California Healthy Kids Survey

Denair Unified
Secondary
2010-2011
Main Report

In compliance with new federal guidelines on how ethnicity data should be collected and reported, you are provided with this new report that contains revised tables with results disaggregated by student race/ethnicity. Please note that because of these changes in federal guidelines, you may not compare the 10/11 CHKS data on respondent race/ethnicity with prior years, but you will be able to compare those results with demographic data in Cal-PADS and any other CDE databases.

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

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PREFACE

This report provides the detailed results for each question from this district's 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.

Depending on the nature of the districts' enrollment and module administration it may also receive two supplemental CHKS reports. Districts that participate in CDE's Migrant Education Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate.

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.

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

Conduct Additional Analyses of The Dataset

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

Add Questions to your Next CHKS

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGEMENTS

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

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Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11
Student Sample Size			
Target Sample	120	160	221
Final Number	105	125	143
Average Response Rate	**88%**	**78%**	**65%**

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %
12 years or younger	29	0	0
13 years old	67	0	0
14 years old	5	32	0
15 years old	0	56	1
16 years old	0	12	35
17 years old	0	0	58
18 years or older	0	0	6

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

Table A2.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %
Male	54	47	55
Female	46	53	45

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

Table A2.3

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %
No	60	49	50
Yes	40	51	50

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

Table A2.4

Race

	Grade 7 %	Grade 9 %	Grade 11 %
American Indian or Alaska Native	2	4	6
Asian	1	0	1
Black or African American	1	0	2
Native Hawaiian or Pacific Islander	0	0	2
White	49	57	52
Mixed (two or more) races	47	39	37

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

Table A2.5

Living Situation

	Grade 9 %	Grade 11 %
A home with both parents	64	65
A home with only one parent	24	27
Other relative's home	7	5
A home with more than one family	1	3
Friend's home	2	0
Foster home, group care, or waiting placement	0	1
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	0	0
Other transitional or temporary housing	1	0
Other living arrangements	1	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

	Grade 7 %	Grade 9 %	Grade 11 %
Mostly A's	36	7	20
A's and B's	35	28	26
Mostly B's	7	7	7
B's and C's	15	17	22
Mostly C's	3	14	8
C's and D's	4	22	11
Mostly D's	0	3	3
Mostly F's	0	2	2

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 %	Grade 9 %	Grade 11 %
0 times	87	69	66
1-2 times	6	17	16
A few times	4	9	13
Once a month	1	2	0
Once a week	1	1	1
More than once a week	2	2	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

	Grade 7 %
Never	44
1 day	22
2 days	15
3 days	16
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 %	Grade 9 %	Grade 11 %
Yes	0	2	4
No	70	70	78
Don't know	30	28	18

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	48	43	9	27	59	14	42	50	8
Caring Adult Relationships	39	56	5	38	52	10	51	41	7
High Expectations	64	29	7	54	43	2	60	36	4
Opportunities for Meaningful Participation	22	56	22	8	50	42	14	51	35
Community Environment									
Total	77	14	9	63	33	5	67	27	6
Caring Adult Relationships	72	17	11	70	27	3	73	24	4
High Expectations	74	18	8	77	21	2	67	28	4
Opportunities for Meaningful Participation	65	23	12	37	44	19	43	43	14
School Connectedness Scale	58	33	9	44	48	9	52	41	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 (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	51	39	10	32	53	15	56	37	6
Caring Adult Relationships	44	49	7	43	47	9	63	34	3
High Expectations	73	17	10	53	47	0	69	27	3
Opportunities for Meaningful Participation	14	69	17	7	48	44	20	59	20
Community Environment									
Total	80	17	2	69	28	4	79	16	5
Caring Adult Relationships	80	12	7	73	24	4	84	14	2
High Expectations	79	19	2	81	15	4	81	14	5
Opportunities for Meaningful Participation	69	26	5	41	43	17	51	41	8
School Connectedness Scale	60	33	7	44	44	11	55	36	9

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			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
Community Environment									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
School Connectedness Scale									

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
Community Environment Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
School Connectedness Scale									

Table A3.5

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			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
Community Environment Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
School Connectedness Scale									

Table A3.6

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			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
Community Environment Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
School Connectedness Scale									

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment Total	51	39	10	35	51	14	30	66	5
Caring Adult Relationships	44	49	7	43	49	8	42	51	7
High Expectations	73	17	10	57	38	5	48	52	0
Opportunities for Meaningful Participation	14	69	17	16	46	38	9	49	42
Community Environment Total	80	17	2	61	33	6	58	36	7
Caring Adult Relationships	80	12	7	67	31	3	65	28	7
High Expectations	79	19	2	73	24	3	58	38	4
Opportunities for Meaningful Participation	69	26	5	38	41	22	38	42	20
School Connectedness Scale	60	33	7	51	43	5	46	50	4

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			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
Community Environment Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
School Connectedness Scale									

Table A3.9.1

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	AI / AN	A	AA	NH / PI	W	M
School Environment							
Total	51					51	
Caring Adult Relationships	44					44	
High Expectations	73					73	
Opportunities for Meaningful Participation	14					14	
Community Environment							
Total	80					80	
Caring Adult Relationships	80					80	
High Expectations	79					79	
Opportunities for Meaningful Participation	69					69	
School Connectedness Scale	60					60	

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	AI / AN	A	AA	NH / PI	W	M
School Environment							
Total	32					35	
Caring Adult Relationships	43					43	
High Expectations	53					57	
Opportunities for Meaningful Participation	7					16	
Community Environment							
Total	69					61	
Caring Adult Relationships	73					67	
High Expectations	81					73	
Opportunities for Meaningful Participation	41					38	
School Connectedness Scale	44					51	

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	AI / AN	A	AA	NH / PI	W	M
School Environment							
Total	56					30	
Caring Adult Relationships	63					42	
High Expectations	69					48	
Opportunities for Meaningful Participation	20					9	
Community Environment							
Total	79					58	
Caring Adult Relationships	84					65	
High Expectations	81					58	
Opportunities for Meaningful Participation	51					38	
School Connectedness Scale	55					46	

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	AI / AN	A	AA	NH / PI	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 %	Grade 9 %	Grade 11 %
I feel close to people in this school			
Strongly Disagree	5	8	7
Disagree	7	12	12
Neither Agree Nor Disagree	18	21	27
Agree	44	41	38
Strongly Agree	26	18	17
I am happy to be at this school			
Strongly Disagree	6	6	4
Disagree	7	10	8
Neither Agree Nor Disagree	21	23	17
Agree	34	45	41
Strongly Agree	32	17	29
I feel like I am part of this school			
Strongly Disagree	8	5	6
Disagree	7	10	7
Neither Agree Nor Disagree	23	38	27
Agree	39	33	41
Strongly Agree	23	14	19
Teachers at this school treat students fairly			
Strongly Disagree	8	6	8
Disagree	10	11	6
Neither Agree Nor Disagree	20	23	17
Agree	45	44	38
Strongly Agree	18	16	31
I feel safe in my school			
Strongly Disagree	9	6	8
Disagree	5	10	5
Neither Agree Nor Disagree	23	28	16
Agree	38	46	42
Strongly Agree	26	11	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 %	Grade 9 %	Grade 11 %
Caring Relationships			
who really cares about me			
Not At All True	8	12	9
A Little True	31	27	20
Pretty Much True	25	34	33
Very Much True	36	26	37
who notices when I am not there			
Not At All True	5	7	5
A Little True	21	23	15
Pretty Much True	33	29	29
Very Much True	41	40	51
who listens when I have something to say			
Not At All True	12	7	4
A Little True	21	23	12
Pretty Much True	28	36	37
Very Much True	39	33	46
High Expectations			
who tells me when I do a good job			
Not At All True	6	6	1
A Little True	16	18	15
Pretty Much True	30	35	40
Very Much True	49	41	44
who always wants me to do my best			
Not At All True	6	2	3
A Little True	10	16	11
Pretty Much True	16	28	24
Very Much True	68	53	62
who believes that I will be a success			
Not At All True	8	6	3
A Little True	13	23	15
Pretty Much True	30	33	35
Very Much True	50	39	47

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 %	Grade 9 %	Grade 11 %
Opportunites for Meaningful Participation			
I do interesting activities at school			
Not At All True	13	21	20
A Little True	19	31	25
Pretty Much True	31	31	29
Very Much True	37	16	26
I help decide things like class rules or activities			
Not At All True	34	60	46
A Little True	35	22	30
Pretty Much True	16	15	15
Very Much True	16	3	9
I do things that make a difference at school			
Not At All True	25	33	25
A Little True	38	33	34
Pretty Much True	20	24	30
Very Much True	17	10	11

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 %	Grade 9 %	Grade 11 %
Caring Relationships			
who really cares about me			
Not At All True	8	5	3
A Little True	7	6	8
Pretty Much True	11	14	18
Very Much True	74	76	71
who notices when I am upset about something			
Not At All True	14	8	6
A Little True	12	14	11
Pretty Much True	13	22	24
Very Much True	62	56	60
whom I trust			
Not At All True	9	6	6
A Little True	11	10	6
Pretty Much True	16	16	18
Very Much True	64	69	69
High Expectations			
who tells me when I do a good job			
Not At All True	8	3	3
A Little True	8	12	9
Pretty Much True	17	27	23
Very Much True	68	57	65
who believes that I will be a success			
Not At All True	9	3	6
A Little True	7	11	11
Pretty Much True	17	23	21
Very Much True	68	63	62
who always wants me to do my best			
Not At All True	7	2	3
A Little True	5	4	8
Pretty Much True	15	16	21
Very Much True	73	79	68

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 %	Grade 9 %	Grade 11 %
Opportunities for Meaningful Participation			
I am part of clubs, sports teams, church/temple or other group activities			
Not At All True	21	33	33
A Little True	6	16	13
Pretty Much True	14	15	16
Very Much True	59	36	38
I am involved in music, art, literature, sports or a hobby			
Not At All True	13	27	20
A Little True	3	14	14
Pretty Much True	17	19	20
Very Much True	67	41	46
I help other people			
Not At All True	9	11	6
A Little True	17	19	17
Pretty Much True	24	38	36
Very Much True	50	31	41

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
0 times	73	47	33
1 time	8	6	11
2 to 3 times	10	16	9
4 or more times	9	31	48
Marijuana			
0 times	95	61	56
1 time	2	8	7
2 to 3 times	1	11	6
4 or more times	2	20	31
Inhalants (to get high)			
0 times	90	88	87
1 time	4	4	5
2 to 3 times	3	3	3
4 or more times	3	5	4
Cocaine			
0 times	na	92	94
1 time	na	4	3
2 to 3 times	na	0	2
4 or more times	na	4	1
Methamphetamine or any amphetamines			
0 times	na	94	94
1 time	na	2	1
2 to 3 times	na	1	1
4 or more times	na	3	3

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

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
LSD or other psychedelics			
0 times	na	92	95
1 time	na	2	1
2 to 3 times	na	2	3
4 or more times	na	4	1
Ecstasy			
0 times	na	88	91
1 time	na	5	3
2 to 3 times	na	2	3
4 or more times	na	5	3
Heroin			
0 times	na	94	99
1 time	na	1	1
2 to 3 times	na	0	0
4 or more times	na	6	1
Other illegal drug or pill			
0 times	98	88	84
1 time	2	3	5
2 to 3 times	0	3	4
4 or more times	0	6	7
Any of the above AOD Use	35	58	70
Prescription pain killers			
0 times	na	79	78
1 time	na	10	4
2 to 3 times	na	6	7
4 or more times	na	5	11

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

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
Barbiturates			
0 times	na	97	97
1 time	na	1	2
2 to 3 times	na	2	1
4 or more times	na	1	0
Tranquilizers or sedatives			
0 times	na	94	93
1 time	na	2	2
2 to 3 times	na	1	1
4 or more times	na	3	4
Cold/Cough Medicines			
0 times	na	80	79
1 time	na	5	4
2 to 3 times	na	10	6
4 or more times	na	6	11
Diet Pills			
0 times	na	93	97
1 time	na	2	1
2 to 3 times	na	2	1
4 or more times	na	2	1
Ritalin™ or Adderall™			
0 times	na	96	94
1 time	na	1	3
2 to 3 times	na	1	2
4 or more times	na	2	1

Question HS A.48-52: During your life, how many times have you used or tried…?
na=not asked of middle school students

Table A4.2

Age of Onset

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
Never	60	44	32
10 or under	18	15	9
11 -12 years old	12	10	7
13-14 years old	10	25	17
15-16 years old	0	6	31
17 years or older	0	0	3
Marijuana			
Never	95	65	59
10 or under	1	1	4
11 -12 years old	3	9	2
13-14 years old	1	18	14
15-16 years old	0	8	20
17 years or older	0	0	1
Other illegal drug			
Never	95	83	76
10 or under	2	1	1
11 -12 years old	2	3	1
13-14 years old	1	8	6
15-16 years old	0	4	12
17 years or older	0	1	2

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

Table A4.3

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (at least one drink)	12	30	32
Binge drinking (5 or more drinks in a row)	2	15	22
Marijuana	2	18	17
Inhalants	3	5	4
Cocaine	na	4	2
Methamphetamine or any amphetamines	na	3	1
Ecstasy, LSD or other psychedelics	na	6	1
Other illegal drug or pill	1	7	6
Any drug use	5	22	20
Heavy drug user	1	11	8
Any of the above AOD Use	13	37	36
Two or more of the above at the same time	na	8	6

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 %	Grade 9 %	Grade 11 %
Alcohol			
None	88	70	68
1 or 2 days	10	17	19
3 to 9 days	2	9	8
10 to 19 days	0	2	3
20 or more days (daily)	0	3	2
Marijuana			
None	98	82	83
1 or 2 days	1	7	7
3 to 9 days	1	4	5
10 to 19 days	0	4	1
20 or more days (daily)	0	2	4

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

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	93	68	50
1 to 2 times	7	14	21
3 to 6 times	0	9	13
7 or more times	0	9	15

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

Table A4.6

Ever "High" from Using Drugs

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	95	68	63
1 to 2 times	2	11	7
3 to 6 times	2	10	7
7 or more times	1	10	23

Question HS A.54/MS A43: During your life, how many times have you been high (loaded, stoned, or wasted) from using drugs?

Table A4.7

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
0 days	98	85	78
1 to 2 days	2	5	14
3 or more days	0	10	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

	Grade 7 %	Grade 9 %	Grade 11 %
Don't drink alcohol	71	45	49
Just a sip or two	19	16	7
Enough to feel it a little	8	20	11
Enough to feel it a lot	2	11	23
Until really drunk	0	9	10

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

Table A4.9

Usual Level of Highness When Using Drugs

	Grade 9 %	Grade 11 %
Don't use drugs	64	72
Not high at all	2	5
A little high	11	2
Moderately high	10	13
Very high	12	8

Question HS A77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?

Table A4.10

Ever Driven after Drinking (Respondent or by Friend)

	Grade 9 %	Grade 11 %
Never	*75*	*70*
Any	*25*	*30*
1 time	10	6
2 times	4	6
3 to 6 times	7	14
7 or more times	3	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

	Grade 7 %
Never	*48*
Any	*52*
1 time	11
2 times	12
3 to 6 times	13
7 or more times	15

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

Table A4.12

Any Current Alcohol and Marijuana Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol			
0 days	96	96	97
1 to 2 days	4	2	3
3 or more days	0	2	1
Marijuana			
0 days	99	94	96
1 to 2 days	1	2	2
3 or more days	0	4	1
Any illegal drug or pill			
0 days	100	95	99
1 to 2 days	0	2	0
3 or more days	0	2	1
Any of the above	5	7	5

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

Table A4.13

Ever Drunk or High on School Property

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	97	78	80
1 to 2 times	2	11	7
3 to 6 times	1	8	5
7 or more times	0	2	8

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

Table A4.14

Perceived Harm of Frequent Alcohol Use

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol - Drink Occasionally			
Great	30	22	32
Moderate	23	31	26
Slight	29	34	29
None	19	12	13
Alcohol - 5 or more drinks once or twice a week			
Great	48	51	52
Moderate	21	25	23
Slight	16	12	14
None	16	11	11

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

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7 %	Grade 9 %	Grade 11 %
Marijuana - Smoke Occasionally			
Great	41	35	35
Moderate	27	23	22
Slight	13	23	19
None	19	18	23
Marijuana - Smoke once or twice a week			
Great	52	44	46
Moderate	19	22	13
Slight	10	17	18
None	19	18	23

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

Table A4.16

Personal Disapproval of Using Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	19	23	33
Somewhat disapprove	13	25	22
Strongly disapprove	68	53	45
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	20	36	47
Somewhat disapprove	15	24	18
Strongly disapprove	65	40	35
Marijuana - Once a month or more			
Neither approve or disapprove	21	38	46
Somewhat disapprove	9	18	14
Strongly disapprove	71	44	40

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

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

	Grade 7 %	Grade 9 %	Grade 11 %
None of them	42	9	11
10 percent	29	10	5
20 percent	7	10	4
30 percent	11	9	5
40 percent	3	5	9
50 percent	5	21	19
60 percent	0	6	10
70 percent	0	10	10
80 percent	0	10	16
90 percent	0	6	9
All of them	1	5	3

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

Table A4.18

Occurrence of Problems While Using Alcohol/Drugs

	Grade 9 %	Grade 11 %
Does not apply, never used alcohol/drugs	53	45
Problems with emotions, nerves, mental health	11	9
Trouble or problems with the police	13	9
Money problems	1	2
Miss school	6	5
Problems with school work	6	4
Fight with other kids	7	3
Damage a friendship	5	5
Physically hurt or injure yourself	2	4
Unwanted or unprotected sex	3	3
Forget what happened or pass out	7	11
Other problems	4	5
More than one problem	11	14
Never had problems when I've used alcohol/drugs	26	28

Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark all that apply.) Please note: Because all that apply are marked, total percentages may exceed 100%.

Table A4.19

Occurrence of Experiences Related to Dependency While Using Alcohol/Drugs

	Grade 9 %	Grade 11 %
Does not apply, have not used alcohol or drugs	55	51
Had to increase use to get same effect as before	10	13
Spent a lot of time getting, using, or being "hung over" from using	6	6
Used alcohol or drugs a lot more than intended	6	13
Used alcohol or drugs when alone	10	10
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	6	6
Often didn't feel OK unless had something to drink or used a drug	6	6
Thought about reducing or stopping	8	13
Told self not going to use but used anyway	8	10
Spoke with someone about reducing or stopping use	5	8
Attended counseling, program, or group to reduce/stop use	2	1
More than one experience	13	15
Use alcohol or drugs but have not experienced any of these things	25	23

Question HS A.97: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark all that apply.)

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

Table A4.20

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol			
Very difficult	15	5	6
Fairly difficult	14	8	4
Fairly easy	19	22	20
Very easy	17	43	54
Don't know	35	23	16
Marijuana			
Very difficult	22	5	4
Fairly difficult	16	7	2
Fairly easy	13	19	22
Very easy	9	44	53
Don't know	39	26	19

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

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	88	59	74
1 time	5	10	11
2 to 3 times	3	17	6
4 or more times	4	14	9

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

Table A4.22

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

	Grade 7 %	Grade 9 %	Grade 11 %
No	34	42	38
Yes	66	58	62

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

Table A4.23

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

	Grade 7 %	Grade 9 %	Grade 11 %
No	17	20	17
Yes	83	80	83

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 %	Grade 9 %	Grade 11 %
Hispanic or Latino	20	29	34
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	5	29	26
Mixed (two or more) races	15	32	41

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 %	Grade 9 %	Grade 11 %
Hispanic or Latino	2	19	16
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	3	15	19
Mixed (two or more) races	3	24	22

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 %	Grade 9 %	Grade 11 %
A cigarette, even one or two puffs			
0 times	88	na	na
1 time	8	na	na
2 to 3 times	2	na	na
4 or more times	2	na	na
A whole cigarette			
0 times	96	72	67
1 time	3	7	8
2 to 3 times	0	7	4
4 or more times	1	13	20
Smokeless tobacco			
0 times	97	84	82
1 time	2	5	7
2 to 3 times	1	2	3
4 or more times	0	9	8

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

Table A5.2

Age of Onset

	Grade 7 %	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette			
Never	90	68	63
10 or under	4	5	3
11 -12 years old	5	9	6
13-14 years old	1	14	10
15-16 years old	0	4	15
17 years or older	0	1	4
Smokeless Tobacco			
Never	96	80	79
10 or under	3	2	1
11 -12 years old	1	4	1
13-14 years old	0	11	6
15-16 years old	0	3	11
17 years or older	0	0	1

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

Table A5.3

Any and Daily Use of Cigarettes and Smokeless Tobacco, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Any	3	10	17
Daily	0	3	8
Smokeless Tobacco			
Any	1	7	8
Daily	0	0	3

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

Table A5.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
None	*100*	*97*	*98*
Any	*0*	*3*	*2*
1 or 2 days	0	2	1
3 to 9 days	0	0	1
10 to 19 days	0	0	0
20 to 30 days	0	2	0

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

Table A5.5

Personal Disapproval of Using Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %
Neither approve or disapprove	21	18	28
Somewhat disapprove	9	21	13
Strongly disapprove	70	61	59

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

Table A5.6

Peer Disapproval of Using Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %
Neither approve or disapprove	9	18	21
Somewhat disapprove	13	16	18
Strongly disapprove	78	67	60

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

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %
Smoking Occasionally			
Great	28	31	36
Moderate	32	35	36
Slight	27	25	18
None	14	8	11
Smoking 1-2 packs of cigarette a day			
Great	65	72	80
Moderate	16	12	6
Slight	5	5	3
None	15	12	11

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

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %
Very difficult	14	4	5
Fairly difficult	13	7	3
Fairly easy	24	24	19
Very easy	13	34	55
Don't know	36	31	19

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

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	Grade 7 %	Grade 9 %	Grade 11 %
None of them	37	11	12
10 percent	35	18	15
20 percent	10	17	10
30 percent	9	11	12
40 percent	3	8	9
50 percent	3	20	21
60 percent	1	3	7
70 percent	0	3	3
80 percent	0	3	4
90 percent	0	2	4
All of them	0	2	2

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

Table A5.10

Used Cigarettes, Past 30 days

Cells are empty if there are less than 25 respondents

	Grade 7 %	Grade 9 %	Grade 11 %
Hispanic or Latino	2	15	19
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	3	3	17
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 %	Grade 9 %	Grade 11 %
Had mean rumors/lies spread about you			
0 times	50	54	76
1 time	12	14	13
2 to 3 times	10	17	6
4 or more times	29	15	6
Had sexual jokes/comments/gestures made to you			
0 times	42	60	73
1 time	14	9	9
2 to 3 times	13	11	4
4 or more times	31	20	15
Been made fun of because of your looks/way talk			
0 times	53	56	77
1 time	12	14	9
2 to 3 times	7	14	7
4 or more times	28	16	7

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Been pushed, shoved, hit, etc.			
0 times	57	64	89
1 time	15	13	4
2 to 3 times	10	14	1
4 or more times	18	9	7
Been afraid of being beaten up			
0 times	70	75	94
1 time	17	10	3
2 to 3 times	3	9	1
4 or more times	11	6	2
Been in physical fight			
0 times	79	75	78
1 time	10	11	12
2 to 3 times	4	6	5
4 or more times	7	8	6

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

Table A6.3

Property Damage on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Had property stolen/damaged			
0 times	72	74	83
1 time	13	12	7
2 to 3 times	9	6	7
4 or more times	7	7	3
Damaged school property on purpose			
0 times	88	86	92
1 time	6	5	5
2 to 3 times	1	5	1
4 or more times	5	4	1

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

Table A6.4

Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Carried a gun			
0 times	92	93	96
1 time	3	2	1
2 or more times	5	5	2
Carried any other weapon			
0 times	91	85	92
1 time	3	8	4
2 or more times	6	7	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 %	Grade 9 %	Grade 11 %
Seen someone with a weapon			
0 times	67	73	82
1 time	12	10	8
2 or more times	21	17	10
Been threatened/injured with a weapon			
0 times	88	91	92
1 time	7	3	4
2 or more times	5	6	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

	Grade 7 %	Grade 9 %	Grade 11 %
Neither approve or disapprove	16	15	18
Somewhat disapprove	9	10	10
Strongly disapprove	75	76	72

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

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin			
0 times	77	77	92
1 time	6	9	2
2 or more times	17	14	6
Religion			
0 times	89	89	93
1 time	4	6	4
2 or more times	7	6	3
Gender			
0 times	82	90	96
1 time	9	3	3
2 or more times	10	7	1
Sexual Orientation *			
0 times	93	90	95
1 time	3	2	2
2 or more times	4	8	3
Physical/Mental Disability			
0 times	92	92	95
1 time	1	2	2
2 or more times	7	6	3
Any of the Above Five Hate-Crime Reasons	37	30	16
Any Other Reason			
0 times	67	80	84
1 time	7	7	4
2 or more times	26	14	11
Any Harassment	47	36	25

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

Table A6.8

Gang Involvement, Current

	Grade 7 %	Grade 9 %	Grade 11 %
No	96	91	92
Yes	4	9	8

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

Table A6.9

Physical Violence by Boy/Girlfriend, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Does not apply, didn't have a boy/girlfriend	50	38	28
No	49	60	67
Yes	2	2	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 %	Grade 9 %	Grade 11 %
Very safe	30	15	35
Safe	38	43	40
Neither safe nor unsafe	25	40	23
Unsafe	4	2	1
Very unsafe	4	2	0

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

Table A6.11

Cyber Bullying

	Grade 7 %	Grade 9 %	Grade 11 %
0 times (never)	68	79	84
1 time	11	10	8
2-3 times	11	8	3
4 or more times	11	3	5

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

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents

	Grade 7 %	Grade 9 %	Grade 11 %
Hispanic or Latino	22	24	16
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	48	32	11
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 %	Grade 9 %	Grade 11 %
Hispanic or Latino	10	15	3
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	25	22	7
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 %	Grade 9 %	Grade 11 %
No	34	38	38
Yes	66	63	62

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
No	69	67	71
Yes	31	33	29

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	85	84
Yes	15	16

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 %	Grade 9 %	Grade 11 %
Card or dice games			
Not at all	85	86	86
Less than once a month	7	9	6
1 to 3 times	5	3	5
Once a week or more	3	2	4
Personal skill games			
Not at all	77	83	80
Less than once a month	9	9	8
1 to 3 times	9	4	6
Once a week or more	6	4	6
Betting on sports			
Not at all	80	81	79
Less than once a month	12	11	10
1 to 3 times	5	5	8
Once a week or more	4	2	4
Lottery			
Not at all	89	87	82
Less than once a month	5	6	11
1 to 3 times	2	2	4
Once a week or more	4	4	4
Bet or gambled in any other way			
Not at all	81	84	84
Less than once a month	10	8	8
1 to 3 times	3	6	4
Once a week or more	6	2	4

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		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use						
During your life did you ever…						
drink alcohol (one full drink)?	27	25	50	57	72	62
use inhalants?	10	9	9	16	6	18
smoke marijuana?	4	5	36	41	41	46
During the past 30 days, did you…						
drink alcohol (one full drink)?	20	6	32	29	34	30
use inhalants?	4	2	5	5	6	1
smoke marijuana?	0	4	15	19	16	18
Level of Involvement (High Risk Patterns)						
During your life have you ever…						
been very drunk or sick after drinking alcohol?	11	4	29	34	55	46
been high from using drugs?	4	5	27	38	38	37
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	2	2	14	16	23	21
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	4	2	18	24	19	21
During the past 30 days, did you use marijuana on school property?	0	2	2	10	3	4
Perceived Harm						
*Frequent use of… is harmful.**						
alcohol (five or more drinks once or twice a week)	85	85	92	84	89	88
marijuana (once or twice a week)	81	82	86	80	78	77

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

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	4	4	23	32	30	36
During the past 30 days, did you smoke a cigarette?	2	4	10	11	14	20
During the past 30 days, did you smoke cigarettes daily?	0	0	2	5	3	12
During the past 30 days, did you smoke cigarettes on school property?	0	0	2	5	2	3
Frequent use of cigarettes is harmful. (1-2 packs a day)*	85	87	90	86	88	91

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

Table A8.3

School Safety-Related Indicators, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?						
Race, ethnicity, or national origin	17	26	13	35	5	11
Religion	9	13	6	17	6	8
Gender	21	15	11	11	5	4
Gay/lesbian, or someone thought you were	6	8	5	17	3	6
Physical/mental disability	7	10	3	14	2	8
Any other reason	34	33	20	21	19	13
During the past 12 months at school have you been in a physical fight?	11	28	16	36	20	24
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	0	4	2	2	5	4
Feels safe at school	70	65	60	54	83	71
Currently belong to a gang?	4	2	11	7	5	10

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	56	76	61	64	66	58
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?	42	23	37	28	27	31

9. Comparisons

Table A9.1

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use								
During your life did you ever…								
smoke a cigarette?	4	7	28	20	45[a]	33	34	55[a]
chew tobacco or snuff?	3	4	16	6	~	18	10	~
drink alcohol (glass)?	27	24	53	47	67	67	66	79
use inhalants?	10	11	12	14	15	13	15	12
smoke marijuana?	5	9	39	25	29	44	42	50
During the past 30 days, did you…								
smoke a cigarette?	3	6	10	11	15	17	17	24
chew tobacco or snuff?	1	3	7	5	6	8	6	6
drink alcohol (glass)?	12	15	30	24	37	32	42	53
use inhalants?	3	5	5	7	~	4	7	~
smoke marijuana?	2	7	18	15	16	17	24	21
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking?	7	11	32	28	~	50	45	~
been high from using drugs?	5	8	32	22	~	37	37	~
During the past 30 days, did you…								
drink 5 drinks in a couple of hours?	2	6	15	16	18	22	29	28

[a]YRBS asks about smoking even a puff or two.

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

Table A9.1 - ***Continued***

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property								
During your life, have you ever been drunk/high?	3	6	22	13	~	20	25	~
During the past 30 days, did you smoke cigarettes?	0	3	3	7	4	2	7	5
Perceived Harm								
People risk harming themselves using...[b]								
cigarettes (1-2 packs a day)	85	83	88	90	~	89	93	~
alcohol (five or more drinks once or twice a week)	84	83	89	89	~	89	92	~
marijuana (once or twice a week)	81	82	83	85	~	77	87	~

[b]combines "Great," "Moderate," and "Slight"

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

Table A9.2

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
School Safety								
During the past 12 months at school, have you….								
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	37	31	30	27	~	16	22	~
been in a physical fight?	21	32	25	25	18	22	23	11
been afraid of being beaten up?	30	29	25	22	~	6	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	11	10	15	13	~	10	13	~
How safe do you feel when you are at school? Very safe.	30	18	15	16	~	35	20	~
Do you consider yourself a member of a gang?	4	9	9	8	~	8	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult	39	31	38	28	~	51	29	~
High expectations from teacher or other adult	64	45	54	39	~	60	38	~
Opportunities for meaningful participation at their school	22	16	8	13	~	14	15	~
Total	48	31	27	27	~	42	28	~
School Connectedness Scale	58	39	44	34	~	52	31	~

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