California Healthy Kids Survey

Merced COE
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:

Hilva Chan
California Department of Education
Safe and Healthy Kids Program Office
1430 N. Street
Sacramento, CA 95814
hchan@cde.ca.gov

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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.

Gregory Austin, Ph.D.
CHKS Director, WestEd

Tom Herman, Administrator
Safe and Healthy Kids Program Office
California Department of Education

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	x
B. Resilience & Youth Development	
C. AOD Use & Safety	
D. Tobacco	
E. Physical Health	
F. Sexual Behavior	
G. Custom Questions - S3	
H. District After School Module	

Table A1.2

Student Sample Characteristics

	NT*
Student Sample Size	
Target Sample	259
Final Number	233
Average Response Rate	**90%**

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

2. Sample Characteristics

Table A2.1

Age of Sample

	NT %
12 years or younger	5
13 years old	4
14 years old	7
15 years old	10
16 years old	38
17 years old	31
18 years or older	3

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

Table A2.2

Gender of Sample

	NT %
Male	56
Female	44

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

Table A2.3

Hispanic or Latino

	NT %
No	31
Yes	69

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

Table A2.4

Race

	NT %
American Indian or Alaska Native	11
Asian	6
Black or African American	6
Native Hawaiian or Pacific Islander	3
White	25
Mixed (two or more) races	49

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

Table A2.5

Living Situation

	NT %
A home with both parents	46
A home with only one parent	34
Other relative's home	6
A home with more than one family	6
Friend's home	0
Foster home, group care, or waiting placement	1
Hotel or motel	1
Migrant housing	0
Shelter	0
On the street (no fixed housing), car campground	1
Other transitional or temporary housing	0
Other living arrangements	3

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

Table A2.6

Grades, Past 12 Months

	NT %
Mostly A's	14
A's and B's	24
Mostly B's	11
B's and C's	26
Mostly C's	9
C's and D's	9
Mostly D's	1
Mostly F's	5

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

Table A2.7

Truancy, Past 12 Months

	NT %
0 times	50
1-2 times	20
A few times	19
Once a month	1
Once a week	3
More than once a week	8

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

Table A2.8

Days Home Alone During Normal School Week

Never
1 day
2 days
3 days
4 days
5 days

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

Table A2.9

Migrant Education

	NT %
Yes	8
No	60
Don't know	32

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	NT		
	H	M	L
School Environment			
Total	24	55	21
Caring Adult Relationships	31	51	18
High Expectations	42	46	12
Opportunities for Meaningful Participation	7	47	47
Community Environment			
Total	42	43	16
Caring Adult Relationships	52	35	14
High Expectations	51	36	13
Opportunities for Meaningful Participation	20	45	35
School Connectedness Scale	29	43	27

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	NT		
	H	M	L
School Environment			
Total	24	54	22
Caring Adult Relationships	26	54	21
High Expectations	39	48	13
Opportunities for Meaningful Participation	7	48	45
Community Environment			
Total	41	46	13
Caring Adult Relationships	53	36	12
High Expectations	52	35	12
Opportunities for Meaningful Participation	17	43	40
School Connectedness Scale	24	50	27

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	NT		
	H	M	L
School Environment			
Total	24	65	12
Caring Adult Relationships	43	47	10
High Expectations	49	41	10
Opportunities for Meaningful Participation	6	37	57
Community Environment			
Total	51	39	10
Caring Adult Relationships	63	27	10
High Expectations	60	28	12
Opportunities for Meaningful Participation	31	33	35
School Connectedness Scale	43	45	12

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	NT		
	H	M	L
School Environment			
Total	27	49	23
Caring Adult Relationships	32	48	20
High Expectations	42	47	12
Opportunities for Meaningful Participation	7	49	45
Community Environment			
Total	42	42	17
Caring Adult Relationships	51	36	13
High Expectations	53	35	12
Opportunities for Meaningful Participation	19	41	40
School Connectedness Scale	27	43	30

Table A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment Total							
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	AI/AN	A	AA	NH/PI	W	M
School Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

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	AI/AN	A	AA	NH/PI	W	M
School Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

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	AI/AN	A	AA	NH/PI	W	M
School Environment Total	24					24	27
Caring Adult Relationships	26					43	32
High Expectations	39					49	42
Opportunities for Meaningful Participation	7					6	7
Community Environment Total	41					51	42
Caring Adult Relationships	53					63	51
High Expectations	52					60	53
Opportunities for Meaningful Participation	17					31	19
School Connectedness Scale	24					43	27

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

Table A3.10
School Connectedness Scale Questions

	NT %
I feel close to people in this school.	
Strongly Disagree	18
Disagree	16
Neither Agree Nor Disagree	36
Agree	23
Strongly Agree	7
I am happy to be at this school.	
Strongly Disagree	19
Disagree	19
Neither Agree Nor Disagree	28
Agree	22
Strongly Agree	12
I feel like I am part of this school.	
Strongly Disagree	17
Disagree	15
Neither Agree Nor Disagree	32
Agree	27
Strongly Agree	9
Teachers at this school treat students fairly.	
Strongly Disagree	14
Disagree	10
Neither Agree Nor Disagree	21
Agree	29
Strongly Agree	26
I feel safe in my school.	
Strongly Disagree	15
Disagree	10
Neither Agree Nor Disagree	26
Agree	35
Strongly Agree	14

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…	NT %
Caring Relationships	
who really cares about me.	
Not At All True	19
A Little True	30
Pretty Much True	33
Very Much True	17
who notices when I am not there.	
Not At All True	17
A Little True	26
Pretty Much True	24
Very Much True	33
who listens when I have something to say.	
Not At All True	16
A Little True	18
Pretty Much True	31
Very Much True	35
High Expectations	
who tells me when I do a good job.	
Not At All True	13
A Little True	20
Pretty Much True	38
Very Much True	29
who always wants me to do my best.	
Not At All True	11
A Little True	15
Pretty Much True	31
Very Much True	43
who believes that I will be a success.	
Not At All True	13
A Little True	18
Pretty Much True	37
Very Much True	32

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)

	NT %
Opportunites for Meaningful Participation	
I do interesting activities at school.	
Not At All True	31
A Little True	33
Pretty Much True	23
Very Much True	13
I help decide things like class rules or activities.	
Not At All True	58
A Little True	21
Pretty Much True	16
Very Much True	5
I do things that make a difference at school.	
Not At All True	36
A Little True	32
Pretty Much True	22
Very Much True	10

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…	NT %
Caring Relationships	
who really cares about me.	
Not At All True	12
A Little True	20
Pretty Much True	13
Very Much True	55
who notices when I am upset about something.	
Not At All True	14
A Little True	15
Pretty Much True	22
Very Much True	49
whom I trust.	
Not At All True	14
A Little True	17
Pretty Much True	22
Very Much True	47
High Expectations	
who tells me when I do a good job.	
Not At All True	15
A Little True	19
Pretty Much True	22
Very Much True	44
who believes that I will be a success.	
Not At All True	13
A Little True	17
Pretty Much True	23
Very Much True	47
who always wants me to do my best.	
Not At All True	11
A Little True	15
Pretty Much True	22
Very Much True	52

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)

	NT %
Opportunities for Meaningful Participation	
I am part of clubs, sports teams, church/temple or other group activities.	
Not At All True	50
A Little True	18
Pretty Much True	13
Very Much True	19
I am involved in music, art, literature, sports or a hobby.	
Not At All True	40
A Little True	19
Pretty Much True	15
Very Much True	26
I help other people.	
Not At All True	24
A Little True	19
Pretty Much True	31
Very Much True	27

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	NT %
Alcohol (one full drink)	
0 times	31
1 time	10
2 to 3 times	14
4 or more times	45
Marijuana	
0 times	37
1 time	7
2 to 3 times	11
4 or more times	45
Inhalants (to get high)	
0 times	79
1 time	7
2 to 3 times	9
4 or more times	5
Cocaine	
0 times	71
1 time	7
2 to 3 times	8
4 or more times	14
Methamphetamine or any amphetamine	
0 times	86
1 time	4
2 to 3 times	3
4 or more times	8

Qestion HS A.37-41/MS A.37-39: During your life, how many times have you used or tried…alochol (one full glass)… marijuana...inhalants...cocaine…methamphetamine or any amphetamine?
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	NT %
LSD or other psychedelics	
0 times	83
1 time	9
2 to 3 times	6
4 or more times	2
Ecstasy	
0 times	79
1 time	5
2 to 3 times	9
4 or more times	7
Heroin	
0 times	92
1 time	2
2 to 3 times	3
4 or more times	2
Other illegal drug or pill	
0 times	74
1 time	5
2 to 3 times	10
4 or more times	12
Any of the above AOD Use	75
Prescription pain killers	
0 times	66
1 time	5
2 to 3 times	12
4 or more times	17

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 illegial drug or pill…presctiption pain killers.
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	NT %
Barbiturates	
0 times	92
1 time	3
2 to 3 times	4
4 or more times	1
Tranquilizers or sedatives	
0 times	87
1 time	2
2 to 3 times	7
4 or more times	4
Cold/cough medicines	
0 times	61
1 time	8
2 to 3 times	11
4 or more times	20
Diet pills	
0 times	89
1 time	3
2 to 3 times	5
4 or more times	3
Ritalin™ or Adderall™	
0 times	86
1 time	6
2 to 3 times	3
4 or more times	5

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

Table A4.2

Age of Onset

	NT %
Alcohol (one full drink)	
Never	33
10 or under	15
11 -12 years old	14
13-14 years old	18
15-16 years old	17
17 years or older	2
Marijuana	
Never	40
10 or under	10
11 -12 years old	13
13-14 years old	24
15-16 years old	11
17 years or older	2
Other illegal drug	
Never	61
10 or under	8
11 -12 years old	9
13-14 years old	11
15-16 years old	12
17 years or older	0

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

Table A4.3

Current AOD Use, Past 30 Days

	NT %
Alcohol (at least one drink)	36
Binge drinking (5 or more drinks in a row)	31
Marijuana	40
Inhalants	14
Cocaine	15
Methamphetamine or any amphetamine	8
Ecstasy, LSD or other psychedelics	12
Other illegal drug or pill	17
Any drug use	46
Heavy drug user	26
Any of the above AOD Use	51
Two or more of the above at the same time	24

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

Table A4.4

Frequency of Current Alcohol and Marijuana Use, Past 30 days

	NT %
Alcohol	
None	64
1 or 2 days	17
3 to 9 days	9
10 to 19 days	5
20 or more days (daily)	4
Marijuana	
None	60
1 or 2 days	12
3 to 9 days	8
10 to 19 days	3
20 or more days (daily)	18

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

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	NT %
0 times	49
1 to 2 times	25
3 to 6 times	9
7 or more times	17

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

Table A4.6

Ever "High" from Using Drugs

	NT %
0 times	46
1 to 2 times	13
3 to 6 times	6
7 or more times	35

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

Table A4.7

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	NT %
0 days	69
1 to 2 days	12
3 or more days	19

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

Table A4.8

Desired Level of Alcohol Consumption, Drinking Style or Preference

	NT %
Don't drink alcohol	38
Just a sip or two	12
Enough to feel it a little	16
Enough to feel it a lot	15
Until really drunk	19

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

Table A4.9

Usual Level of Highness When Using Drugs

	NT %
Don't use drugs	44
Not high at all	6
A little high	9
Moderately high	20
Very high	21

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

Table A4.10

Ever Driven after Drinking (Respondent or by Friend)

	NT %
Never	*62*
Any	*38*
1 time	8
2 times	9
3 to 6 times	11
7 or more times	10

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

Table A4.11

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

Never
Any
1 time
2 times
3 to 6 times
7 or more times

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

Table A4.12

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

	NT %
Alcohol	
0 days	86
1 to 2 days	10
3 or more days	4
Marijuana	
0 days	78
1 to 2 days	15
3 or more days	7
Any illegal drug or pill	
0 days	87
1 to 2 days	8
3 or more days	5
Any of the above	26

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

	NT %
0 times	58
1 to 2 times	15
3 to 6 times	9
7 or more times	18

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

Table A4.14

Perceived Harm of Frequent Alcohol Use

	NT %
Alcohol - Drink Occasionally	
Great	30
Moderate	24
Slight	23
None	23
Alcohol - 5 or more drinks once or twice a week	
Great	35
Moderate	23
Slight	23
None	19

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

Table A4.15

Perceived Harm of Frequent Marijuana Use

	NT %
Marijuana - Smoke Occasionally	
Great	35
Moderate	13
Slight	22
None	30
Marijuana - Smoke once or twice a week	
Great	32
Moderate	14
Slight	22
None	32

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

	NT %
Alcohol - One or two drinks nearly every day	
Neither approve or disapprove	43
Somewhat disapprove	26
Strongly disapprove	31
Marijuana or Hashish - Once or twice	
Neither approve or disapprove	53
Somewhat disapprove	19
Strongly disapprove	28
Marijuana - Once a month or more	
Neither approve or disapprove	55
Somewhat disapprove	20
Strongly disapprove	25

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

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

	NT %
None of them	20
10 percent	10
20 percent	5
30 percent	3
40 percent	5
50 percent	13
60 percent	4
70 percent	3
80 percent	5
90 percent	11
All of them	19

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

	NT %
Does not apply, never used alcohol/drugs	42
Problems with emotions, nerves, mental health	17
Trouble or problems with the police	23
Money problems	7
Miss school	12
Problems with school work	9
Fight with other kids	12
Damage a friendship	10
Physically hurt or injure yourself	7
Unwanted or unprotected sex	8
Forget what happened or pass out	14
Other problems	5
More than one problem	20
Never had problems when I've used alcohol/drugs	22

Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark all that apply.)

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

Table A4.19
Occurrence of Experiences Related to Dependency while Using Alcohol/Drugs

	NT %
Does not apply, have not used alcohol or drugs	43
Had to increase use to get same effect as before	21
Spent a lot of time getting, using, or being "hung over" from using	14
Used alcohol or drugs a lot more than intended	16
Used alcohol or drugs when alone	14
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	9
Often didn't feel OK unless had something to drink or used a drug	9
Thought about reducing or stopping	14
Told yourself not going to use, but used anyway	10
Spoke with someone about reducing or stopping use	7
Attended counseling, program, or group to reduce/stop use	6
More than one experience	19
Use alcohol or drugs, but have not experienced any of these things	18

Question HS A.97: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? Mark all that apply.
Please note: Because all that apply are marked, total percentages may exceed 100%.

Table A4.20

Perceived Difficulty of Obtaining Alcohol and Marijuana

	NT %
Alcohol	
Very difficult	12
Fairly difficult	11
Fairly easy	20
Very easy	39
Don't know	18
Marijuana	
Very difficult	12
Fairly difficult	9
Fairly easy	14
Very easy	49
Don't know	16

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

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	NT %
0 times	65
1 time	10
2 to 3 times	10
4 or more times	14

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

Table A4.22

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

	NT %
No	50
Yes	50

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

Table A4.23

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

	NT %
No	35
Yes	65

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.

	NT %
Hispanic or Latino	39
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	32
Mixed (two or more) races	36

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

	NT %
Hispanic or Latino	44
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	30
Mixed (two or more) races	41

Question HS A.61/MS A.51: 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

	NT %
A cigarette, even one or two puffs	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
A whole cigarette	
0 times	48
1 time	5
2 to 3 times	15
4 or more times	32
Smokeless tobacco	
0 times	78
1 time	7
2 to 3 times	8
4 or more times	7

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 cigaretee…smokeless tobacco?

Table A5.2

Age of Onset

	NT %
Smoked part or all of a cigarette	
Never	44
10 or under	12
11-12 years old	14
13-14 years old	15
15-16 years old	13
17 years or older	2
Smokeless tobacco	
Never	72
10 or under	7
11-12 years old	9
13-14 years old	8
15-16 years old	4
17 years or older	0

Question HS A.57-58/MS A.46-47: About how old were you the first time you ....smoked part 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

	NT %
Cigarettes	
Any	37
Daily	11
Smokeless tobacco	
Any	13
Daily	2

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

	NT %
None	*84*
Any	*16*
1 or 2 days	10
3 to 9 days	1
10 to 19 days	2
20 to 30 days	2

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

Table A5.5

Personal Disapproval of Using Cigarettes

	NT %
Neither approve nor disapprove	40
Somewhat disapprove	24
Strongly disapprove	36

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

	NT %
Neither approve or disapprove	35
Somewhat disapprove	26
Strongly disapprove	39

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

	NT %
Smoking occasionally	
Great	31
Moderate	25
Slight	24
None	20
Smoking 1-2 packs of cigarettes a day	
Great	50
Moderate	17
Slight	13
None	21

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

	NT %
Very difficult	12
Fairly difficult	8
Fairly easy	20
Very easy	42
Don't know	18

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

	NT %
None of them	23
10 percent	10
20 percent	8
30 percent	6
40 percent	4
50 percent	18
60 percent	4
70 percent	5
80 percent	4
90 percent	8
All of them	11

Question HS A.87/MS A.73: hink 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.

	NT %
Hispanic or Latino	40
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	30
Mixed (two or more) races	36

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	NT %
Had mean rumors/lies spread about you	
0 times	62
1 time	13
2 to 3 times	14
4 or more times	11
Had sexual jokes/comments/gestures made to you	
0 times	64
1 time	12
2 to 3 times	12
4 or more times	11
Been made fun of because of your looks/way of talking	
0 times	65
1 time	12
2 to 3 times	12
4 or more times	12

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

	NT %
Been pushed, shoved, hit, etc.	
0 times	71
1 time	12
2 to 3 times	9
4 or more times	8
Been afraid of being beaten up	
0 times	75
1 time	13
2 to 3 times	6
4 or more times	6
Been in a physical fight	
0 times	63
1 time	12
2 to 3 times	11
4 or more times	14

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 phsyical fight?

Table A6.3

Property Damage on School Property, Past 12 Months

	NT %
Had property stolen/damaged	
0 times	73
1 time	16
2 to 3 times	6
4 or more times	5
Damaged school property on purpose	
0 times	79
1 time	9
2 to 3 times	8
4 or more times	4

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

	NT %
Carried a gun	
0 times	81
1 time	8
2 or more times	11
Carried any other weapon	
0 times	73
1 time	9
2 or more times	18

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

	NT %
Seen someone with a weapon	
0 times	66
1 time	13
2 or more times	21
Been threatened/injured with a weapon	
0 times	80
1 time	10
2 or more times	10

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

	NT %
Neither approve or disapprove	37
Somewhat disapprove	16
Strongly disapprove	48

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

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	NT %
Race, Ethnicity, or National Origin	
0 times	76
1 time	11
2 or more times	13
Religion	
0 times	80
1 time	8
2 or more times	12
Gender	
0 times	81
1 time	8
2 or more times	11
Sexual Orientation *	
0 times	84
1 time	8
2 or more times	8
Physical/Mental Disability	
0 times	84
1 time	8
2 or more times	8
Any of the Above Five Hate-Crime Reasons	36
Any Other Reason	
0 times	76
1 time	8
2 or more times	16
Any Harassment	40

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

Table A6.8

Gang Involvement, Current

	NT %
No	80
Yes	20

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

	NT %
Does not apply, didn't have a boyfriend/girlfriend	37
No	49
Yes	15

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

Table A6.10

Perceived Safety of School

	NT %
Very safe	30
Safe	23
Neither safe nor unsafe	36
Unsafe	5
Very unsafe	7

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

Table A6.11

Cyber Bullying

	NT %
0 times (never)	69
1 time	15
2-3 times	11
4 or more times	5

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

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents.

	NT %
Hispanic or Latino	37
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	24
Mixed (two or more) races	37

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.

	NT %
Hispanic or Latino	24
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	14
Mixed (two or more) races	27

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

	NT %
No	48
Yes	52

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	NT %
No	65
Yes	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

	NT %
No	78
Yes	22

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

Table A7.4

Gambling, Past 12 Months

	NT %
Card or dice games	
Not at all	72
Less than once a month	12
1 to 3 times	12
Once a week or more	5
Personal skill games	
Not at all	66
Less than once a month	12
1 to 3 times	13
Once a week or more	8
Betting on sports	
Not at all	67
Less than once a month	14
1 to 3 times	11
Once a week or more	7
Lottery	
Not at all	73
Less than once a month	12
1 to 3 times	10
Once a week or more	5
Bet or gambled in any other way	
Not at all	71
Less than once a month	13
1 to 3 times	9
Once a week or more	7

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

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	NT	
	Female %	Male %
Lifetime and Current AOD Use		
During your life, did you ever…		
drink alcohol (one full drink)?	73	65
use inhalants?	18	21
smoke marijuana?	62	64
During the past 30 days, did you…		
drink alcohol (one full drink)?	39	33
use inhalants?	11	15
smoke marijuana?	37	43
Level of Involvement (High Risk Patterns)		
During your life, have you ever…		
been very drunk or sick after drinking alcohol?	52	50
been high from using drugs?	54	54
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	29	33
ATOD Use at School		
During your life, have you ever been drunk/high on school property?	38	46
During the past 30 days, did you use marijuana on school property?	14	28
Perceived Harm		
*Frequent use of… is harmful.**		
alcohol (five or more drinks once or twice a week)	83	80
marijuana (once or twice a week)	75	62

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

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	NT	
	Female %	Male %
During your life, did you ever smoke a cigarette?	49	57
During the past 30 days, did you smoke a cigarette?	31	44
During the past 30 days, did you smoke cigarettes daily?	12	11
During the past 30 days, did you smoke cigarettes on school property?	13	19
Frequent use of cigarettes is harmful. (1-2 packs a day)*	82	76

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

Table A8.3

School Safety-Related Indicators, by Gender and Grade

	NT	
	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	21	26
Religion	18	21
Gender	18	18
Gay/lesbian, or someone thought you were	15	16
Physical/mental disability	16	16
Any other reason	29	20
During the past 12 months at school, have you been in a physical fight?	23	49
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	14	15
Feels safe at school	51	55
Currently belong to a gang?	15	25

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	NT	
	Female %	Male %
Did you eat breakfast today?	48	55
During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?	49	23