

California Healthy Kids Survey

Building Healthy Communities
Central Santa Ana
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
<i>Student Sample Size</i>			
Target Sample	NA	NA	NA
Final Number	197	902	529
Average Response Rate	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
	%	%	%
12 years or younger	28	0	0
13 years old	57	0	0
14 years old	14	26	0
15 years old	1	56	0
16 years old	0	17	31
17 years old	0	1	57
18 years or older	0	0	12

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

Table A2.2

Gender of Sample

	Grade 7	Grade 9	Grade 11
	%	%	%
Male	45	53	45
Female	55	47	55

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native	5	1	1
Native Hawaiian or Pacific Islander	1	1	1
Asian	1	2	2
Black or African American (non-Hispanic)	4	2	2
Hispanic or Latino/Latina	90	94	94
White or Caucasian (non-Hispanic)	1	2	2
Other	2	2	2
Selected more than one	4	3	4

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

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

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

	Grade 9	Grade 11
	%	%
A home with both parents	64	61
A home with only one parent	26	27
Other relative's home	3	4
A home with more than one family	9	9
Friend's home	0	1
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	1	1
Other transitional or temporary housing	0	0
Other living arrangements	1	1

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Mostly A's	17	10	11
A's and B's	32	24	24
Mostly B's	9	5	9
B's and C's	20	27	25
Mostly C's	5	12	7
C's and D's	9	15	16
Mostly D's	3	3	3
Mostly F's	3	4	4

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	74	54	43
1-2 times	17	18	20
A few times	6	16	23
Once a month	0	2	2
Once a week	2	2	4
More than once a week	1	8	7

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

Table A2.7***Days Home Alone During Normal School Week***

	Grade 7
	%
Never	57
1 day	21
2 days	10
3 days	6
4 days	6
5 days	0

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

Table A2.8***Migrant Education***

	Grade 7	Grade 9	Grade 11
	%	%	%
Yes	3	6	3
No	41	49	67
Don't know	56	46	29

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
<i>School Environment</i>									
Total	33	57	10	26	57	17	32	53	15
Caring Adult Relationships	30	56	14	31	55	14	37	51	11
High Expectations	52	41	7	46	45	8	51	42	7
Opportunities for Meaningful Participation	16	54	30	14	48	38	14	49	37
<i>Community Environment</i>									
Total	48	40	12	44	44	12	50	37	12
Caring Adult Relationships	55	31	13	56	32	12	58	29	13
High Expectations	57	30	13	56	31	13	55	35	10
Opportunities for Meaningful Participation	22	52	26	22	46	32	33	38	28
<i>School Connectedness Scale</i>									
	40	51	10	39	48	14	41	47	12

Table A3.2

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.3

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

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

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Hispanic or Latino/Latina

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	32	57	11	26	57	17	33	52	15
Caring Adult Relationships	30	55	15	31	55	14	39	50	11
High Expectations	51	43	7	46	45	8	52	42	6
Opportunities for Meaningful Participation	14	57	28	14	48	39	14	50	36
Community Environment									
Total	49	38	13	45	43	12	51	37	12
Caring Adult Relationships	55	30	15	56	31	13	58	29	12
High Expectations	56	30	14	56	31	13	57	34	9
Opportunities for Meaningful Participation	21	53	26	21	46	32	33	38	29
School Connectedness Scale									
	39	52	9	39	47	13	41	48	11

Table A3.7

Summary Table - White or Caucasian (non-Hispanic)

Cells are empty if there are less than 25 respondents

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

Table A3.8

Summary Table - Other Ethnicity

Cells are empty if there are less than 25 respondents

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

Table A3.9

Summary Table - Selected More Than One Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total				29	49	22			
Caring Adult Relationships				34	47	20			
High Expectations				46	42	13			
Opportunities for Meaningful Participation				7	57	37			
Community Environment									
Total				26	60	13			
Caring Adult Relationships				40	38	22			
High Expectations				39	28	33			
Opportunities for Meaningful Participation				41	24	35			
School Connectedness Scale									
				33	48	19			

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					32			
Caring Adult Relationships					30			
High Expectations					51			
Opportunities for Meaningful Participation					14			
Community Environment								
Total					49			
Caring Adult Relationships					55			
High Expectations					56			
Opportunities for Meaningful Participation					21			
School Connectedness Scale					39			

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					26			29
Caring Adult Relationships					31			34
High Expectations					46			46
Opportunities for Meaningful Participation					14			7
Community Environment								
Total					45			26
Caring Adult Relationships					56			40
High Expectations					56			39
Opportunities for Meaningful Participation					21			41
School Connectedness Scale					39			33

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					33			
Caring Adult Relationships					39			
High Expectations					52			
Opportunities for Meaningful Participation					14			
Community Environment								
Total					51			
Caring Adult Relationships					58			
High Expectations					57			
Opportunities for Meaningful Participation					33			
School Connectedness Scale					41			

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

Table A3.10.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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

Table A3.11
School Connectedness Scale Questions

	Grade 7	Grade 9	Grade 11
	%	%	%
I feel close to people in this school			
Strongly Disagree	6	6	7
Disagree	4	7	9
Neither Agree Nor Disagree	24	29	25
Agree	47	42	38
Strongly Agree	19	16	21
I am happy to be at this school			
Strongly Disagree	7	6	7
Disagree	10	9	6
Neither Agree Nor Disagree	23	23	24
Agree	39	39	38
Strongly Agree	20	23	25
I feel like I am part of this school			
Strongly Disagree	7	9	7
Disagree	8	11	9
Neither Agree Nor Disagree	26	28	29
Agree	41	38	37
Strongly Agree	17	15	18
Teachers at this school treat students fairly			
Strongly Disagree	10	9	10
Disagree	14	13	13
Neither Agree Nor Disagree	26	34	31
Agree	33	32	35
Strongly Agree	17	13	12
I feel safe in my school			
Strongly Disagree	14	14	9
Disagree	14	11	13
Neither Agree Nor Disagree	24	30	36
Agree	34	31	33
Strongly Agree	14	14	10

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

Table A3.12
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11
	%	%	%
who really cares about me (Caring Relationships)			
Not At All True	14	12	9
A Little True	29	29	28
Pretty Much True	39	36	34
Very Much True	19	23	29
who tells me when I do a good job (High Expectations)			
Not At All True	7	8	5
A Little True	18	21	19
Pretty Much True	42	39	43
Very Much True	34	32	34
who notices when I am not there (CR)			
Not At All True	10	13	12
A Little True	22	25	20
Pretty Much True	39	35	36
Very Much True	29	27	32
who always wants me to do my best (HE)			
Not At All True	6	6	5
A Little True	12	17	13
Pretty Much True	34	33	34
Very Much True	49	44	48
who listens when I have something to say (CR)			
Not At All True	15	13	11
A Little True	21	23	21
Pretty Much True	31	38	37
Very Much True	33	26	31
who believes that I will be a success (HE)			
Not At All True	7	10	9
A Little True	18	20	17
Pretty Much True	28	32	31
Very Much True	47	38	43

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

Table A3.12 - Continued
School Protective Factors (Developmental Supports)

	Grade 7	Grade 9	Grade 11
	%	%	%
I do interesting activities at school			
(Opportunities for Meaningful Participation)			
Not At All True	16	24	18
A Little True	27	25	27
Pretty Much True	32	28	29
Very Much True	26	23	26
I help decide things like class rules or activities			
(OMP)			
Not At All True	46	48	48
A Little True	27	24	28
Pretty Much True	16	17	16
Very Much True	11	11	8
I do things that make a difference at school (OMP)			
Not At All True	21	34	33
A Little True	40	31	35
Pretty Much True	25	22	20
Very Much True	14	14	12

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

Table A3.13
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult... who really cares about me (CR)	Grade 7	Grade 9	Grade 11
	%	%	%
Not At All True	13	9	9
A Little True	12	10	12
Pretty Much True	26	24	20
Very Much True	50	57	59
who tells me when I do a good job (HE)			
Not At All True	14	14	12
A Little True	12	16	17
Pretty Much True	32	28	28
Very Much True	42	42	43

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

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

Outside of my home and school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11
	%	%	%
who notices when I am upset about something (CR)			
Not At All True	15	13	14
A Little True	8	15	16
Pretty Much True	25	25	21
Very Much True	52	48	49
who believes that I will be a success (HE)			
Not At All True	14	12	9
A Little True	9	13	17
Pretty Much True	21	26	23
Very Much True	56	48	52
who always wants me to do my best (HE)			
Not At All True	13	9	9
A Little True	8	10	13
Pretty Much True	23	22	20
Very Much True	57	59	58
whom I trust (CR)			
Not At All True	17	16	14
A Little True	10	12	13
Pretty Much True	19	20	18
Very Much True	53	52	54

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
I am part of clubs, sports teams, church/temple or other group activities (OMP)			
Not At All True	43	52	39
A Little True	16	12	15
Pretty Much True	20	15	14
Very Much True	21	21	32
I am involved in music, art, literature, sports or a hobby (OMP)			
Not At All True	33	34	31
A Little True	16	15	15
Pretty Much True	18	19	16
Very Much True	32	31	39
I help other people (OMP)			
Not At All True	15	23	21
A Little True	24	25	23
Pretty Much True	37	27	28
Very Much True	24	26	27

Questions HS A31-33/MS 30-32: Outside of my home and school...I am part of clubs, sports teams, church/temple or other group activities...I am involved in music, art, literature, sports, or a hobby...I help other people.

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
0 times	68	49	46
1 time	12	12	8
2 to 3 times	10	13	13
4 or more times	10	26	33
Marijuana			
0 times	82	68	69
1 time	6	7	6
2 to 3 times	5	7	3
4 or more times	7	19	23
Inhalants (to get high)			
0 times	82	82	84
1 time	7	5	4
2 to 3 times	10	5	4
4 or more times	2	8	8
Cocaine			
0 times	na	90	91
1 time	na	4	3
2 to 3 times	na	3	2
4 or more times	na	3	4
Methamphetamine or any amphetamines			
0 times	na	92	93
1 time	na	4	2
2 to 3 times	na	2	1
4 or more times	na	2	4

Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...?
na=not asked of middle school students

Table A4.1 - Continued

AOD Use, Lifetime

	Grade 7	Grade 9	Grade 11
	%	%	%
LSD or other psychedelics			
0 times	na	93	93
1 time	na	2	2
2 to 3 times	na	3	1
4 or more times	na	2	3
Ecstasy			
0 times	na	84	85
1 time	na	3	4
2 to 3 times	na	6	3
4 or more times	na	7	9
Heroin			
0 times	na	93	96
1 time	na	2	1
2 to 3 times	na	3	0
4 or more times	na	2	2
Other illegal drug or pill			
0 times	89	84	92
1 time	4	5	2
2 to 3 times	4	4	2
4 or more times	3	7	4
<i>Any of the above AOD Use</i>	38	57	59
Prescription pain killers			
0 times	na	89	89
1 time	na	4	2
2 to 3 times	na	3	3
4 or more times	na	4	5

Question HS A.43-47//MS A.41: During your life, how many times have you used or tried...?
na=not asked of middle school students

Table A4.1 - Continued**AOD Use, Lifetime**

	Grade 7	Grade 9	Grade 11
	%	%	%
Barbiturates			
0 times	na	96	97
1 time	na	2	1
2 to 3 times	na	1	1
4 or more times	na	1	1
Tranquilizers or sedatives			
0 times	na	96	97
1 time	na	2	1
2 to 3 times	na	1	1
4 or more times	na	1	1
Cold/Cough Medicines			
0 times	na	77	77
1 time	na	5	3
2 to 3 times	na	8	7
4 or more times	na	10	12
Diet Pills			
0 times	na	91	90
1 time	na	3	2
2 to 3 times	na	4	1
4 or more times	na	3	7
Ritalin™ or Adderall™			
0 times	na	96	97
1 time	na	1	1
2 to 3 times	na	2	0
4 or more times	na	1	2

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

na=not asked of middle school students

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol (one full drink)			
Never	58	44	42
10 or under	16	12	10
11 -12 years old	16	13	9
13-14 years old	9	21	13
15-16 years old	0	9	20
17 years or older	1	0	7
Marijuana			
Never	85	71	69
10 or under	3	4	1
11 -12 years old	7	7	6
13-14 years old	4	14	9
15-16 years old	0	5	12
17 years or older	1	0	3
Other illegal drug			
Never	89	79	84
10 or under	2	2	2
11 -12 years old	5	5	2
13-14 years old	4	10	4
15-16 years old	0	3	7
17 years or older	0	0	3

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol (at least one drink)	22	29	30
Marijuana	13	18	16
Inhalants	10	9	7
Cocaine	na	5	5
Methamphetamine or any amphetamines	na	4	4
Ecstasy, LSD or other psychedelics	na	8	6
Other illegal drug or pill	9	10	5
<i>Any of the above AOD Use</i>	25	35	35
Two or more drugs at the same time	na	10	8

Question HS A.63, 65-71/MS A.52,54-56: During the past 30 days, on how many days did you use...?
na=not asked of middle school students

Table A4.4***Frequency of Current Alcohol and Marijuana Use, Past 30 days***

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
None	78	71	70
1 or 2 days	14	17	17
3 to 9 days	5	7	7
10 to 19 days	1	3	3
20 or more days (daily)	2	3	3
Marijuana			
None	87	82	84
1 or 2 days	7	8	6
3 to 9 days	4	4	4
10 to 19 days	1	3	2
20 or more days (daily)	1	4	5

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

Table A4.5***Ever Very Drunk or Sick from Drinking Alcohol***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	88	68	67
1 to 2 times	9	18	20
3 to 6 times	1	6	8
7 or more times	2	7	5

Question HS A.53/MS A.42: During your life, how many times have you been very drunk or sick after drinking alcohol?

Table A4.6***Ever "High" from Using Drugs***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	85	71	71
1 to 2 times	6	11	6
3 to 6 times	4	7	6
7 or more times	5	12	17

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 days	86	83	80
1 to 2 days	9	9	11
3 or more days	5	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
	%	%	%
Don't drink alcohol	60	50	46
Just a sip or two	20	15	16
Enough to feel it a little	10	15	16
Enough to feel it a lot	8	11	13
Until really drunk	3	10	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
	%	%
Don't use drugs	68	69
Not high at all	6	4
A little high	8	5
Moderately high	8	13
Very high	10	9

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

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

	Grade 9	Grade 11
	%	%
<i>Never</i>	75	75
<i>Any</i>	25	25
1 time	8	5
2 times	6	6
3 to 6 times	5	5
7 or more times	7	9

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>	43
<i>Any</i>	57
1 time	17
2 times	12
3 to 6 times	14
7 or more times	14

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
0 days	89	87	92
1 to 2 days	7	8	6
3 or more days	4	5	2
Marijuana			
0 days	94	88	92
1 to 2 days	4	6	4
3 or more days	3	7	3
Any illegal drug or pill			
0 days	93	91	95
1 to 2 days	3	5	3
3 or more days	4	5	2

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	88	79	83
1 to 2 times	6	10	8
3 to 6 times	4	4	4
7 or more times	2	6	5

Question HS A.55/MS A.44: During your life, how many times have you been drunk on alcohol or high on drugs on school property?

Table A4.14***Perceived Harm of Frequent Alcohol Use***

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol - Drink Occasionally			
Great	33	34	38
Moderate	16	24	24
Slight	17	17	18
None	34	26	19
Alcohol - 5 or more drinks once or twice a week			
Great	33	40	47
Moderate	17	21	23
Slight	15	11	12
None	36	27	18

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

Table A4.15***Perceived Harm of Frequent Marijuana Use***

	Grade 7	Grade 9	Grade 11
	%	%	%
Marijuana - Smoke Occasionally			
Great	35	39	40
Moderate	18	18	20
Slight	10	13	15
None	36	30	25
Marijuana - Smoke once or twice a week			
Great	34	40	40
Moderate	18	16	20
Slight	11	13	15
None	37	30	26

Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they do the following...marijuana

Table A4.16***Personal Disapproval of Using Alcohol***

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	34	38	27
Somewhat disapprove	23	23	29
Strongly disapprove	43	39	44
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	32	41	36
Somewhat disapprove	22	19	21
Strongly disapprove	46	40	44
Marijuana - Once a month or more			
Neither approve or disapprove	33	42	38
Somewhat disapprove	20	19	19
Strongly disapprove	48	39	43

Question HS A.92-94/MS A.76-78: How do you feel about someone your age doing the following...alcohol, marijuana or hashish

Table A4.17***Student Perception of Percent of Marijuana Use Among Peers***

	Grade 7	Grade 9	Grade 11
	%	%	%
None of them	42	21	13
10 percent	22	9	8
20 percent	6	8	6
30 percent	7	7	6
40 percent	3	4	5
50 percent	10	18	21
60 percent	0	4	9
70 percent	2	5	10
80 percent	1	9	9
90 percent	4	6	10
All of them	3	8	4

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

Table A4.18***Occurrence of Problems While Using Alcohol/Drugs***

	Grade 9 %	Grade 11 %
Does not apply, never used alcohol/drugs	61	54
Problems with emotions, nerves, mental health	9	8
Trouble or problems with the police	9	7
Money problems	5	4
Get into trouble in school	7	7
Problems with school work	5	5
Fight with other kids	6	3
Damage a friendship	5	3
Physically hurt or injure yourself	4	3
Unwanted or unprotected sex	4	4
Forget what happened or pass out	8	9
Other problems	5	4
More than one problem	12	9
Never had problems when I've used alcohol/drugs	20	27

Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark all that apply.) Please note: Because all that apply are marked, total percentages may exceed 100%.

Table A4.19
Occurrence of Experiences While Using Alcohol/Drugs

	Grade 9 %	Grade 11 %
Does not apply, have not used alcohol or drugs	63	57
Had to increase use to get same effect as before	8	10
Spent a lot of time getting, using, or being "hung over" from using	7	5
Used alcohol or drugs a lot more than intended	6	7
Used alcohol or drugs when alone	6	6
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	5	3
Didn't like the way you felt when not high or drunk	4	3
Thought about reducing or stopping	5	9
Told self not going to use but used anyway	6	7
Spoke with someone about reducing or stopping use	4	5
Attended counseling, program, or group to reduce/stop use	1	1
More than one experience	8	11
Use alcohol or drugs but have not experienced any of these things	16	22

Question HS A.97: If you use alcohol, marijuana, or another drug, have you had any of the following experiences?

(Mark all that apply.)

Please note: Because all that apply are marked, total percentages may exceed 100%.

Table A4.20***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
Very difficult	17	9	4
Fairly difficult	13	7	7
Fairly easy	18	20	21
Very easy	23	40	48
Don't know	29	24	20
Marijuana			
Very difficult	25	9	4
Fairly difficult	9	6	5
Fairly easy	13	15	15
Very easy	21	46	54
Don't know	32	25	22

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get any of the following substances if they really want them?

Table A4.21***Offered Illegal Drugs on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	76	64	68
1 time	9	15	9
2 to 3 times	8	10	10
4 or more times	7	12	13

Question HS A.107/MS A.89: During the past 12 months, how many times on school property have you... been offered, sold, or given an illegal drug?

Table A4.22

Talked to parents or guardian about dangers of tobacco, alcohol, or drug use

	Grade 7	Grade 9	Grade 11
	%	%	%
No	40	41	45
Yes	60	59	55

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

Table A4.23

Heard, read or watched any messages about not using alcohol, tobacco or drugs

	Grade 7	Grade 9	Grade 11
	%	%	%
No	19	26	23
Yes	81	74	77

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7	Grade 9	Grade 11
	%	%	%
A cigarette, even one or two puffs			
0 times	76	na	na
1 time	12	na	na
2 to 3 times	9	na	na
4 or more times	4	na	na
A whole cigarette			
0 times	87	76	77
1 time	5	8	7
2 to 3 times	7	8	6
4 or more times	1	8	11
Smokeless tobacco			
0 times	92	92	93
1 time	3	3	4
2 to 3 times	3	3	1
4 or more times	2	3	2

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

Table A5.2***Age of Onset***

	Grade 7 %	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette			
Never	80	72	71
10 or under	7	7	5
11 -12 years old	9	6	6
13-14 years old	3	11	7
15-16 years old	1	3	9
17 years or older	0	0	2
Smokeless Tobacco			
Never	90	88	91
10 or under	3	2	1
11 -12 years old	5	5	2
13-14 years old	2	5	2
15-16 years old	0	1	2
17 years or older	0	0	1

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Any	9	9	8
Daily	1	1	1
Smokeless Tobacco			
Any	6	4	3
Daily	1	1	1

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

Table A5.4***Current Smoking on School Property, Past 30 Days***

	Grade 7	Grade 9	Grade 11
	%	%	%
<i>None</i>	94	95	96
<i>Any</i>	6	5	4
1 or 2 days	4	3	2
3 to 9 days	1	1	0
10 to 19 days	0	0	0
20 to 30 days	1	0	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	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	34	37	27
Somewhat disapprove	21	17	18
Strongly disapprove	45	46	56

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	27	29	20
Somewhat disapprove	18	20	20
Strongly disapprove	56	51	60

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Smoking Occasionally			
Great	32	35	40
Moderate	18	22	25
Slight	17	16	15
None	33	27	20
Smoking 1-2 packs of cigarette a day			
Great	51	52	64
Moderate	9	14	12
Slight	5	7	3
None	35	27	21

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

Table A5.8***Perceived Difficulty of Obtaining Cigarettes***

	Grade 7	Grade 9	Grade 11
	%	%	%
Very difficult	18	9	5
Fairly difficult	8	6	6
Fairly easy	16	21	22
Very easy	23	35	43
Don't know	35	29	24

Question HS A.84/MS A.70: How difficult is it for students in your grade to get any of the following substances if they really want them? Cigarettes.

Table A5.9***Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month***

	Grade 7	Grade 9	Grade 11
	%	%	%
None of them	41	25	15
10 percent	22	16	21
20 percent	6	10	10
30 percent	9	10	10
40 percent	5	5	7
50 percent	9	17	20
60 percent	2	3	4
70 percent	2	3	4
80 percent	1	4	5
90 percent	1	2	3
All of them	2	3	2

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

Table A5.10***Used Cigarettes, Past 30 days***

Cells are empty if there are less than 25 respondents

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)			
Hispanic or Latino/Latina	9	9	7
White or Caucasian (non-Hispanic)			
Other			
Multi-Racial (selected more than one)		11	

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
Had mean rumors/lies spread about you			
0 times	58	66	67
1 time	16	15	17
2 to 3 times	12	8	10
4 or more times	14	11	6
Had sexual jokes/comments/gestures made to you			
0 times	56	65	64
1 time	14	12	10
2 to 3 times	12	8	9
4 or more times	18	15	16
Been made fun of because of your looks/way talk			
0 times	60	67	72
1 time	11	17	11
2 to 3 times	14	5	7
4 or more times	16	11	10

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Been pushed, shoved, hit, etc.			
0 times	51	67	82
1 time	18	18	10
2 to 3 times	8	8	5
4 or more times	23	8	3
Been afraid of being beaten up			
0 times	65	81	89
1 time	19	12	7
2 to 3 times	9	4	2
4 or more times	7	3	2
Been in physical fight			
0 times	68	74	83
1 time	12	10	9
2 to 3 times	9	8	4
4 or more times	11	8	4

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you...

Table A6.3
Property Damage on School Property, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
Had property stolen/damaged			
0 times	65	75	74
1 time	19	13	15
2 to 3 times	7	7	7
4 or more times	10	6	3
Damaged school property on purpose			
0 times	79	87	92
1 time	10	6	4
2 to 3 times	7	3	2
4 or more times	4	4	2

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

Table A6.4
Weapons Possession on School Property, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
Carried a gun			
0 times	93	91	96
1 time	3	5	2
2 or more times	4	4	2
Carried any other weapon			
0 times	89	88	95
1 time	4	6	2
2 or more times	6	6	3

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

Table A6.5***Awareness and Use of Weapons on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
Seen someone with a weapon			
0 times	66	71	76
1 time	15	12	10
2 or more times	19	17	14
Been threatened/injured with a weapon			
0 times	83	89	93
1 time	8	6	3
2 or more times	8	5	3

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

Table A6.6***Personal Disapproval of Weapon Possession***

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	29	29	16
Somewhat disapprove	11	14	10
Strongly disapprove	60	57	74

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

Table A6.7***Reason for Harassment on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin			
0 times	85	90	89
1 time	6	4	5
2 or more times	8	6	5
Religion			
0 times	87	92	94
1 time	7	3	3
2 or more times	6	4	3
Gender			
0 times	86	93	96
1 time	5	3	1
2 or more times	9	3	3
Sexual Orientation *			
0 times	83	91	93
1 time	7	4	3
2 or more times	10	5	4
Physical/Mental Disability			
0 times	90	94	96
1 time	4	3	2
2 or more times	6	3	2
<i>Any of the Above Five Hate-Crime Reasons</i>	28	21	19
Any Other Reason			
0 times	74	83	86
1 time	10	8	4
2 or more times	16	9	9
<i>Any Harassment</i>	37	29	25

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

* "Because you are gay or lesbian or someone thought you were."

Table A6.8***Gang Involvement, Current***

	Grade 7	Grade 9	Grade 11
	%	%	%
No	91	90	92
Yes	9	10	8

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

Table A6.9***Physical Violence by Boy/Girlfriend, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
Does not apply, didn't have a boy/girlfriend	45	43	39
No	47	50	55
Yes	8	7	6

Question HS A.122/MS A.105: During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

Table A6.10***Perceived Safety of School***

	Grade 7	Grade 9	Grade 11
	%	%	%
Very safe	17	19	14
Safe	33	29	34
Neither safe nor unsafe	35	37	40
Unsafe	8	9	7
Very unsafe	7	5	4

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

Table A6.11

Cyber Bullying

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times (never)	79	80	84
1 time	11	10	9
2-3 times	4	4	4
4 or more times	6	5	3

Question HS A.120/MS A.103: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e. Facebook™, MySpace™, email, instant message)?

Table A6.12***Harassment for Hate-Crime Reasons*****Cells are empty if there are less than 25 respondents**

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)			
Hispanic or Latino/Latina	28	20	18
White or Caucasian (non-Hispanic)			
Other			
Multi-Racial (selected more than one)		14	

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

Table A6.13***Harassment for Race, Ethnicity or National Origin*****Cells are empty if there are less than 25 respondents**

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)			
Hispanic or Latino/Latina	15	9	10
White or Caucasian (non-Hispanic)			
Other			
Multi-Racial (selected more than one)		9	

Question HS A.113/MS A.95 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reason(s)?... race, ethnicity or national origin

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7	Grade 9	Grade 11
	%	%	%
No	40	51	43
Yes	60	49	57

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
No	61	70	68
Yes	39	30	32

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9	Grade 11
	%	%
No	83	86
Yes	17	14

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

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use						
<i>During your life did you ever...</i>						
drink alcohol (one full drink)?	34	29	56	46	55	52
use inhalants?	21	15	23	13	12	20
smoke marijuana?	23	13	36	29	27	37
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	25	18	36	22	29	31
use inhalants?	11	9	11	7	3	10
smoke marijuana?	13	11	21	16	11	23
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking alcohol?	16	7	35	28	33	33
been high from using drugs?	19	10	32	26	25	34
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	18	9	21	13	15	24
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	15	8	22	19	16	19
During the past 30 days, did you use marijuana on school property?	7	6	15	10	4	11
Perceived Harm						
<i>Frequent use of... is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	66	63	73	73	81	85
marijuana (once or twice a week)	63	64	71	69	76	74

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

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	16	9	24	24	17	31
During the past 30 days, did you smoke a cigarette?	10	8	10	7	6	12
During the past 30 days, did you smoke cigarettes daily?	0	1	1	1	1	2
During the past 30 days, did you smoke cigarettes on school property?	7	5	4	4	1	6
Frequent use of cigarettes is harmful. (1-2 packs a day)*	64	66	73	73	79	80

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

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>						
Race, ethnicity, or national origin	13	17	8	12	9	12
Religion	13	13	5	9	5	8
Gender	10	20	7	6	4	3
Gay/lesbian, or someone thought you were	18	16	7	11	5	9
Physical/mental disability	11	9	4	7	2	6
Any other reason	25	28	18	16	13	14
During the past 12 months at school have you been in a physical fight?	34	29	27	25	10	25
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	8	9	8	6	6	6
Feels safe at school	59	40	48	48	46	51
Currently belong to a gang?	8	10	9	10	7	10

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	55	68	44	54	57	58
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?	47	30	40	20	36	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)	13	7	24	20	45 ^a	23	34	55 ^a
chew tobacco or snuff?	8	4	8	6	~	7	10	~
drink alcohol (glass)?	32	24	51	47	67	54	66	79
use inhalants?	18	11	18	14	15	16	15	12
smoke marijuana? (PI)	18	9	32	25	29	31	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	9	6	9	11	15	8	17	24
chew tobacco or snuff?	6	3	4	5	6	3	6	6
drink alcohol (glass)? (PI)	22	15	29	24	37	30	42	53
use inhalants?	10	5	9	7	~	7	7	~
smoke marijuana? (PI)	13	7	18	15	16	16	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	32	28	~	33	45	~
been high from using drugs?	15	8	29	22	~	29	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	14	6	17	16	18	20	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?	12	6	21	13	~	17	25	~
During the past 30 days, did you smoke cigarettes?	6	3	5	7	4	4	7	5
Perceived Harm^b								
<i>People risk harming themselves using...^c</i>								
cigarettes (1-2 packs a day)	65	83	73	90	~	79	93	~
alcohol (five or more drinks once or twice a week)	64	83	73	89	~	82	92	~
marijuana (once or twice a week)	63	82	70	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?	28	31	21	27	~	19	22	~
been in a physical fight?	32	32	26	25	18	17	23	11
been afraid of being beaten up? (PI)	35	29	19	22	~	11	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	13	10	13	13	~	6	13	~
How safe do you feel when you are at school? Very safe. (PI)	17	18	19	16	~	14	20	~
Do you consider yourself a member of a gang?	9	9	10	8	~	8	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult (PI)	30	31	31	28	~	37	29	~
High expectations from teacher or other adult (PI)	52	45	46	39	~	51	38	~
Opportunities for meaningful participation at their school (PI)	16	16	14	13	~	14	15	~
Total	33	31	26	27	~	32	28	~
School Connectedness Scale (PI)	40	39	39	34	~	41	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.