

California Healthy Kids Survey

Building Healthy Communities
Sacramento
2009-2010

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

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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	327	326	418
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	55	1	0
13 years old	41	1	0
14 years old	4	45	0
15 years old	0	46	0
16 years old	0	7	54
17 years old	0	0	42
18 years or older	0	0	4

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

Table A2.2

Gender of Sample

	Grade 7	Grade 9	Grade 11
	%	%	%
Male	52	51	50
Female	48	49	50

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	2	4	4
Native Hawaiian or Pacific Islander	2	3	2
Asian	34	28	40
Black or African American (non-Hispanic)	12	14	11
Hispanic or Latino/Latina	45	39	32
White or Caucasian (non-Hispanic)	4	16	20
Other	7	10	7
Selected more than one	5	10	14

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	61	65
A home with only one parent	27	28
Other relative's home	5	4
A home with more than one family	5	3
Friend's home	1	1
Foster home, group care, or waiting placement	1	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	1	0
Other transitional or temporary housing	0	0
Other living arrangements	2	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	23	20	14
A's and B's	32	32	29
Mostly B's	8	12	12
B's and C's	19	16	22
Mostly C's	4	4	9
C's and D's	10	10	10
Mostly D's	3	2	2
Mostly F's	2	4	2

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	77	65	51
1-2 times	15	18	20
A few times	4	13	19
Once a month	1	1	2
Once a week	1	1	3
More than once a week	1	3	6

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	67
1 day	16
2 days	9
3 days	4
4 days	4
5 days	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Yes	5	4	1
No	36	49	77
Don't know	59	47	21

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	17	65	18	26	59	15	32	55	12
Caring Adult Relationships	20	63	16	30	55	16	36	56	9
High Expectations	41	49	9	47	43	10	46	49	5
Opportunities for Meaningful Participation	7	47	46	13	56	31	15	52	33
<i>Community Environment</i>									
Total	40	47	13	49	42	9	55	34	11
Caring Adult Relationships	45	40	15	52	37	11	57	31	12
High Expectations	48	38	14	51	38	11	55	34	12
Opportunities for Meaningful Participation	23	49	29	30	48	22	39	40	21
<i>School Connectedness Scale</i>									
	33	54	13	31	50	20	35	51	14

Table A3.2

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.3

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	12	70	18	22	63	16	30	58	12
Caring Adult Relationships	15	71	15	27	62	11	35	55	10
High Expectations	44	48	8	49	45	5	46	48	6
Opportunities for Meaningful Participation	4	51	45	9	49	42	14	51	35
Community Environment									
Total	30	57	12	39	43	18	52	35	13
Caring Adult Relationships	36	47	17	40	44	16	55	31	14
High Expectations	37	49	14	40	43	17	51	35	15
Opportunities for Meaningful Participation	15	52	33	25	48	26	39	39	22
School Connectedness Scale									
	31	56	13	26	55	18	36	49	15

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	34	53	13	29	60	11	36	55	9
Caring Adult Relationships	42	45	13	31	53	16	36	61	2
High Expectations	47	37	16	47	44	9	49	49	2
Opportunities for Meaningful Participation	23	31	46	18	56	27	24	49	27
Community Environment									
Total	57	34	9	53	40	7	64	34	2
Caring Adult Relationships	61	33	6	48	39	14	64	29	7
High Expectations	54	40	6	48	36	16	62	36	2
Opportunities for Meaningful Participation	34	45	21	32	52	16	43	43	14
School Connectedness Scale									
	29	53	18	33	49	18	36	44	20

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	16	65	19	25	62	13	30	55	15
Caring Adult Relationships	20	63	17	25	61	14	32	59	8
High Expectations	41	52	8	47	44	10	42	52	7
Opportunities for Meaningful Participation	6	46	48	11	57	31	12	56	32
Community Environment									
Total	43	44	14	50	45	6	54	34	13
Caring Adult Relationships	46	38	16	58	36	6	57	31	12
High Expectations	53	31	16	53	39	8	54	35	11
Opportunities for Meaningful Participation	25	49	27	34	43	23	34	42	23
School Connectedness Scale									
	39	51	10	30	51	19	34	52	14

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				30	57	13	31	56	13
Caring Adult Relationships				42	38	21	39	57	4
High Expectations				53	34	13	48	49	2
Opportunities for Meaningful Participation				15	68	17	14	46	39
Community Environment									
Total				60	36	4	63	30	8
Caring Adult Relationships				62	30	8	60	33	6
High Expectations				64	28	8	60	35	5
Opportunities for Meaningful Participation				38	49	13	44	38	17
School Connectedness Scale									
				40	40	21	37	51	12

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				32	52	16	24	59	17
Caring Adult Relationships				35	39	26	23	57	20
High Expectations				48	45	6	38	59	3
Opportunities for Meaningful Participation				19	55	26	20	43	37
Community Environment									
Total				48	42	10	62	28	10
Caring Adult Relationships				39	39	23	63	23	13
High Expectations				52	32	16	62	17	21
Opportunities for Meaningful Participation				26	58	16	37	40	23
School Connectedness Scale									
				26	58	16	28	52	21

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				25	69	6	21	62	17
Caring Adult Relationships				28	50	22	28	65	7
High Expectations				50	44	6	40	53	8
Opportunities for Meaningful Participation				16	66	19	13	45	43
Community Environment									
Total				56	38	6	60	30	9
Caring Adult Relationships				47	41	13	60	28	11
High Expectations				47	41	13	57	34	9
Opportunities for Meaningful Participation				38	50	13	41	37	22
School Connectedness Scale									
				31	53	16	33	46	21

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			12	34	16			
Caring Adult Relationships			15	42	20			
High Expectations			44	47	41			
Opportunities for Meaningful Participation			4	23	6			
Community Environment								
Total			30	57	43			
Caring Adult Relationships			36	61	46			
High Expectations			37	54	53			
Opportunities for Meaningful Participation			15	34	25			
School Connectedness Scale								
			31	29	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			22	29	25	30	32	25
Caring Adult Relationships			27	31	25	42	35	28
High Expectations			49	47	47	53	48	50
Opportunities for Meaningful Participation			9	18	11	15	19	16
Community Environment								
Total			39	53	50	60	48	56
Caring Adult Relationships			40	48	58	62	39	47
High Expectations			40	48	53	64	52	47
Opportunities for Meaningful Participation			25	32	34	38	26	38
School Connectedness Scale								
			26	33	30	40	26	31

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			30	36	30	31	24	21
Caring Adult Relationships			35	36	32	39	23	28
High Expectations			46	49	42	48	38	40
Opportunities for Meaningful Participation			14	24	12	14	20	13
Community Environment								
Total			52	64	54	63	62	60
Caring Adult Relationships			55	64	57	60	63	60
High Expectations			51	62	54	60	62	57
Opportunities for Meaningful Participation			39	43	34	44	37	41
School Connectedness Scale								
			36	36	34	37	28	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 A3.10.4

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	8	7
Disagree	10	7	10
Neither Agree Nor Disagree	27	37	25
Agree	39	32	44
Strongly Agree	18	16	14
I am happy to be at this school			
Strongly Disagree	6	9	8
Disagree	8	14	12
Neither Agree Nor Disagree	21	29	32
Agree	43	32	34
Strongly Agree	22	15	14
I feel like I am part of this school			
Strongly Disagree	8	14	9
Disagree	12	11	12
Neither Agree Nor Disagree	34	33	37
Agree	34	30	31
Strongly Agree	12	12	11
Teachers at this school treat students fairly			
Strongly Disagree	15	13	5
Disagree	18	11	14
Neither Agree Nor Disagree	29	33	33
Agree	27	31	35
Strongly Agree	11	12	13
I feel safe in my school			
Strongly Disagree	8	18	10
Disagree	13	8	11
Neither Agree Nor Disagree	37	35	33
Agree	27	26	31
Strongly Agree	15	14	15

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

Table A3.12
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	13	15	8
A Little True	41	34	30
Pretty Much True	30	32	35
Very Much True	16	20	27
who tells me when I do a good job (High Expectations)			
Not At All True	10	10	4
A Little True	25	22	23
Pretty Much True	40	40	39
Very Much True	25	28	34
who notices when I am not there (CR)			
Not At All True	16	14	8
A Little True	33	25	29
Pretty Much True	28	34	30
Very Much True	23	27	33
who always wants me to do my best (HE)			
Not At All True	8	10	4
A Little True	18	15	16
Pretty Much True	32	29	36
Very Much True	42	46	43
who listens when I have something to say (CR)			
Not At All True	14	12	6
A Little True	30	22	19
Pretty Much True	34	36	41
Very Much True	21	30	34
who believes that I will be a success (HE)			
Not At All True	11	13	9
A Little True	23	18	22
Pretty Much True	30	27	31
Very Much True	35	42	38

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	22	19	20
A Little True	37	29	26
Pretty Much True	23	29	30
Very Much True	18	24	24
I help decide things like class rules or activities			
(OMP)			
Not At All True	59	45	43
A Little True	24	31	27
Pretty Much True	12	14	20
Very Much True	6	10	10
I do things that make a difference at school (OMP)			
Not At All True	39	24	28
A Little True	36	39	35
Pretty Much True	15	22	23
Very Much True	10	15	14

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

Table A3.13
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult... who really cares about me (CR)	Grade 7	Grade 9	Grade 11
	%	%	%
Not At All True	13	10	10
A Little True	18	12	8
Pretty Much True	25	24	21
Very Much True	44	54	61
who tells me when I do a good job (HE)			
Not At All True	13	13	13
A Little True	22	14	14
Pretty Much True	31	31	27
Very Much True	34	42	46

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	18	11	14
A Little True	21	17	15
Pretty Much True	27	32	27
Very Much True	34	40	44
who believes that I will be a success (HE)			
Not At All True	13	11	11
A Little True	17	14	13
Pretty Much True	29	32	27
Very Much True	40	44	49
who always wants me to do my best (HE)			
Not At All True	10	12	8
A Little True	19	10	11
Pretty Much True	23	26	26
Very Much True	49	53	55
whom I trust (CR)			
Not At All True	16	14	12
A Little True	20	12	12
Pretty Much True	23	26	23
Very Much True	41	47	53

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	47	35	32
A Little True	14	20	16
Pretty Much True	13	15	15
Very Much True	26	31	37
I am involved in music, art, literature, sports or a hobby (OMP)			
Not At All True	35	29	24
A Little True	19	16	14
Pretty Much True	17	20	21
Very Much True	30	35	40
I help other people (OMP)			
Not At All True	18	14	14
A Little True	32	24	21
Pretty Much True	26	36	31
Very Much True	23	26	34

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	74	53	40
1 time	10	13	5
2 to 3 times	8	13	12
4 or more times	8	21	42
Marijuana			
0 times	87	68	66
1 time	4	7	6
2 to 3 times	3	9	6
4 or more times	6	16	23
Inhalants (to get high)			
0 times	90	88	92
1 time	4	4	3
2 to 3 times	3	4	2
4 or more times	3	5	2
Cocaine			
0 times	na	92	95
1 time	na	2	2
2 to 3 times	na	3	1
4 or more times	na	3	1
Methamphetamine or any amphetamines			
0 times	na	93	97
1 time	na	2	1
2 to 3 times	na	4	1
4 or more times	na	1	1

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	91	95
1 time	na	4	2
2 to 3 times	na	2	1
4 or more times	na	2	2
Ecstasy			
0 times	na	89	89
1 time	na	3	3
2 to 3 times	na	3	2
4 or more times	na	4	6
Heroin			
0 times	na	93	98
1 time	na	3	0
2 to 3 times	na	3	0
4 or more times	na	2	1
Other illegal drug or pill			
0 times	92	85	92
1 time	4	5	2
2 to 3 times	3	4	1
4 or more times	2	6	5
<i>Any of the above AOD Use</i>	32	52	63
Prescription pain killers			
0 times	na	83	89
1 time	na	6	2
2 to 3 times	na	6	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	93	99
1 time	na	3	1
2 to 3 times	na	2	0
4 or more times	na	2	1
Tranquilizers or sedatives			
0 times	na	92	98
1 time	na	2	1
2 to 3 times	na	3	1
4 or more times	na	3	1
Cold/Cough Medicines			
0 times	na	74	78
1 time	na	4	2
2 to 3 times	na	8	6
4 or more times	na	14	14
Diet Pills			
0 times	na	89	94
1 time	na	3	2
2 to 3 times	na	3	1
4 or more times	na	4	3
Ritalin™ or Adderall™			
0 times	na	91	96
1 time	na	3	1
2 to 3 times	na	2	0
4 or more times	na	3	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	73	51	38
10 or under	10	12	8
11 -12 years old	14	14	7
13-14 years old	2	18	21
15-16 years old	0	6	24
17 years or older	1	1	2
Marijuana			
Never	90	72	68
10 or under	3	5	2
11 -12 years old	7	9	3
13-14 years old	0	10	12
15-16 years old	0	3	13
17 years or older	0	1	2
Other illegal drug			
Never	94	85	85
10 or under	1	3	2
11 -12 years old	4	5	0
13-14 years old	0	6	4
15-16 years old	0	1	8
17 years or older	0	0	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol (at least one drink)	12	21	26
Marijuana	9	17	17
Inhalants	5	9	2
Cocaine	na	7	2
Methamphetamine or any amphetamines	na	6	2
Ecstasy, LSD or other psychedelics	na	7	5
Other illegal drug or pill	6	8	4
<i>Any of the above AOD Use</i>	17	29	31
Two or more drugs at the same time	na	11	7

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	88	79	74
1 or 2 days	7	13	10
3 to 9 days	3	5	10
10 to 19 days	1	1	3
20 or more days (daily)	1	3	3
Marijuana			
None	91	83	83
1 or 2 days	6	5	5
3 to 9 days	2	2	4
10 to 19 days	0	4	3
20 or more days (daily)	1	6	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	73	64
1 to 2 times	8	14	16
3 to 6 times	3	7	9
7 or more times	1	6	11

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	90	74	70
1 to 2 times	6	10	8
3 to 6 times	1	8	4
7 or more times	3	9	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	93	82	81
1 to 2 days	5	11	9
3 or more days	2	7	10

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	74	55	41
Just a sip or two	13	13	15
Enough to feel it a little	8	17	15
Enough to feel it a lot	3	7	20
Until really drunk	1	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
	%	%
Don't use drugs	69	71
Not high at all	5	1
A little high	10	8
Moderately high	8	11
Very high	8	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>	78	73
<i>Any</i>	22	27
1 time	8	7
2 times	6	7
3 to 6 times	4	6
7 or more times	4	7

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>	61
<i>Any</i>	39
1 time	13
2 times	11
3 to 6 times	6
7 or more times	9

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
0 days	92	84	94
1 to 2 days	6	11	3
3 or more days	2	5	3
Marijuana			
0 days	95	86	93
1 to 2 days	4	5	3
3 or more days	1	9	4
Any illegal drug or pill			
0 days	96	90	97
1 to 2 days	3	4	1
3 or more days	1	6	1

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	93	81	79
1 to 2 times	3	10	9
3 to 6 times	3	4	6
7 or more times	1	5	7

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol - Drink Occasionally			
Great	29	29	29
Moderate	20	18	21
Slight	17	20	31
None	34	33	18
Alcohol - 5 or more drinks once or twice a week			
Great	31	35	46
Moderate	19	20	25
Slight	12	11	11
None	38	34	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	36	31
Moderate	18	16	21
Slight	8	10	24
None	39	38	24
Marijuana - Smoke once or twice a week			
Great	31	36	42
Moderate	16	18	16
Slight	11	11	18
None	41	35	23

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	42	39	28
Somewhat disapprove	19	20	18
Strongly disapprove	39	41	54
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	39	41	40
Somewhat disapprove	18	18	19
Strongly disapprove	42	41	40
Marijuana - Once a month or more			
Neither approve or disapprove	41	40	38
Somewhat disapprove	15	17	19
Strongly disapprove	43	44	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	56	31	13
10 percent	15	12	11
20 percent	5	8	9
30 percent	8	10	8
40 percent	2	7	6
50 percent	8	14	16
60 percent	1	2	6
70 percent	1	2	9
80 percent	1	3	10
90 percent	1	6	6
All of them	1	6	6

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	64	53
Problems with emotions, nerves, mental health	11	6
Trouble or problems with the police	8	8
Money problems	5	3
Get into trouble in school	4	5
Problems with school work	5	5
Fight with other kids	4	2
Damage a friendship	3	3
Physically hurt or injure yourself	4	4
Unwanted or unprotected sex	3	4
Forget what happened or pass out	7	8
Other problems	4	4
More than one problem	6	10
Never had problems when I've used alcohol/drugs	15	30

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	68	56
Had to increase use to get same effect as before	7	9
Spent a lot of time getting, using, or being "hung over" from using	8	6
Used alcohol or drugs a lot more than intended	5	8
Used alcohol or drugs when alone	4	7
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	1	2
Didn't like the way you felt when not high or drunk	3	3
Thought about reducing or stopping	3	14
Told self not going to use but used anyway	2	8
Spoke with someone about reducing or stopping use	3	6
Attended counseling, program, or group to reduce/stop use	1	1
More than one experience	4	13
Use alcohol or drugs but have not experienced any of these things	11	21

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	15	14	6
Fairly difficult	8	9	6
Fairly easy	13	20	25
Very easy	19	27	40
Don't know	45	29	22
Marijuana			
Very difficult	16	19	7
Fairly difficult	9	7	5
Fairly easy	11	16	18
Very easy	18	27	46
Don't know	46	31	24

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	80	68	70
1 time	9	12	8
2 to 3 times	6	7	8
4 or more times	5	13	14

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	57	51	49
Yes	43	49	51

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	32	28	18
Yes	68	72	82

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	90	na	na
1 time	4	na	na
2 to 3 times	3	na	na
4 or more times	4	na	na
A whole cigarette			
0 times	93	79	74
1 time	3	8	6
2 to 3 times	2	7	6
4 or more times	1	5	15
Smokeless tobacco			
0 times	96	90	95
1 time	3	3	2
2 to 3 times	1	4	0
4 or more times	1	3	3

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	90	71	70
10 or under	5	8	8
11 -12 years old	5	8	4
13-14 years old	0	9	8
15-16 years old	0	3	9
17 years or older	0	1	0
Smokeless Tobacco			
Never	95	87	91
10 or under	1	6	1
11 -12 years old	3	3	1
13-14 years old	1	3	2
15-16 years old	0	1	4
17 years or older	0	0	0

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	5	12	11
Daily	0	1	3
Smokeless Tobacco			
Any	4	7	2
Daily	0	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>	95	93	97
<i>Any</i>	5	7	3
1 or 2 days	4	4	1
3 to 9 days	1	1	1
10 to 19 days	0	1	0
20 to 30 days	0	1	0

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	41	38	24
Somewhat disapprove	18	14	13
Strongly disapprove	41	47	63

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	32	26	20
Somewhat disapprove	17	18	15
Strongly disapprove	51	56	65

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	29	32	37
Moderate	24	19	28
Slight	11	12	16
None	36	37	19
Smoking 1-2 packs of cigarette a day			
Great	37	46	68
Moderate	17	13	9
Slight	7	6	5
None	38	36	17

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	12	13	7
Fairly difficult	10	10	6
Fairly easy	13	20	24
Very easy	18	22	40
Don't know	47	35	25

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	56	35	17
10 percent	15	18	19
20 percent	10	11	14
30 percent	7	8	12
40 percent	2	7	7
50 percent	7	12	17
60 percent	1	1	4
70 percent	1	2	4
80 percent	0	2	4
90 percent	1	0	1
All of them	1	5	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	5	6	5
Black or African American (non-Hispanic)	5	7	7
Hispanic or Latino/Latina	6	14	10
White or Caucasian (non-Hispanic)		8	20
Other		13	20
Multi-Racial (selected more than one)		4	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	66	64	71
1 time	14	16	12
2 to 3 times	9	11	9
4 or more times	10	9	8
Had sexual jokes/comments/gestures made to you			
0 times	67	55	61
1 time	13	14	10
2 to 3 times	9	13	10
4 or more times	11	18	19
Been made fun of because of your looks/way talk			
0 times	65	64	69
1 time	14	13	11
2 to 3 times	8	9	9
4 or more times	13	14	12

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	64	71	88
1 time	13	14	7
2 to 3 times	13	8	2
4 or more times	10	6	3
Been afraid of being beaten up			
0 times	80	76	90
1 time	12	14	7
2 to 3 times	5	6	2
4 or more times	4	5	1
Been in physical fight			
0 times	72	72	88
1 time	11	11	6
2 to 3 times	9	10	3
4 or more times	7	7	3

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	76	69	78
1 time	14	17	14
2 to 3 times	5	8	6
4 or more times	5	6	2
Damaged school property on purpose			
0 times	86	78	90
1 time	7	12	6
2 to 3 times	4	5	3
4 or more times	3	5	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	91	86	97
1 time	3	7	1
2 or more times	6	7	3
Carried any other weapon			
0 times	84	82	92
1 time	6	8	3
2 or more times	9	10	4

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	65	68	79
1 time	19	14	10
2 or more times	16	18	11
Been threatened/injured with a weapon			
0 times	87	83	95
1 time	5	7	2
2 or more times	9	10	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	39	33	19
Somewhat disapprove	12	14	10
Strongly disapprove	49	52	72

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	78	74	82
1 time	12	12	7
2 or more times	10	13	10
Religion			
0 times	88	81	93
1 time	5	10	4
2 or more times	7	9	3
Gender			
0 times	89	85	93
1 time	8	7	3
2 or more times	3	8	4
Sexual Orientation *			
0 times	91	81	93
1 time	3	9	4
2 or more times	6	10	3
Physical/Mental Disability			
0 times	92	85	96
1 time	4	8	2
2 or more times	4	7	2
<i>Any of the Above Five Hate-Crime Reasons</i>	32	35	22
Any Other Reason			
0 times	81	73	88
1 time	7	8	2
2 or more times	12	18	9
<i>Any Harassment</i>	36	40	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	87	85	92
Yes	13	15	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	46	46	51
No	50	43	45
Yes	4	11	5

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	21	29	23
Safe	27	25	35
Neither safe nor unsafe	39	29	34
Unsafe	6	9	4
Very unsafe	6	7	3

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

Table A6.11

Cyber Bullying

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times (never)	81	68	81
1 time	12	11	8
2-3 times	4	12	6
4 or more times	4	9	5

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	34	29	22
Black or African American (non-Hispanic)	31	34	20
Hispanic or Latino/Latina	30	37	22
White or Caucasian (non-Hispanic)		29	18
Other		39	14
Multi-Racial (selected more than one)		27	15

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	23	25	19
Black or African American (non-Hispanic)	20	26	13
Hispanic or Latino/Latina	21	26	17
White or Caucasian (non-Hispanic)		16	14
Other		29	11
Multi-Racial (selected more than one)		17	11

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	40	42
Yes	60	60	58

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	73	65	65
Yes	27	35	35

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	78	85
Yes	22	15

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

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use						
<i>During your life did you ever...</i>						
drink alcohol (one full drink)?	33	18	47	46	58	62
use inhalants?	8	11	12	13	8	6
smoke marijuana?	14	13	28	36	32	37
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	13	11	20	22	27	25
use inhalants?	3	6	7	10	1	2
smoke marijuana?	9	10	12	22	16	18
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking alcohol?	15	9	27	27	39	34
been high from using drugs?	11	8	25	28	30	29
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	7	8	16	19	19	18
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	6	7	18	20	22	21
During the past 30 days, did you use marijuana on school property?	3	6	11	17	5	8
Perceived Harm						
<i>Frequent use of... is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	65	59	65	67	84	80
marijuana (once or twice a week)	62	55	65	64	79	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?	5	9	18	23	21	32
During the past 30 days, did you smoke a cigarette?	4	6	8	15	8	12
During the past 30 days, did you smoke cigarettes daily?	0	1	0	1	1	3
During the past 30 days, did you smoke cigarettes on school property?	3	6	5	9	2	5
Frequent use of cigarettes is harmful. (1-2 packs a day)*	65	59	64	65	85	81

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

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>						
Race, ethnicity, or national origin	22	22	23	28	20	16
Religion	11	14	15	24	7	7
Gender	11	10	13	17	8	6
Gay/lesbian, or someone thought you were	8	11	17	20	5	9
Physical/mental disability	10	7	13	17	3	5
Any other reason	20	18	27	26	14	9
During the past 12 months at school have you been in a physical fight?	25	31	22	33	5	19
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	2	6	9	13	5	4
Feels safe at school	44	53	55	56	58	60
Currently belong to a gang?	11	14	13	16	7	9

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?	53	66	64	55	61	56
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?	30	23	42	28	43	26

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)	7	7	21	20	45 ^a	26	34	55 ^a
chew tobacco or snuff?	4	4	10	6	~	5	10	~
drink alcohol (glass)?	26	24	47	47	67	60	66	79
use inhalants?	10	11	12	14	15	8	15	12
smoke marijuana? (PI)	13	9	32	25	29	34	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	5	6	12	11	15	11	17	24
chew tobacco or snuff?	4	3	7	5	6	2	6	6
drink alcohol (glass)? (PI)	12	15	21	24	37	26	42	53
use inhalants?	5	5	9	7	~	2	7	~
smoke marijuana? (PI)	9	7	17	15	16	17	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	27	28	~	36	45	~
been high from using drugs?	10	8	26	22	~	30	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?	7	6	19	13	~	21	25	~
During the past 30 days, did you smoke cigarettes?	5	3	7	7	4	3	7	5
Perceived Harm^b								
<i>People risk harming themselves using...^c</i>								
cigarettes (1-2 packs a day)	62	83	64	90	~	83	93	~
alcohol (five or more drinks once or twice a week)	62	83	66	89	~	82	92	~
marijuana (once or twice a week)	59	82	65	85	~	77	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	35	27	~	22	22	~
been in a physical fight?	28	32	28	25	18	12	23	11
been afraid of being beaten up? (PI)	20	29	24	22	~	10	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	17	10	21	13	~	8	13	~
How safe do you feel when you are at school? Very safe. (PI)	21	18	29	16	~	23	20	~
Do you consider yourself a member of a gang?	13	9	15	8	~	8	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult (PI)	20	31	30	28	~	36	29	~
High expectations from teacher or other adult (PI)	41	45	47	39	~	46	38	~
Opportunities for meaningful participation at their school (PI)	7	16	13	13	~	15	15	~
Total	17	31	26	27	~	32	28	~
School Connectedness Scale (PI)	33	39	31	34	~	35	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.