

weapons violence bullying peers tobacco drugs HIV/AIDS suicide depression pregnancy gangs truancy weapons violence bullying drugs HIV/AIDS suicide gangs truancy well-being exercise safe Schools PREVENTION

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

bullying alcohol suicide pregnancy depression drugs truancy weapons alcohol tobacco healthy kids pregnancy gangs truancy weapons alcohol tobacco suicide depression safety pregnancy gangs violence bullying alcohol tobacco suicide depression drug-free truancy weapons violence bullying alcohol tobacco suicide depression gangs truancy violence bullying suicide pregnancy alcohol

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

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

South Lindhurst High  
 Secondary  
 2010/2011  
 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 2010-11 *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.ort/reports](http://chks.wested.ort/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](http://chks.wested.org) and [cscs.wested.org](http://cscs.wested.org).

### **SURVEY PURPOSE**

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

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

## **School-Related Content**

To support school improvement efforts, the majority of questions on the 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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Safe and Healthy Kids Program Office  
California Department of Education

# Section A

## 1. Introduction

**Table A1.1**

***CHKS Survey Modules Administered***

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

**Table A1.2**

***Student Sample Characteristics***

	NT*
<b><i>Student Sample Size</i></b>	
Target Sample	55
Final Number	26
<b>Average Response Rate</b>	<b>47%</b>

\* NT includes continuation, community day, and other alternative school types

## 2. Sample Characteristics

**Table A2.1**

*Age of Sample*

	NT
	%
12 years or younger	0
13 years old	0
14 years old	0
15 years old	0
16 years old	52
17 years old	44
18 years or older	4

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

**Table A2.2**

*Gender of Sample*

	NT
	%
Male	68
Female	32

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

**Table A2.3**

*Hispanic or Latino*

	NT
	%
No	50
Yes	50

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



**Table A2.4*****Race***

	NT
	%
American Indian or Alaska Native	16
Asian	5
Black or African American	5
Native Hawaiian or Pacific Islander	5
White	26
Mixed (two or more) races	42

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

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

	NT
	%
A home with both parents	62
A home with only one parent	15
Other relative's home	8
A home with more than one family	8
Friend's home	0
Foster home, group care, or waiting placement	0
Hotel or motel	4
Migrant housing	0
Shelter	0
On the street (no fixed housing), car campground	4
Other transitional or temporary housing	0
Other living arrangements	0

*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***

	NT
	%
Mostly A's	15
A's and B's	19
Mostly B's	8
B's and C's	23
Mostly C's	4
C's and D's	19
Mostly D's	0
Mostly F's	12

*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***

	NT
	%
0 times	69
1-2 times	8
A few times	19
Once a month	0
Once a week	0
More than once a week	4

*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***

---

	NT
	%
Yes	15
No	58
Don't know	27

---

*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 (%)	NT		
	H	M	L
<b><i>School Environment</i></b>			
Total	54	38	8
Caring Adult Relationships	50	46	4
High Expectations	50	42	8
Opportunities for Meaningful Participation	23	35	42
<b><i>Community Environment</i></b>			
Total	50	35	15
Caring Adult Relationships	65	27	8
High Expectations	58	38	4
Opportunities for Meaningful Participation	15	50	35
<b><i>School Connectedness Scale</i></b>			
	68	24	8

**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 (%)	NT		
	H	M	L
<b><i>School Environment</i></b>			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
<b><i>Community Environment</i></b>			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
<b><i>School Connectedness Scale</i></b>			

**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 (%)	NT		
	H	M	L
<b><i>School Environment</i></b>			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
<b><i>Community Environment</i></b>			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
<b><i>School Connectedness Scale</i></b>			

**Table A3.4**

**Summary Table - Asian**

Cells are empty if there are less than 25 respondents

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

**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 (%)	NT		
	H	M	L
<b>School Environment</b>			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
<b>Community Environment</b>			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
<b>School Connectedness Scale</b>			

**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 (%)	NT		
	H	M	L
<b><i>School Environment</i></b>			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
<b><i>Community Environment</i></b>			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
<b><i>School Connectedness Scale</i></b>			

**Table A3.7**

**Summary Table - White**

Cells are empty if there are less than 25 respondents

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

**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 (%)	NT		
	H	M	L
<b><i>School Environment</i></b>			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
<b><i>Community Environment</i></b>			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
<b><i>School Connectedness Scale</i></b>			



**Table A3.9.1**

**Summary Table - 7th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H / L	A I / A N	A	A A	N H / P I	W	M
<b>School Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>Community Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>School Connectedness Scale</b>							

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

**Table A3.9.2**

**Summary Table -9th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H / L	A I / A N	A	A A	N H / P I	W	M
<b>School Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>Community Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>School Connectedness Scale</b>							

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

**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
<b>School Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>Community Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>School Connectedness Scale</b>							

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

**Table A3.9.4**

**Summary Table - Non-traditional by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT						
	H / L	A I / A N	A	A A	N H / P I	W	M
<b>School Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>Community Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>School Connectedness Scale</b>							

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

**Table A3.10**  
***School Connectedness Scale Questions***

	NT
	%
<b>I feel close to people in this school</b>	
Strongly Disagree	8
Disagree	8
Neither Agree Nor Disagree	20
Agree	32
Strongly Agree	32
<b>I am happy to be at this school</b>	
Strongly Disagree	8
Disagree	4
Neither Agree Nor Disagree	28
Agree	24
Strongly Agree	36
<b>I feel like I am part of this school</b>	
Strongly Disagree	8
Disagree	12
Neither Agree Nor Disagree	16
Agree	32
Strongly Agree	32
<b>Teachers at this school treat students fairly</b>	
Strongly Disagree	4
Disagree	4
Neither Agree Nor Disagree	4
Agree	48
Strongly Agree	40
<b>I feel safe in my school</b>	
Strongly Disagree	4
Disagree	4
Neither Agree Nor Disagree	20
Agree	28
Strongly Agree	44

*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)***

<b>At my school, there is a teacher or some other adult...</b>	NT %
<b><i>Caring Relationships</i></b>	
<b>who really cares about me</b>	
Not At All True	4
A Little True	16
Pretty Much True	36
Very Much True	44
<b>who notices when I am not there</b>	
Not At All True	8
A Little True	12
Pretty Much True	35
Very Much True	46
<b>who listens when I have something to say</b>	
Not At All True	8
A Little True	15
Pretty Much True	27
Very Much True	50
<b><i>High Expectations</i></b>	
<b>who tells me when I do a good job</b>	
Not At All True	8
A Little True	23
Pretty Much True	23
Very Much True	46
<b>who always wants me to do my best</b>	
Not At All True	8
A Little True	8
Pretty Much True	31
Very Much True	54
<b>who believes that I will be a success</b>	
Not At All True	12
A Little True	8
Pretty Much True	32
Very Much True	48

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

	NT
	%
<b>Opportunities for Meaningful Participation</b>	
<b>I do interesting activities at school</b>	
Not At All True	23
A Little True	31
Pretty Much True	15
Very Much True	31
<b>I help decide things like class rules or activities</b>	
Not At All True	52
A Little True	20
Pretty Much True	20
Very Much True	8
<b>I do things that make a difference at school</b>	
Not At All True	28
A Little True	28
Pretty Much True	24
Very Much True	20

*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)***

<b>Outside of my home and school, there is a teacher or some other adult...</b>	<b>NT %</b>
<b><i>Caring Relationships</i></b>	
<b>who really cares about me</b>	
Not At All True	8
A Little True	8
Pretty Much True	15
Very Much True	69
<b>who notices when I am upset about something</b>	
Not At All True	4
A Little True	19
Pretty Much True	15
Very Much True	62
<b>whom I trust</b>	
Not At All True	12
A Little True	15
Pretty Much True	23
Very Much True	50
<b><i>High Expectations</i></b>	
<b>who tells me when I do a good job</b>	
Not At All True	4
A Little True	27
Pretty Much True	12
Very Much True	58
<b>who believes that I will be a success</b>	
Not At All True	19
A Little True	4
Pretty Much True	19
Very Much True	58
<b>who always wants me to do my best</b>	
Not At All True	4
A Little True	4
Pretty Much True	31
Very Much True	62

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

	NT
	%
<b>Opportunities for Meaningful Participation</b>	
<b>I am part of clubs, sports teams, church/temple or other group activities</b>	
Not At All True	77
A Little True	8
Pretty Much True	0
Very Much True	15
<b>I am involved in music, art, literature, sports or a hobby</b>	
Not At All True	46
A Little True	19
Pretty Much True	12
Very Much True	23
<b>I help other people</b>	
Not At All True	27
A Little True	19
Pretty Much True	19
Very Much True	35

*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*

	NT %
<b>Alcohol (one full drink)</b>	
0 times	24
1 time	8
2 to 3 times	20
4 or more times	48
<b>Marijuana</b>	
0 times	38
1 time	4
2 to 3 times	8
4 or more times	50
<b>Inhalants (to get high)</b>	
0 times	85
1 time	0
2 to 3 times	0
4 or more times	15
<b>Cocaine</b>	
0 times	84
1 time	4
2 to 3 times	0
4 or more times	12
<b>Methamphetamine or any amphetamines</b>	
0 times	92
1 time	0
2 to 3 times	0
4 or more times	8

*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***

	NT
	%
<b>LSD or other psychedelics</b>	
0 times	88
1 time	0
2 to 3 times	0
4 or more times	12
<b>Ecstasy</b>	
0 times	72
1 time	8
2 to 3 times	8
4 or more times	12
<b>Heroin</b>	
0 times	84
1 time	4
2 to 3 times	0
4 or more times	12
<b>Other illegal drug or pill</b>	
0 times	69
1 time	8
2 to 3 times	8
4 or more times	15
<b><i>Any of the above AOD Use</i></b>	73
<b>Prescription pain killers</b>	
0 times	64
1 time	20
2 to 3 times	8
4 or more times	8

*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**

	NT
	%
<b>Barbiturates</b>	
0 times	85
1 time	0
2 to 3 times	8
4 or more times	8
<b>Tranquilizers or sedatives</b>	
0 times	81
1 time	15
2 to 3 times	0
4 or more times	4
<b>Cold/Cough Medicines</b>	
0 times	58
1 time	8
2 to 3 times	12
4 or more times	23
<b>Diet Pills</b>	
0 times	88
1 time	0
2 to 3 times	0
4 or more times	12
<b>Ritalin™ or Adderall™</b>	
0 times	88
1 time	0
2 to 3 times	0
4 or more times	12

*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***

	NT %
<b>Alcohol (one full drink)</b>	
Never	35
10 or under	8
11 -12 years old	4
13-14 years old	8
15-16 years old	35
17 years or older	12
<b>Marijuana</b>	
Never	35
10 or under	0
11 -12 years old	8
13-14 years old	19
15-16 years old	31
17 years or older	8
<b>Other illegal drug</b>	
Never	69
10 or under	0
11 -12 years old	8
13-14 years old	8
15-16 years old	8
17 years or older	8

*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***

	NT
	%
Alcohol (at least one drink)	42
Binge drinking (5 or more drinks in a row)	32
Marijuana	50
Inhalants	12
Cocaine	12
Methamphetamine or any amphetamines	4
Ecstasy, LSD or other psychedelics	8
Other illegal drug or pill	16
<b><i>Any drug use</i></b>	50
<b><i>Heavy drug user</i></b>	27
<b><i>Any of the above AOD Use</i></b>	54
Two or more of the above at the same time	24

*Question HS A.63-71/MS A.52-56: 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***

	NT
	%
<b>Alcohol</b>	
None	58
1 or 2 days	27
3 to 9 days	12
10 to 19 days	0
20 or more days (daily)	4
<b>Marijuana</b>	
None	50
1 or 2 days	23
3 to 9 days	8
10 to 19 days	8
20 or more days (daily)	12

*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***

	NT
	%
0 times	46
1 to 2 times	31
3 to 6 times	19
7 or more times	4

*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***

	NT
	%
0 times	35
1 to 2 times	27
3 to 6 times	15
7 or more times	23

*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***

	NT
	%
0 days	68
1 to 2 days	24
3 or more days	8

*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***

	NT
	%
Don't drink alcohol	35
Just a sip or two	4
Enough to feel it a little	27
Enough to feel it a lot	15
Until really drunk	19

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

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

	NT
	%
Don't use drugs	35
Not high at all	8
A little high	27
Moderately high	15
Very high	15

*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)***

	NT
	%
<i>Never</i>	78
<i>Any</i>	22
1 time	4
2 times	4
3 to 6 times	9
7 or more times	4

*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***

	NT
	%
<b>Alcohol</b>	
0 days	81
1 to 2 days	19
3 or more days	0
<b>Marijuana</b>	
0 days	92
1 to 2 days	0
3 or more days	8
<b>Any illegal drug or pill</b>	
0 days	92
1 to 2 days	8
3 or more days	0
<b>Any of the above</b>	23

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

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

	NT
	%
0 times	58
1 to 2 times	23
3 to 6 times	4
7 or more times	15

*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***

	NT
	%
<b>Alcohol - Drink Occasionally</b>	
Great	35
Moderate	23
Slight	23
None	19
<b>Alcohol - 5 or more drinks once or twice a week</b>	
Great	46
Moderate	12
Slight	23
None	19

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

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

	NT
	%
<b>Marijuana - Smoke Occasionally</b>	
Great	27
Moderate	15
Slight	31
None	27
<b>Marijuana - Smoke once or twice a week</b>	
Great	28
Moderate	20
Slight	24
None	28

*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***

	NT
	%
<b>Alcohol - One or two drinks nearly every day</b>	
Neither approve or disapprove	52
Somewhat disapprove	12
Strongly disapprove	36
<b>Marijuana or Hashish - Once or twice</b>	
Neither approve or disapprove	63
Somewhat disapprove	0
Strongly disapprove	38
<b>Marijuana - Once a month or more</b>	
Neither approve or disapprove	58
Somewhat disapprove	12
Strongly disapprove	31

*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***

	NT
	%
None of them	8
10 percent	4
20 percent	8
30 percent	8
40 percent	0
50 percent	13
60 percent	0
70 percent	17
80 percent	8
90 percent	25
All of them	8

*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***

	NT
	%
Does not apply, never used alcohol/drugs	46
Problems with emotions, nerves, mental health	4
Trouble or problems with the police	8
Money problems	4
Miss school	0
Problems with school work	4
Fight with other kids	4
Damage a friendship	4
Physically hurt or injure yourself	4
Unwanted or unprotected sex	8
Forget what happened or pass out	8
Other problems	4
More than one problem	12
Never had problems when I've used alcohol/drugs	27

*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***

	NT
	%
Does not apply, have not used alcohol or drugs	46
Had to increase use to get same effect as before	8
Spent a lot of time getting, using, or being "hung over" from using	15
Used alcohol or drugs a lot more than intended	15
Used alcohol or drugs when alone	12
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4
Often didn't feel OK unless had something to drink or used a drug	4
Thought about reducing or stopping	12
Told self not going to use but used anyway	12
Spoke with someone about reducing or stopping use	4
Attended counseling, program, or group to reduce/stop use	0
More than one experience	12
Use alcohol or drugs but have not experienced any of these things	15

*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***

	NT
	%
<b>Alcohol</b>	
Very difficult	12
Fairly difficult	4
Fairly easy	8
Very easy	58
Don't know	19
<b>Marijuana</b>	
Very difficult	8
Fairly difficult	8
Fairly easy	4
Very easy	60
Don't know	20

*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***

	NT
	%
0 times	60
1 time	8
2 to 3 times	4
4 or more times	28

*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***

	NT
	%
No	68
Yes	32

*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***

	NT
	%
No	56
Yes	44

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

**Table A4.24**

***Used Alcohol, Past 30 days***

**Cells are empty if there are less than 25 respondents**

	NT
	%
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

**Table A4.25**

***Used Marijuana, Past 30 days***

**Cells are empty if there are less than 25 respondents**

	NT
	%
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

## 5. Tobacco Use

**Table A5.1**

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

	NT %
<b>A cigarette, even one or two puffs</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
<b>A whole cigarette</b>	
0 times	50
1 time	8
2 to 3 times	15
4 or more times	27
<b>Smokeless tobacco</b>	
0 times	73
1 time	8
2 to 3 times	4
4 or more times	15

*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***

	NT
	%
<b>Smoked part or all of a cigarette</b>	
Never	38
10 or under	12
11 -12 years old	12
13-14 years old	8
15-16 years old	31
17 years or older	0
<b>Smokeless Tobacco</b>	
Never	73
10 or under	4
11 -12 years old	4
13-14 years old	0
15-16 years old	19
17 years or older	0

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

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

	NT
	%
<b>Cigarettes</b>	
Any	24
Daily	20
<b>Smokeless Tobacco</b>	
Any	4
Daily	0

*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***

	NT
	%
<i>None</i>	92
<i>Any</i>	8
1 or 2 days	4
3 to 9 days	4
10 to 19 days	0
20 to 30 days	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***

	NT
	%
Neither approve or disapprove	40
Somewhat disapprove	20
Strongly disapprove	40

*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***

	NT
	%
Neither approve or disapprove	38
Somewhat disapprove	17
Strongly disapprove	46

*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***

	NT
	%
<b>Smoking Occasionally</b>	
Great	35
Moderate	26
Slight	9
None	30
<b>Smoking 1-2 packs of cigarette a day</b>	
Great	65
Moderate	12
Slight	0
None	23

*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***

	NT
	%
Very difficult	8
Fairly difficult	8
Fairly easy	4
Very easy	56
Don't know	24

*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***

	NT
	%
None of them	13
10 percent	4
20 percent	8
30 percent	13
40 percent	0
50 percent	25
60 percent	8
70 percent	4
80 percent	0
90 percent	21
All of them	4

*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**

	NT
	%
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

*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***

	NT
	%
<b>Had mean rumors/lies spread about you</b>	
0 times	77
1 time	23
2 to 3 times	0
4 or more times	0
<b>Had sexual jokes/comments/gestures made to you</b>	
0 times	64
1 time	12
2 to 3 times	12
4 or more times	12
<b>Been made fun of because of your looks/way talk</b>	
0 times	88
1 time	0
2 to 3 times	4
4 or more times	8

*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***

	NT
	%
<b>Been pushed, shoved, hit, etc.</b>	
0 times	83
1 time	17
2 to 3 times	0
4 or more times	0
<b>Been afraid of being beaten up</b>	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
<b>Been in physical fight</b>	
0 times	84
1 time	4
2 to 3 times	4
4 or more times	8

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

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

	NT
	%
<b>Had property stolen/damaged</b>	
0 times	92
1 time	8
2 to 3 times	0
4 or more times	0
<b>Damaged school property on purpose</b>	
0 times	96
1 time	4
2 to 3 times	0
4 or more times	0

*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***

	NT
	%
<b>Carried a gun</b>	
0 times	96
1 time	4
2 or more times	0
<b>Carried any other weapon</b>	
0 times	85
1 time	4
2 or more times	12

*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***

	NT
	%
<b>Seen someone with a weapon</b>	
0 times	56
1 time	8
2 or more times	36
<b>Been threatened/injured with a weapon</b>	
0 times	92
1 time	4
2 or more times	4

*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***

	NT
	%
Neither approve or disapprove	42
Somewhat disapprove	13
Strongly disapprove	46

*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***

	NT %
<b>Race, Ethnicity, or National Origin</b>	
0 times	92
1 time	0
2 or more times	8
<b>Religion</b>	
0 times	96
1 time	0
2 or more times	4
<b>Gender</b>	
0 times	100
1 time	0
2 or more times	0
<b>Sexual Orientation *</b>	
0 times	100
1 time	0
2 or more times	0
<b>Physical/Mental Disability</b>	
0 times	100
1 time	0
2 or more times	0
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>	
	8
<b>Any Other Reason</b>	
0 times	88
1 time	0
2 or more times	13
<b><i>Any Harassment</i></b>	
	15

*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***

	NT
	%
No	88
Yes	12

*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***

	NT
	%
Does not apply, didn't have a boy/girlfriend	42
No	50
Yes	8

*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***

	NT
	%
Very safe	42
Safe	31
Neither safe nor unsafe	19
Unsafe	8
Very unsafe	0

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

**Table A6.11**

***Cyber Bullying***

	NT
	%
0 times (never)	77
1 time	15
2-3 times	8
4 or more times	0

*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**

	NT
	%
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

*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**

	NT
	%
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

*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***

	NT
	%
No	52
Yes	48

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

**Table A7.2**

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

	NT
	%
No	77
Yes	23

*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***

	NT
	%
No	85
Yes	15

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

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

	NT
	%
<b>Card or dice games</b>	
Not at all	80
Less than once a month	12
1 to 3 times	0
Once a week or more	8
<b>Personal skill games</b>	
Not at all	77
Less than once a month	4
1 to 3 times	12
Once a week or more	8
<b>Betting on sports</b>	
Not at all	77
Less than once a month	12
1 to 3 times	4
Once a week or more	8
<b>Lottery</b>	
Not at all	88
Less than once a month	0
1 to 3 times	0
Once a week or more	12
<b>Bet or gambled in any other way</b>	
Not at all	77
Less than once a month	12
1 to 3 times	0
Once a week or more	12

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

## 8. Results by Gender

Table A8.1

### *Selected Alcohol and Drug Use Measures, by Gender and Grade*

	NT	
	Female %	Male %
<b>Lifetime and Current ATOD Use</b>		
<i>During your life did you ever...</i>		
drink alcohol (one full drink)?	88	69
use inhalants?	0	24
smoke marijuana?	75	53
<i>During the past 30 days, did you...</i>		
drink alcohol (one full drink)?	50	41
use inhalants?	0	18
smoke marijuana?	75	35
<b>Level of Involvement (High Risk Patterns)</b>		
<i>During your life have you ever...</i>		
been very drunk or sick after drinking alcohol?	75	41
been high from using drugs?	88	53
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	38	31
<b>ATOD Use at School</b>		
During your life, have you ever been drunk/high on school property?	50	35
During the past 30 days, did you use marijuana on school property?	13	6
<b>Perceived Harm</b>		
<i>Frequent use of... is harmful.*</i>		
alcohol (five or more drinks once or twice a week)	88	76
marijuana (once or twice a week)	75	69

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

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

	NT	
	Female %	Male %
During your life, did you ever smoke a cigarette?	75	41
During the past 30 days, did you smoke a cigarette?	38	19
During the past 30 days, did you smoke cigarettes daily?	25	19
During the past 30 days, did you smoke cigarettes on school property?	13	6
Frequent use of cigarettes is harmful. (1-2 packs a day)*	88	71

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



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

	NT	
	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	0	12
Religion	0	6
Gender	0	0
Gay/lesbian, or someone thought you were	0	0
Physical/mental disability	0	0
Any other reason	13	13
During the past 12 months at school have you been in a physical fight?	0	25
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	0	12
Feels safe at school	75	71
Currently belong to a gang?	0	18

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

	NT	
	Female %	Male %
Did you eat breakfast today?	25	56
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?	13	29

**South Lindhurst**  
Secondary  
2010-2011  
Main Report

Tobacco Module D

## Section D

	NT
<b><i>Student Sample Size</i></b>	
Target Sample	55
Final Number	26
<b>Average Response Rate - Module D</b>	<b>47%</b>

## Smoking Patterns

**Table D1**

***Number of Cigarettes Smoked Per Day, Past 30 Days***

	NT
	%
<i>None</i>	76
<i>Less than one cigarette per day</i>	4
<i>1 per day or more</i>	20
1 cigarette per day	0
2 to 5 cigarettes per day	12
6 to 10 cigarettes per day	8
11 to 20 cigarettes per day	0
more than 20 cigarettes per day	0

*Question HS/MS D.3: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?*

**Table D2**

***Ever Smoked Daily***

	NT
	%
No	77
Yes	23

*Question HS/MS D.1: Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?*

**Table D3*****Smoked 100 Cigarettes, Lifetime***

	NT
	%
No	81
Yes	19

*Question HS/MS D.4: Have you smoked 100 cigarettes in your life?*

**Table D4*****Current Cigar Smoking, Past 30 Days***

	NT
	%
0 days	79
1 to 2 days	4
3 to 5 days	4
6 to 9 days	4
10 to 19 days	0
20 to 30 days	8

*Question HS/MS D.6: During the past 30 days, on how many days did you smoke any cigars, cigarillos, or little cigars?*

**Table D5*****Ever Smoke to Control Weight***

	NT
	%
No	96
Yes	4

*Question HS/MS D.2: Did you ever smoke to control your weight?*

## Attitudes and Beliefs

**Table D6**

***Likelihood of Smoking in the Next Year***

	NT
	%
Sure it will not happen	64
Probably will not happen	8
Even chance (50-50) that it will happen	16
Probably will happen	4
Will happen for sure	8

*Question HS/MS D.15: How likely do you think it is that you will smoke one or more cigarettes in the next year?*

**Table D7**

***Agreement with Eight Statements About Smoking***

	NT
	%
Smoking makes kids look grown up	28
Smoking makes your teeth yellow	80
Smoking is cool	26
Smoking makes you smell bad	76
Smoking helps you make friends	33
Smoking is bad for your health	68
Smoking helps you relax	42
Smoking helps control your weight	18

*Question HS/MS D.17-24: Please indicate whether or not you agree with the following statements... Percent responding "Very much agree" or "agree."*

**Table D8*****Estimated Prevalence of Adult Cigarette Smoking at Least Once a Month***

	NT
	%
None of them	12
Some	24
Many	32
Most or all	32

*Question HS/MS D.16: About how many adults you know smoke cigarettes?*

## Access to Cigarettes

**Table D9*****Sources for Obtaining Cigarettes***

	NT
	%
Didn't smoke in the past 30 days	74
Bought them in a store	0
Bought them from a vending machine	0
Gave someone else money to buy them	9
Borrowed them from someone else	4
Took them from store or family member	0
A friend gave them to me	0
Person 18 years or older gave them to me	0
Other people gave them to me	9
Got them some other way	4

*Question HS/MS D.5: If you smoked cigarettes during the past 30 days, how did you usually get them? (Select only one response.)*

# Smoking Cessation

**Table D10**

***Current Desire to Quit Smoking Cigarettes***

	NT
	%
Don't smoke	75
No	21
Yes	4

*Question HS/MS D.7: If you now smoke cigarettes, would you like to quit smoking?*

**Table D11**

***Lifetime Frequency of Smoking Cessation Attempts***

	NT
	%
<i>Don't smoke cigarettes; does not apply</i>	73
<i>0 times</i>	15
<i>One or more times</i>	12
1 time	8
2 to 3 times	4
4 or more times	0

*Question HS/MS D.8: How many times have you tried to quit smoking cigarettes?*

**Table D12**

***Type of Help Sought at School to Help Quit Smoking, Past 12 Months***

	NT
	%
Went to a special group or class	0
Talked to an adult at school	0
Talked to a peer helper	0

*Question HS/MS D.9-11: If you used tobacco during the past 12 months, did you do any of the following things at school to get help to quit using?*



# Prevention Program Exposure

**Table D13**

***Tobacco Education in School, Past 12 Months***

	NT %
No	62
Yes	23
Not sure	15

*Question HS/MS D.13: During the past 12 months, did you do any of these things at school? Have lessons about tobacco and its effects on the body.*

**Table D14**

***Refusal Skills Training in School, Past 12 Months***

	NT %
No	65
Yes	23
Not sure	12

*Question HS/MS D.14: During the past 12 months, did you do any of these things at school? Practice different ways to refuse or say "no" to tobacco offers.*

**Table D15**

***Perceived Ability to Refuse Friend's Offer of Cigarettes***

	NT %
Very hard	16
Hard	8
Easy	12
Very easy	64

*Question HS/MS D.12: How hard would it be for you to refuse or say "no" to a friend who offered you a cigarette to smoke?*