

California Healthy Kids Survey

Ventura County
Secondary
2009-2011
Main Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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PREFACE

This report provides the detailed results for each question from the 2009/10 and/or 2010-11 administration of the *California Healthy Kids Survey* (CHKS) as done by the districts in this county, presented in tables organized by topic. To help in understanding and interpreting these results, review these findings along with the *CHKS Survey Content Guidebook*, (chks.wested.org/reports) discusses the significance of each question. Several other tools to help in data use are also available, as described below.

The results of this student survey should be compared to those obtained from school staff from the companion *California School Climate Survey* (CSCS), which was administered at the same time. It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The *CHKS Survey Content Guidebook* provides a cross-walk between the two surveys' questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: chks.wested.org and cscs.wested.org.

SURVEY PURPOSE

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and 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 considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.¹ The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

School-Related Content

To support school improvement efforts, the majority of questions on the CHKS assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

- grades, truancy, and school connectedness, as indicators of engagement;

¹ The CHKS Guidebook to Survey Administration contains detailed information about the content of all the survey modules. The modules themselves can be downloaded from the website.

- the level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes;
- perceived safety and frequency of, and reasons for, harassment and bullying at school; and
- level of substance use, violence, and crime-related behavior (e.g., weapons possession) at school.

Closing the Achievement Gap

Several tables are particularly useful for helping districts identify and address the needs of students related to closing the state's persistent racial/ethnic achievement gap, which Superintendent O'Connell declared CDE's top priority (the CTAG Initiative). Students are asked to indicate their racial/ethnic identity and report whether they have experienced harassment because of their race/ethnicity. Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories.

CDE urges districts that are experiencing achievement gaps among their students to administer this module and request supplementary reports disaggregating all their CHKS and by the race/ethnicity of students.

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

The tables in this Main CHKS Report provide the percentages responding to each question response option by grade level, organized by topic. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables include the percentages of youth who do not engage in each risk behavior. Percentages are rounded off to the nearest whole number.

AIDS TO UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use survey results. These are described and made available on the survey website. Three are particularly important.

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2011.

ASSESSING THE DATA

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results, the changes obtained between administrations, or differences between your results and those from other districts or state norms. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Data Use and Dissemination Guidebook*.

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Surveys

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to other local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help you determine whether changes in your district are unique or may be part of a larger trend, possibly affected by broad social forces. Ultimately, however, the most fundamental concern should be not how you compare with others but your satisfaction with your own survey results and whether your indicators are improving.

NEXT STEPS

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

Request School Reports

Individual school-level reports may be of interest for many reasons. Primary among these is the interest of staff and parents about their own local school results, especially if the schools vary significantly in demographics, programs, or other characteristics. A comparison among schools may also prove useful in identifying sites which might benefit from special work or interventions. A small fee applies. (For large districts that sample schools and students, the sample may not support school reports.)

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the California School Climate Survey and other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore their meaning in more depth and obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Survey staff can provide information on conducting structured group “listening” discussions of the data with youth focused on obtaining their input on how to address the needs identified by the survey.

ACKNOWLEDGEMENTS

The CHKS was developed, and this report prepared for the school, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE) Safe and Healthy Kids Program Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at <http://www.wested.org/chks>.

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Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT*
<i>Student Sample Size</i>				
Final Number	6815	7086	6054	443

* NT includes continuation, community day, and other alternative school types

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
12 years or younger	59	0	0	1
13 years old	38	2	0	2
14 years old	2	60	0	2
15 years old	0	36	3	10
16 years old	0	2	61	25
17 years old	0	0	35	44
18 years or older	0	0	1	17

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

Table A2.2

Gender of Sample

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Male	50	49	48	56
Female	50	51	52	44

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

Table A2.3

Hispanic or Latino

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No		28	28	
Yes		72	72	

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		6	5	
Asian		8	7	
Black or African American		3	4	
Native Hawaiian or Pacific Islander		3	3	
White		23	24	
Mixed (two or more) races		57	58	

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

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

	Grade 9 %	Grade 11 %	NT %
A home with both parents	88	88	100
A home with only one parent	8	8	0
Other relative's home	1	1	0
A home with more than one family	2	1	0
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	0
On the street (no fixed housing), car campground	0	0	0
Other transitional or temporary housing	0	0	0
Other living arrangements	1	0	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	25	20	17	14
A's and B's	33	32	31	21
Mostly B's	8	8	11	8
B's and C's	18	19	21	20
Mostly C's	4	6	7	9
C's and D's	8	9	9	12
Mostly D's	2	3	2	6
Mostly F's	3	4	2	9

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

Table A2.7***Truancy, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	80	66	52	31
1-2 times	11	17	20	18
A few times	6	11	18	24
Once a month	1	1	3	4
Once a week	1	2	3	8
More than once a week	2	4	4	15

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	48
1 day	22
2 days	15
3 days	10
4 days	5
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	4	4	4	4
No	59	68	82	75
Don't know	37	28	13	21

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	34	54	12	30	55	15	36	51	13	33	52	14
Caring Adult Relationships	35	53	12	32	55	13	39	51	10	43	48	9
High Expectations	57	37	6	50	42	8	50	43	7	48	44	8
Opportunities for Meaningful Participation	14	54	32	12	52	36	16	49	35	13	44	43
<i>Community Environment</i>												
Total	68	25	7	67	26	7	67	26	7	49	36	15
Caring Adult Relationships	66	26	9	66	25	8	67	25	8	55	32	13
High Expectations	69	23	8	69	24	8	69	24	7	54	34	12
Opportunities for Meaningful Participation	52	35	13	49	35	15	49	35	15	20	49	31
<i>School Connectedness Scale</i>												
	51	40	9	51	40	9	48	41	11	49	38	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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	29	57	14	25	57	18	29	54	17	30	54	16
Caring Adult Relationships	32	55	13	28	56	15	33	54	12	41	47	12
High Expectations	54	39	7	46	45	9	46	45	8	45	45	10
Opportunities for Meaningful Participation	11	52	37	9	48	43	12	47	42	12	44	44
<i>Community Environment</i>												
Total	60	31	9	59	32	9	60	31	9	44	38	18
Caring Adult Relationships	61	29	10	61	29	9	62	29	9	51	32	16
High Expectations	65	26	9	64	27	9	64	28	8	50	34	16
Opportunities for Meaningful Participation	41	41	18	40	38	22	40	39	21	19	45	36
<i>School Connectedness Scale</i>	47	44	10	46	44	10	41	46	12	48	39	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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	29	57	13	22	55	23	35	35	30			
Caring Adult Relationships	31	57	13	23	56	21	38	42	20			
High Expectations	49	44	7	33	51	16	41	40	19			
Opportunities for Meaningful Participation	17	52	31	8	57	36	22	40	38			
<i>Community Environment</i>												
Total	62	32	6	58	36	6	65	28	7			
Caring Adult Relationships	63	32	5	54	35	11	65	18	17			
High Expectations	65	29	5	60	28	13	65	25	10			
Opportunities for Meaningful Participation	48	37	16	48	38	14	54	27	19			
<i>School Connectedness Scale</i>	47	42	12	49	39	12	41	40	19			

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
<i>School Environment</i>												
Total	27	57	16	25	50	25	42	41	17			
Caring Adult Relationships	31	53	15	29	46	24	45	39	17			
High Expectations	51	37	13	42	37	20	53	32	15			
Opportunities for Meaningful Participation	16	52	31	13	55	32	18	55	27			
<i>Community Environment</i>												
Total	62	24	14	62	25	13	60	25	14			
Caring Adult Relationships	57	27	16	63	23	14	55	31	14			
High Expectations	62	24	14	64	23	14	63	23	14			
Opportunities for Meaningful Participation	53	34	13	53	32	15	54	30	15			
<i>School Connectedness Scale</i>	37	42	20	39	40	21	45	36	19			

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
<i>School Environment</i>												
Total	37	53	10	44	49	7	30	62	8			
Caring Adult Relationships	31	56	13	37	56	7	38	54	8			
High Expectations	59	29	12	69	26	6	49	45	6			
Opportunities for Meaningful Participation	21	55	24	16	60	24	19	48	33			
<i>Community Environment</i>												
Total	66	29	5	78	12	10	68	26	6			
Caring Adult Relationships	68	24	8	77	13	10	62	30	8			
High Expectations	69	23	7	83	7	10	70	22	8			
Opportunities for Meaningful Participation	55	35	11	61	29	10	54	38	8			
<i>School Connectedness Scale</i>	47	43	9	64	25	11	44	46	10			

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
<i>School Environment</i>												
Total	40	51	8	35	57	8	42	48	10			
Caring Adult Relationships	36	54	10	33	59	9	40	51	9			
High Expectations	63	32	5	58	37	4	52	43	5			
Opportunities for Meaningful Participation	14	59	27	16	58	26	19	54	27			
<i>Community Environment</i>												
Total	72	22	5	68	25	7	68	27	5			
Caring Adult Relationships	64	30	7	62	30	8	61	32	7			
High Expectations	72	24	5	66	27	7	64	30	6			
Opportunities for Meaningful Participation	60	30	10	54	38	8	59	36	6			
<i>School Connectedness Scale</i>	56	37	7	52	43	6	47	40	13			

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
<i>School Environment</i>												
Total	38	53	9	31	55	14	41	49	11			
Caring Adult Relationships	40	50	10	31	56	13	43	48	9			
High Expectations	58	36	6	48	44	7	52	41	7			
Opportunities for Meaningful Participation	18	55	28	13	53	34	20	53	26			
<i>Community Environment</i>												
Total	77	17	6	69	24	6	67	24	9			
Caring Adult Relationships	70	21	9	69	23	9	64	26	10			
High Expectations	74	19	7	71	22	7	67	24	9			
Opportunities for Meaningful Participation	67	27	6	54	34	12	59	30	12			
<i>School Connectedness Scale</i>	53	38	9	52	40	8	50	40	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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total				24	58	18	29	57	14			
Caring Adult Relationships				29	55	16	34	55	11			
High Expectations				48	43	9	45	46	9			
Opportunities for Meaningful Participation				9	46	45	12	49	39			
<i>Community Environment</i>												
Total				59	33	8	61	29	10			
Caring Adult Relationships				61	30	9	62	28	10			
High Expectations				66	26	8	63	28	9			
Opportunities for Meaningful Participation				40	38	21	43	37	20			
<i>School Connectedness Scale</i>				47	43	10	42	47	11			

Table A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H / L	AI / AN	A	AA	NH / PI	W	M
<i>School Environment</i>							
Total	29	29	27	37	40	38	
Caring Adult Relationships	32	31	31	31	36	40	
High Expectations	54	49	51	59	63	58	
Opportunities for Meaningful Participation	11	17	16	21	14	18	
<i>Community Environment</i>							
Total	60	62	62	66	72	77	
Caring Adult Relationships	61	63	57	68	64	70	
High Expectations	65	65	62	69	72	74	
Opportunities for Meaningful Participation	41	48	53	55	60	67	
<i>School Connectedness Scale</i>	47	47	37	47	56	53	

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

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	AI / AN	A	AA	NH / PI	W	M
<i>School Environment</i>							
Total	25	22	25	44	35	31	24
Caring Adult Relationships	28	23	29	37	33	31	29
High Expectations	46	33	42	69	58	48	48
Opportunities for Meaningful Participation	9	8	13	16	16	13	9
<i>Community Environment</i>							
Total	59	58	62	78	68	69	59
Caring Adult Relationships	61	54	63	77	62	69	61
High Expectations	64	60	64	83	66	71	66
Opportunities for Meaningful Participation	40	48	53	61	54	54	40
<i>School Connectedness Scale</i>	46	49	39	64	52	52	47

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
<i>School Environment</i>							
Total	29	35	42	30	42	41	29
Caring Adult Relationships	33	38	45	38	40	43	34
High Expectations	46	41	53	49	52	52	45
Opportunities for Meaningful Participation	12	22	18	19	19	20	12
<i>Community Environment</i>							
Total	60	65	60	68	68	67	61
Caring Adult Relationships	62	65	55	62	61	64	62
High Expectations	64	65	63	70	64	67	63
Opportunities for Meaningful Participation	40	54	54	54	59	59	43
<i>School Connectedness Scale</i>	41	41	45	44	47	50	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 A3.9.4

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
<i>School Environment</i>							
Total	30						
Caring Adult Relationships	41						
High Expectations	45						
Opportunities for Meaningful Participation	12						
<i>Community Environment</i>							
Total	44						
Caring Adult Relationships	51						
High Expectations	50						
Opportunities for Meaningful Participation	19						
<i>School Connectedness Scale</i>	48						

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	4	5	6	10
Disagree	6	6	8	11
Neither Agree Nor Disagree	23	22	21	29
Agree	46	44	42	35
Strongly Agree	21	23	23	15
I am happy to be at this school.				
Strongly Disagree	5	6	7	11
Disagree	6	6	8	9
Neither Agree Nor Disagree	20	20	23	19
Agree	41	41	40	35
Strongly Agree	29	26	21	26
I feel like I am part of this school.				
Strongly Disagree	6	7	8	11
Disagree	9	8	11	10
Neither Agree Nor Disagree	25	29	28	28
Agree	40	39	37	35
Strongly Agree	20	18	16	17
Teachers at this school treat students fairly.				
Strongly Disagree	10	8	7	7
Disagree	12	11	12	7
Neither Agree Nor Disagree	26	27	29	19
Agree	35	40	41	37
Strongly Agree	17	15	12	31
I feel safe in my school.				
Strongly Disagree	6	6	6	9
Disagree	8	8	6	7
Neither Agree Nor Disagree	24	25	24	23
Agree	38	41	43	39
Strongly Agree	23	20	20	21

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	12	12	10	10
A Little True	31	33	26	25
Pretty Much True	33	34	34	31
Very Much True	24	21	31	34
who notices when I am not there.				
Not At All True	12	13	10	9
A Little True	25	26	23	18
Pretty Much True	31	34	35	34
Very Much True	32	27	32	39
who listens when I have something to say.				
Not At All True	10	10	7	9
A Little True	22	23	20	19
Pretty Much True	33	36	37	33
Very Much True	35	31	36	39
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	7	7	6	7
A Little True	19	21	19	17
Pretty Much True	35	37	38	36
Very Much True	40	35	37	40
who always wants me to do my best.				
Not At All True	4	5	5	6
A Little True	12	16	14	16
Pretty Much True	26	31	32	29
Very Much True	57	48	49	49
who believes that I will be a success.				
Not At All True	8	10	9	10
A Little True	17	20	18	21
Pretty Much True	30	34	34	28
Very Much True	45	37	39	41

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	20	19	28
A Little True	29	27	27	31
Pretty Much True	31	26	26	24
Very Much True	26	28	28	17
I help decide things like class rules or activities.				
Not At All True	48	53	48	48
A Little True	29	28	28	27
Pretty Much True	14	12	15	14
Very Much True	9	7	10	11
I do things that make a difference at school.				
Not At All True	26	30	29	32
A Little True	36	36	34	31
Pretty Much True	22	21	21	21
Very Much True	15	13	16	15

*Questions HS A22-24/MS A21-23: At school...I do interesting activities.. I help decide things like class activities or rules...
I do things that make a difference.*

Table A3.12

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	7	6	5	11
A Little True	10	8	8	12
Pretty Much True	15	16	16	18
Very Much True	68	70	71	59
who notices when I am upset about something.				
Not At All True	12	11	10	13
A Little True	14	14	13	18
Pretty Much True	20	23	21	24
Very Much True	53	53	56	45
whom I trust.				
Not At All True	10	11	9	16
A Little True	10	11	10	11
Pretty Much True	18	18	18	21
Very Much True	63	61	62	52
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	9	8	7	12
A Little True	12	12	12	18
Pretty Much True	22	22	23	25
Very Much True	57	57	58	45
who believes that I will be a success.				
Not At All True	8	7	7	14
A Little True	10	10	10	16
Pretty Much True	19	20	20	22
Very Much True	63	62	63	49
who always wants me to do my best.				
Not At All True	6	6	5	9
A Little True	8	8	8	13
Pretty Much True	15	17	17	21
Very Much True	70	69	69	57

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	24	26	29	60
A Little True	12	13	12	15
Pretty Much True	15	14	13	10
Very Much True	50	47	46	15
I am involved in music, art, literature, sports or a hobby.				
Not At All True	15	17	17	33
A Little True	10	11	11	17
Pretty Much True	15	15	16	18
Very Much True	60	57	56	33
I help other people.				
Not At All True	10	10	9	13
A Little True	22	22	20	26
Pretty Much True	33	35	32	32
Very Much True	35	33	39	29

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	76	57	38	12
1 time	8	9	7	5
2 to 3 times	7	11	11	8
4 or more times	8	23	43	76
Marijuana				
0 times	88	72	59	18
1 time	4	5	6	4
2 to 3 times	3	5	7	7
4 or more times	6	18	29	71
Inhalants (to get high)				
0 times	87	86	88	63
1 time	5	5	4	8
2 to 3 times	4	4	3	9
4 or more times	4	5	5	20
Cocaine				
0 times	na	94	92	61
1 time	na	2	3	6
2 to 3 times	na	1	2	11
4 or more times	na	2	3	22
Methamphetamine or any amphetamine				
0 times	na	95	94	72
1 time	na	2	2	6
2 to 3 times	na	1	1	7
4 or more times	na	2	3	16

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	94	92	68
1 time	na	2	3	9
2 to 3 times	na	2	3	10
4 or more times	na	3	3	13
Ecstasy				
0 times	na	89	86	57
1 time	na	4	4	8
2 to 3 times	na	3	4	9
4 or more times	na	4	7	25
Heroin				
0 times	na	96	96	78
1 time	na	1	1	7
2 to 3 times	na	1	1	3
4 or more times	na	2	2	12
Other illegal drug or pill				
0 times	94	87	84	53
1 time	2	3	3	5
2 to 3 times	2	4	4	8
4 or more times	2	6	9	35
<i>Any of the above AOD Use</i>	30	48	65	91
Prescription pain killers				
0 times	na	86	81	48
1 time	na	4	4	9
2 to 3 times	na	4	6	13
4 or more times	na	6	9	31

*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	96	96	83
1 time	na	1	1	4
2 to 3 times	na	1	1	4
4 or more times	na	2	2	8
Tranquilizers or sedatives				
0 times	na	93	89	63
1 time	na	2	3	5
2 to 3 times	na	2	3	9
4 or more times	na	3	5	23
Cold/cough medicines				
0 times	na	78	80	56
1 time	na	4	4	8
2 to 3 times	na	6	6	13
4 or more times	na	12	11	23
Diet pills				
0 times	na	93	93	84
1 time	na	2	1	4
2 to 3 times	na	2	2	3
4 or more times	na	4	4	9
Ritalin™ or Adderall™				
0 times	na	94	91	67
1 time	na	2	2	5
2 to 3 times	na	2	3	8
4 or more times	na	3	4	20

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	70	53	36	11
10 or under	13	9	7	15
11 -12 years old	14	12	9	22
13-14 years old	3	23	20	29
15-16 years old	0	2	26	18
17 years or older	0	1	2	6
Marijuana				
Never	90	74	60	20
10 or under	2	3	2	9
11 -12 years old	5	6	4	20
13-14 years old	2	16	13	30
15-16 years old	0	2	20	17
17 years or older	0	1	2	4
Other illegal drug				
Never	94	85	78	39
10 or under	1	1	1	5
11 -12 years old	3	3	2	12
13-14 years old	1	9	5	22
15-16 years old	0	1	12	17
17 years or older	0	0	1	5

Question HS A.56,59-60/MS A.45,48-49: About how old were you the first time you. Had... a full drink of alcohol....used marijuana...used any other illegal drug?

Table A4.3***Current AOD Use, Past 30 Days***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Alcohol (at least one drink)	14	23	35	62
Binge drinking (5 or more drinks in a row)	6	14	23	55
Marijuana	7	16	23	55
Inhalants	6	6	5	13
Cocaine	na	4	4	18
Methamphetamine or any amphetamine	na	3	3	13
Ecstasy, LSD or other psychedelics	na	6	7	24
Other illegal drug or pill	4	8	8	28
<i>Any drug use</i>	10	19	25	60
<i>Heavy drug user</i>	4	10	14	44
<i>Any of the above AOD Use</i>	18	29	41	73
Two or more of the above at the same time	na	9	13	41

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	86	77	65	38
1 or 2 days	9	13	18	21
3 to 9 days	2	5	10	23
10 to 19 days	1	2	3	12
20 or more days (daily)	2	3	3	7
Marijuana				
None	93	84	77	45
1 or 2 days	3	6	9	9
3 to 9 days	1	4	5	8
10 to 19 days	1	2	3	8
20 or more days (daily)	2	4	6	29

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	90	76	59	23
1 to 2 times	7	12	19	21
3 to 6 times	2	6	10	19
7 or more times	2	6	11	37

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	90	75	62	23
1 to 2 times	5	8	9	9
3 to 6 times	2	5	7	10
7 or more times	3	13	22	58

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	94	86	77	45
1 to 2 days	4	8	12	19
3 or more days	3	6	11	35

Question HS A.64/MS A.53: During the past 30 days, on how many days did you use five or more drinks of alcohol in a row, that is, within a couple of hours?

Table A4.8***Desired Level of Alcohol Consumption, Drinking Style or Preference***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Don't drink alcohol	71	56	42	19
Just a sip or two	17	15	12	5
Enough to feel it a little	7	11	15	14
Enough to feel it a lot	3	10	20	31
Until really drunk	2	8	11	30

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	74	63	30
Not high at all	3	3	3
A little high	6	8	9
Moderately high	8	15	24
Very high	9	11	35

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>	<i>79</i>	<i>73</i>	<i>50</i>
<i>Any</i>	<i>21</i>	<i>27</i>	<i>50</i>
1 time	6	8	7
2 times	5	6	11
3 to 6 times	5	7	15
7 or more times	5	6	17

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>	<i>54</i>
<i>Any</i>	<i>46</i>
1 time	14
2 times	10
3 to 6 times	10
7 or more times	12

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	93	93	84
1 to 2 days	4	4	4	8
3 or more days	2	3	3	7
Marijuana				
0 days	96	92	92	78
1 to 2 days	2	3	3	7
3 or more days	2	5	4	15
Any illegal drug or pill				
0 days	97	94	94	82
1 to 2 days	2	3	3	9
3 or more days	1	3	3	10
<i>Any of the above</i>	8	12	12	30

*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	94	84	77	36
1 to 2 times	4	7	9	17
3 to 6 times	1	4	5	12
7 or more times	1	5	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	24	23	23	24
Moderate	24	25	24	23
Slight	28	34	36	35
None	24	18	18	18
Alcohol - 5 or more drinks once or twice a week				
Great	46	50	51	36
Moderate	24	27	27	30
Slight	10	11	12	21
None	21	13	10	14

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	42	36	31	23
Moderate	25	27	22	16
Slight	11	19	24	21
None	22	18	23	40
Marijuana - Smoke once or twice a week				
Great	54	51	42	24
Moderate	17	20	22	17
Slight	8	12	17	22
None	22	17	19	37

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	21	22	22	49
Somewhat disapprove	14	21	22	24
Strongly disapprove	65	57	56	27
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	22	34	45	70
Somewhat disapprove	14	22	21	14
Strongly disapprove	64	45	34	16
Marijuana - Once a month or more				
Neither approve or disapprove	22	31	42	70
Somewhat disapprove	12	18	19	12
Strongly disapprove	67	50	39	17

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	42	11	7	7
10 percent	27	14	7	4
20 percent	9	10	7	4
30 percent	5	10	7	2
40 percent	3	8	7	2
50 percent	6	15	17	10
60 percent	2	6	8	2
70 percent	2	7	11	9
80 percent	1	7	13	10
90 percent	1	7	11	24
All of them	2	3	4	26

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	64	47	20
Problems with emotions, nerves, mental health	8	12	27
Trouble or problems with the police	7	9	30
Money problems	3	6	20
Miss school	4	6	24
Problems with school work	6	7	17
Fight with other kids	4	5	19
Damage a friendship	6	7	17
Physically hurt or injure yourself	4	6	18
Unwanted or unprotected sex	4	6	19
Forget what happened or pass out	9	15	32
Other problems	4	6	14
More than one problem	11	17	40
Never had problems when I've used alcohol/drugs	18	28	23

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	67	51	22
Had to increase use to get same effect as before	7	13	34
Spent a lot of time getting, using, or being "hung over" from using	5	7	24
Used alcohol or drugs a lot more than intended	6	10	24
Used alcohol or drugs when alone	8	12	31
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4	5	17
Often didn't feel OK unless had something to drink or used a drug	4	4	19
Thought about reducing or stopping	7	12	26
Told yourself not going to use, but used anyway	7	10	24
Spoke with someone about reducing or stopping use	4	6	19
Attended counseling, program, or group to reduce/stop use	1	2	12
More than one experience	10	16	37
Use alcohol or drugs, but have not experienced any of these things	16	24	21

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	12	5	4	7
Fairly difficult	11	7	6	7
Fairly easy	17	23	24	25
Very easy	19	40	51	54
Don't know	40	24	14	8
Marijuana				
Very difficult	21	8	5	5
Fairly difficult	10	7	4	4
Fairly easy	11	19	19	12
Very easy	14	38	55	71
Don't know	43	28	17	8

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	84	67	64	44
1 time	8	11	11	11
2 to 3 times	4	9	10	12
4 or more times	5	13	16	33

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	38	39	41	45
Yes	62	61	59	55

Question HS A 98/MS A.61: During the past 12 months...Have you talked with at least one of your parents (or guardian) about the dangers of tobacco, alcohol, or drug use?

Table A4.23***Heard, Read or Watched any Messages about Not Using Alcohol, Tobacco or Drugs***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	18	14	18	19
Yes	82	86	82	81

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	20	27	37	61
American Indian or Alaska Native	14	19	36	
Asian	27	30	41	
Black or African American	17	21	34	
Native Hawaiian or Pacific Islander	6	7	17	
White	10	19	31	
Mixed (two or more) races		26	35	

*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	11	20	25	49
American Indian or Alaska Native	8	21	24	
Asian	20	26	35	
Black or African American	9	16	24	
Native Hawaiian or Pacific Islander	3	5	8	
White	3	13	22	
Mixed (two or more) races		19	26	

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	85	na	na	na
1 time	7	na	na	na
2 to 3 times	4	na	na	na
4 or more times	4	na	na	na
A whole cigarette				
0 times	93	82	74	27
1 time	2	5	6	6
2 to 3 times	2	4	6	10
4 or more times	3	8	15	57
Smokeless tobacco				
0 times	95	94	91	75
1 time	2	2	3	7
2 to 3 times	1	2	2	7
4 or more times	2	2	4	11

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	88	79	69	23
10 or under	4	4	4	15
11-12 years old	6	6	5	19
13-14 years old	1	10	9	22
15-16 years old	0	1	12	16
17 years or older	0	0	1	6
Smokeless tobacco				
Never	95	92	88	67
10 or under	1	1	1	5
11-12 years old	2	2	1	7
13-14 years old	1	4	3	9
15-16 years old	0	1	6	9
17 years or older	0	0	1	4

Question HS A.57-58/MS A.46-47: About how old were you the first time yousmoked 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	5	8	12	52
Daily	1	2	3	26
Smokeless tobacco				
Any	3	3	4	10
Daily	1	1	1	3

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>	97	96	96	75
<i>Any</i>	3	4	4	25
1 or 2 days	2	2	2	10
3 to 9 days	0	1	1	4
10 to 19 days	0	1	0	3
20 to 30 days	1	1	1	8

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	19	19	19	46
Somewhat disapprove	11	14	15	20
Strongly disapprove	71	66	66	34

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	13	13	34
Somewhat disapprove	14	16	16	25
Strongly disapprove	72	71	71	41

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	29	30	34	30
Moderate	32	34	32	25
Slight	20	22	21	31
None	20	14	12	15
Smoking 1-2 packs of cigarettes a day				
Great	64	73	78	66
Moderate	11	10	8	14
Slight	5	4	4	7
None	21	13	10	14

Question HS A.78-79/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	13	6	4	6
Fairly difficult	12	8	5	3
Fairly easy	17	25	25	14
Very easy	14	32	47	70
Don't know	43	30	20	8

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

Table A5.9***Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
None of them	44	15	10	8
10 percent	29	25	22	6
20 percent	9	16	15	4
30 percent	6	12	14	6
40 percent	3	8	9	4
50 percent	6	13	15	17
60 percent	1	3	4	4
70 percent	1	3	5	13
80 percent	1	2	3	10
90 percent	1	1	2	16
All of them	1	2	2	11

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	7	9	11	46
American Indian or Alaska Native	6	10	22	
Asian	17	19	23	
Black or African American	7	7	16	
Native Hawaiian or Pacific Islander	1	3	8	
White	3	7	14	
Mixed (two or more) races		7	11	

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors/lies spread about you				
0 times	54	61	65	60
1 time	21	18	16	17
2 to 3 times	13	12	10	12
4 or more times	12	10	9	11
Had sexual jokes/comments/gestures made to you				
0 times	57	54	57	55
1 time	14	12	10	11
2 to 3 times	10	11	11	12
4 or more times	19	23	22	22
Been made fun of because of your looks/way of talking				
0 times	56	62	69	68
1 time	16	14	11	11
2 to 3 times	11	9	8	8
4 or more times	17	14	12	13

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Been pushed, shoved, hit, etc.				
0 times	57	70	81	74
1 time	16	14	10	11
2 to 3 times	12	8	6	7
4 or more times	15	8	4	9
Been afraid of being beaten up				
0 times	73	79	87	80
1 time	14	12	8	11
2 to 3 times	6	4	3	4
4 or more times	7	4	2	5
Been in a physical fight				
0 times	75	80	86	66
1 time	12	9	7	13
2 to 3 times	7	5	4	10
4 or more times	6	5	3	12

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	71	74	79	72
1 time	16	15	13	13
2 to 3 times	8	6	5	9
4 or more times	6	5	3	6
Damaged school property on purpose				
0 times	86	86	89	77
1 time	7	7	5	9
2 to 3 times	3	3	3	6
4 or more times	3	4	3	8

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

Table A6.4***Weapons Possession on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Carried a gun				
0 times	95	95	96	83
1 time	2	2	1	7
2 or more times	3	3	2	10
Carried any other weapon				
0 times	90	91	93	73
1 time	4	3	3	9
2 or more times	5	6	5	18

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	72	74	79	62
1 time	15	12	9	10
2 or more times	13	14	12	27
Been threatened/injured with a weapon				
0 times	91	92	94	81
1 time	5	4	3	7
2 or more times	5	4	3	12

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	15	12	31
Somewhat disapprove	11	10	8	12
Strongly disapprove	72	75	80	57

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	83	84	87	82
1 time	8	7	5	7
2 or more times	9	10	8	11
Religion				
0 times	90	90	91	88
1 time	5	4	4	5
2 or more times	5	6	5	8
Gender				
0 times	90	92	93	85
1 time	5	4	3	5
2 or more times	5	4	4	10
Sexual Orientation *				
0 times	89	91	93	87
1 time	5	4	2	5
2 or more times	6	5	4	8
Physical/Mental Disability				
0 times	93	95	95	88
1 time	3	2	2	6
2 or more times	3	3	3	6
<i>Any of the Above Five Hate-Crime Reasons</i>	31	27	23	27
Any Other Reason				
0 times	72	78	86	78
1 time	10	8	5	9
2 or more times	17	14	9	13
<i>Any Harassment</i>	42	35	28	32

Question HS A.113-118/MS A.95-100: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?

** "Because you are gay or lesbian or someone thought you were."*

Table A6.8***Gang Involvement, Current***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	91	92	92	85
Yes	9	8	8	15

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	52	47	42	30
No	44	47	52	56
Yes	4	6	7	14

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	23	19	24	30
Safe	42	45	43	35
Neither safe nor unsafe	27	29	28	27
Unsafe	5	4	3	5
Very unsafe	3	3	2	3

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times (never)	83	78	79	72
1 time	9	11	11	14
2-3 times	5	7	6	9
4 or more times	4	5	4	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	NT
	%	%	%	%
Hispanic or Latino	29	25	22	25
American Indian or Alaska Native	32	20	28	
Asian	44	44	41	
Black or African American	49	37	28	
Native Hawaiian or Pacific Islander	44	35	31	
White	40	36	27	
Mixed (two or more) races		25	22	

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	17	16	14	19
American Indian or Alaska Native	15	15	22	
Asian	32	39	36	
Black or African American	34	30	23	
Native Hawaiian or Pacific Islander	39	30	27	
White	20	24	16	
Mixed (two or more) races		17	13	

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	31	37	39	50
Yes	69	63	61	50

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	73	70	67	59
Yes	27	30	33	41

Question HS A.123/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
No	82	83	71
Yes	18	17	29

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	85	87	87	82
Less than once a month	12	9	8	11
1 to 3 times	2	2	3	4
Once a week or more	1	2	2	3
Personal skill games				
Not at all	-1	79	80	-1
Less than once a month	-1	10	10	-1
1 to 3 times	-1	6	6	-1
Once a week or more	-1	5	5	-1
Betting on sports				
Not at all	-1	75	77	-1
Less than once a month	-1	14	14	-1
1 to 3 times	-1	6	6	-1
Once a week or more	-1	5	4	-1
Lottery				
Not at all	-1	86	87	-1
Less than once a month	-1	8	7	-1
1 to 3 times	-1	3	3	-1
Once a week or more	-1	3	3	-1
Bet or gambled in any other way				
Not at all	-1	82	83	-1
Less than once a month	-1	10	9	-1
1 to 3 times	-1	4	4	-1
Once a week or more	-1	4	4	-1

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)?	23	25	44	43	62	61	92	86
use inhalants?	13	12	14	14	12	13	40	34
smoke marijuana?	10	14	24	31	38	45	87	79
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	15	13	25	21	35	35	64	61
use inhalants?	7	6	6	6	4	6	8	17
smoke marijuana?	6	8	14	19	19	27	53	56
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	10	10	26	23	42	40	81	75
been high from using drugs?	9	11	22	28	35	41	80	75
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	6	6	14	14	21	26	52	56
AOD Use at School								
During your life, have you ever been drunk/high on school property?	6	6	15	17	20	26	67	62
During the past 30 days, did you use marijuana on school property?	3	5	6	10	5	10	18	25
Perceived Harm								
<i>Frequent use of...is harmful.*</i>								
alcohol (five or more drinks once or twice a week)	81	78	89	86	91	89	88	85
marijuana (once or twice a week)	80	76	86	81	85	77	61	65

**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?	5	8	15	21	24	29	72	74
During the past 30 days, did you smoke a cigarette?	4	6	7	9	10	15	49	54
During the past 30 days, did you smoke cigarettes daily?	1	1	1	2	2	4	25	26
During the past 30 days, did you smoke cigarettes on school property?	3	3	3	5	2	5	21	29
Frequent use of cigarettes is harmful. (1-2 packs a day)*	81	77	88	86	91	89	88	84

**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	14	20	14	20	11	15	13	22
Religion	9	12	9	11	9	9	6	17
Gender	11	9	10	6	9	5	12	17
Gay/lesbian, or someone thought you were	9	14	8	10	6	8	10	16
Physical/mental disability	6	8	4	6	4	5	7	16
Any other reason	27	28	22	21	14	15	21	23
During the past 12 months at school, have you been in a physical fight?	17	33	14	26	8	20	30	37
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	3	6	5	6	6	8	14	14
Feels safe at school	66	62	65	64	67	68	65	65
Currently belong to a gang	7	11	6	11	5	11	10	19

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	66	72	60	67	60	62	48	51
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	23	36	24	38	26	45	37

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 %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
Lifetime and Current ATOD Use								
<i>During your life did you ever...</i>								
smoke a cigarette?	7	7	18	20	45 ^a	26	34	55 ^a
chew tobacco or snuff?	5	4	6	6	~	9	10	~
drink alcohol (glass)?	24	24	43	47	67	62	66	79
use inhalants?	13	11	14	14	15	12	15	12
smoke marijuana?	12	9	28	25	29	41	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette?	5	6	8	11	15	12	17	24
chew tobacco or snuff?	3	3	3	5	6	4	6	6
drink alcohol (glass)?	14	15	23	24	37	35	42	53
use inhalants?	6	5	6	7	~	5	7	~
smoke marijuana?	7	7	16	15	16	23	24	21
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	10	11	24	28	~	41	45	~
been high from using drugs?	10	8	25	22	~	38	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	6	6	14	16	18	23	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 %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
ATOD Use on School Property								
During your life, have you ever been drunk/high?	6	6	16	13	~	23	25	~
During the past 30 days, did you smoke cigarettes?	3	3	4	7	4	4	7	5
Perceived Harm								
<i>People risk harming themselves using...</i> ^b								
cigarettes (1-2 packs a day).	79	83	87	90	~	90	93	~
alcohol (five or more drinks once or twice a week).	79	83	87	89	~	90	92	~
marijuana (once or twice a week).	78	82	83	85	~	81	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 %		
	County	CSS	County	CSS	YRBS	County	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?	31	31	27	27	~	23	22	~
been in a physical fight?	25	32	20	25	18	14	23	11
been afraid of being beaten up?	27	29	21	22	~	13	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.	23	18	19	16	~	24	20	~
Do you consider yourself a member of a gang?	9	9	8	8	~	8	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult	35	31	32	28	~	39	29	~
High expectations from teacher or other adult	57	45	50	39	~	50	38	~
Opportunities for meaningful participation at their school	14	16	12	13	~	16	15	~
Total	34	31	30	27	~	36	28	~
School Connectedness Scale	51	39	51	34	~	48	31	~

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