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healthy kids violence bullying
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RESILIENCE
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 tobacco drugs HIV/AIDS suicide
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healthy kids bullying alcohol
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 depression pregnancy

Henry M. Gunn High Secondary 2011-2012 Main Report

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PREFACE

This report provides the detailed results for each question from this school/district's 2011–12 *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 Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.¹

The CHKS, along with the *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS), is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Health, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on learning barriers, engagement, and supports. For additional information and resources, visit the survey website: chks.wested.org.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine whether staff and parent perceptions accurately reflect student behaviors and experiences. The *CHKS Guidebook* to survey content provides a crosswalk between student and staff survey 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.

SURVEY PURPOSE

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 to 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, that are 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.² The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning

¹ *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support)

² *Guidebook for the California Healthy Kids Survey, Part I: Administration* (chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from chks.wested.org/administer/download.

supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

School-Related Content

To support school improvement efforts, the majority of questions on the CHKS assess school performance, engagement, climate, performance, and experiences. The survey provides self-reported data on:

- grades, truancy, and school connectedness, as indicators of engagement;
- the levels of students' experiences of 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 perceived frequency of, and reasons for, harassment and bullying at school; and
- levels 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 student needs related to closing the state's persistent racial/ethnic achievement gap, which former Superintendent O'Connell declared CDE's top priority. On the CHKS, students are asked to indicate their racial/ethnic identity and to 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. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. CDE urges schools that are experiencing achievement gaps among their students to administer the Closing the Achievement Gap module and request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to 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 of students who completed the survey (the participation response rate).

THE REPORT

The tables in this Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

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, *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook for the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) a step-by-step process for reviewing, analyzing, and disseminating survey 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.³

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; the factors that can impact the quality, validity, and generalizability of the results; the changes that occurred between administrations. 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 besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase after holidays or social events).

³ The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help determine whether changes in results are locally unique or may be part of a larger trend, possibly affected by broad social forces.

Ultimately, however, the most fundamental concern should be what the survey results say about the students and schools and what improvements need to be made.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following actions can be taken 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 CSCS and other sources, particularly in the context of identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include numbers 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 the meaning of the results in more depth and to 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. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

ACKNOWLEDGMENTS

The CHKS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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California Department of Education

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	x
B. Resilience & Youth Development - custom	x
C. AOD Use & Safety - custom	x
D. Tobacco	
E. Physical Health	
F. Sexual Behavior	
G. Custom Questions	x
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target Sample	431	419
Final Number	386	352
Average Response Rate	90%	84%

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 9	Grade 11
	%	%
12 years or younger	0	1
13 years old	1	0
14 years old	71	0
15 years old	26	0
16 years old	1	71
17 years old	0	27
18 years or older	0	1

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

Table A2.2

Gender of Sample

	Grade 9	Grade 11
	%	%
Male	50	49
Female	50	51

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

Table A2.3

Hispanic or Latino

	Grade 9	Grade 11
	%	%
No	87	91
Yes	13	9

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	1	0
Asian	44	43
Black or African American	1	1
Native Hawaiian or Pacific Islander	1	2
White	37	38
Mixed (two or more) races	17	16

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

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

	Grade 9	Grade 11
	%	%
A home with both parents	85	82
A home with only one parent	12	13
Other relative's home	1	1
A home with more than one family	0	0
Friend's home	0	1
Foster home, group care, or waiting placement	0	0
Hotel or motel	1	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	0	1
Other transitional or temporary housing	0	0
Other living arrangements	2	2

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

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

	Grade 9	Grade 11
	%	%
Mostly A's	50	47
A's and B's	36	35
Mostly B's	8	8
B's and C's	5	7
Mostly C's	1	2
C's and D's	0	0
Mostly D's	0	0
Mostly F's	1	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 9	Grade 11
	%	%
0 times	82	50
1-2 times	12	25
A few times	5	17
Once a month	0	5
Once a week	0	3
More than once a week	1	1

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	1	1
No	87	94
Don't know	12	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 9			Grade 11		
	H	M	L	H	M	L
<i>School Environment</i>						
Total	35	56	9	38	56	6
Caring Adult Relationships	30	61	9	40	58	2
High Expectations	39	56	6	44	54	2
Opportunities for Meaningful Participation	18	62	20	20	61	19
<i>Community Environment</i>						
Total	72	21	7	71	25	5
Caring Adult Relationships	61	30	8	60	34	6
High Expectations	64	30	6	61	35	4
Opportunities for Meaningful Participation	59	32	8	64	31	5
<i>School Connectedness Scale</i>						
	66	24	9	67	27	6

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	34	64	2	34	59	6
Caring Adult Relationships	39	61	0	41	59	0
High Expectations	36	64	0	50	50	0
Opportunities for Meaningful Participation	18	64	18	19	44	38
Community Environment						
Total	74	20	7	66	34	0
Caring Adult Relationships	63	28	9	59	31	9
High Expectations	65	28	7	56	41	3
Opportunities for Meaningful Participation	57	24	20	59	34	6
School Connectedness Scale						
	67	28	4	59	31	9

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	38	52	10	39	56	5
Caring Adult Relationships	28	61	11	40	58	2
High Expectations	39	54	7	42	56	2
Opportunities for Meaningful Participation	18	65	18	21	67	12
Community Environment						
Total	71	21	8	68	28	5
Caring Adult Relationships	58	31	10	51	42	7
High Expectations	62	30	8	56	39	5
Opportunities for Meaningful Participation	65	30	6	72	26	3
School Connectedness Scale						
	69	20	10	67	29	4

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	39	54	7	41	53	6
Caring Adult Relationships	38	57	5	39	58	3
High Expectations	45	53	2	46	52	2
Opportunities for Meaningful Participation	22	60	18	21	58	21
Community Environment						
Total	81	14	5	78	17	5
Caring Adult Relationships	71	23	5	70	25	5
High Expectations	72	24	4	70	27	2
Opportunities for Meaningful Participation	60	33	6	60	35	6
School Connectedness Scale						
	71	22	7	68	26	6

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	65	9	38	56	6
Caring Adult Relationships	16	76	7	45	55	0
High Expectations	27	67	5	42	58	0
Opportunities for Meaningful Participation	13	68	20	17	60	23
<i>Community Environment</i>						
Total	66	28	7	62	36	2
Caring Adult Relationships	55	38	7	58	34	8
High Expectations	57	38	5	51	45	4
Opportunities for Meaningful Participation	57	33	10	58	36	6
<i>School Connectedness Scale</i>						
	52	36	12	75	15	9

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	34		38			39	25
Caring Adult Relationships	39		28			38	16
High Expectations	36		39			45	27
Opportunities for Meaningful Participation	18		18			22	13
Community Environment							
Total	74		71			81	66
Caring Adult Relationships	63		58			71	55
High Expectations	65		62			72	57
Opportunities for Meaningful Participation	57		65			60	57
School Connectedness Scale							
	67		69			71	52

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

NH/PI:

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	34		39			41	38
Caring Adult Relationships	41		40			39	45
High Expectations	50		42			46	42
Opportunities for Meaningful Participation	19		21			21	17
Community Environment							
Total	66		68			78	62
Caring Adult Relationships	59		51			70	58
High Expectations	56		56			70	51
Opportunities for Meaningful Participation	59		72			60	58
School Connectedness Scale							
	59		67			68	75

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	7	4
Disagree	6	5
Neither Agree Nor Disagree	14	15
Agree	47	43
Strongly Agree	26	32
I am happy to be at this school.		
Strongly Disagree	7	5
Disagree	5	7
Neither Agree Nor Disagree	17	19
Agree	46	46
Strongly Agree	25	23
I feel like I am part of this school.		
Strongly Disagree	7	5
Disagree	5	7
Neither Agree Nor Disagree	20	21
Agree	46	46
Strongly Agree	22	21
Teachers at this school treat students fairly.		
Strongly Disagree	6	4
Disagree	8	4
Neither Agree Nor Disagree	24	20
Agree	49	56
Strongly Agree	13	16
I feel safe in my school.		
Strongly Disagree	6	4
Disagree	3	1
Neither Agree Nor Disagree	11	14
Agree	55	47
Strongly Agree	25	35

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	8	3
A Little True	31	27
Pretty Much True	42	41
Very Much True	20	28
who notices when I am not there.		
Not At All True	6	4
A Little True	24	22
Pretty Much True	47	45
Very Much True	23	29
who listens when I have something to say.		
Not At All True	7	2
A Little True	16	14
Pretty Much True	48	47
Very Much True	28	37
<i>High Expectations</i>		
who tells me when I do a good job.		
Not At All True	5	1
A Little True	21	18
Pretty Much True	48	48
Very Much True	26	33
who always wants me to do my best.		
Not At All True	4	2
A Little True	13	14
Pretty Much True	44	42
Very Much True	38	41
who believes that I will be a success.		
Not At All True	5	2
A Little True	19	21
Pretty Much True	48	43
Very Much True	28	35

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
	%	%
Opportunities for Meaningful Participation		
I do interesting activities at school.		
Not At All True	6	7
A Little True	25	23
Pretty Much True	39	39
Very Much True	30	30
I help decide things like class rules or activities.		
Not At All True	29	26
A Little True	37	37
Pretty Much True	21	27
Very Much True	13	11
I do things that make a difference at school.		
Not At All True	16	16
A Little True	43	39
Pretty Much True	27	31
Very Much True	14	14

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

Table A3.12

Community Protective Factors (Developmental Supports)

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	5	4
A Little True	9	9
Pretty Much True	22	24
Very Much True	64	64
who notices when I am upset about something.		
Not At All True	10	8
A Little True	18	19
Pretty Much True	26	26
Very Much True	47	48
whom I trust.		
Not At All True	9	7
A Little True	11	14
Pretty Much True	23	22
Very Much True	57	57
<i>High Expectations</i>		
who tells me when I do a good job.		
Not At All True	8	5
A Little True	11	14
Pretty Much True	27	26
Very Much True	54	54
who believes that I will be a success.		
Not At All True	6	3
A Little True	13	13
Pretty Much True	24	28
Very Much True	57	56
who always wants me to do my best.		
Not At All True	6	3
A Little True	8	9
Pretty Much True	21	26
Very Much True	66	62

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	13	11
A Little True	10	11
Pretty Much True	19	22
Very Much True	57	56
I am involved in music, art, literature, sports or a hobby.		
Not At All True	8	5
A Little True	7	9
Pretty Much True	21	19
Very Much True	65	68
I help other people.		
Not At All True	7	3
A Little True	17	18
Pretty Much True	37	35
Very Much True	39	44

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	79	53
1 time	7	6
2 to 3 times	7	12
4 or more times	7	28
Marijuana		
0 times	95	75
1 time	2	4
2 to 3 times	1	4
4 or more times	2	17
Inhalants (to get high)		
0 times	96	96
1 time	2	2
2 to 3 times	1	1
4 or more times	1	2
Cocaine		
0 times	99	98
1 time	0	0
2 to 3 times	0	0
4 or more times	1	2
Methamphetamine or any amphetamine		
0 times	99	98
1 time	0	1
2 to 3 times	0	0
4 or more times	1	1

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	99	96
1 time	0	2
2 to 3 times	0	1
4 or more times	1	1
Ecstasy		
0 times	99	98
1 time	0	1
2 to 3 times	0	0
4 or more times	1	2
Heroin		
0 times	99	99
1 time	0	0
2 to 3 times	1	0
4 or more times	0	1
Other illegal drug or pill		
0 times	99	95
1 time	1	2
2 to 3 times	0	1
4 or more times	1	2
<i>Any of the above AOD Use</i>	23	49
Prescription pain killers		
0 times	97	93
1 time	2	2
2 to 3 times	1	2
4 or more times	1	3

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	99	99
1 time	0	0
2 to 3 times	0	0
4 or more times	1	1
Tranquilizers or sedatives		
0 times	99	97
1 time	0	1
2 to 3 times	0	1
4 or more times	1	1
Cold/cough medicines		
0 times	92	92
1 time	1	1
2 to 3 times	2	3
4 or more times	4	3
Diet pills		
0 times	97	97
1 time	0	0
2 to 3 times	0	1
4 or more times	2	2
Ritalin™ or Adderall™		
0 times	98	96
1 time	1	1
2 to 3 times	1	1
4 or more times	1	1

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	75	48
10 or under	6	6
11 -12 years old	5	4
13-14 years old	13	13
15-16 years old	1	26
17 years or older	1	2
Marijuana		
Never	95	77
10 or under	0	1
11 -12 years old	1	1
13-14 years old	3	8
15-16 years old	1	12
17 years or older	0	1
Other illegal drug		
Never	98	93
10 or under	0	1
11 -12 years old	1	1
13-14 years old	1	2
15-16 years old	0	4
17 years or older	0	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)	11	24
Binge drinking (5 or more drinks in a row)	4	13
Marijuana	3	13
Inhalants	2	2
Cocaine	1	2
Methamphetamine or any amphetamine	2	1
Ecstasy, LSD or other psychedelics	2	2
Other illegal drug or pill	1	3
<i>Any drug use</i>	4	14
<i>Heavy drug user</i>	3	8
<i>Any of the above AOD Use</i>	12	27
Two or more of the above at the same time	3	6

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

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

	Grade 9	Grade 11
	%	%
Alcohol		
None	89	76
1 or 2 days	6	15
3 to 9 days	3	6
10 to 19 days	0	2
20 or more days (daily)	2	1
Marijuana		
None	97	87
1 or 2 days	1	4
3 to 9 days	1	3
10 to 19 days	0	3
20 or more days (daily)	1	3

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	93	77
1 to 2 times	4	13
3 to 6 times	2	4
7 or more times	1	5

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	94	80
1 to 2 times	2	4
3 to 6 times	1	3
7 or more times	2	13

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	87
1 to 2 days	2	7
3 or more days	2	7

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

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

	Grade 9	Grade 11
	%	%
Don't drink alcohol	70	54
Just a sip or two	18	13
Enough to feel it a little	6	13
Enough to feel it a lot	3	13
Until really drunk	2	7

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	95	81
Not high at all	0	1
A little high	2	4
Moderately high	2	9
Very high	1	5

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>	95	88
<i>Any</i>	5	12
1 time	2	5
2 times	1	3
3 to 6 times	1	2
7 or more times	1	1

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	98	97
1 to 2 days	1	1
3 or more days	1	2
Marijuana		
0 days	98	97
1 to 2 days	1	1
3 or more days	1	2
Any illegal drug or pill		
0 days	99	99
1 to 2 days	0	0
3 or more days	1	1
<i>Any of the above</i>	2	4

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	98	91
1 to 2 times	1	3
3 to 6 times	1	2
7 or more times	1	3

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	22	13
Moderate	27	25
Slight	31	37
None	20	26
Alcohol - 5 or more drinks once or twice a week		
Great	63	57
Moderate	23	25
Slight	6	8
None	8	10

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	37	25
Moderate	30	22
Slight	16	27
None	16	26
Marijuana - Smoke once or twice a week		
Great	63	40
Moderate	17	26
Slight	8	15
None	12	19

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

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

	Grade 9 %	Grade 11 %
Alcohol - One or two drinks nearly every day		
Neither approve or disapprove	11	16
Somewhat disapprove	16	16
Strongly disapprove	73	67
Marijuana or Hashish - Once or twice		
Neither approve or disapprove	24	47
Somewhat disapprove	24	22
Strongly disapprove	52	30
Marijuana - Once a month or more		
Neither approve or disapprove	18	38
Somewhat disapprove	16	19
Strongly disapprove	66	44

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	35	10
10 percent	25	19
20 percent	13	11
30 percent	7	13
40 percent	5	11
50 percent	4	10
60 percent	3	6
70 percent	3	9
80 percent	1	6
90 percent	2	2
All of them	1	3

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	89	67
Problems with emotions, nerves, mental health	1	5
Trouble or problems with the police	1	4
Money problems	1	2
Miss school	1	3
Problems with school work	2	4
Fight with other kids	1	3
Damage a friendship	1	4
Physically hurt or injure yourself	1	2
Unwanted or unprotected sex	1	3
Forget what happened or pass out	2	6
Other problems	1	2
More than one problem	3	8
Never had problems when I've used alcohol/drugs	7	26

*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	91	69
Had to increase use to get same effect as before	1	7
Spent a lot of time getting, using, or being "hung over" from using	1	4
Used alcohol or drugs a lot more than intended	1	6
Used alcohol or drugs when alone	2	8
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	1	2
Often didn't feel OK unless had something to drink or used a drug	0	3
Thought about reducing or stopping	2	7
Told yourself not going to use, but used anyway	1	4
Spoke with someone about reducing or stopping use	1	3
Attended counseling, program, or group to reduce/stop use	0	1
More than one experience	2	10
Use alcohol or drugs, but have not experienced any of these things	7	22

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	7	4
Fairly difficult	7	5
Fairly easy	27	32
Very easy	28	40
Don't know	31	20
Marijuana		
Very difficult	12	4
Fairly difficult	10	5
Fairly easy	20	29
Very easy	18	37
Don't know	39	25

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	90	77
1 time	6	7
2 to 3 times	2	7
4 or more times	2	9

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	60	60
Yes	40	40

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	85	87
Yes	15	13

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	19	25
American Indian or Alaska Native		
Asian	5	20
Black or African American		
Native Hawaiian or Pacific Islander		
White	20	29
Mixed (two or more) races	5	28

*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	9	19
American Indian or Alaska Native		
Asian	1	5
Black or African American		
Native Hawaiian or Pacific Islander		
White	7	21
Mixed (two or more) races	2	17

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	98	86
1 time	1	3
2 to 3 times	0	1
4 or more times	2	10
Smokeless tobacco		
0 times	99	96
1 time	0	1
2 to 3 times	0	1
4 or more times	1	2

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	97	84
10 or under	1	2
11-12 years old	1	2
13-14 years old	2	5
15-16 years old	0	6
17 years or older	0	1
Smokeless tobacco		
Never	99	96
10 or under	0	1
11-12 years old	1	0
13-14 years old	0	2
15-16 years old	0	2
17 years or older	0	0

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	2	8
Daily	1	1
Smokeless tobacco		
Any	1	2
Daily	1	0

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

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

	Grade 9	Grade 11
	%	%
<i>None</i>	99	98
<i>Any</i>	1	2
1 or 2 days	0	1
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	1	1

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

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

	Grade 9	Grade 11
	%	%
Neither approve nor disapprove	10	15
Somewhat disapprove	9	11
Strongly disapprove	81	74

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	8	11
Somewhat disapprove	10	15
Strongly disapprove	83	74

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	32	29
Moderate	40	40
Slight	18	20
None	10	11
Smoking 1-2 packs of cigarettes a day		
Great	78	80
Moderate	12	8
Slight	2	3
None	8	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	7	4
Fairly difficult	14	9
Fairly easy	25	32
Very easy	14	30
Don't know	40	26

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	43	20
10 percent	36	49
20 percent	7	13
30 percent	4	6
40 percent	3	3
50 percent	3	3
60 percent	2	2
70 percent	1	1
80 percent	0	0
90 percent	0	1
All of them	1	2

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	2	6
American Indian or Alaska Native		
Asian	0	2
Black or African American		
Native Hawaiian or Pacific Islander		
White	4	12
Mixed (two or more) races	0	13

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	71	72
1 time	15	12
2 to 3 times	9	9
4 or more times	5	7
Had sexual jokes/comments/gestures made to you		
0 times	69	66
1 time	9	11
2 to 3 times	9	8
4 or more times	13	14
Been made fun of because of your looks/way of talking		
0 times	75	74
1 time	14	11
2 to 3 times	3	6
4 or more times	7	9

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	84	94
1 time	8	3
2 to 3 times	4	1
4 or more times	3	3
Been afraid of being beaten up		
0 times	90	97
1 time	6	1
2 to 3 times	2	1
4 or more times	2	1
Been in a physical fight		
0 times	92	95
1 time	6	3
2 to 3 times	1	1
4 or more times	1	1

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	85	90
1 time	9	7
2 to 3 times	3	2
4 or more times	2	1
Damaged school property on purpose		
0 times	97	95
1 time	2	2
2 to 3 times	1	1
4 or more times	1	2

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

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

	Grade 9	Grade 11
	%	%
Carried a gun		
0 times	98	99
1 time	1	1
2 or more times	1	1
Carried any other weapon		
0 times	96	96
1 time	1	1
2 or more times	2	3

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	92	86
1 time	5	8
2 or more times	4	6
Been threatened/injured with a weapon		
0 times	98	97
1 time	1	2
2 or more times	1	1

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	11	12
Somewhat disapprove	15	11
Strongly disapprove	75	76

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	92	89
1 time	5	6
2 or more times	3	5
Religion		
0 times	95	91
1 time	2	4
2 or more times	3	5
Gender		
0 times	94	94
1 time	2	2
2 or more times	4	4
Sexual Orientation *		
0 times	93	95
1 time	3	2
2 or more times	4	3
Physical/Mental Disability		
0 times	97	97
1 time	1	1
2 or more times	2	2
<i>Any of the Above Five Hate-Crime Reasons</i>		
	17	20
Any Other Reason		
0 times	85	89
1 time	5	6
2 or more times	10	5
<i>Any Harassment</i>		
	23	25

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	95	95
Yes	5	5

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	61	56
No	37	41
Yes	2	3

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	41	44
Safe	45	44
Neither safe nor unsafe	12	9
Unsafe	1	1
Very unsafe	1	1

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)	75	79
1 time	15	9
2-3 times	6	7
4 or more times	3	4

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	16	16
American Indian or Alaska Native		
Asian	13	21
Black or African American		
Native Hawaiian or Pacific Islander		
White	20	20
Mixed (two or more) races	19	21

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	11	10
American Indian or Alaska Native		
Asian	7	13
Black or African American		
Native Hawaiian or Pacific Islander		
White	8	7
Mixed (two or more) races	9	13

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	15	20
Yes	85	80

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	78	77
Yes	22	23

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	88	88
Yes	12	12

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	88	90
Less than once a month	8	5
1 to 3 times	2	2
Once a week or more	1	3
Personal skill games		
Not at all	87	88
Less than once a month	8	7
1 to 3 times	2	1
Once a week or more	3	4
Betting on sports		
Not at all	87	85
Less than once a month	10	9
1 to 3 times	2	2
Once a week or more	1	4
Lottery		
Not at all	97	96
Less than once a month	2	1
1 to 3 times	1	0
Once a week or more	1	3
Bet or gambled in any other way		
Not at all	91	89
Less than once a month	6	7
1 to 3 times	2	1
Once a week or more	1	3

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)?	23	18	49	44
use inhalants?	4	3	5	4
smoke marijuana?	6	3	21	28
<i>During the past 30 days, did you...</i>				
drink alcohol (one full drink)?	14	7	25	23
use inhalants?	2	2	2	1
smoke marijuana?	3	2	9	18
Level of Involvement (High Risk Patterns)				
<i>During your life, have you ever...</i>				
been very drunk or sick after drinking alcohol?	8	6	21	25
been high from using drugs?	5	6	18	22
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	5	3	10	17
ATOD Use at School				
During your life, have you ever been drunk/high on school property?	2	2	6	13
During the past 30 days, did you use marijuana on school property?	2	2	1	4
Perceived Harm				
<i>Frequent use of... is harmful.*</i>				
alcohol (five or more drinks once or twice a week)	95	89	94	87
marijuana (once or twice a week)	92	83	89	73

*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?	2	1	13	16
During the past 30 days, did you smoke a cigarette?	2	1	6	9
During the past 30 days, did you smoke cigarettes daily?	1	1	1	1
During the past 30 days, did you smoke cigarettes on school property?	1	1	2	3
Frequent use of cigarettes is harmful. (1-2 packs a day)*	95	89	94	87

*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	8	10	11	13
Religion	6	4	10	8
Gender	9	2	10	2
Gay/lesbian, or someone thought you were	6	10	5	7
Physical/mental disability	2	4	2	5
Any other reason	16	15	12	10
During the past 12 months at school, have you been in a physical fight?	2	13	2	8
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	0	3	2	5
Feels safe at school	87	85	90	87
Currently belong to a gang	2	7	4	5

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?	84	86	82	77
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?	27	17	28	19

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 %		
	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use						
<i>During your life, did you ever...</i>						
smoke a cigarette?	2	20	45 ^a	14	34	55 ^a
chew tobacco or snuff?	1	6	~	4	10	~
drink alcohol (glass)?	21	47	67	47	66	79
use inhalants?	4	14	15	4	15	12
smoke marijuana?	5	25	29	25	42	50
<i>During the past 30 days, did you...</i>						
smoke a cigarette?	2	11	15	8	17	24
chew tobacco or snuff?	1	5	6	2	6	6
drink alcohol (glass)?	11	24	37	24	42	53
use inhalants?	2	7	~	2	7	~
smoke marijuana?	3	15	16	13	24	21
Level of Involvement (High Risk Patterns)						
<i>During your life, have you ever...</i>						
been very drunk or sick after drinking?	7	28	~	23	45	~
been high from using drugs?	6	22	~	20	37	~
<i>During the past 30 days, did you...</i>						
drink 5 drinks in a couple of hours?	4	16	18	13	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 %		
	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property						
During your life, have you ever been drunk/high?	2	13	~	9	25	~
During the past 30 days, did you smoke cigarettes?	1	7	4	2	7	5
Perceived Harm						
<i>People risk harming themselves using...^b</i>						
cigarettes (1-2 packs a day)	92	90	~	91	93	~
alcohol (five or more drinks once or twice a week)	92	89	~	90	92	~
marijuana (once or twice a week)	88	85	~	81	87	~

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

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

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

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
School Safety						
<i>During the past 12 months at school, have you....</i>						
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	17	27	~	20	22	~
been in a physical fight?	8	25	18	5	23	11
been afraid of being beaten up?	10	22	~	3	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	4	13	~	5	13	~
How safe do you feel when you are at school? Very safe.	41	16	~	44	20	~
Do you consider yourself a member of a gang?	5	8	~	5	8	~
School Protective Factors - High Levels (Resilience Indicators)						
Caring relationships with teacher or other adult	30	28	~	40	29	~
High expectations from teacher or other adult	39	39	~	44	38	~
Opportunities for meaningful participation at their school	18	13	~	20	15	~
Total	35	27	~	38	28	~
School Connectedness Scale	66	34	~	67	31	~

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

Table B4***I know where to go for help with a problem.***

	Grade 9	Grade 11
	%	%
Not at all true	5	4
A little true	20	16
Pretty much true	40	44
Very much true	35	35

Table B12***When I need help, I find someone to talk with.***

	Grade 9	Grade 11
	%	%
Not at all true	7	9
A little true	15	16
Pretty much true	41	39
Very much true	37	35

Table B15***I try to understand how other people feel and think.***

	Grade 9	Grade 11
	%	%
Not at all true	3	3
A little true	10	8
Pretty much true	40	37
Very much true	47	52

Table B16***There is a purpose to my life.***

	Grade 9	Grade 11
	%	%
Not at all true	7	5
A little true	13	14
Pretty much true	33	35
Very much true	48	46

Table B17***I understand my moods and feelings.***

	Grade 9	Grade 11
	%	%
Not at all true	5	5
A little true	21	16
Pretty much true	39	46
Very much true	35	34

Table B19***I have a friend my own age who really cares about me.***

	Grade 9	Grade 11
	%	%
Not at all true	4	3
A little true	13	9
Pretty much true	33	32
Very much true	50	56

Table B28***In my home, there is a parent or some other adult who talks with me about my problems.***

	Grade 9	Grade 11
	%	%
Not at all true	6	10
A little true	17	16
Pretty much true	28	29
Very much true	49	45

Table B29***In my home, there is a parent or some other adult who always wants me to do my best.***

	Grade 9	Grade 11
	%	%
Not at all true	3	3
A little true	8	8
Pretty much true	24	22
Very much true	65	68

Table C29***Planned Method of Attempting Suicide, Past 12 Months***

	Grade 9 %	Grade 11 %
No	91	90
Yes	9	10

During the past 12 months, did you make a plan about how you would attempt suicide?

Table C30***Attempted Suicide, Past 12 Months***

	Grade 9 %	Grade 11 %
0 times	98	96
1 time	1	3
2 or 3 times	0	1
4 or more times	1	0

During the past 12 months, how many times did you actually attempt suicide?

Table C31***Suicide Attempt that Required Medical Treatment, Past Year***

	Grade 9 %	Grade 11 %
Did not attempt suicide	94	88
No	5	10
Yes	1	1

If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

G1***Teachers and other adults at this school treat all students with respect.***

	Grade 9	Grade 11
	%	%
Strongly disagree	4	3
Disagree	6	5
Neither disagree nor agree	21	17
Agree	52	54
Strongly agree	18	21

G2***Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.***

	Grade 9	Grade 11
	%	%
Strongly disagree	2	2
Disagree	4	2
Neither disagree nor agree	16	15
Agree	48	48
Strongly agree	29	33

G3***The teachers and other adults work hard to help me with my schoolwork when I need it.***

	Grade 9	Grade 11
	%	%
Strongly disagree	2	2
Disagree	5	2
Neither disagree nor agree	21	15
Agree	48	49
Strongly agree	24	31

G4***Teachers show how classroom lessons are important and helpful to me in real life.***

	Grade 9	Grade 11
	%	%
Strongly disagree	6	6
Disagree	9	7
Neither disagree nor agree	28	26
Agree	38	41
Strongly agree	20	21

G5***Teachers give me a chance to take part in classroom discussions or activities.***

	Grade 9	Grade 11
	%	%
Strongly disagree	2	2
Disagree	2	1
Neither disagree nor agree	18	15
Agree	53	50
Strongly agree	25	32

G6***The books and lessons in my classes include examples of my race or ethnic background.***

	Grade 9	Grade 11
	%	%
Strongly disagree	6	9
Disagree	14	8
Neither disagree nor agree	36	25
Agree	28	39
Strongly agree	16	18

G7***All students are treated fairly when they break school rules.***

	Grade 9	Grade 11
	%	%
Strongly disagree	5	7
Disagree	12	15
Neither disagree nor agree	27	23
Agree	41	38
Strongly agree	16	18

G8***I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.***

	Grade 9	Grade 11
	%	%
Strongly disagree	42	43
Disagree	23	22
Neither disagree nor agree	15	16
Agree	11	12
Strongly agree	9	7

G9***There is a lot of tension in this school between different cultures, races, or ethnicities.***

	Grade 9	Grade 11
	%	%
Strongly disagree	28	35
Disagree	28	27
Neither disagree nor agree	24	19
Agree	14	13
Strongly agree	6	6

G10***The schoolyard and buildings are clean and in good condition.***

	Grade 9	Grade 11
	%	%
Strongly disagree	6	4
Disagree	9	10
Neither disagree nor agree	30	25
Agree	37	42
Strongly agree	18	19