

# California Healthy Kids Survey

Building Healthy Communities  
East Salinas (Alisal)  
2009-2010

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

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# PREFACE

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

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

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

## **SURVEY PURPOSE**

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

## **SURVEY CONTENT OVERVIEW**

The CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. The BHC has a special module with items related to health care and nutrition and exercise. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.<sup>2</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> *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* ([chks.wested.org/training\\_support](http://chks.wested.org/training_support))

<sup>2</sup> *Guidebook for the California Healthy Kids Survey, Part I: Administration* ([chks.wested.org/training\\_support](http://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](http://chks.wested.org/administer/download).

## **School-Related Content**

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

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

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

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

## ***THE REPORT***

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

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

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

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

## **ASSESSING THE DATA**

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

### **Representativeness**

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

### **Changes Between Surveys**

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

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<sup>3</sup> The Guidebooks may be downloaded from [chks.wested.org/training\\_support](https://chks.wested.org/training_support), and the Workbook from [chks.wested.org/about/ctag](https://chks.wested.org/about/ctag).

## **Comparison Data**

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

## ***NEXT STEPS***

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

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

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

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

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

## ***ACKNOWLEDGMENTS***

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

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

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

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

### ***ACKNOWLEDGEMENTS***

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

Gregory Austin, Ph.D.  
CHKS Director, WestEd

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Safe and Healthy Kids Program Office, California Department of Education

# Section A

## 1. Introduction

**Table A1.1**

***CHKS Survey Modules Administered***

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

**Table A1.2**

***Student Sample Characteristics***

	Grade 7	Grade 9	Grade 11
<b><i>Student Sample Size</i></b>			
Target Sample	NA	NA	NA
Final Number	665	500	377
<b>Average Response Rate</b>	<b>NA</b>	<b>NA</b>	<b>NA</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	38	0	0
13 years old	57	1	0
14 years old	4	43	0
15 years old	0	52	1
16 years old	0	4	41
17 years old	0	0	55
18 years or older	0	0	3

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

**Table A2.2**

***Gender of Sample***

	Grade 7	Grade 9	Grade 11
	%	%	%
Male	50	48	50
Female	50	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	4	1	1
Native Hawaiian or Pacific Islander	1	2	1
Asian	3	1	2
Black or African American (non-Hispanic)	3	1	2
Hispanic or Latino/Latina	82	92	93
White or Caucasian (non-Hispanic)	2	2	2
Other	12	4	3
Selected more than one	6	2	2

*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	73	75
A home with only one parent	19	19
Other relative's home	3	4
A home with more than one family	5	3
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	0	1
Other transitional or temporary housing	0	0
Other living arrangements	1	0

*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	16	13	10
A's and B's	32	30	30
Mostly B's	9	10	9
B's and C's	22	29	26
Mostly C's	5	7	8
C's and D's	9	8	11
Mostly D's	2	2	2
Mostly F's	5	2	4

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	72	53	36
1-2 times	16	21	26
A few times	8	17	23
Once a month	1	1	2
Once a week	0	3	3
More than once a week	3	6	9

*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	60
1 day	17
2 days	12
3 days	7
4 days	4
5 days	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Yes	21	22	30
No	40	53	50
Don't know	39	25	20

*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	32	56	12	33	52	15	31	53	16
Caring Adult Relationships	35	52	12	41	48	11	35	54	11
High Expectations	54	38	7	54	38	9	44	47	10
Opportunities for Meaningful Participation	13	53	34	13	45	42	15	49	36
<b><i>Community Environment</i></b>									
Total	54	35	10	52	34	14	50	39	12
Caring Adult Relationships	58	32	10	58	28	14	53	36	11
High Expectations	61	29	10	58	30	12	49	39	12
Opportunities for Meaningful Participation	30	48	23	35	36	29	34	40	26
<b><i>School Connectedness Scale</i></b>									
	45	43	12	47	40	14	43	46	10

**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>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>									

**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>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>									

**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>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>									

**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>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>									

**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	34	55	11	33	54	14	30	54	15
Caring Adult Relationships	36	53	11	41	49	11	34	55	11
High Expectations	55	38	6	53	39	7	43	48	9
Opportunities for Meaningful Participation	14	53	33	13	45	42	14	50	36
<b>Community Environment</b>									
Total	56	35	9	51	34	14	49	40	11
Caring Adult Relationships	59	33	8	57	29	14	53	36	11
High Expectations	63	29	8	57	31	12	49	40	11
Opportunities for Meaningful Participation	30	47	23	34	37	29	33	41	26
<b>School Connectedness Scale</b>									
	48	43	9	48	39	13	43	47	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									
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>									

**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	34	57	9						
Caring Adult Relationships	33	51	16						
High Expectations	58	34	8						
Opportunities for Meaningful Participation	12	57	32						
<b>Community Environment</b>									
Total	53	32	16						
Caring Adult Relationships	63	24	13						
High Expectations	59	28	13						
Opportunities for Meaningful Participation	33	47	20						
<b>School Connectedness Scale</b>									
	40	45	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	46	51	3						
Caring Adult Relationships	31	63	6						
High Expectations	80	20	0						
Opportunities for Meaningful Participation	31	47	22						
<b>Community Environment</b>									
Total	67	28	6						
Caring Adult Relationships	72	22	6						
High Expectations	75	22	3						
Opportunities for Meaningful Participation	50	36	14						
<b>School Connectedness Scale</b>									
	54	43	3						



**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					34		34	46
Caring Adult Relationships					36		33	31
High Expectations					55		58	80
Opportunities for Meaningful Participation					14		12	31
<b>Community Environment</b>								
Total					56		53	67
Caring Adult Relationships					59		63	72
High Expectations					63		59	75
Opportunities for Meaningful Participation					30		33	50
<b>School Connectedness Scale</b>								
					48		40	54

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					33			
Caring Adult Relationships					41			
High Expectations					53			
Opportunities for Meaningful Participation					13			
<b>Community Environment</b>								
Total					51			
Caring Adult Relationships					57			
High Expectations					57			
Opportunities for Meaningful Participation					34			
<b>School Connectedness Scale</b>								
					48			

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					30			
Caring Adult Relationships					34			
High Expectations					43			
Opportunities for Meaningful Participation					14			
<b>Community Environment</b>								
Total					49			
Caring Adult Relationships					53			
High Expectations					49			
Opportunities for Meaningful Participation					33			
<b>School Connectedness Scale</b>					43			

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	6	6	4
Disagree	7	8	8
Neither Agree Nor Disagree	29	27	27
Agree	43	39	44
Strongly Agree	15	19	18
<b>I am happy to be at this school</b>			
Strongly Disagree	8	6	6
Disagree	7	5	4
Neither Agree Nor Disagree	16	20	22
Agree	37	38	43
Strongly Agree	32	31	24
<b>I feel like I am part of this school</b>			
Strongly Disagree	8	8	6
Disagree	8	9	9
Neither Agree Nor Disagree	23	24	27
Agree	36	41	41
Strongly Agree	25	18	17
<b>Teachers at this school treat students fairly</b>			
Strongly Disagree	14	9	7
Disagree	12	9	11
Neither Agree Nor Disagree	27	28	29
Agree	32	33	42
Strongly Agree	15	21	11
<b>I feel safe in my school</b>			
Strongly Disagree	11	12	10
Disagree	13	9	12
Neither Agree Nor Disagree	27	36	33
Agree	30	29	32
Strongly Agree	19	15	13

*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>%</b>	<b>%</b>	<b>%</b>
<b>who really cares about me (Caring Relationships)</b>			
Not At All True	13	8	11
A Little True	29	23	26
Pretty Much True	34	41	38
Very Much True	24	28	25
<b>who tells me when I do a good job (High Expectations)</b>			
Not At All True	10	7	9
A Little True	17	19	21
Pretty Much True	34	38	39
Very Much True	38	36	32
<b>who notices when I am not there (CR)</b>			
Not At All True	13	11	10
A Little True	22	24	25
Pretty Much True	35	31	33
Very Much True	29	34	32
<b>who always wants me to do my best (HE)</b>			
Not At All True	7	6	8
A Little True	12	14	17
Pretty Much True	27	31	34
Very Much True	54	49	42
<b>who listens when I have something to say (CR)</b>			
Not At All True	12	9	11
A Little True	18	22	24
Pretty Much True	34	37	33
Very Much True	36	31	32
<b>who believes that I will be a success (HE)</b>			
Not At All True	8	9	10
A Little True	16	14	18
Pretty Much True	29	31	34
Very Much True	47	45	37

*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</b>			
<b>(Opportunities for Meaningful Participation)</b>			
Not At All True	17	23	25
A Little True	29	30	25
Pretty Much True	25	25	26
Very Much True	29	22	24
<b>I help decide things like class rules or activities</b>			
<b>(OMP)</b>			
Not At All True	49	53	45
A Little True	26	25	27
Pretty Much True	14	15	17
Very Much True	11	7	11
<b>I do things that make a difference at school (OMP)</b>			
Not At All True	31	30	28
A Little True	32	35	32
Pretty Much True	23	19	25
Very Much True	14	16	15

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)**

<b>Outside of my home and school, there is a teacher or some other adult... who really cares about me (CR)</b>	Grade 7	Grade 9	Grade 11
	%	%	%
Not At All True	9	10	9
A Little True	12	10	12
Pretty Much True	18	22	27
Very Much True	61	58	53
<b>who tells me when I do a good job (HE)</b>			
Not At All True	11	13	12
A Little True	16	18	17
Pretty Much True	21	25	32
Very Much True	51	44	39

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	14	18	13
A Little True	14	12	16
Pretty Much True	25	26	29
Very Much True	47	44	43
<b>who believes that I will be a success (HE)</b>			
Not At All True	10	12	11
A Little True	14	11	15
Pretty Much True	21	25	30
Very Much True	55	51	43
<b>who always wants me to do my best (HE)</b>			
Not At All True	9	10	10
A Little True	7	8	12
Pretty Much True	20	21	27
Very Much True	64	61	51
<b>whom I trust (CR)</b>			
Not At All True	13	15	16
A Little True	13	12	11
Pretty Much True	20	21	25
Very Much True	53	53	47

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
<b>I am part of clubs, sports teams, church/temple or other group activities (OMP)</b>			
Not At All True	38	39	38
A Little True	15	14	14
Pretty Much True	16	12	15
Very Much True	31	34	33
<b>I am involved in music, art, literature, sports or a hobby (OMP)</b>			
Not At All True	28	31	29
A Little True	14	14	14
Pretty Much True	20	18	17
Very Much True	38	37	40
<b>I help other people (OMP)</b>			
Not At All True	16	16	16
A Little True	25	26	23
Pretty Much True	35	33	31
Very Much True	24	26	30

*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	64	45	35
1 time	11	8	7
2 to 3 times	12	15	13
4 or more times	13	33	45
<b>Marijuana</b>			
0 times	81	62	63
1 time	6	5	6
2 to 3 times	5	7	6
4 or more times	8	26	26
<b>Inhalants (to get high)</b>			
0 times	84	85	89
1 time	6	5	4
2 to 3 times	6	3	4
4 or more times	4	7	4
<b>Cocaine</b>			
0 times	na	90	91
1 time	na	4	2
2 to 3 times	na	3	2
4 or more times	na	4	5
<b>Methamphetamine or any amphetamines</b>			
0 times	na	94	94
1 time	na	2	1
2 to 3 times	na	2	2
4 or more times	na	2	3

*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	93	94
1 time	na	3	2
2 to 3 times	na	2	1
4 or more times	na	1	3
<b>Ecstasy</b>			
0 times	na	92	93
1 time	na	2	2
2 to 3 times	na	3	2
4 or more times	na	3	3
<b>Heroin</b>			
0 times	na	96	96
1 time	na	1	2
2 to 3 times	na	1	1
4 or more times	na	2	1
<b>Other illegal drug or pill</b>			
0 times	91	86	90
1 time	4	3	4
2 to 3 times	3	5	2
4 or more times	2	6	5
<b><i>Any of the above AOD Use</i></b>	43	60	67
<b>Prescription pain killers</b>			
0 times	na	86	84
1 time	na	2	3
2 to 3 times	na	5	6
4 or more times	na	7	7

*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	97	96
1 time	na	1	1
2 to 3 times	na	1	1
4 or more times	na	1	2
<b>Tranquilizers or sedatives</b>			
0 times	na	94	95
1 time	na	2	1
2 to 3 times	na	2	1
4 or more times	na	2	2
<b>Cold/Cough Medicines</b>			
0 times	na	74	73
1 time	na	5	5
2 to 3 times	na	7	6
4 or more times	na	15	17
<b>Diet Pills</b>			
0 times	na	91	92
1 time	na	2	1
2 to 3 times	na	2	2
4 or more times	na	4	6
<b>Ritalin™ or Adderall™</b>			
0 times	na	95	96
1 time	na	1	1
2 to 3 times	na	1	1
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	58	43	32
10 or under	16	14	12
11 -12 years old	20	15	8
13-14 years old	4	23	17
15-16 years old	1	4	29
17 years or older	1	1	3
<b>Marijuana</b>			
Never	83	66	64
10 or under	5	4	3
11 -12 years old	8	8	3
13-14 years old	4	19	13
15-16 years old	0	4	14
17 years or older	1	0	4
<b>Other illegal drug</b>			
Never	92	80	84
10 or under	2	2	2
11 -12 years old	5	2	1
13-14 years old	2	13	5
15-16 years old	0	2	7
17 years or older	0	0	1

*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)	23	32	33
Marijuana	14	22	21
Inhalants	7	7	3
Cocaine	na	6	3
Methamphetamine or any amphetamines	na	4	2
Ecstasy, LSD or other psychedelics	na	6	2
Other illegal drug or pill	5	10	4
<b><i>Any of the above AOD Use</i></b>	<b>28</b>	<b>37</b>	<b>39</b>
Two or more drugs at the same time	na	11	7

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
<b>Alcohol</b>			
None	77	68	67
1 or 2 days	18	19	19
3 to 9 days	2	9	8
10 to 19 days	1	1	3
20 or more days (daily)	1	2	3
<b>Marijuana</b>			
None	86	78	79
1 or 2 days	8	8	9
3 to 9 days	3	6	4
10 to 19 days	1	3	3
20 or more days (daily)	2	4	6

*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	85	64	60
1 to 2 times	10	19	21
3 to 6 times	3	10	10
7 or more times	2	7	9

*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	83	67	67
1 to 2 times	10	10	9
3 to 6 times	3	7	7
7 or more times	4	16	17

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 days	89	80	79
1 to 2 days	9	11	11
3 or more days	2	9	10

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Don't drink alcohol	61	45	38
Just a sip or two	23	15	18
Enough to feel it a little	9	19	25
Enough to feel it a lot	4	12	13
Until really drunk	3	8	7

*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	65	64
Not high at all	4	4
A little high	10	9
Moderately high	10	13
Very high	11	8

*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
	%	%
<b><i>Never</i></b>	<i>71</i>	<i>67</i>
<b><i>Any</i></b>	<i>29</i>	<i>33</i>
1 time	9	8
2 times	8	9
3 to 6 times	7	7
7 or more times	4	8

*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>	50
<i>Any</i>	50
1 time	17
2 times	11
3 to 6 times	11
7 or more times	12

*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	85	86	90
1 to 2 days	12	9	6
3 or more days	3	5	4
<b>Marijuana</b>			
0 days	91	87	92
1 to 2 days	7	7	3
3 or more days	3	6	5
<b>Any illegal drug or pill</b>			
0 days	94	92	97
1 to 2 days	5	3	1
3 or more days	1	5	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	89	76	77
1 to 2 times	7	12	9
3 to 6 times	2	6	6
7 or more times	2	6	8

*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	33	34	36
Moderate	20	28	26
Slight	18	20	24
None	29	18	14
<b>Alcohol - 5 or more drinks once or twice a week</b>			
Great	38	45	49
Moderate	19	22	22
Slight	12	14	15
None	30	20	14

*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	40	41	42
Moderate	19	20	20
Slight	12	19	17
None	30	20	21
<b>Marijuana - Smoke once or twice a week</b>			
Great	38	43	50
Moderate	18	18	17
Slight	13	18	14
None	31	21	20

*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	31	28	30
Somewhat disapprove	23	21	26
Strongly disapprove	46	51	44
<b>Marijuana or Hashish - Once or twice</b>			
Neither approve or disapprove	32	32	37
Somewhat disapprove	21	19	25
Strongly disapprove	47	49	39
<b>Marijuana - Once a month or more</b>			
Neither approve or disapprove	32	34	40
Somewhat disapprove	21	15	18
Strongly disapprove	47	51	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	33	11	11
10 percent	21	10	6
20 percent	11	6	5
30 percent	6	6	8
40 percent	5	8	7
50 percent	11	20	20
60 percent	3	7	5
70 percent	2	9	9
80 percent	3	12	11
90 percent	3	7	12
All of them	2	5	6

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

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

	Grade 9	Grade 11
	%	%
Does not apply, never used alcohol/drugs	55	49
Problems with emotions, nerves, mental health	9	10
Trouble or problems with the police	5	7
Money problems	3	3
Get into trouble in school	7	5
Problems with school work	5	8
Fight with other kids	4	4
Damage a friendship	4	5
Physically hurt or injure yourself	2	4
Unwanted or unprotected sex	3	4
Forget what happened or pass out	8	10
Other problems	3	5
More than one problem	9	11
Never had problems when I've used alcohol/drugs	26	28

*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	56	52
Had to increase use to get same effect as before	8	8
Spent a lot of time getting, using, or being "hung over" from using	8	6
Used alcohol or drugs a lot more than intended	6	5
Used alcohol or drugs when alone	8	9
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4	4
Didn't like the way you felt when not high or drunk	4	4
Thought about reducing or stopping	7	7
Told self not going to use but used anyway	7	8
Spoke with someone about reducing or stopping use	4	4
Attended counseling, program, or group to reduce/stop use	1	1
More than one experience	11	10
Use alcohol or drugs but have not experienced any of these things	19	29

*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	16	6	6
Fairly difficult	12	9	6
Fairly easy	15	18	18
Very easy	23	46	58
Don't know	34	20	13
<b>Marijuana</b>			
Very difficult	20	7	5
Fairly difficult	10	4	5
Fairly easy	12	15	13
Very easy	21	50	60
Don't know	36	23	17

*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	77	62	65
1 time	9	13	10
2 to 3 times	6	10	10
4 or more times	8	15	14

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

**Table A4.22**

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

	Grade 7	Grade 9	Grade 11
	%	%	%
No	50	38	42
Yes	50	62	58

*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	25	17	18
Yes	75	83	82

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

## 5. Tobacco Use

**Table A5.1**

***Ever Used Cigarettes or Smokeless Tobacco, Lifetime***

	Grade 7	Grade 9	Grade 11
	%	%	%
<b>A cigarette, even one or two puffs</b>			
0 times	75	na	na
1 time	12	na	na
2 to 3 times	7	na	na
4 or more times	6	na	na
<b>A whole cigarette</b>			
0 times	86	75	68
1 time	5	8	10
2 to 3 times	5	8	8
4 or more times	4	9	14
<b>Smokeless tobacco</b>			
0 times	92	92	93
1 time	4	2	2
2 to 3 times	3	3	2
4 or more times	1	2	2

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
<b>Smoked part or all of a cigarette</b>			
Never	80	69	65
10 or under	8	8	7
11 -12 years old	9	8	5
13-14 years old	2	11	10
15-16 years old	0	3	10
17 years or older	0	0	1
<b>Smokeless Tobacco</b>			
Never	92	89	89
10 or under	4	2	2
11 -12 years old	3	3	1
13-14 years old	1	4	4
15-16 years old	0	1	4
17 years or older	0	0	0

*Question HS A.57-58/MS A.46-47: About how old were you the first time 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	10	14	13
Daily	1	1	1
<b>Smokeless Tobacco</b>			
Any	6	4	2
Daily	0	1	0

*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>	92	94	98
<i>Any</i>	8	6	3
1 or 2 days	5	3	1
3 to 9 days	1	1	1
10 to 19 days	1	1	0
20 to 30 days	1	1	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	30	23	30
Somewhat disapprove	18	13	14
Strongly disapprove	52	64	56

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	24	20	18
Somewhat disapprove	22	18	16
Strongly disapprove	54	62	65

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
<b>Smoking Occasionally</b>			
Great	33	34	41
Moderate	20	26	25
Slight	16	21	17
None	30	18	18
<b>Smoking 1-2 packs of cigarette a day</b>			
Great	51	62	66
Moderate	11	11	11
Slight	7	8	6
None	32	19	17

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Very difficult	16	6	6
Fairly difficult	12	8	8
Fairly easy	15	20	20
Very easy	20	40	49
Don't know	37	26	17

*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	34	18	15
10 percent	27	19	15
20 percent	10	15	12
30 percent	7	9	10
40 percent	5	7	8
50 percent	11	16	21
60 percent	2	3	3
70 percent	2	4	3
80 percent	1	3	5
90 percent	1	3	3
All of them	1	3	5

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

**Table A5.10*****Used Cigarettes, Past 30 days*****Cells are empty if there are less than 25 respondents**

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)			
Hispanic or Latino/Latina	10	13	12
White or Caucasian (non-Hispanic)			
Other	5		
Multi-Racial (selected more than one)	0		

*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	62	61	68
1 time	17	18	16
2 to 3 times	12	12	9
4 or more times	9	9	7
<b>Had sexual jokes/comments/gestures made to you</b>			
0 times	62	57	63
1 time	13	12	14
2 to 3 times	9	10	8
4 or more times	15	21	15
<b>Been made fun of because of your looks/way talk</b>			
0 times	61	59	74
1 time	15	17	11
2 to 3 times	11	10	6
4 or more times	13	14	9

*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	53	65	76
1 time	18	15	12
2 to 3 times	13	10	6
4 or more times	15	10	6
<b>Been afraid of being beaten up</b>			
0 times	73	81	84
1 time	15	12	10
2 to 3 times	7	3	3
4 or more times	4	4	3
<b>Been in physical fight</b>			
0 times	71	77	81
1 time	14	10	7
2 to 3 times	8	6	5
4 or more times	7	7	6

*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	71	72	79
1 time	15	18	10
2 to 3 times	9	7	7
4 or more times	5	3	4
<b>Damaged school property on purpose</b>			
0 times	84	84	83
1 time	9	8	8
2 to 3 times	5	5	5
4 or more times	3	4	5

*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	91	94	95
1 time	5	4	3
2 or more times	4	2	3
<b>Carried any other weapon</b>			
0 times	88	91	92
1 time	8	4	3
2 or more times	4	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	66	70	74
1 time	17	16	11
2 or more times	17	14	15
<b>Been threatened/injured with a weapon</b>			
0 times	90	91	91
1 time	5	4	4
2 or more times	5	4	5

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	29	20	22
Somewhat disapprove	12	10	8
Strongly disapprove	59	70	70

*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	85	83	90
1 time	9	9	4
2 or more times	6	8	6
<b>Religion</b>			
0 times	91	92	93
1 time	5	4	2
2 or more times	4	4	5
<b>Gender</b>			
0 times	88	90	94
1 time	7	6	2
2 or more times	6	4	3
<b>Sexual Orientation *</b>			
0 times	90	90	94
1 time	5	5	2
2 or more times	5	5	4
<b>Physical/Mental Disability</b>			
0 times	91	92	94
1 time	4	3	3
2 or more times	5	5	3
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>	28	27	18
<b>Any Other Reason</b>			
0 times	76	78	83
1 time	11	7	5
2 or more times	13	15	12
<b><i>Any Harassment</i></b>	38	37	23

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

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



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

	Grade 7	Grade 9	Grade 11
	%	%	%
No	87	94	91
Yes	13	6	9

*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	44	46	38
No	49	48	53
Yes	6	6	9

*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	23	15	20
Safe	34	34	37
Neither safe nor unsafe	32	42	32
Unsafe	7	5	7
Very unsafe	4	4	5

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

**Table A6.11**

***Cyber Bullying***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times (never)	79	78	80
1 time	11	11	10
2-3 times	6	6	6
4 or more times	4	4	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			
Black or African American (non-Hispanic)			
Hispanic or Latino/Latina	25	26	18
White or Caucasian (non-Hispanic)			
Other	38		
Multi-Racial (selected more than one)	26		

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
Asian			
Black or African American (non-Hispanic)			
Hispanic or Latino/Latina	12	16	10
White or Caucasian (non-Hispanic)			
Other	21		
Multi-Racial (selected more than one)	27		

*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	37	46	48
Yes	63	54	52

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

**Table A7.2**

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

	Grade 7	Grade 9	Grade 11
	%	%	%
No	66	65	64
Yes	34	35	36

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

**Table A7.3**

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

	Grade 9	Grade 11
	%	%
No	80	85
Yes	20	15

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

## 8. Results by Gender

Table A8.1

### *Selected Alcohol and Drug Use Measures, by Gender and Grade*

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
<b>Lifetime and Current ATOD Use</b>						
<i>During your life did you ever...</i>						
drink alcohol (one full drink)?	35	36	54	57	68	62
use inhalants?	18	14	15	16	8	14
smoke marijuana?	19	19	34	42	30	45
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	24	21	33	29	34	33
use inhalants?	8	6	5	8	1	5
smoke marijuana?	14	14	17	27	16	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?	13	16	38	32	39	41
been high from using drugs?	17	16	29	37	26	40
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	11	11	21	18	21	22
<b>ATOD Use at School</b>						
During your life, have you ever been drunk/high on school property?	13	10	24	24	19	27
During the past 30 days, did you use marijuana on school property?	10	8	12	14	6	10
<b>Perceived Harm</b>						
<i>Frequent use of... is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	70	69	82	78	87	84
marijuana (once or twice a week)	69	69	81	76	85	76

\*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?	12	15	19	30	27	37
During the past 30 days, did you smoke a cigarette?	9	10	11	17	9	16
During the past 30 days, did you smoke cigarettes daily?	0	1	1	2	1	2
During the past 30 days, did you smoke cigarettes on school property?	6	10	6	6	3	2
Frequent use of cigarettes is harmful. (1-2 packs a day)*	69	68	82	79	86	80

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

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>						
Race, ethnicity, or national origin	15	15	14	22	11	9
Religion	7	11	7	9	7	7
Gender	11	13	10	10	7	4
Gay/lesbian, or someone thought you were	10	12	7	13	5	8
Physical/mental disability	6	12	6	10	6	5
Any other reason	23	25	22	22	18	16
During the past 12 months at school have you been in a physical fight?	21	37	19	27	13	24
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	4	9	8	5	9	9
Feels safe at school	56	58	47	51	55	57
Currently belong to a gang?	11	15	6	6	6	12

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	55	71	50	57	56	49
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?	36	31	43	26	48	23



## 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)	14	7	25	20	45 <sup>a</sup>	32	34	55 <sup>a</sup>
chew tobacco or snuff?	8	4	8	6	~	7	10	~
drink alcohol (glass)?	36	24	55	47	67	65	66	79
use inhalants?	16	11	15	14	15	11	15	12
smoke marijuana? (PI)	19	9	38	25	29	38	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	10	6	14	11	15	13	17	24
chew tobacco or snuff?	6	3	4	5	6	2	6	6
drink alcohol (glass)? (PI)	23	15	32	24	37	33	42	53
use inhalants?	7	5	7	7	~	3	7	~
smoke marijuana? (PI)	14	7	22	15	16	21	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?	15	11	36	28	~	40	45	~
been high from using drugs?	17	8	33	22	~	33	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	11	6	20	16	18	21	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?	11	6	24	13	~	23	25	~
During the past 30 days, did you smoke cigarettes?	8	3	6	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)	68	83	81	90	~	83	93	~
alcohol (five or more drinks once or twice a week)	70	83	80	89	~	86	92	~
marijuana (once or twice a week)	69	82	79	85	~	80	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?	28	31	27	27	~	18	22	~
been in a physical fight?	29	32	23	25	18	19	23	11
been afraid of being beaten up? (PI)	27	29	19	22	~	16	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	15	10	12	13	~	9	13	~
How safe do you feel when you are at school? Very safe. (PI)	23	18	15	16	~	20	20	~
Do you consider yourself a member of a gang?	13	9	6	8	~	9	8	~
<b>School Protective Factors - High Levels (Resilience Indicators)</b>								
Caring relationships with teacher or other adult (PI)	35	31	41	28	~	35	29	~
High expectations from teacher or other adult (PI)	54	45	54	39	~	44	38	~
Opportunities for meaningful participation at their school (PI)	13	16	13	13	~	15	15	~
Total	32	31	33	27	~	31	28	~
<b>School Connectedness Scale (PI)</b>	45	39	47	34	~	43	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.