

California Healthy Kids Survey

Mira Loma 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) 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 9	Grade 11
<i>Student Sample Size</i>		
Target Sample	442	351
Final Number	342	282
Average Response Rate	77%	80%

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	66	0
15 years old	29	1
16 years old	3	61
17 years old	0	35
18 years or older	0	2

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

Table A2.2

Gender of Sample

	Grade 9	Grade 11
	%	%
Male	41	44
Female	59	56

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

Table A2.3

Hispanic or Latino

	Grade 9	Grade 11
	%	%
No	78	79
Yes	22	21

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	2	2
Asian	31	31
Black or African American	4	8
Native Hawaiian or Pacific Islander	3	3
White	31	38
Mixed (two or more) races	29	19

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

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

	Grade 9	Grade 11
	%	%
A home with both parents	72	62
A home with only one parent	22	26
Other relative's home	1	4
A home with more than one family	1	1
Friend's home	0	1
Foster home, group care, or waiting placement	0	1
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	1	4
Other transitional or temporary housing	0	0
Other living arrangements	2	1

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	40	27
A's and B's	34	29
Mostly B's	7	13
B's and C's	10	17
Mostly C's	3	4
C's and D's	2	6
Mostly D's	2	1
Mostly F's	2	2

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	81	58
1-2 times	9	20
A few times	8	12
Once a month	1	3
Once a week	0	3
More than once a week	1	5

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***

Never

1 day

2 days

3 days

4 days

5 days

*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 9	Grade 11
	%	%
Yes	3	1
No	79	85
Don't know	19	14

*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 9	Grade 11
	%	%
No	94	88
Yes	2	2
Don't know	1	7

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
<i>School Environment</i>						
Total	26	58	17	31	55	14
Caring Adult Relationships	26	59	16	31	56	13
High Expectations	38	53	9	39	52	9
Opportunities for Meaningful Participation	15	48	37	15	56	29
<i>Community Environment</i>						
Total	65	26	9	65	28	8
Caring Adult Relationships	62	28	10	56	35	9
High Expectations	64	28	7	63	28	9
Opportunities for Meaningful Participation	54	34	12	53	37	10
<i>School Connectedness Scale</i>						
	40	48	12	52	35	12

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
School Environment						
Total	26	58	16	25	51	24
Caring Adult Relationships	20	67	13	21	52	27
High Expectations	42	53	5	34	45	21
Opportunities for Meaningful Participation	12	49	39	12	63	25
Community Environment						
Total	64	22	14	62	31	7
Caring Adult Relationships	68	19	13	57	31	12
High Expectations	64	25	11	67	21	12
Opportunities for Meaningful Participation	41	43	16	51	36	14
School Connectedness Scale						
	39	45	16	44	42	14

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
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 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total	25	54	21	35	55	10
Caring Adult Relationships	19	61	20	34	58	9
High Expectations	26	61	13	34	60	6
Opportunities for Meaningful Participation	19	52	29	23	63	15
Community Environment						
Total	66	27	7	57	33	10
Caring Adult Relationships	55	32	13	49	38	14
High Expectations	58	36	6	54	32	14
Opportunities for Meaningful Participation	68	28	4	57	37	6
School Connectedness Scale						
	47	44	10	57	32	11

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
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 9			Grade 11		
	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 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total	27	61	12	30	57	13
Caring Adult Relationships	32	55	13	33	55	12
High Expectations	41	50	9	42	51	7
Opportunities for Meaningful Participation	13	50	37	13	54	33
Community Environment						
Total	64	28	8	68	24	8
Caring Adult Relationships	66	25	9	60	33	7
High Expectations	68	26	6	64	28	8
Opportunities for Meaningful Participation	50	36	14	48	39	12
School Connectedness Scale						
	41	50	10	57	28	15

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
<i>School Environment</i>						
Total	25	60	15	32	47	21
Caring Adult Relationships	25	61	14	33	48	19
High Expectations	50	45	5	40	44	17
Opportunities for Meaningful Participation	16	41	43	14	57	29
<i>Community Environment</i>						
Total	72	18	10	64	34	2
Caring Adult Relationships	66	27	8	56	36	8
High Expectations	72	21	8	68	26	6
Opportunities for Meaningful Participation	50	35	15	44	48	8
<i>School Connectedness Scale</i>						
	34	54	11	40	46	14

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							
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 A3.9.2

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	26		25			27	25
Caring Adult Relationships	20		19			32	25
High Expectations	42		26			41	50
Opportunities for Meaningful Participation	12		19			13	16
Community Environment							
Total	64		66			64	72
Caring Adult Relationships	68		55			66	66
High Expectations	64		58			68	72
Opportunities for Meaningful Participation	41		68			50	50
School Connectedness Scale							
	39		47			41	34

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	25		35			30	32
Caring Adult Relationships	21		34			33	33
High Expectations	34		34			42	40
Opportunities for Meaningful Participation	12		23			13	14
Community Environment							
Total	62		57			68	64
Caring Adult Relationships	57		49			60	56
High Expectations	67		54			64	68
Opportunities for Meaningful Participation	51		57			48	44
School Connectedness Scale							
	44		57			57	40

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 9 %	Grade 11 %
I feel close to people in this school.		
Strongly Disagree	6	10
Disagree	8	6
Neither Agree Nor Disagree	21	22
Agree	48	42
Strongly Agree	17	20
I am happy to be at this school.		
Strongly Disagree	8	11
Disagree	9	7
Neither Agree Nor Disagree	24	19
Agree	42	42
Strongly Agree	17	22
I feel like I am part of this school.		
Strongly Disagree	8	10
Disagree	12	7
Neither Agree Nor Disagree	30	27
Agree	36	40
Strongly Agree	14	16
Teachers at this school treat students fairly.		
Strongly Disagree	9	8
Disagree	12	12
Neither Agree Nor Disagree	30	21
Agree	39	46
Strongly Agree	11	12
I feel safe in my school.		
Strongly Disagree	10	8
Disagree	11	6
Neither Agree Nor Disagree	32	23
Agree	37	44
Strongly Agree	11	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)***

At my school, there is a teacher or some other adult...	Grade 9	Grade 11
	%	%
<i>Caring Relationships</i>		
who really cares about me.		
Not At All True	17	10
A Little True	37	25
Pretty Much True	29	39
Very Much True	17	26
who notices when I am not there.		
Not At All True	12	14
A Little True	35	23
Pretty Much True	29	39
Very Much True	23	24
who listens when I have something to say.		
Not At All True	10	11
A Little True	27	17
Pretty Much True	36	41
Very Much True	26	32
<i>High Expectations</i>		
who tells me when I do a good job.		
Not At All True	10	10
A Little True	31	19
Pretty Much True	32	41
Very Much True	26	29
who always wants me to do my best.		
Not At All True	8	8
A Little True	19	16
Pretty Much True	33	38
Very Much True	41	38
who believes that I will be a success.		
Not At All True	8	10
A Little True	28	18
Pretty Much True	35	41
Very Much True	29	30

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
	%	%
<i>Opportunities for Meaningful Participation</i>		
I do interesting activities at school.		
Not At All True	18	18
A Little True	30	22
Pretty Much True	24	30
Very Much True	28	29
I help decide things like class rules or activities.		
Not At All True	49	44
A Little True	24	30
Pretty Much True	18	16
Very Much True	9	11
I do things that make a difference at school.		
Not At All True	35	27
A Little True	32	29
Pretty Much True	20	26
Very Much True	13	17

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 9	Grade 11
	%	%
<i>Caring Relationships</i>		
who really cares about me.		
Not At All True	7	7
A Little True	11	11
Pretty Much True	18	19
Very Much True	65	63
who notices when I am upset about something.		
Not At All True	13	12
A Little True	16	14
Pretty Much True	20	26
Very Much True	51	47
whom I trust.		
Not At All True	11	12
A Little True	13	15
Pretty Much True	19	22
Very Much True	57	52
<i>High Expectations</i>		
who tells me when I do a good job.		
Not At All True	10	11
A Little True	15	12
Pretty Much True	20	25
Very Much True	56	52
who believes that I will be a success.		
Not At All True	7	9
A Little True	12	12
Pretty Much True	20	23
Very Much True	61	56
who always wants me to do my best.		
Not At All True	7	7
A Little True	11	10
Pretty Much True	15	20
Very Much True	67	63

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 %
Opportunities for Meaningful Participation		
I am part of clubs, sports teams, church/temple or other group activities.		
Not At All True	20	20
A Little True	14	9
Pretty Much True	15	21
Very Much True	51	51
I am involved in music, art, literature, sports or a hobby.		
Not At All True	13	13
A Little True	10	10
Pretty Much True	17	22
Very Much True	60	56
I help other people.		
Not At All True	10	9
A Little True	18	15
Pretty Much True	31	31
Very Much True	40	45

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 %
Alcohol (one full drink)		
0 times	77	54
1 time	5	6
2 to 3 times	9	10
4 or more times	9	30
Marijuana		
0 times	85	63
1 time	3	6
2 to 3 times	4	6
4 or more times	8	25
Inhalants (to get high)		
0 times	93	87
1 time	3	3
2 to 3 times	1	2
4 or more times	2	8
Cocaine		
0 times	96	90
1 time	2	2
2 to 3 times	1	2
4 or more times	1	6
Methamphetamine or any amphetamine		
0 times	97	91
1 time	1	1
2 to 3 times	1	2
4 or more times	1	5

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 %
LSD or other psychedelics		
0 times	96	88
1 time	2	3
2 to 3 times	1	1
4 or more times	1	8
Ecstasy		
0 times	94	87
1 time	2	2
2 to 3 times	1	4
4 or more times	2	7
Heroin		
0 times	96	92
1 time	0	0
2 to 3 times	2	3
4 or more times	1	5
Other illegal drug or pill		
0 times	94	88
1 time	1	2
2 to 3 times	1	3
4 or more times	3	8
<i>Any of the above AOD Use</i>	25	51
Prescription pain killers		
0 times	88	81
1 time	4	5
2 to 3 times	5	5
4 or more times	3	8

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
	%	%
Barbiturates		
0 times	97	93
1 time	1	1
2 to 3 times	0	1
4 or more times	1	5
Tranquilizers or sedatives		
0 times	95	91
1 time	2	2
2 to 3 times	1	3
4 or more times	2	5
Cold/cough medicines		
0 times	83	80
1 time	2	4
2 to 3 times	5	4
4 or more times	10	12
Diet pills		
0 times	93	91
1 time	1	1
2 to 3 times	1	3
4 or more times	6	5
Ritalin™ or Adderall™		
0 times	96	89
1 time	1	3
2 to 3 times	1	4
4 or more times	1	5

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 %
Alcohol (one full drink)		
Never	76	51
10 or under	6	5
11 -12 years old	6	8
13-14 years old	11	12
15-16 years old	1	21
17 years or older	0	3
Marijuana		
Never	89	64
10 or under	2	4
11 -12 years old	2	5
13-14 years old	5	10
15-16 years old	1	14
17 years or older	0	2
Other illegal drug		
Never	93	83
10 or under	2	3
11 -12 years old	1	2
13-14 years old	2	5
15-16 years old	0	6
17 years or older	1	1

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

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

	Grade 9	Grade 11
	%	%
Alcohol (at least one drink)	9	17
Binge drinking (5 or more drinks in a row)	4	14
Marijuana	7	18
Inhalants	4	9
Cocaine	1	9
Methamphetamine or any amphetamine	2	8
Ecstasy, LSD or other psychedelics	2	8
Other illegal drug or pill	2	10
<i>Any drug use</i>	8	19
<i>Heavy drug user</i>	4	10
<i>Any of the above AOD Use</i>	13	24
Two or more of the above at the same time	4	11

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
	%	%
Alcohol		
None	91	83
1 or 2 days	5	9
3 to 9 days	1	4
10 to 19 days	1	0
20 or more days (daily)	2	5
Marijuana		
None	93	82
1 or 2 days	1	6
3 to 9 days	2	3
10 to 19 days	1	1
20 or more days (daily)	3	7

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	90	73
1 to 2 times	6	11
3 to 6 times	2	4
7 or more times	2	12

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	90	68
1 to 2 times	3	8
3 to 6 times	1	6
7 or more times	6	18

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	96	86
1 to 2 days	2	8
3 or more days	2	6

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	78	57
Just a sip or two	9	11
Enough to feel it a little	5	12
Enough to feel it a lot	5	11
Until really drunk	3	9

Question HS A.76/MS A.63: How do you like to drink alcohol?

Table A4.9***Usual Level of Highness When Using Drugs***

	Grade 9	Grade 11
	%	%
Don't use drugs	89	68
Not high at all	1	2
A little high	1	6
Moderately high	5	12
Very high	4	11

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>	<i>91</i>	<i>86</i>
<i>Any</i>	<i>9</i>	<i>14</i>
1 time	2	4
2 times	2	3
3 to 6 times	2	2
7 or more times	3	4

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
	%	%
Alcohol		
0 days	95	93
1 to 2 days	3	4
3 or more days	2	3
Marijuana		
0 days	96	90
1 to 2 days	2	6
3 or more days	2	4
Any illegal drug or pill		
0 days	97	94
1 to 2 days	1	3
3 or more days	2	4
<i>Any of the above</i>	6	11

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	93	79
1 to 2 times	3	7
3 to 6 times	1	4
7 or more times	3	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 9 %	Grade 11 %
Alcohol - Drink Occasionally		
Great	35	29
Moderate	21	21
Slight	26	30
None	18	20
Alcohol - 5 or more drinks once or twice a week		
Great	63	58
Moderate	21	22
Slight	5	8
None	11	12

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 %
Marijuana - Smoke Occasionally		
Great	44	32
Moderate	22	19
Slight	16	22
None	18	28
Marijuana - Smoke once or twice a week		
Great	59	43
Moderate	15	20
Slight	12	15
None	15	22

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 %
Alcohol - One or two drinks nearly every day		
Neither approve or disapprove	17	27
Somewhat disapprove	14	16
Strongly disapprove	69	57
Marijuana or Hashish - Once or twice		
Neither approve or disapprove	28	50
Somewhat disapprove	17	15
Strongly disapprove	55	35
Marijuana - Once a month or more		
Neither approve or disapprove	25	45
Somewhat disapprove	13	16
Strongly disapprove	62	39

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	27	12
10 percent	23	11
20 percent	7	8
30 percent	7	8
40 percent	7	8
50 percent	10	13
60 percent	7	8
70 percent	5	10
80 percent	5	8
90 percent	2	9
All of them	2	7

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	83	62
Problems with emotions, nerves, mental health	4	7
Trouble or problems with the police	3	8
Money problems	1	5
Miss school	1	6
Problems with school work	1	4
Fight with other kids	1	4
Damage a friendship	1	4
Physically hurt or injure yourself	2	5
Unwanted or unprotected sex	1	5
Forget what happened or pass out	2	8
Other problems	2	5
More than one problem	3	6
Never had problems when I've used alcohol/drugs	10	27

*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	86	63
Had to increase use to get same effect as before	4	11
Spent a lot of time getting, using, or being "hung over" from using	1	7
Used alcohol or drugs a lot more than intended	2	8
Used alcohol or drugs when alone	3	9
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	1	4
Often didn't feel OK unless had something to drink or used a drug	1	5
Thought about reducing or stopping	2	7
Told yourself not going to use, but used anyway	1	6
Spoke with someone about reducing or stopping use	1	3
Attended counseling, program, or group to reduce/stop use	0	3
More than one experience	2	11
Use alcohol or drugs, but have not experienced any of these things	8	19

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
	%	%
Alcohol		
Very difficult	9	6
Fairly difficult	7	11
Fairly easy	20	23
Very easy	30	40
Don't know	34	20
Marijuana		
Very difficult	10	6
Fairly difficult	6	5
Fairly easy	18	17
Very easy	30	50
Don't know	37	21

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	76	70
1 time	11	11
2 to 3 times	7	7
4 or more times	7	12

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	47	57
Yes	53	43

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	27	27
Yes	73	73

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	16	19
American Indian or Alaska Native		
Asian	5	16
Black or African American		
Native Hawaiian or Pacific Islander		
White	8	18
Mixed (two or more) races	11	12

*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	12	21
American Indian or Alaska Native		
Asian	2	11
Black or African American		
Native Hawaiian or Pacific Islander		
White	9	20
Mixed (two or more) races	9	22

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 %
A cigarette, even one or two puffs		
0 times	na	na
1 time	na	na
2 to 3 times	na	na
4 or more times	na	na
A whole cigarette		
0 times	91	78
1 time	4	5
2 to 3 times	1	4
4 or more times	5	13
Smokeless tobacco		
0 times	94	88
1 time	1	3
2 to 3 times	2	4
4 or more times	3	6

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 %
Smoked part or all of a cigarette		
Never	91	75
10 or under	4	5
11-12 years old	2	5
13-14 years old	3	7
15-16 years old	0	7
17 years or older	0	1
Smokeless tobacco		
Never	94	84
10 or under	2	4
11-12 years old	2	4
13-14 years old	1	3
15-16 years old	0	4
17 years or older	1	1

Question HS A.57-58/MS A.46-47: About how old were you the first time yousmoked 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 %
Cigarettes		
Any	5	12
Daily	1	4
Smokeless tobacco		
Any	4	8
Daily	1	2

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>	98	93
<i>Any</i>	2	7
1 or 2 days	1	3
3 to 9 days	0	3
10 to 19 days	0	0
20 to 30 days	1	2

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	16	26
Somewhat disapprove	11	13
Strongly disapprove	73	61

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	13	20
Somewhat disapprove	10	11
Strongly disapprove	77	69

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
	%	%
Smoking occasionally		
Great	38	41
Moderate	30	26
Slight	20	23
None	12	10
Smoking 1-2 packs of cigarettes a day		
Great	78	77
Moderate	10	10
Slight	2	3
None	10	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	10	6
Fairly difficult	8	8
Fairly easy	20	23
Very easy	25	38
Don't know	37	25

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	30	20
10 percent	29	26
20 percent	12	19
30 percent	8	10
40 percent	6	6
50 percent	7	6
60 percent	3	3
70 percent	2	4
80 percent	0	0
90 percent	1	1
All of them	1	4

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	4	17
American Indian or Alaska Native		
Asian	3	9
Black or African American		
Native Hawaiian or Pacific Islander		
White	4	12
Mixed (two or more) races	4	8

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 %
Had mean rumors/lies spread about you		
0 times	68	71
1 time	14	13
2 to 3 times	10	8
4 or more times	8	8
Had sexual jokes/comments/gestures made to you		
0 times	63	62
1 time	10	9
2 to 3 times	8	8
4 or more times	19	20
Been made fun of because of your looks/way of talking		
0 times	67	74
1 time	10	8
2 to 3 times	13	8
4 or more times	10	10

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
	%	%
Been pushed, shoved, hit, etc.		
0 times	78	86
1 time	10	5
2 to 3 times	7	3
4 or more times	5	5
Been afraid of being beaten up		
0 times	83	89
1 time	10	7
2 to 3 times	4	2
4 or more times	3	3
Been in a physical fight		
0 times	85	86
1 time	7	5
2 to 3 times	4	4
4 or more times	4	5

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
	%	%
Had property stolen/damaged		
0 times	78	77
1 time	16	12
2 to 3 times	4	7
4 or more times	2	5
Damaged school property on purpose		
0 times	93	89
1 time	4	4
2 to 3 times	1	3
4 or more times	2	4

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
	%	%
Carried a gun		
0 times	95	94
1 time	3	2
2 or more times	3	5
Carried any other weapon		
0 times	94	88
1 time	2	4
2 or more times	4	8

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 %
Seen someone with a weapon		
0 times	80	77
1 time	11	11
2 or more times	9	12
Been threatened/injured with a weapon		
0 times	94	92
1 time	3	3
2 or more times	3	5

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	14	19
Somewhat disapprove	10	12
Strongly disapprove	76	69

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 %
Race, Ethnicity, or National Origin		
0 times	87	83
1 time	6	6
2 or more times	8	11
Religion		
0 times	86	86
1 time	7	4
2 or more times	7	10
Gender		
0 times	93	90
1 time	3	2
2 or more times	4	8
Sexual Orientation *		
0 times	90	89
1 time	5	2
2 or more times	4	9
Physical/Mental Disability		
0 times	95	92
1 time	2	3
2 or more times	3	5
<i>Any of the Above Five Hate-Crime Reasons</i>		
	25	25
Any Other Reason		
0 times	80	84
1 time	8	5
2 or more times	12	11
<i>Any Harassment</i>		
	32	29

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	92	89
Yes	8	11

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	63	56
No	33	35
Yes	4	9

Question HS A.122/MS A.105: During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

Table A6.10***Perceived Safety of School***

	Grade 9	Grade 11
	%	%
Very safe	18	25
Safe	40	40
Neither safe nor unsafe	33	28
Unsafe	7	1
Very unsafe	3	5

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)	78	78
1 time	8	9
2-3 times	8	7
4 or more times	7	6

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	17	35
American Indian or Alaska Native		
Asian	26	22
Black or African American		
Native Hawaiian or Pacific Islander		
White	33	22
Mixed (two or more) races	17	24

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	9	30
American Indian or Alaska Native		
Asian	23	16
Black or African American		
Native Hawaiian or Pacific Islander		
White	11	9
Mixed (two or more) races	5	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	33	36
Yes	67	64

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	72	66
Yes	28	34

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	81	77
Yes	19	23

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
	%	%
Card or dice games		
Not at all	87	80
Less than once a month	7	8
1 to 3 times	3	5
Once a week or more	3	7
Personal skill games		
Not at all	83	77
Less than once a month	8	7
1 to 3 times	3	7
Once a week or more	5	10
Betting on sports		
Not at all	83	80
Less than once a month	9	8
1 to 3 times	4	5
Once a week or more	4	8
Lottery		
Not at all	93	86
Less than once a month	4	6
1 to 3 times	1	3
Once a week or more	2	6
Bet or gambled in any other way		
Not at all	89	83
Less than once a month	5	5
1 to 3 times	3	4
Once a week or more	3	7

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 %
Lifetime and Current AOD Use				
<i>During your life, did you ever...</i>				
drink alcohol (one full drink)?	22	23	44	50
use inhalants?	8	4	8	18
smoke marijuana?	14	14	34	40
<i>During the past 30 days, did you...</i>				
drink alcohol (one full drink)?	7	9	17	17
use inhalants?	4	3	5	12
smoke marijuana?	8	6	14	21
Level of Involvement (High Risk Patterns)				
<i>During your life, have you ever...</i>				
been very drunk or sick after drinking alcohol?	12	8	26	27
been high from using drugs?	9	11	30	34
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	4	3	11	16
ATOD Use at School				
During your life, have you ever been drunk/high on school property?	6	7	20	20
During the past 30 days, did you use marijuana on school property?	4	5	6	14
Perceived Harm				
<i>Frequent use of... is harmful.*</i>				
alcohol (five or more drinks once or twice a week)	92	85	93	83
marijuana (once or twice a week)	89	82	84	72

*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?	11	8	18	26
During the past 30 days, did you smoke a cigarette?	5	3	7	17
During the past 30 days, did you smoke cigarettes daily?	1	1	1	7
During the past 30 days, did you smoke cigarettes on school property?	2	2	3	11
Frequent use of cigarettes is harmful. (1-2 packs a day)*	92	88	94	88

*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	14	13	13	21
Religion	13	14	10	16
Gender	8	5	8	11
Gay/lesbian, or someone thought you were	10	9	8	12
Physical/mental disability	5	6	5	11
Any other reason	20	19	14	16
During the past 12 months at school, have you been in a physical fight?	11	19	8	19
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	4	4	8	10
Feels safe at school	55	59	69	62
Currently belong to a gang	9	8	7	16

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?	61	76	64	63
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?	37	17	39	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
Lifetime and Current ATOD Use						
<i>During your life, did you ever...</i>						
smoke a cigarette?	9	20	45 ^a	22	34	55 ^a
chew tobacco or snuff?	6	6	~	12	10	~
drink alcohol (glass)?	23	47	67	46	66	79
use inhalants?	7	14	15	13	15	12
smoke marijuana?	15	25	29	37	42	50
<i>During the past 30 days, did you...</i>						
smoke a cigarette?	5	11	15	12	17	24
chew tobacco or snuff?	4	5	6	8	6	6
drink alcohol (glass)?	9	24	37	17	42	53
use inhalants?	4	7	~	9	7	~
smoke marijuana?	7	15	16	18	24	21
Level of Involvement (High Risk Patterns)						
<i>During your life, have you ever...</i>						
been very drunk or sick after drinking?	10	28	~	27	45	~
been high from using drugs?	10	22	~	32	37	~
<i>During the past 30 days, did you...</i>						
drink 5 drinks in a couple of hours?	4	16	18	14	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 Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS

	9th Grade %			11th Grade %		
	School	CSS	YRBS	School	CSS	YRBS
ATOD Use on School Property						
During your life, have you ever been drunk/high?	7	13	~	21	25	~
During the past 30 days, did you smoke cigarettes?	2	7	4	7	7	5
Perceived Harm						
<i>People risk harming themselves using...^b</i>						
cigarettes (1-2 packs a day)	90	90	~	91	93	~
alcohol (five or more drinks once or twice a week)	89	89	~	88	92	~
marijuana (once or twice a week)	85	85	~	78	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***

	9th Grade %			11th Grade %		
	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?	25	27	~	25	22	~
been in a physical fight?	15	25	18	14	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)?	8	13	~	13	13	~
How safe do you feel when you are at school? Very safe.	18	16	~	25	20	~
Do you consider yourself a member of a gang?	8	8	~	11	8	~
School Protective Factors - High Levels (Resilience Indicators)						
Caring relationships with teacher or other adult	26	28	~	31	29	~
High expectations from teacher or other adult	38	39	~	39	38	~
Opportunities for meaningful participation at their school	15	13	~	15	15	~
Total	26	27	~	31	28	~
School Connectedness Scale	40	34	~	52	31	~

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