percent of students scoring High (%)	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
9th Grade, 2011-13							
School Environment							
Total school supports	25.0	25.4	28.4	29.5	31.1	36.1	26.7
Caring adults in school	26.8	25.7	27.3	29.5	29.1	37.0	28.1
High expectations-adults in school	42.9	41.7	44.8	43.5	46.9	52.9	44.1
Meaningful participation at school	11.3	13.3	15.0	12.2	17.6	15.6	12.3
School Connectedness	41.0	38.8	45.3	34.4	42.7	54.3	42.1
Academic Motivation	na	na	na	na	na	na	na
9th Grade, 2013-15							
School Environment							
Total school supports	22.2	22.2	26.5	27.8	26.6	31.2	23.3
Caring adults in school	23.5	24.7	26.1	27.9	23.7	32.4	24.5
High expectations-adults in school	37.5	37.4	40.4	44.5	43.7	46.4	38.2
Meaningful participation at school	10.7	14.1	13.3	12.7	14.4	14.0	11.7
School Connectedness	40.7	38.5	43.4	33.7	40.3	52.1	41.5
Academic Motivation	25.2	25.0	33.5	28.4	27.7	27.8	24.5

Notes: 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; na—Not asked.

Table A9.3

School Developmental Supports, Connectedness by Race/Ethnicity – 11th Grade

Percent of students scoring High (%)	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
11th Grade, 2011-13							
School Environment							
Total school supports	28.2	29.2	33.4	30.0	32.1	41.8	31.5
Caring adults in school	31.7	32.9	33.4	33.3	32.8	44.8	34.9
High expectations-adults in school	42.7	43.7	45.8	43.2	42.5	53.1	44.7
Meaningful participation at school	13.4	16.1	19.2	13.6	19.5	20.5	15.3
School Connectedness	38.2	41.7	42.9	29.5	41.1	51.9	39.0
Academic Motivation	na	na	na	na	na	na	na
11th Grade, 2013-15							
School Environment							
Total school supports	27.3	26.2	29.5	30.7	25.8	35.9	28.5
Caring adults in school	30.8	29.6	30.0	31.7	28.1	39.6	32.5
High expectations-adults in school	41.1	40.2	41.8	42.5	39.4	48.6	42.1
Meaningful participation at school	12.4	12.9	15.3	14.8	13.3	16.3	13.9
School Connectedness	40.2	38.9	43.4	33.1	37.1	48.3	41.3
Academic Motivation	24.6	24.9	26.2	25.9	21.1	24.0	23.5

Notes: 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; na—Not asked.

Table A9.4

Current Cigarette Smoking by Race/Ethnicity, Past 30 Days

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Hispanic or Latino	5.9	3.4	7.4	5.6	12.2	8.2
American Indian or Alaska Native	6.9	3.1	8.4	9.2	14.3	7.8
Asian	3.3	2.5	3.6	2.0	7.2	2.8
Black or African American	5.7	4.7	11.9	6.0	12.9	9.3
Native Hawaiian or Pacific Islander	7.8	5.8	8.5	6.3	12.5	9.4
White	2.7	1.5	6.3	4.7	12.6	11.0
Mixed (two or more) races	5.4	3.3	7.4	5.7	12.6	8.3

Table A9.5
Current Alcohol Use by Race/Ethnicity, Past 30 Days

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Hispanic or Latino	15.0	10.0	23.7	21.8	34.1	30.7
American Indian or Alaska Native	14.5	14.4	22.8	23.9	37.8	28.3
Asian	5.2	4.6	9.5	6.1	18.4	11.8
Black or African American	12.4	8.9	21.8	17.9	31.8	26.7
Native Hawaiian or Pacific Islander	11.4	7.9	16.4	13.6	27.7	28.9
White	7.8	7.3	18.8	18.0	37.3	33.7
Mixed (two or more) races	13.2	9.6	22.9	22.2	34.1	32.4

Table A9.6
Current Marijuana Use by Race/Ethnicity, Past 30 Days

	Grade 7		Grade 9		Grade 11	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Hispanic or Latino	9.1	6.6	17.5	15.8	25.5	21.0
American Indian or Alaska Native	9.6	6.9	16.1	18.6	30.2	20.1
Asian	3.4	2.7	6.3	3.7	10.8	7.1
Black or African American	9.3	8.8	22.6	19.6	32.7	27.1
Native Hawaiian or Pacific Islander	8.4	7.8	13.9	13.1	24.1	22.4
White	4.0	2.8	12.4	11.3	25.1	21.7
Mixed (two or more) races	8.0	6.4	17.6	16.1	26.3	22.6

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
<i>School Environment</i>				
Total school supports	35.5	33.3	32.5	32.3
Caring adults in school	37.6	32.9	33.6	32.4
High expectations-adults in school	58.2	53.3	54.0	51.9
Meaningful participation at school	14.6	14.1	13.6	15.0
<i>School Connectedness</i>	51.8	51.2	46.4	51.2
<i>Academic Motivation</i>	na	40.7	na	34.8
Percent of Students Scoring High	Grade 9			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
<i>School Environment</i>				
Total school supports	29.1	25.3	28.9	26.6
Caring adults in school	30.8	26.5	29.3	27.5
High expectations-adults in school	47.4	41.0	45.2	41.5
Meaningful participation at school	12.7	11.0	13.7	13.4
<i>School Connectedness</i>	44.3	42.1	45.3	46.3
<i>Academic Motivation</i>	na	30.1	na	24.0
Percent of Students Scoring High	Grade 11			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
<i>School Environment</i>				
Total school supports	34.3	30.7	32.3	30.8
Caring adults in school	38.2	34.4	34.3	33.3
High expectations-adults in school	48.4	44.7	44.0	42.7
Meaningful participation at school	16.0	13.9	16.8	15.1
<i>School Connectedness</i>	41.1	40.6	43.5	45.1
<i>Academic Motivation</i>	na	28.0	na	20.9

Note: na—Not asked.

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

	Grade 7			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Lifetime and Current AOD Use				
<i>During your life, did you ever...</i>				
drink alcohol (one full drink)?	18.5	13.8	19.8	12.8
use inhalants?	9.6	7.6	8.8	6.3
smoke marijuana?	8.2	7.2	11.6	8.5
<i>During the past 30 days, did you...</i>				
drink alcohol (one full drink)?	10.9	9.2	11.2	7.2
use inhalants?	5.0	3.3	4.6	3.1
smoke marijuana?	5.4	4.6	7.6	5.4
Level of Involvement (High Risk Patterns)				
<i>During your life, have you ever...</i>				
been very drunk or sick after drinking alcohol?	7.7	4.8	8.3	5.0
been “high” from using drugs?	7.3	6.8	9.6	7.1
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	4.8	3.2	5.5	3.5
AOD Use at School				
During your life have you ever been drunk or “high” on school property?	5.0	3.6	5.7	4.1
During the past 30 days, did you use marijuana on school property?	3.2	2.0	4.7	3.7
Perceived Harm				
<i>Frequent use of...is harmful.^A</i>				
alcohol (five or more drinks once or twice a week)	77.2	77.2	74.5	75.0
marijuana (once or twice a week)	76.6	76.0	72.9	73.0

Note: ^ACombines Great, Moderate, and Slight.

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

	Grade 9			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Lifetime and Current AOD Use				
<i>During your life, did you ever...</i>				
drink alcohol (one full drink)?	40.5	34.1	35.2	30.3
use inhalants?	11.8	8.0	9.5	7.1
smoke marijuana?	25.4	22.9	26.0	23.2
<i>During the past 30 days, did you...</i>				
drink alcohol (one full drink)?	22.3	20.7	17.9	16.4
use inhalants?	4.3	3.1	4.9	3.9
smoke marijuana?	14.4	13.1	15.1	13.5
Level of Involvement (High Risk Patterns)				
<i>During your life, have you ever...</i>				
been very drunk or sick after drinking alcohol?	22.6	17.4	18.7	15.4
been “high” from using drugs?	22.3	19.7	23.4	20.2
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	11.3	9.3	11.2	9.7
AOD Use at School				
During your life have you ever been drunk or “high” on school property?	14.2	10.2	13.1	10.6
During the past 30 days, did you use marijuana on school property?	5.7	5.1	7.7	6.5
Perceived Harm				
<i>Frequent use of...is harmful.^A</i>				
alcohol (five or more drinks once or twice a week)	85.6	89.7	82.9	87.3
marijuana (once or twice a week)	80.8	84.2	77.3	79.4

Note: ^ACombines Great, Moderate, and Slight.

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

	Grade 11			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Lifetime and Current AOD Use				
<i>During your life, did you ever...</i>				
drink alcohol (one full drink)?	61.5	53.1	60.4	50.2
use inhalants?	12.0	8.1	13.9	9.2
smoke marijuana?	42.1	36.4	47.2	39.4
<i>During the past 30 days, did you...</i>				
drink alcohol (one full drink)?	31.9	30.2	34.1	27.8
use inhalants?	3.4	2.8	6.2	4.7
smoke marijuana?	20.3	17.8	28.5	22.3
Level of Involvement (High Risk Patterns)				
<i>During your life, have you ever...</i>				
been very drunk or sick after drinking alcohol?	40.6	32.7	38.5	29.3
been “high” from using drugs?	36.9	32.0	42.6	35.1
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	19.3	16.5	25.0	18.7
AOD Use at School				
During your life have you ever been drunk or “high” on school property?	22.1	16.4	27.2	19.4
During the past 30 days, did you use marijuana on school property?	5.4	5.1	11.2	8.3
Perceived Harm				
<i>Frequent use of...is harmful.^A</i>				
alcohol (five or more drinks once or twice a week)	89.4	92.2	86.3	89.9
marijuana (once or twice a week)	81.1	81.3	71.4	74.4

Note: ^ACombines Great, Moderate, and Slight.

Table A10.3
Selected Tobacco Use Measures by Gender

	Grade 7			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
During your life, did you ever smoke a cigarette?	4.7	3.0	6.1	4.0
During your life, did you ever smoke an electronic cigarette or use any other vaping device?	na	12.8	na	13.5
During the past 30 days, did you smoke a cigarette?	4.3	2.3	4.6	3.2
During the past 30 days, did you smoke cigarettes daily?	0.8	0.3	1.1	1.2
During the past 30 days, did you smoke cigarettes on school property?	2.7	0.9	3.5	2.2
During the past 30 days, did you smoke an electronic cigarette or use any other nicotine delivery device?	na	7.9	na	8.2
Frequent use of cigarettes is harmful. (1-2 packs a day) ^A	78.1	78.0	74.8	75.6
	Grade 9			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
During your life, did you ever smoke a cigarette?	13.6	9.8	15.7	11.0
During your life, did you ever smoke an electronic cigarette or use any other vaping device?	na	24.2	na	27.2
During the past 30 days, did you smoke a cigarette?	6.1	4.1	7.5	5.7
During the past 30 days, did you smoke cigarettes daily?	1.1	0.6	1.7	1.3
During the past 30 days, did you smoke cigarettes on school property?	2.4	1.6	4.1	3.5
During the past 30 days, did you smoke an electronic cigarette or use any other nicotine delivery device?	na	11.8	na	15.0
Frequent use of cigarettes is harmful. (1-2 packs a day) ^A	85.0	89.4	83.1	86.8
	Grade 11			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
During your life, did you ever smoke a cigarette?	22.2	16.2	30.2	20.8
During your life, did you ever smoke an electronic cigarette or use any other vaping device?	na	30.1	na	34.6
During the past 30 days, did you smoke a cigarette?	8.6	7.1	15.1	9.7
During the past 30 days, did you smoke cigarettes daily?	1.9	1.0	4.5	2.8
During the past 30 days, did you smoke cigarettes on school property?	2.4	2.1	6.7	4.4
During the past 30 days, did you smoke an electronic cigarette or use any other nicotine delivery device?	na	13.0	na	17.9
Frequent use of cigarettes is harmful. (1-2 packs a day) ^A	88.9	91.8	86.5	90.0

Note: ^A Combines Great, Moderate, and Slight.

Table A10.4
School Safety-Related Indicators by Gender

	Grade 7			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>				
Race, ethnicity, or national origin	17.1	16.9	21.0	19.4
Religion	8.8	8.6	10.6	9.2
Gender	10.1	9.2	8.1	6.6
Gay/lesbian, or someone thought you were	9.9	10.0	12.1	10.5
Physical/mental disability	5.8	5.6	7.0	5.2
Any other reason	28.1	28.6	23.7	20.6
During the past 12 months at school, have you been in a physical fight?	15.0	11.9	30.1	23.3
Feels safe at school	63.6	61.1	62.7	65.2
Currently belong to a gang	6.8	5.7	9.7	6.8
	Grade 9			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>				
Race, ethnicity, or national origin	15.3	18.3	18.2	18.2
Religion	8.8	9.5	9.9	9.7
Gender	10.6	11.0	6.2	5.6
Gay/lesbian, or someone thought you were	9.6	9.8	9.8	9.5
Physical/mental disability	5.3	5.3	6.1	5.8
Any other reason	24.1	26.7	19.3	19.9
During the past 12 months at school, have you been in a physical fight?	13.5	9.8	21.6	17.5
Feels safe at school	59.7	57.8	63.0	62.8
Currently belong to a gang	5.6	4.7	9.4	8.1
	Grade 11			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>				
Race, ethnicity, or national origin	12.8	14.3	15.4	15.9
Religion	7.6	7.8	9.7	9.8
Gender	9.1	9.9	6.8	4.9
Gay/lesbian, or someone thought you were	6.6	6.8	9.4	7.6
Physical/mental disability	3.7	4.4	6.3	5.7
Any other reason	17.3	19.3	15.1	15.4
During the past 12 months at school, have you been in a physical fight?	9.4	7.5	19.5	14.1
Feels safe at school	62.7	63.5	64.5	65.5
Currently belong to a gang	4.8	3.6	11.3	9.1

Table A10.5
Physical and Mental Health Measures by Gender

	Grade 7			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Chronic sad or hopeless feelings	29.7	32.4	20.8	18.6
Seriously considered attempting suicide in the past 12 months	na	na	na	na
	Grade 9			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Chronic sad or hopeless feelings	38.2	42.3	22.7	20.5
Seriously considered attempting suicide in the past 12 months	24.9	26.6	13.2	11.5
	Grade 11			
	Female		Male	
	2011-13 (%)	2013-15 (%)	2011-13 (%)	2013-15 (%)
Chronic sad or hopeless feelings	39.3	41.6	26.0	25.7
Seriously considered attempting suicide in the past 12 months	19.7	22.9	14.9	14.3

ALCOHOL AND OTHER DRUGS (AOD) MODULE

1. Summary of Key Indicators

Table B1.1
Key Indicators of Alcohol and Other Drug Use

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)	Table
Alcohol and Marijuana Consumption Patterns				
Usually drank until felt it a lot	1.4	4.4	9.0	B4.1
Usually used marijuana or other drugs until felt it a lot	na	7.6	12.2	B4.2
Consequences of AOD Consumption				
Caused one or more problems	na	11.9	19.3	B5.1
Caused one or more dependency-related experiences	na	12.2	19.8	B5.2
Supports to Reduce AOD Use				
Very likely find help at school for quitting or reducing use	na	17.4	19.2	B6.2
Availability				
Sold Drugs, Past 12 Months	na	6.4	8.3	B7.1
Strong Personal Disapproval of AOD Use				
Having one or two drinks of any alcoholic beverage nearly every day	58.6	45.1	40.8	B8.1
Trying marijuana or hashish once or twice	58.7	37.4	27.0	B8.1
Using marijuana once a month or more	60.4	39.3	28.9	B8.1

Notes: na—Not asked; nc—Not comparable.

2. Module Sample

Table B2.1
Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11
<i>Student Sample Size</i>			
Number of Districts	28	30	29
Number of Schools	30	36	39
Number of Students	3,890	8,456	7,249

3. Demographics

Table B3.1
Age of Sample

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
10 years or younger	0.0	0.1	0.1
11 years old	0.8	0.1	0.1
12 years old	54.3	0.1	0.0
13 years old	41.5	0.7	0.2
14 years old	3.1	52.2	0.1
15 years old	0.1	43.5	0.9
16 years old	0.0	3.1	54.8
17 years old	0.2	0.2	40.8
18 years old or older	0.0	0.1	3.2

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

Table B3.2
Gender of Sample

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Male	48.0	47.8	48.4
Female	52.0	52.2	51.6

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

Table B3.3
Hispanic or Latino

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
No	45.3	46.5	48.6
Yes	54.7	53.5	51.4

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

Table B3.4***Race***

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
American Indian or Alaska Native	5.0	3.5	4.1
Asian	12.3	11.8	13.4
Black or African American	8.5	8.7	8.7
Native Hawaiian or Pacific Islander	1.5	2.3	2.5
White	33.5	37.7	40.7
Mixed (two or more) races	39.1	36.0	30.5

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

Table B3.5***Living Situation***

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
A home with one or more parents or guardian	na	90.7	91.3
Other relative's home	na	1.7	1.6
A home with more than one family	na	3.6	4.1
Friend's home	na	0.4	0.6
Foster home, group care, or waiting placement	na	0.4	0.4
Hotel or motel	na	0.2	0.3
Shelter, car, campground, or other transitional or temporary housing	na	0.6	0.4
Other living arrangement	na	2.4	1.4

Question HS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

Notes: na—Not asked; nc—Not comparable.

Table B3.6***Highest Education of Parents***

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Did not finish high school	11.2	15.3	18.6
Graduated from high school	14.5	17.8	18.4
Attended college but did not complete four-year degree	11.1	13.9	15.7
Graduated from college	31.7	37.7	36.7
Don't know	31.5	15.3	10.4

Question HS A.10/MS A.9: What is the highest level of education your parents completed? (Mark the Educational Level Of The Parent Who Went the Furthest In School.)

Note: na—Not asked.

Table B3.7
Sexual Identification

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Heterosexual (straight)	74.7	85.4	87.5
Gay or Lesbian or Bisexual	3.9	6.6	7.4
Transgender	1.0	1.5	1.7
Not Sure	11.6	5.6	4.6
Decline to respond	14.9	6.8	5.0

Question H A.113/MS A.101: Which of the following best describes you? (Mark All That Apply)
Notes: Total percentages may exceed 100% for “mark all that apply” items; na—Not asked.

Table B3.8
Military Connections

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
No	87.2	92.2	94.5
Yes	7.2	5.0	3.9
Don't Know	5.5	2.8	1.7

Question HS A.112/MS A.100: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: na—Not asked.

4. Alcohol and Marijuana Consumption Patterns

Table B4.1

Usual Alcohol Consumption Level

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
I don't drink alcohol	89.9	77.9	59.2
Just enough to feel it a little	6.7	11.4	16.1
Enough to feel it moderately	2.0	6.3	15.7
Until I feel it a lot or get really drunk	1.4	4.4	9.0

Question HS/MS B.1: If you drink alcohol, how much do you usually drink?

Table B4.2

Usual Drug Consumption Level

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
I don't use drugs	na	81.3	69.7
Just enough to feel a little high	na	5.2	7.7
Enough to feel it moderately	na	5.8	10.3
Until I feel it a lot or get really high	na	7.6	12.2

Question HS B.2: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?

Note: na—Not asked.

5. Consequences of AOD Consumption

Table B5.1
Problems Caused by AOD Use

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Doesn't apply; I've never used alcohol or drugs	na	76.9	58.4
I've used alcohol or drugs but never had any problems	na	14.5	26.3
Have problems with emotions, nerves, or mental health	na	4.3	7.1
Get into trouble or have problems with the police	na	2.9	4.5
Have money problems	na	2.1	3.4
Miss school	na	2.3	3.2
Have problems with schoolwork	na	2.7	3.6
Fight with other kids	na	1.7	2.4
Damage a friendship	na	2.5	3.8
Physically hurt or injure yourself	na	1.8	3.0
Have unwanted or unprotected sex	na	1.7	3.4
Forget what happened or pass out	na	4.0	8.6
Have any other problems	na	2.2	3.3
One or more problems	na	11.9	19.3

Question HS B.3: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

Notes: Total percentages may exceed 100% for "mark all that apply" items; na—Not asked.

Table B5.2
Dependency-Related Experiences from AOD Use

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Does not apply; I have not used alcohol or drugs	na	78.7	60.7
I use alcohol or drugs but have not experienced any of these things	na	11.4	22.9
Found you had to increase how much you use to have the same effect as before	na	3.7	7.3
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	2.3	4.1
Used alcohol or drugs a lot more than you intended	na	3.3	5.5
Used alcohol or drugs when you were alone (by yourself)	na	4.5	8.7
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	na	2.1	3.0
Often didn't feel OK unless you had something to drink or used a drug	na	1.9	2.9
Thought about reducing (cutting down) or stopping use	na	3.3	7.2
Told yourself you were not going to use but found yourself using anyway	na	2.9	4.8
Spoke with someone about reducing or stopping use	na	1.6	3.4
Attended counseling, a program, or group to help you reduce or stop use	na	0.8	1.7
One or more negative experiences	na	12.2	19.8

Question HS B.4: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

Notes: Total percentages may exceed 100% for "mark all that apply" items; na—Not asked.

Table B5.3
Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Very likely	na	47.2	50.8
Likely	na	27.5	26.7
Not likely	na	9.5	9.3
Don't know	na	15.7	13.3

Question HS B.7: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if he or she is caught on school property using or possessing alcohol or other drugs?

Note: na—Not asked.

6. Supports to Reduce AOD Use

Table B6.1
Needed Counseling for Use

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
No, I never used alcohol or other drugs	na	78.6	61.2
No, but I do use alcohol or other drugs	na	18.5	35.7
Yes, I have felt that I needed help	na	2.9	3.1

Question HS B.5: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

Note: na—Not asked.

Table B6.2
Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Very likely	na	17.4	19.2
Likely	na	22.9	24.4
Not likely	na	33.4	34.8
Don't know	na	26.2	21.7

Question HS B.6: In your opinion, how likely is it that a student would find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

Note: na—Not asked.

Table B6.3
Talked with Parent About ATOD Use

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
No	52.6	56.8	56.7
Yes	47.4	43.2	43.3

Question HS B.12/MS B.6: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco, alcohol, or drug use?

7. Availability

Table B7.1
Sold Drugs, Past 12 Months

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
No	na	93.6	91.7
Yes	na	6.4	8.3

Question HS B.14: During the past 12 months, have you sold drugs to someone?

Note: na—Not asked.

Table B7.2
Sources for Obtaining Alcohol

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
At school	6.3	15.9	13.6
At parties or events outside school	20.2	36.8	50.0
At their own home	18.0	26.4	33.8
From adults at friends' homes	9.0	16.3	22.5
From friends or another teenager	17.5	32.0	40.9
Get adults to buy it for them	6.8	15.7	26.6
Buy it themselves from a store	6.9	13.2	20.8
At bars, clubs, or gambling casinos	2.7	4.3	4.6
Other	9.0	12.3	12.4
Don't know	67.6	47.3	36.9

Question HS B.8/MS B.2: How do most kids at your school who drink alcohol usually get it? (Mark All That Apply.)

Notes: Total percentages may exceed 100% for "mark all that apply" items.

8. Influences on ATOD Use

Table B8.1
Personal Disapproval of AOD Use

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Having one or two drinks of any alcoholic beverage nearly every day			
Neither approve nor disapprove	25.1	34.8	36.1
Somewhat disapprove	16.4	20.1	23.1
Strongly disapprove	58.6	45.1	40.8
Trying marijuana or hashish once or twice			
Neither approve nor disapprove	27.4	44.1	54.7
Somewhat disapprove	13.9	18.6	18.3
Strongly disapprove	58.7	37.4	27.0
Using marijuana once a month or more			
Neither approve nor disapprove	26.4	42.7	52.5
Somewhat disapprove	13.2	18.0	18.7
Strongly disapprove	60.4	39.3	28.9

Question HS B.9-11/MS B.3-5: How do you feel about someone your age doing the following?

Table B8.2
Parental Disapproval of ATOD Use

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Take one or two drinks of alcohol nearly every day			
Very wrong	83.5	80.0	76.4
Wrong	10.2	12.3	14.4
A little wrong	3.6	4.8	5.7
Not at all wrong	2.7	3.0	3.5
Smoke tobacco			
Very wrong	88.7	85.0	81.5
Wrong	7.3	9.6	12.0
A little wrong	1.9	3.0	3.8
Not at all wrong	2.0	2.4	2.7
Use marijuana			
Very wrong	87.7	80.5	74.3
Wrong	6.6	10.6	13.3
A little wrong	3.1	5.1	7.5
Not at all wrong	2.7	3.8	4.9
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong	89.2	86.5	85.4
Wrong	5.9	8.4	9.5
A little wrong	2.1	2.5	2.3
Not at all wrong	2.7	2.7	2.8

Question HS B.15-18/MS B.8-11: How wrong do your parents or guardians feel it would be for you to do the following?

Table B8.3
Peer Disapproval of ATOD Use

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Take one or two drinks of alcohol nearly every day			
Very wrong	68.2	54.6	47.3
Wrong	17.2	23.0	23.2
A little wrong	9.1	13.7	16.8
Not at all wrong	5.5	8.6	12.6
Smoke tobacco			
Very wrong	73.4	60.3	53.0
Wrong	15.7	22.5	23.2
A little wrong	6.3	10.4	13.5
Not at all wrong	4.7	6.8	10.2
Use marijuana			
Very wrong	71.7	52.8	40.4
Wrong	13.8	19.0	17.8
A little wrong	7.7	14.3	17.4
Not at all wrong	6.7	13.9	24.4
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong	74.9	62.8	56.9
Wrong	14.1	20.5	21.2
A little wrong	6.1	10.0	12.1
Not at all wrong	4.9	6.7	9.8

Question HS B.19-22/MS B.12-15: How wrong would your close friends feel it would be if you did the following?

Table B8.3
Peer Disapproval of ATOD Use - Continued

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
Drinking one or two drinks of alcohol nearly every day			
Neither approve nor disapprove	29.4	34.1	33.3
Somewhat disapprove	15.7	20.8	23.4
Strongly disapprove	54.9	45.1	43.3
Using marijuana			
Neither approve nor disapprove	29.3	38.7	45.1
Somewhat disapprove	14.0	20.0	21.8
Strongly disapprove	56.8	41.2	33.1
Using prescription drugs to get high			
Neither approve nor disapprove	28.0	32.1	31.0
Somewhat disapprove	12.5	17.6	19.1
Strongly disapprove	59.5	50.3	49.9

Question HS B.23-25/MS B.16-18: How do you think your close friends would feel about you doing the following?

Table B8.4
Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months

	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
No	32.1	34.5	33.2
Yes	67.9	65.5	66.8

Question HS B.13/MS B.7: During the past 12 months, have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?