California Healthy Kids Survey

McFarland 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:

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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:

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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	x
C. AOD Use & Safety	
D. Tobacco	
E. Physical Health	
F. Sexual Behavior	
G. Custom Questions	x
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 7	**Grade 9**	**Grade 11**
Student Sample Size			
Target Sample	257	204	247
Final Number	176	100	105
Average Response Rate	**68%**	**49%**	**43%**

* 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	79	0	0
13 years old	20	1	0
14 years old	1	79	0
15 years old	0	20	0
16 years old	0	0	80
17 years old	0	0	18
18 years or older	0	0	2

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

Table A2.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %
Male	43	43	40
Female	57	57	60

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	5	5	2
Native Hawaiian or Pacific Islander	0	0	0
Asian	1	0	1
Black or African American (non-Hispanic)	5	4	3
Hispanic or Latino/Latina	78	94	91
White or Caucasian (non-Hispanic)	5	1	5
Other	13	3	3
Selected more than one	5	7	4

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	68	69
A home with only one parent	28	23
Other relative's home	3	3
A home with more than one family	2	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	1
On the street (no fixed housing), car campground	0	1
Other transitional or temporary housing	0	0
Other living arrangements	1	1

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	18	17	16
A's and B's	35	29	30
Mostly B's	7	9	8
B's and C's	20	27	29
Mostly C's	4	6	8
C's and D's	11	11	8
Mostly D's	2	1	1
Mostly F's	2	1	1

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	74	59	42
1-2 times	12	20	29
A few times	10	16	15
Once a month	1	1	4
Once a week	1	1	4
More than once a week	2	2	5

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	57
1 day	23
2 days	10
3 days	6
4 days	4
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	13	15	22
No	39	47	49
Don't know	48	37	29

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 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
School Environment									
Total	22	62	16	23	66	12	31	51	18
Caring Adult Relationships	32	54	14	28	59	13	30	55	15
High Expectations	43	47	9	33	61	5	48	44	8
Opportunities for Meaningful Participation	10	53	38	11	53	36	12	47	41
Community Environment									
Total	51	41	7	56	38	6	53	42	5
Caring Adult Relationships	59	33	8	59	33	8	61	33	7
High Expectations	62	31	7	57	35	8	58	38	4
Opportunities for Meaningful Participation	34	41	25	34	45	21	33	42	25
School Connectedness Scale	43	40	17	34	54	12	34	49	17

Table A3.2

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.3

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

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

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Hispanic or Latino/Latina

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	24	61	15	24	63	13	33	48	19
Caring Adult Relationships	31	55	15	29	57	14	32	53	16
High Expectations	46	45	9	33	62	5	49	42	8
Opportunities for Meaningful Participation	10	50	41	11	53	36	13	44	43
Community Environment									
Total	56	36	8	55	39	6	54	40	5
Caring Adult Relationships	61	30	9	58	33	9	59	34	7
High Expectations	67	25	8	55	37	9	59	38	3
Opportunities for Meaningful Participation	38	37	25	32	46	22	36	39	25
School Connectedness Scale	43	43	14	34	53	13	35	49	16

Table A3.7

Summary Table - White or Caucasian (non-Hispanic)

Cells are empty if there are less than 25 respondents

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

Table A3.8

Summary Table - Other Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment Total									
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							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total					24			
Caring Adult Relationships					31			
High Expectations					46			
Opportunities for Meaningful Participation					10			
Community Environment								
Total					56			
Caring Adult Relationships					61			
High Expectations					67			
Opportunities for Meaningful Participation					38			
School Connectedness Scale					43			

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							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total					24			
Caring Adult Relationships					29			
High Expectations					33			
Opportunities for Meaningful Participation					11			
Community Environment								
Total					55			
Caring Adult Relationships					58			
High Expectations					55			
Opportunities for Meaningful Participation					32			
School Connectedness Scale					34			

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							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment Total					33			
Caring Adult Relationships					32			
High Expectations					49			
Opportunities for Meaningful Participation					13			
Community Environment Total					54			
Caring Adult Relationships					59			
High Expectations					59			
Opportunities for Meaningful Participation					36			
School Connectedness Scale					35			

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							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
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	6	7	9
Disagree	11	2	10
Neither Agree Nor Disagree	21	27	23
Agree	49	49	42
Strongly Agree	13	15	16
I am happy to be at this school			
Strongly Disagree	5	9	13
Disagree	9	9	11
Neither Agree Nor Disagree	14	18	25
Agree	49	45	36
Strongly Agree	23	18	16
I feel like I am part of this school			
Strongly Disagree	10	9	10
Disagree	10	8	12
Neither Agree Nor Disagree	19	29	34
Agree	49	40	32
Strongly Agree	12	14	13
Teachers at this school treat students fairly			
Strongly Disagree	17	9	11
Disagree	17	16	10
Neither Agree Nor Disagree	26	32	43
Agree	29	37	30
Strongly Agree	11	6	7
I feel safe in my school			
Strongly Disagree	11	13	14
Disagree	14	7	17
Neither Agree Nor Disagree	19	32	28
Agree	35	35	31
Strongly Agree	21	13	10

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	28	10	12
A Little True	22	38	30
Pretty Much True	31	36	35
Very Much True	20	16	23
who tells me when I do a good job (High Expectations)			
Not At All True	15	3	5
A Little True	24	28	26
Pretty Much True	38	46	38
Very Much True	23	23	32
who notices when I am not there (CR)			
Not At All True	13	8	12
A Little True	22	35	26
Pretty Much True	31	30	40
Very Much True	34	27	22
who always wants me to do my best (HE)			
Not At All True	7	11	6
A Little True	20	21	17
Pretty Much True	30	36	41
Very Much True	44	32	36
who listens when I have something to say (CR)			
Not At All True	17	12	10
A Little True	23	26	27
Pretty Much True	36	40	35
Very Much True	23	23	29
who believes that I will be a success (HE)			
Not At All True	9	9	10
A Little True	18	24	17
Pretty Much True	33	38	30
Very Much True	39	30	44

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 (Opportunites for Meaningful Participation)			
Not At All True	23	23	25
A Little True	26	30	31
Pretty Much True	25	28	31
Very Much True	26	18	13
I help decide things like class rules or activities (OMP)			
Not At All True	51	47	51
A Little True	26	29	25
Pretty Much True	13	16	18
Very Much True	9	8	6
I do things that make a difference at school (OMP)			
Not At All True	32	30	30
A Little True	39	33	37
Pretty Much True	18	25	17
Very Much True	10	11	16

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…	Grade 7 %	Grade 9 %	Grade 11 %
who really cares about me (CR)			
Not At All True	6	5	4
A Little True	13	15	15
Pretty Much True	20	22	19
Very Much True	61	58	62
who tells me when I do a good job (HE)			
Not At All True	10	9	6
A Little True	17	21	23
Pretty Much True	32	32	22
Very Much True	41	37	49

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	11	11	8
A Little True	19	18	16
Pretty Much True	22	28	25
Very Much True	48	42	51
who believes that I will be a success (HE)			
Not At All True	10	5	2
A Little True	14	18	25
Pretty Much True	19	22	20
Very Much True	56	55	52
who always wants me to do my best (HE)			
Not At All True	8	5	2
A Little True	11	13	16
Pretty Much True	18	20	21
Very Much True	63	62	61
whom I trust (CR)			
Not At All True	16	11	10
A Little True	12	10	13
Pretty Much True	23	31	26
Very Much True	50	48	51

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
I am part of clubs, sports teams, church/temple or other group activities (OMP)			
Not At All True	32	32	36
A Little True	18	22	20
Pretty Much True	18	17	15
Very Much True	32	28	29
I am involved in music, art, literature, sports or a hobby (OMP)			
Not At All True	29	21	26
A Little True	14	13	18
Pretty Much True	14	28	15
Very Much True	43	38	41
I help other people (OMP)			
Not At All True	15	14	6
A Little True	25	21	28
Pretty Much True	39	37	39
Very Much True	21	28	27

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	72	42	37
1 time	12	11	8
2 to 3 times	7	8	11
4 or more times	8	38	45
Marijuana			
0 times	87	69	63
1 time	2	8	4
2 to 3 times	5	6	6
4 or more times	6	17	28
Inhalants (to get high)			
0 times	87	81	85
1 time	6	7	4
2 to 3 times	4	4	4
4 or more times	3	8	7
Cocaine			
0 times	na	97	82
1 time	na	2	3
2 to 3 times	na	1	4
4 or more times	na	0	12
Methamphetamine or any amphetamines			
0 times	na	98	90
1 time	na	2	3
2 to 3 times	na	0	1
4 or more times	na	0	6

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	99	91
1 time	na	0	0
2 to 3 times	na	0	6
4 or more times	na	1	3
Ecstasy			
0 times	na	97	91
1 time	na	3	4
2 to 3 times	na	0	2
4 or more times	na	0	3
Heroin			
0 times	na	95	91
1 time	na	5	1
2 to 3 times	na	0	4
4 or more times	na	0	4
Other illegal drug or pill			
0 times	91	88	85
1 time	2	6	4
2 to 3 times	5	2	3
4 or more times	2	4	9
Any of the above AOD Use	32	64	66
Prescription pain killers			
0 times	na	90	80
1 time	na	3	4
2 to 3 times	na	3	5
4 or more times	na	4	12

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	3
4 or more times	na	0	3
Tranquilizers or sedatives			
0 times	na	97	94
1 time	na	1	2
2 to 3 times	na	1	1
4 or more times	na	1	3
Cold/Cough Medicines			
0 times	na	70	66
1 time	na	7	7
2 to 3 times	na	5	8
4 or more times	na	17	19
Diet Pills			
0 times	na	92	87
1 time	na	2	2
2 to 3 times	na	0	3
4 or more times	na	6	9
Ritalin™ or Adderall™			
0 times	na	99	92
1 time	na	1	2
2 to 3 times	na	0	3
4 or more times	na	0	3

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	74	38	31
10 or under	10	19	8
11 -12 years old	14	14	13
13-14 years old	2	27	27
15-16 years old	0	1	21
17 years or older	0	1	0
Marijuana			
Never	90	75	62
10 or under	2	3	0
11 -12 years old	7	6	6
13-14 years old	1	14	17
15-16 years old	1	2	16
17 years or older	0	0	0
Other illegal drug			
Never	93	90	83
10 or under	2	0	2
11 -12 years old	4	3	4
13-14 years old	1	6	5
15-16 years old	0	1	7
17 years or older	0	0	0

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

Table A4.3

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (at least one drink)	15	37	39
Marijuana	6	17	26
Inhalants	5	9	9
Cocaine	na	4	9
Methamphetamine or any amphetamines	na	2	7
Ecstasy, LSD or other psychedelics	na	2	5
Other illegal drug or pill	6	8	8
Any of the above AOD Use	18	43	44
Two or more drugs at the same time	na	9	12

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	85	63	61
1 or 2 days	8	19	20
3 to 9 days	5	8	8
10 to 19 days	0	3	6
20 or more days (daily)	2	6	6
Marijuana			
None	94	83	74
1 or 2 days	2	6	7
3 to 9 days	3	6	9
10 to 19 days	0	4	6
20 or more days (daily)	2	1	5

Question HS A.63, 65/MS A.52,54: During the past 30 days, on how many days did you use…?

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	84	70	52
1 to 2 times	11	13	16
3 to 6 times	2	13	22
7 or more times	2	3	10

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	90	70	64
1 to 2 times	4	13	6
3 to 6 times	1	5	13
7 or more times	5	11	17

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	89	77	73
1 to 2 days	6	13	13
3 or more days	5	10	15

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	72	40	38
Just a sip or two	15	17	11
Enough to feel it a little	8	13	19
Enough to feel it a lot	4	20	19
Until really drunk	1	9	13

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	70	64
Not high at all	5	5
A little high	8	6
Moderately high	7	15
Very high	9	11

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	*67*	*54*
Any	*33*	*46*
1 time	8	12
2 times	10	6
3 to 6 times	7	14
7 or more times	7	14

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	*57*
Any	*43*
1 time	15
2 times	7
3 to 6 times	8
7 or more times	14

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	87	86
1 to 2 days	6	8	6
3 or more days	3	5	8
Marijuana			
0 days	95	91	92
1 to 2 days	2	5	3
3 or more days	3	4	5
Any illegal drug or pill			
0 days	95	95	93
1 to 2 days	2	5	1
3 or more days	3	0	6

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	93	82	69
1 to 2 times	5	8	13
3 to 6 times	1	7	7
7 or more times	2	3	11

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	29	21	29
Moderate	15	24	36
Slight	14	23	22
None	42	33	13
Alcohol - 5 or more drinks once or twice a week			
Great	25	25	36
Moderate	18	22	29
Slight	12	18	15
None	46	35	20

Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they do the following…alcohol

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7 %	Grade 9 %	Grade 11 %
Marijuana - Smoke Occasionally			
Great	34	34	44
Moderate	16	17	22
Slight	6	13	19
None	44	36	16
Marijuana - Smoke once or twice a week			
Great	35	40	46
Moderate	12	13	22
Slight	8	13	13
None	45	35	20

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	35	38	28
Somewhat disapprove	17	28	32
Strongly disapprove	48	34	41
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	39	43	31
Somewhat disapprove	10	14	24
Strongly disapprove	51	44	45
Marijuana - Once a month or more			
Neither approve or disapprove	37	42	27
Somewhat disapprove	14	19	21
Strongly disapprove	49	40	52

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	61	21	11
10 percent	12	13	12
20 percent	8	9	0
30 percent	4	12	1
40 percent	3	3	7
50 percent	4	14	24
60 percent	1	7	3
70 percent	1	3	12
80 percent	2	6	11
90 percent	2	6	10
All of them	2	5	10

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	57	46
Problems with emotions, nerves, mental health	10	14
Trouble or problems with the police	10	13
Money problems	4	6
Get into trouble in school	3	10
Problems with school work	7	6
Fight with other kids	3	5
Damage a friendship	7	7
Physically hurt or injure yourself	0	9
Unwanted or unprotected sex	1	6
Forget what happened or pass out	6	12
Other problems	4	11
More than one problem	9	20
Never had problems when I've used alcohol/drugs	20	27

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	60	46
Had to increase use to get same effect as before	6	15
Spent a lot of time getting, using, or being "hung over" from using	3	9
Used alcohol or drugs a lot more than intended	4	9
Used alcohol or drugs when alone	9	7
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4	4
Didn't like they way you felt when not high or drunk	5	6
Thought about reducing or stopping	7	13
Told self not going to use but used anyway	3	11
Spoke with someone about reducing or stopping use	2	5
Attended counseling, program, or group to reduce/stop use	0	0
More than one experience	10	16
Use alcohol or drugs but have not experienced any of these things	20	18

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	16	9	4
Fairly difficult	8	13	5
Fairly easy	12	20	19
Very easy	16	34	60
Don't know	47	24	12
Marijuana			
Very difficult	18	14	6
Fairly difficult	8	5	4
Fairly easy	8	14	10
Very easy	13	38	65
Don't know	54	30	16

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	79	74	55
1 time	9	10	16
2 to 3 times	6	10	9
4 or more times	6	6	20

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	48	51	37
Yes	52	49	63

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	27	18	8
Yes	73	82	92

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	79	na	na
1 time	8	na	na
2 to 3 times	6	na	na
4 or more times	7	na	na
A whole cigarette			
0 times	89	72	57
1 time	5	10	11
2 to 3 times	2	7	14
4 or more times	5	11	18
Smokeless tobacco			
0 times	91	96	90
1 time	1	1	2
2 to 3 times	6	1	4
4 or more times	2	2	4

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

Table A5.2

Age of Onset

	Grade 7 %	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette			
Never	83	68	50
10 or under	5	11	4
11 -12 years old	10	5	12
13-14 years old	1	14	13
15-16 years old	1	1	21
17 years or older	0	0	0
Smokeless Tobacco			
Never	93	94	83
10 or under	1	1	1
11 -12 years old	6	1	2
13-14 years old	1	4	2
15-16 years old	0	0	12
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	9	8	17
Daily	1	0	3
Smokeless Tobacco			
Any	6	1	8
Daily	1	0	2

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 %
None	*95*	*96*	*93*
Any	*5*	*4*	*7*
1 or 2 days	2	3	4
3 to 9 days	2	1	0
10 to 19 days	1	0	1
20 to 30 days	0	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	35	34	19
Somewhat disapprove	12	17	28
Strongly disapprove	53	49	53

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	28	29	27
Somewhat disapprove	13	13	19
Strongly disapprove	59	58	54

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	27	38
Moderate	19	24	26
Slight	12	12	16
None	45	37	20
Smoking 1-2 packs of cigarette a day			
Great	36	42	57
Moderate	12	13	15
Slight	4	8	6
None	47	37	22

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	11	9	6
Fairly difficult	8	2	2
Fairly easy	18	24	15
Very easy	12	31	61
Don't know	51	34	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	57	27	13
10 percent	19	17	9
20 percent	6	6	9
30 percent	5	9	4
40 percent	2	8	10
50 percent	5	21	25
60 percent	1	3	7
70 percent	1	3	9
80 percent	3	2	5
90 percent	1	2	6
All of them	1	1	4

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	9	18
White or Caucasian (non-Hispanic)			
Other			
Multi-Racial (selected more than one)			

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Had mean rumors/lies spread about you			
0 times	55	55	54
1 time	23	22	21
2 to 3 times	12	15	11
4 or more times	10	8	14
Had sexual jokes/comments/gestures made to you			
0 times	63	59	55
1 time	17	11	13
2 to 3 times	7	9	9
4 or more times	13	22	23
Been made fun of because of your looks/way talk			
0 times	60	65	66
1 time	14	16	13
2 to 3 times	12	8	7
4 or more times	14	12	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	56	74	71
1 time	20	16	10
2 to 3 times	8	3	9
4 or more times	16	7	10
Been afraid of being beaten up			
0 times	76	79	82
1 time	9	15	10
2 to 3 times	8	4	4
4 or more times	7	2	4
Been in physical fight			
0 times	70	79	75
1 time	16	8	10
2 to 3 times	8	6	8
4 or more times	6	6	7

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	72	82	72
1 time	16	13	15
2 to 3 times	6	3	8
4 or more times	6	2	5
Damaged school property on purpose			
0 times	82	83	76
1 time	9	7	9
2 to 3 times	5	3	7
4 or more times	4	6	8

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	88	92	93
1 time	5	3	1
2 or more times	8	4	6
Carried any other weapon			
0 times	89	89	90
1 time	5	3	3
2 or more times	7	8	7

Question HS A.109-110/MS A.91-92: During the past 12 months, how many times on school property have you…?

Table A6.5

Awareness and Use of Weapons on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Seen someone with a weapon			
0 times	56	67	67
1 time	22	14	12
2 or more times	22	19	21
Been threatened/injured with a weapon			
0 times	89	95	88
1 time	5	2	1
2 or more times	6	3	11

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

Table A6.6

Personal Disapproval of Weapon Possession

	Grade 7 %	Grade 9 %	Grade 11 %
Neither approve or disapprove	35	30	25
Somewhat disapprove	10	8	8
Strongly disapprove	55	61	67

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	87	91	89
1 time	8	7	4
2 or more times	6	2	7
Religion			
0 times	91	92	92
1 time	5	8	5
2 or more times	4	0	3
Gender			
0 times	92	98	89
1 time	5	2	5
2 or more times	4	0	6
Sexual Orientation *			
0 times	90	95	90
1 time	4	3	4
2 or more times	6	2	6
Physical/Mental Disability			
0 times	92	97	90
1 time	5	2	4
2 or more times	4	1	6
Any of the Above Five Hate-Crime Reasons	25	20	25
Any Other Reason			
0 times	82	84	81
1 time	9	10	7
2 or more times	9	7	12
Any Harassment	32	27	30

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

Table A6.8

Gang Involvement, Current

	Grade 7 %	Grade 9 %	Grade 11 %
No	87	93	84
Yes	13	7	16

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	38	38
No	47	57	54
Yes	4	4	8

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	23	18	12
Safe	46	37	34
Neither safe nor unsafe	23	38	41
Unsafe	7	3	5
Very unsafe	2	3	8

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)	85	88	75
1 time	8	7	6
2-3 times	4	3	7
4 or more times	3	2	11

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	24	20	25
White or Caucasian (non-Hispanic)			
Other			
Multi-Racial (selected more than one)			

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

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents

	Grade 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	11	9	10
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	42	40	47
Yes	58	60	53

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	77	63	66
Yes	23	37	34

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	81	83
Yes	19	17

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

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use						
During your life did you ever…						
drink alcohol (one full drink)?	24	32	63	50	68	56
use inhalants?	10	17	18	21	16	12
smoke marijuana?	7	21	30	33	44	27
During the past 30 days, did you…						
drink alcohol (one full drink)?	15	14	41	31	43	34
use inhalants?	3	8	13	5	8	10
smoke marijuana?	3	11	14	21	34	15
Level of Involvement (High Risk Patterns)						
During your life have you ever…						
been very drunk or sick after drinking alcohol?	11	22	32	26	49	46
been high from using drugs?	5	16	29	31	43	24
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	7	15	21	26	26	29
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	1	15	21	14	37	22
During the past 30 days, did you use marijuana on school property?	2	8	13	5	8	7
Perceived Harm						
*Frequent use of… is harmful.**						
alcohol (five or more drinks once or twice a week)	52	59	68	60	82	78
marijuana (once or twice a week)	55	56	66	63	81	80

**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?	6	18	19	40	46	39
During the past 30 days, did you smoke a cigarette?	4	15	7	10	15	21
During the past 30 days, did you smoke cigarettes daily?	0	1	0	0	2	5
During the past 30 days, did you smoke cigarettes on school property?	0	11	2	7	3	13
Frequent use of cigarettes is harmful. (1-2 packs a day)*	52	56	67	58	75	83

**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 %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?						
Race, ethnicity, or national origin	8	21	14	2	12	11
Religion	5	13	10	5	5	13
Gender	5	13	4	0	10	13
Gay/lesbian, or someone thought you were	3	19	8	2	10	10
Physical/mental disability	4	14	4	2	8	13
Any other reason	10	29	18	14	20	18
During the past 12 months at school have you been in a physical fight?	19	44	15	29	23	28
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	1	7	6	2	8	8
Feels safe at school	72	63	53	57	39	57
Currently belong to a gang?	7	21	6	7	12	22

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?	55	61	53	69	52	55
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?	22	24	44	29	44	18

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								
During your life did you ever…								
smoke a cigarette? (PI)	11	7	28	20	45[a]	43	34	55[a]
chew tobacco or snuff?	9	4	4	6	~	10	10	~
drink alcohol (glass)?	28	24	58	47	67	63	66	79
use inhalants?	13	11	19	14	15	15	15	12
smoke marijuana? (PI)	13	9	31	25	29	38	42	50
During the past 30 days, did you…								
smoke a cigarette? (PI)	9	6	8	11	15	17	17	24
chew tobacco or snuff?	6	3	1	5	6	8	6	6
drink alcohol (glass)? (PI)	15	15	37	24	37	39	42	53
use inhalants?	5	5	9	7	~	9	7	~
smoke marijuana? (PI)	6	7	17	15	16	26	24	21
Level of Involvement (High Risk Patterns)								
During your life have you ever…								
been very drunk or sick after drinking?	16	11	30	28	~	48	45	~
been high from using drugs?	10	8	30	22	~	36	37	~
During the past 30 days, did you…								
drink 5 drinks in a couple of hours?	11	6	23	16	18	27	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 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?	7	6	18	13	~	31	25	~
During the past 30 days, did you smoke cigarettes?	5	3	4	7	4	7	7	5
Perceived Harm[b]								
People risk harming themselves using... [c]								
cigarettes (1-2 packs a day)	53	83	63	90	~	78	93	~
alcohol (five or more drinks once or twice a week)	54	83	65	89	~	80	92	~
marijuana (once or twice a week)	55	82	65	85	~	80	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 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								
During the past 12 months at school, have you….								
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	25	31	20	27	~	25	22	~
been in a physical fight?	30	32	21	25	18	25	23	11
been afraid of being beaten up? (PI)	24	29	21	22	~	18	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	16	10	14	13	~	11	13	~
How safe do you feel when you are at school? Very safe. (PI)	23	18	18	16	~	12	20	~
Do you consider yourself a member of a gang?	13	9	7	8	~	16	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult (PI)	32	31	28	28	~	30	29	~
High expectations from teacher or other adult (PI)	43	45	33	39	~	48	38	~
Opportunities for meaningful participation at their school (PI)	10	16	11	13	~	12	15	~
Total	22	31	23	27	~	31	28	~
School Connectedness Scale (PI)	43	39	34	34	~	34	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.

Section B

	Grade 7	Grade 9	Grade 11
Student Sample Size			
Target Sample	257	204	247
Final Number	170	86	85
Average Response Rate - Module B	**66%**	**42%**	**34%**

Table B1

Summary of Resilience-promoting Protective Factors (Developmental Supports)*

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
Total Environment [a]	39	54	7	51	45	4	53	45	1
Caring Adult Relationships[a]	46	48	6	60	34	6	58	37	5
High Expectations[a]	59	39	2	58	39	3	63	36	1
Opportunities for Meaningful Participation[a]	20	61	19	23	58	19	28	48	23
Peer Environment									
Total	40	49	10	60	35	5	53	39	9
Caring Peer Relationships	41	44	15	57	37	6	52	38	10
High Expectations: Pro-social Peers	39	57	4	40	54	6	33	60	6
Home Environment									
Total	62	31	7	64	28	8	62	30	9
Caring Adult Relationship	55	34	10	62	32	6	57	34	10
High Expectations	67	27	6	68	28	5	74	19	7
Opportunities for Meaningful Participation	39	49	12	44	46	10	35	49	16

*These Protective Factors are also known as Environmental Assets.

[a]Includes measures of school and community protective factors from Table A3.1, as well as peer and home.

Table B2

Summary of Internal Strengths

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
Total	56	35	9	56	35	9	63	31	6
Cooperation and Communication	42	46	12	41	45	13	42	49	10
Self-efficacy	47	46	6	51	39	11	51	45	5
Empathy	44	40	16	52	37	11	51	43	6
Problem Solving	42	38	21	42	44	14	49	42	10
Self-awareness	56	34	10	46	46	8	50	43	7
Goals and Aspirations	70	23	8	71	26	4	76	17	7

G1

In the past year, have you had even one drink of alcohol?

	Grade 7 %	Grade 9 %	Grade 11 %
Yes	31	54	73
No	64	46	28

G2

In the past year, where did you get alcohol? I bought it myself from a gas station, liquor store, mini-mart, or grocery store.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	84	89	75
Once or twice	5	7	11
3 or more times	6	5	14

G3

In the past year, where did you get alcohol? From someonewho bought it for me.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	76	61	42
Once or twice	13	24	16
3 or more times	7	15	42

G4

In the past year, where did you get alcohol? At parties and social events where parents were NOT present.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	61	40	37
Once or twice	14	38	16
3 or more times	19	23	44

G5

In the past year, where did you get alcohol? At parties and social events where parents WERE present.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	67	40	35
Once or twice	17	38	32
3 or more times	12	23	32

G6

In the past year, where did you get alcohol? From a friend's home.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	70	56	39
Once or twice	16	29	31
3 or more times	11	15	28

G7

In the past year, where did you get alcohol? From a family member.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	65	53	40
Once or twice	21	38	33
3 or more times	11	10	25

G8

In the past year, where did you get alcohol? From my house without my parents' permission.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	70	69	57
Once or twice	10	21	24
3 or more times	18	10	19

G9

Where did you drink alchol in the past year? At parties.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	61	28	32
Once or twice	18	38	21
3 or more times	17	33	48

G10

Where did you drink alchol in the past year? At a friend's home.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	72	47	42
Once or twice	12	39	21
3 or more times	13	13	35

G11

Where did you drink alchol in the past year? At my house.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	66	58	52
Once or twice	17	34	22
3 or more times	13	8	25

G12

Where did you drink alchol in the past year? While hanging out in cars, in parking lots, out in the fields, etc.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	75	77	49
Once or twice	10	8	16
3 or more times	12	13	35

G13

Where did you drink alchol in the past year? At family events.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	52	39	37
Once or twice	23	47	31
3 or more times	20	13	32

G14

Where did you drink alchol in the past year? At school.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	79	84	68
Once or twice	9	8	17
3 or more times	7	8	13

G15

Where did you drink alchol in the past year? At a restaurant or bar.

	Grade 7 %	Grade 9 %	Grade 11 %
Never	77	95	78
Once or twice	14	5	6
3 or more times	6	0	16

G16

In the past year, how often have you used steroids?

	Grade 7 %	Grade 9 %	Grade 11 %
Never	93	96	88
Once or twice	3	3	5
3 or more times	4	1	6

G17

In the past year, how often have you lied to an adult so that you could use alcohol?

	Grade 7 %	Grade 9 %	Grade 11 %
Never	86	85	70
Once or twice	8	11	16
3 or more times	5	4	12

G18

In the past year, how often have you lied to an adult so that you could use drugs?

	Grade 7 %	Grade 9 %	Grade 11 %
Never	90	88	79
Once or twice	3	7	10
3 or more times	6	5	10

G19

In the past year, how often have you talked to your parents about drinking alcohol?

	Grade 7 %	Grade 9 %	Grade 11 %
Never	74	64	53
Once or twice	17	28	27
3 or more times	8	8	20

G20

Right after you graduate from high school, how likely is it that you will attend a four-year college?

	Grade 7 %	Grade 9 %	Grade 11 %
Not at all likely	20	7	19
Somewhat likely	37	38	36
Very likely	39	54	46

G21

Right after you graduate from high school, how likely is it that you will attend a business/vocational college?

	Grade 7 %	Grade 9 %	Grade 11 %
Not at all likely	36	27	36
Somewhat likely	34	42	41
Very likely	26	29	23

G22

Right after you graduate from high school, how likely is it that you will work while going to school?

	Grade 7 %	Grade 9 %	Grade 11 %
Not at all likely	22	12	16
Somewhat likely	40	33	31
Very likely	36	55	53

G23

Right after you graduate from high school, how likely is it that you will work without attending school?

	Grade 7 %	Grade 9 %	Grade 11 %
Not at all likely	71	64	72
Somewhat likely	16	24	20
Very likely	10	13	9

G24

Right after you graduate from high school, how likely is it that you will join the military?

	Grade 7 %	Grade 9 %	Grade 11 %
Not at all likely	70	70	78
Somewhat likely	18	18	15
Very likely	8	11	6

G25

Through my school, I do projects that help our school or community.

	Grade 7 %	Grade 9 %	Grade 11 %
No	64	72	61
Yes	32	25	38

G26

How many times did you do a community service project through your school during the past 12 months?

	Grade 7 %	Grade 9 %	Grade 11 %
1 time	67	69	38
2 times	22	13	14
3 times	5	9	24
4 or more times	5	9	24

G27

How long did your community service project(s) usually last?

	Grade 7 %	Grade 9 %	Grade 11 %
1 week or less	70	65	56
2 weeks	14	23	24
3 weeks	11	6	15
4 or more weeks	5	6	6

G28

The students in my class usually help the teacher make decisions about the kind of community service project we will do.

	Grade 7 %	Grade 9 %	Grade 11 %
No, never	46	37	24
Yes, some of the time	38	33	50
Yes, most of the time	12	23	21
Yes, all of the time	4	7	6

G29

I use what I have learned in class in the community service project(s)?

	Grade 7 %	Grade 9 %	Grade 11 %
No, never	44	33	32
Yes, some of the time	38	47	32
Yes, most of the time	9	17	29
Yes, all of the time	9	3	6

G30

My teacher asks me to share what I have learned during our community service project in tests, homework assignments or journal entries.

	Grade 7 %	Grade 9 %	Grade 11 %
No, never	40	48	35
Yes, some of the time	44	34	50
Yes, most of the time	8	7	12
Yes, all of the time	7	10	3