

weapons violence bullying peers  
 tobacco **safety** drugs HIV/  
 AIDS suicide depression pregnancy  
 gangs truancy weapons  
**healthy kids** violence bullying  
 alcohol tobacco drugs HIV/  
 AIDS suicide pregnancy gangs  
 truancy weapons **drug-free**  
**well-being** violence bullying  
 drugs HIV/AIDS gangs truancy  
 suicide pregnancy  
 drugs **exercise**  
 s violence bullying  
 alcohol tobacco  
**nutrition** drugs  
 HIV/AIDS suicide  
 depression gangs  
 truancy weapons  
**RESILIENCE**  
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 HIV/AIDS suicide  
 pregnancy gangs  
 violence bullying  
 alcohol tobacco  
**PREVENTION**  
 HIV/AIDS suicide depression  
 pregnancy gangs

Weapons violence  
 tobacco drugs HIV  
**RESILIENCE**  
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 AIDS **Safe Schools** tobacco truancy  
 suicide depression pregnancy gangs drugs  
 weapons violence bullying alcohol tobacco  
 drugs HIV/AIDS suicide tobacco  
 depression gangs  
 truancy weapons  
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 pregnancy gangs  
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 alcohol tobacco  
 pregnancy gangs  
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 alcohol tobacco  
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 pregnancy drugs  
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 alcohol tobacco  
 depression suicide

bullying alcohol  
 suicide pregnancy  
 depression drugs  
 truancy weapons  
 alcohol tobacco  
**healthy kids**  
 pregnancy gangs  
 truancy weapons  
 alcohol tobacco  
 suicide depression  
**PREVENTION**  
 truancy weapons violence bullying alcohol  
 AIDS **Safe Schools** tobacco truancy  
 suicide depression pregnancy gangs drugs  
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 drugs HIV/AIDS suicide tobacco  
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 suicide pregnancy  
 pregnancy alcohol

weapons violence  
 tobacco HIV/AIDS  
 drugs **exercise**  
 depression gangs  
 truancy weapons  
 suicide depression  
**RESILIENCE**  
 gangs truancy  
 violence bullying  
 drugs HIV/AIDS  
 depression gangs  
 pregnancy gangs truancy weapons  
 violence bullying alcohol tobacco  
**Safe Schools** gangs  
 pregnancy gangs truancy weapons  
 violence bullying alcohol tobacco  
**PREVENTION**  
 tobacco truancy HIV/AIDS suicide  
 depression alcohol  
 pregnancy gangs  
**healthy kids**  
 alcohol tobacco  
 suicide depression  
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 alcohol tobacco  
 suicide pregnancy  
 truancy weapons  
 alcohol tobacco  
 suicide pregnancy

bullying alcohol  
**nutrition**  
 suicide gangs  
 pregnancy gangs  
 HIV violence  
 tobacco alcohol  
 depression AIDS  
 pregnancy HIV  
 weapons gangs  
 alcohol tobacco  
 suicide drugs  
**Safe Schools** gangs  
 depression gangs  
 truancy weapons  
 violence bullying alcohol tobacco  
**PREVENTION**  
 tobacco truancy HIV/AIDS suicide  
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**drug-free**  
 truancy weapons  
 violence bullying  
 drugs HIV/AIDS  
 pregnancy gangs  
 drugs **safety**  
 tobacco truancy  
 HIV/AIDS suicide  
 pregnancy gangs  
 violence bullying  
 drugs HIV/AIDS  
 truancy depression

Weapons  
 violence bullying drugs  
**PREVENTION**  
 alcohol tobacco drugs suicide HIV/  
 AIDS depression pregnancy gangs  
 truancy weapons **exercise**  
 gangs **safety** violence HIV  
 bullying alcohol tobacco drugs  
 AIDS suicide  
 depression drugs  
 pregnancy gangs  
**Safe Schools**  
 truancy weapons violence  
 bullying alcohol tobacco  
**well-being**  
 drugs HIV/AIDS suicide  
 depression gangs  
**drug-free**  
 truancy weapons  
 violence  
 depression gangs  
 truancy suicide  
**RESILIENCE**  
 pregnancy gangs  
 truancy weapons violence  
 gangs truancy weapons violence  
 tobacco drugs HIV/AIDS suicide  
 depression pregnancy  
 truancy depression

East Stanislaus High School  
 Secondary  
 2010/2011  
 Main Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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Recommended citation:

[School Name]. *California Healthy Kids Survey, 2010-11: Main Report*. San Francisco: WestEd Health and Human Development Program for the California Department of Education.

## PREFACE

This report provides the detailed results for each question from this school's 2010-11 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, the *CHKS Survey Content Guidebook*, ([chks.wested.ort/reports](http://chks.wested.ort/reports)) discusses the significance of each question. Several other tools to help in data use are also available, as described below.

The results of this student survey should be compared to those obtained from school staff from the companion *California School Climate Survey* (CSCS). It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The *CHKS Survey Content Guidebook* provides a cross-walk between the two surveys' questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: [chks.wested.org](http://chks.wested.org) and [cscs.wested.org](http://cscs.wested.org).

### **SURVEY PURPOSE**

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

### **SURVEY CONTENT OVERVIEW**

The CHKS consists of a required general Core Module and a series of optional supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions identified by an expert advisory committee considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.<sup>1</sup> The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

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

## **School-Related Content**

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

- grades, truancy, and school connectedness, as indicators of engagement;
- the level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes;
- perceived safety and frequency of, and reasons for, harassment and bullying at school; and
- level of substance use, violence, and crime-related behavior (e.g., weapons possession) at school.

## **Closing the Achievement Gap**

Several tables are particularly useful for helping districts identify and address the needs of students related to closing the state's persistent racial/ethnic achievement gap, which Superintendent O'Connell declared CDE's top priority (the CTAG Initiative). Students are asked to indicate their racial/ethnic identity and report whether they have experienced harassment because of their race/ethnicity. Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories.

CDE urges districts that are experiencing achievement gaps among their students to administer this module and request supplementary reports disaggregating all their CHKS and by the race/ethnicity of students.

## ***SURVEY ADMINISTRATION AND SAMPLING***

School staff administered the survey following detailed instructions provided by CDE designed to assure the protection of all student and parental rights to privacy and maintain confidentiality. Students were surveyed only with the *consent of parents or guardians*. Each student's participation was voluntary, anonymous, and confidential. Table A1.2 gives the target sample of students, and the final number and percent that completed the survey (the participation response rate).

## ***THE REPORT***

The tables in this Main CHKS Report provide the percentages responding to each question response option by grade level, organized by topic. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables include the percentages of youth who do not engage in each risk behavior. Percentages are rounded off to the nearest whole number.

## ***AIDS TO UNDERSTANDING AND USING THE DATA***

Several guides, workshops, and other aids are available to help you understand and use survey results. These are described and made available on the survey website. Three are particularly important.

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2011.

## ***ASSESSING THE DATA***

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results, the changes obtained between administrations, or differences between your results and those from other districts or state norms. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the ***CHKS Data Use and Dissemination Guidebook***.

### **Representativeness**

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

### **Changes Between Surveys**

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

### **Comparison Data**

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

Ultimately, however, the most fundamental concern should be not how you compare with others but your satisfaction with your own survey results and whether your indicators are improving.

## ***NEXT STEPS***

Receiving this report is just a beginning step in a data-driven, decision-making process. The following describes actions you can take to analyze and use the results and provide additional information to support school- and program- improvement efforts.

### **Compare with Other Data Sources**

CHKS results will be enriched if analyzed in the context of data from the California School Climate Survey and other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

### **Discuss with Students and Staff**

Discuss the results with both students and staff to explore their meaning in more depth and obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Survey staff can provide information on conducting structured group “listening” discussions of the data with youth focused on obtaining their input on how to address the needs identified by the survey.

## ***ACKNOWLEDGEMENTS***

The CHKS was developed, and this report prepared for the school, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE) Safe and Healthy Kids Program Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at <http://www.wested.org/chks>.

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Tom Herman, Administrator  
Safe and Healthy Kids Program Office  
California Department of Education

**East Stanislaus High**  
Secondary  
2010-2011  
Main Report

Core Module A

# Section A

## 1. Introduction

**Table A1.1**

***CHKS Survey Modules Administered***

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

**Table A1.2**

***Student Sample Characteristics***

	NT*
<b><i>Student Sample Size</i></b>	
Target Sample	85
Final Number	68
<b>Average Response Rate</b>	<b>80%</b>

\* NT includes continuation, community day, and other alternative school types

## 2. Sample Characteristics

**Table A2.1**

*Age of Sample*

	NT
	%
12 years or younger	0
13 years old	0
14 years old	0
15 years old	0
16 years old	31
17 years old	44
18 years or older	25

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

**Table A2.2**

*Gender of Sample*

	NT
	%
Male	55
Female	45

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

**Table A2.3**

*Hispanic or Latino*

	NT
	%
No	53
Yes	47

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

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

	NT
	%
American Indian or Alaska Native	8
Asian	2
Black or African American	3
Native Hawaiian or Pacific Islander	0
White	46
Mixed (two or more) races	41

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

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

	NT
	%
A home with both parents	33
A home with only one parent	46
Other relative's home	10
A home with more than one family	0
Friend's home	4
Foster home, group care, or waiting placement	0
Hotel or motel	0
Migrant housing	0
Shelter	1
On the street (no fixed housing), car campground	0
Other transitional or temporary housing	1
Other living arrangements	3

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

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

	NT
	%
Mostly A's	6
A's and B's	20
Mostly B's	11
B's and C's	22
Mostly C's	13
C's and D's	9
Mostly D's	8
Mostly F's	11

*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***

	NT
	%
0 times	43
1-2 times	19
A few times	17
Once a month	5
Once a week	3
More than once a week	13

*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***

---

Yes

No

Don't know

NT

%

1

81

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 (%)	NT		
	H	M	L
<b><i>School Environment</i></b>			
Total	18	58	24
Caring Adult Relationships	34	49	16
High Expectations	28	60	12
Opportunities for Meaningful Participation	9	35	56
<b><i>Community Environment</i></b>			
Total	45	46	9
Caring Adult Relationships	63	30	7
High Expectations	57	34	9
Opportunities for Meaningful Participation	26	44	29
<b><i>School Connectedness Scale</i></b>			
	32	51	16

**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 (%)	NT		
	H	M	L
<b>School Environment</b>			
Total	14	64	21
Caring Adult Relationships	36	54	11
High Expectations	25	57	18
Opportunities for Meaningful Participation	4	46	50
<b>Community Environment</b>			
Total	43	46	11
Caring Adult Relationships	68	21	11
High Expectations	61	29	11
Opportunities for Meaningful Participation	25	39	36
<b>School Connectedness Scale</b>			
	29	71	0

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

**Table A3.5**

**Summary Table - Black or African American**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	NT		
	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 (%)	NT		
	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 (%)	NT		
	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 A3.8**

**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 (%)	NT		
	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 A3.9.1**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H / L	A I / A N	A	A A	N H / P I	W	M
<b>School Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>Community Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>School Connectedness Scale</b>							

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

**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

**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

**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	14						
Caring Adult Relationships	36						
High Expectations	25						
Opportunities for Meaningful Participation	4						
<b>Community Environment</b>							
Total	43						
Caring Adult Relationships	68						
High Expectations	61						
Opportunities for Meaningful Participation	25						
<b>School Connectedness Scale</b>							
Total	29						

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

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

	NT
	%
<b>I feel close to people in this school</b>	
Strongly Disagree	10
Disagree	12
Neither Agree Nor Disagree	39
Agree	30
Strongly Agree	9
<b>I am happy to be at this school</b>	
Strongly Disagree	15
Disagree	9
Neither Agree Nor Disagree	37
Agree	31
Strongly Agree	9
<b>I feel like I am part of this school</b>	
Strongly Disagree	13
Disagree	10
Neither Agree Nor Disagree	34
Agree	31
Strongly Agree	12
<b>Teachers at this school treat students fairly</b>	
Strongly Disagree	10
Disagree	12
Neither Agree Nor Disagree	24
Agree	38
Strongly Agree	16
<b>I feel safe in my school</b>	
Strongly Disagree	13
Disagree	7
Neither Agree Nor Disagree	21
Agree	32
Strongly Agree	26

*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>NT %</b>
<b><i>Caring Relationships</i></b>	
<b>who really cares about me</b>	
Not At All True	13
A Little True	29
Pretty Much True	34
Very Much True	24
<b>who notices when I am not there</b>	
Not At All True	10
A Little True	33
Pretty Much True	34
Very Much True	22
<b>who listens when I have something to say</b>	
Not At All True	11
A Little True	24
Pretty Much True	38
Very Much True	27
<b><i>High Expectations</i></b>	
<b>who tells me when I do a good job</b>	
Not At All True	6
A Little True	30
Pretty Much True	40
Very Much True	24
<b>who always wants me to do my best</b>	
Not At All True	9
A Little True	15
Pretty Much True	43
Very Much True	33
<b>who believes that I will be a success</b>	
Not At All True	15
A Little True	24
Pretty Much True	40
Very Much True	21

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

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

	NT
	%
<b>Opportunities for Meaningful Participation</b>	
<b>I do interesting activities at school</b>	
Not At All True	51
A Little True	28
Pretty Much True	9
Very Much True	12
<b>I help decide things like class rules or activities</b>	
Not At All True	68
A Little True	15
Pretty Much True	15
Very Much True	3
<b>I do things that make a difference at school</b>	
Not At All True	43
A Little True	27
Pretty Much True	16
Very Much True	13

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

**Table A3.12**

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

<b>Outside of my home and school, there is a teacher or some other adult...</b>	NT
	%
<b><i>Caring Relationships</i></b>	
<b>who really cares about me</b>	
Not At All True	8
A Little True	12
Pretty Much True	22
Very Much True	58
<b>who notices when I am upset about something</b>	
Not At All True	9
A Little True	16
Pretty Much True	19
Very Much True	55
<b>whom I trust</b>	
Not At All True	9
A Little True	12
Pretty Much True	18
Very Much True	61
<b><i>High Expectations</i></b>	
<b>who tells me when I do a good job</b>	
Not At All True	12
A Little True	16
Pretty Much True	24
Very Much True	48
<b>who believes that I will be a success</b>	
Not At All True	7
A Little True	15
Pretty Much True	28
Very Much True	49
<b>who always wants me to do my best</b>	
Not At All True	7
A Little True	12
Pretty Much True	22
Very Much True	58

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

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

	NT
	%
<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	53
A Little True	12
Pretty Much True	9
Very Much True	26
<b>I am involved in music, art, literature, sports or a hobby</b>	
Not At All True	37
A Little True	6
Pretty Much True	18
Very Much True	39
<b>I help other people</b>	
Not At All True	13
A Little True	31
Pretty Much True	25
Very Much True	31

*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*

	NT %
<b>Alcohol (one full drink)</b>	
0 times	15
1 time	1
2 to 3 times	9
4 or more times	75
<b>Marijuana</b>	
0 times	29
1 time	4
2 to 3 times	6
4 or more times	60
<b>Inhalants (to get high)</b>	
0 times	78
1 time	4
2 to 3 times	10
4 or more times	7
<b>Cocaine</b>	
0 times	82
1 time	3
2 to 3 times	6
4 or more times	9
<b>Methamphetamine or any amphetamines</b>	
0 times	91
1 time	0
2 to 3 times	4
4 or more times	4

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

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

	NT
	%
<b>LSD or other psychedelics</b>	
0 times	76
1 time	6
2 to 3 times	9
4 or more times	9
<b>Ecstasy</b>	
0 times	73
1 time	5
2 to 3 times	11
4 or more times	12
<b>Heroin</b>	
0 times	94
1 time	0
2 to 3 times	1
4 or more times	4
<b>Other illegal drug or pill</b>	
0 times	59
1 time	7
2 to 3 times	10
4 or more times	24
<b><i>Any of the above AOD Use</i></b>	<b>85</b>
<b>Prescription pain killers</b>	
0 times	54
1 time	6
2 to 3 times	11
4 or more times	29

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

**Table A4.1 - Continued**

***AOD Use, Lifetime***

	NT
	%
<b>Barbiturates</b>	
0 times	95
1 time	2
2 to 3 times	2
4 or more times	2
<b>Tranquilizers or sedatives</b>	
0 times	88
1 time	0
2 to 3 times	6
4 or more times	6
<b>Cold/Cough Medicines</b>	
0 times	68
1 time	1
2 to 3 times	9
4 or more times	22
<b>Diet Pills</b>	
0 times	90
1 time	1
2 to 3 times	6
4 or more times	3
<b>Ritalin™ or Adderall™</b>	
0 times	88
1 time	3
2 to 3 times	4
4 or more times	4

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

*na=not asked of middle school students*

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

	NT %
<b>Alcohol (one full drink)</b>	
Never	13
10 or under	30
11 -12 years old	12
13-14 years old	15
15-16 years old	24
17 years or older	6
<b>Marijuana</b>	
Never	29
10 or under	13
11 -12 years old	18
13-14 years old	12
15-16 years old	25
17 years or older	3
<b>Other illegal drug</b>	
Never	54
10 or under	6
11 -12 years old	7
13-14 years old	12
15-16 years old	19
17 years or older	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***

	NT
	%
Alcohol (at least one drink)	62
Binge drinking (5 or more drinks in a row)	43
Marijuana	49
Inhalants	9
Cocaine	7
Methamphetamine or any amphetamines	4
Ecstasy, LSD or other psychedelics	16
Other illegal drug or pill	18
<b><i>Any drug use</i></b>	51
<b><i>Heavy drug user</i></b>	35
<b><i>Any of the above AOD Use</i></b>	72
Two or more of the above at the same time	28

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

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

	NT
	%
<b>Alcohol</b>	
None	38
1 or 2 days	32
3 to 9 days	13
10 to 19 days	6
20 or more days (daily)	10
<b>Marijuana</b>	
None	51
1 or 2 days	9
3 to 9 days	6
10 to 19 days	6
20 or more days (daily)	28

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

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

	NT
	%
0 times	32
1 to 2 times	13
3 to 6 times	9
7 or more times	46

*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***

	NT
	%
0 times	34
1 to 2 times	9
3 to 6 times	1
7 or more times	55

*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***

	NT
	%
0 days	57
1 to 2 days	21
3 or more days	22

*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***

	NT
	%
Don't drink alcohol	25
Just a sip or two	10
Enough to feel it a little	12
Enough to feel it a lot	24
Until really drunk	28

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

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

	NT
	%
Don't use drugs	35
Not high at all	0
A little high	12
Moderately high	16
Very high	37

*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)***

	NT
	%
<b><i>Never</i></b>	62
<b><i>Any</i></b>	38
1 time	11
2 times	3
3 to 6 times	8
7 or more times	17

*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***

	NT
	%
<b>Alcohol</b>	
0 days	85
1 to 2 days	7
3 or more days	7
<b>Marijuana</b>	
0 days	79
1 to 2 days	3
3 or more days	18
<b>Any illegal drug or pill</b>	
0 days	86
1 to 2 days	3
3 or more days	11
<b>Any of the above</b>	28

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

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

	NT
	%
0 times	46
1 to 2 times	15
3 to 6 times	12
7 or more times	27

*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***

	NT
	%
<b>Alcohol - Drink Occasionally</b>	
Great	19
Moderate	22
Slight	31
None	28
<b>Alcohol - 5 or more drinks once or twice a week</b>	
Great	32
Moderate	25
Slight	21
None	22

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

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

	NT
	%
<b>Marijuana - Smoke Occasionally</b>	
Great	22
Moderate	10
Slight	24
None	44
<b>Marijuana - Smoke once or twice a week</b>	
Great	19
Moderate	24
Slight	19
None	38

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

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

	NT
	%
<b>Alcohol - One or two drinks nearly every day</b>	
Neither approve or disapprove	45
Somewhat disapprove	27
Strongly disapprove	27
<b>Marijuana or Hashish - Once or twice</b>	
Neither approve or disapprove	66
Somewhat disapprove	12
Strongly disapprove	22
<b>Marijuana - Once a month or more</b>	
Neither approve or disapprove	66
Somewhat disapprove	15
Strongly disapprove	18

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

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

	NT
	%
None of them	10
10 percent	2
20 percent	2
30 percent	2
40 percent	3
50 percent	17
60 percent	8
70 percent	3
80 percent	10
90 percent	25
All of them	19

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

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

	NT
	%
Does not apply, never used alcohol/drugs	26
Problems with emotions, nerves, mental health	15
Trouble or problems with the police	21
Money problems	13
Miss school	18
Problems with school work	12
Fight with other kids	13
Damage a friendship	9
Physically hurt or injure yourself	10
Unwanted or unprotected sex	13
Forget what happened or pass out	18
Other problems	9
More than one problem	28
Never had problems when I've used alcohol/drugs	32

*Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark all that apply.) Please note: Because all that apply are marked, total percentages may exceed 100%.*

**Table A4.19*****Occurrence of Experiences Related to Dependency While Using Alcohol/Drugs***

	NT
	%
Does not apply, have not used alcohol or drugs	27
Had to increase use to get same effect as before	24
Spent a lot of time getting, using, or being "hung over" from using	17
Used alcohol or drugs a lot more than intended	21
Used alcohol or drugs when alone	24
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	9
Often didn't feel OK unless had something to drink or used a drug	5
Thought about reducing or stopping	29
Told self not going to use but used anyway	11
Spoke with someone about reducing or stopping use	5
Attended counseling, program, or group to reduce/stop use	3
More than one experience	26
Use alcohol or drugs but have not experienced any of these things	21

*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***

	NT
	%
<b>Alcohol</b>	
Very difficult	4
Fairly difficult	7
Fairly easy	21
Very easy	51
Don't know	16
<b>Marijuana</b>	
Very difficult	4
Fairly difficult	1
Fairly easy	13
Very easy	63
Don't know	18

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

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

	NT
	%
0 times	55
1 time	6
2 to 3 times	6
4 or more times	32

*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***

	NT
	%
No	54
Yes	46

*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***

	NT
	%
No	42
Yes	58

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

**Table A4.24**

***Used Alcohol, Past 30 days***

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

	NT
	%
Hispanic or Latino	53
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	79
Mixed (two or more) races	52

*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**

	NT
	%
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	57
Mixed (two or more) races	44

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

## 5. Tobacco Use

**Table A5.1**

***Ever Used Cigarettes or Smokeless Tobacco, Lifetime***

	NT %
<b>A cigarette, even one or two puffs</b>	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
<b>A whole cigarette</b>	
0 times	42
1 time	7
2 to 3 times	6
4 or more times	45
<b>Smokeless tobacco</b>	
0 times	69
1 time	6
2 to 3 times	12
4 or more times	13

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

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

	NT
	%
<b>Smoked part or all of a cigarette</b>	
Never	31
10 or under	15
11 -12 years old	15
13-14 years old	12
15-16 years old	19
17 years or older	7
<b>Smokeless Tobacco</b>	
Never	69
10 or under	6
11 -12 years old	4
13-14 years old	7
15-16 years old	12
17 years or older	1

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

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

	NT
	%
<b>Cigarettes</b>	
Any	40
Daily	25
<b>Smokeless Tobacco</b>	
Any	10
Daily	3

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

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

	NT
	%
<i>None</i>	87
<i>Any</i>	13
1 or 2 days	6
3 to 9 days	4
10 to 19 days	0
20 to 30 days	3

*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***

	NT
	%
Neither approve or disapprove	39
Somewhat disapprove	28
Strongly disapprove	33

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

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

	NT
	%
Neither approve or disapprove	48
Somewhat disapprove	9
Strongly disapprove	43

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

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

	NT
	%
<b>Smoking Occasionally</b>	
Great	31
Moderate	17
Slight	28
None	25
<b>Smoking 1-2 packs of cigarette a day</b>	
Great	57
Moderate	11
Slight	6
None	26

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

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

	NT
	%
Very difficult	5
Fairly difficult	2
Fairly easy	20
Very easy	60
Don't know	14

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

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

	NT
	%
None of them	16
10 percent	4
20 percent	4
30 percent	4
40 percent	6
50 percent	22
60 percent	7
70 percent	4
80 percent	7
90 percent	15
All of them	9

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

**Table A5.10*****Used Cigarettes, Past 30 days*****Cells are empty if there are less than 25 respondents**

	NT
	%
Hispanic or Latino	43
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	40
Mixed (two or more) races	

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

## 6. Violence and Safety

**Table A6.1**

***Verbal Harassment on School Property, Past 12 Months***

	NT
	%
<b>Had mean rumors/lies spread about you</b>	
0 times	70
1 time	15
2 to 3 times	11
4 or more times	5
<b>Had sexual jokes/comments/gestures made to you</b>	
0 times	55
1 time	10
2 to 3 times	10
4 or more times	24
<b>Been made fun of because of your looks/way talk</b>	
0 times	66
1 time	10
2 to 3 times	7
4 or more times	16

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

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

	NT
	%
<b>Been pushed, shoved, hit, etc.</b>	
0 times	79
1 time	12
2 to 3 times	3
4 or more times	6
<b>Been afraid of being beaten up</b>	
0 times	86
1 time	6
2 to 3 times	5
4 or more times	3
<b>Been in physical fight</b>	
0 times	76
1 time	9
2 to 3 times	6
4 or more times	9

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

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

	NT
	%
<b>Had property stolen/damaged</b>	
0 times	87
1 time	6
2 to 3 times	4
4 or more times	3
<b>Damaged school property on purpose</b>	
0 times	84
1 time	3
2 to 3 times	4
4 or more times	9

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

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

	NT
	%
<b>Carried a gun</b>	
0 times	87
1 time	4
2 or more times	9
<b>Carried any other weapon</b>	
0 times	82
1 time	6
2 or more times	12

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

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

	NT
	%
<b>Seen someone with a weapon</b>	
0 times	68
1 time	12
2 or more times	20
<b>Been threatened/injured with a weapon</b>	
0 times	85
1 time	2
2 or more times	14

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

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

	NT
	%
Neither approve or disapprove	20
Somewhat disapprove	22
Strongly disapprove	58

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

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

	NT %
<b>Race, Ethnicity, or National Origin</b>	
0 times	80
1 time	6
2 or more times	14
<b>Religion</b>	
0 times	91
1 time	0
2 or more times	9
<b>Gender</b>	
0 times	92
1 time	0
2 or more times	8
<b>Sexual Orientation *</b>	
0 times	94
1 time	0
2 or more times	6
<b>Physical/Mental Disability</b>	
0 times	86
1 time	3
2 or more times	11
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>	
	26
<b>Any Other Reason</b>	
0 times	85
1 time	2
2 or more times	14
<b><i>Any Harassment</i></b>	
	28

*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***

	NT
	%
No	83
Yes	17

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

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

	NT
	%
Does not apply, didn't have a boy/girlfriend	28
No	59
Yes	13

*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***

	NT
	%
Very safe	31
Safe	31
Neither safe nor unsafe	32
Unsafe	3
Very unsafe	3

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

**Table A6.11**

***Cyber Bullying***

	NT
	%
0 times (never)	78
1 time	6
2-3 times	5
4 or more times	11

*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**

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

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

**Table A6.13**

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

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

	NT
	%
Hispanic or Latino	8
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

## 7. Physical and Mental Health

**Table A7.1**

***Eating of Breakfast***

	NT
	%
No	75
Yes	25

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

**Table A7.2**

***Frequency of Sad or Hopeless Feelings, Past 12 Months***

	NT
	%
No	64
Yes	36

*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***

	NT
	%
No	77
Yes	23

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

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

	NT
	%
<b>Card or dice games</b>	
Not at all	71
Less than once a month	5
1 to 3 times	13
Once a week or more	11
<b>Personal skill games</b>	
Not at all	69
Less than once a month	8
1 to 3 times	8
Once a week or more	16
<b>Betting on sports</b>	
Not at all	70
Less than once a month	10
1 to 3 times	6
Once a week or more	14
<b>Lottery</b>	
Not at all	73
Less than once a month	6
1 to 3 times	14
Once a week or more	6
<b>Bet or gambled in any other way</b>	
Not at all	75
Less than once a month	5
1 to 3 times	5
Once a week or more	16

*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*

	NT	
	Female %	Male %
<b>Lifetime and Current ATOD Use</b>		
<i>During your life did you ever...</i>		
drink alcohol (one full drink)?	87	84
use inhalants?	23	22
smoke marijuana?	67	73
<i>During the past 30 days, did you...</i>		
drink alcohol (one full drink)?	63	59
use inhalants?	13	5
smoke marijuana?	47	49
<b>Level of Involvement (High Risk Patterns)</b>		
<i>During your life have you ever...</i>		
been very drunk or sick after drinking alcohol?	63	70
been high from using drugs?	60	69
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	34	49
<b>ATOD Use at School</b>		
During your life, have you ever been drunk/high on school property?	45	59
During the past 30 days, did you use marijuana on school property?	20	22
<b>Perceived Harm</b>		
<i>Frequent use of... is harmful.*</i>		
alcohol (five or more drinks once or twice a week)	83	73
marijuana (once or twice a week)	70	57

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

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

	NT	
	Female %	Male %
During your life, did you ever smoke a cigarette?	52	62
During the past 30 days, did you smoke a cigarette?	43	36
During the past 30 days, did you smoke cigarettes daily?	23	25
During the past 30 days, did you smoke cigarettes on school property?	20	5
Frequent use of cigarettes is harmful. (1-2 packs a day)*	69	77

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

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

	NT	
	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	26
Religion	10	9
Gender	7	9
Gay/lesbian, or someone thought you were	7	6
Physical/mental disability	14	14
Any other reason	14	17
During the past 12 months at school have you been in a physical fight?	24	25
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	10	15
Feels safe at school	59	66
Currently belong to a gang?	18	17

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

	NT	
	Female %	Male %
Did you eat breakfast today?	24	27
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?	45	26