California Healthy Kids Survey

New Hope Elementary

Secondary
2010-2011
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:

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PREFACE

This report provides the detailed results for each question from this school's 2010-11 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, the *CHKS Survey Content Guidebook,* (chks.wested.ort/reports) discusses the significance of each question. Several other tools to help in data use are also available, as described below.

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

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

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

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

School-Related Content

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

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

Closing the Achievement Gap

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

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

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.

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.

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Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7
Student Sample Size	
Target Sample	25
Final Number	17
Average Response Rate	**68%**

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 %
12 years or younger	47
13 years old	47
14 years old	6
15 years old	0
16 years old	0
17 years old	0
18 years or older	0

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

Table A2.2

Gender of Sample

	Grade 7 %
Male	
Female	

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

Table A2.3

Hispanic or Latino

	Grade 7 %
No	
Yes	

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

Table A2.4

Race

	Grade 7 %
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

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

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 %
Mostly A's	29
A's and B's	41
Mostly B's	6
B's and C's	18
Mostly C's	0
C's and D's	6
Mostly D's	0
Mostly F's	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 %
0 times	81
1-2 times	19
A few times	0
Once a month	0
Once a week	0
More than once a week	0

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	42
1 day	50
2 days	0
3 days	8
4 days	0
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 %
Yes	0
No	76
Don't know	24

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	12	53	35
Caring Adult Relationships	29	41	29
High Expectations	35	41	24
Opportunities for Meaningful Participation	6	47	47
Community Environment			
Total	53	35	12
Caring Adult Relationships	47	41	12
High Expectations	53	35	12
Opportunities for Meaningful Participation	29	53	18
School Connectedness Scale	12	47	41

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		
	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 A3.3

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		
	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		
	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		
	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		
	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		
	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		
	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							
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 A3.9.2

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							

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							

Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

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

Table A3.10
School Connectedness Scale Questions

	Grade 7 %
I feel close to people in this school	
Strongly Disagree	18
Disagree	18
Neither Agree Nor Disagree	18
Agree	41
Strongly Agree	6
I am happy to be at this school	
Strongly Disagree	29
Disagree	18
Neither Agree Nor Disagree	35
Agree	12
Strongly Agree	6
I feel like I am part of this school	
Strongly Disagree	35
Disagree	12
Neither Agree Nor Disagree	24
Agree	24
Strongly Agree	6
Teachers at this school treat students fairly	
Strongly Disagree	29
Disagree	18
Neither Agree Nor Disagree	35
Agree	12
Strongly Agree	6
I feel safe in my school	
Strongly Disagree	24
Disagree	18
Neither Agree Nor Disagree	29
Agree	18
Strongly Agree	12

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 %
Caring Relationships	
who really cares about me	
Not At All True	24
A Little True	29
Pretty Much True	41
Very Much True	6
who notices when I am not there	
Not At All True	29
A Little True	12
Pretty Much True	29
Very Much True	29
who listens when I have something to say	
Not At All True	41
A Little True	6
Pretty Much True	24
Very Much True	29
High Expectations	
who tells me when I do a good job	
Not At All True	18
A Little True	35
Pretty Much True	29
Very Much True	18
who always wants me to do my best	
Not At All True	24
A Little True	6
Pretty Much True	24
Very Much True	47
who believes that I will be a success	
Not At All True	29
A Little True	18
Pretty Much True	18
Very Much True	35

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

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

	Grade 7 %
Opportunites for Meaningful Participation	
I do interesting activities at school	
Not At All True	53
A Little True	29
Pretty Much True	6
Very Much True	12
I help decide things like class rules or activities	
Not At All True	41
A Little True	41
Pretty Much True	12
Very Much True	6
I do things that make a difference at school	
Not At All True	35
A Little True	35
Pretty Much True	24
Very Much True	6

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 %
Caring Relationships	
who really cares about me	
Not At All True	12
A Little True	18
Pretty Much True	12
Very Much True	59
who notices when I am upset about something	
Not At All True	18
A Little True	6
Pretty Much True	29
Very Much True	47
whom I trust	
Not At All True	19
A Little True	13
Pretty Much True	13
Very Much True	56
High Expectations	
who tells me when I do a good job	
Not At All True	12
A Little True	24
Pretty Much True	29
Very Much True	35
who believes that I will be a success	
Not At All True	13
A Little True	13
Pretty Much True	19
Very Much True	56
who always wants me to do my best	
Not At All True	12
A Little True	6
Pretty Much True	18
Very Much True	65

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

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

	Grade 7 %
Opportunities for Meaningful Participation	
I am part of clubs, sports teams, church/temple or other group activities	
Not At All True	44
A Little True	6
Pretty Much True	13
Very Much True	38
I am involved in music, art, literature, sports or a hobby	
Not At All True	18
A Little True	12
Pretty Much True	24
Very Much True	47
I help other people	
Not At All True	24
A Little True	18
Pretty Much True	29
Very Much True	29

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 %
Alcohol (one full drink)	
0 times	47
1 time	0
2 to 3 times	24
4 or more times	29
Marijuana	
0 times	82
1 time	12
2 to 3 times	6
4 or more times	0
Inhalants (to get high)	
0 times	71
1 time	6
2 to 3 times	6
4 or more times	18
Cocaine	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Methamphetamine or any amphetamines	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

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

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 %
LSD or other psychedelics	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ecstasy	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Heroin	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Other illegal drug or pill	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
Any of the above AOD Use	59
Prescription pain killers	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

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

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 %
Barbiturates	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Tranquilizers or sedatives	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Cold/Cough Medicines	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Diet Pills	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ritalin™ or Adderall™	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

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

Table A4.2

Age of Onset

	Grade 7 %
Alcohol (one full drink)	
Never	35
10 or under	53
11 -12 years old	12
13-14 years old	0
15-16 years old	0
17 years or older	0
Marijuana	
Never	81
10 or under	6
11 -12 years old	6
13-14 years old	6
15-16 years old	0
17 years or older	0
Other illegal drug	
Never	88
10 or under	0
11 -12 years old	6
13-14 years old	6
15-16 years old	0
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

	Grade 7 %
Alcohol (at least one drink)	41
Binge drinking (5 or more drinks in a row)	19
Marijuana	18
Inhalants	18
Cocaine	na
Methamphetamine or any amphetamines	na
Ecstasy, LSD or other psychedelics	na
Other illegal drug or pill	0
Any drug use	0
Heavy drug user	0
Any of the above AOD Use	41
Two or more of the above at the same time	na

Question HS A.63-71/MS A.52-56: During the past 30 days, on how many days did you use…?
na=not asked of middle school students

Table A4.4

Frequency of Current Alcohol and Marijuana Use, Past 30 days

	Grade 7 %
Alcohol	
None	59
1 or 2 days	24
3 to 9 days	12
10 to 19 days	6
20 or more days (daily)	0
Marijuana	
None	82
1 or 2 days	12
3 to 9 days	6
10 to 19 days	0
20 or more days (daily)	0

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

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	Grade 7 %
0 times	82
1 to 2 times	6
3 to 6 times	12
7 or more times	0

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 %
0 times	82
1 to 2 times	18
3 to 6 times	0
7 or more times	0

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 %
0 days	81
1 to 2 days	13
3 or more days	6

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 %
Don't drink alcohol	44
Just a sip or two	13
Enough to feel it a little	19
Enough to feel it a lot	0
Until really drunk	25

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

Table A4.9

Usual Level of Highness When Using Drugs

Don't use drugs
Not high at all
A little high
Moderately high
Very high

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)

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

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	*31*
Any	*69*
1 time	13
2 times	13
3 to 6 times	13
7 or more times	31

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 %
Alcohol	
0 days	94
1 to 2 days	0
3 or more days	6
Marijuana	
0 days	100
1 to 2 days	0
3 or more days	0
Any illegal drug or pill	
0 days	100
1 to 2 days	0
3 or more days	0
Any of the above	0

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

Table A4.13

Ever Drunk or High on School Property

	Grade 7 %
0 times	94
1 to 2 times	6
3 to 6 times	0
7 or more times	0

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 %
Alcohol - Drink Occasionally	
Great	50
Moderate	13
Slight	19
None	19
Alcohol - 5 or more drinks once or twice a week	
Great	40
Moderate	13
Slight	20
None	27

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

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7 %
Marijuana - Smoke Occasionally	
Great	53
Moderate	20
Slight	0
None	27
Marijuana - Smoke once or twice a week	
Great	31
Moderate	19
Slight	19
None	31

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

Table A4.16

Personal Disapproval of Using Alcohol

	Grade 7 %
Alcohol - One or two drinks nearly every day	
Neither approve or disapprove	69
Somewhat disapprove	6
Strongly disapprove	25
Marijuana or Hashish - Once or twice	
Neither approve or disapprove	63
Somewhat disapprove	6
Strongly disapprove	31
Marijuana - Once a month or more	
Neither approve or disapprove	63
Somewhat disapprove	0
Strongly disapprove	38

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

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

	Grade 7 %
None of them	56
10 percent	31
20 percent	13
30 percent	0
40 percent	0
50 percent	0
60 percent	0
70 percent	0
80 percent	0
90 percent	0
All of them	0

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

Table A4.18

Occurrence of Problems While Using Alcohol/Drugs

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

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

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

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 %
Alcohol	
Very difficult	0
Fairly difficult	19
Fairly easy	19
Very easy	19
Don't know	44
Marijuana	
Very difficult	19
Fairly difficult	13
Fairly easy	13
Very easy	13
Don't know	44

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

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	Grade 7 %
0 times	82
1 time	6
2 to 3 times	12
4 or more times	0

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 %
No	47
Yes	53

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 %
No	29
Yes	71

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

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents

	Grade 7 %
Hispanic or Latino	100
American Indian or Alaska Native	100
Asian	100
Black or African American	100
Native Hawaiian or Pacific Islander	100
White	100
Mixed (two or more) races	100

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents

	Grade 7 %
Hispanic or Latino	100
American Indian or Alaska Native	100
Asian	100
Black or African American	100
Native Hawaiian or Pacific Islander	100
White	100
Mixed (two or more) races	100

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 %
A cigarette, even one or two puffs	
0 times	56
1 time	13
2 to 3 times	6
4 or more times	25
A whole cigarette	
0 times	71
1 time	6
2 to 3 times	24
4 or more times	0
Smokeless tobacco	
0 times	82
1 time	12
2 to 3 times	6
4 or more times	0

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

Table A5.2

Age of Onset

	Grade 7 %
Smoked part or all of a cigarette	
Never	53
10 or under	29
11 -12 years old	18
13-14 years old	0
15-16 years old	0
17 years or older	0
Smokeless Tobacco	
Never	76
10 or under	12
11 -12 years old	6
13-14 years old	6
15-16 years old	0
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 of all of a cigarette....Used smokeless tobacco or other tobacco products

Table A5.3

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

	Grade 7 %
Cigarettes	
Any	6
Daily	0
Smokeless Tobacco	
Any	6
Daily	0

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

Table A5.4

Current Smoking on School Property, Past 30 Days

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

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

Table A5.5

Personal Disapproval of Using Cigarettes

	Grade 7 %
Neither approve or disapprove	53
Somewhat disapprove	7
Strongly disapprove	40

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

Table A5.6

Peer Disapproval of Using Cigarettes

	Grade 7 %
Neither approve or disapprove	44
Somewhat disapprove	13
Strongly disapprove	44

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

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	Grade 7 %
Smoking Occasionally	
Great	40
Moderate	20
Slight	20
None	20
Smoking 1-2 packs of cigarette a day	
Great	63
Moderate	6
Slight	6
None	25

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

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	Grade 7 %
Very difficult	0
Fairly difficult	13
Fairly easy	20
Very easy	20
Don't know	47

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

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	Grade 7 %
None of them	50
10 percent	13
20 percent	19
30 percent	13
40 percent	0
50 percent	6
60 percent	0
70 percent	0
80 percent	0
90 percent	0
All of them	0

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

Table A5.10

Used Cigarettes, Past 30 days

Cells are empty if there are less than 25 respondents

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

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7 %
Had mean rumors/lies spread about you	
0 times	41
1 time	24
2 to 3 times	6
4 or more times	29
Had sexual jokes/comments/gestures made to you	
0 times	65
1 time	0
2 to 3 times	12
4 or more times	24
Been made fun of because of your looks/way talk	
0 times	35
1 time	6
2 to 3 times	24
4 or more times	35

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

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

	Grade 7 %
Been pushed, shoved, hit, etc.	
0 times	50
1 time	0
2 to 3 times	25
4 or more times	25
Been afraid of being beaten up	
0 times	76
1 time	18
2 to 3 times	6
4 or more times	0
Been in physical fight	
0 times	65
1 time	12
2 to 3 times	12
4 or more times	12

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

Table A6.3

Property Damage on School Property, Past 12 Months

	Grade 7 %
Had property stolen/damaged	
0 times	67
1 time	0
2 to 3 times	13
4 or more times	20
Damaged school property on purpose	
0 times	65
1 time	6
2 to 3 times	6
4 or more times	24

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

Table A6.4

Weapons Possession on School Property, Past 12 Months

	Grade 7 %
Carried a gun	
0 times	88
1 time	6
2 or more times	6
Carried any other weapon	
0 times	81
1 time	6
2 or more times	13

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

Table A6.5

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

	Grade 7 %
Seen someone with a weapon	
0 times	53
1 time	29
2 or more times	18
Been threatened/injured with a weapon	
0 times	100
1 time	0
2 or more times	0

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you…

Table A6.6

Personal Disapproval of Weapon Possession

	Grade 7 %
Neither approve or disapprove	60
Somewhat disapprove	20
Strongly disapprove	20

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

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 7 %
Race, Ethnicity, or National Origin	
0 times	82
1 time	0
2 or more times	18
Religion	
0 times	94
1 time	6
2 or more times	0
Gender	
0 times	94
1 time	6
2 or more times	0
Sexual Orientation *	
0 times	94
1 time	6
2 or more times	0
Physical/Mental Disability	
0 times	88
1 time	6
2 or more times	6
Any of the Above Five Hate-Crime Reasons	35
Any Other Reason	
0 times	71
1 time	0
2 or more times	29
Any Harassment	41

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 %
No	60
Yes	40

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

Table A6.9

Physical Violence by Boy/Girlfriend, Past 12 Months

	Grade 7 %
Does not apply, didn't have a boy/girlfriend	47
No	47
Yes	6

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 %
Very safe	12
Safe	18
Neither safe nor unsafe	29
Unsafe	18
Very unsafe	24

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

Table A6.11

Cyber Bullying

	Grade 7 %
0 times (never)	82
1 time	18
2-3 times	0
4 or more times	0

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

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

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents

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

Question HS A.113/MS A.95 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reason(s)?… race, ethnicity or national origin

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7 %
No	29
Yes	71

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 %
No	71
Yes	29

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

No
Yes

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 %
Card or dice games	
Not at all	88
Less than once a month	12
1 to 3 times	0
Once a week or more	0
Personal skill games	
Not at all	0
Less than once a month	0
1 to 3 times	0
Once a week or more	0
Betting on sports	
Not at all	0
Less than once a month	0
1 to 3 times	0
Once a week or more	0
Lottery	
Not at all	0
Less than once a month	0
1 to 3 times	0
Once a week or more	0
Bet or gambled in any other way	
Not at all	0
Less than once a month	0
1 to 3 times	0
Once a week or more	0

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

8. Results by Gender - DATA NOT AVAILABLE DUE TO SMALL N

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Lifetime and Current ATOD Use		
During your life did you ever…		
drink alcohol (one full drink)?		
use inhalants?		
smoke marijuana?		
During the past 30 days, did you…		
drink alcohol (one full drink)?		
use inhalants?		
smoke marijuana?		
Level of Involvement (High Risk Patterns)		
During your life have you ever…		
been very drunk or sick after drinking alcohol?		
been high from using drugs?		
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?		
ATOD Use at School		
During your life, have you ever been drunk/high on school property?		
During the past 30 days, did you use marijuana on school property?		
Perceived Harm		
*Frequent use of… is harmful.**		
alcohol (five or more drinks once or twice a week)		
marijuana (once or twice a week)		

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

Table A8.2 - DATA NOT AVAILABLE DUE TO SMALL N

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
During your life, did you ever smoke a cigarette?		
During the past 30 days, did you smoke a cigarette?		
During the past 30 days, did you smoke cigarettes daily?		
During the past 30 days, did you smoke cigarettes on school property?		
Frequent use of cigarettes is harmful. (1-2 packs a day)*		

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

Table A8.3 DATA NOT AVAILABLE DUE TO SMALL N

School Safety-Related Indicators, by Gender and Grade

	7th Grade	
	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		
Religion		
Gender		
Gay/lesbian, or someone thought you were		
Physical/mental disability		
Any other reason		
During the past 12 months at school have you been in a physical fight?		
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?		
Feels safe at school		
Currently belong to a gang?		

Table A8.4 DATA NOT AVAILABLE DUE TO SMALL N

Physical and Mental Health Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Did you eat breakfast today?		
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?		

9. Comparisons

Table A9.1

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

	7th Grade %	
	District	CSS
Lifetime and Current ATOD Use		
During your life did you ever…		
smoke a cigarette?	29	7
chew tobacco or snuff?	18	4
drink alcohol (glass)?	53	24
use inhalants?	29	11
smoke marijuana?	18	9
During the past 30 days, did you…		
smoke a cigarette?	6	6
chew tobacco or snuff?	6	3
drink alcohol (glass)?	41	15
use inhalants?	18	5
smoke marijuana?	18	7
Level of Involvement (High Risk Patterns)		
During your life have you ever…		
been very drunk or sick after drinking?	18	11
been high from using drugs?	18	8
During the past 30 days, did you…		
drink 5 drinks in a couple of hours?	19	6

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

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

	7th Grade %	
	District	CSS
ATOD Use on School Property		
During your life, have you ever been drunk/high?	6	6
During the past 30 days, did you smoke cigarettes?	0	3
Perceived Harm		
People risk harming themselves using...[b]		
cigarettes (1-2 packs a day)	75	83
alcohol (five or more drinks once or twice a week)	73	83
marijuana (once or twice a week)	69	82

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

Table A9.2

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

	7th Grade %	
	District	CSS
School Safety		
During the past 12 months at school, have you….		
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	35	31
been in a physical fight?	35	32
been afraid of being beaten up?	24	29
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	24	10
How safe do you feel when you are at school? Very safe.	12	18
Do you consider yourself a member of a gang?	40	9
School Protective Factors - High Levels (Resilience Indicators)		
Caring relationships with teacher or other adult	29	31
High expectations from teacher or other adult	35	45
Opportunities for meaningful participation at their school	6	16
Total	12	31
School Connectedness Scale	12	39

Section E

	Grade 7
Student Sample Size	
Target Sample	25
Final Number	15
Average Response Rate - Module E	**60%**

Table E1

Eating/Drinking of Fruits and Vegetables at Least Once per Day, Past 24 Hours

	Grade 7 %
100% fruit juices	79
Fruit	60
Vegetables	50
Five or more portions of any	44

Question HS/MS E6, 8-9: During the past 24 hours (yesterday), how many times did you…

Table E2

Drinking of Milk and Eating of Yogurt, Past 24 Hours

	Grade 7 %
0 times	29
1 time	14
2 times	14
3 times	21
4 times	7
5 or more times	14

Question HS/MS E4: During the past 24 hours (yesterday), how many times did you drink milk or eat yogurt? (In any form, including in cereal.)

Table E3

Drinking of Soda Pop, Past 24 Hours

	Grade 7 %
0 times	47
1 time	18
2 times	18
3 times	12
4 times	0
5 or more times	6

Question HS/MS E5: During the past 24 hours (yesterday), how many times did you drink soda pop?

Table E4

Eating of Fried Potatoes, Past 24 Hours

	Grade 7 %
0 times	31
1 time	23
2 times	23
3 times	8
4 times	0
5 or more times	15

Question HS/MS E7 During the past 24 hours (yesterday), how many times did you eat French fries, potato chips, or other fried potatoes?

Table E5

Exercise on at Least Three of the Past Seven Days

	Grade 7 %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard	73
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard	56
Either	75

Question HS/MS E1-2: On how many of the past 7 days did you…?

Table E6

Frequency of Exercise to Strengthen or Tone Muscles, Past Seven Days

	Grade 7 %
0 days	29
1 - 2 days	14
3 or more days	57

Question HS/MS E3: On how many of the past 7 days did you...do exercises to strengthen or tone your muscles? (For example, push-ups, sit-ups, or weight lifting.)

Table E7

Student Body Mass Index

	Grade 7 %
Underweight	0
Acceptable	71
At risk of overweight	14
Overweight	14

Questions at End of Survey: How tall are you without your shoes on? How much do you weigh without your shoes on?

Table E8

Desired Level of Action on Weight

	Grade 7 %
Lose weight	25
Gain weight	0
Stay the same weight	31
Not trying to do anything about weight	44

Question HS/MS E.11: Which of the following are you trying to do about your weight?

Table E9

Actions Taken to Lose/Maintain Weight, Past 30 Days

	Grade 7 %
Exercise	60
Eat less food, fewer calories, or foods low in fat	33
Go without eating for 24 hours or more	13
Take diet pills, powders, or liquids without doctor's advice	13
Vomit or take laxatives	7

Question HS/MS E.12-16: During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?

Table E10

Perception of Weight

	Grade 7 %
Very underweight	6
Slightly underweight	13
About the right weight	63
Slightly overweight	13
Very overweight	6

Question HS/MS E.17: How do you describe your weight?

Table E11

Average TV/Video Game Usage During School Days

	Grade 7 %
None	0
Less than 1 hour	6
1 hour	19
2 hours	13
3 hours	13
4 hours	19
5 hours or more	31

Question HS/MS E.18: On an average school day, how many hours do you watch TV or play video games?

Table E12

Participation in Sports Teams, Past 12 Months

	Grade 7 %
None	53
1 team	24
2 teams	0
3 or more teams	24

Question HS/MS E19: During the past 12 months, on how many sports teams did you play? (Include school sponsored and any other sports teams.)

Table E13

Occurrence of Seat Belt Use in Vehicle Driven By Someone Else

	Grade 7 %
Never	24
Rarely	12
Sometimes	24
Most of the time	18
Always	24

Question HS/MS E.20: How often do you wear a seat belt when riding in a car driven by someone else?

Table E14

Occurrence of Bike Helmet Use, Past 12 Months

	Grade 7 %
Did not ride bicycle	13
Never	81
Rarely	6
Sometimes	0
Most of the time	0
Always	0

Question HS/MS E.21: When you rode a bicycle during the past 12 months, how often did you wear a helmet?

Table E15

Average Days of Physical Activity in Phys. Ed. Class, Per Week

	Grade 7 %
0 days	6
1 day	0
2 days	75
3 days	6
4 days	0
5 days	13

Question HS/MS E.22: In an average week, on how many days do you have physical activity in your physical education class (P.E. or gym)?

Table E16

Estimated Actual Minutes Exercising in Phys. Ed. Class

	Grade 7 %
Do not take P.E.	13
Less than 10 minutes	0
10 to 20 minutes	13
21 to 30 minutes	0
More than 30 minutes	73

Question HS/MS E.23: During an average physical education (P.E.) class, how many minutes do you spend actually exercising or playing sports?

Table E17

Regular Medical Check Up, Past 12 Months

	Grade 7 %
No	47
Yes	53

Question HS/MS E.24: During the past 12 months, did you have a regular check up with a doctor when you were not sick or injured?

Table E18

Visit Dentist, Past 12 Months

	Grade 7 %
No	33
Yes	67

Question HS/MS E.25: During the past 12 months, did you visit a dentist for an examination, teeth cleaning, or dental work?

Table E19

Vitamin Use, Past 7 Days

	Grade 7 %
0 days	53
1 to 2 days	7
3 to 4 days	13
5 to 6 days	7
Daily	20

Question HS/MS E.26: During the past 7 days, how many days did you take a vitamin?

Table E20

AIDS/HIV Infection Education at School

No
Yes
Not sure

Question HS E.27: Have you ever been taught about AIDS or HIV infection at school?

Table E21

Students With Asthma

	Grade 7 %
No	71
Yes	29
Don't know	0

Question HS/MS E10: Has a doctor ever told you or your parent/guardian that you have asthma?

Table E22

Episode of Asthma or Asthma Attack, Past 12 Months

	Grade 7 %
No	86
Yes	14

Question HS E.28/MS E.27: During the past 12 months, have you had an episode of asthma or an asthma attack?

Table E23

Unable to Complete a Sentence Due to Shortness of Breath, Past 12 Months

	Grade 7 %
No	64
Yes	36

Question HS E.29/MS E.28: During the past 12 months, have you ever had a cough, chest tightness, trouble breathing, or wheezing that was so bad that you could not finish saying a sentence?

Table E24

Been to the Emergency Room or Stayed in Hospital Due to Shortness of Breath, Past 12 Months

	Grade 7 %
No	93
Yes	7

Question HS E.30/MS E.29: During the past 12 months, have you been to the emergency room or stayed overnight in the hospital because of a cough, chest tightness, trouble breathing, or wheezing?

Table E25

Used Medicine for Asthma Symptoms, Past 12 Months

	Grade 7 %
No	67
Yes	33

Question HS E.31/MS E.30: During the past 12 months, have you used a medicine (inhaler, puffer, or a breathing machine) to treat a cough, chest tightness, trouble breathing or wheezing?

Table E26

Frequency of Asthma Symptoms, Past 30 days

	Grade 7 %
Never	80
2 days a week or less	20
More than 2 days each week but not every day	0
Every day	0

Question HS:32/MS E.31: During the past 30 days, about how many days each week have you had a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?

Table E27

Woke Up Because of Asthma Symptoms, Past 30 days

	Grade 7 %
Never	87
2 nights	7
3 or 4 nights	0
More than 4 nights but not every night	7
Every night or almost every night	0

Question HS:33/MS E.32: During the past 30 days, about how many nights did you wake up because of a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?