

weapons violence bullying peers
 tobacco **safety** drugs HIV/
 AIDS suicide depression pregnancy
 gangs truancy weapons
healthy kids violence bullying
 alcohol tobacco drugs HIV/
 AIDS suicide pregnancy gangs
 truancy weapons **drug-free**
well-being violence bullying
 drugs HIV/AIDS gangs truancy
 suicide pregnancy
 drugs **exercise**
 violence bullying
 alcohol tobacco
nutrition drugs
 HIV/AIDS suicide
 depression gangs
 truancy weapons
RESILIENCE
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 HIV/AIDS suicide
 pregnancy gangs
 violence bullying
 alcohol tobacco
 depression
Schools
 truancy weapons
 violence bullying
 alcohol tobacco
 pregnancy gangs
PREVENTION
 HIV/AIDS suicide depression
 pregnancy gangs

Weapons violence
 tobacco drugs HIV
RESILIENCE
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 suicide depression
exercise gangs
 violence bullying
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 pregnancy gangs
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 AIDS **Safe Schools** tobacco truancy
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 drugs HIV/AIDS suicide tobacco
 depression gangs
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well-being
 pregnancy gangs
 violence bullying
 alcohol tobacco
 pregnancy gangs
 violence bullying
 alcohol tobacco
 gangs **nutrition**
 pregnancy drugs
 HIV weapons
 alcohol tobacco
 depression suicide

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

Weapons
 violence bullying drugs
PREVENTION
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 AIDS depression pregnancy gangs
 truancy weapons **exercise**
 gangs **safety** violence HIV
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 AIDS suicide
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Safe Schools
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 truancy suicide
 depression
RESILIENCE
 gangs truancy weapons violence
 tobacco drugs HIV/AIDS suicide
 depression pregnancy
healthy kids bullying alcohol
 tobacco drugs HIV/AIDS suicide
 depression pregnancy

Los Angeles Unified
 Secondary
 2009-2010
 Main Report

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

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PREFACE

This report provides the detailed results for each question from this district's 2009-10 administration of the *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, review these findings along with the *Survey Content Guidebook*, (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 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 and cscs.wested.org.

SURVEY PURPOSE

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

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

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 target sample of students, and the final number and percent that completed the survey (the participation response rate).

THE REPORT

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

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

NEXT STEPS

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

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

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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CALIFORNIA

healthy kids

SURVEY

Los Angeles Unified
Secondary
2009-2010
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 | x |
| C. AOD Use & Safety | |
| D. Tobacco | |
| E. Physical Health | x |
| F. Sexual Behavior | |
| G. Custom Questions | x |
| H. District After School Module | |

Table A1.2

Student Sample Characteristics

| | Grade 7 | Grade 9 | Grade 11 | NT* |
|-----------------------------------|------------|------------|------------|-----------|
| <i>Student Sample Size</i> | | | | |
| Target Sample | 1620 | 1070 | 1256 | na |
| Final Number | 1128 | 736 | 876 | 568 |
| Average Response Rate | 70% | 69% | 70% | na |

* 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 | 74 | 0 | 0 | 1 |
| 13 years old | 25 | 1 | 0 | 0 |
| 14 years old | 1 | 72 | 0 | 0 |
| 15 years old | 0 | 25 | 1 | 3 |
| 16 years old | 0 | 1 | 71 | 19 |
| 17 years old | 0 | 0 | 25 | 38 |
| 18 years or older | 0 | 0 | 2 | 39 |

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

Table A2.2

Gender of Sample

| | Grade 7 | Grade 9 | Grade 11 | NT |
|--------|---------|---------|----------|----|
| | % | % | % | % |
| Male | 45 | 48 | 50 | 51 |
| Female | 55 | 52 | 50 | 49 |

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 | 3 | 2 | 2 | 3 |
| Native Hawaiian or Pacific Islander | 2 | 1 | 3 | 1 |
| Asian | 9 | 11 | 6 | 2 |
| Black or African American (non-Hispanic) | 6 | 6 | 7 | 12 |
| Hispanic or Latino/Latina | 62 | 76 | 80 | 78 |
| White or Caucasian (non-Hispanic) | 19 | 6 | 7 | 8 |
| Other | 11 | 5 | 5 | 8 |
| Selected more than one | 10 | 6 | 9 | 8 |

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 | 68 | 64 | 48 |
| A home with only one parent | 26 | 28 | 40 |
| Other relative's home | 5 | 4 | 5 |
| A home with more than one family | 3 | 5 | 3 |
| Friend's home | 1 | 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 | 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 | 20 | 14 | 9 | 7 |
| A's and B's | 35 | 34 | 24 | 17 |
| Mostly B's | 10 | 7 | 9 | 10 |
| B's and C's | 18 | 23 | 32 | 24 |
| Mostly C's | 5 | 7 | 9 | 13 |
| C's and D's | 8 | 10 | 13 | 16 |
| Mostly D's | 2 | 2 | 3 | 6 |
| Mostly F's | 2 | 3 | 2 | 7 |

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

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

| | Grade 7 | Grade 9 | Grade 11 | NT |
|-----------------------|---------|---------|----------|----|
| | % | % | % | % |
| 0 times | 80 | 66 | 48 | 37 |
| 1-2 times | 12 | 16 | 22 | 18 |
| A few times | 5 | 12 | 20 | 20 |
| Once a month | 1 | 1 | 2 | 2 |
| Once a week | 1 | 1 | 3 | 6 |
| More than once a week | 1 | 4 | 5 | 17 |

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

Table A2.7***Days Home Alone During Normal School Week***

| | Grade 7 |
|--------|---------|
| | % |
| Never | 55 |
| 1 day | 22 |
| 2 days | 12 |
| 3 days | 8 |
| 4 days | 3 |
| 5 days | 0 |

Question MS A.102: In a normal school week, how many days are you home after school for at least one hour without an adult there?

Table A2.8***Migrant Education***

| | Grade 7 | Grade 9 | Grade 11 | NT |
|------------|---------|---------|----------|----|
| | % | % | % | % |
| Yes | 2 | 1 | 2 | 1 |
| No | 49 | 53 | 66 | 70 |
| Don't know | 49 | 45 | 32 | 29 |

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

| Percent of students scoring High, Moderate, and Low (%) | Grade 7 | | | Grade 9 | | | Grade 11 | | | NT | | |
|--|---------|----|----|---------|----|----|----------|----|----|----|----|----|
| | H | M | L | H | M | L | H | M | L | H | M | L |
| <i>School Environment</i> | | | | | | | | | | | | |
| Total | 35 | 55 | 10 | 29 | 57 | 13 | 33 | 55 | 12 | 36 | 47 | 17 |
| Caring Adult Relationships | 35 | 53 | 12 | 33 | 55 | 12 | 34 | 57 | 9 | 41 | 47 | 12 |
| High Expectations | 56 | 39 | 5 | 51 | 43 | 6 | 47 | 47 | 6 | 52 | 40 | 8 |
| Opportunities for Meaningful Participation | 15 | 57 | 28 | 10 | 53 | 37 | 16 | 49 | 35 | 17 | 49 | 34 |
| <i>Community Environment</i> | | | | | | | | | | | | |
| Total | 67 | 26 | 8 | 54 | 35 | 11 | 54 | 36 | 10 | 51 | 36 | 13 |
| Caring Adult Relationships | 65 | 26 | 9 | 58 | 30 | 11 | 57 | 32 | 11 | 59 | 30 | 11 |
| High Expectations | 69 | 23 | 8 | 60 | 30 | 10 | 58 | 31 | 11 | 55 | 34 | 11 |
| Opportunities for Meaningful Participation | 48 | 38 | 14 | 36 | 42 | 23 | 41 | 41 | 19 | 25 | 46 | 29 |
| <i>School Connectedness Scale</i> | | | | | | | | | | | | |
| | 52 | 40 | 8 | 44 | 47 | 9 | 43 | 46 | 11 | 50 | 40 | 10 |

Table A3.2

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 | 48 | 44 | 8 | | | | | | | | | |
| Caring Adult Relationships | 56 | 40 | 4 | | | | | | | | | |
| High Expectations | 68 | 32 | 0 | | | | | | | | | |
| Opportunities for Meaningful Participation | 13 | 67 | 20 | | | | | | | | | |
| Community Environment | | | | | | | | | | | | |
| Total | 76 | 10 | 14 | | | | | | | | | |
| Caring Adult Relationships | 72 | 7 | 21 | | | | | | | | | |
| High Expectations | 66 | 17 | 17 | | | | | | | | | |
| Opportunities for Meaningful Participation | 60 | 30 | 10 | | | | | | | | | |
| School Connectedness Scale | | | | | | | | | | | | |
| | 57 | 40 | 3 | | | | | | | | | |

Table A3.3

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 | | | | | | | | | | | | |
| Caring Adult Relationships | | | | | | | | | | | | |
| High Expectations | | | | | | | | | | | | |
| Opportunities for Meaningful Participation | | | | | | | | | | | | |
| Community Environment | | | | | | | | | | | | |
| Total | | | | | | | | | | | | |
| Caring Adult Relationships | | | | | | | | | | | | |
| High Expectations | | | | | | | | | | | | |
| Opportunities for Meaningful Participation | | | | | | | | | | | | |
| School Connectedness Scale | | | | | | | | | | | | |
| | | | | | | | | | | | | |

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 | 36 | 54 | 11 | 23 | 70 | 6 | 40 | 52 | 8 | | | |
| Caring Adult Relationships | 31 | 59 | 9 | 35 | 57 | 9 | 31 | 61 | 7 | | | |
| High Expectations | 58 | 33 | 8 | 53 | 42 | 5 | 57 | 40 | 4 | | | |
| Opportunities for Meaningful Participation | 16 | 54 | 31 | 15 | 57 | 28 | 21 | 53 | 26 | | | |
| Community Environment | | | | | | | | | | | | |
| Total | 72 | 22 | 6 | 66 | 29 | 5 | 54 | 33 | 13 | | | |
| Caring Adult Relationships | 68 | 24 | 8 | 59 | 30 | 11 | 50 | 39 | 11 | | | |
| High Expectations | 71 | 20 | 9 | 65 | 30 | 5 | 54 | 35 | 11 | | | |
| Opportunities for Meaningful Participation | 53 | 38 | 9 | 60 | 27 | 12 | 57 | 31 | 11 | | | |
| School Connectedness Scale | | | | | | | | | | | | |
| | 62 | 31 | 7 | 45 | 46 | 9 | 45 | 44 | 11 | | | |

Table A3.5

Summary Table - Black or African American (non-Hispanic)

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 | 48 | 46 | 6 | 26 | 65 | 9 | 48 | 47 | 5 | 29 | 51 | 21 |
| Caring Adult Relationships | 42 | 48 | 10 | 30 | 58 | 12 | 56 | 40 | 5 | 38 | 50 | 13 |
| High Expectations | 59 | 35 | 6 | 44 | 47 | 9 | 57 | 43 | 0 | 41 | 47 | 13 |
| Opportunities for Meaningful Participation | 21 | 57 | 22 | 7 | 70 | 23 | 27 | 49 | 24 | 20 | 38 | 42 |
| Community Environment | | | | | | | | | | | | |
| Total | 72 | 21 | 7 | 61 | 23 | 16 | 73 | 21 | 6 | 51 | 35 | 14 |
| Caring Adult Relationships | 65 | 29 | 6 | 59 | 20 | 20 | 68 | 25 | 6 | 54 | 38 | 8 |
| High Expectations | 72 | 22 | 6 | 64 | 20 | 16 | 71 | 21 | 8 | 55 | 34 | 11 |
| Opportunities for Meaningful Participation | 61 | 31 | 8 | 39 | 50 | 11 | 60 | 29 | 11 | 31 | 43 | 26 |
| School Connectedness Scale | | | | | | | | | | | | |
| | 46 | 42 | 11 | 32 | 55 | 14 | 44 | 42 | 14 | 29 | 51 | 20 |

Table A3.6

Summary Table - Hispanic or Latino/Latina

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 | 56 | 12 | 30 | 56 | 15 | 32 | 55 | 13 | 35 | 47 | 17 |
| Caring Adult Relationships | 33 | 55 | 12 | 33 | 55 | 13 | 33 | 57 | 10 | 40 | 48 | 12 |
| High Expectations | 54 | 41 | 5 | 50 | 43 | 6 | 45 | 48 | 7 | 53 | 40 | 7 |
| Opportunities for Meaningful Participation | 14 | 57 | 30 | 9 | 51 | 40 | 15 | 50 | 35 | 16 | 49 | 34 |
| Community Environment | | | | | | | | | | | | |
| Total | 61 | 30 | 9 | 51 | 38 | 12 | 51 | 39 | 10 | 50 | 37 | 13 |
| Caring Adult Relationships | 64 | 27 | 10 | 57 | 32 | 11 | 56 | 32 | 12 | 58 | 31 | 11 |
| High Expectations | 67 | 24 | 9 | 59 | 30 | 11 | 57 | 32 | 11 | 55 | 34 | 11 |
| Opportunities for Meaningful Participation | 39 | 43 | 18 | 32 | 42 | 26 | 38 | 42 | 20 | 23 | 47 | 30 |
| School Connectedness Scale | | | | | | | | | | | | |
| | 48 | 44 | 7 | 44 | 47 | 9 | 44 | 46 | 11 | 51 | 39 | 9 |

Table A3.7

Summary Table - White or Caucasian (non-Hispanic)

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 | 39 | 54 | 7 | 33 | 54 | 13 | 24 | 69 | 7 | 43 | 45 | 13 |
| Caring Adult Relationships | 47 | 45 | 9 | 35 | 52 | 13 | 34 | 61 | 5 | 53 | 38 | 9 |
| High Expectations | 63 | 33 | 4 | 63 | 33 | 4 | 43 | 55 | 2 | 51 | 43 | 6 |
| Opportunities for Meaningful Participation | 15 | 62 | 23 | 13 | 61 | 26 | 10 | 46 | 44 | 19 | 48 | 33 |
| Community Environment | | | | | | | | | | | | |
| Total | 81 | 16 | 3 | 67 | 26 | 7 | 62 | 30 | 8 | 57 | 40 | 2 |
| Caring Adult Relationships | 76 | 17 | 7 | 67 | 24 | 9 | 59 | 33 | 8 | 72 | 28 | 0 |
| High Expectations | 79 | 15 | 6 | 72 | 24 | 4 | 64 | 30 | 7 | 64 | 36 | 0 |
| Opportunities for Meaningful Participation | 67 | 30 | 4 | 46 | 41 | 13 | 38 | 48 | 13 | 31 | 52 | 17 |
| School Connectedness Scale | | | | | | | | | | | | |
| | 64 | 32 | 4 | 47 | 45 | 9 | 48 | 44 | 8 | 58 | 27 | 15 |

Table A3.8

Summary Table - Other Ethnicity

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 | 56 | 10 | 33 | 50 | 17 | 58 | 33 | 9 | 41 | 41 | 17 |
| Caring Adult Relationships | 32 | 53 | 15 | 39 | 44 | 17 | 50 | 43 | 7 | 52 | 31 | 17 |
| High Expectations | 55 | 41 | 3 | 53 | 39 | 8 | 67 | 23 | 9 | 46 | 41 | 12 |
| Opportunities for Meaningful Participation | 19 | 55 | 26 | 25 | 42 | 33 | 26 | 47 | 28 | 19 | 56 | 26 |
| Community Environment | | | | | | | | | | | | |
| Total | 69 | 26 | 5 | 64 | 28 | 8 | 60 | 29 | 12 | 60 | 26 | 14 |
| Caring Adult Relationships | 64 | 31 | 6 | 61 | 25 | 14 | 59 | 25 | 16 | 72 | 14 | 14 |
| High Expectations | 69 | 24 | 6 | 58 | 28 | 14 | 70 | 16 | 14 | 60 | 26 | 14 |
| Opportunities for Meaningful Participation | 57 | 35 | 7 | 44 | 44 | 11 | 48 | 36 | 17 | 37 | 33 | 30 |
| School Connectedness Scale | | | | | | | | | | | | |
| | 49 | 40 | 11 | 46 | 35 | 19 | 51 | 40 | 9 | 42 | 42 | 16 |

Table A3.9

Summary Table - Selected More Than One Ethnicity

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 | 39 | 52 | 9 | 35 | 55 | 10 | 47 | 47 | 5 | 33 | 44 | 23 |
| Caring Adult Relationships | 40 | 51 | 9 | 40 | 45 | 15 | 51 | 43 | 7 | 47 | 38 | 16 |
| High Expectations | 61 | 35 | 4 | 63 | 32 | 5 | 57 | 43 | 0 | 42 | 49 | 9 |
| Opportunities for Meaningful Participation | 15 | 65 | 20 | 20 | 59 | 22 | 25 | 54 | 21 | 17 | 41 | 41 |
| Community Environment | | | | | | | | | | | | |
| Total | 75 | 22 | 3 | 76 | 20 | 5 | 61 | 33 | 7 | 53 | 38 | 9 |
| Caring Adult Relationships | 75 | 17 | 8 | 63 | 27 | 10 | 61 | 29 | 11 | 69 | 22 | 9 |
| High Expectations | 75 | 20 | 6 | 73 | 22 | 5 | 67 | 22 | 11 | 58 | 38 | 4 |
| Opportunities for Meaningful Participation | 58 | 36 | 7 | 59 | 34 | 7 | 51 | 38 | 11 | 31 | 40 | 29 |
| School Connectedness Scale | | | | | | | | | | | | |
| | 57 | 39 | 4 | 43 | 45 | 12 | 49 | 43 | 8 | 35 | 39 | 26 |

Table A3.10.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

| Percent of students scoring High (%) | Grade 7 | | | | | | | |
|--|-----------|-----------|-----------|-----|-------|-----------|-----------|-------|
| | 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 |
| School Environment | | | | | | | | |
| Total | 48 | | 36 | 48 | 32 | 39 | 34 | 39 |
| Caring Adult Relationships | 56 | | 31 | 42 | 33 | 47 | 32 | 40 |
| High Expectations | 68 | | 58 | 59 | 54 | 63 | 55 | 61 |
| Opportunities for Meaningful Participation | 13 | | 16 | 21 | 14 | 15 | 19 | 15 |
| Community Environment | | | | | | | | |
| Total | 76 | | 72 | 72 | 61 | 81 | 69 | 75 |
| Caring Adult Relationships | 72 | | 68 | 65 | 64 | 76 | 64 | 75 |
| High Expectations | 66 | | 71 | 72 | 67 | 79 | 69 | 75 |
| Opportunities for Meaningful Participation | 60 | | 53 | 61 | 39 | 67 | 57 | 58 |
| School Connectedness Scale | | | | | | | | |
| | 57 | | 62 | 46 | 48 | 64 | 49 | 57 |

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 Table -9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

| Percent of students scoring High (%) | 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 |
| School Environment | | | | | | | | |
| Total | | | 23 | 26 | 30 | 33 | 33 | 35 |
| Caring Adult Relationships | | | 35 | 30 | 33 | 35 | 39 | 40 |
| High Expectations | | | 53 | 44 | 50 | 63 | 53 | 63 |
| Opportunities for Meaningful Participation | | | 15 | 7 | 9 | 13 | 25 | 20 |
| Community Environment | | | | | | | | |
| Total | | | 66 | 61 | 51 | 67 | 64 | 76 |
| Caring Adult Relationships | | | 59 | 59 | 57 | 67 | 61 | 63 |
| High Expectations | | | 65 | 64 | 59 | 72 | 58 | 73 |
| Opportunities for Meaningful Participation | | | 60 | 39 | 32 | 46 | 44 | 59 |
| School Connectedness Scale | | | | | | | | |
| | | | 45 | 32 | 44 | 47 | 46 | 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 A3.10.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

| Percent of students scoring High (%) | Grade 11 | | | | | | | |
|--|-----------|-----------|-----------|-----|-------|-----------|-----------|-------|
| | 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 |
| School Environment | | | | | | | | |
| Total | | | 40 | 48 | 32 | 24 | 58 | 47 |
| Caring Adult Relationships | | | 31 | 56 | 33 | 34 | 50 | 51 |
| High Expectations | | | 57 | 57 | 45 | 43 | 67 | 57 |
| Opportunities for Meaningful Participation | | | 21 | 27 | 15 | 10 | 26 | 25 |
| Community Environment | | | | | | | | |
| Total | | | 54 | 73 | 51 | 62 | 60 | 61 |
| Caring Adult Relationships | | | 50 | 68 | 56 | 59 | 59 | 61 |
| High Expectations | | | 54 | 71 | 57 | 64 | 70 | 67 |
| Opportunities for Meaningful Participation | | | 57 | 60 | 38 | 38 | 48 | 51 |
| School Connectedness Scale | | | | | | | | |
| | | | 45 | 44 | 44 | 48 | 51 | 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 A3.10.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

| Percent of students scoring High (%) | 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 |
| School Environment | | | | | | | | |
| Total | | | | 29 | 35 | 43 | 41 | 33 |
| Caring Adult Relationships | | | | 38 | 40 | 53 | 52 | 47 |
| High Expectations | | | | 41 | 53 | 51 | 46 | 42 |
| Opportunities for Meaningful Participation | | | | 20 | 16 | 19 | 19 | 17 |
| Community Environment | | | | | | | | |
| Total | | | | 51 | 50 | 57 | 60 | 53 |
| Caring Adult Relationships | | | | 54 | 58 | 72 | 72 | 69 |
| High Expectations | | | | 55 | 55 | 64 | 60 | 58 |
| Opportunities for Meaningful Participation | | | | 31 | 23 | 31 | 37 | 31 |
| School Connectedness Scale | | | | | | | | |
| | | | | 29 | 51 | 58 | 42 | 35 |

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 Scale Questions

| | Grade 7 | Grade 9 | Grade 11 | NT |
|--|---------|---------|----------|----|
| | % | % | % | % |
| I feel close to people in this school | | | | |
| Strongly Disagree | 3 | 3 | 5 | 9 |
| Disagree | 6 | 9 | 7 | 9 |
| Neither Agree Nor Disagree | 24 | 26 | 27 | 29 |
| Agree | 45 | 42 | 41 | 38 |
| Strongly Agree | 23 | 20 | 20 | 15 |
| I am happy to be at this school | | | | |
| Strongly Disagree | 5 | 6 | 7 | 8 |
| Disagree | 5 | 6 | 7 | 9 |
| Neither Agree Nor Disagree | 17 | 22 | 28 | 19 |
| Agree | 40 | 44 | 39 | 35 |
| Strongly Agree | 33 | 22 | 19 | 30 |
| I feel like I am part of this school | | | | |
| Strongly Disagree | 5 | 6 | 7 | 7 |
| Disagree | 9 | 11 | 9 | 9 |
| Neither Agree Nor Disagree | 24 | 28 | 30 | 24 |
| Agree | 41 | 38 | 41 | 36 |
| Strongly Agree | 22 | 17 | 13 | 24 |
| Teachers at this school treat students fairly | | | | |
| Strongly Disagree | 8 | 7 | 8 | 7 |
| Disagree | 12 | 12 | 13 | 8 |
| Neither Agree Nor Disagree | 31 | 31 | 32 | 22 |
| Agree | 33 | 38 | 39 | 35 |
| Strongly Agree | 17 | 12 | 9 | 28 |
| I feel safe in my school | | | | |
| Strongly Disagree | 6 | 5 | 7 | 4 |
| Disagree | 9 | 10 | 10 | 6 |
| Neither Agree Nor Disagree | 25 | 29 | 31 | 22 |
| Agree | 37 | 39 | 39 | 40 |
| Strongly Agree | 24 | 17 | 13 | 27 |

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 Protective Factors (Developmental Supports)***

| At my school, there is a teacher or some other adult... | Grade 7 | Grade 9 | Grade 11 | NT |
|--|----------------|----------------|-----------------|-----------|
| | % | % | % | % |
| who really cares about me (Caring Relationships) | | | | |
| Not At All True | 11 | 12 | 9 | 11 |
| A Little True | 34 | 32 | 29 | 25 |
| Pretty Much True | 32 | 34 | 34 | 34 |
| Very Much True | 24 | 23 | 27 | 30 |
| who tells me when I do a good job (High Expectations) | | | | |
| Not At All True | 6 | 6 | 5 | 6 |
| A Little True | 18 | 20 | 18 | 16 |
| Pretty Much True | 36 | 40 | 41 | 39 |
| Very Much True | 40 | 34 | 36 | 39 |
| who notices when I am not there (CR) | | | | |
| Not At All True | 12 | 11 | 10 | 11 |
| A Little True | 25 | 26 | 27 | 22 |
| Pretty Much True | 31 | 34 | 36 | 34 |
| Very Much True | 32 | 28 | 28 | 33 |
| who always wants me to do my best (HE) | | | | |
| Not At All True | 4 | 4 | 4 | 6 |
| A Little True | 12 | 17 | 17 | 15 |
| Pretty Much True | 28 | 33 | 35 | 32 |
| Very Much True | 56 | 46 | 44 | 47 |
| who listens when I have something to say (CR) | | | | |
| Not At All True | 9 | 9 | 6 | 8 |
| A Little True | 20 | 23 | 21 | 19 |
| Pretty Much True | 36 | 37 | 42 | 33 |
| Very Much True | 35 | 32 | 30 | 40 |
| who believes that I will be a success (HE) | | | | |
| Not At All True | 6 | 6 | 7 | 10 |
| A Little True | 16 | 19 | 20 | 19 |
| Pretty Much True | 32 | 35 | 37 | 27 |
| Very Much True | 46 | 39 | 36 | 44 |

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... believes that I will be a success.

Table A3.12 - Continued
School Protective Factors (Developmental Supports)

| | Grade 7 | Grade 9 | Grade 11 | NT |
|--|---------|---------|----------|----|
| | % | % | % | % |
| I do interesting activities at school | | | | |
| (Opportunities for Meaningful Participation) | | | | |
| Not At All True | 11 | 19 | 16 | 20 |
| A Little True | 28 | 32 | 27 | 28 |
| Pretty Much True | 31 | 27 | 28 | 31 |
| Very Much True | 31 | 22 | 29 | 21 |
| I help decide things like class rules or activities | | | | |
| (OMP) | | | | |
| Not At All True | 47 | 51 | 46 | 45 |
| A Little True | 28 | 28 | 30 | 27 |
| Pretty Much True | 15 | 14 | 15 | 15 |
| Very Much True | 9 | 6 | 9 | 13 |
| I do things that make a difference at school (OMP) | | | | |
| Not At All True | 26 | 31 | 30 | 25 |
| A Little True | 38 | 37 | 33 | 34 |
| Pretty Much True | 22 | 21 | 22 | 23 |
| Very Much True | 14 | 11 | 15 | 18 |

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 Protective Factors (Developmental Supports)

| Outside of my home and school, there is a teacher or some other adult... who really cares about me (CR) | Grade 7 | Grade 9 | Grade 11 | NT |
|--|---------|---------|----------|----|
| | % | % | % | % |
| Not At All True | 7 | 8 | 8 | 7 |
| A Little True | 11 | 13 | 11 | 12 |
| Pretty Much True | 17 | 19 | 20 | 21 |
| Very Much True | 65 | 60 | 61 | 61 |
| who tells me when I do a good job (HE) | | | | |
| Not At All True | 10 | 12 | 12 | 11 |
| A Little True | 12 | 18 | 16 | 19 |
| Pretty Much True | 23 | 25 | 26 | 29 |
| Very Much True | 55 | 45 | 46 | 42 |

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 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 |
|---|----------------|----------------|-----------------|-----------|
| | % | % | % | % |
| who notices when I am upset about something (CR) | | | | |
| Not At All True | 11 | 16 | 13 | 12 |
| A Little True | 13 | 13 | 17 | 15 |
| Pretty Much True | 22 | 24 | 24 | 26 |
| Very Much True | 54 | 47 | 46 | 47 |
| who believes that I will be a success (HE) | | | | |
| Not At All True | 7 | 9 | 8 | 10 |
| A Little True | 10 | 14 | 15 | 16 |
| Pretty Much True | 19 | 23 | 23 | 25 |
| Very Much True | 64 | 54 | 54 | 49 |
| who always wants me to do my best (HE) | | | | |
| Not At All True | 7 | 8 | 8 | 9 |
| A Little True | 8 | 10 | 12 | 11 |
| Pretty Much True | 17 | 20 | 21 | 21 |
| Very Much True | 68 | 61 | 59 | 59 |
| whom I trust (CR) | | | | |
| Not At All True | 10 | 15 | 13 | 16 |
| A Little True | 11 | 11 | 15 | 9 |
| Pretty Much True | 19 | 21 | 20 | 20 |
| Very Much True | 61 | 52 | 52 | 55 |

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 Protective Factors (Developmental Supports)

| | Grade 7 | Grade 9 | Grade 11 | NT |
|--|---------|---------|----------|----|
| | % | % | % | % |
| I am part of clubs, sports teams, church/temple or other group activities (OMP) | | | | |
| Not At All True | 27 | 36 | 35 | 56 |
| A Little True | 12 | 14 | 13 | 14 |
| Pretty Much True | 18 | 14 | 14 | 13 |
| Very Much True | 43 | 36 | 38 | 18 |
| I am involved in music, art, literature, sports or a hobby (OMP) | | | | |
| Not At All True | 16 | 26 | 20 | 32 |
| A Little True | 11 | 13 | 16 | 13 |
| Pretty Much True | 16 | 17 | 17 | 17 |
| Very Much True | 57 | 44 | 48 | 38 |
| I help other people (OMP) | | | | |
| Not At All True | 9 | 11 | 13 | 14 |
| A Little True | 22 | 28 | 23 | 22 |
| Pretty Much True | 34 | 35 | 32 | 31 |
| Very Much True | 35 | 26 | 33 | 33 |

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 | 78 | 54 | 34 | 14 |
| 1 time | 10 | 9 | 10 | 6 |
| 2 to 3 times | 7 | 13 | 13 | 11 |
| 4 or more times | 5 | 24 | 42 | 69 |
| Marijuana | | | | |
| 0 times | 91 | 75 | 58 | 22 |
| 1 time | 3 | 6 | 7 | 6 |
| 2 to 3 times | 2 | 5 | 7 | 10 |
| 4 or more times | 4 | 14 | 28 | 61 |
| Inhalants (to get high) | | | | |
| 0 times | 87 | 82 | 84 | 59 |
| 1 time | 6 | 6 | 3 | 6 |
| 2 to 3 times | 3 | 5 | 4 | 9 |
| 4 or more times | 3 | 7 | 8 | 27 |
| Cocaine | | | | |
| 0 times | na | 95 | 91 | 70 |
| 1 time | na | 2 | 3 | 5 |
| 2 to 3 times | na | 1 | 3 | 7 |
| 4 or more times | na | 1 | 3 | 18 |
| Methamphetamine or any amphetamines | | | | |
| 0 times | na | 97 | 94 | 75 |
| 1 time | na | 2 | 2 | 7 |
| 2 to 3 times | na | 1 | 1 | 4 |
| 4 or more times | na | 1 | 3 | 14 |

*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 % |
|-----------------------------------|--------------|--------------|---------------|---------|
| LSD or other psychedelics | | | | |
| 0 times | na | 96 | 93 | 79 |
| 1 time | na | 2 | 3 | 7 |
| 2 to 3 times | na | 1 | 1 | 7 |
| 4 or more times | na | 1 | 2 | 7 |
| Ecstasy | | | | |
| 0 times | na | 88 | 86 | 60 |
| 1 time | na | 5 | 5 | 12 |
| 2 to 3 times | na | 3 | 4 | 9 |
| 4 or more times | na | 4 | 6 | 19 |
| Heroin | | | | |
| 0 times | na | 98 | 98 | 92 |
| 1 time | na | 1 | 1 | 3 |
| 2 to 3 times | na | 0 | 0 | 2 |
| 4 or more times | na | 1 | 1 | 3 |
| Other illegal drug or pill | | | | |
| 0 times | 96 | 90 | 90 | 68 |
| 1 time | 2 | 3 | 2 | 5 |
| 2 to 3 times | 1 | 3 | 3 | 8 |
| 4 or more times | 1 | 4 | 6 | 18 |
| Any of the above AOD Use | 29 | 52 | 69 | 89 |
| Prescription pain killers | | | | |
| 0 times | na | 90 | 86 | 61 |
| 1 time | na | 4 | 3 | 7 |
| 2 to 3 times | na | 3 | 4 | 12 |
| 4 or more times | na | 3 | 7 | 20 |

*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 % |
|-----------------------------------|--------------|--------------|---------------|---------|
| Barbiturates | | | | |
| 0 times | na | 99 | 99 | 94 |
| 1 time | na | 1 | 0 | 2 |
| 2 to 3 times | na | 0 | 1 | 2 |
| 4 or more times | na | 0 | 0 | 2 |
| Tranquilizers or sedatives | | | | |
| 0 times | na | 97 | 96 | 85 |
| 1 time | na | 2 | 1 | 4 |
| 2 to 3 times | na | 1 | 1 | 5 |
| 4 or more times | na | 1 | 2 | 7 |
| Cold/Cough Medicines | | | | |
| 0 times | na | 75 | 73 | 59 |
| 1 time | na | 6 | 5 | 6 |
| 2 to 3 times | na | 6 | 6 | 14 |
| 4 or more times | na | 13 | 16 | 22 |
| Diet Pills | | | | |
| 0 times | na | 93 | 95 | 90 |
| 1 time | na | 2 | 1 | 2 |
| 2 to 3 times | na | 2 | 1 | 3 |
| 4 or more times | na | 3 | 3 | 5 |
| Ritalin™ or Adderall™ | | | | |
| 0 times | na | 97 | 96 | 87 |
| 1 time | na | 2 | 1 | 3 |
| 2 to 3 times | na | 1 | 1 | 4 |
| 4 or more times | na | 1 | 2 | 6 |

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 % |
|---------------------------------|--------------|--------------|---------------|---------|
| Alcohol (one full drink) | | | | |
| Never | 70 | 49 | 31 | 13 |
| 10 or under | 12 | 12 | 8 | 13 |
| 11 -12 years old | 17 | 14 | 8 | 15 |
| 13-14 years old | 1 | 23 | 22 | 24 |
| 15-16 years old | 0 | 2 | 27 | 24 |
| 17 years or older | 0 | 0 | 3 | 11 |
| Marijuana | | | | |
| Never | 93 | 77 | 60 | 24 |
| 10 or under | 1 | 1 | 2 | 6 |
| 11 -12 years old | 4 | 7 | 5 | 14 |
| 13-14 years old | 1 | 13 | 14 | 24 |
| 15-16 years old | 0 | 1 | 17 | 24 |
| 17 years or older | 0 | 0 | 2 | 7 |
| Other illegal drug | | | | |
| Never | 95 | 84 | 82 | 49 |
| 10 or under | 1 | 1 | 1 | 2 |
| 11 -12 years old | 3 | 3 | 2 | 8 |
| 13-14 years old | 0 | 10 | 5 | 13 |
| 15-16 years old | 0 | 2 | 9 | 19 |
| 17 years or older | 0 | 0 | 0 | 9 |

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) | 12 | 24 | 33 | 60 |
| Marijuana | 4 | 15 | 21 | 50 |
| Inhalants | 5 | 6 | 4 | 14 |
| Cocaine | na | 2 | 3 | 14 |
| Methamphetamine or any amphetamines | na | 2 | 2 | 9 |
| Ecstasy, LSD or other psychedelics | na | 5 | 6 | 19 |
| Other illegal drug or pill | 3 | 5 | 5 | 15 |
| <i>Any of the above AOD Use</i> | 16 | 29 | 39 | 70 |
| Two or more drugs at the same time | na | 8 | 9 | 31 |

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 |
|-------------------------|---------|---------|----------|----|
| | % | % | % | % |
| Alcohol | | | | |
| None | 88 | 76 | 67 | 40 |
| 1 or 2 days | 10 | 16 | 18 | 25 |
| 3 to 9 days | 1 | 5 | 8 | 20 |
| 10 to 19 days | 1 | 2 | 4 | 8 |
| 20 or more days (daily) | 1 | 1 | 3 | 6 |
| Marijuana | | | | |
| None | 96 | 85 | 79 | 50 |
| 1 or 2 days | 2 | 6 | 8 | 14 |
| 3 to 9 days | 1 | 4 | 6 | 8 |
| 10 to 19 days | 0 | 2 | 4 | 7 |
| 20 or more days (daily) | 1 | 3 | 3 | 21 |

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 | 93 | 78 | 61 | 30 |
| 1 to 2 times | 6 | 12 | 20 | 29 |
| 3 to 6 times | 1 | 6 | 10 | 16 |
| 7 or more times | 1 | 4 | 10 | 25 |

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 | 62 | 30 |
| 1 to 2 times | 4 | 8 | 11 | 12 |
| 3 to 6 times | 1 | 5 | 8 | 10 |
| 7 or more times | 2 | 10 | 18 | 48 |

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 | 97 | 88 | 80 | 56 |
| 1 to 2 days | 2 | 7 | 10 | 17 |
| 3 or more days | 1 | 4 | 10 | 26 |

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 | 70 | 49 | 37 | 22 |
| Just a sip or two | 20 | 20 | 15 | 5 |
| Enough to feel it a little | 6 | 15 | 21 | 19 |
| Enough to feel it a lot | 3 | 10 | 19 | 33 |
| Until really drunk | 1 | 6 | 8 | 21 |

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

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

| | Grade 9 | Grade 11 | NT |
|-----------------|---------|----------|----|
| | % | % | % |
| Don't use drugs | 73 | 63 | 32 |
| Not high at all | 3 | 4 | 4 |
| A little high | 7 | 9 | 12 |
| Moderately high | 9 | 16 | 25 |
| Very high | 7 | 8 | 28 |

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> | 77 | 74 | 49 |
| <i>Any</i> | 23 | 26 | 51 |
| 1 time | 7 | 7 | 9 |
| 2 times | 6 | 6 | 11 |
| 3 to 6 times | 4 | 7 | 13 |
| 7 or more times | 6 | 7 | 18 |

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> | 57 |
| <i>Any</i> | 43 |
| 1 time | 15 |
| 2 times | 10 |
| 3 to 6 times | 8 |
| 7 or more times | 10 |

Question MS A.81: In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Table A4.12***Any Current Alcohol and Marijuana Use on School Property, Past 30 Days***

| | Grade 7 | Grade 9 | Grade 11 | NT |
|---------------------------------|---------|---------|----------|----|
| | % | % | % | % |
| Alcohol | | | | |
| 0 days | 96 | 93 | 94 | 88 |
| 1 to 2 days | 3 | 5 | 4 | 7 |
| 3 or more days | 1 | 2 | 2 | 4 |
| Marijuana | | | | |
| 0 days | 98 | 93 | 92 | 85 |
| 1 to 2 days | 1 | 4 | 5 | 6 |
| 3 or more days | 1 | 3 | 3 | 8 |
| Any illegal drug or pill | | | | |
| 0 days | 98 | 96 | 96 | 90 |
| 1 to 2 days | 1 | 3 | 3 | 6 |
| 3 or more days | 1 | 2 | 2 | 5 |

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 | 84 | 78 | 51 |
| 1 to 2 times | 3 | 9 | 10 | 14 |
| 3 to 6 times | 0 | 4 | 6 | 10 |
| 7 or more times | 1 | 4 | 7 | 26 |

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 | 32 | 28 | 30 | 28 |
| Moderate | 25 | 26 | 26 | 24 |
| Slight | 21 | 29 | 29 | 35 |
| None | 21 | 17 | 15 | 13 |
| Alcohol - 5 or more drinks once or twice a week | | | | |
| Great | 50 | 44 | 48 | 45 |
| Moderate | 21 | 29 | 28 | 22 |
| Slight | 9 | 11 | 10 | 19 |
| None | 20 | 16 | 14 | 14 |

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 |
|---|---------|---------|----------|----|
| | % | % | % | % |
| Marijuana - Smoke Occasionally | | | | |
| Great | 47 | 39 | 34 | 24 |
| Moderate | 22 | 22 | 21 | 19 |
| Slight | 9 | 19 | 22 | 29 |
| None | 22 | 19 | 22 | 27 |
| Marijuana - Smoke once or twice a week | | | | |
| Great | 52 | 45 | 38 | 27 |
| Moderate | 18 | 22 | 23 | 22 |
| Slight | 8 | 15 | 18 | 22 |
| None | 22 | 18 | 21 | 30 |

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 |
|---|---------|---------|----------|----|
| | % | % | % | % |
| Alcohol - One or two drinks nearly every day | | | | |
| Neither approve or disapprove | 19 | 26 | 23 | 42 |
| Somewhat disapprove | 15 | 21 | 26 | 23 |
| Strongly disapprove | 66 | 53 | 51 | 34 |
| Marijuana or Hashish - Once or twice | | | | |
| Neither approve or disapprove | 21 | 31 | 40 | 61 |
| Somewhat disapprove | 16 | 23 | 24 | 22 |
| Strongly disapprove | 63 | 45 | 36 | 17 |
| Marijuana - Once a month or more | | | | |
| Neither approve or disapprove | 20 | 32 | 39 | 63 |
| Somewhat disapprove | 14 | 20 | 25 | 19 |
| Strongly disapprove | 66 | 47 | 37 | 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 | 49 | 13 | 7 | 6 |
| 10 percent | 24 | 16 | 7 | 3 |
| 20 percent | 9 | 9 | 5 | 3 |
| 30 percent | 5 | 8 | 6 | 2 |
| 40 percent | 3 | 7 | 7 | 2 |
| 50 percent | 7 | 17 | 22 | 15 |
| 60 percent | 1 | 6 | 5 | 3 |
| 70 percent | 1 | 6 | 12 | 5 |
| 80 percent | 1 | 8 | 13 | 11 |
| 90 percent | 1 | 6 | 12 | 21 |
| All of them | 0 | 4 | 4 | 28 |

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 | 60 | 44 | 22 |
| Problems with emotions, nerves, mental health | 9 | 9 | 23 |
| Trouble or problems with the police | 6 | 8 | 23 |
| Money problems | 2 | 3 | 15 |
| Get into trouble in school | 3 | 4 | 23 |
| Problems with school work | 7 | 5 | 17 |
| Fight with other kids | 5 | 4 | 15 |
| Damage a friendship | 6 | 6 | 12 |
| Physically hurt or injure yourself | 3 | 5 | 10 |
| Unwanted or unprotected sex | 3 | 3 | 13 |
| Forget what happened or pass out | 7 | 11 | 24 |
| Other problems | 4 | 4 | 10 |
| More than one problem | 12 | 12 | 35 |
| Never had problems when I've used alcohol/drugs | 22 | 36 | 32 |

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 | 63 | 49 | 25 |
| Had to increase use to get same effect as before | 7 | 11 | 25 |
| Spent a lot of time getting, using, or being "hung over" from using | 4 | 5 | 13 |
| Used alcohol or drugs a lot more than intended | 5 | 8 | 18 |
| Used alcohol or drugs when alone | 6 | 8 | 22 |
| Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies | 3 | 4 | 14 |
| Didn't like the way you felt when not high or drunk | 3 | 4 | 13 |
| Thought about reducing or stopping | 6 | 11 | 25 |
| Told self not going to use but used anyway | 7 | 8 | 20 |
| Spoke with someone about reducing or stopping use | 4 | 6 | 16 |
| Attended counseling, program, or group to reduce/stop use | 1 | 1 | 8 |
| More than one experience | 8 | 13 | 32 |
| Use alcohol or drugs but have not experienced any of these things | 19 | 30 | 26 |

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 | 6 | 6 | 6 |
| Fairly difficult | 12 | 9 | 8 | 10 |
| Fairly easy | 16 | 24 | 26 | 22 |
| Very easy | 14 | 34 | 42 | 51 |
| Don't know | 45 | 26 | 18 | 12 |
| Marijuana | | | | |
| Very difficult | 22 | 7 | 5 | 4 |
| Fairly difficult | 10 | 7 | 5 | 5 |
| Fairly easy | 8 | 21 | 19 | 10 |
| Very easy | 12 | 37 | 52 | 69 |
| Don't know | 48 | 27 | 19 | 12 |

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 | 83 | 66 | 62 | 54 |
| 1 time | 8 | 13 | 12 | 9 |
| 2 to 3 times | 5 | 9 | 12 | 10 |
| 4 or more times | 4 | 12 | 14 | 27 |

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 | 37 | 43 | 45 | 41 |
| Yes | 63 | 57 | 55 | 59 |

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 | 17 | 10 | 14 | 19 |
| Yes | 83 | 90 | 86 | 81 |

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

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 | 87 | na | na | na |
| 1 time | 7 | na | na | na |
| 2 to 3 times | 3 | na | na | na |
| 4 or more times | 3 | na | na | na |
| A whole cigarette | | | | |
| 0 times | 95 | 85 | 74 | 41 |
| 1 time | 2 | 6 | 6 | 7 |
| 2 to 3 times | 2 | 3 | 7 | 10 |
| 4 or more times | 2 | 6 | 13 | 41 |
| Smokeless tobacco | | | | |
| 0 times | 97 | 97 | 95 | 90 |
| 1 time | 1 | 2 | 2 | 3 |
| 2 to 3 times | 1 | 1 | 1 | 2 |
| 4 or more times | 1 | 1 | 2 | 4 |

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 % |
|--|--------------|--------------|---------------|---------|
| Smoked part or all of a cigarette | | | | |
| Never | 90 | 80 | 68 | 35 |
| 10 or under | 4 | 5 | 4 | 7 |
| 11 -12 years old | 6 | 6 | 6 | 13 |
| 13-14 years old | 0 | 9 | 9 | 17 |
| 15-16 years old | 0 | 1 | 11 | 17 |
| 17 years or older | 0 | 0 | 1 | 11 |
| Smokeless Tobacco | | | | |
| Never | 96 | 93 | 91 | 78 |
| 10 or under | 1 | 0 | 1 | 2 |
| 11 -12 years old | 3 | 2 | 2 | 5 |
| 13-14 years old | 0 | 4 | 2 | 6 |
| 15-16 years old | 0 | 0 | 3 | 6 |
| 17 years or older | 0 | 0 | 1 | 4 |

Question HS A.57-58/MS A.46-47: About how old were you the first time youSmoked part 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 % |
|--------------------------|--------------|--------------|---------------|---------|
| Cigarettes | | | | |
| Any | 4 | 7 | 10 | 36 |
| Daily | 0 | 1 | 1 | 10 |
| Smokeless Tobacco | | | | |
| Any | 2 | 2 | 3 | 5 |
| Daily | 0 | 0 | 0 | 1 |

Question HS A.61-62/MS A.50-51: 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 | 98 | 97 | 89 |
| <i>Any</i> | 2 | 2 | 3 | 11 |
| 1 or 2 days | 2 | 2 | 2 | 5 |
| 3 to 9 days | 0 | 0 | 0 | 2 |
| 10 to 19 days | 0 | 0 | 0 | 1 |
| 20 to 30 days | 0 | 0 | 0 | 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 or disapprove | 19 | 21 | 21 | 40 |
| Somewhat disapprove | 11 | 18 | 18 | 21 |
| Strongly disapprove | 71 | 61 | 61 | 39 |

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 | 15 | 17 | 15 | 27 |
| Somewhat disapprove | 15 | 18 | 17 | 23 |
| Strongly disapprove | 70 | 65 | 67 | 50 |

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 |
|---|---------|---------|----------|----|
| | % | % | % | % |
| Smoking Occasionally | | | | |
| Great | 36 | 32 | 37 | 36 |
| Moderate | 30 | 29 | 28 | 25 |
| Slight | 14 | 22 | 20 | 23 |
| None | 20 | 18 | 15 | 16 |
| Smoking 1-2 packs of cigarette a day | | | | |
| Great | 67 | 64 | 68 | 67 |
| Moderate | 10 | 13 | 12 | 10 |
| Slight | 4 | 5 | 5 | 7 |
| None | 20 | 18 | 15 | 15 |

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 | 15 | 6 | 7 | 4 |
| Fairly difficult | 11 | 9 | 8 | 6 |
| Fairly easy | 15 | 25 | 24 | 15 |
| Very easy | 11 | 27 | 37 | 60 |
| Don't know | 49 | 33 | 24 | 14 |

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 | 50 | 21 | 14 | 9 |
| 10 percent | 24 | 24 | 23 | 10 |
| 20 percent | 9 | 12 | 13 | 10 |
| 30 percent | 5 | 12 | 12 | 7 |
| 40 percent | 2 | 8 | 8 | 6 |
| 50 percent | 7 | 16 | 16 | 21 |
| 60 percent | 0 | 2 | 3 | 3 |
| 70 percent | 1 | 2 | 5 | 6 |
| 80 percent | 0 | 1 | 3 | 9 |
| 90 percent | 1 | 1 | 2 | 8 |
| All of them | 0 | 1 | 1 | 10 |

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?

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 |
|--|---------|---------|----------|----|
| | % | % | % | % |
| American Indian or Alaska Native | 14 | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Asian | 1 | 3 | 9 | |
| Black or African American (non-Hispanic) | 4 | 7 | 5 | 26 |
| Hispanic or Latino/Latina | 5 | 7 | 9 | 37 |
| White or Caucasian (non-Hispanic) | 2 | 2 | 26 | 40 |
| Other | 3 | 8 | 9 | 37 |
| Multi-Racial (selected more than one) | 5 | 2 | 13 | 36 |

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

| | Grade 7 | Grade 9 | Grade 11 | NT |
|--|---------|---------|----------|----|
| | % | % | % | % |
| Had mean rumors/lies spread about you | | | | |
| 0 times | 54 | 66 | 67 | 65 |
| 1 time | 21 | 15 | 15 | 13 |
| 2 to 3 times | 14 | 11 | 10 | 10 |
| 4 or more times | 11 | 9 | 7 | 12 |
| Had sexual jokes/comments/gestures made to you | | | | |
| 0 times | 59 | 56 | 58 | 57 |
| 1 time | 14 | 11 | 10 | 10 |
| 2 to 3 times | 10 | 13 | 11 | 12 |
| 4 or more times | 17 | 20 | 21 | 20 |
| Been made fun of because of your looks/way talk | | | | |
| 0 times | 55 | 63 | 67 | 71 |
| 1 time | 18 | 13 | 12 | 13 |
| 2 to 3 times | 11 | 11 | 10 | 6 |
| 4 or more times | 16 | 13 | 10 | 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 |
|---------------------------------------|---------|---------|----------|----|
| | % | % | % | % |
| Been pushed, shoved, hit, etc. | | | | |
| 0 times | 55 | 71 | 79 | 82 |
| 1 time | 20 | 16 | 10 | 7 |
| 2 to 3 times | 12 | 5 | 6 | 6 |
| 4 or more times | 13 | 8 | 4 | 5 |
| Been afraid of being beaten up | | | | |
| 0 times | 71 | 84 | 86 | 87 |
| 1 time | 18 | 11 | 9 | 6 |
| 2 to 3 times | 6 | 3 | 3 | 3 |
| 4 or more times | 5 | 2 | 2 | 4 |
| Been in physical fight | | | | |
| 0 times | 71 | 79 | 84 | 69 |
| 1 time | 14 | 10 | 8 | 11 |
| 2 to 3 times | 8 | 7 | 5 | 10 |
| 4 or more times | 6 | 5 | 3 | 11 |

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

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 | 80 | 81 |
| 1 time | 13 | 14 | 12 | 11 |
| 2 to 3 times | 8 | 6 | 5 | 4 |
| 4 or more times | 5 | 2 | 3 | 4 |
| Damaged school property on purpose | | | | |
| 0 times | 86 | 85 | 86 | 84 |
| 1 time | 7 | 9 | 6 | 6 |
| 2 to 3 times | 3 | 2 | 3 | 3 |
| 4 or more times | 3 | 5 | 4 | 6 |

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 |
|---------------------------------|---------|---------|----------|----|
| | % | % | % | % |
| Carried a gun | | | | |
| 0 times | 96 | 96 | 96 | 91 |
| 1 time | 2 | 2 | 2 | 3 |
| 2 or more times | 2 | 2 | 2 | 6 |
| Carried any other weapon | | | | |
| 0 times | 92 | 91 | 91 | 82 |
| 1 time | 4 | 4 | 3 | 6 |
| 2 or more times | 4 | 5 | 6 | 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 |
|--|---------|---------|----------|----|
| | % | % | % | % |
| Seen someone with a weapon | | | | |
| 0 times | 72 | 71 | 74 | 67 |
| 1 time | 14 | 14 | 12 | 10 |
| 2 or more times | 13 | 15 | 15 | 23 |
| Been threatened/injured with a weapon | | | | |
| 0 times | 92 | 95 | 94 | 87 |
| 1 time | 4 | 3 | 3 | 6 |
| 2 or more times | 4 | 2 | 3 | 6 |

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 | 17 | 15 | 25 |
| Somewhat disapprove | 12 | 8 | 8 | 10 |
| Strongly disapprove | 72 | 75 | 77 | 65 |

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 % |
|--|--------------|--------------|---------------|---------|
| Race, Ethnicity, or National Origin | | | | |
| 0 times | 82 | 85 | 87 | 88 |
| 1 time | 9 | 8 | 7 | 5 |
| 2 or more times | 8 | 7 | 6 | 6 |
| Religion | | | | |
| 0 times | 91 | 93 | 93 | 95 |
| 1 time | 5 | 3 | 4 | 2 |
| 2 or more times | 4 | 3 | 4 | 3 |
| Gender | | | | |
| 0 times | 91 | 93 | 95 | 94 |
| 1 time | 5 | 2 | 3 | 3 |
| 2 or more times | 4 | 4 | 2 | 3 |
| Sexual Orientation * | | | | |
| 0 times | 91 | 90 | 93 | 92 |
| 1 time | 4 | 5 | 3 | 3 |
| 2 or more times | 4 | 5 | 3 | 5 |
| Physical/Mental Disability | | | | |
| 0 times | 95 | 96 | 96 | 95 |
| 1 time | 2 | 1 | 1 | 2 |
| 2 or more times | 3 | 2 | 2 | 3 |
| <i>Any of the Above Five Hate-Crime Reasons</i> | | | | |
| | 30 | 26 | 20 | 18 |
| Any Other Reason | | | | |
| 0 times | 76 | 79 | 87 | 85 |
| 1 time | 11 | 9 | 5 | 5 |
| 2 or more times | 13 | 12 | 8 | 10 |
| <i>Any Harassment</i> | | | | |
| | 40 | 35 | 25 | 23 |

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 | 95 | 95 | 92 | 85 |
| Yes | 5 | 5 | 8 | 15 |

Question HS A.121 /MS A.104: 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 | 48 | 37 | 24 |
| No | 43 | 47 | 58 | 62 |
| Yes | 3 | 5 | 5 | 14 |

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

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

| | Grade 7 | Grade 9 | Grade 11 | NT |
|-------------------------|---------|---------|----------|----|
| | % | % | % | % |
| Very safe | 21 | 15 | 16 | 30 |
| Safe | 40 | 42 | 40 | 31 |
| Neither safe nor unsafe | 32 | 36 | 38 | 34 |
| Unsafe | 5 | 4 | 5 | 4 |
| Very unsafe | 2 | 3 | 2 | 2 |

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) | 82 | 80 | 82 | 78 |
| 1 time | 10 | 11 | 9 | 11 |
| 2-3 times | 4 | 6 | 5 | 6 |
| 4 or more times | 4 | 3 | 4 | 6 |

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 |
|--|---------|---------|----------|----|
| | % | % | % | % |
| American Indian or Alaska Native | 30 | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Asian | 28 | 30 | 37 | |
| Black or African American (non-Hispanic) | 42 | 33 | 26 | 22 |
| Hispanic or Latino/Latina | 27 | 23 | 18 | 17 |
| White or Caucasian (non-Hispanic) | 32 | 34 | 26 | 32 |
| Other | 36 | 33 | 23 | 15 |
| Multi-Racial (selected more than one) | 33 | 30 | 26 | 26 |

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 A6.13***Harassment for Race, Ethnicity or National Origin*****Cells are empty if there are less than 25 respondents**

| | Grade 7 | Grade 9 | Grade 11 | NT |
|--|---------|---------|----------|----|
| | % | % | % | % |
| American Indian or Alaska Native | 22 | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Asian | 24 | 28 | 35 | |
| Black or African American (non-Hispanic) | 33 | 24 | 18 | 17 |
| Hispanic or Latino/Latina | 15 | 12 | 10 | 10 |
| White or Caucasian (non-Hispanic) | 13 | 19 | 15 | 21 |
| Other | 22 | 26 | 14 | 15 |
| Multi-Racial (selected more than one) | 19 | 18 | 16 | 16 |

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 | 35 | 43 | 47 | 55 |
| Yes | 65 | 57 | 53 | 45 |

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

| | Grade 7 | Grade 9 | Grade 11 | NT |
|-----|---------|---------|----------|----|
| | % | % | % | % |
| No | 73 | 69 | 70 | 57 |
| Yes | 27 | 31 | 30 | 43 |

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

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

Question HS A.124: During the past 12 months, did you ever seriously consider attempting suicide?

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 ATOD Use | | | | | | | | |
| <i>During your life did you ever...</i> | | | | | | | | |
| drink alcohol (one full drink)? | 20 | 23 | 46 | 46 | 67 | 65 | 86 | 86 |
| use inhalants? | 14 | 13 | 18 | 17 | 13 | 18 | 42 | 41 |
| smoke marijuana? | 7 | 11 | 22 | 28 | 36 | 47 | 77 | 78 |
| <i>During the past 30 days, did you...</i> | | | | | | | | |
| drink alcohol (one full drink)? | 11 | 14 | 26 | 23 | 33 | 32 | 59 | 61 |
| use inhalants? | 6 | 5 | 6 | 6 | 3 | 6 | 14 | 14 |
| smoke marijuana? | 4 | 5 | 13 | 17 | 16 | 25 | 45 | 54 |
| Level of Involvement (High Risk Patterns) | | | | | | | | |
| <i>During your life have you ever...</i> | | | | | | | | |
| been very drunk or sick after drinking alcohol? | 7 | 8 | 23 | 21 | 39 | 39 | 70 | 68 |
| been high from using drugs? | 5 | 9 | 21 | 25 | 32 | 43 | 70 | 70 |
| During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours? | 2 | 4 | 13 | 10 | 18 | 21 | 43 | 44 |
| ATOD Use at School | | | | | | | | |
| During your life, have you ever been drunk/high on school property? | 4 | 6 | 17 | 15 | 18 | 26 | 45 | 52 |
| During the past 30 days, did you use marijuana on school property? | 1 | 3 | 8 | 7 | 6 | 9 | 11 | 18 |
| Perceived Harm | | | | | | | | |
| <i>Frequent use of... is harmful.*</i> | | | | | | | | |
| alcohol (five or more drinks once or twice a week) | 82 | 79 | 85 | 83 | 85 | 86 | 87 | 86 |
| marijuana (once or twice a week) | 80 | 75 | 84 | 79 | 80 | 77 | 75 | 67 |

*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? | 3 | 8 | 13 | 18 | 23 | 29 | 55 | 61 |
| During the past 30 days, did you smoke a cigarette? | 3 | 6 | 6 | 7 | 10 | 10 | 31 | 41 |
| During the past 30 days, did you smoke cigarettes daily? | 0 | 1 | 0 | 1 | 2 | 1 | 10 | 10 |
| During the past 30 days, did you smoke cigarettes on school property? | 2 | 2 | 2 | 2 | 3 | 3 | 6 | 15 |
| Frequent use of cigarettes is harmful. (1-2 packs a day)* | 82 | 77 | 83 | 81 | 85 | 84 | 84 | 85 |

*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 | 12 | 24 | 13 | 18 | 11 | 14 | 13 | 10 |
| Religion | 7 | 12 | 7 | 6 | 7 | 8 | 5 | 5 |
| Gender | 11 | 8 | 8 | 5 | 6 | 5 | 6 | 6 |
| Gay/lesbian, or someone thought you were | 7 | 11 | 9 | 11 | 6 | 7 | 8 | 7 |
| Physical/mental disability | 4 | 6 | 2 | 5 | 3 | 5 | 3 | 6 |
| Any other reason | 24 | 24 | 21 | 21 | 13 | 13 | 19 | 12 |
| During the past 12 months at school have you been in a physical fight? | 20 | 39 | 16 | 26 | 11 | 22 | 31 | 33 |
| During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose? | 1 | 5 | 4 | 6 | 5 | 6 | 17 | 12 |
| Feels safe at school | 61 | 61 | 54 | 59 | 57 | 55 | 59 | 62 |
| Currently belong to a gang? | 3 | 8 | 4 | 7 | 6 | 10 | 9 | 20 |

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? | 62 | 67 | 54 | 61 | 55 | 51 | 44 | 46 |
| 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? | 28 | 26 | 35 | 25 | 33 | 26 | 50 | 37 |

9. Comparisons

Table A9.1

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

| | 7th Grade % | | 9th Grade % | | | 11th Grade % | | |
|--|-------------|-----|-------------|-----|-----------------|--------------|-----|-----------------|
| | District | CSS | District | CSS | YRBS | District | CSS | YRBS |
| Lifetime and Current ATOD Use | | | | | | | | |
| <i>During your life did you ever...</i> | | | | | | | | |
| smoke a cigarette? (PI) | 5 | 7 | 15 | 20 | 45 ^a | 26 | 34 | 55 ^a |
| chew tobacco or snuff? | 3 | 4 | 3 | 6 | ~ | 5 | 10 | ~ |
| drink alcohol (glass)? | 22 | 24 | 46 | 47 | 67 | 66 | 66 | 79 |
| use inhalants? | 13 | 11 | 18 | 14 | 15 | 16 | 15 | 12 |
| smoke marijuana? (PI) | 9 | 9 | 25 | 25 | 29 | 42 | 42 | 50 |
| <i>During the past 30 days, did you...</i> | | | | | | | | |
| smoke a cigarette? (PI) | 4 | 6 | 7 | 11 | 15 | 10 | 17 | 24 |
| chew tobacco or snuff? | 2 | 3 | 2 | 5 | 6 | 3 | 6 | 6 |
| drink alcohol (glass)? (PI) | 12 | 15 | 24 | 24 | 37 | 33 | 42 | 53 |
| use inhalants? | 5 | 5 | 6 | 7 | ~ | 4 | 7 | ~ |
| smoke marijuana? (PI) | 4 | 7 | 15 | 15 | 16 | 21 | 24 | 21 |
| Level of Involvement (High Risk Patterns) | | | | | | | | |
| <i>During your life have you ever...</i> | | | | | | | | |
| been very drunk or sick after drinking? | 7 | 11 | 22 | 28 | ~ | 39 | 45 | ~ |
| been high from using drugs? | 7 | 8 | 23 | 22 | ~ | 38 | 37 | ~ |
| <i>During the past 30 days, did you...</i> | | | | | | | | |
| drink 5 drinks in a couple of hours? | 3 | 6 | 12 | 16 | 18 | 20 | 29 | 28 |

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

^aYRBS 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 2007 National YRBS

| | 7th Grade % | | 9th Grade % | | | 11th Grade % | | |
|--|-------------|-----|-------------|-----|------|--------------|-----|------|
| | District | CSS | District | CSS | YRBS | District | CSS | YRBS |
| ATOD Use on School Property | | | | | | | | |
| During your life, have you ever been drunk/high? | 5 | 6 | 16 | 13 | ~ | 22 | 25 | ~ |
| During the past 30 days, did you smoke cigarettes? | 2 | 3 | 2 | 7 | 4 | 3 | 7 | 5 |
| Perceived Harm^b | | | | | | | | |
| <i>People risk harming themselves using...^c</i> | | | | | | | | |
| cigarettes (1-2 packs a day) | 80 | 83 | 82 | 90 | ~ | 85 | 93 | ~ |
| alcohol (five or more drinks once or twice a week) | 80 | 83 | 84 | 89 | ~ | 86 | 92 | ~ |
| marijuana (once or twice a week) | 78 | 82 | 82 | 85 | ~ | 79 | 87 | ~ |

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

^bnot comparable with previous CHKS results

^ccombines "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 School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS* and 2007 National YRBS

| | 7th Grade % | | 9th Grade % | | | 11th Grade % | | |
|---|-------------|-----|-------------|-----|------|--------------|-----|------|
| | District | CSS | District | CSS | YRBS | District | CSS | YRBS |
| School Safety | | | | | | | | |
| <i>During the past 12 months at school, have you....</i> | | | | | | | | |
| been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability? | 30 | 31 | 26 | 27 | ~ | 20 | 22 | ~ |
| been in a physical fight? | 29 | 32 | 21 | 25 | 18 | 16 | 23 | 11 |
| been afraid of being beaten up? (PI) | 29 | 29 | 16 | 22 | ~ | 14 | 15 | ~ |
| During the past 12 months on school property, did you carry any weapon (gun, knife, or club)? | 9 | 10 | 10 | 13 | ~ | 10 | 13 | ~ |
| How safe do you feel when you are at school? Very safe. (PI) | 21 | 18 | 15 | 16 | ~ | 16 | 20 | ~ |
| Do you consider yourself a member of a gang? | 5 | 9 | 5 | 8 | ~ | 8 | 8 | ~ |
| School Protective Factors - High Levels (Resilience Indicators) | | | | | | | | |
| Caring relationships with teacher or other adult (PI) | 35 | 31 | 33 | 28 | ~ | 34 | 29 | ~ |
| High expectations from teacher or other adult (PI) | 56 | 45 | 51 | 39 | ~ | 47 | 38 | ~ |
| Opportunities for meaningful participation at their school (PI) | 15 | 16 | 10 | 13 | ~ | 16 | 15 | ~ |
| Total | 35 | 31 | 29 | 27 | ~ | 33 | 28 | ~ |
| School Connectedness Scale (PI) | 52 | 39 | 44 | 34 | ~ | 43 | 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.

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2009-2010
Main Report

Resilience & Youth Development Module B



Section B

| | Grade 7 | Grade 9 | Grade 11 | NT |
|---|------------|------------|------------|-----------|
| <i>Student Sample Size</i> | | | | |
| Target Sample | 1620 | 1070 | 1256 | na |
| Final Number | 969 | 655 | 826 | 504 |
| Average Response Rate - Module B | 60% | 61% | 66% | na |

Table B1

Summary of Resilience-promoting Protective Factors (Developmental Supports)*

| 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>Total Environment^t</i> | 66 | 32 | 2 | 55 | 41 | 4 | 56 | 41 | 3 | 47 | 49 | 5 |
| Caring Adult Relationships ^a | 66 | 30 | 3 | 61 | 34 | 6 | 59 | 38 | 3 | 58 | 36 | 6 |
| High Expectations ^a | 77 | 22 | 1 | 68 | 30 | 2 | 71 | 27 | 2 | 62 | 36 | 3 |
| Opportunities for Meaningful Participation ^a | 39 | 51 | 10 | 26 | 56 | 18 | 28 | 52 | 20 | 18 | 57 | 25 |
| <i>Peer Environment</i> | | | | | | | | | | | | |
| Total | 62 | 34 | 5 | 60 | 36 | 4 | 62 | 35 | 3 | 55 | 38 | 7 |
| Caring Peer Relationships | 60 | 33 | 7 | 60 | 32 | 7 | 62 | 31 | 7 | 58 | 32 | 10 |
| High Expectations: Pro-social Peers | 49 | 47 | 4 | 42 | 54 | 4 | 47 | 50 | 3 | 33 | 62 | 5 |
| <i>Home Environment</i> | | | | | | | | | | | | |
| Total | 77 | 21 | 2 | 66 | 28 | 6 | 62 | 32 | 6 | 50 | 40 | 11 |
| Caring Adult Relationship | 70 | 25 | 5 | 59 | 31 | 10 | 56 | 34 | 10 | 47 | 40 | 13 |
| High Expectations | 85 | 14 | 1 | 77 | 20 | 3 | 78 | 20 | 2 | 64 | 31 | 5 |
| Opportunities for Meaningful Participation | 54 | 37 | 9 | 39 | 46 | 15 | 35 | 47 | 18 | 29 | 49 | 22 |

*These Protective Factors are also known as Environmental Assets.

^aIncludes measures of school and community protective factors from Table A3.1, as well as peer and home.

Table B2***Summary of Internal Strengths***

| 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 |
| <i>Total</i> | 75 | 22 | 3 | 69 | 29 | 3 | 72 | 27 | 2 | 65 | 33 | 2 |
| Cooperation and Communication | 60 | 35 | 5 | 52 | 43 | 5 | 55 | 42 | 3 | 46 | 49 | 4 |
| Self-efficacy | 65 | 32 | 3 | 56 | 40 | 4 | 60 | 37 | 3 | 57 | 41 | 2 |
| Empathy | 60 | 33 | 6 | 56 | 39 | 5 | 61 | 35 | 4 | 53 | 42 | 5 |
| Problem Solving | 53 | 37 | 10 | 48 | 42 | 11 | 47 | 43 | 10 | 46 | 44 | 10 |
| Self-awareness | 69 | 26 | 5 | 62 | 32 | 6 | 63 | 33 | 4 | 63 | 32 | 6 |
| Goals and Aspirations | 85 | 14 | 1 | 82 | 16 | 2 | 83 | 15 | 2 | 74 | 23 | 4 |

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Main Report

Mental and Physical Health Module E



Section E

| | Grade 7 | Grade 9 | Grade 11 | NT |
|---|------------|------------|------------|-----------|
| <i>Student Sample Size</i> | | | | |
| Target Sample | 1620 | 1070 | 1256 | na |
| Final Number | 778 | 556 | 764 | 442 |
| Average Response Rate - Module E | 48% | 52% | 61% | na |

Table E1

Eating/Drinking of Fruits and Vegetables at Least Once per Day, Past 24 Hours

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|-------------------------------------|--------------|--------------|---------------|---------|
| 100% fruit juices | 77 | 73 | 74 | 76 |
| Fruit | 84 | 83 | 77 | 70 |
| Vegetables | 79 | 71 | 68 | 64 |
| <i>Five or more portions of any</i> | 62 | 53 | 48 | 46 |

Question HS/MS E6, 8-9: During the past 24 hours (yesterday), how many times did you...

Table E2

Drinking of Milk and Eating of Yogurt, Past 24 Hours

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|-----------------|--------------|--------------|---------------|---------|
| 0 times | 12 | 16 | 21 | 26 |
| 1 time | 20 | 22 | 25 | 25 |
| 2 times | 24 | 28 | 22 | 20 |
| 3 times | 16 | 12 | 14 | 10 |
| 4 times | 7 | 8 | 5 | 5 |
| 5 or more times | 21 | 15 | 12 | 14 |

Question HS/MS E4: During the past 24 hours (yesterday), how many times did you drink milk or eat yogurt? (In any form, including in cereal.)

Table E3***Drinking of Soda Pop, Past 24 Hours***

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|-----------------|--------------|--------------|---------------|---------|
| 0 times | 41 | 42 | 41 | 30 |
| 1 time | 22 | 22 | 25 | 22 |
| 2 times | 16 | 16 | 15 | 19 |
| 3 times | 8 | 9 | 9 | 12 |
| 4 times | 3 | 3 | 3 | 6 |
| 5 or more times | 10 | 7 | 7 | 12 |

Question HS/MS E5: During the past 24 hours (yesterday), how many times did you drink soda pop?

Table E4***Eating of Fried Potatoes, Past 24 Hours***

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|-----------------|--------------|--------------|---------------|---------|
| 0 times | 35 | 38 | 38 | 31 |
| 1 time | 28 | 29 | 31 | 28 |
| 2 times | 15 | 14 | 13 | 16 |
| 3 times | 9 | 8 | 8 | 8 |
| 4 times | 3 | 4 | 3 | 5 |
| 5 or more times | 10 | 6 | 7 | 11 |

Question HS/MS E7: During the past 24 hours (yesterday), how many times did you eat French fries, potato chips, or other fried potatoes?

Table E5***Exercise on at Least Three of the Past Seven Days***

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|---|--------------|--------------|---------------|---------|
| Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard | 79 | 76 | 60 | 49 |
| Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard | 62 | 64 | 56 | 42 |
| <i>Either</i> | 83 | 81 | 70 | 56 |

Question HS/MS E1-2: On how many of the past 7 days did you...?

TableE6***Frequency of Exercise to Strengthen or Tone Muscles, Past Seven Days***

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % |
|----------------|--------------|--------------|---------------|---------|
| 0 days | 13 | 16 | 27 | 37 |
| 1 - 2 days | 27 | 25 | 23 | 23 |
| 3 or more days | 60 | 59 | 50 | 39 |

Question HS/MS E3: On how many of the past 7 days did you...do exercises to strengthen or tone your muscles? (For example, push-ups, sit-ups, or weight lifting.)

Table E7***Students With Asthma***

| | Grade 7 | Grade 9 | Grade 11 | NT |
|------------|---------|---------|----------|----|
| | % | % | % | % |
| No | 74 | 76 | 81 | 75 |
| Yes | 17 | 14 | 15 | 18 |
| Don't know | 9 | 10 | 4 | 42 |

Question HS/MS E10: Has a doctor ever told you or your parent/guardian that you have asthma?

Table E8***Student Body Mass Index***

| | Grade 7 | Grade 9 | Grade 11 | NT |
|-----------------------|---------|---------|----------|----|
| | % | % | % | % |
| Underweight | 14 | 7 | 2 | 0 |
| Acceptable | 86 | 71 | 67 | 71 |
| At risk of overweight | 0 | 7 | 15 | 5 |
| Overweight | 0 | 14 | 17 | 24 |

Questions at End of Survey: How tall are you without your shoes on? How much do you weigh without your shoes on?