

California Healthy Kids Survey

Encina High School
Secondary
2012-13
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 school's 2012-13 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, the *CHKS Survey Content Guidebook*, (chks.wested.org/reports) discusses the significance of each question. Several other tools to help in data use are also available, as described below.

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

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

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

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 CHKS assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

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

Closing the Achievement Gap

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

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

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

ASSESSING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Comparison Data

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

Ultimately, however, the most fundamental concern should be not how you compare with others but your satisfaction with your own survey results and whether your indicators are improving.

NEXT STEPS

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

ACKNOWLEDGEMENTS

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

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Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	x
B. Resilience & Youth Development	
C. AOD Use & Safety	
D. Tobacco	
E. Physical Health	
F. Sexual Behavior	
G. S3	x
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target Sample	146	105	113	127
Final Number	121	83	77	83
Average Response Rate	83%	79%	68%	65%

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
12 years or younger	0	0	1	1
13 years old	2	0	1	0
14 years old	40	0	0	0
15 years old	54	46	0	0
16 years old	5	47	39	0
17 years old	0	6	52	51
18 years or older	0	1	6	48

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

Table A2.2

Gender of Sample

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Male	53	41	51	51
Female	48	59	49	49

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

Table A2.3

Hispanic or Latino

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	51	53	57	48
Yes	45	46	42	51

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

Table A2.4***Race***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
American Indian or Alaska Native	1	1	1	0
Asian	6	10	13	8
Black or African American	23	14	8	14
Native Hawaiian or Pacific Islander	2	5	9	0
White	12	11	21	22
Mixed (two or more) races	29	36	29	19

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
A home with both parents	48	36	51	54
A home with only one parent	40	46	38	37
Other relative's home	8	6	4	4
A home with more than one family	2	4	4	0
Friend's home	1	2	3	2
Foster home, group care, or waiting placement	0	0	0	1
Hotel or motel	0	0	0	0
Migrant housing	0	0	1	0
Shelter	0	0	0	0
On the street (no fixed housing), car campground	0	1	0	0
Other transitional or temporary housing	0	0	0	0
Other living arrangements	2	5	0	1

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Mostly A's	13	10	15	16
A's and B's	31	18	21	31
Mostly B's	7	5	13	12
B's and C's	28	26	40	25
Mostly C's	5	10	4	11
C's and D's	11	18	6	4
Mostly D's	0	4	0	1
Mostly F's	4	8	0	0

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
0 times	67	61	58	51
1-2 times	11	16	17	22
A few times	10	12	20	18
Once a month	1	1	0	0
Once a week	4	1	5	1
More than once a week	6	8	2	8

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

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

Never

1 day

2 days

3 days

4 days

5 days

*Question MS A.102: In a normal school week, how many days are you home after school for at least one hour without an adult there?***Table A2.9*****Migrant Education***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Yes	6	2	6	6
No	61	64	69	82
Don't know	33	34	25	12

*Question HS A10/MS A9: In the past three years, were you part of the Migrant Education program or did your family move to find work in agriculture?***Table A2.10*****Military***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	85	84	86	91
Yes	3	6	6	3
Don't know	12	9	8	7

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 10			Grade 11			Grade 12		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	28	59	13	18	49	34	32	54	14	37	53	10
Caring Adult Relationships	27	61	12	16	59	25	30	63	7	38	55	8
High Expectations	40	52	8	31	56	13	49	45	7	41	56	4
Opportunities for Meaningful Participation	14	58	28	10	43	48	17	49	34	18	58	25
<i>Community Environment</i>												
Total	50	44	6	46	41	13	60	29	11	56	33	11
Caring Adult Relationships	47	46	7	50	39	11	57	33	9	49	42	9
High Expectations	51	43	6	50	39	11	55	36	9	56	37	7
Opportunities for Meaningful Participation	32	43	25	22	45	33	34	50	16	33	46	21
<i>School Connectedness Scale</i>												
	26	60	14	18	61	21	42	46	12	34	53	14

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 10			Grade 11			Grade 12		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	25	61	14	22	56	22	16	58	26	22	66	12
Caring Adult Relationships	28	62	9	19	64	17	29	65	6	27	63	10
High Expectations	38	54	8	39	58	3	39	48	13	32	63	5
Opportunities for Meaningful Participation	12	63	25	8	42	50	6	48	45	17	51	32
<i>Community Environment</i>												
Total	51	43	6	56	39	6	61	26	13	51	37	12
Caring Adult Relationships	58	38	4	56	33	11	61	29	10	54	41	5
High Expectations	58	38	4	53	42	6	61	26	13	59	34	7
Opportunities for Meaningful Participation	28	40	32	19	53	28	35	48	16	27	49	24
<i>School Connectedness Scale</i>	29	58	13	22	61	17	26	61	13	30	55	15

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 10			Grade 11			Grade 12		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>Community Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>School Connectedness Scale</i>												

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 9			Grade 10			Grade 11			Grade 12		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>Community Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>School Connectedness Scale</i>												

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 10			Grade 11			Grade 12		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>Community Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>School Connectedness Scale</i>												

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 10			Grade 11			Grade 12		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>Community Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>School Connectedness Scale</i>												

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 10			Grade 11			Grade 12		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>Community Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>School Connectedness Scale</i>												

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 10			Grade 11			Grade 12		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	20	70	10	10	59	31						
Caring Adult Relationships	23	65	13	14	62	24						
High Expectations	35	61	3	24	62	14						
Opportunities for Meaningful Participation	10	65	26	7	34	59						
<i>Community Environment</i>												
Total	53	47	0	54	39	7						
Caring Adult Relationships	47	53	0	55	38	7						
High Expectations	56	41	3	55	34	10						
Opportunities for Meaningful Participation	34	50	16	21	43	36						
<i>School Connectedness Scale</i>	29	61	10	10	69	21						

Table A3.9.1

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	25						20
Caring Adult Relationships	28						23
High Expectations	38						35
Opportunities for Meaningful Participation	12						10
Community Environment							
Total	51						53
Caring Adult Relationships	58						47
High Expectations	58						56
Opportunities for Meaningful Participation	28						34
School Connectedness Scale							
	29						29

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

NH/PI:

Table A3.9.2

Summary Table - 10th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 10						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	22						10
Caring Adult Relationships	19						14
High Expectations	39						24
Opportunities for Meaningful Participation	8						7
Community Environment							
Total	56						54
Caring Adult Relationships	56						55
High Expectations	53						55
Opportunities for Meaningful Participation	19						21
School Connectedness Scale							
	22						10

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

NH/PI:

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	16						
Caring Adult Relationships	29						
High Expectations	39						
Opportunities for Meaningful Participation	6						
Community Environment							
Total	61						
Caring Adult Relationships	61						
High Expectations	61						
Opportunities for Meaningful Participation	35						
School Connectedness Scale							
	26						

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

NH/PI:

Table A3.9.4

Summary Table - 12th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 12						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	22						
Caring Adult Relationships	27						
High Expectations	32						
Opportunities for Meaningful Participation	17						
Community Environment							
Total	51						
Caring Adult Relationships	54						
High Expectations	59						
Opportunities for Meaningful Participation	27						
School Connectedness Scale							
	30						

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

NH/PI:

Table A3.10
School Connectedness Scale Questions

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
I feel close to people in this school.				
Strongly Disagree	8	9	11	6
Disagree	7	15	5	16
Neither Agree Nor Disagree	22	25	22	21
Agree	54	39	50	46
Strongly Agree	9	13	12	11
I am happy to be at this school.				
Strongly Disagree	9	10	9	9
Disagree	10	13	9	10
Neither Agree Nor Disagree	38	41	32	35
Agree	36	30	41	38
Strongly Agree	7	6	8	9
I feel like I am part of this school.				
Strongly Disagree	13	15	14	13
Disagree	10	11	7	5
Neither Agree Nor Disagree	25	40	34	35
Agree	45	28	39	35
Strongly Agree	7	7	5	13
Teachers at this school treat students fairly.				
Strongly Disagree	4	18	5	4
Disagree	16	25	3	13
Neither Agree Nor Disagree	33	35	33	28
Agree	41	13	51	48
Strongly Agree	6	10	8	8
I feel safe in my school.				
Strongly Disagree	12	14	13	6
Disagree	13	18	9	14
Neither Agree Nor Disagree	39	43	34	39
Agree	30	18	33	36
Strongly Agree	6	9	11	5

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

Table A3.11
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult...	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
<i>Caring Relationships</i>				
who really cares about me.				
Not At All True	9	11	5	5
A Little True	34	44	30	24
Pretty Much True	36	26	41	39
Very Much True	21	19	24	33
who notices when I am not there.				
Not At All True	8	25	12	8
A Little True	29	41	32	27
Pretty Much True	35	22	28	42
Very Much True	27	13	28	24
who listens when I have something to say.				
Not At All True	12	16	8	6
A Little True	27	42	29	30
Pretty Much True	37	27	38	38
Very Much True	23	15	25	25
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	4	6	5	5
A Little True	27	39	16	25
Pretty Much True	39	34	51	41
Very Much True	29	20	28	30
who always wants me to do my best.				
Not At All True	6	6	5	4
A Little True	20	29	13	12
Pretty Much True	33	28	46	48
Very Much True	41	36	36	36
who believes that I will be a success.				
Not At All True	9	14	5	5
A Little True	20	33	21	18
Pretty Much True	30	28	31	41
Very Much True	42	26	43	37

Questions HS A16-21/MS A15-20: At my school, there is a teacher or some other adult who...really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... believes that I will be a success.

Table A3.11 - Continued
School Protective Factors (Developmental Supports)

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Opportunities for Meaningful Participation				
I do interesting activities at school.				
Not At All True	17	28	21	18
A Little True	29	33	24	31
Pretty Much True	34	24	38	33
Very Much True	19	15	17	19
I help decide things like class rules or activities.				
Not At All True	39	55	39	26
A Little True	29	25	21	29
Pretty Much True	19	9	25	29
Very Much True	13	11	14	16
I do things that make a difference at school.				
Not At All True	23	43	25	21
A Little True	42	34	36	35
Pretty Much True	24	15	24	26
Very Much True	11	9	16	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 A3.12

Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult...	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
<i>Caring Relationships</i>				
who really cares about me.				
Not At All True	6	10	5	5
A Little True	12	13	15	10
Pretty Much True	29	26	27	27
Very Much True	53	51	53	58
who notices when I am upset about something.				
Not At All True	6	13	12	10
A Little True	22	18	18	26
Pretty Much True	38	31	28	25
Very Much True	34	39	42	40
whom I trust.				
Not At All True	12	16	9	10
A Little True	14	19	20	17
Pretty Much True	39	20	22	28
Very Much True	35	45	49	44
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	6	11	8	7
A Little True	22	18	18	19
Pretty Much True	32	43	31	31
Very Much True	41	29	43	43
who believes that I will be a success.				
Not At All True	9	9	9	9
A Little True	11	18	15	12
Pretty Much True	32	28	27	28
Very Much True	48	46	49	51
who always wants me to do my best.				
Not At All True	5	6	5	5
A Little True	10	14	15	14
Pretty Much True	29	29	28	27
Very Much True	56	51	52	54

Questions HS A25-30/MS 24-29: Outside of my home and school, there is an adult who...really cares about me, tells me when I do a good job... notices when I am upset about something...believes that I will be a success...always wants me to do my best...whom I trust.

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Opportunities for Meaningful Participation				
I am part of clubs, sports teams, church/temple or other group activities.				
Not At All True	32	41	29	26
A Little True	25	19	18	21
Pretty Much True	12	15	17	27
Very Much True	31	24	36	26
I am involved in music, art, literature, sports or a hobby.				
Not At All True	28	40	21	24
A Little True	24	14	21	13
Pretty Much True	12	14	26	28
Very Much True	36	32	32	36
I help other people.				
Not At All True	12	18	14	11
A Little True	22	27	18	25
Pretty Much True	33	32	27	28
Very Much True	34	24	42	36

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	67	57	49	50
1 time	6	3	10	10
2 to 3 times	10	13	18	11
4 or more times	17	28	24	29
Marijuana				
0 times	65	56	52	58
1 time	6	3	9	4
2 to 3 times	6	8	19	13
4 or more times	22	34	20	26
Inhalants (to get high)				
0 times	89	94	93	95
1 time	5	4	6	1
2 to 3 times	4	0	1	0
4 or more times	3	3	0	4
Cocaine				
0 times	96	94	93	91
1 time	0	4	1	3
2 to 3 times	3	1	3	0
4 or more times	2	1	3	6
Methamphetamine or any amphetamine				
0 times	94	97	97	95
1 time	3	1	1	3
2 to 3 times	3	0	1	3
4 or more times	1	1	0	0

Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...alcohol (one full glass)... marijuana...inhalants...cocaine...methamphetamine or any amphetamine?

na=not asked of middle school students

Table A4.1 - Continued

AOD Use, Lifetime

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
LSD or other psychedelics				
0 times	96	97	96	97
1 time	0	3	3	0
2 to 3 times	4	0	0	1
4 or more times	0	0	1	1
Ecstasy				
0 times	95	93	97	95
1 time	1	4	0	0
2 to 3 times	5	0	1	1
4 or more times	0	3	1	4
Heroin				
0 times	97	99	99	99
1 time	0	1	1	0
2 to 3 times	3	0	0	0
4 or more times	0	0	0	1
Other illegal drug or pill				
0 times	90	88	94	93
1 time	3	3	0	3
2 to 3 times	3	1	1	1
4 or more times	5	8	4	4
<i>Any of the above AOD Use</i>	47	53	60	56
Prescription pain killers				
0 times	88	90	87	89
1 time	2	3	4	5
2 to 3 times	6	1	1	1
4 or more times	5	6	7	5

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

Table A4.1 - Continued**AOD Use, Lifetime**

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Barbiturates				
0 times	95	99	96	97
1 time	3	0	3	1
2 to 3 times	2	1	0	1
4 or more times	1	0	1	0
Tranquilizers or sedatives				
0 times	96	97	90	97
1 time	2	1	6	0
2 to 3 times	2	0	0	0
4 or more times	0	1	4	3
Cold/cough medicines				
0 times	71	86	77	85
1 time	6	3	7	4
2 to 3 times	8	3	3	6
4 or more times	14	9	13	5
Diet pills				
0 times	96	95	93	99
1 time	0	1	4	0
2 to 3 times	1	1	1	0
4 or more times	3	3	1	1
Ritalin™ or Adderall™				
0 times	94	96	97	99
1 time	2	1	1	0
2 to 3 times	2	0	0	0
4 or more times	2	3	1	1

*Question HS A.48-52: During your life, how many times have you used or tried...barbiturates...tranquilizers or sedatives... cold/cough medicines...diet pills...Ritalin or Adderall?
na=not asked of middle school students*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
Never	61	48	48	46
10 or under	11	13	7	9
11 -12 years old	8	9	7	9
13-14 years old	18	20	9	9
15-16 years old	1	9	21	18
17 years or older	1	0	7	10
Marijuana				
Never	67	52	57	60
10 or under	4	8	4	3
11 -12 years old	9	9	6	6
13-14 years old	16	19	7	14
15-16 years old	1	11	21	10
17 years or older	3	1	4	8
Other illegal drug				
Never	85	86	87	91
10 or under	2	3	3	0
11 -12 years old	3	1	1	0
13-14 years old	8	8	3	1
15-16 years old	1	3	4	4
17 years or older	1	0	1	4

Question HS A.56,59-60/MS A.45,48-49: About how old were 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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Alcohol (at least one drink)	19	19	16	27
Binge drinking (5 or more drinks in a row)	12	13	12	15
Marijuana	20	35	18	23
Inhalants	5	0	3	4
Cocaine	4	4	1	4
Methamphetamine or any amphetamine	3	3	1	1
Ecstasy, LSD or other psychedelics	5	1	0	1
Other illegal drug or pill	7	3	3	4
<i>Any drug use</i>	20	35	19	24
<i>Heavy drug user</i>	14	14	7	13
<i>Any of the above AOD Use</i>	22	38	25	33
Two or more of the above at the same time	8	10	6	14

*Question HS A.63-71/MS A.52-56: During the past 30 days, on how many days did you use...alcohol...binge drink...marijuana...inhalants...cocaine...methamphetamine or any amphetamine...ecstasy, LSD, or other psychedelics...other illegal drug or pill?
na=not asked of middle school students*

Table A4.4***Frequency of Current Alcohol and Marijuana Use, Past 30 days***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Alcohol				
None	81	81	84	73
1 or 2 days	13	8	7	15
3 to 9 days	5	6	7	9
10 to 19 days	2	3	0	1
20 or more days (daily)	0	3	1	1
Marijuana				
None	80	65	82	78
1 or 2 days	5	10	9	6
3 to 9 days	6	8	1	1
10 to 19 days	3	3	1	3
20 or more days (daily)	6	14	6	13

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
0 times	78	69	74	64
1 to 2 times	9	11	13	14
3 to 6 times	6	7	6	10
7 or more times	6	13	7	12

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
0 times	75	57	65	66
1 to 2 times	7	9	15	8
3 to 6 times	5	4	7	4
7 or more times	14	29	13	22

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
0 days	88	87	88	85
1 to 2 days	6	4	7	9
3 or more days	5	9	4	6

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Don't drink alcohol	66	56	63	56
Just a sip or two	8	16	7	13
Enough to feel it a little	13	8	9	10
Enough to feel it a lot	5	12	15	18
Until really drunk	7	9	6	4

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 10	Grade 11	Grade 12
	%	%	%	%
Don't use drugs	73	54	59	66
Not high at all	3	3	4	3
A little high	3	10	13	6
Moderately high	9	17	14	14
Very high	13	17	9	11

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 10	Grade 11	Grade 12
	%	%	%	%
<i>Never</i>	76	81	79	79
<i>Any</i>	24	19	21	21
1 time	7	3	1	8
2 times	6	6	7	6
3 to 6 times	6	5	4	4
7 or more times	6	5	7	3

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

Never

Any

1 time

2 times

3 to 6 times

7 or more times

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Alcohol				
0 days	91	94	93	94
1 to 2 days	6	1	4	4
3 or more days	3	5	3	3
Marijuana				
0 days	86	84	88	91
1 to 2 days	6	4	4	1
3 or more days	8	12	7	8
Any illegal drug or pill				
0 days	95	97	99	96
1 to 2 days	4	1	1	1
3 or more days	2	1	0	3
<i>Any of the above</i>	15	17	14	13

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
0 times	84	65	75	77
1 to 2 times	10	15	9	6
3 to 6 times	2	4	9	4
7 or more times	5	16	7	13

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - Drink Occasionally				
Great	31	37	34	16
Moderate	24	23	22	33
Slight	15	16	15	23
None	30	24	29	29
Alcohol - 5 or more drinks once or twice a week				
Great	46	43	43	35
Moderate	14	28	17	28
Slight	11	8	10	14
None	30	21	29	24

Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they...drink alcohol occasionally...have 5 or more drinks of alcohol once or twice a week?

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Marijuana - Smoke Occasionally				
Great	27	32	29	16
Moderate	26	12	12	21
Slight	14	25	19	16
None	33	31	41	46
Marijuana - Smoke once or twice a week				
Great	35	32	26	13
Moderate	16	14	13	28
Slight	14	24	14	15
None	34	30	46	44

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	39	40	33	27
Somewhat disapprove	13	22	25	25
Strongly disapprove	48	38	42	48
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	45	53	51	45
Somewhat disapprove	20	17	19	18
Strongly disapprove	35	31	30	37
Marijuana - Once a month or more				
Neither approve or disapprove	45	57	52	48
Somewhat disapprove	16	13	20	16
Strongly disapprove	39	30	29	36

Question HS A.92-94/MS A.76-78: How do you feel about someone your age...drink alcohol one or two drinks every day...smoke marijuana or hashish, once or twice...smoke marijuana, once a month or more?

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
None of them	24	22	26	15
10 percent	3	6	4	9
20 percent	4	3	1	8
30 percent	5	4	3	1
40 percent	4	3	3	1
50 percent	9	18	14	19
60 percent	5	4	4	11
70 percent	10	5	13	5
80 percent	18	12	10	18
90 percent	13	13	13	8
All of them	6	12	9	6

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Does not apply, never used alcohol/drugs	69	50	63	58
Problems with emotions, nerves, mental health	0	0	0	0
Trouble or problems with the police	0	0	0	0
Money problems	0	0	0	0
Miss school	0	0	0	0
Problems with school work	0	0	0	0
Fight with other kids	0	0	0	0
Damage a friendship	0	0	0	0
Physically hurt or injure yourself	0	0	0	0
Unwanted or unprotected sex	0	0	0	0
Forget what happened or pass out	0	0	0	0
Other problems	0	0	0	0
More than one problem	0	0	0	0
Never had problems when I've used alcohol/drugs	0	0	0	0

Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems?

(Mark all that apply.)

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

Table A4.19***Occurrence of Experiences Related to Dependency while Using Alcohol/Drugs***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, have not used alcohol or drugs	71	52	65	57
Had to increase use to get same effect as before	0	0	0	0
Spent a lot of time getting, using, or being "hung over" from using	0	0	0	0
Used alcohol or drugs a lot more than intended	0	0	0	0
Used alcohol or drugs when alone	0	0	0	0
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	0	0	0	0
Often didn't feel OK unless had something to drink or used a drug	0	0	0	0
Thought about reducing or stopping	0	0	0	0
Told yourself not going to use, but used anyway	0	0	0	0
Spoke with someone about reducing or stopping use	0	0	0	0
Attended counseling, program, or group to reduce/stop use	0	0	0	0
More than one experience	0	0	0	0
Use alcohol or drugs, but have not experienced any of these things	0	0	0	0

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Alcohol				
Very difficult	12	8	6	1
Fairly difficult	8	12	9	6
Fairly easy	19	16	16	28
Very easy	26	29	42	38
Don't know	35	35	28	28
Marijuana				
Very difficult	12	8	9	3
Fairly difficult	3	3	0	1
Fairly easy	15	7	18	14
Very easy	40	58	50	57
Don't know	31	24	24	25

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
0 times	70	69	76	67
1 time	14	10	4	8
2 to 3 times	6	3	9	12
4 or more times	10	18	10	13

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	51	52	62	58
Yes	49	48	38	42

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	37	28	30	27
Yes	63	72	70	73

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	26	19	14	38
American Indian or Alaska Native				
Asian				
Black or African American	15			
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) races	23	21		

*Question HS A.63/MS A.52: During the past 30 days, on how many days did you use alcohol?***Table A4.25*****Used Marijuana, Past 30 days*****Cells are empty if there are less than 25 respondents.**

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	24	44	19	29
American Indian or Alaska Native				
Asian				
Black or African American	26			
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) races	20	46		

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
A cigarette, even one or two puffs				
0 times	na	na	na	na
1 time	na	na	na	na
2 to 3 times	na	na	na	na
4 or more times	na	na	na	na
A whole cigarette				
0 times	82	81	77	81
1 time	4	5	7	5
2 to 3 times	8	5	6	4
4 or more times	6	9	10	10
Smokeless tobacco				
0 times	94	95	90	96
1 time	1	1	4	0
2 to 3 times	4	4	1	1
4 or more times	2	0	4	3

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked part or all of a cigarette				
Never	85	76	69	80
10 or under	3	9	12	5
11-12 years old	4	1	3	9
13-14 years old	8	7	6	0
15-16 years old	0	7	6	5
17 years or older	0	0	4	1
Smokeless tobacco				
Never	93	93	88	94
10 or under	0	3	5	1
11-12 years old	2	1	2	1
13-14 years old	6	0	0	1
15-16 years old	0	3	5	1
17 years or older	0	0	2	1

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	6	6	3	9
Daily	1	3	0	3
Smokeless tobacco				
Any	4	1	1	1
Daily	0	0	0	0

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
<i>None</i>	96	99	99	99
<i>Any</i>	4	1	1	1
1 or 2 days	4	1	1	0
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Neither approve nor disapprove	36	37	28	24
Somewhat disapprove	10	17	16	22
Strongly disapprove	53	46	55	54

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Neither approve or disapprove	29	22	35	18
Somewhat disapprove	17	25	18	21
Strongly disapprove	54	53	47	61

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Smoking occasionally				
Great	32	40	37	29
Moderate	21	21	18	28
Slight	14	17	16	16
None	33	22	28	28
Smoking 1-2 packs of cigarettes a day				
Great	54	53	54	55
Moderate	7	17	12	15
Slight	6	5	4	5
None	33	25	30	25

Question HS A.78-79/MS A.64-65: How much do people risk harming themselves physically and in other ways when...smoking cigarettes occasionally...smoke 1-2 packs of cigarettes a day?

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Very difficult	11	9	9	3
Fairly difficult	11	11	4	1
Fairly easy	16	16	16	20
Very easy	20	24	41	44
Don't know	42	41	30	33

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
None of them	42	40	36	20
10 percent	7	17	17	19
20 percent	17	17	16	19
30 percent	8	5	3	13
40 percent	7	4	4	1
50 percent	13	9	13	16
60 percent	2	4	1	4
70 percent	1	0	4	3
80 percent	2	0	1	0
90 percent	1	1	1	1
All of them	0	4	1	5

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

Table A5.10***Used Cigarettes, Past 30 days***

Cells are empty if there are less than 25 respondents.

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	10	8	0	12
American Indian or Alaska Native				
Asian				
Black or African American	4			
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) races	10	7		

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Had mean rumors/lies spread about you				
0 times	67	61	76	71
1 time	16	14	15	8
2 to 3 times	8	13	4	12
4 or more times	9	12	4	8
Had sexual jokes/comments/gestures made to you				
0 times	70	53	77	76
1 time	8	8	5	7
2 to 3 times	8	17	3	5
4 or more times	14	22	15	12
Been made fun of because of your looks/way of talking				
0 times	71	63	76	69
1 time	9	16	9	11
2 to 3 times	7	9	7	12
4 or more times	13	12	7	8

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Been pushed, shoved, hit, etc.				
0 times	71	79	75	87
1 time	16	5	10	4
2 to 3 times	3	8	10	4
4 or more times	10	8	4	5
Been afraid of being beaten up				
0 times	87	87	93	97
1 time	11	8	4	0
2 to 3 times	0	3	3	1
4 or more times	2	3	0	1
Been in a physical fight				
0 times	80	80	84	91
1 time	7	12	4	4
2 to 3 times	6	4	4	3
4 or more times	6	4	7	3

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you ...been pushed shoved, hit, etc.,...been afraid of being beaten up...been in a physical fight?

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Had property stolen/damaged				
0 times	70	71	75	86
1 time	19	16	12	7
2 to 3 times	4	7	9	5
4 or more times	6	7	4	3
Damaged school property on purpose				
0 times	85	86	90	92
1 time	11	5	4	3
2 to 3 times	2	5	6	1
4 or more times	2	4	0	4

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Carried a gun				
0 times	99	97	97	96
1 time	1	1	3	1
2 or more times	0	1	0	3
Carried any other weapon				
0 times	91	89	93	95
1 time	6	3	1	1
2 or more times	3	8	6	4

Question HS A.109-110/MS A.91-92: During the past 12 months, how many times on school property have you...carried a gun...carried any other weapon?

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Seen someone with a weapon				
0 times	73	79	88	89
1 time	12	12	5	8
2 or more times	15	9	8	3
Been threatened/injured with a weapon				
0 times	92	95	97	96
1 time	4	0	0	1
2 or more times	4	5	3	3

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you...seen someone with a weapon...been threatened/injured with a weapon?

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Neither approve or disapprove	32	31	25	17
Somewhat disapprove	11	12	12	14
Strongly disapprove	56	57	63	69

Question HS A.95/MS A.79: How do you feel about someone your age carrying a weapon to school?

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, Ethnicity, or National Origin				
0 times	77	87	87	82
1 time	12	4	6	8
2 or more times	11	9	7	11
Religion				
0 times	91	92	92	88
1 time	6	3	3	5
2 or more times	3	5	5	7
Gender				
0 times	90	92	96	93
1 time	5	4	3	1
2 or more times	5	4	1	5
Sexual Orientation *				
0 times	85	90	91	92
1 time	5	1	1	4
2 or more times	10	9	7	4
Physical/Mental Disability				
0 times	95	97	96	93
1 time	2	0	3	4
2 or more times	3	3	1	3
<i>Any of the Above Five Hate-Crime Reasons</i>				
	31	22	18	24
Any Other Reason				
0 times	74	88	87	82
1 time	9	4	4	8
2 or more times	17	8	9	11
<i>Any Harassment</i>				
	37	23	21	30

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	97	92	92	96
Yes	3	8	8	4

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Does not apply, didn't have a boyfriend/girlfriend	46	36	41	37
No	47	62	52	57
Yes	7	3	6	5

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Very safe	15	8	14	7
Safe	25	13	25	43
Neither safe nor unsafe	49	59	49	41
Unsafe	7	11	6	4
Very unsafe	3	9	6	5

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

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
0 times (never)	78	77	90	78
1 time	13	12	6	11
2-3 times	4	6	1	8
4 or more times	5	5	3	4

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	22	14	7	16
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) races	41	25		

Question HS A.113-117/MS A.95-99: During the past 12 months, how many times on school property were you harassed or bullied because of race, ethnicity or national origin...religion...gender...sexual orientation...physical or mental disability?

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	16	6	7	13
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) races	21	11		

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

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	36	38	38	26
Yes	64	62	62	74

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 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	74	62	71	72
Yes	26	38	29	28

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 10	Grade 11	Grade 12
	%	%	%	%
No	84	80	89	91
Yes	16	20	11	9

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

Table A7.4***Gambling, Past 12 Months***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Card or dice games				
Not at all	88	90	94	93
Less than once a month	10	3	3	5
1 to 3 times	0	4	2	0
Once a week or more	2	4	2	1
Personal skill games				
Not at all	83	90	88	92
Less than once a month	10	4	4	5
1 to 3 times	2	1	4	1
Once a week or more	5	5	3	1
Betting on sports				
Not at all	74	85	91	89
Less than once a month	16	7	4	8
1 to 3 times	5	4	1	1
Once a week or more	4	4	3	1
Lottery				
Not at all	92	89	91	93
Less than once a month	5	5	3	4
1 to 3 times	2	4	6	1
Once a week or more	1	1	0	1
Bet or gambled in any other way				
Not at all	89	88	94	93
Less than once a month	3	5	2	3
1 to 3 times	6	4	5	1
Once a week or more	2	3	0	3

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

8. Results by Gender

Table A8.1

Selected Alcohol and Other Drug Use Measures, by Gender and Grade

	9th Grade		10th Grade		11th Grade		12th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	43	24	39	50	57	46	54	46
use inhalants?	13	9	11	0	3	10	3	7
smoke marijuana?	38	33	43	45	52	46	44	41
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	27	12	22	15	17	16	22	32
use inhalants?	6	4	0	0	3	3	3	5
smoke marijuana?	23	18	36	33	24	14	18	27
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	31	14	30	32	23	30	37	35
been high from using drugs?	27	24	41	45	47	27	33	35
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	15	9	13	12	7	16	10	20
ATOD Use at School								
During your life, have you ever been drunk/high on school property?	19	14	36	32	33	19	22	25
During the past 30 days, did you use marijuana on school property?	17	12	13	19	17	8	5	13
Perceived Harm								
<i>Frequent use of... is harmful.*</i>								
alcohol (five or more drinks once or twice a week)	79	63	74	84	69	72	72	80
marijuana (once or twice a week)	72	61	68	72	48	56	53	60

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

Table A8.2***Selected Tobacco Use Measures, by Gender and Grade***

	9th Grade		10th Grade		11th Grade		12th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	15	21	18	22	20	26	8	29
During the past 30 days, did you smoke a cigarette?	6	5	7	6	3	3	0	17
During the past 30 days, did you smoke cigarettes daily?	0	2	4	0	0	0	0	5
During the past 30 days, did you smoke cigarettes on school property?	4	4	2	0	0	3	0	3
Frequent use of cigarettes is harmful. (1-2 packs a day)*	74	63	75	76	69	69	72	78

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

Table A8.3***School Safety-Related Indicators, by Gender and Grade***

	9th Grade		10th Grade		11th Grade		12th Grade	
	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	33	14	16	9	18	11	16	21
Religion	13	6	7	9	7	8	8	16
Gender	19	2	9	6	7	3	3	11
Gay/lesbian, or someone thought you were	22	8	11	9	7	11	5	11
Physical/mental disability	11	0	0	6	7	3	3	11
Any other reason	37	16	11	13	14	13	16	21
During the past 12 months at school, have you been in a physical fight?	17	22	19	21	18	16	11	8
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	10	4	0	6	8	5	3	8
Feels safe at school	42	39	20	22	50	31	61	39
Currently belong to a gang	2	4	5	13	0	14	0	8

Table A8.4***Physical and Mental Health Measures, by Gender and Grade***

	9th Grade		10th Grade		11th Grade		12th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	50	76	59	66	68	59	82	66
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?	43	10	45	28	33	27	27	30

G1***Adults at this school treat all students with respect.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	13	17	18	3
Disagree	16	29	9	24
Neither disagree nor agree	33	36	26	36
Agree	32	8	38	28
Strongly agree	7	11	8	9

G2***My class lessons include examples of my racial, ethnic, or cultural background.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	12	22	17	8
Disagree	27	20	5	17
Neither disagree nor agree	37	29	38	45
Agree	20	22	36	21
Strongly agree	3	7	5	8

G3***I have been disrespected by an adult at this school because of my race, ethnicity, or culture.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	37	38	35	31
Disagree	27	28	26	23
Neither disagree nor agree	20	14	25	32
Agree	9	14	9	9
Strongly agree	8	5	5	4

G4***There is a lot of tension in this school between different cultures, races, or ethnicities.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	12	21	23	8
Disagree	17	12	17	12
Neither disagree nor agree	26	29	32	43
Agree	32	24	22	31
Strongly agree	13	14	6	7

G5***Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	9	14	12	4
Disagree	7	7	6	4
Neither disagree nor agree	14	28	25	29
Agree	40	34	34	35
Strongly agree	30	17	23	28

G6***The teachers and other adults work hard to help me with my schoolwork when I need it.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	10	16	12	1
Disagree	4	12	5	7
Neither disagree nor agree	19	37	34	35
Agree	48	24	31	32
Strongly agree	19	12	18	24

G7***Teachers show how classroom lessons are helpful to students in real life.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	11	15	17	4
Disagree	8	21	8	11
Neither disagree nor agree	32	33	25	40
Agree	36	24	34	32
Strongly agree	13	7	17	13

G8***Teachers give students a chance to take part in classroom discussions or activities.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	8	14	13	1
Disagree	3	7	5	4
Neither disagree nor agree	26	37	25	41
Agree	44	34	38	38
Strongly agree	19	8	20	16

G9***Students at this school are motivated to learn.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	22	19	19	11
Disagree	13	29	8	18
Neither disagree nor agree	37	35	41	51
Agree	19	11	27	16
Strongly agree	8	7	6	4

G10***This school promotes academic success for all students.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	10	16	14	5
Disagree	11	18	2	5
Neither disagree nor agree	26	34	38	53
Agree	39	26	34	27
Strongly agree	13	7	13	9

G11***This school is a supportive and inviting place for students to learn.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	11	18	14	5
Disagree	15	20	5	12
Neither disagree nor agree	32	45	35	51
Agree	31	14	38	23
Strongly agree	11	4	8	8

G12***All students are treated fairly when they break school rules.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	16	24	16	5
Disagree	17	23	9	13
Neither disagree nor agree	25	36	36	52
Agree	33	9	31	19
Strongly agree	9	8	8	11

G13***This school clearly informs students what would happen if they break school rules.***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	13	22	13	4
Disagree	10	5	8	5
Neither disagree nor agree	28	34	33	44
Agree	31	28	33	27
Strongly agree	18	11	13	20

G14***The schoolyard and buildings are clean and in good condition***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	18	25	16	10
Disagree	18	21	13	12
Neither disagree nor agree	38	37	38	49
Agree	23	16	30	21
Strongly agree	3	1	5	8

G15***Students at this school are well behaved***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree	36	47	25	24
Disagree	19	17	13	26
Neither disagree nor agree	32	32	43	38
Agree	11	3	16	7
Strongly agree	2	1	3	5

G16***I have participated in the following career-related activities at this school. (Mark all that apply)***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Career exploration, career fairs, job shadowing, etc	100	100	100	100
Classes that focus on career specific industry	0	0	0	0
Internship or apprenticeship	0	0	0	0
None of the above or don't know	0	0	0	0