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 AIDS suicide depression pregnancy  
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**healthy kids** violence bullying  
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 truancy suicide  
 depression **RESILIENCE**  
 pregnancy gangs  
 tobacco drugs HIV/AIDS suicide  
 gangs truancy weapons violence  
**healthy kids** bullying alcohol  
 tobacco drugs HIV/AIDS suicide  
 depression pregnancy

# Ventura County Secondary 2007-2009 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, Safe and Healthy Kids Program Office. For contract information, contact:

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WestEd Health and Human Development Program for the California Department of  
Education.

# PREFACE

This report provides the county results for each question from the *California Healthy Kids Survey* (CHKS) between Fall 2007 and Spring 2009, presented in tables organized by topic. To help in understanding and interpreting these results, review the *Survey Content Guidebook*, ([www.wested.org/chks/narratives](http://www.wested.org/chks/narratives)) which discusses the significance of each question. Several other tools to help in data use are also available, as described below. The data are weighted to reflect overall county student enrollment.

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

## **SURVEY PURPOSE**

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey (along with the California School Climate Survey of staff), and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

## **SURVEY CONTENT OVERVIEW**

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

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

## **School Related Content**

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

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

These questions can be compared to staff perceptions on the California School Climate Survey.

## **Closing the Achievement Gap**

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

To make the survey more valuable in support of CTAG efforts, in 2008-09 a supplementary module was created that assesses student perceptions of the respect shown to them at the school; equity and diversity; and cultural sensitivity. (Similar questions were added to the CSCS as well.) CDE automatically provides districts that select to administer the CHKS CTAG Module with supplementary reports disaggregating all their CHKS and CSCS results by the race/ethnicity of staff and students.

## ***SURVEY ADMINISTRATION AND SAMPLING***

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

## ***THE REPORT***

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

Depending on the nature of the districts' enrollment and module administration it may also receive two supplemental CHKS reports. Districts that participate in CDE's Migrant Education

Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate. As noted, if the district also elected to administer the supplementary CHKS “CTAG” module, it will also receive all CHKS and CSCS results broken down by racial/ethnic categories of students and staff. (CSCS reports that compare results between special education staff and general education are also being provided.)

## ***AIDS TO UNDERSTANDING AND USING THE DATA***

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

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2010.

## ***ASSESSING THE DATA***

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

### **Representativeness**

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

### **Changes Between Surveys**

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

## **Comparison Data**

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

## **NEXT STEPS**

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

### **Request School Reports**

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

### **Compare with Other Data Sources**

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

### **Discuss with Students and Staff**

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

### **Conduct Additional Analyses of The Dataset**

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable in understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness.

### **Add Questions to your Next CHKS**

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can

add additional questions to help them conduct a more individualized and comprehensive assessment.

### ***ACKNOWLEDGEMENTS***

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

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**Ventura County**  
Secondary  
2007-2009  
Main Report

Core Module A



# 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*
<b><i>Student Sample Size</i></b>				
Final Number	5757	5554	5190	677

\* 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	63	0	0	1
13 years old	35	3	0	0
14 years old	2	69	0	1
15 years old	0	26	3	7
16 years old	0	1	71	38
17 years old	0	0	25	43
18 years or older	0	0	1	10

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

**Table A2.2**

### *Gender of Sample*

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Male	49	48	47	53
Female	51	52	53	47

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

**Table A2.3**

### *Ethnic/Racial Characteristics of Sample*

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	6	4	4	5
Native Hawaiian or Pacific Islander	3	3	4	2
Asian	9	9	8	2
Black or African American (non-Hispanic)	4	4	4	3
Hispanic or Latino/Latina	45	47	43	56
White or Caucasian (non-Hispanic)	36	42	46	38
Other	15	9	8	7
Selected more than one	14	13	12	11

*Question HS/MS A.6: How do you describe yourself? (Mark all that apply)*

Note: Column totals may add up to more than 100% because students could select more than one response.

**Table A2.4*****Living Situation***

	Grade 9	Grade 11	NT
	%	%	%
A home with both parents	69	69	48
A home with only one parent	22	23	35
Other relative's home	3	3	6
A home with more than one family	4	3	4
Friend's home	1	1	2
Foster home, group care, or waiting placement	0	0	3
Hotel or motel	0	0	1
Migrant housing	0	0	1
Shelter	1	1	1
On the street (no fixed housing), car campground	0	0	1
Other transitional or temporary housing	0	0	0
Other living arrangements	2	1	2

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

**Table A2.5*****Grades, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Mostly A's	24	19	15	14
A's and B's	35	32	29	21
Mostly B's	7	8	10	9
B's and C's	18	20	25	21
Mostly C's	4	5	7	8
C's and D's	8	10	9	14
Mostly D's	2	2	2	6
Mostly F's	3	3	3	7

*Question HS A.124/MS A.106: During the past 12 months, how would you describe the grades you mostly received in school?*

**Table A2.6**

***Truancy, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	80	64	45	33
1-2 times	12	18	22	17
A few times	6	11	20	24
Once a month	1	2	3	5
Once a week	1	1	4	8
More than once a week	1	4	6	14

*Question HS A.125/MS A.107: During the past 12 months, about how many times did you skip school or cut classes?*

**Table A2.7**

***Days Home Alone During Normal School Week***

	Grade 7
	%
Never	33
1 day	16
2 days	11
3 days	8
4 days	4
5 days	19

*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 A2.8**

***Migrant Education***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Yes				
No				
Don't know				

*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 and Youth Development

Table A3.1

*Summary of External Assets*

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>												
Total Assets	35	54	11	31	54	15	34	53	13	30	55	15
Caring Relationships: Adult in School	36	53	11	33	54	13	39	51	10	38	51	11
High Expectations: Adult in School	58	35	6	49	44	8	49	44	7	47	43	9
Meaningful Participation	15	53	33	12	52	36	15	49	36	12	45	43
<b><i>Community Environment</i></b>												
Total Assets	70	25	6	67	26	7	67	26	7	47	40	13
Caring Relationships: Adult in Community	69	24	7	67	25	8	67	25	8	55	32	12
High Expectations: Adult in Community	70	23	7	69	24	7	68	25	7	54	35	10
Meaningful Participation	54	34	12	49	35	17	49	35	16	20	49	31
<b><i>School Connectedness Scale</i></b>												
	51	40	9	47	43	10	46	43	11	47	40	13

**Table A3.2**

**Summary of External Assets - American Indian or Alaska Native**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total Assets	36	56	9	31	53	15	39	47	15	25	63	15
Caring Relationships: Adult in School	38	51	11	35	50	15	44	45	11	24	71	5
High Expectations: Adult in School	58	34	7	51	38	11	48	38	14	43	51	6
Meaningful Participation	16	57	27	15	53	32	18	51	31	6	36	58
<b>Community Environment</b>												
Total Assets	74	20	6	71	23	6	66	24	10	16	46	38
Caring Relationships: Adult in Community	70	24	6	70	22	8	63	25	12	31	46	23
High Expectations: Adult in Community	71	21	8	68	25	7	61	29	9	24	56	20
Meaningful Participation	57	32	11	55	34	12	51	37	12	6	46	48
<b>School Connectedness Scale</b>												
	49	39	12	46	39	15	44	39	17	23	59	18

**Table A3.3**

**Summary of External Assets - Native Hawaiian or Pacific Islander**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total Assets	35	51	14	32	53	14	47	43	10			
Caring Relationships: Adult in School	33	55	13	33	53	14	45	44	10			
High Expectations: Adult in School	54	39	7	54	34	12	57	36	7			
Meaningful Participation	16	52	32	16	54	30	22	51	27			
<b>Community Environment</b>												
Total Assets	69	23	8	68	26	6	74	21	5			
Caring Relationships: Adult in Community	63	29	8	61	32	7	68	26	6			
High Expectations: Adult in Community	67	27	7	64	28	7	72	23	5			
Meaningful Participation	60	31	9	62	29	9	65	27	8			
<b>School Connectedness Scale</b>												
	46	41	13	44	40	16	46	42	12			

**Table A3.4**

**Summary of External Assets - Asian**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total Assets	36	56	8	35	54	11	36	52	12			
Caring Relationships: Adult in School	34	58	9	34	54	12	39	52	10			
High Expectations: Adult in School	59	37	4	56	37	7	49	44	7			
Meaningful Participation	17	54	29	17	58	25	20	52	28			
<b>Community Environment</b>												
Total Assets	67	27	6	66	28	6	67	25	9			
Caring Relationships: Adult in Community	64	28	8	61	30	9	57	31	12			
High Expectations: Adult in Community	66	27	7	65	28	7	62	29	9			
Meaningful Participation	59	33	9	59	34	7	60	31	9			
<b>School Connectedness Scale</b>												
	53	39	7	54	37	10	47	44	9			

**Table A3.5**

**Summary of External Assets - Black or African American (non-Hispanic)**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total Assets	33	53	15	31	48	22	41	46	13			
Caring Relationships: Adult in School	33	53	15	35	47	18	47	42	11			
High Expectations: Adult in School	52	38	10	47	40	13	48	42	10			
Meaningful Participation	14	51	35	12	50	38	22	47	31			
<b>Community Environment</b>												
Total Assets	68	26	6	64	25	11	69	21	9			
Caring Relationships: Adult in Community	66	26	8	66	20	14	64	27	9			
High Expectations: Adult in Community	63	30	7	68	21	12	68	20	13			
Meaningful Participation	54	33	13	51	31	19	56	32	13			
<b>School Connectedness Scale</b>												
	40	44	16	36	47	17	43	40	17			

**Table A3.6**

**Summary of External Assets - Hispanic or Latino/Latina**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total Assets	32	56	12	25	56	19	30	54	16	28	57	16
Caring Relationships: Adult in School	35	53	12	29	55	16	36	52	12	34	55	11
High Expectations: Adult in School	57	37	7	45	46	9	47	45	8	46	44	9
Meaningful Participation	13	51	36	10	48	42	14	46	40	11	45	45
<b>Community Environment</b>												
Total Assets	63	30	6	59	32	9	60	30	9	45	43	13
Caring Relationships: Adult in Community	66	26	8	63	28	9	64	27	9	56	32	12
High Expectations: Adult in Community	67	25	8	65	26	9	64	28	9	55	37	8
Meaningful Participation	43	40	17	36	39	24	38	38	24	18	47	34
<b>School Connectedness Scale</b>												
	49	41	10	41	49	11	42	46	12	46	43	11

**Table A3.7**

**Summary of External Assets - White or Caucasian (non-Hispanic)**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total Assets	39	51	10	37	52	11	37	53	10	32	57	10
Caring Relationships: Adult in School	39	52	9	38	52	10	42	50	8	40	50	9
High Expectations: Adult in School	61	33	6	53	41	6	51	43	6	49	42	9
Meaningful Participation	17	54	29	14	56	30	15	51	34	12	47	41
<b>Community Environment</b>												
Total Assets	80	16	4	77	19	4	74	21	4	49	37	14
Caring Relationships: Adult in Community	75	19	6	74	21	5	72	22	6	53	34	12
High Expectations: Adult in Community	76	19	5	76	19	5	73	22	5	53	33	13
Meaningful Participation	69	24	7	62	29	9	57	33	10	22	51	27
<b>School Connectedness Scale</b>												
	55	37	8	55	37	8	51	39	10	50	37	13



**Table A3.8**

**Summary of External Assets - Other Ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total Assets	35	55	10	31	54	15	33	52	15	38	45	16
Caring Relationships: Adult in School	35	54	11	31	56	13	38	49	13	54	35	10
High Expectations: Adult in School	58	36	6	45	48	8	47	44	9	65	26	8
Meaningful Participation	16	53	31	14	55	31	15	49	35	18	36	46
<b>Community Environment</b>												
Total Assets	70	24	6	71	24	5	63	30	7	61	31	7
Caring Relationships: Adult in Community	67	25	9	71	21	8	65	26	9	74	19	7
High Expectations: Adult in Community	69	24	7	70	25	5	65	27	8	65	27	7
Meaningful Participation	57	33	10	54	36	10	49	40	11	30	47	23
<b>School Connectedness Scale</b>												
	49	40	11	47	43	11	40	48	12	44	41	15

**Table A3.9**

**Summary of External Assets - Selected More Than One Ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total Assets	35	56	9	34	51	14	38	51	11	24	69	8
Caring Relationships: Adult in School	34	56	10	37	49	14	43	48	10	35	61	4
High Expectations: Adult in School	57	38	6	53	40	8	52	41	7	53	44	4
Meaningful Participation	16	54	30	14	54	31	17	50	33	9	39	52
<b>Community Environment</b>												
Total Assets	73	21	5	72	23	5	69	25	7	39	41	21
Caring Relationships: Adult in Community	70	24	7	70	23	8	67	25	8	50	36	14
High Expectations: Adult in Community	71	23	6	71	23	7	67	26	7	46	43	11
Meaningful Participation	62	29	9	59	31	10	54	35	11	18	48	34
<b>School Connectedness Scale</b>												
	49	41	10	49	41	9	47	42	11	43	49	9

**Table A3.10.1**

**Summary of External Assets - 7th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	Grade 7							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b>School Environment</b>								
Total Assets	36	35	36	33	32	39	35	35
Caring Relationships: Adult in School	38	33	34	33	35	39	35	34
High Expectations: Adult in School	58	54	59	52	57	61	58	57
Meaningful Participation	16	16	17	14	13	17	16	16
<b>Community Environment</b>								
Total Assets	74	69	67	68	63	80	70	73
Caring Relationships: Adult in Community	70	63	64	66	66	75	67	70
High Expectations: Adult in Community	71	67	66	63	67	76	69	71
Meaningful Participation	57	60	59	54	43	69	57	62
<b>School Connectedness Scale</b>								
	49	46	53	40	49	55	49	49

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.10.2**

**Summary of External Assets -9th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	Grade 9							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b>School Environment</b>								
Total Assets	31	32	35	31	25	37	31	34
Caring Relationships: Adult in School	35	33	34	35	29	38	31	37
High Expectations: Adult in School	51	54	56	47	45	53	45	53
Meaningful Participation	15	16	17	12	10	14	14	14
<b>Community Environment</b>								
Total Assets	71	68	66	64	59	77	71	72
Caring Relationships: Adult in Community	70	61	61	66	63	74	71	70
High Expectations: Adult in Community	68	64	65	68	65	76	70	71
Meaningful Participation	55	62	59	51	36	62	54	59
<b>School Connectedness Scale</b>								
	46	44	54	36	41	55	47	49

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.10.3**

**Summary of External Assets - 11th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	Grade 11							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b>School Environment</b>								
Total Assets	39	47	36	41	30	37	33	38
Caring Relationships: Adult in School	44	45	39	47	36	42	38	43
High Expectations: Adult in School	48	57	49	48	47	51	47	52
Meaningful Participation	18	22	20	22	14	15	15	17
<b>Community Environment</b>								
Total Assets	66	74	67	69	60	74	63	69
Caring Relationships: Adult in Community	63	68	57	64	64	72	65	67
High Expectations: Adult in Community	61	72	62	68	64	73	65	67
Meaningful Participation	51	65	60	56	38	57	49	54
<b>School Connectedness Scale</b>								
	44	46	47	43	42	51	40	47

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.10.4**

**Summary of External Assets - Non-traditional by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	NT							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b>School Environment</b>								
Total Assets	25				28	32	38	24
Caring Relationships: Adult in School	24				34	40	54	35
High Expectations: Adult in School	43				46	49	65	53
Meaningful Participation	6				11	12	18	9
<b>Community Environment</b>								
Total Assets	16				45	49	61	39
Caring Relationships: Adult in Community	31				56	53	74	50
High Expectations: Adult in Community	24				55	53	65	46
Meaningful Participation	6				18	22	30	18
<b>School Connectedness Scale</b>								
	23				46	50	44	43

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.11**  
**School Connectedness**

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>I feel close to people in this school</b>				
Strongly Disagree	4	5	5	9
Disagree	6	6	9	11
Neither Agree Nor Disagree	26	24	23	30
Agree	44	44	41	37
Strongly Agree	21	21	22	12
<b>I am happy to be at this school</b>				
Strongly Disagree	5	6	8	11
Disagree	6	6	8	9
Neither Agree Nor Disagree	18	21	22	22
Agree	40	41	41	36
Strongly Agree	31	25	21	22
<b>I feel like I am part of this school</b>				
Strongly Disagree	7	7	8	9
Disagree	10	10	11	11
Neither Agree Nor Disagree	25	30	29	27
Agree	39	38	36	38
Strongly Agree	20	15	15	15
<b>Teachers at this school treat students fairly</b>				
Strongly Disagree	9	7	7	7
Disagree	12	11	12	6
Neither Agree Nor Disagree	28	28	29	17
Agree	34	40	41	43
Strongly Agree	17	14	11	27
<b>I feel safe in my school</b>				
Strongly Disagree	7	7	6	8
Disagree	9	9	7	10
Neither Agree Nor Disagree	24	28	25	23
Agree	37	39	42	39
Strongly Agree	23	17	19	20

*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 A3.12**  
***School Based Assets***

<b>At my school, there is a teacher or some other adult...</b>	<b>Grade 7</b>	<b>Grade 9</b>	<b>Grade 11</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>who really cares about me</b>				
Not At All True	12	14	10	12
A Little True	29	32	27	27
Pretty Much True	34	33	33	34
Very Much True	25	21	29	27
<b>who tells me when I do a good job</b>				
Not At All True	7	8	6	8
A Little True	18	19	19	16
Pretty Much True	34	37	37	38
Very Much True	42	36	38	38
<b>who notices when I am not there</b>				
Not At All True	12	12	11	11
A Little True	23	25	23	18
Pretty Much True	33	34	34	37
Very Much True	32	29	32	34
<b>who always wants me to do my best</b>				
Not At All True	5	5	5	6
A Little True	11	15	14	14
Pretty Much True	25	33	34	35
Very Much True	59	47	46	44
<b>who listens when I have something to say</b>				
Not At All True	10	9	7	11
A Little True	21	22	20	20
Pretty Much True	34	38	37	31
Very Much True	36	31	36	38
<b>who believes that I will be a success</b>				
Not At All True	8	10	8	11
A Little True	16	20	20	18
Pretty Much True	30	35	35	33
Very Much True	45	35	37	38

*Questions HS A16-21/MS A15-20: At my school, there is a teacher or some other adults 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.. believe that I will be a success.*

**Table A3.12 - Continued**  
**School Based Assets**

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>I do interesting activities at school</b>				
Not At All True	16	18	20	26
A Little True	28	27	26	31
Pretty Much True	30	27	26	26
Very Much True	27	29	29	17
<b>I help decide things like class rules or activities</b>				
Not At All True	49	51	48	53
A Little True	28	29	29	24
Pretty Much True	14	13	14	12
Very Much True	9	6	9	11
<b>I do things that make a difference at school</b>				
Not At All True	26	29	29	33
A Little True	36	37	35	31
Pretty Much True	22	21	21	20
Very Much True	16	13	14	15

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

**Table A3.13**  
**Community Based Assets**

<b>Outside of my home and school, there is a teacher or some other adult... who really cares about me</b>	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Not At All True	7	6	6	9
A Little True	8	7	8	11
Pretty Much True	16	15	16	19
Very Much True	69	72	70	61
<b>who tells me when I do a good job</b>				
Not At All True	8	8	8	11
A Little True	12	12	12	16
Pretty Much True	22	23	23	28
Very Much True	58	58	57	45

*Questions HS A25-26/MS 24-25: Outside of my home and school, there is an adult who...really cares about me, tells me when I do a good job*

**Table A3.13 - Continued**  
**Community Based Assets**

<b>Outside of my home and school, there is a teacher or some other adult...</b>	<b>Grade 7</b>	<b>Grade 9</b>	<b>Grade 11</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>who notices when I am upset about something</b>				
Not At All True	11	11	10	15
A Little True	13	13	13	18
Pretty Much True	22	22	22	25
Very Much True	54	54	55	42
<b>who believes that I will be a success</b>				
Not At All True	8	7	7	11
A Little True	11	10	10	18
Pretty Much True	20	20	21	26
Very Much True	62	63	62	46
<b>who always wants me to do my best</b>				
Not At All True	6	6	6	9
A Little True	7	8	8	14
Pretty Much True	15	17	18	23
Very Much True	72	69	68	54
<b>whom I trust</b>				
Not At All True	8	9	10	16
A Little True	9	10	11	14
Pretty Much True	17	18	18	20
Very Much True	65	63	62	50

*Questions HS A27-30/MS A26-29: Outside of my home and school, there is an adult...who 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 A3.13 - Continued**  
**Community Based Assets**

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>I am part of clubs, sports teams, church/temple or other group activities</b>				
Not At All True	24	28	28	55
A Little True	12	12	12	18
Pretty Much True	13	13	14	10
Very Much True	51	47	46	17
<b>I am involved in music, art, literature, sports or a hobby</b>				
Not At All True	15	18	17	35
A Little True	9	11	12	15
Pretty Much True	15	15	16	18
Very Much True	61	56	56	32
<b>I help other people</b>				
Not At All True	9	11	10	18
A Little True	20	23	20	22
Pretty Much True	35	33	33	29
Very Much True	36	33	37	31

*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 %
<b>Alcohol (one full drink)</b>				
0 times	78	54	34	15
1 time	9	9	7	5
2 to 3 times	7	12	12	10
4 or more times	7	25	47	69
<b>Marijuana</b>				
0 times	92	76	60	23
1 time	3	5	6	6
2 to 3 times	2	5	6	7
4 or more times	4	14	28	64
<b>Inhalants (to get high)</b>				
0 times	88	85	86	64
1 time	5	5	5	7
2 to 3 times	3	5	4	10
4 or more times	3	5	6	19
<b>Cocaine</b>				
0 times	na	94	90	59
1 time	na	2	3	8
2 to 3 times	na	2	2	8
4 or more times	na	2	5	25
<b>Methamphetamine or any amphetamines</b>				
0 times	na	95	93	68
1 time	na	2	2	7
2 to 3 times	na	1	2	7
4 or more times	na	2	3	19

*Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...?  
na=not asked of middle school students*

**Table A4.1 - Continued**

***AOD Use, Lifetime***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>LSD or other psychedelics</b>				
0 times	na	95	92	69
1 time	na	2	3	8
2 to 3 times	na	1	2	10
4 or more times	na	2	3	13
<b>Ecstasy</b>				
0 times	na	95	92	71
1 time	na	2	3	7
2 to 3 times	na	2	2	9
4 or more times	na	2	3	13
<b>Heroin</b>				
0 times	na	97	96	86
1 time	na	1	1	5
2 to 3 times	na	1	1	4
4 or more times	na	2	2	5
<b>Other illegal drug or pill</b>				
0 times	96	89	84	54
1 time	1	3	3	4
2 to 3 times	1	3	5	8
4 or more times	2	5	9	34
<b><i>Any of the above AOD Use</i></b>	28	50	68	88
<b>Prescription pain killers</b>				
0 times	na	87	80	48
1 time	na	4	5	8
2 to 3 times	na	4	6	11
4 or more times	na	5	9	33

*Question HS A.43-47//MS A.41: During your life, how many times have you used or tried...?*  
*na=not asked of middle school students*

**Table A4.1 - Continued**

***AOD Use, Lifetime***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Barbiturates</b>				
0 times	na	95	96	85
1 time	na	1	1	4
2 to 3 times	na	1	1	4
4 or more times	na	2	2	7
<b>Tranquilizers or sedatives</b>				
0 times	na	93	90	73
1 time	na	2	2	4
2 to 3 times	na	3	3	5
4 or more times	na	2	5	18
<b>Cold/Cough Medicines</b>				
0 times	na	89	87	66
1 time	na	3	3	8
2 to 3 times	na	3	4	10
4 or more times	na	5	6	16
<b>Diet Pills</b>				
0 times	na	95	95	88
1 time	na	1	1	3
2 to 3 times	na	1	1	3
4 or more times	na	2	3	5
<b>Ritalin™ or Adderall™</b>				
0 times	na	94	91	71
1 time	na	2	2	7
2 to 3 times	na	2	2	8
4 or more times	na	2	4	14

*Question HS A.48-52: During your life, how many times have you used or tried...?*

*na=not asked of middle school students*

**Table A4.2*****Age of Onset***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (one full drink)</b>				
Never	71	48	31	12
10 or under	12	12	7	17
11 -12 years old	15	14	9	20
13-14 years old	2	24	24	30
15-16 years old	0	2	28	18
17 years or older	0	0	1	3
<b>Marijuana</b>				
Never	94	78	62	22
10 or under	2	2	2	9
11 -12 years old	3	5	4	17
13-14 years old	1	13	13	30
15-16 years old	0	1	18	20
17 years or older	0	0	1	3
<b>Other illegal drug</b>				
Never	96	87	80	42
10 or under	1	2	1	4
11 -12 years old	2	3	2	11
13-14 years old	1	7	6	16
15-16 years old	0	1	10	25
17 years or older	0	0	1	3

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Alcohol (at least one drink)	14	28	40	67
Marijuana	5	14	22	54
Inhalants	6	6	5	12
Cocaine	na	4	4	18
Methamphetamine or any amphetamines	na	3	3	12
Ecstasy, LSD or other psychedelics	na	4	4	17
Other illegal drug or pill	3	5	5	19
<b><i>Any of the above AOD Use</i></b>	17	32	44	74
Two or more drugs at the same time	na	6	9	23

*Question HS A.63, 65-71/MS A.52,54-56: During the past 30 days, on how many days did you use...?*  
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
	%	%	%	%
<b>Alcohol</b>				
None	86	72	60	33
1 or 2 days	9	16	20	23
3 to 9 days	2	7	13	23
10 to 19 days	1	2	4	12
20 or more days (daily)	2	3	4	9
<b>Marijuana</b>				
None	95	86	78	46
1 or 2 days	2	6	8	14
3 to 9 days	1	3	5	9
10 to 19 days	0	2	3	5
20 or more days (daily)	1	3	5	27

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	91	73	55	26
1 to 2 times	6	14	20	26
3 to 6 times	1	6	12	14
7 or more times	1	6	13	34

*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	77	64	27
1 to 2 times	4	8	9	11
3 to 6 times	1	4	7	7
7 or more times	2	10	20	55

*Question HS A.54/MS A.43: During your life, how many times have you been high (loaded, stoned, or wasted) from using drugs?*

**Table A4.7*****Current Binge (Episodic Heavy) Drinking, Past 30 Days***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 days	95	85	75	45
1 to 2 days	3	8	13	19
3 or more days	2	7	13	36

*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	73	52	37	18
Just a sip or two	18	18	13	10
Enough to feel it a little	5	12	15	18
Enough to feel it a lot	2	10	20	24
Until really drunk	2	8	14	31

*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	77	65	31
Not high at all	3	3	4
A little high	6	7	10
Moderately high	7	14	19
Very high	7	11	35

*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
	%	%	%
<b><i>Never</i></b>	76	68	42
<b><i>Any</i></b>	24	32	58
1 time	7	9	10
2 times	6	7	11
3 to 6 times	6	8	16
7 or more times	6	8	20

*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>	51
<i>Any</i>	49
1 time	14
2 times	9
3 to 6 times	9
7 or more times	11

*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
	%	%	%	%
<b>Alcohol</b>				
0 days	95	91	91	82
1 to 2 days	3	5	5	10
3 or more days	2	3	4	8
<b>Marijuana</b>				
0 days	97	93	92	75
1 to 2 days	1	3	3	8
3 or more days	1	3	4	16
<b>Any illegal drug or pill</b>				
0 days	98	95	94	81
1 to 2 days	1	3	2	8
3 or more days	1	2	3	11

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	95	85	76	43
1 to 2 times	3	7	10	14
3 to 6 times	1	3	5	10
7 or more times	1	4	9	33

*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
	%	%	%	%
<b>Alcohol - Drink Occasionally</b>				
Great	22	25	22	19
Moderate	22	25	25	28
Slight	31	32	36	32
None	25	18	17	21
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	46	51	48	33
Moderate	25	26	29	29
Slight	9	10	13	19
None	20	13	9	19

*Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they do the following...alcohol*

**Table A4.15*****Perceived Harm of Frequent Marijuana Use***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Marijuana - Smoke Occasionally</b>				
Great	45	43	34	23
Moderate	25	25	24	18
Slight	9	16	23	24
None	21	16	19	35
<b>Marijuana - Smoke once or twice a week</b>				
Great	57	56	47	21
Moderate	15	19	22	26
Slight	7	10	15	19
None	21	15	16	33

*Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they do the following...marijuana*

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Alcohol - One or two drinks nearly every day</b>				
Neither approve or disapprove	18	22	23	45
Somewhat disapprove	14	22	24	32
Strongly disapprove	69	56	52	22
<b>Marijuana or Hashish - Once or twice</b>				
Neither approve or disapprove	18	31	43	64
Somewhat disapprove	13	20	22	19
Strongly disapprove	68	48	35	17
<b>Marijuana - Once a month or more</b>				
Neither approve or disapprove	18	28	38	64
Somewhat disapprove	12	18	21	19
Strongly disapprove	71	54	41	18

*Question HS A.92-94/MS A.76-78: How do you feel about someone your age doing the following...alcohol, marijuana or hashish*

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
None of them	47	13	6	8
10 percent	25	18	8	3
20 percent	10	12	7	3
30 percent	5	10	9	2
40 percent	3	8	8	3
50 percent	6	15	17	13
60 percent	1	5	8	4
70 percent	1	6	10	5
80 percent	1	6	13	11
90 percent	1	4	10	19
All of them	1	3	4	27

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

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

	Grade 9	Grade 11	NT
	%	%	%
Does not apply, never used alcohol/drugs	64	44	24
Problems with emotions, nerves, mental health	8	12	29
Trouble or problems with the police	7	11	28
Money problems	3	5	21
Get into trouble in school	4	5	22
Problems with school work	5	7	17
Fight with other kids	5	6	17
Damage a friendship	5	8	17
Physically hurt or injure yourself	3	6	16
Unwanted or unprotected sex	4	7	18
Forget what happened or pass out	9	16	29
Other problems	5	6	16
More than one problem	11	18	39
Never had problems when I've used alcohol/drugs	18	29	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 While Using Alcohol/Drugs***

	Grade 9 %	Grade 11 %	NT %
Does not apply, have not used alcohol or drugs	67	48	24
Had to increase use to get same effect as before	8	14	38
Spent a lot of time getting, using, or being "hung over" from using	5	7	23
Used alcohol or drugs a lot more than intended	6	11	26
Used alcohol or drugs when alone	8	13	32
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4	5	16
Didn't like the way you felt when not high or drunk	4	6	17
Thought about reducing or stopping	7	13	26
Told self not going to use but used anyway	6	10	21
Spoke with someone about reducing or stopping use	4	7	18
Attended counseling, program, or group to reduce/stop use	1	2	10
More than one experience	10	18	37
Use alcohol or drugs but have not experienced any of these things	16	25	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
	%	%	%	%
<b>Alcohol</b>				
Very difficult	11	6	4	4
Fairly difficult	11	6	5	7
Fairly easy	16	23	23	22
Very easy	21	41	54	55
Don't know	40	23	14	11
<b>Marijuana</b>				
Very difficult	21	8	4	5
Fairly difficult	11	9	5	4
Fairly easy	9	19	19	12
Very easy	12	34	52	65
Don't know	48	31	19	13

*Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get any of the following substances 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	87	71	64	49
1 time	7	11	11	8
2 to 3 times	3	8	10	13
4 or more times	4	10	15	30

*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	33	40	43	44
Yes	67	60	57	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	15	14	15	20
Yes	85	86	85	80

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

**Table A4.24*****Employer drug and alcohol testing***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
More likely	na	35	27	21
Less likely	na	20	22	36
Would make no difference	na	45	51	42

*Question HS A.119: Would you be more or less likely to want to work for an employer that tests its employees for drug or alcohol use on a random basis?*

## 5. Tobacco Use

**Table A5.1**

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>A cigarette, even one or two puffs</b>				
0 times	86	na	na	na
1 time	6	na	na	na
2 to 3 times	3	na	na	na
4 or more times	3	na	na	na
<b>A whole cigarette</b>				
0 times	94	80	71	29
1 time	2	6	6	11
2 to 3 times	1	5	6	11
4 or more times	2	9	17	49
<b>Smokeless tobacco</b>				
0 times	96	94	91	75
1 time	2	2	3	8
2 to 3 times	1	2	2	7
4 or more times	1	2	4	10

*Question HS A.35-36/MS A.34-36: During your life, how many times have you used or tried...?*



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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Smoked part or all of a cigarette</b>				
Never	89	75	66	28
10 or under	4	6	4	12
11 -12 years old	6	7	6	19
13-14 years old	1	11	11	23
15-16 years old	0	1	13	16
17 years or older	0	0	1	3
<b>Smokeless Tobacco</b>				
Never	96	92	88	65
10 or under	1	2	2	6
11 -12 years old	2	2	2	5
13-14 years old	0	4	3	9
15-16 years old	0	0	6	13
17 years or older	0	0	0	2

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
Any	4	10	14	47
Daily	1	2	3	22
<b>Smokeless Tobacco</b>				
Any	2	3	4	13
Daily	1	1	1	2

*Question HS A.61-62/MS A.51-51: During the past 30 days, on how many days did you use...*

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>None</i>	98	97	97	86
<i>Any</i>	2	3	3	14
1 or 2 days	1	2	2	8
3 to 9 days	0	1	1	5
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	0

*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 or disapprove	16	19	20	41
Somewhat disapprove	10	14	16	25
Strongly disapprove	74	67	64	33

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Neither approve or disapprove	12	14	14	34
Somewhat disapprove	12	17	18	24
Strongly disapprove	75	69	68	41

*Question HS A.96/MS A.80: How do you think your close friends would feel about your smoking one or more pack of cigarettes a day?*

**Table A5.7*****Perceived Harm of Frequent Cigarette Smoking***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Smoking Occasionally</b>				
Great	31	33	34	30
Moderate	31	33	33	26
Slight	19	21	22	25
None	20	14	11	19
<b>Smoking 1-2 packs of cigarette a day</b>				
Great	64	73	79	66
Moderate	11	10	9	10
Slight	4	3	3	6
None	21	13	9	18

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Very difficult	12	6	4	5
Fairly difficult	13	7	5	3
Fairly easy	16	25	21	17
Very easy	14	35	51	61
Don't know	45	28	19	13

*Question HS A.84/MS A.70: How difficult is it for students in your grade to get any of the following substances if they really want them? Cigarettes.*

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
None of them	44	15	8	11
10 percent	29	25	20	5
20 percent	9	15	15	4
30 percent	6	12	13	8
40 percent	3	8	10	4
50 percent	6	14	17	19
60 percent	1	3	4	6
70 percent	1	3	5	7
80 percent	1	2	3	10
90 percent	0	1	2	12
All of them	1	1	2	14

*Question HS A.87/MS A.73: Think about a group of 100 students in your grade. About how many students have done the following... Smoke cigarettes at least once a month?*

## 6. Violence and Safety

**Table A6.1**

***Verbal Harassment on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Had mean rumors/lies spread about you</b>				
0 times	50	59	61	59
1 time	22	18	18	17
2 to 3 times	13	12	12	12
4 or more times	14	11	10	12
<b>Had sexual jokes/comments/gestures made to you</b>				
0 times	54	53	54	60
1 time	15	13	11	11
2 to 3 times	12	11	12	11
4 or more times	19	23	23	18
<b>Been made fun of because of your looks/way talk</b>				
0 times	56	62	67	70
1 time	17	15	12	10
2 to 3 times	11	9	9	10
4 or more times	17	14	12	10

*Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you...?*

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Been pushed, shoved, hit, etc.</b>				
0 times	53	69	77	75
1 time	17	14	11	12
2 to 3 times	13	8	6	8
4 or more times	17	9	6	5
<b>Been afraid of being beaten up</b>				
0 times	69	77	85	81
1 time	17	14	9	11
2 to 3 times	7	5	3	4
4 or more times	7	4	3	4
<b>Been in physical fight</b>				
0 times	74	78	83	65
1 time	12	10	8	15
2 to 3 times	7	6	4	12
4 or more times	7	6	5	8

*Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you...*

**Table A6.3**  
***Property Damage on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Had property stolen/damaged</b>				
0 times	68	73	76	74
1 time	17	16	14	14
2 to 3 times	8	6	6	8
4 or more times	6	5	4	4
<b>Damaged school property on purpose</b>				
0 times	85	84	87	78
1 time	8	7	6	6
2 to 3 times	3	5	2	7
4 or more times	4	5	4	8

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Carried a gun</b>				
0 times	95	94	95	88
1 time	2	2	2	6
2 or more times	3	4	3	6
<b>Carried any other weapon</b>				
0 times	90	90	92	79
1 time	5	4	3	8
2 or more times	5	6	5	13

*Question HS A.109-110/MS A.91-92: During the past 12 months, how many times on school property have you...?*

**Table A6.5*****Awareness and Use of Weapons on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Seen someone with a weapon</b>				
0 times	69	72	76	64
1 time	17	13	11	11
2 or more times	14	16	13	25
<b>Been threatened/injured with a weapon</b>				
0 times	90	91	94	87
1 time	5	4	3	6
2 or more times	4	4	3	7

*Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you...*

**Table A6.6*****Personal Disapproval of Weapon Possession***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Neither approve or disapprove	16	16	13	28
Somewhat disapprove	9	11	9	15
Strongly disapprove	75	73	78	58

*Question HS A.95/MS A.79: How do you feel about someone your age doing the following...carry a weapon to school?*



**Table A6.7**

***Reason for Harassment on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Race, Ethnicity, or National Origin</b>				
0 times	82	82	85	80
1 time	8	7	6	8
2 or more times	9	10	9	12
<b>Religion</b>				
0 times	90	90	90	88
1 time	5	5	4	4
2 or more times	5	6	6	8
<b>Gender</b>				
0 times	89	91	91	89
1 time	5	4	4	5
2 or more times	5	5	5	6
<b>Sexual Orientation *</b>				
0 times	89	90	93	87
1 time	5	4	3	5
2 or more times	6	5	5	8
<b>Physical/Mental Disability</b>				
0 times	94	95	95	90
1 time	3	2	2	4
2 or more times	4	3	3	6
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>	32	30	25	26
<b>Any Other Reason</b>				
0 times	71	75	82	79
1 time	11	9	7	7
2 or more times	17	16	12	13
<b><i>Any Harassment</i></b>	43	39	32	32

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

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	91	90	91	85
Yes	9	10	9	15

*Question HS A.121 /MS A.103: Do you consider yourself a member of a gang?*

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Does not apply, didn't have a boy/girlfriend	54	45	37	24
No	42	50	56	61
Yes	4	5	7	15

*Question HS A.122/MS A.104: 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	21	16	20	25
Safe	41	43	43	34
Neither safe nor unsafe	29	34	31	33
Unsafe	5	5	4	4
Very unsafe	4	3	3	3

*Question HS A.120/MS A.101: How safe do you feel when you are at school?*

**Table A6.11*****Harassment for Hate-Crime Reasons*****Cells are empty if there are less than 25 respondents**

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	32	36	32	24
Native Hawaiian or Pacific Islander	43	38	33	
Asian	43	41	35	
Black or African American (non-Hispanic)	45	42	41	
Hispanic or Latino/Latina	30	27	24	26
White or Caucasian (non-Hispanic)	31	29	24	26
Other	33	34	28	21
Multi-Racial (selected more than one)	36	35	30	25

*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 for any of the following reasons?... race, ethnicity or national origin; religion; gender; sexual orientation; physical or mental disability.*

**Table A6.12*****Harassment for Race, Ethnicity or National Origin*****Cells are empty if there are less than 25 respondents**

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	17	19	20	19
Native Hawaiian or Pacific Islander	28	28	25	
Asian	34	35	29	
Black or African American (non-Hispanic)	34	32	33	
Hispanic or Latino/Latina	17	17	17	20
White or Caucasian (non-Hispanic)	14	13	10	19
Other	16	21	16	18
Multi-Racial (selected more than one)	20	22	19	18

*Question HS A.113/MS A.95 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reason(s)?... race, ethnicity or national origin*

## 7. Physical and Mental Health

**Table A7.1**

***Eating of Breakfast***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	32	39	42	59
Yes	68	61	58	41

*Question HS A.34/MS A.33: Did you eat breakfast today?*

**Table A7.2**

***Frequency of Sad and Hopeless Feelings, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	73	68	66	55
Yes	27	32	34	45

*Question HS A.123/MS A.105: 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?*

## 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 %
<b>Lifetime and Current ATOD Use</b>								
<i>During your life did you ever...</i>								
drink alcohol (one full drink)?	21	24	47	46	69	63	88	84
use inhalants?	12	12	16	14	14	13	39	34
smoke marijuana?	7	10	21	27	38	42	79	75
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	13	14	30	26	41	38	69	66
use inhalants?	6	5	5	6	4	5	10	13
smoke marijuana?	4	6	13	16	19	24	50	58
<b>Level of Involvement (High Risk Patterns)</b>								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking alcohol?	8	9	28	25	47	43	80	70
been high from using drugs?	6	9	21	24	34	38	77	70
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	5	6	15	15	24	27	59	50
<b>ATOD Use at School</b>								
During your life, have you ever been drunk/high on school property?	4	5	14	16	23	24	57	56
During the past 30 days, did you use marijuana on school property?	2	3	5	9	6	10	18	29
<b>Perceived Harm</b>								
<i>Frequent use of... is harmful.*</i>								
alcohol (five or more drinks once or twice a week)	82	77	88	86	92	89	81	81
marijuana (once or twice a week)	81	77	86	83	87	81	70	64

\*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	8	18	21	28	31	73	69
During the past 30 days, did you smoke a cigarette?	3	5	9	11	13	15	44	51
During the past 30 days, did you smoke cigarettes daily?	1	1	1	3	3	4	20	25
During the past 30 days, did you smoke cigarettes on school property?	2	3	2	3	2	3	9	18
Frequent use of cigarettes is harmful. (1-2 packs a day)*	81	77	87	87	92	90	81	84

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

**Table A8.3*****Violence-Related Behavior and Experiences, by Gender and Grade***

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	14	21	15	21	12	18	15	23
Religion	9	12	8	12	9	11	8	14
Gender	12	9	11	7	11	6	9	11
Gay/lesbian, or someone thought you were	9	13	8	11	6	9	9	13
Physical/mental disability	5	8	4	6	3	6	4	13
Any other reason	27	30	26	24	18	19	19	22
During the past 12 months at school have you been in a physical fight?	17	36	16	28	12	23	32	39
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	3	6	5	5	6	7	21	10
Feels safe at school	65	59	59	59	61	64	58	63
Currently belong to a gang?	7	11	7	12	6	12	12	18

**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?	65	73	58	65	57	59	46	38
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?	29	24	37	26	39	27	54	37



## 9. Comparisons

**Table A9.1**

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

	7th Grade %		9th Grade %			11th Grade %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
<b>Lifetime and Current ATOD Use</b>								
<i>During your life did you ever...</i>								
smoke a cigarette? (PI)	6	7	20	20	45 <sup>a</sup>	29	34	55 <sup>a</sup>
chew tobacco or snuff?	4	4	6	6	~	9	10	~
drink alcohol (glass)?	22	24	46	47	67	66	66	79
use inhalants?	12	11	15	14	15	14	15	12
smoke marijuana? (PI)	8	9	24	25	29	40	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	4	6	10	11	15	14	17	24
chew tobacco or snuff?	2	3	3	5	6	4	6	6
drink alcohol (glass)? (PI)	14	15	28	24	37	40	42	53
use inhalants?	6	5	6	7	~	5	7	~
smoke marijuana? (PI)	5	7	14	15	16	22	24	21
<b>Level of Involvement (High Risk Patterns)</b>								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	9	11	27	28	~	45	45	~
been high from using drugs?	7	8	23	22	~	36	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	5	6	15	16	18	25	29	28

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

<sup>a</sup>YRBS asks about smoking even a puff or two.

\*The California Student Survey 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 Drug Use, with Comparisons to 2007 State CSS\* and National YRBS***

	7th Grade %		9th Grade %			11th Grade %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
<b>ATOD Use on School Property</b>								
During your life, have you ever been drunk/high?	5	6	15	13	~	24	25	~
During the past 30 days, did you smoke cigarettes?	2	3	3	7	4	3	7	5
<b>Perceived Harm<sup>b</sup></b>								
<i>People risk harming themselves using...<sup>c</sup></i>								
cigarettes (1-2 packs a day)	79	83	87	90	~	91	93	~
alcohol (five or more drinks once or twice a week)	80	83	87	89	~	91	92	~
marijuana (once or twice a week)	79	82	85	85	~	84	87	~

(PI) = SDFSCA/TUPE performance indicator recommended by CDE.

<sup>b</sup>not comparable with previous CHKS results

<sup>c</sup>combines "Great," "Moderate," and "Slight"

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

**Table A9.2**

***Selected Violence-Related Behavior and Experiences, and Protective Factors with Comparisons to 2007 State CSS\* and National YRBS***

	7th Grade %		9th Grade %			11th Grade %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
<b>Violence-Related Behaviors and Experiences</b>								
<i>During the past 12 months at school, have you....</i>								
been harassed because of race, ethnicity, gender, sexual orientation, or disability?	32	31	30	27	~	25	22	~
been in a physical fight?	26	32	22	25	18	17	23	11
been afraid of being beaten up? (PI)	31	29	23	22	~	15	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	11	10	11	13	~	10	13	~
How safe do you feel when you are at school? Very safe. (PI)	21	18	16	16	~	20	20	~
Do you consider yourself a member of a gang?	9	9	10	8	~	9	8	~
<b>Protective Factors - High Level of External Assets at School</b>								
Caring relationships with teacher or other adult (PI)	36	31	33	28	~	39	29	~
High expectations from teacher or other adult (PI)	58	45	49	39	~	49	38	~
Opportunities for meaningful participation at their school (PI)	15	16	12	13	~	15	15	~
Total School Assets	35	31	31	27	~	34	28	~
School Connectedness (Add Health) (PI)	51	39	47	34	~	46	31	~

*(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.*

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