

California Healthy Kids Survey

Morongo 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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Recommended citation:

[District/COE Name]. *California Healthy Kids Survey, 2009-10: Main Report*. San Francisco: WestEd Health and Human Development Program for the California Department of Education.

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*, (chks.wested.org/reports) 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: chks.wested.org and 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.¹ 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).

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:

¹ 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.

- 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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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	NT*
<i>Student Sample Size</i>				
Target Sample	672	567	586	322
Final Number	537	448	390	154
Average Response Rate	80%	79%	67%	48%

* 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	NT
	%	%	%	%
12 years or younger	68	1	0	1
13 years old	30	1	0	0
14 years old	2	69	0	1
15 years old	0	26	2	1
16 years old	0	2	71	28
17 years old	0	0	26	53
18 years or older	0	0	1	15

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

Table A2.2

Gender of Sample

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Male	44	46	52	47
Female	56	54	48	53

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	13	8	7	2
Native Hawaiian or Pacific Islander	4	5	5	5
Asian	6	7	6	2
Black or African American (non-Hispanic)	12	12	11	7
Hispanic or Latino/Latina	25	28	24	30
White or Caucasian (non-Hispanic)	47	50	61	62
Other	20	12	9	8
Selected more than one	20	16	18	14

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

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

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

	Grade 9	Grade 11	NT
	%	%	%
A home with both parents	60	59	42
A home with only one parent	32	33	44
Other relative's home	4	6	8
A home with more than one family	0	3	2
Friend's home	1	1	2
Foster home, group care, or waiting placement	0	1	0
Hotel or motel	0	0	0
Migrant housing	0	0	0
Shelter	1	0	0
On the street (no fixed housing), car campground	1	1	0
Other transitional or temporary housing	0	1	0
Other living arrangements	2	1	5

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	NT
	%	%	%	%
Mostly A's	22	16	13	7
A's and B's	32	28	28	22
Mostly B's	7	7	9	9
B's and C's	21	24	26	32
Mostly C's	4	7	7	7
C's and D's	8	10	12	14
Mostly D's	2	3	2	2
Mostly F's	4	6	2	7

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	NT
	%	%	%	%
0 times	76	71	66	51
1-2 times	13	12	16	17
A few times	8	11	13	19
Once a month	1	1	2	1
Once a week	1	2	2	3
More than once a week	2	3	2	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	48
1 day	18
2 days	11
3 days	11
4 days	5
5 days	8

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	NT
	%	%	%	%
Yes	37	3	2	3
No	38	61	77	77
Don't know	21	36	21	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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	24	56	20	21	54	25	33	53	14	45	50	5
Caring Adult Relationships	28	54	18	23	56	21	35	52	13	56	40	3
High Expectations	46	40	14	37	49	14	45	46	9	68	30	2
Opportunities for Meaningful Participation	12	50	39	10	45	45	20	46	35	16	50	34
<i>Community Environment</i>												
Total	59	29	12	54	35	11	69	23	8	61	31	8
Caring Adult Relationships	61	28	11	57	32	11	67	24	9	63	27	9
High Expectations	62	26	11	60	29	11	68	24	9	64	27	9
Opportunities for Meaningful Participation	37	44	20	30	45	25	45	39	16	24	59	17
<i>School Connectedness Scale</i>												
	30	49	20	26	52	23	32	51	17	61	30	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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	19	60	21	22	47	31	41	44	15			
Caring Adult Relationships	21	62	17	22	53	25	30	56	15			
High Expectations	38	45	17	31	53	16	52	44	4			
Opportunities for Meaningful Participation	7	49	44	9	44	47	19	52	30			
<i>Community Environment</i>												
Total	56	24	20	61	35	3	74	15	11			
Caring Adult Relationships	54	35	11	68	23	10	67	33	0			
High Expectations	57	28	15	68	26	6	78	15	7			
Opportunities for Meaningful Participation	39	39	22	38	34	28	52	33	15			
<i>School Connectedness Scale</i>	19	60	21	25	31	44	19	63	19			

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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>Community Environment</i>												
Total												
Caring Adult Relationships												
High Expectations												
Opportunities for Meaningful Participation												
<i>School Connectedness Scale</i>												

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	21	32	47	20	60	20						
Caring Adult Relationships	16	42	42	17	57	27						
High Expectations	32	42	26	37	53	10						
Opportunities for Meaningful Participation	11	53	37	7	47	47						
<i>Community Environment</i>												
Total	41	29	29	34	55	10						
Caring Adult Relationships	32	32	37	52	38	10						
High Expectations	41	29	29	53	37	10						
Opportunities for Meaningful Participation	17	61	22	23	47	30						
<i>School Connectedness Scale</i>	21	53	26	17	55	28						

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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	24	50	26	22	53	25	35	53	12			
Caring Adult Relationships	25	48	28	18	67	16	35	58	7			
High Expectations	34	47	18	31	53	16	42	47	12			
Opportunities for Meaningful Participation	20	46	34	8	65	27	19	53	28			
<i>Community Environment</i>												
Total	51	24	24	55	37	8	72	16	12			
Caring Adult Relationships	45	33	23	54	40	6	65	26	9			
High Expectations	54	28	18	59	29	12	77	14	9			
Opportunities for Meaningful Participation	28	53	20	43	39	18	47	35	19			
<i>School Connectedness Scale</i>	18	50	32	19	54	27	33	49	19			

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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	25	58	18	18	47	34	30	60	10	53	38	9
Caring Adult Relationships	29	57	14	19	53	29	29	60	11	61	35	4
High Expectations	52	39	9	33	44	22	39	51	10	69	27	4
Opportunities for Meaningful Participation	11	47	42	8	42	50	21	48	32	11	52	37
<i>Community Environment</i>												
Total	64	31	5	50	34	16	66	27	8	57	28	15
Caring Adult Relationships	67	25	8	53	32	15	63	26	11	59	26	15
High Expectations	70	24	6	57	28	15	66	23	11	61	24	15
Opportunities for Meaningful Participation	34	50	16	30	36	34	43	37	20	17	57	26
<i>School Connectedness Scale</i>	39	49	12	30	47	23	29	58	13	67	24	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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	26	55	19	23	57	20	34	57	9	44	54	2
Caring Adult Relationships	29	52	20	25	57	18	39	52	9	58	40	2
High Expectations	46	39	15	43	49	8	50	46	4	68	31	1
Opportunities for Meaningful Participation	8	51	41	11	45	44	19	45	35	18	48	34
<i>Community Environment</i>												
Total	58	31	11	60	32	7	74	21	5	60	34	7
Caring Adult Relationships	63	25	12	63	29	8	71	23	6	61	32	8
High Expectations	60	28	12	68	25	7	69	25	7	65	29	6
Opportunities for Meaningful Participation	38	43	18	31	47	22	49	39	12	23	62	15
<i>School Connectedness Scale</i>	29	50	21	28	53	19	35	51	14	61	31	8

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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	27	56	17	16	53	31	26	56	18			
Caring Adult Relationships	27	61	13	18	51	31	29	53	18			
High Expectations	49	38	13	33	45	22	24	62	15			
Opportunities for Meaningful Participation	8	56	36	6	57	37	15	53	32			
<i>Community Environment</i>												
Total	58	29	12	57	33	10	65	26	9			
Caring Adult Relationships	61	29	11	59	33	8	59	26	15			
High Expectations	68	21	12	59	31	10	59	32	9			
Opportunities for Meaningful Participation	36	43	21	18	55	27	50	32	18			
<i>School Connectedness Scale</i>												
	32	45	23	16	54	30	26	59	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			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	26	52	22	24	51	25	46	53	1			
Caring Adult Relationships	22	59	20	21	56	23	37	60	3			
High Expectations	45	40	15	42	44	14	46	53	1			
Opportunities for Meaningful Participation	7	48	45	11	54	35	29	46	26			
<i>Community Environment</i>												
Total	54	31	15	65	31	4	83	14	3			
Caring Adult Relationships	55	27	18	65	31	4	73	24	3			
High Expectations	61	25	14	68	28	4	75	20	4			
Opportunities for Meaningful Participation	33	52	14	38	38	24	61	29	10			
<i>School Connectedness Scale</i>												
	29	48	23	29	47	24	34	60	6			

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
<i>School Environment</i>								
Total	19		21	24	25	26	27	26
Caring Adult Relationships	21		16	25	29	29	27	22
High Expectations	38		32	34	52	46	49	45
Opportunities for Meaningful Participation	7		11	20	11	8	8	7
<i>Community Environment</i>								
Total	56		41	51	64	58	58	54
Caring Adult Relationships	54		32	45	67	63	61	55
High Expectations	57		41	54	70	60	68	61
Opportunities for Meaningful Participation	39		17	28	34	38	36	33
<i>School Connectedness Scale</i>	19		21	18	39	29	32	29

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
<i>School Environment</i>								
Total	22		20	22	18	23	16	24
Caring Adult Relationships	22		17	18	19	25	18	21
High Expectations	31		37	31	33	43	33	42
Opportunities for Meaningful Participation	9		7	8	8	11	6	11
<i>Community Environment</i>								
Total	61		34	55	50	60	57	65
Caring Adult Relationships	68		52	54	53	63	59	65
High Expectations	68		53	59	57	68	59	68
Opportunities for Meaningful Participation	38		23	43	30	31	18	38
<i>School Connectedness Scale</i>	25		17	19	30	28	16	29

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
<i>School Environment</i>								
Total	41			35	30	34	26	46
Caring Adult Relationships	30			35	29	39	29	37
High Expectations	52			42	39	50	24	46
Opportunities for Meaningful Participation	19			19	21	19	15	29
<i>Community Environment</i>								
Total	74			72	66	74	65	83
Caring Adult Relationships	67			65	63	71	59	73
High Expectations	78			77	66	69	59	75
Opportunities for Meaningful Participation	52			47	43	49	50	61
<i>School Connectedness Scale</i>	19			33	29	35	26	34

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
<i>School Environment</i>								
Total					53	44		
Caring Adult Relationships					61	58		
High Expectations					69	68		
Opportunities for Meaningful Participation					11	18		
<i>Community Environment</i>								
Total					57	60		
Caring Adult Relationships					59	61		
High Expectations					61	65		
Opportunities for Meaningful Participation					17	23		
<i>School Connectedness Scale</i>					67	61		

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 %	NT %
I feel close to people in this school				
Strongly Disagree	10	9	8	9
Disagree	8	10	8	7
Neither Agree Nor Disagree	26	26	25	37
Agree	39	39	40	29
Strongly Agree	17	16	19	17
I am happy to be at this school				
Strongly Disagree	13	16	13	9
Disagree	10	12	13	5
Neither Agree Nor Disagree	29	31	32	15
Agree	32	30	32	31
Strongly Agree	17	11	10	41
I feel like I am part of this school				
Strongly Disagree	15	15	10	9
Disagree	14	14	15	5
Neither Agree Nor Disagree	25	31	28	24
Agree	31	30	34	31
Strongly Agree	15	10	13	32
Teachers at this school treat students fairly				
Strongly Disagree	17	16	11	4
Disagree	17	15	13	6
Neither Agree Nor Disagree	30	30	37	9
Agree	25	29	32	33
Strongly Agree	10	10	7	48
I feel safe in my school				
Strongly Disagree	15	16	8	7
Disagree	12	14	11	3
Neither Agree Nor Disagree	33	34	35	15
Agree	27	28	35	33
Strongly Agree	13	8	11	41

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

Table A3.12***School Protective Factors (Developmental Supports)***

At my school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
who really cares about me (Caring Relationships)				
Not At All True	19	18	12	5
A Little True	31	32	24	20
Pretty Much True	28	31	35	34
Very Much True	22	18	29	41
who tells me when I do a good job (High Expectations)				
Not At All True	14	15	9	3
A Little True	23	25	20	10
Pretty Much True	32	35	39	27
Very Much True	32	25	32	60
who notices when I am not there (CR)				
Not At All True	18	18	11	4
A Little True	23	31	21	16
Pretty Much True	28	31	35	29
Very Much True	32	21	32	50
who always wants me to do my best (HE)				
Not At All True	10	13	7	3
A Little True	15	19	14	6
Pretty Much True	21	31	36	26
Very Much True	53	37	42	65
who listens when I have something to say (CR)				
Not At All True	19	18	9	3
A Little True	27	29	21	10
Pretty Much True	28	31	38	34
Very Much True	27	22	32	53
who believes that I will be a success (HE)				
Not At All True	12	16	9	1
A Little True	23	21	18	13
Pretty Much True	29	31	39	31
Very Much True	36	33	35	55

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	NT
	%	%	%	%
I do interesting activities at school				
(Opportunities for Meaningful Participation)				
Not At All True	22	32	23	14
A Little True	29	22	22	33
Pretty Much True	28	20	27	30
Very Much True	21	25	28	23
I help decide things like class rules or activities				
(OMP)				
Not At All True	53	61	51	48
A Little True	24	19	23	28
Pretty Much True	15	13	16	16
Very Much True	8	7	10	7
I do things that make a difference at school (OMP)				
Not At All True	32	40	28	22
A Little True	33	31	33	36
Pretty Much True	20	16	20	22
Very Much True	15	12	19	21

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

Table A3.13
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a	Grade 7	Grade 9	Grade 11	NT
teacher or some other adult...	%	%	%	%
who really cares about me (CR)				
Not At All True	9	11	7	7
A Little True	12	12	8	9
Pretty Much True	16	15	17	19
Very Much True	62	62	68	64
who tells me when I do a good job (HE)				
Not At All True	13	11	11	9
A Little True	15	16	9	18
Pretty Much True	23	22	23	21
Very Much True	49	50	57	52

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

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

Outside of my home and school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
who notices when I am upset about something (CR)				
Not At All True	15	14	12	11
A Little True	14	16	11	13
Pretty Much True	21	20	24	25
Very Much True	50	50	53	50
who believes that I will be a success (HE)				
Not At All True	10	10	9	9
A Little True	12	12	7	10
Pretty Much True	22	22	20	23
Very Much True	56	56	64	58
who always wants me to do my best (HE)				
Not At All True	11	11	8	8
A Little True	9	10	6	7
Pretty Much True	21	16	16	22
Very Much True	59	62	70	63
whom I trust (CR)				
Not At All True	12	14	11	10
A Little True	14	11	8	13
Pretty Much True	17	21	17	20
Very Much True	58	54	64	57

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 %	NT %
I am part of clubs, sports teams, church/temple or other group activities (OMP)				
Not At All True	34	40	32	58
A Little True	17	13	11	11
Pretty Much True	13	15	16	16
Very Much True	37	31	41	15
I am involved in music, art, literature, sports or a hobby (OMP)				
Not At All True	23	29	18	23
A Little True	15	14	14	20
Pretty Much True	15	17	16	20
Very Much True	47	40	51	36
I help other people (OMP)				
Not At All True	16	21	11	5
A Little True	26	24	17	18
Pretty Much True	28	30	36	31
Very Much True	30	25	36	46

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 %	NT %
Alcohol (one full drink)				
0 times	70	55	43	19
1 time	9	10	7	11
2 to 3 times	8	16	18	8
4 or more times	13	19	32	62
Marijuana				
0 times	83	75	63	38
1 time	6	6	7	2
2 to 3 times	3	5	9	9
4 or more times	8	14	21	51
Inhalants (to get high)				
0 times	82	86	86	70
1 time	5	5	3	7
2 to 3 times	6	4	6	9
4 or more times	7	5	4	14
Cocaine				
0 times	na	95	94	84
1 time	na	1	3	6
2 to 3 times	na	2	2	3
4 or more times	na	2	1	8
Methamphetamine or any amphetamines				
0 times	na	95	96	89
1 time	na	2	1	3
2 to 3 times	na	2	2	2
4 or more times	na	1	1	7

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 %	NT %
LSD or other psychedelics				
0 times	na	91	90	78
1 time	na	4	3	6
2 to 3 times	na	2	3	7
4 or more times	na	3	3	9
Ecstasy				
0 times	na	87	86	74
1 time	na	4	5	6
2 to 3 times	na	3	3	7
4 or more times	na	5	6	13
Heroin				
0 times	na	96	98	93
1 time	na	1	1	3
2 to 3 times	na	2	1	1
4 or more times	na	2	1	2
Other illegal drug or pill				
0 times	91	87	84	72
1 time	2	4	3	5
2 to 3 times	2	5	6	3
4 or more times	4	4	7	21
<i>Any of the above AOD Use</i>	37	49	59	83
Prescription pain killers				
0 times	na	82	80	58
1 time	na	5	6	3
2 to 3 times	na	8	6	13
4 or more times	na	5	7	26

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 %	NT %
Barbiturates				
0 times	na	97	99	95
1 time	na	1	0	3
2 to 3 times	na	1	0	1
4 or more times	na	1	1	1
Tranquilizers or sedatives				
0 times	na	92	93	76
1 time	na	3	1	5
2 to 3 times	na	2	3	9
4 or more times	na	3	2	10
Cold/Cough Medicines				
0 times	na	82	83	68
1 time	na	4	3	7
2 to 3 times	na	7	7	4
4 or more times	na	7	7	21
Diet Pills				
0 times	na	93	96	89
1 time	na	2	1	2
2 to 3 times	na	2	2	2
4 or more times	na	3	1	7
Ritalin™ or Adderall™				
0 times	na	93	95	78
1 time	na	3	2	6
2 to 3 times	na	3	3	5
4 or more times	na	2	1	11

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 %	NT %
Alcohol (one full drink)				
Never	64	50	39	13
10 or under	21	16	11	19
11 -12 years old	12	18	15	13
13-14 years old	2	14	15	31
15-16 years old	0	2	19	17
17 years or older	1	1	2	6
Marijuana				
Never	87	76	66	38
10 or under	4	6	2	10
11 -12 years old	7	9	8	12
13-14 years old	1	8	10	20
15-16 years old	0	1	12	14
17 years or older	1	1	2	7
Other illegal drug				
Never	93	85	80	60
10 or under	3	4	1	3
11 -12 years old	3	5	3	5
13-14 years old	1	6	4	7
15-16 years old	0	1	10	20
17 years or older	0	1	2	5

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	NT
	%	%	%	%
Alcohol (at least one drink)	17	26	35	46
Marijuana	10	16	22	39
Inhalants	10	6	3	9
Cocaine	na	3	3	6
Methamphetamine or any amphetamines	na	3	3	5
Ecstasy, LSD or other psychedelics	na	7	6	9
Other illegal drug or pill	3	8	7	14
<i>Any of the above AOD Use</i>	21	33	39	54
Two or more drugs at the same time	na	11	13	24

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	NT
	%	%	%	%
Alcohol				
None	83	74	65	54
1 or 2 days	10	17	19	20
3 to 9 days	4	5	12	13
10 to 19 days	1	1	2	7
20 or more days (daily)	3	2	2	5
Marijuana				
None	90	84	78	61
1 or 2 days	4	7	7	9
3 to 9 days	2	5	6	9
10 to 19 days	1	1	4	7
20 or more days (daily)	3	4	5	15

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	NT
	%	%	%	%
0 times	84	70	59	35
1 to 2 times	8	18	24	20
3 to 6 times	4	6	8	17
7 or more times	4	6	9	28

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	NT
	%	%	%	%
0 times	84	75	68	38
1 to 2 times	7	12	10	10
3 to 6 times	3	3	5	9
7 or more times	5	11	18	43

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	NT
	%	%	%	%
0 days	91	84	77	65
1 to 2 days	4	10	14	13
3 or more days	5	6	10	23

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	NT
	%	%	%	%
Don't drink alcohol	67	50	41	29
Just a sip or two	18	18	11	7
Enough to feel it a little	7	15	16	12
Enough to feel it a lot	4	13	23	24
Until really drunk	4	5	9	27

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	NT
	%	%	%
Don't use drugs	73	65	44
Not high at all	4	5	2
A little high	8	7	8
Moderately high	8	17	23
Very high	6	7	23

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	NT
	%	%	%
<i>Never</i>	84	73	58
<i>Any</i>	16	27	42
1 time	7	8	10
2 times	3	7	6
3 to 6 times	3	8	10
7 or more times	3	4	16

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>	<i>59</i>
<i>Any</i>	<i>41</i>
1 time	13
2 times	8
3 to 6 times	8
7 or more times	11

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	NT
	%	%	%	%
Alcohol				
0 days	94	92	95	91
1 to 2 days	4	6	3	3
3 or more days	2	2	2	7
Marijuana				
0 days	96	91	93	90
1 to 2 days	2	5	4	4
3 or more days	2	4	4	6
Any illegal drug or pill				
0 days	97	93	95	90
1 to 2 days	2	4	2	3
3 or more days	1	2	3	7

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	NT
	%	%	%	%
0 times	94	84	79	63
1 to 2 times	3	10	9	13
3 to 6 times	1	3	5	5
7 or more times	2	3	7	19

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 %	NT %
Alcohol - Drink Occasionally				
Great	28	25	23	29
Moderate	20	26	27	26
Slight	28	29	36	35
None	25	21	14	10
Alcohol - 5 or more drinks once or twice a week				
Great	50	46	51	45
Moderate	20	24	27	25
Slight	12	13	13	21
None	19	18	9	9

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 %	NT %
Marijuana - Smoke Occasionally				
Great	51	39	32	27
Moderate	17	21	21	17
Slight	10	16	25	20
None	22	24	23	36
Marijuana - Smoke once or twice a week				
Great	56	46	44	26
Moderate	13	17	20	16
Slight	9	14	16	20
None	23	23	19	37

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 %	NT %
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	29	29	26	52
Somewhat disapprove	14	21	24	21
Strongly disapprove	56	50	50	27
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	29	38	45	70
Somewhat disapprove	13	18	18	14
Strongly disapprove	58	44	38	16
Marijuana - Once a month or more				
Neither approve or disapprove	29	36	42	68
Somewhat disapprove	14	14	15	12
Strongly disapprove	58	50	43	20

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 %	NT %
None of them	36	20	9	11
10 percent	19	15	4	2
20 percent	10	10	7	3
30 percent	5	14	6	5
40 percent	3	5	6	3
50 percent	13	11	20	16
60 percent	3	3	7	6
70 percent	2	4	12	8
80 percent	3	6	13	13
90 percent	3	7	12	18
All of them	2	4	3	14

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 %	NT %
Does not apply, never used alcohol/drugs	64	39	31
Problems with emotions, nerves, mental health	8	13	20
Trouble or problems with the police	9	10	18
Money problems	5	7	10
Get into trouble in school	5	7	10
Problems with school work	8	10	12
Fight with other kids	7	3	14
Damage a friendship	6	8	10
Physically hurt or injure yourself	8	6	15
Unwanted or unprotected sex	5	6	19
Forget what happened or pass out	10	20	26
Other problems	5	5	11
More than one problem	14	22	35
Never had problems when I've used alcohol/drugs	14	29	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 %	NT %
Does not apply, have not used alcohol or drugs	66	44	34
Had to increase use to get same effect as before	16	17	27
Spent a lot of time getting, using, or being "hung over" from using	5	7	18
Used alcohol or drugs a lot more than intended	5	11	19
Used alcohol or drugs when alone	9	18	29
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	3	4	11
Didn't like the way you felt when not high or drunk	4	5	14
Thought about reducing or stopping	10	18	24
Told self not going to use but used anyway	4	10	20
Spoke with someone about reducing or stopping use	4	8	14
Attended counseling, program, or group to reduce/stop use	2	3	6
More than one experience	10	21	31
Use alcohol or drugs but have not experienced any of these things	15	27	25

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	NT
	%	%	%	%
Alcohol				
Very difficult	16	9	4	7
Fairly difficult	8	8	7	6
Fairly easy	13	26	27	19
Very easy	22	41	52	50
Don't know	40	16	10	18
Marijuana				
Very difficult	20	55	41	3
Fairly difficult	9	2	2	3
Fairly easy	11	11	13	15
Very easy	19	19	33	61
Don't know	41	13	11	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	NT
	%	%	%	%
0 times	78	68	64	61
1 time	10	10	8	7
2 to 3 times	4	9	12	9
4 or more times	8	13	16	22

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	NT
	%	%	%	%
No	46	49	45	41
Yes	54	51	55	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	NT
	%	%	%	%
No	20	26	17	17
Yes	80	74	83	83

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 %	NT %
A cigarette, even one or two puffs				
0 times	44	na	na	na
1 time	28	na	na	na
2 to 3 times	23	na	na	na
4 or more times	6	na	na	na
A whole cigarette				
0 times	89	80	71	35
1 time	3	6	8	9
2 to 3 times	2	5	10	3
4 or more times	6	9	12	52
Smokeless tobacco				
0 times	93	92	90	75
1 time	3	4	5	7
2 to 3 times	2	2	4	7
4 or more times	2	3	1	11

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 %	NT %
Smoked part or all of a cigarette				
Never	80	74	66	30
10 or under	11	9	7	17
11 -12 years old	8	8	9	16
13-14 years old	1	7	8	16
15-16 years old	0	2	9	18
17 years or older	0	1	2	4
Smokeless Tobacco				
Never	93	90	89	71
10 or under	3	5	1	2
11 -12 years old	3	2	2	3
13-14 years old	1	3	1	7
15-16 years old	0	1	7	10
17 years or older	0	0	1	6

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	9	12	11	39
Daily	1	2	3	23
Smokeless Tobacco				
Any	4	4	3	14
Daily	1	0	1	4

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	NT
	%	%	%	%
<i>None</i>	96	94	96	89
<i>Any</i>	4	6	4	11
1 or 2 days	2	4	2	4
3 to 9 days	1	2	1	1
10 to 19 days	0	0	0	3
20 to 30 days	1	1	1	3

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	NT
	%	%	%	%
Neither approve or disapprove	24	24	20	49
Somewhat disapprove	11	14	17	16
Strongly disapprove	65	61	63	35

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	NT
	%	%	%	%
Neither approve or disapprove	17	22	17	33
Somewhat disapprove	16	17	14	24
Strongly disapprove	67	61	69	43

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	NT
	%	%	%	%
Smoking Occasionally				
Great	40	30	35	35
Moderate	23	30	32	32
Slight	18	22	21	25
None	19	18	11	8
Smoking 1-2 packs of cigarette a day				
Great	66	66	81	74
Moderate	9	11	5	13
Slight	5	4	4	3
None	20	19	10	10

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	NT
	%	%	%	%
Very difficult	15	8	4	3
Fairly difficult	7	7	5	3
Fairly easy	16	26	25	16
Very easy	19	44	54	60
Don't know	42	15	12	18

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	NT
	%	%	%	%
None of them	38	18	10	10
10 percent	20	20	10	5
20 percent	11	17	16	7
30 percent	7	15	17	9
40 percent	4	5	10	4
50 percent	12	12	19	19
60 percent	3	2	4	5
70 percent	1	4	6	6
80 percent	1	4	6	15
90 percent	1	3	2	10
All of them	1	1	1	10

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	NT
	%	%	%	%
American Indian or Alaska Native	13	17		
Native Hawaiian or Pacific Islander				
Asian	10	14		
Black or African American (non-Hispanic)	11	8	12	
Hispanic or Latino/Latina	8	15	13	29
White or Caucasian (non-Hispanic)	9	12	11	45
Other	10	16	6	
Multi-Racial (selected more than one)	12	16	7	

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 %	NT %
Had mean rumors/lies spread about you				
0 times	48	55	64	54
1 time	19	17	14	14
2 to 3 times	15	13	12	15
4 or more times	18	15	10	16
Had sexual jokes/comments/gestures made to you				
0 times	45	54	49	51
1 time	15	9	10	6
2 to 3 times	11	12	12	15
4 or more times	30	25	29	28
Been made fun of because of your looks/way talk				
0 times	55	62	67	65
1 time	11	11	12	10
2 to 3 times	9	9	7	12
4 or more times	25	18	14	12

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Been pushed, shoved, hit, etc.				
0 times	50	67	76	78
1 time	15	12	9	11
2 to 3 times	14	7	9	7
4 or more times	21	14	6	4
Been afraid of being beaten up				
0 times	73	75	87	86
1 time	12	13	7	7
2 to 3 times	5	5	3	3
4 or more times	10	6	3	4
Been in physical fight				
0 times	64	73	82	71
1 time	15	12	8	10
2 to 3 times	9	8	5	10
4 or more times	12	8	5	10

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	NT
	%	%	%	%
Had property stolen/damaged				
0 times	66	71	82	79
1 time	17	14	12	11
2 to 3 times	9	6	4	6
4 or more times	8	9	3	5
Damaged school property on purpose				
0 times	82	81	89	91
1 time	7	8	5	4
2 to 3 times	5	4	3	3
4 or more times	6	8	3	3

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	NT
	%	%	%	%
Carried a gun				
0 times	92	91	96	91
1 time	3	3	1	4
2 or more times	5	6	3	5
Carried any other weapon				
0 times	84	85	91	80
1 time	7	5	3	7
2 or more times	9	10	5	13

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	NT
	%	%	%	%
Seen someone with a weapon				
0 times	63	69	75	69
1 time	18	15	11	12
2 or more times	19	16	14	19
Been threatened/injured with a weapon				
0 times	86	85	91	88
1 time	7	8	5	5
2 or more times	7	7	4	7

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	NT
	%	%	%	%
Neither approve or disapprove	21	20	13	23
Somewhat disapprove	10	12	8	14
Strongly disapprove	69	68	79	63

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 %	NT %
Race, Ethnicity, or National Origin				
0 times	81	85	89	86
1 time	7	6	6	6
2 or more times	11	9	6	8
Religion				
0 times	88	91	90	93
1 time	6	5	4	2
2 or more times	6	4	6	5
Gender				
0 times	84	93	93	91
1 time	8	3	4	3
2 or more times	8	4	3	5
Sexual Orientation *				
0 times	81	91	92	89
1 time	8	4	3	2
2 or more times	11	5	5	9
Physical/Mental Disability				
0 times	92	94	97	91
1 time	4	3	1	6
2 or more times	4	3	2	3
<i>Any of the Above Five Hate-Crime Reasons</i>	40	25	22	23
Any Other Reason				
0 times	70	76	83	78
1 time	10	9	8	9
2 or more times	20	16	9	13
<i>Any Harassment</i>	49	35	30	33

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	NT
	%	%	%	%
No	89	88	93	86
Yes	11	12	7	14

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	NT
	%	%	%	%
Does not apply, didn't have a boy/girlfriend	37	33	33	25
No	55	58	59	56
Yes	8	10	8	19

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	NT
	%	%	%	%
Very safe	16	14	14	43
Safe	35	31	40	30
Neither safe nor unsafe	36	41	38	24
Unsafe	8	10	5	0
Very unsafe	4	4	2	2

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	NT
	%	%	%	%
0 times (never)	73	73	79	74
1 time	11	13	10	12
2-3 times	7	8	7	8
4 or more times	9	6	5	5

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	48	20	24	
Native Hawaiian or Pacific Islander				
Asian	54	27		
Black or African American (non-Hispanic)	40	42	26	
Hispanic or Latino/Latina	41	19	18	27
White or Caucasian (non-Hispanic)	37	24	22	22
Other	45	33	28	
Multi-Racial (selected more than one)	44	23	23	

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	NT
	%	%	%	%
American Indian or Alaska Native	24	13	8	
Native Hawaiian or Pacific Islander				
Asian	35	27		
Black or African American (non-Hispanic)	25	38	22	
Hispanic or Latino/Latina	22	13	10	18
White or Caucasian (non-Hispanic)	13	9	9	12
Other	20	20	19	
Multi-Racial (selected more than one)	23	18	12	

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	NT
	%	%	%	%
No	38	50	50	44
Yes	62	50	50	56

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	NT
	%	%	%	%
No	63	62	67	56
Yes	37	38	33	44

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	NT
	%	%	%
No	76	82	72
Yes	24	18	28

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		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use								
<i>During your life did you ever...</i>								
drink alcohol (one full drink)?	29	31	47	43	56	58	87	74
use inhalants?	20	16	16	12	14	14	28	33
smoke marijuana?	15	18	24	26	30	43	68	57
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	19	15	27	25	30	40	51	39
use inhalants?	10	8	7	4	1	6	10	6
smoke marijuana?	8	11	14	18	16	27	41	38
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking alcohol?	15	17	30	30	44	39	72	57
been high from using drugs?	15	16	25	27	27	38	68	56
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	10	8	16	18	15	30	37	33
ATOD Use at School								
During your life, have you ever been drunk/high on school property?	6	6	16	16	17	24	35	40
During the past 30 days, did you use marijuana on school property?	3	5	8	11	5	10	8	11
Perceived Harm								
<i>Frequent use of... is harmful.*</i>								
alcohol (five or more drinks once or twice a week)	81	82	84	82	95	89	91	90
marijuana (once or twice a week)	76	79	79	76	89	74	66	59

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

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

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	9	14	18	24	23	35	65	65
During the past 30 days, did you smoke a cigarette?	8	10	11	14	9	13	36	43
During the past 30 days, did you smoke cigarettes daily?	0	2	2	3	2	4	24	22
During the past 30 days, did you smoke cigarettes on school property?	2	5	5	8	1	6	8	15
Frequent use of cigarettes is harmful. (1-2 packs a day)*	79	82	83	80	93	88	90	90

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

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

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	14	25	13	16	13	10	14	14
Religion	11	14	7	9	11	8	5	10
Gender	18	13	7	6	6	8	9	9
Gay/lesbian, or someone thought you were	18	21	11	8	9	8	12	12
Physical/mental disability	6	9	6	5	3	3	9	10
Any other reason	31	28	25	24	21	14	23	22
During the past 12 months at school have you been in a physical fight?	27	46	22	34	9	25	24	36
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	6	10	10	10	9	7	18	21
Feels safe at school	51	53	48	41	47	61	77	71
Currently belong to a gang?	11	10	12	12	4	9	11	16

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

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	58	66	47	55	43	57	53	59
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?	38	34	48	27	44	22	55	34

9. Comparisons

Table A9.1

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS and 2007 National YRBS*

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use								
<i>During your life did you ever...</i>								
smoke a cigarette? (PI)	11	7	20	20	45 ^a	29	34	55 ^a
chew tobacco or snuff?	7	4	8	6	~	10	10	~
drink alcohol (glass)?	30	24	45	47	67	57	66	79
use inhalants?	18	11	14	14	15	14	15	12
smoke marijuana? (PI)	17	9	25	25	29	37	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	9	6	12	11	15	11	17	24
chew tobacco or snuff?	4	3	4	5	6	3	6	6
drink alcohol (glass)? (PI)	17	15	26	24	37	35	42	53
use inhalants?	10	5	6	7	~	3	7	~
smoke marijuana? (PI)	10	7	16	15	16	22	24	21
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	16	11	30	28	~	41	45	~
been high from using drugs?	16	8	25	22	~	32	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	9	6	16	16	18	23	29	28

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

^aYRBS asks about smoking even a puff or two.

*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table A9.1 - Continued

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property								
During your life, have you ever been drunk/high?	6	6	16	13	~	21	25	~
During the past 30 days, did you smoke cigarettes?	4	3	6	7	4	4	7	5
Perceived Harm^b								
<i>People risk harming themselves using...^c</i>								
cigarettes (1-2 packs a day)	80	83	81	90	~	90	93	~
alcohol (five or more drinks once or twice a week)	81	83	83	89	~	91	92	~
marijuana (once or twice a week)	77	82	77	85	~	81	87	~

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

^bnot comparable with previous CHKS results

^ccombines "Great," "Moderate," and "Slight"

*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table A9.2***Selected School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS* and 2007 National YRBS***

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
School Safety								
<i>During the past 12 months at school, have you....</i>								
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	40	31	25	27	~	22	22	~
been in a physical fight?	36	32	27	25	18	18	23	11
been afraid of being beaten up? (PI)	27	29	25	22	~	13	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	18	10	16	13	~	9	13	~
How safe do you feel when you are at school? Very safe. (PI)	16	18	14	16	~	14	20	~
Do you consider yourself a member of a gang?	11	9	12	8	~	7	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult (PI)	28	31	23	28	~	35	29	~
High expectations from teacher or other adult (PI)	46	45	37	39	~	45	38	~
Opportunities for meaningful participation at their school (PI)	12	16	10	13	~	20	15	~
Total	24	31	21	27	~	33	28	~
School Connectedness Scale (PI)	30	39	26	34	~	32	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.