California Healthy Kids Survey

Mountain View Elementary Secondary

2010-2011

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 2010-11 *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, the *CHKS Survey Content Guidebook,* (chks.wested.org/reports) 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)*. It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The *CHKS 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, attitudes, and learning conditions is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional supplementary topic-focused modules that districts can elect to administer. 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).

[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.

School-Related Content

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

- 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.

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 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.

CDE urges districts that are experiencing achievement gaps among their students to administer this module and request supplementary reports disaggregating all their CHKS and by the race/ethnicity of 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.

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 2011.

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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Core Module A

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
Student Sample Size	
Target Sample	830
Final Number	695
Average Response Rate	**84%**

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 %
12 years or younger	68
13 years old	31
14 years old	1
15 years old	0
16 years old	0
17 years old	0
18 years or older	0

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

Table A2.2

Gender of Sample

	Grade 7 %
Male	44
Female	56

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

Table A2.3

Hispanic or Latino

	Grade 7 %
No	14
Yes	81

Question HS/MS A.6: Are you of Hispanic or Latino Origin?

Table A2.4

Race

	Grade 7 %
American Indian or Alaska Native	9
Asian	6
Black or African American	3
Native Hawaiian or Pacific Islander	0
White	14
Mixed (two or more) races	31

Question HS/MS A.7: What is your race?

Table A2.5

Living Situation

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

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

Table A2.6

Grades, Past 12 Months

	Grade 7 %
Mostly A's	13
A's and B's	26
Mostly B's	8
B's and C's	22
Mostly C's	7
C's and D's	15
Mostly D's	4
Mostly F's	5

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

Table A2.7

Truancy, Past 12 Months

	Grade 7 %
0 times	82
1-2 times	11
A few times	5
Once a month	1
Once a week	0
More than once a week	1

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

Table A2.8

Days Home Alone During Normal School Week

	Grade 7 %
Never	63
1 day	17
2 days	12
3 days	6
4 days	2
5 days	0

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

Table A2.9

Migrant Education

	Grade 7 %
Yes	4
No	40
Don't know	56

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		
	H	M	L
School Environment			
Total	24	60	16
Caring Adult Relationships	25	58	17
High Expectations	48	45	7
Opportunities for Meaningful Participation	10	49	40
Community Environment			
Total	52	38	10
Caring Adult Relationships	54	35	11
High Expectations	58	32	9
Opportunities for Meaningful Participation	32	45	23
School Connectedness Scale	36	52	12

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	24	59	16
Caring Adult Relationships	24	58	17
High Expectations	48	45	7
Opportunities for Meaningful Participation	11	49	40
Community Environment			
Total	51	39	10
Caring Adult Relationships	55	35	10
High Expectations	58	32	10
Opportunities for Meaningful Participation	32	45	23
School Connectedness Scale	36	52	12

Table A3.3

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		
	H	M	L
School Environment			
Total	25	52	22
Caring Adult Relationships	25	52	22
High Expectations	40	48	13
Opportunities for Meaningful Participation	16	51	33
Community Environment			
Total	59	29	13
Caring Adult Relationships	61	27	13
High Expectations	59	28	13
Opportunities for Meaningful Participation	37	43	21
School Connectedness Scale	27	63	10

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		
	H	M	L
School Environment			
Total	18	69	13
Caring Adult Relationships	27	58	16
High Expectations	47	49	4
Opportunities for Meaningful Participation	7	47	47
Community Environment			
Total	49	40	11
Caring Adult Relationships	47	40	13
High Expectations	58	33	9
Opportunities for Meaningful Participation	24	49	27
School Connectedness Scale	36	52	11

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	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 - 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		
	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 A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	24	61	15
Caring Adult Relationships	23	61	15
High Expectations	49	43	7
Opportunities for Meaningful Participation	13	40	46
Community Environment			
Total	47	45	7
Caring Adult Relationships	51	41	8
High Expectations	55	38	7
Opportunities for Meaningful Participation	35	44	21
School Connectedness Scale	44	48	8

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	21	64	15
Caring Adult Relationships	21	60	19
High Expectations	48	47	5
Opportunities for Meaningful Participation	9	49	42
Community Environment			
Total	52	37	11
Caring Adult Relationships	55	35	10
High Expectations	57	33	10
Opportunities for Meaningful Participation	31	47	22
School Connectedness Scale	31	52	17

Table A3.9.1
Summary Table - 7th grade by race/ethnicity
Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total	24	25	18			24	21
Caring Adult Relationships	24	25	27			23	21
High Expectations	48	40	47			49	48
Opportunities for Meaningful Participation	11	16	7			13	9
Community Environment							
Total	51	59	49			47	52
Caring Adult Relationships	55	61	47			51	55
High Expectations	58	59	58			55	57
Opportunities for Meaningful Participation	32	37	24			35	31
School Connectedness Scale	36	27	36			44	31

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.9.2
Summary Table - 9th grade by race/ethnicity
Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	A	AA	NH/PI	W	M
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							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	A	AA	NH/PI	W	M
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							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT						
	H/L	AI/AN	A	AA	NH/PI	W	M
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							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.10
School Connectedness Scale Questions

	Grade 7 %
I feel close to people in this school.	
Strongly Disagree	5
Disagree	9
Neither Agree Nor Disagree	28
Agree	44
Strongly Agree	14
I am happy to be at this school.	
Strongly Disagree	4
Disagree	8
Neither Agree Nor Disagree	20
Agree	44
Strongly Agree	25
I feel like I am part of this school.	
Strongly Disagree	9
Disagree	14
Neither Agree Nor Disagree	28
Agree	37
Strongly Agree	13
Teachers at this school treat students fairly.	
Strongly Disagree	14
Disagree	19
Neither Agree Nor Disagree	27
Agree	29
Strongly Agree	10
I feel safe in my school.	
Strongly Disagree	9
Disagree	12
Neither Agree Nor Disagree	28
Agree	35
Strongly Agree	15

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

Table A3.11
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Grade 7 %
Caring Relationships	
who really cares about me.	
Not At All True	17
A Little True	36
Pretty Much True	28
Very Much True	19
who notices when I am not there.	
Not At All True	19
A Little True	26
Pretty Much True	30
Very Much True	25
who listens when I have something to say.	
Not At All True	14
A Little True	28
Pretty Much True	31
Very Much True	27
High Expectations	
who tells me when I do a good job.	
Not At All True	8
A Little True	27
Pretty Much True	37
Very Much True	29
who always wants me to do my best.	
Not At All True	6
A Little True	14
Pretty Much True	29
Very Much True	50
who believes that I will be a success.	
Not At All True	9
A Little True	21
Pretty Much True	29
Very Much True	41

Questions HS A16-21/MS A15-20: At my school, there is a teacher or some other adult 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 A3.11 - *Continued*
School Protective Factors (Developmental Supports)

	Grade 7 %
Opportunites for Meaningful Participation	
I do interesting activities at school.	
Not At All True	20
A Little True	30
Pretty Much True	26
Very Much True	24
I help decide things like class rules or activities.	
Not At All True	56
A Little True	25
Pretty Much True	10
Very Much True	9
I do things that make a difference at school.	
Not At All True	37
A Little True	33
Pretty Much True	18
Very Much True	11

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 A3.12
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	Grade 7 %
Caring Relationships	
who really cares about me.	
Not At All True	10
A Little True	13
Pretty Much True	19
Very Much True	58
who notices when I am upset about something.	
Not At All True	15
A Little True	16
Pretty Much True	23
Very Much True	45
whom I trust.	
Not At All True	12
A Little True	15
Pretty Much True	21
Very Much True	52
High Expectations	
who tells me when I do a good job.	
Not At All True	13
A Little True	19
Pretty Much True	24
Very Much True	44
who believes that I will be a success.	
Not At All True	9
A Little True	17
Pretty Much True	22
Very Much True	52
who always wants me to do my best.	
Not At All True	7
A Little True	11
Pretty Much True	19
Very Much True	63

Questions HS A25-30/MS 24-29: Outside of my home and school, there is an adult who…really cares about me, tells me when I do a good job... 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 A3.12 - *Continued*
Community Protective Factors (Developmental Supports)

	Grade 7 %
Opportunities for Meaningful Participation	
I am part of clubs, sports teams, church/temple or other group activities.	
Not At All True	40
A Little True	15
Pretty Much True	14
Very Much True	30
I am involved in music, art, literature, sports or a hobby.	
Not At All True	26
A Little True	15
Pretty Much True	18
Very Much True	41
I help other people.	
Not At All True	16
A Little True	31
Pretty Much True	26
Very Much True	28

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 %
Alcohol (one full drink)	
0 times	73
1 time	9
2 to 3 times	8
4 or more times	10
Marijuana	
0 times	83
1 time	6
2 to 3 times	5
4 or more times	6
Inhalants (to get high)	
0 times	83
1 time	6
2 to 3 times	6
4 or more times	6
Cocaine	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Methamphetamine or any amphetamine	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

Qestion HS A.37-41/MS A.37-39: During your life, how many times have you used or tried…alochol (one full glass)… marijuana...inhalants...cocaine…methamphetamine or any amphetamine?
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 %
LSD or other psychedelics	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ecstasy	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Heroin	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Other illegal drug or pill	
0 times	90
1 time	5
2 to 3 times	3
4 or more times	3
Any of the above AOD Use	34
Prescription pain killers	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

Question HS A.43-47//MS A.41: During your life, how many times have you used or tried LSD or other psychedelics…ecstasy…heroin…other illegial drug or pill…presctiption pain killers.
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 %
Barbiturates	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Tranquilizers or sedatives	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Cold/cough medicines	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Diet pills	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ritalin™ or Adderall™	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

Question HS A.48-52: During your life, how many times have you used or tried…barbiturates…tranquilzers or sedatives… cold/cough medicines…diet pills…Ritalin or Adderall?
na=not asked of middle school students

Table A4.2

Age of Onset

	Grade 7 %
Alcohol (one full drink)	
Never	67
10 or under	14
11 -12 years old	16
13-14 years old	2
15-16 years old	0
17 years or older	1
Marijuana	
Never	87
10 or under	2
11 -12 years old	9
13-14 years old	2
15-16 years old	0
17 years or older	1
Other illegal drug	
Never	91
10 or under	1
11 -12 years old	6
13-14 years old	1
15-16 years old	0
17 years or older	1

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 %
Alcohol (at least one drink)	16
Binge drinking (5 or more drinks in a row)	9
Marijuana	10
Inhalants	11
Cocaine	na
Methamphetamine or any amphetamine	na
Ecstasy, LSD or other psychedelics	na
Other illegal drug or pill	7
Any drug use	15
Heavy drug user	5
Any of the above AOD Use	22
Two or more of the above at the same time	na

Question HS A.63-71/MS A.52-56: During the past 30 days, on how many days did you use…alcohol…binge drink…marijuana… inhalants…cocaine…methaphetamine or any amphetamine..esctasy, LSD, or other psychedelics…other illegeal drug or pill?
na=not asked of middle school students

Table A4.4

Frequency of Current Alcohol and Marijuana Use, Past 30 days

	Grade 7 %
Alcohol	
None	84
1 or 2 days	11
3 to 9 days	2
10 to 19 days	1
20 or more days (daily)	2
Marijuana	
None	90
1 or 2 days	7
3 to 9 days	1
10 to 19 days	1
20 or more days (daily)	1

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

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	Grade 7 %
0 times	88
1 to 2 times	8
3 to 6 times	3
7 or more times	1

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 %
0 times	87
1 to 2 times	8
3 to 6 times	3
7 or more times	3

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 %
0 days	91
1 to 2 days	7
3 or more days	3

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 %
Don't drink alcohol	68
Just a sip or two	17
Enough to feel it a little	7
Enough to feel it a lot	5
Until really drunk	3

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

Table A4.9

Usual Level of Highness When Using Drugs

Don't use drugs
Not high at all
A little high
Moderately high
Very high

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)

Never
Any
1 time
2 times
3 to 6 times
7 or more times

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	*61*
Any	*39*
1 time	12
2 times	9
3 to 6 times	8
7 or more times	10

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 %
Alcohol	
0 days	90
1 to 2 days	8
3 or more days	2
Marijuana	
0 days	95
1 to 2 days	3
3 or more days	2
Any illegal drug or pill	
0 days	94
1 to 2 days	4
3 or more days	2
Any of the above	13

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…any illegal drug or pill?

Table A4.13

Ever Drunk or High on School Property

	Grade 7 %
0 times	90
1 to 2 times	6
3 to 6 times	4
7 or more times	1

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 %
Alcohol - Drink Occasionally	
Great	29
Moderate	20
Slight	14
None	37
Alcohol - 5 or more drinks once or twice a week	
Great	33
Moderate	17
Slight	12
None	38

Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they…drink alcohol occasionally…have 5 or more drinks of alcohol once or twice a week?

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7 %
Marijuana - Smoke Occasionally	
Great	37
Moderate	14
Slight	8
None	40
Marijuana - Smoke once or twice a week	
Great	35
Moderate	15
Slight	10
None	40

Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they…smoke marijuana occasionally…smoke marijuana once or twice a week?

Table A4.16

Personal Disapproval of Using Alcohol

	Grade 7 %
Alcohol - One or two drinks nearly every day	
Neither approve or disapprove	32
Somewhat disapprove	18
Strongly disapprove	50
Marijuana or Hashish - Once or twice	
Neither approve or disapprove	33
Somewhat disapprove	16
Strongly disapprove	51
Marijuana - Once a month or more	
Neither approve or disapprove	33
Somewhat disapprove	15
Strongly disapprove	52

Question HS A.92-94/MS A.76-78: How do you feel about someone your age…driink alcohol one or two drinks every day… smoke marijuana or hasish, once or twice…smoke marijuana, once amonth or more?

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

	Grade 7 %
None of them	46
10 percent	19
20 percent	8
30 percent	5
40 percent	4
50 percent	9
60 percent	1
70 percent	1
80 percent	2
90 percent	1
All of them	2

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

Table A4.18

Occurrence of Problems while Using Alcohol/Drugs

Does not apply, never used alcohol/drugs
Problems with emotions, nerves, mental health
Trouble or problems with the police
Money problems
Miss school
Problems with school work
Fight with other kids
Damage a friendship
Physically hurt or injure yourself
Unwanted or unprotected sex
Forget what happened or pass out
Other problems
More than one problem
Never had problems when I've used alcohol/drugs

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 Related to Dependency while Using Alcohol/Drugs

Does not apply, have not used alcohol or drugs
Had to increase use to get same effect as before
Spent a lot of time getting, using, or being "hung over" from using
Used alcohol or drugs a lot more than intended
Used alcohol or drugs when alone
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies
Often didn't feel OK unless had something to drink or used a drug
Thought about reducing or stopping
Told yourself not going to use, but used anyway
Spoke with someone about reducing or stopping use
Attended counseling, program, or group to reduce/stop use
More than one experience
Use alcohol or drugs, but have not experienced any of these things

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 %
Alcohol	
Very difficult	10
Fairly difficult	10
Fairly easy	13
Very easy	17
Don't know	49
Marijuana	
Very difficult	15
Fairly difficult	7
Fairly easy	12
Very easy	17
Don't know	49

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get alcohol or marijana if they really want them?

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	Grade 7 %
0 times	80
1 time	9
2 to 3 times	5
4 or more times	6

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 %
No	50
Yes	50

Question HS A 98/MS A.61: During the past 12 months...Have you talked with at least one of your parents (or guardian) about the dangers of tobacco, alcohol, or drug use?

Table A4.23

Heard, Read or Watched any Messages about Not Using Alcohol, Tobacco or Drugs

	Grade 7 %
No	26
Yes	74

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 drugs?

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7 %
Hispanic or Latino	18
American Indian or Alaska Native	19
Asian	5
Black or African American	
Native Hawaiian or Pacific Islander	
White	11
Mixed (two or more) races	18

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7 %
Hispanic or Latino	10
American Indian or Alaska Native	9
Asian	5
Black or African American	
Native Hawaiian or Pacific Islander	
White	6
Mixed (two or more) races	12

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 %
A cigarette, even one or two puffs	
0 times	84
1 time	7
2 to 3 times	6
4 or more times	3
A whole cigarette	
0 times	91
1 time	4
2 to 3 times	2
4 or more times	3
Smokeless tobacco	
0 times	94
1 time	3
2 to 3 times	2
4 or more times	2

Question HS A.35-36/MS A.34-36: During your life, how many times have you used or tried… a cigarette, even a puff of two… a whole cigaretee…smokeless tobacco?

Table A5.2

Age of Onset

	Grade 7 %
Smoked part or all of a cigarette	
Never	86
10 or under	4
11-12 years old	9
13-14 years old	1
15-16 years old	0
17 years or older	1
Smokeless tobacco	
Never	92
10 or under	2
11-12 years old	5
13-14 years old	1
15-16 years old	0
17 years or older	1

Question HS A.57-58/MS A.46-47: About how old were you the first time you ....smoked part or 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 %
Cigarettes	
Any	8
Daily	1
Smokeless tobacco	
Any	6
Daily	1

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

Table A5.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %
None	*95*
Any	*5*
1 or 2 days	4
3 to 9 days	1
10 to 19 days	0
20 to 30 days	1

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 %
Neither approve nor disapprove	30
Somewhat disapprove	16
Strongly disapprove	54

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

Table A5.6
Peer Disapproval of Using Cigarettes

	Grade 7 %
Neither approve or disapprove	25
Somewhat disapprove	17
Strongly disapprove	57

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

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	Grade 7 %
Smoking occasionally	
Great	31
Moderate	16
Slight	14
None	40
Smoking 1-2 packs of cigarettes a day	
Great	43
Moderate	10
Slight	6
None	41

Question HS A78-79/MS A.64-65: How much do people risk harming themselves physically and in other ways when…smoking cigarettes occasionally..smoke 1-2 packs of cigarettes a day?

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	Grade 7 %
Very difficult	13
Fairly difficult	6
Fairly easy	14
Very easy	15
Don't know	52

Question HS A.84/MS A.70: How difficult is it for students in your grade to get cigarettes if they really want them?

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	Grade 7 %
None of them	51
10 percent	19
20 percent	8
30 percent	6
40 percent	4
50 percent	7
60 percent	1
70 percent	1
80 percent	1
90 percent	1
All of them	2

Question HS A.87/MS A.73: hink about a group of 100 students in your grade. About how many students 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 %
Hispanic or Latino	9
American Indian or Alaska Native	5
Asian	7
Black or African American	
Native Hawaiian or Pacific Islander	
White	7
Mixed (two or more) races	10

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 %
Had mean rumors/lies spread about you	
0 times	60
1 time	18
2 to 3 times	12
4 or more times	11
Had sexual jokes/comments/gestures made to you	
0 times	63
1 time	13
2 to 3 times	8
4 or more times	16
Been made fun of because of your looks/way of talking	
0 times	61
1 time	15
2 to 3 times	9
4 or more times	15

Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you… had mean rumors/lies spread about you…had sexual jokes/comments/gestures made to you…been make fun of your looks/ way of talking?

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

	Grade 7 %
Been pushed, shoved, hit, etc.	
0 times	59
1 time	18
2 to 3 times	11
4 or more times	12
Been afraid of being beaten up	
0 times	70
1 time	16
2 to 3 times	7
4 or more times	8
Been in a physical fight	
0 times	73
1 time	12
2 to 3 times	8
4 or more times	7

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you…been pushed shoved, hit, etc.,…been afraid of being beaten up…been in a phsyical fight?

Table A6.3

Property Damage on School Property, Past 12 Months

	Grade 7 %
Had property stolen/damaged	
0 times	73
1 time	15
2 to 3 times	7
4 or more times	5
Damaged school property on purpose	
0 times	87
1 time	8
2 to 3 times	2
4 or more times	3

Question HS A.106,108/MS A.88,90: During the past 12 months, how many times on school property have you… had property stolen/damaged…damaged school property on purpose?

Table A6.4

Weapons Possession on School Property, Past 12 Months

	Grade 7 %
Carried a gun	
0 times	94
1 time	2
2 or more times	4
Carried any other weapon	
0 times	90
1 time	4
2 or more times	6

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

Table A6.5

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

	Grade 7 %
Seen someone with a weapon	
0 times	70
1 time	15
2 or more times	16
Been threatened/injured with a weapon	
0 times	93
1 time	3
2 or more times	5

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you…seen someone with a weapon…been threatened/injured with a weapon?

Table A6.6

Personal Disapproval of Weapon Possession

	Grade 7 %
Neither approve or disapprove	28
Somewhat disapprove	12
Strongly disapprove	60

Question HS A.95/MS A.79: How do you feel about someone your age carring a weapon to school?

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 7 %
Race, Ethnicity, or National Origin	
0 times	86
1 time	6
2 or more times	8
Religion	
0 times	91
1 time	5
2 or more times	5
Gender	
0 times	92
1 time	5
2 or more times	4
Sexual Orientation *	
0 times	91
1 time	5
2 or more times	3
Physical/Mental Disability	
0 times	94
1 time	3
2 or more times	3
Any of the Above Five Hate-Crime Reasons	25
Any Other Reason	
0 times	79
1 time	10
2 or more times	11
Any Harassment	34

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 %
No	92
Yes	8

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

Table A6.9

Physical Violence by Boyfriend/Girlfriend, Past 12 Months

	Grade 7 %
Does not apply, didn't have a boyfriend/girlfriend	51
No	46
Yes	3

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 %
Very safe	21
Safe	36
Neither safe nor unsafe	32
Unsafe	7
Very unsafe	3

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

Table A6.11

Cyber Bullying

	Grade 7 %
0 times (never)	84
1 time	7
2-3 times	5
4 or more times	4

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 %
Hispanic or Latino	22
American Indian or Alaska Native	24
Asian	71
Black or African American	
Native Hawaiian or Pacific Islander	
White	24
Mixed (two or more) races	22

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 because of 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 %
Hispanic or Latino	10
American Indian or Alaska Native	12
Asian	64
Black or African American	
Native Hawaiian or Pacific Islander	
White	8
Mixed (two or more) races	10

Question HS A.113/MS A.95: During the past 12 months, how many times on school property were you harassed or bullied because of race, ethnicity or national origin?

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7 %
No	46
Yes	54

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %
No	72
Yes	28

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

No
Yes

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

Table A7.4

Gambling, Past 12 Months

	Grade 7 %
Card or dice games	
Not at all	86
Less than once a month	5
1 to 3 times	4
Once a week or more	5
Personal skill games	
Not at all	76
Less than once a month	11
1 to 3 times	5
Once a week or more	8
Betting on sports	
Not at all	76
Less than once a month	12
1 to 3 times	5
Once a week or more	6
Lottery	
Not at all	84
Less than once a month	7
1 to 3 times	5
Once a week or more	3
Bet or gambled in any other way	
Not at all	86
Less than once a month	7
1 to 3 times	4
Once a week or more	4

Question HS A.127-131//MS A.109-113: During the past 12 months, how often have you bet/gambled, even casually, for money or valuables in the following ways?

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Lifetime and Current ATOD Use		
During your life did you ever…		
drink alcohol (one full drink)?	27	25
use inhalants?	18	16
smoke marijuana?	14	20
During the past 30 days, did you…		
drink alcohol (one full drink)?	18	13
use inhalants?	13	9
smoke marijuana?	9	9
Level of Involvement (High Risk Patterns)		
During your life have you ever…		
been very drunk or sick after drinking alcohol?	12	12
been high from using drugs?	12	15
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	10	8
ATOD Use at School		
During your life, have you ever been drunk/high on school property?	11	10
During the past 30 days, did you use marijuana on school property?	5	6
Perceived Harm		
*Frequent use of… is harmful.**		
alcohol (five or more drinks once or twice a week)	63	60
marijuana (once or twice a week)	61	58

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

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
During your life, did you ever smoke a cigarette?	7	11
During the past 30 days, did you smoke a cigarette?	9	8
During the past 30 days, did you smoke cigarettes daily?	0	1
During the past 30 days, did you smoke cigarettes on school property?	5	6
Frequent use of cigarettes is harmful. (1-2 packs a day)*	60	58

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

Table A8.3

School Safety-Related Indicators, by Gender and Grade

	7th Grade	
	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	15	12
Religion	10	7
Gender	8	8
Gay/lesbian, or someone thought you were	8	10
Physical/mental disability	6	6
Any other reason	22	19
During the past 12 months at school have you been in a physical fight?	23	33
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	2	4
Feels safe at school	55	61
Currently belong to a gang?	6	10

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Did you eat breakfast today?	51	59
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	22

9. Comparisons

Table A9.1

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

	7th Grade %	
	District	CSS
Lifetime and Current ATOD Use		
During your life did you ever…		
smoke a cigarette?	9	7
chew tobacco or snuff?	6	4
drink alcohol (glass)?	27	24
use inhalants?	17	11
smoke marijuana?	17	9
During the past 30 days, did you…		
smoke a cigarette?	8	6
chew tobacco or snuff?	6	3
drink alcohol (glass)?	16	15
use inhalants?	11	5
smoke marijuana?	10	7
Level of Involvement (High Risk Patterns)		
During your life have you ever…		
been very drunk or sick after drinking?	12	11
been high from using drugs?	13	8
During the past 30 days, did you…		
drink 5 drinks in a couple of hours?	9	6

Table A9.1 - *Continued*

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

	7th Grade %	
	District	CSS
ATOD Use on School Property		
During your life, have you ever been drunk/high?	10	6
During the past 30 days, did you smoke cigarettes?	5	3
Perceived Harm		
People risk harming themselves using...[b]		
cigarettes (1-2 packs a day)	59	83
alcohol (five or more drinks once or twice a week)	62	83
marijuana (once or twice a week)	60	82

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

Table A9.2

Selected School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS

	7th Grade %	
	District	CSS
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
been in a physical fight?	27	32
been afraid of being beaten up?	30	29
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	12	10
How safe do you feel when you are at school? Very safe.	21	18
Do you consider yourself a member of a gang?	8	9
School Protective Factors - High Levels (Resilience Indicators)		
Caring relationships with teacher or other adult	25	31
High expectations from teacher or other adult	48	45
Opportunities for meaningful participation at their school	10	16
Total	24	31
School Connectedness Scale	36	39