California Healthy Kids Survey

Buellton Union Elementary
Secondary
2012-2013
Main Report

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

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PREFACE

This report provides the detailed results for each question from this school/district's 2012–13 *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, the *CHKS Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.[1]

The CHKS, along with the *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS), is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Health, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on learning barriers, engagement, and supports. For additional information and resources, visit the survey website: chks.wested.org.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine whether staff and parent perceptions accurately reflect student behaviors and experiences. The *CHKS Guidebook* to survey content provides a crosswalk between student and staff survey 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.

SURVEY PURPOSE

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, attitudes, and learning conditions is essential to guide school improvement efforts and to develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for 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, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.[2] The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning

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[1] *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support)

[2] *Guidebook for the California Healthy Kids Survey, Part I: Administration* (chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from chks.wested.org/administer/download.

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 CHKS assess school performance, engagement, climate, performance, and experiences. The survey provides self-reported data on:

- grades, truancy, and school connectedness, as indicators of engagement;
- the levels of students' experiences of 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 perceived frequency of, and reasons for, harassment and bullying at school; and
- levels of substance use, violence, and crime-related behavior (e.g., weapons possession) at school.

Closing the Achievement Gap

Several tables are particularly useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap, which former Superintendent O'Connell declared CDE's top priority. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. CDE urges schools that are experiencing achievement gaps among their students to administer the Closing the Achievement Gap module and request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

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, *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook for the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) a step-by-step process for reviewing, analyzing, and disseminating survey 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.[3]

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; the factors that can impact the quality, validity, and generalizability of the results; the changes that occurred between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS 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 besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase after holidays or social events).

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[3] The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help determine whether changes in results are locally unique or may be part of a larger trend, possibly affected by broad social forces. Ultimately, however, the most fundamental concern should be what the survey results say about the students and schools and what improvements need to be made.

NEXT STEPS

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

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the CSCS and other sources, particularly in the context of identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include numbers 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 the meaning of the results in more depth and to 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. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

ACKNOWLEDGMENTS

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

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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
Student Sample Size	
Target Sample	72
Final Number	58
Average Response Rate	**81%**

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 %
12 years or younger	74
13 years old	24
14 years old	2
15 years old	0
16 years old	0
17 years old	0
18 years or older	0

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

Table A2.2

Gender of Sample

	Grade 7 %
Male	54
Female	46

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

Table A2.3

Hispanic or Latino

	Grade 7 %
No	57
Yes	40

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

Table A2.4

Race

	Grade 7 %
American Indian or Alaska Native	3
Asian	3
Black or African American	3
Native Hawaiian or Pacific Islander	0
White	47
Mixed (two or more) races	28

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

Table A2.5

Living Situation

A home with both parents
A home with only one parent
Other relative's home
A home with more than one family
Friend's home
Foster home, group care, or waiting placement
Hotel or motel
Migrant housing
Shelter
On the street (no fixed housing), car campground
Other transitional or temporary housing
Other living arrangements

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

Table A2.6

Grades, Past 12 Months

	Grade 7 %
Mostly A's	35
A's and B's	28
Mostly B's	11
B's and C's	11
Mostly C's	9
C's and D's	5
Mostly D's	2
Mostly F's	0

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

Table A2.7

Truancy, Past 12 Months

	Grade 7 %
0 times	84
1-2 times	7
A few times	7
Once a month	0
Once a week	0
More than once a week	2

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

Table A2.8

Days Home Alone During Normal School Week

	Grade 7 %
Never	49
1 day	21
2 days	11
3 days	15
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 A2.9

Migrant Education

	Grade 7 %
Yes	4
No	60
Don't know	36

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

Table A2.10

Military

	Grade 7 %
No	95
Yes	0
Don't know	5

Question HS A132/MS A114: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	39	48	13
Caring Adult Relationships	51	35	14
High Expectations	59	36	5
Opportunities for Meaningful Participation	21	48	31
Community Environment			
Total	75	19	6
Caring Adult Relationships	74	23	4
High Expectations	80	13	7
Opportunities for Meaningful Participation	64	22	14
School Connectedness Scale	58	33	9

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
Community Environment Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
School Connectedness Scale			

Table A3.3

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		
	H	M	L
School Environment Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
Community Environment Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
School Connectedness Scale			

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		
	H	M	L
School Environment Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
Community Environment Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
School Connectedness Scale			

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
Community Environment Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
School Connectedness Scale			

Table A3.6

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		
	H	M	L
School Environment			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
Community Environment			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
School Connectedness Scale			

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	35	54	12
Caring Adult Relationships	50	35	15
High Expectations	69	27	4
Opportunities for Meaningful Participation	22	44	33
Community Environment			
Total	84	16	0
Caring Adult Relationships	84	16	0
High Expectations	88	8	4
Opportunities for Meaningful Participation	67	22	11
School Connectedness Scale	62	31	8

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
Community Environment Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
School Connectedness Scale			

Table A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total						35	
Caring Adult Relationships						50	
High Expectations						69	
Opportunities for Meaningful Participation						22	
Community Environment							
Total						84	
Caring Adult Relationships						84	
High Expectations						88	
Opportunities for Meaningful Participation						67	
School Connectedness Scale						62	

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.9.2

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.10
School Connectedness Scale Questions

	Grade 7 %
I feel close to people in this school.	
Strongly Disagree	0
Disagree	4
Neither Agree Nor Disagree	27
Agree	39
Strongly Agree	30
I am happy to be at this school.	
Strongly Disagree	9
Disagree	5
Neither Agree Nor Disagree	16
Agree	39
Strongly Agree	32
I feel like I am part of this school.	
Strongly Disagree	7
Disagree	7
Neither Agree Nor Disagree	17
Agree	40
Strongly Agree	29
Teachers at this school treat students fairly.	
Strongly Disagree	11
Disagree	11
Neither Agree Nor Disagree	21
Agree	39
Strongly Agree	19
I feel safe in my school.	
Strongly Disagree	2
Disagree	5
Neither Agree Nor Disagree	18
Agree	37
Strongly Agree	39

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 A3.11
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Grade 7 %
Caring Relationships	
who really cares about me.	
Not At All True	7
A Little True	21
Pretty Much True	34
Very Much True	38
who notices when I am not there.	
Not At All True	16
A Little True	20
Pretty Much True	27
Very Much True	38
who listens when I have something to say.	
Not At All True	9
A Little True	12
Pretty Much True	37
Very Much True	42
High Expectations	
who tells me when I do a good job.	
Not At All True	7
A Little True	15
Pretty Much True	38
Very Much True	40
who always wants me to do my best.	
Not At All True	4
A Little True	11
Pretty Much True	24
Very Much True	62
who believes that I will be a success.	
Not At All True	13
A Little True	13
Pretty Much True	31
Very Much True	44

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

Table A3.11 - *Continued*
School Protective Factors (Developmental Supports)

	Grade 7 %
Opportunites for Meaningful Participation	
I do interesting activities at school.	
Not At All True	12
A Little True	24
Pretty Much True	38
Very Much True	26
I help decide things like class rules or activities.	
Not At All True	45
A Little True	25
Pretty Much True	7
Very Much True	22
I do things that make a difference at school.	
Not At All True	26
A Little True	35
Pretty Much True	19
Very Much True	19

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 A3.12
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	Grade 7 %
Caring Relationships	
who really cares about me.	
Not At All True	4
A Little True	7
Pretty Much True	16
Very Much True	73
who notices when I am upset about something.	
Not At All True	6
A Little True	9
Pretty Much True	23
Very Much True	62
whom I trust.	
Not At All True	5
A Little True	9
Pretty Much True	11
Very Much True	75
High Expectations	
who tells me when I do a good job.	
Not At All True	9
A Little True	7
Pretty Much True	15
Very Much True	69
who believes that I will be a success.	
Not At All True	4
A Little True	8
Pretty Much True	15
Very Much True	74
who always wants me to do my best.	
Not At All True	5
A Little True	5
Pretty Much True	11
Very Much True	78

Questions HS A25-30/MS 24-29: Outside of my home and school, there is an adult who…really cares about me, tells me when I do a good job... 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 A3.12 - *Continued*
Community Protective Factors (Developmental Supports)

	Grade 7 %
Opportunities for Meaningful Participation	
I am part of clubs, sports teams, church/temple or other group activities.	
Not At All True	17
A Little True	7
Pretty Much True	12
Very Much True	64
I am involved in music, art, literature, sports or a hobby.	
Not At All True	19
A Little True	9
Pretty Much True	9
Very Much True	63
I help other people.	
Not At All True	9
A Little True	12
Pretty Much True	42
Very Much True	37

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 %
Alcohol (one full drink)	
0 times	91
1 time	5
2 to 3 times	0
4 or more times	4
Marijuana	
0 times	96
1 time	0
2 to 3 times	2
4 or more times	2
Inhalants (to get high)	
0 times	91
1 time	0
2 to 3 times	3
4 or more times	5
Cocaine	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Methamphetamine or any amphetamine	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

Qestion HS A.37-41/MS A.37-39: During your life, how many times have you used or tried…alochol (one full glass)… marijuana...inhalants...cocaine…methamphetamine or any amphetamine?
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 %
LSD or other psychedelics	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ecstasy	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Heroin	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Other illegal drug or pill	
0 times	98
1 time	2
2 to 3 times	0
4 or more times	0
Any of the above AOD Use	12
Prescription pain killers	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

Question HS A.43-47//MS A.41: During your life, how many times have you used or tried LSD or other psychedelics…ecstasy… heroin…other illegial drug or pill…presctiption pain killers.
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 %
Barbiturates	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Tranquilizers or sedatives	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Cold/cough medicines	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Diet pills	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ritalin™ or Adderall™	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

Question HS A.48-52: During your life, how many times have you used or tried…barbiturates…tranquilzers or sedatives… cold/cough medicines…diet pills…Ritalin or Adderall?
na=not asked of middle school students

Table A4.2

Age of Onset

	Grade 7 %
Alcohol (one full drink)	
Never	81
10 or under	10
11 -12 years old	9
13-14 years old	0
15-16 years old	0
17 years or older	0
Marijuana	
Never	95
10 or under	2
11 -12 years old	4
13-14 years old	0
15-16 years old	0
17 years or older	0
Other illegal drug	
Never	98
10 or under	0
11 -12 years old	2
13-14 years old	0
15-16 years old	0
17 years or older	0

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 %
Alcohol (at least one drink)	7
Binge drinking (5 or more drinks in a row)	2
Marijuana	2
Inhalants	7
Cocaine	na
Methamphetamine or any amphetamine	na
Ecstasy, LSD or other psychedelics	na
Other illegal drug or pill	0
Any drug use	9
Heavy drug user	5
Any of the above AOD Use	10
Two or more of the above at the same time	na

Question HS A.63-71/MS A.52-56: During the past 30 days, on how many days did you use…alcohol…binge drink…marijuana… inhalants…cocaine…methaphetamine or any amphetamine..esctasy, LSD, or other psychedelics…other illegeal drug or pill? na=not asked of middle school students

Table A4.4

Frequency of Current Alcohol and Marijuana Use, Past 30 days

	Grade 7 %
Alcohol	
None	93
1 or 2 days	5
3 to 9 days	0
10 to 19 days	0
20 or more days (daily)	2
Marijuana	
None	98
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 or more days (daily)	2

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

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	Grade 7 %
0 times	97
1 to 2 times	3
3 to 6 times	0
7 or more times	0

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 %
0 times	95
1 to 2 times	2
3 to 6 times	0
7 or more times	3

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 %
0 days	98
1 to 2 days	2
3 or more days	0

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 %
Don't drink alcohol	89
Just a sip or two	9
Enough to feel it a little	0
Enough to feel it a lot	0
Until really drunk	2

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

Table A4.9

Usual Level of Highness When Using Drugs

Don't use drugs
Not high at all
A little high
Moderately high
Very high

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)

Never
Any
1 time
2 times
3 to 6 times
7 or more times

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	*57*
Any	*43*
1 time	18
2 times	5
3 to 6 times	5
7 or more times	14

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 %
Alcohol	
0 days	98
1 to 2 days	2
3 or more days	0
Marijuana	
0 days	100
1 to 2 days	0
3 or more days	0
Any illegal drug or pill	
0 days	98
1 to 2 days	2
3 or more days	0
Any of the above	3

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…any illegal drug or pill?

Table A4.13

Ever Drunk or High on School Property

	Grade 7 %
0 times	100
1 to 2 times	0
3 to 6 times	0
7 or more times	0

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 %
Alcohol - Drink Occasionally	
Great	24
Moderate	48
Slight	19
None	9
Alcohol - 5 or more drinks once or twice a week	
Great	55
Moderate	29
Slight	11
None	5

Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they…drink alcohol occasionally…have 5 or more drinks of alcohol once or twice a week?

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7 %
Marijuana - Smoke Occasionally	
Great	49
Moderate	40
Slight	4
None	7
Marijuana - Smoke once or twice a week	
Great	63
Moderate	19
Slight	11
None	7

Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they…smoke marijuana occasionally…smoke marijuana once or twice a week?

Table A4.16

Personal Disapproval of Using Alcohol

	Grade 7 %
Alcohol - One or two drinks nearly every day	
Neither approve or disapprove	12
Somewhat disapprove	18
Strongly disapprove	70
Marijuana or Hashish - Once or twice	
Neither approve or disapprove	14
Somewhat disapprove	20
Strongly disapprove	66
Marijuana - Once a month or more	
Neither approve or disapprove	12
Somewhat disapprove	23
Strongly disapprove	65

Question HS A.92-94/MS A.76-78: How do you feel about someone your age…driink alcohol one or two drinks every day… smoke marijuana or hasish, once or twice…smoke marijuana, once amonth or more?

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

	Grade 7 %
None of them	47
10 percent	37
20 percent	5
30 percent	4
40 percent	2
50 percent	2
60 percent	0
70 percent	0
80 percent	0
90 percent	0
All of them	4

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

Table A4.18

Occurrence of Problems while Using Alcohol/Drugs

Does not apply, never used alcohol/drugs
Problems with emotions, nerves, mental health
Trouble or problems with the police
Money problems
Miss school
Problems with school work
Fight with other kids
Damage a friendship
Physically hurt or injure yourself
Unwanted or unprotected sex
Forget what happened or pass out
Other problems
More than one problem
Never had problems when I've used alcohol/drugs

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 Related to Dependency while Using Alcohol/Drugs

Does not apply, have not used alcohol or drugs
Had to increase use to get same effect as before
Spent a lot of time getting, using, or being "hung over" from using
Used alcohol or drugs a lot more than intended
Used alcohol or drugs when alone
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies
Often didn't feel OK unless had something to drink or used a drug
Thought about reducing or stopping
Told yourself not going to use, but used anyway
Spoke with someone about reducing or stopping use
Attended counseling, program, or group to reduce/stop use
More than one experience
Use alcohol or drugs, but have not experienced any of these things

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 %
Alcohol	
Very difficult	19
Fairly difficult	21
Fairly easy	12
Very easy	4
Don't know	44
Marijuana	
Very difficult	21
Fairly difficult	19
Fairly easy	14
Very easy	2
Don't know	44

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get alcohol or marijana if they really want them?

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	Grade 7 %
0 times	89
1 time	4
2 to 3 times	0
4 or more times	7

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 %
No	58
Yes	42

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 %
No	23
Yes	77

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 drugs?

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7 %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	0
Mixed (two or more) races	

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7 %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	0
Mixed (two or more) races	

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 %
A cigarette, even one or two puffs	
0 times	91
1 time	2
2 to 3 times	2
4 or more times	5
A whole cigarette	
0 times	97
1 time	0
2 to 3 times	3
4 or more times	0
Smokeless tobacco	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0

Question HS A.35-36/MS A.34-36: During your life, how many times have you used or tried… a cigarette, even a puff of two… a whole cigaretee…smokeless tobacco?

Table A5.2

Age of Onset

	Grade 7 %
Smoked part or all of a cigarette	
Never	93
10 or under	2
11-12 years old	5
13-14 years old	0
15-16 years old	0
17 years or older	0
Smokeless tobacco	
Never	97
10 or under	2
11-12 years old	2
13-14 years old	0
15-16 years old	0
17 years or older	0

Question HS A.57-58/MS A.46-47: About how old were you the first time you ....smoked part or 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 %
Cigarettes	
Any	3
Daily	0
Smokeless tobacco	
Any	0
Daily	0

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

Table A5.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %
None	*98*
Any	*2*
1 or 2 days	2
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0

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 %
Neither approve nor disapprove	12
Somewhat disapprove	14
Strongly disapprove	74

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

Table A5.6

Peer Disapproval of Using Cigarettes

	Grade 7 %
Neither approve or disapprove	13
Somewhat disapprove	15
Strongly disapprove	73

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

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	Grade 7 %
Smoking occasionally	
Great	32
Moderate	46
Slight	14
None	7
Smoking 1-2 packs of cigarettes a day	
Great	75
Moderate	14
Slight	5
None	5

Question HS A78-79/MS A.64-65: How much do people risk harming themselves physically and in other ways when…smoking cigarettes occasionally..smoke 1-2 packs of cigarettes a day?

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	Grade 7 %
Very difficult	14
Fairly difficult	14
Fairly easy	16
Very easy	7
Don't know	48

Question HS A.84/MS A.70: How difficult is it for students in your grade to get cigarettes if they really want them?

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	Grade 7 %
None of them	47
10 percent	40
20 percent	4
30 percent	4
40 percent	2
50 percent	0
60 percent	0
70 percent	0
80 percent	0
90 percent	0
All of them	4

Question HS A.87/MS A.73: hink about a group of 100 students in your grade. About how many students 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 %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	0
Mixed (two or more) races	

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 %
Had mean rumors/lies spread about you	
0 times	57
1 time	9
2 to 3 times	16
4 or more times	19
Had sexual jokes/comments/gestures made to you	
0 times	69
1 time	7
2 to 3 times	7
4 or more times	17
Been made fun of because of your looks/way of talking	
0 times	65
1 time	11
2 to 3 times	7
4 or more times	18

Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you… had mean rumors/lies spread about you…had sexual jokes/comments/gestures made to you…been make fun of your looks/ way of talking?

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

	Grade 7 %
Been pushed, shoved, hit, etc.	
0 times	46
1 time	14
2 to 3 times	13
4 or more times	27
Been afraid of being beaten up	
0 times	75
1 time	9
2 to 3 times	7
4 or more times	9
Been in a physical fight	
0 times	68
1 time	9
2 to 3 times	9
4 or more times	14

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you…been pushed shoved, hit, etc.,…been afraid of being beaten up…been in a phsyical fight?

Table A6.3

Property Damage on School Property, Past 12 Months

	Grade 7 %
Had property stolen/damaged	
0 times	69
1 time	16
2 to 3 times	9
4 or more times	7
Damaged school property on purpose	
0 times	91
1 time	5
2 to 3 times	0
4 or more times	3

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

Table A6.4

Weapons Possession on School Property, Past 12 Months

	Grade 7 %
Carried a gun	
0 times	91
1 time	3
2 or more times	5
Carried any other weapon	
0 times	93
1 time	2
2 or more times	5

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

Table A6.5

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

	Grade 7 %
Seen someone with a weapon	
0 times	84
1 time	5
2 or more times	11
Been threatened/injured with a weapon	
0 times	86
1 time	9
2 or more times	5

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you…seen someone with a weapon…been threatened/injured with a weapon?

Table A6.6

Personal Disapproval of Weapon Possession

	Grade 7 %
Neither approve or disapprove	14
Somewhat disapprove	11
Strongly disapprove	75

Question HS A.95/MS A.79: How do you feel about someone your age carring a weapon to school?

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 7 %
Race, Ethnicity, or National Origin	
0 times	79
1 time	11
2 or more times	11
Religion	
0 times	93
1 time	5
2 or more times	2
Gender	
0 times	91
1 time	5
2 or more times	4
Sexual Orientation *	
0 times	89
1 time	2
2 or more times	9
Physical/Mental Disability	
0 times	91
1 time	5
2 or more times	4
Any of the Above Five Hate-Crime Reasons	39
Any Other Reason	
0 times	70
1 time	9
2 or more times	21
Any Harassment	46

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 %
No	95
Yes	5

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

Table A6.9

Physical Violence by Boyfriend/Girlfriend, Past 12 Months

	Grade 7 %
Does not apply, didn't have a boyfriend/girlfriend	55
No	41
Yes	3

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 %
Very safe	29
Safe	41
Neither safe nor unsafe	21
Unsafe	7
Very unsafe	2

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

Table A6.11

Cyber Bullying

	Grade 7 %
0 times (never)	86
1 time	7
2-3 times	3
4 or more times	3

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 %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	26
Mixed (two or more) races	

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 because of 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 %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	7
Mixed (two or more) races	

Question HS A.113/MS A.95: During the past 12 months, how many times on school property were you harassed or bullied because of race, ethnicity or national origin?

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7 %
No	32
Yes	68

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 %
No	70
Yes	30

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

No
Yes

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

Table A7.4

Gambling, Past 12 Months

	Grade 7 %
Card or dice games	
Not at all	84
Less than once a month	9
1 to 3 times	4
Once a week or more	4
Personal skill games	
Not at all	72
Less than once a month	11
1 to 3 times	9
Once a week or more	9
Betting on sports	
Not at all	76
Less than once a month	10
1 to 3 times	7
Once a week or more	7
Lottery	
Not at all	84
Less than once a month	9
1 to 3 times	3
Once a week or more	3
Bet or gambled in any other way	
Not at all	81
Less than once a month	12
1 to 3 times	5
Once a week or more	2

Question HS A.127-131//MS A.109-113: During the past 12 months, how often have you bet/gambled, even casually, for money or valuables in the following ways?

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Lifetime and Current AOD Use		
During your life, did you ever…		
drink alcohol (one full drink)?	4	14
use inhalants?	4	13
smoke marijuana?	0	7
During the past 30 days, did you…		
drink alcohol (one full drink)?	4	10
use inhalants?	4	10
smoke marijuana?	0	3
Level of Involvement (High Risk Patterns)		
During your life, have you ever…		
been very drunk or sick after drinking alcohol?	4	3
been high from using drugs?	4	6
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	0	3
AOD Use at School		
During your life, have you ever been drunk/high on school property?	0	0
During the past 30 days, did you use marijuana on school property?	0	0
Perceived Harm		
*Frequent use of… is harmful.**		
alcohol (five or more drinks once or twice a week)	100	90
marijuana (once or twice a week)	100	86

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

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
During your life, did you ever smoke a cigarette?	0	6
During the past 30 days, did you smoke a cigarette?	0	6
During the past 30 days, did you smoke cigarettes daily?	0	0
During the past 30 days, did you smoke cigarettes on school property?	0	3
Frequent use of cigarettes is harmful. (1-2 packs a day)*	100	90

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

Table A8.3

School Safety-Related Indicators, by Gender and Grade

	7th Grade	
	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	23	19
Religion	4	10
Gender	8	10
Gay/lesbian, or someone thought you were	4	18
Physical/mental disability	0	17
Any other reason	27	32
During the past 12 months at school, have you been in a physical fight?	12	50
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	4	3
Feels safe at school	88	58
Currently belong to a gang	4	7

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Did you eat breakfast today?	69	68
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?	16	39

9. Comparisons

Table A9.1

Selected Alcohol, Tobacco and Other Drug Use, with Comparisons to 2007 State CSS

	7th Grade %	
	District	CSS
Lifetime and Current ATOD Use		
During your life, did you ever…		
smoke a cigarette?	3	7
chew tobacco or snuff?	0	4
drink alcohol (glass)?	9	24
use inhalants?	9	11
smoke marijuana?	4	9
During the past 30 days, did you…		
smoke a cigarette?	3	6
chew tobacco or snuff?	0	3
drink alcohol (glass)?	7	15
use inhalants?	7	5
smoke marijuana?	2	7
Level of Involvement (High Risk Patterns)		
During your life have you ever…		
been very drunk or sick after drinking?	3	11
been high from using drugs?	5	8
During the past 30 days, did you…		
drink 5 drinks in a couple of hours?	2	6

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

Selected Alcohol, Tobacco and Other Drug Use, with Comparisons to 2007 State CSS

	7th Grade %	
	District	CSS
ATOD Use on School Property		
During your life, have you ever been drunk/high?	0	6
During the past 30 days, did you smoke cigarettes?	2	3
Perceived Harm		
People risk harming themselves using...[b]		
cigarettes (1-2 packs a day)	95	83
alcohol (five or more drinks once or twice a week)	95	83
marijuana (once or twice a week)	93	82

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

Table A9.2

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

	7th Grade %	
	District	CSS
School Safety		
During the past 12 months at school, have you….		
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	39	31
been in a physical fight?	32	32
been afraid of being beaten up?	25	29
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	10	10
How safe do you feel when you are at school? Very safe.	29	18
Do you consider yourself a member of a gang?	5	9
School Protective Factors - High Levels (Resilience Indicators)		
Caring relationships with teacher or other adult	51	31
High expectations from teacher or other adult	59	45
Opportunities for meaningful participation at their school	21	16
Total	39	31
School Connectedness Scale	58	39

Section G

	Grade 7
Student Sample Size	
Target Sample	72
Final Number	57
Average Response Rate - Module G	**79%**

G1

During the past 12 months, did you receive information on alcohol, tobacco, or drugs in a class such as health, science, or physical education?

	Grade 7 %
No	18
Yes	77
Not Sure	5

G2

During the past 12 months, did you participate in a sober or drug-free event or club? (for example: a dance, Free 4 the Weekend, Friday Night Live, COYA, or a youth coalition)

	Grade 7 %
No	31
Yes	59
Not Sure	10

G3

Did any of the school-based or community activities you participated in during the past year help you to avoid or reduce use of alcohol, tobacco, or drugs?

	Grade 7 %
No	24
Yes	53
Does not apply	22

G4

Have you seen or heard messages about the number of students at your school that do not drink alcohol? About how many times during the past year?

	Grade 7 %
0 times	48
1 to 5 times	37
6 to 10 times	2
11 or more times	13

G5

How do most students at your school who drink alcohol get it? (Mark All That Apply)

	Grade 7 %
At school	16
At parties or events outside school	16
At their own home	14
From adults at friends' homes	7
From friends or another teenager	22
Get adults to buy it for them	5
Buy it themselves at a store	9
At bars, clubs, or gambling casinos	3
Other	10
Don't know	66

G6

During the past 12 months, have you done any of the following, even if only once: Drink alcohol or use drugs at home?

	Grade 7 %
No	97
Yes	3

G7

During the past 12 months, have you done any of the following, even if only once: Drink alcohol or use drugs when you are by yourself?

	Grade 7 %
No	97
Yes	3

G8

During the past 12 months, have you done any of the following, even if only once: Drink alcohol or use drugs with others while hanging out at such places like parks, playgrounds, beaches, or vacant lots?

	Grade 7 %
No	97
Yes	3

G9

During the past 12 months, have you done any of the following, even if only once: Drink alcohol or use drugs at a school sponsored event?

	Grade 7 %
No	100
Yes	0

G10

During the past 12 months, have you used any high-caffeine or keep-alert products to get high or loaded? (for example, Red Bull, JOLT, No DOZE)

	Grade 7 %
No	86
Yes	14

G11

During your life, how many times have you used or tried synthetic marijuana (such as K2, Spice, or Black Mamba)?

	Grade 7 %
0 times	97
1 time	2
2 times	0
3 times	0
4-6 times	0
7 or more times	2

G12

During the past 30 days, on how many days did you use synthetic marijuana?

	Grade 7 %
0 days	100
1-2 days	0
3-9 days	0
10-19 days	0
20-30 days	0

G13

During the past 30 days, on how many days did you use prescription drugs not prescribed to you by a doctor?

	Grade 7 %
0 days	100
1-2 days	0
3-9 days	0
10-19 days	0
20-30 days	0

G14

During the past 30 days, on how many days did you use over the counter cough syrups or other remedies to get high?

	Grade 7 %
0 days	98
1-2 days	2
3-9 days	0
10-19 days	0
20-30 days	0

G15

During the past 30 days, have you used any of the following tobacco products - hookah, little cigars, Snus, E-cigarettes, etc.?

	Grade 7 %
No	95
Yes	3

G16

Think about a group of 100 students in your grade. About how many students have had at least one drink in the past month?

	Grade 7 %
0	61
10	23
20	9
30	2
40	0
50	4
60	0
70	0
80	0
90	0
100	2

G17

Think about a group of 100 students in your grade. About how many students have used prescription drugs no prescribed to them?

	Grade 7 %
0	75
10	20
20	2
30	2
40	0
50	0
60	0
70	0
80	0
90	0
100	2

G18

Think about a group of 100 students in your grade. About how many students have used synthetic marijuana?

	Grade 7 %
0	70
10	25
20	2
30	2
40	0
50	0
60	0
70	0
80	0
90	0
100	2

G19

How much would your parent(s) or guardian disapprove of your using tobacco?

	Grade 7 %
A lot	88
Some	0
Not much	7
Not at all	5

G20

How much would your parent(s) or guardian disapprove of your using alcohol?

	Grade 7 %
A lot	79
Some	7
Not much	5
Not at all	9

G21

How much would your parent(s) or guardian disapprove of your using marijuana?

	Grade 7 %
A lot	89
Some	0
Not much	0
Not at all	11

G22

How much would your parent(s) or guardian disapprove of your using prescription drugs not prescribed to you?

	Grade 7 %
A lot	81
Some	4
Not much	5
Not at all	9

G23

How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?

	Grade 7 %
Very wrong	62
Wrong	16
A little bit wrong	3
Not at all wrong	0
I don't know	19

G24

How wrong do your friends feel it would be for you to smoke tobacco?

	Grade 7 %
Very wrong	71
Wrong	7
A little bit wrong	4
Not at all wrong	0
I don't know	18

G25

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

	Grade 7 %
Very wrong	72
Wrong	5
A little bit wrong	3
Not at all wrong	0
I don't know	19

G26

How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

	Grade 7 %
Very wrong	67
Wrong	9
A little bit wrong	7
Not at all wrong	0
I don't know	18

G27

How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

	Grade 7 %
Great risk	58
Moderate risk	16
Slight risk	5
No risk	0
I don't know	21

G28

How much do you think people risk harming themselves physically or in other ways if they take one or two drinks of an alcoholic beverage nearly every day?

	Grade 7 %
Great risk	54
Moderate risk	18
Slight risk	11
No risk	0
I don't know	18

G29

During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school, or on your way to or from school?

	Grade 7 %
0 days	90
1 day	5
2 or 3 days	3
4 or 5 days	0
6 or more days	2

G30

My life is going well.

	Grade 7 %
Strongly disagree	2
Moderately disagree	9
Mildly disagree	4
Mildly agree	11
Moderately agree	21
Strongly agree	54

G31

My life is just right.

	Grade 7 %
Strongly disagree	4
Moderately disagree	7
Mildly disagree	2
Mildly agree	14
Moderately agree	18
Strongly agree	55

G32

I wish my life were different.

	Grade 7 %
Strongly disagree	49
Moderately disagree	11
Mildly disagree	4
Mildly agree	18
Moderately agree	9
Strongly agree	9