

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 2010-11 *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.ort/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	x
E. Physical Health	
F. Sexual Behavior	
G. Custom Questions	
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11
<i>Student Sample Size</i>			
Target Sample	65	71	49
Final Number	32	55	39
Average Response Rate	49%	77%	80%

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7	Grade 9	Grade 11
	%	%	%
12 years or younger	50	0	0
13 years old	50	2	0
14 years old	0	45	0
15 years old	0	49	0
16 years old	0	4	49
17 years old	0	0	46
18 years or older	0	0	5

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

Table A2.2

Gender of Sample

	Grade 7	Grade 9	Grade 11
	%	%	%
Male	45	33	36
Female	55	67	64

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

Table A2.3

Hispanic or Latino

	Grade 7	Grade 9	Grade 11
	%	%	%
No	83	56	74
Yes	17	44	26

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

Table A2.4***Race***

	Grade 7	Grade 9	Grade 11
	%	%	%
American Indian or Alaska Native	6	0	3
Asian	0	2	8
Black or African American	0	0	14
Native Hawaiian or Pacific Islander	0	6	0
White	45	50	43
Mixed (two or more) races	48	42	32

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

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

	Grade 9	Grade 11
	%	%
A home with both parents	77	54
A home with only one parent	23	38
Other relative's home	0	3
A home with more than one family	0	0
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	0	0
Other transitional or temporary housing	0	0
Other living arrangements	0	5

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Mostly A's	15	23	24
A's and B's	38	34	41
Mostly B's	19	9	16
B's and C's	23	21	5
Mostly C's	4	8	3
C's and D's	0	4	11
Mostly D's	0	2	0
Mostly F's	0	0	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	73	70	51
1-2 times	15	15	29
A few times	12	6	11
Once a month	0	6	0
Once a week	0	4	0
More than once a week	0	0	9

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

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

	Grade 7
	%
Never	55
1 day	23
2 days	14
3 days	5
4 days	5
5 days	0

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

Table A2.9***Migrant Education***

	Grade 7	Grade 9	Grade 11
	%	%	%
Yes	6	0	0
No	65	84	95
Don't know	29	16	5

Question HS A10/MS A9: In the past three years, were you part of the Migrant Education program or did your family move to find work in agriculture?

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
<i>School Environment</i>									
Total	37	63	0	31	65	4	34	58	8
Caring Adult Relationships	45	52	3	40	55	6	39	47	13
High Expectations	48	48	4	51	49	0	42	53	5
Opportunities for Meaningful Participation	20	70	10	24	60	16	18	61	21
<i>Community Environment</i>									
Total	86	11	4	70	26	4	63	32	5
Caring Adult Relationships	79	14	7	64	30	6	53	39	8
High Expectations	86	7	7	68	28	4	63	32	5
Opportunities for Meaningful Participation	71	21	7	53	44	4	45	45	11
<i>School Connectedness Scale</i>									
	77	13	10	60	33	7	56	33	10

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total				24	72	4			
Caring Adult Relationships				42	50	8			
High Expectations				44	56	0			
Opportunities for Meaningful Participation				12	62	27			
Community Environment									
Total				68	24	8			
Caring Adult Relationships				64	24	12			
High Expectations				68	24	8			
Opportunities for Meaningful Participation				54	46	0			
School Connectedness Scale									
				50	35	15			

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment									
Total									
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 A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

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

Table A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total							
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 A3.9.2

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	24						
Caring Adult Relationships	42						
High Expectations	44						
Opportunities for Meaningful Participation	12						
Community Environment							
Total	68						
Caring Adult Relationships	64						
High Expectations	68						
Opportunities for Meaningful Participation	54						
School Connectedness Scale							
	50						

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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							

Table A3.10
School Connectedness Scale Questions

	Grade 7	Grade 9	Grade 11
	%	%	%
I feel close to people in this school			
Strongly Disagree	3	6	10
Disagree	10	7	8
Neither Agree Nor Disagree	13	26	8
Agree	42	37	51
Strongly Agree	32	24	23
I am happy to be at this school			
Strongly Disagree	3	6	8
Disagree	0	6	13
Neither Agree Nor Disagree	3	19	18
Agree	52	37	28
Strongly Agree	42	33	33
I feel like I am part of this school			
Strongly Disagree	7	6	10
Disagree	3	11	8
Neither Agree Nor Disagree	10	24	23
Agree	40	41	38
Strongly Agree	40	19	21
Teachers at this school treat students fairly			
Strongly Disagree	10	5	3
Disagree	6	13	13
Neither Agree Nor Disagree	23	15	18
Agree	42	45	46
Strongly Agree	19	22	21
I feel safe in my school			
Strongly Disagree	7	0	3
Disagree	7	7	5
Neither Agree Nor Disagree	7	7	8
Agree	40	47	49
Strongly Agree	40	38	36

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

Table A3.11
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11
	%	%	%
<i>Caring Relationships</i>			
who really cares about me			
Not At All True	4	4	8
A Little True	21	29	22
Pretty Much True	32	38	38
Very Much True	43	29	32
who notices when I am not there			
Not At All True	7	6	16
A Little True	21	26	18
Pretty Much True	41	47	50
Very Much True	31	21	16
who listens when I have something to say			
Not At All True	4	6	5
A Little True	18	13	26
Pretty Much True	36	51	34
Very Much True	43	30	34
<i>High Expectations</i>			
who tells me when I do a good job			
Not At All True	4	4	8
A Little True	29	21	23
Pretty Much True	25	46	38
Very Much True	43	29	31
who always wants me to do my best			
Not At All True	4	0	5
A Little True	11	10	5
Pretty Much True	33	46	42
Very Much True	52	44	47
who believes that I will be a success			
Not At All True	4	2	11
A Little True	15	25	18
Pretty Much True	30	42	32
Very Much True	52	32	39

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Opportunities for Meaningful Participation			
I do interesting activities at school			
Not At All True	3	4	8
A Little True	13	13	24
Pretty Much True	40	42	27
Very Much True	43	42	41
I help decide things like class rules or activities			
Not At All True	23	33	36
A Little True	37	40	26
Pretty Much True	30	9	28
Very Much True	10	18	10
I do things that make a difference at school			
Not At All True	13	18	26
A Little True	20	47	34
Pretty Much True	47	20	34
Very Much True	20	15	5

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

Table A3.12

Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult...	Grade 7	Grade 9	Grade 11
	%	%	%
<i>Caring Relationships</i>			
who really cares about me			
Not At All True	7	4	5
A Little True	3	13	16
Pretty Much True	7	25	16
Very Much True	83	58	63
who notices when I am upset about something			
Not At All True	14	8	13
A Little True	10	11	21
Pretty Much True	21	32	16
Very Much True	55	49	50
whom I trust			
Not At All True	7	9	11
A Little True	0	7	24
Pretty Much True	17	24	13
Very Much True	76	59	53
<i>High Expectations</i>			
who tells me when I do a good job			
Not At All True	7	4	8
A Little True	3	15	13
Pretty Much True	21	28	24
Very Much True	69	53	55
who believes that I will be a success			
Not At All True	7	4	11
A Little True	0	8	16
Pretty Much True	18	30	16
Very Much True	75	58	57
who always wants me to do my best			
Not At All True	7	4	5
A Little True	0	6	11
Pretty Much True	7	25	13
Very Much True	86	66	71

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...who notices when I am upset about something...believes that I will be a success...always wants me to do my best...whom I trust.

Table A3.12 - Continued
Community Protective Factors (Developmental Supports)

	Grade 7	Grade 9	Grade 11
	%	%	%
Opportunities for Meaningful Participation			
I am part of clubs, sports teams, church/temple or other group activities			
Not At All True	13	30	29
A Little True	13	17	13
Pretty Much True	13	13	18
Very Much True	60	41	39
I am involved in music, art, literature, sports or a hobby			
Not At All True	7	7	11
A Little True	11	4	8
Pretty Much True	14	25	5
Very Much True	68	64	76
I help other people			
Not At All True	4	4	11
A Little True	7	20	21
Pretty Much True	46	49	29
Very Much True	43	27	39

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
0 times	70	59	51
1 time	17	9	8
2 to 3 times	3	11	5
4 or more times	10	20	35
Marijuana			
0 times	93	71	62
1 time	0	5	5
2 to 3 times	0	4	8
4 or more times	7	20	26
Inhalants (to get high)			
0 times	93	76	85
1 time	3	5	3
2 to 3 times	0	4	3
4 or more times	3	15	10
Cocaine			
0 times	na	94	92
1 time	na	3	5
2 to 3 times	na	3	3
4 or more times	na	0	0
Methamphetamine or any amphetamines			
0 times	na	97	100
1 time	na	3	0
2 to 3 times	na	0	0
4 or more times	na	0	0

Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...?
na=not asked of middle school students

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

	Grade 7	Grade 9	Grade 11
	%	%	%
LSD or other psychedelics			
0 times	na	87	90
1 time	na	6	0
2 to 3 times	na	3	8
4 or more times	na	3	3
Ecstasy			
0 times	na	94	90
1 time	na	3	5
2 to 3 times	na	3	3
4 or more times	na	0	3
Heroin			
0 times	na	97	97
1 time	na	0	0
2 to 3 times	na	3	0
4 or more times	na	0	3
Other illegal drug or pill			
0 times	97	87	81
1 time	0	7	8
2 to 3 times	3	0	3
4 or more times	0	6	8
Any of the above AOD Use	33	42	56
Prescription pain killers			
0 times	na	77	85
1 time	na	3	0
2 to 3 times	na	3	5
4 or more times	na	16	10

Question HS A.43-47//MS A.41: During your life, how many times have you used or tried...?
na=not asked of middle school students

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Barbiturates			
0 times	na	94	100
1 time	na	6	0
2 to 3 times	na	0	0
4 or more times	na	0	0
Tranquilizers or sedatives			
0 times	na	87	90
1 time	na	0	3
2 to 3 times	na	3	3
4 or more times	na	10	5
Cold/Cough Medicines			
0 times	na	73	79
1 time	na	0	0
2 to 3 times	na	10	10
4 or more times	na	17	10
Diet Pills			
0 times	na	84	95
1 time	na	3	0
2 to 3 times	na	10	3
4 or more times	na	3	3
Ritalin™ or Adderall™			
0 times	na	90	97
1 time	na	0	0
2 to 3 times	na	7	3
4 or more times	na	3	0

Question HS A.48-52: During your life, how many times have you used or tried...?

na=not asked of middle school students

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
Never	69	57	45
10 or under	7	7	16
11 -12 years old	21	2	3
13-14 years old	3	30	16
15-16 years old	0	2	21
17 years or older	0	2	0
Marijuana			
Never	93	72	62
10 or under	0	2	0
11 -12 years old	7	11	0
13-14 years old	0	13	10
15-16 years old	0	0	23
17 years or older	0	2	5
Other illegal drug			
Never	100	85	79
10 or under	0	0	0
11 -12 years old	0	6	3
13-14 years old	0	6	5
15-16 years old	0	2	13
17 years or older	0	2	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol (at least one drink)	10	25	28
Binge drinking (5 or more drinks in a row)	7	18	26
Marijuana	3	20	23
Inhalants	0	15	3
Cocaine	na	10	0
Methamphetamine or any amphetamines	na	3	0
Ecstasy, LSD or other psychedelics	na	6	0
Other illegal drug or pill	0	11	3
<i>Any drug use</i>	3	26	26
<i>Heavy drug user</i>	0	15	18
<i>Any of the above AOD Use</i>	10	32	36
Two or more of the above at the same time	na	20	15

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
None	90	75	72
1 or 2 days	3	4	13
3 to 9 days	3	11	5
10 to 19 days	0	9	5
20 or more days (daily)	3	2	5
Marijuana			
None	97	80	77
1 or 2 days	3	6	5
3 to 9 days	0	4	3
10 to 19 days	0	4	5
20 or more days (daily)	0	7	10

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	93	69	56
1 to 2 times	3	9	18
3 to 6 times	0	18	15
7 or more times	3	4	10

Question HS A.53/MS A.42: During your life, how many times have you been very drunk or sick after drinking alcohol?

Table A4.6***Ever "High" from Using Drugs***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	90	71	64
1 to 2 times	7	7	8
3 to 6 times	3	7	5
7 or more times	0	15	23

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 days	93	82	74
1 to 2 days	3	5	13
3 or more days	3	13	13

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Don't drink alcohol	79	54	41
Just a sip or two	10	19	13
Enough to feel it a little	3	10	10
Enough to feel it a lot	3	10	23
Until really drunk	3	8	13

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	77	68
Not high at all	3	3
A little high	0	3
Moderately high	3	5
Very high	16	21

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>	68	82
<i>Any</i>	32	18
1 time	10	8
2 times	3	3
3 to 6 times	16	3
7 or more times	3	5

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

Table A4.11

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

	Grade 7
	%
<i>Never</i>	59
<i>Any</i>	41
1 time	11
2 times	15
3 to 6 times	11
7 or more times	4

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
0 days	100	87	95
1 to 2 days	0	7	3
3 or more days	0	5	3
Marijuana			
0 days	100	91	90
1 to 2 days	0	2	3
3 or more days	0	8	8
Any illegal drug or pill			
0 days	100	89	100
1 to 2 days	0	5	0
3 or more days	0	5	0
Any of the above	0	18	13

Question HS A.73-75/MS A.58-60: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol? ...smoke marijuana?

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

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	97	78	69
1 to 2 times	0	4	8
3 to 6 times	0	9	13
7 or more times	3	9	10

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol - Drink Occasionally			
Great	30	19	13
Moderate	19	26	33
Slight	37	43	38
None	15	13	15
Alcohol - 5 or more drinks once or twice a week			
Great	52	40	62
Moderate	30	36	23
Slight	0	19	13
None	19	6	3

Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they do the following...alcohol

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

	Grade 7 %	Grade 9 %	Grade 11 %
Marijuana - Smoke Occasionally			
Great	48	33	18
Moderate	26	26	36
Slight	4	22	28
None	22	19	18
Marijuana - Smoke once or twice a week			
Great	63	46	41
Moderate	11	19	33
Slight	4	20	13
None	22	15	13

Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they do the following...marijuana

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	32	22	23
Somewhat disapprove	16	20	23
Strongly disapprove	52	57	54
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	36	33	55
Somewhat disapprove	4	24	8
Strongly disapprove	60	43	37
Marijuana - Once a month or more			
Neither approve or disapprove	36	35	51
Somewhat disapprove	8	11	10
Strongly disapprove	56	55	38

Question HS A.92-94/MS A.76-78: How do you feel about someone your age doing the following...alcohol, marijuana or hashish

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

	Grade 7	Grade 9	Grade 11
	%	%	%
None of them	38	8	5
10 percent	42	20	10
20 percent	4	16	10
30 percent	8	8	10
40 percent	0	8	8
50 percent	4	20	18
60 percent	0	6	5
70 percent	0	8	15
80 percent	4	0	10
90 percent	0	6	8
All of them	0	0	0

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

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

	Grade 9	Grade 11
	%	%
Does not apply, never used alcohol/drugs	65	54
Problems with emotions, nerves, mental health	13	8
Trouble or problems with the police	10	0
Money problems	13	0
Miss school	3	3
Problems with school work	3	10
Fight with other kids	6	8
Damage a friendship	3	8
Physically hurt or injure yourself	6	0
Unwanted or unprotected sex	6	8
Forget what happened or pass out	19	15
Other problems	6	0
More than one problem	16	18
Never had problems when I've used alcohol/drugs	26	23

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	63	62
Had to increase use to get same effect as before	10	8
Spent a lot of time getting, using, or being "hung over" from using	7	0
Used alcohol or drugs a lot more than intended	7	8
Used alcohol or drugs when alone	13	21
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	0	0
Often didn't feel OK unless had something to drink or used a drug	10	8
Thought about reducing or stopping	10	15
Told self not going to use but used anyway	0	3
Spoke with someone about reducing or stopping use	3	10
Attended counseling, program, or group to reduce/stop use	3	0
More than one experience	13	21
Use alcohol or drugs but have not experienced any of these things	23	8

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

(Mark all that apply.)

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Alcohol			
Very difficult	19	4	5
Fairly difficult	11	6	5
Fairly easy	7	34	21
Very easy	19	26	49
Don't know	44	30	21
Marijuana			
Very difficult	19	4	3
Fairly difficult	11	8	3
Fairly easy	0	17	23
Very easy	22	38	59
Don't know	48	34	13

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get any of the following substances if they really want them?

Table A4.21***Offered Illegal Drugs on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times	100	74	51
1 time	0	6	11
2 to 3 times	0	9	8
4 or more times	0	11	30

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

Table A4.22***Talked to parents or guardian about dangers of tobacco, alcohol, or drug use***

	Grade 7	Grade 9	Grade 11
	%	%	%
No	34	34	32
Yes	66	66	68

Question HS A 98/MS A.61: During the past 12 months...Have you talked with at least one of your parents (or guardian) about the dangers of tobacco, alcohol or drug use?

Table A4.23***Heard, read or watched any messages about not using alcohol, tobacco or drugs***

	Grade 7	Grade 9	Grade 11
	%	%	%
No	18	13	5
Yes	82	87	95

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

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents

	Grade 7	Grade 9	Grade 11
	%	%	%
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		31	
Mixed (two or more) races			

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents

	Grade 7	Grade 9	Grade 11
	%	%	%
Hispanic or Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		24	
Mixed (two or more) races			

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %
A cigarette, even one or two puffs			
0 times	93	na	na
1 time	0	na	na
2 to 3 times	3	na	na
4 or more times	3	na	na
A whole cigarette			
0 times	93	76	69
1 time	3	2	8
2 to 3 times	3	4	5
4 or more times	0	18	18
Smokeless tobacco			
0 times	93	91	85
1 time	0	8	5
2 to 3 times	7	0	3
4 or more times	0	2	8

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette			
Never	93	74	62
10 or under	3	4	0
11 -12 years old	3	7	13
13-14 years old	0	9	8
15-16 years old	0	4	18
17 years or older	0	2	0
Smokeless Tobacco			
Never	100	92	87
10 or under	0	0	0
11 -12 years old	0	2	3
13-14 years old	0	6	5
15-16 years old	0	0	5
17 years or older	0	0	0

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Any	3	13	15
Daily	0	7	0
Smokeless Tobacco			
Any	0	7	5
Daily	0	2	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
<i>None</i>	100	91	97
<i>Any</i>	0	9	3
1 or 2 days	0	8	0
3 to 9 days	0	0	0
10 to 19 days	0	0	3
20 to 30 days	0	2	0

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	32	22	16
Somewhat disapprove	8	17	14
Strongly disapprove	60	61	70

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	19	19	10
Somewhat disapprove	12	19	15
Strongly disapprove	69	62	74

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Smoking Occasionally			
Great	36	28	23
Moderate	36	36	46
Slight	14	28	26
None	14	8	5
Smoking 1-2 packs of cigarette a day			
Great	74	72	79
Moderate	11	19	8
Slight	0	2	11
None	15	8	3

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Very difficult	22	6	5
Fairly difficult	7	4	0
Fairly easy	11	23	34
Very easy	19	38	45
Don't know	41	30	16

Question HS A.84/MS A.70: How difficult is it for students in your grade to get any of the following substances if they really want them? Cigarettes.

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

	Grade 7	Grade 9	Grade 11
	%	%	%
None of them	31	13	8
10 percent	35	29	26
20 percent	19	17	21
30 percent	8	19	16
40 percent	4	10	5
50 percent	4	10	13
60 percent	0	0	5
70 percent	0	2	3
80 percent	0	0	0
90 percent	0	0	3
All of them	0	0	0

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

Table A5.10***Used Cigarettes, Past 30 days***

Cells are empty if there are less than 25 respondents

	Grade 7	Grade 9	Grade 11
	%	%	%
Hispanic or Latino		19	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) races			

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7	Grade 9	Grade 11
	%	%	%
Had mean rumors/lies spread about you			
0 times	58	57	46
1 time	19	11	16
2 to 3 times	12	19	16
4 or more times	12	13	22
Had sexual jokes/comments/gestures made to you			
0 times	58	51	26
1 time	15	4	16
2 to 3 times	15	17	8
4 or more times	12	28	50
Been made fun of because of your looks/way talk			
0 times	77	49	45
1 time	12	19	13
2 to 3 times	12	13	16
4 or more times	0	19	26

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Been pushed, shoved, hit, etc.			
0 times	65	76	79
1 time	19	7	13
2 to 3 times	8	7	3
4 or more times	8	9	5
Been afraid of being beaten up			
0 times	88	76	84
1 time	12	13	11
2 to 3 times	0	4	3
4 or more times	0	7	3
Been in physical fight			
0 times	81	87	86
1 time	12	6	0
2 to 3 times	0	4	8
4 or more times	8	4	5

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you...

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Had property stolen/damaged			
0 times	92	78	54
1 time	4	9	30
2 to 3 times	0	4	8
4 or more times	4	9	8
Damaged school property on purpose			
0 times	100	78	87
1 time	0	13	5
2 to 3 times	0	4	5
4 or more times	0	6	3

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Carried a gun			
0 times	100	94	97
1 time	0	2	3
2 or more times	0	4	0
Carried any other weapon			
0 times	96	83	92
1 time	4	6	5
2 or more times	0	11	3

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Seen someone with a weapon			
0 times	81	75	66
1 time	15	15	18
2 or more times	4	10	16
Been threatened/injured with a weapon			
0 times	96	94	92
1 time	4	2	5
2 or more times	0	4	3

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Neither approve or disapprove	32	9	10
Somewhat disapprove	8	20	21
Strongly disapprove	60	71	69

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

Table A6.7***Reason for Harassment on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin			
0 times	92	89	79
1 time	4	7	8
2 or more times	4	4	13
Religion			
0 times	96	87	95
1 time	0	7	0
2 or more times	4	6	5
Gender			
0 times	96	89	87
1 time	0	2	5
2 or more times	4	9	8
Sexual Orientation *			
0 times	100	85	87
1 time	0	4	5
2 or more times	0	11	8
Physical/Mental Disability			
0 times	100	91	87
1 time	0	6	8
2 or more times	0	4	5
<i>Any of the Above Five Hate-Crime Reasons</i>			
	12	31	39
Any Other Reason			
0 times	88	70	65
1 time	4	9	8
2 or more times	8	21	27
<i>Any Harassment</i>			
	15	44	50

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

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
No	96	94	84
Yes	4	6	16

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Does not apply, didn't have a boy/girlfriend	48	44	32
No	44	50	59
Yes	8	6	8

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

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

	Grade 7	Grade 9	Grade 11
	%	%	%
Very safe	42	37	34
Safe	42	44	39
Neither safe nor unsafe	12	19	21
Unsafe	4	0	3
Very unsafe	0	0	3

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

Table A6.11

Cyber Bullying

	Grade 7	Grade 9	Grade 11
	%	%	%
0 times (never)	81	76	65
1 time	15	11	14
2-3 times	0	7	14
4 or more times	4	6	8

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

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents

	Grade 7	Grade 9	Grade 11
	%	%	%
Hispanic or Latino		28	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) races			

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

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents

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

Question HS A.113/MS A.95 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reason(s)?... race, ethnicity or national origin

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %
No	21	46	26
Yes	79	54	74

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
No	85	49	43
Yes	15	51	57

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	69	78
Yes	31	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 7	Grade 9	Grade 11
	%	%	%
Card or dice games			
Not at all	92	85	89
Less than once a month	4	9	5
1 to 3 times	0	6	3
Once a week or more	4	0	3
Personal skill games			
Not at all	84	81	92
Less than once a month	0	11	0
1 to 3 times	4	8	5
Once a week or more	12	0	3
Betting on sports			
Not at all	81	94	92
Less than once a month	4	4	3
1 to 3 times	0	2	5
Once a week or more	15	0	0
Lottery			
Not at all	83	89	97
Less than once a month	8	9	0
1 to 3 times	0	2	3
Once a week or more	8	0	0
Bet or gambled in any other way			
Not at all	88	80	92
Less than once a month	0	9	5
1 to 3 times	4	9	3
Once a week or more	8	2	0

Question HS A.127-131//MS A.109-113: During the past 12 months, how often have you bet/gambled, even casually, for money or valuables in the following ways?

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use						
<i>During your life did you ever...</i>						
drink alcohol (one full drink)?	18	50	39	44	48	50
use inhalants?	0	17	19	33	24	0
smoke marijuana?	0	17	22	44	36	43
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	6	17	30	17	24	36
use inhalants?	0	0	16	11	4	0
smoke marijuana?	0	8	14	35	16	36
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking alcohol?	6	8	30	33	44	43
been high from using drugs?	0	25	24	39	28	50
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	0	17	19	17	24	29
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	0	9	19	28	28	36
During the past 30 days, did you use marijuana on school property?	0	0	6	18	4	21
Perceived Harm						
<i>Frequent use of... is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	94	60	94	94	96	100
marijuana (once or twice a week)	94	50	89	76	92	79

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

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	6	8	22	28	24	43
During the past 30 days, did you smoke a cigarette?	6	0	11	17	13	20
During the past 30 days, did you smoke cigarettes daily?	0	0	6	11	0	0
During the past 30 days, did you smoke cigarettes on school property?	0	0	9	11	4	0
Frequent use of cigarettes is harmful. (1-2 packs a day)*	94	70	89	100	96	100

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

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>						
Race, ethnicity, or national origin	6	11	8	17	16	31
Religion	6	0	11	17	4	8
Gender	6	0	8	17	20	0
Gay/lesbian, or someone thought you were	0	0	11	22	20	0
Physical/mental disability	0	0	6	18	16	8
Any other reason	13	13	25	41	46	15
During the past 12 months at school have you been in a physical fight?	13	33	8	22	13	15
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	7	11	3	12	4	15
Feels safe at school	81	89	83	78	68	85
Currently belong to a gang?	0	11	0	18	4	38

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

	7th Grade		9th Grade		11th Grade	
	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	81	75	56	50	75	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?	19	11	51	50	63	46

9. Comparisons

Table A9.1

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

	7th Grade %		9th Grade %			11th Grade %		
	School	CSS	School	CSS	YRBS	School	CSS	YRBS
Lifetime and Current ATOD Use								
<i>During your life did you ever...</i>								
smoke a cigarette?	7	7	24	20	45 ^a	31	34	55 ^a
chew tobacco or snuff?	7	4	9	6	~	15	10	~
drink alcohol (glass)?	30	24	41	47	67	49	66	79
use inhalants?	7	11	24	14	15	15	15	12
smoke marijuana?	7	9	29	25	29	38	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette?	3	6	13	11	15	15	17	24
chew tobacco or snuff?	0	3	7	5	6	5	6	6
drink alcohol (glass)?	10	15	25	24	37	28	42	53
use inhalants?	0	5	15	7	~	3	7	~
smoke marijuana?	3	7	20	15	16	23	24	21
Level of Involvement (High Risk Patterns)								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	7	11	31	28	~	44	45	~
been high from using drugs?	10	8	29	22	~	36	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	7	6	18	16	18	26	29	28

^aYRBS asks about smoking even a puff or two.

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

Table A9.1 - Continued

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

	7th Grade %		9th Grade %			11th Grade %		
	School	CSS	School	CSS	YRBS	School	CSS	YRBS
ATOD Use on School Property								
During your life, have you ever been drunk/high?	3	6	22	13	~	31	25	~
During the past 30 days, did you smoke cigarettes?	0	3	9	7	4	3	7	5
Perceived Harm								
<i>People risk harming themselves using...^b</i>								
cigarettes (1-2 packs a day)	85	83	92	90	~	97	93	~
alcohol (five or more drinks once or twice a week)	81	83	94	89	~	97	92	~
marijuana (once or twice a week)	78	82	85	85	~	87	87	~

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

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

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

	7th Grade %		9th Grade %			11th Grade %		
	School	CSS	School	CSS	YRBS	School	CSS	YRBS
School Safety								
<i>During the past 12 months at school, have you....</i>								
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	12	31	31	27	~	39	22	~
been in a physical fight?	19	32	13	25	18	14	23	11
been afraid of being beaten up?	12	29	24	22	~	16	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	4	10	19	13	~	11	13	~
How safe do you feel when you are at school? Very safe.	42	18	37	16	~	34	20	~
Do you consider yourself a member of a gang?	4	9	6	8	~	16	8	~
School Protective Factors - High Levels (Resilience Indicators)								
Caring relationships with teacher or other adult	45	31	40	28	~	39	29	~
High expectations from teacher or other adult	48	45	51	39	~	42	38	~
Opportunities for meaningful participation at their school	20	16	24	13	~	18	15	~
Total	37	31	31	27	~	34	28	~
School Connectedness Scale	77	39	60	34	~	56	31	~

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

Marysville Charter
Secondary
2010-2011
Main Report

Tobacco Module D

Section D

	Grade 7	Grade 9	Grade 11
<i>Student Sample Size</i>			
Target Sample	65	71	49
Final Number	27	51	36
Average Response Rate - Module D	42%	72%	73%

Smoking Patterns

Table D1

Number of Cigarettes Smoked Per Day, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
<i>None</i>	100	88	81
<i>Less than one cigarette per day</i>	0	4	11
<i>1 per day or more</i>	0	8	8
1 cigarette per day	0	0	0
2 to 5 cigarettes per day	0	8	6
6 to 10 cigarettes per day	0	0	0
11 to 20 cigarettes per day	0	0	0
more than 20 cigarettes per day	0	0	3

Question HS/MS D.3: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?

Table D2

Ever Smoked Daily

	Grade 7 %	Grade 9 %	Grade 11 %
No	100	90	94
Yes	0	10	6

Question HS/MS D.1: Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?

Table D3***Smoked 100 Cigarettes, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %
No	96	90	86
Yes	4	10	14

Question HS/MS D.4: Have you smoked 100 cigarettes in your life?

Table D4***Current Cigar Smoking, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %
0 days	96	92	84
1 to 2 days	4	4	11
3 to 5 days	0	4	0
6 to 9 days	0	0	3
10 to 19 days	0	0	0
20 to 30 days	0	0	3

Question HS/MS D.6: During the past 30 days, on how many days did you smoke any cigars, cigarillos, or little cigars?

Table D5***Ever Smoke to Control Weight***

	Grade 7 %	Grade 9 %	Grade 11 %
No	96	98	100
Yes	4	2	0

Question HS/MS D.2: Did you ever smoke to control your weight?

Attitudes and Beliefs

Table D6

Likelihood of Smoking in the Next Year

	Grade 7	Grade 9	Grade 11
	%	%	%
Sure it will not happen	85	67	54
Probably will not happen	15	6	14
Even chance (50-50) that it will happen	0	6	11
Probably will happen	0	8	16
Will happen for sure	0	13	5

Question HS/MS D.15: How likely do you think it is that you will smoke one or more cigarettes in the next year?

Table D7

Agreement with Eight Statements About Smoking

	Grade 7	Grade 9	Grade 11
	%	%	%
Smoking makes kids look grown up	4	16	13
Smoking makes your teeth yellow	81	90	92
Smoking is cool	4	8	11
Smoking makes you smell bad	81	84	92
Smoking helps you make friends	4	16	16
Smoking is bad for your health	84	94	86
Smoking helps you relax	8	33	61
Smoking helps control your weight	8	26	34

Question HS/MS D.17-24: Please indicate whether or not you agree with the following statements... Percent responding "Very much agree" or "agree."

Table D8***Estimated Prevalence of Adult Cigarette Smoking at Least Once a Month***

	Grade 7 %	Grade 9 %	Grade 11 %
None of them	20	10	19
Some	64	62	50
Many	16	20	28
Most or all	0	8	3

Question HS/MS D.16: About how many adults you know smoke cigarettes?

Access to Cigarettes**Table D9*****Sources for Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %
Didn't smoke in the past 30 days	100	86	81
Bought them in a store	0	0	3
Bought them from a vending machine	0	0	6
Gave someone else money to buy them	0	10	6
Borrowed them from someone else	0	2	0
Took them from store or family member	0	0	0
A friend gave them to me	0	0	3
Person 18 years or older gave them to me	0	2	3
Other people gave them to me	0	0	0
Got them some other way	0	0	0

Question HS/MS D.5: If you smoked cigarettes during the past 30 days, how did you usually get them? (Select only one response.)

Smoking Cessation

Table D10

Current Desire to Quit Smoking Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %
Don't smoke	100	88	84
No	0	6	8
Yes	0	6	8

Question HS/MS D.7: If you now smoke cigarettes, would you like to quit smoking?

Table D11

Lifetime Frequency of Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %
<i>Don't smoke cigarettes; does not apply</i>	93	82	79
<i>0 times</i>	4	6	11
<i>One or more times</i>	4	12	11
1 time	0	2	8
2 to 3 times	4	8	0
4 or more times	0	2	3

Question HS/MS D.8: How many times have you tried to quit smoking cigarettes?

Table D12

Type of Help Sought at School to Help Quit Smoking, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Went to a special group or class	0	0	3
Talked to an adult at school	0	0	3
Talked to a peer helper	0	0	3

Question HS/MS D.9-11: If you used tobacco during the past 12 months, did you do any of the following things at school to get help to quit using?

Prevention Program Exposure

Table D13

Tobacco Education in School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
No	62	31	56
Yes	15	49	31
Not sure	23	20	14

Question HS/MS D.13: During the past 12 months, did you do any of these things at school? Have lessons about tobacco and its effects on the body.

Table D14

Refusal Skills Training in School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
No	65	51	68
Yes	15	29	24
Not sure	19	20	8

Question HS/MS D.14: During the past 12 months, did you do any of these things at school? Practice different ways to refuse or say "no" to tobacco offers.

Table D15

Perceived Ability to Refuse Friend's Offer of Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %
Very hard	8	4	8
Hard	0	14	3
Easy	15	18	8
Very easy	77	65	81

Question HS/MS D.12: How hard would it be for you to refuse or say "no" to a friend who offered you a cigarette to smoke?