

California Healthy Kids Survey

Building Healthy Communities
East Oakland
2009-2010

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

Lori Miller Nascimento
Evaluation Manager
1000 N. Alameda Street
Los Angeles, CA 90012
lnascimento@calendow.org

Recommended citation:

California Healthy Kids Survey: East Oakland Building Health Communities Report, 2009-2010. WestEd Health & Human Development Program for The California Endowment.

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>.

Gregory Austin, Ph.D.
CHKS Director, WestEd

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

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11
<i>Student Sample Size</i>			
Target Sample	NA	NA	NA
Final Number	529	397	230
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 7	Grade 9	Grade 11
	%	%	%
12 years or younger	69	0	0
13 years old	28	4	0
14 years old	3	61	0
15 years old	0	31	5
16 years old	0	4	61
17 years old	0	1	29
18 years or older	0	0	5

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

Table A2.2

Gender of Sample

	Grade 7	Grade 9	Grade 11
	%	%	%
Male	48	43	49
Female	52	57	51

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native	2	3	3
Native Hawaiian or Pacific Islander	2	4	4
Asian	4	5	7
Black or African American (non-Hispanic)	33	33	32
Hispanic or Latino/Latina	58	55	53
White or Caucasian (non-Hispanic)	2	3	2
Other	7	7	8
Selected more than one	6	6	5

Question HS/MS A.6: How do you describe yourself? (Mark all that apply)

Note: Column totals may add up to more than 100% because students could select more than one response.

Table A2.4***Living Situation***

	Grade 9	Grade 11
	%	%
A home with both parents	48	52
A home with only one parent	36	35
Other relative's home	13	13
A home with more than one family	2	2
Friend's home	1	0
Foster home, group care, or waiting placement	1	0
Hotel or motel	0	0
Migrant housing	1	0
Shelter	0	0
On the street (no fixed housing), car campground	1	0
Other transitional or temporary housing	1	1
Other living arrangements	0	0

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

Table A2.5***Grades, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
Mostly A's	25	13	15
A's and B's	39	34	25
Mostly B's	8	11	12
B's and C's	19	22	18
Mostly C's	3	5	9
C's and D's	3	9	15
Mostly D's	1	1	4
Mostly F's	1	6	2

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

Table A2.6***Truancy, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	75	54	42
1-2 times	14	19	18
A few times	6	18	23
Once a month	1	1	2
Once a week	0	1	4
More than once a week	3	8	11

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

Table A2.7***Days Home Alone During Normal School Week***

	Grade 7
	%
Never	66
1 day	18
2 days	9
3 days	5
4 days	2
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
	%	%	%
Yes	4	2	4
No	46	51	66
Don't know	51	47	31

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
<i>School Environment</i>									
Total	43	48	9	31	55	13	27	53	20
Caring Adult Relationships	41	51	8	30	57	13	29	54	17
High Expectations	65	29	5	46	47	7	46	42	11
Opportunities for Meaningful Participation	21	55	23	12	57	31	13	48	39
<i>Community Environment</i>									
Total	60	32	8	47	40	13	45	44	10
Caring Adult Relationships	62	31	7	51	38	11	48	42	10
High Expectations	64	28	7	55	35	10	52	41	8
Opportunities for Meaningful Participation	34	47	20	25	44	31	26	40	34
<i>School Connectedness Scale</i>									
	46	38	16	32	52	16	28	52	20

Table A3.2

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary Table - Black or African American (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	39	49	11	34	52	14	24	56	20
Caring Adult Relationships	37	54	9	31	54	14	24	63	14
High Expectations	66	28	6	51	40	9	42	45	13
Opportunities for Meaningful Participation	21	50	28	11	55	34	15	43	42
Community Environment									
Total	67	27	6	55	34	11	47	42	11
Caring Adult Relationships	65	30	6	53	34	13	47	40	14
High Expectations	68	25	6	61	31	8	49	42	10
Opportunities for Meaningful Participation	40	46	14	32	45	23	25	44	31
School Connectedness Scale									
	34	41	26	35	45	20	26	46	28

Table A3.6

Summary Table - Hispanic or Latino/Latina

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	44	49	7	28	57	15	27	53	21
Caring Adult Relationships	43	50	7	29	59	13	30	51	19
High Expectations	64	31	5	41	53	6	47	42	10
Opportunities for Meaningful Participation	22	56	22	12	56	32	9	49	42
Community Environment									
Total	55	36	9	46	41	14	41	47	11
Caring Adult Relationships	60	33	7	53	37	10	49	41	9
High Expectations	62	30	8	55	35	10	51	41	8
Opportunities for Meaningful Participation	29	48	23	23	42	35	23	38	38
School Connectedness Scale									
	54	34	12	32	54	13	29	57	14

Table A3.7

Summary Table - White or Caucasian (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	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 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	39	52	9						
Caring Adult Relationships	33	55	12						
High Expectations	68	29	3						
Opportunities for Meaningful Participation	24	68	9						
Community Environment									
Total	63	31	6						
Caring Adult Relationships	68	24	9						
High Expectations	66	25	9						
Opportunities for Meaningful Participation	38	47	16						
School Connectedness Scale									
	44	53	3						

Table A3.9

Summary Table - Selected More Than One Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	39	50	11						
Caring Adult Relationships	39	50	11						
High Expectations	72	24	3						
Opportunities for Meaningful Participation	24	55	21						
Community Environment									
Total	62	38	0						
Caring Adult Relationships	59	28	14						
High Expectations	63	30	7						
Opportunities for Meaningful Participation	46	50	4						
School Connectedness Scale									
	54	36	11						

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				39	44		39	39
Caring Adult Relationships				37	43		33	39
High Expectations				66	64		68	72
Opportunities for Meaningful Participation				21	22		24	24
Community Environment								
Total				67	55		63	62
Caring Adult Relationships				65	60		68	59
High Expectations				68	62		66	63
Opportunities for Meaningful Participation				40	29		38	46
School Connectedness Scale								
				34	54		44	54

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				34	28			
Caring Adult Relationships				31	29			
High Expectations				51	41			
Opportunities for Meaningful Participation				11	12			
Community Environment								
Total				55	46			
Caring Adult Relationships				53	53			
High Expectations				61	55			
Opportunities for Meaningful Participation				32	23			
School Connectedness Scale								
				35	32			

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				24	27			
Caring Adult Relationships				24	30			
High Expectations				42	47			
Opportunities for Meaningful Participation				15	9			
Community Environment								
Total				47	41			
Caring Adult Relationships				47	49			
High Expectations				49	51			
Opportunities for Meaningful Participation				25	23			
School Connectedness Scale								
				26	29			

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 7	Grade 9	Grade 11
	%	%	%
I feel close to people in this school			
Strongly Disagree	7	8	13
Disagree	8	12	16
Neither Agree Nor Disagree	22	30	30
Agree	43	38	31
Strongly Agree	20	13	11
I am happy to be at this school			
Strongly Disagree	11	11	11
Disagree	7	8	9
Neither Agree Nor Disagree	22	25	28
Agree	36	42	37
Strongly Agree	25	14	15
I feel like I am part of this school			
Strongly Disagree	8	10	10
Disagree	10	13	10
Neither Agree Nor Disagree	21	32	37
Agree	39	35	31
Strongly Agree	21	11	12
Teachers at this school treat students fairly			
Strongly Disagree	14	10	8
Disagree	11	11	9
Neither Agree Nor Disagree	21	27	38
Agree	34	40	32
Strongly Agree	21	12	12
I feel safe in my school			
Strongly Disagree	13	15	16
Disagree	12	13	18
Neither Agree Nor Disagree	26	35	36
Agree	34	30	23
Strongly Agree	15	6	7

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

Table A3.12***School Protective Factors (Developmental Supports)***

At my school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11
	%	%	%
who really cares about me (Caring Relationships)			
Not At All True	8	11	18
A Little True	26	30	27
Pretty Much True	33	38	34
Very Much True	33	21	21
who tells me when I do a good job (High Expectations)			
Not At All True	4	6	7
A Little True	16	20	23
Pretty Much True	32	40	39
Very Much True	47	34	30
who notices when I am not there (CR)			
Not At All True	11	14	14
A Little True	22	23	23
Pretty Much True	32	36	36
Very Much True	36	28	27
who always wants me to do my best (HE)			
Not At All True	5	7	10
A Little True	10	15	14
Pretty Much True	23	33	33
Very Much True	61	45	43
who listens when I have something to say (CR)			
Not At All True	10	11	13
A Little True	20	25	25
Pretty Much True	30	37	37
Very Much True	40	27	26
who believes that I will be a success (HE)			
Not At All True	7	9	13
A Little True	11	18	20
Pretty Much True	25	31	29
Very Much True	57	42	37

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
I do interesting activities at school			
(Opportunities for Meaningful Participation)			
Not At All True	12	22	29
A Little True	24	30	30
Pretty Much True	30	27	27
Very Much True	33	22	14
I help decide things like class rules or activities			
(OMP)			
Not At All True	35	40	43
A Little True	27	30	29
Pretty Much True	22	20	18
Very Much True	15	10	10
I do things that make a difference at school (OMP)			
Not At All True	26	28	34
A Little True	29	35	33
Pretty Much True	27	24	22
Very Much True	19	13	12

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 7	Grade 9	Grade 11
	%	%	%
Not At All True	7	8	7
A Little True	12	13	11
Pretty Much True	17	26	30
Very Much True	64	53	52
who tells me when I do a good job (HE)			
Not At All True	10	12	10
A Little True	14	14	15
Pretty Much True	23	27	32
Very Much True	53	47	42

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

Table A3.13 - Continued
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11
	%	%	%
who notices when I am upset about something (CR)			
Not At All True	10	14	13
A Little True	14	16	15
Pretty Much True	22	25	34
Very Much True	54	45	38
who believes that I will be a success (HE)			
Not At All True	7	12	7
A Little True	12	12	12
Pretty Much True	21	25	30
Very Much True	60	51	50
who always wants me to do my best (HE)			
Not At All True	8	9	7
A Little True	9	12	14
Pretty Much True	21	25	29
Very Much True	61	54	50
whom I trust (CR)			
Not At All True	9	16	16
A Little True	14	14	16
Pretty Much True	22	20	24
Very Much True	55	49	44

Questions HS A27-30/MS A26-29: Outside of my home and school, there is an adult...who notices when I am upset about something...believes that I will be a success...always wants me to do my best...whom I trust.

Table A3.13 - Continued
Community Protective Factors (Developmental Supports)

	Grade 7	Grade 9	Grade 11
	%	%	%
I am part of clubs, sports teams, church/temple or other group activities (OMP)			
Not At All True	32	42	42
A Little True	19	17	13
Pretty Much True	16	16	16
Very Much True	33	25	28
I am involved in music, art, literature, sports or a hobby (OMP)			
Not At All True	25	35	33
A Little True	15	17	14
Pretty Much True	16	16	22
Very Much True	44	32	31
I help other people (OMP)			
Not At All True	16	17	20
A Little True	24	26	26
Pretty Much True	29	28	28
Very Much True	31	29	26

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
0 times	67	42	39
1 time	11	12	10
2 to 3 times	11	13	12
4 or more times	12	33	40
Marijuana			
0 times	78	59	53
1 time	6	6	3
2 to 3 times	7	8	8
4 or more times	9	26	36
Inhalants (to get high)			
0 times	90	89	86
1 time	4	4	5
2 to 3 times	3	3	3
4 or more times	3	3	6
Cocaine			
0 times	na	92	87
1 time	na	2	4
2 to 3 times	na	3	4
4 or more times	na	2	5
Methamphetamine or any amphetamines			
0 times	na	94	94
1 time	na	3	1
2 to 3 times	na	2	1
4 or more times	na	1	4

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
	%	%	%
LSD or other psychedelics			
0 times	na	95	93
1 time	na	2	3
2 to 3 times	na	1	1
4 or more times	na	2	2
Ecstasy			
0 times	na	90	83
1 time	na	4	5
2 to 3 times	na	3	2
4 or more times	na	4	10
Heroin			
0 times	na	95	93
1 time	na	1	2
2 to 3 times	na	3	2
4 or more times	na	2	3
Other illegal drug or pill			
0 times	91	83	83
1 time	3	6	3
2 to 3 times	3	5	4
4 or more times	3	6	9
<i>Any of the above AOD Use</i>	40	61	69
Prescription pain killers			
0 times	na	88	88
1 time	na	4	3
2 to 3 times	na	4	4
4 or more times	na	3	4

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
	%	%	%
Barbiturates			
0 times	na	96	94
1 time	na	1	2
2 to 3 times	na	2	1
4 or more times	na	1	2
Tranquilizers or sedatives			
0 times	na	93	93
1 time	na	2	1
2 to 3 times	na	2	3
4 or more times	na	3	2
Cold/Cough Medicines			
0 times	na	73	73
1 time	na	7	4
2 to 3 times	na	9	5
4 or more times	na	11	18
Diet Pills			
0 times	na	94	91
1 time	na	1	3
2 to 3 times	na	2	2
4 or more times	na	2	4
Ritalin™ or Adderall™			
0 times	na	95	94
1 time	na	2	3
2 to 3 times	na	1	1
4 or more times	na	2	1

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
	%	%	%
Alcohol (one full drink)			
Never	66	42	39
10 or under	15	15	13
11 -12 years old	16	17	12
13-14 years old	2	22	20
15-16 years old	0	3	12
17 years or older	1	1	3
Marijuana			
Never	83	63	58
10 or under	5	7	6
11 -12 years old	9	12	8
13-14 years old	2	16	14
15-16 years old	0	2	13
17 years or older	1	1	1
Other illegal drug			
Never	91	82	77
10 or under	3	3	2
11 -12 years old	4	6	4
13-14 years old	2	7	9
15-16 years old	0	1	8
17 years or older	0	1	0

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

Table A4.3***Current AOD Use, Past 30 Days***

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol (at least one drink)	19	33	33
Marijuana	15	27	31
Inhalants	8	6	7
Cocaine	na	7	8
Methamphetamine or any amphetamines	na	4	7
Ecstasy, LSD or other psychedelics	na	6	9
Other illegal drug or pill	7	10	11
<i>Any of the above AOD Use</i>	26	43	45
Two or more drugs at the same time	na	10	16

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
	%	%	%
Alcohol			
None	81	67	67
1 or 2 days	13	18	20
3 to 9 days	2	7	7
10 to 19 days	2	5	2
20 or more days (daily)	2	4	5
Marijuana			
None	85	73	69
1 or 2 days	8	9	10
3 to 9 days	3	6	8
10 to 19 days	1	5	3
20 or more days (daily)	2	7	9

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
	%	%	%
0 times	84	65	64
1 to 2 times	11	18	15
3 to 6 times	4	9	9
7 or more times	2	7	11

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

Table A4.6***Ever "High" from Using Drugs***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	85	66	58
1 to 2 times	8	8	10
3 to 6 times	3	9	9
7 or more times	3	17	22

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 7	Grade 9	Grade 11
	%	%	%
0 days	90	81	80
1 to 2 days	5	11	10
3 or more days	5	8	10

Question HS A.64/MS A.53: During the past 30 days, on how many days did you use five or more drinks of alcohol in a row, that is, within a couple of hours?

Table A4.8***Desired Level of Alcohol Consumption, Drinking Style or Preference***

	Grade 7	Grade 9	Grade 11
	%	%	%
Don't drink alcohol	67	42	48
Just a sip or two	16	17	12
Enough to feel it a little	9	16	16
Enough to feel it a lot	5	15	16
Until really drunk	3	10	9

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

Table A4.9***Usual Level of Highness When Using Drugs***

	Grade 9	Grade 11
	%	%
Don't use drugs	61	63
Not high at all	3	4
A little high	11	9
Moderately high	13	11
Very high	11	15

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
	%	%
<i>Never</i>	76	68
<i>Any</i>	24	32
1 time	5	6
2 times	5	6
3 to 6 times	8	8
7 or more times	6	11

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
	%
<i>Never</i>	50
<i>Any</i>	50
1 time	16
2 times	9
3 to 6 times	9
7 or more times	16

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
0 days	86	83	88
1 to 2 days	10	9	8
3 or more days	4	8	4
Marijuana			
0 days	91	83	88
1 to 2 days	5	8	6
3 or more days	4	10	7
Any illegal drug or pill			
0 days	93	90	92
1 to 2 days	5	6	4
3 or more days	2	4	3

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
	%	%	%
0 times	90	70	69
1 to 2 times	5	13	12
3 to 6 times	3	11	8
7 or more times	2	7	12

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

Table A4.14***Perceived Harm of Frequent Alcohol Use***

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol - Drink Occasionally			
Great	30	33	34
Moderate	17	21	23
Slight	11	20	18
None	41	26	25
Alcohol - 5 or more drinks once or twice a week			
Great	33	36	43
Moderate	17	20	20
Slight	9	16	13
None	41	29	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
	%	%	%
Marijuana - Smoke Occasionally			
Great	34	36	31
Moderate	16	15	23
Slight	6	18	19
None	44	31	27
Marijuana - Smoke once or twice a week			
Great	30	35	34
Moderate	16	16	16
Slight	11	17	22
None	43	32	28

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 %
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	34	40	39
Somewhat disapprove	16	22	21
Strongly disapprove	51	38	39
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	34	43	47
Somewhat disapprove	16	20	22
Strongly disapprove	50	37	31
Marijuana - Once a month or more			
Neither approve or disapprove	34	43	51
Somewhat disapprove	16	20	20
Strongly disapprove	50	37	29

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 %
None of them	44	20	19
10 percent	18	6	5
20 percent	8	7	6
30 percent	5	4	5
40 percent	4	5	4
50 percent	10	19	18
60 percent	1	4	3
70 percent	2	6	4
80 percent	1	10	11
90 percent	1	9	17
All of them	5	10	8

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
	%	%
Does not apply, never used alcohol/drugs	55	49
Problems with emotions, nerves, mental health	9	15
Trouble or problems with the police	6	8
Money problems	1	7
Get into trouble in school	4	10
Problems with school work	4	6
Fight with other kids	5	6
Damage a friendship	3	5
Physically hurt or injure yourself	3	5
Unwanted or unprotected sex	3	8
Forget what happened or pass out	6	11
Other problems	3	6
More than one problem	9	19
Never had problems when I've used alcohol/drugs	26	22

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 %
Does not apply, have not used alcohol or drugs	55	49
Had to increase use to get same effect as before	10	12
Spent a lot of time getting, using, or being "hung over" from using	5	5
Used alcohol or drugs a lot more than intended	5	13
Used alcohol or drugs when alone	6	11
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	2	8
Didn't like the way you felt when not high or drunk	2	8
Thought about reducing or stopping	9	12
Told self not going to use but used anyway	5	9
Spoke with someone about reducing or stopping use	2	9
Attended counseling, program, or group to reduce/stop use	2	2
More than one experience	7	16
Use alcohol or drugs but have not experienced any of these things	20	20

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

(Mark all that apply.)

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

Table A4.20***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
Very difficult	13	9	12
Fairly difficult	9	8	9
Fairly easy	14	21	17
Very easy	18	36	41
Don't know	46	27	22
Marijuana			
Very difficult	15	10	12
Fairly difficult	7	4	5
Fairly easy	10	13	11
Very easy	22	47	51
Don't know	46	25	21

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
	%	%	%
0 times	81	71	69
1 time	9	9	8
2 to 3 times	6	7	7
4 or more times	4	13	15

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

Table A4.22

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

	Grade 7	Grade 9	Grade 11
	%	%	%
No	42	51	54
Yes	58	49	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
	%	%	%
No	26	77	78
Yes	74	23	22

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7	Grade 9	Grade 11
	%	%	%
A cigarette, even one or two puffs			
0 times	78	na	na
1 time	10	na	na
2 to 3 times	7	na	na
4 or more times	6	na	na
A whole cigarette			
0 times	88	71	64
1 time	4	8	9
2 to 3 times	5	8	11
4 or more times	3	13	16
Smokeless tobacco			
0 times	92	92	91
1 time	3	3	3
2 to 3 times	3	3	2
4 or more times	2	2	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 7 %	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette			
Never	81	67	60
10 or under	8	11	10
11 -12 years old	9	9	11
13-14 years old	2	10	10
15-16 years old	0	2	7
17 years or older	0	2	2
Smokeless Tobacco			
Never	91	86	88
10 or under	4	2	4
11 -12 years old	4	4	2
13-14 years old	1	6	4
15-16 years old	0	1	1
17 years or older	0	0	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 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Any	11	18	18
Daily	1	3	3
Smokeless Tobacco			
Any	8	7	9
Daily	1	1	1

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
<i>None</i>	93	90	91
<i>Any</i>	7	10	9
1 or 2 days	5	5	2
3 to 9 days	1	1	2
10 to 19 days	0	1	0
20 to 30 days	1	3	3

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	34	36	40
Somewhat disapprove	17	19	16
Strongly disapprove	50	45	43

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
	%	%	%
Neither approve or disapprove	27	27	34
Somewhat disapprove	19	20	19
Strongly disapprove	54	53	47

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
	%	%	%
Smoking Occasionally			
Great	31	34	35
Moderate	16	21	27
Slight	13	14	15
None	41	31	24
Smoking 1-2 packs of cigarette a day			
Great	39	53	57
Moderate	11	10	12
Slight	5	6	4
None	44	31	27

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
	%	%	%
Very difficult	13	9	10
Fairly difficult	8	9	8
Fairly easy	11	19	19
Very easy	18	34	44
Don't know	49	29	19

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
	%	%	%
None of them	48	24	21
10 percent	18	12	11
20 percent	7	11	6
30 percent	8	9	8
40 percent	3	5	6
50 percent	11	19	23
60 percent	1	3	4
70 percent	0	4	4
80 percent	1	7	9
90 percent	1	2	6
All of them	3	3	3

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

Table A5.10***Used Cigarettes, Past 30 days*****Cells are empty if there are less than 25 respondents**

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)	11	17	17
Hispanic or Latino/Latina	10	17	16
White or Caucasian (non-Hispanic)			
Other	12	15	
Multi-Racial (selected more than one)	7		

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
Had mean rumors/lies spread about you			
0 times	50	69	77
1 time	21	12	9
2 to 3 times	14	9	8
4 or more times	15	10	7
Had sexual jokes/comments/gestures made to you			
0 times	59	60	64
1 time	14	11	12
2 to 3 times	12	12	8
4 or more times	15	17	16
Been made fun of because of your looks/way talk			
0 times	58	64	74
1 time	15	13	11
2 to 3 times	11	11	7
4 or more times	16	12	8

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
	%	%	%
Been pushed, shoved, hit, etc.			
0 times	57	73	83
1 time	16	14	11
2 to 3 times	9	7	5
4 or more times	18	6	1
Been afraid of being beaten up			
0 times	71	79	82
1 time	15	11	13
2 to 3 times	7	4	3
4 or more times	6	6	2
Been in physical fight			
0 times	61	70	81
1 time	18	12	7
2 to 3 times	10	8	7
4 or more times	12	10	5

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

Table A6.3
Property Damage on School Property, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
Had property stolen/damaged			
0 times	69	76	85
1 time	15	14	8
2 to 3 times	9	5	3
4 or more times	7	5	4
Damaged school property on purpose			
0 times	83	80	90
1 time	7	8	3
2 to 3 times	6	5	4
4 or more times	4	7	2

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
	%	%	%
Carried a gun			
0 times	91	87	88
1 time	5	5	4
2 or more times	4	8	8
Carried any other weapon			
0 times	83	83	83
1 time	8	4	5
2 or more times	9	13	11

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
	%	%	%
Seen someone with a weapon			
0 times	56	66	67
1 time	20	14	10
2 or more times	25	21	23
Been threatened/injured with a weapon			
0 times	85	86	86
1 time	7	6	6
2 or more times	8	8	8

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
	%	%	%
Neither approve or disapprove	35	33	39
Somewhat disapprove	12	18	13
Strongly disapprove	54	49	48

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 %
Race, Ethnicity, or National Origin			
0 times	82	83	82
1 time	10	7	11
2 or more times	8	9	7
Religion			
0 times	88	89	89
1 time	7	5	5
2 or more times	5	6	6
Gender			
0 times	88	89	90
1 time	8	6	5
2 or more times	5	5	6
Sexual Orientation *			
0 times	90	88	91
1 time	5	6	4
2 or more times	5	6	5
Physical/Mental Disability			
0 times	91	93	92
1 time	3	3	6
2 or more times	6	3	2
<i>Any of the Above Five Hate-Crime Reasons</i>	32	28	26
Any Other Reason			
0 times	79	79	86
1 time	10	9	9
2 or more times	11	12	5
<i>Any Harassment</i>	40	34	30

Question HS A.113-118/MS A.95-100 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?

** "Because you are gay or lesbian or someone thought you were."*

Table A6.8***Gang Involvement, Current***

	Grade 7	Grade 9	Grade 11
	%	%	%
No	85	82	91
Yes	15	18	9

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

Table A6.9***Physical Violence by Boy/Girlfriend, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
Does not apply, didn't have a boy/girlfriend	44	37	34
No	49	55	57
Yes	7	8	9

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

Table A6.10***Perceived Safety of School***

	Grade 7	Grade 9	Grade 11
	%	%	%
Very safe	21	18	15
Safe	34	29	30
Neither safe nor unsafe	28	40	39
Unsafe	9	8	8
Very unsafe	8	6	9

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

Table A6.11***Cyber Bullying***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times (never)	79	81	83
1 time	11	9	7
2-3 times	6	5	7
4 or more times	4	4	2

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

Table A6.12***Harassment for Hate-Crime Reasons*****Cells are empty if there are less than 25 respondents**

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)	35	30	23
Hispanic or Latino/Latina	29	25	29
White or Caucasian (non-Hispanic)			
Other	53		
Multi-Racial (selected more than one)	37		

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

Table A6.13***Harassment for Race, Ethnicity or National Origin*****Cells are empty if there are less than 25 respondents**

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)	18	18	7
Hispanic or Latino/Latina	18	14	25
White or Caucasian (non-Hispanic)			
Other	31		
Multi-Racial (selected more than one)	35		

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
	%	%	%
No	39	58	53
Yes	61	42	47

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
No	70	72	71
Yes	30	28	29

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9	Grade 11
	%	%
No	84	83
Yes	16	17

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

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use						
<i>During your life did you ever...</i>						
drink alcohol (one full drink)?	33	34	62	54	65	56
use inhalants?	11	9	11	10	11	15
smoke marijuana?	19	25	38	45	52	40
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	21	18	36	28	39	25
use inhalants?	10	5	5	8	6	9
smoke marijuana?	14	16	23	32	36	23
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking alcohol?	16	16	35	35	38	33
been high from using drugs?	15	15	30	39	46	35
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	12	9	17	20	19	20
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	12	9	28	32	34	27
During the past 30 days, did you use marijuana on school property?	9	10	13	21	11	12
Perceived Harm						
<i>Frequent use of... is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	60	59	69	74	75	75
marijuana (once or twice a week)	56	58	66	71	73	71

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

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	10	15	25	34	35	36
During the past 30 days, did you smoke a cigarette?	10	14	15	21	17	19
During the past 30 days, did you smoke cigarettes daily?	2	1	1	5	3	3
During the past 30 days, did you smoke cigarettes on school property?	7	7	9	12	8	10
Frequent use of cigarettes is harmful. (1-2 packs a day)*	57	55	66	74	75	72

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

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
<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	24	15	19	12	26
Religion	9	16	9	13	7	16
Gender	11	14	11	13	11	9
Gay/lesbian, or someone thought you were	9	11	10	14	5	14
Physical/mental disability	7	11	5	10	5	11
Any other reason	21	20	21	21	14	14
During the past 12 months at school have you been in a physical fight?	30	51	27	34	16	23
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	5	9	8	9	10	9
Feels safe at school	54	56	47	46	44	46
Currently belong to a gang?	16	15	15	23	5	14

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	57	65	36	51	46	47
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?	31	29	31	22	35	21

9. Comparisons

Table A9.1

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use								
<i>During your life did you ever...</i>								
smoke a cigarette? (PI)	12	7	29	20	45 ^a	36	34	55 ^a
chew tobacco or snuff?	8	4	8	6	~	9	10	~
drink alcohol (glass)?	33	24	58	47	67	61	66	79
use inhalants?	10	11	11	14	15	14	15	12
smoke marijuana? (PI)	22	9	41	25	29	47	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	11	6	18	11	15	18	17	24
chew tobacco or snuff?	8	3	7	5	6	9	6	6
drink alcohol (glass)? (PI)	19	15	33	24	37	33	42	53
use inhalants?	8	5	6	7	~	7	7	~
smoke marijuana? (PI)	15	7	27	15	16	31	24	21
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	16	11	35	28	~	36	45	~
been high from using drugs?	15	8	34	22	~	42	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	10	6	19	16	18	20	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

	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?	10	6	30	13	~	31	25	~
During the past 30 days, did you smoke cigarettes?	7	3	10	7	4	9	7	5
Perceived Harm^b								
<i>People risk harming themselves using...^c</i>								
cigarettes (1-2 packs a day)	56	83	69	90	~	73	93	~
alcohol (five or more drinks once or twice a week)	59	83	71	89	~	75	92	~
marijuana (once or twice a week)	57	82	68	85	~	72	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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	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?	32	31	28	27	~	26	22	~
been in a physical fight?	39	32	30	25	18	19	23	11
been afraid of being beaten up? (PI)	29	29	21	22	~	18	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	19	10	20	13	~	20	13	~
How safe do you feel when you are at school? Very safe. (PI)	21	18	18	16	~	15	20	~
Do you consider yourself a member of a gang?	15	9	18	8	~	9	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult (PI)	41	31	30	28	~	29	29	~
High expectations from teacher or other adult (PI)	65	45	46	39	~	46	38	~
Opportunities for meaningful participation at their school (PI)	21	16	12	13	~	13	15	~
Total	43	31	31	27	~	27	28	~
School Connectedness Scale (PI)	46	39	32	34	~	28	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.