California Healthy Kids Survey

Los Angles County
Secondary
2008-2010
Main Report

This report was prepared for the county 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 the 2008-09 and/or 2009-10 administration of the *California Healthy Kids Survey* (CHKS) as done by the districts in this county, presented in tables organized by topic. To help in understanding and interpreting these results, review these findings along with the *Survey Content Guidebook,* (chks.wested.org/reports) 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: chks.wested.org 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).

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:

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[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.

- 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 counties 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 county 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 county 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 county, 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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Los Angeles County

Secondary

2008-2010

Main Report

Core Module A

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	x
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT*
Student Sample Size				
Final Number	**45287**	**44032**	**37131**	**4737**

* 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	61	0	0	1
13 years old	37	2	0	1
14 years old	2	62	0	2
15 years old	0	33	2	4
16 years old	0	2	64	37
17 years old	0	0	31	38
18 years or older	0	0	2	17

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

Table A2.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	48	49	49	59
Female	52	51	51	41

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	4	3	3	4
Native Hawaiian or Pacific Islander	3	4	4	2
Asian	16	16	18	3
Black or African American (non-Hispanic)	7	9	8	12
Hispanic or Latino/Latina	55	55	51	70
White or Caucasian (non-Hispanic)	18	20	24	14
Other	12	8	7	7
Selected more than one	12	11	11	9

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	68	68	50
A home with only one parent	25	25	35
Other relative's home	4	3	7
A home with more than one family	4	3	4
Friend's home	0	1	1
Foster home, group care, or waiting placement	0	0	1
Hotel or motel	0	0	1
Migrant housing	0	0	0
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	2

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	23	20	16	11
A's and B's	33	31	29	19
Mostly B's	8	8	10	9
B's and C's	19	20	24	24
Mostly C's	4	6	7	10
C's and D's	8	9	9	14
Mostly D's	2	2	2	5
Mostly F's	3	4	2	9

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	80	64	49	33
1-2 times	11	17	21	19
A few times	6	12	19	25
Once a month	1	1	3	3
Once a week	0	1	3	5
More than once a week	2	4	5	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	56
1 day	20
2 days	12
3 days	9
4 days	4
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	2	2	3
No	54	60	78	68
Don't know	44	38	20	30

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	33	55	12	28	57	15	34	52	14	26	57	18
Caring Adult Relationships	34	54	12	30	56	14	37	52	10	30	57	13
High Expectations	55	38	6	46	46	8	48	45	7	41	49	10
Opportunities for Meaningful Participation	13	55	32	12	51	37	17	49	34	11	47	42
Community Environment												
Total	65	27	8	61	30	9	64	28	8	47	41	12
Caring Adult Relationships	64	27	9	62	28	10	64	27	9	56	33	11
High Expectations	67	24	9	64	27	9	64	27	8	53	37	10
Opportunities for Meaningful Participation	47	38	15	43	38	18	47	37	16	23	47	30
School Connectedness Scale	52	40	9	43	45	12	43	45	12	33	49	18

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	35	54	11	31	52	17	38	49	14	30	56	14
Caring Adult Relationships	39	50	12	33	50	18	40	45	15	36	52	12
High Expectations	56	37	7	46	44	10	51	39	10	45	45	11
Opportunities for Meaningful Participation	12	57	31	14	51	35	20	47	33	14	53	33
Community Environment												
Total	66	24	9	65	26	9	61	31	8	43	47	10
Caring Adult Relationships	64	25	11	64	27	10	61	28	11	46	47	7
High Expectations	67	22	11	63	26	11	62	28	9	48	44	8
Opportunities for Meaningful Participation	52	35	13	48	37	15	49	37	14	20	54	26
School Connectedness Scale	49	40	11	38	46	16	38	44	19	33	47	21

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	36	56	8	31	56	12	34	54	11	30	50	19
Caring Adult Relationships	32	58	10	31	55	15	35	56	9	33	55	12
High Expectations	58	38	4	50	41	10	47	45	7	38	50	12
Opportunities for Meaningful Participation	15	62	23	17	53	30	19	50	30	17	40	43
Community Environment												
Total	69	24	7	65	25	10	67	27	6	50	37	14
Caring Adult Relationships	62	29	9	61	27	11	61	30	9	48	34	18
High Expectations	68	25	8	63	26	11	63	31	6	56	30	13
Opportunities for Meaningful Participation	59	34	8	53	35	12	54	37	9	31	48	21
School Connectedness Scale	55	37	8	45	43	12	41	46	13	40	34	26

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	33	56	10	29	58	13	35	54	12	24	53	23
Caring Adult Relationships	34	56	10	29	60	12	35	56	9	28	53	18
High Expectations	56	39	6	44	49	7	46	48	6	40	51	9
Opportunities for Meaningful Participation	14	58	29	15	54	31	20	51	29	11	44	46
Community Environment												
Total	64	28	8	63	28	9	62	30	8	45	40	15
Caring Adult Relationships	59	30	10	56	32	12	57	32	11	48	35	17
High Expectations	65	27	9	61	30	9	59	32	9	50	34	16
Opportunities for Meaningful Participation	53	37	10	54	36	11	54	36	10	26	51	23
School Connectedness Scale	56	37	7	46	44	9	46	44	11	24	50	26

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	36	53	11	29	58	13	38	50	12	23	58	19
Caring Adult Relationships	37	50	13	32	52	16	40	50	10	30	55	15
High Expectations	57	35	8	48	44	8	52	41	7	38	51	11
Opportunities for Meaningful Participation	15	54	31	14	52	34	19	51	30	11	45	45
Community Environment												
Total	66	25	9	63	28	10	69	24	7	45	42	13
Caring Adult Relationships	63	27	9	61	27	12	66	25	9	49	39	12
High Expectations	68	22	10	63	26	11	69	23	8	51	35	13
Opportunities for Meaningful Participation	51	36	13	45	39	16	53	34	13	26	48	27
School Connectedness Scale	44	42	14	32	48	20	34	49	17	19	49	32

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	31	56	13	26	56	18	31	53	16	25	56	19
Caring Adult Relationships	32	54	14	29	56	15	35	53	12	28	58	14
High Expectations	54	39	7	45	46	9	46	46	8	41	48	11
Opportunities for Meaningful Participation	11	53	35	10	49	41	14	48	38	10	47	42
Community Environment												
Total	61	30	9	56	34	10	59	32	9	47	42	12
Caring Adult Relationships	62	28	10	61	29	10	62	28	9	57	32	11
High Expectations	65	25	10	61	29	10	62	29	9	53	37	10
Opportunities for Meaningful Participation	40	41	19	36	40	23	40	39	21	22	46	33
School Connectedness Scale	49	42	9	41	48	11	41	47	12	34	51	15

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	40	52	8	34	54	12	41	49	10	30	56	15
Caring Adult Relationships	41	50	9	36	53	11	46	47	7	35	54	11
High Expectations	61	34	5	51	42	7	54	40	6	45	47	9
Opportunities for Meaningful Participation	16	57	27	15	53	32	19	50	31	14	43	43
Community Environment												
Total	78	18	4	74	21	5	75	20	5	55	35	10
Caring Adult Relationships	74	21	6	71	23	6	72	22	6	62	29	9
High Expectations	76	18	5	73	21	6	73	21	6	58	34	8
Opportunities for Meaningful Participation	65	28	7	56	33	10	57	34	9	22	53	25
School Connectedness Scale	60	33	7	52	38	9	52	38	10	44	40	16

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	33	55	12	28	56	16	35	50	15	26	52	22
Caring Adult Relationships	35	53	12	30	55	14	38	49	12	30	56	14
High Expectations	56	38	7	47	44	9	48	43	9	39	48	13
Opportunities for Meaningful Participation	14	55	31	15	49	36	18	48	34	18	38	44
Community Environment												
Total	68	25	7	65	27	7	66	26	8	50	35	15
Caring Adult Relationships	66	26	8	64	27	9	64	25	11	56	30	14
High Expectations	69	23	9	66	25	9	64	27	9	52	34	14
Opportunities for Meaningful Participation	53	35	12	47	40	14	50	36	14	31	45	24
School Connectedness Scale	52	39	9	41	44	14	40	44	16	31	44	25

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	36	55	10	31	55	14	38	50	11	25	54	21
Caring Adult Relationships	37	52	11	32	54	13	43	48	9	31	54	15
High Expectations	59	36	6	49	44	7	52	42	6	44	45	11
Opportunities for Meaningful Participation	13	57	29	15	51	34	19	50	31	13	37	50
Community Environment												
Total	72	22	6	69	24	7	68	26	6	51	37	12
Caring Adult Relationships	69	23	8	66	26	8	65	27	8	55	33	12
High Expectations	72	20	8	68	24	8	67	26	7	55	33	12
Opportunities for Meaningful Participation	57	33	10	53	35	12	53	36	11	25	50	25
School Connectedness Scale	54	38	8	45	44	11	45	44	11	35	42	23

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	35	36	33	36	31	40	33	36
Caring Adult Relationships	39	32	34	37	32	41	35	37
High Expectations	56	58	56	57	54	61	56	59
Opportunities for Meaningful Participation	12	15	14	15	11	16	14	13
Community Environment								
Total	66	69	64	66	61	78	68	72
Caring Adult Relationships	64	62	59	63	62	74	66	69
High Expectations	67	68	65	68	65	76	69	72
Opportunities for Meaningful Participation	52	59	53	51	40	65	53	57
School Connectedness Scale	49	55	56	44	49	60	52	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	31	31	29	29	26	34	28	31
Caring Adult Relationships	33	31	29	32	29	36	30	32
High Expectations	46	50	44	48	45	51	47	49
Opportunities for Meaningful Participation	14	17	15	14	10	15	15	15
Community Environment								
Total	65	65	63	63	56	74	65	69
Caring Adult Relationships	64	61	56	61	61	71	64	66
High Expectations	63	63	61	63	61	73	66	68
Opportunities for Meaningful Participation	48	53	54	45	36	56	47	53
School Connectedness Scale	38	45	46	32	41	52	41	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 A3.10.3

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	38	34	35	38	31	41	35	38
Caring Adult Relationships	40	35	35	40	35	46	38	43
High Expectations	51	47	46	52	46	54	48	52
Opportunities for Meaningful Participation	20	19	20	19	14	19	18	19
Community Environment								
Total	61	67	62	69	59	75	66	68
Caring Adult Relationships	61	61	57	66	62	72	64	65
High Expectations	62	63	59	69	62	73	64	67
Opportunities for Meaningful Participation	49	54	54	53	40	57	50	53
School Connectedness Scale	38	41	46	34	41	52	40	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	30	30	24	23	25	30	26	25
Caring Adult Relationships	36	33	28	30	28	35	30	31
High Expectations	45	38	40	38	41	45	39	44
Opportunities for Meaningful Participation	14	17	11	11	10	14	18	13
Community Environment								
Total	43	50	45	45	47	55	50	51
Caring Adult Relationships	46	48	48	49	57	62	56	55
High Expectations	48	56	50	51	53	58	52	55
Opportunities for Meaningful Participation	20	31	26	26	22	22	31	25
School Connectedness Scale	33	40	24	19	34	44	31	35

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	4	5	7	11
Disagree	6	7	8	12
Neither Agree Nor Disagree	23	25	24	33
Agree	46	42	40	33
Strongly Agree	21	21	22	11
I am happy to be at this school				
Strongly Disagree	5	7	8	14
Disagree	6	7	8	13
Neither Agree Nor Disagree	18	23	25	26
Agree	41	40	39	30
Strongly Agree	30	22	19	17
I feel like I am part of this school				
Strongly Disagree	6	8	9	15
Disagree	10	11	11	14
Neither Agree Nor Disagree	25	30	30	32
Agree	40	36	36	27
Strongly Agree	20	15	15	12
Teachers at this school treat students fairly				
Strongly Disagree	9	9	8	9
Disagree	12	13	13	9
Neither Agree Nor Disagree	27	31	30	22
Agree	35	35	38	40
Strongly Agree	17	12	10	19
I feel safe in my school				
Strongly Disagree	7	8	7	10
Disagree	9	10	9	10
Neither Agree Nor Disagree	23	29	27	30
Agree	38	36	40	35
Strongly Agree	24	16	17	16

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	12	14	10	16
A Little True	32	33	28	31
Pretty Much True	33	32	33	32
Very Much True	24	21	28	21
who tells me when I do a good job (High Expectations)				
Not At All True	7	8	7	9
A Little True	19	21	20	23
Pretty Much True	35	38	38	39
Very Much True	39	33	35	29
who notices when I am not there (CR)				
Not At All True	13	14	10	12
A Little True	25	26	24	25
Pretty Much True	31	33	35	34
Very Much True	30	27	31	29
who always wants me to do my best (HE)				
Not At All True	5	6	5	8
A Little True	12	16	16	18
Pretty Much True	27	32	34	35
Very Much True	56	45	46	39
who listens when I have something to say (CR)				
Not At All True	10	10	8	11
A Little True	21	24	20	22
Pretty Much True	34	35	38	36
Very Much True	35	30	34	30
who believes that I will be a success (HE)				
Not At All True	8	10	8	14
A Little True	17	21	20	20
Pretty Much True	30	34	34	33
Very Much True	45	36	38	33

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	14	19	19	28
A Little True	27	27	25	31
Pretty Much True	31	26	26	25
Very Much True	28	27	30	16
I help decide things like class rules or activities (OMP)				
Not At All True	50	53	47	52
A Little True	28	27	28	24
Pretty Much True	14	13	15	15
Very Much True	8	7	10	9
I do things that make a difference at school (OMP)				
Not At All True	28	31	28	33
A Little True	36	35	33	30
Pretty Much True	22	21	22	23
Very Much True	14	13	16	15

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	8	8	7	8
A Little True	10	10	9	12
Pretty Much True	17	17	18	21
Very Much True	65	65	67	59
who tells me when I do a good job (HE)				
Not At All True	10	10	9	11
A Little True	13	14	13	19
Pretty Much True	22	24	24	26
Very Much True	54	52	54	43

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	13	13	11	13
A Little True	14	15	14	16
Pretty Much True	22	22	23	26
Very Much True	52	50	52	46
who believes that I will be a success (HE)				
Not At All True	9	9	8	11
A Little True	11	12	11	17
Pretty Much True	19	22	22	26
Very Much True	61	57	59	46
who always wants me to do my best (HE)				
Not At All True	7	7	7	8
A Little True	8	9	9	12
Pretty Much True	17	18	19	23
Very Much True	67	65	66	57
whom I trust (CR)				
Not At All True	11	13	11	14
A Little True	11	11	11	13
Pretty Much True	19	19	19	20
Very Much True	60	57	58	53

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	28	31	29	53
A Little True	12	13	13	15
Pretty Much True	15	15	14	12
Very Much True	45	42	44	20
I am involved in music, art, literature, sports or a hobby (OMP)				
Not At All True	17	21	18	32
A Little True	11	12	12	15
Pretty Much True	15	17	17	19
Very Much True	57	51	54	34
I help other people (OMP)				
Not At All True	10	12	10	19
A Little True	22	23	20	25
Pretty Much True	34	34	31	29
Very Much True	33	32	39	27

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	78	55	39	20
1 time	9	10	8	6
2 to 3 times	7	12	12	11
4 or more times	7	24	41	63
Marijuana				
0 times	91	74	63	29
1 time	3	5	6	6
2 to 3 times	2	5	7	9
4 or more times	4	15	25	57
Inhalants (to get high)				
0 times	86	82	84	64
1 time	6	5	4	6
2 to 3 times	4	5	4	8
4 or more times	4	7	7	21
Cocaine				
0 times	na	94	93	73
1 time	na	2	2	7
2 to 3 times	na	1	2	7
4 or more times	na	2	3	14
Methamphetamine or any amphetamines				
0 times	na	95	95	78
1 time	na	2	2	6
2 to 3 times	na	1	1	5
4 or more times	na	2	2	11

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	94	93	79
1 time	na	2	3	7
2 to 3 times	na	2	2	7
4 or more times	na	2	3	8
Ecstasy				
0 times	na	90	87	64
1 time	na	3	4	8
2 to 3 times	na	3	3	9
4 or more times	na	4	6	19
Heroin				
0 times	na	96	97	90
1 time	na	1	1	3
2 to 3 times	na	1	1	3
4 or more times	na	2	2	4
Other illegal drug or pill				
0 times	95	90	89	70
1 time	2	3	2	5
2 to 3 times	1	3	3	8
4 or more times	2	5	6	17
Any of the above AOD Use	29	50	64	84
Prescription pain killers				
0 times	na	88	85	63
1 time	na	4	4	8
2 to 3 times	na	3	5	11
4 or more times	na	4	7	18

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	97	98	91
1 time	na	1	1	2
2 to 3 times	na	1	1	3
4 or more times	na	1	1	3
Tranquilizers or sedatives				
0 times	na	96	95	84
1 time	na	1	2	4
2 to 3 times	na	1	2	5
4 or more times	na	2	2	7
Cold/Cough Medicines				
0 times	na	78	78	63
1 time	na	4	4	7
2 to 3 times	na	6	6	10
4 or more times	na	12	13	20
Diet Pills				
0 times	na	92	94	88
1 time	na	2	1	3
2 to 3 times	na	2	1	4
4 or more times	na	4	3	6
Ritalin™ or Adderall™				
0 times	na	96	95	85
1 time	na	1	1	3
2 to 3 times	na	1	1	5
4 or more times	na	2	2	6

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	71	51	36	21
10 or under	12	11	8	13
11 -12 years old	14	13	8	16
13-14 years old	3	23	19	25
15-16 years old	0	3	26	20
17 years or older	0	1	2	6
Marijuana				
Never	93	77	65	31
10 or under	2	2	2	7
11 -12 years old	4	6	4	13
13-14 years old	1	13	11	23
15-16 years old	0	2	17	20
17 years or older	0	0	2	5
Other illegal drug				
Never	95	86	82	55
10 or under	1	2	1	3
11 -12 years old	3	3	2	7
13-14 years old	1	8	5	13
15-16 years old	0	1	9	17
17 years or older	0	0	1	5

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)	13	25	33	56
Marijuana	5	15	19	47
Inhalants	7	7	5	16
Cocaine	na	3	3	13
Methamphetamine or any amphetamines	na	3	2	11
Ecstasy, LSD or other psychedelics	na	6	6	19
Other illegal drug or pill	3	6	5	18
Any of the above AOD Use	16	30	38	65
Two or more drugs at the same time	na	8	10	30

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	87	75	67	44
1 or 2 days	9	14	17	23
3 to 9 days	2	6	10	19
10 to 19 days	1	2	3	8
20 or more days (daily)	1	2	3	6
Marijuana				
None	95	85	81	53
1 or 2 days	3	6	8	13
3 to 9 days	1	3	4	9
10 to 19 days	0	2	3	7
20 or more days (daily)	1	3	4	18

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	91	75	62	37
1 to 2 times	6	13	18	24
3 to 6 times	1	6	10	16
7 or more times	1	6	10	23

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	92	77	67	35
1 to 2 times	4	8	9	11
3 to 6 times	2	5	7	9
7 or more times	2	11	18	45

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	95	86	80	57
1 to 2 days	3	7	10	17
3 or more days	2	6	10	25

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	71	53	41	27
Just a sip or two	18	17	14	8
Enough to feel it a little	6	13	17	17
Enough to feel it a lot	3	10	19	26
Until really drunk	2	7	10	22

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	75	67	38
Not high at all	3	3	4
A little high	6	8	10
Moderately high	8	13	22
Very high	8	9	27

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	*78*	*74*	*55*
Any	*22*	*26*	*45*
1 time	6	7	8
2 times	5	6	9
3 to 6 times	5	7	11
7 or more times	6	6	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	*58*
Any	*42*
1 time	14
2 times	9
3 to 6 times	8
7 or more times	11

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	95	92	94	85
1 to 2 days	4	5	4	8
3 or more days	2	3	2	7
Marijuana				
0 days	97	93	94	81
1 to 2 days	2	3	3	9
3 or more days	1	4	3	10
Any illegal drug or pill				
0 days	97	95	96	86
1 to 2 days	2	3	2	7
3 or more days	1	2	2	7

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	95	84	80	52
1 to 2 times	3	8	9	14
3 to 6 times	1	4	5	11
7 or more times	1	4	6	23

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	29	29	28	28
Moderate	23	24	25	24
Slight	23	28	32	27
None	24	19	16	20
Alcohol - 5 or more drinks once or twice a week				
Great	47	49	52	36
Moderate	21	24	26	24
Slight	9	11	11	20
None	23	16	11	19

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	45	42	36	26
Moderate	21	23	22	19
Slight	9	16	21	24
None	24	19	20	32
Marijuana - Smoke once or twice a week				
Great	52	51	46	26
Moderate	16	19	21	19
Slight	8	12	15	24
None	24	19	18	31

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	20	26	24	44
Somewhat disapprove	15	21	22	26
Strongly disapprove	65	53	54	30
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	22	34	42	61
Somewhat disapprove	14	20	21	19
Strongly disapprove	64	46	37	20
Marijuana - Once a month or more				
Neither approve or disapprove	21	32	39	63
Somewhat disapprove	13	18	20	18
Strongly disapprove	66	50	42	19

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	51	18	10	11
10 percent	23	15	9	5
20 percent	8	9	7	5
30 percent	5	8	8	3
40 percent	3	7	7	3
50 percent	6	16	17	13
60 percent	1	5	7	3
70 percent	1	6	9	6
80 percent	1	7	11	10
90 percent	1	6	10	19
All of them	1	4	5	22

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	64	50	29
Problems with emotions, nerves, mental health	8	9	17
Trouble or problems with the police	6	8	20
Money problems	3	4	12
Get into trouble in school	4	5	17
Problems with school work	5	6	12
Fight with other kids	4	4	13
Damage a friendship	5	6	9
Physically hurt or injure yourself	3	4	9
Unwanted or unprotected sex	3	5	11
Forget what happened or pass out	8	12	19
Other problems	4	5	9
More than one problem	10	13	27
Never had problems when I've used alcohol/drugs	19	29	29

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	66	53	33
Had to increase use to get same effect as before	7	11	22
Spent a lot of time getting, using, or being "hung over" from using	5	6	14
Used alcohol or drugs a lot more than intended	6	8	16
Used alcohol or drugs when alone	7	9	19
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	3	4	11
Didn't like they way you felt when not high or drunk	3	4	10
Thought about reducing or stopping	7	11	20
Told self not going to use but used anyway	6	8	15
Spoke with someone about reducing or stopping use	4	6	12
Attended counseling, program, or group to reduce/stop use	1	1	5
More than one experience	9	14	26
Use alcohol or drugs but have not experienced any of these things	16	25	23

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	14	8	5	9
Fairly difficult	11	8	7	8
Fairly easy	16	22	24	21
Very easy	17	36	48	47
Don't know	42	25	16	15
Marijuana				
Very difficult	22	10	6	9
Fairly difficult	9	8	5	4
Fairly easy	10	18	20	13
Very easy	13	35	49	60
Don't know	46	29	20	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	85	69	67	54
1 time	7	11	10	10
2 to 3 times	4	8	9	10
4 or more times	4	12	14	26

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	40	48	49	49
Yes	60	52	51	51

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	18	43	43	43
Yes	82	57	57	57

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	87	na	na	na
1 time	6	na	na	na
2 to 3 times	3	na	na	na
4 or more times	3	na	na	na
A whole cigarette				
0 times	95	82	74	42
1 time	2	6	6	9
2 to 3 times	2	4	6	12
4 or more times	2	8	15	38
Smokeless tobacco				
0 times	97	95	93	85
1 time	1	2	2	5
2 to 3 times	1	1	2	4
4 or more times	1	2	3	6

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	90	78	68	37
10 or under	4	5	4	9
11 -12 years old	6	6	5	14
13-14 years old	1	10	9	16
15-16 years old	0	1	13	17
17 years or older	0	0	1	6
Smokeless Tobacco				
Never	96	92	90	75
10 or under	1	1	1	3
11 -12 years old	2	2	1	5
13-14 years old	0	4	3	7
15-16 years old	0	0	4	7
17 years or older	0	0	1	3

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	4	9	12	36
Daily	1	2	2	12
Smokeless Tobacco				
Any	2	3	3	8
Daily	0	1	1	2

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*	*96*	*97*	*86*
Any	*2*	*4*	*3*	*14*
1 or 2 days	2	2	2	7
3 to 9 days	0	1	1	3
10 to 19 days	0	0	0	1
20 to 30 days	0	1	1	3

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	19	23	21	40
Somewhat disapprove	11	16	16	21
Strongly disapprove	70	61	63	39

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	15	17	15	33
Somewhat disapprove	15	17	17	22
Strongly disapprove	70	65	68	45

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	34	35	37	32
Moderate	27	28	30	24
Slight	17	20	21	24
None	22	17	12	20
Smoking 1-2 packs of cigarette a day				
Great	62	67	75	59
Moderate	11	11	10	14
Slight	4	5	4	7
None	23	17	11	20

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	14	8	5	8
Fairly difficult	11	8	6	6
Fairly easy	15	23	24	17
Very easy	14	31	45	52
Don't know	46	30	20	16

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	51	21	12	12
10 percent	25	22	20	8
20 percent	8	12	14	10
30 percent	5	11	13	7
40 percent	3	7	9	5
50 percent	6	14	17	19
60 percent	1	3	4	4
70 percent	1	3	4	6
80 percent	0	2	4	10
90 percent	0	1	2	8
All of them	1	2	2	9

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	6	11	18	38
Native Hawaiian or Pacific Islander	5	11	15	44
Asian	2	4	8	45
Black or African American (non-Hispanic)	5	8	9	27
Hispanic or Latino/Latina	5	9	12	35
White or Caucasian (non-Hispanic)	3	9	16	50
Other	4	10	16	43
Multi-Racial (selected more than one)	4	8	15	41

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	54	62	66	64
1 time	21	17	15	15
2 to 3 times	13	11	11	9
4 or more times	13	10	9	12
Had sexual jokes/comments/gestures made to you				
0 times	57	55	56	61
1 time	14	11	10	11
2 to 3 times	10	11	11	10
4 or more times	20	23	24	17
Been made fun of because of your looks/way talk				
0 times	56	63	68	71
1 time	16	14	11	11
2 to 3 times	10	9	9	7
4 or more times	18	14	12	10

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	56	71	80	78
1 time	17	13	10	10
2 to 3 times	12	7	5	7
4 or more times	15	8	5	5
Been afraid of being beaten up				
0 times	74	81	88	83
1 time	15	11	7	7
2 to 3 times	6	4	3	6
4 or more times	6	4	2	4
Been in physical fight				
0 times	73	79	85	67
1 time	13	10	7	11
2 to 3 times	8	6	4	12
4 or more times	7	6	4	11

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	71	74	79	79
1 time	16	15	12	11
2 to 3 times	8	7	5	6
4 or more times	6	4	3	5
Damaged school property on purpose				
0 times	86	84	88	78
1 time	7	7	5	8
2 to 3 times	3	4	3	6
4 or more times	3	5	4	8

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	95	95	96	86
1 time	2	2	1	5
2 or more times	2	3	2	8
Carried any other weapon				
0 times	91	90	92	79
1 time	5	4	3	7
2 or more times	5	6	5	14

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	70	73	78	66
1 time	16	12	10	12
2 or more times	14	15	12	23
Been threatened/injured with a weapon				
0 times	91	92	94	84
1 time	5	4	3	7
2 or more times	4	4	3	9

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	18	19	14	30
Somewhat disapprove	11	10	9	14
Strongly disapprove	71	71	77	56

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	81	83	86	84
1 time	8	7	6	7
2 or more times	10	10	8	9
Religion				
0 times	91	91	92	89
1 time	5	4	3	5
2 or more times	5	5	4	5
Gender				
0 times	90	92	94	90
1 time	5	4	3	5
2 or more times	5	4	3	5
Sexual Orientation *				
0 times	89	91	93	89
1 time	5	4	3	5
2 or more times	6	6	4	6
Physical/Mental Disability				
0 times	94	95	96	92
1 time	3	2	2	3
2 or more times	3	3	2	5
Any of the Above Five Hate-Crime Reasons	30	27	21	23
Any Other Reason				
0 times	74	80	86	84
1 time	10	7	5	6
2 or more times	16	13	9	10
Any Harassment	41	34	26	27

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	93	92	92	84
Yes	7	8	8	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	53	46	44	28
No	43	48	50	59
Yes	4	6	6	13

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	22	19	21	25
Safe	41	39	41	31
Neither safe nor unsafe	28	35	31	37
Unsafe	5	4	4	5
Very unsafe	3	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)	82	79	80	76
1 time	9	10	10	11
2-3 times	4	6	6	6
4 or more times	4	5	4	6

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	34	33	26	33
Native Hawaiian or Pacific Islander	39	33	24	33
Asian	35	28	22	39
Black or African American (non-Hispanic)	40	33	26	29
Hispanic or Latino/Latina	27	25	20	20
White or Caucasian (non-Hispanic)	33	28	22	27
Other	34	33	27	28
Multi-Racial (selected more than one)	37	32	25	28

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	20	22	15	18
Native Hawaiian or Pacific Islander	30	21	17	20
Asian	28	23	17	29
Black or African American (non-Hispanic)	30	24	18	19
Hispanic or Latino/Latina	15	15	13	14
White or Caucasian (non-Hispanic)	17	15	11	19
Other	20	22	18	20
Multi-Racial (selected more than one)	23	20	15	20

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	34	42	42	56
Yes	66	58	58	44

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	72	69	68	64
Yes	28	31	32	36

Question HS A.123/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?

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
No	82	84	82
Yes	18	16	18

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)?	22	23	46	44	61	60	81	80
use inhalants?	15	13	19	16	15	16	37	35
smoke marijuana?	8	11	23	28	33	41	69	73
During the past 30 days, did you…								
drink alcohol (one full drink)?	14	12	27	22	33	33	54	57
use inhalants?	7	6	7	6	4	6	14	17
smoke marijuana?	4	6	13	16	16	23	42	50
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking alcohol?	9	9	26	23	38	37	64	62
been high from using drugs?	7	9	22	25	30	37	63	67
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	5	5	14	13	18	22	38	46
ATOD Use at School								
During your life, have you ever been drunk/high on school property?	5	6	16	16	18	22	44	50
During the past 30 days, did you use marijuana on school property?	2	4	6	8	4	8	14	23
Perceived Harm								
*Frequent use of… is harmful.**								
alcohol (five or more drinks once or twice a week)	78	76	85	83	90	88	80	81
marijuana (once or twice a week)	77	74	83	79	86	79	72	66

**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?	4	7	16	19	23	29	53	62
During the past 30 days, did you smoke a cigarette?	4	5	8	9	10	14	31	40
During the past 30 days, did you smoke cigarettes daily?	0	1	1	2	2	3	9	13
During the past 30 days, did you smoke cigarettes on school property?	2	3	3	4	2	5	10	17
Frequent use of cigarettes is harmful. (1-2 packs a day)*	78	76	84	83	90	88	81	79

**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	16	22	15	20	11	16	13	17
Religion	9	10	8	10	7	9	8	12
Gender	11	8	9	7	7	6	8	10
Gay/lesbian, or someone thought you were	9	12	9	10	6	8	10	11
Physical/mental disability	5	6	4	6	3	5	5	10
Any other reason	27	25	20	20	14	15	16	16
During the past 12 months at school have you been in a physical fight?	19	37	16	27	10	20	27	38
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	3	5	5	6	6	7	13	13
Feels safe at school	64	63	57	59	62	63	56	55
Currently belong to a gang?	6	9	7	10	6	10	10	19

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?	63	70	55	62	58	58	40	46
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?	31	25	36	25	36	27	46	28

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)	5	7	18	20	45[a]	26	34	55[a]
chew tobacco or snuff?	3	4	5	6	~	7	10	~
drink alcohol (glass)?	22	24	45	47	67	61	66	79
use inhalants?	14	11	18	14	15	16	15	12
smoke marijuana? (PI)	9	9	26	25	29	37	42	50
During the past 30 days, did you…								
smoke a cigarette? (PI)	4	6	9	11	15	12	17	24
chew tobacco or snuff?	2	3	3	5	6	3	6	6
drink alcohol (glass)? (PI)	13	15	25	24	37	33	42	53
use inhalants?	7	5	7	7	~	5	7	~
smoke marijuana? (PI)	5	7	15	15	16	19	24	21
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking?	9	11	25	28	~	38	45	~
been high from using drugs?	8	8	23	22	~	33	37	~
During the past 30 days, did you…								
drink 5 drinks in a couple of hours?	5	6	14	16	18	20	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?	5	6	16	13	~	20	25	~
During the past 30 days, did you smoke cigarettes?	2	3	4	7	4	3	7	5
Perceived Harm[b]								
People risk harming themselves using... [c]								
cigarettes (1-2 packs a day)	77	83	83	90	~	89	93	~
alcohol (five or more drinks once or twice a week)	77	83	84	89	~	89	92	~
marijuana (once or twice a week)	76	82	81	85	~	82	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?	30	31	27	27	~	21	22	~
been in a physical fight?	27	32	21	25	18	15	23	11
been afraid of being beaten up? (PI)	26	29	19	22	~	12	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	10	10	11	13	~	9	13	~
How safe do you feel when you are at school? Very safe. (PI)	22	18	19	16	~	21	20	~
Do you consider yourself a member of a gang?	7	9	8	8	~	8	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult (PI)	34	31	30	28	~	37	29	~
High expectations from teacher or other adult (PI)	55	45	46	39	~	48	38	~
Opportunities for meaningful participation at their school (PI)	13	16	12	13	~	17	15	~
Total	33	31	28	27	~	34	28	~
School Connectedness Scale (PI)	52	39	43	34	~	43	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.