

California Healthy Kids Survey

Fairfield-Suisun Unified
Secondary
2011-2012
Main Report

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

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

Recommended citation:

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

PREFACE

This report provides the detailed results for each question from this school/district's 2011–12 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.¹

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

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine whether staff and parent perceptions accurately reflect student behaviors and experiences. The *CHKS Guidebook* to survey content provides a crosswalk between student and staff survey questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff, to guide school improvement efforts.

SURVEY PURPOSE

The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.² The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning

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

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

supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

School-Related Content

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

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

Closing the Achievement Gap

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

- To help in understanding and interpreting these results, *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook for the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- *A Workbook on Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy.³

ASSESSING THE DATA

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

Representativeness

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

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase after holidays or social events).

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

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help determine whether changes in results are locally unique or may be part of a larger trend, possibly affected by broad social forces.

Ultimately, however, the most fundamental concern should be what the survey results say about the students and schools and what improvements need to be made.

NEXT STEPS

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

Compare with Other Data Sources

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

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

ACKNOWLEDGMENTS

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

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

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

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT*
<i>Student Sample Size</i>				
Target Sample	1516	1578	1319	364
Final Number	1197	1280	882	258
Average Response Rate	79%	81%	67%	71%

* 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	50	0	0	4
13 years old	47	0	0	3
14 years old	3	51	0	4
15 years old	0	44	1	8
16 years old	0	3	51	33
17 years old	0	0	46	43
18 years or older	0	0	3	4

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

Table A2.2

Gender of Sample

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Male	50	46	45	57
Female	50	54	55	43

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

Table A2.3

Hispanic or Latino

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	57	57	63	52
Yes	41	40	36	43

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

Table A2.4***Race***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	4	3	2	3
Asian	11	11	12	2
Black or African American	10	14	15	21
Native Hawaiian or Pacific Islander	3	6	5	2
White	15	17	22	16
Mixed (two or more) races	42	33	30	41

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

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

	Grade 9	Grade 11	NT
	%	%	%
A home with both parents	65	65	48
A home with only one parent	26	26	35
Other relative's home	3	4	8
A home with more than one family	3	2	5
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	1
Hotel or motel	0	0	0
Migrant housing	0	0	0
Shelter	0	0	0
On the street (no fixed housing), car campground	1	1	2
Other transitional or temporary housing	0	0	0
Other living arrangements	1	1	2

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

Table A2.6***Grades, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Mostly A's	24	20	16	15
A's and B's	28	28	32	19
Mostly B's	7	9	9	8
B's and C's	19	20	25	21
Mostly C's	5	6	5	10
C's and D's	9	10	9	19
Mostly D's	3	3	2	3
Mostly F's	5	4	1	5

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	79	70	48	40
1-2 times	9	15	19	19
A few times	8	9	19	25
Once a month	1	2	5	2
Once a week	1	1	3	4
More than once a week	2	3	6	9

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	55
1 day	21
2 days	11
3 days	9
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	2	2	2	2
No	63	67	85	71
Don't know	35	30	13	26

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	28	59	13	23	55	22	26	56	18	18	58	23
Caring Adult Relationships	32	55	13	24	56	19	31	56	13	23	61	16
High Expectations	51	41	7	38	51	11	39	52	9	30	57	12
Opportunities for Meaningful Participation	9	53	38	12	46	42	13	46	41	12	40	48
<i>Community Environment</i>												
Total	60	31	9	58	31	11	62	30	8	41	47	13
Caring Adult Relationships	60	30	10	59	30	11	61	30	9	50	38	13
High Expectations	64	27	9	63	27	9	64	27	8	50	37	13
Opportunities for Meaningful Participation	46	37	16	43	36	21	43	38	19	22	47	31
<i>School Connectedness Scale</i>												
	36	46	18	28	52	20	26	53	21	22	54	25

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	27	56	17	18	54	28	24	53	22	16	57	27
Caring Adult Relationships	30	54	16	21	57	22	27	59	15	21	63	16
High Expectations	49	41	10	34	53	13	33	56	11	27	59	14
Opportunities for Meaningful Participation	10	50	40	10	41	49	10	45	45	6	39	56
Community Environment												
Total	54	35	11	51	35	14	61	29	10	39	47	14
Caring Adult Relationships	58	32	10	56	31	12	59	33	8	49	41	10
High Expectations	59	30	11	60	30	10	63	28	9	49	38	13
Opportunities for Meaningful Participation	41	38	20	36	36	29	38	40	21	19	42	40
School Connectedness Scale												
	35	46	19	26	52	22	28	53	19	19	52	29

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	21	67	13	23	53	23						
Caring Adult Relationships	24	62	14	28	56	16						
High Expectations	37	55	8	26	67	7						
Opportunities for Meaningful Participation	8	44	48	16	40	44						
Community Environment												
Total	40	42	19	43	43	15						
Caring Adult Relationships	44	29	27	44	44	12						
High Expectations	50	27	23	51	39	10						
Opportunities for Meaningful Participation	27	45	29	27	41	32						
School Connectedness Scale												
	26	46	28	30	49	21						

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	35	57	8	24	64	12	26	65	10			
Caring Adult Relationships	31	59	10	21	64	15	30	61	8			
High Expectations	60	34	5	38	55	7	46	50	4			
Opportunities for Meaningful Participation	11	63	26	13	51	36	14	51	35			
Community Environment												
Total	67	29	4	54	34	13	57	32	11			
Caring Adult Relationships	60	33	7	51	31	18	56	31	13			
High Expectations	75	20	5	58	31	11	59	33	8			
Opportunities for Meaningful Participation	46	45	9	49	34	17	45	42	13			
School Connectedness Scale												
	49	48	4	33	55	12	33	52	15			

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	29	59	12	27	51	22	25	58	17	25	55	20
Caring Adult Relationships	37	53	10	28	50	22	32	58	9	21	62	17
High Expectations	53	39	8	47	40	13	38	53	9	31	58	12
Opportunities for Meaningful Participation	12	52	35	10	45	45	13	44	43	25	43	32
Community Environment												
Total	60	31	8	59	35	6	74	25	2	50	46	4
Caring Adult Relationships	58	31	11	62	30	8	70	26	4	56	42	2
High Expectations	64	26	9	69	24	7	74	22	3	56	40	4
Opportunities for Meaningful Participation	45	37	18	45	38	18	56	30	14	24	54	22
School Connectedness Scale												
	34	41	25	22	54	24	25	48	27	25	57	19

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				38	51	12	27	61	11			
Caring Adult Relationships				27	53	20	31	53	16			
High Expectations				50	44	6	32	57	11			
Opportunities for Meaningful Participation				23	51	26	18	60	22			
Community Environment												
Total				64	26	9	69	29	2			
Caring Adult Relationships				59	28	13	65	26	9			
High Expectations				59	30	10	67	29	5			
Opportunities for Meaningful Participation				49	36	14	57	41	2			
School Connectedness Scale												
				38	49	13	32	43	25			

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	32	60	8	29	51	20	29	56	15	16	62	22
Caring Adult Relationships	38	54	9	29	56	15	36	55	10	24	63	13
High Expectations	59	35	6	40	51	8	44	50	6	32	63	5
Opportunities for Meaningful Participation	7	53	39	13	46	41	13	42	44	8	54	38
Community Environment												
Total	72	22	6	68	23	10	61	30	9	29	61	11
Caring Adult Relationships	69	23	8	68	23	9	64	30	7	45	34	21
High Expectations	71	23	6	66	25	9	66	25	9	50	34	16
Opportunities for Meaningful Participation	56	34	9	48	39	13	39	38	23	13	58	29
School Connectedness Scale												
	48	37	15	28	54	18	29	54	17	15	51	33

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	27	59	14	19	56	25	26	51	23	19	54	26
Caring Adult Relationships	31	55	14	22	56	22	32	50	18	26	56	18
High Expectations	50	43	7	36	52	13	38	47	15	32	50	17
Opportunities for Meaningful Participation	8	55	37	10	47	42	14	47	39	9	35	56
<i>Community Environment</i>												
Total	62	31	8	59	29	12	62	29	10	45	37	17
Caring Adult Relationships	61	31	7	58	32	11	60	29	11	51	33	16
High Expectations	65	26	9	63	27	10	63	27	11	48	33	20
Opportunities for Meaningful Participation	49	35	16	43	35	22	42	36	22	21	49	30
<i>School Connectedness Scale</i>												
	32	49	19	27	50	23	21	58	21	21	56	24

Table A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	27	21	35	29		32	27
Caring Adult Relationships	30	24	31	37		38	31
High Expectations	49	37	60	53		59	50
Opportunities for Meaningful Participation	10	8	11	12		7	8
Community Environment							
Total	54	40	67	60		72	62
Caring Adult Relationships	58	44	60	58		69	61
High Expectations	59	50	75	64		71	65
Opportunities for Meaningful Participation	41	27	46	45		56	49
School Connectedness Scale							
	35	26	49	34		48	32

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

NH/PI:

Table A3.9.2

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	18	23	24	27	38	29	19
Caring Adult Relationships	21	28	21	28	27	29	22
High Expectations	34	26	38	47	50	40	36
Opportunities for Meaningful Participation	10	16	13	10	23	13	10
Community Environment							
Total	51	43	54	59	64	68	59
Caring Adult Relationships	56	44	51	62	59	68	58
High Expectations	60	51	58	69	59	66	63
Opportunities for Meaningful Participation	36	27	49	45	49	48	43
School Connectedness Scale							
	26	30	33	22	38	28	27

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

NH/PI:

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	24		26	25	27	29	26
Caring Adult Relationships	27		30	32	31	36	32
High Expectations	33		46	38	32	44	38
Opportunities for Meaningful Participation	10		14	13	18	13	14
Community Environment							
Total	61		57	74	69	61	62
Caring Adult Relationships	59		56	70	65	64	60
High Expectations	63		59	74	67	66	63
Opportunities for Meaningful Participation	38		45	56	57	39	42
School Connectedness Scale							
	28		33	25	32	29	21

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

NH/PI:

Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	16			25		16	19
Caring Adult Relationships	21			21		24	26
High Expectations	27			31		32	32
Opportunities for Meaningful Participation	6			25		8	9
Community Environment							
Total	39			50		29	45
Caring Adult Relationships	49			56		45	51
High Expectations	49			56		50	48
Opportunities for Meaningful Participation	19			24		13	21
School Connectedness Scale							
	19			25		15	21

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	8	11	17
Disagree	7	10	10	12
Neither Agree Nor Disagree	25	24	25	33
Agree	46	42	38	27
Strongly Agree	18	16	16	11
I am happy to be at this school.				
Strongly Disagree	10	11	15	17
Disagree	9	11	11	15
Neither Agree Nor Disagree	25	29	33	33
Agree	37	36	32	21
Strongly Agree	19	14	10	14
I feel like I am part of this school.				
Strongly Disagree	11	12	12	15
Disagree	12	14	14	17
Neither Agree Nor Disagree	28	32	35	34
Agree	36	32	30	26
Strongly Agree	13	10	9	9
Teachers at this school treat students fairly.				
Strongly Disagree	19	15	13	16
Disagree	16	18	19	11
Neither Agree Nor Disagree	27	34	36	30
Agree	27	27	27	30
Strongly Agree	11	7	5	13
I feel safe in my school.				
Strongly Disagree	11	13	10	15
Disagree	12	14	12	18
Neither Agree Nor Disagree	30	33	37	36
Agree	32	32	32	24
Strongly Agree	14	9	9	7

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

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

At my school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>Caring Relationships</i>				
who really cares about me.				
Not At All True	13	16	10	15
A Little True	29	35	34	38
Pretty Much True	33	29	30	29
Very Much True	25	19	26	18
who notices when I am not there.				
Not At All True	15	17	13	13
A Little True	25	30	27	32
Pretty Much True	30	31	32	31
Very Much True	30	22	28	24
who listens when I have something to say.				
Not At All True	11	15	10	13
A Little True	25	27	29	31
Pretty Much True	34	35	36	33
Very Much True	30	23	26	23
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	8	10	9	12
A Little True	20	26	26	28
Pretty Much True	33	36	36	38
Very Much True	38	28	29	22
who always wants me to do my best.				
Not At All True	6	8	6	9
A Little True	12	20	20	24
Pretty Much True	28	34	36	37
Very Much True	54	38	38	30
who believes that I will be a success.				
Not At All True	10	13	12	14
A Little True	19	22	26	25
Pretty Much True	31	33	32	38
Very Much True	40	31	30	23

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
	%	%	%	%
Opportunities for Meaningful Participation				
I do interesting activities at school.				
Not At All True	19	26	26	37
A Little True	29	28	25	29
Pretty Much True	27	21	23	18
Very Much True	25	25	26	15
I help decide things like class rules or activities.				
Not At All True	58	57	52	54
A Little True	24	25	25	24
Pretty Much True	10	10	13	12
Very Much True	8	9	9	10
I do things that make a difference at school.				
Not At All True	31	35	36	39
A Little True	36	33	31	29
Pretty Much True	20	17	19	16
Very Much True	12	14	15	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)

Outside of my home and school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>Caring Relationships</i>				
who really cares about me.				
Not At All True	10	8	7	8
A Little True	11	10	9	13
Pretty Much True	15	18	17	22
Very Much True	64	64	68	57
who notices when I am upset about something.				
Not At All True	15	14	13	14
A Little True	14	15	14	19
Pretty Much True	23	21	20	24
Very Much True	47	50	53	42
whom I trust.				
Not At All True	12	13	12	17
A Little True	12	13	12	18
Pretty Much True	18	18	18	21
Very Much True	58	55	58	44
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	11	10	9	12
A Little True	15	14	15	23
Pretty Much True	23	23	22	23
Very Much True	52	52	54	43
who believes that I will be a success.				
Not At All True	10	10	8	11
A Little True	12	12	12	17
Pretty Much True	20	21	21	27
Very Much True	58	57	59	45
who always wants me to do my best.				
Not At All True	8	8	7	11
A Little True	7	10	9	16
Pretty Much True	18	17	18	24
Very Much True	66	65	67	50

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	28	31	32	48
A Little True	11	13	14	16
Pretty Much True	16	15	14	16
Very Much True	45	41	41	20
I am involved in music, art, literature, sports or a hobby.				
Not At All True	19	24	21	32
A Little True	12	12	14	15
Pretty Much True	16	16	15	21
Very Much True	53	48	50	31
I help other people.				
Not At All True	11	15	12	18
A Little True	22	23	21	27
Pretty Much True	35	29	31	27
Very Much True	32	33	36	28

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	60	40	32
1 time	9	8	7	6
2 to 3 times	7	12	14	16
4 or more times	8	20	38	46
Marijuana				
0 times	86	69	53	31
1 time	5	6	6	4
2 to 3 times	3	7	7	13
4 or more times	6	19	34	51
Inhalants (to get high)				
0 times	84	88	90	79
1 time	7	5	3	9
2 to 3 times	4	3	2	5
4 or more times	5	5	4	7
Cocaine				
0 times	na	94	93	82
1 time	na	3	2	5
2 to 3 times	na	1	3	6
4 or more times	na	2	3	7
Methamphetamine or any amphetamine				
0 times	na	95	95	89
1 time	na	1	1	3
2 to 3 times	na	2	1	3
4 or more times	na	2	2	5

Question 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	93	86
1 time	na	2	2	4
2 to 3 times	na	2	3	3
4 or more times	na	2	2	7
Ecstasy				
0 times	na	93	88	75
1 time	na	2	3	5
2 to 3 times	na	3	3	6
4 or more times	na	2	6	14
Heroin				
0 times	na	96	96	86
1 time	na	1	1	4
2 to 3 times	na	1	1	3
4 or more times	na	2	2	8
Other illegal drug or pill				
0 times	93	90	86	73
1 time	2	3	4	5
2 to 3 times	2	3	4	8
4 or more times	2	5	6	14
Any of the above AOD Use	33	47	65	78
Prescription pain killers				
0 times	na	87	81	73
1 time	na	3	5	4
2 to 3 times	na	4	5	9
4 or more times	na	6	9	14

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	97	98	91
1 time	na	1	1	1
2 to 3 times	na	1	0	3
4 or more times	na	1	1	5
Tranquilizers or sedatives				
0 times	na	95	95	88
1 time	na	2	2	2
2 to 3 times	na	2	2	3
4 or more times	na	2	2	7
Cold/cough medicines				
0 times	na	79	76	70
1 time	na	4	3	5
2 to 3 times	na	7	6	7
4 or more times	na	11	15	18
Diet pills				
0 times	na	93	93	88
1 time	na	2	1	4
2 to 3 times	na	2	1	2
4 or more times	na	4	4	6
Ritalin™ or Adderall™				
0 times	na	95	92	86
1 time	na	2	2	2
2 to 3 times	na	2	3	4
4 or more times	na	1	4	8

*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	54	36	29
10 or under	14	9	8	14
11 -12 years old	14	13	8	13
13-14 years old	3	20	21	22
15-16 years old	0	3	25	17
17 years or older	0	0	2	5
Marijuana				
Never	87	73	56	35
10 or under	3	2	2	6
11 -12 years old	8	7	4	14
13-14 years old	2	16	15	22
15-16 years old	0	2	21	18
17 years or older	0	0	1	4
Other illegal drug				
Never	93	87	80	66
10 or under	2	2	2	4
11 -12 years old	4	3	2	8
13-14 years old	1	7	8	9
15-16 years old	0	1	8	11
17 years or older	0	0	0	2

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Alcohol (at least one drink)	15	21	29	39
Binge drinking (5 or more drinks in a row)	7	11	20	32
Marijuana	8	16	24	45
Inhalants	8	5	3	7
Cocaine	na	3	3	8
Methamphetamine or any amphetamine	na	3	2	6
Ecstasy, LSD or other psychedelics	na	4	3	10
Other illegal drug or pill	5	5	5	13
<i>Any drug use</i>	13	18	25	47
<i>Heavy drug user</i>	5	9	11	25
<i>Total AOD Use</i>	20	27	38	55
Two or more alcohol/drugs at the same time	na	6	9	21

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	85	79	71	61
1 or 2 days	9	13	15	16
3 to 9 days	3	5	8	11
10 to 19 days	1	2	3	8
20 or more days (daily)	2	2	3	5
Marijuana				
None	92	84	76	55
1 or 2 days	4	6	8	14
3 to 9 days	2	3	6	10
10 to 19 days	1	3	4	6
20 or more days (daily)	1	4	6	15

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	88	78	62	51
1 to 2 times	8	12	18	22
3 to 6 times	2	5	9	13
7 or more times	3	6	11	14

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	86	73	58	38
1 to 2 times	7	9	10	14
3 to 6 times	2	6	7	10
7 or more times	5	12	25	38

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	93	89	80	68
1 to 2 days	4	6	10	14
3 or more days	3	5	10	19

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	72	59	44	39
Just a sip or two	16	15	12	10
Enough to feel it a little	5	10	14	15
Enough to feel it a lot	4	10	18	20
Until really drunk	4	5	11	16

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	73	61	40
Not high at all	4	3	4
A little high	6	9	11
Moderately high	9	16	23
Very high	8	12	21

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	NT
	%	%	%
<i>Never</i>	83	77	66
<i>Any</i>	17	23	34
1 time	5	6	9
2 times	4	5	7
3 to 6 times	4	7	10
7 or more times	4	5	7

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>	58
<i>Any</i>	42
1 time	14
2 times	10
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	NT
	%	%	%	%
Alcohol				
0 days	93	90	93	80
1 to 2 days	4	7	4	10
3 or more days	3	3	3	11
Marijuana				
0 days	95	92	93	71
1 to 2 days	3	4	3	12
3 or more days	2	5	4	17
Any illegal drug or pill				
0 days	96	95	96	91
1 to 2 days	2	2	2	4
3 or more days	2	2	2	5
<i>Any of the above</i>	9	13	12	32

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	91	81	71	56
1 to 2 times	5	9	10	10
3 to 6 times	1	5	9	11
7 or more times	2	5	10	22

Question HS A.55/MS A.44: During your life, how many times have you been drunk on alcohol or high on drugs on school property?

Table A4.14***Perceived Harm of Frequent Alcohol Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - Drink Occasionally				
Great	26	31	27	34
Moderate	23	21	24	18
Slight	24	27	30	26
None	26	21	18	22
Alcohol - 5 or more drinks once or twice a week				
Great	40	48	48	36
Moderate	24	22	25	32
Slight	12	11	13	14
None	25	19	14	18

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	36	34	27	26
Moderate	22	22	19	15
Slight	14	17	25	27
None	27	26	29	32
Marijuana - Smoke once or twice a week				
Great	41	43	34	28
Moderate	20	19	20	16
Slight	11	13	19	22
None	28	25	27	34

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

Table A4.16***Personal Disapproval of Using Alcohol***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	25	33	30	42
Somewhat disapprove	14	17	20	23
Strongly disapprove	60	49	50	35
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	28	44	51	60
Somewhat disapprove	14	18	18	20
Strongly disapprove	57	38	31	20
Marijuana - Once a month or more				
Neither approve or disapprove	26	44	48	64
Somewhat disapprove	14	15	19	18
Strongly disapprove	60	41	33	19

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	38	17	9	12
10 percent	24	12	6	5
20 percent	10	7	5	5
30 percent	6	8	6	3
40 percent	5	6	5	3
50 percent	8	16	18	11
60 percent	1	6	8	4
70 percent	2	8	12	6
80 percent	2	8	13	11
90 percent	1	6	12	18
All of them	1	4	7	20

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

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

	Grade 9	Grade 11	NT
	%	%	%
Does not apply, never used alcohol/drugs	67	49	38
Problems with emotions, nerves, mental health	7	11	16
Trouble or problems with the police	5	8	16
Money problems	3	4	10
Miss school	4	6	14
Problems with school work	4	6	5
Fight with other kids	3	3	5
Damage a friendship	2	5	5
Physically hurt or injure yourself	3	4	7
Unwanted or unprotected sex	3	4	9
Forget what happened or pass out	6	13	17
Other problems	2	5	5
More than one problem	8	13	19
Never had problems when I've used alcohol/drugs	19	32	26

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	69	50	42
Had to increase use to get same effect as before	7	12	15
Spent a lot of time getting, using, or being "hung over" from using	4	5	13
Used alcohol or drugs a lot more than intended	3	8	11
Used alcohol or drugs when alone	6	11	16
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	2	4	8
Often didn't feel OK unless had something to drink or used a drug	2	4	8
Thought about reducing or stopping	5	11	12
Told yourself not going to use, but used anyway	4	9	11
Spoke with someone about reducing or stopping use	2	6	7
Attended counseling, program, or group to reduce/stop use	1	1	4
More than one experience	7	14	18
Use alcohol or drugs, but have not experienced any of these things	14	27	23

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	9	6	9
Fairly difficult	11	8	6	10
Fairly easy	16	21	25	21
Very easy	17	35	48	39
Don't know	43	28	16	21
Marijuana				
Very difficult	15	8	6	8
Fairly difficult	10	6	3	3
Fairly easy	12	16	17	15
Very easy	15	41	57	56
Don't know	47	29	17	18

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	80	68	62	55
1 time	10	12	10	7
2 to 3 times	4	8	11	13
4 or more times	6	12	17	26

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	47	50	50	54
Yes	53	50	50	46

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	24	32	29	36
Yes	76	68	71	64

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	18	25	29	45
American Indian or Alaska Native	21	38		
Asian	6	14	16	
Black or African American	14	19	21	29
Native Hawaiian or Pacific Islander	3	10	26	
White	13	20	39	54
Mixed (two or more) races	15	21	31	40

*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	9	18	22	48
American Indian or Alaska Native	16	18		
Asian	1	10	20	
Black or African American	14	18	25	48
Native Hawaiian or Pacific Islander	6	13	14	
White	8	10	21	35
Mixed (two or more) races	8	19	28	44

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	86	na	na	na
1 time	6	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	84	76	60
1 time	3	5	5	5
2 to 3 times	2	4	6	11
4 or more times	2	7	13	24
Smokeless tobacco				
0 times	95	92	89	81
1 time	2	2	3	6
2 to 3 times	2	2	4	7
4 or more times	1	3	5	6

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	88	81	71	50
10 or under	4	4	4	10
11-12 years old	6	6	4	8
13-14 years old	1	8	9	18
15-16 years old	0	1	11	10
17 years or older	0	0	1	3
Smokeless tobacco				
Never	93	91	86	75
10 or under	2	1	2	2
11-12 years old	4	3	1	8
13-14 years old	1	3	4	8
15-16 years old	0	1	6	5
17 years or older	0	0	1	2

Question HS A.57-58/MS A.46-47: About how old were you the first time 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	9	24
Daily	1	1	3	10
Smokeless tobacco				
Any	4	4	5	6
Daily	1	0	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	NT
	%	%	%	%
<i>None</i>	97	96	97	83
<i>Any</i>	3	4	3	17
1 or 2 days	2	2	1	5
3 to 9 days	0	1	0	5
10 to 19 days	0	1	0	1
20 to 30 days	1	0	1	6

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	24	30	25	41
Somewhat disapprove	11	13	16	17
Strongly disapprove	65	58	59	42

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	16	24	18	33
Somewhat disapprove	19	18	16	21
Strongly disapprove	66	58	66	46

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	32	36	36	39
Moderate	25	26	29	17
Slight	19	19	20	24
None	24	19	15	20
Smoking 1-2 packs of cigarettes a day				
Great	60	65	73	61
Moderate	10	11	9	12
Slight	6	5	5	6
None	25	19	13	21

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	12	8	5	10
Fairly difficult	10	8	3	5
Fairly easy	17	20	23	17
Very easy	15	32	49	48
Don't know	46	32	19	21

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	42	21	10	17
10 percent	25	21	16	9
20 percent	10	12	13	6
30 percent	8	12	12	8
40 percent	5	7	9	7
50 percent	7	16	19	19
60 percent	1	3	5	4
70 percent	1	3	5	8
80 percent	1	3	5	7
90 percent	0	1	3	8
All of them	1	2	3	7

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	5	9	7	24
American Indian or Alaska Native	17	11		
Asian	1	5	8	
Black or African American	11	5	3	12
Native Hawaiian or Pacific Islander	3	5	11	
White	4	7	16	46
Mixed (two or more) races	5	10	8	25

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	51	66	69	62
1 time	19	13	11	12
2 to 3 times	15	11	11	13
4 or more times	15	10	9	12
Had sexual jokes/comments/gestures made to you				
0 times	50	60	57	57
1 time	15	9	9	10
2 to 3 times	13	10	11	10
4 or more times	23	22	23	23
Been made fun of because of your looks/way of talking				
0 times	53	64	67	64
1 time	16	13	10	15
2 to 3 times	9	9	10	10
4 or more times	21	14	13	11

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	54	77	83	72
1 time	19	12	8	13
2 to 3 times	13	6	5	7
4 or more times	15	6	4	9
Been afraid of being beaten up				
0 times	72	82	88	83
1 time	13	11	6	9
2 to 3 times	7	4	3	6
4 or more times	9	4	3	2
Been in a physical fight				
0 times	74	82	89	64
1 time	15	9	5	13
2 to 3 times	6	4	3	11
4 or more times	5	5	3	11

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	64	78	80	77
1 time	17	13	11	10
2 to 3 times	9	5	6	7
4 or more times	9	4	4	6
Damaged school property on purpose				
0 times	87	86	88	80
1 time	6	7	6	7
2 to 3 times	3	3	4	5
4 or more times	4	4	3	7

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	92	95	95	87
1 time	4	2	2	8
2 or more times	4	3	3	6
Carried any other weapon				
0 times	87	90	91	82
1 time	6	4	3	5
2 or more times	7	6	7	13

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	59	73	76	62
1 time	21	15	9	16
2 or more times	20	12	15	22
Been threatened/injured with a weapon				
0 times	87	93	95	83
1 time	7	3	2	11
2 or more times	6	4	3	6

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	23	26	18	33
Somewhat disapprove	12	11	9	15
Strongly disapprove	66	64	73	51

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	74	86	83	83
1 time	12	6	5	7
2 or more times	14	8	12	10
Religion				
0 times	87	91	91	88
1 time	8	4	3	2
2 or more times	6	5	6	10
Gender				
0 times	87	93	92	87
1 time	7	3	2	5
2 or more times	5	5	6	8
Sexual Orientation *				
0 times	83	91	92	87
1 time	9	5	4	3
2 or more times	8	4	4	10
Physical/Mental Disability				
0 times	92	94	95	88
1 time	4	3	2	5
2 or more times	4	3	3	6
<i>Any of the Above Five Hate-Crime Reasons</i>	39	23	24	31
Any Other Reason				
0 times	70	82	86	77
1 time	11	7	4	9
2 or more times	19	11	10	14
<i>Any Harassment</i>	47	29	28	34

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	90	93	85
Yes	9	10	7	16

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	55	52	44	39
No	41	42	49	54
Yes	4	6	7	7

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Very safe	16	18	16	20
Safe	41	35	33	27
Neither safe nor unsafe	30	37	40	40
Unsafe	8	6	7	9
Very unsafe	6	4	4	4

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)	75	78	76	71
1 time	13	9	11	11
2-3 times	6	8	8	11
4 or more times	6	5	6	8

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	35	22	25	30
American Indian or Alaska Native	34	16		
Asian	48	23	26	
Black or African American	47	15	26	29
Native Hawaiian or Pacific Islander		35	20	
White	38	28	22	35
Mixed (two or more) races	37	25	26	32

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	25	14	20	16
American Indian or Alaska Native	28	11		
Asian	37	14	21	
Black or African American	40	11	19	22
Native Hawaiian or Pacific Islander		21	15	
White	17	14	12	12
Mixed (two or more) races	24	15	19	16

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

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	33	40	40	49
Yes	67	60	60	51

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	70	68	67	66
Yes	30	32	33	34

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9	Grade 11	NT
	%	%	%
No	81	79	77
Yes	19	21	23

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	88	86	82
Less than once a month	8	7	9	8
1 to 3 times	5	3	4	8
Once a week or more	2	1	2	3
Personal skill games				
Not at all	75	82	83	73
Less than once a month	14	9	9	12
1 to 3 times	6	5	4	9
Once a week or more	6	4	4	6
Betting on sports				
Not at all	77	80	81	75
Less than once a month	12	11	10	13
1 to 3 times	6	5	5	8
Once a week or more	5	4	4	4
Lottery				
Not at all	85	89	88	79
Less than once a month	8	6	6	10
1 to 3 times	4	3	3	7
Once a week or more	3	2	3	4
Bet or gambled in any other way				
Not at all	84	86	85	84
Less than once a month	7	8	8	7
1 to 3 times	4	3	4	5
Once a week or more	5	3	3	5

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)?	25	23	45	33	60	59	79	61
use inhalants?	20	12	13	10	10	9	24	18
smoke marijuana?	14	14	33	29	46	48	81	60
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	15	14	24	16	31	27	51	31
use inhalants?	9	7	6	5	3	3	12	2
smoke marijuana?	8	9	17	13	20	28	51	39
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	12	13	26	17	38	38	62	39
been high from using drugs?	13	15	30	23	39	45	74	53
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	6	7	12	10	19	21	39	27
AOD Use at School								
During your life, have you ever been drunk/high on school property?	10	8	21	15	27	32	51	38
During the past 30 days, did you use marijuana on school property?	5	6	8	8	5	8	33	24
Perceived Harm								
<i>Frequent use of...is harmful.*</i>								
alcohol (five or more drinks once or twice a week)	75	76	81	82	87	85	82	83
marijuana (once or twice a week)	74	71	75	74	74	71	65	68

*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	9	14	16	21	26	41	39
During the past 30 days, did you smoke a cigarette?	4	6	8	8	8	9	26	23
During the past 30 days, did you smoke cigarettes daily?	1	1	1	1	2	4	13	7
During the past 30 days, did you smoke cigarettes on school property?	3	3	5	4	2	4	15	17
Frequent use of cigarettes is harmful. (1-2 packs a day)*	75	76	81	83	88	87	78	82

*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	28	25	15	13	20	13	14	20
Religion	14	12	9	8	8	9	9	14
Gender	15	10	9	5	8	6	13	13
Gay/lesbian, or someone thought you were	16	17	9	10	7	9	15	12
Physical/mental disability	9	7	6	6	4	5	10	13
Any other reason	34	26	21	15	15	12	23	23
During the past 12 months at school, have you been in a physical fight?	19	33	14	22	9	13	37	34
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	3	5	5	7	6	9	8	6
Feels safe at school	58	57	51	56	45	54	38	53
Currently belong to a gang	8	9	8	12	5	9	14	17

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?	61	75	57	64	59	62	47	53
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?	34	25	39	23	40	24	45	27

9. Comparisons

Table A9.1

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use								
<i>During your life did you ever...</i>								
smoke a cigarette?	7	7	16	20	45 ^a	24	34	55 ^a
chew tobacco or snuff?	5	4	8	6	~	11	10	~
drink alcohol (glass)?	24	24	40	47	67	60	66	79
use inhalants?	16	11	12	14	15	10	15	12
smoke marijuana?	14	9	31	25	29	47	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette?	5	6	8	11	15	9	17	24
chew tobacco or snuff?	4	3	4	5	6	5	6	6
drink alcohol (glass)?	15	15	21	24	37	29	42	53
use inhalants?	8	5	5	7	~	3	7	~
smoke marijuana?	8	7	16	15	16	24	24	21
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	12	11	22	28	~	38	45	~
been high from using drugs?	14	8	27	22	~	42	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	7	6	11	16	18	20	29	28

^aYRBS asks about smoking even a puff or two.

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

Table A9.1 - Continued

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property								
During your life, have you ever been drunk/high?	9	6	19	13	~	29	25	~
During the past 30 days, did you smoke cigarettes?	3	3	4	7	4	3	7	5
Perceived Harm								
<i>People risk harming themselves using...^b</i>								
cigarettes (1-2 packs a day).	75	83	81	90	~	87	93	~
alcohol (five or more drinks once or twice a week).	75	83	81	89	~	86	92	~
marijuana (once or twice a week).	72	82	75	85	~	73	87	~

^bcombines "Great," "Moderate," and "Slight"

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

Table A9.2***Selected School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS* and 2007 National YRBS***

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
School Safety								
<i>During the past 12 months at school, have you...</i>								
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	39	31	23	27	~	24	22	~
been in a physical fight?	26	32	18	25	18	11	23	11
been afraid of being beaten up?	28	29	18	22	~	12	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	14	10	12	13	~	10	13	~
How safe do you feel when you are at school? Very safe.	16	18	18	16	~	16	20	~
Do you consider yourself a member of a gang?	9	9	10	8	~	7	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult	32	31	24	28	~	31	29	~
High expectations from teacher or other adult	51	45	38	39	~	39	38	~
Opportunities for meaningful participation at their school	9	16	12	13	~	13	15	~
Total	28	31	23	27	~	26	28	~
School Connectedness Scale	36	39	28	34	~	26	31	~

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