CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Kings Canyon Joint Unified
Secondary
2013-2014
Main Report

Health&Human Development Program AT WestEd

PREFACE

This report provides the detailed results for each question from this school/districts 2013–14 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. This year, the content of the survey was significantly revised to enhance the value of its data for guiding school improvement efforts and developing and monitoring the newly-required Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question.[1] Several other tools to help in data use are also available, as described below. For additional information and resources, visit the survey website: chks.wested.org.

The CHKS, along with its two companion surveys — *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS) is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS)*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, stakeholder engagement; as well as overall youth development, health, and well-being.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine how consistent are student, staff, and parent perceptions and experiences. Appendix 5 of *Workbook for Improving School Climate* provides a crosswalk between student, staff, and parent survey questions to facilitate this comparison.[2]

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also 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 students, staff, and parents.

SURVEY CONTENT OVERVIEW

The secondary-school 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, that are 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-

[1] *Guidebook to the California Healthy Kids Survey, Part II: Survey Content (chks.wested.org/training_support)*

[2] *See californias3.wested.org/resources/schoolclimateworkbook-2ndedition_final.pdf.*

being.[3] 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). To further support school improvement efforts and the LCAP, a supplementary School Climate Module is also available.

School-Related Core Content

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

- Student grades, truancy, reasons for missing school, learning motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency of, type, and reasons for, harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

Supplementary School Climate Module

A supplementary School Climate Module provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment. A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs. Download: chks.wested.org/administer/supplemental1#clim.

Closing the Achievement Gap

Several tables are useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to 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 of students who completed the survey (the participation response rate).

[3] *Guidebook to the California Healthy Kids Survey, Part I: Administration (chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from chks.wested.org/administer/download.*

THE REPORT

The tables in the Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

UNDERSTANDING AND USING THE DATA

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

- To help in understanding and interpreting these results, *Guidebook to the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook to the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) provides a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- The *Workbook for 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.[4]

Care must be particularly taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. 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*.

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type 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 besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase after holidays or social events).

[4] *The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.*

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following actions can be taken to analyze and use the results to support school and program improvement efforts.

Compare with Other Data Sources

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

Discuss with Students, Staff, and Parents

Discuss the results with both students and staff to explore the meaning of the results in more depth and to 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. This helps improve student perceptions of the developmental supports and opportunities that the school offers and enhances school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Equally important is communicating the results and your plans for making improvements to parents. This fosters parent involvement and collaboration in addressing the identified needs, and also support for the survey, important for improving student participation rates. The importance and value of this has been made even greater by the parent involvement requirements of the Local Control and Accountability Plan.

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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1. Introduction

Table A1.1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. AOD (Alcohol and Other Drugs)	
C. Building Healthy Communities (BHC) Module	
D. CalMHSA Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Military Connected School Module	
J. Physical Health & Nutrition Module	
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	In Process
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	
Z. Custom Questions	

Table A1.2

Student Sample Characteristics

	Grade 9	Grade 10	Grade 11	Grade 12
Student Sample Size				
Target Sample	640	642	588	550
Final Number	428	393	391	287
Average Response Rate	67%	61%	66%	52%

2. Summary of Key Indicators of School Climate and Student Well-Being

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness (high)	28	22	29	26	A4.4
Academic motivation (high)	20	17	21	14	A4.4
Truant more than a few times†	12	17	17	30	A4.2
Caring adult relationships (high)	24	24	29	27	A4.4
High expectations (high)	36	31	34	29	A4.4
Meaningful participation (high)	12	10	12	9	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	47	41	48	50	A5.1
Experienced any harassment or bullying†	38	32	30	25	A5.4
Had mean rumors or lies spread about you†	41	39	37	26	A5.2
Been afraid of being beaten up†	19	20	14	11	A5.3
Been in a physical fight†	14	19	15	9	A5.3
Seen a weapon on campus†	29	20	23	19	A5.6
Been drunk or "high" on drugs at school, ever	12	23	19	24	A6.10
Mental and Physical Health					
Current alcohol or drug use‡	31	32	31	37	A6.5
Current binge drinking‡	10	15	17	18	A6.5
Very drunk or "high" 7 or more times	10	18	16	21	A6.7
Current cigarette smoking‡	5	7	7	13	A7.4
Experienced chronic sadness/hopelessness‡	33	41	37	30	A8.3
Considered suicide‡	19	21	17	18	A8.4

Notes: Cells are empty if there are less than 25 respondents.
†Past 12 month; ‡Past 30 days.

3. Demographics

Table A3.1

Age of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
10 years or younger	0	1	0	0
11 years old	0	1	0	0
12 years old	0	0	0	0
13 years old	1	0	0	0
14 years old	37	1	0	0
15 years old	53	36	2	1
16 years old	8	56	37	1
17 years old	1	5	57	40
18 years old or older	0	1	4	58

Question HS/MS A.3: How old are you?
Note: Cells are empty if there are less than 25 respondents.

Table A3.2

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	47	43	46	39
Female	53	57	54	61

Question HS/MS A.4: What is your sex?
Note: Cells are empty if there are less than 25 respondents.

Table A3.3

Hispanic or Latino

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	19	15	20	22
Yes	81	85	80	78

Question HS/MS A.6: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 25 respondents.

Table A3.4

Race

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native	8	8	7	4
Asian	4	3	3	6
Black or African American	4	5	5	3
Native Hawaiian or Pacific Islander	1	3	1	3
White	16	19	32	33
Mixed (two or more) races	68	62	52	51

Question HS/MS A.7: What is your race?
Note: Cells are empty if there are less than 25 respondents.

Table A3.5

Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parents or guardian	89	92	92	92
Other relative's home	3	1	2	2
A home with more than one family	2	3	2	1
Friend's home	0	1	1	1
Foster home, group care, or waiting placement	1	0	1	2
Hotel or motel	0	1	1	1
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	5	2	2	0

Question HS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Notes: Cells are empty if there are less than 25 respondents.

Table A3.6

Highest Education of Parents

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	20	29	28	26
Graduated from high school	18	18	19	23
Attended college but did not complete four-year degree	14	9	13	14
Graduated from college	23	23	23	20
Don't know	25	21	18	16

Question HS A.10/MS A.9: What is the highest level of education your parents completed? (Mark the Educational Level Of The Parent Who Went the Furthest In School.)
Note: Cells are empty if there are less than 25 respondents.

Table A3.7

Sexual Identification

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Heterosexual (straight)	85	76	84	82
Gay or Lesbian or Bisexual	9	5	10	8
Transgender	1	4	1	2
Not sure	4	7	4	4
Decline to respond	5	10	4	9

Question HS A.112/MS A.100: Which of the following best describes you? (Mark All That Apply.)
Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.8

Military Connections

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	89	94	94	93
Yes	6	3	4	4
Don't know	5	3	2	3

Question HS A.111/MS A.99: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports and Engagements

Table A4.1

Grades, Past 12 months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	10	6	11	15
A's and B's	28	25	28	37
Mostly B's	8	11	11	12
B's and C's	29	35	31	22
Mostly C's	6	5	7	8
C's and D's	13	11	9	6
Mostly D's	3	3	1	0
Mostly F's	4	4	2	1

Question HS A.11/MS A.10: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 25 respondents.

Table A4.2

Truancy, Past 12 months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	49	34	38	25
1-2 times	24	22	18	20
A few times	15	27	27	24
Once a month	4	5	7	6
Once a week	3	4	5	10
More than once a week	5	9	5	14

Question HS A.12/MS A.11: During the past 12 months, about how many times did you skip school or cut classes?
Note: Cells are empty if there are less than 25 respondents.

Table A4.3

Reasons for Absence

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, I didn't miss any school	26	24	28	23
Illness (feeling physically sick), including problems with breathing or your teeth	46	45	43	40
Felt very sad, hopeless, anxious, stressed, or angry	14	16	16	13
Didn't get enough sleep	14	13	18	14
Didn't feel safe at school	3	4	4	3
Had to work	1	1	2	2
Had to take care of or help a family member or friend	7	8	8	10
Wanted to spend time with friends who don't go to your school	2	5	5	6
Wanted to use alcohol or drugs	1	5	5	5
Were behind in schoolwork or weren't prepared for a test or class assignment	5	9	14	16
Were bored with or uninterested in school	6	12	13	21
Were suspended	2	2	2	1
Other reason	14	11	15	13

Question HS A.13/MS A.12: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4

School Developmental Supports, Connectedness and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 10			Grade 11			Grade 12		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total School Supports	21	54	25	21	48	31	25	52	23	22	56	23
Caring Adults in School	24	57	19	24	55	21	29	53	18	27	61	12
High Expectations-Adults in School	36	51	13	31	51	17	34	54	12	29	61	10
Meaningful Participation-Adults in School	12	46	42	10	40	50	12	47	41	9	49	42
School Connectedness	28	54	18	22	55	23	29	54	16	26	54	20
Academic Motivation	20	49	31	17	46	37	21	43	36	14	44	42

Note: Cells are empty if there are less than 25 respondents.

Table A4.5

School Connectedness Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I feel close to people at this school.				
Strongly Disagree	7	7	9	13
Disagree	9	16	12	12
Neither Disagree Nor Agree	30	30	29	31
Agree	41	36	37	32
Strongly Agree	13	11	14	11
I am happy to be at this school.				
Strongly Disagree	10	13	11	13
Disagree	14	16	8	11
Neither Disagree Nor Agree	29	39	39	37
Agree	36	25	31	33
Strongly Agree	11	7	10	6
I feel like I am part of this school.				
Strongly Disagree	9	11	11	13
Disagree	16	19	13	13
Neither Disagree Nor Agree	36	36	38	37
Agree	31	30	30	30
Strongly Agree	9	5	9	6
The teachers at this school treat students fairly.				
Strongly Disagree	11	13	11	11
Disagree	19	23	13	18
Neither Disagree Nor Agree	35	33	35	39
Agree	28	27	35	29
Strongly Agree	7	4	6	4
I feel safe in my school.				
Strongly Disagree	6	9	6	10
Disagree	11	14	10	7
Neither Disagree Nor Agree	43	38	39	40
Agree	31	31	37	37
Strongly Agree	9	8	7	7

Question HS A.14-18/MS A.13-17: I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 25 respondents.

Table A4.6

Academic Motivation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I try hard to make sure that I am good at my schoolwork.				
Strongly Disagree	5	5	3	7
Disagree	4	4	6	5
Neither Disagree Nor Agree	22	26	23	26
Agree	45	44	41	45
Strongly Agree	24	21	26	18
I try hard at school because I am interested in my work.				
Strongly Disagree	6	7	5	7
Disagree	10	10	12	9
Neither Disagree Nor Agree	35	36	30	34
Agree	33	34	35	37
Strongly Agree	16	13	18	14
I work hard to try to understand new things at school.				
Strongly Disagree	4	5	4	7
Disagree	7	6	7	5
Neither Disagree Nor Agree	28	30	31	35
Agree	42	44	41	40
Strongly Agree	20	15	18	13
I am always trying to do better in my schoolwork.				
Strongly Disagree	4	5	5	8
Disagree	5	6	7	6
Neither Disagree Nor Agree	22	24	23	33
Agree	39	46	41	37
Strongly Agree	30	20	24	17

Question HS A.19-22/MS A.18-21: I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

Note: Cells are empty if there are less than 25 respondents.

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring Relationships				
who really cares about me.				
Not At All True	16	16	17	11
A Little True	35	33	27	28
Pretty Much True	30	30	34	39
Very Much True	19	20	22	22
who notices when I'm not there.				
Not At All True	17	19	13	14
A Little True	31	31	27	28
Pretty Much True	31	28	33	37
Very Much True	21	22	28	22
who listens to me when I have something to say.				
Not At All True	18	18	14	12
A Little True	25	29	25	24
Pretty Much True	32	30	34	39
Very Much True	25	23	28	25
High Expectations				
who tells me when I do a good job.				
Not At All True	12	16	8	9
A Little True	29	29	28	28
Pretty Much True	35	34	37	42
Very Much True	25	22	27	21
who always wants me to do my best.				
Not At All True	10	14	11	7
A Little True	23	23	22	28
Pretty Much True	32	32	36	38
Very Much True	34	32	31	27
who believes that I will be a success.				
Not At All True	16	15	11	11
A Little True	23	24	24	23
Pretty Much True	29	32	35	37
Very Much True	32	29	29	29

Question HS A.23-28/MS A.22-27: 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.
Note: Cells are empty if there are less than 25 respondents.

Table A4.7

School Developmental Supports Scale Questions - Continued

At school...	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Opportunities for Meaningful Participation				
I do interesting activities.				
Not At All True	24	33	27	31
A Little True	28	27	27	28
Pretty Much True	24	21	26	24
Very Much True	24	19	19	18
I help decide things like class activities or rules.				
Not At All True	56	60	48	51
A Little True	24	21	25	25
Pretty Much True	11	13	16	18
Very Much True	9	7	11	6
I do things that make a difference.				
Not At All True	41	46	36	34
A Little True	31	31	34	32
Pretty Much True	17	13	19	25
Very Much True	12	10	11	10

Question HS A.29-31/MS A.28-30: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.
Note: Cells are empty if there are less than 25 respondents.

5. School Violence, Victimization and Safety

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	12	11	13	13
Safe	35	31	34	37
Neither safe nor unsafe	41	44	41	39
Unsafe	8	8	7	5
Very unsafe	4	6	4	6

Question HS A.83/MS A.71: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 25 respondents.

Table A5.2

Verbal Harassment

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 Times	59	61	63	74
1 Time	15	15	14	10
2 to 3 Times	12	14	16	9
4 or More Times	14	10	7	6
had sexual jokes, comments, or gestures made to you?				
0 Times	66	65	67	77
1 Time	10	8	10	7
2 to 3 Times	9	9	10	8
4 or More Times	15	18	12	8
been made fun of because of your looks or the way you talk?				
0 Times	64	63	67	76
1 Time	11	11	10	8
2 to 3 Times	10	10	10	7
4 or More Times	16	15	13	9
been made fun of, insulted, or called names?				
0 Times	58	65	67	79
1 Time	15	10	10	7
2 to 3 Times	8	11	10	7
4 or More Times	18	14	13	8

Question HS A.87-89, 98/MS A.76-78, 87: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Note: Cells are empty if there are less than 25 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 Times	75	74	79	87
1 Time	13	11	12	7
2 to 3 Times	6	9	5	4
4 or More Times	7	6	4	3
been afraid of being beaten up?				
0 Times	81	80	86	89
1 Time	11	12	7	7
2 to 3 Times	4	3	4	2
4 or More Times	4	5	2	2
been in a physical fight?				
0 Times	86	81	85	91
1 Time	6	9	8	4
2 to 3 Times	4	5	3	2
4 or More Times	4	5	3	3
been threatened with harm or injury?				
0 Times	84	85	87	90
1 Time	6	7	7	4
2 to 3 Times	5	4	3	3
4 or More Times	5	4	4	3
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 Times	91	92	94	93
1 Time	5	4	3	4
2 to 3 Times	1	2	1	2
4 or More Times	2	2	2	1
been offered, sold, or given an illegal drug?				
0 Times	68	69	75	78
1 Time	13	12	8	8
2 to 3 Times	10	9	10	8
4 or More Times	9	10	7	6

Question HS A.84-86, 91, 95, 97/MS A.73-75, 80, 84, 86: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 25 respondents.

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 Times	83	86	85	89
1 time	7	5	7	3
2 or more times	10	10	8	8
Religion				
0 Times	89	89	92	92
1 time	4	5	3	3
2 or more times	7	6	5	5
Gender (being male or female)				
0 Times	93	91	92	92
1 time	3	4	2	3
2 or more times	5	5	5	6
Because you are gay or lesbian or someone thought you were				
0 Times	89	90	90	91
1 time	4	5	3	3
2 or more times	7	5	7	6
A physical or mental disability				
0 Times	94	92	94	93
1 time	3	5	2	3
2 or more times	4	3	4	5
Any of the above five hate-crime reasons	27	25	24	20
Any other reason				
0 Times	74	81	82	83
1 time	8	5	5	3
2 or more times	18	14	12	13
Any harassment	38	32	30	25

Question HS A.99-104/MS A.88-93: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?
Note: Cells are empty if there are less than 25 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had your property stolen or deliberately damaged				
0 Times	73	76	81	85
1 Time	12	13	11	8
2 to 3 Times	9	7	5	5
4 or More Times	6	5	3	2
Damaged school property on purpose				
0 Times	88	89	91	92
1 Time	6	5	4	3
2 to 3 Times	4	4	4	2
4 or More Times	2	3	2	3

Question HS A.90, 92/MS A.79, 81: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 25 respondents.

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Carried a gun				
0 Times	94	94	95	95
1 Time	3	2	2	1
2 to 3 Times	1	2	1	2
4 or More Times	2	2	1	1
Carried any other weapon (such as a knife or club)				
0 Times	92	88	91	92
1 Time	3	6	3	3
2 to 3 Times	2	3	2	3
4 or More Times	3	3	4	3
Seen someone carrying a gun, knife, or other weapon				
0 Times	71	80	77	81
1 Time	12	8	9	9
2 to 3 Times	8	6	8	4
4 or More Times	9	6	6	5

Question HS A.93, 94, 96/MS A.82, 83, 85: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 25 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	51	57	53	58	A6.2
Current alcohol or drugs	31	32	31	37	A6.5
Current heavy drug users	11	14	14	17	A6.5
Current heavy alcohol user (binge drinker)	10	15	17	18	A6.5
Current alcohol or drug use on school property	11	11	11	13	A6.11

Note: Cells are empty if there are less than 25 respondents.

Table A6.2

Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	59	52	54	45
1 time	11	8	7	6
2 to 3 times	12	12	9	14
4 or more times	18	27	30	35
Marijuana				
0 times	69	62	63	63
1 time	9	6	7	6
2 to 3 times	8	8	9	6
4 or more times	14	24	22	26
Inhalants (to get "high")				
0 times	93	92	92	90
1 time	2	2	2	4
2 to 3 times	3	4	2	2
4 or more times	3	3	4	4
Cocaine, Methamphetamine, or any amphetamines				
0 times	97	94	93	90
1 time	1	2	2	5
2 to 3 times	1	2	3	2
4 or more times	1	3	2	3
Ecstasy, LSD, or other psychedelics				
0 times	95	92	93	91
1 time	2	3	2	5
2 to 3 times	2	3	3	2
4 or more times	2	2	2	3
Any other drug, or pill, or medicine to get "high" or for other than medical reasons				
0 times	88	87	86	88
1 time	5	3	3	1
2 to 3 times	3	4	5	5
4 or more times	4	6	6	6
Any of the above AOD use	51	57	53	58

Question HS A.35-38, 40, 45/MS A.35-37: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get "high" or for other than medical reasons.

Notes: Cells are empty if there are less than 25 respondents.

Table A6.2

Lifetime AOD Use – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Prescription pain killers , tranquilizers, or sedatives				
0 times	87	86	81	85
1 time	3	2	4	2
2 to 3 times	4	5	6	6
4 or more times	6	7	9	7
Diet Pills				
0 times	90	90	93	91
1 time	2	1	1	1
2 to 3 times	2	3	2	3
4 or more times	5	7	5	4
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	94	94	95	94
1 time	2	2	2	2
2 to 3 times	1	2	2	2
4 or more times	3	3	2	3
Cold/Cough Medicines or other over-the-counter medicines				
0 times	49	49	59	68
1 time	6	5	3	6
2 to 3 times	11	10	8	7
4 or more times	35	35	31	19

Question HS A.41-44: During your life, how many times have you used the following substances?... Prescription pain killers (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

Notes: Cells are empty if there are less than 25 respondents.

Table A6.3

Summary of AOD Lifetime Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	41	48	46	55
Marijuana	31	38	37	37
Inhalants	7	8	8	10
Cocaine	3	6	7	10
Ecstasy, LSD, or other psychedelics, lifetime	5	8	7	9
Prescription pain killers, Diet Pills, or other prescription stimulant	20	21	20	21

Notes: Cells are empty if there are less than 25 respondents.

Table A6.4

Age of Onset – AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
Never	51	46	48	43
10 or under	10	6	5	3
11-12 years old	11	11	5	7
13-14 years old	22	18	15	16
15-16 years old	7	18	21	20
17 years or older	0	0	5	11
Marijuana				
Never	73	64	64	63
10 or under	2	3	2	1
11-12 years old	4	5	4	5
13-14 years old	14	14	12	13
15-16 years old	5	14	15	11
17 years or older	0	0	2	6
Any other illegal drug or pill to get "high"				
Never	89	87	88	85
10 or under	2	2	2	2
11-12 years old	2	2	2	2
13-14 years old	5	4	4	4
15-16 years old	2	5	4	5
17 years or older	0	1	2	3

Question HS A.49, 52, 53/MS A.42, 45, 46: About how old were you the first time you did any of these things? Had a drink of an alcoholic beverage (other than a sip or two)... Used marijuana or hashish... Used any other illegal drug or pill to get "high".
Note: Cells are empty if there are less than 25 respondents.

Table A6.5

Current AOD Use, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (at least one drink)	23	24	26	30
Binge drinking (5 or more drinks in a row)	10	15	17	18
Marijuana	14	16	16	18
Inhalants	4	4	5	5
Prescription pain medications to get "high" or for reasons other than prescribed	5	6	7	7
Other drug, pill, or medicine to get "high" or for other than medical reasons	5	5	7	6
Any drug use	18	19	19	20
Heavy drug user	11	14	14	17
Any AOD Use	31	32	31	37
Two or more drugs at the same time	5	9	10	11

Question HS A.57-63/MS A.50-53, 54: During the past 30 days, on how many days did you use... one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get "high")... prescription pain medications to get "high" or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get "high" or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?
Notes: Cells are empty if there are less than 25 respondents.

Table A6.6

Frequency of Current AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (at least one drink)				
0 days	77	76	74	70
1 or 2 days	15	16	15	20
3 to 9 days	4	4	6	5
10 to 19 days	2	3	2	4
20 or more days	2	1	3	2
Binge drinking (5 or more drinks in a row)				
0 days	90	85	83	82
1 or 2 days	5	10	9	11
3 to 9 days	3	2	4	4
10 to 19 days	2	1	3	1
20 or more days	0	1	1	1
Marijuana				
0 days	86	84	84	82
1 or 2 days	6	6	8	7
3 to 9 days	3	4	2	5
10 to 19 days	1	3	3	2
20 or more days	3	3	3	4

Question HS A.57-59/MS A.50-52: During the past 30 days, on how many days did you use... one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

Note: Cells are empty if there are less than 25 respondents.

Table A6.7

Lifetime Drunk or "High"

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	83	72	70	61
1 to 2 times	8	15	16	19
3 to 6 times	5	7	8	8
7 or more times	4	6	6	12
"High" (loaded, stoned, or wasted) from using drugs				
0 times	76	68	68	65
1 to 2 times	11	10	9	8
3 to 6 times	5	6	7	8
7 or more times	8	16	15	19
Very drunk or "high" 7 or more times	10	18	16	21

Question HS A.46, 47/MS A.39, 40: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?
Note: Cells are empty if there are less than 25 respondents.

Table A6.8

Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	79	73	75	68
0 times	13	20	15	22
1 time	4	5	5	5
2 to 3 times	2	1	3	2
4 or more times	1	1	2	3
Marijuana				
Does not apply, don't use	80	73	75	70
0 times	11	15	12	16
1 time	5	4	6	5
2 to 3 times	2	5	5	4
4 or more times	2	2	2	5

Question HS A.80, 81: How many times have you tried to quit or stop using... alcohol... marijuana?
Notes: Cells are empty if there are less than 25 respondents.

Table A6.9

Drink and Driving Involvement

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	83	81	81	76
1 time	5	4	6	7
2 times	4	5	6	8
3 to 6 times	2	3	4	5
7 or more times	6	7	3	4

Question HS A.82: During your life, how many times have you ever 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?
Notes: Cells are empty if there are less than 25 respondents.

Table A6.10

Lifetime drunk or "High" on School Property

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	88	77	81	76
1 to 2 times	5	10	8	9
3 to 6 times	3	5	5	6
7 or more times	3	9	6	9

Question HS A.48/MS A.41: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 25 respondents.

Table A6.11

Current AOD Use on School Property

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	93	94	94	91
1 to 2 days	6	4	3	6
3 or more days	1	2	4	4
Marijuana				
0 days	93	92	92	90
1 to 2 days	4	3	3	5
3 or more days	3	4	5	5
Any other illegal drug or pill to get "high"				
0 days	95	95	95	94
1 to 2 days	2	2	3	3
3 or more days	2	3	2	2
Any of the above	11	11	11	13

Question HS A.66-68/MS A.57-59: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other illegal drug or pill to get "high"?
Note: Cells are empty if there are less than 25 respondents.

Table A6.12

Perceived Harm and Availability

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Perceived Harm of Use...				
Alcohol - drink occasionally				
Great	37	38	39	44
Moderate	25	24	26	27
Slight	20	21	23	19
None	17	17	12	10
Alcohol - 5 or more drinks once or twice a week				
Great	48	49	57	58
Moderate	22	23	21	25
Slight	14	14	11	9
None	16	14	11	8
Marijuana - smoke occasionally				
Great	41	34	39	41
Moderate	22	22	23	18
Slight	15	17	16	20
None	22	27	22	20
Marijuana - smoke once or twice a week				
Great	44	38	42	45
Moderate	19	21	22	18
Slight	16	18	14	18
None	21	23	21	19
Perceived Difficulty of Obtaining...				
Alcohol				
Very Difficult	10	9	8	11
Fairly Difficult	7	11	6	9
Fairly Easy	22	21	26	21
Very Easy	32	37	40	41
Don't Know	29	22	19	18
Marijuana				
Very Difficult	10	9	7	10
Fairly Difficult	5	7	3	6
Fairly Easy	18	16	23	19
Very Easy	39	47	50	47
Don't Know	27	22	17	18

Question HS A.71-74, 76, 77/MS A.62-65, 67, 68: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 25 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	15	16	16	20	A7.2
Current cigarette smoking ‡	5	7	7	13	A7.4
Current cigarette smoking on school property‡	3	4	3	5	A7.5
Ever tried smokeless tobacco	6	10	9	10	A7.2
Current smokeless tobacco use‡	4	4	4	6	A7.4
Attitudes and Correlates					
Occasional smoking great harm	42	44	49	52	A7.7
Smoking 1-2 packs per day great harm	69	68	72	75	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	57	54	64	53	A7.6
Very easy to obtain cigarettes	24	33	33	40	A7.7

Notes: Cells are empty if there are less than 25 respondents.
‡*Past 30 days.*

Table A7.2

Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	85	84	84	80
1 time	7	6	4	4
2 to 3 times	2	3	5	4
4 or more times	6	7	8	13
Smokeless tobacco				
0 times	94	90	91	90
1 time	2	4	3	3
2 to 3 times	2	3	2	3
4 or more times	2	3	3	4
An electronic cigarette or any other nicotine delivery device				
0 times	72	69	72	70
1 time	9	7	7	6
2 to 3 times	8	9	6	10
4 or more times	11	15	15	15

Question HS/MS A.32-34: During your life, how many times have you used the following substances? A whole cigarette... Smokeless tobacco (dip, chew, or snuff such as Redman™, Skoal™, or Beechnut™)... An electronic cigarette or any other nicotine delivery device.

Notes: Cells are empty if there are less than 25 respondents.

Table A7.3

Age of Onset – Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked part or all of a cigarette				
Never	82	75	79	72
10 or under	4	4	3	2
11-12 years old	4	5	4	4
13-14 years old	8	9	5	5
15-16 years old	2	7	8	12
17 years or older	0	0	1	5
Smokeless tobacco				
Never	89	84	86	82
10 or under	2	1	2	2
11-12 years old	1	3	2	2
13-14 years old	6	6	4	4
15-16 years old	2	6	5	6
17 years or older	0	0	1	5

Question HS A.50-51/MS A.43-44: About how old were you the first time you did any of these things? Had a drink of an alcoholic beverage (other than a sip or two)... Smoked part or all of a cigarette... Used smokeless tobacco or other tobacco products.
Note: Cells are empty if there are less than 25 respondents.

Table A7.4

Any Current Use and Daily Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarette				
Any	5	7	7	13
Daily (20 or more days)	0	1	2	2
Smokeless Tobacco				
Any	4	4	4	6
Daily (20 or more days)	1	0	1	0
Electronic cigarette				
Any	16	12	14	15
Daily (20 or more days)	1	1	2	1

Question HS A.54-56/MS A.47-79: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew or snuff)... an electronic cigarette or any other nicotine delivery device?
Note: Cells are empty if there are less than 25 respondents.

Table A7.5

Current Smoking on School Property, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarette				
0 days	97	96	97	95
1 or 2 days	3	3	2	4
3 to 9 days	0	0	1	0
10 to 19 days	0	1	1	0
20 or more days	0	0	0	1
Smokeless Tobacco				
0 days	96	96	96	94
1 or 2 days	2	2	2	3
3 to 9 days	2	2	1	1
10 to 19 days	0	0	1	0
20 or more days	0	0	0	1

Question HS A.64, 65/MS A.55, 56: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco?
Note: Cells are empty if there are less than 25 respondents.

Table A7.6

Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Neither approve nor disapprove	24	33	27	32
Somewhat disapprove	19	13	10	15
Strongly disapprove	57	54	64	53

Question HS A.78/MS A.69: How do you feel about someone your age smoking one or more packs of cigarettes a day?
Note: Cells are empty if there are less than 25 respondents.

Table A7.7

Perceived Harm of Cigarette Smoking and Availability of Obtaining Cigarettes

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Perceived Harm of Use...				
Smoke cigarettes occasionally				
Great	42	44	49	52
Moderate	26	25	27	26
Slight	16	16	11	13
None	15	15	12	9
Smoke 1-2 packs of cigarettes a day				
Great	69	68	72	75
Moderate	10	12	13	11
Slight	5	6	5	5
None	16	14	10	8
Perceived Difficulty of Obtaining...				
Cigarettes				
Very Difficult	11	9	7	11
Fairly Difficult	10	10	7	8
Fairly Easy	21	21	26	22
Very Easy	24	33	33	40
Don't Know	34	27	26	20

Question HS A.69, 70, 75/MS A.60, 61, 66: 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 each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

Note: Cells are empty if there are less than 25 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times (never)	76	78	74	75
1 time	9	11	13	9
2 to 3 times	8	4	8	9
4 or more times	7	7	5	7

Question HS A.105/MS A.94: 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)?
Note: Cells are empty if there are less than 25 respondents.

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	52	58	50	53
Yes	48	42	50	47

Question HS A.109/MS A.97: Did you eat breakfast today?
Note: Cells are empty if there are less than 25 respondents.

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	67	59	63	70
Yes	33	41	37	30

Question HS A.107/MS A.96: 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?
Note: Cells are empty if there are less than 25 respondents.

Table A8.4

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	81	79	83	82
Yes	19	21	17	18

Question HS A.108: During the past 12 months, did you ever seriously consider attempting suicide?
Notes: Cells are empty if there are less than 25 respondents.

Table A8.5

Gang Involvement

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	95	93	94	93
Yes	5	7	6	7

Question HS A.106/MS A.95: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 25 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total School Supports	21					25	24
Caring Adults in School	23					28	26
High Expectations-Adults in School	35					40	38
Meaningful Participation-Adults in School	11					9	15
School Connectedness	28					28	29
Academic Motivation	19					17	19

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2

School Developmental Supports and Connectedness by Race/Ethnicity - 10th Grade

Percent of students scoring High (%)	Grade 10						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total School Supports	21	20				24	20
Caring Adults in School	23	16				30	22
High Expectations-Adults in School	31	31				37	31
Meaningful Participation-Adults in School	10	8				13	10
School Connectedness	21	27				34	21
Academic Motivation	16	15				21	16

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.3

School Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total School Supports	24					30	25
Caring Adults in School	28					35	28
High Expectations-Adults in School	32					43	33
Meaningful Participation-Adults in School	13					10	15
School Connectedness	29					30	28
Academic Motivation	23					18	23

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.4

School Developmental Supports and Connectedness by Race/Ethnicity - 12th Grade

Percent of students scoring High (%)	Grade 12						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total School Supports	24					24	17
Caring Adults in School	28					26	24
High Expectations-Adults in School	30					30	24
Meaningful Participation-Adults in School	9					10	8
School Connectedness	26					25	30
Academic Motivation	15					7	15

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.5

Current Cigarette Smoking, by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	4	6	6	8
American Indian or Alaska Native		12		
Asian				
Black or African American				
Native Hawaiian or Pacific Islander				
White	8	13	12	21
Mixed (two or more) races	3	7	4	9

Notes: Cells are empty if there are less than 25 respondents.

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness and Academic Motivation by Gender

Percent of Students Scoring High	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Environment								
Total School Supports	20	23	19	23	27	23	22	22
Caring Adults in School	24	24	22	26	33	24	31	22
High Expectations-Adults in School	37	35	29	35	36	31	33	23
Meaningful Participation-Adults in School	12	12	11	8	12	12	8	10
School Connectedness	27	29	15	33	29	28	22	32
Academic Motivation	20	21	19	15	21	20	14	15

Note: Cells are empty if there are less than 25 respondents.

Table A10.2

Selected Alcohol and Drug Use Measures by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
During your life, did you ever...								
drink alcohol (one full drink)?	42	40	49	46	49	44	57	51
use inhalants?	9	5	6	10	11	4	12	8
smoke marijuana?	30	31	36	40	38	36	40	33
During the past 30 days, did you...								
drink alcohol (one full drink)?	26	18	25	21	26	26	28	34
use inhalants?	4	4	4	4	6	3	6	4
smoke marijuana?	13	15	16	18	14	18	19	16
Level of Involvement (High Risk Patterns)								
During your life, have you ever...								
been very drunk or sick after drinking alcohol?	18	16	26	29	32	28	42	35
been "high" from using drugs?	23	25	30	34	33	30	37	32
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	8	12	13	17	15	19	18	17
AOD Use at School								
During your life, have you ever been drunk or "high" on school property?	11	12	21	25	20	18	26	21
During the past 30 days, did you use marijuana on school property?	7	6	6	9	8	8	9	9
Perceived Harm								
Frequent use of...is harmful.[A]								
alcohol (five or more drinks once or twice a week)	84	84	87	85	87	92	93	91
marijuana (once or twice a week)	79	79	80	72	78	80	81	81

Notes: Cells are empty if there are less than 25 respondents.
[A]*Combines Great, Moderate, and Slight.*

Table A10.3

Selected Tobacco Use Measures by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	15	14	11	23	16	17	20	20
During the past 30 days, did you smoke a cigarette?	6	3	4	10	7	8	14	12
During the past 30 days, did you smoke cigarettes daily?	0	0	0	1	1	2	2	3
During the past 30 days, did you smoke cigarettes on school property?	2	4	2	6	3	4	5	4
Frequent use of cigarettes is harmful. (1-2 packs a day)[A]	84	83	86	86	88	91	92	92

Notes: Cells are empty if there are less than 25 respondents.
[A]Combines Great, Moderate, and Slight.

Table A10.4

School Safety - Related Indicators by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	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	18	14	11	18	15	15	9	14
Religion	9	11	9	12	7	9	8	7
Gender	9	4	7	10	8	7	10	6
Gay/lesbian, or someone thought you were	13	9	8	13	8	12	11	7
Physical/mental disability	6	6	6	10	5	7	9	5
Any other reason	31	19	20	16	21	15	18	13
During the past 12 months at school, have you been in a physical fight?	13	15	16	23	12	18	7	12
Feels safe at school	43	52	37	48	49	47	44	58
Currently belong to a gang	5	5	4	11	5	8	4	9

Note: Cells are empty if there are less than 25 respondents.

Table A10.5

Physical and Mental Health Measures by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Eating of breakfast	45	51	41	44	48	54	51	41
Chronic sad or hopeless feelings	44	21	51	28	47	26	36	21

Note: Cells are empty if there are less than 25 respondents.