

California Healthy Kids Survey

Dunsmuir Union High
Secondary
2011-12
Main Report

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

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PREFACE

This report provides the detailed results for each question from this district's 2011-12 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, the *CHKS Survey Content Guidebook*, (chks.wested.org/reports) discusses the significance of each question. Several other tools to help in data use are also available, as described below.

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

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

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

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

School-Related Content

To support school improvement efforts, the majority of questions on the CHKS assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

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

Closing the Achievement Gap

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

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

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	x
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target Sample	19	23
Final Number	16	17
Average Response Rate	84%	74%

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 9	Grade 11
	%	%
12 years or younger		
13 years old		
14 years old		
15 years old		
16 years old		
17 years old		
18 years or older		

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

Table A2.2

Gender of Sample

	Grade 9	Grade 11
	%	%
Male		
Female		

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

Table A2.3

Hispanic or Latino

	Grade 9	Grade 11
	%	%
No		
Yes		

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

Table A2.4***Race***

	Grade 9	Grade 11
	%	%
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) races		

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

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

	Grade 9	Grade 11
	%	%
A home with both parents	50	47
A home with only one parent	44	41
Other relative's home	0	12
A home with more than one family	6	0
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
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	0	0
Other living arrangements	0	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 9	Grade 11
	%	%
Mostly A's	25	18
A's and B's	44	29
Mostly B's	6	24
B's and C's	19	18
Mostly C's	6	0
C's and D's	0	6
Mostly D's	0	0
Mostly F's	0	6

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

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

	Grade 9	Grade 11
	%	%
0 times	80	47
1-2 times	13	24
A few times	0	24
Once a month	0	0
Once a week	0	0
More than once a week	7	6

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

Table A2.8

Days Home Alone During Normal School Week

Never

1 day

2 days

3 days

4 days

5 days

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

Table A2.9

Migrant Education

	Grade 9	Grade 11
	%	%
Yes	0	0
No	88	82
Don't know	13	18

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 9			Grade 11		
	H	M	L	H	M	L
<i>School Environment</i>						
Total	50	44	6	65	18	18
Caring Adult Relationships	38	56	6	59	35	6
High Expectations	63	31	6	71	29	0
Opportunities for Meaningful Participation	31	63	6	18	53	29
<i>Community Environment</i>						
Total	69	25	6	76	24	0
Caring Adult Relationships	69	19	13	71	29	0
High Expectations	63	31	6	82	18	0
Opportunities for Meaningful Participation	56	44	0	59	41	0
<i>School Connectedness Scale</i>						
	69	31	0	53	47	0

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

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

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

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

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

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

Table A3.9.1

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

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

Table A3.9.2

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H / L	A I / A N	A	A A	N H / P I	W	M
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							

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

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H / L	A I / A N	A	A A	N H / P I	W	M
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							

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

Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT						
	H / L	A I / A N	A	A A	N H / P I	W	M
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							

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

Table A3.10
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
I feel close to people in this school.		
Strongly Disagree	0	0
Disagree	0	0
Neither Agree Nor Disagree	25	47
Agree	50	41
Strongly Agree	25	12
I am happy to be at this school.		
Strongly Disagree	0	6
Disagree	6	12
Neither Agree Nor Disagree	31	35
Agree	50	18
Strongly Agree	13	29
I feel like I am part of this school.		
Strongly Disagree	0	0
Disagree	0	18
Neither Agree Nor Disagree	31	18
Agree	56	53
Strongly Agree	13	12
Teachers at this school treat students fairly.		
Strongly Disagree	0	0
Disagree	0	0
Neither Agree Nor Disagree	6	24
Agree	69	59
Strongly Agree	25	18
I feel safe in my school.		
Strongly Disagree	0	6
Disagree	0	0
Neither Agree Nor Disagree	31	12
Agree	50	53
Strongly Agree	19	29

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

Table A3.11

School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult...	Grade 9	Grade 11
	%	%
<i>Caring Relationships</i>		
who really cares about me.		
Not At All True	0	6
A Little True	33	12
Pretty Much True	47	24
Very Much True	20	59
who notices when I am not there.		
Not At All True	6	0
A Little True	19	24
Pretty Much True	50	29
Very Much True	25	47
who listens when I have something to say.		
Not At All True	0	12
A Little True	25	12
Pretty Much True	50	18
Very Much True	25	59
<i>High Expectations</i>		
who tells me when I do a good job.		
Not At All True	6	6
A Little True	6	12
Pretty Much True	50	29
Very Much True	38	53
who always wants me to do my best.		
Not At All True	0	6
A Little True	6	12
Pretty Much True	44	12
Very Much True	50	71
who believes that I will be a success.		
Not At All True	0	6
A Little True	13	12
Pretty Much True	38	18
Very Much True	50	65

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

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

	Grade 9	Grade 11
	%	%
Opportunities for Meaningful Participation		
I do interesting activities at school.		
Not At All True	0	24
A Little True	19	29
Pretty Much True	50	29
Very Much True	31	18
I help decide things like class rules or activities.		
Not At All True	25	29
A Little True	31	47
Pretty Much True	19	6
Very Much True	25	18
I do things that make a difference at school.		
Not At All True	0	24
A Little True	44	35
Pretty Much True	31	12
Very Much True	25	29

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

Table A3.12

Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult...	Grade 9	Grade 11
	%	%
<i>Caring Relationships</i>		
who really cares about me.		
Not At All True	6	0
A Little True	6	0
Pretty Much True	19	24
Very Much True	69	76
who notices when I am upset about something.		
Not At All True	13	0
A Little True	6	29
Pretty Much True	44	24
Very Much True	38	47
whom I trust.		
Not At All True	0	0
A Little True	13	24
Pretty Much True	38	12
Very Much True	50	65
<i>High Expectations</i>		
who tells me when I do a good job.		
Not At All True	13	0
A Little True	13	12
Pretty Much True	38	24
Very Much True	38	65
who believes that I will be a success.		
Not At All True	6	0
A Little True	19	6
Pretty Much True	19	24
Very Much True	56	71
who always wants me to do my best.		
Not At All True	6	0
A Little True	13	6
Pretty Much True	31	12
Very Much True	50	82

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

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

	Grade 9 %	Grade 11 %
Opportunities for Meaningful Participation		
I am part of clubs, sports teams, church/temple or other group activities.		
Not At All True	13	24
A Little True	31	6
Pretty Much True	13	24
Very Much True	44	47
I am involved in music, art, literature, sports or a hobby.		
Not At All True	6	0
A Little True	19	6
Pretty Much True	19	29
Very Much True	56	65
I help other people.		
Not At All True	0	0
A Little True	31	18
Pretty Much True	38	53
Very Much True	31	29

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	56	18
1 time	6	12
2 to 3 times	13	18
4 or more times	25	53
Marijuana		
0 times	81	47
1 time	6	12
2 to 3 times	0	6
4 or more times	13	35
Inhalants (to get high)		
0 times	94	82
1 time	6	6
2 to 3 times	0	12
4 or more times	0	0
Cocaine		
0 times	100	88
1 time	0	6
2 to 3 times	0	6
4 or more times	0	0
Methamphetamine or any amphetamine		
0 times	100	94
1 time	0	0
2 to 3 times	0	6
4 or more times	0	0

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

na=not asked of middle school students

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

	Grade 9 %	Grade 11 %
LSD or other psychedelics		
0 times	100	82
1 time	0	6
2 to 3 times	0	6
4 or more times	0	6
Ecstasy		
0 times	100	82
1 time	0	6
2 to 3 times	0	12
4 or more times	0	0
Heroin		
0 times	100	94
1 time	0	0
2 to 3 times	0	6
4 or more times	0	0
Other illegal drug or pill		
0 times	100	81
1 time	0	13
2 to 3 times	0	6
4 or more times	0	0
Any of the above AOD Use	44	82
Prescription pain killers		
0 times	81	82
1 time	13	6
2 to 3 times	0	6
4 or more times	6	6

Question HS A.43-47//MS A.41: During your life, how many times have you used or tried LSD or other psychedelics...ecstasy...heroin...other illegal drug or pill...prescription pain killers.

na=not asked of middle school students

Table A4.1 - Continued

AOD Use, Lifetime

	Grade 9 %	Grade 11 %
Barbiturates		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Tranquilizers or sedatives		
0 times	94	94
1 time	0	0
2 to 3 times	6	6
4 or more times	0	0
Cold/cough medicines		
0 times	69	82
1 time	13	0
2 to 3 times	13	0
4 or more times	6	18
Diet pills		
0 times	94	94
1 time	0	0
2 to 3 times	0	6
4 or more times	6	0
Ritalin™ or Adderall™		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0

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

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

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
Never	38	18
10 or under	13	6
11 -12 years old	6	12
13-14 years old	38	24
15-16 years old	6	35
17 years or older	0	6
Marijuana		
Never	81	50
10 or under	0	0
11 -12 years old	6	6
13-14 years old	13	25
15-16 years old	0	19
17 years or older	0	0
Other illegal drug		
Never	88	71
10 or under	0	6
11 -12 years old	0	0
13-14 years old	13	12
15-16 years old	0	12
17 years or older	0	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 9	Grade 11
	%	%
Alcohol (at least one drink)	6	35
Binge drinking (5 or more drinks in a row)	6	29
Marijuana	13	18
Inhalants	0	0
Cocaine	0	0
Methamphetamine or any amphetamine	0	0
Ecstasy, LSD or other psychedelics	0	0
Other illegal drug or pill	0	0
<i>Any drug use</i>	13	18
<i>Heavy drug user</i>	0	12
<i>Any of the above AOD Use</i>	13	35
Two or more of the above at the same time	0	18

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

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

	Grade 9	Grade 11
	%	%
Alcohol		
None	94	65
1 or 2 days	6	18
3 to 9 days	0	18
10 to 19 days	0	0
20 or more days (daily)	0	0
Marijuana		
None	88	82
1 or 2 days	13	12
3 to 9 days	0	6
10 to 19 days	0	0
20 or more days (daily)	0	0

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

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

	Grade 9	Grade 11
	%	%
0 times	69	65
1 to 2 times	25	6
3 to 6 times	6	12
7 or more times	0	18

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

Table A4.6***Ever "High" from Using Drugs***

	Grade 9	Grade 11
	%	%
0 times	81	56
1 to 2 times	6	13
3 to 6 times	0	0
7 or more times	13	31

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

Table A4.7***Current Binge (Episodic Heavy) Drinking, Past 30 Days***

	Grade 9	Grade 11
	%	%
0 days	94	71
1 to 2 days	6	18
3 or more days	0	12

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

Table A4.8***Desired Level of Alcohol Consumption, Drinking Style or Preference***

	Grade 9	Grade 11
	%	%
Don't drink alcohol	56	35
Just a sip or two	19	12
Enough to feel it a little	13	18
Enough to feel it a lot	6	18
Until really drunk	6	18

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	88	65
Not high at all	0	0
A little high	0	0
Moderately high	13	29
Very high	0	6

Question HS A.77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?

Table A4.10***Ever Driven after Drinking (Respondent or by Friend)***

	Grade 9	Grade 11
	%	%
<i>Never</i>	81	76
<i>Any</i>	19	24
1 time	6	6
2 times	13	0
3 to 6 times	0	6
7 or more times	0	12

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

Table A4.11

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

Never

Any

1 time

2 times

3 to 6 times

7 or more times

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

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

	Grade 9	Grade 11
	%	%
Alcohol		
0 days	100	94
1 to 2 days	0	6
3 or more days	0	0
Marijuana		
0 days	94	100
1 to 2 days	6	0
3 or more days	0	0
Any illegal drug or pill		
0 days	100	100
1 to 2 days	0	0
3 or more days	0	0
<i>Any of the above</i>	6	6

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

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

	Grade 9	Grade 11
	%	%
0 times	88	82
1 to 2 times	6	6
3 to 6 times	0	6
7 or more times	6	6

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

Table A4.14***Perceived Harm of Frequent Alcohol Use***

	Grade 9 %	Grade 11 %
Alcohol - Drink Occasionally		
Great	0	0
Moderate	25	53
Slight	69	41
None	6	6
Alcohol - 5 or more drinks once or twice a week		
Great	31	47
Moderate	50	41
Slight	13	6
None	6	6

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

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

	Grade 9 %	Grade 11 %
Marijuana - Smoke Occasionally		
Great	6	24
Moderate	31	35
Slight	44	12
None	19	29
Marijuana - Smoke once or twice a week		
Great	31	29
Moderate	44	41
Slight	13	0
None	13	29

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

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

	Grade 9 %	Grade 11 %
Alcohol - One or two drinks nearly every day		
Neither approve or disapprove	6	24
Somewhat disapprove	31	29
Strongly disapprove	63	47
Marijuana or Hashish - Once or twice		
Neither approve or disapprove	19	47
Somewhat disapprove	13	24
Strongly disapprove	69	29
Marijuana - Once a month or more		
Neither approve or disapprove	19	47
Somewhat disapprove	19	24
Strongly disapprove	63	29

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

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

	Grade 9 %	Grade 11 %
None of them	19	6
10 percent	25	24
20 percent	6	6
30 percent	13	12
40 percent	13	6
50 percent	6	6
60 percent	6	18
70 percent	6	6
80 percent	0	6
90 percent	6	12
All of them	0	0

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

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

	Grade 9	Grade 11
	%	%
Does not apply, never used alcohol/drugs	63	47
Problems with emotions, nerves, mental health	0	12
Trouble or problems with the police	6	12
Money problems	0	12
Miss school	6	6
Problems with school work	0	6
Fight with other kids	0	0
Damage a friendship	0	12
Physically hurt or injure yourself	6	12
Unwanted or unprotected sex	0	6
Forget what happened or pass out	13	18
Other problems	6	12
More than one problem	6	18
Never had problems when I've used alcohol/drugs	25	24

*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	69	41
Had to increase use to get same effect as before	6	12
Spent a lot of time getting, using, or being "hung over" from using	13	0
Used alcohol or drugs a lot more than intended	13	6
Used alcohol or drugs when alone	6	18
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	0	12
Often didn't feel OK unless had something to drink or used a drug	13	0
Thought about reducing or stopping	6	6
Told yourself not going to use, but used anyway	13	6
Spoke with someone about reducing or stopping use	13	6
Attended counseling, program, or group to reduce/stop use	0	6
More than one experience	13	18
Use alcohol or drugs, but have not experienced any of these things	19	24

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

Mark all that apply.

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

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

	Grade 9	Grade 11
	%	%
Alcohol		
Very difficult	6	0
Fairly difficult	13	12
Fairly easy	25	24
Very easy	0	35
Don't know	56	29
Marijuana		
Very difficult	0	0
Fairly difficult	19	6
Fairly easy	13	24
Very easy	6	41
Don't know	63	29

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

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

	Grade 9	Grade 11
	%	%
0 times	94	82
1 time	6	0
2 to 3 times	0	12
4 or more times	0	6

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

Table A4.22

Talked to Parents or Guardian about Dangers of Tobacco, Alcohol, or Drug use

	Grade 9	Grade 11
	%	%
No	40	31
Yes	60	69

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

Table A4.23

Heard, Read or Watched any Messages about Not Using Alcohol, Tobacco or Drugs

	Grade 9	Grade 11
	%	%
No	13	12
Yes	88	88

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

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents.

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

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

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

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 9 %	Grade 11 %
A cigarette, even one or two puffs		
0 times	na	na
1 time	na	na
2 to 3 times	na	na
4 or more times	na	na
A whole cigarette		
0 times	81	53
1 time	6	6
2 to 3 times	0	12
4 or more times	13	29
Smokeless tobacco		
0 times	81	71
1 time	19	6
2 to 3 times	0	6
4 or more times	0	18

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

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

	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette		
Never	69	53
10 or under	6	0
11-12 years old	6	12
13-14 years old	19	24
15-16 years old	0	12
17 years or older	0	0
Smokeless tobacco		
Never	75	71
10 or under	0	0
11-12 years old	0	0
13-14 years old	19	0
15-16 years old	6	29
17 years or older	0	0

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

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

	Grade 9 %	Grade 11 %
Cigarettes		
Any	6	24
Daily	0	6
Smokeless tobacco		
Any	0	6
Daily	0	6

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

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

	Grade 9	Grade 11
	%	%
<i>None</i>	94	100
<i>Any</i>	6	0
1 or 2 days	6	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0

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

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

	Grade 9	Grade 11
	%	%
Neither approve nor disapprove	13	25
Somewhat disapprove	6	6
Strongly disapprove	81	69

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

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

	Grade 9	Grade 11
	%	%
Neither approve or disapprove	0	12
Somewhat disapprove	19	29
Strongly disapprove	81	59

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

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

	Grade 9	Grade 11
	%	%
Smoking occasionally		
Great	0	19
Moderate	50	56
Slight	44	19
None	6	6
Smoking 1-2 packs of cigarettes a day		
Great	81	88
Moderate	13	6
Slight	0	0
None	6	6

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

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

	Grade 9	Grade 11
	%	%
Very difficult	6	0
Fairly difficult	13	0
Fairly easy	25	29
Very easy	6	41
Don't know	50	29

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

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

	Grade 9	Grade 11
	%	%
None of them	19	6
10 percent	38	41
20 percent	13	12
30 percent	6	12
40 percent	0	6
50 percent	13	6
60 percent	0	6
70 percent	6	6
80 percent	6	6
90 percent	0	0
All of them	0	0

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

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

Cells are empty if there are less than 25 respondents.

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

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Had mean rumors/lies spread about you		
0 times	50	59
1 time	19	12
2 to 3 times	25	18
4 or more times	6	12
Had sexual jokes/comments/gestures made to you		
0 times	38	47
1 time	19	6
2 to 3 times	25	29
4 or more times	19	18
Been made fun of because of your looks/way of talking		
0 times	38	59
1 time	25	12
2 to 3 times	19	24
4 or more times	19	6

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

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

	Grade 9	Grade 11
	%	%
Been pushed, shoved, hit, etc.		
0 times	44	76
1 time	31	18
2 to 3 times	19	0
4 or more times	6	6
Been afraid of being beaten up		
0 times	81	82
1 time	6	18
2 to 3 times	6	0
4 or more times	6	0
Been in a physical fight		
0 times	94	88
1 time	6	12
2 to 3 times	0	0
4 or more times	0	0

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

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

	Grade 9	Grade 11
	%	%
Had property stolen/damaged		
0 times	56	65
1 time	38	29
2 to 3 times	6	6
4 or more times	0	0
Damaged school property on purpose		
0 times	94	76
1 time	6	18
2 to 3 times	0	0
4 or more times	0	6

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

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

	Grade 9	Grade 11
	%	%
Carried a gun		
0 times	100	100
1 time	0	0
2 or more times	0	0
Carried any other weapon		
0 times	100	88
1 time	0	0
2 or more times	0	12

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

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

	Grade 9	Grade 11
	%	%
Seen someone with a weapon		
0 times	81	65
1 time	13	18
2 or more times	6	18
Been threatened/injured with a weapon		
0 times	94	94
1 time	6	0
2 or more times	0	6

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

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

	Grade 9	Grade 11
	%	%
Neither approve or disapprove	0	18
Somewhat disapprove	13	29
Strongly disapprove	88	53

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

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin		
0 times	81	94
1 time	13	0
2 or more times	6	6
Religion		
0 times	100	100
1 time	0	0
2 or more times	0	0
Gender		
0 times	81	94
1 time	6	0
2 or more times	13	6
Sexual Orientation *		
0 times	88	94
1 time	0	0
2 or more times	13	6
Physical/Mental Disability		
0 times	94	94
1 time	6	6
2 or more times	0	0
<i>Any of the Above Five Hate-Crime Reasons</i>		
	31	18
Any Other Reason		
0 times	56	82
1 time	25	0
2 or more times	19	18
<i>Any Harassment</i>		
	63	24

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

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

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

	Grade 9	Grade 11
	%	%
No	100	100
Yes	0	0

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

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

	Grade 9	Grade 11
	%	%
Does not apply, didn't have a boyfriend/girlfriend	38	47
No	63	35
Yes	0	18

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

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

	Grade 9	Grade 11
	%	%
Very safe	25	29
Safe	69	47
Neither safe nor unsafe	6	24
Unsafe	0	0
Very unsafe	0	0

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

Table A6.11

Cyber Bullying

	Grade 9	Grade 11
	%	%
0 times (never)	69	82
1 time	25	0
2-3 times	6	12
4 or more times	0	6

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

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents.

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

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

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents.

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

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

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	19	25
Yes	81	75

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	69	65
Yes	31	35

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	94	71
Yes	6	29

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

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

	Grade 9 %	Grade 11 %
Card or dice games		
Not at all	100	94
Less than once a month	0	6
1 to 3 times	0	0
Once a week or more	0	0
Personal skill games		
Not at all	94	94
Less than once a month	0	0
1 to 3 times	6	0
Once a week or more	0	6
Betting on sports		
Not at all	94	100
Less than once a month	6	0
1 to 3 times	0	0
Once a week or more	0	0
Lottery		
Not at all	88	100
Less than once a month	13	0
1 to 3 times	0	0
Once a week or more	0	0
Bet or gambled in any other way		
Not at all	100	100
Less than once a month	0	0
1 to 3 times	0	0
Once a week or more	0	0

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?

9. Comparisons

Table A9.1

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

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use						
<i>During your life, did you ever...</i>						
smoke a cigarette?	19	20	45 ^a	47	34	55 ^a
chew tobacco or snuff?	19	6	~	29	10	~
drink alcohol (glass)?	44	47	67	82	66	79
use inhalants?	6	14	15	18	15	12
smoke marijuana?	19	25	29	53	42	50
<i>During the past 30 days, did you...</i>						
smoke a cigarette?	6	11	15	24	17	24
chew tobacco or snuff?	0	5	6	6	6	6
drink alcohol (glass)?	6	24	37	35	42	53
use inhalants?	0	7	~	0	7	~
smoke marijuana?	13	15	16	18	24	21
Level of Involvement (High Risk Patterns)						
<i>During your life, have you ever...</i>						
been very drunk or sick after drinking?	31	28	~	35	45	~
been high from using drugs?	19	22	~	44	37	~
<i>During the past 30 days, did you...</i>						
drink 5 drinks in a couple of hours?	6	16	18	29	29	28

^aYRBS asks about smoking even a puff or two.

*The California Student Survey (CSS) 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

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property						
During your life, have you ever been drunk/high?	13	13	~	18	25	~
During the past 30 days, did you smoke cigarettes?	6	7	4	0	7	5
Perceived Harm						
<i>People risk harming themselves using...^b</i>						
cigarettes (1-2 packs a day)	94	90	~	94	93	~
alcohol (five or more drinks once or twice a week)	94	89	~	94	92	~
marijuana (once or twice a week)	88	85	~	71	87	~

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

*The California Student Survey (CSS) 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***

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
School Safety						
<i>During the past 12 months at school, have you....</i>						
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	31	27	~	18	22	~
been in a physical fight?	6	25	18	12	23	11
been afraid of being beaten up?	19	22	~	18	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	0	13	~	12	13	~
How safe do you feel when you are at school? Very safe.	25	16	~	29	20	~
Do you consider yourself a member of a gang?	0	8	~	0	8	~
School Protective Factors - High Levels (Resilience Indicators)						
Caring relationships with teacher or other adult	38	28	~	59	29	~
High expectations from teacher or other adult	63	39	~	71	38	~
Opportunities for meaningful participation at their school	31	13	~	18	15	~
Total	50	27	~	65	28	~
School Connectedness Scale	69	34	~	53	31	~

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