

# CALIFORNIA HEALTHY KIDS SURVEY



School Climate & Student Well-being  
Biennial State Results  
2011-2013  
Grades 7, 9, and 11

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# PREFACE

This report provides the detailed results in tables for each question from the *California Healthy Kids Survey* (CHKS) administered between fall 2011 and spring 2013 by a randomly-selected representative statewide sample of secondary schools (grades 7, 9 and 11). It marks a milestone in the history of the CHKS. The year 2010-11 was the first in which schools no longer were required to conduct the survey every two years to be in compliance with Title IV (Safe and Drug Free Schools and Communities) of the No Child Left Behind Act, unless they had roll-over funding for the year. (The requirement still applies to districts that receive funding under the Tobacco Use Prevention and Education program.) The ending of this requirement, as well as local prevention funding under the Title IV program, contributed to a decline in CHKS participation, bringing into question whether or not the two-year aggregation of the CHKS survey results statewide still constituted a valid representation the state. A similar decline in participation also occurred in the companion state biennial California Student Survey.<sup>1</sup>

To address this problem, and also still fulfill the state's legislative requirement to conduct a survey on substance use in grades 7, 9, and 11 every two years, the California Department of Education (CDE) and the Department of Alcohol and Drug Programs (DADP) approved a plan to integrate the CHKS and CSS by randomly selecting a sample of schools every two years that represented the state and providing them financial incentives to administer the CHKS, including its supplementary Alcohol and Drug Use Module.<sup>2</sup>

This is the first report to provide the survey results from this representative biennial statewide sample. The data were collected between fall of 2011 and spring of 2013 from 39,165 students enrolled in the randomly-selected sample of 109 secondary schools.

To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question.<sup>3</sup> Several other tools to help in data use are also available, as described below. For additional information and resources, visit the survey website: [chks.wested.org](http://chks.wested.org).

The CHKS, along with its two companion school staff and student surveys — the *California School Climate Survey* (CSCS) 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 Surveys* (Cal-SCHLS), 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 school climate, learning supports and barriers, and stakeholder engagement; as well as overall youth development, health, and well-being.

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<sup>1</sup> Because the Title IV requirement specified administering the survey once every two years, but districts determine when that would be, it took two school years to collect data from all participating districts. As almost all, except a relatively few of the smallest, biennially did administer the CHKS, the two-year aggregation was considered representative of the state. Supporting this, the CHKS results differed little from the companion California Student Survey given to a randomly-selected sample of schools statewide. What differences did exist reflected that the CSS data incorporated continuation schools, whereas the CHKS reports these results separately.

<sup>2</sup> For more information on this sample and survey method, see Austin, G., Hanson, T., Skager, R., Polik, J., & Clingman, M. (2014). *Alcohol and Other Drug Use Among California Students, 2011-13. Results of the 14<sup>th</sup> Biennial Student Survey, Grades 7, 9 & 11*. San Francisco: WestEd.

<sup>3</sup> *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* ([chks.wested.org](http://chks.wested.org))

## **SURVEY PURPOSE**

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also 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 students, staff, and parents.

## **SURVEY CONTENT OVERVIEW**

The secondary-school CHKS consists of a general Core Module, which is required to be administered by all survey participants, 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. The primary purpose of this report is to provide the results for the required Core Module, as listed in the Table of Contents.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important to guide improvement of academic, health, and prevention programs and promotion of student achievement, positive development, and well-being.<sup>4</sup> The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and physical and mental health).

### **School-Related Core Content**

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

- Student grades, truancy, reasons for missing school, learning motivation, and school connectedness, as indicators of engagement;
- The levels that students experience three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency of type of, and reasons for, harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

### **Supplementary School Climate Module**

In 2013-14, the content of the CHKS was significantly revised to enhance the value of its data for guiding school improvement efforts and developing and monitoring the newly-required Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement. This supplementary School Climate

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<sup>4</sup> *Guidebook for the California Healthy Kids Survey, Part I: Administration* ([chks.wested.org](https://chks.wested.org)) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from [chks.wested.org/administer/download](https://chks.wested.org/administer/download).



Module provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment.<sup>5</sup>

## ***SURVEY ADMINISTRATION***

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 number of respondents who completed the survey.

## ***THE TABLES***

The tables in this Report are organized by topic, as outlined in the Table of Contents, and 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).

### **Racial/Ethnic Differences and Closing the Achievement Gap**

Several tables are useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap. 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 provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by racial/ethnic categories. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

## ***UNDERSTANDING AND USING THE DATA***

Several guides, workshops, and other aids are available to help schools and communities understand and use the 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 to the California Healthy Kids Survey, Part II: Survey Content* ([chks.wested.org](https://chks.wested.org)) 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 to the California Healthy Kids Survey, Part III: Data Use and Dissemination* ([chks.wested.org/using\\_results/presenting\\_data](https://chks.wested.org/using_results/presenting_data)) 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 for Improving School Climate* ([chks.wested.org/using\\_results/publications](https://chks.wested.org/using_results/publications)) provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the

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<sup>5</sup> Download from: [chks.wested.org/administer/supplemental1#clim](https://chks.wested.org/administer/supplemental1#clim). A companion Learning Conditions Module can be added to the staff survey to compare their perceptions on the same constructs.



achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop built around the use of the workbook is also available.

Care must be particularly taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics 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*.

### **Sample Characteristics**

Among the most important factors affecting the quality of survey results is the level and type 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 state'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).

## ***ACCESSING THE DATASET AND LOCAL REPORTS***

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable for understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness. Researchers and agencies may request copies of the complete dataset for analysis. A Memorandum of Understanding with CDE and WestEd, designed to preserve the confidentiality of the data, must be signed. District and school reports are also available.

### **District Reports**

Reports for all the districts that administer the survey are posted on the CHKS website and CDE's DataQuest ([chks.wested.org](http://chks.wested.org) and [dq.cde.ca.gov/dataquest/dataquest.asp](http://dq.cde.ca.gov/dataquest/dataquest.asp)).

### **School Reports**

Many districts and schools request school-level reports as a custom service. These reports are not publicly posted by WestEd or CDE. They must be requested through the district. For information about whether a school report has been recently prepared, contact the survey Regional Centers (888.841.7536).

## ***ACKNOWLEDGMENTS***

The CHKS and this report were developed by WestEd, under contract from the California Department of Education. For more information, call the toll-free helpline at 888.841.7536, or visit the website at [chks.wested.org](http://chks.wested.org).

This project would not have been possible without the cooperation of the superintendents, principals, and teachers at the participating schools. Their commitment and professionalism have made this survey a continued reality. At WestEd, Tom Hanson developed and implemented the new sampling plan.

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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
<b><i>Student Sample Size</i></b>			
Number of Districts	48	50	54
Number of Schools	50	53	60
Number of Students	11426	14647	13092

## 2. Sample Characteristics

**Table A2.1**

***Age of Sample***

	Grade 7	Grade 9	Grade 11
	%	%	%
12 years or younger	61	0	0
13 years old	37	1	0
14 years old	2	60	0
15 years old	0	36	1
16 years old	0	2	60
17 years old	0	0	36
18 years or older	0	0	2

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

**Table A2.2**

***Gender of Sample***

	Grade 7	Grade 9	Grade 11
	%	%	%
Male	50	49	49
Female	50	51	51

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

**Table A2.3**

***Hispanic or Latino***

	Grade 7	Grade 9	Grade 11
	%	%	%
No	50	51	50
Yes	50	49	50

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

**Table A2.4*****Race***

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native	6	5	4
Asian	11	12	12
Black or African American	5	6	6
Native Hawaiian or Pacific Islander	2	3	3
White	28	32	36
Mixed (two or more) races	47	43	39

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

**Table A2.5*****Living Situation***

	Grade 9	Grade 11
	%	%
A home with both parents	67	64
A home with only one parent	24	26
Other relative's home	3	3
A home with more than one family	3	2
Friend's home	0	0
Foster home, group care, or waiting placement	0	1
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	1	1
Other transitional or temporary housing	0	0
Other living arrangements	1	1

*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
	%	%	%
Mostly A's	26	24	18
A's and B's	36	31	31
Mostly B's	8	9	11
B's and C's	16	19	22
Mostly C's	3	5	7
C's and D's	7	8	8
Mostly D's	2	2	2
Mostly F's	2	3	2

*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
	%	%	%
0 times	81	70	52
1-2 times	11	15	19
A few times	5	10	18
Once a month	1	2	4
Once a week	0	1	3
More than once a week	1	3	5

*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	53
1 day	20
2 days	13
3 days	9
4 days	4
5 days	2

*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
	%	%	%
Yes	3	3	3
No	58	68	81
Don't know	39	28	16

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

**Table A2.10*****Military***

	Grade 7	Grade 9	Grade 11
	%	%	%
No	81	88	91
Yes	13	9	7
Don't know	6	3	2

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



### 3. Resilience Indicators and School Connectedness

Table A3.1

*Summary Table*

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>									
Total	34	54	12	29	56	15	33	52	15
Caring Adult Relationships	35	53	12	30	56	14	36	53	11
High Expectations	56	38	6	46	45	8	46	46	8
Opportunities for Meaningful Participation	14	55	31	13	51	35	16	49	35
<b><i>Community Environment</i></b>									
Total	66	27	7	63	29	8	63	29	8
Caring Adult Relationships	65	27	9	64	27	9	63	29	9
High Expectations	68	24	8	66	26	8	64	28	8
Opportunities for Meaningful Participation	49	38	13	46	37	17	46	37	17
<b><i>School Connectedness Scale</i></b>									
	49	41	10	45	44	12	42	45	13

**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		
	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>									
Total	31	55	14	25	57	18	28	55	17
Caring Adult Relationships	33	53	14	27	57	16	32	55	13
High Expectations	53	40	7	43	47	10	43	48	9
Opportunities for Meaningful Participation	12	53	34	11	48	41	13	47	40
<b><i>Community Environment</i></b>									
Total	62	29	9	58	33	10	57	33	9
Caring Adult Relationships	62	28	9	61	29	10	59	31	10
High Expectations	65	26	9	63	29	9	60	31	9
Opportunities for Meaningful Participation	42	40	17	38	39	23	40	39	22
<b><i>School Connectedness Scale</i></b>	46	43	11	41	46	13	38	48	14

**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		
	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>									
Total	31	54	14	25	57	18	29	57	14
Caring Adult Relationships	35	53	12	26	57	17	33	57	10
High Expectations	50	41	9	42	46	12	44	46	10
Opportunities for Meaningful Participation	17	56	27	13	47	39	16	45	39
<b><i>Community Environment</i></b>									
Total	58	33	9	54	36	10	55	33	12
Caring Adult Relationships	56	33	10	56	32	12	58	29	13
High Expectations	63	28	9	60	29	11	60	28	12
Opportunities for Meaningful Participation	43	41	16	35	43	22	39	39	22
<b><i>School Connectedness Scale</i></b>	41	44	15	39	44	17	42	45	13

**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		
	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>									
Total	35	56	8	28	58	14	33	55	11
Caring Adult Relationships	36	55	9	27	62	11	33	57	9
High Expectations	58	37	5	45	49	6	46	48	6
Opportunities for Meaningful Participation	14	62	25	15	54	30	19	52	29
<b><i>Community Environment</i></b>									
Total	63	30	7	59	33	9	61	30	9
Caring Adult Relationships	57	34	8	54	36	11	55	35	11
High Expectations	63	30	7	59	32	9	57	34	9
Opportunities for Meaningful Participation	51	38	11	51	36	13	55	34	11
<b><i>School Connectedness Scale</i></b>	55	37	8	45	45	10	43	47	10

**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		
	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>									
Total	32	54	14	29	52	18	30	51	19
Caring Adult Relationships	30	55	15	30	51	20	33	53	14
High Expectations	54	35	11	44	44	13	43	45	11
Opportunities for Meaningful Participation	18	50	31	12	53	35	14	52	35
<b><i>Community Environment</i></b>									
Total	69	22	9	64	28	9	59	30	10
Caring Adult Relationships	63	28	9	61	28	11	58	31	11
High Expectations	68	25	7	65	25	9	60	28	12
Opportunities for Meaningful Participation	48	40	12	43	38	19	40	42	18
<b><i>School Connectedness Scale</i></b>	37	45	18	34	46	19	30	48	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		
	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>									
Total	32	57	11	31	52	17	32	56	12
Caring Adult Relationships	31	56	13	29	56	15	33	55	12
High Expectations	54	39	7	47	45	8	42	47	10
Opportunities for Meaningful Participation	18	52	30	18	54	29	20	53	28
<b><i>Community Environment</i></b>									
Total	67	22	10	62	31	7	63	30	7
Caring Adult Relationships	61	29	10	61	30	9	59	31	10
High Expectations	67	20	13	64	30	6	64	26	9
Opportunities for Meaningful Participation	54	34	12	50	35	15	55	34	11
<b><i>School Connectedness Scale</i></b>	51	35	14	43	41	16	41	44	15

**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		
	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>									
Total	41	50	9	36	52	12	42	48	11
Caring Adult Relationships	43	49	9	37	53	10	45	47	8
High Expectations	62	33	5	53	41	6	53	41	6
Opportunities for Meaningful Participation	18	55	27	16	55	30	20	50	30
<b><i>Community Environment</i></b>									
Total	76	19	5	74	21	6	73	21	6
Caring Adult Relationships	73	20	7	72	21	7	71	23	6
High Expectations	75	20	5	74	21	5	72	23	6
Opportunities for Meaningful Participation	61	31	8	57	32	11	54	34	12
<b><i>School Connectedness Scale</i></b>	55	37	9	54	36	9	52	38	10

**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		
	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>									
Total	32	55	13	27	57	16	31	53	15
Caring Adult Relationships	34	54	13	28	57	15	35	53	12
High Expectations	53	40	7	44	47	9	45	47	9
Opportunities for Meaningful Participation	13	54	33	12	51	37	15	48	37
<b><i>Community Environment</i></b>									
Total	65	27	8	61	31	8	62	30	8
Caring Adult Relationships	65	26	9	62	29	9	63	29	8
High Expectations	67	25	9	65	27	8	64	28	8
Opportunities for Meaningful Participation	47	39	14	43	38	18	43	39	18
<b><i>School Connectedness Scale</i></b>									
	46	42	11	42	46	11	39	47	14

**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
<b><i>School Environment</i></b>							
Total	31	31	35	32	32	41	32
Caring Adult Relationships	33	35	36	30	31	43	34
High Expectations	53	50	58	54	54	62	53
Opportunities for Meaningful Participation	12	17	14	18	18	18	13
<b><i>Community Environment</i></b>							
Total	62	58	63	69	67	76	65
Caring Adult Relationships	62	56	57	63	61	73	65
High Expectations	65	63	63	68	67	75	67
Opportunities for Meaningful Participation	42	43	51	48	54	61	47
<b><i>School Connectedness Scale</i></b>	46	41	55	37	51	55	46

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
<b><i>School Environment</i></b>							
Total	25	25	28	29	31	36	27
Caring Adult Relationships	27	26	27	30	29	37	28
High Expectations	43	42	45	44	47	53	44
Opportunities for Meaningful Participation	11	13	15	12	18	16	12
<b><i>Community Environment</i></b>							
Total	58	54	59	64	62	74	61
Caring Adult Relationships	61	56	54	61	61	72	62
High Expectations	63	60	59	65	64	74	65
Opportunities for Meaningful Participation	38	35	51	43	50	57	43
<b><i>School Connectedness Scale</i></b>	41	39	45	34	43	54	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

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	AI / AN	A	AA	NH / PI	W	M
<b><i>School Environment</i></b>							
Total	28	29	33	30	32	42	31
Caring Adult Relationships	32	33	33	33	33	45	35
High Expectations	43	44	46	43	42	53	45
Opportunities for Meaningful Participation	13	16	19	14	20	20	15
<b><i>Community Environment</i></b>							
Total	57	55	61	59	63	73	62
Caring Adult Relationships	59	58	55	58	59	71	63
High Expectations	60	60	57	60	64	72	64
Opportunities for Meaningful Participation	40	39	55	40	55	54	43
<b><i>School Connectedness Scale</i></b>	38	42	43	30	41	52	39

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	AI / AN	A	AA	NH / PI	W	M
<b><i>School Environment</i></b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b><i>Community Environment</i></b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b><i>School Connectedness Scale</i></b>							

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 %
<b>I feel close to people in this school.</b>			
Strongly Disagree	5	6	7
Disagree	6	8	9
Neither Agree Nor Disagree	24	24	25
Agree	46	44	40
Strongly Agree	19	19	19
<b>I am happy to be at this school.</b>			
Strongly Disagree	6	7	8
Disagree	6	7	9
Neither Agree Nor Disagree	20	24	27
Agree	41	40	37
Strongly Agree	26	22	18
<b>I feel like I am part of this school.</b>			
Strongly Disagree	7	7	9
Disagree	9	10	11
Neither Agree Nor Disagree	25	29	31
Agree	40	38	35
Strongly Agree	18	15	14
<b>Teachers at this school treat students fairly.</b>			
Strongly Disagree	10	9	8
Disagree	13	12	12
Neither Agree Nor Disagree	25	28	29
Agree	35	38	39
Strongly Agree	16	13	11
<b>I feel safe in my school.</b>			
Strongly Disagree	8	8	7
Disagree	9	9	8
Neither Agree Nor Disagree	24	27	26
Agree	38	40	41
Strongly Agree	22	17	18

*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)***

<b>At my school, there is a teacher or some other adult...</b>	<b>Grade 7</b>	<b>Grade 9</b>	<b>Grade 11</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b><i>Caring Relationships</i></b>			
<b>who really cares about me.</b>			
Not At All True	11	12	10
A Little True	29	32	27
Pretty Much True	35	34	34
Very Much True	25	22	29
<b>who notices when I am not there.</b>			
Not At All True	12	14	11
A Little True	25	27	25
Pretty Much True	32	34	35
Very Much True	31	26	29
<b>who listens when I have something to say.</b>			
Not At All True	10	11	9
A Little True	23	24	21
Pretty Much True	33	36	37
Very Much True	34	29	34
<b><i>High Expectations</i></b>			
<b>who tells me when I do a good job.</b>			
Not At All True	7	8	7
A Little True	19	21	21
Pretty Much True	35	38	38
Very Much True	38	32	34
<b>who always wants me to do my best.</b>			
Not At All True	5	6	6
A Little True	12	15	16
Pretty Much True	27	33	34
Very Much True	56	45	44
<b>who believes that I will be a success.</b>			
Not At All True	8	9	9
A Little True	17	20	20
Pretty Much True	30	34	34
Very Much True	45	37	38

*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
	%	%	%
<b><i>Opportunities for Meaningful Participation</i></b>			
<b>I do interesting activities at school.</b>			
Not At All True	15	19	19
A Little True	27	26	26
Pretty Much True	30	27	27
Very Much True	28	28	28
<b>I help decide things like class rules or activities.</b>			
Not At All True	47	50	46
A Little True	29	28	28
Pretty Much True	15	14	16
Very Much True	9	8	10
<b>I do things that make a difference at school.</b>			
Not At All True	26	30	29
A Little True	36	35	33
Pretty Much True	23	22	22
Very Much True	15	13	16

*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)***

<b>Outside of my home and school, there is a teacher or some other adult...</b>	<b>Grade 7</b>	<b>Grade 9</b>	<b>Grade 11</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b><i>Caring Relationships</i></b>			
<b>who really cares about me.</b>			
Not At All True	7	7	6
A Little True	9	9	10
Pretty Much True	17	17	17
Very Much True	67	67	67
<b>who notices when I am upset about something.</b>			
Not At All True	12	12	12
A Little True	14	14	15
Pretty Much True	21	23	22
Very Much True	52	51	52
<b>whom I trust.</b>			
Not At All True	10	11	11
A Little True	11	11	12
Pretty Much True	18	19	19
Very Much True	61	59	58
<b><i>High Expectations</i></b>			
<b>who tells me when I do a good job.</b>			
Not At All True	9	9	9
A Little True	13	13	13
Pretty Much True	22	23	23
Very Much True	56	55	55
<b>who believes that I will be a success.</b>			
Not At All True	8	8	8
A Little True	11	11	12
Pretty Much True	19	21	22
Very Much True	62	61	59
<b>who always wants me to do my best.</b>			
Not At All True	6	6	6
A Little True	8	8	9
Pretty Much True	17	18	19
Very Much True	69	67	65

*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
	%	%	%
<b>Opportunities for Meaningful Participation</b>			
<b>I am part of clubs, sports teams, church/temple or other group activities.</b>			
Not At All True	25	28	28
A Little True	13	13	14
Pretty Much True	15	15	15
Very Much True	46	44	43
<b>I am involved in music, art, literature, sports or a hobby.</b>			
Not At All True	16	19	18
A Little True	11	12	13
Pretty Much True	16	17	18
Very Much True	57	53	51
<b>I help other people.</b>			
Not At All True	10	12	11
A Little True	22	23	20
Pretty Much True	34	32	31
Very Much True	34	33	38

*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 %
<b>Alcohol (one full drink)</b>			
0 times	81	62	39
1 time	7	9	7
2 to 3 times	6	10	12
4 or more times	6	19	42
<b>Marijuana</b>			
0 times	90	74	55
1 time	3	5	6
2 to 3 times	2	5	7
4 or more times	5	16	32
<b>Inhalants (to get high)</b>			
0 times	91	89	87
1 time	4	4	4
2 to 3 times	2	3	3
4 or more times	3	4	6
<b>Cocaine</b>			
0 times	na	96	91
1 time	na	1	3
2 to 3 times	na	1	2
4 or more times	na	2	4
<b>Methamphetamine or any amphetamine</b>			
0 times	na	96	94
1 time	na	1	2
2 to 3 times	na	1	1
4 or more times	na	2	3

*Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...alcohol...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 %
<b>LSD or other psychedelics</b>			
0 times	na	95	91
1 time	na	2	3
2 to 3 times	na	1	3
4 or more times	na	2	3
<b>Ecstasy</b>			
0 times	na	94	87
1 time	na	2	4
2 to 3 times	na	2	3
4 or more times	na	2	6
<b>Heroin</b>			
0 times	na	97	96
1 time	na	1	1
2 to 3 times	na	1	1
4 or more times	na	2	2
<b>Other illegal drug or pill</b>			
0 times	95	91	86
1 time	2	2	3
2 to 3 times	1	3	4
4 or more times	2	4	7
<b><i>Any of the above AOD Use</i></b>			
<b>Prescription pain killers</b>			
0 times	na	89	81
1 time	na	3	4
2 to 3 times	na	3	6
4 or more times	na	4	9

*Question HS A.43-47//MS A.41: During your life, how many times have you used or tried...LSD or other psyhchelics...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 %
<b>Barbiturates</b>			
0 times	na	97	96
1 time	na	1	1
2 to 3 times	na	1	1
4 or more times	na	1	2
<b>Tranquilizers or sedatives</b>			
0 times	na	96	93
1 time	na	1	2
2 to 3 times	na	1	2
4 or more times	na	2	3
<b>Cold/cough medicines</b>			
0 times	na	81	78
1 time	na	4	4
2 to 3 times	na	5	6
4 or more times	na	10	12
<b>Diet pills</b>			
0 times	na	94	94
1 time	na	1	1
2 to 3 times	na	1	1
4 or more times	na	3	3
<b>Ritalin™ or Adderall™</b>			
0 times	na	96	93
1 time	na	1	2
2 to 3 times	na	1	2
4 or more times	na	2	3

*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 %
<b>Alcohol (one full drink)</b>			
Never	75	56	36
10 or under	11	10	8
11 -12 years old	11	11	9
13-14 years old	2	20	20
15-16 years old	0	3	26
17 years or older	0	0	2
<b>Marijuana</b>			
Never	91	76	57
10 or under	2	3	3
11 -12 years old	5	6	5
13-14 years old	1	13	15
15-16 years old	0	2	18
17 years or older	0	1	2
<b>Other illegal drug</b>			
Never	95	89	80
10 or under	1	2	2
11 -12 years old	2	2	3
13-14 years old	1	6	7
15-16 years old	0	1	9
17 years or older	0	0	1

*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
	%	%	%
Alcohol (at least one drink)	11	20	33
Binge drinking (5 or more drinks in a row)	5	11	22
Marijuana	7	15	24
Inhalants	5	5	5
Cocaine	na	3	4
Methamphetamine or any amphetamine	na	3	3
Ecstasy, LSD, or other psychedelics	na	4	5
Other illegal drug or pill	3	5	6
<b><i>Any drug use</i></b>	-1	-1	-1
<b><i>Heavy drug user</i></b>	3	8	14

***Any of the above AOD Use***

Two or more of the above at the same time	na	7	12
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*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? marijuana...inhalants...cocaine...methamphetamine or any amphetamine...ecstasy, LSD, or any 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
	%	%	%
<b>Alcohol</b>			
None	89	80	67
1 or 2 days	8	12	17
3 to 9 days	2	4	10
10 to 19 days	1	2	3
20 or more days (daily)	1	3	3
<b>Marijuana</b>			
None	93	85	76
1 or 2 days	3	6	8
3 to 9 days	1	4	5
10 to 19 days	1	2	3
20 or more days (daily)	1	4	8

*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
	%	%	%
0 times	92	79	60
1 to 2 times	5	11	19
3 to 6 times	2	5	10
7 or more times	2	5	11

*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
	%	%	%
0 times	91	77	60
1 to 2 times	4	7	9
3 to 6 times	2	4	7
7 or more times	3	11	24

*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
	%	%	%
0 days	95	89	78
1 to 2 days	3	6	11
3 or more days	2	5	11

*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
	%	%	%
Don't drink alcohol	77	61	42
Just a sip or two	13	14	12
Enough to feel it a little	5	11	15
Enough to feel it a lot	3	9	19
Until really drunk	2	6	12

*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
	%	%
Don't use drugs	76	61
Not high at all	3	3
A little high	6	8
Moderately high	8	15
Very high	8	12

*Question HS A.77: 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
	%	%
<b><i>Never</i></b>	83	75
<b><i>Any</i></b>	17	25
1 time	5	7
2 times	4	6
3 to 6 times	4	6
7 or more times	4	6

*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
	%
<b><i>Never</i></b>	58
<b><i>Any</i></b>	42
1 time	14
2 times	9
3 to 6 times	8
7 or more times	10

*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
	%	%	%
<b>Alcohol</b>			
0 days	95	93	93
1 to 2 days	3	4	4
3 or more days	2	3	3
<b>Marijuana</b>			
0 days	96	93	92
1 to 2 days	2	3	4
3 or more days	2	4	5
<b>Any illegal drug or pill</b>			
0 days	97	96	95
1 to 2 days	2	2	2
3 or more days	1	2	3
<b><i>Any of the above</i></b>	7	10	11

*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...use any illegal drug or pill?*

**Table A4.13*****Ever Drunk or High on School Property***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	94	86	75
1 to 2 times	3	6	9
3 to 6 times	1	3	6
7 or more times	1	4	9

*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 %
<b>Alcohol - Drink occasionally</b>			
Great	29	29	26
Moderate	22	24	24
Slight	23	27	32
None	26	19	18
<b>Alcohol - 5 or more drinks once or twice a week</b>			
Great	44	50	50
Moderate	22	24	26
Slight	10	10	12
None	24	16	12

*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 %
<b>Marijuana - Smoke Occasionally</b>			
Great	42	37	29
Moderate	22	23	20
Slight	10	17	24
None	25	22	27
<b>Marijuana - Smoke once or twice a week</b>			
Great	49	47	38
Moderate	17	19	21
Slight	9	13	17
None	25	21	24

*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 %
<b>Alcohol - One or two drinks nearly every day</b>			
Neither approve or disapprove	21	25	26
Somewhat disapprove	13	20	21
Strongly disapprove	66	56	53
<b>Marijuana or Hashish - Once or twice</b>			
Neither approve or disapprove	22	36	48
Somewhat disapprove	13	21	20
Strongly disapprove	64	44	31
<b>Marijuana - Once a month or more</b>			
Neither approve or disapprove	22	34	46
Somewhat disapprove	12	18	19
Strongly disapprove	66	48	36

*Question HS A.92-94/MS A.76-78: How do you feel about someone your age having one or two drinks nearly 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 %
None of them	44	16	8
10 percent	26	13	7
20 percent	8	9	6
30 percent	6	9	7
40 percent	3	7	7
50 percent	6	15	16
60 percent	1	6	8
70 percent	1	7	11
80 percent	1	7	12
90 percent	1	6	12
All of them	2	4	7

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

**Table A4.18*****Occurrence of Problems While Using Alcohol/Drugs***

	Grade 9 %	Grade 11 %
Does not apply, never used alcohol/drugs	69	48
Problems with emotions, nerves, mental health	6	10
Trouble or problems with the police	6	9
Money problems	2	5
Miss school	3	6
Problems with school work	4	6
Fight with other kids	3	5
Damage a friendship	4	6
Physically hurt or injure yourself	3	5
Unwanted or unprotected sex	3	6
Forget what happened or pass out	7	14
Other problems	3	5
More than one problem	8	15
Never had problems when I've used alcohol/drugs	17	29

*Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark all that apply.)*

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

**Table A4.19*****Occurrence of Experiences Related to Dependency While Using Alcohol/Drugs***

	Grade 9 %	Grade 11 %
Does not apply, have not used alcohol or drugs	71	51
Had to increase use to get same effect as before	7	12
Spent a lot of time getting, using, or being "hung over" from using	4	7
Used alcohol or drugs a lot more than intended	5	9
Used alcohol or drugs when alone	7	12
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	3	5
Often didn't feel OK unless had something to drink or used a drug	3	4
Thought about reducing or stopping	6	12
Told yourself not going to use but used anyway	5	9
Spoke with someone about reducing or stopping use	3	6
Attended counseling, program, or group to reduce/stop use	1	2
More than one experience	8	15
Use alcohol or drugs, but have not experienced any of these things	14	25

*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
	%	%	%
<b>Alcohol</b>			
Very difficult	13	7	5
Fairly difficult	11	8	7
Fairly easy	16	23	25
Very easy	16	33	47
Don't know	44	28	17
<b>Marijuana</b>			
Very difficult	19	8	5
Fairly difficult	10	7	4
Fairly easy	11	18	19
Very easy	15	36	54
Don't know	46	31	19

*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
	%	%	%
0 times	86	73	67
1 time	7	10	10
2 to 3 times	3	8	9
4 or more times	4	9	14

*Question HS A.107/MS A.89: During the past 12 months, how many times on school property have you been offered, sold 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
	%	%	%
No	44	47	47
Yes	56	53	53

*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
	%	%	%
No	22	31	31
Yes	78	69	69

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

**Table A4.24*****Used Alcohol, Past 30 days*****Cells are empty if there are less than 25 respondents.**

	Grade 7	Grade 9	Grade 11
	%	%	%
Hispanic or Latino	15	24	34
American Indian or Alaska Native	14	23	38
Asian	5	10	18
Black or African American	12	22	32
Native Hawaiian or Pacific Islander	11	16	28
White	8	19	37
Mixed (two or more) races	13	23	34

*Question HS A.61/MS A.51: During the past 30 days, on how many days did you use cigarettes?***Table A4.25*****Used Marijuana, Past 30 days*****Cells are empty if there are less than 25 respondents.**

	Grade 7	Grade 9	Grade 11
	%	%	%
Hispanic or Latino	9	18	25
American Indian or Alaska Native	10	16	30
Asian	3	6	11
Black or African American	9	23	33
Native Hawaiian or Pacific Islander	8	14	24
White	4	12	25
Mixed (two or more) races	8	18	26

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

## 5. Tobacco Use

**Table A5.1**

***Ever Used Cigarettes or Smokeless Tobacco, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %
<b>A cigarette, even one or two puffs</b>			
0 times	88	na	na
1 time	5	na	na
2 to 3 times	3	na	na
4 or more times	3	na	na
<b>A whole cigarette</b>			
0 times	94	85	74
1 time	2	5	6
2 to 3 times	1	4	5
4 or more times	2	6	15
<b>Smokeless tobacco</b>			
0 times	96	94	89
1 time	1	2	3
2 to 3 times	1	2	3
4 or more times	1	3	5

*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 or two... a whole cigarette...smokeless tobacco?*

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

	Grade 7 %	Grade 9 %	Grade 11 %
<b>Smoked part or all of a cigarette</b>			
Never	90	82	69
10 or under	4	4	4
11-12 years old	5	5	5
13-14 years old	1	8	9
15-16 years old	0	1	12
17 years or older	0	0	1
<b>Smokeless tobacco</b>			
Never	95	92	86
10 or under	2	1	2
11-12 years old	2	2	2
13-14 years old	1	3	3
15-16 years old	0	1	7
17 years or older	0	0	1

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

**Table A5.3*****Any and Daily Use of Cigarettes and Smokeless Tobacco, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %
<b>Cigarettes</b>			
Any	5	7	12
Daily	1	1	3
<b>Smokeless tobacco</b>			
Any	3	3	4
Daily	1	1	1

*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
	%	%	%
<i>None</i>	97	97	96
<i>Any</i>	3	3	4
1 or 2 days	2	2	2
3 to 9 days	0	0	1
10 to 19 days	0	0	1
20 to 30 days	1	1	1

*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
	%	%	%
Neither approve nor disapprove	20	22	22
Somewhat disapprove	10	14	15
Strongly disapprove	71	64	63

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

**Table A5.6*****Peer Disapproval of Using Cigarettes***

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve nor disapprove	16	17	16
Somewhat disapprove	14	16	16
Strongly disapprove	70	67	68

*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
	%	%	%
<b>Smoking occasionally</b>			
Great	33	35	36
Moderate	26	29	31
Slight	18	19	20
None	23	17	13
<b>Smoking 1-2 packs of cigarettes a day</b>			
Great	61	69	75
Moderate	11	11	9
Slight	5	4	4
None	24	16	12

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

**Table A5.8*****Perceived Difficulty of Obtaining Cigarettes***

	Grade 7	Grade 9	Grade 11
	%	%	%
Very difficult	13	7	5
Fairly difficult	11	8	5
Fairly easy	15	24	24
Very easy	14	28	44
Don't know	47	33	22

*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
	%	%	%
None of them	46	22	12
10 percent	27	24	22
20 percent	9	13	14
30 percent	6	11	13
40 percent	3	7	9
50 percent	6	12	14
60 percent	1	3	4
70 percent	1	3	4
80 percent	0	2	4
90 percent	0	1	3
All of them	1	2	2

*Question HS A.87/MS A.73: Think about a group of 100 students in your grade. About how many students have... smoked 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
	%	%	%
Hispanic or Latino	6	7	12
American Indian or Alaska Native	7	8	14
Asian	3	4	7
Black or African American	6	12	13
Native Hawaiian or Pacific Islander	8	9	12
White	3	6	13
Mixed (two or more) races	5	7	13

*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
	%	%	%
<b>Had mean rumors/lies spread about you</b>			
0 times	57	63	65
1 time	18	15	15
2 to 3 times	12	11	11
4 or more times	13	11	9
<b>Had sexual jokes/comments/gestures made to you</b>			
0 times	61	60	61
1 time	13	11	10
2 to 3 times	10	10	10
4 or more times	16	19	20
<b>Been made fun of because of your looks/way of talking</b>			
0 times	59	64	68
1 time	15	13	11
2 to 3 times	10	9	9
4 or more times	16	14	12

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
<b>Been pushed, shoved, hit, etc.</b>			
0 times	59	73	81
1 time	16	12	9
2 to 3 times	12	7	5
4 or more times	13	7	5
<b>Been afraid of being beaten up</b>			
0 times	75	82	88
1 time	13	10	7
2 to 3 times	5	4	3
4 or more times	6	4	3
<b>Been in a physical fight</b>			
0 times	77	82	86
1 time	11	9	7
2 to 3 times	6	5	4
4 or more times	6	4	4

*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
	%	%	%
<b>Had property stolen/damaged</b>			
0 times	73	77	80
1 time	15	13	11
2 to 3 times	7	6	5
4 or more times	5	4	4
<b>Damaged school property on purpose</b>			
0 times	89	89	90
1 time	6	6	4
2 to 3 times	2	3	3
4 or more times	3	3	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
	%	%	%
<b>Carried a gun</b>			
0 times	95	95	95
1 time	2	2	2
2 or more times	3	3	3
<b>Carried any other weapon</b>			
0 times	90	91	91
1 time	4	3	3
2 or more times	5	5	6

*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
	%	%	%
<b>Seen someone with a weapon</b>			
0 times	71	75	78
1 time	16	12	9
2 or more times	13	13	13
<b>Been threatened/injured with a weapon</b>			
0 times	91	93	93
1 time	5	4	3
2 or more times	4	4	4

*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
	%	%	%
Neither approve or disapprove	19	19	17
Somewhat disapprove	11	11	9
Strongly disapprove	70	70	74

*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 %
<b>Race, Ethnicity, or National Origin</b>			
0 times	81	83	86
1 time	9	7	6
2 or more times	10	10	9
<b>Religion</b>			
0 times	90	91	91
1 time	5	4	3
2 or more times	5	5	5
<b>Gender</b>			
0 times	91	91	92
1 time	4	4	3
2 or more times	5	5	5
<b>Sexual Orientation *</b>			
0 times	89	90	92
1 time	5	4	3
2 or more times	6	6	5
<b>Physical/Mental Disability</b>			
0 times	93	94	95
1 time	3	2	2
2 or more times	4	3	3
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>	30	27	22
<b>Any Other Reason</b>			
0 times	74	78	84
1 time	10	8	5
2 or more times	16	14	11
<b><i>Any Harassment</i></b>	40	34	28

*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
	%	%	%
No	92	93	92
Yes	8	7	8

*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
	%	%	%
Does not apply, didn't have a boyfriend/girlfriend	54	50	44
No	42	45	50
Yes	4	5	6

*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
	%	%	%
Very safe	21	20	22
Safe	42	41	41
Neither safe nor unsafe	28	31	30
Unsafe	5	4	4
Very unsafe	4	3	3

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

**Table A6.11*****Cyber Bullying***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times (never)	81	76	76
1 time	10	11	11
2-3 times	5	7	7
4 or more times	5	6	5

*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
	%	%	%
Hispanic or Latino	28	25	22
American Indian or Alaska Native	31	27	20
Asian	36	31	24
Black or African American	40	36	31
Native Hawaiian or Pacific Islander	35	37	31
White	28	24	21
Mixed (two or more) races	31	28	23

*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
	%	%	%
Hispanic or Latino	18	16	14
American Indian or Alaska Native	14	19	13
Asian	32	26	19
Black or African American	31	29	24
Native Hawaiian or Pacific Islander	25	27	21
White	14	11	9
Mixed (two or more) races	20	17	15

*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
	%	%	%
No	34	38	40
Yes	66	62	60

*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
	%	%	%
No	75	69	67
Yes	25	31	33

*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
	%	%
No	81	83
Yes	19	17

*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 %
<b>Card or dice games</b>			
Not at all	86	86	84
Less than once a month	8	8	9
1 to 3 times	3	3	4
Once a week or more	3	3	3
<b>Personal skill games</b>			
Not at all	77	81	81
Less than once a month	11	10	9
1 to 3 times	5	5	5
Once a week or more	7	5	5
<b>Betting on sports</b>			
Not at all	79	78	79
Less than once a month	11	12	12
1 to 3 times	5	5	5
Once a week or more	5	4	4
<b>Lottery</b>			
Not at all	86	89	89
Less than once a month	8	6	6
1 to 3 times	3	3	3
Once a week or more	3	3	3
<b>Bet or gambled in any other way</b>			
Not at all	85	86	85
Less than once a month	8	7	8
1 to 3 times	3	3	3
Once a week or more	4	3	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 by playing cards or dice games...personal skill games...betting on sports...lottery...bet or gambled in any other way?*

## 8. Results by Gender

Table A8.1

### *Selected Alcohol and Other Drug Use Measures, by Gender and Grade*

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
<b>Lifetime and Current AOD Use</b>						
<i>During your life, did you ever...</i>						
drink alcohol (one full drink)?	18	20	41	35	62	60
use inhalants?	10	9	12	10	12	14
smoke marijuana?	8	12	25	26	42	47
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	11	11	22	18	32	34
use inhalants?	5	5	4	5	3	6
smoke marijuana?	5	8	14	15	20	29
<b>Level of Involvement (High Risk Patterns)</b>						
<i>During your life, have you ever...</i>						
been very drunk or sick after drinking alcohol?	8	8	23	19	41	39
been high from using drugs?	7	10	22	23	37	43
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	5	5	11	11	19	25
<b>AOD Use at School</b>						
During your life, have you ever been drunk/high on school property?	5	6	14	13	22	27
During the past 30 days, did you use marijuana on school property?	3	5	6	8	5	11
<b>Perceived Harm</b>						
<i>Frequent use of...is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	77	75	86	83	89	86
marijuana (once or twice a week)	77	73	81	77	81	71

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

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	5	6	14	16	22	30
During the past 30 days, did you smoke a cigarette?	4	5	6	8	9	15
During the past 30 days, did you smoke cigarettes daily?	1	1	1	2	2	5
During the past 30 days, did you smoke cigarettes on school property?	3	3	2	4	2	7
Frequent use of cigarettes is harmful. (1-2 packs a day)*	78	75	85	83	89	87

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

**Table A8.3*****School Safety-Related Indicators, by Gender and Grade***

	7th Grade		9th Grade		11th Grade	
	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	17	21	15	18	13	15
Religion	9	11	9	10	8	10
Gender	10	8	11	6	9	7
Gay/lesbian, or someone thought you were	10	12	10	10	7	9
Physical/mental disability	6	7	5	6	4	6
Any other reason	28	24	24	19	17	15
During the past 12 months at school, have you been in a physical fight?	15	30	14	22	9	19
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	3	5	5	5	6	7
Feels safe at school	64	63	60	63	63	65
Currently belong to a gang	7	10	6	9	5	11



**Table A8.4*****Physical and Mental Health Measures, by Gender and Grade***

	7th Grade		9th Grade		11th Grade	
	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%
Did you eat breakfast today?	62	70	57	66	59	61
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?	30	21	38	23	39	26