California Healthy Kids Survey

Paradise Unified
Secondary
2009-2010
Main Report

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

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PREFACE

This report provides the detailed results for each question from this district's 2009-10 administration of the *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, review these findings along with the *Survey Content Guidebook,* (www.wested.org/chks/narratives) which 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 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: www.wested.org/chks 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 and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey (along with the California School Climate Survey of staff), and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. 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 survey assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

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[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.

- 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.

These questions can be compared to staff perceptions on the California School Climate Survey.

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 has 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.

To make the survey more valuable in support of CTAG efforts, in 2008-09 a supplementary module was created that assesses student perceptions of the respect shown to them at the school; equity and diversity; and cultural sensitivity. (Similar questions were added to the CSCS as well.) CDE automatically provides districts that select to administer the CHKS CTAG Module with supplementary reports disaggregating all their CHKS and CSCS results by the race/ethnicity of staff and students.

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

Depending on the nature of the districts' enrollment and module administration it may also receive two supplemental CHKS reports. Districts that participate in CDE's Migrant Education Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate. As noted, if the district also elected to administer the supplementary CHKS "CTAG" module, it will also receive all CHKS and CSCS results broken down by racial/ethnic categories of students and staff. (CSCS reports that compare results between special education staff and general education are also being provided.)

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 2010.

ASSESSING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Comparison Data

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

NEXT STEPS

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

Request School Reports

Individual school-level reports may be of interest for many reasons. Primary among these is the interest of staff and parents about their own local school results, especially if the schools vary significantly in demographics, programs, or other characteristics. A comparison among schools may also prove useful in identifying sites which might benefit from special work or interventions. A small fee applies. (For large districts that sample schools and students, the sample may not support school reports.)

Compare with Other Data Sources

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

Discuss with Students and Staff

Discuss the results with both students and staff to explore their meaning in more depth and obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Survey staff can provide information on conducting structured group "listening" discussions of the data with youth focused on obtaining their input on how to address the needs identified by the survey.

Conduct Additional Analyses of The Dataset

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable in understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness.

Add Questions to your Next CHKS

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGEMENTS

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

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Tom Herman, Administrator
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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	Grade 9	Grade 11	NT*
Student Sample Size				
Target Sample	237	359	356	57
Final Number	162	289	254	39
Average Response Rate	**68%**	**81%**	**71%**	**68%**

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
12 years or younger	87	0	2	0
13 years old	12	5	0	3
14 years old	1	78	0	8
15 years old	0	15	3	3
16 years old	0	1	77	42
17 years old	0	0	18	42
18 years or older	0	0	0	3

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

Table A2.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	51	49	48	55
Female	49	51	52	45

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	17	10	8	13
Native Hawaiian or Pacific Islander	4	2	3	0
Asian	1	4	3	0
Black or African American (non-Hispanic)	3	2	3	0
Hispanic or Latino/Latina	7	11	10	8
White or Caucasian (non-Hispanic)	63	80	80	79
Other	23	15	7	5
Selected more than one	14	18	10	5

Question HS/MS A.6: How do you describe yourself? (Mark all that apply)
Note: Column totals may add up to more than 100% because students could select more than one response.

Table A2.4

Living Situation

	Grade 9 %	Grade 11 %	NT %
A home with both parents	57	57	36
A home with only one parent	35	33	51
Other relative's home	7	4	8
A home with more than one family	4	2	0
Friend's home	1	2	3
Foster home, group care, or waiting placement	0	2	3
Hotel or motel	0	0	0
Migrant housing	0	0	0
Shelter	0	0	0
On the street (no fixed housing), car campground	0	1	0
Other transitional or temporary housing	0	0	3
Other living arrangements	4	2	0

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

Table A2.5

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	28	24	18	19
A's and B's	37	39	28	31
Mostly B's	9	7	10	8
B's and C's	12	17	28	19
Mostly C's	1	4	7	8
C's and D's	7	6	5	11
Mostly D's	3	2	2	3
Mostly F's	3	1	2	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 A2.6

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	82	71	60	45
1-2 times	10	15	20	16
A few times	4	9	16	21
Once a month	0	1	0	3
Once a week	0	1	1	5
More than once a week	4	3	3	11

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

Table A2.7

Days Home Alone During Normal School Week

	Grade 7 %
Never	50
1 day	22
2 days	12
3 days	11
4 days	5
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 A2.8

Migrant Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Yes	2	2	0	0
No	60	63	88	87
Don't know	38	35	12	13

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			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	31	54	15	28	56	16	35	53	12	35	46	19
Caring Adult Relationships	32	51	17	28	59	13	40	48	12	32	57	11
High Expectations	51	41	8	45	47	9	49	41	10	45	45	11
Opportunities for Meaningful Participation	18	61	21	11	51	38	14	52	35	10	44	46
Community Environment												
Total	66	25	9	67	28	5	65	29	6	46	41	14
Caring Adult Relationships	70	19	11	66	28	6	70	22	8	65	22	14
High Expectations	68	23	9	69	24	7	69	25	6	68	24	8
Opportunities for Meaningful Participation	48	38	14	41	48	12	50	37	13	13	51	36
School Connectedness Scale	50	36	14	34	55	12	36	48	16	49	38	13

Table A3.2

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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				33	41	26						
Caring Adult Relationships				37	41	22						
High Expectations				44	37	19						
Opportunities for Meaningful Participation				19	37	44						
Community Environment												
Total				58	35	8						
Caring Adult Relationships				52	33	15						
High Expectations				73	23	4						
Opportunities for Meaningful Participation				26	59	15						
School Connectedness Scale				22	74	4						

Table A3.3

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			NT		
	H	M	L	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			NT		
	H	M	L	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 (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	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 - Hispanic or Latino/Latina

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				28	56	16	31	58	12			
Caring Adult Relationships				28	59	13	38	50	12			
High Expectations				44	53	3	38	46	15			
Opportunities for Meaningful Participation				13	50	38	15	62	23			
Community Environment												
Total				68	32	0	62	35	4			
Caring Adult Relationships				59	41	0	62	35	4			
High Expectations				66	31	3	65	35	0			
Opportunities for Meaningful Participation				55	39	6	46	35	19			
School Connectedness Scale				41	53	6	42	42	15			

Table A3.7

Summary Table - White or Caucasian (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	33	56	11	27	56	17	38	52	10	31	45	24
Caring Adult Relationships	33	55	12	28	60	12	42	48	10	28	59	14
High Expectations	53	40	7	43	47	9	52	38	10	33	53	13
Opportunities for Meaningful Participation	20	56	24	11	49	40	15	52	34	10	35	55
Community Environment												
Total	68	23	8	68	26	6	68	26	6	45	41	14
Caring Adult Relationships	73	16	11	69	24	7	72	20	9	62	24	14
High Expectations	71	21	8	71	21	8	72	21	7	66	28	7
Opportunities for Meaningful Participation	54	33	13	40	50	11	53	35	12	6	58	35
School Connectedness Scale	52	37	11	32	56	12	36	50	15	45	42	13

Table A3.8

Summary Table - Other Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	19	57	24	43	45	11						
Caring Adult Relationships	24	49	27	36	52	11						
High Expectations	41	51	8	59	39	2						
Opportunities for Meaningful Participation	8	62	30	20	57	23						
Community Environment												
Total	62	27	11	67	30	2						
Caring Adult Relationships	68	16	16	66	34	0						
High Expectations	65	22	14	72	23	5						
Opportunities for Meaningful Participation	35	43	22	43	48	9						
School Connectedness Scale	46	30	24	30	58	12						

Table A3.9

Summary Table - Selected More Than One Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				31	54	15	38	58	4			
Caring Adult Relationships				29	60	12	50	46	4			
High Expectations				38	52	10	58	38	4			
Opportunities for Meaningful Participation				15	50	35	12	54	35			
Community Environment												
Total				69	27	4	73	19	8			
Caring Adult Relationships				65	27	8	73	12	15			
High Expectations				76	16	8	73	19	8			
Opportunities for Meaningful Participation				48	46	6	54	35	12			
School Connectedness Scale				31	63	6	38	50	12			

Table A3.10.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total						33	19	
Caring Adult Relationships						33	24	
High Expectations						53	41	
Opportunities for Meaningful Participation						20	8	
Community Environment								
Total						68	62	
Caring Adult Relationships						73	68	
High Expectations						71	65	
Opportunities for Meaningful Participation						54	35	
School Connectedness Scale						52	46	

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.10.2

Summary Table -9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total	33				28	27	43	31
Caring Adult Relationships	37				28	28	36	29
High Expectations	44				44	43	59	38
Opportunities for Meaningful Participation	19				13	11	20	15
Community Environment								
Total	58				68	68	67	69
Caring Adult Relationships	52				59	69	66	65
High Expectations	73				66	71	72	76
Opportunities for Meaningful Participation	26				55	40	43	48
School Connectedness Scale	22				41	32	30	31

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.10.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total					31	38		38
Caring Adult Relationships					38	42		50
High Expectations					38	52		58
Opportunities for Meaningful Participation					15	15		12
Community Environment								
Total					62	68		73
Caring Adult Relationships					62	72		73
High Expectations					65	72		73
Opportunities for Meaningful Participation					46	53		54
School Connectedness Scale					42	36		38

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.10.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total						31		
Caring Adult Relationships						28		
High Expectations						33		
Opportunities for Meaningful Participation						10		
Community Environment								
Total						45		
Caring Adult Relationships						62		
High Expectations						66		
Opportunities for Meaningful Participation						6		
School Connectedness Scale						45		

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.11
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people in this school				
Strongly Disagree	6	6	7	8
Disagree	6	7	10	10
Neither Agree Nor Disagree	20	29	26	44
Agree	43	40	39	26
Strongly Agree	24	18	17	13
I am happy to be at this school				
Strongly Disagree	9	6	13	10
Disagree	8	6	15	8
Neither Agree Nor Disagree	25	33	33	10
Agree	31	41	31	49
Strongly Agree	27	15	9	23
I feel like I am part of this school				
Strongly Disagree	10	8	12	10
Disagree	8	11	12	10
Neither Agree Nor Disagree	26	35	30	15
Agree	41	35	34	56
Strongly Agree	15	12	11	8
Teachers at this school treat students fairly				
Strongly Disagree	8	6	9	8
Disagree	16	12	12	3
Neither Agree Nor Disagree	28	31	25	21
Agree	30	39	42	44
Strongly Agree	18	12	11	26
I feel safe in my school				
Strongly Disagree	15	10	7	13
Disagree	10	15	11	5
Neither Agree Nor Disagree	25	36	27	33
Agree	30	30	45	31
Strongly Agree	19	8	11	18

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 A3.12

School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %	NT %
who really cares about me (Caring Relationships)				
Not At All True	13	14	8	19
A Little True	29	34	26	30
Pretty Much True	35	32	32	32
Very Much True	23	20	33	19
who tells me when I do a good job (High Expectations)				
Not At All True	14	7	8	8
A Little True	18	22	15	24
Pretty Much True	34	44	42	39
Very Much True	34	27	35	29
who notices when I am not there (CR)				
Not At All True	22	12	12	11
A Little True	22	29	22	24
Pretty Much True	22	33	39	35
Very Much True	35	26	28	30
who always wants me to do my best (HE)				
Not At All True	7	6	6	13
A Little True	16	14	12	8
Pretty Much True	23	34	39	39
Very Much True	55	46	43	39
who listens when I have something to say (CR)				
Not At All True	15	9	8	13
A Little True	17	27	19	16
Pretty Much True	32	39	40	32
Very Much True	35	25	33	39
who believes that I will be a success (HE)				
Not At All True	12	10	11	8
A Little True	15	22	18	11
Pretty Much True	28	36	35	45
Very Much True	46	31	36	37

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do interesting activities at school (Opportunites for Meaningful Participation)				
Not At All True	11	22	18	24
A Little True	24	25	33	32
Pretty Much True	35	25	24	30
Very Much True	30	28	25	14
I help decide things like class rules or activities (OMP)				
Not At All True	46	54	46	49
A Little True	24	30	29	23
Pretty Much True	18	10	17	21
Very Much True	12	6	9	8
I do things that make a difference at school (OMP)				
Not At All True	18	26	26	38
A Little True	43	42	34	23
Pretty Much True	22	21	25	21
Very Much True	18	10	16	18

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 A3.13
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 %	NT %
who really cares about me (CR)				
Not At All True	12	4	6	8
A Little True	8	6	8	8
Pretty Much True	10	19	14	25
Very Much True	70	71	73	58
who tells me when I do a good job (HE)				
Not At All True	8	6	6	13
A Little True	17	10	11	3
Pretty Much True	21	26	23	37
Very Much True	54	57	60	47

Questions HS A25-26/MS 24-25: Outside of my home and school, there is an adult who…really cares about me, tells me when I do a good job

Table A3.13 - *Continued*
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 %	NT %
who notices when I am upset about something (CR)				
Not At All True	11	11	9	19
A Little True	13	14	15	3
Pretty Much True	25	22	19	27
Very Much True	51	54	57	51
who believes that I will be a success (HE)				
Not At All True	10	7	6	8
A Little True	15	10	11	5
Pretty Much True	11	20	21	32
Very Much True	64	62	61	54
who always wants me to do my best (HE)				
Not At All True	10	6	4	8
A Little True	10	6	9	3
Pretty Much True	10	20	18	27
Very Much True	70	68	69	62
whom I trust (CR)				
Not At All True	10	8	10	11
A Little True	12	11	10	11
Pretty Much True	12	19	14	24
Very Much True	66	63	65	54

Questions HS A27-30/MS A26-29: Outside of my home and school, there is an adult…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 A3.13 - *Continued*
Community Protective Factors (Developmental Supports)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I am part of clubs, sports teams, church/temple or other group activities (OMP)				
Not At All True	22	28	28	59
A Little True	13	14	9	21
Pretty Much True	17	17	14	5
Very Much True	48	40	49	15
I am involved in music, art, literature, sports or a hobby (OMP)				
Not At All True	19	15	13	37
A Little True	11	11	11	24
Pretty Much True	16	20	15	18
Very Much True	54	53	61	21
I help other people (OMP)				
Not At All True	13	8	11	24
A Little True	17	26	21	32
Pretty Much True	35	36	32	24
Very Much True	35	30	36	21

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 %	NT %
Alcohol (one full drink)				
0 times	70	57	34	18
1 time	10	8	6	8
2 to 3 times	7	12	10	3
4 or more times	13	23	51	72
Marijuana				
0 times	84	77	56	24
1 time	8	3	6	5
2 to 3 times	2	3	6	0
4 or more times	7	16	32	71
Inhalants (to get high)				
0 times	85	89	87	64
1 time	4	5	4	8
2 to 3 times	4	3	3	8
4 or more times	7	3	7	21
Cocaine				
0 times	na	95	94	71
1 time	na	1	2	3
2 to 3 times	na	3	0	11
4 or more times	na	1	4	16
Methamphetamine or any amphetamines				
0 times	na	97	93	85
1 time	na	1	1	0
2 to 3 times	na	2	2	5
4 or more times	na	1	4	10

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 %	Grade 9 %	Grade 11 %	NT %
LSD or other psychedelics				
0 times	na	93	90	50
1 time	na	1	3	8
2 to 3 times	na	3	3	16
4 or more times	na	2	4	26
Ecstasy				
0 times	na	93	88	51
1 time	na	3	2	8
2 to 3 times	na	3	5	13
4 or more times	na	2	5	28
Heroin				
0 times	na	96	96	90
1 time	na	1	1	3
2 to 3 times	na	1	1	3
4 or more times	na	1	3	5
Other illegal drug or pill				
0 times	96	90	81	49
1 time	0	4	2	3
2 to 3 times	2	2	5	15
4 or more times	3	4	12	33
Any of the above AOD Use	36	45	68	82
Prescription pain killers				
0 times	na	87	76	33
1 time	na	3	3	10
2 to 3 times	na	3	6	10
4 or more times	na	6	15	46

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 %	Grade 9 %	Grade 11 %	NT %
Barbiturates				
0 times	na	96	95	79
1 time	na	0	2	3
2 to 3 times	na	1	1	5
4 or more times	na	2	2	13
Tranquilizers or sedatives				
0 times	na	95	90	62
1 time	na	2	2	3
2 to 3 times	na	2	4	15
4 or more times	na	1	4	21
Cold/Cough Medicines				
0 times	na	85	80	53
1 time	na	4	4	8
2 to 3 times	na	4	7	13
4 or more times	na	7	9	26
Diet Pills				
0 times	na	96	93	82
1 time	na	1	2	5
2 to 3 times	na	1	1	8
4 or more times	na	1	4	5
Ritalin™ or Adderall™				
0 times	na	94	92	62
1 time	na	2	2	8
2 to 3 times	na	1	2	18
4 or more times	na	3	5	13

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 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	68	55	33	15
10 or under	13	11	6	26
11 -12 years old	17	11	12	31
13-14 years old	1	22	23	26
15-16 years old	1	1	26	3
17 years or older	1	0	0	0
Marijuana				
Never	84	78	58	26
10 or under	6	4	5	21
11 -12 years old	8	6	4	23
13-14 years old	2	10	13	21
15-16 years old	0	0	20	10
17 years or older	1	0	0	0
Other illegal drug				
Never	92	88	76	32
10 or under	2	1	2	3
11 -12 years old	4	4	2	18
13-14 years old	1	7	7	26
15-16 years old	0	0	12	16
17 years or older	1	0	0	5

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 %	NT %
Alcohol (at least one drink)	17	19	38	68
Marijuana	10	14	25	64
Inhalants	8	3	4	11
Cocaine	na	2	3	16
Methamphetamine or any amphetamines	na	1	2	5
Ecstasy, LSD or other psychedelics	na	3	6	26
Other illegal drug or pill	5	4	10	33
Any of the above AOD Use	22	28	43	77
Two or more drugs at the same time	na	7	15	46

Question HS A.63, 65-71/MS A.52,54-56: 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 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
None	83	81	62	32
1 or 2 days	10	11	20	16
3 to 9 days	3	4	10	29
10 to 19 days	1	2	3	13
20 or more days (daily)	2	2	5	11
Marijuana				
None	90	86	75	36
1 or 2 days	4	5	9	5
3 to 9 days	1	2	6	26
10 to 19 days	1	1	2	0
20 or more days (daily)	3	6	8	33

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 %	Grade 9 %	Grade 11 %	NT %
0 times	86	76	50	28
1 to 2 times	4	11	16	5
3 to 6 times	4	5	13	15
7 or more times	6	8	20	51

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 %	NT %
0 times	85	78	60	29
1 to 2 times	6	5	8	0
3 to 6 times	3	3	6	5
7 or more times	6	14	25	66

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 %	NT %
0 days	89	87	69	44
1 to 2 days	4	7	15	13
3 or more days	6	6	17	44

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 %	NT %
Don't drink alcohol	69	58	40	38
Just a sip or two	18	14	9	5
Enough to feel it a little	5	10	11	3
Enough to feel it a lot	2	8	18	22
Until really drunk	5	11	22	32

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 %	NT %
Don't use drugs	79	63	30
Not high at all	1	2	0
A little high	3	6	8
Moderately high	8	15	22
Very high	9	14	41

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 %	NT %
Never	*81*	*73*	*47*
Any	*19*	*27*	*53*
1 time	5	7	6
2 times	5	5	11
3 to 6 times	4	9	22
7 or more times	5	6	14

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	*40*
Any	*60*
1 time	15
2 times	11
3 to 6 times	13
7 or more times	21

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 %	NT %
Alcohol				
0 days	91	95	91	90
1 to 2 days	6	4	6	5
3 or more days	3	1	4	5
Marijuana				
0 days	95	93	90	79
1 to 2 days	2	3	2	8
3 or more days	3	4	7	13
Any illegal drug or pill				
0 days	96	97	91	87
1 to 2 days	2	1	4	8
3 or more days	3	2	4	5

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 %	Grade 9 %	Grade 11 %	NT %
0 times	88	84	75	41
1 to 2 times	6	8	7	13
3 to 6 times	3	3	4	18
7 or more times	3	5	14	28

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 %	NT %
Alcohol - Drink Occasionally				
Great	28	16	11	25
Moderate	22	27	27	17
Slight	25	38	44	33
None	25	19	19	25
Alcohol - 5 or more drinks once or twice a week				
Great	45	42	44	32
Moderate	20	32	31	19
Slight	12	13	16	30
None	24	13	9	19

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 %	Grade 9 %	Grade 11 %	NT %
Marijuana - Smoke Occasionally				
Great	37	32	23	16
Moderate	22	27	23	5
Slight	10	21	26	27
None	30	19	28	51
Marijuana - Smoke once or twice a week				
Great	49	50	38	19
Moderate	14	22	23	11
Slight	8	13	18	19
None	29	15	20	50

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 %	Grade 9 %	Grade 11 %	NT %
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	26	25	29	51
Somewhat disapprove	12	19	21	15
Strongly disapprove	61	55	50	33
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	29	32	51	79
Somewhat disapprove	14	21	19	8
Strongly disapprove	57	47	30	13
Marijuana - Once a month or more				
Neither approve or disapprove	28	30	46	73
Somewhat disapprove	14	19	18	11
Strongly disapprove	58	51	36	16

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 %	Grade 9 %	Grade 11 %	NT %
None of them	39	9	4	10
10 percent	25	12	7	3
20 percent	12	14	8	0
30 percent	11	14	6	3
40 percent	1	9	10	3
50 percent	5	15	21	3
60 percent	3	7	7	8
70 percent	1	7	13	8
80 percent	2	6	9	15
90 percent	0	6	12	23
All of them	1	1	3	26

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

	Grade 9 %	Grade 11 %	NT %
Does not apply, never used alcohol/drugs	65	43	29
Problems with emotions, nerves, mental health	6	13	13
Trouble or problems with the police	6	8	24
Money problems	2	4	16
Get into trouble in school	4	5	21
Problems with school work	4	6	5
Fight with other kids	4	8	11
Damage a friendship	6	9	8
Physically hurt or injure yourself	4	10	16
Unwanted or unprotected sex	5	10	26
Forget what happened or pass out	10	23	32
Other problems	4	8	5
More than one problem	11	23	39
Never had problems when I've used alcohol/drugs	19	24	16

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 While Using Alcohol/Drugs

	Grade 9 %	Grade 11 %	NT %
Does not apply, have not used alcohol or drugs	67	49	36
Had to increase use to get same effect as before	7	13	36
Spent a lot of time getting, using, or being "hung over" from using	5	9	18
Used alcohol or drugs a lot more than intended	4	11	28
Used alcohol or drugs when alone	8	15	31
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	1	4	18
Didn't like they way you felt when not high or drunk	4	4	10
Thought about reducing or stopping	7	14	18
Told self not going to use but used anyway	6	11	10
Spoke with someone about reducing or stopping use	3	6	8
Attended counseling, program, or group to reduce/stop use	1	2	5
More than one experience	9	20	36
Use alcohol or drugs but have not experienced any of these things	15	24	18

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

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

Table A4.20

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	14	4	2	11
Fairly difficult	13	8	6	8
Fairly easy	17	23	25	18
Very easy	17	39	55	50
Don't know	39	26	13	13
Marijuana				
Very difficult	20	6	1	11
Fairly difficult	10	9	4	0
Fairly easy	12	21	24	13
Very easy	15	33	52	61
Don't know	43	32	19	16

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 %	Grade 9 %	Grade 11 %	NT %
0 times	83	74	68	49
1 time	6	14	12	13
2 to 3 times	4	4	6	5
4 or more times	7	9	14	33

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 %	NT %
No	41	42	39	42
Yes	59	58	61	58

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 %	NT %
No	19	15	13	16
Yes	81	85	87	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 drug use?

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	79	na	na	na
1 time	8	na	na	na
2 to 3 times	5	na	na	na
4 or more times	8	na	na	na
A whole cigarette				
0 times	91	81	65	27
1 time	1	3	5	8
2 to 3 times	3	2	6	5
4 or more times	5	13	24	59
Smokeless tobacco				
0 times	94	87	74	41
1 time	3	6	5	10
2 to 3 times	0	2	6	8
4 or more times	3	5	15	41

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 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	83	80	61	26
10 or under	9	6	7	21
11 -12 years old	7	8	7	26
13-14 years old	1	6	13	15
15-16 years old	0	0	11	13
17 years or older	0	0	0	0
Smokeless Tobacco				
Never	95	88	73	39
10 or under	2	2	4	3
11 -12 years old	3	2	2	18
13-14 years old	1	8	8	11
15-16 years old	0	1	13	26
17 years or older	0	0	1	3

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 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	7	10	16	58
Daily	3	5	7	39
Smokeless Tobacco				
Any	3	7	12	29
Daily	1	3	5	5

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 %	Grade 9 %	Grade 11 %	NT %
None	*94*	*95*	*94*	*67*
Any	*6*	*5*	*6*	*33*
1 or 2 days	3	2	2	18
3 to 9 days	1	1	1	5
10 to 19 days	1	1	0	5
20 to 30 days	2	1	2	5

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 %	NT %
Neither approve or disapprove	25	19	25	55
Somewhat disapprove	11	16	16	13
Strongly disapprove	64	65	59	32

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 %	Grade 9 %	Grade 11 %	NT %
Neither approve or disapprove	20	13	13	38
Somewhat disapprove	12	15	17	23
Strongly disapprove	67	71	70	38

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 %	Grade 9 %	Grade 11 %	NT %
Smoking Occasionally				
Great	30	22	20	26
Moderate	28	41	40	18
Slight	19	24	30	42
None	24	13	10	13
Smoking 1-2 packs of cigarette a day				
Great	58	75	77	65
Moderate	14	11	12	14
Slight	3	4	3	11
None	25	10	8	11

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 %	Grade 9 %	Grade 11 %	NT %
Very difficult	15	4	1	10
Fairly difficult	11	7	5	3
Fairly easy	19	24	25	10
Very easy	17	38	55	67
Don't know	40	27	14	10

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 %	Grade 9 %	Grade 11 %	NT %
None of them	37	11	5	8
10 percent	32	14	14	3
20 percent	9	16	13	0
30 percent	7	17	16	5
40 percent	2	10	15	8
50 percent	9	16	19	8
60 percent	1	4	5	8
70 percent	1	6	7	5
80 percent	1	3	4	10
90 percent	0	1	1	38
All of them	1	1	2	8

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 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	4	11		
Native Hawaiian or Pacific Islander				
Asian				
Black or African American (non-Hispanic)				
Hispanic or Latino/Latina		10	16	
White or Caucasian (non-Hispanic)	8	9	17	63
Other	8	14		
Multi-Racial (selected more than one)		10	28	

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 %	NT %
Had mean rumors/lies spread about you				
0 times	42	56	61	69
1 time	15	19	15	18
2 to 3 times	23	13	12	8
4 or more times	20	11	12	5
Had sexual jokes/comments/gestures made to you				
0 times	34	49	48	64
1 time	18	12	10	8
2 to 3 times	16	15	12	15
4 or more times	33	24	31	13
Been made fun of because of your looks/way talk				
0 times	48	61	67	77
1 time	16	18	8	5
2 to 3 times	12	9	10	8
4 or more times	25	12	14	10

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 %	Grade 9 %	Grade 11 %	NT %
Been pushed, shoved, hit, etc.				
0 times	45	60	74	74
1 time	16	19	12	13
2 to 3 times	11	11	9	13
4 or more times	28	11	5	0
Been afraid of being beaten up				
0 times	65	76	88	77
1 time	12	16	7	18
2 to 3 times	9	4	3	0
4 or more times	14	4	2	5
Been in physical fight				
0 times	60	79	84	77
1 time	20	12	11	8
2 to 3 times	8	7	2	10
4 or more times	12	2	3	5

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 %	Grade 9 %	Grade 11 %	NT %
Had property stolen/damaged				
0 times	69	74	78	69
1 time	14	18	15	21
2 to 3 times	7	5	5	8
4 or more times	10	3	2	3
Damaged school property on purpose				
0 times	79	91	90	85
1 time	11	8	6	10
2 to 3 times	3	0	3	0
4 or more times	7	1	1	5

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 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	92	97	98	100
1 time	2	1	1	0
2 or more times	6	2	1	0
Carried any other weapon				
0 times	83	89	91	77
1 time	7	4	1	8
2 or more times	10	7	8	15

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 %	Grade 9 %	Grade 11 %	NT %
Seen someone with a weapon				
0 times	62	71	74	56
1 time	17	13	9	18
2 or more times	21	16	17	26
Been threatened/injured with a weapon				
0 times	84	94	92	92
1 time	7	4	3	3
2 or more times	9	2	5	5

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 %	Grade 9 %	Grade 11 %	NT %
Neither approve or disapprove	21	14	12	32
Somewhat disapprove	10	13	12	8
Strongly disapprove	68	73	76	61

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 %	Grade 9 %	Grade 11 %	NT %
Race, Ethnicity, or National Origin				
0 times	83	90	88	92
1 time	8	5	5	5
2 or more times	9	5	8	3
Religion				
0 times	87	91	89	97
1 time	5	5	7	0
2 or more times	9	5	4	3
Gender				
0 times	82	90	90	90
1 time	6	6	4	5
2 or more times	12	4	6	5
Sexual Orientation *				
0 times	79	89	92	92
1 time	9	5	4	8
2 or more times	12	7	4	0
Physical/Mental Disability				
0 times	94	95	95	95
1 time	1	2	3	0
2 or more times	5	4	2	5
Any of the Above Five Hate-Crime Reasons	38	27	29	21
Any Other Reason				
0 times	69	69	79	79
1 time	7	13	6	5
2 or more times	24	18	15	16
Any Harassment	47	41	35	33

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 %	NT %
No	85	91	91	92
Yes	15	9	9	8

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 %	Grade 9 %	Grade 11 %	NT %
Does not apply, didn't have a boy/girlfriend	40	45	37	37
No	47	51	57	55
Yes	13	4	6	8

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 %	NT %
Very safe	18	14	20	41
Safe	30	39	40	31
Neither safe nor unsafe	35	35	32	21
Unsafe	6	7	4	0
Very unsafe	11	5	1	8

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 %	NT %
0 times (never)	67	75	76	85
1 time	14	14	10	5
2-3 times	11	6	8	8
4 or more times	8	5	6	3

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 %	NT %
American Indian or Alaska Native		37		
Native Hawaiian or Pacific Islander				
Asian				
Black or African American (non-Hispanic)				
Hispanic or Latino/Latina		52	42	
White or Caucasian (non-Hispanic)	38	25	27	19
Other	27	35		
Multi-Racial (selected more than one)		39	38	

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 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native		11		
Native Hawaiian or Pacific Islander				
Asian				
Black or African American (non-Hispanic)				
Hispanic or Latino/Latina		35	38	
White or Caucasian (non-Hispanic)	16	6	7	6
Other	13	14		
Multi-Racial (selected more than one)		16	15	

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 %	Grade 9 %	Grade 11 %	NT %
No	29	35	38	47
Yes	71	65	62	53

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

Table A7.2

Frequency of Sad and Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	67	72	65	67
Yes	33	28	35	33

Question HS A.123/MS A.106: 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?

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
No	80	79	79
Yes	20	21	21

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

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use								
During your life did you ever…								
drink alcohol (one full drink)?	24	35	41	44	67	65	82	81
use inhalants?	14	16	10	12	15	12	41	29
smoke marijuana?	15	18	23	23	45	45	81	71
During the past 30 days, did you…								
drink alcohol (one full drink)?	15	18	20	19	39	38	75	67
use inhalants?	5	12	1	6	3	5	24	0
smoke marijuana?	8	12	15	14	26	24	71	62
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking alcohol?	11	16	24	23	51	49	76	67
been high from using drugs?	11	18	24	21	40	40	76	65
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	8	14	15	12	30	34	71	48
ATOD Use at School								
During your life, have you ever been drunk/high on school property?	8	15	15	17	26	23	65	52
During the past 30 days, did you use marijuana on school property?	3	8	5	9	7	13	18	24
Perceived Harm								
*Frequent use of… is harmful.**								
alcohol (five or more drinks once or twice a week)	76	76	92	83	93	89	88	75
marijuana (once or twice a week)	69	74	90	80	84	74	57	48

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

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	8	10	14	24	35	35	75	70
During the past 30 days, did you smoke a cigarette?	4	10	10	10	18	14	65	50
During the past 30 days, did you smoke cigarettes daily?	1	4	6	4	6	7	41	40
During the past 30 days, did you smoke cigarettes on school property?	4	8	5	6	6	7	29	33
Frequent use of cigarettes is harmful. (1-2 packs a day)*	76	75	95	85	96	87	94	90

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

Table A8.3

School Safety-Related Indicators, by Gender and Grade

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?								
Race, ethnicity, or national origin	15	18	8	12	9	15	6	10
Religion	11	16	13	6	14	8	6	0
Gender	19	17	15	4	16	4	18	5
Gay/lesbian, or someone thought you were	19	22	12	11	11	5	12	5
Physical/mental disability	6	7	6	4	6	4	6	5
Any other reason	27	35	34	28	28	12	24	20
During the past 12 months at school have you been in a physical fight?	24	55	15	28	11	23	6	33
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	8	18	3	4	5	8	13	5
Feels safe at school	47	49	59	61	61	71	75	79
Currently belong to a gang?	11	20	6	12	4	14	6	10

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	62	80	57	74	61	64	53	50
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?	36	31	37	20	43	25	41	24

9. Comparisons

Table A9.1

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use								
During your life did you ever…								
smoke a cigarette? (PI)	9	7	19	20	45[a]	35	34	55[a]
chew tobacco or snuff?	6	4	13	6	~	26	10	~
drink alcohol (glass)?	30	24	43	47	67	66	66	79
use inhalants?	15	11	11	14	15	13	15	12
smoke marijuana? (PI)	16	9	23	25	29	44	42	50
During the past 30 days, did you…								
smoke a cigarette? (PI)	7	6	10	11	15	16	17	24
chew tobacco or snuff?	3	3	7	5	6	12	6	6
drink alcohol (glass)? (PI)	17	15	19	24	37	38	42	53
use inhalants?	8	5	3	7	~	4	7	~
smoke marijuana? (PI)	10	7	14	15	16	25	24	21
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking?	14	11	24	28	~	50	45	~
been high from using drugs?	15	8	22	22	~	40	37	~
During the past 30 days, did you…								
drink 5 drinks in a couple of hours?	11	6	13	16	18	31	29	28

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

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

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

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

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property								
During your life, have you ever been drunk/high?	12	6	16	13	~	25	25	~
During the past 30 days, did you smoke cigarettes?	6	3	5	7	4	6	7	5
Perceived Harm[b]								
People risk harming themselves using...[c]								
cigarettes (1-2 packs a day)	75	83	90	90	~	92	93	~
alcohol (five or more drinks once or twice a week)	76	83	87	89	~	91	92	~
marijuana (once or twice a week)	71	82	85	85	~	80	87	~

(PI) = SDFSCA/TUPE performance indicator recommended by CDE.

[b]not comparable with previous CHKS results

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

*The California Student Survey 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 %		
	District	CSS	District	CSS	YRBS	District	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?	38	31	27	27	~	29	22	~
been in a physical fight?	40	32	21	25	18	16	23	11
been afraid of being beaten up? (PI)	35	29	24	22	~	12	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	17	10	11	13	~	10	13	~
How safe do you feel when you are at school? Very safe. (PI)	18	18	14	16	~	20	20	~
Do you consider yourself a member of a gang?	15	9	9	8	~	9	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult (PI)	32	31	28	28	~	40	29	~
High expectations from teacher or other adult (PI)	51	45	45	39	~	49	38	~
Opportunities for meaningful participation at their school (PI)	18	16	11	13	~	14	15	~
Total	31	31	28	27	~	35	28	~
School Connectedness Scale (PI)	50	39	34	34	~	36	31	~

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

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

Crosstabs

G1 Past 30 Days...absent from school because felt unsafe at or on the way to school * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G1 Past 30 Days...absent from school because felt unsafe at or on the way to school	None	Count	112	259	224	33	628
		% within Grade	90.3%	94.5%	93.3%	86.8%	92.9%
		% of Total	16.6%	38.3%	33.1%	4.9%	92.9%
	1-2 days	Count	6	11	9	3	29
		% within Grade	4.8%	4.0%	3.8%	7.9%	4.3%
		% of Total	.9%	1.6%	1.3%	.4%	4.3%
	3 or more days	Count	6	4	7	2	19
		% within Grade	4.8%	1.5%	2.9%	5.3%	2.8%
		% of Total	.9%	.6%	1.0%	.3%	2.8%
Total		Count	124	274	240	38	676
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.3%	40.5%	35.5%	5.6%	100.0%

G2 Past 30 Days..how often did you feel very sad * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G2 Past 30 Days..how often did you feel very sad	Never	Count	49	110	98	20	277
		% within Grade	39.8%	40.0%	41.0%	54.1%	41.1%
		% of Total	7.3%	16.3%	14.5%	3.0%	41.1%
	Sometimes	Count	50	118	90	10	268
		% within Grade	40.7%	42.9%	37.7%	27.0%	39.8%
		% of Total	7.4%	17.5%	13.4%	1.5%	39.8%
	Frequently	Count	18	33	35	5	91
		% within Grade	14.6%	12.0%	14.6%	13.5%	13.5%
		% of Total	2.7%	4.9%	5.2%	.7%	13.5%
	Nearly Everyday	Count	6	14	16	2	38
		% within Grade	4.9%	5.1%	6.7%	5.4%	5.6%
		% of Total	.9%	2.1%	2.4%	.3%	5.6%
Total		Count	123	275	239	37	674
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.2%	40.8%	35.5%	5.5%	100.0%

G3 Past 30 Days..how often did you see someone on campus that was very intoxicated or high * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G3 Past 30 Days..how often did you see someone on campus that was very intoxicated or high	Never	Count	70	66	46	7	189
		% within Grade	56.5%	24.0%	19.4%	18.4%	28.0%
		% of Total	10.4%	9.8%	6.8%	1.0%	28.0%
	Sometimes	Count	38	116	86	7	247
		% within Grade	30.6%	42.2%	36.3%	18.4%	36.6%
		% of Total	5.6%	17.2%	12.8%	1.0%	36.6%
	Frequently	Count	7	52	47	7	113
		% within Grade	5.6%	18.9%	19.8%	18.4%	16.8%
		% of Total	1.0%	7.7%	7.0%	1.0%	16.8%
	Everyday	Count	9	41	58	17	125
		% within Grade	7.3%	14.9%	24.5%	44.7%	18.5%
		% of Total	1.3%	6.1%	8.6%	2.5%	18.5%
Total		Count	124	275	237	38	674
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.4%	40.8%	35.2%	5.6%	100.0%

G4 Past 24 hours...drink milk * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G4 Past 24 hours...drink milk	Zero times	Count	20	55	48	6	129
		% within Grade	16.7%	20.1%	20.2%	17.1%	19.4%
		% of Total	3.0%	8.3%	7.2%	.9%	19.4%
	One time	Count	32	67	69	14	182
		% within Grade	26.7%	24.5%	29.0%	40.0%	27.3%
		% of Total	4.8%	10.1%	10.4%	2.1%	27.3%
	Two times	Count	28	79	67	7	181
		% within Grade	23.3%	28.9%	28.2%	20.0%	27.2%
		% of Total	4.2%	11.9%	10.1%	1.1%	27.2%
	Three times	Count	12	38	24	3	77
		% within Grade	10.0%	13.9%	10.1%	8.6%	11.6%
		% of Total	1.8%	5.7%	3.6%	.5%	11.6%
	Four times	Count	3	7	14	1	25
		% within Grade	2.5%	2.6%	5.9%	2.9%	3.8%
		% of Total	.5%	1.1%	2.1%	.2%	3.8%
	Five or more times	Count	25	27	16	4	72
		% within Grade	20.8%	9.9%	6.7%	11.4%	10.8%
		% of Total	3.8%	4.1%	2.4%	.6%	10.8%
Total		Count	120	273	238	35	666
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.0%	41.0%	35.7%	5.3%	100.0%

G5 Past 24 hours..drink soda * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G5 Past 24 hours..drink soda	Zero times	Count	55	132	116	11	314
		% within Grade	45.1%	48.9%	48.5%	29.7%	47.0%
		% of Total	8.2%	19.8%	17.4%	1.6%	47.0%
	One time	Count	30	77	72	5	184
		% within Grade	24.6%	28.5%	30.1%	13.5%	27.5%
		% of Total	4.5%	11.5%	10.8%	.7%	27.5%
	Two times	Count	12	37	31	8	88
		% within Grade	9.8%	13.7%	13.0%	21.6%	13.2%
		% of Total	1.8%	5.5%	4.6%	1.2%	13.2%
	Three times	Count	5	6	10	6	27
		% within Grade	4.1%	2.2%	4.2%	16.2%	4.0%
		% of Total	.7%	.9%	1.5%	.9%	4.0%
	Four times	Count	4	3	1	1	9
		% within Grade	3.3%	1.1%	.4%	2.7%	1.3%
		% of Total	.6%	.4%	.1%	.1%	1.3%
	Five or more times	Count	16	15	9	6	46
		% within Grade	13.1%	5.6%	3.8%	16.2%	6.9%
		% of Total	2.4%	2.2%	1.3%	.9%	6.9%
Total		Count	122	270	239	37	668
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.3%	40.4%	35.8%	5.5%	100.0%

G6 Past 24 hours..drink 100% fruit juice * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G6 Past 24 hours..drink 100% fruit juice	Zero times	Count	39	102	106	15	262
		% within Grade	31.5%	37.8%	44.2%	39.5%	39.0%
		% of Total	5.8%	15.2%	15.8%	2.2%	39.0%
	One time	Count	30	64	60	7	161
		% within Grade	24.2%	23.7%	25.0%	18.4%	24.0%
		% of Total	4.5%	9.5%	8.9%	1.0%	24.0%
	Two times	Count	16	47	35	5	103
		% within Grade	12.9%	17.4%	14.6%	13.2%	15.3%
		% of Total	2.4%	7.0%	5.2%	.7%	15.3%
	Three times	Count	14	27	21	4	66
		% within Grade	11.3%	10.0%	8.8%	10.5%	9.8%
		% of Total	2.1%	4.0%	3.1%	.6%	9.8%
	Four times	Count	4	7	5	2	18
		% within Grade	3.2%	2.6%	2.1%	5.3%	2.7%
		% of Total	.6%	1.0%	.7%	.3%	2.7%
	Five or more times	Count	21	23	13	5	62
		% within Grade	16.9%	8.5%	5.4%	13.2%	9.2%
		% of Total	3.1%	3.4%	1.9%	.7%	9.2%
Total		Count	124	270	240	38	672
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.5%	40.2%	35.7%	5.7%	100.0%

G7 Past 24 hours...eat French fries, potato chips or other fried potatoes * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G7 Past 24 hours...eat French fries, potato chips or other fried potatoes	Zero times	Count	67	134	136	17	354
		% within Grade	54.9%	49.8%	57.6%	47.2%	53.4%
		% of Total	10.1%	20.2%	20.5%	2.6%	53.4%
	One time	Count	22	73	70	4	169
		% within Grade	18.0%	27.1%	29.7%	11.1%	25.5%
		% of Total	3.3%	11.0%	10.6%	.6%	25.5%
	Two times	Count	13	33	16	4	66
		% within Grade	10.7%	12.3%	6.8%	11.1%	10.0%
		% of Total	2.0%	5.0%	2.4%	.6%	10.0%
	Three times	Count	6	10	5	7	28
		% within Grade	4.9%	3.7%	2.1%	19.4%	4.2%
		% of Total	.9%	1.5%	.8%	1.1%	4.2%
	Four times	Count	3	5	2	1	11
		% within Grade	2.5%	1.9%	.8%	2.8%	1.7%
		% of Total	.5%	.8%	.3%	.2%	1.7%
	Five or more times	Count	11	14	7	3	35
		% within Grade	9.0%	5.2%	3.0%	8.3%	5.3%
		% of Total	1.7%	2.1%	1.1%	.5%	5.3%
Total		Count	122	269	236	36	663
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.4%	40.6%	35.6%	5.4%	100.0%

G8 Past 24 hours..eat fruit * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G8 Past 24 hours..eat fruit	Zero times	Count	27	73	79	13	192
		% within Grade	22.5%	27.0%	33.1%	34.2%	28.8%
		% of Total	4.0%	10.9%	11.8%	1.9%	28.8%
	One time	Count	29	78	63	11	181
		% within Grade	24.2%	28.9%	26.4%	28.9%	27.1%
		% of Total	4.3%	11.7%	9.4%	1.6%	27.1%
	Two times	Count	24	53	46	8	131
		% within Grade	20.0%	19.6%	19.2%	21.1%	19.6%
		% of Total	3.6%	7.9%	6.9%	1.2%	19.6%
	Three times	Count	12	31	25	3	71
		% within Grade	10.0%	11.5%	10.5%	7.9%	10.6%
		% of Total	1.8%	4.6%	3.7%	.4%	10.6%
	Four times	Count	3	11	7	1	22
		% within Grade	2.5%	4.1%	2.9%	2.6%	3.3%
		% of Total	.4%	1.6%	1.0%	.1%	3.3%
	Five or more times	Count	25	24	19	2	70
		% within Grade	20.8%	8.9%	7.9%	5.3%	10.5%
		% of Total	3.7%	3.6%	2.8%	.3%	10.5%
Total		Count	120	270	239	38	667
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.0%	40.5%	35.8%	5.7%	100.0%

G9 Past 24 hours.. eat vegetables * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G9 Past 24 hours.. eat vegetables	Zero times	Count	23	57	56	15	151
		% within Grade	19.2%	21.2%	23.6%	39.5%	22.7%
		% of Total	3.5%	8.6%	8.4%	2.3%	22.7%
	One time	Count	26	98	71	7	202
		% within Grade	21.7%	36.4%	30.0%	18.4%	30.4%
		% of Total	3.9%	14.8%	10.7%	1.1%	30.4%
	Two times	Count	24	53	48	6	131
		% within Grade	20.0%	19.7%	20.3%	15.8%	19.7%
		% of Total	3.6%	8.0%	7.2%	.9%	19.7%
	Three times	Count	14	25	28	5	72
		% within Grade	11.7%	9.3%	11.8%	13.2%	10.8%
		% of Total	2.1%	3.8%	4.2%	.8%	10.8%
	Four times	Count	9	9	13	3	34
		% within Grade	7.5%	3.3%	5.5%	7.9%	5.1%
		% of Total	1.4%	1.4%	2.0%	.5%	5.1%
	Five or more times	Count	24	27	21	2	74
		% within Grade	20.0%	10.0%	8.9%	5.3%	11.1%
		% of Total	3.6%	4.1%	3.2%	.3%	11.1%
Total		Count	120	269	237	38	664
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.1%	40.5%	35.7%	5.7%	100.0%

G10 Past 7 days..exercise/physical activity for at least 20 minutes that made you sweat * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G10 Past 7 days..exercise/ physical activity for at least 20 minutes that made you sweat	Zero times	Count	9	32	37	8	86
		% within Grade	7.6%	12.0%	15.9%	21.6%	13.1%
		% of Total	1.4%	4.9%	5.6%	1.2%	13.1%
	One time	Count	14	43	36	5	98
		% within Grade	11.9%	16.1%	15.5%	13.5%	15.0%
		% of Total	2.1%	6.6%	5.5%	.8%	15.0%
	Two times	Count	16	40	25	8	89
		% within Grade	13.6%	15.0%	10.7%	21.6%	13.6%
		% of Total	2.4%	6.1%	3.8%	1.2%	13.6%
	Three times	Count	15	29	28	5	77
		% within Grade	12.7%	10.9%	12.0%	13.5%	11.8%
		% of Total	2.3%	4.4%	4.3%	.8%	11.8%
	Four times	Count	8	22	28	6	64
		% within Grade	6.8%	8.2%	12.0%	16.2%	9.8%
		% of Total	1.2%	3.4%	4.3%	.9%	9.8%
	Five or more times	Count	56	101	79	5	241
		% within Grade	47.5%	37.8%	33.9%	13.5%	36.8%
		% of Total	8.5%	15.4%	12.1%	.8%	36.8%
Total		Count	118	267	233	37	655
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.0%	40.8%	35.6%	5.6%	100.0%

G11 Past 7 days..exercise/physical activity for at least 30 minutes that did NOT make you sweat * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G11 Past 7 days..exercise/physical activity for at least 30 minutes that did NOT make you sweat	Zero times	Count	18	43	45	8	114
		% within Grade	15.3%	16.0%	19.2%	22.9%	17.4%
		% of Total	2.7%	6.6%	6.9%	1.2%	17.4%
	One time	Count	18	60	48	9	135
		% within Grade	15.3%	22.3%	20.5%	25.7%	20.6%
		% of Total	2.7%	9.1%	7.3%	1.4%	20.6%
	Two times	Count	18	39	31	4	92
		% within Grade	15.3%	14.5%	13.2%	11.4%	14.0%
		% of Total	2.7%	5.9%	4.7%	.6%	14.0%
	Three times	Count	9	36	29	6	80
		% within Grade	7.6%	13.4%	12.4%	17.1%	12.2%
		% of Total	1.4%	5.5%	4.4%	.9%	12.2%
	Four times	Count	9	17	19	3	48
		% within Grade	7.6%	6.3%	8.1%	8.6%	7.3%
		% of Total	1.4%	2.6%	2.9%	.5%	7.3%
	Five or more times	Count	46	74	62	5	187
		% within Grade	39.0%	27.5%	26.5%	14.3%	28.5%
		% of Total	7.0%	11.3%	9.5%	.8%	28.5%
Total		Count	118	269	234	35	656
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.0%	41.0%	35.7%	5.3%	100.0%

G12 Past 7 days...Exercise or strengthen or tone muscles * Grade Crosstabulation

			Grade				
			7th grade	9th grade	11th grade	Non-Traditional	Total
G12 Past 7 days...Exercise or strengthen or tone muscles	Zero times	Count	16	68	52	12	148
		% within Grade	13.7%	25.8%	22.9%	33.3%	23.0%
		% of Total	2.5%	10.6%	8.1%	1.9%	23.0%
	One time	Count	19	48	36	10	113
		% within Grade	16.2%	18.2%	15.9%	27.8%	17.5%
		% of Total	3.0%	7.5%	5.6%	1.6%	17.5%
	Two times	Count	18	42	36	5	101
		% within Grade	15.4%	15.9%	15.9%	13.9%	15.7%
		% of Total	2.8%	6.5%	5.6%	.8%	15.7%
	Three times	Count	10	18	21	3	52
		% within Grade	8.5%	6.8%	9.3%	8.3%	8.1%
		% of Total	1.6%	2.8%	3.3%	.5%	8.1%
	Four times	Count	5	19	13		37
		% within Grade	4.3%	7.2%	5.7%		5.7%
		% of Total	.8%	3.0%	2.0%		5.7%
	Five or more times	Count	49	69	69	6	193
		% within Grade	41.9%	26.1%	30.4%	16.7%	30.0%
		% of Total	7.6%	10.7%	10.7%	.9%	30.0%
Total		Count	117	264	227	36	644
		% within Grade	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.2%	41.0%	35.2%	5.6%	100.0%