CALIFORNIA healthy kids SURVEY

Fremont Unified Secondary 2009-2010 Main Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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PREFACE

This report provides the detailed results for each question from this district's 2009-10 administration of the *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, review these findings along with the *Survey Content Guidebook,* (www.wested.org/chks/narratives) which discusses the significance of each question. Several other tools to help in data use are also available, as described below.

The results of this student survey should be compared to those obtained from school staff from the companion *California School Climate Survey (CSCS)*, which was administered at the same time. It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The Survey Content Guidebook provides a cross-walk between the two surveys' questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: www.wested.org/chks and cscs.wested.org.

SURVEY PURPOSE

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey (along with the California School Climate Survey of staff), and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. 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 both students and staff.

SURVEY CONTENT OVERVIEW

The 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 A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions identified by an expert advisory committee 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.[1] 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).

[1] The CHKS Guidebook to Survey Administration contains detailed information about the content of all the survey modules. The modules themselves can be downloaded from the website.

School Related Content

To support school improvement efforts, the majority of questions on the survey assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

- grades, truancy, and school connectedness, as indicators of engagement;
- the level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes;
- perceived safety and frequency of, and reasons for, harassment and bullying at school; and
- level of substance use, violence, and crime-related behavior (e.g., weapons possession) at school.

These questions can be compared to staff perceptions on the California School Climate Survey.

Closing the Achievement Gap

Several tables are particularly useful for helping districts identify and address the needs of students related to closing the state's persistent racial/ethnic achievement gap, which Superintendent O'Connell has declared CDE's top priority (the CTAG Initiative). Students are asked to indicate their racial/ethnic identity and report whether they have experienced harassment because of their race/ethnicity Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories.

To make the survey more valuable in support of CTAG efforts, in 2008-09 a supplementary module was created that assesses student perceptions of the respect shown to them at the school; equity and diversity; and cultural sensitivity. (Similar questions were added to the CSCS as well.) CDE automatically provides districts that select to administer the CHKS CTAG Module with supplementary reports disaggregating all their CHKS and CSCS results by the race/ethnicity of staff and students.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey following detailed instructions provided by CDE designed to assure the protection of all student and parental rights to privacy and maintain confidentiality. Students were surveyed only with the *consent of parents or guardians*. Each student's participation was voluntary, anonymous, and confidential. Table A1.2 gives the target sample of students, and the final number and percent that completed the survey (the participation response rate).

THE REPORT

The tables in this Main CHKS Report provide the percentages responding to each question response option by grade level, organized by topic. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables include the percentages of youth who do not engage in each risk behavior. Percentages are rounded off to the nearest whole number.

Depending on the nature of the districts' enrollment and module administration it may also receive two supplemental CHKS reports. Districts that participate in CDE's Migrant Education Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate. As noted, if the district also elected to administer the supplementary CHKS "CTAG" module, it will also receive all CHKS and CSCS results broken down by racial/ethnic categories of students and staff. (CSCS reports that compare results between special education staff and general education are also being provided.)

AIDS TO UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use survey results. These are described and made available on the survey website. Three are particularly important.

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2010.

ASSESSING THE DATA

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results, the changes obtained between administrations, or differences between your results and those from other districts or state norms. 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 Data Use and Dissemination Guidebook***.

Representativeness

Among the most important factors affecting the quality of survey results is the level 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 district's 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 Surveys

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the

survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to other local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help you determine whether changes in your district are unique or may be part of a larger trend, possibly affected by broad social forces. Ultimately, however, the most fundamental concern should be not how you compare with others but your satisfaction with your own survey results and whether your indicators are improving.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven, decision-making process. The following describes actions you can take to analyze and use the results and provide additional information to support school- and program- improvement efforts.

Request School Reports

Individual school-level reports may be of interest for many reasons. Primary among these is the interest of staff and parents about their own local school results, especially if the schools vary significantly in demographics, programs, or other characteristics. A comparison among schools may also prove useful in identifying sites which might benefit from special work or interventions. A small fee applies. (For large districts that sample schools and students, the sample may not support school reports.)

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the California School Climate Survey and other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore their meaning in more depth and obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Survey staff can provide information on conducting structured group "listening" discussions of the data with youth focused on obtaining their input on how to address the needs identified by the survey.

Conduct Additional Analyses of The Dataset

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable in understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness.

Add Questions to your Next CHKS

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGEMENTS

The CHKS was developed, and this report prepared for the district, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE) Safe and Healthy Kids Program Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at http://www.wested.org/chks.

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CALIFORNIA healthy kids SURVEY

Fremont Unified

Secondary
2009-2010
Main Report

Core Module A

CALIFORNIA Safe and Healthy Kids PROGRAM OFFICE

DUERR EVALUATION RESOURCES

WestEd

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	x
B. Resilience & Youth Development	
C. AOD Use & Safety	
D. Tobacco	
E. Physical Health	
F. Sexual Behavior	
G. Custom Questions	
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT*
Student Sample Size				
Target Sample	2385	2494	2441	307
Final Number	2002	1788	1639	150
Average Response Rate	**84%**	**72%**	**67%**	**49%**

* NT includes continuation, community day, and other alternative school types

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
12 years or younger	82	0	0	1
13 years old	17	4	0	0
14 years old	1	85	0	3
15 years old	0	10	4	3
16 years old	0	0	84	32
17 years old	0	0	12	48
18 years or older	0	0	0	13

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

Table A2.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	49	49	50	56
Female	51	51	50	44

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	3	3	3	3
Native Hawaiian or Pacific Islander	5	7	7	9
Asian	55	50	49	14
Black or African American (non-Hispanic)	6	5	7	18
Hispanic or Latino/Latina	16	19	17	39
White or Caucasian (non-Hispanic)	16	23	28	31
Other	13	11	9	10
Selected more than one	12	14	14	18

Question HS/MS A.6: How do you describe yourself? (Mark all that apply)

Note: Column totals may add up to more than 100% because students could select more than one response.

Table A2.4

Living Situation

	Grade 9 %	Grade 11 %	NT %
A home with both parents	77	76	44
A home with only one parent	17	18	36
Other relative's home	3	2	4
A home with more than one family	2	2	9
Friend's home	0	0	2
Foster home, group care, or waiting placement	0	0	3
Hotel or motel	0	0	2
Migrant housing	0	0	1
Shelter	0	0	1
On the street (no fixed housing), car campground	1	1	1
Other transitional or temporary housing	0	0	0
Other living arrangements	2	1	3

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

Table A2.5

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	36	32	23	23
A's and B's	36	36	35	20
Mostly B's	9	8	11	9
B's and C's	11	13	18	20
Mostly C's	2	4	5	5
C's and D's	4	4	5	12
Mostly D's	1	1	1	4
Mostly F's	2	2	1	7

Question HS A.125/MS A.107: During the past 12 months, how would you describe the grades you mostly received in school?

Table A2.6

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	88	85	67	44
1-2 times	7	8	16	17
A few times	3	4	12	14
Once a month	0	1	2	5
Once a week	0	0	1	5
More than once a week	1	1	3	14

Question HS A.126/MS A.108: During the past 12 months, about how many times did you skip school or cut classes?

Table A2.7

Days Home Alone During Normal School Week

	Grade 7 %
Never	51
1 day	21
2 days	14
3 days	10
4 days	5
5 days	0

Question MS A.102: In a normal school week, how many days are you home after school for at least one hour without an adult there?

Table A2.8

Migrant Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Yes	2	1	1	6
No	57	68	86	73
Don't know	40	31	13	21

Question HS A10/MS A9: In the past three years, were you pare of the Migrant Education program or did your family move to find work in agriculture?

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	30	59	11	31	57	12	32	55	13	18	56	27
Caring Adult Relationships	29	58	13	31	58	11	35	55	10	25	55	20
High Expectations	48	45	7	44	48	8	44	49	8	37	46	17
Opportunities for Meaningful Participation	15	57	29	18	53	29	18	49	33	10	35	55
Community Environment												
Total	69	24	6	65	28	7	66	26	7	44	39	17
Caring Adult Relationships	64	28	8	60	31	9	62	29	9	51	31	18
High Expectations	68	24	8	63	29	8	63	29	8	46	36	18
Opportunities for Meaningful Participation	55	34	11	57	33	10	56	32	13	23	43	34
School Connectedness Scale	54	39	7	51	40	9	45	44	11	22	51	27

Table A3.2

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	28	58	14	33	54	13	42	42	16			
Caring Adult Relationships	32	53	15	33	50	17	38	50	12			
High Expectations	38	53	9	52	40	8	42	52	6			
Opportunities for Meaningful Participation	14	52	34	12	52	37	23	48	29			
Community Environment												
Total	76	19	5	63	27	10	72	20	8			
Caring Adult Relationships	67	29	5	63	24	14	70	18	12			
High Expectations	66	27	8	71	15	13	76	12	12			
Opportunities for Meaningful Participation	58	30	12	53	37	10	55	33	12			
School Connectedness Scale	56	30	14	47	45	8	50	35	15			

Table A3.3

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	23	65	12	29	58	13	31	54	15			
Caring Adult Relationships	22	59	19	30	60	10	29	60	11			
High Expectations	45	48	7	48	40	12	39	51	10			
Opportunities for Meaningful Participation	15	58	27	15	48	37	16	50	33			
Community Environment												
Total	64	29	7	64	25	10	62	25	13			
Caring Adult Relationships	58	29	13	61	26	13	55	28	17			
High Expectations	66	26	8	62	29	9	58	25	17			
Opportunities for Meaningful Participation	45	39	15	53	34	13	55	34	11			
School Connectedness Scale	53	40	7	48	42	10	42	47	11			

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	30	58	11	31	57	12	33	56	12			
Caring Adult Relationships	29	59	12	29	62	10	35	55	10			
High Expectations	48	46	7	42	50	8	43	50	7			
Opportunities for Meaningful Participation	15	58	26	20	54	25	21	50	29			
Community Environment												
Total	73	22	5	66	28	6	67	26	8			
Caring Adult Relationships	64	28	7	56	33	10	59	30	11			
High Expectations	69	24	7	61	32	8	59	31	10			
Opportunities for Meaningful Participation	63	30	7	62	32	7	61	30	9			
School Connectedness Scale	56	38	6	53	38	9	48	41	11			

Table A3.5

Summary Table - Black or African American (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	32	60	8	23	60	17	30	50	20			
Caring Adult Relationships	35	56	9	29	53	18	32	53	16			
High Expectations	52	39	8	43	45	12	44	45	11			
Opportunities for Meaningful Participation	19	58	23	16	54	30	11	50	39			
Community Environment												
Total	66	26	8	61	27	12	56	31	13			
Caring Adult Relationships	64	28	9	53	35	12	58	29	13			
High Expectations	65	26	10	59	27	15	58	27	14			
Opportunities for Meaningful Participation	45	41	14	55	27	17	45	32	23			
School Connectedness Scale	46	45	8	24	65	11	28	53	19			

Table A3.6

Summary Table - Hispanic or Latino/Latina

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	26	60	14	27	59	14	25	58	17	12	61	26
Caring Adult Relationships	27	58	14	33	55	12	32	56	12	21	61	18
High Expectations	47	43	10	45	49	6	42	48	10	32	54	14
Opportunities for Meaningful Participation	11	55	34	14	51	35	9	50	41	9	31	60
Community Environment												
Total	60	28	12	59	34	7	64	27	9	44	40	16
Caring Adult Relationships	64	24	12	64	29	7	62	29	10	53	31	16
High Expectations	65	24	11	64	27	9	64	29	7	43	43	14
Opportunities for Meaningful Participation	41	37	22	44	37	18	44	35	21	16	42	42
School Connectedness Scale	57	37	6	48	42	9	38	48	13	24	57	19

Table A3.7

Summary Table - White or Caucasian (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	28	63	9	35	54	11	35	53	12	21	53	26
Caring Adult Relationships	31	56	13	37	52	11	38	53	10	25	52	23
High Expectations	50	46	5	52	42	6	46	48	6	40	40	21
Opportunities for Meaningful Participation	14	55	32	16	56	28	17	49	35	16	32	52
Community Environment												
Total	71	24	4	73	22	4	69	25	6	44	40	16
Caring Adult Relationships	68	27	5	68	26	6	66	27	6	50	34	16
High Expectations	70	25	5	69	25	6	68	26	6	52	30	18
Opportunities for Meaningful Participation	55	36	9	61	31	8	53	34	13	26	40	35
School Connectedness Scale	53	40	7	57	34	9	46	43	11	18	58	24

Table A3.8

Summary Table - Other Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	32	56	12	30	56	14	32	50	18			
Caring Adult Relationships	30	60	10	35	47	18	35	52	14			
High Expectations	50	44	6	43	44	13	44	45	11			
Opportunities for Meaningful Participation	14	59	27	16	52	32	17	52	31			
Community Environment												
Total	72	23	5	64	29	8	69	25	7			
Caring Adult Relationships	67	25	8	60	30	11	67	26	7			
High Expectations	72	20	8	63	25	12	69	23	8			
Opportunities for Meaningful Participation	53	37	11	54	34	12	57	29	14			
School Connectedness Scale	50	42	8	46	41	14	42	46	11			

Table A3.9

Summary Table - Selected More Than One Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	28	61	11	31	58	11	35	52	13			
Caring Adult Relationships	30	59	10	35	52	13	35	54	11			
High Expectations	49	46	5	50	43	7	47	45	8			
Opportunities for Meaningful Participation	13	59	28	15	56	30	13	54	33			
Community Environment												
Total	78	18	4	69	24	6	67	23	10			
Caring Adult Relationships	72	21	7	63	27	10	62	26	12			
High Expectations	73	22	5	65	24	11	66	22	12			
Opportunities for Meaningful Participation	58	32	10	60	30	9	56	31	13			
School Connectedness Scale	54	42	4	53	40	7	45	44	10			

Table A3.10.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total	28	23	30	32	26	28	32	28
Caring Adult Relationships	32	22	29	35	27	31	30	30
High Expectations	38	45	48	52	47	50	50	49
Opportunities for Meaningful Participation	14	15	15	19	11	14	14	13
Community Environment								
Total	76	64	73	66	60	71	72	78
Caring Adult Relationships	67	58	64	64	64	68	67	72
High Expectations	66	66	69	65	65	70	72	73
Opportunities for Meaningful Participation	58	45	63	45	41	55	53	58
School Connectedness Scale	56	53	56	46	57	53	50	54

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.10.2

Summary Table -9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total	33	29	31	23	27	35	30	31
Caring Adult Relationships	33	30	29	29	33	37	35	35
High Expectations	52	48	42	43	45	52	43	50
Opportunities for Meaningful Participation	12	15	20	16	14	16	16	15
Community Environment								
Total	63	64	66	61	59	73	64	69
Caring Adult Relationships	63	61	56	53	64	68	60	63
High Expectations	71	62	61	59	64	69	63	65
Opportunities for Meaningful Participation	53	53	62	55	44	61	54	60
School Connectedness Scale	47	48	53	24	48	57	46	53

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.10.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total	42	31	33	30	25	35	32	35
Caring Adult Relationships	38	29	35	32	32	38	35	35
High Expectations	42	39	43	44	42	46	44	47
Opportunities for Meaningful Participation	23	16	21	11	9	17	17	13
Community Environment								
Total	72	62	67	56	64	69	69	67
Caring Adult Relationships	70	55	59	58	62	66	67	62
High Expectations	76	58	59	58	64	68	69	66
Opportunities for Meaningful Participation	55	55	61	45	44	53	57	56
School Connectedness Scale	50	42	48	28	38	46	42	45

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.10.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total					12	21		
Caring Adult Relationships					21	25		
High Expectations					32	40		
Opportunities for Meaningful Participation					9	16		
Community Environment								
Total					44	44		
Caring Adult Relationships					53	50		
High Expectations					43	52		
Opportunities for Meaningful Participation					16	26		
School Connectedness Scale					24	18		

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.11
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people in this school				
Strongly Disagree	3	5	6	18
Disagree	6	7	8	16
Neither Agree Nor Disagree	28	24	22	38
Agree	47	43	43	20
Strongly Agree	16	21	22	9
I am happy to be at this school				
Strongly Disagree	4	5	8	19
Disagree	4	6	9	14
Neither Agree Nor Disagree	18	21	25	32
Agree	43	41	38	22
Strongly Agree	31	27	20	14
I feel like I am part of this school				
Strongly Disagree	5	6	8	24
Disagree	8	9	11	13
Neither Agree Nor Disagree	25	27	27	30
Agree	43	41	38	23
Strongly Agree	19	17	15	9
Teachers at this school treat students fairly				
Strongly Disagree	7	8	9	15
Disagree	11	12	17	7
Neither Agree Nor Disagree	29	31	31	27
Agree	38	37	34	30
Strongly Agree	15	12	9	21
I feel safe in my school				
Strongly Disagree	6	6	5	12
Disagree	8	7	8	10
Neither Agree Nor Disagree	23	26	23	35
Agree	40	41	43	32
Strongly Agree	24	20	22	11

Questions HS A11-15 MS A10-14: I feel close to people at this school... I am happy to be at this school... I feel like I am a part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Table A3.12
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %	NT %
who really cares about me (Caring Relationships)				
Not At All True	14	12	11	19
A Little True	37	35	31	39
Pretty Much True	33	35	33	28
Very Much True	16	19	25	14
who tells me when I do a good job (High Expectations)				
Not At All True	9	8	7	15
A Little True	22	21	23	24
Pretty Much True	37	40	39	32
Very Much True	32	31	31	30
who notices when I am not there (CR)				
Not At All True	15	11	9	21
A Little True	24	26	24	20
Pretty Much True	35	36	36	31
Very Much True	27	27	30	28
who always wants me to do my best (HE)				
Not At All True	5	5	5	15
A Little True	15	17	17	16
Pretty Much True	29	34	36	35
Very Much True	52	44	42	34
who listens when I have something to say (CR)				
Not At All True	9	8	7	16
A Little True	20	23	19	24
Pretty Much True	38	39	39	34
Very Much True	33	30	35	26
who believes that I will be a success (HE)				
Not At All True	9	9	9	19
A Little True	21	22	22	26
Pretty Much True	35	37	36	26
Very Much True	36	31	33	28

Questions HS A16-21/MS A15-20: At my school, there is a teacher or some other adults who…really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... believes that I will be a success.

Table A3.12 - *Continued*
School Protective Factors (Developmental Supports)

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
I do interesting activities at school (Opportunites for Meaningful Participation)							
Not At All True	12		13		16		45
A Little True	26		26		27		29
Pretty Much True	31		30		28		12
Very Much True	31		30		29		14
I help decide things like class rules or activities (OMP)							
Not At All True	44		41		46		61
A Little True	32		31		29		17
Pretty Much True	15		19		15		14
Very Much True	9		10		10		8
I do things that make a difference at school (OMP)							
Not At All True	23		23		26		42
A Little True	41		37		36		23
Pretty Much True	22		26		21		20
Very Much True	14		15		17		14

Questions HS A22-24/MS A21-23: At school…I do interesting activities.. I help decide things like class activities or rules… I do things that make a difference.

Table A3.13
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	Grade 7	%	Grade 9	%	Grade 11	%	NT %
who really cares about me (CR)							
Not At All True	7		6		6		16
A Little True	9		10		9		9
Pretty Much True	19		19		19		19
Very Much True	65		65		66		56
who tells me when I do a good job (HE)							
Not At All True	8		9		9		18
A Little True	12		14		13		17
Pretty Much True	24		25		25		24
Very Much True	57		52		53		41

Questions HS A25-26/MS 24-25: Outside of my home and school, there is an adult who…really cares about me, tells me when I do a good job

Table A3.13 - ***Continued***
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %	NT %
who notices when I am upset about something (CR)				
Not At All True	11	14	12	18
A Little True	15	18	16	15
Pretty Much True	25	24	24	24
Very Much True	49	44	47	42
who believes that I will be a success (HE)				
Not At All True	8	8	7	16
A Little True	10	13	13	20
Pretty Much True	21	24	25	25
Very Much True	61	55	54	39
who always wants me to do my best (HE)				
Not At All True	6	6	6	16
A Little True	8	9	9	11
Pretty Much True	18	21	20	24
Very Much True	68	64	65	49
whom I trust (CR)				
Not At All True	9	11	11	18
A Little True	10	11	11	13
Pretty Much True	20	22	20	17
Very Much True	61	56	57	52

Questions HS A27-30/MS A26-29: Outside of my home and school, there is an adult…who notices when I am upset about something…believes that I will be a success…always wants me to do my best…whom I trust.

Table A3.13 - ***Continued***
Community Protective Factors (Developmental Supports)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I am part of clubs, sports teams, church/temple or other group activities (OMP)				
Not At All True	22	21	21	54
A Little True	12	11	12	12
Pretty Much True	16	16	16	13
Very Much True	50	52	51	21
I am involved in music, art, literature, sports or a hobby (OMP)				
Not At All True	11	11	13	35
A Little True	10	10	11	14
Pretty Much True	15	15	17	16
Very Much True	64	63	60	35
I help other people (OMP)				
Not At All True	7	8	7	17
A Little True	19	17	18	23
Pretty Much True	37	38	33	32
Very Much True	38	37	41	28

Questions HS A31-33/MS 30-32: Outside of my home and school…I am part of clubs, sports teams, church/temple or other group activities…I am involved in music, art, literature, sports, or a hobby…I help other people.

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	90	74	56	22
1 time	4	7	7	4
2 to 3 times	3	8	10	7
4 or more times	3	11	26	67
Marijuana				
0 times	95	85	73	24
1 time	2	4	4	6
2 to 3 times	1	3	4	8
4 or more times	2	8	18	63
Inhalants (to get high)				
0 times	91	90	93	73
1 time	4	4	3	5
2 to 3 times	2	3	2	7
4 or more times	3	4	2	14
Cocaine				
0 times	na	97	95	69
1 time	na	1	2	4
2 to 3 times	na	1	1	9
4 or more times	na	1	2	17
Methamphetamine or any amphetamines				
0 times	na	98	97	81
1 time	na	1	1	1
2 to 3 times	na	1	1	6
4 or more times	na	1	1	12

Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried…?
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
LSD or other psychedelics				
0 times	na	97	95	77
1 time	na	1	2	2
2 to 3 times	na	1	2	11
4 or more times	na	1	2	11
Ecstasy				
0 times	na	96	92	56
1 time	na	2	2	4
2 to 3 times	na	1	2	9
4 or more times	na	2	4	31
Heroin				
0 times	na	98	97	86
1 time	na	1	1	0
2 to 3 times	na	1	0	6
4 or more times	na	1	2	8
Other illegal drug or pill				
0 times	97	94	93	65
1 time	1	2	2	8
2 to 3 times	1	2	2	8
4 or more times	1	2	4	19
Any of the above AOD Use	16	32	48	82
Prescription pain killers				
0 times	na	92	88	68
1 time	na	3	4	7
2 to 3 times	na	2	4	5
4 or more times	na	3	4	20

Question HS A.43-47//MS A.41: During your life, how many times have you used or tried…?
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Barbiturates				
0 times	na	98	98	86
1 time	na	1	0	3
2 to 3 times	na	0	1	3
4 or more times	na	1	1	8
Tranquilizers or sedatives				
0 times	na	97	97	85
1 time	na	1	1	2
2 to 3 times	na	1	0	6
4 or more times	na	1	1	8
Cold/Cough Medicines				
0 times	na	82	83	58
1 time	na	3	2	4
2 to 3 times	na	5	5	16
4 or more times	na	10	10	22
Diet Pills				
0 times	na	95	95	86
1 time	na	1	1	2
2 to 3 times	na	1	1	6
4 or more times	na	3	2	7
Ritalin™ or Adderall™				
0 times	na	98	97	79
1 time	na	1	1	6
2 to 3 times	na	1	1	6
4 or more times	na	1	2	9

Question HS A.48-52: During your life, how many times have you used or tried…?
na=not asked of middle school students

Table A4.2

Age of Onset

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	86	70	54	22
10 or under	6	7	6	15
11 -12 years old	7	8	5	16
13-14 years old	1	14	15	27
15-16 years old	0	1	19	15
17 years or older	0	0	0	4
Marijuana				
Never	97	86	75	30
10 or under	1	1	1	9
11 -12 years old	2	3	2	18
13-14 years old	0	8	7	19
15-16 years old	0	0	14	20
17 years or older	0	0	1	3
Other illegal drug				
Never	97	93	89	54
10 or under	1	1	1	6
11 -12 years old	1	2	1	7
13-14 years old	0	4	3	16
15-16 years old	0	0	6	14
17 years or older	0	0	0	4

Question HS A.56,59-60/MS A.45,48-49: About how old were you the first time you. had a full drink of alcohol….used marijuana used any other illegal drug?

Table A4.3

Current AOD Use, Past 30 Days

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Alcohol (at least one drink)	6		13		21		50
Marijuana	3		9		14		51
Inhalants	4		4		3		13
Cocaine	na		2		2		16
Methamphetamine or any amphetamines	na		1		2		10
Ecstasy, LSD or other psychedelics	na		2		4		19
Other illegal drug or pill	2		3		4		18
Any of the above AOD Use	8		17		26		65
Two or more drugs at the same time	na		4		7		28

Question HS A.63, 65-71/MS A.52,54-56: During the past 30 days, on how many days did you use…?
na=not asked of middle school students

Table A4.4

Frequency of Current Alcohol and Marijuana Use, Past 30 days

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Alcohol							
None	94		87		79		50
1 or 2 days	4		9		13		21
3 to 9 days	1		2		5		16
10 to 19 days	0		1		2		7
20 or more days (daily)	1		1		1		7
Marijuana							
None	97		91		86		49
1 or 2 days	1		4		6		10
3 to 9 days	1		2		4		13
10 to 19 days	0		1		2		4
20 or more days (daily)	1		2		3		24

Question HS A.63, 65/MS A.52,54: During the past 30 days, on how many days did you use…?

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
0 times	96		87		77		43
1 to 2 times	2		8		13		25
3 to 6 times	1		2		5		10
7 or more times	1		2		6		22

Question HS A.53/MS A.42: During your life, how many times have you been very drunk or sick after drinking alcohol?

Table A4.6

Ever "High" from Using Drugs

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
0 times	96		87		76		33
1 to 2 times	1		5		7		12
3 to 6 times	1		3		4		6
7 or more times	1		5		13		49

Question HS A.54/MS A43: During your life, how many times have you been high (loaded, stoned, or wasted) from using drugs?

Table A4.7

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
0 days	97		93		88		60
1 to 2 days	1		4		8		18
3 or more days	1		3		5		22

Question HS A.64/MS A.53: During the past 30 days, on how many days did you use five or more drinks of alcohol in a row, that is, within a couple of hours?

Table A4.8

Desired Level of Alcohol Consumption, Drinking Style or Preference

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Don't drink alcohol	84	70	56	31
Just a sip or two	11	13	12	5
Enough to feel it a little	3	8	13	13
Enough to feel it a lot	1	5	13	26
Until really drunk	2	4	5	24

Question HS A.76/MS A.63: How do you like to drink alcohol?

Table A4.9

Usual Level of Highness When Using Drugs

	Grade 9 %	Grade 11 %	NT %
Don't use drugs	86	75	36
Not high at all	2	2	3
A little high	3	5	8
Moderately high	4	11	28
Very high	5	6	25

Question HS A77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?

Table A4.10

Ever Driven after Drinking (Respondent or by Friend)

	Grade 9 %	Grade 11 %	NT %
Never	*85*	*82*	*59*
Any	*15*	*18*	*41*
1 time	4	5	5
2 times	4	4	8
3 to 6 times	3	5	13
7 or more times	4	4	16

Question HS A.89: In your life, how many times have you 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?

Table A4.11

Ever Been a Passenger in a Car Driven by Someone Who Had Been Drinking

	Grade 7 %
Never	*68*
Any	*32*
1 time	13
2 times	7
3 to 6 times	7
7 or more times	6

Question MS A.81: In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Table A4.12

Any Current Alcohol and Marijuana Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	97	95	95	81
1 to 2 days	2	3	3	7
3 or more days	1	2	2	12
Marijuana				
0 days	98	96	95	74
1 to 2 days	1	2	3	11
3 or more days	1	2	2	15
Any illegal drug or pill				
0 days	97	98	97	82
1 to 2 days	2	1	2	9
3 or more days	1	1	1	9

Question HS A.73-75/MS A.58-60: During the past 30 days, on how many days on school property did you… have at least one drink of alcohol? …smoke marijuana?

Table A4.13

Ever Drunk or High on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	97	92	85	47
1 to 2 times	2	4	7	13
3 to 6 times	1	2	3	13
7 or more times	1	3	5	28

Question HS A.55/MS A.44: During your life, how many times have you been drunk on alcohol or high on drugs on school property?

Table A4.14

Perceived Harm of Frequent Alcohol Use

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Alcohol - Drink Occasionally							
Great	28		28		28		24
Moderate	27		25		24		23
Slight	27		32		34		30
None	18		15		15		22
Alcohol - 5 or more drinks once or twice a week							
Great	58		62		64		37
Moderate	20		21		23		25
Slight	6		8		7		15
None	15		9		7		23

Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they do the following...alcohol

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Marijuana - Smoke Occasionally							
Great	46		45		42		20
Moderate	27		29		24		15
Slight	11		15		19		28
None	16		12		15		37
Marijuana - Smoke once or twice a week							
Great	62		62		58		23
Moderate	16		18		19		26
Slight	6		9		11		16
None	16		11		12		36

Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they do the following...marijuana

Table A4.16

Personal Disapproval of Using Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	13	16	19	38
Somewhat disapprove	9	16	18	27
Strongly disapprove	78	68	64	35
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	14	25	38	60
Somewhat disapprove	13	18	21	17
Strongly disapprove	73	57	42	23
Marijuana - Once a month or more				
Neither approve or disapprove	14	22	33	61
Somewhat disapprove	10	16	19	16
Strongly disapprove	76	61	48	23

Question HS A.92-94/MS A.76-78: How do you feel about someone your age doing the following…alcohol, marijuana or hashish

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
None of them	62	28	16	12
10 percent	20	22	20	5
20 percent	7	11	9	3
30 percent	3	8	9	2
40 percent	2	6	6	2
50 percent	3	10	13	12
60 percent	0	4	6	5
70 percent	1	3	6	4
80 percent	0	4	8	12
90 percent	0	2	6	19
All of them	1	2	2	25

Question HS A.88/MS A.74: Think about a group of 100 students in your grade. About how many students have done the following…
Ever tried marijuana?

Table A4.18

Occurrence of Problems While Using Alcohol/Drugs

	Grade 9 %	Grade 11 %	NT %
Does not apply, never used alcohol/drugs	79	64	29
Problems with emotions, nerves, mental health	5	6	23
Trouble or problems with the police	4	4	17
Money problems	2	3	17
Get into trouble in school	2	4	22
Problems with school work	3	5	16
Fight with other kids	2	2	18
Damage a friendship	3	4	8
Physically hurt or injure yourself	2	2	11
Unwanted or unprotected sex	2	3	15
Forget what happened or pass out	4	7	24
Other problems	2	3	10
More than one problem	5	8	33
Never had problems when I've used alcohol/drugs	12	23	20

Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark all that apply.) Please note: Because all that apply are marked, total percentages may exceed 100%.

Table A4.19

Occurrence of Experiences While Using Alcohol/Drugs

	Grade 9 %	Grade 11 %	NT %
Does not apply, have not used alcohol or drugs	81	66	36
Had to increase use to get same effect as before	4	7	20
Spent a lot of time getting, using, or being "hung over" from using	3	4	18
Used alcohol or drugs a lot more than intended	3	5	18
Used alcohol or drugs when alone	3	5	20
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	2	3	11
Didn't like they way you felt when not high or drunk	2	2	9
Thought about reducing or stopping	4	7	18
Told self not going to use but used anyway	3	5	14
Spoke with someone about reducing or stopping use	2	4	8
Attended counseling, program, or group to reduce/stop use	1	1	5
More than one experience	4	8	27
Use alcohol or drugs but have not experienced any of these things	10	19	22

Question HS A.97: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark all that apply.)

Please note: Because all that apply are marked, total percentages may exceed 100%.

Table A4.20

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	18	9	7	6
Fairly difficult	11	9	7	11
Fairly easy	14	25	26	23
Very easy	12	28	42	43
Don't know	44	29	18	17
Marijuana				
Very difficult	30	14	9	8
Fairly difficult	9	11	8	2
Fairly easy	7	16	19	15
Very easy	8	25	41	59
Don't know	46	34	24	15

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get any of the following substances if they really want them?

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	90	80	73	47
1 time	5	8	9	11
2 to 3 times	3	5	8	10
4 or more times	2	7	9	31

Question HS A.107/MS A.89: During the past 12 months, how many times on school property have you... been offered, sold, or given an illegal drug?

Table A4.22

Talked to parents or guardian about dangers of tobacco, alcohol, or drug use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	39	44	54	52
Yes	61	56	46	48

Question HS A 98/MS A.61: During the past 12 months...Have you talked with at least one of your parents (or guardian) about the dangers of tobacco, alcohol or drug use?

Table A4.23

Heard, read or watched any messages about not using alcohol, tobacco or drugs

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	15	10	16	20
Yes	85	90	84	80

Question HS A 99/MS A.62: During the past 12 months...Have you heard, read or watched any messages about not using alcohol, tobacco, or drug use?

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	93	na	na	na
1 time	4	na	na	na
2 to 3 times	2	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	96	89	82	40
1 time	1	3	4	5
2 to 3 times	1	2	4	10
4 or more times	1	5	10	46
Smokeless tobacco				
0 times	97	96	94	77
1 time	1	1	2	8
2 to 3 times	1	1	1	8
4 or more times	1	1	3	7

Question HS A.35-36/MS A.34-36: During your life, how many times have you used or tried...?

Table A5.2

Age of Onset

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	94	86	78	37
10 or under	2	3	3	13
11 -12 years old	3	4	4	14
13-14 years old	0	6	6	16
15-16 years old	0	0	9	15
17 years or older	0	0	1	5
Smokeless Tobacco				
Never	97	95	92	69
10 or under	1	1	1	6
11 -12 years old	1	1	1	8
13-14 years old	0	2	2	9
15-16 years old	0	0	4	7
17 years or older	0	0	0	1

Question HS A.57-58/MS A.46-47: About how old were you the first time you ....Smoked part of all of a cigarette....Used smokeless tobacco or other tobacco products

Table A5.3

Any and Daily Use of Cigarettes and Smokeless Tobacco, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	3	5	9	44
Daily	1	1	2	22
Smokeless Tobacco				
Any	2	2	3	9
Daily	1	0	0	4

Question HS A.61-62/MS A.50-51: During the past 30 days, on how many days did you use...

Table A5.4

Current Smoking on School Property, Past 30 Days

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
None	*98*		*97*		*96*		*76*
Any	*2*		*3*		*4*		*24*
1 or 2 days	1		1		2		10
3 to 9 days	0		0		1		3
10 to 19 days	0		0		0		3
20 to 30 days	1		1		1		7

Question HS A.72/MS A.57: During the past 30 days, on how many days on school property did you smoke cigarettes?

Table A5.5

Personal Disapproval of Using Cigarettes

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Neither approve or disapprove	12		15		18		33
Somewhat disapprove	9		12		14		22
Strongly disapprove	79		73		69		45

Question HS A.91/MS A.75: How do you feel about someone your age doing the following… smoking one or more packs of cigarettes a day?

Table A5.6

Peer Disapproval of Using Cigarettes

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Neither approve or disapprove	9		13		13		33
Somewhat disapprove	11		13		14		21
Strongly disapprove	80		74		73		47

Question HS A.96/MS A.80: How do you think your close friends would feel about your smoking one or more pack of cigarettes a day?

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Smoking Occasionally							
Great	30		36		38		35
Moderate	34		35		35		25
Slight	21		20		20		16
None	15		9		7		24
Smoking 1-2 packs of cigarette a day							
Great	70		78		83		61
Moderate	11		10		9		9
Slight	3		3		2		7
None	15		8		6		23

Question HS A78-79/MS A.64-65: 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 a day?

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Very difficult	17		9		7		8
Fairly difficult	14		11		6		2
Fairly easy	13		23		27		23
Very easy	10		25		39		49
Don't know	46		31		22		18

Question HS A.84/MS A.70: How difficult is it for students in your grade to get any of the following substances if they really want them? Cigarettes.

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
None of them	57	29	18	12
10 percent	25	27	28	4
20 percent	7	13	14	10
30 percent	3	9	12	10
40 percent	3	5	6	4
50 percent	4	8	11	13
60 percent	0	2	3	4
70 percent	1	3	3	8
80 percent	0	1	2	9
90 percent	0	1	2	12
All of them	1	1	1	14

Question HS A.87/MS A.73: Think about a group of 100 students in your grade. About how many students have done the following… Smoke cigarettes at least once a month?

Table A5.10

Used Cigarettes, Past 30 days

Cells are empty if there are less than 25 respondents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	0	6	12	
Native Hawaiian or Pacific Islander	5	5	15	
Asian	1	3	6	
Black or African American (non-Hispanic)	5	12	21	38
Hispanic or Latino/Latina	6	10	14	33
White or Caucasian (non-Hispanic)	3	8	12	54
Other	4	5	8	
Multi-Racial (selected more than one)	2	7	16	

Question HS A.61/MS A.51: During the past 30 days, on how many days did you use cigarettes?

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors/lies spread about you				
0 times	58	59	66	49
1 time	20	18	16	22
2 to 3 times	11	12	9	13
4 or more times	11	11	9	16
Had sexual jokes/comments/gestures made to you				
0 times	61	55	60	49
1 time	13	12	10	12
2 to 3 times	10	11	9	9
4 or more times	16	22	21	30
Been made fun of because of your looks/way talk				
0 times	62	62	69	55
1 time	14	14	11	16
2 to 3 times	10	9	7	13
4 or more times	15	14	13	16

Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you…?

Table A6.2
Physical Violence on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been pushed, shoved, hit, etc.				
0 times	63	70	81	74
1 time	15	15	10	8
2 to 3 times	11	8	4	6
4 or more times	11	7	4	11
Been afraid of being beaten up				
0 times	74	79	88	80
1 time	14	12	7	10
2 to 3 times	6	5	3	5
4 or more times	6	4	2	5
Been in physical fight				
0 times	82	83	88	63
1 time	9	9	6	11
2 to 3 times	4	5	3	8
4 or more times	4	3	2	18

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you…

Table A6.3

Property Damage on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had property stolen/damaged				
0 times	73	74	80	66
1 time	15	17	11	16
2 to 3 times	6	6	6	8
4 or more times	5	4	3	10
Damaged school property on purpose				
0 times	91	87	89	67
1 time	6	6	6	13
2 to 3 times	2	3	2	7
4 or more times	2	3	3	13

Question HS A.106,108/MS A.88,90: During the past 12 months, how many times on school property have you…?

Table A6.4

Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	96	96	97	83
1 time	1	1	1	3
2 or more times	2	3	2	14
Carried any other weapon				
0 times	92	92	92	71
1 time	3	4	3	4
2 or more times	4	5	5	25

Question HS A.109-110/MS A.91-92: During the past 12 months, how many times on school property have you…?

Table A6.5

Awareness and Use of Weapons on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen someone with a weapon				
0 times	78	73	78	53
1 time	12	12	10	16
2 or more times	10	15	12	31
Been threatened/injured with a weapon				
0 times	93	92	95	71
1 time	4	4	3	17
2 or more times	4	4	2	13

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you…

Table A6.6

Personal Disapproval of Weapon Possession

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve or disapprove	13	14	13	32
Somewhat disapprove	11	13	10	19
Strongly disapprove	76	73	77	49

Question HS A.95/MS A.79: How do you feel about someone your age doing the following…carry a weapon to school?

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, Ethnicity, or National Origin				
0 times	80	81	85	74
1 time	9	7	6	10
2 or more times	11	12	9	15
Religion				
0 times	87	89	92	87
1 time	7	4	3	3
2 or more times	7	7	5	10
Gender				
0 times	89	91	93	87
1 time	5	4	3	6
2 or more times	6	5	4	7
Sexual Orientation *				
0 times	89	89	93	83
1 time	5	4	3	6
2 or more times	6	6	4	11
Physical/Mental Disability				
0 times	93	94	96	85
1 time	3	2	1	5
2 or more times	4	3	3	9
Any of the Above Five Hate-Crime Reasons	31	28	21	37
Any Other Reason				
0 times	75	78	86	75
1 time	10	8	6	5
2 or more times	15	14	9	19
Any Harassment	39	35	26	39

Question HS A.113-118/MS A.95-100 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?
** "Because you are gay or lesbian or someone thought you were."*

Table A6.8

Gang Involvement, Current

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
No	95		93		93		84
Yes	5		7		7		16

Question HS A.121 /MS A.104: Do you consider yourself a member of a gang?

Table A6.9

Physical Violence by Boy/Girlfriend, Past 12 Months

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Does not apply, didn't have a boy/girlfriend	70		61		56		34
No	27		35		39		46
Yes	3		4		5		21

Question HS A.122/MS A.105: During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

Table A6.10

Perceived Safety of School

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Very safe	24		22		26		21
Safe	44		45		43		27
Neither safe nor unsafe	25		27		26		45
Unsafe	5		3		4		5
Very unsafe	2		3		2		3

Question HS A.119/MS A.101: How safe do you feel when you are at school?

Table A6.11

Cyber Bullying

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	80	76	80	65
1 time	10	12	10	11
2-3 times	5	6	6	8
4 or more times	5	5	5	16

Question HS A.120/MS A.103: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e. Facebook™, MySpace™, email, instant message)?

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
American Indian or Alaska Native	32		35		23		
Native Hawaiian or Pacific Islander	39		31		25		
Asian	27		25		20		
Black or African American (non-Hispanic)	37		41		29		
Hispanic or Latino/Latina	34		29		22		39
White or Caucasian (non-Hispanic)	35		31		24		38
Other	39		36		21		
Multi-Racial (selected more than one)	36		32		24		

Question HS A.113-117/MS A.95-99 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... race, ethnicity or national origin; religion; gender; sexual orientation; physical or mental disability.

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
American Indian or Alaska Native	15		27		13		
Native Hawaiian or Pacific Islander	25		18		16		
Asian	19		17		15		
Black or African American (non-Hispanic)	29		27		25		
Hispanic or Latino/Latina	22		20		13		33
White or Caucasian (non-Hispanic)	19		19		12		22
Other	27		26		14		
Multi-Racial (selected more than one)	21		20		13		

Question HS A.113/MS A.95 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reason(s)?... race, ethnicity or national origin

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	25	34	38	57
Yes	75	66	62	43

Question HS A.34/MS A.33: Did you eat breakfast today?

Table A7.2

Frequency of Sad and Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	74	72	75	65
Yes	26	28	25	35

Question HS A.123/MS A.106: During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
No	80	86	81
Yes	20	14	19

Question HS A.124: During the past 12 months, did you ever seriously consider attempting suicide?

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use								
During your life did you ever…								
drink alcohol (one full drink)?	9	9	25	27	44	43	80	77
use inhalants?	10	9	10	10	7	8	23	30
smoke marijuana?	4	6	12	17	23	30	77	76
During the past 30 days, did you…								
drink alcohol (one full drink)?	6	5	14	12	22	20	48	51
use inhalants?	4	3	4	3	2	3	8	18
smoke marijuana?	3	3	7	11	11	17	50	52
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking alcohol?	4	4	12	13	25	22	67	49
been high from using drugs?	4	4	11	15	21	27	67	66
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	3	3	6	8	11	14	33	45
ATOD Use at School								
During your life, have you ever been drunk/high on school property?	3	3	8	9	13	17	53	53
During the past 30 days, did you use marijuana on school property?	1	3	3	5	4	6	13	36
Perceived Harm								
*Frequent use of… is harmful.**								
alcohol (five or more drinks once or twice a week)	86	83	91	91	94	93	80	74
marijuana (once or twice a week)	85	83	90	87	89	87	70	59

**combines "Great," "Moderate," and "Slight"*

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	3	5	8	13	17	20	63	57
During the past 30 days, did you smoke a cigarette?	3	3	4	6	7	11	38	49
During the past 30 days, did you smoke cigarettes daily?	1	1	1	1	1	3	16	26
During the past 30 days, did you smoke cigarettes on school property?	1	3	2	4	3	5	16	29
Frequent use of cigarettes is harmful. (1-2 packs a day)*	86	84	92	91	93	94	82	71

**combines "Great," "Moderate," and "Slight"*

Table A8.3

School Safety-Related Indicators, by Gender and Grade

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?								
Race, ethnicity, or national origin	18	23	17	21	11	18	20	29
Religion	12	15	10	13	7	9	13	15
Gender	11	11	10	7	9	5	9	16
Gay/lesbian, or someone thought you were	9	14	8	13	6	9	13	21
Physical/mental disability	5	9	4	7	2	5	16	14
Any other reason	23	27	20	24	13	16	24	24
During the past 12 months at school have you been in a physical fight?	12	24	11	23	7	16	32	41
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	2	3	3	5	5	5	26	16
Feels safe at school	71	66	67	66	68	70	50	47
Currently belong to a gang?	4	7	5	8	5	9	10	22

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	7th Grade			9th Grade			11th Grade			NT		
	Female %	Male	%	Female %	Male	%	Female %	Male	%	Female %	Male	%
Did you eat breakfast today?	74	77		65	67		61	64		42	45	
During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?	27	24		31	24		30	20		40	29	

9. Comparisons

Table A9.1

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use								
During your life did you ever…								
smoke a cigarette? (PI)	4	7	11	20	45[a]	18	34	55[a]
chew tobacco or snuff?	3	4	4	6	~	6	10	~
drink alcohol (glass)?	10	24	26	47	67	44	66	79
use inhalants?	9	11	10	14	15	7	15	12
smoke marijuana? (PI)	5	9	15	25	29	27	42	50
During the past 30 days, did you…								
smoke a cigarette? (PI)	3	6	5	11	15	9	17	24
chew tobacco or snuff?	2	3	2	5	6	3	6	6
drink alcohol (glass)? (PI)	6	15	13	24	37	21	42	53
use inhalants?	4	5	4	7	~	3	7	~
smoke marijuana? (PI)	3	7	9	15	16	14	24	21
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking?	4	11	13	28	~	23	45	~
been high from using drugs?	4	8	13	22	~	24	37	~
During the past 30 days, did you…								
drink 5 drinks in a couple of hours?	3	6	7	16	18	12	29	28

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

[a]YRBS asks about smoking even a puff or two.

*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table A9.1 - ***Continued***

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property								
During your life, have you ever been drunk/high?	3	6	8	13	~	15	25	~
During the past 30 days, did you smoke cigarettes?	2	3	3	7	4	4	7	5
Perceived Harm[b]								
People risk harming themselves using... [c]								
cigarettes (1-2 packs a day)	85	83	92	90	~	94	93	~
alcohol (five or more drinks once or twice a week)	85	83	91	89	~	93	92	~
marijuana (once or twice a week)	84	82	89	85	~	88	87	~

(PI) = SDFSCA/TUPE performance indicator recommended by CDE.

[b]not comparable with previous CHKS results

[c]combines "Great," "Moderate," and "Slight"

*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table A9.2

Selected School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS* and 2007 National YRBS

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
School Safety								
During the past 12 months at school, have you….								
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	31	31	28	27	~	21	22	~
been in a physical fight?	18	32	17	25	18	12	23	11
been afraid of being beaten up? (PI)	26	29	21	22	~	12	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	9	10	9	13	~	8	13	~
How safe do you feel when you are at school? Very safe. (PI)	24	18	22	16	~	26	20	~
Do you consider yourself a member of a gang?	5	9	7	8	~	7	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult (PI)	29	31	31	28	~	35	29	~
High expectations from teacher or other adult (PI)	48	45	44	39	~	44	38	~
Opportunities for meaningful participation at their school (PI)	15	16	18	13	~	18	15	~
Total	30	31	31	27	~	32	28	~
School Connectedness Scale (PI)	54	39	51	34	~	45	31	~

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.