

CALIFORNIA HEALTHY KIDS SURVEY



Kentfield Elementary
Secondary
2015-2016
Main Report



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

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Contents

| | Page |
|--|------|
| List of Tables | ii |
| PREFACE | v |
| Survey Module Administration | 1 |
| A. Core Module Results | 2 |
| 1. Survey Sample | . 2 |
| 2. Summary of Key Indicators | . 3 |
| 3. Demographics | . 4 |
| 4. School Performance, Supports, and Engagements | . 10 |
| 5. School Violence, Victimization, and Safety | . 19 |
| 6. Alcohol and Other Drug Use | . 23 |
| 7. Tobacco Use | . 33 |
| 8. Other Physical and Mental Health Risks | . 39 |
| 9. Race/Ethnic Breakdowns | |
| 10. Gender Breakdowns | . 44 |
| Z. Kentfield Elementary Custom Questions | 48 |
| 1. Module Sample | . 48 |
| 2 Custom Questions | . 49 |

List of Tables

| | | Page |
|----------------|--|------|
| Survey Mo 1 | odule Administration CHKS Survey Modules Administered | . 1 |
| A. Core M | odule Results | 2 |
| 1. Survey S | lample | 2 |
| A1.1 | Student Sample Characteristics | . 2 |
| 2. Summar | y of Key Indicators | 3 |
| A2.1 | Key Indicators of School Climate and Student Well-Being | . 3 |
| 3. Demogra | | 4 |
| A3.1 | Age of Sample | |
| A3.2 | Gender of Sample | |
| A3.3 | Hispanic or Latino | |
| A3.4 | Race | |
| A3.5 | Living Situation | |
| A3.6 | Highest Education of Parents | . 6 |
| A3.7 | Free or Reduced Price Meals Eligibility | |
| A3.8 | Participation in Migrant Education Program, Past 3 Years | . 7 |
| A3.9 | Language Spoken at Home | . 7 |
| A3.10 | English Language Proficiency | . 8 |
| A3.11 | Number of Days Attending Afterschool Program | . 9 |
| A3.12 | Sexual Identification | |
| A3.13 | Military Connections | . 9 |
| 4. School F | Performance, Supports, and Engagements | 10 |
| A4.1 | Grades, Past 12 Months | . 10 |
| A4.2 | Truancy, Past 12 Months | . 10 |
| A4.3 | Reasons for Absence | . 11 |
| A4.4 | School Developmental Supports, Connectedness, and Academic Motivation | . 12 |
| A4.5 | School Connectedness Scale Questions | . 13 |
| A4.6 | Academic Motivation Scale Questions | . 14 |
| A4.7 | School Developmental Supports Scale Questions | . 15 |
| A4.7 | School Developmental Supports Scale Questions - Continued | |
| A4.8 | Parent Involvement in School | |
| A4.9 | Quality of School Physical Environment | . 18 |
| 5. School | Violence, Victimization, and Safety | 19 |
| A5.1 | Perceived Safety at School | . 19 |
| A5.2 | Verbal Harassment | |
| A5.3 | Violence and Victimization on School Property, Past 12 Months | |
| A5.4 | Reasons for Harassment on School Property, Past 12 Months | |
| A5.5 | Property Damage on School Property, Past 12 Months | |
| A5.6 | Weapons Possession on School Property, Past 12 Months | |
| 110.0 | outpoint a bonder of being a repetity, a more an interest of the control of t | |

| 5. | Alcohol | and Other Drug Use | 23 |
|----|------------|---|----|
| | A6.1 | Summary Measures of Level of AOD Use | 23 |
| | A6.2 | | 24 |
| | A6.2 | | 25 |
| | A6.3 | ~ · · · · · · · · · · · · · · · · · · · | 26 |
| | A6.4 | | 27 |
| | A6.5 | | 28 |
| | A6.6 | | 29 |
| | A6.7 | r | 29 |
| | A6.8 | Drinking While Driving | 30 |
| | A6.9 | Lifetime Drunk or "High" on School Property | 30 |
| | A6.10 | Current AOD Use on School Property, Past 30 Days | 31 |
| | A6.11 | Perceived Harm and Availability | 32 |
| 7. | Tobacco | Use | 33 |
| | A7.1 | Summary of Key CHKS Tobacco Indicators | 33 |
| | A7.2 | Lifetime Tobacco Use | 34 |
| | A7.3 | Any Current Use and Daily Use | 35 |
| | A7.4 | Current Smoking on School Property, Past 30 Days | 36 |
| | A7.5 | Cigarette Smoking Cessation Attempts | 37 |
| | A7.6 | | 37 |
| | A7.7 | Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes | 38 |
| 8. | . Other Pl | nysical and Mental Health Risks | 39 |
| | A8.1 | | 39 |
| | A8.2 | Alone After School | 39 |
| | A8.3 | Eating of Breakfast | 40 |
| | A8.4 | | 40 |
| | A8.5 | | 40 |
| | A8.6 | Gang Involvement | 40 |
| 9 | . Race/Et | hnic Breakdowns | 41 |
| | A9.1 | School Supports and Connectedness by Race/Ethnicity - 7th Grade | 4] |
| | A9.2 | | 41 |
| | A9.3 | School Supports and Connectedness by Race/Ethnicity - 11th Grade | 42 |
| | A9.4 | School Supports and Connectedness by Race/Ethnicity - Non-Traditional | 42 |
| | A9.5 | Current Cigarette Smoking by Race/Ethnicity | 43 |
| 1 | 0. Gende | r Breakdowns | 44 |
| | A10.1 | School Developmental Supports, Connectedness, and Academic Motivation by Gender | 44 |
| | A10.2 | Selected Alcohol and Drug Use Measures by Gender | 45 |
| | A10.3 | Selected Tobacco Use Measures by Gender | 46 |
| | A10.4 | School Safety-Related Indicators by Gender | 40 |
| | A10.5 | Physical and Mental Health Measures by Gender | 4 |
| Z | Z. Kentfie | eld Elementary Custom Questions | 48 |
| 1 | Module | Sample | 4 |

| | Z1.1 | Student Sample for Custom Questions | | | | | | | | | | 48 |
|----|----------|-------------------------------------|--|--|--|--|--|------|--|--|--|----|
| 2. | Custom (| Questions | | | | | | | | | | 49 |

PREFACE

NEW FEATURE

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

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

The CHKS, along with its two companion surveys—California School Climate Survey (CSCS) for staff and the California School Parent Survey (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Health, and Learning Surveys (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement, as well as overall youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and your Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

Factsheets, guidebooks, and other resources to help in understanding and using survey results are available for downloading from the survey website: chks.wested.org. The California Safe and Supportive Schools website also provides a wealth of information and tools helpful in implementing effective strategies that address the needs identified by the survey in regard to school climate improvement and promoting social-emotional learning. Particularly valuable in regard to LCAP efforts are *Making Sense of School Climate* (californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf) and *Helpful Resources for Local Control and Accountability Plans*, 2014-15 (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

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

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

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

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

School-Related Core Content

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

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

Supplementary School Climate Module

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

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

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

Racial/Ethnic Subgroup Results

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

UNDERSTANDING AND USING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download <u>californias3.wested.org/resourcesS3_school</u>/climateguidebook_final.pdf)

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

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

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

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The results of this student survey should be compared to those obtained from the Cal-SCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences.

CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

The following actions, which can be requested as custom services (additional fees apply), will help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

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

- A full report with all the survey results.
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californias3.wested.org/resources/California_State_SCRC_1314.pdf).

Request District School Climate Report Card

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

Request Disaggregated Report or Analyses

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

Engage Students, Staff, and Parents in an Action Planning Process

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

On request, Cal-SCHLS staff can conduct a structured group Listening to Students Workshop designed

to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey. Cal-SCHLS staff also can conduct a Data Use Action Planning Workshop designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/workshops.

ACKNOWLEDGMENTS

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

Gregory Austin, Ph.D. CHKS/CSCS Director, WestEd

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

Survey Module Administration

Table 1
CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

| | Grade 7 | Grade 9 | Grade 11 | NT ^A |
|-----------------------|---------|---------|----------|-----------------|
| Student Sample Size | | | | |
| Target sample | 145 | _ | | _ |
| Final number | 129 | _ | _ | |
| Average Response Rate | 89% | | _ | |

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1 Key Indicators of School Climate and Student Well-Being

| | Grade 7 | Grade 9 | Grade 11 | NT | Table |
|---|--------------------|--|---|--|-------|
| | % | % | % | % | |
| School Engagement and Supports | | | | | |
| School connectedness (high) | 84 | | _ | _ | A4.4 |
| Academic motivation (high) | 70 | | _ | | A4.4 |
| Truant more than a few times [†] | 1 | | | | A4.2 |
| Caring adult relationships (high) | 74 | | | | A4.4 |
| High expectations (high) | 84 | | | | A4.4 |
| Meaningful participation (high) | 41 | ere for manue en la punisfe lega, a mangalan aper (manuantena esfe defenda ha | described. | and the second s | A4.4 |
| School Safety and Substance Use | Sec. 11. (10. 12.) | | | | |
| School perceived as very safe or safe | 91 | _ | | | A5.1 |
| Experienced any harassment or bullying [†] | 35 | | | | A5.4 |
| Had mean rumors or lies spread about you [†] | 46 | | man and association (1995) as a state as a 1994 as a second set for the communication and detects as a de- | e Pilotenene (ille de ser en l'imple et de serve d'implement et d'implement et d'implement et d'implement et d Reference | A5.2 |
| Been afraid of being beaten up [†] | 5 | | | | A5.3 |
| Been in a physical fight [†] | 5 | | | | A5.3 |
| Seen a weapon on campus [†] | 10 | | en er else e generale () e mej friende gen e frie en a fan e gent f, my en mej en mil geg en e e e e fri | , conggium, promptor est et et enem mysterje y (n) (m et et et e | A5.6 |
| Been drunk or "high" on drugs at school, ever | 2 | | ente familiare de la seria se constituir su sum seria de la se Seria | AND ATTERIOR AND ADDRESS OF THE ADDR | A6.9 |
| Mental and Physical Health | | | | | |
| Current alcohol or drug use [‡] | 5 | - | | Mercanil | A6.4 |
| Current binge drinking [‡] | 1 | | | agence | A6.5 |
| Very drunk or "high" 7 or more times | 2 | | | | A6.6 |
| Current cigarette smoking [‡] | 2 | *** | | _ | A7.3 |
| Experienced chronic sadness/hopelessness† | 12 | deleved komition over the Belleville Chapter and Adaptive in the Section 2000. | de did harbasanin bibb harb paradheli an 1901 da badi 1904 | ana phantamana ang hit indra spanehan sa a dhaddis sa hit a thi bada Antamin | A8.4 |
| Considered suicide [†] | na | | | | A8.5 |

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

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

3. Demographics

Table A3.1

Age of Sample

| | Grade ' | 7 Grade 9 | Grade 11 | NT % |
|-----------------------|---------|---|--|--|
| 10 years or younger | 0 | | | |
| 11 years old | 2 | | | - La Carlos Carl |
| 12 years old | 25 | e Aguarde and the annual and the annual and the debate and the annual and the annual annual annual annual annua | THE STATE OF THE S | |
| 13 years old | 71 | | | |
| 14 years old | 2 | | | _ |
| 15 years old | 0 | | - | |
| 16 years old | 0 | | with the second | |
| 17 years old | 0 | - | | |
| 18 years old or older | 0 | _ | _ | |

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

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

Table A3.2

Gender of Sample

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--------|--------------|--|---------------|---------|
| Male | 57 | And the second s | | |
| Female | 43 | | Arrian | en-man |

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

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

Table A3.3

Hispanic or Latino

| | Grade 7 % | % | Grade 11 % | NT % |
|-----|--------------|---|---------------|---------|
| No | 90 | | _ | _ |
| Yes | 10 | _ | | |

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

Table A3.4 *Race*

| | Grade 7 | Grade 9 | Grade 11 | NT |
|-------------------------------------|---------|----------|----------|----|
| American Indian or Alaska Native | 1 | | | —— |
| Asian | 6 | | _ | _ |
| Black or African American | 2 | | | |
| Native Hawaiian or Pacific Islander | 1 | markets. | | |
| White | 75 | | | |
| Mixed (two or more) races | 15 | | | |

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

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

Table A3.5

Living Situation

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--|--------------|--|--|---|
| A home with one or more parents or guardian | 96 | _ | | E-Acade |
| Other relative's home | 0 | | | |
| A home with more than one family | 0 | | | |
| Friend's home | 0 | | | |
| Foster home, group care, or waiting placement | 0 | | | |
| Hotel or motel | 0 | a diamente de compression de la compression de comp | | itana a kitakinangia manamanananananananananananananananana |
| Shelter, car, campground, or other transitional or temporary housing | 1 | | The control of the co | |
| Other living arrangement | 3 | | | interio entretto con estante a contrata del meserco. |

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

Table A3.6

Highest Education of Parents

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--|--------------|--------------|---------------|------------|
| Did not finish high school | 2 | | | |
| Graduated from high school | 0 | - | | |
| Attended college but did not complete four-year degree | 2 | | | wards were |
| Graduated from college | 90 | | | |
| Don't know | 6 | | | |

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

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

Table A3.7
Free or Reduced Price Meals Eligibility

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|------------|--------------|--------------|---------------|-------------|
| No | 83 | | | _ |
| Yes | 5 | _ | _ | |
| Don't know | 12 | | | |

Question HS/MS A.11: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

Table A3.8

Participation in Migrant Education Program, Past 3 Years

| | Grade 7 % | Grade 9 % | Grade 11 | NT % |
|------------|--------------|--------------|--|---------|
| No | 87 | | THE REAL PROPERTY OF THE PROPE | |
| Yes | 2 | | | |
| Don't know | 12 | | | |

Question HS/MS A.12: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

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

Table A3.9

Language Spoken at Home

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|------------|--|---|---|--|
| English | 88 | 40000 | | _ |
| Spanish | 2 | | | |
| Mandarin | 2 | | e i i abilite e destitu abilite i i i i i i i i i i i i i i i i i i | and and the control of the control o |
| Cantonese | 0 | tid a demonstrati deministrati (pri medi antolono demonstrati per esperante e per di medi (più a si | jan damangan sa jila malan iliya tarajina yang yang yang yang alaman siga ayar adip sang sigabi | |
| Taiwanese | 0 | | | |
| Tagalog | and the second s | | | |
| Vietnamese | 0 | | | |
| Korean | 0 | elija a falencjaniama, grava jel a jamondolika a majeka (jagografijaga). Halinda | | |
| Other | 7 | entro en | akain oka muunin markiin mika mika mika mika muun uun maama mika dala hakain mika hakain mika kuu uun mika mik Mika mika | |

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

Table A3.10

English Language Proficiency

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|---------------------|--|--|--|--|
| How well do you | | | | |
| understand English? | | | | |
| Very well | 97 | | | |
| Well | 2 | | | - |
| Not well | 1 | _ | | |
| Not at all | 1 | | | |
| speak English? | | | | |
| Very well | 94 | | - | |
| Well | destruction and the control of the c | | ****** | _ |
| Not well | and the property of the comment of the control of t | | | |
| Not at all | namasa da baran daka riga mara sermula menazaren besiden berahatik mehadik meladak dalam maka debaka berahatik I | | er er egyptyte gymmen von (E. gebolemm) fylfande till eine bleich i State (State (State (State (State (State (S | |
| read English? | | | MIRITE DEPENDENCE PROPERTY CONTRACTOR OF THE CON | |
| Very well | 94 | - | | |
| Well | 4 | | - | _ |
| Not well | 2 | | | |
| Not at all | 1 | | | |
| write English? | and the conductive for the left (1/1) and the conductive and the condu | renewal part of the state of the | | |
| Very well | 94 | _ | wonder. | _ |
| Well | 4 | | | |
| Not well | 1 | | | |
| Not at all | | anne man anne anne anne anne anne anne a | de a series a citabababa y el el el egogo, el gant a majoralmente a y esta familia de alcula el el el esta el e | AMARIA AM |

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

able A3.11
Number of Days Attending Afterschool Program

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--------|--------------|--------------|--|---------|
| 0 days | 86 | | | |
| 1 day | 2 | | _ | |
| 2 days | 2 | ***** | | |
| 3 days | 2 | _ | weight | |
| 4 days | 1 | •••• | NAME OF THE PERSON OF THE PERS | _ |
| 5 days | 6 | | | |

Question HS/MS A.18: How many days a week do you usually go to your school's afterschool program? Note: Cells are empty if there are less than 25 respondents.

Table A3.12
Sexual Identification

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|----------------------------|--------------|--------------|---------------|---------|
| Heterosexual (straight) | 84 | | | |
| Gay or Lesbian or Bisexual | 4 | | | _ |
| Transgender | 2 | | | |
| Not sure | 9 | - | _ | |
| Decline to respond | 9 | | | |

Question HS A.120/MS A.110: Which of the following best describes you? (Mark All That Apply.) Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.13

Military Connections

| | Grade 7 | Grade 9 | Grade 11 | NT |
|------------|---------|---------|------------|----|
| | % | % | % | % |
| No | 97 | | | - |
| Yes | 2 | _ | - material | - |
| Don't know | 2 | | | |

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

4. School Performance, Supports, and Engagements

Table A4.1 Grades, Past 12 Months

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|-------------|--------------|---|---|---------|
| Mostly A's | 42 | meteorita. | distant. | |
| A's and B's | 46 | artimore est cartierer i et i mate a mai cera ramanten est est est. | | |
| Mostly B's | 8 | | | |
| B's and C's | 3 | - Santana | | |
| Mostly C's | 1 | | Side State of the | |
| C's and D's | 0 | | | |
| Mostly D's | 0 | | | |
| Mostly F's | 1 | **** | - | _ |

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

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

Table A4.2

Truancy, Past 12 Months

| | Grade 7 | Grade 9 | Grade 11 | NT |
|-----------------------|---------|------------|---|----------|
| 0 times | % 69 | <u>%</u> - | <u> </u> | <u> </u> |
| 1-2 times | 16 | | | |
| A few times | 14 | | | |
| Once a month | 1 | Authoriti | econom. | |
| Once a week | 0 | | *************************************** | |
| More than once a week | 0 | | | |

Question HS/MS A.20: During the past 12 months, about how many times did you skip school or cut classes? Note: Cells are empty if there are less than 25 respondents.

Table A4.3
Reasons for Absence

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--|--------------|--|---|--|
| Does not apply, I didn't miss any school | 39 | _ | | |
| Illness (feeling physically sick), including problems with breathing or your teeth | 46 | | | |
| Felt very sad, hopeless, anxious, stressed, or angry | 7 | | | |
| Didn't get enough sleep | 9 | | | |
| Didn't feel safe at school | 2 | | | |
| Had to work | 0 | | | |
| Had to take care of or help a family member or friend | 2 | | erunide | |
| Wanted to spend time with friends who don't go to your school | 1 | Transaction American Transaction (Transaction American Am | | |
| Wanted to use alcohol or drugs | 3 | | manusaria | |
| Were behind in schoolwork or weren't prepared for a test or class assignment | 4 | | | |
| Were bored with or uninterested in school | 0 | | enteredade como por escabalmente e con esciencia con escaballaren e entereda e entereda e el escaballaren e en Enteredade enteredade enteredade enteredade enteredade enteredade enteredade enteredade enteredade enteredade e | And the state of t |
| Were suspended | 2 | | | |
| Other reason | 17 | | | was a second sec |

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

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

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

| Percent of students scoring | C | rade | 7 | G | rade | 9 | G | rade 1 | l 1 | | NT | |
|------------------------------------|----|------|-----|---|------|---|---|--------|-----|---|----|---|
| High, Moderate, and Low (%) | Н | M | L | Н | M | L | Н | M | L | Н | M | L |
| School Environment | | | | | | | | | | | | |
| Total school supports | 77 | 20 | _ 3 | | | - | | | - | | | _ |
| Caring adults in school | 74 | 23 | 2 | _ | | _ | _ | | _ | | | _ |
| High expectations-adults in school | 84 | 15 | 2 | | - | | | | - | _ | | - |
| Meaningful participation at school | 41 | 49 | 10 | _ | | _ | | | _ | _ | | _ |
| School Connectedness | 84 | 11 | 5 | _ | - | - | | | _ | _ | | - |
| Academic Motivation | 70 | 23 | 7 | _ | | _ | _ | | _ | _ | | _ |

Table A4.5
School Connectedness Scale Questions

| | Grade 7 | Grade 9 | Grade 11 | NT |
|--|--|--|---|--|
| T.C. J. J J J J J J J. | % | <u></u> % | <u>%</u> | % |
| I feel close to people at this school. | 2 | | | |
| Strongly disagree | 2 | | | |
| Disagree | 2 | | | |
| Neither disagree nor agree | 7 | THE BOOK THAT I WAS A THE CONTRACT OF THE CONT | THE STREET HE ASSESSED A STREET ASSESSED ASSESSED ASSESSED ASSESSED ASSESSED ASSESSED ASSESSED ASSESSED ASSESSED. | annanoma en energena en accionate al e |
| Agree | 36 | | | |
| Strongly agree | 53 | | | |
| I am happy to be at this school. | | | | |
| Strongly disagree | 6 | | | |
| Disagree | 3 | | | 40000 |
| Neither disagree nor agree | 4 | | _ | |
| Agree | 31 | | | |
| Strongly agree | 57 | | | - |
| I feel like I am part of this school. | | | | |
| Strongly disagree | 4 | _ | | |
| Disagree | 4 | | | anners. |
| Neither disagree nor agree | 8 | | | |
| Agree | 34 | | | |
| Strongly agree | 50 | | | |
| The teachers at this school treat students fairly. | | | | |
| Strongly disagree | 6 | - | | |
| Disagree | 3 | | | THE COLUMN TWO IS NOT |
| Neither disagree nor agree | 12 | gardigaga kanan menggi iliyang anggardi gabarkan mendelik melanda anggardi mendelim melandi. | general and the place of the second second problem of the second | |
| Agree | 29 | | | |
| Strongly agree | 49 | | | |
| I feel safe in my school. | open strange fra dieste et de enconstruction open en de frances profession de la | kathooneen en een eel varen en eele valoriiks valoriikse kiiriikse kiiriikse kiiriikse kiiriikse kiiriikse kii | Proposition control (1994) (Control minute) (1994) (Proposition (1994) (Proposition (1994) (Proposition (1994) | and the second s |
| Strongly disagree | 3 | | | _ |
| Disagree | 2 | | | |
| Neither disagree nor agree | 5 | | | ** - **** |
| Agree | 26 | | | |
| Strongly agree | 64 | | | |

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

Table A4.6

Academic Motivation Scale Questions

| | Grade 7 | Grade 9 | Grade 11 | NT |
|--|---------|-----------------------|----------|--|
| | % | % | % | % |
| I try hard to make sure that I am good at my schoolwork. | | | | |
| Strongly disagree | 2 | | | |
| Disagree | 1 | | | _ |
| Neither disagree nor agree | 4 | | | |
| Agree | 16 | | | |
| Strongly agree | 77 | | | |
| I try hard at school because I am interested in my work. | | | | |
| Strongly disagree | 3 | | | |
| Disagree | 2 | | | and the state of t |
| Neither disagree nor agree | 14 | | | |
| Agree | 36 | - | | _ |
| Strongly agree | 45 | | | _ |
| I work hard to try to understand new things at schoo | 1. | | | |
| Strongly disagree | 2 | | | |
| Disagree | 6 | | - | |
| Neither disagree nor agree | 4 | | | |
| Agree | 29 | | _ | |
| Strongly agree | 60 | | | |
| I am always trying to do better in my schoolwork. | | pagaman and dead offs | | |
| Strongly disagree | 2 | | | |
| Disagree | 1 | | | |
| Neither disagree nor agree | 7 | | | |
| Agree | 17 | | | |
| Strongly agree | 73 | | | |

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

Table A4.7
School Developmental Supports Scale Questions

| At my school, there is a teacher or some other | Grade 7 | Grade 9 | Grade 11 | NT |
|---|--|--|---|--|
| adult | % | % | % | % |
| Caring Relationships | | | and the land of the land | |
| who really cares about me. | | | | |
| Not at all true | 3 | | _ | |
| A little true | 10 | _ | | |
| Pretty much true | 19 | | | |
| Very much true | 68 | | | |
| who notices when I'm not there. | | | | |
| Not at all true | 4 | | | ***** |
| A little true | 15 | water | | |
| Pretty much true | 31 | | entalet en | |
| Very much true | 50 | | | |
| who listens to me when I have something to say. | | val a libraria con a | | |
| Not at all true | 2 | | | |
| A little true | 6 | | | |
| Pretty much true | 20 | *************************************** | | |
| Very much true | 71 | artinates and a second a second and a second a second and | | |
| High Expectations | d entroder had an mod ha entrodered de entrodered de had bet had bet had entrodered and based and based and de | | the conducted community required formation and conserved to recover a reason in the following | mikalanda kunin menenteri menenteri di menenteri di menenteri menenteri di menenteri menenteri di menenteri di |
| who tells me when I do a good job. | | | era da nemandresa era ministra maria sura era era en m | en e |
| Not at all true | 2 | -access | areas . | |
| A little true | 7 | | | |
| Pretty much true | 24 | | | |
| Very much true | 67 | | | |
| who always wants me to do my best. | | ennemental des del la desta de l'april de la desta de la desta de la del la del la del la del la del la del la | a a a geomogramical per a a griff hopely folk have a very a charle from a copia access mobile folk of the | |
| Not at all true | 0 | | _ | |
| A little true | 4 | | | |
| Pretty much true | 13 | amen onto esta o de circa entre menta en en enembra en en | | er en en er er er er er en er |
| Very much true | 83 | | | |
| who believes that I will be a success. | | | | |
| Not at all true | 2 | | _ | |
| A little true | 5 | | | THE RESERVE THE PROPERTY OF THE PARTY OF THE |
| Pretty much true | 19 | | er gann eine eine gemeen verken der der eine eine gemeen de eine eine de eine de eine de eine de eine de eine d | |
| Very much true | 74 | | | a thank character of the second carry |

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

Table A4.7
School Developmental Supports Scale Questions - Continued

| At school | Grade 7 | Grade 9 % | Grade 11 % | NT % |
|--|---------|--|---|---------|
| Opportunities for Meaningful Participation | // | 70 | 7.0 | 70 |
| I do interesting activities. | | | ng paggara galgama (ang jagana)aka ga mag na jarahan mana | |
| Not at all true | 3 | _ | | _ |
| A little true | 14 | | | |
| Pretty much true | 29 | | | |
| Very much true | 54 | **** | | |
| I help decide things like class activities or rules. | | | | |
| Not at all true | 19 | | _ | |
| A little true | 34 | | | |
| Pretty much true | 27 | • | NO. PROPERTY. | Mandage |
| Very much true | 20 | | | |
| I do things that make a difference. | | | | |
| Not at all true | 7 | _ | | |
| A little true | 23 | | | |
| Pretty much true | 37 | | | |
| Very much true | 33 | e de la constantina del constantina de la constantina del constantina de la constant | | |

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

Table A4.8

Parent Involvement in School

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--|--------------|--------------|---|--------------|
| Teachers at this school communicate with parents about what students are expected to learn in class. | | | | |
| Strongly disagree | 2 | | _ | |
| Disagree | 5 | | | |
| Neither disagree nor agree | 13 | | | |
| Agree | 33 | _ | | |
| Strongly agree | 47 | | Vandaria | |
| Parents feel welcome to participate at this school. | | | | |
| Strongly disagree | 2 | | unione | |
| Disagree | 3 | | -Al- | |
| Neither disagree nor agree | 11 | | | simment. |
| Agree | 34 | Maple | | |
| Strongly agree | 50 | | es anticonamente e a la secreta esta en la constanción de la percente de del la percente de del la percente d | |
| School staff takes parent concerns seriously. | | | | |
| Strongly disagree | 3 | _ | | - |
| Disagree | 2 | | maga ngagang ggyan gamaga ilina na di manada manada matanisha ilina ilina ilina ilina ilina ilina ilina ilina i | |
| Neither disagree nor agree | 18 | | | |
| Agree | 35 | | | |
| Strongly agree | 42 | | | |

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

Table A4.9

Quality of School Physical Environment

| | Grade % | 7 Grade 9 | 9 Grade 11 % | NT % |
|--------------------------------------|------------|-----------|-----------------|----------|
| My school is usually clean and tidy. | | | | |
| Strongly disagree | 3 | | _ | _ |
| Disagree | 2 | | | |
| Neither disagree nor agree | 5 | | | |
| Agree | 36 | nicode. | | unitable |
| Strongly agree | 53 | | | _ |

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

| | Grade 7 | Grade 9 | Grade 11 | NT % |
|-------------------------|---------|---|----------|-----------|
| Very safe | 58 | | | |
| Safe | 33 | | _ | |
| Neither safe nor unsafe | 8 | | | |
| Unsafe | 2 | ****** | | Augustage |
| Very unsafe | 0 | ina maningan mati (paties salpagia pella manin) pikitima (papiesa) posa) | | |

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

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

Table A5.2

Verbal Harassment

| | Grade 7 | Grade 9 | Grade 11 | NT % |
|--|--|--|--|---|
| During the past 12 months, how many times on school | | | | |
| property have you | | | | |
| had mean rumors or lies spread about you? | | | | |
| 0 times | 54 | walling to | - | |
| 1 time | 28 | | and the final of the final and a final final data as a consolid | almost for the lands of the control |
| 2 to 3 times | 9 | Andrew Control of the | The second secon | Manager 1 of 1997 1 of 1997 1 of 1997 1 of 1997 1 |
| 4 or more times | 9 | | ha da ha'u bahan di dima anna di da l'and ad la da da min mi da akangi minera anna gladisti bandul anna an militaria | et en marietat est en en en est en |
| had sexual jokes, comments, or gestures made to you? | A and the employed from the following states of the following the follow | | | |
| 0 times | 63 | ***** | operatory. | |
| 1 time | 17 | | | |
| 2 to 3 times | 12 | | - | **** |
| 4 or more times | 8 | | | |
| been made fun of because of your looks or the way | | | | |
| you talk? | | | | |
| 0 times | 66 | | | |
| 1 time | 20 | ***** | ****** | |
| 2 to 3 times | 5 | | | |
| 4 or more times | 9 | | energy (| |
| been made fun of, insulted, or called names? | | The state of the s | pet to the | |
| 0 times | 62 | | | |
| 1 time | 20 | | | |
| 2 to 3 times | 7 | | | |
| 4 or more times | 11 | | en er en er en | |

Question HS A.95-97, 106/MS A.86-88, 97: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names? Note: Cells are empty if there are less than 25 respondents.

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

| | Grade 7 % | Grade 9 % | Grade 11 | NT % |
|--|--------------|--|--|--|
| 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 | 84 | | | |
| 1 time | 9 | adoleses O company an popular finder admity also declarates the electrical confined and a section | | |
| 2 to 3 times | 3 | | | |
| 4 or more times | 4 | | ***** | |
| been afraid of being beaten up? | | | | |
| 0 times | 95 | | | |
| 1 time | 3 | | | |
| 2 to 3 times | 0 | | | |
| 4 or more times | 2 | | | |
| been in a physical fight? | | | | |
| 0 times | 95 | | | |
| 1 time | 2 | ************************************** | | |
| 2 to 3 times | 2 | | | |
| 4 or more times | 2 | | | anno esta esta esta esta esta esta esta esta |
| been threatened with harm or injury? | | | | |
| 0 times | 94 | | | |
| 1 time | 4 | | _ | |
| 2 to 3 times | 2 | | ****** | |
| 4 or more times | 0 | | | |
| been threatened or injured with a weapon (gun, knife, club, etc.)? | | | | |
| 0 times | 98 | | | |
| 1 time | 2 | | | |
| 2 to 3 times | 1 | | <u></u> | |
| 4 or more times | 0 | | en y pringent filos freguescen elemente inspecialistes filosos ef per en place del del delectrico e per filoso Mandre | |
| been offered, sold, or given an illegal drug? | | | TATION AND A TOMORDON AND A TOTAL CONTROL OF THE ANALYSIS AND ANALYSIS ANALYSIS AND ANALYSIS ANA | |
| 0 times | 97 | | enterior . | _ |
| 1 time | 2 | | $a_{2},\dots,a_{p}\in [n,p], b_{p}, b_{m}, b_{m},$ | |
| 2 to 3 times | 1 | | | |
| 4 or more times | 1 | | | |

Question HS A.92-94, 99, 103, 105/MS A.83-85, 90, 94, 96: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury? Note: Cells are empty if there are less than 25 respondents.

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

| | Grade 7 | Grade 9 | Grade 11 | NT |
|--|--|--|--|-------|
| | % | % | % | % |
| Race, ethnicity, or national origin | | | | |
| 0 times | 90 | | | |
| 1 time | 4 | | | |
| 2 or more times | 6 | | | |
| Religion | | | | |
| 0 times | 90 | | - | |
| 1 time | 2 | | | |
| 2 or more times | 7 | | _ | |
| Gender (being male or female) | The second secon | | | |
| 0 times | 90 | | - | same. |
| 1 time | 4 | | - | _ |
| 2 or more times | 6 | | _ | |
| Because you are gay or lesbian or someone thought you were | | | | |
| 0 times | 96 | | ****** | |
| 1 time | 2 | | | _ |
| 2 or more times | 2 | | | _ |
| A physical or mental disability | | | | |
| 0 times | 97 | | | wage |
| 1 time | 1 | | | |
| 2 or more times | 2 | esconers a constitue a millo es como a se (1) a descendra de la Electrica de la Electrica (1) de destre (1) a | | |
| Any of the above five hate-crime reasons | 25 | | | |
| Any other reason | | | | |
| 0 times | 77 | | | |
| 1 time | 13 | | | |
| 2 or more times | 11 | | - The second sec | |
| Any harassment | 35 | | | |

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

Table A5.5

Property Damage on School Property, Past 12 Months

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--|--------------|--|---------------|---------|
| Had your property stolen or deliberately damaged | | | | |
| 0 times | 84 | | | |
| 1 time | 12 | | | |
| 2 to 3 times | 2 | ANTONIO CALLESTI ALCONOMICA DE LA CONTRACTOR DE LA CONTRA | | |
| 4 or more times | 2 | er an anna area an ann an ear-raide areard a ach an | | |
| Damaged school property on purpose | | er () e per petra el serie ((en es (len e, espera el e) (e p.) per interior al lístico com antica decida de cad | | |
| 0 times | 95 | | | |
| 1 time | 2 | | _ | |
| 2 to 3 times | 2 | | | _ |
| 4 or more times | 1 | | _ | |

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

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

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

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|---|--|--|--|--|
| Carried a gun | | | | |
| 0 times | 98 | _ | 4046 | |
| 1 time | 1 | annia | | |
| 2 to 3 times | 1 | | | E34594 |
| 4 or more times | 0 | | | |
| Carried any other weapon (such as a knife or club) | mas and masserials of hemself (1996) for Arthur and Comment (1996) for Arthur (1996) for Arthur (1996) for Arthur (1996) | | kuun maanna lähen een kinnistä äh lääkän ja ken ja valta eta vastila ehn siin vän väätään jäätän ja ja ja ja j | -photocological desired and residence of the second of the |
| 0 times | 97 | wyman | ****** | |
| 1 time | 2 | | | |
| 2 to 3 times | neuro unicono coltane li liber i sone i del la la latera en centi en la esti india. I | and the second section of the s | and procure and a second control of the seco | |
| 4 or more times | 0 | AMOUNT APPLICATION CONTRACT CONTRACTOR OF THE CO | | |
| Seen someone carrying a gun, knife, or other weapon | | | | |
| 0 times | 90 | | addition. | |
| 1 time | 7 | | edd ceger gang y cennnyr cynggyggggynn yr cyf sylmedd far ym fyryddidd diwdd far meg | |
| 2 to 3 times | 2 | | | |
| 4 or more times | 1 | | | |

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

6. Alcohol and Other Drug Use

Table A6.1
Summary Measures of Level of AOD Use

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % | Table |
|---|--------------|--------------|--|---------|-------|
| Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs) | 10 | - | _ | | A6.2 |
| Current alcohol or drugs | 5 | _ | | _ | A6.4 |
| Current heavy drug users | 2 | _ | | | A6.4 |
| Current heavy alcohol user (binge drinker) | 1 | | | | A6.4 |
| Current alcohol or drug use on school property | 2 | | en a centra a proportio de la mande de la contra del Contra de la Contra del la Contra del la Contra de la Contra del la Contra de la C | | A6.10 |

Table A6.2

Lifetime AOD Use

| | Grade 7 | Grade 9 | Grade 11 | NT % |
|--|--|--|--|--|
| Alcohol (one full drink) | | | maaanuuruuruurukkkeessa maanaanuuruuruuruuruuruuruuruuruuruuruuruuruur | |
| 0 times | 91 | **** | _ | - |
| 1 time | 5 | | | |
| 2 to 3 times | 3 | | | |
| 4 or more times | 2 | | | |
| Marijuana | | | | |
| 0 times | 96 | | | |
| 1 time | 2 | | | *************************************** |
| 2 to 3 times | 1 | | | |
| 4 or more times | 2 | ACTION AND ACTION ASSESSMENT ASSESSMENT AND ACTION ASSESSMENT ASSE | | |
| Inhalants (to get "high") | enga yang panggang da panggang ang mga ga yang yang da | | yanga yanggar anggangkan yana mangangkan pinggang ana aman gara ta ga atan ang manasa sa atan ang manasa sa at | |
| 0 times | 96 | _ | | |
| 1 time | 2 | | | |
| 2 to 3 times | 0 | | | personal and a state of the sta |
| 4 or more times | 2 | | | |
| Cocaine, Methamphetamine, or any amphetamines | | | | |
| 0 times | na | | | |
| 1 time | na | | | |
| 2 to 3 times | na | weekend . | | |
| 4 or more times | na | | | |
| Ecstasy, LSD, or other psychedelics | | | | |
| 0 times | na | | _ | |
| 1 time | na | | | |
| 2 to 3 times | na | No. | | |
| 4 or more times | na | | | AMBRICA. |
| Any other drug, or pill, or medicine to get "high" or for other than medical reasons | | | | |
| 0 times | 98 | | | escado. |
| 1 time | 1 | _ | | |
| 2 to 3 times | 0 | | | |
| 4 or more times | 2 | ,, | | |
| Any of the above AOD use | 10 | | **** | |

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

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

na—Not asked of middle school students.

Table A6.2

Lifetime AOD Use – Continued

| | Grade 7 | Grade 9 % | Grade 11 | NT % |
|---|---------|--|--|--|
| Prescription pain medication, tranquilizers, or | | THE THE TOTAL PROPERTY OF THE | | |
| sedatives | | | | |
| 0 times | na | wood | | - |
| 1 time | na | dates from well to diseased many filed as you and describe followed the first terminal | | |
| 2 to 3 times | na | water the state of | PARTY. | |
| 4 or more times | na | | Committee and the first own and the first own first or the first own first own and fiftee and first own fi | manus |
| Diet Pills | | | | |
| 0 times | na | _ | | |
| 1 time | na | | and to the Part of the hour finite of an appeal of the American have supply all parts of the companion contains a second | (lagan frigal)) fragen er st. og hald (figere) frafar (spillenin oppgy) fr pensions |
| 2 to 3 times | na | | and the filter of the section of the contribution of the contribut | |
| 4 or more times | na | www. | | _ |
| Ritalin TM or Adderall TM or other prescription | | | | |
| stimulant | | | | |
| 0 times | na | | | Acres . |
| 1 time | na | | | |
| 2 to 3 times | na | emote | | Equipme. |
| 4 or more times | na | ************************************** | | and the second s |
| Cold/Cough Medicines or other over-the-counter medicines | | | Port for a control of the second control of the second control of the second control of the second control of | |
| 0 times | na | | | |
| 1 time | na | | na 1945 ka 1945 ka mana da iliya mahada da abada mahada da iliya da iliya mana ada ili da mana ada ili da mana Amananya | |
| 2 to 3 times | na | | | |
| 4 or more times | na | | | |

Question HS A.53-56: During your life, how many times have you used the following substances?... Prescription pain medication ($Vicodin^{TM}$, $OxyContin^{TM}$, $Percodan^{TM}$, $Lortab^{TM}$), tranquilizers, or sedatives ($Xanax^{TM}$, $Ativan^{TM}$)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin TM or $Adderall^{TM}$ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

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

na—Not asked of middle school students.

Table A6.3 Summary of AOD Lifetime Use

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

Notes: Cells are empty if there are less than 25 respondents. na—Not asked of middle school students.

Table A6.4

Current AOD Use, Past 30 Days

| | Grade 7 % | Grade 9 % | Grade 11 | NT % |
|---|--------------|--|---|---------|
| Alcohol (at least one drink) | 5 | | ************************************** | |
| Binge drinking (5 or more drinks in a row) | 1 | | | |
| Marijuana | 2 | | er variot de la vel 11 de veu au la velleur de veu en | |
| Inhalants | 2 | | | |
| Prescription medications to get "high" or for reasons other than prescribed | na | | | |
| Other drug, pill, or medicine to get "high" or for other than medical reasons | 2 | | | AMERICA |
| Any drug use | 2 | and the contract of the contra | ann am cum cum air bealta cuid an deir de amh ann an deir beal d'i ann beach an deir de air de ann deir de am | - |
| Heavy drug user | 2 | | | |
| Any AOD Use | 5 | | | - |
| Two or more drugs at the same time | na | ***** | | |

Question HS A.64-70/MS A.59-62, 63: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get "high")... prescription medications to get "high" or for reasons other than prescribed (such as VicodinTM, OxyContinTM, PercodanTM, RitalinTM, AdderallTM, XanaxTM)... any other drug, pill, or medicine to get "high" or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

na—Not asked of middle school students.

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

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--|--------------|--------------|--|--|
| Alcohol (at least one drink) | | | | |
| 0 days | 95 | | | |
| 1 or 2 days | 3 | | | _ |
| 3 to 9 days | 1 | | _ | |
| 10 to 19 days | 1 | - | | |
| 20 or more days | 0 | | | |
| Binge drinking (5 or more drinks in a row) | | | | |
| 0 days | 99 | | | |
| 1 or 2 days | 0 | extensed | | - |
| 3 to 9 days | 0 | | ariama. | _ |
| 10 to 19 days | 1 | _ | | _ |
| 20 or more days | 0 | | prémoté | |
| Marijuana | | | | |
| 0 days | 98 | NOMPO. | _ | |
| 1 or 2 days | 1 | | - | |
| 3 to 9 days | 0 | | | |
| 10 to 19 days | 1 | | The first of the second of the | And the second s |
| 20 or more days | 0 | | | - |

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

Table A6.6

Lifetime Drunk or "High"

| | Grade 7 | Grade 9 | Grade 11 | NT % |
|---|----------|--|---|--|
| Very drunk or sick after drinking alcohol | <u>%</u> | % | % | <u> </u> |
| 0 times | 98 | | | |
| 1 to 2 times | 2 | | MANAGE. | |
| 3 to 6 times | 0 | enconstructions, and encountry of the electrical control of the electr | n var et annum egen (ada come tre teles, emente à comme tre a della e la deste de la della della della della d Mandany | |
| 7 or more times | 1 | | | |
| "High" (loaded, stoned, or wasted) from using drugs | | | | AND DESCRIPTION OF THE PROPERTY OF THE PROPERT |
| 0 times | 98 | | _ | |
| 1 to 2 times | 1 | MATERIA | | |
| 3 to 6 times | 0 | materials | enning | |
| 7 or more times | 2 | | | |
| Very drunk or "high" 7 or more times | 2 | | **** | |

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

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

Table A6.7

Cessation Attempts

| | Grade 7 % | Grade 9 % | Grade 11 | NT % |
|---------------------------|--|--|--|---------|
| Alcohol | 76 | 70 | 70 | 70 |
| Does not apply, don't use | na | _ | | |
| 0 times | na | angeren af en er fan de ferske men eksperien en fan en ferske fer en eksperien ferske ferske ferske ferske fer En eksperien ferske | ana (an ag) ga (an munining mung mung mung mung mung mung mung mu | - |
| 1 time | na | | | |
| 2 to 3 times | ${\mathfrak m}^{2}$ | | | |
| 4 or more times | na | | | _ |
| Marijuana | op mennen han der der der med Namide fram de Francisco de 100 MB de 16 MB d | akinat Anakan Mineralah (Anan Africa ang repunch kalah (Anan Africa at Anah Anan Africa at Anah Anan Africa at | d All and Democratic contributed at all Methods and Methods of Antibud 2004 (control 1984), and defined to Antib | |
| Does not apply, don't use | na | | Stantista | - |
| 0 times | na | | | |
| 1 time | na | | | |
| 2 to 3 times | na | - | ****** | _ |
| 4 or more times | na | - | - | |

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

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

na—Not asked of middle school students.

Table A6.8

Drinking While Driving

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--|---|---|---------------|---|
| Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking | // | 70 | 70 | <u> </u> |
| Never | na | | _ | |
| 1 time | na | | | |
| 2 times | na | | | |
| 3 to 6 times | na | | | essential de la martina de la compania de la mandra de la m Mandra de la mandra |
| 7 or more times | na | | | |
| Have ridden in a car driven by someone who had been drinking | an to the consecution is a second of a shall reference has been been been been been been been bee | el for finding all times are stated for a submitted finding for a first section of the first | | |
| Never | 63 | na | na | na |
| 1 time | 20 | na | na | na |
| 2 times | 7 | na | na | na |
| 3 to 6 times | 5 | na | na | na |
| 7 or more times | 4 | na | na | na |

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

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

na—Not asked of middle/high school students.

Table A6.9

Lifetime Drunk or "High" on School Property

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|-----------------|--------------|--------------|---------------|---------|
| 0 times | 98 | | | _ |
| 1 to 2 times | 1 | | | |
| 3 to 6 times | 1 | - | | AMERIC |
| 7 or more times | 0 | | _ | ****** |

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

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

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--|--------------|---|--|---|
| Alcohol | | | | |
| 0 days | 98 | | | _ |
| 1 to 2 days | 2 | | | |
| 3 or more days | 0 | and design | | |
| Marijuana | | | | |
| 0 days | 98 | | | |
| 1 to 2 days | 2 | - | | |
| 3 or more days | 0 | | | |
| Any other drug, pill, or medicine to get "high" or for other than medical reasons? | | | | |
| 0 days | 99 | _ | | |
| 1 to 2 days | 1 | | e mangement and a season of the contract of th | |
| 3 or more days | 0 | | | annen av enameremen sen ver verme nårnåre förske förske |
| Any of the above | 2 | | | |

Question HS A.74-76/MS A.67-69: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get "high" or for other than medical reasons?

Table A6.11
Perceived Harm and Availability

| | Grade 7 | Grade 9 | Grade 11 | $^{ m NT}_{\%}$ |
|---|--|--|--|---|
| Perceived Harm of Use | en manuel de la companya de la comp | | | |
| Alcohol - drink occasionally | | والمراقبة | | MAN TO BE SEEN THE PROPERTY OF |
| Great | 22 | _ | _ | - |
| Moderate | 25 | | | |
| Slight | 37 | ***** | | |
| None | 16 | | | |
| Alcohol - 5 or more drinks once or twice a week | ymtoliggagaga, mog killig i sygygina, mog nefyrant militaria. Dirkum if metyrallari mannita | and the second and th | THE RESERVE OF THE ACTION CONTRACTOR OF THE RESERVE OF THE STATE OF TH | g gangaga ar an an di liga mayanga di liganga ga an an di di a camanda a caman di man' dafai |
| Great | 61 | | | water |
| Moderate | 22 | A CONTRACTOR OF STREET | a con unique en anal not service se qua ser e e cano en e e empres d'Armeron a manifer | and the second s |
| Slight | 8 | | | |
| None | 9 | | and the highest that the had the state of th | namenta e e e de en e e e e e e e e e e e e e e |
| Marijuana - smoke occasionally | | | ne a una esca e en sendimenen a una un que escribir que entre desendente de en circles | |
| Great | 40 | | random. | NAME OF THE PERSON OF THE PERS |
| Moderate | 35 | | | and the second |
| Slight | 17 | | And the second s | NAMES OF THE OWNER |
| None | 7 | | onne en | |
| Marijuana - smoke once or twice a week | magagana di mananga ah gangga ay 143 milikindari di gangganah di diaga ana 14 miliki ka inini 4 di sasa (sasde d | | | 411 - 100-100 - 100 |
| Great | 69 | | | and the second s |
| Moderate | 16 | | | ***** |
| Slight | 6 | | | |
| None | 10 | | <u></u> | |
| Perceived Difficulty of Obtaining | | | | |
| Alcohol | | | | |
| Very difficult | 18 | | | |
| Fairly difficult | 9 | | ALL CARREST ON THE CONTRACT OF THE CARREST OF THE C | |
| Fairly easy | 20 | | | |
| Very easy | 13 | and the second | | |
| Don't know | 39 | | | |
| Marijuana | | | | |
| Very difficult | 25 | | | |
| Fairly difficult | 12 | property and the second | | |
| Fairly easy | 13 | | | |
| Very easy | 6 | | | |
| Don't know | 44 | America Company of Com | | |

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

7. Tobacco Use

Table A7.1
Summary of Key CHKS Tobacco Indicators

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % | Table |
|--|--------------|--|--|--|-------|
| Use Prevalence and Patterns | | | | | |
| Ever smoked a whole cigarette | 2 | | - | and the second of the second o | A7.2 |
| Current cigarette smoking [‡] | 2 | | | and the state of t | A7.3 |
| Current cigarette smoking at school [‡] | 1 | | Transmitter (1974) (1986) (1986) (1986) (1986) (1986) (1986) (1986) (1986) (1986) (1986) (1986) (1986) (1986) | oritinad e i André dille America dell'André il Indiana il André il André il André il André il André il André i Mandré | A7.4 |
| Ever tried smokeless tobacco | 2 | | | | A7.2 |
| Current smokeless tobacco use [‡] | 1 | | | | A7.3 |
| Current smokeless tobacco use at school [‡] | 1 | | | | A7.4 |
| Ever used electronic cigarettes or other vaping device | 5 | | | negative () - decidence () - deciden | A7.2 |
| Current use of electronic cigarettes or other vaping device [‡] | 2 | alidica no monte companya per la manana pengangan pengangan pengangan pengangan pengangan pengangan pengangan Pengangan pengangan | af ridina a mit romana da sa antida a ciri de si inquatica a titula de si induita con concentra. | | A7.3 |
| Current use of electronic cigarettes or other vaping device at school [‡] | 1 | | | - | A7.4 |
| Cessation Attempts | | antu antu Mandrillau Manada antu arte a circina data ana da circina da circina da circina da circina da circina | | type. Accessor on the contract of the contract | 99.0 |
| Tried to quit or stop using cigarettes | na | | | | A7.5 |
| Attitudes and Correlates | | tere alle folker i megame antenna ten e menant en folke e all fant e f f f a gele e alle e | got til fra som hannen men og er gjennen sikkeren er er frankere er som en skille beneve e | овория в на постоя в соверения и объектовой в постоя в подостоя в подостоя в подостоя в подостоя в постоя в по | |
| Occasional smoking great harm | 32 | wase | and the same of th | emero | A7.7 |
| Smoking 1-2 packs per day great harm | 84 | | | | A7.7 |
| Strongly disapprove of peer smoking 1 or more packs of cigarettes a day | 88 | | AMELIAN. | | A7.6 |
| Very easy to obtain cigarettes | 8 | and the second s | approximate the second control of the second | | A7.7 |

[‡]Past 30 days; na—Not asked of middle school students.

Table A7.2

Lifetime Tobacco Use

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--|--|--|---|---------|
| A cigarette, even one or two puffs | -/U | ·// | // | /U |
| 0 times | 97 | na | na | na |
| 1 time | and the second s | na | na | na |
| 2 to 3 times | 1 | na | na | na |
| 4 or more times | 2 | na | na | na |
| A whole cigarette | | are and the same of the same o | | |
| 0 times | 98 | | | desired |
| 1 time | 0 | - | | |
| 2 to 3 times | 0 | | - Annual | <u></u> |
| 4 or more times | 2 | | | |
| Smokeless tobacco | man en | | | |
| 0 times | 98 | | | |
| 1 time | 0 | | | |
| 2 to 3 times | 0 | | _ | |
| 4 or more times | 2 | | - | |
| An electronic cigarette or other vaping device | | | | |
| 0 times | 95 | | | |
| 1 time | 2 | | | |
| 2 to 3 times | 0 | | | |
| 4 or more times | 3 | | #2.00TB | |

Question HS A.44-46/MS A.44-47: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

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

 $na-Not\ asked\ of\ high\ school\ students.$

Table A7.3

Any Current Use and Daily Use

| | Grade 7 | Grade 9 % | Grade 11 | NT % |
|-------------------------|--|--|---|--|
| Cigarette | | | erregen er gegen gegen der eine Steine er | |
| Any | 2 | _ | • | |
| Daily (20 or more days) | 0 | | | |
| Smokeless Tobacco | Дольновом макей стан Билей (1914 м. 1914 м. 1919 году (1914 м. 1914 м. 1914 м. 1914 м. 1914 м. 1914 м. 1914 м. | | могот и се сосово, о се о 11 г. п. | melekking och av 1 grift a Kromatif, Bagkin och 1941 f. da af 14 societien och |
| Any | 1 | | | _ |
| Daily (20 or more days) | 0 | | | |
| Electronic cigarette | g gagain an maintea da an ghri a data an ag ll deart a ll addiceart an tha ann all an dh'airth an tarth | | | |
| Any | 2 | _ | | _ |
| Daily (20 or more days) | T | COLUMN TO THE CO | | |

Question HS A.61-63/MS A.56-58: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Table A7.4

Current Smoking on School Property, Past 30 Days

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|---|---|-----------------|--|---------|
| Cigarette | | | | |
| 0 days | 99 | was a second to | | |
| 1 or 2 days | 1 | | _ | |
| 3 to 9 days | 0 | | | |
| 10 to 19 days | 0 | **** | _ | |
| 20 or more days | 0 | | | |
| Smokeless Tobacco | | | | |
| 0 days | 99 | | | |
| 1 or 2 days | 1 | | NOTICE TO SERVICE TO S | |
| 3 to 9 days | 0 | | | |
| 10 to 19 days | 0 | _ | | |
| 20 or more days | 0 | | | |
| Electronic cigarette or other vaping device | geograph () is given an ann ann ann an ann ann ann ann ann | | | |
| 0 days | 99 | | - | |
| 1 or 2 days | 1 | | energy og gygnefar Pylot en fil te framen fir fir bleekt en fil te fil Prof | - |
| 3 to 9 days | 0 | | | |
| 10 to 19 days | 0 | | | |
| 20 or more days | 0 | | | |

Question HS A.71-73/MS A.64-66: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Table A7.5

Cigarette Smoking Cessation Attempts

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

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

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

na—Not asked of middle school students.

Table A7.6

Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day

| | Grade 7 | Grade 9 | Grade 11 | NT |
|--------------------------------|---------|---------|----------|----|
| | % | % | % | % |
| Neither approve nor disapprove | 5 | | - | _ |
| Somewhat disapprove | 7 | - | marine. | |
| Strongly disapprove | 88 | | - | |

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

Table A7.7

Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|-------------------------------------|--------------|---|---------------|--|
| Perceived Harm of Use | | | | |
| Smoke cigarettes occasionally | | | | |
| Great | 32 | | _ | |
| Moderate | 37 | | | _ |
| Slight | 23 | embers - miles e e s'allement destructe per per per per e la la responsable de la la responsable mais e | | |
| None | 9 | | - | |
| Smoke 1-2 packs of cigarettes a day | | | | |
| Great | 84 | | MONRO | |
| Moderate | 6 | - | | |
| Slight | 2 | | | _ |
| None | 9 | | | |
| Perceived Difficulty of Obtaining | | | | |
| Cigarettes | | nauraunan merengan dian menerahan menerahan menerahan menerahan menerahan menerahan menerahan menerahan menerah | | raf f ann faril f a air fa f a f a f a f a f a f a f a f a f a |
| Very difficult | 17 | | _ | |
| Fairly difficult | 18 | - | | |
| Fairly easy | 13 | | | |
| Very easy | 8 | | | |
| Don't know | 43 | | | |

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

| | Grade 7 | Grade 9 | Grade 11 | NT oz. |
|-----------------|---------|---------|-------------|-------------|
| 0 times (never) | 7.5 | 70 | 70 | -7 <i>C</i> |
| O times (never) | 15 | | | |
| 1 time | 15 | | | |
| 2 to 3 times | 5 | | | ****** |
| 4 or more times | 5 | | | _ |

Question HS A.113/MS A.104: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., $Facebook^{TM}$, $Instagram^{TM}$, $Snapchat^{TM}$, email, instant message)? Note: Cells are empty if there are less than 25 respondents.

Table A8.2

Alone After School

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|--------|--------------|--------------|---------------|---------|
| Never | 22 | na | na | na |
| 1 day | 25 | na | na | na |
| 2 days | 19 | na | na | na |
| 3 days | 15 | na | na | na |
| 4 days | 5 | na | na | na |
| 5 days | 14 | na | na | na |

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

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

na—Not asked of high school students.

Table A8.3

Eating of Breakfast

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|-----|--------------|--------------|---------------|---------|
| No | 7 | ***** | | |
| Yes | 93 | | | |

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

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

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

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|-----|--------------|--------------|------------|---------|
| No | 88 | | | |
| Yes | 12 | | | |

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

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

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

| | Grade 7 % | % | Grade 11 % | NT % |
|-----|--------------|---|---------------|---------|
| No | na | | | |
| Yes | na | | | |

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

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

na—Not asked of middle school students.

Table A8.6

Gang Involvement

| | Grade 7 % | | Grade 11 % | NT % |
|-----|--------------|-------|---------------|---------|
| No | 95 | ***** | | |
| Yes | 5 | | | |

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

9. Race/Ethnic Breakdowns

Table A9.1
School Developmental Supports and Connectedness by Race/Ethnicity - 7th Grade

| Percent of students scoring | Grade 7 | | | | | | |
|------------------------------------|--|-------|-------|----|-------|-------|-------|
| High (%) | H/L | AI/AN | Asian | AA | NH/PI | White | Mixed |
| School Environment | | | | | | | |
| Total school supports | | | | | | 75 | |
| Caring adults in school | 1235C01335C01335C01335C01335C01335C01335C01335C01335C01335C01335C01335C01335C01335C01335C01335C01335C01335C013 | | | | | 73 | |
| High expectations-adults in school | | | | | | 83 | |
| Meaningful participation at school | | | - | | | 41 | |
| School Connectedness | | | | | | 82 | |
| Academic Motivation | | | | | | 72 | |

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

Table A9.2
School Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

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

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

Table A9.3
School Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade

| Percent of students scoring | | | G | rade 1 | 11 | | |
|------------------------------------|-----|-------|-------|--------|-------|-------|-------|
| High (%) | H/L | AI/AN | Asian | AA | NH/PI | White | Mixed |
| School Environment | | | | | | | |
| Total school supports | _ | _ | - | _ | _ | _ | _ |
| Caring adults in school | _ | | | _ | _ | | |
| High expectations-adults in school | _ | _ | _ | _ | - | | - |
| Meaningful participation at school | | | | | _ | - | _ |
| School Connectedness | _ | | _ | _ | | | |
| Academic Motivation | _ | _ | _ | | | | |

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

Table A9.4
School Developmental Supports and Connectedness by Race/Ethnicity - Non-Traditional

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

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

Table A9.5

Current Cigarette Smoking by Race/Ethnicity

| | Grade 7 | Grade 9 | Grade 11 | NT |
|---------------------------------------|---------|---------|--|----|
| Smoked cigarettes in the past 30 days | | // | // | |
| Hispanic or Latino | | _ | **** | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | 1 | | - And the second | |
| Mixed (two or more) races | | | | |

10. Gender Breakdowns

Table A10.1

| School Developmental Supports, Connectedness, and Aca | and Academic Motivation by Gender | vation by | Gender | | | | | |
|---|-----------------------------------|-----------|---|--|--|--|--|--|
| | Grade 7 | e 7 | Grad | le 9 | | 9 11 | IN | <u></u> |
| Percent of Students Scoring High | Female Male F | Male % | Female Male % | Male % | Female Male % | Male % | Female Male % | Male % |
| School Environment | | | 9 | | | | | |
| Total school supports | 82 | 73 | | ************************************** | Only A Commission and states and states in the second states of the second state | | · | Cardina de |
| Caring adults in school | 82 | 69 | - | - | | Access to the contract of the | Without the control of the control o | CHARLES AND THE PROPERTY OF STATE OF THE STA |
| High expectations-adults in school | 16 | 78 | 444400 | *************************************** | - | 1 | The second distribution of the second | ************************************** |
| Meaningful participation at school | 42 | 41 | *************************************** | și de la constant de | damage | Secure of the second section of the second s | Name and the second sec | Vol. 1991 (C. 1991 C. |
| School Connectedness | 68 | 81 | one and the state of the state | Applicate | The state of the s | 6 m 190 m 1 m 1 m 1 m 1 m 1 m 1 m 1 m 1 m 1 m | | To the second se |
| Academic Motivation | 08 | 62 | | _ | a manager | | | |

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

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

| Selected Alcohol and Drug Use Measures by Genuer | | | | *************************************** | | | | |
|--|----------|-----------|--|---|--|---|--|--|
| | ade | | ade | | de | | | |
| | Female M | Male % | Female M | Male % | Female % | Male % | Female % | Male % |
| Lifetime and Current AOD Use | | | | | | | | |
| During your life, did you ever | | | | | | | | |
| drink alcohol (one full drink)? | 5 | 12 | denomination of the second sec | 1 | no materia de manacama (MATRICA ESPERA) en promocama (materia). | | LANCERS AND THE STATE OF THE ST | |
| use inhalants? | 0 | 7 | Territoria de la composição de la compos | - | mand transform Alberta Communication Communi | *************************************** | een sõide selemine konde keele kalladasta kalladasta kalladasta keele keele keele kalladasta kallad | The state of the s |
| smoke marijuana? | 0 | 7 | en e | *** | POPUL/EXPERIMENTAL PROPERTY OF THE POPULATION OF | mando | VED 1992 AND A SPECIFIC CONFERENCE CONTRACTOR SPECIFIC CONTRACTOR | Manager 1 |
| During the past 30 days, did you | | | | | | | | |
| drink alcohol (one full drink)? | 0 | ∞ | A A A A A A A A A A A A A A A A A A A | 1 | | | | |
| use inhalants? | 0 | m | enweis | - | amenonomon printen a anti-tri del anti-tri della contra a printen della della contra a printen della d | | a desse de | |
| smoke marijuana? | 0 | 3 | | - | ngeroen over of states, then the states of t | Name | THE LABORATE PROPERTY OF THE PROPERTY OF THE PARTY OF THE | adjacotti, 175. pp. 1992 in produced |
| Level of Involvement (High Risk Patterns) | | | | ···· | | | | |
| During your life, have you ever | | | | | | | | |
| been very drunk or sick after drinking alcohol? | 0 | 4 | en de series de la constante d En la constante de la constante | - | | 1 | haddeles elektronomi dissembles kan omdere de dembere (1987-me) e | |
| been "high" from using drugs? | 0 | 4 | *************************************** | 1 | - | 1 | TO CHICKLESS (SEE SECTION AND TAXABLE SECTION AS A SECTIO | AMAZON |
| During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours? | 0 | , | | 1 | - ADA ADA CA A MERCENIA (A ADARD MINISTER) (A ATA A MENTENIA (A ADARD MINISTER) (A ADARD | *************************************** | | - tra primitiva suprim um a ma (Virgas a Minare). |
| AOD Use at School | | | | | | | | |
| During your life, have you ever been drunk or "high" on school property? | 0 | 3 | | | | • | | and the second s |
| During the past 30 days, did you use marijuana on school property? | 0 | 3 | | 1 | Auto | - | and continued properties (to the way account of the | 1 |
| Perceived Harm | | | | | | | | |
| Frequent use ofis harmful. ^A | | | | | | | | |
| alcohol (five or more drinks once or twice a week) | 916 | 92 | | | | - | ggy) i pyramati neede de kan is in elektrologici i in de kan kepter en elektrologici i de en especiel de en esp | |
| marijuana (once or twice a week) | 91 8 | 68 | | - | | _ | *************************************** | |
| | | | | | | | | |

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

^ACombines Great, Moderate, and Slight.

Selected Tobacco Use Measures by Gender Table A10.3

| Selected lobacco Use Measules by Jenuel | | | | | NAMES OF THE PROPERTY OF THE P | THE RESIDENCE AND ADDRESS OF THE PERSONS ASSESSED. | NONE CONTRACTOR DE LA C | |
|---|--|--|--|--|--|--|--|--|
| | Grade | 7 . 7 | Grad | le 9 | Grade | | Z | r . |
| | Female Male | Male | Female Male | Male | Female Male | Male | Female Male $\%$ | Male % |
| | | 200 | | | The second secon | The second secon | ************************************** | |
| During your life, did you ever smoke a cigarette? | O | 5 | - | *************************************** | COLUMN TO THE PROPERTY OF THE PARTY OF THE P | | | Copper formation of the State o |
| During the past 30 days, did you smoke a cigarette? | 0 | 3 | · constant | Weeken | Company and the time of time of the time of time of the time of time o | ************************************** | ALLERTIN TO PROPERTY OF THE PARTY OF T | The same of the contract of the same of th |
| During the nast 30 days, did you smoke cigarettes daily? | 0 | 0 | (Annual of the Control of the Contro | *** | I | 1 | Name and the second of the sec | |
| During the past 30 days, did you smoke cigarettes on | Taka kananan kananan kananan kanan kan | The Control of Control | Literatus Special de la colonia de la col | ANTI Anti-delimente de servici i desente de la constanta de la | waste | _ | 1 | 1 |
| school property? | | * | er en steppen de en en sid de en de se en en de seven de el de fre en en | dendor en | VALUE CO. STORE ELECTROLOGICA (\$5.500), madelabora esta estre con esta esta esta esta esta esta esta esta | | distribution of the transfer of the second o | - ((ph.) payable made data to table a strategy of the second |
| Frequent use of cigarettes is harmful. (1-2 packs a day) ^A | 91 | 92 | | ++ | | | | Account Control of Con |
| | THE OWNER WHEN THE PROPERTY OF | | | | | | | |

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

^ACombines Great, Moderate, and Slight.

School Safety-Related Indicators by Gender Table A10.4

| | <u> DESCRIPTION OF THE PROPERTY </u> | | | TIL |
|---|--|--|--|--|
| | Grade 7 | Grade 9 | Grade 11 | |
| | Female Male | Female Male | Female Male $\%$ | Female Male % |
| During the nast 12 months at school, have you been | K. | | | |
| harassed or bullied for any of the following reasons? | | | | |
| Race, ethnicity, or national origin | 9 11 | Manager Application (Control of the Control of the | | *Balter (presentant and extended and the photographic transport and a strength of the contract and additional of the contra |
| Religion | 6 12 | Acceptance of the first contract of the firs | | (eg) to apply manufactured management (from the major experimental mediate featured). (1) |
| Gender | 17 4 | e de la composition della comp | Annual Annua | Ten i i mai del commente Commente de proprio de prefer de la del constitut i i commente a constitutamente del com e (1900). |
| Gay/lesbian, or someone thought you were | 2 5 | tes to indepen (145 All 1750) i Avendon monte de de ANATER. 150 All 1800 in marie i mandre ministratore. All 1800 in marie i | And the second s | The sease of the 1 state (the terminal content of the season of the terminal content of the terminal c |
| Physical/mental disability | 0 5 | to AM AMAZONO COMP menumental in the amazon and the Sept. (According to the amazon ama | And Anderson Communication Control Con | ************************************** |
| Any other reason | 17 28 | | | |
| During the past 12 months at school, have you been in a physical fight? | 6 0 | The state of the s | | |
| Feels safe at school | 94 88 | erangementeratie (the "the date executable" extranses de medition (1881 e 1811) (the edition of com- | e des esta una la material de material de material de conferencia de desta de la conferencia de la conferencia Material | TO A COMMITTEE OF THE PROPERTY |
| Currently belong to a gang | 4 5 | | | |
| | | | | |

Table A10.5

| | Grac | Grade 7 | Grade 9 | le 9 | Grade 11 | e 11 | LN L | I |
|----------------------------------|-------------|---------|-------------|---|-------------|--|--|---|
| | Female Male | Male | Female Male | Male | Female Male | Male | Female | |
| | % | % | % % | % | % | % | % | 0% |
| Eating of breakfast | 94 | 94 92 | штан | *************************************** | | to interest blade in the 1916 interest in the second secon | The state of the s | - |
| Chronic sad or hopeless feelings | | 13 | . | *************************************** | I | l | al- | *************************************** |

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

Z. Kentfield Elementary Custom Questions

1. Module Sample

Table Z1.1
Student Sample for Custom Questions

| | Grade 7 | Grade 9 | Grade 11 | NT ^A |
|-----------------------|---------|---------|----------|-----------------|
| Student Sample Size | | | | |
| Target sample | 145 | | | |
| Final number | 127 | _ | | _ |
| Average Response Rate | 88% | | | |

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Custom Questions

Table AZ.2.1

Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.

| | Grade | |
|----------------------------|----------|------------|
| | 7th % | Total % |
| Strongly disagree | 2 | 2 |
| Neither agree nor disagree | 6 | 6 |
| Agree | 21 | 21 |
| Strongly agree | 72 | 72 |

Question HS/MS Z.1.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.2

I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.

| | Grade | |
|----------------------------|-------|-------|
| | 7th | Total |
| | % | % |
| Strongly disagree | 75 | 75 |
| Disagree | 13 | 13 |
| Neither agree nor disagree | 4 | 4 |
| Agree | 2 | 2 |
| Strongly agree | 6 | 6 |

Question HS/MS Z.2.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.3

Outside of my home and school, there is an adult who really cares about me.

| | Grade | |
|------------------|-------|-------|
| | 7th | Total |
| | % | % |
| Not at all true | 2 | 2 |
| A little true | 2 | 2 |
| Pretty much true | 12 | 12 |
| Very much true | 84 | 84 |

Question HS/MS Z.3.

Table AZ.2.4

Outside of my home and school, there is an adult who tells me when I do a good job.

| | Grade | |
|------------------|-------|-------|
| | 7th | Total |
| | % | % |
| Not at all true | 2 | 2 |
| A little true | 4 | 4 |
| Pretty much true | 16 | 16 |
| Very much true | 78 | 78 |

Question HS/MS Z.4.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.5

Outside of my home and school, there is an adult who notices when I am upset about something.

| | Grade | Grade | |
|------------------|----------|------------|--|
| | 7th % | Total % | |
| Not at all true | 3 | 3 | |
| A little true | 8 | 8 | |
| Pretty much true | 18 | 18 | |
| Very much true | 71 | 71 | |

Question HS/MS Z.5.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.6

Outside of my home and school, there is an adult who believes that I will be a success.

| | Grade | |
|------------------|-------|------------|
| | 7th | Total % |
| | % | |
| Not at all true | 1 | 1 |
| A little true | 1 | 1 |
| Pretty much true | 14 | 14 |
| Very much true | 85 | 85 |

Question HS/MS Z.6.

Table AZ.2.7

Outside of my home and school, there is an adult who always wants me to do my best.

| | Grade | |
|---------------------------------|----------|----------|
| | 7th | Total % |
| Not at all true | | 70 |
| A little true | 1 | 1 |
| Pretty much true Very much true | 14 84 | 14 84 |

Question HS/MS Z.7.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.8

Outside of my home and school, there is an adult whom I can trust.

| | Grade | Grade | |
|------------------|-------|------------|--|
| | 7th | Total % | |
| Not at all true | 2 | 2 | |
| A little true | 4 | 4 | |
| Pretty much true | 16 | 16 | |
| Very much true | 78 | 78 | |

Question HS/MS Z.8.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.9

I know where to go for help with a problem and I can find someone to talk with.

| | Grade | |
|------------------|----------|---------|
| | 7th % | Total % |
| Not at all true | 2 | 2 |
| A little true | 6 | 6 |
| Pretty much true | 20 | 20 |
| Very much true | 72 | 72 |

Question HS/MS Z.9.

Table AZ.2.10

I have a friend about my own age that really cares for me.

| | Grade | |
|------------------|-------|-------|
| | 7th | Total |
| | % | % |
| Not at all true | 2 | 2 |
| A little true | 2 | 2 |
| Pretty much true | 15 | 15 |
| Very much true | 81 | 81 |

Question HS/MS Z.10.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.11
In my home there is a parent or some other adult who believes that I will be a success.

| | Grade | Total % |
|------------------|-------|------------|
| | 7th | |
| | % | |
| Not at all true | 2 | 2 |
| Pretty much true | 9 | 9 |
| Very much true | 89 | 89 |

Question HS/MS Z.11.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.12

In my home there is a parent or some other adult who listens to me when I have something to say.

| | Grade | |
|------------------|----------|------------|
| | 7th % | Total % |
| Not at all true | 2 | 2 |
| A little true | 1 | 1 |
| Pretty much true | 11 | 11 |
| Very much true | 87 | 87 |

Question HS/MS Z.12.



Table AZ.2.13

I am involved in music, art, literature, sports or a hobby.

| | Grade | |
|------------------|----------|---------|
| | 7th % | Total % |
| A little true | 2 | 2 |
| Pretty much true | 7 | 7 |
| Very much true | 91 | 91 |

Question HS/MS Z.13.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.14

I have goals and plans for the future.

| | Grade | |
|------------------|-------|-------|
| | 7th | Total |
| | % | % |
| A little true | 6 | 6 |
| Pretty much true | 16 | 16 |
| Very much true | 79 | 79 |

Question HS/MS Z.14.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.15

I believe I will be a success.

| | Grade | |
|------------------|-------|------------|
| | 7th | Total % |
| | % | |
| Not at all true | 2 | 2 |
| A little true | 3 | 3 |
| Pretty much true | 13 | 13 |
| Very much true | 82 | 82 |

Question HS/MS Z.15.

Table AZ.2.16
I know I will graduate from high school.

| | Grade | Grade | |
|------------------|-------|------------|--|
| | 7th % | Total % | |
| Pretty much true | 6 | 6 | |
| Very much true | 94 | 94 | |

Question HS/MS Z.16.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.17

I plan to go to college or some other school after high school

| | Grade | Grade | |
|------------------|----------|---------|--|
| | 7th % | Total % | |
| A little true | 2 | 2 | |
| Pretty much true | 3 | 3 | |
| Very much true | 95 | 95 | |

Question HS/MS Z.17.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.18 I know I will find a good job after I graduate.

| | Grade | |
|-----|----------|------------|
| | 7th % | Total % |
| Yes | 95 | 95 |
| No | 5 | 5 |

Question HS/MS Z.18.

Table AZ.2.19

Were you treated with respect all day yesterday? - Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time.

| | Grade | |
|----|-------|-------|
| | 7th | Total |
| | % | % |
| 0 | 3 | 3 |
| 3 | 2 | 2 |
| 4 | 2 | 2 |
| 5 | 3 | 3 |
| 6 | 4 | 4 |
| 7 | 6 | 6 |
| 8 | 18 | 18 |
| 9 | 18 | 18 |
| 10 | 45 | 45 |

Question HS/MS Z.19.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.20

Do you have health problems that keep you from doing any of the things other people your age can normally do? - Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time.

| | Grade | |
|----|-------|-------|
| | 7th | Total |
| | % | % |
| 0 | 50 | 50 |
| 1 | 3 | 3 |
| 2 | 1 | 1 |
| 3 | 2 | 2 |
| 4 | 2 | 2 |
| 5 | 2 | 2 |
| 6 | 6 | 6 |
| 8 | 3 | 3 |
| 9 | 4 | 4 |
| 10 | 26 | 26 |

Question HS/MS Z.20.

Table AZ.2.21 On how many of the past 7 days did you participate in a physical activity for at least 30 minutes?

| | Grade | |
|--------|-------|------------|
| | 7th | Total % |
| | % | |
| 0 days | 2 | 2 |
| 1 day | 1 | 1 |
| 2 days | 2 | 2 |
| 3 days | 6 | 6 |
| 4 days | 8 | 8 |
| 5 days | 16 | 16 |
| 6 days | 14 | 14 |
| 7 days | 52 | 52 |

Question HS/MS Z.21.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.22 On how many of the past 7 days did you walk, bicycle, or skateboard home from school?

| | Grade | |
|--------|-------|------------|
| | 7th | Total % |
| | % | |
| 0 days | 20 | 20 |
| 1 day | 7 | 7 |
| 2 days | 7 | 7 |
| 3 days | 9 | 9 |
| 4 days | 7 | 7 |
| 5 days | 17 | 17 |
| 6 days | 5 | 5 |
| 7 days | 28 | 28 |

Question HS/MS Z.22.

Table AZ.2.23

During the past seven days on how many days were you physically active for a total of at least 60 minutes per day? Do not include school P.E. (Add up all the time you spent in any kind of physical activity other than in school P.E. that increased your heart rate and made you breathe hard some of the time.)

| | Grade | |
|--------|-------|------------|
| | 7th | Total % |
| | % | |
| 0 days | 2 | 2 |
| 1 day | 4 | 4 |
| 2 days | 6 | 6 |
| 3 days | 10 | 10 |
| 4 days | 17 | 17 |
| 5 days | 21 | 21 |
| 6 days | 8 | 8 |
| 7 days | 33 | 33 |

Question HS/MS Z.23.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.24

During the past 24 hours (yesterday), how many times did you eat fruits and vegetables, including salads or nonfried potatoes? (Do not count fruit juice.)

| | Grade | |
|---|-------|-------|
| | 7th | Total |
| | % | % |
| 0 | 2 | 2 |
| 1 | 7 | 7 |
| 2 | 8 | 8 |
| 3 | 17 | 17 |
| 4 | 18 | 18 |
| 5 | 17 | 17 |
| 6 | 3 | 3 |
| 7 | 28 | 28 |

Question HS/MS Z.24.

Table AZ.2.25
Yesterday, how many times did you drink a bottle or glass of plain water? Count tap, bottled and unflavored sparkling water.

| | Grade | |
|-----------|-------|-------|
| | 7th | Total |
| | % | % |
| 0 | 2 | 2 |
| 1 | 1 | 1 |
| 2 | 10 | 10 |
| 3 | 10 | 10 |
| 4 | 20 | 20 |
| 5 | 10 | 10 |
| 6 | 15 | 15 |
| 7 | 6 | 6 |
| 8 or more | 26 | 26 |

Question HS/MS Z.25.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.26
Yesterday, how many glasses or cans of soda (such as Coke) or other sweetened drinks (such as fruit punch or sports drinks) did you drink? (Do not count diet and sugar-free drinks.)

| | Grade | |
|-----------|-------|------------|
| | 7th | Total % |
| | % | |
| 0 | 68 | 68 |
| 1 | 25 | 25 |
| 2 | 2 | 2 |
| 3 | 2 | 2 |
| 4 | 1 | 1 |
| 5 | 1 | 1 |
| 8 or more | 1 | 1 |

Question HS/MS Z.26.

Table AZ.2.27 Which of the following are you trying to do about your weight?

| | Grade | |
|--|----------|------------|
| | 7th % | Total % |
| Lose weight | 27 | 27 |
| Gain weight | 17 | 17 |
| Stay the same weight | 21 | 21 |
| I am not trying to do anything about my weight | 35 | 35 |

Question HS/MS Z.27.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.28
Go without eating (fasting), eat less food, fewer calories, or foods low in fat. - During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?

| | Grade | Grade | |
|-----------|----------|------------|--|
| | 7th % | Total % | |
| No | 81 | 81 | |
| No Yes | 19 | 19 | |

Question HS/MS Z.28.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.29

Take any diet pills, powders, or liquids without a doctors advice (does not include meal replacement products, such as Slim Fast.) - During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?

| | Grade | |
|-----------|----------|------------|
| | 7th % | Total % |
| No | 98 | 98 |
| No Yes | 2 | 2 |

Question HS/MS Z.29.

Table AZ.2.30

Vomit or take laxatives. - During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?

| | Grade | Grade | |
|-----------|-------|------------|--|
| | 7th % | Total % | |
| No | 95 | 95 | |
| No Yes | 5 | 5 | |

Question HS/MS Z.30.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.31

How do you describe your weight?

| | Grade | |
|------------------------|----------|------------|
| | 7th % | Total % |
| Very underweight | 2 | 2 |
| Slightly underweight | 19 | 19 |
| About the right weight | 60 | 60 |
| Slightly overweight | 20 | 20 |

Question HS/MS Z.31.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.32

Cut, burned, or scratched yourself on purpose? - In your lifetime have you ever intentionally, or on purpose, done any of the following?

| | Grade | |
|-----------|-------|------------|
| | 7th % | Total % |
| No | 88 | 88 |
| No Yes | 12 | 12 |

Question HS/MS Z.32.

Table AZ.2.33
Attempted suicide? - In your lifetime have you ever intentionally, or on purpose, done any of the following?

| | Grade | Grade | |
|-----------|----------|------------|--|
| | 7th % | Total % | |
| No | 97 | 97 | |
| No Yes | 3 | 3 | |

Question HS/MS Z.33.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.34

If you saw another student being bullied, what would you do? (Select the main one.)

| | Grade | |
|-------------------------|-------|------------|
| | 7th % | Total % |
| | | |
| Tell an adult at school | 87 | 87 |
| Laugh and join in | 2 | 2 |
| Nothing | 11 | 11 |

Question HS/MS Z.34.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.35

Have you ever threatened or bullied anyone at school?

| | Grade | Grade | |
|-----------|----------|------------|--|
| | 7th % | Total % | |
| No | 83 | 83 | |
| No Yes | 17 | 17 | |

Question HS/MS Z.35.

Table AZ.2.36

LSD, Ecstasy or other psychedelics (acid, mescaline, peyote, mushrooms) - During your lifetime, how many times have you used or tried the following substances?

| | Grade | |
|------------|----------|------------|
| | 7th % | Total % |
| 0 | 98 | 98 |
| 1-3 | 2 | 2 |
| 10 or more | 1 | 1 |

Question HS/MS Z.36.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.37

Heroin (smack, junk, China White, black tar) - During your lifetime, how many times have you used or tried the following substances?

| | Grade | Grade | |
|-------------------|----------|---------|--|
| | 7th % | Total % | |
| 0 | 98 | 98 | |
| 6-9 | 1 | 1 | |
| 6-9 10 or more | 1 | 1 | |

Ouestion HS/MS Z.37.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.38

Prescription pain killers (Vicodin, OxyContin Percodan, Lortab) - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

| | Grade | Grade | |
|-------------------|----------|------------|--|
| | 7th % | Total % | |
| 0 | 97 | 97 | |
| 1-3 | 2 | 2 | |
| 6-9 | 1 | 1 | |
| 6-9 10 or more | 1 | 1 | |

Question HS/MS Z.38.

Table AZ.2.39

Barbiturates (Seconol, Nembutol, Amital, red, yellow jackets) - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

| | Grade | | |
|------------|-------|-------|--|
| | 7th | Total | |
| | % | % | |
| 0 | 98 | 98 | |
| 4-5 | 1 | 1 | |
| 4-5 6-9 | 1 | 1 | |

Question HS/MS Z.39.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.40
Tranquilizers, or sedatives, (tranks, libs, Xanax, Valium, Ativan, Librium, Klonipin, benzodiazepine/benzos) - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

| | Grade | ala antongangan Jonathan Inday (12 Amarupa 14 Amarun 19 |
|------------|-------|---|
| | 7th | Total |
| | % | % |
| 0 | 98 | 98 |
| 1-3 | 1 | 1 |
| 10 or more | 2 | 2 |

Question HS/MS Z.40.

Table AZ.2.41

Cold/Cough Medicines (Triple-C's Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

| | Grade | |
|------------|----------|------------|
| | 7th % | Total % |
| 0 | 95 | 95 |
| 1-3 | 2 | 2 |
| | 1 | 1 |
| 4-5 6-9 | 1 | 1 |
| 10 or more | 2 | 2 |

Question HS/MS Z.41.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.42
Diet Pills (Didrex, Dexedrine, Zinadrine) - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

| | Grade | |
|---|----------|------------|
| | 7th % | Total % |
| 0 | 100 | 100 |

Question HS/MS Z.42.

Table AZ.2.43
Ritalin or Adderall - During your life, how many times have you used or tried the following pills or medications without a doctor's order to get "high" or "stoned"?

| | Grade | |
|------------|----------|------------|
| | 7th % | Total % |
| 0 | 98 | 98 |
| 1-3 | 1 | 1 |
| 4-5 | 1 | 1 |
| 10 or more | 1 | 1 |

Question HS/MS Z.43.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.44

During the past 30 days, on how many days did you use cocaine (any form, coke, crack, rock, base, snort)?

| | Grade | Grade | |
|------------------|-------|------------|--|
| | 7th | Total % | |
| | % | | |
| 0 days | 99 | 99 | |
| 0 days 2 days | 1 | 1 | |

Question HS/MS Z.44.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.45

During the past 30 days, on how many days did you use methamphetamine or amphetamines (meth, speed, crystal, crank, ice)?

| | Grade | | |
|------------------|-------|------------|--|
| | 7th | Total % | |
| 0 days | 99 | 99 | |
| 0 days 2 days | 1 | 1 | |

Question HS/MS Z.45.

Table AZ.2.46

During the past 30 days, on how many days did you use ecstasy, LSD or other psychedelics (acid, mescaline, peyote, mushrooms)?

| | Grade | |
|------------------|----------|------------|
| | 7th % | Total % |
| 0 days | 99 | 99 |
| 0 days 2 days | 1 | 1 |

Question HS/MS Z.46.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.47

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

| | Grade | |
|---|-----------------|-------|
| | 7th | Total |
| | % | % |
| Doesn't apply; I have never used alcohol or drugs | 94 | 94 |
| Have problems with emotions, nerves or mental health | 0 | 0 |
| Get into trouble or have problems with the police | 0 | 0 |
| Have money problems | 0 | 0 |
| Miss school | 1 | 1 |
| Have problems with schoolwork | 0 | 0 |
| Fight with other kids | 1 | 1 |
| Damage a friendship | 1 | 1 |
| Physically hurt or injure yourself | 0 | 0 |
| Have unwanted or unprotected sex | 2 | 2 |
| Forget what happened or pass out | 0 | 0 |
| Have other problems | vi . | 1 |
| I've used alcohol or drugs but never had any problems | 4 | 4 |

Question HS/MS Z.47.

Notes: Columns are not displayed if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table AZ.2.48

Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

| | Grade | |
|-----------------------------------|----------|------------|
| | 7th % | Total % |
| I dont use alcohol or other drugs | 97 | 97 |
| No, but I do use | 3 | 3 |

Question HS/MS Z.48.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.49
If you drink alcohol or use drugs how do you most frequently get it? (Select the main one.)

| | Grade | |
|--|----------|------------|
| | 7th % | Total % |
| | | |
| At school or school events | 1 | 1 |
| At parties or events outside school | 2 | 2 |
| At your own home | 4 | 4 |
| From friends or another teenager at their home | 1 | 1 |
| Take it without paying for it from a store | 1 | 1 |
| I dont drink alcohol | 91 | 91 |

Question HS/MS Z.49.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.50
In your opinion, how likely is it that a student would find help at your school from a counselor, teacher, other adult or a restorative program to stop or reduce using alcohol or other drugs?

| | Grade | |
|-------------|----------|---------|
| | 7th % | Total % |
| Very likely | 28 | 28 |
| Likely | 20 | 20 |
| Not Likely | 30 | 30 |
| Dont Know | 21 | 21 |

Question HS/MS Z.50.

Table AZ.2.51

The last time you used prescription medication that was not prescribed to you, what were the reasons?

| | Grade | |
|--|-------|-------|
| | 7th | Total |
| | % | % |
| I did not take prescription medication that was not prescribed | 92 | 92 |
| to me | | |
| To relieve pain | 6 | 6 |
| To relieve anxiety or depression | 1 | 1 |
| For fun, getting high, peer pressure (friends were doing it) | 1 | 1 |
| To prevent or relieve withdrawal symptoms | 1 | 1 |

Question HS/MS Z.51.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.52
From whom did you obtain the prescription medication?

| | Grade | Grade | |
|--|-------|------------|--|
| | 7th | Total % | |
| | % | | |
| I did not take prescription medication that was not prescribed | 92 | 92 | |
| to me | | | |
| From a friend OR relative | 3 | 3 | |
| From a street dealer or other person I didnt know | 2 | 2 | |
| Other | 3 | 3 | |

Question HS/MS Z.52.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.53

How wrong do your parents feel it would be for you to drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?

| | Grade | |
|--------------------|-------|-------|
| | 7th | Total |
| | % | % |
| Very wrong | 85 | 85 |
| Wrong | 11 | 11 |
| A little bit wrong | 3 | 3 |
| Not at all wrong | 1 | 1 |

Question HS/MS Z.53.

Table AZ.2.54

How wrong do your parents feel it would be for you to smoke cigarettes?

| | Grade | THE RESERVE OF THE PROPERTY OF |
|--------------------|-------|--|
| | 7th | Total |
| | % | % |
| Very wrong | 94 | 94 |
| Wrong | 3 | 3 |
| A little bit wrong | 2 | 2 |
| Not at all wrong | 1 | 1 |

Question HS/MS Z.54.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.55

How wrong do your parents feel it would be for you to smoke marijuana?

| | Grade | |
|--------------------|----------|------------|
| | 7th % | Total % |
| Very wrong | 92 | 92 |
| Wrong | 7 | 7 |
| A little bit wrong | 1 | 1 |

Question HS/MS Z.55.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.56

How wrong do your parents feel it would be for you to use prescription drugs that were not your own or for non-medical reasons?

| | Grade | |
|---------------------|-------|------------|
| | 7th % | Total % |
| Very wrong | 96 | 96 |
| Very wrong Wrong | 4 | 4 |

Question HS/MS Z.56.

Table AZ.2.57 During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco, alcohol, or other drugs.

| | Grade | |
|-----------|-------|------------|
| | 7th % | Total % |
| Yes | 68 | 68 |
| Yes No | 32 | 32 |

Question HS/MS Z.57.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.58 How wrong do your friends feel it would be for you to smoke one or two packs of cigarettes a day?

| | Grade | |
|------------------|-------|------------|
| | 7th | Total % |
| | % | |
| Very wrong | 90 | 90 |
| Wrong | 9 | 9 |
| Not at all wrong | 2 | 2 |

Question HS/MS Z.58.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.59 How wrong do your friends feel it would be for you to have one or two alcoholic drinks regularly?

| | Grade | |
|--------------------|-------|------------|
| | 7th | Total % |
| | % | |
| Very wrong | 87 | 87 |
| Wrong | 9 | 9 |
| A little bit wrong | 3 | 3 |
| Not at all wrong | 1 | 1 |

Question HS/MS Z.59.

Note: Columns are not displayed if there are less than 25 respondents.

2015-16

Table AZ.2.60 How wrong do your friends feel it would be for you to smoke marijuana?

| | Grade | |
|--------------------|----------|------------|
| | 7th % | Total % |
| Very wrong | 88 | 88 |
| Wrong | 9 | 9 |
| A little bit wrong | 2 | 2 |
| Not at all wrong | 2 | 2 |

Question HS/MS Z.60.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.61

During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?

| | Grade | |
|--|--------------|----------|
| | 7th | Total |
| | % | <u>%</u> |
| I did not smoke cigarettes during the past 30 days | 98 | 98 |
| 2-5 cigarettes per day | 1 | 1 |
| More than 20 cigarettes per day | 1 | 1 |

Question HS/MS Z.61.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.62
If you now smoke cigarettes, would you like to quit smoking?

| | Grade | |
|---|----------|------------|
| | 7th % | Total % |
| I dont smoke cigarettes; does not apply | 97 | 97 |
| No | 3 | 3 |

Question HS/MS Z.62.

Table AZ.2.63

How hard would it be for you to refuse or say "no" to a friend who offered you a cigarette to smoke?

| | Grade | Grade | |
|-------------------|----------|------------|--|
| | 7th % | Total % | |
| Very hard | 2 | 2 | |
| Very hard Hard | 4 | 4 | |
| Easy Very Easy | 15 | 15 | |
| Very Easy | 78 | 78 | |

Question HS/MS Z.63.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.64

During the past 12 months, did you have lessons about tobacco and its effects on the body?

| | Grade | Grade | |
|-----------------------|----------|------------|--|
| | 7th % | Total % | |
| Yes | 89 | 89 | |
| No | 4 | 4 | |
| Yes No Not sure | 7 | 7 | |

Question HS/MS Z.64.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.65
Have you ever been slapped, kicked or physically hurt by a boyfriend or girlfriend, not just a friend?

| | Grade | |
|-----------|----------|------------|
| | 7th % | Total % |
| Yes | 5 | 5 |
| Yes No | 95 | 95 |

Question HS/MS Z.65.

Table AZ.2.66

Has this happened in the past 12 months?

| | Grade | |
|-----------------------------|-------|-------|
| | 7th | Total |
| | % | % |
| Yes | 2 | 2 |
| No | 10 | 10 |
| It has never happened to me | 88 | 88 |

Question HS/MS Z.66.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.67

The last time this happened, did you talk to anyone about it?

| | Grade | |
|-----------------------------|----------|------------|
| | 7th % | Total % |
| | | |
| Yes | 1 | 1 |
| No | 6 | 6 |
| It has never happened to me | 93 | 93 |

Question HS/MS Z.67.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.68

During the past 12 months has your boyfriend or girlfriend pressured or forced you in a way that made you feel uncomfortable?

| | Grade | Grade | |
|-----------|-------|------------|--|
| | 7th % | Total % | |
| Yes | 4 | 4 | |
| Yes No | 96 | 96 | |

Question HS/MS Z.68.

Table AZ.2.69

During the past 12 months has your boyfriend or girlfriend controlled your life in a way that you didn't want them to?

| | Grade | Grade | |
|-----------|-------|------------|--|
| | 7th % | Total % | |
| Yes | 2 | 2 | |
| Yes No | 98 | 98 | |

Question HS/MS Z.69.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.70

During the past 12 months did one of your parents have injuries or live in fear of being hurt by your other parent or someone they were dating?

| | Grade | Grade | |
|-----------|----------|------------|--|
| | 7th % | Total % | |
| Yes | 2 | 2 | |
| Yes No | 98 | 98 | |

Question HS/MS Z.70.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.71

About how old were you the first time you had a drink of an alcoholic beverage (other than a sip or two)?

| | Grade | |
|-------------|-------|-------|
| | 7th | Total |
| | % | % |
| Never | 89 | 89 |
| 10 or Under | 2 | 2 |
| 11 | 3 | 3 |
| 12 | 4 | 4 |
| 13 | 2 | 2 |
| 18 or Over | 1 | 1 |

Question HS/MS Z.71.

Table AZ.2.72

About how old were you the first time you smoked part or all of a cigarette?

| | Grade | |
|----------------------|-------|-------|
| | 7th | Total |
| | % | % |
| Never | 98 | 98 |
| Never 10 or Under | 1 | 1 |
| 11 | 2 | 2 |

Question HS/MS Z.72.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.73

About how old were you the first time you used smokeless tobacco or other tobacco products?

| | Grade | |
|----------------------|----------|------------|
| | 7th % | Total % |
| Never | 98 | 98 |
| Never 10 or Under | 1 | 1 |
| 11 | 1 | 1 |
| 12 | 1 | 1 |

Question HS/MS Z.73.

Table AZ.2.74

About how old were you the first time you used marijuana or hashish?

| | Grade | |
|-------------|----------|------------|
| | 7th % | Total % |
| Never | 98 | 98 |
| 10 or Under | 1 | 1 |
| 11 | 1 | 1 |
| 14 | 1 | 1 |

Question HS/MS Z.74.

Note: Columns are not displayed if there are less than 25 respondents.

Table AZ.2.75

About how old were you the first time you used any other illegal drug or pill to get "high"?

| | Grade | Grade | |
|----------------------|-------|------------|--|
| | 7th | Total % | |
| | % | | |
| Never | 98 | 98 | |
| Never 10 or Under | 1 | 1 | |
| 11 | 1 | 1 | |

Question HS/MS Z.75.