

California Healthy Kids Survey

Building Healthy Communities
Richmond
2009-2010

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

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

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PREFACE

This report provides the detailed results for each question from this BHC Place’s 2009–10 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.¹

The CHKS, along with the *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS), is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Health, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on learning barriers, engagement, and supports. For additional information and resources, visit the survey website: chks.wested.org.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine whether staff and parent perceptions accurately reflect student behaviors and experiences. The *CHKS Guidebook* to survey content provides a crosswalk between student and staff survey questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff, to guide school improvement efforts.

SURVEY PURPOSE

The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to develop effective prevention, health, and youth development programs. These surveys grew out of CDE’s commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. The BHC has a special module with items related to health care and nutrition and exercise. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.² The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

¹ *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support)

² *Guidebook for the California Healthy Kids Survey, Part I: Administration* (chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from chks.wested.org/administer/download.

School-Related Content

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

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

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential..

THE REPORT

The tables in this Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

AIDS TO UNDERSTANDING AND USING THE DATA

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

- To help in understanding and interpreting these results, *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook for the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- *A Workbook on Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy.³

ASSESSING THE DATA

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

Representativeness

The BHC Places are made up of schools within a specific geographic area. The data have been weighted to account for the percentage of students that each school should have contributed to the whole place, to account for low consent rates and places that did a random sample of students versus a census of all students in the grades surveyed.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase after holidays or social events).

³ The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help determine whether changes in results are locally unique or may be part of a larger trend, possibly affected by broad social forces. Ultimately, however, the most fundamental concern should be what the survey results say about the students and schools and what improvements need to be made.

NEXT STEPS

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

Compare with Other Data Sources

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

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, under contract from The California Endowment. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at <http://www.chks.wested.org>.

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

Add Questions to your Next CHKS

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

ACKNOWLEDGEMENTS

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

Gregory Austin, Ph.D.
CHKS Director, WestEd

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

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT*
<i>Student Sample Size</i>				
Target Sample	NA	NA	NA	NA
Final Number	641	289	305	52
Average Response Rate	NA	NA	NA	NA

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
12 years or younger	59	0	0	12
13 years old	36	1	0	4
14 years old	5	52	0	2
15 years old	0	43	1	8
16 years old	0	3	58	25
17 years old	0	0	38	41
18 years or older	0	0	4	8

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

Table A2.2

Gender of Sample

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Male	51	44	56	60
Female	49	56	44	40

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	2	2	1	6
Native Hawaiian or Pacific Islander	2	3	2	6
Asian	7	7	7	6
Black or African American (non-Hispanic)	15	6	7	25
Hispanic or Latino/Latina	71	81	83	55
White or Caucasian (non-Hispanic)	1	2	2	2
Other	7	3	4	8
Selected more than one	5	3	5	8

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

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

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

	Grade 9	Grade 11	NT
	%	%	%
A home with both parents	61	66	33
A home with only one parent	29	28	38
Other relative's home	4	3	15
A home with more than one family	6	1	4
Friend's home	0	1	4
Foster home, group care, or waiting placement	1	1	4
Hotel or motel	1	0	0
Migrant housing	0	0	0
Shelter	1	0	0
On the street (no fixed housing), car campground	1	0	0
Other transitional or temporary housing	0	0	2
Other living arrangements	2	0	2

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Mostly A's	17	17	8	13
A's and B's	31	23	26	26
Mostly B's	6	6	10	15
B's and C's	23	23	30	21
Mostly C's	6	7	8	3
C's and D's	11	13	15	13
Mostly D's	2	5	1	5
Mostly F's	4	6	2	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 A2.6***Truancy, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	71	40	28	30
1-2 times	13	19	21	24
A few times	9	24	24	27
Once a month	0	3	6	0
Once a week	1	2	9	3
More than once a week	6	12	12	16

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	61
1 day	21
2 days	10
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 A2.8***Migrant Education***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Yes	3	2	2	0
No	44	48	68	52
Don't know	53	51	30	48

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	26	58	16	30	53	17	29	54	17	19	55	26
Caring Adult Relationships	29	55	16	34	51	15	34	53	13	27	58	15
High Expectations	53	40	7	50	40	10	44	49	8	27	60	13
Opportunities for Meaningful Participation	11	46	43	13	44	43	13	50	37	12	37	51
<i>Community Environment</i>												
Total	47	38	15	46	38	16	47	39	14	38	49	13
Caring Adult Relationships	52	35	13	51	30	18	51	34	15	48	42	10
High Expectations	58	30	11	55	33	13	52	35	13	58	27	15
Opportunities for Meaningful Participation	25	43	32	30	35	35	34	41	25	8	52	40
<i>School Connectedness Scale</i>												
	29	56	15	31	54	16	25	58	17	10	69	20

Table A3.2

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.3

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	20	58	22									
Caring Adult Relationships	20	57	24									
High Expectations	42	49	9									
Opportunities for Meaningful Participation	2	62	36									
Community Environment												
Total	41	39	20									
Caring Adult Relationships	35	50	15									
High Expectations	41	43	15									
Opportunities for Meaningful Participation	19	49	32									
School Connectedness Scale												
	9	68	23									

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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	34	53	13									
Caring Adult Relationships	38	50	12									
High Expectations	59	38	3									
Opportunities for Meaningful Participation	18	40	41									
Community Environment												
Total	66	23	11									
Caring Adult Relationships	67	20	13									
High Expectations	68	21	11									
Opportunities for Meaningful Participation	46	36	18									
School Connectedness Scale												
	23	56	21									

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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	26	59	16	30	51	18	29	55	16			
Caring Adult Relationships	29	55	16	36	48	16	34	54	12			
High Expectations	54	38	8	50	40	10	46	47	7			
Opportunities for Meaningful Participation	10	46	44	12	41	47	13	49	38			
Community Environment												
Total	46	41	13	45	38	17	48	37	15			
Caring Adult Relationships	53	36	11	55	26	19	51	33	16			
High Expectations	60	30	10	56	30	13	54	33	13			
Opportunities for Meaningful Participation	23	45	33	27	34	39	33	39	28			
School Connectedness Scale												
	33	54	13	32	52	16	27	57	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			NT		
	H	M	L	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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	30	48	23									
Caring Adult Relationships	32	50	18									
High Expectations	43	52	4									
Opportunities for Meaningful Participation	18	40	42									
Community Environment												
Total	37	33	30									
Caring Adult Relationships	44	40	16									
High Expectations	50	32	18									
Opportunities for Meaningful Participation	18	48	34									
School Connectedness Scale												
	20	59	22									

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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	35	48	16									
Caring Adult Relationships	44	34	22									
High Expectations	47	53	0									
Opportunities for Meaningful Participation	25	28	47									
Community Environment												
Total	59	28	13									
Caring Adult Relationships	63	31	6									
High Expectations	61	27	12									
Opportunities for Meaningful Participation	36	39	24									
School Connectedness Scale												
	18	53	29									

Table A3.10.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
School Environment								
Total			20	34	26		30	35
Caring Adult Relationships			20	38	29		32	44
High Expectations			42	59	54		43	47
Opportunities for Meaningful Participation			2	18	10		18	25
Community Environment								
Total			41	66	46		37	59
Caring Adult Relationships			35	67	53		44	63
High Expectations			41	68	60		50	61
Opportunities for Meaningful Participation			19	46	23		18	36
School Connectedness Scale								
			9	23	33		20	18

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

Table A3.10.2

Summary Table -9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
School Environment								
Total					30			
Caring Adult Relationships					36			
High Expectations					50			
Opportunities for Meaningful Participation					12			
Community Environment								
Total					45			
Caring Adult Relationships					55			
High Expectations					56			
Opportunities for Meaningful Participation					27			
School Connectedness Scale								
					32			

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

Table A3.10.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
School Environment								
Total					29			
Caring Adult Relationships					34			
High Expectations					46			
Opportunities for Meaningful Participation					13			
Community Environment								
Total					48			
Caring Adult Relationships					51			
High Expectations					54			
Opportunities for Meaningful Participation					33			
School Connectedness Scale					27			

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

Table A3.10.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
School Environment								
Total								
Caring Adult Relationships								
High Expectations								
Opportunities for Meaningful Participation								
Community Environment								
Total								
Caring Adult Relationships								
High Expectations								
Opportunities for Meaningful Participation								
School Connectedness Scale								

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

Table A3.11
School Connectedness Scale Questions

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
I feel close to people in this school				
Strongly Disagree	7	6	6	19
Disagree	10	9	10	4
Neither Agree Nor Disagree	30	29	28	44
Agree	42	39	40	31
Strongly Agree	12	16	17	2
I am happy to be at this school				
Strongly Disagree	7	7	8	23
Disagree	11	5	10	21
Neither Agree Nor Disagree	23	32	32	33
Agree	41	36	38	15
Strongly Agree	18	19	12	8
I feel like I am part of this school				
Strongly Disagree	8	7	9	16
Disagree	15	10	10	18
Neither Agree Nor Disagree	31	33	34	40
Agree	34	39	37	20
Strongly Agree	12	12	10	6
Teachers at this school treat students fairly				
Strongly Disagree	14	15	7	17
Disagree	17	18	17	6
Neither Agree Nor Disagree	32	30	39	40
Agree	26	27	30	21
Strongly Agree	12	10	7	15
I feel safe in my school				
Strongly Disagree	13	15	16	24
Disagree	15	20	21	8
Neither Agree Nor Disagree	34	35	40	32
Agree	25	23	18	26
Strongly Agree	12	7	5	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	NT
	%	%	%	%
who really cares about me (Caring Relationships)				
Not At All True	13	14	10	11
A Little True	36	34	30	43
Pretty Much True	29	30	36	21
Very Much True	22	23	24	26
who tells me when I do a good job (High Expectations)				
Not At All True	9	8	8	13
A Little True	22	20	22	29
Pretty Much True	36	35	37	38
Very Much True	33	37	33	21
who notices when I am not there (CR)				
Not At All True	16	15	9	10
A Little True	26	25	30	31
Pretty Much True	29	31	30	29
Very Much True	29	30	31	31
who always wants me to do my best (HE)				
Not At All True	6	7	4	15
A Little True	16	15	22	30
Pretty Much True	24	28	33	30
Very Much True	54	49	41	24
who listens when I have something to say (CR)				
Not At All True	16	14	9	15
A Little True	27	24	29	29
Pretty Much True	30	31	33	27
Very Much True	28	32	29	29
who believes that I will be a success (HE)				
Not At All True	10	12	9	10
A Little True	19	19	20	26
Pretty Much True	26	25	34	34
Very Much True	45	44	36	30

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	NT
	%	%	%	%
I do interesting activities at school				
(Opportunities for Meaningful Participation)				
Not At All True	21	28	20	44
A Little True	31	29	33	27
Pretty Much True	25	24	23	15
Very Much True	23	19	24	15
I help decide things like class rules or activities				
(OMP)				
Not At All True	57	50	46	47
A Little True	25	29	29	31
Pretty Much True	10	11	17	14
Very Much True	9	10	8	8
I do things that make a difference at school (OMP)				
Not At All True	37	35	33	39
A Little True	32	38	34	43
Pretty Much True	16	18	22	0
Very Much True	15	10	11	17

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

Table A3.13
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult... who really cares about me (CR)	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Not At All True	12	14	10	17
A Little True	13	13	13	8
Pretty Much True	16	19	23	23
Very Much True	59	54	53	52
who tells me when I do a good job (HE)				
Not At All True	13	16	13	13
A Little True	20	16	17	19
Pretty Much True	22	25	32	19
Very Much True	45	43	39	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	NT
	%	%	%	%
who notices when I am upset about something (CR)				
Not At All True	16	18	14	13
A Little True	17	19	17	9
Pretty Much True	22	21	30	33
Very Much True	46	43	39	44
who believes that I will be a success (HE)				
Not At All True	12	13	11	17
A Little True	14	15	18	7
Pretty Much True	19	26	27	28
Very Much True	55	46	44	48
who always wants me to do my best (HE)				
Not At All True	11	11	11	10
A Little True	12	13	12	12
Pretty Much True	16	20	23	18
Very Much True	61	56	54	59
whom I trust (CR)				
Not At All True	16	18	17	19
A Little True	19	15	15	11
Pretty Much True	20	17	25	23
Very Much True	46	50	43	47

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	NT
	%	%	%	%
I am part of clubs, sports teams, church/temple or other group activities (OMP)				
Not At All True	43	47	36	58
A Little True	16	12	14	17
Pretty Much True	13	11	15	8
Very Much True	27	30	35	17
I am involved in music, art, literature, sports or a hobby (OMP)				
Not At All True	38	39	27	43
A Little True	15	13	14	18
Pretty Much True	14	16	19	14
Very Much True	33	32	40	24
I help other people (OMP)				
Not At All True	19	19	16	26
A Little True	26	25	26	32
Pretty Much True	30	29	32	21
Very Much True	25	27	27	21

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 %	NT %
Alcohol (one full drink)				
0 times	72	45	35	29
1 time	11	8	8	9
2 to 3 times	7	16	13	16
4 or more times	10	32	44	47
Marijuana				
0 times	86	65	50	35
1 time	6	6	10	0
2 to 3 times	3	8	9	17
4 or more times	5	22	30	48
Inhalants (to get high)				
0 times	90	86	86	94
1 time	3	4	4	4
2 to 3 times	4	6	4	0
4 or more times	2	5	6	2
Cocaine				
0 times	na	89	88	74
1 time	na	4	3	10
2 to 3 times	na	1	5	8
4 or more times	na	5	4	8
Methamphetamine or any amphetamines				
0 times	na	93	93	87
1 time	na	2	3	3
2 to 3 times	na	1	2	3
4 or more times	na	4	2	8

*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	NT
	%	%	%	%
LSD or other psychedelics				
0 times	na	94	90	82
1 time	na	2	5	8
2 to 3 times	na	1	3	5
4 or more times	na	4	2	5
Ecstasy				
0 times	na	91	77	68
1 time	na	1	3	8
2 to 3 times	na	2	6	8
4 or more times	na	6	13	16
Heroin				
0 times	na	92	95	90
1 time	na	3	2	3
2 to 3 times	na	1	1	5
4 or more times	na	4	2	3
Other illegal drug or pill				
0 times	93	84	82	74
1 time	4	2	3	11
2 to 3 times	2	4	5	4
4 or more times	2	9	10	11
Any of the above AOD Use	32	62	69	85
Prescription pain killers				
0 times	na	85	83	71
1 time	na	5	5	3
2 to 3 times	na	6	6	11
4 or more times	na	4	6	16

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 %	NT %
Barbiturates				
0 times	na	95	98	90
1 time	na	1	1	0
2 to 3 times	na	2	1	10
4 or more times	na	2	1	0
Tranquilizers or sedatives				
0 times	na	91	95	85
1 time	na	3	1	8
2 to 3 times	na	2	2	3
4 or more times	na	4	2	5
Cold/Cough Medicines				
0 times	na	65	70	64
1 time	na	7	4	5
2 to 3 times	na	11	8	8
4 or more times	na	17	19	23
Diet Pills				
0 times	na	91	94	87
1 time	na	3	2	5
2 to 3 times	na	3	2	5
4 or more times	na	4	2	3
Ritalin™ or Adderall™				
0 times	na	94	97	89
1 time	na	2	1	8
2 to 3 times	na	1	1	3
4 or more times	na	4	1	0

Question HS A.48-52: During your life, how many times have you used or tried...?

na=not asked of middle school students

Table A4.2***Age of Onset***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	67	42	32	36
10 or under	12	17	9	7
11 -12 years old	16	12	13	18
13-14 years old	4	25	19	20
15-16 years old	0	3	23	11
17 years or older	1	1	3	7
Marijuana				
Never	88	67	56	36
10 or under	3	4	3	9
11 -12 years old	6	10	5	17
13-14 years old	2	17	16	17
15-16 years old	0	3	18	15
17 years or older	0	0	2	6
Other illegal drug				
Never	93	76	70	65
10 or under	2	3	2	0
11 -12 years old	4	6	4	7
13-14 years old	2	13	7	4
15-16 years old	0	2	16	22
17 years or older	0	0	1	2

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Alcohol (at least one drink)	15	28	32	38
Marijuana	8	20	26	44
Inhalants	4	5	5	13
Cocaine	na	6	7	14
Methamphetamine or any amphetamines	na	6	5	13
Ecstasy, LSD or other psychedelics	na	6	9	14
Other illegal drug or pill	5	10	6	20
<i>Any of the above AOD Use</i>	19	36	43	61
Two or more drugs at the same time	na	9	10	28

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	NT
	%	%	%	%
Alcohol				
None	85	72	68	62
1 or 2 days	9	13	24	24
3 to 9 days	4	6	5	7
10 to 19 days	1	4	1	2
20 or more days (daily)	2	4	2	4
Marijuana				
None	92	80	74	56
1 or 2 days	4	8	12	16
3 to 9 days	2	6	5	7
10 to 19 days	1	3	3	0
20 or more days (daily)	2	4	6	21

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	NT
	%	%	%	%
0 times	88	65	59	48
1 to 2 times	9	20	24	24
3 to 6 times	2	6	9	13
7 or more times	2	8	8	15

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	NT
	%	%	%	%
0 times	88	65	55	43
1 to 2 times	7	9	13	9
3 to 6 times	2	10	10	11
7 or more times	4	16	22	37

Question HS A.54/MS A.43: During your life, how many times have you been high (loaded, stoned, or wasted) from using drugs?

Table A4.7***Current Binge (Episodic Heavy) Drinking, Past 30 Days***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 days	93	82	81	70
1 to 2 days	5	9	11	22
3 or more days	3	8	8	9

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	NT
	%	%	%	%
Don't drink alcohol	70	48	37	49
Just a sip or two	17	17	15	7
Enough to feel it a little	7	15	18	16
Enough to feel it a lot	3	10	21	19
Until really drunk	3	10	8	9

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

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

	Grade 9	Grade 11	NT
	%	%	%
Don't use drugs	66	57	35
Not high at all	4	4	5
A little high	7	10	8
Moderately high	11	16	24
Very high	12	13	27

Question HS A.77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?

Table A4.10***Ever Driven after Drinking (Respondent or by Friend)***

	Grade 9	Grade 11	NT
	%	%	%
<i>Never</i>	73	73	62
<i>Any</i>	27	27	38
1 time	5	7	8
2 times	7	6	5
3 to 6 times	6	7	14
7 or more times	8	7	11

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

Table A4.11

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

	Grade 7
	%
<i>Never</i>	57
<i>Any</i>	43
1 time	13
2 times	11
3 to 6 times	7
7 or more times	11

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	NT
	%	%	%	%
Alcohol				
0 days	92	85	85	80
1 to 2 days	5	10	12	14
3 or more days	2	5	4	7
Marijuana				
0 days	95	84	82	73
1 to 2 days	3	8	8	7
3 or more days	2	8	10	20
Any illegal drug or pill				
0 days	95	90	92	78
1 to 2 days	3	4	6	9
3 or more days	1	5	2	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?

Table A4.13***Ever Drunk or High on School Property***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	92	70	64	50
1 to 2 times	5	13	11	16
3 to 6 times	1	8	10	9
7 or more times	2	10	15	25

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	NT
	%	%	%	%
Alcohol - Drink Occasionally				
Great	27	34	32	33
Moderate	19	25	24	21
Slight	15	20	28	17
None	38	21	17	29
Alcohol - 5 or more drinks once or twice a week				
Great	33	38	44	38
Moderate	16	25	23	10
Slight	11	13	16	19
None	40	25	17	33

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	NT
	%	%	%	%
Marijuana - Smoke Occasionally				
Great	36	40	35	37
Moderate	14	21	19	7
Slight	9	12	20	26
None	42	26	27	30
Marijuana - Smoke once or twice a week				
Great	32	43	37	37
Moderate	15	17	21	12
Slight	11	13	17	19
None	43	28	26	33

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	NT
	%	%	%	%
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	32	38	32	61
Somewhat disapprove	18	22	24	12
Strongly disapprove	50	40	45	27
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	34	41	40	63
Somewhat disapprove	16	23	20	15
Strongly disapprove	50	35	40	22
Marijuana - Once a month or more				
Neither approve or disapprove	34	40	42	71
Somewhat disapprove	15	19	20	7
Strongly disapprove	52	40	38	22

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	NT
	%	%	%	%
None of them	41	16	10	30
10 percent	16	8	6	11
20 percent	10	7	7	9
30 percent	6	9	4	2
40 percent	4	7	5	2
50 percent	10	20	18	16
60 percent	3	4	6	2
70 percent	2	9	8	9
80 percent	3	6	16	5
90 percent	2	6	10	0
All of them	3	9	9	14

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	NT
	%	%	%
Does not apply, never used alcohol/drugs	55	47	32
Problems with emotions, nerves, mental health	10	12	6
Trouble or problems with the police	6	6	12
Money problems	3	5	9
Get into trouble in school	7	10	15
Problems with school work	6	8	3
Fight with other kids	4	4	12
Damage a friendship	3	4	3
Physically hurt or injure yourself	5	3	3
Unwanted or unprotected sex	2	3	9
Forget what happened or pass out	10	10	18
Other problems	3	4	3
More than one problem	9	15	15
Never had problems when I've used alcohol/drugs	23	26	24

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 %	NT %
Does not apply, have not used alcohol or drugs	57	48	43
Had to increase use to get same effect as before	9	13	9
Spent a lot of time getting, using, or being "hung over" from using	6	4	14
Used alcohol or drugs a lot more than intended	7	7	9
Used alcohol or drugs when alone	6	8	6
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4	7	0
Didn't like the way you felt when not high or drunk	3	3	0
Thought about reducing or stopping	8	10	11
Told self not going to use but used anyway	6	8	9
Spoke with someone about reducing or stopping use	2	5	3
Attended counseling, program, or group to reduce/stop use	0	1	3
More than one experience	7	12	14
Use alcohol or drugs but have not experienced any of these things	21	28	23

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	NT
	%	%	%	%
Alcohol				
Very difficult	12	11	7	16
Fairly difficult	8	9	8	7
Fairly easy	14	18	25	16
Very easy	19	40	43	31
Don't know	48	23	17	31
Marijuana				
Very difficult	17	11	8	13
Fairly difficult	6	5	3	4
Fairly easy	11	14	19	11
Very easy	20	48	56	43
Don't know	47	23	15	28

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	NT
	%	%	%	%
0 times	77	65	51	68
1 time	11	11	12	7
2 to 3 times	5	7	11	7
4 or more times	7	17	25	17

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	NT
	%	%	%	%
No	47	42	40	32
Yes	53	58	60	68

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	NT
	%	%	%	%
No	25	19	21	25
Yes	75	81	79	75

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 %	NT %
A cigarette, even one or two puffs				
0 times	83	na	na	na
1 time	8	na	na	na
2 to 3 times	7	na	na	na
4 or more times	3	na	na	na
A whole cigarette				
0 times	91	73	64	41
1 time	4	9	9	11
2 to 3 times	2	7	7	17
4 or more times	2	11	20	30
Smokeless tobacco				
0 times	94	91	93	93
1 time	2	3	3	2
2 to 3 times	2	1	2	0
4 or more times	2	5	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 %	NT %
Smoked part or all of a cigarette				
Never	85	69	60	47
10 or under	6	8	7	6
11 -12 years old	8	9	8	9
13-14 years old	2	12	12	13
15-16 years old	0	2	11	17
17 years or older	0	0	2	9
Smokeless Tobacco				
Never	94	88	84	76
10 or under	3	2	2	0
11 -12 years old	3	5	3	9
13-14 years old	1	3	5	4
15-16 years old	0	1	4	9
17 years or older	0	0	1	2

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

Table A5.3***Any and Daily Use of Cigarettes and Smokeless Tobacco, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	5	11	16	40
Daily	1	1	2	12
Smokeless Tobacco				
Any	3	5	5	11
Daily	1	2	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	NT
	%	%	%	%
<i>None</i>	96	94	90	72
<i>Any</i>	4	6	10	28
1 or 2 days	2	4	7	14
3 to 9 days	1	0	2	2
10 to 19 days	0	0	1	2
20 to 30 days	1	1	0	9

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	NT
	%	%	%	%
Neither approve or disapprove	30	34	32	65
Somewhat disapprove	15	20	19	13
Strongly disapprove	55	46	48	23

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	NT
	%	%	%	%
Neither approve or disapprove	26	23	23	53
Somewhat disapprove	19	22	25	21
Strongly disapprove	54	55	52	26

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	NT
	%	%	%	%
Smoking Occasionally				
Great	30	36	38	37
Moderate	18	22	25	14
Slight	15	18	18	19
None	36	24	19	30
Smoking 1-2 packs of cigarette a day				
Great	42	53	65	39
Moderate	12	12	11	9
Slight	5	7	8	11
None	40	28	17	41

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	NT
	%	%	%	%
Very difficult	13	9	7	14
Fairly difficult	8	7	7	7
Fairly easy	14	21	22	18
Very easy	14	35	45	27
Don't know	51	28	18	34

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	NT
	%	%	%	%
None of them	45	19	11	25
10 percent	20	17	15	16
20 percent	8	9	10	11
30 percent	5	11	10	9
40 percent	4	7	8	2
50 percent	11	19	22	9
60 percent	1	3	4	5
70 percent	2	5	7	11
80 percent	1	3	5	2
90 percent	1	1	3	0
All of them	1	6	4	9

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	NT
	%	%	%	%
American Indian or Alaska Native				
Native Hawaiian or Pacific Islander				
Asian	7			
Black or African American (non-Hispanic)	3			
Hispanic or Latino/Latina	5	11	16	
White or Caucasian (non-Hispanic)				
Other	5			
Multi-Racial (selected more than one)	3			

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	NT
	%	%	%	%
Had mean rumors/lies spread about you				
0 times	58	63	66	68
1 time	19	17	16	7
2 to 3 times	10	10	10	10
4 or more times	14	11	8	15
Had sexual jokes/comments/gestures made to you				
0 times	60	61	55	74
1 time	12	13	13	12
2 to 3 times	8	8	12	5
4 or more times	20	18	20	10
Been made fun of because of your looks/way talk				
0 times	55	57	62	69
1 time	15	15	16	14
2 to 3 times	9	10	10	10
4 or more times	21	18	11	7

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	NT
	%	%	%	%
Been pushed, shoved, hit, etc.				
0 times	58	70	67	70
1 time	14	14	17	14
2 to 3 times	12	8	9	9
4 or more times	17	8	7	7
Been afraid of being beaten up				
0 times	72	77	80	81
1 time	15	16	13	5
2 to 3 times	5	3	3	5
4 or more times	8	3	4	9
Been in physical fight				
0 times	68	76	78	58
1 time	14	11	12	16
2 to 3 times	9	6	5	12
4 or more times	9	7	5	14

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	NT
	%	%	%	%
Had property stolen/damaged				
0 times	70	70	73	61
1 time	14	16	14	20
2 to 3 times	8	8	7	17
4 or more times	8	7	6	2
Damaged school property on purpose				
0 times	82	79	77	71
1 time	8	8	10	10
2 to 3 times	4	4	7	7
4 or more times	6	9	6	12

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	NT
	%	%	%	%
Carried a gun				
0 times	94	91	89	74
1 time	2	2	3	7
2 or more times	4	7	7	19
Carried any other weapon				
0 times	88	87	83	76
1 time	6	4	7	2
2 or more times	6	8	9	21

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	NT
	%	%	%	%
Seen someone with a weapon				
0 times	56	67	59	61
1 time	24	14	17	7
2 or more times	20	19	25	32
Been threatened/injured with a weapon				
0 times	88	89	87	74
1 time	7	4	9	7
2 or more times	5	7	4	19

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	NT
	%	%	%	%
Neither approve or disapprove	28	32	23	60
Somewhat disapprove	11	14	13	12
Strongly disapprove	60	54	65	28

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 %	NT %
Race, Ethnicity, or National Origin				
0 times	80	77	78	73
1 time	7	9	10	12
2 or more times	13	14	12	15
Religion				
0 times	89	88	93	83
1 time	7	7	4	2
2 or more times	4	6	2	15
Gender				
0 times	88	88	92	93
1 time	6	6	4	2
2 or more times	6	6	4	5
Sexual Orientation *				
0 times	89	90	89	85
1 time	4	5	5	5
2 or more times	7	4	6	10
Physical/Mental Disability				
0 times	93	93	94	86
1 time	3	6	2	2
2 or more times	4	2	4	12
<i>Any of the Above Five Hate-Crime Reasons</i>	32	31	32	31
Any Other Reason				
0 times	78	80	82	83
1 time	6	9	7	5
2 or more times	16	11	11	13
<i>Any Harassment</i>	39	39	37	31

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	NT
	%	%	%	%
No	90	90	92	87
Yes	10	10	8	13

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	NT
	%	%	%	%
Does not apply, didn't have a boy/girlfriend	42	42	36	38
No	54	50	59	53
Yes	4	8	5	10

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	NT
	%	%	%	%
Very safe	14	13	9	18
Safe	27	22	21	21
Neither safe nor unsafe	40	46	53	51
Unsafe	10	11	11	0
Very unsafe	7	9	7	10

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	NT
	%	%	%	%
0 times (never)	85	79	82	71
1 time	7	10	8	12
2-3 times	4	5	7	10
4 or more times	3	6	3	7

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	NT
	%	%	%	%
American Indian or Alaska Native				
Native Hawaiian or Pacific Islander				
Asian	55			
Black or African American (non-Hispanic)	36			
Hispanic or Latino/Latina	30	27	31	
White or Caucasian (non-Hispanic)				
Other	24			
Multi-Racial (selected more than one)	41			

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	NT
	%	%	%	%
American Indian or Alaska Native				
Native Hawaiian or Pacific Islander				
Asian	50			
Black or African American (non-Hispanic)	20			
Hispanic or Latino/Latina	17	20	21	
White or Caucasian (non-Hispanic)				
Other	16			
Multi-Racial (selected more than one)	31			

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	NT
	%	%	%	%
No	42	51	51	60
Yes	58	49	49	40

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	NT
	%	%	%	%
No	73	63	63	71
Yes	27	37	37	29

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9	Grade 11	NT
	%	%	%
No	76	80	77
Yes	24	20	23

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		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use								
<i>During your life did you ever...</i>								
drink alcohol (one full drink)?	26	29	61	47	69	61	65	76
use inhalants?	9	9	14	14	9	18	11	4
smoke marijuana?	13	15	34	38	47	52	76	58
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	16	15	31	24	32	33	33	42
use inhalants?	4	3	4	7	2	6	17	4
smoke marijuana?	8	8	20	21	18	33	35	52
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking alcohol?	11	13	37	32	46	37	56	48
been high from using drugs?	11	14	34	36	43	46	50	64
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	7	7	19	15	16	21	39	21
ATOD Use at School								
During your life, have you ever been drunk/high on school property?	8	7	31	29	34	38	47	50
During the past 30 days, did you use marijuana on school property?	5	5	13	21	11	25	33	22
Perceived Harm								
<i>Frequent use of... is harmful.*</i>								
alcohol (five or more drinks once or twice a week)	62	56	79	71	82	84	56	77
marijuana (once or twice a week)	59	55	73	71	75	73	56	74

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

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

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	7	10	24	31	34	38	56	60
During the past 30 days, did you smoke a cigarette?	3	6	10	11	11	21	59	27
During the past 30 days, did you smoke cigarettes daily?	0	1	1	1	0	4	24	5
During the past 30 days, did you smoke cigarettes on school property?	2	5	4	9	6	14	47	17
Frequent use of cigarettes is harmful. (1-2 packs a day)*	62	57	74	69	80	86	44	73

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

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

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	18	22	21	27	16	27	12	33
Religion	11	12	10	15	5	7	18	14
Gender	11	12	13	11	8	7	12	0
Gay/lesbian, or someone thought you were	10	11	10	10	9	13	12	21
Physical/mental disability	6	8	4	11	3	8	12	14
Any other reason	23	21	22	17	15	20	18	15
During the past 12 months at school have you been in a physical fight?	29	34	21	27	21	23	29	50
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	5	3	8	8	3	7	6	15
Feels safe at school	43	40	31	39	24	33	38	40
Currently belong to a gang?	9	11	8	11	4	12	20	10

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

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	54	61	47	53	42	56	38	37
During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?	31	23	46	26	45	30	29	29

9. Comparisons

Table A9.1

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use								
<i>During your life did you ever...</i>								
smoke a cigarette? (PI)	9	7	27	20	45 ^a	36	34	55 ^a
chew tobacco or snuff?	6	4	9	6	~	7	10	~
drink alcohol (glass)?	28	24	55	47	67	65	66	79
use inhalants?	10	11	14	14	15	14	15	12
smoke marijuana? (PI)	14	9	35	25	29	50	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	5	6	11	11	15	16	17	24
chew tobacco or snuff?	3	3	5	5	6	5	6	6
drink alcohol (glass)? (PI)	15	15	28	24	37	32	42	53
use inhalants?	4	5	5	7	~	5	7	~
smoke marijuana? (PI)	8	7	20	15	16	26	24	21
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	12	11	35	28	~	41	45	~
been high from using drugs?	12	8	35	22	~	45	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	7	6	18	16	18	19	29	28

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

^aYRBS asks about smoking even a puff or two.

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

Table A9.1 - Continued

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property								
During your life, have you ever been drunk/high?	8	6	30	13	~	36	25	~
During the past 30 days, did you smoke cigarettes?	4	3	6	7	4	10	7	5
Perceived Harm^b								
<i>People risk harming themselves using...^c</i>								
cigarettes (1-2 packs a day)	60	83	72	90	~	83	93	~
alcohol (five or more drinks once or twice a week)	60	83	75	89	~	83	92	~
marijuana (once or twice a week)	57	82	72	85	~	74	87	~

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

^bnot comparable with previous CHKS results

^ccombines "Great," "Moderate," and "Slight"

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

Table A9.2***Selected School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS* and 2007 National YRBS***

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
School Safety								
<i>During the past 12 months at school, have you....</i>								
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	32	31	31	27	~	32	22	~
been in a physical fight?	32	32	24	25	18	22	23	11
been afraid of being beaten up? (PI)	28	29	23	22	~	20	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	13	10	17	13	~	20	13	~
How safe do you feel when you are at school? Very safe. (PI)	14	18	13	16	~	9	20	~
Do you consider yourself a member of a gang?	10	9	10	8	~	8	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult (PI)	29	31	34	28	~	34	29	~
High expectations from teacher or other adult (PI)	53	45	50	39	~	44	38	~
Opportunities for meaningful participation at their school (PI)	11	16	13	13	~	13	15	~
Total	26	31	30	27	~	29	28	~
School Connectedness Scale (PI)	29	39	31	34	~	25	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.