

California Healthy Kids Survey

Newark 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:

Hilva Chan
California Department of Education
Coordinated School Health and Safety Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:

[District/COE/School Name]. *California Healthy Kids Survey, 2011–12: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

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

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).

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.

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

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

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT*
<i>Student Sample Size</i>				
Target Sample	425	516	468	37
Final Number	321	427	352	31
Average Response Rate	76%	83%	75%	84%

* 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	69	0	0	0
13 years old	29	0	0	0
14 years old	2	69	0	0
15 years old	0	30	1	0
16 years old	0	0	69	68
17 years old	0	0	29	26
18 years or older	1	0	1	6

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

Table A2.2

Gender of Sample

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Male	48	46	48	55
Female	52	54	52	45

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

Table A2.3

Hispanic or Latino

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	45	46	53	35
Yes	45	52	45	65

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	4	3	3	0
Asian	15	15	16	6
Black or African American	4	7	3	3
Native Hawaiian or Pacific Islander	4	8	5	10
White	10	10	19	26
Mixed (two or more) races	40	36	35	39

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	70	43
A home with only one parent	20	21	43
Other relative's home	3	4	7
A home with more than one family	3	3	3
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	0	0
Migrant housing	0	0	0
Shelter	0	0	3
On the street (no fixed housing), car campground	0	0	0
Other transitional or temporary housing	0	0	0
Other living arrangements	1	1	0

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	24	20	11	3
A's and B's	43	33	28	21
Mostly B's	7	11	11	14
B's and C's	15	18	25	31
Mostly C's	4	4	8	0
C's and D's	5	6	10	17
Mostly D's	1	2	3	10
Mostly F's	2	5	2	3

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	87	83	69	38
1-2 times	7	8	14	21
A few times	3	5	11	28
Once a month	1	2	1	3
Once a week	0	1	1	0
More than once a week	1	2	4	10

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	65
1 day	18
2 days	8
3 days	6
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	3
No	57	71	89	63
Don't know	39	27	10	33

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
<i>School Environment</i>												
Total	27	63	10	22	60	18	30	54	16	40	53	7
Caring Adult Relationships	29	61	10	26	63	11	32	57	11	47	47	7
High Expectations	49	45	6	45	48	7	43	48	10	70	30	0
Opportunities for Meaningful Participation	10	57	32	6	49	44	12	53	36	23	39	39
<i>Community Environment</i>												
Total	63	28	9	64	29	7	61	33	6	52	45	3
Caring Adult Relationships	60	29	11	67	25	8	58	33	8	62	28	10
High Expectations	64	26	11	68	25	7	61	31	7	52	45	3
Opportunities for Meaningful Participation	44	42	14	43	39	18	50	38	12	40	37	23
<i>School Connectedness Scale</i>												
	53	42	5	31	54	16	30	55	15	58	39	3

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	21	67	11	21	56	23	24	55	21			
Caring Adult Relationships	25	64	11	22	65	13	31	58	11			
High Expectations	47	46	7	39	52	10	39	50	11			
Opportunities for Meaningful Participation	9	58	34	6	45	48	9	50	41			
Community Environment												
Total	64	28	8	59	34	7	57	38	5			
Caring Adult Relationships	63	29	8	64	27	8	57	37	6			
High Expectations	62	28	10	66	27	6	58	38	4			
Opportunities for Meaningful Participation	43	39	17	36	44	21	45	44	12			
School Connectedness Scale												
	51	43	6	29	55	16	25	60	15			

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												
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			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	34	59	7	22	69	8	25	61	14			
Caring Adult Relationships	29	64	7	27	66	6	28	58	14			
High Expectations	50	45	5	44	49	7	47	46	7			
Opportunities for Meaningful Participation	14	65	21	8	58	33	9	61	30			
Community Environment												
Total	68	22	10	64	30	7	60	30	11			
Caring Adult Relationships	71	17	12	59	28	13	53	34	12			
High Expectations	71	20	10	70	21	8	60	30	11			
Opportunities for Meaningful Participation	43	49	9	51	38	11	55	33	12			
School Connectedness Scale												
	61	33	7	29	56	16	31	55	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												
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			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				35	56	9						
Caring Adult Relationships				31	63	6						
High Expectations				53	44	3						
Opportunities for Meaningful Participation				3	69	29						
Community Environment												
Total				69	31	0						
Caring Adult Relationships				71	26	3						
High Expectations				71	29	0						
Opportunities for Meaningful Participation				54	43	3						
School Connectedness Scale												
				40	49	11						

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	20	63	17	27	56	17	40	42	18			
Caring Adult Relationships	27	70	3	33	57	10	43	47	10			
High Expectations	42	52	6	59	37	5	51	35	13			
Opportunities for Meaningful Participation	9	55	36	5	40	55	15	54	31			
Community Environment												
Total	55	32	13	73	20	7	64	30	6			
Caring Adult Relationships	48	39	13	80	12	7	63	28	9			
High Expectations	61	23	16	76	17	7	67	24	9			
Opportunities for Meaningful Participation	33	55	12	51	29	20	45	39	15			
School Connectedness Scale												
	48	48	3	33	50	17	34	44	22			

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
<i>School Environment</i>												
Total	27	64	8	21	61	19	28	57	16			
Caring Adult Relationships	28	60	12	28	61	11	30	62	8			
High Expectations	50	44	6	46	46	8	33	58	9			
Opportunities for Meaningful Participation	9	54	37	7	46	47	11	53	36			
<i>Community Environment</i>												
Total	70	19	10	63	32	5	57	34	8			
Caring Adult Relationships	64	25	11	67	25	7	53	38	9			
High Expectations	70	19	10	69	26	5	57	35	8			
Opportunities for Meaningful Participation	47	38	15	44	39	17	52	40	8			
<i>School Connectedness Scale</i>												
	52	42	6	30	54	17	31	56	13			

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	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	21		34			20	27
Caring Adult Relationships	25		29			27	28
High Expectations	47		50			42	50
Opportunities for Meaningful Participation	9		14			9	9
Community Environment							
Total	64		68			55	70
Caring Adult Relationships	63		71			48	64
High Expectations	62		71			61	70
Opportunities for Meaningful Participation	43		43			33	47
School Connectedness Scale							
	51		61			48	52

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

NH/PI:

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	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	21		22		35	27	21
Caring Adult Relationships	22		27		31	33	28
High Expectations	39		44		53	59	46
Opportunities for Meaningful Participation	6		8		3	5	7
Community Environment							
Total	59		64		69	73	63
Caring Adult Relationships	64		59		71	80	67
High Expectations	66		70		71	76	69
Opportunities for Meaningful Participation	36		51		54	51	44
School Connectedness Scale							
	29		29		40	33	30

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

NH/PI:

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	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	24		25			40	28
Caring Adult Relationships	31		28			43	30
High Expectations	39		47			51	33
Opportunities for Meaningful Participation	9		9			15	11
Community Environment							
Total	57		60			64	57
Caring Adult Relationships	57		53			63	53
High Expectations	58		60			67	57
Opportunities for Meaningful Participation	45		55			45	52
School Connectedness Scale							
	25		31			34	31

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

NH/PI:

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	A I / A N	A	A A	N H / P I	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

NH/PI:

Table A3.10
School Connectedness Scale Questions

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
I feel close to people in this school.				
Strongly Disagree	3	7	7	3
Disagree	6	8	8	13
Neither Agree Nor Disagree	33	21	24	23
Agree	39	44	40	45
Strongly Agree	19	21	21	16
I am happy to be at this school.				
Strongly Disagree	4	11	12	3
Disagree	5	10	14	3
Neither Agree Nor Disagree	22	32	35	23
Agree	44	35	31	35
Strongly Agree	26	11	8	35
I feel like I am part of this school.				
Strongly Disagree	5	11	10	3
Disagree	7	13	9	6
Neither Agree Nor Disagree	30	34	34	26
Agree	41	34	36	32
Strongly Agree	17	9	10	32
Teachers at this school treat students fairly.				
Strongly Disagree	6	12	7	0
Disagree	6	12	17	3
Neither Agree Nor Disagree	24	33	38	3
Agree	42	32	32	45
Strongly Agree	22	10	6	48
I feel safe in my school.				
Strongly Disagree	5	10	7	3
Disagree	7	12	11	3
Neither Agree Nor Disagree	26	38	43	29
Agree	40	31	31	39
Strongly Agree	21	9	7	26

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
	%	%	%	%
<i>Caring Relationships</i>				
who really cares about me.				
Not At All True	13	14	8	3
A Little True	36	37	29	27
Pretty Much True	35	32	36	37
Very Much True	16	17	28	33
who notices when I am not there.				
Not At All True	9	11	13	7
A Little True	34	29	27	20
Pretty Much True	32	38	35	27
Very Much True	26	21	25	47
who listens when I have something to say.				
Not At All True	6	8	11	6
A Little True	25	23	26	13
Pretty Much True	35	40	34	39
Very Much True	34	29	30	42
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	6	7	8	0
A Little True	20	23	28	10
Pretty Much True	44	42	36	47
Very Much True	30	28	28	43
who always wants me to do my best.				
Not At All True	3	6	5	0
A Little True	12	14	20	0
Pretty Much True	34	36	33	31
Very Much True	51	45	41	69
who believes that I will be a success.				
Not At All True	7	9	9	7
A Little True	17	20	24	17
Pretty Much True	36	36	33	20
Very Much True	39	35	34	57

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
	%	%	%	%
<i>Opportunities for Meaningful Participation</i>				
I do interesting activities at school.				
Not At All True	15	25	20	16
A Little True	29	28	29	32
Pretty Much True	33	22	30	26
Very Much True	23	25	22	26
I help decide things like class rules or activities.				
Not At All True	46	60	48	42
A Little True	29	28	26	13
Pretty Much True	17	8	19	23
Very Much True	8	4	7	23
I do things that make a difference at school.				
Not At All True	26	38	31	32
A Little True	43	38	36	35
Pretty Much True	19	16	21	26
Very Much True	13	8	13	6

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
	%	%	%	%
<i>Caring Relationships</i>				
who really cares about me.				
Not At All True	10	6	6	3
A Little True	10	5	9	14
Pretty Much True	17	18	22	17
Very Much True	63	71	63	66
who notices when I am upset about something.				
Not At All True	13	11	9	7
A Little True	18	13	20	21
Pretty Much True	23	25	25	31
Very Much True	46	50	47	41
whom I trust.				
Not At All True	9	10	9	10
A Little True	13	11	14	14
Pretty Much True	19	20	24	14
Very Much True	59	59	52	62
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	10	7	8	7
A Little True	15	14	16	28
Pretty Much True	26	23	27	21
Very Much True	50	56	49	45
who believes that I will be a success.				
Not At All True	9	6	6	10
A Little True	12	11	16	21
Pretty Much True	21	21	24	24
Very Much True	58	62	54	45
who always wants me to do my best.				
Not At All True	9	6	6	3
A Little True	8	8	12	10
Pretty Much True	20	19	21	24
Very Much True	63	67	62	62

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	29	30	22	40
A Little True	14	16	17	3
Pretty Much True	17	13	19	17
Very Much True	40	41	42	40
I am involved in music, art, literature, sports or a hobby.				
Not At All True	17	21	13	25
A Little True	9	15	15	21
Pretty Much True	19	18	20	7
Very Much True	55	46	51	46
I help other people.				
Not At All True	9	11	9	7
A Little True	20	25	20	23
Pretty Much True	41	30	27	30
Very Much True	31	33	44	40

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	84	67	46	16
1 time	6	9	9	3
2 to 3 times	5	10	14	19
4 or more times	6	13	32	61
Marijuana				
0 times	93	82	65	10
1 time	2	3	4	10
2 to 3 times	2	3	9	3
4 or more times	4	11	22	77
Inhalants (to get high)				
0 times	95	92	91	84
1 time	2	4	2	3
2 to 3 times	2	2	4	6
4 or more times	1	3	4	6
Cocaine				
0 times	na	97	94	74
1 time	na	1	1	10
2 to 3 times	na	0	1	3
4 or more times	na	1	4	13
Methamphetamine or any amphetamine				
0 times	na	97	95	90
1 time	na	1	2	6
2 to 3 times	na	0	1	0
4 or more times	na	1	2	3

Qestion HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...alcohol (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	96	93	81
1 time	na	1	3	0
2 to 3 times	na	1	2	10
4 or more times	na	1	2	10
Ecstasy				
0 times	na	96	89	71
1 time	na	2	4	3
2 to 3 times	na	1	2	10
4 or more times	na	1	4	16
Heroin				
0 times	na	98	96	97
1 time	na	1	0	0
2 to 3 times	na	0	1	0
4 or more times	na	1	2	3
Other illegal drug or pill				
0 times	97	95	90	81
1 time	1	1	2	0
2 to 3 times	0	1	3	6
4 or more times	2	3	5	13
Any of the above AOD Use	20	37	56	90
Prescription pain killers				
0 times	na	92	88	65
1 time	na	2	4	10
2 to 3 times	na	3	4	3
4 or more times	na	3	5	23

*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 illegal drug or pill...prescription 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	99	97
1 time	na	0	1	3
2 to 3 times	na	1	0	0
4 or more times	na	1	0	0
Tranquilizers or sedatives				
0 times	na	98	98	100
1 time	na	0	0	0
2 to 3 times	na	1	1	0
4 or more times	na	1	1	0
Cold/cough medicines				
0 times	na	83	82	58
1 time	na	1	4	6
2 to 3 times	na	5	4	6
4 or more times	na	10	10	29
Diet pills				
0 times	na	96	96	97
1 time	na	0	1	3
2 to 3 times	na	1	1	0
4 or more times	na	3	1	0
Ritalin™ or Adderall™				
0 times	na	97	97	100
1 time	na	1	1	0
2 to 3 times	na	1	1	0
4 or more times	na	1	1	0

Question HS A.48-52: During your life, how many times have you used or tried...barbiturates...tranquilizers 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	76	60	42	13
10 or under	8	11	8	10
11 -12 years old	14	8	10	23
13-14 years old	2	18	17	26
15-16 years old	0	3	21	29
17 years or older	0	1	2	0
Marijuana				
Never	94	83	65	13
10 or under	1	2	1	3
11 -12 years old	4	4	4	23
13-14 years old	2	10	14	26
15-16 years old	0	1	15	35
17 years or older	0	0	1	0
Other illegal drug				
Never	96	91	86	65
10 or under	0	1	1	0
11 -12 years old	2	2	2	10
13-14 years old	1	5	6	6
15-16 years old	0	0	5	16
17 years or older	0	0	0	3

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)	11	18	29	52
Binge drinking (5 or more drinks in a row)	5	9	16	45
Marijuana	4	10	17	62
Inhalants	3	3	2	0
Cocaine	na	2	2	13
Methamphetamine or any amphetamine	na	2	1	0
Ecstasy, LSD or other psychedelics	na	2	2	13
Other illegal drug or pill	3	3	3	13
<i>Any drug use</i>	6	12	18	67
<i>Heavy drug user</i>	3	6	9	30
<i>Any of the above AOD Use</i>	13	22	34	80
Two or more of the above at the same time	na	4	6	23

*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...methamphetamine or any amphetamine...ecstasy, LSD, or other psychedelics...other illegal 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	89	82	71	48
1 or 2 days	6	12	13	21
3 to 9 days	2	3	9	28
10 to 19 days	1	2	5	0
20 or more days (daily)	2	0	2	3
Marijuana				
None	96	90	83	38
1 or 2 days	2	4	7	14
3 to 9 days	1	3	3	10
10 to 19 days	1	2	2	14
20 or more days (daily)	1	2	5	24

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

Table A4.5***Ever Very Drunk or Sick from Drinking Alcohol***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	92	83	72	48
1 to 2 times	4	11	13	19
3 to 6 times	2	2	6	19
7 or more times	2	4	8	13

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	84	69	23
1 to 2 times	3	4	8	16
3 to 6 times	1	4	5	13
7 or more times	3	8	18	48

Question HS A.54/MS A.43: 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	84	55
1 to 2 days	2	6	9	23
3 or more days	4	3	7	23

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	75	66	49	30
Just a sip or two	17	16	13	7
Enough to feel it a little	4	9	16	30
Enough to feel it a lot	4	5	14	23
Until really drunk	1	4	7	10

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	84	72	23
Not high at all	1	1	10
A little high	3	4	6
Moderately high	5	13	35
Very high	7	9	26

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
	%	%	%
<i>Never</i>	86	77	71
<i>Any</i>	14	23	29
1 time	5	6	16
2 times	2	6	3
3 to 6 times	3	7	10
7 or more times	3	4	0

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
	%
<i>Never</i>	64
<i>Any</i>	36
1 time	12
2 times	9
3 to 6 times	6
7 or more times	8

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	97	95	93
1 to 2 days	3	2	3	3
3 or more days	3	1	2	3
Marijuana				
0 days	96	95	93	67
1 to 2 days	2	2	3	7
3 or more days	1	3	4	27
Any illegal drug or pill				
0 days	96	98	98	87
1 to 2 days	2	1	2	10
3 or more days	2	1	1	3
<i>Any of the above</i>	7	6	10	40

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	95	89	80	55
1 to 2 times	3	5	10	6
3 to 6 times	1	3	3	3
7 or more times	1	4	8	35

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	26	34	36	29
Moderate	26	22	19	29
Slight	22	24	28	23
None	26	20	17	19
Alcohol - 5 or more drinks once or twice a week				
Great	48	55	53	48
Moderate	20	23	24	19
Slight	9	8	10	19
None	23	15	13	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	44	42	37	20
Moderate	17	22	19	23
Slight	12	16	21	20
None	27	20	23	37
Marijuana - Smoke once or twice a week				
Great	50	49	43	35
Moderate	17	23	22	6
Slight	8	11	11	29
None	25	17	24	29

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	17	23	24	45
Somewhat disapprove	13	19	16	16
Strongly disapprove	69	58	60	39
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	19	31	40	74
Somewhat disapprove	13	17	20	10
Strongly disapprove	68	51	40	16
Marijuana - Once a month or more				
Neither approve or disapprove	18	30	39	77
Somewhat disapprove	14	16	18	6
Strongly disapprove	69	54	43	16

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

Table A4.17***Student Perception of Percent of Marijuana Use Among Peers***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
None of them	52	14	11	10
10 percent	26	17	8	0
20 percent	8	12	7	3
30 percent	4	13	6	0
40 percent	3	10	12	0
50 percent	3	17	15	10
60 percent	1	4	9	10
70 percent	1	7	14	7
80 percent	1	3	9	13
90 percent	0	3	5	30
All of them	1	1	3	17

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	78	58	23
Problems with emotions, nerves, mental health	5	11	16
Trouble or problems with the police	4	8	23
Money problems	1	2	10
Miss school	3	8	19
Problems with school work	4	6	13
Fight with other kids	2	4	19
Damage a friendship	4	5	10
Physically hurt or injure yourself	2	3	3
Unwanted or unprotected sex	2	4	6
Forget what happened or pass out	5	8	26
Other problems	1	4	13
More than one problem	6	12	35
Never had problems when I've used alcohol/drugs	13	23	42

*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	81	58	23
Had to increase use to get same effect as before	6	8	16
Spent a lot of time getting, using, or being "hung over" from using	3	5	16
Used alcohol or drugs a lot more than intended	3	6	3
Used alcohol or drugs when alone	4	9	13
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	1	3	6
Often didn't feel OK unless had something to drink or used a drug	3	4	10
Thought about reducing or stopping	3	9	23
Told yourself not going to use, but used anyway	4	8	10
Spoke with someone about reducing or stopping use	3	4	10
Attended counseling, program, or group to reduce/stop use	0	1	6
More than one experience	7	12	26
Use alcohol or drugs, but have not experienced any of these things	10	21	48

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	10	9	6	3
Fairly difficult	11	7	8	6
Fairly easy	15	24	26	16
Very easy	13	28	41	48
Don't know	51	32	19	26
Marijuana				
Very difficult	19	9	6	3
Fairly difficult	9	6	5	3
Fairly easy	6	21	22	3
Very easy	10	30	45	73
Don't know	56	33	22	17

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get alcohol or marijuana 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	86	78	69	58
1 time	7	9	8	6
2 to 3 times	2	6	8	13
4 or more times	5	7	15	23

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	46	45	47	30
Yes	54	55	53	70

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	27	20	24	17
Yes	73	80	76	83

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	13	25	33	
American Indian or Alaska Native				
Asian	5	8	23	
Black or African American		8		
Native Hawaiian or Pacific Islander		9		
White	13	10	27	
Mixed (two or more) races	16	23	36	

*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	4	14	22	
American Indian or Alaska Native				
Asian	0	0	5	
Black or African American		20		
Native Hawaiian or Pacific Islander		9		
White	10	10	15	
Mixed (two or more) races	3	11	25	

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	91	na	na	na
1 time	4	na	na	na
2 to 3 times	4	na	na	na
4 or more times	2	na	na	na
A whole cigarette				
0 times	96	90	77	52
1 time	1	4	8	6
2 to 3 times	1	2	5	6
4 or more times	2	4	10	35
Smokeless tobacco				
0 times	97	97	94	90
1 time	1	0	2	3
2 to 3 times	1	1	2	0
4 or more times	2	1	2	6

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 cigarette... smokeless tobacco?

Table A5.2***Age of Onset***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Smoked part or all of a cigarette				
Never	93	86	73	42
10 or under	2	4	3	10
11-12 years old	4	4	5	10
13-14 years old	1	5	8	10
15-16 years old	0	0	10	29
17 years or older	0	0	1	0
Smokeless tobacco				
Never	96	96	92	84
10 or under	1	2	1	0
11-12 years old	2	1	2	6
13-14 years old	1	1	2	3
15-16 years old	0	0	4	6
17 years or older	0	1	0	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	Grade 9	Grade 11	NT
	%	%	%	%
Cigarettes				
Any	3	4	7	32
Daily	1	1	2	16
Smokeless tobacco				
Any	2	1	2	3
Daily	1	0	0	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	Grade 9	Grade 11	NT
	%	%	%	%
<i>None</i>	98	99	96	80
<i>Any</i>	2	1	4	20
1 or 2 days	1	1	1	7
3 to 9 days	0	0	1	10
10 to 19 days	0	0	1	0
20 to 30 days	1	0	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	17	23	20	52
Somewhat disapprove	12	14	15	10
Strongly disapprove	72	63	65	39

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	15	16	11	32
Somewhat disapprove	18	13	16	23
Strongly disapprove	67	71	72	45

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	31	39	46	39
Moderate	28	29	28	32
Slight	16	16	16	10
None	25	16	11	19
Smoking 1-2 packs of cigarettes a day				
Great	60	71	76	77
Moderate	8	11	7	6
Slight	7	4	5	3
None	25	14	12	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	12	9	7	3
Fairly difficult	11	8	6	6
Fairly easy	12	27	29	19
Very easy	10	21	37	45
Don't know	55	35	21	26

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	53	21	11	13
10 percent	25	26	20	13
20 percent	10	15	14	6
30 percent	7	13	16	13
40 percent	2	9	13	3
50 percent	1	12	15	10
60 percent	0	2	4	13
70 percent	0	2	4	0
80 percent	0	0	2	10
90 percent	0	0	0	16
All of them	1	0	1	3

Question HS A.87/MS A.73: Think 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	5	6	
American Indian or Alaska Native				
Asian	0	2	2	
Black or African American		4		
Native Hawaiian or Pacific Islander		3		
White	10	3	12	
Mixed (two or more) races	3	6	9	

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	59	66	73	68
1 time	20	14	13	16
2 to 3 times	8	9	7	10
4 or more times	13	12	8	6
Had sexual jokes/comments/gestures made to you				
0 times	66	62	67	68
1 time	12	11	5	16
2 to 3 times	7	11	11	6
4 or more times	15	16	18	10
Been made fun of because of your looks/way of talking				
0 times	56	62	67	65
1 time	20	13	12	10
2 to 3 times	8	9	10	16
4 or more times	17	15	10	10

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	68	77	84	87
1 time	14	10	8	10
2 to 3 times	8	6	4	3
4 or more times	10	6	4	0
Been afraid of being beaten up				
0 times	76	82	89	81
1 time	13	9	5	10
2 to 3 times	5	6	3	0
4 or more times	6	2	3	10
Been in a physical fight				
0 times	81	85	92	77
1 time	9	8	3	20
2 to 3 times	4	4	3	0
4 or more times	5	3	2	3

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 physical 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	82	78	82	77
1 time	11	14	11	16
2 to 3 times	3	6	4	3
4 or more times	4	2	3	3
Damaged school property on purpose				
0 times	91	87	90	90
1 time	4	7	3	3
2 to 3 times	2	4	3	3
4 or more times	3	3	4	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	Grade 9	Grade 11	NT
	%	%	%	%
Carried a gun				
0 times	96	94	96	94
1 time	1	2	2	0
2 or more times	3	4	2	6
Carried any other weapon				
0 times	89	91	92	84
1 time	5	4	2	6
2 or more times	6	5	5	10

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	75	80	84
1 time	14	14	10	6
2 or more times	15	11	11	10
Been threatened/injured with a weapon				
0 times	92	93	94	94
1 time	4	4	3	6
2 or more times	4	3	3	0

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	21	14	32
Somewhat disapprove	12	9	11	0
Strongly disapprove	70	71	75	68

Question HS A.95/MS A.79: How do you feel about someone your age carrying 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	85	80	85	94
1 time	7	8	6	3
2 or more times	8	12	9	3
Religion				
0 times	95	91	95	97
1 time	3	4	2	3
2 or more times	2	5	3	0
Gender				
0 times	92	90	95	97
1 time	5	5	2	0
2 or more times	3	5	3	3
Sexual Orientation *				
0 times	93	87	94	94
1 time	3	6	2	3
2 or more times	4	8	4	3
Physical/Mental Disability				
0 times	95	95	96	97
1 time	3	2	2	3
2 or more times	1	3	2	0
<i>Any of the Above Five Hate-Crime Reasons</i>	23	29	19	13
Any Other Reason				
0 times	80	75	85	87
1 time	7	10	5	6
2 or more times	13	15	10	6
<i>Any Harassment</i>	31	38	26	19

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	96	95	92	93
Yes	4	5	8	7

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	64	58	49	48
No	34	39	47	52
Yes	2	3	4	0

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

Table A6.10***Perceived Safety of School***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Very safe	22	15	12	42
Safe	41	38	35	29
Neither safe nor unsafe	31	36	44	26
Unsafe	5	7	4	3
Very unsafe	2	4	5	0

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	79	80	67
1 time	10	10	11	20
2-3 times	4	5	4	7
4 or more times	4	6	5	7

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	21	27	19	
American Indian or Alaska Native				
Asian	23	31	24	
Black or African American				
Native Hawaiian or Pacific Islander		29		
White	38	38	20	
Mixed (two or more) races	22	30	16	

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	14	18	14	
American Indian or Alaska Native				
Asian	18	27	18	
Black or African American				
Native Hawaiian or Pacific Islander		16		
White	28	21	15	
Mixed (two or more) races	12	18	10	

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	39	40	44	41
Yes	61	60	56	59

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	75	74	71	48
Yes	25	26	29	52

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	81	85	72
Yes	19	15	28

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	87	89	83	69
Less than once a month	7	7	6	7
1 to 3 times	5	3	6	14
Once a week or more	1	1	5	10
Personal skill games				
Not at all	78	85	83	86
Less than once a month	11	9	8	3
1 to 3 times	5	2	4	0
Once a week or more	6	4	4	10
Betting on sports				
Not at all	83	82	80	83
Less than once a month	9	11	10	3
1 to 3 times	5	4	5	10
Once a week or more	3	4	5	3
Lottery				
Not at all	88	89	87	87
Less than once a month	7	6	6	7
1 to 3 times	2	3	3	0
Once a week or more	3	2	3	7
Bet or gambled in any other way				
Not at all	88	86	85	90
Less than once a month	9	8	5	3
1 to 3 times	1	1	4	3
Once a week or more	3	4	6	3

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								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	16	15	40	25	56	52	79	88
use inhalants?	6	4	12	4	9	8	14	18
smoke marijuana?	4	10	20	14	35	35	86	94
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	13	9	25	11	31	27	50	53
use inhalants?	4	2	4	2	2	2	0	0
smoke marijuana?	3	6	13	7	17	17	50	73
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	9	5	22	10	31	24	50	53
been high from using drugs?	5	7	19	11	32	29	86	71
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	6	4	11	6	17	15	43	47
AOD Use at School								
During your life, have you ever been drunk/high on school property?	5	4	13	10	21	19	43	47
During the past 30 days, did you use marijuana on school property?	3	4	6	4	7	7	29	38
Perceived Harm								
<i>Frequent use of...is harmful.*</i>								
alcohol (five or more drinks once or twice a week)	77	78	88	82	89	84	100	76
marijuana (once or twice a week)	75	75	82	84	77	76	86	59

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

Table A8.2***Selected Tobacco Use Measures, by Gender and Grade***

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	3	5	12	8	19	27	43	53
During the past 30 days, did you smoke a cigarette?	4	2	4	3	6	9	29	35
During the past 30 days, did you smoke cigarettes daily?	1	1	0	1	1	3	7	24
During the past 30 days, did you smoke cigarettes on school property?	2	2	1	1	3	3	21	19
Frequent use of cigarettes is harmful. (1-2 packs a day)*	74	78	87	85	88	89	100	76

*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 %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	18	11	20	18	10	20	14	0
Religion	5	5	7	11	2	8	7	0
Gender	11	4	11	7	5	6	7	0
Gay/lesbian, or someone thought you were	10	4	9	18	5	8	14	0
Physical/mental disability	4	6	3	7	1	7	0	6
Any other reason	24	15	26	24	12	19	21	6
During the past 12 months at school, have you been in a physical fight?	11	26	11	20	4	12	29	19
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	2	2	3	3	2	7	0	0
Feels safe at school	57	68	50	57	44	50	64	76
Currently belong to a gang	4	5	4	5	6	10	0	12

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?	58	67	59	61	50	63	58	59
During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?	31	18	32	19	36	21	64	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								
<i>During your life did you ever...</i>								
smoke a cigarette?	4	7	10	20	45 ^a	23	34	55 ^a
chew tobacco or snuff?	3	4	3	6	~	6	10	~
drink alcohol (glass)?	16	24	33	47	67	54	66	79
use inhalants?	5	11	8	14	15	9	15	12
smoke marijuana?	7	9	18	25	29	35	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette?	3	6	4	11	15	7	17	24
chew tobacco or snuff?	2	3	1	5	6	2	6	6
drink alcohol (glass)?	11	15	18	24	37	29	42	53
use inhalants?	3	5	3	7	~	2	7	~
smoke marijuana?	4	7	10	15	16	17	24	21
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	8	11	17	28	~	28	45	~
been high from using drugs?	7	8	16	22	~	31	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	5	6	9	16	18	16	29	28

^aYRBS 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?	5	6	11	13	~	20	25	~
During the past 30 days, did you smoke cigarettes?	2	3	1	7	4	4	7	5
Perceived Harm								
<i>People risk harming themselves using...^b</i>								
cigarettes (1-2 packs a day).	75	83	86	90	~	88	93	~
alcohol (five or more drinks once or twice a week).	77	83	85	89	~	87	92	~
marijuana (once or twice a week).	75	82	83	85	~	76	87	~

^bcombines "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								
<i>During the past 12 months at school, have you...</i>								
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	23	31	29	27	~	19	22	~
been in a physical fight?	19	32	15	25	18	8	23	11
been afraid of being beaten up?	24	29	18	22	~	11	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	11	10	10	13	~	8	13	~
How safe do you feel when you are at school? Very safe.	22	18	15	16	~	12	20	~
Do you consider yourself a member of a gang?	4	9	5	8	~	8	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult	29	31	26	28	~	32	29	~
High expectations from teacher or other adult	49	45	45	39	~	43	38	~
Opportunities for meaningful participation at their school	10	16	6	13	~	12	15	~
Total	27	31	22	27	~	30	28	~
School Connectedness Scale	53	39	31	34	~	30	31	~

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

G1***Teachers and other adults at this school treat all students with respect.***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree	7	11	12	3
Disagree	7	11	15	0
Neither disagree nor agree	19	33	36	10
Agree	42	34	31	45
Strongly agree	25	12	7	41

G2***Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree	4	6	7	0
Disagree	3	5	5	0
Neither disagree nor agree	18	19	31	14
Agree	36	40	43	48
Strongly agree	39	29	15	38

G3***The teachers and other adults work hard to help me with my schoolwork when I need it.***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree	4	5	8	0
Disagree	5	7	8	3
Neither disagree nor agree	19	27	35	14
Agree	44	41	38	48
Strongly agree	28	19	11	34

G4***Teachers show how classroom lessons are important and helpful to me in real life.***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree	6	7	11	0
Disagree	6	10	13	3
Neither disagree nor agree	19	32	36	31
Agree	43	36	35	31
Strongly agree	27	16	6	34

G5***Teachers give me a chance to take part in classroom discussions or activities.***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree	5	6	7	0
Disagree	4	6	6	0
Neither disagree nor agree	20	27	33	17
Agree	43	44	41	48
Strongly agree	28	18	13	34

G6***The books and lessons in my classes include examples of my race or ethnic background.***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree	12	16	13	0
Disagree	12	13	15	17
Neither disagree nor agree	33	37	38	24
Agree	27	24	28	34
Strongly agree	16	8	6	24

G7*All students are treated fairly when they break school rules.*

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree	17	11	15	0
Disagree	13	16	14	10
Neither disagree nor agree	24	36	40	24
Agree	26	25	24	34
Strongly agree	21	11	7	31

G8*I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.*

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree	55	41	36	76
Disagree	17	26	23	10
Neither disagree nor agree	13	21	25	7
Agree	9	6	11	7
Strongly agree	7	5	4	0

G9*There is a lot of tension in this school between different cultures, races, or ethnicities.*

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree	33	20	12	48
Disagree	17	21	17	21
Neither disagree nor agree	26	40	39	14
Agree	16	13	20	10
Strongly agree	9	7	11	7

G10***The schoolyard and buildings are clean and in good condition.***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree	12	14	23	4
Disagree	13	18	26	7
Neither disagree nor agree	34	44	35	43
Agree	28	18	13	29
Strongly agree	13	6	3	18