

California Healthy Kids Survey

Orange County
Secondary
2011-2013
Main Report

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

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PREFACE

This report provides the detailed results for each question from this county’s 2011–2013 *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.

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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*
Final Number	25751	24612	24517	3942

* 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	55	0	0	2
13 years old	42	1	0	2
14 years old	2	58	0	7
15 years old	0	39	1	11
16 years old	0	2	58	29
17 years old	0	0	39	35
18 years or older	0	0	2	15

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	49	61
Female	50	51	51	39

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

Table A2.3

Hispanic or Latino

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	51	53	54	28
Yes	49	47	46	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	4	4	8
Asian	20	19	20	5
Black or African American	3	3	2	4
Native Hawaiian or Pacific Islander	2	2	2	3
White	27	33	37	26
Mixed (two or more) races	43	39	35	54

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

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

	Grade 9	Grade 11	NT
	%	%	%
A home with both parents	70	70	44
A home with only one parent	22	22	38
Other relative's home	2	2	5
A home with more than one family	3	3	6
Friend's home	0	0	1
Foster home, group care, or waiting placement	0	0	1
Hotel or motel	0	0	1
Migrant housing	0	0	0
Shelter	0	0	0
On the street (no fixed housing), car campground	1	0	1
Other transitional or temporary housing	0	0	1
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	29	24	18	12
A's and B's	36	34	33	21
Mostly B's	7	9	11	10
B's and C's	16	18	21	21
Mostly C's	3	4	6	9
C's and D's	6	7	7	15
Mostly D's	1	2	1	5
Mostly F's	2	2	1	8

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	83	73	60	39
1-2 times	10	14	18	15
A few times	5	9	15	21
Once a month	1	1	3	4
Once a week	0	1	2	5
More than once a week	1	2	3	16

Question HS A.126/MS A.108: During the past 12 months, about how many times did you skip school or cut classes?

Table A2.8***Days Home Alone During Normal School Week***

	Grade 7 %
Never	53
1 day	21
2 days	12
3 days	9
4 days	4
5 days	1

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	3
No	54	68	83	67
Don't know	43	30	15	30

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

Table A2.10***Military***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	85	89	90	80
Yes	10	8	7	14
Don't know	3	2	1	3

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	37	53	11	31	55	13	36	52	13	28	55	17
Caring Adult Relationships	37	53	11	32	56	11	38	53	9	36	51	13
High Expectations	57	37	6	49	44	7	48	45	7	43	47	10
Opportunities for Meaningful Participation	15	56	29	14	54	32	17	50	32	12	43	45
<i>Community Environment</i>												
Total	68	25	7	66	27	7	66	27	7	46	40	14
Caring Adult Relationships	66	26	8	64	27	9	64	28	8	54	34	13
High Expectations	69	24	7	66	26	8	65	27	7	52	36	11
Opportunities for Meaningful Participation	54	34	12	52	34	14	51	34	14	23	46	31
<i>School Connectedness Scale</i>												
	57	35	8	52	39	9	49	40	11	38	46	16

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	32	55	13	28	56	16	32	54	15	27	55	18
Caring Adult Relationships	33	54	13	30	56	13	35	54	11	35	52	13
High Expectations	54	39	7	47	45	8	46	46	8	43	47	10
Opportunities for Meaningful Participation	13	54	33	12	51	37	15	49	36	11	43	46
Community Environment												
Total	62	30	8	59	31	9	61	31	9	45	41	14
Caring Adult Relationships	62	29	9	62	28	10	62	29	9	53	35	12
High Expectations	65	27	9	63	28	9	63	29	8	51	38	11
Opportunities for Meaningful Participation	43	40	17	41	39	20	43	37	19	22	45	33
School Connectedness Scale												
	53	38	9	48	42	10	46	43	11	38	46	16

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	34	51	15	30	53	17	30	51	18	32	54	15
Caring Adult Relationships	33	52	14	30	56	15	33	53	14	39	50	12
High Expectations	53	38	9	47	45	8	43	47	10	46	46	9
Opportunities for Meaningful Participation	16	52	32	14	50	36	16	48	35	12	50	38
Community Environment												
Total	60	32	8	55	34	10	57	33	10	42	45	13
Caring Adult Relationships	60	30	9	58	33	10	58	32	10	50	37	13
High Expectations	63	29	8	60	31	9	61	30	9	48	40	12
Opportunities for Meaningful Participation	41	42	17	39	41	21	41	34	24	20	45	34
School Connectedness Scale												
	46	41	13	47	39	14	45	42	13	40	45	15

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	37	54	9	31	58	11	36	54	10	17	69	13
Caring Adult Relationships	35	56	8	30	60	9	36	57	7	31	58	11
High Expectations	56	40	4	47	46	6	47	48	5	35	55	9
Opportunities for Meaningful Participation	17	59	24	15	56	29	20	52	28	5	51	44
Community Environment												
Total	67	26	7	63	30	8	62	29	9	37	44	20
Caring Adult Relationships	60	31	10	56	32	12	56	33	11	45	40	16
High Expectations	65	28	7	60	31	9	59	32	9	41	46	13
Opportunities for Meaningful Participation	58	34	7	56	34	10	56	34	10	20	48	32
School Connectedness Scale												
	61	33	6	53	38	9	48	43	9	33	55	12

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	34	51	16	27	55	18	36	48	16	30	50	20
Caring Adult Relationships	33	51	16	27	54	19	37	48	15	37	43	20
High Expectations	50	39	12	40	45	15	43	43	13	38	48	14
Opportunities for Meaningful Participation	15	54	31	17	50	33	21	48	31	18	41	40
Community Environment												
Total	62	29	9	59	29	11	59	28	12	43	37	21
Caring Adult Relationships	60	29	11	55	31	14	54	33	13	46	32	22
High Expectations	63	27	10	61	26	13	58	29	13	45	37	18
Opportunities for Meaningful Participation	48	38	15	49	32	18	48	35	17	20	56	24
School Connectedness Scale												
	45	37	18	42	38	20	40	41	19	27	47	26

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	33	57	10	36	53	11	34	53	12	31	47	22
Caring Adult Relationships	33	55	12	31	57	12	36	52	13	40	40	21
High Expectations	56	35	8	52	41	7	47	45	8	42	36	22
Opportunities for Meaningful Participation	18	57	25	19	59	22	17	55	29	15	49	36
Community Environment												
Total	69	24	6	69	25	6	65	30	5	46	41	13
Caring Adult Relationships	64	26	10	62	31	7	61	30	9	52	30	18
High Expectations	67	23	9	66	27	7	64	30	6	53	32	15
Opportunities for Meaningful Participation	59	34	7	62	30	8	56	33	11	32	41	27
School Connectedness Scale												
	50	39	11	53	38	9	49	39	12	35	35	30

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	44	48	8	36	53	11	41	49	10	33	53	14
Caring Adult Relationships	44	48	8	37	53	10	44	49	7	42	48	10
High Expectations	63	33	4	52	42	6	53	42	5	46	44	9
Opportunities for Meaningful Participation	19	57	24	16	56	28	19	52	29	12	43	45
Community Environment												
Total	81	16	3	76	19	5	75	20	5	53	34	14
Caring Adult Relationships	76	19	5	72	22	6	72	22	6	59	28	13
High Expectations	78	18	4	75	20	5	73	22	5	58	30	11
Opportunities for Meaningful Participation	68	25	7	63	28	9	59	31	10	23	48	28
School Connectedness Scale												
	66	28	6	60	33	7	57	34	9	40	45	15

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	34	55	11	30	56	14	33	52	14	27	55	18
Caring Adult Relationships	35	54	11	31	56	12	36	53	11	35	52	13
High Expectations	56	38	6	48	44	8	48	45	8	43	47	10
Opportunities for Meaningful Participation	14	56	31	13	53	35	16	49	35	11	43	45
<i>Community Environment</i>												
Total	66	27	7	63	29	8	64	29	8	47	40	13
Caring Adult Relationships	65	27	9	63	27	10	63	28	9	54	35	11
High Expectations	68	25	8	65	27	8	64	28	7	53	37	10
Opportunities for Meaningful Participation	50	36	14	46	37	17	47	37	16	24	48	29
<i>School Connectedness Scale</i>												
	55	37	9	48	42	10	46	42	12	38	45	16

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	32	34	37	34	33	44	34
Caring Adult Relationships	33	33	35	33	33	44	35
High Expectations	54	53	56	50	56	63	56
Opportunities for Meaningful Participation	13	16	17	15	18	19	14
Community Environment							
Total	62	60	67	62	69	81	66
Caring Adult Relationships	62	60	60	60	64	76	65
High Expectations	65	63	65	63	67	78	68
Opportunities for Meaningful Participation	43	41	58	48	59	68	50
School Connectedness Scale							
	53	46	61	45	50	66	55

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	28	30	31	27	36	36	30
Caring Adult Relationships	30	30	30	27	31	37	31
High Expectations	47	47	47	40	52	52	48
Opportunities for Meaningful Participation	12	14	15	17	19	16	13
Community Environment							
Total	59	55	63	59	69	76	63
Caring Adult Relationships	62	58	56	55	62	72	63
High Expectations	63	60	60	61	66	75	65
Opportunities for Meaningful Participation	41	39	56	49	62	63	46
School Connectedness Scale							
	48	47	53	42	53	60	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 A3.9.3

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	32	30	36	36	34	41	33
Caring Adult Relationships	35	33	36	37	36	44	36
High Expectations	46	43	47	43	47	53	48
Opportunities for Meaningful Participation	15	16	20	21	17	19	16
Community Environment							
Total	61	57	62	59	65	75	64
Caring Adult Relationships	62	58	56	54	61	72	63
High Expectations	63	61	59	58	64	73	64
Opportunities for Meaningful Participation	43	41	56	48	56	59	47
School Connectedness Scale							
	46	45	48	40	49	57	46

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

NH/PI:

Table A3.9.4

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	27	32	17	30	31	33	27
Caring Adult Relationships	35	39	31	37	40	42	35
High Expectations	43	46	35	38	42	46	43
Opportunities for Meaningful Participation	11	12	5	18	15	12	11
Community Environment							
Total	45	42	37	43	46	53	47
Caring Adult Relationships	53	50	45	46	52	59	54
High Expectations	51	48	41	45	53	58	53
Opportunities for Meaningful Participation	22	20	20	20	32	23	24
School Connectedness Scale							
	38	40	33	27	35	40	38

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	7	14
Disagree	5	7	9	14
Neither Agree Nor Disagree	23	22	22	35
Agree	47	44	41	27
Strongly Agree	22	21	22	11
I am happy to be at this school.				
Strongly Disagree	5	6	7	14
Disagree	5	6	7	11
Neither Agree Nor Disagree	17	21	23	26
Agree	41	42	41	30
Strongly Agree	32	26	21	19
I feel like I am part of this school.				
Strongly Disagree	5	6	8	13
Disagree	8	9	10	13
Neither Agree Nor Disagree	23	28	29	31
Agree	42	40	37	32
Strongly Agree	22	17	16	12
Teachers at this school treat students fairly.				
Strongly Disagree	8	7	7	8
Disagree	10	10	11	6
Neither Agree Nor Disagree	24	26	28	19
Agree	38	42	41	40
Strongly Agree	20	15	13	27
I feel safe in my school.				
Strongly Disagree	6	6	5	9
Disagree	7	7	6	6
Neither Agree Nor Disagree	22	24	22	26
Agree	39	43	44	37
Strongly Agree	26	21	22	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	10	11	9	14
A Little True	29	31	26	28
Pretty Much True	36	36	35	34
Very Much True	25	23	30	25
who notices when I am not there.				
Not At All True	11	11	10	11
A Little True	25	27	24	21
Pretty Much True	33	35	36	35
Very Much True	31	27	30	33
who listens when I have something to say.				
Not At All True	9	9	7	11
A Little True	21	22	19	20
Pretty Much True	35	38	39	35
Very Much True	35	31	35	34
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	7	7	6	9
A Little True	18	21	20	22
Pretty Much True	36	39	39	36
Very Much True	39	34	36	33
who always wants me to do my best.				
Not At All True	4	5	4	8
A Little True	11	15	14	16
Pretty Much True	28	33	35	34
Very Much True	56	48	47	42
who believes that I will be a success.				
Not At All True	7	8	8	11
A Little True	16	19	18	20
Pretty Much True	32	35	36	33
Very Much True	45	38	38	36

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	13	16	17	30
A Little True	26	26	25	30
Pretty Much True	33	29	28	23
Very Much True	29	30	30	17
I help decide things like class rules or activities.				
Not At All True	44	48	45	54
A Little True	30	30	28	23
Pretty Much True	16	15	16	14
Very Much True	9	8	11	9
I do things that make a difference at school.				
Not At All True	24	27	26	36
A Little True	36	36	34	31
Pretty Much True	25	24	23	19
Very Much True	15	13	17	14

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	6	9
A Little True	9	9	9	13
Pretty Much True	17	17	18	20
Very Much True	67	68	68	58
who notices when I am upset about something.				
Not At All True	11	12	11	14
A Little True	14	14	14	16
Pretty Much True	22	22	22	26
Very Much True	52	52	53	44
whom I trust.				
Not At All True	9	11	10	16
A Little True	10	11	11	14
Pretty Much True	18	18	19	21
Very Much True	62	60	59	49
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	8	9	8	13
A Little True	12	13	13	17
Pretty Much True	23	23	23	27
Very Much True	56	55	56	43
who believes that I will be a success.				
Not At All True	7	7	7	11
A Little True	10	11	11	17
Pretty Much True	20	21	22	26
Very Much True	63	60	60	47
who always wants me to do my best.				
Not At All True	6	6	6	9
A Little True	8	9	8	12
Pretty Much True	17	18	19	24
Very Much True	69	67	67	55

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	23	24	24	50
A Little True	12	12	12	16
Pretty Much True	15	15	15	14
Very Much True	50	49	49	20
I am involved in music, art, literature, sports or a hobby.				
Not At All True	14	16	16	32
A Little True	10	11	11	17
Pretty Much True	16	16	17	18
Very Much True	60	57	56	32
I help other people.				
Not At All True	8	10	9	18
A Little True	19	20	18	25
Pretty Much True	35	34	31	28
Very Much True	38	36	42	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	84	66	47	27
1 time	6	8	7	7
2 to 3 times	5	9	11	11
4 or more times	5	16	35	55
Marijuana				
0 times	92	79	64	31
1 time	2	4	5	6
2 to 3 times	2	4	6	8
4 or more times	3	13	25	54
Inhalants (to get high)				
0 times	90	88	88	63
1 time	4	4	4	7
2 to 3 times	3	3	3	9
4 or more times	3	4	5	21
Cocaine				
0 times	na	96	94	70
1 time	na	1	2	8
2 to 3 times	na	1	2	8
4 or more times	na	2	3	14
Methamphetamine or any amphetamine				
0 times	na	96	95	75
1 time	na	1	1	5
2 to 3 times	na	1	1	5
4 or more times	na	1	2	15

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	96	93	79
1 time	na	1	2	6
2 to 3 times	na	1	2	7
4 or more times	na	1	2	9
Ecstasy				
0 times	na	93	88	63
1 time	na	2	3	8
2 to 3 times	na	2	3	9
4 or more times	na	2	6	20
Heroin				
0 times	na	97	97	88
1 time	na	1	1	3
2 to 3 times	na	1	1	4
4 or more times	na	1	1	6
Other illegal drug or pill				
0 times	96	92	90	70
1 time	2	2	2	4
2 to 3 times	1	2	3	8
4 or more times	1	3	5	17
<i>Any of the above AOD Use</i>	20	38	56	78
Prescription pain killers				
0 times	na	91	87	64
1 time	na	3	3	7
2 to 3 times	na	3	4	10
4 or more times	na	3	6	19

Question HS A.43-47//MS A.41: During your life, how many times have you used or tried LSD or other psychedelics...ecstasy...heroin...other illegal drug or pill...prescription pain killers.
na=not asked of middle school students

Table A4.1 - Continued

AOD Use, Lifetime

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Barbiturates				
0 times	na	98	98	91
1 time	na	1	1	2
2 to 3 times	na	1	1	3
4 or more times	na	1	1	4
Tranquilizers or sedatives				
0 times	na	96	94	79
1 time	na	1	2	4
2 to 3 times	na	1	2	6
4 or more times	na	1	3	11
Cold/cough medicines				
0 times	na	83	83	66
1 time	na	3	3	6
2 to 3 times	na	4	5	11
4 or more times	na	10	10	17
Diet pills				
0 times	na	94	95	88
1 time	na	1	1	3
2 to 3 times	na	1	1	4
4 or more times	na	3	3	5
Ritalin™ or Adderall™				
0 times	na	96	93	82
1 time	na	1	2	4
2 to 3 times	na	1	2	6
4 or more times	na	1	3	9

*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	78	61	44	25
10 or under	9	8	6	12
11 -12 years old	10	10	7	18
13-14 years old	2	19	16	24
15-16 years old	0	3	25	18
17 years or older	0	0	2	4
Marijuana				
Never	94	80	65	33
10 or under	1	2	1	6
11 -12 years old	3	4	3	15
13-14 years old	1	12	11	25
15-16 years old	0	2	17	16
17 years or older	0	0	2	4
Other illegal drug				
Never	96	90	83	55
10 or under	1	1	1	3
11 -12 years old	2	2	2	8
13-14 years old	1	6	5	17
15-16 years old	0	1	8	14
17 years or older	0	0	1	2

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Alcohol (at least one drink)	9	17	28	46
Binge drinking (5 or more drinks in a row)	4	10	18	37
Marijuana	5	11	18	42
Inhalants	4	4	4	15
Cocaine	na	2	3	13
Methamphetamine or any amphetamine	na	2	2	14
Ecstasy, LSD or other psychedelics	na	3	3	12
Other illegal drug or pill	3	4	4	16
<i>Any drug use</i>	7	13	20	46
<i>Heavy drug user</i>	3	7	11	30
<i>Total AOD Use</i>	11	22	33	56
Two or more alcohol/drugs at the same time	na	5	8	26

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	91	83	72	54
1 or 2 days	6	10	15	20
3 to 9 days	1	4	8	14
10 to 19 days	1	2	3	7
20 or more days (daily)	1	2	2	6
Marijuana				
None	95	89	82	58
1 or 2 days	2	5	7	11
3 to 9 days	1	3	5	8
10 to 19 days	1	2	3	5
20 or more days (daily)	1	2	4	18

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	94	82	67	42
1 to 2 times	4	10	16	21
3 to 6 times	1	4	8	15
7 or more times	1	4	9	23

Question HS A.53/MS A.42: During your life, how many times have you been very drunk or sick after drinking alcohol?

Table A4.6***Ever "High" from Using Drugs***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	93	81	68	37
1 to 2 times	3	6	8	12
3 to 6 times	1	4	6	8
7 or more times	2	9	18	42

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	96	90	82	63
1 to 2 days	2	5	9	15
3 or more days	2	5	9	22

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	80	65	49	33
Just a sip or two	13	13	12	9
Enough to feel it a little	4	10	13	15
Enough to feel it a lot	2	8	17	24
Until really drunk	1	5	8	19

Question HS A.76/MS A.63: How do you like to drink alcohol?

Table A4.9***Usual Level of Highness When Using Drugs***

	Grade 9	Grade 11	NT
	%	%	%
Don't use drugs	80	69	40
Not high at all	2	3	4
A little high	5	7	11
Moderately high	7	13	20
Very high	6	8	26

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>	<i>84</i>	<i>79</i>	<i>60</i>
<i>Any</i>	<i>16</i>	<i>21</i>	<i>40</i>
1 time	5	6	9
2 times	4	5	8
3 to 6 times	4	5	11
7 or more times	3	4	12

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>	61
<i>Any</i>	39
1 time	13
2 times	8
3 to 6 times	8
7 or more times	9

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	96	95	96	86
1 to 2 days	3	3	3	8
3 or more days	1	2	1	6
Marijuana				
0 days	97	95	95	82
1 to 2 days	2	2	3	7
3 or more days	1	2	3	11
Any illegal drug or pill				
0 days	98	97	97	87
1 to 2 days	2	2	2	6
3 or more days	1	1	1	7
<i>Any of the above</i>	5	7	8	23

Question HS A.73-75/MS A.58-60: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol? ...smoke marijuana...any illegal drug or pill?

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	96	89	82	52
1 to 2 times	2	5	7	13
3 to 6 times	1	3	4	11
7 or more times	1	3	7	24

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Alcohol - Drink Occasionally				
Great	30	29	29	31
Moderate	24	25	24	24
Slight	23	28	31	26
None	23	18	16	19
Alcohol - 5 or more drinks once or twice a week				
Great	50	55	55	40
Moderate	21	23	25	26
Slight	9	9	10	16
None	21	13	10	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	47	41	34	28
Moderate	22	24	21	18
Slight	10	16	21	21
None	22	19	23	34
Marijuana - Smoke once or twice a week				
Great	55	54	45	29
Moderate	16	18	20	18
Slight	8	11	15	20
None	22	18	20	33

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	18	20	22	40
Somewhat disapprove	12	18	20	25
Strongly disapprove	70	62	58	35
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	19	30	42	56
Somewhat disapprove	13	19	20	20
Strongly disapprove	68	51	38	24
Marijuana - Once a month or more				
Neither approve or disapprove	19	28	39	57
Somewhat disapprove	11	16	18	19
Strongly disapprove	70	56	43	24

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	51	18	11	14
10 percent	23	19	10	6
20 percent	8	11	8	5
30 percent	5	10	9	5
40 percent	3	8	7	4
50 percent	5	14	17	14
60 percent	1	5	7	5
70 percent	1	6	10	7
80 percent	1	5	10	11
90 percent	1	3	8	14
All of them	1	2	4	16

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	73	55	32
Problems with emotions, nerves, mental health	6	9	21
Trouble or problems with the police	5	7	24
Money problems	2	4	14
Miss school	3	4	21
Problems with school work	4	5	16
Fight with other kids	3	3	14
Damage a friendship	4	5	14
Physically hurt or injure yourself	3	4	11
Unwanted or unprotected sex	2	4	14
Forget what happened or pass out	6	11	21
Other problems	3	4	11
More than one problem	8	12	29
Never had problems when I've used alcohol/drugs	15	25	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	75	58	36
Had to increase use to get same effect as before	6	11	24
Spent a lot of time getting, using, or being "hung over" from using	3	5	18
Used alcohol or drugs a lot more than intended	4	8	19
Used alcohol or drugs when alone	5	9	22
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	2	3	15
Often didn't feel OK unless had something to drink or used a drug	2	3	13
Thought about reducing or stopping	5	11	20
Told yourself not going to use, but used anyway	4	8	16
Spoke with someone about reducing or stopping use	3	5	13
Attended counseling, program, or group to reduce/stop use	1	1	7
More than one experience	7	13	27
Use alcohol or drugs, but have not experienced any of these things	12	21	20

Question HS A.97: If you use alcohol, marijuana, or another drug, have you had any of the following experiences?

Mark all that apply.

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

Table A4.20***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Alcohol				
Very difficult	14	7	5	8
Fairly difficult	12	8	7	9
Fairly easy	15	23	25	22
Very easy	15	32	44	44
Don't know	44	30	18	17
Marijuana				
Very difficult	22	9	6	8
Fairly difficult	10	9	5	5
Fairly easy	10	19	21	15
Very easy	12	30	46	55
Don't know	47	34	22	17

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get alcohol or marijuana if they really want them?

Table A4.21***Offered Illegal Drugs on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	88	77	73	60
1 time	6	9	9	9
2 to 3 times	3	6	8	10
4 or more times	3	7	10	21

Question HS A.107/MS A.89: During the past 12 months, how many times on school property have you been offered, sold or given an illegal drug?

Table A4.22***Talked to Parents or Guardian about Dangers of Tobacco, Alcohol, or Drug use***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	38	43	46	44
Yes	62	57	54	56

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	21	22	29
Yes	82	79	78	71

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Hispanic or Latino	13	22	31	45
American Indian or Alaska Native	15	24	29	46
Asian	3	7	13	46
Black or African American	13	21	32	47
Native Hawaiian or Pacific Islander	9	18	32	47
White	6	17	33	45
Mixed (two or more) races	11	22	31	46

*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	7	15	20	41
American Indian or Alaska Native	9	17	23	41
Asian	1	3	7	38
Black or African American	11	21	27	44
Native Hawaiian or Pacific Islander	5	13	20	46
White	2	10	20	40
Mixed (two or more) races	6	15	21	43

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	91	na	na	na
1 time	4	na	na	na
2 to 3 times	2	na	na	na
4 or more times	2	na	na	na
A whole cigarette				
0 times	96	87	77	44
1 time	2	4	5	8
2 to 3 times	1	3	5	9
4 or more times	2	6	13	38
Smokeless tobacco				
0 times	97	95	92	83
1 time	1	2	2	4
2 to 3 times	1	1	2	5
4 or more times	1	1	3	7

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	93	84	73	39
10 or under	2	3	3	9
11-12 years old	4	4	4	15
13-14 years old	1	8	8	19
15-16 years old	0	1	11	15
17 years or older	0	0	1	4
Smokeless tobacco				
Never	97	94	89	74
10 or under	1	1	1	3
11-12 years old	2	2	1	6
13-14 years old	0	3	3	8
15-16 years old	0	1	5	7
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	3	6	10	33
Daily	0	1	2	11
Smokeless tobacco				
Any	2	2	3	9
Daily	0	0	0	2

Question HS A.61-62/MS A.50-51: During the past 30 days, on how many days did you use...cigarettes...smokeless tobacco?

Table A5.4***Current Smoking on School Property, Past 30 Days***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>None</i>	98	98	97	87
<i>Any</i>	2	2	3	13
1 or 2 days	1	1	1	7
3 to 9 days	0	0	1	2
10 to 19 days	0	0	0	1
20 to 30 days	0	0	1	3

Question HS A.72/MS A.57: During the past 30 days, on how many days on school property did you smoke cigarettes?

Table A5.5***Personal Disapproval of Using Cigarettes***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Neither approve nor disapprove	17	18	19	37
Somewhat disapprove	10	12	14	20
Strongly disapprove	73	69	66	43

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Neither approve or disapprove	13	14	14	29
Somewhat disapprove	13	15	16	24
Strongly disapprove	74	71	70	48

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	35	37	39	37
Moderate	28	31	31	22
Slight	16	18	19	20
None	20	14	12	20
Smoking 1-2 packs of cigarettes a day				
Great	64	73	78	63
Moderate	11	10	9	10
Slight	5	4	3	7
None	21	13	10	20

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	15	7	5	8
Fairly difficult	12	9	6	6
Fairly easy	15	24	25	18
Very easy	12	26	42	49
Don't know	47	34	23	19

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	52	22	14	17
10 percent	25	27	24	11
20 percent	8	15	15	8
30 percent	5	11	13	8
40 percent	3	7	8	7
50 percent	5	10	14	19
60 percent	1	2	3	4
70 percent	1	2	3	6
80 percent	0	1	2	6
90 percent	0	1	2	6
All of them	1	1	1	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	4	7	10	29
American Indian or Alaska Native	5	8	11	31
Asian	1	3	5	42
Black or African American	9	13	14	31
Native Hawaiian or Pacific Islander	5	7	13	39
White	2	5	11	36
Mixed (two or more) races	3	7	10	32

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	58	65	68	66
1 time	19	16	14	13
2 to 3 times	11	10	10	11
4 or more times	12	9	8	11
Had sexual jokes/comments/gestures made to you				
0 times	64	62	64	68
1 time	13	11	9	9
2 to 3 times	9	10	9	9
4 or more times	15	17	18	14
Been made fun of because of your looks/way of talking				
0 times	60	65	70	72
1 time	15	13	10	11
2 to 3 times	10	9	8	8
4 or more times	15	13	11	9

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	62	75	84	76
1 time	16	12	8	10
2 to 3 times	11	7	4	8
4 or more times	12	6	4	7
Been afraid of being beaten up				
0 times	77	83	90	83
1 time	12	10	6	8
2 to 3 times	5	4	2	5
4 or more times	6	3	2	4
Been in a physical fight				
0 times	80	85	89	67
1 time	10	8	6	11
2 to 3 times	5	4	3	10
4 or more times	5	3	2	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	74	78	81	79
1 time	14	13	11	10
2 to 3 times	7	6	5	6
4 or more times	5	3	3	5
Damaged school property on purpose				
0 times	91	91	92	80
1 time	5	5	4	7
2 to 3 times	2	3	2	6
4 or more times	2	2	2	6

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Carried a gun				
0 times	96	97	97	88
1 time	2	1	1	5
2 or more times	2	2	2	7
Carried any other weapon				
0 times	93	93	94	80
1 time	4	3	2	7
2 or more times	3	4	3	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	77	81	85	70
1 time	13	10	7	10
2 or more times	10	9	8	20
Been threatened/injured with a weapon				
0 times	93	94	96	84
1 time	4	3	2	7
2 or more times	3	3	2	9

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	13	29
Somewhat disapprove	10	10	8	14
Strongly disapprove	74	75	79	58

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	82	84	88	85
1 time	8	7	5	7
2 or more times	10	9	8	8
Religion				
0 times	90	91	92	89
1 time	5	4	3	4
2 or more times	5	5	5	6
Gender				
0 times	91	93	94	90
1 time	4	4	2	5
2 or more times	4	4	4	6
Sexual Orientation *				
0 times	90	92	93	89
1 time	5	4	3	5
2 or more times	5	5	4	6
Physical/Mental Disability				
0 times	94	95	96	91
1 time	3	2	2	4
2 or more times	3	3	2	5
<i>Any of the Above Five Hate-Crime Reasons</i>	29	25	21	24
Any Other Reason				
0 times	74	80	86	82
1 time	10	7	5	6
2 or more times	16	13	9	12
<i>Any Harassment</i>	39	33	26	29

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	93	94	94	87
Yes	7	6	6	13

Question HS A.121 /MS A.104: Do you consider yourself a member of a gang?

Table A6.9***Physical Violence by Boyfriend/Girlfriend, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Does not apply, didn't have a boyfriend/girlfriend	59	54	49	33
No	38	42	46	56
Yes	3	4	5	11

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	25	23	28	31
Safe	44	45	44	33
Neither safe nor unsafe	24	26	23	29
Unsafe	4	3	3	4
Very unsafe	3	2	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)	80	77	78	72
1 time	10	12	10	13
2-3 times	6	7	7	9
4 or more times	5	5	5	7

Question HS A.120/MS A.103: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, MySpace™, email, instant message)?

Table A6.12***Harassment for Hate-Crime Reasons*****Cells are empty if there are less than 25 respondents.**

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Hispanic or Latino	27	24	21	22
American Indian or Alaska Native	28	26	22	23
Asian	34	27	21	33
Black or African American	41	38	35	46
Native Hawaiian or Pacific Islander	37	31	27	41
White	26	23	19	22
Mixed (two or more) races	29	26	22	24

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	15	13	14
American Indian or Alaska Native	15	17	14	14
Asian	28	22	16	22
Black or African American	32	31	30	30
Native Hawaiian or Pacific Islander	30	22	19	24
White	11	10	8	13
Mixed (two or more) races	18	17	13	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	30	36	38	49
Yes	70	64	62	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	75	71	69	64
Yes	25	29	31	36

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	82	77
Yes	19	18	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	87	86	84	79
Less than once a month	8	9	10	9
1 to 3 times	3	3	4	7
Once a week or more	2	2	2	5
Personal skill games				
Not at all	79	81	83	73
Less than once a month	10	10	9	10
1 to 3 times	5	5	5	8
Once a week or more	6	4	4	8
Betting on sports				
Not at all	80	80	82	75
Less than once a month	11	11	11	11
1 to 3 times	5	5	5	8
Once a week or more	4	3	3	6
Lottery				
Not at all	87	88	89	79
Less than once a month	7	7	6	9
1 to 3 times	3	3	3	7
Once a week or more	2	2	2	5
Bet or gambled in any other way				
Not at all	86	85	86	78
Less than once a month	8	9	8	9
1 to 3 times	3	3	3	7
Once a week or more	3	3	3	6

Question HS A.127-131//MS A.109-113: During the past 12 months, how often have you bet/gambled, even casually, for money or valuables in the following ways?

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	16	15	35	32	53	52	74	72
use inhalants?	11	8	13	10	12	12	36	37
smoke marijuana?	7	8	20	22	33	39	67	69
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	10	8	20	15	29	27	46	46
use inhalants?	5	3	5	4	3	4	11	17
smoke marijuana?	4	5	11	12	15	21	36	46
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	6	6	20	16	34	31	60	57
been high from using drugs?	6	7	18	19	30	35	61	64
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	4	3	11	9	17	19	33	39
AOD Use at School								
During your life, have you ever been drunk/high on school property?	4	4	11	11	16	20	44	50
During the past 30 days, did you use marijuana on school property?	3	3	4	5	4	7	13	21
Perceived Harm								
<i>Frequent use of...is harmful.*</i>								
alcohol (five or more drinks once or twice a week)	81	78	87	86	91	89	83	82
marijuana (once or twice a week)	80	77	84	80	84	76	70	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?	4	5	12	14	20	26	51	59
During the past 30 days, did you smoke a cigarette?	3	3	5	6	8	11	26	37
During the past 30 days, did you smoke cigarettes daily?	0	1	1	1	2	2	9	13
During the past 30 days, did you smoke cigarettes on school property?	2	2	2	3	2	4	9	15
Frequent use of cigarettes is harmful. (1-2 packs a day)*	80	78	87	86	91	89	81	80

*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	17	20	15	17	11	14	13	16
Religion	9	11	9	10	8	9	8	12
Gender	10	8	9	5	8	4	9	11
Gay/lesbian, or someone thought you were	9	12	8	9	6	7	10	11
Physical/mental disability	5	6	4	6	3	5	6	11
Any other reason	28	24	22	19	15	13	18	17
During the past 12 months at school, have you been in a physical fight?	14	27	11	20	7	15	26	37
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	2	4	4	4	5	6	12	10
Feels safe at school	69	69	67	70	71	74	68	62
Currently belong to a gang	6	8	5	8	4	8	8	16

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	74	61	68	60	63	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?	30	20	35	22	37	25	47	29

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?	4	7	13	20	45 ^a	23	34	55 ^a
chew tobacco or snuff?	3	4	5	6	~	8	10	~
drink alcohol (glass)?	16	24	34	47	67	53	66	79
use inhalants?	10	11	12	14	15	12	15	12
smoke marijuana?	8	9	21	25	29	36	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette?	3	6	6	11	15	10	17	24
chew tobacco or snuff?	2	3	2	5	6	3	6	6
drink alcohol (glass)?	9	15	17	24	37	28	42	53
use inhalants?	4	5	4	7	~	4	7	~
smoke marijuana?	5	7	11	15	16	18	24	21
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	6	11	18	28	~	33	45	~
been high from using drugs?	7	8	19	22	~	32	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	4	6	10	16	18	18	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?	4	6	11	13	~	18	25	~
During the past 30 days, did you smoke cigarettes?	2	3	2	7	4	3	7	5
Perceived Harm								
<i>People risk harming themselves using...^b</i>								
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	82	85	~	80	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?	29	31	25	27	~	21	22	~
been in a physical fight?	20	32	15	25	18	11	23	11
been afraid of being beaten up?	23	29	17	22	~	10	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	8	10	7	13	~	6	13	~
How safe do you feel when you are at school? Very safe.	25	18	23	16	~	28	20	~
Do you consider yourself a member of a gang?	7	9	6	8	~	6	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult	37	31	32	28	~	38	29	~
High expectations from teacher or other adult	57	45	49	39	~	48	38	~
Opportunities for meaningful participation at their school	15	16	14	13	~	17	15	~
Total	37	31	31	27	~	36	28	~
School Connectedness Scale	57	39	52	34	~	49	31	~

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