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 2008-09 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,* (chks.wested.org/reports) 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: 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 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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Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7	**Grade 9**	**Grade 11**	**NT***
Student Sample Size				
Target Sample	426	443	319	95
Final Number	373	298	225	60
Average Response Rate	**88%**	**67%**	**71%**	**63%**

* 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	55	1	0	0
13 years old	42	0	0	0
14 years old	3	53	0	0
15 years old	0	42	2	2
16 years old	0	3	50	32
17 years old	0	1	46	42
18 years or older	0	1	2	25

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

Table A2.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	51	50	51	53
Female	49	50	49	47

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	7	3	3	3
Native Hawaiian or Pacific Islander	4	5	3	10
Asian	5	4	4	2
Black or African American (non-Hispanic)	9	10	8	8
Hispanic or Latino/Latina	60	61	59	73
White or Caucasian (non-Hispanic)	18	21	30	15
Other	15	9	6	5
Selected more than one	12	10	9	14

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	69	74	49
A home with only one parent	19	16	29
Other relative's home	5	6	5
A home with more than one family	4	3	3
Friend's home	0	1	3
Foster home, group care, or waiting placement	1	0	2
Hotel or motel	1	0	2
Migrant housing	0	1	5
Shelter	0	0	2
On the street (no fixed housing), car campground	1	0	2
Other transitional or temporary housing	0	1	0
Other living arrangements	1	1	2

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	18	20	13	16
A's and B's	25	31	33	16
Mostly B's	6	5	12	14
B's and C's	15	18	25	28
Mostly C's	7	7	7	4
C's and D's	12	11	9	14
Mostly D's	4	2	0	2
Mostly F's	13	5	1	6

Question HS A.124/MS A.106: 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	72	55	44	30
1-2 times	15	20	23	20
A few times	9	13	19	26
Once a month	1	3	1	4
Once a week	0	2	5	0
More than once a week	3	7	7	20

Question HS A.125/MS A.107: 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	47
1 day	25
2 days	13
3 days	12
4 days	3
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	5	5	7	12
No	47	63	75	67
Don't know	48	32	18	21

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 and Youth Development

Table A3.1

Summary of External Assets

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total Assets	25	55	19	25	52	23	38	55	7	23	54	23
Caring Relationships: Adult in School	30	50	20	23	58	19	42	54	4	25	58	18
High Expectations: Adult in School	49	41	10	37	48	15	56	39	5	42	47	11
Meaningful Participation	10	45	45	10	47	42	13	47	40	16	36	47
Community Environment												
Total Assets	58	32	10	53	35	13	63	27	10	33	57	9
Caring Relationships: Adult in Community	62	26	12	55	30	15	64	28	8	52	39	9
High Expectations: Adult in Community	66	24	9	56	31	13	62	30	8	49	40	11
Meaningful Participation	38	41	21	40	36	25	45	40	16	25	38	38
School Connectedness Scale	22	57	22	30	51	19	35	57	9	38	52	10

Table A3.2

Summary of External Assets - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.3

Summary of External Assets - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary of External Assets - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary of External Assets - Black or African American (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment Total Assets	28	59	14	24	59	17						
Caring Relationships: Adult in School	28	52	21	14	66	21						
High Expectations: Adult in School	62	28	10	52	31	17						
Meaningful Participation	17	45	38	7	62	31						
Community Environment Total Assets	54	43	4	52	31	17						
Caring Relationships: Adult in Community	61	29	11	45	41	14						
High Expectations: Adult in Community	71	25	4	59	24	17						
Meaningful Participation	57	23	20	41	28	31						
School Connectedness Scale	3	53	43	28	38	34						

Table A3.6

Summary of External Assets - Hispanic or Latino/Latina

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total Assets	20	62	18	25	52	22	33	58	9	24	56	20
Caring Relationships: Adult in School	24	57	19	24	59	17	39	57	4	30	56	14
High Expectations: Adult in School	47	44	9	33	52	15	54	40	6	38	50	12
Meaningful Participation	10	43	47	12	48	40	9	48	43	19	33	48
Community Environment												
Total Assets	53	37	10	52	36	12	62	29	9	29	63	7
Caring Relationships: Adult in Community	62	27	11	59	27	15	65	26	9	51	44	5
High Expectations: Adult in Community	65	27	9	57	30	13	62	30	9	39	51	10
Meaningful Participation	29	47	24	35	38	27	44	38	19	24	33	43
School Connectedness Scale	24	57	19	32	54	13	35	60	5	37	51	12

Table A3.7

Summary of External Assets - White or Caucasian (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total Assets	35	55	10	22	55	23	45	50	5			
Caring Relationships: Adult in School	41	47	13	25	62	13	42	55	3			
High Expectations: Adult in School	62	32	6	40	50	10	62	36	2			
Meaningful Participation	8	55	37	7	43	51	20	42	38			
Community Environment												
Total Assets	76	18	6	57	31	11	63	25	12			
Caring Relationships: Adult in Community	68	24	8	56	31	13	62	34	5			
High Expectations: Adult in Community	71	21	8	64	28	8	63	29	8			
Meaningful Participation	65	26	9	51	33	16	42	45	12			
School Connectedness Scale	15	70	15	28	54	18	36	50	14			

Table A3.8

Summary of External Assets - Other Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total Assets	28	47	25									
Caring Relationships: Adult in School	30	50	20									
High Expectations: Adult in School	57	28	15									
Meaningful Participation	11	41	48									
Community Environment												
Total Assets	59	24	17									
Caring Relationships: Adult in Community	57	24	19									
High Expectations: Adult in Community	61	28	11									
Meaningful Participation	39	44	17									
School Connectedness Scale	19	62	19									

Table A3.9

Summary of External Assets - Selected More Than One Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total Assets	20	68	12	36	46	18						
Caring Relationships: Adult in School	17	69	14	39	46	14						
High Expectations: Adult in School	52	38	10	43	50	7						
Meaningful Participation	7	50	43	24	41	34						
Community Environment												
Total Assets	65	23	12	69	21	10						
Caring Relationships: Adult in Community	58	30	12	72	17	10						
High Expectations: Adult in Community	65	28	7	69	21	10						
Meaningful Participation	56	33	12	59	24	17						
School Connectedness Scale	9	74	16	45	52	3						

Table A3.10.1

Summary of External Assets - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	Grade 7							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total Assets				28	20	35	28	20
Caring Relationships: Adult in School				28	24	41	30	17
High Expectations: Adult in School				62	47	62	57	52
Meaningful Participation				17	10	8	11	7
Community Environment								
Total Assets				54	53	76	59	65
Caring Relationships: Adult in Community				61	62	68	57	58
High Expectations: Adult in Community				71	65	71	61	65
Meaningful Participation				57	29	65	39	56
School Connectedness Scale				3	24	15	19	9

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 of External Assets -9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	Grade 9							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total Assets				24	25	22		36
Caring Relationships: Adult in School				14	24	25		39
High Expectations: Adult in School				52	33	40		43
Meaningful Participation				7	12	7		24
Community Environment								
Total Assets				52	52	57		69
Caring Relationships: Adult in Community				45	59	56		72
High Expectations: Adult in Community				59	57	64		69
Meaningful Participation				41	35	51		59
School Connectedness Scale				28	32	28		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 A3.10.3
Summary of External Assets - 11th grade by race/ethnicity
Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	Grade 11							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total Assets					33	45		
Caring Relationships: Adult in School					39	42		
High Expectations: Adult in School					54	62		
Meaningful Participation					9	20		
Community Environment								
Total Assets					62	63		
Caring Relationships: Adult in Community					65	62		
High Expectations: Adult in Community					62	63		
Meaningful Participation					44	42		
School Connectedness Scale					35	36		

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 of External Assets - Non-traditional by race/ethnicity
Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	NT							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total Assets					24			
Caring Relationships: Adult in School					30			
High Expectations: Adult in School					38			
Meaningful Participation					19			
Community Environment								
Total Assets					29			
Caring Relationships: Adult in Community					51			
High Expectations: Adult in Community					39			
Meaningful Participation					24			
School Connectedness Scale					37			

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people in this school				
Strongly Disagree	7	8	5	12
Disagree	9	5	6	7
Neither Agree Nor Disagree	28	26	29	44
Agree	43	43	40	25
Strongly Agree	13	18	20	12
I am happy to be at this school				
Strongly Disagree	11	15	6	14
Disagree	16	8	12	7
Neither Agree Nor Disagree	35	34	34	22
Agree	27	28	35	34
Strongly Agree	10	14	14	22
I feel like I am part of this school				
Strongly Disagree	15	13	6	14
Disagree	20	12	11	9
Neither Agree Nor Disagree	27	32	32	29
Agree	29	30	36	36
Strongly Agree	10	13	16	12
Teachers at this school treat students fairly				
Strongly Disagree	17	18	6	5
Disagree	23	12	15	12
Neither Agree Nor Disagree	22	33	34	21
Agree	29	28	37	40
Strongly Agree	9	8	9	22
I feel safe in my school				
Strongly Disagree	16	14	6	10
Disagree	18	13	10	10
Neither Agree Nor Disagree	30	34	37	31
Agree	26	28	35	34
Strongly Agree	9	11	12	15

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 Based Assets

At my school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %	NT %
who really cares about me				
Not At All True	20	19	7	11
A Little True	36	36	25	41
Pretty Much True	24	29	34	37
Very Much True	20	16	34	11
who tells me when I do a good job				
Not At All True	9	9	4	9
A Little True	25	28	15	21
Pretty Much True	31	36	37	41
Very Much True	36	28	44	29
who notices when I am not there				
Not At All True	20	17	6	11
A Little True	24	25	20	25
Pretty Much True	28	31	39	29
Very Much True	28	26	35	35
who always wants me to do my best				
Not At All True	7	11	3	5
A Little True	14	19	11	18
Pretty Much True	23	33	31	38
Very Much True	55	37	55	38
who listens when I have something to say				
Not At All True	17	16	4	16
A Little True	22	29	20	23
Pretty Much True	32	31	39	26
Very Much True	29	24	38	35
who believes that I will be a success				
Not At All True	14	16	4	7
A Little True	20	22	15	25
Pretty Much True	28	30	36	39
Very Much True	38	32	45	29

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.. believe that I will be a success.

Table A3.12 - *Continued*
School Based Assets

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do interesting activities at school				
Not At All True	19	26	21	29
A Little True	36	26	27	25
Pretty Much True	26	24	25	27
Very Much True	19	23	26	20
I help decide things like class rules or activities				
Not At All True	58	56	46	51
A Little True	25	21	31	24
Pretty Much True	10	14	12	15
Very Much True	7	9	12	11
I do things that make a difference at school				
Not At All True	35	38	32	44
A Little True	33	30	36	28
Pretty Much True	20	17	20	14
Very Much True	12	14	12	14

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

Table A3.13
Community Based Assets

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				
Not At All True	8	13	7	9
A Little True	12	13	11	9
Pretty Much True	13	15	21	35
Very Much True	66	59	61	47
who tells me when I do a good job				
Not At All True	12	14	10	13
A Little True	14	14	14	20
Pretty Much True	23	22	27	28
Very Much True	51	50	49	39

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 Based Assets

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				
Not At All True	16	17	11	18
A Little True	13	15	14	9
Pretty Much True	22	22	23	29
Very Much True	49	46	51	45
who believes that I will be a success				
Not At All True	10	15	8	11
A Little True	11	16	14	19
Pretty Much True	19	18	24	28
Very Much True	60	51	54	42
who always wants me to do my vest				
Not At All True	9	11	6	6
A Little True	9	11	8	15
Pretty Much True	15	18	25	26
Very Much True	68	59	61	54
whom I trust				
Not At All True	13	16	9	7
A Little True	10	15	14	15
Pretty Much True	16	19	19	27
Very Much True	60	51	58	51

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 Based Assets

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I am part of clubs, sports teams, church/temple or other group activities				
Not At All True	32	29	29	51
A Little True	15	19	13	11
Pretty Much True	17	12	16	11
Very Much True	35	40	43	27
I am involved in music, art, literature, sports or a hobby				
Not At All True	26	26	23	43
A Little True	13	15	10	13
Pretty Much True	16	14	19	11
Very Much True	45	45	47	34
I help other people				
Not At All True	13	19	9	18
A Little True	25	22	21	30
Pretty Much True	32	29	34	20
Very Much True	30	30	36	32

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	69	50	33	22
1 time	11	5	8	3
2 to 3 times	9	11	12	2
4 or more times	12	33	47	72
Marijuana				
0 times	87	69	63	29
1 time	4	4	7	7
2 to 3 times	4	7	8	11
4 or more times	5	20	21	54
Inhalants (to get high)				
0 times	85	85	94	75
1 time	7	4	1	4
2 to 3 times	3	4	3	9
4 or more times	6	7	3	13
Cocaine				
0 times	na	89	91	75
1 time	na	2	2	2
2 to 3 times	na	4	4	9
4 or more times	na	5	2	15
Methamphetamine or any amphetamines				
0 times	na	91	98	82
1 time	na	2	1	7
2 to 3 times	na	2	0	2
4 or more times	na	5	1	9

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	92	96	86
1 time	na	1	1	9
2 to 3 times	na	3	2	4
4 or more times	na	4	1	2
Ecstasy				
0 times	na	90	90	82
1 time	na	3	5	7
2 to 3 times	na	4	1	7
4 or more times	na	4	4	4
Heroin				
0 times	na	93	98	96
1 time	na	1	0	0
2 to 3 times	na	2	1	0
4 or more times	na	3	1	4
Other illegal drug or pill				
0 times	93	82	90	68
1 time	2	6	4	16
2 to 3 times	3	4	3	4
4 or more times	1	8	3	12
Any of the above AOD Use	39	54	69	82
Prescription pain killers				
0 times	na	83	82	64
1 time	na	4	3	9
2 to 3 times	na	5	6	13
4 or more times	na	8	9	15

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	94	99	93
1 time	na	1	0	2
2 to 3 times	na	2	0	0
4 or more times	na	3	1	5
Tranquilizers or sedatives				
0 times	na	92	95	89
1 time	na	3	1	4
2 to 3 times	na	2	2	5
4 or more times	na	3	1	2
Cold/Cough Medicines				
0 times	na	69	73	66
1 time	na	4	2	4
2 to 3 times	na	10	5	7
4 or more times	na	18	20	23
Diet Pills				
0 times	na	91	93	84
1 time	na	1	3	7
2 to 3 times	na	2	0	0
4 or more times	na	6	5	9
Ritalin™ or Adderall™				
0 times	na	92	96	91
1 time	na	1	0	0
2 to 3 times	na	4	2	5
4 or more times	na	3	2	4

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	60	44	31	17
10 or under	16	14	7	17
11 -12 years old	20	13	7	16
13-14 years old	3	25	23	29
15-16 years old	0	4	31	17
17 years or older	1	1	2	3
Marijuana				
Never	89	73	66	33
10 or under	2	3	1	9
11 -12 years old	7	8	2	10
13-14 years old	2	15	12	28
15-16 years old	0	1	17	17
17 years or older	0	1	1	3
Other illegal drug				
Never	92	83	83	58
10 or under	1	3	0	5
11 -12 years old	5	4	1	5
13-14 years old	2	9	5	19
15-16 years old	0	1	8	11
17 years or older	0	0	2	2

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	27	33	53
Marijuana	8	18	13	45
Inhalants	6	7	4	14
Cocaine	na	5	2	13
Methamphetamine or any amphetamines	na	4	2	9
Ecstasy, LSD or other psychedelics	na	6	4	7
Other illegal drug or pill	6	9	4	14
Any of the above AOD Use	19	33	37	60
Two or more drugs at the same time	na	8	7	20

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	73	67	47
1 or 2 days	11	14	20	25
3 to 9 days	4	5	7	11
10 to 19 days	1	4	3	11
20 or more days (daily)	2	4	4	5
Marijuana				
None	92	82	87	55
1 or 2 days	4	8	5	14
3 to 9 days	1	1	2	3
10 to 19 days	1	4	3	7
20 or more days (daily)	2	4	4	21

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	84	70	58	29
1 to 2 times	11	13	20	25
3 to 6 times	2	8	9	23
7 or more times	2	10	13	23

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	90	74	66	32
1 to 2 times	5	6	11	13
3 to 6 times	2	5	8	18
7 or more times	3	15	15	38

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	90	83	79	56
1 to 2 days	6	5	9	19
3 or more days	4	11	12	25

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	60	49	44	21
Just a sip or two	22	14	11	4
Enough to feel it a little	9	14	18	19
Enough to feel it a lot	5	13	18	38
Until really drunk	4	10	9	19

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

Table A4.9

Usual Level of Highness When Using Drugs

	Grade 9 %	Grade 11 %	NT %
Don't use drugs	72	70	35
Not high at all	2	3	4
A little high	6	7	13
Moderately high	9	11	24
Very high	10	9	25

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	*73*	*66*	*51*
Any	*27*	*34*	*49*
1 time	7	11	13
2 times	7	12	13
3 to 6 times	6	7	15
7 or more times	7	4	8

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	*51*
Any	*49*
1 time	14
2 times	10
3 to 6 times	10
7 or more times	9

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	93	95	80
1 to 2 days	7	3	3	15
3 or more days	2	5	2	5
Marijuana				
0 days	96	93	96	84
1 to 2 days	1	3	2	5
3 or more days	3	4	1	11
Any illegal drug or pill				
0 days	96	94	98	91
1 to 2 days	3	1	2	2
3 or more days	2	4	0	7

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	94	85	80	44
1 to 2 times	4	7	11	19
3 to 6 times	1	4	6	12
7 or more times	1	5	3	25

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	34	30	24	29
Moderate	21	24	28	20
Slight	19	30	35	33
None	26	16	13	18
Alcohol - 5 or more drinks once or twice a week				
Great	43	47	44	33
Moderate	20	23	29	23
Slight	13	13	15	19
None	25	18	12	25

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	46	41	31	34
Moderate	17	24	23	17
Slight	10	14	26	26
None	27	21	20	23
Marijuana - Smoke once or twice a week				
Great	50	51	47	33
Moderate	15	16	18	26
Slight	8	13	14	11
None	27	20	21	30

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	30	35	30	46
Somewhat disapprove	16	18	23	37
Strongly disapprove	54	47	48	17
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	30	38	39	63
Somewhat disapprove	16	20	17	27
Strongly disapprove	54	42	44	10
Marijuana - Once a month or more				
Neither approve or disapprove	29	36	36	68
Somewhat disapprove	15	20	18	21
Strongly disapprove	56	44	46	11

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	37	14	8	6
10 percent	21	13	12	0
20 percent	12	10	10	4
30 percent	6	12	10	2
40 percent	5	7	8	8
50 percent	12	16	21	21
60 percent	2	5	6	2
70 percent	1	7	6	13
80 percent	1	7	10	4
90 percent	2	6	8	17
All of them	2	4	2	23

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	58	43	19
Problems with emotions, nerves, mental health	8	12	19
Trouble or problems with the police	7	13	19
Money problems	4	2	9
Get into trouble in school	5	7	13
Problems with school work	7	4	11
Fight with other kids	5	6	13
Damage a friendship	4	4	2
Physically hurt or injure yourself	4	5	9
Unwanted or unprotected sex	4	4	11
Forget what happened or pass out	10	14	19
Other problems	4	6	8
More than one problem	12	16	34
Never had problems when I've used alcohol/drugs	25	28	36

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	64	46	25
Had to increase use to get same effect as before	8	12	19
Spent a lot of time getting, using, or being "hung over" from using	7	4	13
Used alcohol or drugs a lot more than intended	6	9	17
Used alcohol or drugs when alone	8	7	23
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	5	5	8
Didn't like they way you felt when not high or drunk	5	3	6
Thought about reducing or stopping	7	14	19
Told self not going to use but used anyway	7	10	13
Spoke with someone about reducing or stopping use	5	11	10
Attended counseling, program, or group to reduce/stop use	2	1	4
More than one experience	10	16	29
Use alcohol or drugs but have not experienced any of these things	18	26	29

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	15	7	3	13
Fairly difficult	10	3	7	10
Fairly easy	15	21	20	21
Very easy	23	44	49	48
Don't know	37	24	20	8
Marijuana				
Very difficult	20	8	4	13
Fairly difficult	9	5	7	4
Fairly easy	11	13	15	13
Very easy	16	44	49	63
Don't know	45	30	25	7

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	81	73	71	62
1 time	9	8	11	8
2 to 3 times	6	9	8	12
4 or more times	5	10	9	18

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

Table A4.22

Talked to parents or guardian about dangers of tobacco, alcohol, or drug use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	47	44	44	54
Yes	53	56	56	46

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	34	20	16	27
Yes	66	80	84	73

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

Employer drug and alcohol testing

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
More likely	na	31	30	30
Less likely	na	19	15	30
Would make no difference	na	50	55	40

Question HS A.119: Would you be more or less likely to want to work for an employer that tests its employees for drug or alcohol use on a random basis?

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	78	na	na	na
1 time	9	na	na	na
2 to 3 times	5	na	na	na
4 or more times	6	na	na	na
A whole cigarette				
0 times	88	72	61	45
1 time	5	8	9	4
2 to 3 times	3	8	7	14
4 or more times	4	12	23	38
Smokeless tobacco				
0 times	93	84	85	79
1 time	3	4	4	5
2 to 3 times	2	6	5	4
4 or more times	1	6	6	12

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	81	71	60	34
10 or under	5	6	5	7
11 -12 years old	12	12	7	12
13-14 years old	1	12	12	31
15-16 years old	0	0	15	12
17 years or older	1	0	1	3
Smokeless Tobacco				
Never	94	87	82	72
10 or under	1	3	2	3
11 -12 years old	4	4	0	5
13-14 years old	1	4	7	14
15-16 years old	0	1	8	5
17 years or older	0	0	1	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 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	9	10	18	32
Daily	1	3	3	17
Smokeless Tobacco				
Any	3	9	6	9
Daily	0	3	4	4

Question HS A.61-62/MS A.51-51: 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*	*94*	*96*	*89*
Any	*6*	*6*	*4*	*11*
1 or 2 days	4	2	3	4
3 to 9 days	0	1	0	0
10 to 19 days	1	1	0	4
20 to 30 days	1	2	1	4

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	28	33	30	43
Somewhat disapprove	16	13	11	27
Strongly disapprove	56	53	59	29

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	21	23	21	31
Somewhat disapprove	23	15	15	29
Strongly disapprove	56	62	64	39

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	36	37	28	34
Moderate	22	28	33	25
Slight	18	19	25	26
None	24	16	15	15
Smoking 1-2 packs of cigarette a day				
Great	58	65	68	60
Moderate	11	11	13	17
Slight	6	8	6	6
None	25	17	13	17

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	7	2	11
Fairly difficult	10	6	8	6
Fairly easy	15	22	18	19
Very easy	18	35	50	51
Don't know	42	30	22	13

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	16	8	7
10 percent	20	20	17	6
20 percent	13	9	16	4
30 percent	8	16	13	11
40 percent	3	6	8	11
50 percent	12	17	18	22
60 percent	2	3	4	6
70 percent	2	3	6	7
80 percent	1	4	5	6
90 percent	0	3	3	9
All of them	2	3	2	11

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?

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	52	65	68	65
1 time	20	13	14	12
2 to 3 times	11	13	9	14
4 or more times	17	9	8	10
Had sexual jokes/comments/gestures made to you				
0 times	54	59	60	63
1 time	14	8	8	12
2 to 3 times	9	14	12	8
4 or more times	23	20	20	18
Been made fun of because of your looks/way talk				
0 times	53	69	72	77
1 time	16	10	11	8
2 to 3 times	10	7	6	6
4 or more times	21	14	11	9

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	49	71	84	84
1 time	17	14	10	8
2 to 3 times	13	5	1	2
4 or more times	20	9	5	6
Been afraid of being beaten up				
0 times	71	81	88	90
1 time	12	13	9	4
2 to 3 times	10	3	2	2
4 or more times	7	3	1	4
Been in physical fight				
0 times	68	78	88	73
1 time	16	10	5	12
2 to 3 times	8	6	3	4
4 or more times	8	7	4	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 %	Grade 9 %	Grade 11 %	NT %
Had property stolen/damaged				
0 times	63	77	79	80
1 time	18	11	12	6
2 to 3 times	9	5	5	8
4 or more times	10	7	4	6
Damaged school property on purpose				
0 times	78	87	92	80
1 time	9	6	4	8
2 to 3 times	6	2	0	6
4 or more times	7	4	1	6

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	91	96	98	92
1 time	5	1	1	2
2 or more times	4	3	1	6
Carried any other weapon				
0 times	85	90	94	80
1 time	7	4	4	4
2 or more times	8	6	2	16

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	55	73	80	51
1 time	22	16	13	24
2 or more times	23	12	7	24
Been threatened/injured with a weapon				
0 times	86	92	95	84
1 time	7	4	3	4
2 or more times	7	4	2	12

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	26	28	17	34
Somewhat disapprove	11	11	8	14
Strongly disapprove	63	61	75	52

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	74	84	88	86
1 time	13	5	5	6
2 or more times	13	11	7	8
Religion				
0 times	86	91	94	90
1 time	7	4	4	4
2 or more times	7	4	2	6
Gender				
0 times	88	91	94	86
1 time	7	5	2	6
2 or more times	5	4	3	8
Sexual Orientation *				
0 times	85	91	90	90
1 time	7	2	5	6
2 or more times	8	7	5	4
Physical/Mental Disability				
0 times	93	94	93	94
1 time	2	2	3	0
2 or more times	5	4	3	6
Any of the Above Five Hate-Crime Reasons	36	23	21	27
Any Other Reason				
0 times	72	81	87	86
1 time	10	4	4	2
2 or more times	19	15	9	12
Any Harassment	45	29	25	27

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	91	87	94	80
Yes	9	13	6	20

Question HS A.121 /MS A.103: 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	45	38	39	28
No	46	56	57	58
Yes	9	6	4	14

Question HS A.122/MS A.104: 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	13	16	12	18
Safe	28	34	40	35
Neither safe nor unsafe	42	39	39	37
Unsafe	10	7	7	2
Very unsafe	8	5	2	8

Question HS A.120/MS A.101: How safe do you feel when you are at school?

Table A6.11

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				
Native Hawaiian or Pacific Islander				
Asian				
Black or African American (non-Hispanic)	39	41		
Hispanic or Latino/Latina	34	17	20	27
White or Caucasian (non-Hispanic)	47	21	23	
Other	33			
Multi-Racial (selected more than one)	45	25		

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 A6.12

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				
Native Hawaiian or Pacific Islander				
Asian				
Black or African American (non-Hispanic)	36	30		
Hispanic or Latino/Latina	24	14	11	14
White or Caucasian (non-Hispanic)	29	15	6	
Other	24			
Multi-Racial (selected more than one)	33	18		

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	46	44	43	55
Yes	54	56	57	45

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	69	68	63
Yes	33	31	32	37

Question HS A.123/MS A.105: 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?

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)?	34	28	55	45	67	68	81	73
use inhalants?	20	10	15	15	8	5	30	21
smoke marijuana?	15	12	30	33	37	35	70	71
During the past 30 days, did you…								
drink alcohol (one full drink)?	20	14	30	24	35	31	54	50
use inhalants?	6	5	8	7	4	3	19	10
smoke marijuana?	10	6	19	18	12	13	56	33
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking alcohol?	20	11	35	25	50	33	70	71
been high from using drugs?	14	7	25	28	39	29	74	61
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	13	7	19	14	22	18	42	43
ATOD Use at School								
During your life, have you ever been drunk/high on school property?	9	3	15	16	18	21	65	47
During the past 30 days, did you use marijuana on school property?	5	2	6	8	2	5	19	14
Perceived Harm								
*Frequent use of… is harmful.**								
alcohol (five or more drinks once or twice a week)	78	74	86	78	87	91	84	65
marijuana (once or twice a week)	76	71	82	78	82	77	84	57

**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?	11	12	27	29	34	43	50	62
During the past 30 days, did you smoke a cigarette?	10	8	10	11	13	22	31	35
During the past 30 days, did you smoke cigarettes daily?	1	1	1	4	0	5	19	15
During the past 30 days, did you smoke cigarettes on school property?	6	6	7	4	2	5	8	14
Frequent use of cigarettes is harmful. (1-2 packs a day)*	76	73	87	80	86	89	88	77

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

Table A8.3

Violence-Related Behavior and Experiences, 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	26	26	13	20	11	12	8	19
Religion	13	15	6	12	7	6	8	12
Gender	17	8	9	10	6	6	8	19
Gay/lesbian, or someone thought you were	19	11	9	10	10	10	13	8
Physical/mental disability	9	4	3	8	9	5	0	11
Any other reason	33	23	17	21	15	12	9	19
During the past 12 months at school have you been in a physical fight?	31	35	13	33	11	12	21	33
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	8	9	7	5	4	3	13	15
Feels safe at school	38	43	49	50	46	59	58	48
Currently belong to a gang?	9	10	15	12	7	4	13	26

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?	47	60	54	58	56	59	37	54
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?	42	25	42	20	38	26	52	22

9. Comparisons

Table A9.1

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 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)	12	7	28	20	45	39	34	55
chew tobacco or snuff?	7	4	16	6	~	15	10	~
drink alcohol (glass)?	31	24	50	47	67	67	66	79
use inhalants?	15	11	15	14	15	6	15	12
smoke marijuana? (PI)	13	9	31	25	29	37	42	50
During the past 30 days, did you…								
smoke a cigarette? (PI)	9	6	10	11	15	18	17	24
chew tobacco or snuff?	3	3	9	5	6	6	6	6
drink alcohol (glass)? (PI)	17	15	27	24	37	33	42	53
use inhalants?	6	5	7	7	~	4	7	~
smoke marijuana? (PI)	8	7	18	15	16	13	24	21
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking?	16	11	30	28	~	42	45	~
been high from using drugs?	10	8	26	22	~	34	37	~
During the past 30 days, did you…								
drink 5 drinks in a couple of hours?	10	6	17	16	18	21	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 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?	6	6	15	13	~	20	25	~
During the past 30 days, did you smoke cigarettes?	6	3	6	7	4	4	7	5
Perceived Harm[b]								
People risk harming themselves using...[c]								
cigarettes (1-2 packs a day)	75	83	83	90	~	87	93	~
alcohol (five or more drinks once or twice a week)	75	83	82	89	~	88	92	~
marijuana (once or twice a week)	73	82	80	85	~	79	87	~

(PI) = SDFSCA/TUPE performance indicator recommended by CDE.
[b]not comparable with previous CHKS
[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.

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Table A9.2

Selected Violence-Related Behavior and Experiences, and Protective Factors with Comparisons to 2007 State CSS* and National YRBS

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
Violence-Related Behaviors and Experiences								
During the past 12 months at school, have you….								
been harassed because of race, ethnicity, gender, sexual orientation, or disability?	36	31	23	27	~	21	22	~
been in a physical fight?	32	32	22	25	18	12	23	11
been afraid of being beaten up? (PI)	29	29	19	22	~	12	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	17	10	11	13	~	6	13	~
How safe do you feel when you are at school? Very safe. (PI)	13	18	16	16	~	12	20	~
Do you consider yourself a member of a gang?	9	9	13	8	~	6	8	~
Protective Factors - High Level of External Assets at School								
Caring relationships with teacher or other adult (PI)	30	31	23	28	~	42	29	~
High expectations from teacher or other adult (PI)	49	45	37	39	~	56	38	~
Opportunities for meaningful participation at their school (PI)	10	16	10	13	~	13	15	~
Total School Assets	25	31	25	27	~	38	28	~
School Connectedness (Add Health) (PI)	22	39	30	34	~	35	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.