

# California Healthy Kids Survey

Casa Robles High  
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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# 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](http://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](http://chks.wested.org) and [cscs.wested.org](http://cscs.wested.org).

## **SURVEY PURPOSE**

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors, 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.<sup>1</sup> The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

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

## **School-Related Content**

To support school improvement efforts, the majority of questions on the 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 9	Grade 11
<b><i>Student Sample Size</i></b>		
Target Sample	295	165
Final Number	230	149
<b>Average Response Rate</b>	<b>78%</b>	<b>90%</b>

## 2. Sample Characteristics

**Table A2.1**

*Age of Sample*

	Grade 9	Grade 11
	%	%
12 years or younger	0	0
13 years old	1	0
14 years old	55	1
15 years old	43	0
16 years old	1	63
17 years old	0	36
18 years or older	0	1

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

**Table A2.2**

*Gender of Sample*

	Grade 9	Grade 11
	%	%
Male	44	51
Female	56	49

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

**Table A2.3**

*Hispanic or Latino*

	Grade 9	Grade 11
	%	%
No	76	84
Yes	24	16

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



**Table A2.4*****Race***

	Grade 9	Grade 11
	%	%
American Indian or Alaska Native	6	0
Asian	2	2
Black or African American	3	1
Native Hawaiian or Pacific Islander	0	2
White	54	78
Mixed (two or more) races	34	17

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

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

	Grade 9	Grade 11
	%	%
A home with both parents	65	70
A home with only one parent	27	22
Other relative's home	3	3
A home with more than one family	1	1
Friend's home	0	1
Foster home, group care, or waiting placement	1	1
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	1
Other living arrangements	2	3

*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 9	Grade 11
	%	%
Mostly A's	28	27
A's and B's	29	38
Mostly B's	9	11
B's and C's	22	13
Mostly C's	5	4
C's and D's	4	5
Mostly D's	0	1
Mostly F's	2	1

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

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

	Grade 9	Grade 11
	%	%
0 times	83	79
1-2 times	9	15
A few times	4	4
Once a month	1	1
Once a week	1	1
More than once a week	2	0

*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***

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Never

1 day

2 days

3 days

4 days

5 days

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*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***

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	Grade 9	Grade 11
	%	%
Yes	2	2
No	75	88
Don't know	23	10

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*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***

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	Grade 9	Grade 11
	%	%
No	89	93
Yes	7	2
Don't know	2	1

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*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 9			Grade 11		
	H	M	L	H	M	L
<b><i>School Environment</i></b>						
Total	31	53	16	39	53	8
Caring Adult Relationships	31	54	15	41	52	7
High Expectations	45	43	12	50	45	5
Opportunities for Meaningful Participation	13	56	31	17	59	24
<b><i>Community Environment</i></b>						
Total	66	25	9	69	26	5
Caring Adult Relationships	64	24	12	67	24	9
High Expectations	70	22	8	66	27	7
Opportunities for Meaningful Participation	46	41	14	59	35	5
<b><i>School Connectedness Scale</i></b>						
	49	37	14	50	42	9

**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 9			Grade 11		
	H	M	L	H	M	L
<b>School Environment</b>						
Total	30	45	25			
Caring Adult Relationships	28	55	17			
High Expectations	44	39	17			
Opportunities for Meaningful Participation	7	63	30			
<b>Community Environment</b>						
Total	60	38	2			
Caring Adult Relationships	65	28	7			
High Expectations	70	26	4			
Opportunities for Meaningful Participation	44	39	17			
<b>School Connectedness Scale</b>						
	35	46	19			

**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 9			Grade 11		
	H	M	L	H	M	L
<b>School Environment</b>						
Total						
Caring Adult Relationships						
High Expectations						
Opportunities for Meaningful Participation						
<b>Community Environment</b>						
Total						
Caring Adult Relationships						
High Expectations						
Opportunities for Meaningful Participation						
<b>School Connectedness Scale</b>						

**Table A3.4**

**Summary Table - Asian**

Cells are empty if there are less than 25 respondents

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

**Table A3.5**

**Summary Table - Black or African American**

Cells are empty if there are less than 25 respondents

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

**Table A3.6**

**Summary Table - Native Hawaiian or Pacific Islander**

Cells are empty if there are less than 25 respondents

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

**Table A3.7**

**Summary Table - White**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
<b>School Environment</b>						
Total	33	55	12	42	50	8
Caring Adult Relationships	36	53	11	43	50	7
High Expectations	50	42	8	52	43	5
Opportunities for Meaningful Participation	13	55	32	15	61	24
<b>Community Environment</b>						
Total	67	25	8	71	24	4
Caring Adult Relationships	62	27	12	70	23	8
High Expectations	72	20	8	67	28	5
Opportunities for Meaningful Participation	50	37	13	61	34	5
<b>School Connectedness Scale</b>						
	59	32	9	53	40	7

**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 9			Grade 11		
	H	M	L	H	M	L
<b><i>School Environment</i></b>						
Total	29	49	22			
Caring Adult Relationships	22	59	18			
High Expectations	41	43	16			
Opportunities for Meaningful Participation	16	57	27			
<b><i>Community Environment</i></b>						
Total	67	26	7			
Caring Adult Relationships	70	17	13			
High Expectations	71	21	8			
Opportunities for Meaningful Participation	51	38	12			
<b><i>School Connectedness Scale</i></b>	41	40	19			



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

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
<b>School Environment</b>							
Total	30					33	29
Caring Adult Relationships	28					36	22
High Expectations	44					50	41
Opportunities for Meaningful Participation	7					13	16
<b>Community Environment</b>							
Total	60					67	67
Caring Adult Relationships	65					62	70
High Expectations	70					72	71
Opportunities for Meaningful Participation	44					50	51
<b>School Connectedness Scale</b>							
	35					59	41

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
<b>School Environment</b>							
Total						42	
Caring Adult Relationships						43	
High Expectations						52	
Opportunities for Meaningful Participation						15	
<b>Community Environment</b>							
Total						71	
Caring Adult Relationships						70	
High Expectations						67	
Opportunities for Meaningful Participation						61	
<b>School Connectedness Scale</b>							
						53	

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

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 9 %	Grade 11 %
<b>I feel close to people in this school.</b>		
Strongly Disagree	8	5
Disagree	9	11
Neither Agree Nor Disagree	21	17
Agree	42	44
Strongly Agree	20	22
<b>I am happy to be at this school.</b>		
Strongly Disagree	10	5
Disagree	11	5
Neither Agree Nor Disagree	15	26
Agree	37	41
Strongly Agree	27	22
<b>I feel like I am part of this school.</b>		
Strongly Disagree	10	7
Disagree	11	7
Neither Agree Nor Disagree	23	32
Agree	40	36
Strongly Agree	16	17
<b>Teachers at this school treat students fairly.</b>		
Strongly Disagree	8	4
Disagree	14	14
Neither Agree Nor Disagree	24	22
Agree	40	45
Strongly Agree	14	15
<b>I feel safe in my school.</b>		
Strongly Disagree	6	7
Disagree	8	6
Neither Agree Nor Disagree	23	20
Agree	40	48
Strongly Agree	23	20

*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)***

<b>At my school, there is a teacher or some other adult...</b>	<b>Grade 9</b>	<b>Grade 11</b>
	<b>%</b>	<b>%</b>
<b><i>Caring Relationships</i></b>		
<b>who really cares about me.</b>		
Not At All True	16	6
A Little True	24	24
Pretty Much True	31	32
Very Much True	28	37
<b>who notices when I am not there.</b>		
Not At All True	16	9
A Little True	29	20
Pretty Much True	30	40
Very Much True	25	31
<b>who listens when I have something to say.</b>		
Not At All True	8	6
A Little True	25	17
Pretty Much True	35	40
Very Much True	32	38
<b><i>High Expectations</i></b>		
<b>who tells me when I do a good job.</b>		
Not At All True	10	5
A Little True	25	23
Pretty Much True	36	31
Very Much True	29	41
<b>who always wants me to do my best.</b>		
Not At All True	9	7
A Little True	11	13
Pretty Much True	30	30
Very Much True	49	51
<b>who believes that I will be a success.</b>		
Not At All True	11	5
A Little True	19	19
Pretty Much True	34	38
Very Much True	35	38

*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 9	Grade 11
	%	%
<b><i>Opportunities for Meaningful Participation</i></b>		
<b>I do interesting activities at school.</b>		
Not At All True	14	14
A Little True	26	29
Pretty Much True	29	31
Very Much True	32	26
<b>I help decide things like class rules or activities.</b>		
Not At All True	46	36
A Little True	28	34
Pretty Much True	17	17
Very Much True	9	13
<b>I do things that make a difference at school.</b>		
Not At All True	29	18
A Little True	35	39
Pretty Much True	26	29
Very Much True	10	14

*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)***

<b>Outside of my home and school, there is a teacher or some other adult...</b>	<b>Grade 9</b>	<b>Grade 11</b>
	<b>%</b>	<b>%</b>
<b><i>Caring Relationships</i></b>		
<b>who really cares about me.</b>		
Not At All True	9	6
A Little True	8	10
Pretty Much True	18	14
Very Much True	65	71
<b>who notices when I am upset about something.</b>		
Not At All True	14	9
A Little True	14	16
Pretty Much True	20	24
Very Much True	52	50
<b>whom I trust.</b>		
Not At All True	13	10
A Little True	12	12
Pretty Much True	16	21
Very Much True	59	56
<b><i>High Expectations</i></b>		
<b>who tells me when I do a good job.</b>		
Not At All True	7	7
A Little True	14	13
Pretty Much True	21	21
Very Much True	57	59
<b>who believes that I will be a success.</b>		
Not At All True	8	5
A Little True	12	14
Pretty Much True	19	21
Very Much True	61	61
<b>who always wants me to do my best.</b>		
Not At All True	8	7
A Little True	7	10
Pretty Much True	14	16
Very Much True	72	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 9 %	Grade 11 %
<b>Opportunities for Meaningful Participation</b>		
<b>I am part of clubs, sports teams, church/temple or other group activities.</b>		
Not At All True	29	14
A Little True	14	10
Pretty Much True	12	20
Very Much True	46	56
<b>I am involved in music, art, literature, sports or a hobby.</b>		
Not At All True	14	12
A Little True	10	14
Pretty Much True	19	16
Very Much True	57	59
<b>I help other people.</b>		
Not At All True	10	3
A Little True	16	18
Pretty Much True	37	29
Very Much True	37	49

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

## 4. Alcohol and Other Drug Use

**Table A4.1**

*AOD Use, Lifetime*

	Grade 9 %	Grade 11 %
<b>Alcohol (one full drink)</b>		
0 times	60	40
1 time	6	7
2 to 3 times	12	11
4 or more times	22	42
<b>Marijuana</b>		
0 times	73	53
1 time	4	6
2 to 3 times	4	7
4 or more times	20	33
<b>Inhalants (to get high)</b>		
0 times	89	91
1 time	3	3
2 to 3 times	3	2
4 or more times	5	3
<b>Cocaine</b>		
0 times	92	93
1 time	3	2
2 to 3 times	1	2
4 or more times	4	3
<b>Methamphetamine or any amphetamine</b>		
0 times	95	95
1 time	2	2
2 to 3 times	0	1
4 or more times	3	2

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

*na=not asked of middle school students*



**Table A4.1 - Continued**

***AOD Use, Lifetime***

	Grade 9 %	Grade 11 %
<b>LSD or other psychedelics</b>		
0 times	90	94
1 time	2	2
2 to 3 times	4	3
4 or more times	4	1
<b>Ecstasy</b>		
0 times	90	88
1 time	2	5
2 to 3 times	3	3
4 or more times	5	4
<b>Heroin</b>		
0 times	95	97
1 time	0	0
2 to 3 times	1	1
4 or more times	4	2
<b>Other illegal drug or pill</b>		
0 times	87	86
1 time	3	5
2 to 3 times	2	3
4 or more times	8	6
<b><i>Any of the above AOD Use</i></b>	43	64
<b>Prescription pain killers</b>		
0 times	85	85
1 time	4	5
2 to 3 times	2	5
4 or more times	9	5

*Question HS A.43-47//MS A.41: During your life, how many times have you used or tried LSD or other psychedelics...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 9 %	Grade 11 %
<b>Barbiturates</b>		
0 times	96	97
1 time	1	1
2 to 3 times	0	1
4 or more times	3	1
<b>Tranquilizers or sedatives</b>		
0 times	92	94
1 time	2	3
2 to 3 times	1	1
4 or more times	4	2
<b>Cold/cough medicines</b>		
0 times	82	81
1 time	3	1
2 to 3 times	3	6
4 or more times	13	12
<b>Diet pills</b>		
0 times	90	95
1 time	1	1
2 to 3 times	1	2
4 or more times	7	2
<b>Ritalin™ or Adderall™</b>		
0 times	89	90
1 time	3	3
2 to 3 times	2	2
4 or more times	7	4

*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 9 %	Grade 11 %
<b>Alcohol (one full drink)</b>		
Never	55	39
10 or under	8	7
11 -12 years old	11	6
13-14 years old	23	20
15-16 years old	3	24
17 years or older	0	3
<b>Marijuana</b>		
Never	73	56
10 or under	3	1
11 -12 years old	7	5
13-14 years old	15	16
15-16 years old	1	20
17 years or older	0	1
<b>Other illegal drug</b>		
Never	84	79
10 or under	2	1
11 -12 years old	2	3
13-14 years old	12	5
15-16 years old	0	12
17 years or older	0	0

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

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

	Grade 9	Grade 11
	%	%
Alcohol (at least one drink)	21	24
Binge drinking (5 or more drinks in a row)	16	17
Marijuana	18	24
Inhalants	6	2
Cocaine	4	2
Methamphetamine or any amphetamine	4	3
Ecstasy, LSD or other psychedelics	7	3
Other illegal drug or pill	7	5
<b><i>Any drug use</i></b>	18	25
<b><i>Heavy drug user</i></b>	11	12
<b><i>Any of the above AOD Use</i></b>	25	34
Two or more of the above at the same time	11	6

*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...inhalants...cocaine...methamphetamine or any amphetamine...ecstasy, LSD, or 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 9	Grade 11
	%	%
<b>Alcohol</b>		
None	79	76
1 or 2 days	11	15
3 to 9 days	4	7
10 to 19 days	2	1
20 or more days (daily)	4	1
<b>Marijuana</b>		
None	82	76
1 or 2 days	5	9
3 to 9 days	4	3
10 to 19 days	3	4
20 or more days (daily)	5	8

*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 9	Grade 11
	%	%
0 times	76	63
1 to 2 times	11	16
3 to 6 times	5	10
7 or more times	8	11

*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 9	Grade 11
	%	%
0 times	73	59
1 to 2 times	6	9
3 to 6 times	3	7
7 or more times	18	24

*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 9	Grade 11
	%	%
0 days	84	83
1 to 2 days	9	8
3 or more days	7	9

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

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

	Grade 9	Grade 11
	%	%
Don't drink alcohol	59	46
Just a sip or two	12	10
Enough to feel it a little	9	9
Enough to feel it a lot	11	21
Until really drunk	9	15

*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	75	60
Not high at all	0	4
A little high	4	6
Moderately high	7	17
Very high	13	12

*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>	87	82
<i>Any</i>	13	18
1 time	3	10
2 times	3	2
3 to 6 times	3	4
7 or more times	4	3

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

**Table A4.11**

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

---

---

*Never*

---

*Any*

---

1 time

---

2 times

---

3 to 6 times

---

7 or more times

---

*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 9	Grade 11
	%	%
<b>Alcohol</b>		
0 days	93	97
1 to 2 days	2	2
3 or more days	5	1
<b>Marijuana</b>		
0 days	91	95
1 to 2 days	3	2
3 or more days	6	3
<b>Any illegal drug or pill</b>		
0 days	94	96
1 to 2 days	3	2
3 or more days	3	2
<b><i>Any of the above</i></b>	11	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...any illegal drug or pill?*

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

	Grade 9	Grade 11
	%	%
0 times	84	77
1 to 2 times	5	7
3 to 6 times	3	6
7 or more times	8	9

*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 9 %	Grade 11 %
<b>Alcohol - Drink Occasionally</b>		
Great	23	18
Moderate	20	21
Slight	30	40
None	27	21
<b>Alcohol - 5 or more drinks once or twice a week</b>		
Great	44	49
Moderate	28	31
Slight	11	12
None	17	8

*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 9 %	Grade 11 %
<b>Marijuana - Smoke Occasionally</b>		
Great	29	23
Moderate	21	22
Slight	24	27
None	25	28
<b>Marijuana - Smoke once or twice a week</b>		
Great	42	41
Moderate	21	23
Slight	14	16
None	23	20

*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 9 %	Grade 11 %
<b>Alcohol - One or two drinks nearly every day</b>		
Neither approve or disapprove	24	18
Somewhat disapprove	16	23
Strongly disapprove	60	58
<b>Marijuana or Hashish - Once or twice</b>		
Neither approve or disapprove	34	54
Somewhat disapprove	21	21
Strongly disapprove	45	25
<b>Marijuana - Once a month or more</b>		
Neither approve or disapprove	32	47
Somewhat disapprove	17	21
Strongly disapprove	51	32

*Question HS A.92-94/MS A.76-78: How do you feel about someone your age...drink alcohol one or two drinks 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 9 %	Grade 11 %
None of them	12	5
10 percent	9	2
20 percent	7	7
30 percent	8	6
40 percent	9	2
50 percent	16	15
60 percent	10	9
70 percent	12	17
80 percent	6	16
90 percent	5	16
All of them	6	5

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

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

	Grade 9	Grade 11
	%	%
Does not apply, never used alcohol/drugs	67	44
Problems with emotions, nerves, mental health	8	12
Trouble or problems with the police	6	5
Money problems	4	3
Miss school	4	2
Problems with school work	5	2
Fight with other kids	5	3
Damage a friendship	7	5
Physically hurt or injure yourself	5	4
Unwanted or unprotected sex	5	5
Forget what happened or pass out	9	13
Other problems	4	3
More than one problem	11	12
Never had problems when I've used alcohol/drugs	16	32

*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	68	53
Had to increase use to get same effect as before	11	13
Spent a lot of time getting, using, or being "hung over" from using	5	4
Used alcohol or drugs a lot more than intended	8	4
Used alcohol or drugs when alone	8	11
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4	1
Often didn't feel OK unless had something to drink or used a drug	2	0
Thought about reducing or stopping	8	12
Told yourself not going to use, but used anyway	4	9
Spoke with someone about reducing or stopping use	4	5
Attended counseling, program, or group to reduce/stop use	2	1
More than one experience	11	12
Use alcohol or drugs, but have not experienced any of these things	17	23

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

*Mark all that apply.*

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

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

	Grade 9	Grade 11
	%	%
<b>Alcohol</b>		
Very difficult	6	6
Fairly difficult	7	3
Fairly easy	22	17
Very easy	37	55
Don't know	28	19
<b>Marijuana</b>		
Very difficult	6	4
Fairly difficult	5	1
Fairly easy	12	8
Very easy	46	64
Don't know	31	22

*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 9	Grade 11
	%	%
0 times	71	67
1 time	9	7
2 to 3 times	10	11
4 or more times	11	15

*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 9	Grade 11
	%	%
No	49	48
Yes	51	52

*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 9	Grade 11
	%	%
No	20	26
Yes	80	74

*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 drugs?*

**Table A4.24*****Used Alcohol, Past 30 days*****Cells are empty if there are less than 25 respondents.**

	Grade 9	Grade 11
	%	%
Hispanic or Latino	25	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	18	19
Mixed (two or more) races	22	40

*Question HS A.63/MS A.52: During the past 30 days, on how many days did you use alcohol?***Table A4.25*****Used Marijuana, Past 30 days*****Cells are empty if there are less than 25 respondents.**

	Grade 9	Grade 11
	%	%
Hispanic or Latino	26	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	13	19
Mixed (two or more) races	18	48

*Question HS A.65/MS A.54: 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 9 %	Grade 11 %
<b>A cigarette, even one or two puffs</b>		
0 times	na	na
1 time	na	na
2 to 3 times	na	na
4 or more times	na	na
<b>A whole cigarette</b>		
0 times	79	75
1 time	5	9
2 to 3 times	4	3
4 or more times	13	12
<b>Smokeless tobacco</b>		
0 times	91	86
1 time	2	5
2 to 3 times	1	4
4 or more times	5	5

*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 of two... a whole cigarette...smokeless tobacco?*



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

	Grade 9 %	Grade 11 %
<b>Smoked part or all of a cigarette</b>		
Never	75	72
10 or under	4	4
11-12 years old	8	5
13-14 years old	13	7
15-16 years old	0	11
17 years or older	0	1
<b>Smokeless tobacco</b>		
Never	89	83
10 or under	2	1
11-12 years old	1	2
13-14 years old	8	6
15-16 years old	0	7
17 years or older	0	1

*Question HS A.57-58/MS A.46-47: About how old were you the first time you ....smoked part or 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 9 %	Grade 11 %
<b>Cigarettes</b>		
Any	10	7
Daily	4	2
<b>Smokeless tobacco</b>		
Any	5	5
Daily	3	1

*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 9	Grade 11
	%	%
<i>None</i>	95	97
<i>Any</i>	5	3
1 or 2 days	0	3
3 to 9 days	1	0
10 to 19 days	1	0
20 to 30 days	3	1

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

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

	Grade 9	Grade 11
	%	%
Neither approve nor disapprove	22	16
Somewhat disapprove	10	14
Strongly disapprove	68	70

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

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

	Grade 9	Grade 11
	%	%
Neither approve or disapprove	17	8
Somewhat disapprove	12	10
Strongly disapprove	71	82

*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 9	Grade 11
	%	%
<b>Smoking occasionally</b>		
Great	25	34
Moderate	31	34
Slight	26	21
None	18	10
<b>Smoking 1-2 packs of cigarettes a day</b>		
Great	64	84
Moderate	13	5
Slight	5	1
None	17	9

*Question HS A.78-79/MS A.64-65: How much do people risk harming themselves physically and in other ways when...smoking cigarettes occasionally...smoke 1-2 packs of cigarettes a day?*

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

	Grade 9	Grade 11
	%	%
Very difficult	5	5
Fairly difficult	4	2
Fairly easy	24	20
Very easy	36	49
Don't know	30	24

*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 9	Grade 11
	%	%
None of them	17	10
10 percent	17	19
20 percent	13	15
30 percent	15	20
40 percent	10	7
50 percent	17	17
60 percent	3	3
70 percent	4	3
80 percent	0	2
90 percent	1	2
All of them	3	1

*Question HS A.87/MS A.73: Think about a group of 100 students in your grade. About how many students 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 9	Grade 11
	%	%
Hispanic or Latino	13	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	7	6
Mixed (two or more) races	11	

*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 9 %	Grade 11 %
<b>Had mean rumors/lies spread about you</b>		
0 times	56	64
1 time	15	15
2 to 3 times	15	10
4 or more times	13	12
<b>Had sexual jokes/comments/gestures made to you</b>		
0 times	60	60
1 time	11	6
2 to 3 times	13	10
4 or more times	16	24
<b>Been made fun of because of your looks/way of talking</b>		
0 times	63	67
1 time	13	8
2 to 3 times	12	13
4 or more times	13	12

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

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

	Grade 9	Grade 11
	%	%
<b>Been pushed, shoved, hit, etc.</b>		
0 times	75	82
1 time	10	10
2 to 3 times	7	5
4 or more times	8	3
<b>Been afraid of being beaten up</b>		
0 times	83	89
1 time	7	3
2 to 3 times	5	5
4 or more times	5	3
<b>Been in a physical fight</b>		
0 times	83	89
1 time	7	7
2 to 3 times	4	1
4 or more times	5	3

*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 9	Grade 11
	%	%
<b>Had property stolen/damaged</b>		
0 times	78	77
1 time	11	11
2 to 3 times	8	7
4 or more times	3	5
<b>Damaged school property on purpose</b>		
0 times	88	89
1 time	7	6
2 to 3 times	2	3
4 or more times	3	2

*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 9	Grade 11
	%	%
<b>Carried a gun</b>		
0 times	96	93
1 time	0	3
2 or more times	4	5
<b>Carried any other weapon</b>		
0 times	89	86
1 time	4	3
2 or more times	8	10

*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 9 %	Grade 11 %
<b>Seen someone with a weapon</b>		
0 times	71	73
1 time	14	7
2 or more times	15	19
<b>Been threatened/injured with a weapon</b>		
0 times	91	94
1 time	4	3
2 or more times	5	3

*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 9 %	Grade 11 %
Neither approve or disapprove	17	15
Somewhat disapprove	9	11
Strongly disapprove	74	74

*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 9 %	Grade 11 %
<b>Race, Ethnicity, or National Origin</b>		
0 times	88	94
1 time	4	3
2 or more times	7	3
<b>Religion</b>		
0 times	91	93
1 time	3	3
2 or more times	5	3
<b>Gender</b>		
0 times	91	92
1 time	3	3
2 or more times	6	5
<b>Sexual Orientation *</b>		
0 times	89	94
1 time	4	3
2 or more times	7	3
<b>Physical/Mental Disability</b>		
0 times	92	95
1 time	3	1
2 or more times	5	3
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>		
	27	19
<b>Any Other Reason</b>		
0 times	75	83
1 time	7	6
2 or more times	18	11
<b><i>Any Harassment</i></b>		
	35	27

*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 9	Grade 11
	%	%
No	93	91
Yes	7	9

*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 9	Grade 11
	%	%
Does not apply, didn't have a boyfriend/girlfriend	51	44
No	43	51
Yes	6	5

*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 9	Grade 11
	%	%
Very safe	22	30
Safe	41	43
Neither safe nor unsafe	30	17
Unsafe	4	6
Very unsafe	2	3

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

**Table A6.11**

***Cyber Bullying***

	Grade 9	Grade 11
	%	%
0 times (never)	72	83
1 time	11	6
2-3 times	10	6
4 or more times	8	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 9	Grade 11
	%	%
Hispanic or Latino	31	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	22	16
Mixed (two or more) races	26	

*Question HS A.113-117/MS A.95-99: During the past 12 months, how many times on school property were you harassed or bullied 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 9	Grade 11
	%	%
Hispanic or Latino	25	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	5	4
Mixed (two or more) races	16	

*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 9 %	Grade 11 %
No	35	38
Yes	65	62

*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 9 %	Grade 11 %
No	70	68
Yes	30	32

*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	79	78
Yes	21	22

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

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

	Grade 9	Grade 11
	%	%
<b>Card or dice games</b>		
Not at all	85	87
Less than once a month	9	10
1 to 3 times	3	2
Once a week or more	3	1
<b>Personal skill games</b>		
Not at all	81	81
Less than once a month	12	11
1 to 3 times	2	6
Once a week or more	5	2
<b>Betting on sports</b>		
Not at all	76	77
Less than once a month	12	15
1 to 3 times	6	3
Once a week or more	5	3
<b>Lottery</b>		
Not at all	88	89
Less than once a month	8	6
1 to 3 times	1	3
Once a week or more	2	2
<b>Bet or gambled in any other way</b>		
Not at all	84	89
Less than once a month	9	6
1 to 3 times	3	3
Once a week or more	3	1

*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 in the following ways?*

## 8. Results by Gender

Table A8.1

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

	9th Grade		11th Grade	
	Female %	Male %	Female %	Male %
<b>Lifetime and Current AOD Use</b>				
<i>During your life, did you ever...</i>				
drink alcohol (one full drink)?	38	43	58	61
use inhalants?	9	14	11	7
smoke marijuana?	23	32	42	51
<i>During the past 30 days, did you...</i>				
drink alcohol (one full drink)?	21	20	23	26
use inhalants?	4	9	1	3
smoke marijuana?	13	23	21	28
<b>Level of Involvement (High Risk Patterns)</b>				
<i>During your life, have you ever...</i>				
been very drunk or sick after drinking alcohol?	23	25	35	40
been high from using drugs?	23	33	36	45
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	15	18	14	21
<b>ATOD Use at School</b>				
During your life, have you ever been drunk/high on school property?	12	21	18	28
During the past 30 days, did you use marijuana on school property?	7	12	3	8
<b>Perceived Harm</b>				
<i>Frequent use of... is harmful.*</i>				
alcohol (five or more drinks once or twice a week)	85	80	92	92
marijuana (once or twice a week)	83	69	85	75

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

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

	9th Grade		11th Grade	
	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	16	28	23	25
During the past 30 days, did you smoke a cigarette?	8	13	8	6
During the past 30 days, did you smoke cigarettes daily?	2	6	3	1
During the past 30 days, did you smoke cigarettes on school property?	4	7	4	3
Frequent use of cigarettes is harmful. (1-2 packs a day)*	84	81	92	90

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



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

	9th Grade		11th Grade	
	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	10	14	4	8
Religion	9	8	4	10
Gender	10	8	13	4
Gay/lesbian, or someone thought you were	9	14	3	7
Physical/mental disability	6	9	1	7
Any other reason	26	23	17	15
During the past 12 months at school, have you been in a physical fight?	6	31	8	14
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	3	9	3	7
Feels safe at school	61	65	81	68
Currently belong to a gang	2	14	4	13

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

	9th Grade		11th Grade	
	Female %	Male %	Female %	Male %
Did you eat breakfast today?	60	70	54	71
During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?	36	22	35	28

## 9. Comparisons

**Table A9.1**

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

	9th Grade %			11th Grade %		
	School	CSS	YRBS	School	CSS	YRBS
<b>Lifetime and Current ATOD Use</b>						
<i>During your life, did you ever...</i>						
smoke a cigarette?	21	20	45 <sup>a</sup>	25	34	55 <sup>a</sup>
chew tobacco or snuff?	9	6	~	14	10	~
drink alcohol (glass)?	40	47	67	60	66	79
use inhalants?	11	14	15	9	15	12
smoke marijuana?	27	25	29	47	42	50
<i>During the past 30 days, did you...</i>						
smoke a cigarette?	10	11	15	7	17	24
chew tobacco or snuff?	5	5	6	5	6	6
drink alcohol (glass)?	21	24	37	24	42	53
use inhalants?	6	7	~	2	7	~
smoke marijuana?	18	15	16	24	24	21
<b>Level of Involvement (High Risk Patterns)</b>						
<i>During your life, have you ever...</i>						
been very drunk or sick after drinking?	24	28	~	37	45	~
been high from using drugs?	27	22	~	41	37	~
<i>During the past 30 days, did you...</i>						
drink 5 drinks in a couple of hours?	16	16	18	17	29	28

<sup>a</sup>YRBS 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 Drug Use, with Comparisons to 2007 State CSS\* and 2007 National YRBS***

	9th Grade %			11th Grade %		
	School	CSS	YRBS	School	CSS	YRBS
<b>ATOD Use on School Property</b>						
During your life, have you ever been drunk/high?	16	13	~	23	25	~
During the past 30 days, did you smoke cigarettes?	5	7	4	3	7	5
<b>Perceived Harm</b>						
<i>People risk harming themselves using...</i> <sup>b</sup>						
cigarettes (1-2 packs a day)	83	90	~	91	93	~
alcohol (five or more drinks once or twice a week)	83	89	~	92	92	~
marijuana (once or twice a week)	77	85	~	80	87	~

<sup>b</sup>combines "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***

	9th Grade %			11th Grade %		
	School	CSS	YRBS	School	CSS	YRBS
<b>School Safety</b>						
<i>During the past 12 months at school, have you....</i>						
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	27	27	~	19	22	~
been in a physical fight?	17	25	18	11	23	11
been afraid of being beaten up?	17	22	~	11	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	11	13	~	16	13	~
How safe do you feel when you are at school? Very safe.	22	16	~	30	20	~
Do you consider yourself a member of a gang?	7	8	~	9	8	~
<b>School Protective Factors - High Levels (Resilience Indicators)</b>						
Caring relationships with teacher or other adult	31	28	~	41	29	~
High expectations from teacher or other adult	45	39	~	50	38	~
Opportunities for meaningful participation at their school	13	13	~	17	15	~
Total	31	27	~	39	28	~
<b>School Connectedness Scale</b>	49	34	~	50	31	~

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