

California Healthy Kids Survey

Mammoth Unified
Secondary
2009-2010
Main Report

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

Hilva Chan
California Department of Education
Safe and Healthy Kids Program Office
1430 N. Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:

[District/COE Name]. *California Healthy Kids Survey, 2009-10: Main Report*. San Francisco: WestEd Health and Human Development Program for the California Department of Education.

PREFACE

This report provides the detailed results for each question from this district's 2009-10 administration of the *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, review these findings along with the *Survey Content Guidebook*, (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:

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>.

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	74	74	89
Final Number	70	57	66
Average Response Rate	95%	77%	74%

* 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	70	0	0
13 years old	30	7	0
14 years old	0	84	0
15 years old	0	9	3
16 years old	0	0	80
17 years old	0	0	17
18 years or older	0	0	0

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

Table A2.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %
Male	49	56	55
Female	51	44	45

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	9	4	6
Native Hawaiian or Pacific Islander	0	2	2
Asian	3	2	2
Black or African American (non-Hispanic)	1	4	5
Hispanic or Latino/Latina	53	32	47
White or Caucasian (non-Hispanic)	40	61	47
Other	9	11	2
Selected more than one	13	9	8

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	70	71
A home with only one parent	28	24
Other relative's home	0	2
A home with more than one family	4	2
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	2	0
On the street (no fixed housing), car campground	0	0
Other transitional or temporary housing	2	0
Other living arrangements	2	2

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Mostly A's	32	29	28
A's and B's	41	36	22
Mostly B's	10	7	9
B's and C's	12	20	29
Mostly C's	1	7	3
C's and D's	1	2	9
Mostly D's	0	0	0
Mostly F's	3	0	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	86	81	66
1-2 times	7	12	18
A few times	3	5	11
Once a month	3	0	2
Once a week	1	0	3
More than once a week	0	2	0

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	39
1 day	19
2 days	35
3 days	7
4 days	0
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	1	0	3
No	86	75	86
Don't know	13	25	11

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	67	33	0	27	64	9	31	59	9
Caring Adult Relationships	66	31	3	32	61	7	33	58	9
High Expectations	80	19	1	46	48	5	42	52	6
Opportunities for Meaningful Participation	26	66	9	16	57	27	17	45	38
<i>Community Environment</i>									
Total	74	24	1	74	19	7	71	23	6
Caring Adult Relationships	71	24	4	63	30	7	73	21	6
High Expectations	73	24	3	68	25	7	68	26	6
Opportunities for Meaningful Participation	64	30	6	58	32	11	60	22	18
<i>School Connectedness Scale</i>									
	84	14	1	50	45	5	38	41	21

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
<i>School Environment</i>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<i>Community Environment</i>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<i>School Connectedness Scale</i>									

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
<i>School Environment</i>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<i>Community Environment</i>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<i>School Connectedness Scale</i>									

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
<i>School Environment</i>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<i>Community Environment</i>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<i>School Connectedness Scale</i>									

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
<i>School Environment</i>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<i>Community Environment</i>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<i>School Connectedness Scale</i>									

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
<i>School Environment</i>									
Total	59	41	0				24	62	14
Caring Adult Relationships	59	38	3				26	61	13
High Expectations	78	22	0				31	62	7
Opportunities for Meaningful Participation	16	76	8				19	42	39
<i>Community Environment</i>									
Total	68	30	3				63	27	10
Caring Adult Relationships	76	16	8				68	23	10
High Expectations	70	27	3				58	35	6
Opportunities for Meaningful Participation	54	35	11				53	30	17
<i>School Connectedness Scale</i>									
	78	22	0				52	26	23

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
<i>School Environment</i>									
Total	79	21	0	27	67	6	40	60	0
Caring Adult Relationships	75	21	4	26	69	6	39	58	3
High Expectations	82	14	4	47	50	3	50	50	0
Opportunities for Meaningful Participation	36	54	11	12	68	21	13	52	35
<i>Community Environment</i>									
Total	86	14	0	80	17	3	77	23	0
Caring Adult Relationships	68	32	0	71	23	6	74	23	3
High Expectations	75	21	4	71	26	3	74	26	0
Opportunities for Meaningful Participation	82	18	0	60	34	6	71	16	13
<i>School Connectedness Scale</i>									
	86	11	4	47	50	3	23	65	13

Table A3.8

Summary Table - Other Ethnicity

Cells are empty if there are less than 25 respondents

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

Table A3.9

Summary Table - Selected More Than One Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 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 A3.10.1

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					59	79		
Caring Adult Relationships					59	75		
High Expectations					78	82		
Opportunities for Meaningful Participation					16	36		
Community Environment								
Total					68	86		
Caring Adult Relationships					76	68		
High Expectations					70	75		
Opportunities for Meaningful Participation					54	82		
School Connectedness Scale								
					78	86		

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						27		
Caring Adult Relationships						26		
High Expectations						47		
Opportunities for Meaningful Participation						12		
Community Environment								
Total						80		
Caring Adult Relationships						71		
High Expectations						71		
Opportunities for Meaningful Participation						60		
School Connectedness Scale								
						47		

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	40		
Caring Adult Relationships					26	39		
High Expectations					31	50		
Opportunities for Meaningful Participation					19	13		
Community Environment								
Total					63	77		
Caring Adult Relationships					68	74		
High Expectations					58	74		
Opportunities for Meaningful Participation					53	71		
School Connectedness Scale								
					52	23		

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	0	5	11
Disagree	4	11	9
Neither Agree Nor Disagree	6	16	17
Agree	60	43	39
Strongly Agree	30	25	24
I am happy to be at this school			
Strongly Disagree	1	11	11
Disagree	3	7	24
Neither Agree Nor Disagree	6	30	17
Agree	30	35	33
Strongly Agree	60	18	15
I feel like I am part of this school			
Strongly Disagree	3	2	12
Disagree	4	16	14
Neither Agree Nor Disagree	7	29	23
Agree	53	41	42
Strongly Agree	33	13	9
Teachers at this school treat students fairly			
Strongly Disagree	0	5	14
Disagree	4	11	17
Neither Agree Nor Disagree	16	25	27
Agree	41	52	32
Strongly Agree	39	7	11
I feel safe in my school			
Strongly Disagree	0	4	12
Disagree	3	4	11
Neither Agree Nor Disagree	6	18	14
Agree	36	54	39
Strongly Agree	55	21	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 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	4	11	14
A Little True	10	25	21
Pretty Much True	46	45	36
Very Much True	40	20	29
who tells me when I do a good job (High Expectations)			
Not At All True	3	5	5
A Little True	4	29	27
Pretty Much True	26	34	34
Very Much True	67	32	34
who notices when I am not there (CR)			
Not At All True	4	9	9
A Little True	11	35	26
Pretty Much True	37	33	36
Very Much True	47	24	29
who always wants me to do my best (HE)			
Not At All True	0	5	6
A Little True	4	9	17
Pretty Much True	21	50	42
Very Much True	74	36	34
who listens when I have something to say (CR)			
Not At All True	0	5	6
A Little True	9	29	27
Pretty Much True	33	45	39
Very Much True	59	21	28
who believes that I will be a success (HE)			
Not At All True	0	7	5
A Little True	7	23	17
Pretty Much True	32	34	39
Very Much True	61	36	39

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	1	13	18
A Little True	21	21	27
Pretty Much True	26	29	32
Very Much True	51	38	23
I help decide things like class rules or activities (OMP)			
Not At All True	17	41	48
A Little True	39	30	24
Pretty Much True	32	23	15
Very Much True	12	5	12
I do things that make a difference at school (OMP)			
Not At All True	14	26	28
A Little True	27	40	35
Pretty Much True	44	23	23
Very Much True	14	11	14

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

Table A3.13
Community 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	3	7	5
A Little True	4	2	5
Pretty Much True	16	32	17
Very Much True	77	60	74
who tells me when I do a good job (HE)			
Not At All True	4	5	6
A Little True	9	9	15
Pretty Much True	32	30	33
Very Much True	55	56	45

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	4	11	6
A Little True	20	9	14
Pretty Much True	26	32	25
Very Much True	50	49	55
who believes that I will be a success (HE)			
Not At All True	4	7	6
A Little True	9	9	5
Pretty Much True	29	28	30
Very Much True	59	56	59
who always wants me to do my best (HE)			
Not At All True	1	7	3
A Little True	3	4	5
Pretty Much True	19	26	22
Very Much True	77	63	70
whom I trust (CR)			
Not At All True	6	9	9
A Little True	7	9	8
Pretty Much True	16	26	20
Very Much True	71	56	63

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	11	18	19
A Little True	10	4	11
Pretty Much True	16	21	13
Very Much True	63	58	58
I am involved in music, art, literature, sports or a hobby (OMP)			
Not At All True	11	12	16
A Little True	7	11	11
Pretty Much True	10	14	8
Very Much True	71	63	66
I help other people (OMP)			
Not At All True	4	9	8
A Little True	14	32	27
Pretty Much True	47	40	47
Very Much True	34	19	19

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	70	68	26
1 time	10	7	9
2 to 3 times	7	12	15
4 or more times	13	12	50
Marijuana			
0 times	93	89	45
1 time	4	4	12
2 to 3 times	1	4	11
4 or more times	1	4	32
Inhalants (to get high)			
0 times	90	93	85
1 time	4	2	6
2 to 3 times	1	5	5
4 or more times	4	0	5
Cocaine			
0 times	na	100	83
1 time	na	0	8
2 to 3 times	na	0	8
4 or more times	na	0	2
Methamphetamine or any amphetamines			
0 times	na	100	97
1 time	na	0	2
2 to 3 times	na	0	0
4 or more times	na	0	2

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	98	85
1 time	na	2	3
2 to 3 times	na	0	6
4 or more times	na	0	6
Ecstasy			
0 times	na	98	82
1 time	na	2	6
2 to 3 times	na	0	3
4 or more times	na	0	9
Heroin			
0 times	na	100	97
1 time	na	0	2
2 to 3 times	na	0	0
4 or more times	na	0	2
Other illegal drug or pill			
0 times	96	96	83
1 time	3	4	2
2 to 3 times	0	0	6
4 or more times	1	0	9
<i>Any of the above AOD Use</i>	34	35	76
Prescription pain killers			
0 times	na	89	73
1 time	na	4	5
2 to 3 times	na	5	12
4 or more times	na	2	11

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	100	94
1 time	na	0	0
2 to 3 times	na	0	5
4 or more times	na	0	2
Tranquilizers or sedatives			
0 times	na	100	89
1 time	na	0	3
2 to 3 times	na	0	5
4 or more times	na	0	3
Cold/Cough Medicines			
0 times	na	82	70
1 time	na	5	6
2 to 3 times	na	4	11
4 or more times	na	9	13
Diet Pills			
0 times	na	95	94
1 time	na	0	3
2 to 3 times	na	4	0
4 or more times	na	2	3
Ritalin™ or Adderall™			
0 times	na	100	92
1 time	na	0	0
2 to 3 times	na	0	6
4 or more times	na	0	2

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	69	55	26
10 or under	16	7	6
11 -12 years old	14	7	6
13-14 years old	1	27	32
15-16 years old	0	4	27
17 years or older	0	0	3
Marijuana			
Never	94	91	47
10 or under	3	0	0
11 -12 years old	1	2	3
13-14 years old	0	7	18
15-16 years old	0	0	29
17 years or older	1	0	3
Other illegal drug			
Never	93	93	71
10 or under	0	0	0
11 -12 years old	3	0	2
13-14 years old	3	7	14
15-16 years old	0	0	12
17 years or older	1	0	2

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol (at least one drink)	14	23	48
Marijuana	1	5	29
Inhalants	6	0	8
Cocaine	na	0	3
Methamphetamine or any amphetamines	na	0	2
Ecstasy, LSD or other psychedelics	na	2	8
Other illegal drug or pill	4	4	11
<i>Any of the above AOD Use</i>	16	25	52
Two or more drugs at the same time	na	0	23

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	86	77	52
1 or 2 days	11	16	23
3 to 9 days	3	2	15
10 to 19 days	0	2	8
20 or more days (daily)	0	4	3
Marijuana			
None	99	95	71
1 or 2 days	0	0	12
3 to 9 days	0	2	5
10 to 19 days	1	2	6
20 or more days (daily)	0	2	6

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	89	86	44
1 to 2 times	6	11	24
3 to 6 times	6	2	12
7 or more times	0	2	20

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	93	91	45
1 to 2 times	4	4	18
3 to 6 times	0	2	9
7 or more times	3	4	27

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	91	88	65
1 to 2 days	6	12	11
3 or more days	3	0	24

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	70	63	32
Just a sip or two	16	9	12
Enough to feel it a little	10	19	18
Enough to feel it a lot	3	4	22
Until really drunk	1	5	15

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	89	52
Not high at all	2	5
A little high	2	15
Moderately high	4	11
Very high	4	18

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>	79	49
<i>Any</i>	21	51
1 time	9	9
2 times	7	17
3 to 6 times	5	17
7 or more times	0	8

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

Table A4.11

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

	Grade 7
	%
<i>Never</i>	50
<i>Any</i>	50
1 time	9
2 times	16
3 to 6 times	17
7 or more times	9

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol			
0 days	91	96	92
1 to 2 days	6	4	3
3 or more days	3	0	5
Marijuana			
0 days	96	96	91
1 to 2 days	3	0	3
3 or more days	1	4	6
Any illegal drug or pill			
0 days	97	100	94
1 to 2 days	1	0	3
3 or more days	1	0	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	97	95	73
1 to 2 times	0	4	14
3 to 6 times	1	2	6
7 or more times	1	0	8

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	17	23	17
Moderate	30	30	32
Slight	37	33	35
None	16	14	17
Alcohol - 5 or more drinks once or twice a week			
Great	51	37	32
Moderate	32	37	31
Slight	4	18	25
None	13	9	12

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	51	40	21
Moderate	24	30	20
Slight	10	19	29
None	14	11	30
Marijuana - Smoke once or twice a week			
Great	67	48	29
Moderate	13	34	22
Slight	4	9	25
None	16	9	25

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	17	23	32
Somewhat disapprove	13	18	32
Strongly disapprove	70	60	36
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	16	21	50
Somewhat disapprove	10	21	27
Strongly disapprove	74	58	23
Marijuana - Once a month or more			
Neither approve or disapprove	12	25	56
Somewhat disapprove	7	18	15
Strongly disapprove	81	57	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	60	14	6
10 percent	21	34	3
20 percent	7	14	11
30 percent	3	14	6
40 percent	1	5	3
50 percent	3	7	17
60 percent	1	4	14
70 percent	1	4	11
80 percent	0	4	12
90 percent	0	0	14
All of them	1	0	5

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	74	41
Problems with emotions, nerves, mental health	4	14
Trouble or problems with the police	7	14
Money problems	2	8
Get into trouble in school	2	3
Problems with school work	0	6
Fight with other kids	4	3
Damage a friendship	4	6
Physically hurt or injure yourself	4	9
Unwanted or unprotected sex	0	14
Forget what happened or pass out	9	28
Other problems	4	8
More than one problem	11	27
Never had problems when I've used alcohol/drugs	18	17

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	79	45
Had to increase use to get same effect as before	5	25
Spent a lot of time getting, using, or being "hung over" from using	4	9
Used alcohol or drugs a lot more than intended	5	11
Used alcohol or drugs when alone	4	8
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4	2
Didn't like the way you felt when not high or drunk	2	3
Thought about reducing or stopping	4	6
Told self not going to use but used anyway	5	9
Spoke with someone about reducing or stopping use	2	2
Attended counseling, program, or group to reduce/stop use	0	0
More than one experience	7	18
Use alcohol or drugs but have not experienced any of these things	11	25

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	23	2	0
Fairly difficult	17	7	3
Fairly easy	9	26	37
Very easy	19	32	49
Don't know	33	33	11
Marijuana			
Very difficult	37	5	0
Fairly difficult	9	9	11
Fairly easy	4	21	32
Very easy	9	21	45
Don't know	41	44	12

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	94	88	65
1 time	4	4	6
2 to 3 times	0	7	8
4 or more times	1	2	22

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	40	32	41
Yes	60	68	59

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	14	16	15
Yes	86	84	85

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	89	na	na
1 time	4	na	na
2 to 3 times	4	na	na
4 or more times	3	na	na
A whole cigarette			
0 times	90	84	56
1 time	3	7	9
2 to 3 times	4	7	9
4 or more times	3	2	26
Smokeless tobacco			
0 times	100	95	75
1 time	0	4	9
2 to 3 times	0	0	6
4 or more times	0	2	9

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	87	82	54
10 or under	4	4	5
11 -12 years old	9	4	3
13-14 years old	0	9	15
15-16 years old	0	2	20
17 years or older	0	0	3
Smokeless Tobacco			
Never	94	95	73
10 or under	4	0	0
11 -12 years old	1	0	0
13-14 years old	0	4	6
15-16 years old	0	2	17
17 years or older	0	0	5

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	4	2	25
Daily	1	2	8
Smokeless Tobacco			
Any	4	2	14
Daily	0	0	3

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>	94	100	89
<i>Any</i>	6	0	11
1 or 2 days	4	0	6
3 to 9 days	0	0	2
10 to 19 days	0	0	2
20 to 30 days	1	0	2

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	13	14	31
Somewhat disapprove	7	7	22
Strongly disapprove	80	79	48

Question HS A.91/MS A.75: How do you feel about someone your age doing the following... smoking one or more packs of cigarettes a day?

Table A5.6***Peer Disapproval of Using Cigarettes***

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	9	7	20
Somewhat disapprove	6	13	22
Strongly disapprove	86	80	58

Question HS A.96/MS A.80: How do you think your close friends would feel about your smoking one or more pack of cigarettes a day?

Table A5.7***Perceived Harm of Frequent Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %
Smoking Occasionally			
Great	24	32	26
Moderate	44	33	32
Slight	19	25	29
None	13	11	12
Smoking 1-2 packs of cigarette a day			
Great	79	75	73
Moderate	3	11	12
Slight	6	2	2
None	13	13	14

Question HS A.78-79/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	17	2	2
Fairly difficult	17	7	2
Fairly easy	9	25	32
Very easy	13	25	48
Don't know	44	42	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	49	12	8
10 percent	31	40	14
20 percent	11	16	12
30 percent	4	12	15
40 percent	0	9	11
50 percent	3	9	18
60 percent	0	2	3
70 percent	1	0	8
80 percent	0	0	6
90 percent	0	0	2
All of them	0	0	5

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)			
Hispanic or Latino/Latina	8		19
White or Caucasian (non-Hispanic)	0	0	28
Other			
Multi-Racial (selected more than one)			

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
Had mean rumors/lies spread about you			
0 times	59	75	59
1 time	23	9	18
2 to 3 times	6	4	6
4 or more times	13	12	17
Had sexual jokes/comments/gestures made to you			
0 times	73	75	48
1 time	9	7	15
2 to 3 times	4	4	14
4 or more times	14	14	23
Been made fun of because of your looks/way talk			
0 times	59	68	67
1 time	16	12	12
2 to 3 times	13	5	8
4 or more times	13	14	14

Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you...?

Table A6.2
Physical Violence on School Property, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
Been pushed, shoved, hit, etc.			
0 times	51	74	76
1 time	24	11	14
2 to 3 times	14	11	5
4 or more times	10	5	6
Been afraid of being beaten up			
0 times	73	88	88
1 time	16	11	8
2 to 3 times	7	2	3
4 or more times	4	0	2
Been in physical fight			
0 times	75	84	73
1 time	17	11	11
2 to 3 times	6	4	12
4 or more times	1	2	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	71	82	72
1 time	13	9	11
2 to 3 times	11	4	11
4 or more times	4	5	6
Damaged school property on purpose			
0 times	93	96	89
1 time	7	0	6
2 to 3 times	0	2	2
4 or more times	0	2	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	97	98	95
1 time	0	2	2
2 or more times	3	0	3
Carried any other weapon			
0 times	90	98	92
1 time	6	0	0
2 or more times	4	2	8

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	70	88	89
1 time	19	9	3
2 or more times	11	4	8
Been threatened/injured with a weapon			
0 times	96	95	92
1 time	4	5	5
2 or more times	0	0	3

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	11	9	23
Somewhat disapprove	10	7	12
Strongly disapprove	79	84	65

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	84	91	74
1 time	9	4	14
2 or more times	7	5	12
Religion			
0 times	93	95	83
1 time	4	4	6
2 or more times	3	2	11
Gender			
0 times	91	96	86
1 time	6	2	5
2 or more times	3	2	9
Sexual Orientation *			
0 times	91	96	86
1 time	6	2	3
2 or more times	3	2	11
Physical/Mental Disability			
0 times	93	96	92
1 time	6	2	0
2 or more times	1	2	8
<i>Any of the Above Five Hate-Crime Reasons</i>			
	31	14	42
Any Other Reason			
0 times	76	77	80
1 time	4	7	11
2 or more times	20	16	9
<i>Any Harassment</i>			
	41	28	47

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	94	93	91
Yes	6	7	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	49	60	34
No	45	40	54
Yes	6	0	12

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	49	30	32
Safe	44	39	40
Neither safe nor unsafe	4	26	26
Unsafe	1	4	0
Very unsafe	1	2	2

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)	81	84	78
1 time	9	2	8
2-3 times	4	11	8
4 or more times	6	4	6

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)			
Hispanic or Latino/Latina	35		42
White or Caucasian (non-Hispanic)	25	20	52
Other			
Multi-Racial (selected more than one)			

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

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents

	Grade 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	19		37
White or Caucasian (non-Hispanic)	7	11	23
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	37	38	40
Yes	63	63	60

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	66	81	58
Yes	34	19	42

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	89	73
Yes	11	27

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	26	36	28	72	75
use inhalants?	17	3	16	0	21	11
smoke marijuana?	11	3	8	13	55	53
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	17	12	36	13	45	50
use inhalants?	11	0	0	0	10	6
smoke marijuana?	3	0	4	6	24	31
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking alcohol?	14	9	28	3	62	50
been high from using drugs?	8	6	8	9	59	50
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	14	3	24	3	31	36
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	3	3	4	6	21	33
During the past 30 days, did you use marijuana on school property?	6	3	0	6	10	8
Perceived Harm						
<i>Frequent use of... is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	92	82	88	94	96	81
marijuana (once or twice a week)	86	82	92	90	86	66

*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?	11	9	12	19	31	56
During the past 30 days, did you smoke a cigarette?	6	3	4	0	15	33
During the past 30 days, did you smoke cigarettes daily?	3	0	4	0	0	14
During the past 30 days, did you smoke cigarettes on school property?	8	3	0	0	10	11
Frequent use of cigarettes is harmful. (1-2 packs a day)*	92	82	92	84	93	81

*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	22	9	12	6	25	28
Religion	11	3	4	6	14	19
Gender	14	3	8	0	22	8
Gay/lesbian, or someone thought you were	14	3	4	3	17	11
Physical/mental disability	3	12	4	3	7	8
Any other reason	28	21	32	16	21	19
During the past 12 months at school have you been in a physical fight?	23	26	8	22	24	31
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	6	6	0	0	7	17
Feels safe at school	97	88	64	72	71	72
Currently belong to a gang?	9	3	12	3	0	17

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?	58	68	58	66	55	63
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?	32	35	28	13	45	37

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)	10	7	16	20	45 ^a	44	34	55 ^a
chew tobacco or snuff?	0	4	5	6	~	25	10	~
drink alcohol (glass)?	30	24	32	47	67	74	66	79
use inhalants?	10	11	7	14	15	15	15	12
smoke marijuana? (PI)	7	9	11	25	29	55	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	4	6	2	11	15	25	17	24
chew tobacco or snuff?	4	3	2	5	6	14	6	6
drink alcohol (glass)? (PI)	14	15	23	24	37	48	42	53
use inhalants?	6	5	0	7	~	8	7	~
smoke marijuana? (PI)	1	7	5	15	16	29	24	21
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	11	11	14	28	~	56	45	~
been high from using drugs?	7	8	9	22	~	55	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	9	6	12	16	18	35	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?	3	6	5	13	~	27	25	~
During the past 30 days, did you smoke cigarettes?	6	3	0	7	4	11	7	5
Perceived Harm^b								
<i>People risk harming themselves using...^c</i>								
cigarettes (1-2 packs a day)	87	83	88	90	~	86	93	~
alcohol (five or more drinks once or twice a week)	87	83	91	89	~	88	92	~
marijuana (once or twice a week)	84	82	91	85	~	75	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?	31	31	14	27	~	42	22	~
been in a physical fight?	25	32	16	25	18	27	23	11
been afraid of being beaten up? (PI)	27	29	12	22	~	12	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	11	10	4	13	~	11	13	~
How safe do you feel when you are at school? Very safe. (PI)	49	18	30	16	~	32	20	~
Do you consider yourself a member of a gang?	6	9	7	8	~	9	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult (PI)	66	31	32	28	~	33	29	~
High expectations from teacher or other adult (PI)	80	45	46	39	~	42	38	~
Opportunities for meaningful participation at their school (PI)	26	16	16	13	~	17	15	~
Total	67	31	27	27	~	31	28	~
School Connectedness Scale (PI)	84	39	50	34	~	38	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.