



Palo Alto Unified  
 Secondary  
 2009-2010  
 Main Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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# PREFACE

This report provides the detailed results for each question from this district's 2009-10 administration of the *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, review these findings along with the *Survey Content Guidebook*, ([www.wested.org/chks/narratives](http://www.wested.org/chks/narratives)) which discusses the significance of each question. Several other tools to help in data use are also available, as described below.

The results of this student survey should be compared to those obtained from school staff from the companion *California School Climate Survey* (CSCS), which was administered at the same time. It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The Survey Content Guidebook provides a cross-walk between the two surveys' questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: [www.wested.org/chks](http://www.wested.org/chks) and [cscs.wested.org](http://cscs.wested.org).

## **SURVEY PURPOSE**

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey (along with the California School Climate Survey of staff), and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

## **SURVEY CONTENT OVERVIEW**

The CHKS consists of a required general Core Module and a series of optional supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions identified by an expert advisory committee considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.<sup>1</sup> 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).

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<sup>1</sup> The CHKS Guidebook to Survey Administration contains detailed information about the content of all the survey modules. The modules themselves can be downloaded from the website.

## **School Related Content**

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

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

These questions can be compared to staff perceptions on the California School Climate Survey.

## **Closing the Achievement Gap**

Several tables are particularly useful for helping districts identify and address the needs of students related to closing the state's persistent racial/ethnic achievement gap, which Superintendent O'Connell has declared CDE's top priority (the CTAG Initiative). Students are asked to indicate their racial/ethnic identity and report whether they have experienced harassment because of their race/ethnicity. Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories.

To make the survey more valuable in support of CTAG efforts, in 2008-09 a supplementary module was created that assesses student perceptions of the respect shown to them at the school; equity and diversity; and cultural sensitivity. (Similar questions were added to the CSCS as well.) CDE automatically provides districts that select to administer the CHKS CTAG Module with supplementary reports disaggregating all their CHKS and CSCS results by the race/ethnicity of staff and students.

## ***SURVEY ADMINISTRATION AND SAMPLING***

School staff administered the survey following detailed instructions provided by CDE designed to assure the protection of all student and parental rights to privacy and maintain confidentiality. Students were surveyed only with the *consent of parents or guardians*. Each student's participation was voluntary, anonymous, and confidential. Table A1.2 gives the target sample of students, and the final number and percent that completed the survey (the participation response rate).

## ***THE REPORT***

The tables in this Main CHKS Report provide the percentages responding to each question response option by grade level, organized by topic. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables include the percentages of youth who do not engage in each risk behavior. Percentages are rounded off to the nearest whole number.

Depending on the nature of the districts' enrollment and module administration it may also receive two supplemental CHKS reports. Districts that participate in CDE's Migrant Education Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate. As noted, if the district also elected to administer the supplementary CHKS "CTAG" module, it will also receive all CHKS and CSCS results broken down by racial/ethnic categories of students and staff. (CSCS reports that compare results between special education staff and general education are also being provided.)

## ***AIDS TO UNDERSTANDING AND USING THE DATA***

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

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2010.

## ***ASSESSING THE DATA***

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

### **Representativeness**

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

### **Changes Between Surveys**

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the

survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

### **Comparison Data**

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to other local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help you determine whether changes in your district are unique or may be part of a larger trend, possibly affected by broad social forces. Ultimately, however, the most fundamental concern should be not how you compare with others but your satisfaction with your own survey results and whether your indicators are improving.

### ***NEXT STEPS***

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

#### **Request School Reports**

Individual school-level reports may be of interest for many reasons. Primary among these is the interest of staff and parents about their own local school results, especially if the schools vary significantly in demographics, programs, or other characteristics. A comparison among schools may also prove useful in identifying sites which might benefit from special work or interventions. A small fee applies. (For large districts that sample schools and students, the sample may not support school reports.)

#### **Compare with Other Data Sources**

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

#### **Discuss with Students and Staff**

Discuss the results with both students and staff to explore their meaning in more depth and obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Survey staff can provide information on conducting structured group “listening” discussions of the data with youth focused on obtaining their input on how to address the needs identified by the survey.

#### **Conduct Additional Analyses of The Dataset**

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable in understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness.

### **Add Questions to your Next CHKS**

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

### ***ACKNOWLEDGEMENTS***

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

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CALIFORNIA

*healthy kids*

SURVEY

## **Palo Alto Unified**

Secondary

2009-2010

Main Report

Core Module A



**CALIFORNIA**  
**Safe and Healthy Kids**  
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# 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
<b><i>Student Sample Size</i></b>			
Target Sample	822	909	841
Final Number	632	702	663
<b>Average Response Rate</b>	<b>77%</b>	<b>77%</b>	<b>79%</b>

\* 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	64	0	0
13 years old	35	1	0
14 years old	1	68	0
15 years old	0	30	0
16 years old	0	1	70
17 years old	0	0	28
18 years or older	0	0	0

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

**Table A2.2**

***Gender of Sample***

	Grade 7 %	Grade 9 %	Grade 11 %
Male	52	48	50
Female	48	52	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	1	3
Native Hawaiian or Pacific Islander	2	2	3
Asian	39	38	37
Black or African American (non-Hispanic)	2	4	4
Hispanic or Latino/Latina	9	7	9
White or Caucasian (non-Hispanic)	47	51	53
Other	10	10	7
Selected more than one	9	10	11

*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	80	79
A home with only one parent	16	16
Other relative's home	1	2
A home with more than one family	1	1
Friend's home	0	1
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	1
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	2

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Mostly A's	54	44	44
A's and B's	29	33	34
Mostly B's	6	7	8
B's and C's	7	9	8
Mostly C's	2	3	3
C's and D's	1	2	2
Mostly D's	0	1	0
Mostly F's	1	1	1

*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	90	77	51
1-2 times	7	14	26
A few times	2	5	13
Once a month	0	1	4
Once a week	0	1	2
More than once a week	0	2	4

*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	37
1 day	25
2 days	17
3 days	13
4 days	8
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	2	1	2
No	75	83	93
Don't know	23	16	6

*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
<b><i>School Environment</i></b>									
Total	48	45	6	39	54	7	45	47	8
Caring Adult Relationships	49	44	7	38	55	6	47	48	5
High Expectations	63	33	4	52	44	4	55	40	5
Opportunities for Meaningful Participation	25	56	19	19	60	21	21	58	21
<b><i>Community Environment</i></b>									
Total	76	19	4	74	22	4	75	21	5
Caring Adult Relationships	71	22	7	67	26	7	66	27	8
High Expectations	72	23	5	68	28	4	69	25	5
Opportunities for Meaningful Participation	69	25	6	67	28	6	66	28	6
<b><i>School Connectedness Scale</i></b>									
	67	26	7	62	31	7	62	29	9

**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
<b><i>School Environment</i></b>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<b><i>Community Environment</i></b>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<b><i>School Connectedness Scale</i></b>									

**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
<b><i>School Environment</i></b>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<b><i>Community Environment</i></b>									
Total									
Caring Adult Relationships									
High Expectations									
Opportunities for Meaningful Participation									
<b><i>School Connectedness Scale</i></b>									

**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
<b><i>School Environment</i></b>									
Total	44	50	6	41	53	7	39	53	9
Caring Adult Relationships	45	46	9	40	56	5	40	54	6
High Expectations	58	37	5	51	46	3	51	44	5
Opportunities for Meaningful Participation	23	60	17	23	60	17	20	57	23
<b><i>Community Environment</i></b>									
Total	73	22	5	70	26	4	67	28	4
Caring Adult Relationships	65	28	7	61	30	9	57	33	10
High Expectations	68	25	7	63	33	4	60	34	6
Opportunities for Meaningful Participation	68	28	5	72	24	4	69	27	4
<b><i>School Connectedness Scale</i></b>									
	65	27	8	66	27	6	65	28	7

**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
<b><i>School Environment</i></b>									
Total				38	45	17	48	36	16
Caring Adult Relationships				38	48	14	50	38	12
High Expectations				52	38	10	54	35	12
Opportunities for Meaningful Participation				21	52	28	20	56	24
<b><i>Community Environment</i></b>									
Total				54	25	21	73	19	8
Caring Adult Relationships				52	34	14	69	15	15
High Expectations				57	25	18	73	15	12
Opportunities for Meaningful Participation				55	21	24	58	35	8
<b><i>School Connectedness Scale</i></b>									
				46	32	21	56	24	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
<b>School Environment</b>									
Total	56	35	8	33	61	6	42	51	7
Caring Adult Relationships	55	35	10	33	61	6	56	39	5
High Expectations	69	23	8	51	47	2	60	39	2
Opportunities for Meaningful Participation	24	55	22	6	51	43	17	55	28
<b>Community Environment</b>									
Total	70	22	7	69	22	8	75	18	7
Caring Adult Relationships	72	19	9	69	22	8	64	29	7
High Expectations	67	26	7	76	20	4	70	25	5
Opportunities for Meaningful Participation	63	22	15	45	45	10	55	30	14
<b>School Connectedness Scale</b>									
	65	24	11	60	34	6	56	35	9

**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
<b>School Environment</b>									
Total	51	44	5	40	54	6	50	44	6
Caring Adult Relationships	51	44	4	40	53	7	53	45	3
High Expectations	65	32	2	53	44	3	59	37	4
Opportunities for Meaningful Participation	26	55	19	18	62	19	22	61	17
<b>Community Environment</b>									
Total	79	18	3	76	20	4	80	16	4
Caring Adult Relationships	74	20	6	70	23	6	72	23	5
High Expectations	75	21	4	70	26	4	75	22	3
Opportunities for Meaningful Participation	72	24	5	68	27	5	66	28	6
<b>School Connectedness Scale</b>									
	72	23	6	63	31	7	66	26	9



**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
<b>School Environment</b>									
Total	50	46	4	36	59	5	53	36	11
Caring Adult Relationships	43	50	7	34	59	7	57	32	11
High Expectations	55	40	5	48	46	6	58	35	6
Opportunities for Meaningful Participation	28	57	16	18	57	25	23	54	23
<b>Community Environment</b>									
Total	75	15	10	73	21	6	77	21	2
Caring Adult Relationships	73	20	7	67	30	3	65	25	10
High Expectations	76	15	8	65	32	3	73	17	10
Opportunities for Meaningful Participation	56	31	14	59	36	5	65	31	4
<b>School Connectedness Scale</b>									
	64	32	3	55	35	11	50	35	15

**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
<b>School Environment</b>									
Total	45	49	6	44	51	5	44	47	9
Caring Adult Relationships	47	47	6	41	53	6	51	43	6
High Expectations	57	39	4	52	46	2	55	42	3
Opportunities for Meaningful Participation	27	55	18	21	58	21	14	64	22
<b>Community Environment</b>									
Total	73	24	4	69	25	6	76	22	1
Caring Adult Relationships	67	25	8	62	29	9	66	31	3
High Expectations	67	27	6	65	31	5	72	27	1
Opportunities for Meaningful Participation	63	27	10	70	26	5	58	37	4
<b>School Connectedness Scale</b>									
	66	28	6	67	25	8	60	30	10

**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
<b>School Environment</b>								
Total			44		56	51	50	45
Caring Adult Relationships			45		55	51	43	47
High Expectations			58		69	65	55	57
Opportunities for Meaningful Participation			23		24	26	28	27
<b>Community Environment</b>								
Total			73		70	79	75	73
Caring Adult Relationships			65		72	74	73	67
High Expectations			68		67	75	76	67
Opportunities for Meaningful Participation			68		63	72	56	63
<b>School Connectedness Scale</b>								
			65		65	72	64	66

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
<b>School Environment</b>								
Total			41	38	33	40	36	44
Caring Adult Relationships			40	38	33	40	34	41
High Expectations			51	52	51	53	48	52
Opportunities for Meaningful Participation			23	21	6	18	18	21
<b>Community Environment</b>								
Total			70	54	69	76	73	69
Caring Adult Relationships			61	52	69	70	67	62
High Expectations			63	57	76	70	65	65
Opportunities for Meaningful Participation			72	55	45	68	59	70
<b>School Connectedness Scale</b>								
			66	46	60	63	55	67

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
<b>School Environment</b>								
Total			39	48	42	50	53	44
Caring Adult Relationships			40	50	56	53	57	51
High Expectations			51	54	60	59	58	55
Opportunities for Meaningful Participation			20	20	17	22	23	14
<b>Community Environment</b>								
Total			67	73	75	80	77	76
Caring Adult Relationships			57	69	64	72	65	66
High Expectations			60	73	70	75	73	72
Opportunities for Meaningful Participation			69	58	55	66	65	58
<b>School Connectedness Scale</b>								
			65	56	56	66	50	60

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
<b>School Environment</b>								
Total								
Caring Adult Relationships								
High Expectations								
Opportunities for Meaningful Participation								
<b>Community Environment</b>								
Total								
Caring Adult Relationships								
High Expectations								
Opportunities for Meaningful Participation								
<b>School Connectedness Scale</b>								

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 %
<b>I feel close to people in this school</b>			
Strongly Disagree	4	4	7
Disagree	4	7	8
Neither Agree Nor Disagree	19	18	16
Agree	44	43	42
Strongly Agree	30	28	27
<b>I am happy to be at this school</b>			
Strongly Disagree	4	5	6
Disagree	5	6	9
Neither Agree Nor Disagree	15	16	17
Agree	38	44	42
Strongly Agree	38	29	26
<b>I feel like I am part of this school</b>			
Strongly Disagree	5	4	6
Disagree	6	7	11
Neither Agree Nor Disagree	18	24	22
Agree	42	43	42
Strongly Agree	29	22	19
<b>Teachers at this school treat students fairly</b>			
Strongly Disagree	5	5	5
Disagree	10	6	7
Neither Agree Nor Disagree	20	24	20
Agree	43	46	53
Strongly Agree	22	18	15
<b>I feel safe in my school</b>			
Strongly Disagree	4	4	5
Disagree	4	6	3
Neither Agree Nor Disagree	16	21	13
Agree	42	44	50
Strongly Agree	34	25	29

*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)***

<b>At my school, there is a teacher or some other adult...</b>	<b>Grade 7 %</b>	<b>Grade 9 %</b>	<b>Grade 11 %</b>
<b>who really cares about me (Caring Relationships)</b>			
Not At All True	7	8	6
A Little True	20	27	23
Pretty Much True	38	42	35
Very Much True	34	23	36
<b>who tells me when I do a good job (High Expectations)</b>			
Not At All True	4	4	5
A Little True	12	17	14
Pretty Much True	34	42	39
Very Much True	49	36	42
<b>who notices when I am not there (CR)</b>			
Not At All True	8	6	6
A Little True	17	22	19
Pretty Much True	38	40	37
Very Much True	37	32	38
<b>who always wants me to do my best (HE)</b>			
Not At All True	4	3	4
A Little True	7	11	10
Pretty Much True	26	36	34
Very Much True	63	50	52
<b>who listens when I have something to say (CR)</b>			
Not At All True	5	4	4
A Little True	16	17	11
Pretty Much True	35	43	39
Very Much True	45	36	46
<b>who believes that I will be a success (HE)</b>			
Not At All True	6	5	5
A Little True	15	18	15
Pretty Much True	36	41	40
Very Much True	44	36	40

*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 %
<b>I do interesting activities at school (Opportunities for Meaningful Participation)</b>			
Not At All True	7	10	9
A Little True	21	20	23
Pretty Much True	36	37	35
Very Much True	36	34	33
<b>I help decide things like class rules or activities (OMP)</b>			
Not At All True	29	32	32
A Little True	34	38	35
Pretty Much True	23	21	20
Very Much True	15	10	12
<b>I do things that make a difference at school (OMP)</b>			
Not At All True	18	19	19
A Little True	29	38	37
Pretty Much True	34	28	26
Very Much True	18	15	18

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)**

	Grade 7 %	Grade 9 %	Grade 11 %
<b>Outside of my home and school, there is a teacher or some other adult... who really cares about me (CR)</b>			
Not At All True	4	4	5
A Little True	9	8	8
Pretty Much True	16	16	16
Very Much True	71	72	71
<b>who tells me when I do a good job (HE)</b>			
Not At All True	6	5	6
A Little True	12	12	10
Pretty Much True	19	21	21
Very Much True	64	61	63

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)**

<b>Outside of my home and school, there is a teacher or some other adult...</b>	<b>Grade 7</b>	<b>Grade 9</b>	<b>Grade 11</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b>who notices when I am upset about something (CR)</b>			
Not At All True	8	8	9
A Little True	12	13	15
Pretty Much True	22	26	22
Very Much True	58	53	54
<b>who believes that I will be a success (HE)</b>			
Not At All True	6	4	6
A Little True	10	10	10
Pretty Much True	18	24	21
Very Much True	66	63	63
<b>who always wants me to do my best (HE)</b>			
Not At All True	5	4	5
A Little True	7	7	6
Pretty Much True	17	22	21
Very Much True	71	67	69
<b>whom I trust (CR)</b>			
Not At All True	7	8	9
A Little True	8	11	11
Pretty Much True	17	21	20
Very Much True	67	60	61

*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 %
<b>I am part of clubs, sports teams, church/temple or other group activities (OMP)</b>			
Not At All True	10	13	12
A Little True	10	10	13
Pretty Much True	15	16	17
Very Much True	65	62	59
<b>I am involved in music, art, literature, sports or a hobby (OMP)</b>			
Not At All True	6	6	5
A Little True	6	7	8
Pretty Much True	15	15	15
Very Much True	72	72	72
<b>I help other people (OMP)</b>			
Not At All True	6	6	7
A Little True	14	16	15
Pretty Much True	38	38	29
Very Much True	42	40	49

*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 %
<b>Alcohol (one full drink)</b>			
0 times	91	72	46
1 time	3	7	6
2 to 3 times	2	9	10
4 or more times	4	13	37
<b>Marijuana</b>			
0 times	97	85	69
1 time	1	2	6
2 to 3 times	1	3	5
4 or more times	1	10	21
<b>Inhalants (to get high)</b>			
0 times	94	93	93
1 time	3	3	2
2 to 3 times	2	2	3
4 or more times	2	2	2
<b>Cocaine</b>			
0 times	na	97	96
1 time	na	0	1
2 to 3 times	na	1	2
4 or more times	na	2	2
<b>Methamphetamine or any amphetamines</b>			
0 times	na	97	97
1 time	na	1	0
2 to 3 times	na	1	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 %
<b>LSD or other psychedelics</b>			
0 times	na	96	95
1 time	na	2	1
2 to 3 times	na	1	2
4 or more times	na	2	2
<b>Ecstasy</b>			
0 times	na	96	95
1 time	na	1	2
2 to 3 times	na	1	1
4 or more times	na	2	2
<b>Heroin</b>			
0 times	na	98	98
1 time	na	0	0
2 to 3 times	na	1	1
4 or more times	na	1	1
<b>Other illegal drug or pill</b>			
0 times	99	95	94
1 time	1	1	1
2 to 3 times	0	2	2
4 or more times	0	2	2
<b><i>Any of the above AOD Use</i></b>	14	31	55
<b>Prescription pain killers</b>			
0 times	na	94	92
1 time	na	2	2
2 to 3 times	na	2	4
4 or more times	na	2	3

*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 %
<b>Barbiturates</b>			
0 times	na	98	99
1 time	na	0	0
2 to 3 times	na	1	0
4 or more times	na	1	1
<b>Tranquilizers or sedatives</b>			
0 times	na	97	97
1 time	na	1	1
2 to 3 times	na	1	0
4 or more times	na	1	2
<b>Cold/Cough Medicines</b>			
0 times	na	90	90
1 time	na	3	2
2 to 3 times	na	4	3
4 or more times	na	4	4
<b>Diet Pills</b>			
0 times	na	95	96
1 time	na	1	1
2 to 3 times	na	1	0
4 or more times	na	3	2
<b>Ritalin™ or Adderall™</b>			
0 times	na	96	94
1 time	na	1	2
2 to 3 times	na	1	2
4 or more times	na	2	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 %
<b>Alcohol (one full drink)</b>			
Never	85	69	44
10 or under	6	6	5
11 -12 years old	7	7	4
13-14 years old	1	17	17
15-16 years old	0	2	29
17 years or older	0	0	1
<b>Marijuana</b>			
Never	98	87	70
10 or under	1	1	2
11 -12 years old	1	1	1
13-14 years old	0	9	7
15-16 years old	0	2	19
17 years or older	0	0	1
<b>Other illegal drug</b>			
Never	99	93	89
10 or under	1	1	1
11 -12 years old	0	1	0
13-14 years old	0	5	2
15-16 years old	0	1	7
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)	6	15	36
Marijuana	2	9	20
Inhalants	2	3	2
Cocaine	na	2	2
Methamphetamine or any amphetamines	na	2	1
Ecstasy, LSD or other psychedelics	na	3	3
Other illegal drug or pill	1	3	3
<b><i>Any of the above AOD Use</i></b>	<b>7</b>	<b>18</b>	<b>38</b>
Two or more drugs at the same time	na	5	10

*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
	%	%	%
<b>Alcohol</b>			
None	94	85	64
1 or 2 days	4	10	21
3 to 9 days	1	2	11
10 to 19 days	0	1	2
20 or more days (daily)	1	2	1
<b>Marijuana</b>			
None	98	91	80
1 or 2 days	1	4	9
3 to 9 days	0	2	4
10 to 19 days	0	1	2
20 or more days (daily)	1	2	4

*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	98	86	68
1 to 2 times	2	8	15
3 to 6 times	0	3	9
7 or more times	0	2	8

*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	98	85	72
1 to 2 times	1	4	8
3 to 6 times	0	4	4
7 or more times	1	7	15

*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	99	92	78
1 to 2 days	0	5	13
3 or more days	1	3	9

*Question HS A.64/MS A.53: During the past 30 days, on how many days did you use five or more drinks of alcohol in a row, that is, within a couple of hours?*

**Table A4.8*****Desired Level of Alcohol Consumption, Drinking Style or Preference***

	Grade 7	Grade 9	Grade 11
	%	%	%
Don't drink alcohol	82	65	46
Just a sip or two	12	17	10
Enough to feel it a little	4	8	13
Enough to feel it a lot	2	8	22
Until really drunk	1	3	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	86	72
Not high at all	2	3
A little high	3	5
Moderately high	5	13
Very high	4	7

*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>	92	77
<i>Any</i>	8	23
1 time	4	9
2 times	2	6
3 to 6 times	2	4
7 or more times	1	3

*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>	73
<i>Any</i>	27
1 time	13
2 times	7
3 to 6 times	4
7 or more times	3

*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 %
<b>Alcohol</b>			
0 days	98	96	96
1 to 2 days	1	3	2
3 or more days	0	1	1
<b>Marijuana</b>			
0 days	99	95	96
1 to 2 days	0	3	2
3 or more days	0	2	2
<b>Any illegal drug or pill</b>			
0 days	99	98	98
1 to 2 days	0	1	0
3 or more days	0	1	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	99	91	85
1 to 2 times	0	4	6
3 to 6 times	0	2	3
7 or more times	1	3	5

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
<b>Alcohol - Drink Occasionally</b>			
Great	24	19	15
Moderate	23	24	20
Slight	32	36	42
None	20	21	24
<b>Alcohol - 5 or more drinks once or twice a week</b>			
Great	61	61	56
Moderate	24	24	28
Slight	6	10	12
None	9	5	4

*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 %
<b>Marijuana - Smoke Occasionally</b>			
Great	51	34	23
Moderate	29	30	23
Slight	9	23	31
None	10	13	23
<b>Marijuana - Smoke once or twice a week</b>			
Great	75	60	46
Moderate	11	20	27
Slight	4	11	14
None	9	9	13

*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 %
<b>Alcohol - One or two drinks nearly every day</b>			
Neither approve or disapprove	8	14	14
Somewhat disapprove	7	16	20
Strongly disapprove	85	70	66
<b>Marijuana or Hashish - Once or twice</b>			
Neither approve or disapprove	9	29	48
Somewhat disapprove	13	25	25
Strongly disapprove	78	45	27
<b>Marijuana - Once a month or more</b>			
Neither approve or disapprove	8	23	37
Somewhat disapprove	7	18	21
Strongly disapprove	86	59	42

*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	69	16	8
10 percent	23	28	14
20 percent	5	15	13
30 percent	1	11	15
40 percent	0	7	11
50 percent	1	10	13
60 percent	0	4	8
70 percent	0	3	6
80 percent	0	4	6
90 percent	0	1	4
All of them	1	1	2

*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	79	55
Problems with emotions, nerves, mental health	3	7
Trouble or problems with the police	4	9
Money problems	2	4
Get into trouble in school	1	3
Problems with school work	3	4
Fight with other kids	1	3
Damage a friendship	2	6
Physically hurt or injure yourself	3	5
Unwanted or unprotected sex	2	3
Forget what happened or pass out	4	12
Other problems	2	4
More than one problem	5	12
Never had problems when I've used alcohol/drugs	12	26

*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	80	58
Had to increase use to get same effect as before	4	11
Spent a lot of time getting, using, or being "hung over" from using	4	6
Used alcohol or drugs a lot more than intended	3	7
Used alcohol or drugs when alone	3	7
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	1	4
Didn't like the way you felt when not high or drunk	1	3
Thought about reducing or stopping	3	10
Told self not going to use but used anyway	2	5
Spoke with someone about reducing or stopping use	2	5
Attended counseling, program, or group to reduce/stop use	0	2
More than one experience	5	13
Use alcohol or drugs but have not experienced any of these things	10	23

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

*(Mark all that apply.)*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
<b>Alcohol</b>			
Very difficult	21	6	3
Fairly difficult	14	7	6
Fairly easy	15	34	35
Very easy	11	30	42
Don't know	39	22	14
<b>Marijuana</b>			
Very difficult	34	10	4
Fairly difficult	13	11	7
Fairly easy	7	25	28
Very easy	4	27	37
Don't know	43	27	23

*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	95	79	79
1 time	2	8	7
2 to 3 times	2	6	6
4 or more times	1	7	8

*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	39	37	41
Yes	61	63	59

*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	15	11	11
Yes	85	89	89

*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 %
<b>A cigarette, even one or two puffs</b>			
0 times	95	na	na
1 time	3	na	na
2 to 3 times	1	na	na
4 or more times	1	na	na
<b>A whole cigarette</b>			
0 times	98	88	81
1 time	1	3	4
2 to 3 times	1	3	3
4 or more times	1	6	11
<b>Smokeless tobacco</b>			
0 times	98	97	92
1 time	0	1	2
2 to 3 times	0	1	2
4 or more times	1	1	4

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



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

	Grade 7 %	Grade 9 %	Grade 11 %
<b>Smoked part or all of a cigarette</b>			
Never	96	88	78
10 or under	2	2	2
11 -12 years old	1	2	2
13-14 years old	0	7	5
15-16 years old	0	1	12
17 years or older	0	0	0
<b>Smokeless Tobacco</b>			
Never	99	95	90
10 or under	1	1	1
11 -12 years old	0	1	0
13-14 years old	0	2	2
15-16 years old	0	0	6
17 years or older	0	0	1

*Question HS A.57-58/MS A.46-47: About how old were you the first time you ....Smoked 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 %
<b>Cigarettes</b>			
Any	2	6	9
Daily	0	1	2
<b>Smokeless Tobacco</b>			
Any	1	2	4
Daily	1	1	1

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
<i>None</i>	99	97	97
<i>Any</i>	1	3	3
1 or 2 days	1	2	1
3 to 9 days	0	1	0
10 to 19 days	0	0	0
20 to 30 days	0	0	1

*Question HS A.72/MS A.57: During the past 30 days, on how many days on school property did you smoke cigarettes?*

**Table A5.5*****Personal Disapproval of Using Cigarettes***

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	7	12	9
Somewhat disapprove	5	12	12
Strongly disapprove	87	76	79

*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	5	8	8
Somewhat disapprove	7	13	14
Strongly disapprove	88	80	78

*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 %
<b>Smoking Occasionally</b>			
Great	28	27	27
Moderate	41	41	41
Slight	23	25	26
None	8	7	6
<b>Smoking 1-2 packs of cigarette a day</b>			
Great	80	82	85
Moderate	9	10	8
Slight	2	4	3
None	9	4	4

*Question HS A.78-79/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	22	7	3
Fairly difficult	17	12	7
Fairly easy	13	32	37
Very easy	8	25	32
Don't know	40	24	22

*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	68	19	16
10 percent	25	41	40
20 percent	3	15	14
30 percent	1	9	10
40 percent	1	5	6
50 percent	1	6	7
60 percent	0	1	2
70 percent	0	1	2
80 percent	0	1	1
90 percent	0	1	1
All of them	1	1	1

*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	0	3	5
Black or African American (non-Hispanic)		21	8
Hispanic or Latino/Latina	7	11	13
White or Caucasian (non-Hispanic)	1	6	11
Other	2	7	15
Multi-Racial (selected more than one)	0	5	10

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

## 6. Violence and Safety

**Table A6.1**

***Verbal Harassment on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
<b>Had mean rumors/lies spread about you</b>			
0 times	63	63	72
1 time	18	16	14
2 to 3 times	11	13	8
4 or more times	8	8	6
<b>Had sexual jokes/comments/gestures made to you</b>			
0 times	65	63	67
1 time	12	11	9
2 to 3 times	10	10	10
4 or more times	14	16	15
<b>Been made fun of because of your looks/way talk</b>			
0 times	72	69	71
1 time	12	11	11
2 to 3 times	8	11	8
4 or more times	9	9	10

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
<b>Been pushed, shoved, hit, etc.</b>			
0 times	72	77	90
1 time	12	14	6
2 to 3 times	8	4	3
4 or more times	8	5	1
<b>Been afraid of being beaten up</b>			
0 times	85	84	91
1 time	9	11	6
2 to 3 times	3	3	2
4 or more times	2	2	1
<b>Been in physical fight</b>			
0 times	83	87	93
1 time	11	8	5
2 to 3 times	3	3	1
4 or more times	2	2	1

*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 %
<b>Had property stolen/damaged</b>			
0 times	81	80	84
1 time	11	13	11
2 to 3 times	5	5	4
4 or more times	4	2	2
<b>Damaged school property on purpose</b>			
0 times	91	89	92
1 time	6	5	4
2 to 3 times	1	3	2
4 or more times	1	2	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 %
<b>Carried a gun</b>			
0 times	98	96	98
1 time	1	2	1
2 or more times	1	2	1
<b>Carried any other weapon</b>			
0 times	94	92	94
1 time	4	3	2
2 or more times	3	5	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
	%	%	%
<b>Seen someone with a weapon</b>			
0 times	86	80	87
1 time	9	9	7
2 or more times	5	11	6
<b>Been threatened/injured with a weapon</b>			
0 times	96	94	97
1 time	2	4	1
2 or more times	2	2	2

*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	8	12	8
Somewhat disapprove	9	13	10
Strongly disapprove	82	75	82

*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 %
<b>Race, Ethnicity, or National Origin</b>			
0 times	87	85	87
1 time	6	7	7
2 or more times	7	8	6
<b>Religion</b>			
0 times	91	88	91
1 time	5	5	4
2 or more times	4	7	5
<b>Gender</b>			
0 times	92	92	92
1 time	4	5	4
2 or more times	4	3	5
<b>Sexual Orientation *</b>			
0 times	91	92	95
1 time	4	3	2
2 or more times	5	5	3
<b>Physical/Mental Disability</b>			
0 times	94	95	97
1 time	3	2	1
2 or more times	3	4	2
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>			
	26	26	22
<b>Any Other Reason</b>			
0 times	78	82	86
1 time	8	8	5
2 or more times	14	10	9
<b><i>Any Harassment</i></b>			
	33	32	26

*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	95	94	94
Yes	5	6	6

*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	67	61	61
No	31	36	35
Yes	2	3	4

*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	36	30	43
Safe	45	48	45
Neither safe nor unsafe	16	19	10
Unsafe	1	3	1
Very unsafe	3	1	1

*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)	85	74	80
1 time	9	13	11
2-3 times	3	7	5
4 or more times	3	5	4

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian	23	23	24
Black or African American (non-Hispanic)		33	38
Hispanic or Latino/Latina	26	33	28
White or Caucasian (non-Hispanic)	28	25	18
Other	35	35	39
Multi-Racial (selected more than one)	39	26	25

*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	15	16	18
Black or African American (non-Hispanic)		30	32
Hispanic or Latino/Latina	19	27	19
White or Caucasian (non-Hispanic)	10	11	6
Other	15	25	27
Multi-Racial (selected more than one)	19	21	13

*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	22	24	29
Yes	78	76	71

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

**Table A7.2**

***Frequency of Sad and Hopeless Feelings, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %
No	83	73	70
Yes	17	27	30

*Question HS A.123/MS A.106: 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?*

**Table A7.3**

***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 9 %	Grade 11 %
No	82	82
Yes	18	18

*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 %
<b>Lifetime and Current ATOD Use</b>						
<i>During your life did you ever...</i>						
drink alcohol (one full drink)?	8	11	22	34	49	59
use inhalants?	6	7	6	8	6	8
smoke marijuana?	2	3	11	19	25	37
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	5	7	13	18	33	39
use inhalants?	2	2	3	4	1	3
smoke marijuana?	2	2	7	11	14	25
<b>Level of Involvement (High Risk Patterns)</b>						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking alcohol?	1	4	10	18	29	36
been high from using drugs?	2	3	11	19	21	35
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	1	2	6	10	17	28
<b>ATOD Use at School</b>						
During your life, have you ever been drunk/high on school property?	0	2	7	12	11	19
During the past 30 days, did you use marijuana on school property?	0	1	4	6	2	6
<b>Perceived Harm</b>						
<i>Frequent use of... is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	91	91	96	95	97	95
marijuana (once or twice a week)	91	91	94	89	94	81

\*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?	1	3	10	14	15	22
During the past 30 days, did you smoke a cigarette?	1	2	5	7	6	12
During the past 30 days, did you smoke cigarettes daily?	0	1	1	2	2	3
During the past 30 days, did you smoke cigarettes on school property?	1	2	2	4	2	4
Frequent use of cigarettes is harmful. (1-2 packs a day)*	92	91	96	97	98	94

\*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	8	17	11	19	11	15
Religion	6	12	9	15	9	9
Gender	10	6	10	6	13	4
Gay/lesbian, or someone thought you were	5	14	5	11	3	7
Physical/mental disability	4	8	3	7	3	3
Any other reason	18	25	15	22	14	14
During the past 12 months at school have you been in a physical fight?	5	28	5	22	4	10
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	1	3	2	4	3	5
Feels safe at school	84	78	80	74	85	91
Currently belong to a gang?	3	6	4	8	4	7



**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?	78	79	74	79	69	74
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?	18	16	31	21	36	24

## 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
<b>Lifetime and Current ATOD Use</b>								
<i>During your life did you ever...</i>								
smoke a cigarette? (PI)	2	7	12	20	45 <sup>a</sup>	19	34	55 <sup>a</sup>
chew tobacco or snuff?	2	4	3	6	~	8	10	~
drink alcohol (glass)?	9	24	28	47	67	54	66	79
use inhalants?	6	11	7	14	15	7	15	12
smoke marijuana? (PI)	3	9	15	25	29	31	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	2	6	6	11	15	9	17	24
chew tobacco or snuff?	1	3	2	5	6	4	6	6
drink alcohol (glass)? (PI)	6	15	15	24	37	36	42	53
use inhalants?	2	5	3	7	~	2	7	~
smoke marijuana? (PI)	2	7	9	15	16	20	24	21
<b>Level of Involvement (High Risk Patterns)</b>								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	2	11	14	28	~	32	45	~
been high from using drugs?	2	8	15	22	~	28	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	1	6	8	16	18	22	29	28

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

<sup>a</sup>YRBS 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
<b>ATOD Use on School Property</b>								
During your life, have you ever been drunk/high?	1	6	9	13	~	15	25	~
During the past 30 days, did you smoke cigarettes?	1	3	3	7	4	3	7	5
<b>Perceived Harm<sup>b</sup></b>								
<i>People risk harming themselves using...<sup>c</sup></i>								
cigarettes (1-2 packs a day)	91	83	96	90	~	96	93	~
alcohol (five or more drinks once or twice a week)	91	83	95	89	~	96	92	~
marijuana (once or twice a week)	91	82	91	85	~	87	87	~

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

<sup>b</sup>not comparable with previous CHKS results

<sup>c</sup>combines "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
<b>School Safety</b>								
<i>During the past 12 months at school, have you....</i>								
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	26	31	26	27	~	22	22	~
been in a physical fight?	17	32	13	25	18	7	23	11
been afraid of being beaten up? (PI)	15	29	16	22	~	9	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	6	10	9	13	~	6	13	~
How safe do you feel when you are at school? Very safe. (PI)	36	18	30	16	~	43	20	~
Do you consider yourself a member of a gang?	5	9	6	8	~	6	8	~
<b>School Protective Factors - High Levels (Resilience Indicators)</b>								
Caring relationships with teacher or other adult (PI)	49	31	38	28	~	47	29	~
High expectations from teacher or other adult (PI)	63	45	52	39	~	55	38	~
Opportunities for meaningful participation at their school (PI)	25	16	19	13	~	21	15	~
Total	48	31	39	27	~	45	28	~
<b>School Connectedness Scale (PI)</b>	67	39	62	34	~	62	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.