

CALIFORNIA HEALTHY KIDS SURVEY



Palo Alto Unified Secondary 2013-2014 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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PREFACE

This report provides the detailed results for each question from this school/districts 2013–14 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. This year, the content of the survey was significantly revised to enhance the value of its data for guiding school improvement efforts and developing and monitoring the newly-required Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question.¹ Several other tools to help in data use are also available, as described below. For additional information and resources, visit the survey website: chks.wested.org.

The CHKS, along with its two companion surveys — *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 Surveys* (*Cal-SCHLS*), 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 school climate, learning supports and barriers, stakeholder engagement; as well as overall youth development, health, and well-being.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine how consistent are student, staff, and parent perceptions and experiences. Appendix 5 of *Workbook for Improving School Climate* provides a crosswalk between student, staff, and parent survey questions to facilitate this comparison.²

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also 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 students, staff, and parents.

SURVEY CONTENT OVERVIEW

The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, 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-

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

² See californias3.wested.org/resources/schoolclimateworkbook-2ndedition_final.pdf.

being.³ 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). To further support school improvement efforts and the LCAP, a supplementary School Climate Module is also available.

School-Related Core Content

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

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

Supplementary School Climate Module

A supplementary School Climate Module provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment. A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs. Download: chks.wested.org/administer/supplemental1#clim.

Closing the Achievement Gap

Several tables are useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

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. Table A1.2 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

³ *Guidebook to 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.

THE REPORT

The tables in the 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).

UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use the 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 to 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 to the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) provides 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.
- The *Workbook for 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.⁴

Care must be particularly taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics 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*.

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Surveys

Many factors 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).

⁴The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.

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 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, Staff, and Parents

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. This helps improve student perceptions of the developmental supports and opportunities that the school offers and enhances school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Equally important is communicating the results and your plans for making improvements to parents. This fosters parent involvement and collaboration in addressing the identified needs, and also support for the survey, important for improving student participation rates. The importance and value of this has been made even greater by the parent involvement requirements of the Local Control and Accountability Plan.

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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1. Introduction

Table A1.1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. AOD (Alcohol and Other Drugs)	
C. Building Healthy Communities (BHC) Module	
D. CalMHSa Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Military Connected School Module	
J. Physical Health & Nutrition Module	
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	
Z. Custom Questions	X

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target Sample	917	947	906	–
Final Number	794	806	634	–
Average Response Rate	87%	85%	70%	–

Note: ^ANT includes continuation, community day, and other alternative school types

2. Summary of Key Indicators of School Climate and Student Well-Being

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	66	68	66	–	A4.4
Academic motivation (high)	42	37	32	–	A4.4
Truant more than a few times [†]	1	1	10	–	A4.2
Caring adult relationships (high)	43	34	38	–	A4.4
High expectations (high)	57	42	45	–	A4.4
Meaningful participation (high)	22	20	16	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	81	81	87	–	A5.1
Experienced any harassment or bullying [†]	35	30	27	–	A5.4
Had mean rumors or lies spread about you [†]	36	29	26	–	A5.2
Been afraid of being beaten up [†]	12	8	3	–	A5.3
Been in a physical fight [†]	8	6	4	–	A5.3
Seen a weapon on campus [†]	7	7	4	–	A5.6
Been drunk or “high” on drugs at school, ever	1	3	10	–	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	4	13	30	–	A6.5
Current binge drinking [‡]	1	4	16	–	A6.5
Very drunk or “high” 7 or more times	1	3	13	–	A6.7
Current cigarette smoking [‡]	0	1	3	–	A7.4
Experienced chronic sadness/hopelessness [‡]	14	17	24	–	A8.4
Considered suicide [‡]	na	12	12	–	A8.5

Notes: Cells are empty if there are less than 25 respondents.

[†]Past 12 month; [‡]Past 30 days; na—Not asked of middle school students.

3. Demographics

Table A3.1

Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger	0	0	0	–
11 years old	4	0	0	–
12 years old	81	0	0	–
13 years old	14	5	0	–
14 years old	0	82	0	–
15 years old	0	13	2	–
16 years old	0	0	85	–
17 years old	0	0	12	–
18 years old or older	0	0	0	–

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

Note: Cells are empty if there are less than 25 respondents.

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	48	51	52	–
Female	52	49	48	–

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

Note: Cells are empty if there are less than 25 respondents.

Table A3.3

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	87	89	88	–
Yes	13	11	12	–

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

Note: Cells are empty if there are less than 25 respondents.

Table A3.4***Race***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	1	0	0	–
Asian	36	36	35	–
Black or African American	2	3	3	–
Native Hawaiian or Pacific Islander	1	2	2	–
White	40	43	45	–
Mixed (two or more) races	20	17	15	–

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

Note: Cells are empty if there are less than 25 respondents.

Table A3.5***Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	na	96	96	–
Other relative's home	na	0	1	–
A home with more than one family	na	1	1	–
Friend's home	na	0	0	–
Foster home, group care, or waiting placement	na	0	0	–
Hotel or motel	na	0	0	–
Shelter, car, campground, or other transitional or temporary housing	na	0	0	–
Other living arrangement	na	2	2	–

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

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A3.6***Highest Education of Parents***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	2	3	3	–
Graduated from high school	2	3	3	–
Attended college but did not complete four-year degree	3	3	3	–
Graduated from college	87	88	88	–
Don't know	8	4	3	–

Question HS A.10/MS A.9: What is the highest level of education your parents completed? (Mark the Educational Level Of The Parent Who Went the Furthest In School.)

Note: Cells are empty if there are less than 25 respondents.

Table A3.7***Sexual Identification***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	73	86	88	–
Gay or Lesbian or Bisexual	2	3	6	–
Transgender	1	1	2	–
Not sure	17	10	7	–
Decline to respond	17	8	5	–

Question HS A.112/MS A.100: Which of the following best describes you? (Mark All That Apply.)

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.8***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	98	99	–
Yes	1	1	1	–
Don't know	1	1	0	–

Question HS A.111/MS A.99: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports and Engagements

Table A4.1

Grades, Past 12 months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	54	46	43	–
A's and B's	34	39	39	–
Mostly B's	4	5	8	–
B's and C's	5	6	6	–
Mostly C's	1	1	2	–
C's and D's	1	1	1	–
Mostly D's	0	0	0	–
Mostly F's	0	1	0	–

Question HS A.11/MS A.10: During the past 12 months, how would you describe the grades you mostly received in school?

Note: Cells are empty if there are less than 25 respondents.

Table A4.2

Truancy, Past 12 months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	88	86	50	–
1-2 times	8	9	24	–
A few times	3	4	16	–
Once a month	0	0	5	–
Once a week	0	0	3	–
More than once a week	0	1	2	–

Question HS A.12/MS A.11: During the past 12 months, about how many times did you skip school or cut classes?

Note: Cells are empty if there are less than 25 respondents.

Table A4.3***Reasons for Absence***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	57	50	34	–
Illness (feeling physically sick), including problems with breathing or your teeth	35	40	49	–
Felt very sad, hopeless, anxious, stressed, or angry	4	5	14	–
Didn't get enough sleep	6	11	28	–
Didn't feel safe at school	1	1	1	–
Had to work	1	2	5	–
Had to take care of or help a family member or friend	2	2	2	–
Wanted to spend time with friends who don't go to your school	0	1	2	–
Wanted to use alcohol or drugs	0	0	1	–
Were behind in schoolwork or weren't prepared for a test or class assignment	2	5	23	–
Were bored with or uninterested in school	1	2	7	–
Were suspended	0	0	0	–
Other reason	12	12	10	–

Question HS A.13/MS A.12: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4***School Developmental Supports, Connectedness and Academic Motivation***

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total School Supports	46	45	9	36	54	10	37	54	9	–	–	–
Caring Adults in School	43	50	7	34	56	9	38	56	6	–	–	–
High Expectations-Adults in School	57	38	5	42	54	5	45	50	5	–	–	–
Meaningful Participation-Adults in School	22	60	18	20	59	21	16	57	26	–	–	–
<i>School Connectedness</i>	66	27	7	68	27	4	66	29	5	–	–	–
<i>Academic Motivation</i>	42	43	15	37	46	16	32	50	19	–	–	–

Note: Cells are empty if there are less than 25 respondents.

Table A4.5***School Connectedness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people at this school.				
Strongly Disagree	4	3	3	–
Disagree	5	6	9	–
Neither Disagree Nor Agree	21	15	14	–
Agree	46	45	47	–
Strongly Agree	24	31	27	–
I am happy to be at this school.				
Strongly Disagree	4	3	3	–
Disagree	5	4	7	–
Neither Disagree Nor Agree	15	15	17	–
Agree	43	45	46	–
Strongly Agree	33	33	27	–
I feel like I am part of this school.				
Strongly Disagree	5	3	4	–
Disagree	6	5	8	–
Neither Disagree Nor Agree	20	21	21	–
Agree	44	46	46	–
Strongly Agree	26	25	20	–
The teachers at this school treat students fairly.				
Strongly Disagree	5	4	4	–
Disagree	8	6	6	–
Neither Disagree Nor Agree	19	21	24	–
Agree	42	50	51	–
Strongly Agree	25	19	15	–
I feel safe in my school.				
Strongly Disagree	3	3	2	–
Disagree	4	3	2	–
Neither Disagree Nor Agree	18	15	9	–
Agree	46	50	53	–
Strongly Agree	30	30	34	–

Question HS A.14-18/MS A.13-17: I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Note: Cells are empty if there are less than 25 respondents.

Table A4.6**Academic Motivation Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I try hard to make sure that I am good at my schoolwork.				
Strongly Disagree	3	2	2	–
Disagree	2	2	3	–
Neither Disagree Nor Agree	6	8	11	–
Agree	38	41	43	–
Strongly Agree	51	47	41	–
I try hard at school because I am interested in my work.				
Strongly Disagree	4	4	3	–
Disagree	8	10	11	–
Neither Disagree Nor Agree	26	19	25	–
Agree	35	39	40	–
Strongly Agree	27	26	20	–
I work hard to try to understand new things at school.				
Strongly Disagree	3	2	1	–
Disagree	3	3	5	–
Neither Disagree Nor Agree	15	14	15	–
Agree	42	47	49	–
Strongly Agree	37	34	29	–
I am always trying to do better in my schoolwork.				
Strongly Disagree	3	3	2	–
Disagree	2	2	4	–
Neither Disagree Nor Agree	11	12	15	–
Agree	39	44	46	–
Strongly Agree	45	40	33	–

Question HS A.19-22/MS A.18-21: I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

Note: Cells are empty if there are less than 25 respondents.

Table A4.7***School Developmental Supports Scale Questions***

At my school, there is a teacher or some other adult...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Caring Relationships</i>				
who really cares about me.				
Not At All True	7	9	5	–
A Little True	25	29	28	–
Pretty Much True	38	40	38	–
Very Much True	31	22	29	–
who notices when I'm not there.				
Not At All True	7	9	7	–
A Little True	21	22	25	–
Pretty Much True	36	42	41	–
Very Much True	35	27	28	–
who listens to me when I have something to say.				
Not At All True	6	5	3	–
A Little True	16	18	16	–
Pretty Much True	37	42	44	–
Very Much True	41	34	37	–
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	5	5	5	–
A Little True	17	21	21	–
Pretty Much True	36	44	45	–
Very Much True	42	30	30	–
who always wants me to do my best.				
Not At All True	3	3	3	–
A Little True	12	14	12	–
Pretty Much True	28	42	42	–
Very Much True	58	41	43	–
who believes that I will be a success.				
Not At All True	6	6	4	–
A Little True	17	20	20	–
Pretty Much True	32	41	40	–
Very Much True	45	34	36	–

Question HS A.23-28/MS A.22-27: At my school, there is a teacher or some other adult who...really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... believes that I will be a success.

Note: Cells are empty if there are less than 25 respondents.

Table A4.7***School Developmental Supports Scale Questions - Continued***

At school...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>Opportunities for Meaningful Participation</i>				
I do interesting activities.				
Not At All True	7	7	7	–
A Little True	23	21	26	–
Pretty Much True	39	38	38	–
Very Much True	31	34	28	–
I help decide things like class activities or rules.				
Not At All True	26	33	39	–
A Little True	37	36	32	–
Pretty Much True	24	21	19	–
Very Much True	12	11	10	–
I do things that make a difference.				
Not At All True	15	19	20	–
A Little True	37	38	40	–
Pretty Much True	30	28	27	–
Very Much True	18	15	13	–

Question HS A.29-31/MS A.28-30: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

Note: Cells are empty if there are less than 25 respondents.

5. School Violence, Victimization and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	30	30	38	–
Safe	51	51	49	–
Neither safe nor unsafe	16	17	11	–
Unsafe	2	1	2	–
Very unsafe	1	1	0	–

Question HS A.83/MS A.71: How safe do you feel when you are at school?

Note: Cells are empty if there are less than 25 respondents.

Table A5.2

Verbal Harassment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
<i>had mean rumors or lies spread about you?</i>				
0 Times	64	71	74	–
1 Time	20	18	14	–
2 to 3 Times	8	7	7	–
4 or More Times	7	4	5	–
<i>had sexual jokes, comments, or gestures made to you?</i>				
0 Times	76	73	73	–
1 Time	11	11	9	–
2 to 3 Times	6	6	8	–
4 or More Times	8	10	10	–
<i>been made fun of because of your looks or the way you talk?</i>				
0 Times	76	78	77	–
1 Time	13	11	12	–
2 to 3 Times	6	6	6	–
4 or More Times	5	5	5	–
<i>been made fun of, insulted, or called names?</i>				
0 Times	60	72	74	–
1 Time	21	15	11	–
2 to 3 Times	10	6	8	–
4 or More Times	10	7	8	–

Question HS A.87-89, 98/MS A.76-78, 87: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

Note: Cells are empty if there are less than 25 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 Times	83	88	95	–
1 Time	10	7	3	–
2 to 3 Times	5	3	2	–
4 or More Times	2	2	0	–
been afraid of being beaten up?				
0 Times	88	92	97	–
1 Time	8	6	2	–
2 to 3 Times	3	1	1	–
4 or More Times	2	1	0	–
been in a physical fight?				
0 Times	92	94	96	–
1 Time	5	4	3	–
2 to 3 Times	2	1	0	–
4 or More Times	1	1	0	–
been threatened with harm or injury?				
0 Times	92	95	98	–
1 Time	4	3	1	–
2 to 3 Times	2	1	0	–
4 or More Times	1	1	1	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 Times	98	99	100	–
1 Time	2	1	0	–
2 to 3 Times	0	0	0	–
4 or More Times	0	1	0	–
been offered, sold, or given an illegal drug?				
0 Times	96	88	82	–
1 Time	2	7	6	–
2 to 3 Times	1	3	6	–
4 or More Times	1	2	6	–

Question HS A.84-86, 91, 95, 97/MS A.73-75, 80, 84, 86: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

Note: Cells are empty if there are less than 25 respondents.

Table A5.4***Reasons for Harassment on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 Times	85	87	89	–
1 time	8	7	5	–
2 or more times	7	6	6	–
Religion				
0 Times	93	94	94	–
1 time	4	4	3	–
2 or more times	3	3	3	–
Gender (being male or female)				
0 Times	92	91	94	–
1 time	6	6	3	–
2 or more times	3	4	3	–
Because you are gay or lesbian or someone thought you were				
0 Times	93	94	97	–
1 time	3	3	2	–
2 or more times	3	3	2	–
A physical or mental disability				
0 Times	97	98	98	–
1 time	2	1	1	–
2 or more times	2	1	1	–
<i>Any of the above five hate-crime reasons</i>	25	23	20	–
Any other reason				
0 Times	77	84	87	–
1 time	11	8	6	–
2 or more times	12	8	7	–
<i>Any harassment</i>	35	30	27	–

Question HS A.99-104/MS A.88-93: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?

Note: Cells are empty if there are less than 25 respondents.

Table A5.5**Property Damage on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 Times	83	84	87	–
1 Time	11	11	9	–
2 to 3 Times	3	2	3	–
4 or More Times	2	2	1	–
Damaged school property on purpose				
0 Times	97	97	97	–
1 Time	3	2	2	–
2 to 3 Times	0	1	0	–
4 or More Times	0	0	0	–

Question HS A.90, 92/MS A.79, 81: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 25 respondents.

Table A5.6**Weapons Possession on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 Times	99	99	100	–
1 Time	0	0	0	–
2 to 3 Times	0	0	0	–
4 or More Times	0	0	0	–
Carried any other weapon (such as a knife or club)				
0 Times	98	97	99	–
1 Time	1	1	1	–
2 to 3 Times	0	0	0	–
4 or More Times	1	1	0	–
Seen someone carrying a gun, knife, or other weapon				
0 Times	93	93	96	–
1 Time	5	5	3	–
2 to 3 Times	0	1	0	–
4 or More Times	1	1	1	–

Question HS A.93, 94, 96/MS A.82, 83, 85: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 25 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	8	21	45	–	A6.2
Current alcohol or drugs	4	13	30	–	A6.5
Current heavy drug users	1	4	8	–	A6.5
Current heavy alcohol user (binge drinker)	1	4	16	–	A6.5
Current alcohol or drug use on school property	1	2	4	–	A6.11

Note: Cells are empty if there are less than 25 respondents.

Table A6.2**Lifetime AOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	95	82	57	–
1 time	3	6	6	–
2 to 3 times	1	5	10	–
4 or more times	1	7	27	–
Marijuana				
0 times	98	90	74	–
1 time	1	2	4	–
2 to 3 times	0	3	4	–
4 or more times	1	5	18	–
Inhalants (to get “high”)				
0 times	96	97	98	–
1 time	2	1	1	–
2 to 3 times	1	1	1	–
4 or more times	1	1	0	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	99	99	–
1 time	na	0	1	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Ecstasy, LSD, or other psychedelics				
0 times	na	98	96	–
1 time	na	1	2	–
2 to 3 times	na	0	0	–
4 or more times	na	1	1	–
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	na	98	97	–
1 time	na	1	1	–
2 to 3 times	na	1	2	–
4 or more times	na	1	0	–
Any of the above AOD use	8	21	45	–

Question HS A.35-38, 40, 45/MS A.35-37: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A6.2***Lifetime AOD Use – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain killers , tranquilizers, or sedatives				
0 times	na	91	91	–
1 time	na	3	4	–
2 to 3 times	na	3	2	–
4 or more times	na	3	3	–
Diet Pills				
0 times	na	94	97	–
1 time	na	1	0	–
2 to 3 times	na	1	0	–
4 or more times	na	4	2	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	96	–
1 time	na	1	1	–
2 to 3 times	na	0	1	–
4 or more times	na	2	3	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	71	75	–
1 time	na	5	3	–
2 to 3 times	na	6	4	–
4 or more times	na	18	18	–

Question HS A.41-44: During your life, how many times have you used the following substances?... Prescription pain killers (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A6.3**Summary of AOD Lifetime Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	5	18	43	–
Marijuana	2	10	26	–
Inhalants	4	3	2	–
Cocaine	na	1	1	–
Ecstasy, LSD, or other psychedelics, lifetime	na	2	4	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	13	13	–

Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A6.4**Age of Onset – AOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	90	76	52	–
10 or under	6	6	4	–
11-12 years old	4	4	3	–
13-14 years old	0	14	15	–
15-16 years old	0	0	25	–
17 years or older	0	0	0	–
Marijuana				
Never	99	90	75	–
10 or under	0	1	0	–
11-12 years old	1	2	0	–
13-14 years old	0	7	7	–
15-16 years old	0	1	17	–
17 years or older	0	0	1	–
Any other illegal drug or pill to get “high”				
Never	99	97	95	–
10 or under	0	1	0	–
11-12 years old	1	1	0	–
13-14 years old	0	2	2	–
15-16 years old	0	0	3	–
17 years or older	0	0	0	–

Question HS A.49, 52, 53/MS A.42, 45, 46: About how old were you the first time you did any of these things? Had a drink of an alcoholic beverage (other than a sip or two)... Used marijuana or hashish... Used any other illegal drug or pill to get “high”.

Note: Cells are empty if there are less than 25 respondents.

Table A6.5***Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	3	9	27	–
Binge drinking (5 or more drinks in a row)	1	4	16	–
Marijuana	1	6	16	–
Inhalants	1	1	1	–
Prescription pain medications to get “high” or for reasons other than prescribed	na	2	2	–
Other drug, pill, or medicine to get “high” or for other than medical reasons	1	1	0	–
<i>Any drug use</i>	2	8	17	–
<i>Heavy drug user</i>	1	4	8	–
<i>Any AOD Use</i>	4	13	30	–
Two or more drugs at the same time	na	2	6	–

Question HS A.57-63/MS A.50-53, 54: During the past 30 days, on how many days did you use... one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription pain medications to get “high” or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A6.6***Frequency of Current AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	97	91	73	–
1 or 2 days	2	7	17	–
3 to 9 days	1	2	8	–
10 to 19 days	0	0	2	–
20 or more days	0	1	0	–
Binge drinking (5 or more drinks in a row)				
0 days	99	96	84	–
1 or 2 days	0	2	11	–
3 to 9 days	0	1	4	–
10 to 19 days	0	1	1	–
20 or more days	0	0	0	–
Marijuana				
0 days	99	94	84	–
1 or 2 days	1	3	9	–
3 to 9 days	0	1	4	–
10 to 19 days	0	0	2	–
20 or more days	0	1	1	–

Question HS A.57-63/MS A.50-53, 54: During the past 30 days, on how many days did you use... one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

Note: Cells are empty if there are less than 25 respondents.

Table A6.7***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	99	93	76	–
1 to 2 times	1	4	13	–
3 to 6 times	0	2	6	–
7 or more times	0	1	5	–
“High” (loaded, stoned, or wasted) from using drugs				
0 times	98	91	78	–
1 to 2 times	1	4	4	–
3 to 6 times	0	2	6	–
7 or more times	0	3	12	–
Very drunk or “high” 7 or more times	1	3	13	–

Question HS A.46, 47/MS A.39, 40: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

Note: Cells are empty if there are less than 25 respondents.

Table A6.8***Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don’t use	na	93	76	–
0 times	na	5	21	–
1 time	na	1	1	–
2 to 3 times	na	0	0	–
4 or more times	na	1	0	–
Marijuana				
Does not apply, don’t use	na	93	81	–
0 times	na	5	15	–
1 time	na	1	2	–
2 to 3 times	na	1	1	–
4 or more times	na	1	1	–

Question HS A.80, 81: How many times have you tried to quit or stop using... alcohol... marijuana?

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A6.9***Drink and Driving Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	95	89	–
1 time	na	2	5	–
2 times	na	2	2	–
3 to 6 times	na	1	2	–
7 or more times	na	1	1	–
Have ridden in a car driven by someone who had been drinking				
Never	82	na	na	na
1 time	8	na	na	na
2 times	4	na	na	na
3 to 6 times	2	na	na	na
7 or more times	3	na	na	na

Question HS A.82/MS A.70: During your life, how many times have you ever 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?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle/high school students.

Table A6.10***Lifetime drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	97	90	–
1 to 2 times	0	2	6	–
3 to 6 times	0	1	3	–
7 or more times	0	1	2	–

Question HS A.48/MS A.41: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

Note: Cells are empty if there are less than 25 respondents.

Table A6.11***Current AOD Use on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	99	98	–
1 to 2 days	0	1	1	–
3 or more days	0	0	1	–
Marijuana				
0 days	99	98	98	–
1 to 2 days	1	1	1	–
3 or more days	0	1	1	–
Any other illegal drug or pill to get “high”				
0 days	99	100	100	–
1 to 2 days	0	0	0	–
3 or more days	0	0	0	–
<i>Any of the above</i>	1	2	4	–

Question HS A.66-68/MS A.57-59: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other illegal drug or pill to get “high”?

Note: Cells are empty if there are less than 25 respondents.

Table A6.12***Perceived Harm and Availability***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Alcohol - drink occasionally				
Great	21	26	18	–
Moderate	29	27	26	–
Slight	35	30	38	–
None	16	18	18	–
Alcohol - 5 or more drinks once or twice a week				
Great	62	66	64	–
Moderate	22	20	27	–
Slight	7	6	6	–
None	10	7	4	–
Marijuana - smoke occasionally				
Great	48	40	25	–
Moderate	32	25	26	–
Slight	9	18	25	–
None	11	16	24	–
Marijuana - smoke once or twice a week				
Great	73	61	42	–
Moderate	11	19	30	–
Slight	6	10	16	–
None	10	11	13	–
<i>Perceived Difficulty of Obtaining...</i>				
Alcohol				
Very Difficult	20	7	5	–
Fairly Difficult	19	9	6	–
Fairly Easy	18	26	30	–
Very Easy	10	28	41	–
Don't Know	33	30	19	–
Marijuana				
Very Difficult	42	9	5	–
Fairly Difficult	12	11	8	–
Fairly Easy	5	22	27	–
Very Easy	4	23	32	–
Don't Know	37	35	27	–

Question HS A.71-74, 76, 77/MS A.62-65, 67, 68: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 25 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	5	9	–	A7.2
Current cigarette smoking ‡	0	1	3	–	A7.4
Current cigarette smoking on school property‡	0	1	0	–	A7.5
Ever tried smokeless tobacco	1	1	4	–	A7.2
Current smokeless tobacco use‡	0	1	2	–	A7.4
Attitudes and Correlates					
Occasional smoking great harm	30	36	34	–	A7.7
Smoking 1-2 packs per day great harm	78	83	88	–	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	89	77	69	–	A7.6
Very easy to obtain cigarettes	5	17	23	–	A7.7

Notes: Cells are empty if there are less than 25 respondents.

‡Past 30 days.

Table A7.2***Lifetime Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	98	na	na	na
1 time	1	na	na	na
2 to 3 times	0	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	95	91	–
1 time	0	2	3	–
2 to 3 times	0	1	2	–
4 or more times	0	2	4	–
Smokeless tobacco				
0 times	99	99	96	–
1 time	0	0	1	–
2 to 3 times	0	0	1	–
4 or more times	1	1	2	–
An electronic cigarette or any other nicotine delivery device				
0 times	98	93	89	–
1 time	0	3	4	–
2 to 3 times	1	1	3	–
4 or more times	1	3	4	–

Question HS A.32-34/MS A.31-34: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff such as RedmanTM, SkoalTM, or BeechnutTM)... An electronic cigarette or any other nicotine delivery device.

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of high school students.

Table A7.3**Age of Onset – Tobacco Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	99	95	89	–
10 or under	1	1	0	–
11-12 years old	1	2	1	–
13-14 years old	0	3	3	–
15-16 years old	0	0	7	–
17 years or older	0	0	0	–
Smokeless tobacco				
Never	100	97	94	–
10 or under	0	0	0	–
11-12 years old	0	1	0	–
13-14 years old	0	2	0	–
15-16 years old	0	0	5	–
17 years or older	0	0	0	–

Question HS A.50-51/MS A.43-44: About how old were you the first time you did any of these things? Had a drink of an alcoholic beverage (other than a sip or two)... Smoked part or all of a cigarette... Used smokeless tobacco or other tobacco products.

Note: Cells are empty if there are less than 25 respondents.

Table A7.4**Any Current Use and Daily Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
Any	0	1	3	–
Daily (20 or more days)	0	0	0	–
Smokeless Tobacco				
Any	0	1	2	–
Daily (20 or more days)	0	0	0	–
Electronic cigarette				
Any	1	3	6	–
Daily (20 or more days)	0	0	0	–

Question HS A.54-56/MS A.47-79: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew or snuff)... an electronic cigarette or any other nicotine delivery device?

Note: Cells are empty if there are less than 25 respondents.

Table A7.5***Current Smoking on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
0 days	100	99	100	–
1 or 2 days	0	1	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Smokeless Tobacco				
0 days	100	99	100	–
1 or 2 days	0	1	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–

Question HS A.64, 65/MS A.55, 56: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco?

Note: Cells are empty if there are less than 25 respondents.

Table A7.6***Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	5	10	11	–
Somewhat disapprove	6	13	21	–
Strongly disapprove	89	77	69	–

Question HS A.78/MS A.69: How do you feel about someone your age smoking one or more packs of cigarettes a day?

Note: Cells are empty if there are less than 25 respondents.

Table A7.7***Perceived Harm of Cigarette Smoking and Availability of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Smoke cigarettes occasionally				
Great	30	36	34	–
Moderate	43	40	44	–
Slight	18	17	17	–
None	10	7	5	–
Smoke 1-2 packs of cigarettes a day				
Great	78	83	88	–
Moderate	7	8	7	–
Slight	4	2	2	–
None	10	7	4	–
<i>Perceived Difficulty of Obtaining...</i>				
Cigarettes				
Very Difficult	25	8	5	–
Fairly Difficult	21	13	10	–
Fairly Easy	14	27	29	–
Very Easy	5	17	23	–
Don't Know	35	36	33	–

Question HS A.69, 70, 75/MS A.60, 61, 66: 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 each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

Note: Cells are empty if there are less than 25 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	84	85	87	–
1 time	9	9	6	–
2 to 3 times	3	4	4	–
4 or more times	4	3	3	–

Question HS A.105/MS A.94: 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)?

Note: Cells are empty if there are less than 25 respondents.

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	26	na	na	na
1 day	23	na	na	na
2 days	15	na	na	na
3 days	13	na	na	na
4 days	7	na	na	na
5 days	17	na	na	na

Question MS A.72: In a normal week, how many days are you home after school for at least one hour without an adult there?

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of high school students.

Table A8.3

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	12	17	20	–
Yes	88	83	80	–

Question HS A.109/MS A.97: Did you eat breakfast today?

Note: Cells are empty if there are less than 25 respondents.

Table A8.4***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	86	83	76	–
Yes	14	17	24	–

Question HS A.107/MS A.96: 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?

Note: Cells are empty if there are less than 25 respondents.

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	88	88	–
Yes	na	12	12	–

Question HS A.108: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A8.6***Gang Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	96	96	–
Yes	3	4	4	–

Question HS A.106/MS A.95: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 25 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Developmental Supports and Connectedness by Race/Ethnicity - 7th Grade

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total School Supports	50		44			53	39
Caring Adults in School	41		39			50	40
High Expectations-Adults in School	60		52			61	55
Meaningful Participation-Adults in School	18		23			24	20
<i>School Connectedness</i>	58		68			67	59
<i>Academic Motivation</i>	36		48			41	33

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2

School Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total School Supports	25		30			43	34
Caring Adults in School	23		28			41	33
High Expectations-Adults in School	40		38			44	41
Meaningful Participation-Adults in School	12		19			22	15
<i>School Connectedness</i>	52		68			74	64
<i>Academic Motivation</i>	28		35			41	34

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.3**School Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade**

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total School Supports	43		33			41	40
Caring Adults in School	42		30			44	40
High Expectations-Adults in School	53		40			47	49
Meaningful Participation-Adults in School	25		18			15	18
School Connectedness	66		63			72	62
Academic Motivation	25		36			29	32

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.4**School Developmental Supports and Connectedness by Race/Ethnicity - Non-traditional**

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total School Supports	-	-	-	-	-	-	-
Caring Adults in School	-	-	-	-	-	-	-
High Expectations-Adults in School	-	-	-	-	-	-	-
Meaningful Participation-Adults in School	-	-	-	-	-	-	-
School Connectedness	-	-	-	-	-	-	-
Academic Motivation	-	-	-	-	-	-	-

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.5***Current Cigarette Smoking, by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	2	5	9	–
American Indian or Alaska Native				–
Asian	0	0	0	–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	0	2	4	–
Mixed (two or more) races	0	1	3	–

Notes: Cells are empty if there are less than 25 respondents.

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total School Supports	46	46	33	38	36	38	–	–
Caring Adults in School	42	44	34	35	37	39	–	–
High Expectations-Adults in School	56	57	42	41	45	44	–	–
Meaningful Participation-Adults in School	22	23	17	22	15	18	–	–
<i>School Connectedness</i>	63	68	65	71	62	70	–	–
<i>Academic Motivation</i>	46	38	39	35	34	30	–	–

Note: Cells are empty if there are less than 25 respondents.

Table A10.2
Selected Alcohol and Drug Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	4	7	17	18	46	39	–	–
use inhalants?	4	3	3	2	2	2	–	–
smoke marijuana?	1	2	11	9	26	26	–	–
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	2	5	10	9	33	21	–	–
use inhalants?	1	1	1	0	0	1	–	–
smoke marijuana?	1	1	6	7	14	17	–	–
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	0	2	7	7	28	20	–	–
been “high” from using drugs?	1	2	9	9	21	23	–	–
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	0	1	3	5	18	14	–	–
AOD Use at School								
During your life, have you ever been drunk or “high” on school property?	0	1	3	3	12	9	–	–
During the past 30 days, did you use marijuana on school property?	0	1	2	2	3	2	–	–
Perceived Harm								
<i>Frequent use of...is harmful.^A</i>								
alcohol (five or more drinks once or twice a week)	93	88	94	92	97	96	–	–
marijuana (once or twice a week)	92	87	93	86	92	84	–	–

Notes: Cells are empty if there are less than 25 respondents.

^ACombines Great, Moderate, and Slight.

Table A10.3
Selected Tobacco Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	1	1	5	5	11	7	–	–
During the past 30 days, did you smoke a cigarette?	0	1	1	2	4	2	–	–
During the past 30 days, did you smoke cigarettes daily?	0	0	0	0	1	0	–	–
During the past 30 days, did you smoke cigarettes on school property?	0	0	0	1	1	0	–	–
Frequent use of cigarettes is harmful. (1-2 packs a day) ^A	92	88	94	93	97	96	–	–

Notes: Cells are empty if there are less than 25 respondents.

^ACombines Great, Moderate, and Slight.

Table A10.4
School Safety - Related Indicators by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	13	17	13	13	14	9	–	–
Religion	6	8	6	7	5	6	–	–
Gender	11	6	14	4	11	2	–	–
Gay/lesbian, or someone thought you were	5	9	5	8	3	3	–	–
Physical/mental disability	2	5	2	3	1	2	–	–
Any other reason	23	23	18	14	15	10	–	–
During the past 12 months at school, have you been in a physical fight?	3	13	4	8	2	6	–	–
Feels safe at school	78	84	80	81	85	88	–	–
Currently belong to a gang	2	4	2	6	1	6	–	–

Note: Cells are empty if there are less than 25 respondents.

Table A10.5
Physical and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Eating of breakfast	85	91	80	86	77	83	–	–
Chronic sad or hopeless feelings	17	10	26	8	31	18	–	–

Note: Cells are empty if there are less than 25 respondents.

11. Palo Alto

Table Z11.1

Seeking Support

	Grade 7 %	Grade 9 %	Grade 11 %
I know where to go for help with a problem.			
Not At All True	5	7	6
A Little True	15	16	21
Pretty Much True	39	44	42
Very Much True	41	33	31
When I need help, I find someone to talk with.			
Not At All True	8	11	9
A Little True	18	17	22
Pretty Much True	35	38	37
Very Much True	39	34	32

Question(s) **S170** - How true do you feel these statements are about you personally? I know where to go for help with a problem., **S178** - How true do you feel these statements are about you personally? When I need help, I find someone to talk with.
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.2

Understanding and Purpose

	Grade 7 %	Grade 9 %	Grade 11 %
I understand my moods and feelings.			
Not At All True	4	8	7
A Little True	15	18	23
Pretty Much True	40	38	40
Very Much True	41	36	30
I try to understand how other people feel and think.			
Not At All True	3	6	4
A Little True	14	10	8
Pretty Much True	40	35	35
Very Much True	42	49	53
There is a purpose to my life.			
Not At All True	5	7	8
A Little True	12	13	18
Pretty Much True	28	30	30
Very Much True	55	49	44

Question(s) **S183** - How true do you feel these statements are about you personally? I understand my moods and feelings., **S181** - How true do you feel these statements are about you personally? I try to understand how other people feel and think., **S182** - How true do you feel these statements are about you personally? There is a purpose to my life.
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.3

I Have a Friend My Own Age

	Grade 7	Grade 9	Grade 11
	%	%	%
who really cares about me.			
Not At All True	4	6	4
A Little True	10	12	12
Pretty Much True	25	31	29
Very Much True	60	50	56

Question(s) **S185** - How true are these statements about your FRIENDS?
I have a friend about my own age ... who really cares about me.

Table Z11.4

In My Home, There is a Parent or Another Adult

	Grade 7	Grade 9	Grade 11
	%	%	%
who talks with me about my problems.			
Not At All True	6	10	9
A Little True	12	13	15
Pretty Much True	26	31	27
Very Much True	55	46	48
who always wants me to do my best.			
Not At All True	3	6	4
A Little True	2	5	6
Pretty Much True	17	22	20
Very Much True	78	67	70

Question(s) **S194** - How true are these statements about your HOME or the ADULTS WITH WHOM YOU LIVE?
In my home, there is a parent or some other adult ... who talks with me about my problems.
S195 - How true are these statements about your HOME or the ADULTS WITH WHOM YOU LIVE?
In my home, there is a parent or some other adult ... who always wants me to do my best.
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.5

Suicidal Thoughts

	Grade 7	Grade 9	Grade 11
	%	%	%
During the past 12 months, did you ever think about killing yourself?			
Yes	17	21	22
No	83	79	78

Question(s) **S661** - During the past 12 months, did you ever think about killing yourself?
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.6

Suicide Plan

	Grade 7 %	Grade 9 %	Grade 11 %
During the past 12 months, did you make a plan about how you would like to kill yourself?			
Yes	6	9	7
No	94	91	93

Question(s) **S662** - During the past 12 months, did you make a plan about how you would like to kill yourself?
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.7

Suicide Attempts

	Grade 7 %	Grade 9 %	Grade 11 %
Have you ever tried to kill yourself?			
Yes	3	5	3
No	97	95	97

Question(s) **S663** - Have you ever tried to kill yourself?
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.8

All Students Treated with Respect

	Grade 7 %	Grade 9 %	Grade 11 %
Teachers and other adults at this school treat all students with respect.			
Strongly Disagree	4	5	5
Disagree	8	7	8
Neither Disagree Nor Agree	19	20	24
Agree	38	45	49
Strongly Agree	31	24	15

Question(s) **S232** - How strongly do you agree or disagree with the following statements? Teachers and other adults at this school treat all students with respect.
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.9

Encourage Students to Work Hard in School

	Grade 7 %	Grade 9 %	Grade 11 %
Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.			
Strongly Disagree	2	4	3
Disagree	3	3	3
Neither Disagree Nor Agree	12	12	14
Agree	40	46	49
Strongly Agree	44	35	32

Question(s) **S233** - How strongly do you agree or disagree with the following statements? Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.10

Adults Work hard to Help with Schoolwork

	Grade 7	Grade 9	Grade 11
	%	%	%
The teachers and other adults work hard to help me with my schoolwork when I need it.			
Strongly Disagree	3	4	3
Disagree	4	4	5
Neither Disagree Nor Agree	13	14	14
Agree	38	46	52
Strongly Agree	42	32	26

Question(s) **S234** - How strongly do you agree or disagree with the following statements? The teachers and other adults work hard to help me with my schoolwork when I need it.
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.11

Classrooms Lessons Are Helpful in Real Life

	Grade 7	Grade 9	Grade 11
	%	%	%
Teachers show how classroom lessons are important and helpful to me in real life.			
Strongly Disagree	5	8	6
Disagree	7	9	13
Neither Disagree Nor Agree	20	22	23
Agree	34	37	42
Strongly Agree	33	23	16

Question(s) **S235** - How strongly do you agree or disagree with the following statements? Teachers show how classroom lessons are important and helpful to me in real life.
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.12

Given Chance to Take Part in Class Discussions/Activities

	Grade 7	Grade 9	Grade 11
	%	%	%
Teachers give me a chance to take part in classroom discussions or activities.			
Strongly Disagree	3	5	2
Disagree	4	3	2
Neither Disagree Nor Agree	15	17	16
Agree	41	44	54
Strongly Agree	37	32	25

Question(s) **S236** - How strongly do you agree or disagree with the following statements? Teachers give me a chance to take part in classroom discussions or activities.
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.13

Books and Lessons Include Examples of My Race/Ethnicity

	Grade 7	Grade 9	Grade 11
	%	%	%
The books and lessons in my classes include examples of my race or ethnic background.			
Strongly Disagree	8	8	6
Disagree	9	10	10
Neither Disagree Nor Agree	32	27	23
Agree	28	33	38
Strongly Agree	23	22	22

Question(s) **S237** - How strongly do you agree or disagree with the following statements? The books and lessons in my classes include examples of my race or ethnic background.

Note: Cells are empty if there are less than 25 respondents.

Table Z11.14

All Students Treated Fairly When They Break Rules

	Grade 7	Grade 9	Grade 11
	%	%	%
All students are treated fairly when they break school rules.			
Strongly Disagree	10	9	7
Disagree	13	10	16
Neither Disagree Nor Agree	25	21	26
Agree	26	39	37
Strongly Agree	26	21	15

Question(s) **S238** - How strongly do you agree or disagree with the following statements? All students are treated fairly when they break school rules.

Note: Cells are empty if there are less than 25 respondents.

Table Z11.15

Been Disrespected Because of Race/Ethnicity/Nationality

	Grade 7	Grade 9	Grade 11
	%	%	%
I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.			
Strongly Disagree	57	49	50
Disagree	14	19	21
Neither Disagree Nor Agree	11	11	11
Agree	7	13	12
Strongly Agree	10	8	5

Question(s) **S239** - How strongly do you agree or disagree with the following statements? I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.

Note: Cells are empty if there are less than 25 respondents.

Table Z11.16

Tension Between Different Cultures/Race/Ethnic Groups

	Grade 7	Grade 9	Grade 11
	%	%	%
There is a lot of tension in this school between different cultures, races, or ethnicities.			
Strongly Disagree	36	32	30
Disagree	21	23	24
Neither Disagree Nor Agree	22	22	22
Agree	11	14	17
Strongly Agree	10	9	7

Question(s) **S240** - How strongly do you agree or disagree with the following statements? There is a lot of tension in this school between different cultures, races, or ethnicities.

Note: Cells are empty if there are less than 25 respondents.

Table Z11.17

Schoolyard and Buildings are Clean and in Good Condition

	Grade 7	Grade 9	Grade 11
	%	%	%
The schoolyard and buildings are clean and in good condition.			
Strongly Disagree	9	7	3
Disagree	10	7	7
Neither Disagree Nor Agree	23	20	21
Agree	34	41	44
Strongly Agree	23	25	25

Question(s) **S241** - How strongly do you agree or disagree with the following statements? The schoolyard and buildings are clean and in good condition.

Note: Cells are empty if there are less than 25 respondents.