California Healthy Kids Survey

Orange Unified
Secondary
2011-2012
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 2011–12 *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	
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT*
Student Sample Size				
Target Sample	1131	2224	2296	386
Final Number	1011	1823	1669	132
Average Response Rate	**89%**	**82%**	**73%**	**34%**

* 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	59	0	0	2
13 years old	38	0	0	0
14 years old	2	58	0	0
15 years old	0	40	1	2
16 years old	0	2	61	49
17 years old	0	0	36	44
18 years or older	0	0	1	3

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

Table A2.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	50	49	57
Female	50	50	51	43

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

Table A2.3

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	40	50	53	22
Yes	55	49	47	75

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

Table A2.4

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	3	3	2	5
Asian	9	11	12	2
Black or African American	2	2	2	4
Native Hawaiian or Pacific Islander	1	2	2	4
White	17	31	36	15
Mixed (two or more) races	44	43	35	52

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

Table A2.5

Living Situation

	Grade 9 %	Grade 11 %	NT %
A home with both parents	72	69	46
A home with only one parent	21	23	39
Other relative's home	2	3	5
A home with more than one family	3	2	3
Friend's home	0	1	1
Foster home, group care, or waiting placement	0	0	1
Hotel or motel	0	0	2
Migrant housing	0	0	0
Shelter	0	0	0
On the street (no fixed housing), car campground	0	0	1
Other transitional or temporary housing	0	0	0
Other living arrangements	1	1	2

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 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	23	27	20	8
A's and B's	34	32	34	12
Mostly B's	7	8	10	8
B's and C's	17	16	19	23
Mostly C's	4	5	6	11
C's and D's	9	9	8	17
Mostly D's	3	2	2	11
Mostly F's	3	2	2	11

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 %	Grade 9 %	Grade 11 %	NT %
0 times	83	73	63	37
1-2 times	9	14	16	24
A few times	6	9	15	21
Once a month	1	1	3	4
Once a week	1	1	2	7
More than once a week	1	2	3	6

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	58
1 day	20
2 days	11
3 days	8
4 days	3
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 %	Grade 9 %	Grade 11 %	NT %
Yes	3	2	1	2
No	49	67	84	72
Don't know	49	31	15	26

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?

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	34	53	13	28	57	15	29	57	14	14	62	23
Caring Adult Relationships	33	54	12	30	58	13	33	57	11	25	56	19
High Expectations	55	38	6	46	47	8	43	49	8	32	54	14
Opportunities for Meaningful Participation	15	54	31	11	54	35	14	51	35	8	35	57
Community Environment												
Total	66	26	8	66	26	7	67	25	7	45	42	13
Caring Adult Relationships	64	26	10	65	26	10	65	26	9	60	29	10
High Expectations	68	23	9	66	26	8	66	27	8	54	38	8
Opportunities for Meaningful Participation	51	35	14	54	33	14	52	33	15	16	45	39
School Connectedness Scale	52	39	10	46	43	11	40	47	13	30	54	17

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			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	31	54	15	23	59	18	26	57	17	13	62	26
Caring Adult Relationships	32	54	14	26	60	15	30	57	13	27	52	21
High Expectations	53	40	7	43	49	8	40	51	9	32	55	14
Opportunities for Meaningful Participation	11	53	36	10	50	40	11	48	41	8	29	63
Community Environment												
Total	61	29	10	60	32	8	63	29	8	45	41	15
Caring Adult Relationships	62	26	12	61	29	10	63	27	10	60	27	13
High Expectations	66	23	11	62	29	9	63	29	8	54	36	10
Opportunities for Meaningful Participation	41	41	18	43	39	18	44	36	20	14	45	40
School Connectedness Scale	50	42	8	43	45	12	39	48	13	32	49	18

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			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	27	50	23	27	63	10	29	61	11			
Caring Adult Relationships	31	56	13	25	65	10	32	64	4			
High Expectations	45	39	16	46	50	4	36	54	11			
Opportunities for Meaningful Participation	13	56	31	8	57	35	11	54	36			
Community Environment												
Total	72	25	3	66	26	9	75	18	7			
Caring Adult Relationships	66	31	3	63	27	10	71	21	7			
High Expectations	69	25	6	69	20	10	71	25	4			
Opportunities for Meaningful Participation	56	34	9	53	34	13	59	24	17			
School Connectedness Scale	44	41	16	47	43	10	38	45	17			

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	37	51	12	25	60	15	27	62	11			
Caring Adult Relationships	34	52	14	25	63	11	26	65	9			
High Expectations	56	38	6	40	51	9	40	55	6			
Opportunities for Meaningful Participation	19	60	21	16	49	35	15	57	28			
Community Environment												
Total	63	26	10	66	26	7	69	22	9			
Caring Adult Relationships	49	37	14	57	29	15	59	28	13			
High Expectations	64	25	11	63	26	11	62	28	10			
Opportunities for Meaningful Participation	66	24	10	64	25	11	63	30	6			
School Connectedness Scale	47	48	6	47	40	13	32	53	14			

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			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				25	58	18						
Caring Adult Relationships				29	56	15						
High Expectations				41	44	15						
Opportunities for Meaningful Participation				15	48	38						
Community Environment												
Total				60	25	15						
Caring Adult Relationships				54	32	15						
High Expectations				60	28	13						
Opportunities for Meaningful Participation				54	29	17						
School Connectedness Scale				41	37	22						

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			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				15	73	12	29	57	14			
Caring Adult Relationships				15	76	9	17	69	14			
High Expectations				33	58	9	40	51	9			
Opportunities for Meaningful Participation				3	82	15	17	49	34			
Community Environment												
Total				69	31	0	66	23	11			
Caring Adult Relationships				63	28	9	63	23	14			
High Expectations				73	21	6	66	23	11			
Opportunities for Meaningful Participation				78	13	9	57	26	17			
School Connectedness Scale				36	48	15	37	46	17			

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			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	41	50	8	32	55	13	33	55	12			
Caring Adult Relationships	41	49	11	35	52	13	38	53	9			
High Expectations	60	36	4	52	42	6	49	45	7			
Opportunities for Meaningful Participation	20	56	24	12	58	30	15	55	31			
Community Environment												
Total	81	17	2	75	19	6	74	21	5			
Caring Adult Relationships	75	22	3	73	21	7	71	22	6			
High Expectations	78	19	3	74	21	5	73	21	6			
Opportunities for Meaningful Participation	67	24	9	65	26	9	56	32	12			
School Connectedness Scale	60	27	13	52	39	8	45	42	13			

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			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	35	51	14	27	57	17	29	56	15	20	55	25
Caring Adult Relationships	32	54	14	28	59	13	33	55	12	24	53	23
High Expectations	56	38	6	44	47	8	42	50	8	36	47	17
Opportunities for Meaningful Participation	15	53	32	10	54	36	14	46	40	10	35	54
Community Environment												
Total	64	27	9	63	29	8	64	29	7	45	39	15
Caring Adult Relationships	63	25	12	64	26	10	64	28	8	57	34	9
High Expectations	67	23	10	63	30	8	64	29	7	51	40	9
Opportunities for Meaningful Participation	49	34	16	46	38	16	48	35	17	15	51	34
School Connectedness Scale	53	38	9	42	47	11	40	47	13	32	49	19

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	31	27	37			41	35
Caring Adult Relationships	32	31	34			41	32
High Expectations	53	45	56			60	56
Opportunities for Meaningful Participation	11	13	19			20	15
Community Environment							
Total	61	72	63			81	64
Caring Adult Relationships	62	66	49			75	63
High Expectations	66	69	64			78	67
Opportunities for Meaningful Participation	41	56	66			67	49
School Connectedness Scale	50	44	47			60	53

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	23	27	25	25	15	32	27
Caring Adult Relationships	26	25	25	29	15	35	28
High Expectations	43	46	40	41	33	52	44
Opportunities for Meaningful Participation	10	8	16	15	3	12	10
Community Environment							
Total	60	66	66	60	69	75	63
Caring Adult Relationships	61	63	57	54	63	73	64
High Expectations	62	69	63	60	73	74	63
Opportunities for Meaningful Participation	43	53	64	54	78	65	46
School Connectedness Scale	43	47	47	41	36	52	42

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	26	29	27		29	33	29
Caring Adult Relationships	30	32	26		17	38	33
High Expectations	40	36	40		40	49	42
Opportunities for Meaningful Participation	11	11	15		17	15	14
Community Environment							
Total	63	75	69		66	74	64
Caring Adult Relationships	63	71	59		63	71	64
High Expectations	63	71	62		66	73	64
Opportunities for Meaningful Participation	44	59	63		57	56	48
School Connectedness Scale	39	38	32		37	45	40

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	13						20
Caring Adult Relationships	27						24
High Expectations	32						36
Opportunities for Meaningful Participation	8						10
Community Environment							
Total	45						45
Caring Adult Relationships	60						57
High Expectations	54						51
Opportunities for Meaningful Participation	14						15
School Connectedness Scale	32						32

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 %	Grade 9 %	Grade 11 %	NT %
I feel close to people in this school.				
Strongly Disagree	5	5	7	8
Disagree	6	7	9	16
Neither Agree Nor Disagree	25	23	23	35
Agree	43	44	41	31
Strongly Agree	22	20	20	10
I am happy to be at this school.				
Strongly Disagree	6	6	8	17
Disagree	6	7	9	13
Neither Agree Nor Disagree	19	22	26	27
Agree	40	43	42	27
Strongly Agree	29	21	15	16
I feel like I am part of this school.				
Strongly Disagree	7	7	8	16
Disagree	8	9	13	20
Neither Agree Nor Disagree	24	30	31	27
Agree	39	39	36	30
Strongly Agree	22	14	11	8
Teachers at this school treat students fairly.				
Strongly Disagree	9	8	9	4
Disagree	13	11	13	5
Neither Agree Nor Disagree	26	29	31	24
Agree	36	40	40	44
Strongly Agree	16	12	7	24
I feel safe in my school.				
Strongly Disagree	6	7	6	7
Disagree	8	9	10	11
Neither Agree Nor Disagree	25	30	30	31
Agree	40	40	43	39
Strongly Agree	21	13	11	11

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

Table A3.11
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring Relationships				
who really cares about me.				
Not At All True	13	12	9	14
A Little True	30	33	29	38
Pretty Much True	35	35	34	32
Very Much True	23	21	27	16
who notices when I am not there.				
Not At All True	11	13	12	15
A Little True	27	27	27	33
Pretty Much True	31	35	37	31
Very Much True	31	25	24	21
who listens when I have something to say.				
Not At All True	11	10	7	11
A Little True	24	24	22	22
Pretty Much True	32	37	40	45
Very Much True	33	28	30	22
High Expectations				
who tells me when I do a good job.				
Not At All True	7	7	8	12
A Little True	20	23	22	26
Pretty Much True	34	39	39	37
Very Much True	40	31	31	25
who always wants me to do my best.				
Not At All True	6	5	5	10
A Little True	12	17	16	14
Pretty Much True	25	33	37	48
Very Much True	57	44	42	28
who believes that I will be a success.				
Not At All True	9	9	8	14
A Little True	19	22	21	24
Pretty Much True	29	35	37	35
Very Much True	43	34	34	27

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 %	Grade 9 %	Grade 11 %	NT %
Opportunites for Meaningful Participation				
I do interesting activities at school.				
Not At All True	14	16	19	40
A Little True	26	26	26	28
Pretty Much True	33	28	27	22
Very Much True	27	30	28	10
I help decide things like class rules or activities.				
Not At All True	50	53	49	65
A Little True	26	29	27	22
Pretty Much True	16	13	15	8
Very Much True	8	5	8	6
I do things that make a difference at school.				
Not At All True	25	28	30	44
A Little True	34	38	35	32
Pretty Much True	23	21	22	17
Very Much True	17	12	14	8

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 %	Grade 9 %	Grade 11 %	NT %
Caring Relationships				
who really cares about me.				
Not At All True	8	6	6	6
A Little True	10	9	9	14
Pretty Much True	15	17	17	20
Very Much True	66	68	68	59
who notices when I am upset about something.				
Not At All True	15	12	11	12
A Little True	12	14	13	15
Pretty Much True	22	21	21	23
Very Much True	51	53	54	50
whom I trust.				
Not At All True	12	11	11	15
A Little True	8	12	11	15
Pretty Much True	19	17	19	22
Very Much True	61	60	60	48
High Expectations				
who tells me when I do a good job.				
Not At All True	10	9	9	8
A Little True	11	13	12	20
Pretty Much True	22	23	22	31
Very Much True	57	55	57	41
who believes that I will be a success.				
Not At All True	9	7	8	9
A Little True	10	12	9	16
Pretty Much True	19	20	21	29
Very Much True	63	60	62	46
who always wants me to do my best.				
Not At All True	8	7	6	6
A Little True	7	8	8	12
Pretty Much True	17	19	19	27
Very Much True	69	66	67	54

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 %	Grade 9 %	Grade 11 %	NT %
Opportunities for Meaningful Participation				
I am part of clubs, sports teams, church/temple or other group activities.				
Not At All True	26	24	26	55
A Little True	12	11	12	18
Pretty Much True	12	15	13	12
Very Much True	49	51	50	15
I am involved in music, art, literature, sports or a hobby.				
Not At All True	17	15	17	33
A Little True	9	9	11	18
Pretty Much True	14	16	16	18
Very Much True	60	60	57	31
I help other people.				
Not At All True	8	9	10	25
A Little True	22	20	18	33
Pretty Much True	32	35	31	19
Very Much True	38	35	42	23

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	81	65	42	16
1 time	8	9	7	2
2 to 3 times	6	9	11	11
4 or more times	5	18	40	71
Marijuana				
0 times	91	78	57	17
1 time	3	4	6	8
2 to 3 times	2	4	7	5
4 or more times	4	13	31	70
Inhalants (to get high)				
0 times	89	88	86	64
1 time	5	4	3	8
2 to 3 times	4	3	4	10
4 or more times	3	5	6	18
Cocaine				
0 times	na	95	92	72
1 time	na	2	2	12
2 to 3 times	na	1	2	7
4 or more times	na	2	3	9
Methamphetamine or any amphetamine				
0 times	na	96	94	82
1 time	na	1	2	5
2 to 3 times	na	1	2	5
4 or more times	na	1	3	8

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 %	Grade 9 %	Grade 11 %	NT %
LSD or other psychedelics				
0 times	na	95	91	78
1 time	na	2	3	8
2 to 3 times	na	1	3	4
4 or more times	na	2	3	11
Ecstasy				
0 times	na	92	85	58
1 time	na	3	4	9
2 to 3 times	na	2	4	11
4 or more times	na	3	7	22
Heroin				
0 times	na	97	96	89
1 time	na	1	1	4
2 to 3 times	na	0	1	3
4 or more times	na	1	2	5
Other illegal drug or pill				
0 times	95	91	86	69
1 time	2	3	2	6
2 to 3 times	1	2	5	10
4 or more times	2	4	6	15
Any of the above AOD Use	24	40	62	90
Prescription pain killers				
0 times	na	90	84	63
1 time	na	3	4	10
2 to 3 times	na	3	5	8
4 or more times	na	4	7	19

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 %	Grade 9 %	Grade 11 %	NT %
Barbiturates				
0 times	na	98	97	95
1 time	na	1	1	0
2 to 3 times	na	1	1	4
4 or more times	na	1	1	2
Tranquilizers or sedatives				
0 times	na	97	90	81
1 time	na	1	3	1
2 to 3 times	na	1	3	6
4 or more times	na	1	4	12
Cold/cough medicines				
0 times	na	83	82	70
1 time	na	3	4	7
2 to 3 times	na	4	5	10
4 or more times	na	10	9	13
Diet pills				
0 times	na	95	95	95
1 time	na	1	1	2
2 to 3 times	na	1	2	0
4 or more times	na	3	2	3
Ritalin™ or Adderall™				
0 times	na	96	91	85
1 time	na	1	2	4
2 to 3 times	na	1	2	2
4 or more times	na	1	5	9

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 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	73	60	39	14
10 or under	10	8	6	12
11 -12 years old	13	10	7	15
13-14 years old	3	19	17	32
15-16 years old	0	3	28	24
17 years or older	0	1	2	4
Marijuana				
Never	93	80	59	17
10 or under	2	1	2	5
11 -12 years old	4	4	3	15
13-14 years old	1	13	14	32
15-16 years old	0	1	21	27
17 years or older	0	1	2	4
Other illegal drug				
Never	96	88	80	55
10 or under	1	1	1	2
11 -12 years old	2	2	2	5
13-14 years old	1	7	7	19
15-16 years old	0	1	10	18
17 years or older	0	0	1	2

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)	10	16	30	58
Binge drinking (5 or more drinks in a row)	5	9	20	44
Marijuana	4	12	22	54
Inhalants	4	4	5	10
Cocaine	na	2	4	9
Methamphetamine or any amphetamine	na	2	3	8
Ecstasy, LSD or other psychedelics	na	3	5	12
Other illegal drug or pill	2	4	7	13
Any drug use	6	14	25	56
Heavy drug user	2	6	13	35
Total AOD Use	12	21	37	70
Two or more alcohol/drugs at the same time	na	5	11	30

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 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
None	90	84	70	42
1 or 2 days	6	9	16	26
3 to 9 days	2	4	9	16
10 to 19 days	1	2	3	11
20 or more days (daily)	1	2	2	5
Marijuana				
None	96	88	78	46
1 or 2 days	2	4	8	13
3 to 9 days	1	3	5	9
10 to 19 days	0	2	3	7
20 or more days (daily)	1	3	6	24

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 %	Grade 9 %	Grade 11 %	NT %
0 times	91	82	63	34
1 to 2 times	5	10	18	25
3 to 6 times	2	5	10	16
7 or more times	2	4	10	24

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	93	80	61	27
1 to 2 times	3	6	10	13
3 to 6 times	2	4	7	8
7 or more times	2	10	22	52

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	91	80	56
1 to 2 days	3	4	11	16
3 or more days	2	4	10	28

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	77	63	44	21
Just a sip or two	14	14	12	3
Enough to feel it a little	5	10	16	22
Enough to feel it a lot	2	8	19	30
Until really drunk	2	5	9	23

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	80	63	25
Not high at all	3	3	6
A little high	4	8	17
Moderately high	6	16	24
Very high	6	10	28

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	*83*	*79*	*57*
Any	*17*	*21*	*43*
1 time	5	6	10
2 times	3	6	10
3 to 6 times	4	5	15
7 or more times	3	4	9

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	*59*
Any	*41*
1 time	13
2 times	9
3 to 6 times	9
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	94	95	94	87
1 to 2 days	5	3	4	6
3 or more days	1	2	2	7
Marijuana				
0 days	98	95	93	77
1 to 2 days	1	2	4	7
3 or more days	1	3	3	16
Any illegal drug or pill				
0 days	98	97	95	89
1 to 2 days	1	2	3	6
3 or more days	1	1	2	6
Any of the above	7	8	11	26

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 %	Grade 9 %	Grade 11 %	NT %
0 times	96	89	77	45
1 to 2 times	2	6	8	11
3 to 6 times	1	2	7	13
7 or more times	1	3	8	31

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	30	28	26	34
Moderate	25	26	23	25
Slight	22	30	32	28
None	22	16	19	13
Alcohol - 5 or more drinks once or twice a week				
Great	47	55	52	40
Moderate	23	23	26	27
Slight	10	10	12	20
None	20	12	10	13

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 %	Grade 9 %	Grade 11 %	NT %
Marijuana - Smoke Occasionally				
Great	46	41	31	23
Moderate	23	26	19	15
Slight	9	16	23	24
None	22	18	27	39
Marijuana - Smoke once or twice a week				
Great	54	54	41	22
Moderate	17	19	20	13
Slight	8	11	17	32
None	21	16	22	34

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 %	Grade 9 %	Grade 11 %	NT %
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	19	20	24	39
Somewhat disapprove	15	19	22	29
Strongly disapprove	66	61	54	32
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	19	29	46	56
Somewhat disapprove	14	21	21	25
Strongly disapprove	67	50	33	20
Marijuana - Once a month or more				
Neither approve or disapprove	20	28	44	61
Somewhat disapprove	12	16	17	19
Strongly disapprove	68	56	38	20

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 %	Grade 9 %	Grade 11 %	NT %
None of them	51	12	9	7
10 percent	22	16	7	1
20 percent	9	13	6	2
30 percent	6	10	8	5
40 percent	3	10	6	4
50 percent	6	16	17	12
60 percent	1	5	9	8
70 percent	1	6	14	7
80 percent	1	6	11	11
90 percent	1	3	9	24
All of them	1	3	4	20

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

	Grade 9 %	Grade 11 %	NT %
Does not apply, never used alcohol/drugs	71	50	20
Problems with emotions, nerves, mental health	7	11	20
Trouble or problems with the police	5	8	13
Money problems	2	5	14
Miss school	3	5	21
Problems with school work	4	6	13
Fight with other kids	2	3	6
Damage a friendship	5	6	12
Physically hurt or injure yourself	2	5	7
Unwanted or unprotected sex	2	5	9
Forget what happened or pass out	5	13	21
Other problems	4	5	10
More than one problem	8	14	29
Never had problems when I've used alcohol/drugs	15	27	36

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

	Grade 9 %	Grade 11 %	NT %
Does not apply, have not used alcohol or drugs	73	54	32
Had to increase use to get same effect as before	6	12	21
Spent a lot of time getting, using, or being "hung over" from using	3	6	16
Used alcohol or drugs a lot more than intended	4	8	19
Used alcohol or drugs when alone	5	10	19
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	2	4	12
Often didn't feel OK unless had something to drink or used a drug	3	3	12
Thought about reducing or stopping	5	12	17
Told yourself not going to use, but used anyway	5	7	13
Spoke with someone about reducing or stopping use	2	6	11
Attended counseling, program, or group to reduce/stop use	1	1	3
More than one experience	7	15	26
Use alcohol or drugs, but have not experienced any of these things	13	23	37

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	6	5	6
Fairly difficult	12	7	5	11
Fairly easy	15	24	24	26
Very easy	16	35	49	50
Don't know	43	28	17	7
Marijuana				
Very difficult	22	7	5	3
Fairly difficult	10	8	4	4
Fairly easy	10	19	19	16
Very easy	11	32	53	70
Don't know	48	33	20	7

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 %	Grade 9 %	Grade 11 %	NT %
0 times	88	76	69	54
1 time	6	10	11	9
2 to 3 times	2	6	9	17
4 or more times	3	9	12	21

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	37	38	43	43
Yes	63	62	57	57

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	15	21	24
Yes	82	85	79	76

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 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	14	21	31	62
American Indian or Alaska Native	9	22	24	
Asian	3	4	13	
Black or African American		19		
Native Hawaiian or Pacific Islander		21	37	
White	5	13	32	
Mixed (two or more) races	11	21	33	58

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	15	23	57
American Indian or Alaska Native	9	20	32	
Asian	2	3	12	
Black or African American		21		
Native Hawaiian or Pacific Islander		12	24	
White	1	9	22	
Mixed (two or more) races	5	14	25	58

Question HS A.65/MS A.54: 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 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	88	na	na	na
1 time	6	na	na	na
2 to 3 times	3	na	na	na
4 or more times	4	na	na	na
A whole cigarette				
0 times	95	85	72	36
1 time	2	5	6	11
2 to 3 times	2	3	5	10
4 or more times	2	8	17	43
Smokeless tobacco				
0 times	97	94	89	83
1 time	1	2	3	6
2 to 3 times	1	2	3	5
4 or more times	1	2	4	7

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 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	90	81	68	30
10 or under	3	4	2	7
11-12 years old	6	5	4	8
13-14 years old	1	10	10	27
15-16 years old	0	1	15	24
17 years or older	0	0	1	4
Smokeless tobacco				
Never	97	93	85	73
10 or under	1	1	1	2
11-12 years old	2	2	2	2
13-14 years old	0	3	3	8
15-16 years old	0	1	8	12
17 years or older	0	0	1	2

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 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	3	6	13	33
Daily	1	1	3	5
Smokeless tobacco				
Any	2	2	4	8
Daily	0	0	0	2

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 %	Grade 9 %	Grade 11 %	NT %
None	*98*	*97*	*96*	*88*
Any	*2*	*3*	*4*	*12*
1 or 2 days	1	1	2	5
3 to 9 days	0	1	1	3
10 to 19 days	0	0	1	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 nor disapprove	18	19	21	34
Somewhat disapprove	12	12	17	27
Strongly disapprove	70	69	62	40

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 %	Grade 9 %	Grade 11 %	NT %
Neither approve or disapprove	13	13	16	30
Somewhat disapprove	14	15	19	34
Strongly disapprove	73	71	65	36

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 %	Grade 9 %	Grade 11 %	NT %
Smoking occasionally				
Great	37	37	38	37
Moderate	27	33	30	26
Slight	17	18	21	25
None	20	12	11	11
Smoking 1-2 packs of cigarettes a day				
Great	65	75	77	67
Moderate	11	10	9	9
Slight	3	3	4	11
None	20	12	10	13

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 %	Grade 9 %	Grade 11 %	NT %
Very difficult	16	6	5	3
Fairly difficult	12	6	3	6
Fairly easy	14	26	22	21
Very easy	10	32	51	61
Don't know	48	30	19	8

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 %	Grade 9 %	Grade 11 %	NT %
None of them	50	15	10	7
10 percent	25	23	18	13
20 percent	8	15	14	3
30 percent	6	14	13	11
40 percent	3	9	9	7
50 percent	6	13	17	16
60 percent	0	4	5	7
70 percent	0	3	5	12
80 percent	0	2	3	9
90 percent	1	1	2	9
All of them	0	1	2	6

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 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	4	8	13	30
American Indian or Alaska Native	3	6	18	
Asian	2	2	5	
Black or African American		20		
Native Hawaiian or Pacific Islander		6	15	
White	2	5	13	
Mixed (two or more) races	4	7	14	33

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	56	64	67	61
1 time	19	16	14	16
2 to 3 times	11	11	9	13
4 or more times	13	9	9	10
Had sexual jokes/comments/gestures made to you				
0 times	63	58	62	58
1 time	12	12	9	14
2 to 3 times	9	10	9	14
4 or more times	17	19	20	14
Been made fun of because of your looks/way of talking				
0 times	55	63	70	69
1 time	16	14	11	14
2 to 3 times	8	9	7	11
4 or more times	21	14	11	6

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 %	Grade 9 %	Grade 11 %	NT %
Been pushed, shoved, hit, etc.				
0 times	57	73	83	80
1 time	16	14	9	14
2 to 3 times	11	8	5	4
4 or more times	16	6	4	3
Been afraid of being beaten up				
0 times	74	81	88	86
1 time	13	11	7	9
2 to 3 times	7	5	3	3
4 or more times	5	3	2	3
Been in a physical fight				
0 times	76	84	88	63
1 time	11	8	7	19
2 to 3 times	8	4	3	12
4 or more times	5	3	2	6

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 %	Grade 9 %	Grade 11 %	NT %
Had property stolen/damaged				
0 times	72	78	81	81
1 time	14	13	12	9
2 to 3 times	8	6	4	7
4 or more times	5	3	3	3
Damaged school property on purpose				
0 times	89	90	90	79
1 time	7	6	5	7
2 to 3 times	3	2	3	6
4 or more times	2	2	3	8

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 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	96	96	97	91
1 time	2	2	1	4
2 or more times	2	2	2	4
Carried any other weapon				
0 times	92	94	93	83
1 time	4	3	3	8
2 or more times	4	4	4	9

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 %	Grade 9 %	Grade 11 %	NT %
Seen someone with a weapon				
0 times	71	81	84	68
1 time	17	10	8	13
2 or more times	12	8	8	19
Been threatened/injured with a weapon				
0 times	90	94	95	88
1 time	6	3	2	7
2 or more times	3	3	3	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 %	Grade 9 %	Grade 11 %	NT %
Neither approve or disapprove	17	16	14	25
Somewhat disapprove	12	9	9	14
Strongly disapprove	70	75	78	62

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 %	Grade 9 %	Grade 11 %	NT %
Race, Ethnicity, or National Origin				
0 times	79	83	89	81
1 time	8	7	4	9
2 or more times	13	10	7	10
Religion				
0 times	90	90	92	87
1 time	5	5	3	6
2 or more times	5	5	5	7
Gender				
0 times	89	92	94	89
1 time	6	4	2	5
2 or more times	5	5	4	6
Sexual Orientation *				
0 times	87	91	93	87
1 time	5	4	3	7
2 or more times	8	5	5	6
Physical/Mental Disability				
0 times	92	95	96	88
1 time	3	2	2	5
2 or more times	4	3	2	7
Any of the Above Five Hate-Crime Reasons	34	27	19	29
Any Other Reason				
0 times	73	79	85	82
1 time	10	6	6	8
2 or more times	17	14	9	10
Any Harassment	43	34	25	32

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	94	94	93	87
Yes	6	6	7	13

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 %	Grade 9 %	Grade 11 %	NT %
Does not apply, didn't have a boyfriend/girlfriend	54	52	50	41
No	42	45	45	52
Yes	4	3	6	7

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	19	17	20	18
Safe	42	46	44	39
Neither safe nor unsafe	30	31	31	39
Unsafe	6	5	4	2
Very unsafe	3	2	2	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 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	81	76	77	80
1 time	10	12	11	11
2-3 times	5	6	6	4
4 or more times	4	5	5	4

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 %
Hispanic or Latino	32	26	18	25
American Indian or Alaska Native	35	19	10	
Asian	45	31	27	
Black or African American		33		
Native Hawaiian or Pacific Islander		39	23	
White	34	25	17	
Mixed (two or more) races	35	27	19	27

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 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	19	17	11	16
American Indian or Alaska Native	32	15	7	
Asian	36	28	23	
Black or African American		24		
Native Hawaiian or Pacific Islander		17	20	
White	15	12	6	
Mixed (two or more) races	20	18	11	17

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 %	Grade 9 %	Grade 11 %	NT %
No	33	37	39	43
Yes	67	63	61	57

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	71	70	58
Yes	28	29	30	42

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	80	82	80
Yes	20	18	20

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 %	Grade 9 %	Grade 11 %	NT %
Card or dice games				
Not at all	86	86	84	78
Less than once a month	9	9	10	13
1 to 3 times	3	3	3	5
Once a week or more	1	2	2	4
Personal skill games				
Not at all	77	81	82	76
Less than once a month	12	11	10	10
1 to 3 times	5	5	3	9
Once a week or more	6	3	4	3
Betting on sports				
Not at all	78	78	80	75
Less than once a month	13	14	13	13
1 to 3 times	5	5	5	8
Once a week or more	3	3	3	5
Lottery				
Not at all	86	88	90	79
Less than once a month	8	8	7	14
1 to 3 times	4	2	3	4
Once a week or more	3	1	1	4
Bet or gambled in any other way				
Not at all	85	86	87	82
Less than once a month	9	9	9	6
1 to 3 times	3	3	3	5
Once a week or more	3	2	2	6

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		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
During your life, did you ever…								
drink alcohol (one full drink)?	19	20	38	32	60	57	89	79
use inhalants?	12	11	14	10	13	14	38	34
smoke marijuana?	8	10	22	21	41	45	89	78
During the past 30 days, did you…								
drink alcohol (one full drink)?	10	10	18	14	31	29	63	52
use inhalants?	6	3	5	2	5	6	17	3
smoke marijuana?	4	4	12	12	19	26	52	55
Level of Involvement (High Risk Patterns)								
During your life, have you ever…								
been very drunk or sick after drinking alcohol?	9	8	22	15	39	34	74	59
been high from using drugs?	7	7	21	19	39	39	70	74
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	4	4	10	7	19	21	44	41
AOD Use at School								
During your life, have you ever been drunk/high on school property?	5	4	12	11	22	24	62	49
During the past 30 days, did you use marijuana on school property?	2	2	4	5	6	8	28	19
Perceived Harm								
*Frequent use of…is harmful.**								
alcohol (five or more drinks once or twice a week)	83	77	89	86	90	90	89	85
marijuana (once or twice a week)	83	75	86	82	81	75	75	59

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

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	4	6	17	14	26	30	67	61
During the past 30 days, did you smoke a cigarette?	4	3	7	6	11	15	37	29
During the past 30 days, did you smoke cigarettes daily?	1	1	1	1	2	4	2	7
During the past 30 days, did you smoke cigarettes on school property?	1	2	3	2	4	5	15	7
Frequent use of cigarettes is harmful. (1-2 packs a day)*	83	76	89	87	90	90	89	88

**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	19	24	17	17	10	12	17	20
Religion	9	11	11	9	9	7	6	19
Gender	13	9	11	6	8	4	7	13
Gay/lesbian, or someone thought you were	13	13	10	7	7	8	6	18
Physical/mental disability	7	8	4	5	4	4	7	15
Any other reason	30	23	24	17	16	14	17	17
During the past 12 months at school, have you been in a physical fight?	15	32	13	19	8	16	36	36
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	3	5	3	3	6	5	6	9
Feels safe at school	63	60	61	63	59	68	62	57
Currently belong to a gang	4	8	4	8	5	9	13	13

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?	62	73	59	67	58	64	62	54
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?	35	21	37	21	37	22	46	40

9. Comparisons

Table A9.1

Selected Alcohol, Tobacco and Other 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?	5	7	15	20	45[a]	28	34	55[a]
chew tobacco or snuff?	3	4	6	6	~	11	10	~
drink alcohol (glass)?	19	24	35	47	67	58	66	79
use inhalants?	11	11	12	14	15	14	15	12
smoke marijuana?	9	9	22	25	29	43	42	50
During the past 30 days, did you…								
smoke a cigarette?	3	6	6	11	15	13	17	24
chew tobacco or snuff?	2	3	2	5	6	4	6	6
drink alcohol (glass)?	10	15	16	24	37	30	42	53
use inhalants?	4	5	4	7	~	5	7	~
smoke marijuana?	4	7	12	15	16	22	24	21
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking?	9	11	18	28	~	37	45	~
been high from using drugs?	7	8	20	22	~	39	37	~
During the past 30 days, did you…								
drink 5 drinks in a couple of hours?	5	6	9	16	18	20	29	28

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

*The California Student Survey (CSS) 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 Other 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?	4	6	11	13	~	23	25	~
During the past 30 days, did you smoke cigarettes?	2	3	3	7	4	4	7	5
Perceived Harm								
People risk harming themselves using...[b]								
cigarettes (1-2 packs a day).	80	83	88	90	~	90	93	~
alcohol (five or more drinks once or twice a week).	80	83	88	89	~	90	92	~
marijuana (once or twice a week).	79	82	84	85	~	78	87	~

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

*The California Student Survey (CSS) 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?	34	31	27	27	~	19	22	~
been in a physical fight?	24	32	16	25	18	12	23	11
been afraid of being beaten up?	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	7	13	~	7	13	~
How safe do you feel when you are at school? Very safe.	19	18	17	16	~	20	20	~
Do you consider yourself a member of a gang?	6	9	6	8	~	7	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult	33	31	30	28	~	33	29	~
High expectations from teacher or other adult	55	45	46	39	~	43	38	~
Opportunities for meaningful participation at their school	15	16	11	13	~	14	15	~
Total	34	31	28	27	~	29	28	~
School Connectedness Scale	52	39	46	34	~	40	31	~

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