

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) 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	x
E. Physical Health	
F. Sexual Behavior	
G. Custom Questions	
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 7
<i>Student Sample Size</i>	
Target Sample	163
Final Number	137
Average Response Rate	84%

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7
	%
12 years or younger	58
13 years old	39
14 years old	4
15 years old	0
16 years old	0
17 years old	0
18 years or older	0

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

Table A2.2

Gender of Sample

	Grade 7
	%
Male	46
Female	54

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

Table A2.3

Hispanic or Latino

	Grade 7
	%
No	56
Yes	44

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

Table A2.4

Race

	Grade 7
	%
American Indian or Alaska Native	7
Asian	12
Black or African American	10
Native Hawaiian or Pacific Islander	0
White	32
Mixed (two or more) races	40

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

Table A2.5

Living Situation

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

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

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

	Grade 7
	%
Mostly A's	23
A's and B's	43
Mostly B's	7
B's and C's	20
Mostly C's	3
C's and D's	4
Mostly D's	0
Mostly F's	1

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

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

	Grade 7
	%
0 times	90
1-2 times	6
A few times	2
Once a month	1
Once a week	0
More than once a week	1

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

Table A2.8

Days Home Alone During Normal School Week

	Grade 7
	%
Never	61
1 day	26
2 days	5
3 days	5
4 days	2
5 days	0

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

Table A2.9

Migrant Education

	Grade 7
	%
Yes	5
No	49
Don't know	47

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	45	51	4
Caring Adult Relationships	47	47	6
High Expectations	66	30	4
Opportunities for Meaningful Participation	15	59	26
Community Environment			
Total	67	27	5
Caring Adult Relationships	70	26	5
High Expectations	69	26	5
Opportunities for Meaningful Participation	41	47	12
School Connectedness Scale			
	62	26	12

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	46	54	0
Caring Adult Relationships	54	40	6
High Expectations	60	40	0
Opportunities for Meaningful Participation	9	69	23
Community Environment			
Total	67	30	3
Caring Adult Relationships	73	24	3
High Expectations	74	24	3
Opportunities for Meaningful Participation	44	44	12
School Connectedness Scale			
	69	20	11

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
Community Environment			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
School Connectedness Scale			

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
Community Environment			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
School Connectedness Scale			

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
Community Environment			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
School Connectedness Scale			

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
Community Environment			
Total			
Caring Adult Relationships			
High Expectations			
Opportunities for Meaningful Participation			
School Connectedness Scale			

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	46	54	0
Caring Adult Relationships	54	40	6
High Expectations	60	40	0
Opportunities for Meaningful Participation	9	69	23
Community Environment			
Total	67	30	3
Caring Adult Relationships	73	24	3
High Expectations	74	24	3
Opportunities for Meaningful Participation	44	44	12
School Connectedness Scale			
	69	20	11

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	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 A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	46					46	
Caring Adult Relationships	54					54	
High Expectations	60					60	
Opportunities for Meaningful Participation	9					9	
Community Environment							
Total	67					67	
Caring Adult Relationships	73					73	
High Expectations	74					74	
Opportunities for Meaningful Participation	44					44	
School Connectedness Scale							
	69					69	

Table A3.9.2

Summary Table -9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

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

Table A3.9.3

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

Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

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

Table A3.10
School Connectedness Scale Questions

	Grade 7 %
I feel close to people in this school	
Strongly Disagree	5
Disagree	8
Neither Agree Nor Disagree	23
Agree	43
Strongly Agree	21
I am happy to be at this school	
Strongly Disagree	9
Disagree	4
Neither Agree Nor Disagree	20
Agree	38
Strongly Agree	30
I feel like I am part of this school	
Strongly Disagree	5
Disagree	7
Neither Agree Nor Disagree	25
Agree	38
Strongly Agree	25
Teachers at this school treat students fairly	
Strongly Disagree	5
Disagree	8
Neither Agree Nor Disagree	23
Agree	41
Strongly Agree	23
I feel safe in my school	
Strongly Disagree	5
Disagree	7
Neither Agree Nor Disagree	25
Agree	35
Strongly Agree	28

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

Table A3.11***School Protective Factors (Developmental Supports)***

At my school, there is a teacher or some other adult...	Grade 7 %
--	----------------------

Caring Relationships**who really cares about me**

Not At All True	4
A Little True	25
Pretty Much True	37
Very Much True	35

who notices when I am not there

Not At All True	11
A Little True	18
Pretty Much True	32
Very Much True	39

who listens when I have something to say

Not At All True	5
A Little True	16
Pretty Much True	35
Very Much True	45

High Expectations**who tells me when I do a good job**

Not At All True	4
A Little True	15
Pretty Much True	31
Very Much True	49

who always wants me to do my best

Not At All True	4
A Little True	7
Pretty Much True	28
Very Much True	62

who believes that I will be a success

Not At All True	5
A Little True	10
Pretty Much True	34
Very Much True	51

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)

	Grade 7
	%
Opportunities for Meaningful Participation	
I do interesting activities at school	
Not At All True	12
A Little True	24
Pretty Much True	35
Very Much True	29
I help decide things like class rules or activities	
Not At All True	43
A Little True	33
Pretty Much True	17
Very Much True	7
I do things that make a difference at school	
Not At All True	22
A Little True	37
Pretty Much True	28
Very Much True	14

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

Table A3.12

Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult... Grade 7
%

Caring Relationships

who really cares about me

Not At All True	5
A Little True	11
Pretty Much True	26
Very Much True	59

who notices when I am upset about something

Not At All True	8
A Little True	11
Pretty Much True	21
Very Much True	60

whom I trust

Not At All True	3
A Little True	14
Pretty Much True	20
Very Much True	63

High Expectations

who tells me when I do a good job

Not At All True	5
A Little True	14
Pretty Much True	31
Very Much True	49

who believes that I will be a success

Not At All True	4
A Little True	15
Pretty Much True	20
Very Much True	61

who always wants me to do my best

Not At All True	5
A Little True	11
Pretty Much True	15
Very Much True	69

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)

	Grade 7 %
Opportunities for Meaningful Participation	
I am part of clubs, sports teams, church/temple or other group activities	
Not At All True	30
A Little True	20
Pretty Much True	18
Very Much True	32
I am involved in music, art, literature, sports or a hobby	
Not At All True	21
A Little True	14
Pretty Much True	18
Very Much True	47
I help other people	
Not At All True	5
A Little True	23
Pretty Much True	41
Very Much True	30

Questions HS A31-33/MS 30-32: Outside of my home and school...I am part of clubs, sports teams, church/temple or other group activities...I am involved in music, art, literature, sports, or a hobby...I help other people.

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 %
Alcohol (one full drink)	
0 times	73
1 time	13
2 to 3 times	8
4 or more times	7
Marijuana	
0 times	90
1 time	4
2 to 3 times	2
4 or more times	3
Inhalants (to get high)	
0 times	88
1 time	7
2 to 3 times	3
4 or more times	2
Cocaine	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Methamphetamine or any amphetamines	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

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

Table A4.1 - Continued

AOD Use, Lifetime

	Grade 7 %
LSD or other psychedelics	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ecstasy	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Heroin	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Other illegal drug or pill	
0 times	98
1 time	1
2 to 3 times	1
4 or more times	0
<i>Any of the above AOD Use</i>	33
Prescription pain killers	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

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

Table A4.1 - Continued

AOD Use, Lifetime

	Grade 7 %
Barbiturates	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Tranquilizers or sedatives	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Cold/Cough Medicines	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Diet Pills	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ritalin™ or Adderall™	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

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

na=not asked of middle school students

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

	Grade 7 %
Alcohol (one full drink)	
Never	68
10 or under	12
11 -12 years old	16
13-14 years old	4
15-16 years old	0
17 years or older	1
Marijuana	
Never	91
10 or under	0
11 -12 years old	7
13-14 years old	1
15-16 years old	0
17 years or older	0
Other illegal drug	
Never	96
10 or under	1
11 -12 years old	3
13-14 years old	1
15-16 years old	0
17 years or older	0

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

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

	Grade 7 %
Alcohol (at least one drink)	13
Binge drinking (5 or more drinks in a row)	5
Marijuana	9
Inhalants	5
Cocaine	na
Methamphetamine or any amphetamines	na
Ecstasy, LSD or other psychedelics	na
Other illegal drug or pill	3
<i>Any drug use</i>	12
<i>Heavy drug user</i>	1
<i>Any of the above AOD Use</i>	17
Two or more of the above at the same time	na

*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***

	Grade 7 %
Alcohol	
None	87
1 or 2 days	10
3 to 9 days	1
10 to 19 days	1
20 or more days (daily)	0
Marijuana	
None	91
1 or 2 days	8
3 to 9 days	0
10 to 19 days	1
20 or more days (daily)	0

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

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	Grade 7
	%
0 times	92
1 to 2 times	6
3 to 6 times	1
7 or more times	1

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

Table A4.6

Ever "High" from Using Drugs

	Grade 7
	%
0 times	90
1 to 2 times	7
3 to 6 times	2
7 or more times	1

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

Table A4.7

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	Grade 7
	%
0 days	95
1 to 2 days	4
3 or more days	2

Question HS A.64/MS A.53: During the past 30 days, on how many days did you use five or more drinks of alcohol in a row, that is, within a couple of hours?

Table A4.8

Desired Level of Alcohol Consumption, Drinking Style or Preference

	Grade 7 %
Don't drink alcohol	71
Just a sip or two	15
Enough to feel it a little	8
Enough to feel it a lot	4
Until really drunk	2

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

Table A4.9

Usual Level of Highness When Using Drugs

Don't use drugs
Not high at all
A little high
Moderately high
Very high

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)

<i>Never</i>
<i>Any</i>
1 time
2 times
3 to 6 times
7 or more times

Question HS A.89: In your life, how many times have you driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?

Table A4.11

Ever Been a Passenger in a Car Driven by Someone Who Had Been Drinking

	Grade 7
	%
<i>Never</i>	56
<i>Any</i>	44
1 time	16
2 times	11
3 to 6 times	5
7 or more times	11

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

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

	Grade 7
	%
Alcohol	
0 days	95
1 to 2 days	5
3 or more days	0
Marijuana	
0 days	98
1 to 2 days	2
3 or more days	0
Any illegal drug or pill	
0 days	98
1 to 2 days	2
3 or more days	0
Any of the above	7

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

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

	Grade 7
	%
0 times	96
1 to 2 times	4
3 to 6 times	0
7 or more times	0

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

Table A4.14

Perceived Harm of Frequent Alcohol Use

	Grade 7 %
Alcohol - Drink Occasionally	
Great	27
Moderate	20
Slight	21
None	33
Alcohol - 5 or more drinks once or twice a week	
Great	39
Moderate	21
Slight	9
None	31

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

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7 %
Marijuana - Smoke Occasionally	
Great	36
Moderate	18
Slight	14
None	32
Marijuana - Smoke once or twice a week	
Great	41
Moderate	17
Slight	8
None	35

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

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

	Grade 7 %
Alcohol - One or two drinks nearly every day	
Neither approve or disapprove	27
Somewhat disapprove	17
Strongly disapprove	56
Marijuana or Hashish - Once or twice	
Neither approve or disapprove	26
Somewhat disapprove	14
Strongly disapprove	59
Marijuana - Once a month or more	
Neither approve or disapprove	27
Somewhat disapprove	13
Strongly disapprove	60

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

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

	Grade 7 %
None of them	48
10 percent	19
20 percent	7
30 percent	8
40 percent	3
50 percent	9
60 percent	1
70 percent	2
80 percent	3
90 percent	0
All of them	0

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

Does not apply, never used alcohol/drugs

Problems with emotions, nerves, mental health

Trouble or problems with the police

Money problems

Miss school

Problems with school work

Fight with other kids

Damage a friendship

Physically hurt or injure yourself

Unwanted or unprotected sex

Forget what happened or pass out

Other problems

More than one problem

Never had problems when I've used alcohol/drugs

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

Does not apply, have not used alcohol or drugs

Had to increase use to get same effect as before

Spent a lot of time getting, using, or being "hung over" from using

Used alcohol or drugs a lot more than intended

Used alcohol or drugs when alone

Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies
Often didn't feel OK unless had something to drink or used a drug

Thought about reducing or stopping

Told self not going to use but used anyway

Spoke with someone about reducing or stopping use

Attended counseling, program, or group to reduce/stop use

More than one experience

Use alcohol or drugs but have not experienced any of these things

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

(Mark all that apply.)

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

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

	Grade 7 %
Alcohol	
Very difficult	19
Fairly difficult	7
Fairly easy	14
Very easy	10
Don't know	49
Marijuana	
Very difficult	21
Fairly difficult	8
Fairly easy	8
Very easy	9
Don't know	53

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get any of the following substances if they really want them?

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

	Grade 7 %
0 times	88
1 time	5
2 to 3 times	5
4 or more times	2

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

Table A4.22

Talked to parents or guardian about dangers of tobacco, alcohol, or drug use

	Grade 7
	%
No	47
Yes	53

Question HS A 98/MS A.61: During the past 12 months...Have you talked with at least one of your parents (or guardian) about the dangers of tobacco, alcohol or drug use?

Table A4.23

Heard, read or watched any messages about not using alcohol, tobacco or drugs

	Grade 7
	%
No	26
Yes	74

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

	Grade 7 %
Hispanic or Latino	17
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	14
Mixed (two or more) races	18

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

	Grade 7 %
Hispanic or Latino	8
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	17
Mixed (two or more) races	5

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

	Grade 7 %
A cigarette, even one or two puffs	
0 times	87
1 time	5
2 to 3 times	5
4 or more times	3
A whole cigarette	
0 times	90
1 time	5
2 to 3 times	3
4 or more times	2
Smokeless tobacco	
0 times	93
1 time	4
2 to 3 times	2
4 or more times	1

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

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

	Grade 7 %
Smoked part or all of a cigarette	
Never	85
10 or under	6
11 -12 years old	7
13-14 years old	1
15-16 years old	0
17 years or older	1
Smokeless Tobacco	
Never	91
10 or under	0
11 -12 years old	7
13-14 years old	1
15-16 years old	0
17 years or older	1

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

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

	Grade 7 %
Cigarettes	
Any	10
Daily	0
Smokeless Tobacco	
Any	5
Daily	1

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

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

	Grade 7
	%
<i>None</i>	92
<i>Any</i>	8
1 or 2 days	7
3 to 9 days	1
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***

	Grade 7
	%
Neither approve or disapprove	26
Somewhat disapprove	9
Strongly disapprove	65

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

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

	Grade 7
	%
Neither approve or disapprove	23
Somewhat disapprove	18
Strongly disapprove	59

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

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

	Grade 7 %
Smoking Occasionally	
Great	29
Moderate	20
Slight	19
None	33
Smoking 1-2 packs of cigarette a day	
Great	57
Moderate	7
Slight	6
None	31

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

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

	Grade 7 %
Very difficult	16
Fairly difficult	11
Fairly easy	11
Very easy	10
Don't know	52

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

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

	Grade 7 %
None of them	49
10 percent	24
20 percent	8
30 percent	8
40 percent	1
50 percent	10
60 percent	1
70 percent	0
80 percent	0
90 percent	0
All of them	0

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

Table A5.10***Used Cigarettes, Past 30 days*****Cells are empty if there are less than 25 respondents**

	Grade 7 %
Hispanic or Latino	14
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	12
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

	Grade 7 %
Had mean rumors/lies spread about you	
0 times	57
1 time	23
2 to 3 times	10
4 or more times	10
Had sexual jokes/comments/gestures made to you	
0 times	66
1 time	14
2 to 3 times	9
4 or more times	12
Been made fun of because of your looks/way talk	
0 times	59
1 time	17
2 to 3 times	10
4 or more times	14

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

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

	Grade 7
	%
Been pushed, shoved, hit, etc.	
0 times	62
1 time	15
2 to 3 times	9
4 or more times	14
Been afraid of being beaten up	
0 times	71
1 time	18
2 to 3 times	5
4 or more times	6
Been in physical fight	
0 times	77
1 time	14
2 to 3 times	5
4 or more times	5

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

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

	Grade 7 %
Had property stolen/damaged	
0 times	85
1 time	8
2 to 3 times	4
4 or more times	3
Damaged school property on purpose	
0 times	89
1 time	6
2 to 3 times	4
4 or more times	2

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

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

	Grade 7 %
Carried a gun	
0 times	94
1 time	5
2 or more times	2
Carried any other weapon	
0 times	91
1 time	5
2 or more times	4

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

Table A6.5

Awareness and Use of Weapons on School Property, Past 12 Months

	Grade 7
	%
Seen someone with a weapon	
0 times	82
1 time	13
2 or more times	5
Been threatened/injured with a weapon	
0 times	91
1 time	5
2 or more times	3

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

Table A6.6

Personal Disapproval of Weapon Possession

	Grade 7
	%
Neither approve or disapprove	26
Somewhat disapprove	9
Strongly disapprove	65

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

Table A6.7***Reason for Harassment on School Property, Past 12 Months***

	Grade 7 %
Race, Ethnicity, or National Origin	
0 times	86
1 time	11
2 or more times	2
Religion	
0 times	94
1 time	5
2 or more times	2
Gender	
0 times	90
1 time	6
2 or more times	3
Sexual Orientation *	
0 times	92
1 time	6
2 or more times	2
Physical/Mental Disability	
0 times	93
1 time	4
2 or more times	2
<i>Any of the Above Five Hate-Crime Reasons</i>	
	25
Any Other Reason	
0 times	78
1 time	14
2 or more times	8
<i>Any Harassment</i>	
	37

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

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

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

	Grade 7 %
No	96
Yes	4

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

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

	Grade 7 %
Does not apply, didn't have a boy/girlfriend	42
No	54
Yes	4

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

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

	Grade 7 %
Very safe	29
Safe	43
Neither safe nor unsafe	23
Unsafe	2
Very unsafe	3

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

Table A6.11

Cyber Bullying

	Grade 7
	%
0 times (never)	81
1 time	7
2-3 times	9
4 or more times	3

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

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents

	Grade 7 %
Hispanic or Latino	23
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	25
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

	Grade 7 %
Hispanic or Latino	6
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	15
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

	Grade 7 %
No	36
Yes	64

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %
No	75
Yes	25

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

No	
Yes	

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

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

	Grade 7 %
Card or dice games	
Not at all	86
Less than once a month	8
1 to 3 times	4
Once a week or more	2
Personal skill games	
Not at all	80
Less than once a month	9
1 to 3 times	4
Once a week or more	7
Betting on sports	
Not at all	88
Less than once a month	5
1 to 3 times	5
Once a week or more	2
Lottery	
Not at all	90
Less than once a month	5
1 to 3 times	3
Once a week or more	2
Bet or gambled in any other way	
Not at all	87
Less than once a month	7
1 to 3 times	3
Once a week or more	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 Drug Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Lifetime and Current ATOD Use		
<i>During your life did you ever...</i>		
drink alcohol (one full drink)?	28	26
use inhalants?	11	13
smoke marijuana?	11	8
<i>During the past 30 days, did you...</i>		
drink alcohol (one full drink)?	16	8
use inhalants?	5	5
smoke marijuana?	14	3
Level of Involvement (High Risk Patterns)		
<i>During your life have you ever...</i>		
been very drunk or sick after drinking alcohol?	5	12
been high from using drugs?	11	10
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	7	4
ATOD Use at School		
During your life, have you ever been drunk/high on school property?	3	5
During the past 30 days, did you use marijuana on school property?	3	2
Perceived Harm		
<i>Frequent use of... is harmful.*</i>		
alcohol (five or more drinks once or twice a week)	69	68
marijuana (once or twice a week)	68	62

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

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

	7th Grade	
	Female %	Male %
During your life, did you ever smoke a cigarette?	9	11
During the past 30 days, did you smoke a cigarette?	11	8
During the past 30 days, did you smoke cigarettes daily?	0	0
During the past 30 days, did you smoke cigarettes on school property?	7	8
Frequent use of cigarettes is harmful. (1-2 packs a day)*	70	67

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

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

	7th Grade	
	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	13	14
Religion	7	4
Gender	12	7
Gay/lesbian, or someone thought you were	7	7
Physical/mental disability	4	7
Any other reason	21	22
During the past 12 months at school have you been in a physical fight?	23	23
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	2	7
Feels safe at school	67	78
Currently belong to a gang?	2	7

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

	7th Grade	
	Female %	Male %
Did you eat breakfast today?	60	68
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?	35	12

9. Comparisons

Table A9.1

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

	7th Grade %	
	School	CSS
Lifetime and Current ATOD Use		
<i>During your life did you ever...</i>		
smoke a cigarette?	10	7
chew tobacco or snuff?	7	4
drink alcohol (glass)?	27	24
use inhalants?	12	11
smoke marijuana?	10	9
<i>During the past 30 days, did you...</i>		
smoke a cigarette?	10	6
chew tobacco or snuff?	5	3
drink alcohol (glass)?	13	15
use inhalants?	5	5
smoke marijuana?	9	7
Level of Involvement (High Risk Patterns)		
<i>During your life have you ever...</i>		
been very drunk or sick after drinking?	8	11
been high from using drugs?	10	8
<i>During the past 30 days, did you...</i>		
drink 5 drinks in a couple of hours?	5	6

Table A9.1 - Continued

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

	7th Grade %	
	School	CSS
ATOD Use on School Property		
During your life, have you ever been drunk/high?	4	6
During the past 30 days, did you smoke cigarettes?	8	3
Perceived Harm		
<i>People risk harming themselves using...^b</i>		
cigarettes (1-2 packs a day)	69	83
alcohol (five or more drinks once or twice a week)	69	83
marijuana (once or twice a week)	65	82

^bcombines "Great," "Moderate," and "Slight"

Table A9.2***Selected School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS***

	7th Grade %	
	School	CSS
School Safety		
<i>During the past 12 months at school, have you....</i>		
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	25	31
been in a physical fight?	23	32
been afraid of being beaten up?	29	29
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	11	10
How safe do you feel when you are at school? Very safe.	29	18
Do you consider yourself a member of a gang?	4	9
School Protective Factors - High Levels (Resilience Indicators)		
Caring relationships with teacher or other adult	47	31
High expectations from teacher or other adult	66	45
Opportunities for meaningful participation at their school	15	16
Total	45	31
School Connectedness Scale	62	39

McKenney Middle
Secondary
2010-2011
Main Report

Tobacco Module D

Section D

Grade 7	
<i>Student Sample Size</i>	
Target Sample	163
Final Number	106
Average Response Rate - Module D	65%

Smoking Patterns

Table D1

Number of Cigarettes Smoked Per Day, Past 30 Days

Grade 7	
%	
<i>None</i>	96
<i>Less than one cigarette per day</i>	2
<i>1 per day or more</i>	2
1 cigarette per day	0
2 to 5 cigarettes per day	1
6 to 10 cigarettes per day	0
11 to 20 cigarettes per day	0
more than 20 cigarettes per day	1

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

Grade 7	
%	
No	99
Yes	1

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***

	Grade 7 %
No	97
Yes	3

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

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

	Grade 7 %
0 days	96
1 to 2 days	2
3 to 5 days	0
6 to 9 days	1
10 to 19 days	0
20 to 30 days	1

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***

	Grade 7 %
No	97
Yes	3

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

	Grade 7 %
Sure it will not happen	76
Probably will not happen	13
Even chance (50-50) that it will happen	8
Probably will happen	1
Will happen for sure	2

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

	Grade 7 %
Smoking makes kids look grown up	33
Smoking makes your teeth yellow	83
Smoking is cool	14
Smoking makes you smell bad	67
Smoking helps you make friends	16
Smoking is bad for your health	74
Smoking helps you relax	20
Smoking helps control your weight	19

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***

	Grade 7 %
None of them	19
Some	56
Many	16
Most or all	9

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

Access to Cigarettes**Table D9*****Sources for Obtaining Cigarettes***

	Grade 7 %
Didn't smoke in the past 30 days	95
Bought them in a store	0
Bought them from a vending machine	2
Gave someone else money to buy them	0
Borrowed them from someone else	1
Took them from store or family member	0
A friend gave them to me	1
Person 18 years or older gave them to me	0
Other people gave them to me	0
Got them some other way	1

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

	Grade 7 %
Don't smoke	97
No	2
Yes	1

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

Table D11

Lifetime Frequency of Smoking Cessation Attempts

	Grade 7 %
<i>Don't smoke cigarettes; does not apply</i>	93
<i>0 times</i>	4
<i>One or more times</i>	3
1 time	2
2 to 3 times	0
4 or more times	1

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

	Grade 7 %
Went to a special group or class	0
Talked to an adult at school	1
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

	Grade 7 %
No	53
Yes	30
Not sure	18

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

	Grade 7 %
No	59
Yes	27
Not sure	14

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

	Grade 7 %
Very hard	17
Hard	3
Easy	13
Very easy	67

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?