



16th Biennial Statewide Survey

**School Climate, Substance Use,
and Well-being Among
California Students
2015-2017**

School Climate, Substance Use, and Student Well-being in California, 2015-17

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

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To download: https://data.calschls.org/resources/Biennial_State_1517.pdf

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FOREWORD

This report provides the results from the 2015-17 administration of the California Healthy Kids Survey (CHKS) to a randomly-selected representative sample of California 7th, 9th, and 11th graders. This is the sixteenth biennial statewide student survey. It continues the important work of assessing student needs that began in 1985 and became mandated by the California Legislature in 1991. Funding for survey administration was provided by the California Department of Health Care Services in collaboration with the California Department of Education.

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 student needs. The report covers key indicators of school climate (e.g., safety and connectedness), learning engagement, and student developmental supports, as well as youth mental health and involvement in health risk behaviors, particularly substance use. 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.

Three positive findings particularly stand out:

- The overall improvement in all grades in student academic motivation and in school climate, as measured by declines in bullying/victimization and alcohol, tobacco, and other drug (ATOD) use at school, and, among 7th graders, by increases in school connectedness and perceived safety.
- The continuation of the trend observed two years ago of a decline in substance use in general, including use of e-cigarettes and other vaping devices.
- The declines in two indicators of mental health: chronic sadness/hopelessness and suicide ideation among high school students.

The period covered by this survey coincided with the first years in which California school districts began implementing their Local Control and Accountability Plans (LCAP), in which they are required to lay out strategies for improving school climate/safety and pupil engagement and to monitor their progress in meeting those goals. The positive survey findings in these areas suggest that the LCAP requirements may already be having an impact, especially in middle schools. In meeting these goals, schools throughout the state are creating multi-tiered systems of support to better meet student needs and implementing more proactive student disciplinary measures, such as restorative justice (RJ), trauma-informed-care strategies, and social-emotional learning strategies.

Although marijuana use has been declining, it remains the second most popular drug among high school students after alcohol, with current use only five percentage points lower than alcohol in 9th grade and six points in 11th, at 10% and 17%, respectively. How the recent legalization of marijuana use for adults in California affects the declining trend among youth warrants attention.

Similarly, although the improvements in mental health indicators is good news, it is still disturbing that three-in-ten high school students appear to suffer from chronic, debilitating

sadness or hopelessness and about one-sixth have contemplated suicide. It is the goal with the passage of AB 2246 and the state's increased focus on suicide prevention, that these indicators will improve further.

Midst the positive findings, it also remains troubling that the measures of developmental support of students in our schools has not shown more improvement, especially among high school students. These supports — caring adult relationships, high expectations, and opportunities to meaningful participation — are key to continued improvement in student well-being and school success.

Our thanks to all the school administrators, teachers, parents, and students for their contribution to this 16th Biennial, a critical effort that benefits everyone in California. Thanks, too, to the many 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 LCAP.

California Department of Education
California Department of Health Care Services

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

WestEd remains in the debt of Dr. Rodney Skager, who conducted the first biennial student survey in 1985. He led this initiative for three decades with wisdom. He dedicated his efforts 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. In subsequent years, 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. David Gilmore supervised the school recruitment. Colleen Carter, Dianne Larson, and Julie Torres assisted in the preparation of this final report.

Gregory Austin, PhD
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PREFACE

This report provides the detailed results from the 2015-17 *Biennial State California Healthy Kids Survey* (CHKS) as administered, between Fall 2015 and Spring 2017, to a randomly-selected, representative state sample of secondary students in grades 7, 9, and 11. The survey, the 16th of the biennial series, consisted of the CHKS Core and supplemental Alcohol and Other Drugs (AOD) Modules. The Core Module includes key indicators that state agencies and an expert advisory panel determined are important for all schools to have to guide efforts to improve schools and student academic achievement, reduce substance use and other risk behaviors, and foster overall well-being. The AOD Module focuses on use patterns, and factors that may be influencing substance use.

Following this Preface, there is an overview to Key Findings, including stand-alone summaries for the three main topics covered by the survey: *Pupil Engagement and School Climate*; *School Safety, Violence, and Victimization*; and *Substance Use and Mental Health*. Multi-item scales are identified by capitalization of their names (e.g., School Connectedness, Academic Motivation).

This survey is particularly important for monitoring how well California schools overall are doing in meeting their Local Control and Accountability Plan (LCAP) priority requirements in regard to school climate and pupil engagement, and the overarching goal of improving academic achievement. It also provides data on the conditions of school facilities, part of the Core Services priority. The 2013-15 Biennial provided baseline data for these indicators; this report sheds light on how much overall progress the state has made in improving indicators in the past two years.¹ As summarized in the key findings on *Pupil Engagement and School Climate*, Academic Motivation and school victimization, improved in all grades, as did perceived safety and School Connectedness in 7th grade.

Since the 2011-13 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 (CDE). The California Department of Health Care Services (DHCS) provided financial support for the statewide survey. 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.

The Report

The tables in this report are organized by topic, as outlined in the Table of Contents. 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 samples, as explained below. Results were weighted to reflect overall student enrollment and its composition by race/ethnicity. Table A1.1 summarizes the results for several key Core Module indicators. Selected results by race/ethnicity and gender are reported for key indicators in Sections A9 and A10.

The tables provide by grade level the percentages of students selecting each question response option at the first decimal. The tables reporting on risk behaviors include the percentages of

youth who responded negatively (did not engage in the behavior).

It is just as important to identify the positive behaviors of youth as the problems they exhibit.

The tables include the 2013-15 results from the 15th Biennial State CHKS. In interpreting changes in statistical prevalence over time, small differences of around one percentage point should be generally disregarded unless reflecting a continuing trend.

Survey Administration History and Method

The important work of regularly collecting data from a representative state sample of secondary students 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 DHCS is now the contracting agency.²

Over time, the focus of the CSS was enlarged to include questions on other health-risk behaviors, personal resiliency, school climate, and safety. The majority of CSS questions were included in the Core Module when it was developed in 1998. This Core Module consists of questions an expert advisory committee considered most important for schools to assess. The rest of the CSS questions were incorporated into the supplemental AOD Module used in this state survey.

By 2011, it became evident that maintaining a separate, representative CSS was no longer viable. Schools became 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. To solve these linked problems, the survey funding agencies, CDE and DHCS, determined to further merge the two surveys by embedding the biennial state sample and data collection into CHKS local administration, creating the Biennial State CHKS. Facilitating this integration, WestEd was the contractor for developing and administering both the CSS and CHKS.

To encourage participation in the biennial, as well as local CHKS administration, districts in the state sample that agreed to administer both the Core and AOD Modules received the following incentives:

- A waiver of the \$.40 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;
- Printed instrument booklets that could be used throughout the district (if the survey is not administered online); and
- A free school-level CHKS report for each sample school.

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.

Overall, the change has fulfilled its intended purposes. As explained further below, recruitment of schools has been easier and WestEd has been more successful in meeting sample targets.

Sampling Strategy

All secondary schools in the state had an equal opportunity to be selected in the sample. WestEd randomly selected 50 schools that served students in grades 9 through 12 and then 50 schools that served 7th graders from within the same district or a feeder (e.g., an elementary district that feeds into a union or high school district). A separate sample of 10 continuation high schools was also drawn. 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, WestEd oversampled so that if any school/district declined participation, the next school on the list would be contacted. Of the 108 schools sampled, six were replaced by oversampled schools due to the original school declining to participate. 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. To ensure that adequate numbers of sample schools completed the supplementary AOD Module, replacement schools (six schools total) willing to do both modules were recruited, one for each primary-sample school that only completed the CHKS Core. Only data collected from the AOD supplement were used from this second group of replacement schools, not data from the Core module.

Almost all participating schools opted to survey all students in each grade and receive school-level reports. In a handful of participating traditional schools, two classrooms per grade were randomly selected, for a sample pool of 60 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. Observations from schools that sampled classrooms were weighted to account for within-school classroom sampling. 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.³

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 the data collection to take place over a two-year period.

School staff administered the survey following detailed instructions provided by WestEd that ensure 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. In compliance with current state law, “passive” (opt-out) parental consent is required. Districts had the choice to utilize either online or paper administration.

Sample Characteristics

Tables A2.1 and B2.1 provide the number of districts, schools, and student respondents who completed the Core and AOD Modules, respectively, by grade. A total of 120 randomly-selected schools and 45,264 students participated. There are more schools for grade 11 because of the inclusion of the subsample of continuation schools. The high participation rates of the samples and their similarities give us confidence that the data for both are representative of the state student population.⁴

For both modules, the target number of schools was met. There are relatively small differences in the two school samples. 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. Replacement schools were recruited to administer the AOD supplement. Thirteen schools that administered the Core did not administer the AOD Module and the 12 schools that administered the AOD Module are not in the Core sample. Of the total there are 11,000 more respondents for the Core Module than the AOD Module (45,269 vs. 34,242, respectively) because several large districts administered the Core Module in both survey years, and some of the schools that only administered the AOD Module were small.⁵ However, the high level of school participation and large student sample for the AOD Module, and its similarity in sample characteristics to that of the Core Module, give us confidence that both samples reflect the youth of California overall.

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 is adversely affected if the student response rate is lower than 70%. For 2015-17, the average student response rate across schools was 70% for the Core Module, compared to 71% in 2013-15. For the AOD Module, the average student response rate was 69%.

Regarding race and ethnicity, the current Core Module sample is consistent with that of the 15th Biennial with slight changes that may reflect demographic changes within the state. The percentages of students identifying as Hispanic/Latino was higher by 2 points in high school and the percentages of African Americans and Whites were both down 1 to 2 points depending on grade. The biggest change was an increase in the percentages self-identifying as mixed (two or more) race, up 2 to 5 points, depending on grade.

About the CHKS

The CHKS, along with its two companion school staff and parent surveys — the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS) — is a service of CDE managed by WestEd under contract. These three surveys form the *California School Climate, Health, and Learning Surveys (CalSCHLS) System*, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level on school climate, supports, and engagement and overall student 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.

The main focus of the CHKS data system is providing district-level data. In addition to this Biennial State CHKS, county-level reports are also posted on the survey website. Districts/schools can also request preparation of a School Climate Report Card that 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.⁶

Meeting Local Control and Accountability Plan Requirements

The CHKS and other CalSCHLS 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 CHKS School Climate Module is also available to further meet the needs of districts to guide school improvement and LCAP efforts.⁷

The CHKS also helps in meeting the LCAP requirement to identify and address subgroup differences in achievement. It asks respondents to report a wide range of demographic characteristics, including gender, race/ethnicity, sexual and gender identity, and migrant, socioeconomic, and home living status (e.g., foster care, homeless).

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.

Survey Content

The Core Module includes a broad range of key questions, identified with the help of an expert advisory committee. These key questions are considered most relevant to guide school improvement, and health and prevention efforts. Exhibit 1 provides a summary of the specific topics covered. The primary focus is assessing student perceptions and experiences related to school climate, pupil engagement and supports, and barriers to learning or well-being such as substance use, bullying and violence, and physical and mental health. The great majority of Core questions are school-specific. Exhibit 2 provides a list of all the questions related to substance use on both the Core and AOD Modules.

Accessing State, County, and Local Data

State, county, and district reports can be downloaded at chks.wested.org/reports. The complete state 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 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 CalSCHLS Regional Center at (888) 841-7536.

ENDNOTES

¹ See Austin, G, Polik, J, & Hanson, T. (2016). *LCAP baseline data on school climate and pupil engagement*, CHKS Factsheet #15. Download at chks.wested.org/using-results/factsheets

² 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](#), Substance Use Disorders, Program, Policy, and Fiscal Division (SUD PPF).

³ Results for nontraditional schools are reported separately in the district CHKS reports to help districts identify and address the needs of these students. 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 might expect, therefore, that Biennial State CHKS results would generally be slightly higher for risk behavior indicators compared to local results overall. However, an analysis comparing the 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.

⁴ In contrast, in 2013-15 the total number of schools that administered the AOD supplement was substantially lower than for the Core. This created greater uncertainty over how representative the supplement results were for the state as a whole. To help determine if this was an issue, WestEd 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, and data only varied slightly on some indicators (about 1 percentage point). While this was encouraging, the representativeness of the results still needed to be treated with caution.

⁵ Data from schools that administered the Core Module two years in a row were weighted such that the weighted counts were equivalent to those obtained from one survey administration.

⁶ 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.

⁷ 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 (indicators of engagement).

Whether students experience three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: (1) caring adult relationships, (2) high expectations, and (3) 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 (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 towards use
- Prevention: Parental discussion and media exposure

KEY FINDINGS

This overview of key findings begins with a summary of major trends by grade and their implications, followed by three, more-detailed summaries in three main areas assessed by the survey: *Pupil Engagement and School Climate; School Safety, Violence, and Victimization*; and *Substance Use and Mental Health*. Table A1.1 also summarizes results for key indicators in these three areas.

The 2011-13 Biennial State CHKS revealed several improvements have occurred since the 2009-11 survey in alcohol and marijuana use (particularly among 11th graders) and in fighting and physical victimization in school. But other findings showed little change, notably in regard to School Connectedness, perceived school safety, harassment in school, and mental health.

The 2015-17 results showed overall movement in a positive direction, especially among 7th graders. Only a few indicators changed negatively by 2 or more percentage points. There were major improvements across grades in substance use and school victimization, continued previous trends, and a rise in academic motivation. In 7th grade, there were also improvements in perceived safety and student support, although not to the same degree.

Middle School

Among 7th graders, no indicator changed negatively, and major improvements are evident compared to 2013-15. Looking at Table A1.1, only 6 of 20 indicators did not improve by 2 or more points, and 11 showed improvements of 3 or more points. Seven important indicators improved by 5 to 7 points:

- High levels of **School Connectedness** (28%) and **Academic Motivation** (45%);
- **Grades** of mostly B's and above (68%); and
- Perceived **school safe/very safe** (70%), any **harassment** (34%), **verbal harassment** (e.g., mean rumors or lies, 38%), and seeing **weapons** on campus (15%).

With the exception of student fear of being beaten up (which remained stable), all the school safety and victimization indicators improved 3 or more points, with perceived school safety by nearly 7 points.

All six indicators of substance use improved, although not to the extent of the safety and victimization items. The majority declined in the range of 2 points. Overall current (past 30 days) AOD use and electronic cigarettes are both down 4 or more points, to only 7% and 3%, respectively. The percentage-point improvements in substance use are not as large as other indicators partly because the prevalence rates are relatively low to begin with among 7th graders. For similar reasons, chronic sadness was down only one point to 24%.

High School

Among 9th and 11th graders, major improvement occurred in regard to school victimization/violence and substance use/mental health. Of the 14 indicators in these two categories in Table A1.1, all but two or three in each grade improved by 2 or more points and three of those indicators (verbal harassment, fear of being beaten up, and chronic sadness) still moved in a positive direction. Among 9th graders, seven indicators improved by 3 or more points; in 11th grade, eight indicators improved, including harassment, current AOD use and binge drinking, e-cigarette smoking, and suicide contemplation.

The declines in substance use are striking. Almost all major indicators of alcohol and marijuana use, overall prevalence as well as frequent or heavy use, are down by 3 or more points. For example:

- **Current overall AOD use** is down about 4 points in 9th grade and 6 points in 11th, to 20% and 29%, respectively.
- **Lifetime overall AOD use** is down 7 and 9 points, respectively, to 32% and 48%.
- Current **binge drinking** and **drinking and driving** experiences are both down nearly 4 points in 9th and 6 points in 11th grade. In 11th grade, the percentages are 12% and 13%.
- Current **marijuana** use is now at 10% and 17%, respectively, down 4 and 3 points.
- **E-cigarette** smoking is down almost 6 points in both grades, to 8% and 10% respectively.

In addition:

- Experiencing **any harassment** at school is down more than 6 points in 9th grade, to 31%, and down about 3 points in 11th grade, to 28%.
- Seeing a **weapon on campus** is down nearly 5 points in both grades, to 16% and 13%, respectively.
- **Suicide contemplation** is down about 3 points to 16% in both grades and **chronic sadness** by around 2 points, although still reported by about 3 in 10 students.

Results are less encouraging in the realm of school climate and pupil engagement, with the notable exception of high levels of Academic Motivation, which increased to 33% in 9th grade and 28% in 11th (5 and 3 points higher, respectively). Classroom grades of B or better also rose 2 points in 9th grade. Other indicators remained level or even declined slightly in 11th grade, with an exception of a 2-point decline in truancy (more than a few times) in the latter grade to 10%.

- **School Connectedness** was stable at around one-sixth of students, and grades increased only in 9th grade by 2 points to 60%.
- There were no improvements for having high levels of **Caring Adult Relationships**, stable at 23% and 28%, and **High Expectations** even declined 2 points among 11th graders, to 34%.

- Similarly, agreement that the **school was safe/very safe** was stable in 9th grade, at 59%, and declined in 11th by 5 points, to 60%.

In a new item, only about 4 in 10 high school students agreed or strongly agreed that their school was usually clean and tidy, with less than 10% indicating strong agreement.

Discussion

Taken as a whole, the most notable results are the improvements in a broad range of indicators in 7th grade and in all grades for academic motivation, substance use, and, in regard to school climate, harassment, victimization, the presence of weapons and physical fighting. The results for academic motivation and substance use particularly stand out and warrant attention. Among high school students, other good news is the decline in both grades in suicide ideation, by 3 points, and, to a lesser extent, chronic sadness.

The consistent and often pronounced pattern of declines in alcohol, tobacco, e-cigarette, and drug use across all grades warrants more attention. As discussed in the section on *Substance Use and Mental Health* below, this could include declines in personal disapproval and easy availability. The next biennial survey will be of particular interest to shed light on whether the change in state marijuana laws affect these findings.

Among 7th graders, the increase in classroom grades, Academic Motivation, School Connectedness, perceived safety, and the three fundamental developmental supports of Caring Adult Relationships, High Expectations, and Meaningful Participation, are arguably interrelated. Developmental supports and safety contribute to a sense of connectedness, which contributes to academic motivation and improved grades.

Thus, it is especially troubling that in the high school sample all these indicators, except Academic Motivation and to a lesser extent classroom grades in 9th grade, either remained stable or declined slightly. Only 6 in 10 high school students feel their school is safe or very safe. Likewise, on the School Connectedness scale, there were declines in agreement that the respondent felt safe at school in 9th and 11th grades. These weak results are consistent with the lack of improvement in these areas in 2013-15 as compared to 2011-13. Clearly high schools are not focusing their efforts to effectively create safe, supportive, and engaging climates for students.

Given the positive results for victimization and violence perpetration among high school students, it is surprising that perceived safety did not improve as it did among 7th graders. Safety is not only physical but psychological. What other factors may be influencing how high school students feel about school safety? This is an excellent example of the need to follow up student self-reported survey data with a more detailed assessment of issues that emerge or ask students directly in focus groups, such as the CalSCHLS Student Listening Circle.

PUPIL ENGAGEMENT AND SCHOOL CLIMATE SUPPORTS

Key Findings, Biennial State CHKS, 2015-17

Among 7th graders, major increases in pupil engagement and supports occurred in 2015-17 as compared to 2013-15. Evidence of high levels of School Connectedness (28%), Academic Motivation (45%), and grades (mostly B's and above, 68%) increased by 5 to 7 points, and there were around 3-point increases for high levels of Caring Adult Relationships (32%) and High Expectations (47%).

Among high school students, there is also promising evidence of improvements in Academic Motivation (by 5 and 3 points) and to a lesser extent for 9th graders and truancy for 11th graders. Otherwise, these indicators are generally stable or declined slightly in 11th grade, including School Connectedness and the three developmental supports of Caring Adult Relationships, High Expectations, and Meaningful Participation. Moreover, these indicators generally decline between middle and high school, in 11th grade reaching only 28% for Academic Motivation and 15% for School Connectedness, 13 and 16 percentage points lower than in 7th grade.

Overall, this suggests high schools are not doing enough to foster supportive and engaging climates. Research supports that developmental supports contribute to higher levels of school connectedness, which contributes to academic motivation and performance.

Academic Motivation

The average percentage of students indicating “strongly agree” for Academic Motivation (four-item scale) increased in all grades: from 38% to 45% in 7th grade, 28% to 33% in 9th, and 26% to 28% in 11th. Nevertheless, the level of motivation declined with grade, as did the level of improvement compared to two years prior. (Table A4.5)

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 (LCAP). Research has linked school connectedness with multiple positive academic, social-emotional, and health outcomes. The average percentage of students indicating “strongly agree” across the five School Connectedness items steadily declines as students age, at 28% in 7th grade, 17% in 9th, and 15% in 11th. As compared to 2013-15, these results represent a 6-point improvement for 7th grade, but they were stable for 9th and 11th grade. (Table A4.5)

Academic Performance

The percent of students reporting that they usually received grades of mostly B's and above was 68%, 60%, and 57% across ascending grades. It rose among 7th graders by over 5 points, and by 2 points among 9th, but remained stable among 11th graders.

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 overall results suggest that the great majority of students, particularly in high school, do not receive sufficient levels of support. The supports received are lower in high school than in middle school, and trends less promising, even though the student need for them is arguably higher based on the survey results for connectedness, academic performance, truancy, safety, substance use, and mental health.

- Among 7th graders, an average of 32% of students reported “very much true” on the Caring Adult Relationships items (Table A4.6) and 47% on the High Expectations items, reflecting a 3-point increase on each as compared to 2013-15. (Table A4.7)
- Among 9th and 11th graders, the percentages for Caring Adult Relationships was lower than in 7th grade, at 23% and 28%, little changed from 2013-15. High Expectations, 34% in both grades, remained level in 9th but had a decline of 2 points among 11th graders.
- No improvement in Opportunities for Meaningful Participation was evident in any grade and percentages were even lower, at 19% in 7th and 15% in 9th and 11th grades. (Table A4.8)

SCHOOL SAFETY, VIOLENCE, AND VICTIMIZATION

Key Findings, Biennial State CHKS, 2015-17

Indicators related to school safety, violence, and victimization (almost all for the past 12 months) generally improved in all grades compared to 2013-15. The improvements were greater among 7th graders than high school students, and perceived school safety declined among 11th graders and did not meaningfully improve among 9th grade students.

Perceived School Safety (LCAP Indicator)

Only one-sixth to one-quarter of secondary students indicated they felt very safe at school, another LCAP indicator. Overall, perceived safety declined with grade. About 7 in 10 7th grade students responded they felt safe or very safe, as compared to 63% in 2013-15, a substantial improvement. In contrast, the safe/very safe findings for 9th grade are similar to those from 2013-15 at 59%, and declined in 11th grade, from nearly 65% to 60%. (Table A5.1)

Physical Fighting at School

Continuing the declining trend noted from 2011-13 to 2013-15, participation in a physical fight on school property declined by around 3 points in all grades to 14% (7th), 11% (9th), and 8% (11th). (Table A5.4)

Harassment and Bullying at School

Being harassed or bullied on school property *for any reason* occurred among 34% of 7th graders, 31% of 9th, and 28% of 11th. This represents declines of 6 to 7 points in the two lower grades, when the behavior is most prevalent, and 3 points in 11th. Harassment for any of five *hate-crime reasons* also declined for each grade level over this time period. (Table A5.2)

Type of Harassment

The results for items assessing type of harassment (physical or verbal) experienced on school property in the past 12 months improved universally across grades in 2015-17, continuing a trend found beginning in 2011-13.

Verbal Harassment

- Among 7th grade respondents, the percentage reporting no verbal harassment for each of four questions ranged from 58% to 71%, representing 5- to 6-point improvements in 2015-17.
- For 9th grade the percentages for no verbal harassment on the four questions ranged from 66% to 69% (3- to 8-point improvements). For 11th grade, the range is 70% to 72% (2- to 6-point improvements, see Table A5.3).

Physical Victimization

- Physical victimization indicators decreased in 2015-17 compared to 2013-15 regardless of grade level, by 3 to 5 points among 7th graders and 9th graders, and by 1 to 3 points among 11th grade students.

- Reports of physical victimization are generally higher in 7th grade than in high school (Table A5.4). Fear of being beaten up declined from 20% in 7th grade to 9% in 11th.
- Being threatened or injured with a weapon was reported by about 4% of students across grades, reflecting a slight improvement from 2013-15. (Table A5.4)

Weapons at School

About 13% to 16% across grades reported seeing someone carrying a weapon on school property (down substantially from 18% to 21% in 2013-15). Among all questions related to school violence and safety, this was the biggest improvement overall, down 4 to 5 points in each grade.

Among high school students, less than 2% carried a gun and around 5% another weapon, a slight decrease as compared to 2013-15. (Table A5.6)

Outside of School Indicators

Cyber Bullying

- About one-fifth of students across grades reported they had experienced cyber bullying (spreading mean rumors or lies on the internet). These findings are stable as compared to 2013-15. (Table A8.1)

Gang Involvement

- Similar to 2013-15, about five percent of students in all grades considered themselves a member of a gang in 2015-17. (Table A8.6)

SUBSTANCE USE AND MENTAL HEALTH

Key Findings, Biennial State CHKS, 2015-17

ALCOHOL AND OTHER DRUGS (AOD) USE

The turn of the decade was a period in which overall alcohol drinking appeared to be declining. In 2011-13, there was a rise in marijuana use indicators that appeared rooted in more positive attitudes and availability. The results for 2013-15 were encouraging, with declining trends in both overall alcohol, marijuana, and other drug use and frequent/heavy use indicators, including binge drinking.¹

Results for 2015-17 are even more encouraging. Generally, the evidence indicates continued declining trends in both overall AOD use and frequent/heavy use indicators, building on the gains recognized in 2013-15. Current use (30 days prior to survey) of alcohol, marijuana, and any AOD use were all down from 2 to 6 percentage points across grade levels. The greatest improvements occurred were among 11th grade respondents.

Alcohol

- **Lifetime use** (ever) of alcohol (a full drink) occurred among 9%, 26%, and 43% of students by ascending grade, declines of 4, 6, and 9 percentage points, respectively. **Current use** (past 30 days) was at 7%, 20% and 29%, declines of 4 and 6 percentage points among 9th and 11th graders. (Tables A6.3 and A6.4)
- Current **binge drinking** (five drinks in a row at a single setting) occurred among 6% of 9th graders and 12% of 11th, declines of 4 and 6 points. The percentage of students reporting **ever being very drunk** or sick after drinking alcohol was declined 2, 4, and 8 points across grades 7, 9, and 11, respectively. (Tables A6.4 and A6.6)
- **Drinking and driving** (lifetime) or riding in a car driven by friend who had been, decreased among 9th graders from 15% to 11% and from 19% to 14% for 11th graders. (Table A6.8)

Marijuana

- **Lifetime** marijuana use was reported by 4%, 17%, and 32% of students by ascending grade, declines of 4 points in 7th and 6 points in both 9th and 11th. **Current use** occurred among 2%, 9%, and 17%, down 3 to 4 points

¹ 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 were level and there was evidence that frequent marijuana use and use of Ecstasy was increasing among 11th graders.

depending on grade (Tables A6.3 and A6.4).

- **Current heavy drug use** occurred among 2%, 7%, and 11%, down 2 to 4 points from 7th to 11th grade, respectively. Reports of ever being high on drugs also decreased 4 to 6 points across grades, to 3%, 15%, and 27%. (Table A6.4)

Overall AOD Use

- **Current use of any alcohol or a drug** was reported by 7% of 7th graders, 20% of 9th, and 29% of 11th, down 2, 4, and 6 points, respectively. **Being drunk or “high on drugs” seven or more times** occurred among 6% of 9th graders and 15% of 11th, declines of 2 and 4 points. (Tables A6.4-6.7)
- Smaller declines were also found in current substance use **at school**. (Table A6.9)

Influences on AOD Use

What might account for the consistent and often pronounced pattern of declines in alcohol, tobacco, e-cigarette, and drug use across all grades warrants more attention. Data on important correlates of use, perceived harm, availability, and personal, peer, and parental disapproval of use, were mixed. However, the current results suggest that two factors may help to explain these declines: (1) increases in parental, peer, and, to a lesser extent, personal disapproval; and (2) declines in the percentage of students reporting it was very easy to get alcohol and marijuana. On the other hand, significant improvements in perceived harm from using alcohol and marijuana did not occur. The next biennial survey will be of interest in determining whether the change in state marijuana laws affects these findings.

- **Perceived Harm:** Overall results for perceived harm of alcohol and marijuana were mixed with no major changes but a suggestion of a weakening of attitudes among high school students. The perception of great harm from alcohol increased among 7th graders, but the most negative findings are increases of 4 and 2 points among 9th and 11th graders, respectively, for seeing no harm in binge drinking. Perceived harm of both occasional and regular marijuana use appears to have decreased by 1 to 2 points (lower great harm; higher no harm). Among 11th graders, there was no difference in the percentages seeing great harm from alcohol and marijuana, both at about 30%, and greater harm from regular binge drinking than marijuana use. (55% vs. 37%, see Table A6.11)
- **Availability:** Percentages in all grades reporting alcohol and marijuana were very easy to obtain decreased by 2 to 4 points. Nevertheless, about half of 9th graders and about two-thirds of 11th graders find both substances fairly or very easy to obtain. As in the past, among high school students the very-easy rates for marijuana are higher than for alcohol, at 46% vs. 40% among 11th graders. (Table A6.11)
- **Disapproval:** Data from the supplementary AOD Use Module provide some evidence that personal disapproval of alcohol and marijuana use has strengthened, but most substantially among students younger than 11th graders. Increases were even higher for parental and peer disapproval, by 2 to 8 points depending on grade and indicator. Among high school students, peer

disapproval of marijuana use (very wrong) was significantly lower than for tobacco use. (Tables B8.1-3)

TOBACCO USE

Tobacco use indicators are lower in all grades in 2015-17, as compared to 2013-15, with the greatest declines in 11th grade. (Table A7.1)

Cigarette Smoking

- Decreases in **lifetime** ever smoked a whole cigarette were found across grades, dropping from 4% to 2% in 7th, 11% to 7% in 9th, and 19% to 12% in 11th grade. (Table A7.1)
- **Current** cigarette smoking declined from 3% to 1% in 7th, from 5% to 3% in 9th, and from 9% to 4% in 11th grade. (Table A7.1)
- Current **smoking on school property** was only about 1% across grades. (Table A7.1)
- Despite decreases in cigarette use, **perceptions of great harm** associated with one to two packs of cigarette smoking daily were lower than in 2013-15, declining from 62% to 60% in 7th, 73% to 68% in 9th, and 78% to 74% in 11th grade. (Table A7.1)
- From the AOD module, **perceived peer disapproval** is higher for smoking tobacco than for marijuana use among high school students. Among 11th graders, 59% thought it was very wrong to smoke tobacco compared to 44% for using marijuana. (Table B8.3)

Electronic Cigarettes

Like in 2013-15, students were significantly more likely to engage in smoking electronic cigarettes or other vaping devices than to smoke cigarettes for 2015-17. However, declines in both lifetime and current vaping were found.

- The **lifetime vaping** was reported by 8% of 7th graders, 23% of 9th, and 32% of 11th graders, declines of 5 and 3 points in the lower grades but level in 11th grade. (Table A7.1)
- **Current vaping** declined across grade levels, dropping from 8% to 3% in 7th, from 13% to 8% in 9th, and from 16% to 10% in 11th grade. (Table A7.1)
- Students in all grades are also more likely to vape **on school property** (2% to 4%) than smoke cigarettes. (1% or less, see Table A7.4)

CHRONIC SADNESS AND SUICIDE

Results for two indicators of depression risk in the past 12 months showed slight improvement as compared to 2013-15 but remain at disturbingly high levels.

- Feelings of incapacitating **chronic sadness** or hopelessness were reported by 24% of 7th, 30% of 9th, and 32% of 11th graders, representing a 2point decrease across grade levels. (Table A8.4)
- Seriously **contemplating suicide** decreased from 19% to 16% for both 9th and

11th grade respondents. (Table A8.5)

- Females reported a substantially higher prevalence of chronic sadness than males. In 7th grade, females were 1.6 times more likely than males to report chronic sadness (30% vs. 18%); in 9th grade, twice as likely (39% vs. 19%); and in 11th, 1.8 times (42% vs. 23%). (Table A10.2).

CORE MODULE RESULTS

1. Summary of Key Indicators

Table A1.1

Key Indicators of School Climate, Pupil Engagement, and Student Well-being

	Grade 7		Grade 9		Grade 11		Table
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	
Pupil Engagement and Supports							
School connectedness [†]	22.1	27.9	16.1	17.1	15.7	14.8	A4.5
Academic motivation [†]	37.5	44.5	28.1	33.1	25.5	28.4	A4.5
Grades (mostly B's and above) [§]	62.3	67.7	57.7	59.9	56.9	57.1	A4.1
Truant more than a few times [§]	3.5	2.5	6.8	5.7	12.4	10.0	A4.2
Caring adult relationships [‡]	28.9	32.1	23.3	23.3	29.2	27.7	A4.5
High expectations [‡]	44.5	47.4	34.2	33.9	36.6	34.4	A4.5
Meaningful participation [‡]	17.1	18.7	15.2	14.7	16.5	15.3	A4.5
School Safety and Victimization							
School perceived as very safe or safe	63.1	69.9	60.2	58.7	64.5	60.1	A5.1
Experienced any harassment or bullying [§]	39.5	33.6	37.6	31.0	30.5	27.7	A5.2
Had mean rumors or lies spread about you [§]	42.9	38.0	35.7	32.5	32.1	30.4	A5.3
Been afraid of being beaten up [§]	19.9	19.6	15.4	14.4	10.5	8.5	A5.4
Been in a physical fight [§]	17.5	14.1	13.6	10.7	10.8	7.9	A5.4
Seen a weapon on campus [§]	20.7	15.4	20.7	15.8	17.5	13.0	A5.6
Substance Use and Mental Health							
Current alcohol or drug use [¶]	11.2	7.2	24.3	19.7	35.2	29.4	A6.4
Current binge drinking [¶]	3.4	1.2	9.6	6.0	17.6	11.6	A6.4
Current marijuana use [¶]	5.0	2.3	13.4	9.5	20.1	16.7	A6.4
Ever been drunk or "high" on drugs at school	3.8	1.7	10.5	8.2	17.9	13.5	A6.10
Current cigarette smoking [¶]	2.8	1.0	5.0	2.6	8.5	4.3	A7.3
Current electronic cigarette use [¶]	8.0	3.4	13.4	7.6	15.5	9.8	A7.3
Chronic sadness/hopelessness [§]	25.6	24.2	31.7	29.6	33.8	32.3	A8.4
Considered suicide [§]	na	na	19.3	16.0	18.7	15.5	A8.5

Notes: na—Not asked of middle school students.

[†]Average percent of respondents reporting "Strongly agree" on questions that make up scale.

[‡]Average percent of respondents reporting "Very much true" on questions that make up scale.

[§]Past 12 months.

[¶]Past 30 days.

2. Survey Sample

Table A2.1
Student Sample Characteristics

	Grade 7		Grade 9		Grade 11	
	2013-15	2015-17	2013-15	2015-17	2013-15	2015-17
<i>Student Sample Size</i>						
Number of Districts	41	43	42	44	43	45
Number of Schools	48	51	52	53	57	60
Number of Students	7,763	13,451	14,951	16,826	13,859	14,987

3. Demographics

Table A3.1

Gender of Sample

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Male	49.3	49.6	49.0	49.9	49.0	50.2
Female	50.7	50.4	51.0	50.1	51.0	49.8

Question HS/MS A.3: What is your sex?

Table A3.2

Hispanic or Latino

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	45.3	44.9	46.6	45.1	48.6	46.9
Yes	54.7	55.1	53.4	54.9	51.4	53.1

Question HS/MS A.5: Are you of Hispanic or Latino origin?

Table A3.3

Race

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
American Indian or Alaska Native	3.5	2.6	3.4	3.3	3.6	3.3
Asian	12.6	12.7	12.0	12.6	13.3	13.9
Black or African American	8.7	6.9	8.7	7.5	8.5	7.8
Native Hawaiian or Pacific Islander	1.8	1.3	2.1	1.8	2.4	2.1
White	35.6	33.3	36.8	35.6	40.9	38.3
Mixed (two or more) races	37.9	43.2	37.0	39.1	31.4	34.7

Question HS/MS A.6: What is your race?

Table A3.4
Living Situation

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
A home with one or more parents or guardian	na	87.7	90.9	90.3	91.8	91.9
Other relative's home	na	2.3	1.9	2.0	1.7	1.8
A home with more than one family	na	4.3	3.3	4.0	3.4	3.7
Friend's home	na	0.2	0.4	0.4	0.6	0.3
Foster home, group care, or waiting placement	na	0.3	0.5	0.4	0.4	0.3
Hotel or motel	na	0.2	0.2	0.2	0.2	0.2
Shelter, car, campground, or other transitional or temporary housing	na	0.4	0.5	0.3	0.5	0.3
Other living arrangement	na	4.6	2.3	2.4	1.3	1.5

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

Note: na—Not asked.

Table A3.5
Highest Education of Parents

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Did not finish high school	9.7	8.7	13.4	15.9	15.8	19.4
Graduated from high school	13.3	13.0	16.7	17.2	19.0	18.9
Attended college but did not complete four-year degree	9.8	10.3	14.3	12.6	16.4	14.7
Graduated from college	37.3	40.3	39.1	37.8	38.4	35.9
Don't know	29.8	27.7	16.4	16.4	10.4	11.1

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

Table A3.6
Free or Reduced-price Meals Eligibility

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	na	37.3	na	40.5	na	42.5
Yes	na	46.9	na	48.7	na	51.1
Don't Know	na	15.8	na	10.8	na	6.5

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

Note: na—Not asked.

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	na	65.1	na	76.4	na	86.6
Yes	na	2.2	na	2.3	na	2.1
Don't Know	na	32.8	na	21.3	na	11.3

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

Note: na—Not asked.

Table A3.8*Language Spoken at Home*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
English	na	62.7	na	61.6	na	62.1
Spanish	na	29.4	na	31.0	na	29.9
Mandarin	na	0.7	na	0.8	na	1.0
Cantonese	na	0.4	na	0.8	na	0.7
Taiwanese	na	0.1	na	0.1	na	0.1
Tagalog	na	1.0	na	1.1	na	1.3
Vietnamese	na	1.4	na	0.9	na	1.0
Korean	na	0.7	na	0.5	na	0.5
Other	na	3.6	na	3.2	na	3.3

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

Note: na—Not asked.

Table A3.9
English Language Proficiency – All Students

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
How well do you... understand English?						
Very well	na	89.1	na	89.3	na	90.8
Well	na	10.0	na	9.7	na	8.3
Not well	na	0.7	na	0.8	na	0.6
Not at all	na	0.2	na	0.2	na	0.3
speak English?						
Very well	na	83.5	na	84.4	na	86.4
Well	na	14.7	na	13.5	na	11.9
Not well	na	1.5	na	1.6	na	1.4
Not at all	na	0.3	na	0.5	na	0.4
read English?						
Very well	na	80.9	na	82.4	na	84.8
Well	na	16.4	na	15.5	na	13.4
Not well	na	2.3	na	1.8	na	1.4
Not at all	na	0.3	na	0.3	na	0.3
write English?						
Very well	na	76.9	na	78.7	na	81.1
Well	na	19.9	na	18.5	na	16.6
Not well	na	2.8	na	2.4	na	2.0
Not at all	na	0.4	na	0.4	na	0.4
English Language Proficiency Status*						
Proficient	na	79.1	na	80.9	na	83.4
Not proficient	na	20.9	na	19.1	na	16.6

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

Notes: na—Not asked.

**English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" (average item response > 3.5) or "Not Proficient" (average item response ≤ 3.5) based on the English language proficiency scale.*

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
How well do you... understand English?						
Very well	na	80.1	na	81.0	na	82.5
Well	na	18.1	na	16.7	na	15.6
Not well	na	1.5	na	1.9	na	1.5
Not at all	na	0.3	na	0.5	na	0.5
speak English?						
Very well	na	71.2	na	72.8	na	74.7
Well	na	26.1	na	23.5	na	22.0
Not well	na	2.4	na	3.0	na	2.8
Not at all	na	0.4	na	0.8	na	0.5
read English?						
Very well	na	68.7	na	70.8	na	73.1
Well	na	26.7	na	25.0	na	23.6
Not well	na	4.2	na	3.5	na	2.8
Not at all	na	0.4	na	0.7	na	0.5
write English?						
Very well	na	64.6	na	66.6	na	68.5
Well	na	30.2	na	28.0	na	27.1
Not well	na	4.6	na	4.6	na	3.8
Not at all	na	0.6	na	0.7	na	0.7
English Language Proficiency Status*						
Proficient	na	65.9	na	68.6	na	71.1
Not proficient	na	34.1	na	31.4	na	28.9

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: na—Not asked.

**English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" (average item response > 3.5) or "Not Proficient" (average item response ≤ 3.5) based on the English language proficiency scale.*

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
0 days	na	76.1	na	75.2	na	74.4
1 day	na	4.4	na	4.2	na	4.5
2 days	na	4.4	na	4.5	na	5.3
3 days	na	3.3	na	3.4	na	3.7
4 days	na	2.8	na	2.8	na	2.6
5 days	na	9.1	na	9.9	na	9.4

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?

Note: na—Not asked.

Table A3.12*Military Connections*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	87.6	90.3	91.9	92.8	94.4	95.4
Yes	6.1	5.2	5.1	4.3	3.9	3.1
Don't Know	6.3	4.6	3.0	2.9	1.7	1.5

Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Table A3.13*Sexual Orientation and Gender Identification*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Heterosexual (straight)	75.7	75.0	85.6	82.4	87.8	84.8
Gay or Lesbian or Bisexual	3.5	4.7	6.4	8.3	7.2	8.5
Transgender	1.1	0.9	1.4	1.6	1.6	1.6
Not Sure	10.8	11.2	5.3	6.5	4.2	5.0
Decline to respond	14.5	14.0	6.1	7.4	4.7	6.1

Question HS A.118/MS A.108: Which of the following best describes you? (Mark All That Apply.)

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

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Mostly A's	22.5	24.5	18.7	21.1	15.3	15.4
A's and B's	33.2	36.7	31.0	31.7	30.7	32.2
Mostly B's	6.7	6.5	8.0	7.1	10.9	9.5
B's and C's	21.0	19.0	21.8	21.4	24.1	24.0
Mostly C's	4.2	3.5	5.9	5.5	7.6	6.9
C's and D's	7.8	6.8	9.4	8.9	8.1	8.9
Mostly D's	1.6	1.3	2.1	1.8	1.6	1.7
Mostly F's	3.0	1.8	3.0	2.5	1.7	1.4

Question HS/MS A.18: 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	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
0 times	70.3	74.3	65.1	66.8	50.3	54.5
1-2 times	14.8	13.3	15.5	15.1	18.3	17.7
A few times	11.3	9.8	12.6	12.5	19.0	17.7
Once a month	1.2	1.1	2.0	1.7	4.4	3.1
Once a week	0.7	0.5	1.4	1.2	3.2	2.8
More than once a week	1.6	0.9	3.3	2.8	4.8	4.1

Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?

Table A4.3*Reasons for Absence, Past 30 Days*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Does not apply, I didn't miss any school	41.7	44.7	37.7	38.1	30.9	30.8
Illness (feeling physically sick), including problems with breathing or your teeth	41.0	42.2	43.7	46.7	47.5	51.7
Felt very sad, hopeless, anxious, stressed or angry	6.0	5.3	9.5	9.6	13.1	14.4
Didn't get enough sleep	6.4	6.2	10.7	11.5	18.3	19.9
Didn't feel safe at school	1.5	1.5	1.4	2.5	1.4	2.3
Had to work	0.7	0.8	0.8	1.0	1.6	1.9
Had to take care of or help a family member or friend	4.7	4.4	4.4	5.6	6.2	7.1
Wanted to spend time with friends who don't go to your school	1.2	0.8	2.0	1.3	3.7	2.4
Wanted to use alcohol or drugs	1.0	0.4	1.7	1.2	3.1	2.2
Were behind in schoolwork or weren't prepared for a test or class assignment	2.7	2.2	6.5	6.4	14.2	14.8
Were bored with or uninterested in school	2.6	1.7	5.3	4.4	9.8	8.2
Were suspended	2.5	1.5	1.6	1.7	1.3	1.2
Other reason	15.1	14.9	13.8	14.2	14.3	14.0

Question HS/MS A.20: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

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

Table A4.4*School Environment Scales (Developmental Supports) Categorized High, Moderate, and Low*

	Grade 7		Grade 9		Grade 11		Table
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	
Total school supports							
High	32.8	38.4	26.0	26.3	30.8	29.3	
Moderate	53.1	50.1	54.0	54.7	52.3	52.3	
Low	14.1	11.5	20.0	19.0	16.9	18.4	
Caring adults in school							A4.6
High	32.7	38.1	27.0	27.3	33.9	32.0	
Moderate	52.8	50.6	54.8	56.5	53.0	54.0	
Low	14.5	11.3	18.1	16.2	13.2	13.9	
High expectations-adults in school							A4.7
High	52.6	56.4	41.3	40.9	43.8	41.1	
Moderate	39.4	37.2	47.2	49.2	46.5	48.7	
Low	8.0	6.4	11.6	9.9	9.8	10.2	
Meaningful participation at school							A4.8
High	14.5	17.8	12.2	12.6	14.5	14.0	
Moderate	54.0	53.2	49.8	49.9	48.4	47.8	
Low	31.4	29.0	38.0	37.5	37.2	38.2	

Note: Table numbers refer to tables with item-level results for the survey questions that comprise each scale. Respondents were categorized as being High, Moderate, and Low based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “Not at all true” (1), “A little true” (2), “Pretty much true” (3) and “Very much true” (4). Students were classified as “High” if their average question response was greater than 3; “Moderate” if their average question response was greater than or equal to 2 and less than or equal to 3; and “Low” if their average question response was less than 2.

Table A4.5*School Connectedness, Academic Motivation, and Parent Involvement Scales Categorized High, Moderate, and Low*

	Grade 7		Grade 9		Grade 11		Table
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	
School Connectedness							A4.9
High	51.1	60.2	44.2	45.5	42.8	42.1	
Moderate	39.8	32.1	44.7	43.4	45.4	45.4	
Low	9.1	7.6	11.1	11.1	11.8	12.5	
Academic Motivation							A4.10
High	37.8	46.0	27.1	33.2	24.5	28.1	
Moderate	43.3	39.3	46.5	45.0	46.6	46.9	
Low	18.8	14.7	26.4	21.8	28.9	25.0	
Parent Involvement in School							A4.11
High	na	46.2	na	28.6	na	24.7	
Moderate	na	40.3	na	47.8	na	46.7	
Low	na	13.5	na	23.7	na	28.6	

Notes: na—Not asked.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale. Respondents were categorized as being High, Moderate, and Low based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “Strongly disagree” (1), “Disagree” (2), “Neither disagree or agree” (3), “Agree” (4), and “Strongly agree” (5). The following thresholds were used to classify question averages into “High”, “Moderate,” and “Low” categories:

	<i>School Connectedness</i>	<i>Academic Motivation</i>	<i>Parent Involvement in School</i>
<i>High</i>	> 3.75	≥ 4	> 4.25
<i>Moderate</i>	≥ 2.5 and ≤ 3.75	≥ 3 and < 4	> 3.25 and ≤ 4.25
<i>Low</i>	< 2.5	< 3	≤ 3.25

Table A4.6*Caring Relationships Scale Questions*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Caring adults in school						
<i>Average Reporting “Very Much True”</i>	28.9	32.1	23.3	23.3	29.2	27.7
<i>Average Reporting “Pretty Much True” or “Very Much True”</i>	60.2	65.3	55.4	56.6	62.6	61.3
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>						
Not at all true	12.9	9.9	14.9	13.2	10.7	10.9
A little true	31.1	27.3	33.9	33.9	29.3	29.5
Pretty much true	30.8	35.3	31.6	33.1	32.4	32.9
Very much true	25.1	27.4	19.6	19.8	27.6	26.7
<i>who notices when I’m not there.</i>						
Not at all true	15.7	13.1	18.2	16.7	13.5	14.1
A little true	25.4	24.5	28.4	29.6	26.6	28.6
Pretty much true	31.5	31.8	31.0	31.3	32.5	32.3
Very much true	27.4	30.5	22.4	22.4	27.4	25.1
<i>who listens to me when I have something to say.</i>						
Not at all true	11.2	8.7	13.5	11.1	9.8	9.6
A little true	23.0	20.7	24.9	25.5	22.1	23.4
Pretty much true	31.6	32.3	33.8	35.5	35.3	35.5
Very much true	34.2	38.4	27.8	27.9	32.8	31.5

Question HS/MS A.34, 36, 38: At my school, there is a teacher or some other adult... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

Table A4.7*High Expectations Scale Questions*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
High expectations-adults in school						
<i>Average Reporting "Very much true"</i>	44.5	47.4	34.2	33.9	36.6	34.4
<i>Average Reporting "Pretty Much True" or "Very Much True"</i>	74.6	78.5	67.7	69.0	71.3	70.0
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>						
Not at all true	8.9	6.8	10.9	9.8	9.1	9.3
A little true	21.0	19.3	25.7	25.4	23.1	24.8
Pretty much true	34.7	35.1	35.5	37.6	36.7	37.8
Very much true	35.4	38.7	27.8	27.2	31.2	28.1
<i>who always wants me to do my best.</i>						
Not at all true	5.6	4.2	7.5	6.6	6.5	6.3
A little true	14.2	11.8	19.0	19.6	17.4	19.3
Pretty much true	26.9	28.1	33.4	34.4	34.2	35.3
Very much true	53.3	55.9	40.1	39.4	41.8	39.1
<i>who believes that I will be a success.</i>						
Not at all true	9.0	7.3	12.0	9.5	9.7	9.1
A little true	17.5	15.0	21.4	21.9	20.3	21.3
Pretty much true	28.7	30.0	31.9	33.5	33.1	33.6
Very much true	44.8	47.7	34.7	35.1	36.9	36.0

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Table A4.8*Meaningful Participation Scale Questions*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Meaningful participation at school						
<i>Average Reporting "Very much true"</i>	17.1	18.7	15.2	14.7	16.5	15.3
<i>Average Reporting "Pretty Much True" or "Very Much True"</i>	40.1	43.3	35.2	35.2	36.8	35.9
At school...						
I do interesting activities.						
Not at all true	14.5	13.4	19.1	19.4	19.8	20.4
A little true	27.5	27.0	27.4	29.8	28.0	29.2
Pretty much true	30.2	30.6	26.6	26.4	25.7	26.6
Very much true	27.8	29.0	27.0	24.3	26.5	23.7
I help decide things like class activities or rules.						
Not at all true	46.1	41.4	51.1	47.8	48.2	47.0
A little true	29.0	29.1	27.6	29.3	27.9	28.2
Pretty much true	15.4	18.1	13.7	14.7	14.7	15.3
Very much true	9.5	11.4	7.7	8.1	9.2	9.5
I do things that make a difference.						
Not at all true	27.6	23.9	33.1	32.1	31.1	32.2
A little true	34.8	35.4	36.3	36.5	34.6	35.3
Pretty much true	23.4	25.0	19.7	19.9	20.5	19.8
Very much true	14.2	15.7	10.9	11.6	13.8	12.8

Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

Table A4.9*School Connectedness Scale Questions*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
School Connectedness						
<i>Average Reporting “Strongly Agree”</i>	22.1	27.9	16.1	17.1	15.7	14.8
<i>Average Reporting “Agree” or “Strongly Agree”</i>	71.0	68.0	56.5	57.2	55.3	54.3
I feel close to people at this school.						
Strongly disagree	4.3	4.1	5.9	5.9	7.4	6.9
Disagree	6.0	5.2	8.0	8.0	9.4	10.1
Neither disagree nor agree	22.4	21.3	24.4	24.6	24.9	26.3
Agree	45.1	44.0	42.9	41.9	39.5	39.1
Strongly agree	22.2	25.4	18.9	19.6	18.7	17.6
I am happy to be at this school.						
Strongly disagree	6.4	5.3	7.4	6.8	7.6	8.2
Disagree	6.8	5.0	7.2	7.6	8.6	8.9
Neither disagree nor agree	20.6	17.8	24.3	25.2	27.5	28.2
Agree	40.1	39.2	40.8	40.7	38.7	39.3
Strongly agree	26.1	32.7	20.3	19.7	17.6	15.3
I feel like I am part of this school.						
Strongly disagree	6.7	5.4	7.5	6.9	8.8	8.3
Disagree	9.4	7.5	10.7	10.2	11.5	11.2
Neither disagree nor agree	25.7	22.3	30.5	30.1	30.7	31.5
Agree	38.8	39.1	37.6	37.4	35.3	35.9
Strongly agree	19.4	25.8	13.7	15.4	13.7	13.1
The teachers at this school treat students fairly.						
Strongly disagree	9.0	6.1	8.7	7.0	7.0	7.0
Disagree	11.8	8.6	13.0	10.7	12.9	11.8
Neither disagree nor agree	24.8	21.7	30.0	27.9	30.4	29.3
Agree	36.0	37.9	37.4	39.9	39.2	39.9
Strongly agree	18.4	25.8	11.0	14.5	10.5	12.0
I feel safe in my school.						
Strongly disagree	5.6	5.1	5.7	6.0	4.8	5.5
Disagree	8.0	5.9	7.5	8.6	6.1	7.0
Neither disagree nor agree	22.5	19.0	26.8	28.4	26.1	27.9
Agree	39.5	40.2	43.7	40.7	44.9	43.4
Strongly agree	24.4	29.8	16.4	16.4	18.1	16.2

Question HS/MS A.21-25: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Table A4.10*Academic Motivation Scale Questions*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Academic Motivation						
<i>Average Reporting "Strongly Agree"</i>	37.5	44.5	28.1	33.1	25.5	28.4
<i>Average Reporting "Agree" or "Strongly Agree"</i>	75.0	80.1	68.1	73.0	66.3	70.3
I try hard to make sure that I am good at my schoolwork.						
Strongly disagree	2.8	2.5	3.1	3.1	3.1	3.0
Disagree	2.8	2.0	4.0	3.5	4.4	4.0
Neither disagree nor agree	11.6	8.7	16.7	13.5	17.6	15.2
Agree	36.1	33.7	41.2	40.6	42.4	44.6
Strongly agree	46.8	53.1	34.9	39.5	32.5	33.1
I try hard at school because I am interested in my work.						
Strongly disagree	5.5	4.5	5.6	5.2	5.7	5.7
Disagree	8.8	7.0	11.6	9.7	12.1	10.6
Neither disagree nor agree	25.6	21.2	29.0	25.4	29.0	26.4
Agree	36.2	36.3	34.1	35.7	35.1	36.4
Strongly agree	23.9	31.0	19.7	23.9	18.1	20.9
I work hard to try to understand new things at school.						
Strongly disagree	3.9	3.2	3.8	3.7	3.7	3.4
Disagree	4.3	3.0	6.1	4.6	6.5	5.5
Neither disagree nor agree	16.5	13.7	22.1	18.4	24.1	20.2
Agree	42.1	38.7	43.7	43.2	43.1	44.8
Strongly agree	33.2	41.3	24.3	30.1	22.5	26.1
I am always trying to do better in my schoolwork.						
Strongly disagree	3.3	2.7	3.6	3.5	3.5	3.2
Disagree	2.8	1.9	4.4	3.0	5.4	3.9
Neither disagree nor agree	12.4	9.2	17.6	14.4	19.6	17.4
Agree	35.5	33.4	40.7	40.0	42.3	42.1
Strongly agree	46.0	52.8	33.7	39.2	29.1	33.5

Question HS/MS A.30-33: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

Table A4.11*Parent Involvement Scale Questions*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Parent Involvement in School						
<i>Average Reporting “Strongly Agree”</i>	na	23.4	na	11.8	na	9.3
<i>Average Reporting “Agree” or “Strongly Agree”</i>	na	60.9	na	44.6	na	40.1
Teachers at this school communicate with parents about what students are expected to learn in class.						
Strongly disagree	na	4.5	na	7.1	na	8.8
Disagree	na	7.8	na	14.2	na	16.8
Neither disagree nor agree	na	22.9	na	32.8	na	34.7
Agree	na	39.1	na	33.8	na	30.7
Strongly agree	na	25.7	na	12.1	na	9.0
Parents feel welcome to participate at this school.						
Strongly disagree	na	4.0	na	5.3	na	6.1
Disagree	na	6.1	na	8.6	na	10.1
Neither disagree nor agree	na	29.7	na	41.4	na	42.6
Agree	na	38.1	na	33.4	na	31.9
Strongly agree	na	22.2	na	11.3	na	9.3
School staff takes parent concerns seriously.						
Strongly disagree	na	5.2	na	7.3	na	8.9
Disagree	na	7.7	na	11.2	na	13.4
Neither disagree nor agree	na	29.2	na	38.2	na	38.5
Agree	na	35.4	na	31.3	na	29.8
Strongly agree	na	22.4	na	12.0	na	9.5

Question HS/MS A.27-29: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

Note: na—Not asked.

Table A4.12*Quality of School Physical Environment*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
My school is usually clean and tidy.						
Strongly disagree	na	8.5	na	10.4	na	11.4
Disagree	na	14.9	na	18.1	na	19.4
Neither disagree or agree	na	26.6	na	31.4	na	30.7
Agree	na	34.7	na	31.1	na	30.7
Strongly agree	na	15.3	na	9.2	na	7.8

Question HS/MS A.26: How strongly do you agree or disagree with the following statement?... My school is usually clean and tidy.

Note: na—Not asked.

5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Very safe	19.7	24.8	16.0	15.6	21.3	18.2
Safe	43.4	45.1	44.1	43.1	43.2	42.0
Neither safe nor unsafe	27.9	23.4	32.7	33.3	29.2	32.8
Unsafe	5.1	4.0	4.2	5.0	3.8	4.3
Very unsafe	4.0	2.7	2.9	3.0	2.5	2.8

Question HS A.89/MS A.79: How safe do you feel when you are at school?

Table A5.2*Reasons for Harassment on School Property, Past 12 Months*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Race, ethnicity, or national origin						
0 times	81.9	85.2	81.6	85.5	84.9	86.5
1 time	7.8	7.0	7.3	6.2	5.2	5.3
2 or more times	10.3	7.8	11.0	8.3	9.9	8.2
Religion						
0 times	91.0	93.5	90.3	92.6	91.2	92.3
1 time	4.6	3.6	4.3	3.5	3.3	3.4
2 or more times	4.4	3.0	5.4	3.9	5.5	4.3
Gender (being male or female)						
0 times	92.1	92.4	91.6	92.2	92.5	92.0
1 time	3.3	3.6	3.5	3.6	3.0	3.4
2 or more times	4.6	4.0	4.9	4.2	4.5	4.6
Because you are gay or lesbian or someone thought you were						
0 times	89.7	91.0	90.3	91.7	92.7	93.3
1 time	4.3	4.0	3.6	3.3	2.5	2.6
2 or more times	6.0	5.1	6.1	5.0	4.8	4.1
A physical or mental disability						
0 times	94.6	96.6	94.4	95.6	94.9	96.0
1 time	2.5	1.6	2.3	1.8	1.8	1.6
2 or more times	2.9	1.8	3.4	2.5	3.3	2.4
Any of the above five bias-related reasons	29.7	24.8	28.6	24.1	24.3	22.6
Any other reason						
0 times	75.3	79.4	76.5	82.0	82.6	85.5
1 time	8.0	7.6	7.2	6.3	5.2	4.8
2 or more times	16.7	13.1	16.2	11.7	12.2	9.7
Any harassment	39.5	33.6	37.6	31.0	30.5	27.7

Question HS A.105-110/MS A.96-101: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

Table A5.3*Verbal Harassment at School, Past 12 Months*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
<i>During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you?</i>						
0 times	57.1	62.0	64.3	67.5	67.9	69.6
1 time	18.9	17.7	15.1	15.0	13.1	12.9
2 to 3 times	11.2	9.8	10.3	9.0	10.1	9.3
4 or more times	12.8	10.5	10.3	8.5	8.8	8.2
<i>had sexual jokes, comments, or gestures made to you?</i>						
0 times	65.8	70.7	61.5	68.8	64.5	70.2
1 time	11.5	11.3	11.1	10.2	8.7	8.7
2 to 3 times	7.7	7.0	10.0	8.2	9.5	8.6
4 or more times	14.9	11.1	17.4	12.8	17.4	12.5
<i>been made fun of because of your looks or the way you talk?</i>						
0 times	61.3	65.8	63.4	69.1	68.5	72.4
1 time	14.0	14.1	12.7	11.9	10.0	10.3
2 to 3 times	9.6	8.0	9.9	8.1	8.9	7.7
4 or more times	15.1	12.2	14.0	11.0	12.5	9.6
<i>been made fun of, insulted, or called names?</i>						
0 times	52.0	58.1	58.5	66.2	66.4	71.5
1 time	15.9	15.7	13.2	11.4	9.3	9.3
2 to 3 times	11.0	9.6	10.6	8.8	9.0	7.8
4 or more times	21.2	16.5	17.8	13.6	15.3	11.4

Question HS A.93-95, 104/MS A.84-86, 95: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
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	66.3	69.4	76.3	79.9	84.1	85.9
1 time	14.9	14.2	10.7	9.6	7.6	7.2
2 to 3 times	8.8	8.1	6.8	5.6	4.4	3.5
4 or more times	9.9	8.3	6.3	4.9	3.8	3.3
been afraid of being beaten up?						
0 times	80.1	80.4	84.6	85.6	89.5	91.5
1 time	10.3	11.0	8.6	8.6	5.8	4.8
2 to 3 times	4.6	4.2	3.4	3.1	2.3	2.0
4 or more times	4.9	4.4	3.4	2.8	2.4	1.7
been in a physical fight?						
0 times	82.5	85.9	86.4	89.3	89.2	92.1
1 time	9.0	8.3	6.7	6.2	5.4	4.3
2 to 3 times	4.7	3.5	3.5	2.6	2.8	1.9
4 or more times	3.8	2.3	3.5	1.9	2.6	1.7
been threatened with harm or injury?						
0 times	84.4	88.6	87.4	90.6	90.4	93.1
1 time	7.8	6.3	5.8	5.1	4.2	3.4
2 to 3 times	3.8	2.9	3.0	2.3	2.4	1.8
4 or more times	4.0	2.2	3.7	2.0	3.0	1.7
been threatened or injured with a weapon (gun, knife, club, etc.)?						
0 times	93.9	95.7	93.3	95.2	94.9	96.4
1 time	3.4	2.6	3.3	2.9	2.2	1.9
2 to 3 times	1.4	0.8	1.6	1.1	1.2	0.7
4 or more times	1.3	0.9	1.9	0.8	1.6	1.0
been offered, sold, or given an illegal drug?						
0 times	88.5	92.7	75.2	79.8	71.9	77.0
1 time	5.6	4.3	10.3	9.3	9.6	8.9
2 to 3 times	2.6	1.5	6.7	5.3	7.9	6.4
4 or more times	3.2	1.4	7.8	5.7	10.6	7.7

Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Had your property stolen or deliberately damaged						
0 times	76.8	80.3	78.2	83.0	81.8	84.8
1 time	13.0	11.7	12.6	10.4	10.6	9.6
2 to 3 times	5.7	4.6	5.4	3.9	4.5	3.4
4 or more times	4.6	3.5	3.8	2.8	3.1	2.3
Damaged school property on purpose						
0 times	91.6	94.5	90.2	93.8	92.3	94.7
1 time	4.7	3.7	4.9	3.4	3.7	2.8
2 to 3 times	1.7	1.0	2.5	1.6	1.8	1.2
4 or more times	2.0	0.8	2.4	1.2	2.2	1.3

Question HS A.96, 98/MS A.87, 89: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Carried a gun						
0 times	97.0	98.4	96.2	98.0	96.7	98.1
1 time	1.2	0.8	1.3	0.8	1.1	0.7
2 to 3 times	0.6	0.3	0.8	0.5	0.7	0.3
4 or more times	1.2	0.4	1.6	0.7	1.5	0.9
Carried any other weapon (such as a knife or club)						
0 times	93.3	96.0	92.2	94.5	92.6	95.0
1 time	3.3	2.2	3.1	2.5	2.8	1.9
2 to 3 times	1.3	0.6	1.7	1.2	1.4	1.0
4 or more times	2.1	1.2	3.0	1.8	3.2	2.0
Seen someone carrying a gun, knife, or other weapon						
0 times	79.3	84.6	79.3	84.2	82.5	87.0
1 time	12.8	10.6	10.5	8.5	8.0	6.2
2 to 3 times	3.8	2.7	5.3	4.4	4.9	3.6
4 or more times	4.2	2.1	5.0	2.9	4.7	3.2

Question HS A.99, 100, 102/MS A.90, 91, 93: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7		Grade 9		Grade 11		Table
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	17.8	12.8	39.6	32.3	56.9	48.2	A6.3
Current alcohol or drugs	11.2	7.2	24.3	19.7	35.2	29.4	A6.4
Current heavy drug use	4.1	1.8	10.3	6.8	14.8	11.3	A6.4
Current heavy alcohol use (binge drinking)	3.4	1.2	9.6	6.0	17.6	11.6	A6.4
Current alcohol or drug use on school property	4.9	2.8	8.5	7.1	9.3	7.0	A6.9

Table A6.2

Summary of AOD Lifetime Use

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Alcohol	13.3	9.3	32.3	26.5	51.7	42.9
Marijuana	7.9	4.2	23.1	17.4	37.9	31.9
Inhalants	7.0	3.2	7.7	5.2	8.7	5.0
Cocaine, Methamphetamine, or any amphetamines	na	na	3.7	2.3	6.4	3.8
Ecstasy, LSD, or other psychedelics	na	na	4.7	3.1	9.0	5.3
Prescription pain killers, Diet Pills, or other prescription stimulant	na	na	16.8	12.8	21.8	16.3

Note: na—Not asked of middle school students.

Table A6.3*Lifetime AOD Use*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Alcohol (one full drink)						
0 times	86.7	90.7	67.7	73.5	48.3	57.1
1 time	5.2	4.8	7.9	7.4	7.6	7.4
2 to 3 times	3.9	2.6	9.0	7.5	11.1	9.9
4 or more times	4.3	1.9	15.4	11.6	33.0	25.6
Marijuana						
0 times	92.1	95.8	76.9	82.6	62.1	68.1
1 time	2.4	1.8	5.1	4.0	5.7	5.4
2 to 3 times	1.8	1.0	4.5	4.0	7.0	6.0
4 or more times	3.7	1.4	13.5	9.4	25.1	20.5
Inhalants (to get “high”)						
0 times	93.0	96.8	92.3	94.8	91.3	95.0
1 time	3.0	1.5	2.4	1.9	2.6	1.8
2 to 3 times	1.6	0.9	2.4	1.7	2.5	1.4
4 or more times	2.4	0.8	2.8	1.6	3.6	1.8
Cocaine, Methamphetamine, or any amphetamines						
0 times	na	na	96.3	97.7	93.6	96.2
1 time	na	na	1.0	1.0	1.7	1.4
2 to 3 times	na	na	0.9	0.6	1.6	1.0
4 or more times	na	na	1.9	0.7	3.0	1.3
Ecstasy, LSD, or other psychedelics						
0 times	na	na	95.3	96.9	91.0	94.7
1 time	na	na	1.6	1.2	2.9	2.1
2 to 3 times	na	na	1.3	1.0	2.7	1.8
4 or more times	na	na	1.9	0.9	3.4	1.4
Any other drug, or pill, or medicine to get “high” or for other than medical reasons						
0 times	na	97.3	90.8	93.5	88.9	92.8
1 time	na	1.1	2.4	1.9	2.4	1.8
2 to 3 times	na	0.7	2.5	1.9	2.9	2.2
4 or more times	na	0.8	4.4	2.7	5.7	3.2
Any of the above AOD use	17.8	12.8	39.6	32.3	56.9	48.2

Question HS A.46-49, 51, 56/MS A.47-49, 51: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

Note: na—Not asked.

Table A6.3*Lifetime AOD Use - Continued*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Prescription pain medication, tranquilizers, or sedatives						
0 times	na	na	88.1	91.2	83.2	87.8
1 time	na	na	3.6	2.9	3.9	3.3
2 to 3 times	na	na	3.4	2.7	4.8	3.9
4 or more times	na	na	5.0	3.2	8.2	4.9
Diet Pills						
0 times	na	na	92.3	94.2	92.6	95.2
1 time	na	na	1.6	1.4	1.5	1.2
2 to 3 times	na	na	1.6	1.3	1.5	1.0
4 or more times	na	na	4.5	3.1	4.3	2.6
Ritalin™ or Adderall™ or other prescription stimulant						
0 times	na	na	95.0	96.5	91.5	94.4
1 time	na	na	1.2	1.0	1.9	1.5
2 to 3 times	na	na	1.3	0.9	2.1	1.6
4 or more times	na	na	2.5	1.5	4.5	2.6
Cold/Cough Medicines or other over- the-counter medicines						
0 times	na	na	56.4	68.2	56.5	69.2
1 time	na	na	5.3	4.9	4.6	4.4
2 to 3 times	na	na	8.3	7.0	7.7	7.2
4 or more times	na	na	30.1	19.9	31.2	19.2

Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

Note: na—Not asked of middle school students.

Table A6.4*Current AOD Use, Past 30 Days*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Alcohol (at least one drink)	8.2	5.1	18.6	14.6	29.1	22.5
Binge drinking (5 or more drinks in a row)	3.4	1.2	9.6	6.0	17.6	11.6
Marijuana	5.0	2.3	13.4	9.5	20.1	16.7
Inhalants	3.3	1.1	3.6	2.0	3.8	1.8
Prescription medications to get “high” or for reasons other than prescribed	na	na	4.8	3.5	6.0	4.4
Other drug, pill, or medicine to get “high” or for other than medical reasons	2.8	1.5	4.2	2.9	5.0	2.9
Any drug use	6.8	3.7	15.6	11.8	21.9	18.6
Heavy drug use*	4.1	1.8	10.3	6.8	14.8	11.3
Any AOD Use	11.2	7.2	24.3	19.7	35.2	29.4
Two or more drugs at the same time	na	na	5.7	3.3	9.5	6.1

Question HS A.63-69/MS A.58-62: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription medications to get “high” or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: na—Not asked of middle school students.

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

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Alcohol (at least one drink)						
0 days	91.8	94.9	81.4	85.4	70.9	77.5
1 or 2 days	5.5	4.4	11.7	10.6	16.6	14.8
3 to 9 days	1.0	0.5	3.6	2.4	7.8	5.3
10 to 19 days	0.5	0.1	1.5	0.8	2.2	1.4
20 or more days	1.2	0.2	1.8	0.8	2.5	1.1
Binge drinking (5 or more drinks in a row)						
0 days	96.6	98.8	90.4	94.0	82.4	88.4
1 or 2 days	1.7	0.9	5.0	3.9	9.5	6.8
3 to 9 days	0.5	0.2	2.2	1.1	4.8	3.1
10 to 19 days	0.4	0.1	1.0	0.5	1.4	0.9
20 or more days	0.8	0.1	1.4	0.5	1.9	0.8
Marijuana						
0 days	95.0	97.7	86.6	90.5	79.9	83.3
1 or 2 days	2.3	1.4	5.8	4.6	7.8	7.4
3 to 9 days	0.8	0.5	2.9	2.1	4.4	3.5
10 to 19 days	0.5	0.2	1.7	1.0	2.6	1.8
20 or more days	1.5	0.3	3.0	1.8	5.3	3.9

Question HS A.63-65/MS A.58-60: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

Table A6.6*Lifetime Drunk or "High"*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Very drunk or sick after drinking alcohol						
0 times	95.0	97.3	83.6	88.2	69.0	76.7
1 or 2 times	3.1	2.0	9.6	7.2	15.6	13.1
3 to 6 times	0.8	0.5	3.6	2.7	7.5	5.5
7 or more times	1.0	0.2	3.3	1.9	7.9	4.7
"High" (loaded, stoned, or wasted) from using drugs						
0 times	93.0	96.7	80.0	85.2	66.5	72.8
1 or 2 times	3.2	1.9	7.2	5.9	8.9	7.9
3 to 6 times	1.5	0.6	4.3	3.1	6.3	5.2
7 or more times	2.3	0.8	8.5	5.8	18.4	14.0
Very drunk or "high" 7 or more times	2.7	0.9	9.2	6.3	19.9	15.4

Question HS A.57, 58/MS A.52, 53: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?

Table A6.7
Cessation Attempts

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Alcohol						
Does not apply, don't use	na	na	82.0	86.0	69.7	77.2
0 times	na	na	12.0	9.9	22.7	17.5
1 time	na	na	3.4	2.3	4.5	3.1
2 to 3 times	na	na	1.5	1.0	1.9	1.2
4 or more times	na	na	1.1	0.9	1.2	1.0
Marijuana						
Does not apply, don't use	na	na	82.3	86.1	72.3	77.9
0 times	na	na	9.6	8.1	16.6	13.9
1 time	na	na	3.9	2.7	5.9	4.3
2 to 3 times	na	na	2.2	1.7	3.2	2.1
4 or more times	na	na	1.9	1.3	2.0	1.8

Question HS A.86, 87: How many times have you tried to quit or stop using... alcohol... marijuana?

Note: na—Not asked of middle school students.

Table A6.8
Drinking While Driving, Lifetime

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking						
Never	na	na	85.4	89.0	80.7	86.5
1 time	na	na	4.5	3.6	6.5	4.6
2 times	na	na	3.5	2.7	4.6	3.3
3 to 6 times	na	na	3.3	2.2	4.0	2.9
7 or more times	na	na	3.4	2.5	4.3	2.6
Have ridden in a car driven by someone who had been drinking						
Never	65.0	71.0	na	na	na	na
1 time	11.4	11.6	na	na	na	na
2 times	7.4	6.3	na	na	na	na
3 to 6 times	6.5	4.7	na	na	na	na
7 or more times	9.7	6.5	na	na	na	na

Question HS A.88/MS A.78: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Note: na—Not asked of middle/high school students.

Table A6.9*Current AOD Use on School Property, Past 30 Days*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Alcohol						
0 days	96.8	98.3	94.3	95.8	94.4	96.2
1 to 2 days	2.2	1.3	3.4	2.9	3.2	2.7
3 or more days	1.0	0.4	2.3	1.3	2.5	1.1
Marijuana						
0 days	97.2	98.9	94.1	95.7	93.3	95.3
1 to 2 days	1.4	0.7	2.8	2.2	3.0	2.3
3 or more days	1.4	0.4	3.1	2.1	3.8	2.4
Any other drug, pill, or medicine to get “high” or for other than medical reasons?						
0 days	98.0	98.8	96.5	97.4	96.1	97.7
1 to 2 days	1.2	0.8	1.6	1.5	1.6	1.3
3 or more days	0.9	0.4	1.9	1.1	2.2	1.0
Any of the above	4.9	2.8	8.5	7.1	9.3	7.0

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get “high” or for other than medical reasons?

Table A6.10*Lifetime Drunk or “High” on School Property*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
0 times	96.2	98.3	89.5	91.8	82.1	86.5
1 to 2 times	2.2	1.2	5.0	4.3	7.7	6.2
3 to 6 times	0.6	0.3	2.5	1.7	3.9	3.2
7 or more times	1.0	0.1	3.0	2.1	6.3	4.1

Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

Table A6.11*Perceived Harm and Availability*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Perceived Harm of Use...						
Alcohol – drink occasionally						
Great	26.6	29.3	31.5	30.9	30.4	30.6
Moderate	23.7	24.2	27.0	27.4	25.7	27.7
Slight	23.5	20.7	26.2	24.1	29.5	25.8
None	26.2	25.9	15.3	17.6	14.4	15.9
Alcohol – 5 or more drinks once or twice a week						
Great	44.7	48.6	54.7	53.9	55.5	54.6
Moderate	21.6	18.7	24.2	22.4	25.5	24.9
Slight	9.9	7.7	9.5	8.8	10.0	9.3
None	23.9	24.9	11.5	14.9	8.9	11.2
Marijuana – smoke occasionally						
Great	41.7	42.5	38.1	36.4	31.3	30.0
Moderate	22.3	21.2	24.1	24.4	20.2	21.2
Slight	10.7	10.3	18.3	17.3	22.8	22.2
None	25.3	26.0	19.5	21.8	25.7	26.6
Marijuana – smoke once or twice a week						
Great	49.2	50.2	47.8	45.9	39.5	37.2
Moderate	16.8	16.0	20.6	20.8	21.1	21.9
Slight	8.5	7.8	13.4	13.0	17.3	17.5
None	25.5	26.0	18.2	20.3	22.1	23.4
Perceived Difficulty of Obtaining...						
Alcohol						
Very difficult	13.7	16.5	7.4	7.7	4.9	6.0
Fairly difficult	10.3	12.2	8.6	8.5	7.1	6.6
Fairly easy	14.7	14.2	23.9	23.9	26.3	25.0
Very easy	14.2	10.9	31.7	28.7	42.5	40.2
Don't know	47.1	46.2	28.3	31.1	19.1	22.2
Marijuana						
Very difficult	19.3	23.0	8.7	8.8	5.0	5.6
Fairly difficult	9.6	10.2	7.7	8.0	4.4	4.8
Fairly easy	10.1	9.8	20.1	20.1	21.4	20.7
Very easy	12.1	9.0	33.7	30.5	48.6	45.9
Don't know	48.8	48.1	29.8	32.5	20.5	22.9

Question HS A.78-81, 83, 84/MS A.71-74, 76, 77: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7		Grade 9		Grade 11		Table
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	
Use Prevalence and Patterns							
Ever smoked a whole cigarette	3.5	1.6	10.5	7.0	18.5	12.0	A7.2
Current cigarette smoking [‡]	2.8	1.0	5.0	2.6	8.5	4.3	A7.3
Current cigarette smoking at school [‡]	1.6	0.6	2.6	1.3	3.3	1.3	A7.4
Ever tried smokeless tobacco	2.8	1.5	5.5	3.6	8.3	5.4	A7.2
Current smokeless tobacco use [‡]	1.9	0.7	3.2	1.5	3.9	1.7	A7.3
Current smokeless tobacco use at school [‡]	1.6	0.5	2.5	1.1	3.3	1.1	A7.4
Ever used electronic cigarettes or other vaping device	13.2	8.1	25.7	23.2	32.4	31.7	A7.2
Current use of electronic cigarettes or other vaping device [‡]	8.0	3.4	13.4	7.6	15.5	9.8	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	3.9	2.0	4.8	3.6	4.3	3.3	A7.4
Cessation Attempts							
Tried to quit or stop using cigarettes	na	na	3.7	2.4	5.9	3.5	A7.5
Attitudes and Correlates							
Occasional smoking great harm	34.2	34.5	39.4	38.6	41.6	42.1	A7.6
Smoking 1-2 packs per day great harm	62.1	59.9	72.8	67.7	77.9	73.5	A7.6
Very easy to obtain cigarettes	12.0	8.6	25.1	21.2	37.1	31.2	A7.6

Notes: na—Not asked of middle school students.

[‡]*Past 30 days.*

Table A7.2*Lifetime Tobacco Use*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
A cigarette, even one or two puffs						
0 times	92.4	96.0	na	na	na	na
1 time	3.3	2.3	na	na	na	na
2 to 3 times	2.1	0.9	na	na	na	na
4 or more times	2.1	0.7	na	na	na	na
A whole cigarette						
0 times	96.5	98.4	89.5	93.0	81.5	88.0
1 time	1.3	0.6	3.6	2.9	4.6	3.4
2 to 3 times	0.7	0.5	2.7	2.0	4.1	2.8
4 or more times	1.5	0.5	4.2	2.1	9.8	5.7
Smokeless tobacco						
0 times	97.2	98.5	94.5	96.4	91.7	94.6
1 time	1.2	0.7	1.8	1.6	2.4	1.9
2 to 3 times	0.5	0.5	1.4	1.0	2.1	1.3
4 or more times	1.1	0.2	2.3	1.0	3.8	2.2
An electronic cigarette or other vaping device						
0 times	86.8	91.9	74.3	76.8	67.6	68.3
1 time	4.4	3.7	6.7	6.8	6.5	7.1
2 to 3 times	3.0	2.2	6.0	6.4	7.4	8.3
4 or more times	5.8	2.2	13.0	10.0	18.5	16.3

Question HS A.43-45/MS A.43-46: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

Note: na—Not asked of high school students.

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Cigarettes						
Any	2.8	1.0	5.0	2.6	8.5	4.3
Daily (20 or more days)	0.7	0.0	1.0	0.3	1.9	0.8
Smokeless Tobacco						
Any	1.9	0.7	3.2	1.5	3.9	1.7
Daily (20 or more days)	0.6	0.1	0.9	0.1	1.2	0.3
Electronic cigarettes or other vaping device						
Any	8.0	3.4	13.4	7.6	15.5	9.8
Daily (20 or more days)	1.4	0.3	2.1	0.8	2.5	1.3

Question HS A.60-62/MS A.55-57: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Cigarettes						
0 days	98.4	99.4	97.4	98.7	96.7	98.7
1 or 2 days	0.8	0.4	1.3	0.9	1.4	0.6
3 to 9 days	0.3	0.1	0.5	0.2	0.6	0.2
10 to 19 days	0.1	0.0	0.2	0.1	0.2	0.1
20 or more days	0.5	0.0	0.7	0.2	1.0	0.3
Smokeless tobacco						
0 days	98.4	99.5	97.5	98.9	96.7	98.9
1 or 2 days	0.8	0.4	1.2	0.7	1.5	0.6
3 to 9 days	0.2	0.1	0.5	0.2	0.6	0.2
10 to 19 days	0.1	0.0	0.1	0.0	0.2	0.0
20 or more days	0.5	0.0	0.7	0.2	1.0	0.3
Electronic cigarettes or other vaping device						
0 days	96.1	98.0	95.2	96.4	95.7	96.7
1 or 2 days	2.3	1.4	2.7	2.2	2.1	1.7
3 to 9 days	0.4	0.3	0.9	0.6	0.6	0.7
10 to 19 days	0.3	0.1	0.3	0.3	0.4	0.3
20 or more days	0.9	0.2	0.8	0.4	1.1	0.6

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Table A7.5*Cigarette Smoking Cessation Attempts*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Does not apply, don't use	na	na	91.3	93.4	86.9	91.6
0 times	na	na	4.9	4.2	7.2	4.9
1 time	na	na	2.1	1.4	3.3	1.8
2 to 3 times	na	na	0.9	0.5	1.4	0.9
4 or more times	na	na	0.7	0.5	1.1	0.7

Question HS A.85: How many times have you tried to quit or stop using cigarettes?

Note: na—Not asked of middle school students.

Table A7.6*Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Perceived Harm of Use...						
Smoke cigarettes occasionally						
Great	34.2	34.5	39.4	38.6	41.6	42.1
Moderate	27.6	27.9	31.2	29.7	30.8	29.7
Slight	15.6	13.6	16.6	16.0	17.3	15.3
None	22.6	24.0	12.7	15.7	10.2	12.9
Smoke 1-2 packs of cigarettes a day						
Great	62.1	59.9	72.8	67.7	77.9	73.5
Moderate	10.2	10.6	10.8	11.2	9.2	10.0
Slight	4.6	4.8	4.5	5.3	3.9	4.7
None	23.1	24.8	12.0	15.7	9.1	11.9
Perceived Difficulty of Obtaining...						
Cigarettes						
Very difficult	14.1	17.2	7.8	8.6	5.1	6.7
Fairly difficult	10.5	13.0	9.2	10.3	6.7	8.8
Fairly easy	15.1	13.2	24.7	24.3	26.0	23.5
Very easy	12.0	8.6	25.1	21.2	37.1	31.2
Don't know	48.3	47.9	33.2	35.7	25.0	29.8

Question HS A.76, 77, 82/MS A.69, 70, 75: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

8. Other Physical and Mental Health Risks

Table A8.1
Cyber Bullying, Past 12 Months

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
0 times (never)	80.4	80.8	79.5	79.4	80.7	82.2
1 time	9.7	9.7	8.9	9.6	8.3	7.7
2 to 3 times	4.9	5.1	6.3	6.1	5.9	5.6
4 or more times	5.1	4.4	5.2	4.9	5.1	4.5

Question HS A.111/MS A.102: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., FacebookTM, InstagramTM, SnapchatTM, email, instant message)?

Table A8.2
Alone After School

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Never	46.5	46.6	na	na	na	na
1 day	15.4	15.8	na	na	na	na
2 days	9.7	9.8	na	na	na	na
3 days	7.4	6.5	na	na	na	na
4 days	3.7	3.5	na	na	na	na
5 days	17.4	17.9	na	na	na	na

Question MS A.80: In a normal week, how many days are you home after school for at least one hour without an adult there?

Note: na—Not asked of high school students.

Table A8.3
Eating of Breakfast

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	33.2	28.5	38.4	37.1	39.2	40.2
Yes	66.8	71.5	61.6	62.9	60.8	59.8

Question HS A.115/MS A.105: Did you eat breakfast today?

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	74.4	75.8	68.3	70.4	66.2	67.7
Yes	25.6	24.2	31.7	29.6	33.8	32.3

Question HS A.113/MS A.104: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	na	na	80.7	84.0	81.3	84.5
Yes	na	na	19.3	16.0	18.7	15.5

Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?

Note: na—Not asked of middle school students.

Table A8.6*Gang Involvement*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	93.7	95.2	93.6	95.2	93.7	95.3
Yes	6.3	4.8	6.4	4.8	6.3	4.7

Question HS A.112/MS A.103: Do you consider yourself a member of a gang?

9. Race/Ethnic Breakdowns

Table A9.1
School Supports and Engagement by Race/Ethnicity – 7th Grade

Percent of Students (%)	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
7th Grade, 2013-15							
School Environment							
Total school supports‡	28.5	24.7	28.7	31.5	28.2	33.1	28.7
Caring adults in school‡	27.1	24.1	27.3	27.0	24.4	32.9	27.0
High expectations-adults in school‡	42.7	36.0	41.5	46.0	41.1	48.4	43.4
Meaningful participation at school‡	15.8	13.8	17.4	21.2	19.1	18.3	15.7
School Connectedness†	20.9	18.3	22.4	18.0	17.0	25.7	20.7
Academic Motivation†	35.2	34.6	43.9	36.0	34.0	39.4	35.3
Parent Involvement in School†	na	na	na	na	na	na	na
7th Grade, 2015-17							
School Environment							
Total school supports‡	30.7	28.8	32.3	33.5	36.1	36.6	30.7
Caring adults in school‡	29.6	27.7	31.1	32.1	35.5	36.8	29.5
High expectations-adults in school‡	45.2	41.1	47.6	48.1	53.1	51.7	45.1
Meaningful participation at school‡	17.4	18.2	18.1	20.2	19.9	21.3	17.5
School Connectedness†	26.0	25.8	29.1	21.8	24.7	33.2	25.1
Academic Motivation†	41.7	40.2	51.6	39.0	45.5	48.5	41.1
Parent Involvement in School†	22.5	22.5	25.2	21.0	24.2	25.6	21.7

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.

†Average percent of respondents reporting “Strongly agree” across questions that make up each scale.

‡Average percent of respondents reporting “Very much true” across questions that make up each scale.

Table A9.2*School Supports and Engagement by Race/Ethnicity – 9th Grade*

Percent of Students (%)	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
9th Grade, 2013-15							
School Environment							
Total school supports‡	21.9	24.1	23.3	26.8	25.1	27.1	22.7
Caring adults in school‡	20.8	23.3	21.6	26.2	22.0	26.8	21.5
High expectations-adults in school‡	31.3	32.3	33.3	37.6	35.1	38.0	31.8
Meaningful participation at school‡	13.9	17.1	15.3	16.6	19.0	16.6	14.9
School Connectedness†	14.5	14.8	14.2	13.2	14.4	19.6	15.4
Academic Motivation†	26.0	27.2	34.2	29.5	28.0	29.2	25.5
Parent Involvement in School†	na	na	na	na	na	na	na
9th Grade, 2015-17							
School Environment							
Total school supports‡	21.7	22.3	23.1	29.5	26.1	27.1	21.7
Caring adults in school‡	21.0	21.8	21.1	28.8	21.8	27.3	20.8
High expectations-adults in school‡	31.4	30.2	33.1	39.4	34.8	37.5	31.2
Meaningful participation at school‡	12.7	14.8	15.0	20.3	21.5	16.5	13.1
School Connectedness†	14.9	14.8	17.4	15.9	17.7	21.1	15.1
Academic Motivation†	30.6	30.9	42.1	29.7	36.0	34.6	30.9
Parent Involvement in School†	11.0	11.3	13.4	13.2	13.3	12.7	11.0

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.

†Average percent of respondents reporting “Strongly agree” across questions that make up each scale.

‡Average percent of respondents reporting “Very much true” across questions that make up each scale.

Table A9.3*School Supports and Engagement by Race/Ethnicity – 11th Grade*

Percent of Students (%)	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
11th Grade, 2013-15							
School Environment							
Total school supports‡	25.3	26.0	24.8	28.0	23.9	30.9	26.4
Caring adults in school‡	27.1	27.9	25.2	28.0	23.9	33.7	28.4
High expectations-adults in school‡	34.3	35.1	33.3	36.4	32.4	41.0	35.1
Meaningful participation at school‡	14.6	15.4	16.2	19.3	16.3	18.1	15.9
School Connectedness†	14.4	15.3	13.0	13.1	10.9	19.2	15.0
Academic Motivation†	25.1	26.4	27.2	27.0	23.2	25.6	24.3
Parent Involvement in School†	na	na	na	na	na	na	na
11th Grade, 2015-17							
School Environment							
Total school supports‡	23.4	24.5	25.3	28.8	27.9	29.0	24.1
Caring adults in school‡	24.7	24.9	26.4	30.1	28.9	32.1	25.7
High expectations-adults in school‡	31.9	32.4	32.4	38.4	38.2	38.1	32.5
Meaningful participation at school‡	13.6	17.0	17.2	17.8	16.4	16.9	14.2
School Connectedness†	12.8	12.6	15.4	10.7	14.9	19.2	13.0
Academic Motivation†	27.2	25.8	33.7	24.9	28.2	29.7	26.4
Parent Involvement in School†	8.7	8.7	9.7	8.1	9.5	10.6	8.8

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.

†Average percent of respondents reporting “Strongly agree” across questions that make up each scale.

‡Average percent of respondents reporting “Very much true” across questions that make up each scale.

Table A9.4*Perceived Safety at School by Race/Ethnicity*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Feel safe or very safe at school						
Hispanic or Latino	61.2	67.3	58.5	54.8	62.0	56.0
American Indian or Alaska Native	61.6	65.9	60.0	57.8	64.5	59.5
Asian	63.8	73.3	58.8	64.8	60.6	64.5
Black or African American	56.7	58.6	51.0	50.5	56.3	48.1
Native Hawaiian or Pacific Islander	56.7	63.0	55.6	55.3	61.8	55.4
White	67.5	76.6	65.4	65.4	70.1	68.0
Mixed (two or more) races	59.5	66.4	59.2	55.0	63.0	55.6

Table A9.5*Harassment Due to Five Bias-related Reasons by Race/Ethnicity, Past 12 Months*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Harassment or bullying due to five bias-related reasons^A						
Hispanic or Latino	26.0	23.0	26.7	20.6	23.1	19.1
American Indian or Alaska Native	33.1	27.9	32.1	21.4	22.2	21.5
Asian	39.3	35.0	29.8	33.2	24.2	28.6
Black or African American	38.8	30.1	36.1	27.2	31.0	25.5
Native Hawaiian or Pacific Islander	49.0	32.6	41.6	31.6	29.8	26.6
White	28.7	22.1	27.8	24.6	23.6	23.0
Mixed (two or more) races	27.3	24.1	28.1	21.8	24.6	20.7

Note: ^ABias-related reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

Table A9.6*Any Harassment or Bullying by Race/Ethnicity, Past 12 Months*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Were harassed or bullied at school						
Hispanic or Latino	34.7	31.9	35.8	27.3	29.4	24.0
American Indian or Alaska Native	40.7	36.0	40.0	26.7	28.3	25.6
Asian	47.0	40.4	35.7	38.6	30.3	32.5
Black or African American	45.6	37.8	42.7	31.1	34.0	28.6
Native Hawaiian or Pacific Islander	58.6	43.5	48.3	38.0	33.0	31.6
White	41.1	31.8	38.7	33.1	30.5	28.9
Mixed (two or more) races	36.7	33.3	37.2	28.9	31.4	25.7

Table A9.7*Current Alcohol Use at School by Race/Ethnicity, Past 30 Days*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Had at least one drink of alcohol at school						
Hispanic or Latino	4.1	2.3	7.2	5.5	6.9	4.6
American Indian or Alaska Native	5.5	2.0	11.9	8.3	8.4	5.5
Asian	1.8	0.7	2.2	1.2	1.4	1.4
Black or African American	4.9	2.4	9.1	4.5	10.5	6.0
Native Hawaiian or Pacific Islander	5.8	2.6	5.9	3.8	8.6	4.4
White	2.4	1.0	3.7	3.4	4.9	3.1
Mixed (two or more) races	3.7	2.3	6.9	5.1	7.1	5.0

Table A9.8*Current Cigarette Smoking by Race/Ethnicity, Past 30 Days*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Smoked cigarettes in the past 30 days						
Hispanic or Latino	3.4	1.3	5.6	3.2	8.2	3.9
American Indian or Alaska Native	3.1	1.8	9.2	5.4	7.8	5.4
Asian	2.5	0.6	2.0	1.1	2.8	1.2
Black or African American	4.7	1.2	6.0	2.5	9.3	4.5
Native Hawaiian or Pacific Islander	5.8	2.7	6.3	3.8	9.4	5.3
White	1.5	0.6	4.7	2.3	11.0	5.8
Mixed (two or more) races	3.3	1.3	5.7	3.3	8.3	4.5

Table A9.9*Current Alcohol Use by Race/Ethnicity, Past 30 Days*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Had at least one drink of alcohol in the past 30 days						
Hispanic or Latino	10.0	6.4	21.8	17.0	30.7	22.5
American Indian or Alaska Native	14.4	3.6	23.9	18.0	28.3	24.0
Asian	4.6	1.7	6.1	5.2	11.8	10.9
Black or African American	8.9	7.2	17.9	9.6	26.7	18.0
Native Hawaiian or Pacific Islander	7.9	6.0	13.6	13.2	28.9	23.2
White	7.3	4.1	18.0	15.4	33.7	27.5
Mixed (two or more) races	9.6	6.8	22.2	17.2	32.4	23.1

Table A9.10*Current Marijuana Use by Race/Ethnicity, Past 30 Days*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Used marijuana in the past 30 days						
Hispanic or Latino	6.6	3.2	15.8	11.6	21.0	17.2
American Indian or Alaska Native	6.9	3.6	18.6	12.3	20.1	20.8
Asian	2.7	0.9	3.7	2.4	7.1	6.4
Black or African American	8.8	5.6	19.6	12.2	27.1	21.0
Native Hawaiian or Pacific Islander	7.8	3.8	13.1	9.0	22.4	19.5
White	2.8	0.8	11.3	8.1	21.7	17.8
Mixed (two or more) races	6.4	3.2	16.1	12.4	22.6	18.8

Table A9.11*Chronic Sad or Hopeless Feelings by Race/Ethnicity, Past 12 Months*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Felt so sad or hopeless almost everyday for two weeks or more						
Hispanic or Latino	28.2	26.9	34.2	31.3	35.3	32.7
American Indian or Alaska Native	32.8	29.1	35.3	32.0	33.6	36.6
Asian	22.2	21.2	26.3	24.0	32.3	31.3
Black or African American	21.6	28.4	30.0	24.9	30.5	29.3
Native Hawaiian or Pacific Islander	35.3	25.5	37.5	32.6	37.3	38.4
White	22.5	19.1	29.5	28.7	32.7	31.2
Mixed (two or more) races	30.4	27.7	35.5	32.5	36.9	33.4

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7			
	Female		Male	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
School Environment				
Total school supports [‡]	30.1	33.4	30.1	32.1
Caring adults in school [‡]	29.3	32.7	28.3	31.5
High expectations-adults in school [‡]	44.8	48.5	44.1	46.4
Meaningful participation at school [‡]	16.3	18.9	17.9	18.5
School Connectedness[†]	21.9	27.9	22.3	28.0
Academic Motivation[†]	39.8	48.2	35.0	41.0
Parent Involvement in School[†]	na	23.1	na	23.8
Grade 9				
	Female		Male	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
	School Environment			
Total school supports [‡]	23.4	23.4	24.9	24.5
Caring adults in school [‡]	22.7	22.9	23.8	23.9
High expectations-adults in school [‡]	34.2	33.8	34.1	34.1
Meaningful participation at school [‡]	13.4	13.7	16.9	15.7
School Connectedness[†]	15.0	15.0	17.2	19.4
Academic Motivation[†]	31.0	36.2	25.2	30.1
Parent Involvement in School[†]	na	10.6	na	13.0
Grade 11				
	Female		Male	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
	School Environment			
Total school supports [‡]	27.3	26.3	27.4	25.3
Caring adults in school [‡]	29.4	28.3	28.9	27.2
High expectations-adults in school [‡]	37.2	35.5	35.9	33.3
Meaningful participation at school [‡]	15.3	15.2	17.7	15.4
School Connectedness[†]	14.3	12.9	17.2	16.8
Academic Motivation[†]	28.9	32.4	22.0	24.4
Parent Involvement in School[†]	na	8.2	na	10.3

Notes: na—Not asked.

[†]Average percent of respondents reporting “Strongly agree” across questions that make up each scale.

[‡]Average percent of respondents reporting “Very much true” across questions that make up each scale.

Table A10.2*Select Perceived Safety, Harassment, Alcohol and Drug Use, and Mental Health Measures by Gender*

	Grade 7			
	Female		Male	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Perceived Safety at School				
Feel safe or very safe at school	61.1	69.1	65.2	70.8
Harassment/Bullying at School, Past 12 Months				
Harassed/bullied for any of the five bias-related reasons	29.9	25.5	29.5	23.8
Harassed/bullied for any reasons	42.0	35.4	36.7	31.5
Current ATOD Use, Past 30 Days				
Have at least one drink of alcohol at school	2.9	1.5	3.5	1.8
Smoke cigarettes	2.3	0.9	3.2	1.1
Have at least one drink of alcohol	9.2	5.2	7.2	5.1
Use marijuana	4.6	2.2	5.4	2.4
Mental Health				
Chronic sad or hopeless feelings, past 12 months	32.4	29.8	18.6	18.2
	Grade 9			
	Female		Male	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Perceived Safety at School				
Feel safe or very safe at school	57.8	55.9	62.8	61.9
Harassment/Bullying at School, Past 12 Months				
Harassed/bullied for any of the five bias-related reasons	30.7	26.8	26.1	21.2
Harassed/bullied for any reasons	41.1	34.8	33.6	27.0
Current ATOD Use, Past 30 Days				
Have at least one drink of alcohol at school	5.0	4.5	6.2	3.8
Smoke cigarettes	4.1	2.6	5.7	2.6
Have at least one drink of alcohol	20.7	17.4	16.4	11.7
Use marijuana	13.1	10.2	13.5	8.9
Mental Health				
Chronic sad or hopeless feelings, past 12 months	42.3	39.3	20.5	19.3

Table A10.2*Select Perceived Safety, Harassment, Alcohol and Drug Use, and Mental Health Measures by Gender - Continued*

	Grade 11			
	Female		Male	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Perceived Safety at School				
Feel safe or very safe at school	63.5	58.7	65.5	61.7
Harassment/Bullying at School, Past 12 Months				
Harassed/bullied for any of the five bias-related reasons	25.0	25.4	23.5	19.8
Harassed/bullied for any reasons	32.5	31.3	28.3	24.0
Current ATOD Use, Past 30 Days				
Have at least one drink of alcohol at school	4.5	3.6	6.6	4.0
Smoke cigarettes	7.1	3.6	9.7	5.1
Have at least one drink of alcohol	30.2	24.1	27.8	21.1
Use marijuana	17.8	15.4	22.3	17.8
Mental Health				
Chronic sad or hopeless feelings, past 12 months	41.6	41.6	25.7	22.8

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
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	
Alcohol and Marijuana Consumption Patterns							
Usually drank until felt it a lot	1.4	0.5	4.4	3.0	9.0	6.6	B4.3
Usually used marijuana or other drugs until felt it a lot	na	na	7.6	4.9	12.2	9.0	B4.4
Consequences of AOD Consumption							
Caused one or more problems	na	na	11.9	9.4	19.3	14.4	B5.1
Caused one or more dependency-related experiences	na	na	12.2	9.2	19.8	15.1	B5.2
Supports to Reduce AOD Use							
Very likely find help at school for quitting or reducing use	na	na	17.4	17.2	19.2	16.7	B6.2
Availability							
Sold Drugs, Past 12 Months	na	na	6.4	4.3	8.3	5.7	B7.1
Strong Personal Disapproval of AOD Use							
Having one or two drinks of any alcoholic beverage nearly every day	58.6	65.3	45.1	47.9	40.8	41.1	B8.1
Trying marijuana or hashish once or twice	58.7	65.5	37.4	40.6	27.0	27.1	B8.1
Using marijuana once a month or more	60.4	66.8	39.3	44.1	28.9	29.8	B8.1

Note: na—Not asked of middle school students.

2. Module Sample

Table B2.1

Student Sample for AOD Module

	Grade 7		Grade 9		Grade 11	
	2013-15	2015-17	2013-15	2015-17	2013-15	2015-17
<i>Student Sample Size</i>						
Number of Districts	28	43	30	44	29	44
Number of Schools	30	50	36	54	39	60
Number of Students	3,890	9,535	8,456	12,907	7,249	11,797

3. Demographics

Table B3.1
Gender of Sample

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Male	48.0	49.3	47.8	49.1	48.4	49.4
Female	52.0	50.7	52.2	50.9	51.6	50.6

Question HS/MS A.3: What is your sex?

Table B3.2
Hispanic or Latino

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	45.3	45.0	46.5	45.1	48.6	47.0
Yes	54.7	55.0	53.5	54.9	51.4	53.0

Question HS/MS A.5: Are you of Hispanic or Latino origin?

Table B3.3
Race

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
American Indian or Alaska Native	5.0	2.5	3.5	3.0	4.1	2.8
Asian	12.3	12.8	11.8	12.7	13.4	14.1
Black or African American	8.5	6.8	8.7	7.4	8.7	7.9
Native Hawaiian or Pacific Islander	1.5	1.3	2.3	1.9	2.5	2.1
White	33.5	32.2	37.7	34.0	40.7	38.7
Mixed (two or more) races	39.1	44.4	36.0	40.9	30.5	34.5

Question HS/MS A.6: What is your race?

4. Consumption Patterns

Table B4.1

Age of Onset – AOD Use

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Alcohol (one full drink)						
Never	78.8	83.6	61.1	67.7	42.6	52.1
10 or under	9.0	8.2	8.5	7.5	6.5	6.2
11-12 years old	9.6	6.9	8.4	7.3	6.3	5.4
13-14 years old	2.4	1.1	18.0	15.0	16.5	13.8
15-16 years old	0.0	0.0	3.5	2.0	25.0	20.5
17 years or older	0.3	0.3	0.5	0.3	3.1	2.1
Marijuana						
Never	92.7	96.1	78.9	83.6	62.3	69.0
10 or under	1.5	0.6	2.6	1.3	1.9	1.4
11-12 years old	4.1	2.4	3.9	3.7	4.2	3.3
13-14 years old	1.3	0.7	11.8	9.8	13.1	10.3
15-16 years old	0.1	0.0	2.1	1.4	16.4	14.8
17 years or older	0.2	0.2	0.6	0.2	2.1	1.2
Any other illegal drug or pill to get “high”						
Never	96.5	97.4	91.5	92.7	85.2	88.3
10 or under	0.9	0.5	1.4	0.8	1.2	0.7
11-12 years old	1.7	1.3	1.4	1.4	1.4	1.2
13-14 years old	0.8	0.5	4.5	4.1	4.6	3.0
15-16 years old	0.1	0.0	0.8	0.8	6.7	6.2
17 years or older	0.1	0.2	0.4	0.2	0.9	0.6

Question HS/MS B.1, 4, 5: About how old were you the first time you did any of these things?... Had a drink of an alcoholic beverage (other than a sip or two)... Used marijuana or hashish... Used any other illegal drug or pill to get “high.”

Note: Survey questions asked in CORE Module in 2013-15.

Table B4.2*Age of Onset – Tobacco Use*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Smoked part or all of a cigarette						
Never	93.5	95.8	87.0	90.3	77.6	84.2
10 or under	2.1	1.7	2.9	2.2	2.7	2.3
11-12 years old	3.4	2.1	3.2	2.4	3.0	2.6
13-14 years old	0.8	0.2	5.6	4.3	6.5	4.2
15-16 years old	0.0	0.0	0.9	0.6	9.1	6.1
17 years or older	0.1	0.3	0.4	0.2	1.1	0.6
Smokeless tobacco						
Never	96.3	97.5	90.6	94.0	86.2	90.1
10 or under	0.7	0.7	1.5	0.9	1.4	0.8
11-12 years old	2.1	1.3	1.8	1.4	1.3	1.2
13-14 years old	0.6	0.3	4.9	3.1	3.0	3.2
15-16 years old	0.2	0.0	0.9	0.5	7.2	4.2
17 years or older	0.1	0.2	0.4	0.2	0.9	0.5

Question HS/MS B.2, 3: About how old were you the first time you did any of these things?... Smoked part or all of a cigarette... Used smokeless tobacco or other tobacco products.

Note: Survey questions asked in CORE Module in 2013-15.

Table B4.3*Usual Alcohol Consumption Level*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
I don't drink alcohol	89.9	94.1	77.9	80.5	59.2	66.1
Just enough to feel it a little	6.7	4.5	11.4	11.3	16.1	15.5
Enough to feel it moderately	2.0	0.9	6.3	5.2	15.7	11.8
Until I feel it a lot or get really drunk	1.4	0.5	4.4	3.0	9.0	6.6

Question HS/MS B.6: If you drink alcohol, how much do you usually drink?

Table B4.4*Usual Drug Consumption Level*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
I don't use drugs	na	na	81.3	85.3	69.7	74.7
Just enough to feel a little high	na	na	5.2	5.2	7.7	7.3
Enough to feel it moderately	na	na	5.8	4.6	10.3	9.0
Until I feel it a lot or get really high	na	na	7.6	4.9	12.2	9.0

Question HS B.7: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?

Note: na—Not asked of middle school students.

5. Consequences of Consumption

Table B5.1
Problems Caused by AOD Use

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Doesn't apply; I've never used alcohol or drugs	na	na	76.9	81.5	58.4	66.3
I've used alcohol or drugs but never had any problems	na	na	14.5	11.8	26.3	22.8
Have problems with emotions, nerves, or mental health	na	na	4.3	3.6	7.1	5.0
Get into trouble or have problems with the police	na	na	2.9	2.1	4.5	3.1
Have money problems	na	na	2.1	1.4	3.4	2.3
Miss school	na	na	2.3	1.8	3.2	2.8
Have problems with schoolwork	na	na	2.7	2.3	3.6	3.0
Fight with others	na	na	1.7*	1.6	2.4*	2.0
Damage a friendship	na	na	2.5	2.3	3.8	2.8
Physically hurt or injure yourself	na	na	1.8	1.6	3.0	1.9
Have unwanted or unprotected sex	na	na	1.7	1.3	3.4	2.5
Forget what happened or pass out	na	na	4.0	3.6	8.6	6.7
Have any other problems	na	na	2.2	1.8	3.3	2.3
One or more problems	na	na	11.9	9.4	19.3	14.4

Question HS B.8: 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 of middle school students.

**CSS Report 2013-15 was worded "Fight with other kids."*

Table B5.2*Dependency-related Experiences from AOD Use*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Does not apply; I have not used alcohol or drugs	na	na	78.7	82.7	60.7	67.6
I use alcohol or drugs but have not experienced any of these things	na	na	11.4	9.6	22.9	19.2
Increase how much you use to have the same effect as before	na	na	3.7	2.8	7.3	5.3
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	na	2.3	1.9	4.1	3.0
Used alcohol or drugs a lot more than you intended	na	na	3.3	2.6	5.5	3.9
Used alcohol or drugs when you were alone (by yourself)	na	na	4.5	4.1	8.7	7.7
Often didn't do a normal activity, like going to school, working, or doing recreational activities or hobbies	na	na	2.1	1.7	3.0	2.3
Often didn't feel OK unless you had something to drink or used a drug	na	na	1.9	1.7	2.9	2.3
Thought about reducing (cutting down) or stopping use	na	na	3.3	3.1	7.2	5.8
Told yourself you were not going to use but found yourself using anyway	na	na	2.9	2.8	4.8	4.3
Spoke with someone about reducing or stopping use	na	na	1.6	1.5	3.4	2.5
Attended counseling, a program, or group to help you reduce or stop use	na	na	0.8	0.7	1.7	0.8
One or more negative experiences	na	na	12.2	9.2	19.8	15.1

Question HS B.9: 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 of middle school students.

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Very likely	na	na	47.2	44.2	50.8	48.1
Likely	na	na	27.5	28.9	26.7	28.2
Not likely	na	na	9.5	9.1	9.3	9.6
Don't know	na	na	15.7	17.7	13.3	14.1

Question HS B.12: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if he or she is caught on school property using or possessing alcohol or other drugs?

Note: na—Not asked of middle school students.

6. Supports to Reduce Use

Table B6.1
Needed Counseling for Use

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No, I never used alcohol or other drugs	na	na	78.6	82.7	61.2	68.3
No, but I do use alcohol or other drugs	na	na	18.5	15.7	35.7	29.8
Yes, I have felt that I needed help	na	na	2.9	1.6	3.1	1.9

Question HS B.10: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

Note: na—Not asked of middle school students.

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

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Very likely	na	na	17.4	17.2	19.2	16.7
Likely	na	na	22.9	23.5	24.4	24.2
Not likely	na	na	33.4	32.4	34.8	36.5
Don't know	na	na	26.2	26.9	21.7	22.6

Question HS B.11: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

Note: na—Not asked of middle school students.

Table B6.3
Talked with Parent About Alcohol, Tobacco, and Other Drug (ATOD) Use

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	52.6	47.5	56.8	56.0	56.7	61.1
Yes	47.4	52.5	43.2	44.0	43.3	38.9

Question HS B.17/MS B.11: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco, alcohol, or drug use?

7. Availability

Table B7.1

Sold Drugs, Past 12 Months

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	na	na	93.6	95.7	91.7	94.3
Yes	na	na	6.4	4.3	8.3	5.7

Question HS B.19: During the past 12 months, have you sold drugs to someone?

Note: na—Not asked of middle school students.

Table B7.2

Sources for Obtaining Alcohol

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
At school	6.3	4.9	15.9	12.9	13.6	11.7
At parties or events outside school	20.2	14.7	36.8	34.9	50.0	47.7
At their own home	18.0	15.3	26.4	26.4	33.8	33.1
From adults at friends' homes	9.0	7.4	16.3	15.4	22.5	22.1
From friends or another teenager	17.5	14.0	32.0	30.8	40.9	39.6
Get adults to buy it for them	6.8	5.3	15.7	14.7	26.6	24.6
Buy it themselves from a store	6.9	5.7	13.2	11.6	20.8	18.4
At bars, clubs, or gambling casinos	2.7	2.0	4.3	3.3	4.6	3.6
Other	9.0	7.2	12.3	9.9	12.4	11.6
Don't know	67.6	76.6	47.3	53.0	36.9	42.8

Question HS B.13/MS B.7: How do most students 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.

**CSS Report 2013-15 was worded "How do most kids... ."*

8. Influences on Use

Table B8.1

Personal Disapproval of Use

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Having one or two drinks of any alcoholic beverage nearly every day						
Neither approve nor disapprove	25.1	22.8	34.8	34.0	36.1	38.4
Somewhat disapprove	16.4	11.9	20.1	18.0	23.1	20.5
Strongly disapprove	58.6	65.3	45.1	47.9	40.8	41.1
Trying marijuana or hashish once or twice						
Neither approve nor disapprove	27.4	23.0	44.1	41.0	54.7	54.2
Somewhat disapprove	13.9	11.5	18.6	18.4	18.3	18.7
Strongly disapprove	58.7	65.5	37.4	40.6	27.0	27.1
Using marijuana once a month or more						
Neither approve nor disapprove	26.4	23.1	42.7	39.7	52.5	52.8
Somewhat disapprove	13.2	10.1	18.0	16.2	18.7	17.4
Strongly disapprove	60.4	66.8	39.3	44.1	28.9	29.8

Question HS B.14-16/MS B.8-10: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana or hashish once or twice... Using marijuana once a month or more.

Table B8.2*Parent Disapproval of Use*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Take one or two drinks of alcohol nearly every day						
Very wrong	83.5	89.1	80.0	83.6	76.4	80.5
Wrong	10.2	6.7	12.3	10.4	14.4	12.1
A little wrong	3.6	2.4	4.8	3.9	5.7	4.8
Not at all wrong	2.7	1.8	3.0	2.2	3.5	2.6
Smoke tobacco						
Very wrong	88.7	93.5	85.0	89.1	81.5	87.1
Wrong	7.3	3.9	9.6	7.5	12.0	9.2
A little wrong	1.9	1.0	3.0	1.7	3.8	2.1
Not at all wrong	2.0	1.6	2.4	1.7	2.7	1.7
Use marijuana						
Very wrong	87.7	92.7	80.5	84.9	74.3	78.9
Wrong	6.6	4.0	10.6	8.2	13.3	11.3
A little wrong	3.1	1.4	5.1	4.1	7.5	6.1
Not at all wrong	2.7	1.8	3.8	2.8	4.9	3.7
Use prescription drugs to get high or for reasons other than prescribed						
Very wrong	89.2	93.9	86.5	89.8	85.4	89.2
Wrong	5.9	3.5	8.4	6.6	9.5	7.6
A little wrong	2.1	0.8	2.5	1.7	2.3	1.6
Not at all wrong	2.7	1.9	2.7	1.9	2.8	1.6

Question HS B.20-23/MS B.13-16: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana... Use prescription drugs to get high or for reasons other than prescribed.

Table B8.3*Peer Disapproval of Use*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Take one or two drinks of alcohol nearly every day						
Very wrong	68.2	75.9	54.6	57.8	47.3	50.6
Wrong	17.2	14.8	23.0	22.0	23.2	22.7
A little wrong	9.1	5.6	13.7	12.3	16.8	14.8
Not at all wrong	5.5	3.7	8.6	7.9	12.6	12.0
Smoke tobacco						
Very wrong	73.4	80.2	60.3	63.9	53.0	58.9
Wrong	15.7	13.0	22.5	21.3	23.2	21.7
A little wrong	6.3	3.7	10.4	9.0	13.5	10.9
Not at all wrong	4.7	3.1	6.8	5.8	10.2	8.5
Use marijuana						
Very wrong	71.7	79.4	52.8	56.7	40.4	43.6
Wrong	13.8	11.7	19.0	18.6	17.8	17.4
A little wrong	7.7	4.8	14.3	12.8	17.4	17.4
Not at all wrong	6.7	4.1	13.9	11.8	24.4	21.6
Use prescription drugs to get high or for reasons other than prescribed						
Very wrong	74.9	80.9	62.8	65.1	56.9	60.2
Wrong	14.1	11.9	20.5	19.3	21.2	20.5
A little wrong	6.1	3.7	10.0	9.0	12.1	10.7
Not at all wrong	4.9	3.4	6.7	6.5	9.8	8.5

Question HS B.24-27/MS B.17-20: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana... Use prescription drugs to get high or for reasons other than prescribed.

Table B8.3*Peer Disapproval of Use - Continued*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
Drinking one or two drinks of alcohol nearly every day						
Neither approve nor disapprove	29.4	23.9	34.1	32.4	33.3	33.9
Somewhat disapprove	15.7	11.4	20.8	19.2	23.4	21.6
Strongly disapprove	54.9	64.7	45.1	48.5	43.3	44.5
Using marijuana						
Neither approve nor disapprove	29.3	24.1	38.7	35.8	45.1	45.3
Somewhat disapprove	14.0	9.5	20.0	18.8	21.8	20.8
Strongly disapprove	56.8	66.4	41.2	45.4	33.1	33.9
Using prescription drugs to get high						
Neither approve nor disapprove	28.0	23.3	32.1	31.0	31.0	31.9
Somewhat disapprove	12.5	8.6	17.6	16.0	19.1	18.0
Strongly disapprove	59.5	68.1	50.3	53.0	49.9	50.1

Question HS B.28-30/MS B.21-23: How do you think your close friends would feel about you doing the following?... Drinking one or two drinks of alcohol nearly every day... Using marijuana... Using prescription drugs to get high.

Table B8.4*Heard, Read, or Watched Any Prevention Messages, Past 12 Months*

	Grade 7		Grade 9		Grade 11	
	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)	2013-15 (%)	2015-17 (%)
No	32.1	27.1	34.5	33.1	33.2	36.6
Yes	67.9	72.9	65.5	66.9	66.8	63.4

Question HS B.18/MS B.12: During the past 12 months, have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?