

California Healthy Kids Survey

Marysville Charter
Secondary
2012-2013
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:

[School Name]. *California Healthy Kids Survey, 2012-13: 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 school's 2012-13 *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, the *CHKS Survey Content Guidebook*, (chks.wested.org/reports) 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). It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The *CHKS 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, attitudes, and learning conditions is essential to guide school improvement efforts and 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. 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).

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.

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-report data on:

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

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 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.

CDE urges districts that are experiencing achievement gaps among their students to administer this module and request supplementary reports disaggregating all their CHKS and by the race/ethnicity of 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.

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 2011.

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.

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.

ACKNOWLEDGEMENTS

The CHKS was developed, and this report prepared for the school, 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
<i>Student Sample Size</i>			
Target Sample	87	69	52
Final Number	65	54	43
Average Response Rate	75%	78%	83%

* 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	48	0	0
13 years old	52	2	0
14 years old	0	48	0
15 years old	0	46	0
16 years old	0	4	47
17 years old	0	0	49
18 years or older	0	0	5

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

Table A2.2

Gender of Sample

	Grade 7	Grade 9	Grade 11
	%	%	%
Male	31	28	40
Female	69	72	60

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

Table A2.3

Hispanic or Latino

	Grade 7	Grade 9	Grade 11
	%	%	%
No	57	76	60
Yes	43	24	40

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

Table A2.4***Race***

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native	0	2	0
Asian	2	4	5
Black or African American	4	0	0
Native Hawaiian or Pacific Islander	0	4	3
White	48	53	44
Mixed (two or more) races	46	38	49

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

Table A2.5***Living Situation***

	Grade 9	Grade 11
	%	%
A home with both parents	67	79
A home with only one parent	28	17
Other relative's home	2	0
A home with more than one family	2	2
Friend's home	0	0
Foster home, group care, or waiting placement	2	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	0	0
Other transitional or temporary housing	0	0
Other living arrangements	0	2

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Mostly A's	34	22	38
A's and B's	38	31	31
Mostly B's	5	11	7
B's and C's	9	19	14
Mostly C's	9	11	5
C's and D's	2	4	5
Mostly D's	2	2	0
Mostly F's	2	0	0

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

Table A2.7***Truancy, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	91	70	62
1-2 times	5	22	17
A few times	3	6	12
Once a month	2	2	7
Once a week	0	0	0
More than once a week	0	0	2

Question HS A.126/MS A.108: During the past 12 months, about how many times did you skip school or cut classes?

Table A2.8***Days Home Alone During Normal School Week***

	Grade 7
	%
Never	33
1 day	27
2 days	9
3 days	11
4 days	2
5 days	19

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 A2.9***Migrant Education***

	Grade 7	Grade 9	Grade 11
	%	%	%
Yes	2	0	2
No	60	74	90
Don't know	38	26	7

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?

Table A2.10***Military***

	Grade 7	Grade 9	Grade 11
	%	%	%
No	92	89	95
Yes	5	7	5
Don't know	3	4	0

Question HS A132/MS A114: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
<i>School Environment</i>									
Total	52	43	5	33	57	9	34	63	2
Caring Adult Relationships	41	55	5	35	57	7	39	56	5
High Expectations	57	38	5	44	56	0	49	51	0
Opportunities for Meaningful Participation	28	61	11	19	52	30	21	69	10
<i>Community Environment</i>									
Total	81	16	3	63	26	11	69	29	2
Caring Adult Relationships	76	19	5	56	31	13	62	36	2
High Expectations	76	21	3	57	31	11	69	29	2
Opportunities for Meaningful Participation	66	31	3	41	48	11	36	62	2
<i>School Connectedness Scale</i>									
	72	25	3	64	32	4	62	33	5

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	54	46	0						
Caring Adult Relationships	38	62	0						
High Expectations	64	36	0						
Opportunities for Meaningful Participation	25	58	17						
Community Environment									
Total	92	8	0						
Caring Adult Relationships	96	4	0						
High Expectations	88	12	0						
Opportunities for Meaningful Participation	65	35	0						
School Connectedness Scale									
	78	22	0						

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	46	50	4	39	46	14			
Caring Adult Relationships	42	50	8	43	46	11			
High Expectations	58	42	0	46	54	0			
Opportunities for Meaningful Participation	35	62	4	21	43	36			
Community Environment									
Total	81	15	4	54	32	14			
Caring Adult Relationships	69	27	4	50	32	18			
High Expectations	73	23	4	54	32	14			
Opportunities for Meaningful Participation	69	23	8	29	54	18			
School Connectedness Scale									
	88	8	4	52	44	4			

Table A3.8

Summary Table - Mixed (two or more) races

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
<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 A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	54					46	
Caring Adult Relationships	38					42	
High Expectations	64					58	
Opportunities for Meaningful Participation	25					35	
Community Environment							
Total	92					81	
Caring Adult Relationships	96					69	
High Expectations	88					73	
Opportunities for Meaningful Participation	65					69	
School Connectedness Scale							
	78					88	

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

NH/PI:

Table A3.9.2

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total						39	
Caring Adult Relationships						43	
High Expectations						46	
Opportunities for Meaningful Participation						21	
Community Environment							
Total						54	
Caring Adult Relationships						50	
High Expectations						54	
Opportunities for Meaningful Participation						29	
School Connectedness Scale							
						52	

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

NH/PI:

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

NH/PI:

Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

NH/PI:

Table A3.10
School Connectedness Scale Questions

	Grade 7	Grade 9	Grade 11
	%	%	%
I feel close to people in this school.			
Strongly Disagree	3	4	2
Disagree	6	6	7
Neither Agree Nor Disagree	18	20	17
Agree	58	52	52
Strongly Agree	14	19	21
I am happy to be at this school.			
Strongly Disagree	2	4	2
Disagree	5	4	2
Neither Agree Nor Disagree	6	19	17
Agree	43	41	48
Strongly Agree	45	33	31
I feel like I am part of this school.			
Strongly Disagree	0	2	2
Disagree	5	13	10
Neither Agree Nor Disagree	13	15	21
Agree	57	45	40
Strongly Agree	25	25	26
Teachers at this school treat students fairly.			
Strongly Disagree	3	4	5
Disagree	8	2	10
Neither Agree Nor Disagree	8	23	17
Agree	63	60	50
Strongly Agree	18	11	19
I feel safe in my school.			
Strongly Disagree	5	0	2
Disagree	3	0	7
Neither Agree Nor Disagree	12	19	17
Agree	58	65	48
Strongly Agree	22	15	26

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 A3.11***School Protective Factors (Developmental Supports)***

At my school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11
	%	%	%
<i>Caring Relationships</i>			
who really cares about me.			
Not At All True	3	4	5
A Little True	23	28	7
Pretty Much True	53	50	56
Very Much True	20	19	32
who notices when I am not there.			
Not At All True	2	7	2
A Little True	20	22	22
Pretty Much True	48	48	49
Very Much True	30	22	27
who listens when I have something to say.			
Not At All True	3	4	0
A Little True	21	27	15
Pretty Much True	43	40	54
Very Much True	33	29	32
<i>High Expectations</i>			
who tells me when I do a good job.			
Not At All True	2	4	0
A Little True	17	19	15
Pretty Much True	42	59	49
Very Much True	39	19	37
who always wants me to do my best.			
Not At All True	3	0	0
A Little True	10	15	5
Pretty Much True	32	46	49
Very Much True	56	39	46
who believes that I will be a success.			
Not At All True	3	0	2
A Little True	11	28	10
Pretty Much True	44	50	56
Very Much True	41	22	32

Questions HS A16-21/MS A15-20: At my school, there is a teacher or some other adult who...really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... believes that I will be a success.

Table A3.11 - Continued
School Protective Factors (Developmental Supports)

	Grade 7	Grade 9	Grade 11
	%	%	%
Opportunities for Meaningful Participation			
I do interesting activities at school.			
Not At All True	2	7	7
A Little True	13	28	19
Pretty Much True	31	30	38
Very Much True	54	35	36
I help decide things like class rules or activities.			
Not At All True	16	31	21
A Little True	39	33	33
Pretty Much True	30	31	33
Very Much True	15	4	12
I do things that make a difference at school.			
Not At All True	7	30	12
A Little True	36	31	32
Pretty Much True	39	33	41
Very Much True	18	6	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 A3.12

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
	%	%	%
<i>Caring Relationships</i>			
who really cares about me.			
Not At All True	5	6	0
A Little True	5	11	2
Pretty Much True	15	26	31
Very Much True	76	57	67
who notices when I am upset about something.			
Not At All True	5	15	5
A Little True	13	11	12
Pretty Much True	22	28	26
Very Much True	60	46	57
whom I trust.			
Not At All True	3	19	5
A Little True	6	7	12
Pretty Much True	21	26	26
Very Much True	70	48	57
<i>High Expectations</i>			
who tells me when I do a good job.			
Not At All True	5	11	5
A Little True	8	13	5
Pretty Much True	25	26	29
Very Much True	62	50	62
who believes that I will be a success.			
Not At All True	5	9	3
A Little True	2	15	3
Pretty Much True	25	23	35
Very Much True	68	53	60
who always wants me to do my best.			
Not At All True	3	9	0
A Little True	3	6	2
Pretty Much True	16	26	31
Very Much True	77	58	67

Questions HS A25-30/MS 24-29: Outside of my home and school, there is an adult who...really cares about me, tells me when I do a good job...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 A3.12 - Continued
Community Protective Factors (Developmental Supports)

	Grade 7	Grade 9	Grade 11
	%	%	%
Opportunities for Meaningful Participation			
I am part of clubs, sports teams, church/temple or other group activities.			
Not At All True	16	35	26
A Little True	9	24	14
Pretty Much True	17	17	29
Very Much True	58	24	31
I am involved in music, art, literature, sports or a hobby.			
Not At All True	5	11	7
A Little True	9	11	12
Pretty Much True	13	17	33
Very Much True	73	61	48
I help other people.			
Not At All True	0	10	0
A Little True	16	15	17
Pretty Much True	28	40	45
Very Much True	56	35	38

Questions HS A31-33/MS 30-32: Outside of my home and school...I am part of clubs, sports teams, church/temple or other group activities...I am involved in music, art, literature, sports, or a hobby...I help other people.

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
0 times	83	56	32
1 time	9	9	7
2 to 3 times	5	19	20
4 or more times	3	17	41
Marijuana			
0 times	98	64	55
1 time	2	2	5
2 to 3 times	0	8	0
4 or more times	0	26	40
Inhalants (to get high)			
0 times	95	91	80
1 time	2	4	5
2 to 3 times	0	4	5
4 or more times	3	2	10
Cocaine			
0 times	na	96	93
1 time	na	0	5
2 to 3 times	na	4	0
4 or more times	na	0	2
Methamphetamine or any amphetamine			
0 times	na	98	95
1 time	na	0	0
2 to 3 times	na	2	0
4 or more times	na	0	5

Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...alcohol...marijuana...inhalants cocaine...methamphetamine or any amphetamine?

na=not asked of middle school students

Table A4.1 - Continued

AOD Use, Lifetime

	Grade 7	Grade 9	Grade 11
	%	%	%
LSD or other psychedelics			
0 times	na	91	95
1 time	na	4	2
2 to 3 times	na	6	2
4 or more times	na	0	0
Ecstasy			
0 times	na	96	93
1 time	na	0	2
2 to 3 times	na	4	2
4 or more times	na	0	2
Heroin			
0 times	na	100	98
1 time	na	0	0
2 to 3 times	na	0	0
4 or more times	na	0	2
Other illegal drug or pill			
0 times	100	87	83
1 time	0	0	7
2 to 3 times	0	4	2
4 or more times	0	9	7
<i>Any of the above AOD Use</i>	19	46	67
Prescription pain killers			
0 times	na	79	76
1 time	na	4	12
2 to 3 times	na	9	2
4 or more times	na	8	10

Question HS A.43-47//MS A.41: During your life, how many times have you used or tried...LSD or other pshychelics...ecstasy heroin...other illegal drug or pill...prescription pain killers?
na=not asked of middle school students

Table A4.1 - Continued**AOD Use, Lifetime**

	Grade 7	Grade 9	Grade 11
	%	%	%
Barbiturates			
0 times	na	94	98
1 time	na	2	0
2 to 3 times	na	2	0
4 or more times	na	2	2
Tranquilizers or sedatives			
0 times	na	92	85
1 time	na	0	5
2 to 3 times	na	2	2
4 or more times	na	6	7
Cold/cough medicines			
0 times	na	75	83
1 time	na	2	2
2 to 3 times	na	9	5
4 or more times	na	13	10
Diet pills			
0 times	na	91	93
1 time	na	4	0
2 to 3 times	na	4	0
4 or more times	na	2	7
Ritalin™ or Adderall™			
0 times	na	94	93
1 time	na	0	0
2 to 3 times	na	2	5
4 or more times	na	4	2

Question HS A.48-52: During your life, how many times have you used or tried...barbiturates...tranquilizers or sedatives... cold/cough medicines...diet pills...Ritalin or Adderall?
na=not asked of middle school students

Table A4.2***Age of Onset***

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
Never	81	59	29
10 or under	10	4	5
11 -12 years old	6	15	17
13-14 years old	3	20	29
15-16 years old	0	2	19
17 years or older	0	0	2
Marijuana			
Never	100	66	55
10 or under	0	2	7
11 -12 years old	0	8	10
13-14 years old	0	17	14
15-16 years old	0	6	12
17 years or older	0	2	2
Other illegal drug			
Never	100	85	76
10 or under	0	0	2
11 -12 years old	0	4	2
13-14 years old	0	8	5
15-16 years old	0	2	14
17 years or older	0	2	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol (at least one drink)	3	26	34
Binge drinking (5 or more drinks in a row)	0	11	29
Marijuana	2	26	24
Inhalants	2	2	2
Cocaine	na	2	2
Methamphetamine or any amphetamine	na	0	0
Ecstasy, LSD, or other psychedelics	na	4	0
Other illegal drug or pill	0	7	5
<i>Any drug use</i>	3	26	24
<i>Heavy drug user</i>	2	15	17
<i>Any of the above AOD Use</i>	5	33	40
Two or more of the above at the same time	na	9	14

Question HS A.63-71/MS A.52-56: During the past 30 days, on how many days did you use...alcohol...binge drink...marijuana? marijuana...inhalants...cocaine...methamphetamine or any amphetamine...ecstasy, LSD, or any other psychedelics...other illegal drug or pill? na=not asked of middle school students

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
None	97	74	66
1 or 2 days	2	13	15
3 to 9 days	2	9	17
10 to 19 days	0	4	0
20 or more days (daily)	0	0	2
Marijuana			
None	98	74	76
1 or 2 days	0	6	2
3 to 9 days	0	6	10
10 to 19 days	0	6	2
20 or more days (daily)	2	9	10

Question HS A.63, 65/MS A.52,54: During the past 30 days, on how many days did you use...alcohol...marijuana?

Table A4.5***Ever Very Drunk or Sick from Drinking Alcohol***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	98	76	62
1 to 2 times	2	9	19
3 to 6 times	0	13	10
7 or more times	0	2	10

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	100	67	51
1 to 2 times	0	7	10
3 to 6 times	0	7	10
7 or more times	0	19	29

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	100	89	71
1 to 2 days	0	9	21
3 or more days	0	2	7

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	86	54	38
Just a sip or two	13	19	14
Enough to feel it a little	0	11	17
Enough to feel it a lot	2	13	19
Until really drunk	0	4	12

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	67	60
Not high at all	4	5
A little high	9	0
Moderately high	9	26
Very high	11	10

Question HS A.77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?

Table A4.10***Ever Driven after Drinking (Respondent or by Friend)***

	Grade 9	Grade 11
	%	%
<i>Never</i>	89	76
<i>Any</i>	11	24
1 time	0	7
2 times	6	7
3 to 6 times	6	7
7 or more times	0	2

Question HS A.89: In your life, how many times have you driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?

Table A4.11

Ever Been a Passenger in a Car Driven by Someone Who Had Been Drinking

	Grade 7
	%
<i>Never</i>	73
<i>Any</i>	27
1 time	11
2 times	9
3 to 6 times	3
7 or more times	3

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
0 days	100	96	100
1 to 2 days	0	4	0
3 or more days	0	0	0
Marijuana			
0 days	100	98	95
1 to 2 days	0	0	2
3 or more days	0	2	2
Any illegal drug or pill			
0 days	100	96	98
1 to 2 days	0	2	0
3 or more days	0	2	2
<i>Any of the above</i>	0	6	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...use any illegal drug or pill?

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	100	87	76
1 to 2 times	0	2	10
3 to 6 times	0	6	5
7 or more times	0	6	10

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol - Drink occasionally			
Great	40	15	17
Moderate	24	25	26
Slight	17	48	38
None	19	12	19
Alcohol - 5 or more drinks once or twice a week			
Great	56	58	60
Moderate	21	29	24
Slight	5	6	12
None	19	8	5

Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they drink alcohol occasionally...have 5 or more drinks of alcohol once or twice a week?

Table A4.15***Perceived Harm of Frequent Marijuana Use***

	Grade 7 %	Grade 9 %	Grade 11 %
Marijuana - Smoke Occasionally			
Great	41	9	19
Moderate	22	36	24
Slight	17	30	26
None	19	25	31
Marijuana - Smoke once or twice a week			
Great	46	31	31
Moderate	17	35	19
Slight	17	13	31
None	19	21	19

Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they smoke marijuana occasionally...smoke marijuana once or twice a week?

Table A4.16***Personal Disapproval of Using Alcohol***

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	8	26	29
Somewhat disapprove	5	28	26
Strongly disapprove	88	45	45
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	6	57	52
Somewhat disapprove	16	21	26
Strongly disapprove	78	23	21
Marijuana - Once a month or more			
Neither approve or disapprove	8	49	54
Somewhat disapprove	8	19	20
Strongly disapprove	84	32	27

Question HS A.92-94/MS A.76-78: How do you feel about someone your age having one or two drinks nearly every day...smoke marijuana or hashish once or twice...smoke marijuana once a month or more?

Table A4.17***Student Perception of Percent of Marijuana Use Among Peers***

	Grade 7	Grade 9	Grade 11
	%	%	%
None of them	57	12	5
10 percent	25	15	14
20 percent	2	13	14
30 percent	5	8	5
40 percent	3	8	10
50 percent	2	15	7
60 percent	0	4	7
70 percent	2	8	10
80 percent	2	13	12
90 percent	0	2	14
All of them	3	2	2

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

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

	Grade 9	Grade 11
	%	%
Does not apply, never used alcohol/drugs	63	46
Problems with emotions, nerves, mental health	7	12
Trouble or problems with the police	4	7
Money problems	0	2
Miss school	4	7
Problems with school work	6	5
Fight with other kids	2	2
Damage a friendship	4	7
Physically hurt or injure yourself	4	2
Unwanted or unprotected sex	2	7
Forget what happened or pass out	6	15
Other problems	6	5
More than one problem	11	12
Never had problems when I've used alcohol/drugs	28	34

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 Related to Dependency While Using Alcohol/Drugs***

	Grade 9 %	Grade 11 %
Does not apply, have not used alcohol or drugs	62	51
Had to increase use to get same effect as before	6	20
Spent a lot of time getting, using, or being "hung over" from using	6	12
Used alcohol or drugs a lot more than intended	6	7
Used alcohol or drugs when alone	17	17
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4	5
Often didn't feel OK unless had something to drink or used a drug	6	10
Thought about reducing or stopping	12	12
Told yourself not going to use but used anyway	6	15
Spoke with someone about reducing or stopping use	8	10
Attended counseling, program, or group to reduce/stop use	2	2
More than one experience	17	20
Use alcohol or drugs, but have not experienced any of these things	12	20

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

(Mark all that apply.)

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
Very difficult	19	4	7
Fairly difficult	8	13	5
Fairly easy	11	26	36
Very easy	16	30	43
Don't know	47	28	10
Marijuana			
Very difficult	20	2	2
Fairly difficult	6	7	0
Fairly easy	9	30	40
Very easy	14	33	55
Don't know	50	28	2

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get alcohol or marijuana 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	91	65	81
1 time	6	15	2
2 to 3 times	0	15	10
4 or more times	3	6	7

Question HS A.107/MS A.89: During the past 12 months, how many times on school property have you been offered, sold 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	41	65	78
Yes	59	35	22

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	11	89	93
Yes	89	11	7

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?

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7	Grade 9	Grade 11
	%	%	%
Hispanic or Latino	4		
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	4	29	
Mixed (two or more) races			

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7	Grade 9	Grade 11
	%	%	%
Hispanic or Latino	4		
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	0	29	
Mixed (two or more) races			

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7	Grade 9	Grade 11
	%	%	%
A cigarette, even one or two puffs			
0 times	97	na	na
1 time	2	na	na
2 to 3 times	0	na	na
4 or more times	2	na	na
A whole cigarette			
0 times	100	78	71
1 time	0	4	0
2 to 3 times	0	9	2
4 or more times	0	9	26
Smokeless tobacco			
0 times	100	100	81
1 time	0	0	7
2 to 3 times	0	0	5
4 or more times	0	0	7

Question HS A.35-36/MS A.34-36: During your life, how many times have you used or tried...a cigarette, even a puff or two... a whole cigarette...smokeless tobacco?

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

	Grade 7 %	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette			
Never	97	76	63
10 or under	2	2	5
11-12 years old	2	7	5
13-14 years old	0	11	20
15-16 years old	0	4	7
17 years or older	0	0	0
Smokeless tobacco			
Never	98	96	81
10 or under	2	0	0
11-12 years old	0	2	2
13-14 years old	0	2	12
15-16 years old	0	0	5
17 years or older	0	0	0

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Any	0	8	12
Daily	0	0	5
Smokeless tobacco			
Any	0	0	7
Daily	0	0	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
<i>None</i>	100	100	98
<i>Any</i>	0	0	2
1 or 2 days	0	0	0
3 to 9 days	0	0	2
10 to 19 days	0	0	0
20 to 30 days	0	0	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 nor disapprove	5	19	21
Somewhat disapprove	8	21	21
Strongly disapprove	88	60	57

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 nor disapprove	5	6	12
Somewhat disapprove	18	25	29
Strongly disapprove	77	70	60

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Smoking occasionally			
Great	38	25	26
Moderate	33	35	55
Slight	10	31	12
None	19	10	7
Smoking 1-2 packs of cigarettes a day			
Great	65	69	76
Moderate	10	21	12
Slight	8	2	7
None	17	8	5

Question HS A78-79/MS A.64-65: How much do people risk harming themselves physically and in other ways when they 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	19	2	2
Fairly difficult	6	7	2
Fairly easy	14	31	33
Very easy	13	28	50
Don't know	48	31	12

Question HS A.84/MS A.70: How difficult is it for students in your grade to get cigarettes if they really want them?

Table A5.9***Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month***

	Grade 7	Grade 9	Grade 11
	%	%	%
None of them	66	21	10
10 percent	18	34	40
20 percent	3	17	19
30 percent	3	9	5
40 percent	2	6	12
50 percent	2	8	2
60 percent	3	4	2
70 percent	2	0	7
80 percent	0	0	0
90 percent	0	0	2
All of them	2	2	0

Question HS A.87/MS A.73: Think about a group of 100 students in your grade. About how many students have... smoked 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
	%	%	%
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	0	11	
Mixed (two or more) races			

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
Had mean rumors/lies spread about you			
0 times	42	51	60
1 time	25	8	17
2 to 3 times	14	21	14
4 or more times	19	21	10
Had sexual jokes/comments/gestures made to you			
0 times	58	43	60
1 time	17	11	10
2 to 3 times	8	6	2
4 or more times	17	40	29
Been made fun of because of your looks/way of talking			
0 times	55	56	64
1 time	14	15	12
2 to 3 times	13	9	17
4 or more times	19	20	7

Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you ... had mean rumor/lies spread about you ... had sexual jokes/comments/gestures made to you ... been made fun of because of your looks/way of talking?

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Been pushed, shoved, hit, etc.			
0 times	67	72	81
1 time	16	9	7
2 to 3 times	6	9	12
4 or more times	11	9	0
Been afraid of being beaten up			
0 times	77	70	90
1 time	6	17	7
2 to 3 times	11	9	2
4 or more times	6	4	0
Been in a physical fight			
0 times	78	83	100
1 time	10	9	0
2 to 3 times	8	7	0
4 or more times	5	0	0

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you ...been pushed, shoved, hit, etc...been afraid of being beaten up...been in a physical fight?

Table A6.3***Property Damage on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
Had property stolen/damaged			
0 times	75	76	81
1 time	14	11	10
2 to 3 times	8	6	7
4 or more times	3	7	2
Damaged school property on purpose			
0 times	94	94	90
1 time	3	2	2
2 to 3 times	2	4	2
4 or more times	2	0	5

Question HS A.106,108/MS A.88,90: During the past 12 months, how many times on school property have you...had property stolen/damaged...damaged school property on purpose?

Table A6.4***Weapons Possession on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
Carried a gun			
0 times	97	100	100
1 time	0	0	0
2 or more times	3	0	0
Carried any other weapon			
0 times	97	87	93
1 time	0	2	5
2 or more times	3	11	2

Question HS A.109-110/MS A.91-92: During the past 12 months, how many times on school property have you...carried a gun...carried any other weapon?

Table A6.5***Awareness and Use of Weapons on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
Seen someone with a weapon			
0 times	72	57	95
1 time	14	24	2
2 or more times	14	19	2
Been threatened/injured with a weapon			
0 times	91	94	100
1 time	6	4	0
2 or more times	3	2	0

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you...seen someone with a weapon...been threatened/injured with a weapon?

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	8	23	7
Somewhat disapprove	6	17	22
Strongly disapprove	86	60	71

Question HS A.95/MS A.79: How do you feel about someone your age carrying a weapon to school?

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin			
0 times	81	89	83
1 time	11	4	12
2 or more times	8	8	5
Religion			
0 times	83	93	90
1 time	11	4	2
2 or more times	6	4	7
Gender			
0 times	84	96	93
1 time	3	0	5
2 or more times	13	4	2
Sexual Orientation *			
0 times	86	89	95
1 time	3	6	0
2 or more times	11	6	5
Physical/Mental Disability			
0 times	92	98	95
1 time	3	0	5
2 or more times	5	2	0
<i>Any of the Above Five Hate-Crime Reasons</i>	38	26	33
Any Other Reason			
0 times	63	76	86
1 time	16	13	7
2 or more times	21	11	7
<i>Any Harassment</i>	48	37	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
	%	%	%
No	95	98	98
Yes	5	2	2

Question HS A.121 /MS A.104: Do you consider yourself a member of a gang?

Table A6.9***Physical Violence by Boyfriend/Girlfriend, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
Does not apply, didn't have a boyfriend/girlfriend	55	50	43
No	42	44	50
Yes	3	6	7

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	24	24	33
Safe	51	54	45
Neither safe nor unsafe	14	20	19
Unsafe	8	2	2
Very unsafe	3	0	0

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)	73	65	67
1 time	16	15	12
2-3 times	5	9	17
4 or more times	6	11	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
	%	%	%
Hispanic or Latino	42		
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	19	29	
Mixed (two or more) races			

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 because of 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
	%	%	%
Hispanic or Latino	23		
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White	4	7	
Mixed (two or more) races			

Question HS A.113/MS A.95: During the past 12 months, how many times on school property were you harassed or bullied because of race, ethnicity or national origin?

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %
No	16	40	43
Yes	84	60	57

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	67	52	67
Yes	33	48	33

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	65	83
Yes	35	17

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

Table A7.4***Gambling, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
Card or dice games			
Not at all	89	94	90
Less than once a month	8	4	7
1 to 3 times	0	2	0
Once a week or more	3	0	2
Personal skill games			
Not at all	86	87	78
Less than once a month	6	6	17
1 to 3 times	2	6	2
Once a week or more	6	2	2
Betting on sports			
Not at all	89	93	93
Less than once a month	3	6	5
1 to 3 times	5	0	2
Once a week or more	3	2	0
Lottery			
Not at all	89	89	93
Less than once a month	10	9	7
1 to 3 times	0	0	0
Once a week or more	2	2	0
Bet or gambled in any other way			
Not at all	92	94	81
Less than once a month	3	4	14
1 to 3 times	0	0	5
Once a week or more	5	2	0

Question HS A.127-131//MS A.109-113: During the past 12 months, how often have you bet/gambled, even casually, for money or valuables by playing cards or dice games...personal skill games...betting on sports...lottery...bet or gambled in any other way?

8. Results by Gender

Table A8.1

Selected Alcohol and Other Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use						
<i>During your life, did you ever...</i>						
drink alcohol (one full drink)?	20	16	44	47	62	80
use inhalants?	2	11	10	7	20	19
smoke marijuana?	2	0	33	43	35	63
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	0	11	31	13	23	53
use inhalants?	0	5	3	0	4	0
smoke marijuana?	3	0	28	20	15	40
Level of Involvement (High Risk Patterns)						
<i>During your life, have you ever...</i>						
been very drunk or sick after drinking alcohol?	0	5	31	7	35	44
been high from using drugs?	0	0	33	33	38	67
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	0	0	15	0	19	44
AOD Use at School						
During your life, have you ever been drunk/high on school property?	0	0	15	7	15	38
During the past 30 days, did you use marijuana on school property?	0	0	3	0	0	13
Perceived Harm						
<i>Frequent use of...is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	83	79	92	93	92	100
marijuana (once or twice a week)	85	74	78	80	88	69

*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?	0	0	21	27	15	50
During the past 30 days, did you smoke a cigarette?	0	0	8	7	4	25
During the past 30 days, did you smoke cigarettes daily?	0	0	0	0	4	6
During the past 30 days, did you smoke cigarettes on school property?	0	0	0	0	0	6
Frequent use of cigarettes is harmful. (1-2 packs a day)*	85	79	89	100	92	100

*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	23	16	10	14	19	13
Religion	18	21	5	13	12	6
Gender	20	11	5	0	8	6
Gay/lesbian, or someone thought you were	10	26	11	13	4	6
Physical/mental disability	8	11	3	0	8	0
Any other reason	45	26	26	20	19	6
During the past 12 months at school, have you been in a physical fight?	25	21	13	27	0	0
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	3	5	3	13	8	6
Feels safe at school	73	84	74	87	81	75
Currently belong to a gang	2	11	3	0	0	6

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?	83	83	61	60	62	50
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?	34	32	54	33	35	31

9. Comparisons

Table A9.1

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

	7th Grade %		9th Grade %			11th Grade %		
	School	CSS	School	CSS	YRBS	School	CSS	YRBS
Lifetime and Current ATOD Use								
<i>During your life, did you ever...</i>								
smoke a cigarette?	0	7	22	20	45 ^a	29	34	55 ^a
chew tobacco or snuff?	0	4	0	6	~	19	10	~
drink alcohol (glass)?	17	24	44	47	67	68	66	79
use inhalants?	5	11	9	14	15	20	15	12
smoke marijuana?	2	9	36	25	29	45	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette?	0	6	8	11	15	12	17	24
chew tobacco or snuff?	0	3	0	5	6	7	6	6
drink alcohol (glass)?	3	15	26	24	37	34	42	53
use inhalants?	2	5	2	7	~	2	7	~
smoke marijuana?	2	7	26	15	16	24	24	21
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking?	2	11	24	28	~	38	45	~
been high from using drugs?	0	8	33	22	~	49	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	0	6	11	16	18	29	29	28

^aYRBS asks about smoking even a puff or two.

*The California Student Survey (CSS) 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 Other Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS

	7th Grade %		9th Grade %			11th Grade %		
	School	CSS	School	CSS	YRBS	School	CSS	YRBS
ATOD Use on School Property								
During your life, have you ever been drunk/high?	0	6	13	13	~	24	25	~
During the past 30 days, did you smoke cigarettes?	0	3	0	7	4	2	7	5
Perceived Harm								
<i>People risk harming themselves using..^b</i>								
cigarettes (1-2 packs a day).	83	83	92	90	~	95	93	~
alcohol (five or more drinks once or twice a week).	81	83	92	89	~	95	92	~
marijuana (once or twice a week).	81	82	79	85	~	81	87	~

^bcombines "Great," "Moderate," and "Slight"

*The California Student Survey (CSS) 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 %		
	School	CSS	School	CSS	YRBS	School	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?	38	31	26	27	~	33	22	~
been in a physical fight?	22	32	17	25	18	0	23	11
been afraid of being beaten up?	23	29	30	22	~	10	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	3	10	13	13	~	7	13	~
How safe do you feel when you are at school? Very safe.	24	18	24	16	~	33	20	~
Do you consider yourself a member of a gang?	5	9	2	8	~	2	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult	41	31	35	28	~	39	29	~
High expectations from teacher or other adult	57	45	44	39	~	49	38	~
Opportunities for meaningful participation at their school	28	16	19	13	~	21	15	~
Total	52	31	33	27	~	34	28	~
School Connectedness Scale	72	39	64	34	~	62	31	~

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