California Healthy Kids Survey

Lone Pine Unified
Secondary
2008-2009
Main Report

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

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PREFACE

This report provides the detailed results for each question from this district's 2008-09 administration of the *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, review these findings along with the *Survey Content Guidebook,* (chks.wested.org/reports) which discusses the significance of each question. Several other tools to help in data use are also available, as described below.

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

SURVEY PURPOSE

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey (along with the California School Climate Survey of staff), and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

SURVEY CONTENT OVERVIEW

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

School Related Content

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

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

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

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

Closing the Achievement Gap

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

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

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

AIDS TO UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use survey results. These are described and made available on the survey website. Three are particularly important.

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2010.

ASSESSING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Comparison Data

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

NEXT STEPS

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

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

Conduct Additional Analyses of The Dataset

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

Add Questions to your Next CHKS

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

ACKNOWLEDGEMENTS

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

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Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7	**Grade 9**	**Grade 11**
Student Sample Size			
Target Sample	27	30	34
Final Number	26	30	29
Average Response Rate	**96%**	**100%**	**85%**

* 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	46	0	0
13 years old	42	0	0
14 years old	12	100	0
15 years old	0	0	0
16 years old	0	0	48
17 years old	0	0	48
18 years or older	0	0	3

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

Table A2.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %
Male	31	10	38
Female	69	90	62

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	24	7	28
Native Hawaiian or Pacific Islander	4	3	0
Asian	4	7	7
Black or African American (non-Hispanic)	0	0	0
Hispanic or Latino/Latina	68	52	41
White or Caucasian (non-Hispanic)	28	38	31
Other	16	7	7
Selected more than one	28	10	14

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

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

Table A2.4

Living Situation

	Grade 9 %	Grade 11 %
A home with both parents	63	62
A home with only one parent	13	34
Other relative's home	7	3
A home with more than one family	10	3
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	0	0
Other transitional or temporary housing	0	0
Other living arrangements	3	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	23	19	11
A's and B's	5	31	39
Mostly B's	9	12	11
B's and C's	18	27	21
Mostly C's	23	8	4
C's and D's	18	4	14
Mostly D's	0	0	0
Mostly F's	5	0	0

Question HS A.124/MS A.106: During the past 12 months, how would you describe the grades you mostly received in school?

Table A2.6

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	88	58	38
1-2 times	4	27	24
A few times	8	12	28
Once a month	0	4	3
Once a week	0	0	3
More than once a week	0	0	3

Question HS A.125/MS A.107: During the past 12 months, about how many times did you skip school or cut classes?

Table A2.7

Days Home Alone During Normal School Week

	Grade 7 %
Never	55
1 day	23
2 days	14
3 days	5
4 days	5
5 days	0

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

Table A2.8

Migrant Education

	Grade 7 %	Grade 9 %	Grade 11 %
Yes	0	7	0
No	75	63	90
Don't know	25	30	10

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

3. Resilience and Youth Development

Table A3.1

Summary of External Assets

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total Assets	59	36	5	41	48	10	38	55	7
Caring Relationships: Adult in School	45	55	0	43	47	10	41	48	10
High Expectations: Adult in School	75	25	0	66	24	10	48	45	7
Meaningful Participation	15	69	15	20	70	10	21	66	14
Community Environment									
Total Assets	76	20	4	73	23	3	55	41	3
Caring Relationships: Adult in Community	72	20	8	70	23	7	55	41	3
High Expectations: Adult in Community	76	24	0	73	27	0	62	34	3
Meaningful Participation	58	31	12	63	30	7	52	41	7
School Connectedness Scale	81	15	4	40	50	10	59	38	3

Table A3.2

Summary of External Assets - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.3

Summary of External Assets - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary of External Assets - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

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

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary of External Assets - Hispanic or Latino/Latina

Cells are empty if there are less than 25 respondents

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

Table A3.7

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

Cells are empty if there are less than 25 respondents

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

Table A3.8

Summary of External Assets - Other Ethnicity

Cells are empty if there are less than 25 respondents

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

Table A3.9

Summary of External Assets - Selected More Than One Ethnicity

Cells are empty if there are less than 25 respondents

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

Table A3.10.1

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	Grade 7							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment Total Assets								
Caring Relationships: Adult in School								
High Expectations: Adult in School								
Meaningful Participation								
Community Environment Total Assets								
Caring Relationships: Adult in Community								
High Expectations: Adult in Community								
Meaningful Participation								
School Connectedness Scale								

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

Table A3.10.2

Summary of External Assets -9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	Grade 9							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment Total Assets								
Caring Relationships: Adult in School								
High Expectations: Adult in School								
Meaningful Participation								
Community Environment Total Assets								
Caring Relationships: Adult in Community								
High Expectations: Adult in Community								
Meaningful Participation								
School Connectedness Scale								

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

Table A3.10.3

Summary of External Assets - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High in Assets (%)	Grade 11							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment Total Assets								
Caring Relationships: Adult in School								
High Expectations: Adult in School								
Meaningful Participation								
Community Environment Total Assets								
Caring Relationships: Adult in Community								
High Expectations: Adult in Community								
Meaningful Participation								
School Connectedness Scale								

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

Table A3.10.4

Summary of External Assets - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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

Table A3.11
School Connectedness

	Grade 7 %	Grade 9 %	Grade 11 %
I feel close to people in this school			
Strongly Disagree	0	3	0
Disagree	0	3	3
Neither Agree Nor Disagree	19	23	38
Agree	58	53	45
Strongly Agree	23	17	14
I am happy to be at this school			
Strongly Disagree	4	7	3
Disagree	4	3	10
Neither Agree Nor Disagree	23	30	21
Agree	58	57	52
Strongly Agree	12	3	14
I feel like I am part of this school			
Strongly Disagree	4	3	7
Disagree	0	10	3
Neither Agree Nor Disagree	19	34	34
Agree	50	52	48
Strongly Agree	27	0	7
Teachers at this school treat students fairly			
Strongly Disagree	0	23	0
Disagree	4	10	10
Neither Agree Nor Disagree	23	10	28
Agree	54	43	52
Strongly Agree	19	13	10
I feel safe in my school			
Strongly Disagree	4	3	0
Disagree	4	3	3
Neither Agree Nor Disagree	8	30	3
Agree	31	57	69
Strongly Agree	54	7	24

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

Table A3.12
School Based Assets

At my school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %
who really cares about me			
Not At All True	0	7	10
A Little True	18	24	21
Pretty Much True	41	31	41
Very Much True	41	38	28
who tells me when I do a good job			
Not At All True	0	3	7
A Little True	8	7	3
Pretty Much True	54	40	45
Very Much True	38	50	45
who notices when I am not there			
Not At All True	5	10	10
A Little True	23	17	14
Pretty Much True	45	33	38
Very Much True	27	40	38
who always wants me to do my best			
Not At All True	0	7	3
A Little True	13	10	17
Pretty Much True	13	28	34
Very Much True	75	55	45
who listens when I have something to say			
Not At All True	0	7	7
A Little True	13	20	21
Pretty Much True	52	30	41
Very Much True	35	43	31
who believes that I will be a success			
Not At All True	0	10	7
A Little True	13	7	24
Pretty Much True	52	45	38
Very Much True	35	38	31

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

Table A3.12 - *Continued*
School Based Assets

	Grade 7 %	Grade 9 %	Grade 11 %
I do interesting activities at school			
Not At All True	0	0	10
A Little True	15	20	17
Pretty Much True	46	37	45
Very Much True	38	43	28
I help decide things like class rules or activities			
Not At All True	23	23	24
A Little True	54	47	31
Pretty Much True	19	17	28
Very Much True	4	13	17
I do things that make a difference at school			
Not At All True	24	13	24
A Little True	36	43	41
Pretty Much True	28	23	10
Very Much True	12	20	24

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

Table A3.13
Community Based Assets

Outside of my home and school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %
who really cares about me			
Not At All True	8	0	3
A Little True	8	10	7
Pretty Much True	8	17	21
Very Much True	76	73	69
who tells me when I do a good job			
Not At All True	0	0	7
A Little True	12	20	7
Pretty Much True	24	27	34
Very Much True	64	53	52

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

Table A3.13 - *Continued*
Community Based Assets

Outside of my home and school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %
who notices when I am upset about something			
Not At All True	8	10	7
A Little True	21	17	21
Pretty Much True	13	27	34
Very Much True	58	47	38
who believes that I will be a success			
Not At All True	4	3	3
A Little True	16	10	14
Pretty Much True	12	23	28
Very Much True	68	63	55
who always wants me to do my vest			
Not At All True	0	0	3
A Little True	12	7	3
Pretty Much True	12	13	38
Very Much True	76	80	55
whom I trust			
Not At All True	4	10	18
A Little True	4	13	7
Pretty Much True	16	20	25
Very Much True	76	57	50

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

Table A3.13 - *Continued*
Community Based Assets

	Grade 7 %	Grade 9 %	Grade 11 %
I am part of clubs, sports teams, church/temple or other group activities			
Not At All True	15	21	24
A Little True	15	7	14
Pretty Much True	12	3	10
Very Much True	58	69	52
I am involved in music, art, literature, sports or a hobby			
Not At All True	19	13	7
A Little True	4	10	21
Pretty Much True	12	13	10
Very Much True	65	63	62
I help other people			
Not At All True	8	0	7
A Little True	15	20	28
Pretty Much True	54	43	41
Very Much True	23	37	24

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	64	31	17
1 time	16	14	10
2 to 3 times	8	17	21
4 or more times	12	38	52
Marijuana			
0 times	88	80	38
1 time	4	3	0
2 to 3 times	0	7	14
4 or more times	8	10	48
Inhalants (to get high)			
0 times	88	93	86
1 time	4	3	3
2 to 3 times	8	3	7
4 or more times	0	0	3
Cocaine			
0 times	na	100	97
1 time	na	0	0
2 to 3 times	na	0	3
4 or more times	na	0	0
Methamphetamine or any amphetamines			
0 times	na	100	93
1 time	na	0	3
2 to 3 times	na	0	0
4 or more times	na	0	3

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	100	93
1 time	na	0	4
2 to 3 times	na	0	4
4 or more times	na	0	0
Ecstasy			
0 times	na	100	93
1 time	na	0	0
2 to 3 times	na	0	3
4 or more times	na	0	3
Heroin			
0 times	na	100	100
1 time	na	0	0
2 to 3 times	na	0	0
4 or more times	na	0	0
Other illegal drug or pill			
0 times	100	93	93
1 time	0	0	0
2 to 3 times	0	3	3
4 or more times	0	3	3
Any of the above AOD Use	38	67	83
Prescription pain killers			
0 times	na	73	69
1 time	na	10	3
2 to 3 times	na	7	17
4 or more times	na	10	10

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	97	100
1 time	na	3	0
2 to 3 times	na	0	0
4 or more times	na	0	0
Tranquilizers or sedatives			
0 times	na	97	97
1 time	na	3	3
2 to 3 times	na	0	0
4 or more times	na	0	0
Cold/Cough Medicines			
0 times	na	69	76
1 time	na	3	3
2 to 3 times	na	7	14
4 or more times	na	21	7
Diet Pills			
0 times	na	93	97
1 time	na	4	0
2 to 3 times	na	4	0
4 or more times	na	0	3
Ritalin™ or Adderall™			
0 times	na	97	93
1 time	na	0	3
2 to 3 times	na	0	3
4 or more times	na	3	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 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
Never	54	40	17
10 or under	15	17	3
11 -12 years old	27	17	10
13-14 years old	4	20	31
15-16 years old	0	3	38
17 years or older	0	3	0
Marijuana			
Never	83	79	41
10 or under	0	3	0
11 -12 years old	11	0	14
13-14 years old	6	10	21
15-16 years old	0	7	21
17 years or older	0	0	3
Other illegal drug			
Never	94	93	83
10 or under	0	0	0
11 -12 years old	0	0	3
13-14 years old	6	3	3
15-16 years old	0	3	7
17 years or older	0	0	3

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)	11	20	38
Marijuana	0	10	29
Inhalants	8	3	7
Cocaine	na	0	3
Methamphetamine or any amphetamines	na	0	3
Ecstasy, LSD or other psychedelics	na	0	7
Other illegal drug or pill	4	7	3
Any of the above AOD Use	12	30	45
Two or more drugs at the same time	na	3	17

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	89	80	62
1 or 2 days	6	10	14
3 to 9 days	6	7	14
10 to 19 days	0	3	7
20 or more days (daily)	0	0	3
Marijuana			
None	100	90	71
1 or 2 days	0	0	7
3 to 9 days	0	0	11
10 to 19 days	0	7	7
20 or more days (daily)	0	3	4

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	85	67	38
1 to 2 times	12	13	21
3 to 6 times	4	10	17
7 or more times	0	10	24

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	88	76	45
1 to 2 times	8	10	14
3 to 6 times	0	7	17
7 or more times	4	7	24

Question HS A.54/MS A43: During your life, how many times have you been high (loaded, stoned, or wasted) from using drugs?

Table A4.7

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
0 days	69	90	69
1 to 2 days	31	3	17
3 or more days	0	7	14

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	38	34	31
Just a sip or two	42	24	10
Enough to feel it a little	19	14	10
Enough to feel it a lot	0	17	34
Until really drunk	0	10	14

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	76	48
Not high at all	7	7
A little high	7	3
Moderately high	7	41
Very high	3	0

Question HS A77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?

Table A4.10

Ever Driven after Drinking (Respondent or by Friend)

	Grade 9 %	Grade 11 %
Never	*72*	*66*
Any	*28*	*34*
1 time	7	0
2 times	3	17
3 to 6 times	10	7
7 or more times	7	10

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

Table A4.11

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

	Grade 7 %
Never	*52*
Any	*48*
1 time	12
2 times	20
3 to 6 times	12
7 or more times	4

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	92	97	86
1 to 2 days	8	3	7
3 or more days	0	0	7
Marijuana			
0 days	100	97	86
1 to 2 days	0	3	7
3 or more days	0	0	7
Any illegal drug or pill			
0 days	96	97	93
1 to 2 days	4	0	0
3 or more days	0	3	7

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

Table A4.13

Ever Drunk or High on School Property

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	100	90	69
1 to 2 times	0	3	7
3 to 6 times	0	0	17
7 or more times	0	7	7

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	16	30	10
Moderate	12	20	28
Slight	44	33	55
None	28	17	7
Alcohol - 5 or more drinks once or twice a week			
Great	23	40	41
Moderate	19	23	34
Slight	19	23	14
None	38	13	10

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	25	33	17
Moderate	8	17	24
Slight	29	23	45
None	38	27	14
Marijuana - Smoke once or twice a week			
Great	35	50	38
Moderate	22	13	28
Slight	9	10	24
None	35	27	10

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	19	18	17
Somewhat disapprove	19	29	31
Strongly disapprove	62	54	52
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	23	23	34
Somewhat disapprove	23	23	21
Strongly disapprove	54	54	45
Marijuana - Once a month or more			
Neither approve or disapprove	19	32	34
Somewhat disapprove	12	18	24
Strongly disapprove	69	50	41

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	47	14	0
10 percent	32	21	7
20 percent	11	7	10
30 percent	0	3	3
40 percent	0	0	0
50 percent	11	17	24
60 percent	0	7	14
70 percent	0	7	17
80 percent	0	17	14
90 percent	0	7	10
All of them	0	0	0

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

Table A4.18

Occurrence of Problems While Using Alcohol/Drugs

	Grade 9 %	Grade 11 %
Does not apply, never used alcohol/drugs	46	21
Problems with emotions, nerves, mental health	11	17
Trouble or problems with the police	18	14
Money problems	4	3
Get into trouble in school	7	3
Problems with school work	7	3
Fight with other kids	18	10
Damage a friendship	21	3
Physically hurt or injure yourself	11	10
Unwanted or unprotected sex	7	10
Forget what happened or pass out	11	21
Other problems	4	7
More than one problem	18	17
Never had problems when I've used alcohol/drugs	25	48

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	59	37
Had to increase use to get same effect as before	7	15
Spent a lot of time getting, using, or being "hung over" from using	4	7
Used alcohol or drugs a lot more than intended	7	4
Used alcohol or drugs when alone	11	22
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	7	0
Didn't like they way you felt when not high or drunk	7	4
Thought about reducing or stopping	22	19
Told self not going to use but used anyway	11	4
Spoke with someone about reducing or stopping use	7	0
Attended counseling, program, or group to reduce/stop use	4	0
More than one experience	11	22
Use alcohol or drugs but have not experienced any of these things	22	33

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	20	7	3
Fairly difficult	12	7	7
Fairly easy	16	13	21
Very easy	16	53	55
Don't know	36	20	14
Marijuana			
Very difficult	31	7	3
Fairly difficult	8	7	3
Fairly easy	8	10	28
Very easy	8	57	48
Don't know	46	20	17

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	92	74	55
1 time	4	11	21
2 to 3 times	0	4	14
4 or more times	4	11	10

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	35	26	50
Yes	65	74	50

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	12	16	7
Yes	88	84	93

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

Table A4.24

Employer drug and alcohol testing

	Grade 7 %	Grade 9 %	Grade 11 %
More likely	na	42	28
Less likely	na	12	28
Would make no difference	na	46	45

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
A cigarette, even one or two puffs			
0 times	85	na	na
1 time	8	na	na
2 to 3 times	4	na	na
4 or more times	4	na	na
A whole cigarette			
0 times	96	80	41
1 time	0	13	14
2 to 3 times	0	3	7
4 or more times	4	3	38
Smokeless tobacco			
0 times	96	97	86
1 time	4	0	7
2 to 3 times	0	3	7
4 or more times	0	0	0

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

Table A5.2

Age of Onset

	Grade 7 %	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette			
Never	89	67	41
10 or under	11	3	10
11 -12 years old	0	0	14
13-14 years old	0	27	14
15-16 years old	0	3	21
17 years or older	0	0	0
Smokeless Tobacco			
Never	100	87	90
10 or under	0	0	3
11 -12 years old	0	0	3
13-14 years old	0	13	0
15-16 years old	0	0	3
17 years or older	0	0	0

Question HS A.57-58/MS A.46-47: About how old were you the first time you ....Smoked part of all of a cigarette....Used smokeless tobacco or other tobacco products

Table A5.3

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

	Grade 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Any	0	0	28
Daily	0	0	7
Smokeless Tobacco			
Any	0	0	3
Daily	0	0	0

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

Table A5.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
None	*100*	*97*	*97*
Any	*0*	*3*	*3*
1 or 2 days	0	3	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	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	27	16	24
Somewhat disapprove	0	20	17
Strongly disapprove	73	64	59

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	0	29	28
Somewhat disapprove	4	14	24
Strongly disapprove	96	57	48

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	12	37	21
Moderate	42	23	38
Slight	12	23	31
None	35	17	10
Smoking 1-2 packs of cigarette a day			
Great	40	70	83
Moderate	20	7	7
Slight	0	7	3
None	40	17	7

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	0	3	0
Fairly difficult	19	3	7
Fairly easy	4	14	21
Very easy	12	55	55
Don't know	65	24	17

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	63	18	3
10 percent	16	21	28
20 percent	11	14	10
30 percent	0	11	17
40 percent	0	0	3
50 percent	11	14	31
60 percent	0	4	3
70 percent	0	11	3
80 percent	0	4	0
90 percent	0	4	0
All of them	0	0	0

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

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	56	37	41
1 time	8	19	21
2 to 3 times	24	15	24
4 or more times	12	30	14
Had sexual jokes/comments/gestures made to you			
0 times	54	44	31
1 time	23	15	24
2 to 3 times	12	7	14
4 or more times	12	33	31
Been made fun of because of your looks/way talk			
0 times	65	48	55
1 time	23	15	14
2 to 3 times	8	15	3
4 or more times	4	22	28

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	69	62	69
1 time	8	12	21
2 to 3 times	15	8	3
4 or more times	8	19	7
Been afraid of being beaten up			
0 times	76	70	93
1 time	12	11	0
2 to 3 times	4	19	7
4 or more times	8	0	0
Been in physical fight			
0 times	85	78	79
1 time	12	7	10
2 to 3 times	4	0	10
4 or more times	0	15	0

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	88	62	83
1 time	12	31	17
2 to 3 times	0	0	0
4 or more times	0	8	0
Damaged school property on purpose			
0 times	84	81	83
1 time	12	7	7
2 to 3 times	4	7	0
4 or more times	0	4	3

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	100	96	100
1 time	0	4	0
2 or more times	0	0	0
Carried any other weapon			
0 times	85	93	76
1 time	8	4	7
2 or more times	8	4	17

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	38	81	62
1 time	35	7	17
2 or more times	27	11	21
Been threatened/injured with a weapon			
0 times	100	93	100
1 time	0	4	0
2 or more times	0	4	0

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

Table A6.6

Personal Disapproval of Weapon Possession

	Grade 7 %	Grade 9 %	Grade 11 %
Neither approve or disapprove	12	22	14
Somewhat disapprove	31	19	17
Strongly disapprove	58	59	69

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	92	67	79
1 time	0	7	14
2 or more times	8	26	7
Religion			
0 times	100	81	83
1 time	0	11	10
2 or more times	0	7	7
Gender			
0 times	96	93	97
1 time	0	0	3
2 or more times	4	7	0
Sexual Orientation *			
0 times	92	81	86
1 time	4	8	10
2 or more times	4	12	3
Physical/Mental Disability			
0 times	92	81	93
1 time	0	8	7
2 or more times	8	12	0
Any of the Above Five Hate-Crime Reasons	16	37	31
Any Other Reason			
0 times	70	73	86
1 time	17	4	7
2 or more times	13	23	7
Any Harassment	32	41	38

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	96	92	90
Yes	4	8	10

Question HS A.121 /MS A.103: Do you consider yourself a member of a gang?

Table A6.9

Physical Violence by Boy/Girlfriend, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Does not apply, didn't have a boy/girlfriend	61	38	38
No	39	46	59
Yes	0	15	3

Question HS A.122/MS A.104: During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

Table A6.10

Perceived Safety of School

	Grade 7 %	Grade 9 %	Grade 11 %
Very safe	42	30	28
Safe	42	41	52
Neither safe nor unsafe	12	30	21
Unsafe	0	0	0
Very unsafe	4	0	0

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

Table A6.11

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents

	Grade 7 %	Grade 9 %	Grade 11 %
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)			
Hispanic or Latino/Latina			
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 A6.12

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)			
Hispanic or Latino/Latina			
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 7 %	Grade 9 %	Grade 11 %
No	35	39	48
Yes	65	61	52

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

Table A7.2

Frequency of Sad and Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
No	86	62	71
Yes	14	38	29

Question HS A.123/MS A.105: During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use						
During your life did you ever…						
drink alcohol (one full drink)?	28	57	70	50	83	82
use inhalants?	11	13	7	0	17	9
smoke marijuana?	6	25	22	0	50	82
During the past 30 days, did you…						
drink alcohol (one full drink)?	17	0	22	0	28	55
use inhalants?	11	0	4	0	11	0
smoke marijuana?	0	0	12	0	18	45
Level of Involvement (High Risk Patterns)						
During your life have you ever…						
been very drunk or sick after drinking alcohol?	6	38	33	33	56	73
been high from using drugs?	6	25	27	0	50	64
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	33	25	11	0	28	36
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	0	0	11	0	39	18
During the past 30 days, did you use marijuana on school property?	0	0	4	0	11	18
Perceived Harm						
*Frequent use of… is harmful.**						
alcohol (five or more drinks once or twice a week)	67	50	85	100	94	82
marijuana (once or twice a week)	69	57	70	100	94	82

**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?	0	13	22	0	56	64
During the past 30 days, did you smoke a cigarette?	0	0	0	0	22	36
During the past 30 days, did you smoke cigarettes daily?	0	0	0	0	0	18
During the past 30 days, did you smoke cigarettes on school property?	0	0	4	0	6	0
Frequent use of cigarettes is harmful. (1-2 packs a day)*	65	50	81	100	100	82

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

Table A8.3

Violence-Related Behavior and Experiences, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?						
Race, ethnicity, or national origin	6	13	33	33	22	18
Religion	0	0	17	33	11	27
Gender	6	0	8	0	6	0
Gay/lesbian, or someone thought you were	6	13	22	0	22	0
Physical/mental disability	13	0	17	33	11	0
Any other reason	33	25	30	0	11	18
During the past 12 months at school have you been in a physical fight?	0	50	21	33	28	9
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	0	0	17	0	0	9
Feels safe at school	78	100	75	33	83	73
Currently belong to a gang?	6	0	9	0	11	9

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?	67	63	56	100	53	50
During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?	19	0	35	67	39	10

9. Comparisons

Table A9.1

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use								
During your life did you ever…								
smoke a cigarette? (PI)	4	7	20	20	45[a]	59	34	55[a]
chew tobacco or snuff?	4	4	3	6	~	14	10	~
drink alcohol (glass)?	36	24	69	47	67	83	66	79
use inhalants?	12	11	7	14	15	14	15	12
smoke marijuana? (PI)	12	9	20	25	29	62	42	50
During the past 30 days, did you…								
smoke a cigarette? (PI)	0	6	0	11	15	28	17	24
chew tobacco or snuff?	0	3	0	5	6	3	6	6
drink alcohol (glass)? (PI)	11	15	20	24	37	38	42	53
use inhalants?	8	5	3	7	~	7	7	~
smoke marijuana? (PI)	0	7	10	15	16	29	24	21
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking?	15	11	33	28	~	62	45	~
been high from using drugs?	12	8	24	22	~	55	37	~
During the past 30 days, did you…								
drink 5 drinks in a couple of hours?	31	6	10	16	18	31	29	28

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

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

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

Table A9.1 - *Continued*

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 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?	0	6	10	13	~	31	25	~
During the past 30 days, did you smoke cigarettes?	0	3	3	7	4	3	7	5
Perceived Harm[b]								
People risk harming themselves using... [c]								
cigarettes (1-2 packs a day)	60	83	83	90	~	93	93	~
alcohol (five or more drinks once or twice a week)	62	83	87	89	~	90	92	~
marijuana (once or twice a week)	65	82	73	85	~	90	87	~

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

[b]not comparable with previous CHKS results

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

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

Table A9.2

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
Violence-Related Behaviors and Experiences								
During the past 12 months at school, have you….								
been harassed because of race, ethnicity, gender, sexual orientation, or disability?	16	31	37	27	~	31	22	~
been in a physical fight?	15	32	22	25	18	21	23	11
been afraid of being beaten up? (PI)	24	29	30	22	~	7	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	15	10	11	13	~	24	13	~
How safe do you feel when you are at school? Very safe. (PI)	42	18	30	16	~	28	20	~
Do you consider yourself a member of a gang?	4	9	8	8	~	10	8	~
Protective Factors - High Level of External Assets at School								
Caring relationships with teacher or other adult (PI)	45	31	43	28	~	41	29	~
High expectations from teacher or other adult (PI)	75	45	66	39	~	48	38	~
Opportunities for meaningful participation at their school (PI)	15	16	20	13	~	21	15	~
Total School Assets	59	31	41	27	~	38	28	~
School Connectedness (Add Health) (PI)	81	39	40	34	~	59	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.