

California Healthy Kids Survey

Building Healthy Communities
Coachella Valley
2009-2010

This report was prepared by WestEd, a research, development, and service agency, under contract from The California Endowment. For contract information, contact:

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PREFACE

This report provides the detailed results for each question from this BHC Place’s 2009–10 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.¹

The CHKS, along with the *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS), is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Health, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on learning barriers, engagement, and supports. For additional information and resources, visit the survey website: chks.wested.org.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine whether staff and parent perceptions accurately reflect student behaviors and experiences. The *CHKS Guidebook* to survey content provides a crosswalk between student and staff survey 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.

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. The BHC has a special module with items related to health care and nutrition and exercise. 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, that are 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.² The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

¹ *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support)

² *Guidebook for the California Healthy Kids Survey, Part I: Administration* (chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from chks.wested.org/administer/download.

School-Related Content

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

- grades, truancy, and school connectedness, as indicators of engagement;
- the levels of students' experiences of 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 perceived frequency of, and reasons for, harassment and bullying at school; and
- levels of substance use, violence, and crime-related behavior (e.g., weapons possession) at school.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential..

THE REPORT

The tables in this Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

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, *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook for the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) a step-by-step process for reviewing, analyzing, and disseminating survey 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.³

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; the factors that can impact the quality, validity, and generalizability of the results; the changes that occurred between administrations. 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

The BHC Places are made up of schools within a specific geographic area. The data have been weighted to account for the percentage of students that each school should have contributed to the whole place, to account for low consent rates and places that did a random sample of students versus a census of all students in the grades surveyed.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase after holidays or social events).

³ The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help determine whether changes in results are locally unique or may be part of a larger trend, possibly affected by broad social forces. Ultimately, however, the most fundamental concern should be what the survey results say about the students and schools and what improvements need to be made.

NEXT STEPS

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

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the CSCS and other sources, particularly in the context of identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include numbers 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 the meaning of the results in more depth and to 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. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, under contract from The California Endowment. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at <http://www.chks.wested.org>.

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

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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CHKS Director, WestEd

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

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 9	Grade 11	NT*
<i>Student Sample Size</i>			
Target Sample	NA	NA	NA
Final Number	391	200	27
Average Response Rate	NA	NA	NA

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 9 %	Grade 11 %	NT %
12 years or younger	1	0	0
13 years old	4	0	0
14 years old	78	0	0
15 years old	17	2	4
16 years old	1	90	44
17 years old	0	8	37
18 years or older	0	1	15

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

Table A2.2

Gender of Sample

	Grade 9 %	Grade 11 %	NT %
Male	48	45	44
Female	52	56	56

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	2	1	0
Native Hawaiian or Pacific Islander	1	0	0
Asian	1	2	0
Black or African American (non-Hispanic)	3	3	4
Hispanic or Latino/Latina	90	95	96
White or Caucasian (non-Hispanic)	3	2	0
Other	6	2	0
Selected more than one	4	3	0

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	71	68	56
A home with only one parent	21	25	37
Other relative's home	5	5	4
A home with more than one family	3	3	4
Friend's home	0	1	0
Foster home, group care, or waiting placement	0	1	0
Hotel or motel	0	0	0
Migrant housing	0	0	0
Shelter	1	0	0
On the street (no fixed housing), car campground	0	1	0
Other transitional or temporary housing	0	0	0
Other living arrangements	1	1	4

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 9	Grade 11	NT
	%	%	%
Mostly A's	14	9	9
A's and B's	30	26	17
Mostly B's	8	9	17
B's and C's	26	30	22
Mostly C's	4	8	4
C's and D's	11	9	17
Mostly D's	3	6	0
Mostly F's	3	4	13

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 9	Grade 11	NT
	%	%	%
0 times	58	53	22
1-2 times	21	17	26
A few times	13	18	22
Once a month	2	1	9
Once a week	2	5	9
More than once a week	4	5	13

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

Never
1 day
2 days
3 days
4 days
5 days

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

Table A2.8

Migrant Education

	Grade 9	Grade 11	NT
	%	%	%
Yes	8	12	15
No	47	68	78
Don't know	45	20	7

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
<i>School Environment</i>									
Total	20	57	22	28	55	18	19	81	0
Caring Adult Relationships	22	57	21	40	46	15	31	69	0
High Expectations	39	49	13	48	46	7	50	50	0
Opportunities for Meaningful Participation	9	47	44	11	43	46	4	50	46
<i>Community Environment</i>									
Total	44	41	14	40	40	20	56	40	4
Caring Adult Relationships	48	38	14	45	32	23	69	27	4
High Expectations	55	31	14	47	35	18	72	24	4
Opportunities for Meaningful Participation	26	45	29	27	43	30	19	56	26
<i>School Connectedness Scale</i>									
	21	56	23	18	59	23	8	54	38

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 9			Grade 11			NT		
	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 A3.3

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 9			Grade 11			NT		
	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 9			Grade 11			NT		
	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 9			Grade 11			NT		
	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 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	20	57	22	28	56	16			
Caring Adult Relationships	23	56	21	40	46	14			
High Expectations	39	49	11	49	45	6			
Opportunities for Meaningful Participation	8	47	45	12	43	46			
Community Environment									
Total	46	40	14	40	40	20			
Caring Adult Relationships	49	36	15	45	32	23			
High Expectations	57	29	14	47	34	19			
Opportunities for Meaningful Participation	27	44	28	25	45	30			
School Connectedness Scale									
	20	58	22	19	60	22			

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 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
Community Environment									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
School Connectedness Scale									

Table A3.8

Summary Table - Other Ethnicity

Cells are empty if there are less than 25 respondents

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

Table A3.9

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 9			Grade 11			NT		
	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 A3.10.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
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								

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							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
School Environment								
Total					20			
Caring Adult Relationships					23			
High Expectations					39			
Opportunities for Meaningful Participation					8			
Community Environment								
Total					46			
Caring Adult Relationships					49			
High Expectations					57			
Opportunities for Meaningful Participation					27			
School Connectedness Scale					20			

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							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
School Environment								
Total					28			
Caring Adult Relationships					40			
High Expectations					49			
Opportunities for Meaningful Participation					12			
Community Environment								
Total					40			
Caring Adult Relationships					45			
High Expectations					47			
Opportunities for Meaningful Participation					25			
School Connectedness Scale					19			

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							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
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								

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 9 %	Grade 11 %	NT %
I feel close to people in this school			
Strongly Disagree	9	6	46
Disagree	8	13	19
Neither Agree Nor Disagree	35	31	27
Agree	36	38	4
Strongly Agree	11	13	4
I am happy to be at this school			
Strongly Disagree	11	13	19
Disagree	11	11	23
Neither Agree Nor Disagree	29	36	27
Agree	36	28	12
Strongly Agree	13	12	19
I feel like I am part of this school			
Strongly Disagree	13	9	30
Disagree	16	13	19
Neither Agree Nor Disagree	33	45	26
Agree	29	25	19
Strongly Agree	9	9	7
Teachers at this school treat students fairly			
Strongly Disagree	20	22	15
Disagree	22	21	15
Neither Agree Nor Disagree	33	33	31
Agree	19	15	27
Strongly Agree	6	8	12
I feel safe in my school			
Strongly Disagree	17	13	11
Disagree	17	20	22
Neither Agree Nor Disagree	36	38	33
Agree	24	24	19
Strongly Agree	6	4	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 Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult...	Grade 9	Grade 11	NT
	%	%	%
who really cares about me (Caring Relationships)			
Not At All True	21	18	23
A Little True	33	19	38
Pretty Much True	29	29	4
Very Much True	18	34	35
who tells me when I do a good job (High Expectations)			
Not At All True	12	9	7
A Little True	25	16	15
Pretty Much True	34	44	37
Very Much True	29	31	41
who notices when I am not there (CR)			
Not At All True	24	14	15
A Little True	25	21	7
Pretty Much True	25	35	33
Very Much True	26	30	44
who always wants me to do my best (HE)			
Not At All True	10	7	8
A Little True	21	15	4
Pretty Much True	30	29	56
Very Much True	38	49	32
who listens when I have something to say (CR)			
Not At All True	18	14	4
A Little True	32	25	23
Pretty Much True	30	35	27
Very Much True	20	26	46
who believes that I will be a success (HE)			
Not At All True	13	9	12
A Little True	22	19	12
Pretty Much True	34	38	27
Very Much True	31	34	50

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 9 %	Grade 11 %	NT %
I do interesting activities at school (Opportunities for Meaningful Participation)			
Not At All True	28	28	26
A Little True	26	29	37
Pretty Much True	27	26	30
Very Much True	19	17	7
I help decide things like class rules or activities (OMP)			
Not At All True	57	57	46
A Little True	22	15	35
Pretty Much True	14	18	15
Very Much True	7	10	4
I do things that make a difference at school (OMP)			
Not At All True	41	42	23
A Little True	32	25	31
Pretty Much True	17	20	38
Very Much True	10	13	8

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... who really cares about me (CR)	Grade 9 %	Grade 11 %	NT %
Not At All True	11	17	12
A Little True	13	16	4
Pretty Much True	20	20	0
Very Much True	56	48	84
who tells me when I do a good job (HE)			
Not At All True	17	19	4
A Little True	18	22	19
Pretty Much True	25	25	27
Very Much True	40	34	50

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 9	Grade 11	NT
	%	%	%
who notices when I am upset about something (CR)			
Not At All True	21	22	12
A Little True	14	17	12
Pretty Much True	31	19	27
Very Much True	33	41	50
who believes that I will be a success (HE)			
Not At All True	13	17	12
A Little True	11	18	4
Pretty Much True	28	22	19
Very Much True	48	42	65
who always wants me to do my best (HE)			
Not At All True	14	16	8
A Little True	9	17	8
Pretty Much True	20	22	4
Very Much True	56	45	80
whom I trust (CR)			
Not At All True	17	27	16
A Little True	15	15	8
Pretty Much True	24	18	20
Very Much True	44	40	56

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 9	Grade 11	NT
	%	%	%
I am part of clubs, sports teams, church/temple or other group activities (OMP)			
Not At All True	41	42	44
A Little True	16	14	26
Pretty Much True	14	16	7
Very Much True	29	28	22
I am involved in music, art, literature, sports or a hobby (OMP)			
Not At All True	34	36	33
A Little True	14	15	22
Pretty Much True	19	15	11
Very Much True	33	34	33
I help other people (OMP)			
Not At All True	23	24	8
A Little True	21	20	24
Pretty Much True	33	29	24
Very Much True	22	27	44

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 9 %	Grade 11 %	NT %
Alcohol (one full drink)			
0 times	53	45	0
1 time	10	5	11
2 to 3 times	16	9	22
4 or more times	22	41	67
Marijuana			
0 times	78	68	26
1 time	9	7	11
2 to 3 times	7	7	15
4 or more times	6	19	48
Inhalants (to get high)			
0 times	85	88	89
1 time	7	4	7
2 to 3 times	4	3	0
4 or more times	4	6	4
Cocaine			
0 times	92	86	63
1 time	4	4	11
2 to 3 times	2	4	7
4 or more times	3	7	19
Methamphetamine or any amphetamines			
0 times	96	94	63
1 time	1	3	15
2 to 3 times	1	2	4
4 or more times	1	2	19

*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 9 %	Grade 11 %	NT %
LSD or other psychedelics			
0 times	95	94	89
1 time	3	2	4
2 to 3 times	2	3	4
4 or more times	1	2	4
Ecstasy			
0 times	93	89	81
1 time	4	3	7
2 to 3 times	1	6	0
4 or more times	2	3	11
Heroin			
0 times	92	98	93
1 time	1	0	7
2 to 3 times	1	1	0
4 or more times	6	1	0
Other illegal drug or pill			
0 times	89	90	78
1 time	4	3	11
2 to 3 times	3	2	4
4 or more times	3	5	7
<i>Any of the above AOD Use</i>	50	58	100
Prescription pain killers			
0 times	92	88	59
1 time	3	2	19
2 to 3 times	3	6	7
4 or more times	2	5	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 9 %	Grade 11 %	NT %
Barbiturates			
0 times	99	98	100
1 time	1	0	0
2 to 3 times	1	1	0
4 or more times	0	1	0
Tranquilizers or sedatives			
0 times	97	96	93
1 time	1	2	4
2 to 3 times	1	1	0
4 or more times	1	2	4
Cold/Cough Medicines			
0 times	85	84	74
1 time	5	5	4
2 to 3 times	6	4	11
4 or more times	4	7	11
Diet Pills			
0 times	92	95	96
1 time	2	2	0
2 to 3 times	1	2	4
4 or more times	4	1	0
Ritalin™ or Adderall™			
0 times	96	95	100
1 time	1	1	0
2 to 3 times	2	3	0
4 or more times	1	2	0

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 9 %	Grade 11 %	NT %
Alcohol (one full drink)			
Never	53	44	11
10 or under	11	11	0
11 -12 years old	15	13	30
13-14 years old	19	17	33
15-16 years old	2	13	26
17 years or older	1	2	0
Marijuana			
Never	81	71	38
10 or under	3	1	8
11 -12 years old	5	9	15
13-14 years old	10	10	15
15-16 years old	1	10	19
17 years or older	0	1	4
Other illegal drug			
Never	91	85	63
10 or under	2	1	0
11 -12 years old	3	3	7
13-14 years old	4	4	19
15-16 years old	0	6	7
17 years or older	0	1	4

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 9	Grade 11	NT
	%	%	%
Alcohol (at least one drink)	32	32	70
Marijuana	10	10	30
Inhalants	6	5	4
Cocaine	5	7	11
Methamphetamine or any amphetamines	2	2	7
Ecstasy, LSD or other psychedelics	4	6	4
Other illegal drug or pill	5	4	4
<i>Any of the above AOD Use</i>	34	36	74
Two or more drugs at the same time	5	6	30

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 9	Grade 11	NT
	%	%	%
Alcohol			
None	68	68	30
1 or 2 days	18	18	26
3 to 9 days	8	10	19
10 to 19 days	3	3	7
20 or more days (daily)	3	2	19
Marijuana			
None	90	90	70
1 or 2 days	5	4	11
3 to 9 days	2	3	4
10 to 19 days	1	1	4
20 or more days (daily)	2	3	11

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 9	Grade 11	NT
	%	%	%
0 times	71	64	0
1 to 2 times	18	19	41
3 to 6 times	5	10	15
7 or more times	6	8	44

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 9	Grade 11	NT
	%	%	%
0 times	82	73	30
1 to 2 times	9	10	26
3 to 6 times	3	6	4
7 or more times	6	12	41

Question HS A.54/MS A.43: 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 9	Grade 11	NT
	%	%	%
0 days	83	78	52
1 to 2 days	11	14	7
3 or more days	6	9	41

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 9	Grade 11	NT
	%	%	%
Don't drink alcohol	60	52	35
Just a sip or two	15	9	13
Enough to feel it a little	12	11	4
Enough to feel it a lot	6	18	17
Until really drunk	7	10	30

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	81	78	41
Not high at all	4	3	14
A little high	6	8	14
Moderately high	4	4	5
Very high	5	8	27

Question HS A.77: 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
	%	%	%
<i>Never</i>	74	57	55
<i>Any</i>	26	43	45
1 time	7	15	5
2 times	7	8	10
3 to 6 times	6	10	15
7 or more times	6	10	15

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

Table A4.11

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

Never

Any

1 time

2 times

3 to 6 times

7 or more times

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

Table A4.12***Any Current Alcohol and Marijuana Use on School Property, Past 30 Days***

	Grade 9	Grade 11	NT
	%	%	%
Alcohol			
0 days	89	90	62
1 to 2 days	7	7	19
3 or more days	4	3	19
Marijuana			
0 days	95	93	67
1 to 2 days	4	5	8
3 or more days	1	2	25
Any illegal drug or pill			
0 days	95	96	88
1 to 2 days	3	2	8
3 or more days	2	2	4

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 9	Grade 11	NT
	%	%	%
0 times	89	80	59
1 to 2 times	7	12	4
3 to 6 times	2	4	15
7 or more times	2	5	22

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 9 %	Grade 11 %	NT %
Alcohol - Drink Occasionally			
Great	33	39	33
Moderate	22	24	14
Slight	18	23	24
None	27	14	29
Alcohol - 5 or more drinks once or twice a week			
Great	40	49	23
Moderate	17	23	32
Slight	17	14	23
None	26	13	23

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 9 %	Grade 11 %	NT %
Marijuana - Smoke Occasionally			
Great	42	49	24
Moderate	19	16	19
Slight	11	18	14
None	28	16	43
Marijuana - Smoke once or twice a week			
Great	43	47	18
Moderate	18	21	14
Slight	11	16	27
None	27	16	41

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 9 %	Grade 11 %	NT %
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	40	37	36
Somewhat disapprove	21	18	18
Strongly disapprove	39	45	45
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	42	39	48
Somewhat disapprove	15	17	14
Strongly disapprove	43	44	38
Marijuana - Once a month or more			
Neither approve or disapprove	43	38	52
Somewhat disapprove	15	17	10
Strongly disapprove	41	45	38

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

Table A4.17***Student Perception of Percent of Marijuana Use Among Peers***

	Grade 9 %	Grade 11 %	NT %
None of them	29	12	17
10 percent	13	9	0
20 percent	11	6	9
30 percent	9	7	0
40 percent	8	7	4
50 percent	14	13	17
60 percent	5	9	0
70 percent	3	9	9
80 percent	2	11	9
90 percent	3	10	17
All of them	3	8	17

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	70	57	35
Problems with emotions, nerves, mental health	7	10	9
Trouble or problems with the police	8	6	39
Money problems	2	3	9
Get into trouble in school	4	5	35
Problems with school work	5	5	13
Fight with other kids	4	4	13
Damage a friendship	4	6	13
Physically hurt or injure yourself	4	4	0
Unwanted or unprotected sex	1	4	17
Forget what happened or pass out	5	8	4
Other problems	4	4	4
More than one problem	8	13	30
Never had problems when I've used alcohol/drugs	15	19	9

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	71	61	39
Had to increase use to get same effect as before	7	13	22
Spent a lot of time getting, using, or being "hung over" from using	5	5	22
Used alcohol or drugs a lot more than intended	4	6	26
Used alcohol or drugs when alone	7	9	13
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	3	4	26
Didn't like the way you felt when not high or drunk	2	3	4
Thought about reducing or stopping	5	5	17
Told self not going to use but used anyway	5	6	22
Spoke with someone about reducing or stopping use	2	2	9
Attended counseling, program, or group to reduce/stop use	1	1	0
More than one experience	7	11	30
Use alcohol or drugs but have not experienced any of these things	13	17	9

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 9	Grade 11	NT
	%	%	%
Alcohol			
Very difficult	14	5	5
Fairly difficult	9	4	9
Fairly easy	14	13	23
Very easy	35	59	45
Don't know	28	18	18
Marijuana			
Very difficult	17	8	0
Fairly difficult	8	2	5
Fairly easy	12	9	35
Very easy	34	62	45
Don't know	30	20	15

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 9	Grade 11	NT
	%	%	%
0 times	74	65	50
1 time	11	13	14
2 to 3 times	5	9	14
4 or more times	10	13	23

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 9	Grade 11	NT
	%	%	%
No	47	47	43
Yes	53	53	57

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 9	Grade 11	NT
	%	%	%
No	22	22	17
Yes	78	78	83

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 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs			
0 times	na	na	na
1 time	na	na	na
2 to 3 times	na	na	na
4 or more times	na	na	na
A whole cigarette			
0 times	80	73	52
1 time	9	10	26
2 to 3 times	7	6	11
4 or more times	4	12	11
Smokeless tobacco			
0 times	93	92	93
1 time	3	3	4
2 to 3 times	2	2	0
4 or more times	2	4	4

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 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette			
Never	74	71	41
10 or under	5	5	7
11 -12 years old	10	7	0
13-14 years old	9	8	22
15-16 years old	1	10	30
17 years or older	0	1	0
Smokeless Tobacco			
Never	91	88	85
10 or under	2	1	11
11 -12 years old	4	3	0
13-14 years old	3	2	4
15-16 years old	1	6	0
17 years or older	0	1	0

Question HS A.57-58/MS A.46-47: About how old were you the first time youSmoked 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 9 %	Grade 11 %	NT %
Cigarettes			
Any	10	9	33
Daily	2	1	7
Smokeless Tobacco			
Any	5	3	7
Daily	0	1	0

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

Table A5.4***Current Smoking on School Property, Past 30 Days***

	Grade 9	Grade 11	NT
	%	%	%
<i>None</i>	96	96	93
<i>Any</i>	4	4	7
1 or 2 days	3	3	7
3 to 9 days	0	1	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

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

Table A5.5***Personal Disapproval of Using Cigarettes***

	Grade 9	Grade 11	NT
	%	%	%
Neither approve or disapprove	41	33	43
Somewhat disapprove	16	18	10
Strongly disapprove	43	48	48

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 9	Grade 11	NT
	%	%	%
Neither approve or disapprove	27	21	32
Somewhat disapprove	17	13	11
Strongly disapprove	55	66	58

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 9	Grade 11	NT
	%	%	%
Smoking Occasionally			
Great	42	53	43
Moderate	19	26	19
Slight	13	10	5
None	26	11	33
Smoking 1-2 packs of cigarette a day			
Great	56	75	50
Moderate	12	8	5
Slight	6	5	9
None	26	13	36

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 9	Grade 11	NT
	%	%	%
Very difficult	16	8	0
Fairly difficult	8	4	5
Fairly easy	14	13	19
Very easy	32	55	52
Don't know	30	20	24

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 9	Grade 11	NT
	%	%	%
None of them	28	12	26
10 percent	17	15	4
20 percent	13	10	13
30 percent	10	11	0
40 percent	7	13	9
50 percent	12	14	17
60 percent	4	12	0
70 percent	3	4	4
80 percent	2	3	4
90 percent	1	2	9
All of them	3	4	13

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 9	Grade 11	NT
	%	%	%
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)			
Hispanic or Latino/Latina	10	7	35
White or Caucasian (non-Hispanic)			
Other			
Multi-Racial (selected more than one)			

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 9 %	Grade 11 %	NT %
Had mean rumors/lies spread about you			
0 times	56	56	41
1 time	22	22	23
2 to 3 times	11	13	14
4 or more times	12	8	23
Had sexual jokes/comments/gestures made to you			
0 times	60	59	55
1 time	15	13	10
2 to 3 times	7	11	10
4 or more times	19	17	25
Been made fun of because of your looks/way talk			
0 times	69	69	73
1 time	12	14	0
2 to 3 times	6	8	14
4 or more times	12	8	14

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 9	Grade 11	NT
	%	%	%
Been pushed, shoved, hit, etc.			
0 times	68	80	81
1 time	13	10	0
2 to 3 times	8	4	10
4 or more times	11	6	10
Been afraid of being beaten up			
0 times	84	91	86
1 time	11	6	5
2 to 3 times	3	2	5
4 or more times	2	1	5
Been in physical fight			
0 times	71	83	59
1 time	14	9	5
2 to 3 times	8	5	23
4 or more times	7	3	14

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 9	Grade 11	NT
	%	%	%
Had property stolen/damaged			
0 times	73	76	81
1 time	15	15	14
2 to 3 times	6	4	5
4 or more times	6	5	0
Damaged school property on purpose			
0 times	86	85	81
1 time	8	5	10
2 to 3 times	4	4	5
4 or more times	2	5	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 9	Grade 11	NT
	%	%	%
Carried a gun			
0 times	92	95	86
1 time	4	3	5
2 or more times	4	2	9
Carried any other weapon			
0 times	89	89	82
1 time	7	4	5
2 or more times	4	7	14

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 9 %	Grade 11 %	NT %
Seen someone with a weapon			
0 times	70	66	82
1 time	13	17	9
2 or more times	16	17	9
Been threatened/injured with a weapon			
0 times	89	95	86
1 time	6	3	5
2 or more times	5	2	9

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 9 %	Grade 11 %	NT %
Neither approve or disapprove	36	22	20
Somewhat disapprove	9	6	5
Strongly disapprove	55	72	75

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 9 %	Grade 11 %	NT %
Race, Ethnicity, or National Origin			
0 times	87	92	77
1 time	6	3	9
2 or more times	7	5	14
Religion			
0 times	92	95	86
1 time	3	2	5
2 or more times	5	3	9
Gender			
0 times	91	94	82
1 time	3	4	5
2 or more times	6	2	14
Sexual Orientation *			
0 times	90	90	91
1 time	4	4	0
2 or more times	6	6	9
Physical/Mental Disability			
0 times	95	96	90
1 time	3	1	0
2 or more times	3	3	10
<i>Any of the Above Five Hate-Crime Reasons</i>			
	23	19	23
Any Other Reason			
0 times	86	85	76
1 time	4	7	0
2 or more times	10	8	24
<i>Any Harassment</i>			
	28	27	32

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 9	Grade 11	NT
	%	%	%
No	93	94	90
Yes	7	6	10

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 9	Grade 11	NT
	%	%	%
Does not apply, didn't have a boy/girlfriend	46	49	25
No	47	46	55
Yes	8	5	20

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 9	Grade 11	NT
	%	%	%
Very safe	21	5	23
Safe	24	31	27
Neither safe nor unsafe	42	53	41
Unsafe	7	7	5
Very unsafe	6	3	5

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

Table A6.11

Cyber Bullying

	Grade 9	Grade 11	NT
	%	%	%
0 times (never)	78	82	71
1 time	12	7	10
2-3 times	5	6	10
4 or more times	5	4	10

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 9 %	Grade 11 %	NT %
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)			
Hispanic or Latino/Latina	22	18	
White or Caucasian (non-Hispanic)			
Other			
Multi-Racial (selected more than one)			

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

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 9	Grade 11	NT
	%	%	%
No	42	44	46
Yes	58	56	54

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 9	Grade 11	NT
	%	%	%
No	73	66	55
Yes	27	34	45

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9	Grade 11	NT
	%	%	%
No	82	82	82
Yes	18	18	18

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

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use						
<i>During your life did you ever...</i>						
drink alcohol (one full drink)?	52	42	53	58	100	100
use inhalants?	16	15	12	13	7	17
smoke marijuana?	19	26	25	41	73	75
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	33	30	29	35	53	92
use inhalants?	6	5	3	8	0	8
smoke marijuana?	9	11	11	9	20	42
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking alcohol?	32	26	32	42	100	100
been high from using drugs?	16	21	25	31	67	75
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	18	15	17	28	27	75
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	9	13	17	24	27	58
During the past 30 days, did you use marijuana on school property?	3	8	6	7	23	45
Perceived Harm						
<i>Frequent use of... is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	74	73	89	85	62	100
marijuana (once or twice a week)	77	68	88	79	38	89

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

Table A8.2***Selected Tobacco Use Measures, by Gender and Grade***

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	18	23	21	34	53	42
During the past 30 days, did you smoke a cigarette?	9	11	8	10	33	33
During the past 30 days, did you smoke cigarettes daily?	2	2	0	1	7	8
During the past 30 days, did you smoke cigarettes on school property?	2	6	5	2	7	8
Frequent use of cigarettes is harmful. (1-2 packs a day)*	76	71	89	85	69	56

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

Table A8.3***School Safety-Related Indicators, by Gender and Grade***

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>						
Race, ethnicity, or national origin	14	13	7	9	23	22
Religion	9	6	6	5	8	22
Gender	11	8	8	3	23	11
Gay/lesbian, or someone thought you were	9	11	11	9	8	11
Physical/mental disability	4	7	5	3	8	11
Any other reason	14	15	18	12	23	25
During the past 12 months at school have you been in a physical fight?	22	35	12	24	38	44
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	9	6	5	5	33	0
Feels safe at school	39	53	37	35	62	33
Currently belong to a gang?	5	10	3	10	0	25

Table A8.4***Physical and Mental Health Measures, by Gender and Grade***

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	52	63	56	55	46	64
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?	34	20	40	25	62	22

9. Comparisons

Table A9.1

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

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use						
<i>During your life did you ever...</i>						
smoke a cigarette? (PI)	20	20	45 ^a	27	34	55 ^a
chew tobacco or snuff?	7	6	~	8	10	~
drink alcohol (glass)?	47	47	67	55	66	79
use inhalants?	15	14	15	12	15	12
smoke marijuana? (PI)	22	25	29	32	42	50
<i>During the past 30 days, did you...</i>						
smoke a cigarette? (PI)	10	11	15	9	17	24
chew tobacco or snuff?	5	5	6	3	6	6
drink alcohol (glass)? (PI)	32	24	37	32	42	53
use inhalants?	6	7	~	5	7	~
smoke marijuana? (PI)	10	15	16	10	24	21
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking?	29	28	~	36	45	~
been high from using drugs?	18	22	~	27	37	~
<i>During the past 30 days, did you...</i>						
drink 5 drinks in a couple of hours?	17	16	18	22	29	28

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

^aYRBS 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

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property						
During your life, have you ever been drunk/high?	11	13	~	20	25	~
During the past 30 days, did you smoke cigarettes?	4	7	4	4	7	5
Perceived Harm^b						
<i>People risk harming themselves using...^c</i>						
cigarettes (1-2 packs a day)	74	90	~	87	93	~
alcohol (five or more drinks once or twice a week)	74	89	~	87	92	~
marijuana (once or twice a week)	73	85	~	84	87	~

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

^bnot comparable with previous CHKS results

^ccombines "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

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
School Safety						
<i>During the past 12 months at school, have you....</i>						
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	23	27	~	19	22	~
been in a physical fight?	29	25	18	17	23	11
been afraid of being beaten up? (PI)	16	22	~	9	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	13	13	~	13	13	~
How safe do you feel when you are at school? Very safe. (PI)	21	16	~	5	20	~
Do you consider yourself a member of a gang?	7	8	~	6	8	~
School Protective Factors - High Levels (Resilience Indicators)						
Caring relationships with teacher or other adult (PI)	22	28	~	40	29	~
High expectations from teacher or other adult (PI)	39	39	~	48	38	~
Opportunities for meaningful participation at their school (PI)	9	13	~	11	15	~
Total	20	27	~	28	28	~
School Connectedness Scale (PI)	21	34	~	18	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.