California Healthy Kids Survey

Mono County
Secondary
2009-2011
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

Recommended citation:
[County Name]. *California Healthy Kids Survey, 2009-11: Main Report* San Francisco: WestEd Health and Human Development Program for the California Department of Education.

PREFACE

This report provides the detailed results for each question from the 2009/10 and/or 2010-11 administration of the *California Healthy Kids Survey* (CHKS) as done by the districts in this county, presented in tables organized by topic. To help in understanding and interpreting these results, review these findings along with 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)*, which was administered at the same time. 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).

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;

[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.

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

Closing the Achievement Gap

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

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2011.

ASSESSING THE DATA

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results, the changes obtained between administrations, or differences between your results and those from other districts or state norms. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the ***CHKS Data Use and Dissemination Guidebook***.

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Surveys

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to other local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help you determine whether changes in your district are unique or may be part of a larger trend, possibly affected by broad social forces. Ultimately, however, the most fundamental concern should be not how you compare with others but your satisfaction with your own survey results and whether your indicators are improving.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven, decision-making process. The following describes actions you can take to analyze and use the results and provide additional information to support school- and program- improvement efforts.

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.

ACKNOWLEDGEMENTS

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

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	
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11
Student Sample Size			
Final Number	91	66	68

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %
12 years or younger	71	0	0
13 years old	27	6	0
14 years old	2	82	0
15 years old	0	12	2
16 years old	0	0	78
17 years old	0	0	19
18 years or older	0	0	0

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

Table A2.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %
Male	44	51	54
Female	56	49	46

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

Table A2.3

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %
No			
Yes			

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

Table A2.4

Race

	Grade 7 %	Grade 9 %	Grade 11 %
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) races			

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

Table A2.5

Living Situation

	Grade 9 %	Grade 11 %
A home with both parents	100	100
A home with only one parent	0	0
Other relative's home	0	0
A home with more than one family	0	0
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	0	0
Other transitional or temporary housing	0	0
Other living arrangements	0	0

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

Table A2.6

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Mostly A's	25	23	26
A's and B's	36	32	22
Mostly B's	8	12	10
B's and C's	16	20	34
Mostly C's	5	7	2
C's and D's	5	4	6
Mostly D's	2	1	0
Mostly F's	2	1	0

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

Table A2.7

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	84	78	62
1-2 times	11	11	18
A few times	2	6	13
Once a month	2	2	1
Once a week	1	1	3
More than once a week	0	1	3

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

Table A2.8

Days Home Alone During Normal School Week

	Grade 7 %
Never	39
1 day	21
2 days	27
3 days	7
4 days	6
5 days	0

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

Table A2.9

Migrant Education

	Grade 7 %	Grade 9 %	Grade 11 %
Yes	1	1	2
No	72	76	85
Don't know	28	23	13

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	52	45	2	31	63	6	39	52	9
Caring Adult Relationships	56	40	4	29	65	6	43	48	9
High Expectations	70	30	1	43	54	4	47	49	4
Opportunities for Meaningful Participation	22	66	12	16	61	23	21	48	32
Community Environment									
Total	71	28	1	73	22	5	72	24	4
Caring Adult Relationships	70	27	3	64	31	5	74	21	4
High Expectations	71	27	2	65	31	5	70	24	6
Opportunities for Meaningful Participation	54	38	8	54	37	10	60	22	18
School Connectedness Scale	75	22	3	52	39	9	41	40	19

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	54	41	5				29	55	16
Caring Adult Relationships	54	44	2				33	52	15
High Expectations	67	33	0				34	61	5
Opportunities for Meaningful Participation	16	70	15				22	44	33
Community Environment									
Total	64	34	2				65	28	7
Caring Adult Relationships	65	29	6				74	19	7
High Expectations	61	37	2				64	31	5
Opportunities for Meaningful Participation	50	42	7				52	27	21
School Connectedness Scale	72	28	0				45	33	22

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment Total									
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 A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

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

Table A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total	54						
Caring Adult Relationships	54						
High Expectations	67						
Opportunities for Meaningful Participation	16						
Community Environment							
Total	64						
Caring Adult Relationships	65						
High Expectations	61						
Opportunities for Meaningful Participation	50						
School Connectedness Scale	72						

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	29						
Caring Adult Relationships	33						
High Expectations	34						
Opportunities for Meaningful Participation	22						
Community Environment							
Total	65						
Caring Adult Relationships	74						
High Expectations	64						
Opportunities for Meaningful Participation	52						
School Connectedness Scale	45						

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

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

Table A3.10
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %
I feel close to people in this school.			
Strongly Disagree	0	5	9
Disagree	5	10	8
Neither Agree Nor Disagree	14	13	14
Agree	54	46	46
Strongly Agree	27	26	23
I am happy to be at this school.			
Strongly Disagree	3	12	9
Disagree	6	7	17
Neither Agree Nor Disagree	8	28	25
Agree	35	37	37
Strongly Agree	48	16	13
I feel like I am part of this school.			
Strongly Disagree	4	5	11
Disagree	7	12	9
Neither Agree Nor Disagree	9	26	25
Agree	47	44	42
Strongly Agree	33	13	13
Teachers at this school treat students fairly.			
Strongly Disagree	4	7	12
Disagree	5	13	14
Neither Agree Nor Disagree	30	22	26
Agree	38	49	37
Strongly Agree	23	9	11
I feel safe in my school.			
Strongly Disagree	2	4	12
Disagree	4	6	9
Neither Agree Nor Disagree	10	16	12
Agree	39	49	45
Strongly Agree	45	25	22

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

Table A3.11
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %
Caring Relationships			
who really cares about me.			
Not At All True	7	7	9
A Little True	11	26	21
Pretty Much True	44	48	33
Very Much True	39	19	36
who notices when I am not there.			
Not At All True	5	7	9
A Little True	18	35	20
Pretty Much True	38	35	38
Very Much True	39	23	32
who listens when I have something to say.			
Not At All True	0	6	4
A Little True	21	29	22
Pretty Much True	30	44	38
Very Much True	49	21	36
High Expectations			
who tells me when I do a good job.			
Not At All True	4	4	5
A Little True	14	23	21
Pretty Much True	29	43	39
Very Much True	54	30	36
who always wants me to do my best.			
Not At All True	0	4	6
A Little True	5	11	12
Pretty Much True	25	50	41
Very Much True	70	35	41
who believes that I will be a success.			
Not At All True	2	9	3
A Little True	9	23	17
Pretty Much True	32	35	39
Very Much True	56	33	40

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Opportunites for Meaningful Participation			
I do interesting activities at school.			
Not At All True	7	12	14
A Little True	20	21	28
Pretty Much True	33	30	34
Very Much True	39	37	24
I help decide things like class rules or activities.			
Not At All True	24	36	42
A Little True	34	35	21
Pretty Much True	28	22	21
Very Much True	14	7	16
I do things that make a difference at school.			
Not At All True	11	24	22
A Little True	36	39	38
Pretty Much True	40	22	27
Very Much True	13	16	14

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

Table A3.12
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %
Caring Relationships			
who really cares about me.			
Not At All True	2	6	3
A Little True	9	2	6
Pretty Much True	15	31	16
Very Much True	74	60	76
who notices when I am upset about something.			
Not At All True	3	7	6
A Little True	24	10	11
Pretty Much True	29	34	22
Very Much True	45	49	61
whom I trust.			
Not At All True	6	6	8
A Little True	9	10	7
Pretty Much True	22	27	19
Very Much True	64	57	67
High Expectations			
who tells me when I do a good job.			
Not At All True	3	4	4
A Little True	10	10	14
Pretty Much True	36	35	28
Very Much True	51	52	53
who believes that I will be a success.			
Not At All True	5	5	6
A Little True	10	9	6
Pretty Much True	36	35	28
Very Much True	49	51	61
who always wants me to do my best.			
Not At All True	1	6	3
A Little True	4	5	3
Pretty Much True	21	28	20
Very Much True	74	61	73

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Opportunities for Meaningful Participation			
I am part of clubs, sports teams, church/temple or other group activities.			
Not At All True	9	20	21
A Little True	13	9	9
Pretty Much True	21	22	15
Very Much True	57	50	55
I am involved in music, art, literature, sports or a hobby.			
Not At All True	11	12	17
A Little True	11	9	9
Pretty Much True	15	15	9
Very Much True	63	65	64
I help other people.			
Not At All True	9	10	7
A Little True	24	27	24
Pretty Much True	37	40	45
Very Much True	30	23	25

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
0 times	82	64	31
1 time	6	11	12
2 to 3 times	4	14	12
4 or more times	8	11	45
Marijuana			
0 times	95	88	55
1 time	3	5	11
2 to 3 times	1	4	7
4 or more times	1	4	26
Inhalants (to get high)			
0 times	92	94	87
1 time	3	1	4
2 to 3 times	3	5	6
4 or more times	3	0	3
Cocaine			
0 times	na	100	88
1 time	na	0	5
2 to 3 times	na	0	5
4 or more times	na	0	1
Methamphetamine or any amphetamine			
0 times	na	100	98
1 time	na	0	1
2 to 3 times	na	0	0
4 or more times	na	0	1

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

	Grade 7 %	Grade 9 %	Grade 11 %
LSD or other psychedelics			
0 times	na	99	88
1 time	na	1	2
2 to 3 times	na	0	6
4 or more times	na	0	4
Ecstasy			
0 times	na	99	87
1 time	na	1	4
2 to 3 times	na	0	2
4 or more times	na	0	6
Heroin			
0 times	na	100	98
1 time	na	0	1
2 to 3 times	na	0	0
4 or more times	na	0	1
Other illegal drug or pill			
0 times	97	95	87
1 time	2	5	2
2 to 3 times	0	0	4
4 or more times	1	0	6
Any of the above AOD Use	23	40	70
Prescription pain killers			
0 times	na	89	73
1 time	na	4	7
2 to 3 times	na	6	10
4 or more times	na	1	10

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

	Grade 7 %	Grade 9 %	Grade 11 %
Barbiturates			
0 times	na	100	96
1 time	na	0	0
2 to 3 times	na	0	3
4 or more times	na	0	1
Tranquilizers or sedatives			
0 times	na	100	91
1 time	na	0	3
2 to 3 times	na	0	3
4 or more times	na	0	2
Cold/cough medicines			
0 times	na	83	72
1 time	na	5	6
2 to 3 times	na	2	9
4 or more times	na	10	14
Diet pills			
0 times	na	96	94
1 time	na	0	2
2 to 3 times	na	2	0
4 or more times	na	1	3
Ritalin™ or Adderall™			
0 times	na	100	95
1 time	na	0	0
2 to 3 times	na	0	4
4 or more times	na	0	1

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
Never	71	50	26
10 or under	10	9	6
11 -12 years old	18	11	7
13-14 years old	1	28	30
15-16 years old	0	2	27
17 years or older	0	0	5
Marijuana			
Never	96	89	56
10 or under	2	0	0
11 -12 years old	1	1	2
13-14 years old	0	10	18
15-16 years old	0	0	22
17 years or older	1	0	2
Other illegal drug			
Never	95	94	78
10 or under	0	0	0
11 -12 years old	2	1	1
13-14 years old	2	5	11
15-16 years old	0	0	9
17 years or older	1	0	1

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

Table A4.3

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (at least one drink)	9	20	40
Binge drinking (5 or more drinks in a row)	5	10	30
Marijuana	1	6	22
Inhalants	4	0	5
Cocaine	na	0	2
Methamphetamine or any amphetamine	na	0	1
Ecstasy, LSD or other psychedelics	na	1	5
Other illegal drug or pill	3	2	9
Any drug use	4	7	24
Heavy drug user	2	2	15
Any of the above AOD Use	10	24	45
Two or more of the above at the same time	na	0	16

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol			
None	91	80	60
1 or 2 days	7	14	19
3 to 9 days	2	1	13
10 to 19 days	0	2	5
20 or more days (daily)	0	2	3
Marijuana			
None	99	94	78
1 or 2 days	0	1	9
3 to 9 days	0	1	3
10 to 19 days	1	3	4
20 or more days (daily)	0	1	6

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

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	93	83	50
1 to 2 times	4	12	22
3 to 6 times	4	1	11
7 or more times	0	4	16

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

Table A4.6

Ever "High" from Using Drugs

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	96	89	58
1 to 2 times	3	5	14
3 to 6 times	0	2	8
7 or more times	2	4	20

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

Table A4.7

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
0 days	95	90	70
1 to 2 days	4	10	10
3 or more days	2	0	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

	Grade 7 %	Grade 9 %	Grade 11 %
Don't drink alcohol	79	61	32
Just a sip or two	12	12	15
Enough to feel it a little	6	17	19
Enough to feel it a lot	2	5	20
Until really drunk	1	5	14

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

Table A4.9

Usual Level of Highness When Using Drugs

	Grade 9 %	Grade 11 %
Don't use drugs	89	61
Not high at all	1	4
A little high	4	13
Moderately high	4	9
Very high	2	13

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

Table A4.10

Ever Driven after Drinking (Respondent or by Friend)

	Grade 9 %	Grade 11 %
Never	*73*	*55*
Any	*27*	*45*
1 time	8	10
2 times	11	13
3 to 6 times	5	16
7 or more times	2	5

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

Table A4.11

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

	Grade 7 %
Never	*43*
Any	*57*
1 time	16
2 times	21
3 to 6 times	11
7 or more times	10

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

Table A4.12

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol			
0 days	95	98	95
1 to 2 days	4	2	2
3 or more days	2	0	3
Marijuana			
0 days	97	98	94
1 to 2 days	2	0	2
3 or more days	1	2	4
Any illegal drug or pill			
0 days	98	100	96
1 to 2 days	1	0	2
3 or more days	1	0	2
Any of the above	6	4	9

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

Table A4.13

Ever Drunk or High on School Property

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	98	96	78
1 to 2 times	0	2	11
3 to 6 times	1	1	4
7 or more times	1	0	7

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

Table A4.14

Perceived Harm of Frequent Alcohol Use

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol - Drink Occasionally			
Great	24	22	19
Moderate	26	29	30
Slight	34	36	33
None	16	13	17
Alcohol - 5 or more drinks once or twice a week			
Great	50	41	36
Moderate	24	33	25
Slight	11	18	23
None	15	8	17

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

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7 %	Grade 9 %	Grade 11 %
Marijuana - Smoke Occasionally			
Great	55	42	25
Moderate	21	27	19
Slight	8	22	28
None	15	9	28
Marijuana - Smoke once or twice a week			
Great	62	54	34
Moderate	17	31	18
Slight	5	9	23
None	16	6	25

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

Table A4.16

Personal Disapproval of Using Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	19	24	30
Somewhat disapprove	15	19	26
Strongly disapprove	66	57	44
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	16	24	44
Somewhat disapprove	11	19	23
Strongly disapprove	73	57	33
Marijuana - Once a month or more			
Neither approve or disapprove	14	26	48
Somewhat disapprove	9	16	13
Strongly disapprove	77	59	39

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

	Grade 7 %	Grade 9 %	Grade 11 %
None of them	60	21	10
10 percent	20	29	9
20 percent	7	12	10
30 percent	6	13	6
40 percent	1	5	5
50 percent	2	7	18
60 percent	1	4	11
70 percent	3	5	10
80 percent	0	4	10
90 percent	0	0	9
All of them	1	0	3

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

Table A4.18

Occurrence of Problems while Using Alcohol/Drugs

	Grade 9 %	Grade 11 %
Does not apply, never used alcohol/drugs	75	47
Problems with emotions, nerves, mental health	5	10
Trouble or problems with the police	7	10
Money problems	1	5
Miss school	2	2
Problems with school work	1	4
Fight with other kids	4	2
Damage a friendship	2	4
Physically hurt or injure yourself	2	8
Unwanted or unprotected sex	0	9
Forget what happened or pass out	7	20
Other problems	2	7
More than one problem	11	17
Never had problems when I've used alcohol/drugs	16	26

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

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

Table A4.19

Occurrence of Experiences Related to Dependency while Using Alcohol/Drugs

	Grade 9 %	Grade 11 %
Does not apply, have not used alcohol or drugs	78	49
Had to increase use to get same effect as before	6	20
Spent a lot of time getting, using, or being "hung over" from using	4	8
Used alcohol or drugs a lot more than intended	4	6
Used alcohol or drugs when alone	4	5
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	2	1
Often didn't feel OK unless had something to drink or used a drug	1	4
Thought about reducing or stopping	2	7
Told yourself not going to use, but used anyway	4	7
Spoke with someone about reducing or stopping use	1	2
Attended counseling, program, or group to reduce/stop use	0	0
More than one experience	5	15
Use alcohol or drugs, but have not experienced any of these things	12	23

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

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

Table A4.20

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol			
Very difficult	18	4	3
Fairly difficult	14	6	6
Fairly easy	16	30	35
Very easy	14	28	45
Don't know	38	33	11
Marijuana			
Very difficult	31	12	4
Fairly difficult	12	11	12
Fairly easy	7	17	31
Very easy	5	17	39
Don't know	45	43	14

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

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	92	90	70
1 time	5	2	4
2 to 3 times	0	5	8
4 or more times	3	2	18

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

Table A4.22

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

	Grade 7 %	Grade 9 %	Grade 11 %
No	40	45	39
Yes	60	55	61

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

Table A4.23

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

	Grade 7 %	Grade 9 %	Grade 11 %
No	18	22	16
Yes	82	78	84

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

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7 %	Grade 9 %	Grade 11 %
Hispanic or Latino	17		45
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) races			

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7 %	Grade 9 %	Grade 11 %
Hispanic or Latino	2		17
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) races			

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
A cigarette, even one or two puffs			
0 times	89	na	na
1 time	5	na	na
2 to 3 times	5	na	na
4 or more times	2	na	na
A whole cigarette			
0 times	94	84	59
1 time	2	9	12
2 to 3 times	3	5	10
4 or more times	2	2	19
Smokeless tobacco			
0 times	100	95	79
1 time	0	4	8
2 to 3 times	0	0	6
4 or more times	0	1	8

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

	Grade 7 %	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette			
Never	88	80	53
10 or under	3	2	5
11-12 years old	10	6	2
13-14 years old	0	10	15
15-16 years old	0	1	22
17 years or older	0	0	3
Smokeless tobacco			
Never	96	95	74
10 or under	3	0	0
11-12 years old	1	0	0
13-14 years old	0	4	8
15-16 years old	0	1	14
17 years or older	0	0	3

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

	Grade 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Any	3	1	21
Daily	1	1	5
Smokeless tobacco			
Any	3	1	9
Daily	0	0	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

	Grade 7 %	Grade 9 %	Grade 11 %
None	*96*	*100*	*93*
Any	*4*	*0*	*7*
1 or 2 days	3	0	4
3 to 9 days	0	0	1
10 to 19 days	0	0	1
20 to 30 days	1	0	1

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

Table A5.5

Personal Disapproval of Using Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %
Neither approve nor disapprove	19	21	31
Somewhat disapprove	7	5	20
Strongly disapprove	75	75	49

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

Table A5.6
Peer Disapproval of Using Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %
Neither approve or disapprove	12	6	18
Somewhat disapprove	15	17	20
Strongly disapprove	73	77	62

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

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %
Smoking occasionally			
Great	24	29	30
Moderate	42	36	32
Slight	20	27	24
None	14	8	14
Smoking 1-2 packs of cigarettes a day			
Great	76	77	70
Moderate	4	11	8
Slight	6	2	4
None	14	10	18

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

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %
Very difficult	18	4	4
Fairly difficult	15	8	2
Fairly easy	14	25	32
Very easy	8	20	45
Don't know	45	42	17

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

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	Grade 7 %	Grade 9 %	Grade 11 %
None of them	53	23	16
10 percent	26	35	17
20 percent	9	14	12
30 percent	5	11	10
40 percent	0	8	10
50 percent	4	7	17
60 percent	0	1	2
70 percent	3	0	6
80 percent	0	0	4
90 percent	0	0	1
All of them	0	0	4

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.

	Grade 7 %	Grade 9 %	Grade 11 %
Hispanic or Latino	6		17
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) races			

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Had mean rumors/lies spread about you			
0 times	56	69	53
1 time	20	12	16
2 to 3 times	12	4	13
4 or more times	12	15	18
Had sexual jokes/comments/gestures made to you			
0 times	65	75	52
1 time	14	6	12
2 to 3 times	9	4	15
4 or more times	11	16	21
Been made fun of because of your looks/way of talking			
0 times	56	67	66
1 time	21	11	14
2 to 3 times	11	7	8
4 or more times	13	14	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

	Grade 7 %	Grade 9 %	Grade 11 %
Been pushed, shoved, hit, etc.			
0 times	56	73	71
1 time	21	10	16
2 to 3 times	13	11	8
4 or more times	11	6	4
Been afraid of being beaten up			
0 times	75	88	88
1 time	12	10	8
2 to 3 times	11	2	2
4 or more times	3	0	2
Been in a physical fight			
0 times	76	83	72
1 time	13	11	13
2 to 3 times	10	4	12
4 or more times	1	2	3

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

	Grade 7 %	Grade 9 %	Grade 11 %
Had property stolen/damaged			
0 times	71	82	74
1 time	12	9	11
2 to 3 times	7	6	9
4 or more times	9	4	6
Damaged school property on purpose			
0 times	91	92	91
1 time	9	4	6
2 to 3 times	0	2	1
4 or more times	0	2	2

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

Table A6.4

Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Carried a gun			
0 times	94	96	97
1 time	4	2	1
2 or more times	2	1	2
Carried any other weapon			
0 times	92	95	92
1 time	6	0	0
2 or more times	3	5	8

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

Table A6.5

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

	Grade 7 %	Grade 9 %	Grade 11 %
Seen someone with a weapon			
0 times	62	82	87
1 time	27	7	5
2 or more times	11	10	8
Been threatened/injured with a weapon			
0 times	97	95	95
1 time	3	4	3
2 or more times	0	1	2

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

Table A6.6

Personal Disapproval of Weapon Possession

	Grade 7 %	Grade 9 %	Grade 11 %
Neither approve or disapprove	16	13	18
Somewhat disapprove	11	9	10
Strongly disapprove	74	78	72

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

	Grade 7 %	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin			
0 times	86	93	78
1 time	10	4	12
2 or more times	4	4	10
Religion			
0 times	93	89	86
1 time	5	9	7
2 or more times	2	2	7
Gender			
0 times	90	93	90
1 time	6	2	3
2 or more times	4	5	6
Sexual Orientation *			
0 times	93	95	88
1 time	4	3	2
2 or more times	4	3	10
Physical/Mental Disability			
0 times	93	95	93
1 time	4	1	0
2 or more times	3	4	7
Any of the Above Five Hate-Crime Reasons	26	18	37
Any Other Reason			
0 times	77	76	85
1 time	4	7	9
2 or more times	19	17	6
Any Harassment	36	30	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

	Grade 7 %	Grade 9 %	Grade 11 %
No	96	90	94
Yes	4	10	6

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

Table A6.9

Physical Violence by Boyfriend/Girlfriend, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Does not apply, didn't have a boyfriend/girlfriend	43	57	31
No	53	42	57
Yes	4	1	11

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

Table A6.10

Perceived Safety of School

	Grade 7 %	Grade 9 %	Grade 11 %
Very safe	32	28	37
Safe	53	41	36
Neither safe nor unsafe	11	25	25
Unsafe	1	5	0
Very unsafe	3	1	2

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

Table A6.11

Cyber Bullying

	Grade 7 %	Grade 9 %	Grade 11 %
0 times (never)	78	78	77
1 time	10	8	7
2-3 times	5	10	11
4 or more times	8	4	6

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

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents.

	Grade 7 %	Grade 9 %	Grade 11 %
Hispanic or Latino	28		36
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) races			

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

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents.

	Grade 7 %	Grade 9 %	Grade 11 %
Hispanic or Latino	17		32
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) races			

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

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %
No	37	42	40
Yes	63	58	60

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
No	63	73	67
Yes	37	27	33

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	90	78
Yes	10	22

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

Table A7.4

Gambling, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Card or dice games			
Not at all	79	81	90
Less than once a month	19	12	7
1 to 3 times	2	6	2
Once a week or more	0	1	0
Personal skill games			
Not at all	-1	-1	-1
Less than once a month	-1	-1	-1
1 to 3 times	-1	-1	-1
Once a week or more	-1	-1	-1
Betting on sports			
Not at all	-1	-1	-1
Less than once a month	-1	-1	-1
1 to 3 times	-1	-1	-1
Once a week or more	-1	-1	-1
Lottery			
Not at all	-1	-1	-1
Less than once a month	-1	-1	-1
1 to 3 times	-1	-1	-1
Once a week or more	-1	-1	-1
Bet or gambled in any other way			
Not at all	-1	-1	-1
Less than once a month	-1	-1	-1
1 to 3 times	-1	-1	-1
Once a week or more	-1	-1	-1

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

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use						
During your life, did you ever…						
drink alcohol (one full drink)?	19	18	44	29	70	68
use inhalants?	13	2	12	0	17	10
smoke marijuana?	7	2	10	14	42	47
During the past 30 days, did you…						
drink alcohol (one full drink)?	9	8	27	14	41	40
use inhalants?	6	0	0	0	7	4
smoke marijuana?	2	0	8	5	19	24
Level of Involvement (High Risk Patterns)						
During your life, have you ever…						
been very drunk or sick after drinking alcohol?	8	6	24	10	52	48
been high from using drugs?	5	4	10	12	41	43
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	8	2	15	5	32	28
AOD Use at School						
During your life, have you ever been drunk/high on school property?	2	2	2	5	14	28
During the past 30 days, did you use marijuana on school property?	3	2	0	5	7	6
Perceived Harm						
*Frequent use of…is harmful.**						
alcohol (five or more drinks once or twice a week)	91	78	90	93	89	79
marijuana (once or twice a week)	88	78	95	92	82	68

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

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	6	6	10	21	32	49
During the past 30 days, did you smoke a cigarette?	3	2	3	0	12	28
During the past 30 days, did you smoke cigarettes daily?	2	0	3	0	0	10
During the past 30 days, did you smoke cigarettes on school property?	5	2	0	0	7	8
Frequent use of cigarettes is harmful. (1-2 packs a day)*	91	78	95	85	89	76

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

Table A8.3

School Safety-Related Indicators, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?						
Race, ethnicity, or national origin	17	11	10	5	22	22
Religion	6	7	10	12	12	16
Gender	12	7	10	5	14	6
Gay/lesbian, or someone thought you were	12	2	5	5	14	10
Physical/mental disability	6	8	5	5	8	6
Any other reason	28	17	32	17	14	16
During the past 12 months at school, have you been in a physical fight?	21	28	10	24	22	34
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	3	4	0	2	10	12
Feels safe at school	91	77	71	67	79	68
Currently belong to a gang	5	2	10	10	0	12

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	59	68	55	61	62	59
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?	40	34	32	22	35	31

9. Comparisons

Table A9.1

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

	7th Grade %		9th Grade %			11th Grade %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
Lifetime and Current ATOD Use								
During your life did you ever…								
smoke a cigarette?	6	7	16	20	45[a]	41	34	55[a]
chew tobacco or snuff?	0	4	5	6	~	21	10	~
drink alcohol (glass)?	18	24	36	47	67	69	66	79
use inhalants?	8	11	6	14	15	13	15	12
smoke marijuana?	5	9	12	25	29	45	42	50
During the past 30 days, did you…								
smoke a cigarette?	3	6	1	11	15	21	17	24
chew tobacco or snuff?	3	3	1	5	6	9	6	6
drink alcohol (glass)?	9	15	20	24	37	40	42	53
use inhalants?	4	5	0	7	~	5	7	~
smoke marijuana?	1	7	6	15	16	22	24	21
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking?	7	11	17	28	~	50	45	~
been high from using drugs?	4	8	11	22	~	42	37	~
During the past 30 days, did you…								
drink 5 drinks in a couple of hours?	5	6	10	16	18	30	29	28

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

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

Table A9.1 - *Continued*

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

	7th Grade %		9th Grade %			11th Grade %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
ATOD Use on School Property								
During your life, have you ever been drunk/high?	2	6	4	13	~	22	25	~
During the past 30 days, did you smoke cigarettes?	4	3	0	7	4	7	7	5
Perceived Harm								
People risk harming themselves using...[b]								
cigarettes (1-2 packs a day).	86	83	90	90	~	82	93	~
alcohol (five or more drinks once or twice a week).	85	83	92	89	~	83	92	~
marijuana (once or twice a week).	84	82	94	85	~	75	87	~

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

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

Table A9.2

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

	7th Grade %		9th Grade %			11th Grade %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
School Safety								
During the past 12 months at school, have you…								
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	26	31	18	27	~	37	22	~
been in a physical fight?	24	32	17	25	18	28	23	11
been afraid of being beaten up?	25	29	12	22	~	12	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	11	10	6	13	~	10	13	~
How safe do you feel when you are at school? Very safe.	32	18	28	16	~	37	20	~
Do you consider yourself a member of a gang?	4	9	10	8	~	6	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult	56	31	29	28	~	43	29	~
High expectations from teacher or other adult	70	45	43	39	~	47	38	~
Opportunities for meaningful participation at their school	22	16	16	13	~	21	15	~
Total	52	31	31	27	~	39	28	~
School Connectedness Scale	75	39	52	34	~	41	31	~

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