



This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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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.<sup>1</sup>

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](http://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.<sup>2</sup> The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning

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<sup>1</sup> *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* ([chks.wested.org/training\\_support](http://chks.wested.org/training_support))

<sup>2</sup> *Guidebook for the California Healthy Kids Survey, Part I: Administration* ([chks.wested.org/training\\_support](http://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](http://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](https://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](https://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.<sup>3</sup>

## ***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).

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<sup>3</sup> The Guidebooks may be downloaded from [chks.wested.org/training\\_support](https://chks.wested.org/training_support), and the Workbook from [chks.wested.org/about/ctag](https://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](http://chks.wested.org).

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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 - 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 7
<b><i>Student Sample Size</i></b>	
Target Sample	323
Final Number	307
<b>Average Response Rate</b>	<b>95%</b>

## 2. Sample Characteristics

**Table A2.1**

*Age of Sample*

	Grade 7
	%
12 years or younger	83
13 years old	16
14 years old	0
15 years old	0
16 years old	0
17 years old	0
18 years or older	0

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

**Table A2.2**

*Gender of Sample*

	Grade 7
	%
Male	50
Female	50

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

**Table A2.3**

*Hispanic or Latino*

	Grade 7
	%
No	88
Yes	12

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



**Table A2.4**

***Race***

	Grade 7 %
American Indian or Alaska Native	1
Asian	22
Black or African American	3
Native Hawaiian or Pacific Islander	0
White	50
Mixed (two or more) races	23

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

**Table A2.5**

***Living Situation***

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

*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
	%
Mostly A's	45
A's and B's	38
Mostly B's	7
B's and C's	7
Mostly C's	0
C's and D's	1
Mostly D's	1
Mostly F's	1

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

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

	Grade 7
	%
0 times	89
1-2 times	7
A few times	2
Once a month	0
Once a week	0
More than once a week	2

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

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

	Grade 7
	%
Never	21
1 day	17
2 days	18
3 days	14
4 days	10
5 days	20

*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
	%
Yes	1
No	81
Don't know	18

*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		
	H	M	L
<b><i>School Environment</i></b>			
Total	48	47	5
Caring Adult Relationships	44	52	4
High Expectations	61	37	3
Opportunities for Meaningful Participation	20	64	16
<b><i>Community Environment</i></b>			
Total	82	16	2
Caring Adult Relationships	74	22	4
High Expectations	79	18	3
Opportunities for Meaningful Participation	75	23	3
<b><i>School Connectedness Scale</i></b>			
	69	27	4

**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		
	H	M	L
<b>School Environment</b>			
Total	34	63	3
Caring Adult Relationships	50	47	3
High Expectations	59	41	0
Opportunities for Meaningful Participation	16	56	28
<b>Community Environment</b>			
Total	83	13	3
Caring Adult Relationships	71	26	3
High Expectations	84	16	0
Opportunities for Meaningful Participation	71	16	13
<b>School Connectedness Scale</b>			
	69	28	3

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

**Table A3.4**

**Summary Table - Asian**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<b>School Environment</b>			
Total	45	52	3
Caring Adult Relationships	35	65	0
High Expectations	63	35	2
Opportunities for Meaningful Participation	16	70	13
<b>Community Environment</b>			
Total	88	11	2
Caring Adult Relationships	69	28	3
High Expectations	80	19	2
Opportunities for Meaningful Participation	80	20	0
<b>School Connectedness Scale</b>			
	70	28	2

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

**Table A3.6**

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

Cells are empty if there are less than 25 respondents

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

**Table A3.7**

**Summary Table - White**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<b><i>School Environment</i></b>			
Total	52	44	4
Caring Adult Relationships	48	48	4
High Expectations	60	38	2
Opportunities for Meaningful Participation	26	58	17
<b><i>Community Environment</i></b>			
Total	83	16	1
Caring Adult Relationships	77	20	3
High Expectations	79	18	2
Opportunities for Meaningful Participation	76	22	3
<b><i>School Connectedness Scale</i></b>			
	67	29	4

**Table A3.8**

**Summary Table - Mixed (two or more) races**

**Cells are empty if there are less than 25 respondents**

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<b><i>School Environment</i></b>			
Total	39	55	6
Caring Adult Relationships	38	57	6
High Expectations	55	41	4
Opportunities for Meaningful Participation	10	70	20
<b><i>Community Environment</i></b>			
Total	80	16	4
Caring Adult Relationships	78	16	6
High Expectations	81	14	4
Opportunities for Meaningful Participation	68	25	7
<b><i>School Connectedness Scale</i></b>			
	74	23	3



**Table A3.9.1**

**Summary Table - 7th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H / L	A I / A N	A	A A	N H / P I	W	M
<b>School Environment</b>							
Total	34		45			52	39
Caring Adult Relationships	50		35			48	38
High Expectations	59		63			60	55
Opportunities for Meaningful Participation	16		16			26	10
<b>Community Environment</b>							
Total	83		88			83	80
Caring Adult Relationships	71		69			77	78
High Expectations	84		80			79	81
Opportunities for Meaningful Participation	71		80			76	68
<b>School Connectedness Scale</b>							
	69		70			67	74

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

NH/PI:

**Table A3.9.2**

**Summary Table - 9th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H / L	A I / A N	A	A A	N H / P I	W	M
<b>School Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>Community Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>School Connectedness Scale</b>							

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

NH/PI:

**Table A3.9.3**

**Summary Table - 11th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

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

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

NH/PI:

**Table A3.9.4**

**Summary Table - Non-traditional by race/ethnicity**

Cells are empty if there are less than 25 respondents

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

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

NH/PI:

**Table A3.10**  
***School Connectedness Scale Questions***

	Grade 7 %
<b>I feel close to people in this school.</b>	
Strongly Disagree	2
Disagree	2
Neither Agree Nor Disagree	18
Agree	53
Strongly Agree	24
<b>I am happy to be at this school.</b>	
Strongly Disagree	3
Disagree	3
Neither Agree Nor Disagree	12
Agree	47
Strongly Agree	35
<b>I feel like I am part of this school.</b>	
Strongly Disagree	4
Disagree	3
Neither Agree Nor Disagree	17
Agree	49
Strongly Agree	27
<b>Teachers at this school treat students fairly.</b>	
Strongly Disagree	5
Disagree	8
Neither Agree Nor Disagree	25
Agree	45
Strongly Agree	18
<b>I feel safe in my school.</b>	
Strongly Disagree	3
Disagree	4
Neither Agree Nor Disagree	18
Agree	47
Strongly Agree	28

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

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

<b>At my school, there is a teacher or some other adult...</b>	<b>Grade 7 %</b>
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***Caring Relationships*****who really cares about me.**

Not At All True	4
A Little True	24
Pretty Much True	37
Very Much True	35

**who notices when I am not there.**

Not At All True	4
A Little True	20
Pretty Much True	41
Very Much True	34

**who listens when I have something to say.**

Not At All True	4
A Little True	18
Pretty Much True	41
Very Much True	37

***High Expectations*****who tells me when I do a good job.**

Not At All True	3
A Little True	10
Pretty Much True	39
Very Much True	47

**who always wants me to do my best.**

Not At All True	3
A Little True	7
Pretty Much True	30
Very Much True	60

**who believes that I will be a success.**

Not At All True	5
A Little True	14
Pretty Much True	39
Very Much True	42

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

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

	Grade 7
	%
<b>Opportunities for Meaningful Participation</b>	
<b>I do interesting activities at school.</b>	
Not At All True	5
A Little True	22
Pretty Much True	45
Very Much True	27
<b>I help decide things like class rules or activities.</b>	
Not At All True	25
A Little True	39
Pretty Much True	26
Very Much True	10
<b>I do things that make a difference at school.</b>	
Not At All True	13
A Little True	37
Pretty Much True	34
Very Much True	17

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

**Table A3.12**

***Community Protective Factors (Developmental Supports)***

**Outside of my home and school, there is a teacher or some other adult...** Grade 7  
%

***Caring Relationships***

**who really cares about me.**

Not At All True	4
A Little True	6
Pretty Much True	14
Very Much True	77

**who notices when I am upset about something.**

Not At All True	6
A Little True	11
Pretty Much True	20
Very Much True	63

**whom I trust.**

Not At All True	5
A Little True	7
Pretty Much True	20
Very Much True	68

***High Expectations***

**who tells me when I do a good job.**

Not At All True	3
A Little True	7
Pretty Much True	20
Very Much True	70

**who believes that I will be a success.**

Not At All True	3
A Little True	6
Pretty Much True	16
Very Much True	74

**who always wants me to do my best.**

Not At All True	3
A Little True	5
Pretty Much True	13
Very Much True	80

*Questions HS A25-30/MS 24-29: Outside of my home and school, there is an adult who...really cares about me, tells me when I do a good job... notices when I am upset about something...believes that I will be a success...always wants me to do my best...whom I trust.*

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

	Grade 7 %
<b>Opportunities for Meaningful Participation</b>	
<b>I am part of clubs, sports teams, church/temple or other group activities.</b>	
Not At All True	9
A Little True	8
Pretty Much True	16
Very Much True	68
<b>I am involved in music, art, literature, sports or a hobby.</b>	
Not At All True	4
A Little True	6
Pretty Much True	14
Very Much True	76
<b>I help other people.</b>	
Not At All True	3
A Little True	7
Pretty Much True	40
Very Much True	50

*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 %
<b>Alcohol (one full drink)</b>	
0 times	88
1 time	5
2 to 3 times	5
4 or more times	2
<b>Marijuana</b>	
0 times	95
1 time	2
2 to 3 times	2
4 or more times	1
<b>Inhalants (to get high)</b>	
0 times	92
1 time	4
2 to 3 times	3
4 or more times	1
<b>Cocaine</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
<b>Methamphetamine or any amphetamine</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

*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 7 %
<b>LSD or other psychedelics</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
<b>Ecstasy</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
<b>Heroin</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
<b>Other illegal drug or pill</b>	
0 times	98
1 time	1
2 to 3 times	1
4 or more times	0
<b><i>Any of the above AOD Use</i></b>	17
<b>Prescription pain killers</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

*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 7 %
<b>Barbiturates</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
<b>Tranquilizers or sedatives</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
<b>Cold/cough medicines</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
<b>Diet pills</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
<b>Ritalin™ or Adderall™</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

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

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

	Grade 7 %
<b>Alcohol (one full drink)</b>	
Never	84
10 or under	8
11 -12 years old	8
13-14 years old	0
15-16 years old	0
17 years or older	0
<b>Marijuana</b>	
Never	96
10 or under	0
11 -12 years old	3
13-14 years old	0
15-16 years old	0
17 years or older	0
<b>Other illegal drug</b>	
Never	99
10 or under	0
11 -12 years old	1
13-14 years old	0
15-16 years old	0
17 years or older	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 %
Alcohol (at least one drink)	5
Binge drinking (5 or more drinks in a row)	2
Marijuana	5
Inhalants	3
Cocaine	na
Methamphetamine or any amphetamine	na
Ecstasy, LSD or other psychedelics	na
Other illegal drug or pill	1
<b><i>Any drug use</i></b>	6
<b><i>Heavy drug user</i></b>	1
<b><i>Any of the above AOD Use</i></b>	9
Two or more of the above at the same time	na

*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 7 %
<b>Alcohol</b>	
None	95
1 or 2 days	4
3 to 9 days	0
10 to 19 days	0
20 or more days (daily)	1
<b>Marijuana</b>	
None	95
1 or 2 days	4
3 to 9 days	1
10 to 19 days	0
20 or more days (daily)	0

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

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

	Grade 7 %
0 times	97
1 to 2 times	2
3 to 6 times	0
7 or more times	1

*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 %
0 times	97
1 to 2 times	1
3 to 6 times	1
7 or more times	1

*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 %
0 days	98
1 to 2 days	1
3 or more days	1

*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
	%
Don't drink alcohol	84
Just a sip or two	12
Enough to feel it a little	3
Enough to feel it a lot	0
Until really drunk	1

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

**Table A4.9**

***Usual Level of Highness When Using Drugs***

Don't use drugs
Not high at all
A little high
Moderately high
Very high

*Question HS A77: 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)***

<i>Never</i>
<i>Any</i>
1 time
2 times
3 to 6 times
7 or more times

*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>	75
<i>Any</i>	25
1 time	14
2 times	2
3 to 6 times	3
7 or more times	5

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

*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 7
	%
0 times	99
1 to 2 times	0
3 to 6 times	0
7 or more times	1

*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 %
<b>Alcohol - Drink Occasionally</b>	
Great	18
Moderate	27
Slight	32
None	22
<b>Alcohol - 5 or more drinks once or twice a week</b>	
Great	55
Moderate	22
Slight	8
None	14

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

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

	Grade 7 %
<b>Marijuana - Smoke Occasionally</b>	
Great	44
Moderate	34
Slight	10
None	12
<b>Marijuana - Smoke once or twice a week</b>	
Great	69
Moderate	13
Slight	5
None	12

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

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

	Grade 7 %
<b>Alcohol - One or two drinks nearly every day</b>	
Neither approve or disapprove	5
Somewhat disapprove	9
Strongly disapprove	85
<b>Marijuana or Hashish - Once or twice</b>	
Neither approve or disapprove	7
Somewhat disapprove	14
Strongly disapprove	79
<b>Marijuana - Once a month or more</b>	
Neither approve or disapprove	7
Somewhat disapprove	10
Strongly disapprove	84

*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 7 %
None of them	68
10 percent	23
20 percent	4
30 percent	1
40 percent	2
50 percent	0
60 percent	0
70 percent	1
80 percent	0
90 percent	1
All of them	0

*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***

---

Does not apply, never used alcohol/drugs

---

Problems with emotions, nerves, mental health

---

Trouble or problems with the police

---

Money problems

---

Miss school

---

Problems with school work

---

Fight with other kids

---

Damage a friendship

---

Physically hurt or injure yourself

---

Unwanted or unprotected sex

---

Forget what happened or pass out

---

Other problems

---

More than one problem

---

Never had problems when I've used alcohol/drugs

---

*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***

---

Does not apply, have not used alcohol or drugs

---

Had to increase use to get same effect as before

---

Spent a lot of time getting, using, or being "hung over" from using

---

Used alcohol or drugs a lot more than intended

---

Used alcohol or drugs when alone

---

Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies  
Often didn't feel OK unless had something to drink or used a drug

---

Thought about reducing or stopping

---

Told yourself not going to use, but used anyway

---

Spoke with someone about reducing or stopping use

---

Attended counseling, program, or group to reduce/stop use

---

More than one experience

---

Use alcohol or drugs, but have not experienced any of these things

---

*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 %
<b>Alcohol</b>	
Very difficult	20
Fairly difficult	17
Fairly easy	18
Very easy	11
Don't know	34
<b>Marijuana</b>	
Very difficult	38
Fairly difficult	13
Fairly easy	6
Very easy	4
Don't know	38

*Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get alcohol or marijuana if they really want them?*

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

	Grade 7 %
0 times	92
1 time	5
2 to 3 times	2
4 or more times	1

*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
	%
No	45
Yes	55

*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
	%
No	23
Yes	77

*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 7 %
Hispanic or Latino	13
American Indian or Alaska Native	
Asian	6
Black or African American	
Native Hawaiian or Pacific Islander	
White	4
Mixed (two or more) races	6

*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 %
Hispanic or Latino	15
American Indian or Alaska Native	
Asian	0
Black or African American	
Native Hawaiian or Pacific Islander	
White	6
Mixed (two or more) races	7

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

## 5. Tobacco Use

**Table A5.1**

*Ever Used Cigarettes or Smokeless Tobacco, Lifetime*

	Grade 7 %
<b>A cigarette, even one or two puffs</b>	
0 times	95
1 time	3
2 to 3 times	1
4 or more times	1
<b>A whole cigarette</b>	
0 times	97
1 time	1
2 to 3 times	1
4 or more times	0
<b>Smokeless tobacco</b>	
0 times	98
1 time	0
2 to 3 times	1
4 or more times	1

*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 7 %
<b>Smoked part or all of a cigarette</b>	
Never	96
10 or under	1
11-12 years old	3
13-14 years old	0
15-16 years old	0
17 years or older	0
<b>Smokeless tobacco</b>	
Never	99
10 or under	0
11-12 years old	0
13-14 years old	0
15-16 years old	0
17 years or older	0

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

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

	Grade 7 %
<b>Cigarettes</b>	
Any	1
Daily	0
<b>Smokeless tobacco</b>	
Any	1
Daily	0

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

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

	Grade 7
	%
<i>None</i>	99
<i>Any</i>	1
1 or 2 days	1
3 to 9 days	0
10 to 19 days	0
20 to 30 days	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
	%
Neither approve nor disapprove	4
Somewhat disapprove	9
Strongly disapprove	87

*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 7
	%
Neither approve or disapprove	3
Somewhat disapprove	10
Strongly disapprove	87

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

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

	Grade 7 %
<b>Smoking occasionally</b>	
Great	25
Moderate	46
Slight	19
None	11
<b>Smoking 1-2 packs of cigarettes a day</b>	
Great	72
Moderate	12
Slight	3
None	13

*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 7 %
Very difficult	25
Fairly difficult	19
Fairly easy	15
Very easy	4
Don't know	37

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

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

	Grade 7 %
None of them	70
10 percent	24
20 percent	3
30 percent	1
40 percent	1
50 percent	0
60 percent	0
70 percent	0
80 percent	0
90 percent	1
All of them	0

*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 7 %
Hispanic or Latino	6
American Indian or Alaska Native	
Asian	0
Black or African American	
Native Hawaiian or Pacific Islander	
White	1
Mixed (two or more) races	3

*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 %
<b>Had mean rumors/lies spread about you</b>	
0 times	53
1 time	28
2 to 3 times	12
4 or more times	6
<b>Had sexual jokes/comments/gestures made to you</b>	
0 times	69
1 time	14
2 to 3 times	7
4 or more times	10
<b>Been made fun of because of your looks/way of talking</b>	
0 times	73
1 time	16
2 to 3 times	7
4 or more times	4

*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 7
	%
<b>Been pushed, shoved, hit, etc.</b>	
0 times	69
1 time	15
2 to 3 times	12
4 or more times	5
<b>Been afraid of being beaten up</b>	
0 times	84
1 time	10
2 to 3 times	4
4 or more times	2
<b>Been in a physical fight</b>	
0 times	86
1 time	10
2 to 3 times	2
4 or more times	2

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

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

	Grade 7 %
<b>Had property stolen/damaged</b>	
0 times	78
1 time	14
2 to 3 times	6
4 or more times	2
<b>Damaged school property on purpose</b>	
0 times	96
1 time	3
2 to 3 times	1
4 or more times	1

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

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

	Grade 7 %
<b>Carried a gun</b>	
0 times	99
1 time	1
2 or more times	1
<b>Carried any other weapon</b>	
0 times	95
1 time	3
2 or more times	2

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

**Table A6.5**

***Awareness and Use of Weapons on School Property, Past 12 Months***

	Grade 7
	%
<b>Seen someone with a weapon</b>	
0 times	89
1 time	7
2 or more times	4
<b>Been threatened/injured with a weapon</b>	
0 times	98
1 time	1
2 or more times	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 7
	%
Neither approve or disapprove	8
Somewhat disapprove	12
Strongly disapprove	80

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



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

	Grade 7 %
<b>Race, Ethnicity, or National Origin</b>	
0 times	84
1 time	11
2 or more times	5
<b>Religion</b>	
0 times	92
1 time	4
2 or more times	4
<b>Gender</b>	
0 times	90
1 time	6
2 or more times	4
<b>Sexual Orientation *</b>	
0 times	93
1 time	3
2 or more times	3
<b>Physical/Mental Disability</b>	
0 times	96
1 time	2
2 or more times	3
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>	
	26
<b>Any Other Reason</b>	
0 times	77
1 time	10
2 or more times	13
<b><i>Any Harassment</i></b>	
	37

*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
	%
No	92
Yes	8

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

**Table A6.9**

***Physical Violence by Boyfriend/Girlfriend, Past 12 Months***

	Grade 7
	%
Does not apply, didn't have a boyfriend/girlfriend	63
No	34
Yes	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 7
	%
Very safe	33
Safe	50
Neither safe nor unsafe	14
Unsafe	1
Very unsafe	2

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

**Table A6.11**

***Cyber Bullying***

	Grade 7
	%
0 times (never)	77
1 time	14
2-3 times	5
4 or more times	3

*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 %
Hispanic or Latino	24
American Indian or Alaska Native	
Asian	39
Black or African American	
Native Hawaiian or Pacific Islander	
White	25
Mixed (two or more) races	24

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

**Table A6.13**

***Harassment for Race, Ethnicity or National Origin***

**Cells are empty if there are less than 25 respondents.**

	Grade 7 %
Hispanic or Latino	21
American Indian or Alaska Native	
Asian	34
Black or African American	
Native Hawaiian or Pacific Islander	
White	9
Mixed (two or more) races	16

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

## 7. Physical and Mental Health

**Table A7.1**

***Eating of Breakfast***

	Grade 7 %
No	14
Yes	86

*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 %
No	79
Yes	21

*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***

No	
Yes	

*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 %
<b>Card or dice games</b>	
Not at all	86
Less than once a month	11
1 to 3 times	2
Once a week or more	1
<b>Personal skill games</b>	
Not at all	79
Less than once a month	15
1 to 3 times	5
Once a week or more	1
<b>Betting on sports</b>	
Not at all	78
Less than once a month	18
1 to 3 times	3
Once a week or more	1
<b>Lottery</b>	
Not at all	93
Less than once a month	5
1 to 3 times	1
Once a week or more	1
<b>Bet or gambled in any other way</b>	
Not at all	86
Less than once a month	10
1 to 3 times	3
Once a week or more	1

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

## 8. Results by Gender

Table A8.1

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

	7th Grade	
	Female %	Male %
<b>Lifetime and Current AOD Use</b>		
<i>During your life, did you ever...</i>		
drink alcohol (one full drink)?	11	12
use inhalants?	9	6
smoke marijuana?	7	3
<i>During the past 30 days, did you...</i>		
drink alcohol (one full drink)?	6	5
use inhalants?	5	1
smoke marijuana?	6	4
<b>Level of Involvement (High Risk Patterns)</b>		
<i>During your life, have you ever...</i>		
been very drunk or sick after drinking alcohol?	2	3
been high from using drugs?	3	4
<i>During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?</i>	3	2
<b>AOD Use at School</b>		
<i>During your life, have you ever been drunk/high on school property?</i>	1	1
<i>During the past 30 days, did you use marijuana on school property?</i>	1	1
<b>Perceived Harm</b>		
<i>Frequent use of... is harmful.*</i>		
alcohol (five or more drinks once or twice a week)	83	89
marijuana (once or twice a week)	86	91

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

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

	7th Grade	
	Female %	Male %
During your life, did you ever smoke a cigarette?	1	4
During the past 30 days, did you smoke a cigarette?	1	2
During the past 30 days, did you smoke cigarettes daily?	0	1
During the past 30 days, did you smoke cigarettes on school property?	1	1
Frequent use of cigarettes is harmful. (1-2 packs a day)*	85	91

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



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

	7th Grade	
	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>		
Race, ethnicity, or national origin	14	18
Religion	8	8
Gender	15	6
Gay/lesbian, or someone thought you were	6	8
Physical/mental disability	3	6
Any other reason	24	22
During the past 12 months at school, have you been in a physical fight?	6	20
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	1	5
Feels safe at school	82	84
Currently belong to a gang	8	7

**Table A8.4**

***Physical and Mental Health Measures, by Gender and Grade***

	7th Grade	
	Female %	Male %
Did you eat breakfast today?	83	88
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?	26	17

## 9. Comparisons

**Table A9.1**

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

	7th Grade %	
	District	CSS
<b>Lifetime and Current ATOD Use</b>		
<i>During your life, did you ever...</i>		
smoke a cigarette?	3	7
chew tobacco or snuff?	2	4
drink alcohol (glass)?	12	24
use inhalants?	8	11
smoke marijuana?	5	9
<i>During the past 30 days, did you...</i>		
smoke a cigarette?	1	6
chew tobacco or snuff?	1	3
drink alcohol (glass)?	5	15
use inhalants?	3	5
smoke marijuana?	5	7
<b>Level of Involvement (High Risk Patterns)</b>		
<i>During your life have you ever...</i>		
been very drunk or sick after drinking?	3	11
been high from using drugs?	3	8
<i>During the past 30 days, did you...</i>		
drink 5 drinks in a couple of hours?	2	6

**Table A9.1 - Continued**

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

	7th Grade %	
	District	CSS
<b>ATOD Use on School Property</b>		
During your life, have you ever been drunk/high?	1	6
During the past 30 days, did you smoke cigarettes?	1	3
<b>Perceived Harm</b>		
<i>People risk harming themselves using...<sup>b</sup></i>		
cigarettes (1-2 packs a day)	87	83
alcohol (five or more drinks once or twice a week)	86	83
marijuana (once or twice a week)	88	82

<sup>b</sup>combines "Great," "Moderate," and "Slight"

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

	7th Grade %	
	District	CSS
<b>School Safety</b>		
<i>During the past 12 months at school, have you....</i>		
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	26	31
been in a physical fight?	14	32
been afraid of being beaten up?	16	29
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	5	10
How safe do you feel when you are at school? Very safe.	33	18
Do you consider yourself a member of a gang?	8	9
<b>School Protective Factors - High Levels (Resilience Indicators)</b>		
Caring relationships with teacher or other adult	44	31
High expectations from teacher or other adult	61	45
Opportunities for meaningful participation at their school	20	16
Total	48	31
<b>School Connectedness Scale</b>	69	39

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

	Grade 7 %
Not at all true	5
A little true	11
Pretty much true	39
Very much true	45

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

	Grade 7 %
Not at all true	6
A little true	17
Pretty much true	38
Very much true	40

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

	Grade 7 %
Not at all true	5
A little true	10
Pretty much true	34
Very much true	51

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

	Grade 7 %
Not at all true	8
A little true	8
Pretty much true	25
Very much true	60

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

	Grade 7 %
Not at all true	6
A little true	11
Pretty much true	38
Very much true	45

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

	Grade 7 %
Not at all true	5
A little true	6
Pretty much true	21
Very much true	69

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

	Grade 7 %
Not at all true	6
A little true	11
Pretty much true	24
Very much true	60

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

	Grade 7 %
Not at all true	5
A little true	3
Pretty much true	13
Very much true	80

**Table C28*****Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %
No	81
Yes	19

*During the past 12 months, did you ever think about killing yourself?*

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

	Grade 7 %
No	93
Yes	7

*During the past 12 months, did you make a plan about how you would like to kill yourself?*

**Table C32*****Ever Attempted Suicide***

	Grade 7 %
No	95
Yes	5

*Have you ever tried to kill yourself?*



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

	Grade 7
	%
Strongly disagree	4
Disagree	7
Neither disagree nor agree	20
Agree	37
Strongly agree	31

**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 7
	%
Strongly disagree	3
Disagree	3
Neither disagree nor agree	12
Agree	34
Strongly agree	49

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

	Grade 7
	%
Strongly disagree	2
Disagree	4
Neither disagree nor agree	15
Agree	35
Strongly agree	44

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

	Grade 7
	%
Strongly disagree	4
Disagree	8
Neither disagree nor agree	20
Agree	37
Strongly agree	31

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

	Grade 7
	%
Strongly disagree	4
Disagree	1
Neither disagree nor agree	16
Agree	40
Strongly agree	39

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

	Grade 7
	%
Strongly disagree	9
Disagree	8
Neither disagree nor agree	30
Agree	28
Strongly agree	24

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

	Grade 7
	%
Strongly disagree	9
Disagree	13
Neither disagree nor agree	25
Agree	30
Strongly agree	22

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

	Grade 7
	%
Strongly disagree	47
Disagree	14
Neither disagree nor agree	14
Agree	12
Strongly agree	14

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

	Grade 7
	%
Strongly disagree	27
Disagree	25
Neither disagree nor agree	18
Agree	15
Strongly agree	16

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

	Grade 7
	%
Strongly disagree	6
Disagree	10
Neither disagree nor agree	26
Agree	33
Strongly agree	25